

I. 2024-2025 AA.BS Business Program Student Learning Outcomes (SLOs)

Outcome	Program Learning Outcomes for Students	Course/component
1BS	Demonstrate a comprehensive understanding of business functions	BUS 4030 – Assignment ____: Balanced Scorecard Paper
2BS	Develop a personal business ethic based on a biblical worldview	BUS 4030 – Assignment ____: Ethics and Good Business Response
3BS	Execute analytical and decision-making skills in organizational leadership	BUS 4030 – Assignment ____: Internal Assessment Response

II. Assessment Methods – Program Outcomes

Outcome	Assessment Term/Year	Assessment Measure(s) Used + Target Result	Relationship between Measure(s) and Outcome
	2024 Fall 2025 Spring	BUS 4030 Strategic Management	BUS4030 was taught three times during the 2024-2025 Academic Year, so three courses were used to assess measures and outcomes during the academic period. NOTE: Conversion of this course to an 8-week format was completed in for the 2024-2025 academic year. In this course, students review many pieces necessary to strategic management.
1BS	2024 Fall 2025 Spring	BUS 4030 – Assignment 6c: Balanced Scorecard Paper Target Result: 80% of students will achieve at least 3.0 rating (Good) on a 4.0 Scale.	The measure and outcome in this context are related in that BUS 4030 Assignment 6c: Balanced Scorecard Paper is designed to assess students' proficiency in essential business skills, which is one of the program outcomes in the BS business core. The specific assignment objective is to determine the effectiveness of an organization's strategy using the balanced scorecard approach. Through this assignment, students gain a broader understanding of balanced scorecards

			by explaining the process in their own words, addressing effective balanced scorecard formats, then comparing and contrasting how three different companies use the process. The assignment's rubric measures the students' ability to articulate content that is relevant with concrete examples and sound reasoning, using reference citations to support their position and validate facts integrated into the paper. Further, the rubric measures students writing proficiency and ability to present their position with a clear flow from introduction to conclusion with minimal grammatical errors and properly formatted citations.
2BS	2024 Fall 2025 Spring	BUS4030 – Assignment 8d: Ethics and Good Business Response Target Result: 80% of students will achieve at least 3.0 rating (Good) on a 4.0 Scale.	One program learning outcome is for students to develop a personal business ethic based on a biblical worldview. BUS 4030 – Strategic Management – Assignment 8d: Ethics and Good Business Response assignment objective is to evaluate the relationship between ethical business conduct and good business strategy. The measure for the assignment requires learners to explain why good ethical business practices are important to a good business strategy and why good ethics are necessary to any change in the organization's strategy. The outcome is for learners to demonstrate their proficiency in articulating good business strategy and practice and the role that ethics plays in organizations. The assignment is designed to encourage students to evaluate good ethical business practices and the impact ethics plays in the formulation and implementation of an organization's business strategy. The assignment's rubric measures the students' ability to articulate content that is relevant and demonstrates sound reasoning, using reference citations to support their position and validate facts integrated into the paper. Further, the rubric measures students writing proficiency and ability to present their position with correctly formatted citations and a clear flow.

3BS	2024 Fall 2025 Spring	BUS 4030 – Assignment 2d: Mapping Strategies Target Result: 80% of students will achieve at least 3.0 rating (Good) on a 4.0 Scale.	The measure, which is Assignment 2d Mapping Strategies is designed to assess learners’ ability to execute analytical and decision-making skills in organizational leadership. The specific assignment objective is for students to be able to analyze and map the strategic positioning of firms within an industry using strategic group mapping, identifying key dimensions of competition and deriving insights about competitive advantages, mobility barriers, and strategic opportunities. This assignment ties into several core concepts of strategic management, such as applying analytical tools to industry scenarios. The assignment's rubric measures the students' ability to articulate an assessment that is relevant and demonstrates sound reasoning. Further, the rubric measures students writing proficiency and ability to present their position with a clear flow.
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Notes on Data Collection	
The CIU Global Studies Business Program has identified three Program Learning Outcomes (PLOs) for students. These include demonstrating a comprehensive understanding of business functions, developing a personal business ethic based on a biblical worldview, and demonstrating the ability to execute analytical and decision-making skills in organizational leadership. To assess these PLOs, direct measures (assignments) are used within each course. Each assessment has a detailed rubric. The targeted result for each assessment is a minimum overall average score of 80% for each PLO. This score reflects a level of proficiency in the assessed skill or knowledge area that is appropriate for the BS business core courses. The assessments chosen to measure the targeted PLOs are collected each time a course is taught and stored in the LMS for future retrieval and assessment. The Director for the CIU Global Studies Business Program can access completed courses and review the assessment data recorded in the LMS. The assessment data is compiled in an Excel spreadsheet, where it is totaled and averaged. If variations in scoring are identified, they will be addressed. The assessment data is used to update the EPAR form on an annual basis.	

2024-2025 DBA Program Student Learning Outcomes (SLOs)

Outcome	Program Learning Outcomes for Students	Course Component/Target Result	Relationship between Measure(s) and Outcome
1	Evaluate and synthesize advanced theoretical and applied research in business, management, strategic planning, innovative thinking, leveraging strategic assets, business analytics, decision making, and problem solving.	BUS9740 - Assignment 7d: Monte Carlo Finance Paper Target Result: 100% of students will achieve at least 3.5 rating (Above Average) on a 4.0 Scale.	Assignment 7d: Monte Carlo Finance Paper in BUS9740 is designed to assess students' ability to evaluate and synthesize advanced theoretical and applied research related to modern capital budgeting techniques, particularly in the context of financial decision-making. Through the required analysis of techniques such as Monte Carlo simulation and their application to real-world capital projects, students demonstrate their mastery of business analytics, strategic planning, and decision-making, core competencies identified in the program learning outcome. The assignment measures students' ability to critically evaluate financial tools, interpret scholarly research, and apply advanced methodologies to organizational scenarios, directly reflecting the outcome expectations.
2	Apply the principles of current and emerging business theory to solve complex, real world problems in the areas of business administration, management, leadership, real world research methods, and business analytics.	BUS9740 - Assignment 3d: Preparing for Opportunity Paper Target Result: 100% of students will achieve at least 3.5 rating (Above Average) on a 4.0 Scale.	BUS9740 Assignment 3d: Preparing for Opportunity Paper requires students to apply current and emerging business theories (e.g., sustainable growth, financial analysis) to a real-world scenario involving business expansion. Through calculating key financial ratios, interpreting a company's growth capacity, and recommending strategic actions, students demonstrate the ability to solve complex, real-world problems in the areas of business administration, management, leadership, and business analytics. This assessment therefore serves as a practical measure of the outcome.
3	Practice leadership, management, and entrepreneurship from a diverse, multicultural perspective.	BUS9600 - Assignment 8c: Capstone Paper Target Result: 100% of students will achieve at least 3.5 rating (Above Average) on a 4.0 Scale.	The measure for BUS9600 - Assignment 8c: Capstone Paper directly aligns with outcome as the assignment requires students to develop and defend a human resource diversity strategy that integrates both contemporary business practices and a Christian worldview, encouraging them to engage with multicultural and ethical complexities in leadership. By critically evaluating secular and faith-based diversity strategies, addressing areas of organizational impact, and articulating a biblically grounded response, students demonstrate their ability to lead inclusively and ethically across cultural boundaries. The comprehensive rubric further reinforces this connection by assessing students' understanding of diverse perspectives, integration of

			theological insight, and application to real-world management challenges.
4	Lead organizations using an ethical personal leadership philosophy based upon a Christian worldview.	BUS9200 - Assignment 4c: Ethical Personal Leadership Philosophy Paper Target Result: 100% of students will achieve at least 3.5 rating (Above Average) on a 4.0 Scale.	The assignment Ethical Personal Leadership Philosophy Paper in BUS9200 directly measures the program outcome and requires students to articulate their own leadership approach rooted in biblical principles, ethics, and course materials, thereby demonstrating their ability to thoughtfully integrate faith and leadership in professional contexts. The rubric's criteria, especially outlining an ethical leadership philosophy, using Christian worldview-aligned materials, and adhering to professional standards, explicitly evaluate students' capacity to reflect and apply Christian ethical leadership in real-world scenarios, aligning tightly with the program's intended outcome.
5	Demonstrate advanced critical thinking skills and written/oral communication skills appropriate for a career in academia or executive business leadership.	BUS9905 - Applied Doctoral Research Project Defense and Presentation Target Result: Final ADP submission, presentation, and passing of oral defense.	The measure directly assesses the student's ability to demonstrate advanced critical thinking and communication skills. These culminating requirements demand synthesis of research, clear articulation of findings, and professional-level oral and written presentation, which align directly with the program outcome of preparing students for academic or executive leadership roles.
6	Design rigorous research that will contribute to the body of knowledge in the disciplines of business and management.	BUS9905 - Applied Doctoral Research Project Defense Target Result: Passing of oral defense.	The measure directly evaluates the student's ability to design and execute a rigorous research project that contributes new insight to the business and management disciplines. The oral defense process includes committee evaluation of the research question, methodology, data analysis, and conclusions, ensuring that the student has not only completed an applied project but has done so with academic rigor and relevance to the field. This confirms alignment with the outcome focused on contributing to the scholarly body of knowledge.

Guidance

- SLOs should state, in student-specific terms, specific knowledge, level of proficiency, or particular disposition that students should achieve. Also, specify *when* students should reach these levels. SLOs often describe program completers, but they can describe outcomes at other gateways (e.g. "Candidates completing coursework prior to field experience will demonstrate...").
- Target results should be included for each assessment. E.g.,
- Be clear and specific, using precise verbs and rich description. Refer to Bloom's taxonomy to distinguish between domains and levels of learning.

- For course/component, identify where students should learn this material. List the course and, if applicable, the specific activity that align with each SLO. Not every outcome connects to every course, but every course in the program should align with at least one outcome.

Notes on Data Collection

Each time a course is offered, data is recorded in LMS, for later retrieval, and for assessment purposes. The CIU Global Studies DBA Program Director has access to completed courses and retrieves assessment data. Because multiple course offerings may be offered during each academic year, the assessment data is accumulated in an Excel spreadsheet and later totaled, averaged, and the EPAR form is updated.

Guidance

- Each SLO should be assessed using at least one direct measure (e.g. a test or an essay); although indirect measures (e.g. surveys) should not be the exclusive measure, they are beneficial and demonstrate the use of multiple measures as a best practice. Identify the term/year that the SLO should be assessed.
- What is the targeted result for the assessment, and why? This may be expressed as a desired score for the overall average, a proportion of students to achieve a certain level, or a degree of gain between pre- and post-test. If the assessment is brand new, “gathering baseline data” is acceptable.

E.g., **Target Result:** Students should achieve at least a 2.25 out of a 3.0 scale rating for each rubric criterion.

- Explain the relationship between the assessment and the SLO it measures. Why was it chosen or designed? Do specific elements give it relevance?
- For “notes on data collection,” describe the data collection process in brief. For example, if the assessment is used only on a sample of student work, how was the sample collected? If there is a pre- and post-test, when did these occur? Though measuring statistical validity and reliability may not be possible, address the accuracy and consistency of assessments. For example, how many different people assessed the students’ work? How were variations in scoring handled?

