

MBA Student Learning Success

For over ten years the MBA Students at Regent University have been participating in assessment testing through a pretest and posttest longitudinal study sponsored by the nationally recognized firm, Peregrine Academic Services. All incoming MBA students complete the pretest in their first week of the program and all graduating students complete the posttest in the last two weeks of their final semester. The purpose of the longitudinal pretest posttest study is to attempt to determine the relative to benchmark learning for students while enrolled in the MBA program. Regent uses the longitudinal study to measure student learning outcomes by the absolute posttest score and by the increase in subject area knowledge during the MBA program, indicated by the absolute increase in posttest score compared to the pretest score and the increase in the benchmark score.

Results are tabulated by Peregrine and analyzed by the appointed Regent MBA faculty. Comparisons are made to nationally established benchmarks of other ACBSP accredited institutions offering an MBA program. The data presented highlights the learning success of Regent MBA students over the past three academic years. The heat map data table graphic indicates that Regent MBA students demonstrated a high level of relative longitudinal learning in the most recent academic year, 2024-2025. The highest level of learning on an absolute basis is in the disciplines of Entrepreneurship*, Business Planning* and Organizational Behavior. The overall relative gain of 5.5 points in AY 2024-2025 is the best learning success outcome for Regent MBA student during any measurement period. In the subject areas of Strategy, Ethics, Human Resource Management and Finance, Regent MBA students longitudinal learning outperformed other ACBSP accredited MBA programs by over 6 points. The student learning outcomes well reflect the subject matter distinctives of the Regent University MBA program and correspond to our mission to “train Christian leaders to change the world.”

***Note** Entrepreneurship and business planning do not have external benchmarks. They are custom measures developed in consultation with Peregrine for Regent MBA students. The custom benchmark tests for entrepreneurship and business planning reflect the Regent MBA program core value of practical application.

- Overall, Regent University MBA students went from underperforming the overall posttest benchmark average by more than 1.5 points in AY 2022-2023 and AY 2023-2024 to performing in line in AY 2024-2025.
- Important MBA subject areas aligned with the Regent University mission include ethics and leadership. The 2024-2025 graduating cohort earned its results inline with the absolute benchmark, and well exceeded the longitudinal learning of comparable accredited MBA programs.
- The overall average posttest score for Regent MBA graduates was 62.8 in 2024-2025, in-line with benchmark and above the average result of 60.1 over the past five academic years.
- A key measure of student learning is the change in test scores from the inbound student to the outbound prospective graduate. Green highlighted cells in the “RU Change versus Benchmark”

column in the graphic below indicate areas where Regent students have increased scores by more than 1.5 points relative to the increase observed at benchmark programs. In academic year 2024-2025 Regent MBA graduates had the best relative longitudinal result observed in the ten academic years since the measure has been used. Longitudinal learning momentum is highest in organization Behavior, strategy, marketing and ethics. Only operations management showed a modest decline in relative student learning success. Total knowledge gain by Regent MBA students also exceeded the benchmark by 5.5 points.

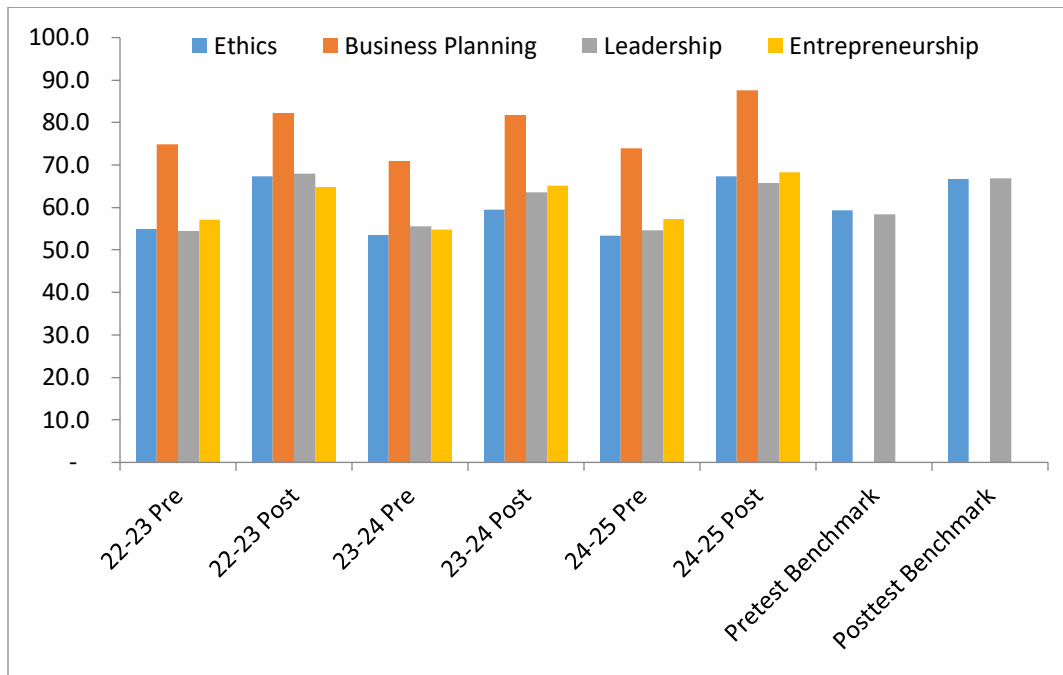
- Following intensive analyses of Peregrine data in 2018 and 2023, Regent MBA program leaders identified quantitative topic areas like accounting, economics and finance as opportunities for improvement. The heat map for the past three years shows opportunity for improvement remains in accounting and microeconomics. Accounting faculty and the MBA program director have made substantial revisions to the core MBA accounting course, for the purpose of realizing higher levels of relative and absolute student learning success. Continued pedagogical innovation is required to maintain upward momentum.

Student Learning Results: Peregrine Pretest and Posttest Scores

Academic Year		22-23	22-23	22-23	23-24	23-24	23-24	24-25	24-25	24-25
		RU Chg v			RU Chg v			RU Chg v		
Subject	MBA Program PLO	Pretest	Posttest	Bench**	Pretest	Posttest	Bench**	Pretest	Posttest	Bench**
Accounting	1	43.4	55.2	1.3	44.2	53.9	(0.9)	44.2	56.3	1.5
Economics	4	47.9	59.0	1.8	46.5	57.3	1.3	46.8	60.4	4.2
Econ: Macro	3	50.3	57.7	(1.9)	46.3	57.0	1.4	49.6	63.5	4.6
Econ: Micro	3	45.4	60.4	5.3	46.8	57.6	1.2	43.9	57.3	3.8
Entrepreneurship*	3	57.2	64.8	na	54.8	65.1	na	57.3	68.3	na
Business Plan*	4	74.9	82.3	na	70.9	81.8	na	73.9	87.6	na
Ethics	2	55.0	67.3	4.9	53.5	59.5	(1.4)	53.4	67.3	6.5
Finance	1	43.4	55.6	3.0	41.5	52.9	2.1	45.0	60.4	6.1
Global	4	45.0	54.6	(0.4)	45.2	54.5	(0.6)	45.9	58.4	2.6
HRM	2	43.7	56.8	5.2	49.4	55.7	(1.5)	46.4	60.5	6.2
Leadership	2	54.4	68.0	5.2	55.6	63.5	(0.5)	54.7	65.8	2.7
Management	4	48.2	59.4	2.1	51.0	59.9	(0.3)	49.7	63.9	5.1
Marketing	3	55.3	66.7	2.8	58.4	64.8	(2.2)	51.6	66.2	5.9
MIS	3	51.9	60.3	0.7	52.4	60.0	(0.1)	51.8	61.0	1.6
Operations	3	48.2	61.0	2.2	47.0	63.6	6.0	48.7	63.6	4.4
Org Behavior	4	52.7	60.4	(1.1)	56.6	60.4	(4.9)	54.0	67.5	4.7
Strategy	4	50.5	61.7	3.0	51.3	57.3	(2.1)	48.9	63.7	6.7
Total		50.2	61.1	3.5	50.4	58.9	1.1	49.8	62.8	5.5
Completed Tests (n)										
<u>Difference versus Pre-Test</u>										
greater than 1.5 below bench										
greater than 1.5 above bench										

- In the most recent academic four solid average posttest over pretest gains have been observed in key subject areas ethics, business planning, leadership and entrepreneurship.

Areas of Regent MBA Program Distinction



The MBA Program will continue to focus on distinctives that fit its mission and focus on practical application. Important subject areas in this regard include ethics, entrepreneurship, leadership and business planning. The MBA program director and faculty also continuously seek to improve the quality of learning in other subject areas. The program will continuously look to ways and means of improvement in all subject areas.

- Regent will continuously adjust and adapt the MBA program to changing market needs. Data Analysis and Business Communications were added based on feedback from the MBA Advisory Board, an external stakeholder group.
- Faculty and the MBA program director have redesigned the accounting program to better serve students and realize a higher relative and absolute degree of student learning success.
- With the importance of a quick and efficient start to each term, syllabi and Canvas sites for all courses are ready at least a month before the start of the term so students have ample time to acquire all necessary resources and can begin preparing assignments and working in their groups before the session starts.
- Faculty and staff use a variety of communication venues including: personal phone calls, repeated emails, the *Advise Alert* system, announcements, zoom calls and face-to-face meetings to confirm that student's needs are met and questions and concerns addressed prior to and during the semester. These communication initiatives are especially critical since a majority of the courses are online.

- Regent will continuously seek to make its graduates more relevant and marketable. The MBA Association is growing, supported by a new staff director, and the Dean of the Regent School of Business & Leadership has increased investment in the executive mentor program, open to all MBA students.