

Business, Leadership, & Management Department Program Effectiveness Report AY 2020-2021

College of Arts and Sciences: Mission

The mission of the College of Arts & Sciences is to graduate exceptional students deeply committed to Christ’s calling to cherish character, challenge culture, and serve the world.

Business, Leadership & Management: Mission

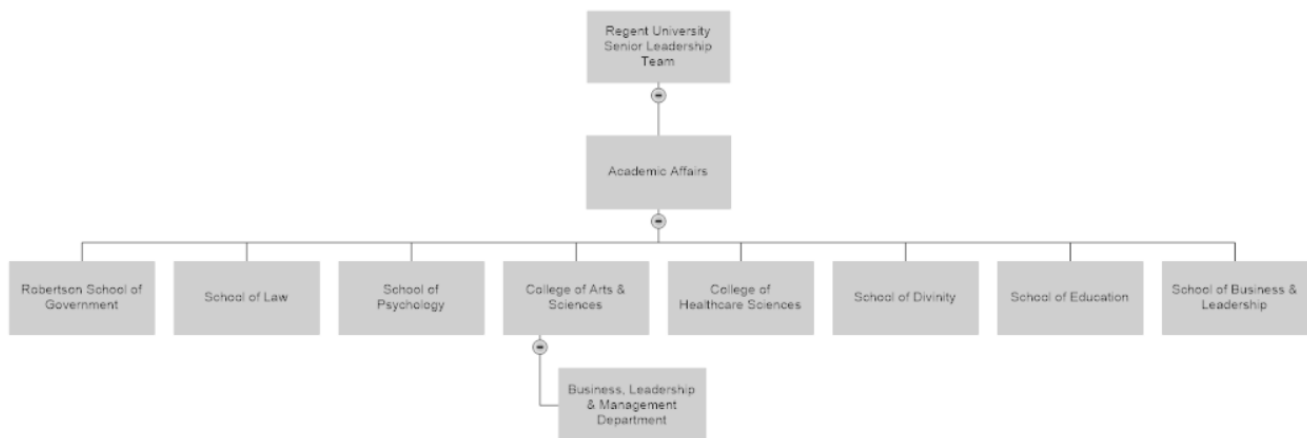
The mission of the Business, Leadership, & Management Department is to prepare knowledgeable and wise Christian business and enterprise leaders who are academically equipped and spiritually prepared to create practical and innovative solutions that advance the development of people, systems & organizations.

BL&M Departmental Vision

Our vision for our students is that of a successful business organizational leader who performs at their highest capability utilizing content knowledge and strength of spirit of God to help their organization achieve success.

Do you see a man diligent and skillful in his business? He will stand before kings; he will not stand before obscure men. Proverbs 22:29 AMP

Who Are We – Where Do We Fit?



BL&M Program Distinctives: What Makes Us Unique?

- Entrepreneurial in approach: this means that we consider all of our programs from the perspective of the entrepreneurial mindset, and how each of these programs support new business development and success in small and medium-sized businesses.

- Network Integration: this means we actively integrate our students with our business community; and promote students' involvement in internships and projects working alongside local business professionals.
- Practical in application: this means that all of our assignments - our case studies, our exercises, our final projects - are all looking ahead to the projects and activities that students will be doing in an actual business setting.
- Theologically engaged: our focus is on training Christians who work in business, not in preparing business persons who are Christians. We want them to know and discern well the scripture and their discipline, and to be exceptional at integrating faith and their work.

Program Learning Objectives and Related Outcomes:

The following information is included in each BL&M syllabus and is the core of our assessments.

PLO 1 The Business, Leadership, & Management Department prepares students to analyze business theories and operational functions in the light of God's revealed truth.

1. Students will be able to explain foundational principles and concepts of the discipline / major.
2. Students will be able to apply discipline-based tools to discipline workplace practices.

PLO 2 The Business, Leadership, & Management Department prepares students to apply professional, ethical, and responsible entrepreneurial behaviors to tangible business situations from a Biblical worldview.

3. Students will be able to apply biblical concepts and principles to discipline practices, and ethical decision-making in dealing with stakeholders and recommending solutions.
4. Students will be able to synthesize the fundamental elements of the discipline to apply solutions to solve business cases.

PLO 3 The Business, Leadership, & Management Department prepares students to recommend solutions to real-world problems based on strategic business applications and data-driven assessments.

5. Students will be able to synthesize and evaluate relevance of data.
6. Students will be able to develop well-written organized reports and/or presentations that explain findings and justify recommendations

Highlights from the Regent University 2021 Niche rankings:

COLLEGE CAMPUSES

- Top 15 Best College Campuses in America
- Top 5 Best College Campuses in Virginia
- "A+" Campus Rating

DEGREE PROGRAMS

- Top 10 Best Colleges for Business in Virginia

BEST COLLEGES IN VIRGINIA

- Top 5 Best Online Colleges in Virginia
- Top 20 Best Colleges in Virginia
- Top 10 Best Private Universities in Virginia

Accredited Major Program Information				
Program Name	Delivery Modality(ies)	Average Time for Degree Completion	Transfer Credit Hours Average	Total Credit Hours Required
			(see table below)	
A.A. in Business (UBUS)	All Delivery methods: traditional; online; hybrid	2 years		64 credit hours
B.S. in Accounting (UACC)	All Delivery methods: traditional; online; hybrid	2 years	39	120 credit hours
B.S. in Business (UBSB)	All Delivery methods: traditional; online; hybrid	2 ½ years	26	120 credit hours
B.S. in Human Resource Management (UHRM)	All Delivery methods: traditional; online; hybrid	2 years	29	120 credit hours
B.S. in Management (UBMG)	All Delivery methods: traditional; online; hybrid	3 years	44	120 credit hours
B.S. in Marketing (UMKT)	All Delivery methods: traditional; online; hybrid	1 ½ year	40	120 credit hours

While the average overall time for degree completion from the time students begin taking courses at Regent University is a little over 2 years (2.17 years), it is important to keep in mind that the majority of our Business Unit undergraduate students are transfer students. Therefore, the average time for degree completion is typically below the 4 to 6-year standard.

BL&M Program by the Numbers

- There are 138 full-time faculty teach at Regent University. There are 48 full-time faculty in the College of Arts and Sciences; and 4 full-time faculty in the Business, Leadership and Management Department.

- Approximately 722 individuals serve as adjunct faculty members at Regent University throughout the academic year. There are 339 part-time faculty and 47 full-time faculty in the College of Arts and Sciences. There are 4 full-time and approximately 48 part-time faculty in the Business, Leadership and Management Department.

Start of Academic Year	Majors Offered	Sections Taught	Faculty Teaching	Classes Taught per Faculty	Notes
Fall 2012	3	84	38	2.2	3 Separate Departments Combined into One
Fall 2013	3	72	29	2.5	Separating and Revising BUSN and LDST Curriculum
Fall 2014	4	68	34	2.0	Offering 5 concentrations in the BS in Business major
Fall 2015	7	83	36	2.3	IST, Cyber and Computer Science Moved to New Department
Fall 2016	8	96	42	2.3	Still offering 5 concentrations in the BS in Business major
Fall 2017	10	113	44	2.6	Included HCMT courses; now transferred to CHS
Fall 2018	11	113	40	2.8	
Fall 2019	11	109	38	2.9	Now offering 6 concentrations in the BS in Business major
Fall 2020	11	111	38	2.9	Now offering 7 concentrations in the BS in Business major

Student Enrollment for the most recent years is located in the table below.

Performance Measures:

Tools used to measure BL&M student performance and Departmental effectiveness include the following metrics, which are based guidelines established by the Council on Higher Education Accreditation (CHEA):

1. Unit Performance – see chart below
2. Student Academic Performance: Peregrine Academics Assessment
3. Stakeholder Feedback: Graduating Student Survey 2020 (All BL&M Majors)
4. Faculty Continual Improvement: Participation in Teacher Education

1. Unit Performance: Two Measures: Program Retention Data & Program Graduation Rates

**Accredited	Enrollment			Degrees Conferred		Retention Rate		Graduation Rate	
Major	Fall 2018	Fall 2019	Fall 2020	AY 2018-2019	AY 2019-2020	2017-2018 to 2018-2019	2018-2019 to 2019-2020	2015-2016	2016-2017
**A.A. Business	40	31	13	10	4	42%	53%	11%	19%
B.A. Leadership Studies	81	65	61	20	14	72%	74%	40%	22%
B.A.S. Management & Leadership	19	16	16	5	3	100%	57%	46%	33%
**B.S. Accounting	84	89	91	17	24	78%	79%	38%	37%
**B.S. Business	353	299	298	70	60	69%	68%	33%	25%
B.S. Business Analytics	4	7	9	New	0		67%		
B.S. Christian Leadership & Mgmt	98	94	125	20	10	68%	81%	27%	14%
**B.S. Human Resource Mgmt	29	36	62	2	1	84%	76%		0%
**B.S. Management	7	31	39	0	2		42%		
B.S. Mgmt Information Systems	5	6	9	New	0				
**B.S. in Marketing	21	27	34	2	2	73%	50%		22%
B.S. Professional Studies	82	90	87	12	26	NA	NA		
Total / Overall	823	791	844	158	146	67%	70%	32%	21%

Historic Retention Rate and Graduation Rate Data

The Regent University Office of Institutional Research provided Retention Rate data and Graduation Rates Data for this report. The Retention Rate data is based on the cohort of degree-seeking students who first enrolled in the specific degree program in a certain academic year and either returned in the same academic year or in a subsequent academic year. Current data from the Office of Institutional Research shows that specific programs have better retention rates than other programs. For example, the B.S. in Accounting program has demonstrated a consistently high retention rate of about 79% or higher. Meanwhile, the general B.S. in Business program has a history of lower retention rates of 68 to 69% over the last two years. Part of the impact could be

with the addition of more major programs to the BL&M Department and therefore some erosion in the overall enrollment in a Business-only major program. The retention rates are starting to increase from 67% to 70% within the last two academic years. This is a positive direction.

In talking to our Institutional Research group, it appears that students tend to be more focused once they narrow their choices. According to their research, a general BS in business tends to have a lower retention rate over the past couple years as compared to the more specific degree program like Accounting and other majors in the BL&M Department. We are starting to see retention rates increase the last two academic years. But the data we have currently is not evidence of that. Much of this is influenced by the online student population which tends to be non-traditional, whose members work full-time or balance other obligations.

Based on this research it appears that the BS in Accounting program has maintained a fairly high retention rate. People know about the opportunities for success through accounting, and jobs are plentiful. The program is new and is being repositioned to support students pursuing the CPA. Results for retention and for graduation for the BS in Accounting are stronger than the general BS in Business major.

Actions taken to improve retention include reducing the amount of complexity on the front end of the course, helping to more smoothly onboard students. We changed our Departmental late policy to more of a sliding scale, giving no penalty for written assignments in first two days late, then 5% per day deduction. Lessened citation error deductions in the first paper. Gradually increasing those as they go forward. Aligning rubrics to all assignments with clearer directions from instructor on how to succeed. We extended quiz time limits in all the courses, as well as offering two tries on first quiz. Making assignments in the beginning of the course a little less rigorous or stressful, to build students up to gradually harder assignments.

Working with this concept of margin and giving students some flexibility when it comes to submitting assignments, we have started to see some improvements in our retention rates of late. We are now working on a significant initiative to streamline “gateway” courses with even simpler directions and less busywork, reduced discussion posts, more interactions and greater feedback. We have also developed a “Faculty Dashboard” assessing faculty response times to student questions and to grading feedback. We hope this will lead to more improvements in retention.

Regarding Graduation Rates:

The average 6-year national graduation rate for bachelor’s degree students is 60 percent, according to the National Center for Education Statistics (NCES):

<https://nces.ed.gov/fastfacts/display.asp?id=40>.

Our BL&M student graduation rates have increased over time. For example, the 2012-2013 graduation rate of 51% is the highest graduation rate out of the 5-year cohort trend. Historically, our graduation rates increase over time as students have more time to complete their degree program. For example, many students in the 2016-2017 cohort are still working towards the completion of their degree program. Therefore, the graduation rates for the cohorts listed will continue to increase as students have more time to complete their program.

The newer major programs have very few students enrolled in each cohort since the program may be just starting. Therefore, a slight change in the retained/graduation data will have a more significant impact on the overall retention rate since the denominator is low. In addition, the

university has been more aggressive in the marketing of the BL&M degree programs over the last few years to increase enrollment. One additional demographic factor has to do with the type of students online versus traditional on campus. Average age of on campus students during the Self-Study year was 20; while the average age of online students was 37. The online students are working and balancing family and work along with their education. Therefore, it is a little more challenging to retain these students as compared to the traditional on campus students, due to their multiple obligations.

2. Student Academic Performance: Peregrine Academics Assessment

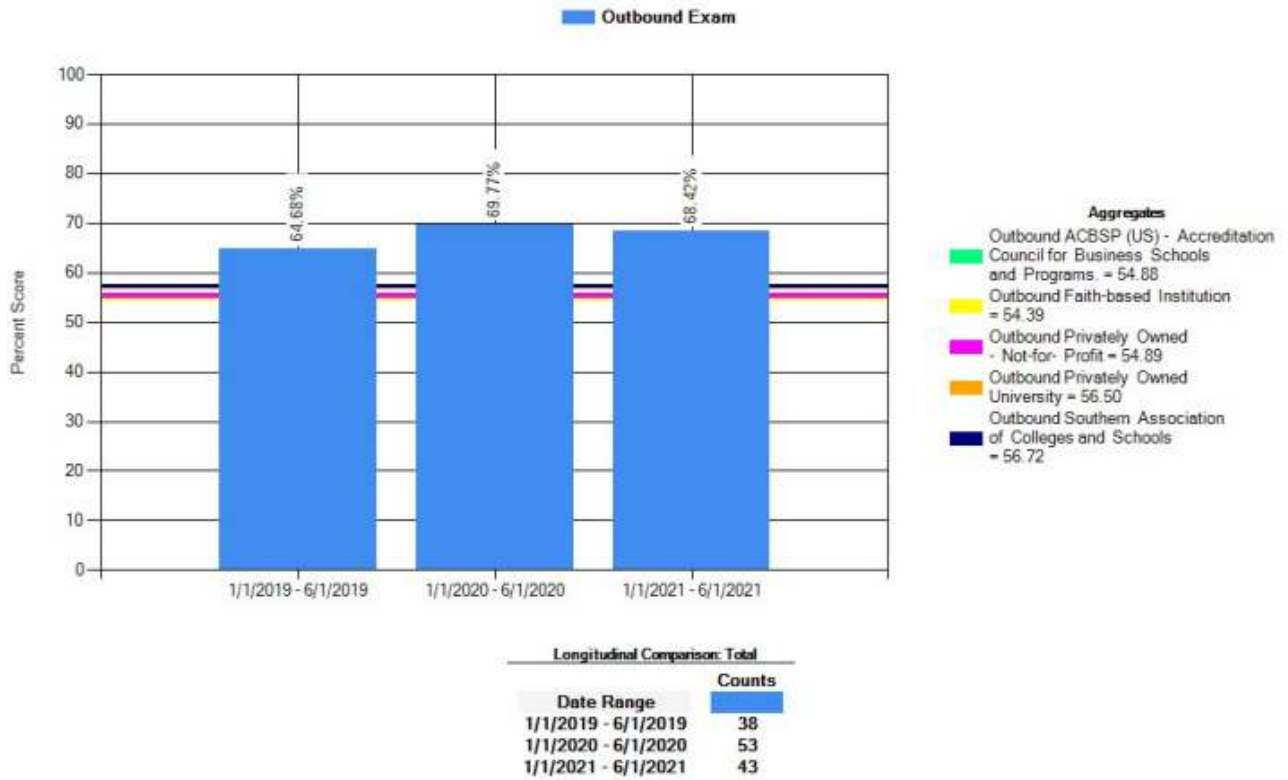
An overview of who is taking this exam -

- This exam for outbound seniors is deployed in all on-campus and online BUSN 470 classes.
- The assessment measures our students' proficiency in five core disciplines: Accounting, Business Finance, Business Integration and Strategic Management, Microeconomics, and Marketing.
- The assessment is being taken by students in the following major programs (as of Spring 2021): BAS in Management and Leadership; BS in Accounting; BS in Business; BS in Management; BS in MIS and BS in Marketing (N = 134).
- As noted, the exam results are drawn from Spring Assessments taken in 2019; 2020; 2021

The Comparison Group:

- All Universities with SACS accreditation (N = 58)
- Privately-owned Not-for-Profit schools [like Biola, Cal Baptist, Cedarville, Indiana Wesleyan and SNHU] (N = 133)
- A national comparison to Universities with ACBSP accreditation (N = 137)
- A national comparison to Faith-based Universities (N = 97)
- Privately-owned Universities [like American Public University, Capella, Grand Canyon and Liberty] (N = 167)

Longitudinal Comparison: **Total**



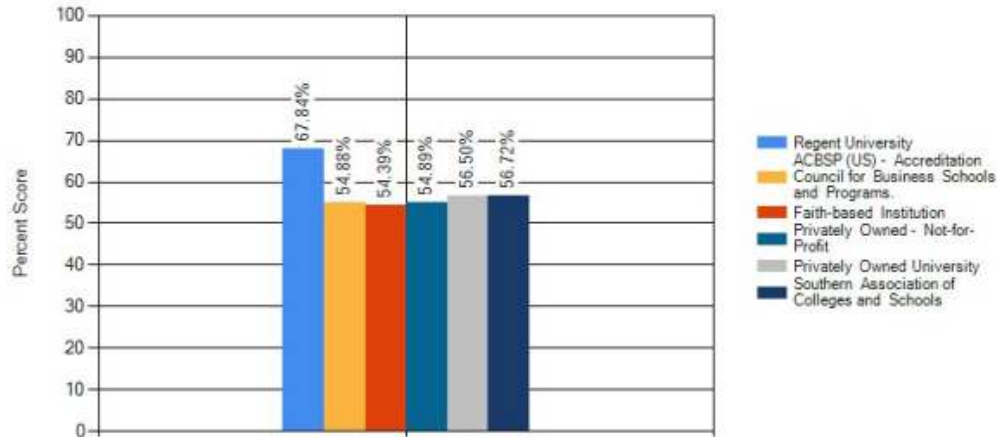
Overall - in evaluating all scores covering Student Assessments in three periods – Spring 2019, 2020 and 2021 – there was a slight decrease in student performance from 2020 to 2021. Student scores are still on average 19% ahead of the Aggregate comparison groups noted above. The overall 2% decrease in performance still has our student performing much better than the comparison groups noted in the report. Of the overall score decrease the greatest decreases were in the area of Finance content knowledge – down 4% and Strategic Management – down 7%. Under Strategic Management, areas that seem to be weaker and need improvement were the knowledge of Business-level strategy, Strategic planning and Decision-making, and Stakeholders and Shareholders. We will need to obtain some feedback from the assessment vendor for specifics, but this gives us a head start in determining areas for improvement.

More from this Assessment – On Campus versus Online Student Performance **This next table represents this data summary:**

- A comparison of the outbound exam total and individual subject area results from Regent University’s CAS undergraduate students’ proficiency in five core disciplines: Accounting, Business Finance, Business Integration and Strategic Management, Microeconomics, and Marketing. This measure is for On Campus Students
- Comparison to
- All Universities with SACS accreditation (N = 58)
 - Privately-owned Not-for-Profit schools [like Biola, Cal Baptist, Cedarville, Indiana Wesleyan and SNHU] (N = 133)
 - A national comparison to Universities with ACBSP accreditation (N = 137)

- A national comparison to Faith-based Universities (N = 97)
- Privately-owned Universities [like American Public University, Capella, Grand Canyon and Liberty] (N = 167)

Comparison of Outbound Exam Results with Outbound Exam Aggregate Results: Total



- 12.96% Difference with the ACBSP (US) - Accreditation Council for Business Schools and Programs Aggregate
- 13.45% Difference with the Faith-based Institution Aggregate
- 12.95% Difference with the Privately Owned - Not-for-Profit Aggregate
- 11.34% Difference with the Privately Owned University Aggregate
- 11.12% Difference with the Southern Association of Colleges and Schools Aggregate

This following table represents this data summary:

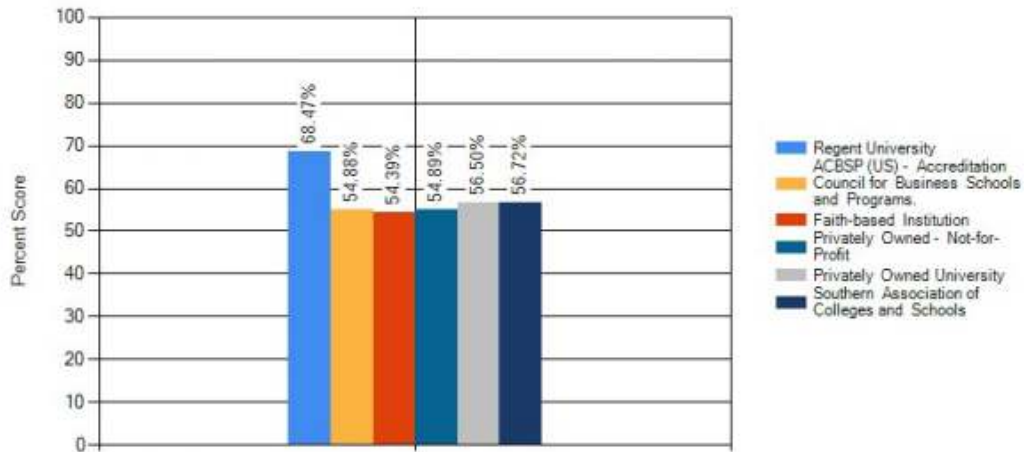
A comparison of the outbound exam total and individual subject area results from Regent

- University’s CAS undergraduate students’ proficiency in five core disciplines: Accounting, Business Finance, Business Integration and Strategic Management, Microeconomics, and Marketing. This measure is for Online Students

Comparison to

- All Universities with SACS accreditation (N = 58)
- Privately-owned Not-for-Profit schools [like Biola, Cal Baptist, Cedarville, Indiana Wesleyan and SNHU] (N = 133)
- A national comparison to Universities with ACBSP accreditation (N = 137)
- A national comparison to Faith-based Universities (N = 97)
- Privately-owned Universities [like American Public University, Capella, Grand Canyon and Liberty] (N = 167)

Comparison of Outbound Exam Results with Outbound Exam Aggregate Results: **Total**



13.59% Difference with the ACBSP (US) - Accreditation Council for Business Schools and Programs Aggregate

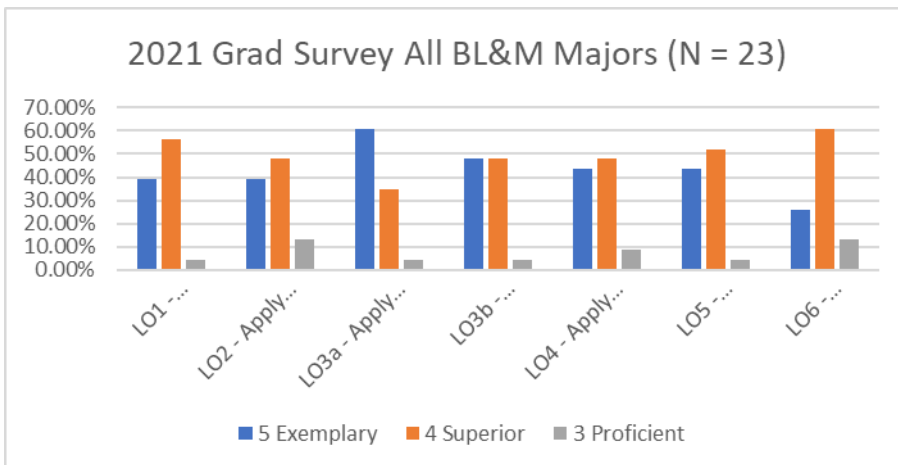
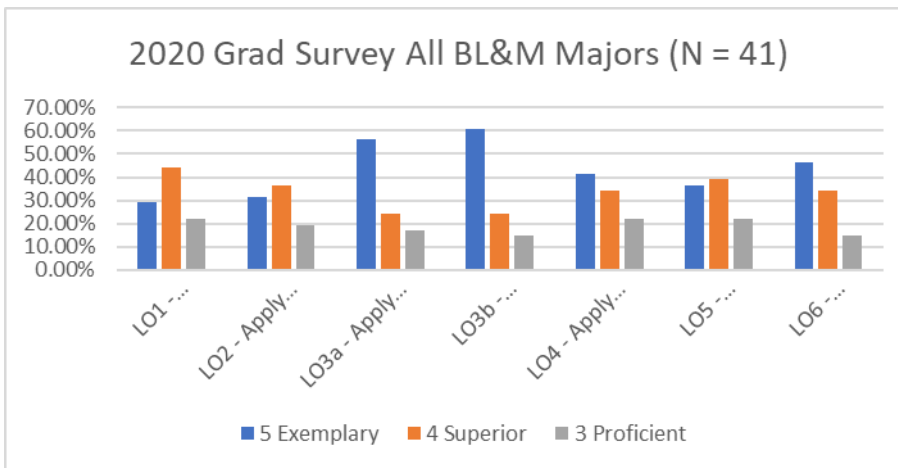
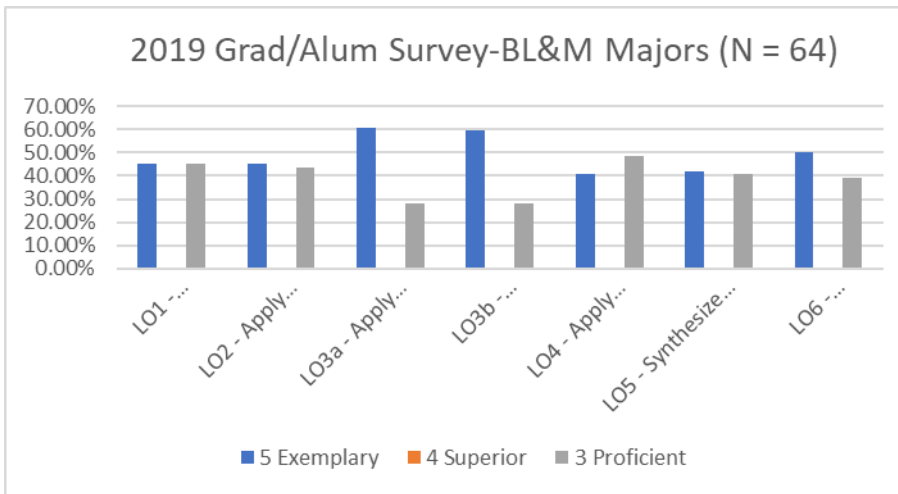
14.08% Difference with the Faith-based Institution Aggregate

13.58% Difference with the Privately Owned - Not-for-Profit Aggregate

11.97% Difference with the Privately Owned University Aggregate

11.75% Difference with the Southern Association of Colleges and Schools Aggregate

3. Stakeholder Feedback: Graduating Student Survey Data (All BL&M Majors)



The individual graphs above are from the three consecutive graduate or alumni surveys, 2019, 2020 and 2021. The goal was to assess the impact of the overall Learning Outcomes identified in each syllabus. It is important that students recognize what we are trying to achieve and see the means by which these are achieved. It is difficult to get a sense of the change in understanding until all of the

data is assembled into one table. Below is one table looking over three years of Graduate student or Alumni surveys to all majors in the BL&M Department.

Grad/Alum Survey - All BL&M Majors	Learning Outcomes						
	LO1 - Foundational Principles & Concepts	LO2 - Apply Tools to Work Practices	LO3a - Apply Biblical Concepts & Principles	LO3b - Encourage Ethical Decision-Making	LO4 - Apply Learning to Solve Cases	LO5 - Synthesize and Evaluate Data	LO6 - Communicate W/ Excellence
2021 (5) Exemplary	39.13%	39.13%	60.87%	47.83%	43.48%	43.48%	26.09%
2020 (5) Exemplary	29.27%	31.71%	56.10%	60.98%	41.46%	36.59%	46.34%
2019 (5) Exemplary	45.31%	45.31%	60.94%	59.38%	40.63%	42.19%	50.00%
2021 (4) Superior	56.52%	47.83%	34.78%	47.83%	47.83%	52.17%	60.87%
2020 (4) Superior	43.90%	36.59%	24.39%	24.39%	34.15%	39.02%	34.15%
2019 (4) Superior	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
2021 (3) Proficient	4.35%	13.04%	4.35%	4.35%	8.70%	4.35%	13.04%
2020 (3) Proficient	21.95%	19.51%	17.07%	14.63%	21.95%	21.95%	14.63%
2019 (3) Proficient	45.31%	43.75%	28.13%	28.13%	48.44%	40.63%	39.06%
2021 (2) Developing / NI	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
2020 (2) Developing / NI	4.88%	12.20%	2.44%	0.00%	2.44%	2.44%	4.88%
2019 (2) Developing / NI	9.38%	10.94%	10.94%	12.50%	10.94%	17.19%	10.94%

In the 2019 Alumni Survey the Superior rating was not included as one of the rating levels. This was rebalanced and the Graduate Student surveys conducted in 2020 and 2021. So in the 2019 survey you see more scores towards the middle and lower end of the spectrum. The rebalancing allows for a fairer expression of the quality and value given to the outcomes but also allows for some understanding that there was an impact and it was just not a moderate or average impact. The results of the rebalancing is a demonstration of the strength of the impact of the Learning Outcomes

on the students and their perception of this. For example, in 2021 there were no scores in the Development range, but all the scores were in the Proficient or Superior or Exemplary Range.

Scores in the table above represent all student responses, some current students and some recent graduates. The table below considers only recent graduates, and this data is only able to be captured in the 2020 and 2021 surveys.

2020-2021 Grad Survey Recent Grads ONLY (2021 N = 10; 2020 N = 9)	Learning Outcomes						
	Lo1 - Foundational Principles & Concepts	Lo2 - Apply Tools to Work Practices	Lo3a - Apply Biblical Concepts & Principles	Lo3b - Encourage Ethical Decision- Making	Lo4 - Apply Learning to Solve Cases	Lo5 - Synthesize and Evaluate Data	Lo6 - Communicate W/ Excellence
2021 (5) Exemplary	44.44%	33.33%	55.56%	66.67%	22.22%	22.22%	66.67%
2020 (5) Exemplary	30.00%	30.00%	50.00%	40.00%	40.00%	30.00%	30.00%
2021 (4) Superior	33.33%	55.56%	33.33%	22.22%	55.56%	55.56%	22.22%
2020 (4) Superior	60.00%	50.00%	50.00%	50.00%	50.00%	60.00%	50.00%
2021 (3) Proficient	22.22%	0.00%	11.11%	11.11%	22.22%	22.22%	11.11%
2020 (3) Proficient	10.00%	20.00%	0.00%	10.00%	10.00%	10.00%	20.00%
2021 (2) Developing / NI	0.00%	11.11%	0.00%	0.00%	0.00%	0.00%	0.00%
2020 (2) Developing / NI	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%

This survey results above were based on the overall major Learning Outcomes linked to the Department's Program Learning Outcomes. These Learning Outcomes are listed in every course in each major in the BL&M Department. Survey results above were isolated for recent graduate students only. Data was drawn from a survey sent to current students or ready to graduate students. Many of the students are working in their field. The target was student satisfaction above 80% for recognition or and satisfaction with seeing impact of Learning Outcomes. We were taking the results from the Exemplary and Superior ranks on the survey data to state that 80% or greater of students who responded would be satisfied that we achieved the learning outcomes at a Superior or Exemplary level. For three of the six outcome results we achieved over 80% [Please note: Outcomes 3a and 3b were previously two separate outcomes which are now counted together as one]. Three of the results achieved just below the 80% threshold, one for . It should be noted that with the current revised survey language, used in surveys taken in 2020 and 2021, except for one case all the outcomes were viewed as Proficient or Superior or Exemplary in their demonstration.

Comprehensive Exam: Student Exit Survey Results Spring 2019-2020-2021

Survey Statement Likert Scale 1-5	Spring 2019 (N = 52)	Spring 2020 (N = 68)	Spring 2021 (N = 52)
The courses I took in my major program were well taught	4.12	4.22	4.00
My program of study was challenging	4.19	4.19	4.21
I understood the application of the Learning Objectives	4.32	4.31	4.21
I had the academic competencies to satisfactorily complete the course	4.29	4.49	4.29
My advisor was available to meet with me	3.79	4.04	
I knew what was required of me each week	4.33	4.47	4.38
Course/term length was appropriate for the courses	4.12	4.35	4.21
Added 2021: My course instructors were interactive and available to help			4.19
Added 2021: My academic experience at Regent has adequately equipped me to achieve my career goals			4.08

This survey comes as a part of the Comprehensive Exam students take in BUSN 470. That Exam as noted here is applied to 6 major programs and the Associates in Business and for Business Minor students. So this is a great cross-section of our students. The survey was revised to capture employment data from students. It is anecdotal but it helps us to know who is working and the value the programs offer. 20% of students responding to this Exit Survey in 2021 indicated that they had obtained an internship or work experience as a part of their college education. 40% were seeking a job in their degree field, while another 40% were looking to advance with their current employer upon graduation. Less than 1/3 of students were going to pursue a Masters degree after graduation.

4. Faculty Continual Improvement: Qualifications and Participation in Teacher Education

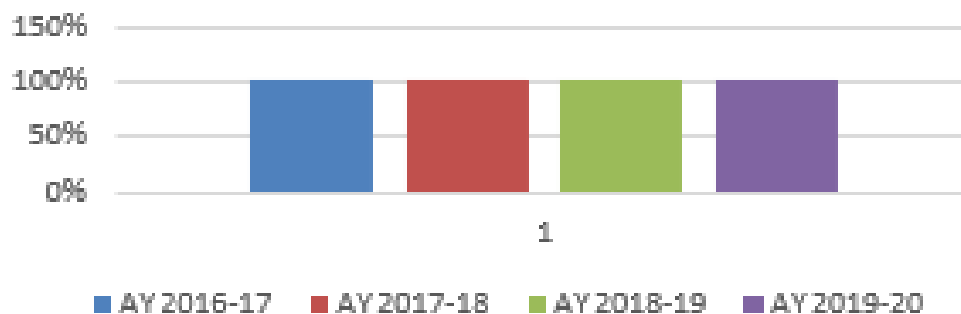
Faculty Participation in BL&M Faculty Meetings:

The last three years, we have worked to strengthen participation in the BL&M Faculty Forums held on the Thursday prior to the launch of the academic sessions. Here's another view of percentage of average participation:

- Academic Year 2017-18 - 49.5% of faculty;
- Academic Year 2018-19 - 60.1% of faculty;
- Academic Year 2019-20 – 61.2% of faculty.
- Academic Year 2020-21 – 67.01% of faculty (still following up on May 2021 meeting)

The goal would be to correlate faculty participation in this training with reductions in student complaints, improvement in overall BL&M faculty SET scores, and other measures of faculty quality. We will continue to drive this percentage up by culling the list of those not participating regularly; and hold accountable those who do not participate regularly by not offering teaching assignments unless a track record of participation is noted.

Percentage of Courses Taught by Academically or Professionally Qualified Faculty



100% of all undergraduate credit hours are taught by academically or professionally qualified faculty. In addition, in 2019-2020, 94.8% of faculty members were academically qualified to teach the courses in which they were the instructor of record.

Planning for the Future – How will we know we are successful?

Measurable Performance Expectations – Based on CHEA	AY 2018-2019	AY 2019-2020	Goals for AY 2020-2021
Retention (Overall Department)	75.00%	63.00%	Greater than 70%
Graduation Rate (Overall Department)			Greater than 40%
Licensure pass rates			
Job placement rates			90.00%

A.A. In Business Total	1		
B.S. in Accounting Total	3	4	
B.S. in Business Total	5	6	
Employment advancement			
Acceptance into graduate programs			# ?
Successful transfer of credit			
Other			

Appendix I. Individual Major Program Results and Comparison:

This table represents the following:

Regent University's CAS undergraduate BAS in Management and Leadership major program students who have successfully completed this exam (N = 11) and spent more than 20 minutes testing in comparison to other students being assessed on content knowledge.

Comparison to the following groups:

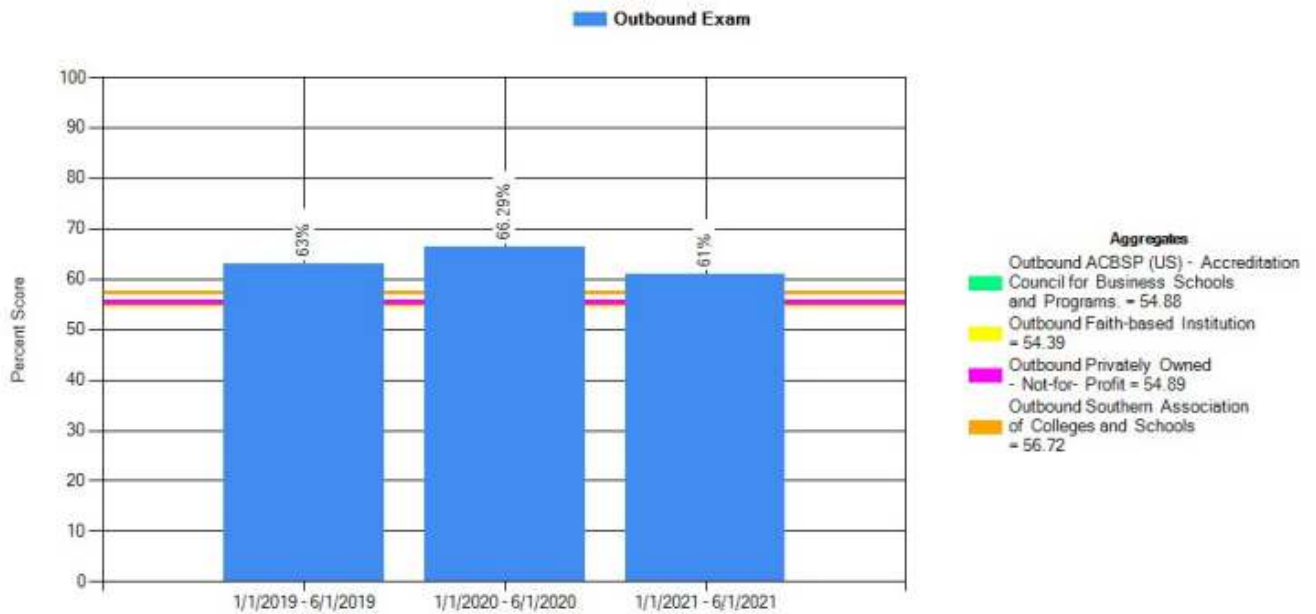
- All Universities with SACS accreditation (N = 58)
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- A national comparison to Universities with ACBSP accreditation (N = 137)
- A national comparison to Faith-based Universities (N = 97)

Please note: this is not a comparison of major program to major program; but a comparison of students within a CAS-BL&M major and their content knowledge of the five subject areas to students from other schools with potentially different major programs and their content knowledge of the five subject areas.

- As noted, the exam results are drawn from Spring Assessments taken in 2019; 2020; 2021

BAS in M & L Subject Score Comparison with ACBSP & Faith-Based Programs

Longitudinal Comparison: **Total**



Longitudinal Comparison: Total	
Date Range	Counts
1/1/2019 - 6/1/2019	2
1/1/2020 - 6/1/2020	7
1/1/2021 - 6/1/2021	2

This table represents the following:

Regent University’s CAS undergraduate BS in Business major program students who have successfully completed this exam (N = 76) and spent more than 20 minutes testing in comparison to other students being assessed on content knowledge.

Comparison to the following groups:

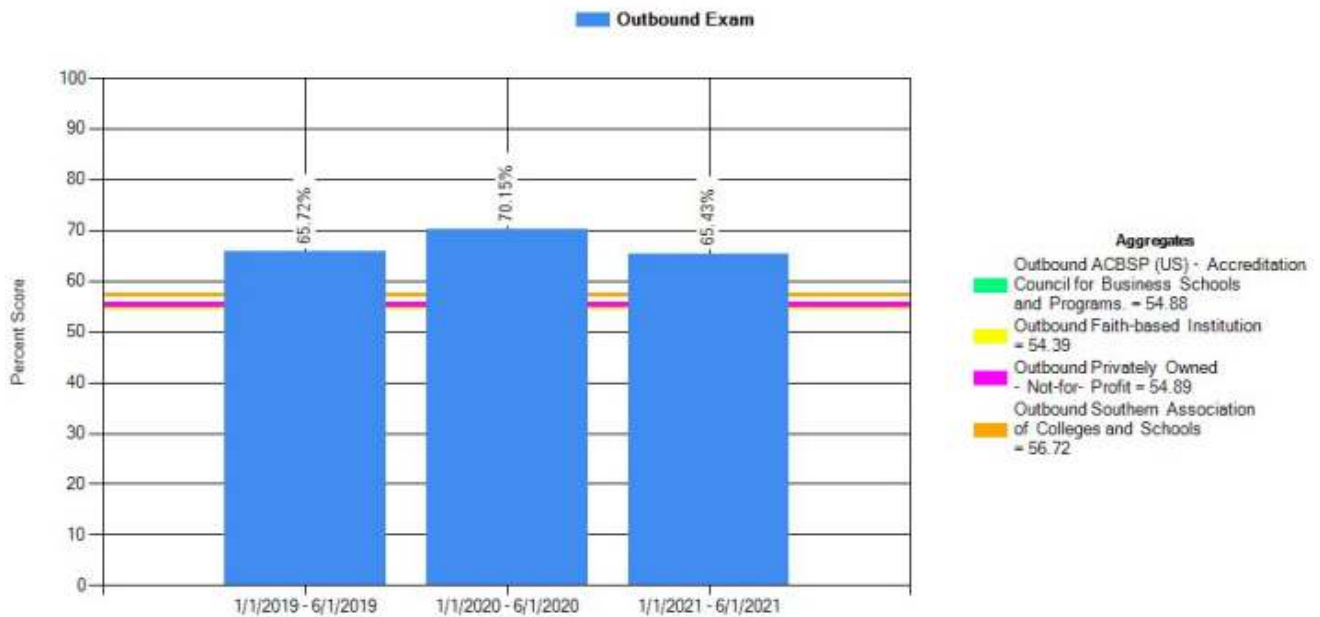
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- As noted, the exam results are drawn from Spring Assessments taken in 2019; 2020; 2021

BS in Business Major Subject Score Comparison with ACBSP & Faith-Based Programs

Longitudinal Comparison: Total



Longitudinal Comparison: Total	
Date Range	Counts
1/1/2019 - 6/1/2019	29
1/1/2020 - 6/1/2020	26
1/1/2021 - 6/1/2021	21

This table represents the following:

Regent University’s CAS undergraduate BS in Management major program students who have successfully completed this exam (N = 17) and spent more than 20 minutes testing in comparison to other students being assessed on content knowledge.

Comparison to the following groups:

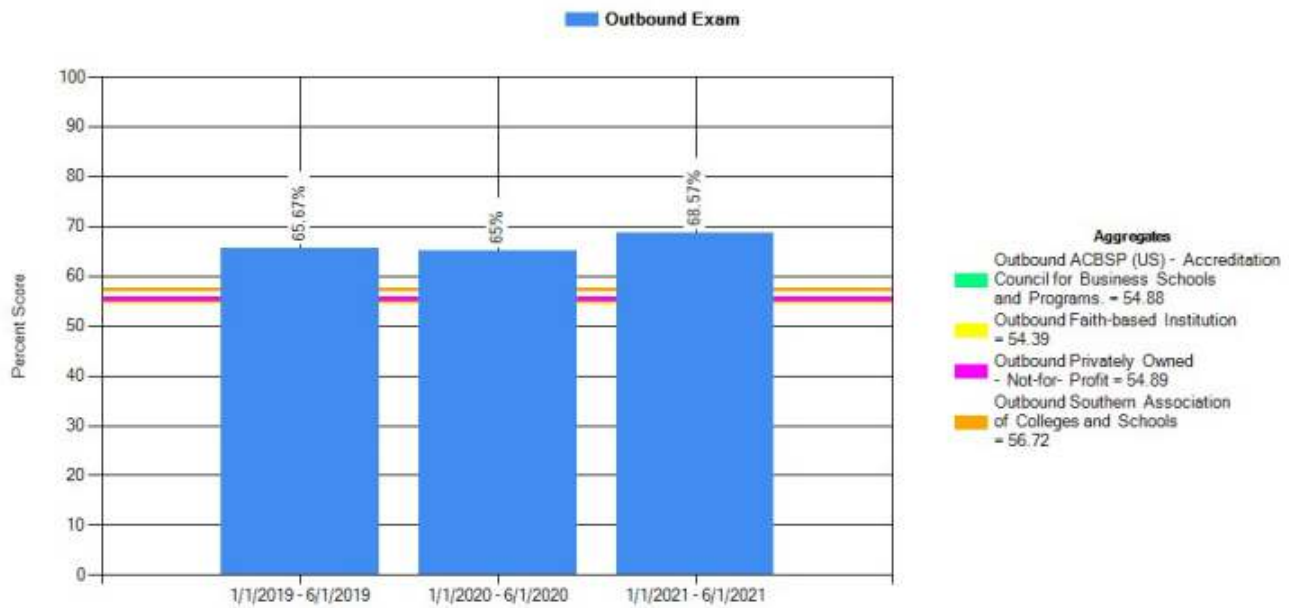
- All Universities with SACS accreditation (N = 58)
- Privately-owned Not-for-Profit schools [like Biola, Cal Baptist, Cedarville, Indiana Wesleyan and SNHU] (N = 133)
- A national comparison to Universities with ACBSP accreditation (N = 137)
- A national comparison to Faith-based Universities (N = 97)

Please note: this is not a comparison of major program to major program; but a comparison of students within a CAS-BL&M major and their content knowledge of the five subject areas to students from other schools with potentially different major programs and their content knowledge of the five subject areas.

- As noted, the exam results are drawn from Spring Assessments taken in 2019; 2020; 2021

BS in Management Major Subject Score Comparison with ACBSP & Faith-Based Programs

Longitudinal Comparison: Total



Longitudinal Comparison: Total	
Date Range	Counts
1/1/2019 - 6/1/2019	6
1/1/2020 - 6/1/2020	4
1/1/2021 - 6/1/2021	7

This table represents the following:

Regent University’s CAS undergraduate BS in Management Information Systems major program students who have successfully completed this exam (N = 1) and spent more than 20 minutes testing in comparison to other students being assessed on content knowledge.

Comparison to the following groups:

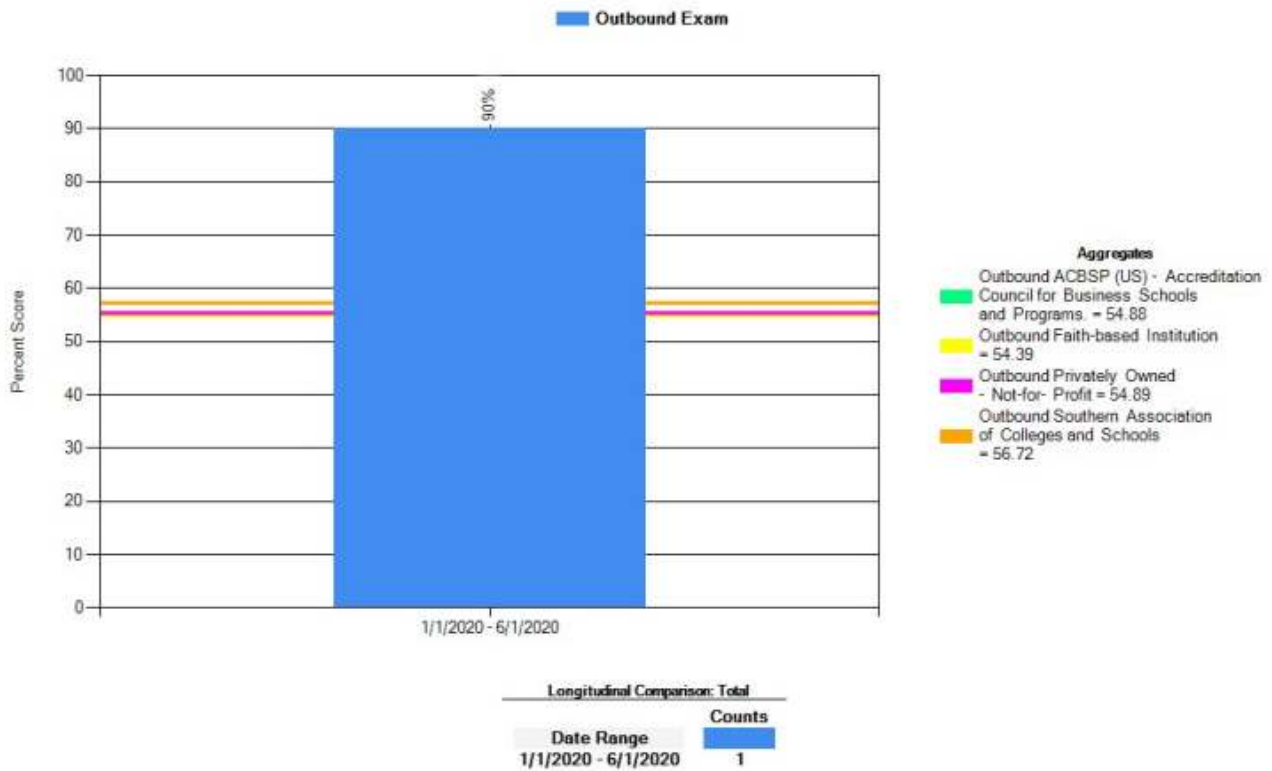
- All Universities with SACS accreditation (N = 58)
- Privately-owned Not-for-Profit schools [like Biola, Cal Baptist, Cedarville, Indiana Wesleyan and SNHU] (N = 133)
- A national comparison to Universities with ACBSP accreditation (N = 137)
- A national comparison to Faith-based Universities (N = 97)

Please note: this is not a comparison of major program to major program; but a comparison of students within a CAS-BL&M major and their content knowledge of the five subject areas to students from other schools with potentially different major programs and their content knowledge of the five subject areas.

- As noted, the exam results are drawn from Spring Assessments: 2020

BS in MIS Major Subject Score Comparison with ACBSP & Faith-Based Programs

Longitudinal Comparison: Total



This table represents the following:

Regent University’s CAS undergraduate BS in Marketing major program students who have successfully completed this exam (N = 11) and spent more than 20 minutes testing in comparison to other students being assessed on content knowledge.

Comparison to the following groups:

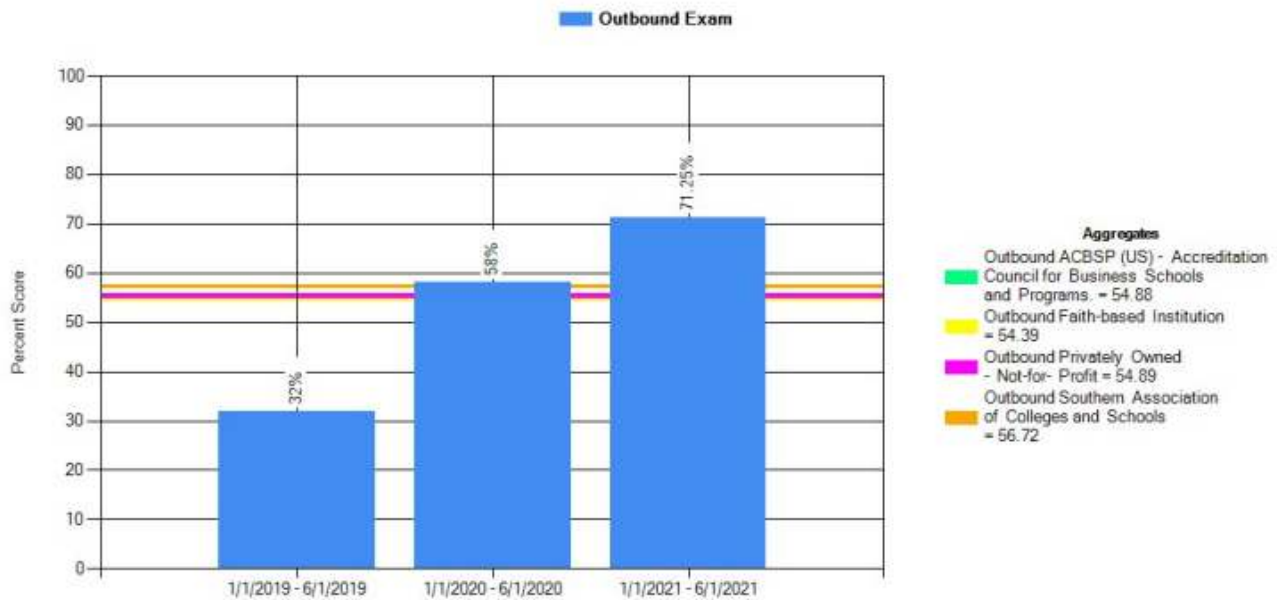
- All Universities with SACS accreditation (N = 58)
- Privately-owned Not-for-Profit schools [like Biola, Cal Baptist, Cedarville, Indiana Wesleyan and SNHU] (N = 133)
- A national comparison to Universities with ACBSP accreditation (N = 137)
- A national comparison to Faith-based Universities (N = 97)

Please note: this is not a comparison of major program to major program; but a comparison of students within a CAS-BL&M major and their content knowledge of the five subject areas to students from other schools with potentially different major programs and their content knowledge of the five subject areas.

- As noted, the exam results are drawn from Spring Assessments taken in 2019; 2020; 2021

BS in Marketing Major Subject Score Comparison with ACBSP & Faith-Based Programs

Longitudinal Comparison: Total



Longitudinal Comparison: Total	
Date Range	Counts
1/1/2019 - 6/1/2019	1
1/1/2020 - 6/1/2020	2
1/1/2021 - 6/1/2021	8

This table represents the following:

Regent University’s CAS undergraduate BS in Accounting major program students who have successfully completed this exam (N = 18) and spent more than 20 minutes testing in comparison to other students being assessed on content knowledge.

Comparison to the following groups:

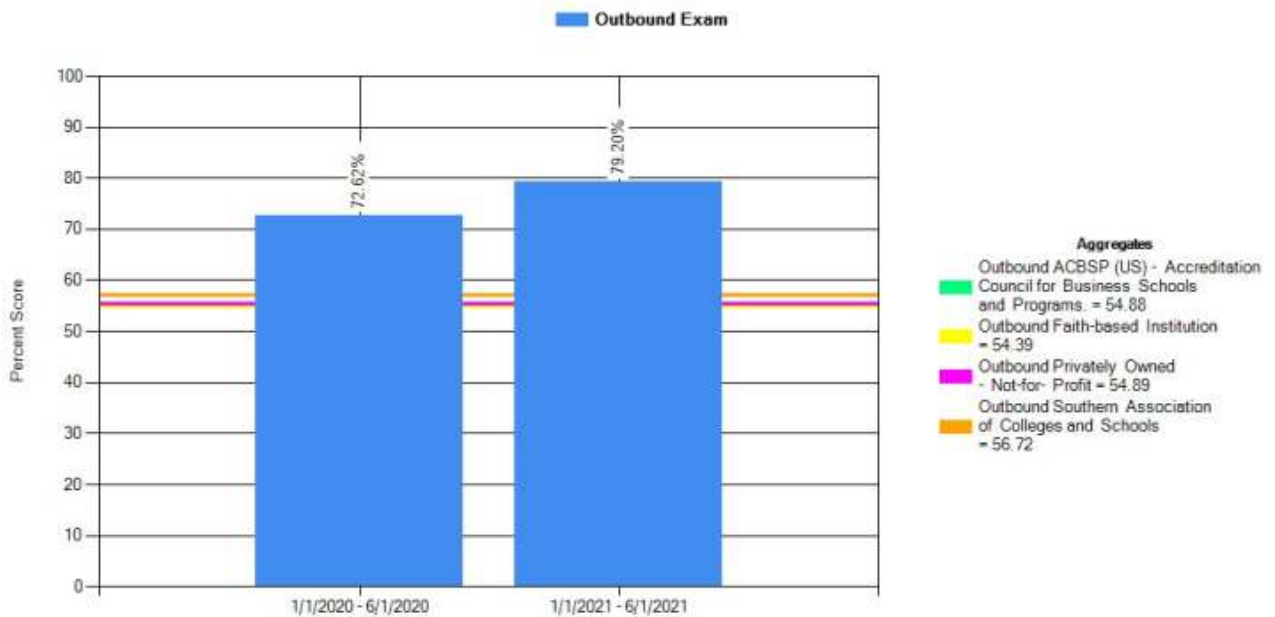
- All Universities with SACS accreditation (N = 58)
- Privately-owned Not-for-Profit schools [like Biola, Cal Baptist, Cedarville, Indiana Wesleyan and SNHU] (N = 133)
- A national comparison to Universities with ACBSP accreditation (N = 137)
- A national comparison to Faith-based Universities (N = 97)

Please note: this is not a comparison of major program to major program; but a comparison of students within a CAS-BL&M major and their content knowledge of the five subject areas to students from other schools with potentially different major programs and their content knowledge of the five subject areas.

- As noted, the exam results are drawn from Spring Assessments: 2020; 2021

BS in Accounting Major Subject Score Comparison with ACBSP & Faith-Based Programs

Longitudinal Comparison: Total



Longitudinal Comparison: Total	
Date Range	Counts
1/1/2020 - 6/1/2020	13
1/1/2021 - 6/1/2021	5

This table represents the following:

Regent University’s CAS undergraduate AA/AS in Business program students who have successfully completed this exam (N = 18) and spent more than 20 minutes testing in comparison to other students being assessed on content knowledge.

Comparison to the following groups:

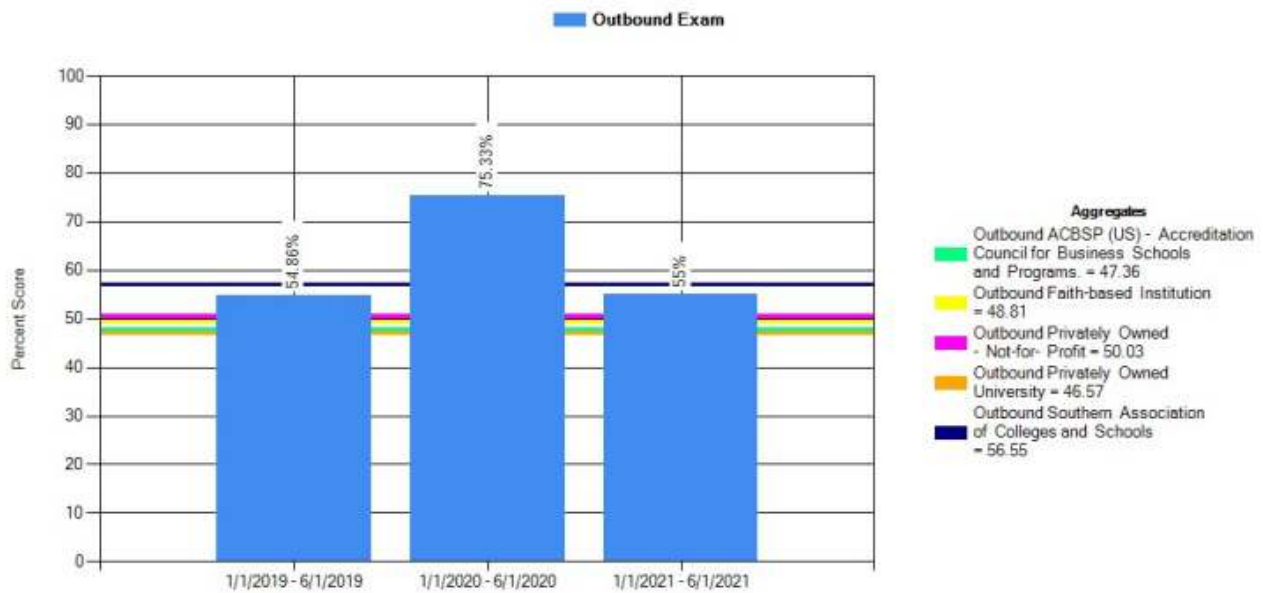
- All Universities with SACS accreditation (N = 58)
- Privately-owned Not-for-Profit schools [like Biola, Cal Baptist, Cedarville, Indiana Wesleyan and SNHU] (N = 133)
- A national comparison to Universities with ACBSP accreditation (N = 137)
- A national comparison to Faith-based Universities (N = 97)
- Privately-owned Universities [like American Public University, Capella, Grand Canyon and Liberty] (N = 167)

Please note: this is not a comparison of major program to major program; but a comparison of students within a CAS-BL&M major and their content knowledge of the five subject areas to students from other schools with potentially different major programs and their content knowledge of the five subject areas.

- As noted, the exam results are drawn from Spring Assessments taken in 2019; 2020; 2021

AA/AS in Business Subject Score Comparison with ACBSP & Faith-Based Programs

Longitudinal Comparison: Total



Longitudinal Comparison: Total	
Date Range	Counts
1/1/2019 - 6/1/2019	7
1/1/2020 - 6/1/2020	9
1/1/2021 - 6/1/2021	2

Individual Major Programs Results & Analysis

AA there was a regression this year back to results similar to the first year of the assessment. The sample size is much smaller, only two students this year. The overall percentage from 2020 to 2021 dropped 37%. The overall percentile score was represented at the same range in Accounting and Strategy and in Marketing. Finance knowledge was adjusted above the standard while Economic knowledge demonstrated was below the standard. The analysis indicates that for the percentile score, Accounting and Strategy and Marketing scored approximately the same as the overall percentile, while the Finance score was above the percentile and the Economics score was below. The students exceeded the aggregate comparison group except for the regional SACS accreditation average.

Note on the Peregrine BS in Accounting Results noted here: BS Accounting- we only have two years of data, and the Accounting major is switching to its own assessment which will be included in 2021 as well as in the future. Scores improved 8% from 2020 to 2021; and the BS in Accounting results were 30% higher than the average scores of the aggregate comparison group. Since results improved from Spring 2020 to Spring 2021, it's hard to determine where the areas of weakness are since all but the Economics scores are up year to year. Economics is only down slightly, less than a percentage point.

BS Business- we witnessed a 7% drop in performance for the BS in Business performance around the comprehensive exams over last year, from the 70th percentile to the 65th percentile. Student scores are still on average 18% ahead of the Aggregate comparison groups. The greatest decrease was in the Strategic Management area followed by Accounting. See graph for actual results. In the assessment of the overall performance of students, we made note of the weaknesses in the area of Strategic Management. Under Strategic Management areas that seem to be weaker and need improvement were the knowledge of business level strategy, strategic planning and decision-making, and stakeholders and shareholders.

BS Management- this major program saw an increase improvement from both 2019 and 2020, a significant improvement from 2020 to 2021. Student scores are 5% higher than AY 2020, and on average 19% ahead of the Aggregate comparison groups noted. Significant growth under the Accounting knowledge, with some minor decrease in the Marketing content knowledge, and a decrease in 20% in the Economics content knowledge. We are seeing some content knowledge weakness in Economics and Strategic Management in many of these Peregrine assessments. We have tried to tighten requirements for students entering this Management major to be sure that they take the prerequisite Microeconomics course and not an alternative general Economics course for when students transfer into the major.

BS MIS - this major only had one input over the three Spring Sessions being assessed, in the 90th percentile. The major has not graduated any students. This student score is 38% ahead of the Aggregate comparison groups noted. Our efforts to collect data are limited by the number of students in the pipeline and the lack of graduates. We hope to continue to collect data on this major, and see it grow. Our headcount tells us that we continue to see a slow and steady increase in the number of students in the major program. We hope to start to see more results of these assessments in the future.

BS Marketing- Marketing knowledge performance is up in all of the major programs. The addition of a full-time marketing Professor has helped. In the case of the Marketing major, more students took the assessment this year than have in the past two Spring Sessions. So the addition of more inputs helped the overall score, up 18% over 2020. Marketing major student scores are on average 22% ahead of the Aggregate comparison groups noted. Since the major had limited inputs in the first year, the scores were not representative of the overall knowledge assimilation. Several areas were weak if not absent in scoring in Year 1. The addition of more inputs helped the major program this year and it rebounded very well.

BAS in Management and Leadership - there was a nearly 9% decrease in performance by the students in this major as compared to the previous term - 66th percentile to 61st percentile. The numbers are still very small. Student scores are still on average 10% ahead of the Aggregate comparison groups. So the representation is not necessarily equitable when you are only getting two inputs. Finance knowledge is down significantly while Accounting knowledge is up as is Marketing. Strategic Management knowledge is steady while Economics is down slightly. When we look at the prerequisites of this particular major, students are bringing some of the credits over with them, which could impact the overall score. The key need is to isolate and identify the students from within the overall major and which students are taking this course so we can provide opportunities for improvement.