



# Guidelines for Preparing an Outcomes Assessment Plan

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## PREFACE

This handbook contains guidelines and directions for preparing an outcomes assessment plan that meets the IACBE's expectations for an effective quality management system. The handbook is designed to be used in conjunction with the required template that the IACBE has created for its members to use in developing their outcomes assessment plans. The template is available for download on the IACBE website at: [www.iacbe.org/oa-documents.asp](http://www.iacbe.org/oa-documents.asp).

The handbook is organized into the following sections:

- ❑ **Introduction:** This section provides a definition of an outcomes assessment plan and identifies the general assessment areas that are encompassed by a comprehensive plan.
- ❑ **Goals, Outcomes, and Objectives:** This section provides definitions and clarification of the terms 'mission,' 'goals,' 'outcomes,' and 'objectives' for the purpose of assessment and planning.
- ❑ **Bloom's Taxonomy of Educational Objectives:** This section contains Bloom's 1956 original taxonomy of educational objectives in the cognitive domain, the 2001 revision of the taxonomy, and sample verbs to use in writing intended student learning outcomes that are appropriate for each cognitive level of learning.
- ❑ **Writing Intended Student Learning Outcomes Statements:** This section contains guidelines for writing clear and effective statements of intended student learning outcomes.
- ❑ **Key Content Areas of an Outcomes Assessment Plan for Business Programs:** This section outlines and describes the key areas that must be addressed in an outcomes assessment plan for business programs and specifies the IACBE's requirements in each area.
- ❑ **The Hierarchy of Outcomes Assessment:** This section describes the hierarchical structure of the outcomes assessment process.
- ❑ **Student Learning Assessment Measures:** This section presents definitions of direct and indirect measures of student learning, provides examples of both types of measures, describes evaluation rubrics and performance objectives associated with these measures, and details the IACBE's requirements relating to the assessment measures, rubrics, and performance objectives.
- ❑ **The Outcomes Assessment Plan and Continuous Improvement:** This section describes the assessment cycle for continuous quality improvement and its implications for the academic business unit's assessment instruments.

- ❑ **General Instructions for Completing the Outcomes Assessment Plan Template:** This section provides directions for modifying the sections and tables in the template form so that the completed assessment plan accurately reflects the academic business unit’s programs and educational activities.
- ❑ **Appendices:** The appendices contain (i) a checklist of expectations and requirements for preparing an outcomes assessment plan according to the guidelines described in this handbook, (ii) a checklist for writing clear and effective statements of intended student learning outcomes, (iii) key learning outcomes for business programs as identified by the IACBE, (iv) a sample template for an evaluation rubric that can be used for assigning a grade or mark to a particular assignment or task and for program-level assessment, (v) examples of evaluation rubrics that can be used for assigning a grade or mark to various types of assignments, tasks, and projects, and also for the purpose of program-level assessment, and (vi) examples of survey and evaluation forms that can be used as both indirect measures of student learning and operational assessment tools.

The IACBE has developed a comprehensive example of a complete outcomes assessment plan that employs its template form and that meets IACBE expectations and requirements for assessing quality in the academic business unit’s programs and operations. The example can be used as a model to guide IACBE members in the preparation of their own assessment plan documents. For a copy of the sample outcomes assessment plan, please contact IACBE World Headquarters.

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## **INTRODUCTION**

Excellence in business education and the assurance and advancement of academic quality require the academic business unit to develop and implement a comprehensive plan for assessing educational outcomes. Although the IACBE does not prescribe any particular approach to outcomes assessment, the academic business unit, in whatever approach is employed, must develop ways to assess student learning in its business programs and the degree of its operational effectiveness. Furthermore, the outcomes assessment plan must be driven by the mission and goals of the academic business unit and must be linked to the strategic planning processes of both the business unit and the institution.

What is an outcomes assessment plan? Essentially, an outcomes assessment plan describes the academic business unit's quality management system, i.e., it outlines the methods and processes employed by the business unit for assessing and advancing quality in its business programs, operations, and educational activities:

**Outcomes Assessment Plan:** A document that outlines, summarizes, and establishes the general framework for the quality assessment and enhancement processes in the academic business unit

In particular, an outcomes assessment plan identifies:

- ❑ the business programs and operational areas to be evaluated;
- ❑ intended outcomes and objectives in each program and operational area;
- ❑ the assessment tools and methods that will be employed to measure the extent of accomplishment of the outcomes and objectives; and
- ❑ the structures and processes that will be used to link assessment with planning and budgeting.

A checklist of expectations and requirements for preparing an outcomes assessment plan according to the guidelines described in this handbook is provided in Appendix A.

The academic business unit's outcomes assessment plan must be prepared using the template developed by the IACBE for this purpose. A copy of the IACBE's outcomes assessment plan template can be downloaded from the IACBE website at: [www.iacbe.org/oa-documents.asp](http://www.iacbe.org/oa-documents.asp).

## GOALS, OUTCOMES, AND OBJECTIVES

The standards of both institutional and programmatic accrediting and quality assurance agencies are peppered with terminology like 'mission,' 'goals,' 'outcomes,' and 'objectives.' But what precisely do these terms mean? For the purpose of developing and implementing a comprehensive and effective outcomes assessment plan for advancing academic quality in business education, the differences between these terms need to be clarified.

The *Assessment Pyramid* below illustrates the general hierarchical relationships among mission, goals, outcomes, and objectives:

### **The Assessment Pyramid**



The *Assessment Pyramid* represents the flow from the institutional mission at the apex of the pyramid, which provides purpose and direction for the institution as a whole, followed by the mission of the academic business unit (and other academic units of the institution), and then down to the broad-based goals of the business unit, followed by intended outcomes, and then finally down to performance objectives associated with the intended outcomes at the base of the pyramid.

The widening and downward flow from the institutional mission in this hierarchical structure indicates that:

- ❑ The mission of the academic business unit flows from the institutional mission and should be consistent with and contribute to the institutional mission.
- ❑ The broad-based goals flow from the mission of the academic business unit with multiple goals associated with the business unit's mission and each goal relating to some aspect of the mission.

- ❑ Intended outcomes flow from the broad-based goals with multiple intended outcomes associated with each goal.
- ❑ Performance objectives flow from the intended outcomes with multiple objectives associated with each intended outcome.

Consequently, evidence of accomplishment of desired results at a given level in the pyramid hierarchy would then constitute evidence of accomplishment of the desired results in the level above it.

### **Institutional and Academic Business Unit Mission**

The institutional mission statement is a concise statement that defines the general purpose of the institution as a whole, provides direction for all of its activities and operations, and guides decision making for all of its academic and non-academic functional units.

Similarly, the academic business unit mission statement provides direction for and guides decision making of the academic business unit. Furthermore, the mission of the business unit should be consistent and consonant with the institutional mission in the sense that each element of the business unit's mission should be associated with and contribute to some aspect of the institutional mission.

### **Broad-Based Goals vs. Intended Outcomes**

Goals and intended outcomes are similar in that they describe desired results of the various activities of the business unit and establish the foundation for assessment. The difference between the two lies in the degree of specificity and measurability.

Goals are broad, clear, and general statements of what the academic business unit intends to accomplish in terms of student learning and operational effectiveness. They describe the general aims and aspirations of the business unit and provide the general framework for determining the more specific intended outcomes for the unit. In addition, they should be consistent with the academic business unit's mission in the sense that each broad-based goal should be associated with, contribute to, and mapped to some aspect of the unit's mission.

The main function of the goals is to provide a link between the academic business unit's broadly-stated mission and the more specific intended outcomes for the unit (as described in the discussion of the pyramidal structure above). The broad-based goals then become a blueprint for implementing the business unit's mission and for developing measurable intended outcomes relating to student learning and operational effectiveness.

Goals are generally too broadly stated in order to be measurable in and of themselves. Therefore, intended outcomes need to be articulated in order to make the goals specific and to describe what the goals actually mean, i.e., in order to be able to determine the extent to which the goals have been met.

Intended outcomes are clear statements that describe in precise and measurable terms the specific, observable, and desired results pertaining to student learning and the operational effectiveness of the academic business unit. They flow from the academic business unit's broad-based goals and represent what students must specifically learn and what the academic business unit must achieve operationally in order to accomplish these goals. Consequently, each broad-based goal will usually have multiple



intended outcomes associated with it. In addition, a particular intended outcome can support or contribute to the accomplishment of more than one goal.

So, the overall differences between goals and intended outcomes can be characterized as follows:

- ❑ Goals are broad whereas intended outcomes are specific.
- ❑ Goals are general whereas intended outcomes are precise.
- ❑ Goals are generally not measurable whereas intended outcomes are observable and measurable.

*Example 1:*

**Broad-Based Student Learning Goal:**

Students will understand the various environmental factors that affect business.

**Intended Student Learning Outcomes:**

- ❑ Students will be able to identify and describe the intercultural dimensions of management.
- ❑ Students will be able to evaluate legal and ethical principles in business and apply them to organizational decision making.
- ❑ Students will be able to explain the relevant theories and principles associated with the economic environment of business.
- ❑ Students will be able to identify and elucidate the interrelationships between business and its social and natural environments.

*Example 2:*

**Broad-Based Operational Goal:**

The academic business will provide a supportive learning environment that fosters student success and contributes to excellence in business education.

**Intended Operational Outcomes:**

- ❑ The academic business unit will graduate its students in a timely manner.
- ❑ The academic business unit will be successful in providing effective academic advising to its students.
- ❑ The academic business unit will be successful in providing high-quality learning and technological resources to its students.
- ❑ Faculty members in the academic business unit will incorporate innovative instructional methodologies in their classes.

### **Intended Outcomes vs. Performance Objectives**

Once intended outcomes have been developed, the academic business unit must specify the ways in which it will measure the extent to which students and the business unit are achieving the intended outcomes. In other words, the specific instruments, tools, and metrics that will be used to assess the intended outcomes must be determined.

Whereas intended outcomes are expressed in terms of the specific knowledge, skills, and abilities that students are expected to acquire and in terms of the desired operational results of the academic business unit, performance objectives on the other hand are the desired quantitative performance results (or performance targets) on the assessment instruments, tools, and metrics that are used to measure the intended outcomes.

So, for example, if an academic business unit has defined an intended student learning outcome relating to the global dimensions of business and is measuring this outcome with a locally-developed examination (the assessment instrument), then a performance objective on this instrument for this outcome might be that 80% or more of the students will achieve a sub-score of at least 70% on the set of examination questions dealing with the international and global dimensions of business.

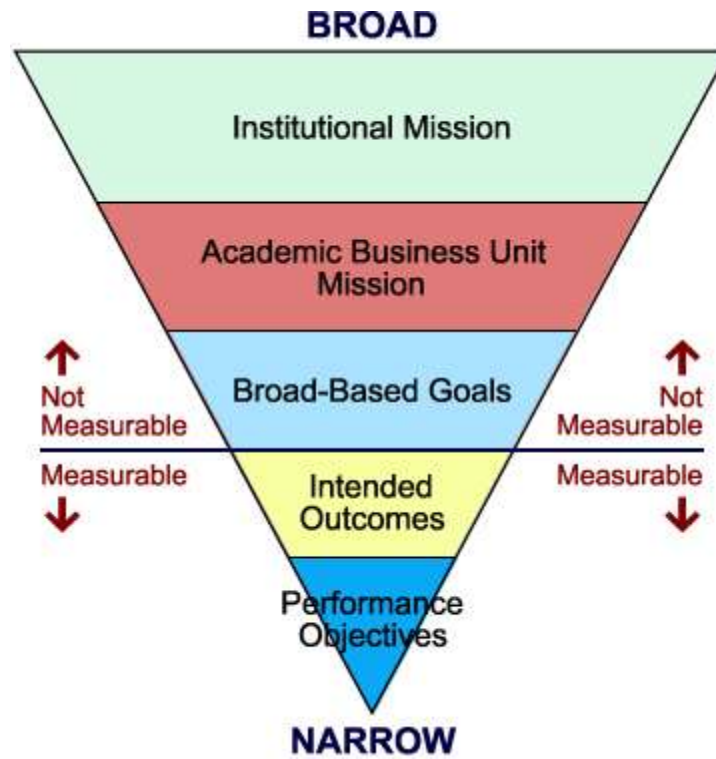
Therefore, performance objectives are even more specific than intended outcomes inasmuch as they identify concrete quantitative targets for the assessment methods used to measure the achievement of the outcomes. Furthermore, each intended outcome should be capable of being measured by more than one assessment method, and would therefore have multiple performance objectives associated with it.

For information on writing intended learning outcomes, see the section entitled *Writing Intended Student Learning Outcomes Statements* in this handbook.

### **Summing Up**

The answer to the question as to what constitutes the differences between mission, goals, outcomes, and objectives lies in their level of specificity and measurability. As we move downward along the *Assessment Pyramid*, we progress from the broad and general to the narrow and specific. Intended outcomes and performance objectives provide the necessary degree of specificity and measurability required in order to determine the extent of student learning, operational effectiveness, and mission accomplishment. These relationships are illustrated in the *Inverted Assessment Pyramid* below:

## The Inverted Assessment Pyramid



## **BLOOM'S TAXONOMY OF EDUCATIONAL OBJECTIVES**

In 1956, Benjamin Bloom along with a group of like-minded educators developed a framework for classifying educational goals and objectives into a hierarchical structure representing different forms and levels of learning. This framework was published as Bloom's Taxonomy of Educational Objectives and consisted of the following three domains:

- ❑ **The Cognitive Domain** – knowledge-based domain, consisting of six levels, encompassing intellectual or thinking skills
- ❑ **The Affective Domain** – attitudinal-based domain, consisting of five levels, encompassing attitudes and values
- ❑ **The Psychomotor Domain** – skills-based domain, consisting of six levels, encompassing physical skills or the performance of actions

Each of these three domains consists of a multi-tiered, hierarchical structure for classifying learning according to increasing levels of complexity. In this hierarchical framework, each level of learning is a prerequisite for the next level, i.e., mastery of a given level of learning requires mastery of the previous levels. Consequently, the taxonomy naturally leads to classifications of lower- and higher-order learning.

In higher education, the cognitive domain has been the principal focus for developing educational goals and objectives while the affective and psychomotor domains have received less attention. Bloom's taxonomy has stood the test of time, has been used by generations of curriculum planners and college and university professors, and has become the standard for developing frameworks for learning, teaching, and assessment.

### **The Original Taxonomy of the Cognitive Domain**

Bloom's original 1956 Taxonomy of Educational Objectives identified the following levels of cognitive learning (arranged from lower-order to higher-order levels of learning):

- ❑ **Knowledge** – The remembering of previously learned material; this involves the recall of a wide range of material, from specific facts to complete theories.
- ❑ **Comprehension** – The ability to grasp the meaning of previously-learned material; this may be demonstrated by translating material from one form to another, interpreting material (explaining or summarizing), or by predicting consequences or effects.
- ❑ **Application** – The ability to use learned material in new and concrete situations; this may include the application of rules, methods, concepts, principles, laws, and theories.
- ❑ **Analysis** – The ability to break down material into its component parts so that its organizational structure may be understood; this may include the identification of the parts, analysis of the relationships between parts, and recognition of the organizational principles involved.

- ❑ **Synthesis** – The ability to put parts together to form a new whole; this may involve the production of a unique communication (thesis or speech), a plan of operations (research proposal), or a set of abstract relations (scheme for classifying information).
- ❑ **Evaluation** – The ability to judge the value of material for a given purpose; the judgments are to be based on definite internal and/or external criteria.

For each level in each domain, Bloom identified a list of suitable verbs for describing that level in written objectives. For each level in the cognitive domain, the following table provides a list of sample verbs to use in writing intended student learning outcomes that are appropriate for that cognitive level of learning. In the table, the learning levels are arranged from lower-order learning to higher-order learning.

<b>Bloom's Original Taxonomy of the Cognitive Domain (1956)</b>					
<b>Cognitive Level</b>	<b>Sample Verbs to Use in Writing Intended Student Learning Outcomes</b>				
<b>Knowledge</b>	Acquire	Find	Locate	Quote	Reproduce
	Choose	Group	Match	Recall	Select
	Count	Identify	Memorize	Recite	State
	Define	Indicate	Name	Recognize	Tabulate
	Distinguish	Label	Outline	Record	Trace
	Fill-in	List	Point	Repeat	Underline
<b>Comprehension</b>	Associate	Define	Fill in	Outline	Retell
	Change	Differentiate	Find	Paraphrase	Reword
	Classify	Discuss	Generalize	Predict	Rewrite
	Conclude	Distinguish	Give examples	Prepare	Restate
	Compare	Estimate	Group	Put in order	Show
	Contrast	Expand	Infer	Rearrange	Simplify
	Convert	Explain	Illustrate	Recognize	Suggest
	Demonstrate	Express	Interpolate	Reorder	Summarize
	Describe	Extend	Interpret	Reorganize	Transform
	Determine	Extrapolate	Measure	Represent	Translate
<b>Application</b>	Apply	Determine	Generalize	Organize	Put together
	Calculate	Develop	Graph	Participate	Record
	Choose	Discover	Illustrate	Perform	Relate
	Classify	Discuss	Interpret	Plan	Restructure
	Collect	Distinguish	Interview	Practice	Select
	information	Employ	Investigate	Predict	Show
	Compute	Estimate	Locate	Prepare	Solve
	Construct	Examine	Make	Present	Track
	Convert	Expand	Manipulate	Produce	Transfer
	Differentiate	Experiment	Model	Prove	Translate
	Demonstrate	Express in a	Modify	Put into action	Use
	Derive	discussion	Operate	Put to use	Utilize

## Bloom's Original Taxonomy of the Cognitive Domain (1956)

Cognitive Level	Sample Verbs to Use in Writing Intended Student Learning Outcomes				
<b>Analysis</b>	Analyze	Detect	Draw	Infer	Select
	Categorize	Determine	conclusions	Inspect	Separate
	Classify	Diagram	Examine	Order	Simplify
	Compare	Differentiate	Formulate	Outline	Sort
	Contrast	Discover	Generalize	Point out	Subdivide
	Criticize	Discriminate	Group	Recognize	Take apart
	Debate	Distinguish	Identify (parts)	Relate	Transform
	Deduce	Divide	Illustrate	Search	Uncover
<b>Synthesis</b>	Arrange	Deduce	Generate	Predict	Reorganize
	Blend	Derive	Imagine	Prepare	Revise
	Build	Design	Integrate	Prescribe	Rewrite
	Categorize	Devise	Invent	Present (an original work)	Specify
	Combine	Develop	Make up		Suppose
	Compile	Document	Modify	Produce	Summarize
	Compose	Explain	Originate	Propose	Synthesize
	Constitute	Form	Organize	Rearrange	Tell
	Construct	Formulate	Perform	Reconstruct	Transmit
	Create	Generalize	Plan	Relate	Write
<b>Evaluation</b>	Appraise	Consider	Determine	Justify	Select
	Argue	Contrast	Discriminate	Measure	Standardize
	Assess	Criticize	Distinguish	Rank	Summarize
	Award	Critique	Evaluate	Rate	Support
	Choose	Decide	Grade	Recommend	Test
	Compare	Defend	Interpret	Relate	Validate
	Conclude	Describe	Judge	Score	Verify

### **The Revised Bloom's Taxonomy**

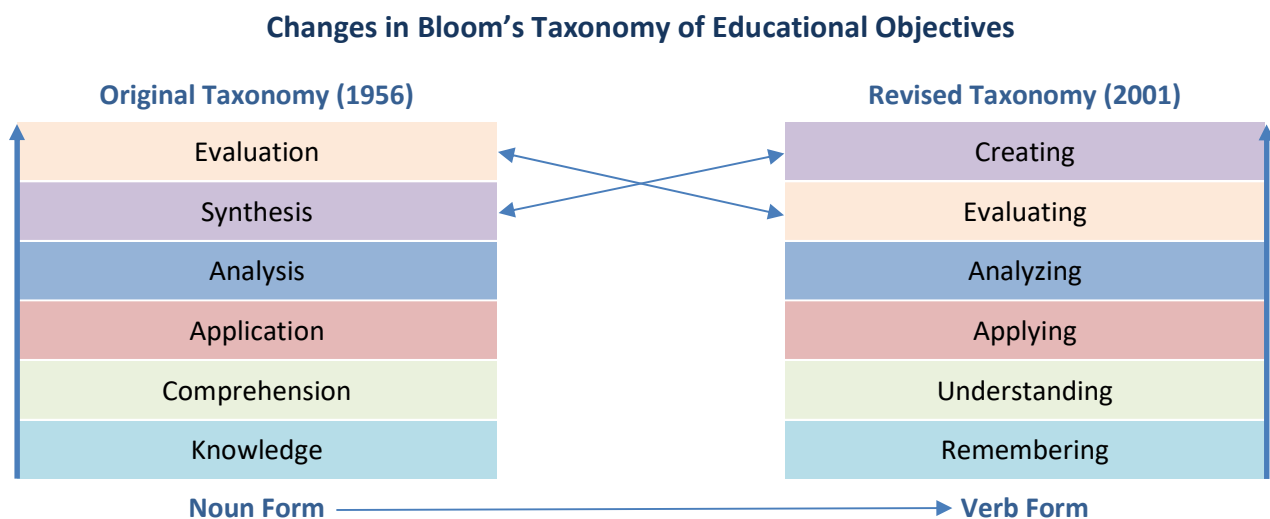
In 2001, a former student of Bloom's, Lorin Anderson, and a group of cognitive psychologists, curriculum theorists and instructional researchers, and testing and assessment specialists published a revision of Bloom's Taxonomy entitled *A Taxonomy for Teaching, Learning, and Assessment*. The revision updates the taxonomy for the 21st century, and includes significant changes in terminology and structure. In the revised framework, 'action words' or verbs, instead of nouns, are used to label the six cognitive levels, three of the cognitive levels are renamed, and the top two higher-order cognitive levels are interchanged. The result is a more dynamic model for classifying the intellectual processes used by learners in acquiring and using knowledge.

The revised taxonomy identifies the following new levels of cognitive learning (arranged from lower-order to higher-order levels of learning):

- ❑ **Remembering** – Retrieving, recognizing, and recalling relevant knowledge from long-term memory
- ❑ **Understanding** – Constructing meaning from oral, written, and graphic messages through interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining

- ❑ **Applying** – Using information in new ways; carrying out or using a procedure or process through executing or implementing
- ❑ **Analyzing** – Breaking material into constituent parts; determining how the parts relate to one another and to an overall structure or purpose through differentiating, organizing, and attributing
- ❑ **Evaluating** – Making judgments based on criteria and standards through checking and critiquing; defending concepts and ideas
- ❑ **Creating** – Putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning, or producing

The graphic below illustrates the differences between Bloom’s original taxonomy and the 2011 revised taxonomy:



As was the case in the original taxonomy, we can identify a list of suitable verbs for describing the new cognitive levels in written objectives. For each new cognitive level in the revised taxonomy, the following table provides a list of sample verbs to use in writing intended student learning outcomes that are appropriate for that cognitive level of learning. In the table, the learning levels are arranged from lower-order learning to higher-order learning.

Revised Bloom’s Taxonomy of the Cognitive Domain (2001)					
Cognitive Level	Sample Verbs to Use in Writing Intended Student Learning Outcomes				
<b>Remembering</b>	Articulate	Duplicate	List	Recall	Reproduce
	Define	Identify	Name	Recognize	Tell
<b>Understanding</b>	Calculate	Conclude	Exemplify	Interpret	Predict
	Categorize	Contrast	Expand	Locate	Report
	Clarify	Describe	Explain	Match	Restate
	Classify	Discuss	Illustrate	Outline	Summarize
	Compare	Distinguish	Infer	Paraphrase	Translate
<b>Applying</b>	Carry out	Demonstrate	Illustrate	Practice	Use
	Classify	Execute	Implement	Solve	Utilize

## Revised Bloom's Taxonomy of the Cognitive Domain (2001)

Cognitive Level	Sample Verbs to Use in Writing Intended Student Learning Outcomes				
<b>Analyzing</b>	Appraise	Deconstruct	Distinguish	Integrate	Select
	Attribute	Detect	Examine	Organize	Sequence
	Compare	Differentiate	Formulate	Parse	Structure
	Contrast	Discriminate	Infer	Relate	Test
<b>Evaluating</b>	Appraise	Critique	Dispute	Prioritize	Select
	Check	Defend	Judge	Rate	Support
	Coordinate	Detect	Monitor	Reconstruct	Verify
<b>Creating</b>	Change	Compose	Design	Hypothesize	Plan
	Combine	Construct	Formulate	Improve	Predict
	Compile	Create	Generate	Invent	Produce

### Why Use Bloom's Taxonomy?

- ❑ Accurately measuring students' abilities requires an understanding of the different levels of cognition that are critical for learning.
- ❑ Developing intended student learning outcomes according to Bloom's Taxonomy helps students understand what is expected of them.
- ❑ Using Bloom's Taxonomy to develop intended student learning outcomes helps professors to plan and deliver appropriate instruction.
- ❑ Developing intended student learning outcomes using Bloom's Taxonomy helps faculty to design and implement appropriate assessment tasks, measures, and instruments.
- ❑ Having intended student learning outcomes based on Bloom's Taxonomy helps to ensure that instruction and assessment are appropriately aligned with the intended outcomes.

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For more information on the IACBE's requirements pertaining to intended learning outcomes and student learning assessment, see the sections entitled *Writing Intended Student Learning Outcomes Statements*, *Key Content Areas of an Outcomes Assessment Plan for Business Programs*, and *Student Learning Assessment Measures* in this handbook.



## WRITING INTENDED STUDENT LEARNING OUTCOMES STATEMENTS

Intended student learning outcomes are statements that describe the desired learning that students should have acquired and should be able to demonstrate at the end of a program of study. They identify what students should know and be able to do as a result of completing their particular degree programs. Consequently, statements of intended learning outcomes should clearly articulate the intended knowledge, skills, abilities, and competencies that characterize the essential learning required of a graduate of a program of study.

### How to Write Intended Student Learning Outcomes

Statements of intended student learning outcomes specify both an observable action on the part of the student and the object of that action. In addition, they also may include criteria for acceptable performance and/or other modifiers of the action or object of the action.

Consequently, in writing intended student learning outcomes, it may be useful to begin each learning outcome statement with “*Students will be able to...*,” followed by an appropriate verb relating to the desired action or performance associated with the intended cognitive level (e.g., using Bloom’s Taxonomy and the sample verbs above), and ending with the object of the statement describing the business or business-related learning that students are expected to demonstrate through the action or performance. In addition, learning outcomes statements may also include modifiers that specify standards, conditions, or criteria for acceptable performance or that further clarify or elaborate on the targeted business or business-related learning.

**Note:** The verb that is chosen for intended learning outcomes statements will help to focus on exactly what is to be assessed and to identify the appropriate tools, instruments, and metrics that can be used to assess the extent of the intended learning.

### *General Structure of Intended Student Learning Outcomes*

Alternative formats for intended learning outcomes statements:

1. **Students will be able to + verb** (desired action or performance) + **object** (business or business-related learning) + **optional modifiers** (performance criteria/conditions or targeted learning descriptors).
2. **Students will be able to + verb** (desired action or performance) + **optional modifiers** (performance criteria/conditions or targeted learning descriptors) + **object** (business or business-related learning).

### *Examples of Intended Student Learning Outcomes*

#### **1. Students will be able to identify the principal concepts and theories in the functional areas of business.**

In this example:

- We begin with the suggested phrase “**Students will be able to...**”
- Verb** = identify
- Bloom Level** = remembering
- Object** = the principal concepts and theories in the functional areas of business
- Modifiers** = none

**2. Students will be able to integrate legal and ethical principles in business into responsible leadership decisions.**

In this example:

- We begin with the suggested phrase “**Students will be able to...**”
- Verb** = integrate
- Bloom Level** = analyzing
- Object** = legal and ethical principles in business
- Modifier** = into responsible leadership decisions

**3. Students will be able to formulate innovative management strategies using a triple-bottom-line approach.**

In this example:

- We begin with the suggested phrase “**Students will be able to...**”
- Verb** = formulate
- Bloom Level** = creating
- Object** = innovative management strategies
- Modifier** = using a triple-bottom-line approach

**4. Students will be able to explain in the context of strategic planning and decision making the intercultural dimensions of management.**

In this example:

- We begin with the suggested phrase “**Students will be able to...**”
- Verb** = explain
- Bloom Level** = understanding
- Modifier** = in the context of strategic planning and decision making
- Object** = the intercultural dimensions of management

*Verbs to Avoid in Writing Intended Student Learning Outcomes Statements*

In order for intended learning outcomes to provide a useful basis for developing appropriate measures and instruments for assessing student learning, they must contain verbs that describe observable, measurable, and achievable actions and performance levels. Consequently, verbs that represent actions or concepts that are difficult or impossible to measure should be avoided. For example, the following verbs should not be used in writing intended student learning outcomes:

- |                                           |                                     |
|-------------------------------------------|-------------------------------------|
| <input type="checkbox"/> Appreciate       | <input type="checkbox"/> Comprehend |
| <input type="checkbox"/> Be aware of      | <input type="checkbox"/> Know       |
| <input type="checkbox"/> Be familiar with | <input type="checkbox"/> Learn      |
| <input type="checkbox"/> Believe          | <input type="checkbox"/> Understand |

As an example, consider the following intended student learning outcome: ***Students will be able to understand the economic environment of business.***

The verb in this statement – understand – is problematic because it is not observable and cannot be measured. How does one measure a student’s ‘understanding’? What we need to ask is this: What type of action or performance would students have to demonstrate in order to provide evidence of their ‘understanding’ of the economic environment of business?

What is needed here is to replace ‘understand’ with a verb that results in an action or performance that can be observed and measured. For example, the following modification results in an intended learning outcome statement that is capable of being measured: ***Students will be able to analyze the impacts of the economic environment on business.***

Although the verbs listed above should not be used when writing intended student learning outcomes, they are appropriate for use in writing broad-based student learning goals as defined by the IACBE. As discussed in the section entitled *Goals, Outcomes, and Objectives* in this handbook, broad-based student learning goals are generally too broadly stated in order to be measurable in and of themselves. Therefore, intended learning outcomes are articulated in order to make the goals specific and to describe what the goals actually mean. Consequently, terms like ‘appreciate,’ ‘comprehend,’ ‘know,’ and ‘understand,’ etc. can be used in writing broad-based student learning goals inasmuch as it is not the goals but the intended learning outcomes that are being directly measured through the assessment process.

For information on appropriate action verbs for writing intended student learning outcomes statements, see the section entitled *Bloom’s Taxonomy of Educational Objectives* in this handbook.

### **Characteristics of Good Intended Student Learning Outcomes**

Statements of intended student learning outcomes should:

- specify the level, criteria, or standards for the knowledge, skills, abilities, or competencies that students are expected to be able to demonstrate.
- include conditions under which students should be able to demonstrate their knowledge, skills, abilities, or competencies.
- contain active verbs that are measurable.
- be expressed in ways that make them capable of being measured by more than one assessment tool, instrument, or metric.

### **Guidelines for Writing Intended Student Learning Outcomes Statements**

In writing statements of intended student learning outcomes, an academic business should ensure that its statements:

- are aligned with the academic business unit’s mission and broad-based student learning goals.
- clearly describe the type and level of learning that are expected of graduates of the business programs, i.e., they should specify (i) the areas/fields that will be the focus of assessment, (ii) the knowledge, skills, abilities, and competencies that students are expected to acquire in those areas/fields upon completion of their programs of study, and (iii) the depth of the knowledge, skills, abilities, and competencies that students are expected to demonstrate.

- ❑ are distinct and specific.
- ❑ are expressed in terms of the overall program and not individual courses.
- ❑ are simple declarative statements that are capable of being assessed by a single assessment method, i.e., they should not be complex statements that combine multiple intended outcomes into a single statement requiring the use of multiple assessment methods.

**(Example of a Complex or Combined Statement:** *Students will be able to recognize and solve complex business problems and effectively communicate the solutions in oral business presentations to professional audiences.* This statement would require two different assessment measures since the instrument required for assessing a student's ability to recognize and solve problems would be different than the instrument needed for assessing oral communication skills.)

- ❑ are expressed in ways that make them capable of being assessed by more than one assessment tool, instrument, or metric, i.e., they should not impose restrictions on the number or type of assessment methods that can be used to measure the extent to which students are achieving the desired outcomes.
- ❑ are expressed from the students' perspective and not in terms of what the academic business unit will do, will provide, or intends to accomplish.

A checklist for writing clear and effective statements of intended student learning outcomes for business programs is provided in Appendix B.

### **Why Develop Intended Student Learning Outcomes?**

There are numerous benefits to academic business units, faculty members, and students of developing a set of clear and effective statements of intended student learning outcomes.

#### *Benefits for Academic Business Units*

Intended student learning outcomes statements help to:

- ❑ inform program and curriculum design.
- ❑ identify areas for changes and improvements in curriculum, pedagogy, academic support services, etc.

#### *Benefits for Faculty*

Intended student learning outcomes statements help to:

- ❑ inform course content.
- ❑ develop teaching methodologies.
- ❑ identify learning activities and tasks.
- ❑ develop appropriate assessment tools and instruments.

### *Benefits for Students*

Intended student learning outcomes statements help to:

- provide a framework for guiding their studies.
- inform students of what is expected of them in their programs of study.
- prepare them for assessment.

## **KEY CONTENT AREAS OF AN OUTCOMES ASSESSMENT PLAN FOR BUSINESS PROGRAMS**

Outcomes assessment is a process for measuring and improving the overall performance and effectiveness of an academic business unit in its entire range of activities and operations. Therefore, the academic business unit's outcomes assessment plan must be comprehensive and must encompass the following key content areas:

- I. Mission and Broad-Based Goals
- II. Student Learning Assessment
- III. Operational Assessment
- IV. Linkage of Outcomes Assessment with Strategic Planning and Budgeting
- V. Appendices

The outcomes assessment plan template contains sections corresponding to these five content areas. The academic business unit must complete all five sections in the template.

Each of these key content areas is described below.

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

Since the IACBE takes a mission-driven and outcomes-based approach to accreditation and since the academic business unit's mission and goals provide strategic direction for guiding its decision making, the academic business unit's outcomes assessment plan must provide for the assessment of the extent to which the unit's mission and broad-based goals are being accomplished.

Consequently, the outcomes assessment plan must include a statement of the mission and broad-based goals of the academic business unit. In addition, the broad-based goals should represent the general aims or aspirations of the business unit and should flow directly from its mission. In other words, the academic business unit's broad-based goals should be instrumental to mission accomplishment in the sense that achievement of the goals would provide evidence that the academic business unit is accomplishing its mission. Therefore, each broad-based goal should be associated with and mapped to some aspect of the academic business unit's mission.

Furthermore, the academic business unit's broad-based goals must include both broad student learning goals and broad operational goals.

The academic business unit's broad-based student learning goals must be stated from the students' perspective (and not in terms of what the academic business unit will do, will provide, or intends to accomplish), and must clearly describe what students are expected to learn, know, understand, or be able to do as a result of completing their programs of study. In addition, the business unit's student learning goals should encompass the intended student learning outcomes in its business programs (see Section II: Student Learning Assessment below) and should be broad, general aggregates of those outcomes (i.e., each learning goal should have multiple intended learning outcomes associated with it).

Similarly, the academic business unit's broad-based operational goals must clearly describe what the academic business unit will do, will provide, or intends to accomplish in terms of its overall organizational and functional performance. In addition, the business unit's operational goals should encompass its intended operational outcomes (see Section III: Operational Assessment below) and should be broad, general aggregates of those outcomes (i.e., each operational goal should have multiple intended operational outcomes associated with it).

With the linkage between mission-goals-outcomes structured in this way, i.e., with broad-based goals flowing from the mission and encompassing the intended student learning and operational outcomes, evidence of achievement of the intended outcomes generated through the student learning and operational assessment processes will constitute evidence of the accomplishment of the broad-based goals, which in turn constitutes evidence that the academic business unit is accomplishing its mission.

In the tables provided in Section I of the outcomes assessment plan template:

1. State the mission of the academic business unit.
2. List the broad-based student learning goals of the academic business unit.
3. List the broad-based operational goals of the academic business unit.

## **Section II: Student Learning Assessment**

Student learning assessment must be addressed for each business program to be included in the accreditation review. Therefore, for the purposes of inclusion in outcomes assessment plans, self-studies, and accreditation reviews, we need to specify exactly what constitutes a business program. The IACBE defines a 'business program' as follows:

**Business Program:** A program of study consisting of an organized set of business and business-related courses, modules, subjects, etc. that satisfies all of the following criteria:

1. The program leads to the awarding of a degree, diploma, or other equivalent credential at the associate, bachelor's, master's, or doctoral level;
2. The courses, modules, subjects, etc. in the traditional fields of business education<sup>1</sup> comprising the program constitute 20 percent or more of the total requirements for an undergraduate degree, diploma, or other equivalent credential; or 50 percent or more of the total requirements for a graduate degree, diploma, or other equivalent credential;
3. The program appears on a student's official transcript, diploma supplement, or other equivalent record of program completion.

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<sup>1</sup> The following typical disciplinary areas are considered to be the 'traditional fields of business education': accounting, business administration, business ethics, business law, business-related quantitative methods, economics (principles of microeconomics and macroeconomics), finance, human resources, information management, international business, management, and marketing.

The outcomes assessment plan must state intended student learning outcomes for each business program to be included in the accreditation review. These intended learning outcomes should be appropriate to the program's area of study and should take the following forms:

- ❑ Business-Related Content Outcomes (e.g., outcomes relating to discipline-specific knowledge, concepts/principles, theories, etc., in the program's area of study)
- ❑ Business-Related Professional Skills Outcomes (e.g., outcomes relating to leadership abilities, professional communication skills, ethical reasoning abilities, teamwork skills, quantitative and analytical abilities, information technology skills, etc.)

In developing its outcomes assessment plan, the academic business unit must ensure that the intended student learning outcomes in each business program substantially encompass and are linked to the relevant 'Key Learning Outcomes for Business Programs' as identified by the IACBE. These learning outcomes are defined for each degree level (i.e., for associate-, bachelor's-, master's-, and doctoral-level programs) and are associated with those content- and skills-related areas that comprise typical programs in business. While the academic business unit is not required to use these particular outcomes or the specific wording in these outcomes, and may include additional content- and skills-related intended learning outcomes in its assessment plan, it must ensure, at a minimum, that the content- and skills-related areas that are addressed in the Key Learning Outcomes are substantially incorporated in its own intended learning outcomes. In some cases, certain specialized business programs, as a result of having a different focus than that of mainstream business programs, may not substantially encompass the relevant Key Learning Outcomes. To the extent that such specialized programs are mission-driven, academically rigorous, and market-responsive, some variation from this requirement may be justifiable. Consequently, for any business program included in the accreditation review for which the outcomes assessment plan does not substantially encompass the relevant Key Learning Outcomes for Business Programs, it is incumbent upon the academic business unit to provide a rationale and to justify its case for an exception to this requirement.

These 'Key Learning Outcomes for Business Programs' are provided in Appendix C.

The intended student learning outcomes for all programs to be included in the accreditation review must be program-level outcomes. More specifically, the intended student learning outcomes for associate-, bachelor's-, master's-, and doctoral-level programs must clearly describe what students are expected to know and be able to do at the conclusion of each degree program.

Furthermore, the intended student learning outcomes for all associate-, bachelor's-, master's-, and doctoral-level programs must be appropriate to the degree level with which they are associated. In other words, they must reflect higher orders of learning and skills development at each successively-higher degree level. For example, the intended student learning outcomes for a master's-level program must reflect appropriate master's-level discipline-specific knowledge, skills, abilities, and competencies, and these must be more challenging to acquire than the discipline-specific knowledge, skills, abilities, and competencies for a bachelor's-level program. Therefore, the intended student learning outcomes for all programs to be included in the accreditation review must be formulated so as to represent higher levels of expected student performance as a student progresses from one degree level to the next.<sup>2</sup>

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<sup>2</sup> For guidance on developing intended student learning outcomes that are degree-level appropriate, see the Lumina Foundation's publication entitled "*The Degree Qualifications Profile*." This document is available for download on the IACBE website at: [www.iacbe.org/oa-documents.asp](http://www.iacbe.org/oa-documents.asp).



In addition, the intended student learning outcomes must be measurable, must be stated using active verbs (e.g., according to Bloom's Taxonomy of Educational Objectives), and must clearly describe the knowledge, skills, abilities, and competencies that students are expected to acquire as a result of completing their programs of study. For more information on Bloom's Taxonomy and writing measurable learning outcomes statements, see the sections entitled *Bloom's Taxonomy of Educational Objectives* and *Writing Intended Student Learning Outcomes Statements* in this handbook.

For each program to be included in the accreditation review, the outcomes assessment plan must also identify appropriate measures of student learning (and their associated evaluation rubrics) that will be employed to assess the program's intended student learning outcomes (see the section entitled *Student Learning Assessment Measures* below). Furthermore, each intended student learning outcome in each program must be assessed by at least two different measures of student learning, at least one of which must be a direct measure.

Although there must be appropriate measures of student learning for each program to be included in the accreditation review, it is not required that different programs have different learning measures. In other words, it is possible for a single measurement instrument to be used in multiple programs.<sup>3</sup>

In addition, for each measurement tool (and each associated evaluation rubric) that will be employed in student learning assessment, the outcomes assessment plan must specify the performance objectives (measurable performance targets/criteria) that will be used by the academic business unit to determine the extent to which the intended student learning outcomes are being achieved.<sup>4</sup> (See the section entitled *Student Learning Assessment Measures* below for more information on performance objectives for student learning.)

In the outcomes assessment plan template, Section II: Student Learning Assessment must be completed for each business program to be included in the accreditation review (i.e., a separate Student Learning Assessment table must be provided for each program). Student learning assessment tables are provided for each program level (i.e., for associate-, bachelor's-, master's, and doctoral-level programs).

In the tables provided in Section II of the outcomes assessment plan template:

1. State intended student learning outcomes for each business program.
2. For each intended student learning outcome in each business program, identify the broad-based student learning goals that are associated with that outcome. Ensure that each intended learning outcome maps to some student learning goal. Ensure that each student learning goal has at least one intended learning outcome mapped to it.

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<sup>3</sup> For example, a capstone project in a strategic management course could be used as a direct measure of student learning in both a Bachelor of Business Administration program and a Bachelor of Science in Management program.

<sup>4</sup> Performance objectives for student learning are the measurable performance targets associated with the assessment instruments and evaluation rubrics used by the academic business unit in determining whether the intended student learning outcomes have been achieved. For example, if the academic business unit is using a comprehensive project in a capstone course as a direct measure of student learning, then a performance objective might be that, on the rating scale in the project evaluation rubric (with 'exemplary' being the highest rating), at least 80% of the students will achieve a performance rating of 'acceptable' or higher on each of the evaluation criteria associated with the intended student learning outcomes assessed by the project.

3. For each intended student learning outcome in each business program, identify the relevant 'Key Learning Outcomes for Business Programs' to which that outcome is linked.
4. For each business program, identify appropriate measures of student learning that will be used to assess the intended student learning outcomes in that program.
5. For each measure of student learning, identify the intended student learning outcomes that are assessed by that measure.
6. Ensure that each intended learning outcome in each program is assessed by at least two different measures of student learning, at least one of which is a direct measure.
7. For each measure of student learning, specify learning-outcome-related performance objectives (performance targets/criteria) for that measure.

### **Section III: Operational Assessment**

Since the quality of the academic business unit's performance depends on its ability to manage its human, physical, financial, and technological resources and its educational processes effectively, i.e., on the extent of its operational effectiveness, the academic business unit's outcomes assessment plan must provide for operational assessment.

Therefore, the outcomes assessment plan must state intended operational outcomes for the academic business unit (i.e., outcomes relating to the effective management of the unit's academic resources and educational processes). These outcomes must be measurable and must clearly describe specific desired results for the academic business unit's critical success factors (CSFs) or key performance indicators (KPIs) relating to its resources and processes that will be evaluated in the determination of the operational effectiveness of the academic business unit.

The following listing provides examples of possible areas for which the academic business unit might define critical success factors (CSFs) and key performance indicators (KPIs) for use in its operational assessment:

- Student Satisfaction with Teaching and Advising
- Student Satisfaction with Courses and Degree Programs
- Program Curricula
- Faculty/Staff Performance
- Strategic Plan/Budget Performance
- Academic/Student Support Services
- Learning and Technological Resources, and Facilities
- Co-Curricular and Experiential Learning Programs
- Retention, Graduation, and Placement Rates
- Comparisons with Peer Institutions
- Other Key Performance Indicators (determined by the academic business unit)

The outcomes assessment plan must also identify the tools, instruments, or methods that will be employed to assess the academic business unit's intended operational outcomes. Furthermore, each intended operational outcome must be assessed by at least one operational assessment tool, instrument, or method.

The following listing provides examples of possible tools/instruments/methods that an academic business unit might use in its operational assessment:

- Student Satisfaction Surveys
- Exit Surveys
- Alumni/Employer Surveys
- Course Evaluations
- Budget Performance Analyses
- Execution of Action Plans
- SWOT Analyses
- Curriculum/Program Reviews
- Benchmarking Studies (analyses of comparisons with similar institutions)
- Strategic Plan Performance (achievement of goals and objectives)
- Faculty and Staff Performance Reviews

In addition, for each tool, instrument, or method that will be used in the assessment of operational outcomes, the outcomes assessment plan must specify the performance objectives (measurable performance targets/criteria) that, if achieved, will be evidence of operational effectiveness of the academic business unit.

Performance objectives for operational effectiveness can be defined as follows:

**Performance Objectives for Operational Effectiveness:** The desired measurable results (or performance targets) for the tools, instruments, and methods that are used to assess intended operational outcomes

*Examples of Performance Objectives for Operational Effectiveness*

**Example 1:**

If the academic business unit has identified an intended operational outcome pertaining to faculty teaching and is using a senior exit survey as a measure of this outcome, then a performance objective might be that 90% or more of the students will be either 'satisfied' or 'highly satisfied' with each aspect of faculty teaching as identified by relevant items in the survey instrument.

**Example 2:**

If the academic business unit has identified an intended operational outcome pertaining to the professional development of faculty and is using an annual faculty performance review as a measure of this outcome, then a performance objective might be that at least 80% of the unit's full-time faculty members will attend two or more relevant disciplinary or instructional-development conferences, seminars, or workshops each year.

Examples of survey and evaluation forms that can be used as both operational assessment tools and indirect measures of student learning are provided in Appendices I-M.

In the tables provided in Section III of the outcomes assessment plan template:

1. State intended operational outcomes for the academic business unit.
2. For each intended operational outcome, identify the broad-based operational goals that are associated with that outcome. Ensure that each intended operational outcome maps to some operational goal. Ensure that each operational goal has at least one intended operational outcome mapped to it.
3. Identify the assessment measures, instruments, or methods that will be used to assess the intended operational outcomes for the academic business unit.
4. For each assessment measure, instrument, or method, identify the intended operational outcomes that are assessed by that measure, instrument, or method.
5. Ensure that each intended operational outcome is assessed by at least one operational assessment measure, instrument, or method.
6. For each assessment measure, instrument, or method, specify performance objectives (performance targets/criteria) for that measure, instrument, or method.

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

The extent of the academic business unit's performance and the degree of its overall effectiveness depend on its continuous improvement efforts in meeting future challenges. Since this requires any necessary changes and improvements that are identified as result of the outcomes assessment process to be incorporated into its planning process for the future, the academic business unit must provide for the linkage of its outcomes assessment and strategic planning processes.

Therefore, the outcomes assessment plan must describe the ways in which the results from implementing the plan (i.e., changes and improvements needed) are linked to both the academic business unit and institutional strategic planning processes. If possible, the outcomes assessment process should also be connected to the institutional budgeting process.

In Section IV of the outcomes assessment plan template:

1. Describe the academic business unit and institutional strategic planning and budgeting processes (structures, steps, timetables, etc.).

2. Describe the ways in which the results from implementing the outcomes assessment plan (i.e., changes and improvements needed) are linked to the strategic planning processes of both the academic business unit and the institution.
3. Describe the ways in which the academic business unit's outcomes assessment process is linked to the institutional budgeting process.

### **Section V: Appendices**

The appendices constitute the final component of the outcomes assessment plan.

In Section V of the outcomes assessment plan template:

1. Provide blank copies of all the assessment instruments that will be used as measures of intended student learning outcomes and intended operational outcomes.<sup>5</sup> These should be separated by tabs and identified in the table of contents.
2. Provide blank copies of all the evaluation rubrics associated with the assessment instruments identified in number 1 above. These should be separated by tabs and identified in the table of contents.

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<sup>5</sup> For security and copyright reasons, if you are using an examination from an external vendor as a direct measure of student learning, do not include a copy of the exam in your outcomes assessment plan. Most vendors will provide an exam content outline that summarizes the types of questions included on the exam. Please use this content summary for this purpose.

## **THE HIERARCHY OF OUTCOMES ASSESSMENT**

### **The 'Top-Down' Flow of Mission → Goals → Intended Outcomes → Performance Objectives**

In its outcomes assessment plan, the academic business unit must:

1. Include a statement of its mission;
2. Articulate broad-based student learning and operational goals;
3. Determine intended student learning outcomes for each business program and intended operational outcomes for the business unit;
4. Identify learning assessment and operational assessment measures, instruments, and metrics that will be used to assess the intended outcomes;
5. Specify performance objectives for the learning assessment and operational assessment measures.

For more information on the IACBE's requirements pertaining to the outcomes assessment process, see the section entitled *Key Content Areas of an Outcomes Assessment Plan* in this handbook.

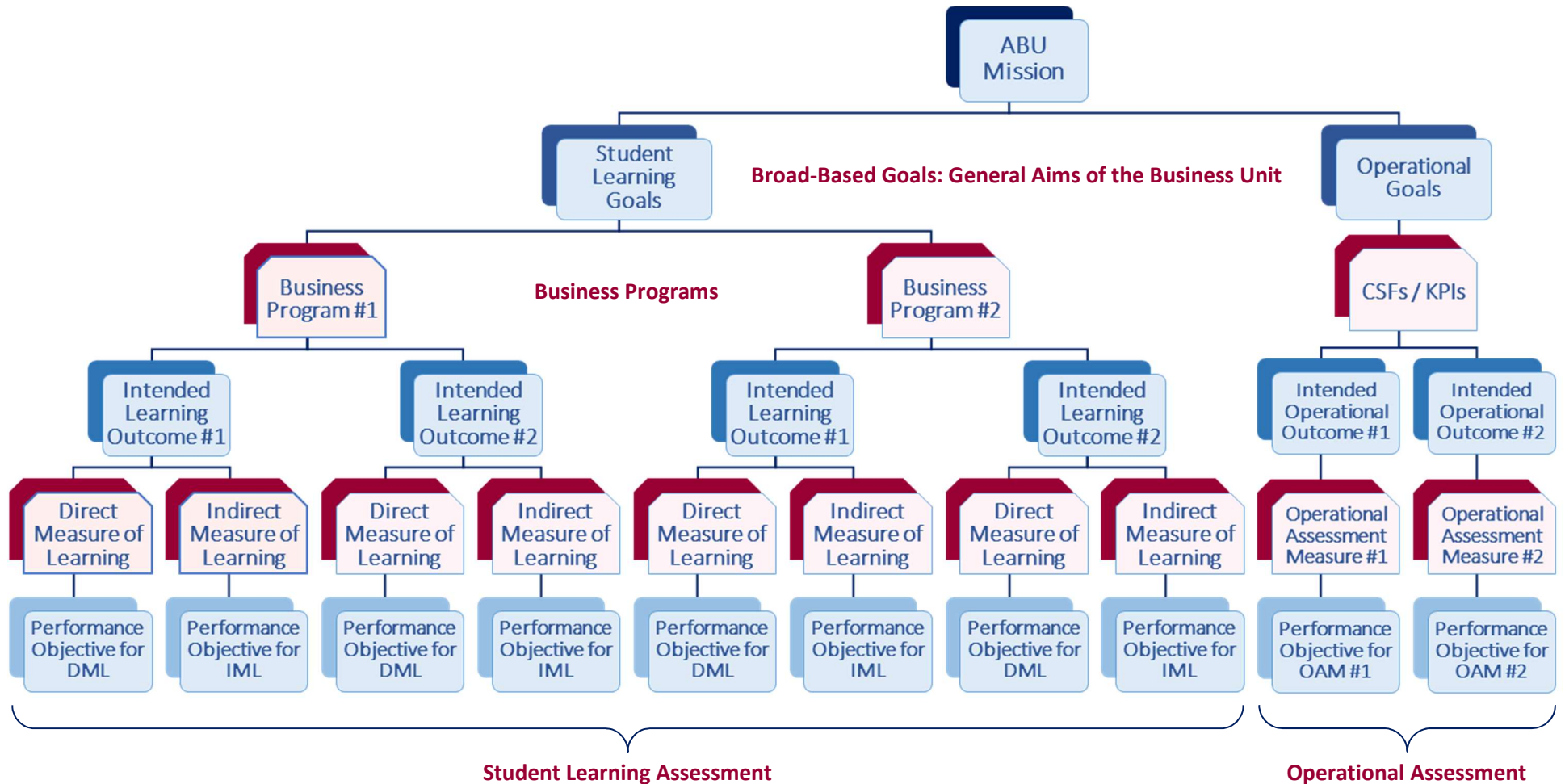
The process of outcomes assessment as described above possesses the following hierarchical structure:

1. The mission of the academic business unit describes the overarching purpose of the unit, provides strategic direction for the unit, and should drive the unit's decision making for all of its activities and operations.
2. Broad-based student learning and operational goals flow from the mission and describe the general aims and aspirations of the business unit. They should be consistent with the academic business unit's mission in the sense that each broad-based goal should be associated with, contribute to, and mapped to some aspect of the unit's mission. The main function of the broad-based goals is to provide a link between the academic business unit's broadly-stated mission and the more specific intended outcomes for the unit (as described in #3 below). The broad-based goals then become a blueprint for implementing the business unit's mission and for developing measurable intended outcomes relating to student learning and operational effectiveness.
3. For each business program, intended student learning outcomes flow from the academic business unit's broad-based student learning goals and clearly describe in precise and measurable terms what students should know and be able to do upon completion of their degree programs. Similarly, intended operational outcomes flow from the business unit's broad-based operational goals and clearly describe the specific desired results for the unit's critical success factors (CSFs) or key performance indicators (KPIs) relating to its resources and processes that will be evaluated in the determination of the operational effectiveness of the business unit. The flow of intended outcomes from broad-based goals indicates that each goal should have one or more intended outcomes associated with it, and that each intended outcome should be related or mapped to at least one broad-based goal.

4. Once intended outcomes have been determined, the academic business unit must then identify the measures, instruments, or metrics that will be used to assess the intended outcomes. In the case of student learning assessment, each intended student learning outcome must be assessed by at least two different measures of student learning, at least one of which must be a direct measure. In the case of operational assessment, each intended operational outcome must be assessed by at least one operational assessment measure, instrument, or metric.
5. Once the assessment measures, instruments, and metrics for the intended outcomes have been identified, the academic business unit must specify the performance objectives for each measure, instrument, and metric. Performance objectives are the desired measurable results (or targets) for the assessment measures, instruments, and metrics, and are used to determine whether the intended outcomes have been achieved.

This hierarchical structure of the outcomes assessment process is illustrated in the graphic on the following page:

## The Hierarchy of Outcomes Assessment



**Key:**

- ❑ ABU: Academic Business Unit
- ❑ CSFs: Critical Success Factors
- ❑ KPIs: Key Performance Indicators
- ❑ DML: Direct Measure of Learning
- ❑ IML: Indirect Measure of Learning
- ❑ OAM: Operational Assessment Measure

**Note:** In the graphic above, the indirect measures of learning may be replaced by direct measures.



For more information on the relationships between mission, broad-based goals, intended outcomes, and performance objectives, see the section entitled *Goals, Outcomes, and Objectives* in this handbook.

**The 'Bottom-Up' Flow of Outcomes Assessment: Evidence of Achievement of Intended Outcomes → Broad-Based Goals → Mission**

With the linkage between mission / broad-based goals / intended outcomes / performance objectives organized according to the hierarchical structure described above:

- ❑ Data generated through the student learning and operational assessment processes (i.e., through the implementation of the learning assessment and operational assessment measures, instruments, and metrics) will constitute evidence of the extent of accomplishment of the intended outcomes.
- ❑ Which constitutes evidence of the extent of accomplishment of the broad-based goals.
- ❑ Which in turn constitutes evidence of the extent to which the academic business unit is accomplishing its mission.

## **STUDENT LEARNING ASSESSMENT MEASURES**

Best practice requires the assessment of student learning to incorporate multiple methods of assessing student performance. Therefore, in developing the framework for program-level student learning assessment in its outcomes assessment plan, the academic business unit must identify at least two different measures of student learning that will be used to assess the intended learning outcomes for each program to be included in the accreditation review. While the academic business unit may use indirect measures of student learning, at least one assessment measure in each program must be a direct measure.

### **Definitions of Learning Assessment Measures**

The differences between direct and indirect learning assessment measures are as follows:

**Direct Measures of Student Learning:** Tools that measure student performance on some task or assignment, i.e., tools on which students demonstrate the extent of their actual learning and/or the acquisition of some skill or competency

**Indirect Measures of Student Learning:** Tools that measure opinions or perceptions about learning, but do not actually assess student work or performance or require students to demonstrate their knowledge or skills (these are usually self-report measures)

#### *Examples of Direct Measures of Student Learning*

- End-of-Program Comprehensive Examinations (either standardized, normed, national exams or locally-developed exams; written or oral)
- Score Gains (indicating the 'value added' to students' learning experiences)
- Capstone Projects (evaluating content knowledge/skills/competencies at the end of a program, e.g., case studies, business plans, research papers, etc.)
- Simulations (e.g., Capsim, GloBus)
- Theses/Dissertations
- Portfolios of Student Work/Multipoint Longitudinal Assessment
- Internships or Other Professionally-Related Field Experiences
- Other Performance-Based Projects or Experiences

**Note:** All direct learning assessment measures must actually assess the intended student learning outcomes that they are designed to measure (i.e., they must contain required student performance components or tasks that are directly related to each of the intended learning outcomes assessed by the measures). In the case of objective-type comprehensive examinations that are being used as direct learning assessment measures, the exams must contain subsets of questions that are directly and explicitly aligned with, related to, or mapped to each of the intended learning outcomes that the exams are designed to measure.

## *Examples of Indirect Measures of Student Learning*

- Student Satisfaction Surveys
- Course Evaluations
- Exit Surveys
- Alumni Surveys
- Self-Evaluations of Field Experiences or Other Performance-Based Projects or Tasks
- Exit Interviews
- Focus Groups

**Note:** In order for these instruments to be used as indirect measures of student learning, they must include items, questions, or components that are directly aligned with, related to, or mapped to each of the intended student learning outcomes in the program that the instruments are designed to assess.

Examples of survey and evaluation forms that can be used as both indirect measures of student learning and operational assessment tools are provided in Appendices I-M.

### **Evaluation Rubrics for Learning Assessment Measures**

In addition to learning assessment measures, the academic business unit's outcomes assessment plan must also identify appropriate evaluation rubrics for those measures.

#### *Evaluation Rubrics*

In assessing the extent to which students are achieving the intended learning outcomes in their programs of study, the criteria for evaluating their performance on the learning assessment measures must be clear and explicit. In other words, faculty and other evaluator judgments regarding student work and performance must be captured as clearly as possible in explicit language. This is accomplished by developing and using evaluation rubrics for all direct measures of student learning (except in the case of multiple-choice, objective-type comprehensive examinations).

Evaluation rubrics articulate in writing the criteria and performance standards that faculty and other evaluators use in assessing student work. They translate evaluator judgments of student performance into ratings on a scale and allow different evaluators to assess student work in reasonably similar ways. An evaluation rubric can be defined as follows:

**Evaluation Rubric:** A criterion-based instrument that (i) specifies expectations or evaluation criteria for an assignment or task, i.e., that disaggregates the assignment or task into its component dimensions, (ii) provides a rating scale or other mechanism for assessing various levels of mastery on each criterion or dimension, and (iii) is used as a scoring tool to evaluate student performance on that assignment or task

In addition to component dimensions that are used for assigning a grade or mark to an assignment or task, in order for rubrics to be used for the purpose of program-level assessment, they must also contain evaluation criteria that are related to the programmatic intended student learning outcomes that will be assessed and evaluated in the assignment or task. These criteria must be aligned with, mapped to, or identical to the programmatic intended student learning outcomes.

Evaluation rubrics can be used for assessing a large variety of assignments and tasks, including research papers, case studies, group work, capstone projects, oral presentations, portfolios, essays, dissertations, theses, internships, and other performance-based projects or experiences, etc.

### *Types of Rubrics*

- ❑ **Checklist Rubrics:** rubrics that list component dimensions or evaluation criteria for an assignment or task along with a binary performance rating scale for each dimension/criterion (e.g., met or not met, done or not done, etc.)
- ❑ **Rating Scale Rubrics:** checklist rubrics with expanded rating scales (i.e., with more than two performance levels)
- ❑ **Descriptive Rubrics:** rubrics that specify component dimensions or evaluation criteria for an assignment or task and provide a rating scale that is augmented with brief descriptions of the levels of performance on each dimension/criterion
- ❑ **Holistic Scoring Guides:** rubrics that specify a rating scale with multiple performance levels and provide brief descriptions (relating to the component dimensions or evaluation criteria for an assignment or task) of the characteristics, features, or attributes of work that are associated with each performance level
- ❑ **Structured Observation Guides:** rubrics without a rating scale that allow for informal, qualitative, subjective assessment of performance on the component dimensions or evaluation criteria for an assignment or task

### *Rubric Templates*

Sample templates for the various rubric types are illustrated below:

Checklist Rubric		
Evaluation Criteria	Met	Not Met
Evaluation Criterion #1	<input type="checkbox"/>	<input type="checkbox"/>
Comments:		
Evaluation Criterion #2	<input type="checkbox"/>	<input type="checkbox"/>
Comments:		
Evaluation Criterion #3	<input type="checkbox"/>	<input type="checkbox"/>
Comments:		
Evaluation Criterion #4	<input type="checkbox"/>	<input type="checkbox"/>
Comments:		
Evaluation Criterion #5	<input type="checkbox"/>	<input type="checkbox"/>
Comments:		

Rating Scale Rubric				
Evaluation Criteria	Rating Scale or Performance Levels			
	Level 1	Level 2	Level 3	Level 4
Evaluation Criterion #1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				
Evaluation Criterion #2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				
Evaluation Criterion #3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				
Evaluation Criterion #4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				
Evaluation Criterion #5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				

Rating Scale Rubric (Alternative Structure)				
Rating Scale or Performance Levels:	Level 1	Level 2	Level 3	Level 4
Evaluation Criteria				Score (Rating Level)
Evaluation Criterion #1				
Comments:				
Evaluation Criterion #2				
Comments:				
Evaluation Criterion #3				
Comments:				
Evaluation Criterion #4				
Comments:				
Evaluation Criterion #5				
Comments:				
<b>TOTAL SCORE:</b>				

Descriptive Rubric				
Evaluation Criteria	Rating Scale or Performance Levels			Score (Rating Level)
	Level 1	Level 2	Level 3	
Evaluation Criterion #1	Performance Descriptors	Performance Descriptors	Performance Descriptors	
Comments:				
Evaluation Criterion #2	Performance Descriptors	Performance Descriptors	Performance Descriptors	
Comments:				
Evaluation Criterion #3	Performance Descriptors	Performance Descriptors	Performance Descriptors	
Comments:				
Evaluation Criterion #4	Performance Descriptors	Performance Descriptors	Performance Descriptors	
Comments:				
Evaluation Criterion #5	Performance Descriptors	Performance Descriptors	Performance Descriptors	
Comments:				
<b>TOTAL SCORE:</b>				

Holistic Scoring Guide	
<b>Performance Level 3</b>	<b>A 'Level 3' task/assignment generally exhibits all or most of the following characteristics:</b>
Descriptors for Level 3 Performance on Evaluation Criterion #1	
Descriptors for Level 3 Performance on Evaluation Criterion #2	
Descriptors for Level 3 Performance on Evaluation Criterion #3	
Descriptors for Level 3 Performance on Evaluation Criterion #4	
Descriptors for Level 3 Performance on Evaluation Criterion #5	
Comments:	

### Holistic Scoring Guide

<b>Performance Level 2</b>	<b>A 'Level 2' task/assignment generally exhibits all or most of the following characteristics:</b>	
Descriptors for Level 2 Performance on Evaluation Criterion #1		
Descriptors for Level 2 Performance on Evaluation Criterion #2		
Descriptors for Level 2 Performance on Evaluation Criterion #3		
Descriptors for Level 2 Performance on Evaluation Criterion #4		
Descriptors for Level 2 Performance on Evaluation Criterion #5		
Comments:		
<b>Performance Level 1</b>	<b>A 'Level 1' task/assignment generally exhibits all or most of the following characteristics:</b>	
Descriptors for Level 1 Performance on Evaluation Criterion #1		
Descriptors for Level 1 Performance on Evaluation Criterion #2		
Descriptors for Level 1 Performance on Evaluation Criterion #3		
Descriptors for Level 1 Performance on Evaluation Criterion #4		
Descriptors for Level 1 Performance on Evaluation Criterion #5		
Comments:		
		<b>SCORE:</b>

### Structured Observation Guide

Evaluation Criteria	Comments
Evaluation Criterion #1	
Evaluation Criterion #2	
Evaluation Criterion #3	
Evaluation Criterion #4	
Evaluation Criterion #5	

These templates are available for download on the IACBE website at: [www.iacbe.org/oa-documents.asp](http://www.iacbe.org/oa-documents.asp).

A guide that identifies the components of an evaluation rubric that can be used both for assigning a grade or mark to a particular assignment or task and for program-level assessment is provided in Appendix D.

## Developing Evaluation Rubrics for Program Assessment

There are two options for developing an evaluation rubric for the purpose of program-level assessment, i.e., for assessing the intended student learning outcomes (ISLOs) in a business program:

1. If you will be using a particular assignment or task as a direct measure of student learning, and you have an existing grading rubric for that assignment or task that contains evaluation criteria that are related to some or all of the programmatic ISLOs, then you can map the grading criteria in the rubric to the appropriate ISLOs in the program.
2. You can retain the grading portion of an existing evaluation rubric for an assignment or task that will be used as a direct measure of student learning, and add a section that contains the programmatic ISLOs as direct evaluation criteria.

**Option 1:** Start with a basic grading rubric (here a descriptive rubric) and map the assignment/task grading criteria to the relevant program-level ISLOs:

Assignment/Task Grading Rubric					
Assignment/Task Grading Criteria	Associated Programmatic ISLOs	Rating Scale or Performance Levels			Score (Rating Level)
		Level 1	Level 2	Level 3	
Grading Criterion #1 (Maps to) →	ISLO #	Performance Descriptors	Performance Descriptors	Performance Descriptors	
Comments:					
Grading Criterion #2 (Maps to) →	ISLO #	Performance Descriptors	Performance Descriptors	Performance Descriptors	
Comments:					
Grading Criterion #3 (Maps to) →	ISLO #	Performance Descriptors	Performance Descriptors	Performance Descriptors	
Comments:					
etc. (Maps to) →	ISLO #	Performance Descriptors	Performance Descriptors	Performance Descriptors	
Comments:					
<b>TOTAL SCORE:</b>					

**Note:** If you employ this option, ensure that you will be able to provide assessment results for each ISLO that is assessed by the direct measure of student learning with which the rubric is associated.



**Option 2:** Start with a basic grading rubric (here a descriptive rubric) and include the programmatic ISLOs verbatim as explicit and direct evaluation criteria in an additional section of the rubric:

Section #: Assessment of Program ISLOs				
Evaluation Criteria: Program ISLOs	Rating Scale or Performance Levels			Score (Rating Level)
	Level 1	Level 2	Level 3	
ISLO #1	Performance Descriptors	Performance Descriptors	Performance Descriptors	
Comments:				
ISLO #2	Performance Descriptors	Performance Descriptors	Performance Descriptors	
Comments:				
ISLO #3	Performance Descriptors	Performance Descriptors	Performance Descriptors	
Comments:				
etc.	Performance Descriptors	Performance Descriptors	Performance Descriptors	
Comments:				
<b>TOTAL SCORE:</b>				

### *Sample Rubrics*

Examples of evaluation rubrics that can be used for assigning a grade or mark to various types of assignments, tasks, and projects, and also for the purpose of program-level assessment, i.e., for assessing the programmatic intended student learning outcomes in a business program, are provided in Appendices E-H.

### **Performance Objectives for Student Learning**

Once intended student learning outcomes have been articulated, learning assessment measures have been determined, and evaluation rubrics have been developed, the academic business unit must specify the performance objectives associated with the assessment measures.

Performance objectives for student learning can be defined as follows:

**Performance Objectives for Student Learning:** The desired measurable results (or targets) for student performance on the learning assessment instruments, tools, and metrics that are used to assess the extent of achievement of intended student learning outcomes

Whereas intended learning outcomes are expressed in terms of the specific knowledge, skills, abilities, and competencies that students are expected to have acquired upon completion of their programs of study, performance objectives on the other hand are the concrete quantitative targets for the learning assessment instruments used to measure the extent of achievement of the outcomes.

#### *Performance Objectives for Direct Measures of Student Learning*

Except in the case of objective-type comprehensive examinations, the performance objectives for direct measures of student learning must be expressed in terms of desired performance ratings/targets on each of the evaluation criteria in the measures' associated rubrics that are related to the intended student learning outcomes that the measures are designed to assess.

In the case of objective-type comprehensive examinations, the exams must contain subsets of questions that are tied back, mapped, or related to each of the intended learning outcomes that the exams are designed to measure, and the performance objectives for the exams must be expressed in terms of desired performance levels on the subsets of exam questions associated with each of the intended learning outcomes in the program that the exams are designed to measure.

Overall grades, percentage scores, or marks on any direct learning assessment instrument cannot be used as performance objectives for that instrument, i.e., they cannot be used as direct measures of student learning, inasmuch as they are too highly aggregated and do not measure outcome-specific learning. In addition, they may include non-learning components (e.g., attendance, class participation, etc.).

#### **Example**

If the academic business unit is using a comprehensive project in a capstone course as a direct measure of student learning, then a performance objective on this instrument might be that, on the rating scale in the project evaluation rubric (with 'exemplary' being the highest rating), at least 80% of the students will achieve a performance rating of 'acceptable' or higher on each of the evaluation criteria associated with the intended student learning outcomes assessed by the project.

#### *Performance Objectives for Indirect Measures of Student Learning*

The performance objectives for indirect measures of student learning must be expressed in terms of desired results on each of the items, questions, or components in the instruments that are related to the intended student learning outcomes that the measures are designed to assess.

The performance objectives for these instruments cannot be expressed in terms of items, questions, or components in the instruments relating to student satisfaction with instructors, teaching, courses, programs, etc., i.e., these satisfaction-related items, questions, or components are not measures of student learning.

#### **Example**

If the academic business unit is using a senior exit survey as an indirect measure of student learning, then a performance objective on this instrument might be that 80% or more of all graduating students will indicate that they were 'successful' or 'very successful' in achieving each of the intended learning outcomes assessed by the survey.

## **THE OUTCOMES ASSESSMENT PLAN AND CONTINUOUS IMPROVEMENT**

Assessment is not an end in itself, but a means to an end. The extent of the academic business unit's performance and the degree of its overall effectiveness depend on its efforts at continuous improvement. Consequently, an effective outcomes assessment plan leads to continuous quality improvement in all of the activities of the academic business unit. Continuous improvement is a circular or cyclical process that links the planning, implementation, and evaluation phases of the business unit's quality management system with feedback and adjustment mechanisms. This continual assessment cycle requires the academic business unit to 'close the loop' in outcomes assessment, i.e., to use assessment results to identify changes and improvements that are needed in its business programs, processes, and activities, to develop and implement action plans for making those changes and improvements, and to assess the extent to which the action plans resulted in the desired outcomes.

### **The Assessment Cycle**

- ❑ Articulate goals and intended outcomes for students and for the academic business unit (intended student learning outcomes and operational outcomes).
- ❑ Use assessment tools to gather data and information pertaining to the goals and intended outcomes.
- ❑ Analyze and evaluate the assessment results to determine the extent to which students and the academic business unit are achieving the desired goals and outcomes (using rubrics and performance objectives/targets).
- ❑ Identify changes and improvements that are needed (in curricula, resources, processes, etc.).
- ❑ Prepare and execute strategies and action plans to implement the identified changes and improvements.
- ❑ Evaluate the results of executed strategies and action plans to determine the extent to which they resulted in the desired outcomes (i.e., repeat the assessment process and determine 'realized' outcomes). This phase of the outcomes assessment process represents 'closing the loop' in outcomes assessment, i.e., the 'Assessment Feedback Loop.'

### **Continuous Improvement and Assessment Measures**

The major purpose of outcomes assessment is to provide a basis for continuous improvement in curriculum, pedagogy, institutional resources, academic support services, staffing, and other aspects of institutional operations that impact student learning and the overall effectiveness of the academic business unit. It is therefore important that any needed changes and improvements identified through the assessment process be based on the best possible data, and that assessment results accurately and reliably characterize the institution's business programs.

Consequently, the academic business unit should undertake reasonable efforts to ensure that the measurement instruments employed for both student learning assessment and operational assessment possess adequate degrees of validity and reliability. Accordingly, the instruments that are employed as measures of student learning and the measurement tools and methods employed to assess the intended operational outcomes should actually measure the outcomes that they are intended to

measure and they should yield similar, consistent results from the measurement of the intended outcomes under varying conditions.<sup>6</sup>

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<sup>6</sup> The University of Wisconsin-Madison has developed a handbook that provides helpful tips for creating valid and reliable examinations. This handbook is available for download on the IACBE website at: [www.iacbe.org/oa-documents.asp](http://www.iacbe.org/oa-documents.asp).

## **GENERAL INSTRUCTIONS FOR COMPLETING THE OUTCOMES ASSESSMENT PLAN TEMPLATE**

1. Italicized entries that appear in the assessment plan template represent areas where the academic business unit should insert its own assessment information.
2. Add or delete tables, and insert or delete rows in the tables as needed in order to accommodate the number of (i) business programs, (ii) intended student learning outcomes, (iii) intended operational outcomes, (iv) student learning assessment measures, and (v) operational assessment measures.
3. In Section II of the outcomes assessment plan template, delete the sections and tables associated with the particular program levels that do not apply to the academic business unit. For example, if the business unit does not offer any associate- or doctoral-level programs in business, delete those sections and tables from the template before submitting the assessment plan to the IACBE.
4. Update the table of contents before submitting the assessment plan to the IACBE.

## **APPENDICES**

Appendix A: Checklist of Expectations and Requirements for Outcomes Assessment Plans

Appendix B: Checklist for Writing Intended Student Learning Outcomes Statements

Appendix C: Key Learning Outcomes for Business Programs

Appendix D: Rubric Component Guide

Appendix E: Example of a Business Plan Evaluation Rubric

Appendix F: Example of a Case-Study Evaluation Rubric

Appendix G: Example of a Supervisor Evaluation of Internship Rubric

Appendix H: Example of a Research Project Evaluation Rubric

Appendix I: Example of an Undergraduate Student Exit Survey

Appendix J: Example of an Undergraduate Alumni Survey

Appendix K: Example of an MBA Student Exit Survey

Appendix L: Example of an MBA Alumni Survey

Appendix M: Example of a Student Self-Evaluation of Internship Form

## Appendix A: Checklist of Expectations and Requirements for Outcomes Assessment Plans

This checklist contains five sections corresponding to the following five key content areas of an outcomes assessment plan as described in this handbook:

Section I: Mission and Broad-Based Goals

Section II: Student Learning Assessment

Section III: Operational Assessment

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

Section V: Appendices

In preparing your outcomes assessment plan, you must use the template form that the IACBE has developed for this purpose. The template is also organized according to the five key content areas identified above.

As you develop your plan, use the following checklist in order to ensure that all of the IACBE's expectations and requirements have been met. If you do not offer any business programs at a particular degree level (i.e., associate-, bachelor's-, master's-, or doctoral-level programs), check the box labeled 'Not Applicable' in the relevant section, and leave all of the check boxes in that section blank. For any checkbox that remains unchecked in the relevant sections, you will need to revise your assessment plan accordingly prior to submitting it to the IACBE.

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

<input type="checkbox"/>	The outcomes assessment (O/A) plan contains a statement of the academic business unit's mission.
<input type="checkbox"/>	The O/A plan contains a listing of broad-based student learning goals for the academic business unit.
<input type="checkbox"/>	The broad-based student learning goals are stated from the students' perspective and clearly describe what students are expected to learn, know, understand, or be able to do as a result of completing their programs of study.
<input type="checkbox"/>	Each broad-based student learning goal is directly related, or can be mapped, to some aspect of the academic business unit's mission.
<input type="checkbox"/>	Each broad-based student learning goal has at least one intended student learning outcome in the business programs (from Section II: Student Learning Assessment) that is linked to it.
<input type="checkbox"/>	The O/A plan contains a listing of broad-based operational goals for the academic business unit.

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

<input type="checkbox"/>	The broad-based operational goals clearly describe what the academic business unit will do, will provide, or intends to accomplish in terms of its overall organizational and functional performance.
<input type="checkbox"/>	Each broad-based operational goal is directly related, or can be mapped, to some aspect of the academic business unit's mission.
<input type="checkbox"/>	Each broad-based operational goal has at least one intended operational outcome (from Section III: Operational Assessment) that is linked to it.

Proceed to Section II on the following page.



## Section II: Student Learning Assessment

<b>Learning Assessment for Associate-Level Programs</b>		<input type="checkbox"/> Not Applicable
<input type="checkbox"/>	The O/A plan articulates intended student learning outcomes for each associate-level business program for which the academic business unit is seeking accreditation.	
<input type="checkbox"/>	For each intended student learning outcome in each associate-level program, the O/A plan identifies the broad-based student learning goals (from Section I: Mission and Broad-Based Goals) to which that outcome is linked.	
<input type="checkbox"/>	Each intended student learning outcome in each associate-level program is linked to some broad-based student learning goal (from Section I: Mission and Broad-Based Goals).	
<input type="checkbox"/>	For each intended student learning outcome in each associate-level program, the O/A plan identifies the 'Key Learning Outcomes for Associate-Level Business Programs' to which that outcome is linked.	
<input type="checkbox"/>	The intended student learning outcomes for each associate-level program substantially encompass the 'Key Learning Outcomes for Associate-Level Business Programs.'	
<input type="checkbox"/>	The intended student learning outcomes are program-level outcomes, not course-level outcomes (i.e., they clearly describe what students are expected to know and be able to do at the conclusion of each associate-level degree program.)	
<input type="checkbox"/>	The intended student learning outcomes are appropriate to associate-level programs (i.e., they reflect appropriate associate-level knowledge, skills, abilities, and competencies).	
<input type="checkbox"/>	The intended student learning outcomes are measurable, are stated using active verbs (e.g., according to Bloom's Taxonomy of Educational Objectives), and clearly describe the knowledge, skills, abilities, and competencies that students are expected to acquire as a result of completing their associate-level programs of study.	
<input type="checkbox"/>	For each associate-level business program for which the academic business unit is seeking accreditation, the O/A plan identifies appropriate measures of student learning that will be used to assess the program's intended student learning outcomes.	
<input type="checkbox"/>	None of the direct measures of student learning in each associate-level program are course-level assessments (i.e., they are not exams, assignments, or other tasks in individual courses, modules, or classes except in the case of those instruments used in an end-of-program, capstone course, module, or class).	
<input type="checkbox"/>	For each measure of student learning in each associate-level program, the O/A plan identifies the intended student learning outcomes that are assessed by that measure.	
<input type="checkbox"/>	All direct learning assessment measures in each associate-level program actually assess the intended student learning outcomes that they are designed to measure (i.e., they contain required student performance components or tasks that students are required to complete that are directly related to each of the intended learning outcomes).	

## Section II: Student Learning Assessment (Cont'd)

<input type="checkbox"/>	Except in the case of objective-type comprehensive examinations, the direct learning assessment measures in each associate-level program are accompanied by evaluation rubrics that contain performance criteria that are directly and explicitly tied back, related, or mapped to the intended student learning outcomes that the instruments are designed to measure. ( <input type="checkbox"/> Not Applicable)
<input type="checkbox"/>	In the case of objective-type comprehensive examinations that are being used as direct learning assessment measures, the exams in each associate-level program contain subsets of questions that are directly and explicitly tied back, related, or mapped to the intended student learning outcomes that the exams are designed to measure. ( <input type="checkbox"/> Not Applicable)
<input type="checkbox"/>	All indirect measures of student learning in each associate-level program contain items, questions, or components that are directly and explicitly tied back, related, or mapped to the intended student learning outcomes that they are designed to measure. ( <input type="checkbox"/> Not Applicable)
<input type="checkbox"/>	Each intended student learning outcome in each associate-level program is assessed by at least two different measures of student learning, at least one of which is a direct measure.
<input type="checkbox"/>	For each measure of student learning in each associate-level program, the O/A plan specifies the performance objectives (measurable performance targets/criteria) that will be used by the academic business unit to determine the extent to which the intended student learning outcomes are being achieved.
<input type="checkbox"/>	Except in the case of objective-type comprehensive examinations, the performance objectives (measurable performance targets/criteria) for each direct measure of student learning in each associate-level program are expressed in terms of desired performance ratings on criteria in the measure's evaluation rubric that are directly and explicitly tied back, related, or mapped to the intended student learning outcomes that the instrument is designed to measure. ( <input type="checkbox"/> Not Applicable)
<input type="checkbox"/>	In the case of objective-type comprehensive examinations that are being used as direct measures of student learning in each associate-level program, the performance objectives (measurable performance targets/criteria) for the exams are expressed in terms of desired performance levels on the subsets of exam questions associated with the intended student learning outcomes that the exam is designed to measure. ( <input type="checkbox"/> Not Applicable)
<input type="checkbox"/>	No overall grades, percentage scores, or marks on any learning assessment instrument are being used as direct measures of student learning. In addition, the "completion of a task or assignment" is not being used as a direct measure of student learning.
<input type="checkbox"/>	The performance objectives (measurable performance targets/criteria) for each indirect measure of student learning in each associate-level program are expressed in terms of desired results on items, questions, or components in the instrument that are directly and explicitly tied back, related, or mapped to the intended student learning outcomes that the instrument is designed to measure. ( <input type="checkbox"/> Not Applicable)
<input type="checkbox"/>	The performance objectives (measurable performance targets/criteria) for each indirect measure of student learning in each associate-level program are not expressed in terms of student satisfaction with instructors, teaching, courses, programs, etc. ( <input type="checkbox"/> Not Applicable)

## Section II: Student Learning Assessment (Cont'd)

<b>Learning Assessment for Bachelor's-Level Programs</b>		<input type="checkbox"/> Not Applicable
<input type="checkbox"/>	The O/A plan articulates intended student learning outcomes for each bachelor's-level business program for which the academic business unit is seeking accreditation.	
<input type="checkbox"/>	For each intended student learning outcome in each bachelor's-level program, the O/A plan identifies the broad-based student learning goals (from Section I: Mission and Broad-Based Goals) to which that outcome is linked.	
<input type="checkbox"/>	Each intended student learning outcome in each bachelor's-level program is linked to some broad-based student learning goal (from Section I: Mission and Broad-Based Goals).	
<input type="checkbox"/>	For each intended student learning outcome in each bachelor's-level program, the O/A plan identifies the 'Key Learning Outcomes for Bachelor's-Level Business Programs' to which that outcome is linked.	
<input type="checkbox"/>	The intended student learning outcomes for each bachelor's-level program substantially encompass the 'Key Learning Outcomes for Bachelor's-Level Business Programs.'	
<input type="checkbox"/>	The intended student learning outcomes are program-level outcomes, not course-level outcomes (i.e., they clearly describe what students are expected to know and be able to do at the conclusion of each bachelor's-level degree program.)	
<input type="checkbox"/>	The intended student learning outcomes are appropriate to bachelor's-level programs (i.e., they reflect appropriate bachelor's-level knowledge, skills, abilities, and competencies).	
<input type="checkbox"/>	The intended student learning outcomes are measurable, are stated using active verbs (e.g., according to Bloom's Taxonomy of Educational Objectives), and clearly describe the knowledge, skills, abilities, and competencies that students are expected to acquire as a result of completing their bachelor's-level programs of study.	
<input type="checkbox"/>	For each bachelor's-level business program for which the academic business unit is seeking accreditation, the O/A plan identifies appropriate measures of student learning that will be used to assess the program's intended student learning outcomes.	
<input type="checkbox"/>	None of the direct measures of student learning in each bachelor's-level program are course-level assessments (i.e., they are not exams, assignments, or other tasks in individual courses, modules, or classes except in the case of those instruments used in an end-of-program, capstone course, module, or class).	
<input type="checkbox"/>	For each measure of student learning in each bachelor's-level program, the O/A plan identifies the intended student learning outcomes that are assessed by that measure.	
<input type="checkbox"/>	All direct learning assessment measures in each bachelor's-level program actually assess the intended student learning outcomes that they are designed to measure (i.e., they contain required student performance components or tasks that students are required to complete that are directly related to each of the intended learning outcomes).	

## Section II: Student Learning Assessment (Cont'd)

<input type="checkbox"/>	Except in the case of objective-type comprehensive examinations, the direct learning assessment measures in each bachelor's-level program are accompanied by evaluation rubrics that contain performance criteria that are directly and explicitly tied back, related, or mapped to the intended student learning outcomes that the instruments are designed to measure. ( <input type="checkbox"/> Not Applicable)
<input type="checkbox"/>	In the case of objective-type comprehensive examinations that are being used as direct learning assessment measures, the exams in each bachelor's-level program contain subsets of questions that are directly and explicitly tied back, related, or mapped to the intended student learning outcomes that the exams are designed to measure. ( <input type="checkbox"/> Not Applicable)
<input type="checkbox"/>	All indirect measures of student learning in each bachelor's-level program contain items, questions, or components that are directly and explicitly tied back, related, or mapped to the intended student learning outcomes that they are designed to measure. ( <input type="checkbox"/> Not Applicable)
<input type="checkbox"/>	Each intended student learning outcome in each bachelor's-level program is assessed by at least two different measures of student learning, at least one of which is a direct measure.
<input type="checkbox"/>	For each measure of student learning in each bachelor's-level program, the O/A plan specifies the performance objectives (measurable performance targets/criteria) that will be used by the academic business unit to determine the extent to which the intended student learning outcomes are being achieved.
<input type="checkbox"/>	Except in the case of objective-type comprehensive examinations, the performance objectives (measurable performance targets/criteria) for each direct measure of student learning in each bachelor's-level program are expressed in terms of desired performance ratings on criteria in the measure's evaluation rubric that are directly and explicitly tied back, related, or mapped to the intended student learning outcomes that the instrument is designed to measure. ( <input type="checkbox"/> Not Applicable)
<input type="checkbox"/>	In the case of objective-type comprehensive examinations that are being used as direct measures of student learning in each bachelor's-level program, the performance objectives (measurable performance targets/criteria) for the exams are expressed in terms of desired performance levels on the subsets of exam questions associated with the intended student learning outcomes that the exam is designed to measure. ( <input type="checkbox"/> Not Applicable)
<input type="checkbox"/>	No overall grades, percentage scores, or marks on any learning assessment instrument are being used as direct measures of student learning. In addition, the "completion of a task or assignment" is not being used as a direct measure of student learning.
<input type="checkbox"/>	The performance objectives (measurable performance targets/criteria) for each indirect measure of student learning in each bachelor's-level program are expressed in terms of desired results on items, questions, or components in the instrument that are directly and explicitly tied back, related, or mapped to the intended student learning outcomes that the instrument is designed to measure. ( <input type="checkbox"/> Not Applicable)
<input type="checkbox"/>	The performance objectives (measurable performance targets/criteria) for each indirect measure of student learning in each bachelor's-level program are not expressed in terms of student satisfaction with instructors, teaching, courses, programs, etc. ( <input type="checkbox"/> Not Applicable)

## Section II: Student Learning Assessment (Cont'd)

<b>Learning Assessment for Master's-Level Programs</b>		<input type="checkbox"/> Not Applicable
<input type="checkbox"/>	The O/A plan articulates intended student learning outcomes for each master's-level business program for which the academic business unit is seeking accreditation.	
<input type="checkbox"/>	For each intended student learning outcome in each master's-level program, the O/A plan identifies the broad-based student learning goals (from Section I: Mission and Broad-Based Goals) to which that outcome is linked.	
<input type="checkbox"/>	Each intended student learning outcome in each master's-level program is linked to some broad-based student learning goal (from Section I: Mission and Broad-Based Goals).	
<input type="checkbox"/>	For each intended student learning outcome in each master's-level program, the O/A plan identifies the 'Key Learning Outcomes for Master's-Level Business Programs' to which that outcome is linked.	
<input type="checkbox"/>	The intended student learning outcomes for each master's-level program substantially encompass the 'Key Learning Outcomes for Master's-Level Business Programs.'	
<input type="checkbox"/>	The intended student learning outcomes are program-level outcomes, not course-level outcomes (i.e., they clearly describe what students are expected to know and be able to do at the conclusion of each master's-level degree program.)	
<input type="checkbox"/>	The intended student learning outcomes are appropriate to master's-level programs (i.e., they reflect appropriate master's-level knowledge, skills, abilities, and competencies).	
<input type="checkbox"/>	The intended student learning outcomes are measurable, are stated using active verbs (e.g., according to Bloom's Taxonomy of Educational Objectives), and clearly describe the knowledge, skills, abilities, and competencies that students are expected to acquire as a result of completing their master's-level programs of study.	
<input type="checkbox"/>	For each master's-level business program for which the academic business unit is seeking accreditation, the O/A plan identifies appropriate measures of student learning that will be used to assess the program's intended student learning outcomes.	
<input type="checkbox"/>	For each measure of student learning in each master's-level program, the O/A plan identifies the intended student learning outcomes that are assessed by that measure.	
<input type="checkbox"/>	None of the direct measures of student learning in each master's-level program are course-level assessments (i.e., they are not exams, assignments, or other tasks in individual courses, modules, or classes except in the case of those instruments used in an end-of-program, capstone course, module, or class).	
<input type="checkbox"/>	All direct learning assessment measures in each master's-level program actually assess the intended student learning outcomes that they are designed to measure (i.e., they contain required student performance components or tasks that students are required to complete that are directly related to each of the intended learning outcomes).	

## Section II: Student Learning Assessment (Cont'd)

<input type="checkbox"/>	Except in the case of objective-type comprehensive examinations, the direct learning assessment measures in each master's-level program are accompanied by evaluation rubrics that contain performance criteria that are directly and explicitly tied back, related, or mapped to the intended student learning outcomes that the instruments are designed to measure. ( <input type="checkbox"/> Not Applicable)
<input type="checkbox"/>	In the case of objective-type comprehensive examinations that are being used as direct learning assessment measures, the exams in each master's-level program contain subsets of questions that are directly and explicitly tied back, related, or mapped to the intended student learning outcomes that the exams are designed to measure. ( <input type="checkbox"/> Not Applicable)
<input type="checkbox"/>	All indirect measures of student learning in each master's-level program contain items, questions, or components that are directly and explicitly tied back, related, or mapped to the intended student learning outcomes that they are designed to measure. ( <input type="checkbox"/> Not Applicable)
<input type="checkbox"/>	Each intended student learning outcome in each master's-level program is assessed by at least two different measures of student learning, at least one of which is a direct measure.
<input type="checkbox"/>	For each measure of student learning in each master's-level program, the O/A plan specifies the performance objectives (measurable performance targets/criteria) that will be used by the academic business unit to determine the extent to which the intended student learning outcomes are being achieved.
<input type="checkbox"/>	Except in the case of objective-type comprehensive examinations, the performance objectives (measurable performance targets/criteria) for each direct measure of student learning in each master's-level program are expressed in terms of desired performance ratings on criteria in the measure's evaluation rubric that are directly and explicitly tied back, related, or mapped to the intended student learning outcomes that the instrument is designed to measure. ( <input type="checkbox"/> Not Applicable)
<input type="checkbox"/>	In the case of objective-type comprehensive examinations that are being used as direct measures of student learning in each master's-level program, the performance objectives (measurable performance targets/criteria) for the exams are expressed in terms of desired performance levels on the subsets of exam questions associated with the intended student learning outcomes that the exam is designed to measure. ( <input type="checkbox"/> Not Applicable)
<input type="checkbox"/>	No overall grades, percentage scores, or marks on any learning assessment instrument are being used as direct measures of student learning. In addition, the "completion of a task or assignment" is not being used as a direct measure of student learning.
<input type="checkbox"/>	The performance objectives (measurable performance targets/criteria) for each indirect measure of student learning in each master's-level program are expressed in terms of desired results on items, questions, or components in the instrument that are directly and explicitly tied back, related, or mapped to the intended student learning outcomes that the instrument is designed to measure. ( <input type="checkbox"/> Not Applicable)
<input type="checkbox"/>	The performance objectives (measurable performance targets/criteria) for each indirect measure of student learning in each master's-level program are not expressed in terms of student satisfaction with instructors, teaching, courses, programs, etc. ( <input type="checkbox"/> Not Applicable)

## Section II: Student Learning Assessment (Cont'd)

<b>Learning Assessment for Doctoral-Level Programs</b>		<input type="checkbox"/> Not Applicable
<input type="checkbox"/>	The O/A plan articulates intended student learning outcomes for each doctoral-level business program for which the academic business unit is seeking accreditation.	
<input type="checkbox"/>	For each intended student learning outcome in each doctoral-level program, the O/A plan identifies the broad-based student learning goals (from Section I: Mission and Broad-Based Goals) to which that outcome is linked.	
<input type="checkbox"/>	Each intended student learning outcome in each doctoral-level program is linked to some broad-based student learning goal (from Section I: Mission and Broad-Based Goals).	
<input type="checkbox"/>	For each intended student learning outcome in each doctoral-level program, the O/A plan identifies the 'Key Learning Outcomes for Doctoral-Level Business Programs' to which that outcome is linked.	
<input type="checkbox"/>	The intended student learning outcomes for each doctoral-level program substantially encompass the 'Key Learning Outcomes for Doctoral-Level Business Programs.'	
<input type="checkbox"/>	The intended student learning outcomes are program-level outcomes, not course-level outcomes (i.e., they clearly describe what students are expected to know and be able to do at the conclusion of each doctoral-level degree program.)	
<input type="checkbox"/>	The intended student learning outcomes are appropriate to doctoral-level programs (i.e., they reflect appropriate doctoral-level knowledge, skills, abilities, and competencies).	
<input type="checkbox"/>	The intended student learning outcomes are measurable, are stated using active verbs (e.g., according to Bloom's Taxonomy of Educational Objectives), and clearly describe the knowledge, skills, abilities, and competencies that students are expected to acquire as a result of completing their doctoral-level programs of study.	
<input type="checkbox"/>	For each doctoral-level business program for which the academic business unit is seeking accreditation, the O/A plan identifies appropriate measures of student learning that will be used to assess the program's intended student learning outcomes.	
<input type="checkbox"/>	For each measure of student learning in each doctoral-level program, the O/A plan identifies the intended student learning outcomes that are assessed by that measure.	
<input type="checkbox"/>	None of the direct measures of student learning in each doctoral-level program are course-level assessments (i.e., they are not exams, assignments, or other tasks in individual courses, modules, or classes except in the case of those instruments used in an end-of-program, capstone course, module, or class).	
<input type="checkbox"/>	All direct learning assessment measures in each doctoral-level program actually assess the intended student learning outcomes that they are designed to measure (i.e., they contain required student performance components or tasks that students are required to complete that are directly related to each of the intended learning outcomes).	

## Section II: Student Learning Assessment (Cont'd)

<input type="checkbox"/>	Except in the case of objective-type comprehensive examinations, the direct learning assessment measures in each doctoral-level program are accompanied by evaluation rubrics that contain performance criteria that are directly and explicitly tied back, related, or mapped to the intended student learning outcomes that the instruments are designed to measure. ( <input type="checkbox"/> Not Applicable)
<input type="checkbox"/>	In the case of objective-type comprehensive examinations that are being used as direct learning assessment measures, the exams in each doctoral-level program contain subsets of questions that are directly and explicitly tied back, related, or mapped to the intended student learning outcomes that the exams are designed to measure. ( <input type="checkbox"/> Not Applicable)
<input type="checkbox"/>	All indirect measures of student learning in each doctoral-level program contain items, questions, or components that are directly and explicitly tied back, related, or mapped to the intended student learning outcomes that they are designed to measure. ( <input type="checkbox"/> Not Applicable)
<input type="checkbox"/>	Each intended student learning outcome in each doctoral-level program is assessed by at least two different measures of student learning, at least one of which is a direct measure.
<input type="checkbox"/>	For each measure of student learning in each doctoral-level program, the O/A plan specifies the performance objectives (measurable performance targets/criteria) that will be used by the academic business unit to determine the extent to which the intended student learning outcomes are being achieved.
<input type="checkbox"/>	Except in the case of objective-type comprehensive examinations, the performance objectives (measurable performance targets/criteria) for each direct measure of student learning in each doctoral-level program are expressed in terms of desired performance ratings on criteria in the measure's evaluation rubric that are directly and explicitly tied back, related, or mapped to the intended student learning outcomes that the instrument is designed to measure. ( <input type="checkbox"/> Not Applicable)
<input type="checkbox"/>	In the case of objective-type comprehensive examinations that are being used as direct measures of student learning in each doctoral-level program, the performance objectives (measurable performance targets/criteria) for the exams are expressed in terms of desired performance levels on the subsets of exam questions associated with the intended student learning outcomes that the exam is designed to measure. ( <input type="checkbox"/> Not Applicable)
<input type="checkbox"/>	No overall grades, percentage scores, or marks on any learning assessment instrument are being used as direct measures of student learning. In addition, the "completion of a task or assignment" is not being used as a direct measure of student learning.
<input type="checkbox"/>	The performance objectives (measurable performance targets/criteria) for each indirect measure of student learning in each doctoral-level program are expressed in terms of desired results on items, questions, or components in the instrument that are directly and explicitly tied back, related, or mapped to the intended student learning outcomes that the instrument is designed to measure. ( <input type="checkbox"/> Not Applicable)
<input type="checkbox"/>	The performance objectives (measurable performance targets/criteria) for each indirect measure of student learning in each doctoral-level program are not expressed in terms of student satisfaction with instructors, teaching, courses, programs, etc. ( <input type="checkbox"/> Not Applicable)

Proceed to Section III on the following page.



Section III: Operational Assessment	
<input type="checkbox"/>	The O/A plan articulates intended operational outcomes for the academic business unit.
<input type="checkbox"/>	For each intended operational outcome, the O/A plan identifies the broad-based operational goals (from Section I: Mission and Broad-Based Goals) to which that outcome is linked.
<input type="checkbox"/>	Each intended operational outcome is linked to some broad-based operational goal (from Section I: Mission and Broad-Based Goals).
<input type="checkbox"/>	The intended operational outcomes are measurable and clearly describe the specific desired results for the academic business unit's critical success factors (CSFs) or key performance indicators (KPIs).
<input type="checkbox"/>	The O/A plan identifies the measures, instruments, or methods that will be employed to assess the intended operational outcomes of the academic business unit.
<input type="checkbox"/>	For each assessment measure, instrument, or method, the O/A plan identifies the intended operational outcomes that are assessed by that measure, instrument, or method.
<input type="checkbox"/>	All operational assessment measures, instruments, or methods contain items, questions, or components that are directly related to each of the intended operational outcomes that they are designed to measure.
<input type="checkbox"/>	Each intended operational outcome is assessed by at least one operational assessment measure, instrument, or method.
<input type="checkbox"/>	For each assessment measure, instrument, or method, the O/A plan specifies performance objectives (measurable performance targets/criteria) for that measure, instrument, or method that will be used by the academic business unit to determine the extent to which the intended operational outcomes are being achieved.
<input type="checkbox"/>	The performance objectives (measurable performance targets/criteria) for each operational assessment measure, instrument, or method are expressed in terms of desired results on the items, questions, or components in the measure/instrument/method that are directly and explicitly tied back, related, or mapped to the intended operational outcomes that the measure/instrument/method is designed to assess.

Proceed to Section IV on the following page.

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

<input type="checkbox"/>	The O/A plan provides a description of the academic business unit and institutional strategic planning and budgeting processes (structures, steps, timetables, etc.).
<input type="checkbox"/>	The O/A plan provides a description of the ways in which the results from implementing the outcomes assessment plan (i.e., changes and improvements needed) are linked to the strategic planning processes of both the academic business unit and the institution.
<input type="checkbox"/>	The O/A plan provides a description of the ways in which the academic business unit's outcomes assessment process is linked to the institutional budgeting process.

Proceed to Section V on the following page.

## Section V: Appendices

<input type="checkbox"/>	The appendices to the O/A plan contain blank copies of all direct measures of student learning.
<input type="checkbox"/>	The appendices to the O/A plan contain blank copies of all indirect measures of student learning. ( <input type="checkbox"/> Not Applicable)
<input type="checkbox"/>	The appendices to the O/A plan contain blank copies of all operational assessment measures/instruments.
<input type="checkbox"/>	If the academic business unit is employing an examination provided by an external vendor as a direct measure of student learning, the appendices to the O/A plan contain an exam content description rather than a copy of the actual exam. ( <input type="checkbox"/> Not Applicable)
<input type="checkbox"/>	The appendices to the O/A plan contain blank copies of all evaluation rubrics associated with the direct measures of student learning.

## Appendix B: Checklist for Writing Intended Student Learning Outcomes Statements

As you develop your outcomes assessment plan, use the following checklist in order to ensure that all of the IACBE’s expectations and requirements relating to statements of intended student learning outcomes have been met. For any checkbox that remains unchecked in the list, you will need to review your intended student learning outcomes and revise them accordingly prior to submitting your assessment plan to the IACBE.

Checklist for Writing Intended Student Learning Outcomes	
<input type="checkbox"/>	The statements specify the level, criteria, or standards for the knowledge, skills, abilities, or competencies that students are expected to be able to demonstrate.
<input type="checkbox"/>	The statements include conditions under which students should be able to demonstrate their knowledge, skills, abilities, or competencies.
<input type="checkbox"/>	The statements are written using active verbs that specify definite, observable behaviors or performance levels.
<input type="checkbox"/>	The statements are measurable.
<input type="checkbox"/>	The intended student learning outcomes are distinct and specific to the business programs.
<input type="checkbox"/>	The intended student learning outcomes are aligned with the academic business unit’s mission and broad-based student learning goals.
<input type="checkbox"/>	The statements specify (i) the areas/fields that will be the focus of assessment, (ii) the knowledge, skills, abilities, and competencies that students are expected to acquire in those areas/fields upon completion of their programs of study, (iii) the depth of the knowledge, skills, abilities, and competencies that students are expected to demonstrate.
<input type="checkbox"/>	The intended student learning outcomes are expressed in terms of the overall program and not individual courses.
<input type="checkbox"/>	The statements are simple declarative statements that are capable of being assessed by a single assessment method, i.e., they are expressed in ways that do not combine multiple intended outcomes into a single statement requiring the use of multiple assessment methods.
<input type="checkbox"/>	The statements are expressed in ways that make them capable of being assessed by more than one assessment tool, instrument, or metric.
<input type="checkbox"/>	The statements are expressed from the students’ perspective and not in terms of what the academic business unit will do, will provide, or intends to accomplish.
<input type="checkbox"/>	It is possible to collect accurate and reliable assessment data for each intended learning outcome.
<input type="checkbox"/>	The statements can be used to identify areas for changes and improvements.
<input type="checkbox"/>	Considered together, the intended student learning outcomes accurately reflect the key desired learning results for each of the academic business unit’s programs.

## Appendix C: Key Learning Outcomes for Business Programs

In developing its outcomes assessment plan, the academic business unit must ensure that the intended student learning outcomes in each business program substantially encompass and are linked to the relevant 'Key Learning Outcomes for Business Programs' as identified by the IACBE. These learning outcomes, as specified below, are defined for each degree level (i.e., for associate-, bachelor's-, master's-, and doctoral-level programs) and are associated with those content- and skills-related areas that comprise typical programs in business. While the academic business unit is not required to use these particular outcomes or the specific wording in these outcomes, and may include additional content- and skills-related intended learning outcomes in its assessment plan, it must ensure, at a minimum, that the content- and skills-related areas that are addressed in the Key Learning Outcomes are substantially incorporated in its own intended learning outcomes.

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Key learning outcomes for:

### **Associate-Level Business Programs**

Graduates of associate-level programs in business should be able to:

1. Describe the introductory concepts of accounting, economics, management, and marketing
2. Use decision-support tools
3. Communicate effectively in oral and written forms

### **Bachelor's-Level Business Programs**

Graduates of bachelor's-level programs in business should be able to:

1. Explain the major concepts in the functional areas of accounting, marketing, finance, and management
2. Evaluate the legal, social, and economic environments of business
3. Describe the global environment of business
4. Describe and explain the ethical obligations and responsibilities of business
5. Apply decision-support tools to business decision making
6. Construct and present effective oral and written forms of professional communication
7. Apply knowledge of business concepts and functions in an integrated manner

### **Master's-Level Business Programs**

In master's-level programs, knowledge of the key content areas and functional disciplines of business is assumed. Graduates of master's-level programs should acquire a depth of knowledge in these areas that

exceeds that of the typical bachelor's degree graduate. Graduates of master's-level programs in business should be able to:

1. Recognize problems
2. Integrate theory and practice for the purpose of strategic analysis
3. Employ and apply quantitative techniques and methods in the analysis of real-world business situations
4. Communicate to relevant audiences; graduates should be able to:
  - a. Compose clear, consistent, and effective written forms of communication
  - b. Compose and present effective oral business presentations
5. Work effectively with a team of colleagues on diverse projects
6. Identify and analyze the ethical obligations and responsibilities of business

#### **Doctoral-Level Business Programs**

Graduates of doctoral-level programs in business should be able to:

1. Demonstrate effective research skills; graduates should be able to:
  - a. Formulate a research problem
  - b. Integrate previous literature into an appropriate literature review
  - c. Design a research study
  - d. Analyze data
  - e. Summarize and present research results
  - f. Discuss research results
2. Demonstrate advanced knowledge and competencies in a major field of study in business
3. Create and present advanced forms of oral and written communication
4. Evaluate and assess the ethical obligations and responsibilities of business for the purpose of responsible management

## Appendix D: Rubric Component Guide

### Performance or Rating Scale

These summarize the various levels of student performance, achievement, or mastery on each dimension, component, or criterion of the assignment or task. The scale can include 3, 4, or 5 levels.

**Examples:**

- Unacceptable, Marginal, Proficient, Exemplary
- Novice, Intermediate, Advanced, Distinguished
- Beginning, Developing, Average, Accomplished
- Needs Improvement, Meets Expectations, Exceeds Expectations
- Inadequate, Acceptable, Good, Excellent

### Performance Descriptors

These clearly describe the identifiable performance characteristics that reflect each level of achievement, accomplishment, or mastery in the rating scale on each dimension, component, or criterion of the assignment or task.

**Example:** Describe the type of performance that would constitute or would be considered to be exemplary, marginal, beginning, etc. for each dimension, component, or criterion of the assignment or task.

Evaluation Dimensions	Performance or Rating Scale				Score
	Level 1	Level 2	Level 3	Level 4	
<b>Assignment/Task Component Areas</b>					
Component #1	Performance Descriptors	Performance Descriptors	Performance Descriptors	Performance Descriptors	
Component #2	Performance Descriptors	Performance Descriptors	Performance Descriptors	Performance Descriptors	
Component #3	Performance Descriptors	Performance Descriptors	Performance Descriptors	Performance Descriptors	
etc.	Performance Descriptors	Performance Descriptors	Performance Descriptors	Performance Descriptors	
Evaluation Dimensions	Performance or Rating Scale				Score
	Level 1	Level 2	Level 3	Level 4	
<b>Program-Level Evaluation Criteria</b>					
Criterion #1	Performance Descriptors	Performance Descriptors	Performance Descriptors	Performance Descriptors	
Criterion #2	Performance Descriptors	Performance Descriptors	Performance Descriptors	Performance Descriptors	
Criterion #3	Performance Descriptors	Performance Descriptors	Performance Descriptors	Performance Descriptors	
etc.	Performance Descriptors	Performance Descriptors	Performance Descriptors	Performance Descriptors	

### Evaluation Dimensions

#### Assignment/Task Components

These clearly and completely lay out the distinct elements of the assignment or task, and summarize the component knowledge, skills, and competencies that will be assessed and evaluated in the assignment or task. They are normally used to assign a grade or mark to the assignment or task. **Examples:** content, writing skills, presentation skills, analytical ability, problem-solving skills, organization and structure, conclusions and recommendations, or other assignment- or task-specific components, etc.

#### Program-Level Evaluation Criteria

These lay out the criteria related to the programmatic intended student learning outcomes (ISLOs) that will be assessed and evaluated in the assignment or task. They should be aligned with, connected to, mapped to, or identical to these ISLOs, and are used for the purpose of program-level assessment. **Examples:** content knowledge in the functional areas of business, global dimensions of business, legal/ethical principles, economic environment of business, social responsibility/sustainability, communication skills, teamwork/leadership abilities, or other learning-outcome-related knowledge, skills, competencies

**Notes:** It is possible that certain assignment/task components that are used for grading will also be related to the program ISLOs and their associated evaluation criteria.

Weights may also be attached to each dimension, component, or criterion to reflect varying degrees of importance of that dimension, component, or criterion in the evaluation of student performance.

## Appendix E: Example of a Business Plan Evaluation Rubric

**Scenario:** The School of Management at the International Academy of Commerce and Business Enterprise offers a Bachelor of Business Administration. The school has identified the following intended student learning outcomes (ISLOs) for the program:

1. Students will be able to identify the principal concepts, theories, and practices in the functional areas of business. (*Business Functional Areas*)
2. Students will be able to identify the relevant theories and principles associated with the economic environment of business. (*Economic Environment*)
3. Students will be able to evaluate legal and ethical principles in business and apply them to organizational decision making. (*Legal/Ethical Principles*)
4. Students will be able to apply business-related decision-support tools to the formulation of management decisions. (*Decision-Support Tools*)
5. Students will be able to recognize and describe the global dimensions of business. (*Global Dimensions*)
6. Students will be able to construct coherent written forms of communication. (*Written Communication Skills*)
7. Students will be able to compose and present effective oral forms of communication. (*Oral Communication Skills*)
8. Students will be able to demonstrate analytical and critical-thinking skills in the context of organizational decision making. (*Analytical/Critical-Thinking Skills*)
9. Students will be able to identify and explain the interrelationships between business and its social and natural environments and to apply them in a managerial context. (*Social Responsibility/Sustainability*)
10. Students will be able to integrate theory and practice in the business functional areas in the analysis of organizational problems and challenges. (*Integration Skills*)

In order to assess these intended learning outcomes, the School of Management is using a comprehensive end-of-program examination as one of its direct measures of student learning. The examination is used to assess intended outcomes #1–#5. The school’s second direct measure of student learning is a comprehensive integrated business plan that is administered in the capstone course. The business plan project is used to assess intended outcomes #5–#10.

The evaluation rubric below can be used both for assigning a grade or mark to the business plan project in the capstone course and for the purpose of program-level assessment based on the business plan, i.e., for assessing the programmatic intended student learning outcomes in the BBA.



## Comprehensive Integrated Business Plan Evaluation Rubric

Student: \_\_\_\_\_

Evaluator: \_\_\_\_\_

Date: \_\_\_\_\_

For each of the business plan component areas (evaluation dimensions) identified below, use the evaluation rubric to assess the student's work by specifying a score based on the performance ratings and descriptors delineated in the rubric form and supplying relevant comments in the space provided.

**Executive Summary:** This section should briefly summarize each section of the business plan. The executive summary should provide an overview of the business and should outline and describe key points and issues.

**Business Description:** This section should provide a description of the business or idea, and should incorporate the following elements:

- Company's Mission, Vision, Goals, and Objectives
- Summary of Overall Strategic Direction
- Reasons for Starting the Business
- Description of Product or Service Offered
- Business Model
- Company's Value Proposition

**Industry Analysis:** This section should provide a description and analysis of (i) the industry in which the company will be operating, (ii) the target market, and (iii) the company's major competitors. The section should incorporate descriptions and analyses of the following elements:

- Industry Size, Segments, and Maturity
- Opportunities and Threats in the Industry, including Barriers to Entry
- Major Competitors, including their Market Shares, Markets Served, Strategies Employed, and Expected Response to Entry
- Overall Trends and Outlook for the Industry
- Target Market and Consumer Demographics, including Market Niche in which the Company Will Operate
- The Company's Competitive Advantages and their Likely Impacts on its Success

**Management Plan:** This section should provide a description of the proposed organizational structure of the company and the ways in which the company will be managed. The description should incorporate the following elements:

- Form of Ownership and Reasons for Choice of Ownership Form
- Organizational Structure/Chart
- Qualifications, Experience, Expertise, and Roles of Members of the Management Team
- Other Stakeholders (e.g., Board of Directors, Advisory Boards, etc.)
- Professional Service Firms Providing Management Support (e.g., accounting, customer service, legal counsel, etc.)

**Marketing Plan:** This section should provide a description of the ways in which the company will market its good or service. The description should incorporate the following elements:

- Overall Marketing Strategy
- Marketing Mix (Product, Pricing, Place, Promotion, Advertising, Distribution Channels, Media Usage, Public Relations, Web/Social Media Presence, etc.)

- Sales Management, including Sales Planning, Sales Approach, and Sales Force
- Marketing Plan Budget

**Operational Plan:** This section should provide a description of the resources and processes needed (i) for the day-to-day functioning of the company and (ii) in order to support the company’s strategic goals and objectives. The description should incorporate the following elements:

- Human Resource Needs
- Physical Facilities Requirements
- Technological Resource Needs
- Logistics and Supply Chain Management Plan
- Implementation Timetables
- Processes for Monitoring Progress

**Financial Plan:** This section should provide a description and analysis of both the initial and ongoing financing and financial management of the company. The section should incorporate descriptions and analyses of the following elements:

- Possible Sources of Initial Financing
- Sales Forecasts
- Income Projections
- Pro-Forma Financial Statements
- Break-Even Analysis
- Capital Budget

Furthermore, in each business plan component area identified above, the student should also address (i) the relevant international/global dimensions of business affecting that component area and (ii) the relevant principles and practices of corporate social responsibility and sustainability relating to that component area.

Business Plan Grading Rubric				
Evaluation Dimensions	Performance Rating			Score
	Needs Improvement 1	Acceptable 2	Exemplary 3	
<b>Business Plan Component Areas – Grading Criteria</b>				
<b>Executive Summary</b>	Executive summary does not present a clear overview of the business; main points are not outlined, or cannot be understood	Executive summary provides a satisfactory overview of the business; summary is missing a few minor points, but meets expectations	Executive summary is clear, concise, and effective; summary provides a thorough overview of the business, and fully outlines and describes main points	
	<b>Comments:</b>			
<b>Business Description</b>	Plan is missing a business description, or description of the business is vague and inadequately developed; few if any details are provided regarding product/service offered and strategic elements; business model is not sufficiently described; does not clearly describe the benefits of the good/service offered and how it addresses consumer needs; overall company focus is unclear	The business idea is clearly presented; strategic elements are satisfactorily outlined; with a few minor omissions, the business plan describes the reasons for starting the business, product or service offered, and the business model; the company’s value proposition is described, but is less than fully developed; business description is lacking some detail, but meets minimum standards	Presents the business idea thoroughly and effectively, including the company’s mission, vision, goals, objectives, and overall strategic direction; fully outlines the reasons for launching the venture, and describes product/service offered, company focus, and business model; clearly and convincingly articulates the company’s distinctive value proposition	
	<b>Comments:</b>			

## Business Plan Grading Rubric

Evaluation Dimensions	Performance Rating			Score
	Needs Improvement 1	Acceptable 2	Exemplary 3	
<b>Business Plan Component Areas – Grading Criteria</b>				
<b>Industry Analysis</b>	Industry analysis is not provided, is inadequate, or is incomplete in significant respects; evaluation of important industry characteristics is lacking detail and does not present a comprehensive assessment of the industry in which the company will be competing; limited competitor and market analyses are provided; few if any competitive advantages are identified, and no analysis of their effects is provided	Business plan describes major characteristics of the industry, but analysis is limited or missing a few elements; market attributes are described and their impacts on the business are adequately assessed; plan identifies competitive advantages of the company, but a discussion of their contribution to the company's market success is missing or less than fully developed; industry analysis is appropriately developed	Provides a thorough analysis of industry size, segments, maturity, opportunities and threats in the industry, overall trends and outlook for the industry, and major competitors; specifically identifies target market and consumer demographics, and fully describes niche in which the company will operate; clearly presents significant competitive advantages and effectively analyzes their impacts on organizational success	
	<b>Comments:</b>			
<b>Management Plan</b>	A management plan is not provided, or is inadequate, imprecise, or incomplete in significant respects; description of important characteristics of members of the management team is vague and lacking detail; does not present a compelling case for a credible, capable, and professional management team; governing and advisory boards are not identified or not sufficiently described; external service providers that will support the management team are not identified or not sufficiently described	A management plan is outlined, but less than fully described; the plan outlines some important characteristics of members of the management team, but is missing a few minor elements; other stakeholders are identified and their contributions to the company are satisfactorily explained; external service providers and/or support firms are identified, but the description of their contributions is only partially developed and explained; there are a few minor omissions, but the management plan is adequately established	Clearly outlines and describes the management plan for the new enterprise; details the roles, responsibilities, qualifications, and relevant expertise of key members of the management team; clearly identifies other stakeholders, including a Board of Directors and any advisory boards, who will contribute management or consulting expertise, and highlights their strengths; fully describes other professional service firms that will provide management support (e.g., accounting, customer service, etc.)	
	<b>Comments:</b>			
<b>Marketing Plan</b>	Marketing plan is not provided, or is inadequate, imprecise, or incomplete in significant respects; description of important characteristics of the marketing strategy is vague and lacking detail; a sales management plan is not identified or not sufficiently described; a budget for the marketing plan is not provided, or is missing important elements, is unrealistic, and/or is incorrectly prepared	Marketing plan is outlined, but less than fully described; the plan summarizes the marketing strategy, but is missing a few elements; some specifics regarding pricing, promotion, advertising, distribution, media usage, public relations, and web/social media presence are provided, but some details are not described; the plan adequately addresses a sales management plan, and a satisfactory budget is provided	Clearly outlines and describes the marketing plan and an effective overall marketing strategy for the proposed new enterprise; provides details regarding pricing, promotion, advertising, distribution, media usage, public relations, and web/social media presence; fully describes sales management plan and composition of sales force; provides a comprehensive and detailed budget for marketing plan	
	<b>Comments:</b>			

Business Plan Grading Rubric				
Evaluation Dimensions	Performance Rating			Score
	Needs Improvement 1	Acceptable 2	Exemplary 3	
<b>Business Plan Component Areas – Grading Criteria</b>				
<b>Operational Plan</b>	Operational plan is not provided, or is inadequate, not fully developed, or incomplete in significant respects; description of important resource needs is vague and lacking detail; a logistics and supply chain plan is not provided or is not sufficiently described	Operational plan is outlined, but less than fully described; the plan summarizes human resource, facility, and technology needs, but is missing a few elements; a logistics and supply chain plan is satisfactorily outlined; a few details are not described, but plan meets expectations	Effectively outlines and develops an operational plan for the proposed new enterprise; the plan clearly identifies needs relating to human resources, facilities, and technology infrastructure; fully describes plan for logistics and supply chain management	
	<b>Comments:</b>			
<b>Financial Plan</b>	Financial plan is not provided, or is inadequate, unrealistic, or incomplete in significant respects; analyses of and/or projections for key components of the financial plan are inaccurate, not developed, and/or lacking detail; a proposal for alternative financing sources is not provided or is not adequately described and/or substantiated	Plan outlines the principal financial elements, but analysis is limited or missing a few minor components; sales forecasts, income projections, pro-forma financial statements, a break-even analysis, and a capital budget are included, but are less than fully justified; the plan outlines possible sources of financing and is adequate in most respects	Presents an accurate, realistic, and achievable financial plan for the proposed new enterprise; the plan includes reasonable and fully supported sales forecasts and income projections, pro-forma financial statements, a break-even analysis, and a capital budget; the plan clearly identifies and effectively justifies possible sources of financing	
	<b>Comments:</b>			

Overall Performance Rating on Business Plan	
Evaluation Criteria	Score
Executive Summary	
Business Description	
Industry Analysis	
Management Plan	
Marketing Plan	
Operational Plan	
Financial Plan	
<b>Total Score</b>	

For the purpose of program-level assessment, the School of Management Studies has identified several learning outcomes that it expects students to have achieved upon graduation from the BBA program.

For each of the intended student learning outcomes (ISLOs) identified below and based on student performance on the business plan project, use the evaluation rubric to assess the extent to which the student achieved that outcome by specifying a score based on the performance ratings and descriptors delineated in the rubric form and supplying relevant comments in the space provided.

**Global Dimensions:** Students will be able to recognize and describe the global dimensions of business.

**Written Communication Skills:** Students will be able to construct coherent written forms of communication.

**Oral Communication Skills:** Students will be able to compose and present effective oral forms of communication.

**Analytical/Critical-Thinking Skills:** Students will be able to demonstrate analytical and critical-thinking skills in the context of organizational decision making.

**Social Responsibility/Sustainability:** Students will be able to identify and explain the interrelationships between business and its social and natural environments and to apply them in a managerial context.

**Integration Skills:** Students will be able to integrate theory and practice in the business functional areas in the analysis of organizational problems and challenges.

<b>Business Plan Program-Level Assessment Rubric</b>				
<b>Evaluation Dimensions</b>	<b>Performance Rating</b>			<b>Score</b>
	<b>Needs Improvement 1</b>	<b>Acceptable 2</b>	<b>Exemplary 3</b>	
<b>Programmatic Evaluation – Program-Level Assessment Criteria (ISLOs)</b>				
<b>Global Dimensions</b>	Business plan demonstrates only rudimentary or superficial knowledge of the international/global dimensions of business; provides little if any description of the relevant global factors in the plan, or description is erroneous; plan fails to recognize all or most of the relevant economic, cultural, financial, political, legal, ethical, demographic, and managerial issues and differences that affect the business plan, or does not specify their impacts on the business plan component areas	Business plan displays satisfactory knowledge of the international/global dimensions of business; plan outlines relevant global factors in the context of the business plan component areas, but is missing a few minor elements; provides an adequate description of most of the relevant economic, cultural, financial, political, legal, ethical, demographic, and managerial issues and differences, but only summarizes or outlines their effects on the business plan component areas	Business plan demonstrates in-depth knowledge of the international/global dimensions of business; effectively identifies and describes the relevant global factors and elements in the business plan; provides a thorough description of the relevant economic, cultural, financial, political, legal, ethical, demographic, and managerial issues and differences that affect the business plan, and presents a detailed explanation of their impacts on the business plan component areas	
	<b>Comments:</b>			
<b>Written Communication Skills</b>	Displays inadequate organization and/or development making the business plan difficult to follow; the written plan exhibits multiple errors in grammar, sentence structure, and/or spelling; unacceptable writing skills (e.g., weaknesses in language facility and mechanics) hinder readability and contribute to an ineffective business plan	Business plan evidences satisfactory organization and development; the plan is readable and easy to follow with only a few lapses; uses good language conventions and mechanics with a few minor errors in spelling, grammar, sentence structure, and/or punctuation; business plan meets expectations in this area	Effective organization and development contribute to full comprehension of written business plan; readability is enhanced by facility in language use, excellent mechanics, and syntactic variety; uses language conventions effectively (e.g., spelling, punctuation, sentence structure, paragraphing, grammar, etc.)	
	<b>Comments:</b>			
<b>Oral Communication Skills</b>	Presentation cannot be understood because there is no logical sequencing of information; presenter uses superfluous graphics or no graphics; graphics do not support or relate to issues presented; presenter reads most or all of the report with little or no eye contact; presenter mumbles, incorrectly pronounces terms, and/or speaks too quietly; presentation rambles, is unclear, and cannot be followed by the audience; presenter is unprofessional, lacks confidence, is uncomfortable, and cannot answer basic questions	Business plan is presented in a sequence that the audience can follow; graphics support and are related to the components of the business plan; presenter maintains eye contact with the audience with a few minor exceptions; presenter reads from notes on a few occasions; presenter uses good voice dynamics and clearly enunciates terms; presenter is comfortable for the most part and adequately answers questions; overall, the presentation is delivered in a satisfactory manner and meets expectations with respect to oral communication skills	Business plan is presented in a logical, interesting, and effective sequence, which the audience can easily follow; presentation uses effective graphics to explain and reinforce the information presented; presenter maintains eye contact with audience, seldom returning to notes; presenter speaks in a clear voice and uses correct, precise pronunciation of terms; presentation is thorough, clear, compelling, informative, and professionally delivered; presenter is professional, confident, comfortable, and answers questions effectively	
	<b>Comments:</b>			

## Business Plan Program-Level Assessment Rubric

Evaluation Dimensions	Performance Rating			Score
	Needs Improvement 1	Acceptable 2	Exemplary 3	
<b>Programmatic Evaluation – Program-Level Assessment Criteria (ISLOs)</b>				
<b>Analytical/ Critical-Thinking Skills</b>	Information presented in the business plan component areas is often inaccurate or incomplete; presents little if any analysis in the component areas; inaccurately and/or inappropriately applies procedures, formulas, or principles; presents few solutions, alternatives, or strategies in the business plan component areas; solutions, alternatives, or strategies are often inaccurate or inconsistent; ideas are presented in a vague or rudimentary manner	Adequately presents information relating to most business plan component areas with only minor inconsistencies, irrelevancies, or omissions; applies appropriate procedures, formulas, or principles with a few minor inaccuracies; presents solutions, alternatives, or strategies in most business plan component areas that are logical and consistent with the evidence; develops solutions, alternatives, or strategies in a clear manner	Accurately and appropriately analyzes and interprets relevant information pertaining to each business plan component area; effectively applies appropriate procedures, formulas, and/or principles in developing and justifying multiple solutions, alternatives, or strategies in the business plan component areas; solutions, alternatives, or strategies are clear, coherent, well supported, logically consistent, and complete	
	<b>Comments:</b>			
<b>Social Responsibility/ Sustainability</b>	Displays only a limited ability to recognize the connections between business and its social and natural environments; provides incomplete or inadequate explanations of how these connections can be operationalized in the management of organizations; analyses are not provided or are incomplete in significant respects; socially-responsible and sustainable business practices are not included in the development of organizational strategy or are only briefly mentioned; shows limited application to the development of the business plan	Identifies linkages between business and its social and natural environments with a few minor omissions; presents appropriate analyses of these linkages in the context of the business plan; describes the ways in which the linkages can be managerially operationalized; identifies and describes socially-responsible and sustainable business practices; evidences an ability to apply these practices to the development of the business plan; overall the plan meets expectations with respect to the application of social responsibility and sustainability principles	Evidences a well-developed ability to recognize, elucidate, and analyze the connections between business and its social and natural environments; clearly and thoroughly explains the ways in which these connections can be operationalized for the purpose of effective organizational management; demonstrates an advanced ability to incorporate socially-responsible and sustainable business practices in the development of organizational strategy; effectively applies these abilities to the development of the business plan component areas	
	<b>Comments:</b>			
<b>Integration Skills</b>	Shows little or no ability to employ theory and practice in the functional areas of business in the assessment of problems and issues in the business plan; does not recognize or correctly identify cross-functional organizational issues relevant to the business plan component areas; the plan does not identify or adequately evaluate organizational problems and challenges in light of relevant principles, theories, and practices in the business functional areas; no strategic recommendations or conclusions are presented in the plan, or recommendations and conclusions are not appropriately justified or supported	Exhibits satisfactory application of principles, theories, and practices in the functional areas of business to the development of the business plan; with a few minor exceptions, the plan describes some cross-functional organizational issues that are relevant to the development of the business plan component areas; the plan adequately identifies relevant organizational problems and challenges, and lists strategic recommendations and conclusions for action that are, for the most part, based on appropriate principles and concepts in the functional areas of business	Demonstrates well-developed ability to integrate and apply principles, theories, and practices in the functional areas of business to the analysis of issues in the business plan; effectively examines and analyzes important cross-functional organizational issues that are central to the development of the business plan component areas; critically evaluates and assesses key organizational problems and challenges, and clearly justifies strategic recommendations and conclusions for action based on strong analytics and appropriate principles in the business functional areas	
	<b>Comments:</b>			

**Summary Performance Ratings on Programmatic ISLOs**

<b>ISLOs/Program-Level Assessment Criteria</b>	<b>Score</b>
Global Dimensions	
Written Communication Skills	
Oral Communication Skills	
Analytical/Critical-Thinking Skills	
Social Responsibility/Sustainability	
Integration Skills	

## Appendix F: Example of a Case-Study Evaluation Rubric

**Scenario:** The School of Management at the International Academy of Commerce and Business Enterprise offers a Bachelor of Business Administration. The school has identified the following intended student learning outcomes (ISLOs) for the program:

1. Students will be able to identify the principal concepts, theories, and practices in the functional areas of business. (*Business Functional Areas*)
2. Students will be able to identify the relevant theories and principles associated with the economic environment of business. (*Economic Environment*)
3. Students will be able to evaluate legal and ethical principles in business and apply them to organizational decision making. (*Legal/Ethical Principles*)
4. Students will be able to apply business-related decision-support tools to the formulation of management decisions. (*Decision-Support Tools*)
5. Students will be able to recognize and describe the global dimensions of business. (*Global Dimensions*)
6. Students will be able to construct coherent written forms of communication. (*Written Communication Skills*)
7. Students will be able to compose and present effective oral forms of communication. (*Oral Communication Skills*)
8. Students will be able to demonstrate analytical and critical-thinking skills in the context of organizational decision making. (*Analytical/Critical-Thinking Skills*)
9. Students will be able to identify and explain the interrelationships between business and its social and natural environments and to apply them in a managerial context. (*Social Responsibility/Sustainability*)
10. Students will be able to integrate theory and practice in the business functional areas in the analysis of organizational problems and challenges. (*Integration Skills*)

In order to assess these intended learning outcomes, the School of Management is using a comprehensive end-of-program examination as one of its direct measures of student learning. The examination is used to assess intended outcomes #1–#5. The school's second direct measure of student learning is a comprehensive case-study that is administered in the capstone course. The case-study is used to assess intended outcomes #5–#10.

The evaluation rubric below can be used both for assigning a grade or mark to the case-study in the capstone course and for the purpose of program-level assessment based on the case-study, i.e., for assessing the programmatic intended student learning outcomes in the BBA.



## Comprehensive Case-Study Evaluation Rubric

Student: \_\_\_\_\_

Evaluator: \_\_\_\_\_

Date: \_\_\_\_\_

For each of the case analysis component areas (evaluation dimensions) identified below, use the evaluation rubric to assess the student's work by specifying a score based on the performance ratings and descriptors delineated in the rubric form and supplying relevant comments in the space provided.

**Identification of Issues:** This section should describe the managerial, financial, marketing, legal, ethical, economic, international, and social responsibility/sustainability issues relevant to the case. The section should also include an executive summary that provides an overview of the key issues and problems that are central to the case.

**Stakeholder Perspectives:** This section should identify the key stakeholders in the case, and describe and evaluate their differing perspectives and interests.

**Connections to Theoretical and Empirical Research:** This section should describe the ways in which theoretical and empirical research are related and can be applied to the central issues and problems in the case.

**Analysis and Evaluation:** This section should present an analysis of the central issues and problems in the case. This analysis should be informed by relevant theory and empirical data and should lead to a set of conclusions that are supported by appropriate evidence.

**Action Plans:** This section should present plans of action for dealing with the central issues and problems in the case. These action plans should flow from the previous analysis and evaluation and should be appropriately justified.

**Evaluation of Consequences:** This section should provide a description and analysis of the expected results from implementing the proposed plans of action as previously specified.

Case-Study Grading Rubric							
Evaluation Dimensions	Performance Rating						Score
	Beginning		Competent		Accomplished		
	1	2	3	4	5	6	
<b>Case-Study Component Areas – Grading Criteria</b>							
<b>Identification of Issues</b>	Does not recognize the problems or issues of the case, or identifies problems and issues that are not based on facts of the case; displays little understanding of the issues, key problems, and the company's present situation and strategic challenges; executive summary does not present a clear overview of the case issues; main points are not outlined, or cannot be understood		With a few exceptions, identifies and outlines the principal problems and issues in the case; demonstrates an acceptable understanding of the company's issues, current situation, and strategic challenges; executive summary provides an adequate overview of the case issues and problems; summary is missing a few minor points, but meets expectations		Presents accurate and detailed descriptions of the problems and issues central to the case; provides a well-focused diagnosis of strategic issues and key problems that demonstrates an excellent grasp of the company's present situation and strategic challenges; descriptions are compelling and insightful; provides a thorough and effective executive summary		
<b>Comments:</b>							

## Case-Study Grading Rubric

Evaluation Dimensions	Performance Rating						Score
	Beginning		Competent		Accomplished		
	1	2	3	4	5	6	
<b>Case-Study Component Areas – Grading Criteria</b>							
<b>Stakeholder Perspectives</b>	Does not identify or explain the perspectives of any stakeholders involved in the case, or explanation is flawed in many respects; fails to recognize any differences between the interests of the various stakeholders		With a few minor exceptions, adequately identifies and summarizes the perspectives of the principal stakeholders involved in the case; outlines some conflicts of interest between company stakeholders		Clearly and accurately describes the unique perspectives of multiple key stakeholders in the case; demonstrates insightful analysis of strategic tensions or conflicts of interest between the stakeholders		
	<b>Comments:</b>						
<b>Connections to Theoretical and Empirical Research</b>	Makes little or no connection between the issues and problems in the case and relevant theoretical and empirical research, or the connections identified are weak or inaccurate in many respects		Identifies and outlines connections between some of the issues and problems in the case and relevant theoretical and empirical research; the connections identified are adequately elucidated		Makes appropriate, insightful, and powerful connections between the issues and problems in the case and relevant theory and empirical data; effectively integrates multiple sources of knowledge with case information		
	<b>Comments:</b>						
<b>Analysis and Evaluation</b>	Simply repeats facts identified in the case and does not discuss the relevance of these facts; fails to draw conclusions, or conclusions are not justified or supported; does not present relevant research or data; shows no critical examination of case issues		Provides an acceptable analysis of most of the issues and problems in the case; in most instances, analysis is adequately supported by theory and empirical data; appropriate conclusions are outlined and summarized		Presents a balanced, in-depth, and critical assessment of the facts of the case in light of relevant empirical and theoretical research; develops insightful and well-supported conclusions using reasoned, sound, and informed judgments		
	<b>Comments:</b>						
<b>Action Plans</b>	Has difficulty identifying alternatives and appropriate courses of action; few if any alternatives are presented, infeasible actions are proposed, action plans are not supported, or actions do not address the key issues and problems in the case		Outlines and summarizes some alternative courses of action to deal with most of the issues and problems in the case; in most instances, proposed action plans are outlined, are feasible, and based on relatively sound theory and evidence		Effectively weighs and assesses a variety of alternative actions that address the multiple issues central to the case; proposes detailed plans of action; action plans are realistic and contain thorough and well-reasoned justifications		
	<b>Comments:</b>						
<b>Evaluation of Consequences</b>	Displays limited awareness and/or understanding of the consequences of action plans; fails to identify implications and consequences of proposed action plans; identified outcomes do not follow from proposed action plans, or outcomes are not related to issues in the case		Demonstrates acceptable analysis of the results of proposed action plans; adequately outlines and summarizes the implications and consequences resulting from alternative courses of action; with a few minor exceptions, identified consequences of action plans are related to key issues in the case		Objectively and critically reflects upon alternative plans of action; effectively identifies, thoroughly discusses, and insightfully evaluates the implications and consequences resulting from the proposed action plans; identified consequences are tied to the key issues central to the case		
	<b>Comments:</b>						

Overall Performance Rating on Case-Study Analysis	
Evaluation Criteria	Score
Identification of Issues	
Stakeholder Perspectives	
Connections to Theoretical and Empirical Research	
Analysis and Evaluation	
Action Plans	
Evaluation of Consequences	
<b>Total Score</b>	

For the purpose of program-level assessment, the School of Management Studies has identified several learning outcomes that it expects students to have achieved upon graduation from the BBA program.

For each of the intended student learning outcomes (ISLOs) identified below and based on student performance on the case analysis, use the evaluation rubric to assess the extent to which the student achieved that outcome by specifying a score based on the performance ratings and descriptors delineated in the rubric form and supplying relevant comments in the space provided.

**Global Dimensions:** Students will be able to recognize and describe the global dimensions of business.

**Written Communication Skills:** Students will be able to construct coherent written forms of communication.

**Oral Communication Skills:** Students will be able to compose and present effective oral forms of communication.

**Analytical/Critical-Thinking Skills:** Students will be able to demonstrate analytical and critical-thinking skills in the context of organizational decision making.

**Social Responsibility/Sustainability:** Students will be able to identify and explain the interrelationships between business and its social and natural environments and to apply them in a managerial context.

**Integration Skills:** Students will be able to integrate theory and practice in the business functional areas in the analysis of organizational problems and challenges.

Case-Study Program-Level Assessment Rubric							
Evaluation Dimensions	Performance Rating				Score		
	Beginning		Competent			Accomplished	
	1	2	3	4		5	6
<b>Programmatic Evaluation – Program-Level Assessment Criteria (ISLOs)</b>							
<b>Global Dimensions</b>	Case analysis demonstrates only rudimentary or superficial knowledge of the international/global dimensions of business; provides little if any description of the relevant global factors in the case analysis, or description is erroneous; case analysis fails to recognize all or most of the relevant economic, cultural, financial, political, legal, ethical, demographic, and managerial issues and differences that affect the company, or does not specify their impacts in the case-study component areas	Case analysis displays satisfactory knowledge of the international/global dimensions of business; case analysis outlines relevant global factors in the context of the case-study component areas, but is missing a few minor elements; provides an adequate description of most of the relevant economic, cultural, financial, political, legal, ethical, demographic, and managerial issues and differences, but only summarizes or outlines their effects on the company in the case-study component areas	Case analysis demonstrates in-depth knowledge of the international/global dimensions of business; effectively identifies and describes the relevant global factors and elements in the analysis of case issues; provides a thorough description of the relevant economic, cultural, financial, political, legal, ethical, demographic, and managerial issues and differences that affect the company, and presents a detailed explanation of their impacts in the case-study component areas				
	<b>Comments:</b>						

## Case-Study Program-Level Assessment Rubric

Evaluation Dimensions	Performance Rating						Score
	Beginning		Competent		Accomplished		
	1	2	3	4	5	6	
<b>Programmatic Evaluation – Program-Level Assessment Criteria (ISLOs)</b>							
<b>Written Communication Skills</b>	Displays inadequate organization and/or development making the case analysis difficult to follow; the written case analysis exhibits multiple errors in grammar, sentence structure, and/or spelling; unacceptable writing skills (e.g., weaknesses in language facility and mechanics) hinder readability and contribute to an ineffective case analysis		Case analysis evidences satisfactory organization and development; the case analysis is readable and easy to follow with only a few lapses; uses good language conventions and mechanics with a few minor errors in spelling, grammar, sentence structure, and/or punctuation; case analysis meets expectations in this area		Effective organization and development contribute to full comprehension of written case analysis; readability is enhanced by facility in language use, excellent mechanics, and syntactic variety; uses language conventions effectively (e.g., spelling, punctuation, sentence structure, paragraphing, grammar, etc.)		
	<b>Comments:</b>						
<b>Oral Communication Skills</b>	Presentation cannot be understood because there is no logical sequencing of information; presenter uses superfluous graphics or no graphics; graphics do not support or relate to issues presented; presenter reads most or all of the case analysis with little or no eye contact; presenter mumbles, incorrectly pronounces terms, and/or speaks too quietly; presentation rambles, is unclear, and cannot be followed by the audience; presenter is unprofessional, lacks confidence, is uncomfortable, and cannot answer basic questions		Case analysis is presented in a sequence that the audience can follow; graphics support and are related to the components of the case analysis; presenter maintains eye contact with the audience with a few minor exceptions; presenter reads from notes on a few occasions; presenter uses good voice dynamics and clearly enunciates terms; presenter is comfortable for the most part and adequately answers questions; overall, the presentation is delivered in a satisfactory manner and meets expectations with respect to oral communication skills		Case analysis is presented in a logical, interesting, and effective sequence, which the audience can easily follow; presentation uses effective graphics to explain and reinforce the information presented; presenter maintains eye contact with audience, seldom returning to notes; presenter speaks in a clear voice and uses correct, precise pronunciation of terms; presentation is thorough, clear, compelling, informative, and professionally delivered; presenter is professional, confident, comfortable, and answers questions effectively		
	<b>Comments:</b>						
<b>Analytical/ Critical Thinking Skills</b>	Information presented in the case-study component areas is often inaccurate or incomplete; presents little if any analysis in the component areas; inaccurately and/or inappropriately applies procedures, formulas, or principles; presents few solutions, alternatives, or strategies in the relevant case-study component areas; solutions, alternatives, or strategies are often inaccurate or inconsistent; ideas are presented in a vague or rudimentary manner		Adequately presents information relating to most case-study component areas with only minor inconsistencies, irrelevancies, or omissions; applies appropriate procedures, formulas, or principles with a few minor inaccuracies; outlines solutions, alternatives, or strategies in the relevant case-study component areas that are logical and consistent with the evidence; develops solutions, alternatives, or strategies in a clear manner		Accurately and appropriately analyzes and interprets relevant information pertaining to each case-study component area; effectively applies appropriate procedures, formulas, and/or principles in developing and justifying multiple solutions, alternatives, or strategies in the relevant case-study component areas; solutions, alternatives, or strategies are clear, coherent, well supported, logically consistent, and complete		
	<b>Comments:</b>						

## Case-Study Program-Level Assessment Rubric

Evaluation Dimensions	Performance Rating						Score
	Beginning		Competent		Accomplished		
	1	2	3	4	5	6	
<b>Programmatic Evaluation – Program-Level Assessment Criteria (ISLOs)</b>							
<b>Social Responsibility/Sustainability</b>	Displays only a limited ability to recognize and elucidate the connections between business and its social and natural environments; provides incomplete or inadequate explanations of how these connections can be operationalized in the management of organizations; analyses are not provided or are incomplete in significant respects; socially-responsible and sustainable business practices are not included in the development of organizational strategy or are only briefly mentioned; shows limited application to the analysis of the case-study		Case analysis identifies linkages between business and its social and natural environments with a few minor omissions; presents appropriate analyses of these linkages in the context of the case-study; provides a description of the ways in which the linkages can be managerially operationalized; identifies and describes socially-responsible and sustainable business practices; evidences an ability to apply these practices to the analysis of the case-study; overall the case analysis meets expectations with respect to the application of social responsibility and sustainability principles		Evidences a well-developed ability to recognize, elucidate, and comprehensively analyze the connections between business and its social and natural environments; clearly and thoroughly explains the ways in which these connections can be operationalized for the purpose of effective organizational management; demonstrates an advanced ability to incorporate socially-responsible and sustainable business practices in the development of organizational strategy and action plans; effectively applies these abilities in the analysis of the case-study		
	<b>Comments:</b>						
<b>Integration Skills</b>	Shows little or no ability to employ theory and practice in the functional areas of business in the assessment of problems and issues in the case-study; does not recognize or correctly identify cross-functional organizational issues relevant to the case-study; the case analysis does not identify or adequately evaluate organizational problems and challenges in light of relevant principles, theories, and practices in the functional areas of business; no strategic recommendations or conclusions are presented in the case analysis, or recommendations and conclusions are not appropriately justified or supported		Exhibits satisfactory application of principles, theories, and practices in the functional areas of business to the analysis of the case-study; with a few minor exceptions, the case analysis outlines and describes some cross-functional organizational issues that are relevant to the development of organizational strategy; the case analysis adequately identifies relevant organizational problems and challenges, and lists strategic recommendations and conclusions for action that are, for the most part, based on appropriate principles and concepts in the functional areas of business		Demonstrates well-developed ability to integrate and apply principles, theories, and practices in the functional areas of business to the analysis of issues in the case-study; effectively identifies, examines, and analyzes important cross-functional organizational issues that are important in the analysis of the case-study component areas; identifies and critically evaluates and assesses key organizational problems and challenges, and clearly justifies strategic recommendations and conclusions for action based on strong analytics and appropriate principles in the business functional areas		
	<b>Comments:</b>						

### Summary Performance Ratings on Programmatic ISLOs

ISLOs/Program-Level Assessment Criteria	Score
Global Dimensions	
Written Communication Skills	
Oral Communication Skills	
Analytical/Critical-Thinking Skills	
Social Responsibility/Sustainability	
Integration Skills	

## Appendix G: Example of a Supervisor Evaluation of Internship Rubric

**Scenario:** The School of Management at the International Academy of Commerce and Business Enterprise offers a Bachelor of Business Administration. The school has identified the following intended student learning outcomes (ISLOs) for the program:

1. Students will be able to identify the principal concepts, theories, and practices in the functional areas of business. (*Business Functional Areas*)
2. Students will be able to recognize the relevant theories and principles associated with the economic environment of business. (*Economic Environment*)
3. Students will be able to evaluate the social and natural environments of business and apply them to the development of managerial strategy. (*Social and Natural Environments*)
4. Students will be able to recognize legal and ethical principles in business and apply them to organizational decision making. (*Legal/Ethical Principles*)
5. Students will be able to evaluate the global dimensions of business. (*Global Dimensions*)
6. Students will be able to employ appropriate quantitative methods and use relevant information technology in support of business decision making. (*Technical Skills*)
7. Students will be able to construct coherent written forms of communication. (*Written Communication Skills*)
8. Students will be able to compose and present effective oral forms of communication. (*Oral Communication Skills*)
9. Students will be able to demonstrate analytical and critical-thinking skills in the context of organizational decision making. (*Analytical/Critical-Thinking Skills*)
10. Students will be able to demonstrate effective leadership abilities for the purpose of organizational growth and change. (*Leadership Abilities*)
11. Students will be able to demonstrate effective interpersonal skills and the ability to work successfully in teams of diverse composition. (*Interpersonal and Teamwork Skills*)

In order to assess these intended learning outcomes, the School of Management is using a comprehensive end-of-program examination as one of its direct measures of student learning. The examination is used to assess intended outcomes #1–#5. The school's second direct measure of student learning is a required internship that is completed during the final year of the program. The internship is used to assess intended outcomes #6–#11.

The evaluation rubric below is used by the students' internship supervisors for assessing student performance in the internship, and can be used both for assigning a grade or mark to the internship and for the purpose of program-level assessment based on the internship, i.e., for assessing the programmatic intended student learning outcomes in the BBA.

## Supervisor Evaluation of Internship Rubric

Student Intern: \_\_\_\_\_

Host Company/Organization: \_\_\_\_\_

Mailing Address: \_\_\_\_\_

City, State or Province: \_\_\_\_\_

Zip or Postal Code, Country: \_\_\_\_\_

Internship Supervisor: \_\_\_\_\_

Supervisor Position/Title: \_\_\_\_\_

Supervisor Phone Number: \_\_\_\_\_

Supervisor Email: \_\_\_\_\_

Date of Evaluation: \_\_\_\_\_

The purpose of this assessment is to provide the student intern with constructive feedback on his/her internship experience. This evaluation form should be completed by the internship site supervisor or the individual who is most closely responsible for supervising the intern's work assignments.

The student's grade is partially based on your evaluation of his/her performance on each of the internship dimensions identified below. Use the evaluation rubric to assess the student's performance on each dimension by specifying a score based on the performance ratings and descriptors delineated in the rubric form. Candid and objective comments regarding the student's performance are also very much appreciated. Please add your relevant comments in the space provided in the form.

**Achievement of Learning Objectives:** The extent to which the student accomplishes the stated learning objectives as specified in the internship learning agreement

**Quality of Work:** The degree to which the student's work is thorough, accurate, and completed in a timely manner

**Ability to Learn:** The extent to which the student asks relevant questions; seeks out additional information from appropriate sources; understands new concepts/ideas/work assignments; and is willing to make needed changes and improvements

**Initiative and Creativity:** The degree to which the student is self-motivated; seeks out challenges/more work; approaches and solves problems on his/her own; and develops innovative and creative ideas/solutions/options

**Character Traits:** The extent to which the student demonstrates a confident and positive attitude; exhibits honesty and integrity on the job; is aware of and sensitive to ethical and diversity issues; and behaves in an ethical and professional manner

**Dependability:** The degree to which the student is reliable; follows instructions and appropriate procedures; is attentive to detail; and requires supervision

**Attendance and Punctuality:** The degree to which the student reports to work as scheduled and on-time

**Organizational Fit:** The extent to which the student understands and supports the organization's mission, vision, and goals; adapts to organizational norms, expectations, and culture; and functions within appropriate authority and decision-making channels

**Response to Supervision:** The degree to which the student seeks supervision when necessary; is receptive to constructive criticism and advice from his/her supervisor; implements suggestions from his/her supervisor; and is willing to explore personal strengths and areas for improvement

## Supervisor Evaluation of Internship – Grading Rubric

Evaluation Dimensions	Performance Rating						Score
	Needs Improvement		Meets Expectations		Excellent		
	1	2	3	4	5	6	
<b>Internship Evaluation Dimensions – Grading Criteria</b>							
<b>Achievement of Learning Agreement Objectives</b>	Accomplished few if any learning objectives as specified in the internship learning agreement		Accomplished most learning objectives as specified in the internship learning agreement		Met or exceeded all learning objectives as specified in the internship learning agreement		
	<b>Comments:</b>						
<b>Quality of Work</b>	Work was done in a careless manner and was of erratic quality; work assignments were usually late and required review; made numerous errors		With a few minor exceptions, adequately performed most work requirements; most work assignments submitted in a timely manner; made occasional errors		Thoroughly and accurately performed all work requirements; submitted all work assignments on time; made few if any errors		
	<b>Comments:</b>						
<b>Ability to Learn</b>	Asked few if any questions and rarely sought out additional information from appropriate sources; was unable or slow to understand new concepts, ideas, and work assignments; was unable or unwilling to recognize mistakes and was not receptive to making needed changes and improvements		In most cases, asked relevant questions and sought out additional information from appropriate sources; exhibited acceptable understanding of new concepts, ideas, and work assignments; was usually willing to take responsibility for mistakes and to make needed changes and improvements		Consistently asked relevant questions and sought out additional information from appropriate sources; very quickly understood new concepts, ideas, and work assignments; was always willing to take responsibility for mistakes and to make needed changes and improvements		
	<b>Comments:</b>						
<b>Initiative and Creativity</b>	Had little observable drive and required close supervision; showed little if any interest in meeting standards; did not seek out additional work and frequently procrastinated in completing assignments; suggested no new ideas or options		Worked without extensive supervision; in some cases, found problems to solve and sometimes asked for additional work assignments; normally set his/her own goals and, in a few cases, tried to exceed requirements; offered some creative ideas		Was a self-starter; consistently sought new challenges and asked for additional work assignments; regularly approached and solved problems independently; frequently proposed innovative and creative ideas, solutions, and/or options		
	<b>Comments:</b>						
<b>Character Traits</b>	Was insecure and timid, and/or regularly exhibited a negative attitude; was dishonest and/or showed a lack of integrity on several occasions; was unable to recognize and/or was insensitive to ethical and diversity issues; displayed significant lapses in ethical and professional behavior		Except in a few minor instances, demonstrated a confident and positive attitude; regularly exhibited honesty and integrity in the workplace; was usually aware of and sensitive to ethical and diversity issues on the job; normally behaved in an ethical and professional manner		Demonstrated an exceptionally confident and positive attitude; consistently exhibited honesty and integrity in the workplace; was keenly aware of and deeply sensitive to ethical and diversity issues on the job; always behaved in an ethical and professional manner		
	<b>Comments:</b>						
<b>Dependability</b>	Was generally unreliable in completing work assignments; did not follow instructions and procedures promptly or accurately; was careless, and work needed constant follow-up; required close supervision		Was generally reliable in completing tasks; normally followed instructions and procedures; was usually attentive to detail, but work had to be reviewed occasionally; functioned with only moderate supervision		Was consistently reliable in completing work assignments; always followed instructions and procedures well; was careful and extremely attentive to detail; required little or minimum supervision		
	<b>Comments:</b>						



### Supervisor Evaluation of Internship – Grading Rubric

Evaluation Dimensions	Performance Rating						Score
	Needs Improvement		Meets Expectations		Excellent		
	1	2	3	4	5	6	
<b>Internship Evaluation Dimensions – Grading Criteria</b>							
<b>Attendance and Punctuality</b>	Was absent excessively and/or was almost always late for work		Was never absent and almost always reported to work on time; or usually reported to work as scheduled, but was always on time; or usually reported to work as scheduled and was almost always on-time		Always reported to work as scheduled with no absences, and was always on-time		
	<b>Comments:</b>						
<b>Organizational Fit</b>	Was unwilling or unable to understand and support the organization’s mission, vision, and goals; exhibited difficulty in adapting to organizational norms, expectations, and culture; frequently seemed to disregard appropriate authority and decision-making channels		Adequately understood and supported the organization’s mission, vision, and goals; satisfactorily adapted to organizational norms, expectations, and culture; generally functioned within appropriate authority and decision-making channels		Completely understood and fully supported the organization’s mission, vision, and goals; readily and successfully adapted to organizational norms, expectations, and culture; consistently functioned within appropriate authority and decision-making channels		
	<b>Comments:</b>						
<b>Response to Supervision</b>	Rarely sought supervision when necessary; was unwilling to accept constructive criticism and advice; seldom if ever implemented supervisor suggestions; was usually unwilling to explore personal strengths and areas for improvement		On occasion, sought supervision when necessary; was generally receptive to constructive criticism and advice; implemented supervisor suggestions in most cases; was usually willing to explore personal strengths and areas for improvement		Actively sought supervision when necessary; was always receptive to constructive criticism and advice; successfully implemented supervisor suggestions when offered; was always willing to explore personal strengths and areas for improvement		
	<b>Comments:</b>						

### Summary Performance Ratings on Internship

Evaluation Criteria	Score
Achievement of Learning Agreement Objectives	
Quality of Work	
Ability to Learn	
Initiative and Creativity	
Character Traits	
Dependability	
Attendance and Punctuality	
Organizational Fit	
Response to Supervision	
<b>Total Score</b>	

For the purpose of overall program-level evaluation, the School of Management Studies has identified several learning outcomes that it expects students, including its student interns, to have achieved upon graduation from the Bachelor of Business Administration program. We would very much appreciate your assistance in evaluating the extent to which the student intern has acquired the skills and abilities as identified in these outcomes.

For each of the intended student learning outcomes (ISLOs) identified below and based on the student’s performance in the internship, please use the evaluation rubric to assess the extent to which the student achieved that outcome by specifying a score based on the performance ratings and descriptors delineated in the rubric form. Candid and objective comments regarding the student’s performance are also very much appreciated. Please add your relevant comments in the space provided in the form.

**Technical Skills:** Students will be able to employ appropriate quantitative methods and use relevant information technology in support of business decision making.

**Written Communication Skills:** Students will be able to construct coherent written forms of communication.

**Oral Communication Skills:** Students will be able to compose and present effective oral forms of communication.

**Analytical/Critical Thinking Skills:** Students will be able to demonstrate analytical and critical-thinking skills in the context of organizational decision making.

**Leadership Abilities:** Students will be able to demonstrate effective leadership abilities for the purpose of organizational growth and change.

**Interpersonal and Teamwork Skills:** Students will be able to demonstrate effective interpersonal skills and the ability to work successfully in teams of diverse composition.

Supervisor Evaluation of Internship – Program-Level Assessment Rubric						
Evaluation Dimensions	Performance Rating					Score
	Beginning		Competent		Accomplished	
	1	2	3	4	5	
<b>Programmatic Evaluation – Program-Level Assessment Criteria (ISLOs)</b>						
<b>Technical Skills</b>	Had difficulty in understanding and applying quantitative methods appropriate to the job; exhibited limited facility with relevant information technology, including word processing, spreadsheet, database, and presentation software, in the development of work products and the completion of work assignments	Satisfactorily employed quantitative methods appropriate to the job; in most cases, adequately utilized relevant information technology, including word processing, spreadsheet, database, and presentation software, in the development of work products and the completion of work assignments	Effectively employed quantitative methods appropriate to the job; successfully and proficiently utilized relevant information technology, including word processing, spreadsheet, database, and presentation software, in the development of work products and the completion of work assignments			
	<b>Comments:</b>					
<b>Written Communication Skills</b>	Written work products displayed inadequate organization and/or development making the work difficult to follow; the written work products exhibited multiple errors in grammar, sentence structure, and/or spelling; unacceptable writing skills (e.g., weaknesses in language facility and mechanics) hindered readability and contributed to ineffective work products	Written work products exhibited satisfactory organization and development; written work products were readable and easy to follow with only a few lapses; used good language conventions and mechanics with a few minor errors in spelling, grammar, sentence structure, and/or punctuation; written work products met expectations in this area	Written work products were effectively organized and developed and were easily understood; readability of written work products was enhanced by facility in language use, excellent mechanics, and syntactic variety; used language conventions effectively (e.g., spelling, punctuation, sentence structure, paragraphing, grammar, etc.)			
	<b>Comments:</b>					

## Supervisor Evaluation of Internship – Program-Level Assessment Rubric

Evaluation Dimensions	Performance Rating						Score
	Beginning		Competent		Accomplished		
	1	2	3	4	5	6	
<b>Programmatic Evaluation – Program-Level Assessment Criteria (ISLOs)</b>							
<b>Oral Communication Skills</b>	Presentations could not be understood because there was no logical sequencing of information; intern used superfluous or no graphics; graphics did not support or relate to work assignments; intern read most or all of the work assignment information with little or no eye contact; intern mumbled, incorrectly pronounced terms, and/or spoke too quietly; presentations rambled, were unclear, and could not be followed by the audience; intern lacked confidence, was uncomfortable, and could not answer basic questions		Work assignments were presented in a sequence that the audience could follow; graphics supported and were related to the work assignments; intern maintained eye contact with the audience with a few minor exceptions; intern read from notes on a few occasions; intern used good voice dynamics and clearly enunciated terms; intern was comfortable for the most part and adequately answered questions; overall, the presentations were delivered in a satisfactory manner and met expectations with respect to oral communication skills		Work assignments were presented in a logical, interesting, and effective sequence, which the audience could easily follow; presentations used effective graphics to explain and reinforce the information presented; intern maintained eye contact with audience, seldom returning to notes; intern spoke in a clear voice and used correct, precise pronunciation of terms; presentations were thorough, clear, compelling, informative, and professionally delivered; intern was confident, comfortable, and answered questions effectively		
	<b>Comments:</b>						
<b>Analytical/Critical Thinking Skills</b>	Presented little if any analysis in work assignments; rarely sought out additional information from other sources and/or considered differing perspectives; presented few solutions, alternatives, or options to problems in work assignments, or solutions, alternatives, or options were often inaccurate, inconsistent, and/or not justified; ideas were presented in a vague manner		Adequately assessed and presented information from some sources and perspectives with only minor inconsistencies, irrelevancies, or omissions; satisfactorily outlined solutions, alternatives, or options for some work assignment problems that were logical and consistent; in most cases, developed solutions, alternatives, or options in a clear manner		Accurately and appropriately evaluated and interpreted relevant information from a variety of sources and perspectives; developed and justified multiple solutions, alternatives, or options for a variety of work assignment problems; solutions, alternatives, or options were clear, coherent, well supported, logically consistent, and complete		
	<b>Comments:</b>						
<b>Leadership Abilities</b>	Displayed only a limited ability to guide, encourage, and motivate others toward identified goals; focused excessive attention to the task or to interpersonal relations in work groups; asked for ideas, suggestions, and opinions but, in many cases, neglected to consider them; on occasion, showed favoritism to one or more work group members; rarely recognized, encouraged, or involved work group members		Evidenced an ability to guide, encourage, and motivate others toward identified goals; balanced the need for task accomplishment with the needs of work group members; showed understanding and support of work group members; sought and respected others' opinions; sought agreement with and acceptance of ideas and plans of action; provided recognition of and encouragement to work group members		Demonstrated proficiency on each of the leadership dimensions listed under the 'competent' performance level, plus: listened actively, and acknowledged and built on others' ideas; engaged all work group members; kept work groups on track as needed; intervened when tasks were not moving toward goals; involved work group members in setting challenging goals and planning for their accomplishment		
	<b>Comments:</b>						

## Supervisor Evaluation of Internship – Program-Level Assessment Rubric

Evaluation Dimensions	Performance Rating						Score
	Beginning		Competent		Accomplished		
	1	2	3	4	5	6	
<b>Programmatic Evaluation – Program-Level Assessment Criteria (ISLOs)</b>							
<b>Interpersonal and Teamwork Skills</b>	Exhibited little or no ability or willingness to interact and communicate with co-workers; could not manage or resolve conflicts, and/or often antagonized others; was unwilling or reluctant to accept constructive criticism and advice; was often unprepared for group/team meetings; frequently let others set and pursue goals and agendas; regularly seemed uninterested in others' ideas and opinions; on most occasions, passively observed group/team meetings and said little or nothing; rarely encouraged or acknowledged the work of other group/team members; exhibited inconsistent meeting attendance record, and others often had to assume the intern's responsibilities		Demonstrated an acceptable ability to interact and communicate with co-workers; adequately managed and resolved conflicts; accepted constructive criticism and advice in most cases; was adequately prepared for group/team meetings; sometimes contributed to setting group/team goals and agendas; listened to others in an active and attentive manner; almost always supported and contributed to a team atmosphere; satisfactorily participated in meetings or group settings; encouraged and acknowledged the work of other group/team members on most occasions; accepted an appropriate share of the group's/team's responsibilities		Demonstrated proficiency in interacting and communicating with co-workers; managed and resolved conflicts in an effective manner; sought and willingly accepted constructive criticism and advice; was well-prepared in advance for group/team meetings; actively and successfully contributed to setting group/team goals and agendas; listened to others in an active and attentive manner; always supported and contributed to a team atmosphere; effectively participated in meetings or group settings; consistently encouraged and acknowledged the work of other group/team members; willingly and regularly accepted an appropriate share of the group's/team's responsibilities		
	<b>Comments:</b>						

### Summary Performance Ratings on Programmatic ISLOs

ISLOs/Program-Level Assessment Criteria	Score
Technical Skills	
Written Communication Skills	
Oral Communication Skills	
Analytical/Critical-Thinking Skills	
Leadership Abilities	
Interpersonal and Teamwork Skills	

### Overall Performance Evaluation of Student Intern

Outstanding	Very Good	Satisfactory	Marginal	Unsatisfactory
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				

I have reviewed this evaluation with the student intern.	<b>Yes</b>	<b>No</b>
	<input type="checkbox"/>	<input type="checkbox"/>
If yes, the date of review:	<b>Date of Review</b>	
<b>Comments:</b>		

If a position were available within your company/organization, would you recommend this student for employment?	<b>Yes</b>	<b>No</b>
	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>		

Your Evaluation of Internship Program				
We would very much appreciate your rating of our internship program and any suggestions that you may have for improving the program:				
Outstanding	Very Good	Satisfactory	Marginal	Unsatisfactory
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Suggestions for improvement:</b>				

\_\_\_\_\_  
Supervisor Signature

\_\_\_\_\_  
Date

Thank you very much for participating in our internship program and for taking the time to complete this evaluation. Your appraisal of our student's performance and your associated comments provide valuable feedback in our efforts at continuous improvement of our degree and internship programs.

We appreciate the time and effort that you have contributed to the program's success and to the success of your intern. We hope that it was a positive learning experience for you both.

## Appendix H: Example of a Research Project Evaluation Rubric

**Scenario:** The School of Management at the International Academy of Commerce and Business Enterprise offers a Bachelor of Business Administration. The school has identified the following intended student learning outcomes (ISLOs) for the program:

1. Students will be able to identify the principal concepts, theories, and practices in the functional areas of business. (*Business Functional Areas*)
2. Students will be able to recognize the relevant theories and principles associated with the economic environment of business. (*Economic Environment*)
3. Students will be able to evaluate the social and natural environments of business and apply them to the development of managerial strategy. (*Social and Natural Environments*)
4. Students will be able to recognize legal and ethical principles in business and apply them to organizational decision making. (*Legal/Ethical Principles*)
5. Students will be able to evaluate the global dimensions of business. (*Global Dimensions*)
6. Students will be able to apply business-related decision-support tools to the formulation of management decisions. (*Decision-Support Tools*)
7. Students will be able to construct coherent written forms of communication. (*Written Communication Skills*)
8. Students will be able to compose and present effective oral forms of communication. (*Oral Communication Skills*)
9. Students will be able to demonstrate analytical and critical-thinking skills in the context of organizational decision making. (*Analytical/Critical-Thinking Skills*)
10. Students will be able to integrate theory and practice across the business functional areas in the analysis of organizational problems and challenges. (*Integration Skills*)

In order to assess these intended learning outcomes, the School of Management is using a comprehensive end-of-program examination as one of its direct measures of student learning. The examination is used to assess intended outcomes #1–#6. The school's second direct measure of student learning is a research project (e.g., research paper, comprehensive company analysis, consulting project, etc.) that is administered in the capstone course. The research project is used to assess intended outcomes #7–#10.

The evaluation rubric below can be used both for assigning a grade or mark to the research project in the capstone course and for the purpose of program-level assessment based on the research project, i.e., for assessing the programmatic intended student learning outcomes in the BBA.

## Capstone Research Project Evaluation Rubric

Student: \_\_\_\_\_

Evaluator: \_\_\_\_\_

Date: \_\_\_\_\_

For each of the evaluation dimensions identified below, use the evaluation rubric to assess the student's work by specifying a score based on the performance ratings and descriptors delineated in the rubric form and supplying relevant comments in the space provided.

1. **Purpose:** The extent to which the student identifies the central purpose, arguments, or goals of the project
2. **Content:** The degree to which the student presents information that supports the central purpose, arguments, or goals of the project
3. **Organization:** The extent to which information/content has a logical structure, flows from one section/paragraph to another, and can be followed and understood
4. **Style and Tone:** The degree to which the student's writing is engaging and appropriate for an academic research project
5. **Use of References:** The extent to which the student uses and cites appropriate resources in the research project
6. **Formatting:** The degree to which the student employs APA formatting in the written project
7. **Written Communication Skills:** The extent to which the student uses appropriate language/word choice, mechanics, and writing conventions in the written project
8. **Oral Communication Skills:** The degree to which the student presents the project information in a logical sequence, employs supporting graphics, and uses appropriate communication conventions in the oral presentation of the research project
9. **Analytical/Critical-Thinking Skills:** The extent to which the student identifies the research problem, concept, or idea, and specifies its constituent elements; investigates, selects, and organizes research information; appraises and interprets research information; correctly applies methods/techniques/models/frameworks/theories appropriate to the research problem, concept, or idea; and presents solutions or draws conclusions based on the research analysis
10. **Integration Skills:** The degree to which the student connects and applies principles, theories, and practices across the functional areas of business to the analysis of complex business issues; recognizes cross-functional organizational issues relating to the research problem, concept, or idea; and synthesizes cross-disciplinary principles and concepts in developing and supporting solutions, recommendations, or conclusions

**Note:** Project evaluation dimensions #7-10 correspond to associated programmatic intended student learning outcomes (ISLOs) that the School of Management has specified for the BBA degree program and expects students to have achieved upon graduation from the program. In particular:

- Written Communication Skills** → maps to Program ISLO #7: Students will be able to construct coherent written forms of communication.
- Oral Communication Skills** → maps to Program ISLO #8: Students will be able to compose and present effective oral forms of communication

- ❑ **Analytical/Critical-Thinking Skills** → maps to Program ISLO #9: Students will be able to demonstrate analytical and critical-thinking skills in the context of organizational decision making.
- ❑ **Integration Skills** → maps to Program ISLO #10: Students will be able to integrate theory and practice across the business functional areas in the analysis of organizational problems and challenges.

Research Project Evaluation Rubric							
Evaluation Dimensions	Performance Rating				Score		
	Needs Improvement		Competent			Exemplary	
	1	2	3	4		5	6
<b>Purpose</b>	Does not clearly state the central purpose, arguments, or goals of the project; displays lack of focus or detail		Clearly identifies the central purpose, arguments, or goals of the project, but sometimes may digress		Effectively describes and explains the central purpose, arguments, or goals of the project; explanation is focused, detailed, and compelling		
	<b>Comments:</b>						
<b>Content</b>	Content is unclear, inaccurate, and/or incomplete; support for the central purpose, arguments, or goals of the project is weak or poorly discussed; displays only rudimentary knowledge of the content area; reader gains few if any insights		Presents clear and appropriate information that adequately supports the central purpose, arguments, or goals of the project; demonstrates satisfactory knowledge of the content area; reader gains some insights		Presents balanced, significant, and valid information that clearly and convincingly supports the central purpose, arguments, or goals of the project; demonstrates in-depth knowledge of the content area; reader gains important insights		
	<b>Comments:</b>						
<b>Organization</b>	Information/content is not logically organized or presented; topics/paragraphs are frequently disjointed and fail to make sense together; reader cannot identify a line of reasoning and loses interest		Information/content is presented in a clear and reasonable sequence; topic/paragraph transition is usually good with clear linkages for the most part; reader can generally understand and follow the line of reasoning		Information/content is presented in a logical, interesting, and effective sequence; topics flow smoothly and coherently from one to another and are clearly linked; reader can easily follow the line of reasoning		
	<b>Comments:</b>						
<b>Style and Tone</b>	Writing is unengaging and reader finds it difficult to maintain interest; tone is not consistently professional or suitable for an academic research project		Writing is usually engaging and keeps the reader's attention; tone is generally professional and appropriate for an academic research project		Writing is compelling and sustains interest throughout; tone is consistently professional and appropriate for an academic research project		
	<b>Comments:</b>						
<b>Use of References</b>	Most of the references are from sources that are not peer-reviewed or professional, and have uncertain reliability; few if any appropriate citations are provided; reader doubts the validity of much of the material		Professionally legitimate references are generally used; clear and fair citations are presented in most cases; most of the information/content/evidence comes from sources that are reliable		Presents compelling evidence from professionally legitimate sources; attribution is clear and accurate; references are primarily peer-reviewed professional journals or other approved sources		
	<b>Comments:</b>						
<b>Formatting</b>	Research project exhibits frequent and significant errors in APA formatting		APA formatting is employed appropriately in the research project with a few minor errors		APA format is used accurately and consistently throughout the research project		
	<b>Comments:</b>						



## Research Project Evaluation Rubric

Evaluation Dimensions	Performance Rating						Score
	Needs Improvement		Competent		Exemplary		
	1	2	3	4	5	6	
<b>Written Communication Skills</b>	The written project exhibits multiple errors in grammar, sentence structure, and/or spelling; inadequate writing skills (e.g., weaknesses in language facility and mechanics) hinder readability and contribute to an ineffective research project		Written research project displays good word choice, language conventions, and mechanics with a few minor errors in spelling, grammar, sentence structure, and/or punctuation; errors do not represent a major distraction or obscure meaning		Readability of the project is enhanced by facility in language use/word choice, excellent mechanics, and syntactic variety; uses language conventions effectively (e.g., spelling, punctuation, sentence structure, paragraphing, grammar, etc.)		
	<b>Comments:</b>						
<b>Oral Communication Skills</b>	Oral presentation cannot be understood because there is no logical sequencing of research information; presenter uses superfluous graphics or no graphics; graphics do not support or relate to the information presented; presenter reads most or all of the project notes with little or no eye contact; presenter mumbles, incorrectly pronounces terms, and/or speaks too quietly; oral presentation rambles, is unclear, and cannot be followed by the audience; presenter is unprofessional, lacks confidence, is uncomfortable, and cannot answer basic questions		Research information is presented in a sequence that the audience can follow; graphics support and are related to the content of the project; presenter maintains eye contact with the audience with a few minor exceptions; presenter reads from notes on a few occasions; presenter uses good voice dynamics and clearly enunciates terms; presenter is comfortable for the most part and adequately answers questions; overall, the oral presentation is delivered in a satisfactory manner and meets expectations with respect to oral communication skills		Research information is presented in a logical, interesting, and effective sequence, which the audience can easily follow; oral presentation uses effective graphics to explain and reinforce the information presented; presenter maintains eye contact with audience, seldom returning to notes; presenter speaks in a clear voice and uses correct, precise pronunciation of terms; oral presentation is thorough, clear, compelling, informative, and professionally delivered; presenter is professional, confident, comfortable, and answers questions effectively		
	<b>Comments:</b>						
<b>Analytical/ Critical-Thinking Skills</b>	Research problem, concept, or idea is not clearly articulated, or its component elements are not identified or described; research information is poorly organized, categorized, and/or superficially examined; research information is often inaccurate or incomplete; presents little if any analysis or interpretation; inaccurately and/or inappropriately applies research methods, techniques, models, frameworks, and/or theories to the analysis; presents few solutions or conclusions; solutions or conclusions are often not well supported, inaccurate, and/or inconsistent, and are presented in a vague or rudimentary manner		Adequately identifies and describes (or sketches out) the research problem, concept, or idea and its components; gathers and examines information relating to the research problem, concept, or idea; satisfactorily presents and appraises research information with only minor inconsistencies, irrelevancies, or omissions; generally applies appropriate research methods, techniques, models, frameworks, and/or theories with a few minor inaccuracies; outlines solutions or conclusions that are logical and consistent with the analysis and evidence; identifies and/or lists solutions or conclusions in a clear manner		Effectively formulates a clear description of the research problem, concept, or idea, and specifies major elements to be examined; selects and prioritizes information appropriate to addressing the research problem, concept, or idea; accurately and appropriately analyzes and interprets relevant research information; precisely and effectively applies appropriate research methods, techniques, models, frameworks, and/or theories in developing and justifying multiple solutions or conclusions; solutions or conclusions are insightful, coherent, well supported, logically consistent, and complete		
	<b>Comments:</b>						

### Research Project Evaluation Rubric

Evaluation Dimensions	Performance Rating						Score
	Needs Improvement		Competent		Exemplary		
	1	2	3	4	5	6	
Integration Skills	Shows little ability to employ theory and practice across the functional areas of business in the assessment of issues relating to the research problem, concept, or idea; does not recognize or correctly identify cross-functional organizational issues relevant to the research problem, concept, or idea; does not adequately evaluate the research problem, concept, or idea in light of relevant principles, theories, and practices across the business functional areas; few if any solutions, recommendations for action, or conclusions are presented, and/or they are not appropriately justified or supported		Exhibits satisfactory application of principles, theories, and practices across the functional areas of business to the analysis of the research problem, concept, or idea; with a few minor exceptions, outlines and describes (or sketches out) some cross-functional organizational issues that are relevant to the research problem, concept, or idea; adequately identifies and describes (or summarizes) solutions, recommendations for action, or conclusions that are, for the most part, based on appropriate principles and concepts in the functional areas of business		Demonstrates well-developed ability to integrate and apply principles, theories, and practices across the functional areas of business to the analysis of the research problem, concept, or idea; effectively identifies, examines, and critically evaluates important cross-functional organizational issues associated with the research problem, concept, or idea; clearly and effectively justifies solutions, recommendations for action, or conclusions based on strong analytics and an insightful synthesis of cross-disciplinary principles and concepts in the functional areas of business		
	<b>Comments:</b>						
<b>Overall Evaluation of Research Project – Total Score</b>							

### Summary Performance Ratings on Programmatic ISLOs

ISLOs/Program-Level Assessment Criteria	Score
Written Communication Skills	
Oral Communication Skills	
Analytical/Critical-Thinking Skills	
Integration Skills	

## Appendix I: Example of an Undergraduate Student Exit Survey

**Scenario:** The School of Management at the International Academy of Commerce and Business Enterprise offers a Bachelor of Business Administration. The school has identified the following intended student learning outcomes (ISLOs) for the program:

1. Students will be able to identify the principal concepts, theories, and practices in the functional areas of business. (*Business Functional Areas*)
2. Students will be able to recognize the relevant theories and principles associated with the economic environment of business. (*Economic Environment*)
3. Students will be able to evaluate the social and natural environments of business and apply them to the development of managerial strategy. (*Social and Natural Environments*)
4. Students will be able to recognize legal and ethical principles in business and apply them to organizational decision making. (*Legal/Ethical Principles*)
5. Students will be able to evaluate the global dimensions of business. (*Global Dimensions*)
6. Students will be able to apply business-related quantitative methods and information technology in support of management decision making. (*Decision-Support Tools*)
7. Students will be able to construct coherent written forms of communication. (*Written Communication Skills*)
8. Students will be able to compose and present effective oral forms of communication. (*Oral Communication Skills*)
9. Students will be able to demonstrate analytical and critical-thinking skills in the context of organizational decision making. (*Analytical/Critical-Thinking Skills*)
10. Students will be able to integrate theory and practice across the business functional areas in the analysis of organizational problems and challenges. (*Integration Skills*)

In addition, in order to evaluate its operational effectiveness, the School of Management has identified the following intended operational outcomes (IOOs):

1. The School of Management will be successful in placing its undergraduate students in appropriate entry-level positions or in graduate school on an annual basis. (*Placement Rate*)
2. Students in the School of Management will graduate in a timely manner. (*Graduation Rate*)
3. Faculty members in the School of Management will be highly-qualified in their teaching disciplines. (*Faculty Qualifications*)
4. Faculty members in the School of Management will be engaged in appropriate scholarly and professional activities on an annual basis. (*Scholarly and Professional Activities*)
5. The School of Management will deliver high-quality instruction to its students. (*Teaching Effectiveness*)
6. The School of Management will provide effective academic advising to its students. (*Academic Advising*)

7. The academic programs offered by the School of Management will be current, relevant, and meet the needs of both students and the business community. (*Curriculum*)
8. The School of Management will provide an effective learning environment in support of academic quality in its business programs. (*Learning Environment*)
9. The School of Management will offer significant co-curricular opportunities for students. (*Co-Curricular Opportunities*)

The undergraduate exit survey below can be used as both an indirect measure of student learning and an operational assessment tool. The survey is used to assess (indirectly) all 10 intended student learning outcomes (Part I) and to assess intended operational outcomes #5-#9 (Part II).

In particular, in terms of student learning assessment, the 10 intended student learning outcomes are listed in Part I of the survey, and students are asked to evaluate the extent to which they believe that they were successful in achieving each of the outcomes.

In terms of operational assessment:

- Part II: Survey Items #1-#3 → map to and assess IOO #5 (*Teaching Effectiveness*): The School of Management will deliver high-quality instruction to its students.
- Part II: Survey Item #4 → maps to and assesses IOO #6 (*Academic Advising*): The School of Management will provide effective academic advising to its students.
- Part II: Survey Items #5-#7 → map to and assess IOO #7 (*Curriculum*): The academic programs offered by the School of Management will be current, relevant, and meet the needs of both students and the business community.
- Part II: Survey Items #8-#14 → map to and assess IOO #8 (*Learning Environment*): The School of Management will provide an effective learning environment in support of academic quality in its business programs.
- Part II: Survey Items #15-#17 → map to and assess IOO #9 (*Co-Curricular Opportunities*): The School of Management will offer significant co-curricular opportunities for students.

**(Note:** The school is also using other operational assessment metrics to measure intended operational outcomes #1-#4, and #7.)

# International Academy of Commerce and Business Enterprise

## School of Management

### Bachelor of Business Administration (BBA) Program

#### Student Exit Survey

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##### **Introduction and Purpose:**

As part of our continuing efforts to improve the degree programs offered by the School of Management at the International Academy of Commerce and Business Enterprise, we are interested in your candid assessments regarding various aspects of the school's BBA program and learning environment. This exit survey is an important tool in our program of continuous improvement, and it provides valuable data and information that will be used to identify areas where changes and improvements are needed.

---

##### **Survey Composition:**

The survey is composed of the following four parts:

Part I: Evaluation of Your Learning in the Bachelor of Business Administration

Part II: Your Evaluation of the BBA Program and Learning Environment of the School of Management

Part III: Other Comments

Part IV: Demographic Information

---

##### **General Instructions:**

1. Please give careful consideration to all of the survey items and provide thoughtful, candid, and accurate responses to each of the applicable items.
  2. For each survey item, please also provide specific comments and suggestions for changes and improvements.
  3. Your identity will remain anonymous in any reports that are produced from this survey. Your responses will be combined with those of other graduates in your program of study to create summary reports that will be used by faculty and administrators to improve the School of Management.
-

## PART I: EVALUATION OF YOUR LEARNING IN THE BACHELOR OF BUSINESS ADMINISTRATION

The School of Management has identified several intended student learning outcomes that it expects students to have achieved upon completion of the Bachelor of Business Administration. For each of the following intended learning outcomes, mark the box in the rating scale that most closely corresponds to your assessment of the degree to which you believe that you have been successful in achieving that outcome. Please also provide comments and suggestions for changes and improvements.

	1 = Very Unsuccessful	2 = Unsuccessful	3 = Successful	4 = Very Successful
<b>Intended Student Learning Outcomes</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>1. Students will be able to identify the principal concepts, theories, and practices in the functional areas of business.</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				
<b>2. Students will be able to recognize the relevant theories and principles associated with the economic environment of business.</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				
<b>3. Students will be able to evaluate the social and natural environments of business and apply them to the development of managerial strategy.</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				
<b>4. Students will be able to recognize legal and ethical principles in business and apply them to organizational decision making.</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				
<b>5. Students will be able to evaluate the global dimensions of business.</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				
<b>6. Students will be able to apply business-related quantitative methods and information technology in support of management decision making.</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				
<b>7. Students will be able to construct coherent written forms of communication.</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				
<b>8. Students will be able to compose and present effective oral forms of communication.</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				

1 = Very Unsuccessful	2 = Unsuccessful	3 = Successful	4 = Very Successful
-----------------------	------------------	----------------	---------------------

Intended Student Learning Outcomes	1	2	3	4
<b>9. Students will be able to demonstrate analytical and critical-thinking skills in the context of organizational decision making.</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				
<b>10. Students will be able to integrate theory and practice across the business functional areas in the analysis of organizational problems and challenges.</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				

**PART II: YOUR EVALUATION OF THE BBA PROGRAM AND LEARNING ENVIRONMENT OF THE SCHOOL OF MANAGEMENT**

This section contains a listing of various aspects of the BBA degree program and learning environment in the School of Management. For each item, mark the box in the rating scale that most closely corresponds to your evaluation of the quality of that aspect of the school’s program/learning environment. Please also provide comments and suggestions for changes and improvements. If an item does not currently apply to you or you are unable to evaluate the item, mark the box in the rating scale labeled N/A.

N/A = Not Applicable or Unable to Evaluate      1 = Poor      2 = Fair      3 = Good      4 = Excellent					
Evaluation Items	N/A	1	2	3	4
<b>1. Faculty Teaching in the BBA Program</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
<b>2. Creativity of Your Professors</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
<b>3. Teaching Methods of Faculty</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
<b>4. Faculty Advising in the BBA Program</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
<b>5. Curriculum in the BBA Program</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
<b>6. Relevance of Courses to Your Career Goals or Further Study</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
<b>7. Variety of Course Offerings</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
<b>8. Class Sizes</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
<b>9. Availability of and Access to Faculty During Office Hours</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
<b>10. Classroom Facilities</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
<b>11. Learning and Technological Resources</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
<b>12. Library Resources in the Areas of Business, Commerce, and Management</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					



N/A = Not Applicable or Unable to Evaluate

1 = Poor

2 = Fair

3 = Good

4 = Excellent

Evaluation Items	N/A	1	2	3	4
<b>13. Career Counseling/Planning/Placement Services</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
<b>14. Academic Support Services</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
<b>15. Internship Opportunities</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
<b>16. Student Organizations and Clubs</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
<b>17. Study/Travel Abroad Opportunities</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
<b>18. Overall Quality of the BBA Program and the School of Management</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					

### **PART III: OTHER COMMENTS**

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**We would also very much appreciate your comments pertaining to the following items:**

**With what aspect(s) of the BBA program and the School of Management were you the most satisfied?**

Comments:

**With what aspect(s) of the BBA program and the School of Management were you the least satisfied?**

Comments:

**If you could start over again, would you still choose to attend the School of Management at the International Academy of Commerce and Business Enterprise?**

Comments:

**Do you have other comments and/or suggestions that you would like to share?**

Comments:

**PART IV: DEMOGRAPHIC INFORMATION**

---

**Gender:**             Female         Male

**Age:**               Under 20     20             21             22  
 23             24             25-30        Over 30

**Enrollment Status:**     Full-Time     Part-Time

**Residence:**             On-Campus     Off-Campus

**Other Majors:**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

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Thank you very much for your assistance in this important process of continuous improvement. The valuable input that you provided in this survey will help us to improve the School of Management at the International Academy of Commerce and Business Enterprise.

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## Appendix J: Example of an Undergraduate Alumni Survey

**Scenario:** The School of Management at the International Academy of Commerce and Business Enterprise offers a Bachelor of Business Administration. The school has identified the following intended student learning outcomes (ISLOs) for the program:

1. Students will be able to identify the principal concepts, theories, and practices in the functional areas of business. (*Business Functional Areas*)
2. Students will be able to recognize the relevant theories and principles associated with the economic environment of business. (*Economic Environment*)
3. Students will be able to recognize legal and ethical principles in business and apply them to organizational decision making. (*Legal/Ethical Principles*)
4. Students will be able to evaluate the global dimensions of business. (*Global Dimensions*)
5. Students will be able to apply business-related quantitative methods and information technology in support of management decision making. (*Decision-Support Tools*)
6. Students will be able to construct coherent written forms of communication. (*Written Communication Skills*)
7. Students will be able to compose and present effective oral forms of communication. (*Oral Communication Skills*)
8. Students will be able to demonstrate analytical and critical-thinking skills in the context of organizational decision making. (*Analytical/Critical-Thinking Skills*)
9. Students will be able to integrate theory and practice across the business functional areas in the analysis of organizational problems and challenges. (*Integration Skills*)

In addition, in order to evaluate its operational effectiveness, the School of Management has identified the following intended operational outcomes (IOOs):

1. The School of Management will be successful in placing its undergraduate students in appropriate entry-level positions or in graduate school on an annual basis. (*Placement Rate*)
2. Students in the School of Management will graduate in a timely manner. (*Graduation Rate*)
3. Faculty members in the School of Management will be highly-qualified in their teaching disciplines. (*Faculty Qualifications*)
4. Faculty members in the School of Management will be engaged in appropriate scholarly and professional activities on an annual basis. (*Scholarly and Professional Activities*)
5. The School of Management will deliver high-quality instruction to its students. (*Teaching Effectiveness*)
6. The School of Management will provide effective academic advising to its students. (*Academic Advising*)
7. The academic programs offered by the School of Management will be current, relevant, and meet the needs of both students and the business community. (*Curriculum*)

8. The School of Management will provide an effective learning environment in support of academic quality in its business programs. (*Learning Environment*)
9. The School of Management will offer significant co-curricular opportunities for students. (*Co-Curricular Opportunities*)
10. The School of Management will be successful in contributing to the academic, professional, and personal development of its students. (*Student Development*)

The undergraduate alumni survey below can be used as both an indirect measure of student learning and an operational assessment tool. The survey is used to assess (indirectly) all intended student learning outcomes (Part II) and to assess intended operational outcomes #5-#10 (Parts III and IV).

In particular, in terms of student learning assessment, the intended student learning outcomes are listed in Part II of the survey, and alumni are asked to evaluate the extent to which they believe that they were successful in acquiring the ability relating to each of the outcomes.

In terms of operational assessment:

- Part III: Section I: Survey Items #1-#3 → map to and assess IOO #5 (*Teaching Effectiveness*): The School of Management will deliver high-quality instruction to its students.
- Part III: Section I: Survey Item #4 → maps to and assesses IOO #6 (*Academic Advising*): The School of Management will provide effective academic advising to its students.
- Part III: Section I: Survey Items #5-#7 and Part III: Section II: Survey Item #3 → map to and assess IOO #7 (*Curriculum*): The academic programs offered by the School of Management will be current, relevant, and meet the needs of both students and the business community.
- Part III: Section I: Survey Items #8-#14 → map to and assess IOO #8 (*Learning Environment*): The School of Management will provide an effective learning environment in support of academic quality in its business programs.
- Part III: Section I: Survey Items #15-#17 and Part III: Section II: Survey Item #4 → map to and assess IOO #9 (*Co-Curricular Opportunities*): The School of Management will offer significant co-curricular opportunities for students.
- Part III: Section II: Survey Items #1 and #2 and Part IV: Survey Items #1-#3 → map to and assess IOO #10 (*Student Development*): The School of Management will be successful in contributing to the academic, professional, and personal development of its students.

**(Note:** The school is also using other operational assessment metrics to measure intended operational outcomes #1-#10.)

# International Academy of Commerce and Business Enterprise

## School of Management

### Bachelor of Business Administration (BBA) Program

#### Alumni Survey

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##### **Introduction and Purpose:**

As part of our continuing efforts to improve the degree programs offered by the School of Management at the International Academy of Commerce and Business Enterprise, we are interested in your candid assessments regarding various aspects of the school's BBA program, general learning environment, and your post-graduation career and academic experiences. This alumni survey is an important tool in our program of continuous improvement, and it provides valuable data and information that will be used to identify areas where changes and improvements are needed and to help us improve the educational experiences for future students.

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##### **Survey Composition:**

The survey is composed of the following five parts:

Part I: General Post-Graduation Survey Items

Part II: Post-Graduation Evaluation of Your Learning in the Bachelor of Business Administration

Part III: Your Post-Graduation Evaluation of the BBA Program and Learning Environment of the School of Management

Part IV: Summary Evaluation and Other Comments

Part V: Demographic Information

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##### **General Instructions:**

1. Please give careful consideration to all of the survey items and provide thoughtful, candid, and accurate responses to each of the applicable items.
  2. For each survey item, please also provide specific comments and suggestions for changes and improvements.
  3. Your identity will remain anonymous in any reports that are produced from this survey. Your responses will be combined with those of other graduates in your program of study to create summary reports that will be used by faculty and administrators to improve the School of Management.
-

## **PART I: GENERAL POST-GRADUATION SURVEY ITEMS**

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This section contains survey items pertaining to your academic and professional career experiences since graduating from the School of Management at the International Academy of Commerce and Business Enterprise.

**1. Which of the following items describes your current academic or professional career status? (More than one option can be selected.)**

- Working in the private sector or business
- Working in government or the public sector
- Working for a not-for-profit or non-governmental organization
- Self-employed
- Unemployed
- Attending or completed graduate school
- Other (please specify): \_\_\_\_\_

**2. If you are currently employed, how difficult was it for you to find employment?**

- Very Difficult
- Fairly Difficult
- Fairly Easy
- Very Easy

**3. If you are currently employed, approximately how many job interviews did you have before accepting your current position?**

- 0-1
- 2-5
- 6-10
- 11-15
- 16-20
- More than 20

**4. If you are currently employed, is your current position in an area related to your BBA?**

- Yes
- No

**If you replied “yes” to this question, please provide a brief description of the type of company/organization and your position:** \_\_\_\_\_

**If you replied “no” to this question, please indicate the principal reason:**

- I looked, but could not find a job closely related to my BBA.
- My BBA had no direct connection with specific employment opportunities.
- I confined my job search to a specific city or region.
- My job search was limited due to a need to match my career interests with those of someone else.
- I developed new career interests after graduating with my BBA.
- The jobs in my field did not pay well.
- The jobs in my field did not offer opportunities for advancement.
- I found an exceptional opportunity in an unrelated field.
- Other: \_\_\_\_\_

**5. If you are currently employed, which statement best describes your current position?**

- My job has definite long-term potential.
- My job has possible long-term potential.
- I accepted this job primarily to earn money with little or no other advantages or disadvantages.
- My job is temporary while I look for something more suitable.
- My job is temporary and will last only for a limited time.
- Other: \_\_\_\_\_

**6. If you are currently employed, is this your first job after graduation?**

- Yes
- No

**7. If you are currently employed and this is your first job after graduation, how long did it take you to obtain your job?**

- Had job at graduation
- Less than 1 month
- 1 to 3 months
- 4 to 6 months
- More than 6 months
- Not Applicable



**8. If you are currently employed and this is not your first job after graduation, how long did it take you to obtain your first job?**

- Had job at graduation
- Less than 1 month
- 1 to 3 months
- 4 to 6 months
- More than 6 months
- Not Applicable

**9. If you are currently employed, please indicate your degree of satisfaction with the following aspects of your current position:**

	1 = Very Dissatisfied	2 = Dissatisfied	3 = Satisfied	4 = Very Satisfied
Job Characteristics				
<b>a. Salary/Benefits</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				
<b>b. Location</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				
<b>c. Opportunities to Use My Qualifications</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				
<b>d. Opportunity to Advance</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				
<b>e. Prestige/Recognition</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				
<b>f. Interest/Challenge of Work</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				
<b>g. Working Conditions</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				
<b>h. Opportunity to Learn</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				

**10. If you are unemployed, please indicate the principal reason:**

- I have chosen not to be employed.
- I was laid off by my employer.
- I quit a job to seek other employment.

- I chose to confine my job search to a specific city or region.
- My job search was limited due to a need to find career opportunities in the same geographic region as that of someone else.
- I have not limited my job search in any way, but have been unable to find a satisfactory job.
- Having/expecting a child changed my employment plans.
- Other: \_\_\_\_\_

**11. If you are currently enrolled in or have completed graduate school, please provide the following information:**

- a. Degree: \_\_\_\_\_
- b. Area of Study: \_\_\_\_\_
- c. Institution: \_\_\_\_\_
- d. Location: \_\_\_\_\_

**PART II: POST-GRADUATION EVALUATION OF YOUR LEARNING IN THE BACHELOR OF BUSINESS ADMINISTRATION**

The School of Management has identified several intended student learning outcomes (ISLOs) that it expects students to have achieved upon graduation from the Bachelor of Business Administration program. Reflecting back on your studies in light of your accumulated work and professional experience to date, mark the box in the rating scale for each of the following intended learning outcomes that most closely corresponds to your assessment of the degree to which you were successful in acquiring the ability relating to that outcome. Please also provide comments and suggestions for changes and improvements.

1 = Very Unsuccessful	2 = Unsuccessful	3 = Successful	4 = Very Successful
-----------------------	------------------	----------------	---------------------

Intended Student Learning Outcomes	1	2	3	4
<b>1. Students will be able to identify the principal concepts, theories, and practices in the functional areas of business.</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				
<b>2. Students will be able to recognize the relevant theories and principles associated with the economic environment of business.</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				
<b>3. Students will be able to recognize legal and ethical principles in business and apply them to organizational decision making.</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				
<b>4. Students will be able to evaluate the global dimensions of business.</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				
<b>5. Students will be able to apply business-related quantitative methods and information technology in support of management decision making.</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				
<b>6. Students will be able to construct coherent written forms of communication.</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				
<b>7. Students will be able to compose and present effective oral forms of communication.</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				

1 = Very Unsuccessful

2 = Unsuccessful

3 = Successful

4 = Very Successful

Intended Student Learning Outcomes	1	2	3	4
<b>8. Students will be able to demonstrate analytical and critical-thinking skills in the context of organizational decision making.</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				
<b>9. Students will be able to integrate theory and practice across the business functional areas in the analysis of organizational problems and challenges.</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				

**PART III: YOUR POST-GRADUATION EVALUATION OF THE BBA PROGRAM AND LEARNING ENVIRONMENT OF THE SCHOOL OF MANAGEMENT**

**Section I:** This section contains a listing of various aspects of the BBA degree program and learning environment in the School of Management. Reflecting back on your studies in light of your accumulated work and professional experience to date, mark the box in the rating scale for each item that most closely corresponds to your evaluation of the quality of that aspect of the school’s BBA program/learning environment. Please also provide comments and suggestions for changes and improvements. If an item does not apply to you or you are unable to evaluate the item, mark the box in the rating scale labeled N/A.

N/A = Not Applicable or Unable to Evaluate	1 = Poor	2 = Fair	3 = Good	4 = Excellent
--------------------------------------------	----------	----------	----------	---------------

Evaluation Items	N/A	1	2	3	4
<b>1. Faculty Teaching in the BBA Courses</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
<b>2. Creativity of Your Professors</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
<b>3. Teaching Methods of Faculty</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
<b>4. Faculty Advising in the BBA Program</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
<b>5. Curriculum in the BBA Program</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
<b>6. Relevance of Courses to Your Career Goals or Further Study</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
<b>7. Variety of Course Offerings</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
<b>8. Class Sizes</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
<b>9. Availability of and Access to Faculty During Office Hours</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
<b>10. Classroom Facilities</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
<b>11. Learning and Technological Resources</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
<b>12. Library Resources in the Areas of Business, Commerce, and Management</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					

N/A = Not Applicable or Unable to Evaluate	1 = Poor	2 = Fair	3 = Good	4 = Excellent
--------------------------------------------	----------	----------	----------	---------------

Evaluation Items	N/A	1	2	3	4
<b>13. Career Counseling/Planning/Placement Services</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
<b>14. Academic Support Services</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
<b>15. Internship Opportunities</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
<b>16. Student Organizations and Clubs</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
<b>17. Study/Travel Abroad Opportunities</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
<b>18. Overall Quality of the BBA Program and the School of Management</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					

**Section II:** This section contains survey items pertaining to the effectiveness of the BBA program and the School of Management in various areas. Reflecting back on your studies in light of your accumulated work and professional experience to date, mark the box in the rating scale for each item that most closely corresponds to your evaluation of the extent to which the BBA program and the School of Management contributed to the identified aspect of your academic, professional, or personal development. Please also provide comments and suggestions for changes and improvements. If an item does not apply to you or you are unable to evaluate the item, mark the box in the rating scale labeled N/A.

N/A =	1 =	2 =	3 =	4 =
Not Applicable or Unable to Evaluate	No Contribution	Little Contribution	Some Contribution	Significant Contribution

Evaluation Items	N/A	1	2	3	4
<b>1. Reflecting back on your studies, please indicate the extent to which the BBA program and your experiences in the School of Management contributed to your overall development in the following general areas:</b>					
<b>a. Academic Development</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
<b>b. Professional/Career Development</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					

N/A = Not Applicable or Unable to Evaluate	1 = No Contribution	2 = Little Contribution	3 = Some Contribution	4 = Significant Contribution
-----------------------------------------------	------------------------	----------------------------	--------------------------	---------------------------------

Evaluation Items	N/A	1	2	3	4
<b>2. Reflecting back on your studies, please indicate the extent to which the BBA program and your experiences in the School of Management contributed to your personal development in the following areas:</b>					
<b>a. Gaining knowledge that will enrich your daily life or make you a more complete person</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
<b>b. Becoming independent, self-reliant, and responsible</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
<b>c. Developing an understanding and awareness of yourself (interests, abilities, values, needs, etc.)</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
<b>d. Becoming a more satisfied, responsible family member</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
<b>e. Becoming more aware of world issues and pressing social, political, and economic problems</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
<b>f. Identifying a sense of values and priorities in life</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
<b>g. Increasing your intellectual curiosity</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
<b>h. Organizing time effectively</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
<b>i. Becoming more willing to consider opposing points of view</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
<b>j. Interacting and working effectively with people from different racial/ethnic backgrounds</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					

N/A = Not Applicable or Unable to Evaluate	1 = No Contribution	2 = Little Contribution	3 = Some Contribution	4 = Significant Contribution
-----------------------------------------------	------------------------	----------------------------	--------------------------	---------------------------------

Evaluation Items	N/A	1	2	3	4
<b>k. Developing a strong sense of ethical and social responsibility</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
<b>l. Overall personal development</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					

**If you are currently employed, please respond to the following items:**

Evaluation Items	N/A	1	2	3	4
<b>3. Reflecting back on your studies, please indicate the extent to which the following types of courses contributed to preparing you for your current position:</b>					
<b>a. General education/liberal arts courses outside of your program of study</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
<b>b. Courses that focused on theory</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
<b>c. Courses that focused on applied work</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
<b>d. Courses that emphasized quantitative skills</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
<b>e. Courses that emphasized analytical and critical-thinking skills</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
<b>f. Courses that focused on oral presentation</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
<b>g. Courses that focused on writing skills</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
<b>h. Courses that focused on teamwork</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					



N/A = Not Applicable or Unable to Evaluate	1 = No Contribution	2 = Little Contribution	3 = Some Contribution	4 = Significant Contribution
-----------------------------------------------	------------------------	----------------------------	--------------------------	---------------------------------

Evaluation Items	N/A	1	2	3	4
<b>4. Reflecting back on your studies, please indicate the extent to which the following types of co-curricular and experiential learning activities contributed to preparing you for your current position:</b>					
<b>a. Internships</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
<b>b. Community-based projects and activities</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
<b>c. Study abroad or intercultural learning experiences</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					

## PART IV: SUMMARY EVALUATION AND OTHER COMMENTS

1. If you are currently employed, please indicate the overall extent to which your academic preparation by the School of Management gave you an advantage in comparison to employees from other institutions of higher education:

Significant Advantage	Some Advantage	Little Advantage	No Advantage	N/A
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				

2. If you are currently employed, please indicate the overall extent to which the BBA program and your experiences in the School of Management contributed to preparing you for your current position:

Significant Contribution	Some Contribution	Little Contribution	No Contribution	N/A
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				

3. If you are currently enrolled in or have completed graduate school, please indicate the overall extent to which the BBA program and your experiences in the School of Management contributed to preparing you for these studies:

Significant Contribution	Some Contribution	Little Contribution	No Contribution	N/A
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				

4. Please indicate your overall degree of satisfaction with the BBA program and your experiences in the School of Management:

Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:			

**We would also very much appreciate your comments pertaining to the following items:**

**With what aspect(s) of the BBA program and the School of Management were you the most satisfied?**

Comments:

**With what aspect(s) of the BBA program and the School of Management were you the least satisfied?**

Comments:

**If you could start over again, would you still have chosen to attend the School of Management at the International Academy of Commerce and Business Enterprise?**

Comments:

**Do you have other comments and/or suggestions that you would like to share?**

Comments:

**PART V: DEMOGRAPHIC INFORMATION**

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**Gender:**             Female             Male

**Age:**                 Under 22         22                 23                 24  
 25                 26                 27-30             Over 30

**Current Pre-Tax Annual Income:**     Less than \$20,000     \$20,000 to \$29,999     \$30,000 to \$39,999     \$40,000 to \$49,999  
 \$50,000 to \$59,999     \$60,000 to \$69,999     \$70,000 to \$79,999     \$80,000 to \$89,999  
 \$90,000 to \$99,999     \$100,000 or more     Prefer Not to Respond

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Thank you very much for your assistance in this important process of continuous improvement. The valuable input that you provided in this survey will help us to improve the School of Management at the International Academy of Commerce and Business Enterprise.

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## Appendix K: Example of an MBA Student Exit Survey

**Scenario:** The School of Management at the International Academy of Commerce and Business Enterprise offers a Master of Business Administration. The school has identified the following intended student learning outcomes (ISLOs) for the program:

1. Students will be able to demonstrate well-developed problem-solving skills. (*Problem-Solving Skills*)
2. Students will be able to articulate the major theories and concepts in the areas of accounting, finance, management, and marketing, and elucidate their applications to organizational decision making. (*Business Functional Areas*)
3. Students will be able to identify the opportunities and challenges of globalization and apply managerial skills to global business issues. (*Globalization*)
4. Students will be able to recognize ethical problems and apply standards of ethical behavior in business to management decision making. (*Ethical Standards*)
5. Students will be able to apply appropriate technological and quantitative methods and tools to the solution of practical management problems. (*Decision-Support Tools*)
6. Students will be able to create coherent forms of both narrative and persuasive types of communication, and present them orally and in written form to diverse professional audiences. (*Communication Skills*)
7. Students will be able to demonstrate well-developed leadership and teamwork skills for the effective implementation of organizational policy. (*Leadership/Teamwork Skills*)
8. Students will be able to integrate theory and practical application across business functional areas for the purpose of strategic analysis, planning, implementation, and control. (*Strategic Skills*)

In addition, in order to evaluate its operational effectiveness, the School of Management has identified the following intended operational outcomes (IOOs):

1. The School of Management will be successful in placing its undergraduate students in appropriate entry-level positions or in graduate school on an annual basis. (*Placement Rate*)
2. The School of Management will be successful in contributing to the professional advancement of its MBA graduates. (*Professional Advancement*)
3. Students in the School of Management will graduate in a timely manner. (*Graduation Rate*)
4. Faculty members in the School of Management will be highly-qualified in their teaching disciplines. (*Faculty Qualifications*)
5. Faculty members in the School of Management will be engaged in appropriate scholarly and professional activities on an annual basis. (*Scholarly and Professional Activities*)
6. The School of Management will deliver high-quality instruction to its students. (*Teaching Effectiveness*)
7. The School of Management will provide effective academic advising to its students. (*Academic Advising*)
8. The academic programs offered by the School of Management will be current, relevant, and meet the needs of both students and the business community. (*Curriculum*)

9. The School of Management will provide an effective learning environment in support of academic quality in its business programs. (*Learning Environment*)

The MBA exit survey below can be used as both an indirect measure of student learning and an operational assessment tool. The survey is used to assess (indirectly) all of the intended student learning outcomes in the MBA (Part I) and to assess intended operational outcomes #6-#9 (Part II).

In particular, in terms of student learning assessment, the intended student learning outcomes are listed in Part I of the survey, and students are asked to evaluate their level of achievement of each of the outcomes.

In terms of operational assessment:

- Part II: Survey Items #1-#3 → map to and assess IOO #6 (*Teaching Effectiveness*): The School of Management will deliver high-quality instruction to its students.
- Part II: Survey Item #4 → maps to and assesses IOO #7 (*Academic Advising*): The School of Management will provide effective academic advising to its students.
- Part II: Survey Items #5-#7 → map to and assess IOO #8 (*Curriculum*): The academic programs offered by the School of Management will be current, relevant, and meet the needs of both students and the business community.
- Part II: Survey Items #8-#13 → map to and assess IOO #9 (*Learning Environment*): The School of Management will provide an effective learning environment in support of academic quality in its business programs.

**(Note:** The school is also using other operational assessment metrics to measure intended operational outcomes #1-#5, and #8.)

# International Academy of Commerce and Business Enterprise

## School of Management

### Master of Business Administration (MBA) Program

#### Student Exit Survey

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##### **Introduction and Purpose:**

As part of our continuing efforts to improve the degree programs offered by the School of Management at the International Academy of Commerce and Business Enterprise, we are interested in your candid assessments regarding various aspects of the school's MBA program and learning environment. This student exit survey is an important tool in our program of continuous improvement, and it provides valuable data and information that will be used to identify areas where changes and improvements are needed.

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##### **Survey Composition:**

The survey is composed of the following four parts:

Part I: Evaluation of Your Learning in the Master of Business Administration

Part II: Your Evaluation of the MBA Program and Learning Environment of the School of Management

Part III: Other Comments

Part IV: Demographic Information

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##### **General Instructions:**

1. Please give careful consideration to all of the survey items and provide thoughtful, candid, and accurate responses to each of the applicable items.
  2. For each survey item, please also provide specific comments and suggestions for changes and improvements.
  3. Your identity will remain anonymous in any reports that are produced from this survey. Your responses will be combined with those of other graduates in your program of study to create summary reports that will be used by faculty and administrators to improve the School of Management.
-

**PART I: EVALUATION OF YOUR LEARNING IN THE MASTER OF BUSINESS ADMINISTRATION**

The School of Management has identified several intended student learning outcomes (ISLOs) that it expects students to have achieved upon completion of the Master of Business Administration. For each of the following intended learning outcomes, mark the box in the rating scale that most closely corresponds to your assessment of your level of achievement of that outcome. Please also provide comments and suggestions for changes and improvements.

1 = Marginal	2 = Adequate	3 = Proficient	4 = Advanced
--------------	--------------	----------------	--------------

Intended Student Learning Outcomes	1	2	3	4
<b>1. Students will be able to demonstrate well-developed problem solving skills.</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				
<b>2. Students will be able to articulate the major theories and concepts in the areas of accounting, finance, management, and marketing, and elucidate their applications to organizational decision making.</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				
<b>3. Students will be able to identify the opportunities and challenges of globalization and apply managerial skills to global business issues.</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				
<b>4. Students will be able to recognize ethical problems and apply standards of ethical behavior in business to management decision making.</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				
<b>5. Students will be able to apply appropriate technological and quantitative methods and tools to the solution of practical management problems.</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				
<b>6. Students will be able to create coherent forms of both narrative and persuasive types of communication, and present them orally and in written form to diverse professional audiences.</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				

1 = Marginal	2 = Adequate	3 = Proficient	4 = Advanced
--------------	--------------	----------------	--------------

Intended Student Learning Outcomes	1	2	3	4
<b>7. Students will be able to demonstrate well-developed leadership and teamwork skills for the effective implementation of organizational policy.</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				
<b>8. Students will be able to integrate theory and practical application across business functional areas for the purpose of strategic analysis, planning, implementation, and control.</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				



**PART II: YOUR EVALUATION OF THE MBA PROGRAM AND LEARNING ENVIRONMENT OF THE SCHOOL OF MANAGEMENT**

This section contains a listing of various aspects of the MBA degree program and the overall learning environment in the School of Management. For each item, mark the box in the rating scale that most closely corresponds to your evaluation of the quality of that aspect of the school’s MBA program/learning environment. Please also provide comments and suggestions for changes and improvements. If an item does not currently apply to you or you are unable to evaluate the item, mark the box in the rating scale labeled N/A.

N/A = Not Applicable or Unable to Evaluate	1 = Poor	2 = Fair	3 = Good	4 = Excellent
--------------------------------------------	----------	----------	----------	---------------

Evaluation Items	N/A	1	2	3	4
<b>1. Faculty Teaching in the MBA Courses</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
<b>2. Creativity of Your Professors in the Classroom</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
<b>3. Teaching Methods of Faculty</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
<b>4. Faculty Advising in the MBA Program</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
<b>5. Curriculum in the MBA Program</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
<b>6. Relevance of Courses to Your Career Goals or Further Study</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
<b>7. Variety of Course Offerings</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
<b>8. Class Sizes</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
<b>9. Availability of and Access to Faculty During Office Hours</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
<b>10. Classroom Facilities</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
<b>11. Learning and Technological Resources</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
<b>12. Library Resources in the Areas of Business, Commerce, and Management</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					

N/A = Not Applicable or Unable to Evaluate      1 = Poor      2 = Fair      3 = Good      4 = Excellent

Evaluation Items	N/A	1	2	3	4
<b>13. Academic Support Services</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
<b>14. Overall Quality of the MBA Program and the School of Management</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					

### **PART III: OTHER COMMENTS**

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**We would also very much appreciate your comments pertaining to the following items:**

**With what aspect(s) of the MBA program and the School of Management were you the most satisfied?**

Comments:

**With what aspect(s) of the MBA program and the School of Management were you the least satisfied?**

Comments:

**If you could start over again, would you still choose to attend the School of Management at the International Academy of Commerce and Business Enterprise for your MBA?**

Comments:

**Do you have other comments and/or suggestions that you would like to share?**

Comments:

#### **PART IV: DEMOGRAPHIC INFORMATION**

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**Gender:**             Female             Male

**Age:**             Under 22             22             23             24  
 25             26             27-30             Over 30

**Enrollment Status:**     Full-Time             Part-Time

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Thank you very much for your assistance in this important process of continuous improvement. The valuable input that you provided in this survey will help us to improve the School of Management at the International Academy of Commerce and Business Enterprise.

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## Appendix L: Example of an MBA Alumni Survey

**Scenario:** The School of Management at the International Academy of Commerce and Business Enterprise offers a Master of Business Administration. The school has identified the following intended student learning outcomes (ISLOs) for the program:

1. Students will be able to demonstrate well-developed problem-solving skills. (*Problem-Solving Skills*)
2. Students will be able to articulate the major theories and concepts in the areas of accounting, finance, management, and marketing, and elucidate their applications to organizational decision making. (*Business Functional Areas*)
3. Students will be able to identify the opportunities and challenges of globalization and apply managerial skills to global business issues. (*Globalization*)
4. Students will be able to recognize ethical problems and apply standards of ethical behavior in business to management decision making. (*Ethical Standards*)
5. Students will be able to apply appropriate technological and quantitative methods and tools to the solution of practical management problems. (*Decision-Support Tools*)
6. Students will be able to create coherent forms of both narrative and persuasive types of communication, and present them orally and in written form to diverse professional audiences. (*Communication Skills*)
7. Students will be able to demonstrate well-developed leadership and teamwork skills for the effective implementation of organizational policy. (*Leadership/Teamwork Skills*)
8. Students will be able to integrate theory and practical application across business functional areas for the purpose of strategic analysis, planning, implementation, and control. (*Strategic Skills*)

In addition, in order to evaluate its operational effectiveness, the School of Management has identified the following intended operational outcomes (IOOs):

1. The School of Management will be successful in placing its undergraduate students in appropriate entry-level positions or in graduate school on an annual basis. (*Placement Rate*)
2. The School of Management will be successful in contributing to the professional advancement of its MBA graduates. (*Professional Advancement*)
3. Students in the School of Management will graduate in a timely manner. (*Graduation Rate*)
4. Faculty members in the School of Management will be highly-qualified in their teaching disciplines. (*Faculty Qualifications*)
5. Faculty members in the School of Management will be engaged in appropriate scholarly and professional activities on an annual basis. (*Scholarly and Professional Activities*)
6. The School of Management will deliver high-quality instruction to its students. (*Teaching Effectiveness*)
7. The School of Management will provide effective academic advising to its students. (*Academic Advising*)
8. The academic programs offered by the School of Management will be current, relevant, and meet the needs of both students and the business community. (*Curriculum*)

9. The School of Management will provide an effective learning environment in support of academic quality in its business programs. (*Learning Environment*)
10. The School of Management will be successful in contributing to the academic, professional, and personal development of its students. (*Student Development*)

The MBA alumni survey below can be used as both an indirect measure of student learning and an operational assessment tool. The survey is used to assess (indirectly) all intended student learning outcomes (Part II) and to assess intended operational outcomes #2 and #6-#10 (Part III).

In particular, in terms of student learning assessment, the intended student learning outcomes are listed in Part II of the survey, and alumni are asked to evaluate the level at which they believe that they acquired the ability relating to each of the outcomes.

In terms of operational assessment:

- Part III: Section I: Survey Items #1-#3 → map to and assess IOO #6 (*Teaching Effectiveness*): The School of Management will deliver high-quality instruction to its students.
- Part III: Section I: Survey Item #4 → maps to and assesses IOO #7 (*Academic Advising*): The School of Management will provide effective academic advising to its students.
- Part III: Section I: Survey Items #5-#7 and Part III: Section II: Survey Item #3 → map to and assess IOO #7 (*Curriculum*): The academic programs offered by the School of Management will be current, relevant, and meet the needs of both students and the business community.
- Part III: Section I: Survey Items #8-#13 → map to and assess IOO #9 (*Learning Environment*): The School of Management will provide an effective learning environment in support of academic quality in its business programs.
- Part III: Section II: Survey Items #1 and #2 and Part IV: Survey Items #1-#4 → map to and assess IOO #10 (*Student Development*): The School of Management will be successful in contributing to the academic, professional, and personal development of its students.
- Part IV: Survey Item #3 → maps to and assesses IOO #2 (*Professional Advancement*): The School of Management will be successful in contributing to the professional advancement of its MBA graduates.

**(Note:** The school is also using other operational assessment metrics to measure intended operational outcomes #1-#10.)

# International Academy of Commerce and Business Enterprise

## School of Management

### Master of Business Administration (MBA) Program

#### Alumni Survey

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##### **Introduction and Purpose:**

As part of our continuing efforts to improve the degree programs offered by the School of Management at the International Academy of Commerce and Business Enterprise, we are interested in your candid assessments regarding various aspects of the school's MBA program, general learning environment, and your post-graduation career and academic experiences. This alumni survey is an important tool in our program of continuous improvement, and it provides valuable data and information that will be used to identify areas where changes and improvements are needed and to help us improve the educational experiences for future students.

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##### **Survey Composition:**

The survey is composed of the following five parts:

Part I: General Post-Graduation Survey Items

Part II: Post-Graduation Evaluation of Your Learning in the Master of Business Administration

Part III: Your Post-Graduation Evaluation of the MBA Program and Learning Environment of the School of Management

Part IV: Summary Evaluation and Other Comments

Part V: Demographic Information

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##### **General Instructions:**

1. Please give careful consideration to all of the survey items and provide thoughtful, candid, and accurate responses to each of the applicable items.
  2. For each survey item, please also provide specific comments and suggestions for changes and improvements.
  3. Your identity will remain anonymous in any reports that are produced from this survey. Your responses will be combined with those of other graduates in your program of study to create summary reports that will be used by faculty and administrators to improve the School of Management.
-

## PART I: GENERAL POST-GRADUATION SURVEY ITEMS

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This section contains survey items pertaining to your academic and professional career experiences since graduating from the School of Management at the International Academy of Commerce and Business Enterprise.

**1. Which of the following items describes your current academic or professional career status? (More than one option can be selected.)**

- Working in the private sector or business
- Working in government or the public sector
- Working for a not-for-profit or non-governmental organization
- Self-employed
- Unemployed
- Pursuing additional graduate studies
- Other (please specify): \_\_\_\_\_

**2. If you are currently employed, is your current position in an area related to your MBA area of study?**

- Yes
- No

**If you replied “yes” to this question, please provide a brief description of the type of company/organization and your position:** \_\_\_\_\_

**If you replied “no” to this question, please indicate the principal reason:**

- I looked, but could not find a job closely related to my MBA area of study.
- My area of study had no direct connection with specific employment opportunities.
- I confined my job search to a specific city or region.
- My job search was limited due to a need to match my career interests with those of someone else.
- I developed new career interests after graduating with my MBA.
- The jobs in my field did not pay well.
- The jobs in my field did not offer opportunities for advancement.
- I found an exceptional opportunity in an unrelated field.
- Other: \_\_\_\_\_

**3. If you are currently employed, which statement best describes your current position?**

- My job has definite long-term potential.
- My job has possible long-term potential.
- I accepted this job primarily to earn money with little or no other advantages or disadvantages.



- My job is temporary while I look for something more suitable.
- My job is temporary and will last only for a limited time.
- Other: \_\_\_\_\_

**4. If you are currently employed, did you have your current job prior to graduating with your MBA?**

- Yes
- No

Please respond to item #5 only if you are currently employed and you had your current job prior to graduating with your MBA (i.e., only if you answered “Yes” to item #4):

**5. Is your current salary higher than it was before graduating?**

- Yes
- No

Please respond to items #6-8 only if you are currently employed and you did not have your current job prior to graduating with your MBA (i.e., only if you answered “No” to item #4):

**6. Is your current position with the same company/organization or a different company/organization?**

- Same Company/Organization
- Different Company/Organization

**7. How would you characterize your current position in comparison to your previous position?**

- It is a higher-level position.
- My current position is at the same level as my previous position.
- It is a lower-level position.

**8. How would you characterize your current salary in comparison to your previous position?**

- I earn a higher salary.
- I earn approximately the same salary.
- I earn a lower salary.

**9. If you are currently employed, please indicate your degree of satisfaction with the following aspects of your current position:**

	1 = Very Dissatisfied	2 = Dissatisfied	3 = Satisfied	4 = Very Satisfied
Job Characteristics				
<b>a. Salary/Benefits</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				
<b>b. Location</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				

1 = Very Dissatisfied	2 = Dissatisfied	3 = Satisfied	4 = Very Satisfied
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Job Characteristics	1	2	3	4
<b>c. Opportunities to Use My Qualifications</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				
<b>d. Opportunity to Advance</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				
<b>e. Prestige/Recognition</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				
<b>f. Interest/Challenge of Work</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				
<b>g. Working Conditions</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				
<b>h. Opportunity to Learn</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				

**10. If you are unemployed, please indicate the principal reason:**

- I have chosen not to be employed.
- I was laid off by my employer.
- I quit a job to seek other employment.
- I chose to confine my job search to a specific city or region.
- My job search was limited due to a need to find career opportunities in the same geographic region as that of someone else.
- I have not limited my job search in any way, but have been unable to find a satisfactory job.
- Having/expecting a child changed my employment plans.
- Other: \_\_\_\_\_

**11. If you are pursuing or have completed additional graduate studies, please provide the following information:**

- a. Degree: \_\_\_\_\_
- b. Area of Study: \_\_\_\_\_
- c. Institution: \_\_\_\_\_
- d. Location: \_\_\_\_\_

**PART II: POST-GRADUATION EVALUATION OF YOUR LEARNING IN THE MASTER OF BUSINESS ADMINISTRATION**

The School of Management has identified several intended student learning outcomes (ISLOs) that it expects students to have achieved upon graduation from the Master of Business Administration program. Reflecting back on your studies in light of your accumulated work and professional experience to date, mark the box in the rating scale for each of the following intended learning outcomes that most closely corresponds to your assessment of the level at which you acquired the ability relating to that outcome. Please also provide comments and suggestions for changes and improvements.

	1 = Marginal	2 = Adequate	3 = Proficient	4 = Advanced
Intended Student Learning Outcomes	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>1. Students will be able to demonstrate well-developed problem solving skills.</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				
<b>2. Students will be able to articulate the major theories and concepts in the areas of accounting, finance, management, and marketing, and elucidate their applications to organizational decision making.</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				
<b>3. Students will be able to identify the opportunities and challenges of globalization and apply managerial skills to global business issues.</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				
<b>4. Students will be able to recognize ethical problems and apply standards of ethical behavior in business to management decision making.</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				
<b>5. Students will be able to apply appropriate technological and quantitative methods and tools to the solution of practical management problems.</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				
<b>6. Students will be able to create coherent forms of both narrative and persuasive types of communication, and present them orally and in written form to diverse professional audiences.</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				

1 = Marginal	2 = Adequate	3 = Proficient	4 = Advanced
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Intended Student Learning Outcomes	1	2	3	4
<b>7. Students will be able to demonstrate well-developed leadership and teamwork skills for the effective implementation of organizational policy.</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				
<b>8. Students will be able to integrate theory and practical application across business functional areas for the purpose of strategic analysis, planning, implementation, and control.</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				

**PART III: YOUR POST-GRADUATION EVALUATION OF THE MBA PROGRAM AND LEARNING ENVIRONMENT OF THE SCHOOL OF MANAGEMENT**

**Section I:** This section contains a listing of various aspects of the MBA degree program and learning environment in the School of Management. Reflecting back on your studies in light of your accumulated work and professional experience to date, mark the box in the rating scale for each item that most closely corresponds to your evaluation of the quality of that aspect of the school's MBA program/learning environment. Please also provide comments and suggestions for changes and improvements. If an item does not apply to you or you are unable to evaluate the item, mark the box in the rating scale labeled N/A.

N/A = Not Applicable or Unable to Evaluate	1 = Poor	2 = Fair	3 = Good	4 = Excellent
--------------------------------------------	----------	----------	----------	---------------

Evaluation Items	N/A	1	2	3	4
<b>1. Faculty Teaching in the MBA Courses</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
<b>2. Creativity of Your Professors in the Classroom</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
<b>3. Teaching Methods of Faculty</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
<b>4. Faculty Advising in the MBA Program</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
<b>5. Curriculum in the MBA Program</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
<b>6. Relevance of Courses to Your Career Goals or Further Study</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
<b>7. Variety of Course Offerings</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
<b>8. Class Sizes</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
<b>9. Availability of and Access to Faculty During Office Hours</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
<b>10. Classroom Facilities</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
<b>11. Learning and Technological Resources</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					

N/A = Not Applicable or Unable to Evaluate      1 = Poor      2 = Fair      3 = Good      4 = Excellent

Evaluation Items	N/A	1	2	3	4
<b>12. Library Resources in the Areas of Business, Commerce, and Management</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
<b>13. Academic Support Services</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
<b>14. Overall Quality of the MBA Program and the School of Management</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					

**Section II:** This section contains survey items pertaining to the effectiveness of the MBA program and the School of Management in various areas. Reflecting back on your studies in light of your accumulated work and professional experience to date, mark the box in the rating scale for each item that most closely corresponds to your evaluation of the extent to which the MBA program and the School of Management contributed to the identified aspect of your academic, professional, or personal development. Please also provide comments and suggestions for changes and improvements. If an item does not apply to you or you are unable to evaluate the item, mark the box in the rating scale labeled N/A.

N/A = Not Applicable or Unable to Evaluate      1 = No Contribution      2 = Little Contribution      3 = Some Contribution      4 = Significant Contribution

Evaluation Items	N/A	1	2	3	4
<b>1. Reflecting back on your studies, please indicate the extent to which the MBA program and your experiences in the School of Management contributed to your overall development in the following general areas:</b>					
<b>a. Academic Development</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
<b>b. Professional/Career Development</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
<b>2. Reflecting back on your studies, please indicate the extent to which the MBA program and your experiences in the School of Management contributed to your personal development in the following areas:</b>					
<b>a. Gaining knowledge that will enrich your daily life or make you a more complete person</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
<b>b. Becoming independent, self-reliant, and responsible</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					

N/A = Not Applicable or Unable to Evaluate	1 = No Contribution	2 = Little Contribution	3 = Some Contribution	4 = Significant Contribution
-----------------------------------------------	------------------------	----------------------------	--------------------------	---------------------------------

Evaluation Items	N/A	1	2	3	4
<b>c. Developing an understanding and awareness of yourself (interests, abilities, values, needs, etc.)</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
<b>d. Becoming a more satisfied, responsible family member</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
<b>e. Becoming more aware of world issues and pressing social, political, and economic problems</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
<b>f. Identifying a sense of values and priorities in life</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
<b>g. Increasing your intellectual curiosity</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
<b>h. Organizing time effectively</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
<b>i. Becoming more willing to consider opposing points of view</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
<b>j. Interacting and working effectively with people from different racial/ethnic backgrounds</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
<b>k. Developing a strong sense of ethical and social responsibility</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
<b>l. Overall personal development</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					

If you are currently employed, please respond to the following items:

N/A = Not Applicable or Unable to Evaluate	1 = No Contribution	2 = Little Contribution	3 = Some Contribution	4 = Significant Contribution
-----------------------------------------------	------------------------	----------------------------	--------------------------	---------------------------------

Evaluation Items	N/A	1	2	3	4
<b>3. Reflecting back on your studies, please indicate the extent to which the following types of courses contributed to preparing you for your current position:</b>					
<b>a. Courses that focused on theory</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
<b>b. Courses that focused on application</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
<b>c. Courses that emphasized quantitative skills</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
<b>d. Courses that emphasized analytical and critical-thinking skills</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
<b>e. Courses that focused on oral presentation</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
<b>f. Writing-intensive courses</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
<b>g. Courses that focused on teamwork</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					



**PART IV: SUMMARY EVALUATION AND OTHER COMMENTS**

1. If you are currently employed, please indicate the extent to which your academic preparation by the School of Management gave you an advantage in comparison to employees holding MBAs from other institutions of higher education:

Significant Advantage	Some Advantage	Little Advantage	No Advantage	N/A
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				

2. If you are currently employed, please indicate the overall extent to which the MBA program and your experiences in the School of Management contributed to preparing you for your current position:

Significant Contribution	Some Contribution	Little Contribution	No Contribution	N/A
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				

3. If you are currently employed, please indicate the overall extent to which the MBA program and your experiences in the School of Management contributed to your advancement to a higher-level position within your company/organization or with another company/organization:

Significant Contribution	Some Contribution	Little Contribution	No Contribution	N/A
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				

4. If you are currently enrolled in or have completed additional graduate studies, please indicate the overall extent to which the MBA program and your experiences in the School of Management contributed to preparing you for these studies:

Significant Contribution	Some Contribution	Little Contribution	No Contribution	N/A
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				

5. Please indicate your overall degree of satisfaction with the MBA program and your experiences in the School of Management:

Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:			

**We would also very much appreciate your comments pertaining to the following items:**

**With what aspect(s) of the MBA program and the School of Management were you the most satisfied?**

Comments:

**With what aspect(s) of the MBA program and the School of Management were you the least satisfied?**

Comments:

**If you could start over again, would you still have chosen to attend the School of Management at the International Academy of Commerce and Business Enterprise for your MBA?**

Comments:

**Do you have other comments and/or suggestions that you would like to share?**

Comments:

**PART V: DEMOGRAPHIC INFORMATION**

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**Gender:**             Female             Male

**Age:**                 Under 25         25                 26                 27  
 28                 29                 30                 Over 30

**Current Pre-Tax Annual Income:**     Less than \$20,000     \$20,000 to \$29,999     \$30,000 to \$39,999     \$40,000 to \$49,999  
 \$50,000 to \$59,999     \$60,000 to \$69,999     \$70,000 to \$79,999     \$80,000 to \$89,999  
 \$90,000 to \$99,999     \$100,000 or more     Prefer Not to Respond

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Thank you very much for your assistance in this important process of continuous improvement. The valuable input that you provided in this survey will help us to improve the School of Management at the International Academy of Commerce and Business Enterprise.

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## Appendix M: Example of a Student Self-Evaluation of Internship Form

**Scenario:** The School of Management at the International Academy of Commerce and Business Enterprise offers a Bachelor of Business Administration degree. The school has identified the following intended student learning outcomes (ISLOs) for the program:

1. Students will be able to identify the principal concepts, theories, and practices in the functional areas of business. (*Business Functional Areas*)
2. Students will be able to recognize the relevant theories and principles associated with the economic environment of business. (*Economic Environment*)
3. Students will be able to recognize legal and ethical principles in business and apply them to organizational decision making. (*Legal/Ethical Principles*)
4. Students will be able to evaluate the global dimensions of business. (*Global Dimensions*)
5. Students will be able to employ appropriate quantitative methods and use relevant information technology in support of business decision making. (*Technical Skills*)
6. Students will be able to construct coherent written forms of communication. (*Written Communication Skills*)
7. Students will be able to compose and present effective oral forms of communication. (*Oral Communication Skills*)
8. Students will be able to demonstrate analytical and critical-thinking skills in the context of organizational decision making. (*Analytical/Critical-Thinking Skills*)
9. Students will be able to demonstrate effective leadership abilities for the purpose of organizational growth and change. (*Leadership Abilities*)
10. Students will be able to demonstrate effective interpersonal skills and the ability to work successfully in teams of diverse composition. (*Interpersonal and Teamwork Skills*)

In addition, in order to evaluate its operational effectiveness, the School of Management has identified the following intended operational outcomes (IOOs):

1. The School of Management will be successful in placing its undergraduate students in appropriate entry-level positions or in graduate school on an annual basis. (*Placement Rate*)
2. Students in the School of Management will graduate in a timely manner. (*Graduation Rate*)
3. Faculty members in the School of Management will be highly-qualified in their teaching disciplines. (*Faculty Qualifications*)
4. Faculty members in the School of Management will be engaged in appropriate scholarly and professional activities on an annual basis. (*Scholarly and Professional Activities*)
5. The School of Management will deliver high-quality instruction to its students. (*Teaching Effectiveness*)
6. The School of Management will provide effective academic advising to its students. (*Academic Advising*)

7. The academic programs offered by the School of Management will be current, relevant, and meet the needs of both students and the business community. (*Curriculum*)
8. The School of Management will provide an effective learning environment in support of academic quality in its business programs. (*Learning Environment*)
9. The School of Management will be successful in contributing to the academic, professional, and personal development of its students. (*Student Development*)
10. The School of Management will offer significant co-curricular opportunities for students. (*Co-Curricular Opportunities*)

The self-evaluation form below is used by students to assess their own performance in the internship, and can be used as both an indirect measure of student learning and an operational assessment tool. The evaluation is used to assess (indirectly) all 10 intended student learning outcomes (Part IV) and to assess intended operational outcomes #9 and #10 (Part V).

In particular, in terms of student learning assessment, the 10 intended student learning outcomes are listed in Part IV: Section II of the form, and given the contribution provided by their internship experiences, students are asked to evaluate the extent to which they believe that they have been successful in achieving each of the outcomes.

In terms of operational assessment:

- Part V: Survey Items #1 and #2 → map to and assess IOO #9 (*Student Development*): The School of Management will be successful in contributing to the academic, professional, and personal development of its students.
- Part V: Survey Items #3 and #4 → map to and assess IOO #10 (*Co-Curricular Opportunities*): The School of Management will offer significant co-curricular opportunities for students.

**Notes:**

1. Depending on the type of internship, the learning objectives specified in the internship learning agreement (Part IV: Section I) can be designed to include some or all of the programmatic intended student learning outcomes.
2. The school is also using other operational assessment metrics to measure intended operational outcomes #1-#10.

# International Academy of Commerce and Business Enterprise

## School of Management

### Bachelor of Business Administration (BBA) Program

#### Student Self-Evaluation of Internship Form

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##### **Introduction and Purpose:**

Congratulations on completing your internship! We hope that you had a positive, productive, and successful experience. The purpose of this evaluation is to provide you with an opportunity to (i) reflect on your internship activities and (ii) offer your candid and honest assessments of your performance and degree of learning during the internship, and the overall quality of the internship experience. This evaluation is an important tool in our program of continuous improvement, and it provides valuable data and information that will be used to identify areas where changes and improvements are needed and to help us improve the educational experiences for future students.

---

##### **Evaluation Composition:**

The evaluation is composed of the following parts:

Part I: General Informational Items

Part II: Your Evaluation of the Organizational Environment of the Internship Site

Part III: Evaluation of Your Internship Performance

Part IV: Evaluation of Your Degree of Learning

Part V: Summary Evaluation and Other Comments

Part VI: Demographic Information

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##### **General Instructions:**

1. Please give careful consideration to all of the items in the evaluation form and provide thoughtful, candid, and accurate responses to each of the items.
  2. For each evaluation item, please also provide specific comments and suggestions for changes and improvements.
  3. Your identity will remain anonymous and confidential in any reports that are produced from this evaluation. Your responses will be combined with those of other student interns in your program of study to create summary reports that will be used by faculty and administrators to improve the School of Management.
-

**PART I: GENERAL INFORMATIONAL ITEMS**

---

Your Name: \_\_\_\_\_

Host Company/Organization: \_\_\_\_\_

Mailing Address: \_\_\_\_\_ Street Address: \_\_\_\_\_

City: \_\_\_\_\_ State or Province: \_\_\_\_\_

Zip or Postal Code: \_\_\_\_\_ Country: \_\_\_\_\_

Your Position/Role: \_\_\_\_\_

Internship Supervisor: \_\_\_\_\_

Supervisor Position/Title: \_\_\_\_\_

Supervisor Contact Information: Phone Number: \_\_\_\_\_ Email: \_\_\_\_\_

Supervisor Email: \_\_\_\_\_

Duration of Internship: Starting Date: \_\_\_\_\_ Ending Date: \_\_\_\_\_

Date of Self-Evaluation: \_\_\_\_\_

**How did you obtain your internship site?**

- On My Own
- Career Planning Office
- Career/Job Fairs
- Career Services Websites
- Faculty Member
- Contacts at Work
- Friends/Relatives
- Other (please specify): \_\_\_\_\_

**Please provide a brief description of your job responsibilities during the internship:**

**PART II: YOUR EVALUATION OF THE ORGANIZATIONAL ENVIRONMENT OF THE INTERNSHIP SITE**

For each of the following aspects of the organizational environment of your internship site, please mark the box in the rating scale that most closely corresponds to your evaluation of the quality of that environmental aspect. Please also feel free to offer comments and suggestions for changes and improvements in the spaces provided.

	1 = Poor	2 = Below Average	3 = Fair	4 = Good	5 = Excellent
<b>Evaluation Items</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>1. Orientation to Policies and Practices</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
<b>2. Work Atmosphere</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
<b>3. Formal Training Received</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
<b>4. Informal Training Received</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
<b>5. Supervision Received</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
<b>6. Roles and Responsibilities</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
<b>7. Work Assignments</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
<b>8. Feedback on Work Performed</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
<b>9. Participation in Organizational Operations</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
<b>10. Interaction with Co-workers</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
<b>11. Opportunities to Use My Abilities</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
<b>12. Learning Opportunities</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
<b>13. Overall Organizational Environment</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					



### PART III: EVALUATION OF YOUR INTERNSHIP PERFORMANCE

For each of the following internship dimensions, please mark the box in the rating scale that most closely corresponds to your evaluation of your performance on that dimension during the internship. Please also feel free to offer comments and suggestions for changes and improvements in the spaces provided.

	1 = Poor	2 = Below Average	3 = Fair	4 = Good	5 = Excellent
Evaluation Items	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>1. Quality of Work:</b> The degree to which your work was thorough, accurate, and completed in a timely manner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
<b>2. Ability to Learn:</b> The extent to which you asked relevant questions; sought out additional information from appropriate sources; understood new concepts, ideas, and work assignments; and were willing to make needed changes and improvements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
<b>3. Initiative and Creativity:</b> The degree to which you were self-motivated; sought out challenges and/or more work; approached and solved problems on your own; and developed innovative and creative ideas, solutions, and/or options	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
<b>4. Character Traits:</b> The extent to which you demonstrated a confident and positive attitude; exhibited honesty and integrity on the job; were aware of and sensitive to ethical and diversity issues; and behaved in an ethical and professional manner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
<b>5. Dependability:</b> The degree to which you were reliable; followed instructions and appropriate procedures; were attentive to detail; and required supervision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
<b>6. Attendance and Punctuality:</b> The degree to which you reported to work as scheduled and on-time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					

1 = Poor	2 = Below Average	3 = Fair	4 = Good	5 = Excellent
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Evaluation Items	1	2	3	4	5
<b>7. Organizational Fit:</b> The extent to which you understood and supported the organization’s mission, vision, and goals; adapted to organizational norms, expectations, and culture; and functioned within appropriate authority and decision-making channels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
<b>8. Response to Supervision:</b> The degree to which you sought supervision when necessary; were receptive to constructive criticism and advice from your supervisor; implemented suggestions from your supervisor; and were willing to explore personal strengths and areas for improvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					

**PART IV: EVALUATION OF YOUR DEGREE OF LEARNING**

**Section I:** Please list the internship learning objectives as specified in your internship learning agreement and, for each learning objective, please mark the box in the rating scale that most closely corresponds to your assessment of the degree to which you believe that you were successful in achieving that objective during the internship. Please also feel free to offer comments and suggestions for changes and improvements in the spaces provided.

	1 = Very Unsuccessful	2 = Unsuccessful	3 = Successful	4 = Very Successful
<b>Learning Objectives</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>1.</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				
<b>2.</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				
<b>3.</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				
<b>4.</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				
<b>5.</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				
<b>6.</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				
<b>7.</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				
<b>8.</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				
<b>9.</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				
<b>10.</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				
<b>11.</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				
<b>12.</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				
<b>13.</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				

**Section II:** The School of Management has identified several intended student learning outcomes that it expects students to have achieved upon completion of the Bachelor of Business Administration. Considering the contribution to your learning provided by your internship experience, mark the box in the rating scale for each of the following intended learning outcomes that most closely corresponds to your assessment of the degree to which you believe that you have been successful in achieving that outcome. Please also feel free to offer comments and suggestions for changes and improvements in the spaces provided.

	1 = Very Unsuccessful	2 = Unsuccessful	3 = Successful	4 = Very Successful
<b>Intended Student Learning Outcomes</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>1. Students will be able to identify the principal concepts, theories, and practices in the functional areas of business.</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				
<b>2. Students will be able to recognize the relevant theories and principles associated with the economic environment of business.</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				
<b>3. Students will be able to recognize legal and ethical principles in business and apply them to organizational decision making.</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				
<b>4. Students will be able to evaluate the global dimensions of business.</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				
<b>5. Students will be able to employ appropriate quantitative methods and use relevant information technology in support of business decision making.</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				
<b>6. Students will be able to construct coherent written forms of communication.</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				
<b>7. Students will be able to compose and present effective oral forms of communication.</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				
<b>8. Students will be able to demonstrate analytical and critical-thinking skills in the context of organizational decision making.</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				

1 = Very Unsuccessful

2 = Unsuccessful

3 = Successful

4 = Very Successful

Intended Student Learning Outcomes	1	2	3	4
<b>9. Students will be able to demonstrate effective leadership abilities for the purpose of organizational growth and change.</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				
<b>10. Students will be able to demonstrate effective interpersonal skills and the ability to work successfully in teams of diverse composition.</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				

**PART V: SUMMARY EVALUATION AND OTHER COMMENTS**

1. Please indicate the overall extent to which the BBA and the School of Management prepared you for your internship experience:

Excellent Preparation	Good Preparation	Fair Preparation	Inadequate Preparation
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:			

2. Please indicate the overall extent to which your internship experience contributed to your professional and career development:

Significant Contribution	Some Contribution	Little Contribution	No Contribution
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:			

3. Please indicate the overall extent to which the internship experience met your expectations:

Exceeded My Expectations	Met All of My Expectations	Met Most of My Expectations	Met Some of My Expectations	Met None of My Expectations
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				

4. Please indicate your evaluation of the overall quality of your internship experience:

Excellent	Good	Fair	Poor
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:			

**We would also very much appreciate your comments pertaining to the following items:**

**With what aspect(s) of your internship were you the most satisfied?**

Comments:

**With what aspect(s) of your internship were you the least satisfied?**

Comments:

**Would you recommend your internship site to other students?**

Comments:

**Do you have other comments and/or suggestions that you would like to share?**

Comments:

**PART VI: DEMOGRAPHIC INFORMATION**

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**Gender:**             Female             Male

**Age:**                 Under 20         20                 21                 22  
 23                 24                 25-30             Over 30

**Enrollment Status:**     Full-Time         Part-Time

**Residence:**             On-Campus         Off-Campus

**Other Majors:**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

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Student Signature

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Date

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Thank you very much for your assistance in this important process of continuous improvement. The valuable input that you provided in this evaluation will help us to improve the School of Management at the International Academy of Commerce and Business Enterprise.

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