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## Outcomes Assessment Plan

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Institution Holy Angel University

Academic Business Unit School of Business and Accountancy

Date November 1, 2019

## Directions

Section II (Student Learning Assessment) of the outcomes assessment plan must be completed for each business program that is accredited by the IACBE (i.e., a separate table must be provided for each program).

Add tables, and insert or delete rows in the tables as needed in order to accommodate the number of your (i) business programs, (ii) intended student learning outcomes, (iii) intended operational outcomes, and (iv) assessment instruments.

If the academic business unit does not offer programs at a particular degree level (e.g., associate-level programs, doctoral-level programs, etc.), then delete those sections from the outcomes assessment plan.

In the rows of the student learning assessment tables in which the academic business unit identifies the Key Learning Outcomes (as specified by the IACBE) to which its own intended student learning outcomes are linked, if a particular intended learning outcome is not linked to any of the Key Learning Outcomes but is instead an additional content- or skills-related outcome, please simply enter 'Additional Outcome' in the relevant space.

Italicized entries in the template represent areas where the academic business unit should insert its own assessment information.

A comprehensive example of a complete outcomes assessment plan that meets the IACBE's expectations and requirements for assessing the quality of an academic business unit's programs and operations is available upon request from IACBE headquarters at: [iacbe@iacbe.org](mailto:iacbe@iacbe.org).

Please be sure to delete these directions before submitting your assessment plan to the IACBE.

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**OUTCOMES ASSESSMENT PLAN**  
*Holy Angel University*  
*School of Business and Accountancy*

**Section I: Mission and Broad-Based Goals**

Mission Statement

**Mission of the *School of Business and Accountancy*:**

*Mission Statement*

To provide advanced, high quality and accessible business education in the field of management, accountancy, entrepreneurship, and public governance to students, professionals and leaders through a wide range of relevant educational experience.

Broad-Based Goals

**Broad-Based Student Learning Goals:**

1. Students will understand the environmental factors that affect businesses and the different functional areas of business.
2. Students will acquire the competencies appropriate to their programs of study.
3. Students will demonstrate knowledge of the proper decision making tools to solve problems and drive results.
4. Students will manifest information and technology and communication skills required by the business environment.
5. Students will demonstrate corporate citizenship and social responsibility.
6. Students will uphold high personal, moral and ethical standards.

**Broad-Based Operational Goals:**

1. The academic business unit will provide an environment that will support student success and that will uphold excellence in business education.
2. The academic business unit will ensure delivery of courses that will enable students to apply learnings in the four functional areas of business.
3. The academic business unit will ensure professional courses in the business curricula contain tools to enable students to solve business problems and deliver intended results.
4. The academic business unit will ensure that the latest trends in business using information and communication technology is adopted in all business curricula.
5. The academic business unit will provide venues where students can manifest corporate citizenship, social responsibility, ethics and morality..
6. The academic business unit will attract and retain qualified faculty members.

## Section II: Student Learning Assessment

### BACHELOR'S-LEVEL PROGRAMS

<b>Student Learning Assessment for (<i>Bachelor of Science in Business Administration</i>)</b>	
<b>Program Intended Student Learning Outcomes (Program ISLOs)</b>	
1.	<p>Students will be able to apply the principles and functional areas of business management, marketing management, human resources development management and legal management.</p> <p>Broad-Based Student Learning Goals to which this Outcome is Linked: 1, 2</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 4</p>
2.	<p>Students will be able to demonstrate mastery in effective communication in both national and global context.</p> <p>Broad-Based Student Learning Goals to which this Outcome is Linked: 1, 4,</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 2, 3 , 5</p>
3.	<p>Students will be able to solve business problems as they arise.</p> <p>Broad-Based Student Learning Goals to which this Outcome is Linked: 3, 4</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1, 6</p>
4.	<p>Students will be able to use the appropriate managerial technique in analyzing business data and other relevant information.</p> <p>Broad-Based Student Learning Goals to which this Outcome is Linked: 4</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 5, 8</p>
5.	<p>Students will be able to actualize ethical principles and standards in all their business dealings.</p> <p>Broad-Based Student Learning Goals to which this Outcome is Linked: 5, 6</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 7</p>

<b>Assessment Instruments for Intended Student Learning Outcomes— Direct Measures of Student Learning:</b>	<b>Performance Objectives (Targets/Criteria) for Direct Measures:</b>
1. Capstone Project – Business Research  Program ISLOs Assessed by this Measure: 1, 2, 3, 4, 5	At least 80% of the students in the senior capstone course will achieve a grade of 2.0 or higher (out of 5.0) on their Business Research.
2. Internship - Practicum  Program ISLOs Assessed by this Measure: 1, 2, 3, 4, 5	At least 80% of the students in the senior capstone course will achieve a grade of 2.0 or higher (out of 5.0) on their Practicum.
3. <i>Comprehensive Exam – Grade on Strategic Management</i>  Program ISLOs Assessed by this Measure: 1, 2, 3, 4, 5	<i>At least 80% of the graduating students will achieve 85% final grade in the Strategic Management course.</i>
<b>Assessment Instruments for Intended Student Learning Outcomes— Indirect Measures of Student Learning:</b>	<b>Performance Objectives (Targets/Criteria) for Indirect Measures:</b>
1. Student exit survey  Program ISLOs Assessed by this Measure: 1,2,3,4,5	At least 80% of students who will be surveyed will indicate self-evaluation of at least Very Good in their Practicum.

## BACHELOR’S-LEVEL PROGRAMS

Student Learning Assessment for (Bachelor of Science in <i>Accountancy and Accounting Technology</i> )	
Program Intended Student Learning Outcomes (Program ISLOs)	
<p><i>1. Students will be able to use appropriate theoretical concepts and practical skills to successfully pass both qualifying and CPA licensure examinations.</i></p> <p>Broad-Based Student Learning Goals to which this Outcome is Linked: 1,2</p> <p>Key Learning Outcomes for Bachelor’s-Level Business Programs to which this Outcome is Linked: 4,5</p>	
<p><i>2. Students will be able to develop intellectual skills (abstract logical, critical, and creative thinking), visualization skills (seeing things in the mind’s eye), and reasoning skills (discovery of rules/principles in solving situations).</i></p> <p>Broad-Based Student Learning Goals to which this Outcome is Linked: 3,4</p> <p>Key Learning Outcomes for Bachelor’s-Level Business Programs to which this Outcome is Linked: 1,5</p>	
<p><i>3. Students will be able to demonstrate interpersonal skills required of a professional accountant such as persuasiveness, confidence and diplomacy, discretion, open-mindedness and patience, hard work and ability to respond well to pressure.</i></p> <p>Broad-Based Student Learning Goals to which this Outcome is Linked: 2,5</p> <p>Key Learning Outcomes for Bachelor’s-Level Business Programs to which this Outcome is Linked: 2</p>	
<p><i>4. Students will be able to assess the needs of various accounting data users and effectively provide scientific and practical recommendations.</i></p> <p>Broad-Based Student Learning Goals to which this Outcome is Linked: 2,3,4</p> <p>Key Learning Outcomes for Bachelor’s-Level Business Programs to which this Outcome is Linked: 3,4</p>	
<p><i>5. Students will be able to exhibit high level of competency in meeting public interest in accordance with the highest ethical standards.</i></p> <p>Broad-Based Student Learning Goals to which this Outcome is Linked: 2,6</p> <p>Key Learning Outcomes for Bachelor’s-Level Business Programs to which this Outcome is Linked: 7</p>	



<b>Assessment Instruments for Intended Student Learning Outcomes— Direct Measures of Student Learning:</b>	<b>Performance Objectives (Targets/Criteria) for Direct Measures:</b>
1. End of program comprehensive examination  Program ISLOs assessed by this measure: 1, 5	Eighty percent of the BSA graduating class will score at least 75% on each examination subset in relation with each of the Program ISLOs assessed by this measure.
2. Qualifying examinations for incoming third, fourth and fifth year BSA students  Program ISLOs assessed by this measure: 1, 5	Eighty-five percent of those who will take the qualifying examination will score at least 75% on each examination subset in relation with each of the Program ISLOs assessed by this measure.
3. CPA licensure examination results  Program ISLOs assessed by this measure: 1, 5	The University's CPA licensure examination results should at least be 30% higher than that of the national passing percentage in relation with each of the Program ISLOs assessed by this measure.
4. Research papers  Program ISLOs assessed by this measure: 2, 3, 4	Eighty percent of the BSA graduating students should at least score 8/10 on each criterion in the rubric for research papers associated with the Program ISLOs assessed by this measure.
5. Auditing practice set  Program ISLOs assessed by this measure: 1, 2, 3, 4, 5	Eighty percent of the BSA graduating students should at least score 8/10 on each criterion in the rubric for research papers associated with the Program ISLOs assessed by this measure.
6. Projected financial statements using EXCELSIUS  Program ISLOs assessed by this measure: 1, 3, 4	Eighty percent of the students enrolled in XADCOMA should at least score 8/10 on each criterion in the rubric for projected financial statements using EXCELSIUS associated with the Program ISLOs assessed by this measure.
7. Research proposals  Program ISLOs assessed by this measure: 2, 3, 4	Eighty percent of the students enrolled in XRESEARCH should at least score 8/10 on each criterion in the rubric for research proposals associated with the Program ISLOs assessed by this measure.
<b>Assessment Instruments for Intended Student Learning Outcomes— Indirect Measures of Student Learning:</b>	<b>Performance Objectives (Targets/Criteria) for Indirect Measures:</b>
1. Senior exit survey interview  Program ISLOs assessed by this measure: 1, 2, 3, 4, 5	At least 80% of the graduating students in each Accountancy program concentration will give a rating of 'very good' or 'excellent' in achieving each of the Program ISLOs assessed by this measure.

<p>2. Students' on the job training evaluation</p> <p>Program ISLOs assessed by this measure: 1, 2, 3, 4, 5</p>	<p>At least 80% of the graduating interns will receive a 'satisfactory' or 'very satisfactory' rating by the companies on each of the Program ISLOs assessed by this measure.</p>
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## MASTER'S-LEVEL PROGRAMS

Student Learning Assessment for <i>(Master in Business Management)</i>	
Program Intended Student Learning Outcomes (Program ISLOs)	
1. <i>Students will be able to apply theory in practice in the functional areas of business: marketing, finance, operations and human resources.</i>	<p>Broad-Based Student Learning Goals to which this Outcome is Linked: 3</p> <p>Key Learning Outcomes for Master's-Level Business Programs to which this Outcome is Linked: 1, 4</p>
2. <i>Students will be able to demonstrate the formulation of appropriate strategies to solve business problems.</i>	<p>Broad-Based Student Learning Goals to which this Outcome is Linked: 1, 3</p> <p>Key Learning Outcomes for Master's-Level Business Programs to which this Outcome is Linked: 2, 6</p>
3. <i>Students will be able to employ technological and quantitative techniques to analyze real-world business problems.</i>	<p>Broad-Based Student Learning Goals to which this Outcome is Linked: 3, 4</p> <p>Key Learning Outcomes for Master's-Level Business Programs to which this Outcome is Linked: 5</p>
4. <i>Students will be able to recognize ethical problems and apply standards of ethical behavior in business situations.</i>	<p>Broad-Based Student Learning Goals to which this Outcome is Linked: 5, 6</p> <p>Key Learning Outcomes for Master's-Level Business Programs to which this Outcome is Linked: 7</p>
5. <i>Students will be able to create business projects both in written and oral form and present this to professional audiences.</i>	<p>Broad-Based Student Learning Goals to which this Outcome is Linked: 1,2,4</p> <p>Key Learning Outcomes for Master's-Level Business Programs to which this Outcome is Linked: 1,3,8</p>

Assessment Instruments for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Objectives (Targets/Criteria) for Direct Measures:
1. Capstone Project - <i>Business Research/Thesis</i>  Program ISLOs Assessed by this Measure: 1,2,3,4,5	<i>At least 90% of the Master of Business Management students enrolled in Business Research/Thesis will obtain a grade of at least 2.00 or 85% both in the oral defense and the manuscript.</i>
2. <i>Written Comprehensive Examination (WCE)</i>  Program ISLOs Assessed by this Measure: 1,2,3,4	<i>At least 90% of the Master of Business Management students who took the WCE will obtain a grade of at least 85% for all six subjects.</i>
Assessment Instruments for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Objectives (Targets/Criteria) for Indirect Measures:
1. <i>Student exit survey</i>  Program ISLOs Assessed by this Measure: 1,2,3,4,5	<i>At least 90% of the Master in Business Management students will rate his or her learning in the MBM program of at least 3 or Adequate in the exit survey.</i>

**DOCTORAL-LEVEL PROGRAMS**

<b>Student Learning Assessment for (Doctor in Business Management)</b>	
<b>Program Intended Student Learning Outcomes (Program ISLOs)</b>	
<p>1. <i>Students will be able to assess and analyze emerging issues in business both in the local and global context.</i></p> <p>Broad-Based Student Learning Goals to which this Outcome is Linked: 1,2</p> <p>Key Learning Outcomes for Doctoral-Level Business Programs to which this Outcome is Linked: 1,4</p>	
<p>2. <i>Students will be able to use the business models to solve business problems.</i></p> <p>Broad-Based Student Learning Goals to which this Outcome is Linked: 3,4</p> <p>Key Learning Outcomes for Doctoral-Level Business Programs to which this Outcome is Linked: 5,6</p>	
<p>3. <i>Students will be able to evaluate business practices that conform to the ethical standards.</i></p> <p>Broad-Based Student Learning Goals to which this Outcome is Linked: 5,6</p> <p>Key Learning Outcomes for Doctoral-Level Business Programs to which this Outcome is Linked: 7</p>	
<p>4. <i>Students will be able to create new business models, validate emerging business concepts and recommend appropriate business strategies in the local context to contribute to the body of knowledge.</i></p> <p>Broad-Based Student Learning Goals to which this Outcome is Linked: 1,2,3,4,5</p> <p>Key Learning Outcomes for Doctoral-Level Business Programs to which this Outcome is Linked: 8</p>	
<b>Assessment Instruments for Intended Student Learning Outcomes— Direct Measures of Student Learning:</b>	<b>Performance Objectives (Targets/Criteria) for Direct Measures:</b>
<p>1. <i>Capstone Project - Dissertation</i></p> <p>Program ISLOs Assessed by this Measure: 1,2,3,4</p>	<p><i>At least 90% of the Doctor in Business Management Students enrolled in Dissertation will obtain a grade of at least 1.75 or 90% both in the oral defense and the manuscript.</i></p>
<p>2. <i>Written Comprehensive Exam (WCE)</i></p> <p>Program ISLOs Assessed by this Measure: 1,2,3,4</p>	<p><i>At least 90% of the Doctor of Business Management students who took the WCE will obtain a grade of at least 88% for all four subjects.</i></p>

Assessment Instruments for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Objectives (Targets/Criteria) for Indirect Measures:
<p>1. <i>Student exit survey</i></p> <p>Program ISLOs Assessed by this Measure: 1,2,3,4</p>	<p><i>At least 90% of the Doctor of Business Management students will rate his or her learning in the MBM program of at least 3 or Adequate in the exit survey .</i></p>

### Section III: Operational Assessment

Intended Operational Outcomes for the ( <i>School of Business and Accountancy</i> ):	
1. The School of Business and Accountancy will graduate its students on time.  Broad-Based Operational Goals to which this Outcome is Linked: List of Operational Goals	
2. Faculty members in the School of Business and Accountancy will be highly-qualified in their teaching disciplines.  Broad-Based Operational Goals to which this Outcome is Linked: List of Operational Goals	
3. Faculty members in the School of Business and Accountancy will be engaged in appropriate scholarly and professional activities on an annual basis.  Broad-Based Operational Goals to which this Outcome is Linked: List of Operational Goals	
4. The School of Business and Accountancy will be successful in providing high-quality instruction to its students.  Broad-Based Operational Goals to which this Outcome is Linked: List of Operational Goals	
5. Faculty members in the School of Business and Accountancy will incorporate innovative instructional methodologies in their classes.  Broad-Based Operational Goals to which this Outcome is Linked: List of Operational Goals	
6. The academic programs offered by the School of Management Studies will be current, relevant, and meet the needs of business.  Broad-Based Operational Goals to which this Outcome is Linked: List of Operational Goals	
Assessment Measures/Methods for Intended Operational Outcomes:	Performance Objectives (Targets/Criteria) for Operational Assessment Measures/Methods:
1. <i>Graduation Rate of BSBA, Accountancy, MBM and DBM</i>  <i>Intended Operational Outcomes Assessed by this Measure: 1</i>	<i>At least 80% of students will have a graduation rate of:</i> <i>BSBA: 4-5 years</i> <i>Accountancy: 4-5 years</i> <i>MBA: 5 years</i> <i>DBA: 5 years</i>
2. Exit Interview: BSBA, Accountancy, MBM and DBM  Intended Operational Outcomes Assessed by this Measure: 4, 5, 6, 7	At least 80% of students who will be surveyed will indicate satisfaction on the academic program, teaching and Practicum. Rating should be at least Very Good.

<p>3. BSBA and BSA Alumni Survey</p> <p>Intended Operational Outcomes Assessed by this Measure: 4, 5, 6, 7</p>	<p>On the survey instrument, at least 80% of alumni will indicate that the curricula in their degree programs were “relevant” or “very relevant” to their current employment.</p>
<p>4. MBM Alumni Survey</p> <p>Intended Operational Outcomes Assessed by this Measure: 4, 5, 6, 7</p>	<p>On the survey instrument, at least 90% of MBM alumni will indicate that our MBM provided a “significant” or “very significant” contribution to their advancement to higher-level positions within their companies/organizations or with other companies/organizations.</p> <p>On the survey instrument, at least 80% of MBM alumni will indicate that the curriculum in our MBM was “relevant” or “very relevant” to their current employment.</p>
<p>5. DBM Alumni Survey</p> <p>Intended Operational Outcomes Assessed by this Measure: 4, 5, 6, 7</p>	<p>On the survey instrument, at least 90% of DBM alumni will indicate that our DBM provided a “significant” or “very significant” contribution to their advancement to higher-level positions within their companies/organizations or with other companies/organizations.</p> <p>On the survey instrument, at least 80% of DBM alumni will indicate that the curriculum in our DBM was “relevant” or “very relevant” to their current employment.</p>
<p>6. Permanent Faculty Attendance to relevant trainings and seminars</p> <p>Intended Operational Outcomes Assessed by this Measure: 2, 3</p>	<p>Data from faculty performance review forms will show that at least 80% of the school’s full-time faculty members attend two or more relevant disciplinary or instructional-development conferences, seminars, or workshops each year, and 70% of the school’s full-time doctoral program faculty members undertake at least one “scholarship of discovery” activity each year.</p>
<p>7. <i>Students’ on the job performance evaluation</i></p> <p>Intended Operational Outcomes Assessed by this Measure: 4,6</p>	<p><i>At least 80% of the students should receive a feedback of “excellent” from their employers</i></p>



## **Section IV: Linkage of Outcomes Assessment with Strategic Planning and Budgeting**

Holy Angel University (HAU) adopts the strategic planning process. A five-year Strategic plan had been formulated from 2018 to 2023 and a strategy map guides the strategic planning process of the university (please see Figure 1). The starting point of the strategic plan are the vision, mission and the four strategic objectives, which guide the strategic initiatives of the university in the areas of: Student services, Workforce leadership development, Process management and quality assurance, Research, development and commercialization of technology. Each of the strategic initiatives has its key result areas. These strategic initiatives are assessed and measured using the key performance indicators that are identified by each unit of the university and these are used to gauge the delivery of the mission using the core values of the university: Christ centeredness, Integrity, Excellence, Community and Social Responsibility. The strategic plan of the university was formulated by the Core Group (President, Vice Presidents for Academics, Student Affairs, Registrar's, Finance and Campus Development) with the Heads of the each school (Deans) and other key administrators (Community extension, Libraries, Campus Ministry).

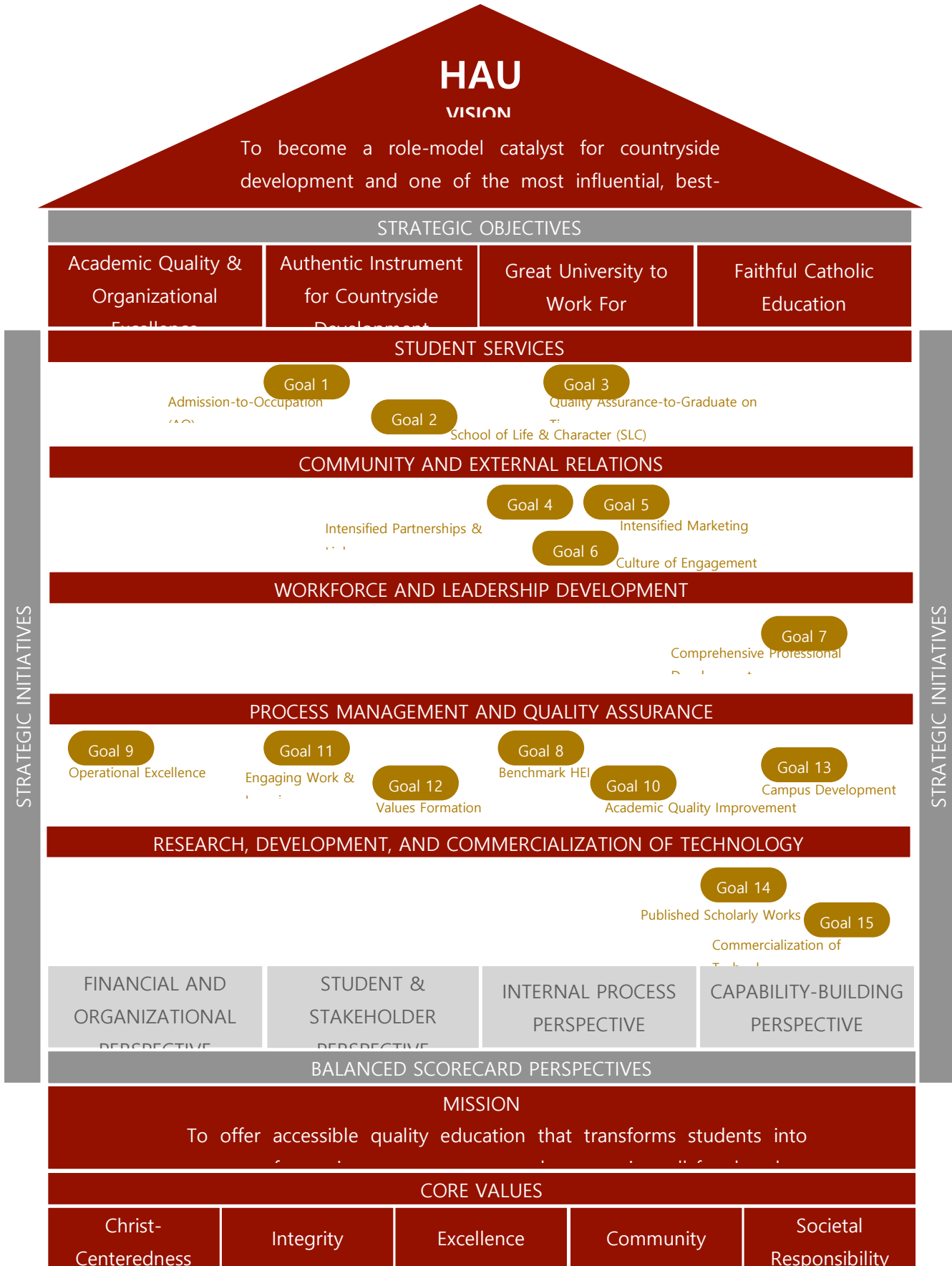
In the Academic unit, an operational plan for every school is updated midyear and end of the year to measure performance, including achievement of expected outcomes in each school. The operational plan outlines the goals, strategies, tactics, timeframe, person/unit responsible, budget, outcomes and tracking of progress midyear and end of the year. The operational plan of each school is the basis for the Individual Goal Commitment (IGC) of the Dean, the Program Chairpersons and consequently the faculty members. At the start of each semester, faculty members prepare their IGCs. These are then discussed and signed by the Program Chairpersons to each faculty member to align the operational plan to the activities that will be undertaken by each faculty member. The Operational plan is updated every end of semester (2 semesters in a year) and accomplishment reports are submitted to highlight the achievements and best practices of each program of the Academic Unit. These reports are then compiled and these are presented to the Management Committee and the President presents the report to the Board of Trustees.

The outcomes assessment plan of the School of Business and Accountancy is guided by the operational plan. The Intended Student Learning Outcomes (ISLOs) are anchored to the Intended Operational Outcomes (IOOs) and the basis of the IOOs is the Operational plan of the School of Business and Accountancy. Every year, the Public Disclosure of Student Achievement and Public Disclosure of Student Learning are updated.

The cascading of the plans and the updating of the progress reports are done during university-wide general assembly of all employees, presentation of each school of their accomplishment reports to the academic community, general assembly and faculty meeting of each school and every department at the start of the semester. Each department are updated with the progress during faculty meetings of each departments/programs at least twice every semester.

Quality Assurance is the way of life in HAU. Aside from the international accreditations, the university also subjects itself to local accreditations. One of the achievements of the university is to be awarded Autonomous status, the highest recognition given by the Commission of Higher Education (CHED) to Higher Education Institutions with proven track record in providing quality education. Various quality awards are bestowed upon HAU for its commitment to quality education such as: Asia Pacific Quality Award, Philippine Quality Award and ISO 9001: 2015. To date, the BSBA programs of the School of Business and Accountancy is awarded as a Center of Development (the only one in Central Luzon). Local Accreditations from PAASCU and PACUCOA and international accreditation from IACBE continuously give our students the assurance of providing them with quality education.

Figure 1: STRATEGY MAP



## **Section V: Appendices**

(This section would contain blank copies of the assessment tools and evaluation rubrics that are identified below.)

- Appendix A: End-of-Program Comprehensive Examination (Accountancy)
- Appendix B: Research Manual (SBA)
- Appendix C: Undergraduate Exit Survey (BSBA, Accountancy and Accounting Technology)
- Appendix D: Undergraduate Alumni Survey (BBA)
- Appendix E: Comprehensive Capstone: Requirements and Guidelines for Stratma Paper (BSBA)
- Appendix F: Internship Guidelines
- Appendix G: Graduate School Exit Survey (MBM and DBM)
- Appendix H: MBM Alumni Survey (MBM)
- Appendix I: DBM Alumni Survey (DBM)
- Appendix J: Faculty Training Needs Analysis Form
- Appendix K: Evaluation Rubric for Research, Thesis and Business Improvement Plans
- Appendix L: Evaluation Rubric for Practicum
- Appendix M: Evaluation Rubric for Oral defense and Paper (MBM and DBM)