



## **Business, Leadership, & Management Department Program Effectiveness Report AY 2019-2020**

### **Regent University: Vision and Mission**

#### **Vision**

Our vision is to be the most influential, Christian, transformational university in the world.

#### **Mission**

Regent University serves as a center of Christian thought and action to provide excellent education through a biblical perspective and global context equipping Christian leaders to change the world.

### **College of Arts and Sciences: Vision and Mission**

While supporting the overall university mission to cultivate and develop Christian leaders to change the world, the College of Arts and Sciences (CAS) continues to affirm its school-specific mission to graduate exceptional students deeply committed to Christ's calling to cherish character, challenge culture, and serve the world. In addition to this mission, CAS remains dedicated to the ideals of transformation, holism, and inheritance. The mission and identity provide the College with direction as we continuously seek to make Christ lord of every aspect of life.

### **BLM Departmental Mission**

The Business, Leadership, & Management Department (BLM) prepares 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. The Business, Leadership, & Management Department supports the Mission of the College of Arts and Sciences (CAS) in the following ways:

#### **Cherish Character**

Students will be able to model and demonstrate a basic knowledge of the principles and concepts of Business and Management and how they integrate with Scripture. Students will be able to demonstrate disciplined habits of study, research and data analysis in producing reports, papers and case study solutions.

## Challenge Culture

Students will be able to develop well-written organized reports and/or presentations that explain findings, advance missional strategies and justify recommendations. Students will be able to apply Biblical and legal concepts in their approach to ethical decision-making in dealing with stakeholders and recommending solutions.

## Serve the World

Students will be able to apply biblical principles and theological concepts to develop leadership practices that model Christ's model of service to their organizations and their fellow man. Students will be able to synthesize the fundamental elements of a Christian worldview and their mastery of business concepts to apply effective solutions to solve organizational problems.

## **BLM Program Distinctives**

- 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.
- Global in scope: this means we have made an effort to consolidate content and leverage our curriculum to offer the most impact with the least amount of required credits.
- 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 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 every BLM syllabus and was the basis of our recent Graduating Student Survey:

**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

## **Performance Measures:**

Tools used to measure BLM student performance and Departmental effectiveness included the following:

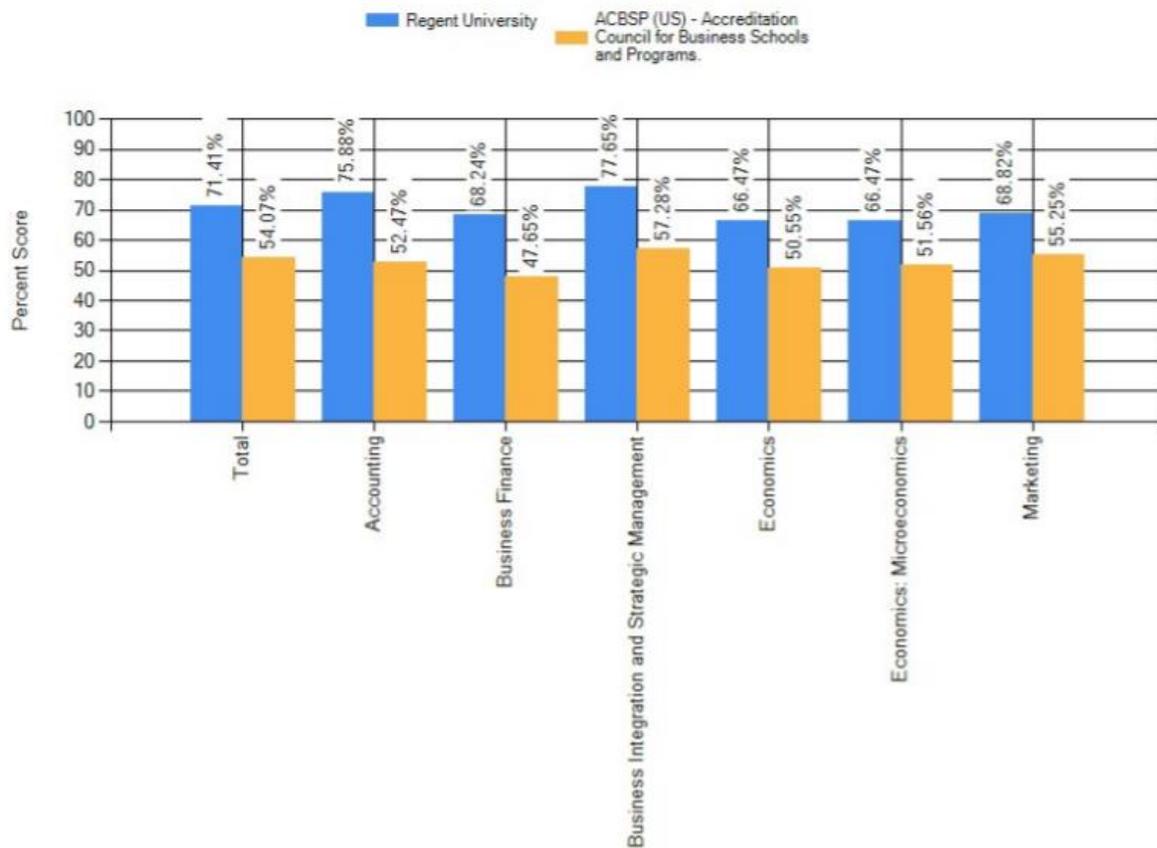
1. Student Academic Performance: Peregrine Academics Assessment
2. Stakeholder Feedback: Graduating Student Survey and Alumni Data (All BLM Majors)
3. Unit Performance: Two Measures
  - a. Program Retention Data – for this report, focused on 2 major programs: BS in Accounting and BS in Business
  - b. Program Graduation Rates – for this report, focused on 2 major programs: BS in Accounting and BS in Business
4. Faculty Continual Improvement: Participation in Teacher Education

## 1. 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 following summaries review the performance of the BS in Accounting major students who have taken the exam (N = 17); following this will be the results from the BS in Business major students who have taken the exam (N = 84).

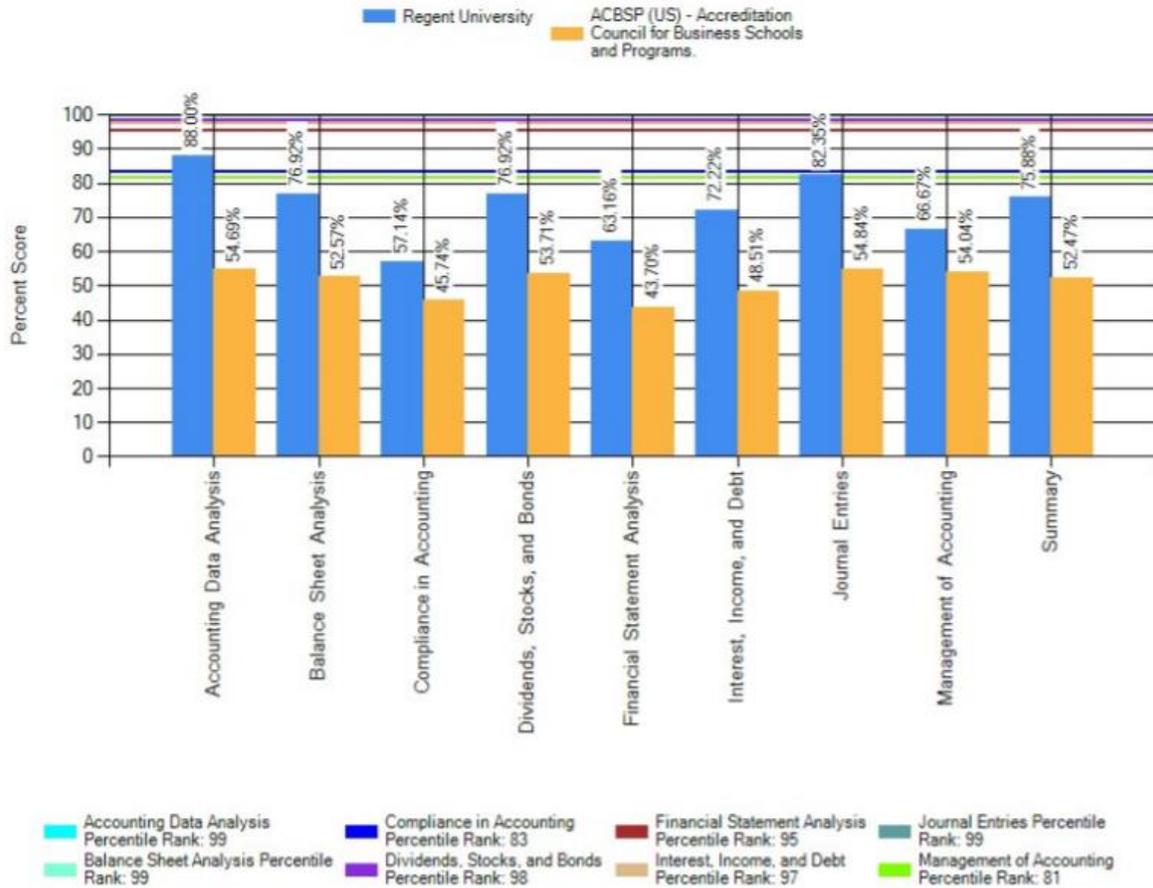
### An Overview of Regent's CAS Undergraduate BS in Accounting Major Program Results



#### This table represents the following:

Regent University's CAS undergraduate BS in Accounting major program who have successfully completed this exam (N = 17) and spent more than 20 minutes testing in comparison to Universities with ACBSP accreditation (N = 127).

## BS in Accounting Subject Score Comparison with ACBSP Schools

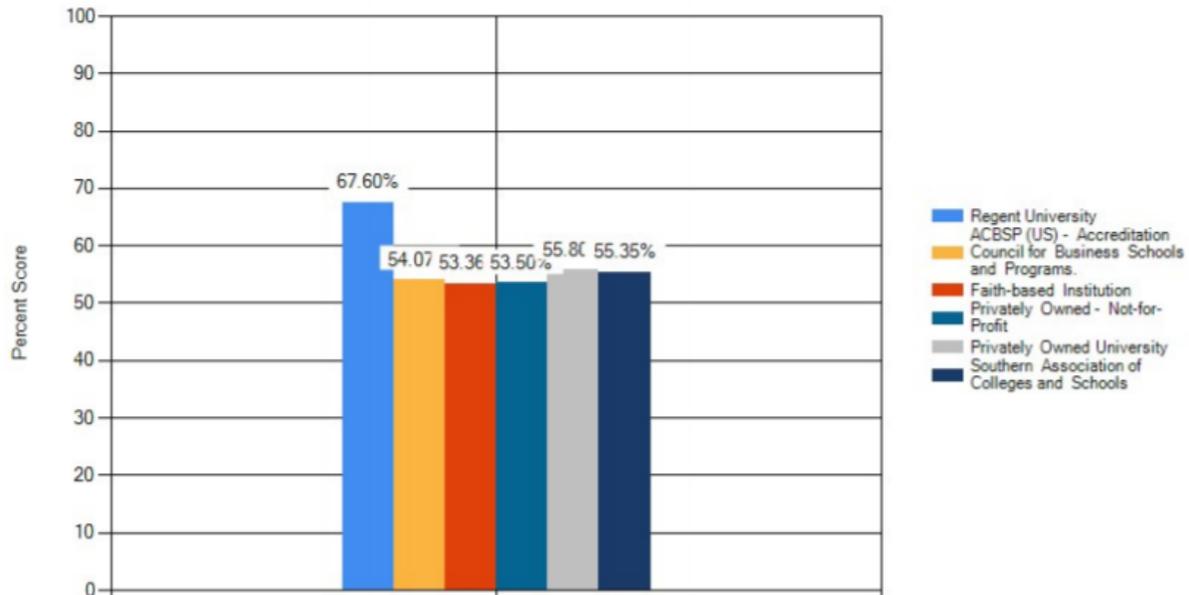


**This table represents the following:**

A comparison of the outbound exam total and individual subject area results from Regent University’s CAS undergraduate students in the specific knowledge of accounting content in comparison with students from all participating schools drawn from the following groups:

- A national comparison to Universities with ACBSP accreditation (N = 127)

## An Overview of Regent’s CAS Undergraduate BS in Business Major Program Results Outbound Exam Total Results Compared to the Different Aggregate Pools



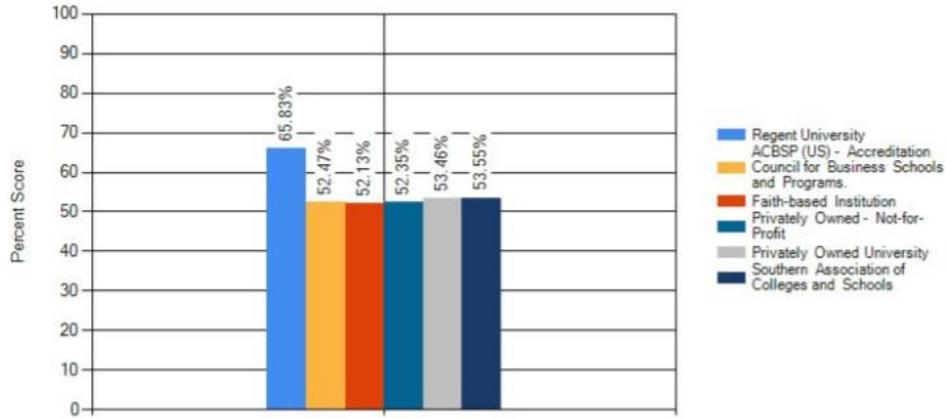
**This table represents the following:**

A comparison of the outbound exam total and individual subject area results from Regent University’s CAS undergraduate BS in Business major students (N = 84) in comparison with students from all participating schools drawn from the following groups:

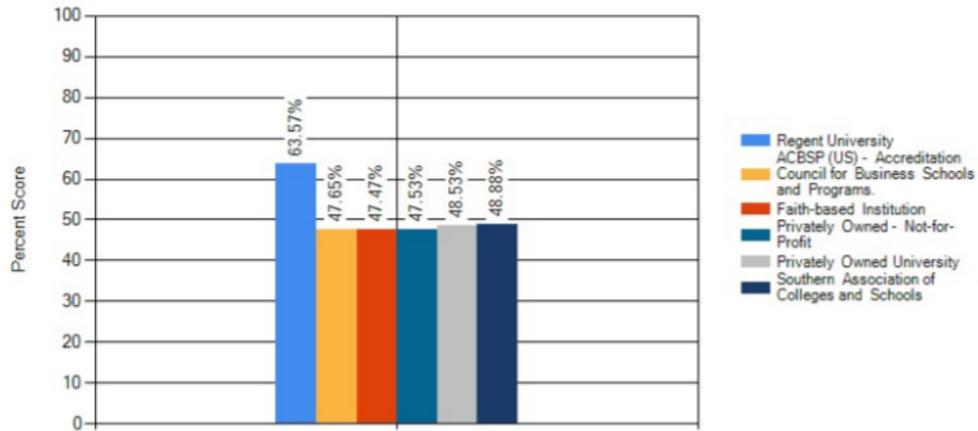
- Regional Universities with SACS accreditation (N = 54);
- Privately-owned Not-for-Profit schools [like Biola, Cal Baptist, Cedarville, Indiana Wesleyan and SNHU] (N = 122);
- A national comparison to Universities with ACBSP accreditation (N = 127);
- A national comparison to Faith-based Universities (N = 91);
- Privately-owned Universities [like American Public University, Capella, Grand Canyon and Liberty] (N = 161)

## BS in Business Individual Subject Score Analysis with Comparison Schools

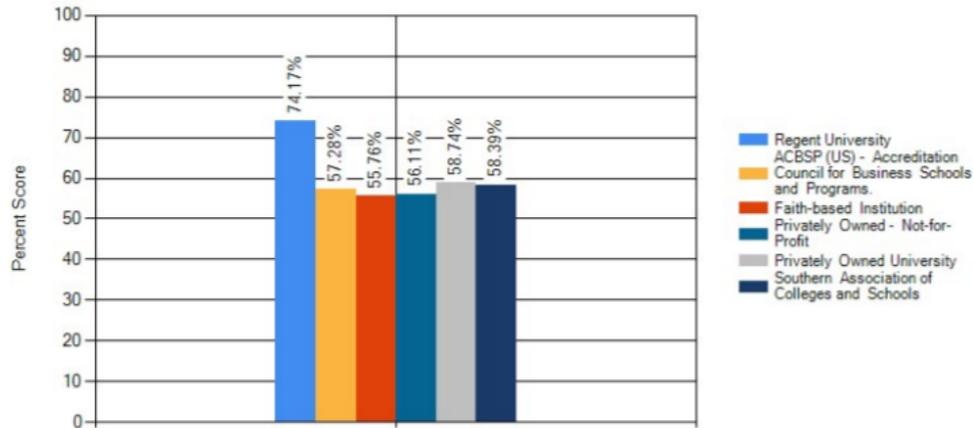
### Comparison of Outbound Exam Results with Outbound Exam Aggregate Results: **Accounting**



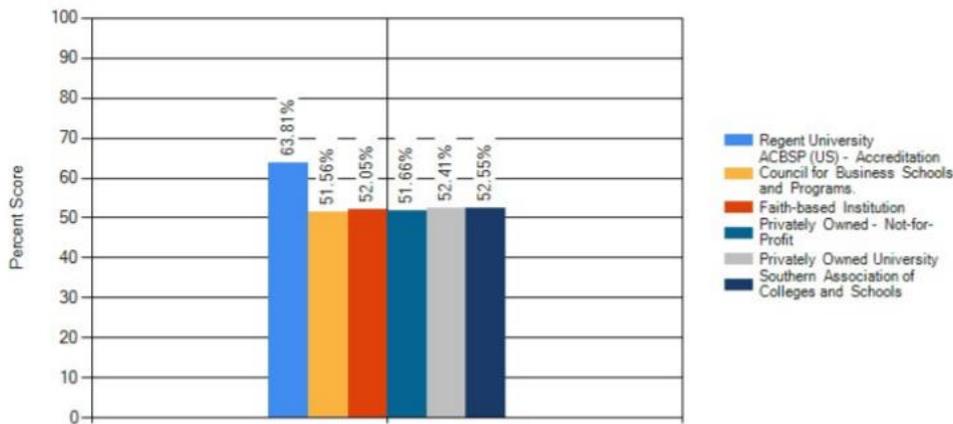
### Comparison of Outbound Exam Results with Outbound Exam Aggregate Results: **Business Finance**



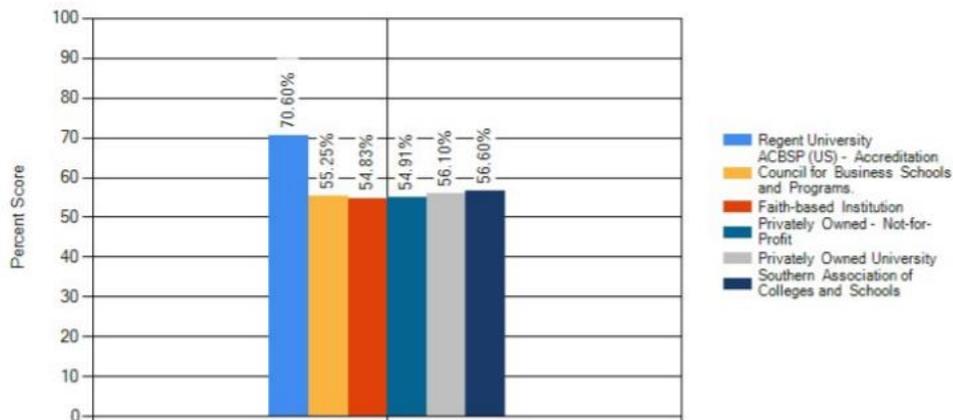
**Comparison of Outbound Exam Results with Outbound Exam Aggregate Results: Business Integration and Strategic Management**



**Comparison of Outbound Exam Results with Outbound Exam Aggregate Results: Economics: Microeconomics**



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



## **2. Stakeholder Feedback: Graduating Student Survey and Alumni Data (All BLM Majors)**

Last year (AY 2018-2019), we sent a survey out to all alumni of the BLM Major programs (N = 60). These “graduates” were asked to evaluate the effectiveness of the program based on our program learning objectives. This academic year (2019-2020), we took advantage of access to the complete student major distribution list. We sent a survey out to all students, specifically looking for students who were either working in the field of study – in order to compare the effectiveness of content and the application of content to their current work situation – or students who had recently graduated and who were working in their field of study. Below we will provide first the overall results of the survey (N = 42); and then we will break it down by the subsets identified.

The survey results indicated that 92.8% of the BLM students who responded indicated that they believed the knowledge of the principles and concepts learned in their major program helped them to attain a level of success on the job with a proficient or superior up to an exemplary level. Of the group of students who self-identified as graduates of the program, 66% were working in their field of study – half for less than 5 years; and half for more than 5 years. So this feedback is particularly valuable as to the long-term effectiveness of the instruction. Of this group working in the field of study – the scores on all the survey questions were either Superior or Exemplary – the highest ratings.

The survey results indicated that 78.6% of the BLM students who responded believed that they were trained with exemplary or superior skills and knowledge to apply Biblical concepts and principles to their discipline. If we add proficiency to this the total group with the confidence to integrate their faith in their discipline exceeds 95% of all respondents. The responses were similar and more pronounced when it came to the respondents’ confidence with ethical decision-making in the discipline: 83.3% believed that they were equipped with exemplary or superior skills and knowledge in this area. Adding those expressing proficiency brings this total to almost 98% of all respondents.

95.2% of the BLM students who responded with a proficient or superior or up to an exemplary level indicated that they were confident to be able to apply the fundamental elements of their discipline in solving important cases on the job. This same number of BLM students who responded (95.2%) expressed confidence at a proficient or superior up to an exemplary level that they had the knowledge and understanding to be able to synthesize and evaluate the relevance of data in their major field, to aid decision-making and support the growth of their organizations.

Ten students indicated that they were working in the field of study correlated to their degree program for more than 5 years. 70% of these students were current students, the other 30% had graduated but less than two years ago. Taking the narrative terms and converting the scale to raw data (Likert Scale 1-5 with 5 being Exemplary), the average scoring on questions related to the strength of the program for this group of students was 4.0 out of 5. Of the students who were recent graduates, less than two years, who have worked in their field of study for more than 5 years, the average score on questions related to the strength of the program was 4.6 out of 5.

One of the weaknesses of this type of internal survey is that it did not give us feedback from students who had been out of school for more than 2 years. Of the distribution results, 79% of the results came from current students; while 21% came from graduates, but those out of school less than 2 years. It was hoped that we might have access to the emails of students who had graduated from the university two years or longer. None of the respondents fell in this category. So the information as applied may not give a long-term view of the effectiveness of the content instruction.

### **Student Survey Results: Comparing Graduating Students and Alumni Data**

Below is a summary of how the respondents rated the program in each outcome area in AY 2019-2020 (N = 42). These results are compared to the Alumni Survey conducted last Academic Year 2018-2019 (N = 60).

**Please rate how your degree program at Regent University prepared you for success in your current position.**

*In thinking about your degree field, how useful was the content and instruction in your degree program in preparing you to:*

1. Understand the foundational principles and concepts of Business and Management?

<b>2018-2019 Results (N = 60)</b>	<b>2019-2020 Results (N = 42)</b>
<b>47%</b> listed their program as <b>Exemplary</b> in this area	<b>28.6%</b> listed their program as <b>Exemplary</b> in this area
<b>43%</b> listed their program as <b>Proficient</b> in this area	<b>42.9%</b> listed their program as <b>Superior</b> in this area
<b>8%</b> listed their program as <b>Developing</b> in this area	<b>21.3%</b> listed their program as <b>Proficient</b> in this area
<b>2%</b> listed their program as <b>Unsatisfactory</b> in this area	<b>4.8%</b> listed their program as <b>Developing</b> in this area
	<b>2.4%</b> listed their program as <b>Unsatisfactory</b> in this area

2. Apply discipline-based tools to workplace practices?

<b>2018-2019 Results (N = 60)</b>	<b>2019-2020 Results (N = 42)</b>
<b>45%</b> listed their program as <b>Exemplary</b> in this area	<b>31.0%</b> listed their program as <b>Exemplary</b> in this area
<b>45%</b> listed their program as <b>Proficient</b> in this area	<b>35.7%</b> listed their program as <b>Superior</b> in this area
<b>7%</b> listed their program as <b>Developing</b> in this area	<b>19.1%</b> listed their program as <b>Proficient</b> in this area
<b>3%</b> listed their program as <b>Needs Improvement</b> in this area	<b>14.3%</b> listed their program as <b>Developing</b> in this area

3. Apply Biblical concepts and principles to your discipline practices?

<b>2018-2019 Results (N = 60)</b>	<b>2019-2020 Results (N = 42)</b>
<b>59%</b> listed their program as <b>Exemplary</b> in	<b>54.8%</b> listed their program as <b>Exemplary</b> in

this area	this area
<b>29%</b> listed their program as <b>Proficient</b> in this area	<b>23.8%</b> listed their program as <b>Superior</b> in this area
<b>10%</b> listed their program as <b>Developing</b> in this area	<b>16.7%</b> listed their program as <b>Proficient</b> in this area
<b>2%</b> listed their program as <b>Needs Improvement</b> in this area	<b>4.8%</b> listed their program as <b>Developing</b> in this area

4. Encourage ethical decision-making in dealing with stakeholders and recommending solutions?

<b>2018-2019 Results (N = 60)</b>	<b>2019-2020 Results (N = 42)</b>
<b>61%</b> listed their program as <b>Exemplary</b> in this area	<b>59.5%</b> listed their program as <b>Exemplary</b> in this area
<b>25%</b> listed their program as <b>Proficient</b> in this area	<b>23.8%</b> listed their program as <b>Superior</b> in this area
<b>14%</b> listed their program as <b>Developing</b> in this area	<b>14.3%</b> listed their program as <b>Proficient</b> in this area
	<b>2.4%</b> listed their program as <b>Unsatisfactory</b> in this area

5. Apply the fundamental elements of your discipline to solve important cases?

<b>2018-2019 Results (N = 60)</b>	<b>2019-2020 Results (N = 42)</b>
<b>42%</b> listed their program as <b>Exemplary</b> in this area	<b>40.5%</b> listed their program as <b>Exemplary</b> in this area
<b>48%</b> listed their program as <b>Proficient</b> in this area	<b>33.3%</b> listed their program as <b>Superior</b> in this area
<b>98%</b> listed their program as <b>Developing</b> in this area	<b>21.4%</b> listed their program as <b>Proficient</b> in this area
<b>2%</b> listed their program as <b>Unsatisfactory</b> in this area	<b>2.4%</b> listed their program as <b>Developing</b> in this area
	<b>2.4%</b> listed their program as <b>Unsatisfactory</b> in this area

6. Synthesize and evaluate relevance of data in your degree field?

<b>2018-2019 Results (N = 60)</b>	<b>2019-2020 Results (N = 42)</b>
<b>42%</b> listed their program as <b>Exemplary</b> in this area	<b>35.7%</b> listed their program as <b>Exemplary</b> in this area
<b>40%</b> listed their program as <b>Proficient</b> in this area	<b>38.1%</b> listed their program as <b>Superior</b> in this area
<b>12%</b> listed their program as <b>Developing</b> in this area	<b>21.4%</b> listed their program as <b>Proficient</b> in this area
<b>5%</b> listed their program as <b>Needs Improvement</b> in this area	<b>2.4%</b> listed their program as <b>Developing</b> in this area
<b>2%</b> listed their program as <b>Unsatisfactory</b> in this area	<b>2.4%</b> listed their program as <b>Unsatisfactory</b> in this area

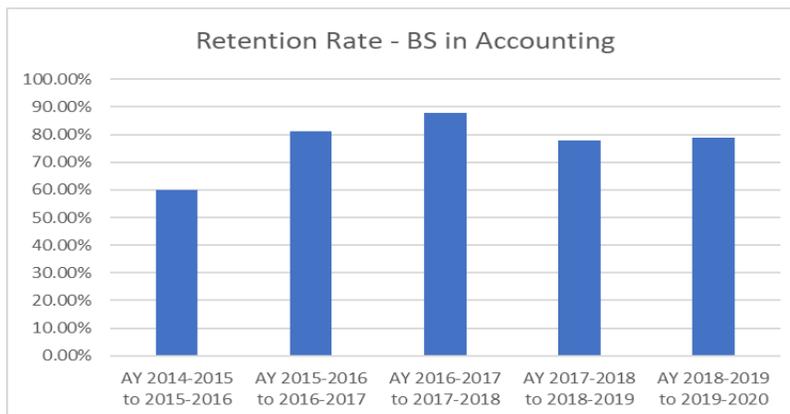
7. Develop well-written organized reports and/or presentations that explain findings and justify recommendations?

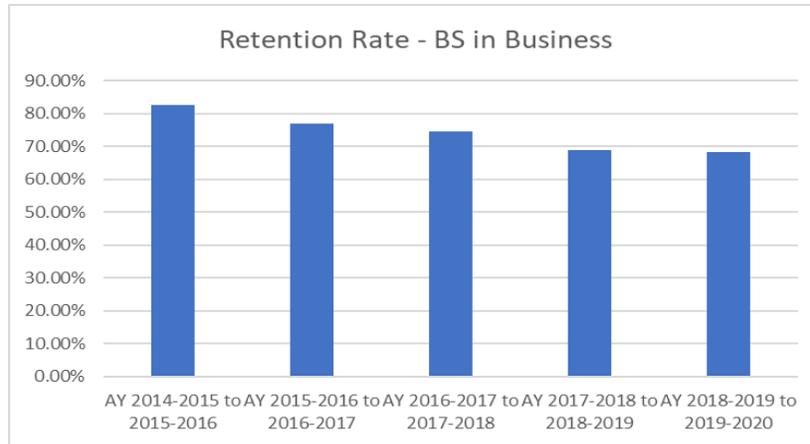
2018-2019 Results (N = 60)	2019-2020 Results (N = 42)
50% listed their program as <b>Exemplary</b> in this area	45.2% listed their program as <b>Exemplary</b> in this area
38% listed their program as <b>Proficient</b> in this area	33.3% listed their program as <b>Superior</b> in this area
7% listed their program as <b>Developing</b> in this area	14.3% listed their program as <b>Proficient</b> in this area
5% listed their program as <b>Needs Improvement</b> in this area	4.8% listed their program as <b>Developing</b> in this area
	2.4% listed their program as <b>Unsatisfactory</b> in this area

### 3. Unit Performance: Two Measures

- **Program Retention Data – for this report, focused on 2 major programs: BS in Accounting and BS in Business**

The retention rates illustrated below are based on the cohort of degree-seeking students who first enrolled in their degree program in a specific academic year and either returned in the same academic year or subsequent academic year. For example, students who first enrolled in either fall 2018, spring 2019, or summer 2019 and returned within the same 2018-2019 academic year or within the subsequent academic year 2019-2020. Students who graduated are also included in the retention rates.



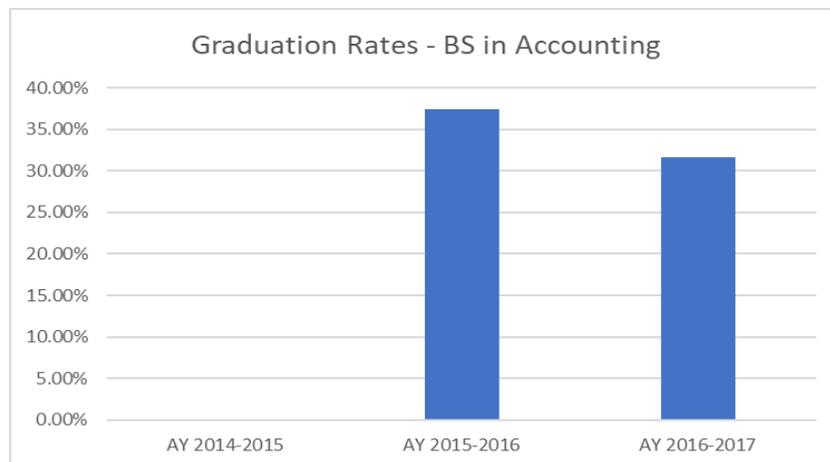


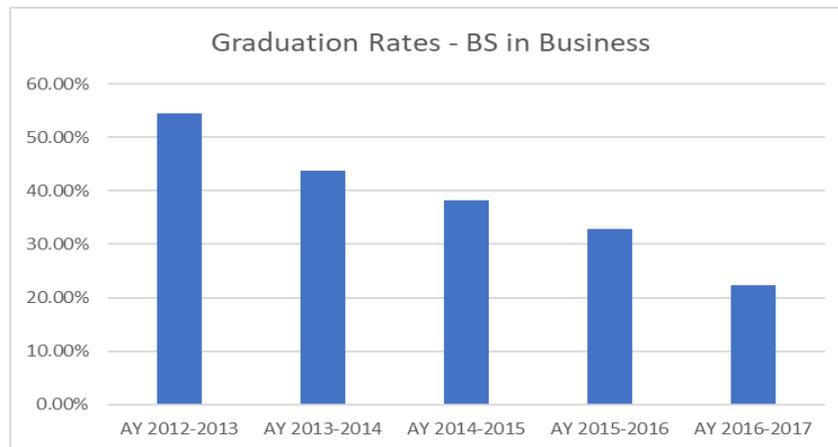
Program	Goal	2014-15 to 2015-16	2015-16 to 2016-17	2016-17 to 2017-18	2017-18 to 2018-19	2018-19 to 2019-20
B.S. in Accounting	80%	60%	81%	88%	78%	79%
B.S. in Business	80%	83%	77%	74%	69%	68%
<b>Overall BLM Department Retention Rate Average</b>		<b>79%</b>	<b>78%</b>	<b>73%</b>	<b>67%</b>	<b>70%</b>

### 3. Unit Performance: Two Measures

#### b. Program Graduation Rates – for this report, focused on 2 major programs: BS in Accounting and BS in Business

The graduation rates illustrated below are based on the cohort of degree-seeking students who first enrolled in their degree program in a specific academic year and have completed all of the degree requirements necessary for their program. For example, students who first enrolled in either fall 2016, spring 2017, or summer 2017 and have successfully completed their degree requirements.





Program	Goal	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
B.S. in Accounting	40%			0%	38%	32%
B.S. in Business	40%	54%	44%	38%	33%	22%
<b>Overall BLM Department Graduation Rate Average</b>		<b>51%</b>	<b>44%</b>	<b>36%</b>	<b>32%</b>	<b>21%</b>

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 BLM 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.

#### **4. Faculty Continual Improvement: Participation in Teacher Education**

Faculty Participation in BLM Faculty Meetings:

The last three years, we have worked to strengthen participation in the BLM 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.

The goal would be to correlate faculty participation in this training with reductions in student complaints, improvement in overall BLM 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.