



**LINCOLN UNIVERSITY INSTITUTIONAL RESEARCH REPORT 2022-2023
ACADEMIC YEAR**



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FOREWORD

This report serves the dual purpose of enhancing transparency and supporting ongoing educational evaluation at Lincoln University. In particular, it encompasses three key facets: student-related information, faculty-related information, and details regarding the assessment of learning outcomes. The report is structured into four distinct sections:

1. Introduction (Part I): In this section, we delve into Lincoln University's historical background, its mission, objectives, and the overarching learning outcomes it strives to achieve.
2. Student Insights (Part II): Part II furnishes a comprehensive statistical overview of various aspects related to students. It encompasses data on student demographics, institutional data at the student level, student accomplishments, and an assessment of non-academic co-curricular activities.
3. Faculty Overview (Part III): Part III offers a statistical snapshot of the university's faculty. It includes information on faculty demographics, their effectiveness, and their academic and professional development.
4. Educational Assessment (Part IV): The final section, Part IV, unveils the results of the educational assessment process. This includes both direct and indirect assessments, the formulation of Institutional Learning Outcomes (ILOs), their alignment with Program Learning Outcomes (PLOs), and the relationships between Course Learning Outcomes (CLOs) and PLOs.

PART I: OVERVIEW

Introduction

Lincoln University (LU) is a nonprofit, nonsectarian educational institution located in Oakland, California, with a rich history of delivering high-quality education to a diverse range of students. This history underscores LU's unwavering commitment to ethical practices and excellence at all levels of operation.

LU was established in 1919, initially offering a law program in San Francisco to support World War I veterans. Its founding officers were B. F. Lickey, the President and Founder, and E. J. Silver, the Vice President and Educational Director. Initially, LU provided evening classes tailored for working adults and part-time students. In 1927, LU expanded its offerings to include both day and evening classes. In 1993, the law school formally separated from LU and became the Lincoln Law School of San Jose. Subsequently, LU evolved into a university with a strong focus on business programs, relocating from San Francisco to Oakland in December 1999.

Today, LU offers a diverse array of degree programs in business and diagnostic imaging, including:

- Bachelor of Arts (BA) in Business Administration
- Bachelor of Science (BS) in Diagnostic Imaging
- Master of Business Administration (MBA)
- Master of Science (MS-IB) in International Business
- Master of Science (MS-FM) in Finance Management
- Doctor of Business Administration (DBA)

In 2022-2023 academic year, LU enrolled approximately 415 students representing over 50 countries, reflecting its commitment to transforming lives and contributing to the economy, culture, and knowledge base of California, the United States, and the global community.

LU holds full accreditation from the WASC Senior College and University Commission, a regional accreditor, as well as the International Accrediting Council for Business Education, a programmatic accreditor. It is also approved by the US Department of Education to participate in the Title IV Financial Aid Programs.

Mission: LU's mission is to provide traditional educational programs across diverse fields of study, led by experienced educators, and resulting in exceptional employment opportunities for American and international students. Both graduate and undergraduate programs leverage the professional expertise of instructors, equipping students for successful careers.

Values and Responsibilities: LU upholds values central to higher education, including academic quality, core competencies, student success, diversity among students, faculty, staff, and administrators, and regional stewardship within its service communities. Its multicultural heritage emphasizes:

- Embracing diversity and fostering intercultural experiences and understanding.
- Promoting global awareness and local responsibility, given its location in the culturally diverse San Francisco Bay Area.
- Valuing American history, American values, and the improvement of humanity.
- Nurturing a vibrant graduate culture, emphasizing collegiality, innovation, and research support.

LU Institutional Objectives: LU's commitment to engaged pedagogy supports students in achieving academic, professional, and civic goals. Its core objectives include:

- Developing students' analytical capacity.
- Providing essential knowledge in selected subject areas.
- Instilling personal responsibility for functioning as citizens in an interdependent world.
- Offering terminal degrees to motivated and capable students.

Engagement of Leaders and Stakeholders: LU's shared governance involves collaboration among the LU Board of Trustees, the President, and faculty, ensuring the realization of LU's mission. Key leaders are actively engaged in developing and monitoring pathways to achieve LU's goals.

Institutional Commitment to Evidence-Based Excellence: LU places a strong emphasis on data collection for comprehensive analysis, supporting academic excellence and faculty efforts. Data collection focuses on three areas:

i) Student-Related Data: This includes information on student demographics, institutional data, and student achievement.

ii) Faculty-Related Data: LU collects data on faculty demographics, effectiveness, and professional development.

iii) Student Learning Outcomes (SLOs)-Related Data: LU is committed to assessing student learning outcomes, involving all stakeholders in the educational process, including students themselves.

PART II: CONTINUOUS IMPACT OF COVID-19

The novel coronavirus disease, COVID-19, had a profound impact on educational systems in the U.S. and around the world, including Lincoln University (LU). The continuous effects of COVID-19 impacted LU in 2022-2023 academic year.

Academic Delivery and Learning

- **Shift to Hybrid Learning:** The university continued to adopt a hybrid learning model, combining in-person and online classes. This approach ensured flexibility and safety for students and staff while maintaining educational standards.
- **Technological Investments:** To support hybrid learning, significant investments were made in upgrading technological infrastructure, including improved online learning platforms, virtual labs, and enhanced internet connectivity on campus.
- **Student Engagement:** The university implemented various online tools and platforms to keep students engaged, such as virtual office hours, discussion forums, and interactive digital content.

Student Well-being and Support

- **Mental Health Services:** Recognizing the stress and anxiety caused by the pandemic, Lincoln University expanded its mental health services. This included virtual counseling, mental health workshops, and peer support programs.
- **Financial Aid:** Additional financial support was provided to students facing economic hardships due to the pandemic. This included emergency grants, tuition assistance, and flexible payment plans.

Campus Operations and Health Protocols

- **Safety Measures:** Strict health protocols were maintained on campus, including optional masking, and regular sanitization.
- **Reduced Campus Density:** To minimize the risk of transmission, the university operated with reduced on-campus density. This involved staggered schedules, reduced class sizes, and remote work options for staff.

Research and Innovation

- **COVID-19 Research:** Faculty and students at Lincoln University continued to engage in research related to COVID-19, contributing to the broader understanding of the virus and its impacts on education.
- **Grant Funding:** The university secured Presidential grants and funding for research projects aimed at addressing challenges posed by COVID-19, promoting innovation and practical solutions.

Enrollment and Admissions

- **Virtual Recruitment:** The admissions process adapted to the circumstances with virtual open days, online recruitment events, and digital campus tours to attract new students.

- **Enrollment Trends:** While there was a significant fluctuation in enrollment numbers, the university implemented strategies to maintain student interest and retention, such as personalized outreach and flexible admission criteria.

Lincoln University's response to the ongoing effects of COVID-19 during the academic year 2022-2023 was complex, focusing on maintaining educational quality, ensuring the well-being of the university community, and contributing to broader societal efforts to facilitate the return to normality.



PART III: LU STUDENT BODY

Student Diversity

Lincoln University boasts a rich tapestry of student diversity, encompassing a wide array of genders, ethnicities, and cultures. In the 2022-2023 academic year, the university welcomed over 400 students, hailing from more than 50 different countries. To steadfastly uphold and celebrate this diversity, the university diligently gathers comprehensive demographic information about its admitted and enrolled students. This data encompasses factors such as gender, age, ethnicity, special needs, and admission status, facilitating a multifaceted analysis of our student body.

Gender

In Fall 2022, the distribution is nearly even with males slightly outnumbering females, 52% to 48%. By Spring 2023, there is a noticeable shift with males making up 58% of the student body compared to 42% females. In Summer 2023, the distribution evens out more, but males still maintain a majority at 54% compared to 46% females.

LU STUDENTS BY GENDER

■ Female ■ Male

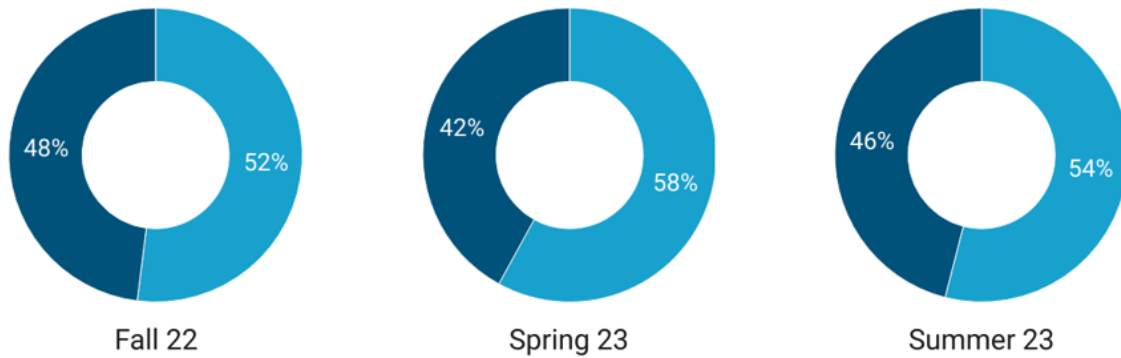


Figure 3.1: LU student body by gender (N = 415 for FALL, N = 425 FOR FALL, and N = 181 for SUMMER)

Age

For Fall 2022, the average age of students was 28.6 years. For Spring 2023, there is a noticeable decrease in the average age to 27.2 years. By Summer 2023, the trend reverses with the average age increasing to 29.3 years, which is marked at the top of the third bar. This increase might indicate that older students are more likely to enroll in summer courses, or that there are specific programs attracting a more mature student body during this term.

LU STUDENTS BY AGE

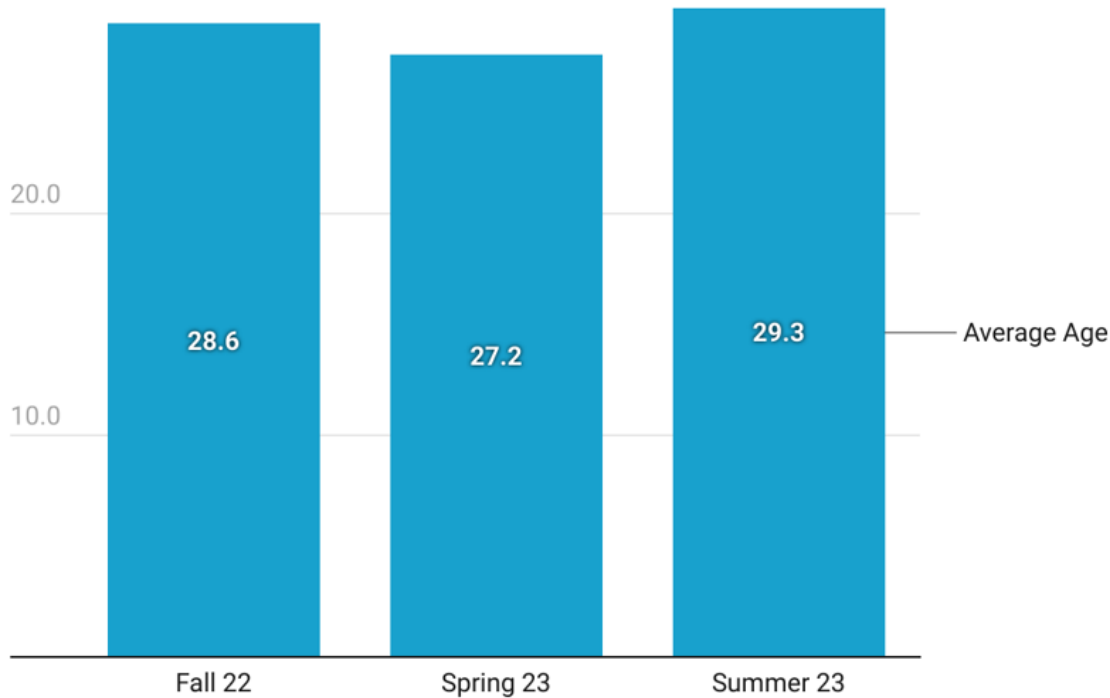


Figure 3.2: LU student body by age (N = 415 for FALL, N = 425 FOR FALL, and N = 181 for SUMMER)

Enrollment Status

For Fall 2022, the data shows a high predominance of full-time students, comprising 95% of the total enrollment, with part-time students making up a small fraction at 5%. This distribution suggests that the majority of students at LU are traditionally engaged in full-time studies during the fall semester, which is typically the start of the academic year, possibly due to a greater selection of courses available or a structured academic plan that favors full-time engagement.

For Spring 2023, there is a slight shift in the distribution with full-time enrollment dropping to 91% and part-time enrollment increasing to 9%. This change could indicate a trend where students may choose to reduce their course load after the initial semester or that new students who begin their studies in the spring are more likely to enroll part-time. By Summer 2023, the proportion of full-time students rebounds to 96%, which could reflect a preference for students to engage in more intensive study sessions or complete their academic requirements during the summer months. This pattern may also be influenced by the shorter duration of summer terms, which might be more manageable on a full-time basis for students looking to accelerate their academic progress.

The overall enrollment and the observed fluctuations in part-time and full-time enrollments across these terms could also be influenced by the ongoing impacts of the COVID-19 pandemic, especially considering the international composition of LU's student body. Many international students face unique challenges due to travel restrictions, visa delays, and health and safety concerns, which might explain the higher part-time enrollments in the Spring 2023 term. As the situation stabilizes, and as more international

students are able to commit to being on campus, there appears to be a corresponding increase in full-time enrollment, especially noticeable in the Summer 2023 term.

LU STUDENTS BY ENROLLMENT

■ PART TIME ■ FULL TIME

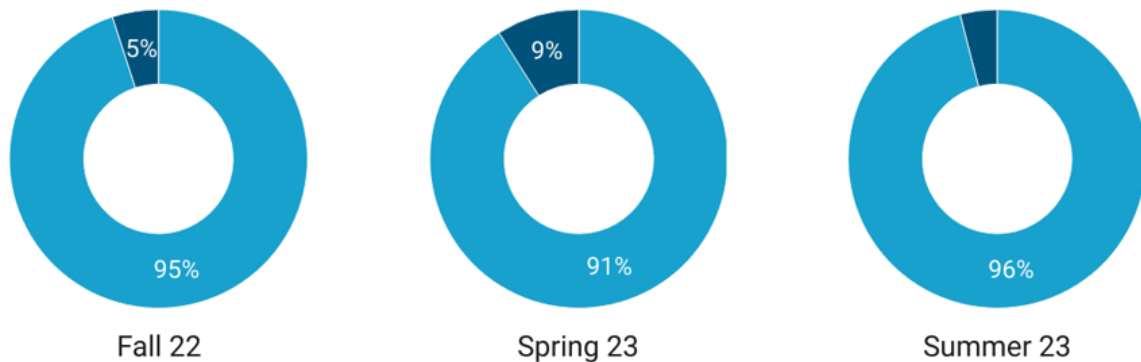


Figure 3.3: LU student body by enrollment (N = 415 for FALL, N = 425 FOR FALL, and N = 181 for SUMMER)

Ethnicity and Country of Origin

Lincoln University's student population exemplifies a rich tapestry of diverse ethnic backgrounds, contributing to the institution's vibrant and inclusive learning environment. The data on student ethnicity for the specified period reveals a compelling snapshot of this diversity:

- **Asian (28%):** The diversity within this group alone could encompass students from China, Korea, Japan, Thailand, Vietnam, and other Asian nations, each bringing their own unique cultural, linguistic, and educational perspectives. Programs at LU that may particularly attract these students could include those focusing on engineering, business, technology, and the sciences, reflecting higher education trends and career preferences seen globally among Asian students.
- **African and African American (26%):** This cohort is composed of both African students, possibly from countries like Nigeria, Kenya, Ghana, and South Africa, and African American students from various regions of the United States. This blend enriches the university's cultural tapestry, introducing a range of historical, social, and cultural narratives that are crucial for a well-rounded academic environment. Programs focusing on public health, international relations, African studies, and social sciences might be particularly appealing to this group.
- **White (23%):** Students identified as White likely include both Americans of European descent and international students from Europe, Canada, Australia, and other regions. Their presence contributes to a variety of viewpoints in discussions, particularly in courses related to global politics, history, economics, and cultural studies.
- **South-East Asian (16%):** This group includes students from the ASEAN countries such as Vietnam, Thailand, Malaysia, Indonesia, and the Philippines. These students often bring with them insights

from rapidly developing economies and vibrant cultural backgrounds that add depth to discussions on economic development, environmental issues, and regional politics in Asia. Their presence is also indicative of LU's appeal across the wider Asian continent and suggests active recruitment or scholarship programs aimed at these regions.

- Latino/a (7%): Although the smallest group, Latino/a students significantly contribute to the diversity of the student body. They may include both domestic students from the U.S. Hispanic community and international students from Latin American countries such as Mexico, Brazil, Colombia, and Argentina.

This diversity underscores Lincoln University's commitment to inclusivity and global engagement. It creates a dynamic learning environment where students from various ethnic backgrounds have the opportunity to interact, learn from one another, and gain a broader perspective on the world. LU's dedication to fostering an inclusive and culturally diverse community is reflected in the diverse tapestry of its student body, where individuals from different backgrounds come together to learn, grow, and share their unique experiences.

LU STUDENTS BY ETHNICITY

Asian African and African American White South-East Asian Latino/a

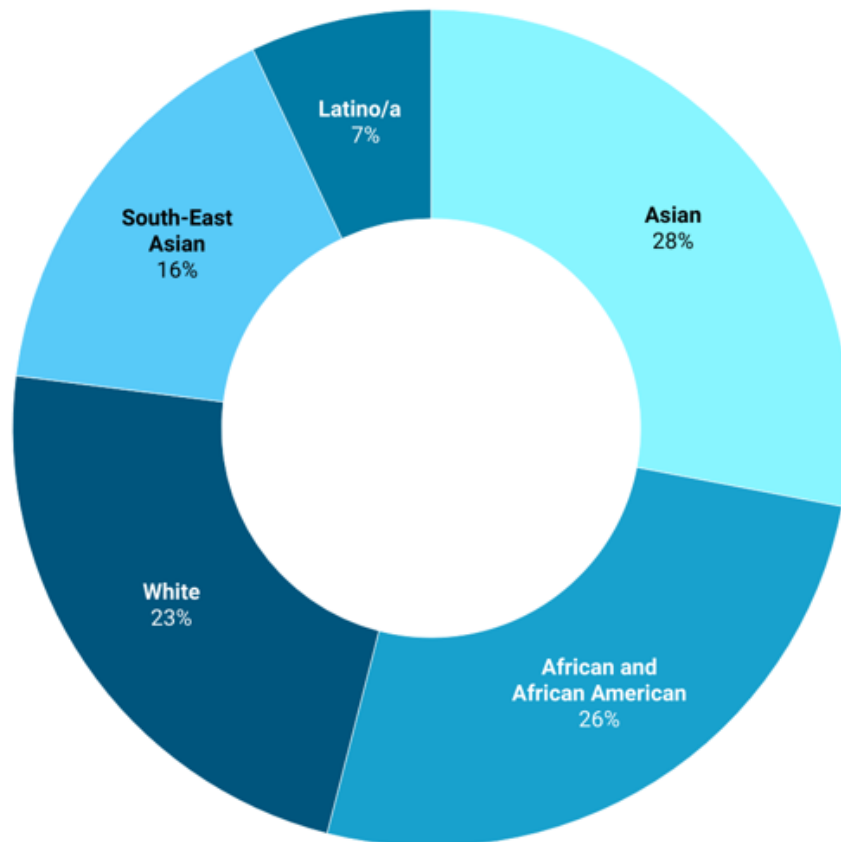


Figure 3.4: LU student body by ethnicity (N = 415)

Country of Origin

Lincoln University's student body is a truly global community, with individuals hailing from a diverse array of countries and regions. The list of countries of origin for LU students is extensive, reflecting the institution's commitment to fostering a multicultural and inclusive learning environment. Students from India, the USA, Nepal, Nigeria, Thailand, Mongolia, Uzbekistan, Vietnam, Bangladesh, and Jordan, among many others, come together to form a rich tapestry of backgrounds and experiences. This international mix enriches the university's classrooms and campus life, promoting cross-cultural understanding and global perspectives. Whether from Asia, Africa, North America, or other parts of the world, students at LU bring their unique cultural heritage and perspectives to create a dynamic and inclusive educational community. This diversity not only enhances academic experience but also prepares students to thrive in an increasingly interconnected and globalized world.

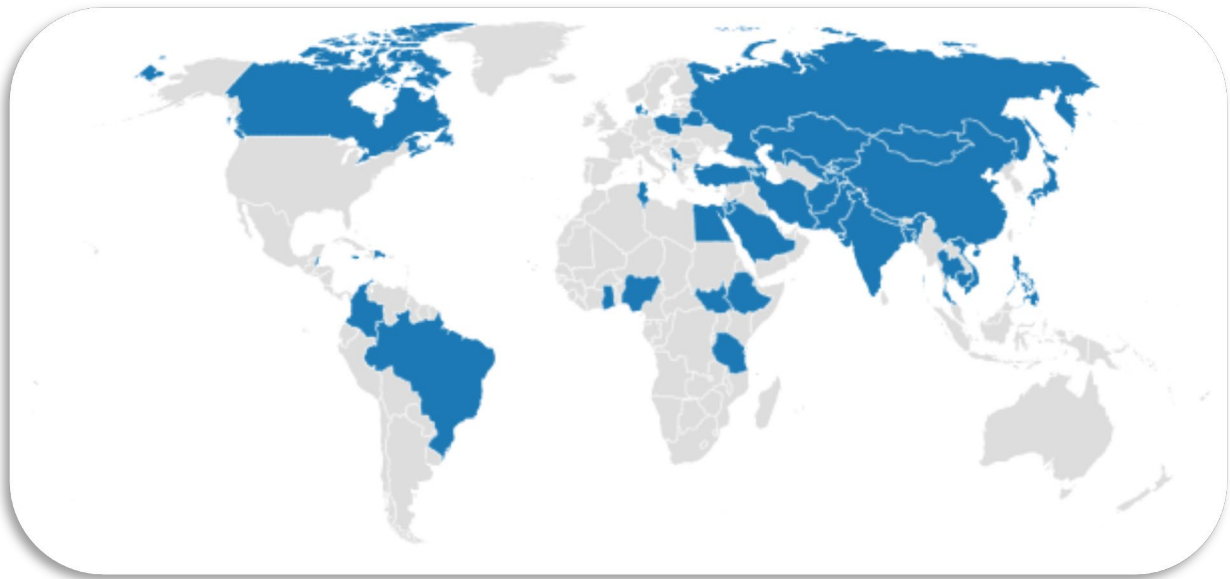


Figure 3.5: LU student body by country of origin

Student-Level Institutional Data

Retention Rates

The retention rate at Lincoln University is a measure of the percentage of students who initially enroll in an academic year or term and either successfully complete their studies within that same year or term or continue their education in the same program at LU in the following year or term. For instance, a student who begins their studies in the fall semester and continues into the next year's fall semester is included in the calculation for that year's retention rate.

To establish a benchmark for retention, LU utilizes the Mean of the Retention (MR) rates for the three years leading up to the evaluation date. Based on data from 2020 to 2023, the MR stands at 87.4%, with a standard deviation for retention (SDR) rates of 5.4%. The Retention threshold/benchmark (RT) is defined as the lower limit of acceptable retention values, calculated as $(MR - SDR)$. For the academic year 2022-2023, the MR baseline is calculated using data from 2020 to 2023, resulting in an RT of 79.4%. Any current retention value exceeding this RT is considered acceptable.

Comparatively, the national average retention rate for colleges in the United States stands at 79%. These statistics underscore that LU's current retention rate, surpassing 80%, is exemplary and indicative of the effectiveness of the university's strategies. The institution's objective is to maintain retention rates above the national average and strive for a 1% annual improvement. This commitment is driven by the university's dedication to providing a supportive and conducive learning environment for students, guiding them toward the achievement of their educational and professional aspirations, while concurrently enhancing retention rates with the collaborative efforts of administrative staff, faculty, and students.

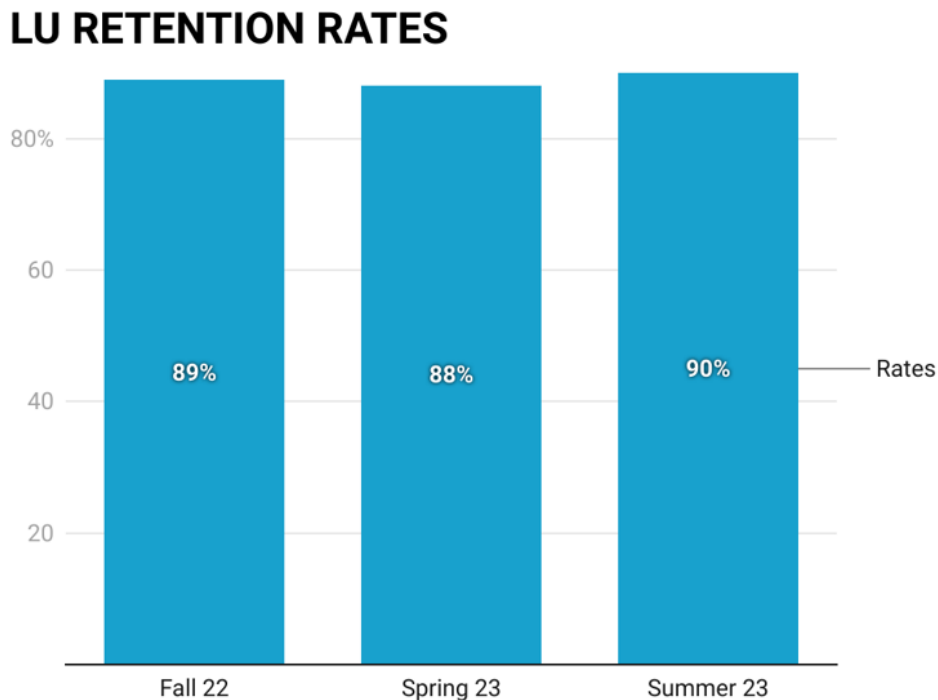


Figure 3.6: LU retention rates by semester

Program	Retention
DBA	88%
BA in BA	83%
BS in DI	80%
MS in International Business	92%
MS in Finance Management	96%
MBA	95%

Table 3.1: LU retention rates by program

Graduation Rates

Lincoln University places a strong emphasis on monitoring our students' progression towards degree completion, viewing graduation and retention rates as valuable indicators of both student satisfaction and academic achievement. Graduation rates are a key metric, representing the percentage of full-time students who successfully finish their programs within a reasonable timeframe, defined as the Maximum Time for Degree Completion (MTDC). This MTDC is calculated as 150% of the Estimated Degree Completion Time (ETDC), which includes any transferred course credits.

For students who embark on their academic journey at LU and complete their entire education with us, the MTDC varies depending on the degree program. For Bachelor of Arts (BA) and Bachelor of Science (BS) programs, the MTDC is set at 6 years or 12 semesters. Master of Business Administration (MBA) and Master of Science (MS) programs have an MTDC of 3 years or 6 semesters, while the Doctor of Business Administration (DBA) program allows for a maximum of 7.5 years or 15 semesters for completion.

To calculate graduation rates, we track the progress of a specific cohort of new students who commence their program during a given semester. We monitor their journey to ensure they complete their studies within 150% of the program's MTDC. Additionally, we account for students who may have departed from the program during their academic pursuit.

To establish benchmarks for our graduation rates, we rely on data provided by the National Center for Education Statistics (NCES). According to NCES, the 6-year graduation rates for first-time, full-time undergraduate students pursuing a bachelor's degree at a 4-year degree-granting public institution stand at 59%. Meanwhile, for private non-profit institutions, the rate is slightly higher at 66%, with a maximum acceptable dropout rate benchmark of 44%.

For students pursuing a master's degree, the 3-year graduation rates at public degree-granting institutions are reported as 57.8%, while private non-profit institutions achieve a rate of 66.7%, with a dropout rate benchmark of 32.3%.

In the case of doctoral degree seekers, the 7-year graduation rates in public degree-granting institutions are 56.3%, whereas private non-profit institutions achieve a rate of 63.5%, with a dropout rate benchmark of 37.5%.

These national benchmarks provide valuable reference points to gauge our own graduation rates and ensure that we remain aligned with or exceed the standards set by comparable institutions in the education landscape.

LU GRADUATION RATES

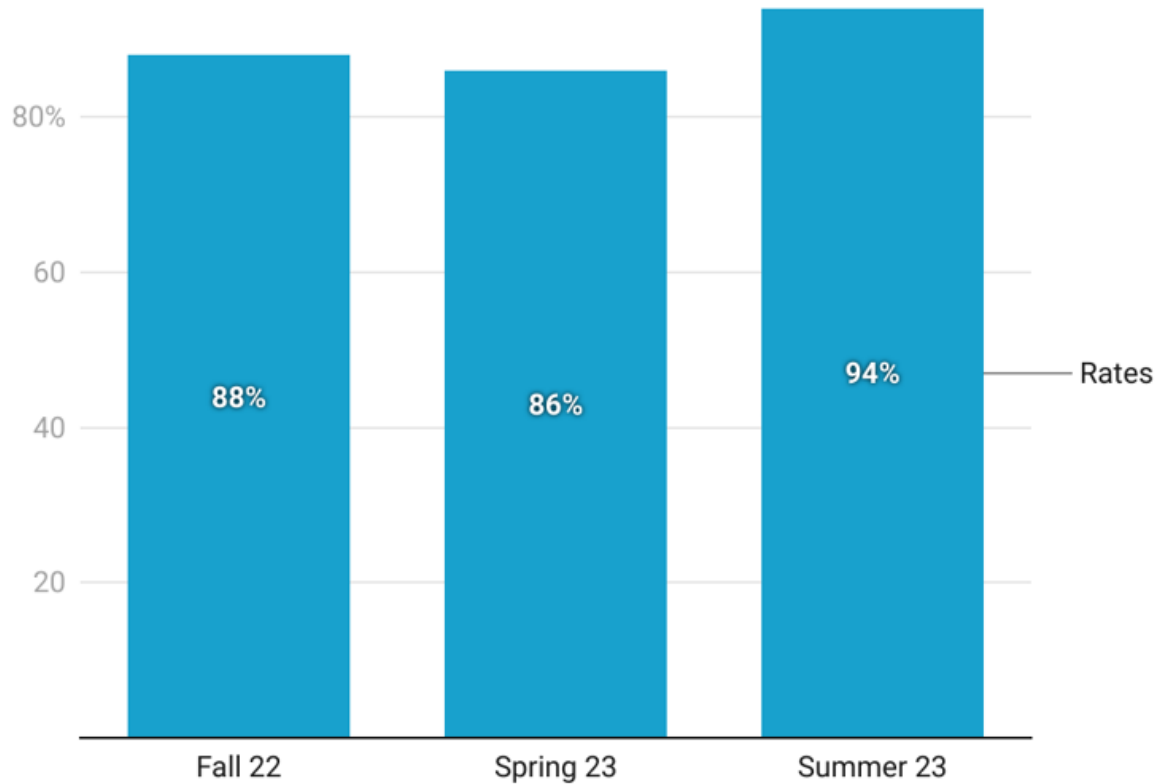


Figure 3.7: LU graduation rates by semester

Program	Retention
DBA	88%
BA in BA	83%
BS in DI	80%
MS in International Business	92%
MS in Finance Management	96%
MBA	95%

Table 3.2: LU graduation rates by program

Placement Rates

At Lincoln University, we gauge our students' post-graduation success through placement rates, which represent the percentage of graduates who secure employment within one year after completing their studies or choose to continue their education. Our student body includes a significant number of international students, many of whom, while on student visas, complete their studies at LU. Upon graduation, these students often return to their home countries to explore employment opportunities,

contributing to the global reach of our institution. Additionally, some of our graduates find employment within the United States, working for local companies.

To establish a benchmark for placement rates, we utilize the Mean Placement (MP) rates derived from data over the three years leading up to the evaluation date. According to data from 2021 to 2023, the standard deviation (SDP) for placement rates during that period was 9.8%. The placement threshold/benchmark (PT) is defined as the lower limit within the acceptable range of placement values and is calculated as $(MP - SDP)$. Any current placement value that exceeds this PT is considered acceptable.

For the academic year 2022-2023, we calculated the baseline MP using data from 2021 to 2023, resulting in an MP of 80%. Consequently, the Placement Threshold for academic year 2022-2023 is established at $PT = 71.8\%$. This benchmark ensures that we maintain rigorous standards and strive to exceed them, assuring our commitment to preparing students for successful post-graduation endeavors, whether within their home countries or in the United States.

Year	BA	BS	MBA	MS	DBA
Fall 2022	96%	86%	98%	97%	100%
Spring 2023	98%	88%	99%	95%	100%
Summer 2023	91%	90%	95%	96%	100%

Table 3.3: LU placement rates by program

Enrollment by Degree

Lincoln University predominantly operates as a graduate-level institution, with a significant concentration of our student body enrolled in the Master of Business Administration (MBA) program. Our institution places a strong emphasis on graduate education, and the MBA program serves as a cornerstone of our academic offerings. It's worth noting that our Bachelor of Arts (BA) program in Business Administration was strategically designed to complement and support the MBA program. This synergy is reflected in our enrollment figures, which illustrate the symbiotic relationship between these two academic pathways. While the MBA program caters to a substantial portion of our students, our commitment to providing a comprehensive educational experience extends to both undergraduate and graduate levels.

Program	Fall 2022	Spring 2022	Summer 2023
DBA	19	25	5
MBA	159	164	53
MS-FM	15	19	3
MS-IB	15	10	2
BA	154	104	35
BS-DI	30	35	21
AUD	2	3	0
Total	394	360	119

Table 3.4: LU enrollment rates by degree

Student Achievement Data

Grade Point Average

Grades serve a multifaceted purpose in academia, including the comparison of students' academic achievements. They play a pivotal role in decisions concerning admissions to professional schools, graduate programs, and employment opportunities. Additionally, the University utilizes grades to bestow distinctions upon graduates. While it's acknowledged that grades serve various functions beyond comparing student performance, this report centers its analyses and recommendations on the systematic use of grades for this purpose. Given the critical, far-reaching, and widespread nature of comparing students' performance, Lincoln University (LU) presents grade-related information in a manner that optimizes the validity of such comparisons.

Grade point average (GPA) stands as a well-known measure of student performance, commonly employed in both college and high school settings. However, GPA is not without its challenges. One significant issue lies in the difficulty of comparing GPAs, primarily because students enroll in different courses, and grading practices vary considerably across these courses. This variation in GPAs is largely attributed to the diverse array of courses and instructors students encounter, rather than reflecting solely on students' performance. Despite these challenges, GPA remains the most prevalent aggregate measure for comparing students' performance. Consequently, LU recognizes the importance of presenting GPA data alongside alternative measures of student success and achievement. Furthermore, we find it imperative to examine GPA distributions concerning policy covariates such as gender and ethnicity.

Our GPA benchmark is established as the average GPA value, computed over the three most recent years. It encompasses a university-wide GPA baseline, as well as three-year averages for each degree level, including Graduate (DBA, MBA, MS-IB, and MS-FM) and Undergraduate (BA and BS) programs. In cases where three-year averages are unavailable, a two-year average is employed as the benchmark value. New mean scores are generated each semester. All benchmarks are defined as the mean of the corresponding rates over the three years leading up to the evaluation date. Based on initial data from 2021 to 2023, the standard deviation for GPA is set at 10%. The GPA Threshold, representing the lower limit of acceptable GPA values, is calculated as $(0.9 \times \text{MGPA})$. An acceptable current GPA is defined as one with values equal to or higher than the GPA Threshold. In 2022-2023, the average GPA for all LU students was 3.27. The following table and figures provide a comprehensive breakdown of GPA distribution by program, gender, and ethnicity.

GPA BY GENDER

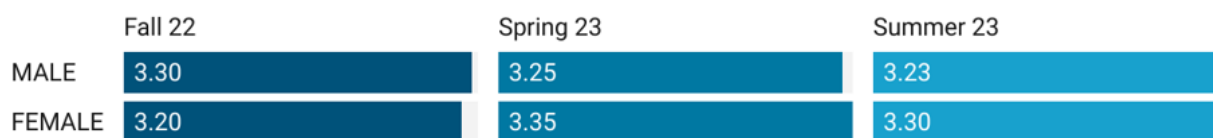


Figure 3.5: GPA by gender

ACADEMIC YEAR	PROGRAM	GPA
FALL 2022	BA	3.3
	BS	3.23
	MBA	3.2
	MS-FM	3.35
	MS-IB	3.28
	DBA	3.23
	TOTAL	3.26
SPRING 2023	BA	3.25
	BS	3.3
	MBA	3.35
	MS-FM	3.2
	MS-IB	3.22
	DBA	3.28
	TOTAL	3.28
SUMMER 2023	BA	3.27
	BS	3.22
	MBA	3.3
	MS-FM	3.25
	MS-IB	3.35
	DBA	3.23
	TOTAL	3.27

Table 3.6: GPA by program (N = 415 for FALL, N = 425 FOR FALL, and N = 181 for SUMMER)

Capstone Course Evaluation

At Lincoln University, capstone courses serve as a culmination of a student's entire educational journey within the business program. What sets this method of assessment apart is its uniqueness in which the courses themselves act as instruments for evaluating both teaching and learning. However, to ensure consistency and fairness, capstone courses at LU undergo quantitative evaluation using standardized rubrics, which allows for a unified assessment approach. Additionally, these capstone courses offer students a valuable platform to integrate diverse elements of their programmatic experience, creating an opportunity for qualitative assessment of student achievement across various knowledge and skill-based domains. Below is a table listing the Capstone Courses offered within each program:

Bachelor of Arts in Business Administration (BA in BA)	BA 290: Business Policies
Bachelor of Science in Diagnostic Imaging (BS in DI)	DI 261: Advanced Abdomen and Small Parts Scanning (Lab) or DI 265: Advanced Echo Imaging (Lab)
Master of Business Administration (MBA)	BA 390: Business Strategy and Decision Making

Master of Science in International Business (MS in IB)	BA 390A: Business Strategy and Decision Making for International Business
Master of Science in Finance Management (MS in FM)	BA 390B: Business Strategy and Decision Making for Finance Management
Doctor of Business Administration (DBA)	BA 492 or 494: Graduate Internship and Report, DBA Qualifying Exam, and BA 599: Dissertation defense

Table 3.7: List of capstone courses by program

Semester	Credit	In Progress	No Credit	Registered Total
FALL 2022	5			5
SPRING 2023	5			5
All Year Total	10	0	0	10

Table 3.8: Achievement in BA 290

Semester	Credit	In Progress	No Credit	Registered Total
FALL 2022	9		1	10
SPRING 2023	20			20
All Year Total	29	0	1	30

Table 3.9: Achievement in BA 390

Semester	Credit	In Progress	No Credit	Registered Total
FALL 2022	1	1		2
SPRING 2023	2			2
All Year Total	3	1	0	4

Table 3.10: Achievement in BA 490A

Semester	Credit	In Progress	No Credit	Registered Total
FALL 2022	2			2
SPRING 2023	2			2
All Year Total	4	0	0	4

Table 3.11: Achievement in BA 490B

Semester	Credit	In Progress	No Credit	Registered Total
FALL 2022	6			6
SPRING 2023	6			6
All Year Total	12	0	0	12

Table 3.12: Achievement in BA 397 (MBA case study)

Semester	Credit	In Progress	No Credit	Registered Total
FALL 2022	18	4	5	27
SPRING 2023	7	1	0	8
All Year Total	25	5	5	35

Table 3.17: Achievement in BA 398 (MBA internship report)

Employer Satisfaction Survey

After gathering crucial information from a graduate student during the Graduate Placement Interview regarding their current employment status, the Student Services Office takes proactive steps to ensure a comprehensive assessment of the student's professional journey. To achieve this, the office administers the "Employer Satisfaction Survey" to the student's supervisor or employer. This survey serves as a valuable tool for the university to gauge the real-world impact of its graduates in various workplaces.

The survey results paint a highly positive picture of the graduate's performance in their professional role. Employers consistently rated the graduate with an impressive 4.9 for their skills and proficiencies, underscoring the graduate's strong competence in their field. Furthermore, the graduate received a notable rating of 4.8 for being career-ready, indicating their readiness for continued professional growth and advancement.

Notably, the graduate earned a perfect score of 5.0 in the category of work ethics, which speaks volumes about their unwavering commitment to ethical standards and their dedication to upholding the highest level of integrity in their work. Their communication skills, a critical aspect of professional success, were also highly regarded, with a commendable rating of 4.7.

Collectively, these survey results culminate in an outstanding overall satisfaction rating of 4.9, reflecting the employer's exceptionally high level of contentment with the graduate's performance. This feedback reinforces the graduate's significant contributions to their respective organization and underscores the university's commitment to producing well-prepared, skilled, and ethical professionals who excel in their careers.



Figure 3.6: Employer satisfaction survey (N = 24)

The purpose of the Employer Satisfaction Survey is to elicit feedback from the current employers of Lincoln University's graduate students, evaluating their performance as valued members of the workforce. The survey prompts employers to provide insights on several key categories, including the employee's skills and proficiencies in their role, their readiness for career advancement, their commitment to ethical work practices, their communication skills, and their overall satisfaction with the employee's contributions.

We view this survey as an additional yardstick for assessing our students' achievements and success. It serves as a means of validation for the educational endeavors we undertake, reinforcing our commitment to preparing students for successful careers. Aligning with LU's mission, the survey outcomes reflect the close connection between our students' successful employment and their readiness to embark on fulfilling careers. The survey employs a rating scale with the following values: 1 = unsatisfactory, 2 = poor, 3 = average, 4 = good, and 5 = excellent, allowing for a comprehensive evaluation of our graduates' performance in the professional arena.

Co-curricular Activities

Lincoln University provides a diverse range of non-academic co-curricular activities designed to enrich the student experience both on and off campus. These programs and events play a pivotal role in our holistic approach to student support, particularly considering the international composition of our student body, where the graduate culture prevails. Fostering a vibrant and inclusive environment is paramount to our institution's success. The primary objective of these non-academic co-curricular activities is twofold: to facilitate the integration of students into American culture and to encourage their active participation in an intellectual community by offering the necessary space and resources for scholarly pursuits.

In collaboration with Student Services, students are encouraged and assisted in forming social organizations that promote stronger bonds among students and enhance their overall enjoyment of their educational journey at the university. Many of these student-focused events, such as San Francisco

Bay Dinner Cruises and sightseeing trips, are meticulously organized and made available through the joint efforts of Student Services and the Lincoln University Student Association. Funding for these activities is primarily sourced from student activity fees, with additional support from the university.

In the academic year 2022-2023, Lincoln University remained committed to providing a comprehensive array of extracurricular activities in partnership with Student Services. These offerings encompassed a wide spectrum of opportunities, ranging from academic support initiatives and career development workshops to language and culture classes, recreational pursuits, and enlightening field trips. Notable examples of these extracurricular engagements included professor-led academic support activities, job fairs as part of career development workshops, language classes aimed at promoting cultural understanding, art classes for recreational enjoyment, and adventurous ski trips for enriching field experiences.

Lincoln University's leadership places a strong emphasis on the assessment of co-curricular activities to ensure they align with their intended purpose. Each academic year, LU Student Services conducts a comprehensive self-evaluation survey, employing a 5-point rating scale where 5 signifies strong agreement or high satisfaction, while 1 indicates strong disagreement or low satisfaction. The results of this assessment are presented below to gauge the effectiveness and impact of these co-curricular offerings on our student body.

ASSESSMENT OF CO-CURRICULAR ACTIVITIES

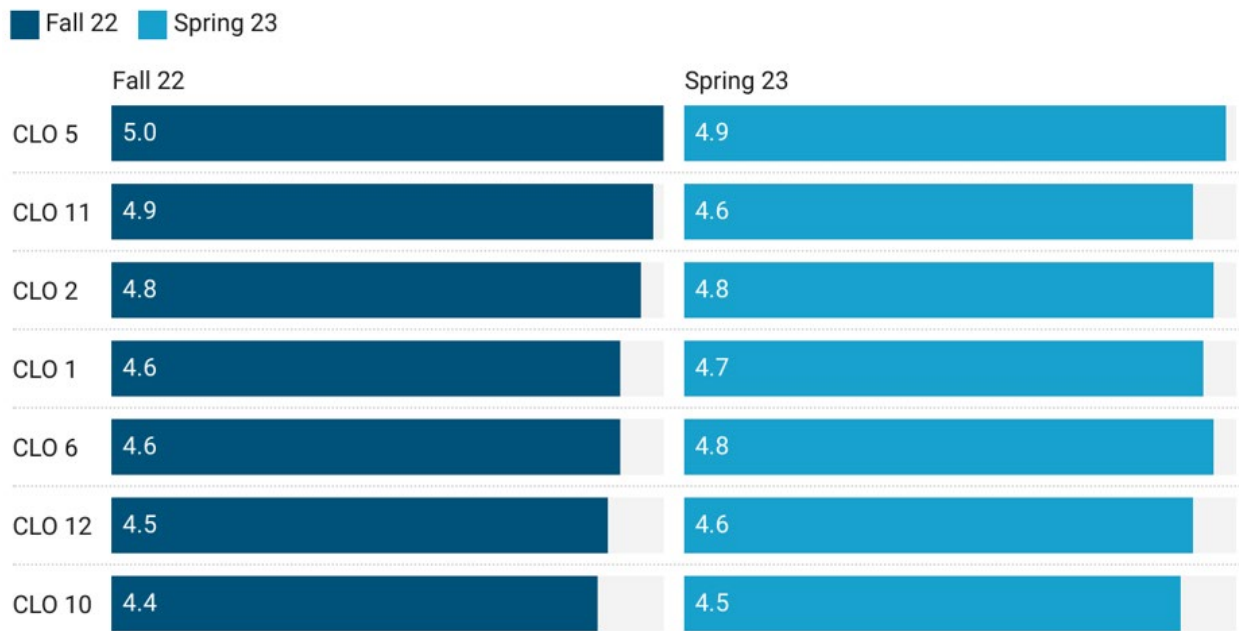


Figure 3.7: Assessment of co-curricular activities (N = 153)

Semester	Date	Activity Name	Activity Type
Fall 2022	8/29/2022	Free Peer Tutoring through Academic Success Center (ongoing)	<i>Academic Support Activities</i>
	9/9/2022	Library Orientation for New Students	<i>Academic Support Activities</i>
	9/13/2022	Introduction to Library Resources & Information Literacy	<i>Academic Support Activities</i>
	10/7/2022	San Francisco Public Library Tour	<i>Academic Support Activities</i>
	11/29/2022	APA Style Workshop & Working Lab	<i>Academic Support Activities</i>
	11/29/2022	Lincoln Chronicle (student publication) - new Instagram page, outreach, archive	<i>Academic Support Activities</i>
	11/30/2022	Lincoln Chronicle post - SFPL Tour (reel)	<i>Academic Support Activities</i>
	12/1/2022	Lincoln Chronicle post - Students share Thanksgiving experience (video)	<i>Academic Support Activities</i>
	12/2/2022	Lincoln Chronicle post - Int'l day for the abolition of slavery (info and poll)	<i>Academic Support Activities</i>
	12/6/2022	Lincoln Chronicle post - Interview with retiring faculty, Dr. Aityan (video)	<i>Academic Support Activities</i>
	12/8/2022	Lincoln Chronicle post - students share thoughts on FIFA World Cup (video)	<i>Academic Support Activities</i>
Spring 2023	1/19/2023	Library Welcome for New Students	<i>Academic Support Activities</i>
	2/1/2023	Product Trial: Mometrix eLibrary	<i>Academic Support Activities</i>
	2/1/2023	Free Peer Tutoring through Academic Success Center (ongoing)	<i>Academic Support Activities</i>
	2/8/2023	Online Resources and Guides - intro	<i>Academic Support Activities</i>
	2/8/2023	Resources for Marketing Research	<i>Academic Support Activities</i>
	2/15/2023	Library Resources & Info Literacy Workshop	<i>Academic Support Activities</i>
	2/24/2023	Library Orientation for New Students	<i>Academic Support Activities</i>
	3/3/2023	San Francisco Public Library Tour	<i>Academic Support Activities</i>
	3/29/2023	Library Orientation for New Students (2)	<i>Academic Support Activities</i>

Table 3.18: Co-curricular activity list

Student Exit Survey

Lincoln University is dedicated to enhancing the quality of its services to students, and as part of this commitment, we actively seek feedback from our students to gauge their satisfaction with our programs. Below, you will find the outcomes of the Student Exit Survey, which utilizes a 5-point Likert scale to capture students' perspectives and opinions regarding their program experiences.

ASPECTS OF LU PROGRAMS

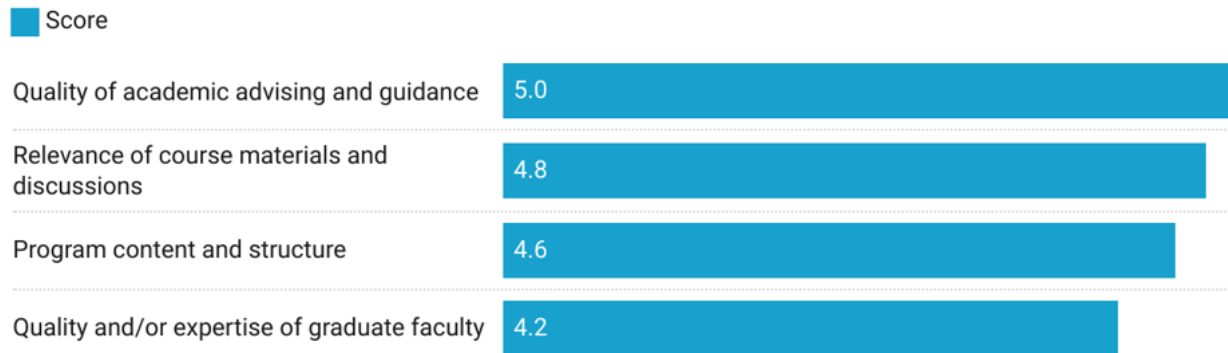


Figure 3.8: Aspects of LU program survey, undergraduate (N = 52)

PROGRAM IMPACT

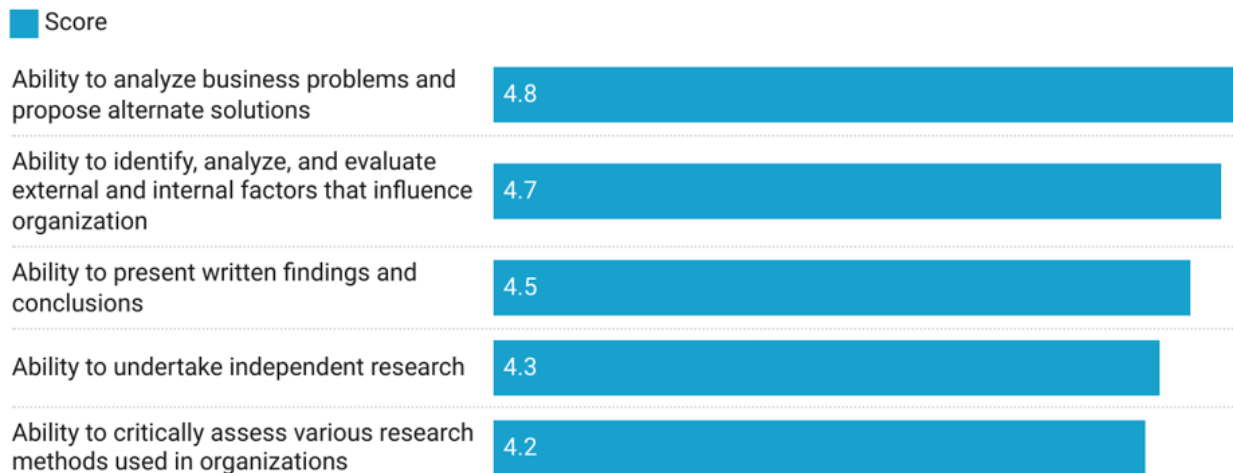


Figure 3.9: Program impact survey, undergraduate (N = 52)

GENERAL OBSERVATION AND EVALUATION

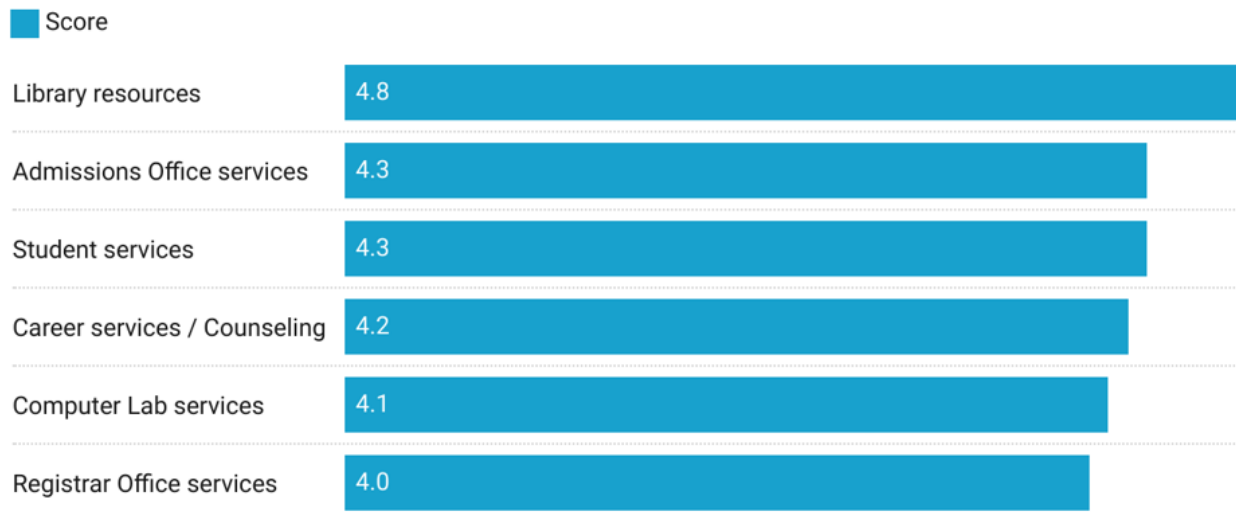


Figure 3.10: General observation and evaluation survey, undergraduate (N = 52)

The results of the undergraduate surveys indicate a high level of satisfaction among students in various aspects of their academic experience at Lincoln University. Students expressed their contentment with program content and structure, academic advising, and the quality of faculty, all receiving ratings above 4.0. Additionally, course materials and discussions, as well as the overall quality of attended courses, received favorable ratings, reflecting the students' positive engagement with their academic pursuits.

In terms of specific skills and competencies, students showed confidence in their ability to analyze business or diagnostic/medical problems, propose alternate solutions, and evaluate organizational factors. While the ratings for critical assessment of research methods and undertaking independent research were slightly lower, they still demonstrated a strong level of proficiency in these areas. Furthermore, students indicated their proficiency in presenting written findings and conclusions, aligning with the university's commitment to fostering effective communication skills.

Beyond academics, the surveys also shed light on students' experiences with various university services. The Admissions and Registrar Offices received favorable ratings, highlighting the efficiency and effectiveness of administrative processes. The library resources and Student Services were also well-received, suggesting that students found these resources valuable to their academic journey. However, Career Services/Counseling received a slightly lower rating, indicating an area where potential improvements or enhancements may be beneficial. Finally, Computer Lab services received a commendable rating, reflecting the availability and quality of technological resources for students. Overall, these survey results underscore the university's dedication to providing a comprehensive and enriching educational experience for its undergraduates.

The results of the Graduate Student Exit Survey demonstrate a high level of satisfaction among graduate students at Lincoln University. Across various aspects of their academic journey and university services, students have consistently rated their experiences positively.

PART IV: LU FACULTY

Introduction

The faculty at Lincoln University plays a pivotal role in shaping our educational programs and maintaining high academic standards. Each faculty member within our programs holds an advanced degree, ensuring a strong foundation of expertise. Our faculty members come from diverse backgrounds, bringing a wealth of knowledge and experience across various business areas. Many of them have held positions in industry at different points in their careers, enriching our programs with practical insights. Additionally, several faculty members actively engage in non-academic consulting, bridging the gap between theory and practice. We take pride in the balanced blend of experienced academics and newer professionals within our faculty.

At LU, being a faculty member is not just a career choice but a way of life. With this commitment in mind, we have established institutional goals and objectives:

1. To provide educational experiences that ignite a passion for learning.
2. To offer programs and services that align with our academic objectives.
3. To deliver comprehensive student support services tailored to the diverse needs of both American and international students.
4. To implement faculty and staff development programs that ensure a high-quality educational environment.
5. To offer international students a program that aids in their career development.
6. To maintain programs for institutional development and public information.

Faculty evaluation at LU is a collaborative process aimed at achieving academic excellence. Our faculty members are expected to perform at their best, actively engaging with students both inside and outside the classroom. We adhere to WASC standards, which emphasize systematic evaluation, peer review, and consideration of evidence of teaching effectiveness, including student evaluations.

To facilitate this process, LU has developed the Course Observation Instrument (COI), a user-friendly tool that forms part of a peer review and mentoring support system. It provides valuable feedback to enhance teaching practices. Faculty members are encouraged to engage in self-evaluation, followed by in-class observations and specific, constructive feedback. Information from the COI guides LU leadership in designing faculty development training sessions based on observed areas of improvement.

Furthermore, LU values student feedback through the End of Course Survey (EOCS) or Student Evaluation Form. The EOCS captures important aspects of faculty performance, including academic preparedness, course level alignment, and assessment methods.

To foster an evidence-based culture, LU diligently collects and analyzes data related to faculty effectiveness and development. This includes:

Faculty Effectiveness:

- Faculty Rating (Student Evaluations): Average scores received on student evaluation forms in all courses taught.
- Faculty Rating (Peer Evaluation): Average scores received on peer evaluation forms in all courses assessed.

Faculty Development:

- Scholarship: Published and unpublished articles, manuscripts, books, etc.
- Scholarship of Integration: Workshops, participation in professional meetings.
- Scholarship of Application: Consulting, contract research, program evaluation.
- Professional Activities: Involvement in professional organizations, holding professional memberships.

Lincoln University is proud to have a dedicated team of 19 full-time and 14 part-time faculty members. Their qualifications and expertise contribute significantly to the quality of education we provide. For a detailed list of LU Faculty in academic year 2022-2023, please refer to Appendix I.

LU FACULTY BY GENDER

■ FEMALE ■ MALE

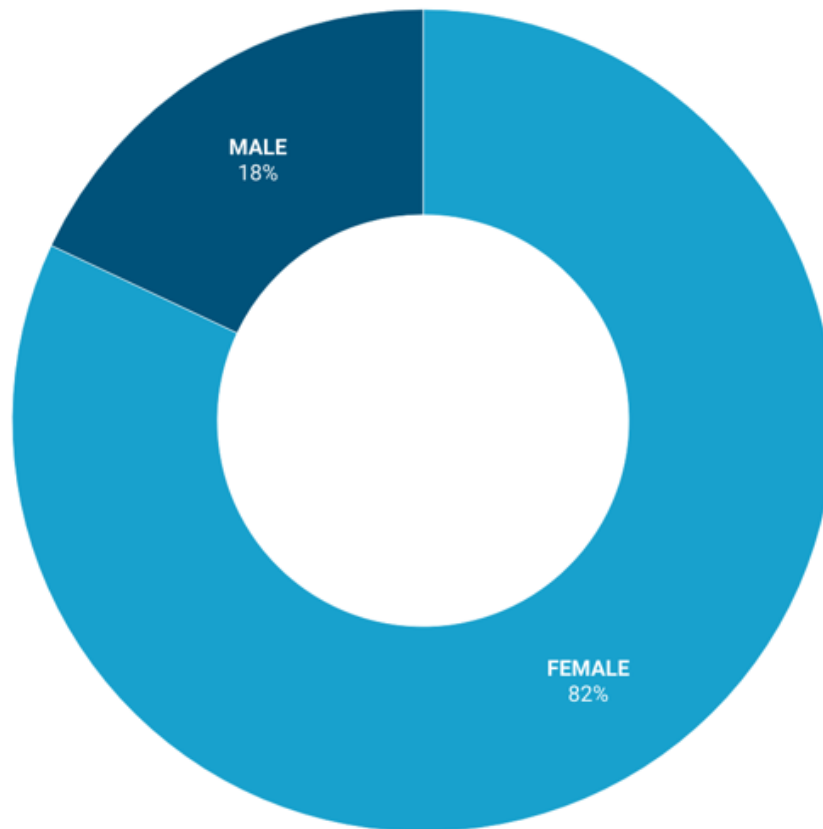


Figure 4.1: LU faculty by gender (N = 33)

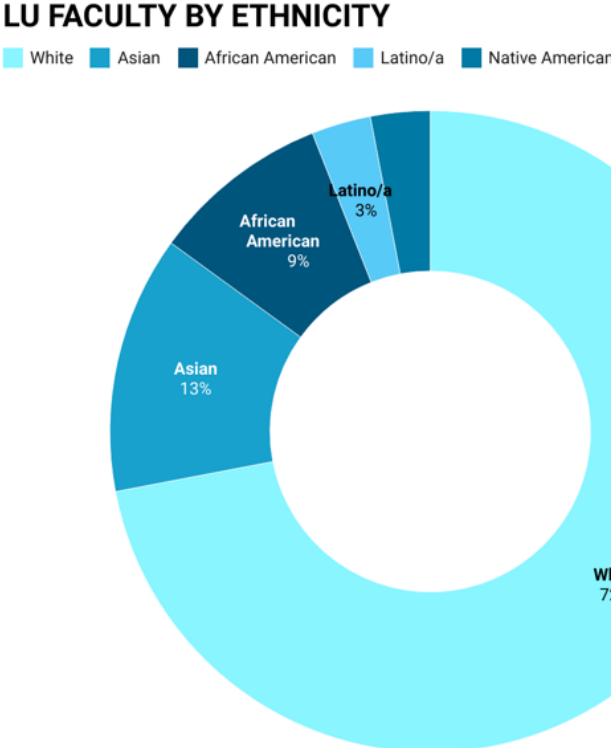


Figure 4.2: LU faculty by ethnicity (N = 33)

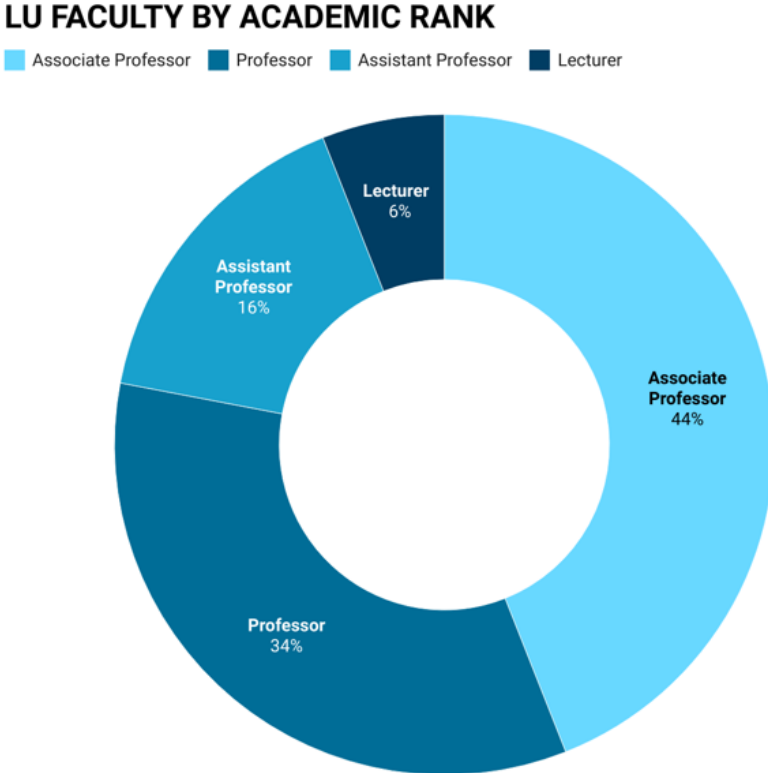


Figure 4.3: LU faculty by academic rank (N = 33)

The composition of Lincoln University's faculty reflects a diverse and inclusive environment, comprising both male and female educators. Approximately 80% of the faculty members are male, while the remaining 20% are female. In terms of ethnicity, the faculty body showcases a rich tapestry of backgrounds, with the majority being Caucasian, representing 72%. Asian faculty members contribute significantly, making up 13% of the faculty, followed by African American faculty members at 9%. Native American and Latino/a faculty members each constitute 3% of the total.

Academic rank distribution among faculty members is also diverse. Among the faculty, 16% hold the position of Assistant Professor, while a significant portion, 44%, are at the rank of Associate Professor. The Professor rank is held by 34% of the faculty, and a smaller percentage, 6%, serve as Lecturers. This diversity in academic ranks and backgrounds contributes to the rich and dynamic academic environment at Lincoln University.

Faculty Evaluations

The Office of the Provost at Lincoln University conducts comprehensive evaluations of instructors each semester, utilizing a form collaboratively designed by the administration and faculty. Summarized results of these evaluations are made available to instructors at the conclusion of the semester, following the submission of grades. This item analysis of the faculty evaluation form serves as a valuable tool for identifying areas that may require improvement. Instructors whose average student evaluation ratings fall below 3 out of 4 are automatically identified for review and are offered remediation sessions, facilitated by either the Program Director or the Department Chair.

In addition to formal student evaluations, various other assessment methods are employed. These include classroom visits by administrators and Department Chairs, faculty self-evaluations, and informal student feedback. Classroom peer evaluations are also conducted and reported to the Office of the Provost, the Program Director, or the Department Chair. Any concerns identified through these evaluations can be addressed in remedial meetings with the Provost and relevant academic leaders.

Lincoln University utilizes student presentations as another means of evaluating instructors in advanced programs such as MBA and DBA. These programs require students to undergo comprehensive exams, final projects, and defenses, all of which are presented in front of a faculty committee. The quality of these student presentations not only reflects the students' preparedness but also sheds light on the effectiveness of their faculty advisors. Any systematic shortcomings can be identified by the faculty committee and addressed through remediation efforts.

The university is deeply committed to continuous improvement in curriculum and teaching quality, investing significant resources annually in assessing teaching effectiveness and curriculum relevance. This feedback mechanism enables academic administrators to provide guidance to faculty members regarding their teaching methodologies and offer suggestions for enhancing their teaching performance. Remedial sessions, where deemed appropriate, employ various strategies to implement teaching improvement plans, including identifying weaknesses, recommending faculty development opportunities, suggesting peer mentoring, and establishing timelines for re-evaluation.

Lincoln University has experienced substantial success through its investment in teaching assessment and support for teaching improvement, resulting in improved teaching evaluations and heightened student satisfaction with the learning experience. The following sections present the results of faculty

evaluations, organized by program, covering student evaluations, peer evaluations, and end-of-semester satisfaction surveys.

Student Evaluation

Three weeks before the conclusion of each semester, the Office of Admissions and Records administers student evaluations of faculty members. These evaluations are conducted within the classroom setting, with each professor receiving individual assessments. However, for the purpose of this report, we will aggregate the results by program.

Each evaluation comprises 15 items, employing a rating scale from 0 to 4, with the following values assigned: 0 = not applicable, 1 = poor, 2 = fair, 3 = good, and 4 = excellent. Tables 4.1 and 4.2 within this report provide an overview of students' evaluations of Lincoln University faculty for both the Fall 2022 and Spring 2023 semesters, respectively.

Our unwavering commitment to academic excellence sets a benchmark for student evaluations, with a target rating of 3 = good. We are pleased to report that all faculty members across all programs at LU have not only met but exceeded this benchmark in their student evaluations for both semesters.

Program	The instructor relates well to the cultural diversity of students.	The instructor encourages students to ask questions or express ideas.	The assignments are helpful in understanding the course.	The instructor seems enthusiastic about the subject matter.	The instructor has genuine interest in the students.
BA	☑☑☑	☑☑☑	☑☑☑	☑☑☑	☑☑☑
BS	☑☑☑	☑☑☑	☑☑	☑☑☑	☑☑☑
MBA	☑☑☑	☑☑☑	☑☑☑	☑☑☑	☑☑☑
MS-IB	☑☑☑	☑☑☑	☑☑☑	☑☑	☑☑☑
MS-FM	☑☑☑	☑☑☑	☑☑☑	☑☑	☑☑☑
DBA	☑☑☑	☑☑☑	☑☑☑	☑☑☑	☑☑☑
General ED	☑☑☑	☑☑	☑☑☑	☑☑☑	☑☑☑
Program	The instructor is clear and organized in his/her presentation.	The educational objectives of this course are being achieved.	The grading system of the class was clearly presented.	The instructor takes care to determine how well students understand the class.	The examinations fairly tested the knowledge of the course.
BA	☑☑☑	☑☑☑	☑☑	☑☑☑	☑☑☑
BS	☑☑☑	☑☑☑	☑☑☑	☑☑☑	☑☑☑
MBA	☑☑☑	☑☑☑	☑☑☑	☑☑☑	☑☑☑
MS-IB	☑☑	☑☑☑	☑☑	☑☑☑	☑☑☑
MS-FM	☑☑☑	☑☑☑	☑☑☑	☑☑☑	☑☑☑
DBA	☑☑☑	☑☑☑	☑☑☑	☑☑☑	☑☑☑

Program	The instructor relates well to the cultural diversity of students.	The instructor encourages students to ask questions or express ideas.	The assignments are helpful in understanding the course.	The instructor seems enthusiastic about the subject matter.	The instructor has genuine interest in the students.
General ED	☐☐☐	☐☐☐	☐☐☐	☐☐☐	☐☐☐
Program	The instructor demonstrates knowledge of the subject.	I would rate the learning experience of this class as:	The instructor used the class time effectively.	The syllabus clearly defines the course assignments.	The material noted on the syllabus has been covered on the schedule.
BA	☐☐☐	☐☐☐	☐☐☐	☐☐☐	☐☐☐
BS	☐☐☐	☐☐☐	☐☐☐	☐☐☐	☐☐☐
MBA	☐☐☐	☐☐☐	☐☐☐	☐☐☐	☐☐☐
MS-IB	☐☐☐	☐☐☐	☐☐☐	☐☐☐	☐☐☐
MS-FM	☐☐☐	☐☐☐	☐☐☐	☐☐☐	☐☐☐
DBA	☐☐☐	☐☐☐	☐☐☐	☐☐☐	☐☐☐
General ED	☐☐☐	☐☐☐	☐☐☐	☐☐☐	☐☐☐

Table 4.1: Students' evaluation of LU faculty by program, Fall 2022 (N = 314)

Program	The instructor relates well to the cultural diversity of students.	The instructor encourages students to ask questions or express ideas.	The assignments are helpful in understanding the course.	The instructor seems enthusiastic about the subject matter.	The instructor has genuine interest in the students.
BA	☐☐☐	☐☐☐	☐☐☐	☐☐☐	☐☐☐
BS	☐☐☐	☐☐☐	☐☐☐	☐☐☐	☐☐☐
MBA	☐☐☐	☐☐☐	☐☐☐	☐☐☐	☐☐☐
MS-IB	☐☐☐	☐☐☐	☐☐☐	☐☐☐	☐☐☐
MS-FM	☐☐☐	☐☐☐	☐☐☐	☐☐☐	☐☐☐
DBA	☐☐☐	☐☐☐	☐☐☐	☐☐☐	☐☐☐
General ED	☐☐☐	☐☐☐	☐☐☐	☐☐☐	☐☐☐
Program	The instructor is clear and organized in his/her presentation.	The educational objectives of this course are being achieved.	The grading system of the class was clearly presented.	The instructor takes care to determine how well students understand the class.	The examinations fairly tested the knowledge of the course.
BA	☐☐☐	☐☐☐	☐☐☐	☐☐☐	☐☐☐
BS	☐☐☐	☐☐☐	☐☐☐	☐☐☐	☐☐☐

Program	The instructor relates well to the cultural diversity of students.	The instructor encourages students to ask questions or express ideas.	The assignments are helpful in understanding the course.	The instructor seems enthusiastic about the subject matter.	The instructor has genuine interest in the students.
MBA	☑☐	☑☐☐	☑☐☐	☑☐☐	☑☐☐
MS-IB	☑☐☐	☑☐☐	☑☐☐	☑☐☐	☑☐☐
MS-FM	☑☐☐	☑☐☐	☑☐☐	☑☐☐	☑☐☐
DBA	☑☐☐	☑☐☐	☑☐☐	☑☐☐	☑☐☐
General ED	☑☐☐	☑☐☐	☑☐☐	☑☐	☑☐☐

Program	The instructor demonstrates knowledge of the subject.	I would rate the learning experience of this class as:	The instructor used the class time effectively.	The syllabus clearly defines the course assignments.	The material noted on the syllabus has been covered on the schedule.
BA	☑☐	☑☐☐	☑☐☐	☑☐☐	☑☐☐
BS	☑☐☐	☑☐☐	☑☐☐	☑☐☐	☑☐☐
MBA	☑☐☐	☑☐☐	☑☐	☑☐☐	☑☐☐
MS-IB	☑☐☐	☑☐☐	☑☐☐	☑☐☐	☑☐☐
MS-FM	☑☐☐	☑☐☐	☑☐☐	☑☐☐	☑☐☐
DBA	☑☐☐	☑☐☐	☑☐☐	☑☐☐	☑☐☐
General ED	☑☐☐	☑☐☐	☑☐☐	☑☐	☑☐☐

Table 4.2: Students’ evaluation of LU faculty by program, Spring 2023 (N = 299)

The student evaluations of LU faculty, which were conducted on a scale from 1 to 4, reveal a notably positive perception of faculty performance. The data indicates that students generally hold a favorable view of their instructors, with the majority of evaluations falling within the upper range of the scale, signifying good to excellent performance. This positive feedback underscores the university's commitment to maintaining a high standard of teaching and academic support.

The consistently high evaluations suggest that LU's faculty members are effective in their roles, and they are successfully meeting or surpassing the institution's benchmark of a "good" evaluation score of 3. This is a strong indicator of the faculty's dedication to providing quality education and fostering a conducive learning environment.

These positive evaluations not only reflect the faculty's expertise but also highlight their ability to engage and support students effectively. Students' satisfaction with faculty performance is essential for creating a positive educational experience, and these results indicate that LU is achieving that goal.

Furthermore, it's important to note that the university places a strong emphasis on continuous improvement and faculty development. The favorable evaluations serve as validation that the investments made in enhancing teaching methods and supporting faculty development are yielding positive returns.

In summary, the student evaluations of LU faculty demonstrate that students generally perceive faculty performance as highly satisfactory, reflecting the university's commitment to academic excellence and the overall success of its educational programs.

Peer Evaluation

At LU, faculty undergo peer evaluations as part of our commitment to maintaining instructional quality. This process involves senior faculty members conducting classroom visits to assess various aspects of instruction, including teaching methods, interactions with students, and presentation of course material. Before a scheduled visit, the faculty member being evaluated completes a self-evaluation form, which aligns with the criteria used in the peer evaluation.

The Faculty Classroom Evaluation Form, used for peer evaluation, follows a structured checklist format. This assessment, combining the observations made by the peer evaluator and the self-evaluation by the instructor, is designed to gauge the instructor's effective use of instructional methods, activities, and behaviors that align with LU's established proficiency standards. To accommodate diverse teaching styles, additional criteria may be included, subject to approval by the Office of Associate Provost in consultation with the Program Director or the Department Chair.

The peer evaluation process involves several key steps:

1. The observer and the instructor coordinate to schedule a suitable date for the classroom observation.
2. Prior to the observation, both parties communicate to ensure a clear understanding of the session's learning objectives.
3. Once the observation session is scheduled, the instructor receives the self-evaluation form, providing an opportunity to prepare for the session and begin self-assessment.
4. During the observation, the peer evaluator assesses instructional methods, activities, and behaviors and drafts a preliminary evaluation.
5. Subsequently, the observer and the instructor arrange a meeting to discuss and compare their observations and self-evaluation. Based on this discussion, the observer finalizes the evaluation form, incorporating any modifications resulting from the conversation.
6. The signed and completed evaluation forms are submitted to the Office of Associate Provost for review, follow-up, and approval.
7. Once approved, the peer evaluator's assessment is shared with both the instructor and the Office of Institutional Research.

This peer evaluation process helps ensure that LU maintains high instructional standards, promotes professional development among faculty, and continually enhances the quality of teaching and learning experiences for students.

Students' Input into Curriculum Evaluation

At LU, we are committed to tailoring our curriculum to best meet the needs of our students. To facilitate this ongoing process, the LU Faculty Association introduced the Curriculum Evaluation Survey, which was first administered in Fall 2017. The primary objective of this survey is to assist LU staff in assessing the overall quality of the learning experience at our institution and to gauge how effectively the knowledge acquired in each course prepares students for their future careers. While the collection of these valuable

insights remains an ongoing effort, we believe that we have gathered sufficient data to offer a preliminary overview of the results.

The survey comprises two types of items: selected-response and constructed-response. For selected-response items, students provide feedback on a scale where 4 indicates "strongly agree," 3 represents "agree," 2 signifies "disagree," and 1 denotes "strongly disagree." In contrast, for the constructed-response items, students are encouraged to express their thoughts in their own words. In the following table (Table 4.3), we present the findings related to the constructed-response items. These insights help us continually refine our curriculum to ensure it aligns with our students' educational needs and aspirations.

Survey Item	Response
What type of class assignments are most helpful for developing of English skills?	Presentation
Most courses at LU include assigned readings, visual input, lectures, and group projects. Which type of learning is effective for you as a student?	Lecture; Visual Input; Projects
Describe why you took this course?	Required

Table 4.3: Students' input into curriculum evaluation (N = 151)

Faculty's Professional Development

The Faculty Professional Development Plan at Lincoln University serves as a vital mechanism to support and promote the ongoing professional development and growth of our instructional faculty. It is designed to encompass activities that not only keep faculty members current in their professional field and area of instruction but also foster a continuous awareness of opportunities to meet the expectations of student learning outcomes, assess program and course objectives, and explore innovative instructional strategies that cater to diverse learning styles.

An additional noteworthy advantage for the University is that active participation in Professional Growth and Development activities not only aligns with our institutional mission but also enhances the value of our faculty members as critical resources within their respective fields of study. It provides them with exposure to fellow professionals, fostering networking and knowledge-sharing.

Annually, each faculty member formulates an individual "Professional Growth and Development Plan" that outlines a minimum of three professional activities for the upcoming year. These activities span various categories, including publications, conference presentations and attendance, continuing education courses, speaking engagements, writing and research endeavors, and other growth-related pursuits. Furthermore, the plan encompasses elements geared towards enhancing teaching and evaluation techniques, such as instructional material assessment, curriculum currency and relevance review (both at the course and program levels), committee involvement, and teaching and evaluation and assessment activities.

The Professional Growth Plans are subject to annual updates as part of the faculty administrative review process, ensuring that the proposed activities have been executed. Comprehensive documentation of these activities is meticulously maintained in each faculty member's file. In Figures 4.4 and 4.5, we present data concerning Academic Scholarship and Professional Growth and Development for LU faculty

members for the academic year 2022-2023, showing our commitment to fostering a culture of continuous improvement and excellence in teaching and research.

LU FACULTY SCHOLARSHIP AND ACADEMIC ACTIVITIES

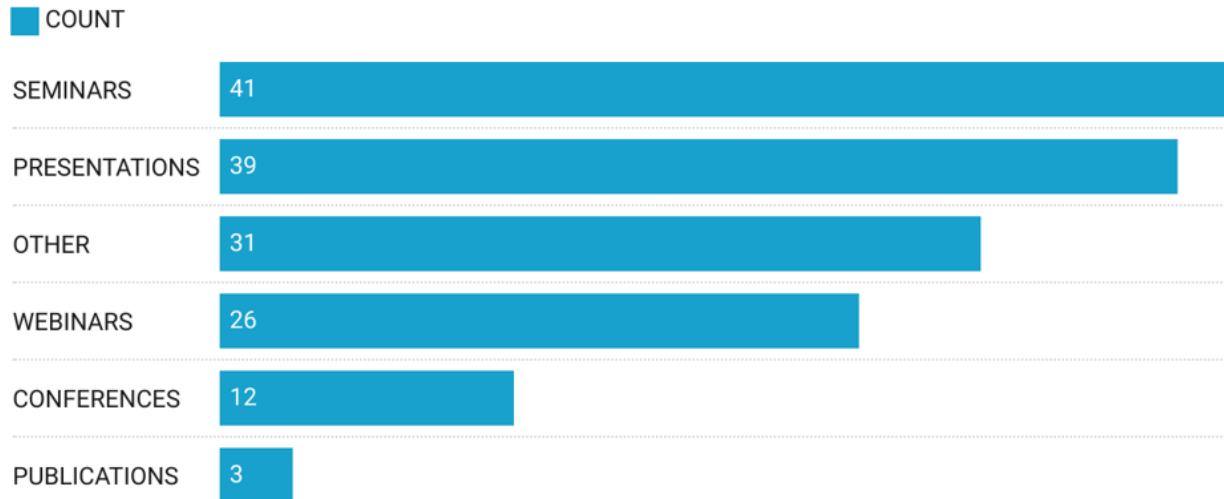


Figure 4.4: LU faculty scholarship and academic activities in the academic year 2022-2023

COMPLITION RATES

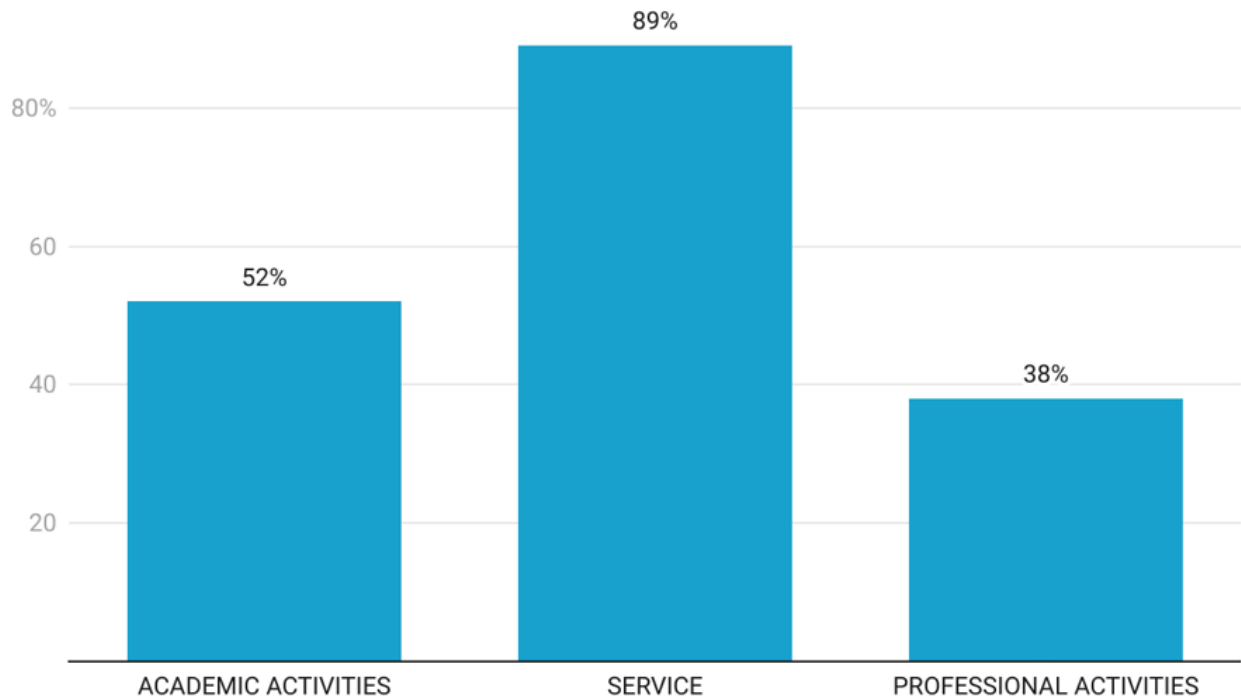


Figure 4.5: LU faculty completion rates of planned activities in the academic year 2022-2023

Summary

At Lincoln University, academic vitality thrives on the passion and expertise of our faculty members. Faculty development plays a pivotal role in fostering a culture of academic excellence and innovation. In addition to delivering exceptional teaching, faculty development has evolved into a crucial facet of LU's educational landscape.

Success as a faculty member at LU hinges on personal investment in professional growth. To support our dedicated faculty in meeting their professional development requirements, a diverse array of faculty development initiatives has been meticulously designed and put into action. These encompass a spectrum of activities, ranging from interactive workshops and enlightening seminars to concise yet impactful short courses and enlightening site visits.

Our typical LU faculty member embodies a seasoned professor or associate professor who dedicates their full-time commitment to teaching at LU. These faculty members consistently garner exceptional teaching evaluations from both students and peers, reflecting their unwavering commitment to delivering quality education.

Furthermore, every member of our esteemed faculty actively participates in various academic and professional growth and development activities. Notably, a substantial portion of LU's faculty also distinguishes themselves as prolific researchers, regularly contributing to peer-reviewed journals. This multifaceted approach underscores our steadfast dedication to nurturing a dynamic and thriving academic community.

PART V: ASSESSMENT OF STUDENT LEARNING OUTCOMES

Introduction

Assessment of student learning is at the core of the teaching and learning process at multiple levels within Lincoln University. It encompasses individual courses, the collection of courses comprising academic programs, the foundational studies program representing general education, and the supplementary experiences that students encounter outside the classroom. At LU, we recognize assessment as a recurring tool primarily aimed at enhancing teaching and learning across these diverse levels.

The Lincoln University Institutional Learning Outcomes (ILOs), outlined in Appendix II, articulate shared expectations for all degree recipients across our campus. These encompass a wide spectrum of knowledge, skills, abilities, and values that students are expected to cultivate through general education, major studies, and co-curricular activities. Success in all disciplines at LU hinges on nurturing qualities such as knowledge, inquiry, creativity, collaboration, and analysis, which contribute to our broader understanding of the world.

Course-Embedded Assessment: LU has recently introduced course-embedded assessment practices, which gather insights into what and how students are learning within specific programs and classroom settings. This approach capitalizes on existing curricular offerings by incorporating standardized data collected by instructors or introducing new assessment measures within courses. These embedded methods involve developing and collecting student data through targeted questions integrated into course assignments. These questions, designed to assess student outcomes, are seamlessly integrated into final exams, research reports, and term papers. The student responses are then evaluated to determine whether they align with the prescribed educational outcomes and objectives of the program. This assessment process operates independently of the course instructor's grading process, ensuring standardization through commonly used rubrics.

Comprehensive Exams and Research Reports: Comprehensive exams and research reports serve as vital portfolio items for assessing student progress at LU. These tools are tailor-made for our curriculum and often prove more valuable than standardized commercial instruments when evaluating student achievement. LU's comprehensive exams and research reports are meticulously designed by our professors, who not only establish educational goals but also deliver the courses. This approach ensures alignment with our mission, goals, and objectives. A panel of faculty members evaluates student performance when these comprehensive exams or research projects are administered, using a rubric that emphasizes critical standardized performance criteria. These assessment methods provide students with opportunities to showcase their ability to absorb and integrate knowledge and experiences acquired in our programs.

Assessment of Learning Outcomes: LU conducts assessments of student learning and experiences across the university, encompassing Program Learning Outcomes (PLOs) and co-curricular learning outcomes. This report specifically addresses PLOs, which represent the intended learning outcomes within students' specific program of study. Responsibility for assessing student learning outcomes in both undergraduate and graduate academic programs lies within the program departments. Assessment is intended to be a formative, faculty-led process focused on collecting, interpreting, and utilizing information to inform

curricular and instructional decisions, enhance programs and policies, and ultimately contribute to student success by achieving intended learning outcomes.

The Office of the Provost oversees the administration and management of assessment planning, processes, and reporting to fulfill all of LU's reporting requirements. The Office of Institutional Research is responsible for collecting, analyzing, and reporting the data.

The following principles underpin LU's assessment process:

- Assessment generates meaningful and actionable information to improve teaching and student learning.
- Assessment is most effective when it is closely connected to the programs where learning occurs, serving as a tool for programs rather than an event imposed upon them.
- Collaborative, collegial processes are favored, where educators engage with evidence of student learning to drive assessment-based changes.
- Assessment efforts are transparent and explicit, accessible to the entire program community rather than confined to insiders or individual faculty members.
- Assessment reporting is frequent enough to ensure reasonable assurance of learning and continuous improvement, without becoming overly burdensome.
- Assessment is a regular, ongoing effort, integral to the educational process, rather than an occasional event designed solely for reporting purposes or external compliance.

The Assessment Process at LU: Effective learning outcomes assessment at LU involves the entire university community. Four key groups play direct roles in the process, with other stakeholders offering support:

- The Assessment Committee, comprising full and part-time faculty members and other relevant stakeholders, develops learning outcomes, assesses student artifacts, provides initial analysis, and recommends improvements in student learning and the assessment process.
- Department chairs nominate faculty members to the assessment committee, review assessment reports, and suggest ways to close the feedback loop.
- The Office of Institutional Research and the Provost Office offer organizational, methodological, and technical support throughout the assessment process. Assessment findings are summarized in the Institutional Research Report, presented for discussion during general faculty meetings.
- The Provost and the President review faculty recommendations based on assessment results, determining the best course of action aligned with Lincoln University's strategic plan.

Assessment is seamlessly integrated into the teaching and learning process at Lincoln University, rather than being an external imposition. Figure 5.1 illustrates how learning outcomes assessment is integrated into the teaching and learning framework.

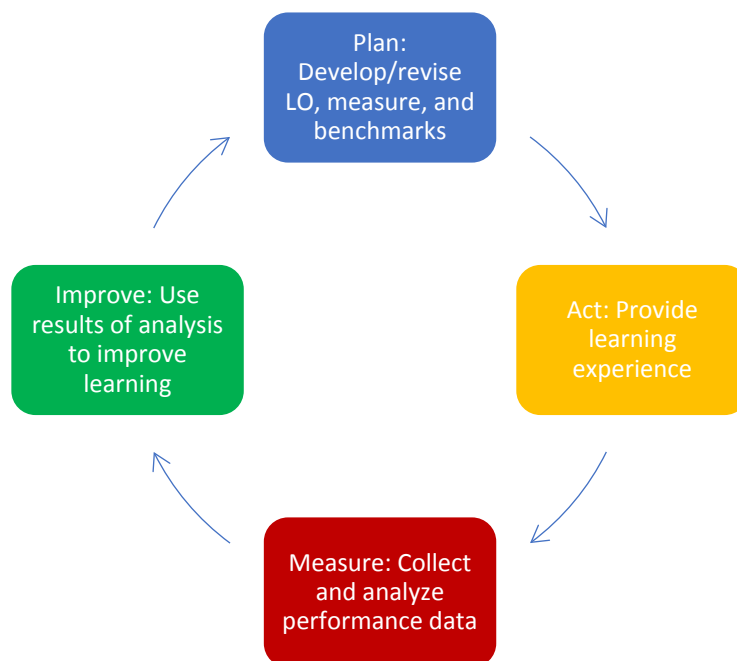


Figure 5.1: Integrated teaching and learning framework

The assessment component within the Integrated Teaching and Learning Framework process, encompassing the Plan and Measure stages, revolves around addressing a critical question: How effectively are students attaining the established learning outcomes? This systematic approach to addressing this question involves several key steps: the development or revision of learning outcomes, the selection or design of learning outcome measures, data collection, data analysis, results reporting, and planning for the subsequent assessment cycle. This Handbook is organized into sections that align with these stages of learning outcomes assessment. Each section provides a comprehensive overview of the respective step, outlines specific actions associated with it, and offers valuable suggestions, recommendations, and strategies to facilitate efficient completion of the step.

Assessment Calendar: The following calendar provides a tentative schedule for planning and executing a typical assessment cycle within a calendar year.

Steps	Month	Tasks	Suggested Activities	Responsible Party
Plan	January	<ul style="list-style-type: none"> Revise assessment processes based on previous cycle feedback 	Publicize changes to the process	Office of Institutional Research; Provost Office
	January/February	<ul style="list-style-type: none"> Develop/revise learning outcomes Select/design learning outcomes measures Determine sources of data (which courses student artifacts will be collected in) 	Hold Assessment Committee meeting; Communicate with instructors of assessment courses	Assessment Committee, supported by the Provost Office

Steps	Month	Tasks	Suggested Activities	Responsible Party
		<ul style="list-style-type: none"> Form assessment teams 		
Collect Data	April/May	<ul style="list-style-type: none"> Begin data collection Receive data from institutional surveys 		Assessment Committee, supported by the Provost Office
	June/July	<ul style="list-style-type: none"> Rate student works and record results (Spring semester) 		Assessment Committee
	August	<ul style="list-style-type: none"> Continue data collection 		Assessment Committee
	November/December	<ul style="list-style-type: none"> Complete data collection Discuss assessment process, provide feedback to Office of Institutional Research; review preliminary data 	Hold Assessment Committee meeting	Assessment Committee
Analyze Data and Report Results	December	<ul style="list-style-type: none"> Complete data collection Rate student works and record results (Fall semester) Transmit assessment results to the Office of Institutional Research. 		Assessment Committee, supported by the Provost Office
	January	<ul style="list-style-type: none"> Discuss assessment results provided in the Institutional Research Report during the General Faculty meeting 	Hold General Faculty meeting	Provost Office

In this report, we commence by presenting the Program Learning Outcomes (PLOs) for each of the programs offered at LU, encompassing the General Education programs that complement our BA in Business Administration and BA in Diagnostic Imaging programs. Subsequently, a series of figures depict the program averages derived from the PLO assessments. These averages are computed by consolidating all the data received from the respective programs. It's important to note that not all PLOs are assessed annually, and the figures indicate which PLOs were assessed in the academic year 2022-2023.

Benchmarking: The establishment of new benchmarks for LU's PLO assessments was conducted during a standard setting workshop. The Bookmark method was employed to define the standards for LU's PLOs. This method relies on item statistics to rank items based on their level of difficulty and has gained popularity in various educational and professional assessment programs (Karantonis & Sireci, 2006).

The Bookmark method entails arranging the items in order of difficulty, from easiest to most challenging. Item difficulty is empirically determined, usually through item response theory (IRT) calibration. After

organizing the test items, experts are tasked with placing a "bookmark" at the point that delineates the hardest question that a borderline test taker would likely answer correctly (typically corresponding to a probability of 0.67 or higher) and the easiest question that a borderline student would not answer correctly.

Bookmarking Process: Subject matter experts (SMEs) involved in this process comprised LU faculty, LU administration members, and an external assessment specialist. These SMEs were guided to base their judgments on the "borderline student," defined as an individual who would just manage to provide correct answers to 70% of the content.

The SMEs were provided with a rubric containing correct answers for each item, and each SME marked the location they believed the bookmark should be placed. Multiple rounds of bookmarking were conducted until a consensus was reached among all SMEs. Following each round of bookmarking, deliberations were held with the SMEs. Ultimately, it was determined that the PLO benchmark would be set at 75%. The PLO Assessment Rubrics have been constructed for each program and are included in Appendix III for reference.

Reference: Karatonis, A. & Sireci, S.G. (2006). The Bookmark standard-setting method: A literature review. *Educational Measurement: Issues and Practice*, 25(1), 4-12.

Learning Outcomes Assessment in 2022-2023

Summary

The collection and assessment of student artifacts in 2022-2023 was conducted for 5 programs: Bachelor of Arts in Business Administration, Bachelor of Science in Diagnostic Imaging, General Education, Master of Business Administration, and Master of Science in Finance Management. The outcomes assessed were focused on the ability on ethical decision making (BA, GE, MSFM programs), adaptation of clinical procedures to patients' needs (BS DI program), and autonomy and creativity (MBA):

- *BA PLO 5: Apply and comply with ethical and legal principles and evaluate business perspectives*
- *BS DI PLO 3: Adapt imaging procedures based on patient's needs and clinical limitations*
- *GELO 6: Demonstrates community engagement, social responsibility, and professional integrity*
- *MBA PLO 7: Demonstrate autonomy and creativity for managing complex professional practices*
- *MSFM PLO 4: Identify ethical issues in the domain of finance management, apply the standards of moral behavior in diverse situations, and employ an ethical decision-making framework*

The benchmarks have been met for all 5 programs. However, the Assessment Committee noticed an underperformance among the student athletes on BA PLO 5 and among international students on MSFM PLO 4. Additionally, the Assessment Committee noted a methodological problem with the assignment used for the assessment of GELO 6.

Recommendations

The Assessment Committee recommends expanding tutoring support for undergraduate students (especially student athletes) and additional workshops (e.g., focused on conducting case study analysis) for graduate students with a special attention given to international students.

It is also recommended to use semester-long group project to assess GELO 6 as it will allow to better evaluate engagement with community (component 6.5). Additionally, MBA PLO 7 assignment prompt should offer more details regarding performance criteria and should include the rubric used for assessment.

Below are the details of assessment procedures and results by program.

Bachelor of Arts in Business Administration

BA PLO 5: Apply and comply with ethical and legal principles and evaluate business perspectives

Initial (1)	Emergent (2)	Proficient (3)	Exemplary (4)
Does not demonstrate understanding of ethical and legal principles in order to apply or comply with them; Is not able to evaluate business perspectives	Does not demonstrate full understanding of each of the key ethical and legal principles (gaps in understanding or ability to articulate understanding; Generally complies with ethical and legal principles; Is not able to appropriately evaluate business perspectives	Sufficiently applies and regularly complies with ethical and legal principles; Sufficiently evaluates and demonstrates ability to utilize business perspectives	Superbly applies and consistently complies with ethical and legal principles; Superbly evaluates and demonstrates ability to utilize business perspectives

Assessment Rubric, BA PLO 5

The performance standard was reached. According to the results of the assessment, the average score was 2.43.

Measure: Course-embedded assignment – Case Study “Child Care at Atlantic Information Systems” (Course: BA 19 – Fundamentals of Ethics).

Performance standard: Score 2 (out of 4) for 75% of students. This benchmark was determined by faculty based on practices of Lincoln University and other educational institutions within the peer group.

Data collection: Artifacts were collected by the instructor as a course assignment.

Analysis: A number of students did not demonstrate a developed ability of evaluating an ethical problem from multiple perspectives and formulating course of actions that accounts for the complexity of the situation. A common approach for students appeared to be presenting an intuitive conclusion rather than deriving it from analysis.

Data disaggregation demonstrated that this problem is most common for students participating in athletic activities. The Assessment Committee recommends providing all students and especially student athletes with extra-curricular tutoring opportunities.

Bachelor of Science in Diagnostic Imaging

BS DI PLO 3: Adapt imaging procedures based on patient’s needs and clinical limitations

Initial (1)	Emergent (2)	Proficient (3)	Exemplary (4)
Is not able to execute or correctly articulate ways of adapting imaging procedures based on patient’s needs and clinical limitations	Articulates some of considerations for adaptation of procedures based on patient factors and needs but demonstrates gaps in understanding. Demonstrates beginner’s level ability to adapt imaging procedures based on patient’s needs and clinical limitations	Cogently articulates considerations for adaptation of procedures based on patient factors and needs. Adapts imaging procedures based on patient’s needs and clinical limitations	Thoroughly articulates considerations for adaptation of procedures based on patient factors and needs. Expertly adapts imaging procedures based on patient’s needs and clinical limitations

Assessment Rubric, BS DI PLO 3

The performance standard was reached. According to the results of the assessment, the average score was 3.17.

Measure: Course-embedded assignment – Sonography Lab (Course: DI 150 – Abdomen and Small Parts I).

Performance standard: Score 2 (out of 4) for 75% of students. This benchmark was determined by faculty based on practices of Lincoln University and other educational institutions within the peer group.

Data collection: Students were videotaped while performing sonographic scans.

Analysis: Students demonstrated required proficiency in operating sonographic equipment and reacting to various scenarios.

General Education

GELO 6: Demonstrates community engagement, social responsibility, and professional integrity

Indicators	Initial	Developing	Proficient	Exemplary
<p>6.1. Demonstrates interest in and development of competency for active community</p>	<ul style="list-style-type: none"> Does not demonstrate ability to communicate and interact at a level that generally conveys respect or concern for individuals and the community 	<ul style="list-style-type: none"> Demonstrates ability to interact at a minimal level of respect; demonstrates little concern for individuals and the community through use of some appropriate communication, but student does not employ follow-up questions for clarification, when necessary, and student provides inappropriate detail in responses 	<ul style="list-style-type: none"> Demonstrates ability to communicate appropriately and interact that is characteristic of a basic level of respect; demonstrates concern for individuals and the community through use of appropriate communication, where student uses some clear, but not necessarily relevant or detailed, follow-up questions and responses 	<ul style="list-style-type: none"> Demonstrates ability to communicate and interact professionally by showing empathy, respect, and concern • Consistently provides clear, relevant, and detailed responses

<p>6.2. Demonstrates development of professional attitudes and behaviors</p>	<ul style="list-style-type: none"> Does not generally demonstrate professional attitudes and behaviors (e.g., service orientation, concern for humanity, respect, continuous learning, adherence to ethical and legal standards) 	<ul style="list-style-type: none"> Demonstrates some attitudes and behaviors that may be characteristic of professional ones, but demonstration of these are inconsistent and may impede on the quality of work completed (e.g., service orientation, concern for humanity, respect, continuous learning, adherence to ethical and legal standards) 	<ul style="list-style-type: none"> Demonstrates professional attitudes and behaviors that generally aid in the completion of work (e.g., service orientation, concern for welfare of humanity, respect, m continuous learning, adherence to ethical and legal standards) 	<ul style="list-style-type: none"> Consistently demonstrates professional attitudes and behaviors (e.g., service orientation, concern for humanity, respect, continuous learning, adherence to ethical and legal standards)
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<p>6.3. Demonstrates personal responsibility and accountability</p>	<ul style="list-style-type: none"> Does not demonstrate personal accountability for work completed 	<ul style="list-style-type: none"> Demonstrates minimal personal accountability for work completed but generally attempts to involve others or hold others accountable for the completion of the student's work 	<ul style="list-style-type: none"> Demonstrates personal accountability for the work completed but does not necessarily respond appropriately to changing circumstances 	<ul style="list-style-type: none"> Consistently demonstrates personal accountability and responsibility for the work products, projects, and commitments (adherence to ethical and legal standards) Consistently and appropriately applies laws and regulatory guidelines
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<p>6.4. Demonstrates respectful and sensitive behaviors to the cultural and linguistic needs of diverse audiences</p>	<ul style="list-style-type: none"> • Does not demonstrate an awareness of customs, beliefs, or perspectives in diverse audiences • Does not demonstrate awareness of cultural and linguistic needs of audiences in order to communicate information 	<ul style="list-style-type: none"> • Demonstrates a minimal level of awareness of customs, beliefs, or perspectives in diverse audiences • Demonstrates minimal awareness of cultural and linguistic needs of audiences either does not or only attempt to adapt behaviors, but does so ineffectively, to communicate information 	<ul style="list-style-type: none"> • Demonstrates awareness of customs and beliefs, but may not clarify with audiences about personal perspectives • Demonstrates awareness of the cultural and linguistic needs of diverse audiences, and adapt behaviors to communicate information, but communication may not be effective 	<ul style="list-style-type: none"> • Demonstrates awareness of customs, beliefs, or perspectives in diverse audiences; asks appropriate questions to clarify perspectives and perceptions of diverse audiences • Demonstrates full awareness of and responsiveness to cultural and linguistic needs of diverse audiences by adapting behaviors appropriately in order to effectively communicate information
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<p>6.5 Demonstrates community engagement</p>	<ul style="list-style-type: none"> • Student does not demonstrate engagement in the community 	<ul style="list-style-type: none"> • Student demonstrates minimal engagement in the community by participating in community service events as required but does not initiate good working relationships that may aid to improve the community 	<ul style="list-style-type: none"> • Student demonstrates some engagement in the community by participating in community service events and by establishing some working relationships that serve and improve the community 	<ul style="list-style-type: none"> • Student demonstrates engagement in the community by participating in community service events, demonstrating outstanding service, and establishing and maintaining strong working relationships that aid in improving the community
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Assessment Rubric, GELO 6

The performance standard was reached. According to the results of the assessment, the average score was 2.4.

Measure: Course-embedded assignment – Application Case – Stealing at Hawthorne Manufacturing (Course: BA 19 – Fundamentals of Ethics).

Performance standard: Score 2 (out of 4) for 75% of students. This benchmark was determined by faculty based on practices of Lincoln University and other educational institutions within the peer group.

Data collection: Artifacts were collected by the instructor as an assignment submission.

Analysis: Students demonstrated adequate performance with regards to GELO 6. However, the evaluators agreed that the assignment used for the assessment of GELO 6 does not allow to evaluate all its components with equal effectiveness. Specifically, component 6.5 *Demonstrate community engagement* could not be assessed as the assignment did not provide opportunity for the community engagement.

The Assessment Committee strongly recommends using a course-embedded assignment that involve cooperation with other students, such as a semester long course project.

Master of Business Administration

MBA PLO 7: Demonstrate autonomy and creativity for managing complex professional practices

Initial (1)	Emergent (2)	Proficient (3)	Exemplary (4)
Does not demonstrate autonomy and creativity for managing complex professional practices; requires regular assistance	Requires and seeks help often; demonstrates beginning ability to think outside the box for ways to manage complex professional practices Struggles to apply the knowledge	Demonstrates autonomy for managing complex professional practices; demonstrates some degree of creativity in managing complex professional practices	Demonstrates autonomy for managing complex professional practices; demonstrates a high degree of creativity in managing complex professional practices

Assessment Rubric, MBA PLO 7

The performance standard was reached. According to the results of the assessment, the average score was 3.00.

Measure: Course-embedded assignment – Course Project (Course: BA 351 – Digital Marketing).

Performance standard: Score 3 (out of 4) for 75% of students. This benchmark was determined by faculty based on practices of Lincoln University and other educational institutions within the peer group.

Data collection: Artifacts were collected by the instructor as a course project submission.

Analysis: The prompt of the course-embedded assignment needs to be modified. Student artifacts demonstrate inconsistency in the way they understand assignment as well as lack of clarity regarding criteria that are used for evaluation. It is strongly recommended to include assessment prompt in course-embedded assignment materials. Additionally, some students were not able to practically apply concepts learned in class and focused on retelling these concepts.

It is recommended to identify places in the curriculum where students can receive additional instructions with regards to applying theoretical concepts learned in class to eh specific practical situations.

Master of Science in Finance Management

MS FM PLO 4: Identify ethical issues in the domain of finance management, apply the standards of moral behavior in diverse situations, and employ an ethical decision-making framework

Initial (1)	Emergent (2)	Proficient (3)	Exemplary (4)
Is not able to identify ethical issues in the domain of finance management; Demonstrates inconsistent standards of behavior that are not always appropriate for a given situation	Identifies most of the ethical issues in the domain of finance management; Generally applies the standards of moral behavior that are appropriate for a given situation; Able to demonstrate elements of an ethical decision-making framework	Regularly identifies ethical issues in the domain of finance management, applies the standards of moral behavior in diverse situations, and employs an ethical decision-making framework	Expertly identify ethical issues in the domain of finance management, applies the standards of moral behavior in diverse situations, and employs an ethical decision-making framework

Assessment Rubric, MS FM PLO 4

The performance standard was reached. According to the results of the assessment, the average score was 3.00.

Measure: Course-embedded case study – Pump It Up (Course: BA 314 – International Finance).

Performance standard: Score 3 (out of 4) for 75% of students. This benchmark was determined by faculty based on practices of Lincoln University and other educational institutions within the peer group.

Data collection: Artifacts were collected by the instructor as an assignment submission.

Analysis: Overall, students demonstrated an adequate level of learning outcome achievement. However, a few students underperformed with regards to their ability to conduct a case study analysis. The disaggregation of data demonstrated that performance was lower among the international students. The Assessment Committee recommends the development of the Case Study Analysis workshop within the framework of Academic Success Center.

PART VI: SUMMARY AND FUTURE DIRECTIONS

The results of this Report for the academic year 2022-2023 highlight that, under the exceptional leadership of President Brodsky, Lincoln University successfully navigated the challenges posed by lower enrollment still resulting from the COVID-19 pandemic while remaining committed to its mission and objectives. As the LU community prepares to return to campus, it is evident that many of the technologies that were instrumental in ensuring the continuity of classroom education during the pandemic have become permanent fixtures in our teaching methods. LU's response at the onset of the pandemic involved swift adoption of technology to maintain academic operations, and these innovative methodologies are now an integral part of LU's educational approach.

In the academic year 2022-2023, all LU professors have experienced a greater integration of online methods into their teaching practices. Consequently, the evaluation of the effectiveness of these innovative methods will be incorporated into the revised assessment practices.

In 2022-2023, LU's focus continues to center around accountability, with an emphasis on prudent management and efficient allocation of existing resources. The university has adopted data-driven metrics to measure impact rather than mere activity. An example of this fiscal year's achievements includes the completion of the second phase of LU's strategic management plan. This phase assessed demand, achievement, success, and financial metrics for all undergraduate and graduate programs, resulting in recommendations for accelerated growth, ongoing maintenance, and enhanced assessment practices.

LU's commitment to data-driven evidence and assessment is evident in the completion of the institutional data integration phase. The university has initiated global collaborative efforts aimed at providing real-time, data-based student monitoring and intervention to promote student success. Additionally, LU is developing predictive models of student enrollment, retention, and graduation based on data-informed insights. The university also continues to utilize a data-informed hiring protocol designed to attract more diverse applicant pools for faculty positions while monitoring faculty scholastic activities to enhance LU's scholarly productivity and measurement.

Looking ahead to the next academic year, LU's goals include:

- **Increase Enrollment:** Implement targeted recruitment strategies to boost enrollment figures, with a particular focus on international students and underrepresented groups to enhance diversity and inclusivity on campus.
- **Improve Academic Programs:** Review and enhance the existing academic programs to ensure they meet current industry standards and student career aspirations. This could involve updating curricula, introducing new courses, and strengthening interdisciplinary offerings.
- **Enhance Student Success Initiatives:** Develop and expand support services aimed at improving student retention rates and academic performance. This could include tutoring programs, mentorship opportunities, and enhanced advising services.
- **Strengthen Faculty Development:** Invest in faculty development programs to ensure educators are equipped with the latest teaching techniques and are abreast of developments in their fields. This includes workshops, guest lectures, and opportunities for professional growth.

- *Expand Online Education*: Increase the availability and quality of online courses and degree programs to accommodate more students, especially those who require flexibility due to work or personal commitments.
- *Upgrade Campus Infrastructure*: Improve campus facilities to support learning and extracurricular activities. This could involve renovating old buildings, upgrading technology in classrooms, and enhancing recreational facilities.
- *Increase Research Funding and Output*: Boost funding for research to encourage faculty and students to engage in innovative projects. This will enhance the university's reputation and contribute to scientific and humanitarian advances.
- *Foster Community Engagement*: Strengthen the university's ties with the local community through outreach programs, partnerships with local businesses, and public service initiatives led by students and staff.
- *Enhance Alumni Relations*: Develop a stronger alumni network that can support current students through mentoring, internships, and career opportunities. This involves organizing more alumni events and increasing engagement through digital platforms.
- *Promote Sustainability*: Implement sustainability initiatives across the campus to reduce the university's carbon footprint. This includes promoting recycling, energy efficiency projects, and sustainable campus operations.

The academic year 2022-2023 witnessed the collection and assessment of student artifacts across five distinct programs at Lincoln University. These programs encompassed a range of disciplines, including the Bachelor of Arts in Business Administration, Bachelor of Science in Diagnostic Imaging, General Education, Master of Business Administration, and Master of Science in Finance Management. The primary focus of these assessments was on specific learning outcomes that aligned with the unique objectives of each program:

- Bachelor of Arts in Business Administration (BA): Assessment of BA Program Learning Outcome (PLO) 5, which pertains to the application and adherence to ethical and legal principles while evaluating business perspectives.
- Bachelor of Science in Diagnostic Imaging (BS DI): Evaluation of BS DI Program Learning Outcome (PLO) 3, emphasizing the adaptation of imaging procedures based on patients' needs and clinical limitations.
- General Education (GE): Assessment of General Education Learning Outcome (GELO) 6, which relates to demonstrating community engagement, social responsibility, and professional integrity.
- Master of Business Administration (MBA): Evaluation of MBA Program Learning Outcome (PLO) 7, focusing on the demonstration of autonomy and creativity in managing complex professional practices.
- Master of Science in Finance Management (MSFM): Assessment of MSFM Program Learning Outcome (PLO) 4, which involves the identification of ethical issues in the domain of finance management, the application of moral behavior standards in diverse situations, and the utilization of an ethical decision-making framework.

Encouragingly, the benchmarks set for all five programs were met, signifying that students demonstrated proficiency in achieving the specified learning outcomes. However, the Assessment Committee identified specific areas of concern:

- Among student athletes, there was an underperformance observed in relation to BA Program Learning Outcome 5 (BA PLO 5), which pertains to ethical and legal principles in a business context.
- International students exhibited an underperformance in relation to MSFM Program Learning Outcome 4 (MSFM PLO 4), which focuses on ethical considerations in finance management.
- Additionally, the Assessment Committee identified a methodological issue in the assignment used for the assessment of General Education Learning Outcome 6 (GELO 6), which necessitates further examination and refinement.

These observations and insights will inform ongoing efforts to enhance the educational experience at Lincoln University, ensuring that all students, including athletes and international students, receive the support and resources needed to excel in their academic pursuits.

APPENDIX I: LIST OF FACULTY MEMBERS

AHANOTU, Angus

Associate Professor of Business Administration
BS, MS California Polytechnic State University
MBA Golden Gate University
EdD University of San Francisco

ANOKHIN, Alexander

Associate Professor of Business Administration, Humanities, and History
BS, **PhD** Tomsk State University

ASHUROV, Arthur

Associate Professor of Business Administration
BS Grozny University
PhD State University of Oil and Gas, Moscow

BERGERUD, Eric

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BA University of Minnesota, Minneapolis
PhD University of California, Berkeley

BOGUE, Pete

Emeritus Professor of Business Administration
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MEd, **EdD** Seattle University

BRODSKY, Mikhail

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Acting Director of General Education Program
BS Moscow State University
PhD, ScD Russian Academy of Sciences

BRUDNO, Alexey

Professor of Mathematics and MIS
BS Moscow State University
PhD Russian Academy of Sciences

BURAK, Marshall J.

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DBA University of Southern California

CHEN, Chiu

Associate Professor of Marketing
BA Chung Yuan Christian University
MS Iowa State University

FRASKA, David

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BA State University of New York, Potsdam, NY
MA City University of New York, Hunter College

GERMANN, Ken

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MBA Pepperdine University, Los Angeles
JD University of San Francisco

GHOSH, Uday Kumar

Assistant Professor of Business Administration
BCom Calcutta University
MA Utkal University, Bhubaneswar
MS, MBA Lincoln University, Oakland, CA
PhD University of Cumberlands, Williamsburg, KY

GUERRA, Michael

Associate Professor of Business Administration
BS, MHOD, **EdD** University of San Francisco

HESS, William

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MA Ball State University, IN

HIBSHOOSH, Aharon

Emeritus Professor of Business Administration
Chairman of Marketing Management Department
BA Hebrew University of Jerusalem
PhD University of California, Berkeley

HIMELFARB, Igor

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MBA Colorado State University, Fort Collins
MA, **PhD** University of California, Santa Barbara

HYMAN, William S.

Associate Professor of English
BA State University of New York, Binghamton
MA University of California, Berkeley

PhD Purdue University, West Lafayette, IN

DHILLON, Harpal

Emeritus Professor of Business Administration
MS Oklahoma State University, Stillwater
PhD University of Massachusetts, Amherst

KIL, Leon

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PhD Candidate, University of California, Berkeley

KRUZ, Walter

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MBA Santa Clara University
DBA Lincoln University, Oakland, CA

LOH, Albert

Associate Professor of Business Administration, Accounting, and Finance
BS, **MBA** Southern Illinois University, Carbondale

MANIA, Khatia

Professor of Diagnostic Imaging
Director of Diagnostic Imaging Program
MD People's Friendship University, Moscow

OLMOS, Benjamin

Associate Professor of Business Administration
BS Shorter University, Rome, GA
MBA University of Phoenix
PhD Northcentral University

PANTOS, Themistoclis

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Dean of Business Studies
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MA York University
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MD Khabarovsk Medical University
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BS U.S. Military Academy, West Point, NY

MBA Duke University, Durham, NC

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APPENDIX II: INSTITUTIONAL LEARNING OUTCOMES

Lincoln University Institutional Learning Outcomes (ILOs) express a shared, campus-wide articulation of expectations for all degree recipients. Success in all disciplines taught at Lincoln University requires knowledge, inquiry, imagination, creativity, collaboration, and analysis that serve to extend our understanding of the world. At our institution, we strive to produce graduate professionals who are able to handle personal and civic challenges and opportunities. ILOs define the broad areas of knowledge, skills, abilities, and values that graduates are expected to develop as a result of general education, major studies, and co-curricular activities. Graduates of Lincoln University are able to:

Recognize problems, think critically, apply analytical reasoning, and propose solutions (ILO 1). This entails:

- a) For BA/BS students: ability to develop habits and skills necessary for processing information based on intellectual commitment and using these skills to guide behavior.
- b) For MBA/MS students: ability to recognize and work with the components of reasoning and problem solving; ability to understand concepts, assumptions, purpose, conclusions, implications, consequences, objections from alternative viewpoints, and frame of reference.
- c) For DBA students: ability to incorporate various modes of thinking including scientific, economic, mathematical, historical, anthropological, and moral ones.

Communicate ideas, perspectives and values clearly while respectfully listening to others (ILO 2). This entails:

- a) For BA/BS students: ability to raise important questions and problems and formulating them clearly and precisely in oral or written communication.
- b) For MBA/MS students: ability to gather and assess relevant information, use abstract ideas to interpret it effectively, develop well-reasoned conclusions and solutions, and test them against relevant criteria and standards.
- c) For DBA students: ability to operate within alternative systems of thought; recognize and assess the needs with related assumptions, implications, and practical consequences; and communicate results effectively with others in figuring out solutions to complex problems.

Display professional behavior and act responsibly at local, national, and global levels (ILO 3). This entails:

- a) For BA/BS students: ability to act with dignity and follow the principles concerning the quality of life of all people, recognize an obligation to protect fundamental human rights, and respect the diversity of all cultures.
- b) For MBA/MS students: ability to be exemplary business professionals and ensure that the products of their efforts will be used in socially responsible ways, will meet social needs, and will avoid harmful effects to health and welfare.
- c) For DBA students: as exemplary business professionals, ability to minimize the possibility of indirectly harming others by following accepted standards at local, national or international levels; ability to assess the likelihood of physical and social consequences of any developed product's harm to others.

Work collaboratively and respectfully as members of diverse organizational teams (ILO 4). This entails:

- a) For BA/BS students: ability to focus on individual and organizational benefits; communicate to co-workers and company's leadership in facilitation of collaborative environment; be honest and transparent with regard to their work and be respectful of the work of others.
- b) MBA/MS students: ability to lead by example to create highly collaborative organizational environment; ability to develop and use strategies to encourage employees at all organizational levels to do the same.
- c) DBA students: ability to integrate collaboration into organizational workflows, create a supportive environment for collaboration and teamwork, and lead by example.

Demonstrate leadership skills through the ability to set directions and motivate others (ILO 5). This entails:

- a) For BA/BS students: ability to display sincerity and integrity in all their actions based on reason and moral principles; ability to inspire others by showing mental and spiritual endurance.
- b) For MBA/MS students: ability to set goals and have a vision of the future; as effective leaders, they should habitually pick priorities stemming from their basic values.
- c) For DBA students: ability to have perseverance to accomplish a goal despite potential obstacles, use sound judgments to make decisions at a right time, and make appropriate changes in thinking, planning, and methods in achieving organizational goals.

Apply creativity and innovation in their field of study (ILO 6). This entails:

- a) For BA/BS students: ability to show creativity by thinking of new and better goals, ideas, and solutions to problems; ability to become a resourceful problem solvers.
- b) For MBA/MS students: ability to continually seek, develop, and offer new or improved services; ability to use original approaches when dealing with problems in the workplace.
- c) For DBA students: ability to set up realistic goals for the organization, encourage innovative strategies, and convey a clear sense of future direction to employees.

Demonstrate expertise and integration of ideas, methods, theory and practice in a specialized discipline of study (ILO 7). This entails:

- a) For BA/BS students: ability to define and explain the boundaries, divisions, styles and practices of the field; ability to define and properly use the principal terms in the field.
- b) For MBA/MS students: ability to demonstrate fluency in the use of tools, technologies and methods in the field; ability to evaluate, clarify and frame complex questions or challenges using perspectives and knowledge from the business discipline.
- c) For DBA students: ability to formulate and arrange ideas, designs, or techniques, and apply them to specific issues and problems; ability to apply current research, skills, and or/techniques in the field.

APPENDIX II: THE PLO RUBRICS

PROGRAM LEARNING OUTCOMES (PLOs BS) ASSESSMENT RUBRIC FOR BACHELOR OF ARTS IN BUSINESS ADMINISTRATION

Program Learning Outcome (PLO)	Mapping to ILOs
PLO 1: Demonstrate knowledge in the principle areas of general business and specific areas of concentration, which include: international business, management, entrepreneurship, and management information business.	ILO 1a, ILO 2a, ILO 3a,
PLO 2: Determine the information needed to evaluate a business problem. Apply critical thinking and reasoning skills to recognize credibility and accuracy.	ILO 1a ILO 6a
PLO 3: Demonstrate the ability to communicate with others using written and oral communication tools.	ILO 2a ILO 7a
PLO 4: Demonstrate the ability to use analytical skills to understand business problems and make well-informed decisions.	ILO 1a, ILO 2a, ILO 5a
PLO 5: Apply and comply with ethical and legal principles and evaluate different ethical perspectives.	ILO 3a, ILO 4a

PLO 1: Demonstrate knowledge in the principle areas of general business and specific areas of concentration, which include: international business, management, entrepreneurship, and management information business.

Score of 4: Clearly identifies and summarizes the main principles of general business and specific areas of concentration, which include: international business, management, entrepreneurship, and management information business.

Score of 3: Successfully identifies and summarizes the main principles of general business, but fails to demonstrate knowledge and understanding in one of the following areas: international business, management, entrepreneurship, and management information business.

Score of 2: Successfully identifies the main principles, but fails to summarize or explain them clearly or sufficiently.

Score of 1: Fails to identify or summarize the main principles.

PLO 2: Determine the information needed to evaluate a business problem. Apply critical thinking and reasoning skills to recognize credibility and accuracy.

Score of 4: Able to make collect and analyze proper information needed to solve a business problem. Develops and defends an informed position integrating values, sciences and technology.

Score of 3: Able to make collect and analyze proper information needed to solve a business problem, but fails to develop or defends an informed position integrating values, sciences and technology.

Score of 2: Collects proper information but struggles with the analysis.

Score of 1: Fails to collect and analyze proper information needed to solve a business problem.

PLO 3: Demonstrate the ability to communicate with others using written and oral communication tools.

Score of 4: Consistently does all or almost all of the following: Accurately interprets evidence, statements, graphics, questions, etc. Identifies the salient arguments (reasons and claims) pro and

con. Thoughtfully analyzes and evaluates major alternative points of view. Draws warranted, judicious, non-fallacious conclusions. Justifies key results and procedures, explains assumptions and reasons. Fair-mindedly follows where evidence and reasons lead.

Score of 3: Does most or many of the following: Accurately interprets evidence, statements, graphics, questions, etc. Identifies relevant arguments (reasons and claims) pro and con. Offers analyses and evaluations of obvious alternative points of view. Draws warranted, non-fallacious conclusions. Justifies some results or procedures, explains reasons. Fair-mindedly follows where evidence and reasons lead.

Score of 2: Does most or many of the following: Misinterprets evidence, statements, graphics, questions, etc. Fails to identify strong, relevant counter-arguments. Ignores or superficially evaluates obvious alternative points of view. Draws unwarranted or fallacious conclusions. Justifies few results or procedures, seldom explains reasons. Regardless of the evidence or reasons, maintains or defends views based on self-interest or preconceptions.

Score of 1: Consistently does all or almost all of the following: Offers biased interpretations of evidence, statements, graphics, questions, information, or the points of view of others. Fails to identify or hastily dismisses strong, relevant counter-arguments. Ignores or superficially evaluates obvious alternative points of view. Argues using fallacious or irrelevant reasons, and unwarranted claims. Does not justify results or procedures, nor explain reasons. Regardless of the evidence or reasons, maintains or defends views based on self-interest or preconceptions.

PLO 4: Demonstrate the ability to use analytical skills to understand business problems and make well-informed decisions.

Score 4: Appropriately integrates and applies basic scientific and analytical concepts to understand a business problem and to make well-informed decisions. Demonstrates comprehension of scientific approach; illustrates with examples.

Score of 3: Appropriately integrates and applies basic scientific and analytical concepts to understand a business problem and to make well-informed decisions, but fails to demonstrate comprehension of scientific approach; illustrates with examples.

Score of 2: Successfully understands the problem, but fails to make well-informed decisions.

Score of 1: Unable to use analytical skills to understand the problem and to make well-informed decisions.

PLO 5: Apply and comply with ethical and legal principles and evaluate different ethical perspectives.

Score 4: Identifies and accurately describes complex ethical dilemmas from life situations and theoretical scenarios. Understands legal principles and able to collect and evaluate different ethical perspectives.

Score of 3: Able to identify and accurately describe ethical dilemmas, but is unable to recognize legal principles or evaluate different ethical perspectives.

Score of 2: Successfully understands the ethical problem, but fails to make well-informed decisions.

Score of 1: Unable to use analytical skills to understand the ethical and legal principles or to collect and evaluate different ethical perspectives.

PROGRAM LEARNING OUTCOMES (PLOs BS) ASSESSMENT RUBRIC FOR BACHELOR OF SCIENCES IN DIAGNOSTIC IMAGING

Program Learning Outcome (PLO)	Mapping to ILOs
PLO 1: Develop and demonstrate knowledge in principles of UT, medical terminology, physiology, sonography, and echocardiography.	ILO 1a, ILO 2a, ILO 3a
PLO 2: Demonstrate ability of accurate patient positioning techniques, and use of imaging technology.	ILO 1a
PLO 3: Adapt imaging procedures based on patient's needs and clinical limitations.	ILO 1a, ILO 4a
PLO 4: Practice effective oral and written communication skills in the clinical setting.	ILO 2a ILO7a

PLO 1: Develop and demonstrate knowledge in principles of UT, medical terminology, physiology, sonography, and echocardiography.

Score of 4: Clearly identifies and summarizes the main principles of diagnostic imaging and UT, and successfully explains why/how the principles are used in diagnostics. Demonstrate knowledge and understanding of human gross and sectional anatomy relative to normal and abnormal sonographic imaging.
Score of 3: Successfully identifies and summarizes the main principles of diagnostic imaging and UT, and successfully explains why/how the principles are used in diagnostics, but fails to demonstrate knowledge and understanding of human gross and sectional anatomy.
Score of 2: Successfully identifies the main principles, but fails to summarize or explain them clearly or sufficiently.
Score of 1: Fails to identify or summarize the main principles.

PLO 2: Demonstrate ability of accurate patient positioning techniques, and use of imaging technology.

Score of 4: Able to make proper landmarks, measurements and any abnormalities are imaged of the liver, pancreas and gallbladder. Proper labeling of each image with respect to the scanning plane and organ. Proper machine settings are done regarding overall gain, depth, TGC, focal zone and proper transducer placement and selection.
Score of 3: Able to make proper landmarks, measurements and any abnormalities are imaged of the liver, pancreas and gallbladder, but struggles with proper labeling of each image with respect to the scanning plane and organ.
Score of 2: Makes proper landmarks, measurements and any abnormalities of some but no all of the organs.
Score of 1: Unable to make proper landmarks, measurements and any abnormalities are imaged of the liver, pancreas and gallbladder.

PLO 3: Adapt imaging procedures based on patient's needs and clinical limitations.

Score 4: Appropriately positions patient for the sonography study. Uses appropriate UT head. Uses warm gel when possible, assists patient onto bed, keeps patient covered as much as possible, explains exam to patient and introduces self to the patient.
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Score of 3: Successfully positions the patient, and uses appropriate UT head, but fails to explain the exam or introduce self to the patient.

Score of 2: Successfully positions the patient but straggles to use the appropriate UT head.

Score of 1: Unable to successfully position the patient.

PLO 4: Practice effective oral and written communication skills in the clinical setting.

Score of 4: Consistently does all or almost all of the following: Accurately interprets evidence, statements, graphics, questions, etc. Identifies the salient arguments (reasons and claims) pro and con. Thoughtfully analyzes and evaluates major alternative points of view. Draws warranted, judicious, non-fallacious conclusions. Justifies key results and procedures, explains assumptions and reasons. Fair-mindedly follows where evidence and reasons lead.

Score of 3: Does most or many of the following: Accurately interprets evidence, statements, graphics, questions, etc. Identifies relevant arguments (reasons and claims) pro and con. Offers analyses and evaluations of obvious alternative points of view. Draws warranted, non-fallacious conclusions. Justifies some results or procedures, explains reasons. Fair-mindedly follows where evidence and reasons lead.

Score of 2: Does most or many of the following: Misinterprets evidence, statements, graphics, questions, etc. Fails to identify strong, relevant counter-arguments. Ignores or superficially evaluates obvious alternative points of view. Draws unwarranted or fallacious conclusions. Justifies few results or procedures, seldom explains reasons. Regardless of the evidence or reasons, maintains or defends views based on self-interest or preconceptions.

Score of 1: Consistently does all or almost all of the following: Offers biased interpretations of evidence, statements, graphics, questions, information, or the points of view of others. Fails to identify or hastily dismisses strong, relevant counter-arguments. Ignores or superficially evaluates obvious alternative points of view. Argues using fallacious or irrelevant reasons, and unwarranted claims. Does not justify results or procedures, nor explain reasons. Regardless of the evidence or reasons, maintains or defends views based on self-interest or preconceptions.

PROGRAM LEARNING OUTCOMES (PLOs MBA) ASSESSMENT RUBRIC FOR MASTER OF BUSINESS ADMINISTRATION

Program Learning Outcome (PLO)	Mapping to ILOs
PLO 1: Develop and exhibit applied and theoretical knowledge in the field of management and business administration.	ILO 1b, ILO 2b
PLO 2: Use theoretical knowledge and advanced problem solving skills to formulate solutions and identify risks in the following fields: international business, finance management, general business, human resources management, management information systems, marketing management.	ILO 1b, ILO 2b, ILO 4b
PLO 3: Communicate within a highly specialist environment that allows the presentation of critiques of complex strategic matters.	ILO 2b ILO7b
PLO 4: Demonstrate autonomy, creativity, and responsibility for managing professional practices.	ILO 4b, ILO 5b, ILO 6b
PLO 5: Demonstrate leadership and set strategic objectives for team performance.	ILO 4b, ILO 5b

PLO 6: Identify ethical issues/problems in business organizations and reach decisions within ethical framework.	ILO 3b
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PLO 1: Develop and exhibit applied and theoretical knowledge in the field of management and business administration.

Score of 4: Clearly identifies and summarizes latest academic theories and successfully explains why/how they are applicable to the business problems or questions. Clearly and accurately labels not only all the factual, conceptual, and value, but also those implicit in the assumptions and the implications of positions and arguments.
Score of 3: Able to identify latest academic theories but fails to successfully explain why/how they are applicable to the business problems or questions. Successfully separates and labels all the factual, conceptual, and value claims, but lacks solid theoretical perspective.
Score of 2: Able to identify latest academic theories but fails to apply them.
Score of 1: Unable to identify and apply academic theories

PLO 2: Use theoretical knowledge and advanced problem solving skills to formulate solutions and identify risks in the following fields: international business, finance management, general business, human resources management, management information systems, marketing management.

Score of 4: Able to identify, collect, summarize and use in an argument information based on classical and modern academic theories and work of other researchers. Able to plan, design, and execute a research study including applying appropriate methodology and data analysis.
Score of 3: Able to identify, collect, summarize and use in an argument information based on classical and modern academic theories and work of other researchers. Able to plan, design, and execute a research study including applying appropriate methodology or data analysis.
Score of 2: Able to identify, collect, summarize and use in an argument information based on classical and modern academic theories and work of other researchers. Able to plan, design, and execute a research study including applying appropriate methodology and data analysis.
Score of 1: Unable to understand, design or conduct research.

PLO 3: Communicate within a highly specialist environment that allows the presentation of critiques of complex strategic matters.

Score of 4: Consistently does all or almost all of the following: Accurately interprets evidence, statements, graphics, questions, etc. Identifies the salient arguments (reasons and claims) pro and con. Thoughtfully analyzes and evaluates major alternative points of view. Draws warranted, judicious, non-fallacious conclusions. Justifies key results and procedures, explains assumptions and reasons. Fair-mindedly follows where evidence and reasons lead.
Score of 3: Does most or many of the following: Accurately interprets evidence, statements, graphics, questions, etc. Identifies relevant arguments (reasons and claims) pro and con. Offers analyses and evaluations of obvious alternative points of view. Draws warranted, non-fallacious conclusions. Justifies some results or procedures, explains reasons. Fair-mindedly follows where evidence and reasons lead.
Score of 2: Does most or many of the following: Misinterprets evidence, statements, graphics, questions, etc. Fails to identify strong, relevant counter-arguments. Ignores or superficially evaluates obvious alternative points of view. Draws unwarranted or fallacious conclusions. Justifies few results

or procedures, seldom explains reasons. Regardless of the evidence or reasons, maintains or defends views based on self-interest or preconceptions.

Score of 1: Consistently does all or almost all of the following: Offers biased interpretations of evidence, statements, graphics, questions, information, or the points of view of others. Fails to identify or hastily dismisses strong, relevant counter-arguments. Ignores or superficially evaluates obvious alternative points of view. Argues using fallacious or irrelevant reasons, and unwarranted claims. Does not justify results or procedures, nor explain reasons. Regardless of the evidence or reasons, maintains or defends views based on self-interest or preconceptions.

PLO 4: Demonstrate autonomy, creativity, and responsibility for managing professional practices.

Score of 4: Recognizes the framework of real-world business problems, and independently chooses appropriate concepts to describe the problem and to offer a possible solution. Exhibits professionalism and responsibility in management and application of professional practices.

Score of 3: Recognizes the framework of real-world business problems, but is seeking help to find and apply the appropriate concepts to describe the problem and to offer a possible solution. Lacks professionalism or responsibility in management and application of professional practices.

Score of 2: Able to recognize the framework of real-world business problem, but is unable to come up with a solution.

Score of 1: Unable to recognize or solve a real-world business problem.

PLO 5: Demonstrate leadership and set strategic objectives for team performance.

Score of 4: Looks comfortable and confident in exercising leadership duties. Circulates a prepared agenda in advance, and balances the need for task accomplishment with the needs of individuals in the groups. Listens actively and shows understanding by paraphrasing or by acknowledging and building on others' ideas. Shows respect to all group members. Shares information openly. Assigns tasks by seeking volunteers, delegating as needed. Gives recognition and encouragement

Score of 3: Engages all group members and keeps the group on track by managing time, providing coaching or guidance, using humor, or resolving differences, as needed. Intervenes when tasks are not moving toward goals. Involves the group in setting challenging goals and planning for their accomplishment.

Score of 2: Shows occasional signs of insecurity about leading, or is overly confident about own leadership skills. Gives too much attention to the task or to interpersonal relations in the group, and asks for ideas and suggestions but neglects to consider them. Lets the group ramble or stray off track too much, or keeps the group so rigidly on track that relevant issues or concerns are ignored.

Score of 1: Gives an impression of reluctance or uncertainty about exercising leadership. Focuses exclusively on the task to be accomplished without regard to the people, or focuses exclusively on the interpersonal relations and attitudes of people in the group without regard to the task, and asks for ideas or suggestions without intending to consider them. May show favoritism to one or more group members.

PLO 6: Identify ethical issues/problems in business organizations and reach decisions within ethical framework.

Score of 4: Understands and recognizes the concept of intellectual property, can defend him/herself if challenged, and can properly incorporate the ideas/published works of others into their own work building upon them. Able to articulate the value of information to a free and democratic society, and can use specific criteria to discern objectivity/fact from bias/propaganda.
Score of 3: Gives credit for works used by quoting and listing references. Student is an ethical consumer and producer of information, and understands how free access to information, and free expression, contribute to a democratic society.
Score of 2: Student is an ethical consumer and producer of information, and understands how free access to information, and free expression, contribute to a democratic society, but fails to provide appropriate references to the work of others.
Score of 1: Unclear regarding proper citation format, and/or copies and paraphrases the information and ideas of others without giving credit to authors. Student does not know how to distinguish between information that is objective and biased, and does not know the role that free access to information plays in a democratic society.

PROGRAM LEARNING OUTCOMES (PLOs MSIB) ASSESSMENT RUBRIC FOR MASTER OF SCIENCE IN INTERNATIONAL BUSINESS

Program Learning Outcome (PLO)	Mapping to ILOs
PLO 1: Demonstrate expert-level understanding of the aspects of international business.	ILO 1b, ILO 2b
PLO 2: Exhibit deep knowledge of international dimensions of business functioning, including marketing, finance, management, operations, accounting, and entrepreneurship.	ILO 1b, ILO 2b
PLO 3: Recognize business problems and provide creative solutions. Integrate theory and practice for strategic analysis in the field of international business.	ILO 1b, ILO 6b
PLO 4: Apply quantitative and qualitative methods of analysis to business situations in a complex global business environment.	ILO 1b ILO7b
PLO 5: Develop and exhibit effective communication skills for relevant international audiences.	ILO 2b
PLO 6: Work effectively with a team of international colleagues on diverse projects.	ILO 4b, ILO 5b
PLO 7: Identify and analyze the ethical obligations and responsibilities in the field of international business.	ILO 3b ILO7b

PLO 1: Demonstrate expert-level understanding of the aspects of international business.

Score of 4: Recognizes the framework of real-world business problems, and independently chooses appropriate concepts to describe the problem and to offer a possible solution.
Score of 3: Recognizes the framework of real-world business problems, but is seeking help to find and apply the appropriate concepts to describe the problem and to offer a possible solution.
Score of 2: Able to recognize the framework of real-world business problem, but is unable to come up with a solution.
Score of 1: Unable to recognize or solve a real-world business problem.

PLO 2: Exhibit deep knowledge of international dimensions of business functioning, including marketing, finance, management, operations, accounting, and entrepreneurship.

Score of 4: Clearly identifies and summarizes latest academic theories and successfully explains why/how they are applicable to the business problems or questions. Clearly and accurately labels not only all the factual, conceptual, and value, but also those implicit in the assumptions and the implications of positions and arguments.
Score of 3: Able to identify latest academic theories but fails to successfully explain why/how they are applicable to the business problems or questions. Successfully separates and labels all the factual, conceptual, and value claims, but lacks solid theoretical perspective.
Score of 2: Able to identify latest academic theories but fails to apply them.
Score of 1: Unable to identify and apply academic theories

PLO 3: Recognize business problems and provide creative solutions. Integrate theory and practice for strategic analysis in the field of international business.

Score of 4: Able to identify, collect, summarize and use in an argument information based on classical and modern academic theories and work of other researchers. Able to plan, design, and execute a research study including applying appropriate methodology and data analysis.
Score of 3: Able to identify, collect, summarize and use in an argument information based on classical and modern academic theories and work of other researchers. Able to plan, design, and execute a research study including applying appropriate methodology or data analysis.
Score of 2: Able to identify, collect, summarize and use in an argument information based on classical and modern academic theories and work of other researchers. Able to plan, design, and execute a research study including applying appropriate methodology and data analysis.
Score of 1: Unable to understand, design or conduct research.

PLO 4: Apply quantitative and qualitative methods of analysis to business situations in a complex global business environment.

Score of 4: Able to use advanced quantitative methods to analyze the data; derive conclusions, and report results. Able to communicate quantitative/statistical information to persons with limited or no knowledge in statistics.
Score of 3: Able to use advanced quantitative methods to analyze the data; derive conclusions, and report results. However, struggles to communicate quantitative/statistical information to persons with limited or no knowledge in statistics.
Score of 2: Able to use some quantitative methods to analyze the data; derive conclusions, and report results.
Score of 1: Unable to use quantitative methods to analyze the data.

PLO 5: Develop and exhibit effective communication skills for relevant international audiences.

Score of 4: Consistently does all or almost all of the following: Accurately interprets evidence, statements, graphics, questions, etc. Identifies the salient arguments (reasons and claims) pro and con. Thoughtfully analyzes and evaluates major alternative points of view. Draws warranted,
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judicious, non-fallacious conclusions. Justifies key results and procedures, explains assumptions and reasons. Fair-mindedly follows where evidence and reasons lead.

Score of 3: Does most or many of the following: Accurately interprets evidence, statements, graphics, questions, etc. Identifies relevant arguments (reasons and claims) pro and con. Offers analyses and evaluations of obvious alternative points of view. Draws warranted, non-fallacious conclusions. Justifies some results or procedures, explains reasons. Fair-mindedly follows where evidence and reasons lead.

Score of 2: Does most or many of the following: Misinterprets evidence, statements, graphics, questions, etc. Fails to identify strong, relevant counter-arguments. Ignores or superficially evaluates obvious alternative points of view. Draws unwarranted or fallacious conclusions. Justifies few results or procedures, seldom explains reasons. Regardless of the evidence or reasons, maintains or defends views based on self-interest or preconceptions.

Score of 1: Consistently does all or almost all of the following: Offers biased interpretations of evidence, statements, graphics, questions, information, or the points of view of others. Fails to identify or hastily dismisses strong, relevant counter-arguments. Ignores or superficially evaluates obvious alternative points of view. Argues using fallacious or irrelevant reasons, and unwarranted claims. Does not justify results or procedures, nor explain reasons. Regardless of the evidence or reasons, maintains or defends views based on self-interest or preconceptions.

PLO 6: Work effectively with a team of colleagues on diverse projects.

Score of 4: Looks comfortable and confident in exercising leadership duties. Circulates a prepared agenda in advance, and balances the need for task accomplishment with the needs of individuals in the groups. Listens actively and shows understanding by paraphrasing or by acknowledging and building on others' ideas. Shows respect to all group members. Shares information openly. Assigns tasks by seeking volunteers, delegating as needed. Gives recognition and encouragement

Score of 3: Engages all group members and keeps the group on track by managing time, providing coaching or guidance, using humor, or resolving differences, as needed. Intervenes when tasks are not moving toward goals. Involves the group in setting challenging goals and planning for their accomplishment.

Score of 2: Shows occasional signs of insecurity about leading, or is overly confident about own leadership skills. Gives too much attention to the task or to interpersonal relations in the group, and asks for ideas and suggestions but neglects to consider them. Lets the group ramble or stray off track too much, or keeps the group so rigidly on track that relevant issues or concerns are ignored.

Score of 1: Gives an impression of reluctance or uncertainty about exercising leadership. Focuses exclusively on the task to be accomplished without regard to the people, or focuses exclusively on the interpersonal relations and attitudes of people in the group without regard to the task, and asks for ideas or suggestions without intending to consider them. May show favoritism to one or more group members.

PLO 7: Identify and analyze the ethical obligations and responsibilities in the field of finance management.

Score of 4: Understands and recognizes the concept of intellectual property, can defend him/herself if challenged, and can properly incorporate the ideas/published works of others into their own work

building upon them. Able to articulate the value of information to a free and democratic society, and can use specific criteria to discern objectivity/fact from bias/propaganda.

Score of 3: Gives credit for works used by quoting and listing references. Student is an ethical consumer and producer of information, and understands how free access to information, and free expression, contribute to a democratic society.

Score of 2: Student is an ethical consumer and producer of information, and understands how free access to information, and free expression, contribute to a democratic society, but fails to provide appropriate references to the work of others.

Score of 1: Unclear regarding proper citation format, and/or copies and paraphrases the information and ideas of others without giving credit to authors. Student does not know how to distinguish between information that is objective and biased, and does not know the role that free access to information plays in a democratic society.

PROGRAM LEARNING OUTCOMES (PLOs MSFM) ASSESSMENT RUBRIC FOR MASTER OF SCIENCE IN FINANCE MANAGEMENT

Program Learning Outcome (PLO)	Mapping to ILOs
PLO 1: Demonstrate expert-level understanding of the aspects of finance management including mathematical, statistical, financial, and economic.	ILO 1b, ILO 2b
PLO 2: Develop knowledge of finance management including international finance, international securities, commercial banking and lending, investment science, real estate, and stock market.	ILO 1b, ILO 2b, ILO 7b
PLO 3: Recognize financial problems and provide creative solutions. Integrate theory and practice for strategic analysis in the field of finance management.	ILO 1b, ILO 6b
PLO 4: Apply quantitative methods of analysis to analyze financial data.	ILO 1b ILO 5b
PLO 5: Communicate to relevant audiences including written and oral communication.	ILO 2b
PLO 6: Work effectively with a team of colleagues on diverse projects.	ILO 4b, ILO 5b
PLO 7: Identify and analyze the ethical obligations and responsibilities in the field of finance management.	ILO 3b

PLO 1: Demonstrate expert-level understanding of the aspects of finance management including mathematical, statistical, financial, and economic.

Score of 4: Recognizes the framework of real-world business problems, and independently chooses appropriate concepts to describe the problem and to offer a possible solution. Utilizes knowledge in mathematics, statistics, finance and economic to solve this problem.

Score of 3: Recognizes the framework of real-world business problems, but is seeking help to find and apply the appropriate concepts to describe the problem and to offer a possible solution. Lacks knowledge in mathematics, statistics, finance and economic to solve this problem.

Score of 2: Able to recognize the framework of real-world business problem, but is unable to come up with a solution.

Score of 1: Unable to recognize or solve a real-world business problem.

PLO 2: Develop knowledge of finance management including international finance, international securities, commercial banking and lending, investment science, real estate, and stock market.

Score of 4: Clearly identifies and summarizes latest academic theories and successfully explains why/how they are applicable to the business problems or questions. Clearly and accurately labels not only all the factual, conceptual, and value, but also those implicit in the assumptions and the implications of positions and arguments.

Score of 3: Able to identify latest academic theories but fails to successfully explain why/how they are applicable to the business problems or questions. Successfully separates and labels all the factual, conceptual, and value claims, but lacks solid theoretical perspective.

Score of 2: Able to identify latest academic theories but fails to apply them.

Score of 1: Unable to identify and apply academic theories

PLO 3: Recognize financial problems and provide creative solutions. Integrate theory and practice for strategic analysis in the field of finance management.

Score of 4: Able to identify, collect, summarize and use in an argument information based on classical and modern academic theories and work of other researchers. Able to plan, design, and execute a research study including applying appropriate methodology and data analysis.

Score of 3: Able to identify, collect, summarize and use in an argument information based on classical and modern academic theories and work of other researchers. Able to plan, design, and execute a research study including applying appropriate methodology or data analysis.

Score of 2: Able to identify, collect, summarize and use in an argument information based on classical and modern academic theories and work of other researchers. Able to plan, design, and execute a research study including applying appropriate methodology and data analysis.

Score of 1: Unable to understand, design or conduct research.

PLO 4: Apply quantitative methods of analysis to analyze financial data.

Score of 4: Able to use advanced quantitative methods to analyze the data; derive conclusions, and report results. Able to communicate quantitative/statistical information to persons with limited or no knowledge in statistics.

Score of 3: Able to use advanced quantitative methods to analyze the data; derive conclusions, and report results. However, struggles to communicate quantitative/statistical information to persons with limited or no knowledge in statistics.

Score of 2: Able to use some quantitative methods to analyze the data; derive conclusions, and report results.

Score of 1: Unable to use quantitative methods to analyze the data.

PLO 5: Communicate to relevant audiences including written and oral communication.

Score of 4: Consistently does all or almost all of the following: Accurately interprets evidence, statements, graphics, questions, etc. Identifies the salient arguments (reasons and claims) pro and con. Thoughtfully analyzes and evaluates major alternative points of view. Draws warranted, judicious, non-fallacious conclusions. Justifies key results and procedures, explains assumptions and reasons. Fair-mindedly follows where evidence and reasons lead.

Score of 3: Does most or many of the following: Accurately interprets evidence, statements, graphics, questions, etc. Identifies relevant arguments (reasons and claims) pro and con. Offers analyses and evaluations of obvious alternative points of view. Draws warranted, non-fallacious conclusions. Justifies some results or procedures, explains reasons. Fair-mindedly follows where evidence and reasons lead.

Score of 2: Does most or many of the following: Misinterprets evidence, statements, graphics, questions, etc. Fails to identify strong, relevant counter-arguments. Ignores or superficially evaluates obvious alternative points of view. Draws unwarranted or fallacious conclusions. Justifies few results or procedures, seldom explains reasons. Regardless of the evidence or reasons, maintains or defends views based on self-interest or preconceptions.

Score of 1: Consistently does all or almost all of the following: Offers biased interpretations of evidence, statements, graphics, questions, information, or the points of view of others. Fails to identify or hastily dismisses strong, relevant counter-arguments. Ignores or superficially evaluates obvious alternative points of view. Argues using fallacious or irrelevant reasons, and unwarranted claims. Does not justify results or procedures, nor explain reasons. Regardless of the evidence or reasons, maintains or defends views based on self-interest or preconceptions.

PLO 6: Work effectively with a team of colleagues on diverse projects.

Score of 4: Looks comfortable and confident in exercising leadership duties. Circulates a prepared agenda in advance, and balances the need for task accomplishment with the needs of individuals in the groups. Listens actively and shows understanding by paraphrasing or by acknowledging and building on others' ideas. Shows respect to all group members. Shares information openly. Assigns tasks by seeking volunteers, delegating as needed. Gives recognition and encouragement

Score of 3: Engages all group members and keeps the group on track by managing time, providing coaching or guidance, using humor, or resolving differences, as needed. Intervenes when tasks are not moving toward goals. Involves the group in setting challenging goals and planning for their accomplishment.

Score of 2: Shows occasional signs of insecurity about leading, or is overly confident about own leadership skills. Gives too much attention to the task or to interpersonal relations in the group, and asks for ideas and suggestions but neglects to consider them. Lets the group ramble or stray off track too much, or keeps the group so rigidly on track that relevant issues or concerns are ignored.

Score of 1: Gives an impression of reluctance or uncertainty about exercising leadership. Focuses exclusively on the task to be accomplished without regard to the people, or focuses exclusively on the interpersonal relations and attitudes of people in the group without regard to the task, and asks for ideas or suggestions without intending to consider them. May show favoritism to one or more group members.

PLO 7: Identify and analyze the ethical obligations and responsibilities in the field of finance management.

Score of 4: Understands and recognizes the concept of intellectual property, can defend him/herself if challenged, and can properly incorporate the ideas/published works of others into their own work building upon them. Able to articulate the value of information to a free and democratic society, and can use specific criteria to discern objectivity/fact from bias/propaganda.

Score of 3: Gives credit for works used by quoting and listing references. Student is an ethical consumer and producer of information, and understands how free access to information, and free expression, contribute to a democratic society.
Score of 2: Student is an ethical consumer and producer of information, and understands how free access to information, and free expression, contribute to a democratic society, but fails to provide appropriate references to the work of others.
Score of 1: Unclear regarding proper citation format, and/or copies and paraphrases the information and ideas of others without giving credit to authors. Student does not know how to distinguish between information that is objective and biased, and does not know the role that free access to information plays in a democratic society.

PROGRAM LEVEL OUTCOMES ASSESSMENT RUBRIC (PLOs DBA) FOR DOCTOR OF BUSINESS ADMINISTRATION

Program Learning Outcome (PLO)	Mapping to ILOs
PLO 1: Demonstrate advanced knowledge and competence in the latest academic theories, concepts, and techniques in the field of business administration.	ILO 1c, ILO 3c, ILO 7c
PLO 2: Demonstrate effective research skills including formulation of research problem; integration of previous literature into an appropriate literature review; design of a research study; data analysis; and summary and presentation of results.	ILO 3c, ILO 4c, ILO 6c, ILO 7c
PLO 3: Create and present advanced forms of oral and written communications, including teaching and advising.	ILO 2c ILO5c
PLO 4: Generate, evaluate and assess the ethical obligations and responsibilities of business for the purpose of responsible management.	ILO 3c
PLO 5: Apply the knowledge from the area of specialization and provide consulting to other business industries or other fields.	ILO 1c, ILO 2c

PLO 1: Demonstrate advanced knowledge and competence in the latest academic theories, concepts, and techniques in the field of business administration.

Score of 4: Clearly identifies and summarizes latest academic theories and successfully explains why/how they are applicable to the business problems or questions. Clearly and accurately labels not only all the factual, conceptual, and value, but also those implicit in the assumptions and the implications of positions and arguments.
Score of 3: Able to identify latest academic theories but fails to successfully explain why/how they are applicable to the business problems or questions. Successfully separates and labels all the factual, conceptual, and value claims, but lacks solid theoretical perspective.
Score of 2: Able to identify latest academic theories but fails to apply them.
Score of 1: Unable to identify and apply academic theories

PLO 2: Demonstrate effective research skills including formulation of research problem; integration of previous literature into an appropriate literature review; design of a research study; data analysis; and summary and presentation of results.

Score of 4: Able to identify, collect, summarize and use in an argument information based on classical and modern academic theories and work of other researchers. Able to plan, design, and execute a research study including applying appropriate methodology and data analysis.
Score of 3: Able to identify, collect, summarize and use in an argument information based on classical and modern academic theories and work of other researchers. Able to plan, design, and execute a research study including applying appropriate methodology or data analysis.
Score of 2: Able to identify, collect, summarize and use in an argument information based on classical and modern academic theories and work of other researchers. Able to plan, design, and execute a research study including applying appropriate methodology and data analysis.
Score of 1: Unable to understand, design or conduct research.

PLO 3: Create and present advanced forms of oral and written communications, including teaching and advising.

Score of 4: Consistently does all or almost all of the following: Accurately interprets evidence, statements, graphics, questions, etc. Identifies the salient arguments (reasons and claims) pro and con. Thoughtfully analyzes and evaluates major alternative points of view. Draws warranted, judicious, non-fallacious conclusions. Justifies key results and procedures, explains assumptions and reasons. Fair-mindedly follows where evidence and reasons lead.
Score of 3: Does most or many of the following: Accurately interprets evidence, statements, graphics, questions, etc. Identifies relevant arguments (reasons and claims) pro and con. Offers analyses and evaluations of obvious alternative points of view. Draws warranted, non-fallacious conclusions. Justifies some results or procedures, explains reasons. Fair-mindedly follows where evidence and reasons lead.
Score of 2: Does most or many of the following: Misinterprets evidence, statements, graphics, questions, etc. Fails to identify strong, relevant counter-arguments. Ignores or superficially evaluates obvious alternative points of view. Draws unwarranted or fallacious conclusions. Justifies few results or procedures, seldom explains reasons. Regardless of the evidence or reasons, maintains or defends views based on self-interest or preconceptions.
Score of 1: Consistently does all or almost all of the following: Offers biased interpretations of evidence, statements, graphics, questions, information, or the points of view of others. Fails to identify or hastily dismisses strong, relevant counter-arguments. Ignores or superficially evaluates obvious alternative points of view. Argues using fallacious or irrelevant reasons, and unwarranted claims. Does not justify results or procedures, nor explain reasons. Regardless of the evidence or reasons, maintains or defends views based on self-interest or preconceptions.

PLO 4: Generate, evaluate and assess the ethical obligations and responsibilities of business for the purpose of responsible management.

Score of 4: Understands and recognizes the concept of intellectual property, can defend him/herself if challenged, and can properly incorporate the ideas/published works of others into their own work building upon them. Able to articulate the value of information to a free and democratic society, and can use specific criteria to discern objectivity/fact from bias/propaganda.
Score of 3: Gives credit for works used by quoting and listing references. Student is an ethical consumer and producer of information, and understands how free access to information, and free expression, contribute to a democratic society.

Score of 2: Student is an ethical consumer and producer of information, and understands how free access to information, and free expression, contribute to a democratic society, but fails to provide appropriate references to the work of others.

Score of 1: Unclear regarding proper citation format, and/or copies and paraphrases the information and ideas of others without giving credit to authors. Student does not know how to distinguish between information that is objective and biased, and does not know the role that free access to information plays in a democratic society.

PLO 5: Apply the knowledge from the area of specialization and provide consulting to other business industries or other fields.

Score of 4: Student is aware and able to analyze search results, and evaluate the appropriateness of the variety of multiple relevant sources of information that directly fulfill an information need for the particular discipline, different from his/her own.

Score of 3: Executes an appropriate search strategy within a reasonable amount of time. Can solve problems by finding a variety of relevant information resources, and can evaluate search effectiveness; however, struggles with application of this information to different fields.

Score of 2: Executes an appropriate search strategy within a reasonable amount of time, but is unable to solve problems by finding a variety of relevant information resources. Struggles with application of this information to different fields.

Score of 1: Student is unfocused and unclear about search strategy. Time is not used effectively and efficiently. Information gathered lacks relevance, quality, and balance.