LINCOLN UNIVERSITY INSTITUTIONAL RESEARCH REPORT ACADEMIC YEAR 2024-2025

Lincoln University
Office of Institutional Research

Contents

FOREWORD

This Report is designed to provide information about Lincoln University for accountability and as ongoing educational assessment. Specifically, this Report summarizes student-related information, faculty-related information, and information about assessment of learning outcomes. The Report has four sections. Part I introduces 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.

EXECUTIVE SUMMARY

Executive Summary and Strategic Outlook

Lincoln University's Institutional Research Report for the academic year 2024–2025 offers a rigorous and multifaceted overview of the university's operational, academic, and strategic landscape. As a private, nonsectarian institution with a historical commitment to diversity and internationalism, Lincoln University has sustained its mission of delivering high-quality, career-oriented education. The report elucidates the university's ongoing commitment to academic excellence, learning outcomes assessment, and institutional improvement within a post-pandemic context. This narrative encapsulates both the findings of the report and outlines actionable directions for future development.

Institutional Overview and Academic Integrity

Lincoln University continues to serve a globally diverse student population, offering undergraduate, graduate, and doctoral degrees in business and diagnostic imaging. It upholds a values-driven mission centered on global awareness, academic rigor, and intercultural competency. The institutional structure reflects a commitment to evidence-based excellence, with the Office of Institutional Research (OIR) playing a pivotal role in the systematic collection and evaluation of student, faculty, and learning outcomes data.

A hallmark of the report is the reinforcement of Lincoln's identity as a graduate-focused institution, with programs aligned to industry needs and supported by a robust faculty development model. Institutional learning objectives are tied to clear program-level learning outcomes (PLOs), which are assessed through embedded course assignments, capstone projects, and faculty-designed rubrics.

Student Demographics and Institutional Impact

Lincoln University's demographic data from 2024–2025 reveal notable shifts, particularly in gender composition and ethnic representation. The transition from a male-majority student body to female-majority by Summer 2025 demonstrates success in recruitment diversification. South Asian students comprised the most significant international group, reflecting strategic growth in specific regional pipelines.

Retention rates averaged 86.3% over the past three years, well above the national benchmark, and were sustained across all academic programs. Placement rates also remained strong, with the MBA and DBA programs achieving 88–100% employment or continued education rates. These figures are underpinned by faculty-student engagement, co-curricular integration, and proactive student services.

However, the report underscores lingering effects of the COVID-19 pandemic, including international enrollment fluctuations and visa-related challenges. To mitigate these impacts, Lincoln introduced flexible academic scheduling, hybrid instruction models, and enhanced international student support—practices that reflect a future-ready approach to global higher education.

Assessment of Student Learning Outcomes

A defining strength of the 2024–2025 report lies in its detailed, data-informed analysis of student learning outcomes. Lincoln University has institutionalized course-embedded assessment and implemented comprehensive evaluations of capstone performances and qualifying examinations. The university adopted the Bookmark method to establish robust performance benchmarks, with PLOs assessed against a 75% proficiency standard.

For example, in the BA in Business Administration, PLO 4—"Formulating business problems and identifying proper tools for decision-making"—was evaluated using standardized rubrics. While students demonstrated proficiency in applying analytical tools, the report identified a developmental gap in clearly articulating business problems. As a response, the university recommends incorporating explicit instruction in business problem definition earlier in the curriculum, particularly within BA 10: Business Foundations.

Similarly, the MBA program exhibited strong performance in global enterprise decision-support methodologies. However, reliance on group projects was noted as a limitation in assessing individual competency, prompting recommendations for more individualized evaluative mechanisms.

These findings reflect the university's maturing assessment culture, wherein faculty-led committees analyze student artifacts, identify programmatic gaps, and close the feedback loop through curriculum revisions.

Faculty Effectiveness and Development

Faculty at Lincoln University are evaluated via a dual approach involving student evaluations and structured peer reviews. Faculty performance remains commendably above the benchmark level of 3.0 (on a 4.0 scale) across all programs. These evaluations capture essential attributes such as instructional clarity, cultural competency, and student engagement.

The institution also fosters continuous professional development. Faculty are required to submit individualized annual growth plans that include scholarly output, conference participation, and curriculum development. In 2024–2025, faculty engagement was notably high in webinars and presentations, while traditional publication rates were modest—indicating a preference for interactive and applied learning models.

This integrated approach to faculty development aligns closely with Lincoln's instructional priorities and mission-driven strategy. However, the university acknowledges the potential for bolstering publication output through targeted support and collaborative research initiatives.

Co-Curricular Learning and Employer Feedback

The co-curricular program at Lincoln is designed to support the holistic development of its primarily international student body. Events such as cultural integration activities and academic workshops are evaluated using standardized Co-Curricular Learning Outcomes (CCLOs), with 2024–2025 assessments indicating high levels of student satisfaction.

Employer feedback collected via satisfaction surveys reinforces the university's educational effectiveness. Graduates were rated highest in work ethic (4.67/5.00), communication (4.57), and job readiness (4.43), confirming that Lincoln's programs effectively prepare students for workplace demands. These findings serve as both validation of existing practices and a blueprint for targeted enhancement of career services and alumni tracking.

Future Directions and Strategic Recommendations

Lincoln University demonstrates a reflective, evidence-driven commitment to continuous improvement. To strengthen its institutional trajectory, the following strategic priorities are recommended:

- **Curriculum Refinement and PLO Integration**
- Introduce key concepts, such as problem definition, earlier in academic pathways to scaffold higher-level analytical skills.
- **Assessment Enhancement**
- Incorporate disaggregated assessments for group projects and expand qualitative reviews to capture nuanced student competencies.
- **Global Recruitment and Flexibility**
- Continue targeted marketing in regions with favorable visa processing and expand hybrid course delivery to attract international students post-pandemic.
- **Faculty Scholarship**
- Support faculty in pursuing peer-reviewed publications to elevate the institution's academic profile alongside practical engagement.
- **Career Services Expansion**
- Invest in comprehensive career counseling, internship placement infrastructure, and alumni engagement to improve student transitions into the workforce.
- **Technology and Data Use**
- Adopt advanced data analytics platforms to improve forecasting of student success metrics and drive personalized academic advising.

In conclusion, the 2024–2025 Institutional Research Report affirms Lincoln University's evolving excellence in academic integrity, student support, and institutional resilience. Through reflective practice and strategic innovation, Lincoln University is poised to sustain and elevate its mission in an increasingly complex global education environment.

PART I: OVERVIEW

Introduction

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

LU opened its doors in 1919 when a law 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. At that time, the university offered evening classes for working adults and part-time students. In 1927, LU began offering day and evening classes. In 1993, the law school formally separated from LU to become the Lincoln Law School of San Jose. LU became a university with strong business programs and moved from San Francisco to Oakland, CA in December of 1999.

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

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

In 2024-2025, the University enrolled approximately 400 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.

Currently LU is fully accredited by WASC Senior College and University Commission, a regional accreditor, and by the International Accrediting Council for Business Education, a programmatic accreditor, and approved by the US Department of Education to participate in the Title IV Financial Aid Programs.

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

Values and Responsibilities
As an institution, LU is committed 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 multi-cultural and historical heritage suggests that LU's core values should include:

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

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

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

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

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

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

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

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

Institutional Commitment to Evidence-Based Excellence

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

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

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

Student-level institutional data include the following outcomes for all students enrolled in LU:
1. **Retention Rates:** LU retentions rates.
2. **Graduation Rates**: LU graduation rates by semester cohorts.
3. **Placement Rate**: The university's LinkedIn alumni page provides insights about our graduates' professional/career advancement.
4. **Course Enrollment:**
   a. Undergraduate course enrollment
   b. Graduate course enrollment

Student achievement data include the following variables for all students enrolled in LU:
1. **Grade Point Average:** GPA reported for all students at LU
2. **Achievement in Capstone Courses:** LU students successfully completing capstone courses of their respective programs
3. **Achievement in Degree Milestones:**
   a. **Qualifying Exam**: For graduate students pursuing a master's and doctoral degrees successfully passing comprehensive and qualifying exams.
   b. **Internship Reports:** For graduate student pursuing master's degrees; successful completion and presentation of the internship report
   c. **Research Project:** For graduate students pursuing master's degrees; successful completion, presentation, and defense of the project
   d. **Dissertation:** For graduate students pursuing doctoral degree; successful proposal, completion, and defense of the dissertation

ii) Faculty-Related Data. For many years, the faculty of LU were very effective in clearly explaining goals and requirements of our courses. The faculty have been teaching in an organized way, using videos and presentation software to explain difficult points, and

providing prompt, detailed feedback on tests and completed assignments. LU is adapting the evidence-based culture that would help us to get formal data that supports our academic excellence and hard work our faculty. LU collects *faculty demographics and headcount*, *faculty effectiveness* and *faculty development*.

Faculty demographics and headcount data include the following variables for all full-time and part-time faculty at LU:
1. **Gender**
2. **Ethnicity**
3. **Degree Level**
4. **Academic Rank**
5. **Full-time/Part-time status**
6. **Student/Faculty Ratios by Program**

Faculty effectiveness data include the following variable collected for each full-time and part-time faculty member:
1. **Faculty Rating (Student Evaluations):** Average scores, by course, received on student evaluation form in all courses taught
2. **Faculty Rating (Peer Evaluation):** Average scores, by course, received on peer evaluation form in all courses assessed

Faculty development data include the following variables collected for each full-time and part-time faculty member:
1. **Scholarship:** Published and unpublished articles, manuscripts, books ext.
2. **Scholarship of Integration:** Workshops, professional meetings
3. **Scholarship of Application:** Consulting, contract research, program evaluation
4. **Professional Activities:** Officer of professional organization, professional membership

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

PART II: CONTINUOUS IMPACT OF COVID-19

The long-term impacts of the COVID-19 pandemic continue to shape Lincoln University's operations and enrollment trends in the 2024–2025 academic year. While the initial disruption began in 2020, its consequences remain evident today—particularly in reduced international student enrollment, lingering shifts in instructional preferences, and heightened uncertainty around global mobility.

Most notably, Lincoln University continues to experience a noticeable decline in student numbers, especially among international applicants. Although public health restrictions have eased and in-person instruction has resumed fully since 2022, enrollment recovery has been uneven. Students remain cautious about long-distance relocation, and a segment of prospective applicants continues to prefer online or hybrid options due to residual pandemic-related concerns.

Compounding this challenge are **recent restrictions and delays in U.S. visa processing**, particularly for students from countries with high application volumes. Policy tightening and prolonged administrative processing times at U.S. embassies have made it increasingly difficult for international students to obtain F-1 visas in a timely manner. These issues have led to late arrivals, deferred admissions, and, in some cases, withdrawals. This trend has had a direct effect on Lincoln University's historically strong international student base, forcing administrative departments to adjust recruitment strategies and onboarding procedures.

In response to these challenges, the University has implemented several strategic initiatives:

- **Hybrid Delivery Expansion**: While Lincoln University remains committed to in-person education, selected programs now offer hybrid instruction to accommodate students affected by travel or visa constraints.

- **Enhanced International Support**: The Office of Admissions has extended virtual advising hours and established new communication workflows to assist students navigating visa issues.

- **Flexible Enrollment Windows**: To reduce the impact of delayed arrivals, the University introduced rolling admissions and flexible course registration options for late-start students in 2024.

- **Targeted Recruitment Campaigns**: Marketing efforts have been adjusted to focus on countries with more favorable visa issuance trends, while providing clearer guidance to applicants from high-risk or delayed-processing regions.

In the 2024–2025 academic year, Lincoln University continues to follow guidance from the U.S. Department of Education and public health authorities. While campus operations have returned to full functionality, the University has retained several best practices initiated during the pandemic such as remote academic advising, digital resource delivery, and contingency planning for hybrid instruction in recognition of an evolving global education landscape.

As the institution navigates this post-pandemic environment, its leadership remains committed to transparency, adaptability, and student-centered planning. LU continues to invest in technological infrastructure, faculty development, and international outreach to ensure resilience in the face of ongoing global uncertainties.

PART III: LU STUDENT BODY

The enrollment trends at Lincoln University across the Fall 2024, Spring 2025, and Summer 2025 semesters reveal meaningful shifts in both gender composition and age demographics. In Fall 2024, male students constituted the majority at 60.8%, with females at 39.2%. However, this balance evolved over time—by Spring 2025, the gender distribution had nearly equalized (51.2% male and 48.8% female), and by Summer 2025, the trend reversed, with female students forming the majority at 60.4%. This progression suggests increasing engagement or successful outreach to female applicants in recent admission cycles. Age distribution across semesters indicates that the student body is predominantly composed of individuals in the 25–34 age range, reflecting LU's appeal to young professionals pursuing graduate or advanced studies. While all age groups are represented—including a smaller number of students over 40—the average student age remains relatively stable, ranging from 27.2 years in Summer 2025 to 28.6 years in Spring 2025. Together, these trends underscore Lincoln University's growing diversity and continued relevance to early- and mid-career learners across genders.

Gender. The following figure provides gender composition of LU in 2024-2025.
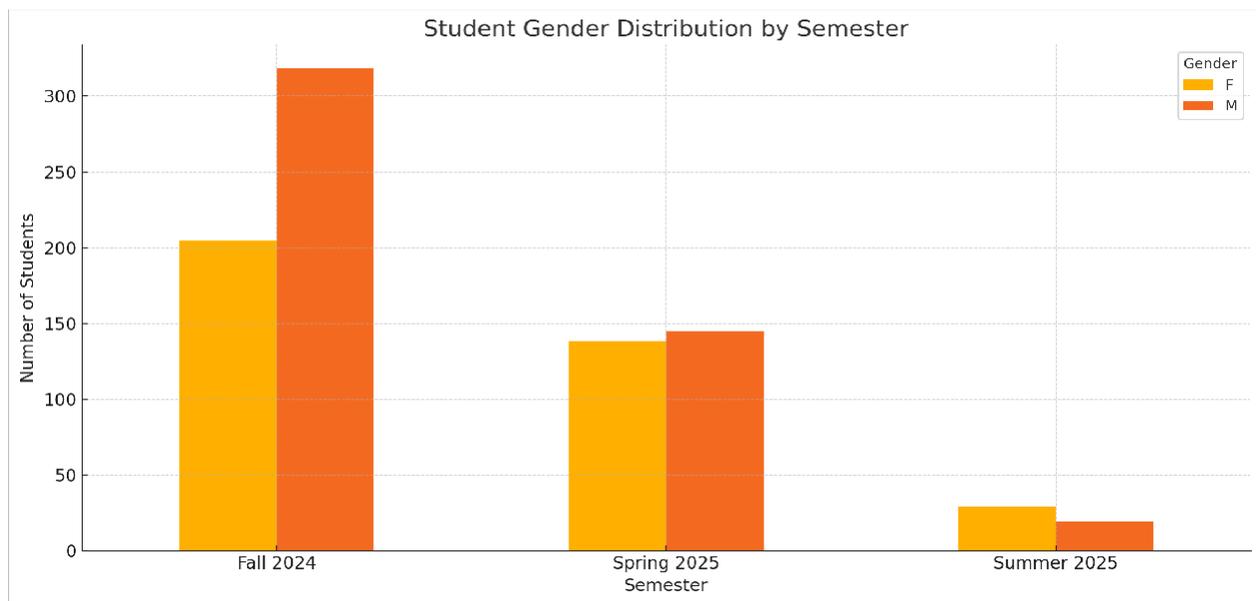
Figure 2.1: LU Student Body by Gender

Age. The average age for LU students was *M = 27.9, SD = 6.9* for Fall 2024; *M = 28.6, SD = 6.8* for Spring 2025, and *M = 27.9, SD = 6.2* for Summer 2025.
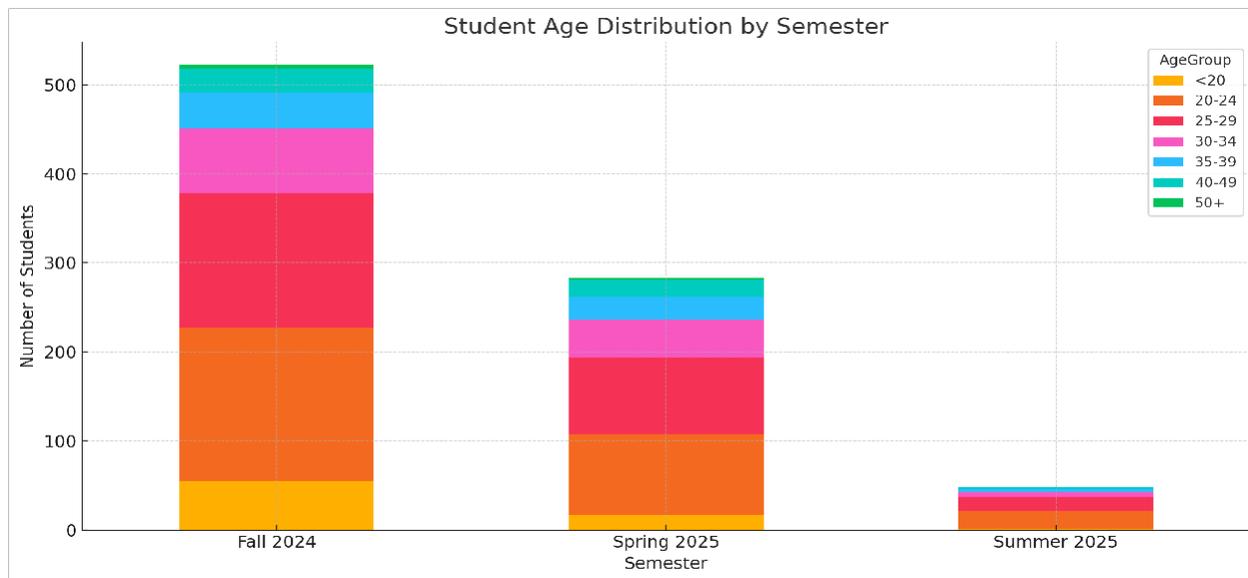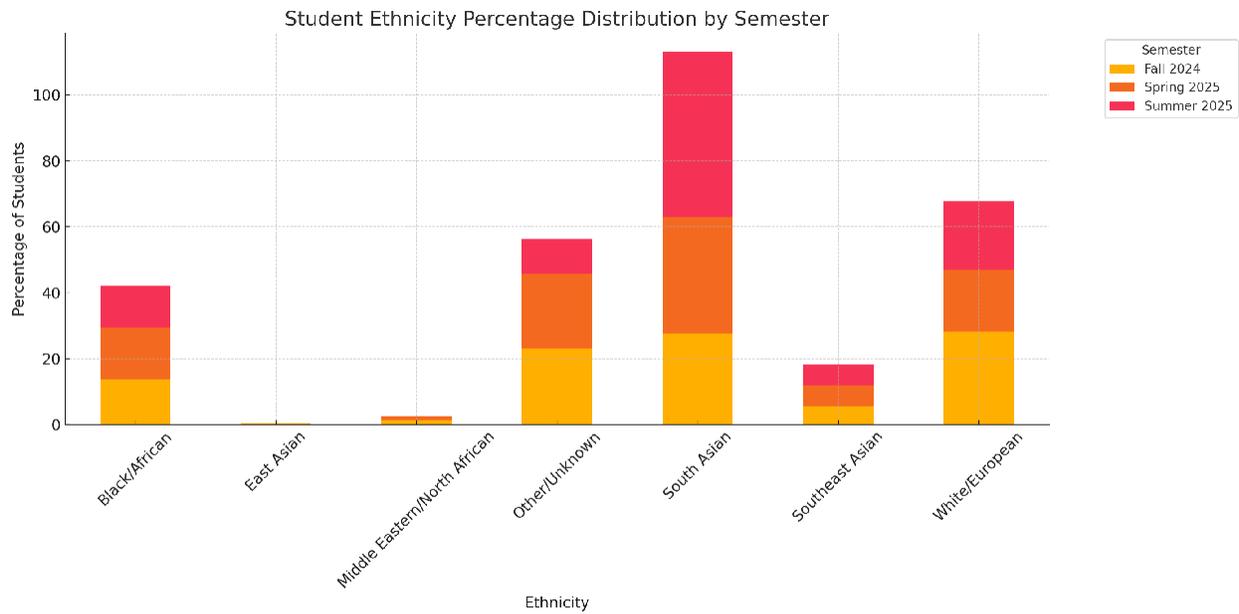
Figure 2.2: LU Student Body by Age

Ethnicity. The percentage-based ethnicity distribution chart across Fall 2024, Spring 2025, and Summer 2025 semesters reveals consistent patterns and subtle shifts in Lincoln University's student demographic profile.

In Fall 2024, the largest ethnic group was South Asian, comprising approximately 30.4% of the total student population. This was closely followed by White/European students at around 31.0%. Students categorized as Other/Unknown accounted for 25.3%, reflecting either unclassified citizenships or data gaps. Smaller representations were observed from Black/African students (14.9%), Southeast Asian (6.1%), and Middle Eastern/North African groups (1.5%), with East Asian students making up less than 1%.

By Spring 2025, South Asian representation increased slightly to 32.2%, while the share of White/European students dropped to approximately 17.1%. The Other/Unknown group also decreased to 20.6%. Notably, the percentage of Black/African students remained significant at 14.5%, and Southeast Asian students held steady at 5.8%. The share of Middle Eastern/North African and East Asian students further declined.

In Summer 2025, South Asian students constituted a dominant 50.0% of the population, marking a sharp rise. White/European representation also increased modestly to 20.8%, while Black/African students made up 12.5%. All other groups, including Southeast Asian, Middle Eastern/North African, and East Asian, each accounted for less than 5%, and the Other/Unknown category decreased significantly to 10.4% (See Figure 2.3).

Figure 2.3: LU Student Body by Ethnicity

Enrollment. The data reveals that in Fall 2024, Full Time students constituted 75.3% of total enrollment, while Part Time students made up 24.7%. There were no graduates recorded for this term, which aligns with it being the start of the academic cycle.

In Spring 2025, the student body was composed of 71.0% Full Time students, 15.0% Part Time students, and 14.0% Graduated students, reflecting typical end-of-year program completions. The presence of graduates during this term is significant and marks the academic progression of earlier cohorts.

By Summer 2025, the proportion of Full Time students rose to 83.3%, Part Time students accounted for 16.7%, and again, no graduates were recorded, which is consistent with summer terms typically focusing on continuing coursework or catch-up instruction rather than degree conferral.
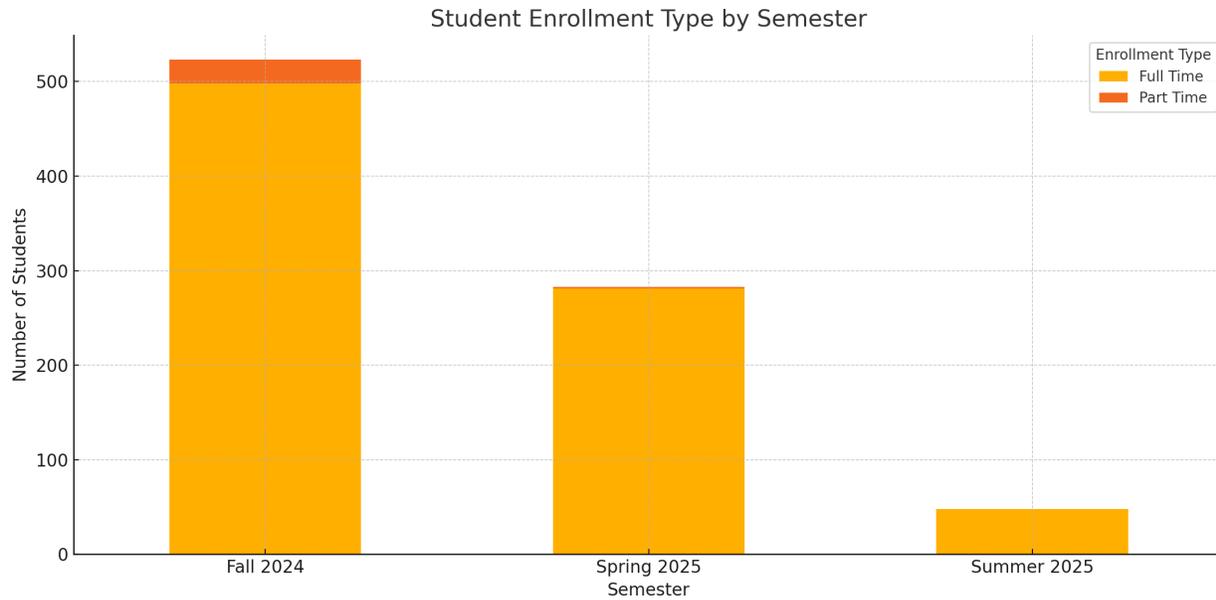
Figure 2.4: LU Student Body by Enrollment

Country of Origin.

The student landscape at Lincoln University reflects a distinctly international character, with a strong concentration of students originating from South Asia and North America. India emerges as the dominant country of origin, accounting for over a quarter of the student population, followed closely by the United States, which represents the largest share of domestic enrollment. Other notable contributors include Nigeria, Nepal, and Uzbekistan, each making up a meaningful portion of the international cohort. This global diversity underscores LU's appeal to a wide array of students, particularly from emerging economies and English-speaking countries, while also revealing strategic opportunities to expand recruitment in underrepresented regions such as Latin America, Europe, and East Asia.
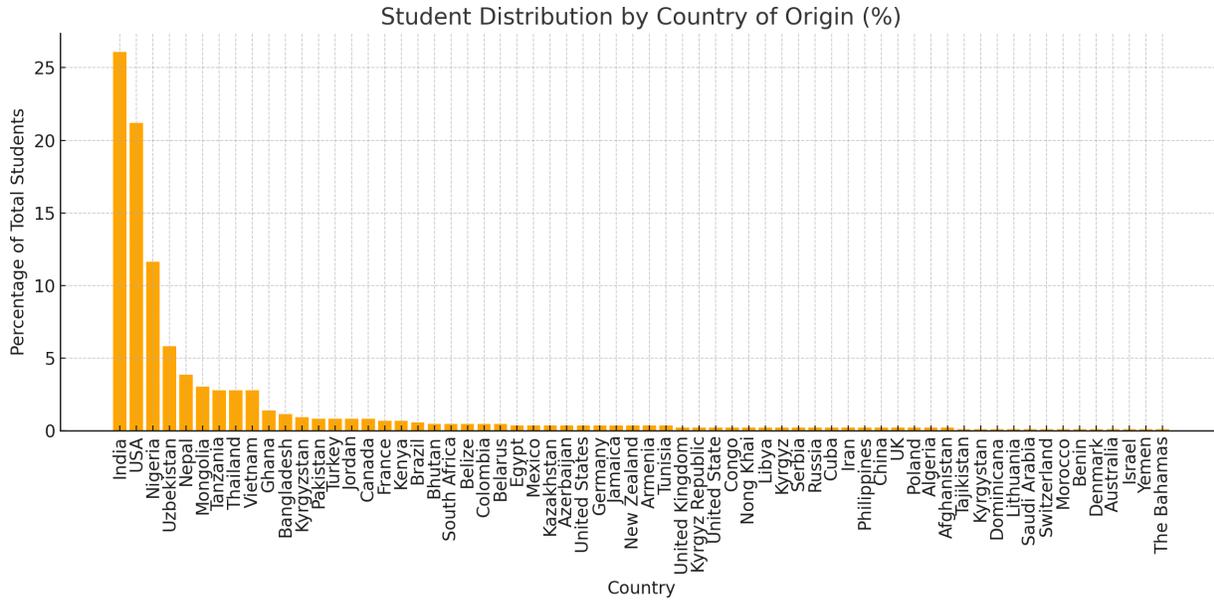
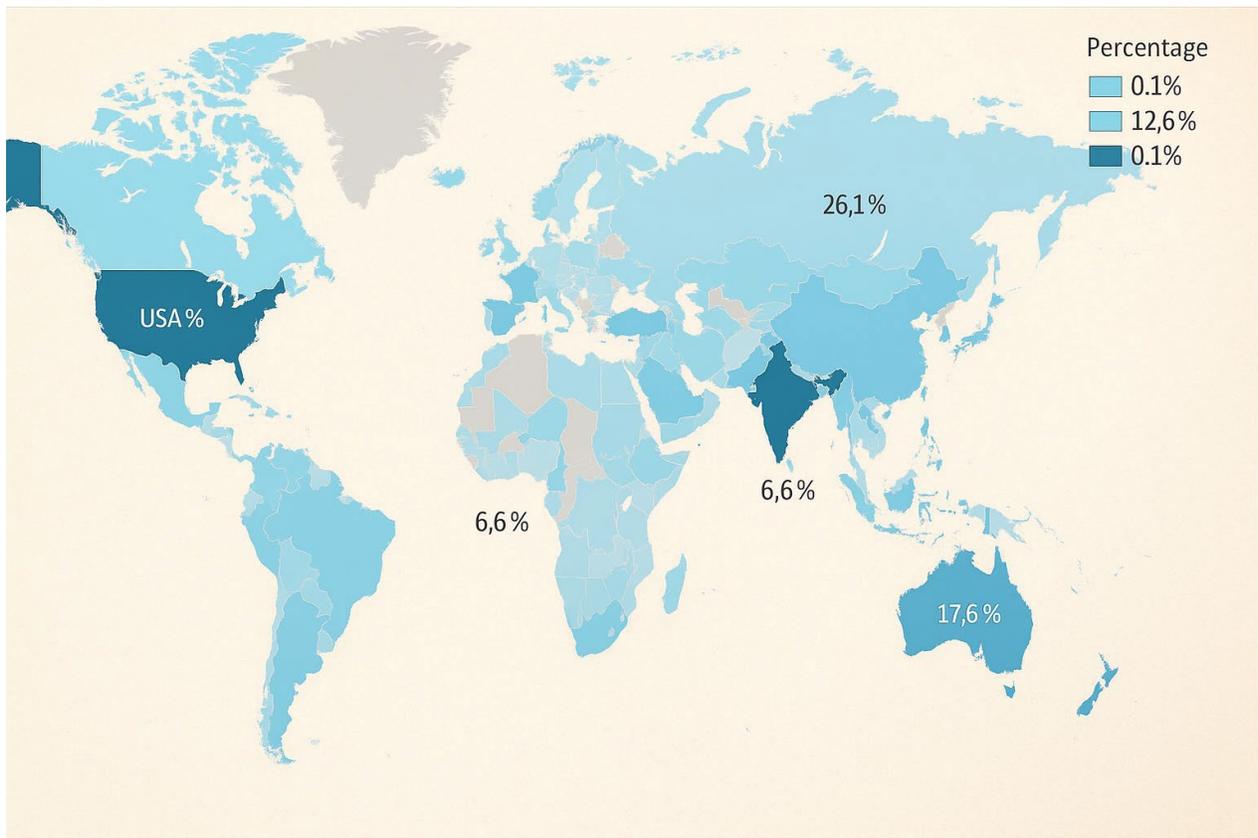Figure 2.5: LU Student Body by Country of Origin

Figure 2.6: LU Student Body by Country of Origin, Detailed Map

Student-Level Institutional Data

Retention Rates. The LU baseline for retention is defined as the Mean of the Retention (MR) rates for the three years prior to the evaluation date.

Recent institutional retention rates have remained consistently above this threshold:
- 2023: 89%
- 2024: 84%
- 2025: 86%

LU's retention performance remains strong, with all three years exceeding both the RT of 80.8% and the U.S. national average college retention rate of 79%. Notably, the average retention rate for the past three years (2023–2025) is 86.3%, indicating stable and commendable institutional performance.

Lincoln University continues to pursue its goal of maintaining above-average retention rates and improving them by at least 1% annually. The University attributes its success to sustained efforts to create a supportive and inclusive learning environment, bolstered by proactive academic advising, faculty engagement, and administrative support. This commitment ensures students are provided with the resources and guidance necessary to achieve their educational and professional aspirations, thereby strengthening overall retention outcomes.
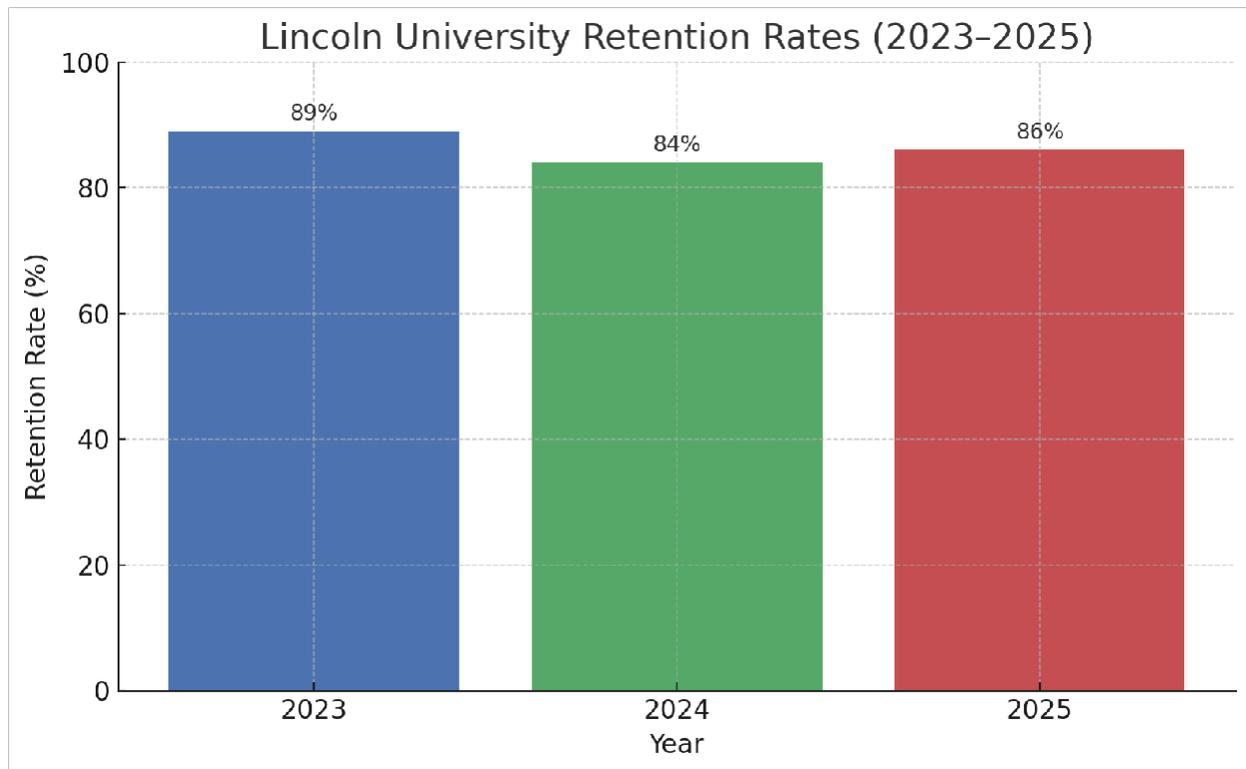
Figure 2.6: LU Retention Rates by Year

Table 2.0: LU Retention Rates by Program

Program	Retention
DBA	84%
BA in BA	87%
BS in DI	85%
MS in International Business	86%
MS in Finance Management	83%
MBA	91%

Graduation Rates*. LU pays lots of attention to the percentages of our students who complete and graduate their degree within reasonable timeframe. Graduation and retention rates as proxies for student satisfaction and achievement. Graduation rates are defined as the percentage of full-time students who complete their program within the Maximum Time for Degree Completion (MTDC) of the program calculated as 150% of the Estimated Degree Completion Time (ETDC) including transferred units. 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 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 le0ngth while accounting for students who left the program.

Table 2.1: BA in Business Administration

Cohort	Matriculated	Continue	Withdrew	Graduated
Fall 2014	24	0	4	16
Spring 2015	43	3	5	35
Fall 2015	39	12	21	6
Spring 2016	51	17	19	15
Fall 2016	5	0	4	1
Spring 2017	15	7	3	5
Fall 2017	11	1	5	5
Spring 2018	14	5	2	7
Fall 2018	5	0	4	1
Spring 2019	12	4	2	6
Fall 2019	10	2	6	2
Spring 2020	9	4	3	2
Fall 2020	25	6	18	1
Spring 2021	30	15	13	2
Fall 2021	55	3	52	0
Spring 2022	8	4	4	0
Fall 2022	92	82	10	0
Spring 2023	23	20	3	0
Fall 2023	121	89	32	0
Spring 2024	25	22	3	0

Table 2.2: BS in Diagnostic Imaging

Cohort	Matriculated	Continue	Withdrew	Graduated
Fall 2014	10	2	0	8
Spring 2015	5	1	1	3
Fall 2015	13	3	6	4
Spring 2016	9	0	7	2
Fall 2016	9	1	3	5
Spring 2017	14	2	0	12
Fall 2017	6	2	2	2
Spring 2018	3	1	1	1
Fall 2018	5	2	0	3
Spring 2019	7	0	2	5
Fall 2019	3	1	2	0
Spring 2020	8	2	2	4
Fall 2020	6	0	6	0
Spring 2021	4	2	2	0
Fall 2021	8	2	6	0
Spring 2022	6	4	2	0
Fall 2022	8	6	2	0
Spring 2023	8	7	1	0
Fall 2023	9	8	1	0
Spring 2024	5	4	1	0

Table 2.3: MBA

Cohort	Matriculated	Continue	Withdrew	Graduated
Fall 2014	102	25	22	55
Spring 2015	94	17	21	56
Fall 2015	120	19	30	71
Spring 2016	176	41	45	90
Fall 2016	95	17	33	45
Spring 2017	124	26	30	68
Fall 2017	78	13	28	37
Spring 2018	75	13	12	50
Fall 2018	54	7	9	38
Spring 2019	48	7	17	24
Fall 2019	39	12	11	16
Spring 2020	49	7	15	27
Fall 2020	15	7	6	2

Cohort	Matriculated	Continue	Withdrew	Graduated
Spring 2021	24	12	7	5
Fall 2021	45	18	20	7
Spring 2022	47	24	21	2
Fall 2022	52	42	9	1
Spring 2023	45	37	8	0
Fall 2023	63	56	7	0
Spring 2024	30	27	3	0

Table 2.4: MS in International Business

Cohort	Matriculated	Continue	Withdrew	Graduated
Fall 2014	5	2	1	2
Spring 2015	1	1	0	0
Fall 2015	10	5	3	2
Spring 2016	8	4	2	2
Fall 2016	2	0	2	0
Spring 2017	10	2	3	5
Fall 2017	10	1	5	4
Spring 2018	6	0	5	1
Fall 2018	8	1	5	2
Spring 2019	13	5	6	2
Fall 2019	17	5	7	5
Spring 2020	10	5	3	2
Fall 2020	5	1	3	1
Spring 2021	7	3	2	2
Fall 2021	5	1	3	1
Spring 2022	4	1	2	1
Fall 2022	7	5	2	0
Spring 2023	2	2	0	0
Fall 2023	5	3	2	0
Spring 2024	4	4	0	0

Table 2.5: MS in Finance Management

Cohort	Matriculated	Continue	Withdrew	Graduated
Fall 2014	6	2	2	2
Spring 2015	2	1	0	1
Fall 2015	8	3	3	2
Spring 2016	7	0	4	3
Fall 2016	3	0	1	2
Spring 2017	12	4	5	3
Fall 2017	14	4	5	5
Spring 2018	8	1	6	1
Fall 2018	7	3	1	3
Spring 2019	7	2	1	4
Fall 2019	7	0	4	3
Spring 2020	9	2	5	2
Fall 2020	8	4	3	1
Spring 2021	2	2	0	0
Fall 2021	4	2	1	1
Spring 2022	3	2	0	1
Fall 2022	6	1	1	4
Spring 2023	9	7	2	0
Fall 2023	4	4	0	0
Spring 2024	4	4	0	0

Table 2.6: DBA

Cohort	Matriculated	Continue	Withdrew	Graduated
Fall 2014	8	2	5	1
Spring 2015	3	1	2	0
Fall 2015	13	3	10	0
Spring 2016	10	5	5	0
Fall 2016	14	2	12	0
Spring 2017	2	0	2	0
Fall 2017	1	0	1	0
Spring 2018	4	1	3	0
Fall 2018	0	0	0	0
Spring 2019	0	0	0	0
Fall 2019	0	0	0	0
Spring 2020	0	0	0	0
Fall 2020	13	6	7	0
Spring 2021	11	7	4	0
Fall 2021	7	6	1	0

Spring 2022	6	5	1	0
Fall 2022	5	4	1	0
Spring 2023	7	7	0	0
Fall 2023	4	4	0	0
Spring 2024	7	6	1	0

* Some students immediately changed program of transferred out without attending classes.

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%).

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.

The baseline for placement is determined by calculating the average placement rates from the three years preceding the evaluation period. To assess acceptable performance, a benchmark is established by subtracting the standard deviation from this average, defining a threshold. Placement rates that meet or exceed this threshold are considered acceptable. For the 2024–2025 evaluation, the baseline and threshold were derived from historical placement data collected in the years prior, MP = 81%, and the PT = 73.3%

Table 2.7: LU Placement Rates by Degree

Academic Year	BA	BS	MBA	MS	DBA
2022-2023	100%	88%	100%	95%	100%
2023-2024	90.5%	91%	91%	88%	100%
2024-2025	90%	92%	88%	87%	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 academic year 2024-2025.

Table 2.8: LU Enrollment Rates by Degree

Enrollment by Program and Term (2024–2025)

Program	Fall 2024	Spring 2025	Summer 2025	Total
DBA	28	27	13	68
MBA	160	138	65	363
MS-FM	16	15	2	33
MS-IB	13	13	5	31
BA	161	79	9	249
BS-DI	40	35	28	103
AUD	–	1	1	2
Total	**418**	**308**	**123**	**849**

Student Achievement Data

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

Grade point average (GPA) is a familiar measure of student performance that is commonly used in college and high school. GPA has long been recognized as a very problematic measure. The most serious problem is that it is difficult to compare GPAs because students take different classes and the grading practices across classes vary substantially. The source of much of the variation between students' GPAs is therefore the courses and instructors students encountered, not the students' performance in those courses. Despite this problem, GPA is by far the most common aggregate measure used for the purpose of comparing the performance of different students. Therefore, while using different measures of student success and achievement, we felt we would remiss if we didn't present the GPA. We also feel it is important to understand the GPA distribution by policy covariates such as gender and ethnicity.

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

Where three-year averages are unavailable, a two-year average is applied as the benchmark value. New mean scores are produced every semester. All benchmarks are defined as the mean of the corresponding rates for the three years prior to the evaluation date. Based on the initial

data from the years 2022-2024, 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 3.44 in 2024-2025 academic year.

Table 2.9: GPA by Program for Academic Year 2024-205

GPA by Program and Term (Academic Year 2024–2025)

ACADEMIC YEAR	PROGRAM	FALL	SPRING	SUMMER	TOTAL
	BA	3.42	3.46	3.44	3.44
	BS	3.45	3.41	3.46	3.44
	MBA	3.43	3.45	3.44	3.44
2024–2025	MS-FM	3.44	3.45	3.43	3.44
	MS-IB	3.46	3.42	3.44	3.44
	DBA	3.43	3.44	3.45	3.44
TOTAL		**3.44**	**3.44**	**3.44**	**3.44**

Figures 2.5 and 2.6 display the average GPA by program, disaggregated by gender and ethnicity, across the Fall, Spring, and Summer semesters of the 2024–2025 academic year. Overall, student GPAs fall within the 2.8 to 4.0 range, with the institutional average centered at 3.44. Across genders, academic performance is generally consistent, with only slight variations in specific programs or terms, indicating equitable outcomes. When grouped by ethnicity, categorized into broad groups such as Asian, African, White, Middle Eastern, and Latino, students in all groups perform within a comparable GPA range, with no substantial or systematic differences observed across programs or semesters. The results suggest balanced academic achievement across both gender and ethnic lines.
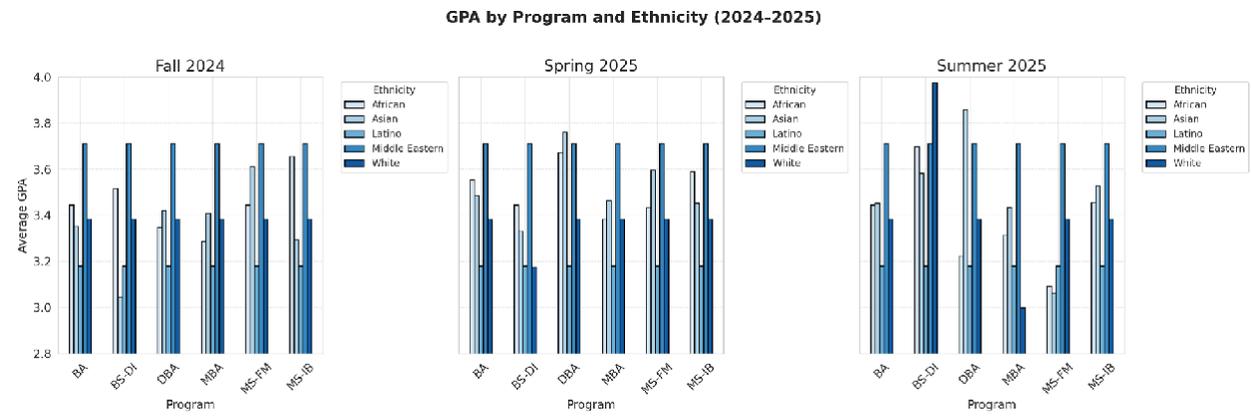

Figure 2.5: GPA by Gender

Figure 2.6: GPA by Ethnicity

Capstone Course Evaluation. At Lincoln University, capstone courses integrate knowledge, concepts, and skills associated with an entire sequence of study in the business 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 2.10: List of Capstone Courses by Program.

Bachelor of Arts in Business Administration (BA in BA)	BA 290: Business Policies
Bachelor of Science in Diagnostic Imaging (BS in DI)	DI 261: Advanced Abdomen and Small Parts Scanning (Lab) **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 2.11a:

Capstone Courses

Semester	Attempted	Passed
Fall 2024	37	36
Spring 2025	46	46
AY 24/25 Year Total	**83**	**82**

Table 2.11b:

BA 290 (Strategic Business Management)

Semester	Credit	In Progress	No Credit	Registered Total
Fall 2024	4			4
Spring 2025	4			4
Y 24/25 Year Tot	8	0	0	8

Table 2.11b:

BA 390 (Business Strategy and Decision-Making)

Semester	Credit	In Progress	No Credit	Registered Total
Fall 2024	27		1	28
Spring 2025	33			33
Y 24/25 Year Tot	60	0	1	61

Table 2.11c:

BA 490A (Decision-Making for IB)

Semester	Credit	In Progress	No Credit	Registered Total
Fall 2024	3			3
Spring 2025	1			1
Y 24/25 Year Tot	4	0	0	4

Table 2.11d:

BA 490B (Decision-Making for FM)

Semester	Credit	In Progress	No Credit	Registered Total
Fall 2024	3			3
Spring 2025	5			5
Y 24/25 Year Tot	8	0	0	8

Table 2.11e:

DI 261/265 (Advanced Imaging Labs for DI)

| Semester	Credit	In Progress	No Credit	Registered Total
Fall 2024	0			0
Spring 2025	3			3
Y 24/25 Year Tot	3	0	0	3

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 Office is sending out the "Employer Satisfaction Survey" to be filled put by the student's supervisor/employer.

The Employer Satisfaction Survey reflects high levels of satisfaction across all categories. Employers rated employee work ethics the highest, with an average score of 4.67, indicating strong perceived dedication and professionalism. Communication skills (4.57) and skills/proficiencies related to work (4.52) also received strong ratings, suggesting employers find these competencies well developed. Overall satisfaction was rated at 4.48, while career readiness received the lowest—but still strong—score of 4.43, suggesting room for further development in preparing students for immediate workplace integration. These results collectively highlight a very positive employer perception of graduates.
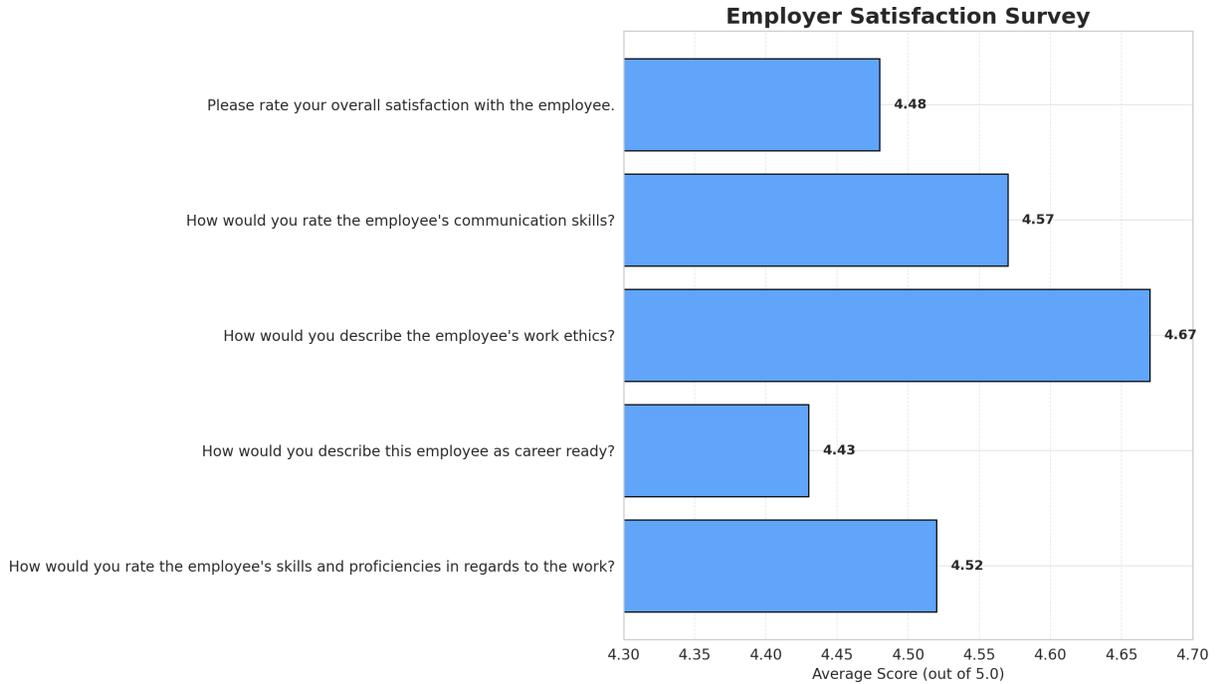
Figure 2.7: Employer Satisfaction Survey
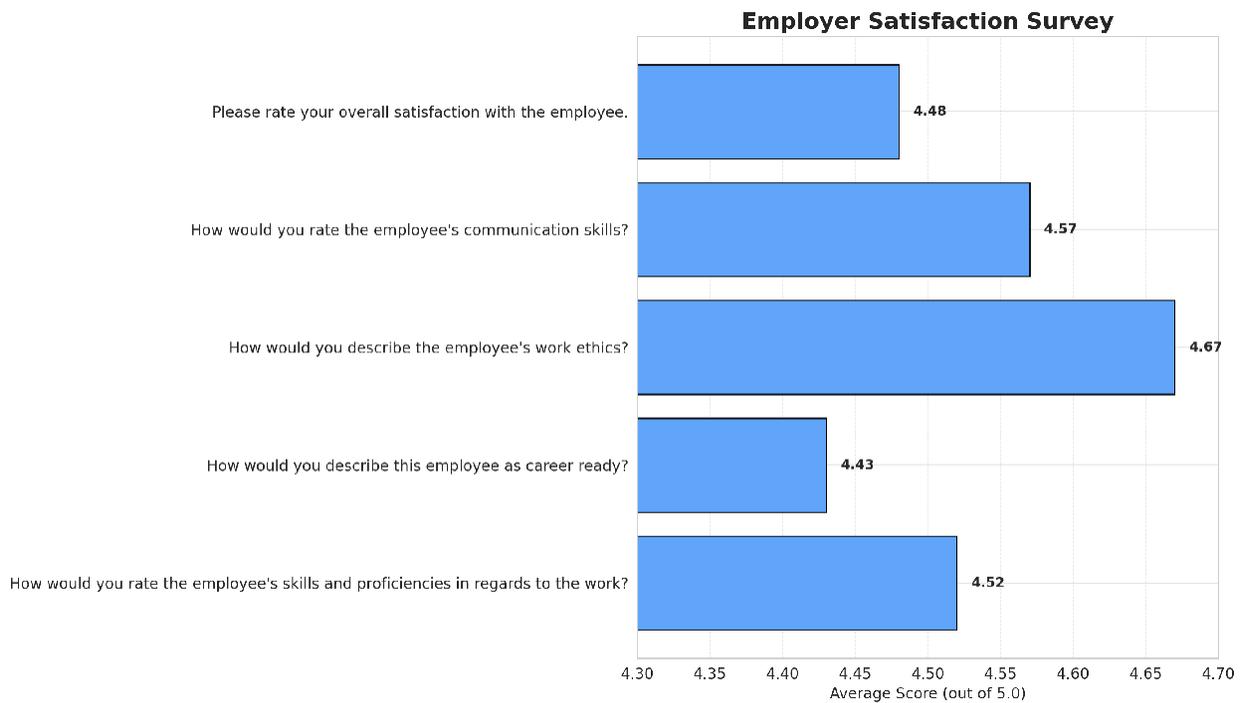
Figure 2.8: Employer Satisfaction Survey by Program

The Employer Satisfaction Survey results, show consistently high ratings across all groups, with BS-DI graduates receiving the highest marks—particularly in work ethics (5.00) and communication skills (4.83). MBA graduates also scored strongly, with their highest rating in work ethics (4.54) and overall satisfaction (4.46), indicating a solid perception of professionalism and capability. The single BA respondent reported uniformly positive ratings (4.00) across all categories, though the limited sample size tempers interpretation.

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. Most 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.

Table 2.12: Co-Curricular Activities 2024-2025

Semester	Date	Activity Name	Activity Type
Fall 2024	Thursday, August 22, 2024	Fall Welcome Session	Academic Support Activities
Fall 2024	Friday, August 23, 2024	Oakland Walk	Field Trips
Fall 2024	Thursday, August 29, 2024	Student Orientation	Academic Support Activities
Fall 2024	Friday, September 13, 2024	Beach BBQ	Field Trips
Fall 2024	Tuesday, October 15, 2024	Meet the DSO	Academic Support Activities
Fall 2024	Thursday, October 31, 2024	Halloween Party	Recreational Activities
Fall 2024	Monday, November 25, 2024	Thanksgiving Lunch	Recreational Activities
Fall 2024	Friday, November 29, 2024	Movie Night	Language and Culture Classes
Fall 2024	Friday, December 20, 2024	Christmas Party	Recreational Activities
Spring 2025	Thursday, January 23, 2025	Spring Welcome Session (Time for Fiest	Academic Support Activities
Spring 2025	Friday, January 31, 2025	Student Orientation	Academic Support Activities
Spring 2025	Friday, February 14, 2025	Valentine's Day Party	Recreational Activities
Spring 2025	Wednesday, March 12, 2025	Meet the DSO	Academic Support Activities
Spring 2025	Wednesday, March 12, 2025	OPT Information Session	Academic Support Activities
Spring 2025	Thursday, March 20, 2025	Tax Preparation Workshop	Guest Lectures
Spring 2025	Tuesday, April 15, 2025	Cultural Day	Academic Support Activities
Spring 2025	Friday, April 25, 2025	Movie Night	Language and Culture Classes

It is important to 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 5-point scale with the following range: 5 = strongly agree/very satisfied and 1 = strongly disagree/not at all satisfied. The results of this assessment are presented below:
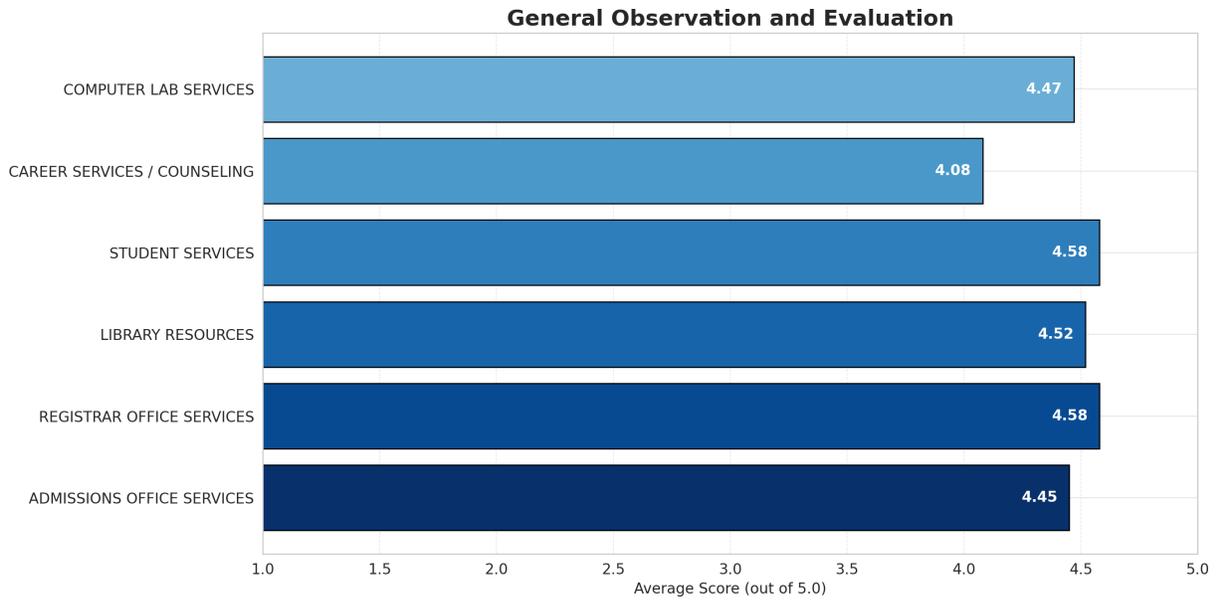
The assessment of co-curricular learning outcomes (CCLOs) is detailed in Part V of the present report.

The graph titled "Aspects of the Program at LU" highlights student satisfaction across four key areas of the academic experience. The highest-rated category is "Quality and/or Expertise of Graduate Faculty" with an impressive average score of 4.47, reflecting strong confidence in instructor knowledge and teaching quality. This is closely followed by "Relevance of Course Materials and Discussions" at 4.44 and "Program Content and Structure" at 4.42, indicating that students find the curriculum well-designed and engaging. The lowest, though still strong, rating is "Quality of Academic Advising and Guidance" at 4.29, suggesting a slightly lower—but still favorable—perception of student support services.
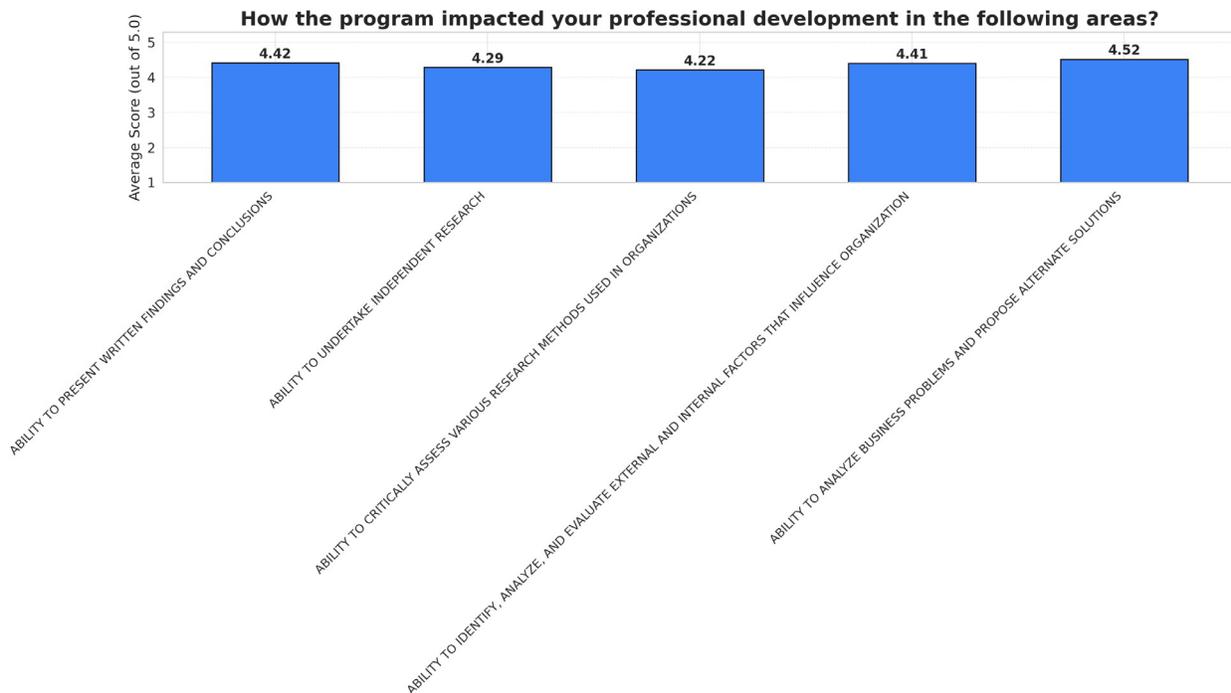
Figure 2.11: Assessment of Attitudes Toward the Program

The highest-rated area was the ability to analyze business problems and propose alternate solutions, with an average score of 4.52, indicating that students feel particularly well-prepared to tackle real-world challenges. Also scoring highly were skills related to presenting written findings and conclusions (4.42) and evaluating organizational factors (4.41). Slightly lower—though still strong—were scores for undertaking independent research (4.29) and critically assessing research methods (4.22). Overall, the data suggests that the program effectively equips students with applied analytical and communication skills essential for professional success.

General Observation and Evaluation

Category	Average Score
COMPUTER LAB SERVICES	4.47
CAREER SERVICES / COUNSELING	4.08
STUDENT SERVICES	4.58
LIBRARY RESOURCES	4.52
REGISTRAR OFFICE SERVICES	4.58
ADMISSIONS OFFICE SERVICES	4.45

Average Score (out of 5.0)

Figure 2.12: Assessment of Attitudes Toward LU Services

Student Services and Registrar Office Services received the highest satisfaction ratings at 4.58, followed closely by Library Resources (4.52) and Computer Lab Services (4.47), indicating strong institutional support in these areas. Admissions Office Services also scored well at 4.45. The lowest-rated category was Career Services / Counseling, with a score of 4.08, suggesting a potential area for further improvement. Overall, students express high satisfaction with most support functions, reinforcing LU's commitment to providing a positive academic environment.

PART IV: LU FACULTY

Introduction

The faculty of Lincoln University own the curricula, and set 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 business 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 faculty 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 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 to perform at their maximum levels, which includes active classroom participation, and engagement of faculty with students. We follow WASC standard that specifically states: "Evaluation processes are systematic, include peer review, and for institutional faculty and other teaching staff, involve consideration of evidence of teaching effectiveness, including student evaluations of instruction."

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

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

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

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

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

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

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

Lincoln University employs 40 faculty members. The following figures describe faculty that have been contracted to teach for Lincoln University and their qualifications. List of LU Faculty in 2025 is available here: Faculty – ACQA website

LU Faculty Statistics and Demographic Characteristics

Figures 3.1 – 3.3 presents the distributions of LU faculty by gender, ethnicity, academic rank, and full-time/part-time status:
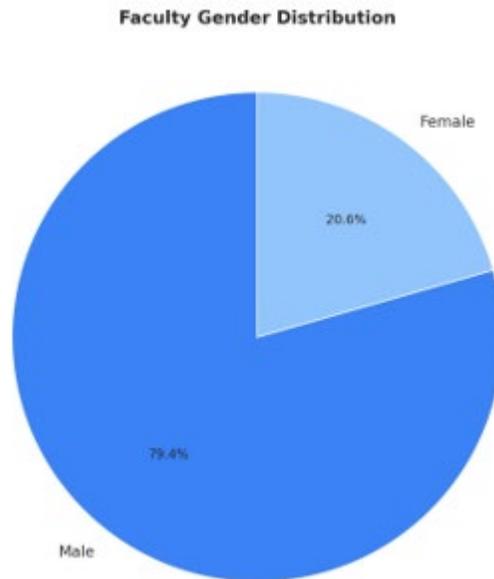

Faculty Gender Distribution

Female
20.6%

79.4%

Male

Figure 3.1: LU Faculty by Gender

The faculty gender distribution at Lincoln University reveals a significant majority of male instructors, who make up approximately 79.4% of the total faculty, while female faculty represent about 20.6%. This imbalance highlights a gender gap in instructional staffing, which may warrant attention as the university continues its efforts toward diversity, equity, and inclusion. While the presence of female faculty is notable, there remains room for improvement

in achieving greater gender representation, particularly in leadership and full-time academic roles.

In terms of employment status, the faculty body is largely composed of full-time instructors, accounting for 82.4% of all faculty members. Only 17.6% are part-time, suggesting that Lincoln University maintains a strong commitment to stable, full-time academic staffing. This emphasis on full-time appointments may contribute to greater continuity in instruction, advising, and curriculum development. However, the presence of part-time faculty also reflects institutional flexibility in bringing in specialized expertise or managing course loads across programs.

LU Faculty by Ethnicity
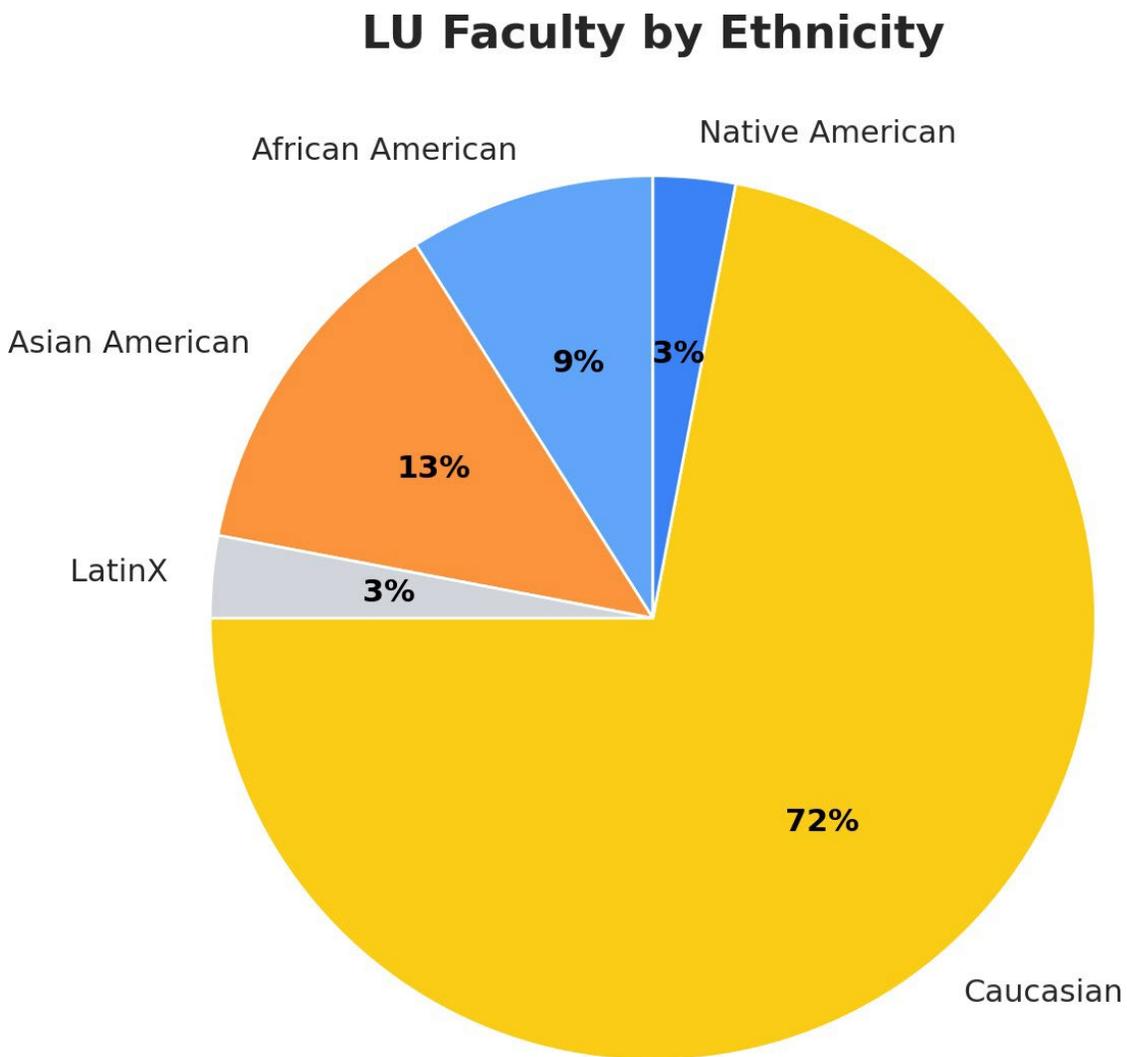
Figure 3.2: LU Faculty by Ethnicity

LU Faculty by Academic Rank
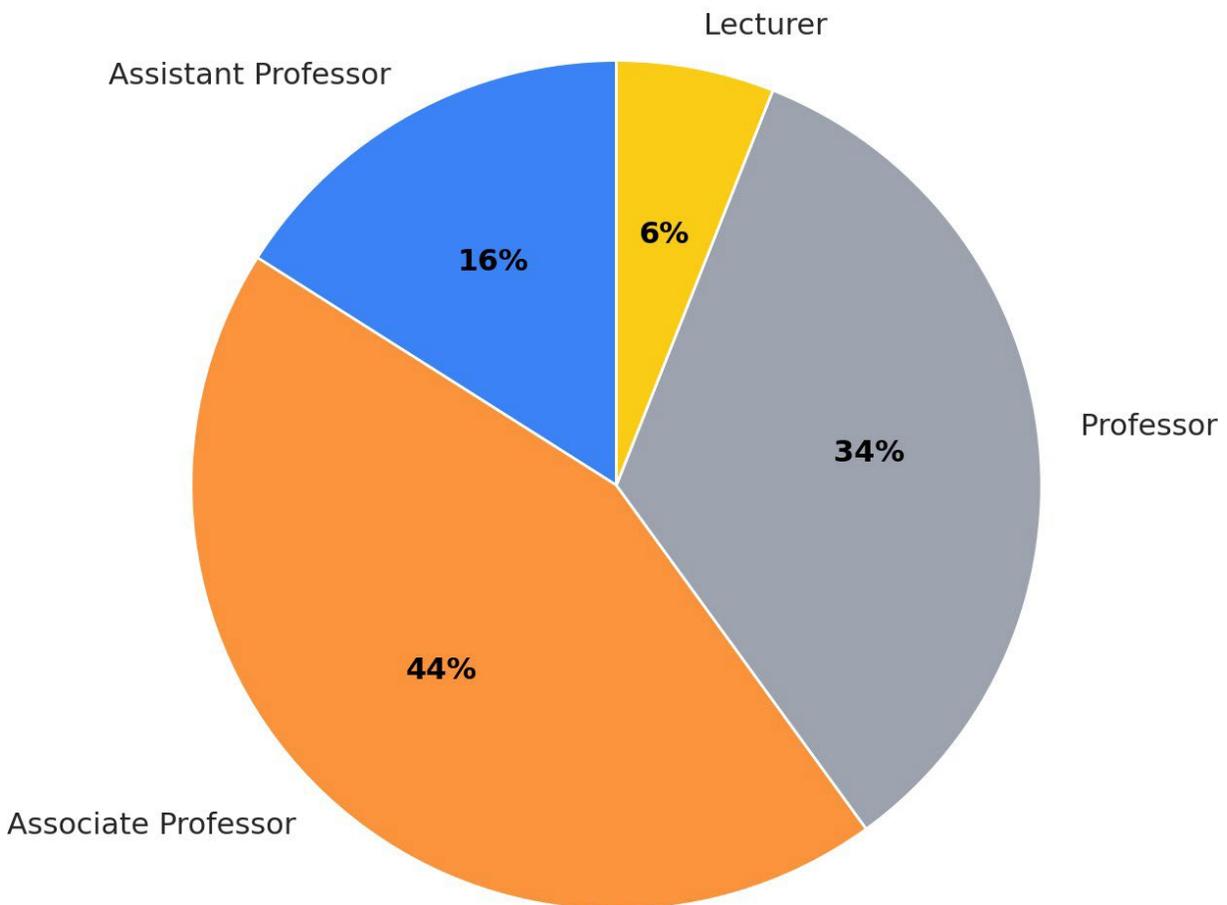
Figure 3.3: LU Faculty by Academic Rank

The academic rank distribution among faculty at Lincoln University shows that the largest proportion hold the title of Associate Professor, comprising 44% of the faculty. This is followed by Professors at 34%, reflecting a strong representation of senior, experienced academics. Assistant Professors make up 16%, likely representing newer or early-career faculty members. Lecturers account for only 6%, indicating a relatively small contingent of non-tenure track or instructional-only faculty.

This distribution suggests that Lincoln University maintains a faculty base with a significant number of mid-to-senior level professionals, supporting academic leadership, mentorship, and continuity. The presence of Assistant Professors and Lecturers also highlights opportunities for career growth and fresh academic perspectives within the institution.

Faculty Evaluations

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

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

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

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

The remedial sessions, if appropriate, rely on the following tools for implementing teaching improvement plans:
- Evaluate and bring to focus the weaknesses of particular instructor;
- Suggest appropriate Faculty Development plans and paths;
- Suggest peer mentoring;
- Establish a period for re-evaluation.

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

We present the faculty evaluation results in the following order:
- Student evaluations of faculty by program
- Faculty peer evaluation by program
- Results of end-of-semester satisfaction surveys by program

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

Each evaluation consists of 15 items. The scale for the evaluation ranges from 0 to 4 with the following values: 0 = not applicable, 1 = poor, 2 = fair, 3 = good, and 4 = excellent. Tables 3.1 and 3.2 present students' evaluation of the LU faculty for Fall 2024 and Spring 2025, respectively.

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

Table 3.1: Students' Evaluation of LU Faculty by Program, Fall 2024

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	3.41	3.28	3.81	3.16	3.25
BS	3.49	3.78	3.41	3.93	3.31
MBA	3.25	3.65	3.85	4.00	4.00
MS-IB	3.82	4.00	4.00	4.00	4.00
MS-FM	3.75	3.62	3.85	4.00	3.25
DBA	3.35	3.65	4.00	4.00	3.88
General ED	3.95	3.25	3.45	3.71	3.86

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	3.83	3.09	3.55	3.56	3.99
BS	3.09	3.13	3.62	3.33	3.49
MBA	3.40	3.22	3.16	3.87	3.96
MS-IB	3.60	3.21	3.83	3.06	3.51
MS-FM	3.72	3.43	3.81	3.59	3.40
DBA	3.16	3.30	3.01	3.82	3.26
General ED	3.37	3.43	3.49	3.85	3.73

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, Spring 2025

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	3.05	3.66	3.12	3.75	3.66
BS	3.45	3.46	3.62	3.99	3.22
MBA	3.69	3.24	3.22	3.79	3.42
MS-IB	3.39	3.04	3.05	3.58	3.58
MS-FM	3.63	3.53	3.03	3.92	3.91
DBA	3.57	3.80	3.49	3.52	3.26
General ED	3.60	3.52	3.02	3.70	3.11
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	3.09	3.03	3.44	3.72	3.33
BS	3.87	3.44	3.07	3.95	3.16
MBA	3.74	3.62	3.54	3.72	3.96
MS-IB	3.49	3.29	3.76	3.45	3.80
MS-FM	3.71	3.15	3.78	3.47	3.05
DBA	3.34	3.39	3.74	3.65	3.44
General ED	3.28	3.09	3.21	3.98	3.87

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	3.33	3.36	3.87	4.00	3.02
BS	3.47	3.46	3.95	3.22	3.22
MBA	3.51	3.62	3.42	3.04	3.54
MS-IB	3.50	3.71	3.53	3.30	3.24
MS-FM	3.95	3.15	3.82	3.42	3.43
DBA	3.25	3.95	3.51	3.83	3.14
General ED	3.89	3.80	3.23	3.36	3.74

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

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

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

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

- Once approved, a copy of observer's evaluation is provided to the instructor and the Office of Institutional Research

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 are 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 academic year 2024-2025.

LU Faculty Scholarship and Academic Activities
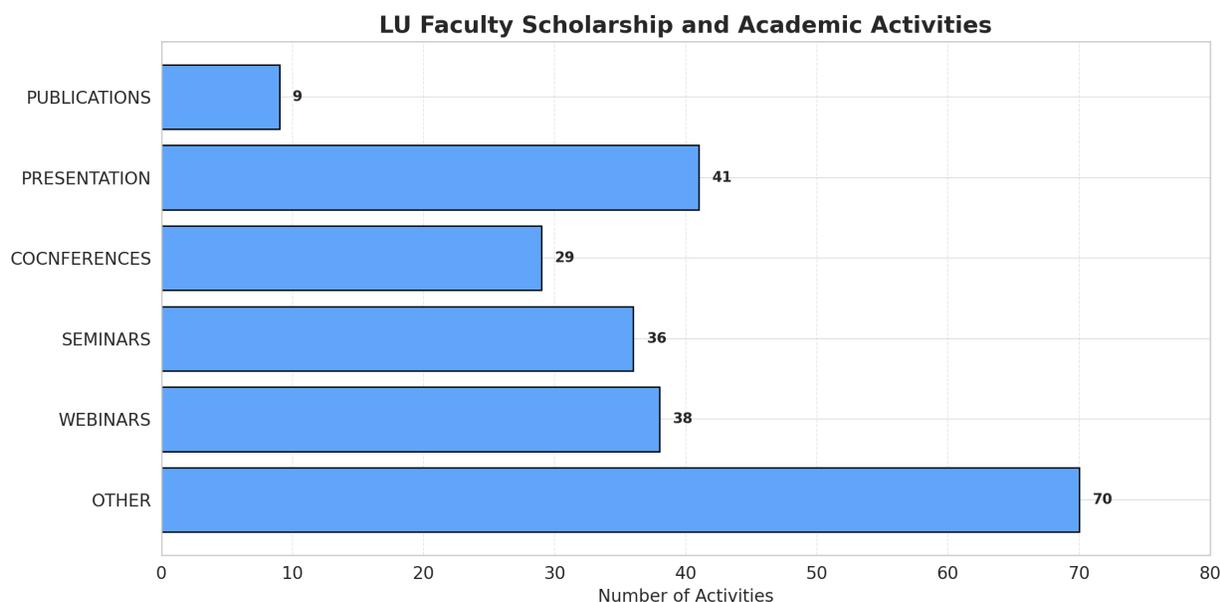
Figure 3.5: LU Faculty Scholarship and Academic Activities in 2024-2025

The chart titled "LU Faculty Scholarship and Academic Activities" offers insight into the breadth of professional development undertaken by faculty at Lincoln University. Among the six categories tracked, "Other" activities dominate with 70 entries, indicating that many faculty are engaging in a wide variety of developmental opportunities not captured by traditional categories. This may include mentoring, curriculum development, community partnerships, or interdisciplinary collaborations—demonstrating a strong institutional culture of faculty growth and engagement.

Notably, presentations (41), webinars (38), and seminars (36) also show robust participation, reflecting faculty efforts to remain current, exchange ideas, and contribute to their professional communities. While conferences are slightly less represented at 29 entries, they still reflect a meaningful level of scholarly networking and academic dissemination. Publications, with only 9 entries, suggest that while traditional academic publishing remains part of faculty development, LU's faculty prioritize interactive and applied learning formats.
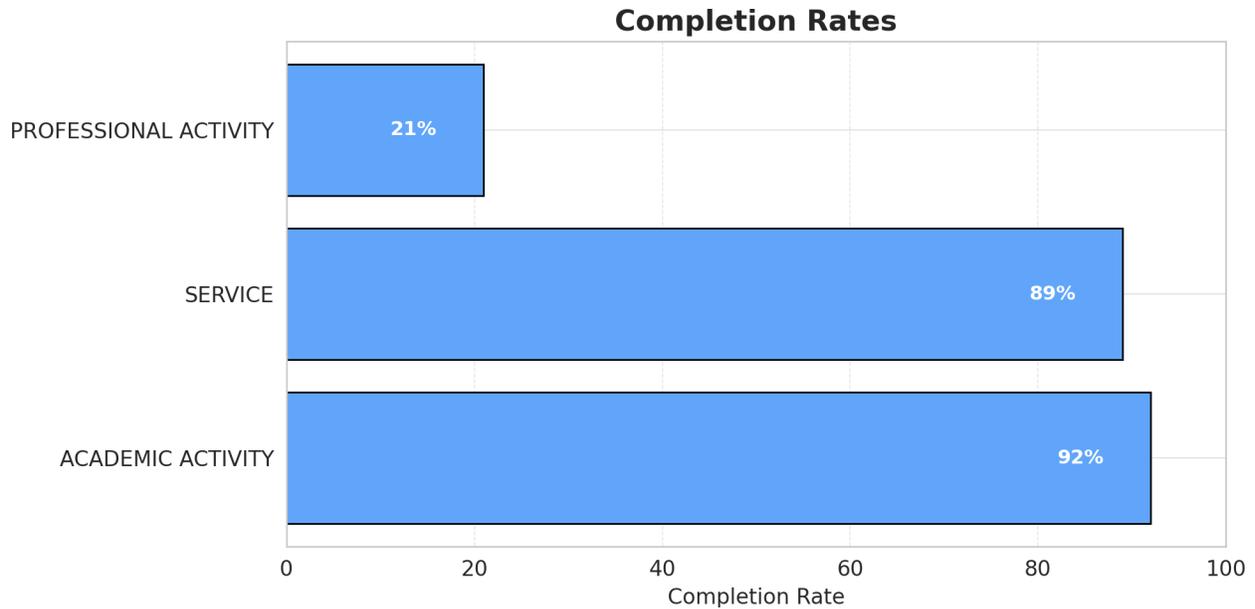
Completion Rates

Figure 3.6: LU Faculty Completion Rates of Planned Activities in 2024-2025

Summary

Academic vitality is dependent upon faculty members' interest and expertise; faculty development has a critical role to play in promoting academic excellence and innovation. Therefore, alongside excellent teaching, faculty development has become an increasingly important component of LU's education. To be successful at LU, a faculty member must invest in him/herself. To help faculty members fulfill professional growth and development requirement, a variety of faculty development programs and activities have been designed and implemented. These activities include workshops and seminars, short courses, and site visits.
- A typical LU faculty member is an established professor or associate professor who is teaching full-time at LU with great teaching evaluations by students and peers.
- All of our faculty members engage in various academic and professional growth and development activities, some of LU faculty are also active researchers who publish in peer-reviewed journals.

PART V: ASSESSMENT

ASSESSMENT OF STUDENT LEARNING OUTCOMES (PROGRAM LEARNING OUTCOMES)

Summary

The 2024-2025 academic year assessment of program learning outcomes demonstrated strong overall performance across Lincoln University's degree programs. Eight learning outcomes were assessed across five programs during Fall 2024 and Spring 2025, with seven outcomes fully achieving their benchmarks and one partially achieved. The assessment employed course-embedded assignments, case studies, and research projects evaluated by faculty reviewers using standardized rubrics. The Bachelor of Arts in Business Administration successfully assessed analytical tools in decision-making with 79% of students meeting the benchmark. The Bachelor of Science in Diagnostic Imaging showed mixed results, with knowledge and skills achieving the benchmark at 78% while patient positioning fell short at 71%. Graduate programs performed exceptionally well, with the MBA demonstrating strong achievement in both professional communication (81%) and self-direction (84%). The Master of Science programs in Finance Management and International Business similarly exceeded benchmarks in ethical responsibilities (79%) and quantitative methodologies (77%) respectively.

Recommendations

The assessment data reveals specific areas requiring targeted interventions to enhance student learning outcomes. For the Bachelor of Science in Diagnostic Imaging program, the below-benchmark performance in patient positioning necessitates immediate curriculum enhancement. The program should increase laboratory practice hours and explore partnerships with healthcare facilities to provide additional clinical experience opportunities. Implementation of high-fidelity simulation software would allow students to practice positioning techniques repeatedly without patient exposure concerns. Faculty should develop a competency checklist for positioning skills that students must master progressively throughout the program, with regular formative assessments to identify struggling students early.

Graduate programs, while meeting benchmarks, show opportunities for enhancement in specific areas. The relatively lower average scores in some outcomes suggest that programs should review their curriculum sequencing to ensure foundational skills are adequately developed before advanced application. Programs should consider implementing peer review processes for major assignments to enhance both analytical and communication skills. Additionally, creating interdisciplinary projects between business programs could strengthen problem-solving abilities while exposing students to diverse perspectives.

Lincoln University Institutional Research Report Academic Year 2024-2025

Co-Curricular Learning Outcomes Assessment

Summary

The co-curricular activities program achieved remarkable success in the 2024-2025 assessment cycle, with 90.9% of assessed outcomes meeting or exceeding the benchmark of 3.0 on a 5-point scale. Assessment data from 660 surveys across seven activity types revealed exceptional performance in several areas. Campus resource identification achieved the highest score at 4.007, followed closely by community impact understanding at 4.036. The respect and empathy category showed consistent strong performance across all four outcomes, with scores ranging from 3.161 to 3.798. Student engagement in co-curricular activities demonstrated meaningful connections between classroom learning and practical application through various programs including academic support activities, field trips, recreational activities, and cultural events. However, two learning outcomes lacked sufficient data for meaningful assessment, representing a significant gap in the comprehensive evaluation of the co-curricular program.

Recommendations

The co-curricular assessment reveals critical gaps in data collection that must be addressed to ensure comprehensive evaluation of all learning outcomes. The Department of Student Services should immediately develop and implement assessment instruments for professional opportunity identification, integrating these measures into career development workshops and career fairs scheduled for the next academic year. For complex thinking about societal issues, assessment should be embedded into guest lectures, panel discussions, and field trips that address contemporary social challenges. The department should establish a minimum threshold of 30 surveys per learning outcome to ensure statistical validity of results.

To maintain and enhance the areas of excellence, particularly in campus resources and community impact, the university should document and disseminate best practices from these high-performing activities. The Student Services team should create a repository of successful activity designs and assessment strategies that can be adapted across different types of co-curricular programs. For the lowest-performing outcome regarding cultural forces shaping identity, enhanced programming should be developed that explicitly addresses cultural self-awareness through structured reflection activities and intercultural dialogue sessions.

Administrative Unit Effectiveness Assessment

Summary

The 2024-2025 administrative unit effectiveness assessment revealed mixed results across four key operational areas. The Dean of Students office achieved full success with the timely launch of the Academic Success Center in January 2025, meeting the exact target date and successfully

implementing comprehensive academic support services. The Computer Lab similarly achieved its goal by successfully deploying the online appointment booking system for the Academic Success Center, demonstrating effective technological implementation. However, both the Registrar's Office and Admissions and Records Office partially achieved their targets. The early registration rate reached 73% against a target of 75%, while application processing time averaged 8 days compared to the 7-day target. These results indicate that while Lincoln University successfully implemented new initiatives, ongoing operational efficiency improvements require continued attention.

Recommendations

Administrative units showing partial achievement of targets require systematic process improvement initiatives to reach established benchmarks. The Registrar's Office should conduct a comprehensive analysis of registration patterns to identify specific barriers preventing students from registering early. This analysis should include examination of course availability, advising appointment scheduling, and financial aid processing timelines. Implementation of proactive communication strategies, including personalized reminders and registration workshops, could help increase early registration rates. The office should also consider extending registration hours during peak periods and providing additional online resources to guide students through the registration process.

The Admissions and Records Office must accelerate its transition to fully electronic document processing to achieve the 7-day processing target. This requires immediate investment in document management software and staff training to ensure efficient utilization of new technologies. The office should map current workflows to identify bottlenecks and redundancies, then redesign processes to eliminate unnecessary steps. Establishing daily processing targets and monitoring systems would provide real-time feedback on performance and enable quick adjustments when delays occur. Cross-training staff members would ensure consistent processing capacity even during peak application periods or staff absences. Regular benchmarking against peer institutions would provide insights into best practices that could be adapted to Lincoln University's context.

Program Learning Outcomes Assessment Results 2024- 2025

Lincoln University conducted systematic assessment of student learning outcomes during the Fall 2024 and Spring 2025 semesters. The following presents the results of program learning outcomes (PLOs) assessed during this academic year.

Bachelor of Arts in Business Administration

BA PLO 4: Analytical Tools in Support of Decision-Making

- **Semester Assessed**: Fall 2024

- **Course**: BA 290 Strategic Management
- **Assessment Method**: Course-embedded case study aligned with the learning outcome
- **Performance Standard**: Score 2 (out of 4) for 75% of students
- **Results**: Average score: 2.31; Percentage meeting benchmark: 79%
- **Status**: Fully Achieved

Bachelor of Science in Diagnostic Imaging

BS PLO 1: Knowledge and Skills

- **Semester Assessed**: Spring 2025
- **Course**: DI 251 - Advanced Abdomen and Small Parts (Dr. Mania, Dr. Smolyarchuk)
- **Assessment Method**: Course-embedded case study
- **Performance Standard**: Score 2 (out of 4) for 75% of students
- **Results**: Average score: 2.35; Percentage meeting benchmark: 78%
- **Status**: Fully Achieved

BS PLO 2: Patient Positioning

- **Semester Assessed**: Fall 2024
- **Course**: DI 241 - Advanced OB/GYN Scanning (Dr. Smolyarchuk)
- **Assessment Method**: Course-embedded lab project
- **Performance Standard**: Score 2 (out of 4) for 75% of students
- **Results**: Average score: 2.11; Percentage meeting benchmark: 71%
- **Status**: Partially Achieved
- **Recommendations**: Assessment indicates students need more hands-on practice with positioning techniques. Recommend increasing laboratory practice opportunities and exploring simulation-based learning to supplement clinical experiences. Faculty should consider ways to provide more individualized feedback on positioning skills and create additional opportunities for students to practice with diverse patient scenarios.

Master of Business Administration

MBA PLO 3: Professional Communication

- **Semester Assessed**: Spring 2025
- **Course**: BA 390 – Business Strategy and Decision-Making (Dr. Pantos)
- **Assessment Method**: Course-embedded project
- **Performance Standard**: Score 3 (out of 4) for 75% of students
- **Results**: Average score: 3.04; Percentage meeting benchmark: 81%
- **Status**: Fully Achieved

MBA PLO 4: Self-Direction and Accountability

- **Semester Assessed**: Spring 2025
- **Course**: BA 390 – Business Strategy and Decision-Making (Dr. Pantos)
- **Assessment Method**: Course-embedded project
- **Performance Standard**: Score 3 (out of 4) for 75% of students
- **Results**: Average score: 2.51; Percentage meeting benchmark: 84%
- **Status**: Fully Achieved

Master of Science in Finance Management

MS FM PLO 4: Ethical Responsibilities

- **Semester Assessed**: Spring 2025
- **Course**: BA 490B - Business Strategy and Decision-Making for Finance Management (Dr. Pantos)
- **Assessment Method**: Course-embedded independent research project
- **Performance Standard**: Score 3 (out of 4) for 75% of students
- **Results**: Average score: 3.38; Percentage meeting benchmark: 79%
- **Status**: Fully Achieved

Master of Science in International Business

MS IB PLO 2: Use of Quantitative and Qualitative Methodologies

- **Semester Assessed**: Fall 2024
- **Course**: BA 415 – International Business and Investment Strategy (Dr. Ahanotu)
- **Assessment Method**: Course-embedded independent research project
- **Performance Standard**: Score 3 (out of 4) for 75% of students
- **Results**: Average score: 3.29; Percentage meeting benchmark: 77%
- **Status**: Fully Achieved

MS IB PLO 3: Problem-Solving in International Business

- **Semester Assessed**: Fall 2024
- **Course**: BA 415 – International Business and Investment Strategy (Dr. Ahanotu)
- **Assessment Method**: Course-embedded independent research project
- **Performance Standard**: Score 3 (out of 4) for 75% of students
- **Results**: Average score: 2.19; Percentage meeting benchmark: 77%
- **Status**: Fully Achieved

Lincoln University Institutional Research Report Academic Year 2024-2025

The Co-Curricular Activities program for academic year 2024-2025 demonstrates strong achievement of learning outcomes, with 90.9% of assessed outcomes meeting or exceeding the benchmark score of 3.0. A total of 660 surveys were conducted across seven different activity types, engaging students in meaningful experiences that support their academic, professional, and personal development.

Assessment Overview:

- **Benchmark Standard**: 3.0 on a 5-point scale
- **Total Learning Outcomes Assessed**: 11 out of 12
- **Outcomes Meeting Benchmark**: 10 out of 11 (90.9%)
- **Total Surveys Conducted**: 660

Performance by Learning Outcome Category:

1. Motivation and Purpose (CCLOs 1-3) All outcomes in this category exceeded the benchmark, demonstrating strong student development in academic focus and decision-making skills.

- CCLO1 - Develop strategies for academic focus: 3.764 (55 surveys)
- CCLO2 - Identify campus resources and opportunities: 4.007 (138 surveys)
- CCLO3 - Demonstrate decision-making skills: 3.636 (55 surveys)

2. Professional Interests and Career Opportunities (CCLOs 4-5)

- CCLO4 - Translate personal values into professional pursuits: 3.709 (55 surveys)
- CCLO5 - Identify professional opportunities: Insufficient data

3. Ethics and Civil Participation (CCLOs 6-8) Strong performance in community understanding, with excellent results in understanding community impact.

- CCLO6 - Understanding impact on community wellbeing: 4.036 (83 surveys)
- CCLO7 - Complex thinking about societal issues: Insufficient data (7 surveys)
- CCLO8 - Civic participation and leadership development: 3.355 (31 surveys)

4. Respect and Empathy (CCLOs 9-12) This category demonstrated consistent achievement across all outcomes, with particularly strong results in respect for others and open-mindedness.

- CCLO9 - Demonstrate respect for others' experiences: 3.798 (114 surveys)
- CCLO10 - Discuss cultural commonalities and differences: 3.419 (31 surveys)

- CCLO11 - Demonstrate open-mindedness: 3.763 (114 surveys)
- CCLO12 - Identify cultural forces shaping self: 3.161 (31 surveys)

Areas of Excellence:

- Exceptional performance in CCLO2 (Campus Resources) with an average score of 4.007
- Strong showing in CCLO6 (Community Impact) with an average score of 4.036
- Consistent achievement across the Respect and Empathy category

Areas for Improvement:

- Data Collection Gap - CCLO5: No assessment data was collected for identifying professional opportunities
- Limited Assessment - CCLO7: Only 7 surveys assessed complex thinking about societal issues
- Near-Benchmark Performance - CCLO12: While meeting the benchmark (3.161), showed the lowest performance

Administrative Unit Effectiveness Assessment 2024-2025

Administrative units at Lincoln University underwent assessment during the 2024-2025 academic year to measure their effectiveness in achieving operational goals and serving students.

Registrar's Office

- **Outcome/Metric**: Early Registration Rate
- **Target**: 75%
- **Actual Result**: 73%
- **Status**: Partially Achieved
- **Action Plan**: Continue to promote early registration through enhanced communication and streamlined processes

Admissions and Records Office

- **Outcome/Metric**: Application Processing Time (days)
- **Target**: 7 days
- **Actual Result**: 8 days
- **Status**: Partially Achieved
- **Action Plan**: Continue implementation of electronic document management system to reduce processing time

Dean of Students

Lincoln University Institutional Research Report Academic Year 2024-2025

- **Outcome/Metric**: Academic Success Center Launch
- **Target**: Spring 2025 (January 23, 2025)
- **Actual Result**: January 23, 2025
- **Status**: Achieved
- **Note**: Successfully launched comprehensive academic support services

Computer Lab

- **Outcome/Metric**: ASC Appointment Booking System Active
- **Target**: Yes
- **Actual Result**: Yes
- **Status**: Achieved
- **Note**: Successfully implemented online booking system for Academic Success Center