



**Division of Business  
and Security Studies**

## **ACBSP Fully Accredited February 8, 2023**

### **Vision**

The Division of Business and Security Studies at Rivier University strives to be a premiere program for producing critical thinkers who effectively apply intellectually rigorous methodologies to address global business and security concerns.

### **Mission Statement**

The Division of Business and Security Studies of Rivier University educates students to become future leaders and productive members of the global community, who are inspired to serve the world.

### **Values**

- Career Development
- Critical Thinking
- Ethics & Integrity
- Global & Cultural Reach
- Innovative Thinking

Division of Business and Security Studies Business programs are fully accredited by the Accreditation Council for Business Schools and Programs (ACBSP).

Accreditation Council for Business Schools and Programs  
11520 West 119<sup>th</sup> Street  
Overland Park, KS 66213  
Phone: (913) 339-9356  
Website: [www.acbsp.org](http://www.acbsp.org)

The programs currently fully accredited include:

- B.S. in Business Administration
- B.S. in Business Management
- B.S. in Cybersecurity Management
- B.S. in Finance
- B.S. in Marketing
- B.S. in Sport Management
- MBA in Management
- MBA in Information Technology Management
- MBA with concentration in Marketing
- MBA in Healthcare Administration

The program currently not accredited by ACBSP accreditation:

- B.S. in Homeland & International Security

In compliance of ACBSP and Council for Higher Education Accreditation (CHEA), the Division of Business and Security Studies at Rivier University is reporting the latest data on the following student achievements for each accredited program:

- Retention Data for Undergraduate Day Students
- Employer Mid-term Evaluation for Interns

- Employer Final Evaluation for Interns
- Mean Gain Analysis – Differences Small Glimpse - Peregrine Academic Services
- Standard 4.2 – Measurement and Analysis for Student Learning and Performance

**Division of Business and Security Studies  
Student Achievement Outcome Data  
February 8, 2023**

**Retention Data for Undergraduate Day Students  
February 8, 2023**

	Cohort	Original Cohort count	# Term 2 retained	% Term 2 retained	# Term 3 retained	% Term 3 retained	# Term 4 retained	% Term 4 retained	#Term 5 retained	% Term 5 retained	# Term 6 retained	% Term 6 retained	# Term 7 retained	% Term 7 retained	# Term 8 retained	% Term 8 retained	# Term 9 retained	% Term 9 retained	Notes on retention within the major
UGD - All Fall Semester Starts for Undergraduate Business & Security Studies Students. These are retained at the Rivier University and not the Division of Business and		Fall Year 1			Fall Year 2				Fall Year 3				Fall Year 4				Fall Year 5		
	FA18	26	22	84.62%	18	69.23%	16	62%	14	54%	14	54%	13	50%	13	50%	2	8%	Term 2: 1-> Marketing, 3-> Finance, 1-> Sport Mgmt. Term 3: 1-> Marketing, 2-> Finance, 1-> Sports Mgmt., 1-> Math Ed., 1-> Cyber, 1-> CJ. Term4: 1-> Biology, 1-> SS Ed.
	FA19	29	26	92.31%	17	58.62%	13	45%	12	41%	-	-	-	-	-	-	-	-	
	FA20	32	31	100.00%	26	81.25%	24	75%	21	66%	-	-	-	-	-	-	-	-	
	FA21	72	65	90.00%	55	76.39%	-	-	-	-	-	-	-	-	-	-	-	-	
	FA22	71	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	

**Employer Evaluations for Student Interns Data  
Spring 2022 – Fall 2022  
February 8, 2022**

**Overall Semester-to-Semester Employer Evaluations for Student Interns - Midterm**

Progress	Spring 2022 (N = 14, n = 10) *	Summer '22 (N = 14, n = 13) *	Fall 2022 (N = 10, n = 9) *	Overall Mean
Consistently exhibiting a good work ethic (stays on task, works agreed hours, is punctual, etc.).	4.80	4.92	4.25	4.66
Consistently demonstrating an ability and willingness to learn new things.	4.80	4.77	4.75	4.77
Effectively completing assignments and tasks, including with the appropriate level of care and detail.	4.50	4.77	4.38	4.55
Consistently demonstrating creativity and innovation beyond assigned work.	4.40	4.31	3.88	4.19

Is a good team-member (i.e., displayed a willingness to help the internship site when asked to do so, and the initiative to find other ways to do so).	4.70	4.92	4.63	4.75
Consistently uses effective written and verbal communication skills.	4.22	4.62	4.25	4.36
Confidently producing high-quality of work.	4.40	4.77	4.25	4.47
Maintaining confidentiality of information & records.	4.75	4.82	4.43	4.67
Enthusiastically engaging in the learning process while at the internship site.	4.80	4.77	4.50	4.69
Consistently using effective problem-solving skills.	4.60	4.62	4.38	4.53

\* N – total number of enrolled students; n – number of students participating in internship

### Overall Semester-to-Semester Employer Evaluations for Student Interns - Final

Progress	Spring 2022 (N = 14, n = 11) *	Summer '22 (N = 14, n = 13) *	Fall 2022 (N = 10, n = 10) *	Overall Mean
Consistently exhibiting a good work ethic (stays on task, works agreed hours, is punctual, etc.).	4.55	4.85	4.50	4.63
Consistently demonstrating an ability and willingness to learn new things.	4.91	4.85	4.70	4.82
Effectively completing assignments and tasks, including with the appropriate level of care and detail.	4.64	4.77	4.40	4.6
Consistently demonstrating creativity and innovation beyond assigned work.	4.27	4.33	4.40	4.34

Is a good team-member (i.e., displayed a willingness to help the internship site when asked to do so, and the initiative to find other ways to do so).	4.80	4.92	4.60	4.77
Consistently uses effective written and verbal communication skills.	4.50	4.54	4.50	4.51
Confidently producing high-quality of work.	4.55	4.62	4.60	4.59
Maintaining confidentiality of information & records.	4.91	5.00	4.57	4.83
Enthusiastically engaging in the learning process while at the internship site.	4.82	4.85	4.60	4.75
Consistently using effective problem-solving skills.	4.64	4.73	4.20	4.52

\*  $N$  – total number of enrolled students;  $n$  – number of students participating in internship

**Mean Gain Analysis  
Peregrine Instrument Tool  
Differences – Small Glimpse  
February 8, 2023**

<b>Areas of Assessment</b>	<b>Inbound Rivier Mean Score</b>	<b>Outbound Rivier Mean Score</b>	<b>Rivier Mean Gain</b>
Total	35.79	45.68	9.89
Accounting	32.67	40.14	7.47
Business Communications	42.51	52.43	9.92
Business Ethics	37.18	48.52	11.34
Business Finance	29.86	43.48	13.62
Business Integration and Strategic Management	34.76	46.29	11.53
Business Leadership	36.60	47.14	10.54
Economics	35.42	42.84	7.42
Economics: Macroeconomics	34.64	40.46	5.82
Economics: Microeconomics	36.20	45.23	9.03
Global Dimensions of Business	36.72	40.73	4.01
Information Management Systems	38.31	50.50	12.19
Legal Environment of Business	34.12	48.11	13.99
Management	36.23	43.41	7.18

Management: Human Resource Management	37.90	45.62	7.72
Management: Operations/Production Management	33.07	41.24	8.35
Management: Organizational Behavior	37.69	43.47	5.78
Marketing	36.68	48.57	11.69
Quantitative Research Techniques and Statistics	35.91	41.68	5.77

The data used to measure mean gain of students as they progress through the undergraduate business programs employs the Peregrine Assessment Tool. The tool measures students in BUS180 – Business Communications, the inbound scores, and BUS479 – Strategic Management, the outbound scores. In all 18 areas of assessment, students in the DBSS showed strong mean gain, speaking to the effectiveness of the program.

**Division of Business Data for Standard 4.2 – Measurement and Analysis for Student Learning and Performance**  
**February 8, 2023**

<b>Performance Indicator</b>	<b>Definition</b>
1. Student Learning Results	<p>A student learning outcome is one that measures a specific competency attainment. Examples of a direct assessment (evidence) of student learning attainment that might be used include capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination. Add these to the description of the measurement instrument in column two:</p> <p>Direct – Assessing student performance by examining samples of student work.</p> <p>Indirect – Assessing indicators other than student work such as getting feedback from the student or other persons who may provide relevant information.</p> <p>Formative – An assessment conducted during the student’s education.</p> <p>Summative – An assessment conducted at the end of the student’s education.</p> <p>Internal – An assessment instrument that was developed within the business unit.</p> <p>External – An assessment instrument that was developed outside the business unit.</p> <p>Comparative – Compare results between classes, between online and on-ground classes, between professors, between programs, between campuses, or compare to external results such as results from the U.S. Department of Education Research and Statistics, or results from a vendor providing comparable data.</p>

## Analysis of Results

**Table 1**

Performance Measure	What is your measurement instrument or process?	Current Results	Analysis of Results	Action Taken or Improvement Made
Measurable Goal	Do not use grades	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?
What is your goal?	(Indicate type of instrument) direct, formative, internal, comparative			
Employer Midterm Evaluation	Indirect, Formative, Internal	The overall Employer Midterm Evaluation for student intern results based on the Trend Analysis during the FA '17, SP '18, and SU '18 Internships had an overall mean of 4.27, 4.81, and 4.38, respectively with an average of 4.48. During the past three semesters that consists of SP '22, SU '22, and FA '22, the overall means were 4.60, 4.73, and 4.38, respectively with an overall average of 4.56.	From Fall '17 Semester to Summer '18 Semester, the BUS495 Internship Seminar course was taught by the Dean who is also referred to as a full-time faculty member. During the FY '17-18, the main variable the Dean determined to focus on was the Critical Thinking. The highest employer perspective related to the Critical Thinking related question ("Consistently demonstrating creativity and innovation beyond assigned work") was 4.63, whereas the lowest employer perspectives were 4.00 during both FA '17 and SU '18. The overall Trend Analysis was 4.21. Since SP '22 to FA '22, the overall means were 4.40, 4.31, 3.88, respectively with an overall average of 4.19.	From Fall '17 semester to Summer '18 semester period, the highest trend analysis overall was on Teamwork related evaluation ("Is a good team member (i.e., displayed a willingness to help the internship site when asked to do so, and the initiative to find other ways to do so.) with a mean of 4.78. Whereas the lowest was in Critical Thinking ("Consistently demonstrating creativity and innovation beyond assigned work" with a mean of 4.21. The ideal Trend Analysis after the Fall '18, Spring '19, and Summer '19 semesters was to be at 4.80 (Teamwork) and 4.27 (Critical Thinking) or higher within both criteria. The Dean and respective faculty members who have been teaching the BUS 495 Internship courses have been asking questions to the students during the different assessment methods (e.g., Weekly Reports, etc.) to increase the overall Critical Thinking Trend Analysis by the end of SU '19 semester. Starting in Spring '20, the Dean and a Director added a specific assignment on "Critical Thinking." While the results were not increased, then the following year (Spring '21), the Dean and Director added a second new "Critical Thinking" assignment. Since FA '19 to FA '22 (13 semesters), and during the initial start of the assignment (FA '17) to present (FA '22), the overall mean is 4.43. The Division has achieved the 4.27 goal. Unfortunately, within the past three semesters, the Division's overall average mean on "Critical Thinking" has not met the goal. The Division's goal is to aggregate the past, current, and future datasets (e.g., FA '20, FA '21, FA '22 as one batch, etc.) and compare and contrast for further analyzing the data for continuous improvements. At the same time, the Division will analyze and interpret the trend analysis to determine what areas will need further resources (previous and current classes, assignments, etc.) to prepare the students during their internships.

**Analysis Results**

**Table 2**

<b>Performance Measure</b>	<b>What is your measurement instrument or process?</b>	<b>Current Results</b>	<b>Analysis of Results</b>	<b>Action Taken or Improvement Made</b>
<b>Measurable Goal</b>	<b>Do not use grades</b>	<b>What are your current results?</b>	<b>What did you learn from the results?</b>	<b>What did you improve or what is your next step?</b>
<b>What is your goal?</b>	<b>(Indicate type of instrument) direct, formative, internal, comparative</b>			
Employer Final Evaluation	Indirect, Formative, Internal	The overall Employer Final Evaluation for student intern results based on the Trend Analysis during the FA '17, SP '18, and SU '18 Internships had an overall mean of 4.77, 4.91, and 4.55, respectively with an average of 4.74. During the past three semesters that consists of SP '22, SU '22, and FA '22, the overall means were 4.66, 4.74, and 4.51, respectively with an overall average of 4.64.	From Fall '17 semester to Summer '18 semester, the BUS 495 Internship Seminar course has been taught by the Dean, who is also referred to as a full-time faculty member. During the FY '17-18, the main variable the Dean determined to focus on was Critical Thinking. The highest employer perspective related to the Critical Thinking related question ("Consistently demonstrating creativity and innovation beyond assigned work") was 4.75 during the Spring '18 semester, whereas the lowest employer perspective was 4.30 during SU '18. Since SP '22 to FA '22, the overall means were 4.27, 4.33, and 4.40, respectively with an overall average of 4.34.	During this time period, the highest trend analysis overall has been on Teamwork related evaluation ("Is a good team member (i.e., displayed a willingness to help the internship site when asked to do so, and the initiative to find other ways to do so.) with a mean of 4.90. Whereas the has been in the area of Critical Thinking (Consistently demonstrating creativity and innovation beyond assigned work" with a mean of 4.46. The ideal Trend Analysis after the Fall '18, Spring '19, and Summer '19 semesters was to be at 4.92 (Teamwork) and 4.50 (Critical Thinking) or higher within both criteria. The Dean and respective faculty members who will be further teaching the BUS 495 Internship courses will ask questions to the students during the different assessment methods (e.g., Weekly Reports, Summary Presentation, etc.) to increase the overall Critical Thinking Trend Analysis by the end of SU '19 semester. Starting in Spring '20, the Dean and a Director added a specific assignment on "Critical Thinking." While the results were not increased, then the following year (Spring '21), the Dean and Director added a second new "Critical Thinking" assignment. Since SP '19 to FA '22 (13 semesters) and during the initial start of the assignment (FA '17) to present (FA '22), the overall mean is 4.53. The Division has achieved the 4.53 goal. Unfortunately, within the past three semesters, the Division overall average mean on "Critical Thinking" has not met the goal. The Division's goal is to aggregate the past, current, and future datasets (e.g., FA '20, FA '21, FA '22 as one batch, etc.) and compare and contrast for further analyzing the data for continuous improvements. At the same time, the Division will analyze and interpret the trend analysis to determine what areas will need further resources (previous and current classes, assignments, etc.) to prepare the students during their internships.



**Analysis Results**

**Table 3**

<b>Performance Measure</b>	<b>What is your measurement instrument or process?</b>	<b>Current Results</b>	<b>Analysis of Results</b>	<b>Action Taken or Improvement Made</b>
<b>Measurable Goal</b>	<b>Do not use grades</b>	<b>What are your current results?</b>	<b>What did you learn from the results?</b>	<b>What did you improve or what is your next step?</b>
<b>What is your goal?</b>	<b>(Indicate type of instrument) direct, formative, internal, comparative</b>			
Graduate Student Benchmark Assessment Rubric	Direct, Summative, Internal	This is currently being analyzed from the Dean and Director of graduate business programs.	Not applicable at this time.	Not applicable at this time.

**Analysis Results**

**Table 4**

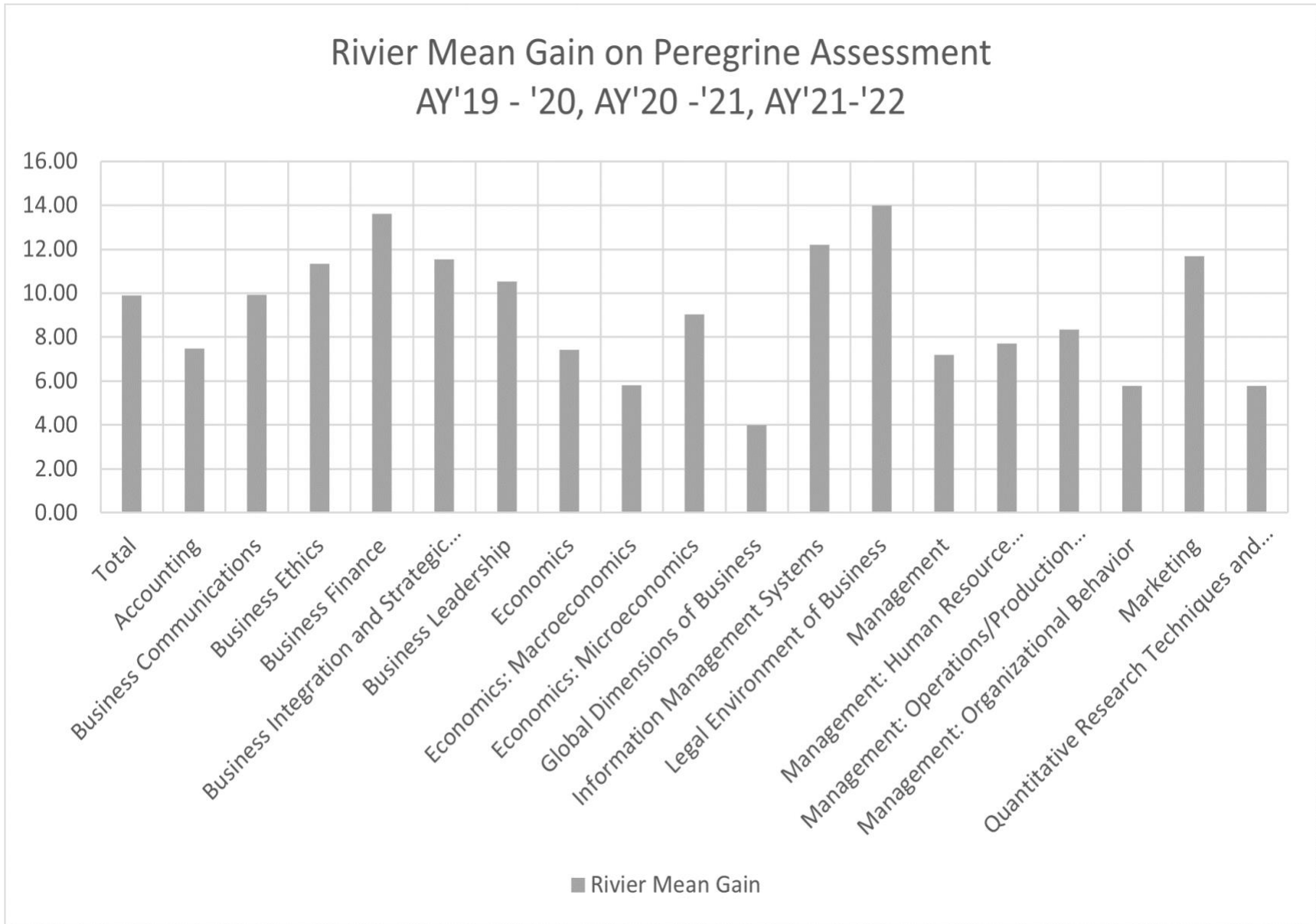
<b>Performance Measure</b>	<b>What is your measurement instrument or process?</b>	<b>Current Results</b>	<b>Analysis of Results</b>	<b>Action Taken or Improvement made</b>
<b>Measurable Goal</b>	<b>Do not use grades</b>	<b>What are your current results?</b>	<b>What did you learn from the results?</b>	<b>What did you improve or what is your next step?</b>
<b>What is your goal?</b>	<b>(Indicate type of instrument) direct, formative, internal, comparative</b>			
Peregrine Assessment Instrument - Mean Gain and on landing page	Indirect, Formative, External from Peregrine Assessment, Comparative	The current results based on the Peregrine Assessment instrument data from the 2019-2020, 2020-2021, and 2021-2022 academic years show significant mean gains in all the assessment areas. The mean gains ranged from 4.01 to in global dimensions of business to 13.99 in legal environment of business. The total mean gain score was 9.89.	As a division, we learned that through the work of our students, support staff, and faculty there was significant academic growth in all assessment areas. We also learned that some assessment areas showed larger gains/more growth than other areas.	The division's next step is to analyze the results and select the three assessment areas with the largest mean gains; legal environment of business (13.99), business finance (13.62), and information management systems (12.19) and review the teaching methods and assessment tools used. The plan is to discover commonalities and discern patterns that fostered these large mean gains.

## Analysis Results

**Table 5**

<b>Performance Measure</b>	<b>What is your measurement instrument or process?</b>	<b>Current Results</b>	<b>Analysis of Results</b>	<b>Action Taken or Improvement Made</b>
<b>Measurable Goal</b>	<b>Do not use grades</b>	<b>What are your current results?</b>	<b>What did you learn from the results?</b>	<b>What did you improve or what is your next step?</b>
<b>What is your goal?</b>	<b>(Indicate type of instrument) direct, formative, internal, comparative</b>			
Peregrine Assessment Instrument Three-Year Review	Indirect, Summative, External from Peregrine Assessment, Comparative	The current results based on the Peregrine Assessment instrument data from the 2019-2020, 2020-2021, and 2021-2022 academics years. The Peregrine Instrument assesses students in 18 areas. Inbound scores from freshman students enrolled in BUS 180 Business Communications, and outbound scores from senior students enrolled in BUS 479 Strategic Management. As of the 2023-2024 academic year, inbound scores will be from freshman students enrolled in BUS 193 Office Applications. The change to BUS 193 Office Applications from BUS 180 Business Communications is to allow the DBSS to assess freshman students when at the start of their academic path, as BUS 193 is offered in the fall semester, while BUS 180 is offered in the spring semester.	By reviewing the three-year data and mean score data from the Peregrine instrument, the DBSS can identify assessment areas of most challenge to the students. This data is an indicator for areas of focus and continuous improvement in teaching, learning and review of internal formative assessment and summative assessment tools.	The DBSS's next step is to review the three-year data set and identify areas of strength and challenge. The challenge areas will be the focus of faculty work to continuously improve teaching and learning and create opportunities for authentic formative and summative assessments. An additional next step is to move the use of the Peregrine Instrument from BUS 180 Business Communications, a spring course, to BUS 193 Office Applications, a fall course to collect data from students' first experience in higher education as the inbound score.

Table 5 | Graph



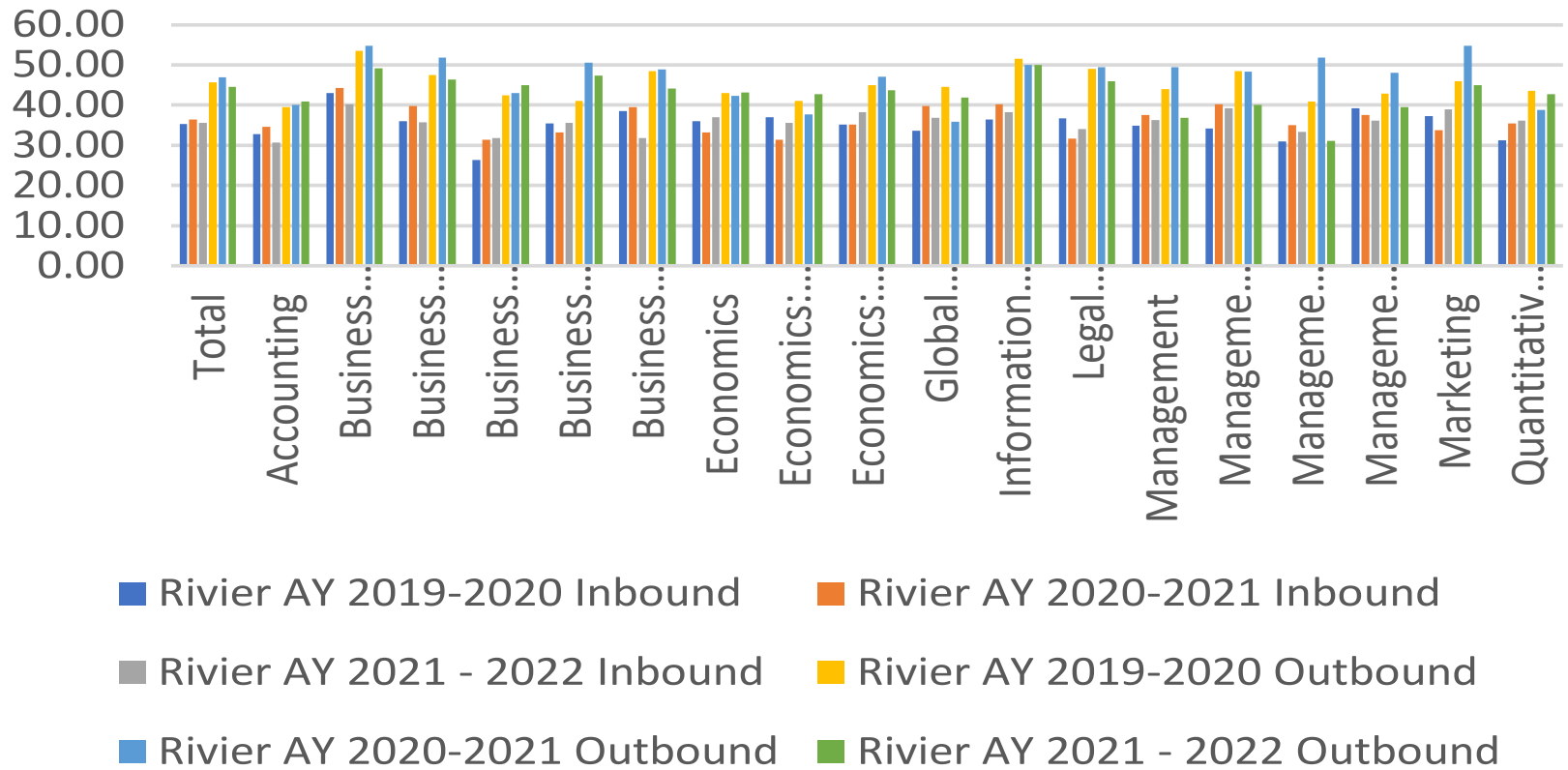
**Analysis Results**

**Table 6**

<b>Performance Measure</b>	<b>What is your measurement instrument or process?</b>	<b>Current Results</b>	<b>Analysis of Results</b>	<b>Action Taken or Improvement Made</b>
<b>Measurable Goal</b>	<b>Do not use grades</b>	<b>What are your current results?</b>	<b>What did you learn from the results?</b>	<b>What did you improve or what is your next step?</b>
<b>What is your goal?</b>	<b>(Indicate type of instrument) direct, formative, internal, comparative</b>			
Peregrine Assessment Instrument Three-Year Review	Indirect, Summative, External from Peregrine Assessment, Comparative	The current results based on the Peregrine Assessment instrument data from the 2019-2020, 2020-2021, and 2021-2022 academic years. The Peregrine Instrument assesses students in 18 areas. Inbound scores from freshman students enrolled in BUS 180 Business Communications, and outbound scores from senior students enrolled in BUS 479 Strategic Management. As of the 2023-2024 academic year, inbound scores will be from freshman students enrolled in BUS 193 Office Applications. The change to BUS 193 Office Applications from BUS 180 Business Communications is to allow the DBSS to assess freshman students when at the start of their academic path, as BUS 193 is offered in the fall semester, while BUS180 is offered in the spring semester.	By reviewing the three-year data and mean score data from the Peregrine instrument, the DBSS can identify assessment areas of most challenge to the students. This data is an indicator for areas of focus and continuous improvement in teaching, learning and review of internal formative assessment and summative assessment tools.	The DBSS’s next step is to review the three-year data set and identify areas of strength and challenge. The challenge areas will be the focus of faculty work to continuously improve teaching and learning and create opportunities for authentic formative and summative assessments. An additional next step is to move the use of the Peregrine Instrument from BUS 180 Business Communications, a spring course, to BUS 193 Office Applications, a fall course to collect data from students’ first experience in higher education as the inbound score.

Table 6 | Graph

## River - Peregrine Assessment Three Academic Year Inbound and Outbound Scores



**Analysis Result**

**Table 7**

Performance Measure	What is your measurement instrument or process?	Current Results	Analysis of Results	Action Taken or Improvement Made
Measurable Goal	Do not use grades	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?
What is your goal?	(Indicate type of instrument) direct, formative, internal, comparative			
Alignment from Core Curriculum to Student Learning Outcomes	Direct, Summative, Formative, Internal	The Alignment from Core Curriculum to Student Learning Outcomes Continuum was introduced on a limited basis in four classes during the FA22 semester.	During the introduction, the instructor observed the students employing critical thinking to build connections between assignments/assessments/class activities and course-level student learning objectives, DBSS Division Level Student Learning Outcomes, Undergraduate Academic Goals, and The Big Four Questions of Rivier's Core Curriculum: <i>Journeys of Transformation</i> .	The next steps include: Increasing the implementation of the continuum to more courses. Connection the continuum to more assignments/assessments/class activities. Using the continuum to shape instruction. Engaging the students more directly with the continuum to provide clarity as to the purpose and importance of their academic effort. In other words, why are they learning what they are learning, and how that makes their experience at Rivier University unique and beneficial to them as individuals and to the greater good. Build a clear and direct connection between the classroom and the University's mission, "Transforming Hearts and Minds to Serve the World."

**Table 7 | Graph**

<b>The Four Big Questions of Rivier's Core Curriculum: <i>Journeys of Transformation</i></b>	<b>Undergraduate Academic Goals</b>	<b>DBSS Division Level Student Learning Outcomes</b>	<b>Course Level Student Learning Outcomes</b>	<b>Formative &amp; Summative Assessment(s) of Student Learning Outcomes</b>
Who am I, and what is the world?	Develop Knowledge of Human Cultures and the Physical and Natural World	Assess and communicate effectively in a range of progressively more challenging strategic business environments.	Discuss situations that present legal, ethical, and social sustainability issues and develop solutions.	
Who is my neighbor?	Develop Intellectual and Practical Skills	Think logically and analytically about complex, contemporary, local, and global problems.	Demonstrate critical thinking skills to analyze and apply to business situations.	
How shall we live?	Develop Personal and Social Responsibility	Determine personal and social responsibility in response to new settings and complex problems.  Understand and apply learning to the diversity and complexity of human relationships involved in an organization.	Apply effective communication techniques through demonstration.  Demonstrate critical thinking skills to analyze and apply to business situations.	
What, then, must we do?	Foster a Sense of the Sacred and of the Dignity of the Human Person, particularly as expressed through the Catholic Tradition	Apply social, ethical, and global responsibilities within management positions with special attention to the Catholic social teaching.	Apply effective communication techniques through demonstration.  Summarize opportunities provided by technology for business.	