

# **FINANCE**

**Bachelor Of Science Degree In Business**

**Finance Major**

**PROGRAM REVIEW**

**September 1998**

**PROGRAM REVIEW PANEL:**

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**To: Academic Program Review Council**  
**From: John G. Fairbanks ( Chair- Finance Program Review Panel)**  
**Subject: Finance Program Review**  
**Date: September 15, 1998**

The Finance Program Review Panel respectfully submits the following documents to the Academic Program Review Council for evaluation.

The Finance Program review and analysis contained in this document is organized according to the following outline.

<b>Section I.</b>	Overview of the Program- Mission, Purposes, Goals, Unit Action Plans and the Three Year Plan.
<b>Section II.</b>	Graduate Survey Results
<b>Section III.</b>	Employer Survey
<b>Section IV.</b>	Student Survey Results
<b>Section V.</b>	Faculty Survey Results
<b>Section VI.</b>	Advisory Committee Meeting/Survey/Perceptions
<b>Section VII.</b>	Labor Market Analysis
<b>Section VIII.</b>	Evaluation of Facilities/Equipment
<b>Section IX.</b>	Curriculum Evaluation
<b>Section X.</b>	Enrollment Trends
<b>Section XI.</b>	Productivity and Teaching Costs
<b>Section XII.</b>	Conclusion and Recommendations
<b>Index of Appendices</b>	Appendix A through Appendix M

## **FINANCE PROGRAM REVIEW**

### **SECTION ONE - OVERVIEW OF THE PROGRAM**

The mission of the Finance Program is to offer students a major or minor in finance and a dual major in Accounting/Finance to enable students to obtain employment, to become more informed citizens and to contribute to the economic environment of the United States.

#### **PURPOSES**

1. To provide students with marketable skills in Finance.
2. To assist students in becoming and remaining competitive in a changing and complex global economy.
3. To provide students with the basis of making financial decisions using the most appropriate information and technology, while considering the societal and ethical impact of their decisions.
4. To provide students with and opportunity for personal growth and the development of leadership skills.
5. To provide students with a foundation of relevant financial theory and its application in he real world.

#### **GOALS**

1. To insure program content consistent with employer and graduates school needs.
2. To develop students' competence in current financial theory, practice and technology appropriate in financial decision making, report writing and oral presentations.
3. To increase contacts with industry.
4. To provide opportunities for students to apply financial concepts through practical applications in the classroom.
5. To provide an opportunity for students to develop their leadership skills.
6. To integrate global perspective in the Finance program.

**Academic Affairs/College of Business/Management Department  
Finance Program/1998-1999  
Unit Action Plans**

**GOAL 1.**

To insure program content consistent with employer and graduate school needs.

**MAJOR ACTIVITIES AND PROCESSES**

- \* Offer students a major or minor in Finance and a dual major in Accounting / Finance.

**EXPECTED OUTCOMES**

- \* Successful completion of program; student placement in a Finance related position or student attending graduate school.

**INDICATORS/SOURCE**

- \* Placement data base records. Finance program 1997-1998 graduate survey. Finance program advisory committee input (1997-1998). Management Department 1996-1997 graduate survey. Management Department exit surveys. Finance Program exit surveys. Management Department advisory committee input.

**REPORTING PROCESS**

- \* Discussed by program faculty and department.  
Written reports as required by SOAC, COBAC, etc.

**RESOURCE REQUIREMENTS**

- \* Funding for release time for the Finance Program Coordinator.

Funding for a graduate survey and an advisory committee meeting during the Winter semester of the 1997-1998 school year.

See the Department of Management's Action Plan Resource Requirements section.

**GOAL 2.**

To develop students' competence:

Students will be able to develop their competence in the most current financial theory, practice and technology appropriate in financial decision making.

**MAJOR ACTIVITIES AND PROCESSES**

\* To provide students with relevant financial theory and its application in the real world and to incorporate the use of computer programs in higher level Finance courses (Finc 465 and Finc 454) and other Finance courses when considered appropriate by the instructor.

**EXPECTED OUTCOMES**

\* Students will develop a level of marketable skills with respect to Financial decision making, report writing and oral presentations using appropriate technology.

**INDICATORS/SOURCE**

\* Tests, projects, etc. Oral and written case presentations (in higher level Finance courses) completed in form and content which are of professional quality and use appropriate technology. Program faculty will assess a Finc 465 case of all Finc 465 students starting in the 1998-1999 school year. Management Department and Finance Program annual exit surveys.

**REPORTING PROCESS**

\* Discussed by program faculty.  
Written reports as required by SOAC, COBAC, etc.

**RESOURCE REQUIREMENTS**

\* Normal costs associated with classroom instruction.

### **GOAL 3.**

To increase contacts with industry:

Contacts with business leaders will be increased in order to keep our teaching current with the requirements of industry.

### **MAJOR ACTIVITIES AND PROCESSES**

\* Re-constitute an external advisory committee, consisting of professionals who are currently working in the field of Finance.

### **EXPECTED OUTCOMES**

\* Meeting every two or three years with the consulting group will offer a chance to share Finance course contents with knowledgeable Finance professionals to see if any changes should be made with respect to the Finance Program and/or Finance course content.

### **INDICATORS/SOURCE**

\* Minutes of Advisory Committee meetings every two or three years. Advisory Committee (Industry) surveys.

### **REPORTING PROCESS**

\* Discussed by program faculty and reported to the Management Department at a regular departmental meeting. Written reports as required by SOAC, COBAC, etc.

### **RESOURCE REQUIREMENTS**

\* Funding for an advisory committee meeting during the Winter semester of the 1997-1998 school year. See the Department of Management's action plan **Resource Requirements** section.

**GOAL 4.**

To provide opportunities for students to apply financial concepts through practical applications in the classroom:

**MAJOR ACTIVITIES AND PROCESSES**

- \* The use of case studies in FINC 454, FINC 465 and MGMT 499.

**EXPECTED OUTCOMES**

- \* Students will have opportunities to apply financial concepts in the classroom.

**INDICATORS/SOURCE**

- \* Program Faculty are required to use case studies or projects in FINC 454, FINC 465 and MGMT 499.

**REPORTING PROCESS**

- \* Each semester a copy of the syllabi used by faculty teaching FINC 454, FINC 465 and MGMT 499 will be sent to the Management Department.

**RESOURCE REQUIREMENTS**

- \* Normal costs associated with classroom instruction.

**GOAL 5.**

To provide an opportunity for students to develop their leadership skills:

**MAJOR ACTIVITIES AND PROCESSES**

\* Program faculty will encourage students to join and take an active role (Executive Board Member) in the Ferris Finance Association or any other student professional business organization.

**EXPECTED OUTCOMES**

\* Students will join a professional business organization and have the opportunity to take a leadership role.

**INDICATOR/SOURCE**

\* Management Department and Finance Program exit surveys.

**REPORTING PROCESS**

\* Exit survey results reported to the Management Department at a regular departmental meeting. Written reports required by SOAC, COBAC, etc.

**RESOURCE REQUIREMENTS**

\* Normal costs associated with classroom instruction.



**GOAL 6.**

To integrate global perspectives in the Finance Program:

**MAJOR ACTIVITIES AND PROCESSES**

\* Global perspectives covered in COB core courses and in courses required by the Finance Program.

**EXPECTED OUTCOMES**

\* Students will be introduced to the importance of taking global perspectives into consideration with respect to decision making.

**INDICATORS/SOURCE**

\* Faculty syllabi sent to the respective departments on a semester basis.

**REPORTING PROCESS**

\* Each semester faculty are required to send a copy of their syllabi to their respective department.

**RESOURCE REQUIREMENTS**

\* Normal costs associated with classroom instruction.

## **College of Business—Program Plans/Goals/Future**

### *Three Year Plan*

1998-1999 through 2000-2001

#### **PROGRAM: FINANCE**

Current Status: Fall Semester 1997

*B.S. in Business Finance major-- 27 students vs. 20 in 1996*

B.S. in Business Accounting/Finance double major--23 students  
vs. 19 in 1996

Minor in Finance---22 students

#### **Three-year Plan:**

1998-1999 Finance Program exit survey. Management Dept. exit survey. Participation in assessment of COB core. Capstone experience—Finc 465 Case (assessment by Finance Program faculty for professional form, content and technology).

1999-2000 Finance Program exit survey. Management Dept. exit survey. Capstone experience—Finc 465 Case (assessment by Finance Program faculty for professional form, content and technology).

2000-2001 Finance Program exit survey. Management Dept. exit survey. Capstone experience—Finc 465 Case (assessment by Finance Program faculty for professional form, content, and technology).

#### **Anticipated Needs:**

Funding for a Finance Advisory Committee meeting and survey for the 2000--20001 school year. Funding for annual Finance Program exit surveys. Funding for release time for the Finance Program Coordinator.

#### **Measures of Assessment:**

Students: tests, cases, presentations, projects, reports, etc.

Courses: course evaluations, advisory group input, Management 2000 input.

Majors/Minor: Finance Program Advisory Committee input 1997-98.

Finance Major 1997-1998 Graduate Survey results.

Finance Majors (students) Survey 1997-98.

FINC 465 Case (capstone experience).

Finance Program and Management Dept. annual exit surveys.

Management Dept. 1996-97 graduate survey results.

Management Dept. 1995/1996 exit survey results.

Management Dept. 1997 advisory committee input.

## **FINANCE PROGRAM REVIEW**

### **SECTION TWO - GRADUATE SURVEY**

Of the 355 graduates (1982-1996) the alumni office was able to provide us with 280 addresses. Two hundred and eighty surveys were sent out and four of these were returned because of an incorrect address. Seventy-nine surveys were returned by graduates providing for an excellent 28.62% response rate.

Of the 79 responding graduates 63 were Finance majors and 16 were Accounting/Finance dual majors.

Seventy - four (93.7%) of the graduates were employed and 5 were unemployed. Of the 5 unemployed graduates three indicated they were raising children, one was downsized and one indicated his contract ended.

In relation to yearly income, 18.1% of those responding to the question indicated that they were earning more than \$80,000 and another 19.4% indicated they made between \$60,000 and \$80,000, 40.3% of those responding earned between \$40,000 and \$60,000 and the remaining 22.2% earning between \$20,000 and \$40,000.

The responding graduates rated their finance degree very well in terms of preparation for a career in Finance. Only eight (10.4%) rated their preparation below average while 32 (41.6%) rated their preparation above average. The remaining 48.1% rated their preparation as average or adequate.

Concerning the most beneficial Finance/Accounting courses the graduates named every Finance course and most Accounting courses.

Concerning the least beneficial Finance/Accounting courses the only standout was Cost Accounting (6) which is not required of Finance majors.

Of the other business courses that were most beneficial statistics (7) and management (7) were the only standouts.

In regards to the question concerning areas of the degree program that need strengthening, the three most often indicated areas are as follows: computer skills (59.5%), verbal skills (34%) and writing skills (34%).

Concerning graduate school 26 (32.9%) of the graduates surveyed have attended graduate school and 16 (20.3%) have completed a graduate degree. Twenty-eight (35.4%) have plans for future graduate study.

Forty-two (53.2%) graduates were involved in a professional business organization while at Ferris and twenty-six of them indicated that the experience was at least somewhat important in enhancing their career preparation.

Eight (10.1%) graduates indicated they had a co-op/internship experience while at Ferris and seven of those felt the experience was either relatively or extremely important in their career preparation. Of those that didn't have a Co-op/Internship experience almost all Responding ( 53 graduates or 96%) indicated that such an experience would have been helpful in their career preparation.

Considering the strengths of the Finance Program small class size, personal attention, a broad well balanced curriculum, diversity of courses and instructors, and hands on problem solving in higher level Finance courses were all indicated by graduates. (see appendix B)

In relation to what graduates least liked about the Finance program they didn't seem to be any consensus. (see appendix B)

**FINANCE PROGRAM REVIEW**  
**SECTION THREE- EMPLOYER SURVEY**

We do not have access to specific employers of our graduates through the alumni office. Because of this and the dispersion of our graduates throughout the United States with small and large corporations in many different industries an attempt to do an employer survey isn't realistic.

But, a reasonable person would assume that if employers were not satisfied with our graduates performance the person wouldn't be employed. As indicated earlier 97.5% (74) of the graduates responding to the graduates survey were employed and 37.5% of them were earning more than \$60,000 as a yearly income. Based on this information we are confident that our graduates are successful.

## **FINANCE PROGRAM REVIEW**

### **SECTION FOUR- STUDENT SURVEY**

Student survey materials were sent to 32 Finance majors and 21 Accountancy/Finance major last winter semester. Nine Finance majors (28.12%) and five Accountancy majors (23.8%) responded to the survey. An example of the survey instrument and the tabulated results are in Appendix C.

Of the Finance majors that responded, five (55.6%) students have taken five or more finance courses, three (33.3%) have taken two finance courses, and one has taken one. Among the Accountancy/Finance majors, three (60%) students have taken five or more finance courses, while two (40%) have taken two or three courses.

Four (44.4%) Finance majors were seniors, three (33.3%) were juniors, and two (22.2%) were sophomores. Five (80%) of the Accountancy/Finance majors were juniors while one was a senior.

Six Finance majors (66.7%) rated FSU excellent or good in preparing them in Accounting, Management, Communication skills, Interpersonal skills, 55.6% rated Writing skills and Finance program as excellent or good, 44.4% rated Economics, Mathematics and Computer skills as excellent or good, and 33.3% rated Marketing as excellent or good. Accountancy /Finance majors provided similar ratings.

The majority of the Finance and the Accountancy/Finance majors rated the course prerequisites for the upper level finance courses to be average or better, while some did not know the prerequisites.

In terms of course availability and a description of written objectives, six (66.7%) Finance majors rated them good or excellent, while the Accountancy /Finance majors indicated them to be either good (40%) or average (60%).

When asked how pertinent the related courses (Accounting, Economics, Management, etc.) are to their major, seven (77.8%) of the Finance majors responding indicated them to be good or excellent, one indicated average, and one indicated below average. All the Accounting/Finance majors who responded indicated them to be either good or excellent.

When asked whether the courses in the program meet their occupational needs, interests and objectives, 44.4% of the Finance majors who responded to the survey indicated the courses are either good or excellent, 44.4% indicated average while one indicated below average. Five (55.6%) of the Finance majors indicated that the courses in the program provided them the practice for developing job skills while one (11.1%) indicated them average and three (33.3%) indicated them below average. The Accounting/Finance respondents rated the courses in the program average of good in both categories.

Students surveyed were unsure about work experience or internship. Although four (44.4%) of Finance majors think it is valuable, some did not know about internship and/or whether it is available.

When asked whether career planning and information meet their needs, three (33.3%) indicated them to be average or better, while four (43.3%) responded below average and one (11.1%) didn't know. When asked about whether career planning and information would help them make career choices, three (33.3%) rated them good or excellent, while four (44.4%) rated them below average or poor, and two (22.2%) didn't know.

With regards to placement services in providing help to find employment and preparing for a job, six (66.7%) responded average or better, while two (22.2%) indicated below average and one (11.1%) didn't know. The Accountancy/Finance majors responded similarly.

When asked whether the instructors in the program know their subject matter, the majority of the students indicated they are either excellent (22.2%) or good (66.7%). Five (55.6%) of the respondents indicated the faculty are either good or average in effectively communicating the subject matter, two (22.2%) indicated below average, and one (11.1%) poor. Six (66.7%) indicated faculty are average or good in being available to provide help when needed. The Accountancy/Finance majors surveyed indicated the faculty were either average or good in the above categories.

When asked about their perception of the Finance Program as a whole, two (22.2%) of the Finance majors surveyed rated the program excellent, three (33.3%) rated it good, one (11.1%) rated it average. Among the Accounting/Finance majors one (20%) rated the Finance Program excellent, two (40%) rated it good and two (40%) rated it average.

The majority of the Finance and the Accounting/Finance majors surveyed rated the instructional support services and the instructional materials average or better.

**FINANCE PROGRAM REVIEW**  
**SECTION FIVE- FACULTY SURVEY**

Surveys of the management department and accounting department faculty were taken during the winter semester 1998 of the twenty-five faculty surveyed nine (36%) were returned.

Comments on how faculty perceive the value of the Finance program to the Management Department and the College of Business were all highly positive.

Faculty perceptions of students majoring in Finance or Accounting/Finance indicated that these students are well above average in relation to other students in the College of Business.

In relation to additional staff, Technology or resources needed the only area indicated was for more use of computer software by students.

As far as the courses required by Finance and Accounting/Finance majors Faculty indicated the program is appropriate and more rigorous than other majors. The only suggestion for change was to have more computer application courses..

As far as the Finance faculty being responsive to communications, requests, or suggestion concerning the Finance program, the survey indicated that most of the faculty surveyed felt positive towards the Finance faculty as being responsive to communications.

Considering the question on how the Finance program can be improved faculty indicated the need for more use computer applications. Also, it was indicated that two of the Finance faculty should retire or improve their attitude. (see Appendix D )



## **FINANCE PROGRAM REVIEW**

### **SECTION SIX- ADVISORY COMMITTEE PERCEPTIONS**

On March 20, 1998 an advisory committee meeting was held at the Applied Technology Center in Grand Rapids, Michigan. All nine members of the advisory committee were present. Also, the committee members were asked to fill out a survey and four of the advisors did so.

As far as the results of the advisory committee survey it was indicated that students need good writing and speaking skills along with an understanding of Algebra and beginning level Statistics as well as Math of Finance. Computer skills (spread sheet, database, word processing, presentation using powerpoint, etc.) were also considered to be very important to moderately important. Internships and the need for a good library and computer labs were also considered to be very important. All of the subjects indicated by the survey to be taught in a Finance program were considered by the responding advisory committee members to be either very important or moderately important.

The level of accounting that should be required was indicated as Intermediate Accounting.

As far as suggested changes in course requirements for the Finance or Accounting/Finance majors there wasn't any consensus. (see Appendix E)

**The following are statements made by the members of the Advisory Committee meeting held on March 20, 1998.**

It is extremely important to understand the basics of computer software such as Word, Windows, Excel or Lotus, Powerpoint, etc. Flexibility is a key.

Be customer service orientated. Keep the customer at the focus of what you are doing.

Emphasize the personal finance course- it should be taken by all college students.

What is your niche? What are you producing? (some of the committee members felt that we should have a more focused narrow degree for a career just in banking, or just in securities, or just in corporate finance versus our current broad major which can lead to a career in any finance related area.

Require more outside reading.

Use actual corporations as an example in determining why they were so profitable or why they went bankrupt.

Have a guest speaker visit classroom and explain how the manger/owner increased sales from \$2,000,000 to \$20,000,000,000.

**Math of Finance** was indicated as a very valuable course along with **Financial Markets and Institutions**. There weren't any recommendations to delete any of the required **Finance** or **Accounting** courses in our current program.

## **FINANCE PROGRAM REVIEW**

### **SECTION SEVEN—LABOR MARKET ANALYSIS**

The forecast by the Bureau of Labor Statistics for the period from 1990 to 2005 is for slow growth in the entire U.S. labor market. The financial services sector is forecast to grow by about one and one-half million persons. The annual growth rate being about 1.3% and the total change for the fifteen year period being about 28%. There are many career opportunities outside of the financial services sector, so the actual growth in the finance category of occupations is quite a bit larger. Because of the broad education Ferris students receive across the campus and in the college of Business professional core, a graduate with a degree in Finance may find employment in most any career field.

It should also be noted that according to the National Public Radio Broadcast of March 3, 1998, over the next ten years Americans stand to inherit five trillion dollars. If we add to this phenomenon the retirements of the "baby boomers" beginning in about 2011 we can anticipate a very large growth in the financial services and financial counseling areas.

The latest data from the FSU Placement Office (1996-1997) indicates that of nine Finance Major graduates three of them responded (33%). Of those that responded there was a 100% placement rate in their career field and one of these three is attending graduate school part time. The average starting salary of those responding was \$31,500. (see Appendix K)

The data from the FSU Placement Office for 1995-1996 indicated ten Finance Graduates and six (60%) responded. Of those that responded there was an 80% placement rate (four employed in their field, one in graduate school, one employed outside their field and one unemployed). (see Appendix K)

**FINANCE PROGRAM REVIEW**  
**SECTION EIGHT--EVALUATION OF FACILITIES/EQUIPMENT**

The College of Business classrooms, faculty offices, student computer labs, etc., appear to be adequate. But, a major concern in this area is the fact that some Finance Faculty have outdated computers in their office that will not run certain software or allow the faculty to use the internet at a reasonable speed. Also, there is a significant need for more computer carts to allow faculty to use the computer in classroom presentations.

## **FINANCE PROGRAM REVIEW**

### **SECTION NINE--CURRICULUM EVALUATION**

The Finance Faculty have been evaluating the Finance Program for the last two years and certain changes have already been sent to the College of Business Curriculum Committee. (see Appendix L)

Also, This Fall semester students in FINC 465 will be required to use powerpoint in at least one of their case presentations. In addition, the students will be required to use Excel in at least one of their written case reports. (see Goal Two-page 4, Goal Four-page 6 and the Three Year Plan-page 9 of this report.)

The following information indicates some of the other possible changes in the Finance Program as a result of all the surveys and analysis with respect to program review:

1. We will be looking at the possibility of a more focused approach such as training Finance Majors just for Corporate Finance or just for a career in Banking or just for a career in the Securities Industry.
2. We will be studying the possibility of combining Finc 451 and Finc 454 into one four credit class.
3. We also will be discussing the possibility of making Finc 322 ( College of Business Core Course) a four credit course, maybe combining Finc 322 and Finc 323 into one course.
4. In addition, we will urge other departments in the College of Business and other Colleges at Ferris State University to require Personal Finance ( Finc 201) of their majors.
5. We plan to advise more Finance and Accounting/Finance Majors to have a co-op or internship experience as a part of their education at FSU.
6. We also plan to advise students to join a Professional Business Organization while completing their Finance degree in the College of Business.

Based on the graduate survey results and other information gained from the Program Review process ( 97.5% of graduates are employed, 37.5% are earning more than \$60,000, 20.3% have completed a graduate degree, and 35.4% have plans for future graduate study) the panel concludes that we are meeting most of the needs of students, employers and graduate schools. ( see Appendix B)

**FINANCE PROGRAM REVIEW**  
**SECTION TEN--ENROLLMENT TRENDS**

Appendix F shows the enrollment trends for all majors in the College of Business--Winter semester of 1990 through the Winter semester of 1998. The College of Business experienced very significant declines in enrollment for each winter semester 1992 through 1997. The declining enrollment trend for the College of Business finally reversed itself during the Winter semester of 1998. Appendix F will show the same trend for Finance majors and Accounting/Finance dual majors. We experienced a 33% increase in Finance majors during the Winter semester of 1998 (32 students vs. 24 students in 1997). Also, there were 20 Accounting /Finance dual majors for the Winter 1998 semester vs. 19 in 1997 and 15 in 1996.

This wasn't just a one semester increase in enrollment as appendix F reveals that in the 1997 Fall semester we had 27 Finance Majors vs. 20 during the 1996 Fall semester. Also, the number of Accounting/Finance Dual Majors increased to 23 from 19 over the same Fall 1996-Fall 1997 time period.

In addition there were another 22 students working towards a Minor in Finance as of the last hand count taken during the Fall 1997 semester.

The enrollment trends noted above indicate that the number of Finance Majors and Accounting/Finance Majors will increase over time.

**FINANCE PROGRAM REVIEW**  
**SECTION ELEVEN--PRODUCTIVITY AND TEACHING COSTS**

The Student Credit Hours Per Full Time Equated Faculty in the Finance Program for the 1997-1998 school year equaled 415.71 which is very close to the College of Business as a whole which equaled 434.62 and the Management Department which was 430.10. (see Appendix G)

The average teaching cost per student credit hour for the finance program was \$120.23 for the 1996-1997 school year. This cost compares favorably with the average for the university (\$127.21) and the average for the College of Business (\$121.55). The average for the Management Department was \$112.13. (See Appendix G)

## **FINANCE PROGRAM REVIEW**

### **SECTION TWELVE--CONCLUSION AND RECOMMENDATIONS**

Based on the Advisory Board Meeting and Survey, Graduate Surveys, Student Surveys, Faculty Surveys, and all other information gathered by the program review process, the Program Review Panel has determined that we are achieving our mission of enabling finance and accounting/finance graduates to obtain employment, to become more informed citizens, and to contribute to the economic environment of the United States.

Our enrollment is on the uptrend (Winter 1998 semester-32 majors vs. 24 in the Winter of 1997--Fall 1997 semester 27 majors vs. 20 in the Fall of 1996).

Our graduates are employed (97.5% of the graduates responding to the graduate survey were employed or raising children). Also, we experienced a 100% placement rate for 1997 graduates and an 80% placement rate for 1996 graduates. (see Appendix F and K)

Our graduates are earning a living, paying taxes, and contributing to the economic environment of the United States (37.5% of the graduates responding to the graduate survey are earning more than \$60,000 and the average salary of graduates is estimated to be >\$57,000).

Our graduates successfully compete in graduate school (20.3% of the 79 graduates that responded to the graduate survey have earned a master's degree and another 35.4% have plans for future graduate study). (see Appendix B)

As noted in the Unit Action Plans (pages 3 through 8) and other sections of this report we need the support of the University in the following areas to help ensure that the Finance Program will continue to be a viable program in the future:

- A) Provide for **release time** for the Finance Program Coordinator. At the present time there isn't any release time and this is very unfair to the coordinator.
- B) **Upgrade** faculty office computers.
- C) **Improve** the FSU money management so that faculty support is readily available. Provide money/release time for faculty travel, attendance at professional meetings, professional development and computer software.
- D) In the near future buyout or retire two Finance faculty that are approaching retirement.
- E) Replace boughtout or retired faculty with **specialties and work experience** in Finance.



F) A provision for money/release time for assistance in **Cooperative Education/Internship programs**. The University has recently terminated our College of Business Co-OP Director position.

# **INDEX OF APPENDICES**

## **Program Review Panel Report Finance Program August, 1998**

- A. Checksheets for the Finance Program: Checksheets for the Accounting/Finance Program; Checksheets for the Finance Minor.**
- B. Graduate Surveys of 1998; Survey Summaries and Results**
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**Ferris State University - College of Business  
BACHELOR OF SCIENCE DEGREE IN BUSINESS**

**FINANCE - 125/126 Credits**

**NAME:** \_\_\_\_\_ **SS#:** \_\_\_\_\_

REQUIRED	COURSE TITLE - PREREQUISITES SHOWN IN BRACKETS ( )		S.H.	GRADE
<b>COMMUNICATION COMPETENCE - 9 Credits Required</b>				
COMM	121	Fundamentals of Public Speaking - (None)	3	
ENGL	150	English 1 - (None)	3	
ENGL	250	English 2 - (ENGL 150 or equivalent)	3	
<b>SCIENTIFIC UNDERSTANDING - 7-8 Credits Required</b>				
Select two courses from the following subject areas (one must be a lab course): ASTR, BIOL, CHEM, GEOG 111, GEOG 121, GEOL, PHSC, PHYS				
			4	
			3-4	
<b>QUANTITATIVE SKILLS - 3 Credits Required</b>				
MATH	115	Inter. Algebra - (MATH 110) - If MATH ACT score is 24 or higher, substitute a free elective.	3	
<b>CULTURAL ENRICHMENT - 9 Credits Required</b>				
HIST		History Elective	3	
HUMN	102	Renaissance to 20th Century - (None)	3	
HUMN		Select one: HUMN 216 Intro. to Ethics or HUMN 217 Intro. to Logic - (Both require none)	3	
<b>SOCIAL AWARENESS - 12 Credits Required</b>				
ECON	221	Principles of Economics 1 - (MATH 110 or proficiency)	3	
ECON	222	Principles of Economics 2 - (ECON 221)	3	
ECON	321	Money and Banking - (ECON 222)	3	
PSYC	150	Introduction to Psychology - (None)	3	
<b>ELECTIVES - 9 Credits Required</b>				
		Non-Business Elective	3	
		Free Elective - If needed MATH 110 can be taken as a free elective.	3	
		Free Elective	3	

**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 cumulative GPA is required for completion of the Finance degree.*

**Ferris State University - College of Business  
BACHELOR OF SCIENCE DEGREE IN BUSINESS**

**FINANCE - 125/126 Credits**

**NAME:** \_\_\_\_\_ **SS#:** \_\_\_\_\_

REQUIRED	COURSE TITLE - PREREQUISITES SHOWN IN BRACKETS ( )		S.H.	GRADE
<b>COMMUNICATION COMPETENCE - 9 Credits Required</b>				
COMM	121	Fundamentals of Public Speaking - (None)	3	
ENGL	150	English 1 - (None)	3	
ENGL	250	English 2 - (ENGL 150 or equivalent)	3	
<b>SCIENTIFIC UNDERSTANDING - 7-8 Credits Required</b>				
Select two courses from the following subject areas (one must be a lab course): ASTR, BIOL, CHEM, GEOG 111, GEOG 121, GEOL, PHSC, PHYS				
			4	
			3-4	
<b>QUANTITATIVE SKILLS - 3 Credits Required</b>				
MATH	115	Inter. Algebra - (MATH 110) - If MATH ACT score is 24 or higher, substitute a free elective.	3	
<b>CULTURAL ENRICHMENT - 9 Credits Required</b>				
HIST		History Elective	3	
HUMN	102	Renaissance to 20th Century - (None)	3	
HUMN		Select one: HUMN 216 Intro. to Ethics or HUMN 217 Intro. to Logic - (Both require none)	3	
<b>SOCIAL AWARENESS - 12 Credits Required</b>				
ECON	221	Principles of Economics 1 - (MATH 110 or proficiency)	3	
ECON	222	Principles of Economics 2 - (ECON 221)	3	
ECON	321	Money and Banking - (ECON 222)	3	
PSYC	150	Introduction to Psychology - (None)	3	
<b>ELECTIVES - 9 Credits Required</b>				
		Non-Business Elective	3	
		Free Elective - If needed MATH 110 can be taken as a free elective.	3	
		Free Elective	3	

**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 cumulative GPA is required for completion of the Finance degree.*

**Ferris State University - College of Business**  
**FINANCE MAJOR**

REQUIRED	COURSE TITLE - PREREQUISITES SHOWN IN BRACKETS ( )		S.H.	GRADE	GR. PTS.
<b>FINANCE MAJOR - 33 Credits Required</b>					
ACCT	310	Intermediate Accounting 1 - (ACCT 202 with a grade of C- or better)	3		
FINC	300	Mathematics of Finance - (MATH 115)	3		
FINC	310	Real Estate Finance - (FINC 300 or OSYS 130 or permission of professor)	3		
FINC	312	Financial Markets and Institutions - (ACCT 202, ECON 221)	3		
FINC	323	Financial Management 2 - (FINC 322)	3		
FINC	451	Investment Principles - (ACCT 202, FINC 312 or permission of professor)	3		
FINC	454	Portfolio Management - (FINC 451)	3		
FINC	465	Problems in Finance - (FINC 323 or permission of professor)	3		
MGMT	302	Organizational Behavior - (MGMT 301 or permission of professor)	3		
MGMT	371	Production/Operations Management - (Junior standing)	3		
STQM	322	Inferential Statistics - (STQM 260)	3		
<b>BUSINESS CORE - 31 Credits Required</b>					
ACCT	201	Principles of Accounting 1 - (MATH 110 with a grade of C- or better)	3		
ACCT	202	Principles of Accounting 2 - (ACCT 201 with a grade of C- or better)	3		
BLAW	301	Legal Environment of Business - (None)	3		
ENGL	325	Advanced Writing for Business - (ENGL 250)	3		
FINC	322	Financial Management 1 - (ACCT 202, MATH 115)	3		
ISYS	202	Principles of Information System - (None)	3		
MGMT	301	Applied Management - (Junior standing or permission of professor)	3		
MGMT	499	Strategy and Business Policy - (FINC 322, MGMT 302, MGMT 371, MKTG 321)	4		
MKTG	321	Principles of Marketing - (ECON 221)	3		
STQM	260	Introduction to Statistics - (MATH 115)	3		
<b>ADDITIONAL - 12 Credits Required</b>					
ISYS	105	Microcomputer Appl. or Proficiency - (None) - Turns into free elective with proficiency.	3		
		Directed Elective - See below	3		
		Directed Elective - See below	3		
		Directed Elective - See below	3		
<b>DIRECTED ELECTIVES: ACCT 312, BLAW 321, 322, FINC 280, 475, INSR 243, 375, INTB 310, 440, MATH 122 &amp; 132, 120 &amp; 126, MGMT 373, 374, 380, 447, REAL 210, 330</b>					

**NOTE: A 2.00 GPA is required for both the major and business core.**

**Ferris State University - College of Business  
BACHELOR OF SCIENCE DEGREE IN BUSINESS**

**ACCOUNTANCY/FINANCE - 137/138 Credits**

**NAME:** \_\_\_\_\_ **SS#:** \_\_\_\_\_

REQUIRED	COURSE TITLE - PREREQUISITES SHOWN IN BRACKETS ( )		S.H.	GRADE
<b>COMMUNICATION COMPETENCE - 9 Credits Required</b>				
COMM	121	Fundamentals of Public Speaking - (None)	3	
ENGL	150	English 1 - (None)	3	
ENGL	250	English 2 - (ENGL 150 or equivalent)	3	
<b>SCIENTIFIC UNDERSTANDING - 7-8 Credits Required</b>				
Select two courses from the following subject areas (one must be a lab course): ASTR, BIOL, CHEM, GEOG 111, GEOG 121, GEOL, PHSC, PHYS				
			4	
			3-4	
<b>QUANTITATIVE SKILLS - 3 Credits Required</b>				
MATH	122	Mathematical Analysis for Business - (MATH 115 with a grade of C- or better)	3	
<b>CULTURAL ENRICHMENT - 9 Credits Required</b>				
Complete the courses listed below and select one course from the following subject areas: ARCH 244, ARTH, ARTS, COMM 231, ENGL 322, FREN, GERM, HIST, HUMN, LITR, MUSI, SPAN, THTR				
HUMN	102	Renaissance to 20th Century - (None)	3	
LITR	287	Business in Literature - (ENGL 250)	3	
		Cultural Enrichment Elective - must be writing intensive	3	
<b>SOCIAL AWARENESS - 12 Credits Required</b>				
ECON	221	Principles of Economics 1 - (MATH 110 or proficiency)	3	
ECON	222	Principles of Economics 2 - (ECON 221)	3	
ECON	321	Money and Banking - (ECON 222)	3	
PSYC	150	Introduction to Psychology - (None)	3	
<b>ELECTIVES - 3 Credits Required</b>				
		Free Elective - If needed both MATH 110 and MATH 115 can be taken as free electives.	3	

**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 cumulative GPA is required for completion of the Accountancy/Finance degree.**

**Ferris State University - College of Business  
ACCOUNTANCY/FINANCE MAJOR**

REQUIRED	COURSE TITLE	PREREQUISITES SHOWN IN BRACKETS ( )	SH	GRADE	GR PTS
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**ACCOUNTANCY/FINANCE MAJOR - 64 Credits Required**

ACCT	310	Intermediate Accounting 1 - (ACCT 202 with a grade of C- or better)	3		
ACCT	312	Intermediate Accounting 2 - (ACCT 310)	3		
ACCT	321	Cost Accounting 1 - (ACCT 202 with a grade of C- or better)	3		
ACCT	350	Federal Income Tax 1 - (ACCT 202)	3		
ACCT	410	Advanced Financial Accounting 1 - (ACCT 310)	3		
ACCT	412	Advanced Financial Accounting 2 - (ACCT 310, ACCT 410)	3		
ACCT	431	Accounting Systems and Controls 1 - (ACCT 310)	3		
ACCT	441	Auditing 1 - (ACCT 431)	3		
ACCT	550	Federal Income Tax 2 - (ACCT 350)	3		
ACCT	561	Principles of Fund Accounting - (ACCT 312)	3		
ACCT	599	Micro Applications in Accounting - (ACCT 312)	3		
FINC	220	Real Estate Finance - (OSYS 130 or FINC 300 or permission of professor)	3		
FINC	300	Mathematics of Finance - (MATH 115)	3		
FINC	312	Financial Markets and Institutions - (ACCT 202, ECON 221)	3		
FINC	323	Financial Management 2 - (FINC 322)	3		
FINC	451	Investment Principles - (ACCT 202, FINC 312 or permission of professor)	3		
FINC	454	Portfolio Management - (FINC 451)	3		
FINC	465	Problems in Finance - (FINC 323 or permission of professor)	3		
MGMT	302	Organizational Behavior - (MGMT 301)	3		
MGMT	371	Production/Operations Management - (Junior standing)	3		
STQM	322	Inferential Statistics - (STQM 260)	3		

**BUSINESS CORE - 30 Credits Required**

ACCT	201	Principles of Accounting 1 - (MATH 110 with a grade of C- or better)	3		
ACCT	202	Principles of Accounting 2 - (ACCT 201 with a grade of C- or better)	3		
BLAW	321	Contracts and Sales - (None)	3		
ENGL	325	Advanced Writing for Business - (ENGL 250)	3		
FINC	322	Financial Management 1 - (ACCT 202, MATH 115)	3		
ISYS	202	Principles of Information System - (None)	3		
MGMT	301	Applied Management - (Junior standing or permission of professor)	3		
MGMT	499	Strategy and Business Policy - (FINC 322, MGMT 302, 371, MKTG 321)	4		
MKTG	321	Principles of Marketing - (ECON 221)	3		
STQM	260	Introduction to Statistics - (MATH 115)	3		

**NOTE: A 2.00 GPA is required for both the major and business core.**

**FERRIS STATE UNIVERSITY  
FINANCE PROGRAM  
GRADUATE SURVEY**

Year of graduation \_\_\_\_\_ Finance Major \_\_\_\_\_ Dual Major (Accounting/Finance) \_\_\_\_\_

Minor(s) \_\_\_\_\_ Associate degree(s) \_\_\_\_\_ and/or certificates \_\_\_\_\_

**EMPLOYMENT SITUATION**

Are you presently employed? Yes \_\_\_\_\_ No \_\_\_\_\_

If yes, what is your job title? \_\_\_\_\_

Income \$20,000-\$40,000 \_\_\_\_\_

\$40,001-\$60,000 \_\_\_\_\_

\$60,001-\$80,000 \_\_\_\_\_

Over \$80,000 \_\_\_\_\_

**FIELD OF EMPLOYMENT**

Banking \_\_\_\_\_

Securities \_\_\_\_\_

Corporate Finance \_\_\_\_\_

Personal Finance \_\_\_\_\_

Other \_\_\_\_\_

If not employed, what is your reason for unemployment? \_\_\_\_\_

What computer software do you use in your employment? \_\_\_\_\_

**EVALUATION OF YOUR DEGREE PROGRAM**

On a scale of 1 (poor) to 5 (outstanding), how do you rate your Finance degree in terms of preparation for a career in Finance? 1\_\_ 2\_\_ 3\_\_ 4\_\_ 5\_\_

What finance/accounting courses have been most beneficial to you in your business career?

Why? \_\_\_\_\_

What finance/accounting courses have been least beneficial to you in your business career?

Why? \_\_\_\_\_

What other business courses have been most beneficial to you in your career? \_\_\_\_\_

What other business courses have been least beneficial to you in your career? \_\_\_\_\_

What area of your degree program do you feel needed strengthening? (Please check all those that apply)

Accounting skills \_\_\_\_\_ Computer skills \_\_\_\_\_ Problem solving skills \_\_\_\_\_

Finance skills \_\_\_\_\_ Management skills \_\_\_\_\_ Foreign language skills \_\_\_\_\_

Statistics skills \_\_\_\_\_ Interpersonal skills \_\_\_\_\_ Verbal communication skills \_\_\_\_\_

Writing skills \_\_\_\_\_ Marketing skills \_\_\_\_\_ Other \_\_\_\_\_

Where you have indicated skills that needed strengthening, could you please provide the specifics of the skills training which would have been beneficial to your career? \_\_\_\_\_

**GRADUATE STUDY**



Have you attended graduate school since your graduation? Yes \_\_\_\_\_ No \_\_\_\_\_  
If yes, did you complete a degree? Yes \_\_\_\_\_ No \_\_\_\_\_ What is that degree? \_\_\_\_\_

If no, do you have future plans for graduate study? Yes \_\_\_\_\_ No \_\_\_\_\_ What degree? \_\_\_\_\_

### EXTRACURRICULAR ACTIVITIES

Were you involved in a professional business organization while you were at Ferris?

Yes \_\_\_\_\_ No \_\_\_\_\_ If yes, which? \_\_\_\_\_

If yes, to what extent did your participation enhance your business career preparation?

Very little \_\_\_\_\_ Somewhat important \_\_\_\_\_ Relatively important \_\_\_\_\_ Extremely important \_\_\_\_\_

### COOPERATIVE EDUCATION OR INTERNSHIP EXPERIENCE

Did you have a cooperative education or internship experience while at Ferris? Yes \_\_\_\_\_ No \_\_\_\_\_

If yes, please indicate the extent to which the experience enhanced your business career preparation.

Very little \_\_\_\_\_ Somewhat important \_\_\_\_\_ Relatively important \_\_\_\_\_ Extremely important \_\_\_\_\_

If you did not have a cooperative education or internship, please indicate whether or not such an experience would have enhanced your career.

Would have contributed very little \_\_\_\_\_ Would have been somewhat important \_\_\_\_\_

Would have been relatively important \_\_\_\_\_ Would have been extremely important \_\_\_\_\_

### COMMENTS

Please provide any comments you would like to make regarding what you consider to be the strengths of the Finance program.

Please provide any comments you would like to make regarding what you least liked about the Finance program.

# Finance Program Graduate Survey Frequencies

(Missing)

Processed by Office of Assessment Services 07/13/98

## Statistics

	N		Mean	Median	Std. Deviation
	Valid	Missing			
SERNO	79	0	40.00	40.00	22.95
Graduation Year	79	0	1988.54	1989.00	4.00
Finance Major	63	16	1.00		.00
Dual Major (Accounting/Finance)	16	63	1.00		.00
Minor(s)	8	71	1.00		.00
Associate's Degree(s)	14	65	1.00		.00
Certificates	6	73	1.00		.00
Employed	74	5	1.00		.00
Income	72	7	2.33	2.00	1.02
Employment Field	73	6	3.48	5.00	1.72
Rate Finance Degree	77	2	3.31	3.00	.77
Accounting Skills	10	69	1.00		.00
Finance Skills	9	70	1.00		.00
Statistics Skills	10	69	1.00		.00
Writing Skills	27	52	1.00		.00
Computer Skills	47	32	1.00		.00
Management Skills	11	68	1.00		.00
Interpersonal Skills	15	64	1.00		.00
Marketing Skills	16	63	1.00		.00
Problem Solving Skills	15	64	1.00		.00
Foreignskills	16	63	1.00		.00
Verbal Skills	27	52	1.00		.00
Other Skills	5	74	1.00		.00
Attended Graduate School	26	53	1.00		.00
Complete degree	16	63	1.00		.00
Future Grad Study Plans?	28	51	1.00		.00
Professional Business Org at FSU	42	37	1.00		.00
Participation Enhance Career Prep	40	39	2.28	2.00	1.18
Co-op Education/Internship at FSU	8	71	1.00		.00
Co-op Enhance Career Prep	8	71	3.25	3.00	.71
Would a Co-Op Experience Enhanced Career Prep	56	23	2.95	3.00	1.02

SERNO

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	1	1.3	1.3	1.3
2	1	1.3	1.3	2.5
3	1	1.3	1.3	3.8
4	1	1.3	1.3	5.1
5	1	1.3	1.3	6.3
6	1	1.3	1.3	7.6
7	1	1.3	1.3	8.9
8	1	1.3	1.3	10.1
9	1	1.3	1.3	11.4
10	1	1.3	1.3	12.7
11	1	1.3	1.3	13.9
12	1	1.3	1.3	15.2
13	1	1.3	1.3	16.5
14	1	1.3	1.3	17.7
15	1	1.3	1.3	19.0
16	1	1.3	1.3	20.3
17	1	1.3	1.3	21.5
18	1	1.3	1.3	22.8
19	1	1.3	1.3	24.1
20	1	1.3	1.3	25.3
21	1	1.3	1.3	26.6
22	1	1.3	1.3	27.8
23	1	1.3	1.3	29.1
24	1	1.3	1.3	30.4
25	1	1.3	1.3	31.6
26	1	1.3	1.3	32.9
27	1	1.3	1.3	34.2
28	1	1.3	1.3	35.4
29	1	1.3	1.3	36.7
30	1	1.3	1.3	38.0
31	1	1.3	1.3	39.2
32	1	1.3	1.3	40.5
33	1	1.3	1.3	41.8
34	1	1.3	1.3	43.0
35	1	1.3	1.3	44.3
36	1	1.3	1.3	45.6
37	1	1.3	1.3	46.8
38	1	1.3	1.3	48.1
39	1	1.3	1.3	49.4
40	1	1.3	1.3	50.6
41	1	1.3	1.3	51.9
42	1	1.3	1.3	53.2
43	1	1.3	1.3	54.4
44	1	1.3	1.3	55.7
45	1	1.3	1.3	57.0
46	1	1.3	1.3	58.2
47	1	1.3	1.3	59.5
48	1	1.3	1.3	60.8
49	1	1.3	1.3	62.0
50	1	1.3	1.3	63.3
51	1	1.3	1.3	64.6
52	1	1.3	1.3	65.8
53	1	1.3	1.3	67.1
54	1	1.3	1.3	68.4
55	1	1.3	1.3	69.6

**SERNO**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	56	1	1.3	1.3	70.9
	57	1	1.3	1.3	72.2
	58	1	1.3	1.3	73.4
	59	1	1.3	1.3	74.7
	60	1	1.3	1.3	75.9
	61	1	1.3	1.3	77.2
	62	1	1.3	1.3	78.5
	63	1	1.3	1.3	79.7
	64	1	1.3	1.3	81.0
	65	1	1.3	1.3	82.3
	66	1	1.3	1.3	83.5
	67	1	1.3	1.3	84.8
	68	1	1.3	1.3	86.1
	69	1	1.3	1.3	87.3
	70	1	1.3	1.3	88.6
	71	1	1.3	1.3	89.9
	72	1	1.3	1.3	91.1
	73	1	1.3	1.3	92.4
	74	1	1.3	1.3	93.7
	75	1	1.3	1.3	94.9
	76	1	1.3	1.3	96.2
	77	1	1.3	1.3	97.5
	78	1	1.3	1.3	98.7
	79	1	1.3	1.3	100.0
	Total	79	100.0	100.0	
Total		79	100.0		

**Graduation Year**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1981	1	1.3	1.3	1.3
	1982	7	8.9	8.9	10.1
	1983	5	6.3	6.3	16.5
	1984	2	2.5	2.5	19.0
	1985	5	6.3	6.3	25.3
	1986	5	6.3	6.3	31.6
	1987	6	7.6	7.6	39.2
	1988	8	10.1	10.1	49.4
	1989	4	5.1	5.1	54.4
	1990	6	7.6	7.6	62.0
	1991	6	7.6	7.6	69.6
	1992	10	12.7	12.7	82.3
	1993	9	11.4	11.4	93.7
	1994	1	1.3	1.3	94.9
	1995	1	1.3	1.3	96.2
	1996	3	3.8	3.8	100.0
	Total	79	100.0	100.0	
Total		79	100.0		

**Finance Major**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	63	79.7	100.0	100.0
	Total	63	79.7	100.0	
Missing	0	16	20.3		
	Total	16	20.3		
Total		79	100.0		

**Dual Major (Accounting/Finance)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	16	20.3	100.0	100.0
	Total	16	20.3	100.0	
Missing	0	63	79.7		
	Total	63	79.7		
Total		79	100.0		

**Minor(s)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	8	10.1	100.0	100.0
	Total	8	10.1	100.0	
Missing	0	71	89.9		
	Total	71	89.9		
Total		79	100.0		

**Associate's Degree(s)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	14	17.7	100.0	100.0
	Total	14	17.7	100.0	
Missing	0	65	82.3		
	Total	65	82.3		
Total		79	100.0		

**Certificates**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	6	7.6	100.0	100.0
	Total	6	7.6	100.0	
Missing	0	73	92.4		
	Total	73	92.4		
Total		79	100.0		

### Employed

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	74	93.7	100.0	100.0
	Total	74	93.7	100.0	
Missing	0	5	6.3		
	Total	5	6.3		
Total		79	100.0		

### Income

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	\$20,000-\$40,000	16	20.3	22.2	22.2
	\$40,001-\$60,000	29	36.7	40.3	62.5
	\$60,001-\$80,000	14	17.7	19.4	81.9
	Over \$80,000	13	16.5	18.1	100.0
	Total	72	91.1	100.0	
Missing	System Missing	7	8.9		
	Total	7	8.9		
Total		79	100.0		

### Employment Field

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Banking	19	24.1	26.0	26.0
	Securities	4	5.1	5.5	31.5
	Corporate Finance	10	12.7	13.7	45.2
	Personal Finance	3	3.8	4.1	49.3
	Other	37	46.8	50.7	100.0
	Total	73	92.4	100.0	
Missing	System Missing	6	7.6		
	Total	6	7.6		
Total		79	100.0		

### Rate Finance Degree

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Poor	2	2.5	2.6	2.6
	2	6	7.6	7.8	10.4
	3	37	46.8	48.1	58.4
	4	30	38.0	39.0	97.4
	Outstanding	2	2.5	2.6	100.0
	Total	77	97.5	100.0	
Missing	System Missing	2	2.5		
	Total	2	2.5		
Total		79	100.0		

### Accounting Skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	10	12.7	100.0	100.0
	Total	10	12.7	100.0	
Missing	0	69	87.3		
	Total	69	87.3		
Total		79	100.0		

### Finance Skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	9	11.4	100.0	100.0
	Total	9	11.4	100.0	
Missing	0	70	88.6		
	Total	70	88.6		
Total		79	100.0		

### Statistics Skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	10	12.7	100.0	100.0
	Total	10	12.7	100.0	
Missing	0	69	87.3		
	Total	69	87.3		
Total		79	100.0		

### Writing Skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	27	34.2	100.0	100.0
	Total	27	34.2	100.0	
Missing	0	52	65.8		
	Total	52	65.8		
Total		79	100.0		

### Computer Skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	47	59.5	100.0	100.0
	Total	47	59.5	100.0	
Missing	0	32	40.5		
	Total	32	40.5		
Total		79	100.0		

### Management Skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	11	13.9	100.0	100.0
	Total	11	13.9	100.0	
Missing	0	68	86.1		
	Total	68	86.1		
Total		79	100.0		

### Interpersonal Skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	15	19.0	100.0	100.0
	Total	15	19.0	100.0	
Missing	0	64	81.0		
	Total	64	81.0		
Total		79	100.0		

### Marketing Skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	16	20.3	100.0	100.0
	Total	16	20.3	100.0	
Missing	0	63	79.7		
	Total	63	79.7		
Total		79	100.0		

### Problem Solving Skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	15	19.0	100.0	100.0
	Total	15	19.0	100.0	
Missing	0	64	81.0		
	Total	64	81.0		
Total		79	100.0		

### Foreignskills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	16	20.3	100.0	100.0
	Total	16	20.3	100.0	
Missing	0	63	79.7		
	Total	63	79.7		
Total		79	100.0		



**Verbal Skills**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	27	34.2	100.0	100.0
	Total	27	34.2	100.0	
Missing	0	52	65.8		
	Total	52	65.8		
Total		79	100.0		

**Other Skills**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	5	6.3	100.0	100.0
	Total	5	6.3	100.0	
Missing	0	74	93.7		
	Total	74	93.7		
Total		79	100.0		

**Attended Graduate School**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	26	32.9	100.0	100.0
	Total	26	32.9	100.0	
Missing	0	53	67.1		
	Total	53	67.1		
Total		79	100.0		

**Complete degree**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	16	20.3	100.0	100.0
	Total	16	20.3	100.0	
Missing	0	63	79.7		
	Total	63	79.7		
Total		79	100.0		

**Future Grad Study Plans?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	28	35.4	100.0	100.0
	Total	28	35.4	100.0	
Missing	0	51	64.6		
	Total	51	64.6		
Total		79	100.0		

**Professional Business Org at FSU**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	42	53.2	100.0	100.0
	Total	42	53.2	100.0	
Missing	0	37	46.8		
	Total	37	46.8		
Total		79	100.0		

**Participation Enhance Career Prep**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Little	14	17.7	35.0	35.0
	Somewhat Important	10	12.7	25.0	60.0
	Relatively Important	7	8.9	17.5	77.5
	Extremely Important	9	11.4	22.5	100.0
	Total	40	50.6	100.0	
Missing	System Missing	39	49.4		
	Total	39	49.4		
Total		79	100.0		

**Co-op Education/Internship at FSU**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	8	10.1	100.0	100.0
	Total	8	10.1	100.0	
Missing	0	71	89.9		
	Total	71	89.9		
Total		79	100.0		

**Co-op Enhance Career Prep**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Important	1	1.3	12.5	12.5
	Relatively Important	4	5.1	50.0	62.5
	Extremely Important	3	3.8	37.5	100.0
	Total	8	10.1	100.0	
Missing	System Missing	71	89.9		
	Total	71	89.9		
Total		79	100.0		

**Would a Co-Op Experience Enhanced Career Prep**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Little	3	3.8	5.4	5.4
	Somewhat Important	21	26.6	37.5	42.9
	Relatively Important	8	10.1	14.3	57.1
	Extremely Important	24	30.4	42.9	100.0
	Total	56	70.9	100.0	
Missing	System Missing	23	29.1		
	Total	23	29.1		
Total		79	100.0		

Job Title	Reason for Unemployment
	Mother of 3
	End of Contract
	Motherhood
	Down-sized
	Homemaker (1991 - ?)
	Recent relocation and raising children
Accountant	
Accounting & Financial Specialist	
Allstate Insurance Agent	
Associate Financial Analyst	
Associate Underwriter	
Ast. VP, Branch Mgr.	
Bookkeeper	
Computer Consultant	
Computer Programmer/Analyst	
Consultant	
Corporate Property & Casualty Specialist	
CPA, Assistant Controller	
Credit Department Manager	
Director of Cost	
Director of Employee Benefits	
District Manager	
E.B.S. Field Consultant	
Education	
Finance & Business Manager	
Finance Manager	
Financial Analyst	
Finc. Auditor	
General Manager	
Investment Executive	
Investment Representative	
Loan Clerk	
Loan Officer	
Management Consultant	
Manager	
Marketing	
Marketing Rep Ford Motor Co.	
Mortgage Loan Officer	

Job Title	Reason for Unemployment
Natl. Sales Officer	
Operations Technician	
Pharmaceutical Specialist Regional Acct. Manager	
Portfolio Manager	
President	
President	
President/Owner	
Program Manager, Accounting Finc. Mgr.	
Project Manager/Admin Officer	
Public Acct - Partner	
Reinspector - Homeowners Insurance	
Research Manager	
Sales Manager	
Sales Rep (outside)	
Senior Accountant/Sales Tracking Supervisor	
Senior Field Examiner	
Senior Financial Analyst	
Senior Premium Auditor	
Server Administrator	
Server Administrator	
Software Support Executive	
Staff Accountant	
Tax Attorney	
Trust Administrator	
U S Army Administration	
Vice President, Self Employed	
Vice President/District Mgr.	
Vice President/General Auditor	
VP Sales	
Wholesale Mortgage Consultant	

**FIELD OF EMPLOYMENT - OTHER**

Law (Tax Attorney)

Insurance

Information Services Provider

Automotive Industry

Owner/President of Financial/Estate Planning Firm

CPA/Consulting Firm

Quality Engineer Automotive

Real Estate & Mortgage Payments

Manufacturing

Sales Management/Manufacturing

Insurance

Accounting/Consulting

Real Estate Valuation/Developer

Manage Industrial Sales & Service Co.

Insurance

Factory-GM

Utility

I.C.I. Paints-10 years

Insurance

Pharmaceuticals Industry (Currently)

Insurance

Mortgage Banking

Public Accounting

Education

Marketing

Public Accounting

Insurance-Homeowners Claims

Asset Base Lending

IT Services

Insurance

Computer Services

Government

Engineering

Real Estate

Insurance

Insurance

ADP

All Windows (client server) applications & Mainframe utilities

CFI Laser Pro, ITI, Win 95

College & University Financial Systems, Lotus Smart Suite, Microsoft, Dbase, Netscape, numerous internal systems.

Dowtran, Microsoft Excel

Excel, Access, Word, Lotus Notes 1-2-3, MS Project

Excel, Lotus

Excel, Microsoft Word

Excel, Microsoft Word, Lotus cc:mail, Lotus, ACT, WordPerfect, PowerPoint

Excel, PowerPoint, MS Access, Word, WordPerfect, Lotus Notes, Internet Browsers

Excel, Word

Excel, Word

Excel, Word, Access

Excel, Word, Famas, Optional, Cashnet, EFTPS

Excel, Word, Power Point, SPSS, Internet

Excel, Word, PowerPoint, Lotus, Lotus Notes, Word Perfect

Genesis

In-house

In-House software dealing with development of portfolios and market information.

Lotus 123 6.0, Platnum for Windows, Reflection

Lotus 123, Rbase, Word Pro

Lotus Notes, Excel

Lotus Notes, Lotus 123, WordPro

Lotus Notes, Microsoft, MC PowerPoint

Lotus Notes, Word, Presentation Edge

Lotus, Ampro, Works

Lotus, Excel, In house software

Lotus, Excel, MS Word, WordPerfect

Lotus, Excel, WordPerfect, Louts Smartfuite, Harvard Graphics

Lotus, WordPerfect, Accounts Payable Program, Fixed Asset Program, Call Report Program, Asset/Liability Software for Mgt., Investment Portfolio, Software Bud

Lotus, WordPerfect, Windows

MAIN, Excel, WordPerfect, Windows 95, Netscape, ACCESS, Groupwise

Mainframe ACH and Loan Applications

MAS 90 Accounting, Excel, Word, Filemaker

Microsoft Excel, Word, Schedulet, PowerPoint, ProSeries Tax, T-Value, Tasc Force Acct., Timeslips

Microsoft Office

Microsoft Office

Microsoft Office

Microsoft Office, Excel, PowerPoint

Microsoft Office, Lotus

Microsoft Office, Word, Excel, PowerPoint, Access, Hyperion, Graphical Performance Series, Variety of mainframe applications

Microsoft windows 97 & windows based applications

Microsoft Word, Excel, Access

Microsoft Word, Excel, RIA tax research, Tax Works

Microsoft Word, Lotus 123, Acct Software

Microsoft, BGM Marketing

Microsoft, Excel, Word, etc.

MS Excel, Word, Windows 95, Access, MS Exchange, Internet Explorer, ABC Flowcharter, MS Project, Walker Interactive Systems, ADP Payroll

MS Office, Lotus 1-2-3

MS Word 7.0 for Windows 95, MS Excell 7.0 for Windows 95

MS Works, Windows 95

N/A

NT Windows

Office '97, Many other programs

Quattro, Argus, WordPerfect

Quick Books, Microsoft

Spreadsheet, Word Processing Applications

Windows '95, MS Office, Peachtree, Quick Books, MS Works, MS Money, etc.

Windows 3.0

Windows 6.0 - 95

Windows 95

Windows 95 Microsoft Office

Windows 95, A.C.T., Dynatec

Windows 95, Dos, Lotus 123

Windows 95, Solomon Accounting, Office 97

Windows 95, Turbo Tax, Taso Force (Income tax program)

Windows NT 4.0, Windows 95, MS Office 95 & 97, Visio 5, ABC Graphics and everything else

Windows NT, Lotus 123, Microsoft Excel, Etc.

Windows NT, Windows 95

Windows, MS Office, Oracle Financials

Word, Excel, MS Office '97

Word, Excel, Powerpoint, and the internet.

What Finance/Accounting Courses Have Been Most Beneficial?

7/14/98

	Those taught by people who had worked in the field
	General knowledge of the subject matter has been very beneficial, helped me understand how bus.works
	Make graduates more aware of importance of accounting
	Most are used in small parts every day.
Accounting	I'm a bookkeeper
Accounting & Math of Finance	Understanding Tax Returns
Accounting 1 and 2	
Accounting Courses	



What Finance/Accounting Courses Have Been Most Beneficial?

7/14/98

All	I learned something different from all of them, even if it was just in theory
All	None really sticks out because I use all things in the Army
All Accounting	
All Accounting courses	I wish I would have taken more
All finance and accounting courses were beneficial.	
All Finance classes	
All of them!	
All the Accounting classes were beneficial.	Both Mgt. & Finc. Positions need to have a thorough understanding of acct. practices.
Bankinc courses	Since I graduated I have always worked in the banking field.
Basic Accounting, Portfolio Management, Financial Accounting	Use these tools very frequently.
Business Math, Accounting, Principles of Finance	Because I use them everyday
Case Studies, Stats, math-related	Use these daily
Cash flow ratio analysis	Helps to be able to understand margins/profitability
Computer	I spend 8 a day on computer.
Corporate Finance	Learned basics of NPV
Cost Accounting	Basis of Job
Cost Accounting, Real Estate Finance, Managerial Finance, Fund Accounting	

What Finance/Accounting Courses Have Been Most Beneficial?

7/14/98

Cost Accounting. Budgeting/Forecasting	
Cost/Managerial Acct, Operations Management, Financial Management	It has been my "career" for past 11 years.
Finance courses, case studies	Improves problem solving skills & promotes team work
Finance/Acct, Princ. Of Finc.	
Financial Accounting	Use Daily
Financial Accounting	Directly related!
Financial Accounting, Financial Mgt., Gov't. Accounting	Skills used everyday as an accountant.
Financial Analysis	Review of individual dealership financial performance.
Financial Management & Federal Income Tax.	Applied course material to everyday business problems
Financial Management. Portfolio Management, Investments	Day to day job related
Finc 465	
General Accounting (101, 102, 103), Real Estate, Finance	Both basic knowledges made mortgage banking easier to understand
General Accounting (beginning to advanced)	
I believe each course helped build a good basic understanding.	
Intermediate Accounting	Need to solve problems in accounting office.
Intermediate Accounting/Problems & Cases in FINC	
Investment Principles	Everyone needs to prepare for the future

What Finance/Accounting Courses Have Been Most Beneficial?

7/14/98

Investment Principles and Portfolio Management	Help me toward attaining the brokerage licenses. I have the Series 3, 7, 8, 31, 63, & 65, plus Life
Investment principles, cases & Problems	Because of their real life applications
Investments	What I do
Investments, Basic Finance	Foundation for further understanding
It's been 10 years. It's hard to remember.	
Management and all financial ones.	I use all of them the most in my position.
Math of Finance	Banking
Math of Finance.	
Money and Banking	I was one of very few programmers who understood how banks functioned and why many things were done.
Most all finance courses	General/Base Understanding
None	Not in field
None	
Operations Management	Teached me how to manage processes
Personal Finance	Budgets for clients
Portfolio	More hands on work evaluating real stock & creating a winning portfolio
Portfolio Management, Budgeting Analysis, Financial Mgmt.	These courses have been critical to manage personal corporate quarterly and annual budges.
Portfolio Management, Financial Accounting Courses	Knowledge in analyzing a company's financial statement is essential for any banker's skill set.

What Finance/Accounting Courses Have Been Most Beneficial?

7/14/98

Principles of Acct., Intermediate Acct., Portfolio Mgmt, Statistics, Finc.	Core Knowledge
Principles of Finance (Marshall Giller courses)	Provided a good basis of - - (this personal did not complete sentence)
Principles/Systems	Overall general knowledge of entire systems
Real Estate Finance	Started in Mortgage Banking
Real Estate Finance	Realtor
Real Estate Finance & Finance Classes	Dealing w/current issues needed to understand current trends and issues - Real Estate back-ground
Real Estate Finance, Problems in Finance	Critical for analysis of RE investment and commercial credit analysis.
Really all of them	
Statistics, Accounting	Statistics & Acct are very important in the financial field for analytical reviews.
Strategies. Also, last 2 years of Finance classes.	Real scenarios - helps prepare for evaluations of problems and teaches students to work with others.
Those taught by Dr. Graham	He challenged us instead of us just studying for tests.



What Finance/Accounting Courses Have Been Least Beneficial?

7/14/98

Auditing System Controls	Because I don't work in these areas
Case Studies	Never needed, not in corporate finance
Communications/Management	Already know how to effectively communicate. Management courses are not real-world.
Cost Accounting	Do not use in my position on a regular basis
Cost Accounting	Have not used within State Government.
Cost Accounting	Had to re-educate myself on my own.
Cost accounting	
Cost Accounting 3	Real world doesn't work this way
Cost Acct.	Didn't use
Economics Macro-Micro	Info on Economics is not needed for a banking career
Economics Money & Banking	Repeat of material
Everything I feel is relevant in some way.	Because you unknowingly apply many skills on a daily basis.
Finance taught by Shin	Course was not taught with practical application or how to apply information.
Financial Accounting	I don't feel that I received any benefit from this class.
Financial accounting courses.	Too detailed - never use.
Financial Accounting or Principles of Acct.	Poor instructor - Etienne
Govt ACCT1	I have not had govt. job in acct.
I enjoyed all classes	
Introductory accounting	The teacher I had let you ski the last 6 weeks of you got all A's the 1st 4 weeks - then receive a B
Labor Economics	
Liberal Arts	
Management Policy & Strategy	Not in Management
Math of Finance	Too basic
Math of Finance - Financial Acct.	All Math is done on computer & hand-held calculators
Mathematics of Finance	Much of this course I learned in high school (business math)
Most accounting	Hire an accountant
N/A	Not in field
Non-Profit Acct.	Not applicable
None I can think of.	
P.O.M.	My career does not have a product time frame
Portfolio	Not beneficial to real world situations.
Portfolio Management	Have had little need for evaluation of individual stocks.
Portfolio Management	Not Related
Real Estate Finance, Production/Operations Mgmt.	Don't use much of principles in career presently.
Same as above	

What Finance/Accounting Courses Have Been Least Beneficial?

7/14/98

See "comments"	
Seminar in Finance	
Seminar in Finance, All Dr. Miller's courses.	Poorly instructed, little real-life experiences
Seminar in Finance, Business calculators & machine	Very weak content & poorly taught. Very necessary but not very well taught
Statistics	Although interesting and educational, I don't use them in my current position.
Stats	Don't use in current job.
Stocks & stockmarket stuff	Because I didn't want to be a stockbroker
Strategic planning	Since I graduated I have always worked in the banking field.
Tax	Not involved in.





Business Courses Most Beneficial
Management - Any course that involved speaking in front of class.
Management classes have proven helpful.
Management courses
Managerial Accounting
Managerial Securities
Marketing
Marketing course
Marketing, Real Estate Finance, Investment Principles.
Math of Finance, Management
Math, english, Communications
PC Courses, Business Writing
Personal Finance, policy and all my CIS courses
Portfolios
Principles of Real Estate
Public speaking with Gary Horn and Jesse Huff
Public speaking, writing, accounting
Real Estate Finc, Math of Finc (300)
Same as above.
Speech classes and management classes.
STAT 1 and 2, ECON 1, ECON-Money and Banking
Statistics
Statistics, Law, Business, Communications, Economics
Stats
Stats, Finc. Markets, Organizational Behavior, Investment Principles, Econ.
Stats, Management, Real Estate
STQM 322, 321
Strategies, Real Estate Finance
Tax Law, Marketing, BUS Law
The management courses were very beneficial, the law courses , also.
Writing. Any class requiring term papers



Because of the expansion into a global economy, the ability to speak a second language will benefit future students tremendously.

Because times have changed, the computer offers a world of knowledge.

Being in Accounting/Finance you will find it to be very reliant on personal computers. A spreadsheet class would be very beneficial to any graduate in finance.

Better business writing, i.e., getting to the point effectively. Just overall computer training.

Bosses tell you a few key thoughts & expect you to type up a letter to somebody that sounds like something they would write. And they want it in 15 minutes.

Business today requires communication (written & verbal) & computer use not programming. More courses need to be geared towards developing these skills.

Business. We live in a world driven by technology and more hands-on training - especially software like Microsoft office is needed. More management skills training needed - Business is also about managing people, processes, expectations, etc.

Communication is so very important. Without it you'll never advance. Technology changes so fast, computer skills are important. Problem solving skills would also help.

Communication skills are very important in a team position in the corporate world

Computers are the core of business.

Computers are the heart of the business market today

Cost Accounting needs to be a requirement along with an internship.

Due to my short-time in the work force after graduation, I didn't answer the questionnaire

During my period at Ferris we didn't use PC's. Instead we were writing computer programs. It would be nice to have a course for time management and staying organized and prioritized on the job.

Foreign language skills open opportunities at large companies

Hands-on computer classes and required foreign language classes.

Have students manage a department of employees of a fictitious corporation and solve problems. I often hear that an individual was a good candidate for a job but lacked management experience. A course designed for management experience will help.

How to interpret employees responses to questions. How to motivate varying personalities effectively.

I feel that FSU did a wonderful job giving its students a good preview of the skills and training we need for a successful career. Although additional skills and training were/are needed. I feel that they can only come from the job experience.

I feel today's society students hold be encouraged if not required to take a foreign language. The business world is a global environment.

I needed to know how to use windows not write programs.

I was smart enough to determine what career I wanted and took the class necessary. However, you don't just become a stock broker by graduating from Ferris. You need to have great communication skills, be self motivated, disciplined, persistent.

I would have been very smart to gain a foreign language degree also.

I would take out HUMN & throw in two more ACCT classes, computer based, the delve into finances such as income stmts, balance sheets, etc.. These are necessary skills regardless of your career. Having BI-lingual capabilities can catapult your career.

In Finance Program too many teachers had outdated syllabus and were foreign and could only teach formulas and not reason behind the formulas

In my day to day job I do a lot of presentations, or in general, attend meetings where input is required. I have developed a lot of these skills through practice.

Introduction to popular accounting programs.

Learning more about real world corporate politics would have been helpful. However that might be an area that can only be learned through life experiences. Idea: Course on: Conflict & Resolution within Org. in Corp. America

Learning to manage employees & budgets. Learning to market myself. Practice speaking to groups.

Letter writing for business

Many of the finance courses had good information but the professors at the time had very poor people skills (Dr. Graham, Mr. Shoemaker) I was literally self-taught. P.S. John Fairbanks was one of the Good Ones!

More business situations instead of text book teaching.

More business writing management reports.

More realistic training with making financial evaluations and decisions. Let students see people in action on their jobs. Make interning a requirement and assist students in obtaining opportunities for such.

More required computer classes. Also communication skills are a big plus.

Obviously computers are a big part of every professional field. I was only required to take the basics in 1987.

Only because it's been 4 years since in the workforce

Perhaps it was just normal @ the time but my knowledge of computers at graduation was inadequate. While I have been able to improve/learn in this regard on my own, it certainly would have been beneficial to learn more while @ FSU.

Personal Marketing.

Personally, my career took a sales track and I received very little training in these areas.

Presentation of ones self to another individual, customer, co-worker. The ability to communicate effectively & intelligently

Pure Communication(s), writing, research/analysis

Report writing, computer courses that concentrate on databases and spreadsheets, how to motivate, reprimand and determine the best course of action, more step-by-step problem-solving on a general basis--application to most types of problems.

Required to take more speech courses.

Sales Training

Small business management

Statistical and Mathematical Modeling

Stronger classes & instructors, higher level of expectation. Too many classes were geared to the lowest common denominator. Weaker students were allowed to remain in the program way too long. Not enough emphasis on "real life" problem solving.

Students enrolled in the finance program should be encouraged to complete an economics degree

Tech/Business reports. My job requires me to write a detailed report at the end of each of my assignments. It would have been helpful if the finc. Program required a business writing course.

There needs to be more computer classes devoted to financial statement preparation using Microsoft Excell; plus Ferris needs to offer mre classes in banking and mortgage lending.

There were few courses that integrated computer software applicatins with the course; however, that was 10 years ago and computers are a larger component of every business now.

There were really no personal computer classes then. For pre MBA school I was required to take another Stats class. Verbal communication was never really stressed at FSU.

These skills always need strengthening, since my job deals with the public.

Training in writing policies and procedures. I have found myself giving speeches to our shareholders and Board of Directors--need to stress importance of verbal communications. Would have like 1 or 2 more classe on Lotus

When I graduated my computer skills were not extremely strong. I believe that in order to market yourself better, you need to have strong computer skills in all different types of software. More statistical classes would have been very beneficial.

Writing - Never enough in business writing - mgt skills - need conflict resolution - negotiation training is needed - mkt - need to understand full kmt ideas - verbal presentations are everything. I you can articulate your point your worthless.

Writing business letters, memos, e-mail. Training on network, PC's complete knowledge of operating systems.

Actually, it's been so long, my memories are vague. Strengths were the actual classes towards the degree

At the time, the material was fine, but the department had many old "bankers" and professors that made learning difficult. People skills are so important in teaching.

Basic understanding of the stock market, life insurance, and managing a business

Class size (in '86) was good. Don't recall too much detail about content of specific classes.

Coop would give real life experience.

Coop would have been extremely important to enhance my career.

Current issues and industry trends were discussed. Good real estate program - more training w/speech, presentations, and writing. Background in all facets of business. Good for finance majors. Push for strong public relations - networking is also good

Focuses on practical applications

Fundamentals of finance were taught well. Case studies were touched on - could have been stressed more.

I am/was very pleased with the personal attention and the hands on problem solving of my higher level courses. I wished these experiences had started even earlier in my college career. Unfortunately I didn't do an internship due to finances.

I believe the value of my education at Ferris is tremendous. I have only good things to say about the program.

I believe there is a need to educate people on the overall aspect of operating a business. Detailed classes are fine if employed in that specific area. There is a need to understand how everything come together.

I enjoyed the class sizes and the ability to interact with the instructors. There was generally time to pursue all questions raised in class. I particularly enjoyed hearing about instructors experiences in the "real world".

I feel the finance program as a whole provides a well rounded degree. I feel that no degree can prepare you completely for what you will experience once in the job market. This program covered a little bit of everything which is good.

I feel the program prepared me well for my chosen profession. I have used the coursework many times and still use some textbooks for reference. Ferris has a good reputation.

I felt that FSU offered me a good core education in finance. The instructors came from diverse backgrounds, and were able to insert real world problems and situations into class study. This is in contrast to many of my friends who went to other Univ.

I found the Finance program to be more than adequate. I merely did not go on to pursue a career in Finance.

I had a brother who attended MSU in finance and was two years older. I was able to witness his program almost first-hand and the difference was surprising. I had much smaller classrooms, the classes were taught better. I had more assignments. Superior.

I wanted to get into banking, the degree trained me to be a stock broker. The degree is very broad

I was excited about the finance program until I started taking classes with Dr. Graham. I believe he was knowledgeable, but his teaching style was inappropriate for our level. Vary teachers for core classes so you don't get the same teacher.

I was very pleased with the program. It made me work hard and I learned a lot.

John Fairbanks & Marshall Giller taught skills that were transferable to business.

Many courses required the students to analyze & interpret "real, ongoing" companies & in Mr. LaBarre's independent study we were able to work with the company, discussing their problems & making a real evaluation. It was the best course I had.

Mathematics of Finance, Investment Principles, Portfolio Management

Overall I think that the program is good. I can think of things that would have helped me - better communication skills, computer classes, Problem solving.

Program offered a well-balanced curricula of finance classes.

Small class size, small school setting. If the curriculum would improve, the size of the school & the personal attention cold be a huge plus. You have huge, special opportunity to build a strong, highly sought after program. You need to have a vision.

Suggestion: If not already required, then require all Ferris grads to take as "personal finance" course which teaches the basics of: budgeting, savings programs, borrowing, compounding interest, record keeping and the importance of credit

Tak about the Series Licenses and how they are to be obtained, such as you need to be sponsored by a firm.

Talk to the kids about career paths early on and keep talking about this.

The considerable amount of accounting classes needed, as finance and accounting generally work together in a corporate setting.

The Finance and Management classes were extremely important. Business electives--Real Estate Law/Real Estate Finance.

The finance program at FSU has many strengths. Such as the financial classes taken during our last year of schooling. My apologies for not mentioning specific classes. It has been eight years since I graduated. I believe more statistical and computers

The instructors and faculty! Thank you for the assignments & class projects. Best regards to all business faculty in the business building.

The numbers for professors to students is a good percentage for a more personal education. I think when you're in business, you need more personal experience than information from text books.

The program is geared strongly to make finance students borkers. The information provided would have made me outstanding in this field.

The program neede more hands-on; real-life situations

The strength of the Ferris Finance program is its diversity. The core and major classes required for the degree provided us, the students, knowledge in a variety of areas.

The technical background gained is strong for banking environment. Problem solving and analysis ability is necessary for commercial credit analysis.

There is no way anyone should earn a finance degree without finishing math through calculus level. I learned this the hard way while earning an MBA.

Use more real-life, practical studies.



Accounting/ Mrs. Ettiene

Build past the fundamentals into usage of that knowledge. Today's world requires a working PC knowledge. I believe more emphasis should be placed on cash management/treasury functions.

Companies have many choices to make for recruiting. FSU needs to do something to distinguish its program, by having strong classes & higher graduation standards. Otherwise, the U of M & MSU's of the world will cont. to reap the really prime students.

Dr. Miller - I truly feel that he wasted students time by not approaching our subjects with interesting lessons, and was a very poor communicator. I wish coop/internships were mandatory.

Get rid of any foreign teacher. I could not understand them and it was a waste of my money and time.

I can't think of any off hand.

I enjoyed my time at FSU greatly

I had Dr. Graham for many of my finance courses. He had us memorizing word for word answers to all his exams instead of having us actually learn them. This was no benefit.

I had to repeat classes at MSU that I had taken at Ferris to get my MBA because MSU wouldn't accept them. You need more math and statistics if you want kids to do well in Graduate school.

I have no bad comments about the finance program. I do feel FSU should heavily court banks, brokerages, etc. to create a partnership in training. This would greatly enhance the schools visibility & credibility for its students.

I think more outside "guest" professors should be brought in to teach and give real life examples to the upperclassmen. There should be more classes taught in the areas of loan documentation and personal banking.

Insurance Principles, Risk Management, Pension Management, Actuarial Methods & Concepts, Personal Financial Planning (Taxation Impacts).

Limited to broker education--very little for banking. Would have enjoyed a couple of classes that pertained to personal finance--pensions, debt, taxes, insurance, mortgages, stock purchases.

Maybe a basic statistics class is fine but beyond that it is a useless class for real life application. I was a slower learner so at times I struggled to keep up but the knowledge was vital.

More business electives would be much more beneficial. The non-business electives make you a better rounded person, but not as beneficial to a student's future.

Most important students need the practical experience in their respective fields.

My experience was very positive and there was nothing significant enough to remember this long to suggest changing.

Need to increase sales skills. Everything in finance is related to sales.

No case studies to apply teaching to real world situations.

None

Not enough: Law, Speech, Writing, Presentations. Need more current even training.

One or two Econ classes is plenty. I don't remember any of the dozens of theories all those guys thought of.

Possibly have more interaction with business professionals. Guest Lectures. Possibly offer a greater influence of sales/marketing/insurance as an option for purposes of elective classes.

See above. Hope this helps and the program matures & grows.

Some of the classes could be updated to include information more pertinent to today's investing environment.

Some professors taught only from the book! Lacked personal experience.

Suggestion from Forbes or Fortune Magazine: Schools hiring out their MBA programs as consultants. This could be done on a smaller scale for college or local businesses. To actually solve real problems would be a tremendous incentive.

The internships that were available at the time, were lousy. Work needs to be done to develop a much larger selection. Alumni need to be asked to help!

The non "real world" information. Example: The real world generally does not use Beta's and Alpha's when dealing with clients.

The only thing I feel that would enhance this program is a senior level required writing course.

Too much concentration on memorizing information and feeding it back instead of learning tools to solve problems.

Weaknesses were some of the teachers' methods. Needed more group interaction and "hands-on." It's so hard to learn about the real world from a textbook.

When I graduated, my views of the opportunities that were available to me with a finance degree were limited to being a financial planner or being in sales (mutual funds, stocks, bonds, etc) Once I entered the real world my options were greater.



Professional Organization
Delta Sigma Pi
Finance
Finance and Accounting Clubs
Finance Assoc.
Finance Assoc.
Finance Assoc.
Finance Assoc. Omicron Delta Kappa,
Finance Club
Finance Club
Finance Club
Finance Club
Finance Club
Finance Club
Finance Club
Finance Club, Management Club
Finance Club, SAM
Finance Clue
Finance Group
Finance Investment Club
Finance Mgt. Association
Financial Management Assoc.
FMA
Fraternity
ODK, APICS, FINC MGT ASSOC.
Phi Gamma Nu
SAM
SAM
SAM, ACCT, FINC
SAM, Finance Assoc.
SAM, Finance, Accounting
SAMS



What degree?	What degree?
	MBA
	MBA
	Human Resources
	MBA/C.E.B.S.
	Law/MBA
ChFC	
CUNA Mgt. School - U o	
J.D.	
JD - Law	
M. S. - Finance	
M.S. in Finance	
MBA	Secondary Education
MBA	
MBA	
MBA	
MBA	
MBA	
MBA - Finance	
MBA Finance	
MBA, JD	
MBA - Finance	
MS in Administration	

Dear Finance Student,

The Finance program is currently undergoing a review. *Every* program at Ferris is periodically reviewed. The review process helps validate what we are doing right and discover what funding or resources we might need to become a better program. Please answer the following questions so we can continue successful strategies and make improvements. THANK YOU for participating.

Number of Finance courses taken \_\_\_\_\_

Current class standing: Freshman \_\_\_\_\_ Sophomore \_\_\_\_\_ Junior \_\_\_\_\_ Senior \_\_\_\_\_

Rate each item below using the following guide:

- E** = Excellent
- G** = Good
- A** = Average
- BE** = Below Average
- P** = Poor
- DK** = Don't know

Rate how FSU is doing to prepare you in the following areas	E	G	A	BE	P	DK	COMMENTS
Accounting							
Economics							
Management							
Marketing							
Mathematics							
Computer skills							
Communication skills							
Writing skills							
Interpersonal skills							
<b>Rate the following:</b>							
1. Courses in the Finance program are available and conveniently scheduled.							
2. Course prerequisites in the upper level finance courses are adequate.  <div style="text-align: right; margin-right: 50px;">           FINC 323            FINC 451            FINC 454            FINC 465         </div>							
3. Written objectives for courses in your program: - Are available to students. - Describe what will be covered in class.							
4. Related courses (such as Accounting, Economics, Management etc.) are: - Pertinent to major. - Current and meaningful to you.							
5. Courses in the program: - Meet your occupational needs, interest and objectives. - Provide practice for developing job skills.							



E = Excellent G= Good A=Average BE=Below Average P=Poor DK=Don't know

Rate the following:	E	G	A	BE	P	DK	COMMENTS
6. Work experience(internship) is: - Considered by you to be valuable. - Readily available in convenient locations.							
7. Career planning assistance or information: - Meets your needs. - Helps you make career choices and interests.							
8. Placement services are available to: - Help you find employment. - Prepare you to apply for a job.							
9. Instructors in the program: - Know the subject matter. - Effectively communicate the subject matter. - Are available to provide help when needed.							
10. Instructional support services are available when needed: - Computer software. - Computer hardware. - Library resources. - Tutoring services.							
11. Instructional equipment is: - Current and in good condition.							
12. Instructional materials (e.g. textbooks and reference books etc.) are: - Available and conveniently located. - Current and meaningful to the subject. - Available at reasonable cost.							
13. Your perception of the FSU Finance program as a whole.							

1. What are the strengths and weaknesses of the Finance Program?

2. What are major needs for improvement of the Finance program?

3. Additional comments.

Return to Management Department, Business 212.

THANK YOU VERY MUCH!!!

Dear Finance Student,

The Finance program is currently undergoing a review. *Every* program at Ferris is periodically reviewed. The review process helps validate what we are doing right and discover what funding or resources we might need to become a better program. Please answer the following questions so we can continue successful strategies and make improvements. **THANK YOU** for participating.

Number of Finance courses taken (number of students in parenthesis) - 2(3 students), 3(1), 5(2), 6(2), 8(1)

Current class standing: Freshman \_\_\_\_\_ Sophomore 2 Junior 3 Senior 4

Rate each item below using the following guide:

- E** = Excellent
- G** = Good
- A** = Average
- BE** = Below Average
- P** = Poor
- DK** = Don't know

Rate how FSU is doing to prepare you in the following areas.	E	G	A	BE	P	DK	COMMENTS
Accounting	2	4	2	1			Acct 202 doesn't help for 310
Economics	1	3	3	2			
Management	2	4	2			1	
Marketing	1	2	5	1			Only one required
Mathematics	2	2	5				
Computer skills	1	3	4		1		More in class hands-on
Communication skills	2	4	2	1			
Writing skills	1	4	2	2			
Interpersonal skills	1	5	2	1			
<b>Rate the following</b>							
1. Courses in the Finance program are available and conveniently scheduled.	2	3	1	2	1		All classes should be fall & winter
2. Course prerequisites in the upper level finance courses are adequate.							
FINC 323	2	4	1			1	NA
FINC 451	2	3	2			1	
FINC 454	2	2	3			1	
FINC 465	1	2	2			2	NA
3. Written objectives for courses in your program:							
- Are available to students.	1	5	2	1			
- Describe what will be covered in class.	1	4	3	1			
4. Related courses (such as Accounting, Economics, Management etc.) are:							
- Pertinent to major.	2	5	1	1			Management hard to have and
- Current and meaningful to you.	2	6	1				use current info
5. Courses in the program:							
- Meet your occupational needs, interest and objectives.	1	3	4	1			
- Provide practice for developing job skills.	1	4	1	3			Needs more hands on learning.

Over----->

E = Excellent G= Good A=Average BE=Below Average P=Poor DK=Don't know

Rate the following	E	G	A	BE	P	DK	COMMENTS
6. Work experience(internship) is: - Considered by you to be valuable. - Readily available in convenient locations.	3	1	1	1		2	Is there one's? Internship are not encouraged by finance professors.
		1		4		4	
7. Career planning assistance or information: - Meets your needs. - Helps you make career choices and interests.	1	2	1	3		1	
	1	2		3	1	2	
8. Placement services are available to: - Help you find employment. - Prepare you to apply for a job.	1	3	2	2		1	
9. Instructors in the program: - Know the subject matter. - Effectively communicate the subject matter. - Are available to provide help when needed.	2	6	1				A major weakness of the program.
		3	2	2	1		
	2		4	1	1		
10. Instructional support services are available when needed: - Computer software. - Computer hardware. - Library resources. - Tutoring services.	1	3	4			1	NA
	1	4	2			2	
		5	2		1	1	
	1	2	4	1	1		
11. Instructional equipment is: - Current and in good condition.	2	3	4				
12. Instructional materials (e.g. textbooks and reference books etc.) are: - Available and conveniently located. - Current and meaningful to the subject. - Available at reasonable cost.							
13. Your perception of the FSU Finance program as a whole.	2	3	1	2	1		Does anyone know about it?

1. What are the strengths and weaknesses of the Finance Program?

2. What are major needs for improvement of the Finance program?

3. Additional comments.

Return survey to your instructor or to Management Department in Bus212 using the enclosed prepaid envelope by April 20, 1998.

THANK YOU VERY MUCH!!!

## Finance Student Survey

Answers to questions: (Typed exactly as written by students.)

Question 1. What are the strengths and weaknesses of the program?

Strengths would be that the instructors keep current & keep the students current with events happening in the financial markets.  
Weaknesses - I believe that instructors need to learn how better to present the info to class. The way the present is often confusing.

Strengths - Most teachers are willing to help  
Weaknesses - need more tutors, and some teachers are hard to understand

Weakness small and unheard of program  
Work at building relationships with companies for internships & Job placement

Strength - education, materiality  
weakness - no Finance club

Strengths is that its very interesting subject; and applies to life in the real world. Weaknesses is that their is not a lot of hands on help from the instructions.

A weakness is the course or curriculum structure. There should be a more definite order to the classes that need to be taken. Also many of the classes overlap too much. The classes should cover less material, but go more in depth on the topics.

Strength - \_\_\_\_\_ & SLA program for Finc 322  
Weaknesses - \_\_\_\_\_ is outdated, Finc 451 & 454 are the same class, he needs to retire. \_\_\_\_\_ is not approachable and doesn't like to clarify info. He is a poor teacher.

Question #2 What are the major needs for improvement of the Finance program?

More speakers. Outside speakers that are in the Financial industry, inspire many students and gets their eyes open to opportunities in the world.

More teachers that speak correct English, instead of Broken English.

Support the Finance Club so it may add to the program.

Finance club, possibly a wider range of Professors.

## Finance Student Survey

More hands on teaching for students to get a better understanding of the subject.

New faculty. There are several teachers in this program who know their material, but very poor teachers. This is the major downfall of the program.

It needs new professors who have worked in the field & have some Finance experience. They need to stress the importance of internships & try to get students involved & give them some direction.

Question #3 Additional comments.

Instructors need to relay info. better to the students & go more in depth to understand how to actually purchase & trade securities.

Acct 201 & 202 do not prepare students for Acct 310. I received an A & B+ in those classes and am close to failing 310. Class material content should be revised.

I believe an Econ/Finc dual major would be very successful.

Need more finance teachers that care about the students.

I have not taken many Finance courses yet so it is hard for me to make any useful comments on the program.

I think 451 & 454 should/could be combined into one class, too much overlap. As part of inv. class should take field trip to Chicago to commodity exchange. Classes should bring in speakers so we know career possibilities. Overall, I think some restructuring needs to be done because you're losing prospective Finance majors!!

Dear Accountancy/Finance Student,

The Finance program is currently undergoing a review. *Every* program at Ferris is periodically reviewed. The review process helps validate what we are doing right and discover what funding or resources we might need to become a better program. Please answer the following questions so we can continue successful strategies and make improvements. THANK YOU for participating.

Number of Finance courses taken \_\_\_\_\_  
 Current class standing: Freshman \_\_\_\_\_ Sophomore \_\_\_\_\_ Junior \_\_\_\_\_ Senior \_\_\_\_\_

Rate each item below using the following guide:

- E = Excellent
- G = Good
- A = Average
- BE = Below Average
- P = Poor
- DK = Don't know

Rate how FSU is doing to prepare you in the following areas	E	G	A	BE	P	DK	COMMENTS
Accounting							
Economics							
Management							
Marketing							
Mathematics							
Computer skills							
Communication skills							
Writing skills							
Interpersonal skills							
<b>Rate the following :</b>							
1. Courses in the Finance program are available and conveniently scheduled.							
2. Course prerequisites in the upper level finance courses are adequate.  FINC 323 FINC 451 FINC 454 FINC 465							
3. Written objectives for courses in your program: - Are available to students. - Describe what will be covered in class.							
4. Related courses (such as Accounting, Economics, Management etc.) are: - Pertinent to major. - Current and meaningful to you.							
5. Courses in the program: - Meet your occupational needs, interest and objectives. - Provide practice for developing job skills.							

E = Excellent G= Good A=Average BE=Below Average P=Poor DK=Don't know

Rate the following:	E	G	A	BE	P	DK	COMMENTS
6. Work experience(internship) is: - Considered by you to be valuable. - Readily available in convenient locations.							
7. Career planning assistance or information: - Meets your needs. - Helps you make career choices and interests.							
8. Placement services are available to: - Help you find employment. - Prepare you to apply for a job.							
9. Instructors in the program: - Know the subject matter. - Effectively communicate the subject matter. - Are available to provide help when needed.							
10. Instructional support services are available when needed: - Computer software. - Computer hardware. - Library resources. - Tutoring services.							
11. Instructional equipment is: - Current and in good condition.							
12. Instructional materials (e.g. textbooks and reference books etc.) are: - Available and conveniently located. - Current and meaningful to the subject. - Available at reasonable cost.							
13. Your perception of the FSU Finance program as a whole.							

1. What are the strengths and weaknesses of the Finance Program?

2. What are major needs for improvement of the Finance program?

3. Additional comments.

Return survey to your instructor or to Management Department in Bus212 using the enclosed prepaid envelop by April 20, 1998.

THANK YOU VERY MUCH!!!

Dear Accountancy/Finance Student,

The Finance program is currently undergoing a review. *Every* program at Ferris is periodically reviewed. The review process helps validate what we are doing right and discover what funding or resources we might need to become a better program. Please answer the following questions so we can continue successful strategies and make improvements. THANK YOU for participating.

Number of Finance courses taken : 2(1 student), 3(1), 5(2), 7 (1)

Current class standing: Freshman \_\_\_\_\_ Sophomore \_\_\_\_\_ Junior 4 Senior 1

Rate each item below using the following guide:

- E = Excellent
- G = Good
- A = Average
- BE = Below Average
- P = Poor
- DK = Don't know

Rate how FSU is doing to prepare you in the following areas.	E	G	A	BE	P	DK	COMMENTS
Accounting	1	3	1				
Economics		2		2		1	Hard to understand, Instructors hard to understand
Management	1	1	2	1			Relates to job
Marketing	1	2			1	1	
Mathematics	1	3	1				
Computer skills	1	2	2				
Communication skills	1	3	1				
Writing skills	1	2	2				
Interpersonal skills	1	2	1			1	
<b>Rate the following :</b>							
1. Courses in the Finance program are available and conveniently scheduled.		2	2	1			You can't please
2. Course prerequisites in the upper level finance courses are adequate.  FINC 323 FINC 451 FINC 454 FINC 465			1 1 1 1			1  1 1	
3. Written objectives for courses in your program: - Are available to students. - Describe what will be covered in class.		2	2 1				
4. Related courses (such as Accounting, Economics, Management etc.) are: - Pertinent to major. - Current and meaningful to you.	3	2 1					
5. Courses in the program: - Meet your occupational needs, interest and objectives. - Provide practice for developing job skills.			3 1	2			Doesn't apply as much to the workforce.



Over----->

E = Excellent G= Good A=Average BE=Below Average P=Poor DK=Don't know

Rate the following:	E	G	A	BE	P	DK	COMMENTS
6. Work experience(internship) is: - Considered by you to be valuable. - Readily available in convenient locations.		1	1 1			3	My program doesn't need one.
7. Career planning assistance or information: - Meets your needs. - Helps you make career choices and interests.		1 1	3			1	Would like more.
8. Placement services are available to: - Help you find employment. - Prepare you to apply for a job.		2	2	1		1	
9. Instructors in the program: - Know the subject matter. - Effectively communicate the subject matter. - Are available to provide help when needed.		3 1 1	2				Doesn't always effectively communicate. Every student has different learning style.
10. Instructional support services are available when needed: - Computer software. - Computer hardware. - Library resources. - Tutoring services.	1	2		1 1 1 1		1	Computer crashes or system down.
11. Instructional equipment is: - Current and in good condition.		3	1			1	
12. Instructional materials (e.g. textbooks and reference books etc.) are: - Available and conveniently located. - Current and meaningful to the subject. - Available at reasonable cost.	1	2	2 1 1 1				
13. Your perception of the FSU Finance program as a whole.	1	2	2				

1. What are the strengths and weaknesses of the Finance Program?

2. What are major needs for improvement of the Finance program?

3. Additional comments.

Return survey to your instructor or to Management Department in Bus212 using the enclosed prepaid envelope by April 20, 1998.

THANK YOU VERY MUCH!!!

Accountancy/Finance Student Survey

Answers to questions. (Typed exactly as written.)

Questions #1 What are the strengths and weaknesses of the program?

A couple of good teachers & a few bad.

The program needs to evaluate certain professors to evaluate the teaching ability. It has classes offered at good or convenient times that fit my schedule.

Strengths ---> Very good early on mathematics finance learning  
Weaknesses ----> Upper level finance instructors expect students to know more than they may.

Strengths - variety of subject matter then relate to each other  
Weakness - Instructors, they need to be visual when teaching. Some just lecture without showing why. \_\_\_\_\_ is hard to understand & makes learning difficult. \_\_\_\_\_ needs to be more specific and give visual examples without just putting a couple of numbers on board. He needs to show how he gets answers.

Question #2 What are the major needs for improvement of the Finance program?

The course times availability for upper level classes. Maybe because I haven't taken the upper level course, however, I wish we would get more indepth with the stock market & the practical side. I also wish we talked more about investing.

Some hands on experience on what goes on in the real world. Such as more field trips, guest speakers.

More hands-on finance experience.

They need to change the teaching style to adopt to us. Sometimes, instructors expect us to know more than we know.

Question #3 Additional comments.

I am satisfied with the way the program is.

\_\_\_\_\_ is a great teacher & has a great teaching style.

If the instructors would change teaching style to making it easier to understand & comprehend, the program would be more meaningful. I don't feel I have the knowledge needed in the field.

Dear Accounting and Management Department Faculty,

Please take a minute to respond to this survey for the Finance Program. ***Your input is needed*** for the program review process. Thank You!

1. Comment on how you perceive the value of the Finance Program to the Management Department and the College of Business. \_\_\_\_\_

\_\_\_\_\_

2. What is your general perception of the students majoring in Finance? \_\_\_\_\_

Accounting/Finance dual majors? \_\_\_\_\_

3. What additional staff, technology, or resources are needed, if any, to make the Finance Program better? \_\_\_\_\_

\_\_\_\_\_

4. What is your general perception of the courses required for Finance majors? (see attached check sheets) \_\_\_\_\_

Accounting/Finance dual majors? \_\_\_\_\_

5. Do you perceive the Finance Faculty as being responsive to communications, requests, or suggestions concerning the Finance Program? \_\_\_\_\_

\_\_\_\_\_

6. How can the Finance Program be improved:  
Finance major? \_\_\_\_\_

Accounting/Finance dual major? \_\_\_\_\_

PLEASE RETURN SURVEY TO JOHN FAIRBANKS, FINANCE PROGRAM  
COORDINATOR, BUS. 354

Dear Accounting and Management Department Faculty,

Please take a minute to respond to this survey for the Finance Program. *Your input is needed* for the program review process. Thank You!

1. Comment on how you perceive the value of the Finance Program to the Management Department and the College of Business.

- Integral part of the range of programs offered
- Essential- a university can't have much of a business college without a Finance Program
- Basic in business education
- It is absolutely central to business program
- An integral part
- Important to COB- not sure it matters what department they are in
- Integral to COB
- Valuable to all persons in all walks of life
- Extremely Valuable

2. What is your general perception of the students majoring in Finance

- Well above-average, especially in their performance in MGMT 499
- Very good
- They generally dislike accounting, but are usually very good students
- Better than average
- Students in Finance and Accounting/Finance are generally very good students compared to others is COB
- Usually the better students

Accounting/Finance dual majors?

- Well above-average, especially in their performance in MGMT 499
- Great combination
- Above average
- Usually the better students

3. What additional staff, technology, or resources are needed, if any, to make the Finance Program better?

- Not in a position to know
- Not certain
- Don't know
- Data bases like Dun and Bradstreet or Standard and Poors to allow students to manipulate finical data with the computer
- Need to move towards more software assisted both in instruction and student involvement

4. What is your general perception of the courses required for Finance majors? (see attached check sheets)

- They require more time than the usual general course
- Do not feel qualified to answer
- Proper selection, possibly add more computer application courses
- Very appropriate
- More rigorous than any other program offered by the department
- Reasonable, but compare to other Finance programs
- Suggest INSR elective be 243 or 284 not 243 only

Accounting/Finance dual majors?

- Looks good
- Need to be identical
- Also very rigorous
- Don't know
- Proper selection, possibly add more computer application courses

5. Do you perceive the Finance Faculty as being responsive to communications, requests, or suggestions concerning the Finance Program?

- Yes
- I assume they are
- No way of knowing
- Yes, to the extent it is possible for them to do so
- Yes
- Most are very responsive
- No
- I believe they are
- Faculty vary. Some should retire. At least one is perceived as not responsive to anyone. Need another John Lunden - someone with practical experience in banking and investing who can relate to the students.



6. How can the Finance Program be improved:  
Finance major?

- Faculty vary. Some should retire. At least one is perceived as not responsive to anyone. Need another John Lunden - someone with practical experience in banking and investing who can relate to the students.
- I think it is a good program. Meeting with the advisory committee would be helpful
- Replace a couple of faculty with newer and younger faculty. Need to update faculty
- See above
- Integration of computer applications to the fullest extent possible
- Improve attitude of at least two members of faculty
- Computer data bases of financial information and then computer applications

Accounting/Finance dual major?

- Computer data bases of financial information and then computer applications
- Integration of computer applications to the fullest extent possible
- See above

**PLEASE RETURN SURVEY TO JOHN FAIRBANKS, FINANCE PROGRAM  
COORDINATOR, BUS. 354**

ADVISORY GROUP SURVEY: FERRIS STATE UNIVERSITY FINANCE PROGRAM

Please rate the importance of the following for finance graduates, indicating if you think they are

- (1.) Very important
- (2.) Moderately important
- (3.) Neutral
- (4.) Unimportant

	1.	2.	3.	4.
1. Writing skills	( )	( )	( )	( )
2. Speaking ability	( )	( )	( )	( )
3. Mathematical knowledge:				
a. Algebra	( )	( )	( )	( )
b. Calculus	( )	( )	( )	( )
c. Statistics	( )	( )	( )	( )

What level of statistics? \_\_\_\_\_

d. Others \_\_\_\_\_

4. Computer skills:				
a. Spread sheet	( )	( )	( )	( )
b. Data Base	( )	( )	( )	( )
c. Word Processing	( )	( )	( )	( )
d. Presentation	( )	( )	( )	( )
e. Other _____				

5. Foreign languages ( ) ( ) ( ) ( )

Which? \_\_\_\_\_

6. General cultural knowledge (History, Geography, Literature, etc.)  
( ) ( ) ( ) ( )

(over)

	1.	2.	3.	4.
h. Capital Budgeting	( )	( )	( )	( )
i. Ratio Analysis	( )	( )	( )	( )
j. Working Capital	( )	( )	( )	( )
k. Leverage	( )	( )	( )	( )
l. Break-even Analysis	( )	( )	( )	( )
m. Corporate Taxes	( )	( )	( )	( )
n. Accounting,	( )	( )	( )	( )

What level of accounting? \_\_\_\_\_

Enclosed is a pamphlet showing, among other things, the course requirements for a bachelors degree in finance:

What changes, if any, would you suggest in the course requirements in:

**1. General Education**

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**2. Core Courses**

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**3. The Finance Major**

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(over)

**ADVISORY GROUP SURVEY:**

**RESULTS**

Please rate the importance of the following for finance graduates, indicating if you think they are ...

1. Very important
2. Moderately important
3. Neutral
4. Unimportant

	1.	2.	3.	4.
1. Writing skills	(4)			
2. Speaking Ability	(3)	(1)		
3. Mathematical Knowledge:				
a. Algebra		(3)		
b. Calculus		(1)		(2)
c. Statistics		(3)		

What level of statistics?

- Beginning level
- Basic overview
- Second level

d. Others?      Math of finance, time value of money

4. Computer skills				
a. Spread sheet	(4)			
b. Data Base	(1)	(3)		
c. Word Processing	(4)			
d. Presentation	(2)	(1)	(1)	
e. Others?	(0)	(0)	(0)	(0)
5. Foreign languages		(1)	(1)	(1)

Which?

- German
- Japanese
- French

6. General cultural knowledge (History, Geography, Literature, etc.)	(3)	(1)		
--	-----	-----	--	--

- |   | 1.  | 2.  | 3. | 4.  |
|---|-----|-----|----|-----|
| 7. Internships  | (3) | (1) |    |     |
| 8. Importance of the following:                               |     |     |    |     |
| a. Library  | (3) | (1) |    |     |
| b. Computer labs  | (3) | (1) |    |     |
| 9. Suggestions for hardware that the university should have:  |     |     |    |     |
| • Keep updated computers                                      |     |     |    |     |
| 10. Suggestions for software that the university should have: |     |     |    |     |
| • Word, WordPerfect, Excel, Louts, Powerpoint                 |     |     |    |     |
| • Turbfast, Famas, all spread programs                        |     |     |    |     |
| 11. Suggestions for other equipment or facilities             |     |     |    |     |
| • Ability to make computer based presentations                |     |     |    |     |
| 12. Subjects that should be taught in the finance programs:   |     |     |    |     |
| a. Time value of money  | (2) | (2) |    |     |
| b. Securities trading   | (2) | (2) |    |     |
| c. Derivatives  | (1) | (2) |    | (1) |
| d. Financial Planning   | (4) |     |    |     |
| e. Banking  | (4) |     |    |     |
| f. Portfolio Theory   | (3) | (1) |    |     |
| g. Real Estate finance  | (2) | (2) |    |     |

	1.	2.	3.	4.
h. Capital Budgeting	(4)			
i. Ratio Analysis	(4)			
j. Working Capital	(4)			
k. Leverage	(3)	(1)		
l. Break-even Analysis	(3)	(1)		
m. Corporate Taxes	(1)	(2)		(1)
n. Accounting	(3)	(1)		

What level of accounting?

- Understanding financial statements
- Intermediate
- More 300 courses
- Two years

Enclosed is a pamphlet showing, among other things, the course requirements for a bachelors degree in finance:

What changes , if any, would you suggest in the course requirements in:

1. General Education

- Add introduction to H.R.M

2. Core courses

- Add managerial Economics
- Add Marketing as an elective

3. The Finance Major

- No responses

**Suggestions do you have for the content of any of our courses or any other comments:**

**Course            Content**

- **No responses**

**Other Comments:**

- **No responses**

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**COLLEGE OF BUSINESS**  
**ENROLLMENT PROFILE**  
**Winter Semester**

<b>Program</b>	<b>1990</b>	<b>1991</b>	<b>1992</b>	<b>1993</b>	<b>1994</b>	<b>1995</b>	<b>1996</b>	<b>1997</b>	<b>1998</b>	<b>% of 98</b>
Masters - Accountancy	6	11	7	6	0	0	0	0	0	0.0%
Masters - Information Systems Mgt.	10	20	23	26	5	5	2	0	0	0.0%
Accountancy	260	263	264	197	159	119	125	93	90	4.3%
Accountancy - T	28	24	34	27	20	19	15	7	3	0.1%
Accountancy/Finance	53	43	56	38	24	15	17	19	20	0.9%
Computer Information Systems	160	174	173	148	153	139	134	175	191	9.0%
Computer Information Systems - T	44	39	32	33	30	33	26	21	11	0.5%
CIS/Accountancy	42	41	43	34	34	31	22	29	21	1.0%
CIS/Management	58	62	41	32	21	16	12	10	8	0.4%
CIS/Marketing	20	14	15	9	4	1	2	2	7	0.3%
Office Automation Systems	22	23	19	14	17	7	2	3	1	0.0%
Office Automation Systems - T	5	4	6	14	8	7	6	0	0	0.0%
Administrative Assistant (A.A.S.)	36	39	44	39	18	9	4	1	0	0.0%
Court & Freelance Reporting (A.A.S.)	55	48	48	37	33	20	3	0	0	0.0%
Executive Secretary (A.A.S.)	29	31	23	8	4	2	0	0	0	0.0%
Legal Secretary (A.A.S.)	15	23	20	8	6	3	0	0	0	0.0%
<b>ACIS DEPARTMENT TOTALS</b>	<b>843</b>	<b>859</b>	<b>848</b>	<b>670</b>	<b>536</b>	<b>426</b>	<b>370</b>	<b>360</b>	<b>352</b>	<b>16.6%</b>
Quality and Productivity Mgt.	5	4	6	4	3	2	1	2	2	0.1%
Quality and Productivity Mgt. - T	1	0	2	2	0	0	0	0	0	0.0%
<b>ECAS DEPARTMENT TOTALS</b>	<b>6</b>	<b>4</b>	<b>8</b>	<b>6</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>0.1%</b>
Accelerated Business	2	0	0	0	0	0	0	0	0	0.0%
Business Administration	524	540	449	386	285	221	165	147	159	7.5%
Business Administration - T	81	86	75	70	42	33	35	24	16	0.8%
Business Economics	12	15	9	1	0	0	0	0	0	0.0%
Business Economics - T	2	2	0	0	0	0	0	0	0	0.0%
Finance	66	79	69	65	40	38	28	21	32	1.5%
Finance - T	15	10	5	4	6	2	4	3	0	0.0%
Human Resources Management	35	32	46	31	31	27	27	37	36	1.7%
Human Resources Management - T	7	8	5	11	7	2	5	6	4	0.2%
Insurance	37	38	35	34	13	13	8	9	10	0.5%
Insurance - T	4	4	7	4	0	1	2	1	0	0.0%
Insurance/Real Estate	37	32	21	15	17	13	12	15	11	0.5%
International Business	53	51	68	67	62	52	43	35	36	1.7%
International Business - T	4	4	9	6	3	5	1	0	0	0.0%
Management	222	215	180	128	103	71	60	66	50	2.4%
Management - T	26	26	25	26	17	6	10	10	5	0.2%
Operations Management	25	27	27	13	11	10	5	3	3	0.1%
Operations Management - T	30	19	16	11	7	5	2	0	0	0.0%
Small Business Management	58	55	59	50	40	32	30	30	30	1.4%
Small Business Management - T	12	15	24	17	11	7	7	7	3	0.1%
General Business (A.A.S.)	62	46	27	27	31	84	94	115	133	6.3%
Legal Assistant (A.A.S.)	58	69	66	72	51	35	25	23	22	1.0%
Real Estate (A.A.S.)	24	23	17	21	12	8	10	9	4	0.2%
<b>MGT DEPARTMENT TOTALS</b>	<b>1396</b>	<b>1396</b>	<b>1239</b>	<b>1059</b>	<b>789</b>	<b>665</b>	<b>573</b>	<b>561</b>	<b>554</b>	<b>26.2%</b>

**COLLEGE OF BUSINESS**  
**ENROLLMENT PROFILE**  
**Winter Semester**

<b>Program</b>	<b>1990</b>	<b>1991</b>	<b>1992</b>	<b>1993</b>	<b>1994</b>	<b>1995</b>	<b>1996</b>	<b>1997</b>	<b>1998</b>	<b>% of 98</b>
Advertising	188	201	161	137	108	74	67	63	74	3.5%
Advertising - T	29	26	27	27	20	16	10	6	1	0.0%
Hospitality Management - T	41	78	73	78	71	64	61	35	26	1.2%
Marketing - (1998 Pre-PGM = 43)	195	214	207	172	163	125	99	114	131	6.2%
Marketing - General -T	22	23	15	12	5	7	8	4	2	0.1%
Music Industry Management	0	0	0	0	0	0	3	10	17	0.8%
Professional Golf Management	337	355	386	381	364	311	285	251	239	11.3%
Professional Tennis Management	53	63	80	70	63	63	64	58	64	3.0%
Public Relations	55	60	67	49	50	34	31	31	37	1.7%
Public Relations - T	6	8	18	14	8	2	5	3	1	0.0%
Retailing	42	45	37	28	27	21	17	15	18	0.9%
Retailing - T	7	4	2	3	5	3	5	1	0	0.0%
Sales	112	102	100	97	77	50	29	31	40	1.9%
Sales - T	21	16	31	25	12	5	5	6	0	0.0%
Visual Communication	22	17	11	24	37	39	31	33	27	1.3%
Food Service (A.A.S.)	185	169	155	122	105	63	54	60	60	2.8%
Retailing (A.A.S.)	77	66	51	37	15	11	8	4	2	0.1%
Visual Communication (A.A.S.)	105	100	100	96	89	66	62	72	84	4.0%
<b>MKT DEPARTMENT TOTALS</b>	<b>1497</b>	<b>1547</b>	<b>1521</b>	<b>1372</b>	<b>1219</b>	<b>954</b>	<b>844</b>	<b>797</b>	<b>823</b>	<b>38.9%</b>
<b>ON CAMPUS TOTALS</b>	<b>3742</b>	<b>3806</b>	<b>3616</b>	<b>3107</b>	<b>2547</b>	<b>2047</b>	<b>1788</b>	<b>1720</b>	<b>1731</b>	<b>81.8%</b>
Masters - Information Systems Mgt.	19	17	13	12	56	62	69	73	112	5.3%
Accounting	38	19	33	43	38	52	54	55	46	2.2%
Computer Information Systems	0	0	0	0	0	0	13	26	40	1.9%
<b>ACIS DEPARTMENT TOTALS</b>	<b>57</b>	<b>36</b>	<b>46</b>	<b>55</b>	<b>94</b>	<b>114</b>	<b>136</b>	<b>154</b>	<b>198</b>	<b>9.4%</b>
Business Administration	109	121	127	153	155	142	182	92	90	4.3%
International Business	0	0	0	0	0	0	0	3	3	0.1%
<b>MGT DEPARTMENT TOTALS</b>	<b>109</b>	<b>121</b>	<b>127</b>	<b>153</b>	<b>155</b>	<b>142</b>	<b>182</b>	<b>95</b>	<b>93</b>	<b>4.4%</b>
Marketing	0	0	0	0	0	13	19	25	23	1.1%
<b>MKT DEPARTMENT TOTALS</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>13</b>	<b>19</b>	<b>25</b>	<b>23</b>	<b>1.1%</b>
<b>UNDECLARED TOTALS</b>	<b>21</b>	<b>45</b>	<b>31</b>	<b>38</b>	<b>65</b>	<b>43</b>	<b>44</b>	<b>54</b>	<b>71</b>	<b>3.4%</b>
<b>OFF CAMPUS TOTALS</b>	<b>187</b>	<b>202</b>	<b>204</b>	<b>246</b>	<b>314</b>	<b>312</b>	<b>381</b>	<b>328</b>	<b>385</b>	<b>18.2%</b>
<b>COLL. of BUS. TOTALS</b>	<b>3929</b>	<b>4008</b>	<b>3820</b>	<b>3353</b>	<b>2861</b>	<b>2359</b>	<b>2169</b>	<b>2048</b>	<b>2116</b>	<b>100.0%</b>

Source: Admissions Office - Form MBWC002A (7th Day Count)

a:win-enr.xls

**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%
<b>ACIS DEPARTMENT TOTALS</b>	<b>1015</b>	<b>982</b>	<b>1012</b>	<b>788</b>	<b>642</b>	<b>482</b>	<b>420</b>	<b>387</b>	<b>355</b>	<b>16.1%</b>
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%
<b>ECAS DEPARTMENT TOTALS</b>	<b>8</b>	<b>5</b>	<b>5</b>	<b>8</b>	<b>4</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>0.1%</b>
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%
<b>MGT DEPARTMENT TOTALS</b>	<b>1477</b>	<b>1482</b>	<b>1433</b>	<b>1248</b>	<b>911</b>	<b>710</b>	<b>666</b>	<b>591</b>	<b>599</b>	<b>27.1%</b>

**COLLEGE OF BUSINESS**  
**ENROLLMENT PROFILE**  
**Fall Semester**

Program	1989	1990	1991	1992	1993	1994	1995	1996	1997	% of 97
Advertising	172	196	179	139	126	76	72	59	69	3.1%
Advertising - T	22	29	22	31	21	16	12	7	2	0.1%
Hospitality Management - T	43	59	78	78	68	56	59	34	24	1.1%
Marketing - (1997 Pre-PGM = 54)	221	238	278	257	130	165	150	160	137	6.2%
Marketing - General -T	24	19	16	20	6	10	7	6	4	0.2%
Music Industry Management	0	0	0	0	0	0	1	10	15	0.7%
Professional Golf Management	328	354	371	383	431	329	280	262	287	13.0%
Professional Tennis Management	59	69	86	89	74	70	69	65	73	3.3%
Public Relations	57	71	86	56	54	41	33	35	33	1.5%
Public Relations - T	8	9	14	14	7	5	5	3	1	0.0%
Retailing	50	42	37	30	26	23	19	15	16	0.7%
Retailing - T	7	7	3	2	4	3	1	1	0	0.0%
Sales	101	107	89	98	82	59	35	30	33	1.5%
Sales - T	23	12	20	32	15	6	4	6	0	0.0%
Visual Communication	21	16	8	20	37	35	36	36	29	1.3%
Food Service (A.A.S.)	185	187	171	141	104	95	57	62	56	2.5%
Retailing (A.A.S.)	84	86	68	42	27	15	10	4	4	0.2%
Visual Communication (A.A.S.)	150	134	142	115	102	80	70	84	100	4.5%
<b>MKT DEPARTMENT TOTALS</b>	<b>1555</b>	<b>1635</b>	<b>1668</b>	<b>1547</b>	<b>1314</b>	<b>1084</b>	<b>920</b>	<b>879</b>	<b>883</b>	<b>40.0%</b>
<b>ON CAMPUS TOTALS</b>	<b>4055</b>	<b>4104</b>	<b>4118</b>	<b>3591</b>	<b>2871</b>	<b>2278</b>	<b>2007</b>	<b>1859</b>	<b>1839</b>	<b>83.3%</b>
Masters - Information Systems Mgt.	*	*	*	*	*	69	63	69	109	4.9%
Accounting	50	57	51	58	63	40	44	46	52	2.4%
Computer Information Systems	0	0	0	0	0	0	13	25	45	2.0%
<b>ACIS DEPARTMENT TOTALS</b>	<b>50</b>	<b>57</b>	<b>51</b>	<b>58</b>	<b>63</b>	<b>109</b>	<b>120</b>	<b>140</b>	<b>206</b>	<b>9.3%</b>
Business Administration	150	130	166	167	144	140	131	97	85	3.8%
International Business	0	0	0	0	0	3	6	3	1	0.0%
<b>MGT DEPARTMENT TOTALS</b>	<b>150</b>	<b>130</b>	<b>166</b>	<b>167</b>	<b>144</b>	<b>143</b>	<b>137</b>	<b>100</b>	<b>86</b>	<b>3.9%</b>
Marketing	0	0	0	0	0	13	21	8	25	1.1%
<b>MKT DEPARTMENT TOTALS</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>13</b>	<b>21</b>	<b>8</b>	<b>25</b>	<b>1.1%</b>
<b>UNDECLARED TOTALS</b>	<b>0</b>	<b>46</b>	<b>50</b>	<b>43</b>	<b>73</b>	<b>36</b>	<b>58</b>	<b>29</b>	<b>52</b>	<b>2.4%</b>
<b>OFF CAMPUS TOTALS</b>	<b>200</b>	<b>233</b>	<b>267</b>	<b>268</b>	<b>280</b>	<b>301</b>	<b>336</b>	<b>277</b>	<b>369</b>	<b>16.7%</b>
<b>COLL. of BUS. TOTALS</b>	<b>4255</b>	<b>4337</b>	<b>4385</b>	<b>3859</b>	<b>3151</b>	<b>2579</b>	<b>2343</b>	<b>2136</b>	<b>2208</b>	<b>100.0%</b>

# FERRIS STATE UNIVERSITY

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

College	Year	<u>Student Credit Hours</u>				<u>Full Time Equated Faculty</u>				<u>SCH/FTEF</u>			
		Summer	Fall	Winter	F + W	Summer	Fall	Winter	Avg F + W (b)	Summer	Fall	Winter	F + W (a / b)
College of Allied Health Sciences	1993-94	0.00	9,805.00	8,697.00	18,502.00	0.00	49.68	49.18	49.43		197.35	176.83	374.28
College of Allied Health Sciences	1994-95	3,334.00	9,667.00	8,796.00	18,463.00	17.77	49.99	51.05	50.52	187.62	193.38	172.29	365.45
College of Allied Health Sciences	1995-96	3,704.00	9,670.00	8,844.00	18,514.00	24.83	49.76	49.61	49.68	149.18	194.35	178.28	372.66
College of Allied Health Sciences	1996-97	3,541.00	9,290.00	8,659.00	17,949.00	20.21	48.65	48.73	48.69	175.21	190.95	177.68	368.62
College of Allied Health Sciences	1997-98	3,537.00	8,339.00	7,308.00	15,647.00	19.89	44.99	43.06	44.03	177.84	185.37	169.70	355.41
College of Arts and Sciences	1993-94	0.00	67,369.00	57,475.00	124,844.00	0.00	219.71	200.85	210.28		306.63	286.16	593.70
College of Arts and Sciences	1994-95	12,665.00	59,845.00	50,307.00	110,152.00	59.59	202.04	177.04	189.54	212.55	296.20	284.15	581.15
College of Arts and Sciences	1995-96	10,676.00	56,630.00	49,740.00	106,370.00	55.28	188.37	172.74	180.55	193.14	300.63	287.95	589.13
College of Arts and Sciences	1996-97	9,616.00	55,530.00	48,349.00	103,879.00	46.97	186.81	168.55	177.68	204.75	297.25	286.84	584.63
College of Arts and Sciences	1997-98	9,333.00	50,277.00	46,514.00	96,791.00	51.52	171.39	160.48	165.93	181.16	293.35	289.85	583.31
College of Business	1993-94	0.00	29,389.00	28,092.50	57,481.50	0.00	101.31	102.79	102.05		290.08	273.29	563.24
College of Business	1994-95	9,941.00	24,810.00	23,918.00	48,728.00	46.29	96.87	100.65	98.76	214.74	256.11	237.64	493.40
College of Business	1995-96	7,987.00	21,788.00	21,771.00	43,559.00	32.94	89.38	93.89	91.63	242.48	243.77	231.88	475.36
College of Business	1996-97	7,002.00	19,967.00	19,942.00	39,909.00	37.31	91.53	98.21	94.87	187.68	218.14	203.05	420.65
College of Business	1997-98	6,722.00	21,776.00	22,034.00	43,810.00	38.10	98.79	102.82	100.80	176.45	220.44	214.30	434.62
College of Education	1993-94	0.00	10,455.00	10,180.00	20,635.00	0.00	37.26	37.07	37.16		280.60	274.62	555.23
College of Education	1994-95	3,263.00	8,567.00	8,144.00	16,711.00	21.21	30.16	30.26	30.21	153.86	284.05	269.13	553.16
College of Education	1995-96	3,187.00	7,963.00	7,641.00	15,604.00	17.64	30.29	30.82	30.56	180.67	262.87	247.93	510.67
College of Education	1996-97	2,796.00	7,413.00	7,255.00	14,668.00	17.22	31.07	31.31	31.19	162.35	238.58	231.73	470.28
College of Education	1997-98	3,028.00	7,176.00	7,425.00	14,601.00	17.25	30.50	31.82	31.16	175.54	235.29	233.34	468.59

# 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	Summer	Fall	Winter	Avg F + W	Summer	Fall	Winter	F + W
<b><u>College of Business</u></b>													
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	463.11
Economics/Applied Statistics	1997-98	969.00	2,689.00	2,940.00	5,629.00	5.25	8.95	9.17	9.06	184.57	300.45	320.73	621.42
Management	1993-94	0.00	9,842.00	9,137.50	18,979.50	0.00	29.88	28.96	29.42		329.39	315.51	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	528.51
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	461.51
Management	1997-98	1,639.00	5,391.00	5,379.00	10,770.00	7.28	24.69	25.40	25.04	225.21	218.38	211.81	430.10
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	498.45
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	427.80
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	368.58
Marketing	1997-98	1,376.00	5,609.00	5,310.00	10,919.00	9.15	28.38	29.98	29.18	150.39	197.67	177.10	374.20
<b><u>College of Education</u></b>													
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
Child Development	1997-98	80.00	376.00	344.00	720.00	0.45	2.00	1.65	1.83	177.78	188.00	208.48	394.52
Criminal Justice	1993-94	0.00	4,426.00	4,561.00	8,987.00	0.00	9.91	12.13	11.02		446.62	376.01	815.52
Criminal Justice	1994-95	1,381.00	3,540.00	3,468.00	7,008.00	9.42	8.86	8.70	8.78	146.60	399.55	398.62	798.18
Criminal Justice	1995-96	1,431.00	3,045.00	2,988.00	6,033.00	7.56	8.91	8.65	8.78	189.29	341.75	345.43	687.12
Criminal Justice	1996-97	1,164.00	2,838.00	2,808.00	5,646.00	8.00	9.57	9.91	9.74	145.50	296.55	283.35	579.62
Criminal Justice	1997-98	1,129.00	2,845.00	2,904.00	5,749.00	7.96	11.50	11.91	11.70	141.83	247.39	243.83	491.10

# 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)
<b><u>College of Business</u></b>													
<b><u>Management</u></b>													
BLAW	1993-94	0.00	2,022.00	1,707.00	3,729.00	0.00	5.79	4.66	5.23		349.06	365.99	713.22
BLAW	1994-95	942.00	1,990.00	1,385.00	3,375.00	3.56	5.59	4.75	5.17	264.98	356.27	291.37	652.87
BLAW	1995-96	594.00	1,350.00	1,162.00	2,512.00	1.50	3.67	3.69	3.68	396.00	367.74	314.49	682.06
BLAW	1996-97	426.00	1,204.00	1,066.00	2,270.00	2.00	4.04	4.11	4.08	213.00	297.65	259.40	556.75
BLAW	1997-98	372.00	1,065.00	1,346.00	2,411.00	1.61	2.99	4.15	3.57	231.47	355.99	324.02	674.80
BUSN	1993-94	0.00	570.00	445.00	1,015.00	0.00	1.08	0.75	0.92		526.15	590.71	1,105.26
BUSN	1994-95	27.00	447.00	460.00	907.00	0.09	0.84	1.00	0.92	300.00	529.49	458.47	981.85
BUSN	1995-96	111.00	342.00	515.00	857.00	1.25	0.75	1.64	1.19	88.80	456.00	314.21	717.44
BUSN	1996-97	126.00	360.00	489.00	849.00	1.17	0.92	1.33	1.12	107.69	392.73	366.75	754.67
BUSN	1997-98	0.00	723.00	345.00	1,068.00	0.00	2.51	1.98	2.25		287.83	174.37	475.67
FINC	1993-94	0.00	1,692.00	1,575.00	3,267.00	0.00	5.28	5.25	5.26		320.72	300.00	620.77
FINC	1994-95	366.00	1,344.00	1,086.00	2,430.00	1.25	5.28	4.69	4.98	292.80	254.76	231.44	487.56
FINC	1995-96	516.00	1,278.00	1,044.00	2,322.00	1.58	5.17	4.00	4.58	325.89	247.35	261.00	506.62
FINC	1996-97	372.00	1,122.00	852.00	1,974.00	1.58	4.76	4.08	4.42	234.95	235.71	208.65	446.44
FINC	1997-98	318.00	792.00	663.00	1,455.00	1.21	3.75	3.25	3.50	261.88	211.20	204.00	415.71
INSR	1993-94	0.00	111.00	147.00	258.00	0.00	0.67	0.67	0.67		166.50	220.50	387.00
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
INSR	1997-98	0.00	72.00	78.00	150.00	0.00	0.50	0.50	0.50		144.00	156.00	300.00
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

## FERRIS STATE UNIVERSITY

### Ranked Listing of Student Credit Hours (SCH) / Full Time Equated Faculty (FTEF), Aggregated by College Fall + Winter Semesters 1997-1998

<b>College</b>	<b>Student Credit Hours/ Full Time Equated Faculty (SCH/FTEF)</b>
College of Arts and Sciences	583.31
University College	512.76
College of Education	468.59
College of Pharmacy	439.77
College of Business	434.62
College of Allied Health Sciences	355.41
College of Technology	323.10
College of Optometry	182.88



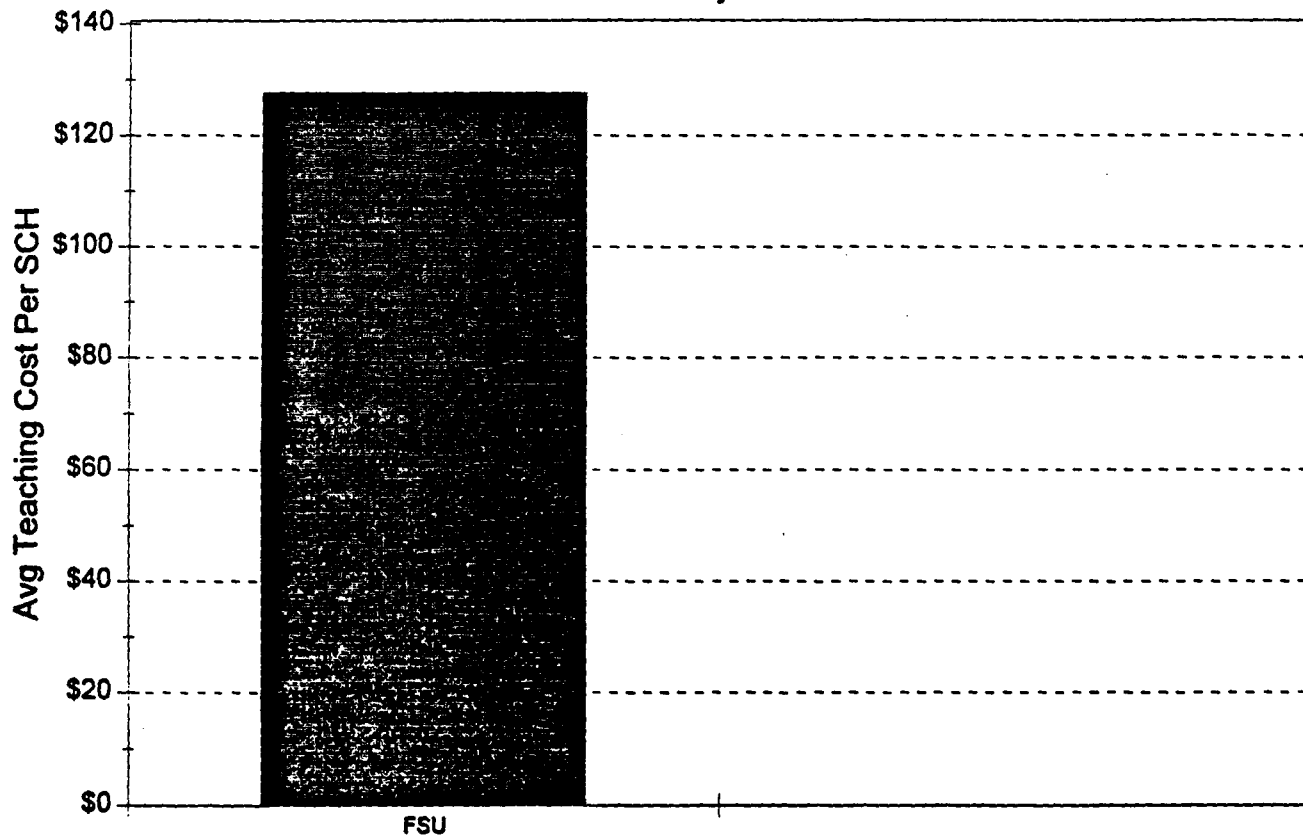
Table I

**Alpha Listing of Program Teaching Costs per Student Credit Hours  
1996-1997 Data  
(Teaching Costs Include Fringes)**

	<u>Credit</u>	<u>Total</u>	<u>Total Teaching</u>
Computer Information Systems/Marketing BS	142	\$17,177.16	\$120.97
Computer Literacy Certificate	12	\$1,379.48	\$114.96
Computer Networks & Systems BS (Communications Track)	136	\$25,573.57	\$188.04
Computer Networks & Systems BS (Embedded Systems Track)	136	\$23,650.99	\$173.90
Computer Networks & Systems BS (Indust Automation Track)	136	\$24,864.60	\$182.83
Computer Networks & Systems BS (Information Systems Track)	137	\$24,224.05	\$176.82
Construction Management BS (Commercial/Industrial Track)	130	\$13,565.12	\$104.35
Construction Management BS (Highway/Bridge Track)	130	\$12,691.43	\$97.63
Construction Management BS from Arch Tech (Yrs 3 & 4)	92	\$9,822.27	\$106.76
Construction Management BS from Bldg Const Tech (Yrs 3 & 4)	70	\$6,745.66	\$96.37
Construction Management BS from Civil Engr Tech (Yrs 3 & 4)	67	\$6,332.73	\$94.52
Dental Hygiene AAS	77	\$8,212.82	\$106.66
Dental Technology AAS	61	\$15,167.88	\$248.65
Direct Marketing Certificate	12	\$1,298.89	\$108.24
Electrical/Electronics Engr Technology BS (Yrs 3 & 4)	70	\$12,736.49	\$181.95
Facilities Management BS (Yrs 3 & 4)	68	\$11,377.29	\$167.31
Finance BS	125	\$15,028.50	\$120.23
Food Service Management AAS	65	\$6,767.32	\$104.11
Food Service Management Certificate	12	\$921.97	\$76.83

# Average Teaching Cost Per SCH - University 1996 - 1997 Data

Graph 1  
University



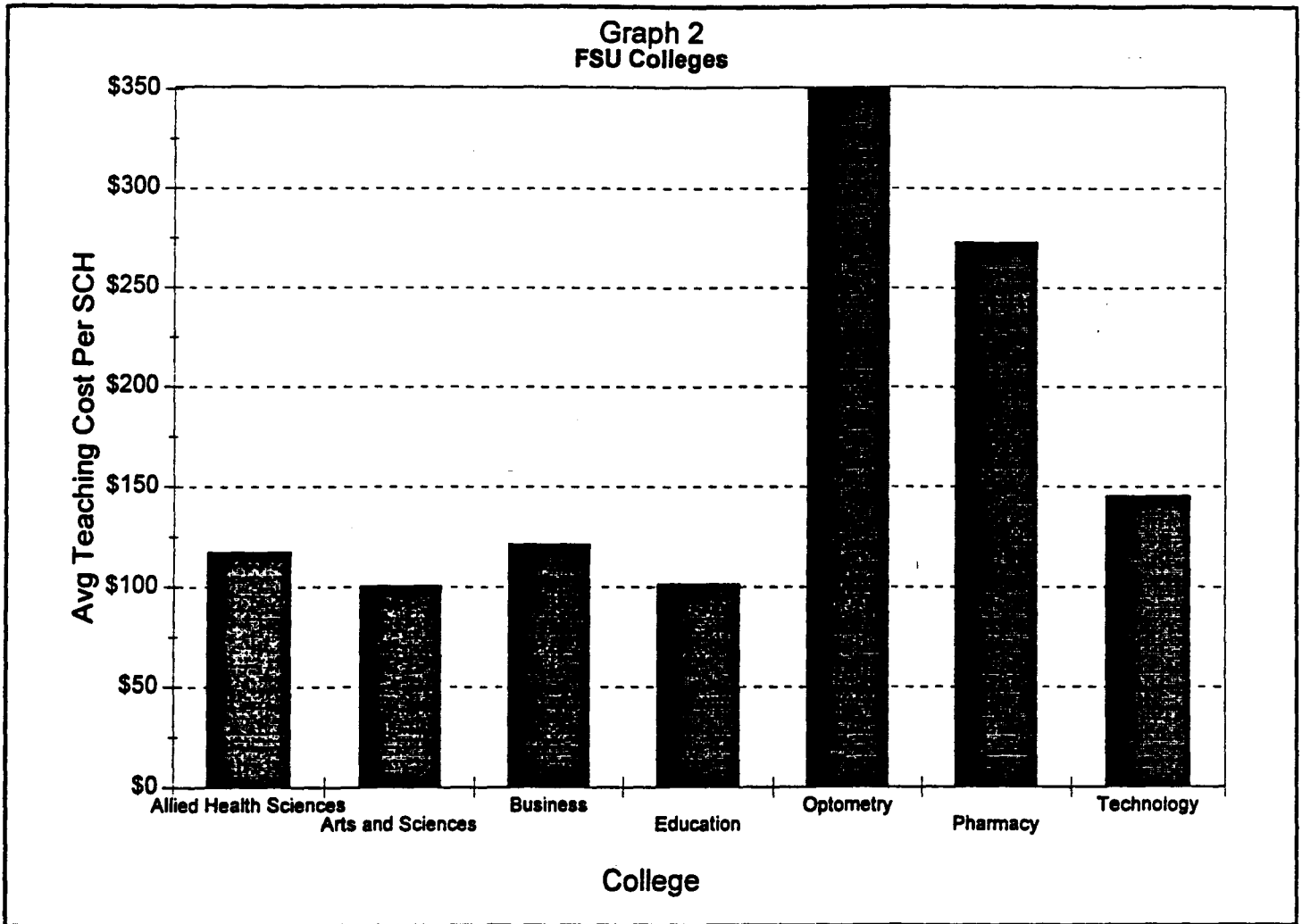
FSU

University

FSU

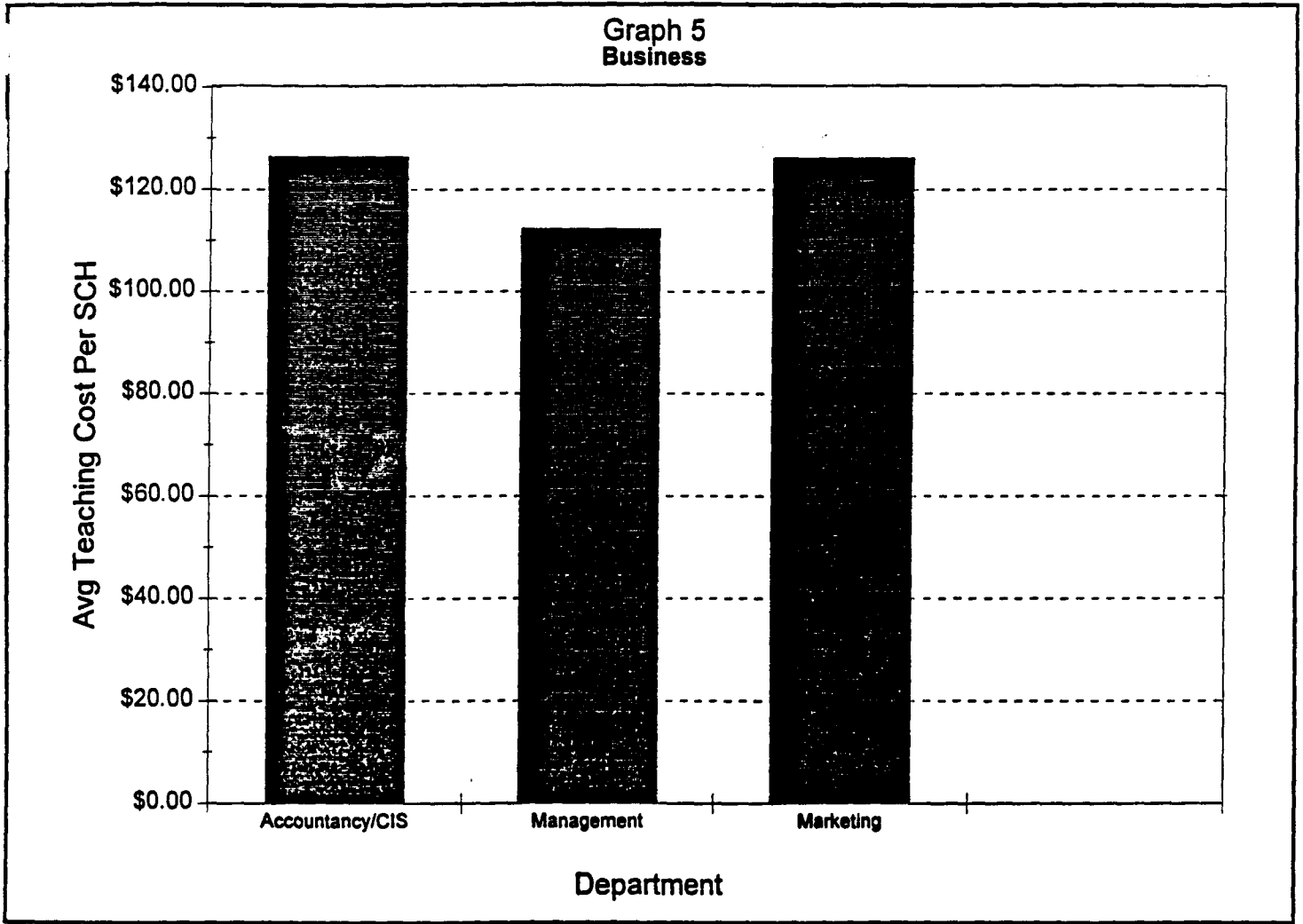
\$127.21

**Average Teaching Cost Per SCH - College  
1996 - 1997 Data**



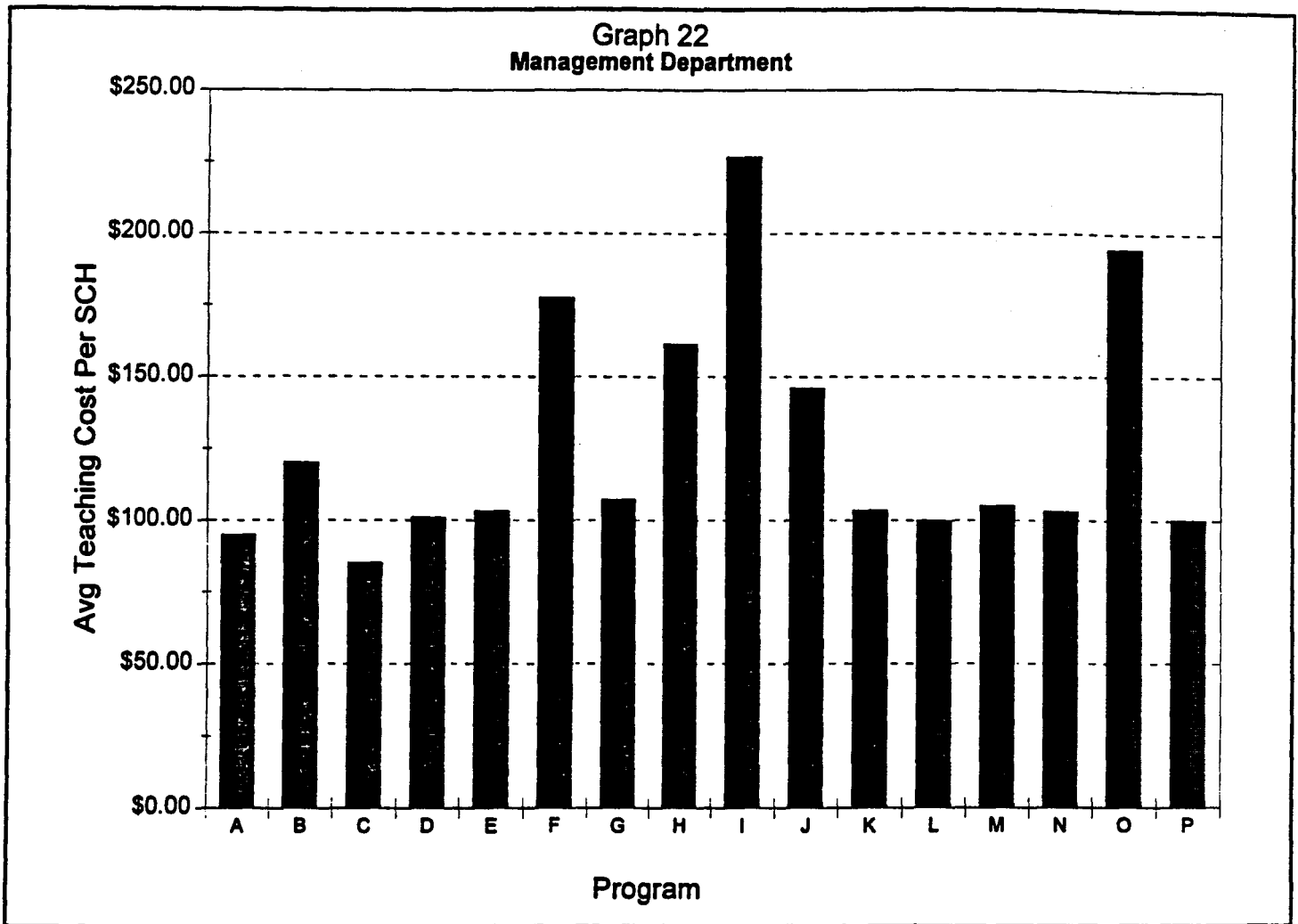
Allied Health Sciences	\$117.71
Arts and Sciences	\$100.81
Business	\$121.55
Education	\$101.65
Optometry	\$349.48
Pharmacy	\$272.30
Technology	\$145.55

# Average Teaching Cost Per SCH - Business 1996 - 1997 Data



Accountancy/CIS	\$126.20
Management	\$112.13
Marketing	\$125.98

**Average Teaching Cost Per SCH - Programs in the Management Dept  
1996 - 1997 Data**



A	Business Administration BS	\$94.96
B	Finance BS	\$120.23
C	General Business AAS	\$85.21
D	Human Resource Management BS	\$101.06
E	Insurance BS	\$103.27
F	Insurance Certificate	\$177.69
G	Insurance/Real Estate BS	\$107.34
H	International Business BS	\$161.57
I	International Business Certificate	\$226.82
J	Legal Assistant AAS	\$146.13
K	Management BS	\$103.58
L	Operations Management BS	\$99.75
M	Quantitative Business BS	\$105.09
N	Real Estate AAS	\$103.22
O	Real Estate Advanced Studies Certificate	\$194.65
P	Small Business Management BS	\$100.32

## VITA

I. Name: John C. Valas

Rank: Professor

Tenure/Non-tenure: Tenure

Department or Division: College of Business/Management Dept.

Year Joined the Institution: 1982

**Teaching Experience:**

Areas of involvement (in teaching)

1982 - Present Associate/Professor of Management,  
Ferris State University

II. Education Background (include fields of specialization):

1952 M.A., University of Michigan, Economics

1950 B.A., Michigan State University

(119 credit hours) University of Michigan and Wayne State  
University, B.S. in Mechanical Engineering

Advanced General Management

Resident program in Vevey, Switzerland, developed specifically for General Motors Overseas Operations by IMEDE\* and General Motors Institute as an accelerated version of Harvard Business School's "Program for Management Development." Faculty was a combination of visiting Harvard and leading British Business School professors. (Program was five weeks, in lieu of HBS's nine weeks.)

\* l'Institut pour l'Etude des Methodes de Direction de  
l'Entreprise

III. Prior Experience not in Education:

1978 - 1982 General Motors Corporation, 'J' Car World Project  
Center, GM Overseas Representative/Administrative  
Engineer/Contract Administrator-Technology License  
to Japanese Affiliate

1976 - 1978 General Motors Corporation, Overseas Assignments

1971 - 1976 General Motors Corporation, Vauxhall Motor, England  
Administrative Engineer/Assistant Chief Engineer

1969 - 1971 General Motors Corporation, Parts Division, Staff  
Engineer

1956 - 1969 General Motors Company, Cadillac Motor Company  
Division, General Supervisor/Assistant Staff  
Engineer

1952 - 1954 M & S Manufacturing Company, Production  
Manager/Comptroller

- IV. Professional Memberships (include offices held):
- V. Professional Meetings Attended (include dates):
- VI. Papers Presented (include dates):
- VII. Publications:
- VIII. Other Research Activity:
- IX. Consulting:
- X. Professional Growth Activities:
- XI. Seminars, Training Programs, etc., Conducted for Business and Industry:
- XII. Professional Presentations, Speeches, etc.:
- XIII. Institutional Services Performed:
  - Advisor - Society for the Advancement of Management - 1984-94
  - Advisor - International Business Association - 1984-86
  - Coach - Ferris State College Women's Soccer Club - 1983-84
  - Member - Committee to Evaluate Health & Occupational Safety Curriculum - 1983
  - Member - Representative Faculty Advisory Council - 1985-86
    - Chair - Appointments Committee
    - Member - Curriculum Committee
  - Member - Academic Senate - 1985-89
    - Chair - Sub-Committee on New Functions - 1986-87
    - Member - Organizing Committee - 1986-87
    - Member-at-Large - Senate Executive Council - 1992-94
    - Vice President - 1993-94
  - Member - University Strategic Planning Committee - 1987-93
    - Chair - Sub-Committee on Environmental Scanning - 1987-91
    - Co-Chair - Business Affairs Sub-Committee - 1991-93
  - Chair - AC Sparkplug Program Committee - 1986-87
  - Member - Search Committee - Dean of Technology - 1994
- XIV. Recognition and Honors:
- XV. Professionally Related Community Activities:

VITA

- I. Name: John G. Fairbanks  
Rank: Associate Professor  
Tenure/Non-tenure: Tenure  
Department or Division: College of Business/Management Dept.  
Year Joined the Institution: 1980  
Teaching Experience:  
Areas of involvement (in teaching)  
1980-Present Ferris State University, Finance and Management  
1977-1980 Central Michigan University, Finance and Insurance
- II. Education Background (include fields of specialization):  
1971 M.B.A., Central Michigan University, Finance and Management concentrations.  
1970 B.S.B.A., Central Michigan University, Management Major and Economics Minor.
- III. Prior Experience not in Education:  
1974-1977 Federated Mutual Insurance Company, District Manager, Commercial Insurance Agent for small Business, Owatowwa, MN  
1972-1973 First of Michigan, Stock and Bond Broker, Midland, MI
- IV. Professional Memberships (include offices held):
- V. Professional Meetings Attended (include dates):
- VI. Papers Presented (include dates):
- VII. Publications:
- VIII. Other Research Activity:
- IX. Consulting:
- X. Professional Growth Activities:  
1997 Attended a one day workshop on program assessment by Dr. Doug Eder, Director of Undergraduate Assessment and Program Review, Southern Illinois University.  
1996/97 SIS Training Sessions.



- 1995/96 Attended several computer training sessions.
- 1992 Attended Business Technology Seminar, Ferris State University.
- 1988 Central Michigan University, Additional Graduate Coursework in Finance, Fin 678B (Long Term Financial Policies).
- 1987 Banking Seminar for College Faculty, Graduate School of Banking, University of Wisconsin (selected by the Dean to represent Ferris State University). A five day seminar.
- 1987 Central Michigan University, Additional coursework in Data Processing and Speech.
- 1986 Central Michigan University, Additional coursework in Finance and Economics. Fin 674 & MBA 675 (Short Term Financial Management and Managerial Economics).
- 1982/83 Ferris State University, Additional Coursework in Education
- 1979 Central Michigan University, Additional Coursework in Statistics.
- 1974 Licensed Property and Casualty Insurance Agent.
- 1974 Licensed Life and Health Insurance Agent.
- 1972 Licensed stock and Bond Broker.

XI. Seminars, Training Programs, etc., Conducted for Business and Industry:

Spring 1986- Administration of Investment Banking Seminar, Ferris State University. A one-hour presentation of a municipal bond underwriting and a one-hour presentation of a corporation going public. This seminar was created under my direction by the Ferris Finance Association and presented by two vice presidents of First of Michigan Corporation. The seminar was attended by corporations, municipalities, students, faculty, and administrators.

XII. Professional Presentations, Speeches, etc.:

XIII. Institutional Services Performed:

- 1987/88 I developed the Personal Finance course (FINC 201). In spring 1989, I selected the text and taught FINC 201 for the first time.
- 1989/90 Co-chaired the development of the Finance Minor with Vivian Nazar.
- 1992 I was selected by the Semester Transition Team to be the Finance Program Expert to assist Finance Majors in Semester transition through course completion agreements.
- 1992/93 I was selected as one of the Program Advisors with respect to the semester transition (course completion agreements) for the Business Administration Majors.

- 1992/93 I assisted Dr. Rallo in the determination of the number of finance sections to offer during our first year on semesters.
- 1993 Guest evaluator to Marshall Giller's Finc 454 Portfolio Management class.
- 1993 I was selected by the Management Department Head to be the Finance Group Coordinator to coordinate activities between the Management Department and the Finance Group.
- 1994 I was the major force in deloping the Unit Action Plans for the Finance Program.
- 1994 I represented the Finance Program at the Management Department booth during Autumn Adventure (Parents Weekend).
- 1994 I attented the Management Departments meeting with the president on October 11, 1994.
- 1993 I have completed well over 100 course completion agreements for the following degree programs.
- Finance Four Year Major  
Finance two Year Transfer Major  
Business Adminstration Four Year Major  
Business Adminstration Two Year Transfer Major
- 1995 Assisted in COB telecounseling efforts.
- 1995 Attended the Accounting/Finance student banquet.
- 1995 Took an active part in Commencement activities.
- 1995 Attended Strawberry Pie day.
- 1995 Worked at Autumn Adventure in the Field House.
- 1997 Advisor for new student organization, "Professional Business Council".

1994-1997 Finance Group Coordinator.

University, College of Business and Department Committees:

1987 - 1994 Co-op Advisory Committee, College of Bus.

1993 - 1994 Promotion Merit Committe, Mgmt.Dept.

1990 - 1993 Tenure Subcommittee, Mgmt.Dept.

1992 - 1993 Tenure Review Committee, Mgmt.Dept.

1991 - 1992 Work Load Committee, College of Bus.

1990 - 1991 University-Wide Student Health Advisory Committee.

1990 - 1992 Chairman of the Finance Group Committee and major force in developing the semester 4-year and 2-year transfer Finance major for semester conversion purposes.

1991 - 1992 Co-chairman of semester conversion for the Finance Minor.

1995 Management 2000 Committee member

1995 - 1996 Co-op Advisory Committee member, College of Bus.

1995 - 1996 Finance Group Coordinator

1996 - 1997 Management 2000 Committee

1996 - 1997 Chair of the Management Dept. Promotion/ Merit Committee.

1996 - 1997 Member of the College of Business Promotion/Merit Committee. I did most of the work of a chairperson.

1997 Member of the College of Business Assessment Committee.

#### XIV. Recognition and Honors:

During 1996, I was promoted to the rank of Associate Professor.

In the Fall Semester 1993, I was selected by the head of the Management Department to be the Finance Program Coordinator to coordinate activities between the Management Department and the Finance Faculty Group.

On February 17, 1992 I was selected by the Semester Transition Team as the Finance Program Expert to facilitate the transition to semesters for Finance majors and minors.

During 1988, I received a merit award and pay increase at Ferris State University.

#### XV. Professionally Related Community Activities

Assisted in a two-hour seminar presented for Automotive Marketing students at Northwood Institute, 1976. Received Certificate of Appreciation. Topic: "A Total Insurance Package for Auto Dealerships."

United Way Coordinator, Management Department, Fall 1986.

**VIVIAN-FRANCIA NAZAR**

14811 Chulavista Dr.  
Big Rapids, MI 49307  
(616) 592-2427 Office  
(616) 796-4992 Home

**EDUCATION**

**Nova Southeastern University** (1989-present)  
Fort Lauderdale, Florida  
Doctor of Business Administration (DBA) candidate  
(dissertation stage)

**City University** (1980-1981)  
London, England  
MBA (Finance)  
Thesis: "Management of Foreign Exchange Risks"

**Thames Polytechnic** (1976-1979)  
London, England  
BA in Political Economy  
Thesis: "The Effects of Foreign Direct Investments"

**TEACHING EXPERIENCE:** (overall - 15 years)

**Ferris State University** (1988 - present)  
Associate Professor in Management  
Management Department Chair - Fall 1995 - present

**Courses include**

Financial Management 1  
Financial Management 2  
Financial Markets and Institutions  
Problems in Finance  
Seminar in Finance  
Bank Management  
Mathematics of Finance  
Personal Finance  
Introduction to Business  
International Business  
Supervision and Leadership  
International Finance  
Organizational Behavior  
Human Resources Management

**Moorhead State University** (1986-1988)  
Moorhead, Minnesota  
Assistant Professor

**Courses include**

Financial Management  
Intermediate Finance  
Personal Finance  
International Financial Management  
Risk Management and Insurance  
Investments  
Introduction to Business  
Case Problems in Finance

**Bemidji State University (1982-1986)**

Bemidji, Minnesota  
Assistant Professor

**Courses include**

Corporate Finance  
Financial Decision Making  
International Business  
Real Estate  
Personal Finance  
Risk Management and Insurance  
Investments  
Introduction to Business

**PROFESSIONAL GROWTH**

**Participated in the Following Workshops and Seminars**

Presented a paper

*"U.S. and APEC: Another Trading Bloc?"*

Facing East/Facing West Conference

June 2-3, 1995

Western Michigan University, Kalamazoo, Michigan.

Conducted a motivational seminar

MLK/CC/RP College Day Programs

March 3, 1995

Ferris State University

Panel member

Women and Their Issues - Around the World

March 3, 1995 (7:30 P.M.)

Forum for the Healing of Racism

Big Rapids, Michigan

Panel member

Women of the 90's: Daring, Diverse, Decisive

April 15, 1994

1994 Ferris Professional Development Conference  
Ferris state University

Facilitator

Third Annual Martin Luther King Celebration  
January 18, 1994  
Big Rapids High School  
Big Rapids, Michigan

Panel Member

Ninth Annual Area Wide MOISD Professional Development  
In Service  
February 26, 1993  
Ferris State University

Participated

International Festival of Cultures  
April 18, 1993  
Holiday Inn Conference Center  
Big Rapids, Michigan

Interviewed on FSU Channel 7

International Connections  
Aired in September 1993  
Ferris State University

Panel Member

Up Front with Issues  
November 10, 1993  
IRC 003, Ferris State University

Guest speaker in several classes.

**Attended the following workshops and seminars:**

Russia, Past and future  
June 7-9, 1998  
Washington D.C.

Association of Japanese Studies Meeting  
June 12-13, 1997  
Washington D.C.

Academy of Management Meeting  
August 10-13, 1997  
Chicago, Illinois

Academy of Management Annual Conference  
August 11-14, 1996  
Cincinnati, Ohio

Peer Review of Teaching and Course Portfolio  
April 13, 1996  
Ferris State University

Midwest Finance Association Meeting  
March 20-24, 1996  
Chicago, Illinois

Project Interconnect-Distance Learning Training  
November 17-18, 1995  
NMC/University Center  
Traverse City

Women of color in Higher Education  
March 31, 1993  
Rankin Center Dome Room  
Ferris State University

## **COLLEGE SERVICES**

### **At Ferris State University**

**Chair, Management Department, Fall semester 1995 - August 1997.**

Administrative duties ( 21 faculty, 11 bachelor programs, 3 associate degree programs and several minors and certificates) .

Program development.

Revision of programs.

Development of certificates.

Coordination and development of Business Administration degree program off-campus (work on the articulation agreement with Grand Rapids Community College, Ivy Tech, Maritime College, North Michigan college and other community colleges).

Student advising, recruitment and retention activities.

Department planning.

Developing an international study cooperative program.

### **Developed Finance Minor**

Helped develop the Minor in Finance with Professor John Fairbanks effective fall 1992. Developed and conducted the survey to determine the need for the minor. Wrote up the necessary forms for the minor.

### **Committee membership**

Post Tenure Review Committee (University-wide)

Promotion/Merit Committee

School of Business Computer Usage Committee

Off-campus Review Committee  
University Wide Academic and Administrative Computer  
Steering Committee

**Finance Club Advisor 1990-winter 1995**

Last year, the Finance Association members visited New York Stock Exchange and the financial district in New York City (1995)

**Continue to teach at Traverse City extension program.**

**Continue to provide advising to approximately 40+ students.**

**Served on faculty committees** to review books for the following courses:

- Finc 322 Financial Management 1
- Finc 323 Financial Management 2
- Finc 312 Financial Institutions and Markets
- Busn 122 Introduction to Business

**Organization Membership**

- Financial Management Association
- Ferris Professional Women
- Midwest Finance Association
- Academy of Management

**COMMUNITY SERVICES**

Has been involved in many community service activities as a member of **Kiwanis Club of Big Rapids**, a non-profit service organization. Served as treasurer for 2 years.

Co-organizer of: **The Big Rapids Forum for Healing Racism**, a non-profit service organization. Served as acting chairperson and member of the board for a year.

**Helped organize the following public events:**

Public Seminar: "*Creating a Sense of Belonging in a Multi-ethnic Community*," October 5, 1996. Holiday Inn, Big Rapids.

Business Seminar: "Appreciation Breakfast for Area Businesses," April 22, 1996. Big Rapids, Michigan. Served as moderator.

Lecture: "Healing Racism in America: A Prescription for the Disease," April 22, 1993. Williams Auditorium, Ferris State University.



## VITA

I. Name: Douglas R. Wozniak

Rank: Associate Professor

Tenure/Non-tenure: Tenure

Department or Division: College of Business/Management Dept.

Year Joined the Institution: 1978

Teaching Experience:

Areas of involvement (in teaching)

Management

1978 - Present Assistant/Associate Professor, Ferris State University

1969 - 1978 Assistant Professor, Economics, Business Administration, Defiance College, OH

II. Education Background (include fields of specialization):

1976 M.B.A., Bowling Green State University

1969 M.A., Western Michigan University, Economics

1963 B.A., Aquinas College, History

III. Prior Experience not in Education:

1964 - 1968 United States Air Force, Special Project Officer Squadron Executive Officer, (in both positions supervised personnel and career decisions for 900 person squadron).

IV. Professional Memberships (include offices held):

V. Professional Meetings Attended (include dates):

VI. Papers Presented (include dates):

VII. Publications:

VIII. Other Research Activity:

IX. Consulting:

X. Professional Growth Activities:

XI. Seminars, Training Programs, etc., Conducted for Business and Industry:

XII. Professional Presentations, Speeches, etc.:

XIII. Institutional Services Performed:

## VITA

I. **Name:** Richard E. LaBarre

**Rank:** Associate Professor

**Tenure/Non-tenure:** Tenure

**Department or Division:** College of Business/Management Dept.

**Year Joined the Institution:** 1978

**Teaching Experience:**

**Areas of involvement (in teaching)**

Small Business

Real Estate

Management

1978 Assistant/Associate Professor, Ferris State University

II. **Education Background (include fields of specialization):**

1976 M.A., Central Michigan University, Management and Supervision

1967 B.A., Michigan State University, Materials Management

1965 - 1967 Michigan Technological University, Mechanical Engineering

III. **Prior Experience not in Education:**

1972 - 1978 Ford Motor Company, High Potential Employee Program (selective program designed to develop superior employees for middle and senior management positions)

1976 - 1978 Transportation Department, Automotive Assembly Division

1974 - 1976 Automotive Assembly Division, Senior Transportation Analyst

1973 - 1974 Ocean Shipping Analyst Automotive Assembly Division

1970 - 1972 Ford Motor Company, College Graduate Trainee Program

1963 - 1967 Ford Motor Company, College Trainee Program, (worked four summers in area of Supplier Quality Assurance, Quality Control, Statistical Analysis and Production Control)

IV. **Professional Memberships (include offices held):**

National Association of Realtors

Michigan Association of Realtors, Director 1985

Paul Bunyan Board of Realtors, Director 1981-1985,

Chairman, Education Committee 1986 - 1987, Member of the Professional Standards Committee 1984-1986

Realtors National Marketing Institute

Realtors Land Institute  
International Society of Small Business  
Small Business Institute Directors Association  
Michigan Education Association

V. **Professional Meetings Attended (include dates):**

**Small Business**

How to Successfully Start a Small Business (8 hrs.)  
Wharton School University of Pennsylvania

International Business for Small Businesses (6 hrs.)  
U.S. Department of Commerce/Import-Export Bank

Insurance for Small Businesses (6 hrs.)  
Citizens Insurance Company

Economic Development (9 hrs.)  
Michigan Department of Commerce

Financial Packaging (15 hrs.)  
Lawrence Gardner Associates/Michigan Dept. of Commerce

**Real Estate**

Broker's Preparation (33 hrs.)  
Holloway's Institute

Real Estate Business I (36 hrs.)  
Michigan Association of Realtors

Real Estate Business II (36 hrs.)  
Michigan Association of Realtors

Investment and Income Property Analysis (36 hrs.)  
Michigan Association of Realtors

Real Estate Law (36 hrs.)  
Northwestern Michigan College

Continuing Real Estate Education (6 hrs.)  
Holloway's Institute

Real Estate Teaching Techniques (14 hrs.)  
Real Estate One, Inc.

Buyer Brokering (6 hrs.)  
Michigan Association of Realtors

How to Counsel Your Clients (6 hrs.)  
Realtors Land Institute

How to Manage the Financial Resources and Risks of a Real  
Estate Business (30 hrs.)  
National Association of Realtors

Real Estate Brokerage Management (22 hrs.)  
National Association of Realtors

Real Estate Appraisal (6 hrs.)  
Paul Bunyan Board of Realtors

Continuing Real Estate Education (6 hrs.)  
Traverse City Board of Realtors

Ideas to be Different (6 hrs.)  
Marty Lorenz

Simulation of a Licensure Complaint Hearing (4 hrs.)  
Michigan Department of Licensing and Regulation

VI. **Papers Presented (include dates):**

VII. **Publications:**

VIII. **Other Research Activity:**

IX. **Consulting:**

Consulted with seven different clients referred through the Ferris State University Small Business Development Center and the Manton Area Chamber of Commerce. These clients involved:

tool manufacturer - cost analysis  
water well parts manufacturer - market research  
jewelry manufacturer - organization and promotion  
screw machine operator - SBA loan application  
computer retailer - start-up assistance  
motorcycle repair shop - business plan and SBA loan  
orchard owner - cider mill feasibility

Also worked with the students with four Small Business Institute clients. These clients involved:

wholesale bakery - cost analysis and packaging  
screw machine operator - cash flow analysis  
restaurant - advertising  
supermarket - feasibility of building a new store

X. **Professional Growth Activities:**

XI. **Seminars, Training Programs, etc., Conducted for Business and Industry:**

XII. **Professional Presentations, Speeches, etc.:**

XIII. **Institutional Services Performed:**

XIV. **Recognition and Honors:**

MARSHALL GILLER, Ph. D.  
3624 Colonial Ave. NE  
Grand Rapids MI 49525  
mgiller@compuserve.com

September 9, 1998

**EDUCATION:**

Ph. D. in Educational Administration, Michigan State University 1990  
MA in Finance, University of Pennsylvania, 1975  
MBA, University of Central Florida, 1972  
BS in Civil Engineering, University of Miami (Fla.), 1950

**TEACHING EXPERIENCE:**

1973-1975 Adjunct faculty in Philadelphia, Pa. at La Salle College, Rutgers University in Camden, Temple University, and Community College of Philadelphia

**Courses Taught:**

Real Estate Investment  
Financial Management  
Real Estate Principles for license applicants  
Economics  
Personal Finance

1976-1978 Visiting Lecturer, Temple University, Philadelphia

**Courses Taught:**

Principles of Finance  
Financial Management

1978 to present, Ferris State University, Big Rapids Mich. Present rank: Associate Professor

**Courses Taught:**

Introduction to Business  
Financial Management  
Financial Institutions  
Investments  
Portfolio Theory  
Real Estate Principles  
Real Estate Appraisal  
Real Estate Finance  
Business Forecasting  
Bank Management  
Credit and Collections  
Seminar in Finance

**OTHER WORK EXPERIENCE:**

- 1950-1962 Building contractor and home builder, Miami and Cocoa, Fla.
- 1962-1970 President and Managing Officer, Cape Kennedy Federal Savings and Loan Association, Cocoa, Fla.
- 1970-1972 Real estate salesman, Cocoa Beach, Fla.
- 1962 to present: Real estate appraisal in Florida, Pennsylvania, and Michigan

**PROFESSIONAL LICENSES:**

Current: Licensed Real Estate Appraiser, Michigan

Previous Licenses: Real Estate Broker, Fla.  
General Contractor, Dade and Brevard Counties, Fla.  
Life Insurance, Fla.  
Hazard Insurance, Fla.

**MEMBERSHIPS:**

National Association of Review Appraisers and Mortgage Underwriters (CRA designation)  
Financial Management Association  
Mensa

## VITA

I. **Name:** Kilman Shin

**Rank:** Professor

**Tenure/Non-tenure:** Tenure

**Department or Division:** College of Business/Management Dept.

**Year Joined the Institution:** 1989

**Teaching Experience:**

**Areas of involvement (in teaching)**

1989 - Present Professor, Finance, Ferris State University  
1976 - 1989 Professor, Finance and Economics, Western  
Carolina University  
1975 - 1976 Associate Professor, Eastern Illinois University  
1973 - 1975 Associate Professor, Western Connecticut State  
College  
1967 - 1973 Associate Professor, University of Bridgeport  
1966 - 1967 Assistant Professor, State University, Plattsburgh,  
New York

II. **Education Background (include fields of specialization):**

1965 Ph.D., Economics, University of Connecticut  
1963 M.A., Economics, Brown University  
1961 D.B.A., Waseda University, Tokyo  
1958 M.A., Economics, Waseda University, Tokyo  
1956 B.A., Economics, Waseda University, Tokyo

III. **Prior Experience not in Education:**

IV. **Professional Memberships (include offices held):**

V. **Professional Meetings Attended (include dates):**

VI. **Papers Presented (include dates):**

"Economic Factors and Crime Rates," 42nd National Convention  
of Operations Research Society of America and the Institute  
of Management Sciences, November 9, 1972, Atlantic City, N.J.

"Inflation and Unemployment: An International Comparison,"  
52nd Convention of the Western Economic Association,  
June 20, 1977, Anaheim, CA.

"Inflation and Functional Income Distribution," Eastern Economic  
Association, April 29, 1978, Washington, D.C.

"Inflation and Personal Income Distribution," Atlantic Economic Society, October 11, 1978, Washington, D.C. Abstract: Atlantic Economic Journal, March 1979, p. 41.

"The Impact of Inflation on the Sources and Uses of Funds," Atlantic Economic Society, October 12, 1979, Washington, D.C. Abstract: Atlantic Economic Journal, March 1980, p. 59.

"The Impact of Inflation on Personal and Functional Income Distributions," Atlantic Economic Society, October 11, 1980, Boston, MA. Abstract: Atlantic Economic Journal, March 1981, p. 51.

"Determinants of Debt Size and the Rate of Return on Common Stocks," Atlantic Economic Society, October 10, 1980, Boston, MA. Abstract: Atlantic Economic Journal, March 1981, pp. 65-66.

"The Stock Market Behavior in Seoul, Tokyo, and New York," Atlantic Economic Society, October 10, 1981, N.Y. Abstract: Atlantic Economic Journal, March 1982, p. 72.

"Gold Market vs. Stock Market: An Empirical Study," Midsouth Academy of Economists, February 17-20, 1982, Nashville, TN.

"Default Risk and Systematic Risk," Southwestern Finance Association, March 17-21, 1982, Dallas, TX.

"Inflation, Unemployment, and the Rate of Interest: An Empirical Test of the Rational Expectation Hypothesis," Atlantic Economic Society, October 7-10, 1982, Miami Beach, FL. Abstract: Atlantic Economic Journal, March 1983, p. 83.

"Determinants of the Rate of Interest: Empirical Results," Midsouth Academy of Economists, February 17-19, 1983, Jackson, MS.

"Risk and Return in the Bond Market: An Empirical Analysis," Eastern Finance Association, April 20-23, 1983, New York. Abstract: Proceedings of the Nineteenth Annual Meeting, 1983, pp. 31-32.

"The Demand for Money and Expected Inflation: A Paradox and Empirical Results," Atlantic Economic Society, October 6-9, 1983, Philadelphia. Abstract: Atlantic Economic Journal, March 1984.

"The Gibson Paradox and the Fisher Effect: Theories and Recent Empirical Results," Midsouth Academy of Economists, February 9-11, 1984, Little Rock, AR (scheduled).

"The Rate of Interest and the Rational Expectations Hypothesis," Eastern Economic Association, March 11-14, 1984, New York (scheduled).



"Capital Budgeting, Capital Structure, and the Cash Flow Distribution Method of Calculating the Net Present Value," March 1-3, 1984, San Antonio, TX (scheduled).

VII. Publications:

Books:

Inflation, Stock Price, and Housing Cost, 1978, 368 pp., Center for Economic Analysis, George Mason University, Fairfax, VA, 22030 U.S.A.

Death Penalty and Crime, 1978, 279 pp., Center for Economic Analysis, George Mason University, Fairfax, VA, 22030 U.S.A.

Articles (in English):

"International Differences in Tax Ratio," Review of Economics and Statistics, May 1969, pp. 213-220.

"The Rate of Interest and Inflation: An International Comparison," Economia Internazionale, Aug./Nov. 1973, pp. 603-622.

"Inflation, Unemployment and Economic Growth," The Korean Economic Journal of Seoul University, March 1978, pp. 48-72.

"Inflation, Recession and Personal Income Distribution," The Korean Economic Journal of Seoul University, June 1979, pp. 210-249.

"Inflation, Recession and Functional Income Distribution," The Korean Economic Journal of Seoul University, Sept. 1979, pp. 344-370.

"Business Risk, Financial Leverage and the Cost of Capital," The Seoul National University Economic Review, Dec. 1980, pp. 35-58.

"Business Risk, Financial Risk, and Default Risk: Theory and Empirical Results: Part I - Methods of Measurement," The Korean Economic Journal of Seoul National University, March 1981, pp. 75-110.

"Business Risk, Financial Risk, and Default Risk: Theory and Empirical Results: Part II - Multivariate Analysis of the Empirical Data," The Korean Economic Journal of Seoul National University, June 1981, pp. 189 - 224.

"Stock Market and Gold Market: An Empirical Analysis -- Correlation and Spectral Analyses of the Random Walk Hypotheses," Midwouth Journal of Economists, May 1982, pp. 215-224.

"Stock and Gold Market Behavior in Seoul, Tokyo, and New York: Correlation and Spectral Analyses of the Random Walk Hypothesis," The Seoul National University Economic Review, Nov. 1982, pp. 45-74.

"Risk and Return in the Bond Market: An Empirical Analysis," The Korean Economic Journal of Seoul National University, Sept. 1983, pp. 329-351.

"Interest Rate and Expected Inflation: Review of Theories and Empirical Results," Midsouth Journal of Economics (forthcoming).

"Interest Rate and Expected Inflation: Theories and Empirical Results (Part I)," Seoul National University Economic Review, (forthcoming).

"Interest Rate and Expected Inflation: Theories and Empirical Results (Part II)," Seoul National University Economic Review, (forthcoming).

**VIII. Other Research Activity:**

**IX. Consulting:**

**X. Professional Growth Activities:**

**XI. Seminars, Training Programs, etc., Conducted for Business and Industry:**

**XII. Professional Presentations, Speeches, etc.:**

**XIII. Institutional Services Performed:**

**XIV. Recognition and Honors:**

**XV. Professionally Related Community Activities:**

## VITA

I. Name: Richard V. Johnson

Rank: Assistant Professor

Tenure/Non-tenure: Tenure

Department or Division: Accountancy

Year Joined the Institution: 1966

Teaching Experience:

Areas of involvement (in teaching)

Principles of accounting, Intermediate financial accounting, Accounting theory, and Advanced accounting

II. Education Background (include fields of specialization):

\* 1963 - Master of Accounting Science

\* 1962 - B.S. - Accounting

III. Prior Experience not in Education:

\* Timekeeper, Fansteel Metallurgical Corp.

\* Cost Accountant, Fansteel Metallurgical Corp.

\* Treasurer - Superior State College Foundation Fund

IV. Professional Memberships (include offices held):

\* American Accounting Association

\* National Association of Accountants

\* Beta Gamma Sigma

V. Professional Meetings Attended (include dates):

VI. Papers Presented (include dates):

VII. Publications:

VIII. Other Research Activity:

IX. Consulting

X. Professional Growth Activities

- XI. **Seminars, Training Programs, etc., Conducted for Business and Industry:**
- XII. **Professional Presentations, Speeches, etc.**
- XIII. **Institutional Services Performed:**
- \* **Serve on College of Business Promotion/Merit Committee**
  - \* **Serve on College of Business Tenure Committee**
  - \* **Serve on Departmental curriculum committees**
  - \* **Past advisor and treasurer - Phi Kappa Theta**
- XIV. **Recognition and Honors**
- XV. **Professionally Related Community Activities:**
- \* **Former organizer and fundraiser for:**
    - \* **Phi Kappa Theta**
    - \* **Senior Citizens dinner (Parkview Village)**

TO: Professor Douglas Haneline/Chair: ARPC 1 December 1997

FROM: Professor John Fairbanks  
contact person for the Finance Program Review

*J.F.F.*

SUBJECT: Initiating the review process

1. Program Review Panel Members are:

John Fairbanks (Finance Program Coordinator)  
Douglas Wozniak  
Vivian Nazar  
Marshall Giller  
Kilman Shin  
Richard LaBarre  
Richard Johnson

2. Budget Request: Eight Hundred Dollars (\$800)

\$30 (paper)  
\$300 (printing and mailing of surveys)  
\$250 (rental of room for an advisory committee meeting and lunch in Grand Rapids, Michigan)  
\$50 (telephone and misc. office supplies)  
\$200 (secretarial and computing services)

*Approved 1/24/98*  
*J.F.F.*

3. SCHEDULE OF ACTIVITIES

Activity	Person	Date Due
a) Graduate follow-up survey, etc.	Fairbanks	1 May 1998
b) Employer follow-up survey	NA	NA
c) Student evaluation of the program	Nazar	1 May 1998
d) Faculty perceptions of the program	Shin	1 May 1998
e) Advisory committee perceptions	Giller	1 May 1998
f) Labor market analysis	LaBarre/Wozniak	1 May 1998
g) Evaluation of facilities/equipment	Valas	1 May 1998
h) Curriculum evaluation	PRP	1 August 1998

TO: Professor Douglas Haneline/Chair: APRC 24 February 1998

FROM: Professor John Fairbanks *J52*  
contact person for the Finance Program Review

SUBJECT: Budget Request for Accounting/Finance Dual Major

When I sent in the budget request for the Finance Program Review I didn't understand that we would also be responsible for working on the dual major Accounting /Finance Program Review. Therefore, we are requesting the following budget to cover costs associated with the dual major program review.

Budget Request: Three Hundred Fifty Dollars (\$350)

\$30 (paper)  
\$200 (printing and mailing of surveys)  
\$50 (telephone and misc. office supplies)  
\$70 (secretarial and computing services)

Activity	Person	Date Due
a) Graduate follow-up survey, etc.	Etienne/McNabb/Fairbanks	1 May 1998
b) Employer follow-up survey	NA NA	
c) Student evaluation of the program	McNabb/EtienneNazar	1 May 1998
d) Faculty perceptions of the program	Wolgamott/Anderson/Shin	1 May 1998
e) Advisory committee perceptions	PRP/Giller	1 May 1998
f) Labor market analysis	Hanna/LaBarre/Wozniak	1 May 1998
g) Evaluation of facilities/equipment	Hanna/Valas	1 May 1998
h) Curriculum evaluation	PRP/PRP	1 August 1998

## **PROGRAM EVALUATION PLAN FINANCE PROGRAM**

**Degrees Awarded:**    Finance, B.S. Degree  
                                 Accounting/Finance Dual B.S. Degree

### **Program Review Panel:**

<b>John Fairbanks</b>	<b>Professor--Finance ( Chair PRP )</b>
<b>Vivian Nazar</b>	<b>Professor--Finance</b>
<b>Dr. Kilman Shin</b>	<b>Professor --Finance</b>
<b>John Valas</b>	<b>Management Department Chairperson</b>
<b>Richard LaBarre</b>	<b>Professor--Management</b>
<b>Douglas Wozniak</b>	<b>Professor --Management</b>
<b>Dr. Marshall Giller</b>	<b>Professor--Finance</b>
<b>Richard Johnson</b>	<b>Professor--Accounting</b>

**Purpose:** To conduct a study of the Finance and Accounting/Finance Programs to evaluate their needs and effectiveness so the University can make informed decisions about resource allocations.

### **Data Collection Techniques:**

1. Graduate perceptions of the program come from a survey sent to Finance and Accounting/Finance graduates for the years 1982 through 1996.
2. Faculty perceptions of the program come from surveys sent to faculty in the Management and the Accounting Departments.
3. Advisory Committee perceptions of the program come from a meeting with the advisory committee and a survey form sent to advisory committee members.
4. Student perceptions of the program come from a survey sent to all current Finance and Accounting/Finance Majors.
5. Labor Market Analysis information comes from current market indicators.
6. Evaluation of facilities and equipment by doing a review of the adequacy of classrooms and computer facilities.
7. Curriculum evaluation information comes from the PRP Panel 's evaluation of all survey results.

Schedule of Events:

<u>Activity</u>	<u>Leader</u>	<u>Surveys Developed/ Sent Out</u>	<u>Data Collection/ Report Written</u>
Graduate Survey	Fairbanks	March/April 1998	Summer 1998
Advisory Committee Meeting/survey	Giller/Fairbanks	March 1998	Summer 1998
Student Survey	Nazar	April 1998	Summer 1998
Faculty Survey of Program	Fairbanks	April 1998	Summer 1998
Labor Market Analysis	Wozniak		Summer 1998
Evaluation of Facilities	Fairbanks		Summer 1998
Curriculum Evaluation	PRP Panel		September 1998





# Finance B.S.

Number receiving degrees 10  
 Number responding to survey 6 60.0%

		<u>Full-Time</u>	<u>Part-Time</u>	<u>PT/ET</u>	<u>Unknown</u>
Continuing their education	1	1	0		0
Total employed	4				
Employed in field		3	0		0
Employed, but not in field		0	0		1
Seeking in field	0				
Still seeking employment	1				
Not seeking employment	0				

Had an FSU internship 0 Did their internship with the employer 0  
 Employment rate 80%

## Full Time Salaries

# of grads indicating full-time employment: 4 Did Not Answer: 2 # Reporting: 2

\$9-11 K \$12-15 K \$16-19 K \$20-23 K \$24-27 K \$28-31 K \$32-35 K \$36-39 K \$40-43 K \$44-47 K \$48-51 K \$52-55 K \$55-60 K

## DEGREES CONFERRED BY PROGRAM

ACADEMIC YEAR (SUMMER QUARTER/SEMESTER—SPRING QUARTER/SEMESTER)

	1992-93			1993-94*			1994-95			1995-96		
	AS	BS	MS	AS	BS	MS	AS	BS	MS	AS	BS	MS
<b>BUSINESS</b>												
<b>ACCOUNTANCY/CIS**</b>												
Accountancy		71			76			53			35	1
Accountancy/Finance					6			3			3	
Accountancy/Masters			3			4						
Admin Assistant (1)	24			13			7					
Computer Info Systems		52			54	9		46			39	
CIS/Accountancy					6			4			3	
CIS/M					9			3			3	
Crt/Freelance Reprt (1)	17			6			5			10		
Executive Secretary (1)	8			3			3					
Info Systems Management			6			1			12			11
Legal Secretary (1)	6			4			3			3		
Office Automation Sys (1)		6			11			6			6	
<b>TOTAL</b>	<b>55</b>	<b>129</b>	<b>9</b>	<b>26</b>	<b>162</b>	<b>14</b>	<b>18</b>	<b>115</b>	<b>12</b>	<b>13</b>	<b>89</b>	<b>12</b>
Computer Literacy (Cert)										3		
Mainframe Computer Prog (Cert)										1		
<b>MANAGEMENT</b>												
Business Administration		220			206			174			141	
Business Economics		1										
Diversified Business	9			16			12			3		
Finance		35			23			13			10	
General Business										12		
Human Resource Mgt											7	
Insurance		30			13			5			3	
Insurance/Real Estate		4			3			3			2	
International Business		20			16			21			16	
Legal Assistant	26			28			16			17		
Management		51			39			37			20	
Operations Mgt											5	
Personnel Mgt/Ind Rel		20			16			17			2	
Production Management		20			8			5			1	
Quantitative Business		4			2			2				
Real Estate	14			5			14			6		
Small Business Mgt		18			19			11			9	
<b>TOTAL</b>	<b>49</b>	<b>423</b>		<b>49</b>	<b>345</b>		<b>42</b>	<b>288</b>		<b>38</b>	<b>216</b>	
Int'l Bus Studies (Cert)							4			4		
Real Estate (Cert)	6			8			6			5		
Int'l Business (Cert)										11		
Bus Skills App Math (Cert)										7		
Small Business Mgt (Cert)										2		

CHANGES IN THE FOUR YEAR FINANCE MAJOR:

- 1) PSYC 150 changed to GEOG 100.

PSYC 150 or SOCY 121 may be used as an alternative as long as the global consciousness requirement is fulfilled by the economics elective or by one of the cultural enrichment electives.

- 2) HIST Elective changed to cultural enrichment elective.

HUMN 102 changed to cultural enrichment elective.

HUMN 216/HUMN 217 changed to 200 level or higher cultural enrichment elective.

- 3) One free elective changed to a non-business elective.

Eliminate one directed elective to reduce total credits required from 125/126 to 122/123.

Change two directed electives to free electives.

- 4) ENGL 311 changed to ENGL 325.  
OSYS 300 changed to Non-business elective.

- 5) ECON 321 changed to ECON Elective (select ECON 312 or ECON 321 or ECON 451).

- 6) Position changes--STQM 260, STQM 322, FINC 300, FINC 310, FINC 465, FINC 312, MKTG 321, ECON 321 (ECON elective) and Cultural Enrichment Elective.

- 7) Prerequisite changes: FINC 451--ACCT 201 and FINC 312  
FINC 312--ECON 221 and ACCT 201

CHANGES IN THE TWO YEAR TRANSFER FINANCE MAJOR:

- 1) STQM 260 placed in associate degree requirements.

- 2) OSYS 300 changed to ENGL 325.

- 3) ECON 321 changed to Econ Elective (ECON 312, 321 or 451)

- 4) Eliminate one free elective to reduce credits required for graduation from 64 to 61.

- 5) Position changes---ENGL 325, ECON 321 (Econ Elective) and Free Elective.

**PROPOSAL RATIONAL:**

The following changes are proposed to meet Accreditation Standards (ACBSP) and to give students more of a choice in relation to non-business courses.

PSYC 150 to GEOG 100  
History elective to cultural enrichment elective  
HUMN 102 to cultural enrichment elective  
HUMN 216/217 to 200 level or higher cultural enrichment elective

One free elective to non-business elective  
ENGL 311 to ENGL 325  
OSYS 300 to non-business elective  
ECON 321 to ECON 312, 321 or 451

The elimination of one directed elective to reduce credits from 124/125 to 121/122 so students won't have to take 18 credits in a semester.

Change two directed electives to free electives so students have some room for a minor and to get the two year and four year major the same.

Prerequisite changes are proposed to allow more room for certificates and minors without affecting finance majors.

PROGRAM REVIEW PANEL EVALUATION FORM

Program FINANCE + ACCOUNTING/FINANCE

Instructions: Circle the number which most closely describes the program you are evaluating.

1. Student Perception of Instruction Average Score 3.86

5 4 3 2 1

Currently enrolled students rate instructional effectiveness as extremely high

Currently enrolled students rate the instructional effectiveness as below average

2. Student Satisfaction with Program Average Score 4.14

5 4 3 2 1

Currently enrolled students are very satisfied with the program faculty, equipment, facilities, and curriculum

Currently enrolled students are not satisfied with program faculty, equipment, facilities, or curriculum

3. Advisory Committee Perceptions of Program Average Score 3.57

5 4 3 2 1

Advisory committee members perceive the program curriculum, facilities, and equipment to be of the highest quality

Advisory committee members perceive the program curriculum, facilities, and equipment needs improvement

4. Demand for Graduates Average Score 4.43

5 4 3 2 1

Graduates easily find employment in field

Graduates are sometimes forced to find positions of their field

## 5. Use of Information on Labor Market

Average Score 3.29

5	4	3	2	1
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The faculty and administrators use current data on labor market needs and emerging trends in job openings to systematically develop and evaluate the program

The faculty and administrators do not use labor market data in planning or evaluating the program

## 6. Use of Profession/Industry Standards

Average Score 3.71

5	4	3	2	1
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Profession/industry standards (such as licensing, certification, accreditation) are consistently used in planning and evaluating this program and content of its courses

Little or no recognition is given to specific profession/industry standards in planning and evaluating this program

## 7. Use of Student Follow-up Information

Average Score 4

5	4	3	2	1
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Current follow-up data on completers and leavers are consistently and systematically used in evaluating this program

Student follow-up information has not been collected for use in evaluating this program

## 8. Relevance of Supportive Courses

Average Score 4.29

5	4	3	2	1
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Applicable supportive courses are closely coordinated with this program and are kept relevant to program goals and current to the needs of students

Supportive course content reflects no planned approach to meeting needs of students in this program

9. Qualifications of Administrators and Supervisors Average Score 4.43

5	4	3	2	1
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All persons responsible for directing and coordinating this program demonstrate a high level of administrative ability

Persons responsible for directing and coordinating this program have little administrative training and experience

10. Instructional Staffing Average Score 4.14

5	4	3	2	1
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Instructional staffing for this program is sufficient to permit optimum program effectiveness

Staffing is inadequate to meet the needs of this program effectively

11. Facilities Average Score 2.71

5	4	3	2	1
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Present facilities are sufficient to support a high quality program

Present facilities are a major problem for program quality

12. Scheduling of Instructional Facilities Average Score 3.14

5	4	3	2	1
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Scheduling of facilities and equipment for this program is planned to maximize use and be consistent with quality instruction

Facilities and equipment for this program are significantly under-or-over-scheduled

13. Equipment Average Score 3

5	4	3	2	1
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Present equipment is sufficient to support a high quality program

Present equipment is not adequate and represents a threat to program quality



## 14. Adaption of Instruction

Average Score 3.86

5	4	3	2	1
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Instruction in all courses required for this program recognizes and responds to individual student interests, learning styles, skills, and abilities through a variety of instructional methods (such as, small group or individualized instruction, laboratory or "hands on" experiences, credit by examination)

Instructional approaches in this program do not consider individual student differences

## 15. Adequate and Availability of Instructional Materials and Supplies

Average Score 3.14

5	4	3	2	1
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Faculty rate that the instructional materials and supplies as being readily available and in sufficient quantity to support quality instruction

Faculty rate that the instructional materials are limited in amount, generally outdated, and lack relevance to program and student needs

