

Business, Leadership, & Management Department Program Effectiveness Report AY 2022-2023

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

BL&M Department Values

Values for the University: Integrity, Excellence, Innovation

SWOT Analysis: Business, Leadership & Management

Strengths

- High brand recognition
- Strong quality standard due to accreditation requirements
- Strong online infrastructure
- Faculty competence and abilities to integrate faith into curriculum
- Nationally recognized General education core
- Curriculum integrated with both faith-inspired material and classic enduring trade publications
- Smaller class sizes for on campus major sections
- Internships and practicums promoted for all students
- Cost conscious approach: Liberal transfer policy; also use of open educational resources when possible

<p>Weaknesses</p> <ul style="list-style-type: none"> • Declining enrollment due to changing demographics, increased competition and some programs that lack clear career alignment • Difficulty in getting feedback from graduate students • Most staff and many concentration courses online only • Lack of a consistent effort on the part of faculty to remain engaged with students throughout their courses • Online faculty working in their field but not as active in scholarship
<p>Opportunities</p> <ul style="list-style-type: none"> • Expanding non-traditional market • Expanding partnerships opportunities with local businesses • Professional certifications • Location in a resort region • Strong military presence in community and GI funding supports their educational pursuits (currently 28% of student population)
<p>Threats</p> <ul style="list-style-type: none"> • Strong regional and online competition for students • Decreased family buying power due to high inflation • Reductions in troop readiness levels and/or reduction of military personnel • High student debt • Future of Higher Education as “student centered” and more customer-driven • Connecting student projects and assignments to the work they are currently doing to demonstrate value and a strong return on investment

Student Achievement and Organizational Effectiveness

College of Arts & Sciences leadership uses various data to evaluate student achievement and organizational effectiveness with respect to undergraduate business programs. The results reflect a combination of the quality of students entering, the progress students are making toward completion of the academic programs, external factors such as the COVID-19 pandemic, the effectiveness of academic programs, Regent faculty and Regent administrators. Below is a summary of the findings for retention rate, number of graduates and a cumulative, cohort-based, graduation rate the trailing 5 academic years for ACBSP accredited undergraduate business majors. Additional detail for all College of Arts & Sciences student achievement can be found at the following URL:

<https://www.regent.edu/about-regent/regent-university-student-achievement/>.

Following the presentation of accredited business program’s student achievement data is a table describing organizational effectiveness in terms of program inquiries generated, applications, students accepted, enrollment, returning students and total graduates. Accredited business program graduates reach a new high of 96 in 2022-2023. The ratio of acceptance/applications has remained stable, averaging 29% over the trailing five years.

Academic Year	Started	Returned or Graduated	Retention Rate	Graduated	Cumulative Graduation Rate All Years
Total - ACBSP Accredited Undergraduate Programs					
2018-2019	254	171	67%	91	30%
2019-2020	203	153	75%	93	24%
2020-2021	226	167	74%	89	16%
2021-2022	221	151	68%	82	9%
2022-2023	267	172	64%	96	1%
BS in Accounting					
2018-2019	54	42	78%	17	39%
2019-2020	38	31	82%	20	21%
2020-2021	33	24	73%	20	24%
2021-2022	15	15	100%	13	20%
2022-2023	37	21	57%	12	0%
BS in Business					
2018-2019	144	95	66%	70	30%
2019-2020	112	82	73%	63	27%
2020-2021	124	93	75%	54	12%
2021-2022	162	106	65%	46	7%
2022-2023	157	108	69%	59	1%
BS in Human Resource Management					
2018-2019	31	23	74%	2	26%
2019-2020	19	15	79%	4	5%
2020-2021	30	26	87%	9	23%
2021-2022	18	10	56%	11	6%
2022-2023	35	20	57%	11	0%
BS in Management					
2018-2019	13	5	38%	0	15%
2019-2020	16	10	63%	3	25%
2020-2021	27	15	56%	3	15%
2021-2022	11	10	91%	5	18%
2022-2023	13	7	54%	8	0%
BS in Marketing					
2018-2019	12	6	50%	2	17%
2019-2020	18	15	83%	3	28%
2020-2021	12	9	75%	3	17%
2021-2022	15	10	67%	7	7%
2022-2023	25	16	64%	6	0%

Academic Year	Inquiries	Applications	Accepted	Enrolled	Returned	Enr+Ret'd	Graduated
Total - ACBSP Accredited Undergraduate Programs							
2018-19	23,881	3,072	757	254	401	655	91
2019-20	14,817	2,082	622	203	407	610	93
2020-21	25,173	2,564	802	226	393	619	89
2021-22	12,840	2,253	665	221	401	622	82
2022-23	18,368	2,996	921	267	383	650	96
Percent Change in Total - ACBSP Accredited Undergraduate Programs							
2019-20	-38%	-32%	-18%	-20%	1%	-7%	2%
2020-21	70%	23%	29%	11%	-3%	1%	-4%
2021-22	-49%	-12%	-17%	-2%	2%	0%	-8%
2022-23	43%	33%	38%	21%	-4%	5%	17%
BS in Accounting							
2018-19	3,639	437	130	54	62	116	17
2019-20	2,325	285	96	38	73	111	20
2020-21	5,151	381	133	33	68	101	20
2021-22	2,217	303	74	15	64	79	13
2022-23	3,154	395	137	37	46	83	12
BS in Business							
2018-19	14,443	1,963	447	144	294	438	70
2019-20	8,279	1,245	354	112	259	371	63
2020-21	11,392	1,510	438	124	231	355	54
2021-22	7,098	1,384	441	162	227	389	46
2022-23	9,933	1,772	521	157	245	402	59
BS in Human Resource Management							
2018-19	2,969	305	82	31	23	54	2
2019-20	1,880	235	68	19	37	56	4
2020-21	3,368	241	87	30	45	75	9
2021-22	1,522	240	62	18	49	67	11
2022-23	2,013	347	109	35	37	72	11
BS in Management							
2018-19	1,521	168	34	13	6	19	-
2019-20	1,270	176	43	16	21	37	3
2020-21	1,931	226	85	27	24	51	3
2021-22	956	169	47	11	31	42	5
2022-23	1,631	233	63	13	28	41	8
BS in Marketing							
2018-19	1,309	199	64	12	16	28	2
2019-20	1,063	141	61	18	17	35	3
2020-21	3,331	206	59	12	25	37	3
2021-22	1,047	157	41	15	30	45	7
2022-23	1,637	249	91	25	27	52	6

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.

Overall Program Learning Outcomes and Related General Course Learning Outcomes:

The following information is included in each BL&M syllabus and is the core of our assessments. The Course Learning Outcomes build off the overall Program Learning Outcomes and are specific for each individual major program. Additional Course Learning Outcomes are added as needed for each course in the curriculum.

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

CLO1 Students will be able to explain foundational principles and concepts of the discipline / major.

CLO2 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.

CLO3 Students will be able to apply biblical concepts and principles to discipline practices, and ethical decision-making in dealing with stakeholders and recommending solutions.

CLO4 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.

CLO5 Students will be able to synthesize and evaluate relevance of data.

CLO6 Students will be able to develop well-written organized reports and/or presentations that explain findings and justify recommendations.

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. Student Academic Performance: Peregrine Academics Assessment
2. Stakeholder Feedback: Graduating Exit Student Survey 2023 (All BL&M Majors)
3. Faculty Feedback Data: Participation in Process Orientation; Survey of Perceptions
4. Appendix: Detailed Breakdown of Accredited Major Program Data; also Program Learning Outcome Results for All Major Programs

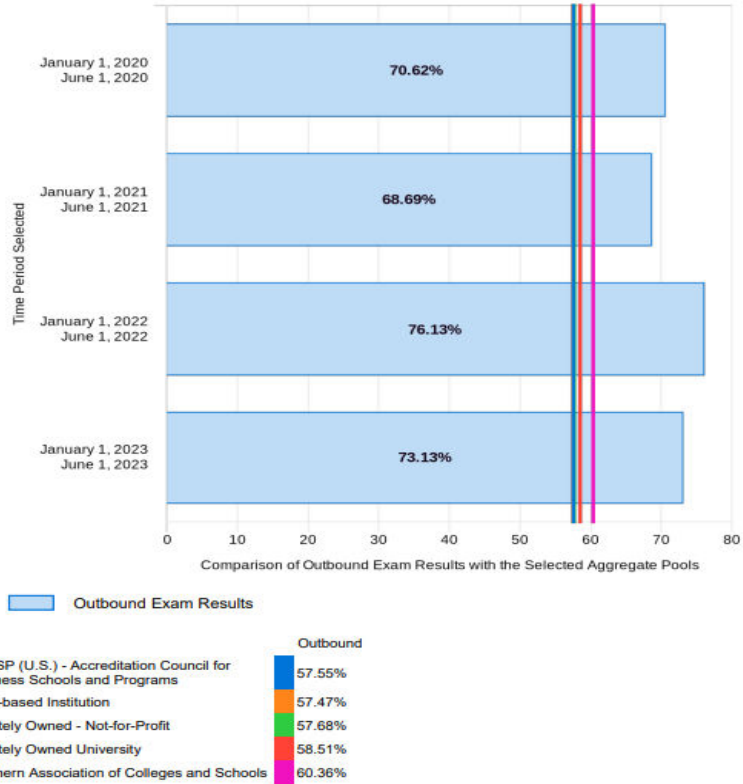
1. Student Academic Performance: Peregrine Academics Assessment

- 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 2023): BAS in Management and Leadership; BS in Accounting; BS in Business; BS in Management; BS in MIS and BS in Marketing (N = 53 in 2023; N = 215 over four years).
- As noted, the exam results are drawn from Spring Assessments taken in 2020; 2021; 2022 and 2023.

The Comparison Group:

- All Universities with SACS accreditation (N = 64)
- Privately-owned Not-for-Profit schools [like Biola, Cal Baptist, Cedarville, Indiana Wesleyan and SNHU] (N = 174)
- A national comparison to Universities with ACBSP accreditation (N = 151)
- A national comparison to Faith-based Universities (N = 113)
- Privately-owned Universities [like American Public University, Capella, Grand Canyon and Liberty] (N = 197)

Longitudinal Comparison: Total



Date Range	Number of Outbound Exams
Jan 1, 2020 - Jun 1, 2020	64
Jan 1, 2021 - Jun 1, 2021	52
Jan 1, 2022 - Jun 1, 2022	46
Jan 1, 2023 - Jun 1, 2023	53

For the combined results with all major programs included, student scores declined about 4% from last year's results. Our students are scoring 27% higher than students in one comparison group – our ACBSP nationally accredited schools. Later on in the document there will be the percentile review. Our students are operating in the 97th percentile of all schools nationally who take the Peregrine assessments. Individual Major program results will follow below.

Please see the appendix for breakdowns by each of the Accredited Major Programs (BS in Accounting; BS in Business; BS in Human Resource Management; BS in Management; BS in Marketing); also the Minor in Business.

2. Stakeholder Feedback: Graduate Exit Survey Data (All BL&M Majors)

From Academic Affairs, Office of Assessment and Compliance

A total of 291 online and on-campus College of Arts & Sciences (CAS) graduates completed the Graduate Exit Survey. Participants submitted graduation applications for the Fall 2021, Spring 2022, or Summer 2022 semesters. They received a Graduate Exit Survey for the semester in which they intend to complete all degree requirements. If students did not graduate in the semester for which they submitted an application, their survey responses were removed. 42 students from the Business, Leadership and Management Department completed surveys. Here are the results from this past Academic Year and the 3-year average.

BLM Table. Career Services

	I have developed the necessary practical job skills to market myself effectively to future employers.	I have a clear understanding of my character strengths and weaknesses.	I can articulate my career goals in a concise manner.	I have developed a plan of action to acquire the positions that I seek.	I have a clear understanding of my natural gifts, skills, abilities, and passions.
BLM 21-22	95%	95%	88%	80%	90%
CAS 21-22	95%	95%	90%	81%	98%
BLM 3-Year Avg.	95%	100%	98%	91%	99%
CAS 3-Year Avg.	91%	99%	93%	88%	96%

BLM Table. Education Services

	Regent's website (not Blackboard) is helpful and easy to navigate.	I found the support staff (non-faculty, admissions, and academic) efficient and helpful.	Information dissemination was effective and appropriate.	The education I received was worth the expense.	If I had to do it all again, I would still seek this degree.
BLM 21-22	90%	93%	86%	93%	90%
CAS 21-22	93%	77%	85%	91%	85%
BLM 3-Year Avg.	95%	94%	92%	93%	86%
CAS 3-Year Avg.	88%	81%	82%	88%	88%

BLM Table. Spiritual Development

	My program effectively integrated faith and learning.	I am prepared to integrate my faith in my career.	Regent University provided adequate spiritual formation resources to shape and deepen my Christian faith.	I believe I have a better understanding of Christian leadership because I studied at Regent University.	My Regent experience was consistent with strengthening my faith in and commitment to God.	My Regent experience inspired me to live out my faith in all areas of my life.	The faculty members in my program modeled Regent's mission and vision.
BLM 21-22	90%	95%	92%	93%	93%	92%	95%
CAS 21-22	95%	94%	94%	87%	94%	93%	95%
BLM 3-Year Avg.	99%	99%	99%	98%	98%	97%	99%
CAS 3-Year Avg.	97%	98%	96%	93%	93%	95%	96%

2022 Developing	14.29%	19.05%	4.76%	9.52%	19.05%	19.05%	14.29%
2023 Developing	13.64%	19.05%	9.09%	13.64%	14.29%	18.18%	4.55%

(2021 N = 23; 2022 N = 23; 2023 N = 24)

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 all students but particularly those students who had recently graduated.

Many of the students are working in their field. The target was student satisfaction above 70% 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 70% or greater of students who responded would be satisfied that we achieved the learning outcomes at a Superior or Exemplary level. For four of the seven outcome results we achieved over 70% [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 70% threshold.

Comprehensive Exam: Student Exit Survey Results Spring 2021-2022-2023 Mean Scores

Survey Statement Likert Scale 1-5	Spring 2021 (N = 52)	Spring 2022 (N = 42)	Spring 2023 (N = 54)
The courses I took in my major program were well taught	4.00	3.98	4.06
My program of study was challenging	4.21	3.95	3.98
I understood the application of the Learning Outcomes	4.21	4.10	4.17
I had the academic competencies to satisfactorily complete the course	4.29	4.38	4.43
My course instructors were interactive and available to help	4.19	4.19	4.24
My academic experience at Regent has adequately equipped me to achieve my career goals	4.08	4.05	4.24
I knew what was required of me each week	4.38	4.31	4.35
Course/term length was appropriate for the courses	4.21	4.19	4.09

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. The exam also covers Business Minor students. So this is a great cross-section of our students. While we cannot differentiate on campus versus online in the above survey, below we have a better breakout of the different students who took this exit survey.

Student Comprehensive Exam Exit Survey Demographics			
	N = 52	N = 42	N = 54
Student Status	2021	2022	2023
• Part-time on-campus	0.0%	4.8%	1.9%
• Part-time online	9.6%	16.7%	7.4%
• Full-time on-campus	30.8%	42.9%	42.6%
• Full-time online	55.8%	33.3%	48.1%
• Other	0.0%	2.4%	0.0%
Were you a transfer student to this school with more than 20 credit hours?			
• Yes	71.2%	61.9%	57.4%
• No	28.8%	38.1%	42.6%
If you were a transfer student, where did you transfer from:			
• Another 4-year college or university.	26.9%	28.6%	31.5%
• Community college.	46.2%	31.0%	25.9%
• Other.	26.9%	40.5%	42.6%
Your Age			
• 18-25	40.4%	54.8%	59.3%
• 26-35	17.3%	16.7%	18.5%
• 36-45	19.2%	11.9%	5.6%
• 46-55	13.5%	7.1%	11.1%
• 56-65	5.8%	7.1%	5.6%
• > 66	3.8%	2.4%	0.0%
Post-graduation intentions			
• I am currently seeking a new job within my field.	42.3%	45.2%	48.1%
• I am looking to advance with my current employer upon graduation.	40.4%	35.7%	33.3%
• I am currently seeking to change to a new field.	11.5%	11.9%	11.1%
• I am looking to complete a Bachelor's program after I graduate from my current program.	1.9%	4.8%	0.0%
• I am looking to complete a Master's program after I graduate from my current program.	26.9%	28.6%	33.3%

Discussion: The exit survey demographics reveal some interesting facts. FT on campus students are a similar percentage to last year, while FT online students are almost a balanced number. Less students transferring credit hours in, which means longer tenure here. A higher number of students who transferred from a four year college. A large number of traditional students, whether full-time on campus or full-time online. One third of the students are considering a master's program. This could be important to our grad school.

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

Faculty Participation in BL&M Faculty Meetings:

The last several 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 – 69.13% of faculty
- Academic Year 2021-22 – 76.94% of faculty
- Academic Year 2021-22 – 72.69% of faculty (still following up on May 2023 meeting)

Faculty Perception of Process and Training Support: 2020, 2022 and 2023

In 2020, then again in 2022 and 2023 part-time (adjunct) faculty were asked a series of demographic questions as well as process-related questions. The effort here was to determine whether the department leadership is providing resource support to enable faculty to accomplish their task. These specific survey questions highlight key feedback regarding their perception of the support that they have received. We highlight three of the survey questions below and compare to previous results.

Q9 Rate the following statements about faculty training and orientation 2020-2022-2023

	2020 (N = 34)			2022 (N = 42)			2023 (N = 29)		
	Agree	Strongly Agree	Total Agree & Strongly Agree	Agree	Strongly Agree	Total Agree & Strongly Agree	Agree	Strongly Agree	Total Agree & Strongly Agree
BLM or the college provided the training I needed	34.38%	59.38%	93.76%	42.86%	47.62%	90.48%	27.59%	65.52%	93.10%
BLM provided the process orientation and support I needed	21.88%	71.88%	93.76%	33.33%	59.52%	92.85%	20.69%	72.41%	93.10%
BLM provided access to high-quality instructional tools and digital resources	34.38%	56.25%	90.63%	42.86%	52.38%	95.24%	31.03%	68.97%	100.00%
The pre-session meetings provided sufficient information	18.75%	75.00%	93.75%	35.71%	61.90%	97.61%	17.24%	82.76%	100.00%

Q10 Rate the following statements about BL&M leadership 2020-2022-2023

	2020 (N = 34)			2022 (N = 42)			2023 (N = 29)		
	Agree	Strongly Agree	Total Agree & Strongly Agree	Agree	Strongly Agree	Total Agree & Strongly Agree	Agree	Strongly Agree	Total Agree & Strongly Agree
The department chair/designee provided a reasonable rationale for actions taken on processes and policies	18.75 %	78.13%	96.88%	21.43 %	76.19%	97.62%	10.34 %	89.66%	100.00 %
The department chair made faculty expectations clear	12.50 %	81.25%	93.75%	21.43 %	73.81%	95.24%	6.90%	93.10%	100.00 %
Decisions on curriculum and processes align with the university's mission	15.63 %	78.13%	93.76%	33.33 %	64.29%	97.62%	13.79 %	86.21%	100.00 %
The department chair provided, or provides ample and ongoing support	12.50 %	84.38%	96.88%	21.43 %	76.19%	97.62%	10.34 %	89.66%	100.00 %

Q11 Overall Satisfaction 2020-2022-2023

	2020 (N = 34)			2022 (N = 42)			2023 (N = 29)		
	Agree	Strongly Agree	Total Agree & Strongly Agree	Agree	Strongly Agree	Total Agree & Strongly Agree	Agree	Strongly Agree	Total Agree & Strongly Agree
Overall I am satisfied with the opportunity to teach for this University	15.63 %	78.13%	93.76%	26.19 %	71.43%	97.62%	20.69 %	79.31%	100.00 %

The more recent survey showed some improvement in the availability of instructional tools, and the support provided through sufficient information. Since meeting participation has improved this was good feedback. Also improved is the perception of leadership directing this department. We are making the effort to sub-divide specialty areas and use FT faculty to provide more direct support.

Appendix I. Individual Major Program Results and Comparison:

The following bar charts represents the individual major program results from Regent University's CAS undergraduate major programs isolated:

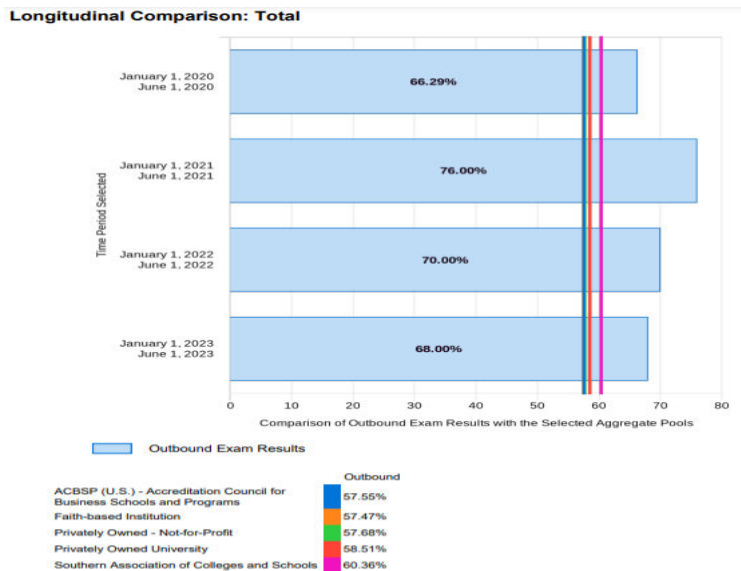
- BAS in Management and Leadership major program (N = 1 in 2023; N = 10 over four years)
- BS in Business major program (N = 22 in 2023; N = 53 over four years)
- Minor in Business major program (N = 8 in 2023; N = 27 over four years)
- BS in Management major program (N = 7 in 2023; N = 22 over four years)
- BS in Management Information Systems major program (N = 0 in 2023; N = 2 over 4 years)
- BS in Marketing major program (N = 5 in 2023; N = 21 over four years)
- BS in Accounting major program (N = 2 in 2023; N = 23 over four years)

Student scores were drawn from those who spent more than 20 minutes testing in comparison to other students being assessed on content knowledge. The Comparison Group:

- All Universities with SACS accreditation (N = 64)
- Privately-owned Not-for-Profit schools [like Biola, Cal Baptist, Cedarville, Indiana Wesleyan and SNHU] (N = 174)
- A national comparison to Universities with ACBSP accreditation (N = 151)
- A national comparison to Faith-based Universities (N = 113)
- Privately-owned Universities [like American Public University, Capella, Grand Canyon and Liberty] (N = 197)

As noted, the exam results are drawn from Spring Assessments taken in 2020; 2021; 2022 & 2023.

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

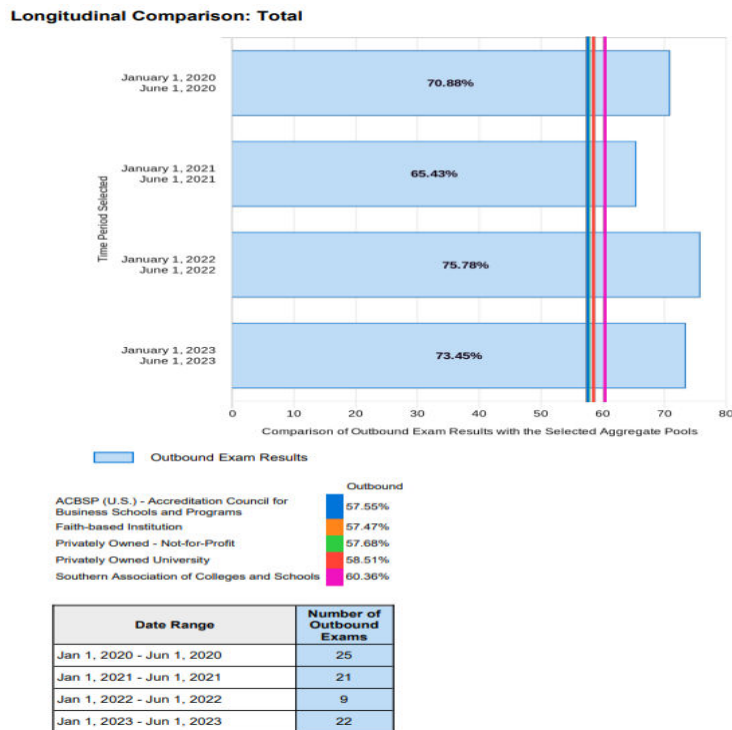


Date Range	Number of Outbound Exams
Jan 1, 2020 - Jun 1, 2020	7
Jan 1, 2021 - Jun 1, 2021	1
Jan 1, 2022 - Jun 1, 2022	1
Jan 1, 2023 - Jun 1, 2023	1

Individual Major Programs Results & Analysis: BAS in Management and Leadership

BAS in Management and Leadership - BAS degree overall scores are down from the previous year. But the past three years we've only had individual student results. This student scored in the 90th percentile nationally. Because of the decline in this major's enrollment, a decision has been made to discontinue offering this major program. All of the courses needed for the major are available to currently enrolled students and will continue to be available. But the BAS major will not be offered starting in the Fall of 2023.

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

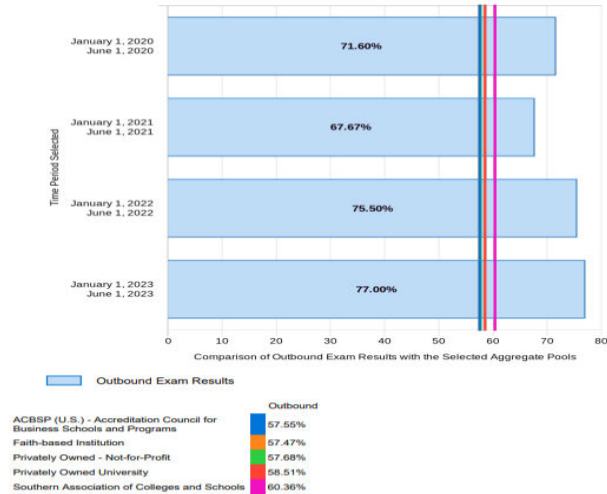


Individual Major Programs Results & Analysis: BS in Business

BS Business- Business major degree scores are down slightly from last year – down 3% year over year. Students scored in the 97th percentile nationwide. Student scores are on average 28% ahead of the Aggregate comparison groups.

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

Longitudinal Comparison: Total



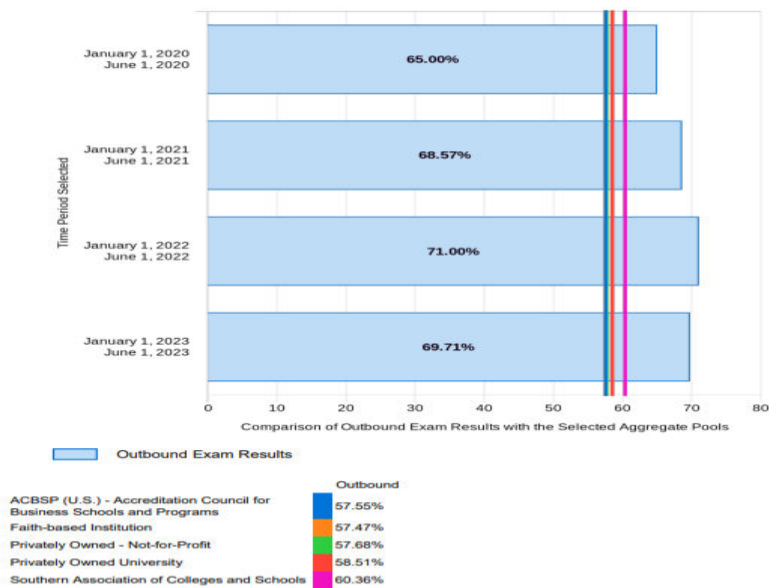
Date Range	Number of Outbound Exams
Jan 1, 2020 - Jun 1, 2020	5
Jan 1, 2021 - Jun 1, 2021	6
Jan 1, 2022 - Jun 1, 2022	8
Jan 1, 2023 - Jun 1, 2023	8

Individual Minor Programs Results & Analysis: Minor in Business

Feedback Minor in Business- Minor in Business student scores were up 3.3% year over year. Students scored in the 99th percentile nationwide. Student scores are on average 34% ahead of the Aggregate comparison groups.

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

Longitudinal Comparison: Total

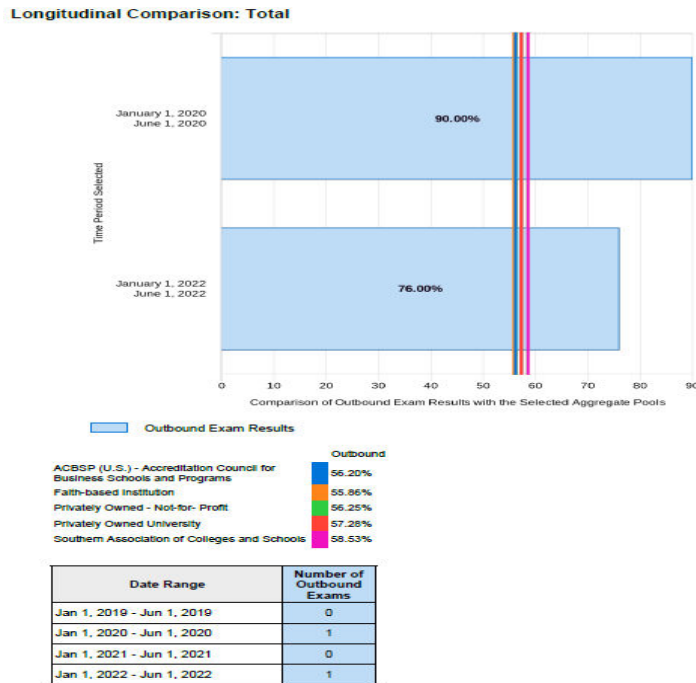


Date Range	Number of Outbound Exams
Jan 1, 2020 - Jun 1, 2020	4
Jan 1, 2021 - Jun 1, 2021	7
Jan 1, 2022 - Jun 1, 2022	4
Jan 1, 2023 - Jun 1, 2023	7

Individual Major Programs Results & Analysis: BS in Management

Feedback on BS Management - major degree scores are down slightly from last year – down 2% year over year. Students scored in the 93rd percentile nationwide. Student scores are on average 21% ahead of the Aggregate comparison groups.

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

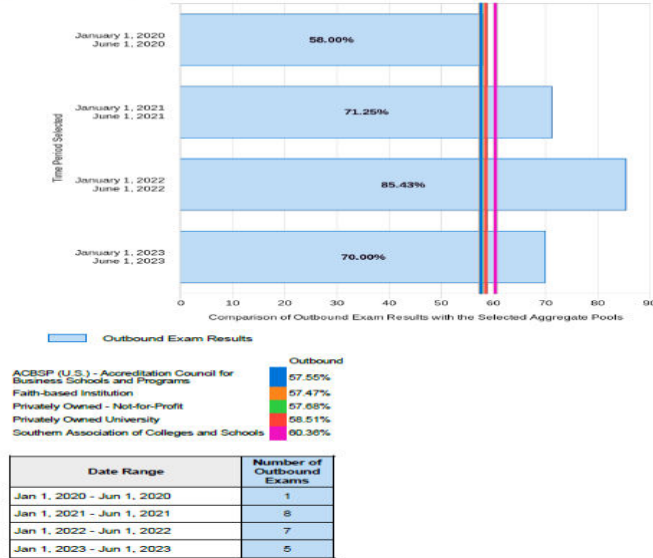


Individual Major Programs Results & Analysis: BS in Management Information Systems

Feedback BS MIS – this major program has still not had any students graduate from the program. The assessment provides limited results because we are drawing from a limited pool of students enrolled in the major. That is why along with the BAS degree and this limited enrollment, a decision has been made to discontinue offering this major program. All of the courses needed for the major are available to currently enrolled students and will continue to be available. But the BS in MIS major will not be offered starting in the Fall of 2023.

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

Longitudinal Comparison: Total

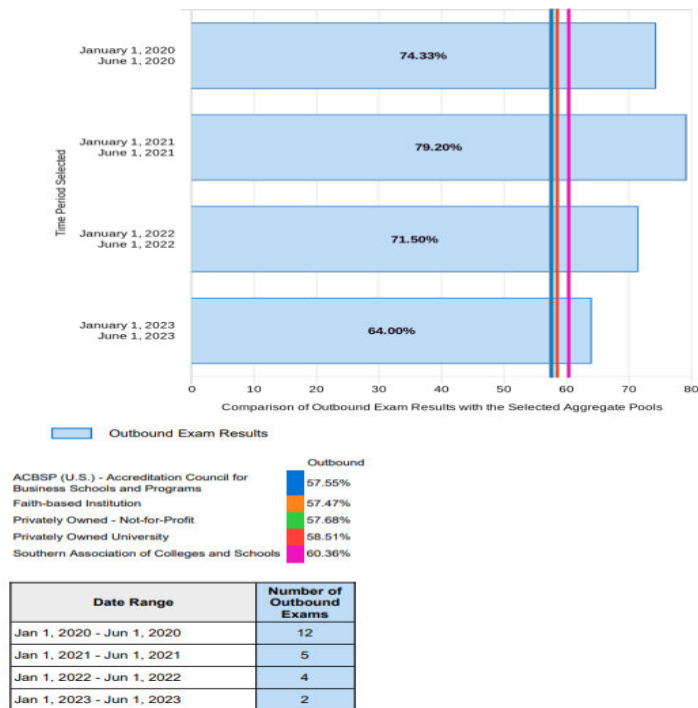


Individual Major Programs Results & Analysis: BS in Marketing

Feedback on BS Marketing - major degree scores are down from last year – down 18% year over year. Students scored in the 93rd percentile nationwide. Student scores are on average 22% ahead of the Aggregate comparison groups.

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

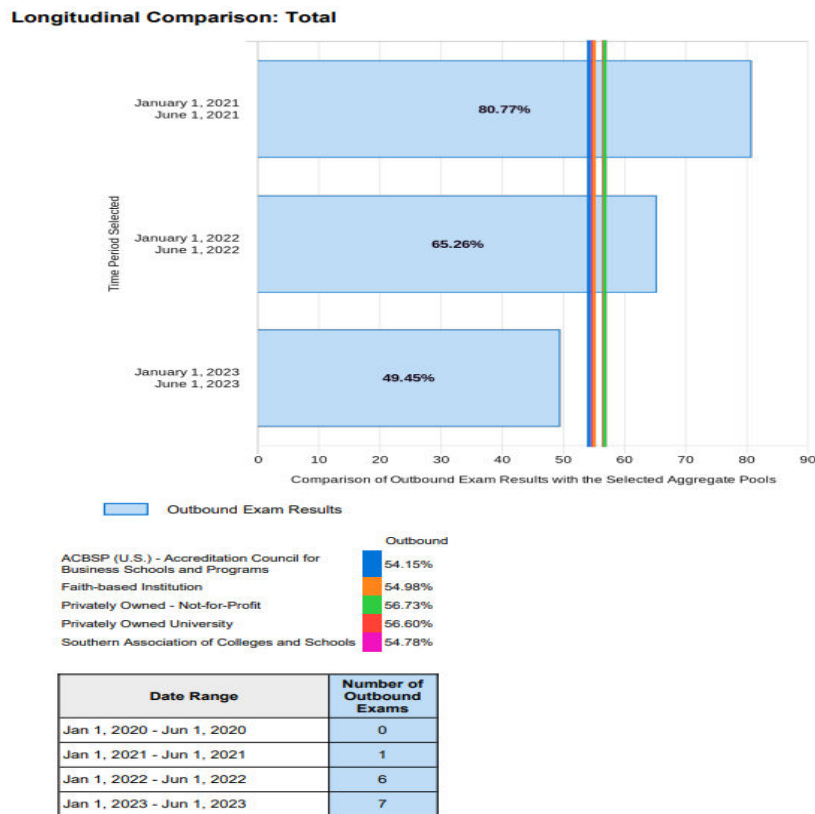
Longitudinal Comparison: Total



Individual Major Programs Results & Analysis: BS in Accounting

Feedback on the BS in Accounting degree: the longitudinal report shows that overall, we are experiencing a decline in the overall scores of our students. In 2021 (80.77%) and 2022 (65.2%) our scores exceeded those of all comparison institutions (55%). In 2023, our scores (49.45%) fell below that of all comparison institutions (55%). It should be noted however, that our sample size is small. Only 1 student took the test in 2021, 6 students took the test in 2022, and 7 students took the test in 2023. Since we are only given aggregate scores and no standard deviation, it's impossible to tell whether one or two students might have possibly skewed the overall results negatively. The Peregrine scores are based on a very long and comprehensive exam on all the major aspects of accounting. Last year, individual scores for each topic exceeded that for almost all comparison groups. In 2023, our scores for the topics of auditing and time value of money still exceeded the scores of all comparison institutions. Currently the Peregrine exam is administered in Acct 472 Advanced Accounting II and the results do not count towards the final grade. Consequently, the students don't have an incentive to do their very best on the exam. In 2024, it is recommended that the Peregrine exam count towards the students' final grades in Acct 472. Since the exam is very comprehensive and difficult, for grading purposes, the exam scores will be curved in regards to the Acct 472 grade.

BS in Accounting Major Subject Scores from their Own Comp Exam: Comparison with ACBSP & Faith-Based Programs



Individual Major Programs Results & Analysis: BS in Accounting Comp Exam

Feedback on BS Accounting Comprehensive Exam - The internal analysis report shows that our score for 2023 (49.45%) was slightly below (-4.7%) the aggregate score for all ACBSP schools (54.15%). Our students' best scores were in the following areas: Auditing, Completing the Accounting Cycle, and Cost Accounting. Our students' worst scores were in the following areas: Receivables, Internal Controls and Cash, and Long-Term Liabilities. Unlike the longitudinal report, the internal analysis report did provide standard deviation information. On average, it took our students 81.29 minutes to complete each exam. The average time for students at all ACBSP schools was 111.84 minutes. That is a difference of roughly 30 minutes. This would indicate some of our students took the test in a hurry and did not take the proper time to complete the exam. As expected, given a small sample size of only 7 students, there was a high standard deviation amongst the overall scores. The best individual result amongst our students was 88.46% and the worst result was 34.62%. The standard deviation was 19.32%. The standard deviation amongst all ACBSP schools was only 5.99%. The high standard deviation makes it difficult to interpret our 49.95% average given that the scores could fluctuate quite a bit between students. Currently the Peregrine exam is administered in Acct 472 Advanced Accounting II and the results do not count towards the final grade. Consequently, the students don't have an incentive to do their very best on the exam. In 2024, it is recommended that the Peregrine exam count towards the students' final grades in Acct 472. Since the exam is very comprehensive and difficult, for grading purposes, the exam scores will be curved in regards to the Acct 472 grade.

All Major Programs Overall Percentile Rank – Spring 2023 All Subject Areas (N = 53)

Topic	Result for this Report's Dataset		Data for the Selected Aggregate Pool		Percentile Rank for this Report's Dataset
	No. Questions Offered	Frequency Correct	No. Questions Offered	Frequency Correct	
Accounting	530	68.68%	793,620	54.20%	95
Business Finance	530	72.45%	799,090	52.23%	98
Business Integration and Strategic Management	530	77.74%	802,191	60.79%	97
Economics	530	70.75%	768,960	54.98%	99
Economics: Microeconomics	530	70.75%	387,860	55.89%	98
Marketing	530	76.04%	804,875	61.09%	96
Summary	2650	73.13%	3,968,736	57.55%	97

All major program scores are down from the previous academic year. We cannot expect to always move ahead, and our gap between our assessment scores and the aggregate comparison in most programs remains healthy. But we do need to look at areas of content knowledge weakness. This will be most significant in the BS in Accounting. We recognize that this major program's assessment is much more rigorous than the general assessments being taken based on five universal Business subjects.

The smallest major programs with enrollment are the BAS in Management and Leadership and the BS in MIS programs. The BAS degree overall scores are down from the previous year. But in the past three years we have only had individual student results. With the BS in MIS, this major program has still not had any students graduate from the program. The assessment results are of one student 3 years ago and one student last year. The assessment for both programs provides limited results because we are drawing from a limited pool of students enrolled in the major. That is why for the BAS degree and the BS in MIS and this limited enrollment, a decision has been made to

discontinue offering these major programs. All of the courses needed for the major are available to currently enrolled students and will continue to be available. But the BAS in Management and Leadership and the BS in MIS majors will not be offered starting in the Fall of 2023.

Program Learning Outcomes – Consolidated Assessment Results from All Major Programs

Finally, below is a brief summary of the assessment findings for each of our major programs. The programs marked by a “**” are accredited under ACBSP. The other programs did not fully meet the Common Professional Components for accreditation.

BA Leadership Studies

- For PLO 1, section one of the course review paper, 93% of students scored score 70/75 or higher on section 1 of the rubric - research based perspectives - for the course review paper.
- For PLO 2, 17 students were in this section of the course. 11 students were able to meet or exceed the target criteria. 1 student fell below the target, 2 failed to submit the paper, and 3 students did not participate in the course.
- For PLO 2, 65% of students were able to successfully address criteria 1, to propose feasible, practical, interesting, and actionable recommendations and solutions that consider organizational objectives, culture, timeframe, and other critical factors. Students were able to identify and describe action issues associated with specific decision-makers. 75% of students were able to successfully address criteria 3, to demonstrate clear knowledge of the basic themes and truths in the Scripture and apply Bible-based morality and social responsibility. Students were able to apply knowledge through the lens of Scripture.
- For PLO3, 67% of the students were able to effectively demonstrate competence in criteria 2, to demonstrated good to substantial knowledge, insight and understanding of the subject matter, including the ability to select and apply the most appropriate, well-researched content to develop an effective approach. 67% of the students were able to effectively demonstrate competence in criteria 4, to demonstrate content mastery by applying the most suitable theoretical framework, models, and/or techniques.

BAS Management & Leadership

- For PLO1, results from the nationally normed Peregrine Assessment for this major: BAS degree overall scores are down from the previous year. But the past three years we've only had individual student results. This student scored in the 90th percentile nationally. Because of the decline in this major's enrollment, a decision has been made to discontinue offering this major program. All of the courses needed for the major are available to currently enrolled students and will continue to be available. But the BAS major will not be offered starting in the Fall of 2023.
- For PLO1, 83% of students met or exceeded the target scores for this “Application of Content” portion of the rubric. This is an improvement over last year's scores where students achieved only a 50% success rate in meeting or exceeding this threshold.
- For PLO3, 83% of students met or exceeded the target scores on the "Presentation Layout/Structure" section of the rubric. This is an improvement over last year's scores. 100% of the students met or exceeded the 80% threshold for the "Oral Engagement" section of the BUSN 470 Final Case Analysis rubric.
- For PLO3, 83% of students scored 54/60 or higher on rubric item #1 – Five research-based perspectives.

**** BS Accounting**

- For PLO1, results from the nationally normed Peregrine Assessment for this major: the longitudinal report shows that overall, we are experiencing a decline in the overall scores of our students. In 2021 (80.77%) and 2022 (65.2%)our scores exceeded those of all

comparison institutions (55%). In 2023, our scores (49.45%) fell below that of all comparison institutions (55%). It should be noted however, that our sample size is small. Only 1 student took the test in 2021, 6 students took the test in 2022, and 7 students took the test in 2023. In 2023, our scores for the topics of auditing and time value of money still exceeded the scores of all comparison institutions.

- For PLO1, 100% of the students thoroughly completed 4 out of 5 requirements from the rubric on the first dialogue. 88% of the students thoroughly completed 4 out of 5 requirements from the rubric on the 2nd dialogue discussion.
- For PLO1, Over 95% of students met or exceeded expectations on the assessment.
- For PLO2, 80% of the students did score a “9” or higher on the rubric section demonstrating a sound understanding of the issues using a thorough exploration of topic with critical thinking. In addition, 80% of the students scored a “9” or higher on the rubric section providing supporting references to Biblical Scripture as well as course text references and unassigned materials. 80% of the students scored a “9” or higher on the rubric section covering application of the course theories and principles. This means that the student demonstrates an application of content knowledge of the course material (from Weeks 1 – 4).
- For PLO3, Overall average student discussion board results in the 5 rubric areas was 94.4% in Fall 2022. More than 80% of the students thoroughly answered the dialogue discussion questions and met or exceeded the target description. These results indicated a 10% increase in overall results from the previous year.

**** BS Business**

- For PLO1, results from the nationally normed Peregrine Assessment for this major: Business major degree scores are down slightly from last year – down 3% year over year. Students scored in the 97th percentile nationwide. Student scores are on average 28% ahead of the Aggregate comparison groups.
- For PLO1, 83% of students met or exceeded the target scores for this “Application of Content” portion of the rubric. This is an improvement over last year’s scores where students achieved only a 50% success rate in meeting or exceeding this threshold.
- For PLO2, only 65% students were able to meet or exceed the target criteria. 1 student fell below the target, 2 failed to submit the paper, and 3 students did not participate in the course.
- For PLO3, 83% of students met or exceeded the target scores on the "Presentation Layout/Structure" section of the rubric. This is an improvement over last year’s scores. 100% of the students met or exceeded the 80% threshold for the "Oral Engagement" section of the BUSN 470 Final Case Analysis rubric.
- For PLO3, 88% of students met or exceeded the target scores for this Effectiveness portion of the rubric. This is an improvement over last year’s scores where students achieved only a 78% success rate in meeting or exceeding this threshold.

BS Business Analytics

- For PLO1, 100% of students scored over 90% in the areas of “Content Knowledge”, “Business Application, and “Biblical Integration”..
- For PLO2, 100% of students scored over 90% in the areas of “Content Knowledge”, and “Business Application.”

- For PLO2 100% of students scored over 80% on the major project in the areas of “Content Knowledge”, “Communication and Research”, “Critical Thinking”, and “Business Application.”
- For PLO3, 100% of students scored earned 70%+ (7 out of 10) or higher on the problem analysis section of the rubric for ISYS 438. 88.88% of students scored 70%+ (7 out of 10) or higher on the design and implementation section of the rubric for ISYS 438.

BS Christian Leadership & Management

- For PLO1, 80% of students were able to successfully reflect mastery of synthesis by utilizing the Competing Values Framework to propose valid solutions to organization dynamic issues of concern. 90% of students were able to effectively prepare and present a written proposal using scholarly resources.
- For PLO2, 95% of the students completing the assignment scored above the 80% threshold (24/30) for the conceptual/critical thinking rubric section.
- For PLO3, only 67% of the students were able to effectively demonstrate competence in criteria 2, to demonstrated good to substantial knowledge, insight and understanding of the subject matter, including the ability to select and apply the most appropriate, well-researched content to develop an effective approach. 67% of the students were able to effectively demonstrate competence in criteria 4, to demonstrate content mastery by applying the most suitable theoretical framework, models, and/or techniques.

**** BS Human Resource Management**

- For PLO2 100% of students scored proficient on conceptual understanding and critical thinking, demonstrating their ability to apply biblical concepts and principles to Human Resource Management practices; and ethical decision-making in dealing with stakeholders and recommending solutions.
- For PLO2, only 65% of students were able to successfully address criteria 1, to propose feasible, practical, interesting, and actionable recommendations and solutions that consider organizational objectives, culture, timeframe, and other critical factors. Students were able to identify and describe action issues associated with specific decision-makers. 75% of students were able to successfully address criteria 3, to demonstrate clear knowledge of the basic themes and truths in the Scripture and apply Bible-based morality and social responsibility. Students were able to apply knowledge through the lens of Scripture.
- For PLO 3, only 25% of students received a score of 16 points or higher in the Content Knowledge area of the rubric demonstrating good knowledge, insight, and understanding of the material covered. 100% of students earned 20 points which exceeded the goal of 16 points or higher demonstrating proficiency in the Business Application area of the rubric using a clear and logical progression of points and conclusion in analyzing core HR functions in a practical manner.
- For PLO3, only 67% of the students were able to effectively demonstrate competence in criteria 2, to demonstrated good to substantial knowledge, insight and understanding of the subject matter, including the ability to select and apply the most appropriate, well-researched content to develop an effective approach. 67% of the students were able to effectively demonstrate competence in criteria 4, to demonstrate content mastery by applying the most suitable theoretical framework, models, and/or techniques.

**** BS Management**

- For PLO1, results from the nationally normed Peregrine Assessment for this major: major degree scores are down slightly from last year – down 2% year over year. Students scored in the 93rd percentile nationwide. Student scores are on average 21% ahead of the Aggregate comparison groups.
- For PLO1, 83% of students met or exceeded the target scores for this “Application of Content” portion of the rubric. This is an improvement over last year’s scores where students achieved only a 50% success rate in meeting or exceeding this threshold.
- For PLO2, 83% of the students scored 27/30 on the rubric section #3, “Application: Alternatives Developed”. 6% of the students scored 12-24 out of 30. 11% scored 0-3 points.
- For PLO3, 83% of students met or exceeded the target scores on the "Presentation Layout/Structure" section of the rubric. This is an improvement over last year’s scores. 100% of the students met or exceeded the 80% threshold for the "Oral Engagement" section of the BUSN 470 Final Case Analysis rubric.

**** BS Marketing**

- For PLO1, results from the nationally normed Peregrine Assessment for this major: major degree scores are down from last year – down 18% year over year. Students scored in the 93rd percentile nationwide. Student scores are on average 22% ahead of the Aggregate comparison groups.
- For PLO1, 83% of students met or exceeded the target scores for this “Application of Content” portion of the rubric. This is an improvement over last year’s scores where students achieved only a 50% success rate in meeting or exceeding this threshold.
- For PLO3 more than 80% of students scored 27/30 or higher on rubric section Application of Content.
- For PLO3 more than 80% of students scored 8/12 or higher on rubric section Application of Content.

BS MIS

- For PLO1, results from the nationally normed Peregrine Assessment for this major: this major program has still not had any students graduate from the program. The assessment provides limited results because we are drawing from a limited pool of students enrolled in the major. That is why along with the BAS degree and this limited enrollment, a decision has been made to discontinue offering this major program. All of the courses needed for the major are available to currently enrolled students and will continue to be available. But the BS in MIS major will not be offered starting in the Fall of 2023.
- For PLO2, 83% of the students scored 27/30 on the rubric section #3, “Application: Alternatives Developed”.
- For PLO3, 100% of students scored earned 70%+ (7 out of 10) or higher on the problem analysis section of the rubric for ISYS 438. 88.88% of students scored 70%+ (7 out of 10) or higher on the design and implementation section of the rubric for ISYS 438.
- For PLO3, 83% of students met or exceeded the target scores on the "Presentation Layout/Structure" section of the rubric. This is an improvement over last year’s scores. 100% of the students met or exceeded the 80% threshold for the "Oral Engagement" section of the BUSN 470 Final Case Analysis rubric.

BS Professional Studies

- For PLO1, 80% of students were able to successfully reflect mastery of synthesis by utilizing the Competing Values Framework to propose valid solutions to organization

dynamic issues of concern. 90% of students were able to effectively prepare and present a written proposal using scholarly resources.

- For PLO2, 80% of the students did score a “9” or higher on the rubric section demonstrating a sound understanding of the issues using a thorough exploration of topic with critical thinking. In addition, 80% of the students scored a “9” or higher on the rubric section providing supporting references to Biblical Scripture as well as course text references and unassigned materials. 80% of the students scored a “9” or higher on the rubric section covering application of the course theories and principles. This means that the student demonstrates an application of content knowledge of the course material (from Weeks 1 – 4).
- For PLO2, 88% of students scored 27/30 or higher on rubric sections ‘integration of ethical and scriptural content.’ Also, 7 of 8 students scored 27/30 or higher in the rubric section accounting for an understanding of the management principles in both the questions and answers.