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How and Why can a Strategy of Sustainability be used for Graduate Business Schools in the United States to gain competitive advantages?

A Dissertation submitted in fulfillment of the degree Doctor of Business Administration

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Durham University Business School

2015

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Declaration

This thesis is based on research conducted by the author, carried out under the direction of Dr. László Pólos and Dr. Geoff Moore of Durham University Business School and Dr. Thomas L. Saaty of Katz Business School at the University of Pittsburgh. The material contained in this thesis has not previously been submitted for any other degree at any institution.

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David Beecher Brauer
2015

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This dissertation would not have been possible without the support and understanding of many people. To my wife and life partner Beth, thank you for always being supportive of my dreams and interests. I love you. To my smart, handsome, and kind boys Grant and Christian who give my life purpose and whom I missed so much every second of my travels in this doctoral journey, I love you. To my parents David and Candy who have blessed me with the ability to follow my interests and instilled in me the lust for life and desire to explore all the world has to offer. To Dr. Saaty for being so patient with me, believing in me and forever changing the way I approach decision-making. To Dr. László Pólos for seeing my vision and encouraging me to pursue it, and last but not least to Dr. Geoff Moore, Dr. Sarah Xiao, Dr. Mike Nicholson, Dr. Peter Hamilton, Dr. Darlene Motley, Dr. Robert Sroufe, Dr. Birgit Braches, Larry Lee and all the friends I have made in this programme. Thank you all!!!

Abstract

This paper's purpose is to contribute to the literature on sustainability, consumer behaviour, competitive advantages, and the Analytic Hierarchy Process. The emphasis is on the interrelationship between these studies and institutions of higher education, hereinafter referred to as IHEs. The question to be researched is "How and why can a strategy of sustainability be used for graduate business schools in the United States to gain competitive advantages?" There has been limited quantitative or qualitative research investigating this topic.

Following a discussion of the impetus of the research, including the theoretical context and significance of it, the rigor and relevance of the project will become self-evident. The paper begins with the background of the research topic and issues facing IHEs. The contextual theme of sustainability is reviewed including the current state of sustainability in business, and in IHEs.

Various concepts of consumer behaviour theory are reviewed with an emphasis on IHEs and the research topic. This paper reviews what is meant by competitive advantages for graduate business schools. The literature review concludes with a discussion on various models for multi-criteria decision-making problems including the Analytical Hierarchy Process, herein after referred to as AHP. A contribution to research is the modification of a section of AHP and demonstrating for the first time its unique use as a diagnostic tool in revealing the magnitude of differences among the audience's priorities in multiple-criteria decision-making analysis. This modification creates a high definition tool that can be used in various aspects of research. Gaps in the current literature are highlighted as well as areas in need of further research.

The scope for this research has been narrowed to graduate business schools in the United States that are accredited by The Association to Advance Collegiate Schools of Business, hereinafter referred to as AACSB.

There is a lack of articles in academic journals that address the topic of quantifying the impact of a strategy of sustainability for IHEs. Through the identification of the gaps in the literature and identifying the effects on IHEs that employ a strategy of sustainability, this paper contributes to the literature in these areas. In doing so, this paper shows how answering this question is relevant for graduate business schools.

In practice IHEs may elect to use sustainability to further define their niche and to target their marketing efforts more effectively to a specific population. Sustainability may be able to help create or solidify the brand of an IHE. The findings and recommendations, as well as future research that should be considered, conclude this dissertation. As a result of the research, there is evidence that concludes that sustainability is a relevant criterion for today's graduate business school student and that IHEs can benefit if they are perceived as authentic in their sustainability efforts. The research also resulted in a new analytical tool that can produce a higher definition of the understanding of consumer **perceptions and** priorities.

Keywords for this research: Analytic Hierarchy Process, Behavioural Perspective Model, Competitive Advantage, Consumer Behaviour Theory, Selection Criteria for Universities, Sustainability, Sustainability in Higher Education.

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Introduction

The impetus for this research began while performing the responsibilities of a graduate assistantship I was awarded by the university I attended for my master's degree. I was charged with creating an initial five year sustainability plan for the institution and making a presentation at the American Association of Sustainability in Higher Education, herein after referred to as AASHE, Conference. During this process I became aware of the disparity of knowledge on sustainability and also its definition. I also learned how its use among universities varied from a nice to do activity, to a solid vision on how sustainability can have a positive impact economically, ethically and environmentally. As my research progressed I found academic material on anything related to the question very sparse.

The intent of this dissertation is to provide additional academic data regarding what strategies, involving competitive advantages, can be used by graduate schools of business in the United States that are accredited by the Association to Advance Collegiate Schools of Business, hereinafter referred to as AACSB. It's most significant contribution introduces the use of a modification of AHP and its ability to dramatically increase its value as a diagnostic tool in consumer behaviour analysis. This dissertation's objective is to contribute to the limited amount of research and literature that has been devoted to the topic of "How and Why Can a strategy of sustainability be used for AACSB accredited graduate business schools in the United States to gain competitive advantages?" A result of the dissertation is the creation of an analytic tool that can enhance the ability of the researcher to understand the importance of various criteria to the consumer in their decision making process. The emphasis is focused on the interrelationships of several

fields of study and institutions of higher education, hereinafter referred to as, IHEs. These fields of study include theories of consumer behaviour, competitive advantage, selection criteria for universities, sustainability, sustainability in higher education, and the Analytic Hierarchy Process, herein after referred to as AHP.

This research, although focused on a strategy of sustainability, can be used for other strategies that IHEs might employ to differentiate themselves from other similar institutions. The relevance of this topic is embedded in the fact that universities have finite resources and proper allocation of the expenditures of these resources is critical, especially to institutions not ranked or in possession of a substantial endowment or other pool of capital. By quantifying the selection criteria of potential students, including the magnitude of importance of different criteria, a strategy can be crafted that builds the needs of prospective students and other stakeholders into a marketing strategy. It will be quantifiably demonstrated what position sustainability holds in the multiple criteria-decision making process a student goes through in deciding which institution to attend. There has been no previous research that quantifies the value of sustainability as a selection criterion for university admission and no research that has used AHP as a diagnostic tool to uncover the prioritization of an audiences needs. Both the topic and the approach taken are unique.

Following this introduction is a comprehensive literature review. The segments that make up the literature review each contain various sub-segments that delve into relevant academic material. Included in the segments is a review of many fields of study mentioned above. The first segment will review the history of the research topic. It will include the background of prior research as well as why this topic is relevant.

The following segment is a review of global issues that create the competitive environment of which IHEs are a part. Included with the global issues is a view of the criteria that prospective students value in their decision to choose a graduate business school. Since AACSB is used as a qualifier for inclusion in this research study, the next segment reviews literature concerning the background of AACSB and its value as a differentiator among various graduate business schools.

The literature review continues with a look at sustainability. It will evaluate the origin of the term sustainability, including the definition. The makeup of sustainability and a sustainable strategy will also be reviewed as well as trends for sustainability in business and institutions of higher education. The final topic of this segment will review the current assessment tools available to measure the impact that sustainability has on an institution from the viewpoint of its stakeholders.

On a macro basis the topic of inertia in organizations is reviewed. This will include the reasoning why inertia exists along with how it can be overcome. Just as there are costs associated with not making a change there are various costs associated with change. An examination of the direct, indirect and opportunity cost associated with change is followed by a brief review of time and its effect on competitive advantages. Consumer behaviour as it applies to prospective graduate business school students is the next segment. For most individuals the selection of their graduate business school is a one time only event and as such the process they go about deciding where to attend is heavily dependent on consumer behavioural theory. The organizational ecology theories; niche width and inertia and how they are integrated into the consumer (student) behaviour are included in the review.

Central to this study are the concepts of competitive advantages. What makes up a competitive advantage and how to institute a sustainable competitive advantage begins this segment. A review of competitive advantages for businesses and then for institutions of higher education is next.

The literature review ends with an examination of various multiple criteria decision-making models. The segment concludes with an overview of the analytic hierarchy process developed by Dr. Thomas Saaty. This will include an overview of the extant work along with applications of AHP and its role in multi-criteria decision-making.

Following the summary of the literature review, the dissertation introduces the claims for the research question along with an explanation as to why it assists in answering the research question. Each of these claims has a purpose related to the question.

During the process of this dissertation the research design has maintained continuity even though some of the process has been modified. The modifications include a change in the initial design due to the difficulty of obtaining data from some of the graduate schools and high costs associated with the magnitude of such a study. At the suggestion of my supervisors other modifications also resulted. However, the main research question and the purpose behind it has remained constant. There is also a change in which groups will benefit from the research. Originally it was thought that IHEs would benefit the most from this research. It has now been broadened to include most consumer behaviour research due to the creation of AHP as a diagnostic tool developed in this research dissertation. There has also been no change in which groups will benefit from the research.

In order to direct the research in the most proficient manner, variables were reduced by eliminating certain aspects that could have been researched. First, the research was limited to only those graduate business schools in the United States that are accredited by AACSB. The thought behind this was that the commitment to becoming accredited showed both the financial ability and a human capital capability to devote to strategies that would enhance the reputation of the IHE and create a potential differentiator for the institution.

Another qualifier that limited the institutions being researched was location. By restricting the school selection to a single location in a large midwest city, in the United States, a common criteria, location, which is often used by students when selecting an institution, was reduced in importance.

The research design portion of the dissertation also includes a discussion of the objective of the study, and a context of the qualitative analysis including the type of study, how it was conducted, what questions were used, and how they were analysed. The discussion continues by analysing why the mixed method design was chosen using a diagram outlining the mixed method research recipe as used in this study. A discussion of the modification to the design of a multi-criteria decision-making method follows. The rationale behind choosing the multi-criteria decision-making method, AHP, and how it works is then examined. The new application and its rigour and relevance to academics is then demonstrated in depth. The conclusion of the research design segment includes an ethical assurance statement and the summary.

This study's structure was divided into two projects that are all part of one ultimate unified research project:

Project One includes a discussion of the data collection including the timetable, ethics review, any primary or secondary data collected and the methods in which they were collected. The process of collecting qualitative data is discussed as well as the structure of the questions. The coding of the quantitative survey responses and the processing and analyzing of the data will be reviewed. A review of how selection bias was eliminated and how the reliability and consistency of the coding process and data was ensured through grouping the responses of the clusters for more intense analysis. The project included properly categorizing responses for better interpretation as well as validation. The result of this project identifies a comprehensive list of criteria in priority ranked order, used by graduate school students in selecting a graduate business school.

Project Two shows how the results from project one were combined with other similar information in the creation of a pairwise comparison for inclusion in a study using a modification of the analytic hierarchy process for the first time. The project discusses how this is a variation of the more common usage of this method and how this is a unique use of the analytic hierarchy process. At the conclusion of this project a numerical priority will be given for the top ten criteria so that the relevance of one to another is evident as well as the magnitude of difference between them.

Continuing is a discussion of the interpretation of the data and verification of the results. Included in this section is a review of the interpretation of the analysis. Interpretation includes looking at conclusions as they bear on the research question. It also reveals any shortcomings the research procedure might have had. Findings are the result of the research conducted in this study and the data analysis including validity, reliability and consistency. The results will then be interpreted as to their application

toward the research question. Results are discussed in the last segment and what they revealed about the research question.

The overall conclusions of the research include a summation of its contribution to rigor and relevance. Both new research techniques as well as findings will be pointed out as well as how these can be used in other research. The application of the results to business and institutions of higher education will also be shown along with limitations of this particular research. After a discussion of the findings in the conclusion, the areas in need of further research are identified. Its contribution to academic literature is the creation of new knowledge on this research topic and the development of a unique way to prioritise and place value to the criteria. The practical application of the study is that it will help graduate business schools best use their resources in understanding their competitive advantages and developing marketing plans for the future. In particular is the creation of a new diagnostic tool which both businesses and academics can implement as a way to get a higher definition of the priorities of their consumers using subject matter experts and then measuring the criteria to arrive at a magnitude of difference between what the criteria is for each consumer and their group.

2. Literature Review

2.1 Introduction to Literature Review

This literature review is designed to present a comprehensive overview of literature pertinent to the research question. The review is divided into segments and then into micro-segments. This will allow future researchers to use this literature review as a format for their future quests. In dissecting the question, several areas presented themselves as pertinent, needing further literature investigation.

Each of the areas of research were formatted in a similar fashion. Most segments begin with an introduction and a background or overview of the issues in that area. Then the major topics are each divided into micro segments for additional review. Each segment then concludes with a summary of that particular topic. There is a summary, at the end of the literature review, that combines the main concepts from each of the segments that have been reviewed.

The databases used in the literature review include the business databases of: Elsevier, Springer, ProQuest, ABI/INFORM Complete, JSTOR, EBSCOhost. The Google Scholar search engine was also used as a database, even though it contains a wide array of publications including professional groups which are not academic publishers. Peer-reviewed journal articles were the dominant source of information. Textbooks, dissertations, organizational white papers, business websites, other books and presentations were also used as a source of additional information. Especially pertinent to the topic of multi-criteria decision-making models, was expert information that was derived from personal interviews with Dr. Thomas L. Saaty, currently a Distinguished Professor of Business Analytics and Operations at the University of Pittsburgh.

During my research many keywords were used to search data bases. Those that seem to elicit the greatest amount of useful information were: AACSB, AHP, authenticity, competitive advantage, competitive strategy, consumer behaviour, decision theory, differentiation, inertia, issues facing IHEs, marketing strategy, multi-criteria decision-making models, niche width, research design, and selection criteria for universities.

Although the preponderance of the literature was created within the last five years and 88% in the last 10 years, the review contains some literature greater than 10 years old. In order to get a better understanding of the concepts, I researched academic articles from the original sources for many of the concepts and theories that were reviewed. Included in the research is John Nash's work on game theory, Lofti Zadeh's work on fuzzy sets, John Freeman and Michael Hannan's work on organizational ecology, Milton Friedman's paper on the value role of organizations, Thomas Saaty's work on the analytic hierarchy process, and Gordon Foxall's work on consumer behaviour.

The first portion of the research review is based on the history of any prior research in this topic or other topics similar to it. It is important to understand the background of such research so that errors of the past are not repeated; and to include valuable insight that others might have on this topic in attempting to answer the question. "A great deal of strategy work is trying to figure out what is going on. Not just deciding what to do, but the more fundamental problem of comprehending the situation" (Rumelt, 2011, p. 79). Following this, the next section is an overview of the major issues facing institutions of higher education. This will include competitive advantages, recent trends, and future projections. Understanding the issues can lead to complementary questions from the research topic and can be particularly germane in dealing with resource allocation. The segment also includes a discussion of the criteria that students use when selecting a graduate institution of higher education. This micro segment provides data necessary for inclusion in the qualitative study. The next segment reviews inertia but in the context of issues facing IHEs and not the overall issue of inertia in businesses and institutions.

One of the qualifiers of this study is that the institutions of higher education must be accredited by AACSB. Segment 2.4 reviews the background and history of AACSB and how it has been used as a differentiator by IHEs historically. The last portion of the segment reviews the value of choosing AACSB as a distinctive constant variable in the study.

Sustainability is a large field of study. For the purposes of this literature review the micro segments of sustainability encompass four areas. Importantly, the first is the origin and definition of the topic itself and the elements of a sustainability strategy. Trends both in business and higher education are reviewed as an indicator of whether the importance of this topic is growing or whether it and its value is diminishing. A micro segment of sustainability reviews the tools that are currently used to assess the impact of sustainability.

Next the literature review will deal with consumer behaviour. All behaviour is choice and should be analysed. (Foxall and Sigurdson, 2013). Choosing a graduate business school to attend, is for most individuals, a once in a lifetime decision. In this segment we will discuss the behavioural perspective model and its application to the consumer, in this case perspective graduate business school students. The review will also cover consumer behaviour and the effect of consumer choice with regards to differentiation of the business school and the way it is marketed. The next segment deals with reviewing what comprises a competitive advantage and how competitive advantages are created and nurtured. The review also discusses the lifespan of a competitive advantage. The segment then concludes with a review of competitive strategies

developed from competitive advantages and how they work in business and institutions of higher education.

Multiple criteria decision-making and decision theory are reviewed in the next segment. It is in this segment that the quantitative expertise of Dr. Saaty is employed. Various methods of decision theory are reviewed that will take us through the Analytical Hierarchy Process including examples of how it has traditionally been used. The expansion of AHP to create a new method that becomes one of the major contributions of this dissertation to academics will be reviewed in detail later.

Finally, the summary of the literature review recaptures the most salient points of each of the segments and micro segments. The summary also discusses how the topics discussed in the literature review are relevant in this research as well as how they are used in the research design.

2.2 History of the Research Topic

The research question is: How and why can a strategy of sustainability be used for graduate business schools in the United States to gain competitive advantages?

2.2.1 Background of Research

To date there has not been any research that has successfully quantified the effects of implementing a strategy of sustainability in graduate business schools. Many business schools are expending finite resources pursuing this and other strategies in an attempt to differentiate themselves in their market niche. The ability of a business school to differentiate itself from others is critical so that the focus of the marketing efforts are properly directed. It will enhance the ability of the institution to attract stakeholders such

as perspective students and recruiters (Hammond and Webster, 2011). This research has significant relevance to graduate business schools in regards to their allocation of resources and their long-term strategic plan. If it is possible to quantify both the effects of pursuing a strategy of sustainability, and the importance of sustainability to their audience, and there is a positive correlation between pursuing such a strategy and gaining competitive advantages, then it will demonstrate that there is merit in this pursuit. If no correlation can be shown, and there is little importance to the audience, then resources could be allocated to different, more productive areas. To accomplish this, it is important to uncover what selection criteria perspective graduate students use in their choice of current graduate business schools. The priority magnitude of difference among the criteria determines which criteria are most relevant to the students today and are critical to understand.

In 2011, the *US News & World Report* annual report on college rankings changed and instead of the top 50 schools being classified as tier 1, and the second 50 as tier 2, and so on, they created a system in which the top 194 were tier 1 and the rest tier 2. Regardless of what tier or ranking system is used, IHEs are continually trying to gain competitive advantages over their peers and improve their rankings. Sustainability, for those graduate business schools not highly ranked, is more of a differentiator than for those institutions that have a higher ranking. The top schools already possess unique differentiators making them more desirable to potential applicants and other stakeholders. Higher ranked institutions that implement particular strategies, such as a strategy of sustainability, do so in an effort not to lose competitive advantages they already enjoy.

2.2.2 Prior Research

There are many journal articles, and some dissertations that look at the relationship of student performance and selection criteria in graduate business schools (Punj and Staelin, 1978; Elbeck, 2009; Kawamura, 2009). Many of these studies are dated and none of them directly addresses the issue of how to quantify a strategy of sustainability for a graduate business school. Some of these studies looked at how to increase the relevance of business school curriculum so they better translated into employable skills (Elbeck, 2009). One study, that is over 35 years old, looked at selection criteria of students when selecting a graduate business school (Punj and Staelin, 1978). In 1978, when the study was undertaken at Carnegie Mellon University in Pittsburgh, Pennsylvania, the study looked at traditional selection criteria, which was assumed to be comprehensive, and solely used a quantitative method. The Punj study did not ask the subject matter experts, who are the students themselves, what these priorities were. Nor did the study allow for open-ended questions that may have been of importance to the subject matter experts. The study also did not measure the magnitude of differences among the criteria. Web's study, in 1993, had the same issues where they chose 15 criteria for their study. Also, in Kaillo's study the same is again true where the six criteria used were also pre selected (Simoes and Soares, 2010). Sustainability was not part of the academic lexicon and tuition costs were not as major an issue as they are now.

In the past two decades there has been an increase in education dealing with sustainability along with increased research in sustainability. Past research has been difficult because the studies overlap multiple disciplines (Waheed, Kahn, Veitch and Hawboldt, 2011). A study of the relative fitness of an IHE to its audience was conducted

by looking at the measurement and variances of the quantity of future student applications (Navarro, 2008). Additional study is needed to see whether an increase of sustainability on a campus and in the offerings of the curriculum of an institution makes the environment more inviting for future prospective students and thereby increasing application rates. Or, is sustainability simply part of a process in which institutions are perpetually searching for strategies they can use to differentiate their offerings (Robinson, Kleffner and Bertels, 2011)?

There is a smattering of studies reviewing the relationship of the many facets of sustainability (Choi and NG, 2011). There is a dearth of academic study regarding marketing relationship and sustainability (Chabowski, Mena and Gonzalez-Padron, 2011). The majority of previous studies were prejudiced toward attempting to increase sustainability at institutions of higher education. There is scant data on the preferred criteria students use in selecting a graduate IHE and an absence of any conclusive data that IHEs inclusion of sustainability in their curricula or operations attracts additional students (Stafford, 2011).

One study conducted research on the relationship between the curriculum and the ranking of the business school (Elbeck, 2009). The study that draws the closest relationship to the research question concerning a strategy of sustainability is the most recent. It addressed many ethical issues including issues concerning graduate business schools remaining relevant in the world of increasing global competition (Rasche, Gilbert, and Schedel, 2013). It did include a discussion of the role of sustainability with specific regard to the role of ethics and the way that it has recently been included in the

curriculum and not integrated into the strategy in a holistic way (Robinson, Kleffner and Bertels, 2011).

Another study reviewed the criteria which students from the United Kingdom and Malaysia used for selection of undergraduate institutions. The study reviewed four components: the geographical location of the institution, the reputation of the institution, what type of environment the institution offered from an educational standpoint and what were the potential job placements for graduates (Carter and Yeo, 2009). The findings revealed that the United States was the number one geographic location of choice. The study hypothesized that if the institutions know the selection criteria students use, the marketing plan can be more effective. A different study revealed that for graduate business students the reputation of the institution is the most important criteria (Carter and Yeo, 2009) and that the United States and the United Kingdom are viewed as having the best quality education.

In 1996, a study was conducted using a questionnaire asking doctoral students from certain institutions of higher education how they perceive various selection criteria. The questionnaire had 70 questions in which the participants rated the items on a five point Likert scale. The questionnaire was sent out to students and then a follow-up with a pre-addressed stamped envelope was placed in student's campus boxes. Participants were asked to rate the importance of internal and external factors (Webb, Coccari, and Allen, 1996). The result of this study highlighted program availability, reputation, placement history, and degree marketability. Their conclusion was that, "schools must design an overall marketing plan with the consumers (students) at the center" (Webb, Coccari and

Allen, 1996, p.82). To attract future applicants, the competitiveness of the curriculum and other offerings at an IHE need to be focused upon (Varlbe and Hawes, 2009).

Institutions of higher education need to demonstrate that an economic benefit and doing what is right are symbiotic. They must engage, not only to do something good, but to garner the results of positive consumer response and to enhance their reputation and image (Bodur, Duval, and Grohmann, 2014). The credibility of data studying this relationship will benefit many stakeholders (Holliday, 2010; Lackmann, Ernstberger and Stich, 2012). The dimension of importance of qualitative and quantitative magnitudes of selection in a sustainability curriculum requires additional research (Jones, Kang and Willoughby, 2008; Shrivastave, 2010). In short, there has been no other study that looks at the question of “How and why can a strategy of sustainability be used for graduate business schools in the United States to gain competitive advantages?” This study addresses this literature gap.

2.2.3 Summary

Business organizations including institutions of higher education continually find their competitive environment more and more taxing. To avoid an increased hazard of mortality, they both require new data and new measurements to assist them in making proper decisions in optimum methods to maximize the allocation of resources for the creation of competitive advantages (Lopez, Garcia and Rodriguez, 2007). These new measurements, both qualitative and quantitative, will also require a clear distinction as to what is being measured. Better measurements are being obtained due to more focused definitions of sustainability (Lubin and Etsy, 2010).

IHEs are challenged to understand and put into practice criteria that will create a unique and desirable niche. The value delivered to the audience needs to be authentic and idiomatic to their institution (Flint and Golicic, 2009, Singh, 2012). The more any institution acquires knowledge the better it is able to be flexible and allocate the assets for the greatest advantage of the institution. Knowledge is a product of market intelligence and research. IHEs need to “be selecting, acquiring and managing resources” (Foon, 2009) more efficiently than other institutions in their niche. Knowledge is a major resource that facilitates sufficient allocation.

As additional institutions of higher education implant studies of ethics, sustainability and corporate social responsibility into their curriculum (Romero, 2008) research needs to be done to garner additional information as to whether this expenditure of resources is properly allocated. There has been limited research attempted on the relationship between a corporate strategy of sustainability and a competitive advantage. More research in this area is needed to study this connection both in business and institutions of higher education (Dixon-Fowler, Slater, and Johnson, 2013).

Recently there has been research on the attitudes of consumers regarding sustainability to assist marketers of commercial offerings (McCabe, Corona and Weaver, 2013). There is no known “systematic attempt to assess the competitive advantage for universities of pursuing sustainable paths” (Dobson, Quilley and Young, 2010, p.4).

2.3 Issues Facing Institutions of Higher Education

2.3.1 Overview of Issues

The availability of higher education in the United States, post World War II, has steadily increased. Since then, it has always been held that a good education increased the

earning ability and economic value of the individuals and the individuals' human capital (Zhang, 2005; English, 2013). In 2007, almost 650 new MBA programs were introduced worldwide. This is almost 10 times as many as in 1997. In North America the dominant program is two years, where in Europe a one year degree program is dominant. Initially, business schools were created to meet the demand for a very rigorous curriculum from the business community so that the student's education was relevant. Some of the earliest business schools that were created were the University of Chicago in 1881, Berkeley in 1898, and Harvard in 1908. The students were taught how to analyze problems dealing with teambuilding and motivation (Datar, Garvin and Cullen, 2010).

No different than the organizations that employ their graduates, IHEs must recognize the issues threatening their survival. IHEs are not unlike other businesses in that they are subject to fulfilling their customer's needs. Most public schools in the United States are inexperienced regarding operating in an aggressive environment (Card and Card, 2007). The on-going economic crisis has negatively impacted endowments and the ability of students to pay the increasing costs of education (Carter and Yeo, 2009). Research grants also declined. In many cases the decreased incomes were not offset by decreased expenses. Increasing fiscal pressures, reduced applications, emerging global markets and cyber competition are all challenges facing today's graduate schools of business (Wolf, 2011).

Almost a third of all institutions of higher education in the United States have poorer financial statements than they had several years ago. Going along with these decreased finances are increased liabilities including debt service and expenses. Previously these could have been mitigated by subsidies from the government or

increasing tuition. Those institutions that have strong financial statements and robust endowments will be okay in this environment, but they are not in the majority (Webb, Coccari and Allen, 1996; Denneen and Dretler, 2012). Whether or not institutions of higher education survive or they succumb to the threat of the hazard of mortality will depend on how they react to market conditions (Camelia and Marius, 2013). Top institutions have their choice of the top students, where other institutions do not (Bantolini, 2014).

Fiscal pressures along with declining student enrolment places many middle ranking IHEs at risk (Dobson, Quilley and Young, 2010). One study in the United Kingdom forecasted a 6% decline in first year students by 2019 (Dobson, Quilley and Young, 2010). This is a result of a declining birth rate in many developed countries (Tavares and Cardoso, 2013). Those seeking education are no longer restricted to a local choice; rather there is a global market for education at IHEs that has become “hypercompetitive” (Carter and Yeo, 2009, p. 167; Tavares and Cardoso, 2013). There are more institutions now offering degrees which exacerbate the faculty shortage (Cornuel, 2007). Many countries are imposing stricter guidelines for visas resulting in greater competition for those students able to obtain visas (Carter and Yeo, 2009).

2.3.2 Issues

IHEs need to uncover the “needs of potential customers and be prepared to adapt technology to suit them” (Bailey, 1991, p.448; Brauer, 2012a). Organizations that have a market focus continually review their goals and the support systems established within

the organization supporting them. Some have suggested that decision-making graduate level courses may lead to more ethical behaviour by future leaders (Crossan, Mazutis, Seijts and Gandz, 2013). An understanding of the criteria used by students for their decisions to attend a particular institution is important to align objectives and budgets. Opposing pressures will force institutions to change curricula and research if it does not prove financially sound (Fethke and Policano, 2012). Emory University of Atlanta, Georgia announced, in 2012, that they are closing an entire division of educational studies that include the Program of Journalism and the Department of Visual Arts. This dramatic change of curriculum was brought on by a lack of demand by their applicants in those areas (Seidman, 2012).

An organization that is market oriented knows their stakeholders, adjusts to changes on an ongoing basis, and communicates robustly within the organization and with stakeholders outside the organization (Parvu and Ipate, 2012). In the case of IHEs the stakeholders are the students, the organizations that will hire the graduates, the alumni, potential donors, current donors, the business community, and the faculty and staff. Improved stakeholder satisfaction has a positive impact on the IHE's finances. The link connecting stakeholder satisfaction and improved finances is asymmetrical (Gupta and Zeithami, 2006). Paraschiescu and Radu wrote, in 2011, that "the most important challenge for universities is to adjust their structure for new expectations in the 21st century" (Paraschiescu and Radu, 2011, p.119).

The Ashridge Business School in the United Kingdom conducted a survey of CEOs who unanimously said that future leaders need to have skills commensurate with the demands of the future to lead their institutions. Among the survey findings was the

impression that less than 10% of the business schools were creating the skill sets necessary for the future in their students and that 90% of the group thought it was important that future leaders have the relevant business skills to lead organizations addressing the challenges of sustainability (Gitsham, 2012).

Institutions of higher education need to create both formal and informal lines of communication with their stakeholders (Flavian and Lozano, 2007). IHEs need to develop a closer relationship with businesses that are hiring their graduates. This provides IHEs with competitive intelligence as to what companies are looking for and will help them match students and curricula more effectively. The ability to increase the employability of students upon graduation will increase the number of applicants. Stable relationships with business will also provide a source of income by adopting research done at the IHE to meet the customer's needs. Both business and IHEs will benefit from a closer relationship (Marzo-Navarro, Pedraja-Igelsias and Rivera-Torres, 2009; Nowakowski and Rees, 2012).

Institutions are challenged to obtain new students and then to retain them until graduation. Obtaining new students is exacerbated by the declining birth rate in developing countries as well as the economic pressures felt by the potential students and their families (Punj and Staelion, 1978). The retention of students has a linear correlation with the impact this has on the financial results of an IHE (Gupta and Zeithami, 2006).

Many stakeholders feel that graduates from business schools today are not graduating with the skills required from employers (Kawamura, 2009). In order to attract new students IHEs need to reinforce the relative balance between the positive outcomes of a decision to attend a particular IHE over another institution, and the negative

outcomes of the same decision (Oliveria-Castro et al, 2011). Many IHEs face an annual challenge to balance their budget. In the past the solution was to increase tuition costs and activity fees. In cases where the education is cost sensitive, this method can price the IHE out of the market range for many perspective students. Growing or at a minimum, maintaining the student population is critical for many institutions to prevent having to discontinue some curricula and to reduce their hazard of mortality (Vander Schee, 2009).

The level of endowments, at many IHEs, has not fully recovered from the economic crisis of 2008. In the United States the fiscal concerns spread from the federal level to individual states where a reduction in government funds to IHEs has been implemented. This has resulted in the tuition cost of many public institutions to increase. Endowments have been used at both public and private institutions to offset tuition increases (Lerner, Schoar and Wang, 2008). Deteriorating financial ability can limit and contract the ability of an IHE to offer programs, or operate altogether. Endowment size is affected by investment returns, additional donations, and outgoing expenditures.

Many institutions have remained unchanged and have not kept up relevance in our society. Some of these may be forced to close their doors (Burrell, Anderson, Bessette and Dawson, 2011). It is not uncommon for universities to resort to closing their doors due to lack of finances (Tewksbury, 1932). Although the previous reference is 80 years old, universities still close their doors today. Antioch College in Yellow Springs, Ohio, began operation in 1853. In its existence it closed its doors four times. First it shut its doors in 1863, then 1881 and 1919 and lately in 2008 (Donahue, 2011). The University of Rochester in Rochester, New York, has close ties with their community and local businesses. Many of the businesses that funded programs at the university were also the

recipients of investments made by the endowment fund of the university. In the early 1970's the University of Rochester had the third largest endowment in the United States and today is just in the top 60. As two of the largest companies in the Rochester, New York area, Eastman Kodak Company and Xerox Corporation began a corporate decline the effects of which were felt deeply at the University of Rochester. It had to downsize both its offerings and faculty in the mid-1990's (Lerner, Schoar and Wang, 2008). To reduce the hazard of mortality the resources available to an organization has to increase (Hannan, Polos and Carroll, 2003 a, b). Maintaining and growing student enrolments is imperative to reduce the hazard of mortality for IHEs (Vander Schee, 2009).

There are certain elements of comparison used in examining an institution of higher education that might lead one to be concerned that the institution may be at risk. These are the following:

“You might be at risk if....

1. You are not a top ranked institution
 - a. your admissions yield has fallen and it's costing you more to attract students
 - b. median salaries for your graduates has been flat over a number of years
 - c. your endowment is in the millions not billions and a large percentage is restricted
2. Your financial statements don't look as good as they used to
 - a. your debt expense has been increasing far more rapidly than your instruction expense
 - b. your property plant and equipment asset is increasing faster than your revenue

- c. you have seen a decline in net tuition revenue
 - d. tuition represents an increasingly greater percentage of your revenue
 - e. your bond rating has gone down
 - f. you are having trouble accessing the same level of government funding
3. You have had to take drastic measures
- a. you are constantly hiking tuition to the top end of the range
 - b. you have had to lower admission standards
 - c. you have had to cut back on financial aid
 - d. you have reduced your faculty head count”

(Denneen and Dretler, 2012, p.7).

There is a need for graduate schools to produce students with the competencies that international business needs. Global organizations are hiring individuals capable of working in a global environment. Education at graduate schools of business in the United States tends to lag other areas in the world in the disciplines of language requirements as well as the global attributes of business today. A greater emphasis on interdisciplinary international business acumen would be a differentiator in the education industry (Webb, Mayer, Pioche and Allen, 1999; Datar, Garvin and Cullen, 2010).

A positive differentiation from other business schools helps IHEs attract quality students, quality recruiters, employee loyalty, and helps create a proper market focus for the institution (Hammond and Webster, 2011). The competitiveness of the offerings of the institution is a critical focus area for graduate business schools to attract future

applicants (Varble and Hawes, 2009). The population in many developed countries continues to age, the pool for perspective younger new applicants is declining (Richards-Wilson, 2002; Tavares and Cardoso, 2013).

Hammond and Webster conducted a study in 2011, regarding the use of marketing concepts by business schools. The findings concluded that the initial goal is to uncover the niches that the institution wants to pursue to attract certain target stakeholders. To uncover the niches, a clear understanding of the importance of the priorities of the criteria to the target audience is required. The study concluded by saying the institution then needs to determine the resources they have and the resources they need to go after those objectives (Hammond and Webster, 2011).

IHEs are left with four options. Getting a clearer understanding of what perspective students want which will enhance the university's ability to differentiate itself is critical. There are few studies on why students choose certain business schools. Most studies rely on institutional data rather than data from the individual consumers. One study, done in 1976, done by Kohn, Manski, and Mundel, showed a negative correlation on choosing a school with higher tuition, higher cost of room and board, and greater distance from home, while the quality of school had a positive correlation to selection (Montgomery, 2002). Pursuing applicants in less developed countries to broaden the pool is another option. A third option is to interest older applicants that are in a career, unemployed, or retired to invest in more education. The last option is to restrict offerings and minimize the faculty and staff. There has been shown to be no universal approach to manage this issue. It appears that globalization is playing a large role for those graduate schools that have shown robust application and enrolment figures (Roome, 2005).

The supply side of the education equation is also suffering from a shortage of accredited business professors (Richards-Wilson, 2002; Thomas and Cornuel, 2011; Thomas and Cornuel, 2012). Many of the professors lack practical experience in the business environment. Most administrators and professors are academics and not business people (Mainardes, Ferreira and Domingues, 2009). Many have a litany of publications to their credit but have difficulty transferring the knowledge they have gained from academics about the corporate world and its organization to students (Bennis and O'Toole, 2005; Montgomery, 2005; Brauer, 2012a). For most institutions of higher education the largest expense on a budget is that of the cost of the faculty and administrators. To offset this there is an increased use of both adjunct and part-time faculty as well as the use of web-based technology (Fethke and Policano, 2012).

IHEs need to practice what they teach. They need to adhere to what they are educating others about. Strategic management is crucial for the survival of many of them. The recent questioning of the value of obtaining an MBA has motivated IHEs to improve their business offerings to closer match with current business needs (Stroufe and Ramos, 2011). Strategic management is just that. It deals “with the major intended and emergent initiatives taken by general managers on behalf of owners, involving, utilization of resources to enhance performance of their firms in their external environment” ((Nag, Hambrick and Chen, 2007, p. 944) Maritz, Pretorius and Plant, 2011, p.103). The mantra should be: what is important to the man who feeds me is important to me (Safon, 2007).

Other advantages from having a focus on the market are elevated enrolment and retention rates, broadened participation from other stakeholders, including increased

satisfaction and loyalty, enhancement of the reputation, and increased performance and image (Camelia and Marius, 2013).

2.3.3 Student Criteria

There is scant research as to why a perspective graduate student chooses one institution of higher education over another, partly because enrolments were always increasing (Chapman, 1986; Kallio, 1995; Montgomery, 2002; English, 2013). In 2008, an analysis of over 500 graduate business school students assessed the value of different types of marketing tools regarding what the business schools distributed and what the students remembered. To increase the response rate, the director of curriculum at one institution distributed the questionnaire with a self addressed, stamped envelop during the first class at the beginning of the semester. The questionnaire used a five point Likert scale; its purpose was to assess the value that the students placed on 25 various marketing tools. An analysis was then completed that examined the correlation between different variables (Ivy, 2008). A study on student selection was conducted, in 2008, using a seven point Likert scale for 30 questions. This particular study conducted various tests, such as liability analysis, confirmatory factor analysis, and non-responsive bias. The results gave ranking, but could not produce the magnitude of differences (Webster, Hammond, and Rothwell, 2010). Another study, conducted three years later, again used the questionnaire with a seven point Likert response scale. The purpose was to look at the criteria students use in selecting an institution of education (Hammond and Webster, 2011).

Other similar studies have been conducted and the majority of them were quantitative studies using a Likert scale. The results were usually verified through various other methods. There was one in 2007, which was conducted by personal

telephone interviews with the Deans at 50 of the top graduate business schools in the United States. This was very subjective as it was 100% qualitative (Christiansen, et al., 2007; Hammond, Harmon, and Webster, 2007, Essary, 2012).

Traveling abroad for education is not a new concept. “Students have been traveling internationally to study in countries, not their own, from 600 BC” (Gatfield and Chen, 2006, p.78).

America has been the leader in providing graduate studies globally since the mid-1940s. The second largest market exported in the United States is the education system and is among the largest industries in the United States (Padlee, Kamaruddin and Bararun, 2010). The increased competition for recruiting and retaining the best graduate students is especially true in IHEs in the United States (Chapman, 1981; Kallio, 1995; Padlee, Kamaruddin and Bararun, 2010). “As countries seek to gain advantage of global optimisation of their share of international students it will become increasingly more important to engage in extensive consumer behaviour research” (Gatfield and Chen, 2006, p.93).

A result of this increased competition is the increased use of business strategies including the development of brands and images for IHEs (Padlee, Kamaruddin and Bararun, 2010). Brand characteristics, as well as the cost of the institution are two determinants of what perspective students will purchase. The communication of the brand of a business school to it’s stakeholders has shown increased importance. “The goal of brand building in educational institutions is to create awareness in the minds of the target audiences and focus on the intersection of the institutions core values and the

expectations of the target audience. Branding is about finding a sweet spot between what the institution is and what their audience wants” (Sharma, Rao, and Popli, 2013, p.176).

To create an advantage in an ever-increasing competitive market IHEs need to create a unique image. Topper suggested in 2005, that an institution that has a large amount of reputational capital can charge a premium and has a competitive advantage against others. He referred to this as the, “Chevis Regal Effect” (Sharma, Rao, and Popli, 2013, p.176). “In the fall of 2009, Dean Thomas Robertson wanted to both clarify the school’s brand and deliver more consistent messaging. After much deliberation, Wharton came up with a new positioning and refreshed it’s brand with the idea – Knowledge for Action, based on the belief that knowledge is the muscle of any business” ((Sharma, Rao, and Popli, 2013, p.198).

One study in 1995 concluded that the most critical criteria for students were the reputation and ranking of the institution (Kallio, 1995). Any institution or organization is compared to their peers based on their performance and ability to provide value to their consumers. Institutions of higher education also need to provide superior performance to their students including its reputation. This encompasses the perception of the audience regarding the institution as well as the offerings they make. There is a strong correlation with student satisfaction, reputation and loyalty (Thomas, 2011).

The perception of perspective students by IHEs has been changing. “The image and idea of students as essentially learners and institutional actors gave place to a new metaphor, universities were conceived as service providers, while students emerged as consumers” (Tavares and Cardoso, 2013, p. 298). Elasticity will increase as any acceptable substitutes decrease. There is “evidence that consumer behaviour is influenced

by benefits that consumers gain from buying and consuming products and that these benefits fall into basic categories: utilitarian rewards that stem from the use value of the product or service and information rewards that transfer a social status by owning or using the product” (Foxall, Yan, Oliveira-Castro, and Wells, 2013, p.74).

Prospective students start the initial analysis which includes the education level of the parents, religious affiliations and gender (Chapman, 1986; Mullen, Goyette and Soares, 2003). Then the list of search criteria for their multiple criteria complex decision is created. “Students typically do not want to be with others whose aptitude is very different from their own” (Chapman, 1981, p.493). When prospective students are looking for an IHE there are many criteria the applicants use. Some of the criteria they consider are distance from home, where the IHE is located, facilities available on campus, tuition cost, average starting salary of graduates, programs offered and program availability (Chapman, 1981; Padlee, Kamaruddin and Bararun, 2010; English, 2013). There is a lack of specific research on students as consumers (Taveres and Cardoso, 2013).

The increase of the availability of technology globally has the potential to increase the availability and reduce the cost of higher education. The increasing tuition limits the ability of some to even attend a business school. The global demand for alternative delivery methods of education will force IHEs to reinvent themselves (Miller and Molina-Ray, 2010). Students are looking for an IHE where their probability of success will be the greatest (Arnold and Chakravarty, 1996; Montgomery and Ramus, 2011). To attract perspective students the quality of the offerings at the IHE must be competitive and meaningful for future employers (Varble and Hawes, 2009).

2.3.4 Differentiation

According to the *Business of Branding Report* published by the European Foundation for Management Development, and CarringtonChrisp, the product offered by most business schools is similar and perspective students see little differentiation from one institution to another institution (CarringtonChrisp, EFMD & ABS, 2012).

There is a positive correlation between the ranking given IHEs and prospective student applications. Universities see the rankings as a method to increase the business school's reputation. Being ranked by an independent publication has a dramatic effect on the quality and quantity of students applying for admission (Elbeck, 2009). The goal of a decision concerning a purchase is to maximize positive outcomes and minimize adverse ones. Consumers, such as prospective students, look for ways to estimate the validity of their decisions. They are looking for independent data before the decision is made and validation data after (Nicholson and Xiao, 2011). A unique characteristic of choosing a graduate business school is that for most individuals it is a singular event absent much first hand learning history and relying on second hand learning history in evaluating a decision.

Students have varied and wide selection criteria, and administrators and marketers need to be aware of them and pay attention to them when creating a brand and a message (Ivy, 2008; Spake, Mullen, Joseph and Wilde, 2010). The selection of an IHE is a high stake process (Carter and Yeo, 2009). The wealthier IHEs have raised the barrier to their status by heavy branding (Hua, 2011). Most universities lack a strong brand (Carter and Yeo, 2009). IHEs need to develop a marketing strategy based on what prospective students rate as important. IHEs will need to be more strategic in their efforts (Judson,

James and Aurand, 2004; Mainardes, Ferrira and Domingues, 2009; Spake, Mullen, Joseph and Wilde, 2010; Joseph, 2012). The majority of mission statements for institutions of higher education contain lofty goals usually without recognition of the core competencies of the institution. Strategy for an institution starts with a clear understanding by all parties of what the unique value proposition is that the university is offering to stakeholders (Fethke and Policano, 2012).

“A well-known brand name enables a B-school to focus its promotional efforts, create and sustain loyalty across generations, charge a premium price, and differentiate offerings from competing schools. Branding can favourably impact the ranking of an IHE in various publications” (Goplan, Pagiavlas and Jones, 2008, p.15).

“The earliest business school ranking was published by the *U. S. News and World Report* in 1983” (Elbeck, 2009, p.86). A basic of management is an “organization must try to differentiate its products and services to obtain a competitive advantage” (Parvu and Ipate, 2012, p.705). Graduate schools of business must differentiate themselves to maintain a competitive advantage (Montgomery, 2005; Goplan, Pagiavlas and Jones, 2008). For a segment of differentiation to be viable it should be identifiable, have a large enough mass to be considered and possess unique needs. The demographics and segmentation of the population attracted to the segment need to be identified and analysed (Parvu and Ipate, 2012).

Various rankings of IHEs fragment the segments of the offerings. Prospective applicants then have an independent rating of the institutions for the disciplines that are of interest to them. IHEs are always in a mix of fragmented offerings, attempting to meet the stakeholder needs. This can often times confuse stakeholders and cause tension

between possible identities, “large and complex organizations are characterized by multiple embedded and sometimes conflicting narrative identities derived from, and manifested in, simultaneously and sequentially occurring dialogues” (Humphrey and Brown, 2002, p.437). A gradual spiral toward an increased hazard of mortality begins when the rankings of an institution of higher education begin to be reduced. A spiral typically begins with increased rates for admittance, reduced rates of graduation, and decreases in income especially tuition (Drewes and Michael, 2006).

The higher education minister of Malaysia set an objective for Malaysian institutions of higher education to be the apex of education in their part of the world. They decided that to differentiate themselves and their universities, there was “no choice but to concentrate on quality. We want Malaysia to be a hub of higher education” (Hua, 2011, p.228).

Graduate business schools, in order to stay relevant in today’s culture, need to reinforce their legitimation to global leadership programs. In the past, a criticism of schools is their lack of moral and ethical leadership. Institutions are too heavily influenced by rankings and have succumbed to the “tyranny of rankings” (Thomas and Cornuel, 2012, p.330). A continual challenge faced by these organizations is to properly measure the value consumers give to different offerings (Oliveira-Castro, 2011). An analysis of a solution to this will be reviewed in the discussion of the creation of a new method that will allow the magnitude of differences of consumer’s feelings toward different offerings to be completed. These publicized rankings are a way for various stakeholders to make new decisions or confirm past decisions. Most IHEs do not have the resources available to be the best at everything they offer. They need to choose their

niches so that their resources are allocated in the optimum manner to result in the best desired outcome. The product offerings of IHEs need to reflect the current needs of organizations that are hiring their graduates. The more competitive these offerings are the more applicants will be attracted to the institution (Varble and Hawes, 2009).

A study recently showed that students with the best grades and coming from families with higher income give more importance to rankings than other prospective students (Elbeck, 2009). Perhaps this segment can most afford to shop their educational experience. This should be the subject of another study. Business schools have fragmented the market to be attractive to certain groups of stakeholders. They are using their resources to serve one or more segments of the market competitively. The higher an IHEs ranking, the more benefit an institution will derive from it (Elbeck, 2009). A high ranking will be well publicized to all the institutions' stakeholders and will create "a substantive shift in employer interest, given well communicated student learning accomplishments, student employment opportunities improve, so will the quality of employers, together with the long-term viability and reputation of the business school" (Elbeck, 2009, p.86).

2.3.5 Resistance to Change

IHEs have a historic adversity to change (Barnett and Shore, 2009; Blass and Hayward, 2014). It is not unique to the educational field. Many organizations that are in established industries and that have complex established structures suffer from debilitating resistance to change often referred to as inertia. Inertia can be the result of

authenticity. Consumers demand consistency and the organisation will be resistant to change to satisfy them (Negro, Hannan, Rao, and Leung, 2007).

. When approaching change, some IHEs, referred to as first movers, seek out the state of the art approach and invent new technologies to implement these approaches. This is strategic flexibility. Strategic flexibility is when an organization has the ability to “identify major changes in the environment and quickly commit resources to a new course of action in response to those changes” (Shimizu and Hitt, 2004). Others make the most of the resources they have to approach the market on a wait and see basis. This approach is never a first mover and waits to see what other IHEs have tried. After seeing the outcomes the other IHEs obtained, they might implement those changes that have been successful elsewhere (Shimizu and Tamura, 2012). Innovation is risky but “failure to adapt and adopt will see institutions losing their future students” (Barth, 2011, p.1).

In addition to resistance to change, institutions of higher education typically do not follow strong business management practices nor do they consistently identify their objectives with the core business values (Mainardes, Ferriera and Domingues, 2009).

Resistance to change is a symptom of poor communication of the goals and objectives of an organization. Individuals may feel threatened by a change or may feel neglected by not being involved in the change. Changing an IHE’s core features is a risky procedure. Generally inertia is a problem in established organizations. “Changing core features is especially destabilizing” (Hannan et al., 2006, p.755). Curriculum is a core feature of a university. It provides the IHE with an identity and usually dictates the distribution of resources.

Established identities are threatened by changes. Institutional change moves an institution from where it is to a more desirable alternative (Lozano, Ceulemans, and Seatter, 2015). Graduate business schools are under enormous pressures as accreditations and rankings create standardization (Sattelberger, Cornuel and Plinke, 2011). A review of the curriculum between business schools in a similar geographical area reveals a startling similarity of their offerings. This can be attributed to the pressure to create a commonality so that they are not differentiated in the various rankings. The inability to differentiate one institution from another creates a harbour of safety (Datar, Garvin and Cullen, 2010).

Impediments to change include lack of quantitative data supporting a change, faculty resistance, lack of faculty to teach the new subject matter, lack of faculty, staff and other stakeholder interest and understanding, restricted space in curriculum as many disciplines compete for space in curricula (Rasche, Gilbert, and Schedel, 2013). “Organizational changes that threaten the status quo, such as moving away from unsustainable practices towards more sustainable ones are bound to face resistance at different organisational levels” (Lozano, Ceulemans, and Seatter, 2015, p. 207). Improving economic efficiencies needs to begin furthest from the core. Areas where efficiencies can be gained first deal with multiple processes and procedures, unnecessary structure, and sends incentives that are not properly aligned with objectives and unnecessary intricacies (Denneen and Dretler, 2012).

These changes can often “confuse and anger” (Hannan et al., 2006, p.756) stakeholders. The core features most difficult to alter are “mission, form of authority, core technology i.e. employee skills and marketing strategies” (Hannan et al., 2006,

p.756). The changing of core features creates questions from all stakeholders about the crux of the organization. Survival is enhanced by well communicated elements about rational, reliability and accountability. A well thought out plan embraces new data, as well as enhances reliability and accountability (Hannan et al., 2006). Change is perilous but lack of change is sometimes fatal.

In the face of increased global market competition graduate business schools require better marketing information. The research field for higher education marketing still is at a beginning level. Administrators at graduate business schools have to view “marketing not as an alien concept, imported from the business world, but as a viable philosophy and strategy for developing a higher education sector” (Hemsley-Brown and Oplatka, 2006, p.334).

2.3.6 Summary

There are many perils that threaten the dominance of the United States in providing graduate business school education. Although many of the premier education institutions are in the United States, quality education elsewhere is improving to the point where many students choose to get an education closer to home, as opposed to coming to the United States. The immigration policies in the United States are making it difficult for foreign students to come here versus elsewhere.

A Moody’s report, in 2011, presented a negative outlook for IHEs caused by inertia because of the issues faced by them attributed to decreased funding, diminished endowments, and increased tuition. They presented a case for the need of stronger leadership with the economic business demands of an institution of higher education.

Although it concluded the demand for graduate education remains robust, there are viability concerns for the smaller institutions. Top ranked schools that can support increased tuition and have multiple streams of revenue typically have a robust demand for their students and faculty along with a strong balance sheet were given a very stable outlook (Tuby, 2011).

The ability of the leadership of IHEs to respond to current market conditions will be the bellwether of whether they survive or succumb to their inevitable demise (Camelia and Marius, 2013). IHEs need to increase the various types of capital in order to reduce the hazard of mortality as well as maintaining and growing student enrollments (Hannan, Polos, and Carroll, 2003a: b; Vander Schee, 2009).

Those institutions with strong leadership are attempting a strategy that differentiates their universities and makes them financially sustainable. Their strategies are focused on their core values while at the same time reducing expenses and freeing up capital that has previously been tied to non-core assets and strategically investing in new models. Typically a strategy for an institution is focused on difficult decisions. “The trick in pursuing a differentiation strategy is truly understanding your unique core and then focusing resources on it” (Denneen and Dretler, 2012, p.5).

A market orientated organization means that it understands the various stakeholders, as well as the ability to adjust to changes in stakeholders needs and the ability to communicate these changes within the organization and to the outside stakeholders (Parvu and Ipate, 2012). Usually top branded institutions are high prestige schools with highly visible programs. The organization’s needs to create the ability to

ferret out the “needs of potential customers and be prepared to adapt technology to suit them” (Bailey, 1991, p.448; Brauer, 2012a). This comes with better quantitative data.

The business objectives set by the Malaysian education minister was the first use of Michael Porter’s theory of competitive advantage in the field of education. “Value is what buyers are willing to pay and superior value stems from offering lower prices than those competitors for equivalent benefits or providing unique benefits that more than offset a higher price” (Porter, 1986, p.3; Hua, 2011, p.230). Institutions that are quicker to learn what is relevant to their consumers and can implement changes at a quicker pace than their competition will be the ones that have continual competitive advantages (Hua, 2011). “Such a context demands a deeper understanding of the sources of information prospective students resort to when applying to a higher education institution. The importance of effective and focused student recruitment practices is paramount, because such an understanding may greatly enhance higher education institutions marketing policies” (Simoes and Soares, 2010, p.371).

In order to stay competitive institutions of higher education will need to assure the relevance of their strategies, while changing the curricula, globalizing a program, and increasing their resources. “Putting globally responsible leadership and corporate responsibility at the heart of business school curricula will also present business schools with a rich opportunity to expand” (Cornuel, 2007, p.91). As sustainability plays an increased role in global corporate strategic plans, the business leadership in the future needs to be educated about it and have the ability to implement sustainability into the mainstream of their organizations (Thomas and Cornuel, 2012; Shay and Caplow, 2014).

Globally IHEs are increasing their attention to sustainability issues (Porter and Córdoba, 2009).

A valid comparison can be made between institutions of higher education and a newspaper organization. The large newspaper organization can supply a product to their consumer at a lower cost than several small ones are able to. They can also offer more to their audience of both readers and advertisers. Institutions of higher education rely on the economies of scale in much the same way. Continual groups of dominant organizations and industry shows a state of equilibrium in the competitive process. The more competition there is among the dominant generalist the greater the opportunity for the specialist (Carroll, 1985).

Those institutions that are in the top rankings and enjoy the perception by the audience as offering a very prestigious curriculum will compete on a global basis for the top students. The lower ranked institutions also compete but within a very narrow geographic dispersion. Each institution has unique characteristics. Whether or not an audience sees these as important determines whether or not they provide a competitive advantage to those IHEs (Webb, Coccai, Lado, Allen and Reichert, 1997).

Milton Friedman said, “there is one and only one social responsibility of business to use its resource and engage in activities designed to increase its profits so long as it stays within the rules of the game, which is to say, engages in open and free competition without deception or fraud” (Friedman, 1970, p.6).

2.4 Association to Advance Collegiate Schools of Business

The topics in the literature review on AACSB review the background and its history, how AACSB is used to differentiate business schools, and why it was used as a constant in the study. An overview of the topics in this portion of the literature review will be summed up at the end.

2.4.1 Background and History of AACSB

In 1916, The Association to Advance Collegiate Schools of Business was founded. The initial 16 founding institutions agreed that the mission would be to “advance quality management education worldwide” (AACSB, 2012). “AACSB was originally founded to defend the intellectual standing of business studies as an academic discipline in university-based (collegiate) education in the face of widespread skepticism regarding its legitimacy” (Shenton, 2010, p. 20). It is the only federally recognized accreditation agency for schools of business in the United States (Everard, Edmonds and St. Pierre, 2013). There are over 500 business schools in the United States that have now qualified for AACSB accreditation.

Achieving an AACSB accreditation requires the expenditure of a great deal of capital. This includes both financial and human capital. In obtaining accreditation there is a one-time expense as well as an annual accreditation fee. Every five years AACSB requires re-accreditation. The direct cost associated with accreditation includes workshops, consultant fees and other meeting costs. The total direct cost, for the initial accreditation, may be near \$100,000 (Roberts, Johnson and Groesbeck, 2004). Indirect costs associated with accreditation can bring the total expenditure to “easily exceed

\$500,000” (Roberts, Johnson and Groesbeck, 2004, p. 112). These costs do not include lost opportunity costs. Since the costs can be considerable there needs to be strategic alignment in all parts of a graduate business school (Brink and Smith, 2012). All stakeholders must know what the target is, and their part in the accreditation process that will culminate in achieving AACSB accreditation (Boxer, 2011). Achieving AACSB accreditation is a long process with many steps and requiring cooperation of many parts of the institution.

2.4.2 How AACSB is used as a Differentiator

Delivering what customers demand is a way to stay competitive and many AACSB member schools deliver what the stakeholders expect. As tuition continues to increase the demand for the product stays strong. “State legislators, parents, taxpayers, and donors want universities to justify their investments by providing evidence of student learning” (Pringle and Michel, 2007, p. 202). Accreditation, such as AACSB, holds an institution accountable in meeting and maintaining a quality threshold (Brink and Smith, 2012). CHEA is the Counsel for Higher Education Accreditation. It is located in Washington, D.C. and it defines accreditation as “a process of external quality review created and used by higher education to scrutinize colleges, universities and programs for quality assurance and quality improvement” (Eaton, 2011, p.1).

There are several organizations offering accreditations to universities besides AACSB. The major ones in the United States are the Accreditation Council for Business Schools and Programs (ACBSP) and the International Assembly for Collegiate Business Education (IACBE). AACSB is regarded as the preeminent accreditation organization for

business schools (Roller, Andrews and Boves, 2003). The implementation of the AACSB accreditation as part of a marketing strategy, along with promotion of that accomplishment is a manner in which institutions of higher education can create a positive effect on their rankings and reputation (Webster and Hammond, 2011). There is significant qualitative data to suggest that delivering a perceived higher quality education can positively impact applications and enrollment statistics (Davies and Trystan, 2012). When compared to institutions that are not accredited, those that are enjoy the competitive advantage that is legitimized by accreditation. It creates an established reputation of quality (Romero, 2008).

Brand attachment is one manner in which an audience comes to identify themselves. It speaks to how they want to be identified. Whether it is the clothes they wear or the school they attend, people believe the brands they use and decide not to use say something about themselves. Some products differentiate themselves to exclusivity, and many schools believe AACSB accreditation can do this for them (Park et al., 2010). When an institution of higher education does not have a unique reputation or unique offerings, AACSB accreditation can provide a distinctive mark of attainment (Romero, 2008).

The key to attracting higher quality students and increasing overall applications is differentiation. An increasing number of institutions of higher education are seeking to become accredited by AACSB to assist in their differentiation process (McKee, Mills and Weatherbee, 2005). Approximately 5% of institutions of higher education globally that offer business degrees received the AACSB accreditation (AACSB, 2012). The reputation of a business school is of high importance to business recruiters when

selecting institutions to seek future employees (Safon, 2007). One manner to help improve the reputation is through accreditation by AACSB.

AACSB accreditation can have an effect of legitimation on institutions of higher education. As the numbers of institutions that are accredited continue to increase, so does the density. There may be an eventual dampening effect on the ability to differentiate a school on this basis alone (Zocco, 2011). AACSB is one tool to use in the battle of differentiation among graduate business schools. Graduate schools of business are selling hope. They are selling a better chance at a better future. Institutions of higher education strive to differentiate themselves through exclusive accreditation and are placing themselves in the company of similar institutions.

2.4.3 Its role as a Constant Variable

Whether or not a business school has AACSB accreditation can be a decision criteria for students in choosing a program to attend (Trapnell, 2007). Administrators of institutions of higher education that are and are not accredited by AACSB acknowledge that it is not economically feasible for all institutions to gain accreditation, but they did believe that the expenses associated with accreditation were justified. Further, these administrators also believe it helps the business program at the institution compete for resources both externally and internally (Brink and Smith, 2012).

“AACSB accredited schools are elite institutions” (Lowrie and Wilmont, 2009, p.413). Almost all of the top schools listed in the *US News & World Report* are AACSB accredited. AACSB’s website, www.aacsb.edu/about/our-reach/, claims that 31.4% of eligible institutions are accredited and their count is not including multiple counts for

universities with multiple campuses (AACSB web). Institutions of higher education that have taken on the expense, both in human and financial capital, to achieve accreditation have done so to differentiate themselves. This differentiation was to either gain a higher stature in their peer group, or to gain admission to a higher peer group.

The accreditation process, as well as the fifth year maintenance report, demonstrates that the accredited institution continues to provide business acumen and practices reflective of the current business environment. These institutions are the type that recognizes that their offerings need to change to stay relevant. A formative assessment practice at institutions of higher education not only provides clarity of mission, but also allows for continuity and room for improvement (Muuka and Ezumah, 2013). “Accreditation encourages strategic leadership” (Romero, 2008, p.247).

Some scholars have put forth the idea that if an institution adheres to the standards required for accreditation it inhibits the ability of the institution to react to changes in the marketplace (Julian and Ofori-Dankwa, 2006). If this were so, then the use of accreditation as a constant in this study would be counterproductive. In fact, AACSB encourages and supports change and innovation in programs and school administration. Many universities with innovative curricula have begun an emphasis on “the areas of ethics, sustainability, and social responsibility” (Romero, 2008, p.248).

AACSB’s accreditation requirement of the coverage of ethics in the curricula of IHEs is demonstrative of the leadership role that AACSB is taking in this area. AACSB is committing resources “with an objective to promote a greater role for education on sustainable practices and corporate social responsibility in business schools” (Nichols, Hair, Ragland and Schimmel, 2013, p.129).

2.4.4 Summary

AACSB is almost 100 years old and is regarded as the gold standard of accreditation by most business schools in the United States. The accreditation process is costly. This expense is not limited to simply the initial application but is an ongoing expense through continual formative assessment. Institutions of higher education that have taken the steps understand strategic leadership and the ability to focus on other changes in their curricula.

Accreditation assures stakeholders of the institutions commitment to maintaining quality as well as accountability (Brink and Smith, 2012). AACSB accredited schools of business tend to create more attention and deliver a better experience to their consumers. “AACSB International accreditation assures stakeholders that business schools:

- Manage resources to achieve a vibrant and relevant mission.
- Advance business and management knowledge through faculty scholarship.
- Provide high-calibre teaching of quality and current curricula.
- Cultivate meaningful interaction between students and a qualified faculty.
- Produce graduates who have achieved specified learning goals (AACSB web)” (Petit, 2009, p.88).

AACSB accreditation assists in the positioning of the business school in relation to other schools (Trapnell, 2007). Although there is a great deal of competitive pressure on institutions of higher education, becoming accredited by AACSB creates a positive positioning for them, and is not counterintuitive to its mission statement (Romero, 2008). The topics of ethics, sustainability and social responsibility have been emphasised by

AACSB significantly during the past decade. Fewer than 30% of AACSB accredited institutions have ethics as a stand alone study (Nichols, Hair, Ragland and Schimmel, 2013).

Institutions of higher education continually attempt to differentiate themselves in order to attract top talent in faculty and students. Accreditation by AACSB is to many an indication of school quality (Trapnell, 2008). Becoming accredited as part of a competitive strategy of the university to increase their attractiveness to their audience and their commitment to their stakeholders.

By limiting the study to only those institutions in the United States that are accredited by AACSB, the study is selecting those programs that recognize staying relevant to today's business environment is essential. These programs already understand competitive strategy and implemented the accreditation as part of a differentiation process. AACSB accreditation encourages innovation in school curricula and focus.

2.5 Sustainability

The literature review on sustainability will cover four subtopics. They are the origin and the currently used definition of the term sustainability; consumer decision-making as it applies to sustainability; the current trends of sustainability in higher education; green marketing and green washing. The summary on sustainability will provide an overview of all the subtopics and address additional areas in literature that are in need of further research.

2.5.1 The Origin and Definition of Sustainability

In 1983, the United Nations established the World Commission on Environment and Development. Its main focus was on environmental changes. The first chairperson was Gro Harlem Brundtland, a former Prime Minister of Norway. The committee adopted his name so the commission is referred to as The Brundtland Commission.

As is the case with other business topics, the realm of sustainability is vast. In 2005, the United Nations declared the next 10 years the Decade of Education for Sustainability (Rowe, 2005; Pacheco, Motloch and Vann, 2006; Quist, Rammelt, Overschie and De Werk, 2006; Coman, 2008; Cusik, 2008; Sherren, 2008; Ferrer-Balas et al., 2010; Brauer, 2011a; Glover, Peters and Haslett, 2011; Mitchell, 2011; Raivio, 2011). The majority of academic articles published on sustainability have occurred since this declaration and has increased stakeholder interest in the topic.

The Brundtland Commission published a book titled *Our Common Future*, in 1987. This is credited with the creation of the origin of the term, sustainable development, and the creation of the standard definition of sustainability that is in use today. The standard definition is “meeting the needs of current generations without compromising the ability of future generations to meet their own needs” (United Nations, 1987, p.1; Marshall and Brown, 2003; Rowe, 2005; Macris and Georgakellos, 2006; Steiner and Posch, 2006; Cusik, 2008; Perez-Batres, Miller & Pisani, 2009; Venkataraman, 2009; Zilahy and Huisinigh, 2009; Audebrand, 2010; Clemens and Hamakawa, 2010; Kurland et al, 2010; Lozano, 2011; Saadatian, Dola, Salleh, and Tahir, 2011; Sroufe and Ramos, 2011; Roca, 2012; Luke, 2013; Princeton Review, 2013; White, 2013).

Although this definition is almost 30 years old, the term sustainability still connotes different meanings to different groups. There is not a definitive working definition that is agreed upon by all the parties involved in sustainability (Jones, Kang & Willoughby, 2008; Perez-Batres, Miller & Pisani, 2009; White, 2013). There is “no universal definition of sustainability used by companies” (Jones, Kang & Willoughby, 2008, p.101). AACSB as well as several other recent studies on business curriculum analysis of sustainability rely on the institutions interpretation of the definition (Nichols, Hair, Ragland and Schimmel, 2013). There is a lot of confusion about the meaning of sustainability (DeLange, 2013).

Sustainability is most often associated with environmental policies. During the first nine years of the Decade of Education for Sustainability the majority of the articles in the Journal of Sustainability in Higher Education focused on environmental management concepts including the greening of the institutions and reduction of their environmental footprint (Wals, 2014). The breadth of the impact of sustainability is much broader than environmental policies alone (Luke, 2013). “In many places too narrow of a concept is taken and emphasis is placed solely on environmental or technical aspects” (Wals, 2014, p.10). Sustainability is not simply an environmental issue, rather “sustainability is itself an industry” (Luke, 2013, p.87). Sustainability is an emerging profession that is weaving itself into the everyday decision-making process of most industries. These industries are using sustainability, and are creating an environmental, ethical, and economic impact that benefits their organizations (Jones, Kang and Willoughby, 2008).

“Sustainability is an emerging megatrend” (Lubin and Esty, 2010, p.2; Von der Haeidt and Lamberton, 2011). Studying how previous megatrends were handled and why certain methods at institutions were used will help IHEs manage their way through this megatrend. Institutions need to be adaptive and innovative when faced with a megatrend or they may perish (Lubin and Esty, 2010; Krizek, Newport, White and Townsend, 2015). The inability to respond to a megatrend has dire consequences such as the decline of General Motors when it did not comprehend the importance of quality in the automobile industry. In the 1970’s the Japanese used the idea of Edwards Demming and TQM to get another advantage in the automotive industry. They took a leadership role in the quest for excellence. Another example is the loss of stature at Kodak because it ignored the megatrend of digital technology. Well managed institutions see megatrends as opportunities to enhance their brand and corporate identity (Lubin and Esty, 2010).

This triple bottom line approach to sustainability describes an approach where there are three equal legs. These legs concern the environmental impact, ethical considerations and economic outcomes (Elkington, 1998; Bansal and Roth, 2000; Jones, Kang and Willoughby, 2008; Sarkis, Helms and Hervani, 2010; Brauer, 2013). It is also referred to as the “three Es” (Nichols, Hair, Ragland and Schimmel, 2013, p.130) approach to sustainability. Each leg of the platform of sustainability needs to be viewed both independently and in aggregate. If not, then the picture of sustainability is incomplete (Saadatian, Dola, Salleh and Tahir, 2011). “The emphasis placed on the triple bottom line by industry and business school advisory boards is not likely to decrease” (Nichols, Hair, Ragland and Schimmel, 2013, p.138).

2.5.2 Sustainability and Performance

Most research shows a positive correlation between environmental performance of an organization and its financial performance. In 2013, a paper was published by Dixon-Fowler et al., that reviewed primary journals from 1970 to 2009 in an extant search for any studies on indicators or the relationship between environmental and financial performance in an organisation. Their study had over 200 samples where they studied this relationship. The findings concluded that there was a significant positive relationship between the environmental and financial performance of an organisation. “Overall, nearly all types of firms seem to benefit from CEP, although certain types of firms appear to benefit even more than others. While both small and large firms benefit, small firms appear to benefit more. Both public and private firms benefit similarly. US-based firms benefit more than international counterparts, who did not appear to benefit. CEP matters for all firms regardless of industry” (Dixon-Fowler et al., 2013, p.361). Financial maximisation and sustainability are not inconsistent organisational objectives (Orlitzky, Schmidt and Rynes, 2003; Orlitzky, 2005).

Many researchers have concluded that there is a strong economic benefit for organizations to instill sustainability into the organizational makeup, “it does pay to be green” (Dixon-Fowler, Slater and Johnson, 2013, p.355). Regardless of what an organization produces, sustainability matters. Organizational leaders need to understand that their organization should not be driven by profit at any expense, but needs to accomplish economic enrichment ethically, while contributing to society (Beddoes-Jones, 2010).

There is confusion as to what sustainability and a green marketing plan encompasses (Rusinko, 2010). Cindy Shea, the sustainability officer at the University of North Carolina, defines it as making decisions that enhance the “economic vitality, ecological integrity, and social welfare” (Jones, Kang and Willoughby, 2008, p.99). A green marketing plan is more than just a method of brand development and enhanced reputation combined. “An increasing number of executives see it as providing operational and growth orientated benefits that help cut cost and develop new markets and products” (Luke, 2013, p.89). Research about the market prepares a foundational base for having a realistic perspective of how the market sees the IHE in relation to the rest of the education market. A firm understanding of what the consumers want includes an idea of the value they place on what they want including their expectations and motivations. These are critical building blocks of a green marketing effort (Wood, 2007).

When an organisation or institution extends the normal niche for their business, where they have always been perceived as authentic, then they are outside of their “execution zone” (Pine and Gilmore, 2008, pg 36). When creating marketing plans in this area an organisation needs to reflect on their core values as well as their status in their niche. They need to include in their plans communication to consumers to show how this extension of their niche is still true to the organisations goals and core values while at the same time not alienating customers that have enjoyed a buying experience from the organisation in the past (Pine and Gilmore, 2008).

There are two methods that organizations use in their approach to a green marketing plan. They apply either a rule-based or a principle-based approach. A rule-based approach implies that an organization will comply with current rules and

regulations in implementing their green marketing approach. A principle based approach moves beyond that and dictates that an organization will comply with all current rules and regulations and then go further, if the knowledge of their process informs them to more improvements over and above just the current rules (Wicki and Van Der Kaaij, 2007). A true green marketing plan is created when all three legs of the triple bottom line (environmental, ethical, economical) are incorporated (Etsy and Winston, 2006; Brauer, 2011a; Saadatian, Dola, Salleh and Tahir, 2011).

The consumers adoption of consumption that supports green marketing continues to gather emphasis as seen by the growing demand for environmentally friendly alternatives that has been creating a green product option in the market place. Even though several studies have shown that almost 90% of consumers are concerned about the environment there has been a lower rate of adoption for environmentally friendly products. Less than one third of consumers purchase environmentally friendly products. In the category of household cleaners one perception that has held back an increase of the purchases is the perception of “sustainability liability” (Bodor, Duval and Grohmann, 2014, p.71). Sustainability liability is the perception that environmentally friendly products are not as powerful as other products.

The market for goods and services extolling their sustainability aspects has grown considerably. It has been noted that consumers are willing to pay a premium for those goods and services that respond to those aspects of sustainability that are perceived favourably by the consumer (Hoek, Roling and Holdsworth, 2013; Pope and Waerras, 2015).

Evidence of increased growth of this market can be seen in the increase in Fair Trade labelling. It can also be illustrated in the dramatic growth of the organic food market place as well as increases in products made with recycled materials. Some of the more recognisable examples are: Tom's of Maine, Body Shop, Patagonia, Tom's Shoes, and Whole Foods. Only a few of these types of organisations use mass consumer advertising to communicate their initiatives. One explanation of this is that they view it as bad taste to commercialise their good deeds (Pope and Waerras, 2015).

The majority of choices are the result of the allocation of a fixed amount of capital between several options, each that may require a different expenditure and result in different reinforcements or consequences. The demand is influenced by all three variables which in turn influence the amount spent (Foxall, 2010). Consumers want to maximise the amount of reinforcements derived from the consumption of a product or service. The amount of reinforcement that is the result of the consumption dictates the amount that a consumer will spend for a product or service (Foxall, 2014). Most surveys conclude that the maximum amount that most consumers will pay for these types of goods or services does not exceed 10% of the cost of the substitutes (Pope and Waerras, 2015).

There are many reasons given for a consumption gap between consumer attitudes of favouring consumer products versus their actions in purchasing them. Perhaps consumers are only proclaiming support because it is socially desirable or they may be confused by the lack of clear definitions, the multitude of labelling methods or they may just mistrust any sustainability claim (Pope and Waerras, 2015). The lack of authenticity in the perception of an organisations consumers of the sustainability efforts of the organisation can prove to be counter productive. Authenticity can not be predetermined by the

organisation but is given by the consent of consumers through their perception (Ims and Jackson, 2011).

Similar to biology, where many characteristics are imprinted from birth, the values of an organisation are imprinted when it is founded (Auster and Freeman, 2013). Organisations are considered authentic if they remain to their core values. If you have two products or institutions that possess identical characteristics, the one considered more authentic will be more valuable to the consumers. The appeal of the product, organisation or IHE will increase. In 1908, the Coca-Cola company advised consumers through advertisements about their product “to get the genuine” (Lindholm, 2008, p.55). The value consumers derive from products or services increases proportionally with the amount of knowledge the consumer has about it and how closely they associate with it (Carroll and Wheaton, 2009).

2.5.2.1 Green Washing and Boycotts

“Large portions of the public continue to view business as an enemy of the environment” (Lyon and Maxwell, 2006, p.1). The majority of consumers and academics feel there are many companies that make greenwashing claims and are profiting by them. The false sustainability claim is used to improve a competitive position successfully and is when greenwashing begins. Greenwashing is a successful use of a false claim to improve a company's competitive standing for the purpose of garnering financial benefits and enhanced reputation and image (Pope and Waerrras, 2015). The basis is that an organisation transmits certain information to mislead the public regarding an

organisations environmental deeds (Lyon and Maxwell, 2006). Watchdog groups, consumers, competition are all groups that are on the lookout for greenwashing situations.

An authenticity gap exists when there is a difference between the identity projected by the organisation and the actual identity of the organisation. To avoid or eliminate this information regarding the elimination of any differences in progress toward it has to be communicated often to all stakeholders (Wicki and Van der Kaaij, 2007).

There are three ways authenticity is delineated by an organisation, product, or an individual. Failing to reject any of them can lead to the organisation product or individual to not be viewed as authentic and to be subject to greenwashing claims. They are; “1) an identity claim must be visibly projected: 2) the purported identity must be credible: and 3) the identity must be perceived as reflecting the meaning of authenticity in question” (Carroll and Wheaton, 2009, p.36).

Our culture is involved in a contract between authentic and imitation, between real and false (Carroll and Wheaton, 2009). The context in which authenticity is used in a claim to a consumer is fundamental to the understanding of whether something is real or authentic. Sometimes it is easier to describe what is not authentic than to describe what is. Society is tired with organisations and people spinning the truth. Our world is dominated by spin doctors, untruthfully advertising goods and services.

There are numerous detection kits to uncover situations of greenwashing and there is a greenwashing website maintained by Greenpeace. The site is www.stopgreenwash.org . The University of Oregon has a website called the greenwashing index where consumers

can post advertisements that create inaccurate and misleading environmental claims (Pope and Waerras, 2015).

Many organisations are reluctant to make public their environmental achievements for fear that the public and activists react much more vigorously against firms that promote their good deeds and then are discovered to have done something wrong than against firms that never made such claims about their good deeds.

The claims of providers of goods and services, involved in green marketing are mostly unregulated. Information on labels is voluntary and those producers are free to give out any information to enhance their position. In 2000 Hussain and Lim, created an identification system for three distinct types of claims and labels: Type I) are created by third parties and testify that the product or service has met a specified criteria, Type II) are created by the organisations themselves and report on areas where an established brand superiority exists, and Type III) are independent scientific information that could either be positive or negative. Type I claims have shown to have a positive relationship to consumer behaviour. “Consumers respond better to general rather than specific claims partially due to their experience with corporate puffery” (Hoek, Roling, and Holdsworth, 2013, p.786). “All choice behaviour is affected by its cost and benefits” (Yan, Foxall, and Doyle, 2012, p.391).

In all consumers have a trove of information regarding organisations performance. The majority of consumers do not utilise them. By 2011, almost of the 250 worlds largest companies produced a corporate social responsibility report, but less than 13% of consumers read them. The majority of consumers appear to be pacified by claims that an

organisation complies with the nice sounding named code of conduct and not take the time to look further into the actual facts.

Boycotts are a tool used by social activists to attempt to change the practices or policies of a specified institution or corporation. “Boycotts ostensibly disrupt an organisations material performance by reducing demand for its products or services” (McDonnell and King , 2013, p.389). Even when a consumer agrees with a boycotts concept many of them are slow to modify their purchases. Boycotts can and do become a source of negative attacks about a corporation or institution which can then affect its reputation.

The Earth Island Institute created a boycott campaign in 1982 that targeted the Star-Kist tuna brand of the H.J. Heinz Company. The campaign stated, “The idea that [Heinz] could be branded as the largest slaughterers of dolphins in the world” (McDonnell and King, 2013, p.390). Although the boycott would not make a dent in the overall revenues it would force them to neutralise the threat to their reputation. The response typically is to increase their social responsibility claims. Pro-social claims demonstrate an organisations adherence to societies expectations. They are a strategy used in stakeholder communication to create positive impressions with consumers or regulatory authorities.

In a study done by McDonnell and King, 221 boycott observations were made between the years 1990 and 2005. The five most boycotted industries, that accounted for almost 50% of boycotts, were from most to least: communications, food and kindred products, chemicals, eating and drinking places, and petroleum refining (McDonnell and King, 2013). Even the threat of initiating a movement that may potentially harm an institution or corporation’s reputation has been shown to influence the communication to

its stakeholders and increase pro-social claims. “Pro-social claims can neutralise the reputational threat, conquering the negative claims made by antagonist with positive claims that emphasise the firms commitment to social norms” (McDonnell and King, 2013, p.390).

2.5.3 Trends of Sustainability in Business and Higher Education

2.5.3.1 Trends in Business

Sustainability is a “key driver of innovation” (Nidumolu, Prahalas and Rengaswami, 2009, p.349 cited in Stroufe and Ramos, 2011). Businesses that turn a blind eye to sustainability will increase their hazard of mortality.

The Boston Consulting Group and *MIT Sloan Management Review* conducted a survey of over 4700 global business executives. Over 66% of the executives surveyed felt that sustainability “is essential to competitiveness” (Reeves, Haanaes, Love and Levin, 2012, p.99). Many organizations think sustainability should be a core objective. Sustainability increases the competitive advantage of firms (Murray and Ayoun, 2011). Organizations that have implemented sustainability as a core value have experienced increased sales, reduced cost, increased capital availability, enhanced financial results, diminishing risk and increased ability to attract and maintain top talent (Dos Santos, 2009; Schlange, 2009; York, 2009; Ameer and Othman, 2012; Hristea, 2011; Lourenco, Branco, Curto and Eugenio, 2012; Murray and Ayoun, 2011; He, 2012; Pless, Maak and Stahl, 2012).

Sustainability should be viewed as a “potential driver of growth and not a cost of compliance issue” (Jones, Kang and Willoughby, 2012; p. 105). Corporate sustainability is an increasing priority for executives worldwide. Supply chain members also become

involved when they see the financial benefits being reaped by their customers (Dos Santos, 2009; Rowe and Wehrmeyer, 2010). The more capital a firm has the more positive the effect on sustainability (Prasertsang and Ussahawanitchakit, 2011).

The number of businesses generating sustainability reports is dramatically increasing, “nearly 80% of the global Fortune 250 issue a separate corporate responsibility report”(Berthelot, Coulmont, and Serret, 2012, p. 355). These reports have demonstrated a value for stakeholders. More than 605 of Deloitte’s largest clients offer some form of sustainability reporting and cited as motivating factors: stakeholder demand, shareholder expectations, regulations and performance evaluations. Most importantly, CFO’s noted its positive effect on the bottom line (Hespenhide, Pavlosky and McElroy, 2010; Shumkay, Elenkov and Badgett, 2012; Uecker-Mercado and Walker, 2012).

Sustainability gives consumers an increased identification with the organization and its products, thereby strengthening the brand (Choi and Ng, 2011; Parguel, Benoit-Moreau and Larceneux, 2011). Sustainability is no longer an option (Tang, Robinson and Harvey, 2011). Affordability and sustainability can drive innovation and profits, (Prahalad and Mashlekar, 2010). Not focusing on and communicating sustainability results misses a key differentiator and highly visible marketing opportunities (Conner, 2010).

The majority of studies that have been done researching the correlation between sustainability and financial performance have shown a positive correlation between sustainable business practices and stock prices (Dixon-Fowler et al., 2012). Several studies that have been done focused on the Dow Jones Sustainability Index. They

compare valuation ratios for groups that are inside and outside the index. Those inside have significantly higher valuation results. The conclusions reached are that the shareholder value of an organization is more than just the financial results but also the perception of other qualitative features (Clark and Allen, 2012). Some of the qualitative arguments for this are: 1) Excelling at sustainability performance is akin to having a focus on high operational efficiencies. A reduction in the mismanagement of resources will decrease unnecessary costs. 2) It can also be viewed as a proxy for management performance demonstrating a measure of management capabilities with an emphasis on their long term perspective of adapting to change while reducing risk. 3) These types of firms garner enhanced status, reputation and brand, resulting in increased legitimacy, increased retention of quality employees and increased sales. 4) This enhanced performance demonstrates a strong communication basis that meets the needs of the various stakeholders of an organisation as well as a commitment to understand and adopt change when needed (Wicki and Van der Kaaij, 2007; Dixon-Fowler et al., 2012; Erskine and Johnson, 2012).

There is an increasing demand for individuals with a strong understanding to use sustainability to strengthen a brand (Bansal and Roth, 2000; Pentina and Guilloux, 2010; Mabry, 2011).

Many organizations are putting more emphasis on sustainability and creating leaders who understand sustainability. In April, 2013, Enterprise Holdings Foundation, whose parent company is Enterprise Rent -A- Car, made a \$2,000,000 gift to the University of Missouri to create an endowment to seed sustainable research, and education that will create applications to sustain the global quality of life (Hurst, 2013).

At the same time The Royal Bank of Canada made a \$1,500,000 gift to Dalhousie Universities College of Sustainability to develop leaders in sustainability (McPhail, 2013). Sustainability continues and increased presence in society and organisations responding to this challenge are using sustainability to influence their core business. There is a great deal of rationale for businesses to make a transition including competitive advantages, ability to attract better employees, increased bottom and top line returns, efficiencies, prestige and reputation (Von der Heide and Lamberton, 2011). Employers are requiring more employees to be trained in sustainability. Institutions have a responsibility to provide progressive education and “the case for sustainability and management education is clear and urgent” (Bartolini, 2014, p.111). Corporate recruiters are looking for graduates that have a set of interdisciplinary abilities and can solve problems. “Sustainability has also emerged as a global imperative” (Sroufe and Ramos, 2015, p.152). Higher education needs to provide future managers with the ability to understand sustainability in all parts of society. Higher education needs to play a role in facilitating the learning that the drive for sustainability creates (Barth, 2011).

2.5.3.2 Trends in Higher Education

As sustainability continues to gain acceptance in both the business and academic communities, the academic community sees the importance of sustainability in their curriculum (Erskine and Johnson, 2012). Sustainability is being integrated into institutions of higher education at an accelerated pace caused by the demand from stakeholders such as students and employers. Stakeholders can be internal or external, an individual or group, academic or non-academic as well as government or non-

government entities. Advantages of knowing your stakeholder include enhanced knowledge, shared ownership of issues, the reduction of conflict and easier resolution of issues, enhanced innovation, an all inclusive decision making process, increased social capital and shared visions (Disterheft, Caeiro, Azeiteiro and Filho, 2015; Vincent, Roberts and Mulkey, 2015).

In 2009, The National Environmental Education Foundation's survey of 1300 professionals showed that over $\frac{3}{4}$ of the organisations communicated their environmental goals to their employees and future job candidates. Businesses are demanding that business management curriculum includes sustainability related education (Wu, Huang, Kuo and Wu, 2010). The use of higher education as a tool to change the sustainability landscape was recognised at a Stockholm conference in 1972 where it played an important role in creating environmental protection conservation. Since then, there have continued to be more institutions of higher education involved with sustainability, with the majority of institutions being European (Lozano et al. , 2015).

In 1996, President Clinton's Council on Sustainable Development declared that sustainability should not simply be an add on course but it should be a full blown subject (Gosselin et al., 2013). Future leaders need to be educated about the importance of sustainability in order to promote sustainability in our society in the future. In 1990 the Talloires Declaration was signed by over 350 university presidents committing themselves and their institutions to sustainability. For sustainability to be incorporated requires a transformation of all of the institutions practices. Their core competencies have to be focused on sustainability (Bartolini, 2014).

“The full scope of sustainability has not yet become embedded in main stream business education” (Palthe, 2013, p.117). IHEs are an important of the strategy to bring about sustainability. There is a long way to go “until sustainability becomes a widely accepted guiding principle in higher education” (Adombent et al., 2014, p. 2). The majority of American business schools have not integrated sustainability into their curricula, mission or long-range strategic plans. There is a gap between awareness and commitment (Walck, 2009; Mabry, 2011; Murray and Ayoun, 2011). Institutions need to devote more time and effort to promote cooperative and collaborative efforts in various departments (Bartolini, 2014).

Legitimation of the form of a business school incorporating sustainability is not near saturation as the form is not yet fully developed. As more IHEs adopt a study in implementation of sustainability, legitimation of this form will increase, and more IHEs will follow a similar pattern.

One study concluded that the incorporation of sustainability can be a tool used to legitimise an IHE as well as enhancing the image and their appeal to the consumer (Kuznetsov and Kuznetsova, 2012). By incorporating a holistic form of sustainability involving the environment, ethic and economics, an IHE will increase legitimation of a form of a sustainable IHE. A strong environmental initiative will result in increased social legitimation (Dixon-Fowler et al., 2013).

The consensus is that sustainability has three dimensions: economic, environmental and ethics/social. They combine such things as alternative energy, revenue generation and ethics. In the past, sustainability was a topic of environmental issues where today

there is more of a balance of all three legs (Wu, Huang, Kuo and Wu, 2010). The triple bottom line should be a part of the education process of tomorrow's leaders (Elkington, 1998; Brauer, 2009; Holliday, 2010; Sarkis, Helms and Hervani, 2010).

IHEs have been criticized for graduating students while neglecting the broader context of business. Institutions have been urged to revamp their curriculum globally, as more questions arise concerning sustainability and business and few MBAs are prepared to respond (Rasche, Gilbert and Schedel, 2013). Thirty years ago, in 1995, some school faculties were reluctant to teach ethics in business schools. The thinking behind this was that ethics did not focus on profit making (Franks and Spalding, 2013). A conclusion could be reached that the same applies today to sustainability.

There is a consensus in the academic world that there should be more focus on relevant topics in business schools. They should focus on real world business scenarios and integrate traditional theory. Relevance and legitimation increase as the number of organizations focused on sustainability increases (Mabry, 2011). Business schools have been criticised for lagging behind in producing the types of leaders needed to solve the problems organisations are faced with. Many business schools have been reactionary instead of proactive. A reactionary institution wants to meet any legal obligations and be in compliance. Typically this shows a lack of senior management involvement as well as the exclusion of employees in the planning process. A proactive institution will make these issues part of their overall corporate business environment. They will go beyond the letter of government regulations and requirements. They will have a broader long-term solution to the issues. These institutions typically involve top management and all stakeholders in becoming proactive. They see this as an opportunity to create and

enhance organisational capabilities and reputation as well as integrating stakeholders in the process (Dixon-Fowler et al., 2013). IHEs need to be more proactive (Lozano et al., 2015). Forward thinking leaders are capitalizing on environmental challenges and are creating competitive advantages through a strategy of sustainability (Etsy and Winston, 2006). One of the major problems is the lack of depth of management education to address the issues involved in implementing a strategy of sustainability (Kurland et al.; 2010). Additionally, materials for educating faculty and students is limited (Eisen and Barlett, 2006) and the offering of live fieldwork is sparse (Sroufe and Ramos, 2011).

Blending of social, economic and ecological goals are prerequisites of sustainable development and it is becoming a focal point in organisational and management theory. Business schools are attempting to improve the contents of their programs by integrating sustainability with the goal of a comprehensive sustainable development emphasis in management education (Audebrand, 2010). The terms sustainability and sustainable development are different, with sustainable development being viewed as the journey, the process to achieve sustainability (Sidiropoulos, 2014).

Sustainability is emerging as a major focus of academic development (Shay and Caplow, 2014). During the past few years, Institutions of higher education have been looking at methods to incorporate sustainability into their curricula at all levels. Five methods that have been implemented are: “coverage of some environmental issues and material in an existing course or courses, a specified sustainability development course, sustainability development intertwined as a concept in regular disciplinary courses tailored to the nature of each course, sustainability development is a possibility for specialisation within the framework of each faculty, and sustainability development is an

undergraduate or post-graduate programme” (Lozano, Ceulemans and Seatter, 2015, p.206).

Newly created courses on sustainability and sustainable development have been added recently to curriculum in IHEs (Sherren, 2008; Audebrand, 2010; Page and Collins, 2010; Rusinko, 2010). “It is presently almost impossible to teach a principle of management course without a thorough study of sustainable development” (Brumagim and Cann, 2012, p.303). Not all institutions have the same focus on sustainability and the integration of it into the IHEs varies considerably. “The number of universities engaged with sustainability development is still small compared with the total number of universities in the world” (Lozano et al., 2013, p.11). The availability of courses on ethics is much greater than that of corporate social responsibility or sustainability. Typically, faculty rely on material within their own departments creating a silo effect and exacerbating the difficulty of obtaining material (Nicholls, Hair, Ragland and Schimmel, 2013). Faculty members should be shown how sustainability has already been incorporated into various disciplines. Examples such as how the triple bottom line concept is being used in accountancy or how Michael Porter advocates the incorporation of sustainability into strategy courses (Benn and Dunphy, 2009).

The concept of teaching students about sustainability in applied situations is gaining traction since it was first introduced by Arizona State University’s School of Sustainability in 2007. The problem and project based learning provides learning opportunities that engage analytical skills, contents knowledge as well as interpersonal as well as interdisciplinary skills to solve hands on real life problems. Globally “academic programs such as Maastricht University in the Netherlands, Aalborg in Denmark, and

McMaster University in Canada, all practice problem and project-based learning programs” (Wiek, Xiong, Brundiers and Van der Leeuw, 2014, p.441). Learning that engages the organisations and institutions in the community can have an additional benefit of creating future jobs for graduates (Shay and Caplow, 2014).

The number of sustainability courses being offered and the interest of students are increasing. The media is also increasing the news about the positive effects of a sustainability strategy. Public and private organizations as well as governmental agencies are making sustainability part of their overall organization (Jones, Kang and Willoughby, 2008). This is one of the drivers for the upswing in endowments to fund sustainability research. Universities that learn to become proactive will garner competitive advantages for themselves. Businesses will look to those IHEs to produce leaders that can help their businesses organizations find solutions and be able to lead their organizations in the future (Hart, 2009). Other major gifts to universities in support of the development of sustainability include an \$8,000,000 gift to Cornell University to promote sustainability research (Gold, 2007) and a \$10,000,000 gift to the University of Michigan to fund fellowships in support of sustainability education (Woodhouse, 2012).

Many academics and scholars agree that sustainability should move toward the center stage of business school education and be integrated fully into its curriculum. Business schools in general are failing to rise to the occasion. The study of human resource management has been slow to address and react to issues involving sustainability. This lack of responsiveness is not unique to human resource management. "Effective HRM is aligned with the business strategy and context"(Jackson and Seo, 2010, p.279) and should therefore also be focused on integrating sustainability with new

human resource management practices that align themselves with organizations that are implementing a strategy of sustainability. The future of human resource management is aligning the values and skills of people whom it hires with those of the company. If companies are integrating their strategy with goals of sustainability, then those they hire should have an in-depth knowledge of sustainability. Companies who do not adapt to the new strategies will be less attractive to top talent. "Some corporate leaders realize that being environmentally responsible is consistent with their desire to achieve competitive advantage"(Jackson and Seo, 2010, p. 288). As the business world is changing it becomes increasingly important to address relevant real-world issues in order to maintain relevance in scholarship (Jackson and Seo, 2010).

As part of a ruling by the United States Environmental Protection Agency all government agencies are required to develop and implement sustainability plans (United States Environmental Protection Agency, 2009). The Environmental Protection Agency also instituted a Green Power Program. The purpose of this program is to increase the use of cleaner energy by businesses including IHEs (Ghosh, 2011). Contests have been designed to uncover the most pragmatic, energy efficient method to accomplish projects (Green-Pedersen and Wolfe, 2009; Morrison and Yoshida, 2009; Fisher, 2010; Glover, Peters and Haslett, 2011).

"Industry is seeking employees educated in business schools that have a keen understanding of the way that ethics, CSR, and sustainability influence the triple bottom line" (Nicholls, Hair, Ragland and Schimmel, 2013, p.138). Business education often lags behind the needs of corporations (Sherman and Hansen, 2010; Gitsham, 2012; Wilhelm, 2012). Sustainability should be part of the common body of knowledge that is taught in

today's graduate IHEs. Organizations expect that business schools will fulfill this need while meeting the needs of prospective students (Sherman and Hansen, 2010). As the implementation of sustainability in business increases, IHEs should reflect this in all management education courses (Auderbrand, 2010; Rowe and Wehrmeyer, 2010; Sherman and Hansen, 2010; Pless, Maak and Stahl, 2012). An IHE in Australia incorporated sustainability throughout the curricula and stakeholders have had a favorable response (Rusinko, 2010; Wong, 2011). China's Agenda 21, promotes leadership roles for IHEs in sustainable development. There is over a 50% increase in sustainability courses offered at Chinese IHEs. (Niu, Jing and Li, 2010). A driver for sustainability education is increased demand by stakeholders (Wilhelm, 2008).

IHEs are being challenged to make decisions and alter the way they have done business. The Association for Advancement of Sustainability in Higher Education, herein after referred to as AASHE, was established in 2006 and has almost 800 members in North America and Canada (Brinkhurst, Rose, Maurice and Ackerman, 2011). IHEs have copied what industry and government agencies have done by creating and hiring for the role of Sustainability Officer on their campuses (Association for the Advancement of Sustainability in Higher Education, 2012). Over 50% of the universities surveyed in Canada have sustainability coordinators (Helferty and Clarke, 2009; Brinkhurst, Rose, Maurice and Ackerman, 2011).

A stated goal of the United Nations Decade of Education for Sustainable Development is to have all avenues of education integrated with sustainable development (Rowe, 2005). The Principles for Responsible Management Education, hereinafter referred to as PRME, was created in 2007 at the UN Global Compact Leaders Summit. "The United Nations

Global Compact asks companies to embrace, support and act, within their sphere of influence, a set of core values in the areas of human rights, labor standards, the environment and anti-corruption” (Nicholls, Hair, Ragland and Schimmel, 2013, p.130).

PRME is the initial organized program between the United Nations and in business schools around the world. The primary mission of this organization is to foster and encourage socially responsible business management leadership, education and research, with a goal of impacting management education at business schools (Erskine and Johnson, 2012). It was developed as a network to have sustainability integrated in business education (Palthe, 2013). AACSB is on the steering committee of PRME. Both AACSB and PRME are adhering to the defining values of the Compact until other guidelines are provided. Consequently, those institutions either pursuing AACSB accreditation or looking to maintain their accreditation should pay close attention to the Compact and the six principles of PRME (Nicholls, Hair, Ragland and Schimmel, 2013). There are currently 571 signatories to PRME. Their responsibility is to report every two years on their progress regarding the six principles of the initiative.

- **“Principle 1 | Purpose:** We will develop the capabilities of students to be future generators of sustainable value for business and society at large and to work for an inclusive and sustainable global economy.
- **Principle 2 | Values:** We will incorporate into our academic activities and curricula the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact.
- **Principle 3 | Method:** We will create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership.
- **Principle 4 | Research:** We will engage in conceptual and empirical research that advances our understanding about the role, dynamics, and impact of corporations in the creation of sustainable social, environmental and economic value.

- **Principle 5 | Partnership:** We will interact with managers of business corporations to extend our knowledge of their challenges in meeting social and environmental responsibilities and to explore jointly effective approaches to meeting these challenges.
- **Principle 6 | Dialogue:** We will facilitate and support dialog and debate among educators, students, business, government, consumers, media, civil society organizations and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability” (www.unprme.org/about-prme/the-six-principles, 2014).

A study was done in 2010 of all available PRME reports analysing how sustainability is introduced into the curriculum. The study showed 35 different methods and concluded that a hands on approach appears to be the most valuable (Erskine and Johnson, 2012).

The Loyola University of Chicago saw that the creation and designation of an office of sustainability including an officer of sustainability is the first major step in implementing sustainability at both the university and in the curriculum. They felt that the sustainability officer could focus on various environmental issues, as well as being an advocate for faculty and staff and a conduit for transformative sustainability education (Sabbaghi and Cavanagh, 2015).

“Transformational sustainability science develops evidence supported solutions to sustainability challenges and trains students in that capacity” (Brundiers, Wiek and Kay, 2013, p.4615). If the IHE has a sustainability officer, that role can also double as an interface manager. That role will be able to span various silos and boundaries and thereby increase the cooperation between academics and other academics as well as various stakeholders. “Sustainability curriculum is transformational and institutions that seek the genesis to status look at sustainability as a legitimacy building block. The elite universities that are less locally embedded can be more independent but those that are

lower status may be more reactive in the adoption of any change” (Bartolini, 2015, p.111).

“In 2010, at the United Nations Compact Global Leader Summit some of the core practices identified were: an understanding of how to integrate sustainability into business strategy, operations, and governance. The ability to make connections between sustainability and actions. An understanding of the importance of public-private partnerships and the knowledge and skills associated with how change agents work” (Palthe, 2013, p.122).

One review commented that campuses are benefiting from the environmental movement, but curriculum in the United States is static and does not reinforce campus initiatives on sustainability (Green, 2012). This is sometimes referred to as the hidden curriculum. The message sent by the actions of the university differs from the message being sent in marketing material (Winter and Cotton, 2012).

The interest of students to attend IHEs that have a campus sustainability program and teach sustainability as part of the curriculum is increasing. In 2012, *The Princeton Review*, asked over 7,000 new students if the IHEs commitment to sustainability was an important factor in their decision to attend the IHE they chose. Sixty-eight percent of those returning the survey said, “in a word, very” (Princeton Review, 2013, p.5). This reflected a consistent increase in the response since it was first asked in 2008. In the 2013 edition of *The Guide to 322 Green Campuses* over 2,000 schools were reviewed (Princeton Review, 2013). “Schools like Georgia Institute of Technology and The George Washington University now offer more than 100 courses with a sustainability focus” (Princeton Review, 2013, p.10).

EQUIS accredited IHEs favor sustainability courses in the graduate level and as electives, while AACSB accredited IHEs favor mandatory courses but at the undergraduate level. EQUIS IHEs were more aggressive in offering sustainability courses and top-ranked business schools across the board tended to have the courses at the graduate level which might be reflective of the demands of the business community. Most American IHEs have not implemented sustainability into curriculum (Mabry, 2011; Walck, 2009). Accreditation groups can improve the situation by improving their commitment to sustainability (Walck, 2009).

In Europe, IHEs have traditionally placed more emphasis on sustainability education at the graduate level with elective courses. In the United States more emphasis is placed at the undergraduate level with compulsory courses. “Over 84% of the top 50 business IHEs require students to take sustainability related courses” (Wu, Huang, Kuo and Wu, 2010; p.527). AACSB accreditation had asked for more sustainability offerings than its European counterparts in the past. The 2014 edition of the *EQUIS Standards and Criteria* has a dedicated chapter on ethics, responsibility & sustainability, hereinafter referred to as ERS. Contribution of ERS is also incorporated into each of the assessment criteria. This change which first began in 2013 demonstrates that EQUIS views the role of business schools as central in creating responsible leadership in the future. “The expanded coverage of ethics, responsibility and sustainability introduced in this edition of the *EQUIS Standards and Criteria* reflects the need of business schools to contribute to the resolution of societal changes and to act as good citizens in the environment they operate in” (EQUIS S&C, 2014, p.6). The type and focus of the offerings differ between the United States and Europe. The United States focuses more on ethics (Wu, Huang,

Kuo and Wu, 2010). Worldwide, sustainability in higher education is a primary focus (Beringer, 2007; Pollock, Horn, Costanza and Sayre, 2009; Savelyeva and McKenna, 2011). Typically universities that are engaged in sustainability are focused on education contrary to those focused on research. (Wals, 2014).

Business organizations are important customers of management education and are looking for graduates trained in the soft skills of sustainability. CEO's view sustainability as a key driver of future growth and are looking for employees educated in sustainability (He, 2012). Their recruiting practices are key indicators of what they are looking for in graduates (Jones, Kang and Willoughby, 2008). In the United States, less than 25% of all IHEs offer stand-alone sustainability accounting courses (Khan, 2011). When recruiters were asked about sustainability, they said companies in the United States do not ask as often for graduates with sustainability training as European companies do. They are very focused on all analytical skills when recruiting. They recommended that progressive MBA programs need to take a lead on sustainability and it should be part of the core curriculum. The programs on sustainability along with others need more emphasis on quantitative and analytical skills (Jones, Kang and Willoughby, 2008). IHEs need to give it more attention to meet industry demands. The education of CFOs is a dominant influence on sustainability. Sustainability reporting is in demand and the lack of education in this area can create barriers to implementation. One study of business leaders had over 90% of them expressing that sustainability was an important facet to the future success of their company and just a little less felt business schools needed to develop these skills in tomorrow's leaders (Gitsham, 2011).

AASHE measures the level that an IHE has succeeded in implementing sustainability. It is reviewed annually and provides a scorecard for what has been accomplished and where future effort should be spent (Pipjelink, 2011). The majority of IHEs devote minimal attention to the economic aspects of sustainability (Starik, Rands, Marcus and Clark, 2010). IHE sustainability offerings have increased due to pressures from external and internal stakeholders (Walck, 2009; Stead and Stead, 2010). Greater emphasis needs to be given to research on quantifiable and qualitative measurements of sustainability in all core courses (Jones, Kang and Willoughby, 2008; Shrivastave, 2010). When institutions of higher education report on sustainability, the report should show the key expectations of the stakeholders along with the results and notations as to any variances. The structure of report should include all three legs of sustainability and include results of the environmental, ethical and economic performance of the institution (Musyarofah, Sudarma, Sukoharsono and Ludigdo, 2013).

Sustainability at IHEs is typically departmentalised and not integrated throughout the business school, the institution or various curriculum. (Lozano et al., 2014). IHEs should have connections with multiple businesses; businesses should also have connections with multiple IHEs (Gitsham, 2011). DuPont has connections with over 50 IHEs. They are a good example of what benefits sustainability can bring to an organization. They are honing their approach to IHEs that have a sustainability record in both curricula and practice. As IHEs become more sustainable they have the same benefits that corporations enjoy but also will attract more funds and grants (Holliday, 2010; Dobson, Quilley and Young, 2010). Success factors for “sustainability initiatives at IHEs are communication, time, the right people in attendance, non-judging attitude,

collaboration, empowerment, dialogue, strategy, objectives and champions” (Disterheft, Caeiro, Azeiteiro and Filho, 2015, p.18). Graduate business schools when asked why they are adding curricula on social leadership responded by saying it was driven by stakeholder interest and competition from other institutions and global pressure (Cornuel and Kletz, 2011).

The goal of advanced degrees in sustainability should be to enhance the ability to uncover new methods of profitability while benefiting the environment and social issues (Jones, Kang, and Willoughby, 2008). Business leaders need to be developed who can be silo busters and can lead change from the top. Progressive causes are usually brought to the forefront by grass root causes. Sustainability is not a progressive cause but an economic one and pressure should come from the top. Cost reduction, cost avoidance, liability avoidance and increased income are all benefits. IHE marketing strategies that ignore this may alienate prospective students. A “competitive advantage will go to those defining the rules of the future rather than obeying the rules of today” (Dobson, Quilley and Young, 2010, p. 17).

Campuses are changing the manner in which they transact business. They are reducing paper use, buying commodities locally, and building wind turbines for alternative energy sources (Bastian and Trainor, 2010). When older buildings are renovated they are done in a manner to adhere to their sustainable strategies. Holistic actions like these can also impact the communities in which they are located (Kermath, 2007; Atherton and Giurco, 2011; Landmark, 2011; Neuman, 2011).

Cornell University experienced an increase of 40% of incoming students into its graduate business program in the first few years following the introduction of

sustainability into the graduate business school. The new students said that the sustainability curriculum and practices on campus attracted them. Duquesne University had an increase of 300% in one year of applicants into its sustainable MBA program (Stroufe and Ramos, 2011). When these students were surveyed, 78% of them thought sustainability should be in all classes. The same study cited Net Impact, a non-profit organization, where 90% of the business leaders surveyed thought sustainability should become part of graduate business school's curriculum and 60% of those thought the approach would lead to greater profits. They also stressed the need for more analytical data (Stroufe and Ramos, 2011).

An increase in sustainability education, along with research trends dealing with sustainability are a driving force for sustainability at universities and in their curricula (Waheed, Kahn, Veitch and Hawboldt, 2011). One difficulty of past research has been that the studies overlap disciplines. Large IHEs possess the resources for such studies and initiatives but are slowed by organizational inertia. Smaller IHEs are more nimble but lack resources. "There needs to be more research between the link of sustainable strategy and competitive advantage" (Dixon-Fowler et al., 2013, p.354).

The enrolment statistics at sustainable IHEs, the increase in sustainability coordinators, the recent increase in sustainability studies like The Princeton Review for Sustainable Colleges, and the increased interest by all stakeholders, demonstrates a growing interest in sustainable strategy by institutions of higher education.

2.5.4 Sustainability Assessment Tools at IHEs

It is a common practice to review assessment reports generated by independent agencies to assist in making informed decisions. Assessments help identify key areas important to the decision making process of the user (Shriberg, 2002a;b). The rating agencies that provide these types of reports know the impact they have on the decision process and the importance of being independent. With the beginning of the Decade of Education for Sustainable Development the number of assessment tools used and the groups ranking them has increased significantly (Lozano, 2006a; Martin, 2011).

Assessments have continually gotten more comprehensive since the first campus energy consumption assessment was compiled in 1988 at the University of California Los Angeles (Wells, Savanick and Manning, 2009). IHEs have taken the forefront with assessment tools. The Association for the Advancement of Sustainability in Higher Education created the Sustainability Tracking, Assessment and Rating System here in after referred to as STARS in 2010 (Wigmore and Ruiz, 2010). The latest version, STARS 2.0 came out in January 2014. It monitors five main areas covering 17 subsections. It is meant to ascertain the progress of the IHEs in regards to sustainability in their curricula and campus operations. Any institution of higher education around the world can become part of AASHE. The process is a self reporting system that is to be done every three years. The website is www.stars.asshe.org/pages/about/technical-manual.

PRME participants should provide a report every other year about their progress regarding sustainability issues. The reports are then posted online for the benefit of

everyone whether or not they are a participant in PRME. The website is www.unprme.org/sharing-information-on-progress/participantreports .

The Aspen Institute compiles a ranking of all full-time accredited MBA programs around the world. The report, which is titled *Beyond Grey Pinstripes*, is published biannually and is the result of self reporting questionnaires (Lozano, 2006b). The scoring on the course work is 30% of the evaluation while 25% is on faculty research, with the remainder being divided among student opportunities. The website is www.beyondGreypinstripes.org .

Recently the *Princeton Review* began a rating of Green colleges in the United States. Data for this review is collected one of two ways: institutions can submit a self reporting survey or via STARS. The survey is heavily weighted toward environmental issues. The website is www.PrincetonReview.com/green-rating-methodology.aspx .

The Engineering Education for Sustainable Development Observatory, has published biannually since 2006, a report ranking the sustainability efforts of European engineering schools. The report is a result of questionnaires completed by the institutions. The website is www.upc.edu/eesd-observatory .

Since 2004, the Corporate Knights Magazine has published biannually their report of top hundred schools as well as a top 10 list for particular programs such as MBA, law, engineering, etc. Their data is collected from questionnaires as well as telephone inquiries and email interviews. They are rating how well the institutions have included social and

environmental ideas into their curricula. The website is www.corporateknights.ca/special-reports/68-knight-school-guide.html .

Almost all the assessments, including those above, deal primarily with the environmental impact, and secondly the social impact of sustainability in the programs reviewed. This information is more accessible (Lozano, 2011) but there are not good quantitative tools to use to assess the ethical or economic impact of sustainability.

The public is increasingly skeptical about sustainability claims that organizations make (Wicki and Van Der Kaaij, 2007). One key way sustainability can financially benefit an organization is the repositioning of the organization with its stakeholders. When an organization's sustainability performance is better than competitors, this real performance needs to be communicated to the consumer and other stakeholders. Stakeholders usually lack the information required to bridge the gap from perception to reality. When organizations do not distinguish themselves based on facts, then stakeholders are left to make inferences based on data they have available. Often times, due to a lack of communication, the perceived performance is less than the actual. Noise distorts the perception and reality in the world of sustainability. The noise is caused by negative media stories that relate stories of profit at any expense, whether it is ethics or the environment. There is also a continual hum of green washing (Peloza, Loock, Cerruti and Muyot, 2012). Some organizations are reluctant to have assessments completed about them for fear of poor reviews that might create negative responses from their consumers (Chatterji and Toffel, 2010).

Absent a common definition, any comparison of measurements becomes unmanageable and unreliable (White, 2013). The lack of widely accepted tools to

measure the overall strategy of sustainability creates a difficulty in endorsing it (Perego and Kolk, 2012). There are accepted measurements for energy consumption improvement, reduction in water usage, enhanced waste management ratios and other measurements relating to environmental savings. IHEs are a critical key in the future of sustainability especially in the areas of campus greening, research, curricula and interdepartmental collaboration. Institutions use multiple types of assessment tools although the focus is still most often on environmental versus the entire holistic approach (Disterheft, Caeiro, Azeiteiro and Filho, 2015). The lack of tools occurs in ethical, economic and overall sustainability analysis.

2.5.5 Summary

It has been over 30 years since the Brundtland Commission convened and yet there is still not a clear definition regarding the term sustainability. Sustainability is still most often thought to be an environmental policy enforcer. “Sustainability is an emerging megatrend” (Lubin and Esty, 2010, p.2.). Institutions of higher education can face the consequences of diminishing reputation or the hazard of mortality by not responding to this latest megatrend. Sustainability needs to be approached on the basis of the three E’s: ethical/social, economic and environmental basis.

To achieve economic sustainability, an organization would include activities that streamline costs and implement efficiencies to maximize operational savings such as those derived by the systems approaches like ISO 9000 group of quality management system standards, Total Quality Management and Six Sigma. Organizations also need to create new technologies which will provide future income streams by keeping an eye on

the future needs of the customers, both internally and externally. These new technologies will be discovered and created in a move to maximize alternative energy sources such as wave technology, wind turbine and solar power. New jobs will be created as more, Leadership in Energy and Environmental Design herein after referred to as, LEED certified buildings will be built (Padlee, Kamaruddun and Baharun, 2010).

Ethical sustainability reduces risks associated with unethical practices. It creates customer loyalty by doing what is right, and thereby decreases customer turnover. Employee loyalty is also enhanced as employees want to be associated with a company that has a reputation of high integrity.

Organizations can pursue environmental sustainability and gain benefits by protecting their reputation through sound environmental practices, and communicating their actions to all stakeholders. Being good stewards of the three aspects of sustainability will ensure that they have resources tomorrow to continue operations in the future (Butner, 2011).

Research has shown that enhanced environmental performance of an organisation also will enhance its financial performance. Dixon-Fowler et al., concluded in their 2013 paper that being green pays. It did not matter what type of organisation it was or what type of industry it was for the financial benefits to coincide with a good environmental performance.

Green marketing is more than just brand development and enhancing the reputation of an organisation. Its foundation starts with a clear high definition of what consumers want and the value they place on it (Wood, 2007). Consumers continue to consume more environmentally friendly products and services and are willing to pay more for those

goods and services (Hoek, Roling and Holdsworth, 2013; Pope and Waerras, 2015). There is a limit on what consumers are willing to pay. They want to maximise the reinforcements that they get from consuming the product or service. Consumers are looking for the maximum amount of reinforcements and a minimal amount of consequences.

A specialist has a higher appeal than any generalist in a diverse market. When institutions lose focus on their niche, it confuses the consumer and prevents the population from forming a clear identity about the organisation (Negro, Hannan, and Rao, 2010). Audiences usually react negatively to any reduction in clarity about an organisation. Authenticity is a continual process that connects perceived values of an organisation in a historical context. When organisations operate outside the bounds of their values and fail to be true to these values, is when their authenticity will cease to exist. “Being authentic entails a continual process of self understanding and introspection connecting with others and creating aspirations” (Auster and Freeman, 2013, p.41).

There is a consumption gap between a consumer attitude favouring sustainable products versus their actions in purchasing them. One of the causes of this consumption gap is mistrust of sustainability claims (Pope and Waerras, 2015). Many consumers do not believe that businesses are environmentally friendly and feel that they make greenwashing claims and are profiting by them (Lyon and Maxwell, 2006).

“Greenwashing is a selective disclosure of positive information about a company's environmental performance, without full disclosure of negative information on these dimensions” (Lyon and Maxwell, 2006, p.31). Greenwashing starts when a false sustainability claim improves a competitive position for the purpose of increasing the

financial benefits because of the improved image of an organisation or institution. There are numerous websites dedicated to uncovering situations of greenwashing. Most of the consumers do not take the time to look into actual facts and are comforted by the claims an organisation makes.

Our culture is involved in the conflict between authentic and imitation (Carroll and Wheaton, 2009). The context in which authenticity is used is fundamental to an understanding of whether something is authentic. Sometimes it is easier to describe what is not authentic than what is authentic. Society is tired with organisations and people spinning the truth. “Our world is dominated by spin doctors” (David Boyle cited in Potter, 2010, p.7). Consumers want authenticity. Consumers will become disengaged when an organisation or IHE is just going through the motions (Auster and Freeman, 2013).

Boycotts are tools that activists use to try to change what organisations are doing or their policies by disrupting the demand for their offerings (McDonnell and King, 2013). Although consumers may agree with the concept of boycotts many of them will not modify their consumption. The majority of all boycotts in a 25 year period beginning in 1990 dealt with the communications, food products, chemicals, eating and drinking establishments, and the petroleum industry. Organisations have found that the use of pro-social claims in their communication with consumers has the ability to minimise any threats to their reputation caused by boycott (McDonnell and King, 2013).

As the number of organizations that implement sustainability not just as a compliance issue but as a part of their values in strategy increases, the demand for personnel knowledgeable about sustainability will also increase. This will put pressure on

business schools to produce the leaders needed to solve issues around sustainability. “AACSB International explicitly ties the concept of ethics, CSR, and sustainability together and advocates the three (separate) areas be integrated in all business school disciplines” (Nicholls, Hair, Ragland and Schimmel, 2013, p.131). The world today needs to grow leaders that can create strategies allowing for sustainability and profit. “Sustainable development is a moral good with an ethically positive consequence” (Sabbaghi and Cavanagh, 2015, p.317).

New tools will need to be developed to quantifiably measure the impact of the aspects of sustainability. This will reduce consumer scepticism caused by the green washing that some organizations employ. Business leaders verbalize the need for more quantifiable measurements resulting from a clearer definition of sustainability. New measurements are required along with a clearer definition of what is being measured to assure continued long term success of the strategy (Lubin and Etsy, 2010). These new measurement processes will also allow organizations and institutions of higher education to have a much clearer picture of not just what the important criteria that consumers look at but also the magnitude of difference between the importance of the various criteria so that the allocation of the resources can be allocated most efficiently.

We are too early in working with the concept of sustainability to view it as a magic bullet that will solve all economic, ethical and environmental problems of a business and IHE (Senge, 2011). A great deal has been learned in the past 30 years since the United Nations took the first steps. If 30 years ago, someone would have suggested sustainability as a way to yield competitive advantage, the idea would have been ridiculed. “This view still exists but we have reached the tipping point where sustainability will be looked at

with careful consideration as a viable option one can implement as a systems approach for many problems we face as a society today” (Brauer, 2011a, p.4). With proper execution clear advantages should be gained by implementing sustainability (Lubin and Esty, 2010; Perego and Kolk, 2012). Charles Darwin said, “It is not the strongest of the species that survive, or the most intelligent, but the most responsive to change” (Bedeck, 2011, p.33).

2.6 Consumer Behaviour and Sustainability

2.6.1 Consumers and Sustainability Behaviour

1) For over 30 years opinion surveys have shown increased concern over sustainability issues by consumers (Hoek, Roling, and Holdsworth, 2013). A generation ago people would have little idea of what the term sustainability meant. A search on ProQuest or EBSCOhost would not have yielded many results (Calhoun, 2011). For those who had heard of sustainability, many would have considered it no more than a fad or flavour of the week (Sroufe and Ramos, 2011). It is no longer thought of as a fad. Today sustainability is here to stay (Boddaras, 2010; Peterson, 2012).

The choice that consumers make is a result of their learning history meeting their current behavioural setting. It's the point where the experience of a consumer meets a new opportunity to consume. This is called the “consumer situation” (Foxall, 2010, p.93). The consumer situation encompasses motivating consequences such as; the utilitarian reinforcement that shows the results of previous decisions that provided useable economic and technical benefits, the informational reinforcement which is a statement about ones lifestyle and finally the adverse or punishing consequences which is the cost

to consume or purchase the product or service (Foxall, 2010). A peculiarity of consumer behaviour is that it can be the subject of being reinforced and punished at the same time. The reinforcement comes by the benefits the consumer gets from the purchase and the punishment is the money or other value the consumer has to give up as a condition to get the purchase (Foxall, et al., 2006).

Authenticity connotes value, as a study by Carroll and O’Conner (2012), revealed. The findings of the study concluded that when you contrast authenticity with quality consumers attributed greater value to authenticity (Carroll and O’Conner, 2012). The study cited above showed that consumers were willing to “pay more for the morally authentic product” (Carroll and O’Conner, 2011, p.21). Sustainability done properly creates a higher, ethically produced product or service. This leads us to a conclusion that stakeholders will place an increased value on sustainably produce products or curricula offerings.

Can an IHE maintain its authenticity while adopting a strategy of sustainability? The answer is yes, as long as the change and motive for the change are consistent with the core values. “Internal consistency” (Spiggle, Nguyen and Caravella, 2012, p.969) is being true to oneself. That is, what an institution is doing is not the result of false claims, but it is what it appears to be. It is authentic when the essence and uniqueness of the institution are unchanged. The idea of not changing the essence of an IHE “is at the heart of authenticity” (McShane and Cunningham, 2012, p.83). The change must enhance and not dilute the image of the original IHE.

What prospective student’s face when choosing an IHE is the unknown since outcomes only become visible in the future. The purchase of a product has much less risk

than the purchase of a service. There are financial, psychological, social, and other risks that consumers are faced with when there is a shortage of first-hand learning history. They will want to get as much second hand learning history that is either internal or external as they can. This will create a tremendous reliance on information developed by the institution itself. (Simoes and Soares, 2014).

“Authenticity as a social construct and the result of a perpetual process of interpretation” (Casteran and Roederer, 2013, p.154) by the consumer. The efforts to connect with a population’s expectations are increased. More important than the true characteristics of the product or process is the audiences’ interpretation of what they see, hear, and read. The way the attributes of authenticity of products, services and organizations are interpreted by the audience changes through time.

“The socially constructed nature of authenticity also means that things do not stand still, even for specific kinds of authenticity” (Carroll and Wheaton, 2009, p.48). What consumers would have considered as being authentic a decade ago may not be considered as being authentic today or in the future. Authenticity requires that products or services stay consistent with the perceptions that the consumer has of similar products and services. Any “claims of authenticity require that they be legitimized by key audiences, critics, and consumers” (Negro, Hannan, Rao and Leung, 2007, p.2). For a product or service to be authentic it needs to be what it purports to be, and requires “the verification of objective representations” (Lindholm, 2013, p.362). The experiences that consumers have had must be consistent. Any variances to this consistency will have negative effects on the audiences’ perception.

“To explain consumer behavior is to locate it - in space and time, at the intersection of a learning history and a current behavior setting” (Foxall, 2002, p. 29). The consumer behavioral setting in conjunction with learning history shapes consumer choice. Measurements of the learning history require that the consumers articulate their individual experiences. “Consumer choices are any behavior which reduces the aversive consequences of facing a number of apparently functionally equivalent options, i.e. those which have similar response strength for the individual” (Foxall, 2002, p.79).

The more experience the audience accumulates with a particular brand product or service the tighter band its’ perception of the product or services have. Conversely an audience inexperienced with a product or service will have a larger band of what is acceptable as authentic. “User taste and preferences change and evolve over time. Shifting trends in the community, the arrival of new products and even changes in user social networks may influence” (McAuley and Leskovec, 2013, P.907) it.

The thought process of consumers is influenced by their beliefs and perceptions. The inferential concepts designed to satisfy an understanding of a consumers thought process are:

- “1) Perception is partial at all points.
- 2) Beliefs must be grounded in either perception or take it for granted assumptions.
- 3)As seeing is believing, perception (at least temporarily) overrides earlier beliefs.
- 4) Defaults shape beliefs (unless there is perceptual evidence to the contrary).
- 5) Beliefs come from perceptions or defaults.

6) Lasting beliefs developed if lasting take it for granted assumptions are not contradicted by perceptual evidence.” (Polos, Hannon and Hsu, 2009, p.14).

The greater the comprehension that an institution has of the key priorities in the process of the consumer purchase, the more successful it will be.

Legitimation connotes that an organization or institution is compatible within some socially acceptable norms (Castello and Galang, 2010). There is no “independent and settled external standard of legitimacy” (Kuznetsov and Kuznetsova, 2012, p.4). Legitimation is earned when the product, service or institution is granted with “the normative acceptance of its rightness” by the consumer (Humphreys and brown, 2002, p.424). It is the “acceptance of the organization by the population” (consumer) (Bitektine, 2011, p.153).

Consumption history by a consumer is transformed into the stimuli that create a current choice. “For consumers in a novel shopping situation, the neutral stimuli are transformed by this learning history and the choices that signal the probable outcomes” (Hantula and Wells, 2014, p.34). “Learning history refers to the consumer’s experience with a product or brand and beneficial or punishing consequences that ensued” (Foxall, 2015, p.74). The learning history is additional value to otherwise a neutral setting by providing the consumer with the previous consequences of a prior decision. And thereby stimulating and approach avoidance behavior since one outcome is already known (Hantula and Wells, 2014).

When IHEs communicate that they are performing specific actions; these assertions are analyzed by observers concerned about the domain. These observers, also referred to

as domain enthusiast, are audience members “who engage heavily in a domain and invest efforts in developing the social codes” (Kovacs, Carroll and Lehman, 2012, p.11). Domain enthusiast will validate the claims of the IHE or not validate it. The ability to garner information and to communicate around the world continues to expand. Since there is no central clearinghouse for the reliability of the information, this can make it difficult to separate reliable and accurate information from bad information (Bilogrevic, Manshaei and Hubaux, 2011).

“In order to develop efficient strategies of environmental conservation, we would need to identify the variables that influence consumer behaviors that produce unwanted environmental impact” (Foxall et al., 2006, p.122). Then organizations and institutions will be able to meet the needs of their consumers.

“Reactions to stimuli can be predicted by analyzing them as a contextual system. “Architectural system is an entity of which can be predicted and explained by reference to its learning history and its current behavioral setting, that is by the consequences that had followed his behaviors in the past as they interact with current opportunities to repeat similar behaviors or to engage in competing activities. This basic assumption of the concept of market has also been incorporated into behavioral analytical thinking to the analysis and meta-contingencies” (Foxall, 2014, P.2).

Prospective graduate business school students have very limited learning history about their choice of institution. In the absence of first-hand learning experience the consumers will have to employ secondhand or surrogate learning experience. Consumers will learn from advertising, branding marketing information as well as online reviews. The greater the credibility of the online reviewer the more value the recipient places upon

them. The recipient also places a great deal of value on a greater number of reviews. Consumers will learn more about a product that they have not used by their own past experience of similar products (Zhao, Yang, Narayan and Zhao, 2013).

2.6.2 Summary

In 1927, when Charles Elton initially described what he saw the role of the consumer in a population was, he was working on his concept of a niche. He saw that the niche must first possess a market, and second the consumer needs to have an appetite for the unique product, service or offering. Thirdly, the product, service or offering asked to have a strong resemblance to the codes that the consumer requires to be part of that niche. The imminent appeal of the institutions offerings dictates what the actual appeal will be. The higher magnitude that the appeal possesses is usually accompanied by increased fitness of the organization is attributed with by the consumer. The potential hazard of mortality of an organization within the niche declines with the increase appeal and will conversely increase with the imbrications will of niches (Hannan, Carroll and Polos, 2003).

The consumer assesses the fitness of a product, service or offering, not the organization (Peli, 1997). As IHEs market to a finite group of consumers, the significance of a niche with becomes more kinetic. Consumers decide on the values of the offering and changes in niches are dependent on enhanced knowledge of the values placed and the priorities of the various criteria to the consumer. Successful institutions create plans to increase their fitness to the consumer as compared to that of the competition. This

requires as much information about the importance of various criteria to the consumer as can be gathered. Relative fitness is a comparison of the institutions fitness to the consumer when compared to other institutions of higher education (LeMans, Hannan and Polos, 2011a).

Among a population of institutions of higher education there are many generalist that do not distinguish themselves from their competition. Gottfried Leibniz's philosophical principle of indiscernibles stated that two unique entities are offerings cannot contain all the identical characteristics. If every characteristic of institution A is the same as institution B, then they are indiscernible from each other and are really the same institution with two different names (Forrest, 2012). This is an issue for community colleges in the United States that are in competition for the same prospective incoming students. A IHE's hazard of mortality decreases as their relative fitness increases. It is possible to quantitatively measure the appeal of offerings at institutions of higher education to their consumers.

Changing the feature, such as adding a sustainability strategy in a graduate school of business, requires authentic leadership. Relevant aspects of the claim of being a sustainable institution need to be built into multiple aspects of the organization. The features of sustainability need to be visible. Accountability of the sustainability claim should be clear. The sustainability story, and reasons why, need to be told and retold. Communication is critical as knowledge is passed on to the consumer and other consumers. This communication is an attempt to span any authenticity gaps (Carroll and Wheaton, 2009).

The utility that consumers receive from a purchase of a product or service is the variance between what they perceived to have received versus what they perceived they gave up. Consumers are driven to receive a higher value for what they purchase than what they gave up (Kovacs, Carroll and Lehman, 2013). Prospective students of graduate business schools want their education to provide them with a significant return on their investment. They want a positive utility from the experience.

The research design of this paper deals with IHEs that are viewed as authentically sustainable. The research will give further insight as to whether; adhering to practices sustainability there may be a competitive edge to be gained by IHEs. In analyzing the question of whether institutions of higher education can maintain their authenticity, while at the same time adopting a strategy of sustainability, the responses affirmative inasmuch as the strategy is consistent with their core values. Any strategy needs to show the consistency of the internal core values and making an institution of higher education relevant in today's society. Changing any feature or strategy in an institution of higher education would require authentic leadership. Relevance of the change the core values, visibility, communication, and accountability are all critical to span any authenticity gaps (Carroll and Wheaton, 2009).

2.7 Competitive Advantage

2.7.1 Competitive Advantages and Consumers

When an organization's offering "is both valuable and rare, a competitive advantage exists" (Sirmon, Hitt, Arregle and Campbell, 2010, p.1387). A competitive advantage is effectuated when an offering performs better than that of a competitor and has a lower cost. A consumer is presented with a greater value by one organization or its offerings versus another (Singh, 2012). The creation of value for consumers is always linked to a competitive advantage (Peteraf and Barney, 2003; Gupta, 2013).

The performance of an institution and the current state of its environment has a symbiotic relationship with the amount of capital the organization possesses. The relationship between the capital of an organization and the hazard of mortality is inverse. As economic or human capital decreases, the hazard of mortality increases. The inability to continue the business of an organization is seldom because of the inadequate economic results of a single year. A decrease in the fitness of the organization to its consumers has a great deal of influence on the survival of the organization. The value that consumers place on various criteria must be monitored and an organization needs to be agile and react to changes that occur within its niche (LeMens, Hannan and Pólos, 2011a).

The most consequential competitive advantage is reputation. It can neither be purchased nor sold. Organizational and product reputation should be regarded as the most substantive intangible resource. If a reputation is damaged, it will take a significant amount of time and resources to repair the damage and regain the reputation. Sometimes it is an impossible task (Hall, 1992).

Economic and other performance indicators that are accomplished better than that of a competitors over time are the result of, in part, competitive advantages. A sustained competitive advantage, by itself, is not the sole indicator of continued superior performance (Powell, 2002). “It seems unreasonable to expect competitive advantage to imply a superior performance no matter what else the firms may be doing” (Powell, 2001, p.877). To possess a long-term competitive advantage is becoming more unusual as competitive pressures, along with the use of technology, increases. To create sustained competitive advantages, an organization needs to be able to ferret out opportunities before the competitors do and learn how to turn “threats into opportunities” (Ning, 2012, p. 48; Valkangas and Romme, 2012). A critical core competency of any institution is the possession of the skills needed to stay focused on the customer and the skills to effectuate innovation when called upon to do so (Chen and Hsieh, 2008).

Competitive disadvantage applies to any capability that fails “to satisfy the minimum requirements” of the audience (Powell, 2001, p. 877; Sirmon, Hitt, Arregle and Campbell, 2010, p. 1390; Hinterhuber, 2013). A weakness does not necessarily connote a decreased value of the institution to the audience, but the value is less than the competitors that do not have similar weaknesses.

A “competitive advantage is specific for each enterprise and this specificity is particularly valued by consumers” (Renko, Sustic and Butigan, 2011, p.377). The gauge as to whether or not an advantage is sustainable is whether it generates long-term value, if it is rare, difficult to imitate, or cannot be substituted for (Barney, 1991). The process of the creation of a differentiator involves understanding the needs of your stakeholders and customers prior to your competitors and using creative talents to process advantages that

are unique to the organization and of value to the stakeholders. A strong differentiator brings along with it the ability to sidestep price as a competitive issue, and lets the offering be sold at a premium. The reputation and the brand are enhanced and stakeholder and customer loyalty is fortified (Turok, 2004).

To properly create a marketing plan whether is a green marketing plan or not, an institution needs to understand the competitive advantages that they possess. An effective plan begins by identifying the results anticipated with its implementation. In addition to the objective, two other critical elements are scope and advantage. The scope is the niche which includes involvement of the consumer, and the understanding of their needs and the values the consumer places on the advantage. “Convergent validity is a positive correlation between different measures” (Foxall and Pallister, 1998, p. 187). The closer to the convergence between the actual values that the audience places on an advantage and the perceived value that the organization believes it has, the greater the validity that it is truly a corporate competitive advantage. The plan must be able to identify the corporate advantage and be specific enough to be measured throughout the timetable of its implementation. The greater the capital an organization has the greater the probability that it will be able to withstand an economic downturn whether caused by poor choices or the environment (LeMens, Hannan and Pólos, 2011b). An example is the introduction of New Coke, by the Coca-Cola Company in 1985, and its failure. This is an example of a poor marketing decision that a smaller company with less capital could not have withstood.

Organizations with a smaller economic base need to differentiate themselves through the implementation of competitive advantages that demonstrate a clear

distinction between themselves from their competitors (Renko, Sustic and Butigan, 2011). “Complacency is a seductive companion to success, for business organizations” (Ning, 2012, p. 48). Organizations with greater economic capital can take a wait and see attitude versus what is referred to as first movers. The customers of organizations place a value on certain brands over others despite the fact that their characteristics are almost identical. This motivation for individuals to purchase particular brands allows the organization to charge more since the customers place a high value on the organization and its offerings. This desire for a particular brand might be based on positive past experience with the organization or offering as well as social advertising for the offering or organization. The greater visibility the brand has the greater the preference of the brand for the consumers purchasing the type of offering.

2.7.2 Planning for Change at IHEs

The end of the 20th century presented institutions of higher education with additional challenges which have continued to the present day. Institutions were faced with global competition for students along with decreased government funding, increased competition from both virtual and international universities and an increasing number of stakeholders questioning the value of advanced degrees (Thomas, 2011; Essary, 2012). This has not changed.

Professor Jerker Denrell, s Professor of Behavioural Science at Warrick Business School, concluded that if researchers do not take into account the role that chance plays in an outcome then they might incorrectly conclude that the attributes of organisation that continually produce positive results are imbedded within those organisations. The in

correct assumption would be that by duplicating those attributes in another organisation that organisation will see similar positive results (Denrell, 2014). A plan for lesser-ranked universities to compete with those with a higher rank is to identify a niche important to the consumers that the larger one would not be able to manage profitably (Dobrev and Carroll, 2003).

In 2000, when universities in the United Kingdom began a three year effort to increase the image and branding of their universities, not all were in favor of it and believed the job of education was to educate not to market the institutions. Many educators considered the branding of their institutions inappropriate. Although many conceded that the effect might improve the IHE's recognition, many still resisted the process (Lewis, 2003). Those in favor believed this would increase the attractiveness of the universities to international students. The targeted branding of the IHEs would increase the scope of potential applicants they appealed to (Hemsley-Brown and Goonawardana, 2007).

When the University of Phoenix (the largest online University in the United States) began, it pursued a narrow niche. They were offering MBAs at a better cost and with a greater convenience for the student. This is typically a very profitable offering for IHEs and was a good choice for the University of Phoenix to pursue (Lewis, 2003). Graduate business schools are often seen as cash cows. They typically do not receive any internal funding from the IHE that they are associated with and are required to either find funding from outside the university or find other revenue to fund their programs. To attract outside funding and increase the number of students attending these programs they need to possess solid brands and a stellar reputation.

Reputations are based in the opinions and perceptions of the consumer. The identity of the institution is the link between the institution and its stakeholders. The reputation has great influence on the marketing plan selected (Magnusen, Mondello, Kim and Ferris, 2011). Universities, like organizations, compete hardest with those other universities that are similar (Dobrev and Carroll, 2003).

2.7.3 Summary

Michael Porter defines cost, differentiation, and focus as three marketing plans that institutions can use. When an organization comprehends what their consumers places a value on, the magnitude of importance of the various criteria, and is then able to present it to the consumers in a manner that demonstrates the value for them, then a competitive advantage is achieved. This increases the fitness of the organization to the consumers and increases the overall performance. It further solidifies and links the customer closer with the organization. It will further enhance the reputation and the brand in the perception of the consumers (Lin, Lee and Wu, 2010).

The number of advantages that an organization has over other organizations in its niche is important but the “strengths relative to the competitors” (Sirmon, Hitt, Arregle and Campbell, 2010, p.1388; Peteraf and Barney, 2003, p. 317) is most important. It is difficult to measure the effectiveness quantitatively of competitive advantages. The resource based view or RBV, maintains that competitive advantages begin with proper resource allocation. This view uses the analytic hierarchy process to identify the magnitude of the value of difference criteria among the various criteria. The resultant

values then can differentiate between the various offerings as to what is a true competitive advantage (Lin, Lee and Wu, 2010).

IHEs in the United States thought that their decades of being a world leader in education would never end. The lack of aggressiveness and the inability to see and react to opportunities has diminished the dominance they once held in the market (Prahalad, 1993). A marketing strategy, an institution must decide on the type of school they wish to become and then set goals that will lead to the metamorphosis to that type of institution. In the 1940s, Stanford University set their goal to become “the Harvard of the West” (Thomas, 2007, p.34).

The future of higher education demands distinctiveness in the offerings by the institutions that can be used to differentiate themselves from others and look to satiate a select subset of what the students/customers need. “Universities that fail to respond to students demands and rivals actions will find themselves with fewer students and smaller revenues with adverse effects on both research and teaching” (Fethke and Policano, 2013, p. 192) as well as the universities existence itself. Customers of higher education are the students, current and potential donors, alumni, and the community that the university is in, the government, recruiters, potential future employers, the staff, and the faculty (Ivy and Naude, 2004).

An institution’s “most important task is to chart its strategic course based on the determination of its value proposition and the distinctive niches it wishes to serve” (Fethke and Policano, 2013, p. 106). Chief executive officers globally believe that the implementation of all aspects of sustainability will reform how their organizations operate (Ning, 2012). As more universities use sustainability as a competitive advantage

in their marketing, it will still be subject to imitation by other institutions. An institution needs to focus on those tactics that have the greatest ability to manufacture value for the customers. Implementation of sustainability does not have to involve other economic trade-offs. The quantifiable portions of a sustainability plans should not count on only financial and economic results but all results should be subject to accountability (Eccles and Serafeim, 2013).

2.8 Multiple-Criteria Decision-Making

2.8.1 Overview

Establishing priorities is vital to an institution to manage their limited resources in the most efficient manner. An in depth understanding of the priorities and their relationship to each other will create a more efficient allocation of the resources available to accomplish their objectives. If resources were unlimited, prioritization would not be as important since you would just do them all. A clearer view of the magnitude of importance of the various priorities, allows institutions to have the information needed to maximize the efficiency of the allocation of their resources.

IHEs are facing increased competition in the industry. Their future, and in some cases their ability to survive, will be decided by their agility and response to changes in the marketplace and their stakeholders. The decision that the leaders of IHEs make going forward involves huge amounts of information. These types of problems are “multiple criteria decision making problems” (Samvedi, Jain and Chan, 2012, p.3210).

Decisions involving multiple criteria are typically very complex and contain a fair amount of uncertainty. Managers are continually faced with trying to maximize their

responses as regards to implementing actions to complement an organizations strategy taking into account the resources they have available. Organizations need to concentrate their decisions, resources and investments on actions that result in a positive economic influence. If an IHE is trying to decide on a strategy to use to understand why new consumers (students) choose their institution, the task can be very difficult and time-consuming. An institution normally does not have a total understanding regarding its audience, the environment that it competes in, or how a change would be viewed in relation to its core values. A better understanding of what is important to an institutions current and future consumers will help the institution have a clear picture of how their current offerings fulfill these consumer's needs and discover trends that will allow them to change and meet their consumer's needs over time.

Priorities can be about consumer needs and wants, other stakeholder needs and wants, vision, activities, missions, objectives, and numerous other planning and management activities. A scale to rank priorities is essential to affect quality prioritization. The ranking assists in determining which priorities are most critical and are in need of implementation. The ranking by itself is like asking which is larger the moon or an apple. The ranking would be moon then apple, but this in no manner describes the difference in magnitude of the size of the two. The magnitude of differences between priorities is critical to obtaining a higher definition of priorities. A well executed priority setting model will help make improved quality of decisions, more efficient justification of decisions to stakeholders and assist in avoiding conflict.

“Understanding consumer preferences helps organizations determine how well current products or services are fulfilling people's needs, discover trends and changes in

customer needs over time, identify and evaluate new opportunities for products and services, and formulate ways to get new programs utilized more quickly” (Swartz and Oren, 1988, p.266).

For most of the time that mankind has existed on earth there has been a quest for improved clarity of wants and needs (priorities) to enable the facilitation of better decision-making. This quest has remained unchanged. The better quality information that decision-makers have available, then the better the results than those decisions should create. The clearer picture that the decision-maker has should equate to a clear understanding of the priorities, resulting in a clearer vision. This should then lead to a more efficient allocation of the resources available and the greater likelihood of accomplishing the desired objectives.

Making the task of maximizing the decision even more complicated is the task of trying to understand the effects that the various criteria have on each other. The granularity of the research will depend upon the decision being studied. A decision to increase resource allocation to sustainability efforts by an IHE requires research as to whether this will be valued by stakeholders and if there are other allocations of the resources that would yield greater long-term returns. The research as to what is valued by stakeholders requires looking at the relationship that all the stakeholder’s options add to one another. This creates a huge amount of data and a challenge for managers to come to grips with because of its size. Choosing the most advantageous decision-making process is difficult. The organization must select the process that eliminates the greatest amount of uncertainties regarding what the audience values and the inter-connectedness between the criteria.

This section will review several multi-criteria decision-making processes. It will examine the importance of a quest for clarity and some of the innovations that have been created along the way. The innovations in this field will be reviewed for their advantages and disadvantages. Included are the Thurstone, Likert and Guttman scales, the 100 Point Method, the Binary Search Tree, Case Based Ranking, the Analytic Network Process, the Balanced Scorecard with ANP, and the Analytic Hierarchy Process. An introduction of an original method of prioritization will be offered later in the paper.

2.8.2 Introduction

Determining the magnitude of priorities sharpens clarity and eliminates hurdles so IHEs can have a higher degree of probability of reaching their objectives. Many methods of developing priorities use versions of the Thurstone or Likert methods that came about over 80 years ago. This quest for clarity is universal and can be viewed in much the same manner as the evolution of clarity in technology. It can be literally followed through the timeline of radio and television transmissions.

In 1878, William Crookes, confirmed that cathode rays existed. The 1920s demonstrated the results of the research of the previous 40 years. John Baird demonstrated the first movie television pictures in London in 1925. One of the first images was Felix the Cat. The image was 2 inches high in 60 lines, as compared to the 1080 lines in use today. By the early 1940s 525 lines was the standard and increased to 630 lines in the late 1940s.

1954, the first all electronic color television sets were available and 10 years later the first plasmas display monitor was created. HDTV was first demonstrated the United States in 1981 with 1125 lines of resolution and before the next decade was over the first generation of direct broadcast satellite systems were operational. By the end of the century analog transmissions gave way to all digital transmissions producing better pictures and sound. And as of today the newest displays are the ultra high definition 4ks. In a similar fashion the quest for clarity in decision-making issues crucial to setting priorities and strategies has evolved. All the innovations provided greater clarity. In a similar fashion the quest for clarity in issues crucial to understanding consumers and setting priorities through multi-criteria decision-making processes has followed a similar path on building on prior concepts.

In Zadeh's fuzzy set theory "the main characteristic of fuzziness is a grouping of individuals (priorities) and classes that do not have sharply defined boundaries. The uncertainty in comparison and judgment can be represented by a fuzzy number" (Vahidnia, Alesheikh, Alimohammadi and Bassiri, 2008, p.594). The extent analysis demonstrates the amount that one part of a pairwise comparison is greater than the other alternatives. "The extent analysis method cannot estimate the true weights from a fuzzy comparison matrix and has led to a number of missed applications" (Wang, Luo and Hua, 2008, p.736). The use of incorrect data can lead an organization to incorrect conclusions and less than optimal use of resources (Wang, Luo and Hua, 2008). Multiple criteria decision-making models assist institutions in making better selections of complex options to get the most effective way to allocate limited resources. Institutions have several choices in examining data.

2.8.3 Competitive Priorities

The idea of first accomplishing those priorities that are low hanging fruit so that you can then expend energies on the higher priority items does very little in the way of helping an institution accomplish its goals. The path of least resistance would have an institution complete many objectives but the results would be negligible. The Pareto Principle states that 80% of the effort accomplishes 20% of the objectives. An institution needs to work on the most important task from the top down. “There is increasing need for methods capable of prioritizing” (Karlson, Wohlin and Regnell, 1998, p.939). Michael Porter stated that the competitive advantage is the ability of an organization to create a value for its consumer that is greater than the capital necessary to create that value. The competitive priorities that go into making the competitive advantage change over time and a method needs to be developed to be able to track those changes (Kavitha, Karthikeyan and Devi, 2013). “Any organization that wants to successfully compete in the marketplace must focus their resources on their customer’s requirements” (Ahmad and Schroeder, 2002, p.77). These requirements are not static but are dynamic and change over time due to shifts in the competitive environment and the change in consumers.

For any institution, the criteria allowing that institution, gain opportunities against their competitors are called competitive priorities (Dror and Barad, 2006). Competitive priorities direct the allocation of both human and financial capital to coincide with the institutional objectives. These competitive priorities are seen as critical components of future strategies (Nauhria, Pandev and Kulkarni, 2011).

A model first proposed by Skinner in 1969, said institutions need to decide which competitive priorities will receive the greatest allocation of their time and other resources (Boyer and Lewis, 2002). The studies found there is no discernible quantitative analysis using a ratio scale to produce the magnitude of difference of the competitive priorities. Further analysis during the research used ordinal scales and had no consistency checks.

There are various methods that have been used in the past century to prioritize criteria, requirements and attitudes. The purpose was to be able to create a ranking of these and optimally provide a magnitude of difference among them. The quest for methods that illuminate greater clarity on priorities of consumers has been in process for over a century. “There is a constant desire to have clear, objective and mathematical criteria” when deciding what projects to do. “Decision-making is based on tangible and intangible criteria, which are arbitrarily chosen by those who make the decisions” (Ricardo and Vargas, 2010, p.2).

2.8.4 Methods of Prioritizing

Prior to prioritizing, a key is to initially gather a group of subject matter experts to assist in the process. The more experienced the group is in the area being analyzed the more consistent and tighter the responses will be. More experienced consumers of a product or service will have a tighter band of expectations and criteria requirements on how they judge the importance of an item or how close that item meets their perceptions. Subject matter experts with similar experience and expertise will provide a better sampling of authenticity than if the consumers have dissimilar expertise (McAuley and

Leskovic, 2013). The following review of methods is not meant to be comprehensive but it is meant to mention seminal methods used in the past hundred years.

2.8.4.1 The Thurstone Scale

In 1929, Louis Thurstone, published *The Measurement of Attitude*. This was one of the initial formalized methods to place a measure on the attitude of individuals for intangibles. The process begins with creating statements about given issues. The statements are then given a numerical value depending on whether they are judged to be favorable or unfavorable. “A rather large number of judges are required to sort statements in the piles of equal appearing intervals along the continuum” (Ferguson, 1941, p.51). These piles are sorted to represent a wide range of attitudes from extremely unfavorable to extremely favorable using an 11 point scale. The respondents to the questions are then asked to mark the statements they agree with. A mean score is then calculated which is then interpreted thus indicating the attitude of the respondent.

A few years earlier Thurstone had created what he called *The Law of Comparative Judgment* which created an analytical indication of any comparison of pairs of questions with respect to attitudes or values. In reality this is more of a tool than a law. Thurstone believed that “attitudes can be measured” (Drasgow, Chernyshenko and Stark, 2010, p.465). At the center of his method was his belief that an individual would agree with statements that reflected their attitude. “As a result of imperfections, obscurities, or irrelevancies in the statement, and inaccuracy or carelessness of the subjects” (Thurstone, 1929, p.224) the responses of the individuals would have some inaccuracies. He

concluded that the measurement of the attitude of the respondents was the same of the range of the statements that they agreed with (Dragow, Chernyshenko and Stark, 2010).

Even though the results were reliable and provided satisfactory correlations (Likert, 1932) the scale is really used today because the difficulty to create the statements as well as the use of judges leading to inconsistencies in the creation of the stacks of statements. It was the initial use of pairwise comparisons as part of a multiple criteria decision-making process. This would be later used with the Analytic Hierarchy Process, herein after referred to as AHP, the Analytic Network Process, and my original adaptation of AHP.

2.8.4.2 The Likert Scale

Rensis Likert's paper in 1932, *A Technique for the Measurement of Attitudes*, was a continuation of the quest to apply measurements to study attitudes. Likert and Gardner Murphy began a study in 1929 analyzing five major "attitude areas" (Likert, 1932, p.11). The statements they formalized had the respondents choose between two alternatives. Their initial research was called the "Survey of Opinions" (Likert, 1932, p.14).

Likert attempted to create a separation of one attitude from another. He believed that "attitudes are dispositions toward overt actions" (Likert, 1932, p.9). The statements are divided into Likert items that the responded is asked to answer. All of the statements in that section should be related to each other. If there is an item that is unrelated it hampers the reliability of the responses. It is not a dichotomous response scale that only asks the respondents to agree or disagree. The scale is a multi-point scale that is balanced,

meaning that it has an equal number of options on both sides of an undecided option. The respondent's total score is the sum of the item scored.

One of the difficulties of the Likert scale is dealing with non-response to statements. Also it is not possible to see whether respondents agree or disagree with the question. It cannot respond to a neutral statement as the Thurstone Scale can. The scale is an ordinal scale that will provide rank but no magnitude of difference. The Likert scale provided reliability and satisfactory correlations and was simpler to use because of the elimination of judges and a simple construction of the statements. The scale is widely used today trying to get an overall rating on experience or an opinion. A common example is with regard to the satisfaction you experience in a recent stay in a hotel. "As a rough and ready approach the Likert scale works well. But for research and applications requiring a high fidelity representation of choice process, the Likert approach has shortcomings" (Dragow, Chernyshenko and Stark, 2010, p.474).

2.8.4.3 The Guttman Scale

Lewis Guttman developed the Guttman Scale in the 1940s. It is also referred to as cumulative scaling. The focus of what is being analyzed needs to be well defined. In the same manner as what is done in the Thurstone and Likert scales, statements that are indicative of what the focus is on are created. Just as with other scales the better the subject matter experts are to assist you in the creation of statements the tighter the result will be.

Judges are then asked whether the statement is in line with or not in line with the focus. It is a dichotomous response scale. The matrix is then created to allow for analysis

of the responses of the judges. It will show in general who agrees with which items. The group items that best represents the issue at hand are then selected for the ultimate administration of the scale. The respondents are asked to simply check those items with which they agree. The respondent's agreement with one item implies agreement with all of the lower statements.

The scoring system reflects how closely the respondents are in a pattern of more difficult attitude questions regarding the issue. The Guttman scale is best use on short questionnaires. The scale does not allow the ability to judge the magnitude of difference among the statements.

2.8.4.4 The 100 Point Method

This method is one of the easiest to understand and to implement. It is sometimes referred to as the cumulative voting technique. Although it can be used by an individual it is best suited for a group prioritization project. As with the other methods the better the subject matter experts are in the field being analyze the better the results will be. Each individual is given 100 points to distribute among the various priorities that are shown to them. Each person does this individually and the points do not have to be distributed equally among all the various priorities, but the individual has to allocate all 100 points. All of the points are then tabulated for each priority and a final ranking is established after a calculation of the individual results

The method is very simple, quick, scalable and practical but allows for incursion of subjectivity into the initial table because of its openness. This method is a single use since

once it is presented all the other individuals know how their other people have allocated their points. The respondents can alter the responses of the next round of point allocation to favor one priority over another. Another problem is that there is no limit on the number of points that a respondent can allocate to any one priority. The results could be skewed. It allows for some simple analytics to calculate the magnitude of the importance of one priority over another.

2.8.4.5 Binary Search Tree (BST)

The binary search tree was developed in 1960 to store information in a computer algorithm. This information can then be retrieved in an ordered fashion at a future time. Each node of the tree has an associated value. One node of the tree is designated as the root. The nodes to the right are of greater value of importance than the root node and the nodes to the left are of lesser value or importance than the root node. Searches can be done very quickly and efficiently and are of great advantage when trying to construct multiple arrays of data. The scale is ordinal so therefore the magnitude of differences between priorities cannot be calculated. There is also no consistency ratio available.

All the priorities are needed in the preparation phase of building a binary search tree. These requirements or priorities are then selected and analyzed one at a time in creating a binary search tree. Finally the trees reviewed in order. The requirements or priorities that have a little importance are at the end of the list and those with the greatest importance are at the beginning of the list (Karlson, Wohlin and Regnell, 1998; Ahl, 2005).

2.8.4.6 Case Based Ranking - CBRanking

Developed in 2003, it uses a machine learned algorithm to assist in prioritization. The groups of priorities or requirements are imported into the system and an approximation of the various ranking of the priorities or requirements will be the result. The evaluations are done by pairs. All the possible pair comparisons are made with regards to which one is more important than the other regarding the objective. It is a strict preference with no range of values. At the conclusion when all of the evaluations have been completed a rank of priorities or requirements is calculated (Perini, Ricca and Susi, 2009).

The process of CBRanking begins with pair sampling. This is a machine learning technique of selecting pairs of requirements and priorities based of a predetermined selection criteria. “To limit the number of pairs that need to be elicited, CBRank uses a machine learning algorithm that computes an approximation of the requirements ordering” (Perini, Ricca and Susi, 2009, p.1022). The next step is to collect the choices from the respondents and finally taking this information in making a ranking of the other pairs where responses were not elicited. “The final ranking, that is the output of the process, represents an approximation of the exact ranking and may become the input to further iterations of the process” (Avesani, Bazzanella, Perini and Susi, 2005, p.2).

This method is very effective in dealing with the scalability issue and with a large number of priorities due to its use of machine learning techniques that “induce requirements ranking approximations from the acquired data” (Avesani, Bazzanella, Perini and Susi, 2005, p.8). In research done by the innovators, CBRank demonstrated an ability to be less time-consuming and easy to use.

2.8.4.7 The Analytic Network Process

The Analytic Network Process “provides a structure and process that guides the decision-maker in weighing the various criteria in choosing actions intended to achieve stated objectives” (Tjader et al., 2014, p.614-615). It makes available a time-tested method to get and measure what interrelationships are needed. ANP does not require independence among the items being studied. It is “a useful way to deal with complex decisions that involve dependence and feedback analyzed in the context of benefits, opportunities, costs and risks” (Saaty, 2008, p.195). The framework of ANP is not prescriptive but descriptive.

ANP anticipates a complex relationship among various components and uses a multidirectional hierarchy relationship. It gathers all these components of the process and then calculates what the value of that interrelationship between these components is (Tjader et al., 2014). “The challenge is to determine the priorities of the elements in the network and in particular the alternatives of the decision and even more to justify the validity of the outcome” (Saaty, 2008, p.213).

2.8.4.8 The Balanced Scorecard Method and ANP

The balanced scorecard method provides a process that assesses the results of performance of a limited number of items. These can be financial or nonfinancial items and should be focused on strategic items such as competitive priorities. The process was the crux of an article in the *Harvard Business Review* in January, 1992. The majority of

Fortune 1000 companies use it in assessing performance (Tjader et al, 2014). Organizations need to handle all types of risk. Strategic competitive priorities such as: offering uniqueness or specialization, conditions of the business environment and knowledge of the customer need to be expressed with clarity. This will assist the organization prioritizing their objectives and allocating their resources. The Balanced Scorecard Method creates a model to assess the strategic performance of various items. The four main perspectives of a balanced scorecard are financial, customer, internal and organizational growth.

This combination method will assist organizational leaders in developing a clear picture as to what the best strategy combined with resource allocation would be. It also: “establishes relationships between and within different dimensions, measures the strength of all those relationships and interactions, the overall impact of different dimensions and individual elements of the dimensions on the strategy studied, derives priorities for the dimensions, the components of the dimensions, and the strategies considered, allocates resources according to those priorities, and assesses a sensitivity of strategy priorities to change in the priority of the dimensions and their components” (Tjader et al, 2014, p.622).

2.8.4.9 The Analytic Hierarchy Process

Presented with a group of various alternatives, the Analytic Hierarchy Process is a very effective model to use to deconstruct the alternatives. When Dr. Thomas Saaty introduced AHP, he was introducing a totally new theory about multiple-criteria decision-

making (Gass, 2005). In 1997, Saaty published an article on what exactly AHP is and what it is not. “He stated that AHP is a pairwise comparison engine that generates relative measurements for the objective of decisions” (Ahl, 2005, p.5). “Saaty introduced a method for deriving priority weights associated with a set of mutually exclusive alternatives which reflect the importance of the alternative judged in the light of various criteria” (DeJong, 1984, p.467). The process of pairwise comparisons used in AHP will help with the validity of data used by decision-makers. The greater the validity of the data the greater the ability of the decision-maker to create improved results (Saaty and Tran, 2007).

AHP is unique compared to other multiple criteria decision-making models. AHP is a matrix algebra calculation that assists decision-makers in optimizing choices. AHP has the ability to associate abstract concepts with numerical values which can be used to relate the magnitude of difference between the various concepts. Conclusions can then be made and implemented on this basis.

AHP allows for the pairwise comparison of various criteria or requirements. Intensity of the responses recorded using a predetermined 1 to 9 scale referred to as The Fundamental Scale. The numbers from The Fundamental Scale corresponding to the responses along with the numbers corresponding to their positive reciprocals are recorded on a matrix. The elements of a grouping can then be given various standing within this set and the magnitude of difference between them can be calculated by the application of an eigenvector (Saaty, 1977). “The principle right eigenvector components represent the weights of the alternatives. The directly squares method extracts the right vector by first

finding a rank one matrix which minimizes the Euclidean distance from the original ratio matrix” (Farkas and Rozsa, 2013, p.817).

The resulting differentiation of the group on a magnitude to know basis allows individual perceptions to become visible measurements. These measurements have defined values. If priority X is times larger than priority Y, and priority Y is two times larger than priority Z, then priority Z is eight times less important than priority X. Perceptions are realities are the foundation of the pairwise comparisons (Saaty, 1988). “The highest accuracy is achieved with AHP” (Perini, Ricca and Susi, 2008, p.1031).

AHP gives decision-makers an ability to see the magnitude of differences of various criteria. When the preferences for individual criterion in a problem varies, “Saaty’s analytic hierarchy method” (Eiselt and Marianov, 2014, p.525) is superior. It creates a one-dimensional problem for a multidimensional one (Saaty, 2008). An advantage of AHP is the ability to be replicated while maintaining reliability. It also results in higher interaction within and among stakeholders (Saaty, 1977). The use of pairwise comparisons makes this method most insensitive to judgment errors. “Pairwise comparisons have been validated for effectiveness not only in many applications by a number of people but also through theoretical comparisons with a large number of other scales” (Saaty, 1990, p.16). The rating of criteria on an individual basis such as a Likert scale will provide more inexact results than a pairwise comparison (Saaty and Shang, 2011). The analytics are based on a ratio scale and the magnitudes of difference of the various criteria is very apparent. The consistency ratio places a value on the responses of judgments of participants and measures whether or not these responses are consistent with there own responses (Ricardo and Vargas, 2010).

AHP is a “flexible multi-criteria decision-making method that has been applied to solve unstructured problems in a variety of decision-making situations” (Stein and Ahmad, 2009, p.395). It “has been applied to selection of the best alternative, planning, resource selection, conflict resolution, optimization, etc” (Koc and Burhan, 2015, P.42). In their 2006 paper, Vaidya and Kumar reviewed over 150 Journal articles dealing with different applications of AHP. Their paper divided the applications into specific themes. These themes were software selection process project management to select the best contractor warehouse selection process project selection process the selection of the most flexible manufacturing system selection of subcontractors as well as the evaluation of success factors of various strategies (Vaidya and Kumar, 2006). The results showed that over half of the use of AHP dealt with selection, evaluation, priority setting, decision-making, and development. “Most of the papers fall in the combination of: (a) engineering and selection, (b) social and selection, and(c) personal and decision-making. This highlights the utility of AHP as a decision-making tool in engineering as well as in the social sector” (Vaidya and Kumar, 2006, p.18).

There are many situations where resources to be allocated are very limited and in some cases very scarce. One example is the allocation of organ transplants. A program was developed to get an unbiased distribution format. Criterion was adopted for recipients and was developed using AHP. The criteria were then normalized to achieve an equitable program (Koch, 1996).

When researching the automotive supply industry in Spain, the research team required a decision model that was straightforward for a very complex issue. The purpose was to respond to the inquiry of “an extra devious suitability evaluation of technological

diversification in the automotive industry” (Larrode, Moreno-Jimenez and Muerza, 2012, p.4889). They chose AHP as the best model best suited for their study.

“The Nuclear Regulatory Commission of the US with so many competing requirements for their information technology projects used it to allocate all of its’ over \$100 portfolio. NRC’s challenge to date has been difficult with prioritizing so many competing requirements for IT work efforts as well as getting there over 35 members decision-making group to achieve consensus. Using AHP not only helped allocate NRC’s IT resources, but also reduced the amount of decision time from 15 to 20 meetings down to just a few.

A selection of a new location for Carglass Turkey included both tangible and intangible criteria that in the opinion of the management team, AHP was best suited to handle. And the siding on the location over 40 criteria were presented and “five of them; sectorial factors, environmental factors, investment cost, labor potential, regional potential were selected as the main criteria” (Koc and Burhan, 2015, p.44).

“In (2001), AHP was used to determine the best relocation site for the earthquake devastated Turkish city Adapazari.

A company used it to choose the best type of platform to build to drill for oil in the North Atlantic. The platform cost around \$3 billion to build, but the demolition cost was an even more significant factor in the decision.

Ford Motor Company used the AHP to establish priorities for criteria that improve customer satisfaction. AHP has been used in military personnel promotions and hiring decisions. Hundreds of military and political applications have been made. Of general

interest was the analysis of the decision as to whether to build or not build a national missile defense” (Saaty, 2008, p.95-97).

AHP provides managers, charged with making decisions, with an ability to comprehend the magnitude of difference between various criteria of their stakeholders. One advantage of the AHP is its ability to be replicated while still maintaining its reliability. The process also results in a higher interaction within and among stakeholders (Saaty, 1977). Well constructed comparisons that the recipients apply a high degree of intuition in responding to the questions (Saaty, 1994). Criteria chosen for comparison needs to be selected diligently in the criteria selected needs to be relevant to the problem in need of an answer (Saaty and Begicevic, 2010). “Time-dependent decisions are reality and not a competition idea that we can ignore” (Saaty, 2007, p.861).

When creating a pairwise comparison, they need to be constructed so as to prevail over any other issues in the quest of accuracy that might occur if the two criteria chosen for the comparisons are dependent upon each other (Schwartz and Oren, 1988). The AHPs able to take a set of criteria or options and look at them by analyzing them in pairs. The process then looks to those being question to respond to an assessment of each pair. Assessing three criteria, C1, C2 and C3, the AHP process within set up pairwise comparisons of (C1 and C2), (C2 and C3) and (C1 and C3). The answers of these pairwise comparisons are then placed in a matrix each receiving a different value. The eventual result is that the criteria are placed in order of their magnitude of importance.

The elements of a grouping can be given various standing within the set in the magnitude of difference between them can be calculated by applying an eigenvector (Saaty, 1977; Hans and Meixner, 2007). By differentiating in a group on them

magnitudinal basis, (Sipahi and Timor, 2010). The consistency ratio in the AHP model places a value on responses of judgments of participants and measures whether or not these responses are consistent with other responses (Larrode, Moreno-Jimenez and Muerza, 2012). The impreciseness and uncertainty that is typically a part of a multiple criteria decision-making process was refined through the use of AHP.

Unique to AHP is the ability to further refine in producing micro focus on sub priorities by breaking them down by their sub priorities and performing the same analytic procedure producing the magnitude of difference among sub priorities. For example, if sustainability is a priority, the sub priorities would be economic, ethical and environmental and a magnitude in the difference should be shown, producing ultra-high-definition priorities which can aid in developing and clarifying strategies.

A criticism of the AHP method is that when different criteria are changed or deleted, rank reversal may occur (Bashkansky, 2009). whether this occurs also depends on if the criteria are independent or dependent. Independent criteria may stand separate from each other from the functionality viewpoint, while dependent criteria rely upon each other (Saaty and Sagir, 2009). By linking the normalization in the rating process, the changing of the rank order is able to be avoided (Millet and Saaty, 2000). One other item listed as a negative is the scalability issue. Saaty agrees that there is an optimal limit of criteria it is around 7 plus or minus 2 (Saaty and Ozdemir, 2003). Another study found AHP difficult to handle and slow as well as a difficult method to learn. Respondents sometimes object to the hidden calculations and their perceived value of loss of control of the process (Berander and Svahnberg, 2009).

The traditional AHP approach redefines the decision-making process that divides a complex decision into three basic concepts. These concepts are as follows: “(1) problem decomposition, (2) comparative judgments, and (3) synthesizing the result” (Stein and Ahmad, 2009, p.396).

2.8.5 Summary

Multiple criteria decision-making models assist organizations in making better selections of various options to calculate the most effective way to allocate resources. Organizations have many choices in selecting which model they want to use in examining data, nine of which were examined in the literature review. This was in no means meant to slight other methods such as Von Neumann and Morgenstern’s expected utility theory or Savage’s subjective expected utility theory. Many of the models used the work of previous researchers as a springboard to their own concept and as an improvement allowing for a better and higher definition of understanding of the results.

A system that can measure intangible factors in the decision-making process will help in making decisions and conclusions through the ability to identify the magnitude of differences between two stimuli. “Using judgments has been considered to be questionable practice when objectivity is the norm. But a little reflection shows and even when numbers are obtained from a standard scale and they are considered objective, their interpretation is always, I repeat, always, subjective. We need to validate the idea that we can use judgments to derive tangible values to provide greater credence for using judgments when intangibles are involved” (Saaty, 2008, p.85).

How does an institution set strategies without knowing the magnitude of importance of the competing priorities? How can an institution allocate limited resources that

maximize the return? Which priority should be given top priority based on the limitations of available resources? AHP is a workhorse (Gass, 2005) in prioritizing criteria for multiple criteria decision-making. It constantly produces reliable results that are based on a ratio scale providing the magnitude of difference of the priorities and including a consistency check (Karlson, Wohlin and Regnell, 1998)..

AHP analysis is the best way to distinguish among the criteria and understand the priority magnitude of difference between each one. AHP “is the most applicable tool” (Vahidnia, Alesheikh, Alimohammadi and Bassiri, 2008, p.596) when formulating a multi-criteria decision-making problem since it minimizes uncertainty. Any model which takes into account preference comparisons needs to take into account ambiguities and judgments as “people’s feelings and preferences remain inconsistent” (Saaty, 1977, p.61).

The AHP is a descriptive theory that needs to be interpreted and adapted for individual purposes. It generates ratio scales of measurement, comparing various criteria. Decision-makers of all types of organizations have to continually choose between various courses of action. The choice might be whether something should be done, whether something should not be done, when something should be done, or whether nothing should be done. None of these issues of choice are simple, and they almost always deal with different criteria. AHP addresses intuitive multiple criteria decisions by dissecting a complex issue into easier to handle pairwise comparisons. The result of these comparisons creates priorities thereby increasing the knowledge of the organization. The consistency ratio allows the comparisons that show a high degree of inconsistency to be re-analyzed (Harker and Vargas, 1987).

The basis of AHP is linear algebra. It assists decision-makers in optimizing their choices. When the data for the criteria is unable to be quantified and is very individualized, AHP is especially useful. The premise of AHP, as it is with consumer behaviour, is that the perception is the foundation of reality. The ability of AHP to be able to associate abstract concepts numerical values that then can be used to arrive at a magnitude of difference between the concepts such conclusions can be made and implemented lies at the bases of why it is such a valuable method (Saaty, 1988).

“The use of AHP techniques has continued to increase exponentially” (Sipahi and Timor, 2010, p.703). AHP is very applicable for optimizing resource allocation, creating more pointed marketing strategies, more inclusive strategic planning, enhance program selection, and public policy.. There have been thousands of applications of AHP in solving complex decisions. These include its use by IBM in the design process of the midrange computer, the allocation of billions of dollars of research projects for Xerox Corporation, and in sports it was used by the Green Bay Packers in the draft selections of future players (Saaty, 2008).

AHP has a built-in flexibility (Vaidya and Kumar, 2006) for the first time that allows it to be effectively mixed with other techniques. This characteristic of AHP allowed me to combine it with my insight to create a new tool combining both quantitative and qualitative characteristics that then allow a higher definition of insight into consumer's wants in the needs. Instead of deciding on the criteria to be used the responses by the consumer were used.

Neither gray nor fuzzy theories have ever been used in combination to solve a problem of selection criteria used by graduate students (Samvedi, Jain and Chan, 2012).

“The synthesis of quantitative and qualitative methods guarantees a more reliable and informative forecast” (Pilinkiene, 2008, p.19). AHP has been applied thousands of times to strategy application and policy making. For the first time this dissertation transports the AHP methodology to the domain of consumer choice. This application will have profound effect on future consumer choice studies. I found no previous research using AHP as proposed and done in the study and Dr. Saaty has confirmed this saying, “this is a unique and valuable modification of the use of AHP” (Saaty, 2014).

This new research technique provides that higher definition of clarity of understanding what the consumer is looking for. It uses the consumer themselves as the subject matter experts to first derive the criteria and establish pairwise comparisons that are then analyzed further and can provide on an individual or group basis not just a ranking of criteria but the magnitude of difference between each the criteria.

2.9 Summary of the Literature Review

At the conclusion of the literature review, over 600 articles, textbooks, and websites were reviewed and over half of them will be included in the end notes. The dominant sources were peer-reviewed journal articles while the personal research discussions with Dr. Saaty were a great source of first-hand information.

Research into the prior history of studies in this area revealed that there has not been any research on the effects of using a strategy of sustainability in graduate business schools as a competitive advantage. The review also concluded that top-tier institutions possess many differentiators that already appealed to a large cross-section of potential students. When a higher-ranked institution implements sustainability as a strategy, their

purpose is not to lose any current competitive advantages and to remain highly ranked. The lesser ranked institutions need to gain competitive advantages while at the same time improve their rankings.

The research in this area also concluded the importance of understanding the criteria that prospective graduate students use in the selection of an institution. It is not just the importance of the criteria to each other but the magnitude of importance of the various criteria that is equally important to understand in order to properly allocate resources. There are numerous articles on student selection criteria but many of them are dated (Punj and Staelin, 1978; Elbeck, 2009; Kawamura, 2009). Time has not only changed the importance of some of the criteria but has added important new criteria such as technology and sustainability that many of the earlier studies did not include.

Sustainable education along with increased research in sustainability has increased in the past 20 years (Waheed, Kahn, Veitch and Hawboldt, 2011). There are a few studies discussing the relationship of the various facets of sustainability (Choi and NG, 2011) and none could be found regarding a market relationship and sustainability (Chabowski, Mena and Gonzalez-Padron, 2011). To find out if the recent expenditures of resources by institutions of higher education to implement sustainability into their curriculum and operations are a wise allocation of resources, then additional studies need to be done (Romero, 2008). The recent research on consumer attitude toward sustainability and business is illuminating and is transferable to institutions of higher education (McCabe, Corona and Weaver, 2013). Currently no research provides a “systematic attempt to assess the competitive advantage for universities of pursuing sustainable paths” (Dobson, Quilley and Young, 2010, p.4).

There was almost a 10 fold increase in the offering of MBA programs worldwide from the beginning of the 21st century. Not only has the quantity of institutions exacerbated the difficulties of competition for IHEs; but many other issues have created a very aggressive environment for these institutions. The economic crisis of 2008 reduced the ability of individuals to pay for the increasing cost of education (Carter and Yeo, 2009). The economic crisis also created reduction in grants along with the number of applications for admittance. An emerging global market and cyber competition add to this ever increasing competitive environment (Wolf, 2011).

Many reports concluded that the demand for graduate business education will remain robust. The top tier schools will continue to grow despite increased tuitions due to a multiple stream of revenue that they normally enjoy. The concern is really for the next tier and lower schools that need to respond appropriately to these pressures or their existence will discontinue (Camelia and Marius, 2013). IHEs seem to possess a particular aversion to change (Barnett and Shore, 2009). Faced with the intense competition, IHEs need to have better marketing information and provide communication internally and externally to facilitate change. The leaders of graduate business schools need to begin viewing marketing not as a foreign concept but as part of their working philosophy (Hemsley-Brown and Oplatka, 2006). “The trick in pursuing differentiation strategy is truly understanding your unique core and then focusing resources on it (Denneen and Dretler, 2012, p.5).

Although there are several organizations that offer accreditations to institutions of higher education, AACSB has been viewed, since its inception, as the most difficult to obtain and is the most meaningful in the United States. Only 5% of business schools

worldwide are accredited by AACSB and the reputation of the institutions, once accredited, is enhanced (McKee, Mills and Weatherbee, 2005).

The cost of being accredited by AACSB can be expensive both in terms of economic and human capital. However, institutions view this expenditure as worthwhile in its ability to enhance the reputation of the institution, thereby attracting more students. Being accredited can differentiate the institution and the result can be an increased stature among its own group or admittance to a higher peer group “Accreditation encourages strategic leadership” (Romero, 2008, p.247). AACSB does not encourage inertia and supports innovation in curricula and facilities at IHEs. Because of this, many accredited institutions have begun including “the areas of ethics, sustainability, and social responsibility” (Romero, 2008, p.248).

The Baldrige group refined Deming’s quality points and focused their directives on improving the quality of higher education. Through this process “unique combinations of market focus on students, parents, and employers are identified within AACSB-affiliated schools of business” (Hammond and Webster, 2011, p.15). What Hammond showed was that business schools with AACSB accreditation were far more likely to have a higher level of quality education and processes in place and were perceived to be more valuable to their stakeholders than schools that were not. Furthermore, it was shown that AACSB members were far more in touch with their stakeholders and had a greater market balance in terms of student balance, prospective employer balance, and future strategic plan for the university. With universities receiving far less funding than they have traditionally, it is important for them to stay competitive and have the right marketing mix to attract quality potential customers.

Accreditation by AACSB is an effective differentiator used in this research. This research eliminated a review of those institutions that for a variety of reasons have elected not to seek accreditation. Since reputation and ranking of an institution is a viable selection criterion, that graduate students use, the lack of accreditation eliminated those institutions. The study is meant to look at programs that encourage innovation, understand competitive advantages and strategy, and have the ability to implement necessary changes.

The reputation of an institution is a result of differentiation, authenticity, and consistency in its offerings and processes (Wicki and van der Kaaij, 2007). The brand, reputation, and image should all be able to be differentiated among other organizations and other results of perceptions of the audience (Manternach, 2010). There is a high value placed on authenticity (Carroll and O'Connor, 2012) and those organizations with a greater appeal will be perceived to be more authentic. Authenticity in many cases has a greater importance than quality (Kovacs, Carroll and Lehman, 2013).

Authenticity is dependent upon an organization's identity, which is the ability of an offering to satisfy audience perceptions and to match the codes required for membership in the form. If the identity is divided, then the audience will be confused and the appeal of both an offering and an organization will be reduced (Pine and Gilmore, 2008). To be viewed as authentic "1) an identity claim must be visibly projected, 2) the purported identity must be credible, and 3) the identity must be perceived as reflecting the meaning of authenticity in question" (Carroll and Wheaton, 2009, p.36). Spanning various niches to increase the accessibility to various audiences often takes an organization beyond its core values and oftentimes will not achieve the objectives

desired. When authenticity ceases to exist, the hazard of mortality for an organization increases (Auster and Freeman, 2013).

Because of time, authenticity is not a constant but rather is a continual evaluation by the audience. Time and the relationship that it has to organizational ecology theories has not been greatly researched (Sonnetag, 2012; Lord, Dinh and Hoffman, 2014). Authenticity is a social construct of the perceptions of the audience that is in a continual process of evaluation (Carroll and O'Connor, 2012; Casteran and Roederer, 2013). Claims of authenticity require legitimation by key stakeholders (Negro, Hannan, Rao and Leung, 2007). Variances to consistency of the audience's expectations can result in negative perceptions by the audience. Changes of perceptions can have multiple causes including the experience of the audience. An offering or the organization that has a more experienced audience will be subject to a tighter band of expectations than if the organization or offering's audience had less experience (McAuley and Leskovec, 2013). To span any authenticity gaps, an IHE that is changing a strategy should require that the change is consistent with the institution's core values. It should require open communication with all stakeholders and that the change is transparent. Those changes should be measurable and accountability reports should be distributed to stakeholders (Carroll and Wheaton, 2009). The implementation of sustainability and a sustainable strategy and the concept of maximizing capital are consistent organizational objectives (Orlitzky, Schmidt and Rynes, 2003).

Legitimation is given to an organization or offering by the acceptance of it by reliable portions of the population. There is no "independent and settled external standard of legitimacy" (Kuznetsov and Kuznetsova, 2012, p.4). It is an earned attribute that

requires acceptance by the audience creating the legitimacy (Humphreys and Brown, 2002; Bitektine, 2011). It connotes that the organization or offering is acceptable to the audience within some socially accepted boundaries (Castello and Galang, 2010). The review discussed three classes of legitimacy. They were normative, pragmatic, and cognitive (Roundy, 2010; Ray, 2013). An offering or organization is said to be legitimate when there are no questions from the audience regarding its actions (Ray, 2013).

The form of a business school, offering and practicing sustainability, is not yet fully legitimized. Legitimation will increase as more IHEs adopt this form. “Legitimacy is a crucial element in the creation and survival of new organizational forms” (Suddaby and Greenwood, 2005, p.40; Hannan and Freeman, 1989). A legitimized form agrees with an audience’s set of social codes. Legitimation can be developed and enhanced. Actions that increase support from an audience, such as adapting a strategy of sustainability, can increase legitimation. Legitimation can also be negated and totally lost (Kuznetsov and Kusnetsova, 2012). Legitimation of current offerings, practices and procedures can stifle change and create inertia. Since the current practices pass social expectations, they are reviewed as legitimate, and there is no guarantee that a change of these would continue to be viewed the same (Battilana and Casciaro, 2012).

The implementation of a strategy of sustainability by an IHE will increase the legitimation of that particular form. An effective institutional management team will see their offerings and institution rewarded with increased legitimation. A well thought out sustainable initiative can also result in increased social legitimacy (Dixon-Fowler, et al., 2013).

In 1927, when Charles Elton first started working on the concept of niche, his vision was that it must possess a market, and the audience in the market must have an appetite for the offering or organization. Organisations need to understand the magnitude of the importance of various offerings to the audience to not expand beyond the optimal niche. The offering and organization must bear a strong likeness with the social codes that the audience decides is a requirement of this niche. The higher the appeal the greater the fitness is and the hazard of mortality decreases. The less clear the niche becomes the hazard of mortality increases (Hannan, Carroll and Pólos, 2003).

“A niche defines the social space in which a producer can persist and thrive” (Negro and Leung, 2013, p. 691). The greater the performance of an offering or the organization in the eyes of the audience as compared to their competitors, the greater the fitness (LeMens, Hannan and Pólos, 2011). An actual identity is created by social valuations. “Niches define forms and forms define niches” (Hannan and Freeman, 1986, p.57). When a niche is unable to be distinguished from those of the competitor’s, it is an indication of a generalist. Specialists limit their range in order to perform extremely well. This is a strategy particularly employed by either new, smaller, or identity seeking organizations (Sorenson et al., 2006).

When an offering or an organization is presented to several niches, they are categories spanning. The result of this is that the audience’s perception of the offering or organization can become confused, and the organization typically is not performing at the most optimum level. The result is because resources are not infinite and the overall quality is reduced (Freeman and Hannan, 1983; Negro and Leung, 2013). The resources are stretched beyond their ability to support the strategy of the organization.

IHEs are no different than other organizations attempting to differentiate themselves while at the same time creating satisfaction for their audience. An institution needs to identify the niche that is important to all members of their audience and to do this valid quantifiable data is required. A “university’s most important task is to chart its strategic course based on the determination of its value proposition and the distinctive niches it wishes to serve” (Fethke and Policano, 2013, p.106).

The norm for change is that it is difficult and very seldom welcomed. As the environment and social norms change, an organization and its offerings will need to reflect the modifications of its audience needs. Inertia is a resistance to change (Foon, 2009; Hua, 2011; He, 2012; Singh, 2012). Inertia can be crippling for many organizations that believe the only way to continue the success they have had in the past is to continue the way they have been operating. This non-action is often referred to as the Icarus paradox (Ning, 2012).

Inertia exists in all organizations including institutions of higher education. Change requires a great deal of thought, planning and choreographed execution, as over 70% of all change efforts usually prove unsuccessful (Grover, et al., 1995; Beer and Nohria, 2000; Todnem, 2005; Hendrickson and Gray, 2012). An institution’s identity is associated with certain social expectations and a violation of these can alter the identity of the institution. Increased attentiveness to the audience’s perception of change typically results in a more successful transition. Change is a chronological process requiring feedback from stakeholders along the way (Alfes, Truss and Gill, 2010).

Inertia is present in all organizations including IHEs (Barnett and Shore, 2009). An IHEs change can be hampered by faculty resistance, limited and or restricted capital,

the inability to secure faculty to teach new subject matter, a lack of interest in the change by various stakeholders, and the lack of understanding of the value proposition of the change by various stakeholders (Rasche, Gilbert and Schedel, 2013).

The efforts involved in initiating change require the expenditure of resources. These changes are segregated into direct costs, indirect costs and opportunity costs (Hannan, Pólos and Carroll, 2002a). Expenses directly attributed to the modification are direct costs, while those resources are expended trying to realign the change with features and current codes are indirect costs. Opportunity costs are the inability of an organization to take advantage of new or additional opportunities that arise because of the time and expenditure of resources on the current change.

A competitive advantage exists when an organization or offering has a lower cost to the audience and exceeds the performance of its competitors. The creation of value for the audience is always associated with competitive advantage (Peteraf and Barney, 2003; Singh, 2012; Gupta, 2013). The implementation of a competitive advantage can be an improved cost strategy delivering greater value to the audience, an enhanced focus on a particular niche, or other differentiation tools (Lin, Lee and Wu, 2010; Hinterhuber, 2013). A sustained competitive advantage produces value over long periods of time; it is unusual, hard to copy and difficult to replace with a substitute (Barney, 1991). The quality of the competitive advantages of an offering or an organization over others in its niche is of greater importance than the number of competitive advantages (Sirmon, Hitt, Arregle and Campbell, 2010; Peteraf and Barney, 2003). Most competitive advantages are eroded through time.

Prior to implementing a competitive strategy, the magnitude of importance of the audiences selection criteria needs to be highlighted, the objective needs to be clearly identified and communicated to stakeholders. The communication must outline what is expected as a result of the implementation of the strategy, what are the needs and values of the audience in the niche that makes this a competitive advantage, what are the measurements that indicate the progress of the initiative, and finally, the timetable associated with the strategy. A successful strategy attracts imitation by competitors. When competitors initiate changes that improve on the value perceived by the audience by leapfrogging over the current organization, it is referred to as the Red Queen effect. Organizations that are constantly dealing with competition become the most formidable competitors themselves (Barnett and McKendrick, 2001).

Little study has been given to what strategies are most successful for IHEs (Essary, 2012). Graduate business school education is a global industry and mimicry of higher ranked universities by lesser ranked ones seems to be the norm. The leaders of an institution need to establish their objective and goals prior to establishing a strategy. Institutions that don't understand either the steps that their competitors are taking or the magnitude of importance in the difference of various criteria that their students perceive to be important will increase their hazard of mortality as they attract fewer sources of revenue (Fethke and Policano, 2013). Most choices of institutions that prospective students compare are clones of each other. Survival in the education marketplace today will require IHEs to identify a niche they can use to differentiate from other IHEs (Mainardes, Ferriera and Domingues, 2009).

Higher ranked IHEs typically attract the best quality students, the most prestigious faculty and researchers, greater endowments, and have the best reputations. For these universities, it is a continuous cycle (Kim, Morse and Zingales, 2009). For lesser ranked universities, the identification of a niche that differentiates it from others can result in a profitable strategy (Dobrev and Carroll, 2003). These institutions can create a reputation of excellence in a targeted niche. This will lead to the ability to attract students looking to maximize value in that niche (Foon, 2009). The identification and implementation of competitive strategy based on a value proposition catering to a specific niche is one of the most important tasks of institutional leaders (Fethke and Policano, 2013).

The decision of which competitive strategy to implement is very complex requiring a great deal of data. Resources, both economic and human, are seldom infinite. To increase the probability of a successful strategy and reduce some of the costs associated with it the implementation of a multiple criteria decision-making model is warranted. The model selected should depend upon the granularity of the research and the ability of a model to reduce uncertainty.

AHP is a “flexible multi-criteria decision-making method that has been applied to solve unstructured problems in a variety of decision-making situations” (Stein and Ahmad, 2009, p. 395). It has been implemented by organisations such as Boeing, the United States Department of Defense, the Governments of China, Iran, Israel and many more applications in various organisations around the world utilising multiple decision criteria solutions. As compared to ranking of criteria in the decision-making process, AHP provides the researcher with the magnitude of importance in relation to the decision as well as the difference between the various rankings. The process can be replicated and

maintain consistency and reliability. When used within a group setting of various stakeholders, the discussions dealing with the process creates a high degree of discussion among the stakeholders (Saaty, 1977). The criteria used in pairwise comparisons must be carefully vetted so that they are relevant to the question being answered. The ability to differentiate a group of criteria on a magnitudinal basis gives measurements to the perceptions of individuals (Sipahi and Timor, 2010). The lack of preciseness and certainty that is a part of many multiple criteria decision-making models has been improved by AHP (Vahidnia, Alesheikh, Alimohammadi and Bassiri, 2008).

AHP can take abstract concepts and apply numerical values to them that allow for differentiation among their value to occur and increase the validity of the conclusions reached. This then improves the ability of maximizing resource allocation among various decisions thereby optimizing the selection of business leaders. Just as perception is reality in analyzing the theories of organizational ecology, the precept that perception is reality is also a foundation of the pairwise comparisons of AHP (Saaty, 1988). The use of a part of AHP as a diagnostic tool as proposed in the research design is unique both in its creation and application.

3 Theoretical Context

The theoretical approach of this paper is based on my theory that IHEs that have greater clarity about the needs of their consumers can recognize competitive advantages sooner than the peer group that does not possess the same clarity. While these advantages might be short-lived until their competitors duplicate them, until then, the original IHEs can implement these advantages in their marketing.

I further theorise that sustainability appears to be a relevant criterion for graduate business schools and can create better results in certain economic areas for these institutions. Sustainability conjures up different definitions for different groups. For the purpose of this research, the definition of sustainability will be the one created by the Brundtland Commission. In basic terms then, the practice of sustainability and the inclusion of it in operations means an organization will not do anything that might potentially harm or jeopardise future generations ability to provide for themselves (United Nations, 1987).

A theory should explain the who, what, when, where, why and how. The who in my theory are the graduate schools of business of institutions of higher education. But the same principles can be carried over to other organizations. The what, is the gaining of a clear illumination of emerging consumer needs over the organization's peer group. The when, is for as long as the consumer perception exists and has not been duplicated by competitors. This is either until the peer group has copied the competitive advantage or a Red Queen effect has seen the peer group improve on the previous competitive advantage. Where, is the niche, in which the organization operates that is consistent with its core values. The why is about survival. The hazard of mortality is always present in any organization. How, is by gaining greater clarity of understanding as to what the consumer sees as important, the magnitude of difference between these criteria, and matching those needs with the ability of allocating resources of the organisation in the most efficient manner.

The problem addressed by this research is that the landscape of graduate schools of business is continually changing. They are in an environment that is becoming more competitive. There are many more schools now that are offering graduate business degrees, and many of these degrees are offered online versus the traditional classroom environment. These online programs have less costs associated with them because of the absence of any brick-and-mortar. More and more, of what are considered legitimate accredited business schools, are offering online graduate programs. Historically, a graduate program was a minimum two years. Now it is not uncommon to see a one-year program being offered by legitimate graduate business schools.

When prospective graduate business school students are looking at the plethora of institutions that they can attend, they can typically divide these into three areas. The first are the top ranked institutions. In the United States, this is usually the top 50 as ranked by U.S. News & World Report. Next, would be the following 150 schools. Finally, would be the rest of the institutions. The difficulty has been differentiation. How do any schools in these areas differentiate themselves from their peer group? The answer has historically been to improve their rankings. Rankings and costs have always been thought to be the top criteria when it comes to the decision-making of the prospective students.

Institutions may have a particular niche such as accounting, international studies, or marketing, but it still has never alleviated the difficulty of differentiation in their peer group. Over a period of time, some of the disciplines may have changed, such as inclusion of sustainability studies, which have only evolved within the last few decades.

Many institutions are faced with a reduction in government funding as well as a reduction in their endowment and an increased difficulty in obtaining special gifts from alumni. This exacerbates the difficulty of making sure that the resources that the institutions have are allocated in the most proficient manner so as to bring the greatest results that they can for the institution. Resource allocation is extremely important but is dependent on clarity of knowledge through quantitative data which in turn creates clarity of vision.

There is great significance in understanding the problem facing IHEs. IHEs, like any other organizations, are subject to the hazard of mortality. Capital, both human and economic, may forestall the inevitable. Without a clear direction and a clear niche as to where the organization should go that is consistent with its core values, mortality may be just around the corner. For an IHE or any other organization to grow, there needs to be a leader with vision based on clarity of understanding of what the consumer of that institution wants.

There has been research in the field of organizational ecology and the in the field of consumer behaviour and in the field of marketing that support the ability to decrease the hazard of mortality by implementing authentic customer need-based planning (Schlange, 2009; Camelia and Marius, 2013). There has been no research that has looked at sustainability as a key criterion for its prospective students selecting graduate schools. In the business world, there have been studies that have shown increased economic, ethical, and environmental results that can be contributed to those organizations

implementing sustainability in their practices, procedures, and operations (Jones, Kang, and Willoughby, 2008).

It is important to note that this theory process follows internal consistency since the concepts logically build on each other and has external consistency because it is consistent with theories in the studies of consumer behaviour, competitive advantages, and multi-criteria decision-making.

The research question is: How and why can a strategy of sustainability be used for graduate business schools in the United States to gain competitive advantages? To date there has not been any research that has successfully quantified the effects of implementing a strategy of sustainability in graduate business schools, or identified it as a selection criterion for their customers, yet there are many business schools that are spending resources to pursue such a strategy (Essary, 2011; Dixon-Fowler et al., 2013). These questions have relevance to graduate business schools in regards to their allocation of resources as well as to the business community at large.

The practicality of the theory has applications in the real world. Other business organizations, besides IHEs, are faced with similar problems of trying to differentiate themselves from their peers. Finding competitive advantages for the offerings of commercial businesses is of equal importance to that of IHEs. Businesses are continually trying to obtain greater clarity of the needs their consumers perceive. Gaining clarity on how the institution is perceived by their consumers, and an analysis of their niche width is a continual process. Any change in the consumer's perceptions must be understood and appropriate action should be taken. The issue of resource allocation may take on

additional importance with public organizations because of the addition of shareholders in the mix of stakeholders.

In dissecting the research question, there are two aspects requiring research. The first is whether graduate business school students place a value on sustainability at the institution they finally selected to attend. For the purposes of this study, sustainability will refer to the economic, ethical, and environmental aspects that are considered to be part of it. It is first important to assess whether it is a selection criteria that students use at all, and then if it is, what is its importance in relation to the other criteria. If sustainability is relevant, having a greater priority in comparison to other criteria, then it can be considered to be used in a marketing.

The following propositions are offered:

Claim 1: *Sustainability is a criterion that students are currently using when selecting a graduate school of business.*

The independent variables of Claim 1 are the criteria that prospective students use. These can be measured through the responses of a qualitative analysis of current graduate business school students. The ranking of importance of the various criteria are the dependent variables and these are measured through the number of times the criterion is mentioned in the qualitative analysis. I expect that sustainability will be mentioned as a criterion, but that its ranking of importance will be in the bottom half of the responses. Cost as well as ranking and future job opportunities will be in the top half responses.

Claim 2: *Sustainability is a relevant criterion to prospective graduate business school students.*

Sustainability is the independent variable of Claim 2. The other selection criteria are the dependent variables. These can all be measured through quantitative analysis and pairwise comparisons in an original first time adaptation of AHP. The results will provide a mathematical analysis of the relative importance of various criteria in the decision-making process of prospective graduate business school students. I believe that sustainability will be shown to be somewhat relevant to prospective students. As the future employers of the students increase their efforts in sustainability, there will be an increased demand for students educated in sustainability. I also feel that students look for IHEs that will provide them with the tools that they can use to find employment in the future. If sustainability becomes one of those tools they use to find employment, then the importance of it, in their analysis of which school to choose, will increase.

If it is possible to quantify sustainability as a relevant selection criterion used by prospective students, then there may be a positive correlation between pursuing a marketing plan that includes the top consumer criteria. If no correlation can be shown between what students are seeking and sustainability, then resources could be allocated to different areas that would provide a better result for the institutions.

The claims are designed to ascertain what value that a strategy of sustainability has at an institution of higher education and its role in attracting new students. The two projects of the research were created to test the first two claims. Their results will provide evidence whether sustainability has any importance to prospective graduate school students selecting their school, and if it does, what is its importance in relation to other criteria.

If these claims can be supported by data, an IHE can view their niche and decide whether an inclusion of sustainability in their operations and curricula can enhance their reputation of status. The purpose of this study is to advance knowledge in the areas of sustainability, consumer behaviour, consumer choice and my original modification of AHP used as a diagnostic tool in consumer behaviour. It is often said success follows success. Fundraisers at universities are always looking for ways to increase the endowment, create additional opportunities for involving the alumni and increase the visibility of their institution. The ability to demonstrate enhanced knowledge regarding what students want, combined with a closer touch to business relevance can create these opportunities and enhance an institutions visibility. Sustainability may prove to be such an opportunity. Many institutions today, such as the University of California Berkeley and the University of Wisconsin, have specific fundraising activities and designated funds for sustainability. These types of sustainability funds add to the overall endowment and bring publicity and attention to the schools that put them in the spotlight. Often times the specific fundraising efforts are used as another point of contact for alumni to become involved and used as talking points to engage them with the school (AASHE, 2012). If these claims can be substantiated, an IHE can plan better for their future with enhanced clarity on what their consumers want which will allow for better decision making in the allocation of their resources. They can decide whether an inclusion of sustainability in their operations and curriculum can enhance their operations, reputation and status.

4. Research Design

4.1 Introduction to Research Design

The initial step in any research project is to decide on the question that promotes academic theory and is relevant to practice. The question in this study is: How and why can a strategy of sustainability be used for graduate business schools in the United States to gain competitive advantages? This question is of high relevance because graduate business schools are not immune to the hazard of mortality. Even though some IHEs have more economic and human capital than others, they can still succumb to poorly thought out or positioned planning.

The importance of this research has increased since graduate business schools no longer have unlimited streams of revenue. The competitive environment that IHEs are currently part of is caused by global competition, restricted capital resources that force some IHEs to either justify rising tuitions or eliminating some of their curriculum offerings, and an increasing point of view that the product and offerings of IHEs are not relevant, presents them with many new challenges. The findings of the two projects quantifies, for the first time, the relevant criteria that students selecting graduate business schools are employing and not just the ranking among the criteria, but the magnitude of difference various criteria have in relation to each other as well as adding to the academic knowledge in this area. This is the first time that this original method is used as a diagnostic tool in analysing consumer behaviour toward the criteria of school selection. The conclusions will help aid in the development of a more targeted marketing plan that can be used by graduate business schools needing to assure that the allocation of their resources is maximized and is a method that is directly transferrable to other industries

that can be used to research the relative importance of customer preferences in relation to other choices.

Globalization in the competition of graduate business schools is creating a difficult conundrum for all graduate business schools. Graduate business schools that are in the top tier of rankings are feeling the pressure from those graduate business schools that are seeking to improve their positions and move up in the rankings. Demand from the private, public and government sectors to produce leaders and managers who are knowledgeable of sustainability is one of the reasons graduate business schools have put an emphasis on sustainability (Christensen et al., 2007, Yen-Chen et al., 2010). “Sustainable practices are not an obligation for businesses; it’s a contemporary differentiator, a foundation for success and promises to lead businesses to surprising new discoveries, stronger profits, and a greater significance to society” (Cooperrider, 2008, p. 36). It is the responsibility of graduate business schools to be able to produce effective managers who can observe and implement these differentiators (Brauer, 2013). The goal of the business schools is to produce the leaders who can effectively best implement a strategy that will keep their organization relevant and competitive whether their organization is a multinational conglomerate or a business school.

This study was conducted at five different AACSB accredited business schools all located in the southwest portion of Pennsylvania, in the United States. Southwestern Pennsylvania is an academically rich and diverse area. Initially, I was looking for a broader geographical spread but discovered that getting responses from institutions that I did not visit personally was not effective. It would be cost and time prohibitive as well as not very practical to visit institutions across the country. For the purpose of this study, the

five diverse institutions chosen created an excellent mix in which to conduct research. I was able to involve several layers of leadership at these institutions, and they all had an interest in the study. This also allowed me to assure a high level of reliability and consistency in the data collected. It was a realistic, but rigorous research plan that will provide data from a cross-section of various ranked American graduate business schools. The geographic dispersion included institutions in a downtown environment, those in the suburban environment, and those in a countryside setting. The commonality is that they all are accredited by AACSB. The institutions are a mix of public and private institutions; they have a mix of enrolment size, some have a level of religious affiliations, as well as other factors that are not considered in this study.

After the section of the research design discussing the beneficiaries of the research, a review of a mixed methods approach for research design is presented. What follows is a discussion of the advantages and disadvantages of this type of research. The section will conclude as to why a hybrid mixed methods approach is best suited for this study.

The first part of the mixed methods approach was the initial qualitative analysis. The initial qualitative analysis had a key purpose in that it assessed the relevance of various selection criteria used by students in selecting the institutions they attend. These results were used to create a pairwise comparison whose results were then calculated through a unique program that is my modification of the analytic hierarchy process being used for the first time. A more critical in-depth review of the unique new approach is presented. The results will show that magnitude of importance of each criterion and the relationship between each of them.

4.2 Beneficiaries of the Study

Prior to beginning academic research on a topic, the researcher should possess a clear understanding of what is the relevance embedded in their research. If there is no future potential application and no beneficiaries to the findings of the research proposed, then that research is really not worth conducting (Bryman and Bell, 2011). There is an absence of quantitative research about the decision-making process of applicants to graduate business schools and the applicants reasoning for choosing particular IHEs (Reddy, 2011; Brauer, 2012a). This study begins to address these issues. Furthermore my unique application of AHP as a diagnostic tool to uncover magnitude of priorities customers' preferences has many commercial applications. It has a great deal of applicability in researching the reasoning behind certain customer behaviours in any industry. This adaptation will provide researchers and organisations the ability to have a higher definition of clarity towards the understanding of their customers. There are many beneficiaries to the research and research method of this dissertation.

Administrators and the business leaders at graduate business schools were the initial audience that the findings of this study were to be relevant to. In addition to the finding this is the first study using a method to quantify the magnitude of differences between the various criteria that prospective students use in selecting a graduate school of business. The study provides guidance to where resources of an institution should be allocated that will best attract prospective students. Conversely, has the institution expended resources in areas that did not provide a value to incoming students? This could be identified and the institution would then have an opportunity to study their allocation issue further.

Increasing global competition, decreasing public funding of education and many other issues has created a time where IHEs need to protect and conserve their capital. This creates a situation where IHEs need to have increased knowledge on the optimum places to invest their human and economic capital. Depending on the results of this study, graduate business schools could better allocate their resources to match their macro and micro perspective and best match their marketing plan (Wellman and Frey; 2003). If the study showed that employing a strategy of sustainability may have a positive correlation to gaining a competitive advantage, then the results of the study may signal to the IHEs that investing resources in the area of sustainability would be of benefit and would create a good return on their investment. Conversely, if the study would show little or no correlation between student's needs and a strategy of sustainability, it may signal to the school that they should not engage in such a strategy of sustainability for optimal allocation of their resources.

Recruiters want business schools to produce graduates that possess the qualities that are relevant in the business world today. Institutions producing these graduates will maintain a distinct advantage over those institutions that do not. IHEs that stay relevant in business education will be producing the types of leaders businesses can look to that will lead their organizations successfully (Esty and Winston, 2006). Companies such as Ben & Jerry's, Unilever, Patagonia, and others have all shown the need for business managers to possess a keen understanding of sustainability (Elkington, 1998; Brauer, 2009; Holliday, 2010; Sarkis, Helms and Hervani, 2010; Unger, King and Calvert, 2011). If it can be demonstrated that students value sustainability and value institutions that give the greater opportunity for future jobs, then institutions would know how to improve their

offerings and recruiters will know which schools are properly preparing their graduates for today's business world.

4.3 The Mixed Methods Approach

Methodology is the basic framework of any research study (Creswell, 2009). Much akin to a cookbook, a research design follows a recipe. The design will outline the methods and procedures that will be used to collect data. Items must be completed in a prescribed manner in order to have meaningful results. If items are excluded or completed out of order, it may not be possible to get a quality product or meaningful result.

Quantitative studies have been the choice of academic researchers for decades. Debates that argue for either method of research have gone on for decades. The use of mixed methods designs have been increasing in practice as an alternative method to advance knowledge (Stentz, Plano Clark, and Matkin, 2012). It is argued that the combination of the quantitative methods and qualitative methods will yield better results than the use of one individual approach (Creswell, 2009). The mixed methods approach uses a combination of qualitative research methods and quantitative research methods and is not without its critics. There has been much debate over the mixed methods approach. The number of articles published in academic journals using the mixed methods approach has more than tripled in the past decade and now accounts for nearly 15% of all the academic research that is published in the social sciences field (Bryman and Bell, 2011).

Qualitative research methods tend to show a micro perspective and project a limited picture. This is primarily the result that interviews and coding are compiled individually making it a sometimes cumbersome and unwieldy research process. Quantitative research tends to give a more macro perspective of certain research but this type of research does not lend itself to explaining why something may be occurring (Johnson and Christensen, 2004). A good description as to the differences between the two methods other than the type of data collected is that typical quantitative questions are close ended while the majority of qualitative questions are open ended. Mixed methods offers additional strengths and gives more complete evidence of answers to questions which are unable to be answered by either method alone (Creswell, 2009).

Mixed methods help create new insights into research interest that can't be uncovered by one method alone. The qualitative method emphasizes experiences of the participants and their observations of events combined with their judgment. It is referred to as the second method while the quantitative method is referred to as the first. The mixed method is the "third methodological movement" (Venkatesh, Brown and Bala, 2013; p.22). The decision of which method to use should be derived from an analysis of the question to be researched, the purpose of the question and the context of the question. Qualitative and quantitative methods are either used concurrently or sequentially "all mixed research methods studies are multi-method, but not all multi-method studies are mixed method" (Venkatesh, Brown and Bala, 2013; p.24). There are four types of mixed methods designs: embedded, exploratory, triangulated, and explanatory (Creswell and Plano Clark, 2011; Bartholomew and Brown, 2012). Each of these types of mixed methods can be used as a response to the several purposes for which mixed method

research is used. These purposes are the following: to garner complementary views, to make sure research is complete, to expand on previous research, to confirm previous research, and to obtain different points of views (Venkatesh, Brown and Bala, 2012).

The objective of an effective research design is to combine the strengths of each of the research methods and minimize the weaknesses, perhaps revealing findings not able to be discovered by a single approach alone (Truscott, et al, 2010). One of the reasons for the success of the mixed methods approach is that it results in more directed diagnostics and thereby, clearer findings and conclusions (Cameron, 2011; Creswell and Plano Clark, 2011). The two approach method combines the best of both approaches, a "key design criteria is whether the methods are in parallel or sequential"(Cronholm and Hjalmarsson, 2011; p.88). When pre-knowledge is limited, a qualitative approach to begin the research is best, versus when knowledge is more comprehensive to begin with and then a quantitative approach is best to begin with. Narratives can enhance numbers, and numbers can enhance precision to pictures and give them more depth. Together there is a more complete picture (Cronholm and Hjalmarsson, 2011).

One of the biggest drawbacks to using a mixed methods approach is that it increases the difficulty of the research, as well as contradicting research purists, taking more time and is usually more costly (Christensen and Johnson, 2004; Teddlie and Tashakkori, 2009). The skill sets needed to conduct each type of research is very different, the role of the researcher in a qualitative study requires the interviewer to be an ardent observer on one hand, and simultaneously be a thoughtful interviewer asking open-ended probing questions. The role of the quantitative researcher is to analyze numerical results and develop generalized findings from them (Humphreys and Brown,

2002). A qualitative grounded theory develops theories that are created from data gathered systematically, and typically does not start with the hypothesis, but "a literature review is not a key part of a grounded theory approach field of study" (Bitsch, 2005, p.77). Instead, quantitative research creates a research question, frames it, collects data, codes it, analyses the data and develops a review to assess to see if the coding is correct and to see if the question remains a valid theory (Bitsch, 2005).

Researchers who typically prefer quantitative studies do not, typically, like qualitative or mixed method studies. This creates a problem of core philosophies when combining the two methods. The arguments against the mixed methods research seem to be waning, and there are substantially more current arguments for using a mixed methods approach and taking advantages of the best of both qualitative and quantitative methods (Creswell, 2009; Muskat, Blackman and Muskat, 2012).

"Five Reasons to use a mixed methods approach according to Greene, Caracelli and Graham (1989, p. 259) are the following:

- Triangulation: seeking convergence in corroboration of results from different methods and design studying the same phenomenon
- Complementary: seeking elaboration, enhancement, illustration and clarification of the results from one method with results from another
- Initiation: discovering paradoxes and contradictions that lead to a re-framing of the research question
- Development: using the findings from one method to help inform the other method
- Expansion: seeking to expand the breadth and the range of the research by using different methods for different inquiry components" (Muskat, Blackman, Muskat, 2012; p.10).

Many researchers agree that using a triangulation of the research methods increases the validity of the results including the findings and resulting inferences made

from these, especially when compared to using a single method (Jogulu and Pansiri, 2011).

In developing an appropriate research design for this project, key observations concluded that this was a unique study and that no previous studies had attempted to correlate the relevant criteria that graduate students use when selecting an institution to attend and whether there was any importance of sustainability at the institution. There were studies that researched the increase of sustainability-based courses being offered in MBA programs (Rasche, Gilbert, and Schedel, 2013), and there were other studies which observed the selection criteria of prospective students at one particular graduate business school (Punj and Staelin, 1978). One of these studies was fairly recent but not entirely on point, and the other study was too narrow and dated to be of much use; however, both studies used quantitative research methods. Their observations were limited because they were asking close-ended questions, and the methodology of this type of research allowed them to test theory that already existed.

This study uses a hybrid mixed methods approach because it develops a cohesive study that should result in a better understanding of the relation of a strategy of sustainability and the selection criteria used by students when selecting their graduate business school. The topic of this research is comprised of a series of questions. As with other mixed methods research, these “mixed methods research questions are concerned with unknown aspects of a phenomenon and are answered with information that is presented in both narrative and numerical forms. A unique aspect of any given mixed method study is that it requires at least two research questions. One for the qualitative portion of the study, and one for the quantitative portion. Traditional qualitative or

quantitative studies can be initiated with only one question” (Teddlie and Tashakkori, 2009; p.129).

This mixed methods research will serve different functions. The qualitative section of the research will show what the current selection criteria are for those selecting graduate business schools and if sustainability is a criteria. The quantitative section purpose was to verify the findings of the qualitative section. It then expands on the findings of the first project, and numerically assembles the criteria in rank order and of magnitude of importance. This study is a hybrid mixed method design that is sequential as seen in figure 1.

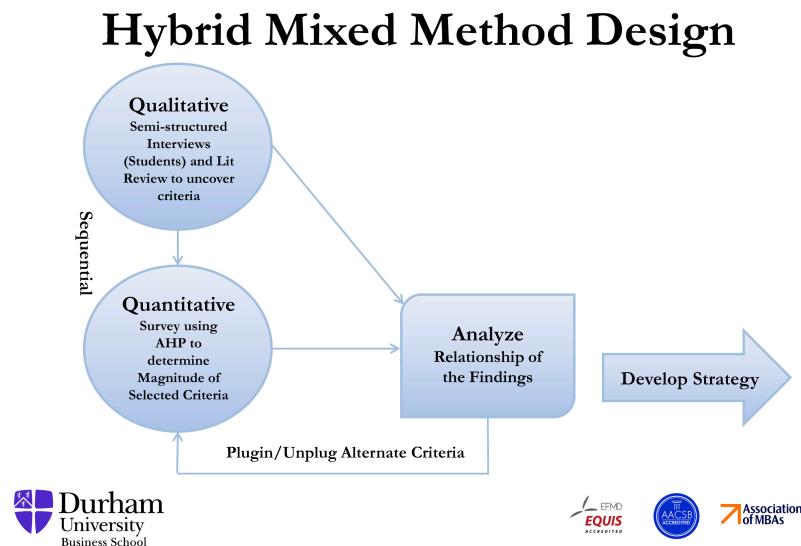


Figure 1: Hybrid Mixed Method Design

Figure 1 illustrates the hybrid mixed methods design that was used when conducting this research. This type of design utilizes a sequential mixed methods design.

As shown in figure 1, after the interview questions were created, a semi-structured qualitative interview was conducted. The purpose of this portion of the design was to verify what relevant criteria that graduate students were using in selecting the IHE that they attended. The information derived from this portion of the study provided current criteria that was combined with criteria derived from other research done by previous academics. A list of 10 criteria was then used in the creation of a pairwise comparison questionnaire, and a modification of the analytic hierarchy process was used for analysis purposes. Results not only reveal the ranking between these criteria but also the magnitude of importance of one criterion to another criterion. The information from both methods of the research was then evaluated and analysed to determine findings.

For this research, the use of a mixed method approach was best to be able to uncover the relationship between student choice and the IHE they chose. This type of study is valuable because it adds to rigorous theoretical knowledge and provides relevant knowledge that can be used in the business world. This type of mixed method research for this particular set of research questions is paramount because it supports theory and practice and is supported by a philosophy of pragmatism. So while the quantitative methods will be able to demonstrate what is occurring, the qualitative methods will be able to better explain why it might be happening. The combination of both resulted in some original dynamic findings.

4.4 Qualitative Analysis

The qualitative analysis focused on the perception of graduate business school students. The purpose of this study was to get a clear understanding of what criteria

students are currently using when selecting the graduate business school they decided to attend. I wanted to find out what was the most important criterion to them, and attempt to determine the magnitude of influence that selection criterion had. Any graduate school of business that had knowledge of these selection criteria could then implement it in their planning and use it to recruit higher quality students into their program (Brauer, 2012 b).

There is a research gap as it applies to the overall question trying to be answered. This gap filters down from the overriding question to individual specificities. Although there are many articles both academic and non-academic providing lists for prospective students to think about, there is no list of what is current and relevant to today's graduate school students. The importance of this qualitative study is that it provides a baseline of information to be used in the subsequent quantitative study.

The strategy for this qualitative research follows a grounded theory approach (Creswell, 2009). This approach derives its theorem from the data itself. When deciding on which coding method is most appropriate for one's research, the result will probably include more than one method. In the case of this research, I did not decide on a method to use prior to a conclusion of the interviews. Instead, I chose to take an inductive approach and decided on the coding choices after looking at the data.

After reviewing the research questions to be answered in this qualitative study, a single method of data collection was the approach selected. The data was collected by employing a semi-structured interview approach using open-ended questions. Those to be interviewed were all current students in graduate business schools. I approached five graduate business schools and explained the purpose behind my wanting to interview

some of their current students. Two of the schools declined participation, and one of the remaining three was unable to fit it into their schedule.

I had no previous experience, as a researcher, with either of the two remaining institutions and did not know any of the students. Senior administrators in both of the IHEs were contacted and meetings followed. They both understood the scope of the project and agreed to participate in the research. It was decided that the interviews would be conducted on-site at the two institutions, and the instructors selected the students for me to interview. For this study, respondents were current graduate business school students. This was the only characteristic that was needed for them to possess the knowledge required for the study. Other characteristics such as their age, previous work experience, and other demographic information was not considered to be critical for the purposes of this portion of the research.

The two schools that were used for the qualitative analysis were both located in Pittsburgh, Pennsylvania. One school was located in urban downtown environment, while the other was in a more suburban setting. Both graduate business schools offered specialized fields of study such as accounting, entrepreneurship, and sustainability. Both universities have expended a great deal of capital on adding to and improving their facilities as well as their curriculum. They both were interested in the design of the study to verify if any of the expenditures that were made on the specialized programs had created an impact on the students that had selected their institutions from the various institutions the students could have attended. Neither university's graduate school of business is ranked in the independent study of the *U.S. News & World Reports* ranking of the top hundred business schools in the United States. The *US News and World Reports*

ranking is viewed as a reliable information source for students researching various collegiate programs in the United States. The enrolment is similar at both universities. One has elected to remain anonymous.

Before commencing the qualitative analysis, the appropriate ethics review was conducted. I discussed the research and its requirements with the individuals charged with the administration of the business school at both IHEs. They provided approval for me to be on their campuses and conduct interviews with their current graduate business school students. They were both instrumental in helping me make contact with the students prior to commencing the interviews for the purposes of arranging a convenient time. I also created an interviewees' agreement letter for the students to be interviewed to sign. A copy of this is included as Appendix A. It informed the students of the purpose of the interview, who was conducting it, that it would be recorded, and that their responses would be kept confidential at their request. Data was collected by means of a semi-structured interview process. Demographic data was collected with the use of closed-end questions. Other data was all gathered using open-ended questions to avoid any biases and also to avoid leading the respondents. The entirety of all the interviews was recorded and later transcribed. The transcriptions were later reviewed and coded in order to collect meaningful data. The purpose of these interviews was to gather a master list of criteria that graduate school students currently use in selecting the schools that they ultimately attend. I had anticipated that more than 15 interviews would not yield any new criteria and the answers would begin to duplicate themselves. If I was still getting new data in the 15th interview, I would have continued the process until no new criteria was presented.

Ultimately twelve volunteers from two MBA programs were interviewed. They were each asked seventeen open-ended questions by the researcher. These questions were created in an effort to determine the reasons they had for selecting their graduate business school, to find out if they had applied to other business schools, and to get an indication of the base knowledge these students had regarding sustainability as well as their thoughts regarding the role of sustainability in the future of education and other businesses. Each interview was completed in 30 to 50 minutes. At the conclusion of the 12th interview, my initial general analysis revealed that I was not getting any additional data that I had not already received from previous interviews. Since the saturation point had been reached, I concluded the qualitative interviews.

All of the interviews were conducted, transcribed and coded personally by the researcher to ensure consistency. The researcher then coded the responses in the qualitative transcripts using a color-coded process to identify themes or descriptions. These themes or descriptions were then transferred to the spreadsheet where the information could then be further analysed. Grounded theory was used as the approach of data analysis for the coded transcripts of the interviews. Even though permission was granted to divulge the identity of the interviewees, nothing more could have been gained by so doing. The identities of the respondents were kept anonymous and names were replaced by an individual identification code.

The open-ended questions for the interview were constructed to facilitate a free flowing conversation that would allow the interviewee to discuss what they felt was important about the topic in question. The questions and the order that they were asked

remained constant for all of the interviews. The complete guide for the qualitative analysis interview is in Appendix B. The open-ended questions were as follows:

Open Ended Qualitative Analysis Interview Questions

- 1) Why are you pursuing an MBA?
- 2) What other institutions did you apply to?
- 3) What stood out to you about those other institutions?
- 4a) What influenced your decision to attend (Insert Institution Name) with the major influence first?
- 4b) Did a recommendation of a mentor influence your decision and who was that mentor?
- 5) If you visited the school before deciding what stood out to you about it?
- 6) What role did the ranking and reputation of the institution have on your decision?
- 7a) What role did location have on your decision?
- 7b) What role did financial assistance have on your decision?
- 7c) What type of position do you hope to obtain upon graduation?
- 8) What starting salary do you anticipate?
- 9) What is your understanding of sustainability?
- 9a) Do you think sustainability has an impact on your education, and why?
- 10) What knowledge did you have about your institution's commitment to sustainability?
- 11) Did the inclusion of sustainability in the curriculum have any bearing on your decision to attend?
- 12) Do you think sustainability will have an impact on your career, and why?
- 13) What do you feel the perception of sustainability is in the business community?
- 14) Do you think this institution has a commitment to sustainability?
- 15) If so, how is it demonstrated and is it important to you?
- 16) What impact do you feel sustainability can have on the bottom line, if any?
- 17) Is there anything else you would like to add about the decision process that led you to choose this program?

All of the interviews were conducted in a comfortable setting that would enable the researcher to put the interviewees at ease. Once the interviewees were comfortable, they were more receptive to discussing their feelings toward the topics in the questions. This approach further increased the reliability of the responses.

This was the first research project I conducted using a semi-structured qualitative process. As the research progressed, I found that the respondents were very interested in my research and the educational path I was taking. All of the initial interviews were in a face-to-face format. The location of the other interviews, together with the explanation of the purpose and the introduction of myself as a doctoral candidate, all contributed to the respondent's open and candid remarks following questions. The majority of the respondents were very positive. My personal background and style allowed my facilitation of the process to be effective. I was able to put the interviewees quickly at ease, and it was evident that the more comfortable they became, the more open they were with their responses.

As the process progressed, I learned that I did not have to leave as much time as I had between interviews. It was also helpful to take notes during the interview, even though it was being recorded. Although I never needed it, I was glad that I had a backup recorder with me. Later on, during transcription, I referred to my notes several times and the notes made the transcribing more efficient and reliable. I was satisfied with the outcome of the process given what the objectives were.

First cycle coding methods are very straightforward and uncomplicated (Saladaña, 2013). Even though each coding method has its own attributes and applications, it is not uncommon to use a combination of the methods, especially in the first cycle. Second cycle coding methods involved reviewing the interviews a second time, but this time using a more demanding approach and trying to arrive at what the micro themes or criteria were. The methods used in my study were structural coding and initial coding in the first cycle and focused coding in the second cycle (Saladaña, 2013).

Structural and process coding are very appropriate to use for most qualitative studies. As the first cycle coding methods were being used, simultaneously the focused coding method was implemented. Since the primary purpose of the interviews was to develop a list of the major criteria used by graduate students, this was an efficient use of coding methods. A coding checklist was created outlining the codes and their definitions for use during the analysis.

Since all of the interviews were coded by the researcher, a repetitive procedure was applied to avoid either misinterpreting or altogether missing relevant data from the respondent's answers. This repetitive procedure was to do the entire coding process and then leaving it for a month. Then the entire coding process was repeated without reference to the previous results. These were then compared. I found that there was a difference in the coding between the two time periods. Any variations between either one were written down and then the transcripts were re-read to account for any of the variations. The combination of these two coding processes along with the use of the two validity processes enhanced the validity and reliability of the coding.

There are several methods for coding, interpreting, and validating the information collected from the research (Teddle and Tashakkori, 2009; Bryman and Bell, 2011; Gubrium, Holstein, Marvasti and McKinney, 2012). Both the reliability and validity of the responses were verified. The reliability of the qualitative study was enhanced by use of a qualitative interview guide. Since I was the only researcher, and I asked the same questions consistency was assured. The approach and the setting for all interviews were similar, which also would enhance the reliability of the qualitative study. Reliability was checked through a continual comparison of the data received and the codes attributed to

similar answers. The validity of the qualitative study was verified through the use of member checking and peer debriefing. At the conclusion of the recoding process, I employed member checking on the phone with the interviewees. I checked on the theme of their interview to make sure that my interpretation of the responses was correct and my analysis was an accurate representation of their conclusions. "Consulting the participants themselves during analysis..... Is a way of validating" the responses (Saldana, 2012, p.35). During the process, I also used a "peer debriefer" (Creswell, 2009, p.193). This individual overviewed the scope of the qualitative study, and probed with open and closed-ended questions about the study.

Figure 2 is the qualitative coding quotes. It shows the criteria, a criteria identification code, a respondent identification code, and applicable quotes for each criterion.

Figure 2: Qualitative Coding Quotes

Qualitative Coding Quotes

<u>Criteria</u>	<u>Criteria Identification</u>	<u>Respondent Identification</u>	<u>Comments</u>
Sustainability	A	1	"Sustainability was part of my decision but not the main part"
			"It's a buzzword I find intriguing"
		3	"I chose it probably for two reasons; one was the sustainability aspect, but the most important was the one year program"
		4	"Sustainability to me is like the new frontier, you know that was the Key driver for the whole thing"
		5	"I googled things like sustainability degrees"
		2	"I chose specifically for sustainability program and moved for it"
		8	"Last year we had a class on sustainability"
		6	"I like the sustainability factor, it played a little bit of a part"

Length of Program	B	1	"The fact that the program offered an option to come here for one year was very attractive"
		3	"The most important was the one your program"
		5	"Just ask around was the fastest way for me to get there"
		6	"I like the one year program"
		7	"I chose this program because it's a one year program"
Reputation	C	1	"They have a good reputation in their regular program"
		4	"I knew it had a good reputation"
		3	"It has a good local reputation"
		2	"I wanted to make sure that the school also had a really good name"
Ranking	D	1	"Their sustainability program is higher ranked than the evening program"
		4	"I knew what I could find on the Internet. Their accreditation numbers"
		2	"They rank really well"
Alumni Networking	E	3	"They have a really good alumni network here"
		6	"I was looking for networking opportunities"
		8	"To gain networking opportunities"
Legacy	F	4	"I had a lot of family that went here, my grandfather went here"
		7	"My mom went to law school here"
Job opportunities	G	4	"This could really differentiate myself from others"
		6	"Yes for my career"
		1	"So I knew having worked and getting to a level where people would not look at or not consider me because I did not have a Masters degree"
		2	"Every company is looking at sustainability and I think that is why people are wanting to go to school to have the competitive edge"
		8	"To gain a competitive edge, confidence and to learn more"
Accreditation	H	5	AAC SB accreditation
		6	"I knew it was accredited and that was one of the reasons I applied"
		2	"Making sure AAC SB certified was important too"
		4	"Accreditation means a lot.... It was not a criteria"
Future Education	I	5	"I'm actually looking at PhD programs"

Opportunities		8	"I am pursuing an MBA to further my career"
Faculty & Research	J	2	"I also researched the faculty members making sure of their research"
		3	"They run a lot of programs here, so I met with those two, he is a Really interesting guy actually"
		5	"I checked the guy that runs the PhD program, the one that runs a Masters And what I saw that there is a tremendous amount of value, more than I was going to get anywhere else"
Cost	K	8	"The bottom line for me was cost"
		10	"The assistantship sealed the deal"
		8	"I choose a school because of the living cost and tuition fees"
		12	"They are a lot more reasonably priced than other big schools"
			Financial assistance was an eight out of 10 in my decision"
Location	L	8	"Location had a pretty big role"
		9	"Other schools were too far away"
		10	"I wanted to stay in town" "the campus is beautiful"
		12	"Location is real important"
		11	"Geography price and also the campus itself"
		12	"Location played an eight out of 10 in my decision"
		7	"We have a family business here"
		6	"I was looking to stay here after I graduate"
No GMAT	M	9	"There is no GMAT"
Not coed	N	9	"It's not a coed institution"
Quantitative focused	O	1	"Because it is very quant focused and for me going from the Financial management background quant focused is what I've already done"
Smaller class size	P	8	"The conversations are small group and the big institutions have those Massive lectures that you can't really learn anything"
Applied to other IHEs		1	"I did apply to Carnegie Mellon and yes I did get in" "I was waitlisted at Cornell.... And then I got into the

		University Of Southern California"
	3	"I thought about other schools but only applied here"
	4	"I looked at the University of Pittsburgh... I also briefly looked at Georgia Southern University"
	4	"My second choice would have been Wharton"
	5	"I also applied to the University of Pittsburgh and Seton Hill college"
	6	"I also applied to the University of Pittsburgh"
	2	"I looked at Presidio, University of Colorado I looked at Temple"
	9	"I also looked at Seton Hill"
	10	"I considered Carnegie Mellon"
	8	"I was thinking of Pitt and CMU"
	11	"I considered Point Park University and the University of Toledo"
General Comments	1	"They were first mover in offering this as a focus I think it was good for Them. They need to do something more than just offer it"
	1	"I don't think churning out MBAs is good for the country"
	3	"I personally would like to stay in sustainability career wise"
	4	"Sustainability will have an impact on my career wherever I go"
	5	"Sustainability is probably what is going to be propelling my career"
	6	"I think a lot of times when it comes to sustainability it is just marketing"
	2	"It's a good MBA they have good ethics"
	9	"Not being able to print and color sent me into rage, that I am spending \$40,000 on education that I can't print the color page in my library"
	11	"There really isn't sustainability and HR"

Many of the previous studies on selection criteria that students used were dated. None of them included sustainability as a criterion in the analysis. The main objective of the study was to develop a list of criteria that is relevant to today's perspective graduate business school students.

From the criteria derived from the qualitative interviews, I selected those that were mentioned most often in the study for inclusion in the following sequential quantitative study. The results of this research were then combined with responses from criteria that other researchers have used in the past. From this, a grouping of current and relevant selection criteria was created and then used in a comparative judgment analysis using pair wise comparisons. These results were then numerically quantified using methods developed for the analytic hierarchy process.

4.5 The Analytic Hierarchy Process

The basis for the original method to gain greater clarity in consumer wants was a continuation of the evolution of the quest for clarity. It is a new approach to determine what criteria are important to consumers. The consumer is the ultimate subject matter expert. They will have the most focused expectations. To understand the next step in the evolution for clarity of consumer attitudes one has to understand the present step AHP.

Dr. Thomas L. Saaty, first described the analytic hierarchy process in a paper he wrote for the Journal of Mathematical Psychology in the 1970's (Larode, Moreno-Jimenez and Muerza, 2012). AHP has continued to evolve with a succession of developments further authenticating it as the key multi-criteria decision-making method. Since its inception, it has been used in thousands of decisions involving multiple criteria. There has been criticism of AHP and some predicted that its use would be discontinued, but there has been "a steady increase in its usage"(Ishizaka and Labib, 2011, p. 14337).

Although there are many other multi-criteria decision-making methods, hereinafter referred to as MCDM, none have created the impact of AHP. The first step in

most applications of AHP is to structure the problem. This presents AHP with an advantage of creating a hierarchical structure of what is needed to arrive at the ultimate objective. The methodology of AHP “consists of four steps:

- 1) modeling of the problem or hierarchy construction
- 2) valuation or elicitation of judgments
- 3) prioritization or local and global priorities derivation
- 4) synthesis or derivation of total or final priorities” (Larrode, Moreno-Jimenez and Muerza, 2012, p. 4894).

One of the keys to AHP is the use of pairwise comparisons. Pairwise comparisons reflect the perceptions of the consumers. Accuracy is increased when an opinion is given on only two alternatives at a time versus several. There are also several advantages to this approach as consistency can be verified more easily. There are no units of comparison necessary because AHP does not use an integral scale but a ratio scale. The ratio scale is important to use if we want to aggregate measurement such as a weighted sum (Saaty, 1994). This means that a relative value represents the choice. All these pairwise comparisons are then transferred to a positive reciprocal matrix.

To obtain priorities of preferences the judgment comparisons need to be represented by a value. AHP uses a scale of 1 to 9 on a linear basis. The fundamental scale used for comparisons is as follows in figure 3:

“Numerical Scale	Verbal Scale	Definition
1	Equal Importance	Both elements contribute equally
3	Moderate	One element is slightly favored over

	Importance	another
5	Strong Importance	One element is strongly favored over another
7	Very Strong Importance	One element is very strongly favored over another
	Extreme Importance	
9	Importance	Highest importance of one over another

The intermediate values of 2,4,6,8 reflect intermediate positions”

(Saaty, 1994; Ishizaka, Labib, 2011; Larrode, Moreno-Jimenez and Muerza, 2012, p. 4895).

Figure 3: Fundamental Scale of Comparisons

For priorities to be logical, they need to be the result of consistent or almost consistent matrices (Ishizaka and Labib, 2011). Because of this, Dr. Saaty created the random consistency index (RI) related to an eigenvalue method that creates a consistency check on the priorities (Saaty, 1977). The consistency ratio is a value to the consistency of those giving judgments on pairwise comparisons. The final step is a slight modification of the data to observe the impact on results. This is referred to as a sensitivity analysis (Ishizaka and Labib, 2011).

AHP is a proven multi-criteria decision-making method that can be applied to many types of decisions. It can be as applicable to simplified individual decisions as it is to labyrinthine, resource intensive decisions (Saaty and Vargas, 1991; Stein and Ahmad, 2009). There are no studies that link AHP with student criteria selection for graduate schools of business (Chen and Chen, 2008); Ning, 2012). It is an excellent tool to

measure the various degrees of importance of the criteria used by consumers of any product or service, but up until now it was never used in such a process.

This method will allow me to deconstruct the criteria so that various measurements can be created and attributed to them. These generated measurements then allow a ranking using magnitude of importance in the decision. This will result in a much clearer understanding of the importance of the criteria to decision-makers. The normal AHP process begins with a creation of a hierarchical structure. This pyramid has the overall goal at the apex followed by various criteria and in various alternatives of decisions and the latter two are the final level in this structure. The hierarchy is composed of all the various elements making up a multiple criteria decision problem. The structure contains a flexibility to fit many needs.

One of the unique applications in my use of the AHP is the use of it as a diagnostic tool to uncover what the audience's authentic needs are and then propose to use these needs to develop more targeted marketing. Part of the originality of my method is my bottom up approach using AHP as a diagnostic tool, whereas AHP uses a top down approach. With this tool, an institution will be able to plug in (i.e. a strategy of sustainability, or customer engagement requirement) and unplug different criteria to make a more valid assessment of the importance of different criteria to consumers (Brauer, TBP 2015). My research combined the results of the criteria from the qualitative study with criteria garnered from other research. From that pool, 10 criteria were selected to be included in the assembly of pairs of criteria for what is normally the second step of AHP, the pairwise comparison. Figure 4 shows the master list student criteria.

Master List for Student Criteria			
<u>Criterion</u>	<u>Project One Criterion</u>	<u>Other Criterion</u>	<u>Pair Wise Comparison</u>
AACSB Accreditation	X		
Alumni Networking		X	X
Average Class Size		X	
Average Graduate Starting Salary		X	
Distance from Home		X	
Facilities on Campus		X	
Faculty Research	X		
Foreign Studies		X	
Future Education Opportunities		X	X
Housing Costs		X	
Intern Program		X	
Job Placement Assistance		X	
Job Potential	X		X
Legacy	X		X
Location	X		X
Mentors Recommendation		X	X
Program Availability		X	
Program Length	X		X
Recruiters on Campus		X	
Reputation	X		
Research Capabilities		X	
School Size		X	
School Ranking		X	X
Sustainability		X	X
Sustainability Curricula	X		
Sustainable Campus		X	
Total Costs		X	X
Tuition		X	
Tuition Assistance		X	

Figure 4: Master List for Student Criteria

A reliable pairwise comparison that can be used to properly scale judgmental decisions needs to reflect accurately the respondent's feelings, and the conclusions should have minimal change due to slight changes in judgments. One of the purposes for a pairwise comparison is to be able to test if responses are consistent among respondents.

Respondents to a question should be experienced individuals that have an understanding of the criterion and the relevance of one to another (Saaty and Vargas, 1985). The objects of this pairwise comparison are graduate students newly admitted to a graduate program and thereby just having completed their own process of selection criteria. The subject matter experts are the experienced respondents for this survey.

The criteria, used in this comparative judgment questionnaire, questioned the importance of one criterion, to those receiving the questionnaire, as compared to another criterion. AHP answers the interrelationships between various criteria by giving a numerical position to each thereby reducing the complexity of multiple criteria decisions (Montibeller and Franco, 2010). The questionnaire has 45 comparative questions that resulted in every combination of comparison with the 10 criteria being asked. The criteria used for comparison were:

- 1) the alumni networking of the institution
- 2) the career opportunities for graduates of the institution
- 3) the cost of the program
- 4) the availability of future education potential with a degree from the program
- 5) the importance of legacy in their decision
- 6) the overall length of the program
- 7) the importance of a mentor's recommendation
- 8) the significance of the location of the school
- 9) the criticality of the schools ranking
- 10) the value that sustainability played in their decision.

Also original for my method, I created a specific appearance for the survey. Each criteria had its own colour code. On the bar with the comparisons, the colours went from lightest to darkest in that particular colour spectrum. Only the middle of the bar was

white and demonstrated an equal level of importance in the comparative judgment for that particular set. I attempted to minimize any colour bias that might have been created from the experience or cultural codes of the respondent. Future studies might include a mix of colours as opposed to one for each judgment criteria. Dr. Saaty commented on this design, and saw how it could assist those responding to the questionnaire (Saaty, 2014). Colours are more mentally stimulating and the variation from lightest to darkest in that shade may be able to assist the respondent to improve both reliability and consistency of the output. To avoid colour bias, the colours could be mixed up with different responses. The complete pairwise comparison questionnaire is available in Appendix C.

Figure 5: Pairwise Comparison Example Question

Which of the following criterion was more important to you in your selection of MBA program?

Directions: For each pair being compared please only check one response Circle as illustrated in the example below. Intermediate choices are available between those labeled.

CLASS SIZE								or		TRAVEL TIME							
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Extreme		Very Strong		Strong		Moderate		Equal		Moderate		Strong		Very Strong		Extreme	
Level of Importance																	

Figure 5 is an example of a question in the pairwise comparison questionnaire with the instructions which were issued to the respondents. In order to code the responses properly, each side is a value on a nine point scale. Although a nine point numerical scale would be applied later to each choice, numbers were not printed on the questionnaire as to not bias the respondent into assigning a value based on the familiarity of other more

popular surveying methods. These results were then positioned in a set of matrices. I created a matrix for each respondent.

The matrices, to record the responses for the pairwise comparisons, were 10 x 10, with the centre value always being equal to one. For example, when the criterion of cost was being compared to itself, the resultant value was one. This is represented in the following matrix, which is labelled the AHP Survey Example, by the shaded areas stepping down the centre of it. A letter **A** is placed on the side of the matrix to designate the area we are discussing. The shaded area where an item is being compared to itself is called the equilibrium point. The values for the responses of the surveys are inserted in the top half of the matrix above the equilibrium points. Their reciprocal values are then calculated and filled into the area below the equilibrium point with the formula $1/\text{corresponding value}$.

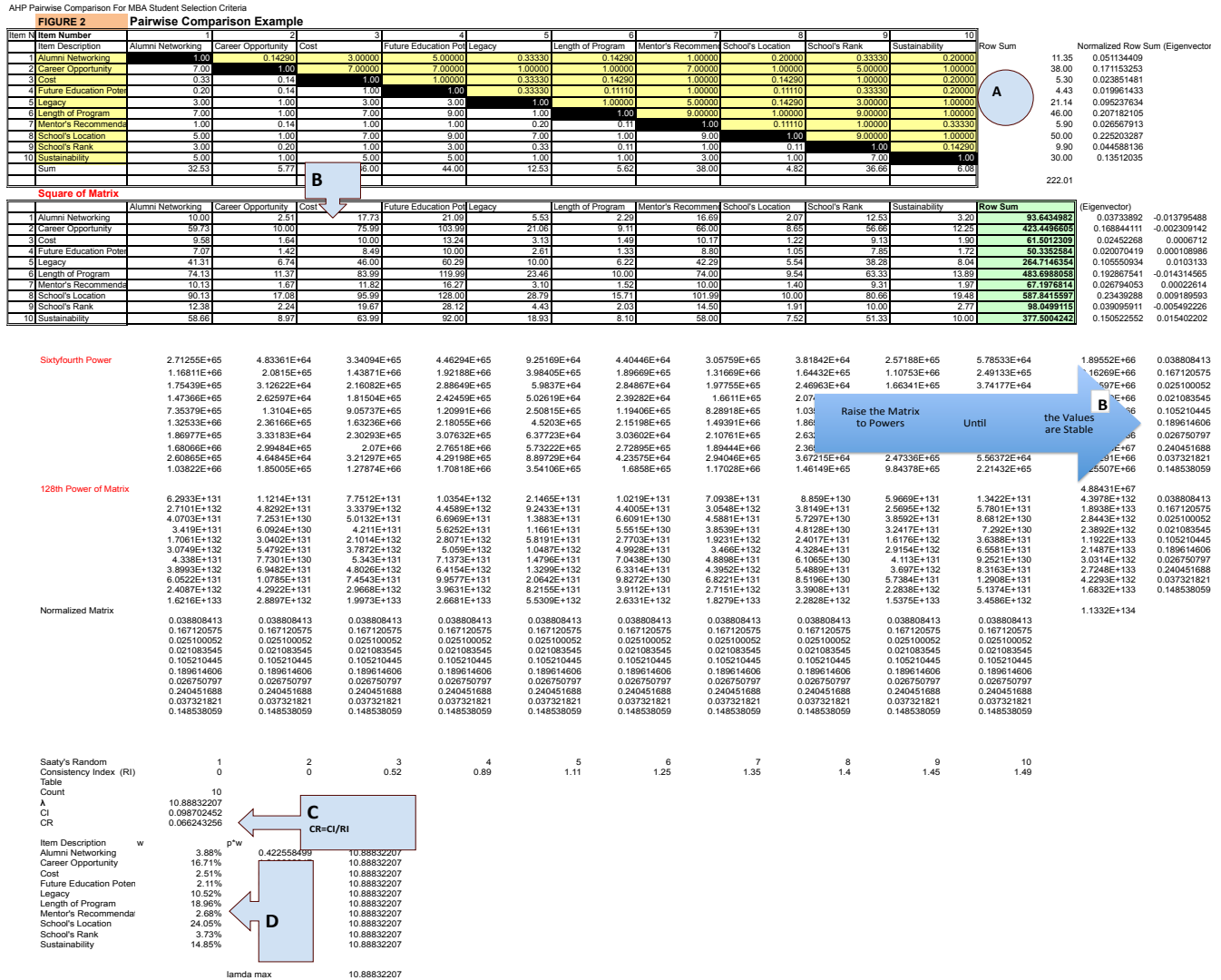
When the first matrix labelled A, has been completed, the values need to be stabilized. “One must raise the matrix to powers and sum and normalize the row sums to get these priorities.” (Saaty, 2014). This is done by increasing the matrix to powers until the eigenvectors value is stable. To sum and normalize the rows, you add the values in a row, and sum the column to get a total. Then, for each row, divide the rows sum by the column total for each row: this produces the eigenvector. The eigenvector is stabilized when the sum of the rows is equal to zero. This occurs when it is subtracted from the eigenvector in a previous square matrix and the value doesn’t change.

To normalize the entire matrix it is necessary to sum each column of each criterion to get a total, using that total, then divide each cell of the column by the column total. Continue doing this for each corresponding column until the matrix is completed.

How and Why can a Strategy of Sustainability be used for Graduate Business Schools in the United States to gain competitive advantages?

The resultant eigenvector is the priority vector of different alternatives, as compared to a single criterion (Stein and Ahmad, 2009). When these results are converted to a percentage, the priority weights of each criterion is shown. This is shown in the section labeled D on the following figure 6.

Figure 6: Pairwise Comparison Example Worksheet



the consistency index is $\lambda_{\max} - n / n - 1$. The number of elements in this research is 10, so the random value is 1.49. The consistency ratio (CR) is $CI/CR = 0.0072$. This is a comparison between the respondent's replies and a random set of replies.

A consistency ratio is also the result of the respondent's answers. It provides comparison between these answers and simply a random set of answers. "I have indicated the consistency ratio comparing the inconsistency of the set of judgments in that matrix with what it would be if the judgments in the corresponding reciprocals were taken at random from a scale for larger matrices this ratio should be about 10%" (Saaty, 1994, p.28). If the result of consistency ratio is poor, it might be indicative of a poorly constructed questionnaire or the inattentiveness of the stakeholders that responded (Schwartz and Oren, 1988; Bashkansky, 2009). Questions used in pairwise comparisons should be stated very naturally, they should be to the point, the wording should be checked for its level and the communication of it should be in a very easy manner (Saaty, 1994). Consistency ratios were calculated on each individual response and again the consistency ratio of the aggregate of all the responses was calculated.

"If numerical judgments were taken at random from the scale 1/9, 1/8, 1/7, ..., 1/2, ..., 1, 2, ..., 9, then using a reciprocal matrix we would have the following average consistencies for different order random matrices:

Size of Matrix	1	2	3	4	5	6	7	8	9	10
Random	0.00	0.00	0.52	0.89	1.11	1.25	1.35	1.40	1.45	1.49"
Consistency										

(Saaty, 1994, p.84).

A consistency ratio less than 0.1 is acceptable (Saaty, 1980). In this case with a 10 x 10 matrix, a consistency ratio of 1.00 or less is acceptable as a valid consistent number. In other words, it is a good sample. “In order to have a consistency ratio less than 0.1 when there are 10 elements, the λ_{\max} must be less than 11.341 (Saaty, 1994, p.64). The final step is shown in the section labeled D on Figure 6. This shows the relative ratings of the different items being compared in this study. For this particular individual, school location was of prime importance, followed by length of program, future career opportunities, sustainability, and legacy considerations.

All of the pairwise comparisons were calculated individually using the above format, aggregated using the geometric mean of each decision and then raising the matrix to the powers until zero is reached. The consistency ratio of the total was then calculated. The final portion of the calculation presented the rankings per the answers of all respondents.

4.6 Final Research Design

This research study was broken down into two separate, workable projects to ensure cohesiveness. Prior to beginning any projects, basic parameters should be established. Because of the quality of the respondents, I concluded that for the initial qualitative analysis less than a dozen interviewees would be sufficient. The quantitative analysis following the initial qualitative analysis would require that between 25 and 50 comparisons be completed. Many researchers feel that quantity in the number of surveys or questionnaires make it more significant (Gubrium, Holstein, Marvasti and McKinney, 2012). After discussions with Dr. Saaty and sitting in on his class *Complex Multi-criteria*

Decision Making, I concluded that quality and capabilities of the respondents increased the validity, reliability, and consistency questionnaires (Saaty, 2014). Quality is more important than quantity, and I spent much of the research time on the data collection methods and analysis to increase the quality.

The geographical location of the institutions was within 75 miles of each other in a large Midwest metropolitan area in the United States. They were all also AACSB accredited. In order to carry out the study in a reasonable amount of time and cost it was necessary to restrict the sampling.

This study was conducted at AACSB accredited graduate business schools during the fall of 2013 and in the winter and spring of 2014. Once the schools were selected for participation, senior administrators of the business schools were contacted to discuss the study with them and ask for their permission and cooperation to be included in the study. If they declined, an alternate equivalent institution was selected for participation. This process was started in October, 2013 with the selection of the schools and communicating through the appropriate departments at these schools to arrange a schedule and set up interviews.

Project One – Qualitative Analysis of Student Criteria

In a mixed method research study that is heavily dependent upon quantitative analysis, the qualitative analysis of the basic foundational information or categories is important to assure that the current criteria that consumers use are acknowledged. The semi-structured interview process on the qualitative research prompted the interviewee to answer the questions in the spontaneous but direct manner. A semi-structured interview is the

optimum manner to start the qualitative portion of the research. I did not want to make any assumptions that all the criteria that students used were listed in current literature. Both first cycle and second cycle coding methods were employed. Combining the results of the literature review and the qualitative interviews resulted in a current list of the criteria that today's student's use. Although this analysis provided me with an initial ranking of criteria, it did not provide me an insight as to which criteria was most relevant to today's students.

Project Two – Quantitative Analysis of Pairwise Comparison Questionnaire

This project sequentially followed Project One. Criteria were selected from Project One, the qualitative study, and other sources. For reference, the master list of student criteria is figure 4.

These criteria were then formatted as pairwise comparison questions. The result of integrating my method with AHP is that it created a diagnostic tool is that I have taken the list of criteria and written them in priority order with a numerical priority associated with each one. The importance is that one can now understand the relevance by priority of importance to the students of the various criteria, and those that are most relevant should be given the most attention in resource allocation and marketing. If an institution wants to expand its niche, to be seen as more legitimate to its audience and to expend its capital in the most propitious manner, this type of information gives them direction.

The list is in priority order; this is not a percentage ranking but refers to the magnitude of priority. The magnitude of importance between the two priorities is a greater difference than just a simple percentage calculation. For example, the difference

of a priority ranking with one item having a priority of 10 and another a priority of five is not just a 5% difference, it is rather 100% difference with the first item being twice as important as the second.

4.7 Ethical Assurances

The research conducted for this dissertation followed the "guidelines for responsible conduct" as set out by Durham University Business School and the Behaviour Analyst Certification Board. The appropriate Durham University ethics review checklist and flowchart have been completed, submitted and approved as required prior to the commencement of this research. I contacted an administrator in each individual graduate school of business where research was conducted and consulted to see whether there were any ethical conflicts with their business school regarding this research and obtained their consent prior to beginning research. Observations included individual responses pertaining to selection criteria, as well as other graduate business schools that the interviewees were considering. Their opinions, both about sustainability and their graduate business schools' level of involvement in sustainability were also examined.

I have obtained prior consent to record and disseminate information gained in these interviews. I coded the responses of the individuals to keep their identity and the identity of their schools anonymous in an effort to avoid possible ethical issues. An administrator from each of the business schools was informed as to the types of interviews and information that was gained as well as consent granted to conduct such interviews at their institution. I took the information gained in these interviews and coded it to make an accurate representation of the facts presented to me. In no way did I

embellish or exaggerate the findings to support my hypothesis. The Ethics Review Flow Charts and Checklist are included at Appendix E.

4.8 Research Design Summary

Research design is specific for each study undertaken. The intent of this study was to learn about what relevant criteria current perspective graduate students view in choosing a graduate business school in order and in magnitude of importance through the original use of a new method as a diagnostic tool.

A mixed method approach was selected and used to perform this research. It included a qualitative analysis sequentially followed by a quantitative study.

The research was both relevant and rigorous. To date there is very little research regarding the quantitative approach of decision-making and no research on sustainability as a selection criterion for prospective graduate business school students. Beneficiaries of this research include strategic business managers at graduate business schools. “Strategic flexibility is the organization’s capability to identify major changes in the external environment, and quickly commit resources to new courses of action in response to those changes” (Shimizu and Hitt, 2004, p.44). Some of the results of this study allow insights into the consumer thought process of graduate business schools that have here before not been known. Business managers will then be able to incorporate new knowledge into their marketing.

Recruiters and organizations hiring graduates will also value the information derived from this research. The findings should closely relate with identifying the type of graduates they are hoping to employ.

Corporate agility is responding quickly to changes in the audience's needs, and it is an indicator of the competitiveness of any organization. Selecting changes in the current strategy requires the analysis of huge amounts of information. This data has to be reviewed and considered along with other factors so that decision-makers can make better decisions. The greater the definition of clarity is to consumer insight, the more valuable the tool becomes for comparative judgments.

Not only will universities benefit, but my original method and application will have many academic applications (Saaty, 2014). The expansion of AHP beyond its normal role in the hierarchy process has a large potential in the commercial world. To date most audience analysis will rank customer choice through the implementation of a Likert scale study or similar studies. At best, a ranking of the criteria may be achieved. The inclusion of this new method as a diagnostic tool allows the researcher the ability to analyse the magnitude of difference between the criteria. Achieving a magnitude of priority of criteria, these results will allow marketing strategist in education, as well as other businesses to have an ultra high definition of clarity of the wants and needs of their consumers.

Following is a step by step guide to the acquisition of the priorities using my method as a diagnostic tool.

- 1) Step one is to conduct a qualitative survey of the focus group of subject matter experts to determine their selection criteria related to the selection of the product or service of your focus. The interview subjects of the focus group continues until you are not deriving any new selection criterion from the process as to make sure the process is exhaustive. In this case, I was interviewing current students from graduate business schools concerning their

selection criteria in relation to the institution they finally selected. These new students are subject matter experts because they have recently gone through this exact decision process.

- 2) Code the interviews, to determine which selection criteria were derived from them. Combine this result with selection criteria derived from a literature review in order to determine a final list of selection criteria to be included in the pairwise comparisons.
- 3) Assume, for this example, that after the qualitative interviews were properly coded and verified and the literature review was conducted that it was determined that the selection criteria derived were A, B, and C. Now, develop a pairwise comparison survey using the criteria derived from step two. The survey should always compare each criterion to every criterion in the comparison individually. (PWC) example as shown below with selection criteria **A**, **B**, and **C**. It is in response to the question;

“Which of the following was more important to you in your selection of the widget?”

Directions: For each pair being compared please only check one response circle. Intermediate choices are available between those labeled.

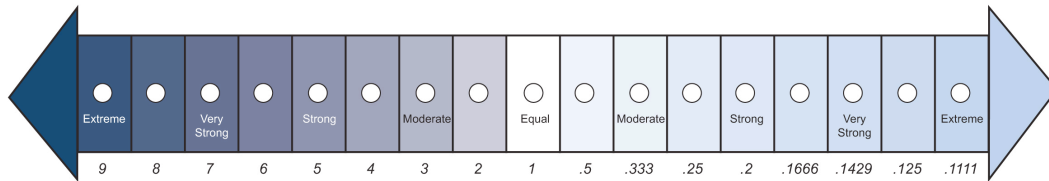
(PWC)

The figure displays three horizontal Likert scales for comparing selection criteria. Each scale consists of 15 points, with the center point labeled 'Equal'. The points are labeled from left to right: Extreme, Very Strong, Strong, Moderate, Equal, Moderate, Strong, Very Strong, Extreme. The scales are arranged vertically, each with a large arrow pointing left and right at the ends. The first scale compares Selection A (left) and Selection B (right). The second scale compares Selection A (left) and Selection C (right). The third scale compares Selection B (left) and Selection C (right). In each scale, the 'Very Strong' point on the right side is checked.

The example (PWC) above shows the appropriate number of comparisons for three selection criteria and is shown as if the respondent already made their selection. The survey asked the question: What is more important to you, selection criterion A, or selection criterion B? The choices are equal, between equal and moderately more important, moderately more important, between moderately more important and strongly more important, strongly more important, between strongly more important and very strongly more important, very strongly more important, between very strongly more important and extremely more important, and extremely more important. These answers correspond to a 1 – 9 scale always starting with 9 to the farthest left, equal valued at 1 and the positive reciprocal scale for the values to the right of equal.

So when coding for the matrices the values would look like PWC code below.

(PWC Code)



- 4) Build the correct matrix for the corresponding criteria. In this example, there are 3 criteria, so the matrix would be a 3 x 3 matrix. The center values are always equal to themselves.

(PWC Matrix)

Selection Criteria	A	B	C
A	1		
B		1	
C			1

- 5) The next step is to populate in the matrix above the equilibrium point based on the answers in the (PWC) example and their reciprocal values below the equilibrium point. The equilibrium point is the diagonal line in the matrix with the value 1 which represents equal because this line is the comparison of each criterion to itself.

(PWC Matrix Values)

Selection Criteria	A	B	C
A	1	5 ^{Q1}	.1429 ^{Q2}
B	.2 ^{Q1R}	1	.3333 ^{Q3}
C	7 ^{Q2R}	3 ^{Q3R}	1

6) For the area in the matrix representing question 1 (Q1), the corresponding scale value 5 is entered, and its reciprocal positive value 1/5 or .2 is entered in its corresponding space on the matrix labeled Q1R. The area in the matrix representing question 2 (Q2) the corresponding scale value .1429 or 1/7 is entered and its reciprocal positive value 7 is entered in the space below the equilibrium line which is its inverse labeled Q2R. In the area representing question 3 (Q3) the value 1/3 or .3333 is entered and its reciprocal positive value 3 is entered in the appropriate corresponding space labeled Q3R.

7) Now that the matrix and all of the values are entered, it is imperative to make sure the matrix is stabilized. This is done by raising the matrix to powers (squaring the matrix until it is stabilized).

Eigenvector row Sum Cell from this row minus the corresponding eigenvector row cell sum from the preceeding matrix

Squaring the Matrix

Selection Criterion	A	B	C	Row Sum	(Eigenvector) Row Sum	Check Column Stabilized when = 0
A B C	1 0.2 7	5 1 3	0.1429 0.3333 1	6.1429 1.5333 11	0.32891594 6 0.08209914 2 0.58898491 1	
			Row Total	18.6762		
Square of Matrix	3.0003 2.7331 14.6	10.4287 2.9999 41	1.9523 0.69518 3.0002	15.3813 6.42818 58.6002	0.19128667 1 0.07994286 3 0.72877046 6	- 0.13762927 6 - 0.00215628 0.13978555 5
			Row Total	80.40968		
Fourth Power of Matrix	66.0080600 6 26.5487746 2 199.6644	142.618585 7 66.0044599 8 398.26312	18.9645998 2 9.50698064 8 66.0071600 4	227.591245 6 102.060215 2 663.93468	0.22906040 7 0.10271904 1 0.66822055 3	0.03777373 6 0.02277617 8 - 0.06054991 4
			Row Total	993.586140 9		
Eighth Power of Matrix	11929.9681 3 5402.97622 8 36932.1375 2	26380.3396 11929.2172 81051.2140 2	3859.48795 3 1758.51880 3 11929.7803 9	42169.7956 8 19090.7122 3 129913.131 9	0.22058373 6 0.09986058 9 0.67955567 5	0.00847667 1 0.00285845 2 0.01133512 3
			Row Total	191173.639 8		
Sixteenth Power of Matrix	427395627. 1 193856469. 4 131910929 6	942229595. 6 427368654. 7 290808305 0	138476735. 2 62809217.5 6 427388884	150810195 8 684034341. 7 465458123 1	0.22026642 6 0.09990690 3 0.67982667 8	0.00031731 6 4.63139E- 05 0.00027100 2
			Row Total	684671753		

				0		
32 Power of Matrix	5.4799E+17 2.48554E+17 1.6913E+18	1.20809E+18 5.47956E+17 3.72861E+18	1.77548E+17 8.05313E+16 5.47982E+17	1.93362E+18 8.77041E+17 5.9679E+18	0.220266695 0.099907112 0.679826193	2.74730E-07 2.09747E-07 -4.84477E-07
			Row Total	8.77856E+18		
64th Power of Matrix	9.00856E+35 4.08604E+35 2.78038E+36	1.98601E+36 9.00799E+35 6.12956E+36	2.91877E+35 1.32388E+35 9.00842E+35	3.17874E+36 1.44179E+36 9.81079E+36	0.220266695 0.099907112 0.679826193	0 0 0
Total Col.	4.08984E+36	9.01637E+36	1.32511E+36	1.44313E+37	The Matrix is Stabilized	
Normalize d Matrix	0.220266695 0.099907112 0.679826193	0.220266695 0.099907112 0.679826193	0.220266695 0.099907112 0.679826193	The normalized matrix is the result of dividing each cell of the column by the column total. The result is your priority.		
Priorities of A B C	22% 9.99% 67.98%	Priorities should always total 100%				
Priority Total	100%					

8) In the example labeled (Squaring the Matrix) are some additional figures around the first matrix labeled selection criterion. These numbers are the row sum, row total and the eigenvector. However, the matrix is not stabilized. Use these numbers to stabilize and check to see when the matrix is stabilized. The row sum is calculated by adding each cell in the row and the row total is calculated by adding or taking the sum of column values (row sum). The eigenvector column is derived by dividing the row sum by the row sum total for each cell in the column.

9) To check the square raise the matrix to powers and find its stabilization point by starting a new column which when equal to zero will mean the matrix is stabilized. Start the column by taking the first row eigenvector and subtracting it from the original matrix row eigenvector. In this example, $0.19128667 - .032891595 = -0.137629276$. Continue this for the other rows to complete the column.

Raise the matrix to powers again and continue to repeat the previous steps until the check column is equal to zero.

10) Next, the stabilized matrix needs to be normalized. Sum each column to get a column total for each column in the final stabilized matrix. Take the first value in the matrix and divide it by its column total. Continue this for each cell value and divide by its respective column total.

11) The resultant matrix columns will show the values of the priorities for each criterion A, B, and C. For instance A is 22 and B is 9.99. The difference of importance is not the 12.01 percentage but rather A is 220% more important in terms of priority than B.

5 Data Analysis and Results

5.1 Introduction

Previous sections have included a comprehensive literature review on the various topics relevant to the research question. The research design section included the methods used for data collection. This analysis used a mixed method approach to data. The data collection methods used were both qualitative and quantitative. This research was broken into two projects. Project two was sequential to project one as some of the data used in project two came from the previous project.

5.2 Analysis and Results

Project One

Project one was the qualitative analysis conducted to ascertain what the relevant criteria is that graduate school students are using currently to select the IHEs they decide to attend. The study was necessary to begin the research since most previous research in this area was rather dated, and it was important to start off without any assumptions as to what the criteria are currently. The only way to do this was to ask, and that is why the qualitative analysis was used.

Consistencies among themes and descriptions were noticed in the coded answers of several respondents and were classified as findings (Brauer, 2012a). Figure 7 quantifies the criteria and displays them from most mentioned to least. Although multiple metrics may have occurred, only one credit was given per respondent per criterion. For example, if a respondent mentioned, length of program, three times, it was only measured once.

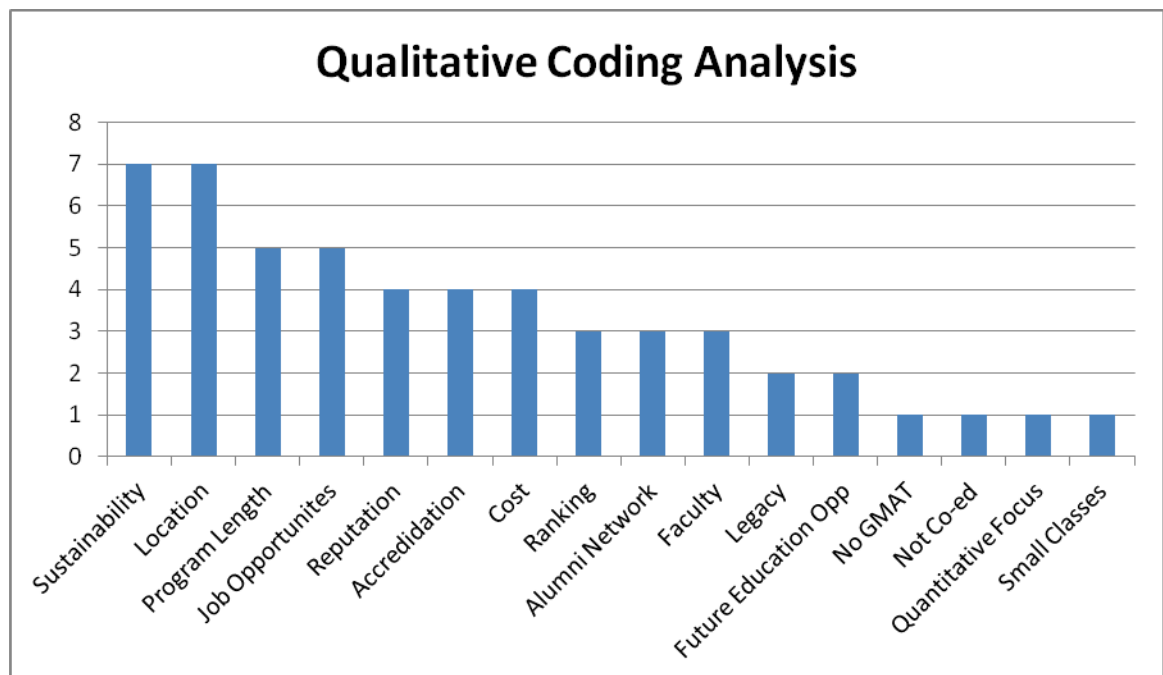


Figure 7: Qualitative Coding Analysis

As shown in Figure 7, there were 16 criteria discussed by the interviewees that they felt were part of their decision model in selecting their institution. The two criteria mentioned most often in Figure 7 were for sustainability and location. The next grouping of criteria were program length and job opportunities, which were followed by the reputation of the school, its accreditation and its cost. A fourth grouping included the rank of the university, alumni networking, and the faculty. The final six criteria were legacy and future education opportunities followed by GMAT not being required, that it was not coeducational, that had a quantitative focus, and class size.

The coding of the interviews accumulated the data into categories. The analysis produced the following findings. In total, sixteen different criteria were recorded. The criteria that was important to these respondents in order of being mentioned most often was sustainability, followed by location, and then job potential, length of the program, and accreditation of the institution.

The findings of the qualitative analysis showed that 41% of the students interviewed had chosen institutions for their graduate business education because it had a short program length. 58% chose the program because it implemented sustainability in the curriculum and location was important to them. 33% of them thought that the education would yield them a competitive advantage looking for jobs after graduation. Respondent number 5 felt that “sustainability will have an impact on my career where ever I go” (Respondent 5, 2013). The students felt businesses were looking for managers that had an understanding of the interaction of sustainability and other disciplines in the business world. Although cited more frequently in other previous studies, the criterion: legacy, future education

opportunities, and smaller classes (Punj and Staelin, 1978) were mentioned infrequently in this study. Also of interest was that 83% of the respondents had submitted application to other business schools and over 50% had submitted applications to more than one additional business school. 58% of the respondents had been accepted to business schools that were nationally ranked in the *U.S. News & World Report* top business schools. A majority of the respondents said they chose their university because of its leadership role in sustainability and /or location. Cost was not a dominant issue.

The majority of all of the students, 78% of them, had applied to more than one graduate business school. Over a third of them had been accepted at IHEs with higher rankings than the school they finally attended. Cost was not a criterion receiving many responses. Two of the respondents replied that future job opportunities outweighed the cost. Several of them commented that they thought sustainability was going to be important to businesses in the future, and that their value would increase the better they understood the topic.

The results in project one gave a solid footing on which to continue the research. There was now a good list of current criteria that had importance to current graduate business school students. This data was then combined with other selection criteria that previous researchers had used. These were then used as a base of selection for criteria to be used in project two.

Project Two

The unique use of the analytic hierarchy process as a diagnostic tool was a good fit for the purpose of project two. In the previous project, current criteria were identified;

what was left unanswered was any understanding of the magnitude of importance of selection criteria. The study is a quantitative analysis that implements a unique use of AHP to resolve that unanswered question.

Forty-four questionnaires titled “MBA School Selection Criteria” were completed. They are included in Appendix B. Respondents were all current graduate business school students. Respondents the questions were all experienced participants that all had a unique perspective on the relevance of one criterion to another. This is important when looking at the makeup of those being asked to respond (Saaty and Vargas, 1985). I was given time at several different MBA class venues at five different universities in Western Pennsylvania to have some of the students complete the surveys. Different from the survey used in the qualitative study; the name of the participants was not asked and therefore, I did not have to ask them to sign an interview agreement.

My first step was to assign the corresponding numeric value to their selection and then populate an initial AHP matrix with the result of the comparisons. Since there were 10 criteria being analyzed, the matrix was built 10 x 10. The values are placed above the equilibrium point of the matrix. This process continued until all the area above the equilibrium point was populated with a value. At this juncture the reciprocals of the values were calculated and placed below the line of the equilibrium point. The values were then stabilized and normalized. The consistency index and consistency ratios were then calculated along with the magnitude of importance of various criteria for the single respondent. This process was then replicated for all forty-four responses as seen in Figure 8.

All of the pairwise comparisons were calculated individually using the above format and then aggregated using the geometric mean of each decision and then raising the matrix to the powers until stabilized. The consistency ratio of the aggregated field was then calculated. The final portion of the calculation presented the degree of importance each of the selection criteria played when making the decision of which school to attend.

Matrix of Respondents Values												
	Alumni Net	Career Op	Cost	Ed Potential	Legacy	Length	Mentors	Location	Rank	Sustainability	Consistency Ratio	
1	8.74	29.63	12.05	7.94	1.52	8.68	5.7	2.91	16.23	6.6	0.2146	
2	4.42	19.25	9.27	4.2	1.88	11.56	13.79	12.1	12.82	10.6	0.1872	
3	4.04	31.01	17.45	13.42	2.59	9.76	5.02	3.39	4.88	8.43	0.2609	
4	22.38	1.27	1.73	6.95	20.48	13.32	8.16	10.76	2.34	12.6	0.316	
5	14.22	1.04	8.86	15.99	5.65	11.29	23.41	3.63	1.53	14.4	0.3298	
6	10.06	22.77	3.81	2.48	2.48	10.09	13.8	20.69	10	3.81	0.1585	
7	7.09	27.31	11.88	7.25	8.22	4.9	5.28	1.69	22.19	4.19	0.3895	
8	5.53	10.16	12.05	15.6	2.48	2.88	2.31	32.3	13.83	2.86	0.1102	
9	8.35	17.93	8.11	13.2	4.56	5.51	17.16	16.24	6.01	2.94	0.2774	
10	5.46	17.58	14.1	1.89	3.15	11.37	2.39	30.67	5.13	8.27	0.1654	
11	2.83	8.27	10.77	2.57	4.21	13.12	27.29	27.29	2.03	1.61	0.2717	
12	12.58	20.38	23.32	2.99	1.55	9.76	5.8	4.78	16.45	2.39	0.1608	
13	7.85	30.28	15.17	3.5	3.35	8.1	3.06	7.89	17.11	3.69	0.1489	
14	8.86	28.5	1.68	3.47	3.55	12.42	1.89	18.64	2.99	18.01	0.1604	
15	1.14	17.89	1.96	3.29	1.22	7.29	1.39	5.99	17.9	41.92	0.2589	
16	2.61	8.32	4.05	28.68	6.07	14.86	2.36	10.97	8.73	13.35	0.1881	
17	2.63	12.68	1.05	0.99	1.32	7.7	14.68	20.5	14.75	23.7	0.3524	
18	3.88	16.71	2.51	2.11	10.52	18.96	2.68	24.05	3.73	14.85	0.0662	
19	2.5	33.57	1.06	20.46	3.39	13.75	1.59	7.45	7.17	9.06	0.2361	
20	9.83	24.67	3.27	4.62	3.59	35.13	9.28	3.05	2.93	3.62	0.1073	
21	10.8	19.45	4.29	3.13	3.45	23.29	2.82	8.32	4.18	20.28	0.1272	
22	9.31	30.87	10.42	8.67	6.44	7.87	5.2	4.43	5.08	11.71	0.2068	
23	7.02	21.55	2.99	3.29	3.88	15.73	3.55	2.83	8.96	30.2	0.0898	
24	1.85	18.84	20.54	2.67	1.55	27.22	5.04	7.17	9.23	5.29	0.1804	
25	4.78	14.56	5.79	1.66	2.26	15.49	2.09	16.43	13.16	23.77	0.1786	
26	12.9	13.25	16.36	1.6	2	7.73	3.65	5.02	2.91	34.59	0.3045	
27	2.39	24.84	13.7	3.15	3.46	17.08	3.51	17.37	8.46	4.05	0.0523	
28	3.05	19.77	2.17	2.26	17.34	31.91	2.36	8.64	9.96	2.52	0.0748	
29	2.7	21.85	2.23	23.81	2.12	15.57	1.9	14.66	3.79	11.37	0.0985	
30	1.77	22.75	27.5	1.9	3.07	18.53	3.58	11.23	5.57	4.07	0.1838	
31	2.89	25.06	13.09	2.49	3.11	21.31	2.01	11.81	3.22	15.02	0.1166	
32	2.63	19.47	23.61	1.45	1.59	16.24	1.45	21.04	8.93	3.6	0.0127	
33	4.61	16.23	15.32	1.54	3.976	6.52	6.21	7.31	2.36	35.91	0.2048	
34	3.96	15.15	3.55	2.08	9.59	42.29	7.47	7.91	4.83	3.08	0.2411	
35	5.71	18.94	19.2	2.38	6.19	17.56	3.07	19.12	4.38	3.43	0.0368	
36	3.24	9.67	3.06	5.44	1.28	40.18	7.67	16.34	2.79	10.33	0.3281	
37	3.48	14.73	2.89	3.68	7.19	10.4	36.18	6.38	8.69	6.38	0.2232	
38	3.51	17	15.29	5.36	2	16.43	1.91	3.35	6.77	28.38	0.0589	
39	3.95	18.27	13.15	1.67	4.82	6.57	1.36	1.92	10.72	37.56	0.1775	
40	2.74	14.93	1.95	1.96	5.9	32.71	4.92	15.19	13.11	6.59	0.1028	
41	5.11	31.2	2.36	3.21	4.7	20.89	10.63	8.56	4.53	8.8	0.1583	
42	7.52	20.47	2.23	3.72	2.27	29.49	2.39	10.33	10.09	11.49	0.121	
43	3.89	35.11	12.65	3.14	8.66	8.05	4.45	7.18	10.98	5.89	0.1563	
44	3.6	21.8	10.26	2.03	2.14	21.08	2.33	23.77	7.42	5.58	0.0624	
High	22.38	35.11	23.61	28.68	20.48	40.18	36.18	30.67	22.19	41.92		
Low	1.14	1.04	1.06	0.99	1.22	4.9	1.36	1.69	1.53	1.61		
Weight	5.73	21.98	8.11	5.04	4.52	17.25	5.81	11.82	8.73	11.01	CR= .0072	
Stan Dev	4.1566	7.8364	7.1186	6.3416	3.9311	9.5444	7.3525	8.0248	5.0616	10.7520		
Mean	5.8730	19.6586	9.2898	5.7702	4.5629	15.9225	6.6543	11.8477	8.1561	12.1998		

Figure 8: Matrix of Respondents Values for AHP

The consistency ratio of the aggregated pairwise comparison matrix was .0072, well below .01 that is considered to be acceptable. Thus the data is reliable, useful, and of extremely good quality.

The total matrix of pairwise comparisons revealed the following data. First it answered the question as to the magnitude of importance of the various selection criteria. In order of weight the preferences of criteria were as follows:

Future Career Opportunity	21.88	Cost	8.11
Length of Program	17.25	Mentor Recommendation	5.81
Location	11.82	Alumni Networking	5.73
Sustainability	11.01	Future Education	5.04
School Ranking	8.73	Legacy	4.52

The top four priority of importance resulted in a priority of 61.96. The top six responses equated to a priority of 78.8, whereas the bottom four only told 21.1. The importance of this is in resource allocations for institutions that have limited capital. The various priorities of importance in their decision-making process equate to some significant differences. The ability of an institution to provide future career opportunities for the graduates is almost three times more important than the ranking of the school or its cost.

This demonstrates the importance of the use of the Brauer method as a diagnostic tool in understanding the differences of the priorities importance to whichever audience it is being used for. The four criteria with the highest responses were identical in both project one and project two. The first four criterion in order in project one were sustainability, location, length of program, and job opportunities. This is a good example of what is true in most situations. That is, those closest to a consumer can usually respond to what's most important to the consumer. But what is missing is the relative priorities of the criteria to one another. In the example between these two projects, the first four criteria are reversed. In project two, the criterion with

the highest priorities in order, were future career opportunities, length of program, location, and sustainability. In this case, future career opportunities were almost twice the importance of either the location of the school or sustainability.

Two of the top four criteria listed would not have been on any similar list 15 years ago. At the turn-of-the-century, 2000, there were few graduate business schools that offered degrees combined with a short program. In this study, it was the second most important criterion, although still overshadowed by future career opportunities. Sustainability, although more common than when a similar study was done at Carnegie Mellon University in 1978, it still was not widely thought of in either business or education. In this study, students viewed it as the fourth most important priority in selecting a school. In relation to the next highest priority, which was the school ranking, sustainability is over 25% more important to students than is the school ranking.

In the United States, the high cost of higher education is regularly in the newspapers. I had assumed that it would be a major criterion in the decision-making process of students. Even though its position in this list of criteria was higher in project two than in the first project, it was not perceived to be as important as I would have assumed.

Maintaining the same order of weight of preferences of criteria, the standard deviations for the following criteria were:

Future Career Opportunity	7.8364	Cost	7.1186
Length of Program	9.5444	Mentor Recommendation	7.3525
Location	8.0248	Alumni Networking	4.1566
Sustainability	10.752	Future Education	6.3416
School Ranking	5.0616	Legacy	3.9311

Standard deviation is the concentration of data around the mean. The smaller the standard deviation number is the more concentrated these are around the mean. Larger numbers reflect a high degree of variation among the group being studied. Both the mean and the standard deviation are affected by outliers. The mean for alumni networking is 5.87 with a standard deviation of 4.15. The mean for educational potential is 5.77 with a standard deviation of 6.30. The tighter cluster around the mean of the alumni networking is indicative of the lower standard deviation number.

Legacy has the lowest standard deviation. Contributing factors would be the high degree of understanding of what the definition of legacy is to the respondents. Where as sustainability may have a fuzzier understanding of the definition among the respondents, thereby computing to a greater standard deviation number.

The relevance for IHEs of this study is in the areas of multi-criteria decision making, authenticity, resource allocation, consumer behaviour, competitive advantages and marketing. The significance of my original method as a diagnostic

tool was well demonstrated in this project. The same type of approach can be used in other projects that are trying to gain a better scope on consumer perceptions. The niche width of an IHE should be closely attuned to the needs of its audience and all its stakeholders. If prospective students expect that an institution will best prepare them for future job opportunities, then the niche of the institution needs to reflect this. Most organizations including many institutions of higher education have limited human and economic capital. The use of this capital needs to be expended in the way that is most advantageous to the institution or organization. By having a better insight into the perceptions of their consumers, the resources can be better allocated.

Demonstrated by the fact that the length of program and sustainability were among the most relevant priorities that prospective students look at, and that 15 years ago they would not have been on any type of list shows that time changes perceptions as to what is important. Even though change is difficult, inertia will increase the hazard of mortality for those institutions that did not follow change in the needs of new students. All of these should have an impact on the marketing strategies of institutions of higher education. The better they understand their audience the more closely attuned to strategy they will be, and hence, the more likely the institution is to be successful.

In reviewing the results the following summations can be made:

Prospective students placed the greatest priority of their selection process on the ability of the school they choose to help them get the job they want.

The students want to complete the program as quickly as they can but not at the expense of job opportunity.

The location of the IHE is of great importance to prospective students but less so than either future career opportunities or the length of the program. The location is only slightly more important than the prospective student's perception of the institutions efforts of sustainability.

The school ranking and its costs are of some importance but neither of these would outweigh the importance of the previous four criteria.

The clearer the understanding of the meaning of the criteria the lower the standard deviation should become.

Sustainability had the largest standard deviation of 10.752, and alumni networking possessed the lowest standard deviation of 4.1566. The results of project two demonstrated strong evidence that sustainability is a relevant criterion that todays graduate business school students use when making their choice about where to apply.

5.3 Validity, Reliability and Consistency

The validity of this research was enhanced through the use of a mixed methods approach. This approach allowed for the collection of data from personal interviews, quantitative analysis of comparative judgment questionnaires, data received from other sources, and personal observations. All the data converged creating the ability to self check on some of the previous responses. The entire process of the mixed method approach helped to increase the validity of this research.

Reliability for research is, if the research were replicated, that similar results should be achieved. In the case of this research, in order to scrutinize the hypothesis and examine the full scope of the research question, all of the data collected had to be analyzed and triangulated. The qualitative questions were asked in a variety of ways that attempted to overcome any respondent's bias and then, in some cases, the question was asked again to member check the process. The quantitative responses were subject to the pairwise comparison reliability check. The entire process is created and the possibility of replicating it enhanced. This increases the reliability of this research.

Consistency of the quantitative answers were verified using the calculations of the analytic hierarchy process. These ratios were individually calculated and again the aggregate of the responses were calculated. The final consistency ratio was less than the ratio of .01 that is considered to be acceptable. The application of the consistency ratio to each individual respondent's analysis resulted in an additional finding. The aggregate consistency ratio was less than any of the consistency ratios individually.

5.4 Summary

The genesis of this project began with the question as to whether sustainability can be used by graduate schools of business to attract prospective students. In order to arrive at a logical conclusion to this question it was important to find out if sustainability had any importance to prospective students, and if it did, was it very relevant or just a nice to have criterion.

The result of the first project identified and placed a rank order of criteria that prospective students used. These results became the foundation for the next project

which not only verified the previous results that these were criteria, but gave a priority rating to them so that the magnitude of importance of the criteria became evident. It identified the most relevant criteria with a numerical magnitude of importance assigned to it.

This portion of the study was the creation and first use of the Brauer method as a diagnostic tool. It demonstrated how the use of the Brauer method can be effective in the clarification of the picture of what the consumers perception of their needs. It is like a photograph where, 20 years ago the best picture you could take is not as clear as what can be photographed today. Similarly, the use of other rating scales presented a picture, and it was the best that could be done, but today, through the use of the Brauer method, you can see the grains of sand on the beach. Additionally, the following conclusions can also be made:

Prospective students placed the greatest priority of their selection process on the ability of the school they choose to help them get the job they want.

The students want to complete the program as quickly as they can but not at the expense of job opportunity.

The location of the IHE is of great importance to prospective students but less so than either future career opportunities or the length of the program. The location is only slightly more important than the prospective student's perception of the institutions efforts of sustainability.

The school ranking and its costs are of some importance but either of these would not over weigh the importance of the previous four criteria.

The new method appears to be an effective tool to analyse consumer choice.

Although the results demonstrate that sustainability is important to prospective students and thereby important to institutions of higher education to attract the students. The Brauer method demonstrates a tool to improve the clarity of understanding of what the consumers perceive as important. All of this goes to improve the potential competitive marketing that institutions of higher education can initiate. It was interesting to note that the concept, that perception is reality, was noted in consumer behaviour, multi-criteria decision-making and other fields of business study.

6.0 Conclusion

6.1 Introduction

The purpose of this research was to answer: How and why can a strategy of sustainability be used for graduate business schools in the United States to gain competitive advantages? In order to reach any type of conclusion, I ascertained that if I could develop a research method which resulted in providing insights regarding this research problem, it had to be built around answering two claims. These claims are:

Claim 1: Sustainability is a criterion that students are currently using when selecting a graduate school of business.

Claim 2: Sustainability is a relevant criterion to prospective graduate business school students.

Claim 1 is a basic foundational block of this study. As there are no current studies that show sustainability as a criterion for prospective student selection of an IHE, this

study had to start with that claim. The research for this claim supports the reason for the research on other claim in the study.

Claim 2 was necessary only if the research from Claim 1 demonstrated that sustainability was a criterion. Since it demonstrated this, it was then necessary to find out if that criterion was relevant in their selection process. Relevance would be illustrated by a numerical priority of significance. Much like the purchase of an automobile, there are many criteria that a purchaser might like, but in the end, not all of them are relevant.

The findings of the research project focused on: 1) what criteria current graduate business school students felt were important in their assessment of which IHE to attend, 2) was sustainability one of the criterion and was it relevant in its importance in comparison to the other criteria.

To get results for these areas of focus, a new diagnostic process was developed using the consumer as the subject matter expert and incorporating a bottom up approach. It also included a new format for the pairwise comparisons using colour coding to increase the reliability and consistency of the results. This project met the requirements of being both rigorous and relevant. It employed grounded theory pertinent to the study of business issues and developed and implemented a new multi-criteria decision-making model. The results and findings led to potential conclusions of the hypotheses and the research question. The relevance to both academia and business is immediate.

6.2 Conclusions

Many academic theories work in silos and would benefit from a more interdisciplinary approach. When possible, I went to the original academic papers to read about theories relevant to my study. Fortunately, some of the authors are still working in practice and accessible. During the course of the study, I had a meeting with the Entertainment Technology Center, at Carnegie Mellon University, and researched how Dr. Randy Pausch married the disciplines of Theater Acting and Computer Science at CMU to develop the center. This center has created great benefits for CMU and the stakeholders in the entertainment industry. Through this process that pairs different disciplines from across the arts and sciences, it is possible to have a monetizable product which can add value to academic theory and relevance to the business world. I could not come up with any valid reason why collaboration of sciences would not be a good idea for this research.

Through the evaluation of the evolution of multi-criteria decision-making methods I began to see how one could increase the clarity of the understanding of this aspect of consumer behaviour. It became evident to me that the combination of consumer behaviour and decision theory would be a great benefit to this research. In consultation with Dr. Saaty, I was able to develop a new method as a diagnostic tool. Consequently, I was able to make a presentation about this application at an international symposium in Washington, D.C. during the summer of 2014, as well as published an academic paper on this application.

It would have been very easy to change the research topic or modify it, but I had been warned during the first week of instruction in the doctoral programme that this was not a smart thing to do, and it can be very time-consuming and unsuccessful. For these reasons, I stayed on task throughout the entire process and stayed with the same topic in question.

The global perspective that this program and this experience has afforded me was not only enlightening, but also unparalleled and has presented me with benefits that no other program could have offered me.

I discovered the particularly broad applications of the Brauer method can provide a deeper understanding of consumer behaviour. The additional clarity that this process brings helps an institution in defining their niche width in conjunction with a marketing. Knowing what your consumer wants assists greatly in resource allocation and in decreasing the hazard of mortality. The term, sustainability, is a socially constructed concept. Sustainability along with length of program, online programs, and use of technology were not part of the criteria of prospective students in the late 1970s. Now time has changed the definition and schema of sustainability along with the acceptance of these other criteria. Socially constructed authenticity changes with time and is in fact time-dependent.

The bottom up diagnostic approach of using pairwise comparisons established by subject matter experts, along with the colour coding of the survey form itself, which I developed for this research project, will help illuminate the priorities of the consumer for graduate business schools. Additionally, this tool can easily be transferred and be used at IHEs for other purposes as well as for other businesses.

At the conclusion of the analysis of project one, it appeared that sustainability was a current criterion that graduate school students were using in their assessment of where to attend. It appeared to also have a greater significance than cost. If this could be verified by the sequential project, it would have importance to IHEs and impact the manner that they would structure their marketing and allocation of resources.

The hazard of mortality of an organization is reduced as the resources available to an organization are increased (Hannan, Pólos and Carroll, 2003a; b). Although this research can not be used to increase resources, it can decrease the ineffective use and poor allocation of resources so they can be more properly applied. These actions can result in a positive impact on future capital. More organizations fail because of a capital shortage than of old age. As organizations mature, they may gain the wisdom to make better decisions regarding allocation of their resources and be able to travel Levinthal's random walks more effectively (Levinthal, 1991; LeMens, Hannan and Pólos, 2011). The efficient use of capital will be enhanced by better allocation of resources that result from better knowledge of the perceptions of the audience by the organization or institution.

Since the results of the study also show that over three-quarters of the students interviewed had applied to more than one graduate school, highlighting the importance of the ability to be differentiated among other institutions in your niche. There is something these IHEs were doing right, since over one-third of the students had been accepted by an IHE with higher rankings than where they finally attended. There is clearly some differentiation that the students made regarding their selection.

The results of project two, not only verified that sustainability was a criterion, but represented sustainability as a relevant and important criterion. Since sustainability is one

of the criteria that makes an MBA program more authentic to the audience, then sustainability should be used in conjunction with other authentic selection criteria in the correct combination to create a competitive advantage. The end result of AHP is the ability to provide different numerical values, referred to as priorities, for one criterion showing a magnitude of importance (Saaty, 1977).

The study, using the Brauer method, concluded that the most significant criterion for current students is the future job opportunities than the education and graduation from a particular institution might provide. This information provides great insight for the IHE's marketing department as well as those involved with choosing curriculum in developing internships.

The values finally attributed to the different criterion show that costs of education is still a criteria but not as important as lower attributes that the respondents are looking for. The ability to be better positioned for future job opportunities is worth the cost in their perception.

Another indicator of the fact that today's society is looking for instant gratification is the value attributed to the length of program. The fact that almost two-thirds of the importance respondents placed on these criteria was divided among the top four criteria should garner attention from the administrators of IHEs. The cumulative values for the bottom four criteria analyzed do not even equate to the significance given the perceptions of future career opportunities. This knowledge should result in more of the resources of IHEs being allocated toward those criteria that their prospective audience views as most important.

Sustainability had the largest standard deviation between its highest and lowest valuation, and I believe it is indicative of a lack of understanding of what sustainability is. Whereas, there appeared to be a very strong understanding of alumni networking since it possessed the lowest standard deviation.

The significance of the result of this research was demonstrated by the consistency ratio of .0072, less than 0.1, in a project with many variables. But what was very interesting was that the consistency ratio of the whole was better than a consistency ratio of any individual analysis. The decision of the group was better than the decision of any one individual. This also has immediate applicability in looking at other studies and the number of respondents needed to achieve a satisfactory consistency ratio.

6.3 Contribution to Research

Prior to conducting this research, there were no studies that were able to be located, questioning if sustainability can be a competitive advantage for graduate schools of business. This study has added to the research in the areas of sustainability, competitive strategy, consumer behaviour and multi-criteria decision-making.

The analytic hierarchy process has six procedural steps including analysing it from the top down. By changing the procedure and viewing it from the bottom up allowed for greater understanding of the consumers thought process by including the end user in the overall development of the selection criteria.

In the study of sustainability, this research shows that prospective graduate school students expected their university will prepare them to find the type of jobs they want in the future, and that future employers have an expectation that new employees will be

trained in sustainability, IHEs will place more emphasis on sustainability in their curricula and operations. The definition of sustainability is still not clear in everyone's mind and a heavy emphasis is placed on the environmental aspect of it. The high standard deviation in the second project, I believe, is also indicative of a lack of a clear understanding as to what sustainability is.

Understanding a customer's needs is critical to understanding what a competitive advantage is. This research demonstrated that the most important criterion for prospective graduate school students is helping them get the right job. It overshadows all the other criteria. Institutions that can demonstrate their ability to perform in this area will have a competitive advantage over those that don't demonstrate this. The better the perception of the audience is that the institution can provide this for prospective students, the greater the number of applications will be. The hazard of mortality will be reduced.

Authenticity was shown in the creation of a new schema for the authenticity of IHEs. As sustainability is a relevant criterion for prospective students, the combination of this with other relevant criteria becomes important. Importance for top-ranked institutions is to maintain the status quo with their competitors while the lesser rank or non-ranked institutions find an ability to increase their appeal through becoming known as authentic.

The more effective and conclusive future research can be regarding the ability to use acceptable numerical values to arrive at the judgment of comparisons of audiences, the more definitive the path new answers will be. The clarity becomes greater. This interdisciplinary study shows the strength of a multi-method interdisciplinary approach.

Instead of taking a top-down approach, institutions should look to their audience in order to develop the priorities of their strategy.

The big contributions this study makes is:

- 1) The Brauer method is the first time that anyone has adapted AHP to be used as a diagnostic tool. This use allows researchers to quantify the magnitude of importance of various selection criteria. For IHEs they can use it to develop a strategy based on competitive advantage that were derived through relevant knowledge on what prospective students want. Businesses will find value in using this diagnostic tool to get a greater understanding of consumer choice.
- 2) The identification and quantification of the current selection criteria used by prospective students of graduate schools in the United States. This provides decision makers at universities with better knowledge to be able to allocate their resources more efficiently. It shows sustainability as a relevant selection criteria.
- 3) The demonstration of the increased clarity of outcomes by combining the social science of consumer behaviour and multiple criteria decision-making. Both disciplines agree that, perception is reality. Because of a greater clarity there is a better understanding of the perceptions of consumers.
- 4) The ability to apply the methodology and contributions of this study immediately to other organizations and businesses.

Anything that increases the clarity of any institution or business organization regarding the perceptions of their consumer should bring along with it the ability to implement competitive advantages over their peers.

6.4 Contribution to Business

Over 20 years ago, John Bailey, deduced that to succeed, an organization needs to relate closely to what their audience perceives they want. Organizations must be ready to adapt and possess corporate agility (Bailey, 1991). The use of the Brauer method as a

diagnostic tool will greatly improve the understanding that an organization has relative to the perceptions of its audience.

The learning history of the consumer combines with the consumer buying situation to effectuate a sale. The learning history is the aggregate of the perceptions of the consumers regarding the product or service and are either based on first hand or second hand knowledge. It is these perceptions that can forecast the type of purchase a consumer might make. A commonality of the theories of consumer behaviour and multi-criteria decision-making is that perception is reality.

The Brauer method can analyse the consumer learning history and their resulting perceptions into magnitudes of importance to each other. This high definition of clarity of the consumers perceptions will allow an organisation to position its' resources more effectively, and have the ability to approach the consumers with products and services they value greater than what they are receiving from the organisations competitors. This ability to gain deeper insight into the learning history component of the Behaviour Perspective Model, created by Foxall, will be of significance to all organisations.

“There is a significant increase in the number of institutions of higher education that have effective motivation to train students with the knowledge and skills necessary for putting sustainability at the centre of its future activities of management” (Jacobi, Raufflet and De Arruda, 2011). The business of education will be enhanced not only because of the results of this particular study, but also by the ability to implement the Brauer method in the same manner other businesses will. This research has answered the question that sustainability is a relevant criterion important to graduate school business students. For IHEs to remain competitive and relevant, they need to understand the

perceptions that their stakeholders have regarding the importance of offerings and actions of the organization. By producing students possessing the criteria required by today's businesses, they will be able to offer increased job potential to their students and thereby increase the number of students interested in their institution.

The vitality of organizational capital is a critical factor in the reduction of the hazard of failure (Le Mens, Hannan and Pólos, 2011). For sustainability to gain a good foothold, organizational capital has to be stable (Martin and Jucker, 2005). The economics of sustainability is the driver. Sustainability may also be key criterion for consumers of other offerings or organizations. The ability of businesses to understand the importance of different criteria to their audience will allow them to properly allocate their resources in a more efficient manner which should result in a positive capital position.

6.5 Limitations of the Research

The limitations of the qualitative portion of the research result from its focus on a single issue and the generality of the responses. Since this was a qualitative study, some of the disadvantages of a qualitative method became apparent. It was extremely time-consuming in all its aspects. Although results were cross checked to eliminate any bias that may have affected interpretations of the transcripts, it is difficult to eliminate all bias in a qualitative study.

Another was that the study was conducted at a limited number of schools. Additional business schools should be involved in this type of research. The universities studied were in an urban setting and schools from numerous types of settings should be

involved in this research since location is one of the criteria mentioned. A major purpose of this analysis was to find what selection criteria is relevant to the graduate student selecting a graduate school of business today; it would have been more enlightening had certain demographics been used in the comparison to see if the results were consistent among them.

The limitations of the quantitative project two was its focus on a single geographical area in the United States. As the geography and United States is so vast, it is not unlikely that the criteria for students in different parts of the country might vary.

The study did not differentiate between individual characteristics of an institution such as size, whether it was public or private, whether it had any religious affiliations, or the ranking and reputation of the institution.

The study did not differentiate between the different characteristics of the respondents. It did not take into consideration the age, sex, previous work experience, nationality, or any of this type of demographic information in the study although this information was collected. This will be left for a future study to check on significant differences between subgroup responses.

6.6 Future Research

Research should be conducted implementing the Brauer method as a diagnostic tool in additional areas of organizational ecology and consumer behaviour theory. Some of the research may replicate previous research done, but the results should provide a greater insight into the perceptions and the needs of the audiences in question.

Further research should be done regarding the consistency ratio and the number of respondents depending on the size of the matrix. The value of this research is the ability to predict the range of respondents that is required, depending on the size of the study, to achieve an acceptable consistency ratio.

With the emergence of online and part-time MBA programs, a study similar to this research project could delineate between the various forms of institutions and investigate if there are any similarities, variances or trends in the students' criteria. This comparison might allow institutions to allocate their resources to alternative forms of instruction, thereby potentially increasing their capital.

There are several potential research projects that can enhance the findings of these projects. One project could focus on a broader geographical dispersion of the IHEs being studied. The objective would be to see if the audience in different parts of the country place the same type of importance on the criteria. The study can also be broadened to include significant data on the institutions and respondents. The objective of this inclusion of data would increase the ability to dissect the information and obtain more definitive values relative to the audience.

A similar study could be done on non-AACSB accredited colleges and universities and analyse those results in comparison to what should be a more far-reaching study on AACSB accredited institutions. The objective of this would be to get more validity regarding the results.

The studies could also go deeper by further segmenting the various criteria. For instance, on the criteria of location, we don't know whether it is the part of the country, or the city, or the environment of the institution (whether it is in the country or downtown

environment) that is important to the students. A future study could further segment location and other criteria thereby, getting a deeper understanding of the perceptions that prospective students have.

An administrator of an institution should be interested to know if the perceptions of importance of the criteria are the same for students as the administrators of the schools perceive it to be. The value of this would be to uncover any disconnects between the perceptions of the leaders of the institution and the prospective audience.

As several institutions are now offering sustainable MBA programs, a valuable study would be analysis of the enrolment and assess the impact at the institution prior to offering a sustainable MBA and after its implementation.

Many Chief Financial Officers discount sustainability issues because of the absence of hard data supporting it (Peloza, 2009). A Gross Operational Capital Indexes could be created for the various measurements that will create indices for judging the effectiveness of sustainable practices at institutions of higher education, as well as other organizations, and will be stated as a percentage of operating capital. An example might be the percentage of operating capital (exclusive of those items mentioned above) used on energy. The lower the indices the more efficient the use of resources and the higher impact on the organizational capital. The costs associated with sustainability fitness may be value-maximizing as they reduce costs or increase resources (Robinson, Kleffner and Bertels, 2011). Rolf Jucker recognized in 2003, that money can be saved by institutions becoming greener (Jucker, 2003). But the focus has not been on the impact of organizational capital.

Analytic data transforms business data into information that can morph into action steps by discovering patterns and trends in the data. The next step will be to take the analytic reasoning developed in the Brauer method and combine it with visuals. When faced with a huge amount of information most humans need tools that can construct visual pictures. More than half of the neurons in the human brain are involved with vision and the more that data can be constructed into recognisable patterns the more effective its dissemination will become (Ho, 2013). The field of geo-visual analytics combines visual interfaces with analytical analysis in an effort to assist this process by using tools that capitalise on the optimum ways that the human brain can “perceive, understand and reason about complex and dynamic data and situations” (Ho, 2013, p.5).

A significant future research opportunity presents itself with combining the Brauer method with geo-visual analytics in an attempt to bring more insightfulness to the understanding of the consumers perceptions as well as attempting to create a model that is not just reactive, but predictive in nature.

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Appendix A: Interviewees' Agreement Letter

Interviewees' Agreement Letter

My name is David Brauer. I am a doctoral candidate at the Durham University Business School under the supervision of Dr Lazlo Palos. You are invited to participate in a research project whose overall purpose is to help further understand student choice when selecting a graduate business school. This study has been approved by the Durham University Business School.

The following interview was developed to get a clear understanding as to the key attributes that current graduate business school attendees view as important when selecting their institution. There are no identified risks from participating in this research.

The interview is confidential. Participation in this is completely voluntary and you may refuse to participate without consequence. You may decline to answer any questions you do not wish to answer. This interview will take approximately 20 minutes to complete. You will receive no compensation for participating in this study. Responses to the survey will be reported in aggregated form and will be used in my dissertation. Neither the researcher nor the University has a conflict of interest with the results. The data collected from the study will be kept in a secure location for three years and then destroyed.

Your name will not appear in any thesis or publication resulting from the study. At the completion of the research and after all the data has been analyzed if you'd be interested in receiving a copy of the executive summary please contact the researcher.

By signing this consent form, you're not waiving your legal rights or releasing the interviewer from his legal or professional responsibilities.

With full knowledge, I agree, of my own free will to participate in this study. I also agree to have the in person interview or any follow-up conversations recorded. I also agree to the use of any anonymous quotations in any thesis or publication that comes of this research and that the use of direct quotations attributed to me only be used with my review and approval. I certify that I am at least 18 years of age.

Print Participant / Witness Name _____

Write Participant / Witness name _____

Date: _____ Permanent E-Mail Address _____

Appendix B: Interview Guide for Qualitative Analysis Interviews

Interview Guide for Qualitative Analysis Interviews

Graduate School: _____ **Code:** _____

First, I need to ask you some background information questions.

Background Information:

- A1: What is your name? _____
- A2: Are you registered in the fulltime, part time or executive MBA program?
- A3: Are you registered as an in state or out of state student?
- A4: What is the zip code of your permanent residence? _____
- A5: How long was your previous work experience? _____
- A6: What was your GMAT score _____, and undergraduate GPA _____?
- A7: Where was your undergraduate degree earned? _____
- A8: What was your undergraduate major? _____
- A9: What is your graduate school emphasis in? _____
- A10: What is the total of annual loans you are taking for school? _____
- A11: What is the total fellowships and grants you are receiving? _____

The following questions are designed to find out what was important to you in choosing this program.

Interview Questions:

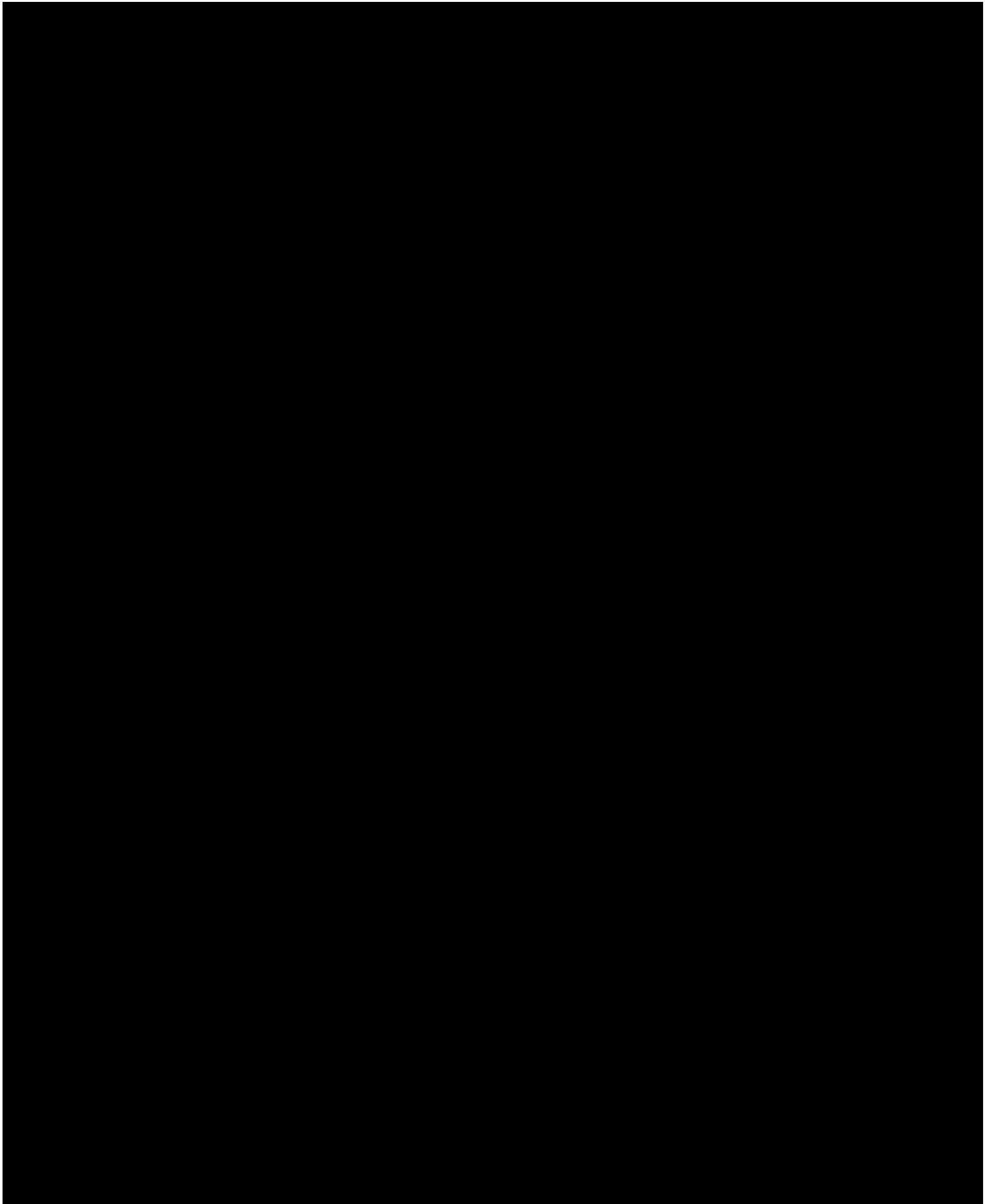
- 1: Why are you pursuing an MBA?
- 2: What other institutions did you apply to?
- 3: What stood out to you about those other institutions?

- 4a: What influenced your decision to attend (Insert Institution Name) with the major influence first?
- 4b: Did a recommendation of a mentor influence your decision and who was that mentor?
- 5: What stood out to you about those other institutions?
- 6: If you visited the school before deciding what stood out to you about it?
- 7a: What role did the ranking and reputation of the institution have on your decision?
- 7b: What role did location have on your decision?
- 7c: What role did financial assistance have on your decision?
- 8: What type of position do you hope to obtain upon graduation?
- 9: What starting salary do you anticipate?
- 9: What is your understanding of sustainability?
- 10: Do you think sustainability has an impact on your education, and why?
- 11: What knowledge did you have about your institutions commitment to sustainability?
- 12: Did the inclusion of sustainability in the curriculum have any bearing on your decision to attend?

- 13: Do you think sustainability will have an impact on your career, and why?
- 14: What do you feel the perception of sustainability is in the business community?
- 15: Do you think this institution has a commitment to sustainability?
- 16: If so, how is it demonstrated and is it important to you?
- 16: What impact do you feel sustainability can have on the bottom line, if any?
- 17: Is there anything else you would like to add about the decision process that led you to choose this program?

Interview Guide 2-9

Appendix C: Pairwise Comparison Questionnaire



3. Which of the following best describes your enrollment status?

- ☐ Full-time
- ☐ Part-time
- ☐ Executive
- ☐ On-line

4. Are you considered an in-state student?

- ☐ Yes
- ☐ No

5. What is the school's distance from your permanent residence?

- ☐ < 25 miles
- ☐ 25 - 100 miles
- ☐ 101 - 200 miles
- ☐ > 201 miles

6. What was the length of your previous work experience before you began this program?

- ☐ < 1 year
- ☐ 1 - 5 years
- ☐ 6 - 10 years
- ☐ > 10 years

7. What was your GMAT score?

- ☐ >720
- ☐ 680 -719
- ☐ 640 - 679
- ☐ 600 - 639
- ☐ <600

8. Was your undergraduate school:

- ☐ Public
- ☐ Private

9. What was its ranking?

- ☐ Top 25
- ☐ 26 - 100
- ☐ Not top 100

10. What was your major?

- ☐ Business
- ☐ Engineering
- ☐ Other Sciences
- ☐ Liberal Arts

Other (please specify)

11. What percentage of your tuition is covered by either loans or fellowships, or grants?

- ☐ None
- ☐ <25%
- ☐ 25% to 50%
- ☐ 51% to 75%
- ☐ 76% to 99%
- ☐ 100%

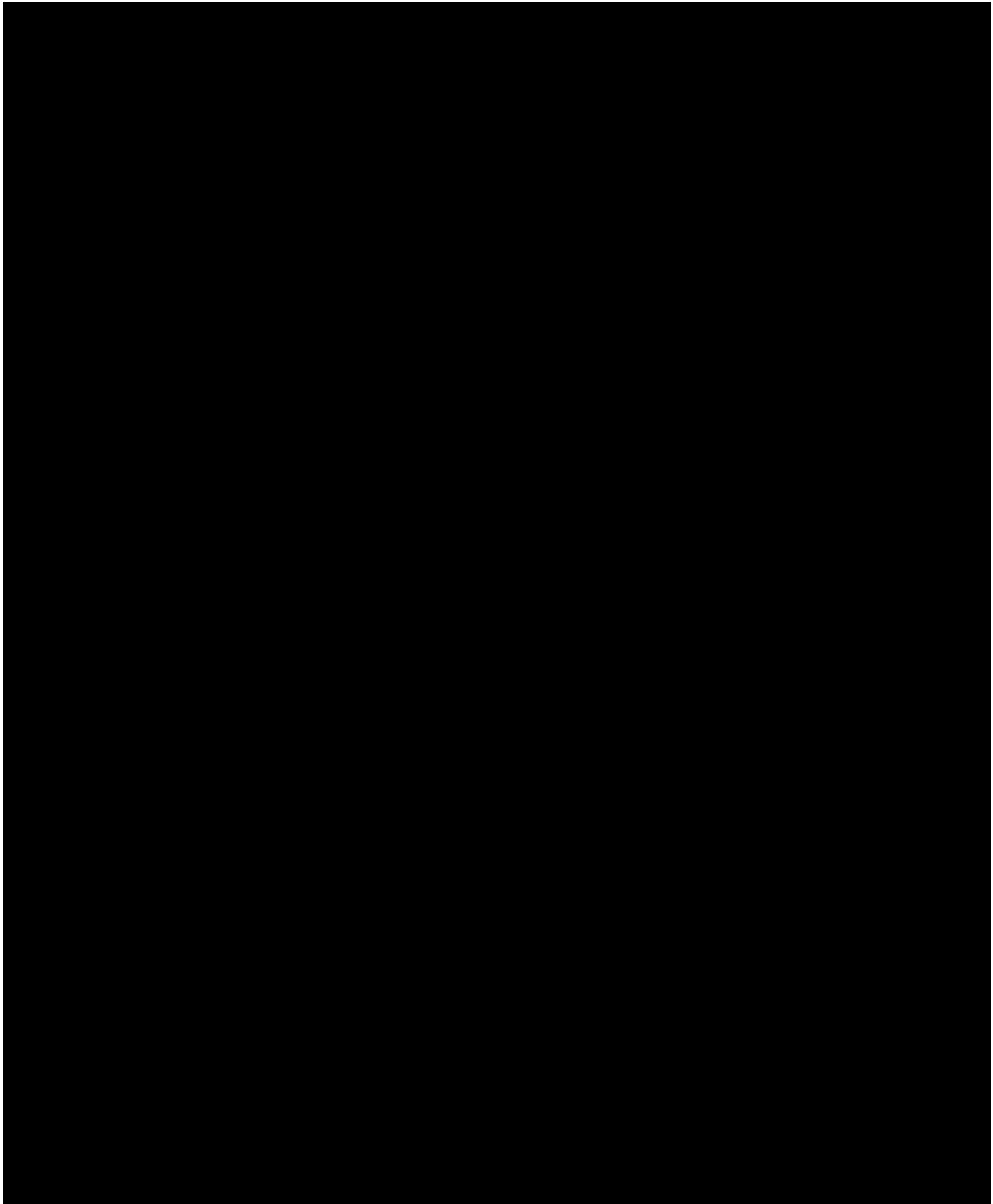
12. Why are you pursuing a graduate business degree?

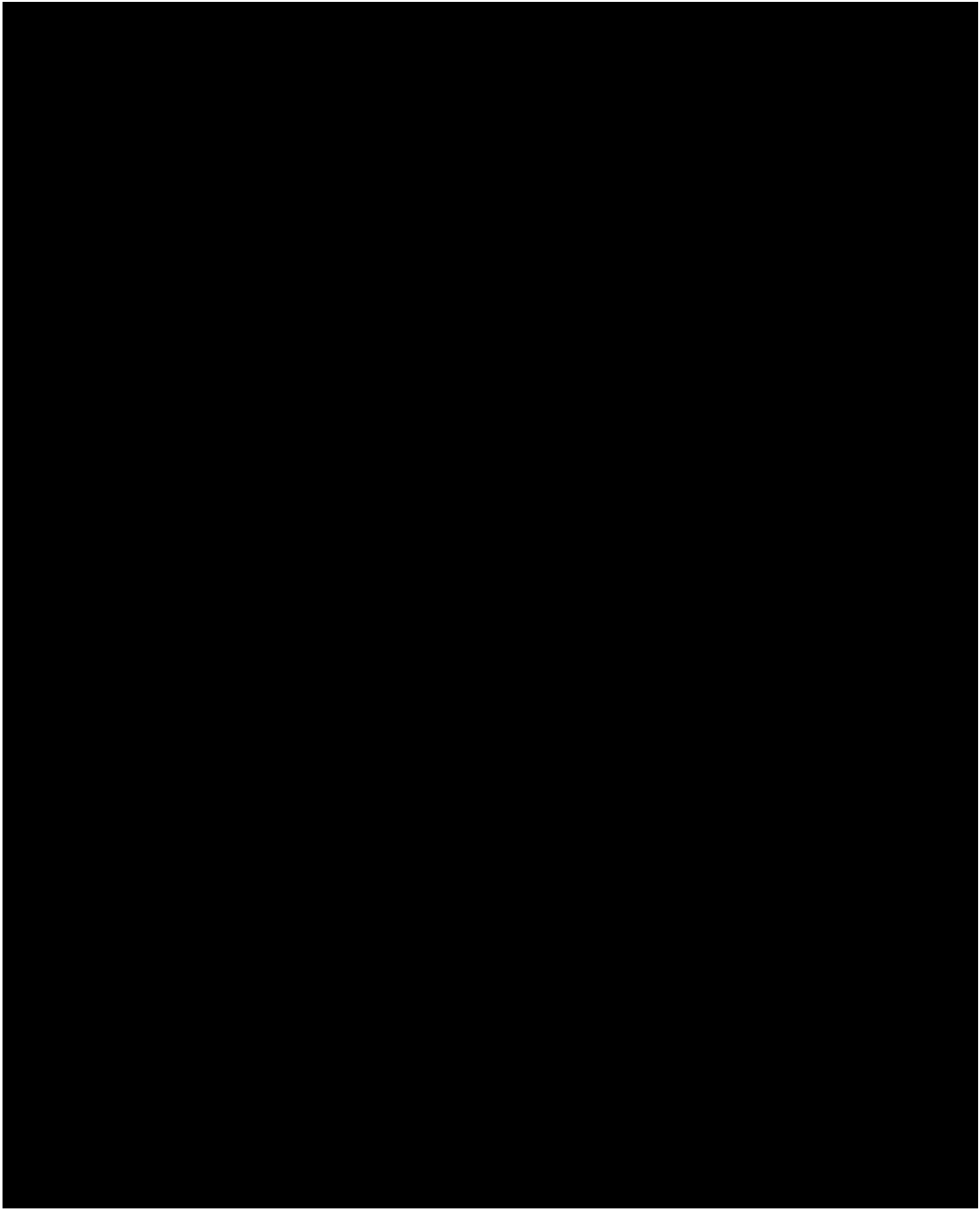
- ☐ Future opportunities
- ☐ Job requirement
- ☐ Status
- ☐ More Pay
- ☐ Knowledge

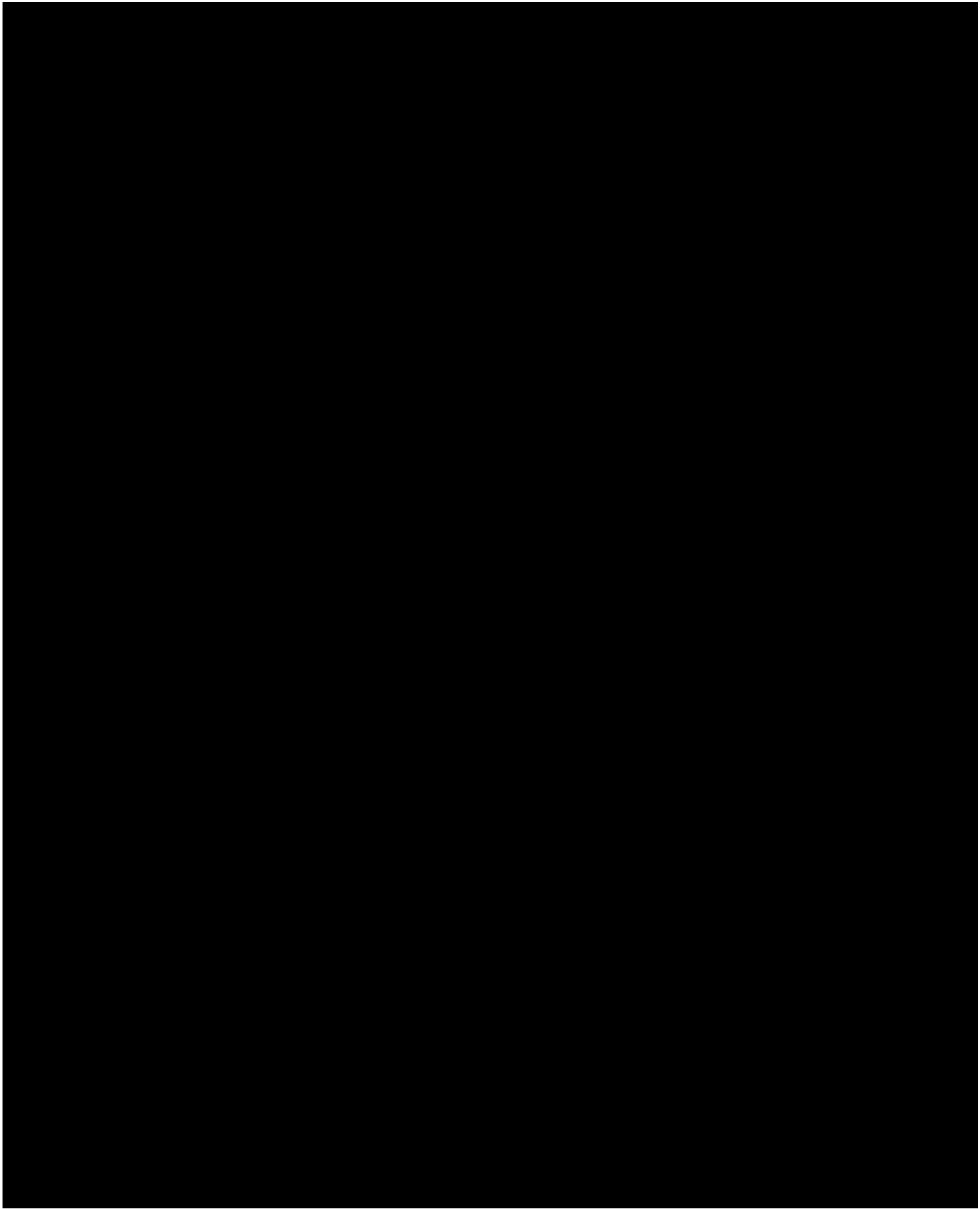
Other (please specify)

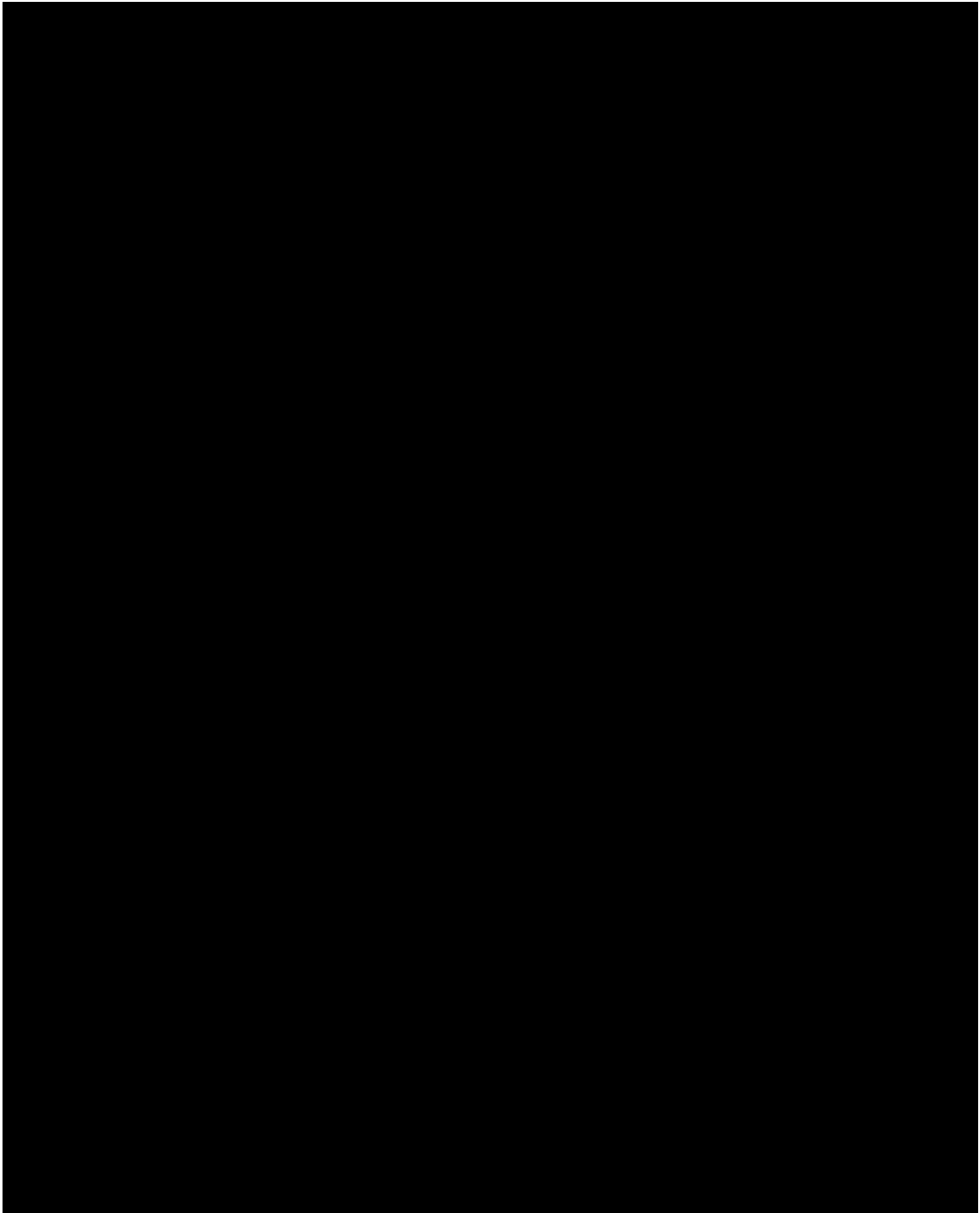
13. Did you attend this institution for your undergraduate work?

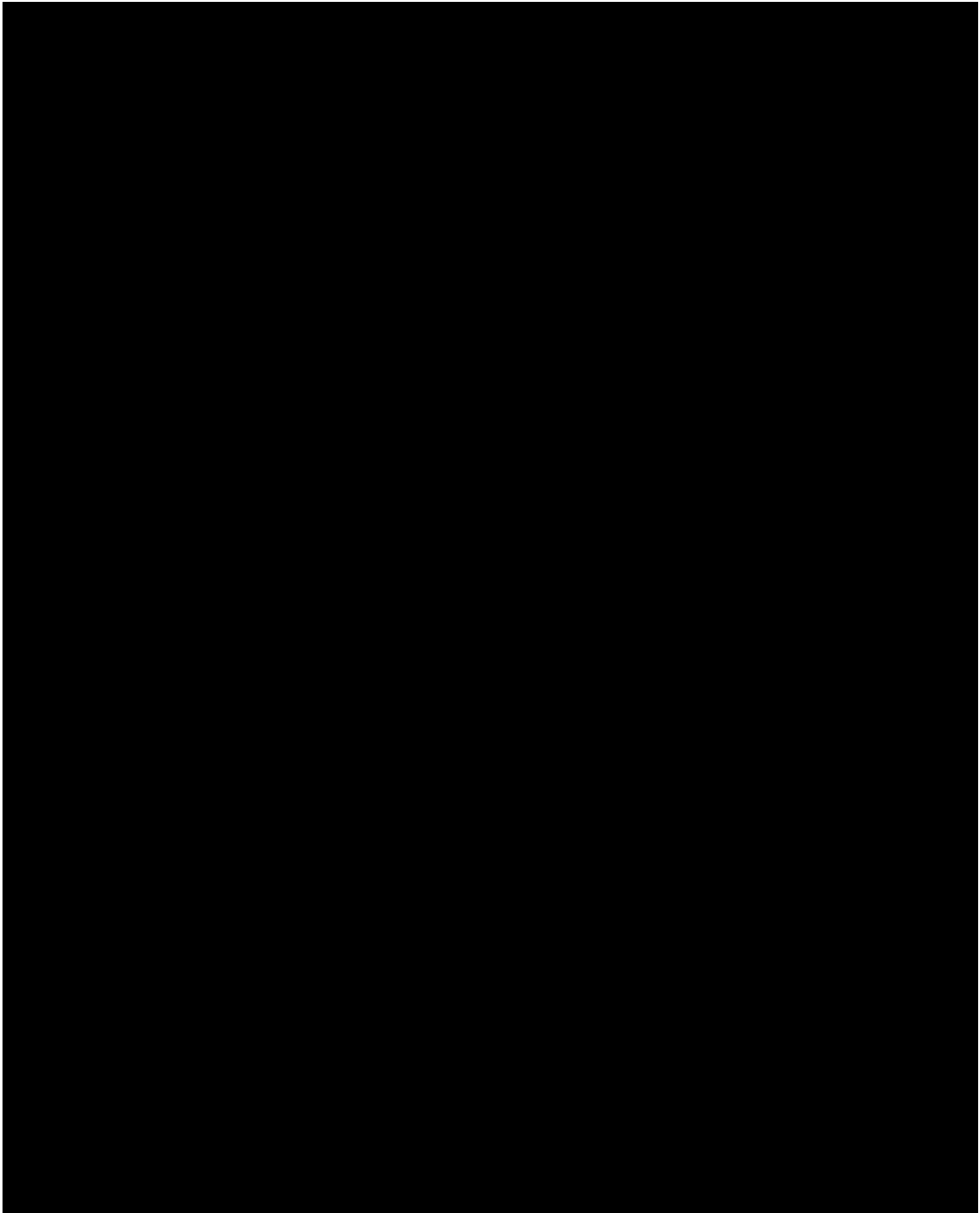
- ☐ Yes
- ☐ No

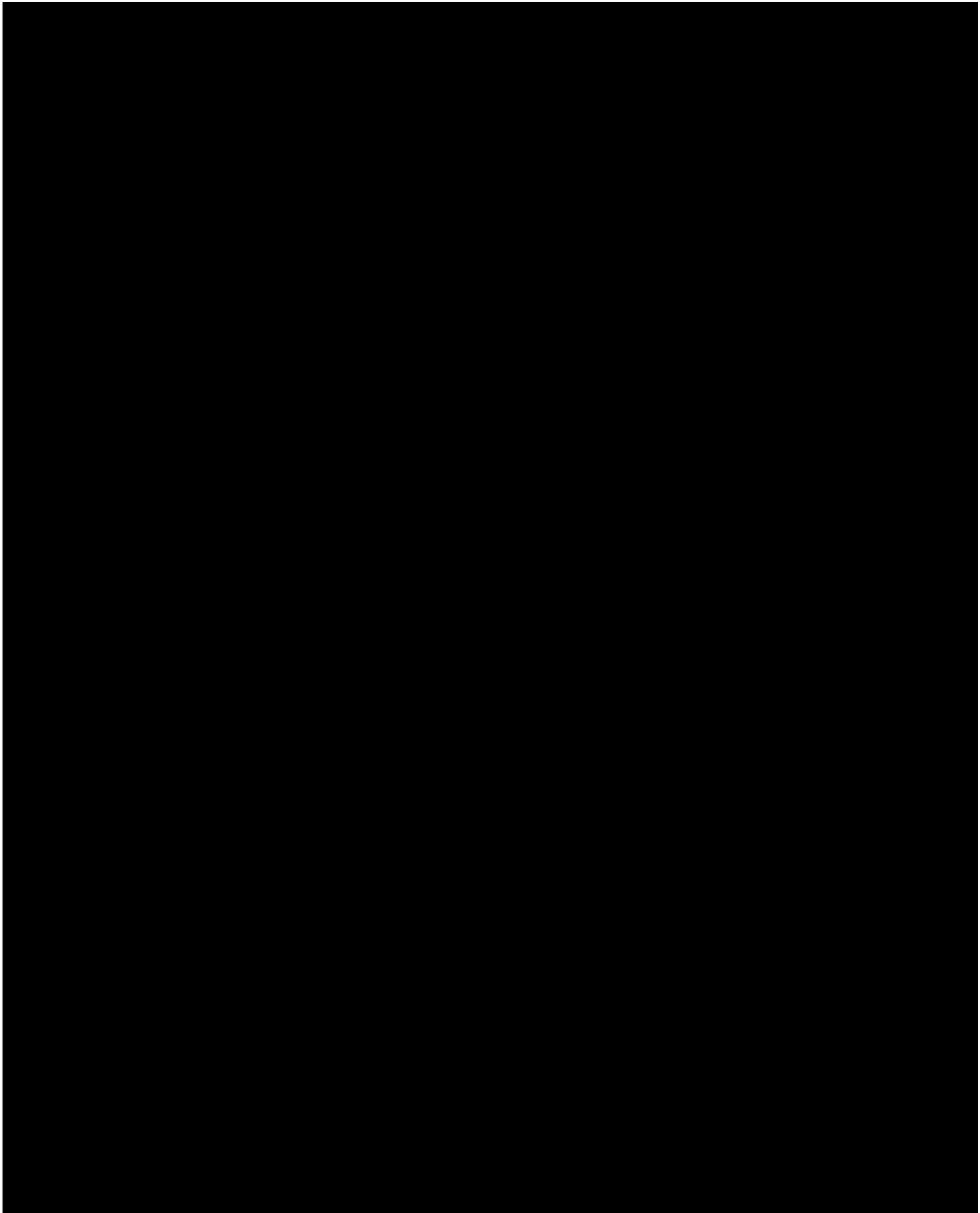


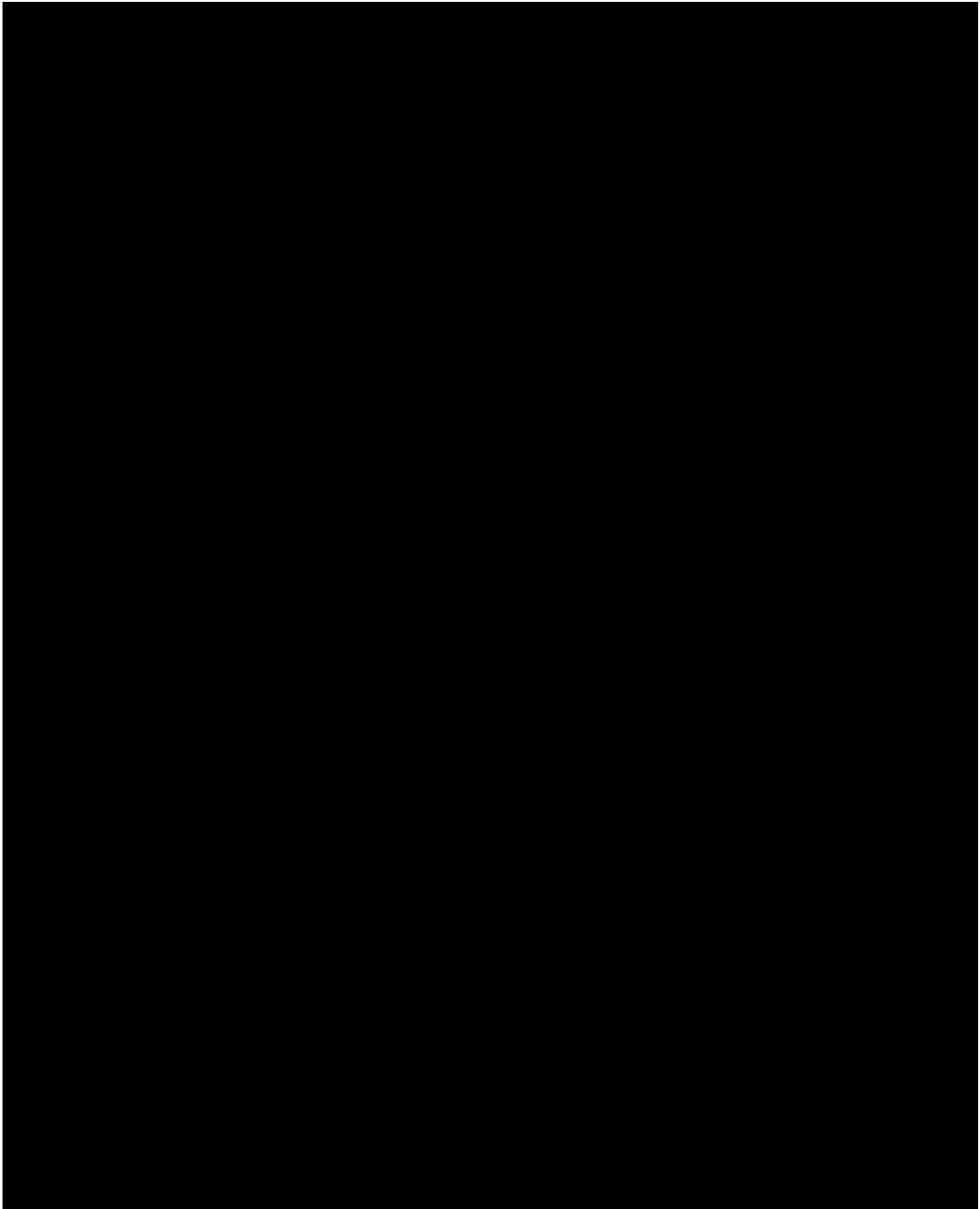


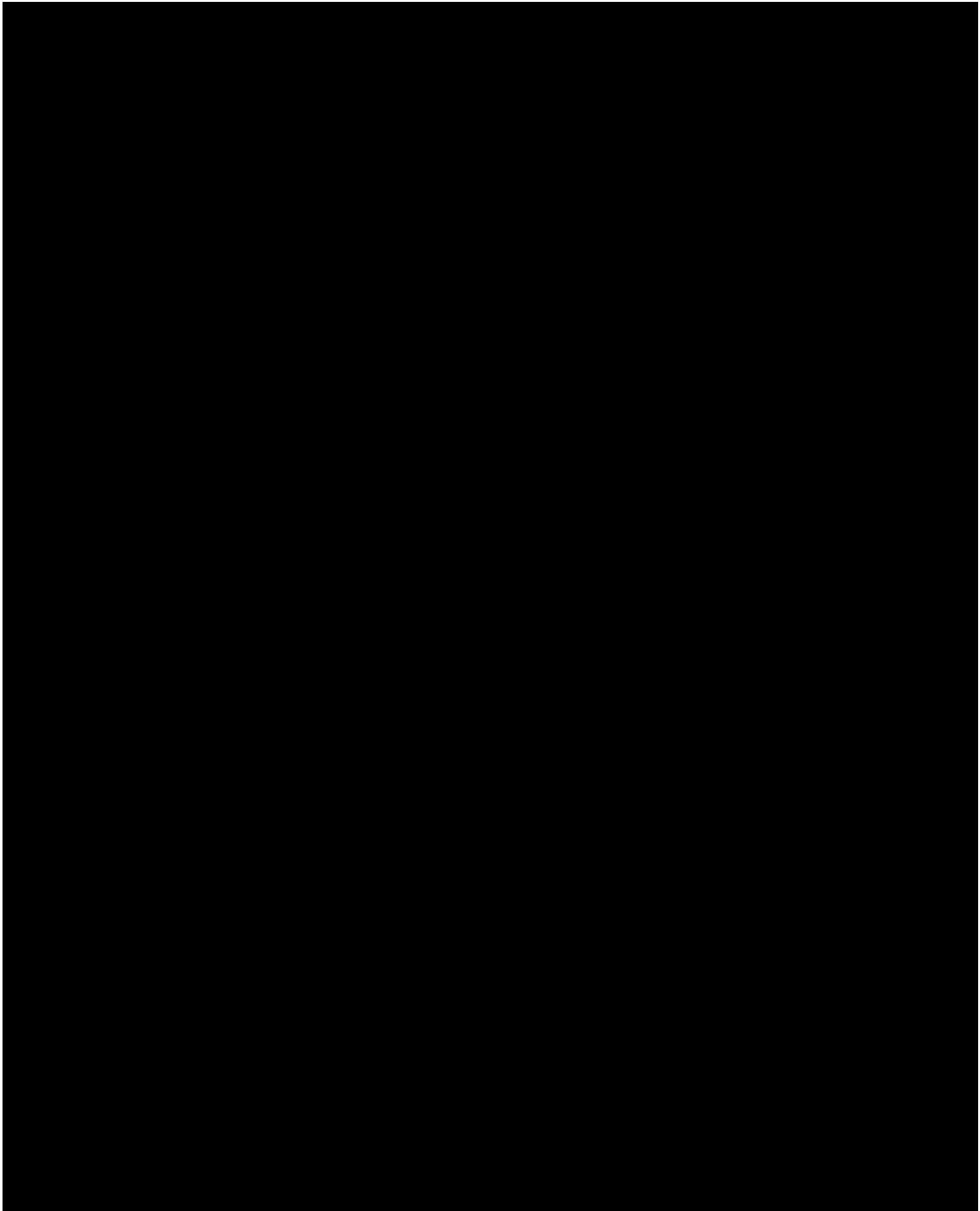


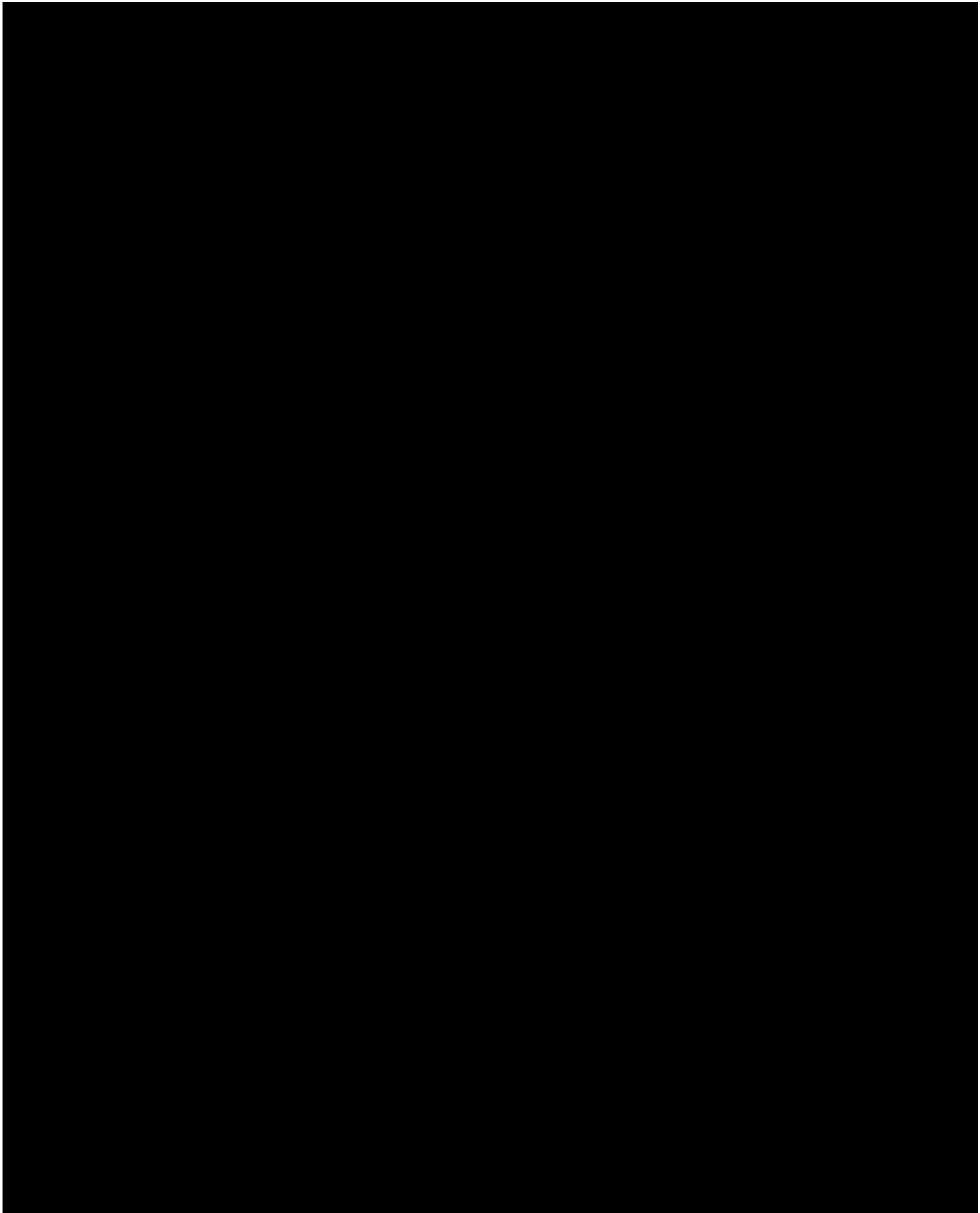


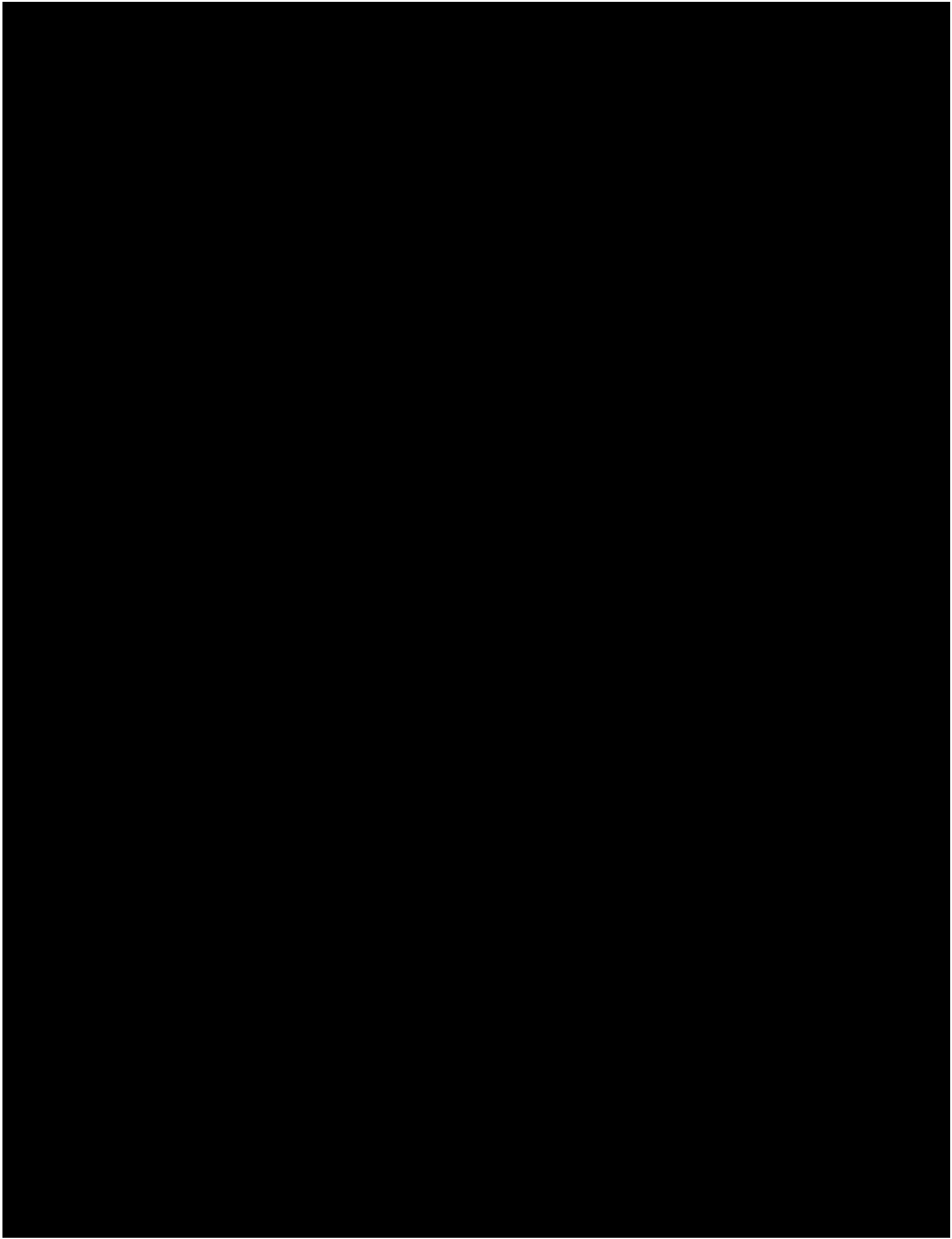












Appendix D: Individual AHP Pairwise Comparison

AHP Pairwise Comparison For MBA Student Selection Criteria

Pairwise Comparisons PWC1

Item #	Item Number	1	2	3	4	5	6	7	8	9	10
1	Alumni Networking	1.00	6.14290	0.20000	7.00000	2.00000	2.00000	3.00000	0.33330	3.00000	
2	Career Opportunity	7.500	1.00	5.50000	7.00000	7.00000	6.00000	8.00000	3.00000	3.00000	
3	Cost	0.33333	0.18182	1.00	4.00000	1.00000	1.00000	2.00000	1.00000	1.00000	
4	Future Education Poter	0.33333	0.18182	0.25	1.00	4.00000	4.00000	4.00000	0.50000	0.50000	
5	Legacy	0.14286	0.14286	0.14286	0.25	1.00	0.16667	0.50000	0.33330	0.16667	
6	Length of Program	0.20000	0.17778	1.00	0.25	0.25	1.00	0.50000	0.50000	0.50000	
7	Member's Recommendation	0.50	0.20	0.20	0.25	0.25	0.20	1.00	0.50000	0.25000	
8	School's Location	0.33333	0.33333	0.33333	0.50	0.50	0.25	0.33333	1.00	0.25000	
9	School's Rank	0.33333	0.33333	0.33333	0.50	0.50	0.25	0.33333	1.00	0.25000	
10	Sustainability	0.33333	0.25	0.25	1.00	1.00	0.25	4.00	4.00	1.00	
Sum		18.14	2.51	14.18	19.25	30.00	18.87	25.17	25.34	6.33	21.95

Square of Matrix

Item #	Item Number	1	2	3	4	5	6	7	8	9	10
1	Alumni Networking	10.00	4.30	13.62	15.72	76.40	21.40	28.17	48.70	33.33	21.70
2	Career Opportunity	59.10	10.00	25.92	70.39	227.00	74.31	119.10	133.34	19.17	86.74
3	Cost	9.77	5.00	10.00	32.89	112.99	33.92	54.90	62.28	8.18	36.72
4	Future Education Poter	19.79	3.50	20.27	10.00	61.09	13.99	38.13	43.31	5.54	24.48
5	Legacy	3.07	0.70	3.60	3.11	10.00	3.50	8.14	1.27	1.52	42.74
6	Length of Program	14.02	4.91	21.94	16.42	76.39	10.00	34.50	55.91	5.87	18.10
7	Member's Recommendation	19.70	2.57	9.40	18.20	44.38	8.75	21.97	3.59	17.64	16.83
8	School's Location	6.30	1.51	5.00	7.20	19.53	7.11	9.53	10.00	2.69	7.01
9	School's Rank	31.53	6.64	27.90	36.84	136.34	30.80	65.00	85.01	10.00	50.80
10	Sustainability	9.88	4.67	18.07	12.06	52.84	11.38	21.75	32.84	5.87	10.00
Sum		18.14	2.51	14.18	19.25	30.00	18.87	25.17	25.34	6.33	21.95

Fourth Power of Matrix

Item #	Item Number	1	2	3	4	5	6	7	8	9	10
1	Alumni Networking	2894.11	701.31	2756.94	3331.39	11589.94	2877.24	3228.95	8959.10	1038.14	3820.81
2	Career Opportunity	9135.74	2435.46	9586.73	10784.78	39690.54	9735.75	18533.51	24510.09	3529.82	12667.89
3	Cost	3883.54	1812.00	3686.00	12000.00	42203.18	11000.00	17660.00	20000.00	2500.00	5184.00
4	Future Education Poter	2599.19	638.89	3088.99	1085.34	29209.95	7407.54	13706.52	17694.84	1.50	3754.00
5	Legacy	463.34	131.39	467.20	562.81	2062.50	218.67	975.47	1256.02	179.00	668.25
6	Length of Program	2156.34	678.34	3331.11	1331.11	10000.00	306.39	1308.34	2156.34	1038.14	3820.81
7	Member's Recommendation	2156.34	481.34	1856.41	1956.41	7953.49	1982.12	3843.49	4757.21	679.90	2457.42
8	School's Location	879.04	232.11	817.57	1053.43	3824.78	975.17	1872.40	2415.51	340.82	1276.51
9	School's Rank	6181.74	1319.19	6181.74	6181.74	24155.17	1982.12	10000.00	1308.34	1038.14	3820.81
10	Sustainability	2052.70	905.73	1813.70	2521.85	8888.89	2346.99	4212.99	5317.84	773.24	2978.72
Sum		18.14	2.51	14.18	19.25	30.00	18.87	25.17	25.34	6.33	21.95

Eighth Power of Matrix

Item #	Item Number	1	2	3	4	5	6	7	8	9	10
1	Alumni Networking	7478501.3	19265745.8	75006564.5	89036218.2	32158207.1	8150543.4	150876424.1	194841140.6	28525920.2	104839900.2
2	Career Opportunity	253251892.2	65344053.2	25438754.6	30115447.7	109948566.5	27833190.8	51204826.6	66102527.8	96728303.3	35574558.9
3	Cost	100703584.0	20577039.9	12269214.3	4042809.9	17254402.7	4428095.1	10243519.7	20720057.2	14286951.4	17254402.7
4	Future Education Poter	6790172.2	1743743.2	6866060.1	8083987.4	26209956.9	7407754.0	13706523.0	17694184.1	2590441.0	5320591.1
5	Legacy	1301454.6	359229.9	1307291.4	1550878.1	5607678.3	14221807.6	2634099.3	3398533.6	497312.3	1826959.3
6	Length of Program	7418927.6	2010585.6	782792.6	928925.6	3155439.2	8151585.1	1576381.7	2034315.7	2877301.4	1085116.7
7	Member's Recommendation	4858140.2	12557304.9	48910782.5	57903510.3	20963703.3	5316005.9	9857347.5	12711597.9	1855260.9	6838352.7
8	School's Location	2467017.1	6414581.6	2467017.1	2467017.1	9460923.7	1460923.7	9460923.7	9460923.7	9460923.7	9460923.7
9	School's Rank	138751948.8	35785463.7	139344101.5	165247413.6	59732022.9	15147921.0	290442800.0	36200050.4	62836115.7	19489001.5
10	Sustainability	56044251.3	14542915.0	56563555.3	67247195.0	242974323.4	61873006.3	14116393.7	147190030.5	21546290.9	79300336.2
Sum		18.14	2.51	14.18	19.25	30.00	18.87	25.17	25.34	6.33	21.95

Sixteenth Power of Matrix

Item #	Item Number	1	2	3	4	5	6	7	8	9	10
1	Alumni Networking	5.85308E+16	1.45807E+16	5.67648E+16	6.73421E+16	2.43425E+17	6.17225E+16	1.14306E+17	1.4752E+17	2.15907E+16	7.94273E+16
2	Career Opportunity	1.91697E+17	4.94407E+16	1.92481E+17	2.28346E+17	8.25416E+17	2.09291E+17	3.87593E+17	5.00217E+17	7.32108E+16	2.69329E+17
3	Cost	7.79564E+16	2.01058E+16	7.82792E+16	9.28925E+16	3.35898E+17	8.51558E+16	1.57638E+17	2.03431E+17	2.87730E+16	1.08511E+17
4	Future Education Poter	5.13419E+16	1.32423E+16	5.15542E+16	6.11800E+16	2.21082E+17	5.60571E+16	1.03814E+17	1.33979E+17	1.96089E+16	7.21388E+16
5	Legacy	9.85598E+15	2.54202E+15	9.89484E+15	1.17402E+16	4.24332E+16	1.07080E+16	1.99284E+16	2.57189E+16	3.76416E+15	1.39476E+16
6	Length of Program	5.61285E+16	1.44792E+16	5.63609E+16	6.68629E+16	2.41693E+17	6.12833E+16	1.13462E+17	1.4847E+17	2.1437E+16	7.88622E+16
7	Member's Recommendation	3.84484E+16	9.50312E+15	3.89972E+16	4.3891E+16	1.58956E+17	4.02294E+16	7.45002E+16	9.61479E+16	1.4072E+16	5.17677E+16
8	School's Location	1.98029E+16	4.86591E+15	1.98048E+16	2.24272E+16	8.10899E+16	3.89681E+16	6.19051E+16	7.19051E+16	1.04623E+16	3.87462E+16
9	School's Rank	1.04998E+17	2.70811E+16	1.05431E+17	1.25077E+17	4.14938E+17	1.25077E+17	2.13204E+17	2.73984E+17	4.01011E+16	1.47523E+17
10	Sustainability	4.27003E+16	1.10134E+16	4.28771E+16	5.05666E+16	1.8387E+17	4.66219E+16	8.63404E+16	1.11429E+17	1.63048E+16	5.99951E+16
Sum		18.14	2.51	14.18	19.25	30.00	18.87	25.17	25.34	6.33	21.95

Thirtieth Power of Matrix

Item #	Item Number	1	2	3	4	5	6	7	8	9	10
1	Alumni Networking	3.23842E+34	8.32972E+33	3.25183E+34	3.85778E+34	1.39449E+35	3.53583E+34	6.58171E+34	8.45082E+34	1.23984E+34	4.55007E+34
2	Career Opportunity	1.0981E+35	2.82322E+34	1.10285E+35	1.28849E+35	4.72849E+35	1.19895E+35	2.22076E+35	2.86554E+35	4.19384E+34	1.54286E+35
3	Cost	4.48591E+34	1.15184E+34	4.4843E+34	5.31988E+34	1.92301E+35	4.87395E+34	9.02091E+34	1.16383E+35	1.70562E+34	6.24749E+34
4	Future Education Poter	2.94177E+34	7.5861E+33	2.96333E+34	3.50369E+34	1.26846E+35	3.21208E+34	5.94707E+34	7.87514E+34	1.12332E+34	4.13343E+34
5	Legacy	5.64593E+33	1.45622E+33	5.65993E+33	6.72599E+33	2.43117E+34	6.16444E+33	1.14161E+34	1.47333E+34	2.15634E+33	7.93288E+33
6	Length of Program	8.20324E+33	2.02389E+33	3.22899E+34	3.83031E+34	1.38459E+35	3.51088E+34	6.50102E+34	8.39099E+34	1.22894E+34	4.51771E+34
7	Member's Recommendation	1.10883E+34	5.64396E+33	2.11942E+34	2.51434E+34	9.08874E+34	2.30452E+34	4.28732E+34	5.50793E+34	8.01283E+33	2.96572E+34
8	School's Location	1.07622E+34	2.78178E+33	1.02692E+34	1.28476E+34	4.64417E+34	1.17757E+34	2.18077E+34	2.91445E+34	4.11918E+33	1.51535E+34
9	School's Rank	5.01483E+34	1.26143E+34	6.03973E+34	7.18514E+34	2.59003E+35	6.89723E+34	1.21602E+35	1.58986E+35	2.29723E+34	8.45101E+34
10	Sustainability	2.44613E+34	6.30913E+33	2.45629E+34	2.91394E+34	1.05332E+35	2.67078E+34	4.94806E+34	6.3833E+34	9.34245E+33	3.43889E+34
Sum		18.14	2.51	14.18	19.25	30.00	18.87	25.17	25.34	6.33	21.95

Sixtyfourth Power

3.30032E+70	2.90446E+69	3.61854E+70	4.29279E+70	1.55174E+71	3.93457E+70	7.28654E+70	9.40382E+70	1.37832E+70	5.06318E+70	5.62026E+71	2.963307E+70
1.46554E+70	3.77998E+69	1.47161E+70	1.74582E+70	6.31071E+70	1.60031E+70	2.86333E+70	3.8244E+70	5.5973E+69	2.05912E+70	2.23748E+71	1.02513501
9.60201E+69	2.48494E+69	9.69197E+69	1.14079E+70	4.15622E+70	1.05384E+70	1.95144E+70	2.51874E+70	3.68837E+69	1.35613E+70	1.74384E+71	0.70396902
1.86282E+69	4.77786E+68	1.86048E+69	2.20716E+69	7.97835E+69	2.02296E+69	3.74641E+69	4.83502E+69	7.07642E+68	2.60236E+69	3.18215E+70	0.00000000
1.05519E+70	2.72158E+69	1.05956E+70	1.25699E+70	4.54371E+70	1.15200E+70	2.1336E+70	2.75366E+70	4.03005E+69	1.48257E+70	1.61124E+71	0.08765992
6.9206E+69	1.78654E+69	6.95527E+69	8.25128E+69	2.98264E+70	7.56273E+69	1.40959E+70	1.80753E+70	2.64548E+69	9.73206E+69	1.05767E+71	0.05598434
3.53936E+69	9.12886E+68	3.54041E+69	4.21626E+69	1.52407E+70	3.86441E+69	7.15691E+69	9.23613E+69	1.35178E+69	4.97226E+69	5.40454E+70	0.02910468
1.97388E+70	5.09114E+69	1.98205E+70	2.35138E+70	8.46996E+70	2.15516E+70	3.9912E+70	5.15084E+70	7.53876E+69	2.77336E+70	3.16215E+71	0.00000000
8.02743E+69	2.07047E+69	8.06067E+69	9.56265E+69	3.45657E+70	8.74646E+69	1.62315E+70	2.0948E+70	3.0869E+69	1.12788E+70	1.26557E+71	0.066010782
										1.88920E+72	

AHP Pairwise Comparison For MBA Student Selection Criteria

Pairwise Comparisons PW2

Item N	Item Number	Alumni Network	Career Opportunity	Cost	Future Education Pot	Legacy	Length of Program	Mentor's Recommendation	School's Location	School's Rank	Sustainability	Row Sum	Normalized Row Sum (Eigenvector)
1	Alumni Network	1.00	0.2000	4.0000	0.2500	1.0000	0.1600	0.1420	0.1420	0.1110	0.1110	7.12	0.03586891
2	Career Opportunity	5.00	1.00	9.0000	9.0000	1.0000	1.0000	1.0000	1.0000	1.0000	1.0000	36.00	0.19407488
3	Cost	0.25	0.11	1.00	7.0000	7.0000	1.0000	1.0000	1.0000	1.0000	1.0000	20.36	0.10265979
4	Future Education Pot	4.00	0.11	0.14	1.00	3.0000	0.2500	0.2000	0.2000	0.2000	1.0000	10.10	0.05084086
5	Legacy	1.50	0.11	0.14	0.33	1.00	0.1600	0.2000	0.2000	0.2000	0.2500	3.60	0.01815294
6	Length of Program	4.00	1.00	1.00	4.00	4.00	1.00	1.0000	1.0000	1.0000	1.0000	23.00	0.11687694
7	Mentor's Recommendation	7.00	1.00	5.00	5.00	5.00	1.00	1.0000	1.0000	1.0000	1.0000	26.00	0.13095245
8	School's Location	7.00	1.00	1.00	5.00	5.00	1.00	1.00	1.00	1.0000	1.0000	24.00	0.12087832
9	School's Rank	4.00	1.00	1.00	5.00	5.00	1.00	1.00	1.00	1.00	1.00	26.00	0.13087659
10	Sustainability	9.00	1.00	1.00	1.00	4.00	1.00	0.33	1.00	1.00	1.00	20.33	0.10242435
Sum		49.25	6.53	19.29	37.58	46.00	7.58	6.88	7.54	7.51	10.35	198.53	

Square of Matrix

Item N	Item Number	Alumni Network	Career Opportunity	Cost	Future Education Pot	Legacy	Length of Program	Mentor's Recommendation	School's Location	School's Rank	Sustainability	Row Sum	(Eigenvector)
1	Alumni Network	1.00	1.00	10.00	10.00	35.40	35.36	158.27	158.27	158.27	158.27	118.423714	0.047766302
2	Career Opportunity	10.00	1.00	10.00	10.00	10.00	19.50	19.50	19.50	19.50	29.61	499.779653	0.201640742
3	Cost	10.00	10.00	1.00	37.40	37.40	9.97	9.97	9.97	9.97	16.89	241.855389	0.097537128
4	Future Education Pot	26.60	3.22	16.50	10.00	20.50	3.52	2.81	3.48	3.35	4.70	97.827996	0.03948615
5	Legacy	17.77	1.45	6.35	6.03	10.00	1.00	1.11	1.48	1.05	2.73	43.342920	0.018301358
6	Length of Program	71.25	8.42	40.44	43.50	65.01	10.00	9.19	9.86	9.87	15.17	282.509491	0.114026728
7	Mentor's Recommendation	93.20	10.62	46.42	46.42	76.00	12.25	10.00	12.00	11.78	18.03	336.761967	0.135024136
8	School's Location	72.50	8.62	44.42	44.42	68.00	10.25	9.33	10.00	9.79	15.03	278.034398	0.116509484
9	School's Rank	77.25	9.00	52.43	44.92	70.00	10.88	9.62	10.25	10.00	16.25	310.364098	0.125269394
10	Sustainability	55.50	7.80	51.05	37.25	53.07	8.75	7.95	8.82	8.33	10.00	248.0123014	0.100505684
Sum		49.25	6.53	19.29	37.58	46.00	7.58	6.88	7.54	7.51	10.35	198.53	0.100505684

Fourth Power of Matrix

Item N	Item Number	Alumni Network	Career Opportunity	Cost	Future Education Pot	Legacy	Length of Program	Mentor's Recommendation	School's Location	School's Rank	Sustainability	Row Sum	(Eigenvector)
1	Alumni Network	1.00	0.20	16.00	16.00	60.51	60.51	256.15	256.15	256.15	256.15	174.50	0.044
2	Career Opportunity	17382.60	2041.05	9851.80	12441.78	18026.65	2791.38	2523.09	2755.56	2708.88	74491.351	74491.351	0.191
3	Cost	16.00	1.00	1.00	680.33	680.33	137.74	137.74	137.74	137.74	163.03	163.03	0.076
4	Future Education Pot	3825.00	429.14	2955.45	4178.50	4178.50	632.74	632.74	632.74	632.74	931.85	1684.66	0.042
5	Legacy	1676.77	182.81	874.37	1304.73	183.78	280.54	256.86	277.13	273.10	454.16	738.20	0.019
6	Length of Program	10317.40	1267.71	654.77	19124.91	27246.03	4183.27	3867.77	4068.07	4131.37	6211.11	4254.44	0.116
7	Mentor's Recommendation	12135.83	1400.39	6362.70	9681.58	13540.03	2062.30	1893.38	2037.96	2008.85	2584.01	6470.95	0.133
8	School's Location	10848.70	1243.70	5562.20	8340.73	11808.81	1602.33	1469.45	1780.69	1755.12	2650.55	4740.48	0.131
9	School's Rank	11678.83	1307.45	5877.45	8607.45	12078.67	1812.00	1645.88	1923.00	1891.55	2451.55	5251.55	0.129
10	Sustainability	9918.91	1104.48	4581.03	7205.01	10383.10	1579.28	1442.80	1559.84	1539.17	2359.29	4167.68	0.107
Sum		2203907884	255158926.4	1180532286	1655111348	2359871548	361966717.2	329803031.2	357479184	351885920	519890237	390530.75	0.00028

Eighth Power of Matrix

Item N	Item Number	Alumni Network	Career Opportunity	Cost	Future Education Pot	Legacy	Length of Program	Mentor's Recommendation	School's Location	School's Rank	Sustainability	Row Sum	(Eigenvector)
1	Alumni Network	1.00	0.20	16.00	16.00	60.51	60.51	256.15	256.15	256.15	256.15	174.50	0.044
2	Career Opportunity	423646579.5	49103099.1	227842339.7	291857177.2	454031572.2	69658270.3	6342871.8	68793137.9	67712208.4	95929252.5	164274513.4148	0.192
3	Cost	220728798.7	140344072.5	159340727.4	218978774.2	318978774.2	61587198.8	4871855.5	53166642.9	53166642.9	63749561.6	86776333.8644	0.093
4	Future Education Pot	92852540.8	10736475.3	49521150.5	69547764.4	99452327.7	15227007.5	1387088.0	15031784.6	14787380.3	21829020.2	402713022.3226	0.142
5	Legacy	41541552.4	4407828.1	22244665.7	31719239.8	44475047.6	6821729.6	6215945.6	6737175.7	6631933.5	9801138.2	160462626.2678	0.019
6	Length of Program	254774530.9	28487371.5	138325560.2	191274381.7	27246303.5	4183270.6	38115687.0	41313760.4	40680107.5	62102216.8	119640878.818	0.116
7	Mentor's Recommendation	30474503.3	35188282.5	162587988.0	22642460.2	32556889.2	4942348.5	4550958.1	49323428.5	48553828.7	71761298.6	132102946.4834	0.138
8	School's Location	266815731.6	2899471.5	13421616.6	18889116.6	26815816.6	4113225.5	3747715.5	4062215.5	3998955.5	5906555.5	10881352.7	0.107
9	School's Rank	282594524.3	32736542.6	151237925.0	212148843.8	30263515.6	44617764.3	42290001.6	45841884.4	45125576.0	66716383.6	122807059.4892	0.128
10	Sustainability	234006133.3	27066281.4	1246970978.8	175081508.4	249935325.9	38330003.5	34822974.9	37862680.7	37270518.1	55134426.6	110489851.5030	0.106
Sum		2203907884	255158926.4	1180532286	1655111348	2359871548	361966717.2	329803031.2	357479184	351885920	519890237	9575603811.7871	0.00028

Sixteenth Power of Matrix

Item N	Item Number	Alumni Network	Career Opportunity	Cost	Future Education Pot	Legacy	Length of Program	Mentor's Recommendation	School's Location	School's Rank	Sustainability	Row Sum	(Eigenvector)
1	Alumni Network	1.00	0.20	16.00	16.00	60.51	60.51	256.15	256.15	256.15	256.15	174.50	0.044
2	Career Opportunity	6.9004E+16	6.9584E+15	3.2211E+16	4.5140E+16	6.4355E+16	9.8714E+15	8.9941E+15	9.7490E+15	9.5964E+15	1.4175E+16	2.6114E+17	0.299135259
3	Cost	2.5576E+17	2.9617E+16	1.371E+17	1.921E+17	2.7397E+17	4.2015E+16	3.8289E+16	4.1405E+16	4.0483E+16	6.0330E+16	1.115E+18	1.27209654
4	Future Education Pot	1.2316E+17	1.4302E+16	6.8021E+16	9.2521E+16	1.3189E+17	2.023E+16	1.8436E+16	1.9892E+16	1.9693E+16	2.855E+16	0.6131E+18	0.52010
5	Legacy	5.5873E+16	6.4701E+15	2.9505E+16	4.1972E+16	5.9838E+16	9.1780E+15	8.3629E+15	9.0488E+15	8.8223E+15	1.3180E+16	2.4281E+17	0.278141214
6	Length of Program	2.5087E+15	2.8994E+15	1.3421E+16	1.8889E+16	2.6815E+16	4.1132E+15	3.7477E+15	4.0622E+15	3.9989E+15	5.9065E+15	1.0881E+17	0.12645632
7	Mentor's Recommendation	1.5355E+16	1.7781E+16	8.2311E+16	1.1534E+17	1.6445E+17	2.522E+16	2.2863E+16	2.4912E+16	2.4522E+16	3.6222E+16	6.8731E+17	0.764307557
8	School's Location	1.8328E+17	2.1224E+16	9.8247E+16	1.3768E+17	1.9625E+17	3.0108E+16	2.7433E+16	2.9735E+16	2.8270E+16	4.3236E+16	7.8651E+17	0.912398134
9	School's Rank	1.8078E+17	1.8618E+16	8.8190E+16	1.2078E+17	1.7220E+17	2.6413E+16	2.4066E+16	2.6086E+16	2.5678E+16	3.7528E+16	6.8802E+17	0.8004237
10	Sustainability	1.7040E+17	1.9732E+16	9.1344E+16	1.2808E+17	1.8249E+17	2.7993E+16	2.5505E+16	2.7646E+16	2.7213E+16	4.0197E+16	7.4054E+17	0.848286939
11	Future Education Pot	1.4079E+17	1.6303E+16	7.5489E+16	1.0578E+17	1.5078E+17	2.3126E+16	2.1073E+16	2.2841E+16	2.224E+16	3.321E+16	6.1184E+17	0.70086474
Sum		6.9004E+16	6.9584E+15	3.2211E+16	4.5140E+16	6.4355E+16	9.8714E+15	8.9941E+15	9.7490E+15	9.5964E+15	1.4175E+16	2.6114E+17	0.299135259

Thirtysecond Power of Matrix

2.18542E+34	2.53071E+33	1.17148E+34	1.64106E+34	2.34053E+34	3.59012E+33	3.27107E+33	3.54562E+33	3.4901E+33	5.15534E+33	9.49742E+34	0.045223308	0.253911951
9.0182E+34	1.0771E+34	4.9861E+34	6.9873E+34	9.962E+34	1.5280E+34	1.3922E+34	1.50912E+34	1.48548E+34	2.1947E+34	4.04239E+35	0.182486022	1.080726532
4.4793E+34	5.1870E+33	2.4011E+34	3.3648E+34	4.7972E+34	7.3584E+33	6.7045E+33	7.2672E+33	7.1534E+33	1.0569E+34	1.9406E+35	0.02091852	0.000000000
2.0305E+34	2.3531E+33	1.0892E+34	1.5047E+34	2.17827E+34	3.3581E+33	3.0478E+33	3.2607E+33	3.2451E+33	4.7933E+33	8.8307E+34	0.042049454	0.22609176
1.0628E+33	1.0548E+33	4.8813E+33	6.8406E+33	9.7525E+33	1.4959E+33	1.3630E+33	1.4774E+33	1.4542E+33	2.1481E+33	3.9574E+34	0.018843762	0.000000000
5.8645E+34	6.6668E+33	2.9035E+34	4.1511E+34	5.9805E+34	9.1740E+33	8.3678E+33	9.0603E+33	8.9184E+33	1.31737E+34	2.4289E+35	0.11556177	0.648357878
6.8658E+34	7.7189E+33	3.5731E+34	5.0073E+34	7.1389E+34	1.0950E+34	9.9778E+33	1.0845E+34	1.0452E+34	1.5724E+34	2.8983E+35	0.13796526	0.77440108
5.8477E+34	6.7716E+33	3.1340E+34	4.3926E+34	6.2627E+34	9.6042E+33	8.7571E+33	9.4073E+33	9.3388E+33	1.3794E+34	2.5413E+35	0.12100823	0.000000000
5.1674E+34	5.9297E+33	2.7447E+34	3.8464E+34	5.4836E+34	8.4115E+33	7.6840E+33	8.3072E+33	8.1772E+33	1.2078E+34	2.2252E+35	0.10556895	0.554070768
5.12035E+34	5.9297E+33	2.7447E+34	3.8464E+34	5.4836E+34	8.4115E+33	7.6840E+33	8.3072E+33	8.1772E+33	1.2078E+34	2.2252E+35	0.10556895	0.554070768
2.8603E+36	3.3473E+36	1.5495E+36	2.1714E+36	3.0957E+36	4.4781E+36	4.3268E+36	4.8875E+36	4.6193E+36	6.8189E+36	1.25021E+36	0.045223308	2.71915E+34
1.12034E+36	1.09514E+36	1.2042E+36	1.2042E+36	1.0210E+36	1.0645E+36	1.0645E+36	1.0645E+36	1.0645E+36	1.0645E+36	1.0645E+36	1.0645E+36	1.0645E+36
5.9247E+36	6.8008E+36	3.1755E+36	4.4507E+36	6.3452E+36	9.7325E+36	8.8680E+36	9.61233E+36	9.4618E+36	1.30794E+36	1.57487E+36	0.02091852	2.94764E+34
2.6877E+36	3.1121E+36	1.2042E+36	2.01905E+36	2.8782E+36	4.45154E+36	4.02296E+36	4.3608E+36	4.29224E+36	6.3404E+36	1.68050E+36	0.02049454	1.88338E+34
1.2044E+36	1.3047E+36	6.4565E+36	9.04030E+36	1.28996E+36	1.97898E+36	1.5941E+36	1.92544E+36	2.84132E+36	5.2344E+36	0.01884762	1.76995E+35	0.000000000
7.2690E+36	7.2690E+36	7.2690E+36	7.2690E+36	7.2690E+36	7.2690E+36	7.2690E+36	7.2690E+36	7.2690E+36	7.2690E+36	7.2690E+36	7.2690E+36	7.2690E+36
8.8167E+36	1.2042E+36	4.7261E+36	6.62317E+36	9.44254E+36	1.44838E+36	1.31802E+36	1.43041E+36	1.40830E+36	2.07885E+36	3.83161E+36	0.01736052	7.32362E+34
7.7347E+36	8.8657E+36	4.1461E+36	5.81043E+36	8.2873E+36	1.2708E+36	1.15771E+36	1.25848E+36	1.23523E+36	1.8246E+36	3.36156E+36	0.01200813	1.4988E+34
1.8712E+36	4.8623E+36	4.38047E+36	6.15778E+36	9.77904E+36	1.8406E+36	1.22664E+36	1.32926E+36	1.30909E+36	1.9337E+36	3.62206E+36	0.0264198	2.58046E+34
1.6727E+36	3.8427E+36	5.8304E+36	8.2873E+36	1.2708E+36	1.15771E+36	1.25848E+36	1.23523E+36	1.8246E+36	3.36156E+36	0.01200813	1.4988E+34	0.000000000

AHP Pairwise Comparison For MBA Student Selection Criteria

Pairwise Comparisons PWC 3

Item #	Item Number	1	2	3	4	5	6	7	8	9	10	Row Sum	Normalized Row Sum (Eigenvector)
1	Alumni Networking	1.00	0.1429	0.3333	0.3333	0.3333	0.3333	0.3333	0.3333	0.3333	0.3333	9.81	0.04665351
2	Career Opportunity	7.00	1.00	7.0000	8.0000	7.0000	7.0000	7.0000	7.0000	7.0000	7.0000	53.00	0.25206798
3	Cost	1824.54	1329.74	1.00	1.0000	1.0000	1.0000	1.0000	1.0000	1.0000	1.0000	36.15	0.17191364
4	Future Education Pote	3.00	0.20	0.20	1.00	7.0000	6.0000	5.0000	5.0000	5.0000	0.3333	32.73	0.155687156
5	Legacy	3.00	0.14	0.14	0.14	1.00	0.3333	0.2500	0.5000	0.5000	0.3333	6.35	0.03018025
6	Length of Program	2.00	0.21	0.21	0.21	1.00	1.00	1.0000	1.0000	1.0000	1.0000	24.70	0.11747021
7	Mentor's Recommendations	0.33	0.14	0.34	0.20	4.00	0.17	1.00	0.3333	0.3333	0.4000	10.84	0.05105735
8	School's Location	0.33	0.20	0.30	0.20	2.00	0.50	3.00	1.00	0.5000	0.2000	7.97	0.03789232
9	School's Rank	0.33	0.14	0.20	0.20	2.00	0.50	3.00	1.00	0.5000	0.2000	11.75	0.055920473
10	Sustainability	3.00	0.50	0.34	3.00	3.00	0.33	0.25	5.00	0.50	1.00	16.92	0.08045128
Sum		26.87	2.81	10.04	15.24	36.33	16.74	31.50	25.83	24.83	16.20	210.25	

Square of Matrix

	Alumni Networking	Career Opportunity	Cost	Future Education Potential	Legacy	Length of Program	Mentor's Recommendation	School's Location	School's Rank	Sustainability	
1	Alumni Networking	10.00	1.80	3.93	4.75	27.07	5.79	24.33	16.21	10.33	17.77
2	Career Opportunity	24.90	10.00	58.57	77.33	71.43	149.25	117.83	110.33	89.33	89.33
3	Cost	71.01	6.99	10.00	25.42	98.00	45.40	94.92	61.80	43.89	880.93
4	Future Education Potential	50.94	5.60	9.74	10.00	76.00	20.63	88.84	67.43	47.23	54.00
5	Legacy	10.70	1.20	2.28	4.00	10.00	4.54	16.17	16.27	8.20	5.53
6	Length of Program	33.57	16.10	8.30	16.10	82.97	10.00	49.74	45.93	21.40	42.12
7	Mentor's Recommendation	29.00	3.14	3.90	15.63	26.68	6.23	10.00	27.88	9.50	12.03
8	School's Location	13.17	1.40	3.68	4.00	23.45	5.12	13.60	10.00	8.30	19.25
9	School's Rank	18.97	2.60	4.91	9.79	30.89	5.75	20.10	22.56	10.00	19.10
10	Sustainability	32.42	3.68	7.66	12.80	46.84	25.84	48.25	41.75	29.59	10.00

Total

306398.0%

Fourth Power of Matrix

Item #	Item Number	1	2	3	4	5	6	7	8	9	10	Row Sum	(Eigenvector)
1	Alumni Networking	8025.01	947.41	820.54	1295.39	4168.29	1033.84	3584.41	3625.89	2121.88	2100.55	22302.94	0.00033
2	Career Opportunity	22484.61	2686.95	4774.87	9409.79	32860.76	9795.02	28252.55	27327.54	15888.26	18190.15	176334.150	0.310
3	Cost	18285.64	1329.74	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	0.00033
4	Future Education Pote	10012.90	2102.39	4428.90	1810.70	4488.07	1155.07	11820.11	6771.15	7277.84	7933.43	61133.42	0.133
5	Legacy	1860.24	225.31	369.82	826.95	2773.60	800.00	2238.34	2243.38	1300.59	1545.02	14280.72	0.026
6	Length of Program	7175.36	1807.84	2007.84	3690.70	12408.11	1048.11	6108.11	6448.82	3221.00	1450.00	14508.00	0.00033
7	Mentor's Recommendations	3459.59	406.78	773.72	1322.78	5054.19	1645.80	4940.40	4207.00	2755.60	3006.72	28602.69	0.051
8	School's Location	2446.62	285.70	520.40	1017.38	3517.73	1208.13	3183.40	3036.51	1829.34	1778.34	18824.10	0.034
9	School's Rank	3652.35	426.34	751.20	1451.30	5057.67	1655.33	4268.10	4268.10	2709.30	3006.72	28602.69	0.051
10	Sustainability	6163.18	739.82	1293.07	2669.01	9001.39	2476.21	7398.95	7376.68	4152.93	5203.31	46472.52	0.084

Total

552614.33

Eighth Power of Matrix

Item #	Item Number	1	2	3	4	5	6	7	8	9	10	Row Sum	(Eigenvector)
1	Alumni Networking	97909593.9	11465944.7	20714535.7	41059544.1	141412880.4	43985724.2	121649909.6	117742540.6	69711528.6	78572333.8	74192445.5044	0.040
2	Career Opportunity	749193811.4	88088486.0	159022715.1	315157665.9	1086420763.7	336710848.7	933906799.8	903730845.5	534711408.9	589801268.8	5686724815.480	0.310
3	Cost	421718831.9	40529047.5	17756919.8	15582417.7	61148028.2	18148028.2	62151847.7	50860229.8	31397410.7	31397410.7	31397410.7	0.00033
4	Future Education Pote	342456206.2	38139197.4	68853111.9	136847540.3	470099964.2	145994767.7	403918587.6	391336189.4	231445943.5	254671786.3	2466544536.366	0.134
5	Legacy	62858596.2	7369271.4	12598352.8	26400035.1	90362267.7	24143026.1	77597077.8	75581418.2	44671626.2	46289994.4	46277334.7201	0.026
6	Length of Program	238119903.5	45092517.6	80709103.5	15582417.7	61148028.2	18148028.2	62151847.7	50860229.8	31397410.7	31397410.7	31397410.7	0.00033
7	Mentor's Recommendations	1218181818.8	14245440.0	25714480.0	50885308.5	175953396.3	54472160.8	151480771.2	146257507.0	86685854.9	95727391.3	92263928.5866	0.050
8	School's Location	61880175.6	61880175.6	118787145.0	118787145.0	118787145.0	118787145.0	118787145.0	118787145.0	118787145.0	118787145.0	118787145.0	0.00033
9	School's Rank	11782902.1	13843037.4	25017611.5	49515568.3	170760500.2	53066742.0	147766309.0	147766309.0	84230022.8	92095369.7	89632716.6433	0.049
10	Sustainability	203797238.9	23965128.0	43240480.6	86562206.1	295444312.0	14286660.1	253642671.5	245743158.1	145216815.2	16044655.4	154876125.8188	0.084

Total

1837010273.7881

Sixteenth Power of Matrix

Item #	Item Number	1	2	3	4	5	6	7	8	9	10	Row Sum	(Eigenvector)
1	Alumni Networking	1.0762E+17	1.2648E+16	2.2842E+16	4.5269E+16	1.5603E+17	4.8398E+16	1.3415E+17	1.2891E+17	7.6825E+16	8.4659E+16	8.1820E+17	0.32385431
2	Career Opportunity	1.2635E+17	9.7119E+16	1.7539E+17	3.4759E+17	1.1890E+18	3.7161E+17	1.0300E+18	9.9708E+17	5.8989E+17	6.5005E+17	6.2824E+18	0.24887431
3	Cost	4.4602E+17	6.4602E+16	8.8709E+16	1.5582E+17	6.1452E+17	2.0145E+17	5.6981E+17	5.6981E+17	3.1597E+17	3.1597E+17	3.1597E+17	0.00033
4	Future Education Pote	3.5701E+17	4.2039E+16	7.5922E+16	1.5048E+17	5.1803E+17	1.6088E+17	4.4888E+17	4.3147E+17	2.5534E+17	2.7198E+17	2.7198E+17	0.042188
5	Legacy	6.8907E+16	8.1209E+15	1.4668E+16	2.9063E+16	1.0017E+17	3.1074E+16	8.0312E+16	8.3349E+16	4.9326E+16	5.4358E+16	5.4358E+16	0.02070159
6	Length of Program	2.6097E+17	3.0568E+16	5.5058E+16	1.0940E+17	3.7709E+17	1.1698E+17	3.2421E+17	3.1374E+17	1.8507E+17	2.0460E+17	1.7758E+17	0.082079
7	Mentor's Recommendations	1.338E+17	1.5725E+16	2.8399E+16	5.6281E+16	1.9398E+17	6.0177E+16	1.6785E+17	1.6139E+17	9.5513E+16	1.0504E+17	1.0173E+18	0.04203517
8	School's Location	1.0047E+16	1.0016E+16	1.9176E+16	3.8003E+16	1.3088E+17	4.0630E+16	1.1262E+17	1.0886E+17	6.4485E+16	7.1072E+16	7.1072E+16	0.037861
9	School's Rank	1.3000E+17	1.5278E+16	2.7593E+16	5.4684E+16	1.8848E+17	5.8463E+16	1.6205E+17	1.5681E+17	9.2802E+16	1.0226E+17	9.8843E+17	0.31209804
10	Sustainability	2.4469E+17	2.6407E+16	4.7690E+16	9.4513E+16	3.2576E+17	1.0104E+17	2.8008E+17	2.7103E+17	1.6309E+17	1.7675E+17	1.7675E+17	0.07614499

Thirtysecond Power of Matrix

Item #	Item Number	1	2	3	4	5	6	7	8	9	10	Row Sum	(Eigenvector)
1	Alumni Networking	3.10908E+35	1.53853E+34	2.77853E+34	5.5065E+34	1.89793E+35	5.88705E+34	1.6318E+35	1.57907E+35	9.34491E+34	1.02979E+35	9.95321E+35	0.040386395
2	Career Opportunity	1.00516E+36	1.18134E+35	2.13346E+35	4.2281E+35	1.45736E+36	4.62031E+35	1.25296E+36	1.21247E+36	7.17539E+35	7.8071E+35	7.64246E+36	0.310102415
3	Cost	1.65993E+35	6.64493E+34	1.20098E+35	2.37953E+35	8.20155E+35	2.54398E+35	7.05152E+35	6.82386E+35	4.03843E+35	4.45045E+35	4.45045E+35	0.00033
4	Future Education Pote	4.35101E+35	5.11807E+34	9.25077E+34	1.83021E+35	6.3080E+35	1.9567E+35	5.42366E+35	5.24841E+35	3.106E+35	3.42278E+35	3.30819E+36	0.134233504
5	Legacy	8.40493E+34	9.97815E+33	1.7839E+34	3.53545E+34	1.21859E+35	3.77798E+34	1.0477E+35	1.01384E+35	5.99991E+34	6.81175E+34	6.39040E+35	0.025930105
6	Length of Program	3.16377E+35	3.71332E+34	6.71514E+34	1.33081E+35	4.58691E+35	1.42278E+35	3.94373E+35	3.8193E+35	2.25846E+35	2.48879E+35	2.48879E+35	0.097605838
7	Mentor's Recommendations	1.25792E+35	1.43442E+34	2.64598E+34	5.18991E+34	1.73191E+35	5.20287E+34	1.3899E+35	1.32594E+35	7.84208E+34	8.64059E+34	8.35576E+35	0.050210628
8	School's Location	1.08897E+35	1.2516E+34	2.33258E+34	4.62272E+34	1.59331E+35	4.6422E+34	1.3989E+35	1.32594E+35	7.84208E+34	8.64059E+34	8.35576E+35	0.033040485
9	School's Rank	1.58132E+35	1.83537E+34	3.36371E+34	6.65168E+34	2.26203E+35	7.11137E+34	1.9718E+35	1.90701E+35	1.12884E+35	1.24389E+35	1.24389E+35	0.048785471
10	Sustainability	2.73039E+35	3.21214E+34	5.801E+34	1.14965E+35	3.96424E+35	1.2291E+35	3.40686E+35	3.29879E+35	1.95103E+35	2.14999E+35	2.07803E+36	0.08418632

Sixtyfourth Power

1.93689E+71	2.27639E+70	4.11107E+70	8.14735E+70	2.80815E+71	8.71041E+70	2.41439E+71	2.33638E+71	1.38268E+71	1.52268E+71	1.47268E+72	0.0310264E+25
1.48722E+72	1.17471E+71	3.15964E+71	2.15926E+72	6.68191E+71	1.85396E+72	1.76398E+72	1.06186E+72	1.16892E+72	1.13077E+73	0.0310264E+25	
9.36936E+71	9.83702E+71	1.77953E+72	3.59716E+72	3.25149E+72	3.25149E+72	5.04962E+72	5.67482E+72	6.58492E+72	6.58492E+72	0.0310264E+25	
1.63775E+71	1.36614E+71	1.36641E+71	7.07795E+70	3.33333E+70	2.89952E+70	8.02477E+70	7.65484E+70	4.59585E+70	1.1323350E+25	4.89474E+72	
4.43433E+71	1.46156E+71	2.93562E+70	5.23101E+70	1.80207E+70	5.99252E+70	1.55016E+71	1.50007E+71	8.87739E+70	9.04423E+70	0.0259035E+25	
4.68108E+71	5.50158E+70	9.93564E+70	1.96905E+71	4.78673E+71	2.10513E+71	5.83509E+71	6.44565E+71	3.71412E+71	3.68238E+71	3.55914E+72	
2.40050E+71	2.81110E+70	5.11110E+70	1.01202E+71	3.49125E+71	1.82830E+71	3.00177E+71	2.90471E+71	1.89434E+71	1.83096E+72	0.0501202E+28	
1.62630E+71	1.91190E+70	3.45125E+70	6.83072E+70	2.35745E+71	7.31214E+71	2.02088E+71	1.96193E+71	1.16075E+71	1.27121E+72	0.0330485E+25	
2.3397E+71	2.74948E+70	4.96604E+70	8.94713E+70	3.19561E+71	1.05219E+71	2.91655E+71	2.82272E+71	1.67032E+71	1.84053E+71	1.77839E+72	
										0.0687854E+25	

AHP Pairwise Comparison For MBA Student Selection Criteria

Pairwise Comparisons PW4

Item	Item Number	1	2	3	4	5	6	7	8	9	10
Item Description											
1 Alumni Networking	1.00	4.0000	9.0000	6.0000	5.0000	2.0000	1.0000	7.0000	6.0000		
2 Career Opportunity	0.25	1.00	0.1420	0.1660	0.1660	0.1420	0.1420	0.1110	0.3330	0.1110	
3 Cost	0.10	0.70	1.00	0.1000	0.1000	0.1420	0.1000	0.1420	0.3330	0.1110	
4 Future Education Pote	0.17	0.50	0.50	1.00	2.0000	1.0000	0.1660	0.1420	0.3330	0.1110	
5 Legacy	2.00	6.00	6.00	0.50	1.00	4.0000	3.0000	7.0000	6.0000	3.0000	
6 Length of Program	1.50	7.00	7.00	1.00	1.00	4.00	3.0000	6.0000	6.0000	3.0000	
7 Mentor's Recommendation	1.00	7.00	6.00	6.00	0.50	0.20	1.00	0.1660	0.3000	0.5000	
8 School's Location	0.11	9.00	7.00	7.00	0.14	0.17	6.00	1.00	0.4000	0.3330	
9 School's Rank	0.10	3.00	3.00	0.20	0.17	1.33	1.60	1.00	1.2000	1.2000	
10 Sustainability	0.17	9.00	9.00	9.00	0.50	1.00	2.00	3.00	2.00	1.00	
Sum	5.45	59.00	54.15	31.03	5.06	9.82	18.81	28.81	34.87	12.87	

Squares of Matrix

Item	Item Number	1	2	3	4	5	6	7	8	9	10
1 Alumni Networking	10.00	287.00	215.57	140.80	107.95	20.45	22.72	84.93	56.81	114.33	24.81
2 Career Opportunity	287.00	10.00	1.00	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25
3 Cost	215.57	1.00	1.00	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25
4 Future Education Pote	140.80	0.25	0.25	1.00	2.00	1.00	0.17	0.17	0.17	0.17	0.17
5 Legacy	107.95	0.25	0.25	2.00	1.00	4.00	3.00	7.00	6.00	3.00	1.00
6 Length of Program	20.45	0.25	0.25	1.00	0.50	0.20	0.20	0.20	0.20	0.20	0.20
7 Mentor's Recommendation	22.72	0.25	0.25	0.17	0.17	0.20	1.00	0.17	0.17	0.17	0.17
8 School's Location	84.93	0.25	0.25	0.17	0.17	7.00	0.17	1.00	0.17	0.17	0.17
9 School's Rank	56.81	0.25	0.25	0.17	0.17	6.00	0.17	0.17	1.00	0.17	0.17
10 Sustainability	114.33	0.25	0.25	0.17	0.17	3.00	0.17	0.17	0.17	1.00	0.17
Sum	976.434196	14.897113	13.478414	8.618381	4.897887	10.449642	18.810000	28.810000	34.870000	12.870000	257.47

Fourth Power of Matrix

Item	Item Number	1	2	3	4	5	6	7	8	9	10
1 Alumni Networking	4329.80	38525.62	17850.07	9575.95	6036.29	1079.97	1179.74	24533.37	6433.50	107970.07	0.223
2 Career Opportunity	232.70	2392.30	2306.89	1170.52	334.59	330.40	686.06	585.30	1433.18	10657.335	0.013
3 Cost	2006.16	324553.17	210792.17	108910.17	290292.16	318352.16	640793.16	612210.16	131354.17	310778.16	0.002
4 Future Education Pote	1220.53	19070.60	12651.80	6858.60	1737.31	1708.82	3033.53	3214.14	7753.50	59800.10	0.0083
5 Legacy	3923.11	56853.11	38138.89	16820.89	5538.30	5716.96	9804.02	10021.03	22976.03	56173.43	0.027
6 Length of Program	298.06	4974.06	1619.06	802.06	203.06	203.06	406.06	406.06	406.06	11091.06	0.010
7 Mentor's Recommendation	1459.01	2126.01	7653.01	120.01	1780.01	2854.01	4999.11	4305.90	8095.11	2256.07	0.00147
8 School's Location	1846.87	27924.89	18171.67	9357.20	2240.89	2655.76	6142.55	6161.94	11188.66	49156.83	0.062
9 School's Rank	1609.00	24062.00	16090.00	8045.00	2031.00	2111.00	4062.00	4062.00	4062.00	10543.00	0.00058
10 Sustainability	2307.53	33073.74	21543.52	11052.52	2770.12	3323.39	6941.39	6953.58	13342.39	3696.10	0.125
Sum	75287048.3	1108506252	7187203919	3632281225	991618680.5	1088495685	2187348401	2110621857	4478670840	1137800147	839498.96

Eighth Power of Matrix

Item	Item Number	1	2	3	4	5	6	7	8	9	10
1 Alumni Networking	168623714.4	2480920502.0	1609949266.8	810897569.1	222127368.4	244001838.9	498718383.1	472793512.4	1002323170.3	254894661.9	7785201537.2381
2 Career Opportunity	95809717.7	1413585271.1	91800951.9	46355391.9	10827984.3	13846268.9	27815596.3	26748908.8	5715581.1	14440064.2	441758897.2985
3 Cost	12927164.8	198906725.1	12927164.8	6365825.1	17188269.1	21888269.1	43778829.1	38478929.1	7973922.1	19870894.8	602198094.830.1
4 Future Education Pote	5225023.9	771761565.6	501599460.4	253685580.4	69150626.3	5406206.3	152216153.8	14698094.3	31199613.1	78798163.7	212886178.9925
5 Legacy	154374334.0	2272854581.4	147847584.4	742493567.8	203945709.9	223348952.4	46698142.6	43163571.6	91838974.7	232971789.8	7101518051.9719
6 Length of Program	10034608.9	147832711.5	95741647.7	48230908.2	13089201.4	14529201.4	26980201.5	28159804.3	59827344.5	151758717.8	481411905.3009
7 Mentor's Recommendation	18126531.3	904179820.7	58763987.8	29772053.1	8063673.6	8854251.0	17913444.7	17200282.9	36531540.6	82713245.2	2829313560.8099
8 School's Location	8054907.3	190687298.7	77376081.5	3911224.5	10607207.0	1168781.7	23633005.6	22714852.7	4811008.5	1225514.1	372795918.5314
9 School's Rank	1792206.7	29922996.4	16634708.7	8602153.0	23191827.1	25454993.7	51162260.5	4930784.2	10474242.7	2658362.8	81061927.1466
10 Sustainability	94733006.3	1395634418.4	906637846.3	458616352.5	124493965.7	136943179.8	276428800.9	26630833.2	563825685.4	143426978.6	438709207.1719
Sum	75287048.3	1108506252	7187203919	3632281225	991618680.5	1088495685	2187348401	2110621857	4478670840	1137800147	3466178354.9482

Sixteenth Power of Matrix

Item	Item Number	1	2	3	4	5	6	7	8	9	10
1 Alumni Networking	2.84274E+17	4.18989E+18	2.72118E+18	1.37488E+18	3.74795E+17	4.10948E+17	8.72239E+17	7.96829E+17	1.69289E+18	4.29609E+17	1.31024E+19
2 Career Opportunity	1.61757E+16	2.38411E+17	1.58481E+17	7.82335E+16	2.13245E+16	2.33837E+16	4.70133E+16	4.53407E+16	9.63291E+16	2.44454E+16	7.45556E+17
3 Cost	2.20036E+16	3.24553E+17	2.10792E+17	1.08910E+17	2.90292E+16	3.18352E+16	6.40793E+16	6.12210E+16	1.31354E+17	3.10778E+16	1.01464E+18
4 Future Education Pote	8.83313E+16	1.30191E+18	8.45544E+17	4.27214E+17	1.16447E+17	1.27692E+17	2.47593E+17	2.56027E+17	5.1349E+17	4.07128E+18	1.198794808
5 Legacy	2.60205E+17	3.85151E+18	2.49081E+18	1.22848E+18	3.43032E+17	3.71536E+17	7.57204E+17	7.25071E+17	1.54958E+18	3.93239E+17	1.19532E+19
6 Length of Program	1.69159E+17	2.49352E+18	1.61929E+18	8.18133E+17	2.2321E+17	2.44536E+17	4.92556E+17	4.74161E+17	1.00775E+18	2.55642E+17	7.78971E+18
7 Mentor's Recommendation	1.03651E+17	1.52771E+18	9.92196E+17	5.01132E+17	1.36643E+17	1.48936E+17	3.01628E+17	2.90537E+17	6.17281E+17	1.56943E+17	4.77741E+18
8 School's Location	1.36965E+17	2.01421E+18	1.36817E+18	6.60961E+17	1.80157E+17	1.97958E+17	3.97698E+17	3.83006E+17	8.18383E+17	2.06826E+17	6.307662291
9 School's Rank	2.97015E+16	4.37764E+17	2.84315E+17	1.43651E+17	3.91552E+16	4.23936E+16	8.64317E+16	8.3254E+16	1.76877E+17	4.48862E+16	1.36897E+18
10 Sustainability	1.60061E+17	2.35991E+18	1.53217E+18	7.74135E+17	2.11006E+17	2.31394E+17	4.65782E+17	4.48955E+17	9.53167E+17	2.41891E+17	7.37373E+18
Sum	75287048.3	1108506252	7187203919	3632281225	991618680.5	1088495685	2187348401	2110621857	4478670840	1137800147	2.04708E+19

Thirtysecond Power of Matrix

Item	Item Number	1	2	3	4	5	6	7	8	9	10
1 Alumni Networking	8.16666E+35	1.19482E+37	7.76002E+36	3.92077E+36	1.06889E+36	1.1719E+36	2.35995E+36	2.27231E+36	4.82764E+36	1.22511E+36	3.73646E+37
2 Career Opportunity	4.61285E+34	6.79873E+35	4.4156E+35	2.231E+35	6.08108E+34	6.68832E+34	1.34234E+35	1.26099E+35	2.74022E+35	6.12731E+34	1.01733459
3 Cost	6.27954E+34	9.25535E+35	6.01103E+35	3.03708E+35	8.27827E+34	9.07773E+34	1.82736E+35	1.76017E+35	3.73995E+35	9.48993E+34	2.89431E+36
4 Future Education Pote	3.21589E+35	3.71293E+36	2.41204E+36	1.21820E+36	3.33071E+35	3.6144E+35	7.33019E+35	7.00076E+35	1.50007E+36	3.80676E+35	1.18101E+37
5 Legacy	7.42037E+35	1.08367E+37	7.10308E+36	3.58886E+36	9.78221E+35	1.07289E+36	2.15934E+36	2.07995E+36	4.41894E+36	1.12146E+36	3.42012E+37
6 Length of Program	2.95584E+35	4.35655E+36	2.82945E+36	1.42959E+36	3.89660E+35	4.27278E+35	8.60154E+35	8.38625E+35	1.76025E+36	4.467E+35	1.36282E+37
7 Mentor's Recommendation	3.89716E+35	5.74395E+36	3.73052E+36	1.88486E+36	5.13799E+35	5.63375E+35	1.13408E+36	1.09288E+36	2.32082E+36	5.88969E+35	1.79624E+37
8 School's Location	4.61285E+34	6.79873E+35	4.4156E+35	2.231E+35	1.11695E+35	1.22443E+35	2.46476E+35	2.37416E+35	5.04402E+35	1.28025E+35	3.90301E+36
9 School's Rank	4.56447E+35	6.72746E+36	4.36939E+36	2.2078E+36	6.01731E+35	6.59842E+35	1.32827E+36	1.27943E+36	2.71821E+36	6.89804E+35	2.10381E+37
10 Sustainability	6.59253E+37	9.7168E+37	6.31046E+37	3.18847E+37	8.69089E+37	9.53019E+37	1.91847E+38	1.8479E+37	3.92595E+37	9.96293E+37	3.03857E+38
Sum	3.75128E+71	5.52894E+72	3.59088E+72	1.8143E+72	4.94528E+71	5.42286E+71	1.09193E+72	1.05149E+72	2.23394E+72	5.6691E+71	1.729E+73

Sixtyfourth Power

5.10668E+71	7.52064E+72	4.88832E+72	2.46984E+72	6.73209E+71	7.38242E+71	1.48056E+72	1.43141E+72	3.04111E+72	7.71744E+71	2.10357E+73	0.01735949
2.04847E+72	3.01192E+73	1.96088E+73	9.90741E+72	2.70404E+72	2.96128E+72	5.96108E+72	5.74192E+72	1.2199E+73	3.09574E+72	9.44162E+73	0.00958089
6.03442E+72	8.94025E+73	5.77647E+73	2.91854E+73	7.65513E+72	8.2339E+72	1.75602E+73	1.69146E+73	3.69396E+73	8.11916E+72	2.20448861	0.00000000
3.92294E+72	5.78194E+73	3.7552E+73	1.89732E+73	5.17158E+72	5.6701E+72	1.14158E+73	1.09961E+73	2.33617E+73	5.92852E+72	1.80812E+73	0.13170035
2.40378E+72	3.54286E+73	2.30088E+73	1.16258E+73	3.47488E+72	3.69499E+72	6.7378E+72	1.43148E+73	3.63268E+72	1.10792E+73	0.08159966	0.00000000
1.69272E+72	4.67112E+73	3.03375E+73	1.53218E+73	4.17802E+72	4.5815E+72	9.22261E+72	8.88353E+72	1.88735E+73	4.78054E+72	1.46075E+73	0.10768155
6.88801E+71	1.01521E+73	6.93496E+72	3.53198E+72	1.00442E+73	1.95734E+71	1.93073E+72	4.10192E+72	1.04095E+72	1.34747E+73	0.02382583	0.00000000
3.71194E+72	4.50479E+73	3.55322E+73	1.79528E+73	4.07964E+72	5.396E+72	1.08018E+72	1.04047E+72	2.21052E+73	6.05966E+72	1.17087E+73	0.120080245
											1.35775E+75

AHP Pairwise Comparison For MBA Student Selection Criteria

Pairwise Comparisons PWCS

Item #	Item Number	1	2	3	4	5	6	7	8	9	10
Item Description	Alumni Networking	1.00	7.0000	0.2000	0.3333	8.0000	0.3333	0.2000	7.0000	8.0000	7.0000
Cost	1.00	1.00	0.1429	0.1429	0.1429	0.1429	0.1111	0.2000	0.3333	0.1429	0.1429
Future Education Pote	1.00	23.14	1.00	1.00	1.00	1.00	0.2000	0.2000	0.2000	1.00	1.00
Legacy	1.00	7.00	5.00	0.20	1.00	0.2000	0.2000	0.2000	5.0000	0.2000	0.2000
Length of Program	1.00	7.00	3.00	1.00	1.00	1.00	1.00	0.3333	0.2000	0.3333	0.3333
Member's Recommendation	1.00	5.00	5.00	3.00	5.00	3.00	1.00	7.0000	7.0000	3.0000	3.0000
School's Location	1.00	0.14	5.00	0.20	0.14	5.00	0.20	0.14	1.00	0.0000	0.1429
School's Rank	1.00	0.14	3.00	0.20	0.14	3.00	0.14	1.00	0.0000	0.1429	0.1429
Sustainability	1.00	0.14	7.00	1.00	5.00	3.00	0.33	7.00	7.00	1.00	1.00
Sum	17.74	55.59	26.74	6.50	31.54	11.36	3.00	40.40	49.33	13.10	13.10

Square of Matrix

Alumni Networking	Cost	Future Education Pote	Legacy	Length of Program	Member's Recommendation	School's Location	School's Rank	Sustainability	Row Sum
Alumni Networking	10.00	167.84	82.23	12.10	87.17	28.02	7.08	80.78	108.38
Cost	2.51	10.00	3.83	0.99	4.79	1.69	0.53	5.97	7.39
Future Education Pote	14.93	98.93	5.39	56.78	6.72	3.87	56.91	69.47	36.87
Legacy	45.50	191.87	97.08	10.00	85.07	17.07	7.38	93.73	130.56
Length of Program	29.21	172.35	16.08	4.09	10.00	6.09	3.10	38.40	44.93
Member's Recommendation	27.21	144.65	40.68	7.31	58.00	10.00	5.99	62.40	95.33
School's Location	57.51	242.01	105.10	16.86	118.72	32.04	140.83	162.54	50.01
School's Rank	4.81	55.07	29.37	2.07	14.61	3.98	2.21	10.30	35.35
Sustainability	3.43	18.89	4.91	1.59	9.23	2.34	1.01	8.13	10.30
Sum	52.72	185.94	58.49	7.18	16.78	7.20	63.72	114.94	10.00

Fourth Power of Matrix

Alumni Networking	Cost	Future Education Pote	Legacy	Length of Program	Member's Recommendation	School's Location	School's Rank	Sustainability	Row Sum
Alumni Networking	7832.07	39533.29	10192.84	2131.29	18432.89	3058.36	1501.97	17081.12	25730.90
Cost	525.50	2862.30	856.35	160.59	1073.15	109.67	1220.14	1722.68	401.92
Future Education Pote	2464.00	12862.09	39687.94	70427.33	59416624.5	44902569.2	51495621.7	118952.18	27933.18
Legacy	8093.85	40585.24	13449.04	2531.50	18817.33	4194.16	1708.82	18870.98	26451.94
Length of Program	2140.50	11434.69	5382.30	838.49	6308.59	1665.17	598.80	6451.49	9311.22
Member's Recommendation	2316.52	74404.05	1922.44	1172.68	10520.44	1938.88	1178.82	11553.12	113.13
School's Location	12091.69	19484.68	3653.29	24015.84	69378.28	2487.34	27564.09	38897.34	8813.69
School's Rank	1787.50	8829.83	2335.01	549.23	3971.37	850.99	372.85	4467.20	5911.37
Sustainability	61.12	147.80	38.88	13.87	58.87	16.87	7.12	111.68	168.17
Sum	6580.10	36151.50	12221.23	2516.70	15170.94	3862.20	1529.98	16886.55	23747.52

Eighth Power of Matrix

Alumni Networking	Cost	Future Education Pote	Legacy	Length of Program	Member's Recommendation	School's Location	School's Rank	Sustainability	Row Sum
Alumni Networking	312440573.8	1557038337.0	502709263.3	96348915.0	836729907.9	157576498.8	65370712.6	728618595.8	101947687.1
Cost	22845660.3	113419504.7	36724028.4	701169.1	46237930.6	11487919.2	4760775.4	52991608.2	7419954.8
Future Education Pote	971964711.3	971964711.3	39472920.8	39472920.8	40780193.8	40780193.8	40780193.8	40780193.8	40780193.8
Legacy	35331893.2	1751931583.9	10829285.2	7141271.4	17279334.8	7353360.8	81843411.3	145994831.2	26863711.2
Length of Program	124583031.6	116121562.1	202161574.8	38340129.3	252169898.3	6305175.8	25993042.1	288620847.7	40450912.7
Member's Recommendation	24644007.5	128620299.7	39687945.7	59416624.5	59416624.5	44902569.2	51495621.7	118952.18	27933.18
School's Location	57165455.3	256457049.6	82891118.5	105497143.0	250448558.4	107641305.3	119821891.6	167713014.3	39370068.1
School's Rank	76881191.3	38659151.8	166294754.9	4037461.3	166294754.9	4037461.3	166294754.9	4037461.3	166294754.9
Sustainability	30737372.8	167418249.4	54084698.3	10344975.9	30425670.0	1691518.1	7205884.0	109540163.5	25766683.7
Sum	31728310.2	157763175.3	512291912.6	9735442.7	643543718.2	16010507.8	66229001.6	736726597.1	103181710.5

Sixteenth Power of Matrix

Alumni Networking	Cost	Future Education Pote	Legacy	Length of Program	Member's Recommendation	School's Location	School's Rank	Sustainability	Row Sum
Alumni Networking	5.7772E+17	2.91836E+18	9.44679E+17	1.80456E+17	1.19042E+18	2.95456E+17	1.22499E+17	1.36387E+18	1.90929E+18
Cost	4.2744E+16	2.12378E+17	6.87459E+16	1.31322E+16	8.66301E+16	2.1501E+16	8.5146E+15	9.52378E+16	1.38944E+17
Future Education Pote	1.86521E+17	1.81833E+18	5.88591E+17	1.13437E+17	1.14021E+17	1.8405E+16	7.63535E+16	8.49562E+17	1.18952E+18
Legacy	6.0613E+17	3.28E+18	1.06173E+18	2.02818E+17	1.33794E+18	3.32067E+17	1.37679E+17	1.53298E+18	2.14589E+18
Length of Program	2.30299E+17	1.16932E+18	3.74939E+17	7.16237E+16	4.72494E+17	1.17298E+17	4.86209E+16	5.41252E+17	7.57815E+17
Member's Recommendation	4.86235E+17	2.31546E+18	7.49521E+17	1.43178E+17	9.44500E+17	2.34421E+17	9.1087E+16	1.08197E+18	1.51488E+18
School's Location	9.07102E+17	4.80175E+18	1.55432E+18	2.96915E+17	1.59588E+18	4.8613E+17	2.01558E+17	2.24373E+18	3.14147E+18
School's Rank	1.48695E+17	7.44045E+17	2.4085E+17	4.6007E+16	1.3035E+17	7.5337E+16	1.12136E+16	1.47077E+17	4.88776E+17
Sustainability	6.31424E+16	1.31509E+17	1.01483E+17	1.50858E+16	1.27885E+17	1.31798E+16	1.13597E+16	1.46484E+17	2.05109E+17
Sum	5.94902E+17	2.95371E+18	9.56107E+17	1.82641E+17	1.20484E+18	2.99033E+17	1.23963E+17	1.93422E+18	2.53817E+18

Thirtysecond Power of Matrix

Alumni Networking	Cost	Future Education Pote	Legacy	Length of Program	Member's Recommendation	School's Location	School's Rank	Sustainability	Row Sum
Alumni Networking	2.08111E+36	1.02233E+37	3.31259E+36	6.3279E+35	4.17439E+36	1.03065E+36	4.29595E+35	4.78187E+36	6.69516E+36
Cost	1.49992E+35	7.44724E+35	2.41066E+35	4.60248E+34	3.3779E+35	5.73991E+34	3.12601E+34	4.47225E+35	3.5419E+36
Future Education Pote	1.28421E+36	3.37622E+36	2.02398E+36	3.94273E+35	2.60902E+36	6.45532E+35	2.6746E+35	2.97944E+36	4.17156E+36
Legacy	2.31652E+36	1.15071E+37	3.72039E+36	7.11207E+35	4.69195E+36	1.1644E+36	4.8279E+35	5.37445E+36	7.52435E+36
Length of Program	8.1807E+35	4.08179E+36	1.31478E+36	2.5116E+35	1.65584E+36	4.1216E+35	1.70495E+35	1.89798E+36	2.65739E+36
Member's Recommendation	1.16353E+36	6.11656E+36	2.82829E+36	5.02071E+35	3.31204E+36	8.20202E+35	3.49025E+35	3.79459E+36	5.3121E+36
School's Location	3.86127E+36	1.88379E+37	5.45042E+36	1.04171E+36	6.68633E+36	1.70468E+36	7.86791E+35	2.58703E+36	3.57415E+36
School's Rank	5.25485E+35	2.60908E+36	8.44545E+35	1.61332E+35	1.06428E+36	2.64144E+35	1.09517E+35	1.21915E+36	4.00869E+35
Sustainability	2.21416E+35	8.11656E+35	3.55961E+35	6.7978E+34	4.48438E+35	1.12589E+35	4.61461E+34	5.13701E+35	7.19239E+35
Sum	2.08680E+36	1.02578E+37	3.32722E+36	6.40459E+35	4.22453E+36	1.0486E+36	4.34763E+35	4.8398E+36	6.77627E+36

Sixtyfourth Power

Alumni Networking	Cost	Future Education Pote	Legacy	Length of Program	Member's Recommendation	School's Location	School's Rank	Sustainability	Row Sum
Alumni Networking	2.53442E+73	1.25838E+74	4.0733E+73	7.78105E+72	5.13296E+73	1.27397E+73	5.87996E+72	8.23265E+73	1.93396E+74
Cost	1.84437E+72	9.15744E+72	2.96422E+72	5.68248E+71	3.73539E+72	9.27101E+71	3.48388E+71	4.27902E+72	5.99112E+72
Future Education Pote	1.57912E+73	7.78404E+73	2.53795E+73	4.84841E+72	3.1982E+73	7.93727E+72	3.29108E+72	3.66355E+73	5.12962E+73
Legacy	2.84846E+73	1.4143E+74	4.57807E+73	8.74529E+72	5.76905E+72	1.41514E+73	5.50595E+72	6.6084E+73	2.12797E+73
Length of Program	1.00959E+73	4.48645E+73	1.6187E+73	3.00836E+72	2.0371E+73	5.05646E+72	2.09646E+72	2.33381E+73	3.26767E+73
Member's Recommendation	2.01087E+73	9.98415E+73	3.2181E+73	6.17367E+72	4.07262E+73	1.0108E+73	4.19089E+72	4.66532E+73	6.53188E+73
School's Location	4.17004E+73	2.07046E+74	6.70206E+73	1.28027E+73	8.44599E+73	2.09614E+73	8.69898E+72	9.67471E+73	1.35457E+74
School's Rank	4.04158E+72	3.20623E+73	1.0389E+72	1.9383E+72	1.30899E+72	3.24802E+72	1.34667E+72	2.09894E+72	4.92522E+72
Sustainability	7.22655E+72	3.95162E+73	4.3761E+72	8.35895E+71	5.51471E+72	1.36888E+72	5.67431E+71	6.91689E+72	8.84405E+72
Sum	2.56513E+73	1.27361E+74	4.12265E+73	7.87532E+72	5.19151E+73	1.2894E+73	5.34602E+72	5.95122E+73	8.33238E+73

128th Power of Matrix

Alumni Networking	Cost	Future Education Pote	Legacy	Length of Program	Member's Recommendation	School's Location	School's Rank	Sustainability	Row Sum
Alumni Networking	3.8321E+147	1.9027E+148	6.1689E+147	1.1765E+147	7.7611E+147	1.9263E+147	7.9895E+146	8.8906E+147	1.2448E+148
Cost	2.7887E+146	1.3849E+147	4.4022E+146	8.5919E+145	5.648E+146	1.4018E+146	5.812E+145	6.47E+146	9.0597E+146
Future Education Pote	2.3877E+147	1.1855E+148	3.8374E+147	7.3305E+146	4.8357E+147	1.2800E+147	5.5395E+147	7.7559E+147	1.8214E+148
Legacy	4.307E+147	2.1384E+148	6.9221E+147	1.3223E+147	8.7226E+147	2.165E+147	8.9762E+146	9.9924E+147	1.398E+148
Length of Program	1.521E+147	7.5818E+147	2.4445E+147	4.6697E+146	3.0895E+147	7.845E+146	3.1695E+146	3.5298E+147	4.9407E+147
Member's Recommendation	3.0405E+147	1.5099E+148	4.8886E+147	9.3347E+146	6.1578E+147	1.5283E+147	7.0541E+147	8.9789E+147	2.3194E+148
School's Location	1.63952E+147	3.1306E+148	1.0134E+148	1.9358E+147	1.277E+148	3.1646E+147	1.4628E+147	2.0481E+148	4.8085E+147
School's Rank	9.77E+146	4.8509E+147	1.5702E+147	2.9995E+146	1.9787E+147	4.9111E+146	2.0362E+146	2.2667E+147	3.1738E+147
Sustainability	2.1167E+146	2.044E+147	6.6163E+146	1.2639E+146	8.3379E+146	2.0993E+146	8.5797E+145	9.5506E+146	1.3372E+147
Sum	3.8785E+147	1.9257E+148	6.2335E+147	1.1908E+147	7.8552E+147	1.9496E+147	8.8333E+146	9.9944E+147	1.2595E+148

Normalized Matrix

		0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.2340503	0.234050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AHP Pairwise Comparison For MBA Student Selection Criteria

Pairwise Comparisons PWC 6

Item #	Item Number	Item Description	1	2	3	4	5	6	7	8	9	10
1	Alumni Networking	1.00	0.20000	3.00000	6.00000	8.00000	6.00000	6.00000	6.00000	1.00000	1.00000	Row Sum
2	Career Opportunity	5.00	1.00	7.00000	7.00000	7.00000	5.00000	3.00000	1.00000	1.00000	5.00000	21.60
3	Cost	0.33	0.14	1.00	1.00000	1.00000	1.00000	1.00000	1.00000	1.00000	1.00000	6.48
4	Future Education Poter	0.20	0.14	1.00	1.00	1.00000	0.33330	6.00000	6.00000	6.00000	1.00000	5.28
5	Legacy	0.20	0.14	1.00	1.00	1.00000	0.33330	6.00000	6.00000	6.00000	1.00000	5.28
6	Length of Program	0.20	0.14	1.00	1.00	1.00000	0.33330	6.00000	6.00000	6.00000	1.00000	15.60
7	Member's Recommendation	0.33	0.33	5.00	5.00	5.00	1.00	1.00000	1.00000	5.00000	5.00000	28.53
8	School's Location	5.00	1.00	5.00	5.00	5.00	5.00	1.00	1.00	3.00000	5.00000	36.00
9	School's Rank	1.00	1.00	1.00	5.00	5.00	5.00	1.00	1.00	1.00	5.00000	21.33
10	Sustainability	1.00	0.20	1.00	1.00	1.00	1.00	6.00	6.00	6.00	1.00	6.80
Sum		18.50	4.38	28.00	34.00	34.00	18.87	12.00	4.55	9.50	25.00	189.30

Square of Matrix

Item #	Item Number	Item Description	1	2	3	4	5	6	7	8	9	10
1	Alumni Networking	10.00	4.12	28.00	42.40	42.40	20.37	30.00	13.20	28.00	28.00	Row Sum
2	Career Opportunity	42.12	10.00	74.00	68.00	68.00	39.20	29.80	12.53	528.538670	528.538670	(Eigenvector)
3	Cost	8.98	2.30	10.00	18.87	18.87	8.89	7.70	1.94	4.88	13.05	67.2691048
4	Future Education Poter	4.91	1.34	8.13	10.00	10.00	5.99	3.84	1.32	3.28	8.25	66.9219181
5	Legacy	4.91	1.34	8.13	10.00	10.00	5.99	3.84	1.32	3.28	8.25	66.9219181
6	Length of Program	30.53	4.51	38.00	44.40	44.40	10.00	13.44	7.77	10.40	42.00	244.6569994
7	Member's Recommendation	28.37	8.83	48.50	62.03	62.03	46.40	10.00	18.53	41.87	41.87	332.1293105
8	School's Location	32.51	10.40	50.00	52.00	52.00	56.53	38.00	10.00	29.00	60.00	477.6786574
9	School's Rank	21.20	5.64	34.67	42.67	42.67	23.20	13.73	6.27	10.00	34.67	234.7050286
10	Sustainability	6.12	1.70	11.00	16.40	16.40	10.81	7.20	1.87	4.80	10.00	87.0024382
Sum		183.50	43.80	280.00	340.00	340.00	188.70	120.00	45.50	95.00	250.00	

Fourth Power of Matrix

	Alumni Networking	Career Opportunity	Cost	Future Education Poter	Legacy	Length of Program	Member's Recommendation	School's Location	School's Rank	Sustainability	Row Sum	(Eigenvector)
1	Alumni Networking	2507.81	740.24	10875.18	8443.38	8443.38	3983.35	2132.27	858.29	1837.15	34687.37	0.101
2	Career Opportunity	4559.40	1689.82	10819.13	14478.29	14478.29	7704.82	5440.42	10873.58	10873.58	78630.835	0.207
3	Cost	1080.53	278.39	1817.34	2423.85	2423.85	1338.69	884.95	323.86	1179.46	13052.74	0.038
4	Future Education Poter	699.72	181.89	1171.30	1577.10	1577.10	833.58	510.80	210.65	447.99	1177.76	0.025
5	Legacy	699.72	181.89	1171.30	1577.10	1577.10	833.58	510.80	210.65	447.99	1177.76	0.025
6	Length of Program	2547.37	743.14	4577.87	6383.79	6383.79	3671.28	2797.08	814.99	1866.17	25513.45	0.076
7	Member's Recommendation	4081.62	1008.01	6551.26	8753.04	8753.04	4328.81	3450.56	1200.92	2448.97	47231.80	0.139
8	School's Location	6027.68	1512.53	9924.08	13168.81	13168.81	7008.20	4811.72	1783.95	3728.53	9927.99	0.207
9	School's Rank	290.87	79.07	680.20	845.00	845.00	400.00	249.60	84.97	192.97	845.00	0.002
10	Sustainability	114.67	278.81	1628.44	2425.47	2425.47	1281.94	883.11	329.28	685.21	1834.70	0.038

Eighth Power of Matrix

1	61205457.6	15942862.0	102820640.0	138243076.0	138243076.0	74470998.0	52673072.1	18438761.4	39428864.7	103019507.4	74486315.1247	
2	138775732.5	36088043.2	232773494.9	312789851.3	312789851.3	168188880.0	119508385.7	41764675.8	89154554.9	233245544.7	16846403.0281	0.228
3	23191892.0	5830352.5	37217816.0	52371184.0	52371184.0	28154152.0	18204342.9	4916106.2	39013155.8	98228962.2	18773738.5060	0.028
4	15137342.1	3933161.9	25385884.4	34111886.0	34111886.0	18330479.4	12994744.9	4554530.3	9722440.8	25450103.3	18373943.8969	0.038
5	15137342.1	3933161.9	25385884.4	34111886.0	34111886.0	18330479.4	12994744.9	4554530.3	9722440.8	25450103.3	18373943.8969	0.038
6	61441125.7	15948372.7	100346193.3	138537951.4	138537951.4	74322052.2	52699626.6	18501107.8	39484671.5	103383194.6	174622054.8918	
7	84259528.0	21859769.8	141177966.1	189592934.6	189592934.6	101845430.0	72065363.3	25334795.0	64017288.8	141517696.9	102126075.8978	0.138
8	126128547.7	31769813.3	211589101.2	284308761.2	284308761.2	152926763.8	108187380.4	37958262.4	81043835.2	21053689.2	151169249.5116	0.207
9	60804376.7	15840973.6	102265193.4	137421203.6	137421203.6	73822796.1	52320910.8	18352725.8	39186226.5	102534466.0	18478586.1158	0.038
10	23216952.6	6034029.8	38946287.0	52328988.2	52328988.2	28147657.5	19809591.1	6986274.5	14916287.8	39030721.7	28148464.4510	0.038

Sixteenth Power of Matrix

2.86642E+16	7.45105E+15	4.80814E+16	6.46138E+16	6.46138E+16	3.47304E+16	2.46171E+16	8.62745E+15	1.84178E+16	4.82002E+16	3.48017E+17	0.72541583
4.86557E+16	1.65888E+16	1.08789E+17	1.46195E+17	1.46195E+17	7.85815E+16	5.56986E+16	1.92505E+16	4.16718E+16	1.09008E+17	3.48017E+17	1.641333574
1.98484E+16	2.91995E+15	1.81971E+16	2.4454E+16	2.4454E+16	1.31443E+16	9.31695E+15	3.35918E+15	6.87041E+15	1.82421E+16	7.87429E+17	1.641333574
7.07337E+15	1.83887E+15	1.18848E+16	1.59448E+16	1.59448E+16	8.57035E+15	6.07486E+15	2.12897E+15	4.54486E+15	1.18942E+16	8.58791E+16	0.17000001
7.07337E+15	1.83887E+15	1.18848E+16	1.59448E+16	1.59448E+16	8.57035E+15	6.07486E+15	2.12897E+15	4.54486E+15	1.18942E+16	8.58791E+16	0.17000001
2.87332E+16	7.496E+15	4.81972E+16	6.47894E+16	6.47894E+16	3.48142E+16	2.46762E+16	8.64824E+15	1.84622E+16	4.82131E+16	7.72716E+17	0.62815
3.93098E+16	1.02183E+16	6.59385E+16	8.811E+16	8.811E+16	4.76293E+16	3.37596E+16	1.18315E+16	2.52578E+16	6.61014E+16	4.72288E+17	0.99483299
5.89495E+16	1.53235E+16	9.8802E+16	1.33982E+17	1.33982E+17	7.14245E+16	5.09263E+16	1.77426E+16	3.78786E+16	9.19285E+16	7.15718E+17	1.46189368
2.84861E+16	7.40737E+15	4.77995E+16	6.4235E+16	6.4235E+16	3.45289E+16	2.44728E+16	8.57688E+15	1.83098E+16	4.79178E+16	3.45977E+16	0.721164304
1.06499E+16	2.82036E+15	1.71997E+16	2.44575E+16	2.44575E+16	1.31461E+16	9.31798E+15	3.26595E+15	6.9714E+15	1.82446E+16	4.79747E+17	0.236492

Thirtysecond Power of Matrix

6.26254E+33	1.62791E+33	1.05040E+34	1.41168E+34	1.41168E+34	7.58792E+33	5.37831E+33	1.88403E+33	4.02386E+33	1.05308E+34	7.60347E+34	0.100627629
1.41697E+34	3.88332E+33	2.37893E+34	3.19409E+34	3.19409E+34	1.71686E+34	1.21896E+34	4.26485E+33	9.10446E+33	3.2827E+34	1.72037E+35	0.227680760
2.37015E+33	6.16105E+32	3.97571E+33	5.34272E+33	5.34272E+33	2.87178E+33	2.0359E+33	7.13378E+32	1.5259E+33	3.9553E+33	2.87765E+34	0.038040161
1.54539E+33	4.01774E+32	2.59225E+33	3.48357E+33	3.48357E+33	1.87245E+33	1.32719E+33	4.65138E+32	9.929E+32	2.59865E+33	1.87629E+34	0.024831594
1.54539E+33	4.01774E+32	2.59225E+33	3.48357E+33	3.48357E+33	1.87245E+33	1.32719E+33	4.65138E+32	9.929E+32	2.59865E+33	1.87629E+34	0.024831594
6.27763E+33	1.62183E+33	1.05301E+34	1.41508E+34	1.41508E+34	7.6082E+33	5.39127E+33	1.88497E+33	4.03357E+33	1.0551E+34	7.62176E+34	0.100870021
8.58842E+33	2.2323E+33	1.44063E+34	1.93597E+34	1.93597E+34	1.0406E+34	7.37579E+33	2.58486E+33	5.1832E+33	1.44418E+34	1.38000187	0.026948517
1.28793E+34	3.34788E+33	2.10338E+34	2.93021E+34	2.93021E+34	1.5805E+34	1.10608E+34	3.87648E+33	8.27535E+33	2.1057E+34	1.5657E+35	0.209468517
6.22583E+33	1.61839E+33	1.04343E+34	1.40341E+34	1.40341E+34	7.5344E+33	5.34678E+33	1.87888E+33	4.00026E+33	1.0466E+34	7.5585E+34	0.100037758
2.37048E+33	6.16192E+32	3.97672E+33	5.34348E+33	5.34348E+33	2.87217E+33	2.03579E+33	7.13749E+32	1.52311E+33	3.9809E+33	2.87805E+34	0.038083959

Sixtyfourth Power

Saylor Energy												
2.98933E+68	7.77057E+67	5.01432E+68	6.73846E+68	1.63846E+69	3.62198E+68	2.56728E+68	8.99742E+67	1.92074E+68	5.10271E+68	3.62947E+68	0.70082E+69	1.027689E+69
6.73846E+68	1.75018E+68	1.53455E+69	1.52406E+69	1.52406E+69	8.19513E+68	6.8097E+68	2.03579E+68	4.34588E+68	1.53787E+68	8.21935E+68	0.227689E+69	0.227689E+69
1.13158E+68	1.78196E+67	1.89774E+68	2.55027E+68	2.55027E+68	1.137079E+68	9.71637E+67	3.40527E+67	7.26932E+67	1.37379E+68	1.37379E+68	0.303816E+69	0.303816E+69
7.37666E+67	9.71575E+67	1.23737E+68	1.66233E+68	1.66233E+68	1.83786E+68	1.33515E+68	2.22027E+67	4.73975E+67	1.24043E+68	8.81656E+67	0.224831E+69	0.224831E+69
7.37666E+67	9.71575E+67	1.23737E+68	1.66233E+68	1.66233E+68	8.93786E+67	6.33515E+67	2.22027E+67	4.73975E+67	1.24043E+68	8.85618E+67	0.224831E+69	0.224831E+69
2.98933E+68	7.78929E+67	5.02040E+68	6.75406E+68	6.75406E+68	3.63071E+68	2.57344E+68	9.01909E+67	1.92537E+68	5.03862E+68	3.63815E+68	0.700820E+69	1.027689E+69
4.09956E+68	1.06556E+68	6.87862E+68	9.24109E+68	9.24109E+68	4.68717E+68	3.52073E+68	1.2339E+68	2.63406E+68	8.83626E+68	4.97735E+68	0.138007E+69	0.138007E+69
6.14775E+68	1.58070E+68	1.03123E+69	1.38581E+69	1.38581E+69	7.44883E+68	5.27973E+68	1.85037E+68	3.95012E+68	1.03377E+69	7.48414E+68	0.209648E+69	0.209648E+69
2.97181E+68	7.72525E+67	4.98403E+68	6.69886E+68	6.69886E+68	3.60075E+68	2.55212E+68	8.94487E+67	1.90948E+68	4.99724E+68	3.68013E+68	0.1000375E+69	0.1000375E+69

AHP Pairwise Comparison For MBA Student Selection Criteria

Pairwise Comparisons PWC 7

Item #	Item Number	Item Description	Alumni Networking	Career Opportunity	Cost	Future Education Potential	Legacy	Length of Program	Mentor's Recommendation	School's Location	School's Rank	Sustainability	Row Sum	Normalized Row Sum (Eigenvector)
1	Alumni Networking	1.00	6.14290	1.00000	1.00000	8.00000	6.00000	1.00000	1.00000	6.00000	0.20000	0.20000	15.54	0.063261207
2	Career Opportunity	7.00	1.00	7.00000	7.00000	7.00000	7.00000	7.00000	7.00000	3.00000	7.00000	54.00	0.218777029	
3	Cost	13.00	1.00	1.00000	1.00000	1.00000	1.00000	1.00000	1.00000	1.00000	1.00000	30.31	0.123028199	
4	Future Education Potential	1.00	0.14	0.20	1.00	0.20000	6.00000	5.00000	6.00000	6.00000	6.00000	23.71	0.096499368	
5	Legacy	0.20	0.14	0.20	5.00	1.00	5.00000	3.00000	5.00000	6.14290	5.00000	24.69	0.10047358	
6	Length of Program	6.00	0.14	0.20	6.00	1.00	6.00000	5.00000	6.00000	6.14290	5.00000	17.09	0.065649795	
7	Mentor's Recommendation	1.00	1.00	0.20	0.20	0.20	0.20	1.00	5.00000	6.00000	5.00000	14.10	0.057388184	
8	School's Location	1.00	0.14	0.20	0.20	0.20	0.20	6.20	1.00	6.14290	6.20000	3.62	0.014730072	
9	School's Rank	5.00	0.14	0.20	6.00	6.00	7.00	6.00	6.00	6.00	5.00000	50.33	0.20485554	
10	Sustainability	1.00	0.14	0.20	0.17	0.20	0.20	0.20	6.20	6.00	6.20	12.31	0.050101032	
Sum		22.40	3.30	16.34	25.77	26.13	35.60	27.40	44.00	5.33	35.40	245.69		

Square of Matrix

	Alumni Networking	Career Opportunity	Cost	Future Education Potential	Legacy	Length of Program	Mentor's Recommendation	School's Location	School's Rank	Sustainability	Row Sum	(Eigenvector)
1	Alumni Networking	10.00	3.24	6.17	35.63	16.77	47.84	73.52	68	2.31	68.60	316.383419
2	Career Opportunity	68.60	10.00	47.14	113.17	110.50	177.98	155.81	207.99	14.30	193.60	1109.891510
3	Cost	43.83	8.77	10.00	41.43	22.43	69.77	76.74	207.99	6.49	117.63	632.261413
4	Future Education Potential	45.07	7.83	8.33	10.00	13.43	40.84	94.77	4.49	67.03	67.03	374.2321173
5	Legacy	113.17	6.25	7.22	16.49	10.00	41.80	60.80	102.80	4.55	81.75	374.6191109
6	Length of Program	37.50	6.89	6.20	7.29	6.81	10.00	15.80	64.80	3.40	40.95	260.9847880
7	Mentor's Recommendation	40.34	3.70	12.21	13.84	16.11	19.23	10.80	48.43	5.39	23.40	184.1190985
8	School's Location	68.60	5.51	0.84	3.22	6.04	9.23	6.11	10.00	1.13	6.18	52.5497770
9	School's Rank	65.14	12.81	27.67	89.17	78.34	139.84	135.74	194.34	10.00	180.75	934.112334
10	Sustainability	17.85	2.08	0.89	10.61	29.94	31.67	11.18	21.83	2.89	10.00	147.0880688
Sum		686.00	245.69	245.69	686.00	686.00	686.00	686.00	686.00	686.00	686.00	418631.4%

Fourth Power of Matrix

	Alumni Networking	Career Opportunity	Cost	Future Education Potential	Legacy	Length of Program	Mentor's Recommendation	School's Location	School's Rank	Sustainability	Row Sum	(Eigenvector)
1	Alumni Networking	8629.59	2670.43	4183.35	5588.39	7591.24	7118.10	16089.49	1104.20	1111.03	65883.16	0.070
2	Career Opportunity	31818.82	4931.23	6270.73	17181.18	19124.10	31099.36	64558.04	3993.50	47487.60	260821.681	0.275
3	Cost	13820.61	3081.49	1000.00	43899.92	14100.00	14100.00	14100.00	14100.00	14100.00	11345.03	0.01046
4	Future Education Potential	7005.88	2701.48	659.54	659.54	97.20	6283.15	14889.11	1025.99	1145.02	67604.48	0.00328
5	Legacy	8786.60	1287.53	3166.14	5886.95	7750.50	1041.28	6875.00	17104.58	1226.22	12477.49	0.087
6	Length of Program	6216.60	6216.60	6216.60	6216.60	6216.60	6216.60	6216.60	6216.60	6216.60	6216.60	0.00913
7	Mentor's Recommendation	4785.88	1624.37	4093.71	4093.71	3731.89	6602.30	7025.80	12023.77	671.50	6882.18	0.054
8	School's Location	1601.03	305.89	853.92	1069.19	1586.22	1563.13	2076.90	4131.81	236.59	3136.44	0.017
9	School's Rank	2691.74	3012.17	7612.16	14912.16	14912.16	2691.74	2691.74	2691.74	2691.74	2691.74	0.221
10	Sustainability	4603.31	784.34	1218.89	2720.60	2381.83	4825.26	5488.24	10543.43	563.97	8251.97	0.044
Sum		146761.05	146761.05	146761.05	146761.05	146761.05	146761.05	146761.05	146761.05	146761.05	146761.05	0.00855

Eighth Power of Matrix

	Alumni Networking	Career Opportunity	Cost	Future Education Potential	Legacy	Length of Program	Mentor's Recommendation	School's Location	School's Rank	Sustainability	Row Sum	(Eigenvector)
1	Alumni Networking	8629.59	2670.43	4183.35	5588.39	7591.24	7118.10	16089.49	1104.20	1111.03	65883.16	0.071
2	Career Opportunity	31818.82	4931.23	6270.73	17181.18	19124.10	31099.36	64558.04	3993.50	47487.60	260821.681	0.273
3	Cost	13820.61	3081.49	1000.00	43899.92	14100.00	14100.00	14100.00	14100.00	14100.00	11345.03	0.010
4	Future Education Potential	7005.88	2701.48	659.54	659.54	97.20	6283.15	14889.11	1025.99	1145.02	67604.48	0.003
5	Legacy	8786.60	1287.53	3166.14	5886.95	7750.50	1041.28	6875.00	17104.58	1226.22	12477.49	0.087
6	Length of Program	6216.60	6216.60	6216.60	6216.60	6216.60	6216.60	6216.60	6216.60	6216.60	6216.60	0.009
7	Mentor's Recommendation	4785.88	1624.37	4093.71	4093.71	3731.89	6602.30	7025.80	12023.77	671.50	6882.18	0.054
8	School's Location	1601.03	305.89	853.92	1069.19	1586.22	1563.13	2076.90	4131.81	236.59	3136.44	0.017
9	School's Rank	2691.74	3012.17	7612.16	14912.16	14912.16	2691.74	2691.74	2691.74	2691.74	2691.74	0.221
10	Sustainability	4603.31	784.34	1218.89	2720.60	2381.83	4825.26	5488.24	10543.43	563.97	8251.97	0.044
Sum		146761.05	146761.05	146761.05	146761.05	146761.05	146761.05	146761.05	146761.05	146761.05	146761.05	0.00855

Sixteenth Power of Matrix

	Alumni Networking	Career Opportunity	Cost	Future Education Potential	Legacy	Length of Program	Mentor's Recommendation	School's Location	School's Rank	Sustainability	Row Sum	(Eigenvector)
1	Alumni Networking	8629.59	2670.43	4183.35	5588.39	7591.24	7118.10	16089.49	1104.20	1111.03	65883.16	0.071
2	Career Opportunity	31818.82	4931.23	6270.73	17181.18	19124.10	31099.36	64558.04	3993.50	47487.60	260821.681	0.273
3	Cost	13820.61	3081.49	1000.00	43899.92	14100.00	14100.00	14100.00	14100.00	14100.00	11345.03	0.010
4	Future Education Potential	7005.88	2701.48	659.54	659.54	97.20	6283.15	14889.11	1025.99	1145.02	67604.48	0.003
5	Legacy	8786.60	1287.53	3166.14	5886.95	7750.50	1041.28	6875.00	17104.58	1226.22	12477.49	0.087
6	Length of Program	6216.60	6216.60	6216.60	6216.60	6216.60	6216.60	6216.60	6216.60	6216.60	6216.60	0.009
7	Mentor's Recommendation	4785.88	1624.37	4093.71	4093.71	3731.89	6602.30	7025.80	12023.77	671.50	6882.18	0.054
8	School's Location	1601.03	305.89	853.92	1069.19	1586.22	1563.13	2076.90	4131.81	236.59	3136.44	0.017
9	School's Rank	2691.74	3012.17	7612.16	14912.16	14912.16	2691.74	2691.74	2691.74	2691.74	2691.74	0.221
10	Sustainability	4603.31	784.34	1218.89	2720.60	2381.83	4825.26	5488.24	10543.43	563.97	8251.97	0.044
Sum		146761.05	146761.05	146761.05	146761.05	146761.05	146761.05	146761.05	146761.05	146761.05	146761.05	0.00855

Thirtieth Power of Matrix

	Alumni Networking	Career Opportunity	Cost	Future Education Potential	Legacy	Length of Program	Mentor's Recommendation	School's Location	School's Rank	Sustainability	Row Sum	(Eigenvector)
1	Alumni Networking	8629.59	2670.43	4183.35	5588.39	7591.24	7118.10	16089.49	1104.20	1111.03	65883.16	0.071
2	Career Opportunity	31818.82	4931.23	6270.73	17181.18	19124.10	31099.36	64558.04	3993.50	47487.60	260821.681	0.273
3	Cost	13820.61	3081.49	1000.00	43899.92	14100.00	14100.00	14100.00	14100.00	14100.00	11345.03	0.010
4	Future Education Potential	7005.88	2701.48	659.54	659.54	97.20	6283.15	14889.11	1025.99	1145.02	67604.48	0.003
5	Legacy	8786.60	1287.53	3166.14	5886.95	7750.50	1041.28	6875.00	17104.58	1226.22	12477.49	0.087
6	Length of Program	6216.60	6216.60	6216.60	6216.60	6216.60	6216.60	6216.60	6216.60	6216.60	6216.60	0.009
7	Mentor's Recommendation	4785.88	1624.37	4093.71	4093.71	3731.89	6602.30	7025.80	12023.77	671.50	6882.18	0.054
8	School's Location	1601.03	305.89	853.92	1069.19	1586.22	1563.13	2076.90	4131.81	236.59	3136.44	0.017
9	School's Rank	2691.74	3012.17	7612.16	14912.16	14912.16	2691.74	2691.74	2691.74	2691.74	2691.74	0.221
10	Sustainability	4603.31	784.34	1218.89	2720.60	2381.83	4825.26	5488.24	10543.43	563.97	8251.97	0.044
Sum		146761.05	146761.05	146761.05	146761.05	146761.05	146761.05	146761.05	146761.05	146761.05	146761.05	0.00855

Sixtyfourth Power of Matrix

	Alumni Networking	Career Opportunity	Cost	Future Education Potential	Legacy	Length of Program	Mentor's Recommendation	School's Location	School's Rank	Sustainability	Row Sum	(Eigenvector)
1	Alumni Networking	8629.59	2670.43	4183.35	5588.39	7591.24	7118.10	16089.49	1104.20	1111.03	65883.16	0.071
2	Career Opportunity	31818.82	4931.23	6270.73	17181.18	19124.10	31099.36	64558.04	3993.50	47487.60	260821.681	0.273
3	Cost	13820.61	3081.49	1000.00	43899.92	14100.00	14100.00	14100.00	14100.00	14100.00	11345.03	0.010
4	Future Education Potential	7005.88	2701.48	659.54	659.54	97.20	6283.15	14889.11	1025.99	1145.02	67604.48	0.003
5	Legacy	8786.60	1287.53	3166.14	5886.95	7750.50	1041.28	6875.00	17104.58	1226.22	12477.49	0.087
6	Length of Program	6216.60	6216.60	6216.60	6216.60	6216.60	6216.60	6216.60	6216.60	6216.60	6216.60	0.009
7	Mentor's Recommendation	4785.88	1624.37	4093.71	4093.71	3731.89	6602.30	7025.80	12023.77	671.50	6882.18	0.054
8	School's Location	1601.03	305.89	853.92	1069.19	1586.22	1563.13	2076.90	4131.81	236.59	3136.44	0.017
9	School's Rank	2691.74	3012.17	7612.16	14912.16	14912.16	2691.74	2691.74	2691.74	2691.74	2691.74	0.221
10	Sustainability	4603.31	784.34	1218.89	2720.60	2381.83	4825.26	5488.24	10543.43	563.97	10543.43	0.010
11	Row Sum	121845.74	179104.73	16371.94	135984.74	135984.74	180326.17	448026.74	105943.73	670232.13	800262.17	0.899
12	(Eigenvector)	0.001561	0.002169	0.000207	0.001690	0.001690	0.002169	0.005169	0.001219	0.001561	0.001818	0.002169
13	Row Sum	2.1204	2.3657	0.6886	1.3697	1.3697	1.5054	2.4410	0.5482	0.6728	3.3802	0.1882
14	Row Sum	3.9990	6.1956	1.2984	2.5356	2.5356	3.4336	8.4051	1.74	3.3278	10.4185	0.1882
15	Row Sum	3.5232	5.0393	1.0650	1.2015	1.2015	2.3902	5.7436	1.6354	4.5347	10.4185	0.1882
16	Row Sum	1.2252	1.9402	0.4096	0.8096	0.8096	1.4415	1.3582	0.2318	1.6651	1.9886	0.1135
17	Row Sum	5.4467	8.4369	1.7691	3.5186	3.5186	6.2706	5.9052	1.1448	7.2429	8.6545	0.1135
18	Row Sum	5.3205	1.0004	0.2419	0.3815	0.3815	2.3815	1.6004	0.3004	0.6004	1.6004	0.0099
19	Row Sum	3.7679	5.8344	1.2238	1.5042	1.5042	4.3376	1.0878	0.7919	0.5102	1.5878	0.3351
20	Row Sum	2.2482	3.4036	0.7301	1.4524	1.4524	2.5881	2.4391	0.7252	2.8986	3.5722	0.1999
21	Row Sum	2.1917	7.0871	1.9209	1.9209	1.9209	3.9209	1.0709	0.7209	0.7209	1.0709	0.0099

Pairwise Comparisons PWC 8

Item	Item Number	Item Description	Alumni Networking	Career Opportunity	Cost	Future Education Pote	Legacy	Length of Program	Mentor's Recommendation	School's Location	School's Rank	Sustainability	Row Sum	Normalized Row Sum (Eigenvector)
1	Alumni Networking	1.00	0.2000	0.2000	0.2000	0.2000	0.2000	0.2000	0.2000	0.2000	0.2000	1.0000	18.00	0.086427546
2	Career Opportunity	5.00	1.00	1.3000	0.3000	0.5000	0.5000	0.5000	0.2000	0.3330	0.5000	5.0000	27.73	0.133162281
3	Cost	4.00	0.60	1.00	1.0000	1.0000	0.5000	0.5000	0.2000	0.3330	0.5000	4.0000	29.20	0.140204686
4	Future Education Pote	5.00	0.60	1.00	1.00	1.00	0.5000	0.5000	0.2000	0.3330	0.5000	5.0000	33.20	0.159410807
5	Legacy	0.20	0.20	0.20	0.20	0.20	1.00	1.0000	1.0000	0.2000	0.2000	1.0000	5.20	0.024967958
6	Length of Program	0.20	0.20	0.20	0.20	0.20	1.00	1.00	1.0000	0.2000	0.2000	1.0000	7.20	0.034571018
7	Mentor's Recommendation	0.20	0.20	0.20	0.20	0.20	0.33	1.00	0.2000	0.2000	1.0000	1.0000	4.53	0.021766838
8	School's Location	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	0.0000	5.0000	5.0000	46.00	0.228070396
9	School's Rank	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	0.00	3.00	3.00	31.20	0.148903187
10	Sustainability	1.00	0.20	0.20	0.20	1.00	1.00	1.00	1.00	0.20	0.20	1.00	6.00	0.02809182
Sum		27.60	18.00	10.00	10.00	9.20	34.00	33.33	36.00	2.80	9.33	30.00		

Square of Matrix

	Alumni Networking	Career Opportunity	Cost	Future Education Pote	Legacy	Length of Program	Mentor's Recommendation	School's Location	School's Rank	Sustainability	Row Sum	(Eigenvector)
1	Alumni Networking	1.00	0.20	0.20	0.20	0.20	0.20	0.20	0.20	0.20	22.00	142.133367
2	Career Opportunity	5.00	1.00	1.30	0.30	0.50	0.50	0.50	0.20	0.33	27.73	217.339267
3	Cost	4.00	0.60	1.00	1.00	0.50	0.50	0.50	0.20	0.33	29.20	335.202867
4	Future Education Pote	5.00	0.60	1.00	1.00	0.50	0.50	0.50	0.20	0.33	46.00	446.133467
5	Legacy	0.20	0.20	0.20	0.20	1.00	1.00	1.00	0.20	0.20	66.00	60.000633
6	Length of Program	0.20	0.20	0.20	0.20	1.00	1.00	1.00	0.20	0.20	11.20	69.0667200
7	Mentor's Recommendation	0.20	0.20	0.20	0.20	0.33	1.00	0.20	0.20	1.00	13.20	85.200033
8	School's Location	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	130.00	857.344668
9	School's Rank	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	56.00	380.6751876
10	Sustainability	1.00	0.20	0.20	0.20	1.00	1.00	1.00	1.00	0.20	10.00	74.0000533
Sum		27.60	18.00	10.00	10.00	9.20	34.00	33.33	36.00	2.80	208.27	

Fourth Power of Matrix

	Alumni Networking	Career Opportunity	Cost	Future Education Pote	Legacy	Length of Program	Mentor's Recommendation	School's Location	School's Rank	Sustainability	Row Sum	(Eigenvector)
1	Alumni Networking	16.00	6.40	6.40	6.40	6.40	6.40	6.40	6.40	6.40	120.57	19207.59
2	Career Opportunity	389.50	1914.80	1286.68	1159.53	6395.01	6951.39	7411.18	653.30	1180.72	5180.75	34853.899
3	Cost	234.00	1190.40	789.88	707.44	4047.95	3740.66	4100.47	7209.15	3220.16	21894.17	143530.68
4	Future Education Pote	287.20	1460.80	950.40	834.93	4692.77	5103.73	5467.73	950.40	1615.96	7942.95	51959.59
5	Legacy	651.10	480.10	305.94	272.45	1612.31	1612.31	1612.31	278.03	1270.51	8662.76	6025.026
6	Length of Program	651.10	480.10	305.94	272.45	1612.31	1612.31	1612.31	278.03	1270.51	8662.76	6025.026
7	Mentor's Recommendation	855.14	417.20	253.41	150.98	1410.42	1714.94	150.41	258.02	1185.30	6088.91	40036.00
8	School's Location	11688.00	5748.20	4016.80	3623.00	20504.11	18416.21	24570.30	3689.24	11233.00	6235.00	3235.000
9	School's Rank	5906.00	2953.00	1816.00	1077.00	5906.00	5181.24	6704.00	1068.00	4752.00	2152.00	1132.00
10	Sustainability	1072.11	525.43	357.01	319.42	1840.11	1716.59	2136.11	185.62	325.69	1465.71	9431.00
Sum		64770.909	319299821.8	216927509.8	194678539.8	1113781824	1038542997	1294779346	112856818.2	198366607.8	888019487.2	346131.78

Eighth Power of Matrix

	Alumni Networking	Career Opportunity	Cost	Future Education Pote	Legacy	Length of Program	Mentor's Recommendation	School's Location	School's Rank	Sustainability	Row Sum	(Eigenvector)
1	Alumni Networking	2733.43	1048.21	692.10	616.85	3537.19	3317.83	4057.18	345.41	629.40	2832.12	19207.59
2	Career Opportunity	3899.50	1914.80	1286.68	1159.53	6395.01	6951.39	7411.18	653.30	1180.72	5180.75	34853.899
3	Cost	2340.00	1190.40	789.88	707.44	4047.95	3740.66	4100.47	7209.15	3220.16	21894.17	143530.68
4	Future Education Pote	2872.20	1460.80	950.40	834.93	4692.77	5103.73	5467.73	950.40	1615.96	7942.95	51959.59
5	Legacy	6511.00	480.10	305.94	272.45	1612.31	1612.31	1612.31	278.03	1270.51	8662.76	6025.026
6	Length of Program	6511.00	480.10	305.94	272.45	1612.31	1612.31	1612.31	278.03	1270.51	8662.76	6025.026
7	Mentor's Recommendation	8551.40	417.20	253.41	150.98	1410.42	1714.94	150.41	258.02	1185.30	6088.91	40036.00
8	School's Location	116880.00	5748.20	4016.80	3623.00	20504.11	18416.21	24570.30	3689.24	11233.00	6235.00	3235.000
9	School's Rank	59060.00	2953.00	1816.00	1077.00	5906.00	5181.24	6704.00	1068.00	4752.00	2152.00	1132.00
10	Sustainability	10721.11	525.43	357.01	319.42	1840.11	1716.59	2136.11	185.62	325.69	1465.71	9431.00
Sum		647709.09	319299821.8	216927509.8	194678539.8	1113781824	1038542997	1294779346	112856818.2	198366607.8	888019487.2	346131.78

Sixteenth Power of Matrix

	Alumni Networking	Career Opportunity	Cost	Future Education Pote	Legacy	Length of Program	Mentor's Recommendation	School's Location	School's Rank	Sustainability	Row Sum	(Eigenvector)
1	Alumni Networking	7433.43	2918.21	1892.10	1616.85	9537.19	8917.83	10577.18	595.41	1629.40	7832.12	51959.59
2	Career Opportunity	38999.50	19148.00	12866.68	11595.53	63950.01	69513.90	74111.18	6533.00	11807.20	51807.50	348538.99
3	Cost	23400.00	11904.00	7898.88	7074.44	40479.95	37406.66	41004.67	72091.50	32201.60	218941.70	1435306.80
4	Future Education Pote	28722.00	14608.00	9504.00	8349.30	46927.77	51037.30	54677.73	9504.00	16159.60	79429.50	519595.90
5	Legacy	65110.00	4801.00	3059.40	2724.50	16123.10	16123.10	16123.10	2780.30	12705.10	86627.60	60250.26
6	Length of Program	65110.00	4801.00	3059.40	2724.50	16123.10	16123.10	16123.10	2780.30	12705.10	86627.60	60250.26
7	Mentor's Recommendation	85514.00	4172.00	2534.10	1509.80	14104.20	17149.40	1504.10	2580.20	11853.00	60889.10	400360.00
8	School's Location	1168800.00	57482.00	40168.00	36230.00	205041.10	184162.10	245703.00	36892.40	112330.00	62350.00	323500.00
9	School's Rank	590600.00	29530.00	18160.00	10770.00	59060.00	51812.40	67040.00	10680.00	47520.00	21520.00	113200.00
10	Sustainability	107211.10	5254.30	3570.10	3194.20	18401.10	17165.90	21361.10	1856.20	3256.90	14657.10	94310.00
Sum		6477090.90	319299821.8	216927509.8	194678539.8	1113781824	1038542997	1294779346	112856818.2	198366607.8	888019487.2	346131.78

Thirtieth Power of Matrix

	9.81488E+32	4.83267E+32	3.2867E+32	2.94951E+32	1.68749E+33	1.57396E+33	1.96185E+33	1.70966E+32	3.00969E+32	1.34547E+33	9.12866E+33
	1.80369E+33	8.89135E+32	6.04002E+32	5.43023E+32	3.10112E+33	2.89172E+33	3.41498E+33	5.2326E+32	2.47259E+33	1.67788E+33	1.0164904E+34
	1.21907E+33	1.05448E+33	7.16308E+32	6.4282E+32	3.67773E+33	3.42944E+33	4.27253E+33	3.72005E+32	6.55065E+32	2.93243E+33	1.89951E+34
	1.21907E+33	1.05448E+33	7.16308E+32	6.4282E+32	3.67773E+33	3.42944E+33	4.27253E+33	3.72005E+32	6.55065E+32	2.93243E+33	1.89951E+34
	4.30304E+32	2.16559E+32	1.47107E+32	1.32071E+32	7.55302E+32	7.04309E+32	8.78015E+32	1.34523E+32	6.0222E+32	4.08589E+33	2.0247572E+34
	1.05677E+32	2.5147E+32	1.1701E+32	1.53486E+32	4.48371E+32	1.02087E+33	8.29056E+31	1.56389E+32	7.00082E+32	2.74972E+32	1.4314184E+34
	4.09845E+32	2.01950E+32	1.37177E+32	1.23104E+32	7.04309E+32	6.65756E+32	8.16737E+32	1.15562E+31	2.5448E+32	3.61952E+33	1.81026E+34
	5.73177E+33	2.82549E+33	1.91936E+33	1.72246E+33	9.85472E+33	9.1894E+33	1.14559E+34	9.98419E+32	1.75529E+33	7.8874E+33	5.33102E+34
	2.45338E+33	1.2049E+33	8.21591E+32	7.37274E+32	4.21813E+33	3.93335E+33	4.93045E+33	4.27355E+32	7.51310E+32	3.81023E+33	2.28164E+34
	5.07708E+32	2.50272E+32	1.70013E+32	1.52573E+32	8.13975E+32	1.01473E+33	8.84379E+31	1.55479E+32	3.65995E+32	4.72209E+33	0.02861233E+35
	8.10428E+66	3.99503E+66	2.71388E+66	2.43545E+66	1.87333E+67	1.29031E+67	1.61979E+67	1.11098E+66	2.48184E+66	1.11098E+66	7.53765E+67
	7.21893E+66	4.98732E+66	4.7590E+66	4.47590E+66	2.50604E+67	2.39776E+67	2.97696E+67	2.59428E+66	4.56091E+66	2.04165E+67	1.38525E+68
	1.76628E+67	8.70881E+66	5.91466E+66	5.30785E+66	3.03675E+67	2.83173E+67	3.50131E+67	3.07085E+66	5.40086E+66	2.42128E+67	1.64276E+68
	2.28524E+67	1.12651E+67	7.65256E+66	6.86748E+66	3.92905E+67	3.66378E+67	4.5674E+67	3.80806E+66	6.99828E+66	3.13272E+67	2.12546E+68
	3.62739E+66	1.78813E+66	1.21474E+66	1.09000E+66	6.23662E+66	5.61557E+66	7.24986E+66	6.31855E+66	1.11055E+66	4.97281E+66	3.37377E+67
	3.62739E+66	1.78813E+66	1.21474E+66	1.09000E+66	6.23662E+66	5.61557E+66	7.24986E+66	6.31855E+66	1.11055E+66	4.97281E+66	3.37377E+67
	3.38249E+66	1.6674E+66	1.13206E+66	1.01646E+66	5.81557E+66	5.42225E+66	6.76043E+66	5.99191E+66	1.03556E+66	4.63069E+66	3.146E+67
	4.7328E+67	2.33033E+67	1.58487E+67	1.42227E+67	8.13718E+67	7.58781E+67	9.48848E+67	8.24406E+67	1.44937E+67	6.88796E+67	4.40198E+68
	2.02579E+67	9.9881E+67	6.78374E+66	6.0777E+66	3.48297E+67	3.24742E+67	4.05222E+67	3.5287E+66	2.00374E+67	2.77705E+67	1.8841E+68
	2.192E+66	1.4038E+66	9.610E+65	8.570E+65	4.7207E+66	4.1721E+66	5.1389E+66	4.5207E+65	1.0384E+66	1.0384E+66	6.0284E+66

AHP Pairwise Comparison For MBA Student Selection Criteria

Pairwise Comparisons PWC 9

Item #	Item Number	1	2	3	4	5	6	7	8	9	10	Row Sum	Normalized Row Sum (Eigenvector)
1	Alumni Networking	1.00		4.0000	1.0000	6.0000	3.0000	6.3330	6.1280	6.2000	1.0000	16.03	0.093055466
2	Career Opportunity	4.50	1.00	6.5000	3.0000	5.0000	1.0000	1.0000	1.0000	5.0000	5.0000	32.00	0.179260989
3	Cost	0.15	0.33	1.00	4.0000	4.0000	4.0000	6.0000	6.0000	1.0000	1.0000	14.82	0.081457847
4	Future Education Pote	1.00	0.33	0.25	1.00	6.0000	2.0000	4.0000	1.0000	4.0000	3.0000	21.58	0.118659069
5	Legacy	0.17	0.20	0.25	0.25	1.00	0.3330	6.2000	1.0000	3.0000	3.0000	9.35	0.051403475
6	Length of Program	0.34	1.00	1.00	0.25	1.00	1.00	6.1600	4.0000	1.0000	1.0000	11.20	0.061572719
7	Member's Recommendation	3.00	1.00	5.00	0.25	5.00	6.00	1.00	3.0000	3.0000	3.0000	30.25	0.163208083
8	School's Location	7.50	1.00	5.00	1.00	1.00	5.00	0.33	1.00	4.0000	5.0000	30.33	0.166752555
9	School's Rank	1.00	0.20	1.00	0.25	0.33	1.00	1.00	1.00	1.00	1.00	10.37	0.056930055
10	Sustainability	1.00	0.20	0.33	0.33	0.33	0.33	0.33	0.20	1.00	1.00	5.07	0.027655102
	Sum	22.75	5.35	23.83	11.53	30.67	20.67	7.30	7.99	23.20	28.00	181.89	

Square of Matrix

	Alumni Networking	Career Opportunity	Cost	Future Education Pote	Legacy	Length of Program	Member's Recommendation	School's Location	School's Rank	Sustainability	Row Sum	(Eigenvector)
1	Alumni Networking	10.00	6.42	17.19	22.09	45.48	17.80	7.89	33.22	47.10	217.154287	0.08543535
2	Career Opportunity	53.68	10.00	15.77	95.08	62.00	17.22	17.22	72.00	72.00	449.054663	0.179770301
3	Cost	16.17	4.73	10.00	39.79	38.87	16.45	19.02	36.28	36.68	186.984370	0.077544296
4	Future Education Pote	48.80	10.30	39.79	10.00	43.30	12.72	21.33	46.12	31.42	330.039373	0.129911716
5	Legacy	27.10	3.25	12.75	5.13	10.00	12.22	3.89	16.02	18.12	113.006453	0.044484969
6	Length of Program	15.82	4.19	14.04	10.43	21.87	10.00	5.84	6.50	23.37	139.176321	0.054786652
7	Member's Recommendation	53.30	14.87	54.32	35.25	77.28	48.17	10.00	16.23	53.90	443.783727	0.17469652
8	School's Location	48.00	12.22	56.82	37.45	31.69	46.93	13.03	10.00	63.00	418.611534	0.16481347
9	School's Rank	15.44	3.75	27.60	11.33	12.17	22.40	4.38	3.80	10.00	188.680744	0.062456674
10	Sustainability	10.75	1.95	10.00	4.37	43.87	8.98	3.12	2.78	8.00	73.893438	0.029080979

Total

254033.3%

Fourth Power of Matrix

	Alumni Networking	Career Opportunity	Cost	Future Education Pote	Legacy	Length of Program	Member's Recommendation	School's Location	School's Rank	Sustainability	Row Sum	(Eigenvector)
1	Alumni Networking	5195.80	1178.71	4747.25	2559.84	7130.28	4157.85	1802.72	1661.76	4985.76	6345.75	Row Sum
2	Career Opportunity	10354.77	2432.51	9804.78	5794.62	15408.51	9145.47	3548.63	3863.58	11269.13	14377.15	85587.81
3	Cost	20956.17	484322E+16	10294E+17	11933E+17	31443E+17	1823E+17	72407E+16	72107E+16	22807E+17	2807E+17	17218E+18
4	Future Education Pote	7101.15	7015.54	4703.42	12003.37	6514.33	2874.58	6188.58	10709.25	63177.74	10709.25	83177.74
5	Legacy	2224.57	612.40	2342.80	1671.53	4251.30	2219.27	923.18	914.40	2913.74	3828.40	21881.68
6	Length of Program	1718.63	3089.81	3089.81	1685.26	2685.26	1685.26	1685.26	1685.26	1685.26	1685.26	1685.26
7	Member's Recommendation	9730.41	2274.04	8984.88	5555.29	14532.50	8621.20	3589.53	3517.89	10900.98	11709.63	81725.95
8	School's Location	9527.10	2171.07	8280.17	5080.82	13424.88	8608.48	3437.30	10630.51	13726.42	77712.73	0.162
9	School's Rank	1955.35	365.20	1895.20	681.33	1085.20	2685.20	1085.20	1085.20	1085.20	1085.20	1085.20
10	Sustainability	1629.44	394.50	1504.20	588.54	2539.80	1440.84	611.30	596.20	1998.12	2410.27	14013.44

Total

477116.73

Eighth Power of Matrix

	Alumni Networking	Career Opportunity	Cost	Future Education Pote	Legacy	Length of Program	Member's Recommendation	School's Location	School's Rank	Sustainability	Row Sum	(Eigenvector)
1	Alumni Networking	16895344.5	39728169.6	158278030.4	97742111.3	257594582.9	149792907.4	59256732.4	59134357.1	184879113.6	236733605.4	1412083055.6830
2	Career Opportunity	362416774.8	85320817.4	339227589.6	210118840.3	550191954.4	321284042.3	127644022.7	127155183.1	39783968.9	509125948.3	3033347877.1276
3	Cost	163751079.3	48628020.0	150778400.0	85068230.0	164583620.0	164583620.0	575018910.0	178481675.0	230069618.0	178481675.0	1071618165.688
4	Future Education Pote	286032107.3	246529039.2	155101333.5	407820210.4	28235902.5	9359480.2	93518823.4	292959795.8	375125997.7	223122578.5347	1732
5	Legacy	91761794.5	21862488.8	86041396.8	53030637.6	140875945.5	81501164.3	32334442.1	32334490.7	10133676.5	129729021.4	77141088400.1
6	Length of Program	11115081.6	26201689.1	104228029.1	64815266.7	170564386.8	9885042.2	39150338.2	3907914.4	122083284.5	165353261.5	81512485828.5
7	Member's Recommendation	34662411.4	81623744.1	324560368.0	201057502.9	529250371.7	307257946.6	12244168.1	12714560.9	380910758.0	487288709.2	2902312911.8286
8	School's Location	328948111.0	77287070.4	306982527.7	190202523.3	500499123.3	209931348.4	115842131.7	115329924.7	30072759.2	461176083.2	475910174.8816
9	School's Rank	121718139.5	26589365.9	113250623.5	70245444.8	185089760.1	107643209.9	42322773.4	42722768.8	13362210.7	170669217.4	101673785383.7
10	Sustainability	59318279.6	13975502.4	55501765.5	34443251.9	90627641.6	5258910.5	20849579.7	2084364.2	65257324.7	83467994.9	24698773.3802

Total

16916863031.7782

Sixteenth Power of Matrix

	Alumni Networking	Career Opportunity	Cost	Future Education Pote	Legacy	Length of Program	Member's Recommendation	School's Location	School's Rank	Sustainability	Row Sum	(Eigenvector)
1	Alumni Networking	2.11671E+17	4.98821E+16	1.98228E+17	1.22876E+17	3.23417E+17	1.87713E+17	7.40086E+16	7.42987E+16	2.32543E+17	2.57605E+17	1.77282E+18
2	Career Opportunity	4.54735E+17	1.07119E+17	4.28484E+17	2.63976E+17	1.94846E+17	4.03285E+17	1.60279E+17	1.59615E+17	4.99579E+17	6.39347E+17	3.80868E+18
3	Cost	2.09561E+17	4.84322E+16	1.9294E+17	1.1933E+17	3.1443E+17	1.823E+17	7.2407E+16	7.2107E+16	2.2807E+17	2.807E+17	1.7218E+18
4	Future Education Pote	3.34736E+17	7.88519E+16	3.13472E+17	1.94317E+17	5.11452E+17	2.98848E+17	1.17495E+17	3.67748E+17	4.70833E+17	2.80345E+18	1.16867559
5	Legacy	1.15642E+17	2.72412E+16	1.08296E+17	6.71312E+16	1.76892E+17	1.02352E+17	4.01704E+16	4.0594E+16	1.27047E+17	1.62591E+17	9.68547E+17
6	Length of Program	1.39625E+17	3.28915E+16	1.30785E+17	8.10554E+16	2.13342E+17	1.23852E+17	4.92456E+16	4.90106E+16	1.53386E+17	1.86115E+17	1.1694E+18
7	Member's Recommendation	4.3507E+17	1.02495E+17	4.07466E+17	2.52581E+17	6.64808E+17	3.68559E+17	1.53381E+17	1.52725E+17	4.78013E+17	6.1175E+17	3.64417E+18
8	School's Location	1.14945E+17	9.70391E+16	3.85775E+17	2.39135E+17	6.29418E+17	3.6518E+17	1.45107E+17	1.44586E+17	4.52586E+17	5.79136E+17	3.45017E+18
9	School's Rank	1.52461E+17	3.59141E+16	1.42775E+17	8.85039E+16	2.32947E+17	1.35204E+17	5.37372E+16	5.35146E+16	1.67494E+17	2.14355E+17	1.27691E+18
10	Sustainability	7.45053E+16	1.75507E+16	6.97722E+16	4.23206E+16	1.13838E+17	6.00722E+16	2.56207E+16	2.61519E+16	8.18523E+16	1.04753E+17	2.3982E+18

Thirtysecond Power of Matrix

	Alumni Networking	Career Opportunity	Cost	Future Education Pote	Legacy	Length of Program	Member's Recommendation	School's Location	School's Rank	Sustainability	Row Sum	(Eigenvector)
1	Alumni Networking	3.33671E+35	7.86009E+34	3.12475E+35	1.93689E+35	5.09824E+35	2.95904E+35	1.17806E+35	1.17121E+35	3.66575E+35	4.69134E+35	2.79415E+36
2	Career Opportunity	7.16829E+35	1.68895E+35	6.71292E+35	4.16123E+35	1.09268E+36	6.35994E+35	2.52659E+35	2.51621E+35	7.87518E+35	1.00785E+36	6.00396E+36
3	Cost	3.24102E+35	7.63489E+34	3.03514E+35	1.88143E+35	4.95204E+35	2.87418E+35	1.14235E+35	1.13762E+35	3.56062E+35	4.55681E+35	2.71447E+36
4	Future Education Pote	1.37698E+35	1.243E+35	4.94148E+35	3.05314E+35	8.00236E+35	4.07843E+35	1.65886E+35	1.65215E+35	5.78702E+35	7.41498E+35	4.4184E+36
5	Legacy	1.82295E+35	4.28422E+34	1.70715E+35	1.05823E+35	2.78533E+35	1.16162E+35	4.423E+34	6.39888E+34	2.00271E+35	2.56303E+35	1.52679E+36
6	Length of Program	2.20106E+35	5.18491E+34	2.08124E+35	1.27773E+35	3.33630E+35	1.65135E+35	7.75802E+34	7.72589E+34	2.41811E+35	3.09465E+35	1.83474E+36
7	Member's Recommendation	6.85888E+35	1.6157E+35	6.42316E+35	3.98161E+35	1.04789E+36	6.08255E+35	2.41753E+35	2.40751E+35	7.53232E+35	9.64344E+35	5.7445E+36
8	School's Location	6.40373E+35	1.52696E+35	6.08123E+35	3.76896E+35	9.92194E+35	5.75874E+35	2.28883E+35	2.27935E+35	7.1341E+35	9.13006E+35	5.43873E+36
9	School's Rank	2.40333E+35	2.52686E+34	2.26086E+35	1.33951E+35	3.6721E+35	2.13131E+35	8.47005E+34	8.43958E+34	2.64032E+35	3.37033E+35	2.01237E+36
10	Sustainability	1.17448E+35	2.76664E+34	1.06987E+35	6.81793E+34	1.79451E+35	1.04154E+35	4.13964E+34	4.12294E+34	1.29023E+35	1.65125E+35	9.83846E+35

Sixtyfourth Power

1.78127E+72	4.19604E+71	1.66812E+72	1.03404E+72	2.72105E+72	1.57966E+72	6.27839E+71	6.25238E+71	1.95962E+72	2.50443E+72	1.49189E+73	0.1730001913
8.05373E+71	1.89717E+71	4.67521E+71	1.23055E+72	6.87523E+71	7.14216E+71	2.83867E+71	1.24286E+71	8.84791E+71	1.13246E+72	7.64527E+72	0.081071913
1.31122E+72	3.08876E+71	1.22792E+72	7.61171E+71	2.00344E+72	1.16281E+72	4.6102E+71	4.60247E+71	1.44052E+72	1.84355E+72	1.09819E+73	0.131992041
4.52992E+71	1.06709E+71	4.24211E+71	2.62394E+71	6.82136E+71	4.01719E+71	1.59965E+71	1.59030E+71	4.97861E+71	1.68959E+71	3.73936E+72	0.0459999999
5.46565E+71	1.28044E+71	5.12294E+71	1.52294E+71	8.36976E+71	4.82762E+71	4.85042E+71	4.82762E+71	1.46961E+72	4.69616E+72	1.64961E+72	0.0459999999
1.70436E+72	2.01456E+71	1.59611E+72	9.89456E+71	2.65417E+72	1.51147E+72	6.00736E+71	5.98231E+71	1.87454E+72	2.39633E+72	1.42746E+72	0.1715999999
1.61365E+72	3.80118E+71	1.51114E+72	9.87357E+71	2.56471E+72	1.43101E+72	5.68756E+71	5.68630E+71	1.77278E+72	2.26876E+72	1.54494E+72	0.1624362401
5.97212E+71	1.40682E+72	5.59227E+71	3.46685E+71	9.12404E+71	5.29619E+71	2.10487E+71	2.09625E+71	6.56103E+71	8.39666E+71	5.00185E+72	0.0601176161
2.91849E+71	6.87492E+70	2.73311E+71	1.89424E+71	4.45924E+71	2.58816E+71	1.02867E+71	1.02441E+71	3.20629E+71	4.10334E+71	2.44434E+71	0.033378682

AHP Pairwise Comparison For MBA Student Selection Criteria

Pairwise Comparisons PW10

Item N	Item Number	Item Description	1	2	3	4	5	6	7	8	9	10
1	Alumni Networking	Alumni Networking	1.00	0.2500	7.0000	8.0000	0.2000	1.0000	0.1110	0.0000	0.3330	
2	Career Opportunity	Career Opportunity	4.00	1.00	5.0000	6.0000	1.0000	8.0000	0.2000	0.0000	1.0000	
3	Cost	Cost	0.14	0.20	0.14	0.14	1.00	1.00	0.2000	0.2000	0.3330	
4	Future Education Pote	Future Education Pote	0.14	0.20	0.14	0.14	1.00	1.00	0.2000	0.2000	0.3330	
5	Legacy	Legacy	0.20	0.20	0.14	0.14	1.00	1.00	0.2000	0.2000	0.3330	
6	Length of Program	Length of Program	7.00	1.00	0.33	0.33	0.20	0.20	1.00	0.3330	1.0000	
7	Mentor's Recommendation	Mentor's Recommendation	8.00	1.00	0.20	0.20	1.00	1.00	0.2000	0.3330	1.0000	
8	School's Location	School's Location	0.33	0.20	0.33	0.33	0.20	0.20	1.00	0.3330	1.0000	
9	School's Rank	School's Rank	0.33	0.20	0.33	0.33	0.20	0.20	1.00	0.3330	1.0000	
10	Sustainability	Sustainability	0.33	0.20	0.33	0.33	0.20	0.20	1.00	0.3330	1.0000	
Sum			30.68	8.14	12.65	44.00	36.33	10.64	34.00	2.81	25.00	13.07

Squares of Matrix

Item N	Item Number	Item Description	1	2	3	4	5	6	7	8	9	10
1	Alumni Networking	Alumni Networking	1.00	4.00	49.00	64.00	0.40	1.00	0.12	0.00	11.00	
2	Career Opportunity	Career Opportunity	4.00	1.00	13.00	36.00	1.00	8.00	0.20	0.00	1.00	
3	Cost	Cost	49.00	13.00	1.00	1.00	0.40	0.40	0.20	0.20	0.33	
4	Future Education Pote	Future Education Pote	64.00	36.00	1.00	1.00	0.40	0.40	0.20	0.20	0.33	
5	Legacy	Legacy	0.40	1.00	0.40	0.40	1.00	1.00	0.20	0.20	0.33	
6	Length of Program	Length of Program	1.00	8.00	0.40	0.40	1.00	1.00	0.20	0.20	0.33	
7	Mentor's Recommendation	Mentor's Recommendation	0.12	0.20	0.40	0.40	0.20	0.20	1.00	0.33	1.00	
8	School's Location	School's Location	0.00	0.00	0.20	0.20	0.20	0.20	0.33	1.00	1.00	
9	School's Rank	School's Rank	11.00	1.00	0.33	0.33	0.33	0.33	1.00	1.00	1.00	
10	Sustainability	Sustainability	11.00	1.00	0.33	0.33	0.33	0.33	1.00	1.00	1.00	
Sum			217.71									

Fourth Power of Matrix

Item N	Item Number	Item Description	1	2	3	4	5	6	7	8	9	10
1	Alumni Networking	Alumni Networking	2592.24	895.99	895.99	895.99	4070.39	388.85	3951.12	351.08	3004.40	
2	Career Opportunity	Career Opportunity	7966.50	2383.12	2825.12	1476.64	1288.48	2781.36	1288.48	1162.30	9882.35	
3	Cost	Cost	4903.21	132.57	1.00	1.00	0.16	0.16	0.08	0.08	0.11	
4	Future Education Pote	Future Education Pote	853.10	286.30	1.00	1.00	0.16	0.16	0.08	0.08	0.11	
5	Legacy	Legacy	1482.50	420.39	0.16	0.16	0.40	0.40	0.16	0.16	0.11	
6	Length of Program	Length of Program	1164.70	337.74	0.16	0.16	0.40	0.40	0.16	0.16	0.11	
7	Mentor's Recommendation	Mentor's Recommendation	1078.62	302.13	0.16	0.16	0.40	0.40	0.16	0.16	0.11	
8	School's Location	School's Location	1370.90	411.60	0.16	0.16	0.40	0.40	0.16	0.16	0.11	
9	School's Rank	School's Rank	2807.71	262.59	0.16	0.16	0.40	0.40	0.16	0.16	0.11	
10	Sustainability	Sustainability	3095.97	1098.53	1294.70	8269.70	6044.41	1339.15	6080.95	642.90	4691.77	
Sum			29366.50									

Total

29366.5%

Eighth Power of Matrix

Item N	Item Number	Item Description	1	2	3	4	5	6	7	8	9	10
1	Alumni Networking	Alumni Networking	55149620.8	16216028.8	19848229.9	121817190.1	90069075.8	16575283.5	88364507.7	7920718.9	69080018.3	
2	Career Opportunity	Career Opportunity	17759042.2	5223010.1	62747083.6	392442708.0	290980298.3	63077760.3	264889454.5	25519504.4	222588055.3	
3	Cost	Cost	142404333.8	41879497.3	9603370.0	21598952.2	31216237.2	31216237.2	31216237.2	31216237.2	31216237.2	
4	Future Education Pote	Future Education Pote	59107462.6	59107462.6	59107462.6	59107462.6	59107462.6	59107462.6	59107462.6	59107462.6	59107462.6	
5	Legacy	Legacy	31810330.9	9351470.2	11241108.4	70275841.8	51952510.3	1121195.1	50960306.3	4568242.4	39864169.9	
6	Length of Program	Length of Program	114643701.0	33774002.1	40572512.5	263755653.9	187336675.5	60775260.7	184081917.7	143918959.9	143918959.9	
7	Mentor's Recommendation	Mentor's Recommendation	24176655.4	7110505.7	8541341.1	53426390.4	39462345.7	8540933.3	3474079.8	3003556.7	16254461.5	
8	School's Location	School's Location	300776026.8	91100308.9	109446030.5	88463324.8	60052998.4	110003671.3	46961901.7	44516951.5	308371286.7	
9	School's Rank	School's Rank	51722692.2	15722692.2	15722692.2	15722692.2	15722692.2	15722692.2	15722692.2	15722692.2	15722692.2	
10	Sustainability	Sustainability	83568361.9	24576545.3	29524044.7	184688089.0	130518481.4	29677117.0	130599128.8	1200939.3	104762686.0	
Sum			961539355.2396									

Total

961539355.2396

Sixteenth Power of Matrix

Item N	Item Number	Item Description	1	2	3	4	5	6	7	8	9	10
1	Alumni Networking	Alumni Networking	2.73984E+16	8.0596E+15	9.6805E+15	6.05432E+16	4.47598E+16	9.72817E+15	4.39146E+16	3.93643E+15	3.43423E+16	
2	Career Opportunity	Career Opportunity	8.8264E+16	2.58543E+16	3.11858E+16	1.9504E+17	1.44184E+17	3.13393E+16	1.41471E+17	1.26812E+16	1.10348E+17	
3	Cost	Cost	7.07732E+16	2.08105E+16	2.50051E+16	1.58385E+17	1.15809E+17	2.51926E+16	1.13433E+17	1.01078E+16	8.87072E+16	
4	Future Education Pote	Future Education Pote	9.4963E+15	2.76042E+15	3.35527E+15	2.09843E+16	1.55127E+16	3.37176E+15	1.52208E+16	1.19031E+16	6.38272E+15	
5	Legacy	Legacy	1.58045E+16	4.64738E+15	5.58412E+15	3.45238E+16	2.58178E+16	5.81152E+15	2.53339E+16	2.2707E+15	1.98101E+16	
6	Length of Program	Length of Program	5.70725E+16	1.67624E+16	2.01651E+16	1.26115E+17	9.3231E+16	2.00643E+16	9.14789E+16	8.1589E+15	7.15382E+16	
7	Mentor's Recommendation	Mentor's Recommendation	1.20159E+16	3.53331E+15	4.2455E+15	2.65519E+16	1.96288E+16	4.2664E+15	1.92593E+16	1.72807E+15	1.50812E+16	
8	School's Location	School's Location	1.53973E+17	4.52762E+16	5.44002E+16	3.45023E+17	2.51251E+17	5.40761E+16	2.4079E+17	1.92989E+16	1.63466E+17	
9	School's Rank	School's Rank	2.57345E+16	7.58732E+15	9.02682E+15	5.68664E+16	4.20388E+16	9.13739E+15	4.12477E+16	3.22587E+16	1.72969E+16	
10	Sustainability	Sustainability	4.15372E+16	1.22141E+16	1.46761E+16	9.1788E+16	6.75833E+16	1.47483E+16	6.65794E+16	5.96779E+15	5.20644E+16	
Sum			2.6077E+17									

Thirtyscond Power of Matrix

Item N	Item Number	Item Description	1	2	3	4	5	6	7	8	9	10
1	Alumni Networking	Alumni Networking	6.76886E+33	1.98992E+33	2.39088E+33	1.4953E+34	1.1054E+34	2.40267E+33	1.0846E+34	9.72219E+32	8.48198E+33	
2	Career Opportunity	Career Opportunity	2.17994E+34	6.4102E+33	7.70228E+33	4.8171E+34	3.56108E+34	7.74019E+33	3.94046E+34	3.1322E+33	2.73243E+34	
3	Cost	Cost	1.74791E+34	5.13978E+33	6.17077E+33	3.86241E+34	2.85352E+34	6.20816E+33	2.80157E+34	2.51128E+33	2.1906E+34	
4	Future Education Pote	Future Education Pote	2.34545E+33	6.86867E+32	8.26866E+32	5.1827E+33	3.81134E+33	8.37056E+32	3.75924E+33	3.36972E+32	2.9382E+33	
5	Legacy	Legacy	9.30341E+33	1.41478E+33	1.37917E+33	8.62548E+33	6.37643E+33	1.88586E+33	6.56847E+33	5.60817E+32	4.85289E+33	
6	Length of Program	Length of Program	1.40956E+34	4.14941E+33	4.88037E+33	3.11479E+34	2.30262E+34	5.00486E+33	2.25926E+34	2.02519E+33	1.76845E+34	
7	Mentor's Recommendation	Mentor's Recommendation	2.96796E+33	8.72658E+32	1.04855E+33	6.55779E+33	4.84785E+33	1.05372E+33	4.75666E+33	4.26378E+32	3.71982E+33	
8	School's Location	School's Location	3.86228E+34	1.18622E+34	1.34363E+34	8.40321E+34	6.21212E+34	1.35024E+34	6.09521E+34	5.43648E+33	4.76981E+34	
9	School's Rank	School's Rank	6.35692E+33	2.2457E+33	2.64059E+33	1.64046E+34	1.03827E+34	2.25675E+34	1.01874E+34	9.15177E+32	7.98976E+33	
10	Sustainability	Sustainability	1.02589E+34	3.01665E+33	3.6247E+33	2.26893E+34	1.67584E+34	3.64245E+33	1.6443E+34	1.47938E+33	1.28589E+34	
Sum			1.1821E+36									

Sixtyfourth Power

Item N	Item Number	Item Description	1	2	3	4	5	6	7	8	9	10
1	Alumni Networking	Alumni Networking	4.12777E+68	1.21377E+68	1.45843E+68	9.1211E+68	6.74288E+68	1.46551E+68	6.81599E+68	5.93046E+67	5.17378E+68	
2	Career Opportunity	Career Opportunity	1.32975E+69	3.91017E+68	4.68932E+68	2.93830E+69	2.17222E+69	4.72145E+68	2.15134E+69	1.91058E+68	1.66676E+69	
3	Cost	Cost	1.06821E+69	3.13522E+68	3.76171E+68	2.35640E+69	1.74171E+69	3.75272E+68	1.70846E+69	1.53186E+68	1.33643E+69	
4	Future Education Pote	Future Education Pote	1.43007E+68	4.20904E+67	5.05491E+67	3.16141E+68	2.33709E+68	5.0798E+67	2.26311E+68	2.05556E+67	1.79320E+68	
5	Legacy	Legacy	2.38105E+68	7.00155E+67	8.41281E+67	5.26148E+68	3.88975E+68	8.45422E+67	3.81633E+68	3.42094E+67	2.9845E+68	
6	Length of Program	Length of Program	8.5983E+68	2.52836E+68	3.03798E+68	1.89990E+69	1.40458E+69	3.05246E+68	1.37815E+69	1.23535E+68	1.07756E+69	
7	Mentor's Recommendation	Mentor's Recommendation	1.61028E+68	5.32314E+67	6.36606E+67	4.0002E+68	2.95177E+68	6.4759E+67	2.90152E+68	2.60087E+67	2.26906E+68	
8	School's Location	School's Location	3.21969E+69	8.62112E+68	8.19601E+68	5.12586E+69	3.78934E+69	8.23636E+68	3.71803E+69	3.33278E+68	2.80789E+69	
9	School's Rank	School's Rank	3.87708E+68	1.14008E+68	1.36988E+68	8.56728E+68	6.33336E+68	1.37861E+68	6.21421E+68	5.57031E+67	4.85968E+68	
10	Sustainability	Sustainability	6.25782E+68	1.84013E+68	2.21104E+68	1.38281E+69	1.02225E+69	2.22192E+68	1.00301E+69	8.99083E+67	7.8438E+68	
Sum			7.19919E+70									

128th Power of Matrix

4.9479E+138	1.4554E+138	1.7482E+138	1.0933E+139	8.0820E+138	1.7506E+138	7.9300E+138	7.1088E+137	6.2019E+138	3.3256E+138	
3.0972E+138	1.1666E+138	1.4017E+138	6.7686E+138	6.4807E+138	1.4088E+138	6.3588E+138	5.8999E+137	4.9727E+138	1.6666E+138	
5.3234E+137	1.8805E+137	1.7805E+137	8.6958E+137	8.6958E+137	1.4088E+138	6.3588E+138	5.8999E+137	5.6727E+137	1.6666E+138	
8.8956E+137	2.6052E+137	3.1302E+137	1.0957E+138	1.4473E+138	3.1457E+137	5.129E+138	1.2729E+137	1.1105E+138	9.5946E+137	
3.1992E+138	4.9078E+137	1.1304E+138	7.0979E+138	5.226E+138	1.139E+138	6.426E+138	4.5966E+137	4.1012E+138	1.6666E+138	
6.7586E+137	2.3798E+137	1.4888E+138	1.1503E+138	1.4888E+138	2.3914E+137	5.129E+138	1.2729E+137	5.6727E+137	1.6666E+138	
6.8313E+138	2.5381E+138	3.0497E+138	1.9078E+139	1.41E+139	3.0647E+138	1.3834E+139	1.2401E+138	1.0819E+139	8.8962E+137	
1.4426E+138	4.2421E+137	5.0971E+137	3.1876E+138	2.3566E+138	5.1222E+137	2.3122E+138	2.0272E+137	1.8062E+138	6.8990E+137	
2.3265E+138	5.4227E+137	5.1452E+138	3.1876E+138	2.3566E+138	5.1222E+137	2.3122E+138	2.0272E+137	1.8062E+138	6.8990E+137	
2.8145E+138	8.276E+138	9.9442E+138	6.2192E+139	4.5979E+139	9.9931E+138	4.5111E+139	4.0436E+138	3.5278E+139	1.8971E+139	
0.054571221	0.054571221	0.054571221	0.054571221	0.054571221	0.054571221	0.054571221	0.054571221	0.054571221	0.054571221	

AHP Pairwise Comparison For MBA Student Selection Criteria

Pairwise Comparisons PWC11

Item No	Item Number	Item Description	Alumni Networking	Career Opportunity	Cost	Future Education Pot	Legacy	Length of Program	Mentor's Recommendation	School's Location	School's Rank	Sustainability	Row Sum	Normalized Row Sum (Eigenvector)
1	Alumni Networking	1.00	6.14290	0.14290	3.00000	0.14290	0.20000	0.14290	0.14290	0.14290	0.33333	1.00000	9.10	0.03590724
2	Career Opportunity	7.500	1.00	0.20000	7.00000	7.00000	0.14290	0.14290	0.14290	0.14290	7.00000	7.00000	36.03	0.135126137
3	Cost	7.500	0.14290	1.00	7.00000	7.00000	0.20000	0.14290	0.14290	0.14290	7.00000	7.00000	36.03	0.145668808
4	Future Education Pot	0.33	0.14	0.14	1.00	1.00000	1.00000	0.14290	0.14290	0.14290	1.00000	1.00000	5.90	0.021784693
5	Legacy	0.33	0.14	0.20	1.00	1.00	1.00000	0.14290	0.14290	0.14290	7.00000	7.00000	17.99	0.066266885
6	Length of Program	2.00	7.00	7.00	1.00	1.00	1.00	1.00	0.14290	0.14290	7.00000	7.00000	34.28	0.1284825
7	Mentor's Recommendation	7.50	7.50	7.50	7.50	7.50	7.50	1.00	0.14290	0.14290	7.00000	7.00000	57.99	0.213932326
8	School's Location	7.50	7.50	7.50	7.50	7.50	7.50	1.00	1.00	0.14290	7.00000	7.00000	57.99	0.213932326
9	School's Rank	0.33	0.14	0.14	1.00	1.00	0.14	0.14	0.14	0.14	1.00	1.00	6.86	0.025289057
10	Sustainability	1.50	0.14	0.14	0.14	1.50	0.14	0.14	0.14	1.50	1.00	1.00	4.86	0.017519407
Sum			38.66	27.71	20.97	36.00	32.28	17.82	3.14	3.14	45.33	46.00	271.05	

Square of Matrix

Item No	Item Number	Item Description	Alumni Networking	Career Opportunity	Cost	Future Education Pot	Legacy	Length of Program	Mentor's Recommendation	School's Location	School's Rank	Sustainability	Row Sum	(Eigenvector)
1	Alumni Networking	1.00	6.14	0.14	3.00	0.14	0.20	0.14	0.14	0.14	0.33	0.33	12.27	0.027163539
2	Career Opportunity	59.71	1.00	0.20	12.52	12.52	0.14	0.14	0.14	0.14	7.00	7.00	374.77	0.000422816
3	Cost	83.89	18.11	1.00	91.19	91.19	0.20	0.14	0.14	0.14	7.00	7.00	622.06	0.002213964
4	Future Education Pot	14.00	10.47	7.89	1.00	1.00	0.20	0.14	0.14	0.14	7.00	7.00	100.34	0.005526271
5	Legacy	35.40	12.41	16.21	9.62	22.40	1.00	0.14	0.14	0.14	7.00	7.00	172.87	0.038443246
6	Length of Program	124.63	44.00	117.99	65.99	95.99	10.00	0.14	0.14	0.14	7.00	7.00	655.97	0.01587724
7	Mentor's Recommendation	186.59	82.78	187.99	141.98	141.98	40.79	0.14	0.14	0.14	7.00	7.00	1261.23	0.0518771
8	School's Location	166.59	52.78	167.99	141.98	141.98	40.79	0.14	0.14	0.14	7.00	7.00	1261.23	0.0518771
9	School's Rank	12.00	4.73	3.77	16.29	16.29	4.22	1.22	1.22	1.22	10.00	12.00	79.83	0.01753817
10	Sustainability	10.00	4.45	3.49	10.29	10.29	3.82	0.94	0.94	0.94	9.33	10.00	61.62	0.004215
Sum			271.05	271.05	20.97	36.00	32.28	17.82	3.14	3.14	45.33	46.00	271.05	

Fourth Power of Matrix

	Alumni Networking	Career Opportunity	Cost	Future Education Pot	Legacy	Length of Program	Mentor's Recommendation	School's Location	School's Rank	Sustainability	Row Sum	(Eigenvector)	
1	Alumni Networking	1515.09	941.23	3922.97	2980.04	514.52	287.85	287.85	4319.06	4504.95	23197.31	0.029	0.0041
2	Career Opportunity	10781.82	4804.57	10291.39	8119.00	2786.27	777.30	12653.92	13141.12	68800.95	68800.95	0.082	-0.00196
3	Cost	13993.18	5820.18	3905.95	12818.03	10956.39	3827.90	10480.00	10630.58	11251.52	88690.58	0.108	-0.00396
4	Future Education Pot	3328.21	1159.57	766.10	3368.12	2748.85	97.28	254.04	4153.47	4338.89	21326.57	0.026	0.00025
5	Legacy	6205.52	2107.89	1382.87	8303.83	4353.38	1519.02	402.42	402.42	6836.20	7111.57	0.044	0.00417
6	Length of Program	15897.60	5261.98	15897.60	15897.60	15897.60	15897.60	15897.60	15897.60	15897.60	15897.60	0.00417	-0.01711
7	Mentor's Recommendation	34592.23	12939.44	8729.28	34260.48	27596.87	9979.59	2761.18	2761.18	43796.35	45649.92	0.074	0.00719
8	School's Location	34592.23	12939.44	8729.28	34260.48	27596.87	9979.59	2761.18	2761.18	43796.35	45649.92	0.074	0.00719
9	School's Rank	2979.55	1209.55	787.88	3479.88	2839.88	184.33	3261.33	3391.88	1626.88	20269.88	0.026	0.00258
10	Sustainability	2121.88	836.88	529.69	2038.70	1625.51	546.45	154.22	154.22	2612.66	2707.35	0.012	0.00271

Eighth Power of Matrix

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100	101	102	103	104	105	106	107	108	109	110	111	112	113	114	115	116	117	118	119	120	121	122	123	124	125	126	127	128	129	130	131	132	133	134	135	136	137	138	139	140	141	142	143	144	145	146	147	148	149	150	151	152	153	154	155	156	157	158	159	160	161	162	163	164	165	166	167	168	169	170	171	172	173	174	175	176	177	178	179	180	181	182	183	184	185	186	187	188	189	190	191	192	193	194	195	196	197	198	199	200	201	202	203	204	205	206	207	208	209	210	211	212	213	214	215	216	217	218	219	220	221	222	223	224	225	226	227	228	229	230	231	232	233	234	235	236	237	238	239	240	241	242	243	244	245	246	247	248	249	250	251	252	253	254	255	256	257	258	259	260	261	262	263	264	265	266	267	268	269	270	271	272	273	274	275	276	277	278	279	280	281	282	283	284	285	286	287	288	289	290	291	292	293	294	295	296	297	298	299	300	301	302	303	304	305	306	307	308	309	310	311	312	313	314	315	316	317	318	319	320	321	322	323	324	325	326	327	328	329	330	331	332	333	334	335	336	337	338	339	340	341	342	343	344	345	346	347	348	349	350	351	352	353	354	355	356	357	358	359	360	361	362	363	364	365	366	367	368	369	370	371	372	373	374	375	376	377	378	379	380	381	382	383	384	385	386	387	388	389	390	391	392	393	394	395	396	397	398	399	400	401	402	403	404	405	406	407	408	409	410	411	412	413	414	415	416	417	418	419	420	421	422	423	424	425	426	427	428	429	430	431	432	433	434	435	436	437	438	439	440	441	442	443	444	445	446	447	448	449	450	451	452	453	454	455	456	457	458	459	460	461	462	463	464	465	466	467	468	469	470	471	472	473	474	475	476	477	478	479	480	481	482	483	484	485	486	487	488	489	490	491	492	493	494	495	496	497	498	499	500	501	502	503	504	505	506	507	508	509	510	511	512	513	514	515	516	517	518	519	520	521	522	523	524	525	526	527	528	529	530	531	532	533	534	535	536	537	538	539	540	541	542	543	544	545	546	547	548	549	550	551	552	553	554	555	556	557	558	559	560	561	562	563	564	565	566	567	568	569	570	571	572	573	574	575	576	577	578	579	580	581	582	583	584	585	586	587	588	589	590	591	592	593	594	595	596	597	598	599	600	601	602	603	604	605	606	607	608	609	610	611	612	613	614	615	616	617	618	619	620	621	622	623	624	625	626	627	628	629	630	631	632	633	634	635	636	637	638	639	640	641	642	643	644	645	646	647	648	649	650	651	652	653	654	655	656	657	658	659	660	661	662	663	664	665	666	667	668	669	670	671	672	673	674	675	676	677	678	679	680	681	682	683	684	685	686	687	688	689	690	691	692	693	694	695	696	697	698	699	700	701	702	703	704	705	706	707	708	709	710	711	712	713	714	715	716	717	718	719	720	721	722	723	724	725	726	727	728	729	730	731	732	733	734	735	736	737	738	739	740	741	742	743	744	745	746	747	748	749	750	751	752	753	754	755	756	757	758	759	760	761	762	763	764	765	766	767	768	769	770	771	772	773	774	775	776	777	778	779	780	781	782	783	784	785	786	787	788	789	790	791	792	793	794	795	796	797	798	799	800	801	802	803	804	805	806	807	808	809	810	811	812	813	814	815	816	817	818	819	820	821	822	823	824	825	826	827	828	829	830	831	832	833	834	835	836	837	838	839	840	841	842	843	844	845	846	847	848	849	850	851	852	853	854	855	856	857	858	859	860	861	862	863	864	865	866	867	868	869	870	871	872	873	874	875	876	877	878	879	880	881	882	883	884	885	886	887	888	889	890	891	892	893	894	895	896	897	898	899	900	901	902	903	904	905	906	907	908	909	910	911	912	913	914	915	916	917	918	919	920	921	922	923	924	925	926	927	928	929	930	931	932	933	934	935	936	937	938	939	940	941	942	943	944	945	946	947	948	949	950	951	952	953	954	955	956	957	958	959	960	961	962	963	964	965	966	967	968	969	970	971	972	973	974	975	976	977	978	979	980	981	982	983	984	985	986	987	988	989	990	991	992	993	994	995	996	997	998	999	1000	1001	1002	1003	1004	1005	1006	1007	1008	1009	1010	1011	1012	1013	1014	1015	1016	1017	1018	1019	1020	1021	1022	1023	1024	1025	1026	1027	1028	1029	1030	1031	1032	1033	1034	1035	1036	1037	1038	1039	1040	1041	1042	1043	1044	1045	1046	1047	1048	1049	1050	1051	1052	1053	1054	1055	1056	1057	1058	1059	1060	1061	1062	1063	1064	1065	1066	1067	1068	1069	1070	1071	1072	1073	1074	1075	1076	1077	1078	1079	1080	1081	1082	1083	1084	1085	1086	1087	1088	1089	1090	1091	1092	1093	1094	1095	1096	1097	1098	1099	1100	1101	1102	1103	1104	1105	1106	1107	1108	1109	1110	1111	1112	1113	1114	1115	1116	1117	1118	1119	1120	1121	1122	1123	1124	1125	1126	1127	1128	1129	1130	1131	1132	1133	1134	1135	1136	1137	1138	1139	1140	1141	1142	1143	1144	1145	1146	1147	1148	1149	1150	1151	1152	1153	1154	1155	1156	1157	1158	1159	1160	1161	1162	1163	1164	1165	1166	1167	1168	1169	1170	1171	1172	1173	1174	1175	1176	1177	1178	1179	1180	1181	1182	1183	1184	1185	1186	1187	1188	1189	1190	1191	1192	1193	1194	1195	1196	1197	1198	1199	1200	1201	1202	1203	1204	1205	1206	1207	1208	1209	1210	1211	1212	1213	1214	1215	1216	1217	1218	1219	1220	1221	12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Sixteenth Power of Matrix

Item No	Item Number	Item Description	Alumni Networking	Career Opportunity	Cost	Future Education Pot	Legacy	Length of Program	Mentor's Recommendation	School's Location	School's Rank	Sustainability	Row Sum	(Eigenvector)
1	Alumni Networking	1.50968E+17	6.0328E+16	3.9592E+16	1.46454E+17	1.16749E+17	4.15233E+16	1.14891E+16	1.14891E+16	1.86551E+17	1.53927E+17	9.59055E+17	0.636634622	0.608331
2	Career Opportunity	4.41378E+17	1.76379E+17	1.16757E+17	4.28183E+17	3.41336E+17	1.214E+17	3.35815E+16	3.35815E+16	5.5411E+17	5.69977E+17	2.60398E+18	1.861306411	1.778597
3	Cost	5.74426E+17	2.25464E+17	1.50956E+17	5.57225E+17	4.44227E+17	1.57896E+17	4.37062E+16	4.37062E+16	7.08916E+17	7.37884E+17	3.54921E+18	2.42289784	2.314752
4	Future Education Pot	1.36914E+17	5.47121E+16	3.59073E+16	1.32821E+17	1.05891E+17	3.7658E+16	1.04169E+16	1.04169E+16	1.69185E+17	1.75875E+17	8.69788E+17	5.57371473	0.551697
5	Legacy	2.24831E+17	8.9445E+16	5.8945E+16	2.19108E+17	1.73871E+17	6.15394E+16	1.71058E+16	1.71058E+16	2.7784E+17	2.8889E+17	1.4263E+18	9.94818765	0.905977
6	Length of Program	7.05288E+17	2.79841E+17	1.89655E+17	6.7935E+17	5.4155E+17	1.9313E+16	5.3281E+16	5.3281E+16	8.9345E+17	8.9951E+17	4.4487E+18	2.85131657	2.821956
7	Mentor's Recommendation	1.46631E+18	5.91934E+17	3.81934E+17	1.41277E+18	1.12622E+18	4.00555E+17	1.10801E+17	1.10801E+17	1.79956E+18	1.87072E+18	9.25162E+18	6.141297308	5.868330
8	School's Location	1.46631E+18	5.91934E+17	3.81934E+17	1.41277E+18	1.12622E+18	4.00555E+17	1.10801E+17	1.10801E+17	1.79956E+18	1.87072E+18	9.25162E+18	6.141297308	5.868330
9	School's Rank	1.08259E+17	4.32757E+16	2.84016E+16	1.05057E+17	8.3749E+16	2.9783E+16	8.23943E+15	8.23943E+15	1.3382E+17	1.39111E+17	6.87975E+17	0.456663222	0.436387
10	Sustainability	8.61662E+16	3.44328E+16	2.25981E+16	8.35901E+16	6.66359E+16	2.39999E+16	6.5558E+15	6.5558E+15	1.06478E+17	1.10668E+17	5.47396E+17	0.3635378	0.347213
Sum			4440048135	1773482507	1164509463	4307659423	3433845319	1222377040	3380669516	3380669516	5489421363	5706489498	811969.24	

Thirtysecond Power of Matrix

Item No	Item Number	Item Description	Alumni Networking	Career Opportunity	Cost	Future Education Pot	Legacy	Length of Program	Mentor's Recommendation	School's Location	School's Rank	Sustainability	Row Sum	(Eigenvector)
1	Alumni Networking	2.17908E+35	8.70798E+34	5.71488E+34	2.11393E+35	1.68517E+35	5.93915E+34	1.65791E+34	1.65791E+34	2.69299E+35	2.79916E+35	1.38423E+36	0.028292883	0.60834179
2	Career Opportunity	6.37906E+35	2.54587E+35	1.67084E+35	6.18042E+35	4.92887E+35	1.7523E+35	4.84718E+34	4.84718E+34	7.87252E+35	8.18379E+35	4.04729E+36	0.082718935	1.775874736
3	Cost	8.20131E+35	3.31328E+35	2.17448E+35	8.04342E+35	6.41201E+35	2.28051E+35	6.30282E+34	6.30282E+34	1.02406E+36	1.06907E+36	5.26729E+36	0.107653354	-2.31471643
4	Future Education Pot	1.97923E+35	7.8972E+34	5.18298E+34	1.91715E+35	1.5203E+35	5.43558E+34	1.50308E+34	1.50308E+34	2.44203E+35	2.53869E+35	1.2546E+36	0.02569915	-0.55112323
5	Legacy	3.24632E+35	1.29662E+35	8.51098E+34	3.1482E+35	2.50997E+35	8.92594E+34	2.46907E+34	2.46907E+34	4.01013E+35	4.16895E+35	2.06193E+36	0.04213569	0.05983105
6	Length of Program	1.0108E+36	4.03923E+35	2.65994E+35	9.8095E+35	7.81988E+35	2.7601E+35	7.89459E+34	7.89459E+34	1.24806E+36	1.29943E+36	6.4241E+36	0.13124138	-2.8189519

AHP Pairwise Comparison For MBA Student Selection Criteria

Pairwise Comparisons PWC 12

Item #	Item Number	Item Description	Alumni Network	Career Opportunity	Cost	Future Education Potential	Legacy	Length of Program	Mentor's Recommendation	School's Location	School's Rank	Sustainability	Row Sum	Normalized Row Sum (Eigenvector)
1	Alumni Network	1.00	0.3333	3.0000	4.0000	7.0000	0.3333	1.0000	0.3333	0.3333	0.3333	0.3333	0.3333	0.01594889
2	Career Opportunity	3.00	1.00	1.5000	5.0000	7.0000	5.0000	4.0000	2.0000	3.0000	4.0000	3.0000	35.00	0.02349448
3	Cost	0.33	0.20	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	4.33	0.01058812
4	Future Education Potential	0.25	0.20	0.20	1.00	5.0000	0.2000	1.0000	0.2500	0.1429	1.0000	0.1429	9.24	0.04285338
5	Legacy	0.14	0.14	0.20	0.20	1.00	0.2000	0.2500	0.1429	0.1250	0.5000	0.1250	2.90	0.01347231
6	Length of Program	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	23.68	0.00869438
7	Mentor's Recommendation	0.25	0.25	0.14	1.00	4.00	0.50	1.00	4.0000	0.2500	3.0000	0.2500	15.11	0.07012747
8	School's Location	0.33	0.50	0.17	4.00	7.00	0.33	0.25	1.00	0.1667	2.0000	0.1667	15.75	0.07306702
9	School's Rank	0.33	0.33	0.33	7.00	8.00	3.00	4.00	1.00	0.50	1.00	0.50	39.67	0.04551144
10	Sustainability	0.20	0.25	0.17	1.00	2.00	0.25	0.33	0.50	0.14	1.00	0.14	5.84	0.02710977
	Sum	12.20	4.21	6.32	33.20	51.00	17.82	22.83	25.30	8.46	33.50	25.30		

Square of Matrix

	Alumni Network	Career Opportunity	Cost	Future Education Pot	Legacy	Length of Program	Mentor's Recommendation	School's Location	School's Rank	Sustainability
1	Alumni Network	10.00	8.64	10.14	48.07	90.56	29.28	40.50	36.17	13.69
2	Career Opportunity	48.64	10.00	16.56	50.39	152.00	33.07	62.50	15.10	18
3	Cost	47.83	12.98	10.00	112.33	193.34	38.11	98.97	94.97	118.17
4	Future Education Pot	4.10	2.11	2.75	10.00	24.04	5.11	7.41	9.52	27.70
5	Legacy	2.50	0.91	1.22	5.89	10.00	3.27	4.33	4.83	1.50
6	Length of Program	13.41	8.37	12.89	45.09	97.98	10.00	18.75	30.22	6.81
7	Mentor's Recommendation	27.79	4.65	5.79	31.86	60.80	7.19	10.00	17.49	3.32
8	School's Location	6.37	3.78	4.50	19.13	49.00	7.77	12.00	19.00	4.35
9	School's Rank	28.41	10.89	16.00	80.94	163.00	19.75	34.17	55.07	10.00
10	Sustainability	3.42	1.65	1.99	9.87	20.21	4.35	6.06	6.58	2.25

Fourth Power of Matrix

	Alumni Network	Career Opportunity	Cost	Future Education Pot	Legacy	Length of Program	Mentor's Recommendation	School's Location	School's Rank	Sustainability	Row Sum	(Eigenvector)
1	Alumni Network	2764.70	1250.35	1683.85	8512.73	18556.23	2585.84	4340.21	5880.70	1438.12	8421.17	55058.85
2	Career Opportunity	4288.83	2012.17	2628.40	13035.22	28670.17	6904.59	7429.51	8332.54	2492.62	13325.51	86524.396
3	Cost	4749.40	2327.50	3097.70	14725.13	20795.22	5784.09	6553.99	10416.36	2900.14	15103.08	97467.95
4	Future Education Pot	652.17	260.25	383.89	1000.00	1975.33	383.07	716.40	1392.31	355.74	1875.16	1264.16
5	Legacy	333.70	132.40	205.34	1011.67	2020.63	364.60	548.15	717.79	182.37	1027.87	6565.58
6	Length of Program	2111.80	1375.02	1710.64	13720.87	27204.04	1988.00	3187.11	4242.11	1199.94	6424.21	43327.00
7	Mentor's Recommendation	1280.00	658.78	834.17	3679.07	7246.33	1440.00	2130.59	2724.16	3810.80	2430.26	16000.00
8	School's Location	1002.87	485.63	607.80	3099.23	6648.13	1152.83	1716.30	2281.11	568.99	2102.88	13488.00
9	School's Rank	3651.18	1306.93	2048.00	10640.00	20480.00	4108.44	8044.00	15811.64	2681.64	15811.64	10001.00
10	Sustainability	618.80	232.70	310.50	1549.48	3095.86	675.35	857.22	1116.13	284.94	1582.18	10091.30
Sum		42027.89										42027.89

Eighth Power of Matrix

	Alumni Network	Career Opportunity	Cost	Future Education Pot	Legacy	Length of Program	Mentor's Recommendation	School's Location	School's Rank	Sustainability	Row Sum	(Eigenvector)
1	Alumni Network	59447491.9	26797737.2	35337980.8	176969361.0	351071260.6	66568795.5	99167595.4	127590728.6	33093085.1	181040944.8	115706490.8382
2	Career Opportunity	96310404.1	43379291.9	57143863.4	289485320.0	568138080.8	107901742.6	160694146.2	206681995.5	5362478.0	293129403.4	187347867.7667
3	Cost	47274819.3	1237561.0	1000000.0	14735333.3	24735333.3	15812435.0	39303358.9	7851984.0	4296893.0	274711828.94	0.0000
4	Future Education Pot	7239612.2	3303144.7	4353770.4	2181258.2	42505778.9	8210468.6	12523373.9	15730943.1	4081168.7	2231077.6	14263438.2357
5	Legacy	4615682.2	2076302.9	2735273.0	13720873.0	27204043.9	5891637.7	76903910.6	99014984.5	25657744.2	14038000.8	88712344.8984
6	Length of Program	27443577.1	12350704.7	16271162.4	81598826.8	161800377.6	30715637.5	45748482.6	58879043.7	15284824.6	83450209.9	53368772.8986
7	Mentor's Recommendation	22588568.9	6178628.2	8718628.2	33242222.0	66480360.9	129671990.6	16889494.9	22687662.2	68742775.2	43981580.673	274711828.94
8	School's Location	77797281.2	35051521.2	46233107.0	231345730.0	458682170.0	87097077.3	129719577.3	166918559.1	43284877.6	236652604.3	15264911.3847
9	School's Rank	11310853.3	5094901.0	6714322.9	33650120.6	66739894.0	12665407.0	18688307.0	242272652.8	6295710.2	34429216.2	20040018.8116
10	Sustainability	11310853.3	5094901.0	6714322.9	33650120.6	66739894.0	12665407.0	18688307.0	242272652.8	6295710.2	34429216.2	20040018.8116
Sum		472681213.2	212881444.9	280468661.9	1405964800	278365963	529427056.4	788496362.6	1014329546	263127099.2	1438608132	9194350439.1439

Sixteenth Power of Matrix

	Alumni Network	Career Opportunity	Cost	Future Education Pot	Legacy	Length of Program	Mentor's Recommendation	School's Location	School's Rank	Sustainability	Row Sum	(Eigenvector)
1	Alumni Network	2.83792E+16	1.27809E+16	1.6841E+16	8.44169E+16	1.6742E+17	3.17797E+16	4.73334E+16	6.0889E+16	1.5795E+16	8.63737E+16	5.52018E+17
2	Career Opportunity	4.59586E+16	2.06907E+16	2.72713E+16	1.387E+17	2.7111E+17	5.14022E+16	7.68488E+16	9.80148E+16	2.5775E+16	1.39868E+17	8.9390E+17
3	Cost	5.2898E+16	2.36845E+16	3.1038E+16	1.5843E+17	3.1038E+17	5.8991E+16	8.7141E+16	1.1895E+17	2.825E+16	1.6205E+17	1.0225E+18
4	Future Education Pot	6.73812E+15	3.03459E+15	3.9895E+15	2.00432E+16	3.9750E+16	7.5455E+15	1.1238E+16	1.4459E+16	3.7502E+15	2.0507E+16	1.3108E+17
5	Legacy	3.4969E+15	1.5750E+15	2.0761E+15	1.0408E+16	2.0693E+16	3.9177E+15	5.835E+15	7.5074E+15	1.9471E+15	1.0848E+16	6.8052E+16
6	Length of Program	2.2003E+16	9.9034E+15	1.3057E+16	6.5450E+16	1.2804E+17	2.4635E+16	3.6989E+16	4.7215E+16	1.2242E+16	6.69E+16	5.5388E+17
7	Mentor's Recommendation	1.3087E+16	5.8939E+15	7.8620E+15	3.892E+16	7.720E+16	1.4655E+16	2.1827E+16	2.8083E+16	7.283E+15	3.9314E+16	2.5454E+17
8	School's Location	1.0770E+16	4.8937E+15	6.3943E+15	3.205E+16	6.395E+16	1.2060E+16	1.7871E+16	2.1222E+16	5.6971E+15	3.2794E+16	2.0950E+17
9	School's Rank	3.7102E+16	1.67097E+16	2.20178E+16	1.1036E+17	2.1884E+17	4.1548E+16	6.18834E+16	7.9617E+16	2.0650E+16	1.1252E+17	7.2170E+17
10	Sustainability	5.3971E+15	2.43067E+15	3.2028E+15	1.6054E+16	3.1839E+16	6.0438E+15	9.1041E+15	1.1581E+16	3.0389E+15	1.6425E+16	1.0760E+17

Thirtysecond Power of Matrix

	Alumni Network	Career Opportunity	Cost	Future Education Pot	Legacy	Length of Program	Mentor's Recommendation	School's Location	School's Rank	Sustainability	Row Sum	(Eigenvector)
1	Alumni Network	6.46005E+33	2.90936E+33	3.83375E+33	1.92161E+34	3.81104E+34	7.23412E+33	1.07746E+34	1.38024E+34	3.59547E+33	1.96815E+34	1.25668E+35
2	Career Opportunity	1.0461E+34	4.71129E+33	6.20788E+33	3.17147E+34	6.17138E+34	1.17146E+34	1.74478E+34	5.82229E+33	1.5748E+34	2.03370E+34	1.56814E+35
3	Cost	1.19712E+34	5.30138E+33	7.10404E+33	3.58096E+34	7.02226E+34	1.34058E+34	1.9986E+34	6.6026E+33	3.6435E+34	4.8832E+34	3.23186E+35
4	Future Education Pot	1.53362E+33	6.90775E+32	9.10211E+32	4.5025E+33	9.0486E+33	1.71761E+33	2.5584E+33	3.9138E+33	8.58076E+32	4.66826E+33	3.02867E+34
5	Legacy	7.96388E+32	3.58663E+32	4.7598E+32	2.36893E+33	4.6982E+33	8.91814E+32	1.3282E+33	1.70984E+33	4.4324E+32	2.4238E+33	1.54890E+34
6	Length of Program	5.08862E+33	2.2559E+33	2.97223E+33	1.48987E+34	2.9547E+34	5.60877E+33	8.3530E+33	1.07479E+34	2.7875E+33	1.5244E+34	9.74251E+34
7	Mentor's Recommendation	2.9790E+33	1.37678E+33	1.86153E+33	8.86153E+33	1.75747E+34	3.3830E+33	4.9887E+33	6.0968E+33	1.5680E+33	7.5947E+33	5.05829129
8	School's Location	2.4528E+33	1.10465E+33	1.45556E+33	7.2890E+33	1.447E+34	2.7487E+33	4.0090E+33	5.2633E+33	1.3651E+33	7.4652E+33	4.77105E+34
9	School's Rank	8.4654E+33	3.8035E+33	5.0119E+33	2.512E+34	4.9825E+34	9.4678E+33	1.40887E+34	1.81237E+34	4.7007E+33	2.5705E+34	1.6454E+35
10	Sustainability	1.2287E+33	5.53302E+32	7.29067E+32	3.65451E+33	7.24781E+33	1.3757E+33	2.04912E+33	2.6835E+33	6.8378E+32	3.7392E+33	2.3897E+34

Sixtyfourth Power

5.42058E+68	2.44122E+68	3.21672E+68	1.6124E+69	3.19781E+69	6.07009E+68	9.04091E+68	1.16318E+69	3.01893E+68	1.64878E+69	1.05430E+70	0.2337007007
6.20311E+68	2.79364E+68	3.68108E+68	1.84518E+69	3.65945E+69	6.94639E+68	1.03461E+69	1.33111E+69	3.45248E+68	1.88795E+69	1.20667E+70	0.2331869799
7.94778E+67	3.57938E+67	4.71643E+67	2.36413E+68	4.6887E+68	8.9001E+67	1.3258E+68	1.70549E+68	4.423E+67	2.1895E+68	1.5498E+69	0.0288778216
4.12663E+67	1.8884E+67	2.4488E+67	1.22701E+68	2.4344E+68	4.621E+67	6.8827E+67	8.85521E+67	2.2987E+67	1.2506E+68	8.02891E+68	0.015512816
2.59531E+68	1.16883E+68	1.54013E+68	7.79022E+67	1.50063E+68	2.29062E+68	4.32898E+68	1.44447E+68	7.88987E+67	5.04827E+69	0.059209129	
1.54368E+68	6.96203E+67	9.16040E+67	4.59177E+68	9.10653E+68	1.72862E+68	2.57450E+68	3.31249E+68	8.59154E+67	4.69821E+68	3.0028E+69	
1.27098E+68	5.72336E+67	7.54242E+67	1.87806E+68	3.74079E+68	1.42335E+68	2.11982E+68	2.72732E+68	7.0793E+67	3.86624E+68	2.47221E+69	
4.37633E+68	2.8970E+68	3.90508E+68	1.3018E+69	2.5819E+69	4.9260E+68	7.2960E+68	2.3811E+69	5.9183E+68	3.0006E+69	0.223793199	
6.3607E+67	2.87604E+67	3.77787E+67	1.89395E+68	3.75559E+68	7.12887E+67	1.06179E+68	1.36808E+68	3.5431E+67	1.93755E+68	1.23829E+69	0.04077683

AHP Pairwise Comparison For MBA Student Selection Criteria

Pairwise Comparisons PWC 13

Item N	Item Number	Item Description	Alumni Networking	Career Opportunity	Cost	Future Education Pot	Legacy	Length of Program	Mentor's Recommendation	School's Location	School's Rank	Sustainability	Row Sum
1	Alumni Networking	1.00	0.2500	0.2500	2.0000	2.0000	1.0000	3.0000	2.0000	1.0000	1.0000	3.0000	15.50
2	Career Opportunity	4.00	1.00	3.0000	8.0000	7.0000	4.0000	4.0000	7.0000	8.0000	5.0000	7.0000	51.00
3	Cost	3.33	0.33	1.00	1.0000	1.0000	1.0000	1.0000	1.0000	1.0000	1.0000	1.0000	30.43
4	Future Education Pot	0.50	0.13	0.33	1.00	0.2000	0.2000	0.5000	0.2000	0.2000	0.1429	1.0000	6.00
5	Legacy	0.50	0.13	0.33	0.17	5.00	1.00	0.1667	0.5000	0.3333	0.1250	0.2500	8.18
6	Length of Program	1.00	0.25	0.25	0.25	5.00	1.00	1.00	1.0000	0.3333	0.3333	0.3333	21.17
7	Mentor's Recommendation	0.33	0.14	0.20	2.00	2.00	2.00	2.00	0.33	1.00	0.1667	0.5000	7.01
8	School's Location	0.50	0.20	0.33	0.50	3.00	3.00	3.00	1.00	0.2500	0.8000	8.0000	17.78
9	School's Rank	0.20	0.20	0.20	2.00	7.00	8.00	6.00	4.00	1.00	1.00	1.00	37.20
10	Sustainability	0.33	0.14	0.25	1.00	4.00	0.25	2.00	0.17	0.20	1.00	9.34	104.03
Sum		13.17	2.75	7.75	34.50	39.20	16.95	31.00	18.17	8.72	31.75	204.03	

Square of Matrix

Item N	Item Number	Item Description	Alumni Networking	Career Opportunity	Cost	Future Education Pot	Legacy	Length of Program	Mentor's Recommendation	School's Location	School's Rank	Sustainability	Row Sum
1	Alumni Networking	10.00	2.83	6.52	28.15	45.85	15.48	19.22	16.90	16.30	5.84	17.75	207.3245999
2	Career Opportunity	43.67	10.00	26.65	146.49	152.51	119.17	70.17	22.97	122.25	71.4	114.669791	0.078703701
3	Cost	22.83	5.88	1.00	85.87	85.84	28.10	80.84	29.33	11.66	65.83	405.9511287	0.02074796
4	Future Education Pot	4.70	1.21	2.09	10.00	17.62	9.81	14.80	7.88	2.45	18.92	90.006879	0.002965499
5	Legacy	5.41	1.31	3.12	15.77	10.00	4.93	9.30	13.64	7.53	12.21	73.399336	0.001387909
6	Length of Program	12.33	3.45	6.54	43.92	43.92	10.00	26.50	19.67	5.89	25.42	212.9658398	0.0080852813
7	Mentor's Recommendation	4.87	1.23	2.20	19.81	13.80	4.73	10.30	10.00	2.31	10.47	77.826322	0.020954105
8	School's Location	11.13	3.21	5.11	45.35	60.51	12.48	36.32	10.00	5.31	32.23	223.493768	0.004845253
9	School's Rank	26.97	6.40	13.03	97.60	94.81	33.78	64.91	37.50	10.00	70.40	455.4765931	0.172906177
10	Sustainability	5.94	1.57	2.85	31.29	16.97	5.04	12.20	7.35	2.87	10.00	87.9577571	0.037186323
Sum		204.03											0.008060361

Fourth Power of Matrix

	Alumni Networking	Career Opportunity	Cost	Future Education Pot	Legacy	Length of Program	Mentor's Recommendation	School's Location	School's Rank	Sustainability	Row Sum	(Eigenvalue)
1	Alumni Networking	1694.51	438.58	884.74	8415.13	8503.38	1470.16	1484.41	2872.56	8106	4435.10	0.078
2	Career Opportunity	6518.35	1853.89	3436.89	24715.19	23129.05	7653.41	16246.41	10168.88	3122.25	17173.35	0.0036
3	Cost	1043.15	343.61	122.82	7187.68	7187.68	2470.16	3436.89	1184.41	583.22	3533.22	0.0003
4	Future Education Pot	759.59	200.31	360.29	2873.45	2873.45	850.33	1851.48	1175.89	381.76	1899.21	0.0003
5	Legacy	710.71	186.69	371.42	2736.28	2744.22	860.87	1668.85	1023.53	342.25	1941.30	0.004
6	Length of Program	127.60	36.60	66.54	439.81	439.81	124.80	217.67	270.83	81.13	471.13	0.0043
7	Mentor's Recommendation	65.51	169.47	78.64	545.46	545.46	144.80	264.32	167.80	47.59	215.01	0.00123
8	School's Location	1765.27	437.20	813.27	6221.87	6664.77	2023.87	4143.52	2830.21	818.80	1750.77	0.0371
9	School's Rank	3800.92	960.40	1890.35	12469.18	12469.18	3945.84	7468.44	4884.14	1178.80	6054.14	0.00081
10	Sustainability	782.48	201.68	417.07	2763.64	2794.28	839.99	2011.57	1238.73	379.36	2208.58	0.037
Sum		375491.00										0.00039

Eighth Power of Matrix

Item N	Item Number	Item Description	Alumni Networking	Career Opportunity	Cost	Future Education Pot	Legacy	Length of Program	Mentor's Recommendation	School's Location	School's Rank	Sustainability	Row Sum
1	Alumni Networking	34877059.6	9045520.7	18470094.0	130939438.6	124147985.1	41639117.7	87573295.9	54505869.8	16759433.1	93170091.8	61127606.2196	0.078
2	Career Opportunity	134570553.9	34902827.9	71262701.3	502520836.5	479138640.0	160674888.6	337946884.0	21029514.2	6465787.7	35952411.7	2388184419.8329	0.303
3	Cost	17394941.0	5500208.3	2529230.8	16800370.8	16800370.8	455066.9	155066.9	424092.2	747487.3	41523869.0	6123869.1344	0.0003
4	Future Education Pot	15557540.8	4035466.5	8237944.0	58462168.5	58381932.0	185071.8	3905158.7	2430492.2	747487.3	41523869.0	6123869.1344	0.0003
5	Legacy	14887198.9	3862111.3	7881734.1	55912271.2	55920269.0	1758498.9	37422994.1	2322568.0	715487.3	3879493.3	26102389.9577	0.004
6	Length of Program	36995940.0	9335232.0	15050324.6	108596973.1	108596973.1	43027133.7	60439191.7	6240022.8	1296662.3	6260070.9	43804058.1344	0.0003
7	Mentor's Recommendation	13615859.5	3531492.5	51097744.3	48508308.0	48508308.0	16271701.7	32411552.0	2126620.1	6543618.0	3640036.4	23884088.8737	0.031
8	School's Location	35051594.5	8698918.0	16599118.0	114691739.5	114691739.5	41862662.0	67896110.4	5463138.1	1955665.2	11444082.2117	6123869.1344	0.0003
9	School's Rank	76055472.2	19725258.8	40227339.5	285484402.1	270773285.4	9083551.2	191004798.8	11884877.0	36548305.4	203231378.2	133277955.615	0.171
10	Sustainability	16373912.3	4246180.2	8672030.7	61399833.7	58309758.3	19581272.2	4144214.7	25589225.5	7869758.7	43803741.5	23889995.9905	0.037
Sum		778272858.4613											0.00039

Sixteenth Power of Matrix

Item N	Item Number	Item Description	Alumni Networking	Career Opportunity	Cost	Future Education Pot	Legacy	Length of Program	Mentor's Recommendation	School's Location	School's Rank	Sustainability	Row Sum
1	Alumni Networking	1.49657E+16	3.88149E+15	7.92538E+15	5.6176E+16	5.32894E+16	1.7847E+16	3.75887E+16	2.33833E+16	7.19184E+15	3.99943E+16	2.62271E+17	0.680453694
2	Career Opportunity	7.57468E+16	1.4077E+16	3.00507E+16	2.1676E+17	2.05621E+17	6.8971E+16	1.45039E+17	9.02203E+16	2.72036E+16	1.54321E+17	1.01188E+17	2.62559795
3	Cost	2.8020E+16	7.5005E+15	1.51515E+16	1.0859E+17	1.0859E+17	1.028E+16	7.3389E+16	4.5187E+16	1.389E+16	7.7287E+16	5.083E+17	1.31456713
4	Future Education Pot	6.6748E+15	1.7311E+15	3.5347E+15	2.50548E+16	2.3767E+16	7.972E+15	1.67047E+16	1.0429E+16	3.207E+15	1.7837E+16	1.1697E+17	0.303485826
5	Legacy	6.3009E+15	1.6373E+15	3.38397E+15	2.3989E+16	2.27534E+16	7.6521E+15	1.6049E+16	9.9841E+15	3.0707E+15	1.7078E+16	1.1594E+17	0.25023402
6	Length of Program	1.54439E+15	4.0091E+15	8.8114E+15	5.7991E+16	5.50112E+16	1.8452E+16	3.8803E+16	2.41388E+16	7.4423E+15	4.1286E+16	2.7074E+17	0.70240401
7	Mentor's Recommendation	1.54439E+15	1.51507E+15	3.0847E+15	2.1936E+16	2.08088E+16	6.9798E+15	1.4677E+16	9.1308E+15	2.8032E+15	1.5671E+16	1.0241E+17	0.23570812
8	School's Location	1.504E+16	3.8007E+16	7.8446E+16	5.6454E+16	5.6454E+16	1.7863E+16	3.7775E+16	2.3495E+16	1.38726E+16	4.0187E+16	2.6372E+17	0.681302693
9	School's Rank	3.26379E+16	8.48481E+16	1.72838E+16	1.22506E+17	1.1624E+17	3.8881E+16	8.1974E+16	5.0994E+16	1.5684E+16	8.7220E+16	5.7196E+17	1.483944209
10	Sustainability	7.02803E+15	1.82278E+15	3.72182E+15	2.63807E+16	2.50251E+16	8.3940E+15	1.76519E+16	1.0861E+16	3.3735E+15	1.8781E+16	1.2314E+17	0.315643026
Sum		1.187455959											0.00039

Thirtysecond Power of Matrix

Item N	Item Number	Item Description	Alumni Networking	Career Opportunity	Cost	Future Education Pot	Legacy	Length of Program	Mentor's Recommendation	School's Location	School's Rank	Sustainability	Row Sum
1	Alumni Networking	2.75612E+33	7.14621E+32	1.45955E+33	1.03455E+34	9.8138E+33	3.2918E+33	6.9229E+33	4.3003E+33	1.32446E+33	7.36541E+33	4.83002E+34	0.078479263
2	Career Opportunity	1.06347E+34	2.7582E+33	5.6318E+33	3.9918E+34	3.78678E+34	1.2701E+34	2.8710E+34	1.68162E+34	5.11055E+33	2.84201E+34	1.8677E+35	0.302818817
3	Cost	5.32011E+33	1.38137E+33	2.82054E+33	1.99622E+34	1.8965E+34	6.3013E+33	1.3777E+34	8.3218E+33	2.59948E+33	1.42348E+34	9.33367E+34	0.15168748
4	Future Education Pot	1.22924E+33	3.18814E+32	6.50967E+32	4.61413E+33	4.37705E+33	1.46817E+33	3.0874E+33	1.62063E+33	5.90717E+32	3.28931E+33	0.030021603	0.0003
5	Legacy	1.1768E+33	3.05214E+32	6.23197E+32	4.41729E+33	4.19031E+33	1.40554E+33	2.9557E+33	1.8387E+33	5.65517E+32	3.14487E+33	2.06232E+34	0.033509892
6	Length of Program	2.84517E+32	7.37918E+32	1.50071E+33	1.050797E+34	1.01371E+34	3.3982E+33	7.44807E+33	4.4454E+33	1.38726E+33	7.8024E+33	4.98909E+34	0.09101507
7	Mentor's Recommendation	1.07623E+33	2.79128E+32	5.69935E+32	4.03979E+33	3.8321E+33	1.28542E+33	2.7031E+33	1.68155E+33	5.17185E+32	2.87690E+33	1.8860E+34	0.030465107
8	School's Location	2.67978E+33	1.76307E+32	3.46679E+33	1.03968E+34	9.8252E+33	3.3081E+33	6.5507E+33	4.32768E+33	1.33103E+33	7.40195E+33	4.85389E+34	0.07868552
9	School's Rank	6.0105E+33	1.5501E+33	3.18301E+33	2.2591E+34	2.14022E+34	7.1788E+33	1.5095E+34	9.35155E+33	2.88841E+33	1.60626E+33	2.28821E+34	0.030854467
10	Sustainability	1.24249E+33	3.35686E+32	6.8541E+32	4.85831E+33	4.60868E+33	1.54587E+33	3.25081E+33	2.02227E+33	6.21978E+32	3.4588E+33	6.15452E+35	0.282691839
Sum		3.94751E+47	2.42343E+47	4.95014E+47	3.50872E+48	3.32842E+48	1.11644E+48	2.34776E+48	1.4605E+48	4.49198E+47	2.46802E+48	1.63813E+49	0.078479263
1	Alumni Networking	3.60882E+48	9.35457E+47	1.91005E+48	1.35387E+49	1.2843E+49	4.3078E+48	9.05905E+48	5.63548E+48	1.73327E+48	9.63881E+48	6.32085E+49	0.302818817
2	Career Opportunity	1.80638E+48	4.68499E+47	9.56599E+47	6.78049E+48	6.43020E+48	2.15749E+48	4.53989E+48	2.82238E+48	8.68061E+47	4.82734E+48	3.16597E+49	0.1516

AHP Pairwise Comparison For MBA Student Selection Criteria

Pairwise Comparisons 14

Item N	Item Number	Item Description	Alumni Networking	Career Opportunity	Cost	Future Education Pot	Legacy	Length of Program	Mentor's Recommendation	School's Location	School's Rank	Sustainability	Row Sum	Normalized Row Sum (Eigenvector)
1	Alumni Networking	1.00	7.00000	7.00000	7.00000	7.00000	7.00000	7.00000	7.00000	7.00000	7.00000	7.00000	31.43	0.124527957
2	Career Opportunity	7.00	1.00	7.00000	7.00000	7.00000	7.00000	7.00000	7.00000	7.00000	7.00000	7.00000	54.00	0.213952477
3	Cost	0.14	0.14	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	3.80	0.015075878
4	Future Education Pot	0.14	0.14	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	14.97	0.059320687
5	Legacy	0.14	0.14	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	11.71	0.046416474
6	Length of Program	0.14	0.14	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	37.14	0.147438487
7	Mentor's Recommendation	0.14	0.14	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	4.86	0.019245491
8	School's Location	7.00	0.33	7.00	5.00	7.00	7.00	1.00	7.00	1.00	7.00000	2.00000	44.32	0.176265889
9	School's Rank	7.00	0.14	2.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	7.65	0.030102092
10	Sustainability	7.00	1.00	5.00	7.00	7.00	7.00	1.00	7.00	0.50	6.00	1.00	42.49	0.168371311
Sum		24.57	3.33	45.00	40.34	38.53	11.77	46.00	6.41	30.50	5.94		252.38	

Square of Matrix

Item N	Item Number	Item Description	Alumni Networking	Career Opportunity	Cost	Future Education Pot	Legacy	Length of Program	Mentor's Recommendation	School's Location	School's Rank	Sustainability	Row Sum	(Eigenvector)
1	Alumni Networking	10.00	47.00	86.70	62.10	35.70	157.00	38.30	88.00	6.33	34.30	21.57	347.773300	0.095251836
2	Career Opportunity	47.00	10.00	214.07	178.17	157.00	30.40	229.80	19.80	107.50	19.80	10.36	1010.361440	0.279944459
3	Cost	86.70	214.07	10.00	7.82	7.81	2.09	6.83	1.28	6.89	1.28	6.89	81.7304855	0.014333142
4	Future Education Pot	62.10	178.17	7.82	10.00	24.71	3.71	25.80	2.95	15.92	3.10	1.10	110.439475	0.030098944
5	Legacy	35.70	157.00	7.81	2.09	10.00	3.20	49.00	2.60	13.22	2.25	1.10	140.414433	0.036905127
6	Length of Program	21.57	107.50	6.89	10.89	76.38	51.92	100.00	103.88	8.10	49.50	6.52	448.733438	0.124332211
7	Mentor's Recommendation	47.00	0.95	12.43	12.43	11.29	8.38	15.44	12.43	1.17	7.36	1.10	60.083385	0.016047494
8	School's Location	42.00	8.52	149.11	126.10	103.64	99.00	142.11	10.00	62.83	11.61	1.10	678.402149	0.187138015
9	School's Rank	6.00	1.39	24.23	18.82	15.43	3.42	23.57	1.91	10.00	1.00	1.00	106.7870323	0.029587859
10	Sustainability	35.21	7.88	151.47	122.47	95.54	21.41	147.47	10.37	58.00	10.00	10.00	681.4201895	0.183262013

Total

360815.0%

Fourth Power of Matrix

Item N	Item Number	Item Description	Alumni Networking	Career Opportunity	Cost	Future Education Pot	Legacy	Length of Program	Mentor's Recommendation	School's Location	School's Rank	Sustainability	Row Sum	(Eigenvector)
1	Alumni Networking	2708.74	278.45	10340.20	7149.29	6016.78	1389.38	10283.55	832.93	5018.50	955.63	45461.49	0.087	-0.00798
2	Career Opportunity	8284.00	2188.50	34839.41	23430.29	18822.74	4337.03	30576.05	2985.28	16083.83	3073.39	149130.642	0.286	0.00834
3	Cost	4036.00	2036.00	100.00	629743.58	5081500.83	15997.97	789344.6	1098960.15	789344.6	1098960.15	100.00	0.00035	0.00035
4	Future Education Pot	1027.57	252.14	4218.58	3020.20	2577.80	531.01	4196.99	353.22	1912.12	364.17	18254.58	0.035	0.00444
5	Legacy	1066.50	285.30	4117.23	2680.31	3451.72	558.19	4017.86	369.85	1994.61	382.17	18218.77	0.035	-0.00393
6	Length of Program	3894.84	967.84	15833.85	10357.89	10357.89	10357.89	10357.89	10357.89	10357.89	10357.89	10357.89	63555.29	0.00001
7	Mentor's Recommendation	641.00	143.60	2315.82	1269.35	1269.35	284.85	2322.55	196.22	1063.14	203.13	9021.49	0.017	0.00240
8	School's Location	5396.72	1443.70	22714.83	15146.17	12248.88	2837.03	22868.48	1975.20	10608.38	2033.93	87303.98	0.187	-0.00035
9	School's Rank	8676.46	1876.46	36022.11	30420.11	26716.11	5916.11	26716.11	26716.11	26716.11	26716.11	26716.11	16551.49	0.00002
10	Sustainability	5290.50	1395.63	21778.45	14584.71	11850.52	2740.42	21492.20	1904.89	10262.23	1970.05	93665.93	0.180	-0.00345

Total

520924.63

Eighth Power of Matrix

Item N	Item Number	Item Description	Alumni Networking	Career Opportunity	Cost	Future Education Pot	Legacy	Length of Program	Mentor's Recommendation	School's Location	School's Rank	Sustainability	Row Sum	(Eigenvector)
1	Alumni Networking	5710417.9	14654382.7	232730786.6	160619497.1	126883745.6	29619171.0	23228021.5	20162452.1	10877090.9	20817848.7	1006367224.0726	0.089	0.00127
2	Career Opportunity	183347892.3	47154110.7	749399688.4	517150748.1	41730693.8	92279726.8	748107918.9	64872553.3	349989848.2	66981384.6	323961911.1029	0.285	-0.00125
3	Cost	10751199.2	4594088.6	3039195.2	189474830.6	159474830.6	159474830.6	159474830.6	159474830.6	159474830.6	159474830.6	159474830.6	0.017	0.00001
4	Future Education Pot	2232036.3	575643.9	9177870.4	6297435.8	5081500.83	15997.97	789344.6	1098960.15	789344.6	1098960.15	100.00	0.00035	0.00035
5	Legacy	22855219.6	5871495.5	93264868.4	6493092.7	5198843.0	11872657.9	9308287.5	807890.5	4358752.4	8342407.8	40339628.2939	0.035	0.00051
6	Length of Program	75948394.6	20562316.3	326674563.2	225411118.2	181924898.8	41540886.7	325880901.6	28778086.5	152964055.6	115474474.8	611973741.3884	1.24	0.00001
7	Mentor's Recommendation	1214570.5	312287.6	4963084.9	34264375.0	2784592.3	6311423.3	4955150.9	420699.2	23181987.2	4436369.8	214586372.1432	0.019	-0.00017
8	School's Location	11903380.9	3085105.7	49025416.9	33625002.8	27265825.1	62327312.5	48942904.1	42441176.4	22897511.4	43620723.5	219258483.8337	0.186	-0.00033
9	School's Rank	10225482.4	4844199.8	7856016.8	542129.1	4375307.8	999244.6	7842960.7	690226.7	3667778.7	702317.9	33944384.9199	0.039	0.00002
10	Sustainability	115860825.5	29800766.2	47951273.6	26365365.1	20360783.9	6202783.9	47269699.1	40996997.0	21278265.8	42329279.2	369469369.3597	0.180	0.00028

Total

11369590223.5355

Sixteenth Power of Matrix

Item N	Item Number	Item Description	Alumni Networking	Career Opportunity	Cost	Future Education Pot	Legacy	Length of Program	Mentor's Recommendation	School's Location	School's Rank	Sustainability	Row Sum	(Eigenvector)
1	Alumni Networking	2.71E+16	6.96881E+15	1.10708E+17	7.64163E+16	6.16708E+16	1.40812E+16	1.10508E+17	9.58863E+15	5.17155E+16	9.89723E+15	4.7865E+17	0.32964963	0.241108
2	Career Opportunity	6.72128E+16	2.24205E+16	3.56282E+17	2.49292E+17	1.58488E+17	4.5318E+16	3.56593E+17	3.08448E+16	1.8643E+17	3.18512E+16	1.54039E+18	1.068076402	0.775849
3	Cost	5.11935E+15	1.31486E+15	2.0891E+16	1.442E+16	1.16374E+16	2.6578E+15	2.0893E+16	1.8088E+15	9.7888E+15	1.8078E+15	0.06220927	0.04549	0.00001
4	Future Education Pot	1.06145E+16	2.7878E+15	4.33624E+16	2.98307E+16	2.41552E+16	5.5153E+15	4.2383E+16	3.7545E+15	2.0259E+16	3.8764E+15	1.87478E+17	0.12911702	0.094426
5	Legacy	1.0815E+16	2.7522E+15	4.43715E+16	3.05272E+16	2.47173E+16	5.6387E+15	4.4291E+16	3.8418E+15	2.07273E+16	3.9687E+15	1.9184E+17	0.132121736	0.098635
6	Length of Program	3.80158E+16	8.77355E+15	1.52530E+17	1.07197E+17	8.6515E+16	1.97531E+16	1.55021E+17	1.34687E+16	7.5456E+16	1.3883E+16	6.71451E+17	0.465433288	0.338055
7	Mentor's Recommendation	5.77688E+15	1.48514E+15	2.38001E+16	1.62898E+16	1.31488E+16	3.00714E+15	2.35573E+16	2.0434E+15	1.10243E+16	2.10982E+15	1.02035E+17	0.070272476	0.051592
8	School's Location	5.75524E+15	1.46956E+15	2.33071E+17	1.60876E+17	1.28837E+17	2.9844E+16	2.18102E+16	1.08875E+16	5.967778E+17	1.08875E+16	0.69366813	0.0076818	0.00002
9	School's Rank	9.14404E+15	2.35073E+15	3.73553E+16	2.57843E+16	2.08089E+16	4.71527E+15	3.72875E+16	3.23437E+15	1.74498E+16	3.33951E+15	1.61509E+17	0.11230186	0.081347
10	Sustainability	5.51083E+16	1.41672E+16	2.25120E+17	1.55394E+17	1.25406E+17	2.86344E+16	2.24721E+17	1.94926E+16	1.05185E+17	2.01262E+16	9.73346E+17	0.670350037	0.490256

Thirtysecond Power of Matrix

Hyphensound Power of matrix														
6.12801E+33	1.57538E+33	2.50342E+34	1.72797E+34	1.39454E+34	3.18413E+33	2.49888E+34	2.16786E+33	1.16942E+34	2.23802E+33	1.08235E+35	0.088561877	-0.24188086		
1.97211E+34	5.05887E+33	8.05648E+34	5.50098E+34	4.48789E+34	1.02471E+34	8.04187E+34	6.97953E+33	3.74343E+34	7.20239E+33	3.48322E+35	0.285008899	-0.77587413		
1.5637E+33	2.97278E+33	4.74202E+33	3.26073E+33	2.63153E+33	6.00584E+32	4.71545E+33	4.09025E+32	2.20073E+33	4.22321E+32	2.04243E+34	0.016711862	-0.04549365		
2.40022E+33	6.17044E+32	9.80383E+33	6.76812E+33	5.66213E+33	1.24718E+33	9.7876E+33	8.4868E+32	4.58038E+33	8.76589E+32	4.29038E+34	0.034687891	-0.0544031		
2.46007E+33	6.31402E+32	1.00338E+34	6.92591E+33	5.58922E+33	1.27618E+33	1.01544E+34	8.68748E+32	4.68688E+33	8.96987E+32	4.33801E+34	0.035495072	0.068628664		
8.5938E+33	2.20994E+33	3.5118E+34	3.4248E+34	1.95926E+34	4.4697E+33	3.50545E+34	3.04083E+33	1.60476E+34	3.1395E+33	1.51833E+35	0.1242469	-0.33818689		
1.30333E+33	3.35828E+32	5.33681E+33	2.97278E+33	3.66357E+33	6.78771E+32	5.32894E+33	4.62068E+32	2.42089E+33	4.77086E+32	2.30729E+34	0.018973002	-0.051393474		
1.29011E+34	3.31658E+33	5.27038E+34	3.63789E+34	2.93587E+34	6.70343E+33	5.26079E+34	4.56328E+33	2.48194E+34	4.71162E+33	2.27884E+35	0.188445752	-0.50753581		
2.08771E+33	5.31562E+32	8.44701E+33	5.83051E+33	4.70544E+33	1.07439E+33	8.31659E+33	7.13177E+33	3.94588E+33	7.55125E+32	3.62022E+34	0.02882468	0.0139474		
1.24614E+34	3.20357E+33	5.09075E+34	3.51807E+34	2.83562E+34	6.475E+33	5.08152E+34	4.40778E+33	2.37805E+34	4.51077E+33	2.0603408	-0.480257629			
										1.22421E+36				
3.13344E+8	8.05547E+6	1.28008E+9	8.83586E+8	7.13071E+8	1.62815E+8	1.27775E+9	1.10084E+8	5.87928E+8	1.14437E+8	5.5341E+8	0.08581677	-0.1780861		
1.0084E+9	2.55282E+8	4.11935E+9	2.84348E+9	2.2948E+9	5.23988E+8	4.11206E+9	3.58858E+8	1.92436E+9	3.8628E+8	1.78180E+7	0.03088891	-0.0678989		
9.5928E+7	2.41504E+7	1.68711E+8	1.06071E+8	1.07224E+8	3.10234E+7	1.28762E+8	1.0911E+8	5.25956E+7	1.01181E+8	1.18116E+7	0.0118162	-0.0245681		
1.22731E+8	3.15512E+7	5.01388E+8	2.76295E+8	6.37712E+7	5.0047E+7	3.34151E+8	2.3421E+8	4.82272E+7	2.16772E+8	2.03586E+9	0.0287769	-0.0580899		
1.25588E+8	3.22856E+7	5.13047E+8	3.54128E+8	2.85795E+8	6.52651E+7	5.12116E+8	4.44217E+7	2.3966E+8	5.58856E+7	2.21816E+9	0.018973002	-0.051393474		
1.130505E+8	1.79595E+7	1.06071E+8	1.06071E+8	1.06071E+8	1.06071E+8	1.06071E+8	1.06071E+8	1.06071E+8	1.06071E+8	1.06071E+8	1.06071E+8	1.06071E+8		
6.97565E+7	1.71711E+7	2.72878E+8	1.88352E+8	1.52008E+8	3.47077E+7	2.7233E+8	2.36506E+7	1.27496E+8	4.23046E+7	1.17979E+9	0.01587002	-0.0349807		
6.59671E+8	1.89587E+8	2.08489E+9	1.86014E+9	1.5012E+9	3.42767E+8	2.69E+9	2.33355E+8	1.25878E+9	2.4092E+8	1.16514E+9	0.188445752	-0.50753581		
1.05728E+9	2.71802E+7	4.31922E+8	2.50048E+8	2.50048E+8	5.48087E+7	4.31139E+8	3.77907E+7	2.01764E+8	3.86133E+7	1.86142E+9	0.02882468	0.0139474		
6.17152E+8	2.80306E+8	1.78071E+9	1.78071E+9	1.78071E+9	3.15107E+8	1.5884E+9	2.1507E+8	1.06071E+9	2.2333E+8	1.68142E+9	0.02882468	0.0139474		

AHP Pairwise Comparison For MBA Student Selection Criteria

Pairwise Comparisons PWC 15

Item #	Item Number	Item Description	Alumni Network	Career Opportunity	Cost	Future Education Pot.	Legacy	Length of Program	Mentor's Recommendation	School's Location	School's Rank	Sustainability	Row Sum	Normalized Row Sum (Eigenvector)
1	Alumni Network	1.00	0.11110	0.11110	0.11110	0.11110	0.11110	0.11110	0.11110	0.11110	0.11110	0.11110	3.45	0.1113773
2	Career Opportunity	9.00	1.00	9.00000	9.00000	9.00000	9.00000	9.00000	9.00000	9.00000	9.00000	1.11110	65.11	0.19113444
3	Cost	674.50	674.50	1.10520	1.10520	1.10520	1.10520	1.10520	1.10520	1.10520	1.10520	1.11110	12.84	0.037702196
4	Future Education Pot.	5.00	0.11	5.00	1.00	5.00000	0.14200	5.00000	0.14200	5.00000	0.14200	0.11110	22.62	0.060404485
5	Legacy	1.00	0.11	1.00	0.20	1.00	0.11110	1.00000	0.11110	1.00000	0.11110	0.11110	4.76	0.013659596
6	Length of Program	7.00	1.11	7.00	7.00	7.00	1.00	7.00000	1.00000	7.00000	1.11110	1.11110	41.33	0.121320454
7	Mentor's Recommendation	3.00	0.11	3.00	0.20	3.00	0.11	3.00	0.11110	3.00	0.11110	0.11110	6.76	0.019831422
8	School's Location	3.00	0.11	3.00	0.20	3.00	0.33	3.00	0.11110	3.00	0.11110	0.11110	36.66	0.10762718
9	School's Rank	1.00	0.11	1.00	0.20	1.00	0.11	1.00	0.11110	1.00	0.11110	0.11110	65.12	0.191140257
10	Sustainability	9.00	9.00	9.00	9.00	9.00	9.00	9.00	9.00	9.00	9.00	9.00	82.01	0.240731213
Sum		56.00	11.78	48.11	42.76	54.00	25.04	53.34	31.84	11.76	2.00		340.66	

Square of Matrix

	Alumni Network	Career Opportunity	Cost	Future Education Pot.	Legacy	Length of Program	Mentor's Recommendation	School's Location	School's Rank	Sustainability
1 Alumni Network	10.00	1.57	8.80	7.02	10.73	3.50	10.06	4.29	1.57	0.48
2 Career Opportunity	209.00	10.00	160.89	292.03	37.37	259.01	62.57	10.00	7.33	0.48
3 Cost	27.68	2.81	10.00	7.93	18.92	4.98	12.92	7.13	2.81	1.50
4 Future Education Pot.	88.40	3.70	27.27	10.00	31.57	6.39	28.24	7.35	3.70	2.61
5 Legacy	19.11	1.71	8.64	25.32	10.00	3.74	9.33	4.17	1.71	0.53
6 Length of Program	141.99	5.78	84.78	43.84	103.99	10.00	99.33	15.95	5.78	4.99
7 Mentor's Recommendation	21.11	1.84	8.87	5.92	12.00	4.03	10.00	4.04	1.84	0.85
8 School's Location	145.32	5.25	79.00	24.00	77.99	8.50	75.99	10.00	5.25	4.17
9 School's Rank	280.02	10.00	209.02	160.89	282.04	37.37	259.03	62.58	10.00	7.33
10 Sustainability	432.05	34.00	361.05	312.90	414.07	189.40	408.06	214.60	34.00	10.00

Fourth Power of Matrix

	Alumni Network	Career Opportunity	Cost	Future Education Pot.	Legacy	Length of Program	Mentor's Recommendation	School's Location	School's Rank	Sustainability	Row Sum	(Eigenvector)
1 Alumni Network	3692.58	158.59	2059.04	1248.29	2653.94	186.14	2296.54	647.56	193.91	139.59	10295.85	0.012
2 Career Opportunity	56391.74	3518.10	28790.30	16888.96	34773.80	8173.72	31645.93	10218.16	3518.98	1912.24	176292.980	0.174
3 Cost	674.50	674.50	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	0.001
4 Future Education Pot.	8894.19	8894.19	8894.19	3746.14	8894.19	1646.58	8251.91	2108.24	8894.19	295.05	95340.06	0.032
5 Legacy	3674.80	207.34	2201.38	1382.01	2627.59	541.80	2468.55	718.09	207.33	117.39	14146.51	0.013
6 Length of Program	20871.00	127169.15	407586.66	253280.03	460305.14	110305.83	454274.68	1415200.64	407586.66	7415.22	209100.00	0.02
7 Mentor's Recommendation	4146.70	234.42	2508.23	1587.94	2983.61	629.84	2811.73	829.24	234.41	131.18	16097.07	0.014
8 School's Location	16325.03	1155.15	9360.50	6390.70	11672.42	3024.07	10667.17	3842.31	1155.13	569.01	84191.53	0.057
9 School's Rank	56338.36	38952.35	34663.77	22669.07	43835.17	9813.76	40643.16	12074.97	38952.35	1912.39	191768.00	0.174
10 Sustainability	139957.14	7520.63	75874.68	41596.29	88777.72	67566.98	82408.59	21626.01	7520.31	4565.26	488530.83	0.433
Sum												

Eighth Power of Matrix

	Alumni Network	Career Opportunity	Cost	Future Education Pot.	Legacy	Length of Program	Mentor's Recommendation	School's Location	School's Rank	Sustainability	Row Sum	(Eigenvector)
1 Alumni Network	113043475.6	6818044.1	64174190.9	39892100.6	77029561.5	17233859.6	71539329.6	22237410.8	6817803.5	3718855.6	422567631.6266	0.011
2 Career Opportunity	1778967635.1	106532050.3	1002932050.3	620791833.7	1206229204.8	268614887.6	1199915425.2	347497023.8	107427353.5	58658698.9	661550938.2714	0.179
3 Cost	192978998.7	10955007.5	61997126.1	31480879.6	121680789.2	31480879.2	31480879.2	31480879.2	31480879.2	31480879.2	128416874.2346	0.004
4 Future Education Pot.	324707519.9	19787775.7	183997014.4	114789864.4	214086774.0	49990890.0	205234488.5	64389872.5	19787086.5	10717217.1	1214767451.2346	0.033
5 Legacy	120393071.2	7312436.7	68688635.0	42770393.2	82552383.5	18503592.4	76955310.8	23872713.1	7313169.4	3991108.8	462546038.8982	0.012
6 Length of Program	72222304.4	43889789.8	40758666.7	25328003.8	46030514.5	11030583.3	45427468.7	14152006.4	40758666.7	7415200.6	2091000.0	0.02
7 Mentor's Recommendation	137597549.6	8328459.5	78170801.1	48709333.6	99500500.0	21089132.2	87181127.5	2718891.3	8328459.5	4530396.1	516098572.8003	0.014
8 School's Location	99258959.6	26072194.4	23466194.4	14625194.4	26072194.4	51609859.6	11707947.1	34745446.3	26072194.4	19577416.2	2091000.0	0.02
9 School's Rank	1779108183.2	107436642.0	100301117.8	62084472.1	1205324253.2	269635883.4	11707947.1	34745446.3	10743555.1	58653629.4	661606281.2946	0.179
10 Sustainability	416874317.4	250286621.8	2360521665.0	146120085.4	283341465.4	60119626.9	262926477.7	81345244.7	25027733.1	13704760.6	1553439809.3465	0.420
Sum												

Sixteenth Power of Matrix

	Alumni Network	Career Opportunity	Cost	Future Education Pot.	Legacy	Length of Program	Mentor's Recommendation	School's Location	School's Rank	Sustainability	Row Sum	(Eigenvector)
1 Alumni Network	1.22669E+17	7.42357E+15	6.94403E+16	4.31545E+16	8.34728E+16	1.87235E+16	7.74005E+16	2.41388E+16	7.42331E+15	4.04275E+15	4.57887E+17	0.02650647
2 Career Opportunity	1.92309E+18	1.16378E+17	1.08816E+18	6.78522E+17	1.30595E+18	2.93522E+17	1.2134E+18	3.79385E+17	1.16374E+17	6.33781E+16	7.17825E+18	0.41558662
3 Cost	2.10135E+17	1.27165E+16	1.18955E+17	7.39245E+16	1.4285E+17	3.2074E+16	1.3589E+17	1.27165E+16	1.27165E+16	6.5253E+15	7.8437E+17	0.04541303
4 Future Education Pot.	3.53774E+17	2.14094E+16	2.00261E+17	1.24453E+17	2.40728E+17	5.39974E+16	2.23217E+17	6.90898E+16	2.14094E+16	1.16592E+16	1.30252E+18	0.079451887
5 Legacy	1.31408E+16	7.95913E+15	7.44214E+16	4.825E+16	9.849E+16	2.09807E+16	8.2652E+16	2.5888E+16	7.9595E+15	4.33277E+15	4.90733E+17	0.02641965
6 Length of Program	7.83798E+17	4.74326E+16	4.43685E+17	2.75729E+17	5.33341E+17	1.1931E+17	4.94545E+17	1.54219E+17	4.74309E+16	2.58312E+16	2.92584E+18	0.16838071
7 Mentor's Recommendation	1.46836E+17	9.05842E+15	8.47316E+16	5.26576E+16	1.01854E+17	2.24848E+16	9.4445E+16	2.94523E+16	9.0581E+15	4.93305E+15	5.8572E+17	0.032347237
8 School's Location	6.44157E+17	3.88922E+16	3.64637E+17	2.26690E+17	4.3835E+17	9.8137E+16	4.0643E+17	1.20747E+17	3.88986E+16	2.1229E+16	2.4041E+17	0.13803765
9 School's Rank	1.92342E+18	1.16387E+17	1.0887E+18	6.78576E+17	1.30689E+18	2.93545E+17	1.2135E+18	3.78415E+17	1.16383E+17	6.33831E+16	7.17892E+18	0.41561951
10 Sustainability	4.50474E+18	2.72808E+17	2.55002E+18	1.58474E+18	3.06531E+18	6.87566E+17	2.84234E+18	8.86356E+17	2.72999E+17	1.48456E+17	1.72726E+19	0.9734953
Sum												

Thirtysecond Power of Matrix

	Alumni Network	Career Opportunity	Cost	Future Education Pot.	Legacy	Length of Program	Mentor's Recommendation	School's Location	School's Rank	Sustainability	Row Sum	(Eigenvector)
1 Alumni Network	1.44454E+35	8.74187E+33	8.17771E+34	5.08170E+34	9.82594E+34	2.20483E+34	9.11453E+34	2.84229E+34	8.74157E+33	4.7607E+33	5.39199E+35	0.01144666
2 Career Opportunity	2.28458E+35	1.37045E+35	1.28192E+36	7.96659E+35	3.45648E+35	1.42887E+35	4.45581E+35	1.37045E+35	1.37045E+35	7.48327E+34	6.178945878	0.23664014
3 Cost	2.47445E+35	1.48751E+34	1.40277E+35	8.70591E+34	1.88383E+35	3.77896E+34	1.56134E+35	4.86982E+34	1.49748E+34	8.1552E+33	6.23603E+35	0.01955263
4 Future Education Pot.	4.16507E+35	2.52111E+34	2.36925E+35	1.46555E+35	2.83476E+35	6.35662E+34	2.62893E+35	8.19701E+34	2.52102E+34	1.37296E+34	1.55029E+36	0.03391692
5 Legacy	1.54816E+35	9.36897E+33	8.76376E+34	5.4403E+34	1.05347E+35	2.2630E+34	9.78393E+34	3.04818E+34	9.36884E+33	5.10221E+33	5.77879E+35	0.01223497
6 Length of Program	9.22979E+35	5.95595E+34	5.22473E+35	3.24899E+35	6.28052E+35	1.40876E+35	5.82307E+35	1.81809E+35	5.95573E+34	3.04182E+34	3.44518E+36	0.07293234
7 Mentor's Recommendation	1.76255E+35	1.06675E+35	9.97792E+34	6.20084E+34	1.19942E+35	2.69039E+34	1.18686E+34	3.46821E+34	1.06686E+34	5.80080E+33	6.5784E+35	0.01392839
8 School's Location	7.58542E+35	4.59044E+34	4.29391E+35	2.68848E+35	5.16158E+35	1.15778E+35	4.78613E+35	1.49251E+35	4.59038E+34	2.49898E+34	2.83193E+36	0.05939496
9 School's Rank	3.28476E+36	1.28012E+36	1.28012E+36	7.89727E+35	1.54108E+36	3.45076E+35	1.42888E+36	4.45017E+35	1.37051E+35	7.46389E+34	8.48351E+36	0.17896009
10 Sustainability	5.50467E+36	3.10212E+35	3.00284E+36	1.86813E+36	3.60963E+36	8.09664E+35	3.34709E+36	1.04375E+36	3.12101E+35	1.74823E+35	1.98006E+37	0.41917193
Sum												

Sixtyfourth Power

3.14029E+72	1.8004E+71	1.7774E+72	1.1047E+72	2.13685E+72	4.79309E+71	1.98141E+72	6.17886E+71	1.90233E+72	1.10363E+72
2.03143E+71	2.07055E+70	1.94244E+71	1.20725E+71	2.33406E+71	4.23747E+70	2.75172E+71	2.06157E+71	1.30876E+71	1.30887E+70
5.76794E+71	3.46901E+70	3.2701E+71	3.20322E+71	3.30399E+71	8.81748E+70	3.64504E+71	1.13686E+71	3.49595E+70	1.90328E+70
2.14683E+71	1.29919E+71	1.21527E+71	7.65239E+70	1.44008E+71	3.82767E+70	1.35489E+71	4.22413E+70	1.29915E+70	7.07521E+69
1.27989E+72	7.74548E+70	7.24514E+71	4.60254E+71	8.70917E+71	1.95353E+71	8.07596E+71	2.51833E+71	7.74521E+71	4.21808E+70
2.44426E+71	1.47919E+70	1.38369E+71	8.59869E+70	1.66323E+71	3.73074E+70	1.54224E+71	4.80906E+70	1.47914E+70	8.05549E+69
1.05167E+72	5.96435E+71	5.96435E+71	3.70037E+71	1.17575E+71	1.60549E+71	6.8399E+71	2.06966E+71	3.66533E+71	3.66595E+71
3.14045E+72	1.90055E+71	1.7777E+72	1.10487E+72	2.13701E+72	4.79347E+71	1.98157E+72	6.17935E+71	1.90408E+72	1.10361E+72
2.03017E+71	2.07055E+70	1.94244E+71	1.20725E+71	2.33406E+71	4.23747E+70	2.75172E+71	2.06157E+71	1.30876E+71	1.30887E+70

AHP Pairwise Comparison For MBA Student Selection Criteria

Pairwise Comparisons PWC16

Item	Item Number	1	2	3	4	5	6	7	8	9	10	Row Sum	Normalized Row Sum (Eigenvector)
Item Description													
1 Alumni Networking	1.00	0.5333	0.5000	0.3333	0.3333	0.2500	1.0000	0.2500	0.2500	0.2000	0.2000	4.45	0.023615625
2 Career Opportunity	3.00	1.00	3.0000	0.1429	0.2000	0.2500	6.0000	3.0000	1.0000	1.0000	1.0000	17.59	0.09367137
3 Cost	2.00	0.3333	0.3333	0.3333	0.3333	0.3333	3.0000	0.3333	0.3333	0.3333	0.3333	9.00	0.047762128
4 Future Education Pote	3.00	7.00	1.00	7.0000	6.0000	6.0000	6.0000	3.0000	1.0000	1.0000	1.0000	45.00	0.238807106
5 Legacy	3.00	5.00	1.00	0.14	1.00	0.1666	1.0000	0.2500	0.2500	0.2000	0.2000	12.01	0.063735788
6 Length of Program	4.00	4.00	3.00	2.00	4.00	4.00	4.00	2.000	2.000	1.000	1.000	28.54	0.156747598
7 Mentor's Recommendation	1.00	0.20	0.33	0.13	1.00	0.20	1.00	0.2500	0.3333	0.2500	0.2500	4.69	0.024868505
8 School's Location	4.00	0.33	3.00	0.33	4.00	0.50	4.00	1.00	0.5000	0.5000	0.5000	22.67	0.120293624
9 School's Rank	4.00	1.00	3.00	0.20	4.00	0.25	3.00	1.00	1.00	1.00	1.00	18.65	0.096979375
10 Sustainability	5.00	1.00	3.00	0.53	5.00	3.00	4.00	2.00	0.50	1.00	1.00	24.83	0.131793719
Sum	30.00	20.20	20.83	3.14	29.54	10.65	35.00	12.28	17.87	8.82		188.43	

Squares of Matrix

	Alumni Networking	Career Opportunity	Cost	Future Education Pote	Legacy	Length of Program	Mentor's Recommendation	School's Location	School's Rank	Sustainability	Row Sum	(Eigenvector)
1 Alumni Networking	10.00	6.57	6.52	3.80	6.09	3.40	11.37	6.54	5.43	2.92	61.1862945	0.02461041
2 Career Opportunity	6.57	25.57	4.52	32.07	10.65	17.5	43.59	12.18	22.68	12.93	209.1535295	0.00989636
3 Cost	6.52	4.52	10.00	2.25	14.40	4.93	6.87	7.58	4.29	6.7	86.7393349	0.00886843
4 Future Education Pote	3.80	32.07	2.25	10.00	104.41	26.92	133.99	48.49	99.56	31.10	713.5624740	0.0480051
5 Legacy	6.09	10.65	14.40	2.00	10.00	37.53	37.53	9.05	7.69	6.45	153.4634523	0.0194029
6 Length of Program	3.40	17.5	4.93	49.20	49.20	10.00	71.94	22.82	28.33	18.52	377.4693296	0.05173369
7 Mentor's Recommendation	11.37	43.59	6.87	133.99	133.99	2.56	10.00	3.35	4.26	2.44	87.2933760	0.02033669
8 School's Location	6.54	12.18	7.58	48.49	37.53	9.05	10.00	18.58	16.10	10.00	276.8781967	0.11004379
9 School's Rank	5.43	22.68	4.29	99.56	22.82	28.33	12.25	10.00	9.13	213.7458971	0.0302656	
10 Sustainability	2.92	12.93	6.7	31.10	6.45	18.52	30.32	10.00	10.00	10.00	328.7897512	0.13216279

Fourth Power of Matrix

	Alumni Networking	Career Opportunity	Cost	Future Education Pote	Legacy	Length of Program	Mentor's Recommendation	School's Location	School's Rank	Sustainability	Row Sum	(Eigenvector)
1 Alumni Networking	1938.04	1728.47	1211.99	194.92	1375.10	399.17	1892.34	659.79	784.05	461.82	10141.30	0.028
2 Career Opportunity	6137.10	3734.43	3830.23	618.10	4298.02	1297.96	6518.51	2137.54	2384.25	1470.84	32224.859	0.083
3 Cost	2894.10	113.71	1000.00	225.00	1982.00	249.00	2894.10	1874.00	1038.00	622.00	10224.00	0.024
4 Future Education Pote	21235.35	11278.73	2173.50	15149.84	4454.05	21948.59	7215.76	6642.49	5082.25	11730.40	40287.00	0.287
5 Legacy	4504.53	2687.37	2748.31	460.62	3390.11	852.50	4487.30	1369.55	1837.72	1087.30	23525.82	0.061
6 Length of Program	10955.41	15910.442	16844.053	27486.147	19320.044	27656.077	61693.008	110703.024	645511.2	25912.30	102224.00	0.017
7 Mentor's Recommendation	1744.78	1088.82	178.02	1088.82	1251.81	366.75	1819.42	602.68	730.97	416.30	9187.20	0.024
8 School's Location	8025.57	4584.01	5087.87	823.50	8731.15	1717.33	8457.33	2883.30	3396.34	1885.05	42558.23	0.110
9 School's Rank	5435.86	2687.37	2687.37	2687.37	2687.37	2687.37	2687.37	2687.37	2687.37	2687.37	12523.30	0.027
10 Sustainability	9879.01	5515.63	6207.28	10111.00	7036.30	2088.00	10282.60	3406.44	4053.10	2368.69	51848.27	0.134

Total

248705.2%

Total

388130.05

Eighth Power of Matrix

	Alumni Networking	Career Opportunity	Cost	Future Education Pote	Legacy	Length of Program	Mentor's Recommendation	School's Location	School's Rank	Sustainability	Row Sum	(Eigenvector)
1 Alumni Networking	1938.04	1728.47	1211.99	194.92	1375.10	399.17	1892.34	659.79	784.05	461.82	10141.30	0.028
2 Career Opportunity	6137.10	3734.43	3830.23	618.10	4298.02	1297.96	6518.51	2137.54	2384.25	1470.84	32224.859	0.083
3 Cost	2894.10	113.71	1000.00	225.00	1982.00	249.00	2894.10	1874.00	1038.00	622.00	10224.00	0.024
4 Future Education Pote	21235.35	11278.73	2173.50	15149.84	4454.05	21948.59	7215.76	6642.49	5082.25	11730.40	40287.00	0.287
5 Legacy	4504.53	2687.37	2748.31	460.62	3390.11	852.50	4487.30	1369.55	1837.72	1087.30	23525.82	0.061
6 Length of Program	10955.41	15910.442	16844.053	27486.147	19320.044	27656.077	61693.008	110703.024	645511.2	25912.30	102224.00	0.017
7 Mentor's Recommendation	1744.78	1088.82	178.02	1088.82	1251.81	366.75	1819.42	602.68	730.97	416.30	9187.20	0.024
8 School's Location	8025.57	4584.01	5087.87	823.50	8731.15	1717.33	8457.33	2883.30	3396.34	1885.05	42558.23	0.110
9 School's Rank	5435.86	2687.37	2687.37	2687.37	2687.37	2687.37	2687.37	2687.37	2687.37	2687.37	12523.30	0.027
10 Sustainability	9879.01	5515.63	6207.28	10111.00	7036.30	2088.00	10282.60	3406.44	4053.10	2368.69	51848.27	0.134

Total

954543389.6121

Total

88130.05

Sixteenth Power of Matrix

	Alumni Networking	Career Opportunity	Cost	Future Education Pote	Legacy	Length of Program	Mentor's Recommendation	School's Location	School's Rank	Sustainability	Row Sum	(Eigenvector)
1 Alumni Networking	1938.04	1728.47	1211.99	194.92	1375.10	399.17	1892.34	659.79	784.05	461.82	10141.30	0.028
2 Career Opportunity	6137.10	3734.43	3830.23	618.10	4298.02	1297.96	6518.51	2137.54	2384.25	1470.84	32224.859	0.083
3 Cost	2894.10	113.71	1000.00	225.00	1982.00	249.00	2894.10	1874.00	1038.00	622.00	10224.00	0.024
4 Future Education Pote	21235.35	11278.73	2173.50	15149.84	4454.05	21948.59	7215.76	6642.49	5082.25	11730.40	40287.00	0.287
5 Legacy	4504.53	2687.37	2748.31	460.62	3390.11	852.50	4487.30	1369.55	1837.72	1087.30	23525.82	0.061
6 Length of Program	10955.41	15910.442	16844.053	27486.147	19320.044	27656.077	61693.008	110703.024	645511.2	25912.30	102224.00	0.017
7 Mentor's Recommendation	1744.78	1088.82	178.02	1088.82	1251.81	366.75	1819.42	602.68	730.97	416.30	9187.20	0.024
8 School's Location	8025.57	4584.01	5087.87	823.50	8731.15	1717.33	8457.33	2883.30	3396.34	1885.05	42558.23	0.110
9 School's Rank	5435.86	2687.37	2687.37	2687.37	2687.37	2687.37	2687.37	2687.37	2687.37	2687.37	12523.30	0.027
10 Sustainability	9879.01	5515.63	6207.28	10111.00	7036.30	2088.00	10282.60	3406.44	4053.10	2368.69	51848.27	0.134

Thirtyscond Power of Matrix

	Alumni Networking	Career Opportunity	Cost	Future Education Pote	Legacy	Length of Program	Mentor's Recommendation	School's Location	School's Rank	Sustainability	Row Sum	(Eigenvector)
1 Alumni Networking	1938.04	1728.47	1211.99	194.92	1375.10	399.17	1892.34	659.79	784.05	461.82	10141.30	0.028
2 Career Opportunity	6137.10	3734.43	3830.23	618.10	4298.02	1297.96	6518.51	2137.54	2384.25	1470.84	32224.859	0.083
3 Cost	2894.10	113.71	1000.00	225.00	1982.00	249.00	2894.10	1874.00	1038.00	622.00	10224.00	0.024
4 Future Education Pote	21235.35	11278.73	2173.50	15149.84	4454.05	21948.59	7215.76	6642.49	5082.25	11730.40	40287.00	0.287
5 Legacy	4504.53	2687.37	2748.31	460.62	3390.11	852.50	4487.30	1369.55	1837.72	1087.30	23525.82	0.061
6 Length of Program	10955.41	15910.442	16844.053	27486.147	19320.044	27656.077	61693.008	110703.024	645511.2	25912.30	102224.00	0.017
7 Mentor's Recommendation	1744.78	1088.82	178.02	1088.82	1251.81	366.75	1819.42	602.68	730.97	416.30	9187.20	0.024
8 School's Location	8025.57	4584.01	5087.87	823.50	8731.15	1717.33	8457.33	2883.30	3396.34	1885.05	42558.23	0.110
9 School's Rank	5435.86	2687.37	2687.37	2687.37	2687.37	2687.37	2687.37	2687.37	2687.37	2687.37	12523.30	0.027
10 Sustainability	9879.01	5515.63	6207.28	10111.00	7036.30	2088.00	10282.60	3406.44	4053.10	2368.69	51848.27	0.134

Sixtyfourth Power

	Alumni Networking	Career Opportunity	Cost	Future Education Pote	Legacy	Length of Program	Mentor's Recommendation	School's Location	School's Rank	Sustainability	Row Sum	(Eigenvector)
1 Alumni Networking	1938.04	1728.47	1211.99	194.92	1375.10	399.17	1892.34	659.79	784.05	461.82	10141.30	0.028
2 Career Opportunity	6137.10	3734.43	3830.23	618.10	4298.02	1297.96	6518.51	2137.54	2384.25	1470.84	32224.859	0.083
3 Cost	2894.10	113.71	1000.00	225.00	1982.00	249.00	2894.10	1874.00	1038.00	622.00	10224.00	0.024
4 Future Education Pote	21235.35	11278.73	2173.50	15149.84	4454.05	21948.59	7215.76	6642.49	5082.25	11730.40	40287.00	0.287
5 Legacy	4504.53	2687.37	2748.31	460.62	3390.11	852.50	4487.30	1369.55	1837.72	1087.30	23525.82	0.061
6 Length of Program	10955.41	15910.442	16844.053	27486.147	19320.044	27656.077	61693.008	110703.024	645511.2	25912.30	102224.00	0.017
7 Mentor's Recommendation	1744.78	1088.82	178.02	1088.82	1251.81	366.75	1819.42	602.68	730.97	416.30	9187.20	0.024
8 School's Location	8025.57	4584.01	5087.87	823.50	8731.15	1717.33	8457.33	2883.30	3396.34	1885.05	42558.23	0.110
9 School's Rank	5435.86	2687.37	2687.37	2687.37	2687.37	2687.37	2687.37	2687.37	2687.37	2687.37	12523.30	0.027
10 Sustainability	9879.01	5515.63	6207.28	10111.00	7036.30	2088.00	10282.60	3406.44	4053.10	2368.69	51848.27	0.134

128th Power of Matrix

	Alumni Networking	Career Opportunity	Cost	Future Education Pote	Legacy	Length of Program	Mentor's Recommendation	School's Location	School's Rank	Sustainability	Row Sum	(Eigenvector)
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AHP Pairwise Comparison For MBA Student Selection Criteria

Pairwise Comparisons PWC 17

Item	Item Number	1	2	3	4	5	6	7	8	9	10
Item Description		Alumni Networking	Career Opportunity	Cost	Future Education Pot	Legacy	Length of Program	Mentor's Recommendation	School's Location	School's Rank	Sustainability
1	Alumni Networking	1.00		7.0000	8.0000	8.0000	0.3330	0.2000	0.1250	0.1420	0.1110
2	Career Opportunity	9.00	1.00	68.0000	8.0000	8.0000	0.2000	0.1420	0.1660	0.1110	1.0000
3	Cost	138.90	1.00	1.0000	1.0000	1.0000	0.2000	0.1660	0.1420	0.1420	0.1110
4	Future Education Pot	0.11	0.11	1.00	1.00	0.3330	0.1420	0.1250	0.1250	0.1250	0.1110
5	Legacy	0.20	0.20	1.00	3.00	1.00	0.1660	0.1420	0.1250	0.1660	0.1110
6	Length of Program	8.00	8.00	5.00	7.00	8.00	1.00	0.2000	0.1660	0.3330	1.2500
7	Mentor's Recommendation	5.00	7.00	8.00	7.00	7.00	8.00	1.00	1.0000	1.0000	0.1420
8	School's Location	8.00	8.00	7.00	8.00	8.00	6.00	1.00	1.00	0.0000	1.0000
9	School's Rank	7.00	9.00	7.00	8.00	8.00	7.00	1.00	1.00	1.00	1.2500
10	Sustainability	9.00	1.00	9.00	9.00	9.00	8.00	7.00	1.00	9.00	1.00
Sum		42.47	28.45	142.00	80.00	48.34	24.05	10.99	4.05	13.02	3.91

Squares of Matrix

Item	Item Number	1	2	3	4	5	6	7	8	9	10
Item Description		Alumni Networking	Career Opportunity	Cost	Future Education Pot	Legacy	Length of Program	Mentor's Recommendation	School's Location	School's Rank	Sustainability
1	Alumni Networking	1.00	7.00	138.90	0.11	0.20	8.00	5.00	8.00	7.00	9.00
2	Career Opportunity	49.41	1.00	284.81	0.11	0.20	35.02	27.50	18.20	23.30	15.57
3	Cost	5.28	4.79	1.00	12.08	8.47	3.77	1.75	0.89	2.10	0.69
4	Future Education Pot	9.60	4.04	16.79	1.00	3.02	3.34	1.80	0.77	1.85	0.70
5	Legacy	7.10	7.10	30.73	30.73	1.00	10.00	3.92	2.02	1.14	1.09
6	Length of Program	89.58	17.89	639.83	107.83	65.20	10.00	6.78	4.27	6.90	7.85
7	Mentor's Recommendation	107.20	87.03	787.28	189.25	127.82	26.58	10.00	7.27	13.77	11.89
8	School's Location	140.63	26.52	754.24	127.02	177.72	47.73	21.11	10.00	23.14	13.25
9	School's Rank	115.61	44.45	983.29	200.39	130.07	21.48	10.05	7.22	10.00	13.23
10	Sustainability	133.20	145.99	321.00	286.97	215.01	79.78	27.81	18.16	29.37	10.00

Fourth Power of Matrix

Item	Item Number	1	2	3	4	5	6	7	8	9	10
Item Description		Alumni Networking	Career Opportunity	Cost	Future Education Pot	Legacy	Length of Program	Mentor's Recommendation	School's Location	School's Rank	Sustainability
1	Alumni Networking	3434.30	1999.59	7669.50	5540.42	1126.55	735.99	451.00	769.05	478.42	4232.95
2	Career Opportunity	17231.83	10840.69	95861.92	35348.73	24675.73	6633.60	3505.17	1911.21	3539.86	20467.53
3	Cost	134674.17	810156.16	759391.17	320863.17	225869.17	619134.16	330486.16	210293.16	343891.16	193835.16
4	Future Education Pot	1243.82	686.72	7709.89	3012.31	2098.72	527.14	292.07	185.11	185.11	16227.27
5	Legacy	1647.83	824.11	9844.43	3656.30	2761.39	717.26	380.52	243.65	292.09	21137.17
6	Length of Program	8069.97	2079732.00	247112003.8	1083024.65	74133824.65	205783004.8	109303283.0	66613814.8	11983414.7	1083024.65
7	Mentor's Recommendation	16741.12	10086.21	11753.10	34325.29	30540.79	8998.13	4886.00	2940.25	5090.20	2730.33
8	School's Location	23638.80	13600.72	15270.15	62228.14	43502.90	11929.11	6755.93	4188.50	6857.42	4017.49
9	School's Rank	18780.83	74811.76	100821.76	42921.29	29061.29	9916.11	6180.17	4902.17	5670.17	3622.17
10	Sustainability	27727.33	13524.88	172553.32	74358.79	52553.77	12818.23	7751.97	4852.16	7550.99	4964.81

Eighth Power of Matrix

Item	Item Number	1	2	3	4	5	6	7	8	9	10
Item Description		Alumni Networking	Career Opportunity	Cost	Future Education Pot	Legacy	Length of Program	Mentor's Recommendation	School's Location	School's Rank	Sustainability
1	Alumni Networking	3434.30	1999.59	7669.50	5540.42	1126.55	735.99	451.00	769.05	478.42	4232.95
2	Career Opportunity	17231.83	10840.69	95861.92	35348.73	24675.73	6633.60	3505.17	1911.21	3539.86	20467.53
3	Cost	134674.17	810156.16	759391.17	320863.17	225869.17	619134.16	330486.16	210293.16	343891.16	193835.16
4	Future Education Pot	1243.82	686.72	7709.89	3012.31	2098.72	527.14	292.07	185.11	185.11	16227.27
5	Legacy	1647.83	824.11	9844.43	3656.30	2761.39	717.26	380.52	243.65	292.09	21137.17
6	Length of Program	8069.97	2079732.00	247112003.8	1083024.65	74133824.65	205783004.8	109303283.0	66613814.8	11983414.7	1083024.65
7	Mentor's Recommendation	16741.12	10086.21	11753.10	34325.29	30540.79	8998.13	4886.00	2940.25	5090.20	2730.33
8	School's Location	23638.80	13600.72	15270.15	62228.14	43502.90	11929.11	6755.93	4188.50	6857.42	4017.49
9	School's Rank	18780.83	74811.76	100821.76	42921.29	29061.29	9916.11	6180.17	4902.17	5670.17	3622.17
10	Sustainability	27727.33	13524.88	172553.32	74358.79	52553.77	12818.23	7751.97	4852.16	7550.99	4964.81

Sixteenth Power of Matrix

Item	Item Number	1	2	3	4	5	6	7	8	9	10
Item Description		Alumni Networking	Career Opportunity	Cost	Future Education Pot	Legacy	Length of Program	Mentor's Recommendation	School's Location	School's Rank	Sustainability
1	Alumni Networking	3.3701E+17	2.0019E+17	1.8966E+18	8.0833E+17	5.6328E+17	1.5462E+17	8.2479E+16	5.0587E+16	5.8532E+16	5.0972E+16
2	Career Opportunity	1.6222E+18	9.6354E+17	9.1260E+18	3.8905E+18	2.7127E+18	7.4418E+17	3.9694E+17	2.4347E+17	4.315E+17	2.4533E+17
3	Cost	1.3467E+17	8.1047E+16	7.5939E+17	3.2086E+17	2.2586E+17	6.1913E+16	3.3048E+16	2.1029E+16	3.4389E+16	1.9383E+16
4	Future Education Pot	1.2723E+17	5.7561E+16	1.5823E+17	3.0509E+17	1.2173E+17	5.8361E+16	1.8904E+16	1.3297E+16	1.9288E+16	1.5989E+16
5	Legacy	1.8805E+17	1.0340E+17	9.5170E+17	4.0540E+17	2.8267E+17	7.753E+16	4.1364E+16	2.5377E+16	4.3048E+16	2.5564E+16
6	Length of Program	8.0534E+17	5.8521E+17	5.5436E+18	2.3636E+18	1.6475E+18	2.4105E+17	1.4765E+17	2.508E+17	1.4895E+17	1.2395E+17
7	Mentor's Recommendation	1.8791E+18	1.1180E+18	1.0592E+18	4.5059E+18	3.1418E+18	8.0197E+17	4.5979E+17	2.8193E+17	4.7848E+17	2.8413E+17
8	School's Location	2.5268E+18	1.5562E+18	1.4760E+18	6.2912E+18	4.3867E+18	1.2035E+18	6.8098E+17	3.9671E+17	6.6098E+17	3.9671E+17
9	School's Rank	1.8128E+18	1.1209E+18	1.0818E+18	4.5259E+18	3.1555E+18	8.6572E+17	4.8175E+17	2.8321E+17	4.8052E+17	2.8321E+17
10	Sustainability	3.0328E+18	1.8012E+18	1.7602E+18	7.2727E+18	5.0711E+18	1.3192E+18	7.4209E+17	4.5516E+17	7.7305E+17	4.5516E+17

Thirtieth Power of Matrix

Item	Item Number	1	2	3	4	5	6	7	8	9	10
Item Description		Alumni Networking	Career Opportunity	Cost	Future Education Pot	Legacy	Length of Program	Mentor's Recommendation	School's Location	School's Rank	Sustainability
1	Alumni Networking	1.6492E+36	9.7948E+35	9.2789E+36	3.9547E+36	2.7575E+36	7.6505E+35	4.035E+35	2.4748E+35	4.1909E+35	2.4937E+35
2	Career Opportunity	9.7378E+36	4.7142E+36	4.4659E+37	1.9034E+37	1.3271E+37	3.6410E+36	1.9420E+36	1.2002E+36	9.9613E+37	5.9123E+37
3	Cost	6.6039E+35	3.5219E+35	3.7153E+36	1.5834E+36	1.1041E+36	3.0290E+35	1.6158E+35	9.9099E+34	1.6814E+35	9.952E+34
4	Future Education Pot	6.2248E+35	3.8669E+35	3.5022E+36	1.4029E+36	1.0407E+36	2.855E+35	1.5229E+35	9.3414E+34	1.5849E+35	9.4123E+34
5	Legacy	8.2715E+35	4.9124E+35	4.6537E+36	1.9832E+36	1.3828E+36	3.794E+35	2.0237E+35	1.2412E+35	2.1061E+35	1.2507E+35
6	Length of Program	4.2802E+37	2.8629E+37	2.7121E+37	1.1598E+37	8.0001E+36	2.212E+36	1.1794E+36	7.2341E+35	1.2744E+36	7.2991E+35
7	Mentor's Recommendation	5.1957E+36	5.4691E+36	5.1725E+37	2.2249E+37	1.5317E+37	4.2171E+36	2.2493E+36	1.3798E+36	2.3404E+36	1.3801E+36
8	School's Location	1.2836E+37	7.6234E+36	7.2219E+37	3.078E+37	2.1462E+37	5.8879E+36	3.1405E+36	1.9283E+36	3.2694E+36	1.9403E+36
9	School's Rank	5.4223E+36	5.1651E+36	5.1561E+37	2.2141E+37	1.5438E+37	4.235E+36	2.2591E+36	1.3895E+36	2.3511E+36	1.3862E+36
10	Sustainability	3.4638E+37	8.8126E+36	8.3483E+37	3.5681E+37	2.481E+37	6.8064E+36	3.3040E+36	2.228E+36	3.7783E+36	2.2437E+36

Sixtyfourth Power

Item	Item Number	1	2	3	4	5	6	7	8	9	10
Item Description		Alumni Networking	Career Opportunity	Cost	Future Education Pot	Legacy	Length of Program	Mentor's Recommendation	School's Location	School's Rank	Sustainability
1	Alumni Networking	3.9476E+73	2.3445E+73	2.2010E+74	9.461E+73	6.5004E+73	1.8078E+73	9.558E+72	5.9241E+72	1.0051E+73	5.9691E+72
2	Career Opportunity	1.9000E+74	1.1204E+74	1.0689E+75	4.5560E+74	3.1767E+74	8.7152E+73	4.6486E+73	2.8519E+73	4.8379E+73	2.8792E+73
3	Cost	1.0607E+73	9.3875E+72	8.8931E+73	3.7902E+73	2.6428E+73	7.2504E+72	3.8673E+72	2.3702E+72	4.0247E+72	2.3908E+72
4	Future Education Pot	1.4499E+73	8.8400E+72	8.3829E+73	3.5728E+73	2.4912E+73	6.834E+72	3.6454E+72	2.2359E+72	3.7938E+72	2.2529E+72
5	Legacy	1.9798E+73	1.1719E+73	1.1139E+74	4.7475E+73	3.3103E+73	9.0816E+72	4.8440E+72	2.9711E+72	5.0412E+72	2.9937E+72
6	Length of Program	1.1538E+74	6.8528E+73	6.4919E+74	2.7668E+74	1.9206E+74	5.2823E+73	2.7315E+73	2.9306E+73	1.7447E+74	1.7449E+74
7	Mentor's Recommendation	2.2006E+74	1.3069E+74	1.2605E+75	5.2768E+74	3.6794E+74	1.0094E+74	5.3841E+73	3.3024E+73	5.6033E+73	3.3275E+73
8	School's Location	3.0725E+74	1.8474E+74	1.7286E+75	7.3675E+74	5.1378E+74	1.4093E+74	7.5171E+73	4.6108E+73	7.8237E+73	4.6458E+73
9	School's Rank	2.2102E+74	1.3126E+74	1.2435E+75	5.2998E+74	3.6954E+74	1.0138E+74	5.4070E+73	3.3168E+73	5.6277E+73	3.3423E+73
10	Sustainability	3.5516E+74	2.1094E+74	1.9883E+75	8.5169E+74	5.9358E+74	1.6292E+74	8.8902E+73	5.3301E+73	9.0432E+73	5.370E+73

128th Power of Matrix

2.2618E+148	1.3433E+148	1.2725E+149	5.4235E+148	3.7817E+148	1.0375E+148	5.5338E+147	3.3942E+147	5.7595E+147	3.42E+147
1.0686E+149	6.4652E+148	6.1246E+149	2.8102E+149	1.8201E+149	4.9903E+148	2.0634E+148	1.6339E+148	2.7719E+148	1.646E+148
9.0563E+147	5.3785E+147	5.0952E+148	2.0717E+148	1.5422E+148	4.1541E+147	2.2157E+147	1.3591E+147	2.308E+147	1.296E+147
8.5308E+147	5.07E+147	4.8026E+148	2.0448E+148	1.5257E+148	3.9150E+147	2.0898E+147	1.2817E+147	2.1730E+147	1.2690E+147
1.1344E+148	6.382E+147	6.0866E+148	2.7201E+148	1.9866E+148	5.2023E+147	2.7757E+147	1.6789E+147	2.888E+147	1.688E+147
6.011E+148	3.9262E+148	3.7199E+149	1.5853E+149	1.1054E+149	3.0322E+148	1.6171E+148	8.9217E+147	1.8833E+148	9.996E+147
7.2608E+149	7.0937E+149	6.9022E+149	3.2423E+149	2.1633E+149	7.3633E+148	3.7633E+148	2.1019E+148	3.9109E+148	2.1019E+148
1.7604E+149	1.0455E+149	4.2212E+149	2.0432E+149	2.8433E+149	8.0747E+148	4.307E+148	2.6471E+148	4.482E+148	2.696E+148
1.2963E+149	7.5207E+148	7.1246E+149	3.0368E+149	2.1173E+149	5.8008E+148	3.0983E+148	1.9003E+148	3.2244E+148	1.9148E+148
7.5325E+149	4.1449E+150	4.8707E+149	1.8705E+150	1.2605E+150	3.8303E+149	2.1011E+149	1.2887E+149	2.1687E+149	1.2887E+149
8.9878E+149	5.1003E+149	4.8313E+150	2.0599E+150	1.4350E+150	8.9302E+149	2.1011E+149	1.2887E+149	2.1687E+149	1.2887E+149

AHP Pairwise Comparison For MBA Student Selection Criteria

Pairwise Comparisons PWC 18

Item N	Item Number	1	2	3	4	5	6	7	8	9	10	Row Sum	Normalized Row Sum (Eigenvector)
Item Description		Alumni Networking	Career Opportunity	Cost	Future Education Pot	Legacy	Length of Program	Mentor's Recommendation	School's Location	School's Rank	Sustainability		
1	Alumni Networking	1.00	0.14290	3.00000	0.00000	0.33330	0.14290	1.00000	0.20000	0.33330	0.20000	11.35	0.05134409
2	Career Opportunity	7.00	1.00	7.00000	7.00000	1.00000	1.00000	7.00000	1.00000	8.00000	1.00000	38.00	0.17115323
3	Cost	0.00	0.14290	1.00	1.00000	0.33330	0.14290	1.00000	0.14290	1.00000	2.00000	5.30	0.023851481
4	Future Education Pot	0.00	0.14290	1.00	1.00	0.33330	0.11110	1.00000	0.11110	0.33330	0.20000	4.43	0.019961433
5	Legacy	3.00	1.00	3.00	3.00	1.00	1.00000	8.00000	0.14290	3.00000	1.00000	21.14	0.096237634
6	Length of Program	7.00	1.00	7.00	7.00	1.00	1.00	8.00000	1.00000	1.00000	1.00000	46.00	0.207182105
7	Mentor's Recommendation	1.00	0.14	1.00	1.00	0.20	0.11	1.00	0.11110	1.00000	0.33330	5.90	0.026567913
8	School's Location	6.00	1.00	7.00	9.00	7.00	1.00	9.00	1.00	0.00000	1.00000	50.00	0.225023287
9	School's Rank	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	9.90	0.044593118
10	Sustainability	5.00	1.00	5.00	5.00	1.00	1.00	3.00	1.00	7.00	1.00	30.00	0.13512035
Sum		32.53	5.77	36.00	44.00	12.53	5.62	38.00	4.82	36.86	6.08	222.01	

Square of Matrix

Item N	Item Number	1	2	3	4	5	6	7	8	9	10	Row Sum	(Eigenvector)
1	Alumni Networking	1.00	2.01	17.73	21.09	6.53	2.29	16.89	2.07	12.53	2.40	93.433802	0.03733692
2	Career Opportunity	59.71	10.01	75.99	103.99	21.09	9.11	69.00	9.09	58.90	12.29	453.449609	0.168844111
3	Cost	9.58	1.84	1.00	13.24	3.13	1.49	10.17	1.22	9.13	1.90	61.6012309	0.02452268
4	Future Education Pot	7.07	1.42	8.00	10.00	3.33	3.30	38.00	3.80	38.20	7.72	90.3329244	0.020070419
5	Legacy	41.31	40.00	6.14	40.00	6.22	42.29	5.24	38.20	6.04	1.04	264.7146354	0.105559094
6	Length of Program	74.13	11.37	83.99	119.99	23.49	10.00	74.00	9.54	63.33	13.89	483.6880265	0.182867541
7	Mentor's Recommendation	10.13	1.89	11.82	16.29	3.10	1.52	10.00	1.40	9.31	0.97	87.193614	0.026794053
8	School's Location	60.13	17.09	58.99	126.00	26.79	15.71	101.99	10.00	80.60	19.49	567.8415997	0.23430288
9	School's Rank	12.38	2.24	19.67	28.12	4.43	2.03	14.50	1.91	10.00	2.77	88.0499116	0.030959911
10	Sustainability	58.86	8.97	63.89	92.00	16.93	8.80	58.00	7.32	51.33	10.00	377.8004242	0.150525552

Total

250793.3%

Item N	Item Number	1	2	3	4	5	6	7	8	9	10	Row Sum	(Eigenvector)
1	Alumni Networking	1655.73	292.89	2018.85	2709.32	555.20	266.95	1847.10	230.89	1593.78	349.11	11499.10	0.039
2	Career Opportunity	7071.72	1283.13	8705.11	11699.81	2411.08	1151.51	7984.00	995.41	6716.37	1511.80	45419.735	0.167
3	Cost	1082.15	5.26896E+14	3.63486E+15	4.8591E+15	1.00837E+15	4.79198E+14	3.33961E+15	4.15430E+14	2.78916E+15	6.25436E+14	2.852E+15	0.108977
4	Future Education Pot	896.14	158.55	1104.44	1483.02	303.92	144.34	1003.84	125.76	842.92	189.71	6252.63	0.0271
5	Legacy	4430.00	793.70	5498.20	7340.40	1530.01	722.94	5024.35	626.47	4205.70	950.84	31129.30	0.105
6	Length of Program	7992.00	2019.077	13899.649	18697.336	3849.776	1834.292	127207.67	2.00960372	16989.622	2406.62032	61719.83	0.234
7	Mentor's Recommendation	1179.60	202.08	1395.30	1960952.8	261949.87	543026.4	179437.6	224119.9	1500544.7	339597.6	11126697.306	0.827
8	School's Location	10176.40	1808.31	12586.13	16848.78	345407.86	4891095.1	2320683.2	16131136.3	2014526.5	13698916.2	109004858.244	8.240
9	School's Rank	1683.80	292.89	2737.922	365400.5	707060.3	360618.6	312926.1	21061135.9	473577.0	312926.1	1822968.8021	0.837
10	Sustainability	6255.70	1122.73	7750.97	10319.51	2145.99	1023.39	7102.30	685.89	5960.69	1345.77	43913.23	0.148

Total

295853.18

Item N	Item Number	1	2	3	4	5	6	7	8	9	10	Row Sum	(Eigenvector)
1	Alumni Networking	2308235.4	4115834.4	28447934.4	38001969.7	7877656.6	3750491.6	28035297.9	3251380.6	21899924.2	4526187.4	181404840.2320	0.839
2	Career Opportunity	99484267.0	1724055.3	12250618.2	163847040.8	33924399.0	16190471.8	11216598.9	14001457.1	94306521.9	21213865.3	895054819.4230	0.167
3	Cost	1493874.5	2459992.1	2459992.1	2459992.1	2459992.1	2459992.1	2459992.1	2459992.1	2459992.1	2459992.1	104308039.39	0.826
4	Future Education Pot	12548393.0	2525999.5	15455293.0	20456961.7	4279797.8	2037476.0	1414239.7	176639.8	11897307.1	270255.9	870762.5500	0.021
5	Legacy	62816863.4	11158085.2	71724493.9	103025493.8	21357228.9	10167425.9	70582707.8	881491.9	93698630.9	13355123.0	437871634.4609	0.108
6	Length of Program	11289059.6	2019077.4	13899498.9	18697336.5	3849776.3	1834292.8	127207.67	2.00960372	16989.622	2406.62032	61719.83	0.234
7	Mentor's Recommendation	15921021.3	2837064.2	19609522.8	26194987.7	543026.4	2585181.3	179437.6	224119.9	1500544.7	339597.6	11126697.306	0.827
8	School's Location	143100820.3	25500952.9	1762639.8	235450786.0	4891095.1	2320683.2	16131136.3	2014526.5	13698916.2	3052202.9	109004858.244	8.240
9	School's Rank	22129338.4	3966227.8	2737922.2	365400.5	707060.3	360618.6	312926.1	21061135.9	473577.0	312926.1	1822968.8021	0.837
10	Sustainability	8840399.0	15753263.0	10884931.7	14545125.5	30152436.0	14354647.4	9950235.0	12444630.1	63819940.0	18855085.2	877169994.8912	0.149

Total

419908782.8288

Item N	Item Number	1	2	3	4	5	6	7	8	9	10	Row Sum	(Eigenvector)
1	Alumni Networking	596163663.9	106055135	733044309	979223569.8	202993809.8	96639218.26	670871436	8378073.85	564299472.2	126937174.9	255853.18	0.00153
2	Career Opportunity	1655.73	292.89	2018.85	2709.32	555.20	266.95	1847.10	230.89	1593.78	349.11	11499.10	0.039
3	Cost	1082.15	5.26896E+14	3.63486E+15	4.8591E+15	1.00837E+15	4.79198E+14	3.33961E+15	4.15430E+14	2.78916E+15	6.25436E+14	2.852E+15	0.108977
4	Future Education Pot	896.14	158.55	1104.44	1483.02	303.92	144.34	1003.84	125.76	842.92	189.71	6252.63	0.0271
5	Legacy	4430.00	793.70	5498.20	7340.40	1530.01	722.94	5024.35	626.47	4205.70	950.84	31129.30	0.105
6	Length of Program	7992.00	2019.077	13899.649	18697.336	3849.776	1834.292	127207.67	2.00960372	16989.622	2406.62032	61719.83	0.234
7	Mentor's Recommendation	1179.60	202.08	1395.30	1960952.8	261949.87	543026.4	179437.6	224119.9	1500544.7	339597.6	11126697.306	0.827
8	School's Location	10176.40	1808.31	12586.13	16848.78	345407.86	4891095.1	2320683.2	16131136.3	2014526.5	13698916.2	109004858.244	8.240
9	School's Rank	1683.80	292.89	2737.922	365400.5	707060.3	360618.6	312926.1	21061135.9	473577.0	312926.1	1822968.8021	0.837
10	Sustainability	6255.70	1122.73	7750.97	10319.51	2145.99	1023.39	7102.30	685.89	5960.69	1345.77	43913.23	0.148

Total

295853.18

Item N	Item Number	1	2	3	4	5	6	7	8	9	10	Row Sum	(Eigenvector)
1	Alumni Networking	4.56302E+15	8.13103E+14	5.62009E+15	7.5075E+15	1.55631E+15	7.40913E+14	5.14343E+15	6.42329E+14	4.32637E+15	9.732E+14	3.18863E+16	0.168339
2	Career Opportunity	1.96497E+16	3.50146E+15	2.42018E+16	3.23295E+16	6.70192E+15	3.19058E+15	2.21481E+16	2.76906E+15	1.83037E+16	4.19089E+15	1.37312E+17	0.882040149
3	Cost	2.95121E+15	5.26896E+14	3.63486E+15	4.8591E+15	1.00837E+15	4.79198E+14	3.33961E+15	4.15430E+14	2.78916E+15	6.25436E+14	2.852E+15	0.108977
4	Future Education Pot	2.47898E+15	4.41736E+14	3.05324E+15	4.07862E+15	8.45498E+14	4.02518E+14	2.79439E+15	3.48959E+14	2.35045E+15	5.28713E+14	1.73229E+16	0.112537719
5	Legacy	1.23704E+16	2.25436E+15	1.52362E+16	2.0335E+16	4.21918E+15	2.00835E+15	1.39439E+16	1.74317E+15	1.17289E+16	2.6387E+15	8.64443E+16	0.58152203
6	Length of Program	2.22945E+16	3.97775E+15	2.74951E+16	3.6981E+16	7.6038E+15	3.62004E+15	2.51303E+16	3.13803E+15	2.13353E+16	4.75497E+15	1.5110892E+17	0.82842
7	Mentor's Recommendation	1.34531E+16	5.60475E+14	3.87395E+15	5.17495E+15	1.07277E+15	5.10714E+14	3.54539E+15	4.4279E+14	2.98219E+15	6.70831E+14	2.19787833	0.116037
8	School's Location	2.82718E+16	5.02707E+15	3.48213E+16	4.65154E+16	9.45429E+15	4.5908E+15	3.1898E+16	3.97079E+15	2.68956E+16	5.02861E+15	1.28345915	0.1943007
9	School's Rank	4.38823E+15	7.81955E+14	5.4048E+15	7.12911E+15	1.49695E+15	7.12532E+14	4.9484E+15	6.17724E+14	4.16085E+15	9.3592E+14	3.06648E+16	0.19921283
10	Sustainability	1.74648E+16	3.11215E+15	2.15107E+16	2.87347E+16	5.96571E+15	2.83582E+15	1.94863E+16	2.45849E+15	1.65591E+16	3.72489E+15	1.22044E+17	0.79282182

Thirtyscond Power of Matrix

12th Power of Matrix													
6.26336E+31	1.12416E+31	7.7512E+31	1.0354E+32	2.1485E+31	1.0210E+31	7.0930E+31	8.859E+30	5.9698E+31	1.3422E+31	4.9841E+31		0.038808413	
2.7011E+32	4.6826E+31	3.3379E+32	4.459E+32	2.9433E+31	4.4005E+31	3.0546E+32	3.8149E+31	2.6599E+32	5.7801E+31	1.6712E+32		0.167120575	
4.0703E+31	7.2531E+30	5.0132E+31	6.8969E+31	1.3883E+31	6.691E+30	4.5881E+31	5.7297E+30	3.8475E+31	8.8812E+30	2.8843E+32		0.021005546	
3.4149E+30	6.0240E+30	4.21E+31	6.5252E+31	1.16E+31	5.551E+30	3.8536E+31	4.812E+30	3.259E+31	7.725E+30	2.3892E+32		0.021005546	
1.7081E+32	2.1014E+32	2.8071E+32	3.7762E+32	6.7762E+31	1.0231E+32	6.1701E+32	7.6170E+31	5.1167E+32	1.1619E+32	3.3445E+32		0.167120575	
3.0749E+32	5.4792E+31	3.7872E+32	5.059E+32	1.0487E+32	4.9028E+31	3.406E+32	4.3294E+31	2.9154E+32	6.5581E+31	2.1497E+32		0.16984460	
4.338E+31	7.343E+31	5.134E+31	6.915E+31	1.373E+31	6.809E+30	4.115E+31	5.099E+30	3.344E+31	7.697E+30	2.3045E+32		0.021005546	
3.8690E+32	6.9482E+31	4.8026E+32	6.1451E+32	1.2309E+32	6.3131E+31	4.9502E+32	5.6480E+31	3.6970E+32	8.1831E+31	2.7248E+32		0.24045168	
6.0622E+31	1.0785E+31	7.6454E+31	9.9077E+31	2.0402E+31	9.827E+30	6.822E+31	8.5196E+30	5.7384E+31	1.2908E+31	4.2290E+32		0.03731821	
2.4097E+32	3.9668E+32	3.8951E+32	5.2668E+32	8.3051E+31	1.215E+32	2.715E+32	3.2638E+31	2.1836E+32	1.6832E+32	1.14853959E+33		0.24045168	
1.6216E+32	1.8879E+31	1.7943E+32	2.0661E+32	4.5300E+32	2.6313E+32	1.8279E+32	2.2820E+32	1.3575E+32	3.4586E+32				

AHP Pairwise Comparison For MBA Student Selection Criteria

Pairwise Comparisons PWC 19

Item #	Item Number	Item Description	1	2	3	4	5	6	7	8	9	10
1	Alumni Networking	Alumni Networking	1.00	6.16666	6.00000	0.20000	0.20000	0.00000	0.14280	0.14280	0.20000	
2	Career Opportunity	Career Opportunity	6.500	1.00	9.50000	7.50000	4.00000	7.00000	8.00000	7.00000	7.00000	
3	Cost	Cost	137.41	139.41	1.00	1.18182	1.12222	1.12222	1.12222	1.12222	1.12222	
4	Future Education Pote	Future Education Pote	5.00	0.14	7.00	0.20	1.00	0.20000	5.00000	0.20000	0.14280	
5	Legacy	Legacy	4.50	0.14	7.00	0.20	1.00	0.20000	5.00000	0.20000	0.14280	
6	Length of Program	Length of Program	4.00	1.37	6.00	0.20	1.00	0.20000	7.00000	0.20000	0.20000	
7	Member's Recommendation	Member's Recommendation	0.20	0.14	5.00	0.20	0.14	0.20	1.00	0.12500	0.14280	
8	School's Location	School's Location	7.00	0.20	7.00	0.20	5.00	0.14	8.00	1.00	0.00000	
9	School's Rank	School's Rank	7.00	0.14	7.00	0.20	5.00	0.10	7.00	0.14	0.00000	
10	Sustainability	Sustainability	5.00	0.14	7.00	0.17	7.00	0.20	7.00	5.00	1.00	
Sum			40.40	2.44	63.59	9.45	35.59	12.00	54.20	23.94	18.53	20.85

Square of Matrix

Item #	Item Number	Item Description	1	2	3	4	5	6	7	8	9	10
1	Alumni Networking	Alumni Networking	10.00	41.70	44.80	1.70	6.51	0.59	20.73	19.74	89.49	
2	Career Opportunity	Career Opportunity	217.10	10.00	349.35	23.25	182.17	69.71	295.70	114.75	79.54	
3	Cost	Cost	8.89	0.45	10.00	1.28	4.89	1.87	7.81	3.18	2.55	
4	Future Education Pote	Future Education Pote	158.40	7.43	287.24	10.00	131.64	21.28	218.80	80.37	47.71	
5	Legacy	Legacy	157.71	7.41	27.81	10.00	4.32	39.20	6.49	5.63	5.24	
6	Length of Program	Length of Program	116.60	6.33	8.87	6.87	91.88	10.00	166.84	45.46	34.75	
7	Member's Recommendation	Member's Recommendation	7.00	1.03	18.63	2.10	9.53	4.89	10.00	4.22	3.44	
8	School's Location	School's Location	61.50	4.72	150.85	7.00	33.60	9.43	103.50	10.00	12.80	
9	School's Rank	School's Rank	50.50	4.43	139.58	6.23	29.81	58.45	18.26	10.00	13.30	
10	Sustainability	Sustainability	85.47	5.11	169.20	6.57	50.67	7.70	125.95	17.27	23.15	10.00

Fourth Power of Matrix

Item #	Item Number	Item Description	1	2	3	4	5	6	7	8	9	10
1	Alumni Networking	Alumni Networking	8522.43	379.35	4852.43	2189.30	1536.36	4837.88	1204.83	922.80	1086.11	
2	Career Opportunity	Career Opportunity	40581.83	10584.69	96575.50	5402.48	27863.69	6925.53	65172.07	12074.93	12004.43	
3	Cost	Cost	137.41	139.41	1.00	1.18182	1.12222	1.12222	1.12222	1.12222	1.12222	
4	Future Education Pote	Future Education Pote	23705.31	2055.17	34583.59	3458.14	18794.97	4438.43	38740.31	8577.70	7220.90	
5	Legacy	Legacy	3954.30	297.20	8586.47	830.04	2623.72	745.68	6044.37	1653.38	1258.68	
6	Length of Program	Length of Program	12630.30	3632.16	3632.16	3632.16	12630.30	3632.16	12630.30	3632.16	12630.30	
7	Member's Recommendation	Member's Recommendation	1959.31	142.75	4297.43	236.70	1400.33	532.30	3042.88	757.24	538.80	
8	School's Location	School's Location	8226.60	688.91	19169.23	1241.30	6718.18	1668.56	12902.34	3568.55	2735.86	
9	School's Rank	School's Rank	7188.47	618.87	19169.23	1241.30	6718.18	1668.56	12902.34	3568.55	2735.86	
10	Sustainability	Sustainability	9768.80	872.60	24082.43	1557.27	7109.07	2059.89	15803.11	4175.48	3199.04	1232.68

Eighth Power of Matrix

Item #	Item Number	Item Description	1	2	3	4	5	6	7	8	9	10
1	Alumni Networking	Alumni Networking	87255720.7	7061536.2	202774141.4	12168119.7	62385130.8	16334997.9	138183643.0	34545982.5	27108740.2	
2	Career Opportunity	Career Opportunity	171783278.8	94831911.9	272703809.3	163002851.1	83789768.6	218671017.9	185432354.9	462708508.6	363833810.2	
3	Cost	Cost	3658720.2	35807498.9	157896802.9	157896802.9	157896802.9	157896802.9	157896802.9	157896802.9	157896802.9	
4	Future Education Pote	Future Education Pote	71547614.0	97896802.9	1664237150.1	98467736.3	510002974.4	133302020.7	113837828.0	221484784.5	210190677.8	
5	Legacy	Legacy	118089561.0	95074501.1	274741447.8	16030572.8	8411378.3	22139983.0	18709754.6	4673526.2	30709993.3	
6	Length of Program	Length of Program	47978989.6	363216.2	111801233.0	48489815.5	23892851.1	6814454.0	70107232.2	13984899.7	14126202.7	
7	Member's Recommendation	Member's Recommendation	55653875.1	4487513.5	126226241.8	7745733.4	39787444.5	10401726.7	8811024.8	2202093.2	1727823.8	
8	School's Location	School's Location	256806209.1	219911.6	605846209.1	36333023.3	155452991.3	41175279.8	10266640.3	6083411.8	39767874.8	
9	School's Rank	School's Rank	24682009.1	20269175.9	581793229.4	3490140.2	178408637.4	46776834.3	39607380.2	98711315.2	77575207.3	
10	Sustainability	Sustainability	115618147.3	25649324.4	736010262.5	44143480.6	225230248.7	59103761.2	500727057.0	12457494.0	67974895.6	

Sixteenth Power of Matrix

Item #	Item Number	Item Description	1	2	3	4	5	6	7	8	9	10
1	Alumni Networking	Alumni Networking	7.88759E+16	6.38977E+15	1.83517E+17	1.09973E+16	5.6327E+16	1.47458E+16	1.25006E+17	3.11518E+16	2.44784E+16	
2	Career Opportunity	Career Opportunity	1.05833E+16	8.57351E+16	2.46236E+18	1.47557E+17	7.55757E+17	1.97855E+17	1.67728E+18	4.17983E+17	3.28415E+17	
3	Cost	Cost	5.39415E+16	5.39415E+16	7.75741E+16	4.84898E+15	2.38928E+16	5.63317E+16	5.24065E+16	1.19819E+16	1.03465E+16	
4	Future Education Pote	Future Education Pote	6.45088E+17	5.25988E+16	1.50088E+18	8.8941E+16	4.60972E+17	1.20599E+17	2.54778E+17	2.00181E+17	1.90289E+17	
5	Legacy	Legacy	1.08454E+17	8.65525E+15	2.46591E+17	1.48989E+16	7.832E+16	1.99325E+17	4.21978E+16	3.15956E+16	3.15139E+16	
6	Length of Program	Length of Program	3.33424E+17	3.51035E+16	1.00819E+18	6.04158E+16	8.10092E+16	6.86749E+17	1.7114E+17	1.34467E+17	1.27809E+17	
7	Member's Recommendation	Member's Recommendation	5.02627E+16	4.0718E+15	1.6944E+17	7.00788E+15	3.58937E+16	9.36585E+15	1.9851E+16	1.59973E+16	1.4825E+16	
8	School's Location	School's Location	2.3489E+17	1.90358E+16	5.48717E+16	3.2762E+16	1.67804E+17	1.67804E+17	6.59034E+16	7.29178E+16	6.59034E+16	
9	School's Rank	School's Rank	2.25804E+17	1.83005E+16	5.25599E+17	3.14865E+16	1.61323E+17	4.22324E+16	3.58021E+17	8.6197E+16	7.01013E+16	
10	Sustainability	Sustainability	2.85496E+17	2.31259E+16	6.64186E+17	3.98012E+16	2.03895E+17	5.3376E+16	4.52422E+17	8.58581E+16	1.78312493	

Thirtieth Power of Matrix

Item #	Item Number	Item Description	1	2	3	4	5	6	7	8	9	10
1	Alumni Networking	Alumni Networking	6.43786E+34	5.21532E+33	1.49787E+35	8.97595E+33	4.59741E+34	1.20355E+34	1.0203E+35	2.54261E+34	1.99777E+34	
2	Career Opportunity	Career Opportunity	8.63806E+35	6.9977E+34	2.00978E+36	1.20436E+35	6.16883E+35	1.64843E+35	1.3086E+36	3.41177E+35	2.68025E+35	
3	Cost	Cost	2.72133E+34	2.20455E+33	6.3318E+34	3.79421E+33	1.94336E+34	5.0878E+33	4.13288E+34	8.44471E+33	8.02689E+33	
4	Future Education Pote	Future Education Pote	5.26525E+35	4.26535E+34	1.22052E+36	7.34096E+34	3.78E+35	9.84325E+34	8.34451E+35	2.7047E+35	1.63307E+35	
5	Legacy	Legacy	8.72056E+34	7.06491E+33	2.02898E+35	1.21587E+34	6.22781E+34	1.63022E+34	1.38209E+35	3.44419E+34	2.57216E+34	
6	Length of Program	Length of Program	3.53678E+35	2.85151E+34	8.22886E+35	4.93114E+34	2.25995E+35	6.11198E+34	5.05345E+35	1.39894E+35	1.09725E+35	
7	Member's Recommendation	Member's Recommendation	1.43324E+34	3.32336E+33	9.54498E+34	5.71981E+34	2.02946E+34	6.50172E+34	1.20204E+34	1.27305E+34	1.18932553	
8	School's Location	School's Location	1.9179E+35	1.5537E+34	4.4622E+35	2.67402E+34	1.35962E+35	3.5855E+34	3.0397E+35	7.57408E+34	5.91558E+34	
9	School's Rank	School's Rank	1.84362E+35	1.46836E+34	4.26984E+35	2.57074E+34	1.31871E+35	3.44701E+34	2.92217E+35	7.28211E+34	5.72186E+34	
10	Sustainability	Sustainability	2.32993E+35	1.88753E+34	5.42108E+35	3.24858E+34	1.6639E+35	4.35589E+34	3.69268E+35	9.2022E+34	6.87232E+34	

Sixtyfourth Power

Item #	Item Number	Item Description	1	2	3	4	5	6	7	8	9	10
1	Alumni Networking	Alumni Networking	3.47435E+69	9.8745E+67	5.97961E+69	3.08871E+70	8.01783E+69	6.79704E+70	1.69384E+70	1.33087E+70	1.26486E+70	
2	Career Opportunity	Career Opportunity	5.78451E+71	4.68174E+70	1.33888E+72	8.03232E+70	4.10942E+71	1.0789E+71	9.11999E+71	2.27222E+71	1.78571E+71	
3	Cost	Cost	1.8192E+70	1.46883E+69	4.21799E+70	2.52762E+69	1.29463E+70	3.3892E+69	2.87316E+70	7.15998E+69	5.62571E+69	
4	Future Education Pote	Future Education Pote	3.50758E+71	2.84148E+70	8.16029E+71	4.88043E+70	2.50484E+71	6.55736E+70	5.55899E+71	1.36531E+71	1.08848E+71	
5	Legacy	Legacy	5.80544E+70	4.79031E+69	1.36186E+71	8.09992E+69	4.14872E+70	1.08060E+70	9.20718E+70	2.28446E+70	1.80278E+70	
6	Length of Program	Length of Program	2.3614E+71	1.90871E+70	5.48191E+71	3.28650E+70	1.68257E+71	4.40477E+70	3.7341E+71	7.31145E+70	6.94487E+70	
7	Member's Recommendation	Member's Recommendation	2.73207E+70	2.21398E+69	6.35887E+70	3.81043E+69	1.95167E+70	5.10926E+69	4.31321E+70	8.48082E+69	8.06091E+69	
8	School's Location	School's Location	1.27767E+71	1.03504E+70	2.9727E+71	1.78139E+70	9.12413E+70	2.38859E+70	2.02491E+71	5.04612E+70	3.96481E+70	
9	School's Rank	School's Rank	1.22932E+71	9.95036E+69	2.86781E+71	1.71258E+70	8.7717E+70	1.94686E+71	4.8512E+70	3.81165E+70	3.62045E+70	
10	Sustainability	Sustainability	1.55219E+71	1.25743E+70	3.61142E+71	2.16414E+70	1.10846E+71	2.90181E+70	2.45998E+71	6.13034E+70	4.8167E+70	

128th Power of Matrix

1.9033E+14	1.5419E+141	4.4284E+142	2.6537E+141	1.3592E+142	3.5593E+141	3.0169E+142	7.6172E+141	5.9064E+141	5.6199E+141	1.3387E+143	0.02502083E5
2.5538E+14	2.5918E+142	5.9419E+143	2.6507E+142	1.8236E+143	4.7744E+142	4.0474E+143	1.0089E+143	9.9298E+142	7.5329E+142	1.7962E+144	0.33579157E7
8.0459E+14	6.8157E+140	2.8196E+142	1.3216E+141	5.7455E+144	1.5041E+141	1.275E+142	3.1779E+141	2.4967E+141	2.7376E+141	5.6589E+142	0.0103676501E5
1.5597E+143	1.291E+142	3.6134E+143	2.1796E+142	2.1109E+143	6.4627E+142	5.1074E+142	1.2459E+143	1.0581E+143	1.2459E+143	1.2459E+143	0.00000000E0
2.5783E+142	2.0689E+141	5.9997E+142	1.9594E+141	1.8412E+142	4.832E+141	4.080E+142	1.0138E+142	8.0007E+141	7.6064E+141	1.8133E+143	0.00000000E0
1.0456E+143	8.4705E+141	1.4579E+142	7.4672E+141	1.9547E+142	1.6572E+143	4.1297E+142	3.2448E+142	3.0841E+142	7.3543E+143	0.13745745E7	0.00000000E0
1.2129E+142	9.8282E+140	2.8322E+141	1.6911E+141	8.6816E+141	2.2686E+141	1.9222E+142	4.7902E+141	3.7639E+141	3.5774E+141	8.5303E+142	0.015994420E6
5.6703E+142	4.9035E+141	1.3131E+143	7.9054E+141	4.0459E+142	1.0001E+142	8.8965E+142	2.2393E+142	1.7599E+142	1.8725E+142	3.998E+143	0.00000000E0
4.4612E+142	1.2083E+143	7.9006E+141	3.9892E+141	1.0191E+142	1.0191E+142	2.6193E+142	1.6912E+142	1.6912E+142	1.6912E+142	0.00000000E0	0.00000000E0
6.8886E+142	5.5805E+141	1.6027E+143	9.0044E+141	4.9195E+142	1.2870E+141	1.0917E+143	2.7202E+142	2.1379E+142	2.0319E+142	4.8446E+143	0.00955538E6

AHP Pairwise Comparison For MBA Student Selection Criteria

Pairwise Comparisons PWC 20

Item #	Item Number	1	2	3	4	5	6	7	8	9	10	Row Sum	Normalized Row Sum (Eigenvector)
Item Description	Item Number	Alumni Networking	Career Opportunity	Cost	Future Education Pot	Legacy	Length of Program	Mentor's Recommendation	School's Location	School's Rank	Sustainability		
1	Alumni Networking	1.00	1.0000	3.0000	1.0000	3.0000	1.0000	3.0000	1.0000	1.0000	1.0000	22.34	0.10529797
2	Career Opportunity	1.50	1.00	7.0000	7.0000	7.0000	1.0000	7.0000	7.0000	7.0000	7.0000	52.00	0.24650951
3	Cost	0.33	0.14	1.00	0.2000	0.2000	0.1111	0.2000	0.2000	1.0000	1.0000	6.79	0.03267973
4	Future Education Pot	0.20	0.14	5.00	1.00	1.0000	0.1111	1.0000	1.0000	1.0000	1.0000	11.45	0.05409234
5	Legacy	0.33	0.14	1.00	1.00	1.00	0.1111	1.0000	1.0000	1.0000	1.0000	7.59	0.03583226
6	Length of Program	2.00	1.00	9.00	9.00	9.00	1.00	9.00	9.00	9.00	9.00	72.00	0.34007261
7	Mentor's Recommendation	5.00	0.14	1.00	1.00	1.00	0.11	1.00	3.0000	3.0000	3.0000	18.25	0.08621699
8	School's Location	0.33	0.14	1.00	1.00	1.00	0.11	0.33	1.00	1.0000	1.0000	6.92	0.03267984
9	School's Rank	1.00	0.14	1.00	1.00	1.00	0.11	0.33	1.00	1.00	1.0000	6.79	0.03267729
10	Sustainability	1.00	0.14	1.00	1.00	1.00	0.11	0.33	1.00	1.00	1.0000	7.59	0.03583279
Sum		16.40	4.00	30.00	27.20	26.00	2.52	21.20	28.00	30.00	26.00	211.72	

Squares of Matrix

	Alumni Networking	Career Opportunity	Future Education Pot	Legacy	Length of Program	Mentor's Recommendation	School's Location	School's Rank	Sustainability	Row Sum	(Eigenvector)
1	Alumni Networking	10.00	5.00	31.43	31.09	31.40	3.53	22.50	31.89	33.89	250.3618224
2	Career Opportunity	10.00	10.00	66.40	22.36	22.36	14.22	96.00	96.00	63.9771220	
3	Cost	8.49	1.47	10.00	0.97	0.97	0.22	11.20	11.87	15.20	
4	Future Education Pot	9.65	2.53	17.60	10.00	13.80	1.50	11.54	15.50	79.2232442	
5	Legacy	8.61	8.61	14.00	9.67	10.00	1.00	12.07	12.07	11.33	
6	Length of Program	81.60	18.00	136.00	106.99	100.00	10.00	62.40	118.00	131.99	
7	Mentor's Recommendation	16.30	7.11	34.00	36.20	30.00	2.41	10.00	32.00	42.00	
8	School's Location	5.32	1.40	13.33	9.20	9.33	1.01	6.40	10.00	10.00	
9	School's Rank	5.19	1.39	12.93	8.83	8.93	0.99	6.37	9.80	10.00	
10	Sustainability	5.99	2.16	15.43	12.53	11.33	1.10	6.53	12.00	14.00	
										90.9799705	

Fourth Power of Matrix

Item #	Item Number	1	2	3	4	5	6	7	8	9	10	Row Sum	(Eigenvector)
1	Alumni Networking	6073.50	3946.43	6073.50	3946.43	3946.43	3946.43	3946.43	3946.43	3946.43	3946.43	39195.46	0.098
2	Career Opportunity	6063.40	1695.30	13314.62	10070.53	8750.50	1008.81	6252.96	10774.51	11817.66	9831.37	80418.433	0.247
3	Cost	71.85	1.78	10.00	0.97	0.97	0.22	11.87	11.87	10.53	79.08	129.13	0.0083
4	Future Education Pot	1148.07	1894.50	320.90	1824.39	1824.39	187.10	1148.45	2019.41	2246.03	1792.26	15054.98	0.046
5	Legacy	886.80	245.13	1836.23	1448.31	1416.32	146.97	914.50	1567.80	1729.82	1405.96	11606.71	0.036
6	Length of Program	15533995.8	4075980.8	32947116.9	24051668.7	23627137.1	24655448.0	1539071.7	26300471.0	26364448.2	116331.0	116331.0	0.0000
7	Mentor's Recommendation	2411.43	697.40	4951.67	3541.80	3009.94	382.90	2460.40	4049.86	4371.10	3725.61	30105.31	0.092
8	School's Location	779.07	207.80	1611.81	1224.10	1167.03	123.56	767.80	1334.67	1474.75	1194.58	9716.82	0.030
9	School's Rank	748.66	188.66	1478.66	1013.66	1013.66	116.79	748.66	1247.66	1478.66	1194.58	9716.82	0.030
10	Sustainability	936.13	242.44	1914.29	1430.10	1416.82	147.44	926.20	1584.50	1737.92	1437.08	11766.83	0.036
Total												325463.60	

Eighth Power of Matrix

Item #	Item Number	1	2	3	4	5	6	7	8	9	10	Row Sum	(Eigenvector)
1	Alumni Networking	42712673.3	11411475.5	89643640.9	67336038.0	66127559.1	6855764.4	42789638.2	73615643.8	81091836.4	66139451.2	547724720.8262	0.098
2	Career Opportunity	1461028.8	28621252.2	224993382.0	168901255.6	168909812.5	17208822.5	107301111.7	184659786.3	203388136.0	195951436.6	1274066239.5210	0.247
3	Cost	204040.15	9359195.8	42118128.0	31625245.0	31059794.7	32093.8	210059.3	34670425.8	389797.6	1306108.0	25723897.6520	0.046
4	Future Education Pot	1584974.0	4165307.4	32744551.4	24850508.6	24144803.5	2504144.0	1530272.0	2687599.7	2600702.0	24150470.5	19891346.6863	0.036
5	Legacy	15533995.8	4075980.8	32947116.9	24051668.7	23627137.1	24655448.0	1539071.7	26300471.0	26364448.2	116331.0	116331.0	0.0000
6	Length of Program	40732470.0	10762674.1	846212074.3	63512074.3	6240731.1	6473443.5	4041671.2	6948080.2	7851287.4	6248471.0	516981096.2115	0.093
7	Mentor's Recommendation	13241100.1	3538126.8	2780523.4	2087856.1	2059658.6	215099.1	1327295.2	2282728.7	2513448.8	2051112.4	10890371.1227	0.030
8	School's Location	12742687.2	3405291.2	2004636.7	2004636.7	1978007.5	204665.7	12773343.6	2198260.2	2418677.8	1973042.5	1846874.6493	0.029
9	School's Rank	15731164.3	4022304.3	33028118.2	24797853.1	24598193.7	2525286.1	1576879.3	27117524.8	29867003.9	24380645.8	2016627.4999	0.036
Total												557003618.8234	

Sixteenth Power of Matrix

Item #	Item Number	1	2	3	4	5	6	7	8	9	10	Row Sum	(Eigenvector)
1	Alumni Networking	1.25179E+16	3.34485E+15	2.62887E+16	1.97371E+16	1.5387E+16	2.0106E+15	1.25496E+16	2.1581E+16	2.37896E+16	1.53924E+16	1.60579E+17	0.73079429
2	Career Opportunity	3.14024E+16	8.39038E+15	4.95124E+16	4.88341E+16	5.04381E+15	3.14871E+16	5.4138E+16	5.98284E+16	4.86478E+16	4.0226E+16	1.83261269	1.586572
3	Cost	1.15591E+15	1.11129E+14	8.73464E+15	6.55785E+15	8.44151E+15	6.88044E+14	4.1897E+15	7.17048E+15	7.89797E+15	6.44326E+15	2.42691228	0.210139
4	Future Education Pot	5.68788E+15	1.57078E+15	1.2348E+16	9.26916E+15	9.10474E+15	9.44248E+15	5.89386E+15	1.01351E+16	1.1183E+16	7.54127E+15	3.643202719	0.297020
5	Legacy	4.53703E+15	1.22114E+15	9.58007E+15	7.20086E+15	7.07822E+15	7.3408E+14	4.58188E+15	7.91925E+15	8.87839E+15	7.0822E+15	5.86271E+16	0.26884404
6	Length of Program	4.47251E+16	1.15901E+16	9.36265E+16	7.05185E+16	6.82676E+16	7.13836E+16	4.48332E+16	8.49326E+16	6.82686E+16	6.82686E+16	2.61103893	2.55697
7	Mentor's Recommendation	1.18153E+16	3.15692E+15	2.48131E+16	1.86293E+16	1.62989E+16	1.8977E+15	1.18451E+16	2.03897E+16	2.24354E+16	1.83039E+16	1.51686E+17	0.596862
8	School's Location	3.88178E+15	1.02771E+15	6.15206E+15	6.12044E+15	6.01187E+15	6.23484E+14	3.89156E+15	6.69222E+15	7.37091E+15	6.01353E+15	2.22661702	0.196123
9	School's Rank	3.73587E+15	9.98184E+14	7.84546E+15	5.89038E+15	5.75858E+15	6.00051E+14	3.74531E+15	6.44088E+15	7.09385E+15	5.7875E+15	4.79234E+16	0.188751
10	Sustainability	4.61132E+15	1.2321E+15	9.68416E+15	7.27071E+15	7.14174E+15	7.40666E+14	4.62298E+15	7.94966E+15	8.7562E+15	7.14372E+15	5.81536E+16	0.226864
Total												2.19732E+17	

Thirtieth Power of Matrix

Item #	Item Number	1	2	3	4	5	6	7	8	9	10	Row Sum	(Eigenvector)
1	Alumni Networking	1.07598E+33	2.81747E+32	2.25948E+33	1.69630E+33	1.66629E+33	1.7281E+32	1.07892E+33	1.85487E+33	2.04208E+33	1.66676E+33	1.38018E+34	0.09833573
2	Career Opportunity	2.699E+33	7.21144E+32	4.22554E+33	4.18005E+33	4.3351E+32	2.70552E+33	4.0531E+33	4.18121E+33	3.46225E+33	2.4669396E+33	1.586572723	0.247
3	Cost	3.57478E+32	9.55143E+31	7.50734E+32	5.63039E+32	5.53841E+32	5.74177E+31	3.63832E+32	6.16296E+32	6.78797E+32	5.53739E+32	4.58969E+33	0.03267281
4	Future Education Pot	3.92815E+32	1.04959E+32	8.24944E+32	6.18352E+32	6.08390E+32	6.30935E+31	3.68037E+32	6.77217E+32	7.45897E+32	6.08537E+32	5.03893E+33	0.03592599
5	Legacy	3.84408E+33	1.0271E+33	8.07288E+33	6.06989E+33	5.95454E+33	6.17431E+32	3.85379E+33	6.64276E+33	7.28926E+33	5.89518E+33	4.30148E+34	0.351341908
6	Length of Program	1.01551E+33	2.71334E+32	1.21366E+33	1.01171E+33	1.57270E+33	1.6317E+32	1.18088E+33	1.75075E+33	1.9283E+33	1.51732E+33	1.058913936	0.596566567
7	Mentor's Recommendation	3.33635E+32	8.91437E+31	7.00891E+32	5.26045E+32	5.1674E+32	5.3588E+31	3.34478E+32	5.7519E+32	6.3322E+32	4.27893E+32	0.03493638	-0.196123434
8	School's Location	5.21904E+32	6.74243E+32	6.74243E+32	5.02672E+32	4.97202E+32	5.15738E+31	3.21809E+32	5.5307E+32	6.09706E+32	4.9743E+32	4.11886E+33	0.02504741
9	School's Rank	3.96338E+32	1.06897E+32	8.32344E+32	6.2491E+32	6.13825E+32	6.36595E+31	3.9734E+32	6.83291E+32	7.52587E+32	6.13996E+32	5.08419E+33	0.03622464
10	Sustainability	7.94793E+26	2.12386E+26	1.69913E+27	1.25316E+27	1.25303E+27	1.27659E+26	7.98302E+26	1.50919E+27	1.32127E+27	1.01955E+28	0.09833573	0
11	Alumni Networking	1.98381E+27	5.32726E+26	4.18718E+27	3.14307E+27	3.0879E+26	3.20244E+26	1.99885E+27	3.43735E+27	3.78995E+27	3.08876E+27	2.55754E+28	0.24693966
12	Career Opportunity	2.64077E+26	7.05588E+25	5.54584E+26	4.18373E+26	4.08987E+26	4.24158E+25	2.64745E+26	4.55272E+26	5.01443E+26	4.091E+26	3.38755E+27	0.03267281
13	Cost	3.73299E+26	9.9731E+25	7.83078E+26	5.88522E+26	5.75082E+26	5.74177E+25	3.63832E+26	6.16296E+26	6.78797E+26	5.53739E+26	4.58969E+27	0.03267281
14	Future Education Pot	3.92815E+26	1.04959E+26	8.24944E+26	6.18352E+26	6.08390E+26	6.30935E+25	3.68037E+26	6.77217E+26	7.45897E+26	6.08537E+26	5.03893E+27	0.03592599
15	Legacy	3.84408E+27	1.0271E+27	8.07288E+27	6.06989E+27	5.95454E+27	6.17431E+26	3.85379E+27	6.64276E+27	7.28926E+27	5.89518E+27	4.30148E+28	0.351341908
16	Length of Program	1.01551E+27	2.71334E+26	1.21366E+27	1.01171E+27	1.57270E+27	1.6317E+26	1.18088E+27	1.75075E+27	1.9283E+27	1.51732E+27	1.058913936	0.596566567
17	Mentor's Recommendation	3.33635E+26	8.91437E+25	7.00891E+26	5.26045E+26	5.1674E+26	5.3588E+25	3.34478E+26	5.7519E+26	6.3322E+26	4.27893E+26	0.03493638	-0.196123434
18	School's Location	5.21904E+26	6.74243E+26	6.74243E+26	5.02672E+26	4.97202E+26	5.15738E+25	3.21809E+26	5.5307E+26	6.09706E+26	4.9743E+26	4.11886E+27	0.02504741
19	School's Rank	3.96338E+26	1.06897E+26	8.32344E+26	6.2491E+26	6.13825E+26	6.36595E+25	3.9734E+26	6.83291E+26	7.52587E+26	6.13996E+26	5.08419E+27	0.03622464
20	Sustainability	7.94793E+20	2.12386E+20	1.69913E+21	1.25316E+21	1.25303E+21	1.27659E+20	7.98302E+20	1.50919E+21	1.32127E+21	1.01955E+22	0.09833573	0

AHP Pairwise Comparison For MBA Student Selection Criteria

Pairwise Comparisons PW021

Item #	Item Number	1	2	3	4	5	6	7	8	9	10
Item Description	Alumni Networking	1.00	6.14290	7.00000	7.00000	7.00000	0.14290	7.00000	6.33330	1.00000	0.33330
Item Description	Career Opportunity	7.00000	1.00	3.00000	5.00000	5.00000	1.00000	5.00000	5.00000	1.00000	2.00000
Item Description	Cost	0.33330	0.20000	0.33330	0.33330	0.33330	0.33330	0.33330	0.33330	0.33330	0.33330
Item Description	Future Education Pote	0.14	0.20	0.33	1.00	1.00000	0.16660	1.00000	1.00000	0.20000	0.20000
Item Description	Legacy	0.14	0.20	1.00	1.00	1.00	0.20000	1.00000	1.00000	1.00000	0.20000
Item Description	Length of Program	7.00	1.00	5.00	5.00	5.00	1.00	5.00000	5.00000	5.00000	1.00000
Item Description	Member's Recommendation	0.14	0.20	1.00	1.00	1.00	0.20	1.00	0.20000	1.00000	0.16660
Item Description	School's Location	3.00	1.00	1.00	1.00	1.00	0.20	5.00	1.00	1.00000	0.16660
Item Description	School's Rank	1.00	0.20	1.00	1.00	1.00	0.20	1.00	1.00	1.00	0.16660
Item Description	Sustainability	3.00	1.00	4.00	5.00	5.00	1.00	5.00	5.00	5.00	1.00
Item Description	Sum	22.57	5.28	24.33	31.00	28.00	4.31	33.00	17.54	23.00	4.46

Square of Matrix

Item #	Item Number	1	2	3	4	5	6	7	8	9	10
Item Description	Alumni Networking	10.00	7.63	34.14	53.57	39.43	6.39	41.10	26.92	33.76	8.89
Item Description	Career Opportunity	54.51	10.00	81.65	94.59	87.59	8.53	92.99	34.33	47.00	11.52
Item Description	Cost	8.48	3.34	10.00	15.14	12.94	2.30	10.08	10.08	12.31	2.30
Item Description	Future Education Pote	7.70	2.50	7.00	10.00	11.77	1.62	13.37	6.81	8.51	1.60
Item Description	Legacy	117.46	6.11	27.5	25.87	24.00	1.70	14.30	7.00	9.34	1.60
Item Description	Length of Program	47.00	14.87	87.59	94.59	94.00	10.00	115.99	41.34	54.00	11.20
Item Description	Member's Recommendation	8.61	1.60	30.65	31.23	9.03	1.59	10.00	6.54	13.24	1.63
Item Description	School's Location	17.54	4.73	35.00	40.24	37.64	3.70	42.00	10.00	20.00	4.18
Item Description	School's Rank	8.89	2.64	14.60	18.03	15.83	1.88	20.00	7.73	10.00	2.05
Item Description	Sustainability	48.87	15.17	81.65	77.01	58.01	9.66	93.02	40.21	51.01	10.00

Fourth Power of Matrix

Item #	Item Number	1	2	3	4	5	6	7	8	9	10
Item Description	Alumni Networking	3043.81	4833.14	8119.19	5410.30	728.10	128.10	2883.81	1885.98	774.15	105.91
Item Description	Career Opportunity	5313.32	1875.50	8316.35	11004.67	9425.47	11506.92	5497.89	7177.04	62601.576	0.193
Item Description	Cost	1134.64	430.36	1444.49	2133.30	1824.00	332.10	1410.00	1410.00	1710.00	332.10
Item Description	Future Education Pote	808.58	262.91	1856.19	1587.59	1716.77	187.28	1150.12	571.00	1030.55	0.0326
Item Description	Legacy	866.40	322.04	1855.80	2034.32	1744.40	237.59	2069.11	949.95	1324.76	0.033
Item Description	Length of Program	6247.50	1927.50	10080.00	13330.00	14220.00	1623.00	14220.00	1710.00	1710.00	0.0039
Item Description	Member's Recommendation	751.90	264.89	1267.30	1476.80	1420.50	193.08	1704.10	1024.84	205.07	0.0025
Item Description	School's Location	2240.85	805.89	3523.24	3670.88	4001.62	583.02	4878.81	2393.80	615.18	0.0054
Item Description	School's Rank	1197.19	397.65	1920.80	2010.00	1700.00	250.10	1700.00	800.00	1700.00	0.0025
Item Description	Sustainability	5311.60	1913.12	9002.00	11852.32	10131.97	1407.47	12080.42	5665.70	7487.37	1488.84

Eighth Power of Matrix

Item #	Item Number	1	2	3	4	5	6	7	8	9	10
Item Description	Alumni Networking	54337200.6	1919709.7	89629292.7	173737317.9	100856185.8	13993011.1	121384912.5	56281155.5	74237596.3	14875994.1
Item Description	Career Opportunity	97847712.8	34583366.4	161297579.8	211220556.2	181932445.5	22826660.5	218465480.1	101418188.8	133726553.0	26793035.1
Item Description	Cost	2159798.9	762019.2	3658019.3	4604419.7	40445680.1	728.10	4810161.7	2944830.2	5626979329.8	9543.04
Item Description	Future Education Pote	57125493.1	1875112.3	26004547.3	3405998.8	2626501.1	407562.6	35212897.0	16344779.9	21553638.0	4318984.3
Item Description	Legacy	17317811.9	6124360.4	26583243.8	37435799.4	32166657.5	4463302.8	36705141.5	17563823.6	23698053.2	4746934.4
Item Description	Length of Program	117146981.9	41416022.5	191150383.4	25287494.6	217391781.0	3018809.9	261607018.9	121464592.3	160158465.5	32086950.4
Item Description	Member's Recommendation	14173996.5	5011028.0	23389271.8	30263793.8	3653245.0	31673488.0	1469004.2	19381493.2	3839564.7	172812653.037
Item Description	School's Location	4183915.5	14173996.5	147891405.8	197601245.2	107760322.4	9241439.2	67186173.1	43371473.1	57186173.1	1573735.5
Item Description	School's Rank	2011551.2	1477733.0	34652492.2	45385851.4	36999192.5	5145033.3	46936976.6	21768312.3	26729906.0	5756485.8
Item Description	Sustainability	101959924.3	36055102.4	168220335.7	220329504.0	189317340.5	26285895.8	227823963.7	10575240.1	139452839.1	27942502.0

Sixteenth Power of Matrix

Item #	Item Number	1	2	3	4	5	6	7	8	9	10
Item Description	Alumni Networking	1.91495E+16	6.7898E+15	3.15873E+16	4.13674E+16	3.5548E+16	4.9351E+15	4.27816E+16	1.98543E+16	2.6182E+16	5.2461E+15
Item Description	Career Opportunity	3.44834E+16	1.21907E+16	5.68808E+16	7.44024E+16	6.40131E+16	8.8896E+15	7.7039E+16	3.57526E+16	4.71742E+16	9.4484E+15
Item Description	Cost	7.69422E+15	2.69025E+15	1.25433E+16	1.64295E+16	1.41161E+16	1.95972E+15	1.68986E+16	7.4841E+15	1.0386E+16	2.08322E+15
Item Description	Future Education Pote	5.55745E+15	1.96495E+15	9.16708E+15	1.20054E+16	1.03185E+16	1.43224E+15	1.24158E+16	5.7862E+15	7.59839E+15	1.5225E+15
Item Description	Legacy	6.16035E+15	2.15945E+15	1.00735E+16	1.31955E+16	1.13392E+16	1.5742E+15	1.36406E+16	6.3333E+15	8.3516E+15	1.6742E+15
Item Description	Length of Program	4.12996E+16	1.45995E+16	6.81198E+16	8.82112E+16	7.68613E+16	1.0642E+16	9.2281E+16	4.28196E+16	5.6402E+16	1.13135E+16
Item Description	Member's Recommendation	4.99088E+15	1.76964E+15	8.2444E+15	1.07971E+16	9.27815E+15	1.28808E+15	1.11662E+16	5.16204E+15	6.83359E+15	1.36925E+15
Item Description	School's Location	1.47447E+16	5.21292E+15	2.43216E+16	3.18521E+16	2.7311E+16	3.7994E+15	3.2941E+16	2.01896E+16	4.0384E+16	8.1973E+15
Item Description	School's Rank	7.40794E+15	2.61889E+15	1.22185E+16	1.60029E+16	1.37517E+16	1.80914E+15	1.6555E+16	7.6808E+15	1.01285E+16	2.02945E+15
Item Description	Sustainability	3.59568E+16	1.27116E+16	5.93112E+16	7.7673E+16	6.67482E+16	9.2661E+15	8.0336E+16	3.72802E+16	4.91617E+16	9.85057E+15

Thirteenth Power of Matrix

Item #	Item Number	1	2	3	4	5	6	7	8	9	10
Item Description	Alumni Networking	2.38035E+33	8.4151E+32	3.92641E+33	5.14212E+33	4.41875E+33	6.13451E+32	5.31791E+33	2.46796E+33	3.25451E+33	6.521E+32
Item Description	Career Opportunity	4.28641E+33	1.51533E+33	7.07049E+33	9.22967E+33	7.95708E+33	1.14067E+33	9.97622E+33	4.44417E+33	5.86056E+33	1.24289E+33
Item Description	Cost	9.45232E+32	3.34162E+32	1.50917E+33	2.04193E+33	1.75468E+33	2.11173E+32	1.93022E+32	1.29292E+32	2.58952E+32	5.152E+32
Item Description	Future Education Pote	6.98811E+32	2.44781E+32	1.1395E+33	1.49232E+33	1.28238E+33	1.73032E+32	1.54333E+32	9.44509E+32	1.85252E+32	3.84205E+32
Item Description	Legacy	7.59292E+32	2.68427E+32	1.22646E+33	1.64022E+33	1.4095E+33	1.9568E+32	1.69323E+32	7.87238E+32	1.03813E+33	2.08012E+32
Item Description	Length of Program	5.13325E+33	1.81476E+33	8.40735E+33	1.08903E+34	9.92027E+33	1.32246E+33	1.14884E+34	5.22292E+33	7.01885E+33	1.40631E+33
Item Description	Member's Recommendation	6.21279E+32	1.02481E+33	1.34211E+33	1.15331E+33	1.60113E+33	1.67244E+32	1.38799E+33	6.4944E+32	8.70231E+32	1.70203E+32
Item Description	School's Location	1.83282E+33	6.47947E+32	3.02326E+33	3.94023E+33	4.72346E+32	4.04049E+33	1.50029E+33	2.05091E+33	5.02112E+32	2.22417E+34
Item Description	School's Rank	5.26833E+32	1.51893E+32	1.98925E+33	1.70393E+33	2.3713E+32	2.05720E+33	9.47255E+32	1.2595E+33	3.52985E+32	1.12244E+34
Item Description	Sustainability	4.46955E+33	1.5801E+33	7.37259E+33	9.65531E+33	8.29704E+33	1.15187E+33	9.98538E+33	4.63040E+33	6.11097E+33	1.22446E+33

Sixtyfourth Power

Item #	Item Number	1	2	3	4	5	6	7	8	9	10
Item Description	Alumni Networking	3.67796E+67	1.30025E+67	6.06684E+67	7.94528E+67	6.82757E+67	9.47866E+66	8.21689E+67	3.81333E+67	5.02887E+67	1.00701E+67
Item Description	Career Opportunity	6.62306E+67	2.34142E+67	1.09248E+68	1.43076E+68	1.22947E+68	1.70687E+67	1.47966E+68	6.86686E+67	9.05537E+67	1.81434E+67
Item Description	Cost	1.46051E+67	5.16320E+66	2.40913E+67	3.15500E+67	2.71122E+67	3.76398E+66	3.26292E+67	1.51427E+67	1.99088E+67	4.00119E+66
Item Description	Future Education Pote	1.0574E+67	3.77351E+66	1.76006E+67	2.30583E+67	1.98146E+67	2.75084E+66	2.38466E+67	1.10698E+67	1.45939E+67	2.9242E+66
Item Description	Legacy	1.17132E+67	4.14751E+66	1.90522E+67	2.53441E+67	2.17786E+67	3.03303E+66	2.62105E+67	1.21630E+67	1.60406E+67	3.21407E+66
Item Description	Length of Program	7.93173E+67	2.80406E+67	1.30635E+68	1.7424E+68	1.4724E+68	2.04413E+67	1.77220E+68	8.22360E+67	1.08446E+68	2.17294E+67
Item Description	Member's Recommendation	9.59961E+66	3.3937E+66	1.58347E+67	2.07370E+67	1.78202E+67	2.47370E+66	2.14446E+67	9.95294E+66	1.3125E+67	2.62818E+66
Item Description	School's Location	2.83198E+67	1.00117E+67	4.67135E+67	6.11771E+67	5.2571E+67	7.29836E+66	6.32686E+67	2.93619E+67	3.87198E+67	7.75823E+66
Item Description	School's Rank	1.42281E+67	5.02996E+66	2.34698E+67	3.07362E+67	2.64123E+67	3.66681E+66	3.17869E+67	1.47519E+67	1.94503E+67	3.89788E+66
Item Description	Sustainability	9.60067E+67	2.44146E+67	1.13917E+68	1.49198E+68	1.28201E+68	1.7796E+67	1.54289E+68	7.16022E+67	9.44228E+67	1.89196E+67

128th Power of Matrix

Item #	Item Number	1	2	3	4	5	6	7	8	9	10
Item Description	Alumni Networking	6.7809E+135	3.1043E+135	1.4484E+136	1.8999E+136	1.633E+136	2.293E+135	1.9617E+136	9.1041E+135	1.2006E+136	2.4056E+135
Item Description	Career Opportunity	5.18129E+135	5.59E+135	2.6903E+136	3.4198E+136	2.9333E+136	4.0751E+135	3.5302E+136	1.6394E+136	2.1619E+136	4.3319E+

AHP Pairwise Comparison For MBA Student Selection Criteria

Pairwise Comparisons PWCC2

Item #	Item Number	Item Description	Alumni Networking	Career Opportunity	Cost	Future Education Potential	Legacy	Length of Program	Mentor's Recommendation	School's Location	School's Rank	Sustainability	Row Sum	Normalized Row Sum (Eigenvector)
1	Alumni Networking	1.00	1.00000	0.20000	3.00000	4.00000	1.00000	1.00000	1.00000	1.00000	0.20000	13.40	0.082731856	
2	Career Opportunity	1.00	1.00	5.00000	5.00000	7.00000	7.00000	6.00000	8.00000	6.00000	8.00000	50.00	0.308700987	
3	Cost	4.88	0.20	1.00	1.00000	1.00000	1.00000	4.00000	4.00000	4.00000	1.00000	18.65	0.115145457	
4	Future Education Potential	0.33	0.20	5.00	1.00	1.00000	1.00000	1.00000	1.00000	1.00000	1.00000	12.53	0.07738104	
5	Legacy	0.25	0.14	1.00	1.00	1.00	1.00	3.00000	1.00000	1.00000	1.00000	10.39	0.064165899	
6	Length of Program	1.00	0.14	4.00	1.00	1.00	1.00	1.00	1.00000	1.00000	1.00000	11.48	0.070584922	
7	Mentor's Recommendation	1.00	0.17	0.25	1.00	1.00	1.00	1.00	1.00000	1.00000	1.00000	8.42	0.051964661	
8	School's Location	1.00	0.17	0.20	1.00	1.00	1.00	1.00	1.00	1.00000	0.20000	7.57	0.046716745	
9	School's Rank	1.00	0.17	1.00	1.00	1.00	1.00	1.00	1.00	1.00	0.20000	8.37	0.05165599	
10	Sustainability	5.00	0.17	1.00	1.00	1.00	1.00	1.00	5.00	5.00	1.00	21.17	0.13083405	
	Sum	16.58	3.35	18.65	15.20	18.33	17.25	18.00	23.00	19.00	12.80	161.97		

Square of Matrix

	Alumni Networking	Career Opportunity	Cost	Future Education Potential	Legacy	Length of Program	Mentor's Recommendation	School's Location	School's Rank	Sustainability	Row Sum	(Eigenvector)
1 Alumni Networking	10.00	2.00	30.00	19.24	21.73	27.25	19.00	20.00	19.20	16.00	166.369924	0.090122403
2 Career Opportunity	15.42	10.00	54.00	52.00	54.33	69.25	70.00	99.00	79.00	44.60	645.509090	0.31157727
3 Cost	25.77	7.45	10.00	28.89	34.89	74.100	27.85	27.85	23.85	40.85	212.481948	0.102739742
4 Future Education Potential	35.12	2.69	18.52	10.00	14.07	11.88	28.53	37.33	17.33	11.87	187.639743	0.090738866
5 Legacy	11.86	2.03	22.21	10.69	10.00	12.50	14.11	19.11	19.11	7.31	132.614287	0.063049896
6 Length of Program	30.58	10.89	16.70	10.89	14.87	10.00	24.19	32.19	16.19	9.79	168.133333	0.081307698
7 Mentor's Recommendation	12.00	2.37	13.73	10.89	11.75	11.23	10.00	14.25	13.25	6.85	106.3148810	0.05142876
8 School's Location	7.75	2.23	12.88	10.07	10.00	10.52	9.00	10.00	9.20	0.00	84.469676	0.042773127
9 School's Rank	11.75	2.39	13.68	10.23	10.00	10.82	12.20	14.00	10.00	0.80	163.3694074	0.049982999
10 Sustainability	27.75	7.85	20.08	31.03	35.50	23.42	25.00	30.00	26.00	10.00	237.8387143	0.114918396
Total											206786.5%	

Fourth Power of Matrix

	Alumni Networking	Career Opportunity	Cost	Future Education Potential	Legacy	Length of Program	Mentor's Recommendation	School's Location	School's Rank	Sustainability	Row Sum	(Eigenvector)
1 Alumni Networking	4138.30	740.21	1157.77	3076.58	3008.35	2939.03	3887.77	4649.90	3360.41	1893.87	31383.92	0.084
2 Career Opportunity	12442.00	1344.33	1204.69	10365.50	12044.69	11768.54	14599.83	11330.36	6555.51	10344.37	90394.37	0.308
3 Cost	448.60	716.92	4399.04	3158.77	3811.29	3114.21	4090.01	5202.89	3760.93	2307.13	35115.37	0.105
4 Future Education Potential	3776.30	677.31	3515.81	2955.91	3383.79	3176.98	3176.98	3887.46	3108.29	1904.01	2788.00	0.085
5 Legacy	2585.03	623.39	2366.57	2206.99	2573.60	2179.44	2445.83	3031.34	2307.95	1350.17	2180.08	0.064
6 Length of Program	34489.24	2929.29	13388.44	1704.03	13388.44	1704.03	13388.44	1704.03	13388.44	1704.03	13388.44	0.064
7 Mentor's Recommendation	2177.25	400.27	1088.90	1704.03	1979.00	1725.11	2013.88	1866.68	1025.24	1705.54	17485.48	0.062
8 School's Location	1916.70	341.47	1682.10	1442.35	1681.07	1435.01	1730.28	2190.29	1588.51	868.22	14816.68	0.044
9 School's Rank	2117.38	341.47	1682.10	1442.35	1681.07	1435.01	1730.28	2190.29	1588.51	868.22	14816.68	0.044
10 Sustainability	5006.23	830.34	4764.28	3621.50	4161.23	3865.89	4585.86	5823.93	4230.01	2571.20	39460.87	0.118

Eighth Power of Matrix

	Alumni Networking	Career Opportunity	Cost	Future Education Potential	Legacy	Length of Program	Mentor's Recommendation	School's Location	School's Rank	Sustainability	Row Sum	(Eigenvector)
1	102378937.7	18949734.1	96289276.6	81189051.1	93262092.8	83016928.7	95263914.7	119446779.9	89213088.0	53037197.7	83268899.3420	0.093
2	338738048.4	6270099.9	319929542.7	268905662.5	310947969.8	275837668.6	315587988.1	395615809.9	295887128.0	176002028.3	278698954.1862	0.309
3	114702704.6	10862979.8	96802979.8	96802979.8	10862979.8	10862979.8	10862979.8	10862979.8	10862979.8	10862979.8	10862979.8	0.094
4	9505016.7	17581904.8	9050243.7	75475252.7	87327200.7	87327200.7	88607538.4	91058898.6	8305207.6	49515938.6	775123064.3729	0.087
5	70474713.9	13069581.1	66731799.4	59158806.5	64943397.1	57526070.3	65841335.8	82521010.0	61704125.8	3673214.9	578886281.7524	0.084
6	86241556.5	15969059.6	81728751.6	69480736.0	79140458.5	6588572.6	75201180.9	94898461.6	70739638.7	44524387.1	70336687.8038	0.079
7	57163406.0	10567301.8	53889522.6	45310118.9	52399938.4	4640093.8	53218020.2	66730108.3	49843392.0	2964000.5	48620903.7785	0.082
8	4689229.1	9270815.5	4733324.6	39797816.6	45974816.6	40738916.6	40738916.6	40738916.6	40738916.6	40738916.6	40738916.6	0.084
9	55816086.3	10302272.2	52604446.9	4425215.2	51775702.2	4532874.2	51988954.4	65161825.1	4867494.1	2897097.4	45430967.4	0.081
10	128876414.3	23738176.6	121383322.6	101804578.4	117725317.4	104330116.7	119587881.6	150369717.4	11218415.2	66770642.0	104704992.1182	0.117
Total											8940686376.5723	

Sixteenth Power of Matrix

	Alumni Networking	Career Opportunity	Cost	Future Education Potential	Legacy	Length of Program	Mentor's Recommendation	School's Location	School's Rank	Sustainability	Row Sum	(Eigenvector)
1	7.25268E+16	1.34026E+16	6.84288E+16	5.74783E+16	6.64683E+16	5.88957E+16	6.75282E+16	8.46752E+16	6.32478E+16	3.78513E+16	5.90301E+17	0.443018641
2	2.4307E+17	4.44222E+16	2.2804E+17	1.93050E+17	2.20296E+17	1.95207E+17	2.23819E+17	2.80552E+17	2.09831E+17	1.24793E+17	1.96552E+18	1.485384184
3	8.1105E+16	1.4688E+16	7.6297E+16	6.42807E+16	7.43332E+16	6.58857E+16	7.52011E+16	9.48984E+16	7.07396E+16	4.51072E+16	6.80151E+17	0.465484756
4	6.78223E+16	1.24777E+16	6.3707E+16	5.35119E+16	6.18798E+16	5.48315E+16	6.28885E+16	7.88323E+16	5.88832E+16	3.50532E+16	4.59897E+17	0.412448182
5	5.0167E+16	9.2708E+15	4.73332E+16	3.97978E+16	4.59748E+16	4.07389E+16	4.07389E+16	4.07389E+16	4.07389E+16	4.07389E+16	4.07389E+16	0.242024
6	6.12842E+16	1.13213E+16	5.78022E+16	4.85523E+16	5.61445E+16	4.97496E+16	5.70418E+16	7.1528E+16	5.34288E+16	3.18044E+16	4.28972E+17	0.374221758
7	4.0519E+16	7.48777E+15	3.82295E+16	3.21117E+16	3.71331E+16	3.20638E+16	4.73068E+16	4.73068E+16	3.53349E+16	2.10349E+16	3.98781E+17	0.247504017
8	3.44806E+16	6.37375E+15	3.2542E+16	2.73344E+16	3.16088E+16	2.8008E+16	3.21138E+16	3.10891E+16	1.79058E+16	2.80746E+17	2.190962274	0.195472
9	3.96707E+16	7.31246E+15	3.73348E+16	3.13602E+16	3.6284E+16	3.21333E+16	3.86434E+16	4.61888E+16	3.45079E+16	2.05425E+16	3.22088E+17	0.241710378
10	9.1184E+16	1.88503E+16	8.60314E+16	7.22041E+16	8.35641E+16	7.40459E+16	8.8949E+16	1.06457E+17	7.95175E+16	4.73307E+16	1.55681359	0.439872
Total											1.33249E+18	

Thirtysecond Power of Matrix

	3.64486E+34	6.7355E+33	3.4389E+34	2.88858E+34	3.34027E+34	2.95981E+34	3.39396E+34	4.25537E+34	3.17852E+34	1.89217E+34	2.96657E+35	0.093133429	-0.44988512
	1.20075E+35	2.23245E+34	1.13981E+35	9.57407E+34	1.10125E+35	1.12481E+35	1.14042E+35	1.43815E+35	6.27152E+34	9.83255E+34	3.08686277	-1.15967860	
	4.07622E+34	7.5203E+33	3.84688E+34	3.2304E+34	3.72595E+34	3.3107E+34	3.7629E+34	4.7888E+34	3.54869E+34	2.1181E+34	3.31765E+35	0.104155512	
	3.80334E+34	1.24777E+34	3.2018E+34	2.68029E+34	3.10978E+34	2.75577E+34	3.15947E+34	3.96173E+34	2.8919E+34	1.78018E+34	2.78188E+35	0.08670745	-0.32551437
	2.52118E+34	4.6899E+33	2.3787E+34	1.98804E+34	2.31048E+34	2.04731E+34	2.84345E+34	2.19899E+34	1.30882E+34	1.30882E+34	2.05188E+35	0.064420602	
	3.07864E+34	5.8095E+33	2.90487E+34	2.44001E+34	2.82105E+34	2.50018E+34	3.59455E+34	2.68402E+34	1.59835E+34	1.59835E+34	2.50985E+35	0.07870011	-0.39551147
	2.0383E+34	3.76297E+33	1.92123E+34	1.68613E+34	1.86613E+34	1.65389E+34	1.89595E+34	2.37388E+34	1.77578E+34	1.05711E+34	1.65735E+35	0.052031434	-0.18647283
	1.73335E+34	3.2014E+33	1.85451E+34	1.3737E+34	1.5885E+34	1.40775E+34	1.61388E+34	2.02089E+34	1.51588E+34	8.9843E+33	1.41078E+35	0.04240599	
	1.98863E+34	3.6748E+33	1.87627E+34	1.57801E+34	1.82435E+34	1.61487E+34	1.85108E+34	2.32173E+34	1.72425E+34	1.03328E+34	1.81858E+35	0.050813615	-0.16947661
	4.50246E+34	8.48815E+33	4.32353E+34	3.63164E+34	4.19553E+34	3.7212E+34	4.26663E+34	5.50033E+34	3.99617E+34	2.37829E+34	3.72989E+35	0.110791174	-0.43808104
											3.18529E+34		
											7.49233E+40	0.093133429	-0.42743615
											2.4833E+71	0.30868277	
											8.37902E+70	0.104155512	-1.2826E+14
											1.58393E+70	0.08670745	-0.29812E+16
											5.3441E+69	0.30548E+69	
											4.44008E+69	0.67532E+70	-0.24004E+15
											1.58424E+70	0.04420062	-0.24048E+15
											1.67811E+70	0.17871E+70	
											1.48584E+69	0.44484E+69	-0.29373E+16
											1.18578E+70	0.052031434	-0.93723E+16
											3.56306E+69	0.04209599	-5.79322E+16
											1.05912E+70	0.05071269	-0.29373E+16
											4.91196E+69	0.110791174	-0.83224E+15

AHP Pairwise Comparison For MBA Student Selection Criteria

Pairwise Comparisons PWC23														
Item #	Item Number	Item Description	Alumni Networking	Career Opportunity	Cost	Future Education Policy	Legacy	Length of Program	Mentor's Recommendation	School's Location	School's Rank	Sustainability	Row Sum	Normalized Row Sum (Eigenvector)
1	Alumni Networking	1.00	6.16666	1.00000	6.00000	1.00000	6.00000	0.14200	1.00000	4.00000	1.00000	0.14200	18.45	0.02645131
2	Career Opportunity	6.50	1.00	5.50000	6.00000	6.00000	1.00000	6.00000	7.00000	8.00000	0.33330	45.34	0.22761982	
3	Cost	6.00	5.50	1.00	1.00000	1.00000	1.00000	1.00000	1.00000	1.00000	0.14200	6.13	0.0307582	
4	Future Education Policy	1.00	6.11	1.00	1.00	1.00000	0.20000	1.00000	1.00000	0.25000	0.14200	6.76	0.03393184	
5	Legacy	0.20	0.11	1.00	1.00	1.00	1.00	0.20000	3.00000	3.00000	0.25000	0.16660	9.93	0.04848487
6	Length of Program	4.00	1.33	4.00	4.00	4.00	1.00	4.000	4.000	4.000	1.0000	32.25	0.16160073	
7	Mentor's Recommendation	1.00	0.20	1.00	1.00	0.33	0.25	1.00	1.00000	0.33330	0.25000	6.37	0.03196538	
8	School's Location	0.25	0.34	1.00	1.00	0.33	0.25	1.00	1.00	0.33330	0.25000	5.51	0.02766187	
9	School's Rank	1.00	1.00	3.00	4.00	4.00	4.00	3.00	4.00	4.00	1.00	20.45	0.10267127	
10	Sustainability	7.00	3.00	7.00	7.00	8.00	4.00	4.00	5.00	4.00	1.00	48.00	0.24978574	
Sum		24.65	6.15	29.00	28.00	32.67	8.25	24.00	30.00	13.50	2.85	199.17		
Square of Matrix														
1	Alumni Networking	10.00	3.60	26.40	23.11	24.74	472.72	31.89	35.45	9.38	2.75	173.368853	0.07144818	-0.02118985
2	Career Opportunity	41.80	10.00	58.35	71.33	90.01	16.44	61.34	101.68	27.75	7.75	537.5514566	0.221540941	-0.006078878
3	Cost	7.13	1.80	10.00	9.98	9.91	2.83	10.77	11.91	3.85	1.29	69.184679	0.028513917	-0.002244283
4	Future Education Policy	7.30	1.83	13.39	10.00	13.02	2.40	10.99	14.43	4.35	1.36	76.116429	0.032026496	-0.001329698
5	Legacy	6.80	2.40	13.27	13.03	10.00	3.41	13.97	14.98	4.71	1.19	85.728152	0.035744577	-0.01410011
6	Length of Program	34.55	7.68	70.74	45.75	71.18	10.00	32.00	75.24	21.50	6.00	384.6073481	0.162635489	0.000726416
7	Mentor's Recommendation	8.50	2.19	14.00	10.87	13.88	2.84	10.90	13.85	4.92	1.40	82.488026	0.033689756	0.020224346
8	School's Location	7.11	1.95	9.70	9.62	9.92	2.58	9.70	10.00	3.68	1.22	53.6329370	0.030229213	-0.001433504
9	School's Rank	21.10	5.00	31.75	29.95	30.30	7.19	35.00	38.65	10.00	3.99	212.9789284	0.087776223	-0.01490004
10	Sustainability	78.84	16.71	113.89	97.00	126.99	22.60	86.00	123.00	42.58	10.00	726.1777584	0.299513176	0.058534605
Sum		246.33	61.71	219.90	197.00	226.99	44.00	165.00	204.00	72.58	19.00	1426.3330		
Fourth Power of Matrix														
1	Alumni Networking	1956.08	3340.89	2538.91	3552.39	3052.39	705.54	3043.95	3707.14	1143.08	371.89	20000.39	-0.00137	
2	Career Opportunity	6044.67	1534.40	10194.69	8748.57	8639.08	21479.70	8505.08	11747.43	3480.77	1166.38	643131.240	0.215	-0.00650
3	Cost	50.67	12.77	20.64	19.94	19.94	6.11	7.14	7.94	2.54	0.86	394.8	0.03	-0.00029
4	Future Education Policy	914.01	232.5	457.74	337.71	355.97	105.97	118.54	175.84	53.00	17.64	8811.30	0.00029	
5	Legacy	1079.00	271.49	4862.08	3571.64	3526.83	117.175	2095.58	631.07	205.30	1164.98	0.033	0.00332	
6	Length of Program	4387.44	730.47	1380.47	6613.16	6613.16	105.97	612.58	1456.09	242.58	49.73	43.73	1.01	
7	Mentor's Recommendation	977.22	248.98	4685.51	3558.69	3558.69	105.97	118.54	175.84	53.00	17.64	8811.30	0.00029	
8	School's Location	777.70	197.53	3366.40	2489.74	2489.74	117.175	2095.58	631.07	205.30	1164.98	0.033	0.00332	
9	School's Rank	3487.24	781.92	12684.24	9451.72	9451.72	21479.70	8505.08	11747.43	3480.77	1166.38	643131.240	0.215	-0.00650
10	Sustainability	8285.24	2128.89	14303.01	12256.47	13751.11	3043.12	13588.99	16255.48	4841.19	1650.31	80142.87	0.302	0.00275
Total												298225.04		
Eighth Power of Matrix														
1	Alumni Networking	30753692.1	7807254.2	52614903.5	44919481.8	51007231.0	11109187.4	49140502.5	59300372.2	17874446.8	5958991.2	330486932.5532	0.070	0.00012
2	Career Opportunity	94398358.2	23495598.6	161508838.6	137894225.1	156586726.0	34100077.9	150862448.5	182041888.3	54967040.8	18227051.5	101450454.1866	0.216	0.00047
3	Cost	12090931.9	6250485.14	6250485.14	6250485.14	6250485.14	1717143.6	2574549.8	2574549.8	6250485.14	6250485.14	42702632.6374	0.039	-0.00009
4	Future Education Policy	1446732.3	367652.1	24650424.3	21040083.1	2386053.1	520485.9	23028373.4	27785156.2	837933.1	2792591.0	154639838.8710	0.033	-0.00001
5	Legacy	17011448.4	4318687.2	29109236.1	24850472.8	26220725.0	6154457.3	27185450.7	32810194.9	988393.5	329707.2	162840198.2630	0.039	-0.00022
6	Length of Program	6801341.0	11483448.1	11786571.4	10055765.5	114275240.7	24891464.4	110123081.8	13387662.7	40047442.7	1335631.0	74084178.7943	0.039	-0.00001
7	Mentor's Recommendation	15537844.5	3944876.9	26587641.8	22699742.3	25774112.9	5613687.1	24836754.7	29969620.0	9031781.7	3012011.4	167080732.496	0.035	-0.00010
8	School's Location	14284040.7	3150113.2	21233172.0	181871391.0	25584296.1	44832816.7	189313183.3	23834014.4	7212752.5	2465166.7	133372898459.1	0.038	-0.00001
9	School's Rank	36234479.6	9960528.1	67134658.5	57316040.8	65082275.2	14174341.7	62709167.7	75671488.6	2265991.0	7604821.0	142146849.5954	0.090	-0.00020
10	Sustainability	132247176.1	33736986.5	226292862.5	193208990.8	219362218.6	47791461.2	21041039.6	255081830.7	76871595.1	2563778.0	142146849.5954	0.302	-0.00030
Total												4707416641.5585		
Sixteenth Power of Matrix														
1	Alumni Networking	7.64666E+15	1.93982E+15	1.30737E+16	1.11618E+16	1.28738E+16	2.76037E+15	1.2212E+16	1.47381E+16	4.4412E+15	1.48101E+15	8.21204E+16	0.188642185	0.118437
2	Career Opportunity	2.34548E+16	5.95472E+15	4.01326E+16	3.42037E+16	3.89052E+16	8.47358E+15	3.74078E+16	4.52398E+16	1.38333E+16	4.54815E+16	2.52089E+17	0.57008103	0.363569
3	Cost	3.25289E+15	8.25048E+14	5.85591E+15	4.75196E+15	5.39595E+15	1.17518E+15	5.18907E+15	6.27387E+15	1.89077E+15	6.39518E+14	3.49815E+16	0.080311522	0.05042
4	Future Education Policy	3.57977E+15	9.08834E+14	6.12521E+15	5.22946E+15	5.93788E+15	1.29327E+15	5.72151E+15	6.90409E+15	2.08077E+15	6.93877E+14	4.83871E+16	0.088381746	0.055489
5	Legacy	4.22698E+15	1.07315E+15	7.22264E+15	6.17494E+15	7.01436E+15	1.52705E+15	6.75594E+15	8.15235E+15	2.44987E+15	8.19329E+14	5.19329E+16	0.104561	0.065520
6	Length of Program	1.71202E+16	4.34846E+15	2.82937E+16	2.50098E+16	2.83978E+16	6.18505E+15	2.73830E+16	3.30187E+16	9.95124E+15	3.31845E+15	1.84045E+17	0.422684124	0.259378
7	Mentor's Recommendation	3.86303E+15	9.80242E+14	6.60647E+15	5.64034E+15	6.40403E+15	1.39489E+15	6.11705E+15	7.44955E+15	2.24425E+15	7.49359E+14	4.14970E+16	0.095252931	0.059848
8	School's Location	3.08335E+15	7.89358E+14	5.27681E+15	4.50426E+15	5.11445E+15	1.11935E+15	4.92806E+15	5.94891E+15	1.79225E+15	5.97895E+14	3.31363E+16	0.071125534	0.047703
9	School's Rank	7.94915E+15	2.47511E+15	1.66813E+16	1.42418E+16	1.61711E+16	3.62200E+15	1.55819E+16	1.88025E+16	5.66674E+15	1.88877E+15	1.04781E+17	0.240697904	0.151117
10	Sustainability	3.28628E+16	8.34324E+15	5.62303E+16	4.80073E+16	5.45108E+16	1.18724E+16	5.25243E+16	6.33806E+16	1.91018E+16	6.36995E+15	4.811357515	0.811357515	0.509396
Thirtyscond Power of Matrix														
1	Alumni Networking	4.71747E+32	1.19767E+32	8.07189E+32	6.88146E+32	7.82052E+32	1.70429E+32	7.53988E+32	9.09831E+32	2.74207E+32	9.14401E+31	5.07025E+33	0.07206317	-0.118435688
2	Career Opportunity	1.44814E+33	3.67654E+32	2.47785E+33	2.11549E+33	2.40207E+33	5.23173E+32	2.31454E+33	2.78269E+33	8.47141E+32	2.85616E+32	1.55643E+34	0.215514608	-0.363566422
3	Cost	2.00839E+32	5.08892E+31	3.49484E+32	2.93393E+32	3.33138E+32	7.25577E+31	3.20999E+32	3.87347E+32	1.16798E+32	3.89262E+31	2.15858E+33	0.028898265	-0.050422527
4	Future Education Policy	2.21021E+32	5.61129E+31	3.78181E+32	3.22875E+32	3.66614E+32	7.98468E+31	3.33259E+32	4.2627E+32	1.2847E+32	4.28411E+31	2.37456E+33	0.030827732	-0.055489014
5	Legacy	2.60981E+32	6.6258E+31	4.46555E+32	3.81291E+32	4.32897E+32	9.42853E+31	4.17123E+32	5.03386E+32	1.51697E+32	5.05867E+31	2.80487E+33	0.038839677	-0.06521233
6	Length of Program	1.05703E+33	2.69359E+32	1.80864E+33	1.54415E+33	1.73332E+33	3.81875E+32	1.69944E+33	2.03803E+33	6.14405E+32	2.04887E+32	1.13907E+34	0.157308906	-0.26537218
7	Mentor's Recommendation	3.28386E+32	6.05217E+31	4.07894E+32	3.48244E+32	3.95419E+32	8.61522E+31	3.8101E+32	4.59792E+32	1.38964E+32	4.6271E+31	2.68273E+33	0.03547126	-0.05948085
8	School's Location	1.90371E+32	4.83315E+31	3.23737E+32	2.78107E+32	3.15776E+32	6.87758E+31	3.04268E+32	3.67157E+32	1.10856E+32	3.69026E+31	2.04807E+33	0.028331387	-0.047794

AHP Pairwise Comparison For MBA Student Selection Criteria

Pairwise Comparisons PWC24

Item	Item Number	1	2	3	4	5	6	7	8	9	10	Row Sum	Normalized Row Sum (Eigenvector)
Item Description													
1 Alumni Networking	1.00	0.2000	0.1420	0.1420	4.0000	0.1420	0.1420	0.1420	0.1420	0.1420	0.1420	6.20	0.023480798
2 Career Opportunity	5.00	1.00	1.5000	7.0000	7.0000	0.3330	7.0000	8.0000	8.0000	5.0000	5.0000	43.33	0.164105039
3 Cost	3.00	0.6667	1.00	1.0000	1.0000	1.0000	1.0000	1.0000	1.0000	1.0000	1.0000	44.00	0.16662191
4 Future Education Pote	7.00	0.14	0.20	1.00	1.0000	0.1420	0.1420	0.1420	0.1420	0.1420	0.1420	10.30	0.039016979
5 Legacy	0.25	0.14	0.20	1.00	1.00	0.1420	0.1420	0.1420	0.1420	0.1420	0.1420	3.31	0.012525101
6 Length of Program	2.00	1.00	1.00	7.00	7.00	1.00	7.0000	7.0000	7.0000	7.0000	7.0000	53.98	0.204477568
7 Mentor's Recommendation	7.00	0.14	0.14	3.00	3.00	7.00	0.14	1.00	0.2000	0.3330	2.0000	20.96	0.079368729
8 School's Location	7.00	0.20	0.14	5.00	7.00	7.00	0.14	5.00	1.00	0.3330	1.0000	26.81	0.10154884
9 School's Rank	7.00	0.20	0.14	5.00	7.00	7.00	0.14	5.00	1.00	0.3330	1.0000	30.67	0.116150451
10 Sustainability	7.00	0.20	0.14	7.00	7.00	7.00	0.14	0.50	1.00	0.50	1.00	24.48	0.092704584
Sum	55.24	6.23	4.30	43.14	52.89	3.33	31.12	24.89	17.80	25.43		264.06	

Square of Matrix

Item	Item Number	1	2	3	4	5	6	7	8	9	10	Row Sum	(Eigenvector)
1 Alumni Networking	10.00	1.82	1.57	10.54	15.38	1.17	5.32	4.49	3.47	1.95		85.725939	0.014250222
2 Career Opportunity	224.00	10.00	9.94	145.03	202.22	69.83	43.82	24.53	51.05			718.1231568	0.020118776
3 Cost	230.18	12.23	10.00	155.88	224.94	78.88	48.12	28.80	56.43			850.8417887	0.008590592
4 Future Education Pote	23.00	2.60	2.03	10.00	38.72	7.79	6.71	5.30	3.90			99.3341700	0.024007161
5 Legacy	14.81	1.21	1.03	6.2541818	8.19	10.00	0.79	5.27	2.95			52.5736377	0.010882794
6 Length of Program	282.60	15.60	14.13	201.97	270.93	105.84	68.80	43.17	74.00			1087.0849869	0.026691621
7 Mentor's Recommendation	57.10	4.19	4.00	34.04	65.43	3.27	10.86	8.71	6.30			203.1388823	0.048615799
8 School's Location	58.00	5.00	4.54	34.43	64.43	4.11	18.57	10.00	7.88			307.0195024	0.075261328
9 School's Rank	125.04	5.99	5.89	64.68	109.04	4.83	31.07	16.33	10.00			382.6393936	0.096288156
10 Sustainability	81.71	4.74	4.81	35.11	86.10	3.78	15.23	10.00	6.93			238.4052825	0.058464854

Fourth Power of Matrix

Item	Item Number	1	2	3	4	5	6	7	8	9	10	Row Sum	(Eigenvector)
1 Alumni Networking	3198.80	205.18	188.81	1833.37	150.42	88.89	588.85	395.16	684.33			11315.15	0.018
2 Career Opportunity	30736.80	2239.50	2048.83	17723.83	32118.27	1634.71	8608.53	6003.75	4197.17			112168.955	0.199
3 Cost	358546.17	318635.16	291886.16	287155.17	465216.17	21846.16	13088.17	84895.16	6180.16			16595.18	0.00023
4 Future Education Pote	4452.21	296.23	264.12	4346.42	1214.32	1306.80	885.29	597.60	1009.95			16021.95	0.027
5 Legacy	2850.33	176.40	163.70	1525.98	2681.71	130.30	726.50	485.91	332.60			9441.55	0.016
6 Length of Program	42856.00	2856.00	2685.00	3985.00	5785.00	2185.00	1285.00	825.00	1635.00			16350.15	0.027
7 Mentor's Recommendation	8128.70	576.47	523.00	4851.25	8503.97	413.59	2432.50	1684.25	1150.42			25907.12	0.050
8 School's Location	11358.80	835.80	761.61	6848.38	11770.02	601.07	3426.53	2392.13	1648.95			20527.70	0.071
9 School's Rank	16805.04	885.04	808.00	6885.04	11770.02	601.07	3426.53	2392.13	1648.95			20527.70	0.071
10 Sustainability	9356.38	676.60	616.17	5722.43	9509.83	485.99	2851.37	1968.27	1350.18			2224.59	0.059

Eighth Power of Matrix

Item	Item Number	1	2	3	4	5	6	7	8	9	10	Row Sum	(Eigenvector)
1 Alumni Networking	72417096.3	5057478.1	4632749.1	42457030.7	73896075.4	3876667.1	2079923.6	14245953.2	9781445.9			18279643.2	0.018
2 Career Opportunity	736439791.0	51655690.5	47316034.0	432787940.1	764186922.8	37586797.1	21195648.5	145272729.1	9805553.0			268481003.086	0.188
3 Cost	80201804.2	5939609.4	5157601.5	47182389.5	80201804.2	40820180.4	23107102.4	15350189.8	10874569.3			259850807.8857	0.285
4 Future Education Pote	10438761.4	3027071.4	2682021.8	6126477.4	105604129.2	5307448.9	30028210.9	20576621.2	1430149.5			75984406.7447	0.027
5 Legacy	60862484.2	4251779.8	3894829.5	35673070.9	62118845.4	3091268.2	17472720.7	11968753.4	8213389.3			32121365.1190	0.016
6 Length of Program	108729799.2	74622698.8	68536800.8	625451818.7	10868374.2	54258406.9	369297795.1	269882626.1	144175313.7			388003386.7108	0.272
7 Mentor's Recommendation	17556483.1	13842418.0	1268719.5	115681787.8	20172498.4	10047415.9	56793847.7	38628684.1	2679332.9			44443011.5	0.050
8 School's Location	280894515.4	19861404.1	1800618.9	164721714.3	286595482.2	14260591.8	80271651.5	5533269.0	3017673.6			102168748.6382	0.872
9 School's Rank	36149621.1	29301706.8	27173573.7	21160236.0	36921060.1	1830207.6	103823296.1	71192025.7	48910209.5			131462188.1344	0.092
10 Sustainability	23093407.0	16162733.0	14802361.1	135461773.7	23582248.2	11748980.4	66390170.4	4510210.5	31261660.4			51978375.6	0.059

Sixteenth Power of Matrix

Item	Item Number	1	2	3	4	5	6	7	8	9	10	Row Sum	(Eigenvector)
1 Alumni Networking	4.09699E+16	2.8652E+15	2.6243E+15	2.40215E+16	4.18307E+16	2.08282E+15	1.17898E+16	8.06508E+15	5.53965E+15			9.21414E+15	0.00468
2 Career Opportunity	4.17895E+17	2.50215E+16	2.87742E+16	2.45073E+17	4.28787E+17	2.12494E+16	1.20086E+17	8.22818E+16	5.65188E+16			1.51958E+16	0.2447608
3 Cost	4.59546E+17	3.18635E+16	2.91886E+16	2.87155E+17	4.65216E+17	2.1846E+16	1.3088E+17	8.4895E+16	6.180E+16			1.6595E+16	0.00023
4 Future Education Pote	5.91384E+16	4.1358E+15	3.78813E+15	3.46741E+16	6.03806E+16	3.00647E+15	1.6898E+16	1.18416E+16	7.99826E+15			1.33002E+16	0.027
5 Legacy	3.45371E+16	2.40796E+15	2.22556E+15	2.01881E+16	3.51552E+16	1.75043E+15	9.89079E+15	6.77801E+15	4.6558E+15			7.7437E+15	0.016
6 Length of Program	6.03954E+17	4.20371E+16	3.86985E+16	3.54111E+17	6.18844E+17	3.07037E+16	1.7348E+17	1.18891E+17	8.18622E+16			1.3582E+17	0.285
7 Mentor's Recommendation	1.11898E+17	7.82556E+15	7.16771E+15	6.50806E+16	1.1425E+17	5.68898E+15	3.21438E+16	2.20277E+16	1.51301E+16			2.5196E+16	0.050
8 School's Location	1.11898E+17	7.82556E+15	7.16771E+15	6.50806E+16	1.1425E+17	5.68898E+15	3.21438E+16	2.20277E+16	1.51301E+16			2.5196E+16	0.050
9 School's Rank	2.04729E+17	1.43176E+16	1.3114E+16	1.20037E+17	2.09031E+17	1.0408E+16	5.881E+16	4.03071E+16	2.7682E+16			4.60436E+16	0.092
10 Sustainability	1.30815E+17	9.14848E+15	8.37942E+15	7.66997E+16	1.33564E+17	6.65036E+15	3.75777E+16	2.57515E+16	1.76879E+16			2.94204E+16	0.059

Thirtysecond Power of Matrix

Item	Item Number	1	2	3	4	5	6	7	8	9	10	Row Sum	(Eigenvector)
1 Alumni Networking	1.31303E+34	9.18257E+32	8.41085E+32	7.68856E+32	1.34062E+34	6.67515E+32	3.77177E+33	2.58474E+33	1.77538E+33			2.953E+33	0.00468
2 Career Opportunity	1.31303E+35	9.36828E+33	8.58075E+33	7.85420E+33	1.36772E+35	6.81015E+33	3.84800E+34	2.63702E+34	1.81128E+34			4.87124E+34	0.2447608
3 Cost	1.46028E+35	1.02124E+34	9.30388E+33	8.56194E+33	1.46096E+35	7.42375E+33	4.19477E+34	2.87462E+34	1.97448E+34			3.28417E+34	0.00023
4 Future Education Pote	1.18953E+34	1.32547E+33	1.21404E+33	1.11108E+34	1.93535E+34	9.63531E+32	5.4444E+33	3.70077E+33	2.60806E+33			4.26546E+33	0.027
5 Legacy	1.10349E+34	7.71717E+32	7.08844E+32	6.48696E+32	1.12687E+34	5.6098E+32	3.16898E+33	2.17228E+33	1.48206E+33			4.01275E+33	0.016
6 Length of Program	1.93558E+35	1.35364E+34	1.23895E+34	1.13488E+35	1.93576E+35	9.84011E+33	5.59913E+34	3.61028E+34	2.51774E+34			4.35514E+34	0.285
7 Mentor's Recommendation	3.58919E+34	2.50798E+33	2.29719E+33	2.10206E+34	3.66154E+34	1.82314E+33	1.90019E+34	7.05958E+33	4.84895E+33			1.34048E+34	0.050
8 School's Location	6.06886E+34	3.56886E+33	3.2891E+33	2.98957E+33	5.20599E+34	2.59215E+33	1.48489E+34	1.00373E+34	6.8943E+33			1.85414E+34	0.092
9 School's Rank	5.65128E+34	4.20285E+33	3.84702E+33	3.47005E+34	6.09914E+34	3.0350E+33	1.88478E+34	1.29151E+34	8.87168E+33			1.47835E+34	0.059
10 Sustainability	4.19244E+34	2.93196E+33	2.68549E+33	2.45812E+34	4.28053E+34	2.13133E+33	1.20431E+34	8.25398E+33	5.66871E+33			9.42882E+33	0.059

Sixtyfourth Power

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AHP Pairwise Comparison For MBA Student Selection Criteria

Pairwise Comparisons PWC 25

Item N	Item Number	1	2	3	4	5	6	7	8	9	10	Row Sum	Normalized Row Sum (Eigenvector)
Item Description	Alumni Networking	1.00	0.14290	6.00000	1.00000	0.14290	1.00000	0.20000	0.14290	0.14290	0.14290	13.77	0.05723602
Cost	3.20	1.00	7.50000	7.50000	7.50000	7.50000	7.50000	7.50000	7.50000	7.50000	7.50000	39.20	0.16260153
Future Education Pote	0.20	0.14	1.00	1.00000	1.00000	1.00000	1.00000	1.00000	1.00000	1.00000	1.00000	21.43	0.090716048
Legacy	1.00	0.14	0.20	1.00	1.00000	0.20000	1.00000	0.14290	0.14290	0.14290	0.14290	4.11	0.017099157
Length of Program	0.20	0.14	0.20	1.00	1.00000	0.20000	1.00000	0.14290	0.14290	0.14290	0.14290	6.91	0.028735898
Mentor's Recommendation	1.00	0.14	0.20	1.00	1.00000	0.20000	1.00000	0.14290	0.14290	0.14290	0.14290	35.99	0.146660774
School's Location	5.00	1.00	1.00	1.00	7.00	7.00	1.00	5.00	1.00	0.00000	1.00000	4.42	0.018365187
School's Rank	7.50	1.00	7.00	7.00	7.00	7.00	1.00	7.50	1.00	0.00000	1.00000	34.00	0.141283668
Sustainability	7.50	5.00	5.00	7.00	7.00	7.00	1.00	5.00	1.00	5.00	1.00	43.99	0.182845096
Sum	38.30	9.71	33.48	47.95	43.32	5.83	40.00	5.89	13.77	4.23		240.82	

Square of Matrix

Item N	Item Number	1	2	3	4	5	6	7	8	9	10	Row Sum	Normalized Row Sum (Eigenvector)
Alumni Networking	3.20	14.97	52.11	37.73	174.05	14.97	14.97	14.97	14.97	14.97	14.97	183.9518623	0.054334468
Cost	51.10	10.00	68.39	67.72	10.00	114.00	15.20	14.40	14.40	14.40	14.40	611.606663	-0.00289134
Future Education Pote	23.20	5.31	10.00	38.91	34.00	44.83	5.87	9.71	4.74	177.6278797	9.71	177.6278797	0.052495072
Legacy	7.50	1.82	5.89	10.00	8.65	1.38	10.34	1.33	2.45	1.09	50.4641191	50.4641191	0.014913885
Length of Program	9.91	2.11	22.07	9.83	16.11	10.00	1.83	1.89	2.91	1.59	59.5116658	59.5116658	0.020543073
Mentor's Recommendation	64.39	13.43	71.81	133.97	80.64	10.00	119.99	15.91	17.71	1.91	529.7637436	529.7637436	0.1666048
School's Location	8.70	2.24	10.40	14.33	9.98	1.55	10.00	1.52	1.32	1.23	63.4029221	63.4029221	0.018737747
School's Rank	72.50	15.21	54.10	111.99	88.65	13.93	61.99	10.00	20.80	6.11	523.9999988	523.9999988	0.155185121
Sustainability	45.10	8.91	67.30	124.97	81.44	8.80	107.97	14.00	10.00	7.20	475.5823250	475.5823250	0.140550962
Sum	110.37	21.43	126.09	177.57	136.64	11.41	149.99	18.40	25.71	10.00		796.7204792	0.234568338

Fourth Power of Matrix

Fourth Power of Matrix											100%	3383.70 of Total
	Alumni Networking	Career Opportunity	Cost	Future Education Pot	Legacy	Length of Program	Mentor's Recommendation	School's Location	School's Rank	Row Sum	(Eigenvector)	
1	Alumni Networking	3038.41	679.91	3725.59	6525.79	564.51	4879.95	639.38	929.94	435.12	2382.00	
2	Career Opportunity	8812.17	2008.65	8896.74	17325.76	12876.17	17414.05	15733.05	2068.75	2803.33	2688.15	
3	Cost	3425.08	799.76	3917.76	7224.91	5168.25	684.53	6330.49	839.75	1021.08	7395.52	
4	Future Education Pot	2320.49	530.74	2307.64	3462.057	4550.61	4304.723	5683.017	733.520	813.686	35338.6	
5	Legacy	1338.82	301.80	1410.20	2792.37	2627.89	261.50	2537.10	334.16	417.99	258.94	
6	Length of Program	931.11	209.71	1087.42	1835.86	1816.19	181.61	1816.19	249.43	249.43	7450.37	
7	Mentor's Recommendation	1223.18	276.69	1280.47	2587.75	1874.94	242.99	2372.31	312.30	387.17	186.30	
8	School's Location	9482.60	2173.29	9881.20	20370.70	14742.49	1602.59	18706.83	2476.32	3056.83	1554.39	
9	School's Rank	8030.47	1820.30	9881.20	20370.70	14742.49	1602.59	18706.83	2476.32	3056.83	1554.39	
10	Sustainability	13877.31	3190.29	14202.52	29682.84	21120.35	2774.17	28708.52	3533.86	4504.92	2282.91	

Eighth Power of Matrix

Item N	Item Number	1	2	3	4	5	6	7	8	9	10	Row Sum	Normalized Row Sum (Eigenvector)
Alumni Networking	67729228.8	15283900.2	70984825.9	137055049.2	99420573.8	13104029.2	12365154.1	16296206.1	21119431.9	10444118.3	674638907.6173	0.048	0.00091
Cost	204844697.3	46541199.7	216004346.6	117458112.1	30308114.4	39927656.6	377116857.7	49703567.5	64364620.8	31841536.6	1700144.0161	0.146	0.00099
Future Education Pote	18973986.9	4200441.6	18934468.5	12858442.8	12858442.8	12858442.8	12858442.8	12858442.8	12858442.8	12858442.8	12858442.8	0.068	0.00099
Legacy	238765.3	5308724.6	24698865.0	47741975.4	34623507.0	45506.1	4304723.2	568301.7	733520.8	363386.6	2004441.0161	0.018	-0.00024
Length of Program	318326.8	7232139.6	33587705.1	65004669.0	47147974.3	6205918.4	5884517.3	7730357.9	998911.3	4950534.4	2727988.7654	0.023	-0.00021
Mentor's Recommendation	21784077.3	49494143.9	22074490.9	44440694.5	30237940.8	4364262.3	40117875.7	52875871.6	68427346.7	33869526.9	186279406.2529	0.188	0.00022
School's Location	29440228.1	6960988.6	31064187.2	60144386.5	43624208.9	6742891.4	54305365.8	7157904.9	9251682.3	4581376.6	32021220.3785	0.021	-0.00020
School's Rank	2309698.08	5265710.4	21789467.4	40117875.7	52875871.6	68427346.7	58196831.8	58196831.8	58196831.8	58196831.8	58196831.8	0.164	0.00020
Sustainability	185173393.2	42073522.5	19518576.6	27387298.4	27387298.4	30935467.7	34607405.1	4917342.8	5817375.7	28784763.7	185296276.5317	0.132	0.00149
Sum	36188370.1	75930187.1	352302349.6	682216242.6	494881869.1	65170933.4	66107300.5	71607300.5	81203171.4	105013157.8	519946635.3	0.238	-0.00080

Sixteenth Power of Matrix

Item N	Item Number	1	2	3	4	5	6	7	8	9	10	Row Sum	Normalized Row Sum (Eigenvector)
Alumni Networking	3.74605E+16	8.51067E+15	3.95234E+16	7.64554E+16	5.54554E+16	7.30233E+15	6.90137E+16	9.09827E+15	1.17647E+16	5.82366E+15	3.20406E+17	0.167406887	0.119629
Cost	1.14371E+17	2.55037E+16	1.20422E+17	2.32948E+17	1.68994E+17	2.22491E+16	2.10275E+17	2.77156E+16	3.58454E+16	1.77438E+16	9.70232E+17	0.51003439	0.30468
Future Education Pote	4.55555E+16	1.00044E+16	4.78932E+16	9.25891E+16	6.71431E+16	8.84136E+15	8.35596E+16	1.10354E+16	1.42442E+16	7.05304E+15	3.87534E+17	0.20289135	0.14404
Legacy	1.3031E+16	2.96052E+15	1.37486E+16	2.69598E+16	1.92076E+16	2.54019E+15	2.40071E+16	3.16423E+15	4.09248E+15	2.02882E+15	1.11468E+17	0.05823411	0.041604
Length of Program	1.7748E+16	4.03216E+15	1.87233E+16	3.6222E+16	2.62736E+16	3.45992E+15	3.26971E+16	4.30981E+15	5.57398E+15	2.75913E+15	1.51926E+17	0.079313818	0.059867
Mentor's Recommendation	1.21398E+17	2.75805E+16	1.28030E+17	2.47709E+17	1.79714E+17	2.36646E+16	2.23652E+17	2.94783E+16	3.81292E+16	1.88727E+16	1.03834E+18	0.542512486	0.387945
School's Location	1.64209E+16	3.73067E+15	1.73251E+16	3.35144E+16	2.4309E+16	3.201E+15	3.02523E+16	3.88738E+15	5.1571E+15	2.55282E+15	1.40451E+17	0.073933148	0.052430
School's Rank	1.2804E+17	2.96052E+16	1.38097E+17	2.60884E+17	1.98007E+17	2.51008E+16	2.37958E+17	3.17096E+16	4.04071E+16	2.0046E+16	1.10106E+18	0.57560896	0.411554
Sustainability	1.0161E+17	2.34373E+16	1.08842E+17	2.10458E+17	1.52717E+17	2.01097E+16	1.90055E+17	2.5095E+16	3.23988E+16	1.60376E+16	8.82372E+17	0.481016451	0.329434
Sum	1.86309E+17	4.2327E+16	1.96568E+17	3.80249E+17	2.75806E+17	3.6318E+16	3.4339E+17	4.5240E+16	5.85118E+16	2.89638E+16	8.32593313	0.549889	0.394889

Thirtysecond Power of Matrix

	1.86309E+17	4.23277E+16	1.96586E+17	3.80249E+17	2.75809E+17	3.81381E+16	3.43238E+17	4.52401E+16	5.18511E+16	2.89638E+16	1.59335E+18	0.83293313	0.594889
											1.93134E+18		
Thyristone Power of Matrix	1.16378E+34	2.64401E+33	1.22787E+34	2.37254E+34	1.72283E+34	2.2861E+33	2.14405E+34	2.82594E+33	3.65404E+33	1.80823E+33	9.95404E+34	0.047791919	-0.119814767
	3.54588E+34	8.5559E+33	3.74114E+34	7.237E+34	5.24921E+34	6.91213E+33	6.81022E+33	1.11381E+34	5.51247E+33	3.0328E+33	1.55164E+36	0.4561492	-0.3644838
	1.49006E+34	3.20125E+33	1.46869E+34	2.87584E+34	2.08993E+34	2.74874E+33	2.59992E+34	3.42153E+33	4.42526E+33	2.19055E+33	0.077664478	-0.144624657	
	4.04834E+33	8.19744E+32	4.27127E+33	8.2925E+33	5.89304E+33	7.8918E+32	7.45929E+33	9.83031E+32	1.27414E+33	6.2936E+32	3.48201E+34	0.0166249	-0.0416021
	5.51378E+33	1.25208E+33	5.81738E+33	1.12534E+34	8.16424E+33	1.07482E+33	1.01581E+34	1.33887E+33	1.73164E+33	8.57177E+32	4.71602E+34	0.022842818	-0.056671
	3.71474E+34	8.59482E+33	3.97915E+34	7.89743E+34	5.93371E+34	7.35186E+33	6.94821E+34	9.15801E+33	1.18446E+34	5.86316E+33	1.2228E+35	0.1548791	0.38735166
	1.140147E+33	1.59901E+33	5.3824E+33	1.04119E+34	7.55207E+33	9.94453E+32	9.39484E+33	1.23870E+33	1.60215E+33	3.42283E+32	0.0204907	-0.052430	
	4.00154E+34	9.09113E+33	4.2219E+34	8.187E+34	5.92377E+34	7.60039E+33	7.72020E+34	9.71688E+33	1.26871E+34	6.22088E+33	3.48593E+36	0.18437362	-0.41128535
	3.20491E+34	3.3814E+34	4.5411E+34	4.74446E+34	4.67477E+34	5.50403E+34	7.76227E+33	1.00802E+34	4.3604E+33	4.95002E+33	2.37692002	-0.5940131	
	5.78058E+34	1.31499E+34	6.10678E+34	1.18123E+35	8.58648E+34	1.12829E+34	1.06634E+35	1.40547E+34	1.81778E+34	8.99818E+33	2.08279E+36	0.60721E+69	0.548173E-16
Southly Power of Matrix	1.12332E+69	2.95188E+68	1.18509E+69	2.29246E+69	1.6829E+69	2.18997E+68	2.06934E+69	2.72747E+68	3.52759E+68	1.74919E+68	8.06272E+69	0.047791919	-0.58173E-16
	7.12107E+68	1.81077E+68	6.90444E+68	1.32444E+69	9.68444E+68	1.23044E+68	1.13044E+69	1.48444E+68	1.93444E+68	9.44444E+67	4.44444E+70	0.0561492	-0.3644838
	1.35990E+69	3.08971E+68	1.43448E+69	2.77554E+69	2.01332E+69	2.65104E+68	2.50547E+69	3.30231E+68	4.27106E+68	2.14422E+68	1.16326E+70	0.057664478	-1.71391E-15
	8.90782E+68	8.87807E+67	4.12244E+68	7.77544E+68	5.78423E+68	7.61803E+67	7.19841E+67	9.48779E+67	1.22711E+68	6.07431E+67	3.34197E+69	0.0168249	-0.15016E-16
	5.32165E+68	1.20903E+68	5.61476E+68	1.08613E+69	7.87801E+68	1.03737E+68	9.80411E+68	1.29222E+68	1.67313E+68	7.12731E+67	4.5517E+69	0.022624818	-1.240E-16
	6.28087E+68	1.39048E+68	3.84051E+68	7.44222E+69	5.39894E+68	1.09573E+68	6.70811E+68	8.83891E+67	1.14319E+69	6.58898E+68	3.11341E+70	0.1454971	0.
	4.83237E+68	5.19448E+67	1.02401E+68	1.94444E+68	1.40444E+68	1.75444E+67	1.54444E+68	2.04444E+67	2.54444E+67	1.21444E+67	6.44444E+69	0.0561492	-0.3644838
	3.86212E+69	7.74735E+68	4.0748E+69	7.88244E+69	5.71737E+69	6.52896E+68	7.11521E+69	9.37812E+68	1.21293E+69	6.04417E+68	3.30334E+70	0.16437362	5.27556E-16
	3.09324E+69	6.70275E+68	3.26358E+69	6.31319E+69	4.57914E+69	7.20978E+68	6.8987E+69	7.71111E+68	9.74454E+68	4.8088E+68	2.6487E+70	0.13167763	6.89134E-16
	5.5863E+68	1.2584E+68	5.84E+68	1.12534E+69	8.16424E+68	1.07482E+68	1.01581E+69	1.33887E+68	1.73164E+68	8.57177E+67	4.71602E+69	0.022842818	-0.056671

Sixtyfourth Power

12th Power of Matrix												201022671	
1.0483E+39	2.2471E+38	1.0330E+39	2.1555E+39	1.5489E+39	2.6320E+38	1.9279E+39	2.5407E+38	3.2081E+38	1.6209E+38	8.9042E+38	0.047791919	0	
3.188E+39	7.397E+38	3.3635E+39	6.5509E+39	4.7191E+39	6.2149E+38	5.8733E+39	7.5471E+38	1.0156E+40	4.5595E+38	2.7357E+40	0.14561492	0	
1.2686E+39	2.8927E+38	1.3366E+39	2.4586E+39	1.8754E+39	2.4995E+38	2.3333E+39	3.0702E+38	3.9789E+38	1.9895E+38	1.0338E+40	0.05784478	0	
3.0397E+38	8.6761E+37	3.8402E+38	7.4488E+38	5.5382E+38	7.0951E+37	6.7052E+38	8.8381E+37	1.1421E+38	5.6584E+37	1.3113E+39	0.0162649	0	
4.6975E+38	1.2530E+38	5.2030E+38	1.0111E+39	7.3388E+38	9.3833E+37	8.5669E+38	1.1203E+38	1.4444E+38	6.5669E+37	1.5669E+39	0.0204479	0	
3.9908E+39	7.7038E+38	3.8775E+39	6.6205E+39	5.0197E+39	6.8096E+38	6.2405E+39	8.2337E+38	1.0649E+39	5.2714E+38	2.9002E+40	0.1548491	0	
4.8996E+38	1.0424E+38	4.8392E+38	9.3611E+38	6.7996E+38	8.4849E+37	8.4849E+38	1.1137E+38	1.4404E+38	7.1304E+37	3.9323E+39	0.0209497	0	
3.6977E+39	7.7568E+38	3.7542E+39	6.7402E+39	5.1421E+39	6.8209E+38	6.4209E+39	8.2959E+38	1.0929E+39	5.7849E+38	3.1789E+40	0.1674491	0	
2.8814E+39	6.5645E+38	3.0401E+39	5.8802E+39	4.2655E+39	5.1608E+38	5.3085E+39	6.9996E+38	9.0949E+38	4.4795E+38	2.4454E+40	0.13167793	0	
5.2036E+38	1.1823E+39	5.6049E+38	1.0021E+40	7.7037E+39	1.0144E+39	9.5871E+39	1.2639E+39	1.6343E+39	8.09E+38	4.451E+40	0.23769202	0	
2.1863E+40	2.1747E+40	4.7606E+40	1.5411E+41	1.0333E+41	1.1633E+40	1.1633E+41	1.6770E+40	2.1863E+40	1.6770E+40	2.1863E+40	0.23769202	0	

AHP Pairwise Comparison For MBA Student Selection Criteria

Pairwise Comparisons PWC 26

Item	Item Number	1	2	3	4	5	6	7	8	9	10
Item Description		Alumni Networking	Career Opportunity	Cost	Future Education Pot	Legacy	Length of Program	Mentor's Recommendation	School's Location	School's Rank	Sustainability
1 Alumni Networking	1.00	1.00000	6.00000	6.00000	6.00000	6.00000	1.00000	6.00000	6.00000	6.00000	0.14290
2 Career Opportunity	1.50	1.00	0.25000	6.00000	7.00000	7.00000	7.00000	7.00000	7.00000	6.00000	0.14290
3 Cost	6.00	6.00	1.00	6.00000	7.00000	7.00000	7.00000	7.00000	7.00000	6.00000	0.14290
4 Future Education Pot	0.33	0.25	0.33	1.00	0.16667	0.14286	0.20000	0.16667	0.16667	0.16667	0.14290
5 Legacy	0.20	0.14	0.20	6.00	1.00	0.20000	6.00000	6.00000	6.00000	6.00000	0.14290
6 Length of Program	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	0.14290
7 Mentor's Recommendation	0.20	0.14	0.14	5.00	6.00	0.20	1.00	0.20000	6.00000	6.00000	0.14290
8 School's Location	0.20	0.14	0.14	0.14	1.00	5.00	0.20	5.00	1.00	6.00000	0.14290
9 School's Rank	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	0.14290
10 Sustainability	7.00	7.00	7.00	6.00	7.00	7.00	7.00	7.00	7.00	7.00	1.00
Sum	12.13	13.97	14.19	47.01	45.16	23.94	36.80	32.76	36.20	2.33	

Squares of Matrix

	Alumni Networking	Career Opportunity	Cost	Future Education Pot	Legacy	Length of Program	Mentor's Recommendation	School's Location	School's Rank	Sustainability	Row Sum
1 Alumni Networking	10.00	26.00	14.42	130.89	103.90	48.83	84.88	60.70	87.00	6.19	589.588774
2 Career Opportunity	26.00	10.00	12.42	125.607019	124.147143	31.89	67122497.61	48242691.93	90442691.93	124.00	693.2092148
3 Cost	14.42	12.42	10.00	197.47	176.17	49.20	117.46	83.77	146.20	6.79	627.1008012
4 Future Education Pot	130.89	125.61	197.47	10.00	12.83	4.40	77.25	6.95	14.20	0.87	99.2920383
5 Legacy	103.90	124.15	176.17	12.83	10.00	4.40	77.25	6.95	14.20	0.87	74.7197524
6 Length of Program	48.83	31.89	49.20	4.40	4.40	10.00	46.26	22.17	71.57	4.61	389.6630326
7 Mentor's Recommendation	84.88	67.12	117.46	77.25	77.25	10.00	8.40	20.94	24.94	2.72	160.3481425
8 School's Location	60.70	48.24	83.77	6.95	6.95	7.40	19.00	45.17	1.65	0.60	249.4033556
9 School's Rank	87.00	90.44	146.20	14.20	14.20	11.17	12.02	11.17	10.00	1.45	120.4016661
10 Sustainability	6.19	6.79	6.87	0.87	0.87	2.33	2.33	2.33	2.33	10.00	1487.2228832
Sum	42.36	55.44	57.02	286.95	288.94	125.22	218.94	186.95	205.36	10.00	

Total

462245.4%

Fourth Power of Matrix

	Alumni Networking	Career Opportunity	Cost	Future Education Pot	Legacy	Length of Program	Mentor's Recommendation	School's Location	School's Rank	Sustainability	Row Sum
1 Alumni Networking	3719.88	9252.63	3719.88	2559.95	2559.95	5752.51	13125.97	9307.81	18803.47	1407.52	117418.00
2 Career Opportunity	4730.52	3780.93	4109.03	31209.90	24372.97	6331.22	12739.07	8995.67	17509.03	1421.33	115888.765
3 Cost	3389.65	2713.02	2709.46	23691.16	18739.16	4824.61	10393.16	7403.61	1385.16	1024.61	81905.16
4 Future Education Pot	529.83	417.98	3500.29	3132.02	1779.13	1762.79	1253.51	2405.79	162.79	16.79	16230.00
5 Legacy	645.69	533.49	550.79	4732.32	3835.01	1003.47	2215.96	1612.43	2889.29	182.95	14831.30
6 Length of Program	2695.64	2095.64	1367.98	11397.16	9187.16	2095.64	3167.98	4054.97	1024.61	102.46	87921.16
7 Mentor's Recommendation	1155.73	1054.33	1062.51	8134.04	6486.39	1937.53	3988.55	5058.94	347.50	32210.00	0.030
8 School's Location	1648.02	1487.52	1556.49	11115.16	8708.08	3620.10	5259.75	4050.77	4608.54	43524.13	0.049
9 School's Rank	967.00	967.00	967.00	6486.39	5058.94	1937.53	3988.55	5058.94	347.50	32210.00	0.030
10 Sustainability	12290.73	8788.13	9425.82	86339.29	69491.37	15403.47	35773.33	25131.09	57226.54	3752.84	317591.70
Sum	1343653327	1070824618	1132960449	9316037784	7425382307	1905591346	4102049169	3016566198	5529811291	404903554.4	

Total

898468.59

Eighth Power of Matrix

	Alumni Networking	Career Opportunity	Cost	Future Education Pot	Legacy	Length of Program	Mentor's Recommendation	School's Location	School's Rank	Sustainability	Row Sum
1 Alumni Networking	173255106.0	137925639.4	145866524.7	1202371020.7	958880906.2	245626682.9	529745649.9	389114704.2	714294244.6	52217239.3	4548277718.0359
2 Career Opportunity	178296960.0	141882454.6	150370601.9	1234703412.9	963489981.2	281972566.7	542200347.1	398776653.2	731068774.6	53718322.9	4667044375.1463
3 Cost	220077140.6	170071941.8	182467062.7	1256340718.2	1014744731.6	24547762.7	48242691.93	48242691.93	90442691.93	124.00	576659913.5141
4 Future Education Pot	21478406.4	17117255.7	14899041.5	10752374.6	3044762.7	6580065.5	4847744.8	8858001.2	1647744.8	103461.2	56463284.7604
5 Legacy	2681530.0	21471696.6	22683014.4	185863582.5	149104758.5	3825492.4	8213878.1	6048898.8	10140131.3	807409.8	704313130.2662
6 Length of Program	10309887.9	8207059.1	87907519.4	71688546.3	57193451.7	14738901.1	3167967.4	4054971.9	102461.2	102.46	27228426.2188
7 Mentor's Recommendation	48934932.7	39184491.0	41458127.6	338653687.6	269640284.8	6971452.7	149392257.6	101423755.5	200846276.0	14737892.0	128268987.7106
8 School's Location	87057274.1	5396884.3	57161207.6	46701371.1	37170442.2	5984162.2	20550500.2	11432650.5	27638865.1	2033012.8	178791260.1862
9 School's Rank	39044229.3	31243624.6	33006279.6	27066351.0	21578133.4	5596420.1	119647670.0	8808846.5	16038086.4	11759313.2	102671976.3723
10 Sustainability	44673839.8	36995623.3	390692861.3	257044261.7	605428847.2	142168230.3	1044512696.8	191562314.4	13989629.6	1219931448.3793	0.346
Sum	1343653327	1070824618	1132960449	9316037784	7425382307	1905591346	4102049169	3016566198	5529811291	404903554.4	

Total

35248679803.5116

Sixteenth Power of Matrix

	Alumni Networking	Career Opportunity	Cost	Future Education Pot	Legacy	Length of Program	Mentor's Recommendation	School's Location	School's Rank	Sustainability	Row Sum
1 Alumni Networking	2.68112E+17	2.14002E+17	2.26402E+17	1.85802E+18	1.4805E+18	3.80847E+17	8.18856E+17	6.02518E+17	1.1027E+18	8.07794E+16	7.03275E+18
2 Career Opportunity	2.75338E+17	2.18786E+17	2.32501E+17	1.93080E+18	1.52039E+18	3.91808E+17	8.40919E+17	6.18748E+17	1.13241E+18	8.29596E+16	7.22222E+18
3 Cost	3.38986E+17	2.71302E+17	2.87094E+17	2.3691E+18	1.8739E+18	4.8246E+17	1.0393E+18	7.4035E+17	1.385E+18	1.0245E+17	3.44432007
4 Future Education Pot	529.83	417.98	3500.29	3132.02	1779.13	1762.79	1253.51	2405.79	162.79	16.79	16230.00
5 Legacy	645.69	533.49	550.79	4732.32	3835.01	1003.47	2215.96	1612.43	2889.29	182.95	14831.30
6 Length of Program	2695.64	2095.64	1367.98	11397.16	9187.16	2095.64	3167.98	4054.97	1024.61	102.46	87921.16
7 Mentor's Recommendation	1155.73	1054.33	1062.51	8134.04	6486.39	1937.53	3988.55	5058.94	347.50	32210.00	0.030
8 School's Location	1648.02	1487.52	1556.49	11115.16	8708.08	3620.10	5259.75	4050.77	4608.54	43524.13	0.049
9 School's Rank	967.00	967.00	967.00	6486.39	5058.94	1937.53	3988.55	5058.94	347.50	32210.00	0.030
10 Sustainability	12290.73	8788.13	9425.82	86339.29	69491.37	15403.47	35773.33	25131.09	57226.54	3752.84	317591.70
Sum	1343653327	1070824618	1132960449	9316037784	7425382307	1905591346	4102049169	3016566198	5529811291	404903554.4	

Total

898468.59

Thirtieth Power of Matrix

	Alumni Networking	Career Opportunity	Cost	Future Education Pot	Legacy	Length of Program	Mentor's Recommendation	School's Location	School's Rank	Sustainability	Row Sum
1 Alumni Networking	6.422E+35	5.12632E+35	5.42293E+35	4.45043E+36	3.54619E+36	9.12224E+35	1.96137E+36	1.44318E+36	2.64125E+36	1.93486E+35	1.68452E+37
2 Career Opportunity	6.59501E+35	5.26442E+35	5.56902E+35	4.57033E+36	3.64172E+36	9.36799E+35	2.01421E+36	1.48026E+36	2.71242E+36	1.98701E+36	1.72901E+37
3 Cost	6.14359E+35	5.05054E+35	5.87607E+35	5.64348E+36	4.49862E+36	1.15077E+36	2.48715E+36	1.83006E+36	3.34920E+36	2.45357E+35	1.2361E+37
4 Future Education Pot	7.07771E+34	6.38814E+34	6.76961E+34	5.02803E+35	4.00203E+35	1.1332E+35	1.76278E+35	1.26106E+35	3.28106E+35	2.4036E+34	2.09206E+36
5 Legacy	9.9745E+34	7.98487E+34	8.40838E+34	6.8008E+35	5.49845E+35	1.14442E+35	2.23789E+35	1.40931E+35	3.0008E+34	2.6119E+36	0.01998554
6 Length of Program	3.8029E+35	3.07347E+35	3.2513E+35	2.68604E+36	2.1801E+36	5.49921E+35	1.1793E+36	8.6256E+35	1.58356E+36	1.16035E+36	0.07732917
7 Mentor's Recommendation	1.81495E+35	1.44877E+35	1.5326E+35	1.25776E+36	1.0022E+36	2.57800E+35	5.5431E+35	4.07884E+35	5.48626E+35	4.76072E+36	0.036451467
8 School's Location	2.5026E+35	1.99562E+35	2.1113E+35	1.73286E+36	1.38083E+36	3.65154E+35	7.93614E+35	5.6187E+35	1.02831E+36	7.53303E+34	6.55832E+36
9 School's Rank	1.14693E+35	1.5732E+35	1.62423E+35	1.00473E+36	8.0057E+35	2.05944E+35	4.42786E+35	3.25812E+35	5.98286E+35	3.36818E+34	3.80286E+36
10 Sustainability	1.72215E+36	1.37486E+36	1.45423E+36	1.19345E+37	9.50595E+36	2.44623E+36	5.25987E+36	3.87009E+36	7.08287E+36	5.18896E+35	4.51729E+37
Sum	3.88447E+72	2.9411E+72	3.11128E+72	2.55333E+73	2.03454E+73	5.23368E+72	1.12529E+73	8.2799E+72	1.51535E+73	1.11006E+72	9.64656E+73

Total

1.28979373

Sixtyfourth Power

3.78373E+72	3.02034E+72	3.19508E+72	2.62212E+73	2.08935E+73	5.37466E+72	1.1596E+73	8.50297E+72	1.55618E+73	1.14E+72	9.92493E+73	1.32454E+72
4.07217E+72	3.72953E+72	3.94532E+72	3.23781E+73	2.57995E+73	6.63667E+72	1.42695E+73	1.04956E+73	1.92188E+73	1.40788E+72	1.22554E+74	1.6355523E+28
4.57017E+71	3.65357E+71	3.88497E+71	3.17186E+72	2.5274E+72	6.5015E+71	1.39788E+72	1.02857E+72	1.8244E+72	1.37901E+71	1.20086E+73	1.016022405E+25
5.71285E+71	4.50295E+71	4.82411E+71	3.1950E+72	3.1548E+72	8.11602E+71	1.74478E+72	1.28382E+72	2.34969E+72	1.49851E+71	0.019986554E+24	1.000000000E+00
2.2090E+71	1.76333E+71	1.86538E+71	1.53004E+72	1.2198E+72	3.13738E+71	6.44622E+71	4.96419E+70	9.08524E+70	6.65526E+71	0.073208177E+24	1.000000000E+00
1.04128E+72	8.31199E+71	8.7629E+71	2.16109E+72	1.74919E+72	1.47918E+71	3.18023E+72	2.34002E+72	4.28261E+72	3.13728E+71	2.73135E+73	0.036451467E+24
1.43447E+71	1.14505E+72	1.21131E+72	9.84062E+72	7.82103E+72	2.03761E+72	4.38105E+72	3.22362E+72	5.69898E+72	4.3219E+71	3.76268E+73	0.000000000E+00
6.31805E+71	7.60405E+71	7.69405E+71	1.45891E+72	1.16509E+72	1.5600E+71	3.4500E+71	2.18187E+71	3.4500E+71	2.18187E+71	3.4500E+71	0.000000000E+00
9.9804E+72	7.88697E+72	8.34332E+72	6.94711E+73	5.45596E+73	1.40348E+73	3.01761E+73	2.22037E+73	4.06363E+73	2.97887E+72	2.59199E+74	0.345870004E+24

AHP Pairwise Comparison For MBA Student Selection Criteria

Pairwise Comparisons PW2 27

Item N	Item Number	Item Description	1	2	3	4	5	6	7	8	9	10
1	Alumni Networking	Alumni Networking	1.00	0.166667	0.142857	0.500000	0.333333	0.166667	1.000000	0.200000	0.250000	0.500000
2	Career Opportunity	Career Opportunity	6.000000	1.00	6.000000	7.000000	7.000000	1.000000	7.000000	1.000000	2.000000	5.000000
3	Cost	Cost	7.000000	0.142857	1.00	4.000000	4.000000	6.000000	1.000000	1.000000	1.000000	4.000000
4	Future Education Pote	Future Education Pote	2.00	0.14	0.25	1.00	1.000000	0.142857	1.000000	0.166667	0.250000	1.000000
5	Legacy	Legacy	3.00	0.14	0.20	1.00	1.00	0.200000	1.000000	0.200000	0.250000	1.000000
6	Length of Program	Length of Program	6.00	1.00	1.00	7.00	5.00	1.00	6.000000	1.000000	2.000000	4.000000
7	Member's Recommendation	Member's Recommendation	1.00	0.14	0.17	1.00	1.00	0.17	1.00	0.200000	1.000000	1.000000
8	School's Location	School's Location	5.00	1.00	1.00	6.00	5.00	1.00	5.00	1.00	5.000000	6.000000
9	School's Rank	School's Rank	4.00	1.00	1.00	4.00	4.00	1.00	4.00	1.00	4.000000	5.000000
10	Sustainability	Sustainability	2.00	0.25	0.25	1.00	1.00	0.25	1.00	0.17	1.00	1.00
Sum			37.00	4.48	11.01	32.50	30.33	5.43	30.00	5.13	13.75	24.50

Squares of Matrix

1	Alumni Networking	Alumni Networking	1.00	0.10	0.10	0.22	0.22	0.10	0.10	0.10	0.10	0.10
2	Career Opportunity	Career Opportunity	6.00	0.60	0.60	4.47	4.47	0.60	0.60	0.60	0.60	0.60
3	Cost	Cost	7.00	0.70	0.70	2.82	2.82	0.70	0.70	0.70	0.70	0.70
4	Future Education Pote	Future Education Pote	2.00	0.20	0.20	1.00	1.00	0.20	0.20	0.20	0.20	0.20
5	Legacy	Legacy	3.00	0.30	0.30	1.00	1.00	0.30	0.30	0.30	0.30	0.30
6	Length of Program	Length of Program	6.00	0.60	0.60	4.47	4.47	0.60	0.60	0.60	0.60	0.60
7	Member's Recommendation	Member's Recommendation	1.00	0.10	0.10	0.22	0.22	0.10	0.10	0.10	0.10	0.10
8	School's Location	School's Location	5.00	0.50	0.50	2.82	2.82	0.50	0.50	0.50	0.50	0.50
9	School's Rank	School's Rank	4.00	0.40	0.40	2.82	2.82	0.40	0.40	0.40	0.40	0.40
10	Sustainability	Sustainability	2.00	0.20	0.20	1.00	1.00	0.20	0.20	0.20	0.20	0.20

Fourth Power of Matrix

1	Alumni Networking	Alumni Networking	1.00	0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.01
2	Career Opportunity	Career Opportunity	1369.31	142.02	142.02	2687.10	2687.10	142.02	142.02	142.02	142.02	142.02
3	Cost	Cost	171.06	17.11	17.11	331.06	331.06	17.11	17.11	17.11	17.11	17.11
4	Future Education Pote	Future Education Pote	174.10	17.41	17.41	336.82	336.82	17.41	17.41	17.41	17.41	17.41
5	Legacy	Legacy	191.22	19.12	19.12	370.82	370.82	19.12	19.12	19.12	19.12	19.12
6	Length of Program	Length of Program	1369.31	142.02	142.02	2687.10	2687.10	142.02	142.02	142.02	142.02	142.02
7	Member's Recommendation	Member's Recommendation	174.10	17.41	17.41	336.82	336.82	17.41	17.41	17.41	17.41	17.41
8	School's Location	School's Location	10719.10	1100.80	1100.80	2058.42	2058.42	1100.80	1100.80	1100.80	1100.80	1100.80
9	School's Rank	School's Rank	6905.84	690.58	690.58	1340.59	1340.59	690.58	690.58	690.58	690.58	690.58
10	Sustainability	Sustainability	2238.31	223.83	223.83	430.28	430.28	223.83	223.83	223.83	223.83	223.83

Eighth Power of Matrix

1	Alumni Networking	Alumni Networking	1.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2	Career Opportunity	Career Opportunity	1734459.9	178499.9	178499.9	3347187.3	3347187.3	178499.9	178499.9	178499.9	178499.9	178499.9
3	Cost	Cost	18023031.4	18548235.9	18548235.9	34781196.4	34781196.4	18548235.9	18548235.9	18548235.9	18548235.9	18548235.9
4	Future Education Pote	Future Education Pote	22850482.8	2351606.1	2351606.1	4409656.6	4409656.6	2351606.1	2351606.1	2351606.1	2351606.1	2351606.1
5	Legacy	Legacy	25107221.4	2583848.1	2583848.1	4845201.8	4845201.8	2583848.1	2583848.1	2583848.1	2583848.1	2583848.1
6	Length of Program	Length of Program	12369028.6	12757000.6	12757000.6	23923286.4	23923286.4	12757000.6	12757000.6	12757000.6	12757000.6	12757000.6
7	Member's Recommendation	Member's Recommendation	25472005.7	2621389.0	2621389.0	4915534.8	4915534.8	2621389.0	2621389.0	2621389.0	2621389.0	2621389.0
8	School's Location	School's Location	140533417.6	14602576.3	14602576.3	27119844.5	27119844.5	14602576.3	14602576.3	14602576.3	14602576.3	14602576.3
9	School's Rank	School's Rank	61302161.9	6316026.3	6316026.3	11947568.3	11947568.3	6316026.3	6316026.3	6316026.3	6316026.3	6316026.3
10	Sustainability	Sustainability	29356679.5	3021688.6	3021688.6	5665185.0	5665185.0	3021688.6	3021688.6	3021688.6	3021688.6	3021688.6

Sixteenth Power of Matrix

1	Alumni Networking	Alumni Networking	1.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2	Career Opportunity	Career Opportunity	1.28523E+15	3.07218E+14	5.76088E+14	2.06646E+15	1.97052E+15	3.74683E+14	1.98249E+15	3.55687E+14	9.37671E+14	1.84117E+15
3	Cost	Cost	3.10197E+16	3.19233E+15	5.98617E+15	2.14727E+16	2.04759E+16	3.89338E+15	2.06002E+16	3.89597E+15	6.7434E+15	1.70535E+16
4	Future Education Pote	Future Education Pote	1.71096E+16	1.7698E+15	3.3018E+15	1.19437E+16	1.19396E+16	2.14747E+15	1.19396E+16	2.03856E+15	5.3744E+15	8.40622E+15
5	Legacy	Legacy	3.93281E+15	4.04737E+14	7.58932E+14	2.7224E+15	2.59602E+15	4.93671E+14	2.61178E+15	4.68591E+14	1.23531E+15	2.18211E+15
6	Length of Program	Length of Program	4.32121E+15	4.44709E+14	8.33907E+14	2.39126E+15	2.8264E+15	5.42366E+14	2.86972E+15	5.14886E+14	1.35731E+15	2.37564E+15
7	Member's Recommendation	Member's Recommendation	2.15382E+16	2.19577E+15	4.11746E+15	1.47695E+16	1.46035E+16	2.87758E+15	1.41694E+16	2.54218E+15	6.70176E+15	1.17259E+16
8	School's Location	School's Location	4.384E+15	4.5117E+14	8.46022E+14	3.03473E+15	2.89385E+15	5.60248E+14	2.91141E+15	5.2255E+14	1.37703E+15	2.41016E+15
9	School's Rank	School's Rank	2.48187E+15	2.48918E+15	4.86766E+15	1.87431E+16	1.56959E+16	3.03591E+15	1.60629E+16	2.88189E+15	6.70176E+15	1.17259E+16
10	Sustainability	Sustainability	1.05665E+16	1.08742E+15	2.03911E+15	7.31439E+15	1.23222E+15	7.01718E+15	1.25898E+15	5.80905E+15	4.61226E+16	1.314933E+16
11	Sustainability	Sustainability	5.05258E+15	5.19976E+14	9.75046E+14	3.49754E+15	3.33571E+15	6.34162E+14	3.35542E+15	6.02011E+14	1.58703E+15	2.77772E+15

Thirtysecond Power of Matrix

1	Alumni Networking	Alumni Networking	1.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2	Career Opportunity	Career Opportunity	6.84288E+31	9.10048E+30	1.7086E+31	6.11239E+31	5.83712E+31	1.10989E+31	5.87295E+31	1.05362E+31	2.77758E+31	4.81496E+31
3	Cost	Cost	9.18896E+32	9.45635E+31	1.77323E+32	6.30607E+32	6.15532E+32	1.15329E+32	6.10221E+32	1.09482E+32	2.88623E+32	5.0516E+32
4	Future Education Pote	Future Education Pote	5.06822E+32	5.21586E+31	9.79054E+31	3.50837E+32	3.3455E+32	6.36125E+31	3.35681E+32	6.03874E+31	1.59195E+32	2.78632E+32
5	Legacy	Legacy	1.16488E+32	1.18892E+31	2.24818E+31	8.08433E+31	7.88896E+31	1.4625E+31	7.73664E+31	1.38886E+31	3.65052E+31	6.40446E+31
6	Length of Program	Length of Program	1.28004E+32	1.31732E+31	2.47021E+31	8.88078E+31	8.44842E+31	1.60867E+31	8.50071E+31	1.52515E+31	4.02064E+31	7.03716E+31
7	Member's Recommendation	Member's Recommendation	6.33024E+32	6.50433E+31	1.21968E+32	4.37505E+32	4.17195E+32	7.93265E+31	4.19723E+32	7.53061E+31	1.98521E+32	3.47464E+32
8	School's Location	School's Location	1.26836E+32	1.33646E+31	2.5061E+31	8.88951E+31	8.57210E+31	1.62595E+31	8.54242E+31	1.54731E+31	4.07906E+31	7.13941E+31
9	School's Rank	School's Rank	7.16478E+32	7.7332E+31	1.36286E+32	4.95997E+32	4.72943E+32	8.9927E+31	4.75914E+32	8.53078E+31	2.25049E+32	3.93846E+32
10	Sustainability	Sustainability	3.33001E+32	3.22101E+31	6.04002E+31	2.16698E+32	2.0691E+32	3.92855E+31	2.07801E+32	3.72037E+31	9.53147E+31	1.72076E+32
11	Sustainability	Sustainability	1.46686E+32	1.54028E+31	2.88829E+31	1.03605E+32	9.87494E+31	1.87852E+31	9.93946E+31	1.78328E+31	4.70113E+31	8.22821E+31

Sixtyfourth Power

1	Alumni Networking	Alumni Networking	1.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2	Career Opportunity	Career Opportunity	7.75936E+64	7.98538E+63	1.4974E+64	5.37124E+64	5.1219E+64	9.7389E+63	5.12599E+64	9.2452E+63	2.43724E+64	4.26581E+64
3	Cost	Cost	8.0628E+65	8.29766E+64	1.55596E+65	5.5813E+65	5.3222E+65	1.01198E+65	5.3545E+65	9.60075E+64	2.53255E+65	4.43283E+65
4	Future Education Pote	Future Education Pote	4.44721E+65	4.57676E+64	8.58222E+64	3.07848E+65	2.93557E+65	5.5818E+64	2.95339E+65	5.28881E+64	1.38688E+65	2.44491E+65
5	Legacy	Legacy	1.02224E+65	1.05201E+64	1.97271E+64	7.07621E+64	6.74771E+64	1.28303E+64	6.78807E+64	1.21799E+64	3.21088E+64	5.61948E+64
6	Length of Program	Length of Program	1.12318E+65	1.15915E+64	2.16753E+64	7.77505E+64	7.41411E+64	1.40975E+64	7.45912E+64	1.33827E+64	3.52796E+64	6.1749E+64
7	Member's Recommendation	Member's Recommendation	5.54582E+65	5.70373E+64	1.07023E+65	3.83897E+65	3.68076E+65	6.90606E+64	3.68298E+65	6.60779E+64	1.74196E+65	3.04889E+65
8	School's Location	School's Location	1.73515E+65	1.77271E+64	2.19903E+64	7.88802E+64	7.51218E+64	1.43022E+64	7.5875E+64	1.35727E+64	3.79252E+64	6.2642E+64
9	School's Rank	School's Rank	6.28688E+65	6.47002E+64	1.21324E+65	4.33196E+65	4.14993E+65	7.89082E+64	4.17512E+65	7.49077E+64	1.97473E+65	3.4563E+65
10	Sustainability	Sustainability	2.74646E+65	2.82948E+64	5.30318E+64	1.90118E+65	1.81294E+65	3.44718E+64	1.82394E+65	3.27241E+64	8.62891E+64	1.50902E+65
11	Sustainability	Sustainability	1.31329E+65	1.35155E+64	2.53439E+64	9.09098E+64	8.68698E+64	1.64835E+64	8.72158E+64	1.56478E+64	4.1251E+64	7.22E+64

128th Power of Matrix

6.420E+11	3.988E+130	1.198E+131	2.497E+131	4.097E+131	7.791E+130	4.127E+131	7.396E+130	1.949E+131	3.412E+131	2.744E+132	0.248366E+132
3.224E+121	3.636E+130	8.607E+130	2.730E+131	2.620E+131	4.297E+130	2.274E+131	4.079E+130	1.075E+131	1.475E+131	1.513E+132	0.136991E+132
1.5168E+11	5.444E+129	5.444E+129	5.156E+129	5.156E+129	5.156E+129	5.156E+129	5.156E+129	5.156E+129	5.156E+129	5.156E+129	5.156E+129
8.6481E+130	8.9E+129	1.668E+130	2.686E+130	5.708E+130	1.058E+130	2.433E+130	1.030E+130	2.719E+130	4.754E+130	3.8823E+131	0.034587E+132
4.27E+131	4.284E+130	8.240E+130	5.955E+130	2.081E+131	5.59E+130	5.67E+130	1.087E+130	1.342E+131	2.347E+131	1.887E+132	0.176931E+132
8.7371E+130	9.029E+129	1.093E+130	6.074E+129	1.791E+130	1.791E+130	1.791E+130	1.791E+130	1.791E+130	1.791E+130	1.791E+130	1.791E+130
4.8406E+131	2.491E+130	9.341E+130	3.450E+131	3.195E+131	6.079E+130	3.214E+131	5.876E+130	1.520E+131	2.661E+131	2.14E+132	0.046027E+132
2.1147E+131	2.1763E+130	4.009E+130	1.403E+131	1.359E+131	2.654E+130	1.4043E+131	2.519E+130	6.642E+130	1.160E+131	9.496E+131	0.084692E+132
1.0152E+131	1.964E+130	6.999E+130	1.715E+131	1.715E+131	1.715E+131	1.715E+131	1.715E+131	1.715E+131	1.715E+131	1.715E+131	1.715E+131
2.4995E+132	2.5723E+131	4.823E+131	1.7302E+132	1.649E+132	3.137E+131	1.6599E+132	2.9782E+131	7.851E+131	1.3741E+132	1.105E+133	0.004564E+132
0.023901676	0.023901676	0.023901676	0.023901676	0.023901676	0.023901676	0.023901676	0.023901676	0.023901676	0.023901676	0.023901676	0.023901676

AHP Pairwise Comparison For MBA Student Selection Criteria

Pairwise Comparisons PWC 28

Item N	Item Number	Alumni Networking	Career Opportunity	Cost	Future Education Pot.	Legacy	Length of Program	Mentor's Recommendation	School's Location	School's Rank	Sustainability	Row Sum
1	Alumni Networking	1.00	6.1110	3.0000	6.1110	0.2000	6.1110	1.0000	6.2000	6.1400	1.0000	9.77
2	Career Opportunity	9.50	1.00	7.5000	7.5000	1.0000	1.0000	7.0000	3.0000	3.0000	7.0000	46.00
3	Cost	103.31	141.24	1.00	1.0000	1.1762	1.1200	1.0000	4.0000	4.0000	1.0000	5.16
4	Future Education Pot.	0.33	0.14	1.00	1.00	0.2000	0.1400	0.2000	0.2000	0.2000	1.0000	5.22
5	Legacy	5.50	1.00	7.50	5.00	1.00	0.1400	7.0000	5.0000	3.0000	7.0000	41.14
6	Length of Program	5.00	1.00	7.00	7.00	1.00	1.00	7.0000	7.0000	1.0000	5.0000	53.99
7	Mentor's Recommendation	1.00	0.14	1.00	0.14	1.00	0.14	1.00	0.2000	0.2000	1.0000	5.83
8	School's Location	5.00	0.33	5.00	5.00	0.20	0.14	5.00	1.00	1.0000	5.0000	27.68
9	School's Rank	5.00	0.14	5.00	5.00	0.53	5.00	1.00	1.00	5.0000	5.0000	30.00
10	Sustainability	1.00	0.14	1.00	1.00	0.14	0.20	1.00	0.20	0.20	1.00	5.89
Sum		38.87	4.35	38.00	36.00	10.38	3.36	36.00	18.00	11.94	34.00	230.67

Square of Matrix

	Alumni Networking	Career Opportunity	Cost	Future Education Pot.	Legacy	Length of Program	Mentor's Recommendation	School's Location	School's Rank	Sustainability	Row Sum
1	Alumni Networking	10.00	17.50	15.00	15.00	2.00	18.00	13.00	4.25	4.35	12.45
2	Career Opportunity	16.66	10.00	20.00	10.00	1.00	8.00	7.25	2.80	2.80	56.720832
3	Cost	8.89	1.11	10.00	9.11	2.99	1.97	9.93	3.41	2.83	67.0516244
4	Future Education Pot.	8.89	1.23	10.00	10.00	1.44	1.08	6.73	3.70	2.83	59.4907641
5	Legacy	15.51	9.51	29.51	50.01	14.01	7.01	69.01	23.01	23.01	91.767324
6	Length of Program	134.69	165.97	171.04	151.99	23.31	23.31	147.99	61.99	43.48	962.390893
7	Mentor's Recommendation	9.33	1.24	12.00	11.11	2.22	1.14	10.00	2.83	2.83	63.597130
8	School's Location	35.82	4.75	49.73	49.73	6.21	4.68	39.73	9.72	39.45	248.257325
9	School's Rank	40.00	5.30	57.59	57.53	8.68	5.11	44.00	12.40	10.00	283.5316881
10	Sustainability	9.87	1.30	12.11	12.11	2.02	1.20	10.00	3.94	2.80	66.6430197

Total

283560.6%

Fourth Power of Matrix

	Alumni Networking	Career Opportunity	Cost	Future Education Pot.	Legacy	Length of Program	Mentor's Recommendation	School's Location	School's Rank	Sustainability	Row Sum
1	Alumni Networking	151.73	192.91	187.91	187.91	206.93	171.93	155.95	552.76	423.98	1054.63
2	Career Opportunity	9769.33	1284.87	12485.07	12104.08	1696.52	1123.45	10704.51	3550.59	2730.38	66226.046
3	Cost	181.73	103.74	119.49	119.49	139.49	119.49	119.49	119.49	119.49	119.49
4	Future Education Pot.	1125.76	119.59	119.59	119.59	235.00	128.11	123.00	404.00	312.12	7614.70
5	Legacy	8472.27	1127.71	10881.82	10565.80	1784.01	880.84	8325.28	3125.42	2387.95	57766.76
6	Length of Program	163971.11	204374.16	204374.16	198125.26	30479.26	1648.77	1648.77	2604.77	4339.54	1090943.00
7	Mentor's Recommendation	1172.20	1491.91	1448.40	1448.40	235.94	128.07	1280.87	423.34	326.21	7022.07
8	School's Location	4283.02	560.33	5415.50	5247.87	880.84	485.00	4665.88	1577.34	1202.48	28872.56
9	School's Rank	4806.88	600.88	600.88	600.88	1000.88	600.88	600.88	600.88	600.88	600.88
10	Sustainability	1258.41	163.83	1600.23	1554.00	250.81	142.80	1373.81	451.48	348.97	3348.69

Total

334716.30

Eighth Power of Matrix

	Alumni Networking	Career Opportunity	Cost	Future Education Pot.	Legacy	Length of Program	Mentor's Recommendation	School's Location	School's Rank	Sustainability	Row Sum
1	Alumni Networking	2216086.2	2907035.6	2827056.1	27450418.6	4515709.5	2539683.4	24244435.4	8042029.2	6182745.1	190096271.8172
2	Career Opportunity	143439454.1	18816756.9	18291345.3	177884227.4	2228963.5	16439840.9	159527780.4	52051476.2	40018047.8	971538397.6383
3	Cost	15771730.3	20120190.7	1936361.7	3213984.7	1000000.0	1000000.0	1000000.0	1000000.0	1000000.0	1000000.0
4	Future Education Pot.	16424366.3	2154493.3	20952880.9	20345207.3	3345560.2	182309.3	1798523.4	4582068.0	1762644.2	5922826.255
5	Legacy	125754545.5	16487824.7	16043158.8	15782818.9	25262540.0	14414330.1	137583400.3	4563297.7	35085301.9	134929262.6
6	Length of Program	231447214.6	30382232.5	29581051.1	28971920.5	47161328.0	3850476.14	3707815.15	9454781.14	31637025.15	226356.16
7	Mentor's Recommendation	17112829.9	2244332.0	21831094.5	21197894.0	3498913.3	1961218.4	18721785.5	6208911.3	4774235.6	18869013.3767
8	School's Location	6259956.1	824441.31	7899819.9	7776279.3	1777754.8	7186669.3	68597789.3	2753727.0	17482072.0	17836635.5
9	School's Rank	72251565.3	947233.1	9217259.5	8649873.7	14723954.5	6200662.7	7045848.1	2620253.0	20158194.5	77540458.6
10	Sustainability	18315156.5	2402501.7	23364772.7	22807103.9	2098959.7	20036996.1	6645912.6	5108677.8	19655539.0	124048304.8261

Total

4913120195.6028

Sixteenth Power of Matrix

	Alumni Networking	Career Opportunity	Cost	Future Education Pot.	Legacy	Length of Program	Mentor's Recommendation	School's Location	School's Rank	Sustainability	Row Sum
1	Alumni Networking	4.76189E+15	6.24873E+14	6.07491E+15	5.89872E+15	9.70357E+14	5.45781E+14	5.20966E+15	1.728E+15	1.32851E+15	5.11048E+15
2	Career Opportunity	3.08272E+16	4.04338E+15	3.93216E+16	3.81812E+16	6.26925E+15	3.5325E+15	3.3721E+16	1.1185E+16	8.59919E+15	3.30789E+16
3	Cost	3.38955E+15	4.44558E+14	4.33355E+15	4.195E+15	6.95954E+14	3.85407E+14	3.17078E+15	9.45478E+14	3.63702E+15	1.38965323
4	Future Education Pot.	4.62964E+14	4.5022E+15	4.37172E+15	4.19181E+14	4.0448E+14	3.86104E+15	1.28087E+15	9.84002E+14	3.78752E+15	2.99030E+16
5	Legacy	2.70296E+16	3.54055E+15	3.44754E+16	3.34754E+16	5.50892E+15	3.0972E+15	2.99691E+16	9.8984E+15	7.53938E+15	2.90021E+16
6	Length of Program	4.97345E+16	6.52425E+15	6.3448E+16	6.16078E+16	5.70007E+15	3.1441E+16	1.80477E+16	1.38754E+16	5.3375E+16	3.38857E+16
7	Mentor's Recommendation	3.67718E+15	4.82376E+14	4.69108E+15	4.55502E+15	7.49315E+14	4.2144E+14	4.02235E+15	1.33437E+15	1.02598E+15	3.94633E+15
8	School's Location	1.34728E+16	1.78778E+15	1.71877E+16	1.68892E+16	2.74545E+15	1.5441E+15	1.47598E+16	4.88901E+15	3.75875E+15	1.44685E+16
9	School's Rank	1.55258E+16	2.0367E+15	1.98068E+16	1.93232E+16	3.16378E+15	1.77941E+15	1.68857E+16	5.63401E+15	4.33125E+15	1.66623E+16
10	Sustainability	3.93544E+15	5.16259E+14	5.02057E+15	4.87495E+15	8.01948E+14	4.51041E+14	4.3055E+15	1.42809E+15	1.07944E+15	4.22351E+15

Thirtysecond Power of Matrix

	Alumni Networking	Career Opportunity	Cost	Future Education Pot.	Legacy	Length of Program	Mentor's Recommendation	School's Location	School's Rank	Sustainability	Row Sum
1	Alumni Networking	2.19877E+32	2.88438E+31	2.85054E+32	2.722369E+32	4.84055E+31	2.52001E+31	2.40552E+32	7.9789E+31	6.13431E+31	2.35927E+32
2	Career Opportunity	1.42322E+33	1.8677E+32	1.81564E+33	1.76299E+33	2.90016E+32	1.6315E+32	1.55704E+33	5.16457E+32	3.97816E+32	1.5274E+33
3	Cost	1.56482E+32	2.05276E+31	1.96926E+32	1.9384E+32	3.16872E+31	1.71934E+31	1.71934E+32	5.67843E+31	4.36567E+31	1.67893E+32
4	Future Education Pot.	2.1377E+31	2.0788E+32	2.01861E+32	3.32067E+32	1.86786E+31	1.7689E+32	5.9134E+31	4.54032E+31	1.74886E+32	1.10372E+33
5	Legacy	1.64781E+33	1.6396E+32	1.59187E+33	1.54571E+33	2.54273E+32	1.43012E+32	1.36514E+32	4.52808E+32	3.48125E+32	1.33915E+33
6	Length of Program	2.2945E+33	3.01252E+32	2.92695E+33	2.84488E+33	4.67761E+32	2.6197E+32	2.12329E+33	6.40984E+32	2.46455E+32	1.55542E+34
7	Mentor's Recommendation	1.6979E+32	2.22733E+31	2.16607E+32	3.4599E+31	1.94597E+31	1.85795E+31	6.16355E+31	4.73985E+31	1.82219E+32	1.15001E+33
8	School's Location	6.22095E+32	8.16047E+31	7.93628E+32	7.7081E+32	1.26768E+32	7.12896E+31	6.80592E+32	2.25748E+32	1.73557E+32	6.67632E+32
9	School's Rank	7.16892E+32	9.44521E+31	9.14593E+32	8.88308E+32	1.46895E+32	8.21631E+31	7.84303E+32	2.60146E+32	2.00005E+32	7.65898E+32
10	Sustainability	1.87176E+32	2.38378E+31	2.31821E+32	2.25098E+32	3.70253E+31	2.02826E+31	1.98803E+32	6.59412E+31	5.06987E+31	1.95019E+32

Sixtyfourth Power

	Alumni Networking	Career Opportunity	Cost	Future Education Pot.	Legacy	Length of Program	Mentor's Recommendation	School's Location	School's Rank	Sustainability	Row Sum
1	Alumni Networking	4.68798E+65	6.14967E+64	5.98052E+65	5.80070E+65	9.5288E+64	5.37281E+64	5.12872E+65	1.70115E+65	1.30787E+65	5.03106E+65
2	Career Opportunity	3.03438E+66	3.98055E+65	3.87108E+66	3.75879E+66	6.18333E+65	3.47771E+65	3.31971E+66	8.46558E+65	3.2555E+66	2.05522E+67
3	Cost	3.34629E+65	4.3766E+64	4.25822E+65	4.13278E+65	6.79854E+64	3.82373E+64	3.65001E+65	1.21088E+65	9.30788E+64	3.58051E+65
4	Future Education Pot.	4.74355E+65	4.55771E+64	4.43234E+65	4.30379E+65	7.07787E+64	3.98195E+64	3.80105E+65	1.26077E+65	9.69304E+64	3.72867E+65
5	Legacy	2.86041E+66	3.46997E+65	3.39397E+66	3.2954E+66	5.42139E+65	3.0491E+65	2.91007E+66	9.6541E+65	7.42224E+65	2.85015E+66
6	Length of Program	4.89617E+66	6.42288E+65	6.24021E+66	6.05050E+66	9.9772E+65	5.6115E+65	5.35657E+66	1.77973E+66	1.36989E+66	5.25457E+66
7	Mentor's Recommendation	3.62003E+65	4.74881E+64	4.61819E+65	4.48425E+65	7.37873E+64	4.14892E+64	3.96042E+65	1.31364E+65	1.00995E+65	3.88501E+65
8	School's Location	1.32634E+66	1.71992E+65	1.69206E+66	1.64296E+66	2.70276E+65	1.52012E+65	1.45109E+66	4.81304E+65	3.70035E+65	1.42343E+66
9	School's Rank	1.52946E+66	2.05095E+65	1.9499E+66	1.89335E+66	3.11463E+65	1.71777E+65	1.67316E+66	5.54047E+65	4.26425E+65	1.64043E+66
10	Sustainability	3.87429E+65	5.08235E+64	4.94257E+65	4.79922E+65	7.89486E+64	4.44033E+64	4.2386E+65	1.40591E+65	1.08088E+65	4.15798E+65

128th Power of Matrix

2.131E+132	2.8954E+131	2.7186E+132	2.6397E+132	4.3424E+131	2.4422E+131	2.3314E+132	7.7329E+131	5.9452E+131	4.2876E+132	1.4433E+133	0.035049E+133
1.3793E+133	1.7094E+132	1.7597E+133	1.7088E+133	2.8107E+132	1.8509E+133	1.5096E+133	7.0032E+132	3.6842E+132	1.4328E+133	9.3424E+133	0.197743E+134
1.5168E+132	1.3547E+132	1.3785E+132	1.8789E+132	3.0295E+132	1.7358E+132	1.6592E+132	1.2151E+133	1.0262E+133	1.6206E+133	1.6206E+133	0.047466E+133
1.5793E+133	2.2071E+131	2.0148E+132	1.9584E+132	3.2126E+131	1.8101E+131	1.7279E+132	5.7317E+131	4.4061E+131	1.6948E+132	1.0697E+133	0.022041E+133
1.2939E+133	1.6428E+132	1.6428E+133	1.4954E+133	2.6442E+132	1.3986E+132	1.3231E+133	4.3884E+132	3.3739E+132	1.2979E+133	1.8191E+133	0.137732E+134
2.2266E+133	2.1916E+132	2.8933E+132	2.7571E+133	4.5535E+132	2.9508E+132	2.4344E+133	8.0746E+132	6.2005E+132	2.3889E+133	1.5075E+134	0.319714E+134
1.6445E+132	2.0093E+132	1.8803E+132	1.0384E+133	1.8803E+133	1.8803E+133	8.001E+132	1.8803E+133	1.8803E+133	1.8803E+133	1.1446E+133	0.000000E+133
6.0291E+132	7.8091E+131	7.8091E+132	7.4685E+132	1.2286E+132	6.91E+131	6.596E+132	1.2679E+132	1.6821E+132	6.4705E+132	4.0836E+133	0.086436E+134
6.9479E+132	9.1142E+131	8.8363E+132	8.8066E+132	1.4156E+132	7.961E+131	7.6012E+132	2.5213E+132	1.9384E+132	7.4565E+132	4.0759E+133	0.090586E+134
1.7611E+132	2.2407E+132	2.1816E+132	2.1816E+132	1.31E+133	1.31E+133	1.31E+133	1.31E+133	1.31E+133	1.31E+133	1.1926E+133	0.025247E+134
6.9754E+133	1.504E+132	8.8807E+133	8.8066E+133	1.4214E+133	7.9942E+132	7.6313E+133	2.5321E+133	1.9461E+133	7.4806E+133		

AHP Pairwise Comparison For MBA Student Selection Criteria

Pairwise Comparisons PWC 29

Item #	Item Number	Item Description	1	2	3	4	5	6	7	8	9	10	Row Sum	Normalized Row Sum (Eigenvector)
1	Alumni Networking	1.00	0.11110	0.00000	0.14280	1.00000	0.14280	1.00000	0.11110	0.20000	0.20000	0.20000	8.91000	0.202039247
2	Career Opportunity	9.00	1.00000	1.00000	1.00000	1.00000	1.00000	1.00000	1.00000	1.00000	1.00000	1.00000	54.00000	0.212758820
3	Cost	163.20	1.00000	1.00000	1.00000	1.00000	1.00000	1.00000	1.00000	1.00000	1.00000	1.00000	5.05000	0.016910209
4	Future Education Pote	7.00	1.00	5.00	1.00	1.00000	1.00000	1.00000	1.00000	1.00000	1.00000	1.00000	46.00000	0.181208130
5	Legacy	1.50	0.11110	0.00000	0.14280	1.00000	0.14280	1.00000	0.11110	0.20000	0.20000	0.20000	5.65000	0.022291520
6	Length of Program	7.00	1.00	5.00	1.00	1.00	1.00	1.00000	1.00000	1.00000	1.00000	1.00000	40.00000	0.157574790
7	Member's Recommendation	1.00	0.11110	0.00000	0.14280	1.00000	0.14280	1.00000	0.11110	0.20000	0.20000	0.20000	4.88000	0.018225037
8	School's Location	9.00	1.00	7.00	0.33	7.00	1.00	7.00	1.00	7.00000	1.00000	1.00000	41.33000	0.162810847
9	School's Rank	9.00	0.11110	1.00000	0.14280	1.00000	0.14280	1.00000	0.11110	0.20000	0.20000	0.20000	13.68000	0.053920351
10	Sustainability	5.00	0.20000	5.00	0.14280	7.00	1.00	7.00	1.00	7.00000	1.00000	1.00000	34.34000	0.132684140
	Sum	45.20	4.78000	40.00000	4.25000	44.00000	5.74000	46.00000	7.88000	40.40000	40.40000	40.40000	253.84000	

Square of Matrix

Item #	Item Number	Item Description	1	2	3	4	5	6	7	8	9	10	Row Sum	(Eigenvector)
1	Alumni Networking	10.00	1.40	16.40	1.52	13.60	1.27	11.3	1.45	17.76	1.78	26.46	171.9633	0.02432501
2	Career Opportunity	135.80	10.00	132.00	10.99	111.99	15.83	145.99	17.14	187.99	20.46	26.46	604.6191356	0.00675634
3	Cost	13.49	1.18	10.00	1.24	10.80	1.48	14.40	1.85	9.44	3.17	67.0242913	0.02111997	0.001209768
4	Future Education Pote	142.00	11.07	135.80	10.00	127.88	17.78	153.88	19.49	114.78	28.40	761.4572983	0.239942563	0.05873445
5	Legacy	17.50	1.25	12.50	1.25	10.00	1.30	13.70	1.62	8.10	7.75	58.05810	0.020796918	-0.001462002
6	Length of Program	96.00	8.09	93.99	8.79	74.00	10.00	99.99	11.78	60.80	20.69	484.988963	0.152541085	-0.005033654
7	Member's Recommendation	9.20	1.03	12.34	1.12	9.40	1.31	10.00	1.54	7.90	2.70	66.3296206	0.017750074	-0.001484894
8	School's Location	91.72	7.64	100.66	8.49	71.52	9.80	97.32	10.00	56.53	16.53	470.8547339	0.14811261	-0.014688337
9	School's Rank	21.20	2.01	37.14	2.38	18.29	2.87	22.00	2.87	10.00	4.18	122.4366170	0.038580967	-0.015321383
10	Sustainability	78.72	5.55	97.51	6.53	58.79	7.83	62.78	7.90	45.15	10.00	372.3063841	0.117317349	-0.017951066

Total

317349.8%

Fourth Power of Matrix

	Alumni Networking	Career Opportunity	Future Education Pot	Legacy	Length of Program	Member's Recommendation	School's Location	School's Rank	Sustainability	Row Sum	(Eigenvector)
1	Alumni Networking	2020.31	177.43	2235.43	195.99	1719.59	240.10	218.45	283.71	1379.34	0.027
2	Career Opportunity	15939.50	1447.55	18149.55	1617.01	13875.54	1650.02	17437.55	2134.14	11102.19	0.219
3	Cost	163.20	1.47	163.20	1.59	163.20	1.89	163.20	2.43	163.20	0.021
4	Future Education Pote	17354.29	1579.31	1697.126	1770.39	15086.79	2120.24	18880.31	2517.41	11992.70	0.238
5	Legacy	1549.81	140.17	1744.17	156.19	1350.58	188.87	1698.21	207.60	1088.12	0.021
6	Length of Program	1138.88	1138.88	125.11	1138.88	1632545.2	1632545.2	2037.74.9	2037.74.9	2037.74.9	0.021
7	Member's Recommendation	1408.52	125.00	1680.39	138.49	1208.89	169.09	1533.89	185.14	970.53	0.019
8	School's Location	10650.47	968.10	11985.70	1078.73	8530.75	1312.27	11694.85	1440.14	7532.55	0.146
9	School's Rank	218.88	218.88	293.14	218.88	218.88	218.88	218.88	218.88	218.88	0.021
10	Sustainability	8770.41	751.21	9350.39	840.00	7234.85	1019.30	8958.43	1118.30	5835.80	0.113

Total

398379.55

Eighth Power of Matrix

Item #	Item Number	Item Description	1	2	3	4	5	6	7	8	9	10	Row Sum	(Eigenvector)
1	Alumni Networking	32514239.4	2929984.4	36507582.5	3259380.5	28227670.7	3963921.5	35555778.9	4343742.1	22718038.5	8969902.5	17890250.9906	0.027	-0.00019
2	Career Opportunity	2652847004.5	23989828.6	29528361.4	26365027.3	22838888.2	32081136.2	287557245.5	35132471.9	183737311.9	56375590.3	1431479839.3781	0.219	-0.00006
3	Cost	26939434.5	30130899.9	29805945.8	23320868.4	23320868.4	23320868.4	23320868.4	23320868.4	23320868.4	23320868.4	14810847339.9	0.022	0.00006
4	Future Education Pote	286436727.6	25816155.9	26708515.6	24870005.6	24870005.6	24870005.6	24870005.6	24870005.6	24870005.6	24870005.6	15933693.997	0.238	-0.00018
5	Legacy	25259773.4	2300880.8	26888005.6	2559677.2	22165014.5	3112771.0	27819021.7	3411033.3	1738959.9	473594.8	38880312.9426	0.021	-0.00001
6	Length of Program	187304521.6	6.50115E+14	210330359.9	1877824.3	1632545.2	1632545.2	2037.74.9	2037.74.9	2037.74.9	2037.74.9	101965405.8278	0.021	0.00018
7	Member's Recommendation	222833875.8	2057724.9	2653007.4	2280808.4	1982947.4	2783828.4	2497000.9	3050580.5	19584527.1	4895016.8	12427986.123	0.019	-0.00008
8	School's Location	17603993.5	15969910.1	1766806.3	17166806.3	1166806.3	216031205.5	19299070.5	2559994.6	1232877.2	3781097.5	9633914.1465	0.147	0.00019
9	School's Rank	45008905.8	4104335.5	51206501.4	427588.4	3699579.4	5509950.5	48977459.5	6094187.0	31873079.0	9779490.3	24825435.2385	0.038	0.00009
10	Sustainability	136755724.3	12326463.6	153579030.4	13713438.6	118747527.3	16870022.8	146559606.1	18273892.4	9657050.1	29324408.1	6742623.2496	0.114	0.00040

Total

654998901.5411

Sixteenth Power of Matrix

Item #	Item Number	Item Description	1	2	3	4	5	6	7	8	9	10	Row Sum	(Eigenvector)
1	Alumni Networking	8.77159E+15	7.90537E+14	9.84988E+15	8.7945E+14	7.61583E+15	1.06949E+15	9.59247E+15	1.17197E+15	6.12931E+15	1.8806E+15	4.7751E+16	0.19255827	0.165034
2	Career Opportunity	7.08458E+16	6.35052E+15	7.95688E+16	7.11308E+15	6.15977E+16	8.6014E+15	7.75848E+16	9.47898E+15	4.95745E+16	1.52105E+16	3.86216E+17	1.553369025	1.334822
3	Cost	7.24122E+15	6.50115E+14	8.13137E+15	7.25014E+14	6.28711E+15	8.62897E+14	7.51888E+15	9.67455E+14	5.05994E+15	1.55255E+15	3.862E+16	0.15548191	0.135242
4	Future Education Pote	7.78325E+16	6.96513E+15	8.87835E+16	7.74851E+15	6.71003E+16	9.42287E+15	8.45137E+16	1.03288E+16	5.40031E+16	1.65893E+16	4.20771E+17	1.692133485	1.454062
5	Legacy	6.88802E+16	6.20781E+14	7.74478E+15	6.98082E+14	5.98405E+15	8.39832E+14	7.53238E+15	9.20303E+14	4.8174E+15	1.47077E+15	3.74976E+16	0.15548191	0.129568
6	Length of Program	5.05354E+16	4.55445E+15	5.67476E+16	5.06674E+15	4.38708E+16	6.1616E+15	5.52647E+16	6.752E+15	3.53128E+16	1.08347E+16	2.75107E+17	1.106483743	0.950811
7	Member's Recommendation	6.16021E+15	5.55187E+14	6.91748E+15	6.17631E+14	5.34835E+15	7.51093E+14	6.73071E+15	8.23061E+14	4.30466E+15	1.32073E+15	3.55352E+16	0.134879189	0.115902
8	School's Location	4.75944E+16	4.28943E+15	5.34451E+16	4.71718E+15	4.13333E+16	5.80301E+15	5.20448E+16	6.35959E+15	3.32575E+16	1.02041E+16	2.59086E+17	1.042080574	0.895478
9	School's Rank	1.23054E+16	1.10902E+15	1.38181E+16	1.23376E+15	1.06841E+16	1.50038E+15	1.3457E+16	1.64412E+15	8.59888E+15	2.63825E+15	6.68888E+16	0.268443383	0.231525
10	Sustainability	3.69005E+16	3.32564E+15	4.14368E+16	3.69996E+15	3.20384E+16	4.49914E+15	4.03358E+16	4.93025E+15	2.57849E+16	7.91137E+15	2.08861E+17	0.80794413	0.694276

Thirtysecond Power of Matrix

5.16436E+33	4.65436E+32	5.7992E+33	5.17789E+32	4.48389E+33	6.29672E+32	5.64706E+33	6.80006E+32	3.60896E+33	1.10722E+33	2.81139E+34	0.218545874	-1.3348215
5.27112E+32	4.75058E+31	5.91906E+32	5.28488E+31	4.57659E+32	6.42896E+31	5.74441E+32	7.04271E+31	3.68329E+32	1.13012E+32	2.86951E+33	0.02206308	-0.13621802
5.62527E+33	5.07014E+32	6.31728E+33	5.6404E+32	4.88445E+33	6.89291E+32	6.12571E+33	7.51646E+32	3.93106E+33	1.29013E+33	3.02545E+34	0.23808859	-1.454064026
5.01402E+32	4.51887E+31	5.60308E+32	5.02712E+31	4.35339E+32	6.11341E+31	5.48325E+32	6.69919E+31	3.50364E+32	1.07496E+32	2.72956E+33	0.02121368	-0.12959449
3.37664E+33	3.31593E+32	4.13084E+33	3.6882E+32	3.19393E+33	4.4652E+32	4.0229E+33	4.915E+32	2.57052E+33	7.8896E+32	1.9567299	-0.95010945	0.00000000
4.48422E+32	4.04139E+31	5.03546E+32	4.48953E+32	3.89337E+32	5.46745E+31	4.90387E+32	5.99133E+31	3.13433E+32	9.61450E+31	2.44114E+33	0.01897638	-0.115902829
3.46455E+33	3.12421E+32	3.98044E+33	3.4736E+32	3.00802E+33	4.2242E+32	3.78787E+33	4.62986E+32	2.42029E+33	7.4279E+32	1.8804E+34	0.146613141	-0.895478134
8.89735E+32	1.00587E+31	8.88803E+31	7.7722E+30	1.76692E+31	1.76692E+31	1.76692E+31	3.58889E+32	1.87897E+33	5.75894E+32	1.46227E+34	0.113697907	-0.6861556
2.68811E+33	2.42058E+32	3.10163E+33	2.69312E+32	2.33218E+32	3.25707E+32	2.93748E+32	3.58889E+32	1.87897E+33	5.75894E+32	1.46227E+34	0.113697907	-0.6861556
3.38339E+36	3.64927E+26	3.7993E+36	3.79322E+36	2.93798E+36	4.12524E+36	3.70022E+36	4.52025E+36	2.3642E+36	7.25389E+36	1.84186E+37	0.027020629	-0.26292629
2.73652E+37	2.06228E+26	2.70725E+37	2.74387E+36	2.37598E+37	3.33664E+36	2.99251E+37	3.65526E+36	1.91219E+37	8.58703E+36	1.48972E+38	0.218545874	-1.3348215
2.76308E+37	2.51727E+26	3.13644E+38	2.80039E+36	2.42507E+37	3.40552E+36	3.05448E+37	3.71833E+36	1.95173E+38	5.98326E+35	1.62081E+37	0.020269269	-0.20269269
2.98096E+37	2.34742E+27	2.98877E+38	2.98877E+36	2.98877E+36	3.25987E+36	3.25987E+36	3.25987E+36	3.25987E+36	3.25987E+36	3.25987E+36	0.20269269	-0.20269269
2.65668E+36	2.93448E+26	2.98346E+36	2.66386E+35	2.30678E+36	3.23941E+36	2.90556E+36	3.54981E+36	1.85536E+36	6.69823E+35	1.44355E+37	0.02121368	-0.12959449
1.94922E+37	1.75679E+26	2.18888E+37	1.95435E+36	1.69242E+37	2.37686E+36	2.31168E+37	2.60439E+36	1.36208E+37	4.17191E+36	1.00141E+38	0.156572988	-0.95010945
2.37012E+36	2.14147E+26	2.66822E+36	2.03304E+36	2.80712E+36	2.59846E+36	3.11472E+36	1.60036E+36	5.09435E+35	1.20352E+37	1.09769336	0.01897638	-0.115902829
1.81635E+37	2.01449E+26	2.19308E+37	1.84001E+36	1.69308E+37	2.00707E+36	2.19308E+37	2.26307E+36	1.39086E+37	4.47406E+36	9.9885E+36	0.020269269	-0.20269269
4.74647E+37	4.27774E+26	5.32949E+37	4.75887E+36	4.12107E+37	5.7872E+35	5.19066E+36	6.34172E+35	3.31688E+36	1.01763E+36	2.5389E+37	0.113697907	-0.6861556
1.42335E+37	1.2227E+26	1.5963E+37	1.42705E+36	1.2357E+37	1.73541E+36	1.55653E+37	1.9017E+36	9.45784E+36	1.05385E+36	7.74837E+37	0.01897638	-0.115902829

Pairwise Comparisons PWC 30

Item #	Item Number	Item Description	Alumni Networking	Career Opportunity	Cost	Future Education Pot.	Legacy	Length of Program	Mentor's Recommendation	School's Location	School's Rank	Sustainability	Row Sum	Normalized Row Sum (Eigenvector)
1	Alumni Networking	1.00	0.11111	0.16667	1.00000	0.33333	0.14286	1.00000	0.14286	0.20000	0.33333	7.0	4.43	0.01771861
2	Career Opportunity	9.00	1.00	1.30000	5.00000	5.00000	5.00000	5.00000	3.00000	5.00000	5.00000	44.00	44.00	0.17988366
3	Cost	37.41	0.08	1.00	1.00000	1.00000	1.00000	1.00000	1.00000	1.00000	1.00000	57.00	57.00	0.227860799
4	Future Education Pot.	1.50	0.20	0.14	1.00	1.00000	0.33333	0.33333	0.20000	0.20000	0.20000	4.50	4.50	0.018008525
5	Legacy	3.50	0.20	0.14	1.00	1.00	1.00	0.11111	1.00000	1.00000	0.33333	7.99	7.99	0.031946182
6	Length of Program	7.00	0.20	0.14	1.00	1.00	1.00	1.00	1.00000	1.00000	1.00000	54.53	54.53	0.21810458
7	Mentor's Recommendation	1.50	0.20	0.11	3.00	1.00	1.00	0.11	1.00	1.00000	1.00000	9.42	9.42	0.037865328
8	School's Location	7.50	0.33	0.13	3.00	1.00	1.00	0.33	1.00	1.00	0.00000	31.79	31.79	0.127143405
9	School's Rank	5.00	0.20	0.14	5.00	1.00	0.11	1.00	1.00	1.00	1.00	20.60	20.60	0.082370933
10	Sustainability	3.00	0.20	0.14	5.00	1.00	0.11	1.00	0.11	0.20	1.00	15.77	15.77	0.063053551
Sum		43.00	3.64	3.29	41.00	33.33	10.06	25.33	17.70	30.35	37.75	250.03		

Square of Matrix

Item #	Item Number	Item Description	Alumni Networking	Career Opportunity	Cost	Future Education Pot.	Legacy	Length of Program	Mentor's Recommendation	School's Location	School's Rank	Sustainability	Row Sum	(Eigenvector)
1	Alumni Networking	10.00	1.04	0.87	11.60	6.08	7.9	24.4318	88	43.08	89.47	124.00	87.1122437	0.018039690
2	Career Opportunity	144.00	10.00	8.66	151.07	118.01	118.01	92.87	105.6218	207.3713	189.79	124.00	800.2893528	0.045781699
3	Cost	191.89	13.53	10.00	182.01	129.01	18.97	87.87	49.88	127.53	187.00	976.7873128	0.270647109	0.042666309
4	Future Education Pot.	12.50	1.12	1.03	10.00	17.47	2.08	6.52	4.12	8.96	14.14	89.9136476	0.016900639	0.001407898
5	Legacy	20.70	1.74	1.46	16.81	19.00	2.70	10.10	5.10	14.20	16.27	100.6143739	0.027711868	0.004244324
6	Length of Program	145.89	11.11	8.10	153.87	110.87	10.00	90.00	33.95	86.27	86.27	681.9959583	0.191738446	0.026366134
7	Mentor's Recommendation	26.24	2.19	1.89	23.89	27.11	2.73	10.10	5.10	14.20	16.27	100.6143739	0.027711868	0.004244324
8	School's Location	59.08	5.24	5.08	59.08	112.07	6.53	26.70	28.01	72.87	460.9432583	0.127717937	0.008574032	0.005706656
9	School's Rank	44.44	3.99	3.29	49.79	42.08	4.02	20.35	9.33	10.00	18.55	265.7416338	0.05706656	0.025371438
10	Sustainability	32.21	3.18	2.52	25.48	20.71	15.26	10.42	8.44	10.00	10.00	131.8888884	0.036494946	0.025994115
Sum		43.00	3.64	3.29	41.00	33.33	10.06	25.33	17.70	30.35	37.75	250.03		

Fourth Power of Matrix

Item #	Item Number	Item Description	Alumni Networking	Career Opportunity	Cost	Future Education Pot.	Legacy	Length of Program	Mentor's Recommendation	School's Location	School's Rank	Sustainability	Row Sum	(Eigenvector)
1	Alumni Networking	2053.00	184.58	131.31	2640.76	1532.39	2008.09	537.85	492.26	896.41	1357.74	1808.77	1808.77	0.018
2	Career Opportunity	28722.25	2185.43	1729.63	25776.86	19436.73	2722.20	12087.73	8511.79	11245.86	16582.40	124530.879	0.229	0.00689
3	Cost	37147.41	2119.13	1729.63	25776.86	19436.73	2722.20	12087.73	8511.79	11245.86	16582.40	124530.879	0.229	0.00689
4	Future Education Pot.	2107.39	177.11	141.18	2107.39	1657.39	2121.03	1007.95	529.88	944.86	1426.48	15054.55	0.019	0.00268
5	Legacy	3581.89	282.00	233.31	3581.89	2793.77	361.86	1648.59	873.64	1483.75	2232.70	16842.21	0.031	0.00339
6	Length of Program	1350.00	112.07	93.89	1350.00	1030.00	1276.11	629.88	312.00	512.00	728.00	8126.00	0.019	0.00268
7	Mentor's Recommendation	4108.38	339.42	272.52	4108.38	3062.87	431.45	1929.00	1037.48	1762.27	1528.84	16574.76	0.036	0.00139
8	School's Location	12507.71	1061.48	884.33	11792.26	8752.89	1426.00	6058.74	3444.48	5880.86	7958.02	59736.73	0.110	0.01804
9	School's Rank	6293.60	544.88	454.88	6293.60	4633.60	633.60	2937.60	1504.88	2288.60	2652.60	2652.60	0.041	0.00489
10	Sustainability	4636.00	364.52	291.71	4636.00	3447.85	480.23	2148.11	1112.44	2158.83	3236.40	25253.80	0.041	0.00489
Sum		2755112483	225409089.7	180060741.4	2704711372	2028247364	291033108.4	1288103745	692737348.5	1227317753	1790389261	1318368264.8495	544882.20	

Eighth Power of Matrix

1	48892484.4	3997807.8	3202977.2	48019760.0	36009183.0	5160606.3	22851075.0	12280862.9	21779761.2	3179617.2
2	62684048.2	51288378.1	41092919.1	61555204.9	46164254.1	66200818.7	293066130.8	15758011.3	27910574.0	40777638.4
3	75749180.2	62021116.8	74714860.5	86518207.9	60746307.9	89746819.8	402247818.9	190543819.5	337134069.9	50220478.5
4	5231201.3	4277885.3	3427342.8	5178504.9	38635663.5	5521063.5	24448761.9	1314108.0	2304945.5	3409481.5
5	84731084.0	6931440.7	5553372.3	83207470.3	62409166.5	8481195.1	39801755.4	21290143.8	37070750.9	5504194.1
6	51060162.8	41775227.6	33471122.9	50121007.1	37583406.3	53651657.7	228751003.3	128411020.2	22754665.3	2137257.1
7	98740135.4	8079312.2	6473365.8	96945518.0	72705517.0	10428757.0	46163629.2	2482570.1	4398286.7	64151038.6
8	309280525.8	26282849.8	20282849.8	301540250.4	227490761.6	14747013.7	7789254.8	13786663.9	20165959.8	28165959.8
9	153492032.6	12525466.7	10058135.0	150663188.8	112631156.0	16227133.5	7752222.8	3860433.4	6652610.7	99913007.8
10	112154668.4	9167065.8	7344468.7	101157787.2	82585351.6	11849660.8	52423659.8	28168455.5	50020377.6	7301804.1

Sixteenth Power of Matrix

Item #	Item Number	Item Description	Alumni Networking	Career Opportunity	Cost	Future Education Pot.	Legacy	Length of Program	Mentor's Recommendation	School's Location	School's Rank	Sustainability	Row Sum	(Eigenvector)
1	Alumni Networking	2.84866E+16	2.33017E+15	1.86702E+15	2.79676E+16	2.09712E+16	3.00902E+15	1.33181E+16	7.16136E+15	1.26943E+16	1.85198E+16	1.36325E+17	0.303545409	0.285797
2	Career Opportunity	3.6529E+17	2.98802E+16	2.39412E+16	3.58630E+17	2.68916E+17	3.65854E+16	1.70782E+17	9.18317E+16	1.67282E+17	2.37483E+17	1.74813E+18	3.85420903	3.684881
3	Cost	4.41581E+17	3.61215E+16	2.89415E+16	4.33545E+17	3.25985E+17	4.65445E+17	2.05454E+17	1.10135E+17	1.98783E+17	2.87087E+17	2.13527E+18	4.705465116	4.43000
4	Future Education Pot.	3.0472E+16	2.493E+15	1.99748E+15	2.9292E+16	2.24397E+16	3.21925E+15	1.42489E+16	7.69178E+15	1.35814E+16	1.98139E+16	1.45815E+17	0.324759271	0.305768
5	Legacy	4.93698E+16	4.02077E+15	3.23251E+15	4.84617E+16	3.63384E+16	5.21939E+15	2.20774E+16	1.24021E+16	2.1998E+16	3.20969E+16	2.38221E+17	0.52592651	0.495225
6	Length of Program	2.97578E+17	2.43416E+16	1.95033E+16	2.92157E+17	2.19071E+17	3.1433E+16	1.39125E+17	7.48008E+16	1.32808E+17	1.93462E+17	1.42496E+18	3.17091814	2.985574
7	Mentor's Recommendation	5.75371E+16	4.76047E+15	3.77099E+15	5.64888E+16	4.23578E+16	6.07761E+15	2.68999E+16	1.44456E+16	2.63939E+16	3.74001E+16	2.75349E+17	0.81309268	0.772260
8	School's Location	1.8033E+17	1.47508E+16	1.18186E+16	1.77044E+17	1.37555E+17	1.90442E+16	8.43086E+16	4.53336E+16	8.03586E+16	1.17236E+17	8.62868E+17	1.921548108	1.820092
9	School's Rank	8.94861E+16	7.31987E+15	5.86484E+15	8.78596E+16	6.58776E+16	9.4537E+15	4.18386E+16	2.24863E+16	3.8872E+16	5.81769E+16	4.28244E+17	0.95353574	0.897808
10	Sustainability	6.53597E+16	5.34839E+15	4.28368E+15	6.4169E+16	4.81164E+16	6.9039E+15	3.05572E+16	1.6431E+16	2.91259E+16	4.24917E+16	3.12759E+17	0.696454591	0.655731
Sum		2.84866E+16	2.33017E+15	1.86702E+15	2.79676E+16	2.09712E+16	3.00902E+15	1.33181E+16	7.16136E+15	1.26943E+16	1.85198E+16	1.36325E+17	0.303545409	0.285797

Thirteenth Power of Matrix

9.6742E+33	7.91339E+32	6.34040E+32	9.49795E+33	7.12195E+33	1.02188E+33	4.52291E+33	2.43203E+33	4.31106E+33	6.2884E+33
1.24054E+35	1.01479E+34	8.13054E+33	1.21794E+35	9.13201E+34	1.31036E+34	5.79983E+34	3.11885E+34	5.62816E+34	8.05604E+34
1.48966E+35	1.22071E+34	9.82802E+33	1.47234E+35	1.10402E+35	1.58409E+34	7.01127E+34	3.71706E+34	6.62896E+34	9.74963E+34
1.03502E+34	8.46607E+32	6.70355E+32	1.01617E+34	7.61896E+33	1.09326E+33	4.83868E+33	2.61918E+33	4.61231E+33	6.72896E+33
1.67632E+34	1.37121E+33	1.08686E+33	1.64578E+34	1.23407E+34	1.77009E+33	7.83791E+32	4.21471E+32	7.47009E+32	1.08891E+32
1.01059E+35	8.26653E+33	6.26234E+33	9.9218E+34	1.06749E+34	4.72475E+34	2.50259E+34	4.55034E+34	5.67070E+34	7.16707E+34
1.56398E+35	1.59834E+34	1.19183E+34	1.43846E+34	1.03836E+34	9.13535E+33	4.84021E+33	8.70749E+33	1.27035E+34	1.67035E+34
6.1241E+34	5.09048E+33	4.01375E+33	6.01575E+33	4.59361E+33	2.69836E+33	1.53589E+33	2.89129E+33	4.25891E+33	5.89129E+33
3.039E+34	2.46587E+33	1.99179E+33	2.96836E+33	2.23724E+33	3.21007E+33	1.4208E+33	7.38958E+33	1.35425E+33	1.97752E+33
2.21961E+34	1.81556E+33	1.64578E+33	2.17921E+34	1.63406E+33	2.3446E+33	1.03774E+33	5.58005E+33	9.89129E+33	1.44304E+34

AHP Pairwise Comparison For MBA Student Selection Criteria

Pairwise Comparisons PWC 31

Item #	Item Number	1	2	3	4	5	6	7	8	9	10
1	Alumni Networking	1.00	0.14290	0.20000	1.00000	1.00000	0.20000	0.30000	0.33330	0.33330	0.33330
2	Career Opportunity	7.00	1.00	7.00000	7.00000	7.00000	1.00000	7.00000	4.00000	8.00000	1.00000
3	Cost	7.00	7.00	1.00	7.00000	7.00000	1.00000	7.00000	4.00000	8.00000	1.00000
4	Future Education Pote	1.00	0.14	0.14	1.00	1.00000	1.00000	1.00000	1.00000	0.20000	0.20000
5	Legacy	1.00	0.14	0.14	1.00	1.00	1.00	0.20000	0.16660	1.00000	0.16660
6	Length of Program	1.00	0.14	0.14	1.00	1.00	1.00	0.20000	0.16660	1.00000	0.16660
7	Member's Recommendation	0.33	0.14	0.14	1.00	0.20	0.20	1.00	0.14290	1.00000	0.16660
8	School's Location	5.00	0.25	0.25	5.00	6.00	1.00	7.00	1.00	6.00000	1.00000
9	School's Rank	1.00	0.25	0.25	5.00	6.00	1.00	7.00	1.00	6.00000	1.00000
10	Sustainability	3.00	1.00	2.00	5.00	8.00	1.00	8.00	1.00	7.00	1.00
Sum		31.33	4.18	19.21	34.00	35.20	5.13	43.00	11.88	30.33	5.51

Square of Matrix

	Alumni Networking	Career Opportunity	Cost	Future Education Pot	Legacy	Length of Program	Member's Recommendation	School's Location	School's Rank	Sustainability	Row Sum
1	Alumni Networking	10.00	1.60	4.80	11.00	10.33	10.33	10.33	9.33	17.29	72.361029
2	Career Opportunity	31.07	119.00	119.00	119.00	119.00	119.00	43.80	90.33	17.29	722.6762978
3	Cost	88.48	8.23	10.00	80.13	89.04	10.89	106.82	14.26	87.50	384.018840
4	Future Education Pote	10.60	1.39	4.19	10.00	10.00	1.78	10.80	2.52	1.82	67.607390
5	Legacy	17.71	1.51	4.65	22.16	13.07	10.20	2.20	3.12	12.54	127.57397
6	Length of Program	91.67	8.23	30.00	103.00	101.00	1.38	136.00	43.38	68.66	665.973430
7	Member's Recommendation	8.80	1.13	3.83	8.59	17.59	1.38	28.11	2.28	7.48	51.914440
8	School's Location	52.34	7.02	17.82	47.50	43.51	9.00	68.51	10.00	45.60	328.8767510
9	School's Rank	13.60	1.69	5.02	13.28	12.29	2.15	23.70	3.92	10.00	88.8288111
10	Sustainability	67.00	7.75	24.61	63.00	60.19	9.85	96.01	19.92	54.00	411.904671

Total

282913.1%

Fourth Power of Matrix

	Alumni Networking	Career Opportunity	Cost	Future Education Pot	Legacy	Length of Program	Member's Recommendation	School's Location	School's Rank	Sustainability	Row Sum
1	Alumni Networking	161.726	550.89	1685.94	1580.39	1580.39	2818.14	4682.89	1444.92	281.85	10742.91
2	Career Opportunity	14142.83	1772.61	4803.57	14442.70	13357.23	2354.24	22623.14	4828.02	12815.32	92745.38
3	Cost	738.60	6.81	10.00	60.13	69.04	10.89	106.82	14.26	87.50	384.018840
4	Future Education Pote	108.58	1.78	5.69	10.00	10.00	1.78	10.80	2.52	1.82	67.607390
5	Legacy	177.11	1.51	4.65	22.16	13.07	10.20	2.20	3.12	12.54	127.57397
6	Length of Program	916.71	8.23	30.00	103.00	101.00	1.38	136.00	43.38	68.66	665.973430
7	Member's Recommendation	8.80	1.13	3.83	8.59	17.59	1.38	28.11	2.28	7.48	51.914440
8	School's Location	52.34	7.02	17.82	47.50	43.51	9.00	68.51	10.00	45.60	328.8767510
9	School's Rank	13.60	1.69	5.02	13.28	12.29	2.15	23.70	3.92	10.00	88.8288111
10	Sustainability	67.00	7.75	24.61	63.00	60.19	9.85	96.01	19.92	54.00	411.904671

Total

370935.04

Eighth Power of Matrix

	Alumni Networking	Career Opportunity	Cost	Future Education Pot	Legacy	Length of Program	Member's Recommendation	School's Location	School's Rank	Sustainability	Row Sum
1	Alumni Networking	161.726	550.89	1685.94	1580.39	1580.39	2818.14	4682.89	1444.92	281.85	10742.91
2	Career Opportunity	14142.83	1772.61	4803.57	14442.70	13357.23	2354.24	22623.14	4828.02	12815.32	92745.38
3	Cost	738.60	6.81	10.00	60.13	69.04	10.89	106.82	14.26	87.50	384.018840
4	Future Education Pote	108.58	1.78	5.69	10.00	10.00	1.78	10.80	2.52	1.82	67.607390
5	Legacy	177.11	1.51	4.65	22.16	13.07	10.20	2.20	3.12	12.54	127.57397
6	Length of Program	916.71	8.23	30.00	103.00	101.00	1.38	136.00	43.38	68.66	665.973430
7	Member's Recommendation	8.80	1.13	3.83	8.59	17.59	1.38	28.11	2.28	7.48	51.914440
8	School's Location	52.34	7.02	17.82	47.50	43.51	9.00	68.51	10.00	45.60	328.8767510
9	School's Rank	13.60	1.69	5.02	13.28	12.29	2.15	23.70	3.92	10.00	88.8288111
10	Sustainability	67.00	7.75	24.61	63.00	60.19	9.85	96.01	19.92	54.00	411.904671

Total

370935.04

Sixteenth Power of Matrix

	Alumni Networking	Career Opportunity	Cost	Future Education Pot	Legacy	Length of Program	Member's Recommendation	School's Location	School's Rank	Sustainability	Row Sum
1	Alumni Networking	161.726	550.89	1685.94	1580.39	1580.39	2818.14	4682.89	1444.92	281.85	10742.91
2	Career Opportunity	14142.83	1772.61	4803.57	14442.70	13357.23	2354.24	22623.14	4828.02	12815.32	92745.38
3	Cost	738.60	6.81	10.00	60.13	69.04	10.89	106.82	14.26	87.50	384.018840
4	Future Education Pote	108.58	1.78	5.69	10.00	10.00	1.78	10.80	2.52	1.82	67.607390
5	Legacy	177.11	1.51	4.65	22.16	13.07	10.20	2.20	3.12	12.54	127.57397
6	Length of Program	916.71	8.23	30.00	103.00	101.00	1.38	136.00	43.38	68.66	665.973430
7	Member's Recommendation	8.80	1.13	3.83	8.59	17.59	1.38	28.11	2.28	7.48	51.914440
8	School's Location	52.34	7.02	17.82	47.50	43.51	9.00	68.51	10.00	45.60	328.8767510
9	School's Rank	13.60	1.69	5.02	13.28	12.29	2.15	23.70	3.92	10.00	88.8288111
10	Sustainability	67.00	7.75	24.61	63.00	60.19	9.85	96.01	19.92	54.00	411.904671

Total

370935.04

Thirtysecond Power of Matrix

	Alumni Networking	Career Opportunity	Cost	Future Education Pot	Legacy	Length of Program	Member's Recommendation	School's Location	School's Rank	Sustainability	Row Sum
1	Alumni Networking	161.726	550.89	1685.94	1580.39	1580.39	2818.14	4682.89	1444.92	281.85	10742.91
2	Career Opportunity	14142.83	1772.61	4803.57	14442.70	13357.23	2354.24	22623.14	4828.02	12815.32	92745.38
3	Cost	738.60	6.81	10.00	60.13	69.04	10.89	106.82	14.26	87.50	384.018840
4	Future Education Pote	108.58	1.78	5.69	10.00	10.00	1.78	10.80	2.52	1.82	67.607390
5	Legacy	177.11	1.51	4.65	22.16	13.07	10.20	2.20	3.12	12.54	127.57397
6	Length of Program	916.71	8.23	30.00	103.00	101.00	1.38	136.00	43.38	68.66	665.973430
7	Member's Recommendation	8.80	1.13	3.83	8.59	17.59	1.38	28.11	2.28	7.48	51.914440
8	School's Location	52.34	7.02	17.82	47.50	43.51	9.00	68.51	10.00	45.60	328.8767510
9	School's Rank	13.60	1.69	5.02	13.28	12.29	2.15	23.70	3.92	10.00	88.8288111
10	Sustainability	67.00	7.75	24.61	63.00	60.19	9.85	96.01	19.92	54.00	411.904671

Total

370935.04

Sixtyfourth Power of Matrix

	Alumni Networking	Career Opportunity	Cost	Future Education Pot	Legacy	Length of Program	Member's Recommendation	School's Location	School's Rank	Sustainability	Row Sum
1	Alumni Networking	161.726	550.89	1685.94	1580.39	1580.39	2818.14	4682.89	1444.92	281.85	10742.91
2	Career Opportunity	14142.83	1772.61	4803.57	14442.70	13357.23	2354.24	22623.14	4828.02	12815.32	92745.38
3	Cost	738.60	6.81	10.00	60.13	69.04	10.89	106.82	14.26	87.50	384.018840
4	Future Education Pote	108.58	1.78	5.69	10.00	10.00	1.78	10.80	2.52	1.82	67.607390
5	Legacy	177.11	1.51	4.65	22.16	13.07	10.20	2.20	3.12	12.54	127.57397
6	Length of Program	916.71	8.23	30.00	103.00	101.00	1.38	136.00	43.38	68.66	665.973430
7	Member's Recommendation	8.80	1.13	3.83	8.59	17.59	1.38	28.11	2.28	7.48	51.914440
8	School's Location	52.34	7.02	17.82	47.50	43.51	9.00	68.51	10.00	45.60	328.8767510
9	School's Rank	13.60	1.69	5.02	13.28	12.29	2.15	23.70	3.92	10.00	88.8288111
10	Sustainability	67.00	7.75	24.61	63.00	60.19	9.85	96.01	19.92	54.00	411.904671

Total

370935.04

128th Power of Matrix

	Alumni Networking	Career Opportunity	Cost	Future Education Pot	Legacy	Length of Program	Member's Recommendation	School's Location	School's Rank	Sustainability	Row Sum
1	Alumni Networking	161.726	550.89	1685.94	1580.39	1580.39	2818.14	4682.89	1444.92	281.85	10742.91
2	Career Opportunity	14142.83	1772.61	4803.57	14442.70	13357.23	2354.24	22623.14	4828.02	12815.32	92745.38
3	Cost	738.60	6.81	10.00	60.13	69.04	10.89	106.82	14.26	87.50	384.018840
4	Future Education Pote	108.58	1.78	5.69	10.00	10.00	1.78	10.80	2.52	1.82	67.607390
5	Legacy	177.11	1.51	4.65	22.16	13.07	10.20	2.20	3.12	12.54	127.57397
6	Length of Program	916.71	8.23	30.00	103.00	101.00	1.38	136.00	43.38	68.66	665.973430
7	Member's Recommendation	8.80	1.13	3.83	8.59	17.59	1.38	28.11	2.28	7.48	51.914440
8	School's Location	52.34	7.02	17.82	47.50	43.51	9.00	68.51	10.00	45.60	328.8767510
9	School's Rank	13.60	1.69	5.02	13.28	12.29	2.15	23.70	3.92	10.00	88.8288111
10	Sustainability	67.00	7.75	24.61	63.00	60.19	9.85	96.01	19.92	54.00	411.904671

Total

370935.04

Normalized Matrix

Saaty's Random Consistency Index	1 0	3 0	4 0.52	5 0.89	6 1.11	7 1.25	8 1.35	9 1.4	10 1.45
Table Count	10								
A	11.5648222								
CI	0.17369133								
CR	0.116690693								
Item Description	w	p*w	p*w*w						
Alumni Networking	2.89%	0.334049317	11.5648222						
Career Opportunity	25.06%	2.897836561	11.5648222						
Cost	13.09%	1.513920109	11.5648222						
Future Education Poter	2.46%	0.287879354	11.5648222						
Legacy	3.11%	0.359167501	11.5648222						
Length of Program	21.31%	2.484742465	11.5648222						
Member's Recommendation	2.01%	0.232017284	11.5648222						
School's Location	11.81%	1.365895282	11.5648222						
School's Rank	3.22%	0.372397947	11.5648222						
Sustainability	15.02%	1.737113399	11.5648222						

AHP Pairwise Comparison For MBA Student Selection Criteria

Pairwise Comparisons PWC 32

Item N	Item Number	1	2	3	4	5	6	7	8	9	10	Row Sum	Normalized Row Sum (Eigenvector)
Item Description	Alumni Networking	1.00	0.1110	0.0000	0.0000	0.1110	0.0000	0.1110	0.1110	0.2000	0.0000	12.76	0.0413823
1	Alumni Networking	1.00	0.1110	0.0000	0.0000	0.1110	0.0000	0.1110	0.1110	0.2000	0.0000	54.00	0.18260376
2	Career Opportunity	9.00	1.00	1.0000	8.0000	1.0000	8.0000	1.0000	8.0000	8.0000	0.0000	56.00	0.18699138
3	Cost	18.75	1.00	8.00	1.0000	8.0000	1.0000	1.0000	1.0000	1.0000	0.0000	4.22	0.01429413
4	Future Education Pote	0.33	0.11	0.11	1.00	1.0000	0.1110	1.0000	0.1110	0.3330	0.3330	4.31	0.01459492
5	Legacy	0.20	0.11	0.11	1.00	1.00	0.1110	1.0000	0.1110	0.3330	0.3330	51.20	0.17347053
6	Length of Program	2.00	1.00	0.20	8.00	1.00	1.00	8.0000	1.0000	1.0000	0.0000	4.22	0.01429413
7	Member's Recommendation	0.33	0.11	0.11	1.00	1.00	0.11	1.00	0.1110	0.3330	0.3330	4.31	0.01459492
8	School's Location	9.00	1.00	1.00	8.00	8.00	1.00	8.00	1.00	7.0000	8.0000	56.00	0.18699138
9	School's Rank	9.00	1.00	0.33	8.00	1.00	0.33	8.00	1.00	1.00	0.00	37.01	0.125300125
10	Sustainability	5.00	1.00	0.11	3.00	1.00	0.11	3.00	0.11	0.20	1.00	15.65	0.052967409
Sum		51.87	4.78	4.09	54.00	50.00	8.89	54.00	4.70	19.87	43.20	295.38	

Square of Matrix

	Alumni Networking	Career Opportunity	Future Education Pote	Legacy	Length of Program	Member's Recommendation	School's Location	School's Rank	Sustainability	Row Sum	(Eigenvector)
1	Alumni Networking	1.00	1.82	1.79	19.60	20.93	19.60	1.92	4.90	81.16591	0.023051195
2	Career Opportunity	142.01	10.00	9.87	40.84	152.01	142.01	10.00	30.80	772.67833	0.16699384
3	Cost	180.81	13.00	10.00	180.01	180.01	18.00	180.01	13.43	40.80	983.473661
4	Future Education Pote	7.87	0.89	0.80	10.00	10.00	1.33	10.00	0.87	2.77	5.96
5	Legacy	125.11	0.86	0.86	281.34491	288.842333	1.30	281.34491	0.86	2.88	7.04
6	Length of Program	117.81	8.80	8.80	136.81	136.81	10.00	136.81	8.83	26.40	63.60
7	Member's Recommendation	7.87	0.89	0.80	10.00	10.00	1.33	10.00	0.87	2.77	5.96
8	School's Location	160.81	11.20	10.52	180.02	156.01	15.33	180.02	10.00	32.80	90.80
9	School's Rank	86.80	5.10	4.89	81.80	83.80	6.87	81.80	5.04	10.00	27.89
10	Sustainability	18.40	2.15	2.09	32.80	41.80	32.80	2.14	4.92	10.00	149.229431

Fourth Power of Matrix

Item N	Item Number	1	2	3	4	5	6	7	8	9	10	Row Sum	(Eigenvector)
1	Alumni Networking	2142.00	134.33	181.40	2735.10	2780.51	266.85	2735.00	191.31	549.90	1325.25	13100.79	0.00352
2	Career Opportunity	15033.33	1474.12	1382.32	20756.85	20756.73	2005.85	20078.69	1454.81	4098.32	9590.26	95917.877	0.195
3	Cost	19113092.5	1222280.1	1051228.2	257784.8	248225.5	2510031.8	257784.8	179559.4	510271.7	123984.5	15532.29	0.00016
4	Future Education Pote	1155.20	108.10	108.10	1563.30	146.10	1514.37	106.60	299.77	713.70	223.24	7223.94	0.0187
5	Legacy	1254.71	119.55	112.10	1661.97	1724.35	161.78	1661.96	117.90	329.75	779.56	7923.42	0.0163
6	Length of Program	1255.11	108.10	108.10	1563.30	146.10	1514.37	106.60	299.77	713.70	223.24	7223.94	0.0187
7	Member's Recommendation	1155.31	108.10	108.10	1563.30	146.10	1514.37	106.60	299.77	713.70	223.24	7223.94	0.0187
8	School's Location	16143.30	1597.40	1487.81	21679.33	22471.97	2168.30	21679.33	1576.70	4431.43	10299.33	103545.66	0.00446
9	School's Rank	8977.78	398.78	398.78	5930.81	5930.81	593.08	5930.81	398.78	965.46	2425.66	24256.66	0.00016
10	Sustainability	2855.80	268.70	250.01	3870.57	3894.84	372.12	3870.54	264.80	773.49	1820.03	17690.98	0.039

Eighth Power of Matrix

Item N	Item Number	1	2	3	4	5	6	7	8	9	10	Row Sum	(Eigenvector)
1	Alumni Networking	34699006.4	3307831.9	3099259.0	45577893.5	46784897.8	4505976.9	45577836.8	3260936.5	9283763.6	2185970.5	21737412.0314	0.028
2	Career Opportunity	256704174.7	24485007.3	22943738.3	337316259.2	346312544.9	3332880.7	337315618.5	2413980.4	68561458.6	161742860.0	161287631.9148	0.195
3	Cost	31299986.2	2599860.4	2405404.8	4036404.8	4036404.8	4036404.8	4036404.8	2599860.4	6316834.9	15891878.4	15891878.4	0.00016
4	Future Education Pote	19113092.5	1222280.1	1051228.2	257784.8	248225.5	2510031.8	257784.8	179559.4	510271.7	123984.5	1200636.12177	0.014
5	Legacy	21005776.7	20301015.2	1876922.5	2759940.2	28335644.0	2728348.6	27599186.8	1974783.1	560598.7	1323263.7	31964253.8891	0.016
6	Length of Program	21412483.9	20422559.8	19136620.0	28134491.2	28842333.0	27819602.4	28134491.0	2042255.8	57140775.8	134910776.8	145257528.1168	0.182
7	Member's Recommendation	2111301.8	1822300.1	1707592.0	25779224.5	2482252.5	25100306.6	1796580.1	5102767.5	12040116.2	12040116.2	12040116.2	0.014
8	School's Location	277402038.1	26461202.8	2476568.1	364534460.4	374262524.5	3604416.7	364531610.1	26088196.2	7403214.0	17478776.3	174801912.810	0.210
9	School's Rank	117807394.2	1123099.4	1029300.9	15477134.2	158878038.6	15307416.7	15477134.2	11077407.4	31468662.8	7424003.2	14087423.6227	0.009
10	Sustainability	4745384.75	4425129.8	4240057.3	62337846.3	63985750.6	6165060.3	62337358.4	4461282.2	12874868.0	2990344.13	28004668.7324	0.036

Sixteenth Power of Matrix

Item N	Item Number	1	2	3	4	5	6	7	8	9	10	Row Sum	(Eigenvector)
1	Alumni Networking	9.74103E+15	9.28914E+14	8.70424E+14	1.27982E+16	1.31385E+16	1.28593E+16	1.27981E+16	9.15811E+14	2.6013E+15	6.13725E+15	6.11949E+16	0.42231032
2	Career Opportunity	7.20944E+16	6.87499E+15	6.44211E+15	9.47206E+16	9.72398E+16	9.36527E+16	9.47198E+16	6.77802E+15	1.92525E+16	4.54224E+16	4.52917E+17	0.23594739
3	Cost	6.784195E+16	6.35841E+15	7.8115E+15	1.14895E+17	1.17951E+17	1.139E+16	1.14895E+17	6.21982E+15	2.3345E+16	5.60788E+16	5.60788E+16	0.532902
4	Future Education Pote	5.36827E+15	5.11733E+14	4.79511E+14	7.2394E+15	6.97094E+15	6.75037E+14	6.97094E+15	5.04515E+14	1.43304E+15	3.38078E+15	3.3719E+16	0.23264108
5	Legacy	5.58824E+15	5.52482E+14	5.27406E+14	7.74835E+15	7.55545E+15	7.61838E+14	7.74835E+15	5.54258E+14	1.57515E+15	3.71813E+15	3.70528E+16	0.25711024
6	Length of Program	6.91328E+16	6.73432E+15	6.37235E+15	7.90404E+16	8.11802E+16	7.81424E+16	7.90404E+16	6.58344E+16	3.78881E+16	7.78881E+16	7.78881E+16	0.60686311
7	Member's Recommendation	5.36833E+15	5.11739E+14	4.79517E+14	7.0505E+15	7.23802E+15	6.97010E+14	7.05054E+15	5.0452E+14	1.43306E+15	3.38101E+15	3.37122E+16	0.23265652
8	School's Location	7.73115E+15	7.42071E+15	6.9619E+15	1.02350E+17	1.05898E+17	1.02350E+17	1.02350E+17	7.3401E+15	2.08956E+16	4.69454E+16	4.69454E+16	0.50068
9	School's Rank	3.30844E+16	3.15496E+15	2.9563E+15	4.34670E+16	4.46236E+16	4.29775E+15	4.34672E+16	3.11046E+15	8.83022E+15	2.08445E+16	2.07842E+17	0.143431511
10	Sustainability	1.3325E+16	1.27069E+15	1.19068E+15	1.79726E+16	1.73096E+15	1.73096E+15	1.75068E+16	1.25276E+15	3.55838E+15	8.3535E+15	8.3701E+16	0.5776968

Thirtyscond Power of Matrix

Item N	Item Number	1	2	3	4	5	6	7	8	9	10	Row Sum	(Eigenvector)
1	Alumni Networking	7.88085E+32	7.32453E+31	6.88334E+31	1.00914E+33	1.02598E+33	9.97784E+31	1.00913E+33	7.21222E+31	2.05112E+32	4.83925E+32	4.82526E+33	0.026302976
2	Career Opportunity	5.6468E+33	5.42097E+32	5.07963E+32	7.46877E+33	7.38456E+32	7.46871E+33	7.38456E+32	5.15807E+33	3.58158E+33	1.58072E+34	1.58072E+34	0.396006
3	Cost	6.8037E+33	6.5733E+32	6.1594E+32	9.0594E+33	9.29727E+33	8.95429E+32	9.05933E+33	6.48058E+32	1.84070E+33	4.34262E+33	4.33035E+34	0.236052386
4	Future Education Pote	4.21133E+32	4.03040E+31	3.78007E+31	5.5980E+32	5.70715E+32	5.49690E+31	5.5980E+32	3.97812E+31	1.12986E+32	2.66891E+32	2.66891E+32	0.01490144
5	Legacy	4.69079E+32	4.43504E+31	4.15579E+31	6.1104E+32	6.27729E+32	6.04151E+31	6.11039E+32	4.37249E+31	1.24187E+32	2.93019E+32	2.92171E+33	0.01562584
6	Length of Program	4.7415E+32	4.52154E+32	4.23846E+32	6.22984E+32	6.39596E+32	6.15935E+32	6.22983E+32	4.45777E+32	3.28626E+33	2.89743E+33	2.89743E+33	0.162372176
7	Member's Recommendation	4.21138E+32	4.03050E+31	3.78101E+31	5.5990E+32	5.70722E+32	5.49690E+31	5.5991E+32	3.97817E+31	1.12997E+32	2.66894E+32	2.66894E+32	0.014460303
8	School's Location	6.14338E+33	5.98373E+32	5.49848E+32	8.07139E+33	8.28696E+33	7.98038E+32	8.07133E+33	5.75793E+32	1.64056E+33	3.87057E+33	3.85937E+34	0.210378462
9	School's Rank	2.86872E+32	2.31008E+32	2.14493E+32	3.42744E+33	3.5189E+33	3.3888E+32	3.42741E+33	2.42621E+32	6.96946E+32	1.54834E+33	1.53846E+34	0.08033225
10	Sustainability	1.05606E+33	1.00194E+32	9.38855E+31	1.38043E+33	1.41175E+33	1.36487E+32	1.38042E+33	9.8781E+31	2.80858E+32	6.61917E+32	6.61917E+32	0.035890551

Sixtyfourth Power

1.3663E+155	1.3022E+154	1.2208E+154	1.789E+155	1.8428E+155	1.7742E+154	1.789E+155	1.2845E+154	3.6485E+154	8.683E+153	0.194671193
1.6567E+155	1.4597E+154	1.4404E+154	2.1766E+155	2.2345E+155	2.1766E+154	2.1766E+155	1.5575E+154	4.4241E+154	1.0409E+155	0.230526386
1.0176E+154	9.0679E+152	9.0872E+152	1.336E+154	1.3717E+154	1.321E+153	1.336E+154	9.65E+152	2.1757E+153	6.407E+153	0.014409144
1.1178E+154	1.0965E+153	1.0485E+152	1.4468E+154	1.5078E+153	1.4508E+153	1.4508E+153	2.895E+153	6.407E+153	1.595E+155	0.000000000
1.1396E+155	1.0087E+154	1.0183E+154	1.4972E+155	1.537E+155	1.4804E+154	1.4972E+155	1.0744E+154	3.0432E+154	7.1798E+154	0.162377196
1.017E+154	9.0978E+152	9.0873E+152	1.3361E+154	1.3717E+154	1.321E+153	1.336E+154	9.65E+152	2.1759E+153	6.407E+153	0.000000000
1.4795E+155	1.408E+154	1.3193E+154	1.9396E+155	1.9915E+155	1.919E+154	1.9396E+155	1.3801E+154	3.8426E+154	9.3025E+154	0.213704942
6.2598E+154	5.6025E+153	6.2735E+154	8.4456E+154	8.4456E+154	6.2735E+154	8.4456E+154	6.2735E+154	6.2735E+154	3.9368E+155	0.000033525
2.6522E+154	2.4081E+153	2.2564E+153	3.3177E+154	3.406E+154	3.2802E+153	3.3177E+154	2.374E+153	6.7435E+153	1.59E+154	0.003969051
7.0183E+155	6.0677E+154	6.2713E+154	9.2206E+155	9.4662E+155	9.117E+154	9.2206E+155	6.5983E+154	1.8742E+155	4.4218E+155	0.000000000

Square of Matrix

Thirtieth Power of λ

Sixtyfourth Power

128th Power of Matrix

AHP Pairwise Comparison For MBA Student Selection Criteria

Pairwise Comparisons PWC 34

Item	Item Number	1	2	3	4	5	6	7	8	9	10
Item Description		Alumni Networking	Career Opportunity	Cost	Future Education Potential	Legacy	Length of Program	Mentor's Recommendation	School's Location	School's Rank	Sustainability
1	Alumni Networking	1.00	0.2000	1.0000	0.0000	1.0000	0.1111	0.2000	1.0000	1.0000	1.0000
2	Career Opportunity	5.00	1.00	5.0000	0.0000	5.0000	0.1111	0.0000	0.0000	1.0000	1.0000
3	Cost	1.00	0.20	1.00	0.0000	0.0000	0.1111	0.0000	0.0000	1.0000	1.0000
4	Future Education Potential	0.20	0.20	0.20	1.00	0.3333	0.1111	0.3333	1.0000	1.0000	1.0000
5	Legacy	1.00	0.20	5.00	3.00	1.00	0.1111	0.3333	0.0000	0.0000	5.0000
6	Length of Program	0.00	0.00	0.00	0.00	0.00	1.00	0.0000	0.0000	0.0000	0.0000
7	Mentor's Recommendation	0.00	0.20	1.00	3.00	3.00	0.11	1.00	0.2000	3.0000	1.0000
8	School's Location	0.00	0.20	1.00	3.00	0.20	0.11	5.00	1.00	1.0000	5.0000
9	School's Rank	1.00	1.00	5.00	1.00	1.00	0.11	0.33	1.00	0.00	1.0000
10	Sustainability	0.33	1.00	1.00	1.00	0.20	0.11	0.33	0.20	1.00	1.00
Sum		28.53	13.20	29.20	36.00	20.13	2.00	22.53	22.93	23.20	30.00

Square of Matrix

Item	Item Number	1	2	3	4	5	6	7	8	9	10
Item Description		Alumni Networking	Career Opportunity	Cost	Future Education Potential	Legacy	Length of Program	Mentor's Recommendation	School's Location	School's Rank	Sustainability
1	Alumni Networking	10.00	6.80	18.43	25.20	7.91	0.73	9.1	45.83	17.20	20.40
2	Career Opportunity	10.00	58.00	10.00	35.07	3.70	46.00	60.00	60.00	126.732233	126.732233
3	Cost	15.73	4.24	1.00	24.80	8.91	1.29	11.33	7.47	13.80	26.40
4	Future Education Potential	7.80	24.80	10.00	10.00	0.82	3.00	3.00	27.20	33.33	65.708972
5	Legacy	14.73	14.73	48.53	158.21	158.21	2.25	37.20	24.22	27.20	324.850536
6	Length of Program	184.81	46.80	180.81	252.03	809.21	10.00	130.81	134.41	136.81	1383.681895
7	Mentor's Recommendation	21.80	8.84	42.80	53.80	15.44	2.27	10.80	24.80	33.80	45.20
8	School's Location	41.41	10.24	25.80	59.80	24.80	2.49	17.07	10.00	32.40	41.20
9	School's Rank	20.40	5.71	10.53	43.80	18.13	1.39	17.80	14.80	10.00	20.00
10	Sustainability	11.73	17.87	17.87	17.87	8.51	0.75	9.47	9.47	7.73	10.00
Sum		28.53	13.20	29.20	36.00	20.13	2.00	22.53	22.93	23.20	30.00

Fourth Power of Matrix

Item	Item Number	1	2	3	4	5	6	7	8	9	10
Item Description		Alumni Networking	Career Opportunity	Cost	Future Education Potential	Legacy	Length of Program	Mentor's Recommendation	School's Location	School's Rank	Sustainability
1	Alumni Networking	2925.80	873.40	2985.84	4795.50	1580.13	204.09	1983.37	1860.02	2399.98	3907.20
2	Career Opportunity	10628.10	3823.40	11918.27	18137.58	5870.92	807.40	7249.58	7117.79	9282.96	13654.28
3	Cost	2485.80	2367.60	1043.00	12986.17	31920.46	5393.86	45789.86	48413.98	63286.16	93783.18
4	Future Education Potential	1515.63	481.72	1576.54	2522.81	115.23	109.10	1021.90	976.54	1224.94	1935.82
5	Legacy	6684.80	2176.50	7431.88	11436.23	3836.50	504.77	4411.41	4587.96	8131.04	8844.27
6	Length of Program	305977.44	30597.44	305977.44	305977.44	305977.44	259.00	30597.44	30597.44	305977.44	305977.44
7	Mentor's Recommendation	8527.30	1698.53	5583.70	8903.30	2978.30	391.10	3791.37	3439.47	4472.15	6725.88
8	School's Location	5544.22	1858.89	6316.01	9363.33	2961.72	415.73	4007.32	3885.53	4720.80	7079.29
9	School's Rank	3047.18	1001.86	3047.18	3047.18	1523.59	256.11	2029.17	2029.17	1428.52	2029.17
10	Sustainability	2227.53	699.00	2362.80	3059.98	1178.95	163.25	1482.20	1416.75	1947.69	2908.14
Sum		212142.15	705397.78	2377123068	3671420974	1191040063	161454746.6	1488677411	1449000469	1804712198	2807552531

Sixteenth Power of Matrix

Item	Item Number	1	2	3	4	5	6	7	8	9	10
Item Description		Alumni Networking	Career Opportunity	Cost	Future Education Potential	Legacy	Length of Program	Mentor's Recommendation	School's Location	School's Rank	Sustainability
1	Alumni Networking	86751870.3	27900247.5	94032894.9	145309947.8	47154789.8	6388388.2	5888204.0	57343816.4	74975493.2	111103805.5
2	Career Opportunity	33202081.8	106921480.3	36029633.9	558360359.8	180478882.5	24488261.7	225787241.7	219612946.9	287109322.3	425410031.2
3	Cost	7780436.7	25704326.8	8443024.6	12881598.8	42281258.8	6388388.2	5888204.0	57343816.4	74975493.2	111103805.5
4	Future Education Potential	45628263.4	14677595.4	49467786.8	76427795.1	2497766.8	305919.8	3016271.5	3016271.5	3016271.5	3016271.5
5	Legacy	20895042.3	67620022.0	22792756.8	35185771.2	11438573.8	1475650.4	14733489.3	13893381.6	181862526.7	269154022.7
6	Length of Program	52862331.7	29688023.7	100754783.1	15821551.6	60489203.4	6843777.8	6144812.2	6144705.9	8031745.9	119012401.8
7	Mentor's Recommendation	183736320.4	52659046.0	177448724.4	274528623.8	809127.6	1057237.6	108207291.2	114483475.2	209881426.7	339887264.443
8	School's Location	17358914.1	55525489.4	18859210.8	29047797.8	61194451.6	12773177.8	117889570.5	114669494.0	149787122.1	222024245.0
9	School's Rank	105742025.7	34656863.3	11477666.9	17720422.1	5748340.6	778416.3	7188296.3	69951701.4	33541880.4	86919743.882
10	Sustainability	67416519.3	21693793.9	73108429.8	112938141.4	36641139.6	4968377.5	45625823.3	44563451.5	68203120.7	86304241.9
Sum		212142.15	705397.78	2377123068	3671420974	1191040063	161454746.6	1488677411	1449000469	1804712198	2807552531

Eighteenth Power of Matrix

Item	Item Number	1	2	3	4	5	6	7	8	9	10
Item Description		Alumni Networking	Career Opportunity	Cost	Future Education Potential	Legacy	Length of Program	Mentor's Recommendation	School's Location	School's Rank	Sustainability
1	Alumni Networking	86751870.3	27900247.5	94032894.9	145309947.8	47154789.8	6388388.2	5888204.0	57343816.4	74975493.2	111103805.5
2	Career Opportunity	33202081.8	106921480.3	36029633.9	558360359.8	180478882.5	24488261.7	225787241.7	219612946.9	287109322.3	425410031.2
3	Cost	7780436.7	25704326.8	8443024.6	12881598.8	42281258.8	6388388.2	5888204.0	57343816.4	74975493.2	111103805.5
4	Future Education Potential	45628263.4	14677595.4	49467786.8	76427795.1	2497766.8	305919.8	3016271.5	3016271.5	3016271.5	3016271.5
5	Legacy	20895042.3	67620022.0	22792756.8	35185771.2	11438573.8	1475650.4	14733489.3	13893381.6	181862526.7	269154022.7
6	Length of Program	52862331.7	29688023.7	100754783.1	15821551.6	60489203.4	6843777.8	6144812.2	6144705.9	8031745.9	119012401.8
7	Mentor's Recommendation	183736320.4	52659046.0	177448724.4	274528623.8	809127.6	1057237.6	108207291.2	114483475.2	209881426.7	339887264.443
8	School's Location	17358914.1	55525489.4	18859210.8	29047797.8	61194451.6	12773177.8	117889570.5	114669494.0	149787122.1	222024245.0
9	School's Rank	105742025.7	34656863.3	11477666.9	17720422.1	5748340.6	778416.3	7188296.3	69951701.4	33541880.4	86919743.882
10	Sustainability	67416519.3	21693793.9	73108429.8	112938141.4	36641139.6	4968377.5	45625823.3	44563451.5	68203120.7	86304241.9
Sum		212142.15	705397.78	2377123068	3671420974	1191040063	161454746.6	1488677411	1449000469	1804712198	2807552531

Sixteenth Power of Matrix

Item	Item Number	1	2	3	4	5	6	7	8	9	10
Item Description		Alumni Networking	Career Opportunity	Cost	Future Education Potential	Legacy	Length of Program	Mentor's Recommendation	School's Location	School's Rank	Sustainability
1	Alumni Networking	6.15877E+16	2.6282E+16	8.85024E+16	1.36695E+17	4.43452E+16	6.0111E+15	5.54765E+16	5.39533E+16	7.05403E+16	1.04528E+17
2	Career Opportunity	3.12417E+17	1.00653E+17	3.38895E+17	5.23433E+17	1.68806E+17	2.30178E+16	2.12432E+17	2.05959E+17	2.70114E+17	4.00281E+17
3	Cost	7.32152E+16	2.35672E+16	7.9416E+16	1.2286E+17	3.97024E+16	5.3938E+15	4.57898E+16	4.84139E+16	6.3286E+16	9.3783E+16
4	Future Education Potential	4.20141E+16	1.38135E+16	4.6551E+16	7.16986E+16	2.3325E+16	3.16178E+15	2.83787E+16	3.71033E+16	5.48804E+16	8.31037E+16
5	Legacy	1.97807E+17	6.36992E+16	2.14354E+17	3.31076E+17	1.07405E+17	1.4558E+16	1.34365E+17	1.30877E+17	1.7085E+17	2.53199E+17
6	Length of Program	7.73436E+16	2.81277E+16	9.4795E+16	1.45400E+18	4.74687E+17	6.43918E+15	5.84178E+17	5.77863E+17	7.75518E+17	1.11554E+18
7	Mentor's Recommendation	1.5398E+17	4.9564E+16	1.6703E+17	2.57983E+17	8.36925E+16	1.13447E+16	1.0478E+17	1.01826E+17	1.3313E+17	1.97275E+17
8	School's Location	1.63112E+17	5.20508E+16	1.76936E+17	2.73283E+17	8.86591E+16	1.20176E+16	1.109E+17	1.0788E+17	1.41032E+17	2.08875E+17
9	School's Rank	9.95141E+16	3.20322E+16	1.07948E+17	1.68729E+17	5.40888E+16	7.33187E+15	6.76595E+16	6.68078E+16	8.60394E+16	1.27495E+17
10	Sustainability	6.3154E+16	2.04126E+16	6.87899E+16	1.06248E+17	3.4488E+16	4.67223E+15	4.312E+16	4.19361E+16	5.42462E+16	8.12462E+16
Sum		212142.15	705397.78	2377123068	3671420974	1191040063	161454746.6	1488677411	1449000469	1804712198	2807552531

Thirtieth Power of Matrix

Sixtyfour Power	5.65729E+34	1.821E+34	6.13973E+34	9.47839E+34	3.30748E+34	4.18088E+34	3.84672E+34	3.7411E+34	4.89124E+34	7.24794E+34	1.49378E+34
	2.16029E+34	6.87299E+34	2.34989E+34	3.62947E+34	1.17744E+34	1.59060E+34	1.47299E+34	1.43225E+34	1.87269E+34	1.77339E+34	0.035974984
	5.07044E+34	5.60696E+34	8.65025E+34	2.75919E+34	2.75919E+34	4.45179E+34	3.35791E+34	4.13897E+34	4.07485E+34	5.01941E+34	0.02101191
	2.97556E+34	5.9782E+34	3.22784E+34	4.95849E+34	1.61735E+34	2.19236E+34	2.02333E+34	1.96777E+34	2.52723E+34	3.81232E+34	2.43595E+34
	1.3702E+34	4.41048E+34	1.48632E+34	2.29567E+34	7.44741E+34	1.00962E+34	9.0161E+34	1.18467E+34	0.06851157	0.06851157	0.06851157
	6.05918E+34	1.95037E+34	6.52711E+34	1.01517E+34	2.74828E+34	4.4642E+34	4.12001E+34	4.00989E+34	5.23874E+34	7.76287E+34	4.96023E+34
	1.06789E+34	2.43271E+34	1.15818E+34	1.78884E+34	8.60321E+34	7.86039E+34	7.25999E+34	7.00555E+34	9.23121E+34	1.36797E+34	8.74044E+34
	1.13101E+34	1.22087E+34	1.48944E+34	6.14789E+34	8.73293E+34	7.65907E+34	7.65907E+34	7.65907E+34	9.01926E+34	9.01926E+34	9.01926E+34
	6.90027E+34	2.22121E+34	7.84509E+34	1.15609E+34	3.75055E+34	5.03839E+34	4.69192E+34	4.50350E+34	5.95054E+34	8.84045E+34	5.64777E+34

AHP Pairwise Comparison For MBA Student Selection Criteria

Pairwise Comparisons PWC 35

Item N	Item Number	1	2	3	4	5	6	7	8	9	10	Row Sum	Normalized Row Sum (Eigenvector)
Item Description		Alumni Networking	Career Opportunity	Cost	Future Education Pote	Legacy	Length of Program	Mentor's Recommendation	School's Location	School's Rank	Sustainability		
1	Alumni Networking	1.00	0.5333	0.2000	0.2000	1.0000	0.2000	0.0000	0.2000	0.0000	0.0000	11.93	0.06284584
2	Career Opportunity	3.00	1.00	1.0000	0.0000	0.0000	1.0000	0.0000	1.0000	0.0000	0.0000	36.00	0.190011473
3	Cost	0.50	1.00	1.00	0.0000	0.0000	0.0000	0.0000	0.0000	1.0000	0.0000	36.00	0.190000889
4	Future Education Pote	0.50	0.11	0.11	1.00	0.0000	0.1429	1.0000	0.0000	0.3333	1.0000	4.00	0.024270714
5	Legacy	1.00	0.20	0.20	5.00	1.00	0.3333	3.0000	0.2000	1.0000	0.0000	14.93	0.078818741
6	Length of Program	0.50	1.00	1.00	7.00	1.00	1.00	0.0000	1.0000	0.0000	0.0000	32.00	0.168888154
7	Mentor's Recommendation	0.53	0.20	0.20	1.00	1.00	0.53	0.20	1.00	0.0000	1.0000	5.47	0.028853354
8	School's Location	0.50	1.00	1.00	5.00	5.00	1.00	5.00	1.00	0.0000	0.0000	34.00	0.178453784
9	School's Rank	0.53	0.20	0.53	3.00	3.00	1.00	0.53	1.00	0.00	0.00	8.40	0.044337224
10	Sustainability	1.00	0.20	0.20	1.00	0.53	0.20	1.00	0.20	1.00	1.00	6.13	0.032372055
Sum		22.17	5.24	5.24	43.00	21.87	6.41	30.00	6.20	23.33	28.00		

Squares of Matrix

	Alumni Networking	Career Opportunity	Cost	Future Education Pote	Legacy	Length of Program	Mentor's Recommendation	School's Location	School's Rank	Sustainability	Row Sum	(Eigenvector)
1	Alumni Networking	10.00	3.00	0.50	20.00	11.00	0.55	10.00	15.53	17.97	116.1962100	0.056735585
2	Career Opportunity	36.00	10.00	10.00	0.00	0.00	10.00	10.00	49.00	62.00	202.0000000	0.000344944
3	Cost	40.17	10.00	10.00	0.00	0.00	0.00	0.00	62.00	62.00	386.0182026	0.183804812
4	Future Education Pote	0.50	1.00	1.00	1.00	0.00	0.00	0.00	0.00	0.00	4.0000000	0.003794923
5	Legacy	11.00	10.00	10.00	50.00	1.00	3.33	10.00	10.00	10.00	124.0240714	0.060997168
6	Length of Program	0.55	0.55	0.55	33.33	1.00	1.00	0.00	0.55	0.55	38.7849830	0.174728624
7	Mentor's Recommendation	10.00	10.00	10.00	10.00	3.33	1.00	10.00	10.00	10.00	81.1539587	0.020695983
8	School's Location	15.53	49.00	62.00	10.00	10.00	10.00	1.00	0.00	0.00	305.3231120	0.150202948
9	School's Rank	17.97	62.00	62.00	10.00	10.00	10.00	0.00	1.00	0.00	83.7414389	0.043639063
10	Sustainability	17.97	62.00	62.00	10.00	10.00	10.00	0.00	1.00	1.00	88.1094891	0.033744362

Fourth Power of Matrix

	Alumni Networking	Career Opportunity	Cost	Future Education Pote	Legacy	Length of Program	Mentor's Recommendation	School's Location	School's Rank	Sustainability	Row Sum	(Eigenvector)
1	Alumni Networking	1304.20	942.44	346.57	2979.43	1198.49	370.80	2232.32	351.33	1678.81	1887.37	0.057
2	Career Opportunity	4312.31	1136.00	1151.00	9887.22	3844.84	1231.02	7382.83	1164.58	5567.74	4255.33	0.189
3	Cost	1624.00	100.00	100.00	0.00	0.00	0.00	0.00	100.00	100.00	100.00	0.000
4	Future Education Pote	0.51	1.00	1.00	1.00	0.00	0.00	0.00	0.00	0.00	0.00	0.000
5	Legacy	1407.97	371.00	376.44	3243.32	1284.13	402.81	2417.23	376.94	1819.82	1385.03	0.062
6	Length of Program	0.50	0.50	0.50	33.33	1.00	1.00	0.00	0.50	0.50	38.7849830	0.0000000
7	Mentor's Recommendation	697.00	183.80	186.32	1604.17	638.00	199.37	1199.30	188.89	901.10	1055.55	0.031
8	School's Location	4355.61	1146.40	1162.67	9984.80	3979.75	1243.34	7460.25	1176.81	5608.71	4275.49	0.191
9	School's Rank	606.30	196.30	196.30	966.30	386.30	126.30	666.30	196.30	96.30	105.30	0.004
10	Sustainability	780.00	205.00	208.40	1795.27	713.00	223.12	1339.80	211.00	1004.81	1192.69	0.034

Eighth Power of Matrix

1	Row Sum	(Eigenvector)									
15767042.4	4152313.6	4210425.4	36217446.0	14422927.9	4503413.6	27048781.8	4258808.1	20337353.1	24043934.4	154968818.2399	0.057
52285665.9	13766960.0	13962379.1	120102268.1	47849647.9	14933964.2	89697515.1	14122802.2	67441574.0	79733017.1	518398493.8910	0.189
62904404.2	10269494.1	10269494.1	12170700.0	0.0000000	0.0000000	0.0000000	0.0000000	0.0000000	0.0000000	0.0000000	0.000
0.51	1.00	1.00	1.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.000
17098246.7	4450293.2	4450293.2	36275513.6	15047049.4	4883564.0	29332568.3	4618383.4	2204503.6	26074008.8	16805369.0177	0.062
0.50	0.50	0.50	33.33	1.00	1.00	0.00	0.50	0.50	38.7849830	0.0000000	0.000
48471487.1	12765175.2	12765175.2	11341146.4	44350876.2	13844901.7	83154208.1	13302568.9	62521876.8	79166901.0	474104427.616	0.176
6486776.7	2230287.0	2261052.0	19453122.5	2418271.3	1452841.9	2287487.4	1902350.1	1214462.8	11924462.8	6327663.4000	0.031
52782649.0	13900563.8	14095197.2	121442689.0	48304995.5	15075964.5	96553088.3	14257096.4	68062741.8	80491211.5	51874683.5898	0.191
12097796.7	3186001.4	3230092.9	27789008.9	11021377.7	3403361.9	2077970.8	1560430.8	1844402.4	1180491.2499	1180491.2499	0.034
94703262.5	2484064.9	2589737.0	21753879.5	8666888.5	2704956.0	16246708.8	2580325.2	1215504.6	14841883.9	93081274.4900	0.034

Sixteenth Power of Matrix

Sustainability Power of Matrix													
	2.31964E+15	6.10887E+14	6.19437E+14	5.32831E+15	2.12284E+15	6.62541E+14	3.9796E+15	6.26554E+14	2.99202E+15	3.53733E+15	2.2799E+16	0.024748117	0.567822
	7.66225E+15	2.02579E+15	2.05414E+15	1.76894E+16	7.03982E+15	2.19708E+15	1.31963E+16	2.07774E+15	9.82197E+15	1.17303E+16	7.55046E+16	0.207153163	1.882316
	7.9506E+15	2.05286E+15	2.08155E+15	1.76959E+16	7.10371E+15	2.25946E+15	1.33728E+16	2.10551E+15	1.05046E+16	1.18871E+16	7.68151E+16	0.208443205	1.882316
	0.51	1.00	1.00	1.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	9.67752E+14	2.58482E+14	2.22297E+14	8.85648E+14	2.76412E+14	1.68602E+15	2.61388E+14	1.24827E+15	1.47578E+15	1.47578E+15	2.260644767	0.024817	0.03812
	2.51548E+15	6.62486E+14	6.71738E+14	5.77819E+15	2.32027E+15	7.14841E+14	4.3154E+15	6.79495E+14	3.24658E+15	3.383E+15	2.47238E+16	0.0747504	0.615648
	7.15111E+15	1.87801E+15	1.90425E+15	1.63805E+16	6.53059E+15	2.03681E+15	1.23382E+16	1.92017E+15	9.18818E+15	1.08876E+16	7.028621812	0.174503	0.615648
	1.24592E+15	3.28118E+14	3.32711E+14	2.86194E+15	1.14022E+15	3.55894E+14	2.13742E+15	3.36534E+14	1.60770E+15	1.89997E+15	1.22486E+16	0.035564281	0.04881
	7.76539E+15	2.04505E+15	2.07367E+15	1.76374E+16	7.16959E+15	2.21779E+15	1.33217E+16	2.10975E+15	1.01581E+16	1.18418E+16	7.63235E+16	0.2091452151	1.902123
	1.77982E+15	4.68723E+14	4.75284E+14	4.08832E+15	1.62882E+15	5.08357E+14	3.05335E+14	4.80744E+14	2.29573E+14	2.71414E+15	1.74935E+16	0.4793588	0.04881
	1.35828E+15	3.66926E+14	3.20042E+14	3.20042E+15	1.27507E+15	3.79792E+14	2.39021E+15	3.76337E+14	1.79714E+15	2.12468E+15	1.36941E+16	0.375251883	0.900239

Thirtysecond Power of Matrix

	Alumni Networking	Career Opportunity	Cost	Future Education Pote	Legacy	Length of Program	Mentor's Recommendation	School's Location	School's Rank	Sustainability	Row Sum	(Eigenvector)
1	0.520067E+31	1.32221E+31	1.34072E+31	1.15327E+32	4.59471E+31	1.43402E+31	8.6131E+31	1.35813E+31	6.47599E+31	7.65627E+31	4.93456E+32	0.057125909
2	1.68492E+32	4.34845E+31	4.44602E+31	3.8244E+32	1.52387E+32	4.7554E+31	2.8912E+32	4.4971E+31	2.14793E+31	2.53826E+32	1.63846E+33	0.191995528
3	1.68718E+32	4.44325E+31	4.45054E+31	3.87552E+32	1.54402E+32	4.81898E+31	2.8944E+32	4.50721E+31	2.17023E+32	2.57286E+32	1.65827E+33	0.191995528
4	2.08402E+31	5.51628E+30	5.50348E+30	4.81144E+31	1.91891E+31	5.98071E+30	3.59338E+31	5.65776E+30	2.70176E+31	3.1942E+31	2.05874E+32	0.023833918
5	4.54458E+31	1.43358E+31	1.45392E+31	1.25054E+32	4.98285E+31	1.5551E+31	9.34033E+31	1.47036E+31	8.30272E+31	8.30272E+31	5.3513E+32	0.091949223
6	1.54347E+31	4.0841E+30	4.12106E+30	3.54542E+31	1.24719E+31	3.8471E+30	2.46791E+31	3.59338E+31	5.65776E+30	2.70176E+31	3.1942E+31	2.05874E+32
7	2.6967E+31	7.10137E+30	7.20127E+30	6.19445E+31	2.46791E+31	7.70230E+30	4.62826E+31	7.28401E+30	3.47838E+31	4.11232E+31	2.65052E+32	0.030863429
8	1.68078E+32	4.42934E+31	4.48829E+31	3.80877E+32	1.53819E+32	4.80062E+31	2.88338E+32	4.53988E+31	2.16789E+32	2.56307E+32	1.65189E+33	0.19123884
9	3.85222E+31	1.02871E+31	1.02871E+31	8.84848E+31	3.32544E+31	1.1005E+31	6.68086E+31	1.04053E+31	4.98802E+31	5.87435E+31	3.78827E+32	0.043831758
10	3.01564E+31	7.94182E+30	8.00297E+30	6.62705E+31	2.75979E+31	8.61335E+30	5.17342E+31	8.14559E+30	3.88977E+31	4.5987E+31	2.96397E+32	0.034312396
11	2.35204E+31	6.19419E+30	6.20898E+30	5.40227E+31	2.15240E+31	6.71979E+30	4.03409E+31	6.35305E+30	3.0331E+31	3.58674E+31	2.31174E+32	0.057125909

Sixtyfourth Power

7.90394E+64	2.08154E+64	2.11067E+64	1.81557E+64	7.23355E+64	2.25754E+64	1.35594E+65	2.13402E+64	1.01956E+65	1.20531E+65	7.76852E+65	0.191995528	0
9.12716E+63	2.58422E+63	2.62039E+63	2.25402E+64	8.98017E+63	2.80273E+63	1.6834E+64	2.65049E+63	1.26571E+64	1.49639E+64	9.64486E+64	0.023832319	0
2.50636E+64	6.71779E+63	6.8112E+63	1.85996E+64	2.33423E+64	2.78027E+63	4.37576E+64	6.8804E+63	3.28976E+64	3.88696E+64	2.50063E+65	0.16194223	0
7.23071E+64	1.93086E+64	1.96605E+64	1.66605E+64	6.17255E+64	1.24605E+64	1.32695E+65	1.24605E+64	1.32695E+65	1.24605E+64	1.32695E+65	1.24605E+64	0.00000000
1.26322E+64	3.32702E+63	3.37359E+63	2.90191E+64	1.15614E+64	3.60834E+63	4.17577E+64	3.41255E+63	1.62926E+64	1.82051E+64	2.14168E+65	0.03693429	0
7.87395E+64	2.07307E+64	2.10294E+64	1.80869E+65	7.20592E+64	2.24895E+64	1.35078E+65	2.12976E+64	1.01622E+65	1.20072E+65	7.73995E+65	0.19122984	0
1.80406E+64	4.41912E+63	4.45856E+63	1.71577E+64	4.00957E+64	1.32779E+64	1.00957E+65	1.32779E+64	1.00957E+65	1.32779E+64	1.00957E+65	1.32779E+64	0.00000000
1.41274E+64	3.73075E+63	3.77255E+63	3.24512E+64	1.29289E+64	4.0351E+63	2.42306E+64	3.81593E+63	1.86226E+64	2.15437E+64	1.38545E+65	0.0311396	0

AHP Pairwise Comparison For MBA Student Selection Criteria

Pairwise Comparisons PWC 36

Item N	Item Number	1	2	3	4	5	6	7	8	9	10	Row Sum	Normalized Row Sum (Eigenvector)
1	Alumni Networking	1.00	0.14290	7.00000	0.33330	8.00000	0.11110	0.20000	0.14280	0.20000	0.33330	14.46	0.02669014
2	Career Opportunity	7.00	1.00	9.00000	7.00000	7.00000	0.11110	0.33330	0.14280	7.00000	0.33330	38.92	0.141722001
3	Cost	0.1429	0.0714	0.28570	0.33330	0.12500	0.11110	0.20000	0.14280	0.20000	0.33330	14.37	0.02345168
4	Future Education Pote	3.00	0.14	3.00	1.00	3.00000	0.11110	0.33330	0.14280	3.00000	3.00000	16.73	0.060925259
5	Legacy	0.20	0.14	0.20	0.33	1.00	0.11110	0.20000	0.14280	0.33330	0.33330	3.00	0.01091285
6	Length of Program	8.00	9.00	9.00	8.00	8.00	1.00	8.00000	8.00000	8.00000	8.00000	82.00	0.298602401
7	Member's Recommendations	5.00	3.00	5.00	3.00	5.00	0.11	1.00	0.20000	3.00000	0.33330	25.65	0.093386625
8	School's Location	7.00	7.00	7.00	7.00	7.00	0.11	5.00	1.00	5.00000	0.33330	46.43	0.186989672
9	School's Rank	0.20	0.14	0.14	0.33	1.00	0.11	0.33	1.00	0.33330	0.33330	10.60	0.036958442
10	Sustainability	3.00	3.00	3.00	0.33	3.00	0.11	3.00	3.00	3.00	1.00	22.45	0.08173937
Sum		40.34	23.68	44.34	28.67	48.00	2.00	19.80	14.11	38.53	15.33	274.61	

Square of Matrix

	Alumni Networking	Career Opportunity	Cost	Future Education Pote	Legacy	Length of Program	Member's Recommendations	School's Location	School's Rank	Sustainability
1	Alumni Networking	10.00	8.40	21.31	6.44	81.80	5.74	5.74	4.16	35.38
2	Career Opportunity	77.30	10.00	95.00	27.11	140.50	4.42	12.60	8.04	105.45
3	Cost	42.00	5.60	10.00	8.20	37.49	1.90	6.82	4.82	20.79
4	Future Education Pote	38.70	13.91	41.88	10.00	58.67	0.88	14.28	12.26	41.32
5	Legacy	8.00	4.00	8.13	4.00	10.00	0.33	3.40	2.52	7.42
6	Length of Program	291.00	141.13	527.00	185.99	860.01	10.00	104.40	55.03	274.82
7	Member's Recommendations	60.11	12.24	96.83	35.31	102.40	2.95	30.00	76.91	17.73
8	School's Location	130.30	35.40	176.07	87.70	155.50	6.20	22.53	149.70	39.25
9	School's Rank	17.68	5.89	9.00	7.89	38.78	1.28	6.45	3.70	10.00
10	Sustainability	81.02	38.67	93.03	56.67	104.00	2.59	25.91	9.96	75.81

Fourth Power of Matrix

	Alumni Networking	Career Opportunity	Cost	Future Education Pote	Legacy	Length of Program	Member's Recommendations	School's Location	School's Rank	Sustainability	Row Sum	(Eigenvector)	
1	Alumni Networking	5108.88	1611.01	6579.18	2450.89	8012.15	261.75	1381.60	862.21	4928.76	13931.41	32589.82	0.032
2	Career Opportunity	15335.92	4953.44	17382.63	7294.65	23824.74	794.59	4268.17	2834.48	16840.43	3989.61	97048.152	0.085
3	Cost	1370795.17	1152.17	443129.17	179484.17	617806.17	210301.17	101686.17	64444.17	43707.17	10785.17	24745.17	0.051
4	Future Education Pote	8790.50	2508.90	10248.84	4300.44	13977.63	446.26	2143.05	1300.31	9924.89	2441.41	55980.48	0.055
5	Legacy	2043.33	889.87	2401.97	993.77	3271.83	104.00	508.38	312.42	2383.45	877.89	13185.72	0.013
6	Length of Program	14148.66	3811.87	11979.29	3811.87	10929.29	3413.31	1692.31	1092.31	1692.31	1692.31	14233.31	0.026
7	Member's Recommendations	12337.40	3726.90	13471.11	5412.00	19232.11	650.20	3349.21	2171.80	13274.14	3300.10	76930.98	0.075
8	School's Location	20031.60	7727.20	28534.40	11196.70	41480.03	1402.12	7608.27	4655.23	29120.17	7205.31	164241.71	0.162
9	School's Rank	488.00	167.00	204.00	204.00	800.00	29.00	140.00	73.00	124.00	20.00	3653.00	0.0028
10	Sustainability	16417.27	4426.10	18563.50	6963.10	20593.91	699.92	4162.70	2801.50	18395.26	4927.40	105581.01	0.104

Eighth Power of Matrix

Eight Power of Matrix											Row Sum	(Eigenvector)
1	223051416.3	65891339.6	253647352.8	102827316.1	352940063.8	11615902.9	58099968.6	36800302.0	250395622.2	61518906.1	141403030.2916	0.832
2	660288221.7	196909343.5	756453969.6	307038596.1	1053498766.1	34712991.3	173710617.3	110036304.2	746008960.3	183735811.2	4222399341.2467	0.097
3	209899681.6	236227994.6	236289584.6	97316170.9	139398761.4	11007361.6	54870192.0	34820927.0	237147412.4	5831397	138328816.8819	0.034
4	171238216.7	11040085.2	425500123.8	177396523.0	562804873.3	1813676.2	61711829.8	42024790.9	61730877.4	19140.8	237491536.4278	0.084
5	87474007.3	26023141.8	100166742.9	40687834.5	139589192.1	4937507.0	22960262.1	1542497.6	8998904.5	2437598.7	65946028.8438	0.013
6	2745460214.4	314104708.2	127467030.5	436047546.1	144339007.8	72045469.2	4677489.5	3105801403.9	763364037.7	161021.3	17690714688.8883	0.482
7	523494920.8	15602658.0	599801375.7	24321164.8	835778708.2	27549180.9	591673022.5	87346824.3	14588848.8	3348987625.2895	0.877	0.00015
8	110373669.0	3322272.6	127718128.0	517931816.5	178665884.7	58712767.8	263466793.7	18617832.1	1261004738.4	310091918.8	7135257601.3628	0.163
9	10089750.7	56741570.6	219486027.0	8620480.0	30368028.3	1002128.6	60097744.3	31757160.6	21744509.9	5310017.9	1218359677.7747	0.028
10	706157492.3	209660746.1	327404261.1	1126543667.7	37133400.8	185289737.9	117559179.5	78866302.5	196905631.7	196905631.7	4812614102.8270	0.163
Total											4367495609.6151	

Sixteenth Power of Matrix

Sixteen Power of Matrix												
4.08944E+17	1.21708E+17	4.68155E+17	1.90007E+17	6.52402E+17	2.14997E+16	1.07432E+17	6.80844E+16	4.62396E+17	1.13915E+17	2.61436E+18	0.238576106	
1.22158E+18	3.63554E+17	1.38843E+18	5.67572E+17	1.94908E+18	6.44221E+16	3.20912E+17	2.03375E+17	1.38132E+18	3.40276E+17	7.81034E+18	0.126525268	
3.87075E+17	1.152E+17	4.43129E+17	1.79484E+17	6.17806E+17	2.03501E+16	1.01686E+17	6.44442E+16	4.37071E+17	1.07854E+17	2.22602026	0.195177	
6.86787E+17	2.0438E+17	7.86188E+17	3.18098E+17	1.08056E+18	3.61055E+16	1.80416E+17	1.14338E+17	7.65525E+17	1.91303E+17	4.19098E+18	0.400653064	
1.6177E+17	4.81452E+16	1.85194E+17	7.51832E+16	2.58113E+17	8.53485E+15	4.24881E+16	2.63326E+16	1.62915E+17	4.50625E+16	1.0343E+18	0.084376147	
5.0756E+18	1.51071E+18	5.81051E+18	2.35827E+18	8.08938E+18	2.89843E+17	1.33336E+18	8.45026E+17	5.73902E+18	1.41385E+18	3.24515E+19	5.861883204	
9.69806E+17	2.88361E+17	1.1092E+18	4.50182E+17	1.54594E+18	5.09389E+16	2.54338E+17	1.61312E+17	1.09595E+18	2.69897E+17	6.19483E+18	0.565256068	
2.08431E+18	6.14956E+17	2.1846207.0	9.59138E+17	3.29032E+18	1.08262E+17	3.43984E+17	2.33418E+18	5.75031E+17	1.20431263	1.19184E+19	1.20431263	
3.52494E+17	1.04908E+17	4.03533E+17	1.63779E+17	5.62435E+17	1.85319E+16	9.26027E+16	5.86863E+16	3.9857E+16	8.91805E+16	2.25372E+18	0.205641326	
1.30516E+18	3.88434E+17	1.48414E+18	6.00414E+17	2.02845E+18	6.86196E+16	3.42874E+17	2.17294E+17	1.47579E+18	3.63563E+17	8.34468E+18	0.761423894	
												0.09053E+19

Thirtyscond Power of Matrix

	Alumni Networking	Career Opportunity	Cost	Future Education Pote	Legacy	Length of Program	Member's Recommendations	School's Location	School's Rank	Sustainability	Row Sum	(Eigenvector)
1	1.39886E+36	4.16243E+35	1.6011E+36	6.49828E+35	2.23154E+36	7.33290E+34	3.6742E+35	2.3285E+35	1.5814E+36	3.89691E+35	8.9421E+36	0.032372151
2	4.17776E+36	1.24336E+36	4.78267E+36	1.9411E+36	6.6584E+36	2.1904E+35	1.09752E+36	6.95549E+35	4.72382E+36	1.16355E+36	0.066690904	0.15953433
3	1.32382E+36	3.93088E+35	1.5150E+36	6.15084E+35	2.11222E+36	6.95979E+34	3.44445E+35	2.20401E+35	1.49885E+36	3.68761E+35	8.484E+36	0.030641324
4	2.34873E+36	6.88018E+35	2.68881E+36	1.09128E+36	3.74753E+36	1.23481E+35	6.17028E+35	3.91037E+35	2.65073E+36	6.54263E+35	1.50160E+37	0.05434198
5	5.53258E+35	1.64658E+35	6.33368E+35	2.6709E+35	8.82753E+35	2.90886E+34	1.45344E+35	9.2111E+34	6.25573E+35	1.54115E+35	3.53732E+36	0.01285802
6	1.75586E+36	5.16918E+36	1.98721E+37	8.06533E+36	2.79697E+37	9.12607E+35	4.59026E+36	2.89022E+36	1.96276E+37	4.98107E+36	1.0985E+38	0.401786322
7	3.91368E+35	9.862E+35	3.75048E+36	1.53963E+36	5.28716E+36	1.74212E+35	8.75053E+35	5.5169E+35	3.7486E+36	9.23045E+35	2.1186E+37	0.07669019
8	7.05989E+36	2.10116E+36	8.08222E+36	3.28027E+36	1.12646E+37	3.71169E+35	1.8547E+36	1.17541E+36	7.86278E+36	1.96626E+36	4.51398E+37	0.10341163
9	1.20545E+35	3.58076E+35	1.38006E+36	5.61236E+35	1.9235E+36	6.33706E+34	3.16703E+35	2.00706E+35	1.38314E+36	3.35814E+35	7.70777E+36	0.027603637
10	4.46367E+36	1.32845E+36	5.10998E+36	2.07395E+36	7.12203E+36	2.34671E+35	1.17263E+36	7.43149E+35	5.0471E+36	1.24339E+36	2.8593E+37	0.103316825
Total	1.65557E+37	4.8696E+37	1.82724E+37	7.60075E+37	2.61013E+37	8.90087E+31	4.29576E+37	2.72354E+37	1.8047E+37	4.25396E+37	1.0526E+38	0.032372151

Sixtyfourth Power

1.54841E+73	4.6083E+72	1.77281E+73	7.19436E+72	2.47007E+73	8.14055E+71	4.06777E+72	2.57792E+72	1.7508E+73	4.31323E+72	8.89895E+72	0.030641324
2.74721E+73	3.14486E+72	3.14486E+72	1.27643E+73	1.44431E+72	2.71709E+72	4.57378E+72	3.10629E+72	7.65586E+72	1.75646E+72	7.65586E+72	0.030641324
6.4712E+72	1.92593E+72	3.00871E+72	1.03226E+73	3.40215E+71	1.70003E+72	1.07738E+72	7.31704E+72	1.80275E+72	1.43745E+73	0.012805802	0.030641324
2.00306E+73	6.04268E+72	2.32434E+73	4.93365E+72	3.23956E+71	1.06743E+73	5.33389E+72	3.38032E+72	2.29576E+73	5.65575E+72	1.29814E+73	0.041786322
3.87588E+73	1.15351E+73	4.47036E+72	1.85084E+73	6.18415E+72	2.03726E+72	4.65286E+72	4.38247E+72	1.07856E+73	2.47808E+72	0.076969101	0.030641324
2.85774E+73	9.4534E+72	3.8376E+72	3.8376E+72	1.31777E+73	3.16891E+72	1.83747E+72	3.37447E+72	5.5886E+72	5.16183E+72	0.030641324	0.030641324
1.41006E+73	4.19565E+72	1.61423E+73	2.24984E+72	7.43322E+71	3.70433E+72	2.3476E+72	1.59437E+73	3.92786E+72	0.01543E+73	0.033790637	0.030641324
5.20295E+73	1.55383E+73	5.97691E+72	2.4258E+72	8.33031E+72	2.74484E+72	1.37158E+73	8.69228E+72	5.90337E+72	1.45434E+73	3.33806E+72	0.103316825
2.2009E+73	1.10045E+73	1.10045E+73	1.10045E+73	1.10045E+73	1.10045E+73	1.10045E+73	1.10045E+73	1.10045E+73	1.10045E+73	1.10045E+73	0.23209E+75

Pairwise Comparisons 37

Item	Item Number	Item Description	1	2	3	4	5	6	7	8	9	10	Row Sum	Normalized Row Sum (Eigenvector)
1	Alumni Networking	Alumni Networking	1.00										12.08	0.05487835
2	Career Opportunity	Career Opportunity	9.00	1.00									36.11	0.17786919
3	Cost	Cost	1.00	0.11	1.00								5.56	0.02525541
4	Future Education Poster	Future Education Poster	1.00	0.11	1.00	1.00							7.56	0.03434074
5	Legacy	Legacy	8.00	0.14	9.00	1.00	1.00						20.29	0.09220538
6	Length of Program	Length of Program	9.00	1.00	1.00	1.00	1.00	1.00					20.00	0.090907949
7	Mentor's Recommendations	Mentor's Recommendations	9.00	9.00	9.00	9.00	7.00	1.00	1.00	1.00			66.00	0.299855055
8	School's Location	School's Location	5.00	1.00	1.00	1.00	1.00	1.00	0.14	1.00	1.00		13.14	0.059735925
9	School's Rank	School's Rank	5.00	1.00	1.00	1.00	1.00	1.00	0.14	1.00	1.00		23.14	0.105181722
10	Sustainability	Sustainability	5.00	1.00	1.00	1.00	1.00	1.00	0.14	1.00	1.00		13.14	0.059735925
Sum			51.11	14.48	50.00	28.00	20.31	8.44	3.02	15.20	14.25	15.20	220.02	

Squares of Matrix

Item	Item Number	Item Description	1	2	3	4	5	6	7	8	9	10	Row Sum	(Eigenvector)
1	Alumni Networking	Alumni Networking	1.00	3.02	24.00	14.48	4.01	11.39	11.39	3.89	11.39	11.39	96.1930716	0.03021685
2	Career Opportunity	Career Opportunity	10.00	1.00	134.02	50.00	30.30	5.02	32.58	24.00	32.58	32.58	414.8789094	0.152270203
3	Cost	Cost	23.58	4.47	9.33	9.33	5.91	4.79	1.88	6.13	5.24	6.13	77.2431781	0.024273719
4	Future Education Poster	Future Education Poster	28.11	4.92	10.00	10.00	3.86	10.42	6.48	6.48	6.48	6.48	113.2462073	0.030587694
5	Legacy	Legacy	60.51	7.54	78.57	24.07	10.00	15.18	3.40	17.12	8.00	17.12	222.8744542	0.060978915
6	Length of Program	Length of Program	81.11	15.59	124.01	38.00	23.91	10.00	4.13	18.80	17.40	18.80	331.7497227	0.104252565
7	Mentor's Recommendations	Mentor's Recommendations	27.10	44.00	330.01	148.01	102.00	52.00	68.00	96.20	64.80	64.80	1182.7092935	0.362239642
8	School's Location	School's Location	27.10	7.21	78.57	24.07	15.11	8.03	2.80	10.00	8.33	10.00	211.7480488	0.066541961
9	School's Rank	School's Rank	50.28	8.32	104.27	34.28	16.40	16.25	3.71	18.40	10.00	18.40	280.3242746	0.088020585
10	Sustainability	Sustainability	47.40	7.21	78.57	24.29	15.11	8.03	2.80	10.00	8.33	10.00	211.7480488	0.066541961
Sum			474.00	144.80	1448.00	500.00	280.31	113.90	47.90	240.00	142.50	142.50	318217.3%	

Fourth Power of Matrix

Item	Item Number	Item Description	1	2	3	4	5	6	7	8	9	10	Row Sum	(Eigenvector)
1	Alumni Networking	Alumni Networking	3943.08	6973.81	2119.59	1280.40	894.83	244.30	1161.45	892.91	1161.45	1161.45	13819.93	0.030547
2	Career Opportunity	Career Opportunity	16200.50	2971.61	22582.40	8933.80	5079.74	4302.85	1098.54	5357.20	3719.48	5357.20	76571.430	0.147
3	Cost	Cost	724045E+16	130732E+16	109919E+17	407293E+16	231784E+16	199202E+16	485408E+15	2445E+16	189174E+16	2445E+16	1026303.765	0.02525541
4	Future Education Poster	Future Education Poster	3888.50	6884.04	2255.50	1250.40	894.83	244.30	1161.45	892.91	1161.45	1161.45	13819.93	0.030547
5	Legacy	Legacy	7985.00	1448.27	11331.45	4373.79	2552.39	2031.92	522.13	2567.38	1837.52	2567.38	37181.31	0.072
6	Length of Program	Length of Program	11619.14	2119.59	16186.14	5000.00	3030.30	502.00	2119.59	3258.00	2400.00	3258.00	41487.89	0.030587694
7	Mentor's Recommendations	Mentor's Recommendations	331728.53	6919.43	57491.50	21846.30	11056.13	1112.39	2685.50	13691.40	8958.50	13691.40	188400.40	0.362
8	School's Location	School's Location	6877.31	1251.32	9612.78	3851.20	2154.93	1849.40	474.37	2402.37	1609.70	2402.37	32585.84	0.063
9	School's Rank	School's Rank	6877.31	1251.32	9612.78	3851.20	2154.93	1849.40	474.37	2402.37	1609.70	2402.37	32585.84	0.063
10	Sustainability	Sustainability	6877.31	1251.32	9612.78	3851.20	2154.93	1849.40	474.37	2402.37	1609.70	2402.37	32585.84	0.063
Sum			3085017861	556874680.7	4552221828	1734472150	986753147.8	835982282.6	206825028.7	1041538732	716362823.6	1041538732	515156.44	

Eighth Power of Matrix

Item	Item Number	Item Description	1	2	3	4	5	6	7	8	9	10	Row Sum	(Eigenvector)
1	Alumni Networking	Alumni Networking	107310504.0	19373283.5	158781357.1	60379156.1	34377313.5	29022041.2	7184357.6	36189489.7	24914822.9	36189489.7	51372916.2883	0.035
2	Career Opportunity	Career Opportunity	454486683.2	82052109.8	670397425.3	25842289.4	14638167.8	123049197.3	30482160.2	153323587.8	105518160.6	153323587.8	217337876.0815	0.147
3	Cost	Cost	8904748.4	1698286.7	1316218.9	501304.8	288887.7	244774.7	59714.2	35113188.4	238607.8	35113188.4	48434160.839	0.029
4	Future Education Poster	Future Education Poster	11348300.3	2048241.9	10750442.7	63820504.6	36301687.2	3727271.3	710516.6	3834431.5	2635565.9	3834431.5	5430931.4400	0.037
5	Legacy	Legacy	221814603.4	40402265.0	32711819.9	124691983.9	7097074.8	60033676.2	14862426.6	74819147.5	51488273.1	74819147.5	1060971549.5280	0.072
6	Length of Program	Length of Program	321105084.4	57682632.4	473665324.1	18045819.3	102682081.1	6984111.8	108343542.7	108343542.7	108343542.7	108343542.7	1338356839.8380	0.362
7	Mentor's Recommendations	Mentor's Recommendations	111669161.2	201365122.8	164847230.4	727465885.5	356837967.3	74827471.5	376965860.0	259105322.0	376965860.0	259105322.0	3538399511.4886	0.362
8	School's Location	School's Location	198099007.0	35544420.4	29025291.7	110647138.3	62948983.4	5334248.3	13202621.1	66458149.3	45717247.1	66458149.3	941701839.9767	0.064
9	School's Rank	School's Rank	28634281.4	48445564.9	395891913.9	16080262.3	8626820.6	72821580.4	69503307.4	62296110.7	69503307.4	62296110.7	128317816.6189	0.067
10	Sustainability	Sustainability	198099007.0	35544420.4	29025291.7	110647138.3	62948983.4	5334248.3	13202621.1	66458149.3	45717247.1	66458149.3	941701839.9767	0.064
Sum			3085017861	556874680.7	4552221828	1734472150	986753147.8	835982282.6	206825028.7	1041538732	716362823.6	1041538732	1475877285.4841	

Sixteenth Power of Matrix

Item	Item Number	Item Description	1	2	3	4	5	6	7	8	9	10	Row Sum	(Eigenvector)
1	Alumni Networking	Alumni Networking	8.72091E+16	1.5742E+16	1.2874E+17	4.90402E+16	2.79018E+16	2.3628E+16	5.84599E+15	2.94412E+16	2.02509E+16	2.94412E+16	4.17248E+17	0.352854855
2	Career Opportunity	Career Opportunity	3.98168E+17	6.8638E+16	5.44995E+17	2.07593E+17	1.18112E+17	1.00025E+17	2.47451E+16	1.24628E+17	8.5723E+16	1.24628E+17	1.76628E+17	1.458079775
3	Cost	Cost	7.24045E+16	1.30732E+16	1.09919E+17	4.07293E+16	2.31784E+16	1.99202E+16	4.85408E+15	2.445E+16	1.89174E+16	2.445E+16	3.4651E+17	0.02525541
4	Future Education Poster	Future Education Poster	9.22445E+16	1.68509E+16	1.38179E+17	5.18717E+16	2.95128E+16	2.49933E+16	6.18311E+15	3.11411E+16	2.14189E+16	3.11411E+16	4.41327E+17	0.037220055
5	Legacy	Legacy	1.5018E+17	3.25258E+16	2.60011E+17	1.01326E+17	5.75502E+16	4.88219E+16	1.2079E+16	6.08307E+16	4.18472E+16	6.08307E+16	8.82105E+17	0.072001489
6	Length of Program	Length of Program	2.60918E+17	4.70789E+16	3.8504E+17	1.46965E+17	8.34495E+16	7.08877E+16	1.74825E+16	8.8952E+16	8.8952E+16	8.8952E+16	1.25238896	0.362
7	Mentor's Recommendations	Mentor's Recommendations	9.06853E+17	1.63995E+17	1.33877E+18	5.09948E+17	2.8014E+17	2.45708E+17	6.07895E+16	3.06147E+17	2.10577E+17	3.06147E+17	3.669193219	0.307454
8	School's Location	School's Location	1.59944E+17	2.88713E+16	2.38122E+17	8.9941E+16	5.11727E+16	4.3330E+16	1.0721E+16	5.39959E+16	3.714E+16	5.39959E+16	7.6524E+17	0.064714515
9	School's Rank	School's Rank	2.17948E+17	3.93416E+16	3.21753E+17	1.22558E+17	6.97307E+16	5.90524E+16	1.4608E+16	7.35777E+16	5.0089E+16	7.35777E+16	1.04278E+17	0.088183527
10	Sustainability	Sustainability	1.59944E+17	2.88713E+16	2.38122E+17	8.9941E+16	5.11727E+16	4.3330E+16	1.0721E+16	5.39959E+16	3.714E+16	5.39959E+16	7.6524E+17	0.064714515
Sum			1.59944E+17	2.88713E+16	2.38122E+17	8.9941E+16	5.11727E+16	4.3330E+16	1.0721E+16	5.39959E+16	3.714E+16	5.39959E+16	7.6524E+17	0.064714515

Thirtysecond Power of Matrix

	5.78798E+34	1.03951E+34	8.50159E+34	3.23833E+34	1.84248E+34	1.56032E+34	3.86090E+33	1.94412E+34	1.37322E+34	1.94412E+34	2.75526E+35	0.034789844	0.318005011
	2.43777E+35	4.40309E+34	3.59883E+35	1.79794E+34	6.60506E+34	8.22973E+34	5.66085E+34	8.22973E+34	5.66085E+34	8.22973E+34	1.16033E+36	0.147269871	1.34640949
	4.78249E+34	8.63282E+33	7.06032E+34	2.68933E+34	1.53012E+34	1.29980E+34	3.20598E+33	1.61453E+34	1.11053E+34	1.61453E+34	2.28915E+35	0.028891869	0.26414216
	6.09129E+34	1.09953E+34	8.90248E+34	3.42531E+34	1.94888E+34	1.65042E+34	4.00207E+33	2.06038E+34	1.41444E+34	2.06038E+34	2.91435E+35	0.030788552	0.334294264
	1.18897E+35	2.14782E+34	1.75658E+35	6.68092E+34	3.60898E+34	3.22391E+34	7.97554E+33	4.01891E+34	2.76295E+34	4.01891E+34	5.69284E+35	0.071882067	0.69179834
	1.72228E+35	3.10899E+34	2.54258E+35	9.84882E+34	5.51032E+34	4.69846E+34	1.15445E+34	5.81433E+34	3.99877E+34	5.81433E+34	8.2407E+35	0.104046553	0.951244301
	6.88833E+35	1.08095E+35	8.84046E+35	3.36741E+35	1.91025E+35	1.62225E+35	4.01395E+34	2.02162E+35	1.39053E+35	2.02162E+35	2.8607E+36	0.361765399	3.30472782
	1.05818E+35	1.90648E+34	1.59921E+35	5.93918E+34	3.37915E+34	2.88186E+34	7.07951E+33	3.65958E+34	2.45251E+34	3.65958E+34	5.0532E+35	0.0638055	0.58339345
	1.05818E+35	1.90648E+34	1.59921E+35	5.93918E+34	3.37915E+34	2.88186E+34	7.07951E+33	3.65958E+34	2.45251E+34	3.65958E+34	5.0532E+35	0.0638055	0.58339345
	1.43932E+35	2.59789E+34	2.12407E+35	8.00395E+34	4.60481E+34	3.89948E+34	9.64892E+33	4.85896E+34	3.34192E+34	4.85896E+34	6.8657E+35	0.08994466	0.794880381
	1.05818E+35	1.90648E+34	1.59921E+35	5.93918E+34	3.37915E+34	2.88186E+34	7.07951E+33	3.65958E+34	2.45251E+34	3.65958E+34	5.0532E+35	0.0638055	0.58339345
	2.51131E+35	4.58236E+39	3.70174E+40	1.41208E+40	8.03415E+39	6.81869E+39	1.6832E+39	4.87739E+39	5.83101E+39	4.87739E+39	1.20143E+41	0.03887084	4.78794E+36
	1.18296E+39	5.07171E+38	1.16932E+39	1.56925E+38	1.16932E+39	1.56925E+38	1.16932E+39	1.56925E+38	1.16932E+39	1.56925E+38	1.16932E+39	1.56925E+38	1.16932E+39
	2.08542E+39	3.76436E+39	3.07868E+40	1.17299E+40	6.81271E+39	5.95037E+39	1.39784E+39	7.04021E+39	4.84247E+39	7.04021E+39	9.97325E+40	0.028891869	1.31225E+37
	2.76543E+39	4.76543E+39	3.92181E+40	1.49381E+40	8.49803E+39	1.79607E+39	1.78039E+39	8.96868E+39	6.16788E+39	8.96868E+39	1.27087E+41	0.03678852	3.20867E+37
	5.18848E+39	9.39568E+39	7.65961E+40	2.91761E+40	1.666E+40	1.40579E+40	3.47779E+39	1.75158E+40	1.20479E+40	1.75158E+40	2.48328E+41	0.071882007	3.46945E+36
	7.51005E+39	1.42213E+40	1.09874E+40	4.22333E+39	2.40227E+39	5.03397E+39	1.03397E+39	7.54344E+39	3.59344E+39	7.54344E+39	1.59344E+40	0.0638055	1.16735E+35
	2.81122E+41	4.71346E+37	7.85961E+37	1.46836E+37	8.35439E+36	7.07502E+36	1.75020E+36	8.81535E+36	6.06342E+36	8.81535E+36	1.24823E+37	0.36178300	1.05731E+35
	4.60548E+37	8.31339E+36	6.78989E+37	2.58979E+37	1.47348E+37	1.24784E+37	3.08703E+36	1.55478E+37	1.06942E+37	1.55478E+37	2.20346E+37	0.0638055	1.11022E+36
	6.27588E+37	1.13328E+37	9.26407E+37	3.22696E+37	2.00785E+37	1.70039E+37	4.20606E+36	2.11962E+37	1.45725E+37	2.11962E+37	3.00265E+37	0.08994466	4.77558E+36
	4.60548E+37	8.31339E+36	6.78989E+37	2.58979E+37	1.47348E+37	1.24784E+37	3.08703E+36	1.55478E+37	1.06942E+37	1.55478E+37	2.20346E+37	0.0638055	1.11022E+36

AHP Pairwise Comparison For MBA Student Selection Criteria

Pairwise Comparisons PWC 38

Item	Item Number	1	2	3	4	5	6	7	8	9	10
Item Description		Alumni Networking	Career Opportunity	Cost	Future Education Pot	Legacy	Length of Program	Mentor's Recommendation	School's Location	School's Rank	Sustainability
1	Alumni Networking	1.00	0.2000	0.2000	1.0000	2.0000	0.1420	4.0000	1.0000	0.2500	0.12500
2	Career Opportunity	5.00	1.00	1.3000	4.0000	7.0000	1.0000	5.0000	7.0000	3.0000	1.00000
3	Cost	5.00	0.75	1.00	1.0000	1.0000	1.0000	5.0000	5.0000	1.0000	1.33330
4	Future Education Pot	1.00	0.25	0.25	1.00	4.0000	0.2000	5.0000	1.0000	1.0000	0.14200
5	Legacy	0.50	0.14	0.17	0.25	1.00	0.2000	1.0000	0.33330	0.2500	0.12500
6	Length of Program	2.00	1.00	1.00	4.00	2.00	1.00	4.0000	1.0000	1.0000	0.25000
7	Mentor's Recommendation	0.25	0.25	0.14	0.20	1.00	0.20	1.00	0.3000	0.2500	0.11110
8	School's Location	1.00	0.14	0.20	0.33	3.00	0.20	3.33	1.00	0.33330	0.14200
9	School's Rank	4.00	0.33	0.33	1.00	4.00	4.00	3.00	4.00	1.00	1.25000
10	Sustainability	8.00	1.00	3.00	7.00	8.00	4.00	9.00	7.00	4.00	1.00000
Sum		32.75	5.27	7.24	24.78	41.00	8.14	44.33	32.83	18.08	3.48

Squares of Matrix

Item	Item Number	1	2	3	4	5	6	7	8	9	10
1	Alumni Networking	10.00	2.40	2.40	2.77	20.31	2.84	20.31	11.81	5.75	6.50
2	Career Opportunity	57.75	10.00	12.00	55.51	97.00	12.91	113.33	60.53	28.50	0.98
3	Cost	51.41	9.55	10.00	33.80	30.87	10.25	106.87	57.43	28.50	0.25
4	Future Education Pot	17.04	3.59	3.70	10.00	33.00	4.18	38.94	17.38	8.42	2.51
5	Legacy	9.70	1.21	1.43	4.64	10.00	1.53	11.37	8.07	3.68	0.52
6	Length of Program	69.75	9.99	10.39	36.69	99.00	10.00	118.91	63.92	27.92	0.57
7	Mentor's Recommendation	8.50	1.22	1.42	4.54	10.00	1.57	30.00	8.23	3.98	0.81
8	School's Location	10.25	2.32	2.52	6.99	19.34	2.30	21.07	10.00	5.43	1.58
9	School's Rank	21.73	4.30	4.79	14.85	40.34	6.04	50.25	22.28	10.00	3.01
10	Sustainability	100.24	17.83	19.35	71.13	150.89	20.14	178.32	102.38	55.58	18.00

Fourth Power of Matrix

Item	Item Number	1	2	3	4	5	6	7	8	9	10
1	Alumni Networking	1357.42	287.59	287.59	910.49	2296.51	308.87	2688.87	1411.39	717.33	10376.82
2	Career Opportunity	6534.30	1289.50	1395.50	4385.01	11126.33	1600.58	12920.62	6800.82	3384.21	838.55
3	Cost	14692.16	28422.55	31270.45	9837.86	24850.26	33601.85	24892.66	12501.66	75801.15	18775.15
4	Future Education Pot	2070.93	399.23	440.14	3697.88	1472.57	4063.20	2164.00	1074.23	252.89	15826.56
5	Legacy	770.70	149.50	164.03	515.34	1319.77	175.95	1535.90	804.14	397.42	5931.70
6	Length of Program	15924.16	1934.88	2036.63	6762.70	16592.01	1663.19	16653.01	8924.20	3727.92	1631.52
7	Mentor's Recommendation	733.41	142.25	166.02	490.40	1257.13	167.20	1484.27	765.48	377.99	84.07
8	School's Location	1293.10	248.67	273.60	866.67	2152.80	293.35	2505.52	1347.82	668.16	163.95
9	School's Rank	2608.16	505.09	555.09	1692.17	4297.19	609.77	6878.91	3074.36	1383.58	393.52
10	Sustainability	10874.53	2122.50	2333.04	7282.10	18554.89	2511.07	21679.39	11324.48	5614.00	1408.01

Sixteenth Power of Matrix

Item	Item Number	1	2	3	4	5	6	7	8	9	10
1	Alumni Networking	16327476.2	3552736.2	3908721.4	12296634.8	31187051.5	4200143.4	38233803.2	1907836.6	948498.3	2346575.4
2	Career Opportunity	86677996.8	17190352.1	18912773.3	59497540.3	150991892.3	20322964.4	175320074.3	9230321.6	45893249.5	11354270.7
3	Cost	19761804.8	38425183.4	568804.5	1877586.5	47623642.2	6143583.1	55329759.0	2910716.8	14484025.4	31533.6
4	Future Education Pot	10456525.3	2020701.5	223008.2	7105623.8	17793539.5	2395350.8	20673390.4	10884137.4	5417470.1	133884.2
5	Legacy	8574032.4	16521132.6	18296583.2	57529780.3	14592501.3	16653810.6	16653810.6	892420.1	3437318.7	164
6	Length of Program	951213.0	192044.2	212322.2	667583.4	1693407.5	2280558.7	1967404.5	1035172.3	5149951.3	172414.2
7	Mentor's Recommendation	1745527.1	338560.1	3722871.7	1171389.2	2970267.5	400203.9	3450490.6	1819033.9	903553.7	222487.3
8	School's Location	3530029.9	684300.8	752869.8	2384710.9	6006934.5	800240.7	6878921.8	3074367.1	1293914.5	451972.2
9	School's Rank	14809668.6	28705216.9	31558919.0	99036321.5	252019195.6	3394007.2	292800377.9	154152433.0	7664354.0	1892605.7
10	Sustainability	10874.53	2122.50	2333.04	7282.10	18554.89	2511.07	21679.39	11324.48	5614.00	1408.01

Eight Power of Matrix

Item	Item Number	1	2	3	4	5	6	7	8	9	10
1	Alumni Networking	1357.42	287.59	287.59	910.49	2296.51	308.87	2688.87	1411.39	717.33	10376.82
2	Career Opportunity	6534.30	1289.50	1395.50	4385.01	11126.33	1600.58	12920.62	6800.82	3384.21	838.55
3	Cost	14692.16	28422.55	31270.45	9837.86	24850.26	33601.85	24892.66	12501.66	75801.15	18775.15
4	Future Education Pot	2070.93	399.23	440.14	3697.88	1472.57	4063.20	2164.00	1074.23	252.89	15826.56
5	Legacy	770.70	149.50	164.03	515.34	1319.77	175.95	1535.90	804.14	397.42	5931.70
6	Length of Program	15924.16	1934.88	2036.63	6762.70	16592.01	1663.19	16653.01	8924.20	3727.92	1631.52
7	Mentor's Recommendation	733.41	142.25	166.02	490.40	1257.13	167.20	1484.27	765.48	377.99	84.07
8	School's Location	1293.10	248.67	273.60	866.67	2152.80	293.35	2505.52	1347.82	668.16	163.95
9	School's Rank	2608.16	505.09	555.09	1692.17	4297.19	609.77	6878.91	3074.36	1383.58	393.52
10	Sustainability	10874.53	2122.50	2333.04	7282.10	18554.89	2511.07	21679.39	11324.48	5614.00	1408.01

Thirteenth Power of Matrix

Item	Item Number	1	2	3	4	5	6	7	8	9	10
1	Alumni Networking	1.13842E+32	2.06983E+31	2.42794E+31	7.63808E+31	1.93722E+32	2.60897E+31	2.25098E+32	1.18406E+32	5.8916E+31	1.45781E+31
2	Career Opportunity	5.50832E+32	1.06779E+32	1.17478E+32	3.69576E+32	9.3734E+32	1.28237E+32	1.08902E+32	2.8507E+32	7.05278E+31	3.15287E+31
3	Cost	4.95447E+32	9.60426E+31	1.05666E+32	3.33241E+32	8.43032E+32	1.13544E+32	9.79518E+32	5.15705E+32	2.58407E+32	6.34363E+31
4	Future Education Pot	1.79481E+32	3.36992E+31	3.70757E+31	1.16037E+32	2.68922E+32	3.88401E+31	3.4368E+32	1.80406E+32	8.08976E+31	2.22846E+31
5	Legacy	6.49518E+31	1.25905E+31	1.38529E+31	4.35789E+31	1.10527E+32	1.48853E+31	1.28412E+32	6.78047E+31	3.81632E+31	8.31623E+30
6	Length of Program	5.25986E+32	1.02343E+32	1.15877E+32	3.57336E+32	9.06926E+32	1.22056E+32	1.05295E+32	5.84026E+32	2.75827E+32	6.81816E+31
7	Mentor's Recommendation	1.19824E+31	1.1832E+31	1.3183E+31	4.14728E+31	1.05186E+32	1.41656E+31	1.22096E+32	6.43402E+31	3.19888E+31	7.91443E+30
8	School's Location	1.08424E+32	2.1016E+31	2.31236E+31	7.27456E+31	1.84502E+32	2.4848E+31	2.14358E+32	1.12857E+32	5.61121E+31	1.38824E+31
9	School's Rank	2.10272E+32	4.25974E+31	4.67646E+31	1.47116E+32	3.71313E+32	5.02518E+31	4.33509E+32	2.28237E+32	1.13479E+32	2.80735E+31
10	Sustainability	9.19927E+32	1.78328E+32	1.96189E+32	6.17214E+32	1.55642E+33	2.10822E+32	1.81873E+33	9.57541E+32	4.76086E+32	1.17786E+32

Sixtyfourth Power

Item	Item Number	1	2	3	4	5	6	7	8	9	10
1	Alumni Networking	1.29888E+65	2.51983E+64	2.77214E+64	8.72142E+64	2.21199E+65	2.97902E+64	2.56992E+65	1.35303E+65	6.68435E+64	0.035126149
2	Career Opportunity	6.28595E+65	1.21924E+65	1.34141E+65	4.21993E+65	1.07029E+66	1.44142E+65	1.24348E+66	6.54078E+65	3.25503E+65	8.05311E+64
3	Cost	5.66271E+65	1.06655E+65	1.20635E+65	3.79562E+65	1.26496E+65	1.11845E+66	5.8885E+65	2.92774E+65	7.24338E+64	0.152871521
4	Future Education Pot	1.99488E+65	3.84789E+64	4.23344E+64	1.3318E+65	3.3779E+65	4.54908E+64	3.62438E+65	2.00914E+65	1.02728E+65	2.54154E+64
5	Legacy	7.4164E+64	1.43187E+64	1.58172E+64	4.97595E+64	1.26202E+65	1.69966E+64	1.46625E+65	7.71984E+64	3.8318E+64	9.49586E+63
6	Length of Program	6.08128E+65	1.17886E+65	1.29698E+65	4.08016E+65	1.03484E+66	1.39365E+65	1.20229E+66	6.32993E+65	3.14722E+65	7.66338E+64
7	Mentor's Recommendation	7.058E+64	1.3882E+64	1.50529E+64	4.73548E+64	1.20105E+65	1.61752E+64	1.39539E+65	7.34659E+64	3.6527E+64	9.03697E+63
8	School's Location	1.23082E+65	2.3999E+64	2.64037E+64	8.3034E+64	2.10671E+65	2.83724E+64	2.44761E+65	1.28884E+65	6.40707E+64	1.58514E+64
9	School's Rank	2.50372E+65	4.85348E+64	5.33978E+64	1.67894E+65	4.20205E+65	5.73792E+64	4.94959E+65	2.66090E+65	1.29574E+65	3.20573E+64
10	Sustainability	1.0504E+68	2.03821E+65	2.24042E+65	7.04577E+65	1.78745E+66	2.40772E+65	2.07669E+66	1.09335E+66	5.43612E+65	1.34482E+65

128th Power of Matrix

7.528E+131	1.537E+131	1.691E+131	5.037E+131	1.3492E+132	1.671E+131	1.56E+131	8.262E+131	4.1032E+131			1.0752E+131
1.902E+131	3.741E+130	1.747E+131	1.137E+131	2.884E+131	3.884E+130	3.350E+131	1.784E+131	8.770E+130			2.17E+130
1.6141E+131	3.129E+130	3.442E+130	1.0381E+131	2.7407E+131	3.699E+130	3.1912E+131	1.680E+131	8.353E+130			2.0667E+130
3.2943E+131	2.6819E+130	2.9819E+130	8.437E+130	2.146E+131	2.917E+130	2.511E+131	1.269E+132	1.690E+131			4.243E+131
1.3699E+132	6.2548E+131	2.8208E+131	9.1688E+131	2.3306E+132	3.1386E+131	2.7076E+132	1.4256E+132	1.0785E+131			1.7535E+131
4.8248E+132	3.9539E+131	1.029E+132	3.2372E+132	8.2103E+132	1.1057E+132	9.5386E+132	5.0272E+132	2.497E+132			6.1776E+131
0.035126149	0.035126149	0.035126149	0.035126149	0.035126149	0.035126149	0.035126149	0.035126149	0.035126149	0.035126149	0.035126149	0.035126149
0.050890024	0.050890024	0.050890024	0.050890024	0.050890024	0.050890024	0.050890024	0.050890024	0.050890024	0.050890024	0.050890024	0.050890024
0.052875121	0.052875121	0.052875121	0.052875121	0.052875121	0.052875121	0.052875121	0.052875121	0.052875121	0.052875121	0.052875121	0.052875121
0.053038129	0.053038129	0.053038129	0.053038129	0.053038129	0.053038129	0.053038129	0.053038129	0.053038129	0.053038129	0.053038129	0.053038129
0.020040408	0.020040408	0.020040408	0.020040408	0.020040408	0.020040408	0.020040408	0.020040408	0.020040408	0.020040408	0.020040408	0.020040408
0.164231585	0.164231585	0.164231585	0.164231585	0.164231585	0.164231585	0.164231585	0.164231585	0.164231585	0.164231585	0.164231585	0.164231585
0.019072512	0.019072512	0.019072512	0.019072512	0.019072512	0.019072512	0.019072512	0.019072512	0.019072512	0.019072512	0.019072512	0.019072512

Pairwise Comparisons PWC 39

Item #	Item Number	Item Description	Alumni Networking	Career Opportunity	Cost	Future Education Potential	Legacy	Length of Program	Mentor's Recommendation	School's Location	School's Rank	Sustainability	Row Sum	Normalized Row Sum (Eigenvector)
1	Alumni Networking	1.00	0.16666	0.25000	0.00000	0.20000	0.00000	0.00000	0.00000	0.00000	0.11110	19.43	0.07190886	
2	Career Opportunity	6.00	1.00	1.50000	0.00000	7.00000	5.00000	9.00000	9.00000	8.00000	0.16660	52.17	0.193171373	
3	Cost	8.00	1.50	1.00	0.00000	7.00000	5.00000	7.00000	7.00000	6.00000	0.16660	36.17	0.133917684	
4	Future Education Potential	0.20	0.11	0.14	1.00	0.20000	0.20000	0.30000	0.25000	0.20000	0.14280	5.45	0.020168663	
5	Legacy	5.00	0.14	0.33	5.00	1.00	0.25000	4.00000	4.00000	3.00000	0.20000	19.05	0.070542747	
6	Length of Program	2.00	1.20	1.20	4.00	4.00	1.00	4.00000	4.00000	3.00000	0.11110	23.48	0.086933226	
7	Mentor's Recommendation	0.17	0.11	0.14	0.33	0.25	0.20	1.00	1.00000	0.16660	0.11110	3.48	0.012861921	
8	School's Location	0.17	0.11	0.14	0.33	0.33	0.20	1.00	1.00	0.20000	0.11110	7.27	0.026901094	
9	School's Rank	6.00	1.20	1.20	4.00	4.00	1.00	4.00	4.00	3.00000	0.11110	33.57	0.124308184	
10	Sustainability	9.00	6.00	6.00	7.00	8.00	9.00	9.00	9.00	6.00	1.00	70.01	0.259228223	
	Sum	32.54	8.05	10.21	48.33	28.88	23.35	51.00	46.25	18.14	2.21			
													270.07	

Square of Matrix

Item #	Item Number	Item Description	Alumni Networking	Career Opportunity	Cost	Future Education Pot	Legacy	Length of Program	Mentor's Recommendation	School's Location	School's Rank	Sustainability	Row Sum	(Eigenvector)
1	Alumni Networking	10.00	1.69	2.17	0.00	1.71	0.75	41.75	27.90	6.47	2.45	156.181801	0.03862448	-0.033310400
2	Career Opportunity	16.90	10.00	11.89	0.00	18.00	12.50	144.70	24.53	7.23	2.45	780.958120	0.188810603	-0.003360709
3	Cost	2.17	11.89	10.00	0.00	18.00	12.50	144.70	24.53	7.23	2.45	780.958120	0.1311378	-0.002780083
4	Future Education Pot	0.00	0.00	0.00	10.00	48.62	45.46	123.81	96.25	21.53	4.82	639.6833854	0.014043629	-0.008125034
5	Legacy	1.71	18.00	18.00	48.62	10.00	45.46	123.81	96.25	21.53	4.82	639.6833854	0.06726508	-0.019006718
6	Length of Program	0.75	12.50	12.50	45.46	10.00	45.46	123.81	96.25	21.53	4.82	639.6833854	0.01205349	-0.006334643
7	Mentor's Recommendation	41.75	24.53	24.53	144.70	123.81	96.25	10.00	45.46	21.53	4.82	639.6833854	0.11682763	-0.007480381
8	School's Location	27.90	7.23	7.23	96.25	96.25	21.53	144.70	24.53	7.23	2.45	780.958120	0.35841915	0.099313692
9	School's Rank	6.47	2.45	2.45	21.53	21.53	4.82	4.82	21.53	10.00	4.18	480.6770480		
10	Sustainability	2.45	2.45	2.45	4.82	4.82	4.82	4.82	4.82	10.00	10.00	10.00		

Fourth Power of Matrix

Item #	Item Number	Item Description	Alumni Networking	Career Opportunity	Cost	Future Education Pot	Legacy	Length of Program	Mentor's Recommendation	School's Location	School's Rank	Sustainability	Row Sum	(Eigenvector)
1	Alumni Networking	2542.91	458.83	639.85	0.00	2046.43	1675.74	9808.12	4503.58	1011.15	255.13	24413.89	0.00052	0.00002
2	Career Opportunity	11284.97	2188.20	2985.33	0.00	26896.40	8913.01	6441.02	28337.58	2007.63	4620.38	113525.33	0.182	-0.00777
3	Cost	107985.17	19465.16	27926.16	0.00	85817.86	61804.16	61804.16	26933.17	15535.17	4284.16	114789.16	0.06235	0.18579
4	Future Education Pot	1091.34	186.11	267.25	2472.30	857.24	810.00	2580.40	1856.43	411.70	109.98	10544.54	0.0177	-0.00286
5	Legacy	3021.00	595.08	889.31	8739.15	3465.21	1781.11	7181.42	5339.46	1244.34	320.84	29466.99	0.047	-0.00622
6	Length of Program	1092.34	186.11	267.25	2472.30	857.24	810.00	2580.40	1856.43	411.70	109.98	10544.54	0.0177	-0.00286
7	Mentor's Recommendation	879.00	154.23	219.47	2008.13	690.87	493.75	1691.47	1691.47	333.99	87.25	8571.00	0.016	-0.00145
8	School's Location	1242.20	219.03	309.38	2785.63	369.50	708.80	2901.10	2223.51	134.78	1184.51	0.014	0.00146	0.01005
9	School's Rank	6647.15	1256.63	1867.78	40866.22	36497.10	12644.97	61219.04	26870.46	6234.46	1665.72	146099.78	0.197	0.01323
10	Sustainability	23720.30	4319.54	6133.83	55896.19	18583.73	13185.10	58919.30	43628.25	9090.21	2588.07	235364.05	0.375	0.02047

Eighth Power of Matrix

Eighth Power of Matrix										Row Sum		(Eigenvector)		
1	58617090.7	10810692.3	15077754.4	134497362.2	46725220.2	33661179.6	14190891.4	10641508.9	23336413.3	624099.4	0.040	0.00037		
2	27102958.3	49944522.7	69889209.6	62219118.9	21991943.6	154849908.1	65660293.7	46202215.5	10779179.1	28895214.5	268975241.9477	0.183	0.00008	
3	191309134.9	35949329.3	44759416.6	44759416.6	119344602.5	47260274.3	35419189.2	275586.3	77558.0	207486.3	19217803.655	0.132	-0.00016	
4	2485212.6	457765.4	638787.9	1800537.8	14264714.3	4510274.5	264552.0	988437.2	2153.3	4.82	24460931.6512	0.017	-0.0016	
5	7345379.9	13179218.7	18380458.2	16398228.1	5953402.1	4015943.1	173087028.3	12972437.8	2844189.4	762077.9	70380214.8604	0.048	0.00062	
6	9740262.5	1766869.8	2550297.2	22360134.6	7781734.3	5595410.4	2356669.5	17837227.0	3875646.7	930366.1	8980138.8008	0.066	0.00011	
7	2042137.7	3728378.7	5202875.5	46453837.6	1612580.7	6115609.7	3674096.0	804939.4	215574.9	1992878.5899	0.014	-0.00010		
8	28503702.9	5253625.2	7328821.1	65389118.1	22715854.4	16384372.8	9691449.9	51739176.3	11342271.7	3037028.7	28668298.2728	0.819	-0.00001	
9	16895306.2	2896985.5	4048622.5	36497108.9	12644978.1	61219034.2	38519408.0	26870460.2	6234467.2	1665712.3	146099.78	19660991.7841	0.197	0.01323
10	142542470.4	102642524.0	143257368.4	127056546.2	44400684.2	31973983.6	134668172.0	10197279.7	221577323.8	5937414.3	548877304.7346	0.376	-0.00337	

Sixteenth Power of Matrix

Item #	Item Number	Item Description	Alumni Networking	Career Opportunity	Cost	Future Education Pot	Legacy	Length of Program	Mentor's Recommendation	School's Location	School's Rank	Sustainability	Row Sum	(Eigenvector)
1	Alumni Networking	3.23666E+16	5.96535E+15	8.32265E+15	7.42778E+16	2.57915E+16	1.8578E+16	7.839E+16	5.87656E+16	1.28764E+16	3.44848E+15	3.18782E+17	0.095210719	0.055988
2	Career Opportunity	1.49615E+17	2.75748E+16	3.84714E+16	3.34348E+17	1.19221E+17	8.58078E+16	3.62337E+17	2.71644E+17	5.9521E+16	1.59486E+16	1.47357E+18	0.440111097	0.257398
3	Cost	1.07985E+17	1.9465E+16	2.7926E+16	2.4715E+17	8.58178E+16	6.1804E+16	2.6933E+17	1.5535E+17	4.2844E+16	1.14789E+16	1.0071E+18	0.316801805	0.185279
4	Future Education Pot	1.37145E+16	2.57766E+15	3.5285E+15	1.09284E+16	7.87109E+15	3.32159E+16	2.49004E+16	5.45602E+16	1.46178E+15	4.00342E+14	3.44848E+15	0.040342988	0.023597
5	Legacy	3.94534E+16	7.27146E+15	1.01448E+16	9.05412E+16	3.14386E+16	2.26433E+16	9.55538E+16	7.16326E+16	1.59857E+16	4.20519E+15	3.8886E+17	0.116051408	0.067891
6	Length of Program	5.378E+16	9.91195E+15	1.36288E+16	1.23415E+17	4.25464E+16	3.08677E+16	1.3025E+17	9.7844E+16	2.13892E+16	5.7321E+15	5.2985E+17	0.158201701	0.092535
7	Mentor's Recommendation	1.11701E+16	2.05871E+15	2.87224E+15	2.56341E+16	8.90093E+15	6.4108E+15	2.70533E+16	2.02807E+16	4.44378E+15	1.19056E+15	1.10015E+17	0.032856296	0.019219
8	School's Location	1.57341E+16	2.89685E+15	3.61081E+15	3.61081E+16	1.25375E+16	9.03021E+15	3.91071E+16	2.65071E+16	6.25946E+15	1.67704E+15	1.54087E+17	0.046320366	0.027074
9	School's Rank	1.47771E+16	1.61768E+15	2.25694E+16	2.01427E+17	6.99414E+16	5.03745E+16	2.12578E+17	1.59381E+17	3.49182E+16	9.35527E+15	8.64473E+17	0.258192589	0.151012
10	Sustainability	3.30781E+17	5.66888E+16	7.90630E+16	7.05884E+17	2.450597E+17	1.7628E+17	7.44941E+17	5.58451E+17	1.27369E+17	3.27836E+16	3.20293E+18	0.904789281	0.529148

Thirtysecond Power of Matrix

9.86322E+33	1.81784E+33	2.5362E+33	2.2635E+34	7.85954E+33	5.66075E+33	2.38881E+34	1.79079E+34	3.92387E+33	1.05128E+33	9.71437E+34	0.039525393	-0.055865326
4.55927E+33	8.4298E+33	1.17235E+34	1.0403E+35	3.63307E+34	2.61666E+34	1.10423E+35	8.27792E+34	1.81381E+34	4.85955E+33	4.49046E+35	0.182705945	-0.257405152
3.26188E+34	6.04865E+33	8.48387E+33	7.53151E+34	2.61517E+34	1.88354E+34	7.64847E+34	5.95863E+34	1.30562E+34	3.49801E+33	3.23234E+35	0.131515825	-0.1852898
4.17927E+33	7.70293E+32	1.07464E+33	9.50097E+33	3.33027E+33	2.39865E+33	1.01213E+34	7.87098E+33	1.60264E+33	4.45436E+32	4.11623E+34	0.016747825	-0.0205961
1.20228E+34	2.21587E+33	3.0915E+33	2.7591E+34	9.58042E+33	6.80034E+33	2.81895E+34	2.18289E+34	4.78302E+33	1.28147E+33	1.18414E+35	0.048179627	-0.06787841
1.63088E+34	3.02619E+33	4.24141E+33	3.76101E+34	1.35953E+34	9.40848E+33	3.99922E+34	2.37595E+34	5.19886E+33	1.74895E+33	1.69657E+35	0.065074996	-0.09252035
4.46391E+33	6.27359E+32	8.7527E+32	7.81159E+33	2.71424E+33	1.95359E+33	8.24405E+33	6.18022E+33	1.35417E+33	3.6281E+32	3.15406E+35	0.013640661	-0.019217635
9.79472E+33	8.83994E+32	1.2329E+33	1.10034E+34	3.82099E+33	2.75181E+33	1.16125E+34	8.70542E+33	1.90748E+33	5.11051E+32	4.72286E+34	0.019241147	-0.02709888
2.6741E+34	4.92964E+33	8.67768E+33	6.38078E+34	5.70007E+34	1.91924E+34	1.42552E+35	6.01584E+34	4.59807E+34	3.35245E+34	1.01785027	-0.15100762	-0.15100762
9.93703E+34	1.17278E+34	2.41015E+34	2.151015E+35	7.48986E+34	5.57942E+34	2.27009E+35	1.70179E+35	3.72868E+34	9.99035E+33	3.67619E+34	0.25717887	0.25717887
9.15927E+38	1.6881E+38	2.3551E+38	2.10195E+39	7.2996E+38	5.25974E+38	2.2182E+39	1.66209E+39	3.64326E+38	7.96257E+37	9.02104E+39	0.039525393	3.3268E+37
1.92338E+38	1.60886E+38	2.1715E+38	1.92497E+39	7.3717E+38	5.02567E+38	2.1624E+39	1.6845E+39	3.64326E+38	7.96257E+37	9.02104E+39	0.039525393	3.3268E+37
3.04743E+39	5.61695E+38	7.83558E+38	6.93908E+39	2.48252E+39	1.74011E+39	3.9811E+39	5.53336E+39	1.21244E+39	2.34585E+38	3.00164E+40	0.131515825	0.131515825
3.80899E+39	7.15286E+37	9.97946E+37	8.00645E+38	3.09229E+38	2.22747E+38	3.99558E+38	7.04843E+38	1.54307E+38	1.4366E+37	3.82242E+39	0.016747825	0.016747825
1.11647E+39	2.05727E+38	2.87088E+38	2.56218E+39	8.89658E+38	6.40772E+38	2.70430E+39	2.02709E+39	4.44158E+38	1.19098E+38	1.09962E+40	0.039525393	8.3782E+37
1.52169E+39	2.8049E+38	3.91335E+38	3.40289E+39	1.25439E+39	8.75443E+38	3.65507E+39	2.76317E+39	5.05435E+38	1.28059E+39	1.19098E+38	0.039525393	8.3782E+37
3.36097E+38	5.82554E+37	8.1280E+37	7.25407E+38	2.51835E+38	1.81418E+38	7.65507E+38	5.73913E+38	1.25725E+38	3.36915E+37	3.11320E+39	0.013640661	0.013640661
4.45252E+38	8.20623E+37	1.1440E+38	1.0218E+39	3.54801E+38	2.55541E+38	1.07387E+39	8.0841E+38	1.77134E+38	4.74757E+37	4.38532E+39	0.019214147	0.019214147
2.88331E+38	4.5778E+38	6.3067E+38	5.70007E+39	1.97524E+39	1.42502E+39	6.01584E+39	4.59087E+39	8.98183E+38	2.8747E+38	2.44330E+40	0.101785027	0.101785027
1.70407E+38	2.2814E+38	1.9878E+38	1.8086E+39	6.1986E+38	4.5086E+38	1.8086E+39	1.4027E+39	2.8747E+38	2.8747E+38	2.44330E+40	0.101785027	0.101785027

Pairwise Comparisons PWC 40

Item #	Item Number	Alumni Networking	Career Opportunity	Cost	Future Education Pot.	Legacy	Length of Program	Mentor's Recommendation	School's Location	School's Rank	Sustainability	Row Sum	Normalized Row Sum (Eigenvector)
1	Alumni Networking	1.00	0.2000	3.0000	0.2000	0.2000	0.1420	0.3330	0.1420	0.3330	0.3330	8.50	0.03005906
2	Career Opportunity	5.00	1.00	5.0000	7.0000	1.0000	0.3330	8.0000	2.0000	1.0000	5.0000	32.33	0.148071523
3	Cost	192.41	124.41	1.00	1.0000	1.0000	0.1420	0.3330	0.2000	0.1000	0.2000	3.43	0.017681084
4	Future Education Pot.	0.33	0.14	1.00	1.00	0.2000	0.1420	0.3330	0.2000	0.2000	0.3330	3.89	0.017854749
5	Legacy	0.50	1.00	4.00	5.00	1.00	0.1420	0.5000	0.2000	0.2000	0.3330	17.38	0.079843644
6	Length of Program	7.00	1.00	7.00	7.00	7.00	1.00	7.0000	4.0000	4.0000	7.0000	54.99	0.250879989
7	Mentor's Recommendation	3.00	0.20	3.00	3.00	2.00	0.14	1.00	0.3330	0.2500	0.5000	13.43	0.06187332
8	School's Location	7.00	0.50	5.00	5.00	5.00	0.25	3.00	1.00	0.3000	3.0000	32.75	0.150477991
9	School's Rank	7.00	1.00	8.00	5.00	0.50	4.00	1.00	1.00	1.00	1.00	32.53	0.144820952
10	Sustainability	3.00	0.20	5.00	3.00	3.00	0.14	2.00	0.33	0.33	1.00	18.01	0.082757903
	Sum	38.50	7.44	40.00	40.00	24.85	2.84	23.50	8.74	11.25	20.70	217.83	

Square of Matrix

Item #	Item Name	Alumni Networking	Career Opportunity	Cost	Future Education Potential	Legacy	Length of Program	Mentor's Recommendation	School's Location	School's Rank	Sustainability	Row Sum	(Eigenvector)
1	Alumni Networking	10.00	2.40	16.04	15.83	6.05	1.40	6.43	2.77	2.95	5.36	412.78910	0.0247886
2	Career Opportunity	72.33	10.00	94.34	86.34	47.99	5.37	38.50	12.33	15.75	29.77	412.78910	0.147508979
3	Cost	8.49	1.89	10.00	10.00	5.97	0.74	4.99	1.90	2.30	2.30	412.78910	0.017639994
4	Future Education Potential	8.51	1.61	10.38	10.00	5.53	0.74	4.99	1.83	2.31	4.13	160.500989	0.017912023
5	Legacy	24.30	5.41	29.37	41.50	10.00	2.83	13.17	5.33	5.33	12.25	130.1819333	0.057480254
6	Length of Program	173.81	28.00	190.89	184.98	181.95	10.00	80.90	25.83	34.95	87.90	900.7376115	0.322482682
7	Mentor's Recommendation	25.50	4.69	33.67	34.82	11.57	2.13	10.00	3.13	4.15	14.02	130.1819333	0.049630009
8	School's Location	55.55	14.00	102.25	99.25	45.50	5.97	38.42	10.00	13.33	27.42	433.489573	0.157339186
9	School's Rank	72.40	12.48	83.07	83.09	34.97	5.10	29.90	10.00	10.00	22.27	383.2458889	0.137209841
10	Sustainability	36.33	6.70	45.87	46.74	16.88	2.78	13.50	5.04	5.04	10.00	189.3589625	0.067794422
	Sum											279313.576	

Fourth Power of Matrix

Item #	Item Number	Alumni Networking	Career Opportunity	Cost	Future Education Pot.	Legacy	Length of Program	Mentor's Recommendation	School's Location	School's Rank	Sustainability	Row Sum	(Eigenvector)
1	Alumni Networking	1743.91	2237.50	2237.50	2237.50	139.83	843.17	297.30	345.85	872.27	345.85	872.27	0.00278
2	Career Opportunity	9310.73	9174.50	12208.59	12196.73	4852.87	785.58	4559.24	1856.29	1882.60	9255.50	9255.50	0.150
3	Cost	123.28	28.81	100.00	100.00	60.99	7.49	49.99	19.00	23.00	41.25	41.25	0.001
4	Future Education Pot.	123.28	28.81	100.00	100.00	60.99	7.49	49.99	19.00	23.00	41.25	41.25	0.001
5	Legacy	3734.40	873.01	4772.70	4727.41	2643.40	300.58	1818.42	642.60	753.87	1456.15	2097.16	0.059
6	Length of Program	20330.40	2937.30	2937.30	2937.30	1729.88	100.00	800.00	258.33	345.85	1198.24	1198.24	0.200
7	Mentor's Recommendation	3054.88	657.90	3862.68	3827.17	1877.48	254.31	1521.56	545.63	632.63	1221.38	1735.61	0.049
8	School's Location	9387.10	1738.40	12306.81	12254.05	5054.83	801.05	4668.59	1702.91	1945.28	3764.04	4775.68	0.151
9	School's Rank	14803.16	14803.16	10830.83	10830.83	4322.16	304.00	1448.38	566.87	566.87	1083.09	4821.17	0.131
10	Sustainability	4072.97	747.20	5308.20	5261.05	2237.98	342.88	2042.28	735.79	851.07	1643.48	2524.77	0.080
	Sum											353939.98	

Eighth Power of Matrix

Item #	Item Number	Alumni Networking	Career Opportunity	Cost	Future Education Pot.	Legacy	Length of Program	Mentor's Recommendation	School's Location	School's Rank	Sustainability	Row Sum	(Eigenvector)
1	Alumni Networking	28735339.7	528928.3	37371052.0	37158436.0	15536705.6	238906.1	14111049.6	507096.1	5838449.9	11317362.6	16279425.8093	0.027
2	Career Opportunity	15603576.3	28722334.5	203703774.6	202553759.5	8486187.9	18024763.8	7860988.7	27642030.6	31821337.9	6186026.4	88732784.1144	0.149
3	Cost	2040894.7	2653268.7	2653268.7	2653268.7	168284.2	110284.6	110284.6	204512.2	118565.1	255915.2	118565.1	0.019
4	Future Education Pot.	2055083.6	2673638.6	26585148.6	26585148.6	1101287.8	730904.4	1000113.7	3627584.6	4173036.5	8059847.0	11646379.9360	0.020
5	Legacy	61843390.1	1134043.1	80428575.3	79970234.1	34359757.4	5141883.9	30371546.3	10913938.1	1256977.7	2435986.3	36370452.0480	0.089
6	Length of Program	343070776.1	62910818.5	448174326.8	443659795.5	185431021.4	28263338.1	168450594.3	69654001.9	135100807.2	69654001.9	143510102.4818	0.327
7	Mentor's Recommendation	51555656.5	9454930.6	60674097.0	57555590.2	27877555.6	4287547.9	25322485.1	9100599.4	10478110.9	20310183.7	392116328.8802	0.049
8	School's Location	195321844.2	2675504.6	2075504.6	2075504.6	18136048.7	18136048.7	18136048.7	2812638.2	3237977.1	6275658.8	102772619.3919	0.182
9	School's Rank	67177055.8	25221355.2	17887287.0	17765875.1	74355942.1	11437837.6	6745919.9	2427994.4	2794994.8	5117405.9	77912003.7875	0.131
10	Sustainability	169149626.2	12881979.5	89941933.9	88430550.9	37399571.9	5751777.0	33965262.3	12207259.7	14054688.2	272427719.9	39116009.4853	0.066
	Sum											5841972672.1166	

Sixteenth Power of Matrix

Item #	Item Number	Alumni Networking	Career Opportunity	Cost	Future Education Pot.	Legacy	Length of Program	Mentor's Recommendation	School's Location	School's Rank	Sustainability	Row Sum	(Eigenvector)
1	Alumni Networking	8.07831E+15	1.48152E+15	1.05072E+16	1.04476E+16	4.36786E+15	6.718E+14	3.96739E+15	1.42586E+15	1.64157E+15	3.18207E+15	4.57709E+16	0.293518936
2	Career Opportunity	1.40315E+16	8.07514E+15	5.72703E+16	5.69452E+16	2.30832E+16	3.8671E+15	2.16246E+16	7.71746E+15	8.94752E+15	1.73441E+16	2.49478E+17	1.593043934
3	Cost	5.73528E+15	1.05182E+15	7.45995E+15	7.41738E+15	3.10087E+15	4.7855E+14	2.81895E+15	1.01258E+15	1.18565E+15	2.25915E+15	3.24956E+16	0.200388881
4	Future Education Pot.	5.77904E+15	1.05898E+15	7.51861E+15	7.47398E+15	3.12453E+15	4.80591E+14	2.83818E+15	1.02001E+15	1.27435E+15	2.27838E+15	3.27458E+16	0.209878953
5	Legacy	1.73887E+16	3.18892E+15	2.25143E+16	2.2489E+16	9.40039E+15	1.44589E+15	8.53895E+15	3.0887E+15	5.53315E+15	6.84867E+15	9.86135E+16	0.631731557
6	Length of Program	9.64471E+16	1.76889E+16	1.25438E+17	1.24277E+17	5.21427E+16	8.02019E+15	4.73841E+16	1.70222E+16	1.99977E+16	3.79887E+16	5.4643E+17	3.504133468
7	Mentor's Recommendation	1.44862E+16	2.65852E+15	1.88547E+16	1.87478E+16	7.83759E+15	1.20525E+15	7.11931E+15	2.5589E+15	2.84573E+15	5.71009E+15	8.2154E+16	0.526707324
8	School's Location	4.75986E+16	8.2146E+15	5.80933E+16	5.79386E+16	2.42218E+16	3.72568E+15	2.20018E+16	7.80721E+15	9.1086E+15	1.76487E+16	2.53861E+17	1.62773025
9	School's Rank	3.86684E+16	7.08158E+15	5.02847E+16	5.00092E+16	2.08097E+16	3.21571E+15	1.89907E+16	6.82505E+15	7.8577E+15	1.52316E+16	2.18002E+17	1.40486806
10	Sustainability	1.5444E+16	3.56592E+15	2.52901E+16	2.51467E+16	1.05127E+16	1.61895E+15	9.54925E+15	3.4319E+15	3.95115E+15	7.68904E+15	1.0590E+16	0.64541

Thirteenth Power of Matrix

Item #	Item Number	Alumni Networking	Career Opportunity	Cost	Future Education Pot.	Legacy	Length of Program	Mentor's Recommendation	School's Location	School's Rank	Sustainability	Row Sum	(Eigenvector)
1	Alumni Networking	3.65898E+32	1.17115E+32	8.30603E+32	8.25803E+32	3.45288E+32	5.31065E+31	3.13056E+32	1.12714E+32	1.29786E+32	2.51546E+32	3.61824E+33	0.027397035
2	Career Opportunity	3.48073E+33	6.38347E+32	4.52772E+33	4.51701E+33	2.89461E+32	1.70944E+32	1.70944E+32	6.14356E+32	7.07312E+32	1.37107E+33	1.97215E+34	0.1493282
3	Cost	4.53379E+32	8.31473E+31	5.88699E+32	5.86301E+32	2.45126E+32	3.77035E+31	2.22662E+32	8.00224E+31	9.213E+31	1.78588E+32	2.58881E+33	0.019450816
4	Future Education Pot.	4.56383E+32	8.37818E+31	5.94195E+32	5.90925E+32	2.46997E+32	3.79129E+31	2.24301E+32	8.0533E+31	9.28329E+31	1.79952E+32	2.58841E+33	0.019599233
5	Legacy	1.37443E+33	2.52004E+32	1.78788E+33	1.77758E+33	7.43109E+32	1.14289E+32	6.75007E+32	2.42589E+32	2.79295E+32	5.41304E+32	7.87841E+33	0.058965757
6	Length of Program	7.62381E+33	1.38871E+33	9.91603E+33	9.8598E+33	4.12103E+33	6.34004E+32	3.74146E+33	1.34802E+33	1.54821E+33	3.00304E+33	4.31588E+34	0.32707555
7	Mentor's Recommendation	1.14594E+33	2.10159E+32	1.49048E+33	1.48203E+33	6.15598E+32	9.52973E+31	5.62789E+32	2.0228E+32	2.32883E+32	4.51388E+32	6.49277E+33	0.049162822
8	School's Location	3.54145E+33	6.48482E+32	4.40624E+33	4.38012E+33	1.91547E+33	2.9451E+32	1.73829E+33	6.25073E+32	7.19848E+32	1.36949E+33	2.00656E+34	0.15104717
9	School's Rank	3.05878E+33	3.87688E+32	3.87688E+32	3.8333E+33	1.62638E+33	2.54200E+32	1.50120E+33	5.39572E+32	6.21158E+32	1.20407E+33	1.73148E+34	0.13114382
10	Sustainability	1.57078E+33	2.81888E+32	1.99921E+33	1.98787E+33	8.31037E+32	1.27824E+32	7.54877E+32	2.71295E+32	3.12342E+32	6.0545E+32	8.70888E+33	0.065942889

Sixtyfourth Power

2.17513E+66	3.98906E+66	2.82912E+66	2.81307E+66	1.17602E+66	1.08088E+66	1.08246E+66	3.03914E+66	4.42002E+66	5.85796E+66
2.83331E+66	5.159592E+65	3.785054E+66	2.68146E+66	1.53191E+66	2.35611E+66	1.39143E+66	5.00044E+66	5.75275E+65	1.116E+66
2.85481E+66	5.25075E+65	3.73131E+66	3.69921E+66	1.54356E+66	2.37406E+66	1.40204E+66	5.0388E+65	5.80118E+65	1.12425E+66
5.80891E+66	1.57551E+66	1.17113E+66	4.68437E+66	7.14268E+66	4.21816E+66	1.51598E+66	1.74531E+66	3.3832E+66	
4.79416E+66	8.79659E+65	3.16142E+66	2.95817E+66	2.95817E+66	2.3397E+66	8.4081E+65	9.6811E+65	1.9611E+66	
7.16102E+66	1.31328E+66	9.3141E+66	9.26128E+66	3.87172E+66	5.15169E+66	1.26303E+66	4.45517E+66	2.82705E+66	
2.21307E+66	4.05869E+66	2.87847E+66	1.19653E+66	1.80414E+66	1.06889E+66	3.9011E+66	4.49712E+66	8.17075E+66	
1.9102E+66	3.70513E+66	2.48455E+66	2.47044E+66	1.03276E+66	1.58584E+66	9.38122E+66	3.37153E+66	3.88166E+66	7.52433E+66
9.60519E+66	1.30146E+66	1.24932E+66	1.24232E+66	5.19319E+66	7.98778E+66	4.77179E+66	1.69524E+66	1.95184E+66	3.78352E+66

AHP Pairwise Comparison For MBA Student Selection Criteria

Pairwise Comparisons PWC #41

Item N	Item Number	Item Description	Alumni Networking	Career Opportunity	Cost	Future Education Pot	Legacy	Length of Program	Mentor's Recommendation	School's Location	School's Rank	Sustainability	Row Sum	Normalized Row Sum (Eigenvector)
1	Alumni Networking	1.00	0.20000	0.20000	0.20000	0.20000	0.20000	0.20000	0.20000	0.20000	0.20000	0.20000	12.27	0.06126595
2	Career Opportunity	5.00	1.00	5.00000	7.00000	5.00000	3.00000	7.00000	7.00000	5.00000	5.00000	5.00000	50.00	0.24602519
3	Cost	1.00	0.20	1.00	1.00000	1.00000	0.14286	0.20000	0.33333	0.20000	0.20000	0.20000	4.61	0.023003758
4	Future Education Pot	3.00	0.14	1.00	1.00	0.20000	0.14286	0.33333	0.33333	0.33333	0.33333	0.33333	6.69	0.03366339
5	Legacy	1.00	0.20	3.00	7.00	1.00	0.33333	0.33333	0.33333	0.33333	0.33333	0.33333	11.87	0.056221389
6	Length of Program	1.00	0.33	7.00	7.00	1.00	1.00	0.20000	0.20000	0.20000	0.20000	0.20000	36.33	0.196275449
7	Mentor's Recommendation	5.00	0.14	5.00	3.00	3.00	0.20	1.00	0.00000	0.00000	0.00000	0.00000	24.34	0.121466276
8	School's Location	1.00	0.14	3.00	3.00	3.00	0.20	1.00	1.00	0.00000	0.00000	0.00000	18.34	0.091544711
9	School's Rank	1.00	0.20	1.00	3.00	3.00	0.33	0.33	0.33	0.33	0.33	0.33	9.87	0.046242531
10	Sustainability	5.00	0.20	5.00	5.00	3.00	0.20	0.33	0.33	0.33	0.33	0.33	23.07	0.115117434
Sum		24.53	2.78	36.00	35.33	22.53	6.89	15.73	16.87	22.87	16.87	18.27	200.38	

Square of Matrix

Item N	Item Number	Item Description	Alumni Networking	Career Opportunity	Cost	Future Education Pot	Legacy	Length of Program	Mentor's Recommendation	School's Location	School's Rank	Sustainability	Row Sum	(Eigenvector)
1	Alumni Networking	10.00	2.53	24.53	28.00	16.33	3.84	6.89	8.44	17.54	17.54	17.54	129.1453333	0.045988532
2	Career Opportunity	114.61	10.00	164.00	148.00	99.00	18.51	45.33	50.00	100.00	73.73	73.73	821.9884000	0.057891033
3	Cost	7.83	1.01	10.00	11.33	7.70	1.89	3.73	4.03	6.87	4.40	4.40	88.7878332	0.021960048
4	Future Education Pot	10.80	3.38	23.30	23.30	2.21	3.76	6.20	14.48	24.81	24.81	24.81	83.3602246	0.031925873
5	Legacy	23.30	24.00	21.73	10.00	3.00	6.70	7.80	13.33	7.20	11.73	11.73	119.7038000	0.044769178
6	Length of Program	88.08	7.20	114.67	10.33	68.40	10.00	25.33	28.87	72.00	47.07	47.07	665.8224300	0.216162812
7	Mentor's Recommendation	41.33	4.72	70.12	57.07	35.58	6.44	10.00	12.39	41.32	15.31	15.31	296.3438900	0.119044998
8	School's Location	35.32	3.52	48.12	53.74	30.50	4.92	8.80	10.00	27.32	14.11	14.11	233.2983900	0.089107168
9	School's Rank	18.54	1.89	23.33	26.51	12.27	3.15	6.44	6.84	10.00	7.20	7.20	119.2867411	0.04601014
10	Sustainability	33.80	4.48	45.47	45.47	26.27	6.22	9.07	13.73	32.27	10.00	10.00	238.1819281	0.089077754
Sum		24.53	2.78	36.00	35.33	22.53	6.89	15.73	16.87	22.87	16.87	18.27	200.38	

Fourth Power of Matrix

Item N	Item Number	Item Description	Alumni Networking	Career Opportunity	Cost	Future Education Pot	Legacy	Length of Program	Mentor's Recommendation	School's Location	School's Rank	Sustainability	Row Sum	(Eigenvector)
1	Alumni Networking	2884.90	322.18	4264.30	5804.29	2273.81	1474.21	943.70	1175.51	2508.02	1275.57	1275.57	19924.40	0.0501
2	Career Opportunity	16988.31	2028.30	25971.72	23545.79	14127.58	2862.45	5718.33	7187.35	16397.74	7565.15	7565.15	121600.391	0.313
3	Cost	12678.16	15274.15	19651.36	17895.16	10080.36	2245.84	4430.75	11895.16	51695.16	51695.16	51695.16	16891.173	0.146274
4	Future Education Pot	1765.63	2589.70	2487.20	1670.10	100.00	300.00	604.34	729.40	1524.94	872.65	872.65	1248.74	0.032
5	Legacy	2480.82	300.27	3884.10	3587.42	2184.00	440.87	870.65	1078.94	2329.30	1188.54	1188.54	18296.00	0.047
6	Length of Program	19195.64	1765.63	2589.70	1670.10	100.00	300.00	604.34	729.40	1524.94	872.65	872.65	1248.74	0.032
7	Mentor's Recommendation	6752.14	678.93	8662.74	7965.84	4798.34	1006.40	2016.20	2480.47	5154.59	2677.10	2677.10	41162.08	0.105
8	School's Location	4587.80	551.30	7058.20	6316.91	3840.95	813.88	1609.85	2613.70	4227.32	13148.98	13148.98	20345.08	0.085
9	School's Rank	294.71	294.71	369.82	369.82	223.77	106.00	203.77	203.77	313.77	113.77	113.77	1824.70	0.044
10	Sustainability	4765.10	555.64	7158.50	6607.57	3998.90	823.95	1666.90	2039.41	4273.90	2252.75	2252.75	34141.98	0.088
Sum		1174439928	138022485.4	1781175043	1622035795	97962902.9	203171496.3	402076509.9	499171022.8	1060335497	539810362.3	539810362.3	8399864041.2182	

Eighth Power of Matrix

Item N	Item Number	Item Description	Alumni Networking	Career Opportunity	Cost	Future Education Pot	Legacy	Length of Program	Mentor's Recommendation	School's Location	School's Rank	Sustainability	Row Sum	(Eigenvector)
1	Alumni Networking	60007005.9	7049128.0	90988557.2	82845735.0	50032476.3	10375578.7	20537486.7	25496919.2	54161546.3	27575581.5	27575581.5	428077014.6523	0.051
2	Career Opportunity	366416845.2	43060811.9	55718378.2	500640458.4	30682144.6	63384047.3	125426959.1	155723131.3	330813214.3	168304376.7	168304376.7	2620604723.1193	0.312
3	Cost	27769994.9	4210303.3	5522277.2	5122277.2	3147804.5	2318248.8	4657043.0	5070864.5	10248345.4	5070864.5	5070864.5	78202635.7	0.024
4	Future Education Pot	37736569.0	57214084.6	8212277.2	5122277.2	3147804.5	2318248.8	4657043.0	5070864.5	10248345.4	5070864.5	5070864.5	78202635.7	0.024
5	Legacy	5521351.5	6489959.0	8467634.3	76270638.1	4071467.1	955518.6	1807070.2	2247171.5	46898774.4	25389841.5	25389841.5	394976971.3462	0.047
6	Length of Program	24537271.8	28639597.2	37154950.4	33809587.3	20407843.8	42451628.9	84005547.9	10424858.2	221544456.6	112776943.3	112776943.3	176524712.2468	0.098
7	Mentor's Recommendation	142865716.0	14678059.8	189491783.7	172484580.0	100416628.4	21605512.5	42781539.4	53083728.8	112744668.4	57406889.8	57406889.8	893293123.443	0.106
8	School's Location	100507552.3	11813501.9	152447935.4	136812577.8	82840756.7	17388959.3	3413881.8	42726571.2	90799553.0	46199703.0	46199703.0	70188997.2128	0.086
9	School's Rank	5310080.2	624722.1	8029282.2	73409291.9	44343223.5	9195940.6	18180939.9	22580275.0	44001630.2	24434761.1	24434761.1	38022442.9012	0.044
10	Sustainability	103386217.2	12149510.5	156783095.1	142794466.4	86239757.4	17885464.6	35401756.6	43944954.6	9334086.5	47530055.2	47530055.2	739449364.6507	0.088
Sum		1174439928	138022485.4	1781175043	1622035795	97962902.9	203171496.3	402076509.9	499171022.8	1060335497	539810362.3	539810362.3	8399864041.2182	

Sixteenth Power of Matrix

Item N	Item Number	Item Description	Alumni Networking	Career Opportunity	Cost	Future Education Pot	Legacy	Length of Program	Mentor's Recommendation	School's Location	School's Rank	Sustainability	Row Sum	(Eigenvector)
1	Alumni Networking	2.80019E+16	3.26096E+15	4.24667E+16	3.86733E+16	2.33568E+16	4.84399E+15	9.58862E+15	1.19015E+16	2.52805E+16	1.28713E+16	1.28713E+16	2.00273E+17	0.367181221
2	Career Opportunity	1.71028E+17	2.00892E+16	2.59372E+17	2.36203E+17	1.42659E+17	2.95858E+16	5.85625E+16	7.269E+16	1.54404E+17	7.86133E+16	7.86133E+16	2.24261E+18	1.93051
3	Cost	1.26878E+16	1.52744E+15	1.96513E+16	1.78959E+16	1.00803E+16	2.24548E+15	5.07086E+15	1.18985E+16	5.05654E+16	9.2055E+15	9.2055E+15	1.6891173	0.146274
4	Future Education Pot	1.76125E+16	2.06947E+15	2.67105E+16	2.43426E+16	1.46908E+16	3.04675E+15	6.02986E+15	7.48572E+16	1.59008E+16	6.09571E+15	6.09571E+15	1.23047407	0.032
5	Legacy	2.57777E+16	3.02526E+15	3.93952E+16	3.58014E+16	2.15015E+16	4.45922E+15	8.8253E+15	1.09591E+16	2.32725E+16	1.18489E+16	1.18489E+16	1.84360E+17	0.33015635
6	Length of Program	1.94538E+17	1.34601E+16	1.73705E+17	1.58186E+17	8.53381E+16	1.58138E+16	3.5217E+16	4.86915E+16	1.03407E+17	5.2648E+16	5.2648E+16	8.19194E+17	1.50160956
7	Mentor's Recommendation	5.8295E+16	6.80507E+15	8.84081E+16	8.05108E+16	4.86248E+16	1.00843E+16	1.9598E+16	2.47707E+16	5.26295E+16	2.6797E+16	2.6797E+16	4.16933E+17	0.764405289
8	School's Location	4.6919E+16	5.51372E+15	7.11657E+16	6.47199E+16	3.91335E+16	8.11642E+15	1.59417E+16	1.9947E+16	4.26027E+16	2.15867E+16	2.15867E+16	3.35571E+17	0.615232659
9	School's Rank	2.48132E+16	2.91594E+15	3.76308E+16	3.42693E+16	2.0697E+16	4.29238E+15	8.49512E+15	1.05462E+16	2.24017E+16	1.14056E+16	1.14056E+16	1.77487E+17	0.3256812
10	Sustainability	4.82599E+16	5.6713E+15	7.31893E+16	6.6651E+16	4.02543E+16	8.34839E+15	1.60518E+16	2.05116E+16	4.36988E+16	2.2183E+16	2.2183E+16	3.45162E+17	0.632818779
Sum		2.80019E+16	3.26096E+15	4.24667E+16	3.86733E+16	2.33568E+16	4.84399E+15	9.58862E+15	1.19015E+16	2.52805E+16	1.28713E+16	1.28713E+16	2.00273E+17	0.367181221

Thirtysecond Power of Matrix

6.10994E+33	7.19956E+32	9.25247E+33	8.42597E+33	5.08888E+33	1.05536E+33	2.08874E+33	2.59304E+33	5.50801E+33	2.80434E+33	4.36347E+34	0.051079641	0.311976297
3.72624E+34	4.37891E+33	5.65108E+34	5.14628E+34	3.1081E+34	6.44594E+33	1.27573E+34	1.71279E+34	3.3641E+34	1.71279E+34	2.66505E+35	0.311976297	0.303061811
2.82319E+33	3.31769E+32	4.28154E+33	3.88909E+33	2.35488E+33	4.8377E+32	9.6555E+32	1.19992E+33	2.54881E+33	1.2977E+33	2.01918E+34	0.022369912	0.022369912
3.83733E+33	4.50466E+32	5.81696E+33	5.29971E+33	3.20077E+33	6.5813E+32	1.31178E+33	1.63086E+33	3.4644E+33	1.76386E+33	2.74451E+34	0.032127762	0.189896345
5.61633E+33	6.60007E+32	8.51753E+33	7.75669E+33	4.68486E+33	9.71558E+32	1.9228E+33	2.38077E+33	5.07081E+33	2.58159E+33	4.01988E+34	0.047022332	0.289036252
2.4651E+34	2.82362E+33	3.78401E+34	3.44854E+33	2.19162E+33	4.54371E+32	9.1068E+32	1.14386E+33	2.42509E+33	1.2502E+33	2.01918E+34	0.022369912	0.022369912
1.27011E+34	1.46257E+33	1.9262E+34	1.75414E+34	1.05941E+34	2.19713E+33	4.34387E+33	5.93628E+33	1.14667E+34	5.83813E+33	9.03973E+34	0.10366363	0.659066695
1.02225E+34	1.20222E+33	1.61666E+34	1.41855E+34	8.78683E+33	1.76853E+33	3.49898E+33	4.60981E+33	9.22949E+33	4.60981E+33	7.05466E+34	0.08659633	0.546963693
5.40619E+33	6.35312E+32	8.19883E+33	7.48645E+33	4.50539E+33	9.32052E+32	1.85008E+33	2.29772E+33	4.88077E+33	2.48895E+33	3.86956E+34	0.045262899	0.28012513
1.05147E+34	1.25564E+33	1.59462E+34	1.45727E+34	8.77043E+33	1.81891E+33	3.59983E+33	4.68898E+33	9.49279E+33	4.83314E+33	7.52023E+34	0.08803325	0.544785259
2.8901E+68	3.3033E+67	4.3921E+68	3.9997E+68	2.41598E+68	5.0091E+67	9.9151E+67	9.9151E+67	1.2300E+68	2.61464E+68	1.33212E+68	2.27013E+69	0.051079641
Sustainability Power												

AHP Pairwise Comparison For MBA Student Selection Criteria

Pairwise Comparisons PWC #42

Item #	Item Number	1	2	3	4	5	6	7	8	9	10
Item Description	Alumni Networking	Cost	Future Education Pot	Legacy	Length of Program	Mentor's Recommendation	School's Location	School's Rank	Sustainability	Row Sum	Normalized Row Sum (Eigenvector)
1	Alumni Networking	1.00	6.5333	7.0000	8.0000	8.0000	0.1420	0.3330	0.2000	0.2500	24.26
2	Cost	3.50	1.00	4.5000	7.0000	7.0000	0.3330	7.0000	4.0000	4.0000	40.33
3	Future Education Pot	0.14	0.14	1.00	0.3330	0.3330	0.3330	0.3330	0.3330	0.3330	3.57
4	Legacy	0.20	0.14	3.00	0.25	1.00	0.1110	1.0000	0.1420	0.2500	6.30
5	Length of Program	7.00	7.00	8.00	8.00	8.00	1.00	8.0000	4.0000	1.0000	56.00
6	Mentor's Recommendation	0.20	0.14	3.00	0.25	1.00	0.11	1.00	0.2000	0.2500	6.49
7	School's Location	3.50	0.25	3.00	5.00	7.00	0.25	5.00	1.0000	1.0000	26.50
8	School's Rank	4.00	0.33	3.00	3.00	5.00	0.33	4.00	1.00	1.00	23.00
9	Sustainability	4.00	0.25	3.00	3.00	4.00	0.33	4.00	1.00	9.00	23.58
10	Sum	23.74	5.85	36.00	35.92	43.33	2.85	39.33	12.21	12.32	222.30

Square of Matrix

Item #	Item Number	1	2	3	4	5	6	7	8	9	10	Row Sum	(Eigenvector)
1	Alumni Networking	4.50	8.50	25.22	52.62	3.14	44.75	7.80	9.16	1.10	23.27	232.9770932	0.0794395
2	Cost	55.50	121.00	84.42	22.33	50.3	109.33	22.47	30.42	21.92	21.92	590.7533773	0.20160304
3	Future Education Pot	6.21	1.39	8.80	10.11	11.84	10.21	3.08	3.43	2.81	2.81	68.2124404	0.018676321
4	Legacy	7.00	2.60	31.70	10.00	19.1	1.72	17.30	4.30	5.21	4.87	103.1162202	0.035478592
5	Length of Program	4.87	1.70	13.90	7.30	42.1680736	9.29	3.43	3.43	1.00	1.00	57.4444103	0.019607757
6	Mentor's Recommendation	68.48	16.94	174.01	133.91	176.89	10.00	156.86	35.80	39.12	34.92	646.6782402	0.288034803
7	School's Location	8.30	1.92	14.50	7.42	10.38	1.04	10.30	3.56	5.10	1.10	81.3801016	0.020956109
8	School's Rank	11.21	6.01	61.02	49.42	68.00	3.94	60.00	10.00	12.42	10.50	318.8741250	0.10874127
9	Sustainability	20.48	6.13	75.01	55.92	65.67	3.96	59.87	9.78	10.00	9.50	315.7248800	0.107793139
10	Sum	31.71	6.40	74.87	56.09	71.75	4.17	63.75	11.94	13.35	10.00	343.8387322	0.011726935

Fourth Power of Matrix

Item #	Item Number	1	2	3	4	5	6	7	8	9	10	Row Sum	(Eigenvector)
1	Alumni Networking	2319.00	646.70	6662.92	4040.16	5705.41	394.10	8129.41	1192.74	1373.77	1170.63	29894.96	0.074
2	Cost	5964.80	1780.00	19173.32	10876.89	16898.70	1089.40	14276.57	3176.94	3658.92	3186.15	79271.569	0.206
3	Future Education Pot	405.06E+15	1.4912E+16	1.2491E+16	2.2691E+15	1.0638E+16	7.1861E+14	9.4370E+15	2.1143E+16	2.4449E+16	2.1059E+16	5.2429E+16	0.00512
4	Legacy	1136.63	314.20	3332.73	2024.20	2924.23	119.70	2992.40	609.20	693.20	571.75	14350.68	0.00173
5	Length of Program	683.40	180.80	2086.93	1247.30	1810.00	118.03	1603.55	347.64	403.40	345.34	5232.83714	0.023
6	Mentor's Recommendation	160607760.6	46271910.3	495242702.4	286207736.5	421685071.6	28403790.7	371446905.0	63910002.6	68890016.6	63450071.9	207652607.870	0.288
7	School's Location	717.40	201.54	1309.33	1905.91	124.97	124.97	1687.10	366.53	425.15	364.51	5903.30	0.00317
8	School's Rank	3052.10	897.70	8417.80	5440.25	7968.63	548.32	7080.88	1630.79	1880.83	1857.43	3576.43	0.024
9	Sustainability	3063.81	897.70	8417.80	5440.25	7968.63	548.32	7080.88	1630.79	1880.83	1857.43	3576.43	0.024
10	Sum	3347.27	1003.43	10744.43	5974.91	8957.70	615.10	7944.35	1799.27	2080.90	1810.09	44277.06	0.115

Eighth Power of Matrix

Item #	Item Number	1	2	3	4	5	6	7	8	9	10	Row Sum	(Eigenvector)
1	Alumni Networking	40962175.1	11792732.6	126145682.3	73384619.8	107417824.5	7233961.4	95312494.8	21364480.3	24697567.6	21271919.1	52878857.5018	0.075
2	Cost	111502444.0	321717629.4	343787034.8	199929351.3	292172683.1	19719202.9	259719084.3	5817090.2	67250074.5	57928986.1	1442842140.6783	0.205
3	Future Education Pot	121700741.3	375071142.1	319487049.6	191497854.3	216149785.4	131292.0	2349617.6	63471278.8	73384619.8	63471278.8	1474203494.6	0.182
4	Legacy	20250034.2	5820448.8	6236059.2	3624569.2	53121086.8	578819.9	4713372.4	10510570.6	1591668.7	12209997.2	10510570.6	0.037
5	Length of Program	12358101.7	3557360.5	38070153.4	22155401.7	32427171.1	2184074.0	28771723.4	644805.7	7450635.2	6418870.5	198836297.6768	0.024
6	Mentor's Recommendation	160607760.6	46271910.3	495242702.4	286207736.5	421685071.6	28403790.7	371446905.0	63910002.6	68890016.6	63450071.9	207652607.870	0.288
7	School's Location	13015800.9	3748914.8	40095950.3	2334877.9	34154563.0	2300456.4	30304375.9	678804.6	7847440.8	678804.6	18350780.8985	0.023
8	School's Rank	56202402.4	16206848.6	173414841.1	100845713.7	147642842.3	9945036.8	110320260.4	25055320.0	33039992.9	29231720.2	72744818.8769	0.103
9	Sustainability	5187372E+15	5.36907E+16	5.77461E+16	3.35899E+16	4.91276E+16	3.31287E+16	4.36296E+16	9.77446E+16	1.12996E+17	8.71609E+16	210748102255	0.101
10	Sum	56687729.8	16032429.2	190308072.2	112231255.4	164308888.8	11071063.4	145788334.2	32657569.4	37754593.0	3252310.0	39946663.4483	0.115

Sixteenth Power of Matrix

Item #	Item Number	1	2	3	4	5	6	7	8	9	10	Row Sum	(Eigenvector)
1	Alumni Networking	1.36344E+16	3.92653E+15	4.20198E+16	2.4442E+16	3.57811E+16	2.41066E+15	3.17479E+16	7.11254E+15	8.22251E+15	7.08237E+15	1.7683E+17	0.395394467
2	Cost	3.71384E+16	1.06954E+16	1.14457E+17	6.85771E+16	9.74389E+16	6.59634E+15	8.64776E+16	1.83737E+16	2.23927E+16	1.50215E+16	4.80438E+17	0.077008321
3	Future Education Pot	4.05306E+15	1.49122E+16	1.24912E+16	2.2691E+15	1.0638E+16	7.1861E+14	9.4370E+15	2.1143E+16	2.4449E+16	2.1059E+16	5.2429E+16	0.00512
4	Legacy	6.74126E+15	1.8414E+15	2.07756E+16	1.20848E+16	1.78913E+16	1.1919E+15	1.56972E+16	3.31086E+15	4.05647E+15	3.50174E+15	1.58465374	0.00173
5	Length of Program	4.1432E+15	1.15487E+15	1.25795E+16	7.37591E+15	1.07379E+16	7.27435E+14	9.58024E+15	2.14629E+15	2.48122E+15	2.13717E+15	5.3224E+16	0.023
6	Mentor's Recommendation	6.35042E+16	1.54686E+16	1.64895E+17	8.59159E+16	1.40413E+17	9.45956E+16	1.45859E+17	2.79112E+16	2.77508E+16	6.52145E+17	1.55161526	0.288
7	School's Location	4.43345E+15	1.24798E+15	1.33553E+16	7.76847E+15	1.13724E+16	7.68186E+14	1.00905E+16	2.2906E+15	2.61339E+15	2.25101E+15	6.65093E+16	0.010780
8	School's Rank	1.87372E+15	5.36907E+16	5.77461E+16	3.35899E+16	4.91276E+16	3.31287E+16	4.36296E+16	9.77446E+16	1.12996E+17	8.71609E+16	2.10748102255	0.101
9	Sustainability	1.8297E+16	5.26932E+15	5.63897E+16	3.28006E+16	4.80175E+16	3.23505E+15	4.2605E+16	9.54488E+15	1.10344E+16	9.50439E+15	2.36989E+17	0.03061182
10	Sum	2.08486E+16	6.00413E+15	6.25333E+16	3.73747E+16	5.47136E+16	3.68819E+15	4.85444E+16	1.07599E+16	1.08298E+16	1.08298E+16	4.4608E+17	0.49972

Thirtysecond Power of Matrix

Item #	Item Number	1	2	3	4	5	6	7	8	9	10	Row Sum	(Eigenvector)
1	Alumni Networking	1.51196E+33	4.35422E+32	4.65967E+33	2.71043E+33	3.96785E+33	2.67323E+32	3.5209E+33	7.88726E+32	9.11813E+32	7.8538E+32	1.95592E+34	0.07516108
2	Cost	4.11836E+33	1.18604E+33	1.26924E+34	7.38208E+33	1.0808E+34	7.28157E+32	9.5897E+33	2.1484E+33	2.48367E+33	2.13928E+33	5.32788E+34	0.204729994
3	Future Education Pot	4.49453E+32	1.29437E+32	1.38517E+33	8.05723E+32	1.17951E+33	7.94869E+31	1.04595E+33	2.34463E+32	2.71035E+32	2.33486E+32	5.81431E+33	0.02234297
4	Legacy	2.47553E+32	2.17553E+32	2.30388E+33	1.34013E+33	1.98183E+33	1.33732E+32	1.74069E+33	3.89071E+32	4.50826E+32	3.88316E+32	9.87066E+33	0.037161986
5	Length of Program	4.56245E+32	1.31393E+32	1.4081E+33	8.17886E+32	1.19734E+33	8.06874E+31	1.06237E+33	2.38006E+32	2.75148E+32	2.36996E+32	5.80217E+33	0.022860595
6	Mentor's Recommendation	4.80547E+32	1.38391E+32	1.481E+33	8.61464E+32	1.28117E+33	8.49462E+31	1.11896E+33	2.50683E+32	2.89860E+32	2.4652E+32	6.21955E+33	0.023888686
7	School's Location	2.07781E+33	5.98382E+32	6.4038E+33	3.72483E+33	5.45296E+33	3.67371E+32	4.83822E+33	1.08391E+33	1.25307E+33	1.07932E+33	2.88784E+34	0.103290695
8	School's Rank	2.029E+33	6.2513E+32	6.6513E+33	3.63734E+33	5.2447E+33	3.58742E+32	4.72407E+33	1.05845E+33	1.2233E+33	1.05566E+33	2.6248E+34	0.1008461
9	Sustainability	2.31195E+33	6.65812E+32	7.12519E+33	4.14457E+33	6.06732E+33	4.08796E+32	5.38342E+33	1.20806E+33	1.39427E+33	1.20094E+33	2.99032E+34	0.114930297

Sixtyfourth Power of Matrix

5.00439E+47	1.45048E+47	1.56008E+48	9.07881E+47	1.32907E+48	8.95422E+46	1.17925E+48	2.6419E+47	3.05419E+47	2.6307E+47	6.55151E+48	0.204729994
5.52697E+46	1.5917E+46	1.70336E+47	9.09808E+46	1.45048E+47	9.77208E+45	1.28697E+47	2.88321E+46	3.3316E+46	2.87086E+46	7.14901E+47	0.02234297
1.91247E+46	2.54739E+46	2.83311E+47	1.64796E+47	2.41248E+47	1.62534E+46	2.14055E+47	4.79551E+46	5.4388E+46	4.77510E+46	1.18921E+48	0.037161986
5.61048E+46	1.61571E+46	1.72917E+47	1.00576E+47	1.47236E+47	9.91975E+45	1.30641E+47	2.92076E+46	3.3833E+46	2.91436E+46	7.25795E+47	0.022080955
7.29613E+46	2.2406E+46	1.30765E+47	1.39715E+46	1.29001E+47	3.8267E+45	1.65897E+47	3.8267E+45	3.7895E+46	3.7895E+46	2.2689E+47	0.02689665
5.90035E+46	1.70181E+46	1.8212E+47	1.05593E+47	1.5598E+46	1.04081E+46	1.379E+47	3.00288E+46	3.9373E+46	3.8098E+46	7.6445E+47	0.023088685
2.7151E+47	7.35837E+46	7.78457E+46	4.58048E+47	6.70543E+46	1.51767E+46	5.9496E+47	1.3329E+47	1.54001E+47	1.32725E+47	3.0538E+48	0.02329686
2.49509E+47	7.19552E+46	7.8896E+47	4.47327E+47	6.54702E+47	4.41149E+46	5.8098E+47	1.30159E+47	1.50471E+47	1.29076E+47	3.22774E+48	0.10086461
2.84302E+47	8.18755E+46	8.76192E+47	5.09661E+47	7.46104E+47	5.02607E+46	6.62004E+47	1.4831E+47	1.71455E+47	1.47881E+47	3.67758E+48	0.114932927

AHP Pairwise Comparison For MBA Student Selection Criteria

Pairwise Comparisons PWC 43

Item No	Item Number	Item Description	1	2	3	4	5	6	7	8	9	10
1	Alumni Networking	Alumni Networking	1.00									
2	Career Opportunity	Career Opportunity	0.2500	1.0000								
3	Cost	Cost	4.00	1.00	5.0000	7.0000	7.0000	4.0000	3.0000	8.0000	7.0000	
4	Future Education Pote	Future Education Pote	0.00	0.00	1.0000	1.0000	1.0000	1.0000	1.0000	1.0000	1.0000	
5	Legacy	Legacy	1.00	0.14	0.20	3.00	1.00	1.0000	3.0000	1.0000	3.0000	1.0000
6	Length of Program	Length of Program	1.00	0.25	0.33	1.00	1.00	1.00	1.0000	1.0000	1.0000	1.0000
7	Mentor's Recommendation	Mentor's Recommendation	4.00	0.33	0.20	1.00	0.33	0.20	1.00	0.3330	0.3330	1.0000
8	School's Location	School's Location	6.00	0.11	1.00	3.00	1.00	0.33	3.00	1.00	0.3330	1.0000
9	School's Rank	School's Rank	6.00	0.14	1.00	3.00	1.00	1.00	1.00	1.00	1.00	1.0000
10	Sustainability	Sustainability	2.00	0.14	1.00	3.00	1.00	1.00	1.00	0.50	1.00	1.0000
Sum			27.00	2.72	10.93	28.00	17.33	13.53	25.25	19.87	14.40	18.83

Square of Matrix

Item No	Item Number	Item Description	1	2	3	4	5	6	7	8	9	10
1	Alumni Networking	Alumni Networking	10.00	1.30	4.10	13.70	8.10	1.95	8.30	5.73	8.87	
2	Career Opportunity	Career Opportunity	15.00	4.73	14.00	69.00	58.00	135.00	74.14	52.53	81.33	
3	Cost	Cost	67.80	4.89	10.00	44.40	20.40	21.13	52.85	25.33	25.47	
4	Future Education Pote	Future Education Pote	12.79	1.34	10.00	10.00	10.00	1.40	12.01	19.39	25.70	
5	Legacy	Legacy	14.71	1.44	10.00	10.00	10.00	14.11	19.39	19.09	11.33	
6	Length of Program	Length of Program	49.33	3.39	9.32	29.42	12.09	10.00	20.87	15.78	10.48	
7	Mentor's Recommendation	Mentor's Recommendation	17.00	2.19	7.93	37.93	9.11	9.11	30.70	7.43	5.84	
8	School's Location	School's Location	33.40	3.52	10.40	42.40	12.80	15.04	22.52	10.00	8.88	
9	School's Rank	School's Rank	63.57	4.51	17.31	46.00	19.03	20.81	35.88	19.82	10.00	
10	Sustainability	Sustainability	22.57	2.28	7.25	22.80	12.31	12.31	22.53	10.92	8.47	

Fourth Power of Matrix

Item No	Item Number	Item Description	1	2	3	4	5	6	7	8	9	10
1	Alumni Networking	Alumni Networking	2589.12	233.29	739.24	2055.50	959.81	1919.38	1989.20	1107.98	788.38	
2	Career Opportunity	Career Opportunity	22550.10	2096.50	6887.32	18786.18	8884.18	9408.55	17805.76	10002.83	7125.56	
3	Cost	Cost	895.80	7.3047E+15	2.3800E+16	6.8613E+16	3.1896E+16	3.3014E+16	6.3780E+16	3.5507E+16	2.5447E+16	
4	Future Education Pote	Future Education Pote	2018.95	188.13	1889.91	1689.91	1689.91	1689.91	1689.91	1689.91	1689.91	
5	Legacy	Legacy	5432.50	509.30	1630.50	4655.40	2286.30	2339.57	4468.85	2456.82	1779.70	
6	Length of Program	Length of Program	2916.73	258.42	916.73	2916.73	2916.73	2916.73	2916.73	2916.73	2916.73	
7	Mentor's Recommendation	Mentor's Recommendation	2501.77	258.42	916.73	1136.20	1162.30	2342.11	334.08	1381.32	1497.45	
8	School's Location	School's Location	4027.10	416.97	1324.82	3842.80	1840.00	3737.17	2085.00	1491.30	2248.45	
9	School's Rank	School's Rank	6986.70	6986.70	2016.70	2016.70	2016.70	2016.70	2016.70	2016.70	2016.70	
10	Sustainability	Sustainability	3843.88	349.40	1114.30	3153.73	1495.83	1549.80	3005.95	1692.43	1199.31	

Sixteenth Power of Matrix

Item No	Item Number	Item Description	1	2	3	4	5	6	7	8	9	10
1	Alumni Networking	Alumni Networking	53546955.4	4917003.0	15691595.7	44668389.0	21390322.5	22150328.6	42788957.4	23858897.2	17067908.1	
2	Career Opportunity	Career Opportunity	482894857.5	44352670.4	141551233.1	403249862.5	193047188.4	199864120.0	386063605.8	215239058.4	153984848.8	
3	Cost	Cost	1739922477.1	155797615.6	465234771.1	145234771.1	145234771.1	145234771.1	145234771.1	145234771.1	145234771.1	
4	Future Education Pote	Future Education Pote	43170993.0	365790.4	12656784.5	36565443.2	7261009.0	1787740.1	34519347.6	2088330.0	1739625.1	
5	Legacy	Legacy	119016201.2	10329325.9	34888824.0	96407569.5	47600857.1	42927498.9	95185020.0	5306353.8	7959992.8	
6	Length of Program	Length of Program	110691896.3	10168023.7	32450027.5	92461770.4	44270254.4	6831466.4	4935407.8	3531636.5	5354467.4	
7	Mentor's Recommendation	Mentor's Recommendation	61215167.6	5620452.5	17931244.5	51103458.3	24460945.4	2532376.0	48840703.5	27281827.2	1952428.1	
8	School's Location	School's Location	98754968.1	9607891.1	29933059.9	82450103.0	39487443.5	40858199.8	7894895.5	4401485.8	4140486.1	
9	School's Rank	School's Rank	15103197.4	13866596.3	4424348.1	12064850.8	6026125.8	8246334.7	12074607.6	8731007.2	48181934.0	
10	Sustainability	Sustainability	1006859.0	7444405.6	23756771.1	6780884.2	3239430.1	33540666.6	36126987.4	25849691.1	36210783.4	

Eighth Power of Matrix

Item No	Item Number	Item Description	1	2	3	4	5	6	7	8	9	10
1	Alumni Networking	Alumni Networking	1376291040	126311218.2	400100818.3	1148445608	548802213.9	569193225	1099570189	613011796.1	438610024.6	
2	Career Opportunity	Career Opportunity	2.45508E+16	2.25472E+15	7.19528E+15	2.05003E+16	9.81383E+15	1.01601E+16	1.96283E+16	1.09427E+16	7.82968E+15	
3	Cost	Cost	2.21483E+17	2.03407E+16	6.49115E+16	1.84941E+17	8.85345E+16	9.1058E+16	1.7705E+17	9.87189E+16	7.06347E+16	
4	Future Education Pote	Future Education Pote	7.97733E+16	7.32947E+15	2.3800E+16	6.8613E+16	3.1896E+16	3.3014E+16	6.3780E+16	3.5507E+16	2.5447E+16	
5	Legacy	Legacy	1.98037E+16	1.81875E+15	5.80401E+15	1.65364E+16	7.91624E+15	8.19535E+15	1.5833E+16	8.82887E+15	6.31547E+15	
6	Length of Program	Length of Program	5.45885E+16	5.0143E+15	1.60071E+16	4.59506E+16	2.16201E+16	2.25951E+16	4.36019E+16	2.43357E+16	1.74125E+16	
7	Mentor's Recommendation	Mentor's Recommendation	5.07938E+16	4.69393E+15	1.48938E+16	4.24902E+16	2.03001E+16	2.11915E+16	4.00013E+16	2.38353E+16	1.61868E+16	
8	School's Location	School's Location	2.807E+16	2.57792E+15	8.28267E+15	2.34388E+16	1.12206E+16	1.18164E+16	2.24419E+16	1.25113E+16	8.952E+15	
9	School's Rank	School's Rank	4.15687E+16	4.15911E+15	1.32729E+16	3.71514E+16	1.81028E+16	1.87416E+16	3.62086E+16	2.19518E+16	1.44426E+16	
10	Sustainability	Sustainability	6.92551E+16	6.36032E+15	2.0297E+16	5.78289E+16	2.76837E+16	2.86603E+16	5.53962E+16	3.08862E+16	2.20886E+16	

Thirtieth Power of Matrix

Item No	Item Number	Item Description	1	2	3	4	5	6	7	8	9	10
1	Alumni Networking	Alumni Networking	5.16413E+33	4.74267E+32	1.51348E+33	4.31212E+33	2.08428E+33	2.13713E+33	4.129E+33	2.30174E+33	1.64893E+33	
2	Career Opportunity	Career Opportunity	4.65877E+34	4.27856E+33	1.36538E+34	3.89013E+34	1.86227E+34	1.9277E+34	3.72467E+34	2.07649E+34	1.48576E+34	
3	Cost	Cost	1.67038E+34	1.54108E+33	4.91791E+33	1.40118E+34	6.70786E+33	6.9443E+33	1.34158E+34	7.47938E+33	5.35151E+33	
4	Future Education Pote	Future Education Pote	4.1656E+33	3.8564E+32	1.22094E+33	3.47833E+33	1.68514E+33	1.7288E+33	3.33038E+33	1.96986E+33	1.39486E+33	
5	Legacy	Legacy	1.14846E+34	1.05473E+33	3.36588E+33	9.58977E+33	4.59078E+33	4.75274E+33	9.18187E+33	5.11887E+33	3.68626E+33	
6	Length of Program	Length of Program	1.08621E+34	9.8103E+32	3.13077E+33	8.91898E+33	4.27001E+33	4.42056E+33	8.54026E+33	4.7612E+33	3.4807E+33	
7	Mentor's Recommendation	Mentor's Recommendation	5.90436E+33	5.4229E+32	1.73043E+33	4.53022E+33	2.38010E+33	2.44345E+33	4.72052E+33	2.63186E+33	1.883E+33	
8	School's Location	School's Location	6.52588E+33	6.78464E+32	2.79181E+33	7.95424E+33	3.80783E+33	3.9427E+33	7.61591E+33	4.24585E+33	3.03786E+33	
9	School's Rank	School's Rank	1.45674E+34	1.52607E+33	5.26037E+33	1.2164E+34	5.8231E+33	6.0285E+33	1.16468E+34	6.49246E+33	4.64576E+33	
10	Sustainability	Sustainability	7.81933E+33	7.18118E+32	2.29186E+33	6.52922E+33	3.21258E+33	3.23593E+33	6.25153E+33	3.48521E+33	2.49327E+33	

Sixtyfourth Power

Item No	Item Number	Item Description	1	2	3	4	5	6	7	8	9	10
1	Alumni Networking	Alumni Networking	2.28485E+68	2.09638E+67	6.86937E+67	1.90778E+68	9.13335E+67	8.5557E+67	1.62873E+68	1.0184E+68	7.2887E+67	
2	Career Opportunity	Career Opportunity	2.06126E+69	1.89303E+68	6.04108E+68	1.72118E+69	8.23956E+68	8.53026E+68	1.64787E+69	9.18738E+68	6.57389E+68	
3	Cost	Cost	7.42438E+68	6.81848E+67	2.17591E+68	6.19946E+68	3.07248E+68	2.96778E+68	5.93578E+68	3.30917E+68	2.36778E+68	
4	Future Education Pote	Future Education Pote	1.84308E+68	1.69264E+67	5.40157E+67	1.53898E+68	7.30734E+67	7.62726E+67	1.47302E+68	8.21448E+67	5.87782E+67	
5	Legacy	Legacy	5.08131E+68	4.6861E+67	1.46921E+68	4.24296E+68	2.03118E+68	2.10284E+68	4.03246E+68	2.26483E+68	1.62025E+68	
6	Length of Program	Length of Program	4.74262E+68	4.34045E+67	1.38516E+68	3.94460E+68	1.89925E+68	1.9559E+68	3.77738E+68	2.10588E+68	1.50728E+68	
7	Mentor's Recommendation	Mentor's Recommendation	2.61237E+68	2.39917E+67	7.60524E+67	2.18130E+68	1.04425E+68	1.08100E+68	2.08858E+68	1.16438E+68	8.31238E+67	
8	School's Location	School's Location	4.21489E+68	3.87072E+67	1.23523E+68	3.51933E+68	1.68478E+68	1.7442E+68	3.39936E+68	1.87896E+68	1.34414E+68	
9	School's Rank	School's Rank	6.4453E+68	5.91928E+67	1.88897E+68	5.39191E+68	2.57641E+68	2.69731E+68	5.15296E+68	2.87778E+68	2.05551E+68	
10	Sustainability	Sustainability	3.45964E+68	3.17729E+67	1.01394E+68	2.88885E+68	1.38294E+68	1.43173E+68	2.76597E+68	1.54022E+68	1.10334E+68	

128th Power of Matrix

9.947E+137	9.1635E+136	2.9153E+137	8.200E+137	3.9762E+137	4.1105E+137	7.9527E+137	4.4330E+137	3.1723E+137	4.8114E+137	5.0545E+138	4.7515E+138
9.2502E+137	8.1935E+136	2.4109E+137	7.3367E+137	3.4291E+137	3.6017E+137	7.0137E+137	4.1233E+137	2.9171E+137	4.2796E+137	4.80555E+138	4.54471E+138
5.1139E+137	4.6966E+136	1.4988E+137	4.2702E+137	2.0442E+137	2.1163E+137	4.0898E+137	2.2794E+137	1.6309E+137	2.4718E+137	2.5989E+138	2.40455E+138
8.2507E+137	7.4193E+136	2.2419E+137	6.3367E+137	2.9591E+137	3.0967E+137	5.9967E+137	3.4091E+137	2.4171E+137	3.6333E+137	3.8295E+138	3.60455E+138
1.2671E+138	1.1587E+137	3.8078E+137	1.0535E+138	5.0438E+137	5.2216E+137	1.0087E+138	5.6237E+137	4.0239E+137	6.1029E+137	6.4121E+138	5.91097E+138
7.627E+137	6.2198E+136	1.9648E+137	5.0555E+137	2.7072E+137	2.8221E+137	5.4144E+137	3.0189E+137	2.1596E+137	3.2759E+137	3.4414E+138	3.09793E+138
1.1492E+138	1.3548E+137	4.9555E+137	1.2461E+138	5.7556E+137	6.0127E+137	1.1222E+138	6.1877E+137	4.2591E+137	6.4121E+138	5.8394E+139	
0.03892183	0.03892183	0.03892183	0.03892183	0.03892183	0.03892183	0.03892183	0.03892183	0.03892183	0.03892183	0.03892183	
0.351124629	0.351124629	0.351124629	0.351124629	0.351124629	0.351124629	0.351124629	0.351124629	0.351124629	0.351124629	0.351124629	
0.128470487	0.128470487	0.128470487	0.128470487	0.128470487	0.128470487	0.128470487	0.128470487	0.128470487	0.128470487	0.128470487	
0.031395531	0.031395531	0.031395531	0.031395531	0.031395531	0.031395531	0.031395531	0.031395531	0.031395531	0.031395531	0.031395531	
0.086557545	0.086557545	0.086557545	0.086557545	0.086557545	0.086557545	0.086557545	0.086557545	0.086557545	0.086557545	0.086557545	
0.080709448	0.080709448	0.080709448	0.080709448	0.080709448	0.080709448	0.080709448	0.080709448	0.080709448	0.080709448	0.080709448	

AHP Pairwise Comparison For MBA Student Selection Criteria

Pairwise Comparisons PWC 44

Item #	Item Number	1	2	3	4	5	6	7	8	9	10
Item Description		1	2	3	4	5	6	7	8	9	10
1	Alumni Networking	1.00	0.166667	0.333333	3.000000	3.000000	0.142857	0.000000	0.125000	0.200000	0.250000
2	Career Opportunity	6.0000	1.00	4.000000	7.000000	8.000000	1.000000	7.000000	1.000000	8.000000	4.000000
3	Cost	4.0000	0.25	1.00	0.142857	0.166667	0.000000	0.000000	0.333333	0.200000	0.250000
4	Future Education Pote	0.3333	0.14	0.20	1.00	1.000000	0.142857	0.000000	0.142857	0.333333	0.333333
5	Legacy	0.3333	0.13	0.20	1.00	1.00	0.142857	1.000000	0.142857	0.333333	0.333333
6	Length of Program	7.00	1.00	4.00	7.00	8.00	1.00	7.000000	1.000000	8.000000	4.000000
7	Mentor's Recommendations	0.3333	0.14	0.20	2.00	2.00	0.14	1.00	0.125000	0.333333	0.333333
8	School's Location	8.0000	1.00	3.00	7.00	7.00	1.00	8.00	1.00	8.000000	7.000000
9	School's Rank	4.0000	0.25	0.33	3.00	3.00	0.33	4.00	1.00	4.0000	3.000000
10	Sustainability	4.00	0.25	0.33	4.00	3.00	0.20	3.00	0.14	0.33	1.00
Sum		35.00	4.28	13.60	40.00	39.00	4.35	38.50	4.18	19.53	24.17

Squares of Matrix

1	Alumni Networking	1.0000	2.00	24.00	21.33	18.22	2.00	16.98	1.11	6.49	7.75
2	Career Opportunity	67.34	1.00	24.49	109.01	107.47	105.51	9.51	55.25	87.34	43.33
3	Cost	43.92	4.99	1.00	60.83	53.09	6.00	50.87	4.52	16.60	24.92
4	Future Education Pote	7.75	1.00	2.00	1.00	1.00	0.88	0.88	3.92	2.47	2.47
5	Legacy	7.75	1.00	2.00	1.00	1.00	1.11	9.52	4.02	1.19	1.19
6	Length of Program	82.00	9.89	24.20	118.99	107.99	10.00	104.49	9.30	39.00	50.16
7	Mentor's Recommendations	8.12	1.22	2.00	12.20	11.00	1.20	1.18	4.34	1.34	1.34
8	School's Location	103.33	11.25	26.43	135.99	122.00	11.44	119.50	10.00	58.75	58.75
9	School's Rank	30.87	3.80	7.77	48.87	42.97	3.72	41.24	3.26	10.00	14.63
10	Sustainability	18.04	2.30	6.34	35.82	32.07	2.99	29.98	2.78	8.51	10.00

Fourth Power of Matrix

1	Alumni Networking	1600.30	211.25	479.85	2415.28	2162.20	112.11	2053.97	197.14	732.19	892.31
2	Career Opportunity	9512.33	1284.61	2914.40	14737.27	13158.98	1262.15	12480.43	1209.83	4413.45	5757.37
3	Cost	1900.46	159.15	359.96	1810.96	1618.96	167.44	1533.02	1489.53	5474.35	7129.65
4	Future Education Pote	892.33	119.99	269.50	1373.87	1226.34	122.50	1162.90	111.84	409.13	534.80
5	Legacy	942.17	126.07	285.10	1448.38	1283.30	129.39	1226.71	118.18	433.13	565.98
6	Length of Program	12748.06	1591.32	3493.42	19565.53	17647.51	1762.24	16572.51	1608.18	7701.65	9255.16
7	Mentor's Recommendations	1026.13	137.24	309.49	1570.95	1403.30	140.24	1331.85	128.03	470.75	616.05
8	School's Location	10316.30	1412.50	3186.20	16016.39	14259.88	1443.31	13333.07	1322.87	4833.47	6252.83
9	School's Rank	3072.05	379.20	892.33	4693.86	4103.36	416.82	3987.29	3699.28	21543.12	27161.42
10	Sustainability	2459.54	328.20	748.27	3719.10	3329.33	336.30	3157.50	307.55	1144.34	1494.55

Eighth Power of Matrix

1	Alumni Networking	1600.30	211.25	479.85	2415.28	2162.20	112.11	2053.97	197.14	732.19	892.31
2	Career Opportunity	9512.33	1284.61	2914.40	14737.27	13158.98	1262.15	12480.43	1209.83	4413.45	5757.37
3	Cost	1900.46	159.15	359.96	1810.96	1618.96	167.44	1533.02	1489.53	5474.35	7129.65
4	Future Education Pote	892.33	119.99	269.50	1373.87	1226.34	122.50	1162.90	111.84	409.13	534.80
5	Legacy	942.17	126.07	285.10	1448.38	1283.30	129.39	1226.71	118.18	433.13	565.98
6	Length of Program	12748.06	1591.32	3493.42	19565.53	17647.51	1762.24	16572.51	1608.18	7701.65	9255.16
7	Mentor's Recommendations	1026.13	137.24	309.49	1570.95	1403.30	140.24	1331.85	128.03	470.75	616.05
8	School's Location	10316.30	1412.50	3186.20	16016.39	14259.88	1443.31	13333.07	1322.87	4833.47	6252.83
9	School's Rank	3072.05	379.20	892.33	4693.86	4103.36	416.82	3987.29	3699.28	21543.12	27161.42
10	Sustainability	2459.54	328.20	748.27	3719.10	3329.33	336.30	3157.50	307.55	1144.34	1494.55

Sixteenth Power of Matrix

1	Alumni Networking	1600.30	211.25	479.85	2415.28	2162.20	112.11	2053.97	197.14	732.19	892.31
2	Career Opportunity	9512.33	1284.61	2914.40	14737.27	13158.98	1262.15	12480.43	1209.83	4413.45	5757.37
3	Cost	1900.46	159.15	359.96	1810.96	1618.96	167.44	1533.02	1489.53	5474.35	7129.65
4	Future Education Pote	892.33	119.99	269.50	1373.87	1226.34	122.50	1162.90	111.84	409.13	534.80
5	Legacy	942.17	126.07	285.10	1448.38	1283.30	129.39	1226.71	118.18	433.13	565.98
6	Length of Program	12748.06	1591.32	3493.42	19565.53	17647.51	1762.24	16572.51	1608.18	7701.65	9255.16
7	Mentor's Recommendations	1026.13	137.24	309.49	1570.95	1403.30	140.24	1331.85	128.03	470.75	616.05
8	School's Location	10316.30	1412.50	3186.20	16016.39	14259.88	1443.31	13333.07	1322.87	4833.47	6252.83
9	School's Rank	3072.05	379.20	892.33	4693.86	4103.36	416.82	3987.29	3699.28	21543.12	27161.42
10	Sustainability	2459.54	328.20	748.27	3719.10	3329.33	336.30	3157.50	307.55	1144.34	1494.55

Thirtysecond Power of Matrix

1	Alumni Networking	1600.30	211.25	479.85	2415.28	2162.20	112.11	2053.97	197.14	732.19	892.31
2	Career Opportunity	9512.33	1284.61	2914.40	14737.27	13158.98	1262.15	12480.43	1209.83	4413.45	5757.37
3	Cost	1900.46	159.15	359.96	1810.96	1618.96	167.44	1533.02	1489.53	5474.35	7129.65
4	Future Education Pote	892.33	119.99	269.50	1373.87	1226.34	122.50	1162.90	111.84	409.13	534.80
5	Legacy	942.17	126.07	285.10	1448.38	1283.30	129.39	1226.71	118.18	433.13	565.98
6	Length of Program	12748.06	1591.32	3493.42	19565.53	17647.51	1762.24	16572.51	1608.18	7701.65	9255.16
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9	School's Rank	3072.05	379.20	892.33	4693.86	4103.36	416.82	3987.29	3699.28	21543.12	27161.42
10	Sustainability	2459.54	328.20	748.27	3719.10	3329.33	336.30	3157.50	307.55	1144.34	1494.55

Sixtyfourth Power

1	Alumni Networking	1600.30	211.25	479.85	2415.28	2162.20	112.11	2053.97	197.14	732.19	892.31
2	Career Opportunity	9512.33	1284.61	2914.40	14737.27	13158.98	1262.15	12480.43	1209.83	4413.45	5757.37
3	Cost	1900.46	159.15	359.96	1810.96	1618.96	167.44	1533.02	1489.53	5474.35	7129.65
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7	Mentor's Recommendations	1026.13	137.24	309.49	1570.95	1403.30	140.24	1331.85	128.03	470.75	616.05
8	School's Location	10316.30	1412.50	3186.20	16016.39	14259.88	1443.31	13333.07	1322.87	4833.47	6252.83
9	School's Rank	3072.05	379.20	892.33	4693.86	4103.36	416.82	3987.29	3699.28	21543.12	27161.42
10	Sustainability	2459.54	328.20	748.27	3719.10	3329.33	336.30	3157.50	307.55	1144.34	1494.55

128th Power of Matrix

1	Alumni Networking	1600.30	211.25	479.85	2415.28	2162.20	112.11	2053.97	197.14	732.19	892.31
2	Career Opportunity	9512.33	1284.61	2914.40	14737.27	13158.98	1262.15	12480.43	1209.83	4413.45	5757.37
3	Cost	1900.46	159.15	359.96	1810.96	1618.96	167.44	1533.02	1489.53	5474.35	7129.65
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10	Sustainability	2459.54	328.20	748.27	3719.10	3329.33	336.30	3157.50	307.55	1144.34	1494.55

Normalized Matrix

Career Opportunity	21.80%	2.3629260037	0.83704519
Cost	10.26%	1.111615933	0.83704519
Future Education Pote	2.03%	0.218742141	0.83704519
Legacy	2.14%	0.232122521	0.83704519
Length of Program	21.08%	2.284680021	0.83704519
Member's Recommendations	2.33%	0.252029991	0.83704519
School's Location	23.77%	2.575545252	0.83704519
School's Rank	7.42%	0.803994079	0.83704519

Appendix K: Ethics Review Checklist and Flowcharts

Ethics in Research

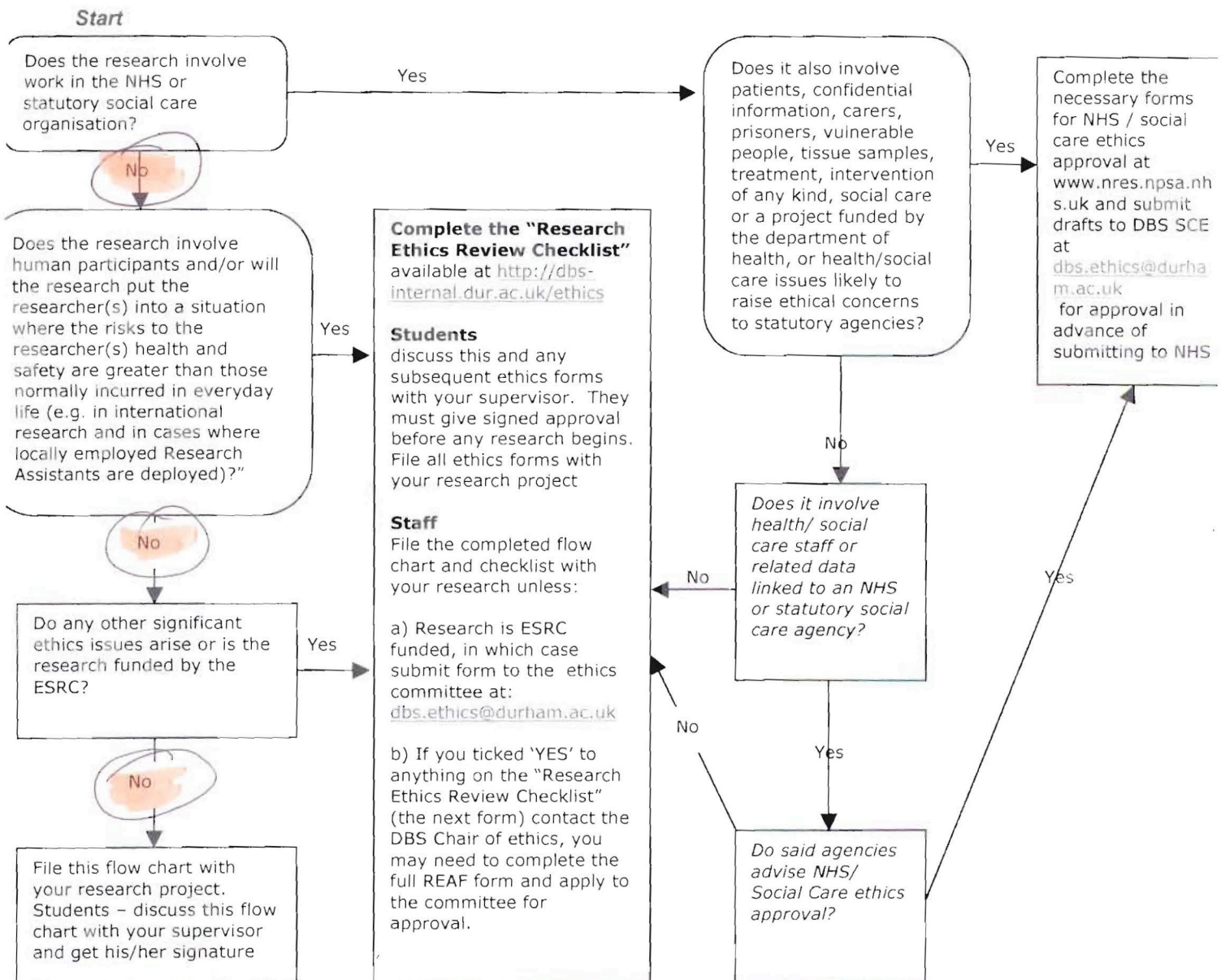
Process flow chart for students and staff undertaking research

Note: all research can potentially raise ethical issues. The focus here is on research involving human participants, but consideration should also be given to ethical issues that may arise in connection with research that does not involve human participants. In all cases research is governed by the University's "Ensuring Sound Conduct in Research" which is available at <http://dbs-internal.dur.ac.uk/ethics> - all researchers should read Sections A, B and F; Principal Investigators should also read Section D. This process flow chart applies to each discrete research project and a separate flow chart should be completed for each such project.

Please complete the details as requested below and highlight either 'YES' or 'NO' after each box to show your route through the flow chart. "DBS SCE" refers to Durham Business School's Sub-Committee for Ethics throughout.

Title of Project: How and Why can a Strategy of Sustainability be used for Graduate Business Schools in the United States to gain Competitive Advantages?

Name of Principal Researcher or anonymous code of student: Z0922288



Signature of Principal Researcher or Supervisor:

Signed: D.B. Brown Date: 5/1/2013

RESEARCH ETHICS REVIEW CHECKLIST

“DBS SCE” refers to Durham Business School’s Sub-Committee for Ethics throughout.

This checklist should be completed for every research project that involves human participants. It should also be completed for all ESRC funded research, once funding has been obtained. It is used for approval or to identify whether a full application for ethics approval needs to be submitted.

Before completing this form, please refer to the University’s “Ensuring Sound Conduct in Research” available at <http://dbs-internal.dur.ac.uk/ethics/default.aspx> – all researchers should read Sections A, B and F; Principal Investigators should also read Section D. The researcher and, where the researcher is a student, the student and supervisor are responsible for exercising appropriate professional judgement in this review.

This checklist must be completed before potential participants are approached to take part in any research.

Section I: Project Details

1. Project title: How and Why Can a Strategy of Sustainability be used for Graduate Business Schools in the United States to gain Competitive Advantages?
2. Start date: July 2013 Expected End date: June 2014

Section II: Applicant Details

3. Name of researcher (applicant)
Or student: David Beecher Brauer
4. Status (please delete those which are not applicable)

Postgraduate Research Student
5. Email address
(staff only):
6. Contact address: d.b.brauer@durham.ac.uk
161 Windwood Dr. Wexford, Pa. 15090 U.S.A.
7. Telephone number: 00114123355507

Section III: For Students Only

8. Programme title: Doctor of Business Administration
9. Mode (delete as appropriate)

Part Time

10. Supervisor's or module leader's name: Dr. Laszlo Polos

11. Aims and Objectives: Please state the aims/objectives of the project

Evaluating the outcomes of a strategy of sustainability employed by graduate business schools in the United States as well as evaluating the selection criteria of graduate business school students to determine if sustainability plays a part in their decision making process.

12. Methodology: Please describe in brief the methodology of the research project

A mixed methods approach will be utilized first using qualitative semi structured interviews asking five to 10 students 10 questions (from 40 different graduate business schools in the United States) recording, transcribing and coding interviews. A quantitative study will follow which will collect data from the graduate business institutions to determine if a strategy of sustainability has an effect on things such as application numbers, enrolment numbers, acceptance rates, donation rates, average GMAT scores and others.

13. Will data be collected from participants who have not consented to take part in the study e.g. images taken from the internet; participants covertly or overtly viewed in social places? If yes, please give further details.

*Does the research take place in a public or private space (be it virtual / physical)? Please explain: -

The research will take place in public physically at the graduate business schools being observed.

Explain whether the research is overt or covert: -

This research will be carried out overtly with the knowledge and consent of the deans (or equivalent) at the various business schools.

Explain how you will verify participants' identities: -

The participants will be numbered and coded to ensure their anonymity although their consent to participate will be procured prior to starting the interview.

†Explain how informed consent will be obtained: -The participants interviews will be recorded and signed consent forms will be procured will be obtained prior to commencing the interviews.

*Ethical guidelines (BPS, 2005) note that, *unless consent has been sought, observation of public behaviour takes place only where people would reasonably expect to be observed by strangers.*

†It is advised that interactive spaces such as chat rooms and synchronous and asynchronous forums be treated as private spaces requiring declaration of a research interest and consent.

Additional guidance on internet research can be obtained at:

http://www.bps.org.uk/sites/default/files/documents/conducting_research_on_the_internet-guidelines_for_ethical_practice_in_psychological_research_online.pdf

14. Risk assessment: If the research will put the researcher(s) into a situation where risks to the researcher(s)' health and safety are greater than those normally incurred in everyday life, please indicate what the risks are and how they will be mitigated. (Please note that this also includes risks to the researcher(s)' health and safety in cases of international research and in cases where locally employed Research Assistants are deployed).

Research which will take place outside the UK requires specific comment. (Note that research outside the UK is not automatically covered by the University's insurance. See the DBS intranet site (<http://dbs-internal.dur.ac.uk/ethics/default.aspx>) for further details).

The research will not put any person or institution at risk.

For student research the supervisor should tick the following, as appropriate. The study should not begin until all appropriate boxes are ticked:

- ☐ The topic merits further research
- ☐ The participant information sheet or leaflet is appropriate (where applicable)
- ☐ The procedures for recruitment and obtaining informed consent are appropriate (where applicable)

Comments from supervisor:

Section IV: Research Checklist

Research that may need to be reviewed by NHS NRES Committee or an external Ethics Committee (if yes, please give brief details as an annex)

YES NO

- 1 Will the study involve recruitment of patients or staff through the NHS or the use of NHS ☐ ☒

data or premises and / or equipment?¹

- 2 Does the study involve participants age 16 or over who are unable to give informed consent? (e.g. people with learning disabilities: see Mental Capacity Act (MCA) 2005).

☐ ☒

Please note: - That with regard to 1 and 2 on the previous page, all research that falls under the auspices of MCA must be reviewed by NHS NRES.

Research that may need a full review by Durham Business School Sub – Committee for Ethics (DBS SCE)

- 3 Does the study involve other vulnerable groups: children, those with cognitive impairment, or those in unequal relationship e.g. your own students?²
- 4 Will the study require the co-operation of a gatekeeper for initial access to the groups or individuals to be recruited? (e.g. students at school, members of a self-help group, residents of a Nursing home)³
- 5 Will it be necessary for participants to take part in the study without their knowledge and consent at the time? (e.g. deception, covert observation of people in non-public places)
- 6 Will the study involve discussion of sensitive topics? (e.g. sexual activity, drug use)
- 7 Are drugs, placebos or other substances (e.g. food substances, vitamins) to be administered to the study participants or will the study involve invasive, intrusive or potentially harmful procedures of any kind?

☐ ☒
☐ ☒
☐ ☒
☐ ☒
☐ ☒

Research that may need a full review by Durham Business School Sub – Committee for Ethics (DBS SCE) (continued)

- 8 Will tissue samples (including blood) be obtained from participants?
- 9 Is pain or more than mild discomfort likely to result from the study?

☐ ☒
☐ ☒

Footnotes

¹ Research in the NHS may be classified as “service evaluation” and, if so, does not require NHS research ethics approval. In such cases, prior written confirmation that the

Footnotes

¹ Research in the NHS may be classified as “service evaluation” and, if so, does not require NHS research ethics approval. In such cases, prior written confirmation that the research is considered to be service evaluation is required from the appropriate authority, and on receipt of this the “No” box may be ticked and this form used for ethics approval. Advice and assistance is available from dbs.ethics@durham.ac.uk

research is considered to be service evaluation is required from the appropriate authority, and on receipt of this the “No” box may be ticked and this form used for ethics approval. Advice and assistance is available from db.ethics@durham.ac.uk

² Vulnerable persons are defined for these purposes as those who are legally incompetent to give informed consent (i.e. those under the age of 16, although it is also good practice to obtain permission from all participants under the age of 18 together with the assent of their parents or guardians), or those with a mental illness or intellectual disability sufficient to prevent them from giving informed consent), or those who are physically incapable of giving informed consent, or in situations where participants may be under some degree of influence (e.g. your own students or those recruited via a gatekeeper - see footnote 3). Where students are perfectly able to choose to be involved and to give informed consent then, so long as there is no impact on assessment, the “No” box may be ticked.

³ This applies only where the recruitment of participants is via a gatekeeper, thus giving rise to particular ethical issues in relation to willing participation and influence on informed consent decisions particularly for vulnerable individuals. It does *not* relate to situations where contact with individuals is established via a manager but participants are willing and able to give informed consent. In such cases, the answer to this question should be “No.”

		YES	NO
10	Could the study induce psychological stress or anxiety or cause harm or negative consequences beyond the risks encountered in normal life?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
11	Will the study involve prolonged or repetitive testing?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
12	Will the research involve administrative or secure data that requires permission from the appropriate authorities before use?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
13	Does the research involve members of the public in a research capacity (participant research)?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
14	Will the research involve respondents to the internet or other visual / vocal methods where methods are covert, intrude into privacy without consent, or require observational methods in spaces where people would not reasonably expect to be observed by strangers? ⁴	<input type="checkbox"/>	<input checked="" type="checkbox"/>
15	Will the research involve the sharing of data or confidential information beyond the initial consent given?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
16	Will financial inducements (other than reasonable expenses and compensation for time) be offered to participants? ⁵	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Section V: What to do next

If you have answered ‘No’ to all of the questions:

Undergraduate and Postgraduate taught students should discuss this with their supervisor, obtain his or her signature and submit it with their business project or dissertation.

DBA / MPhil / PhD students should discuss this with their supervisor, obtain his or her signature and submit it as part of the transfer / 9 month review process and with their thesis.

Work that is submitted without the appropriate ethics form may be returned un-assessed.

Members of staff should retain a copy for their records, but may submit the form for approval by DBS SCE if they require approval from funding bodies such as ESRC. *In such cases, the letter of invitation to participate, Participant Information Sheet, Consent Form and, where appropriate, the access agreement should also be submitted with this form.*

Please note that DBS SCE may request sight of any form for monitoring or audit purposes.

If you have answered 'Yes' to any of the questions in Section IV, you will need to describe more fully how you plan to deal with the ethical issues raised by your research. This does not mean that you cannot do the research, only that your proposal will need to be approved by the DBS SCE.

Contact the Chair of the DBS SCE in the first instance to discuss how to proceed. You may need to submit your plans for addressing the ethical issues raised by your proposal using the ethics approval application form REAF, which should be sent to the committee at dbs.ethics@durham.ac.uk.

(Continued overleaf)

Footnotes

⁴ This does not include surveys using the internet providing that the respondent is identifiable only at their own discretion.

⁵ In experiments in economics and psychology in particular it is common to pay participants. Provided such payments are within the normal parameters of the discipline, the answer to this question should be "No."

(Form REAF can be obtained from the School Intranet site at <http://dbs-internal.dur.ac.uk/Pages/Default.aspx> or using the student / visitor access:-

<http://dbs-internal.dur.ac.uk/ethics>

Username: dubs\ethicsvisitors
Password: durham

If you answered 'yes' to Questions 1 or 2 in Section IV, you will also have to submit an application to the appropriate external health authority ethics committee, but only **after** you have received approval from the DBS SCE. In such circumstances complete the appropriate **external** paperwork and submit this for review by the DBS SCE to dbs.ethics@durham.ac.uk.

Please note that whatever answers you have given above, it is your responsibility to follow the University's "Ensuring Sound Conduct in Research" and any relevant academic or professional guidelines in the conduct of your study. **This includes providing appropriate participant information sheets and consent forms, abiding by the Data Protection Act and ensuring confidentiality in the storage and use of data.**

Any significant change in research question, design or conduct over the course of the research project should result in a review of research ethics issues using the "Process Flow Chart for Students and Staff Undertaking Research" and completing a new version of this checklist if necessary.

Declaration

Signed
(staff only, students insert anonymous code): Z0922288

Date:May 1, 2013.....

Student / Principal Investigator

Signed:

Date:

Supervisor or module leader (where appropriate)