



Balanced Scorecard | 2020

Mission

Seidman develops business talent that contributes to the economic growth of West Michigan and the Great Lakes region. Through the exchange and application of knowledge with a global perspective, our students learn to make informed decisions, act ethically, and take initiative. Our distinctiveness is grounded in strong community collaborations, applied scholarly contributions, innovative approaches to learning, and a supportive environment.

Values

Pursuit of Excellence: We continuously strive for the highest quality in our personal, professional, and organizational endeavors.

Learning: We foster the intellectual curiosity of our Seidman, local, and global communities by:

- creating, expanding, and applying knowledge
- enhancing and encouraging critical thinking
- developing a global perspective
- sustaining a culture for the open exchange of ideas

Accountability: We hold ourselves responsible to:

- act in an ethical manner
- be socially responsible citizens
- welcome the diversity of ideas, people, and cultures
- promote an environment of transparency, trust, and cooperation

Engagement: We intentionally connect and collaborate in an effort to:

- continuously reflect on ethics in our personal and professional lives
- emphasize mutual understanding
- support diversity of thought
- foster intellectual curiosity and innovation
- provide opportunity and professional growth
- honor our strong and lasting business and community relationships
- promote economic development



Develop Distinctive Curriculum

Balanced Scorecard | Develop Distinctive Curriculum

High Impact Learning

High impact learning helps educators develop high quality learning experiences for all students. It addresses theories of learning and illustrates how to translate theory into practice. Examples of high impact experiences include: learning communities, writing intensive courses, undergraduate research, service learning, community based learning, internships, and capstone courses.

	2018	2019	2020
Average Number of High Impact Activities	2.30 ↑ 0.10	2.80 ↑ 0.50	2.20 ↓ 0.60
Percent of Courses with at Least one High Impact Activity	41.40% ↓ 9.40%	43.74% ↑ 2.34%	36.68% ↓ 7.06%

Percent of Courses	2018	2019	2020
One High Impact Activity	40%	38%	45%
Two High Impact Activities	18%	17%	17%
Three High Impact Activities	13%	11%	10%
Four + High Impact Activities	29%	33%	27%

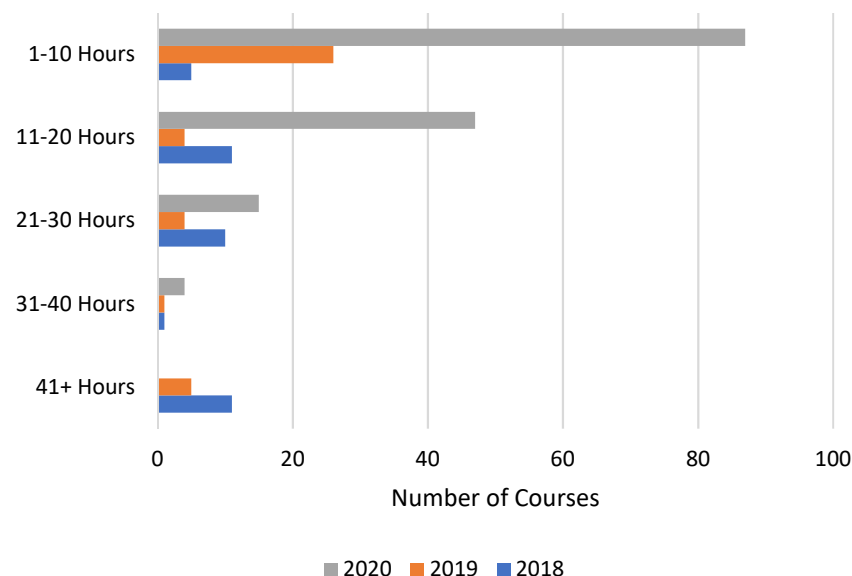
Community Based Learning

In community-based learning (CBL), students engage in a community experience. A core assumption of CBL is that all partners bring rich knowledge, skills and other expertise to a problem, research question, or learning goal being addressed. CBL experiences include practicums, internships, co-op experience, community projects or similar activities.

In 2017, the first year faculty self identified CBL in their courses, 5.7% of Seidman courses included a CBL component. This grew to 15.85% of courses in 2020. The average CBL hours in a course reporting CBL was 26.00 hours in 2018, and decreased to 11.13 in 2020.

	2018	2019	2020
Average Number of CBL Hours	26.00 ↑ 13.00	21.00 ↓ 5.00	11.13 ↓ 9.87
Percent of Courses with CBL Hours	7.10% ↓ 24.56%	7.02% ↓ 0.08%	15.85% ↑ 8.83%

Seidman | Community Based Learning Activities



Balanced Scorecard | Develop Distinctive Curriculum

Global Content

Faculty have been self-reporting global content in their courses since 2017 when 42.5% of Seidman courses had a global component. In 2018 and 2019 there was a decline, and in 2020 there was an increase to 36.99% of courses with global content.

Definitions

Level 1: Contains an international component

Level 2: Has one component that is internationally-oriented

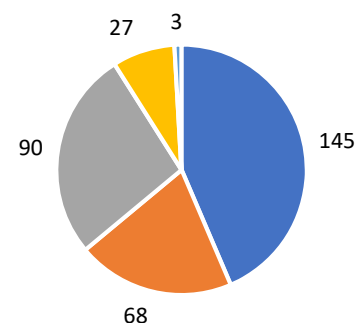
Level 3: Integrates international components throughout

Level 4: Is entirely internationally focused

Level 5: Integrates international experience and engagement with others of other cultures.

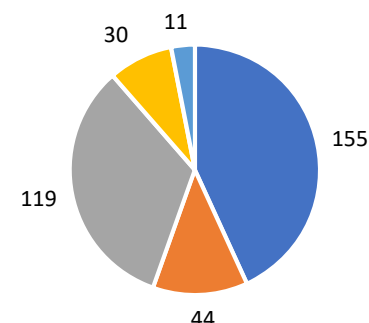
	2018	2019	2020
Percent of Courses with with Global Content	37.61%	34.77%	36.99%
	↓ 4.89%	↓ 2.84%	↑ 2.22%

Seidman | Global Content 2019 (Number of Courses)



■ Level 1 ■ Level 2 ■ Level 3
■ Level 4 ■ Level 5

Seidman | Global Content 2020 (Number of Courses)



■ Level 1 ■ Level 2 ■ Level 3
■ Level 4 ■ Level 5

Course Delivery

Before the pandemic, the vast majority of Seidman undergraduate courses were delivered in the classroom with a small minority being offered in hybrid or online formats. In response to COVID-19, Seidman shifted quickly to conducting 92% of undergraduate, and 55% of graduate courses in hybrid or online delivery. With the launch of the redesigned Professional MBA in hybrid format, there was a large increase in the percentage of hybrid graduate courses from 1% in 2017-2018 to 42% in 2020-2021 for graduate courses.

Undergraduate Courses

Contact Type	2017-2018	2018-2019	2019-2020	2020-2021
Face-to-Face	91%	92%	91%	4%
Hybrid	3%	1%	3%	50%
Online	2%	1%	2%	42%
Other*	5%	5%	5%	4%

Graduate Courses

Contact Type	2017-2018	2018-2019	2019-2020	2020-2021
Face-to-Face	69%	62%	48%	26%
Hybrid	1%	13%	27%	42%
Online	0%	0%	0%	13%
Other*	30%	26%	26%	19%

*Other includes unstructured course types such as Independent Study, Internships, and Research.

Attract, Retain, and Support Students

Balanced Scorecard | Attract, Retain, and Support Students

Undergraduate Retention Summary

Cohort retention data helps us understand how well business majors are progressing toward their goal of achieving a bachelors degree. Junior fall to senior fall semester is used as the measure of retention. The cohort progression data tracks whether a junior returns as a senior or has graduated from Seidman by the following fall.

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Seidman Overall Retention (fall to fall, junior to senior year)	84.1%	85.8%	85.9%	83.0%	85.7%
GVSU Overall Retention (fall to fall, junior to senior year)	89.0%	89.7%	88.8%	88.2%	91.6%
Seidman Cohort Progression (fall to fall, junior to senior year)	75.5%	77.7%	78.3%	76.7%	80.1%
GVSU Cohort Progression (fall to fall, junior to senior year)	78.3%	79.8%	82.7%	78.5%	81.8%

Retention data by Seidman majors is provided for the largest majors (by enrollment) only in the chart to the right. Major retention and graduation includes the percentage who were juniors in fall and either retained at Seidman or graduated.

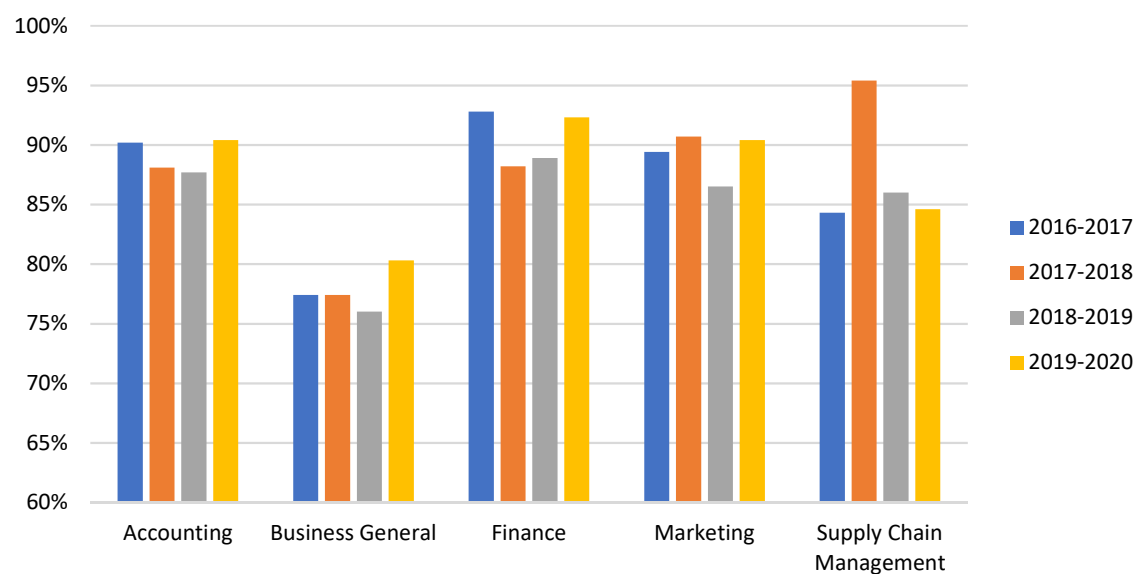
Average Years to Degree (FTIAC)

	2017-2018	2018-2019	2019-2020
Seidman	3.95	4.14	4.19
	↓ -0.15	↑ 0.19	↑ 0.05
GVSU	4.30	4.32	4.22
	↓ -0.05	↑ 0.02	↓ -0.10

Undergraduate Graduation Rates (2014)

FTIAC	Graduate	4-Year	6-Year
Seidman	Seidman	47.0%	57.1%
	GVSU	55.0%	70.2%
GVSU	GVSU	40.5%	68.3%

Seidman | Retention and Graduation by Largest Majors



The cohort graduation rate is for first time any college (FTIAC) students and tracks the percentage who are accepted into Seidman as juniors and ultimately graduate from Seidman either 4 or 6 years later.

Balanced Scorecard | Attract, Retain, & Support Students

Transfer Students

As the number of traditional age students declines in the region, transfer students will become increasingly important. However, in Seidman's case, we have seen a steady decline in transfer students in the undergraduate program over the past three academic years.

Transfer students account for a sizeable portion of Seidman's new admits in the Fall. Since Fall 2017 our transfer population has incrementally diminished from 39.5% to 29.2% in Fall 2020. The Community College Research Center (CCRC) at Columbia University found that a mere 14% of community college students who transfer to a four-year institution earn a bachelor's degree within 6 years.

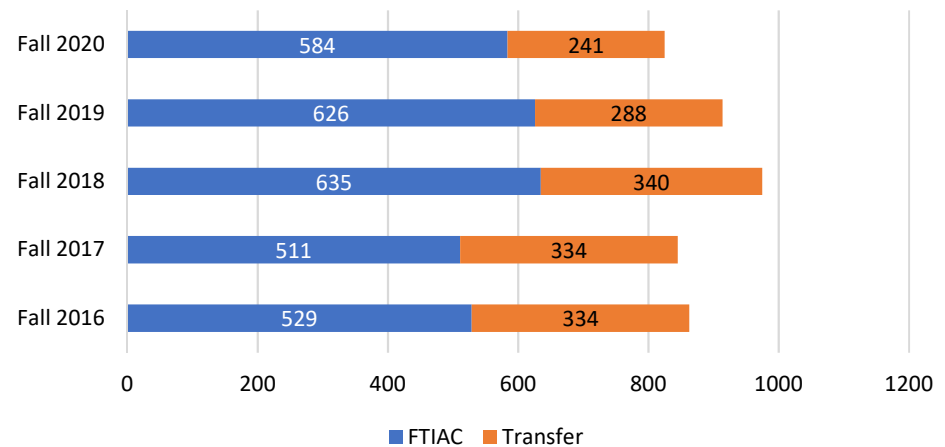
As shown in the table below, Seidman College and GVSU overall experience a considerably higher 6-year graduation rate.

Transfer Graduation Rates (2014)			
		4-Year	6-Year
From	Seidman	66.8%	74.4%
2-Year	GVSU	59.4%	67.9%
From	Seidman	68.1%	68.1%
4-Year	GVSU	52.9%	59.1%

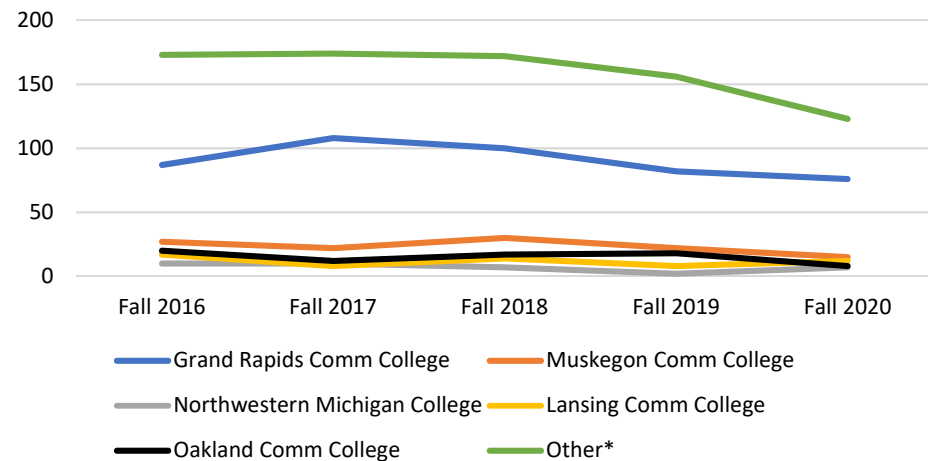
Since Fall 2016, students from Grand Rapids Community College (GRCC) average 29.56% of Seidman College of Business' transfer population. GVSU averages 26.64% from GRCC, 2.91% less than Seidman.

Other* includes all remaining institutions

Seidman | New Admit Undergraduate Composition



Seidman | Transfer Students' Original Institution

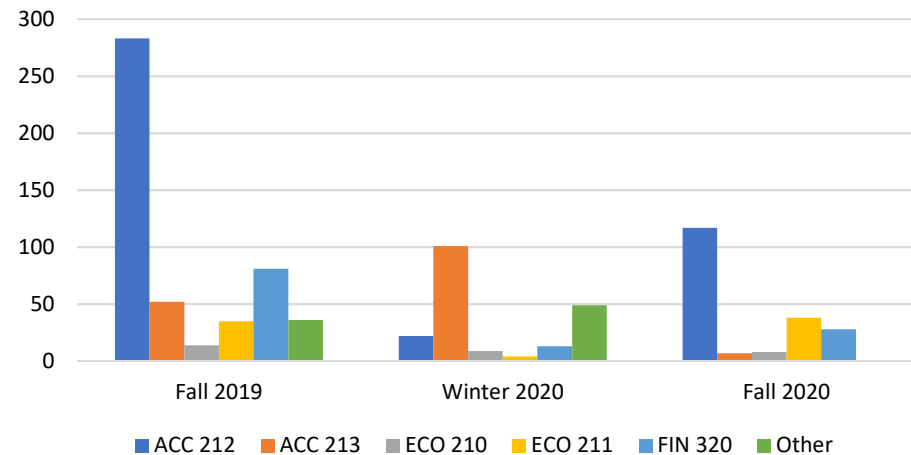


Balanced Scorecard | Attract, Retain, & Support Students

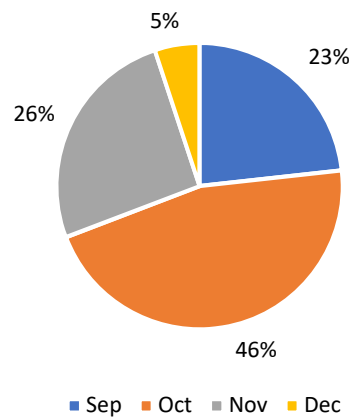
Tutoring Services

Tutoring is a free service for all GVSU students. Historically tutoring occurred in-person in the Seidman College of Business; however, in response to the pandemic, GVSU pivoted to online tutoring services. The College of Liberal Arts and Sciences' Advising Center is responsible for hiring, training, and scheduling tutors for the Seidman College of Business.

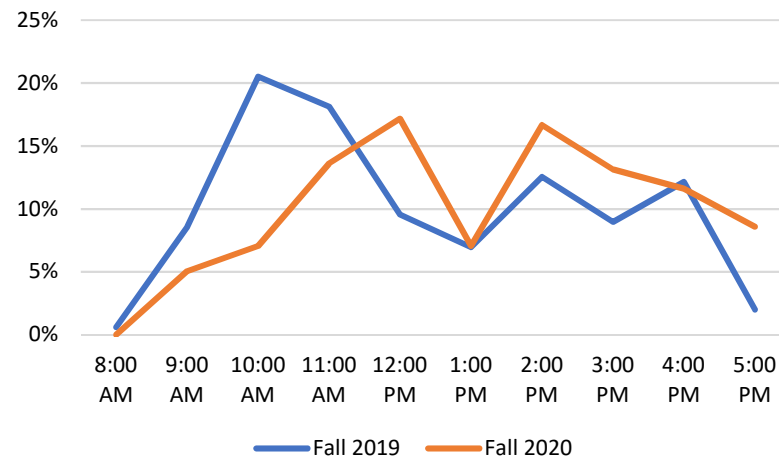
Seidman | Tutoring Sessions by Course



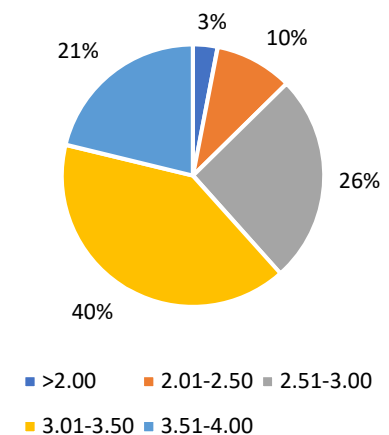
Seidman | Fall 2020
Tutoring Session by Month



Seidman | Tutoring Session by Time



Seidman | Fall 2020
Tutored Students' GPA

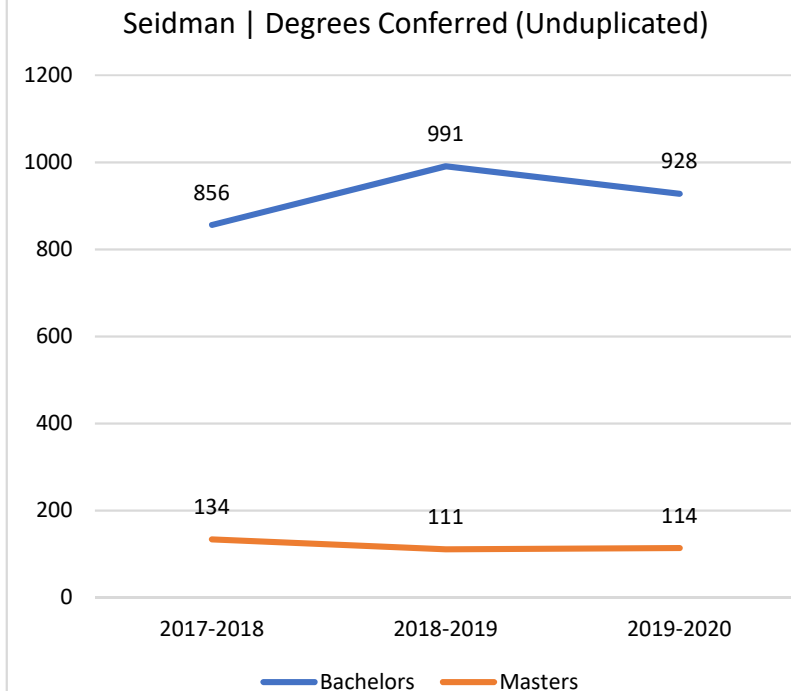
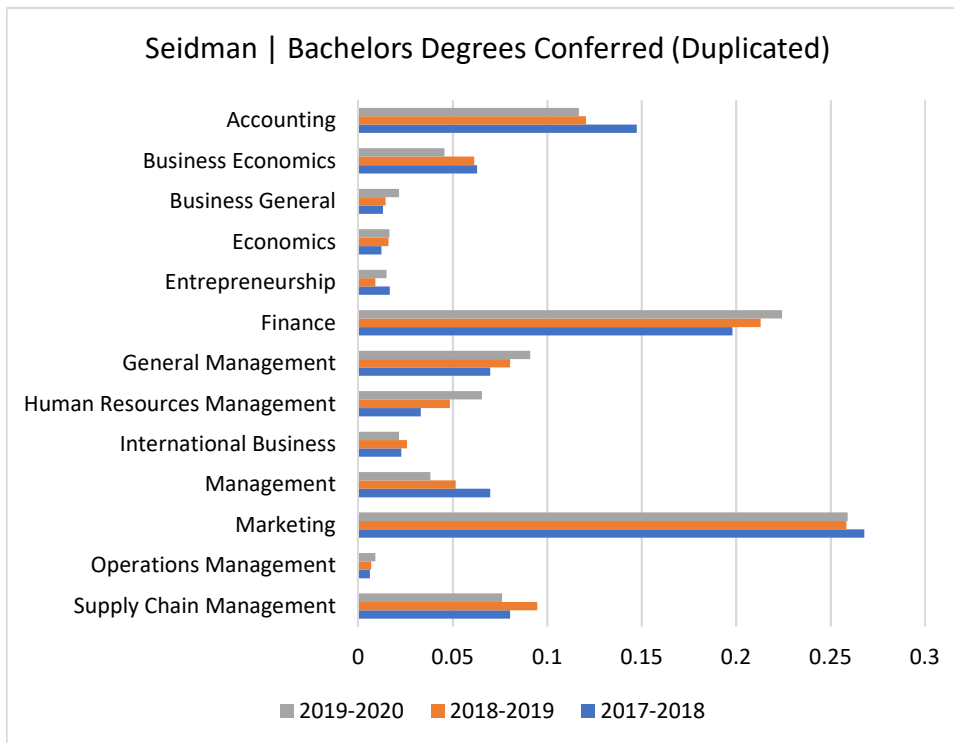


Grow and Strengthen Engagement with Stakeholders

Balanced Scorecard | Grow/Strengthen Engagement with Stakeholders

Degrees Conferred

The West Michigan community relies on Seidman College to provide a regular supply of business graduates in order to meet talent pipeline needs. Undergraduate degrees conferred by major are duplicated as some students double major. The charts below show the changing composition of majors at Seidman over three years.



These data show the overall output for Seidman as measured by degrees conferred. The number of undergraduate degrees conferred grew from 2017-2018 to 2018-2019; however, there was a slight decline in graduate degrees during the same time period. Inversely, from 2018-2019 to 2019-2020, there was a decline in undergraduate and a marginal increase in graduate degrees conferred.

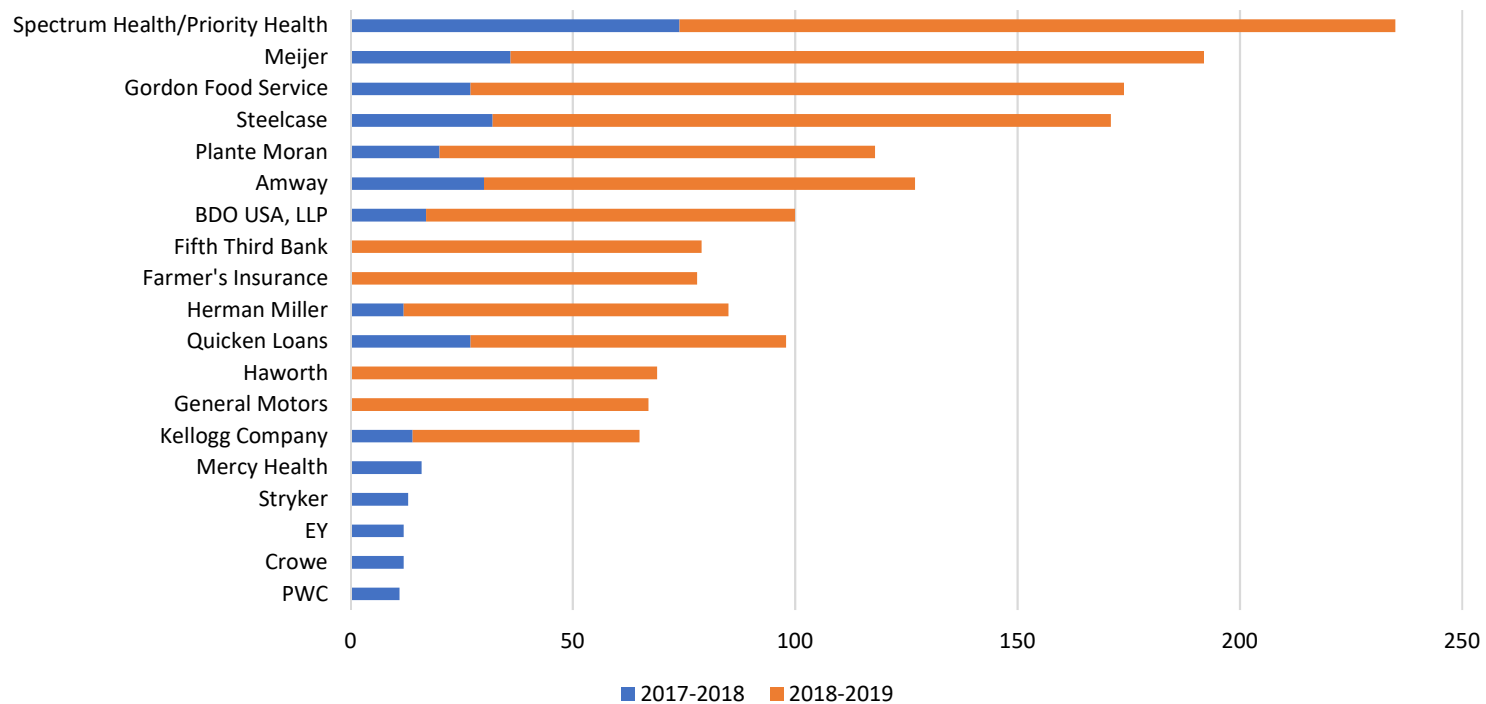
Balanced Scorecard | Grow/Strengthen Engagement with Stakeholders

Recruitment

Recruiting at Seidman was strong heading into a pandemic induced decline in the economy in 2020.

Seidman Recruitment	2018-2019	2019-2020
Total Employers at Seidman Events	620	582
Unique Employers Scheduling On-Campus Interviews	57	45
Unique LakerJobs/Handshake Position Postings	2685	3143
Total Employer Engagement Related to Business	3362	3770

Seidman | Top Recruiting Companies (Number Hired)



Build the Seidman Brand

Balanced Scorecard | Build the Seidman Brand

Post-Graduation Status

The GVSU First Destination Survey gathers key information about recent graduates providing useful information about their employment status and next steps. The survey is first sent to recent graduates 3 weeks following graduation. Reminders are sent at 6, 9, and 12 weeks as well as at 7 months until a response is received. At 8 months after graduation, Career Services attempts to find information on destination status through secondary information sources such as LinkedIn.

For 2019-20 data, the surveys were first sent in 2020 and the data reflects the impact of COVID-19.

**Undergraduate
Employed Full Time
or Continuing
Education**

2018-2019
94%

2019-2020
88%

**MBA
Employed Full Time**

2018-2019
86%

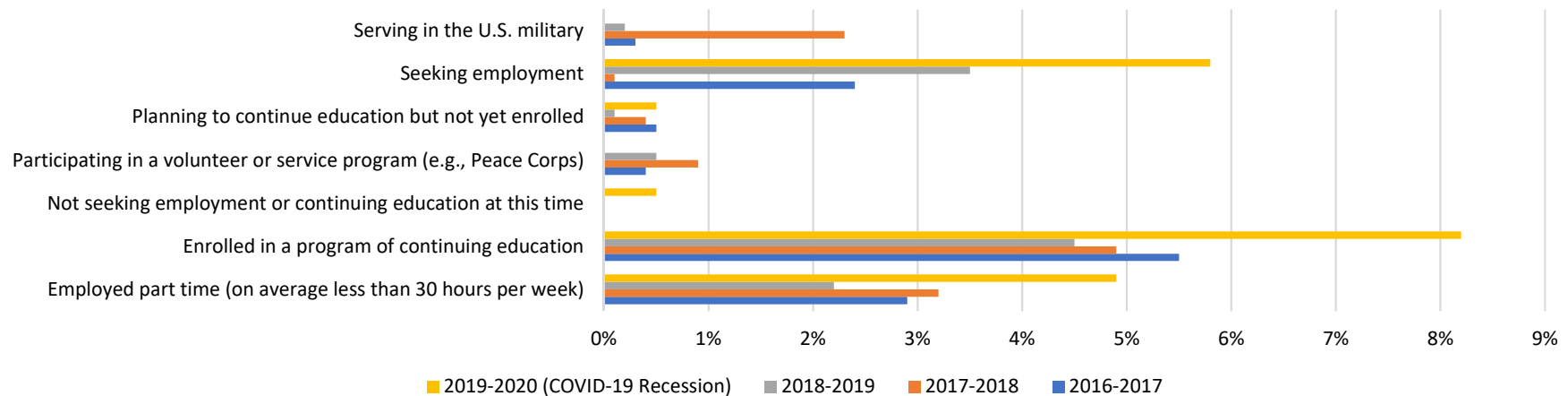
2019-2020
94%

**MSA/MST
Employed Full Time**

2018-2019
100%

2019-2020
80%

Seidman | Undergraduate Status

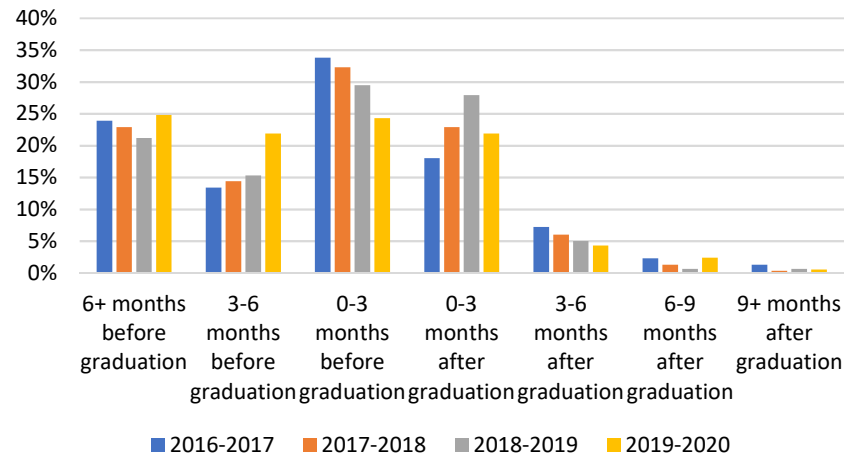


Note: Options not reported above

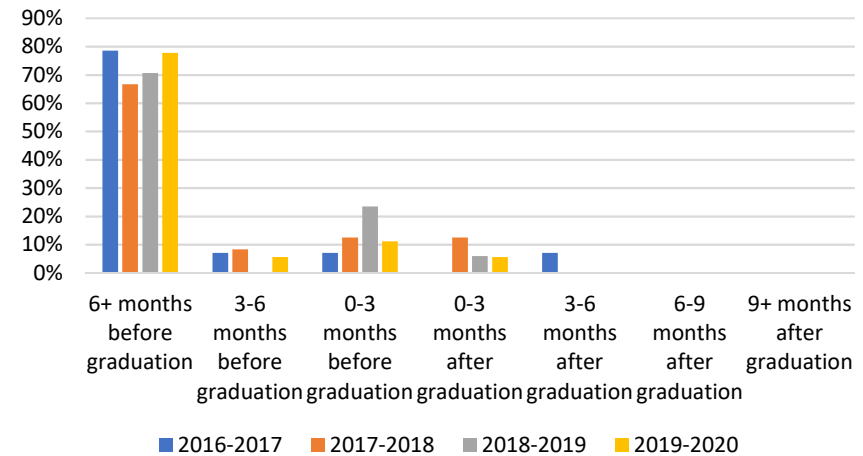
Balanced Scorecard | Build the Seidman Brand

Job Acceptance and Salary

Seidman | Undergraduate Offer Acceptance

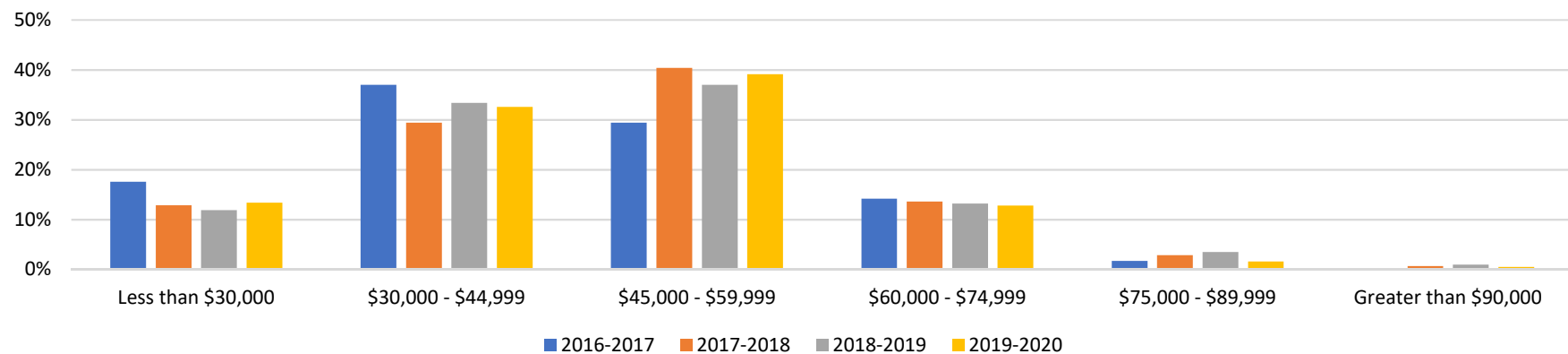


Seidman | MSA/MST Acceptance of Job Offer



The Professional MBA is designed to support students who are working while pursuing the degree. As a result, most students in the program are employed full-time before, during and after the program.

Seidman | Undergraduate Salary



Source: GVSU First Destination Survey

Balanced Scorecard | Build the Seidman Brand

Return on Investment

Return on Investment (ROI) is an important calculation because it helps us understand the financial tradeoff that an investment in college involves. This information, along with the First Destination Rate data, combine to tell us how many of our undergraduates are employed and how gainfully employed they are in reference to their educational investment.

This undergraduate ROI analysis primarily compares BBA's to high school graduates. However, additional analysis of a bachelor's degree in business vs. non-business revealed a lower, though still positive ROI of \$125,245.

The impact of career progression through age 35 is accounted for using age-earnings profiles from the 2019 American Community Survey. The age-earnings profiles are estimated using full-time (year-round) workers. To limit confounding effects from advanced degrees, we limit the sample to individuals with only one bachelors degree. Graduation after 4 years of college is assumed in the model.

Notes: Opportunity costs are also included in the model; however, the analysis does not account for any selection bias and as such our ROI estimate will

Undergraduate		
Metric Description	2017-2018	2018-2019
Net Investment	\$52,432	\$54,000
Return (over High School) at 35	\$253,018	\$251,924
ROI at 35	483%	467%
Return per \$1 Spent (at 35)	\$4.83	\$4.67
Break Even Age	27	28

Increase Professional Development

Balanced Scorecard | Increase Professional Development

Seidman Learning Community Engagement

Faculty involvement in Seidman Learning Communities has become a valued tool for faculty growth. Duplicated numbers reflect faculty involvement in multiple Learning Communities.

	2017-2018	2018-2019	2019-2020
Faculty Involved Unduplicated	47	48 ↑ 1	28 ↓ 20
Faculty Involved Duplicated	53	76 ↑ 23	48 ↓ 28

Despite lower numbers of faculty involved in one or more Learning Communities, engagement remained strong. The following questions are included in an annual end of year survey administered by the Dean's Office.

Response to: Seidman Learning Communities are a beneficial tool for faculty professional development.

	2017-2018	2018-2019	2019-2020
% Strongly or Somewhat Agree	78.6% ↓ 16.4%	100.0% ↑ 21.4%	69.2% ↓ 30.8%

Response to: My experience with a Seidman Learning Community will help me be a more effective faculty member.

	2017-2018	2018-2019	2019-2020
% Extremely or Somewhat Agree	71.4% ↓ 23.6%	88.5% ↑ 17.1%	76.9% ↓ 11.6%

Response to: I will recommend joining a Seidman Learning Community to my colleagues.

	2017-2018	2018-2019	2019-2020
% Extremely or Somewhat Likely	71.4% ↓ 23.6%	92.0% ↑ 20.6%	69.2% ↓ 22.8%

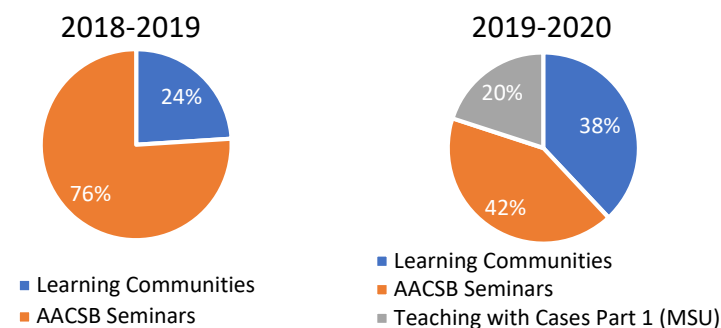
Spending on Professional Development

Spending on professional development in 2018-2019 was essentially flat over the prior year.

Due to the pandemic, in 2019-2020 there was reduced spending on professional development.

	2018-2019	2019-2020
Spending Professional Development	\$24,040.98 ↑ \$182.98 (0.76%)	\$14,648.00 ↓ \$9,392.98 (39.07%)

In 2018-2019, 76% of spending was devoted to professional development at AACSB conferences, versus 42% in 2019-2020.



Online/Hybrid Certification

Growth in the number of Seidman faculty certified to teach hybrid courses has grown significantly. The response to COVID-19 necessitated increased numbers of faculty prepared to teach online.

	Fall 2018	Fall 2019	Fall 2020
Number of Hybrid/Online Certified Faculty	52 ↑ 12	52	67 ↑ 12