



2017

# LINCOLN UNIVERSITY STUDENTS, FACULTY, AND ASSESSMENT

Lincoln University  
Office of Institutional Research



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## **FOREWORD**

This Report is designed to provide information about and for Lincoln University as a part of ongoing educational assessment efforts. Specifically, this Report summarizes student-related information, faculty-related information, and information about assessment of learning outcomes. The Report has four sections. Part I provides an introduction to University's history, mission, objectives, and our learning outcomes. Part II provides statistical summary for student demographics, student-level institutional data, student achievement data, and assessment of non-academic co-curricular activities. Part III provides statistical summary of faculty demographics, faculty effectiveness, and faculty academic and professional development. Finally, Part IV unveils the results of educational assessment including formulation of Institutional Learning Outcomes (ILOs), their relations to and the assessment of Program Learning Outcomes (PLOs), relations between Course Learning Outcomes (CLOs) and PLOs.

## **PART I: OVERVIEW**

### **Introduction**

Lincoln University (LU) is a private, nonprofit, nonsectarian university based in Oakland, California. The school has a long and strong history of providing quality education to students for many years. The history has demonstrated LU's unwavering commitment to ethics and quality operation at all levels.

LU first opened its doors in 1919 when a law school program in San Francisco for veterans returning from the WWI was founded. The first university officers were B. F. Lickey, President and Founder, and E. J. Silver, Vice President and Educational Director. Back at that time, the university offered evening classes for working adults and part-time students. In 1927, LU began offering day and evening classes. In 1993, the law school formally separated from LU to become the Lincoln Law School of San Jose. LU became a university with strong business programs and moved from San Francisco to Oakland, CA in December of 1999.

Today, LU is offering the following degrees in the fields of business and diagnostic imaging:

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

We enroll over 800 students who represent 60+ countries around the globe in educational programs. The university is committed to transforming lives of individuals and contributing to the economy, culture, and knowledge base of California, the nation, and the world.

### **Mission**

The Mission of LU is to provide traditional educational programs in diverse fields of study, conducted by experienced educators, and leading to outstanding employment opportunities for American and international students. Our Graduate and Undergraduate programs are utilizing professional experience of the instructors and geared towards providing tools for successful professional careers of our students.

### **Values and Responsibilities**

As an institution, our actions demonstrate our commitment to the values of higher education; academic quality and core competencies; student success; diversity of students, faculty, staff, and administrators; and regional stewardship in our service communities.

Our unique multi-cultural, and historical heritage suggests that LU's core values and responsibilities should include:

*A focus on developing an awareness of and sensitivity to diversity and commonality.* LU is culturally rich and complex, providing a perfect social setting for frequent interactions with people of different cultures. Faculty and staff of LU are striving to assure we have incorporated and celebrated intercultural experiences and understanding into our social and educational environments in a comprehensive fashion.

*A focus on global awareness and local responsibility.* These values are consistent with the values of our location. San Francisco Bay Area is a place where people from Europe, Asia, Africa, and the Americas are gathered, formed communities, and built lives together. The residents of the Bay Area are global citizens, a true pan-ethnic population. Hence, LU's pedagogical, social, and cultural environments are infused with a global perspective and with questions and issues of global significance. Furthermore, being involved in the local issues, during the process of education, our students are enriched with a sense of responsibility towards local communities.

*An appreciation of American history, American values, and goodness of humanity.* The population of our country reflects remarkable ethnic and cultural diversity. We value and teach basic American values which include acceptance, tolerance, and gratefulness of diversity. The future cannot be better if people are not fundamentally good and improvable. Our students are taught and encouraged to improve.

*A focus on graduate culture.* The majority of Lincoln University students are enrolled in its graduate programs. Thus, maintaining a healthy and engaged graduate culture is vital to the success of the school. For all the formal requirements that it entails, graduate education goes far beyond the curriculum-it fosters a specific culture of interaction and communication among students, among faculty, and across these groups. Its primary feature is collegiality and support for innovative thinking and research. Graduate school culture implores faculty members to encourage students who exhibit creativity and ambition, and to assist them in setting up seminars and conferences where they can present their projects and broader intellectual agenda. The university encourages students to become a part of an intellectual community by providing the space and resources, for their scholarly activity.

### **LU Institutional Objectives**

Given the diversity of our student population, the commitment to engaged pedagogy is especially important in supporting students as they endeavor toward academic, professional, and civic goals. As an institution of higher education, we have a sense of purpose and a vision for the future. Through leadership and planning as well as inclusive and collaborative processes, we honor our mission and the promises we have made to students and the communities we serve.

The basic objectives of LU are:

1. To assist students in development of their analytical capacity.
2. To provide the necessary knowledge of the selected subject areas.
3. To introduce the attitude of personal responsibility necessary to function as a citizen in the interdependent world.
4. To provide a terminal degree to the motivated and capable students.

### **Engagement of Leaders and Stakeholders in Achieving the Objectives**

LU has a tradition of shared governance among the LU Board of Trustees, the President, and faculty; this is an important mechanism for ensuring that LU's mission is realized. The key leaders are also involved in developing and monitoring the pathways to achievement of our goals.

The key leaders and stakeholder, which include LU administration, faculty, community leadership, and students, with the Lincoln University Board of Trustees, have been engaged in the quality-assurance practice and in the processes that guide, monitor, and assess our commitment to achievement of LU basic objectives. In addition to supporting development of policies and procedures for all aspects of the university operation, these significant individuals have been engaged in institutional planning and systematic evaluations of educational effectiveness.

### **Institutional Commitment to Evidence-Based Excellence**

LU is continuously engaged in intensive data collection efforts to provide comprehensive analyses about the university as well as analytical tools and services that support the planning and decision-making efforts to achieve the LU's mission and goals. The Office of IR at LU concentrates its efforts of collecting three types of data: i) student-related data, ii) faculty-related data, and iii) SLO-related data.

i) **Student-Related Data.** Student-related datasets include characteristics of current students enrolled in LU: *total headcount*, *headcount by degree-level*, and *headcount by academic program*. For each student, the student-related data include identifiers of *student demographics*, *student-level institutional data*, and *student achievement*.

*Student demographics* include the following variables for all students enrolled in LU:

1. **Gender**
2. **Age**
3. **Ethnicity**
4. **Country of Origin**

*Student-level institutional data* include the following outcomes for all students enrolled in LU:

1. **Retention Rates:** LU retentions rates.
2. **Graduation Rates:** LU graduation rates by semester cohorts.
3. **Placement Rate:** The university's LinkedIn alumni page provides insights about our graduates' professional/career advancement.
4. **Course Enrollment:**
  - a. Undergraduate course enrollment
  - b. Graduate course enrollment

*Student achievement data* include the following variables for all students enrolled in LU:

1. **Grade Point Average:** GPA reported for all students at LU
2. **Achievement in Capstone Courses:** LU students successfully completing capstone courses of their respective programs
3. **Achievement in Degree Milestones:**
  - a. **Qualifying Exam:** Number of students successfully passing qualifying exam on a first or subsequent attempt
  - b. **Internship Reports:** For graduate student pursuing master's degree; successful completion and presentation of the internship report on the first or subsequent attempt
  - c. **Research Project:** For graduate students pursuing master's degree; successful completion, presentation, and defense of the project
  - d. **Dissertation:** For graduate students pursuing doctoral degree; successful proposal, completion, and defense of the dissertation

ii) **Faculty-Related Data.** For many years, the faculty of LU were very effective in clearly explaining goals and requirements of our courses. The faculty have been teaching in an organized way, using videos and presentation software to explain difficult points, and providing prompt, detailed feedback on tests and completed assignments. LU is adapting the evidence-based culture that would help us to get formal data that supports our academic excellence and hard work our faculty. LU collects *faculty demographics and headcount*, *faculty effectiveness* and *faculty development*.

Faculty demographics and headcount data include the following variables for all full-time and part-time faculty at LU:

1. **Gender**
2. **Ethnicity**
3. **Degree Level**
4. **Academic Rank**
5. **Full-time/Part-time status**
6. **Student/Faculty Ratios by Program**

Faculty effectiveness data include the following variable collected for each full-time and part-time faculty member:

1. **Faculty Rating (Student Evaluations):** Average scores, by course, received on student evaluation form in all courses taught
2. **Faculty Rating (Peer Evaluation):** Average scores, by course, received on peer evaluation form in all courses assessed

Faculty development data include the following variables collected for each full-time and part-time faculty member:

1. **Scholarship:** Published and unpublished articles, manuscripts, books ext.
2. **Scholarship of Integration:** Workshops, professional meetings
3. **Scholarship of Application:** Consulting, contract research, program evaluation
4. **Professional Activities:** Officer of professional organization, professional membership

iii) **Student Learning Outcomes (SLOs)-Related data.** LU developed a collective institutional commitment to assessment and data-driven evidence of academic excellence. This commitment to student learning engages all who contribute to the educational process, including students themselves. Faculty, administrators, and staff design the curriculum, educational experiences and opportunities, and support services to provide multiple ways of learning. Individuals in local communities educate students as they participate in internships, thus extending learning experience beyond campus environment. Expanding the range of contributors bring different perspectives to assessing student learning that broaden interpretations of students' experiences and achievement.



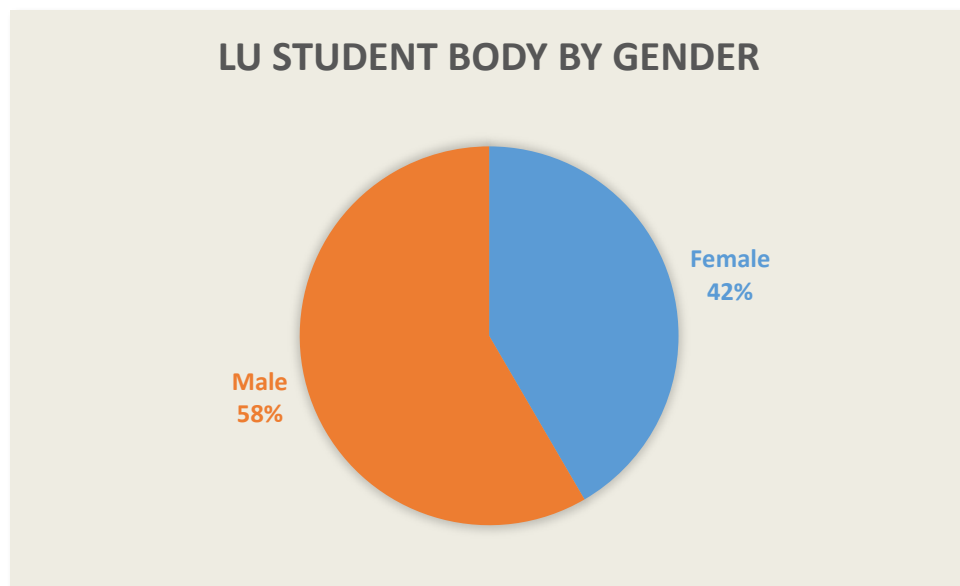
## PART II: LU STUDENT BODY

### Student Demographics

Lincoln University has a very diverse student population from a gender, ethnic, and cultural perspective. In the year 2017, Lincoln University enrolled over 800 students, representing over 60 different countries. To assure that we maintain this diversity, the University routinely collects detailed demographic data relating to its admitted and registered students enabling a multifactor analysis including gender, age, ethnic, special needs, and admission status of its student body.

The vast majority of our students are full-time student (96%) while only 4% are part-time. The most of our students in the year 2017 were non-resident aliens (85%).

**Gender.** In the 2016-2017 academic year, 58 % of our student body were male and 42% female.



*Figure 2.1: LU Student Body by Gender (n = 811).*

**Average Age by Gender.** The average age for our student population is  $M = 28.37$ ,  $SD = 5.4$ , with the range from 18 to 63 years old. There is no significant difference in age as a function of gender,  $p > .05$ . Average age for female students is  $M = 28.4$ , and for male is  $M = 28.3$ .

**Average Age by Program.** The age distribution by program is as expected—the youngest students are our undergraduates, followed by master’s students and doctoral students. The relatively large difference in student age between our BA and BS programs is explained by several significantly older students in the Diagnostic Imaging program who are decided to go back to school to further their careers. Figure 2.2 presents the distribution of age among our programs.

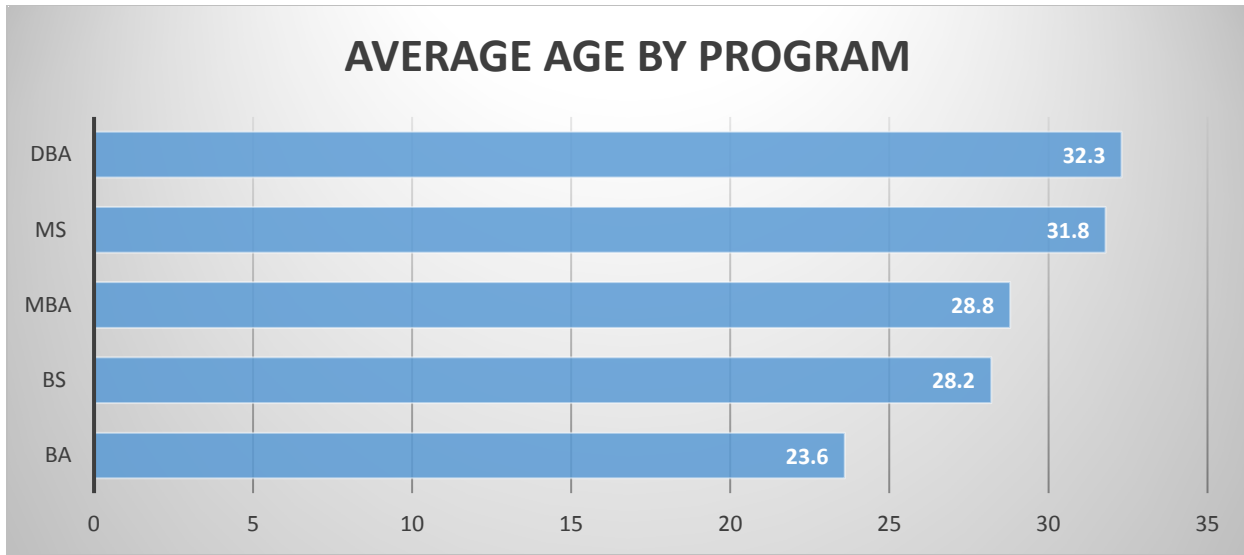


Figure 2.2: LU Student Body; Age by Program (n = 811).

**Ethnicity and Country of Origin.** LU’s academic approach fosters a climate of respect for a diversity of background, ideas, and perspectives. LU’s philosophy maintains that is central to student development, especially in a multi-cultural environment where the University has about 750 international students from over 60 different countries.

The percentages of students by ethnicity are summarized in the Figure 2.3

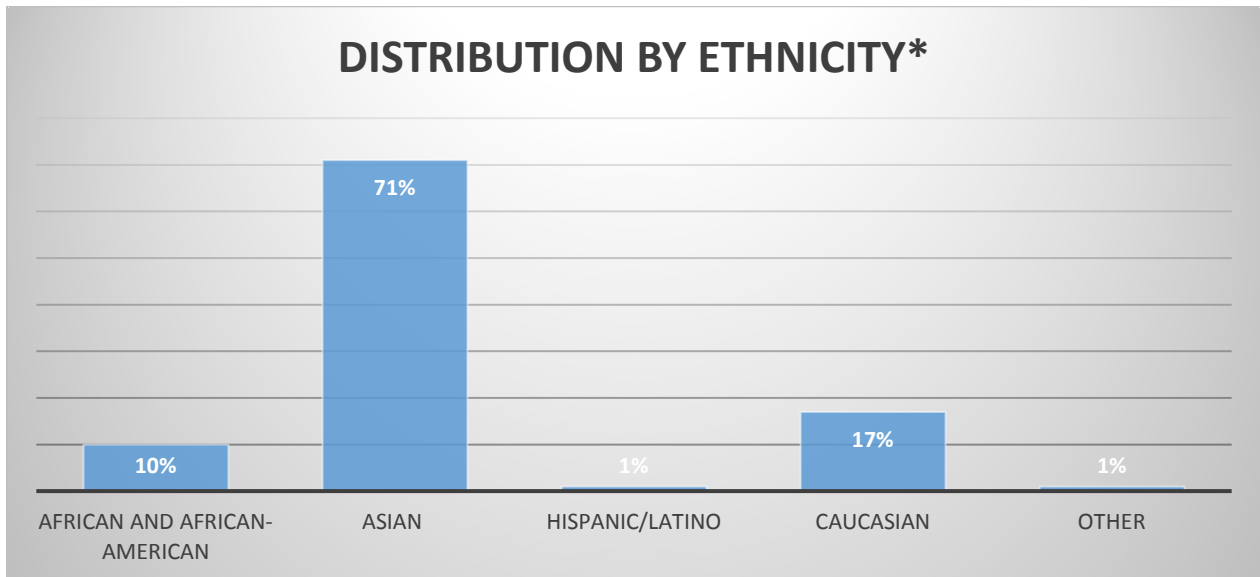


Figure 2.3: LU Student Body Distribution by Ethnicity (n=811)

\*Students from India and Nepal are classified as Asian; Students from the Middle East and North Africa are classified as Caucasian.

The vast majority of students are from the following six countries: China (5%), India (15%), Nepal (18%), Thailand (14%), Vietnam (8%), and USA (15%). Other students are from:

▪ Afghanistan	▪ Congo	▪ Kazakhstan	▪ Sierra Leone
▪ Armenia	▪ Ecuador	▪ Kenya	▪ South Korea
▪ Australia	▪ Egypt	▪ Libya	▪ Taiwan
▪ Azerbaijan	▪ Eritrea	▪ Macedonia	▪ Tajikistan
▪ Bangladesh	▪ Estonia	▪ Mexico	▪ Tanzania
▪ Belarus	▪ Germany	▪ Moldova	▪ Tunisia
▪ Belgium	▪ Ghana	▪ Mongolia	▪ Turkey
▪ Bolivia	▪ Indonesia	▪ Nigeria	▪ Turkmenistan
▪ Brazil	▪ Iran	▪ Pakistan	▪ Uganda
▪ Bulgaria	▪ Iraq	▪ Palestine	▪ Ukraine
▪ Burkina Faso	▪ Israel	▪ Paraguay	▪ United Kingdom
▪ Cameroon	▪ Jamaica	▪ Philippines	▪ Uzbekistan
▪ Canada	▪ Japan	▪ Poland	▪ Zambia
▪ Colombia	▪ Jordan	▪ Russia	

*Figure 2.4 presents visualization of LU Student body by country of origin*



*Figure 2.4: LU Student Body by Country of Origin.*

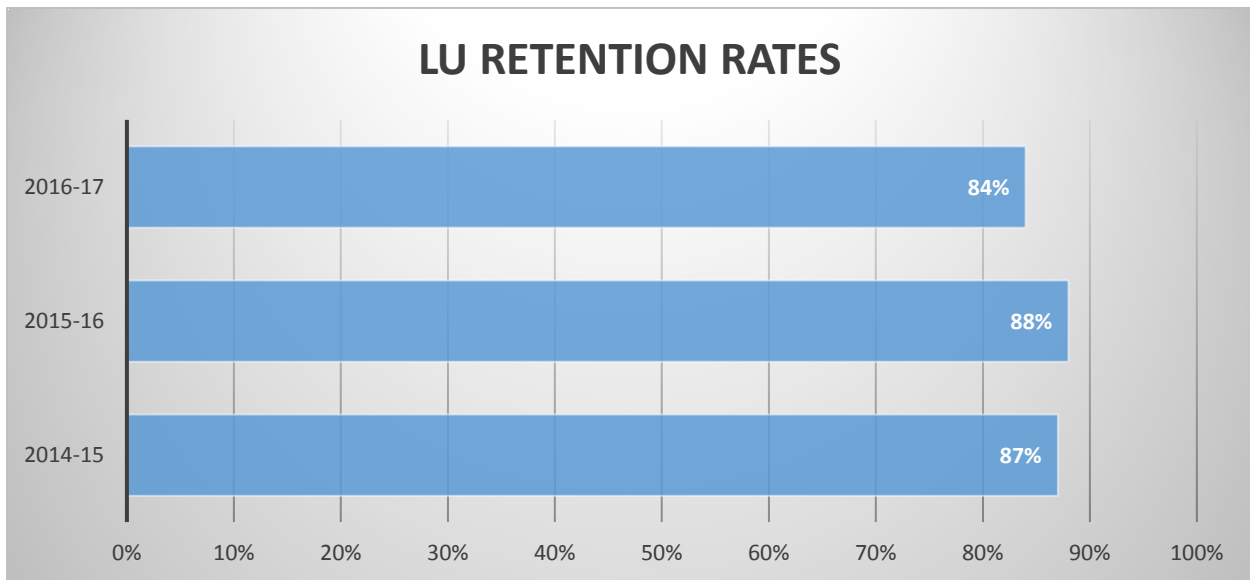
### Student-Level Institutional Data

**Retention Rates.** Retention rate is the percentages of students who register in an academic year / term and completed the study during the year / term or continue education in the same program at LU the next year / term. For example, a student who studies in the program in the fall semester and keeps on studying in the next year's fall semester is counted in this year rate.

The LU baseline for retention is defined as the Mean of the Retention (MR) rates for the three years prior to the evaluation date. Based on the data from the years 2014-2016, the MR is equal 86.3% and standard deviation for retention (SDR) rates is 8.6%. The Retention threshold / benchmark (RT) is defined as the lower bound of acceptable retention values interval, and is calculated as  $(MR - SDR)$ . For 2017, the MR baseline is calculated based on the 2014-2016 data: results in  $RT = 77.7\%$ . An acceptable current retention value is defined as retention value that is higher than RT.

The U.S. national average retention college rate is 79%. These statistics show that the LU’s current retention rate of above 80% is exemplary and that the strategies being used by the University are effective. Our goal is to maintain above-average retention rates, and improve the rates by 1% per year. We are committed to providing a comfortable learning environment to the students with proper guidance to achieve their educational and professional goals and to increase the institution’s retention rates with support from administrative staff, faculty, and students.

The academic year retention rates for Lincoln University’s past three years are as follows:



*Figure 2.5: LU Retention Rates*

**Graduation Rates.** LU pays lots of attention to the percentages of our students who complete and graduate their degree within reasonable timeframe. To some extent we consider graduation and retention rates (explained above) as proxies for student satisfaction and achievement. We define graduation rates as the percentage of full-time students who complete their program within of the Maximum Time for Degree Completion (MTDC) of the program calculated as 150% of the Estimated Degree Completion Time (ETDC) including transferred units (see LU Catalog page 31). For example, for a four-year degree program, entering students who complete within six years are counted as graduates.

We compute graduation rates by taking the number of new students who began the program as a cohort of a specific semester and who complete the program within 150% of their MTDC length while accounting for students who left the program.

For full-time students starting and completing their full education at LU the MTDCs are following: BA and BS – 6 years (12 semesters); MBA, MS – 3 years (6 semesters); DBA – 7.5 years (15 semesters).

We have not yet had any graduates in cohorts starting Fall 2016.

### LU Graduation Rates by Program

*Table 2.1: BA in Business Administration*

<b>Cohort</b>	<b>Matriculated</b>	<b>Continue</b>	<b>Withdrew /%</b>	<b>Graduated /%</b>
Spring 2012	15	n/a	5 /33.3%	10 /66.4%
Fall 2012	11		3 /36.4%	7 /63.6%
Spring 2013	8	1	1 /12.5%	6
Fall 2013*	17 – 1 = 16	1	3 /18.7%	12
Spring 2014	7	3	1 /14.2%	3
Fall 2014	23	3	5 /21.7%	15
Spring 2015	42	1	8 /19%	33
Fall 2015*	39 – 3 = 36	20	15 / n/a**	4
Spring 2016	51	17	26 / n/a**	8

*Table 2.2: BS in Diagnostic Imaging (started in Fall 2012)*

<b>Cohort</b>	<b>Matriculated</b>	<b>Continue</b>	<b>Withdrew /%</b>	<b>Graduated /%</b>
Fall 2012	2			2 /100%
Spring 2013	5	1	0%	4
Fall 2013	8	2	1 /12.5%	5
Spring 2014	7		2 /28.5%	5
Fall 2014	9	4	0%	5
Spring 2015	5	4	1 /20%	
Fall 2015*	13 – 1 = 12	9	3 /25%	
Spring 2016	6	5	1 /16.6%	

*Table 2.3: MBA*

<b>Cohort</b>	<b>Matriculated</b>	<b>Continue</b>	<b>Withdrew /%</b>	<b>Graduated /%</b>
Spring 2012	45	n/a	10 /22.3%	35 /77.7%
Fall 2012*	62 – 4 = 58	n/a	18 /31.3%	40 /68.7%
Spring 2013	70	n/a	22 /31.5%	48 /68.5%
Fall 2013*	80 – 2 = 78	n/a	25 /32.1%	53 /67.9%
Spring 2014*	80 – 4 = 76	n/a	21 /26.7%	55 /72.3%
Fall 2014*	78 – 1 = 77	n/a	24 /31.2%	53 /68.8%
Spring 2015*	78 – 2 = 76	37	21 /27.6%	18
Fall 2015	101	75	13 /12.8%	13
Spring 2016	155	120	23 /14.8%	12

*Table 2.4: MS in International Business (started in Spring 2014)*

<b>Cohort</b>	<b>Matriculated</b>	<b>Continue</b>	<b>Withdrew /%</b>	<b>Graduated /%</b>
Spring 2014	0	n/a	n/a	
Fall 2014	1	n/a	1 /100%	

Spring 2015	1		0%	1 /100%
Fall 2015	2	1	1 /50%	
Spring 2016	3	2	1 /33.3%	

Table 2.5: MS in Finance Management (started in Spring 2014)

Cohort	Matriculated	Continue	Withdrew /%	Graduated /%
Spring 2014	0	n/a	n/a	
Fall 2014	4	n/a	2 /50%	2 /50%
Spring 2015	1		0%	1 /100%
Fall 2015	3	2	1 /33.3%	
Spring 2016	3	2	1 /33.3%	

Table 2.6: DBA

Cohort	Matriculated	Continue	Withdrew /%	Graduated /%
Spring 2012	3	0	2 /66.7%	1 /33.3%
Fall 2012	4	1	1 /25%	2 /50%
Spring 2013	2	2	0%	
Fall 2013	2	2	0%	
Spring 2014	2	1	1 /50%	
Fall 2014	3	2	1 /33.3%	
Spring 2015	1		1 /100%	
Fall 2015*	8 – 2 = 6	2	4 / n/a***	
Spring 2016	8		8 / n/a***	

\* Some students immediately changed a program or transferred out without attending classes.

\*\* A number of BA students from Fall 2015 and Spring 2016 cohorts transferred from LU to community colleges in Spring 2017 due to university became unaccredited due to ACICS lost its recognition.

\*\*\*In early 2017 the total of 16 (almost full cohort of 2014 – 2016) withdrew from the DBA to our MBA program or transferred to other schools due to ACICS request to stop doctoral programs after the agency lost certification by the US Department of Education. Only DBA students able to graduate by the end of 2019 could continue at LU.

As a benchmark for our graduation rates, we use the national information published by the National Center of Educational Statistics (NCES). According to NBCE, the 6-year graduation rates for first-time, full-time undergraduate students seeking a bachelor's degree at a 4-year degree-granting public institution is 59%. For a private non-profit, the rate is 66% (drop rate benchmark maximum 44%). The 3-year graduation rates for students seeking a master's degree for public degree-granting institution is 57.8%; for private non-profit, the rate is 66.7% (drop rate benchmark 32.3%). The 7-year graduation rates for students seeking a doctoral degree in a public degree-granting institution is 56.3%; for private non-profit, the rate is 63.5% (drop rate benchmark 37.5%).

Currently MS and DBA programs have too small number of students to provide statistically significant results.

**Placement Rates.** We define placement rates as the percentage of students who obtain employment within one-year after graduation or continue education. LU serves many international students who

remain at the university to complete their studies on a student visa. Most of these students return to their home country for employment opportunities. Some of our students continue in the US being hired by local companies.

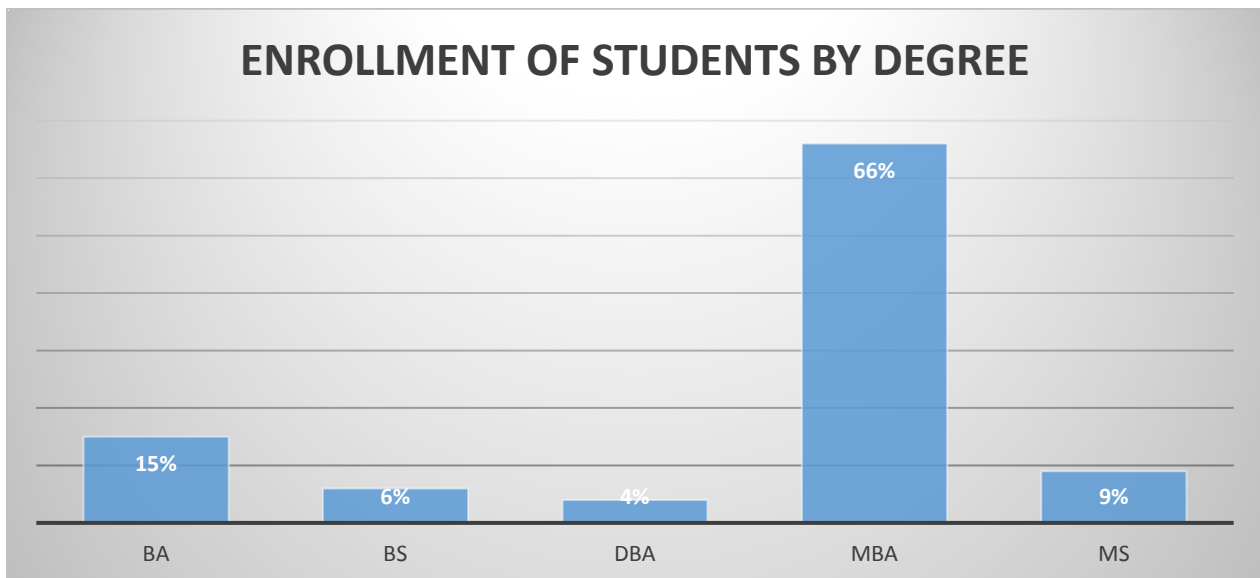
We define the baseline for placement as the mean (MP) of the placement rates for the three years prior to the evaluation date. Based on the data from the years 2014-2016, the standard deviation (SDP) for placement rates was 12.6% for the same period. The placement threshold/benchmark (PT) is defined as the lower bound of the interval of acceptable placement values, and is calculated as (MP - SDP). An acceptable current placement value is defined as a placement value that is higher than PT. For 2017, the baseline MP was calculated based on the 2014-2016 data: MP = 84%, and the Threshold for 2017: PT = 71.4%

*Table 2.7: LU Placement Rates by Degree*

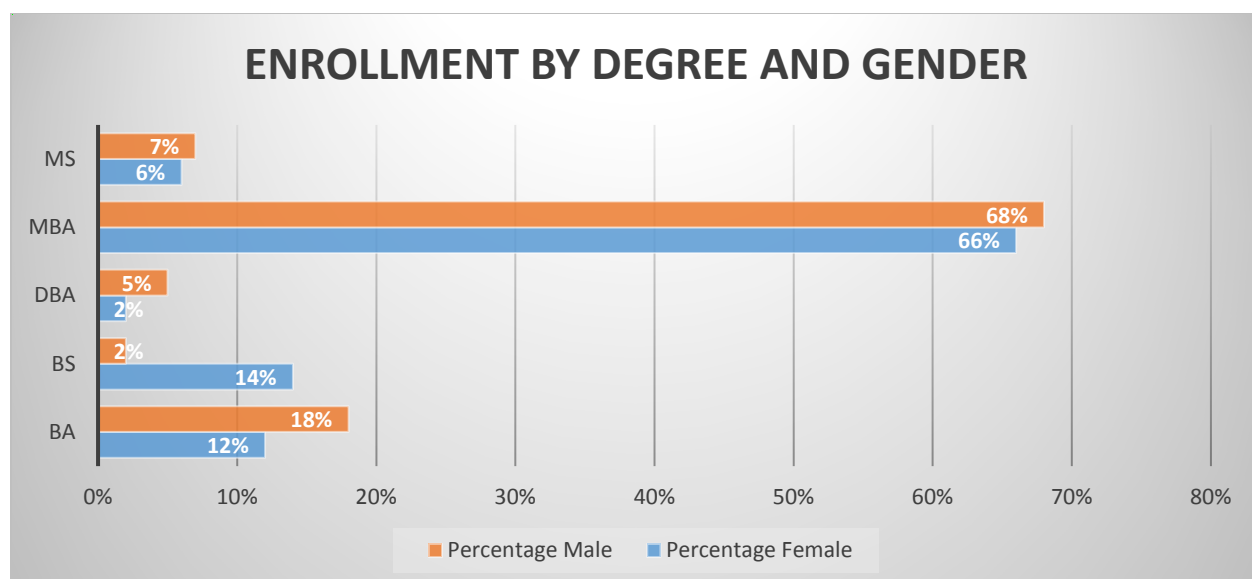
Academic Year	Program				
	BA	BS	MBA	MS	DBA
2014-15	80%	100%	80%	85%	N/A
2015-16	83%	100%	85%	90%	100%
2016-17	91%	94%	86%	88%	100%

**Enrollment by Degree.** LU is primarily a graduate-level institution. The majority of LU Students are enrolled in the MBA program. Our BA in Business Administration was created to support the MBA program, which is reflected by the enrollment.

The MBA program showed highest enrollment rate of 66%; followed by the BA program (15%), MS programs (9%), BS program (6%), and DBA program (4%).



*Figure 2.6: Enrollment of LU Students by Degree (n = 811)*



*Figure 2.7: Enrollment of LU Students by Degree (n = 811)*

**Course Enrollment by Degree.** The majority of LU students are enrolled in graduate courses (77.5%) while 22.5% are enrolled in undergraduate courses. Figure 2.7 presents the course enrollment statistics by degree and gender, while Table 2.3 presents LU student enrollment by degree and ethnicity.

*Table 2.8: Enrollment of LU Students by Degree and Ethnicity (n = 811)*

Ethnicity	Program				
	BA	BS	MBA	MS	DBA
African-American	5%	4%	11%	18%	9%
Asian	86%	30%	73%	57%	71%
Hispanic/Latino	1%	2%	1%	1%	0%
Caucasian	8%	64%	14%	22%	20%
Other	0%	0%	1%	2%	0%

#### Student Achievement Data

**Grade Point Average.** One common use of grades is to compare the academic accomplishments of different students. Grades are used in decisions about admissions to professional schools and graduate programs, in employment decisions, and by the University in awarding distinction upon graduation. While this report recognizes that grades are used for purposes other than comparing students' performance, its analyses and recommendations proceed from the observation that the University systematically uses grades to compare students' performance. Because this is a necessary, consequential, and widespread use of grades, LU presents information about grades in such a way as to maximize the validity of the comparisons made between students.

Grade point average (GPA) is a familiar measure of student performance that is commonly used in college and high school. GPA has long been recognized as a very problematic measure. The most serious problem is that it is difficult to compare GPAs because students take different classes and the grading practices across classes vary substantially. The source of much of the variation between students' GPAs is therefore the courses and instructors students encountered, not the students' performance in those



courses. Despite this problem, GPA is by far the most common aggregate measure used for the purpose of comparing the performance of different students. Therefore, while using different measures of student success and achievement, we felt we would remiss if we didn't present the GPA. We also feel it is important to understand the GPA distribution by policy covariates such as gender and ethnicity.

We define the GPA benchmark as the average GPA value, calculated over the three most recent years. A university-wide GPA baseline is calculated, along with three-year averages for each degree level: Graduate (DBA, MBA, MS-IB, and MS-FM), Undergraduate (BA and BS). Individual program three-year averages are also available.

Where three-year averages are unavailable, a two-year average is applied as the benchmark value. New mean scores are produced every semester. All benchmarks are defined as the mean of the corresponding rates for the three years prior to the evaluation date. Based on the initial data from the years 2014-2016, the standard deviation for GPA is set at 10%. The GPA Threshold is defined as the lower bound of acceptable GPA values, and is calculated as  $(0.9 \times \text{MGPA})$ . An *acceptable current GPA* is defined as a GPA with values higher than or equal to the GPA Threshold. The average GPA for all LU students was 3.24 in the academic year 2016-17; 3.19 in the academic year 2015-16; and 3.32 in the academic year 2014-15. Table 2.1 presents longitudinal data for LU students' GPA by Program.

*Table 2.9: GPA by Program for Academic Years 2014-15 (n = 620), 2015-16 (n = 781), 2016-17 (n = 811)*

ACADEMIC YEAR	PROGRAM	FALL	SPRING	SUMMER	TOTAL
2016-17	BA	2.8	2.7	2.7	2.73
	BS	3.1	3.2	3.2	3.17
	MBA	3.2	3.2	3.4	3.27
	MS-FM	3.4	3	3.5	3.30
	MS-IB	3.4	3.3	3.7	3.47
	DBA	3.3	3.5	3.7	3.50
	<b>TOTAL</b>	<b>3.20</b>	<b>3.15</b>	<b>3.37</b>	<b>3.24</b>
2015-16	BA	2.7	2.7	3	2.8
	BS	3	3.2	3.2	3.13
	MBA	3.3	3.1	3.1	3.17
	MS-FM	3.1	3.3	3.1	3.17
	MS-IB	3.6	3.5	3.2	3.43
	DBA	3.6	3.5	3.2	3.43
	<b>TOTAL</b>	<b>3.22</b>	<b>3.22</b>	<b>3.13</b>	<b>3.19</b>
2014-15	BA	3.1	2.8	2.5	2.8
	BS	3.3	3.31	3.5	3.37
	MBA	3.3	3.2	3.3	3.27
	MS-FM	3.6	3.5	3.5	3.53
	MS-IB	3.4	3.9	3.2	3.50
	DBA	3.5	3.4	3.5	3.47
	<b>TOTAL</b>	<b>3.37</b>	<b>3.35</b>	<b>3.25</b>	<b>3.32</b>

3-YEAR AVERAGE GPA BY DEGREE	
BA	2.7
BS	3.1
MBA	3.2
MS-FM	3.4
MS-IB	3.3
DBA	3.4

The following figures present the GPA distribution by gender and by ethnicity:

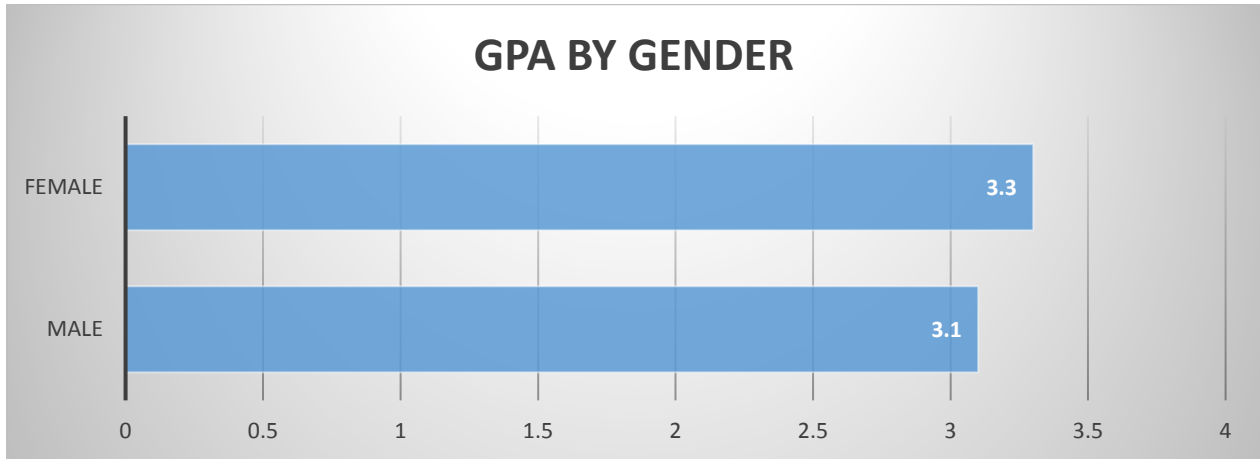


Figure 2.8: GPA by Gender for Academic Year 2016-17 (n = 811)

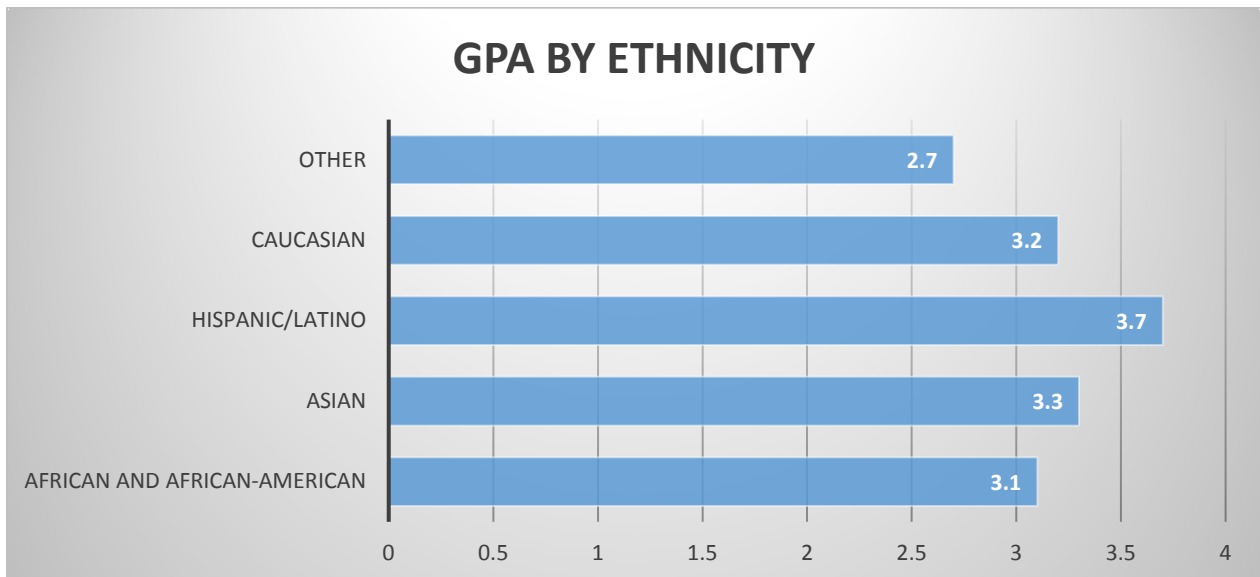


Figure 2.9: GPA by Ethnicity for Academic Year 2016-17 (n = 811)

As evident from the data, all programs except for BA in Business Administration reported GPA of above 3.0, which translates to B-average. The BA program reported GPA of 2.7, which is below the national average. Our goal for the nearest future is to identify the reasons why the annual GPA for the BA

program is the lowest among all programs at LU and close the loop. The objective for 2017-18 academic year is to raise the GPA for the BA program to at least 3.0.

Although Hispanics/Latinos were found to be the ethnic group with the highest GPA, since the Hispanics/Latinos constitute only 1% of LU's student body, the reliability of this information is questionable. Asians following by Whites were the two ethnic groups with the highest, reliable GPA. These findings are consistent with national averages. African and African-American, and students who identified as "other" ethnicity, are the two ethnic groups with the lowest GPA.

**Capstone Course Evaluation.** In addition to overall student GPA, we review student achievement in specific programs by their own parameters. Each program developed summative courses, and their results provide an index to student accomplishment. The following table presents a list of Capstone Courses by program:

*Table 2.10: List of Capstone Courses by 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) <b>or</b> 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 <b>or</b> 494: Graduate Internship and Report, DBA Qualifying Exam, and BA 599: Dissertation defense

*Table 2.11: Achievement in Capstone Courses*

Semester	Capstone Courses	
	Attempted (n)	Passed (n)
Fall 2014	65	63
Spring 2015	108	104
Summer 2015	14	14
Fall 2015	134	129
Spring 2016	105	104
Summer 2016	15	15
Fall 2016	106	99
Spring 2017	99	96

**Employer Satisfaction Survey**

After receiving information from a graduate student during Graduate Placement Interview of the student’s employment status and if the student is currently working, Student Services will send out the “Employer Satisfaction Survey” to be filled put by the student’s supervisor/employer.



*Figure 2.10: Employer Satisfaction Survey for Academic Year 2016-17 (n = 56)*



*Figure 2.11: Employer Satisfaction Survey for Academic Year 2015-16 (n = 42)*

The Employer Satisfaction Survey is designed to collect feedback from the current employer of graduate student from Lincoln University to measure his/her performance as an employee. The survey asks employer to comment on the following categories: Skills and proficiencies regarding the works; Employee being career ready; Work ethics; Communication skills; and Overall satisfaction with the employee.

We consider the survey being another measure of students’ success and achievement, and see the Employee Satisfaction Survey as validation of our educational efforts. Successful employment and carrier readiness for our students are in close alignment of LU’s mission.

The survey responses are on the scale with the following values: 1 = unsatisfactory, 2 = poor, 3 = average, 4 = good, and 5 = excellent. Figures 2.25, 2.26, and 2.27 present the results of Employer Satisfaction Survey for academic years 2016-17, 2015-16, and 2014-15, respectively.



*Figure 2.12: Employer Satisfaction Survey for Academic Year 2014-15 (n = 35).*

Non-Academic Co-Curricular Activities. Non-academic co-curricular activities available to LU students include on and off campus programs and events, which are important element of our broad-based approach to student support. The vast majority of LU students are international; therefore, making graduate culture the predominant culture of the school, and creating a healthy environment for students is extremely vital to the success of the school. The main objective of non-academic co-curricular activities at LU is to integrate the students to American culture, and to engage students to become a part of an intellectual community by providing the space and resources, for their scholarly activity.

Student Services assists students to form social organizations to promote closer student relationships and increased enjoyment of their experience while attending the school. Many student-focused events such as San Francisco Bay Dinner Cruises or sightseeing trips are organized and offered by Student Services in cooperation with Lincoln University Student Association. Student activity fees support many of these events and some of them are at least partially funded by the University. The following table provides a list of main co-curricular activities offered to LU students during the 2016-2017 academic year.

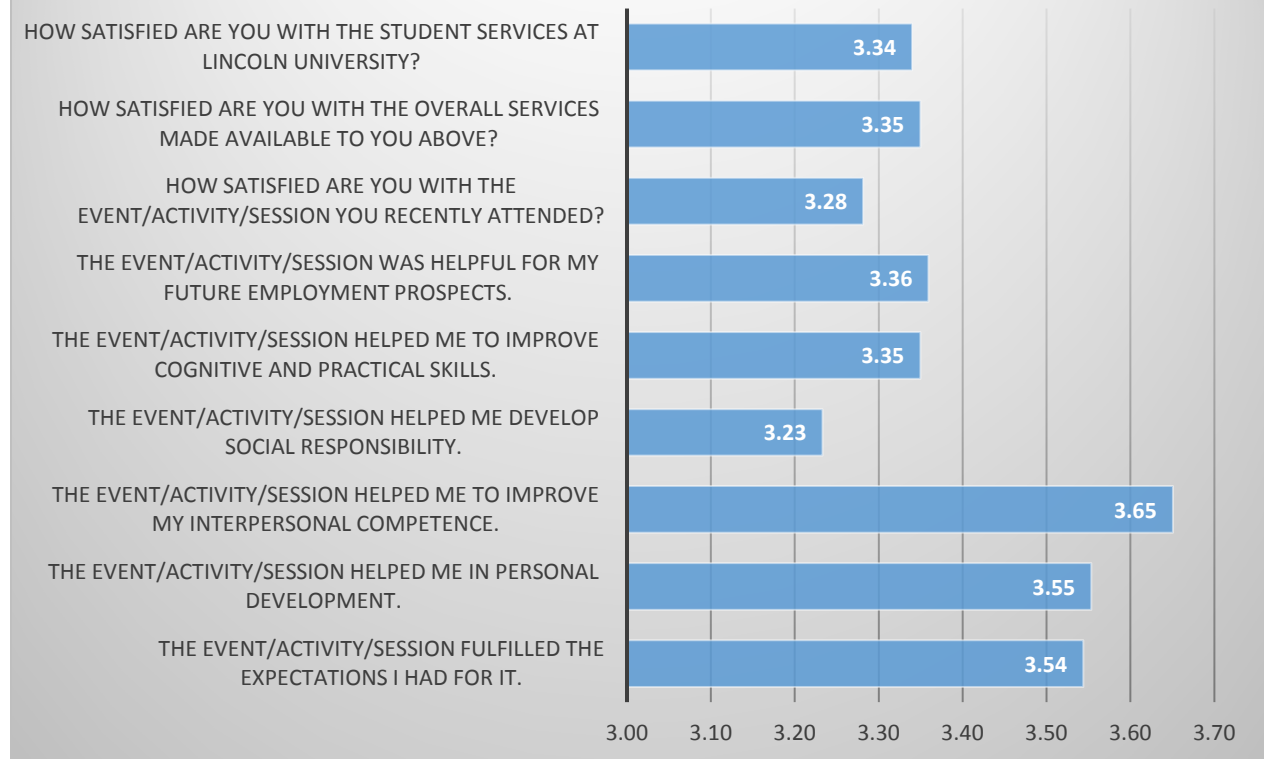
*Table 2.12: List of Non-Academic Co-Curricular Activities Offered to LU Students During Academic Year 2016-17*

Event/Activity	Description/Purpose	Date Conducted
Resume Writing Workshop	Teaching students to build an impressive resume	Sep. 20, 2017

<b>Event/Activity</b>	<b>Description/Purpose</b>	<b>Date Conducted</b>
San Francisco Tour	Tour of the city and ferry to the Aquarium of the Bay	Sep. 15, 2017
Sonoma State Park Visit	Introducing international students to California geography and history	Sep. 9, 2017
New Student Orientation and Welcoming Lunch	To introduce new students to the academic services and LU community	June 8, 2017 and June 16, 2017
Graduation Cruise	Celebrating graduation; graduation dinner and event	May 5, 2017
Cultural Day	Learn about each other's culture by understanding the arts, beliefs, food, practices and performances	April 5, 2017
Ski Trip	Introducing students to California wonders	March 4, 2017
Tax Information Session	To explain international students U.S. Tax Law and aid them to file taxes	Feb. 23, 2017
Alcatraz Tour	To introduce students to California history	Feb. 17, 2017
New Student Orientation and Welcoming Lunch	To introduce new students to the academic services and LU community	Jan. 20, 2017
Resume Development and Interview Techniques Workshop	Teaching students to build an impressive resume	Jan. 11, 2017
Marketing Management Orientation	To introduce students to a new program concentration	Dec. 1, 2016
Interview Technique Workshop	Help students develop successful interviewing techniques	Nov. 15, 2016
LUSA Presidential Debate	LUSA candidate debate	Sep. 22, 2017
Halloween Party	Introduce students to American holidays	Oct. 31, 2016
Berkeley Tour	To introduce students to California geography and history	Oct. 24, 2016
Resume Writing Workshop	Teaching students to build an impressive resume	Oct. 18, 2016
New Student Orientation and Welcoming Lunch	To introduce new students to the academic services and LU community	Aug. 26, 2017

It is important to LU leadership to assess whether non-academic co-curricular activities are serving its intended purpose. Each academic year LU Student Services conducts self-evaluation survey. The items on this survey are on a 4-point scale with the following values: 4 = strongly agree/very satisfied, 3 = agree/somewhat satisfied, 2 = disagree/not so satisfied, and 1 = strongly disagree/not at all satisfied. The results of this assessment are presented below:

## ASSESSMENT OF NON-ACADEMIC CO-CURRICULAR ACTIVITIES



*Figure 2.13: Assessment of Non-Academic Co-curricular Activities (n = 470).*

### **PART III: LU FACULTY**

#### **Introduction**

Our University's motto is "*learn more, earn more, much more,*" which is not simply a marketing tool. Being a business school, we know that the ability to earn is determined by how much value you have to offer. Those who refuse to keep updating their knowledge and skills to conform the times would soon find themselves becoming less relevant. Keeping this in mind, Lincoln University (LU) sets forth the following institutional goals and objectives:

1. To offer educational experiences which will stimulate a desire for learning;
2. To provide programs and services supportive of the academic objectives;
3. To provide student support services adequate to meet the diverse needs of American and international students;
4. To implement faculty and staff development procedures and programs which will ensure a high quality educational environment;
5. To provide a program for international students which will aid them in their career development;
6. To maintain a program for institutional development and public information.

**Faculty Evaluation.** Faculty evaluation at LU is a collaborative effort. Striving for academic excellence, LU requires all faculty to perform at their maximum levels, which includes active classroom participation, and engagement of faculty with students. We follow WASC standard that specifically states: "Evaluation processes are systematic, include peer review, and for institutional faculty and other teaching staff, involve consideration of evidence of teaching effectiveness, including student evaluations of instruction."

LU has developed its Course Observation Instrument (COI) that is simple to use and is implemented as a part of a peer review and mentoring support system to provide reliable, meaningful feedback for improving teaching practices in the classroom. In addition, faculty members are asked to complete self-evaluation of their own practice. Following their self-evaluation, and in-class observation, independent, specific feedback is provided to the observed faculty members. Documented information from the COI aids LU leadership in devising, implementing, monitoring, and modifying specific faculty development training sessions based on the areas of need as identified by the observations.

LU makes additional efforts to evaluate its faculty by collecting information from students through End of Course Survey or Student Evaluation Form (EOCS). Among other important factors, the EOCS reflect on academic preparation of the faculty member, appropriate teaching to the course level, and type of assessment implemented during the course.

LU adapted the evidence-based culture requiring formal data that support our academic excellence and hard work of our faculty. Guided by the Office of Institutional Research, LU collects and analyzes evidence of faculty effectiveness and faculty development.

Faculty Effectiveness include the following data collected for each full-time and part-time faculty member:

1. **Faculty Rating (Student Evaluations):** Average scores, by course, received on student evaluation form in all courses taught



2. **Faculty Rating (Peer Evaluation):** Average scores, by course, received on peer evaluation form in all courses assessed

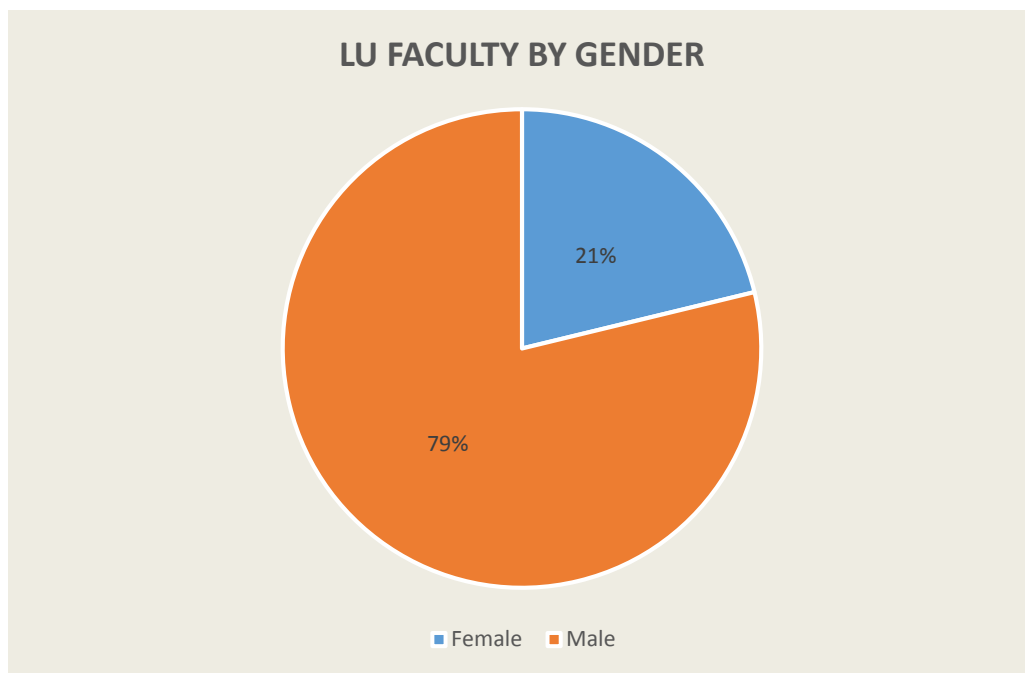
Faculty Development include the following data collected for each full-time and part-time faculty member:

1. **Scholarship:** Published and unpublished articles, manuscripts, books ext.
2. **Scholarship of Integration:** Workshops, professional meetings
3. **Scholarship of Application:** Consulting, contract research, program evaluation
4. **Professional Activities:** Officer of professional organization, professional membership

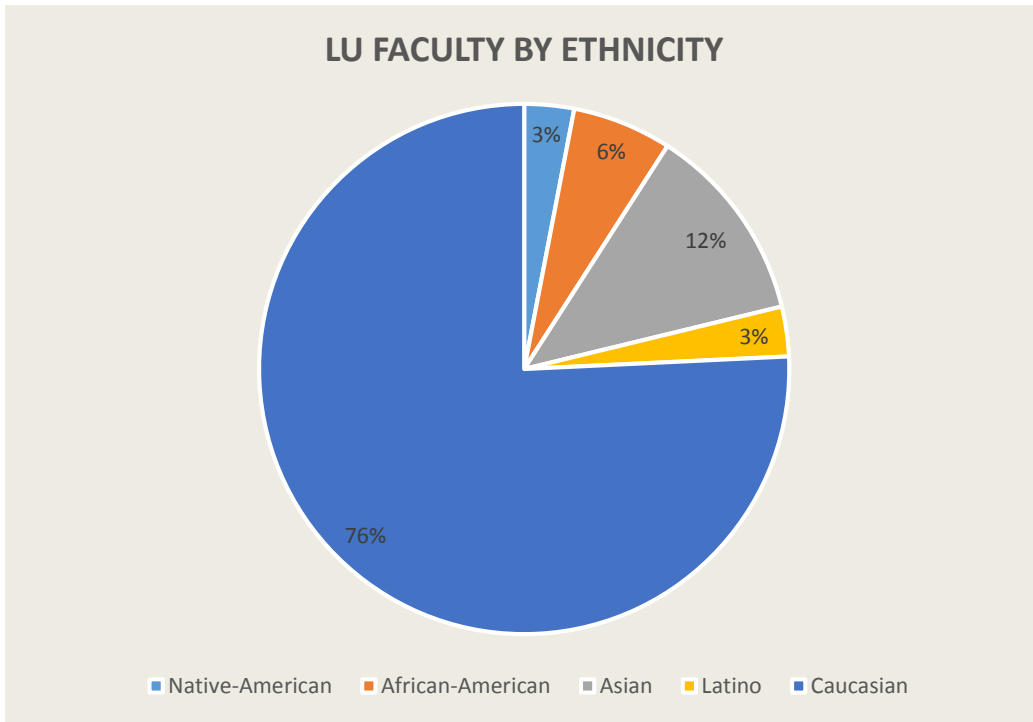
Lincoln University employs 19 full-time and 14 part-time faculty members. The following list describes faculty that have been contracted to teach for Lincoln University and their qualifications. List of LU Faculty in Academic Year 2016-17 is included in **Appendix I**.

### **LU Faculty Statistics and Demographic Characteristics**

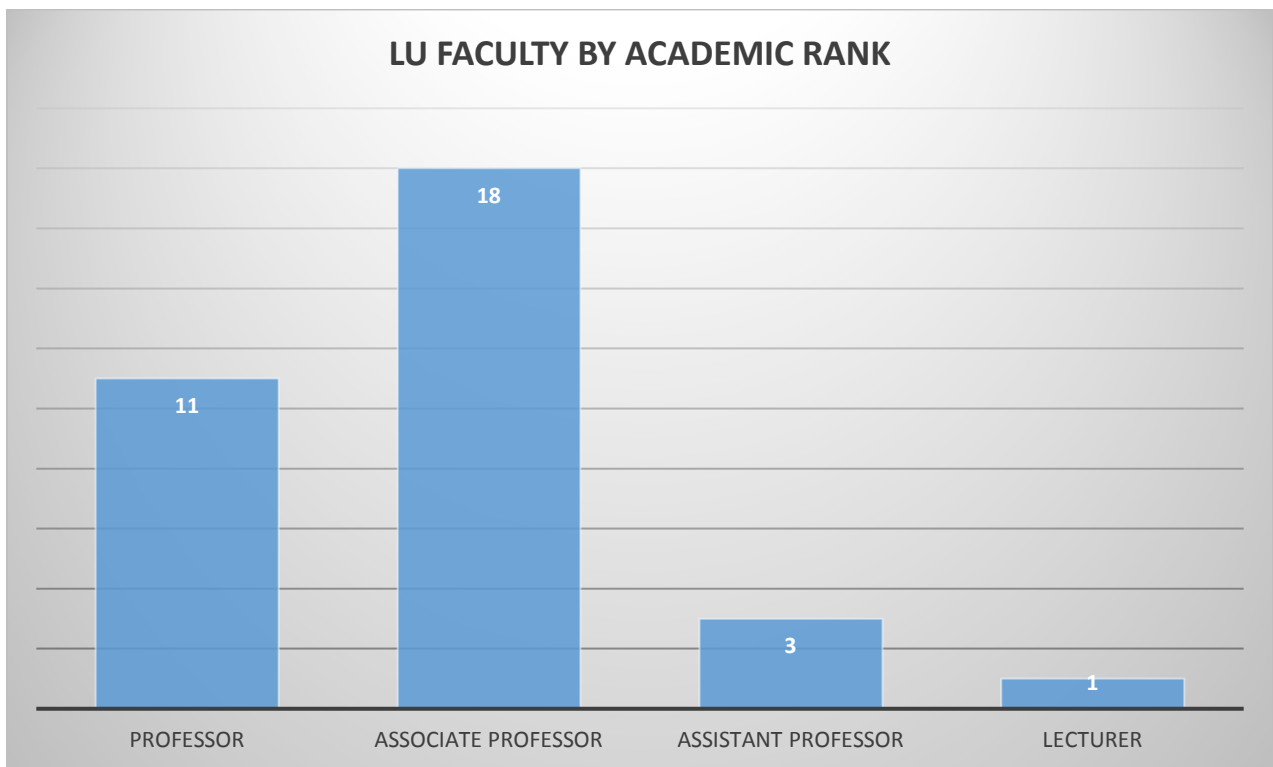
Figures 3.1 - 3.4 presents the distributions of LU faculty by gender, ethnicity, academic rank, and full-time/part-time status:



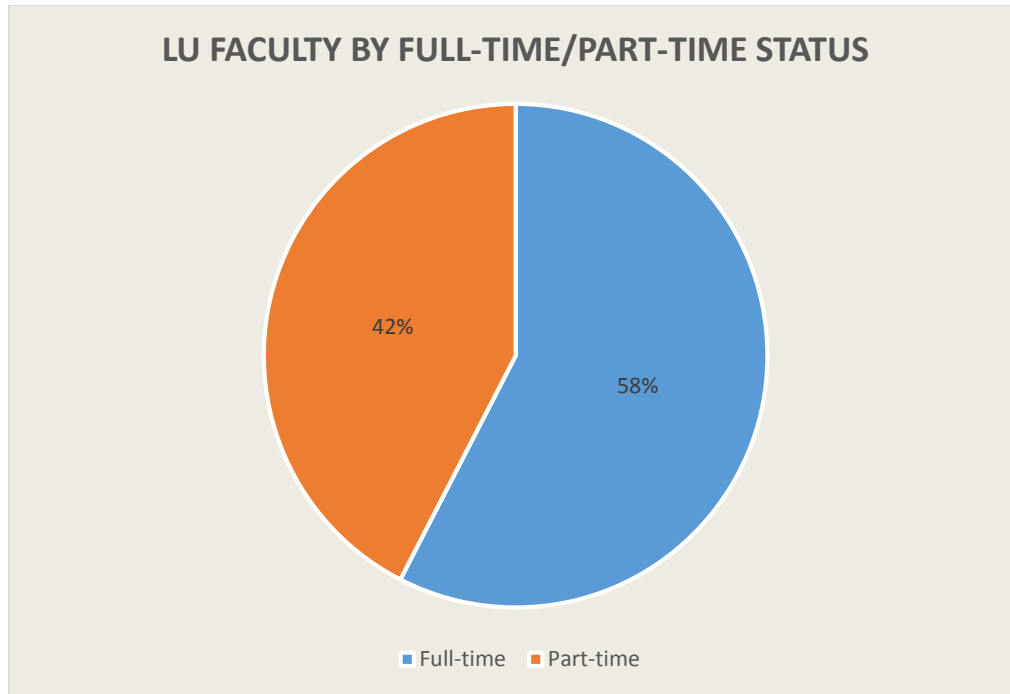
*Figure 3.1: LU Faculty by Gender (n = 33).*



*Figure 3.2: LU Faculty by Ethnicity (n = 33).*



*Figure 3.3: LU Faculty by Academic Rank (n = 33).*



*Figure 3.4: LU Faculty by Full-time/Part-time Status (n = 33).*

### **Faculty Evaluations**

**Overview.** The Office of the Provost conducts student evaluations of instructors each semester on a form designed by the administration and faculty. Tabulated summaries of student evaluations are available to the instructor at the end of the semester, after s/he submits the grades. Item analysis of the faculty evaluation form can point to areas needing improvement. Any instructor whose average student evaluation falls to 3 or below (out of 4) is automatically flagged for review and a remediation session with the Program Director or the Department Chair.

Other forms of evaluation are employed, including class visits by administrators and Department Chairs, and self-evaluation by faculty members, as well as student feedback on a less formal basis. Classroom peer evaluations also go to the Office of the Provost and the Program Director or the Department Chair, and any concerns may also be addressed in a remedial meeting with the Provost and the Program Director or the Department Chair.

Another way in which LU evaluates its instructors of advanced programs is through student presentations. MBA and DBA degrees rely on comprehensive (or qualifying) exams and/or final projects and defense that students present in front of a faculty committee. Each advanced student prepares his or her project under the supervision of a faculty advisor. Thus, the quality of the student's work and their preparedness for the presentation may bring to light the skills of their advisor. Any systematic shortcoming may be assessed by the faculty committee and addressed in remediation.

Lincoln University is committed to continuous improvement in both the quality and content of its curriculum and teaching. A significant amount of University resources are annually invested in assessment of teaching quality and maintaining currency in our academic curriculum. This feedback enables the University's academic administration to counsel faculty related to the effectiveness of their teaching methodologies and to share suggestions for improving teaching performance.

The remedial sessions, if appropriate, rely on the following tools for implementing teaching improvement plans:

- Evaluate and bring to focus the weaknesses of particular instructor;
- Suggest appropriate Faculty Development plans and paths;
- Suggest peer mentoring;
- Establish a period for re-evaluation.

The University's experience has demonstrated that our investment in teaching assessment and support for teaching improvement has met our expectations and generated significant returns in terms of improving teaching evaluations and student satisfaction with their learning experience.

We present the faculty evaluation results in the following order:

- Student evaluations of faculty by program
- Faculty peer evaluation by program
- Results of end-of-semester satisfaction surveys by program

**Student Evaluations.** Three weeks prior to the end of the semester, the Office of Admissions and Records conducts students' evaluation of the faculty. These evaluations are done in-class; professors are evaluated individually. However, in this Report, we will present results aggregated by program.

Each evaluation consists of 15 items. The scale for the evaluation ranges from 0 to 4 with the following values: 0 = not applicable, 1 = poor, 2 = fair, 3 = good, and 4 = excellent. Tables 3.1 and 3.2 present students' evaluation of the LU faculty for Spring 2017 and Fall 2016, respectively.

We strive for academic excellence; therefore, the benchmark for student evaluation is 3 = good. All LU faculty in all programs met or exceeded the student evaluation benchmark.

*Table 3.1: Students' Evaluation of LU Faculty by Program, Spring 2017*

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.	Sample size
BA	3.09	3.31	3.06	3.29	3.26	112
BS	4.00	4.00	3.60	3.80	3.80	31
MBA	3.74	3.71	3.66	3.74	3.58	342
MS-IB	3.67	3.71	3.57	3.57	3.62	98
MS-FM	3.45	3.69	3.29	3.63	3.57	16
DBA	3.75	4.00	3.50	4.00	3.75	6
General ED	3.42	3.58	3.42	3.67	3.67	31

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.	Sample size
BA	3.20	3.14	3.40	3.20	3.29	112
BS	4.00	3.80	3.80	4.00	3.60	31
MBA	3.68	3.58	3.71	3.52	3.52	342
MS-IB	3.71	3.57	3.42	3.57	3.71	98
MS-FM	3.45	3.37	3.35	3.55	3.45	16
DBA	3.75	3.50	4.00	3.25	3.50	6
General ED	3.33	3.25	3.58	3.50	3.75	31
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.	Sample size
BA	3.23	3.20	3.31	3.20	3.30	112
BS	4.00	4.00	3.80	3.80	3.80	31
MBA	3.43	3.57	3.71	3.52	3.76	342
MS-IB	3.52	3.76	3.57	3.62	3.71	98
MS-FM	3.55	3.49	3.55	3.47	3.47	16
DBA	3.50	3.50	3.50	3.75	4.00	6
General ED	3.42	3.33	3.51	3.58	3.52	31

*Table 3.2: Students' Evaluation of LU Faculty by Program, Fall 2016.*

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.	Sample size
BA	3.53	3.79	3.68	3.79	3.79	119
BS	3.71	4.00	3.60	4.00	3.90	54
MBA	3.94	3.94	3.91	3.83	3.89	512
MS-IB	3.56	3.89	3.39	3.67	3.61	67
MS-FM	3.80	4.00	3.60	3.80	3.80	38
DBA	3.51	3.71	3.86	3.51	3.71	7
General ED	3.56	3.44	3.33	3.44	3.67	95

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.	Sample size
BA	3.65	3.65	3.82	3.79	3.59	119
BS	3.90	3.90	3.80	3.80	3.90	54
MBA	3.51	3.57	3.89	3.94	3.71	512
MS-IB	3.72	3.50	3.67	3.44	3.44	67
MS-FM	4.00	3.60	3.80	3.80	4.00	38
DBA	3.51	4.00	4.00	3.89	4.00	7
General ED	3.67	3.44	3.56	3.56	3.67	95
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.	Sample size
BA	3.71	3.68	3.74	3.79	3.85	119
BS	3.90	3.80	3.90	4.00	4.00	54
MBA	3.74	3.91	3.81	3.7	3.60	512
MS-IB	3.72	3.44	3.83	3.78	3.72	67
MS-FM	3.80	4.00	4.00	3.8	3.6	38
DBA	4.00	4.00	3.51	4.00	4.00	7
General ED	3.71	3.31	3.27	3.51	3.31	95

As evident by the data presented in Tables 3.1 and 3.2, the student evaluations of LU faculty were 3.0, which translates to good and excellent, in all programs offered by LU. These results show the dedication of our faculty to educational excellence. Our faculty recognize that LU is primarily teaching institution, and see teaching as their primary responsibility.

**Peer Evaluations.** At LU, faculty members are evaluated by their peers. Once per semester, a senior faculty member will make a classroom visit to observe and record the presentation of material, instructor-student interactions, teaching style, and other aspects of instruction. Prior to a visit, a faculty member would fill out a self-evaluation form, which is comparable to the peer evaluation form. Later the results collected by both forms will be compared and discussed with the instructor.

The Faculty Classroom Evaluation Form (peer evaluation form) is structured like a checklist. The faculty observation combined with the instructor self-evaluation are designed to reflect instructor's application of effective instructional methods, activities, and behaviors that demonstrate the required proficiency outlined by the LU. To accommodate the range and diversity of teaching styles, criteria may be added

with the approval of the Office of Associate Provost in consultation with the Program Director or the Department Chair.

The following are the peer evaluation process steps:

- Observer and instructor communicate to schedule a date for the observation
- Observer and instructor communicate before the session so that the observer clearly understands what student learning objectives are going to be covered during the session
- When the observation session is schedule, the instructor will be provided with the self-evaluation form. The instructor will then have the opportunity to prepare for the session, and start completing the self-evaluation
- Observer performs the observation during a teaching session, and completes a draft copy of the instructional methods, activities, and behaviors being observed.
- The observer and the instructor arrange a time to forum for comparing/discussing the observations and self-evaluation. The observer then completes a final observation form that may include modifications as a result of the discussion with the instructor.
- Signed and completed forms are then submitted to the Office of Associate Provost for review, follow-up, and approval
- Once approved, a copy of observer's evaluation is provided to the instructor and the Office of Institutional Research

The following scale ratings were assigned to the results of observations by the Office of Institutional Research: 5 = Proficient, 4 = Improvement, 3 = Development, 2 = Unsatisfactory, and 1 = Not Observed. We strive for academic excellence; therefore, the benchmark for faculty peer evaluation is 4. All LU faculty in all programs met or exceeded the evaluation benchmark.

The following tables (Table 3.3 and 3.4) present results of faculty peer observations for Spring 2017 and Fall 2016. The results are averaged and presented by program.

*Table 3.3: LU Faculty Peer Evaluation, Spring 2017*

Program	Emerging Andragogy Instructional Methodology Development	Organization	Facilitation and Pacing of Instruction	Presentation Skills	Clarity	Sample size
BA	4.9	4.7	4.5	5.0	5.0	4
BS	5.0	5.0	4.7	5.0	5.0	3
MBA	4.7	4.6	4.9	4.9	4.7	8
MS-IB	4.6	5.0	5.0	5.0	5.0	4
MS-FM	4.9	4.7	4.9	4.8	5.0	3
DBA	5.0	5.0	5.0	5.0	5.0	2
General ED	4.9	4.7	5.0	5.0	5.0	5

Program	Instructor-Student Interaction	Content Knowledge	Use of Technology	Discipline / Concentration Specific Teaching	Subject Matter Expertise	n
BA	4.8	5.0	4.9	N/A	5.0	4
BS	5.0	5.0	5.0	5.0	5.0	3
MBA	4.6	5.0	4.8	N/A	5.0	8
MS-IB	4.9	4.9	5.0	5.0	5.0	4
MS-FM	4.5	5.0	5.0	5.0	5.0	3
DBA	5.0	5.0	5.0	5.0	5.0	2
General ED	5.0	5.0	5.0	5.0	5.0	5

*Table 3.4: LU Faculty Peer Evaluation, Fall 2016*

Program	Emerging Andragogy Instructional Methodology Development	Organization	Facilitation and Pacing of Instruction	Presentation Skills	Clarity	n
BA	4.6	4.9	4.5	4.9	5.0	4
BS	5.0	5.0	4.9	4.7	5.0	3
MBA	4.5	4.6	4.6	4.9	4.9	7
MS-IB	5.0	4.8	4.9	4.9	4.7	3
MS-FM	5.0	5.0	5.0	4.9	4.9	2
DBA	5.0	5.0	5.0	5.0	5.0	2
General ED	4.7	4.9	4.9	4.8	5.0	5
Program	Instructor-Student Interaction	Content Knowledge	Use of Technology	Discipline / Concentration Specific Teaching	Subject Matter Expertise	n
BA	4.7	4.8	5.0	N/A	5.0	4
BS	5.0	5.0	5.0	5.0	5.0	3
MBA	4.7	4.9	4.7	N/A	4.9	7
MS-IB	4.8	4.9	4.9	4.9	5.0	3
MS-FM	5.0	5.0	5.0	5.0	5.0	2
DBA	5.0	5.0	5.0	5.0	5.0	2
General ED	4.4	5.0	5.0	5.0	4.9	5

The results obtained from the peer evaluation are in concert with the results of student evaluations of the LU faculty—all of our faculty members were rated between improvement and proficient, with many averaging at a perfect score.

**Student Input into Curriculum Evaluation.** LU strives to develop a curriculum that best suits the needs of our students. LU Faculty Association developed a Curriculum Evaluation Survey, which was

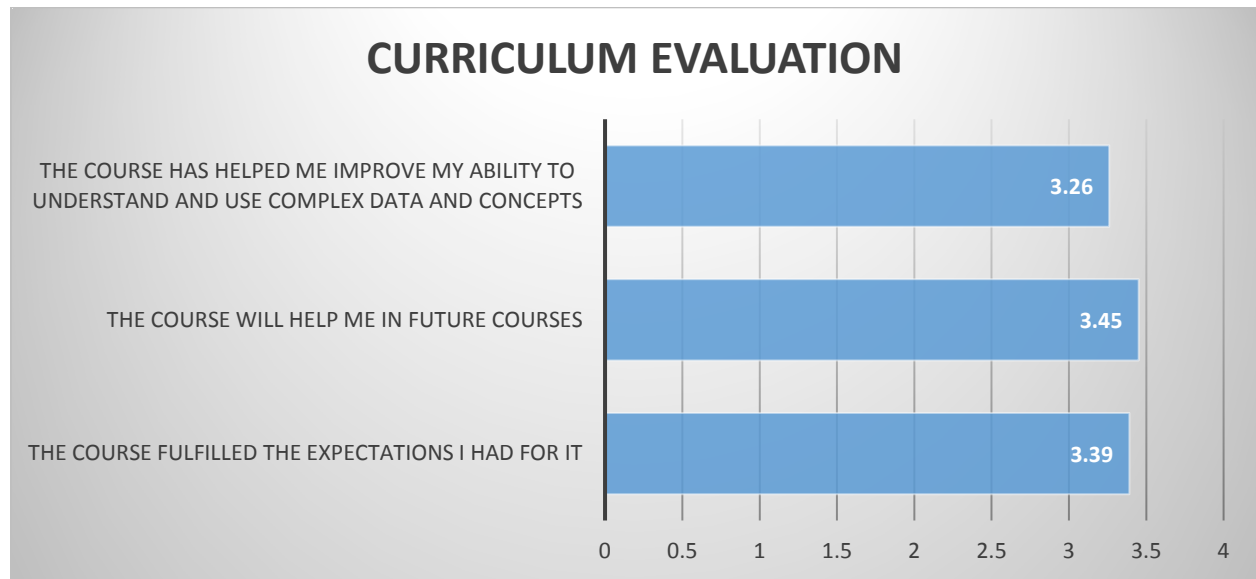


administered for first time in Fall 2017. The purpose of this survey is to help LU staff evaluate the overall quality of the learning process at school and how well knowledge acquired in a course will prepare students for future work. The gathering of these data is an ongoing process; however, we feel that we have enough data to provide a “snapshot” of the results.

There are two types of items on this survey—these that require a selected response and those that require constructed response. For the selected-response items, the scale is 4 = strongly agree, 3 = agree, 2 = disagree, and 1 = strongly disagree. For the constricted-response items, students fell in the blanks. The following table (Table 3.5) presents the results of the constructed-response items. Figure 3.5 presents selected-response items. For the items, mean responses are presented.

*Table 3.5: Student Input into Curriculum Evaluation (n = 458)*

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



*Figure 3.5: Student Input into Curriculum Evaluation (n = 458)*

**Faculty Professional Development.** The purpose of the Faculty Professional Development Plan at Lincoln University is to provide an opportunity for, and expectation of, supported professional development and growth of for instructional faculty. Activities are to be related to maintaining currency in the professional field, and field of instruction, but also to encourage on-going awareness of opportunities to address expectations of student learning outcomes, assessment of programmatic and course objectives, and exploration new and effective strategies for delivering instruction and addressing different learning of styles.

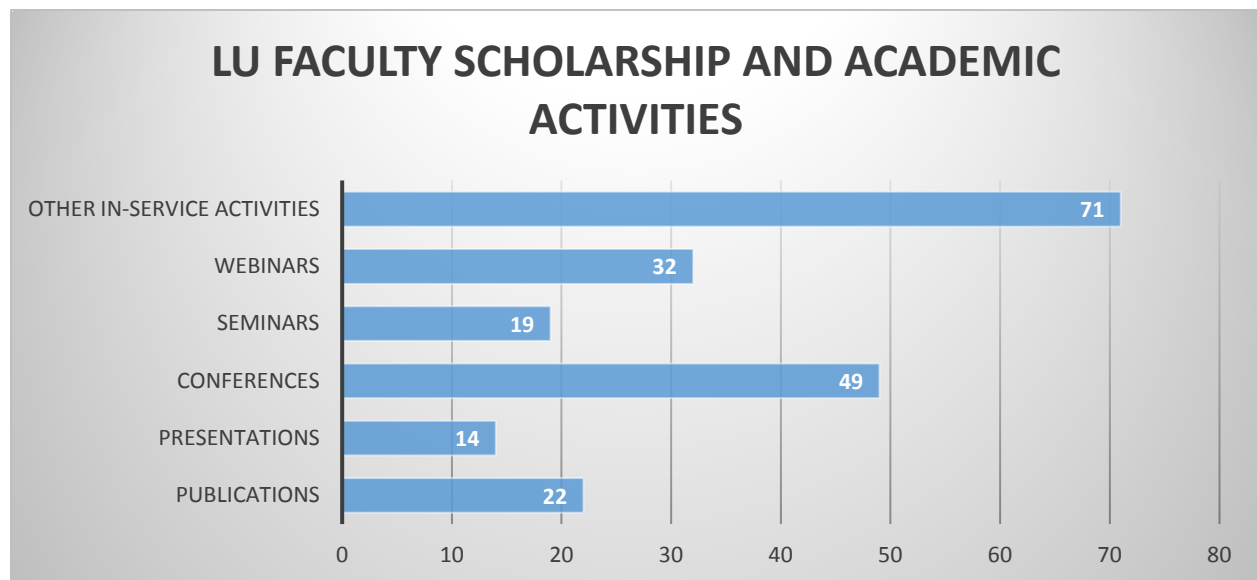
An additional benefit to the University is that active participation in Professional Growth and Development activities advances the University’s mission and provides faculty with exposure to other professionals in their field of study, increasing their value and a critical resource.

Each year, every faculty member completes an individual “Professional Growth and Development Plan”. This plan proposes a minimum of three professional activities for the upcoming year, from the categories of:

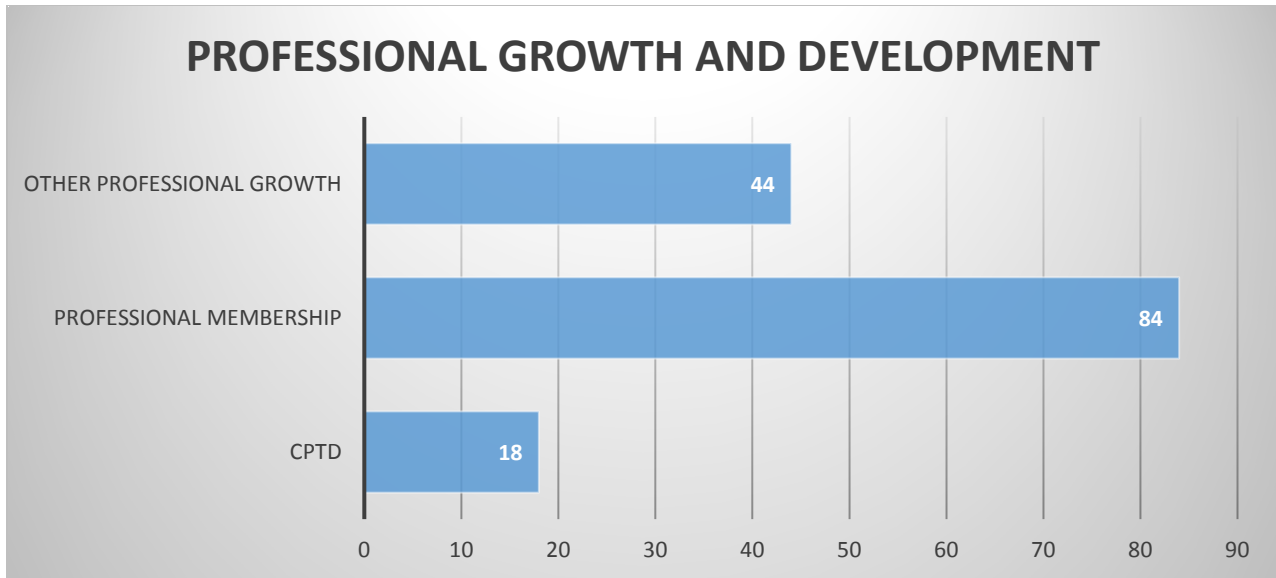
- Publications
- Conference presentations and conference attendance
- Continuing education courses;
- Speaking engagements;
- Writing and research;
- Other professional growth activities.

From the perspective of improving teaching and evaluation techniques and strategies, it also includes: assessment of instructional materials; development/review of the currency and relevance of curriculum (courses and program), committee work, teaching and evaluation and assessment activities.

The Professional Growth Plans are updated every year as part of the faculty administrative review and to validate that the Plan has been implemented; documentation of this activity is kept in each faculty member file. Figures 3.5 and 3.6 present Academic Scholarship and Professional Growth and Development data for LU faculty members for the academic year 2016-17.



*Figure 3.5: LU Faculty Scholarship and Academic Activities (n = 33)*



*Figure 3.6: LU Professional Growth and Development Activities (n = 33)*

**Summary**

Academic vitality is dependent upon faculty members’ interest and expertise; faculty development has a critical role to play in promoting academic excellence and innovation. Therefore, alongside excellent teaching, faculty development has become an increasingly important component of LU’s education. To be successful at LU, a faculty member must invest in him/herself. To help faculty members fulfill professional growth and development requirement, a variety of faculty development programs and activities have been designed and implemented. These activities include workshops and seminars, short courses, and site visits.

- A typical LU faculty member is an established professor or associate professor who is teaching full-time at LU with great teaching evaluations by students and peers.
- All of our faculty members engage in various academic and professional growth and development activities, some of LU faculty are also active researchers who publish in peer-reviewed journals.

## **PART IV: ASSESSMENT OF STUDENT LEARNING OUTCOMES**

### **Introduction**

Assessment of student learning is central to teaching and learning at multiple levels—the individual courses that faculty teach, the compendium of courses and experiences that comprise academic programs, the foundational studies program that reflects the general education, and the complementary experiences that students have outside the classroom. At LU, we understand that assessment is a recursive tool, the primary aim of which is the improvement of teaching and learning at these many levels. Lincoln University Institutional Learning Outcomes (ILOs) (included in **Appendix II**) 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 graduate professionals who learned 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.

### *Assessment of Learning Outcomes*

LU performs the assessment of student learning and experiences across the university, including Program Learning Outcomes (PLOs), and outcomes of students' co-curricular learning experiences. The principle and process outlined in this Report pertain specifically to PLOs, that is, the intended learning in students' specific program of study.

At LU, the responsibility for assessing student learning outcomes in our undergraduate and graduate academic programs lie within the program/departments in which program is housed. Assessment of learning is intended to be formative, faculty-led process focused on the collection, interpretation, and use of information to guide curricular and instructional decisions, improve programs and policies, and ultimately contribute to student success through the achievement of intended learning outcomes.

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

The following principles outline the process of assessment at LU:

- Assessment produces meaningful and actionable information that programs can use to improve teaching and student learning.
- Assessment lives closest to the programs in which the learning occurs (i.e., it is a tool to be used by programs rather than an event/occurrence that happens to programs).
- Assessment-based change is favored by a collaborative, collegial process in which the community of educators engages with evidence of student learning.
- Assessment efforts are transparent and explicit rather than known only to insiders of the program or to the individual faculty members teaching a given course or set of courses.
- Assessment reporting is frequent enough to ensure reasonable assurance of learning and continuous improvement yet not so frequent so as to detract from meaningful and action-oriented efforts.
- Assessment is a regular, ongoing effort rather than an episodic event designed solely to satisfy reporting or external regulators.

**The Process of Assessment at LU.** The assessment begins with a careful planning of program curricula

and its alignment with the PLOs. Each faculty member contributes to a development of Course Learning Outcomes (CLOs), which are course-specific. LU CLOs directly describe what a student is expected to learn as a result of participating in academic activities or experiences at the University. They focus on knowledge gained, skills and abilities acquired and demonstrated, and attitudes or values changed.

After the CLOs are developed, each faculty member develops a connection between the materials taught in his/her class and the CLOs. Finally, faculty collect CLO assessment data according to the assessment plan designed by the Program Directors/Department Chairs, the Office of Associate Provost, and the Office of Institutional Research. Eventually, programs provide the data to the Office of Institutional Research for analysis and reporting.

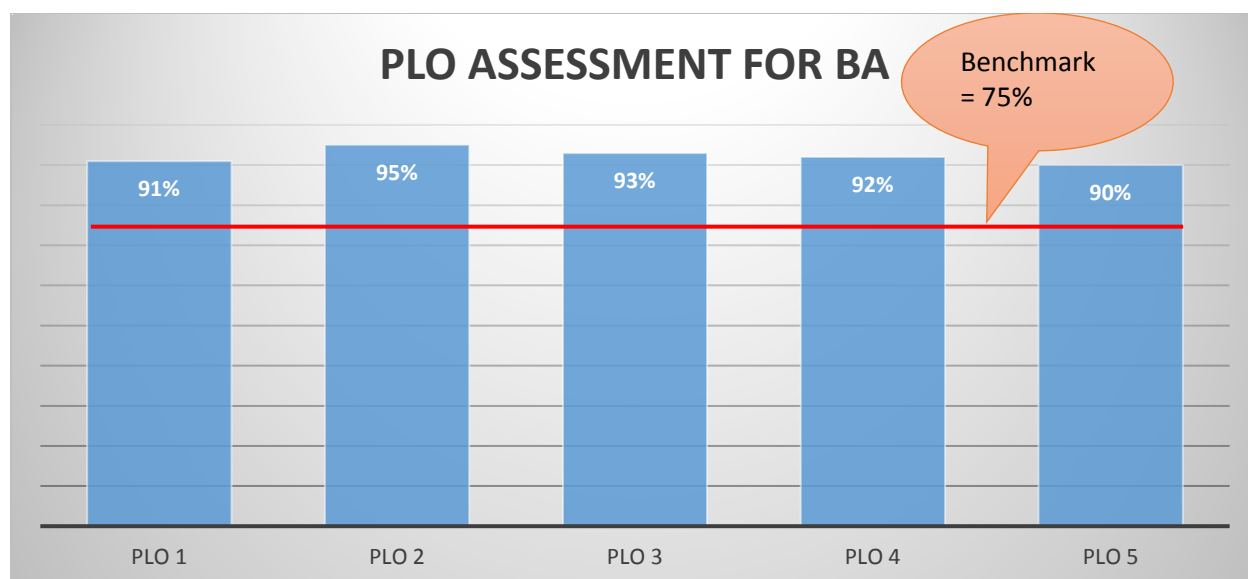
In this Report, we start with presenting the PLOs for each of the program offered at LU, including the programs of General Education to support our BA in Business Administration and BA in Diagnostic Imaging programs. Next, a set of figures presents the program averages of the PLO assessment. These averages are computed by aggregating all data received from the program. We started at the student level when a faculty member teaching a course implemented assessment of the CLOs into his or her classroom environment. The faculty used LU PLO Assessment Tool to relate the CLOs and the PLOs to which the course he or she taught is mapping. Later, the PLO assessment results at the course level were collected and aggregated to the program level by the Office of Institutional Research. This aggregation will allow for program-level actionable conclusions. The benchmark for the average assessment of PLO's was developed qualitatively. In an agreement between LU faculty, Department Chairs, and Program Directors, it was decided that the PLO benchmark would be at 75%. Since each PLO is assessed on a 4-point scale, 75% would mean 3/4. The PLO Assessment Rubrics are constructed for each program and presented in **Appendix III**.

Finally, we estimated the correlations between each PLO and grades students receive in the program. The calculations were performed at the student level. We chose a sample of two courses within each program to show the relations between the grades and the PLOs. The benchmark for these correlations was set at  $r = 0.70$ ; converting 0.70 to coefficient of determination by squaring the correlation, we arrive at 0.49, which means that approximately a half of variability in grades is a function of PLOs. When a correlation is low, Department Chairs, Program Directors, and faculty are informed. Discussions are held with faculty, and suggestions are given to revise the grading or the CLO-related procedures.

Assessment Results. The following figures provide assessment results for BA 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

*Table 4.1: Program Learning Outcomes for BA in Business Administration*



*Figure 4.1: Percentages of Assessment Scores for PLOs, BA in Business Administration.*

The BA in Business Administration exceeded the benchmark in all five PLOs. In the academic year 2016-17, the program was exceptionally successful in teaching students to determine the information needed to evaluate a business problem, and to apply critical thinking and reasoning skills to recognize credibility and accuracy.

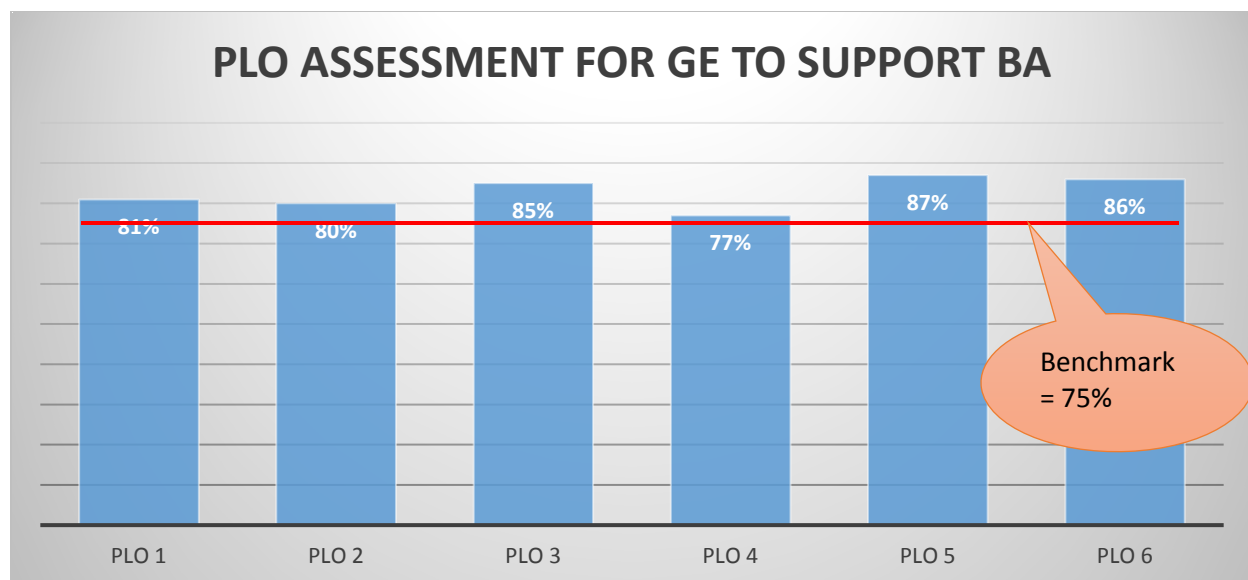
*Table 4.3: Correlation Estimates Between Grades and PLOs of BA in Business Administration*

BA 219: Small Business Management		PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
	Grades	0.98*	0.79*	0.83*	0.91*	N/A
BA 19: Business Ethics						
	Grades	N/A	N/A	N/A	0.91*	0.97*

Note: \*p < 0.01; N/A = not assessed

*Table 4.4: Program Learning Outcomes for GE in Support of BA in Business Administration*

Program Learning Outcome (PLO)	Mapping to ILOs
PLO 1: Demonstrate proficiency in college-level mathematics, English, sciences, humanities, and social sciences.	ILO 1a, ILO 7a
PLO 2: Represent mathematical information symbolically, visually, numerically, and verbally. Being able to interpret and apply arithmetical, algebraic, and geometric methods to solve problems.	ILO 1a, ILO 2a
PLO 3: Communicate effectively in multiple creative and academic writing genres by applying Standard American English.	ILO 2a, ILO 6a
PLO 4: Think critically and apply common sense in approaching and solving real-world problems.	ILO 1a
PLO 5: Demonstrate proficiency in skills that sustain lifelong learning, particularly to think critically and responsibly in assessing, evaluating, and integrating information.	ILO 3a, ILO 4a
PLO 6: Understand the responsibilities of active citizenship, community engagement, and social responsibility.	ILO 4a, ILO 5a



*Figure 4.2: Percentages of Assessment Scores for PLOs, GE in Support of BA in Business Administration*

The General Education program in support of BA in Business Administration was successful in reaching the benchmark in all of the PLOs. The PLO 4 revealed the lowest percentage— development of critical thinking and application of common sense in approaching and solving real-world problems. Students who take GE courses usually are in the beginning of the program, and have not yet developed advanced critical thinking and skills for solving real-world problems.

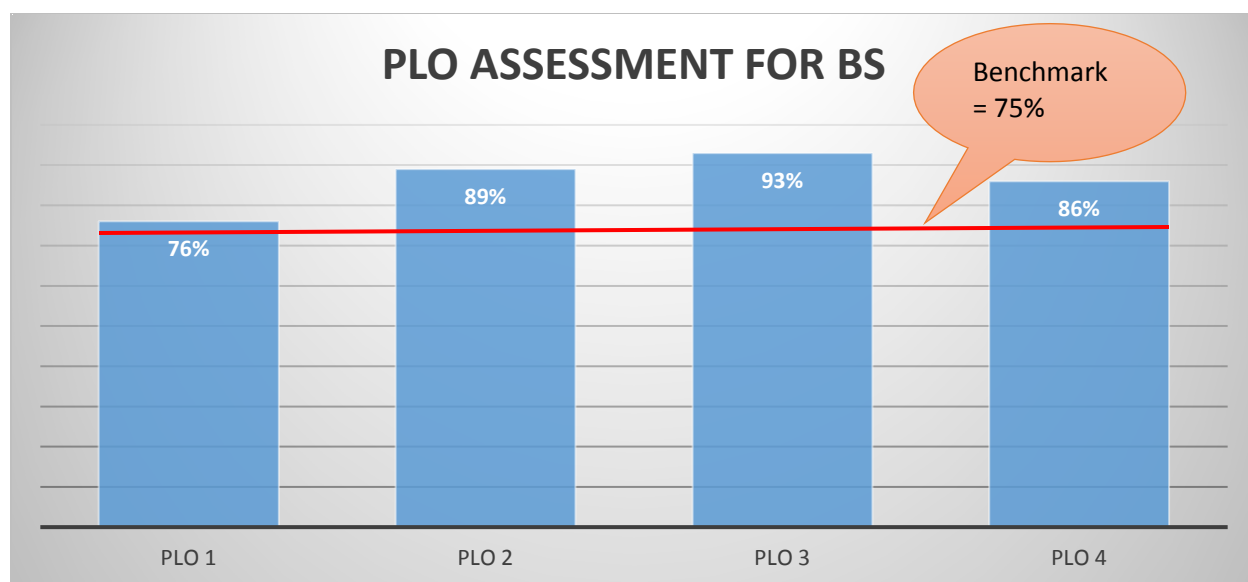
*Table 4.5: Correlation Estimates Between Grades and PLOs; GE in Support of BA in Business Administration*

		PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
<b>MATH 10: College Mathematics</b>						
	<b>Grades</b>	0.91*	0.94*	N/A	0.81*	N/A
<b>ENG 75: Critical Thinking</b>						
	<b>Grades</b>	0.84*	N/A	0.79*	0.88*	0.86*

Note: \*p < 0.01; N/A = not assessed

*Table 4.6: Program Learning Outcomes for BS 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, ILO 7a



*Figure 4.3: Percentages of Assessment Scores for PLOs, BS in Diagnostic Imaging*

The BS in Diagnostic Imaging program showed success in reaching and exceeding the benchmark of assessed PLOs. The program was especially successful in teaching students to adapt imaging procedures based on patient's needs and clinical limitations.

*Table 4.7: Correlation Estimates Between Grades and PLOs; BS in Diagnostic Imaging*

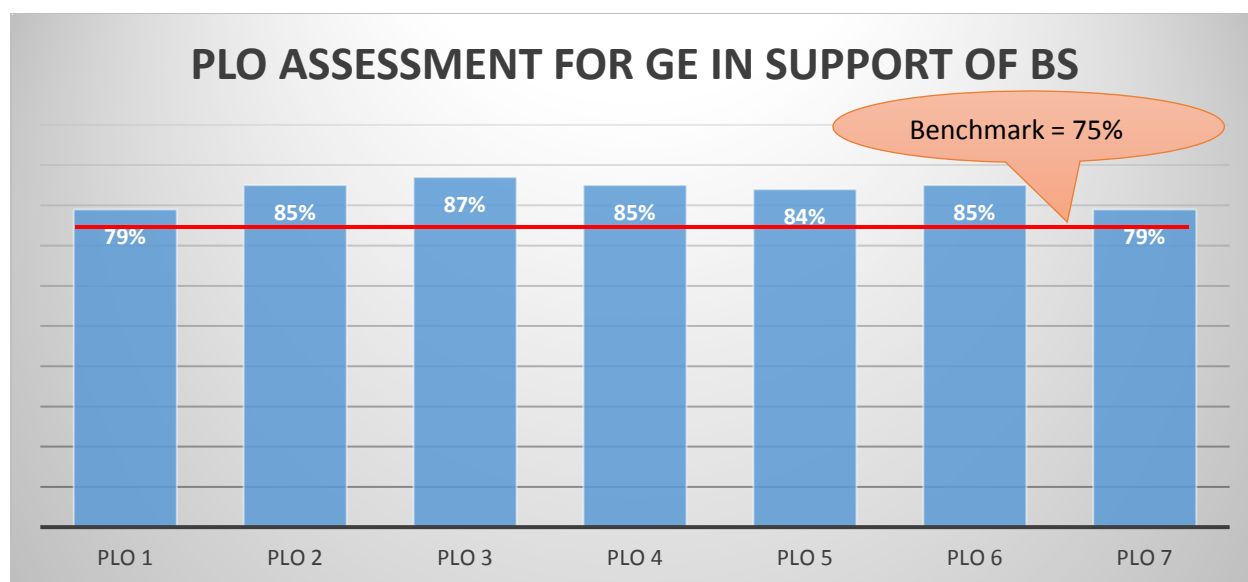
DI 20: Medical Terminology		PLO 1	PLO 2	PLO 3	PLO 4
	Grades	0.89*	0.90*	0.94*	0.88*
DI 110: Ultrasound Principles and Protocol					
	Grades	0.97*	0.76*	0.89*	0.84*

Note: \*p < 0.01; N/A = not assessed

*Table 4.8: Program Learning Outcomes for GE in Support of BS in Diagnostic Imaging*

Program Learning Outcome (PLO)	Mapping to ILOs
PLO 1: Demonstrate proficiency in college-level mathematics, English, natural sciences, and social sciences.	ILO 1a
PLO 2: Being able to interpret and apply arithmetical, algebraic, and statistical methods to solve problems.	ILO 1a, ILO 2a
PLO 3: Communicate effectively in diagnostic field by applying Standard American English. Be able to use appropriate terminology accepted in DI field.	ILO 2a
PLO 4: Think critically and apply common sense in approaching and solving DI and real-world problems.	ILO 1a, ILO 7a
PLO 5: Demonstrate proficiency in skills that sustain lifelong learning, particularly to think critically and responsibly. Be able to evaluate and integrate DI information.	ILO 3a, ILO 4a
PLO 6: Understand the responsibilities of active citizenship, community engagement, and social responsibility.	ILO 4a, ILO 5a
PLO 7: Develop basic understanding of bioethics' standards acceptable in the field of diagnostic imaging.	ILO 2a, ILO 4a, ILO 5a ILO 6a





*Figure 4.4: Percentages of Assessment Scores for PLOs, GE in Support of BS in Diagnostic Imaging*

The GE in support of BS in Diagnostic Imaging was successful in reaching and exceeding the benchmark for all the PLOs. The program was equally successful in PLOs 2, 3, 4, 5, and 6.

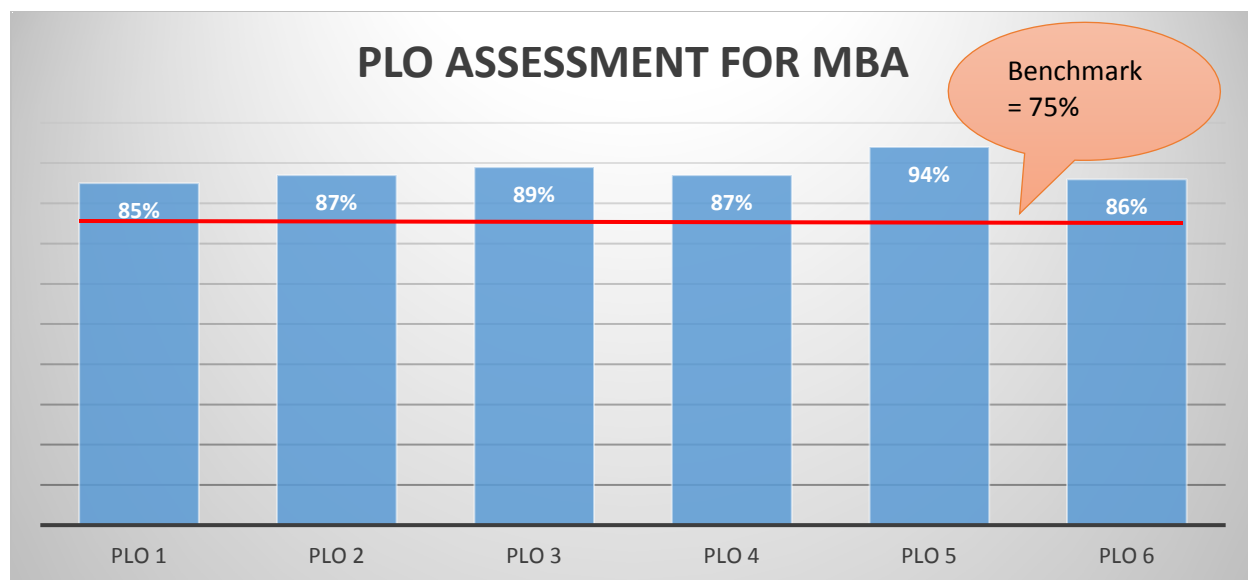
*Table 4.9: Correlation Estimates Between Grades and PLOs; GE in Support of BS in Diagnostic Imaging*

<b>DSCI 31: Human Biology</b>		<b>PLO 1</b>	<b>PLO 2</b>	<b>PLO 3</b>	<b>PLO 4</b>	<b>PLO 5</b>	<b>PLO 6</b>	<b>PLO 7</b>
	<b>Grades</b>	0.79*	N/A	N/A	0.75*	N/A	N/A	0.77*
<b>CS 10: Introduction to Computer Sciences</b>								
	<b>Grades</b>	0.84*	0.86*	0.91*	N/A	0.85*	0.89*	N/A

Note: \*p < 0.01; N/A = not assessed

*Table 4.10: Program Learning Outcomes for MBA*

<b>Program Learning Outcome (PLO)</b>	<b>Mapping to ILOs</b>
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



*Figure 4.5: Percentages of Assessment Scores for PLOs, MBA*

The MBA program was successful in exceeding the benchmark for all the PLOs in academic year 2016-17. The program was especially successful in teaching students with the leadership skills and skills to set strategic values for team performance.

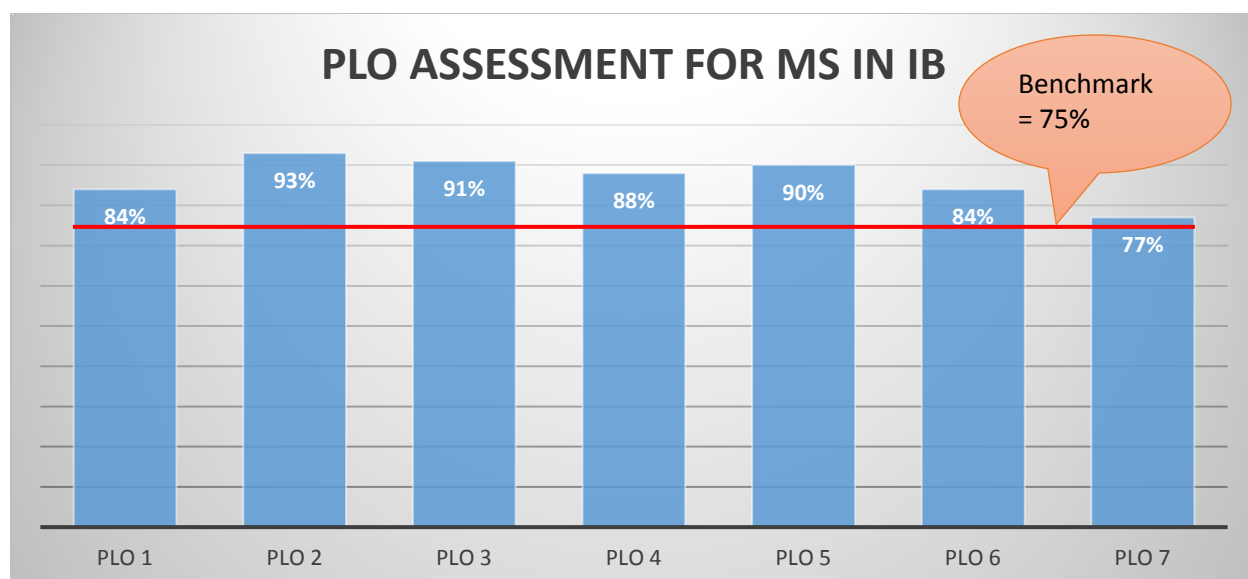
*Table 4.11: Correlation Estimates Between Grades and PLOs; MBA*

BA 380: Business Research Methodology		PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6
	<b>Grades</b>	N/A	0.98*	0.84*	0.92*	0.88*	0.87*
BA 310: International Economics							
	<b>Grades</b>	0.86*	0.71*	0.79*	0.95*	N/A	N/A

Note: \*p < 0.01; N/A = not assessed

*Table 4.12: Program Learning Outcomes for MS 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, ILO 7b
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, ILO 7b



*Figure 4.6: Percentages of Assessment Scores for PLOs, MS in International Business*

The MS in International Business program successfully reached and exceeded the benchmark for all the PLOs. The program was especially successful in teaching students to recognize business problems and provide creative solutions, and to integrate theory and practice for strategic analysis in the field of international business.

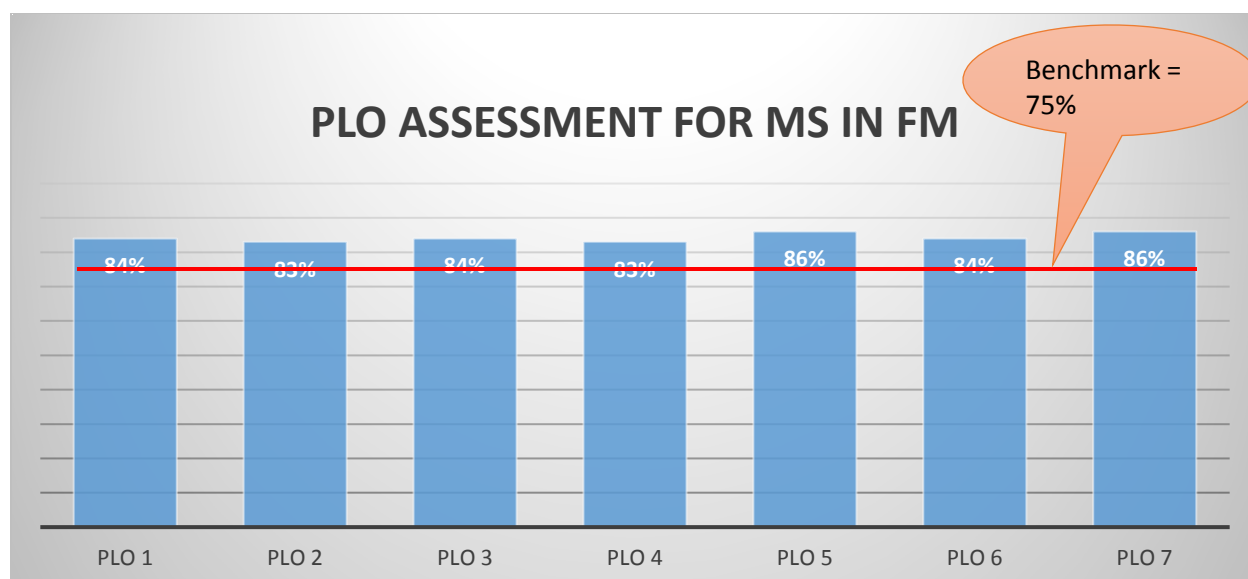
*Table 4.13: Correlation Estimates Between Grades and PLOs; MS in International Business*

BA 301: Managerial Economics		PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7
	Grades	0.80*	0.85*	N/A	0.88*	N/A	0.91*	0.87*
BA 307: Operations Management								
	Grades	0.96*	0.87*	0.88*	N/A	0.90*	N/A	N/A

Note: \*p < 0.01; N/A = not assessed

*Table 4.14: Program Learning Outcomes for MS 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



*Figure 4.7: Percentages of Assessment Scores for PLOs, MS in Finance Management*

The MS in Finance Management program successfully reached and exceeded the benchmark for all the PLOs. In 2016-17 academic year, the program was especially successful in teaching students to communicate to relevant audiences including written and oral communication, and to identify and analyze the ethical obligations and responsibilities in the field of finance management.

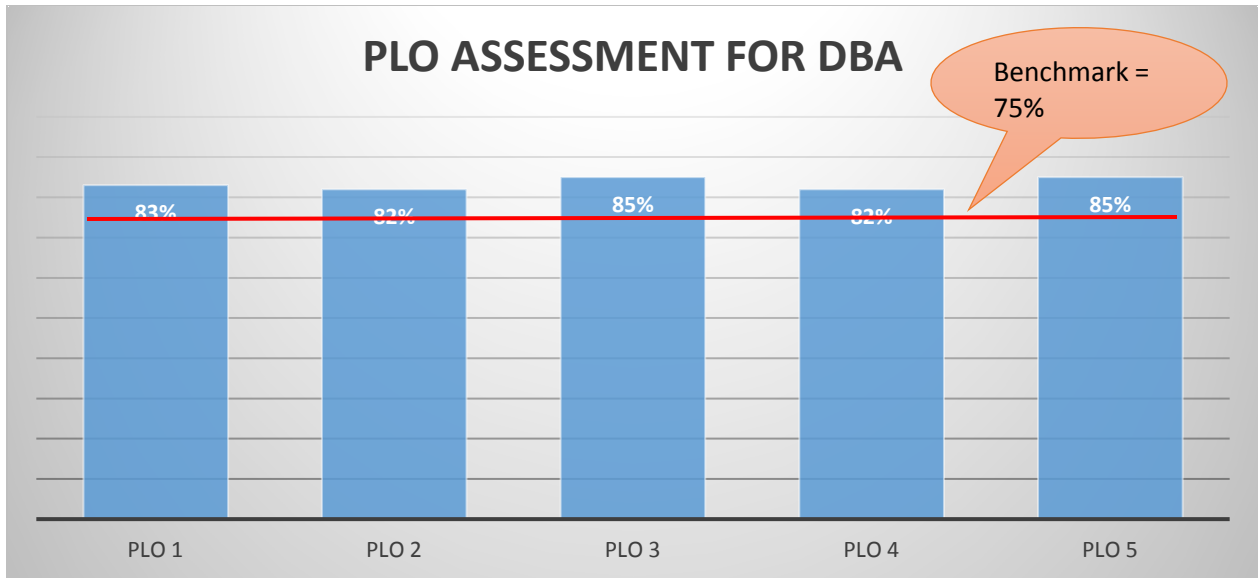
*Table 4.15: Correlation Estimates Between Grades and PLOs; MS in Finance Management*

BA 340: Managerial Accounting		PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7
	Grades	0.89*	N/A	0.78*	N/A	0.84*	0.89*	0.85*
BA 303: Finance Management								
	Grades	0.88*	0.81*	0.77*	0.83*	N/A	0.81*	N/A

Note: \*p < 0.01; N/A = not assessed

*Table 4.16: Program Learning Outcomes for DBA*

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, ILO 5c
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



*Figure 4.8: Percentages of Assessment Scores for PLOs, DBA*

The DBA program successfully reached and exceeded the benchmark for all the PLOs. In the 2016-17 academic year, the program was especially successful in teaching students the latest academic theories, concepts, and techniques in the field of business administration; training doctoral students in advanced written and oral communication skills, and in applying the knowledge from the area of specialization in order to provide consulting to other business industries or other fields.

*Table 4.17: Correlation Estimates Between Grades and PLOs; DBA*

		PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
<b>BA 388: Seminar in Higher Education</b>						
	<b>Grades</b>	0.90*	0.88*	0.91*	0.94*	0.97*
<b>BA 501: Doctoral Research Seminar</b>						
	<b>Grades</b>	0.95*	0.97*	0.94*	0.91*	0.90*

Note: \*p < 0.01; N/A = not assessed

## **APPENDIX I: LIST OF FACULTY MEMBERS**

### **FULL-TIME PROFESSORS**

1. **Sergey, K. Aityan**, Professor of Business Administration; BS, ScD, Moscow State University; MBA, Lincoln University, Oakland; PhD, Russian Academy of Sciences
2. **Eric Bergerud**, Professor of History and Humanities; BA, University of Minnesota; PhD, University of California Berkeley
3. **Marshall J. Burak**, Professor of Business Administration; BS, MBA, University of California, Los Angeles; DBA, University of Southern California
4. **Harpal Dhillon**, Professor of Business Administration; MS Oklahoma State University, Stillwater; PhD University of Massachusetts, Amherst
5. **Aharon Hibshoosh**, Professor of Business Administration; BA, Hebrew University of Jerusalem (Israel); PhD, University of California, Berkeley
6. **Chris Nguyen**, Professor of Diagnostic Imaging and Sciences; BS, MS, PhD, Kyoto University (Japan)
7. **Sylvia Y. Schoemaker Rippel**, Professor of English and Communications; BA, MA, San Francisco State University; EdD, Nova Southeastern University, Florida

### **FULL-TIME ASSOCIATE PROFESSORS**

8. **Alexander Anokhin**, Associate Professor of Business Administration; BS, PhD, Tomsk State University (Russia)
9. **Arthur Ashurov**, Associate Professor of Business Administration; BS, Grozny University (Russia); PhD, State University of Oil and Gas, Moscow
10. **Pete Bogue**, Associate Professor of Business Administration; BA, Saint Martin's University, Washington; MEd, EdD, Seattle University, Washington
11. **Ken Germann**, Associate Professor of Business Administration; BA, University of California, Berkeley; MBA, Pepperdine University, California; JD, University of San Francisco
12. **Igor Himelfarb**, Associate Professor of Business Administration; BA, MA, California State University, Northridge MA; PhD, University of California, Santa Barbara
13. **William S. Hyman**, Associate Professor of English; BA, State University of New York, Binghamton; MA, University of California, Berkeley
14. **Tesfaye Ketsela**, Associate Professor of Business Administration; MS, University of Wisconsin, Madison; PhD, University of Wales (U.K.)
15. **Walter Kruz**, Associate Professor of Business Administration; BA, BS, MS, San Jose State University; MBA, Santa Clara University; DBA, Lincoln University, Oakland

16. **Albert Loh**, Associate Professor of Business Administration; BS, MBA, Southern Illinois University, Carbondale; CPA
17. **Khatia Mania**, Associate Professor of Diagnostic Imaging, MD, People's Friendship University, Moscow
18. **Daniel L. Sevall**, Associate Professor of Accounting and Finance; BS, U.S. Military Academy, West Point, New York; MBA, Duke University, Durham, North Carolina; MS, Troy University, Heidelberg (Germany)

#### **FULL-TIME ASSISTANT PROFESSORS**

19. **Marina Kay**, Assistant Professor of Diagnostic Imaging; BA, MA, Tver State University (Russia); UT Certificate Lincoln University, Oakland; RDMS, RVT, NCCT-ECG

#### **PART-TIME PROFESSORS**

20. **Mikhail Brodsky**, Professor of Statistics and Mathematics; BS, Moscow State University; PhD, ScD, Russian Academy of Sciences
21. **Simon Goberstein**, Professor of Mathematics; MS Saratov State University (Russia), PhD University of Arkansas, Fayetteville
22. **Allan A. Samson**, Professor of Business Administration; BA, University of Illinois, Urbana-Champaign; MA, University of Hawaii; PhD, University of California, Berkeley; JD, University of San Francisco
23. **Fikre Tolossa**, Professor of Humanities; BA, MA, Gorky Literary Institute (Russia); PhD, University of Bremen (Germany)

#### **PART-TIME ASSOCIATE PROFESSORS**

24. **Michael Guerra**, Associate Professor of Business Administration; BS, MHROD, EdD, University of San Francisco
25. **William Hess**, Associate Professor of Business Administration; BS, Purdue University, West Lafayette, Indiana; Ball State University, Indiana; PhD, International University of America, California
26. **Alvin William Musgrave, Jr.**, Associate Professor of Business Administration; BS, Texas State University, San Marcos; MBA, DBA, George Washington University, Washington D.C.
27. **Richard Rachlin**, Associate Professor of English and Communications; BA, University of North Carolina, Chapel Hill; JD, University of Texas, Austin
28. **Dusica Ristic**, Associate Professor of Diagnostic Imaging; MD, University of Belgrade (Serbia); RDMS, RDCS, RVT
29. **Miron Yoffe**, Associate Professor of MIS and Mathematics; BSc, MSc, Novosibirsk State University (Russia); PhD, Siberian Branch of USSR Academy of Sciences - Institute of Mathematics (Russia)

30. **Ludmila Zakasovskaya**, Associate Professor of Diagnostic Imaging; MD, Khabarovsk State Medical University (Russia); RDMS, RVT

**PART-TIME ASSISTANT PROFESSORS**

31. **Oxana Ostanina**, Assistant Professor of Diagnostic Imaging; MD, Saint Petersburg State Medical University (Russia); RDCS
32. **Jeannine Stamatakis**, Assistant Professor of Psychology and Humanities; BA, University of California, Berkeley; MA, Saint Mary's College of California, Moraga

**PART-TIME LECTURER**

**Guoliang Fang**, Assistant Professor of Mathematics and Computer Science; MS, Beijing normal University (China); PhD Candidate, Pennsylvania State University, University Park



## **APPENDIX II: INSTITUTIONAL LEARNING OUTCOMES**

**ILO 1.** Recognize problems, think critically, apply analytical reasoning, and propose solutions. 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.

**ILO 2.** Communicate ideas, perspectives, and values clearly while listening to others. 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.

**ILO 3.** Display professional behavior and act responsibly at local, national, and global levels. 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.

**ILO 4.** Work collaboratively and respectfully as members of diverse organizational teams. 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.

**ILO 5.** Demonstrate leadership skills through the ability to set directions and motivate others. 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.

**ILO 6.** Apply creativity and innovation in their field of study. 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.

**ILO 7.** Demonstrate expertise and integration of ideas, methods, theory and practice in a specialized discipline of study. 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 III: ASSESSMENT 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 systems.	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 systems.**

**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 systems.

**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 systems.

**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 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 collect and analyze proper information needed to solve a business problem, but fails to develop or defend 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. Neither justifies results or procedures, nor explains 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 of 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 of 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) ASSESSMENT RUBRIC FOR GENERAL EDUCATION IN SUPPORT OF BACHELOR OF ARTS IN BUSINESS ADMINISTRATION**

<b>Program Learning Outcome (PLO)</b>	<b>Mapping to ILOs</b>
PLO 1: Demonstrate proficiency in college-level mathematics, English, sciences, humanities, and social sciences.	ILO 1a ILO 7a
PLO 2: Represent mathematical information symbolically, visually, numerically, and verbally. Being able to interpret and apply arithmetical, algebraic, and geometric methods to solve problems.	ILO 1a, ILO 2a
PLO 3: Communicate effectively in multiple creative and academic writing genres by applying Standard American English.	ILO 2a, ILO 6a
PLO 4: Think critically and apply common sense in approaching and solving real-world problems.	ILO 1a
PLO 5: Demonstrate proficiency in skills that sustain lifelong learning, particularly to think critically and responsibly in assessing, evaluating, and integrating information.	ILO 3a, ILO 4a
PLO 6: Understand the responsibilities of active citizenship, community engagement, and social responsibility.	ILO 4a, ILO 5a

**PLO 1: Demonstrate proficiency in college-level mathematics, English, sciences, humanities, and social sciences.**

**Score of 4:** Clearly identifies and summarizes the main principles of college-level mathematics, science, humanities and social sciences. For mathematics, this included arithmetic, algebra, and statistics. For English, this includes writing, reading, speaking, and critical thinking.

**Score of 3:** Successfully identifies and summarizes the main principles of college-level mathematics, science, humanities and social sciences. However, for mathematics, lacks experience in application. For English, lacks critical thinking.

**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: Represent mathematical information symbolically, visually, numerically, and verbally. Being able to interpret and apply arithmetical, algebraic, and geometric methods to solve problems.**

**Score of 4:** Able to represent mathematical information symbolically, using formulas. Able to translate words into mathematical expressions. Demonstrates ability to use geometric methods to solve problems.

**Score of 3:** Able to represent mathematical information symbolically, using formulas. Able to translate words into mathematical expressions, but not able to use geometric methods to solve problems.

**Score of 2:** Able to represent mathematical information symbolically, using formulas, but unable to translate words into mathematical expressions.

**Score of 1:** Fails to represent mathematical information symbolically, using formulas

**PLO 3: Communicate effectively in multiple creative and academic writing genres by applying Standard American English.**

**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. Neither justifies results or procedures, nor explains reasons. Regardless of the evidence or reasons, maintains or defends views based on self-interest or preconceptions.

**PLO 4: Think critically and apply common sense in approaching and solving real-world problems.**

**Score of 4:** Appropriately integrates and applies basic scientific and analytical concepts to make well-informed decisions. Demonstrates comprehension of an argument, and illustrates it with examples.

**Score of 3:** Appropriately integrates and applies basic analytical concepts to understand an argument and to make well-informed decisions, but fails to demonstrate comprehension of the argument or to illustrate it 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: Demonstrate proficiency in skills that sustain lifelong learning, particularly to think critically and responsibly in assessing, evaluating, and integrating information.**

**Score of 4:** Consistently accurately interprets evidence, and questions; identifies the salient arguments (reasons and claims) pro and con. Thoughtfully analyzes and evaluates major alternative points of view. Demonstrates ability to apply these principles to everyday occurrences.

**Score of 3:** Consistently accurately interprets evidence, and questions; identifies the salient arguments (reasons and claims) pro and con. Thoughtfully analyzes and evaluates major alternative points of view, but fails to demonstrate ability to apply these principles to everyday occurrences.

**Score of 2:** Consistently accurately interprets evidence, and questions; identifies the salient arguments (reasons and claims) pro and con, but fails to identify and evaluate major alternative points of view.

**Score of 1:** Consistently fails to interpret evidence, and questions; identifies the salient arguments (reasons and claims) pro and con.

**PLO 6: Understand the responsibilities of active citizenship, community engagement, and social responsibility.**

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

**Score of 3:** Able to identify and accurately describe ethical dilemmas, and principles of good citizenship 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, and principles of good citizenship or to collect and evaluate different ethical perspectives.

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

<b>Program Learning Outcome (PLO)</b>	<b>Mapping to ILOs</b>
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. Demonstrates 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. Properly labels each image with respect to the scanning plane and organ. Properly changes machine settings 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 not 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:** Successfully positions the 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.

**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 struggles 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. Neither justifies results or procedures, nor explains reasons. Regardless of the evidence or reasons, maintains or defends views based on self-interest or preconceptions.

**PROGRAM LEARNING OUTCOMES (PLOs) ASSESSMENT RUBRIC FOR GENERAL EDUCATION IN SUPPORT OF BACHELOR OF SCIENCES IN DIAGNOSTIC IMAGING**

<b>Program Learning Outcome (PLO)</b>	<b>Mapping to ILOs</b>
PLO 1: Demonstrate proficiency in college-level mathematics, English, natural sciences, and social sciences.	ILO 1a
PLO 2: Being able to interpret and apply arithmetical, algebraic, and statistical methods to solve problems.	ILO 1a, ILO 2a
PLO 3: Communicate effectively in diagnostic field by applying Standard American English. Be able to use appropriate terminology accepted in DI field.	ILO 2a
PLO 4: Think critically and apply common sense in approaching and solving DI and real-world problems.	ILO 1a, ILO 7a
PLO 5: Demonstrate proficiency in skills that sustain lifelong learning, particularly to think critically and responsibly. Be able to evaluate and integrate DI information.	ILO 3a, ILO 4a
PLO 6: Understand the responsibilities of active citizenship, community engagement, and social responsibility.	ILO 4a, ILO 5a
PLO 7: Develop basic understanding of bioethics’ standards acceptable in the field of diagnostic imaging.	ILO 2a, ILO 4a, ILO 5a, ILO 6a

**PLO 1: Demonstrate proficiency in college-level mathematics, English, natural sciences, and social sciences.**

**Score of 4:** Clearly identifies and summarizes the main principles of college-level mathematics, science, humanities and social sciences. For mathematics, this included arithmetic, algebra, and statistics. For English, this includes writing, reading, speaking, and critical thinking. Demonstrate proficiency in college-level biology, chemistry, and physics.

**Score of 3:** Successfully identifies and summarizes the main principles of college-level mathematics, science, humanities and social sciences. However, for mathematics, lacks experience in application. For English, lacks critical thinking or fails to demonstrate proficiency in college-level biology, chemistry, and physics.

**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: Being able to interpret and apply arithmetical, algebraic, and statistical methods to solve problems.**

**Score of 4:** Able to represent mathematical information symbolically, using formulas. Able to translate words into mathematical expressions. Demonstrates ability to use geometric methods to solve problems.

**Score of 3:** Able to represent mathematical information symbolically, using formulas. Able to translate words into mathematical expressions, but not able to use geometric methods to solve problems.

**Score of 2:** Able to represent mathematical information symbolically, using formulas, but unable to translate words into mathematical expressions.

**Score of 1:** Fails to represent mathematical information symbolically, using formulas

**PLO 3: Communicate effectively in diagnostic field by applying Standard American English. Be able to use appropriate terminology accepted in DI field.**

**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. Demonstrates proficiency in knowledge and application of terminology accepted in the DI field.

**Score of 3:** 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. However, fails to demonstrate proficiency in knowledge and application of terminology accepted in the DI field.

**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. Fails to demonstrate proficiency in knowledge and application of terminology accepted in the DI field.

**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. Neither justifies results or procedures, nor explains reasons. Regardless of the evidence or reasons, maintains or defends views based on self-interest or preconceptions. Fails to demonstrate proficiency in knowledge and application of terminology accepted in the DI field.

**PLO 4: Think critically and apply common sense in approaching and solving DI and real-world problems.**

**Score 4:** Appropriately integrates and applies basic scientific, DI, and analytical concepts to make well-informed decisions. Demonstrates comprehension of an argument, and illustrates it with examples.

**Score of 3:** Appropriately integrates and applies basic analytical concepts to understand an argument and to make well-informed decisions, but fails to demonstrate comprehension of the argument or to illustrate it 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: Demonstrate proficiency in skills that sustain lifelong learning, particularly to think critically and responsibly. Be able to evaluate and integrate DI information.**

**Score of 4:** Consistently accurately interprets evidence, and questions; identifies the salient arguments (reasons and claims) pro and con. Thoughtfully analyzes and evaluates major alternative points of view. Demonstrates ability to apply these principles to solve DI-related problems.

**Score of 3:** Consistently accurately interprets evidence, and questions; identifies the salient arguments (reasons and claims) pro and con. Thoughtfully analyzes and evaluates major alternative points of view, but fails to demonstrate ability to apply these principles to DI-related problems.

**Score of 2:** Consistently accurately interprets evidence, and questions; identifies the salient arguments (reasons and claims) pro and con, but fails to identify and evaluate major alternative points of view.

**Score of 1:** Consistently fails to interpret evidence, and questions; identifies the salient arguments (reasons and claims) pro and con.

**PLO 6: Understand the responsibilities of active citizenship, community engagement, and social responsibility.**

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

**Score of 3:** Able to identify and accurately describe ethical dilemmas, and principles of good citizenship 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 ethical problems.

**PLO 7: Develop basic understanding of bioethics' standards acceptable in the field of diagnostic imaging.**

**Score of 4:** Understands and recognizes the basic and advanced concepts of bio-ethics, can defend him/herself if challenged. Able to articulate the value of information and to apply the information to make informative decision related to patient care.

**Score of 3:** Understands and recognizes the basic and advanced concepts of bio-ethics, can defend him/herself if challenged, but unable to articulate the value of information and to apply the information to make informative decision related to patient care.

**Score of 2:** Understands and recognizes the basic and advanced concepts of bio-ethics, but can't defend him/herself if challenged.

**Score of 1:** Unable to understand and recognize the basic and advanced concepts of bio-ethics.

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

<b>Program Learning Outcome (PLO)</b>	<b>Mapping to ILOs</b>
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, and marketing management.	ILO 1b, ILO 2b, ILO 4b
PLO 3: Communicate within a highly specialized environment that allows the presentation of critiques of complex strategic matters.	ILO 2b, ILO 7b
PLO 4: Demonstrate autonomy, creativity, and responsibility in 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

**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 claims, but also 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 works 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 works of other researchers, but not able to plan, design, and execute a research study including applying appropriate methodology and data analysis.

**Score of 2:** Able to identify, collect, summarize but not use in an argument information based on classical and modern academic theories and work of other researchers.

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

**PLO 3: Communicate within a highly specialized 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. Neither justifies results or procedures, nor explains 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:** Acts confidently 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 for the people, or focuses exclusively on the interpersonal relations and attitudes of people in the group without regard for the task. 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 ethical responsibilities of an organization; can defend ethical decision if challenged. Capable of making business decisions based on ethical principles. Able to 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.

**Score of 3:** Understands and recognizes the ethical responsibilities of an organization; can defend ethical decision if challenged. Capable of making business decisions based on ethical principles. However, not able to properly incorporate the ideas/published works of others into their own work building upon them or to articulate the value of information to a free and democratic society.

**Score of 2:** Understands and recognizes the ethical responsibilities of an organization; can defend ethical decision if challenged. However, not capable of making business decisions based on ethical principles.

**Score of 1:** Not able to understand and recognize the ethical responsibilities of an organization.

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

<b>Program Learning Outcome (PLO)</b>	<b>Mapping to ILOs</b>
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 real-world business problems, and independently chooses appropriate concepts to describe the problem and to offer a possible solution.

**Score of 3:** Recognizes the 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 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 claims, but also 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. However, not able to plan, design, and execute a research study including applying appropriate methodology or data analysis.

**Score of 2:** Able to identify, collect, summarize but not use in an argument information based on classical and modern academic theories and work of other researchers.

**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, 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. Neither justifies results or procedures, nor explains 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:** Acts with confidence when 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 duties. Focuses exclusively on the task to be accomplished without regard for the people, or focuses exclusively on the interpersonal relations and attitudes of people in the group without regard for the task. 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 ethical responsibilities of an organization; can defend ethical decision if challenged. Capable of making business decisions based on ethical principles. Able to 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.

**Score of 3:** Understands and recognizes the ethical responsibilities of an organization; can defend ethical decision if challenged. Capable of making business decisions based on ethical principles. However, not able to properly incorporate the ideas/published works of others into their own work building upon them or to articulate the value of information to a free and democratic society.

**Score of 2:** Understands and recognizes the ethical responsibilities of an organization; can defend ethical decision if challenged. However, not capable of making business decisions based on ethical principles.

**Score of 1:** Not able to understand and recognize the ethical responsibilities of an organization.

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

<b>Program Learning Outcome (PLO)</b>	<b>Mapping to ILOs</b>
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 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 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 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 claims, but also 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. However, not able to plan, design, and execute a research study including applying appropriate methodology and data analysis.

**Score of 2:** Able to identify, collect, summarize but not use in an argument information based on classical and modern academic theories and work of other researchers.

**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. Neither justifies results or procedures, nor explains 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:** Acts with confidence when 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 duties. Focuses exclusively on the task to be accomplished without regard for the people, or focuses exclusively on the interpersonal relations and attitudes of people in the group without regard for the task. 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 ethical responsibilities of an organization; can defend ethical decision if challenged. Capable of making business decisions based on ethical principles. Able to 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.

**Score of 3:** Understands and recognizes the ethical responsibilities of an organization; can defend ethical decision if challenged. Capable of making business decisions based on ethical principles. However, not able to properly incorporate the ideas/published works of others into their own work building upon them or to articulate the value of information to a free and democratic society.

**Score of 2:** Understands and recognizes the ethical responsibilities of an organization; can defend ethical decision if challenged. However, not capable of making business decisions based on ethical principles.

**Score of 1:** Not able to understand and recognize the ethical responsibilities of an organization.

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

<b>Program Learning Outcome (PLO)</b>	<b>Mapping to ILOs</b>
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, ILO 5c
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 claims, but also 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, but not able to plan, design, and execute a research study including applying appropriate methodology and data analysis.

**Score of 2:** Able to identify, collect, summarize but not use in an argument use in an argument information based on classical and modern academic theories and work of other researchers.

**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. Neither justifies results or procedures, nor explains 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.

**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.