

# **MANAGEMENT PROGRAM REVIEW**

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## **Ia. INTRODUCTION AND BACKGROUND**

It must be understood from the outset that the Management Degree program, as is the case with most Management Department programs, is not a “stand alone” program, but is created by selecting specific courses from the Department/College “menu.” There is only one course in the program, taught in the COB, (MGMT 355) which is not required by other departmental programs. The strategy of the Department, for decades, has been to serve the academic market by adjusting programs, courses and faculty so as to fulfill multiple functions.

It is helpful to understand the concept of sub-optimization. No institution can do everything. Choices have to be made as to what is to be emphasized and developed. In this process of prioritizing, some activities or sub-units are intentionally restricted as to resources and even outcomes so as to permit the overall institution to develop to its fullest extent. The evidence is that the Management Program is one of those sub-units being sub-optimized so that the institution as a whole can be optimized.

There are a large number of major programs in the Management Department. This is so because the Administration refused to allow minors until shortly before semester conversion. Therefore to be competitive with other universities, the COB had to create whole programs often requiring multiple faculty members. Now that the COB is smaller in terms of enrollment, the major programs remain. These major programs and faculty may not be what is desirable for serving the academic marketplace today or in the future.

The Management Program began in 1965 and was available for transfer students only. In 1967 the program was extended to all FSU students.

The Management Degree program is not a “niche” program, although it does occupy a niche in our offerings, and it is essential for a College of Business to have such a program. To be a full line College of Business one needs to maintain a variety of programs to be competitive in the student admissions marketplace.

Key faculty in the Department have been working for some time in planning so as to make the Program a “flagship” program for the Department. The program has been under informal review beginning about two years prior to this review. In 1996-1997 the faculty surveyed alumni, senior students, and advisory board members, so as to obtain expert input relative to the content of the program. Most of what has been learned during and since has not been implemented as we are awaiting the outcomes of the College of Business Core Review and the College of Business Reorganization Plan. President Sederburg’s initiatives and the progress of the University College Honors Program should bring more students into the Management Program.

There are three fundamental reasons for the decline in enrollment in the Management Degree program.

First, at the time of semester conversion the Department faculty decided to make the Management Program more rigorous so as to increase the employability of the graduates and distinguish the program from the basic Business Administration Program. The rigor was increased, but this has kept many students from entering or completing the program. Historically the graduates of the program have found jobs; the difficulty has been in acquiring sufficient numbers of able students.

Second, at the time of semester conversion, many students decided to accelerate their academic efforts so as to avoid the confusion and perceived penalty of the conversion process. Many students graduated ahead of expected schedules. Student peer leadership was more than decimated. A large portion of student organizations, which help promote programs, became leaderless and some have disappeared. This unintended consequence of the semester conversion could not be anticipated or prepared for by the staff as they were too busy doing the paperwork, including dozens of course conversion agreements (per faculty member), to be able to look ahead. In fact, the paperwork burden placed on faculty in degree programs increased phenomenally beginning with semester conversion. In addition, there are more course preparations per year since the conversion.

Third, as the college age cohort of students declined in the early 1990s other institutions could (defacto) lower their admission standards to maintain enrollment levels: FSU could not.

## **Ib. MISSION AND GOALS**

The mission of the Management program is to equip prospective managers with both the technical and human skills central to the functioning of contemporary managers so that those managers may contribute to the economic vitality of the state and enjoy the benefits and responsibilities of full citizenship in an increasingly complex society.

### **PURPOSES**

1. To provide students with marketable skills.
2. To assist students in becoming and remaining competitive in an expanding, changing, and complex global economy.
3. To provide students with a background for career advancement and growth as well as personal growth and satisfaction.
4. To provide students with the basis for making decisions using the most appropriate information technology while simultaneously considering the societal and ethical impact of those decisions.
5. To provide students with a foundation of relevant theory, an exposure to contemporary and emerging management practices, and opportunities for application of the concepts.
6. To maintain a timely curriculum that reflects the needs of society, business, and the students.
7. To provide students with opportunities for personal growth and development.

### **GOALS**

1. To develop students' competence with respect to contemporary and future management practices by focusing on relevant theory and practice and providing increasing opportunities for application of the concepts.
2. To develop knowledge and skills for adapting to a dynamic society by continuing to integrate a global perspective.
3. To integrate the application of appropriate information technologies into the curriculum.

4. To insure faculty development in needed areas, especially in the area of appropriate information technology and alternative teaching techniques.
5. To encourage student participation in activities that contribute to there professional and personal growth and development.
6. To increase enrollment and retention in the program.
7. To improve the assessment of student academic outcomes.

## II. GRADUATE FOLLOW-UP SURVEY

**Survey Population:** Survey instruments were mailed to graduates of the Management and CIS/Management degree programs who graduated in the academic years of 1985-86 through 1996-97, with the exception of three academic years: 1987-88, 1991-92, and 1994-95. Graduates of those three years were included in a comprehensive survey conducted during the 1996-97 academic year.

**Response Rate:** Survey instruments were mailed to 375 graduates of the Management and CIS/Management degree programs during the academic years identified above. Fifty-three returns were included in the analysis for a response rate of 15%.

**Questionnaire Content:** For the most part, the questionnaire was modeled after the one used to survey graduates of all degree programs offered by the Management Department in the academic year 1996-97. Both graduate survey instruments are also patterned after an Exit Survey that has been used to query students in the capstone course for the department, MGMT 499.

The graduates were asked about the year of their graduation and whether or not they had also completed minors, associate degrees, and/or certificates. A second section of the instrument solicited information about the graduates' employment status, job titles, industries in which the graduates were working, and current salary. If the graduates were unemployed, they were asked to provide the reason for the unemployment. A third portion of the survey instrument was designed to solicit the graduates' evaluation of their degrees in terms of preparation for their careers and intellectual challenge, their reflection upon the business courses most and least beneficial to their careers, and their identification of selected academic areas which they thought needed strengthening in the programs. The graduates were also queried about their involvement in graduate study, participation in extracurricular activities, employment during their college years, and participation in a cooperative education or internship experience. Finally, the graduates were provided with ample space to make any comments they wished about the quality of or deficiencies in their undergraduate degree programs.

### **Survey Results:**

**Employment Status:** Forty-eight of the 53 respondents were currently employed. Of the five who were not currently employed, two were taking care of children, one was in graduate school, and another had suffered a head trauma. The fifth respondent not currently employed did not provide a reason for the unemployment.

The **job titles** provided by the respondents and the **industries in which they are employed** indicate that graduates of the degree programs find employment in a broad spectrum of positions and industries. The job titles suggest that most of the graduates work in positions with substantial professional responsibilities.

The **salaries** of the respondents range from under \$20,000 (4.0% or two of the respondents) to over \$100,000 (also 4.0% of the respondents.) Salaries were clustered in the \$40,001 to \$60,000 range (28.0% of the respondents) to \$60,001 to \$80,000 range (20.0% of the respondents). Asked how much their current salaries were as a **multiple of their starting salaries**, the graduates responded as follows: five reported that their salaries were the same, 18 that their current salaries were twice their starting salaries, 17 that their current salaries were three times their starting salaries, and three that their current salaries were four times their starting salaries. One respondent reported that the current salary was five times the starting salary and another five times plus. One graduate did not respond to the question.

Evaluation of the Degree Program: Asked to rate their degrees in terms of **preparation for a career**, using a scale that ranged from poor to outstanding, the vast majority (90.6%) rated their degree programs as average, above average, and superior. Rating their degree programs on the measure of **intellectual challenge**, the majority (84.6%) rated their programs as average, above average, or superior. There was no clear consensus among the respondents about the **business course that had been most beneficial to their careers**. Nor was there consensus about the **business course that had been least beneficial to their careers**.

Ten academic areas were listed on the survey instrument that the respondents could check if they felt the areas needed strengthening. The academic areas and the response rates are as follows:

Accounting skills	13.2%
Computer skills	50.9%
Finance skills	15.1%
Foreign language skills	30.2%
Interpersonal skills	22.6%
Management skills	18.9%
Problem-solving skills	18.9%
Statistical skills	5.7%
Verbal communication skills	30.2%
Writing skills	22.6%

These graduates are sending clear messages that they think their degree programs needed strengthening in several areas, especially with respect to computer, foreign language, interpersonal, verbal communication, and writing skills.

Graduate Study: The graduates were asked if they **had attended graduate school**, if they **had completed a degree**, and if they **had plans for future graduate study**. Slightly over 13% of the respondents had attended graduate school, 3.8% had completed a graduate degree, and 32.1% had plans to pursue graduate school.

Extracurricular Activities: The graduates were asked if they **had been involved in extracurricular activities** while they were at Ferris and the **extent to which that involvement enhanced their career preparation**. Only 32.1% of the respondents had been involved in extracurricular activities. The majority (73.3%) reported that involvement in extracurricular activities had been important to their career preparation.

Value of Employment during Completion of Degree: The graduates were asked whether or not they **had been employed while they were completing their degree programs** and, if so, the **extent to which that employment enhanced their employability**. Thirty-seven (69.8%) of the graduates responded that they had been employed while completing their degree programs. The majority (61.0%) reported that their work experiences had made a contribution to their employability.

Cooperative Education/Internship Experience: The graduates were asked whether or not they had **had a cooperative education or internship experience** while they were at Ferris, and, if so, the **extent to which the experience enhanced their career preparation**. Those who had not had a cooperative education or internship were asked the extent to which such an experience would have enhanced their career preparation. The seven respondents who had had a cooperative education or internship experience rated the experience as making a relatively (28.6%) and extremely important (71.4%) contribution to their career preparation. Among those who responded to the question speculating about the extent to which such an experience would have contributed to their career preparation (36 respondents), they speculated that the experience would have made a somewhat important (16.7%), relatively important (33.3%), and extremely important (50.0%) contribution to their career preparation.

Narrative Comments: The graduates were provided with the opportunity to provide **comments** they would like to make **about the quality of or deficiencies in their degree programs**. Five of the graduates provided **positive feedback**. One commented on being well prepared with the necessary tools and also on having had fun. Another was pleased with his/her education while another remarked that he/she enjoyed the experience. Another commented that he/she had had a great experience and some excellent professors. Yet another commented that Ferris had a good program but that greater learning takes place on the job.

On the **critical side**, four commented that a cooperative education or other on-the-job experience was needed. Two noted that more computer training was necessary and two that instructors with experience in business were needed. Two noted a need for more interpersonal communication skills. Yet another commented that the computer information area needs to keep up with new technologies. Two addressed extracurricular activities, one noting that we need to encourage students to become involved in student organizations and another that his involvement in a social fraternity provided more knowledge, skills, and experience in dealing with people than did the formal curriculum.

### III. EMPLOYER FOLLOW-UP SURVEY

The Department does not track our graduates after they leave FSU and therefore we are utilizing the Advisory Board Survey as a substitute for this section of the report.

### IV. STUDENT EVALUATION OF THE PROGRAM

**Survey Population:** Exit surveys were conducted in all sections of MGMT 499, the department's capstone course, during the fall semester 1996, winter semester 1997, and summer semester 1997. The students in the capstone course are graduating seniors. Survey instruments were collected from 139 students, 10 of whom were Management or CIS/Management majors.

**Response Rate:** Because these surveys are administered in the classroom and data are not collected from a mail survey, the response rate is 100%.

**Questionnaire Content:** The questions posed in the survey parallel many of the questions contained in the survey of the alumni; in fact the alumni survey was patterned after the Exit Survey which has been used in the department for over three academic years.

The graduating seniors were asked how they entered their degree program (as a freshman, a transfer student, etc.) and were queried about their employment plans. The group was asked to evaluate their degree programs in terms of preparation for their careers and intellectual challenge. They were asked to identify the single business course they thought would be most beneficial to their career preparation and the one they thought would be least beneficial. The graduates were also asked to identify selected academic areas, which they thought needed strengthening in the programs. The graduates were further queried about their plans for graduate study, their involvement in extracurricular activities, and their participation in a cooperative education or internship experience. Finally, the graduating seniors were provided with space to make any comments they wished about the quality of or deficiencies in their undergraduate degree programs.

#### Survey Results

Entering the Program: Seven of the 10 graduating seniors entered the program as freshmen. Two others entered with an associate's degree from another college or university and one transferred from another program at Ferris.

Employment Plans: Six of the 10 graduating seniors were employed at the time the survey was administered, with three expecting a better position in the near future. Three had job offers they were considering, with one planning to stay with his/her then current employer. The four who already accepted jobs reported their positions as manager at a car rental agency, an assistant manager at K-Mart, a manager for the Family Video chain, and a position with Chrysler Corporation.

Those who had no employment offers were queried about job search plans. One was planning to go to graduate school thus had no job search plans. Two were working with our placement office. Six of the graduating seniors had not used the services offered by the placement office.



Evaluation of the Degree Program: Asked to rate their degree programs in terms of **preparation for a career**, using a scale that ranged from poor to outstanding, six rated the program as average and four rated the program as above average. Rating their degree programs on the measure of **intellectual challenge**, using the same scale as preparation for a career, one rated the program below average, five as average, and three as above average. There was no clear consensus about the **business course most likely to be most beneficial to their careers**, although three mentioned MGMT 499, the current capstone course for the program. Nor was there consensus about the **business course likely to be least beneficial to their careers**; no single course was mentioned more than once.

Ten academic areas were listed on the survey instrument that the respondents could check if they felt the areas needed strengthening. The academic areas and the number of times the area was mentioned by the ten graduating students are as follows:

Accounting skills	2
Computer skills	2
Finance skills	3
Interpersonal skills	1
Management skills	1
Problem-solving skills	1
Statistical skills	2
Verbal communication skills	3
Writing skills	5

While the group is too small to reach any valid statistical conclusions, we can nevertheless hypothesize that they were sensitive to their writing skills because the capstone course requires students to present written findings of their analysis of complex business cases.

Graduate Study: Seven of the 10 graduating seniors had plans to attend graduate school, two immediately following their graduation and five at some time in the future. The institutions mentioned by the graduating seniors included Michigan State University or Cooley Law School, the University of Michigan, and Wayne State University.

Extracurricular Activities: Six of the graduating seniors had participated in extracurricular activities, ranging from involvement in sports (four of the group) to a professional business organization or fraternity to community activities such as Walk for Warmth and the Big Brothers/Big Sisters organization. One of the group remarked that he/she was too involved in working to have time for extracurricular activities. Those who were involved in extracurricular activities mentioned from one to three activities.

Asked to rate the extent to which the group thought that involvement in the extracurricular activities enhanced their career preparation, one of the graduating seniors rated the experience as making a somewhat important contribution, two as making a moderately important contribution, and two as making an extremely important contribution.

Cooperative Education/Internship Experience: Only one of the ten graduating seniors had had a cooperative education or internship experience. That one graduating senior rated the experience as making a moderately important contribution to his/her career preparation.

Narrative Comments: Only three of the ten graduating seniors provided any comments about the **quality of or deficiencies in the degree program**. These comments are reproduced below:

I think most of the classes were okay, but there are quite a few professors that do not know how to teach. I would rather take a hard professor where I learn something than waste my time.

More emphasis should be given on accounting and finance for any type of business major.

This is a comment about FSU in general. They need to treat students like people – adults instead of just a number. The employees (financial aid, library, and public safety) suck. They are rude and uninformed. They should be treating us with respect. The reason I returned to FSU was because I had credits from before. It wouldn't be my school of choice.

Clearly these comments do not represent a consensus. Furthermore, one can make no certain assumptions about those who chose not to provide comments.

## **V. FACULTY SURVEY - SUMMARY OF FINDINGS**

There were twelve forced choice questions (with limited space for comments), and three open ended questions.

Using a five point scale (five being excellent and one being poor) was used on the faculty survey. The results are summarized below:

(Don't know responses were not tabulated)

### **1. Participation in development of Program:**

Administrators and others involved in developing and revising the college plan for this occupational program seek and respond to faculty, student and community input.

**3.75**

### **2. Course objectives:**

Objectives have been developed for the courses and are used to plan and organize instruction.

**3.5**

### **3. Use of information on labor market needs:**

Current data on labor market needs and emerging trends in the job market are used in developing and evaluating this program.

**3.0**

### **4. Use of student follow-up information:**

Current follow-up on graduates and those who do not complete all of the program are consistently used in evaluating this program.

**3.86**

5. Relevance of supportive courses:

Applicable supportive courses (such as communications, computer usage, accounting, etc.) are relevant to program goals and current to the needs of students.

**3.75**

6. Provision for work experience / Cooperative education:

Ample opportunities are provided for related work or co-op experience is available for students.

**3.0**

7. Program availability and accessibility:

Students and potential students desiring enrollment in this program are identified through recruitment activities, treated equally in enrollment selection, and not discouraged by unrealistic prerequisites. The program is readily available and accessible at convenient times and locations.

**4.0**

8. Efforts to achieve a bias free environment:

Emphasis is given to assuring that no illegal or improper bias (whether it be sex, race, or other) occurs in this program.

**4.0**

9. Provision for program advisement:

Instructors in the program advise students on program and course selection. Registration procedures facilitate course selection and sequencing.

**3.8**

10. Provision for career planning and guidance:

Students in this program have ready access to career planning and guidance services.

**3.8**

11. Adequacy of instructional facilities:

Instructional facilities and equipment meet the program objectives and student needs.

**3.1**

12. Use of advisory committees:

The advisory committee for this program is active and representative of the occupation.

**3.6**

There were a total of thirteen "Don't Know" responses scattered throughout the survey - and this survey was made of management faculty only. Perhaps the faculty could be more involved - but what a folly it would be to ask non-departmental faculty for their input!

## **OPEN END QUESTION RESPONSES**

### 1. What are the strengths and weaknesses of the Management Program?

#### **Weaknesses:**

Lack of focus  
Equipment and facilities  
Lack of co-ops and internships  
Age of faculty  
Benign neglect of curriculum

#### **Strengths:**

Small core of faculty interested in the program

### 2. What are the major needs for improvements in the Management Program?

Further revision of program to meet employers needs  
Integrate technology into the classroom  
Close relationship with industry  
Faculty needs to be current in their fields  
Closer ties with business and with current management practices  
Internships  
Develop a focus both for recruitment and for job placement

### 3. Additional comments:

Provide faculty support

## **VI. ADVISORY COMMITTEE PERCEPTIONS**

Summary

### **MANAGEMENT ADVISORY COMMITTEE**

#### **MEETING**

July 11, 1997

Twelve members from the business community in Western Michigan met with College of Business Dean, Joe Rallo, and representative faculty members from the management department during the summer of 1997. This advisory meeting was held at the ATC in Grand Rapids and included a broad cross section of middle managers from around the west Michigan area.

Three primary factors were used in considering who should be included in the makeup of the advisory group. First, invitees should be responsible for hiring and managing college of business (management) graduates. Secondly, a broad representation from all areas of business, including government, was attempted. Finally, an attempt was made to insure that the gender mixture was diverse. Background of the advisory members included representation from the following areas: Retail, car rental, banking, industry, resort, restaurant, information technology, and government.

A primary interest of the faculty was to gain an updated perception of what skills the advisory group members desired to see in new hires and what attributes were needed for promotion. To achieve as much impute as possible, the advisory group was divided into two separate discussion groups with a faculty member in each group charged with facilitating the discussion. After these breakout groups met, the group met as a whole to further discuss the points brought up during the small group discussions.

The members of the advisory group made the following points:

- a) **Basic business skills** - Expect recent graduates to possess basic business skills, specifically naming:
  - Communication skills-including interpersonal skills and presentation skills
    - Considered by these business people to be one of the most important skills
  - Knowledge of finance and accounting
  - Knowledge of marketing and manufacturing or operations
  - Familiarity with the latest PC programs - which today are Microsoft Word, Excel, and Access, PLUS being able to use the Internet productively including e-mail
  - High need for a foreign language - global business world
- b) **Cooperative education/internship** experience They said such an experience was an essential
- c) **Teaching methodologies**  
They, too, stressed applied learning techniques: case studies, real life projects, etc. They said that the way students learned was as important as the course content.
- d) **Attitude:** This was the area that was stressed with the most emphasis and the most often!

In fact, many said that if a new graduate lacked any business-related skill, they could provide the training or arrange for training "*provided the person had the right attitude.*"

So what is the right attitude? They specifically mentioned dependability, reliability, willingness to take the initiative, being a good team player, knowing how to function when failure occurs, commitment to a project and a company, having values in line with the company, maturity-meaning new graduates with good business ethics and integrity. They also wanted new graduates who could understand and take responsibility for their own actions, who were trustworthy, and who were adaptable. When asked for ideas on how to prepare students to have this illusive quality, several members of the advisory board stated that the students should be stretched further, placed in stress situations. One of the participants said:

“Schedule a major test to be taken in two weeks and a major paper or project to be due in three weeks. Three days before the test, up the due date for the paper/project to the same day as the test.”

All of the other participants immediately agreed!

Additional information may be gleaned from Appendix D.

## **VII. LABOR MARKET ANALYSIS AND TRENDS**

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 total growth in the managerial and administrative occupations is expected to be about 27.4% and proportionally grow from 10.2% to 10.8% of the labor force. One sub-occupation, Management Analysts, is expected to grow by 52% or more. The total number of general managers and top executives is expected to grow by at least 600,000 persons.

The U.S. has been in an information age for some time now. The reengineering of American society may lead to new opportunities for executives beyond those forecast by the Bureau of Labor Statistics. 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 management may find employment in almost any career field, especially where the skills of an executive are required.

The latest data from the FSU Placement office (1995-1996) indicates that there is too scant data from which to draw conclusions or make projections. Of twenty surveys sent out by that office, there were only seven responses. Six of these persons were in graduate school full time or were employed. One was still seeking employment. All of the employers were Michigan based.

## **VIII. FACILITIES / EQUIPMENT**

The program uses only general classroom facilities and computer laboratories. In so far as these facilities are adequate for other programs they are adequate for this program. Gradual enhancement of some classrooms is ongoing relative to multimedia capabilities.

Faculty office computers are by and large two or more generations behind what is available in the student laboratories. Some students can utilize the computer in ways that faculty have only heard about. Many faculty computers will not operate "Lotus Notes" efficiently. Professor Wozniak's computer only became "Lotus Notes" capable during the month of May 1998. A complete upgrade of faculty computers (hardware) would be most helpful. Software workshops are often useless, as the faculty computers cannot support the applications.

## **IX. PROGRAM REVIEW PANEL PERCEPTIONS OF THE PROGRAM**

The Grand Average Score of the Program Review Panel was 3.489. There were few items ranked outside the range of three to four in the ranking scale. An item by item summary average is provided in the appendix.

## **X. ENROLLMENT DATA AND ANALYSIS**

### Enrollment Data Fall Semesters (On Campus)

	<u>1993</u>	<u>1994</u>	<u>1995</u>	<u>1996</u>	<u>1997</u>
<b><u>COB</u></b>	2871	2278	2007	1859	1839
<b><u>MGMT DEPT.</u></b>	911	710	666	591	599
<b><u>MGMT PROGRAM</u></b>	139	95	70	74	69

The reasons for the decline in enrollment in the Management Program follow:

1. There has been a general decline in attractiveness of most business programs as career choices. The business news of the past eight or so years has been about downsizing, restructuring, and layoffs. This news permeates and poisons the academic recruiting atmosphere.
2. At the time of semester conversion the Management Program was intentionally made more rigorous relative to quantitative tools courses so as to meet a perceived demand in the market and to differentiate the Management Degree Program from the Business Administration Degree Program.
3. There was a substantial loss of senior student cadres through accelerated graduation at the time of semester conversion. These senior student cadres could have given peer leadership and support to underclassmen.
4. Other colleges and universities could lower admissions standards, while FSU Admissions standards were already low. High school graduates with above average ACT scores were now recruited by other formerly more demanding Institutions.

There is reason to believe that enrollment will rise as President Sederburg's initiatives to encourage the admission of students with greater academic abilities progress and as the University College Honors Program expands. This program will probably never be any bigger than it was at the beginning of the semester conversion as students academically qualified to progress in this program are attractive to and attracted by other colleges and career paths.

## **XI. PROGRAM PRODUCTIVITY**

As the Department does not break out data by program, but by course prefix, it is impossible to tell what the productivity for any program is for the department. For the APRC consideration data has been placed in the appendices.

## **XII. CONCLUSIONS**

- \* The program is in congruence with the FSU mission.
- \* The program is not unique and realistically can never be unique. The program is being rebuilt, in part to appeal to the honors students.
- \* By graduating qualified persons the program does serve both the State of Michigan and the nation.
- \* Demand has fallen off because of high standards for completion of the program and because of the attractiveness of other programs to academically able students.
- \* Currently there are nineteen faculty in the Department, all of whom teach some courses used in the Management Program. Eight of these faculty are believed to be suffering the effects of major health problems or are over age 65. There are, however, some excellent performers in the Department.
- \* Demand for graduates seems high, but data is insufficient for analysis. Historical data suggests a good placement rate, salary, and salary growth.
- \* The department/program does provide some courses for the Criminal Justice Program, some Allied Health programs, and some College of Technology programs.
- \* Facilities and equipment are adequate with the important exception of faculty computers. More classrooms could be technologically altered so as to allow the permanent installation of multimedia stations.
- \* From the faculty viewpoint there can never be enough library resources, but FSU business students are not able to use all that is possibly available. There is hope that the new library will carry more resource materials. Frankly, the internet is being used with increasing frequency and a person with internet access can keep up with developments far faster and less expensively than a library dependent upon print medium can.
- \* Cost: unknown and unknowable at this time.
- \* More work must be done in curriculum revision. Some courses may not be what the program graduates require for successful careers. Some courses may need to have content changes, other courses added or deleted.



- \* More professional and/or scholarly activity could take place, but the emphasis in hiring faculty is to hire experienced business persons as faculty to teach applications and not create hypotheses or theories. There is also a paucity of travel / workshop monies. For instance there are six disciplines within the management course prefix alone for which there are professional meetings, which should be attended annually. A number of faculty do serve on University or College committees. In addition, Professor Wanda Turner has been, until this academic year, Student Outcomes Assessment Committee Chair for the COB, Professor Richard LaBarre is responsible for the coordination of off-campus courses for the entire College of Business, and Professor John Valas is currently Department Chair and a key person in the COB reorganization.
- \* All surveys of persons not teaching at FSU agree that some adjustments could be made which would improve the curriculum of the program.
- \* The administration has to make choices as to what can be done and what cannot with the limited resources available. The evidence is that the administration has chosen to retain the program, but not to make any major efforts or devote additional resources toward the program which might be better used, in their judgement, elsewhere. In this we must judge the support of the administration to be successful. There does seem to be a major failing in allocating monies to the COB, as it is usual for the supplies and expense budgets to be spent long before the end of the academic year and student support (work - study) is not as available as some faculty would like, but, as this is not an evaluation of the University or the COB we will not comment further.
- \* There are many bases for being competitive in the academic marketplace. Among these are cost. FSU is no longer the low cost state university. An additional cost placed on students was the mandating of Friday classes in the COB. This put an extra financial burden on single mothers (day care) and most other students (lost work opportunities). Since many of our students come from the Southeastern part of the state they may well conclude that FSU costs an hour of driving time and has no cost or other advantage relative to Central Michigan University. In the Lower Peninsula, FSU is the most isolated university from major population centers, yet believes that it need not encourage students to bypass other institutions, by giving them added value or reduced costs. Another basis for improving competitiveness is building on "core competencies." A "core competency" is what an organization does better than other organizations. Successful core competencies are based on the cultivation of skilled personnel. How well does FSU develop its core competency in the Management Program? There have been no new hires in the past five years. No retiring faculty have been replaced. Any new hires must be paid less than the persons they replace. FSU faculty are not above the state university average in compensation. There are three faculty over age 70 and two others are beyond age 65. The university has made little or no effort to encourage a graceful, well earned retirement so these experienced faculty can be replaced by faculty with expertise in expanding academic fields. It is not that older faculty are not competent, but the university provides little financial support for conferences, workshops, etc.

The median age of the departmental faculty is fifty seven. The knowledge with which they came to FSU has eroded. With many faculty teaching three or four preparations per semester it is difficult enough to keep up with teaching activities let alone keep up with advances in several disciplines. The bulk of our faculty graduated before the mid 1960s and some may have graduated in the late 1940s. The traditional core competency of any university is its faculty. In the Management Program / Department, the university is practicing “benign neglect.” Another element, not generally recognized, as an essential element of competitiveness is the quality of the input materials. The old computer science proverb, “Garbage In, Garbage Out” loosely applies here. Students with poor attitudes, skills, and work habits can never be turned into first class graduates. Most students with the above attributes are “weeded out” as freshmen, but many persist. Many, perhaps most, of COB students are “mathematics phobic.” One of the goals of revising the Management Program will be to raise entrance standards and graduation standards relative to student grade point.

- \* Faculty skills have eroded over time, as there is very little turnover of faculty, There is very little development money available, and the non-teaching workload of faculty has mushroomed.
- \* From the graduate survey it was discovered that of those students who had an cooperative education or intern experience all thought it was important with over seventy percent believing that it was extremely important. Of those students who did not experience a coop or internship eighty-three percent believed that it would have been relatively important or extremely important. There is currently no mechanism to handle this important activity.
- \* A summary conclusion is that the Management Program is being sub-optimized, while being administered with “benign neglect” as the central administration focuses on recreating the university. The goal of the central administration would seem to be to let attrition take care of the current faculty surplus and to upgrade, in the sense of a different selection of academic fields of specialization, the faculty as the opportunities arise. Meanwhile, the faculty and local administration are performing so as to keep the program viable and a valuable program for graduates and employers.

### **XIII. RECOMMENDATIONS**

- \* After the events of the past four years there can be no doubt that the Board of Trustees is in detailed control of all normal operations at FSU. Therefore, it must be concluded that the Management Program is just as the Board wants it be.

- \* If the Senate wants recommendations to make the Program “bigger and better,” then the following steps would need to be taken:
  - 1) Establish three chaired positions filled by nationally recognized professors (This does not seem to be congruent with the Board’s position of hiring replacement faculty for ten percent less salary than the former faculty person’s salary). The chairs would probably be most useful in:
    - a) Operations Management
    - b) Policy / General Management
    - c) Finance
  - 2) Provide incentive buyouts for eight or so faculty. Incentives beyond contractual amounts are apparently needed.
  - 3) Provide incentives for the remaining faculty to spend time in their career fields studying and perhaps practicing so as to keep current with new developments.
  - 4) Provide incentives earmarked for fifty or so students of superior academic ability per year majoring in management.
  
- \* A crisis is about to occur in the Management Program / Department. As mentioned above there are eight faculty who are in poor health or are beyond normal retirement age. Anyone or all eight of these persons could leave FSU over a short period of time. This opens up opportunities to remake and vitalize the Program, if FSU accepts the challenge and not all of the above faculty leave at once.
  
- \* There are nineteen faculty in the Department, as it is currently constituted. Less the eight mentioned above leaves eleven. Of these eleven, most are in their early or mid-fifties and could take early retirement soon. A demographic opportunity / disaster awaits the program. As it is a valid, viable, valuable program it should be retained, but many of the high performing faculty may not be around to guide the program relative to new directions and replacement faculty hiring. The Department is perceived to be overstaffed as of now and for this reason the Board has refused permission to replace retiring faculty. This will have long term damaging consequences for the Program/Department.

\* Realistic recommendations to keep the program viable:

- a) Upgrade and keep upgraded faculty computers.
- b) Improve FSU / COB money management so that faculty support is readily available.
- c) Buyout five faculty.
- d) Replace the bought-out faculty with three persons with specialties in:
  - 1) Policy / General Management
  - 2) Operations Management

NOTE: Work experience and the ability to teach are far more important in the teaching of business subjects than are doctoral degrees.

- e) Provision for extensive faculty training and experiences in their academic fields.
- f) Provision for monies to assist in the cooperative education / internship programs. There will be a need for a person designated and dedicated to these activities.
- g) Provision for monies to finance program revisions needed to attract and keep high academic ability students. The Honors Program has been quite successful in attracting students, but few non-professional programs are in existence to keep the students here at FSU.
- h) Monies should be included in the normal departmental budget for :
  - Computer software for classroom usage
  - Faculty travel and conference fees
  - Advisory group meetings
  - Student Recruiting
  - Upgrading the program to be more attractive to students and employers

**APPENDIX A**

**Graduate Survey Instrument**

FERRIS STATE UNIVERSITY  
MANAGEMENT DEPARTMENT ALUMNI SURVEY

Year of graduation: \_\_\_\_\_

Major(s):  Management  CIS/Management  Other \_\_\_\_\_

Minors: \_\_\_\_\_ Associate Degree(s): \_\_\_\_\_ and/or Certificate(s): \_\_\_\_\_

**EMPLOYMENT STATUS**

Are you presently employed fulltime  Yes  No (If no, have you ever been employed since graduation?  Yes  No)  
If yes, what is your present job title? \_\_\_\_\_ Type of Industry \_\_\_\_\_ (see enclosed list for code)

If no, what was your last job title \_\_\_\_\_

If no, what is the reason for your unemployment or part-time status? \_\_\_\_\_

If you are now (or have ever been) employed, what is (or was) your or last salary range?

under \$20,000  \$20,001 - \$30,000  \$30,001 - \$40,000  \$40,001 - \$60,000  \$60,001 - \$80,000  \$80,001 - \$100,000  over \$100,000

How does your latest salary compare to your starting salary in your first position after graduation?

the same  twice the starting salary  three times the starting salary  four times the starting salary  other: \_\_\_\_\_

**EVALUATION OF YOUR DEGREE**

On a scale of 1 (Poor) to 5 (Outstanding), how do you rate your management degree (circle your response):

a. in terms of preparation for a career? 1 2 3 4 5 b. in terms of intellectual challenge? 1 2 3 4 5

Did your management degree include technical training?  Yes  No

If yes, what kind of technical training was included in your management program? (Summarize below)

If yes, has your career been enhanced by this technical training?  Yes  No

What single business course has been most beneficial to you in your business career? \_\_\_\_\_

Why \_\_\_\_\_

What single business course has been least beneficial to you in your business career? \_\_\_\_\_

Why \_\_\_\_\_

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

- |                                            |                                                  |                                                      |                                         |
|--------------------------------------------|--------------------------------------------------|------------------------------------------------------|-----------------------------------------|
| <input type="checkbox"/> Accounting skills | <input type="checkbox"/> Foreign language skills | <input type="checkbox"/> Problem-solving skills      | <input type="checkbox"/> Writing skills |
| <input type="checkbox"/> Computer skills   | <input type="checkbox"/> Interpersonal skills    | <input type="checkbox"/> Statistical skills          |                                         |
| <input type="checkbox"/> Finance skills    | <input type="checkbox"/> Management skills       | <input type="checkbox"/> Verbal communication 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

**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?

it contributed very little  it was somewhat important  it was relatively important  it was extremely important

**EMPLOYMENT DURING COMPLETION OF DEGREE**

Were you employed while you were completing your degree?  Yes  No

If yes, to what extent did your work enhance your employability?

- |                                                           |                                                            |
|-----------------------------------------------------------|------------------------------------------------------------|
| <input type="checkbox"/> the work contributed very little | <input type="checkbox"/> the work was relatively important |
| <input type="checkbox"/> the work was somewhat important  | <input type="checkbox"/> the work was extremely important  |

over =>

## 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.

- |                                                     |                                                      |
|-----------------------------------------------------|------------------------------------------------------|
| <input type="checkbox"/> it contributed very little | <input type="checkbox"/> it was relatively important |
| <input type="checkbox"/> it was somewhat important  | <input type="checkbox"/> it was extremely important  |

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

- |                                                                |                                                                  |
|----------------------------------------------------------------|------------------------------------------------------------------|
| <input type="checkbox"/> it would have contributed very little | <input type="checkbox"/> it would have been relatively important |
| <input type="checkbox"/> it would have been somewhat important | <input type="checkbox"/> it would have been extremely important  |

### COMMENTS

Please provide any comments you would like to make about the quality of, or deficiencies in, your undergraduate degree at Ferris.

**APPENDIX B**

**Student Exit Survey Instrument**



**MANAGEMENT DEPARTMENT  
EXIT SURVEY**

Name: \_\_\_\_\_ Major: \_\_\_\_\_ Date \_\_\_\_\_

**ENTERING YOUR PROGRAM:**

How did you enter your major at Ferris State University? (Circle your response)

- a. As a freshman
- b. As a transfer from another college or university (non-degree)
- c. With an associate's degree from Ferris State University
- d. With an associate's degree from another college or university
- e. From another program at Ferris State University
- f. Other: \_\_\_\_\_

**EMPLOYMENT PLANS:**

1. Have you secured a job that reflects the completion of your degree? \_\_\_ Yes \_\_\_ No
  - a. If the answer to 1 is "yes," is this position with your current employer? \_\_\_ Yes \_\_\_ No
  - b. If the answer to 1 is "no", have you had a job offer that you are presently considering? \_\_\_ Yes \_\_\_ No
    - (1) If the answer to (b) is "yes," do you plan to stay with your present employer? \_\_\_ Yes \_\_\_ No
    - (2) If the answer to (b) is "no," do you plan to stay with your present employer? \_\_\_ Yes \_\_\_ No
2. If you have not secured a job that reflects the completion of your degree, what are your job search plans?
3. Did you use the services of the Placement Office in your job search? \_\_\_ Yes \_\_\_ No
4. If you have secured a job that reflects the completion of your degree, what is the title of the position?

**EVALUATION OF YOUR DEGREE PROGRAM:**

On a scale of 1 (Poor) to 5 (Outstanding), how do you rate your business degree in terms of (circle your response):

- a. preparation for a career? 1 2 3 4 5
- b. intellectual challenge? 1 2 3 4 5

What single business course do you feel will be most beneficial to you in your business career?

\_\_\_\_\_

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

What single business course do you feel will be least beneficial to you in your business career?

\_\_\_\_\_

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

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

- |                                |                           |
|--------------------------------|---------------------------|
| a. accounting skills           | f. writing skills         |
| b. finance skills              | g. management skills      |
| c. statistics skills           | h. interpersonal skills   |
| d. computer skills             | i. problem-solving skills |
| e. verbal communication skills | j. marketing skills       |
| k. other: _____                |                           |

**PLANS FOR GRADUATE STUDY:**

Do you have plans for graduate study? \_\_\_ Yes \_\_\_ No

If "yes," please indicate where and when you plan to enter graduate studies.

\_\_\_ Immediately after graduation \_\_\_ Later

Where: \_\_\_\_\_

**EXTRACURRICULAR ACTIVITIES:**

In which extracurricular activities were you active?

To what extent did your extracurricular activities enhance your business career preparation? (Circle your response)

- |                                 |                                   |
|---------------------------------|-----------------------------------|
| a. they contributed very little | c. they were moderately important |
| b. they were somewhat important | d. they were extremely important  |

**COOPERATIVE EDUCATION OR INTERNSHIP EXPERIENCE:**

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

If "yes," please indicate the extent to which the experience enhanced your business career preparation (circle your response):

- |                               |                                |
|-------------------------------|--------------------------------|
| a. it contributed very little | c. it was moderately important |
| b. it was somewhat important  | d. it was extremely important  |

**COMMENTS:**

Please provide any comments you would like to make about the quality of or deficiencies in your undergraduate degree program.

Please indicate an address where you can always be reached  
(Your parents' address, your permanent home address, etc.)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# **APPENDIX C**

## **Faculty Survey Instrument**

Appendix

PROGRAM REVIEW PANEL EVALUATION FORM

Program \_\_\_\_\_

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

1. Student Perception of Instruction Average Score \_\_\_\_\_

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 \_\_\_\_\_

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 \_\_\_\_\_

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 \_\_\_\_\_

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 \_\_\_\_\_

5	4	3	2	1
---	---	---	---	---

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 \_\_\_\_\_

5	4	3	2	1
---	---	---	---	---

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 \_\_\_\_\_

5	4	3	2	1
---	---	---	---	---

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 \_\_\_\_\_

5	4	3	2	1
---	---	---	---	---

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 \_\_\_\_\_

5	4	3	2	1
---	---	---	---	---

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 \_\_\_\_\_

5	4	3	2	1
---	---	---	---	---

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 \_\_\_\_\_

5	4	3	2	1
---	---	---	---	---

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 \_\_\_\_\_

5	4	3	2	1
---	---	---	---	---

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 \_\_\_\_\_

5	4	3	2	1
---	---	---	---	---

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 \_\_\_\_\_

5	4	3	2	1
---	---	---	---	---

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 \_\_\_\_\_

5	4	3	2	1
---	---	---	---	---

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

**APPENDIX D**

**Advisory Committee Survey  
Instrument**



# MANAGEMENT ADVISORY COMMITTEE MEETING

July 11, 1997

## Session I - What New Hires Need to Know

- ◆ ENGLISH SKILLS - professional communication, learn to take notes, document
- ◆ Trends - use in projections
- ◆ Financial awareness of impact - time and manpower
- ◆ Basic understanding of financial statement
- ◆ Food costs - what are functions of food costs - what impact sales - theft, waste - cost and relationships
- ◆ Entry level - how to project and plan
- ◆ Rebuild history to project what to do
- ◆ Projections and trends - example 4th of July - when do holidays fall - analyze and project
- ◆ Financial statements - need to be able to react then with margins and costs interpret financial statement
- ◆ Inventory - general store ledger - store manager's responsibility. Are you overstocked

## Computer Skills

- ◆ Aware and ability to adapt
- ◆ Basic - window based- Microsoft Office
- ◆ Spreadsheet and word processing
- ◆ E-mail - Internet - opportunities on Web Site, accounts receivable, home shopping on Internet
- ◆ Not enough control on Internet
- ◆ Programming is not required of new hires
- ◆ Word and Excel important for managers to learn
- ◆ Power Point is more important as you climb up the ladder. Sales would use this in presentations, also line managers
- ◆ Learning the hardware component is important - basic skills to set up, diagnostic, trouble shooting
- ◆ Learn how to do back-ups for hardware and software
- ◆ Understanding the tools - not misusing them
- ◆ Use E-mail professionally - not personally

## Marketing Skills

- ◆ Role playing, one on one
- ◆ Promotional ideas - how to promote, get point across. People get caught up in ideas without considering costs, how does it work, and how do we determine if it will work
- ◆ Think through - advertising - (expiration date on ads)
- ◆ Legal aspects
- ◆ Creative thinking - students being able to communicate in the classroom, challenge them on the spot

### Communication Skills

- ◆ Adapt presentation for other people or different environment
- ◆ Listening skills
- ◆ Eye contact
- ◆ Role playing - tape presentation, discuss tape when done
- ◆ Teaching students to communicate with all types of people
- ◆ Leadership situations - work each employee at individual level performance, be able to talk with them casually but still maintain standards
- ◆ Case study - make decisions to solve the problems

### Co-op Internships

- ◆ A good co-op can help, but some just push papers
- ◆ Define for managers what they need to give students to make an internship valuable

### Finding and Communicating Expectations

- ◆ Education minor helpful in training employees
- ◆ Make sure employee understands what you communicated - get a commitment from employee
- ◆ Body language
- ◆ Positive reinforcement
- ◆ Solving behavioral problems
- ◆ Coach and tutor
- ◆ Discipline as a last resort
- ◆ What company culture is all about - values
- ◆ Customers come second - success comes from good employees

### Qualities Employers Look for When Hiring

- ◆ Responsible, accountable, trust, good attitude, ability to learn and adapt
- ◆ How they function when they fail?
- ◆ Extra curriculum activities (shows organization and prioritization skills)
- ◆ Take notes, ask questions in an interview, know about the company
- ◆ Decision maker, calculated risk taker, people skills, go the extra mile

### Communications at Different Levels

- ◆ Upward communications - with higher management Lateral

### Hiring Standpoint

- ◆ Managers need make the new employee happy and feel part of the family
- ◆ Low turnover is very important
- ◆ Positive attitude - the new hire should be able to deal with the negatives in business, such as working holidays

### Math Skills

- ◆ Basic Algebra
- ◆ Be able to do a spreadsheet by hand
- ◆ Computers do breakdown - be able to do basic math skills - deadlines still must be met
- ◆ Slide rule

### Science Component

- ◆ Biological Science plays a big deal. Certification for food service work and Facility Management
- ◆ Know maintenance procedures for your facility - Production Operations
- ◆ Know every job employees do
- ◆ Not successful managing employees if you don't understand their job
- ◆ Staging and Productivity - get product out ASAP
- ◆ Planning and scheduling a large project

Comments from last session as a whole group on what is most important (although not necessarily in order of importance):

- ◆ **Attitude** – mentioned often and with great emphasis
- ◆ Communications
- ◆ Ethics
- ◆ Meeting deadlines
- ◆ Colleges don't make studies hard enough – make students go "Outside the Comfort Area"
- ◆ It's better to go to a college known as tough rather than too easy
- ◆ Give students a project due in two weeks and a few days later tell them the project is due in three days. This is the real world
- ◆ Professors need to talk about the real world - not too negative but make them aware
- ◆ Specific skills, rather than general skills - hired for one specific job, but available to do others
- ◆ Social skills – including business etiquette
- ◆ Sales skills
- ◆ Early mentoring - at end of sophomore year team with business person
- ◆ Businesses to establish relationship with Ferris students
- ◆ Road mapping programs for degrees – allow students to get the “big picture”

It was asked if businesses could have internships more often than just the summer. Meijer representative said they could adapt. CDI Information Services representative said just the summer would be best for them.

**Table 4. Occupations with the largest job growth, 1990-2005, moderate alternative projection**

(Numbers in thousands)

Occupation	Employment		Numerical change	Percent change
	1990	2005		
Salespersons, retail .....	3,619	4,506	887	24.5
Registered nurses .....	1,727	2,494	767	44.4
Cashiers .....	2,633	3,318	685	26.0
General office clerks .....	2,737	3,407	670	24.5
Truckdrivers, light and heavy .....	2,362	2,979	617	26.1
General managers and top executives .....	3,086	3,684	598	19.4
Janitors and cleaners, including maids and housekeeping cleaners .....	3,007	3,562	555	18.5
Nursing aides, orderlies, and attendants .....	1,274	1,826	552	43.4
Food counter, fountain, and related workers .....	1,607	2,158	550	34.2
Waiters and waitresses .....	1,747	2,196	449	25.7
Teachers, secondary school .....	1,280	1,717	437	34.2
Receptionists and information clerks .....	900	1,322	422	46.9
Systems analysts and computer scientists .....	463	829	366	78.9
Food preparation workers .....	1,156	1,521	365	31.6
Child care workers .....	725	1,078	353	48.8
Gardeners and groundskeepers, except farm .....	874	1,222	348	39.8
Accountants and auditors .....	985	1,325	340	34.5
Computer programmers .....	565	882	317	56.1
Teachers, elementary .....	1,362	1,675	313	23.0
Guards .....	883	1,181	298	33.7
Teacher aides and educational assistants .....	808	1,086	278	34.4
Licensed practical nurses .....	644	913	269	41.9
Clerical supervisors and managers .....	1,218	1,481	263	21.6
Home health aides .....	287	550	263	91.7
Cooks, restaurant .....	615	872	257	41.8
Maintenance repairers, general utility .....	1,128	1,379	251	22.2
Secretaries, except legal and medical .....	3,064	3,312	248	8.1
Cooks, short order and fast food .....	743	989	246	33.0
Stock clerks, sales floor .....	1,242	1,451	209	16.8
Lawyers .....	587	793	206	35.1

limited number of functions. The occupation, secretaries, except legal and medical—while growing more slowly than average—is expected to employ 3.3 million workers in 2005, an increase of 248,000 jobs over the 1990 employment level.

An interesting comparison is between the total increase in employment from those occupations that are projected as the fastest growing (table 3) and the increase from those projected to account for the greatest numerical growth (table 4). The first group accounts for 22 percent of the projected overall growth in employment, while the second group accounts for 50 percent (some occupations are included in both of the groups).

*Educational requirements for growth jobs.* The educational requirements of workers are quite varied among the 30 occupations that are projected to grow most rapidly and the 30 occupations with the largest numerical increases. In exhibit 1, these occupations are presented in three groups, according to the level of education required: occupations that generally require a bachelor's degree or more education; those that generally require some post-secondary training

or extensive employer training; and those that generally require high school graduation or less education. In general, a majority of the occupations require education or training beyond high school. In fact, more than 2 out of 3 of the 30 fastest growing occupations and nearly half of the 30 with the largest number of jobs added had a majority of workers with education or training beyond high school in 1990.

Occupations that generally require at least a bachelor's degree are concentrated in the professional specialty group. Several occupations in the second educational attainment group (Group II) require specific formal training obtained in public and private institutions, including community and junior colleges, which offer occupationally oriented training programs. A few occupations in this second group—such as maintenance repairers, general utility—most often require skills obtained through employer training programs. The third group of occupations are those that require high school graduation or less education. Some occupations, such as secretaries, except legal and medical, may require high school vocational training, but many other occupations have no specific formal training require-

**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

**APPENDIX E**

**Labor Market Data**

although not for all industries. Further improvements in output per worker, however, are expected to result in a smaller work force making more goods. Manufacturing wage and salary employment in the moderate scenario case of the Bureau's three alternative projections is projected to decline from 19.1 million to 18.5 million between 1990 and 2005, a loss of more than

one-half million jobs.

Construction is the only goods-producing sector with job growth. An addition of almost 1 million wage and salary jobs is projected in the construction industry, boosting its employment level to 6.1 million in 2005, primarily because of spending for additions and improvements to roads, bridges, and other infrastructure.

Table 1. Employment by major industry division, 1975, 1990, and projected to 2005

(Numbers in thousands)

Industry	1975	1990	2005			Change, 1975-90	Change, 1990-2005			
			Low	Moderate	High		Low	Moderate	High	
Nonfarm wage and salary <sup>1</sup>	76,680	109,319	122,775	132,647	139,531	32,639	13,456	23,328	30,212	
Goods-producing	22,600	24,958	22,877	25,242	26,362	2,358	-2,081	284	1,404	
Mining	752	711	598	668	690	-41	-113	-43	-22	
Construction	3,525	5,136	5,552	6,059	6,484	1,611	416	923	1,348	
Manufacturing	18,323	19,111	16,727	18,514	19,189	788	-2,384	-597	78	
Durable manufacturing	10,662	11,115	9,487	10,517	10,915	453	-1,648	-599	-200	
Nondurable manufacturing	7,661	7,995	7,260	7,998	8,274	334	-735	3	279	
Service-producing	54,080	84,363	99,898	107,405	113,168	30,283	15,535	23,042	28,805	
Transportation, communications, utilities	4,542	5,826	6,203	6,689	7,019	1,284	377	863	1,193	
Wholesale trade	4,430	6,205	6,869	7,210	7,585	1,775	464	1,005	1,380	
Retail trade	12,630	19,683	23,306	24,804	25,856	7,053	3,623	5,121	6,173	
Finance, insurance, and real estate	4,165	6,739	7,599	8,129	8,525	2,574	860	1,390	1,786	
Services <sup>1</sup>	13,627	27,588	36,223	39,058	41,109	13,961	8,634	11,470	13,521	
Government	14,686	18,322	19,899	21,515	23,074	3,636	1,577	3,193	4,752	
Agriculture <sup>2</sup>	3,459	3,276	2,969	3,080	3,181	-183	-307	-196	-95	
Private households	1,362	1,014	648	700	736	-348	-366	-314	-278	
Nonagricultural self-employed and unpaid family workers <sup>3</sup>	6,165	8,961	10,415	10,763	11,095	2,796	1,454	1,802	2,134	
<b>Total<sup>4</sup></b>	<b>87,666</b>	<b>122,570</b>	<b>136,807</b>	<b>147,190</b>	<b>154,543</b>	<b>34,904</b>	<b>14,237</b>	<b>24,620</b>	<b>31,973</b>	
	Percent distribution of wage and salary employment					Annual rate of change				
	1975	1990	2005			1975-90	1990-2005			
			Low	Moderate	High		Low	Moderate	High	
Nonfarm wage and salary <sup>1</sup>	100.0	100.0	100.0	100.0	100.0	2.4	0.8	1.3	1.6	
Goods-producing	29.5	22.8	18.6	19.0	18.9	.7	-.6	.1	.4	
Mining	1.0	.7	.5	.5	.5	-.4	-1.2	-.4	-.2	
Construction	4.6	4.7	4.5	4.6	4.6	2.5	.5	1.1	1.6	
Manufacturing	23.9	17.5	13.8	14.0	13.8	.3	-.9	-.2	.0	
Durable manufacturing	13.9	10.2	7.7	7.9	7.8	.3	-1.1	-.4	-.1	
Nondurable manufacturing	10.0	7.3	5.9	6.0	5.9	.3	-.6	.0	.2	
Service-producing	70.5	77.2	81.4	81.0	81.1	3.0	1.1	1.6	2.0	
Transportation, communications, utilities	5.9	5.3	5.1	5.0	5.0	1.7	.4	.9	1.2	
Wholesale trade	5.8	5.7	5.4	5.4	5.4	2.3	.5	1.0	1.3	
Retail trade	16.5	18.0	19.0	18.7	18.5	3.0	1.1	1.6	1.8	
Finance, insurance, and real estate	5.4	6.2	6.2	6.1	6.1	3.3	.8	1.3	1.6	
Services <sup>1</sup>	17.8	25.2	29.5	29.4	29.5	4.8	1.8	2.3	2.7	
Government	19.2	16.8	16.2	16.2	16.5	1.5	.6	1.1	1.5	
Agriculture <sup>2</sup>	—	—	—	—	—	-.4	-.7	-.4	-.2	
Private households	—	—	—	—	—	-1.9	-2.9	-2.4	-2.1	
Nonagricultural self-employed and unpaid family workers <sup>3</sup>	—	—	—	—	—	2.5	1.0	1.2	1.4	
<b>Total<sup>4</sup></b>	—	—	—	—	—	<b>2.3</b>	<b>.7</b>	<b>1.2</b>	<b>1.6</b>	

<sup>1</sup> Excludes sic 074,5,8 (agricultural services) and 99 (nonclassifiable establishments), and is therefore not exactly comparable with data published in *Employment and Earnings*.

<sup>2</sup> Excludes government wage and salary workers, and includes private sector sic 08,09 (forestry and fisheries).

<sup>3</sup> Excludes sic 08,09 (forestry and fisheries).

<sup>4</sup> Wage and salary data are from the BLS Current Employment Statistics (payroll) survey, which counts jobs, whereas self-employed, unpaid family worker, agricultural, and private household data are from the Current Population Survey (household survey), which counts workers.

NOTE: Dash indicates data not available.

Table 5. Continued—Employment by industry, 1975, 1990, and projected to 2005

(Numbers in thousands)

Standard Industrial Classification	Industry	Employment					Annual growth rate <sup>1</sup>	
		1975	1990	2005			Employment, 1990-2005	Output, 1990-2005
				Low	Moderate	High		
27	Printing and publishing .....	1,083	1,574	1,767	1,900	1,976	1.3	2.4
271	Newspapers .....	377	476	488	519	538	.6	1.2
272	Periodicals .....	68	129	169	180	187	2.2	2.1
273	Books .....	98	122	130	143	149	1.1	2.0
274	Miscellaneous publishing .....	39	82	114	123	128	2.7	4.3
275,6	Commercial printing and business forms ...	384	603	679	733	764	1.3	2.9
277	Greeting card publishing .....	22	25	29	30	30	1.1	1.7
278	Blankbooks and bookbinding .....	55	72	81	89	92	1.4	1.8
279	Printing trade services .....	41	64	78	84	87	1.8	1.8
28	Chemicals and allied products .....	1,015	1,093	1,022	1,098	1,146	.0	2.0
281,6	Industrial chemicals .....	298	297	229	246	261	-1.2	1.1
282	Plastics materials and synthetics .....	218	181	159	175	185	-.2	2.7
283	Drugs .....	167	238	275	293	301	1.4	3.2
284	Soap, cleaners, and toilet goods .....	122	160	172	179	184	.8	1.5
285	Paints and allied products .....	62	62	52	56	59	-.6	2.2
287	Agricultural chemicals .....	65	56	37	38	41	-2.5	1.6
289	Miscellaneous chemical products .....	82	100	100	109	115	.6	2.6
29	Petroleum and coal products .....	194	158	114	122	126	-1.7	.3
291	Petroleum refining .....	153	118	79	85	86	-2.2	.2
295,9	Miscellaneous petroleum and coal products ..	42	40	35	37	39	-.4	1.9
30	Rubber and miscellaneous plastics products ..	643	889	933	1,043	1,085	1.1	3.4
301	Tires and inner tubes .....	124	86	57	65	68	-1.8	1.0
302,5,6	Rubber products, plastic hose and footwear ..	185	176	138	158	164	-.7	1.2
308	Miscellaneous plastics products, n.e.c. ....	334	627	738	820	852	1.8	4.3
31	Leather and leather products .....	248	132	36	72	75	-4.0	-1.4
313,4	Footwear except rubber and plastic .....	167	80	18	41	44	-4.3	-2.5
311,5,6,7,9	Luggage, handbags, and leather products, n.e.c. ....	81	52	18	31	31	-3.5	-.6
40-42,44-49	Transportation, communications, utilities .....	4,542	5,826	6,203	6,689	7,019	.9	2.2
40-42,44-47	Transportation .....	2,634	3,554	4,092	4,427	4,651	1.5	2.3
40	Railroad transportation .....	548	280	212	227	240	-1.4	.7
41	Local and interurban passenger transit .....	270	343	392	424	446	1.4	.5
42	Trucking and warehousing .....	1,108	1,638	1,895	2,048	2,144	1.5	3.0
44	Water transportation .....	194	174	144	153	166	-.9	.8
45	Air transportation .....	363	751	942	1,027	1,079	2.1	2.6
46	Pipelines, except natural gas .....	18	19	18	19	19	.1	.3
47	Transportation services .....	134	350	490	530	557	2.8	3.8
472	Passenger transportation arrangement .....	—	192	277	299	315	3.0	3.5
473,4,8	Miscellaneous transportation services .....	—	158	213	230	243	2.5	4.0
48	Communications .....	1,176	1,311	1,058	1,143	1,200	-.9	2.9
481,2,9	Communications, except broadcasting .....	1,015	947	669	724	762	-1.8	2.8
483,4	Radio and television broadcasting, cable TV ...	160	364	389	419	439	.9	3.1
49	Electric, gas, and sanitary services .....	733	981	1,053	1,119	1,167	1.0	1.8
491,pt.493	Electric utilities including combined services ..	434	571	571	604	629	.4	2.1
492,pt.493	Gas utilities, including combined services .....	218	206	204	216	224	.3	.8
494,5,6,7,pt.493	Water and sanitation, including combined services .....	81	184	278	299	314	3.3	3.5
50,51	Wholesale trade .....	4,430	6,205	6,669	7,210	7,585	1.0	2.2
52-59	Retail trade .....	12,630	19,883	23,306	24,804	25,856	1.6	2.5
52-57,59	Retail trade, except eating and drinking places .....	9,251	13,118	14,888	16,092	16,903	1.4	2.8
58	Eating and drinking places .....	3,380	6,565	8,418	8,712	8,953	1.9	1.8
60-67	Finance, insurance, and real estate .....	4,165	6,739	7,599	8,129	8,525	1.3	2.1
60	Depository institutions .....	( <sup>4</sup> )	2,278	2,339	2,510	2,642	.6	1.7
61,7	Nondepository; holding and investment offices ..	( <sup>4</sup> )	596	819	871	911	2.6	2.7
62	Security and commodity brokers .....	170	427	502	541	568	1.6	3.7
63	Insurance carriers .....	1,085	1,453	1,574	1,693	1,791	1.0	1.4
64	Insurance agents, brokers, and service .....	357	685	824	886	937	1.9	2.1
65	Real estate .....	760	1,319	1,542	1,626	1,676	1.4	1.8



Table 2. Civilian employment by occupation, actual 1990 and projected to 2005, under low, medium, and high scenarios for economic growth

[Numbers in thousands]

Occupation	Total employment				1990-2005 employment change					
	1990	Projected, 2005			Number			Percent		
		Low	Moderate	High	Low	Moderate	High	Low	Moderate	High
Total, all occupations	122,573	136,806	147,181	154,543	14,233	24,618	31,969	12	20	26
Executive, administrative, and managerial occupations	12,451	14,782	15,866	16,625	2,331	3,414	4,173	19	27	34
Managerial and administrative occupations	8,838	10,417	11,174	11,703	1,579	2,336	2,865	18	26	32
Administrative services managers	221	252	273	287	31	52	66	14	23	30
Communication, transportation, and utilities operations managers	143	175	189	199	32	45	55	22	32	39
Construction managers	183	223	243	260	40	60	77	22	33	42
Education administrators	348	400	434	465	52	85	116	15	24	33
Engineering, mathematical, and natural science managers	315	387	423	441	72	108	126	23	34	40
Financial managers	701	828	894	939	127	193	238	18	28	34
Food service and lodging managers	595	762	793	819	166	198	224	28	33	38
Funeral directors and morticians	35	39	41	43	4	6	8	10	17	23
General managers and top executives	3,086	3,409	3,684	3,871	323	598	784	10	19	25
Government chief executives and legislators	71	68	74	80	-3	3	9	-4	4	12
Industrial production managers	210	227	251	260	17	41	50	8	20	24
Marketing, advertising, and public relations managers	427	582	630	659	154	203	232	36	47	54
Personnel, training, and labor relations managers	178	217	235	246	38	57	68	22	32	38
Property and real estate managers	225	288	302	311	62	76	86	28	34	38
Purchasing managers	248	275	298	312	26	49	64	11	20	26
All other managers and administrators	1,850	2,287	2,412	2,512	437	562	662	24	30	36
Management support occupations	3,613	4,364	4,691	4,922	752	1,079	1,309	21	30	36
Accountants and auditors	985	1,235	1,325	1,385	250	340	400	25	34	41
Budget analysts	64	73	78	82	9	14	18	14	22	28
Claims examiners, property and casualty insurance	30	37	40	42	7	9	12	21	31	38
Construction and building inspectors	60	65	71	76	6	11	16	9	19	27
Cost estimators	173	197	215	228	24	42	55	14	24	32
Credit analysts	36	43	46	48	7	10	12	19	27	34
Employment interviewers, private or public employment service	83	94	102	108	11	19	25	13	23	30
Inspectors and compliance officers, except construction	156	190	202	214	34	46	58	22	30	37
Loan officers and counselors	172	205	219	230	33	47	58	19	28	34
Management analysts	151	218	230	240	67	79	88	44	52	58
Personnel, training, and labor relations specialists	278	339	366	384	61	87	105	22	31	38
Purchasing agents, except wholesale, retail, and farm products	218	246	266	276	28	47	58	13	22	27
Tax examiners, collectors, and revenue agents	62	66	70	73	5	8	11	8	13	18
Underwriters	105	121	130	138	16	25	33	16	24	31
Wholesale and retail buyers, except farm products	194	218	235	246	24	41	52	13	21	27
All other management support workers	846	1,017	1,097	1,153	171	251	307	20	30	36
Professional specialty occupations	15,800	19,379	20,907	22,140	3,578	5,107	6,340	23	32	40
Engineers	1,519	1,748	1,919	2,001	229	400	482	15	26	32
Aeronautical and astronautical engineers	73	81	88	91	8	15	18	11	20	24
Chemical engineers	48	50	54	57	1	6	8	2	12	17
Civil engineers, including traffic engineers	198	235	257	274	37	59	76	19	30	39
Electrical and electronics engineers	426	519	571	593	93	145	167	22	34	39
Industrial engineers, except safety engineers	135	145	160	166	11	26	31	8	19	23
Mechanical engineers	233	263	289	301	30	56	68	13	24	29
Metallurgists and metallurgical, ceramic, and materials engineers	18	20	22	23	2	4	5	10	21	26
Mining engineers, including mine safety engineers	4	4	4	5	-0	0	0	-4	4	10
Nuclear engineers	18	17	18	19	-1	-0	1	-7	-0	4
Petroleum engineers	17	16	18	18	-2	0	1	-10	1	3
All other engineers	347	397	436	454	50	89	107	14	26	31

**ENROLLMENT PROFILE**  
**Fall Semester**

<b>Program</b>	<b>1989</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>% of 96</b>
Advertising	172	196	179	139	126	76	72	59		2.8%
Advertising - T	22	29	22	31	21	16	12	7		0.3%
Hospitality Management - T	43	59	78	78	68	56	59	34		1.6%
Marketing - (1996 Pre-PGM = 78)	221	238	278	257	130	165	150	160		7.5%
Marketing - General -T	24	19	16	20	6	10	7	6		0.3%
Music Industry Management	0	0	0	0	0	0	1	10		0.5%
Professional Golf Management	328	354	371	383	431	329	280	262		12.3%
Professional Tennis Management	59	69	86	89	74	70	69	65		3.0%
Public Relations	57	71	86	56	54	41	33	35		1.6%
Public Relations - T	8	9	14	14	7	5	5	3		0.1%
Retailing	50	42	37	30	26	23	19	15		0.7%
Retailing - T	7	7	3	2	4	3	1	1		0.0%
Sales	101	107	89	98	82	59	35	30		1.4%
Sales - T	23	12	20	32	15	6	4	6		0.3%
Visual Communication	21	16	8	20	37	35	36	36		1.7%
Food Service (A.A.S.)	185	187	171	141	104	95	57	62		2.9%
Retailing (A.A.S.)	84	86	68	42	27	15	10	4		0.2%
Visual Communication (A.A.S.)	150	134	142	115	102	80	70	84		3.9%
<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>41.2%</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>87.0%</b>
Masters - Information Systems Mgt.	*	*	*	*	*	69	63	69		3.2%
Accounting	50	57	51	58	63	40	44	46		2.2%
Computer Information Systems	0	0	0	0	0	0	13	25		1.2%
<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>6.6%</b>
Business Administration	150	130	166	167	144	140	131	96		4.5%
International Business	0	0	0	0	0	3	6	3		0.1%
Small Business Management	0	0	0	0	0	0	0	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>4.7%</b>
Marketing	0	0	0	0	0	13	21	8		0.4%
<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>0.4%</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>1.4%</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>13.0%</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>100.0%</b>

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

fal-enr.xls

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

Program	1989	1990	1991	1992	1993	1994	1995	1996	1997	% of '96
Masters - Accountancy	10	7	9	8	3	0	0	0		0.0%
Masters - Information Systems Mgt.	19	21	22	21	26	1	6	3		0.1%
Accountancy	311	319	335	255	180	138	133	107		5.0%
Accountancy - T	24	26	30	29	26	20	16	10		0.5%
Accountancy/Finance	54	56	54	45	28	15	18	19		0.9%
Computer Information Systems	183	198	218	155	168	155	150	172		8.1%
Computer Information Systems - T	49	38	31	32	24	31	29	25		1.2%
CIS/Accountancy	58	49	54	42	35	36	29	31		1.5%
CIS/Management	65	68	61	44	35	17	16	11		0.5%
CIS/Marketing	25	21	19	13	6	4	2	2		0.1%
Office Automation Systems	31	24	21	17	15	15	2	3		0.1%
Office Automation Systems - T	5	3	3	11	9	6	6	2		0.1%
Quantitative Business	6	4	5	6	4	2	1	2		0.1%
Quantitative Business - T	2	1	0	2	0	0	0	0		0.0%
Administrative Assistant (A.A.S.)	43	31	43	47	34	13	4	2		0.1%
Court & Freelance Reporting (A.A.S.)	79	58	61	40	37	25	9	0		0.0%
Executive Secretary (A.A.S.)	39	37	25	16	6	3	0	0		0.0%
Legal Secretary (A.A.S.)	20	26	26	13	10	3	0	0		0.0%
<b>ACIS DEPARTMENT TOTALS</b>	<b>1023</b>	<b>987</b>	<b>1017</b>	<b>796</b>	<b>646</b>	<b>484</b>	<b>421</b>	<b>389</b>		<b>18.2%</b>
Accelerated Business	2	1	0	0	0	0	0	1		0.0%
Business Administration	609	592	554	466	368	250	201	148		6.9%
Business Administration - T	73	69	71	75	48	32	38	32		1.5%
Business Economics	13	16	15	4	0	0	0	0		0.0%
Business Economics - T	2	1	0	0	0	0	0	0		0.0%
Finance	53	62	77	68	47	37	35	20		0.9%
Finance - T	14	15	6	5	6	3	4	4		0.2%
Human Resources Management	25	31	40	40	27	20	25	36		1.7%
Human Resources Management - T	6	8	7	6	7	3	3	6		0.3%
Insurance	35	32	34	37	16	13	7	11		0.5%
Insurance - T	5	3	8	7	0	1	2	1		0.0%
Insurance/Real Estate	27	37	30	21	20	15	12	14		0.7%
International Business	41	49	60	72	57	51	50	41		1.9%
International Business - T	3	2	6	7	5	4	3	1		0.0%
Management	252	249	234	179	120	87	62	64		3.0%
Management - T	24	23	26	26	19	8	8	10		0.5%
Operations Management	26	23	28	13	12	13	5	2		0.1%
Operations Management - T	31	23	14	13	5	7	4	1		0.0%
Small Business Management	62	57	58	60	39	27	34	34		1.6%
Small Business Management - T	14	12	23	19	11	8	8	8		0.4%
General Business (A.A.S.)	63	60	33	28	25	88	118	123		5.8%
Legal Assistant (A.A.S.)	66	88	96	79	62	33	35	26		1.2%
Real Estate (A.A.S.)	31	29	13	23	17	10	12	8		0.4%
<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>27.7%</b>

# FERRIS STATE UNIVERSITY

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## 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>College of Business</b>													
<b>Management</b>													
INTB	1995-96	162.00	414.00	372.00	786.00	0.63	2.33	2.43	2.38	259.20	177.43	153.01	329.94
INTB	1996-97	198.00	279.00	309.00	588.00	1.51	2.09	2.60	2.35	131.13	133.28	118.95	250.68
INTB	1997-98	36.00	321.00	336.00	657.00	0.00	2.17	2.26	2.21		148.15	148.67	296.84
LLAW	1993-94	0.00	349.00	397.00	746.00	0.00	1.38	1.35	1.36		253.40	293.52	546.55
LLAW	1994-95	4.00	192.00	185.00	377.00	0.13	1.33	1.23	1.28	32.00	143.88	150.74	294.34
LLAW	1995-96	0.00	155.00	138.00	293.00	0.00	1.24	1.23	1.23		125.13	112.26	237.44
LLAW	1996-97	0.00	120.00	147.00	267.00	0.00	1.54	1.50	1.52		77.84	98.00	175.56
LLAW	1997-98	0.00	122.00	120.00	242.00	0.00	1.67	1.50	1.59		72.84	80.00	152.44
MGMT	1993-94	0.00	4,423.00	4,175.50	8,598.50	0.00	13.10	12.86	12.98		337.61	324.72	662.45
MGMT	1994-95	1,641.00	3,335.00	3,381.00	6,716.00	6.89	11.21	12.33	11.77	238.10	297.54	274.13	570.55
MGMT	1995-96	1,306.00	2,602.00	3,320.00	5,922.00	4.05	9.59	12.02	10.80	322.77	271.32	276.29	548.17
MGMT	1996-97	1,068.00	2,532.00	2,640.00	5,172.00	4.25	9.79	10.87	10.33	251.50	258.68	242.88	500.74
MGMT	1997-98	907.00	2,260.00	2,383.00	4,643.00	4.46	10.09	11.00	10.55	203.53	223.97	216.58	440.23
REAL	1993-94	0.00	126.00	210.00	336.00	0.00	0.33	0.83	0.58		378.00	252.00	576.00
REAL	1994-95	39.00	81.00	135.00	216.00	0.42	0.33	0.77	0.55	93.98	243.00	174.71	390.58
REAL	1995-96	6.00	114.00	165.00	279.00	0.00	0.33	0.69	0.51		342.00	238.33	544.05
REAL	1996-97	9.00	69.00	147.00	216.00	0.17	0.25	0.83	0.54	54.00	276.00	176.40	398.77
REAL	1997-98	6.00	36.00	108.00	144.00	0.00	1.00	0.75	0.88		36.00	144.00	164.57
<b>Marketing</b>													
ADVG	1993-94	0.00	1,041.00	960.00	2,001.00	0.00	3.70	3.21	3.45		281.45	299.49	579.65
ADVG	1994-95	312.00	849.00	740.00	1,589.00	1.55	2.75	2.83	2.79	200.86	308.73	261.36	569.40
ADVG	1995-96	153.00	695.00	722.00	1,417.00	0.91	2.72	3.13	2.93	168.92	255.44	230.65	484.36

# **APPENDIX G**

## **Enrollment**

# FERRIS STATE UNIVERSITY

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

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Prefix	Year	<u>Student Credit Hours</u>				<u>Full Time Equated Faculty</u>				<u>SCH/FTEF</u>			
		Summer	Fall	Winter	F + W (a)	Summer	Fall	Winter	Avg F + W (b)	Summer	Fall	Winter	F + W (a / b)
<b>College of Business</b>													
<b>Management</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

# **APPENDIX F**

## **Productivity**

**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>



## 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

# **APPENDIX H**

## **Vitae**

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:**

## VITA

I. Name: Wanda V. ~~Smith~~ TURNER

Rank: Professor

Tenure/Non-Tenure: Tenure

Department or Division: College of Business/Management Dept.

Teaching Experience:

Areas of Involvement (in teaching)

1973 - 1976: Ferris State University, Instructor (Part-time)  
Principles of Management, Introduction to  
Business

1976 - 1979: Central Michigan University, Assistant Professor  
Personnel Administration, Principles of  
Management, Women In Management

1979 - 1994: Ferris State University, Assistant to Associate  
to Professor  
Business Policy and Strategy Formulation,  
Personnel Administration, Management Decision-  
Making Laboratory, Organizational Behavior,  
Business Ethics and Social Responsibility,  
Principles of Management, Business Concepts,  
Supervision & Leadership, Introduction to  
Business

1984 - 1989: Ferris State Univeristy  
Head, Management Department

## II. Education Background

1989 Ph.D., Michigan State University  
Major: Higher Education Administration  
Cognate: Adult and Continuing Education

1976 M.B.A., Central Michigan University  
Major: Management

1971 University of Charleston (formerly Morris Harvey  
College)  
Major: Business Administration, Management and  
Accounting

## III. Prior Experience not in Education:

1966 - 1972 West Virginia Department of Welfare  
Assistant and Acting Director of Employee  
Services  
Charleston, WV

W. Smith: page 2

1960 - 1966 Continental Insurance Companies  
Underwriter; training supervisor  
Charleston, WV

#### IV. Professional Memberships

Currently:

Academy of Management  
Institute for Global Ethics  
World Trade Association (West Michigan Chapter)

Formerly:

American Production & Inventory Control Society  
American Association of University Women  
American Society of Personnel Administration  
Delta Kappa Gamma (Women Educators Honorary Society)  
Industrial Relations Research Association  
Ferris Professional Women

#### V. Professional Meetings Attended

World Trade Association: several monthly meetings per year,  
1985 to present  
Organizational Behavior Teachers Conference: 1993  
Business and Technology Faculty Seminar: 1992  
Multimedia Technologies: 1992  
AACP Interim Conference: 1992  
AACP Annual Conference: 1991  
American Production & Inventory Control Meetings: 1987, 1988  
Academy of Management Annual Meetings: 1984, 1986  
Women's Researcher Conference: 1984  
National Association of Manufacturers: 1982  
National Conference on Women and Organizations: 1984  
Midwest Conference on Women and Organizations: 1982  
CAEL Workshop: 1982  
Region 10 ASPA Conference: 1982  
Industrial Relations Research Association: 1981-1983  
ASPA Workshop: 1981  
ASPA Workshop: 1980  
Stress Management Workshop: 1980

#### VI. Papers Presented

"Female Pharmacists and Their Careers: What's Really on the  
Minds of the Michigan Female Pharmacists," MPA mid-year  
conference and MPA Annual Conference, 1992

#### VII. Publications

"Female Pharmacists and Their Careers," Journal Michigan  
Pharmacists, July 1992 (Survey and presentations underwritten  
by Glaxo)

Access to Literature: Understanding Fiction, Drama, and Poetry, St. Martin's Press, Inc., 1981

**VIII. Other Research Activity**

Extensive: related to dissertation (A Study of the Extent to Which Computer Applications Should be Integrated into an Undergraduate Curriculum in Finance)

Extensive: management of workforce diversity, business ethics

**IX. Consulting**

Editorial Consulting for Harper Collins Publishers, John Wiley & Sons, Inc., Allyn & Bacon, Simon & Schuster, West Publishing Company

Self-employed income tax consultant, 1972 - 1981

LaFarge Corporation (employee surveys)

**X. Professional Growth Activities**

Attendance at a number of seminars, workshops, and conferences, 1980 - present

Reading of related professional materials published by the Academy of Management (The Executive, Academy of Management Review, The Journal) and Institute for Global Ethics; Wall Street Journal; BusinessWeek; Fortune; Forbes; Time; Thought & Action; THE Journal; numerous textbooks, other books, and articles related to management, strategy, workforce diversity, business ethics and social responsibility, and general topics related to organizational behavior

Editorial consulting and other consulting activities

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

Team-building training sessions

Supervisory/managerial training: City of Big Rapids, Michigan Association of Physical Plant Administrators, various departments at FSU

Strategic planning session: Big Rapids School District Management Development Retreat-FSU

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

Administrative Management Society; Cadillac Career Day; Business & Professional Women; Office Administration classes; Ferris Professional Women; American Association of University Women; Medical Records Workshop; Ferris State Place Office; Task Force for Campus Ministry; Phi Chi Theta (women's business fraternity, CMU)

### **XIII. Institutional Services Performed**

University-wide committees: Fiscal Advisory Committee; Fiscal Strategy Taskforce, UCC-Graduate Professional Council; Andrea F. Warfield Memorial Scholarship Committee; Women's Professional Development Conference (Chair, Scholarships and Development); Management Development Retreat - FSU (Organized and Facilitated Training Sessions); Presidential Inauguration Committee (Chair); Professional Orientation Committee; Presidential Search Committee; Committee to Review Administrative Organization; Distinguished Teacher Award Committee; Search Committee-University Counsel; University Bargaining Committee (while department head); Library Advisory Committee; Multidisciplinary Curriculum Committee-Career & Employee Services Technician; United Fund Representative

College-Wide Committees: ACBSP Taskforce; School of Business Planning Task Force; Tenure Policy Committee; ACBSP Taskforce; Recruitment and Retention Committee; Assistant Dean Search Committee

Department-Wide Committees: Business Administration/Management Semester Conversion Committee (Chair); Personnel Management/Industrial Relations Program Review/Semester Conversion Committee; Quantitative Business Semester Conversion Committee; Management Department Semester Conversion Committee; Tenure Coordinating Committee (Chair); Tenure Evaluation Subcommittees; Productivity Committee; Various Textbook Selection Committees and Semester Course Conversion Committees; Management Department Head Search Committee; Business Administration/Management Mission Statement and Action Plan Committees

Program Expert-Management Degree Program

Advisor: Society for the Advancement of Management

### **XIV. Recognition and Honors**

Selected and trained as Accreditation Evaluator, ACBSP  
Dissertation nominated for Dissertation of the Year, College of Education, Michigan State University  
Outstanding Academic Achievement Award, College of Education, Michigan State University

### **XV. Professionally Related Community Activities**

Planned, organized, directed, and controlled fund-raising



W. Smith: page 5

activities for AAUW in order to provide college scholarships  
for women

Note: Record of most activities from 1984-1989 is missing  
Prepared July 18, 1994

## PORTFOLIO OUT OF FIELD DOCTORATE

Wanda V. Smith, Ph.D.

Based on the information contained in her vita, Dr. Smith is doctorally qualified as a member of the College of Business faculty. The following points are to highlight specifics in her vita to support that qualification level:

1. Dissertation titled: "A Study of the Extent to which Computer Applications Should be Integrated into an Undergraduate Curriculum in Finance."

2. Documented work in doctoral program in business fields of budgeting, management systems, and law.

3. Served as Head of the Management Department at Ferris State University from 1983-1989.

4. Holds earned B.S. in Business Administration, as well as earned Masters of Business Administration (M.B.A.).

## 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 E. Vermeer**

**Rank: Professor**

**Tenure/Non-tenure: Tenure**

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

**Year Joined the Institution: 1985**

**Teaching Experience:**

**Areas of involvement (in teaching)**

**Business Law**

**Legal Assistant**

**1985 - Present Assistant/Associate/Professor**

**1979 - 1985 Part-Time Instructor, Ferris State  
College**

**1977 - 1979 Part-Time Instructor, Lansing Community  
College**

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

**1979 J.D., Cooley Law School**

**1974 B.S., Ferris State University**

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

**1985 Private Practice of Law, Criminal, Domestic, Real  
Property and Contracts**

**1982 - 1984 Mecosta County Prosecutor**

**1979 - 1982 Private Practice of Law**

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

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

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

**Michigan State Bar**

**U.S. District Court, Western District**

**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:

XIV. Recognition and Honors:

XV. Professionally Related Community Activities:

## 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:

# Management

APRC 1998-1999

Extra pages: 11



*Additional Data  
Requested by the  
APRC*

October 1, 1998

## ADMINISTRATIVE PROGRAM REVIEW

**Program/Department:** MANAGEMENT DEPARTMENT

**Date Submitted:** 11/19/97

**Dean:** Joseph Rallo

Please provide the following information:

### Enrollment/Personnel

	Fall 1993	Fall 1994	Fall 1995	Fall 1996	Fall 1997
Tenure Track FTE	29.9	28.0	23.6	24.9	25.0
Overload/Supplemental FTEF					
Adjunct/Clinical FTEF (unpaid)					
Enrollment on-campus total *	915	722	667	593	599
Freshman					
Sophomore					
Junior					
Senior					
Masters					
Doctorial					
Enrollment off-campus *	144	132	127	95	86

\* Use official count (7-day count for semesters, 5-day count for quarters).

### Financial

Expenditures *	FY93	FY94	FY95	FY96	FY97
Supply & Expense	20,794	21,306.78	21,778	22,173	23,311
Equipment					
Gifts & Grants	1,579	323	255	N/A	

\*Use end of fiscal year expenditures.

### Other

	AY 92-93	AY 93-94	AY 94-95	AY 95-96	AY 96-97
Number of Graduates *- Total	472	394	330	254	238
- On Campus					
- Off Campus					
Placement of Graduates					
Average Salary		21,942	22,733	N/A	
Productivity - Academic Year Average	N/A	645.1	549.4	529.0	463.4
- Summer					
Summer Enrollment	455	359	333	281	202

\*Use total for academic year (F, W, S)

## ADMINISTRATIVE PROGRAM REVIEW

**Program/Department:** MGMT Dept: Bus Admn, Hum Res Mgmt, Sm Bus Mgt, Intl Bus, Oper Mgt, Gen Bus (AAS), Div Bus and Certificates

**Date Submitted:** 11/19/97

**Dean:** Joseph Rallo

Please provide the following information:

### Enrollment/Personnel

	Fall 1993	Fall 1994	Fall 1995	Fall 1996	Fall 1997
Tenure Track FTE	21.55	20.61			17.8
Overload/Supplemental FTEF					
Adjunct/Clinical FTEF (unpaid)					
Enrollment on-campus total *	743	590	559	510	515
Freshman					
Sophomore					
Junior					
Senior					
Masters					
Doctorial					
Enrollment off-campus *	144	143	137	100	86

\* Use official count (7-day count for semesters, 5-day count for quarters).

### Financial

Expenditures *	FY93	FY94	FY95	FY96	FY97
Supply & Expense					
Equipment					
Gifts & Grants					

\*Use end of fiscal year expenditures.

### Other

	AY 92-93	AY 93-94	AY 94-95	AY 95-96	AY 96-97
Number of Graduates *- Total	384	320	271	216	189
- On Campus					
- Off Campus					
Placement of Graduates					
Average Salary					
Productivity - Academic Year Average		666.94	590.0	558.3	499.4
- Summer					
Summer Enrollment	386	313	299	248	174

\*Use total for academic year (F, W, S)

## ADMINISTRATIVE PROGRAM REVIEW

**Program/Department:** MGMT DEPT: Finance, Insurance, Insurance/Real Estate, Real Estate (A.A.S.)

**Date Submitted:** 11/19/97

**Dean:** Joseph Rallo

Please provide the following information:

### Enrollment/Personnel

	Fall 1993	Fall 1994	Fall 1995	Fall 1996	Fall 1997
Tenure Track FTE	6.5	6.2	5.6	N/A	5.6
Overload/Supplemental FTEF					
Adjunct/Clinical FTEF (unpaid)					
Enrollment on-campus total *	106	80	71	57	58
Freshman					
Sophomore					
Junior					
Senior					
Masters					
Doctorial					
Enrollment off-campus *					

\* Use official count (7-day count for semesters, 5-day count for quarters).

### Financial

Expenditures *	FY93	FY94	FY95	FY96	FY97
Supply & Expense					
Equipment					
Gifts & Grants					

\*Use end of fiscal year expenditures.

### Other

	AY 92-93	AY 93-94	AY 94-95	AY 95-96	AY 96-97
Number of Graduates *- Total	83	44	35	21	39
- On Campus					
- Off Campus					
Placement of Graduates					
Average Salary					
Productivity - Academic Year Average		593.1	467.4	498.6	427.4
- Summer		N/A	164.92	N/A	
Summer Enrollment	48	31	25	28	20

\*Use total for academic year (F, W, S)

## **PROGRAM: MANAGEMENT DEPARTMENT**

### **Areas of Strengths:**

- Provides specialty programs unique in the state
- Strong curriculum
- Graduates earn competitive salaries
- Placements of graduates in the major field
- Students in the associate programs ladder into the bachelor degree programs
- Strong off-campus programs
- Faculty
- Cooperative experience

### **Areas of Concern:**

- Decline in enrollment
- Inadequate professional development support
- Lack of program recognition
- Reduction in flexibility in some programs
- Business and Industry interaction
- Lack of program collaboration with other colleges on campus

### **Future Goals:**

- Advisory Committee Meeting
- Review programs to improve flexibility
- Increase off-campus programs
- Develop new programs in collaboration with other colleges

### **Recommendations:**

- Review programs to provide flexibility to allow for cooperative experience, minor or certificate
- Adequate support for faculty
- Professional development
- Enhance program recognition
- Enhance off-campus programs
- Technical and equipment support for the off-campus interactive distance learning
- Faculty training in the use of computers, software and programming in their field

## **PROGRAM: FINANCE**

### **Areas of Strengths:**

- Provides the necessary technical knowledge to work in the financial field such as in banking, securities firms and finance companies
- Provides the necessary technical knowledge and background to work in the financial department of businesses
- Graduates in the field earn competitive salaries
- The dual Accountancy/Finance Major allows students to complete a double major in five years
- The Finance Minor program is specially attractive to those students in other programs who would like to have more background in the finance area but do not want a degree in the field

### **Areas of Concern:**

- Continuing Professional development which is important in the field of finance has been difficult because of limited/lack of funds
- The general decline in enrollment has affected the Finance program

### **Future Goals:**

- Continue to enhance the program by incorporating new technology in the program
- Develop or revise an existing course to incorporate computer financial modeling
- Develop an Advisory Committee to provide industry input as we develop and continue to improve the program
- Explore new ways to improve the marketability of our graduates

### **Recommendations:**

- Continue existing support to the program
- Provide additional faculty professional development support

# Finance Faculty Teaching Loads

## 1997-1998 Academic Year

### Fairbanks, John

FINC-300-001	LEC MW	0300-0415	BUS 314	BUS MGMT 3.0
FINC-322-004	LEC MW	0430-0545	BUS 206	BUS MGMT 3.0
FINC-465-001	LEC TR	0930-1045	BUS 314	BUS MGMT 3.0
FINC-300-001	LEC TR	0930-1045	BUS 314	BUS MGMT 3.0
FINC-322-001	LEC TR	0130-0245	BUS 314	BUS MGMT 3.0
FINC-322-002	LEC MW	0300-0415	BUS 314	BUS MGMT 3.0

### Giller, Marshall

FINC-310-001	LEC MW	0430-0545	BUS 312	BUS MGMT 3.0
FINC-322-001	LEC MWF	1000-1050	BUS 316	BUS MGMT 3.0
FINC-322-005	LEC MWF	0100-0150	BUS 316	BUS MGMT 3.0
FINC-451-001	LEC MW	0300-0415	BUS 221	BUS MGMT 3.0
FINC-451-001	LEC MWF	0900-0950	BUS 314	BUS MGMT 3.0
FINC-454-001	LEC MWF	1200-1250	BUS 314	BUS MGMT 3.0

### Nazar, Vivian

Sabbatical Leave

FINC-201-001	LEC TR	0800-0915	BUS 206	BUS MGMT 3.0
FINC-312-001	LEC TR	0930-1045	BUS 312	BUS MGMT 3.0
FINC-322-003	LEC TR	0130-0245	BUS 211	BUS MGMT 3.0
FINC-322-004	LEC TR	0430-0545	BUS 316	BUS MGMT 3.0

### Shin, Kilman

FINC-312-002	LEC TR	0300-0415	BUS 314	BUS MGMT 3.0
FINC-322-003	LEC TR	0130-0245	BUS 316	BUS MGMT 3.0
FINC-322-007	LEC W	0600-0830	BUS 314	BUS MGMT 3.0
FINC-323-001	LEC TR	1200-0115	BUS 219	BUS MGMT 3.0
FINC-322-005	LEC MWF	0800-0850	BUS 206	BUS MGMT 3.0
FINC-322-006	LEC MWF	1000-1050	BUS 206	BUS MGMT 3.0
FINC-323-001	LEC MWF	0100-0150	BUS 219	BUS MGMT 3.0

October 1, 1998

J.C. Valas

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

**MANAGEMENT - 123/124 Credits**

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

REQUIRED	COURSE TITLE - PREREQUISITES SHOWN IN BRACKETS ( )		S.H.	GRADE
<b>COMMUNICATION COMPETENCE - 12 Credits Required</b>				
COMM	121	Fundamentals of Public Speaking - (None)	3	
COMM		Select one of the following: COMM 221 (None), COMM 251, 332 - (COMM 121 or equivalent)	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 - 6 Credits Required</b>				
MATH	122	Mathematical Analysis for Business - (MATH 115 with a grade of C- or better)	3	
MATH	132	Calculus for Business - (MATH 122 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				
HIST		Select one of the following: HIST 310 or HIST 341 - (Both require ENGL 150)	3	
HUMN	217	Introduction to Logic - (None)	3	
		Cultural Enrichment Elective	3	
<b>SOCIAL AWARENESS - 9 Credits Required</b>				
ECON	221	Principles of Economics 1 - (MATH 110 or proficiency)	3	
ECON	222	Principles of Economics 2 - (ECON 221)	3	
PLSC		Select one of the following: PLSC 323, 331, 341 - (None)	3	
<b>FREE ELECTIVES - 6 Credits Required</b>				
		Free Elective - If needed both MATH 110 and MATH 115 can be taken as free electives.	3	
		Free Elective	3	

<b>NOTICE REGARDING WITHDRAWAL, RE-ADMISSION AND INTERRUPTION OF STUDIES</b>
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 Management degree.**



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

REQUIRED	COURSE TITLE - PREREQUISITES SHOWN IN BRACKETS ( )		S.H.	GRADE	GR. PTS.
<b>MANAGEMENT MAJOR - 31 Credits Required</b>					
ACCT	205	Managerial Accounting - (ACCT 202 with a grade of C- or better)	3		
BLAW	321	Contracts and Sales - (None)	3		
INTB	310	International Business Systems - (ECON 221)	3		
MGMT	302	Organizational Behavior - (MGMT 301 or permission of professor)	3		
MGMT	305	Supervision and Leadership - (Second semester sophomore standing)	3		
MGMT	355	Managerial Economics - (ECON 222, MGMT 301)	3		
MGMT	371	Production/Operations Management - (Junior standing)	3		
MGMT	373	Human Resource Management - (MGMT 301)	3		
MGMT	405	Management Decision-Making Laboratory - (Senior standing)	1		
MGMT	447	Business Ethics and Social Responsibility - (Senior standing)	3		
STQM	351	Quality Control for Management - (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 recommendation below	3		
		Directed Elective - See recommendation below	3		
		Directed Elective - See recommendation below	3		
<b>RECOMMENDED DIRECTED ELECTIVES: ADVG 222, BLAW 421, FINC 323, ISYS 303, 311, INTB 320, 455, MGMT 310, 374, 375, 380, 491, 497, MKTG 410, 466, 473, OSYS 409, RETG 337, STQM 322, 341.</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**

**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 - 3 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
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<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	

**DIRECTED ELECTIVES: ACCT 312, BLAW 321, 322, FINC 280, 475, INSR 243, 375, INTB 310, 440, MATH 122 & 132, 120 & 126, MGMT 373, 374, 380, 447, REAL 210, 330**

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

# Manufacturing Engineering Technology

APRC 1998-1999

Extra pages: 18

## **Design, Manufacturing, and Graphic Arts Department**

Program: Manufacturing Engineering Technology

Date: October 8, 1998

Prepared by: Gary Ovans

<b>Goal 1: There Will be Acceptable Level of Students Admitted to Program and Acceptable Level of Student Persistence in the Program</b>
------------------------------------------------------------------------------------------------------------------------------------------

### MAJOR ACTIVITIES AND PROCESSES:

- Promote program through Internet (complete).
- Implement program marketing activities to include faculty and student attendance at trade shows and marketing in appropriate trade publications.
- Faculty contacts with A.A.S. feeder programs at FSU main campus - faculty jointly with administration personnel, will contact regional community colleges.
- Faculty advisors will increase contacts with students and student mentoring program.
- FSU contacts at ATC in Grand Rapids for maintaining enrollment.
- Formulate articulation agreements with potential feeder school / programs.

### EXPECTED OUTCOMES:

- Incoming students classes will be maintained with in  $\pm$  fifteen percent of historical averages for program.
- 80% of each incoming class will graduate or be continuing their education in four years.

### INDICATORS / SOURCES:

- Incoming fall junior MFGE classes will be reviewed for numbers and recorded.
- Incoming accepted students who fail to enroll will be contacted to establish reasons for not attending by program faculty. Results will be analyzed and recorded.
- Faculty advisors will follow up and summarize the status of their advisees on a yearly basis.

### REPORTING PROCESS:

- Incoming student numbers will be maintained in department offices.
- Faculty advisors annual advisee status file will be summarized and maintained in department offices.

### RESOURCE REQUIREMENTS:

- \$10,000 for faculty travel expenses to visit off-campus, regional community colleges.
- \$4,000 for promotional funds.

## Design, Manufacturing, and Graphic Arts Department

Program: Manufacturing Engineering Technology

Date: October 8, 1998

Prepared by: Gary Ovans

<b>Goal 2: Upgrade Tensile Testing Equipment, Material Science Lab, Swan 306 In Process</b>
-------------------------------------------------------------------------------------------------

### MAJOR ACTIVITIES AND PROCESSES:

- Tensile testing equipment in Swan 306 to be replaced or upgraded to current industry standards. Solid state electronic replacement of tube technology, servo drive motors no longer manufactured. Equipment purchased in 1965.

### EXPECTED OUTCOMES:

- Students will learn on state-of-the-art equipment rather than train on obsolete, outdated equipment.

### INDICATORS / SOURCES:

- Test equipment is major portion of material science laboratory assignments.

### REPORTING PROCESS:

- Faculty

### RESOURCE REQUIREMENTS:

- Faculty development projects

## **Design, Manufacturing, and Graphic Arts Department**

Program: Manufacturing Engineering Technology

Date: October 6, 1998

Prepared by: Jim Rumpf

<b>Goal 3: Begin Developing Manufacturing Engineering Technology Automation and Simulation Labs for Students in Manufacturing Related Courses.</b>
----------------------------------------------------------------------------------------------------------------------------------------------------

### MAJOR ACTIVITIES AND PROCESSES:

- Upgrade computer lab equipment and instructor / developer's office computers to be able to support manufacturing simulation software. Acquire, implement, and integrate manufacturing simulation software into computer labs.
- Acquire electromechanical and electropneumatic components for an automation components lab.
- Develop flexible electropneumatic mechanical devices for use in labs and on projects.

### EXPECTED OUTCOMES:

- The MFGE program will become closer to ABET accreditation without sacrificing aspects of our program that make it unique.
- Students will have better success in finding jobs in a growing industry segment because of increased familiarity and expertise.
- More students will be attracted to FSU instead of being forced to attending less capable yet better equipped competing schools.

### INDICATORS / SOURCES:

- Annual review of curriculum content by MFGE faculty and advisory board.
- College of Technology graduate survey form.
- Donations by industry specifically earmarked for automation uses.

### REPORTING PROCESS:

- Graduating seniors in the Manufacturing Engineering Technology program take the Society of Manufacturing Engineers certification; automation sections will be monitored for improvement.
- College of Technology graduate survey results will be evaluated for feedback regarding appropriateness in areas of concentration.
- Graduating seniors will take a program post-test.

### RESOURCE REQUIREMENTS:

\$175,000 for component and software acquisition, equipment upgrades, training for initial phase

## Design, Manufacturing, and Graphic Arts Department

Program: Manufacturing Engineering Technology

Date: October 6, 1998

Prepared by: Jim Rumpf

<b>Goal 4: Convert Swan 311-313 Classrooms into Multi-Use Resource Centers for MFGE Program Use</b>
-----------------------------------------------------------------------------------------------------

### MAJOR ACTIVITIES AND PROCESSES:

- Designate Swan 311 and Swan 313 as MFGE Program Process Planning Laboratories.
- Remove drywall partition between Swan 311 and 313 and replace with folding partition to allow rooms to be joined or separated as needed.
- Provide shelving, file cabinets, and additional necessary furniture to accommodate MFGE program resources (books, periodicals, product literature, standard forms, sample parts, portable equipment storage, etc.)
- Equip with portable multimedia equipment.

### EXPECTED OUTCOMES:

- All MFGE resources will be centrally located for accessibility by all program faculty and students.
- MFGE students and faculty will use room(s) for classes, some labs, project work, study area, and recruiting.
- Time saved on projects developed in area will be used to enhance course offerings.

### INDICATORS / SOURCES:

- College of Technology graduate survey form.
- Donations by industry specifically earmarked for MFGE uses.

### REPORTING PROCESS:

- College of Technology graduate survey results will be evaluated for feedback regarding adequacy of facilities.

### RESOURCE REQUIREMENTS:

\$22,000



## Design, Manufacturing, and Graphic Arts Department

Program: Manufacturing Engineering Technology

Date: October 6, 1998

Prepared by: Jim Rumpf

<b>Goal 5: Develop Superscape Software Support for Manufacturing-Related Capstone Projects</b>
------------------------------------------------------------------------------------------------

### MAJOR ACTIVITIES AND PROCESSES:

- Using Superscape software already in-house, develop software models and algorithms to support capstone projects for MFGE- and related programs.

### EXPECTED OUTCOMES:

- Qualifications of MFGE- and related program students will be enhanced as a result of experiencing a more all-encompassing capstone project.
- Students will have better success in finding jobs in a growing industry segment because of increased familiarity and expertise with software and manufacturing engineering techniques.
- More students will be attracted to FSU instead of being forced to attending less capable yet better equipped competing schools.

### INDICATORS / SOURCES:

- Annual review of curriculum content by MFGE faculty and advisory board.
- College of Technology graduate survey form.

### REPORTING PROCESS:

- Graduating seniors in the Manufacturing Engineering Technology program take the Society of Manufacturing Engineers certification.
- College of Technology graduate survey results will be evaluated for feedback regarding appropriateness in areas of concentration.
- Graduating seniors will take a program post-test. \$19,200 for summer contract and S&E support.

### RESOURCE REQUIREMENTS:

- \$19,200 for summer contract and S&E support.

## Design, Manufacturing, and Graphic Arts Department

Program: Manufacturing Engineering Technology

Date: October 6, 1998

Prepared by: Jim Rumpf

<b>Goal 6: Upgrade MFGE Industrial Engineering Lab Equipment &amp; Resources</b>
----------------------------------------------------------------------------------

### MAJOR ACTIVITIES AND PROCESSES:

- Replace and expand collections of time study watches and related equipment. Currently, only eleven digital watches are available for lab sections of up to 16 students and related-class lecture sections of up to 35 students.
- Replace outdated videos (some are from the early 1950's, while others are actually dubs from 8 mm silent films) and expand our collection of audiovisual/multimedia material on industrial/ manufacturing engineering related topics.

### EXPECTED OUTCOMES:

- Lab equipment usage is major portion of industrial engineering laboratory assignments as well as for subsequent project use. Students will learn state-of-the-art techniques rather than train with obsolete and outdated equipment that is insufficient in number to support section sizes.
- Students will have better success in finding jobs in a growing industry segment because of increased familiarity and expertise with up-to-date techniques.
- More students will be attracted to FSU instead of being forced to attending less capable yet better equipped competing schools.
- Foundation grant money may become available with evidence of Ferris matching funding.

### INDICATORS / SOURCES:

- Annual review of curriculum content by MFGE faculty and advisory board.
- College of Technology graduate survey form.

### REPORTING PROCESS:

- Graduating seniors in the Manufacturing Engineering Technology program take the Society of Manufacturing Engineers certification; industrial engineering sections will be monitored for improvement.
- College of Technology graduate survey results will be evaluated for feedback regarding appropriateness in areas of concentration.
- Graduating seniors will take a program post-test.

### RESOURCE REQUIREMENTS:

- \$24,000

## Design, Manufacturing, and Graphic Arts Department

Program: Manufacturing Engineering Technology

Date: October 6, 1998

Prepared by: Jim Rumpf

<b>Goal 7: Develop Pace Rating and Time Study Videos</b>
----------------------------------------------------------

### MAJOR ACTIVITIES AND PROCESSES:

- Work with Media Production and local industry to record typical industrial tasks.
- Work with IE professionals to evaluate and rate segments.
- Use in MFGE classes and market to off-campus users.

### EXPECTED OUTCOMES:

- MFGE- and related courses will benefit from updated and more applicable IE exercises.
- Students will have better success in finding jobs in a growing industry segment because of increased familiarity and expertise.
- Income will be generated from sales to off-campus users.

### INDICATORS / SOURCES:

- Annual review of curriculum content by MFGE faculty and advisory board.
- College of Technology graduate survey form.
- Income from sales.

### REPORTING PROCESS:

- Graduating seniors in the Manufacturing Engineering Technology program take the Society of Manufacturing Engineers certification; IE sections will be monitored for improvement.
- College of Technology graduate survey results will be evaluated for feedback regarding appropriateness in areas of concentration.
- Graduating seniors will take a program post-test.

### RESOURCE REQUIREMENTS:

\$19,000 for salaries and S&E

## Design, Manufacturing, and Graphic Arts Department

Program: Manufacturing Engineering Technology

Date: October 8, 1998

Prepared by: Gary Ovans

<b>Goal 1:</b> 3 to 5 year projection. Evaluate Feasibility of A.A.S. in MFGE Leading to 4 Year ABET Accredited Program
-------------------------------------------------------------------------------------------------------------------------

### MAJOR ACTIVITIES AND PROCESSES:

- Visit existing accredited 2-year and 4-year programs.
- Assess existing accredited programs.
- Employment survey to assess employability of A.A.S. graduates.
- Assess potential market.

### EXPECTED OUTCOMES:

- Increased enrollment of qualified students.

### INDICATORS / SOURCES:

- Survey data.

### REPORTING PROCESS:

- Survey resources

### RESOURCE REQUIREMENTS:

- \$5,000

## Design, Manufacturing, and Graphic Arts Department

Program: Manufacturing Engineering Technology

Date: October 8, 1998

Prepared by: Gary Ovans

<b>Goal 2:</b> 3 to 5 year projection. Acquire Manufacturing Engineering Technology Center
--------------------------------------------------------------------------------------------

### MAJOR ACTIVITIES AND PROCESSES:

- Define facility requirements based on curriculum projections (initial steps completed).
- Survey industry to identify future industry requirements.
- Secure administrative / financial support.

### EXPECTED OUTCOMES:

- Seamless transition of graduates into industry.
- Facility in place supporting Manufacturing Engineering Technology activities.
- Facility equipped with state-of-the-art labs and classrooms.

### INDICATORS / SOURCES:

- Placement rate of graduates in industry.
- Follow-on employer satisfaction with graduates
- Physical well-equipped facility in place.

### REPORTING PROCESS:

- Career Planning and Placement office statistics.
- Employer surveys.

### RESOURCE REQUIREMENTS:

- 25 - 35 million dollars.

# ADMINISTRATIVE PROGRAM REVIEW

Program Department: Pre-Manufacturing / Manufacturing Engineering Technology / DMGA

Date Submitted: November 15, 1997 Dean: Mark Curtis

Please provide the following information:

## Enrollment/Personnel

	Fall 1992	Fall 1993	Fall 1994	Fall 1995	Fall 1996	Fall 1997
Tenure Track FTE	N/A	6.49	6.05	5.84	5.36	6.00
Overload/Supplemental FTEF	N/A	N/A	N/A	N/A	N/A	N/A
Adjunct/Clinical FTEF (unpaid)	N/A	N/A	N/A	N/A	N/A	N/A
Enrollment on-campus Total*	0/56	0/64	0/48	4/50	2/45	2/53
Freshman	0/3	0/7	0/0	0/0	0/0	0/6
Sophomore	0/0	0/1	0/0	0/0	0/0	0/3
Junior	0/26	0/23	0/28	3/22	3/25	1/21
Senior	0/27	0/33	0/20	1/28	1/20	1/23
Masters	N/A	N/A	N/A	N/A	N/A	N/A
Doctoral	N/A	N/A	N/A	N/A	N/A	N/A
Enrollment off-campus*	62	133	154	75	60	69

\*Use official count (7-day count for semesters, 5-day count for quarters).

## Financial

Expenditures	FY92	FY93	FY94	FY95	FY96	FY97
Supply & Expense	\$10,765	\$12,096	\$10,493	\$10,945	\$14,396	\$10,015
Equipment	N/A	N/A	N/A	N/A	N/A	\$1,624
NRG's	N/A	N/A	N/A	N/A	N/A	\$2,296.99
Gifts & Grants	\$146,320	\$10,445	\$12,778	\$1,349	\$316	\$336

\*Use end of fiscal year expenditures.

## Other

	AY 91-92	AY 92-93	AY 93-94	AY 94-95	AY 95-96	AY 96-97
Number of Graduates * - Total	31	23	33	30	27	24
- On campus	31	23	34	30	27	24
-Off campus	N/A	N/A	N/A	N/A	N/A	N/A
Placement of Graduates	23	20	33	25	27	N/A
Average Salary	\$29,243	\$31,060	\$30,203	\$34,031	\$33,500	\$35,700
Productivity-Academic Year Average	N/A	N/A	413	448	442	497
-Summer	N/A	N/A	N/A	125	166	144
Summer Enrollment	0/42	N/A	1/50	1/35	0/38	0/18

## Manufacturing Engineering Technology

### 1. A. Areas of strengths:

- The Manufacturing Engineering Technology program has a great history of quality placement and high salaries.
- The program has a consistently substantial amount of transfer students.
- The program offers highly successful off-campus offerings.
- Various two-year associate degrees ladder into this degree.
- Well balanced faculty group that works well together.

### B. Areas of concern:

- Increasing pressure for ABET Accreditation.
- Improvement of student preparation prior to entering program.
- There is a lack of production machinery for students to learn on.
- Diminished faculty resources relative to projected increased demands.
- Disparity between on-campus and off-campus offerings.
- Lack of computer software and hardware.

### 2. Future goals:

- |                                                                        |                                 |
|------------------------------------------------------------------------|---------------------------------|
| • Establish Manufacturing Engineering Technology Center                | <u>Time Frame</u><br>Fall, 1999 |
| • Curriculum revision – Manufacturing Eng. Tech. – Balance credit load | Fall, 1999                      |
| • Complete Metal Stamping Obligation                                   | Winter, 2000                    |
| • Evaluate criteria for ABET Accreditation                             | Fall, 1998                      |

### 3. Recommendations:

- The Manufacturing Engineering Technology program will need an additional faculty member to meet the continuing demands of off-campus offerings.
- This is an excellent program which needs continued support.
- Establish a production lab to enhance meeting student learning goals.
- Upgrade computer facilities to provide simulation capabilities.

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### Sources:

- 1) Ferris Fact Book (Institutional Studies Office)
- 2) Placement Office Annual Report (Placement Office)
- 3) Ferris Productivity Report (Institutional Studies Office)
- 4) Student Information Systems
- 5) Program Area Faculty

**Manufacturing Engineering Technology  
Fall 1998 Enrollment**

<b>Manufacturing Engineering Technology - Off Campus (METO)</b>	<b>60</b>
<b>Manufacturing Engineering Technology - On Campus (MFGE)</b>	<b>43</b>
<b>Quality Engineering Technology (QETO)</b>	<b>13</b>
<b>Quality Technology (QTO)</b>	<b>1</b>



## Metal Stamping Courses Enrollment

### Fall 1997

Class offered	# of students
MFGE 311 AMA - INDUSTRIAL ENGINEERING	3
MFGE 311 EDA	3
MFGE 313 EDA - COMPUTER APP. FOR MFGE ENGINEERS	3
MFGE 313 ESA	1
MFGE 341 AMA - QUALITY SCIENCE STATISTICS	6
MFGE 341 EDA	6
MFGE 497 EDA (SPECIAL STUDIES)	2

### Winter 1998

Class offered	# of students
MFGE 321 AMA - METROLOGY	13
MFGE 321 ESA	1
MFGE 342 AMA - STATISTICAL PROCESSES	9
MFGE 342 EDA	2
MFGE 342 ESA	2

### Fall 1998

Class offered	# of students
MFGE 423 AMA - ENGINEERING ECONOMICS	3
MFGE 423 EDA	2
MFGE 442 AMA - DESIGN OF EXPERIMENTS	4
MFGE 442 EDA	4

**Program Self-Study for Academic Program Review  
Survey Results of Four-Year Students at ATC  
Winter 1998**

<b>Program Enrolled</b>	Manufacturing Engineering Technology (18)	
	Plastics Engineering Technology (1)	
<b>Grand Rapids ATC</b>	19	
<b>Metal Stamping</b>	0	
<b>High School</b>	<b>Location</b>	
East Kentwood High School	Kentwood, MI	
Ludington High School	Ludington, MI	
Orchard View High School	Muskegon, MI	
VIII	Cracow, Poland	
Lima Central Catholic	Lima, OH	
Hazel Park High School	Hazel Park, MI	
Zeeland High School	Zeeland, MI	
Kenowa Hills High School	Walker, MI	
Hamilton High School	Hamilton, MI	
Big Rapids High School	Big Rapids, MI	
Jenison High School	Jenison, MI	
Traverse City Senior High	Traverse City, MI	
Northview High School	Grand Rapids, MI	
Cedar Springs High School	Cedar Springs, MI	
<b>Year Graduated</b>	1980, 1982, 1983, 1984(2), 1986, 1988(2), 1992(2), 1993, 1994(2), 1995	
<b>Transfer Student</b>	yes 11	
<b>If so, where from</b>	GRCC (9)	
	No response 2	

**Program Self-Study for Academic Program Review  
 Survey Results of Four-Year Students at ATC  
 Winter 1998**

<b>1. Who/what helped you decide to come to Ferris State University?</b>		
Counselor		3
Parents		1
Other Relatives		1
Teacher		1
Friends		3
Co-workers on job		5
Advertisements		8
Others		8
Explain		
	Location	
	Research	
	Convenience	
	Relationship with GRCC & FSU	
	Able to further education close to home	
	School itself	
	Location/program	
	Mgmt at work	
	Self	

**Program Self-Study for Academic Program Review  
Survey Results of Fourth-Year Students at ATC  
Winter 1998**

<b>2. Who/what helped you decide to enrol in the MFGE program?</b>		
Counselor		2
Parents		2
Other Relatives		1
Teacher		
Friends		3
Co-workers on job		10
Advertisements		4
Others		4
Explain		
	No plastics program available	
	Myself (2)	
	Career Decision	
	Interest	
	Mgmt at work	
	Self	
<b>3. Your impressions of the Application/Admission/Financial Aid/ Registration Process:</b>		
Very favorable		5
Favorable		10
Neutral		3
Unfavorable		1
Very Unfavorable		
Comments		
	This is my first semester in the program and I am really enjoying it	
	When I was at the main campus, it was always confusing and unorganized and seemed to only help out minorities	

**Program Self-Study for Academic Program Review  
Survey Results of Fourth-Year Students at ATC  
Winter 1998**

<b>4. Your impression of the Manufacturing Engineering Technology program faculty:</b>		
	Very favorable	6
	Favorable	13
	Neutral	
	Unfavorable	
	Very Unfavorable	
	Comments	
	Good program with variety of technical fields included	
	Great teachers so far. Real life experience make these teachers better than most	
	Good to have faculty coming from industry to teach at Ferris. Provides good "real world" input into classes	
<b>5. What is your impression of the laboratory facilities and equipment for your courses:</b>		
	Very favorable	2
	Favorable	7
	Neutral	4
	Unfavorable	2
	Very Unfavorable	3
	Comments	
	Computers have to be adapted to some programs done on main campus. Computer classes always bad experience. Not enough work stations. Not enough hours available to work on projects assigned for out of class. Main campus & ATC	
	Most all classes are a lecture base - no hands-on	
	Have not had enough experience with them to have an opinion	
	No Equipment available. What equipment are you talking about !	
	Lack of lab equip. at GR campus	
	I haven't needed lab facilities or equipment in my courses yet. I have used them thru GRCC	
	Inadequate seating arrangement at Kendall facility (need tables like ATC) - equipment at GRCC ATC needs updating.	

**Program Self-Study for Academic Program Review  
Survey Results of Fourth-Year Students at ATC  
Winter 1998**

<b>6. What is your impression of the Manufacturing Engineering Technology program course of study?</b>		
Very favorable		3
Favorable		14
Neutral		
Unfavorable		
Very Unfavorable		
Comments		
	Too much homework	
<b>7. What are your plans after completing your B.S. Manufacturing Engineering Technology degree?</b>		
Go to work		8
Go to work and attend school part-time		9
Stay in school and enter a M.S. degree program		3
Enroll in another B.S. program at Ferris State University		1
Transfer to another universtiy		
	If so, where:	
Undecided		
Comment: Continuing education for current emplyer. Will stay at present job		