INSTITUTIONAL RESEARCH REPORT 2018

TABLE OF CONTENTS

FOREWORD

This Report is designed to provide information about and for Lincoln University as a part of ongoing educational assessment. Specifically, this Report summarizes student-related information, faculty-related information, and information about assessment of learning outcomes. The Report has five 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 (direct and indirect) 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 V provides a summery of the document and describes future LU directions.

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 full-time day classes. In 1993, the law school moved to San Jose and formally separated creating two independent schools: Lincoln University and 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 in International Business (MS-IB)
- Master of Science in Finance Management (MS-FM)
- Doctor of Business Administration (DBA)

We enroll over 600 students who represent 50+ 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 Lincoln University is to provide affordable 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 that 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) <u>**Student-Related Data.**</u> 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 <u>*student demographics*</u>, <u>*student-level institutional data*</u>, and <u>*student achievement*</u>.

<u>*Student demographics*</u> include the following variables for all students enrolled in LU:
1. **Gender**
2. **Age**
3. **Ethnicity**
4. **Country of Origin**

<u>*Student-level institutional data*</u> 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 <u>LinkedIn</u> alumni page provides insights about our graduates' professional/career advancement.
4. **Course Enrollment:**
   a. Undergraduate course enrollment
   b. Graduate course enrollment

<u>*Student achievement data*</u> 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) <u>**Faculty-Related Data.**</u> For many years, the faculty of LU was very effective in clearly explaining goals and requirements of our courses. The faculty members 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 <u>*faculty demographics and headcount*</u>, <u>*faculty effectiveness*</u> and <u>*faculty development*</u>.

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. Expending 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 2018, Lincoln University enrolled over 600 students, representing over 50 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.

Gender. In the year of 2018, male students were slightly over represented than female students. The following figure provides student gender composition of LU in 2018.
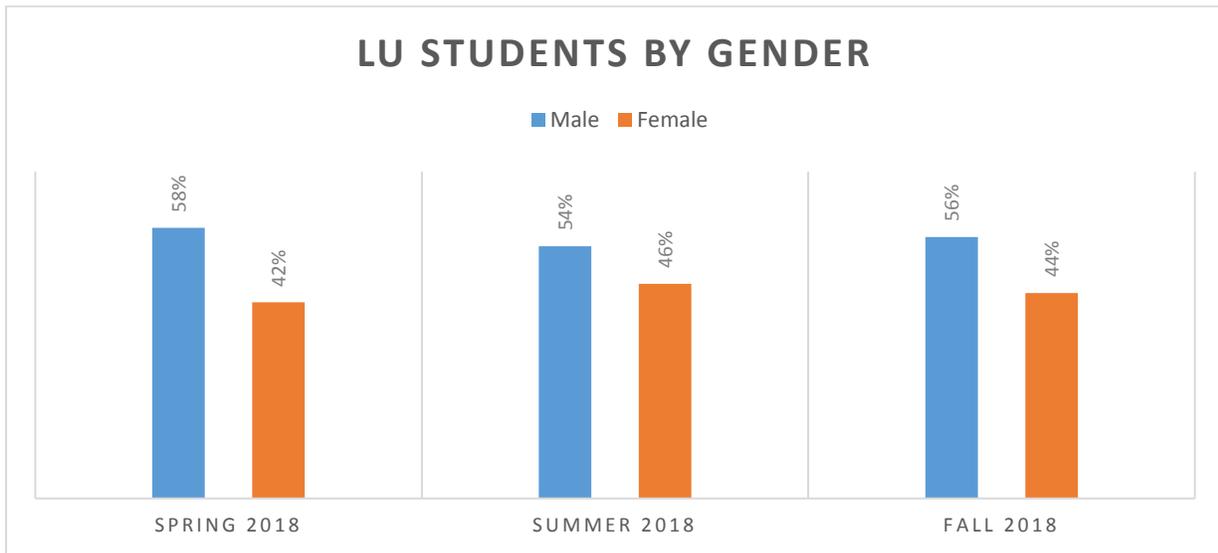

Figure 2.1: LU Student Body by Gender (n = 778)

Age. In the year of 2018, the average age for LU student population is *M* = 29.1, *SD* = 5.5, with the range from 18 to 60 years old. The following figure provides the distribution of LU student body by age.
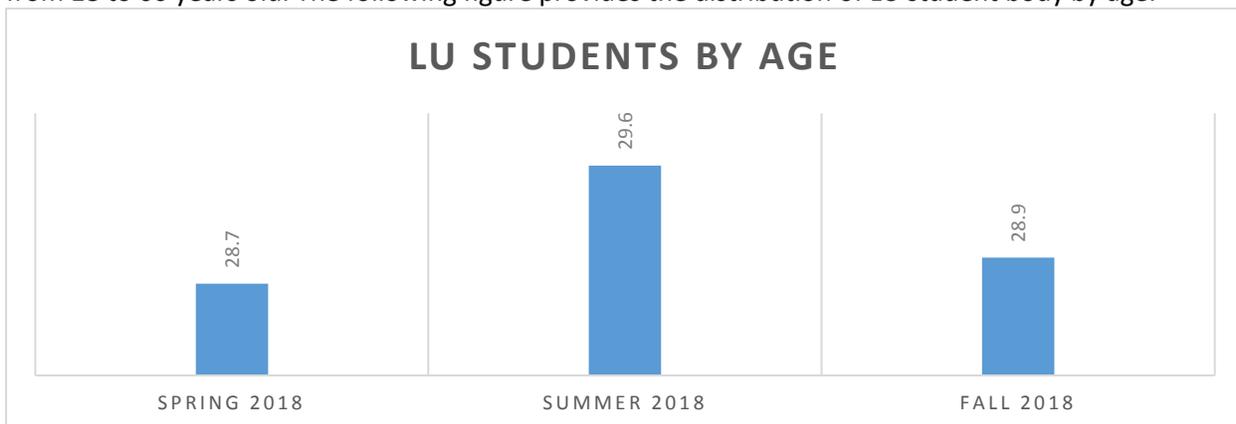
Figure 2.2: LU Student Body by Age (n = 778)

Enrollment. In the year of 2018, the vast majority of LU Students were enrolled full time. The following figure details the enrollment at LU.
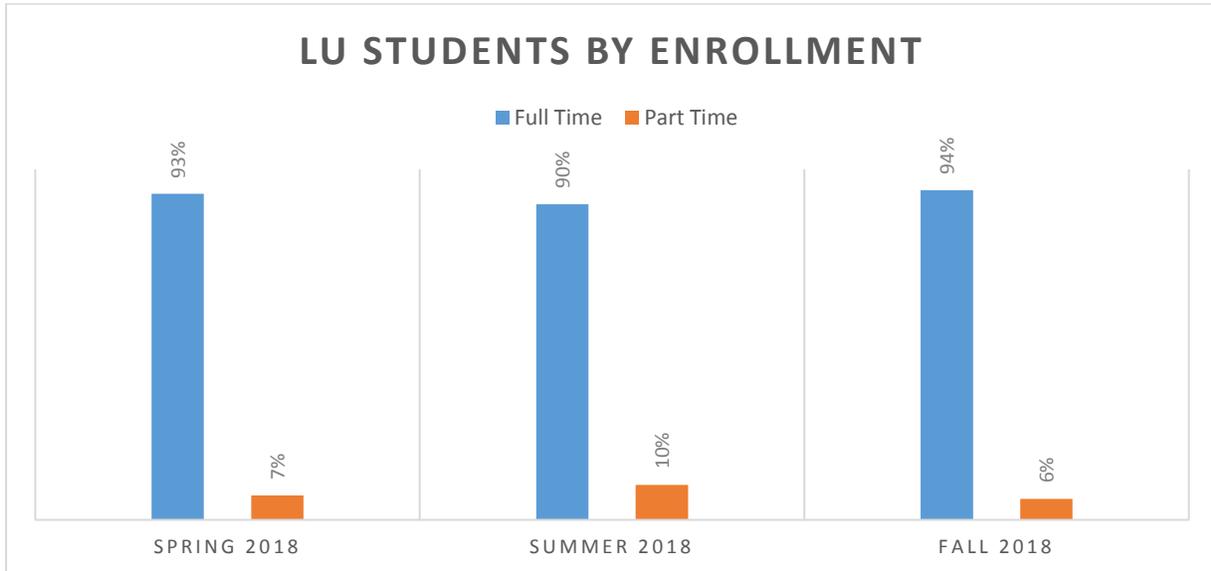
Figure 2.3: LU Student Body by Enrollment (n = 778)

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 550 international students from over 50 different countries.

Figure 2.4: LU Student Body by Ethnicity (n = 778)

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

In the year 2018, the vast majority of students are from the following six countries: Nigeria (40%), India (10%), Nepal (8%), Thailand (5%), Vietnam (5%), and USA (15%). Other students are from:

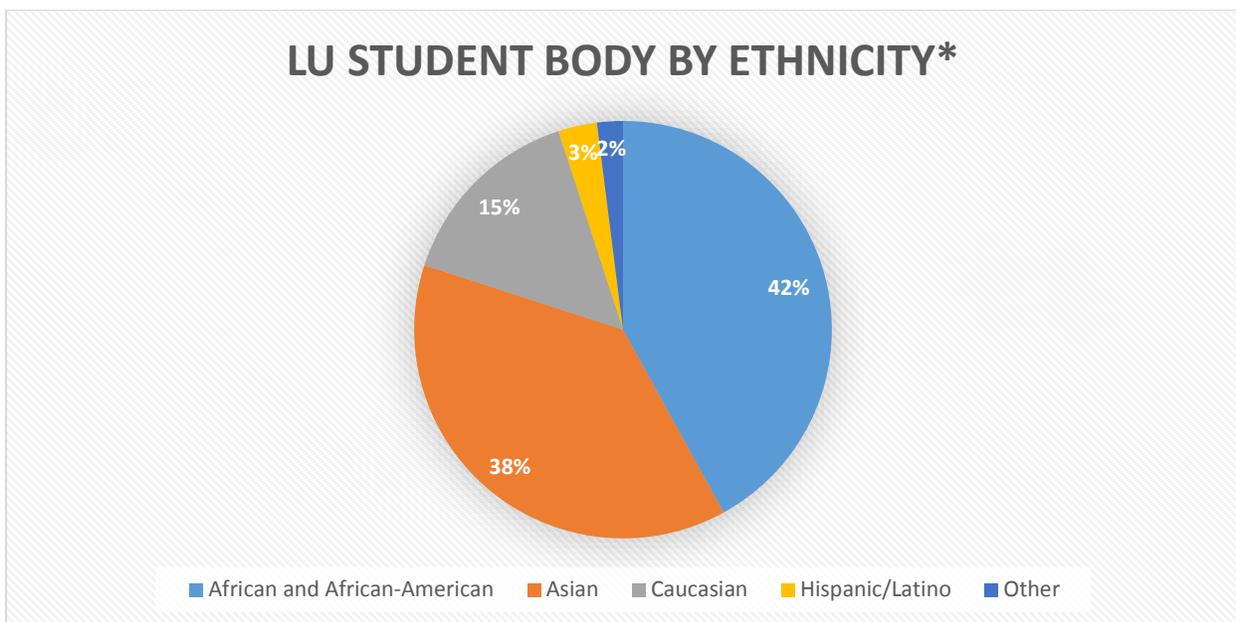|			
▪ Afghanistan	▪ Congo	▪ Kazakhstan	▪ Sierra Leone
▪ Armenia	▪ Ecuador	▪ Kenya	▪ South Korea
▪ Australia	▪ Egypt	▪ Libya	▪ Taiwan
▪ Azerbaijan	▪ Eritrea	▪ Macedonia	▪ Tajikistan
▪ Bangladesh	▪ Estonia	▪ Mexico	▪ Tanzania
▪ Belarus	▪ Germany	▪ Moldova	▪ Tunisia
▪ Belgium	▪ Ghana	▪ Mongolia	▪ Turkey
▪ 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	

Student Number by Country
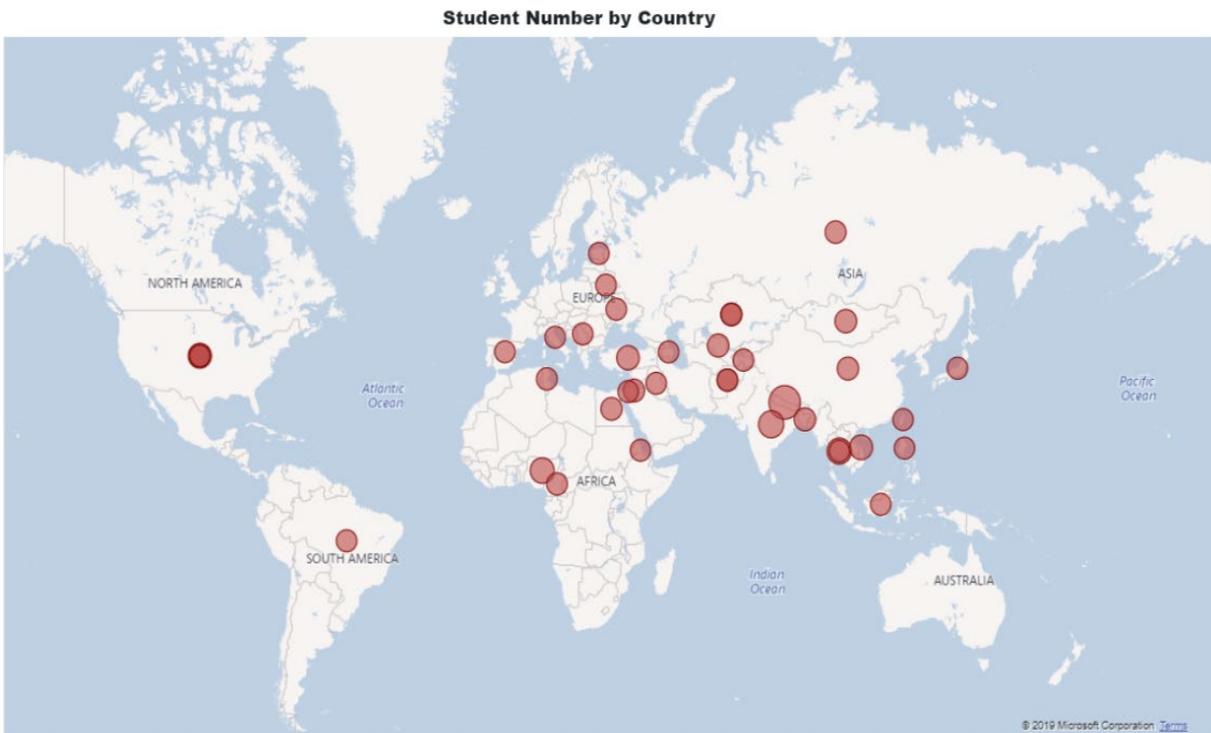
Figure 2.5: LU Student Body by Country of Origin (n = 778)

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. 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 2015-2017, the MR is equal 88.2% and standard deviation for retention (SDR) rates is 7.2%. The Retention threshold / benchmark (RT) is defined as the lower bound of acceptable retention values interval, and is calculated as (MR – SDR). For 2018, the MR baseline is calculated based on the 2015-2017 data: results in RT = 79.5%. 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.
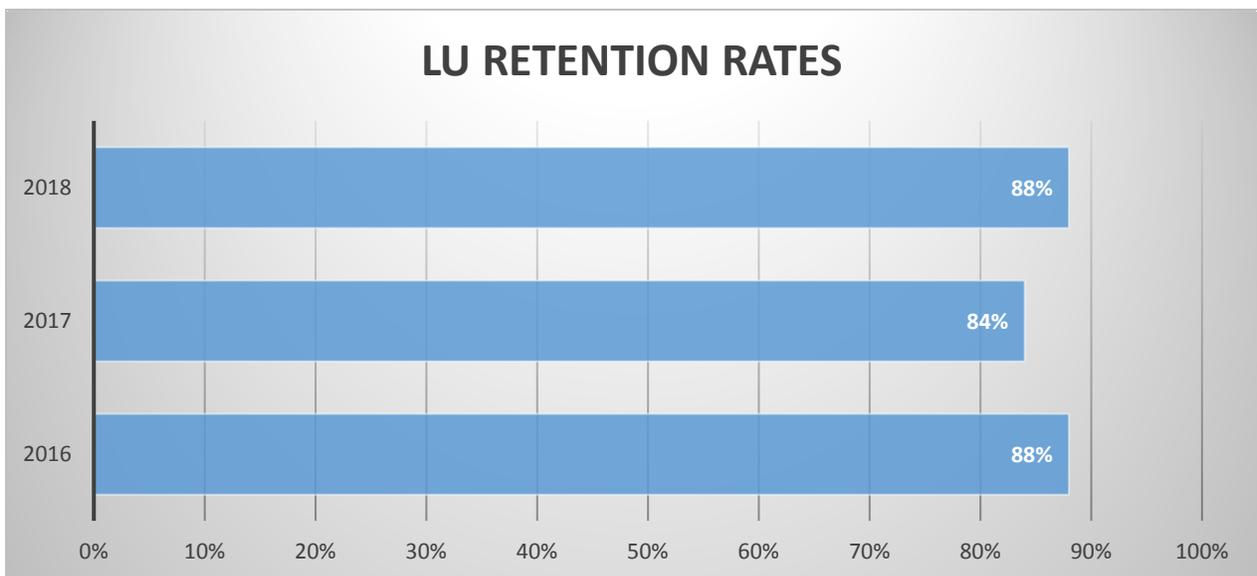
Figure 2.6: LU Retention Rates by Academic Year

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. 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 2017.

Table 2.1: BA in Business Administration

Cohort	Matriculated	Continue	Withdrew /%	Graduated /%
Spring 2012	15	n/a	5 /33.3%	10 /66.4%
Fall 2012	11	n/a	3 /36.4%	7 /63.6%
Spring 2013	8	1	1 /12.5%	6 /75%
Fall 2013*	17 – 1 = 16	1	3 /18.7%	12 /75%
Spring 2014	7	3	1 /14.2%	3 / 50%
Fall 2014	23	3	5 /21.7%	15 /75%
Spring 2015	42	1	8 /19%	33 / 80.4%
Fall 2015*	39 – 3 = 36	20	15 / 41.6%	14 / 66.6%
Spring 2016	51	17	26 / 50.9%	6 / 75%
Fall 2016	14	6	1 / 7.1%	5 / 71.4%
Spring 2017	21	4	4 / 19%	10 / 76.9%

Table 2.2: BS in Diagnostic Imaging

Cohort	Matriculated	Continue	Withdrew /%	Graduated /%
Fall 2012	2	n/a	n/a	2 /100%
Spring 2013	5	1	0%	4 / 80%
Fall 2013	8	2	1 /12.5%	5 / 83.3%
Spring 2014	7	n/a	2 /28.5%	5 / 100%
Fall 2014	9	4	0%	5 / 100%
Spring 2015	5	4	1 /20%	3 / 75%
Fall 2015*	13 – 1 = 12	9	3 /25%	2 / 100%
Spring 2016	6	5	1 /16.6%	1 / 100%
Fall 2016	11	8	2	1 / 100%
Spring 2017	14	14	n/a	n/a

Table 2.3: MBA

Cohort	Matriculated	Continue	Withdrew /%	Graduated /%
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 / 100%
Fall 2015	101	75	13 /12.8%	13 / 100%
Spring 2016	155	120	23 /14.8%	12 / 100 %
Fall 2016	141	100	28 / 19.8%	13 / 100%
Spring 2017	101	73	16 / 15.8%	11 / 91.6%

Table 2.4: MS in International Business

Cohort	Matriculated	Continue	Withdrew /%	Graduated /%
Spring 2014	0	n/a	n/a	n/a
Fall 2014	1	n/a	1 /100%	n/a
Spring 2015	1	n/a	0%	1 /100%
Fall 2015	2	1	1 /50%	n/a
Spring 2016	3	2	1 /33.3%	n/a
Fall 2016	2	1	n/a	1 / 100%
Spring 2017	7	6	0%	1 / 100%

Table 2.5: MS in Finance Management

Cohort	Matriculated	Continue	Withdrew /%	Graduated /%
Spring 2014	0	n/a	n/a	n/a
Fall 2014	4	n/a	2 /50%	2 /50%
Spring 2015	1	n/a	0%	1 /100%
Fall 2015	3	2	1 /33.3%	n/a
Spring 2016	3	2	1 /33.3%	n/a
Fall 2016	2	1	0%	1 / 100%
Spring 2017	8	6	0%	2 / 100%

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%	n/a
Fall 2013	2	2	0%	n/a
Spring 2014	2	1	1 /50%	n/a
Fall 2014	3	2	1 /33.3%	n/a
Spring 2015	1	n/a	1 /100%	n/a
Fall 2015*	8 – 2 = 6	2	4 / n/a***	n/a
Spring 2016	8	n/a	8 / n/a***	n/a

* Some students immediately changed program of 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 issues with ACICS recognition as accrediting body by the US DOE.
***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 2015-2017, 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 2015-2017 data: MP = 83%, and the Threshold for 2018: PT = 72.1%

Table 2.7: LU Placement Rates by Degree

Academic Year	BA	BS	MBA	MS	DBA
2018	90%	92%	88%	87%	100%
2017	91%	94%	86%	88%	100%
2016	83%	100%	85%	90%	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 following table presents Lincoln University's enrollment data for the last three years.

Table 2.8: LU Enrollment Rates by Degree

Program Name	2016		2017		2018	
	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018
Doctor of Business Administration (DBA)	38	50	31	17	16	12
Master of Business Administration* (MBA)	560	568	580	540	488	423
Master of Science in Finance Management (MS in FM)	12	12	18	24	19	21
Master of Science in International Business (MS in IB)	15	11	20	24	18	24

Bachelor of Arts in Business Administration (BA)	80	53	48	58	61	47
Bachelor of Science in Diagnostic Imaging (BS in DI)	61	68	61	53	46	42
Total Enrollment	766	762	758	716	648	569

STUDENT ACHIEVEMENT DATA

At Lincoln University the level of achievement attained by a graduating student is measured directly through one or more of the three options listed below:

- Capstone Courses
- Research Project /Internship Report Presentations
- Grade Point Average

Capstone Course Evaluation. At Lincoln University, capstone courses integrate knowledge, concepts, and skills associated with an entire sequence of study in the business programs and diagnostic imaging program. This method of assessment is unique because courses themselves become the instruments for assessing student teaching and learning. Yet, capstone courses at LU are *quantitatively* evaluated using the same rubrics, which brings a degree of standardization by putting the evaluations on the same scale. Furthermore, at LU, capstone courses provide students with a forum to combine various aspects of their programmatic experience; therefore, there is an opportunity to *qualitatively* assess student achievement in a variety of knowledge and skill-based areas.

The following table presents a list of Capstone Courses by program:

Table 2.9: 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) **or** DI 265: Advanced Echo Imaging (Lab)
Master of Business Administration (MBA)	BA 390: Business Strategy and Decision Making
Master of Science in International Business (MS in IB)	BA 390A: Business Strategy and Decision Making for International Business
Master of Science in Finance Management (MS in FM)	BA 390B: Business Strategy and Decision Making for Finance Management
Doctor of Business Administration (DBA)	BA 492 **or** 494: Graduate Internship and Report, DBA Qualifying Exam, and BA 599: Dissertation defense

Table 2.10: Achievement in Capstone Courses

	Capstone Courses	
Semester	Attempted (n)	Passed (n)
Fall 2014	65	63
Spring 2015	108	104

Semester	Capstone Courses	
	Attempted (n)	Passed (n)
Summer 2015	14	14
Fall 2015	134	129
Spring 2016	105	104
Summer 2016	15	15
Fall 2016	106	99
Spring 2017	99	96
Summer 2017	26	20
Fall 2017	176	151
Spring 2018	122	108
Summer 2018	20	19
Fall 2018	78	75

INTERNSHIP REPORT / RESEARCH PROJECT PRESENTATIONS

LU utilizes Analytical Internship Reports and Research Projects for assessing the preparedness of students graduating from the MBA degree program. LU's research/internship report assessments are based on topics and project/internship activities selected by instructors and approved by officials responsible for program administration, institutional research, quality assurance, and innovation. Consequently, the results produced by these assessments tools provide an important input to continuous improvement initiatives at LU.

The procedures for conducting the Research Project/Analytical Internship Report and their defenses are described in the LU catalog on pages 45 and 46.

The results ("CR" for Credit/"NC" for No Credit) achieved by a graduating student in the Internship/Research Project Reports is another direct indicator of student performance in the MBA degree program. Brief descriptions of the relevant courses (BA 398 and BA 399) is provided in the 2019 LU catalog.

The results of Internship Report and Research Project Defenses for 2018 are summarized below in *Table 2.11 and Table 2.12*.

Table 2.11: Results of BA398 - Internship Report Presentations for year 2018

Students scheduled BA 398 presentation	Students received CR	Students "pending report revision"	Students received NC
108	95	7	6

Table 2.12: Results of BA399 - Research Project Presentations for year 2018

Students scheduled BA 399 presentation	Students received CR	Students "pending report revision"	Students received NC
9	8	0	1

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. 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 x 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 3.3 in the year of 2018; 3.24 in the year of 2017; and 3.19 in the year of 2016.

Table 2.13: GPA by Program for Years 2018 (n = 778), 2017 (n = 811), 2016 (n = 781)

ACADEMIC YEAR	PROGRAM	SPRING	SUMMER	FALL	TOTAL
2018	**BA**	3.1	3.1	3.1	**3.1**
	BS	3.3	3.2	3.2	**3.2**
	MBA	3.4	3.3	3.3	**3.3**
	MS-FM	3.6	3.5	3.5	**3.5**
	MS-IB	3.3	3.3	3.3	**3.3**
	DBA	3.9	3.9	3.9	**3.9**
	TOTAL	3.4	3.8	3.3	**3.5**

2017	**BA**	2.7	2.7	3.1	**2.8**
	BS	3.2	3.2	3.2	**3.2**
	MBA	3.2	3.4	3.4	**3.3**
	MS-FM	3	3.5	3.2	**3.2**
	MS-IB	3.3	3.7	3.3	**3.4**
	DBA	3.5	3.7	3.9	**3.7**
	TOTAL	3.2	3.4	3.4	**3.3**
2016	**BA**	2.7	3	2.8	**2.8**
	BS	3.2	3.2	3.1	**3.2**
	MBA	3.1	3.1	3.2	**3.1**
	MS-FM	3.3	3.1	3.4	**3.3**
	MS-IB	3.5	3.2	3.4	**3.4**
	DBA	3.5	3.2	3.3	**3.3**
	TOTAL	3.2	3.1	3.2	**3.2**

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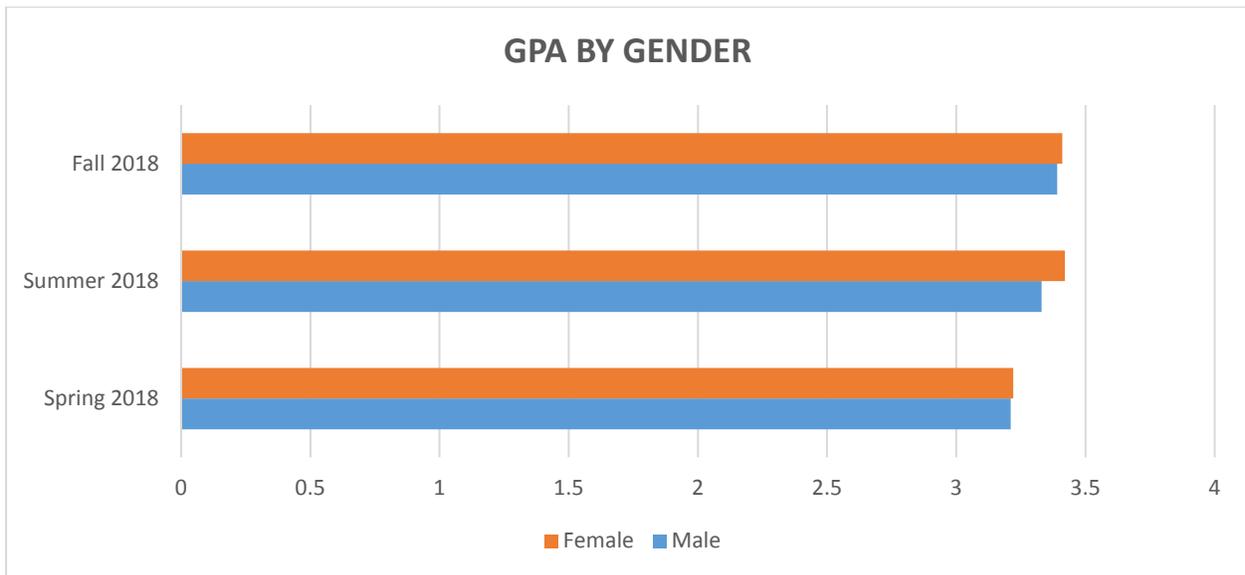

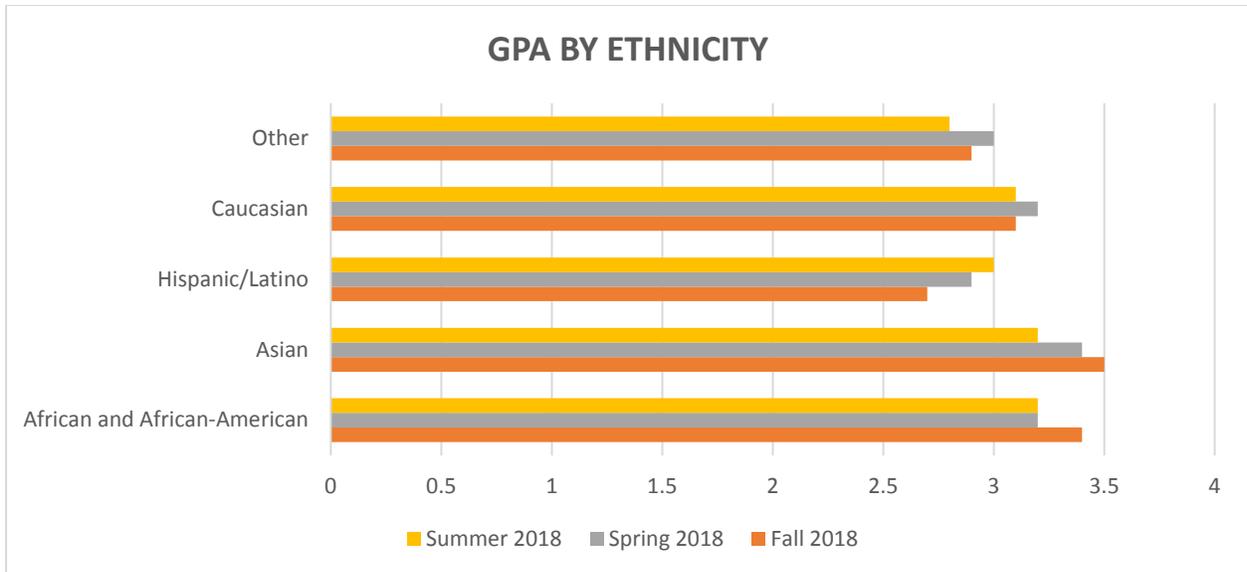*Figure 2.5: GPA by Gender*

GPA BY ETHNICITY

Figure 2.6: GPA by Ethnicity

Although Hispanics/Latinos were found to be the ethnic group with the highest GPA, since the Hispanics/Latinos constitute only 3% of LU's student body, the reliability of this information is questionable. African, and African-American, Asians and Whites were the ethnic groups with the highest, reliable GPA. These findings are consistent with national averages.

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.

EMPLOYER SATISFACTION SURVEY

Figure 2.7: Employer Satisfaction Survey for Year 2018 (n = 69)

Figure 2.8: Employer Satisfaction Survey for Year 2017 (n = 56)

Figure 2.9: Employer Satisfaction Survey for Year 2016 (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.

CO-CURRICULAR ACTIVITIES

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 year of 2018.

Table 2.12: List of Academic and Non-Academic Co-Curricular Activities Offered to Students by LU Students Services and Library during the Year of 2018

Student Services Activities List for the Year of 2018

Fall 2018		
Oakland Tech Job Fair	Non-Academic	December 5th
Holiday Warm Up Event	Non-Academic	December 5th
How to Reduce Stress Workshop	Non-Academic	December 3rd
Confronting Sexual Harassment Workshop	Non-Academic	November 26th November 7th November 2nd
Thanksgiving Lunch	Non-Academic	November 19th
Table Tennis Competition	Non-Academic	November 16th
San Francisco Career Fair	Non-Academic	November 15th
Resume Writing Workshop	Non-Academic	November 14th September 18th
Oakland Career Fair	Non-Academic	November 13th September 6th
Stanford Tour	Non-Academic	November 9th
San Francisco Job Fair	Non-Academic	November 8th
English Writing Workshop	Academic	November 5th October 24th
Winter Warm Up	Non-Academic	November 2nd
TED TALKS	Academic	November 1st
Halloween Party	Non-Academic	October 31st
Pool Competition	Non-Academic	October 26th
San Francisco Career Fair	Non-Academic	October 25th

Student Services Activities List for the Year of 2018

Fall 2018		
Oakland Museum Tour	Academic	October 19th
LUSA Presidential Election Debate	Non-Academic	October 18th
Russian Class	Academic	October 16th - December 4th
Alcatraz Tour	Non- Academic	October 12th
San Francisco Career & Job Fair	Non-Academic	October 11th
San Francisco Career Fair	Non-Academic	October 9th
Interview Techniques Workshop	Non-Academic	October 8th
San Jose Career & Job Fair	Non-Academic	October 2nd
Spanish Class	Academic	October 1st - December 3rd
Lincoln University Olympics	Non-Academic	September 30th
Professor Presentation - Dr. Ashurov	Academic	September 26th
Professor Presentation - Dr. Aityan	Academic	September 19th
Tea Time	Non-Academic	September 17th
San Francisco Tour	Non-Academic	September 14th
HireLive Career Fair	Non-Academic	September 13th
Bank of America Workshop	Non-Academic	September 12th
Professor Presentation - Prof. Sevall	Academic	September 11th
Professor Presentation - Dr. Anokhin	Academic	September 10th
Oakland Pride	Non-Academic	September 9th
City Career Fair	Non-Academic	September 5th
Professor Presentation - Dr. Bogue	Academic	September 4th
Movie Night	Non-Academic	August 30th
Recycling Workshop	Non-Academic	August 28th
Oakland City Walk	Non-Academic	August 24th
New Student Orientation	Academic	August 24th
Art Class	Academic	August 23rd - December 6th
Film Club	Academic	August 22nd - December 5th
Welcome Session	Non-Academic	August 15th
Summer 2018		
Healthcare Workshop	Non-Academic	July 26th
San Francisco Career Fair	Non-Academic	July 26th
San Francisco Career Fair & Job Fair	Non-Academic	July 25th
San Francisco Tour	Non-Academic	July 20th
San Francisco Job Fair	Non-Academic	July 18th
Tea Time	Non-Academic	July 17th
BBQ Event	Non-Academic	July 7th
Movie Night	Non-Academic	July 3rd
Mini Games	Non-Academic	June 25th
Oakland City Walk	Non-Academic	June 15th

Student Services Activities List for the Year of 2018

Fall 2018		
New Student Orientation	Academic	June 15th
Spring 2018		
UC Berkeley Library Tour	Academic	April 6th
Ski Trip at Lake Tahoe	Non-Academic	March 21st
Tax Information Session	Non-Academic	February 21st
Table Tennis Competition	Non-Academic	January 26th
Pool Competition	Non-Academic	January 26th
New Student Orientation	Academic	January 19th

Library Co-curricular Activities in 2018

Workshop or Event	Date
Information Literacy & Library Resources	1/31/18
APA Style Workshop	2/6/18
QuickBooks	2/13/18
Commonwealth Club: Cisco's Alex Goryachev and Maciej Kranz: Innovation in the Digital Economy	3/2018
MS Word - Part 1	3/26/18
MS Word - Part 2	4/2/18
SF Public Library Tour	4/9/18
Ethics Week Display & Writing Competition	4/10/18
Information Literacy & Library Resources	6/20/18
APA Style Workshop	7/3/18
Classroom visits (23)	Various dates
Information Literacy & Library Resources	9/26/18
SF Public Library Tour	9/21/18
Commonwealth Club: Steven Pinker: Enlightenment Now	9/5/18
Commonwealth Club: Beth Comstock: A Guide to Innovation	9/20/18
APA Style Workshop	10/16/18

Presentation Skills - How to make an effective presentation	10/22/18
Plunkett Research database	10/30/18
Lincoln Chronicle (Issue 1, November 2018)	11/1/18
Commonwealth Club: Tom Siebel: The Social Implications of AI	11/1/18
Lincoln Chronicle (Issue 2, December 2018)	12/1/18

It is important for LU leadership to assess whether 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:
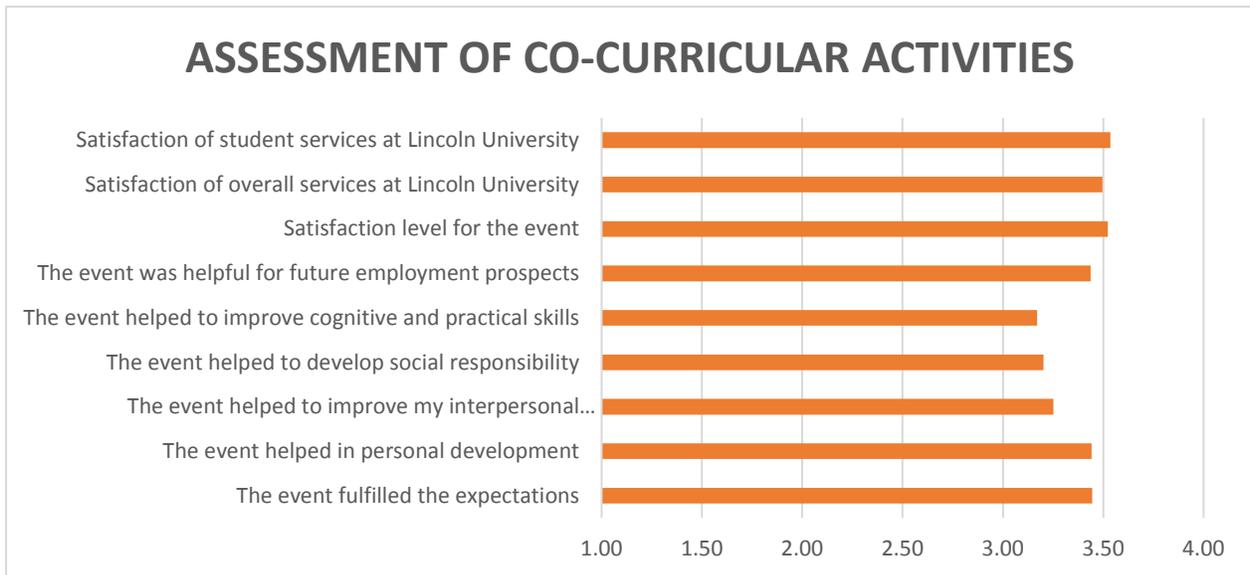
Figure 2.10: Assessment of Co-curricular Activities in 2018 (n = 258)

Student Exit Survey. LU strives to improve its service to students; therefore, we collect students' opinion on whether the program met their expectations. The following figures present results of Student Exit Survey, which, on a 5-point Likert scale, solicit students' opinion.
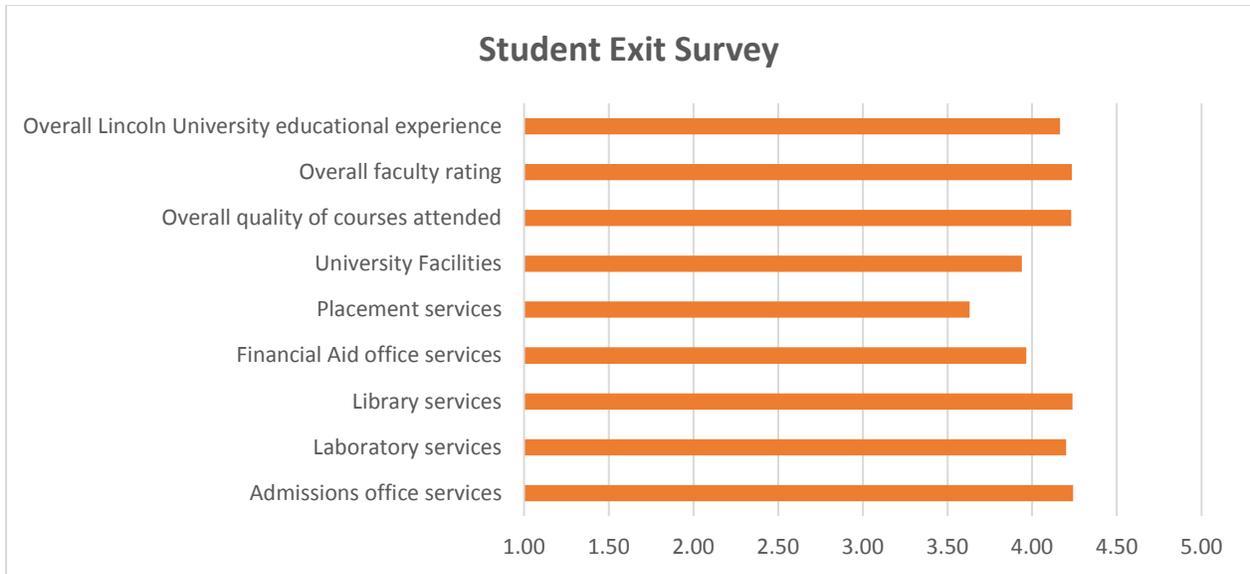
Student Exit Survey

Figure 2.11: Student Exit Survey (n = 232)

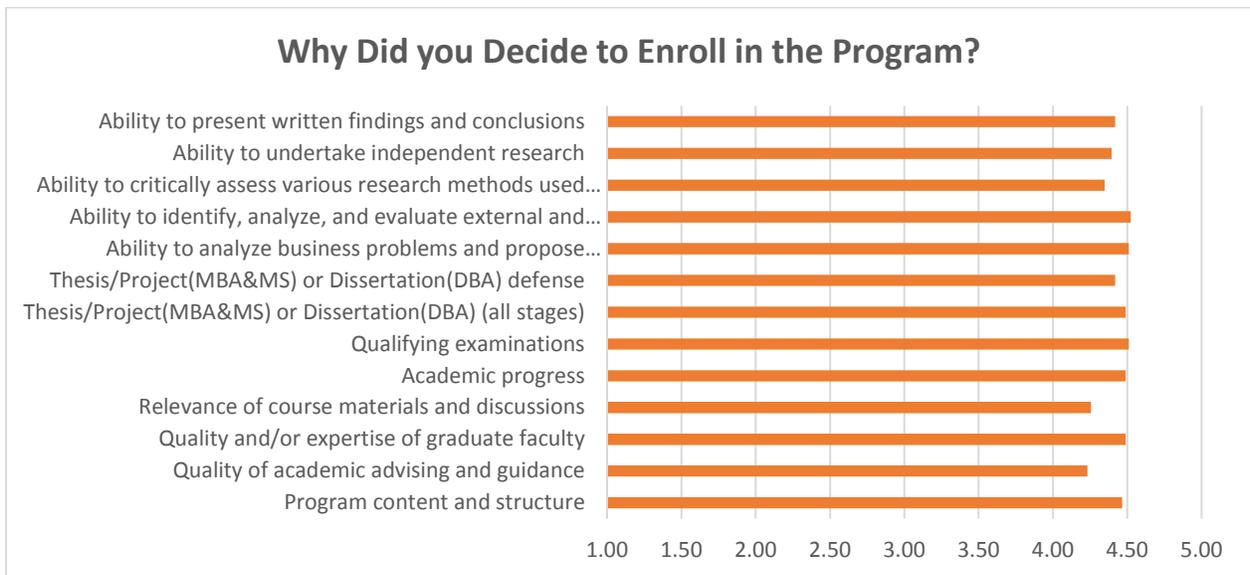## Why Did you Decide to Enroll in the Program?

Figure 2.12: Assessment of Attitudes Toward the Program (n = 232)

PART III: LU FACULTY

INTRODUCTION

The faculty of Lincoln University owns the curricula, and sets the academic standards. Each of our faculty members in the program holds an advanced degree. The backgrounds of our faculty members are diverse in respect to their areas of interest. Many of our faculty held positions in industry as times during their career and bring this prospective to the programs. In addition, many instructors participate in non-academic consulting. There is a considerable spread and balance in our time-in-term experience for our faculty. We have a good mix of faculty members who have been in academia for many years and some who are newer to the academy. At LU, faculty work is as much a way of living as it is a career choice. Keeping this in mind, 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 members 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

In 2018 Lincoln University employed 19 full-time and 16 part-time faculty members. The following figures describe faculty that have been contracted to teach for Lincoln University and their qualifications. List of LU Faculty in the Year of 2018 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:
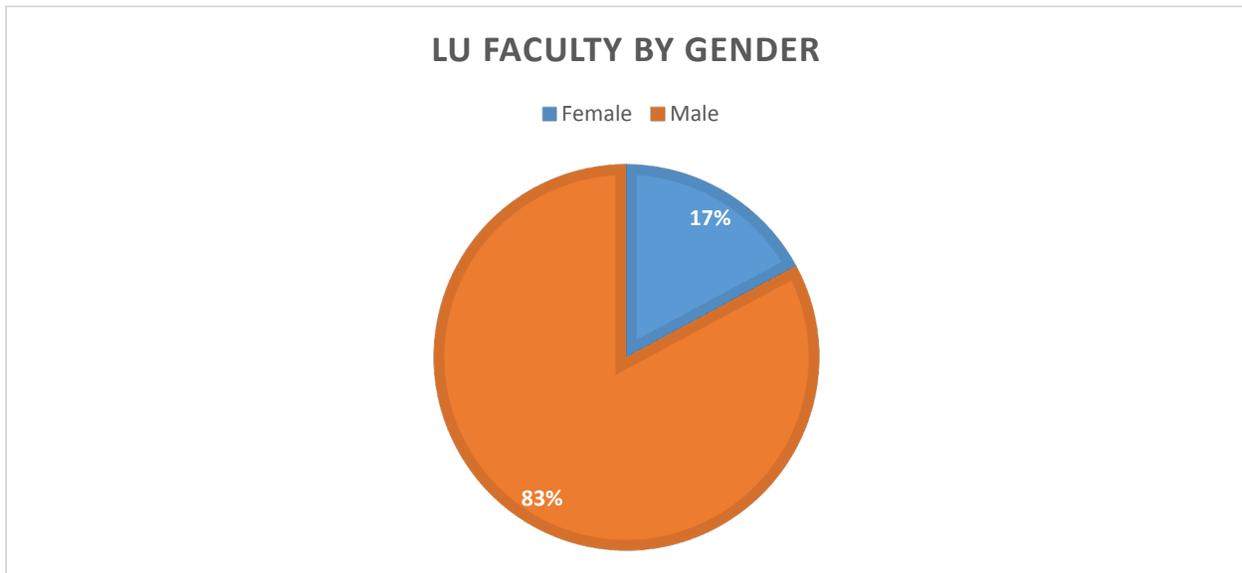

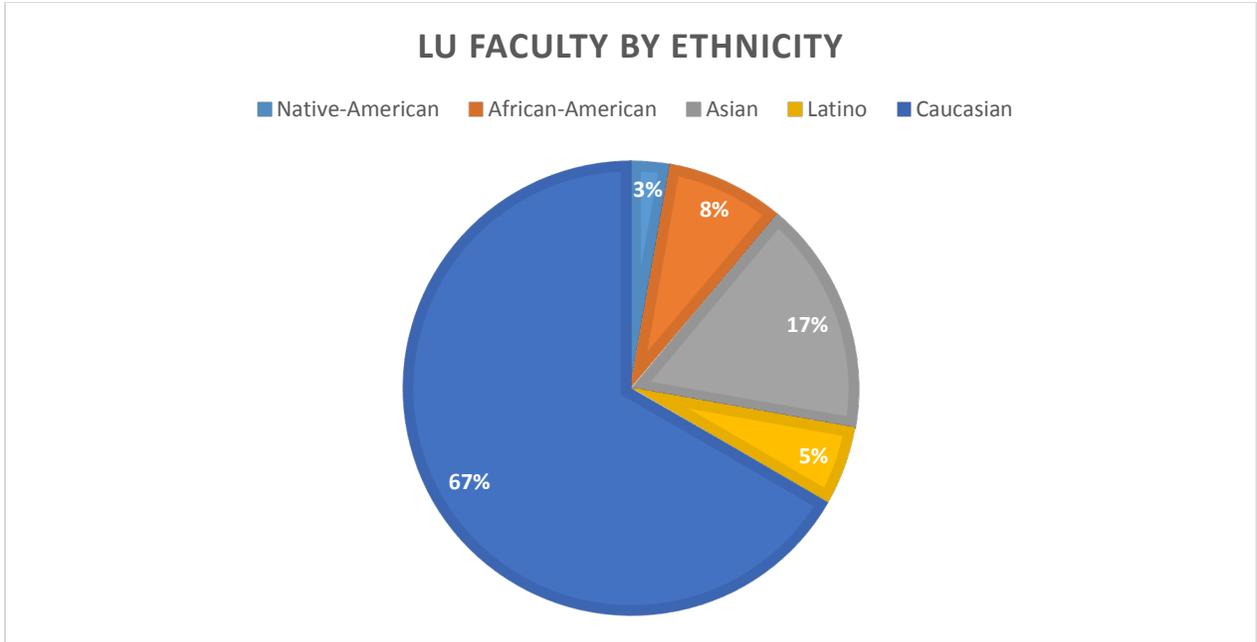*Figure 3.1: LU Faculty by Gender (n = 35)*
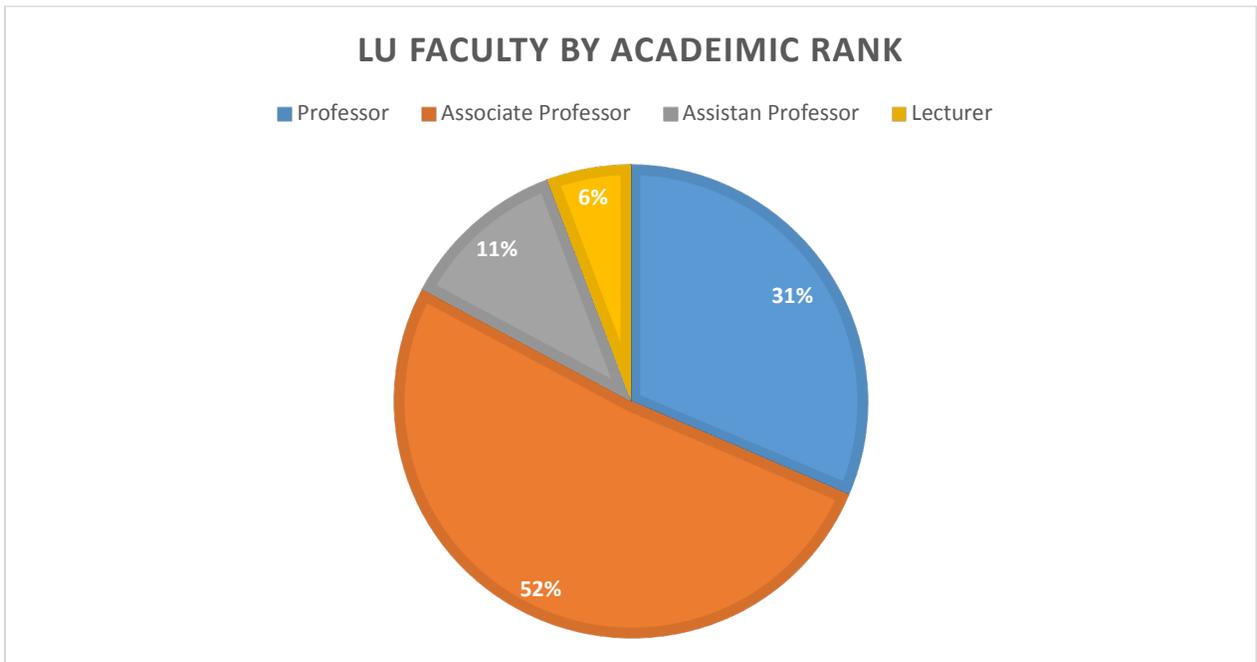
Figure 3.2: LU Faculty by Ethnicity (n = 35)
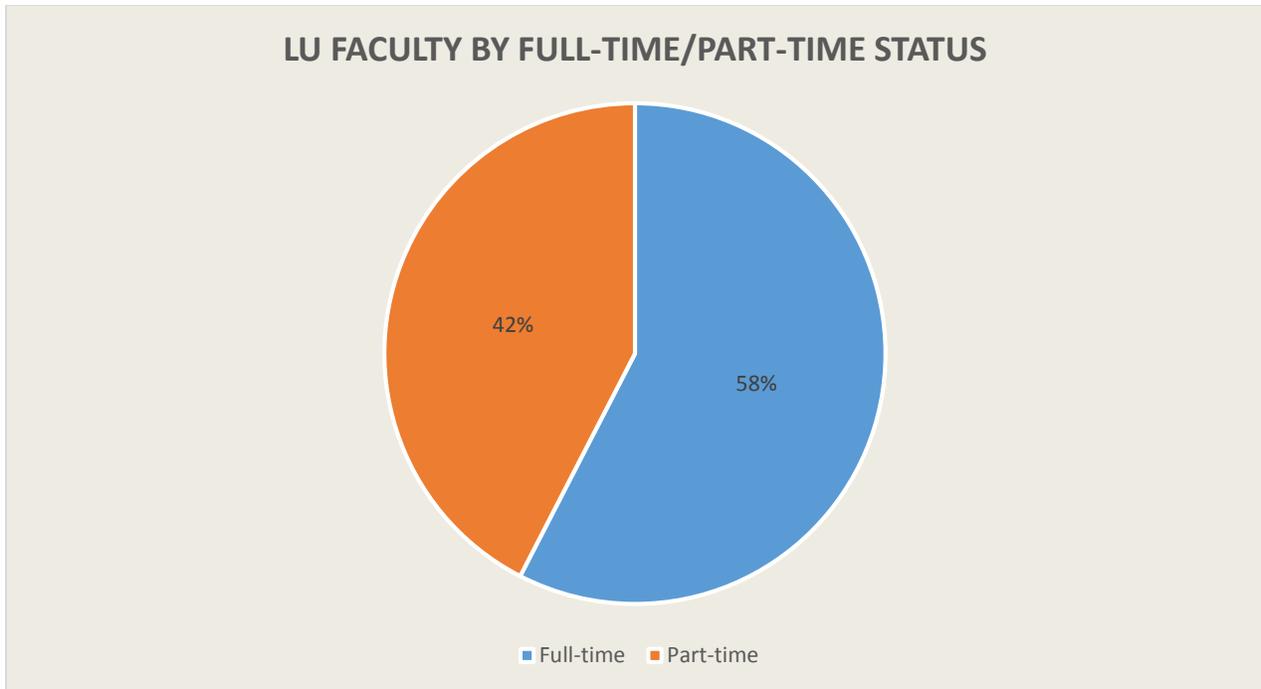

Figure 3.3: LU Faculty by Academic Rank (n = 35)

Figure 3.4: LU Faculty by Full-time/Part-time Status (n = 35)

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 employed include 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 go to the Office of the Provost and to 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 instructors of advanced programs is through student presentations. MBA and DBA degrees rely on comprehensive (or qualifying) exams and/or final projects and defense those 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 centennial 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 2018 and Fall 2018, respectively.

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

Table 3.1: Students' Evaluation of LU Faculty by Program, Spring 2018

Program	The instructor relates well to the cultural diversity of students.	The instructor encourages students to ask questions or express ideas.	The assignments are helpful in understanding the course.	The instructor seems enthusiastic about the subject matter.	The instructor has genuine interest in the students.
BA	3.35	3.34	3.65	3.31	3.19
BS	3.45	4.00	3.24	3.78	3.25
MBA	3.29	4.00	3.65	4.00	4.00
MS-IB	3.78	3.95	4.00	3.96	4.00
MS-FM	3.98	3.55	4.00	3.88	3.56
DBA	3.47	3.14	4.00	3.81	3.45
General ED	3.66	3.37	3.51	3.64	3.71

Program	The instructor is clear and organized in his/her presentation.	The educational objectives of this course are being achieved.	The grading system of the class was clearly presented.	The instructor takes care to determine how well students understand the class.	The examinations fairly tested the knowledge of the course.
BA	3.45	3.39	3.32	3.40	3.28
BS	3.95	3.61	3.65	3.80	3.71
MBA	4.00	3.45	3.52	3.71	3.68
MS-IB	3.42	3.75	3.71	3.42	3.71
MS-FM	3.76	4.00	3.45	3.17	3.45
DBA	3.95	4.00	4.00	3.75	4.00
General ED	3.22	3.27	3.45	3.29	3.16
Program	The instructor demonstrates knowledge of the subject.	I would rate the learning experience of this class as:	The instructor used the class time effectively.	The syllabus clearly defines the course assignments.	The material noted on the syllabus has been covered on the schedule.
BA	3.29	3.13	3.27	3.51	3.45
BS	3.74	3.52	3.76	3.19	3.60
MBA	3.57	3.62	3.71	3.76	3.57
MS-IB	3.55	3.47	3.47	3.81	3.47
MS-FM	3.50	3.75	4.00	4.00	3.90
DBA	4.00	4.00	4.00	4.00	4.00
General ED	3.45	3.31	3.36	3.39	3.27

Table 3.2: Students' Evaluation of LU Faculty by Program, Fall 2018

Program	The instructor relates well to the cultural diversity of students.	The instructor encourages students to ask questions or express ideas.	The assignments are helpful in understanding the course.	The instructor seems enthusiastic about the subject matter.	The instructor has genuine interest in the students.
BA	3.12	3.65	3.76	3.29	3.75
BS	3.9	3.85	3.60	3.50	3.89
MBA	3.78	3.65	3.57	3.42	3.95
MS-IB	3.72	3.8	3.63	3.12	3.35
MS-FM	3.67	3.55	4.00	3.55	3.28
DBA	3.35	4.00	4.00	4.00	3.35
General ED	3.74	3.82	3.65	3.85	3.65

Program	The instructor is clear and organized in his/her presentation.	The educational objectives of this course are being achieved.	The grading system of the class was clearly presented.	The instructor takes care to determine how well students understand the class.	The examinations fairly tested the knowledge of the course.
BA	3.62	3.31	3.40	3.20	3.51
BS	3.9	3.75	3.85	4.00	3.45
MBA	3.55	3.29	3.68	3.52	3.28
MS-IB	3.10	3.48	3.25	3.49	3.67
MS-FM	3.35	3.29	3.35	3.50	3.64
DBA	3.75	3.62	3.78	3.33	3.55
General ED	3.45	3.35	4.00	3.85	3.81
Program	The instructor demonstrates knowledge of the subject.	I would rate the learning experience of this class as:	The instructor used the class time effectively.	The syllabus clearly defines the course assignments.	The material noted on the syllabus has been covered on the schedule.
BA	3.35	3.20	3.40	3.21	3.39
BS	3.92	3.57	3.85	3.65	3.57
MBA	4.00	3.55	3.89	3.29	3.75
MS-IB	3.75	3.25	3.25	4.00	3.46
MS-FM	3.67	3.57	3.38	3.45	3.87
DBA	3.42	3.55	3.12	3.55	3.29
General ED	3.51	3.50	3.51	3.62	3.71

As evident by the data presented in Tables 3.1 and 3.2, the student evaluations of LU faculty were 3.0, which translate to good and excellent, in all programs offered by LU. These results show the dedication of our faculty to educational excellence. Our faculty recognizes 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 observations 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 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

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 3.3) presents the results of the constructed-response items.

Table 3.3: Student Input into Curriculum Evaluation (n = 253)

Survey Item	Response
What type of class assignments is most helpful for developing of English skills?	Presentation
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; Visual Input; Projects
Describe why you took this course?	Required

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 year of 2018.
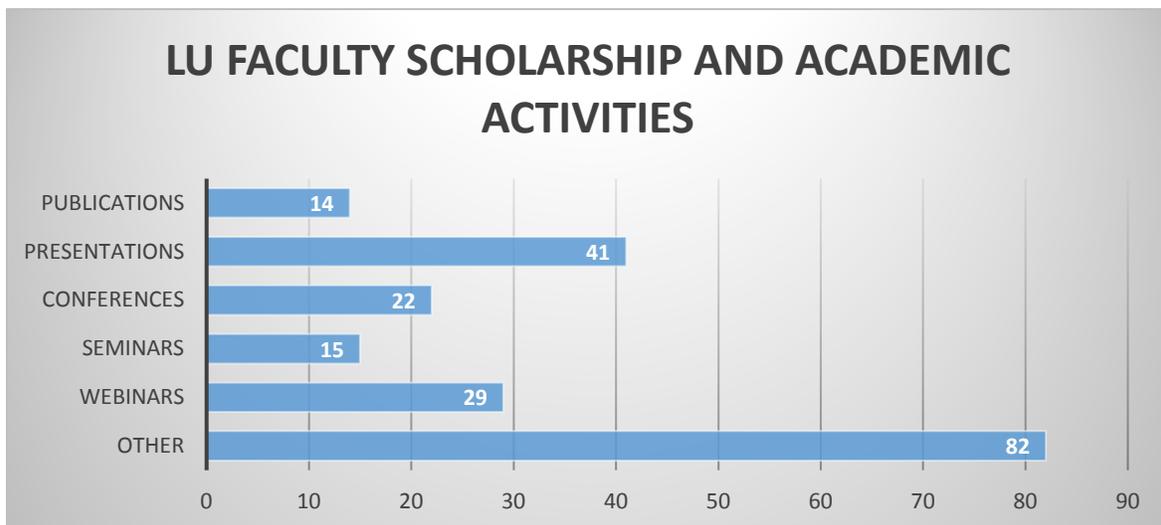

Figure 3.5: LU Faculty Scholarship and Academic Activities in the Year of 2018
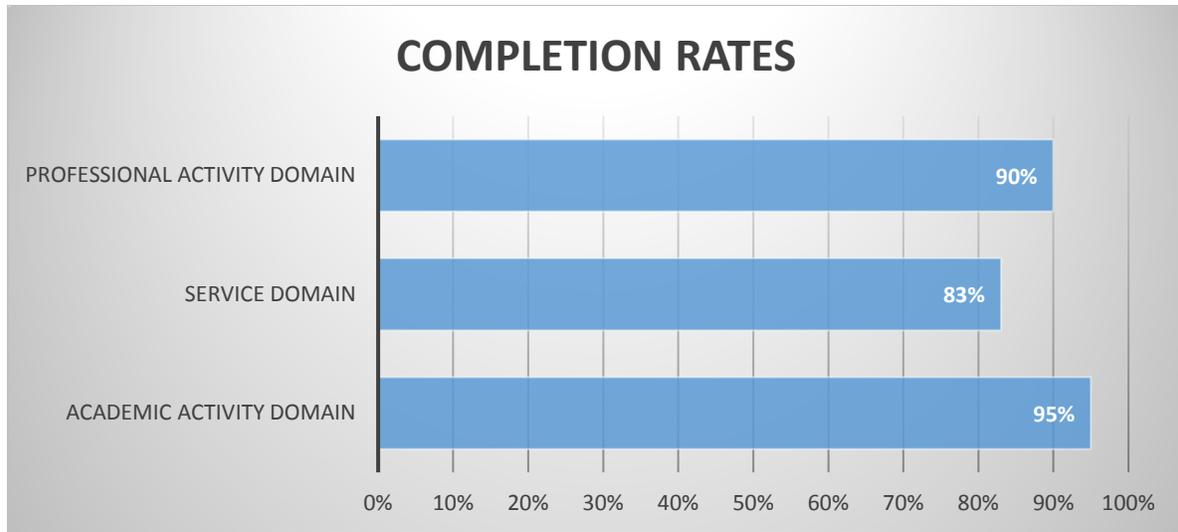
Figure 3.6: LU Faculty Completion Rates of Planned Activities the Year of 2018

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 members 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.

LU has developed assessment practices embedded in academic courses, which generate information about what and how students are learning within the program and classroom environment. Course-embedded assessment takes advantage of already existing curricular offering using existing assignments for program leaning outcomes assessment. The student artifacts are evaluated to determine whether the students are achieving the prescribed learning outcomes and objectives of the program. This assessment is a separate process from that used by the course instructor to grade the exam, report, or term paper. Commonly used rubrics produce scores on the same scale, which assures standardization of the process.

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.

Process of Assessment. In order for learning outcomes assessment to be genuinely effective, it must involve the whole University. At Lincoln University, there are four groups directly involved in assessment (with other stakeholders within the University supporting the effort):
- Assessment Committee, consisting of full and part-time faculty members and other relevant stakeholders invited on an ad hoc basis, develops learning outcomes, assesses student artefacts, provides initial analysis and recommendation for improvement of student learning as well as the assessment process itself.

- Department chairs nominate faculty to the assessment committee, review assessment reports, and suggest possible ways for closing the loop.
- The Office of Institutional Research and the Provost Office provide organizational, methodological, and technical support throughout the entire assessment process. The Office of Institutional Research summarizes assessment findings and includes them in the Institutional Research Report that is present for the discussion during a general faculty meeting.
- The Provost and the President review faculty recommendations based on the results of assessment and determine the optimal course of actions in tune with the strategic plan of Lincoln University.

Assessment at Lincoln University is seen as an organic part of the process of teaching and learning, rather than an external superimposed process. Figure 1 illustrates the integration of learning outcomes assessment in teaching and learning framework.
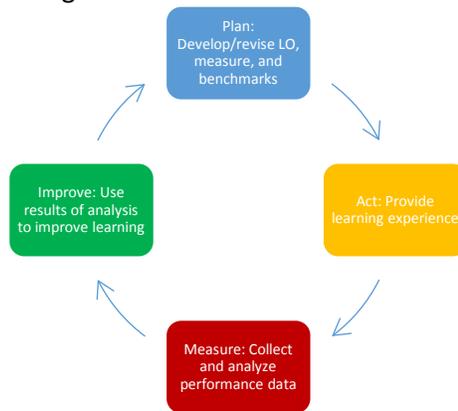

Figure 4.1: Integrated teaching and learning framework

The assessment component of the integrated teaching and learning framework process (*Plan* and *Measure* stages) is focused on answering the crucial question: *To what degree students are achieving set outcomes?*

The systematic way of answering this question includes the development/revision of learning outcome, selection/design of learning outcome measure, collection of data, analysis of data, reporting of results, and planning of the next assessment cycle. The SLO Assessment Handbook is divided into sections to reflect these steps in learning outcomes assessment. Each section provides an overview of the step, lists specific actions associated with the step, and offers suggestion, recommendations, and strategies for completing the step in an efficient manner.

Assessment calendar. The following chart offers a tentative timetable for planning and implementing a calendar year assessment cycle.

Steps	Month	Tasks	Suggested Activities	Responsible Party
Plan	January	• Revise assessment processes based on previous cycle feedback	Publicize changes to the process	Office of IR; Provost Office
Plan	January/February	• Develop/revise learning outcomes • Select/design learning outcomes measures • Determine sources of data (which courses student artifacts will be collected) • Form assessment teams	Hold Assessment Committee meeting; Communicate with instructors of assessment courses	Assessment Committee, supported by the Provost Office
Collect Data	April/May	• Begin data collection • Receive data from institutional surveys		Assessment Committee, supported by the Provost Office
Collect Data	June/July	• Rate student works and record results (Spring semester)		Assessment Committee
Collect Data	August	• Continue data collection		Assessment Committee
Collect Data	November/December	• Complete data collection • Discuss assessment process, provide feedback to Office of Institutional Research; review preliminary data	Hold Assessment Committee meeting	Assessment Committee
Analyze Data and Report Results	December	• Complete data collection • Rate student works and record results (Fall semester) • Transmit assessment results to the Office of Institutional Research.		Assessment Committee, supported by the Provost Office

Steps	Month	Tasks	Suggested Activities	Responsible Party
	January	• Discuss assessment results provided in the Institutional Research Report during the General Faculty meeting	Hold General Faculty meeting	Provost Office

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. Not every PLO is assessed every year. The PLOs assessed in 2018 are marked within the figures.

Benchmarking. The benchmarks for LU PLO assessment were set during meetings of subject matter experts (SMEs) consisted of LU faculty members and administrators selected for a specific field. It was decided that the PLO benchmarks at 75% would properly correspond to requirements of LU programs.

The selection of this standard was done through discussions with SMEs who were intuitively determining most difficult questions of their tests that an average student would answer correctly and the easiest question the average student would not answer correctly. The SMEs were instructed to base their conclusion on the "average student," defined as a person who would be able, by their subjective evaluations, to provide correct answers to 70% of final tests.

LU Office of Institutional Research reviewed benchmarks used in other schools. Many schools accept similar PLO benchmarks in the range of 65% - 75%. That information confirmed the legitimacy of PLO benchmarks selection. The following list provides a sample of accredited educational institutions that set the benchmark for PLO assessment at 70%:

www.wvstateu.edu/wvsu/media/Academics/Appendix-Q.pdf
www.lamission.edu/slo/Counseling%20Fall%202016%20SLO%20Assessment%20Report.pdf
www.elcamino.edu/academics/slo/docs/ploassessmentsbydivision/fall_2017/_2019-0124_HUM-DIV_FA17_PLO-Assessment-Report.pdf
www.hpu.edu/about-us/student-success/files/biology-plo-assessment-report.pdf
www.fmarion.edu/wp-content/uploads/2016/07/Sociology-Department-IE-Report-2015-2016-3.pdf
www.moorparkcollege.edu/sites/default/files/files/Accreditation/PLO_Reports/2016/2016_cnse.pdf
www.sowela.edu/wp-content/uploads/Culinary-PLOs-16-17.pdf
www.redlands.edu/globalassets/depts/school-of-business/documents/graduate-action-plans-2016.pdf
https://ceas.uc.edu/content/dam/sas/docs/ConstructionManagement/CM%20Program%202017%20SLO%20Assessment%20Meeting%20Report.pdf
www.iue.edu/hss/documents/PoliticalScienceAnnualAssessmentSummary2017-2018.pdf
www.lasc.edu/faculty_staff/accreditation/documents/standardiic1b/II_c_7_info_comp_rept.pdf
https://laulima.hawaii.edu/access/content/group/5496cc37-bb4f-4995-832a-4031dba85c1d/2014-10-15/Rec%203/Course%20Learning%20Reports/Culinary/clr_culn160-2013fall-AM2.pdf
www.occc.edu/bit/pdf/acbsp-standard-4.pdf

ASSESSMENT RESULTS

Summary

During the Fall 2018 semester, the assessment has been focused on critical thinking learning outcome for GE program, and problem-solving learning outcomes for business administration programs.

The results of the assessment demonstrated that although the benchmark has been met for all learning outcomes, there is room for improvement with relation to writing and analytical skills. This happens to be a common theme among students enrolled in various programs at Lincoln University and likely is due to English not being a native language for a significant portion of students.

It is recommended that faculty and administration develop ways to provide additional in-course and extra-curricular instructions / development opportunities focusing on improving student understanding of scientific method as the basis for analytical work and on shaping the culture of academic / professional writing. Reviewing curricular and changing course progression (specifically, delivering BA 312 – Business Research Methodology earlier in the program) may have a positive impact on assessed outcomes. Continuation of the assessment these learning outcomes is needed for programs with small enrollment (MS in IB, MS in FM).

General Education

GELO 5 "Critical Thinking": Apply critical thinking skills and common sense to approach and solve real-world problems. Demonstrate proficiency in skills that sustain lifelong learning, particularly to think critically and responsibly in assessing, evaluating, and integrating information
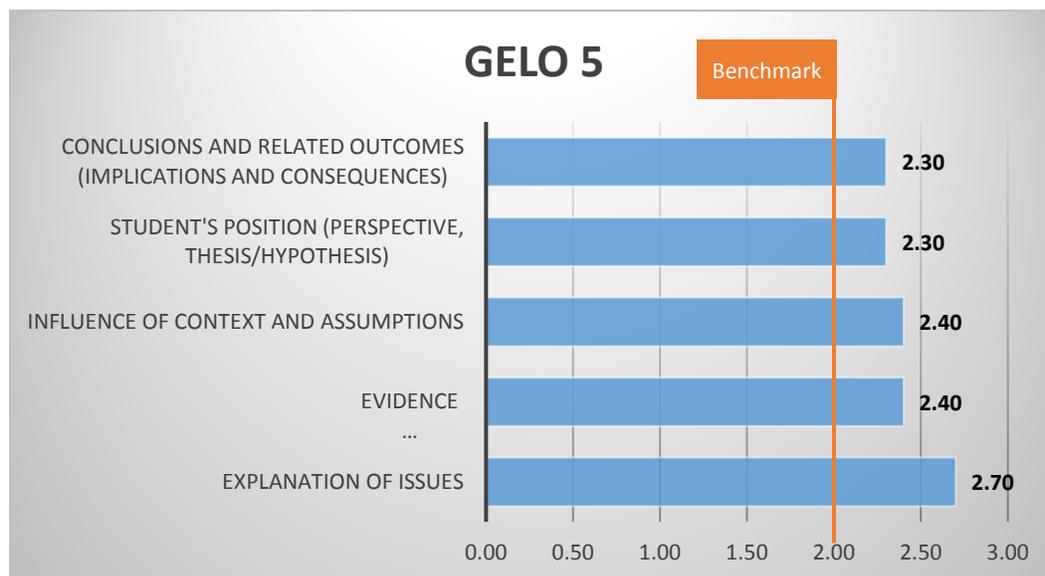

Figure 4.2: Averages of Scores Derived from Direct Assessment, GELO 5

Measure: Course-embedded assignment – Essay "Problems in world economy" (Course: ECON 10 – Economic Geography).

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

Data collection: Students submitted their works online using Google Form submission instrument.

Analysis: Students score well on the "explanation of issues" parameter, however, they seem to be less proficient in thinking about the issue as a problem that requires a solution. Students would benefit from additional guidance related to the structure of writing, the approach to formulating the main thesis of a paper, and the way of working with factual evidence.

The assignment is suitable for the assessment of this outcome. However, the assessment team suggested revising assessment rubric to close resemble the formulation of the learning outcomes outcome.

Bachelor of Arts in Business Administration

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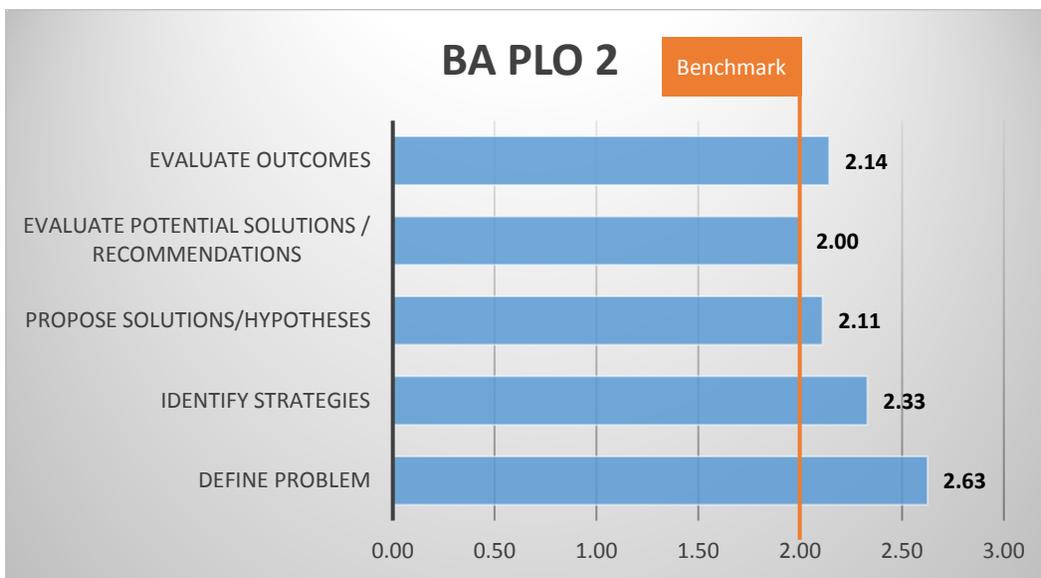

Figure 4.3: Averages of Scores Derived from Direct Assessment, BA PLO 2

Measure: Course-embedded assignment – Course project (Course: BA 290 – Business Policies).

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

Data collection: Students submitted their works online using Google Form submission instrument.

Analysis: Student may require additional guidance with regards to the proposal and evaluation of potential solutions and recommendations. Grounding recommendations in the results of research is important throughout the business administration programs. It is recommended to consider reviewing the relevant courses in the undergraduate curriculum to introduce the information literacy workshops.

It was recommended by the assessment team to provide students with rubric that will be used for assessment of this assignment.

Bachelor of Science in Diagnostic Imaging

BS PLO 1 "Knowledge of Ultrasound Technology": Demonstrate knowledge of principles of ultrasound technology, medical terminology, physiology, sonography, and echocardiography
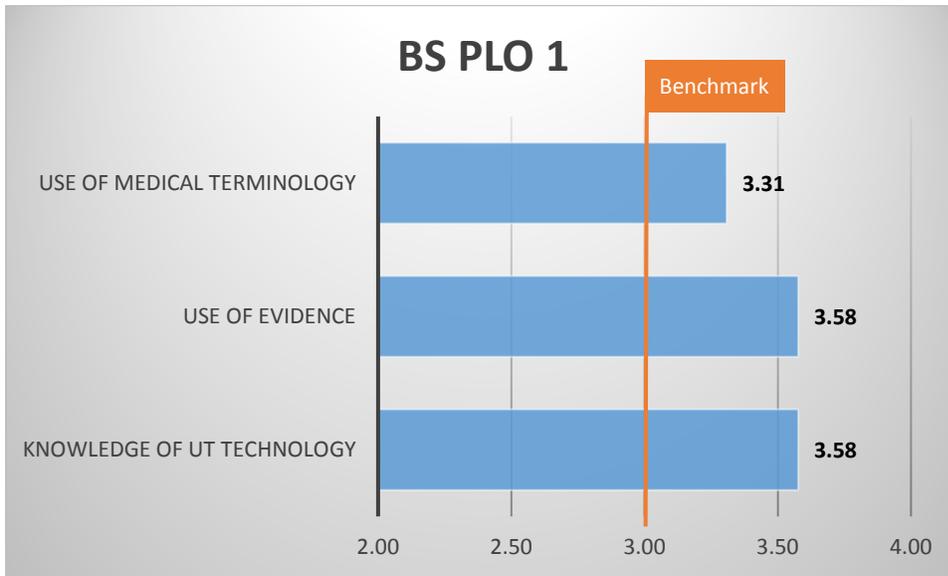

Figure 4.4: Averages of Scores Derived from Direct Assessment, BS PLO 1

Measure: Course-embedded assignment – Course project (Course: DI 234 – Abdominal Vascular).

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

Data collection: Students submitted their works online using Google Form submission instrument.

Analysis: Student met the benchmark and demonstrated good level of learning outcome attainment. It is recommended to continue focusing on practical aspect of the application of knowledge. Although students demonstrate proficiency in the use of medical terminology, due to importance and complexity of the topic it is recommended to consider the possibility of additional tutoring related to medical terminology use.

It was recommended by the assessment team to revise the rubric used for more clarity and provide it to students.

Master of Business Administration

PLO MBA 2 "Advanced Problem Solving": Integrate theoretical knowledge, problem-solving skills, and practical experiences to formulate solutions and identify risks conducting strategic analyses, operational planning and control in a typical business organization
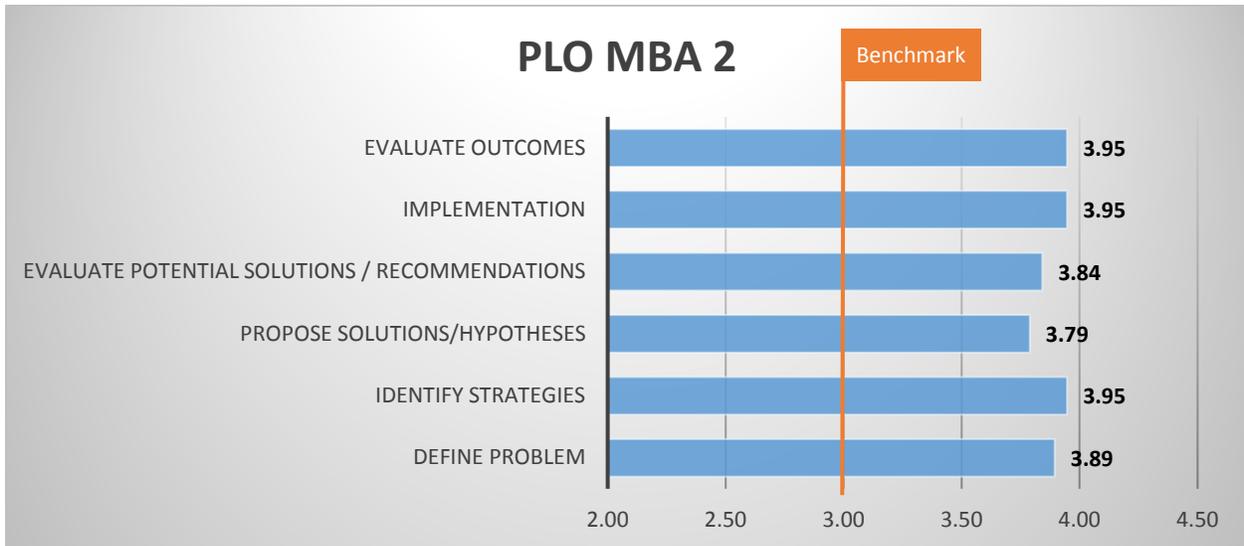

Figure 4.4: Averages of Scores Derived from Direct Assessment, MBA PLO 2

Measure: Course-embedded assignment – Course project (Course: BA 320 – Organizational Behavior and Administration).

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

Data collection: Students submitted their works online using Google Form submission instrument.

Analysis: Similarly, to the undergraduate program learning outcome assessment results, MBA students would benefit from additional guidance with regards to the formulation of hypotheses/solutions and their effective data-driven evaluation. These topics are handled in the required BA 312 – Business Research Methodology course. It is recommended to consider moving this course earlier in the curriculum and reviewing other relevant courses to incorporate relevant instruction.

Master of Science in Finance Management

PLO MSFM 3: Effectively apply appropriate qualitative and quantitative techniques and technology to address and solve real-world financial problems for a company
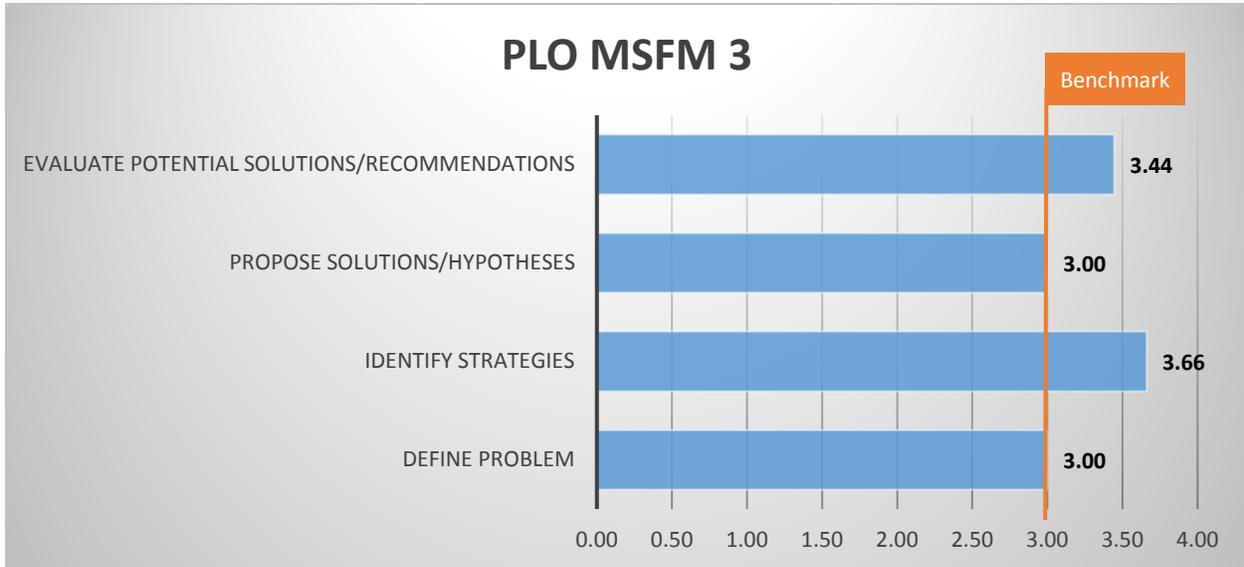

Figure 4.5: Averages of Scores Derived from Direct Assessment, MSFM PLO 3

Measure: Course-embedded assignment – Individual research project – Case Study (Course: BA 490 B – Business Strategy and Decision-Making for Finance Management).

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

Data collection: Students submitted their works online using Google Form submission instrument.

Analysis: The benchmark has been met. In order to get a more detailed insight it is recommended to continue assessment of this and other PLOs in Master of Science program using the same assignment in order to accrue a large sample of work.

Master of Science in International Business

PLO MSIB 3: Effectively apply appropriate qualitative and quantitative techniques and technology to address and solve real-world international business problems
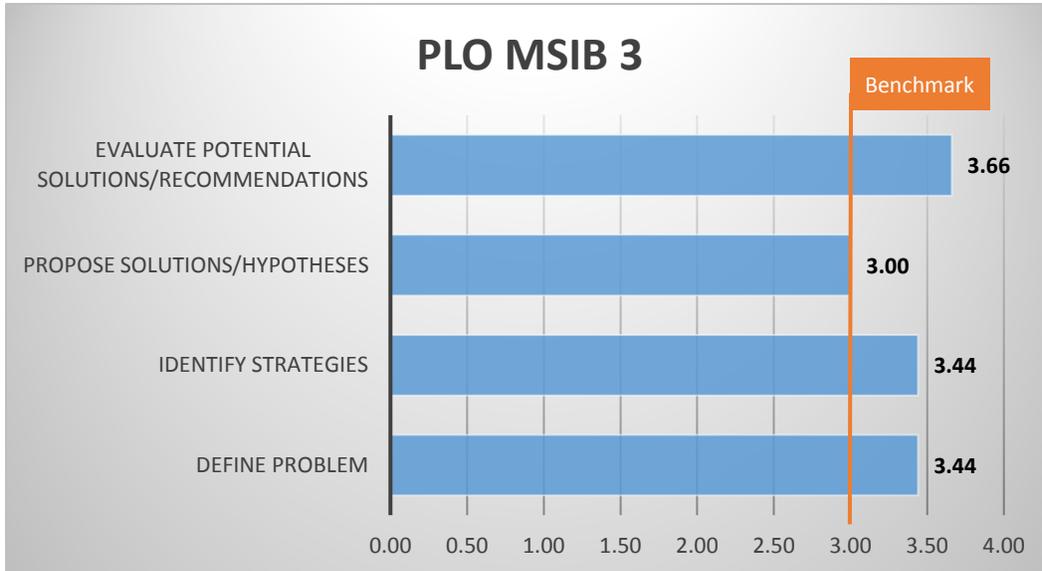

Figure 4.6: Averages of Scores Derived from Direct Assessment, MSIB PLO 3

Measure: Course-embedded assignment Individual research project – Case Study (Course: BA 490 A – Business Strategy and Decision-Making for Finance Management).

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

Data collection: Students submitted their works online using Google Form submission instrument.

Analysis: The benchmark has been met. In order to get a more detailed insight it is recommended to continue assessment of this and other PLOs in Master of Science program using the same assignment in order to accrue a large sample of work.

PART V: SUMMARY AND FUTURE DIRECTIONS

The results of this Report demonstrate that Lincoln University stayed true to its mission and objectives in the year of 2018 year. LU continued to focus on accountability emphasizing continued prudent management and efficient allocation of existing resources, utilizing data-driven metrics to measure the impact rather than activity. As example of this year includes completion of the second phase of LU strategic management plan that looked at demand, achievement, success, and financial metrics for all our undergraduate and graduate programs, and resulted in recommendations for accelerated growth, continued maintenance, and enhanced assessment.

LU academic support initiatives included hiring a new director of Student Services, which resulted in further development of academic and non-academic extracurricular activities on and off Lincoln campus. LU's commitment to data-driven evidence and assessment is evident in the completion of institutional data integration phase and beginning a university-wise, global collaborative efforts that provide real-time, data-based student monitoring and intercession to promote student success; developing right-sized-data-based predictive models of student enrollment, retention, and graduation; identifying and diagnostic student achievement gaps; continuing the use of a data-informed hiring protocol designed to engender more diverse applicant pools for faculty positions; and monitor faculty scholastic activities enhancing LU's scholarly productivity and its measurement.

In the next year, our goals are:
- To stay compliant with WSCUC Accreditation Standards
- To promote collaboration and compliance with professional academic bodies to maintain program-specific accreditation of LU Business programs
- To engage with administrative peer groups at other universities to learn about how they meet challenges such as enrollment and resource constrains, student success, strategic program prioritization, internal funding structures, and institutional data analytics
- To nurture authentic relationships with corporations, private foundations, and individuals to understand their needs, and establish mutually beneficial programmatic initiatives

APPENDIX I: LIST OF FACULTY MEMBERS WHO TAUGHT AT LU DURING 2018

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

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

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

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

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, 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

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, San Francisco

26. **Dusica Ristic**, Associate Professor of Diagnostic Imaging; MD, University of Belgrade; RDMS, RDCS, RVT

27. **Jaimini S. Shah,** Associate Professor of Diagnostic Imaging*;* MD, B.J. Medical College, Gujarat; **RDMS, RVT, BLS**

28. **Miron Yoffe**, Associate Professor of MIS and Mathematics; BSc, MSc, Novosibirsk State University; PhD, Institute of Mathematics of Siberian Branch of Russian Academy of Sciences

29. **Guillermo A. Paredes,** *Associate Professor of Diagnostic Imaging;* MD**,** San Marcos University; RDMS, RVT

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

PART-TIME ASSISTANT PROFESSORS

31. **Oxana Ostanina**, Assistant Professor of Diagnostic Imaging; MD, Saint Petersburg State Medical University; RDCS

32. **Jeannine Stamatakis**, Assistant Professor of Psychology and Humanities; BA, University of California, Berkeley; MA, Saint Mary's College of California, Moraga

33. **Mohamed Tailab,** *Assistant Professor of Business Administration and Accounting;* BBA, MS, Al-Jabal El-Gharbi University; DBA, Lincoln University, Oakland

LECTURERS

34. **Setareh Dehdashty,** Lecturer of Diagnostic Imaging; BS, California State University Eastbay, RDMS

35. **Guoliang Fang**, Lecturer of Mathematics and Computer Science; MS, Beijing Normal University; PhD Candidate, Pennsylvania State University

APPENDIX II: INSTITUTIONAL LEARNING OUTCOMES

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

Recognize problems, think critically, apply analytical reasoning, and propose solutions (**ILO 1)**. This entails:
a) For BA/BS students: ability to develop habits and skills necessary for processing information based on intellectual commitment and using these skills to guide behavior.
b) For MBA/MS students: ability to recognize and work with the components of reasoning and problem solving; ability to understand concepts, assumptions, purpose, conclusions, implications, consequences, objections from alternative viewpoints, and frame of reference.
c) For DBA students: ability to incorporate various modes of thinking including scientific, economic, mathematical, historical, anthropological, and moral ones.

Communicate ideas, perspectives and values clearly while respectfully listening to others (ILO 2). This entails:
a) For BA/BS students: ability to raise important questions and problems and formulating them clearly and precisely in oral or written communication.
b) For MBA/MS students: ability to gather and assess relevant information, use abstract ideas to interpret it effectively, develop well-reasoned conclusions and solutions, and test them against relevant criteria and standards.
c) For DBA students: ability to operate within alternative systems of thought; recognize and assess the needs with related assumptions, implications, and practical consequences; and communicate results effectively with others in figuring out solutions to complex problems.

Display professional behavior and act responsibly at local, national, and global levels (**ILO 3)**. This entails:
a) For BA/BS students: ability to act with dignity and follow the principles concerning the quality of life of all people, recognize an obligation to protect fundamental human rights, and respect the diversity of all cultures.
b) For MBA/MS students: ability to be exemplary business professionals and ensure that the products of their efforts will be used in socially responsible ways, will meet social needs, and will avoid harmful effects to health and welfare.
c) For DBA students: as exemplary business professionals, ability to minimize the possibility of indirectly harming others by following accepted standards at local, national or international levels; ability to assess the likelihood of physical and social consequences of any developed product's harm to others.

Work collaboratively and respectfully as members of diverse organizational teams (ILO 4). This entails:
a) For BA/BS students: ability to focus on individual and organizational benefits; communicate to co-workers and company's leadership in facilitation of collaborative environment; be honest and transparent with regard to their work and be respectful of the work of others.

b) MBA/MS students: ability to lead by example to create highly collaborative organizational environment; ability to develop and use strategies to encourage employees at all organizational levels to do the same.
c) DBA students: ability to integrate collaboration into organizational workflows, create a supportive environment for collaboration and teamwork, and lead by example.

Demonstrate leadership skills through the ability to set directions and motivate others (**ILO 5)**. This entails:
a) For BA/BS students: ability to display sincerity and integrity in all their actions based on reason and moral principles; ability to inspire others by showing mental and spiritual endurance.
b) For MBA/MS students: ability to set goals and have a vision of the future; as effective leaders, they should habitually pick priorities stemming from their basic values.
c) For DBA students: ability to have perseverance to accomplish a goal despite potential obstacles, use sound judgments to make decisions at a right time, and make appropriate changes in thinking, planning, and methods in achieving organizational goals.

Apply creativity and innovation in their field of study (**ILO 6)**. This entails:
a) For BA/BS students: ability to show creativity by thinking of new and better goals, ideas, and solutions to problems; ability to become a resourceful problem solvers.
b) For MBA/MS students: ability to continually seek, develop, and offer new or improved services; ability to use original approaches when dealing with problems in the workplace.
c) For DBA students: ability to set up realistic goals for the organization, encourage innovative strategies, and convey a clear sense of future direction to employees.

Demonstrate expertise and integration of ideas, methods, theory and practice in a specialized discipline of study (**ILO 7)**. This entails:
a) For BA/BS students: ability to define and explain the boundaries, divisions, styles and practices of the field; ability to define and properly use the principal terms in the field.
b) For MBA/MS students: ability to demonstrate fluency in the use of tools, technologies and methods in the field; ability to evaluate, clarify and frame complex questions or challenges using perspectives and knowledge from the business discipline.
c) For DBA students: ability to formulate and arrange ideas, designs, or techniques, and apply them to specific issues and problems; ability to apply current research, skills, and or/techniques in the field.