

KUYPER COLLEGE

Business Leadership Assessment Plan

Contents

Program Profile	1
Program Graduate Portrait	2
Program Learning Outcomes (PLOs)	2
Program Curriculum Map	2
Learning Outcome #1: Practicing servant leadership.	2
Learning Outcome #2: Business literacy in their analysis, construction, and communication	3
Learning Outcome #3: Strategic thinking for building better businesses	3
Learning Outcome #4: Business innovation to create enduring value	4
Learning Outcome #5: Integrating Christian faith with their professional practices.	4
Analysis Report for 2015-2016	5
Analysis Report for 2016-2017	6
Analysis Report for 2017-2018	7
Analysis Report for 2018-2019	8
Analysis Report for 2019-2020	9
Analysis Report for 2020-2021	11
Analysis Report for 2021-2022	13

Program Profile

Full-time Faculty in the Department:

Marc Andreas

Current Adjunct Faculty:

Eric Hoogstra, Alexandria Baldrige, Attah Obande, Quentin Schultze, Dustie Wiggins, Lynne Heyne, Zena Patillo

Program Graduate Portrait

Business Leadership graduates will be high-integrity adults with excellent business skills eager to make an innovative, kingdom-building impact with strong ethical values. Students will graduate with a portfolio of high-quality projects showcasing their abilities (videos, PowerPoints, papers, spreadsheets, etc.) to use excellent communication skills and critical thinking to benefit a for-profit or non-profit organization. They will be professional in appearance and yet demonstrate the humility and tenacity of a servant leader.

Program Learning Outcomes (PLOs)

1. **SERVANT LEADERSHIP:** Value the personal, interpersonal, and organizational benefits of practicing servant leadership.
2. **BUSINESS LITERACY:** Demonstrate business literacy in their analysis, construction, and communication of business information and financial statements.
3. **STRATEGIC THINKING:** Appraise market trends, both internally and externally, in order to build a stronger organization.
4. **INNOVATION:** Develop skills in business innovation in order to create enduring value in peoples' lives.
5. **ETHICAL SOUNDNESS:** Integrate their Christian faith with their professional practices.

Program Curriculum Map

Learning Outcome #1: Practicing servant leadership.

- ↑ **Course:** BU152 Introduction to Business Leadership
- ↑ **Objective:** To apply the principles of servant leadership to their own leadership gifts, talents and abilities.
- ↑ **Signature Assignment:** Leadership Manifesto PowerPoint & Presentation
- ↑ **Rubric Category:** Leadership

- ↑ **Course:** BU390 Catalyst Leadership Experience
- ↑ **Objective:** To reflect upon the compilation of leadership principles gained throughout the semester and apply the most impactful parts.
- ↑ **Signature Assignment:** Final Reflection Paper & Presentation
- ↑ **Rubric Category:** Leadership

- ↑ **Course:** BU499 – Business Leadership Capstone
- ↑ **Objectives:** Each student gives a 15-minute PowerPoint presentation on their philosophy of business & leadership followed by a 10-minute follow-up of questions.
- ↑ **Signature Assignments:** Final Exam Presentation & Oral Exam
- ↑ **Rubric Category(s):** Leadership

Learning Outcome #2: Business literacy in their analysis, construction, and communication

- ↑ **Course:** BU252 – Marketing & Sales
- ↑ **Objectives:** To communicate clearly a volume of products or services sold over several years.
- ↑ **Signature Assignment:** Market Research Assignment
- ↑ **Rubric Categories:** Communication, Literacy

- ↑ **Course:** BU299 – Accounting I
- ↑ **Objectives:** To demonstrate proficiency in accounting terminology and practices through application problems.
- ↑ **Signature Assignment:** Final Exam
- ↑ **Rubric Category:** Literacy

- ↑ **Course:** BU360 – Finance
- ↑ **Objectives:** To demonstrate knowledge and understanding of the critical concept of the time value of money that is used in many types of businesses around the world.
- ↑ **Signature Assignment:** Quiz 2 - Time Value of Money
- ↑ **Rubric Category:** Literacy

Learning Outcome #3: Strategic thinking for building better businesses

- ↑ **Course:** BU311 – Entrepreneurship
- ↑ **Objective(s):** To demonstrate knowledge of all parts of a business and explain how new start-up organizations can be successful through effective strategic thinking.
- ↑ **Signature Assignments:** Final Paper / Business Plan Presentation
- ↑ **Rubric Category(s):** Literacy, Critical Thinking

- ↑ **Course:** BU472 – Strategy Management
- ↑ **Objectives:** To demonstrate understanding in the interconnected parts and responsibilities of running a business by working together in teams.
- ↑ **Signature Assignment:** Business Simulation
- ↑ **Rubric Category(s):** Literacy

Learning Outcome #4: Business innovation to create enduring value

- ↑ **Course:** BU311 – Entrepreneurship
- ↑ **Objective(s):** To demonstrate the uniqueness of business plans bringing new products or services into the marketplace.
- ↑ **Signature Assignment:** M West Challenge Presentation
- ↑ **Rubric Category:** Innovation

- ↑ **Course:** BU472 – Strategy Management
- ↑ **Objectives:** To identify differences and the benefits of having a centralized versus decentralized approach to innovation.
- ↑ **Signature Assignment:** Final Exam – essay question
- ↑ **Rubric Categories:** Literacy, Innovation

Learning Outcome #5: Integrating Christian faith with their professional practices.

- ↑ **Course:** BU152 – Introduction to Business & Leadership
- ↑ **Objective(s):** To gain understanding of organizations working to create positive social change in society.
- ↑ **Signature Assignments:** Leadership Interview Paper & Presentation
- ↑ **Rubric Category:** Literacy

- ↑ **Course:** BU311 – Entrepreneurship
- ↑ **Objectives:** To articulate what the Bible teaches about being an entrepreneur through the many stories in scripture.
- ↑ **Signature Assignment:** Biblical Entrepreneurship Paper & Presentation
- ↑ **Rubric Categories:** Literacy, Communication

- ↑ **Course:** BU499 – Business Leadership Capstone
- ↑ **Objectives:** To analyze and evaluate the Christian's role in tackling the current issue of poverty in the US and around the world.
- ↑ **Signature Assignment:** Poverty Paper
- ↑ **Rubric Category:** Critical Thinking

Analysis Report for 2015-2016

General Observations:

Overall, it is clear that students are doing well in four of the five program learning outcomes. This is confirmation we have good measures in places that accurately reflect what others are seeing and evaluating from Kuyper Business Leadership students. This includes business leaders in the community, internship supervisors, and other Kuyper College faculty and staff.

Steps toward Improved Student Learning:

Based on the data gathered, we made the following changes to Kuyper Business Leadership courses:

- In Intro to Business & Leadership (BU152), I took more time to teach about the importance of individualized leadership styles.
- In Marketing & Sales (BU252), I added the signature assignment of students creating an Excel chart within their market research paper.

Improvements for Assessment Process:

The data also points to the need for more work on helping Kuyper Business Leadership students with their business literacy (PLO #2). Based on the data gathered, we made the following changes to Kuyper Business Leadership courses:

- In Marketing & Sales (BU252), I need to spend more time on teaching how to create an Excel chart for visually demonstrating market size and opportunity.
- In Strategy Management (BU472), I need to spend more time explaining the use of debt and its importance when running a business. This will help students during their business simulation.
- In Business Capstone (BU499), I need to use a newer edition of Abraham Kuyper's *The Problem of Poverty* as the language in the original edition was too difficult for several of the students to understand.

Analysis Report for 2016-2017

General Observations:

Data from the Business Leadership Program Learning Outcomes support the observations seen of our Business Leadership students and graduates. It also confirms the qualitative conversations that I have with our Business Leadership students.

Areas to Address and Steps toward Improved Student Learning:

Based on the data from the Business Leadership Program Learning Outcomes, we need to improve PLO's #2 (Business Literacy) and #3 (Strategic Thinking).

Steps toward Improved Student Learning:

We need to increase the time spent in the classroom and the number of assignments on business literacy topics. I am planning to review this in the summer of 2018.

We also need to continue to increase the number of interactions and learning opportunities for Business Leadership students with leaders in the marketplace who have experience with strategic thinking. I will be teaching our BU311 Entrepreneurship course in the Rising Grinds café in the Winter 2018 semester. This will be a trial to consider teaching more courses from business or non-profit locations rather than just in the classroom.

Improvements for Assessment Process:

1. Change in timing – I believe our current practice is effective
2. Change in assignments? I believe our current practice is effective
3. Change to rubric/tool? We need to create rubrics for most signature assignments
4. Change in analysis procedure? I believe our current practice is effective

Analysis Report for 2017-2018

General Observations:

Data from the Business Leadership Program Learning Outcomes support the observations I continue to see of our Business Leadership students and graduates. It also confirms the qualitative conversations that I have with our Business Leadership students.

Areas to Address (specify PLOs):

Based on the data from the Business Leadership Program Learning Outcomes, we are seeing improvements in PLO's #2 (Business Literacy) as the three signature assignments from this past year achieved a 62.5% success rate which was much higher than previous years. However, this is still the lowest among the five program learning outcomes and therefore more improvements need to be made. Also, more needs to be done to assess the triple bottom line teaching and training being done in the Business Leadership program.

Steps toward Improved Student Learning:

Built on the success of teaching our BU311 Entrepreneurship course in the Rising Grinds café in the Winter 2018 semester in an urban neighborhood of Grand Rapids (Madison Square), we will continue to evaluate teaching more courses and including more educational opportunities outside the classroom. Specifically, in the urban parts of Grand Rapids, where there is no Christian higher educational institution, we will continue to evaluate learning opportunities.

Improvements for Assessment Process:

We are adding several signature assignments into the assessment of the Business Leadership program including the following:

1. Added social media certification to PLO #2 (Business Literacy)
2. Added a key economics terms quiz to BU220 Business Economics course to PLO #2 (Business Literacy)
3. Added a book report and personal reflection essay about vocation and calling based on the book *Here I Am* by Dr. Quentin Schultze, Adjunct Instructor to BU450 Internship & Seminar to PLO #3 (Strategic Thinking). This assignment requires students to be strategic about applying their gifts, talents and abilities to a strategic career choice.
4. Added a leadership reflection essay from BU230 Leadership in the National Parks to PLO #1 (Servant Leadership). This assignment requires students to evaluate a triple bottom line approach to running an organization when the environment is the product.

Analysis Report for 2018-2019

General Observations:

Data from the Business Leadership Program Learning Outcomes support the observations I continue to see of our Business Leadership students and graduates. It also confirms the qualitative conversations that I have with our Business Leadership students.

Areas to Address (specify PLOs):

Based on the data from the Business Leadership Program Learning Outcomes, we are continuing to see excellent scores in the areas of servant leadership and ethical soundness. However, we are also continuing to see mediocre scores in the other three areas of business literacy, strategic thinking and innovation. Further improvements need to be made in student learning in all three areas.

Steps toward Improved Student Learning:

Built on the success of utilizing three new adjunct faculty members during the 2018-2019 academic year in the Business Leadership program (Zena Patillo, Attah Obande, and Alexandria Baldrige), we are seeing an increased level of student engagement in learning. Each of these three new adjunct faculty members have brought new experience and connections to guest speakers and organizations that have enhanced student learning. We are engaging more of our adjunct faculty members in conversations on how to best assess student learning and are adding more signature assignments from their classes into the assessment data.

Improvements for Assessment Process:

We are adding several signature assignments into the assessment of the Business Leadership program to improve the assessment in several areas:

1. Added an average of the five economics terms quizzes from our BU220 Business Economics course to PLO #2 (Business Literacy). The program director and instructor for the Finance Course are working to identify a signature assignment that would best assess the business literacy learning outcome by meeting particular course objectives.
2. Added the market research pitch competition assignment from our BU353 Market Research course to PLO #3 (Innovation).
3. Added the asset-mapping project from our MI357 Business as Mission course to PLO #3 (Strategic Thinking).

Analysis Report for 2019-2020

General Observations:

Data from the Business Leadership Program Learning Outcomes support the observations I see of our Business Leadership students and graduates. We continue to see high scores in servant leadership and ethical soundness while seeing improving scores in business literacy and innovation. I had qualitative interviews with 7 students (5 graduating seniors and 2 juniors) in April 2020 about their recommendations on how to improve the Business Leadership program brought forward the following highlights:

- Continue external learning opportunities through field trips, guest speakers and offering courses with travel experiences
- Continue with all current faculty members as they were all mentioned by name for being great role models with excellent Christian character and business competence
- Continue the theme and emphasis of the triple bottom line
- Move to require more measurement-based assignments (i.e. homework, quizzes, etc...) on all reading assignments

Adjunct faculty continue to report their own satisfaction with the Business Leadership program and see continued personal and academic growth in students. They continue to embrace ideas around new and creative teaching locations.

Areas to Address (specify PLOs):

Based on the data from the Business Leadership Program Learning Outcomes, we are continuing to see very good scores in the areas of servant leadership and ethical soundness. However, we are also continuing to see mediocre scores in the other three areas of business literacy, strategic thinking and innovation. Further improvements need to be made in student learning in all three areas.

Steps toward Improved Student Learning:

During the 2019-2020 academic year, we added a new Adjunct Professor for Accounting II (BU300) in Lynne Heyne and also utilized Adjunct Professor Eric Hoogstra to teach Accounting I (BU299). Students responded very well to both instructors both in academic learning and character building. While still not a favorite business subject, we saw an increased level of student engagement in accounting. We continue to engage our adjunct faculty members in conversations on how to best assess student learning. I also saw how the implementation of KuyperWorks for all residential students enhanced student learning through the integration of work and academic coursework.

In the Business Capstone course (BU499) during the winter 2020 semester, we implemented the first capstone project for Business Leadership students. Students in groups of 2-3 were able to select one of three companies in the Grand Rapids community who agreed to have a semester-long assessment project of the organization's performance as a triple bottom line company. Students were trained and used the B Impact Assessment tool to evaluate each organization providing a presentation with recommendations to me and to a company leader. Students excelled in this project academically and professionally.

We also spent a considerable amount of time during the 2019-2020 academic year to plan for a future urban initiative that could provide Kuyper Business Leadership courses in an urban location in Grand Rapids. This would provide the first and only affordable and accessible Christian higher education degree in urban Grand Rapids through a workplace learning model with several employers engaged in participating in a program we hope to launch in the fall of 2021.

Other ideas for enhanced student learning for future consideration include more work to integrate the learning and assessment being done of students in KuyperWorks. Another idea is to conduct interviews of recent Business Leadership graduates (3-5 years post-graduation) to get their recommendations on improvements that could be made to Kuyper's Business Leadership program. Another idea is to create a business literacy test for some classes using multiple-choice and true-false questions requiring students to achieve an 80% score while giving them multiple attempts yet averaging all scores for the grade.

Improvements for Assessment Process:

Through the interview of junior and senior Business Leadership students completing the Business Capstone course (BU499) along with documentation of their recommendations, we are able to more consistently learn the student's perspective on the overall Business Leadership program.

Analysis Report for 2020-2021

General Observations:

Data from the Business Leadership Program Learning Outcomes for the first time includes students from our first high school dual enrollment courses at the Potter's House High School where 35 students participated in two entry-level Business Leadership courses. Students from these courses performed well in the classroom and were a delightful group to teach that brought several types of diversity into the classroom enriching the learning experience. In fact, dual enrollment students did better than traditional Kuyper students with overall grades in identical courses (average of 3.41 GPA vs. 2.97 GPA) and in signature assignments (achieving an 85% or higher score in 86% vs. 65%) on identical assignments this year. It is also a positive development that three Potter's House seniors are planning to attend Kuyper in the fall and join the Business Leadership program. This would be the most students from one high school joining the program in one year since the Business Leadership program began.

It is also true that we utilized 7-1/2 week hyflex courses for the first time in our 2020-2021 academic year. For Business Leadership, this included the following six courses: Intro to Business & Leadership (2.69 GPA in the most recent traditional format vs. 3.13 GPA in the new hyflex format), Business Economics (3.42 vs. 3.08 GPA), Social Media Management (different instructor and format making a grade comparison ineffective), Nonprofit Management (3.33 vs. 3.30 GPA), Strategy Management (3.53 vs. 2.93 GPA), and Marketing & Sales (2.91 vs. 2.88 GPA). The overall GPA difference among the 5 courses measured is 3.25 GPA in the traditional semesters compared to 3.06 GPA in the new hyflex format. The overall academic performance was 6% lower in the new hyflex format and it was also not possible to cover as much content in these courses as in previous semesters with the traditional 15-week format.

In both the comparisons of traditional students vs. high school dual enrollments students as well as compared to previous 15-week semesters, I believe the most significant factor is the academic capacity of our current traditional students. Many of our current traditional students struggle with significant mental health and/or behavioral issues that make it difficult for them to excel in academic performance. I estimate 45% (10/22) of students who took courses on our traditional campus this year fall into this category. Our small and personalized style of education at Kuyper (i.e. PELOPA) makes it a valiant success when any of the students with significant challenges are able to graduate with any degree.

In evaluating the transition of traditional Kuyper classes from 15-week formats in previous years to the new 7-1/2 week hyflex model, it worked well overall for several courses taught by Marc Andreas including BU152 Introduction to Business & Leadership, BU252 Marketing & Sales, BU430 Nonprofit Management, and BU472 Strategy Management. The shorter timeframe required a more intense amount of workload for students, but they performed academically just as well overall and with signature assignments. We also believed it was successful to continue with several courses in the traditional 15-week format including Finance, Internship, Capstone and we will do the same with Accounting I & II in the upcoming academic year.

As "examine and critically engage the development and diversity of ideas, individuals, groups, and culture" is a strategic learning objective for Kuyper College, an analysis of the Business Leadership program courses in 2020-2021 discovered the following information:

- 13 outside speakers demonstrated leadership to our students and shared content about poverty, power, or privilege in a business or nonprofit context. 8 of these speakers were new to Kuyper this year
- 10 outside speakers were of diverse backgrounds (International, BIPOC: Black, Indigenous, People of Color, such as Latin or Asian or other marginalized voices). 6 of these speakers were new to Kuyper this year.
- 9 sources for our readings/podcasts/videos content that were used in classes highlighting topics of poverty, power or privilege came from authors of diverse backgrounds. Only 1 of these was new to Kuyper this year.

Areas to Address (specify PLOs):

As Kuyper allows faculty to determine the length of time for each course (either 15-week or 7-1/2 week hyflex), we will discuss the results above among Business Leadership faculty and continue to consider which format provides the best learning for our students.

Based on the data from the Business Leadership Program Learning Outcomes, we are continuing to see excellent scores in the areas of servant leadership and ethical soundness. However, we are also continuing to see mediocre scores in the other three areas of business literacy, strategic thinking and innovation. Further improvements need to be made in student learning in all three areas.

Based on the data about diversity above, we would like to continue engaging our students with the high number of diverse outside speakers. We would also like to increase the number of content sources from diverse backgrounds as a vast majority of our content is coming from white male authors.

Steps toward Improved Student Learning:

Built on the success of our new dual enrollment program in educating more urban youth in the Grand Rapids area, we are expanding in the 2021-2022 academic year to launch our Workplace Partnership program that will bring our Business Leadership program classes to the Madison Square neighborhood of urban Grand Rapids. As a newly accredited work college that includes integrated employment with outside employers into the educational experience, we anticipate new levels of improved student learning.

Improvements for Assessment Process:

We began measuring both the differences in student academic performance in the new dual enrollment program courses as well as our new hyflex format courses.

We also added one new signature assignment into the assessment of the Business Leadership program to improve the area of business literacy:

- Added an average of the 6-7 marketing & sales key concepts quizzes from our BU252 Marketing & Sales course to PLO #2 (Business Literacy).

Analysis Report for 2021-2022

General Observations:

Share increased dual enrollment numbers

Share lack of students for new urban location, but promising organizational relationships for referrals

Share qualitative and quantitative findings from student surveys of courses

Data from the Business Leadership Program Learning Outcomes for the first time includes students from our first high school dual enrollment courses at the Potter's House High School where 35 students participated in two entry-level Business Leadership courses. Students from these courses performed well in the classroom and were a delightful group to teach that brought several types of diversity into the classroom enriching the learning experience. In fact, dual enrollment students did better than traditional Kuyper students with overall grades in identical courses (average of 3.41 GPA vs. 2.97 GPA) and in signature assignments (achieving an 85% or higher score in 86% vs. 65%) on identical assignments this year. It is also a positive development that three Potter's House seniors are planning to attend Kuyper in the fall and join the Business Leadership program. This would be the most students from one high school joining the program in one year since the Business Leadership program began.

It is also true that we utilized 7-½ week hyflex courses for the first time in our 2020-2021 academic year. For Business Leadership, this included the following six courses: Intro to Business & Leadership (2.69 GPA in the most recent traditional format vs. 3.13 GPA in the new hyflex format), Business Economics (3.42 vs. 3.08 GPA), Social Media Management (different instructor and format making a grade comparison ineffective), Nonprofit Management (3.33 vs. 3.30 GPA), Strategy Management (3.53 vs. 2.93 GPA), and Marketing & Sales (2.91 vs. 2.88 GPA). The overall GPA difference among the 5 courses measured is 3.25 GPA in the traditional semesters compared to 3.06 GPA in the new hyflex format. The overall academic performance was 6% lower in the new hyflex format and it was also not possible to cover as much content in these courses as in previous semesters with the traditional 15-week format.

In both the comparisons of traditional students vs. high school dual enrollments students as well as compared to previous 15-week semesters, I believe the most significant factor is the academic capacity of our current traditional students. Many of our current traditional students struggle with significant mental health and/or behavioral issues that make it difficult for them to excel in academic performance. I estimate 45% (10/22) of students who took courses on our traditional campus this year fall into this category. Our small and personalized style of education at Kuyper (i.e. PELOPA) makes it a valiant success when any of the students with significant challenges are able to graduate with any degree.

In evaluating the transition of traditional Kuyper classes from 15-week formats in previous years to the new 7-½ week hyflex model, it worked well overall for several courses taught by Marc Andreas including BU152 Introduction to Business & Leadership, BU252 Marketing & Sales, BU430 Nonprofit Management, and BU472 Strategy Management. The shorter timeframe required a more intense amount of workload for students, but they performed academically just as well overall and with signature assignments. We also believed it was successful to continue with several courses in the traditional 15-week format including Finance, Internship, Capstone and we will do the same with Accounting I & II in the upcoming academic year.

As “examine and critically engage the development and diversity of ideas, individuals, groups, and culture” is a strategic learning objective for Kuyper College, an analysis of the Business Leadership program courses in 2020-2021 discovered the following information:

- 13 outside speakers demonstrated leadership to our students and shared content about poverty, power, or privilege in a business or nonprofit context. 8 of these speakers were new to Kuyper this year
- 10 outside speakers were of diverse backgrounds (International, BIPOC: Black, Indigenous, People of Color, such as Latin or Asian or other marginalized voices). 6 of these speakers were new to Kuyper this year.
- 9 sources for our readings/podcasts/videos content that were used in classes highlighting topics of poverty, power or privilege came from authors of diverse backgrounds. Only 1 of these was new to Kuyper this year.

Areas to Address (specify PLOs):

As Kuyper allows faculty to determine the length of time for each course (either 15-week or 7-1/2 week hyflex), we will discuss the results above among Business Leadership faculty and continue to consider which format provides the best learning for our students.

Based on the data from the Business Leadership Program Learning Outcomes, we are continuing to see excellent scores in the areas of servant leadership and ethical soundness. However, we are also continuing to see mediocre scores in the other three areas of business literacy, strategic thinking and innovation. Further improvements need to be made in student learning in all three areas.

Based on the data about diversity above, we would like to continue engaging our students with the high number of diverse outside speakers. We would also like to increase the number of content sources from diverse backgrounds as a vast majority of our content is coming from white male authors.

Steps toward Improved Student Learning:

Built on the success of our new dual enrollment program in educating more urban youth in the Grand Rapids area, we are expanding in the 2021-2022 academic year to launch our Workplace Partnership program that will bring our Business Leadership program classes to the Madison Square neighborhood of urban Grand Rapids. As a newly accredited work college that includes integrated employment with outside employers into the educational experience, we anticipate new levels of improved student learning.

Improvements for Assessment Process:

We began measuring both the differences in student academic performance in the new dual enrollment program courses as well as our new hyflex format courses.

We also added one new signature assignment into the assessment of the Business Leadership program to improve the area of business literacy:

- Added an average of the 6-7 marketing & sales key concepts quizzes from our BU252 Marketing & Sales course to PLO #2 (Business Literacy).