

Preparing Business Students for Participation in God's Creative and Redemptive Purpose for the World

Deborah L. Windes

Trinity Christian College
deborah.windes@trinity.edu

Lynn S. White

Trinity Christian College

Kyle J. Harkema

Trinity Christian College

Rick A. Hamilton

Trinity Christian College

Courtney N. Samudio

Trinity Christian College

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ABSTRACT: Institutions of higher education are under an increasing amount of pressure to prove that students can justify tuition payments in terms of monetary gain. Christian liberal arts colleges, however, have a much higher calling to prepare students for service to God's kingdom. This paper describes recent efforts by one college to combine business education with vocational calling, shaping a curriculum and assessing its effectiveness in order to better prepare students for lives of faithfulness and service.

INTRODUCTION

What is the purpose of a college education? Are colleges and universities preparing students for a job, or are we preparing them for something much richer? These questions have become all the more significant in light of recent debates on the value of a college degree. Given what some deem to be excessive student loan debt, is a college degree worth the cost?

Historically, institutions of higher education saw their role as one of character building and preparation for adulthood (Brooks, 2015). However, recent discussions have stressed the monetary return on investment of a college degree, asking if student loan debt is justified in light of future earnings. Washington has responded to these concerns by creating a "College Score Card"¹ which evaluates a college or university in terms of the cost of tuition, graduation rates, and the salaries of each school's graduates. Thus for many, a college degree's

value is assessed primarily in terms of job preparation and monetary return. But does skill preparation for the working world preclude the development of character long stressed by institutions of higher education? Can a professional program such as business also help students develop character and virtue?

This study proposes to answer this within the context of vocation. Vocation draws on a biblical framework that stresses that we are created to participate in God's creative and redemptive purpose for the world (Schuurman, 2004), to work with God in "reweaving shalom" by sacrificially threading, lacing, pressing our time, our goods, our power, and our resources into the lives of others (Keller, 2010) in every facet of our lives. This perspective sees the work we prepare students for as more than a return on investment; it is a call on one's life. Therefore, students need an education that both prepares them to do their job well and also prepares them for their calling. A strategy for accomplishing

these two goals is to develop and integrate qualities of character that permeate the curriculum. This paper reports on how one program accomplishes this task: first, by explaining the concept of vocation and second, by applying the concept and measuring its impact.

LITERATURE REVIEW

How does the concept of vocation differ from a job or a career? According to Shuurman (2004), “The development of the doctrine of vocation is a distinctive and influential feature of the Lutheran and Reformed wings of the Protestant Reformation” (p. 4). Martin Luther proposed that our vocation is comprised of the many roles that a Christian takes on his or her life. Calvin then expanded upon this by emphasizing work’s importance, not as a tool in self-actualization, but in building and serving the community (Roels, Andolsen, and Camenisch, 1997). Work is seen as a “sacred partnership with God that occupies us in tending God’s creation” (Boone, 2014). Through serving God and neighbor in all aspects of life (including occupation), we will find the meaning and satisfaction in life that we were created to have. In the words of Palmer (2000), our vocation is something that we cannot **not** do. It is a gift that we have received, not a goal we pursue. It is a calling that we hear from deep within ourselves.

This stands in contrast to our current “self-development ethic” in which our work can be defined as “short term transportation to get us to our dreams” (Boone, 2014, p. 24). While we used to work for God, our focus is now ourselves. Rather than seeing work as a divine calling, it is a necessary curse. While our rest used to energize us for good work, we now work so that we can recreate and play (Boone, 2014). Brooks (2015) defines the moral ecology of today’s society in terms of “The Big Me”, one marked by self-expression, self-love, self-esteem, and a belief that what is “right” can be determined by being true to one’s self. This framework has led to the common notion that pursuing one’s passion will lead us to a sense of purpose and satisfaction.

It is also in contrast to a perspective that sees work as a curse, with calling referring exclusively to participation in religious activity or office. This perspective suggests that while one may be called by God to enter into ministry as a pastor or missionary, pursuing work in the

business world is not something one is called to do or a vocation that God has prepared one for—it is merely a job that one must do in order to survive. Serving God and others is something one does after hours within the context of the church.

The concept of vocation, however, argues that as image-bearers of God, we work because God works and we can take joy in that work because God takes joy in His work (Keller and Alsdorf, 2012). Adam and Eve were given work to do prior to the fall (Gen 2:15) as part of a divine partnership, and even in our sinful natures, we are still called to continue that divine partnership. We must recognize that God created and owns the material world (Psalm 24:1-2) and that it matters to him. And, as with Adam and Eve, we are called to steward this creation (VanDuzer, 2010).

RESEARCH DESIGN

In the midst of a culture that focusses on self, how can a business curriculum at a Christian College be shaped that not only teaches the technical skills inherent to a business degree, but also helps shape students’ perceptions of what that work means in God’s economy?

The authors set out to answer these questions within the context of a small, faith-based liberal arts college that identifies its purpose as a community of Christian scholarship committed to shaping lives and transforming culture. The College’s framework for understanding an intellectual and theological exploration of vocation is based on a Reformed Christian perspective. Because vocation is viewed as a divine calling and all vocations as potentially holy, the college seeks opportunities throughout academic and co-curricular programming to form students to serve in their chosen vocation.

The business department is in a unique position at the college with regard to this vocational formation. It is one of the largest major programs, enrolling over 15% of the student body. As an accredited business program, students are academically prepared to serve in a variety of business sectors. The task of preparing students to live out their vocational call in the field of business is crucial and it comes with numerous opportunities at the College, however, the approach to developing and integrating these opportunities has been fragmented.

Because of this, the authors sought to build a sustainable model for coordinating and developing these efforts by closely examining the purpose of the work currently engaged in and the theological underpinnings of living out one's vocation.

The business department offers programs of study in accountancy, marketing, entrepreneurial management, and finance. In today's challenging economic climate, students and parents are focused on the connection between the business department's educational program and the opportunities afforded to students to deepen their understanding of their vocational call within the field of business. Demonstrating how, from a Reformed Christian liberal arts perspective, students can be prepared to serve in today's economic times is the department's foremost challenge.

In 2012 the department was awarded a two-year NetVUE program development grant from the Council of Independent Colleges that provided an opportunity to engage in focused work and planning on how to better integrate exploration of vocation into the program. The project goals included participating in conversations about the College's intellectual and theological conceptions of vocational call, conducting an audit/curriculum mapping of the program to determine coverage and expectations for vocational exploration and integration, and engaging in conversations and work on integrating and shaping common opportunities to explore vocation. It was expected that upon completion of the grant period we would have a solid model for preparing students in the classroom to understand and pursue their vocation, a model that might benefit other institutions that share a common intellectual and theological conception of vocation.

The project focused on three questions:

1. What does "vocation" mean and how can Christian colleges help identify and prepare students for their vocation?
2. What qualities do students need to have in order to live out their vocation?
3. How can external partnerships assist students in developing and living out their vocation?

Questions 1 and 2 are the focus of this paper.

What does "vocation" mean and how can Christian colleges help identify and prepare students for their vocation?

Initial discussions during the grant period centered on development of a common framework for viewing vocation. Discussions with other departments at the College helped to ensure that the framework used would be consistent with the mission of the College. Reading selected texts from Keller and Alsdorf (2012), and Nichols (2010), as well as drawing on Reformed Theology which, in the words of Abraham Kuyper, stresses that, "...there is not a square inch in the whole domain of our human existence over which Christ, who is Sovereign over all, does not cry: 'Mine!'" (Bratt, 1998, p. 488), confirmed our belief that all work is blessed by God, that all things belong in the story of creation/fall/redemption, and that all of God's people have a call to serve God and neighbor in every facet of their lives.

What qualities do students need to have in order to live out their vocation?

There is a good deal of literature on the skills or attributes employers say are needed in order to succeed in the business world. While these studies differ on the attributes desired by employees, as well as on how terms are defined, there is consistency in that, while technical skills are expected, employers are also seeking recent graduates who possess less tangible skills. One study (BATEC, 2007) found that for employers, "technical skills are important, but without employability skills, technical skills are merely commodities. Employability skills turn intellectual commodities into intellectual capital" (p. 34). In addition to technical skills, employers are seeking to hire those who are ethical, who are problem solvers, who can communicate, who are professional, who can work in teams, who can think critically, and who have the ability to lead (Azevedo, Apfethaler and Hurst, 2012; BATEC, 2007; Boise, 2013; Caballer, Walker, and Fuller-Tyszkiewicz, 2011; Conference Board, 2006; Eisner, 2010; Kavenagh and Drennan 2008; Jackson, 2009; Jackson, Sibson and Reibe, 2013; Schwartz, 2015; Shuayto, 2013; Tymon, 2013).

Another theme that emerges in the literature is that there is disagreement between employers and recent graduates on how proficient these graduates are in skill development. As a rule, students believe they are far more

prepared for the business world than their employers believe, hampering the adjustment from college life to career (Boise, 2013; Casner-Lotto and Barrington, 2006; Chegg, 2013; Grasgreen, 2014; Jackson, 2014; Tymon, 2013).

While it was agreed that the qualities that employers seek were essential to incorporate into the curriculum, an understanding of vocation requires more. Development

of a faith perspective on work is essential, as is an understanding that the goal of possessing these qualities is about service, not career advancement. Therefore, the authors drew on the above literature with-in the context of the College's mission to determine which skills and attributes are essential for the College's business graduates (see Table 1).

TABLE 1: 8 ESSENTIAL CHARACTERISTICS FOR BUSINESS STUDENTS

Faithful in living
Ethical
Resourceful
Effective in Teams
Critical in Thinking
Innovative and creative
Professional
Technically excellence in their field of study

Faithful in Living

As discussed in the literature review, grounding students' understanding of the role they play as Christians in the workplace is foundational to the work of a Christian college business program. If one accepts that work reflects the image of God in creation and that it gives us an opportunity to care for God's creation, it is essential that students are guided in the shaping of a Christian worldview that they can use as a lens when viewing their work (Keller and Alsdorf, 2012). If indeed vocation is the use of one's gifts that have been granted to each by God (Roels, Adolsen and Camenish, 1997), it is essential that students are assisted in exploring what these gifts are and how they might use them to serve. Multiple ways of accomplishing this were im-plemented. First, through one-on-one advising, students were encouraged to examine their ca-reer goals in light of their faith, and were given opportunities to job-shadow and intern so they see how their gifts can be used in organizational settings. Testing through the career center is encouraged to help identify interests and gifting. Informal relationship building between faculty and students is an intentional activity in which students receive counsel and guidance as they navigate their college experience. Experiential learning both inside and outside of the classroom is also a key area of vocational understanding. This learning depends heavily on the participation of external partners who not only provide an opportunity to work on real-life

problems, but who do so from the perspective that their careers and their businesses exist to serve God and others. The program is selective when choosing professionals to speak, mentor, and supervise students so that there is exposure to a variety of leaders who mirror the vocational perspective of the de-partment. In addition, an increased effort was made to intentionally incorporate this vocational perspective in all courses. For example, teaching professionalism is not just about giving tools for effective communication, but it also gives a foundation for why we treat people with respect and honor. Teaching ethical behavior is not just about compliance, but about ensuring that all activity honors God and respects all stakeholders. In accounting courses, students learn how quality financial reporting practices strengthen institutions' abilities to be good stewards of their resources, as well as the importance of institutional accountability for the impact of actions on God's kingdom.

Ethical

While Casner-Lotto & Barrington (2006) found that 85% of employers saw ethics and social responsibility as important for college graduates they may hire, they reported that only 18.1% of these graduates were seen as excellent in these attributes. Part of the problem may be that there is no clear definition of what it means to be ethical in today's world. For example, one author defines ethics as having a moral code and acting on this

code accordingly (Jackson, 2009). But what if my moral code permits bribery or theft?

One of the joys of teaching at a Christian institution is that faculty and students can draw from a common source for guiding ethical decision making. Students are encouraged to examine the Moral Philosophies that have guided their decision-making in the past, and contrast those philosophies with Scripture. They are challenged to look at moral dilemmas and determine how Scripture can guide them as they seek a solution. They are exposed to Christian business leaders who have faced difficult ethical dilemmas and learn how these leaders have resolved these issues. The goal is to help students develop patterns of behavior and accountability relationships that will help them navigate a world in which their ethics will be challenged.

Resourceful

Employers seek graduates who are self-motivated, self-disciplined, that take responsibility for learning, and have a drive to persevere (Collins, 2001; Eisner, 2010). They are looking for employees who can set and maintain priorities (Jackson, 2009), are willing and able to learn and discover answers for themselves (Shuayto, 2010), thereby freeing managers from time-consuming handholding and, at the same time, helping employees take responsibility for their own work. Part of developing resourcefulness in students is empowering them to trust their own judgement, even if mistakes might be made. While through much of their educational lives students have been given specific expectations via rubrics, most jobs (outside of education) don't include these well-defined rubrics. Therefore, while freshman level course might require specific rubrics, senior year courses should include expectations of fulfilling assignments with less clear objectives; assignments in which the problem to be solved is vague, multi-faceted, and has multiple solutions.

Effective in Teams

The ability to work in teams is cited consistently across the literature as an essential competency for recent grads (Azevedo et. al., 2012; Boise State, 2013; Casner-Lotto and Barrington, 2006; Jackson, Sibson, and Riebe, 2013; Kavenagh and Drennon, 2008). Casner-Lotto and Barrington (2006) found that while 94.4% of employers see this as essential, they report that

only 24.6% of graduates are effective team members. More importantly, being an effective team member is a reflection of our Scriptural call to love and serve others. In order to teach this skill, the department's students are required to participate effectively in multiple and varied teams, and given instruction and experience on both team development and how to effectively manage teams.

Critical in thinking

The development of critical thinking skills is emphasized across all educational levels, and it can be argued that our Scriptural call to exercise discernment and wisdom is a life-long pursuit. According to Reid and Anderson (2012), critical thinking skills can be described as "the conjunction of knowledge, skills and strategies that promotes improved problem solving, rational decision making and enhanced creativity" (p. 52). They are seen as relatively complex skills, requiring judgment, analysis, and synthesis (Halpern, 1998). While being able to transfer these skills to a variety of settings is seen as essential, many argue that it is difficult to teach (Brain, 2004). So while giving assignments that encourage the development of critical thinking skills is essential to a college curriculum, it is also important to give students the opportunity to take these skills and apply them in a variety of settings, particularly as they advance through their college years. While freshmen have assignments that expose them to critical thinking skills, seniors are challenged to transfer these skills through multiple experiences with outside clients and partners, exposing them to real-life business problems that require unique solutions.

Innovative and Creative

Innovative and creative thinking has become a critical dimension of success, essential for the long-term survival of a firm and a source of sustainable competitive advantage in our rapidly changing business world (Driver, 2001; Fakula, 2011; Lugar-Bretten, 2013). While creativity has historically been seen as important to marketing courses, there is increased understanding that decision-makers need to be able to formulate new ways of solving problems (McGrath, 2013). While it is one thing to be able to critically analyze a problem, it is another to be able to come up with unique solutions to problems that evade solutions from the past. As image-

bearers of a creative God, we are made to create as well. While many students believe they lack creativity, drawing out the creativity they are born with is essential to their education and a gift to their future employers. Teaching this kind of problem-solving involves allowing students to take chances, and even fail. As a student matures from freshman to senior, the department gives problems to solve that they haven't been exposed to before, and guides them through the process of developing and analyzing creative solutions (Amabile, 1998). It involves trusting students to go in directions that even the faculty might not have envisioned, and trusting them to pursue that path. Ultimately, it involves teaching the student to trust themselves to take chances.

Professional

For the purposes of this study, professionalism is an all-encompassing term that takes into account business etiquette, oral and written communication skills, and appearance. Feedback from employers, internship supervisors, and alumni has reinforced the need for students to understand the difference in standards between college, their personal lives, and the workplace. Research has shown that employer perception of recent graduates' communication skills is that they don't meet industry standards (Jackson, 2014). The National Professionalism Survey (2014) argued that colleges need to reinforce soft skills and workplace etiquette. Written communication skills and effective presentations skills are consistently ranked as important for recent grads, but there are large gaps between what is required and actual performance (Jackson, 2009). While the department offers a course that focuses on these issues, all courses

support principles of professionalism. Students are expected to write professionally in all forms of communication, oral presentations are frequent (first in front of peers, then in front of executive panels), and they are required to dress and act professionally when meeting with professionals.

Technical excellence

On top of these qualities, it is still important that accounting students be able to pass the CPA exam, that finance students have the foundation for earning a Certified Financial Planner certificate, that marketing majors are prepared for doing market research, that management majors are able to develop a business plan, and that all majors are able to analyze problems and create relevant and feasible strategies. These technical skills are developed in the upper-level classes in each major.

Mapping Skill Development

The development of each of these essential qualities is a process that culminates at graduation (and beyond). While students arrive on campus with varying levels of competence in each quality, freshman and sophomore courses would be designed to start with a basic understanding of each quality, move to a more developed understanding in their junior year, and encourage proficiency in their senior year. Clear definitions of each quality were agreed upon, and further discussion identified what it means to have a basic, developed or proficient level of understanding within each of the qualities. (See Table 2 for sample proficiency levels).

TABLE 2: SAMPLE PROFICIENCY LEVELS - ABILITY TO WORK IN TEAMS

<p>Effective in Teams</p>	<p>Basic: Students are active participants in group work, are reliable and respectful and provide constructive ideas and actions so that the group can produce a high quality product.</p> <p>Developed: Students can identify different strategies for working in a group and effectively implement as needed. Students gain experience in different team roles and learn to assess individual and team skills.</p> <p>Proficient: Students can accurately assess the needs of the project, the strengths and weaknesses of each team member, and leverage these to produce synergistic results.</p>
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Curriculum mapping then enabled the authors to see which qualities were already being addressed at each level throughout the entire curriculum. Additional discussion focused on how and when each quality should be incorporated, encouraging instructors to include appropriate assignments and discussions at key places in the curriculum.

RESEARCH QUESTIONS & METHOD

Once the goals of the project were determined and the process of implementing those goals put in place, the question of how to assess whether the authors were achieving the set goals was discussed. By examining student growth in each quality, the department would be in-formed about where changes needed to be made. Assessment would assist in answering two questions:

1. Do graduating seniors reflect proficiency in each quality?
2. Do students demonstrate development in these qualities from year to year?

Different options for assessment were considered (see Jackson, Sibson and Reibe, 2013). It was decided to assess progress using two methods. First, an online self-assessment survey was administered. The benefit of this method was that it was easy for students to access, but there was acknowledgement that it would be difficult to ensure that students took the assessment seriously and answered accurately. The second method involved a content analysis of the final evaluations filled out by internship supervisors for each upper-level student who served an intern-ship for academic credit.

The online self-assessment survey was administered in the spring semesters of 2015 and 2016. Students were encouraged, not required, to participate. They were instructed to rate them-selves in each quality at Level 1 (basic), Level 2 (developed), or Level 3 (proficient). For each of these levels, they were given the option of choosing whether they were “at” that level, or whether they were “strong” at that level and close to the next. Students would indicate ‘0’ if none of the responses was applicable (see Table 3 for sample question). Responses were not anonymous, allowing us to track students from year to year.

TABLE 3: SAMPLE SURVEY QUESTION - ABILITY TO WORK IN TEAMS

Level 1:	Mark either 1 or 2 on the scale if you actively participate in group work, are reliable and respectful, and provide ideas and actions in a constructive manner. OR
Level 2:	Mark either 3 or 4 on the scale if in addition to meeting level 1 you can identify and implement different strategies for working in a group, have experience in different team roles, and can assess individual and team skills. OR
Level 3:	Mark either 5 or 6 on the scale if in addition to meeting level 2 you can accurately assess the needs of the project, strengths and weaknesses of team members, and leverage these to produce synergistic results.

After the first round, a focus group was held with students from each major to help de-termined whether the survey was measuring what it purported to measure. Only small changes were necessary for clarification.

The second method of assessment, internship supervisor surveys, has been administered since the 1999-2000 academic year. At the end of each student’s internship experience supervisors were asked to

provide feedback on the intern’s performance in twelve areas, six of which correspond to the eight skills and attributes identified by the authors as essential for business graduate success. Supervisors evaluate intern performance on a five-point scale (ranging from 1 low to 5 high) and are also invited to provide comments in each section.

TABLE 4: SAMPLE INTERNSHIP SUPERVISOR SURVEY QUESTION – ABILITY TO WORK IN TEAMS

Does this intern demonstrate the ability to work effectively with his/her colleagues? Is the intern cooperative? Comments:	5	4	3	2	1
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RESULTS

Online self-assessment survey

In April of 2015, the survey was sent to 144 Business majors of which 82 full responses were returned, a 57% response rate. In April of 2016, 124 students received the survey of which 88 responded; a 71% response rate.

Because the data was ordinal rather than interval, care was taken with the analysis. While tests of significance are often used with Likert-type data, their use is controversial (Allen & Seaman, 2007). Because meaningful information could be attained by looking at frequencies and medians, it was determined that

such analysis would suffice. For the first seven qualities, all students were included in the analysis. Technical excellence data was limited to students in each major.

The first question to be answered was whether graduating seniors considered themselves to be proficient in each quality. The total number of seniors fully completing the survey over the two years was 35. For each of the first seven qualities, the median response was five. The per-centage of students answering with a '5' or '6' (proficient) varied with each quality (see Table 4), but in each case a majority indicated proficiency or nearing proficiency (as indicated by a response of '4').

TABLE 5: SENIOR RESPONSES OF PROFICIENCY

Quality	% Seniors reporting proficiency (5,6)	% Seniors reporting near proficiency (4)	Total	Median
Faithful in Living	60	37	97	5
Ethical	77	17	94	5
Resourceful	63	29	92	5
Effective in Teams	74	17	91	5
Critical in Thinking	60	29	89	5
Innovative & Creative	54	31	85	5
Professional	74	17	91	5

The second question looked at whether student responses indicated growth from year to year. Hypothesizing a certain level of development for each class was problematic given that students come to college with varying degrees of experience and development, but by looking at whether there is growth from year to year, and where it may occur, the curriculum can be

ad-justed so that more seniors are at proficiency upon graduation. Analysis was limited to thirty-six students who completed surveys in each of the two years. Table 5 shows the percentage of students indicating growth at each class level for each of the first seven qualities. For Technical Excellence the data set was small, but informative, nonetheless.

TABLE 6: PERCENTAGE OF STUDENTS REPORTING GROWTH

Quality	Sophomores	Juniors	Seniors
Faithful in Living	57	55	55
Ethical	50	64	55
Resourceful	50	45	50
Effective in Teams	36	36	45
Critical in Thinking	43	45	36
Innovative & Creative	43	73	55
Professional	71	73	27
Technically Excellent-Marketing (n=9)	67	50	50*
Technically Excellent-Entrepreneurial Management (n=10)	100	100	100
Technically Excellent-Accounting (n=11)	100	100	33*
Technically Excellent-Finance (n=4)	0**	0	100

*Those who did not indicate growth were at a 5 or 6 the previous year.

**Sophomores have not taken relevant finance classes at this point.

Internship supervisor results

From spring 2013 through spring 2016, 28 internship supervisor surveys were sent of which 26 responses were returned; a 93% response rate. Supervisor surveys from this time pe-riod were included because it

corresponded to the beginning of the NetVUE program development grant work. Mean scores were calculated for each of the six essential skills and attributes included on the internship supervisor survey instrument.

TABLE 7: INTERNSHIP SUPERVISOR EVALUATION OF INTERNS

Quality	Mean Score (1 low - 5 high)	Responses
Technically Excellent	4.50	26
Ethical	4.92	26
Resourceful	4.69	26
Effective in Teams	4.69	26
Critical in Thinking	4.73	26
Professional	4.60	25

DISCUSSION

While a vast majority of graduating seniors report proficiency or near proficiency, these re-sults indicated that there is work to be done. However, because these students benefited from only two years of the revamped program, those who experience four years of the new program may have different results. Survey results obtained from internship supervisors are consistent with students' self-assessment of proficiency. Supervisors rate students 4.5/5 or higher in each of the six essential qualities included in the supervisor survey.

For the second question, it was encouraging to see the percentage of students reporting growth from year to year. There seems to be consistent growth each year in Resourcefulness and Faith. Growth in team development is higher senior year, which can be explained by an intensive, semester-long team consulting project that they complete in the fall semester. Both Innovation/Creativity and Ethics showed a bump junior year, possibly due to students having begun upper-level courses that more thoroughly addressed these issues. Professionalism saw a good deal of growth in sophomore and junior year, most likely due to the fact that students take a course focusing on those areas sophomore year, and upper level classes hold students to higher standards of professionalism. Critical thinking seems not to have as high a jump senior year. Additional analysis may reveal that some students hit a plateau by the end of college, and work may need to be done to set the bar higher in upper level classes.

CONCLUSION

Is it possible for a professional program to prepare students for a job and for life, to help students develop business skills while enhancing their character, virtue, and an understanding of vocation? While this study provides evidence that this can be done, more work is needed. Students will continue to be assessed in order to observe four-year trends for each. Academic advisors will discuss with students their proficiency levels so that they can reflect on areas that need further development. With each year of data, a determination can be made on where curricular changes are needed. Lastly, recent alumni will be surveyed in order to determine how much of the growth in these qualities can be nurtured at

the college level, and how much takes place in the after graduation using tools that their education has given them.

This paper provides preliminary evidence that a Christian college business education can produce more than students ready for the working world. It can provide an education that prepares students to participate in God's creative and redemptive purposes for the world.

ENDNOTE

<https://collegescorecard.ed.gov/>

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