

Real Estate

APRC 1997-1998

Section 1 of 1

**PROGRAM REVIEW
PANEL REPORT
REAL ESTATE PROGRAM**

OCTOBER 1997

**Real Estate Major
Certificate in Real Estate**

Program Review Panel:

Dick LaBarre

Professor, Management Department

Dr. Marshall Giller

Professor, Management Department

Ken Reinink

Professor, Construction Tech. and Management

Scott Lee

Appraiser, Great Lakes Appraisal

John Valas

Management Department Chair

Real Estate Program Review

Section One - Overview of the Program

The Real Estate Program at Ferris State University consists of an Associate in Applied Science in Real Estate and a Certificate in Real Estate. These programs are located in the Management Department and have been offered by Ferris for over twenty years. The Certificate in Real Estate was revised in 1996 to conform with the guidelines for certificates established by the Academic Senate in the Curriculum Procedures Manual.

Most of the students who obtain the A.A.S. in Real Estate or the Certificate in Real Estate do so while completing another degree at Ferris. On occasion, we have granted more degrees in a year than we had declared majors.

The primary mission of the Real Estate Program is to provide students with the knowledge and skills for rewarding careers in the many real estate related jobs. The secondary mission is to provide all students of Ferris State University the opportunity to acquire the technical knowledge required to purchase and sell real estate for their personal use and investment.

More specifically, listed below are the goals of the Real Estate Program.

1. To increase students' ability to pursue careers in real estate.
2. To increase the students' knowledge of how to purchase, sell, lease, estimate value and finance real estate.
3. To increase students' awareness of the license laws related to real estate careers.
4. To increase students' capability to use the latest equipment and technology used by real estate professionals.
5. Develop an interrelationship between the Ferris students and faculty and real estate alumni and other real estate professionals.
6. To increase the students' knowledge of how to invest in real estate and manage income producing properties.
7. To increase students' self-assurance and competence in communication and interaction with people.

These goals are accomplished by offering a curriculum that emphasizes a strong general education component and a professional component that includes real estate, law, accounting, management and marketing courses. The real estate courses make extensive use of projects that familiarize the students with concepts and procedures used in the real estate profession. (Appendix A includes the checksheets for the A.A.S. in Real Estate and the Certificate in Real Estate.)

The Real Estate Program has been in constant change during the past five years with semester conversion, new general education requirements and changes in real estate law related to lead paint disclosure, agency disclosure, seller disclosure, land division, homestead tax exemption, etc. With the rapid changes in technology and government regulation, continuous changes to the program will be required.

Section Two - Graduate Follow-Up Survey

In August 1997, a follow-up survey was sent to 204 Real Estate Program Alumni identified by University Advancement. 48 individuals responded to the survey. The purpose of the survey was to determine the following:

1. What percentage of the graduates pursued careers in real estate.
2. What area of real estate graduates are working in.
3. How prepared for a career in real estate the graduates were.
4. For those not pursuing a career in real estate, how beneficial was the program in helping them with real estate purchases for personal and investment purposes.

The survey instrument and the results of the survey are in Appendix B.

The conclusions reached are that graduates working in real estate are prepared for careers in real estate and graduates not working in real estate believe the program is beneficial in helping them purchase real estate for their personal use. In reviewing the results of the survey, a number of conclusions can be made.

1. Both the graduates working in real estate and those not working in real estate rated the curriculum approximately the same.
2. Personal Insurance was ranked the least important of the courses in the major. All other courses in the major were ranked important to very important.
3. Math, Speech and English were ranked important to very important.
4. Science was ranked the least important course of the general education courses. Cultural enrichment and social sciences were ranked moderately important to of little importance.
5. All the respondents working in real estate careers indicated that their education adequately prepared them for entry into the Real Estate industry.
6. The majority of the graduates enrolled in the real estate program for personal use and investments, not for a career in real estate.

7. The graduates ranked the quality of the Real Estate Program compared to other programs about the same to much better.
8. A number of respondents indicated that the program should include internships.

Section Three - Employer Survey

A formal survey of employers was not conducted for several reasons. Most of the graduates working in the Real Estate profession work as independent contractors which means they are self employed. This means they are the employer. The individuals responding to the graduate follow-up survey reported an average annual income of \$74,500. This is an indication that the graduates are experiencing a degree of success. Furthermore, discussions with the principles in real estate brokerages and appraisal firms indicated they did not feel comfortable evaluating their independent contractors to a third party since they only employed one Ferris graduate and felt the confidentiality could be breached.

Section Four - Student Survey

The real estate students were surveyed in the Winter semester 1997. The survey was divided into two groups: those students taking the Principles of Real Estate class and the students majoring in Real Estate. This was done to try to identify the perception and needs of those students taking the course(s) as electives and those students pursuing a certificate or A.A.S. degree. The students taking the course(s) as electives make up the majority of the students.

The survey addressed the student's perceptions of the program both in areas that are directly related to the instructional program and also support areas. They were asked to respond within a range that included an ideal of "Excellent", and finally "Poor" which indicates a serious inadequacy. A "Don't Know" choice was available for those who had no opinion. There were four open-ended questions where the students were asked to identify the strengths and weaknesses of the program, needs for improvement and additional comments.

Generally, the results showed ratings of good to excellent in the course, instructors, and teaching methods areas. There is a clear indication of a need for improvement in the areas of internships, career planning and placement. The instructional support areas were generally rated average to excellent.

Many of the open-ended comments were positive. However, there was concern expressed over the lack of internships, lack of computers and software related to the real estate industry and job placement.

Overall, the results of the survey indicate that the students, both majors and non-majors, have a high degree of satisfaction with the Real Estate Program. The student survey instrument and summary of the results are in Appendix C.

Section Five - Faculty Survey

Surveys of the Management Department faculty were taken in May of 1997. Of the twenty surveys distributed, eleven were returned.

The survey addressed the faculty's perceptions of the Real Estate Program in areas that ranged from support of the program and the program itself to perception about students who are in the program. Faculty were asked to respond within a range that included an ideal of "Excellent" down through "Good", "Average", "Below Expectation", and finally "Poor" which indicates a serious inadequacy. A "Don't Know" choice was available for those who had no opinion. There were four open-ended questions where the faculty were asked to identify the strengths and weaknesses of the program, needs for improvement and additional comments.

The faculty rated all areas of the survey average to excellent with the exception of "Provision of Work Experience/Cooperative Education" which they rated below expectation to excellent. Another area of concern was "Adequacy of Instructional Facilities" which only one faculty member rated as excellent and the remainder rated as average to good.

The open-ended questions mainly heaped praise on the program and the program coordinator. Concerns were related to the need for additional faculty specializing in real estate, approval of our courses as prelicensure courses, student recruiting and specialized real estate software.

Overall, the results of the survey indicate that the faculty think highly of the Real Estate Program. The faculty survey instrument and summary of the results are located in Appendix D.

Section Six - Advisory Committee Perceptions

The Real Estate Program does not have an advisory committee. The program faculty do not think it is necessary to have a formal advisory committee since they are in constant contact with alumni working in real estate, trade associations, real estate attorneys and other real estate professionals. These individuals have indicated they believe the program needs a real estate marketing course, a brokerage management course, exposure to specialized real estate software and internet marketing.

Section Seven - Enrollment Trends

Enrollment data for the Real Estate Program is very deceptive. Frequently, students pursue an A.A.S. Degree in Real Estate or Certificate in Real Estate while enrolled in another program. On occasion, we have graduated more students than we have "enrolled" in the program. Detailed below is the number of students identified as "enrolled" in Real Estate and the number of Certificates and A.A.S. Degrees awarded.

<u>Academic Year</u>	<u>Enrollment Winter Semester</u>	<u>Degrees and Certificates Awarded</u>		
		<u>Certificates</u>	<u>A.A.S.</u>	<u>Total</u>
90-91	23	9	12	21
91-92	17	10	11	21
92-93	21	6	14	20
93-94	12	8	8	16
94-95	8	4	14	18
95-96	10	5	6	11
96-97	9	9	8	17

Although it appears that enrollment has declined significantly (61%), the decline in the number of degrees and certificates awarded has only declined 19%. This is substantially less than the decline of enrollment in the College of Business of 49% over the same period of time. The decline is less than the nationwide decline in business enrollment during the 1990's of 26%. What has adversely affected the Real Estate Program is the decline in the enrollment in the courses. Prior to semester conversion and the new general education requirements, there were significantly more electives in most programs and many students took the Principles of Real Estate as an elective. Prior to semester conversion, we offered six sections of Principles of Real Estate per year with as many as forty students per section. In academic year 1996-97 we offered two sections with total enrollment for the year of forty-six students. See Appendix E for a summary of enrollment trends.

Section Eight - Productivity and Teaching Costs

Please see Appendix F for the summary report on Productivity and Teaching Costs.

Section Nine - Conclusion Based on Data Analysis Done by the Program Review Panel

Centrality to Mission

The program is compatible with the Ferris mission in that it provides a career-oriented program that:

1. Includes liberal studies for future career flexibility as well as specialty Real Estate courses to prepare graduates to perform a wide range of professional activities in Real Estate related areas.
2. Uses practical problems and projects that familiarize the students with what they will encounter in Real Estate transactions.

3. Uses faculty with experience in the Real Estate professions.
4. Maintains contact with the professional community through organizational memberships and activities of the faculty and students.
5. Has constant contact with alumni and Real Estate professionals to maintain the currency of the program content.

Demand by Students

Demand has declined. However, as indicated by the number of degrees and certificates awarded, the demand has not declined as much as the overall demand for programs in the College of Business.

Quality of Instruction

The faculty teaching in the program are tenured faculty with extensive experience in different areas of Real Estate. Both full-time faculty members teaching in the program maintain their professional licenses. One of the faculty members holds two professional designations (GRI/CRB). 92 % of the students surveyed rated the instructors in the program good to excellent.

Demand for Graduates

The Michigan Employment Security Commission estimates a 17% increase in jobs in Real Estate between 1994 and 2005 with 710 openings per year during the period. See Appendix G for a summary of employment trends.

Demand for our graduates is high with positions going unfilled each year. Many of our graduates refuse to enter the Real Estate profession since most of the positions are as independent contractors with income based solely on commissions. It generally takes a new Real Estate salesperson three to six months to earn their first commission. Many of our graduates cannot support themselves for that long without an income.

Service to Non-Majors

The majority of the students pursuing the A.A.S. in Real Estate and the Certificate in Real Estate do so while enrolled in another program. During the 1996-97 academic year, only 20% of the students enrolled in the Principles of Real Estate class were Real Estate majors.

Section Ten - Recommendations

The Program Review Panel believes the Real Estate Program is a quality program with many strengths, including an experienced and committed faculty.

Specifically, the Panel Recommends:

Internships be strongly encouraged or required. This will require the program faculty to work with the industry to develop the intern positions and to follow-up with students and employers during the intern assignments.

Continue to offer the A.A.S. in Real Estate to those students who specifically want to enter the Real Estate Profession.

Expand the marketing of the Certificate in Real Estate to on-campus and off-campus students. Students with related majors such as Building Construction Technology, Construction Management, and Facilities Management could benefit by having the additional education in Real Estate. Licensed Real Estate Salespersons can use up to 60 class hours of college courses to satisfy their education requirements for the Brokers license. The Certificate in Real Estate should be marketed to these individuals in the areas of our off-campus sites.

Continue to offer the Principles of Real Estate as a non-prelicensure course. Students and graduates continue to want the course to be a prelicensure course. However, only 20% of the students enrolled in the class are real estate majors, and based on our graduate survey, only 15% of our graduates become licensed.

Integrate the use of Real Estate specific software and the Internet into the Real Estate courses.

INDEX OF APPENDICES

Program Review Panel Report Real Estate Program

- A. Checksheets for the A.A.S. in Real Estate and the Certificate in Real Estate
- B. Graduate Survey and Summary
- C. Student Survey and Summary
- D. Faculty Survey and Summary
- E. Enrollment Data for Real Estate
- F. Productivity and Teaching Costs for Real Estate
- G. Employment Trends
- H. Program Review Panel Evaluation

APPENDIX A

ASSOCIATE IN APPLIED SCIENCE DEGREE

REAL ESTATE - 62/63 Credits

NAME: _____

SS#: _____

REQUIRED	COURSE TITLE - PREREQUISITES SHOWN IN BRACKETS (0)	S.H.	GRADE
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COMMUNICATION COMPETENCE - 9 Credits Required

COMM	121	Fundamentals of Public Speaking - (None)	3	
ENGL	150	English 1 - (None)	3	
ENGL		ENGL 211 Industrial and Career Writing or ENGL 250 English 2 - (Both require ENGL 150)	3	

SCIENTIFIC UNDERSTANDING - 3-4 Credits Required

Select one course from the following subject areas:

ASTR, BIOL, CHEM, GEOG 111, GEOG 121, GEOL, PHSC, PHYS

			3-4	
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QUANTITATIVE SKILLS - 3 Credits Required

MATH	110	Fundamentals of Algebra - (MATH 010) - If proficient in MATH 110, substitute a free elective.	3	
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CULTURAL ENRICHMENT - 3 Credits Required

HUMN	100	Introduction to the Humanities - (None)	3	
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SOCIAL AWARENESS - 3 Credits Required

PSYC	150	Introduction to Psychology - (None)	3	
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REAL ESTATE MAJOR - 38 Credits Required

ACCT	201	Principles of Accounting 1 - (MATH 110 with a grade of C- or better)	3	
BLAW	321	Contracts and Sales - (None)	3	
BLAW	325	Real and Personal Property - (BLAW 221 or 321)	2	
FINC	310	Real Estate Finance - (FINC 300 or OSYS 130 or permission of professor, REAL 210 recom.)	3	
NSR	243	Principles of Risk Management and Insurance - (Sophomore standing)	3	
SYS	105	Microcomputer Applications - (None) - Turns into free elective with proficiency.	3	
MGMT	310	Small Business Management - (Second semester sophomore standing)	3	
REAL	210	Principles of Real Estate - (None)	3	
REAL	305	Real Estate Appraisal - (REAL 210)	3	
		*FINC 300 Math. of Finance - (MATH 115) or OSYS 130 Business Math. - (MATH 110)	3	
		MKTG 231 Prof. Selling - (COMM 121 recom.) or *MKTG 321 Prin. of Marketing - (ECON 221)	3	

*FINC 300 and *MKTG 321 must be taken if pursuing both the AAS in Real Estate and a BS degree in another field.

		Directed Elective - Selected in consultation with your advisor from the list below.	3	
		Directed Elective - Selected in consultation with your advisor from the list below.	3	

ADVG 222, ARCH 112, 115, 244, COMM 205, 310, 332, ECON 221, INSR 284, MGMT 305, PSYC 331, REAL 330, SOCY 121

RELATED COURSE - 3 Credits Required

		Free Elective	3	
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NOTICE REGARDING WITHDRAWAL, RE-ADMISSION AND INTERRUPTION OF STUDIES

Students who return to the university after an interrupted enrollment (not including summer semester) must normally meet the requirements of the curriculum which are in effect at the time of their return, not the requirements which were in effect when they were originally admitted.

NOTE: A 2.00 GPA is required for the major and a 2.00 cumulative GPA is required for completion of the Real Estate degree.

MANAGEMENT DEPARTMENT

REAL ESTATE CERTIFICATE - 9 Credits

NAME: _____

SS#: _____

REQUIRED	COURSE TITLE - PREREQUISITES SHOWN IN BRACKETS (I)	SH	GRADE	CR - PTS
FINC 310	Real Estate Finance - (OSYS 130 or FINC 300 or permission of professor)	3		
REAL 305	Real Estate Appraisal - (REAL 210 or Salesperson Prelicensure Course)	3		
REAL 330	Real Estate Investment and Management - (REAL 210)	3		

NOTE: The student must have completed a Salesperson Prelicensure Course approved by the State of Michigan or a Principles of Real Estate (REAL 210) course prior to enrolling in this Certificate.

For more information, please contact the Certificate Director, Professor Richard LaBarre, at (616) 592-2459 or the Management Department at (616) 592-2427.

NOTICE REGARDING WITHDRAWAL, RE-ADMISSION AND INTERRUPTION OF STUDIES

Students who return to the university after an interrupted enrollment (not including summer semester) must normally meet the requirements of the certificate which are in effect at the time of their return, not the requirements which were in effect when they were originally admitted.

NOTE: A 2.00 cumulative GPA is required for completion of the Real Estate certificate.

Student: _____

Date: _____

Real Estate Advisor: _____

Date: _____

Management Dept. Chair: _____

Date: _____

(To receive this certificate, you must complete a certificate clearance in the College of Business - Room 200)

APPENDIX B

REAL ESTATE GRADUATE SURVEY

1. When did you graduate from Ferris' Real Estate Program? 19 _____

2. What other college degrees have you earned?

Degree _____ Year _____ School _____

Degree _____ Year _____ School _____

3. What is the City _____ and State _____ of your employment.

4. Your job title is: _____

IF YOU ARE NOT WORKING IN A REAL ESTATE RELATED FIELD, PLEASE SKIP TO QUESTION 13.

5. Which of the following best describes your employer?

_____ Real Estate Agency	_____ Property Management Firm
_____ Appraisal Firm	_____ Mortgage Banker
_____ Commercial Bank	_____ Construction Firm
_____ Other (Please specify: _____)	

6. How long have you held your present position? _____

7. What was your starting pay in your first position after graduation? _____

8. What is your present income? _____

9. How helpful was your Real Estate major in obtaining your first position?

_____ Very helpful _____ Somewhat helpful _____ Did not matter _____ Don't know

10. Do you believe your education adequately prepared you for entry into the Real Estate industry? _____ Yes _____ No If no, please explain.

11. Briefly describe the computer skills you use in your position.

12. List the specific computer software that is used in your office (e.g. Word, Excel, Lotus, Top Producer, etc.).

QUESTIONS 13 THROUGH 16 - TO BE ANSWERED BY GRADUATES WHO ARE NOT PRESENTLY WORKING IN REAL ESTATE.

13. Has your Real Estate education benefited you in your current position? _____ Yes _____ No

Explain: _____

14. Do you believe your Real Estate education was a positive factor in your employer's decision to hire you? _____ Yes _____ No _____ Don't know

15. What are the reasons you are not presently working in Real Estate?

16. Have you worked in Real Estate at any time since graduating from Ferris?
_____ Yes, (please state the type of employment _____)
_____ No

QUESTIONS 17 THROUGH 24 - TO BE ANSWERED BY ALL GRADUATES.

17. What was the primary reason you obtained a Real Estate degree?
_____ A career in Real Estate _____ Real Estate investments
_____ Personal use

18. What type(s) of Real Estate have you purchased since graduating from Ferris?
_____ Home _____ Income property
_____ Recreational _____ Investment property
_____ Other (specify) _____

19. How helpful was your Real Estate degree in purchasing these properties?
_____ Very helpful _____ Somewhat helpful _____ Not very helpful

20. If you own income and/or investment properties, how many? _____

21. If you own residential income properties, how many residential units? _____

22. The objective of the Real Estate Program at Ferris is to prepare students to become competent employees by providing them with a curriculum that emphasizes communication skills and a strong liberal arts background along with the more traditional business/real estate classes. Based on your experiences, rate (using the following scale) the importance of requiring classes in the listed areas. Leave blank if not applicable.

1. Very important
2. Important
3. Moderately Important
4. Of Little Importance
5. Eliminate

Math	1	2	3	4	5
Accounting	1	2	3	4	5
Speech	1	2	3	4	5
English & Communications	1	2	3	4	5
Computer Skills	1	2	3	4	5
Science	1	2	3	4	5
Personal Insurance	1	2	3	4	5
Real Estate Appraisal	1	2	3	4	5
Real Estate Finance	1	2	3	4	5
Real Estate Investment	1	2	3	4	5
Property Management	1	2	3	4	5
Business Law	1	2	3	4	5
Marketing	1	2	3	4	5
Management	1	2	3	4	5
Cultural Enrichment (Humn, Litr, Arts, etc.)	1	2	3	4	5
Social Sciences (Poli Sci, Soc, Psych, etc.)	1	2	3	4	5

23. How do you believe the quality of the Real Estate Program compares with the quality of other programs?

_____ Much better _____ About the same _____ Worse _____ Don't know

24. What recommendations do you have for improving Ferris' Real Estate Programs?

Thank you for taking the time to complete this survey. Please return the survey in the enclosed envelope.

1. When did you graduate from Ferris' Real Estate Program? (Answered by all graduates)

1970-1980: 7
 1980-1990: 24
 1990-1996: 17

2. What other degrees have you earned? (Answered by all graduates)

<u>Degree</u>	<u>#of</u>
Master of Arts	1
A.A.S. Arts	2
Finance	5
B.S. Bus. Administration	23
B.S. Small Bus. Management	2
B.S. Marketing	1
A.A.S. Legal Assisting	1
Insurance	4
Human Resources	2
B.S. TVP	1
Paralegal	1
Accounting	1
MBA	1

Year they earned the degree. (All graduates)

<u>Degree</u>	<u>Year</u>
Master of Arts	1993
A.A.S Arts	1982-1995
Finance	1991-1997
B.S. Bus. Administration	1977-1997
B.S. Marketing	1995
A.A.S. Legal Assisting:	1978
Insurance:	1981-1995
Human Resources	1989-1993
B.S. TVP	1980
Paralegal:	1978
Accounting:	1996
MBA	1998

School they earned the degree: (All graduates)

<u>Degree</u>	<u>College</u>
Master of Arts	University of Florida
A.A.S. Arts	Macomb Community College
Finance	Ferris State University
BA Bus. Administration	Ferris State University
	Olivet College
Small Bus. Management	Ferris State University
BS Marketing	Ferris State University
AAS Legal Assisting	Ferris State University
Insurance	Ferris State University
Human Resources	Oakland University
	Spring Arbor College
BS TVP	Ferris State University
Paralegal	Ferris State University
Accounting	Ferris State University
MBA	University of Phoenix
	University of Detroit

3. What is the City and State of your employment? (All graduates)

Upper Peninsula:	2
Northern Lower Peninsula:	3
Southwest Michigan:	12
Southeast Michigan:	19
Out of State:	9

4. What is your job title? (All graduates)

President/Vice-president:	7
Owner, Co-owner, broker:	7
Management, Supervisor:	11
Other:	21

5. What best describes your employer? (Graduates working in Real Estate)

Real Estate Agency: 7
Appraisal Firm: 2
Commercial Bank: 3
Property Management Firm: 3
Mortgage Banker: 2
Construction Firm: 1
Title Insurance: 1
Insurance: 1
Other: 1

6. How long have you held your current position? (Graduates working in Real Estate)

0-5 years: 10
5-10 years: 4
10 + years: 4

7. What was your starting pay in your first position after graduation? (Graduates working in Real Estate)

Mean Income: \$18,400

Median Income: \$17,500

8. What is your present income? (Graduates working in Real Estate)

Mean Income: \$74,500

Median Income: \$56,000

9. How helpful was your Real Estate major in obtaining your first position? (Graduates working in Real Estate)

Very Helpful: 7
Somewhat Helpful: 6
Did Not Matter: 4
Don't Know: 1

10. Do you believe your education adequately prepared you for entry into the Real Estate industry?
(Graduates working in Real Estate)

Yes: 18
No: 0

11. Briefly describe the computer skills you use in your position

1. All aspects except programming
2. Word processor, spreadsheet, and financial analysis programs
3. Word processing and spreadsheet applications
4. Word processing, spreadsheets, and internet
5. IMP
6. Daily use of Microsoft office as a trainer and typing skills also used frequently
7. Word Perfect and Lotus
8. Use spreadsheet programs (Microsoft Excel), Word processing (Microsoft Word) also use companies industry specific closing and settlement software.
9. Word processing and spreadsheets
10. Excel, Word, Expert Bonder, FAMAS
11. Accessing MLA, database, internet, E-mail, Software Windows 95, R.E. Program, Microsoft Excel, Power Point presentations.
12. Full Business related skills.
13. Maestoj various accounting/property management software programs, lotus and databases
14. Lots of researching on paid software programs and word processor
15. Windows, full lotus software, industry software
16. Data entry, Report typing, sales comparable searches

12. List the specific computer software that is used in you office (e.g. Word, Excel, Lotus, Top Producer, etc.).

1. Windows, Word Perfect, MCS Computer Appraisal Software
2. Lotus 123, AMI PRO, Excel, Maugrick, SIMS
3. Word, Lotus, (Getting Top Producer soon)
4. Yardi, Word for Windows, Lotus, Maestro (Boris)
5. Windows 95, Quicken Deluxe Plus Microsoft, Netscape Navigator
6. Accessing MLA, Database, Internet, E-mail, Software Windows 95, RE program, Microsoft Excel, Power Point Presentations
7. Excel, Word, Expert Bonder, FAMAS
8. MS Word/Works
9. Word, Excel, Title Scan, Tistar
10. Word Perfect, and Lotus
11. Applied Computer Software and Hardware
12. Word, Excel, Quicken, Top Producer
13. Windows 95, Top Producer, MUS Program
14. Top Producer, Microsoft Works
15. Word Perfect, Lotus, MIDNET, MORNET, and NITE RIDDER
16. MS-word, MS-Excel, Lotus-123, Quatro pro, Word Perfect, Windows
17. Microsoft: Access, Word, Excel, and Power Point

13. Has your Real Estate education benefited you in your current position? (Graduates not working in Real Estate)

Yes: 7

No: 23

14. Do you believe your Real Estate education was a positive factor in your employer's decision to hire you? (Graduates not working in Real Estate)

Yes: 5

No: 12

Don't Know: 13

15. What are the reasons you are not presently working in Real Estate? (Graduates not working in Real Estate)

No significant data

16. Have you worked in Real Estate at any time since graduating from Ferris State University? (Graduates not working in Real Estate)

No: 23

Yes: 7

Type of Employment

1. Sales agent
2. Bookkeeper, secretary, open house hostess
2. Loan officer, agent
3. REALTOR for one month
4. Property management
5. Selling Florida real estate in Michigan for General Development Corp. (now bankrupt)

17. What was the primary reason you obtained a Real Estate degree? (All graduates)

A career in Real Estate: 25

Personal use: 22

Real Estate investments: 15

Other: 2

- a) to have second degree
- b) compliment and specialize business degree

18. What type(s) of Real Estate have you purchased since graduating from Ferris State University? (All graduates)

Home: 36

Recreational: 7

Income Property: 13

Investment Property: 12

Other: 12

- a) None
- b) Large tracts of land
- c) Business
- d) Have listed and helped sell property
- e) Commercial

19. How helpful was your Real Estate degree in purchasing these properties? (All graduates)

Very Helpful: 22

Somewhat Helpful: 16

Not very helpful: 3

Other: 5

- a) Don't know
- b) N.A.

20. If you own income and/or investment properties, how many? (All graduates)

N.A.: 31

0: 4

1: 4

2: 5

3: 3

16: 1

21. If you own residential income properties, how many residential units? (All graduates)

NA: 22

0: 6

1: 6

2: 1

4: 2

16: 1

22. The objective of the Real Estate Program at Ferris is to prepare students to become competent employees by providing them with a curriculum that emphasizes communication skills and a strong liberal arts background along with the more traditional business/real estate classes. Based on your experiences, rate (using the following scale) the importance of requiring classes in the listed areas. Leave blank if not applicable

1. Very important
2. Important
3. Moderately important
4. Of little importance
5. Eliminate

		Not working In Real Estate	Working in Real Estate	Total
Math				
	1.	18	10	28
	2.	8	5	13
	3.	4	2	6
	4.	0	0	0
	5.	0	1	1
		Mean: 1.5	Mean: 1.7	
Accounting				
	1.	13	9	22
	2.	13	7	20
	3.	4	3	7
	4.	0	0	0
	5.	0	0	0
		Mean: 1.7	Mean: 1.7	
Speech				
	1.	16	8	24
	2.	8	7	15
	3.	7	2	9
	4.	0	1	1
	5.	0	0	0
		Mean: 1.7	Mean: 1.8	
English and Communications				
	1.	15	10	25
	2.	11	6	17
	3.	4	1	5
	4.	0	0	0
	5.	0	1	1
		Mean: 1.6	Mean: 1.7	
Computer				
	1.	16	9	25
	2.	9	6	15
	3.	5	2	7
	4.	0	0	0
	5.	0	1	1
		Mean: 1.6	Mean: 1.8	

	Not Working In Real Estate	Working in Real Estate	Total
Science			
1.	1	1	2
2.	2	2	4
3.	9	5	14
4.	13	6	19
5.	5	4	9
	Mean: 3.6	Mean: 3.6	
Personal Insurance			
1.	5	2	7
2.	15	2	17
3.	10	14	24
4.	0	0	0
5.	0	0	0
	Mean: 2.2	Mean: 2.7	
Real Estate Appraisal			
1.	16	9	25
2.	11	7	18
3.	2	1	3
4.	1	0	1
5.	0	1	1
	Mean: 1.6	Mean: 1.7	
Real Estate Finance			
1.	20	11	31
2.	7	5	12
3.	2	1	3
4.	1	1	2
5.	0	0	0
	Mean: 1.4	Mean: 1.6	
Real Estate Investment			
1.	15	10	25
2.	12	6	18
3.	2	1	3
4.	1	0	1
5.	0	1	1
	Mean: 1.6	Mean: 1.7	
Property Management			
1.	12	9	21
2.	13	3	16
3.	5	4	9
4.	0	1	1
5.	0	1	1
	Mean: 1.8	Mean: 2.0	

	Not Working In Real Estate	Working In Real Estate	Total
Business Law			
1.	16	11	27
2.	11	5	16
3.	2	1	3
4.	1	0	1
5.	0	1	1
	Mean: 1.6	Mean: 1.6	
Marketing			
1.	10	9	19
2.	17	5	22
3.	3	3	6
4.	0	0	0
5.	0	1	1
	Mean: 1.8	Mean: 1.8	
Management			
1.	13	8	21
2.	14	5	19
3.	2	4	6
4.	1	0	1
5.	0	1	1
	Mean: 1.7	Mean: 1.9	
Cultural Enrichment			
1.	3	1	4
2.	4	3	7
3.	13	6	19
4.	6	6	12
5.	4	2	7
	Mean: 3.1	Mean: 3.3	
Social Sciences			
1.	1	1	2
2.	6	3	9
3.	14	9	23
4.	6	4	10
5.	3	1	4
	Mean: 3.1	Mean: 3.1	

23 How do you believe the quality of the Real Estate Program compares with the quality of other programs? (All graduates)

Much Better: 14

About the Same: 27

Worse: 1

Don't Know: 6

Graduates Working in Real Estate

24. What recommendations do you have for improving Ferris' Real Estate Programs?

1. Broaden the selection of courses. Give credit for students to work for a company because it's good experience.
2. Teach Real Estate Law and compliance. Make sure RESPA, FTIL, and REGZ are fully understood. Appraisal class is a must. Need more law and speech courses.
3. Have REALTORS visit and advise students on the Real Estate field and possibilities. Allow students to follow a Real Estate broker for a day. Plus, an analysis of profit/loss/ commission schedules, business costs, etc., hours, demands.
4. Place more emphasis on Real Estate career paths other than traditional sales
5. More practical usage programs
6. Keep up with software as it changes pertaining to Real Estate Management. Offer internships as a requirement to graduate from the program.
7. Should attempt to network more with industry to gain relationships that could benefit the students.
8. The Real Estate brokers test has many questions on this topic (finance) that is not that well covered by the prep course (Halloways).
9. Get some credit towards one's brokers' license by getting his Real Estate degree through Ferris. More real life situations
10. Explaining the secondary market and what Fannie Mae and Freddie Mac underwriting guideline requirements are.
11. Make sure the instructors are keeping current on the latest industry information and that they can competently relay that knowledge to students. An emphasis on "hands on" applications of theory, techniques, etc... is a great way to get "real life" experience.
12. More emphasis on sales and marketing to prepare the students who may go into sales of residential for commercial property. Possibly some co-op education.

Not working in Real Estate

24. What recommendations do you have for improving Ferris' Real Estate Programs?

1. I think with the law becoming more and more complex, more emphasis should be put in that area.
2. Economics and other finance should be incorporated into curriculum. The need to understand time value of money and knowledge of other finance/investment options is important.
3. Require more physical appraisals.
4. I would like to see a four-year degree offered in the future.
5. Course(s) in underwriting, for residential lending, processing doc., prep and underwriting guidelines. Small Business marketing, showing the application of programs like top producer, and marketing plans.
6. Somehow co-oping with Real estate offices. Real experiences are tremendously better and can show the importance of knowing certain skills.
7. An internship type of class.
8. Better placement opportunities from Ferris.
9. More professional speakers.
10. Certifying classes so those who wish to obtain their Real Estate license can do so without any additional course work outside of the program. CMU has this program. It's time for Ferris State to Step up to the task.
11. Co-op in Real Estate office. Course on Licensing.
12. Try to have more hands-on experiences, such as working for a day with Real Estate professionals, more lectures from them in class, and suggestions as how to get started.
13. More recognition to show value as a program to employers and students. Should try to get major companies to hire student for their commercial expansions in real estate. Use the web!
14. Talk more about a typical day in the life of an employee working in the Real Estate field.
15. Have the state test available to the student upon graduating.
16. Stress communication skill and writing skills!

APPENDIX C

STUDENT PERCEPTIONS OF FERRIS STATE UNIVERSITY REAL ESTATE PROGRAM

INSTRUCTIONS: Rate each item using the following guide:

- E = EXCELLENT** means nearly ideal, top 5 to 10%;
- G = GOOD** is a strong rating, top one-third;
- A = ACCEPTABLE** is average, the middle-third;
- BE = BELOW EXPECTATIONS** is only fair, bottom one-third;
- P = POOR** is seriously inadequate, bottom 5 to 10%;
- DK = Don't Know.**

A comment column has been provided if you wish to explain your rating.

Please Rate Each Item Below	E	G	A	BE	P	DK	Comments
1. Courses in the Programs are:							
● Available and conveniently located.							
● Based on realistic prerequisites.							
2. Written objectives for courses in your program:							
● are available to students.							
● Describe what will be covered in the course.							
3. Teaching methods, procedures and course content:							
● Meet your occupational needs, interests and objectives.							
● Provide practice for developing job skills.							
4. Related courses (such as Marketing, Finance, Accounting, Economics, etc.) are:							
● Pertinent to occupational instruction.							
● Current and meaningful to you.							
5. Work experience (internship) is:							
● Readily available at convenient locations.							
● Coordinated with faculty.							
● Considered by you to be valuable.							
6. Career planning information or assistance:							
● Meets your needs and interests.							
● Helps you make career decisions and choices.							
7. Placement services are available to:							
● Help you find employment opportunities.							
● Prepare you to apply for a job.							
8. Instructors in the program:							
● Know the subject matter and occupational requirements.							
● Are available to provide help when you need it.							

Please Rate Each Item Below	E	G	A	BE	P	DK	Comments
● Provide instruction so it is interesting and understandable.							
9. Instructional support services (such as tutoring, library resources) are:							
● Available to meet your needs and interests.							
● Available to all students on an equal basis.							
10. Instructional equipment is:							
● Current and representative of industry.							
● Insufficient quantity to avoid long delays in use.							
● Current and in good condition.							
11. Instructional materials (e.g., textbooks and reference books) are:							
● Available and conveniently located for use as needed.							
● Current and meaningful to the subject.							
● Not biased toward "traditional" sex roles.							
● Available at reasonable cost.							

1. What are strengths and weaknesses of the Real Estate Program?

2. What are major needs for improvement of the Real Estate Program?

3. Additional comments (use the back of this paper if necessary).

Please Rate Each Item Below	E	G	A	BE	P	DK	Comments
1. Courses in the Programs are:							
Available and conveniently located	4	7	5				
Based on realistic prerequisites	6	6	4				
2. Written objectives for courses in your program:							
Are available to students	7	7	2				
Describe what will be covered in the course	4	10	2				
3. Teaching methods, procedures & course content:							
Meet your occupational needs, interests, & objectives	9	6	1			1	
Provide practice for developing job skills	7	3	4		2		
4. Related Business courses are:							
Pertinent to occupational instruction	3	5	2	1		4	
Current and meaningful to you	6	7		1		2	
5. Work experience (internship) is:							
Readily available at convenient locations	1	2	2			11	First year class
Coordinated with faculty	1	4	1	1		8	
Considered by you to be valuable	5	3	1			7	
6. Career planning information or assistance:							
Meets your needs and interests	6	7			1	2	
Helps you make career decisions and choices	6	5		1	1	2	
7. Placement services are available to:							
Help you find employment opportunities		5	2	1	1	7	
Prepare you to apply for a job		6	2		1	7	
8. Instructors in the program							
Know the subject matter & occupational requirements	11	4	1				D. L. is a very smart man & an excellent instructor , Humorous & knows his work
Are available to provide help when you need it	10	3	1	2			D.L. & M.G. are both willing to give students extra time & help when needed
Provide instruction so it is interesting & understandable	7	7					
9. Instructional support services are:							
Available to meet your needs and interests	2	6	1		1	5	
Available to all students on an equal basis	2	6	2		1	3	
10. Instructional equipment is:							
Current and representative of industry	2	6	4			2	
Insufficient quantity to avoid long delays in use	3	5	3	1		3	
11. Instructional materials are:							
Available & conveniently located for use as needed	5	6	4				
Current and meaningful to the subject	6	5	4				
Not biased towards "traditional" sex roles	4	7		1		2	
Available at a reasonable cost	2	5	6		1	1	

Real Estate 210

1. What are the strengths of the Real Estate Program?

- Not a hard Course to take
- Acquire skills pertinent to the real world, enthusiastic instructors
- Have instructors that are current, and apply learning information to the profession.
- Certificate program is a strength and attracts students from other programs
- The instructor, interesting subject matter
- Dick and his experience/knowledge and his ability to answer any questions.
- Knowledgeable instruction

2. What are the weaknesses of the Real Estate Program?

- I have been sick so much that I have had to miss class.
- Need more courses targeted towards entrepreneurship.
- Could cover what would be on the state license course more so.

3. What are major needs for improvement of the Real Estate Program?

- Need more practice for developing job skills.
- More practical assignments
- More written work

4. Additional Comments

- Dick LaBarre is very understanding and he makes the class interesting. I enjoyed him as an instructor. If I wasn't graduating and moving, I would want to take another real estate class instructed by Dick LaBarre.
- Principles course has been very beneficial to me, learned basics about buying my first home and things to watch out for.
- Dicks cool! This should be a required class for Construction Mgt students, it's practical, resourceful, and worth the money.

Real Estate Upper Class

Please Rate Each Item Below	E	G	A	BE	P	DK	Comments
1. Courses in the Programs are:							
Available and conveniently located	8	6					
Based on realistic prerequisites	6	8					
2. Written objectives for courses in your program:							
Are available to students	6	5	2				
Describe what will be covered in the class	7	5	2				
3. Teaching methods, procedures & course content							
Meet your occupational needs, interests, & objectives	8	5	1				D.L. gets an E, M.G. gets a DK; Hands-on; M.G. did a poor job teaching appraisal
Provide practice for developing job skills	7	6	1				
4. Related Business courses are:							
Pertinent to occupational instruction	3	10	1				
Current and meaningful to you	5	9					
5. Work experience (Internship) is:							
Readily available at convenient locations	3		2	2	1	4	
Coordinated with faculty	4	2	2	1	1	2	
Considered by you to be valuable	5	4	1			2	
6. Career planning information or assistance:							
Meets your needs and interests	5	3		3		3	
Helps you make career decisions and choices	6	4		2		2	
7. Placement services are available to:							
Help you find employment opportunities	3	1	5	1		4	Didn't use placement office; Did not help me, found my job on my own
Prepare you to apply for a job	4	3	2	1		4	
8. Instructors in the program							D.L. is very knowledgeable in Real Estate & is always available as a resource
Know the subject matter & occupational requirements	9	3	2				Exceptionally well; Depending on the teacher
Are available to provide help when you need it	10	3	1				Always
Provide instruction so it is interesting & understandable	7	7					Depending on the teacher
9. Instructional support services are:							
Available to meet your needs and interests	9	1	3		1		Did not have a good MATH 115 tutor; Library staff doesn't know how to use CD-ROM
Available to all students on an equal basis	7	3	3				
10. Instructional equipment is:							
Current and representative of industry	4	4	5		1		No available Real Estate Software
Insufficient quantity to avoid long delays in use	5	4	4		1		
11. Instructional materials are:							
Available & conveniently located for use as needed	6	7	1				
Current and meaningful to the subject	5	6	4				
Not biased towards "traditional" sex roles	5	6	2	1			
Available at a reasonable cost	5	2	2	1	4		

Real Estate Upper Class

1. What are the strengths of the Real Estate Program?

- Reliable and knowledgeable professors, easy to understand text, prepares for work force.
- Knowing about real estate appraisals and the basics
- Instructors
- Very good explanations, life like situations
- LaBarre gave a good basic understanding of the R.E. world
- Hands-on experience, relative, useful
- Great teachers
- The information that I learned about real estate was practical and current
- Class scheduling flexibility
- Good educated professors
- LaBarre is a great teacher, available anytime to help with school.

2. What are the weaknesses of the Real Estate Program?

- Can't find a good intern
- Computer software
- Not enough placement opportunities
- Bad teachers
- One professor needs to retire, not up to par

3. What are major needs for improvement of the Real Estate Program?

- Need to have more good interns available
- Make it more interesting, and show good performance
- Giller needs to get out of Co-Co Beach and into the 90's
- Not enough internships, need more job placement assistance
- Administration needs to listen to complaints & suggestions about teachers & do something about it.
- More organization
- Don't allow Doc Heeter to teach
- Software and computers to run software
- To have more projects in each of the real estate classes, more hands on stuff
- More equipment for real estate
- Training more than State License required, easily passed State test without problem

4. Additional Comments

- Instructors are well prepared and familiar with the subject, Easy to find assistance from the professor when needed.
- Good and valuable program
- Good program for anyone in Construction program to get a R.E. background
- Program needs more organization, input, and opportunities

APPENDIX D

**FACULTY PERCEPTIONS OF
FERRIS STATE UNIVERSITY
REAL ESTATE PROGRAMS**

INSTRUCTIONS: Rate each item using the following guide:

- E = EXCELLENT** means nearly ideal, top 5 to 10%;
- G = GOOD** is a strong rating, top one-third;
- A = ACCEPTABLE** is average, the middle-third;
- BE = BELOW EXPECTATIONS** is only fair, bottom one-third;
- P = POOR** is seriously inadequate, bottom 5 to 10%;
- DK = Don't Know.**

A comment column has been provided if you wish to explain your rating.

Please Rate Each Item Below	E	G	A	BE	P	DK	Comments
1. Participation in Development of Program: <ul style="list-style-type: none"> ● Administrators and others involved in developing and revising the college plan for this occupational program seek and respond to faculty, student and community input. 							
2. Course Objectives: <ul style="list-style-type: none"> ● Objectives have been developed for the courses and are used to plan and organize instruction. 							
3. Use of information on Labor Market Needs: <ul style="list-style-type: none"> ● Current data on labor market needs and emerging trends in the job market are used in developing and evaluating this program. 							
4. Use of Student Follow-Up Information: <ul style="list-style-type: none"> ● Current follow-up on graduates and those who do not complete all of the program are consistently used in evaluating this program. 							
5. Relevance of Supportive Courses: <ul style="list-style-type: none"> ● Applicable supportive courses (such as communications, computer usage, accounting, etc.) are relevant to program goals and current to the needs of students. 							
6. Provision for Work Experience/Cooperative Education: <ul style="list-style-type: none"> ● Ample opportunities are provided for related work or co-op experience is available for students. 							
7. Program Availability and Accessibility: <ul style="list-style-type: none"> ● Students and potential students desiring enrollment in this program are identified through recruitment activities, treated equally in enrollment selection, and not discouraged by unrealistic prerequisites. The program is readily available and accessible at convenient times and locations. 							
8. Efforts to Achieve a Bias Free Environment: <ul style="list-style-type: none"> ● Emphasis is given to assuring that no illegal or improper bias (whether it be sex, race or other) occurs in this program. 							
Please Rate Each Item Below	E	G	A	BE	P	DK	Comments

<p>9. Provision for Program Advisement:</p> <ul style="list-style-type: none"> Instructors in the program advise students on program and course selection. Registration procedures facilitate course selection and sequencing. 								
<p>10. Provision for Career Planning and Guidance:</p> <ul style="list-style-type: none"> Students in this program have ready access to career planning and guidance services. 								
<p>11. Adequacy of Instructional Facilities:</p> <ul style="list-style-type: none"> Instructional facilities and equipment meet the program objectives and student needs. 								
<p>12. Use of Advisory Committees:</p> <ul style="list-style-type: none"> The advisory committee for this program is active and representative of the occupation. 								
<p>13. Perception of Students who go on for a B.S.:</p> <ul style="list-style-type: none"> Students going on for a Bachelors Degree are some of the better students in the College of Business. 								

1. What are strengths and weaknesses of the Real Estate Program?

2. What are major needs for improvements of the Real Estate Program?

3. Additional comments (use the back of this paper if necessary).

Faculty Perceptions

PLEASE RATE EACH ITEM BELOW	E	G	A	BE	P	DK	COMMENTS
1. Participation in Development of the Program	4	1	2			3	
Administrators and others involved in developing and revising the college plan for this occupational program seek and respond to faculty, student and community input	4	1	2			3	Principal faculty member assumes this responsibility.
2. Course Objectives							
Objectives have been developed for the courses and are used to plan and organize instruction.	7	1	2			1	
3. Use of information on Labor Market Needs							
Current data on labor market needs and emerging trends in the job market are used to plan and organize instruction.	4	4				3	
4. Use of Student Follow-Up Information							
Current follow-up on graduates and those who do not complete all of the program are consistently used in evaluating this program	3	3	1			4	
5. Relevance of Supportive Courses							
Applicable supportive courses (such as communications computer usage, accounting, etc.) are relevant to program goals and current to the needs of the students.	6	2	3				
6. Provision of Work Experience/Cooperative Education							
Ample opportunities are provided for related work or co-op experience is available for students	2	4	1	1		2	College lacks a strong co-op effort
7. Program Availability and Accessibility							
Students and potential students desiring enrollment in this program are identified through recruitment activities, treated equally in enrollment selection, and not discouraged unrealistic prerequisites. The program is readily available and accessible at convenient times and locations	6	2	2			1	This is 2 questions - treated equally with realistic prereqs is E no idea on the rest
8. Efforts to Achieve a Bias Free Environment							
Emphasis is given to assuring that no illegal or improper bias (whether it be sex, race, or other) occurs in this program	9	1	1				

Faculty Perceptions

PLEASE RATE EACH ITEM BELOW	E	G	A	BE	P	DK	COMMENTS
9. Provision for Program Advisement							
Instructors in the program advise students on program and course selection. Registration procedures facilitate course selection and sequencing.	7	2	1				Two questions, Principal faculty member provides excellent assistance
10. Provision for Career Planning and Guidance							
Students in this program have ready access to career planning and guidance services.	5	2	2			2	In this day of computers we must be on the cutting edge...it is not yet, Provided by principal faculty member
11. Adequacy of Instructional Facilities							
Instructional facilities and equipment meet the program objectives and student needs.	1	5	4				Offer them computer support,
12. Use of Advisory Committees							
The advisory committee for this program is active and representative of the occupation.	2	2	2			6	
13. Perception of Students who go on for a B.S.							
Students going on for a Bachelors Degree are some of the better students in the College of Business.	1	3	1			5	Doubtful if relevant,

Faculty Perceptions

1. What are the strengths of the Real Estate Program?
 - The coordinator and the real world experience and the concern for the students
 - The principle strength is the dedication and enthusiasm of the program "coordinator"
 - An obvious strength is the super job the program coordinator does. His background, enthusiasm and concern for the students should be a model for others in the COB.
 - The instruction is a strength. The program was created many years ago to meet a need that still exists today. Availability of courses to other students easily transferable to any B.S. program in Business.
 - Up to date, enthusiastic faculty.
 - Good instructor, courses are appropriate for the program.
 - Excellent faculty

2. What are the weaknesses of the Real Estate Program?
 - Advertising program and recruiting students
 - LaBarre is spread too thin!!
 - More visibility in statewide REALTOR seminars and conferences. More faculty to teach these courses.

3. What are major needs for improvement of the Real Estate Program?
 - Speculation: An active, committed advisory committee.
 - Help with technical resources
 - Specialized computer programs
 - Years ago the Department of Licensing/Regulation approved several courses as filling the requirements to sit for the state exam to be licensed to sell real estate. I understand a problem developed at the department level. I don't believe we have this now. This is a weakness.
 - We need a time release to qualify the appraisal course to meet license exam requirements.

4. Additional Comments
 - The Real Estate program is unique in that, not only are students trained in program specific areas, but each student is exposed to a broad range of business and legal concepts that will give them an added advantage both in their professional life and their personal life. We should be proud of this program, its faculty and its students.
 - The real estate courses were popular elective courses for personal finance reasons. The move to semesters has hurt some of our elective courses. I don't know if this is true of the real state courses. If so, that's a shame because as was the case 20 years ago when the program was created, the courses are very useful from a personal financial stand point.
 - Needs additional faculty specialized in the area. More recruitment activities, support to develop the program.

APPENDIX E

COLLEGE OF BUSINESS
ENROLLMENT PROFILE
Fall Semester

Program	1989	1990	1991	1992	1993	1994	1995	1996	1997	% of 97
Masters - Accountancy	10	7	9	8	3	0	0	0	0	0.0%
Masters - Information Systems Mgt.	19	21	22	21	26	1	6	3	0	0.0%
Accountancy	311	319	335	255	180	138	133	107	91	4.1%
Accountancy - T	24	26	30	29	26	20	16	10	5	0.2%
Accountancy/Finance	54	56	54	45	28	15	18	19	23	1.0%
Computer Information Systems	183	198	218	155	168	155	150	172	187	8.5%
Computer Information Systems - T	49	38	31	32	24	31	29	25	14	0.6%
CIS/Accountancy	58	49	54	42	35	36	29	31	20	0.9%
CIS/Management	65	68	61	44	35	17	16	11	8	0.4%
CIS/Marketing	25	21	19	13	6	4	2	2	5	0.2%
Office Automation Systems	31	24	21	17	15	15	2	3	2	0.1%
Office Automation Systems - T	5	3	3	11	9	6	6	2	0	0.0%
Administrative Assistant (A.A.S.)	43	31	43	47	34	13	4	2	0	0.0%
Court & Freelance Reporting (A.A.S.)	79	58	61	40	37	25	9	0	0	0.0%
Executive Secretary (A.A.S.)	39	37	25	16	6	3	0	0	0	0.0%
Legal Secretary (A.A.S.)	20	26	26	13	10	3	0	0	0	0.0%
ACIS DEPARTMENT TOTALS	1015	982	1012	788	642	482	420	387	355	16.1%
Quality and Productivity Mgt.	6	4	5	6	4	2	1	2	2	0.1%
Quality and Productivity Mgt. - T	2	1	0	2	0	0	0	0	0	0.0%
ECAS DEPARTMENT TOTALS	8	5	5	8	4	2	1	2	2	0.1%
Accelerated Business	2	1	0	0	0	0	0	1	1	0.0%
Business Administration	609	592	554	466	368	250	201	148	153	6.9%
Business Administration - T	73	69	71	75	48	32	38	32	22	1.0%
Business Economics	13	16	15	4	0	0	0	0	0	0.0%
Business Economics - T	2	1	0	0	0	0	0	0	0	0.0%
Finance	53	62	77	68	47	37	35	20	27	1.2%
Finance - T	14	15	6	5	6	3	4	4	0	0.0%
Human Resources Management	25	31	40	40	27	20	25	36	27	1.2%
Human Resources Management - T	6	8	7	6	7	3	3	6	5	0.2%
Insurance	35	32	34	37	16	13	7	11	12	0.5%
Insurance - T	5	3	8	7	0	1	2	1	0	0.0%
Insurance/Real Estate	27	37	30	21	20	15	12	14	14	0.6%
International Business	41	49	60	72	57	51	50	41	45	2.0%
International Business - T	3	2	6	7	5	4	3	1	1	0.0%
Management	252	249	234	179	120	87	62	64	64	2.9%
Management - T	24	23	26	26	19	8	8	10	5	0.2%
Operations Management	26	23	28	13	12	13	5	2	4	0.2%
Operations Management - T	31	23	14	13	5	7	4	1	0	0.0%
Small Business Management	62	57	58	60	39	27	34	34	35	1.6%
Small Business Management - T	14	12	23	19	11	8	8	8	5	0.2%
General Business (A.A.S.)	63	60	33	28	25	88	118	123	145	6.6%
Legal Assistant (A.A.S.)	66	88	96	79	62	33	35	26	29	1.3%
Real Estate (A.A.S.)	31	29	13	23	17	10	12	8	5	0.2%
MGMT DEPARTMENT TOTALS	1477	1482	1433	1248	911	710	666	591	559	27.1%

COLLEGE OF BUSINESS
ENROLLMENT PROFILE
Summer Semester

Program	1989	1990	1991	1992	1993	1994	1995	1996	1997	% of 97
Masters - Accountancy	2	1	4	2	3	0	0	0	0	0.0%
Masters - Information Systems Mgt.	7	10	19	19	22	1	0	0	1	0.1%
Accountancy	67	66	62	65	72	49	26	28	15	1.6%
Accountancy - T	11	8	10	17	16	11	9	4	2	0.2%
Accountancy/Finance	4	11	11	14	16	6	6	3	4	0.4%
Computer Information Systems	75	63	58	43	57	57	48	49	55	5.8%
Computer Information Systems - T	23	24	22	16	17	12	9	11	12	1.3%
CIS/Accountancy	8	10	11	16	3	11	8	11	8	0.8%
CIS/Management	15	10	19	15	11	7	6	5	2	0.2%
CIS/Marketing	0	5	5	6	4	2	1	1	1	0.1%
Office Automation Systems	3	4	4	7	9	6	2	2	2	0.2%
Office Automation Systems - T	1	1	2	3	10	3	5	2	0	0.0%
Administrative Assistant (A.A.S.)	14	12	9	18	16	6	3	1	0	0.0%
Court & Freelance Reporting (A.A.S.)	48	39	46	44	29	22	14	1	0	0.0%
Executive Secretary (A.A.S.)	9	6	8	3	2	2	0	0	0	0.0%
Legal Secretary (A.A.S.)	2	4	3	5	2	1	1	0	0	0.0%
ACIS DEPARTMENT TOTALS	289	274	293	293	289	196	138	118	102	10.8%
Quality and Productivity Mgt.	2	1	2	3	0	0	0	0	1	0.1%
Quality and Productivity Mgt. - T	2	1	0	2	0	0	0	0	0	0.0%
ECAS DEPARTMENT TOTALS	4	2	2	5	0	0	0	0	1	0.1%
Accelerated Business	0	0	0	0	0	0	1	0	1	0.1%
Business Administration	122	114	135	135	126	86	82	63	63	6.7%
Business Administration - T	35	35	34	37	37	19	18	19	20	2.1%
Business Economics	4	1	4	2	1	0	0	0	0	0.0%
Business Economics - T	2	1	0	0	0	0	0	0	0	0.0%
Finance	12	21	29	29	27	18	11	13	11	1.2%
Finance - T	8	6	4	2	3	0	2	3	0	0.0%
Human Resources Management	7	13	12	21	18	17	13	13	21	2.2%
Human Resources Management - T	18	5	3	3	6	5	2	2	3	0.3%
Insurance	15	17	19	19	7	5	4	3	3	0.3%
Insurance - T	4	2	3	4	2	0	1	0	1	0.1%
Insurance/Real Estate	4	8	8	7	4	6	4	5	1	0.1%
International Business	17	17	16	33	30	27	18	13	11	1.2%
International Business - T	3	1	2	6	2	2	3	1	0	0.0%
Management	44	48	51	53	47	33	24	17	14	1.5%
Management - T	18	8	10	13	14	10	5	4	4	0.4%
Operations Management	4	5	6	13	2	2	2	0	0	0.0%
Operations Management - T	8	10	5	8	4	2	4	0	0	0.0%
Small Business Management	20	10	12	14	26	9	7	10	6	0.6%
Small Business Management - T	5	3	4	14	6	5	2	6	2	0.2%
General Business (A.A.S.)	9	13	10	7	5	5	15	22	29	3.1%
Legal Assistant (A.A.S.)	10	13	14	15	21	15	9	5	8	0.8%
Real Estate (A.A.S.)	2	10	4	6	5	2	3	4	4	0.4%
MGT DEPARTMENT TOTALS	371	361	385	441	393	268	230	203	202	21.4%

Winter Semester

Program	1990	1991	1992	1993	1994	1995	1996	1997	1998	% of 97
Masters - Accountancy	6	11	7	6	0	0	0	0		0.0%
Masters - Information Systems Mgt.	10	20	23	26	5	5	2	0		0.0%
Accountancy	260	263	264	197	159	119	125	93		4.5%
Accountancy - T	28	24	34	27	20	19	15	7		0.3%
Accountancy/Finance	53	43	56	38	24	15	17	19		0.9%
Computer Information Systems	160	174	173	148	153	139	134	175		8.5%
Computer Information Systems - T	44	39	32	33	30	33	26	21		1.0%
CIS/Accountancy	42	41	43	34	34	31	22	29		1.4%
CIS/Management	58	62	41	32	21	16	12	10		0.5%
CIS/Marketing	20	14	15	9	4	1	2	2		0.1%
Office Automation Systems	22	23	19	14	17	7	2	3		0.1%
Office Automation Systems - T	5	4	6	14	8	7	6	0		0.0%
Administrative Assistant (A.A.S.)	36	39	44	39	18	9	4	1		0.0%
Court & Freelance Reporting (A.A.S.)	55	48	48	37	33	20	3	0		0.0%
Executive Secretary (A.A.S.)	29	31	23	8	4	2	0	0		0.0%
Legal Secretary (A.A.S.)	15	23	20	8	6	3	0	0		0.0%
ACIS DEPARTMENT TOTALS	843	859	848	670	536	426	370	360		17.6%
Quality and Productivity Mgt.	5	4	6	4	3	2	1	2		0.1%
Quality and Productivity Mgt. - T	1	0	2	2	0	0	0	0		0.0%
ECAS DEPARTMENT TOTALS	6	4	8	6	3	2	1	2		0.1%
Accelerated Business	2	0	0	0	0	0	0	0		0.0%
Business Administration	524	540	449	386	285	221	165	147		7.2%
Business Administration - T	81	86	75	70	42	33	35	24		1.2%
Business Economics	12	15	9	1	0	0	0	0		0.0%
Business Economics - T	2	2	0	0	0	0	0	0		0.0%
Finance	66	79	69	65	40	38	28	21		1.0%
Finance - T	15	10	5	4	6	2	4	3		0.1%
Human Resources Management	35	32	46	31	31	27	27	37		1.8%
Human Resources Management - T	7	8	5	11	7	2	5	6		0.3%
Insurance	37	38	35	34	13	13	8	9		0.4%
Insurance - T	4	4	7	4	0	1	2	1		0.0%
Insurance/Real Estate	37	32	21	15	17	13	12	15		0.7%
International Business	53	51	68	67	62	52	43	35		1.7%
International Business - T	4	4	9	6	3	5	1	0		0.0%
Management	222	215	180	128	103	71	60	66		3.2%
Management - T	26	26	25	26	17	6	10	10		0.5%
Operations Management	25	27	27	13	11	10	5	3		0.1%
Operations Management - T	30	19	16	11	7	5	2	0		0.0%
Small Business Management	58	55	59	50	40	32	30	30		1.5%
Small Business Management - T	12	15	24	17	11	7	7	7		0.3%
General Business (A.A.S.)	62	46	27	27	31	84	94	115		5.6%
Legal Assistant (A.A.S.)	58	69	66	72	51	35	25	23		1.1%
Real Estate (A.A.S.)	24	23	17	21	12	8	10	9		0.4%
MGT DEPARTMENT TOTALS	1396	1396	1239	1059	789	665	573	561		27.4%

APPENDIX F

FERRIS STATE UNIVERSITY

Student Credit Hours (SCH), Full Time Equated Faculty (FTEF) and SCH/FTEF Aggregated by Course Prefix within College and Department

Prefix	Year	Student Credit Hours				Full Time Equated Faculty				SCH/FTEF			
		Summer	Fall	Winter	F + W (a)	Summer	Fall	Winter	Avg F + W (b)	Summer	Fall	Winter	F + W (a / b)
College of Business													
Management													
INSR	1994-95	27.00	132.00	120.00	252.00	0.25	0.67	0.67	0.67	108.00	198.00	180.00	378.00
INSR	1995-96	42.00	102.00	84.00	186.00	0.25	0.50	0.50	0.50	168.00	204.00	168.00	372.00
INSR	1996-97	0.00	102.00	114.00	216.00	0.00	0.67	0.67	0.67		153.00	171.00	324.00
INTB	1993-94	0.00	549.00	481.00	1,030.00	0.00	2.25	2.58	2.42		244.00	186.30	426.33
INTB	1994-95	249.00	600.00	561.00	1,161.00	1.12	2.75	2.75	2.75	222.32	218.18	204.00	422.18
INTB	1995-96	162.00	414.00	372.00	786.00	0.63	2.33	2.43	2.38	259.20	177.43	153.01	329.94
INTB	1996-97	198.00	279.00	309.00	588.00	1.51	2.09	2.60	2.35	131.13	133.28	118.95	250.68
LLAW	1993-94	0.00	349.00	397.00	746.00	0.00	1.38	1.35	1.36		253.40	293.52	546.55
LLAW	1994-95	4.00	192.00	185.00	377.00	0.13	1.33	1.23	1.28	32.00	143.88	150.74	294.34
LLAW	1995-96	0.00	155.00	138.00	293.00	0.00	1.24	1.23	1.23		125.13	112.26	237.44
LLAW	1996-97	0.00	120.00	147.00	267.00	0.00	1.54	1.50	1.52		77.84	98.00	175.56
MGMT	1993-94	0.00	4,423.00	4,175.50	8,598.50	0.00	13.10	12.86	12.98		337.61	324.72	662.45
MGMT	1994-95	1,641.00	3,335.00	3,381.00	6,716.00	6.89	11.21	12.33	11.77	238.10	297.54	274.13	570.55
MGMT	1995-96	1,306.00	2,602.00	3,320.00	5,922.00	4.05	9.59	12.02	10.80	322.77	271.32	276.29	548.17
MGMT	1996-97	1,068.00	2,532.00	2,640.00	5,172.00	4.25	9.79	10.87	10.33	251.50	258.68	242.88	500.74
REAL	1993-94	0.00	126.00	210.00	336.00	0.00	0.33	0.83	0.58		378.00	252.00	576.00
REAL	1994-95	39.00	81.00	135.00	216.00	0.42	0.33	0.77	0.55	93.98	243.00	174.71	390.58
REAL	1995-96	6.00	114.00	165.00	279.00	0.00	0.33	0.69	0.51		342.00	238.33	544.05
REAL	1996-97	9.00	69.00	147.00	216.00	0.17	0.25	0.83	0.54	54.00	276.00	176.40	398.77
Marketing													
ADVG	1993-94	0.00	1,041.00	960.00	2,001.00	0.00	3.70	3.21	3.45		281.45	299.49	579.65
ADVG	1994-95	312.00	849.00	740.00	1,589.00	1.55	2.75	2.83	2.79	200.86	308.73	261.36	569.40
ADVG	1995-96	153.00	695.00	722.00	1,417.00	0.91	2.72	3.13	2.93	168.92	255.44	230.65	484.36
ADVG	1996-97	120.00	621.00	654.00	1,275.00	0.68	2.17	2.70	2.44	177.32	286.62	241.82	523.48

FERRIS STATE UNIVERSITY

Student Credit Hours (SCH), Full Time Equated Faculty (FTEF) and SCH/FTEF Aggregated by University by Department within College

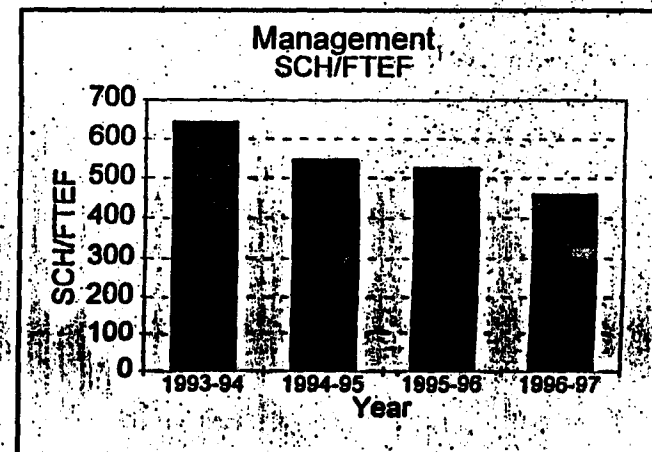
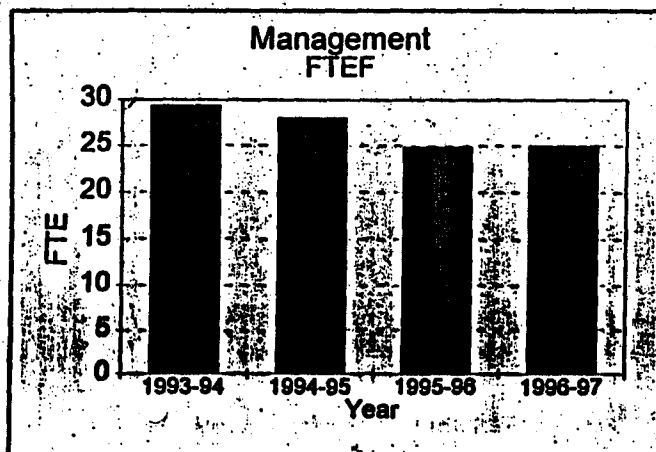
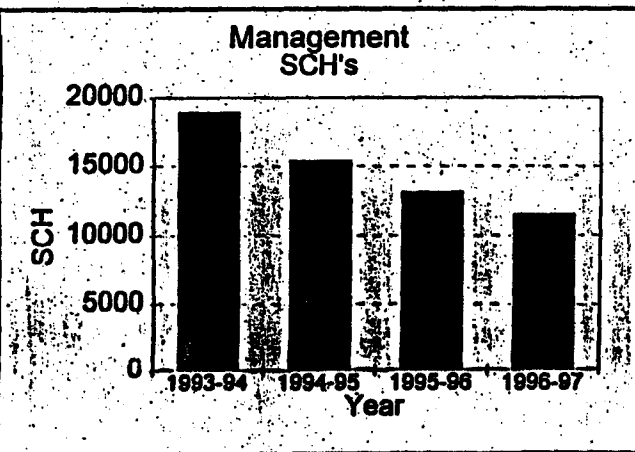
Department	Year	Student Credit Hours				Full Time Equated Faculty				SCH/FTEF			
		Summer	Fall	Winter	F + W (a)	Summer	Fall	Winter	Avg F + W (b)	Summer	Fall	Winter	F + (a /
College of Arts and Sciences													
Student Development Services	1995-96	455.00	4,288.00	1,605.00	5,893.00	6.17	18.30	9.96	14.13	73.74	234.36	161.08	417.0
Student Development Services	1996-97	507.00	4,215.00	0.00	4,215.00	5.31	17.87	0.00	8.94	95.44	235.84		471.6
College of Business													
Accountancy	1993-94	0.00	3,754.00	3,508.00	7,262.00	0.00	13.42	13.18	13.30		279.63	266.06	545.8
Accountancy	1994-95	1,016.00	3,159.00	3,085.00	6,244.00	4.95	13.61	14.92	14.27	205.16	232.15	206.72	437.6
Accountancy	1995-96	806.00	3,066.00	2,957.00	6,023.00	2.83	11.49	12.50	12.00	285.09	266.75	236.56	502.0
Accountancy/Computer Info Systems	1996-97	3,005.00	8,688.00	8,999.00	17,687.00	18.82	39.92	41.88	40.90	159.68	217.66	214.88	432.4
Computer Info Systems	1993-94	0.00	7,735.00	7,485.00	15,220.00	0.00	29.20	31.49	30.35		264.91	237.67	501.5
Computer Info Systems	1994-95	2,361.00	6,670.00	7,049.00	13,719.00	13.44	28.72	30.59	29.65	175.61	232.28	230.46	462.6
Computer Info Systems	1995-96	2,333.00	6,325.00	6,249.00	12,574.00	11.21	26.56	27.74	27.15	208.02	238.16	225.26	463.1
Management	1993-94	0.00	9,842.00	9,137.50	18,979.50	0.00	29.88	28.96	29.42		329.39	315.31	645.12
Management	1994-95	3,295.00	8,121.00	7,313.00	15,434.00	13.70	28.00	28.20	28.10	240.56	290.05	259.33	549.28
Management	1995-96	2,737.00	6,357.00	6,800.00	13,157.00	9.25	23.58	26.20	24.89	295.75	269.56	259.51	528.54
Management	1996-97	2,199.00	5,788.00	5,764.00	11,552.00	10.68	24.06	25.99	25.03	205.97	240.55	221.75	461.57
Marketing	1993-94	0.00	8,058.00	7,962.00	16,020.00	0.00	28.81	29.15	28.98		279.67	273.10	552.73
Marketing	1994-95	3,269.00	6,860.00	6,471.00	13,331.00	14.20	26.55	26.94	26.74	230.21	258.39	240.23	498.4
Marketing	1995-96	2,111.00	6,040.00	5,765.00	11,805.00	9.64	27.74	27.45	27.59	218.95	217.72	210.05	427.8
Marketing	1996-97	1,798.00	5,491.00	5,179.00	10,670.00	7.81	27.56	30.34	28.95	230.11	199.26	170.69	368.5
College of Education													
Child Development	1993-94	0.00	463.00	189.00	652.00	0.00	1.40	0.97	1.18		331.73	195.81	552.33
Child Development	1994-95	120.00	377.00	250.00	627.00	0.80	1.49	1.34	1.41	150.00	253.02	186.95	443.54
Child Development	1995-96	102.00	350.00	293.00	643.00	0.83	2.00	1.67	1.83	122.89	175.00	175.80	350.73
Child Development	1996-97	10.00	386.00	333.00	719.00	0.25	2.00	1.66	1.83	40.37	193.00	200.93	393.19

Ferris State University

Student Credit Hours (SCH), Full Time Equated Faculty (FTEF) and SCH/FTEF Aggregated by Department

Fall and Winter Terms Combined

Graphs - Group 26 (Department - Management)



<u>Year</u>	<u>SCH</u>	<u>FTEF</u>	<u>SCH/FTEF</u>
1993-94	18,979.50	29.42	645.12
1994-95	15,434.00	28.10	549.28
1995-96	13,157.00	24.89	528.54
1996-97	11,552.00	25.03	461.57

Caution: When viewing graphs, please note the differences in scales

Source: Office of Institutional Studies, g:\...fload\9697\prdfs3g.rsl

APPENDIX G

Occupational Employment Forecasts by Major Group: 1994 - 2005

OCCUPATION GROUP	EMPLOYMENT		CHANGE		AVERAGE ANNUAL OPENINGS
	1994	2005	LEVEL	RATE%	
TOTAL EMPLOYMENT	4,553,700	5,135,450	581,750	13	101,750
Managerial	463,250	534,450	71,200	15	16,100
Professional	629,850	774,400	144,550	23	25,590
Technical	174,850	208,450	33,600	19	6,600
Marketing & Sales	482,900	555,250	72,350	15	20,550
Administrative Support/Clerical	772,100	802,850	30,750	4	17,400
Service	712,250	823,200	110,950	16	28,300
Agriculture/Forestry/Fishing	108,350	110,950	2,600	2	2,150
Precision Production/Craft/Repair	503,300	550,010	46,710	9	14,870
Operators/Fabricators/Laborers	705,960	775,180	69,220	10	22,330

Industry Employment Forecasts by Major Group: 1994 - 2005

INDUSTRY	EMPLOYMENT		CHANGE	
	1994	2005	LEVEL	RATE%
TOTAL, WAGE & SALARY EMPLOYMENT	4,153,600	4,718,700	565,100	14
Mining	8,700	6,600	-2,100	-24
Construction	143,700	164,300	20,600	14
Manufacturing	953,200	989,400	36,200	4
Motor Vehicles	278,700	270,000	-8,700	-3
Transportation/Communication/Utilities	162,800	176,200	13,400	8
Wholesale Trade	206,100	233,100	27,000	13
Retail Trade	764,800	869,100	104,300	14
Finance/Insurance/Real Estate	196,400	206,100	9,700	5
Business/Mngt./Engineering Services	318,000	460,400	142,400	45
Health Services	343,800	434,100	90,300	26
Other Services	415,700	531,500	115,800	28
Government	639,700	647,000	7,300	1

Industry Employment Projections - continued

INDUSTRY	SIC*	EMPLOYMENT		CHANGE	
		1994	2005	LEVEL	PERCENT
RETAIL TRADE		764,800	869,100	104,300	14
BUILDING MATERIALS & GARDEN SUPPLIES	52	34,376	44,400	10,024	29
GENERAL MERCHANDISE	53	122,900	140,300	17,400	14
FOOD STORES	54	102,365	113,800	11,435	11
AUTO DEALERS & GAS STATIONS	55	79,319	86,100	6,781	9
APPAREL & ACCESSORY STORES	56	38,514	33,100	-5,414	-14
HOME FURNITURE & FIXTURES	57	30,009	35,900	5,891	20
EATING & DRINKING PLACES	58	269,500	315,000	45,500	17
MISCELLANEOUS RETAIL	59	87,423	100,500	13,077	15
FINANCE/INSURANCE/REAL ESTATE		196,400	206,100	9,700	5
DEPOSITORY INSTITUTIONS	60	68,519	63,700	-4,819	-7
NONDEPOSITORY CREDIT INSTITUTIONS	61	13,567	15,200	1,633	12
SECURITY & COMMODITY BROKERS/DEALERS/EXCHANGES	62	7,288	9,900	2,612	36
INSURANCE CARRIERS	63	40,284	35,300	-4,984	-12
INSURANCE AGENTS/BROKERS/SERVICE	64	21,400	28,400	7,000	33
REAL ESTATE	65	36,339	42,400	6,061	17
HOLDING & INVESTMENT OFFICES	67	8,883	11,200	2,317	26
SERVICES		1,077,500	1,426,100	348,600	32
HOTEL & OTHER LODGING PLACES	70	34,000	38,100	4,100	12
PERSONAL SERVICES	72	42,700	50,300	7,600	18
BUSINESS SERVICES	73	232,300	346,400	114,100	49
AUTO SERVICES & REPAIR	75	35,300	45,900	10,600	30
MISC REPAIR SERVICES	76	12,200	14,400	2,200	18
MOTION PICTURES	78	13,300	17,800	4,500	34
AMUSEMENT & RECREATION SERVICES	79	43,200	60,500	17,300	40
HEALTH SERVICES	80	343,800	434,100	90,300	26
LEGAL SERVICES	81	25,753	27,100	1,347	5
EDUCATIONAL SERVICES (PRIVATE)	82	39,461	47,300	7,839	20
SOCIAL SERVICES	83	76,567	116,400	39,833	52
MUSEUMS/ART GALLERY/BOTANICAL/ZOOLOGICAL GARDENS	84	1,700	2,300	600	35
MEMBERSHIP ORGANIZATIONS	86	68,400	80,300	11,900	17
ENGINEERING/ACCOUNTING/RESEARCH/MANAGEMENT	87	85,663	114,000	28,337	33
MISCELLANEOUS SERVICES	89	1,900	2,900	1,000	53
AGRICULTURAL SERVICES	07	20,898	28,300	7,402	35
GOVERNMENT		639,700	647,000	7,300	1
FEDERAL		57,000	54,700	-2,300	-4
POST OFFICE	43	28,600	29,800	1,200	4
OTHER FEDERAL		28,400	24,900	-3,500	-12
STATE		164,700	168,800	4,100	3
STATE EDUCATION		87,800	91,700	3,900	4
OTHER STATE		77,100	77,100	0	0
LOCAL		418,100	423,500	5,400	1
LOCAL EDUCATION		243,300	250,400	7,100	3
OTHER LOCAL		174,800	173,100	-1,700	-1

* STANDARD INDUSTRIAL CLASSIFICATION

**MICHIGAN OCCUPATIONAL PROJECTIONS
1994 - 2005**

TITLE	EMPLOYMENT		CHANGE		ANNUAL AVERAGE OPENINGS		
	1994	2005	LEVEL	PERCENT(%)	TOTAL	GROWTH	REPLACEMENT
BROADCAST TECHNICIANS	950	970	20	2	30	0	20
COMPUTER PROGRAMMERS	17,570	21,090	3,510	20	820	320	500
LEGAL ASSISTANTS AND TECHNICIANS, EXCEPT CLERICAL	6,820	9,210	2,390	35	290	220	70
PARALEGALS	2,300	3,500	1,200	52	130	110	20
TITLE EXAMINERS AND SEARCHERS	810	810	10	1	10	0	10
ALL OTHER LEGAL ASSISTANTS, INCLUDING LAW CLERKS	3,710	4,900	1,190	32	150	110	40
PROGRAMMERS, NUMERICAL, TOOL, AND PROCESS CONTROL	420	480	60	14	20	10	10
TECHNICAL ASSISTANTS, LIBRARY	1,900	2,100	210	11	60	20	50
ALL OTHER TECHNICIANS	560	600	50	8	20	10	10
MARKETING AND SALES OCCUPATIONS	482,900	566,260	72,350	15	20,580	6,800	14,000
CASHIERS	113,000	135,000	22,000	19	6,580	2,000	4,580
COUNTER AND RENTAL CLERKS	15,340	19,000	3,660	24	770	330	440
INSURANCE SALES WORKERS	19,500	20,400	900	5	400	80	320
MARKETING AND SALES WORKER SUPERVISORS	67,210	80,000	12,790	19	2,370	1,160	1,210
REAL ESTATE AGENTS, BROKERS, AND APPRAISERS	21,690	24,990	3,300	15	710	300	410
BROKERS, REAL ESTATE	970	1,240	270	28	40	20	20
REAL ESTATE APPRAISERS	1,420	1,550	140	10	40	10	30
SALES AGENTS, REAL ESTATE	19,300	22,200	2,900	15	630	260	360
SALESPERSONS, RETAIL	130,710	144,000	13,290	10	5,140	1,210	3,940
SECURITIES AND FINANCIAL SERVICES SALES WORKERS	4,250	5,720	1,470	35	200	130	60
TRAVEL AGENTS	3,960	5,140	1,180	30	200	110	90
ALL OTHER SALES AND RELATED WORKERS	107,270	121,020	13,750	13	4,190	1,250	2,940
ADMINISTRATIVE SUPPORT OCCUPATIONS, INCLUDING CLERICAL	772,100	802,850	30,750	4	17,400	2,800	15,100
ADJUSTERS, INVESTIGATORS, AND COLLECTORS	37,050	40,750	3,700	10	770	340	430
ADJUSTMENT CLERKS	10,010	10,100	90	1	110	10	100

APPENDIX H