

Business, Leadership, & Management Department Program Effectiveness Report AY 2023-2024

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

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.

Student Achievement and Organizational Effectiveness

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/>.

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

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:
 - a. Graduating Exit Student Survey 2024 (All BL&M Majors)
 - b. Graduating Student Survey Data 2024 (All BL&M Majors)
 - c. Student Exit Survey Results Spring 2021-2022-2023-2024
3. Faculty Feedback Data:
 - a. Continual Improvement and Participation in Teacher Education
 - b. Perceptions of Process Training and Support
4. Appendix: Individual Major Program Results and Comparison

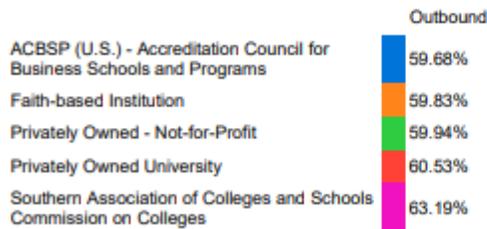
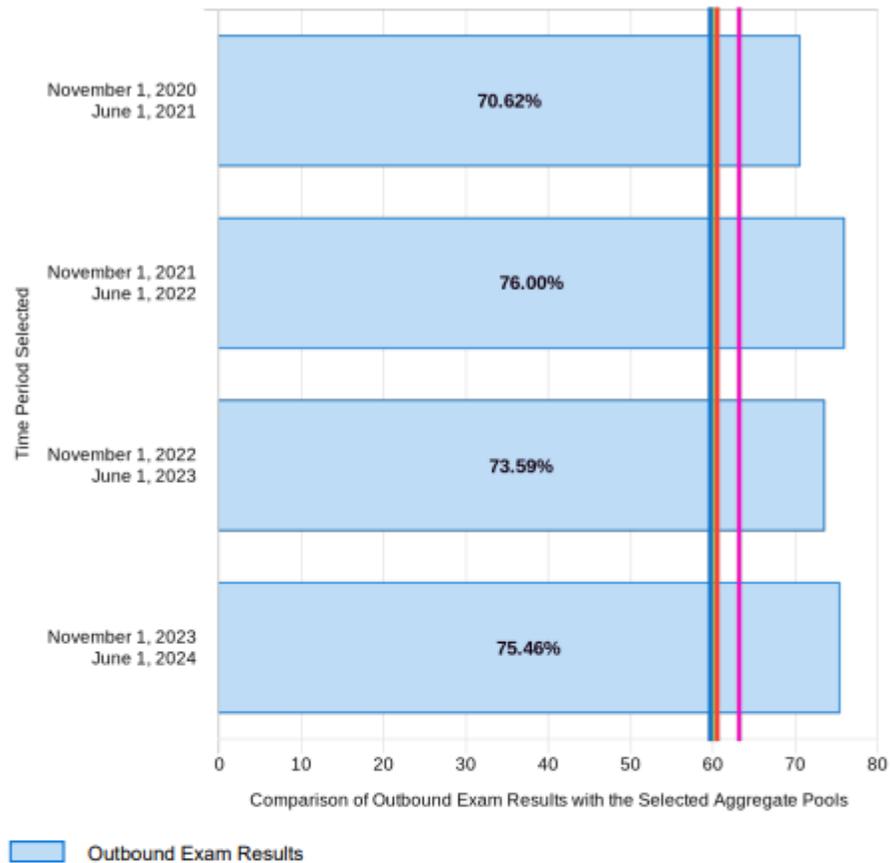
1. Student Academic Performance: Peregrine Academics Assessment

- 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 2024): BAS in Management and Leadership; BS in Accounting; BS in Business; BS in Healthcare Management; BS in Management; BS in MIS; BS in Marketing; and all students getting a Minor in Business (N = 104 in 2024; N = 394 over four years).
- The exam results are drawn from Academic Year assessments taken in 2020-2021; 2021-2022; 2022-2023 and 2023-2024.

The Comparison Group:

- All Universities with SACSCOC accreditation (N = 71)
- Privately-owned Not-for-Profit schools [like Biola, Cal Baptist, Cedarville, Indiana Wesleyan and SNHU] (N = 181)
- A national comparison to Universities with ACBSP accreditation (N = 159)
- A national comparison to Faith-based Universities (N = 117)
- Privately-owned Universities [like American Public University, Capella, Grand Canyon and Liberty] (N = 203)

Longitudinal Comparison: Total



Date Range	Number of Outbound Exams
Nov 1, 2020 - Jun 1, 2021	91
Nov 1, 2021 - Jun 1, 2022	88
Nov 1, 2022 - Jun 1, 2023	111
Nov 1, 2023 - Jun 1, 2024	104

For the combined results with all major programs included, student scores improved almost 3% from last year's results. Our students are scoring 15.78% 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 98th 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. The overall report included results from the BAS in Management and Leadership, as well as the BS in Management Information Systems. These two major programs were discontinued starting in Fall 2023 due to low enrollment. There are still students completing these programs who are recorded.

As of Fall 2023 a new BS in Financial Management degree will be offered. This degree will be included in future assessments. There were no students from this major yet available to be included in the overall assessment results.

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

From Academic Affairs, Office of Assessment and Compliance

A total of 380 online and on-campus College of Arts & Sciences (CAS) graduates completed the Graduate Exit Survey. Participants submitted graduation applications for the Fall 2022, Spring 2023, or Summer 2023 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. 77 students from the Business, Leadership and Management Department completed surveys. Here are the results from this past Academic Year and the 3-year average. The tables show the percentage of students who “agreed” or “strongly agreed” with the following statements.

BLM Table. Career Services

Career Services		BLM
I have developed the necessary practical job skills to market myself effectively to future employers.	2022-2023	92%
	CAS Dpt Avg	96%
	Department 3-year avg	94%
	CAS 3-year avg	91%
I can articulate my career goals in a concise manner.	2022-2023	94%
	CAS Dpt Avg	95%
	Department 3-year avg	94%
	CAS 3-year avg	91%
I have a clear understanding of my natural gifts, skills, abilities and passion.	2022-2023	97%
	CAS Dpt Avg	95%
	Department 3-year avg	96%
	CAS 3-year avg	96%
I know how to acquire the positions I seek*	2022-2023	80%
	CAS Dpt Avg	80%

*new question no 3 year average

BLM Table. Intellectual Development

Intellectual Development	BLM	CAS Dpt Avg.
Ability to acquire new skills & knowledge on my own	95%	96%
Ability to think analytically & logically	97%	91%
Ability to formulate/create original ideas & solutions	96%	92%
Ability to lead & supervise tasks and people	92%	91%
Ability to function effectively as a member of a team	95%	92%
Ability to evaluate sources & conduct research	95%	92%

BLM Table. Degree Quality

Degree Quality	BLM	CAS Dpt Avg.
I would recommend Regent to others.	92%	89%
If I had to do it all over, I would choose Regent again.	92%	88%
The education I received was worth the time and expense.	95%	95%

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

The table below is developed from three consecutive graduate or alumni surveys, 2021, 2022 and 2023 to all majors in the BL&M Department. 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.

	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
Grad Survey All BL&M Majors							
2021 Exemplary	39.13%	39.13%	60.87%	47.83%	43.48%	43.48%	26.09%

2022 Exemplary	19.05%	28.57%	28.57%	28.57%	19.05%	19.05%	23.81%
2023 Exemplary	40.91%	33.33%	45.45%	45.45%	38.10%	31.82%	45.45%
2024 Exemplary	40.0%	36.7%	53.3%	46.7%	43.3%	40.0%	50.0%
2021 Superior	56.52%	47.83%	34.78%	47.83%	47.83%	52.17%	60.87%
2022 Superior	42.86%	28.57%	42.86%	38.10%	42.86%	42.86%	28.57%
2023 Superior	27.27%	38.10%	18.18%	31.82%	33.33%	31.82%	27.27%
2024 Superior	40.0%	23.3%	30.0%	40.0%	26.7%	30.0%	26.7%
2021 Proficient	4.35%	13.04%	4.35%	4.35%	8.70%	4.35%	13.04%
2022 Proficient	9.52%	9.52%	14.29%	14.29%	4.76%	4.76%	14.29%
2023 Proficient	13.64%	9.52%	22.73%	4.55%	14.29%	13.64%	13.64%
2024 Proficient	16.7%	26.7%	6.7%	6.7%	16.7%	20.0%	13.3%
2021 Developing	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
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%
2024 Developing	3.3%	6.7%	10.0%	6.7%	10.0%	6.7%	10.0%

(2021 N = 23; 2022 N = 23; 2023 N = 24; 2024 N = 35)

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 six 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]. LO2 results were just below the 70% threshold.

Student Exit Survey Results Spring 2021-2022-2023-2024 Mean Scores

Survey Statement Likert Scale 1-5	Spring 2021	Spring 2022	Spring 2023	Spring 2024
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	(N = 52)	(N = 42)	(N = 54)	(N = 49)
The courses I took in my major program were well taught	4.00	3.98	4.06	4.16
My program of study was challenging	4.21	3.95	3.98	3.98
I understood the application of the Learning Outcomes	4.21	4.10	4.17	4.04
I had the academic competencies to satisfactorily complete the course	4.29	4.38	4.43	4.08
My course instructors were interactive and available to help	4.19	4.19	4.24	4.20
My academic experience at Regent has adequately equipped me to achieve my career goals	4.08	4.05	4.24	4.20
I knew what was required of me each week	4.38	4.31	4.35	4.22
Course/term length was appropriate for the courses	4.21	4.19	4.09	4.16

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 students getting a Minor 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	N = 49
Student Status	2021	2022	2023	2024
• Part-time on-campus	0.0%	4.8%	1.9%	6.1%
• Part-time online	9.6%	16.7%	7.4%	12.2%
• Full-time on-campus	30.8%	42.9%	42.6%	28.6%
• Full-time online	55.8%	33.3%	48.1%	51.0%
• Other	0.0%	2.4%	0.0%	2.0%
Were you a transfer student to this school with more than 20 credit hours?				
• Yes	71.2%	61.9%	57.4%	65.3%
• No	28.8%	38.1%	42.6%	34.7%
If you were a transfer student, where did you transfer from:				
• Another 4-year college or university.	26.9%	28.6%	31.5%	22.4%
• Community college.	46.2%	31.0%	25.9%	38.8%
• Other.	26.9%	40.5%	42.6%	38.8%
Your Age				
• 18-25	40.4%	54.8%	59.3%	44.9%
• 26-35	17.3%	16.7%	18.5%	20.4%
• 36-45	19.2%	11.9%	5.6%	12.2%
• 46-55	13.5%	7.1%	11.1%	18.4%
• 56-65	5.8%	7.1%	5.6%	2.0%

• > 66	3.8%	2.4%	0.0%	2.0%
Post-graduation intentions				
• I am currently seeking a new job within my field.	42.3%	45.2%	48.1%	42.9%
• I am looking to advance with my current employer upon graduation.	40.4%	35.7%	33.3%	42.9%
• I am currently seeking to change to a new field.	11.5%	11.9%	11.1%	16.3%
• I am looking to complete a Bachelor's program after I graduate from my current program.	1.9%	4.8%	0.0%	4.1%
• I am looking to complete a Master's program after I graduate from my current program.	26.9%	28.6%	33.3%	14.3%

Discussion: The exit survey demographics reveal some interesting facts. FT on campus students who responded was a much lower percentage of the results this year, the lowest since we have been collecting this information. Students in the demographic 46-55 was the highest since we have been collecting this data, and the third highest percentage group overall. Nearly 2/3 of the students who responded had transferred credits.

BLM or the college provided the training I needed	34.4%	59.4%	93.8%	42.9%	47.6%	90.5%	27.6%	65.5%	93.1%	37.2%	51.2%	88.4%
BLM provided the process orientation and support I needed	21.9%	71.9%	93.8%	33.3%	59.5%	92.9%	20.7%	72.4%	93.1%	34.9%	58.1%	93.0%
BLM provided access to high-quality instructional tools and digital resources	34.4%	56.3%	90.6%	42.9%	52.4%	95.2%	31.0%	69.0%	100%	32.6%	55.8%	88.4%
The pre-session meetings provided sufficient information	18.8%	75.0%	93.8%	35.7%	61.9%	97.6%	17.2%	82.8%	100%	25.6%	60.5%	86.1%

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

	2020 (N = 34)			2022 (N = 42)			2023 (N = 29)			2024 (N = 43)		
	Agree	Strongly Agree	Total A & SA	Agree	Strongly Agree	Total A & SA	Agree	Strongly Agree	Total A & SA	Agree	Strongly Agree	Total A & SA
The department chair/designee provided a reasonable rationale for actions taken on processes and policies	18.8%	78.1%	96.9%	21.4%	76.2%	97.6%	10.3%	89.7%	100%	20.9%	74.4%	95.3%
The department chair made faculty expectations clear	12.5%	81.3%	93.8%	21.4%	73.8%	95.2%	6.9%	93.1%	100%	20.9%	74.4%	95.3%
Decisions on curriculum and processes align with the university's mission	15.6%	78.1%	93.8%	33.3%	64.3%	97.6%	13.8%	86.2%	100%	30.2%	65.1%	95.3%
The department chair provided, or provides ample and ongoing support	12.5%	84.4%	96.9%	21.4%	76.2%	97.6%	10.3%	89.7%	100%	20.9%	74.4%	95.3%

Q11 Overall Satisfaction 2020-2022-2023

	2020 (N = 34)			2022 (N = 42)			2023 (N = 29)			2024 (N = 43)		
	Agree	Strongly Agree	Total A & SA	Agree	Strongly Agree	Total A & SA	Agree	Strongly Agree	Total A & SA	Agree	Strongly Agree	Total A & SA
Overall I am satisfied with the opportunity to teach for this University	15.6%	78.1%	93.8%	26.2%	71.4%	97.6%	20.7%	79.3%	100%	16.3%	76.7%	93.0%

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 = 10 in 2024; N = 24 over four years)
- BS in Management Information Systems major program (N = 2 in 2024; N = 6 over 4 years)
These two major programs were discontinued starting in Fall 2023 due to low enrollment. There are still students completing these programs who are recorded.
- BS in Business major program (N = 42 in 2024; N = 156 over four years)
- BS in Management major program (N = 16 in 2024; N = 48 over four years)
- BS in Marketing major program (N = 13 in 2024; N = 44 over four years)
- BS in Accounting major program (N = 2 in 2024; N = 24 over four years).
This participation changed when changes were made to the major. The BS in Accounting now has its own comprehensive exam.
- Minor in Business program (N = 10 in 2024; N = 47 over four years)

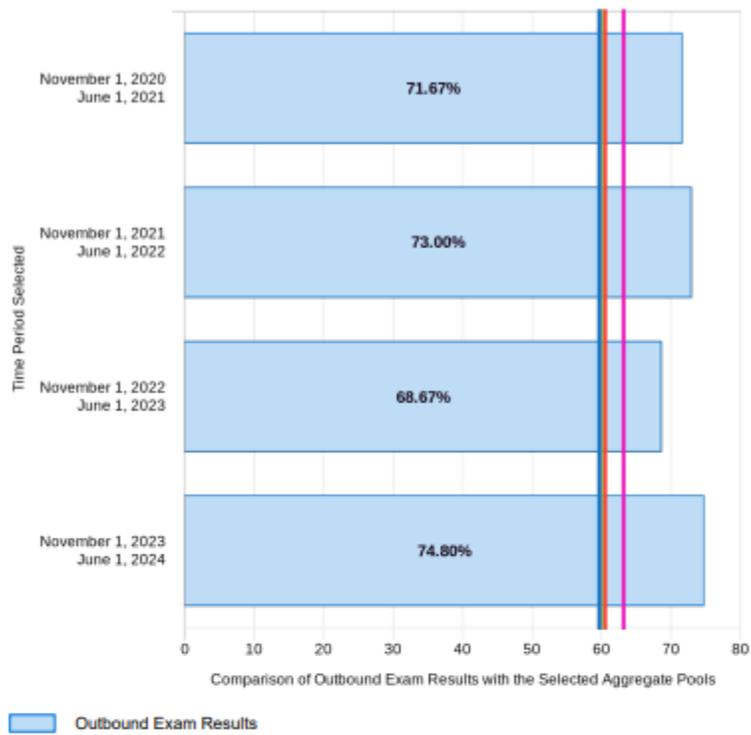
The exam results are drawn from Academic Year assessments taken in 2020-2021; 2021-2022; 2022-2023 and 2023-2024.

The Comparison Group:

- All Universities with SACSCOC accreditation (N = 71)
- Privately-owned Not-for-Profit schools [like Biola, Cal Baptist, Cedarville, Indiana Wesleyan and SNHU] (N = 181)
- A national comparison to Universities with ACBSP accreditation (N = 159)
- A national comparison to Faith-based Universities (N = 117)
- Privately-owned Universities [like American Public University, Capella, Grand Canyon and Liberty] (N = 203)

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

Longitudinal Comparison: Total



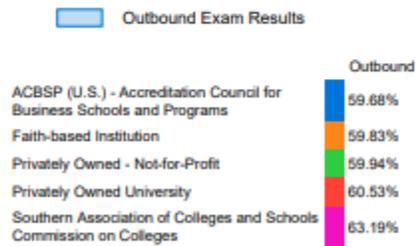
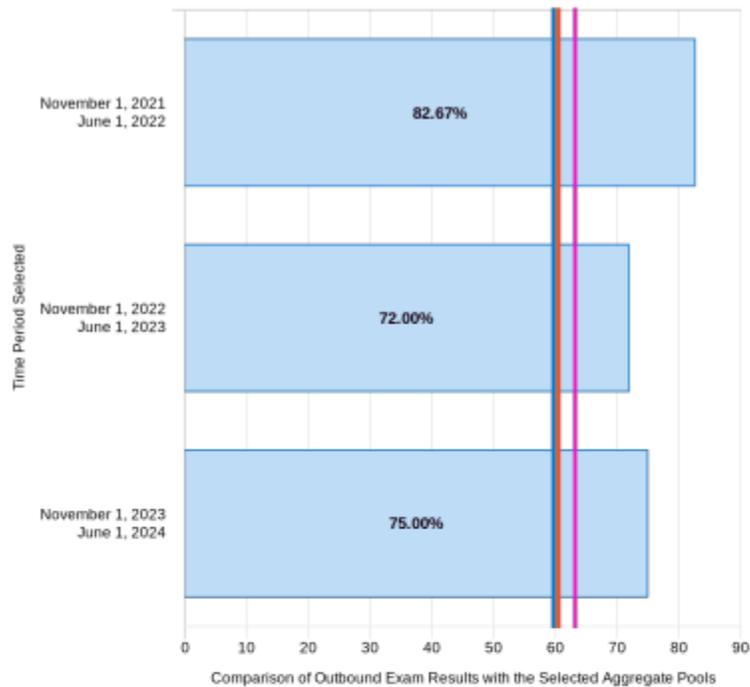
Date Range	Number of Outbound Exams
Nov 1, 2020 - Jun 1, 2021	6
Nov 1, 2021 - Jun 1, 2022	2
Nov 1, 2022 - Jun 1, 2023	6
Nov 1, 2023 - Jun 1, 2024	10

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

BAS in Management and Leadership – we chose to look over the entire academic school year, and so the results are greater than past years in terms of numbers of students. This year students scored in the 98th percentile, truly outstanding. Because of the decline in this major’s enrollment, a decision has been made to discontinue offering this major program. Therefore the BAS major was not offered starting in the Fall of 2023.

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

Longitudinal Comparison: Total



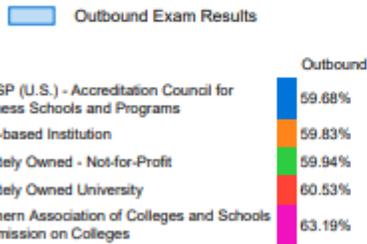
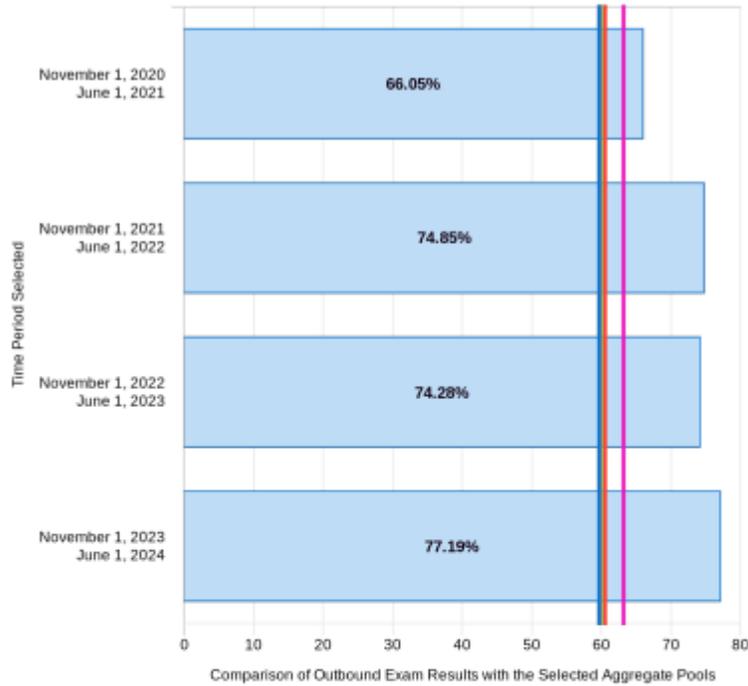
Date Range	Number of Outbound Exams
Nov 1, 2020 - Jun 1, 2021	0
Nov 1, 2021 - Jun 1, 2022	3
Nov 1, 2022 - Jun 1, 2023	1
Nov 1, 2023 - Jun 1, 2024	2

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

Feedback BS MIS – we chose to look over the entire academic school year, and so the results are greater than past years in terms of numbers of students. This year students scored in the 98th percentile, truly outstanding. Because of the decline in this major’s enrollment, a decision has been made to discontinue offering this major program. Therefore the BS in MIS major was not offered starting in the Fall of 2023.

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

Longitudinal Comparison: Total



Date Range	Number of Outbound Exams
Nov 1, 2020 - Jun 1, 2021	38
Nov 1, 2021 - Jun 1, 2022	26
Nov 1, 2022 - Jun 1, 2023	50
Nov 1, 2023 - Jun 1, 2024	42

Individual Major Programs Results & Analysis: BS in Business

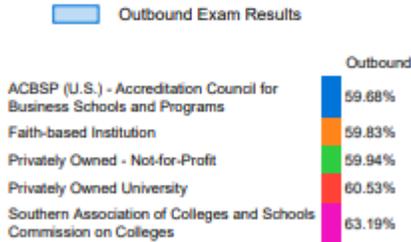
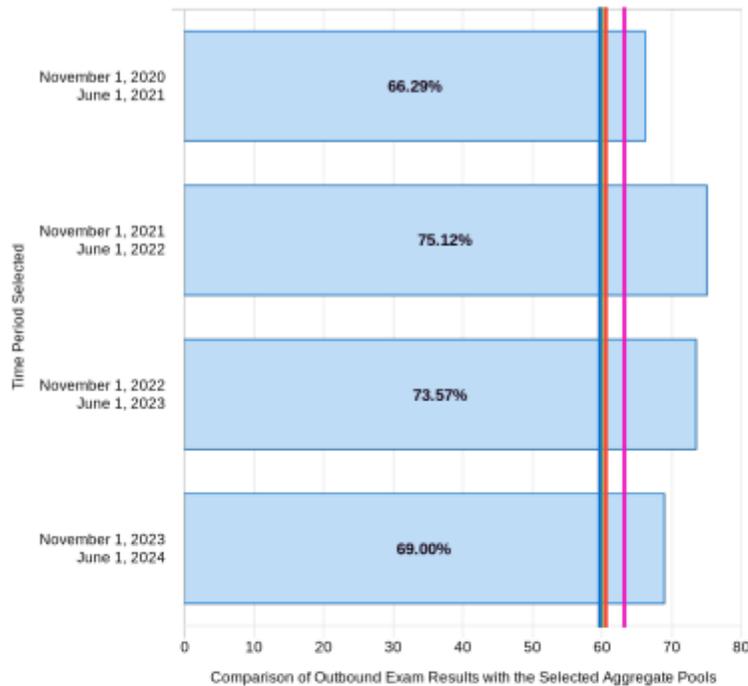
Feedback BS in Business – we chose to look over the entire academic school year, and so the results are greater than past years in terms of numbers of students. BS in Business major degree student scores were back up again over last year – up 4% year over year. Our students’ scores were also up 17.51% as compared to a national representative sample of Universities with ACBSP accreditation (N = 159). Students in the BS in Business scored in the 99th percentile nationwide.

AS in Business major degree student scores down over last year – down 4% year over year (chart not shown). Our students’ scores were also up 17.94% as compared to a national representative

sample of Universities with ACBSP accreditation (N = 159). Students in the AS in Business scored in the 98th percentile nationwide.

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

Longitudinal Comparison: Total



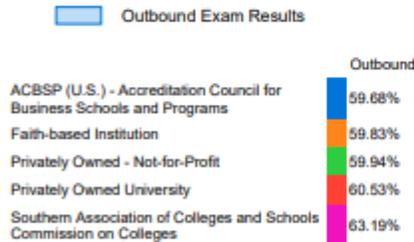
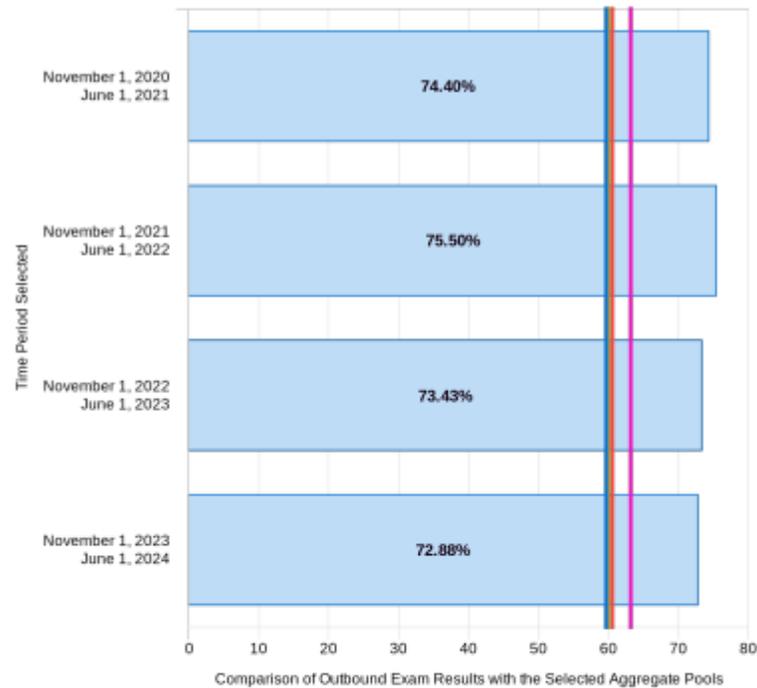
Date Range	Number of Outbound Exams
Nov 1, 2020 - Jun 1, 2021	7
Nov 1, 2021 - Jun 1, 2022	16
Nov 1, 2022 - Jun 1, 2023	14
Nov 1, 2023 - Jun 1, 2024	10

Individual Minor Programs Results & Analysis: Minor in Business

Feedback Minor in Business – we chose to look over the entire academic school year, and so the results are greater than past years in terms of numbers of students. Minor in Business student scores continue to decline – down 8% from two years ago; and down 6% year over year. Our students’ scores however were up 9.32% as compared to a national representative sample of Universities with ACBSP accreditation (N = 159). Minor in Business students scored in the 98th percentile nationwide.

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

Longitudinal Comparison: Total



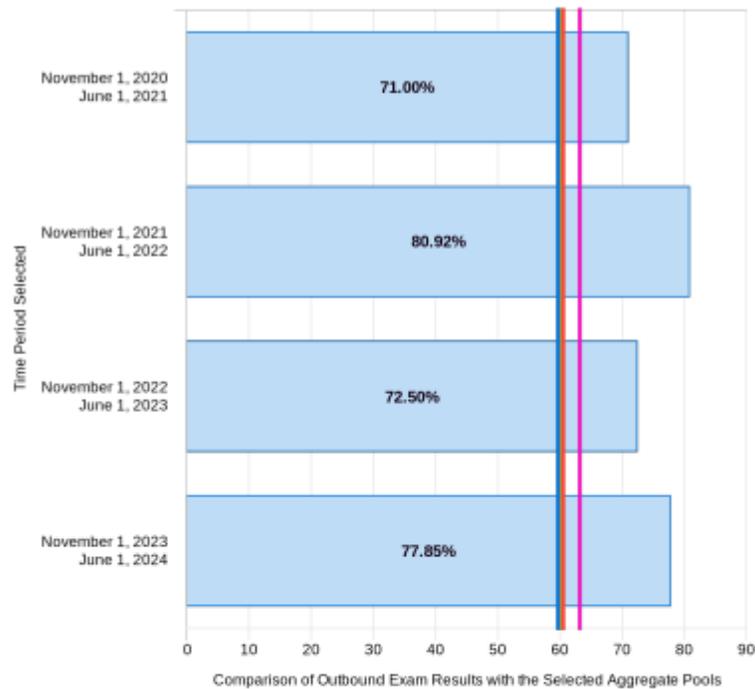
Date Range	Number of Outbound Exams
Nov 1, 2020 - Jun 1, 2021	10
Nov 1, 2021 - Jun 1, 2022	8
Nov 1, 2022 - Jun 1, 2023	14
Nov 1, 2023 - Jun 1, 2024	16

Individual Major Programs Results & Analysis: BS in Management

Feedback on BS Management – we chose to look over the entire academic school year, and so the results are greater than past years in terms of numbers of students. BS in Management major degree student scores continued a dip downward: down 3.4% over the past two years; down less than 1% year over year. The good news is that our students’ scores were up 13.2% as compared to a national representative sample of Universities with ACBSP accreditation (N = 159). Students in the BS in Management scored in the 95th percentile nationwide.

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

Longitudinal Comparison: Total



Outbound Exam Results

	Outbound
ACBSP (U.S.) - Accreditation Council for Business Schools and Programs	59.68%
Faith-based Institution	59.83%
Privately Owned - Not-for-Profit	59.94%
Privately Owned University	60.53%
Southern Association of Colleges and Schools Commission on Colleges	63.19%

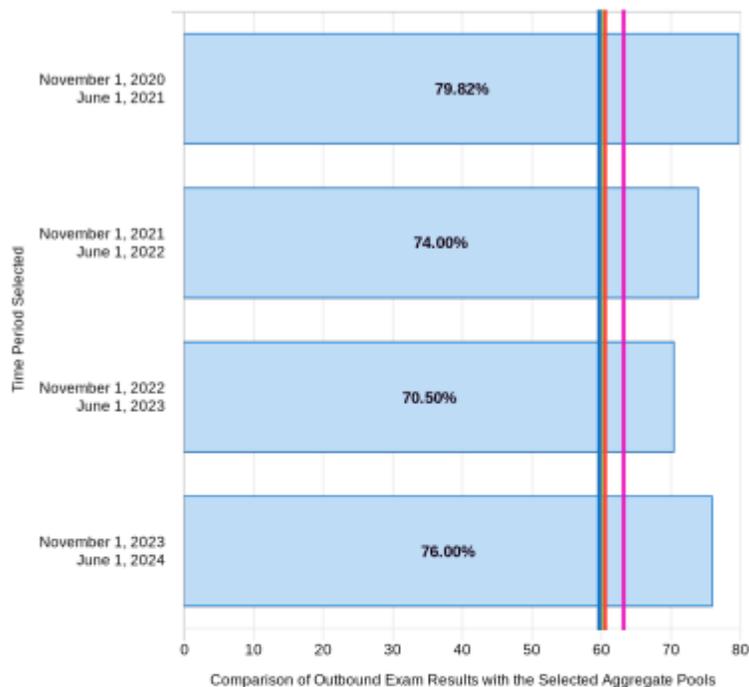
Date Range	Number of Outbound Exams
Nov 1, 2020 - Jun 1, 2021	10
Nov 1, 2021 - Jun 1, 2022	13
Nov 1, 2022 - Jun 1, 2023	8
Nov 1, 2023 - Jun 1, 2024	13

Individual Major Programs Results & Analysis: BS in Marketing

Feedback on BS Marketing – we chose to look over the entire academic school year, and so the results are greater than past years in terms of numbers of students. BS in Marketing major degree student scores were back up again over last year – up more than 7% year over year. Our students’ scores were also up 18.17% as compared to a national representative sample of Universities with ACBSP accreditation (N = 159). Students in the BS in Marketing scored in the 99th percentile nationwide.

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

Longitudinal Comparison: Total



Outbound Exam Results

	Outbound
ACBSP (U.S.) - Accreditation Council for Business Schools and Programs	59.68%
Faith-based Institution	59.83%
Privately Owned - Not-for-Profit	59.94%
Privately Owned University	60.53%
Southern Association of Colleges and Schools Commission on Colleges	63.19%

Date Range	Number of Outbound Exams
Nov 1, 2020 - Jun 1, 2021	11
Nov 1, 2021 - Jun 1, 2022	7
Nov 1, 2022 - Jun 1, 2023	4
Nov 1, 2023 - Jun 1, 2024	2

Individual Major Programs Results & Analysis: BS in Accounting

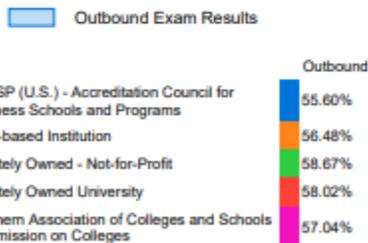
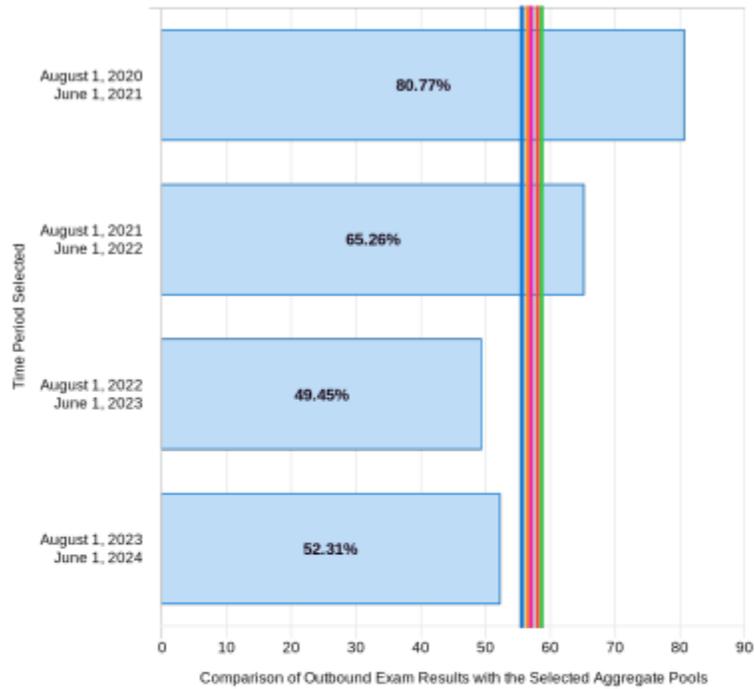
Feedback on the BS in Accounting degree – we chose to look over the entire academic school year, and so the results are greater than past years in terms of numbers of students. This year students scored in the 98th percentile, truly outstanding.

While it seems from the longitudinal report that overall we are experiencing a decline in the overall number of students, this is because of a change to the BS in Accounting major to eliminate the course from which these results are taken. Currently a unique 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. Please see the results for this exam later in the report.

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

Longitudinal Comparison: Total



Date Range	Number of Outbound Exams
Aug 1, 2020 - Jun 1, 2021	1
Aug 1, 2021 - Jun 1, 2022	6
Aug 1, 2022 - Jun 1, 2023	7
Aug 1, 2023 - Jun 1, 2024	7

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

Based on these results, it appears that there is a strong correlation between the time taken on the exam and the final score. The student who took the longest period of time to complete the exam had the highest score. The average score was 52.31% and the average completion time was 64 minutes.

This test is comprised of 130 difficult questions. The Peregrine questions on the exam were chosen because of their difficulty. This was done in order to prepare students for the difficulty of the CPA Exam. This is not an easy exam for any group of accounting students. Each question on the exam should take roughly one to two minutes to answer. One student only took 24 minutes on the test yet scored 42.31%. While that score is not high, if it is viewed in the context of the time taken to complete that exam, it shows that the student obviously had a good basic understanding of accounting...they simply didn't give themselves enough time to contemplate and ponder their answers to each question. One student scored a 60 despite taking only 38 minutes. This shows a lot of untapped potential.

If our results are compared to SACSCC it is clear that our scores would improve if the students simply took more time to complete the exam. On average, our students spent 40 minutes less on the exam than the comparison group, yet our average score was only 5% lower than the comparison group. One student scored 76.92% on the exam, so clearly our students are being equipped with the knowledge they need to score well on the exam.

The longitudinal report shows that we have had the following average scores over the last 4 academic years:

2021 was 80.77% (1 student)

2022 was 65.2% (6 students)

2023 was 49.45% (7 students)

2024 was 52.31% (7 students)

The Peregrine scores are based on a very long and comprehensive exam on all the major aspects of accounting. Our individual scores for each topic is comparable to the other comparison groups. Currently the Peregrine exam is administered in Acct 472 Advanced Accounting II and the results didn't count towards the final grade. This means the students didn't have an incentive to do their very best on the exam. In 2024-2025, it is recommended that the Peregrine exam count 25% 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 arriving at the score recorded for their Acct 472 grade. It is also recommended that the students be told that the exam should take 2 to 4 hours. This should be a clear indication to them of the amount of time they need to spend on the exam.