

Human Resource Management

APRC 1999-2000

section 1 of 3

HUMAN RESOURCE MANAGEMENT PROGRAM REVIEW

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HUMAN RESOURCE MANAGEMENT

SECTION 1--AN OVERVIEW

Program History

Human Resource Management is one of the vital functions performed in a business organization, along with finance/accounting, marketing, and operations. Every business organization produces a product or provides a service (its operation), attempts to sell it (marketing), and keeps records of its transactions (finance/accounting). People are involved in all of the foregoing activities, hence the necessity of dealing with people in many ways - acquiring them (recruiting, selection, interviewing) motivating them, (compensation, benefits, training/development, performance appraisal, ergonomics, teamwork, safety/health, unions/collective bargaining), and retaining them (a number of the foregoing activities apply to this area as well).

All of the foregoing must be conducted in accordance with the many laws dealing with human resources, as well as the interpretations of those laws by the agencies established to administer them and the decisions of the courts, including the Supreme Court of the United States. They must also be conducted in a changing economic environment and a changing composition of the workforce - diversity being only one aspect of the composition of the workforce.

Human Resource Management is a dynamic field. An example of this is the expansion of the definition of what constitutes a disability under the provisions of the Americans with Disabilities Act. The daily newspapers, business periodicals, as well as general periodicals (Newsweek, Time) continuously have articles dealing with some aspects of human resource management. Recent articles in the Detroit News related to collective bargaining between the UAW and General Motors including reference to compulsory drug testing and a second article dealt with pensions. Examples of many other articles can be cited - indicating the relevance of human resource management. But, that is not surprising while the use of technology is increasing, human beings are still needed to work in organizations.

Because of the need to perform the functions referred to above (accounting/finance, marketing, operations, human resource management), in all business organizations, regardless of size or what is produced or the service provided, all colleges/schools of business have courses in the foregoing areas. If large enough, the colleges/schools offer majors in the foregoing fields, as well as other majors. Liberal Arts colleges have added departments of business. The courses they usually have in their business departments, sometimes business/economics departments are in the basic functional areas referred to above.

Ferris State University has offered courses in each of the basic functional areas for a long time. However, it did not have majors in each of the fields until after 1967.

Turning Point - 1967

The year 1967 was a turning point for what was called the School of Commerce at the then Ferris State College. It was during the 1967-68 academic year that a number of changes were made. The School of Commerce was changed to School of Business, the Commerce Department became the Management Department, prefixes were added to identify areas of study for courses (such as finance) courses were added (such as Organizational Behavior), majors were created (finance, production management, international business, insurance, and human resource management), advisory committees were added and a discussion was begun concerning establishing a core of business courses that would be required of all baccalaureate business students, regardless of major.

Change - An On-Going Activity

When The Human Resource Management major was created, many good electives were available in the College of Technology (Such as Safety and OSHA), the School of Education (for assistance in training) and psychology. Some of these avenues have not worked out. When the new Training in Business/Industry Program was created, a discussion in the Academic Senate resulted in agreement that some of the courses would be available to the Human Resource Management majors. However, this cooperative venture did not develop.

Some of the newer course created within the College of Arts/Sciences are of value as electives - Comm 301, Interviewing, Comm 370, Comm and Conflict: Socy 122, (Social Problems), Socy 340, (Minority Groups) as well as others. As a result of the forgoing, we have dropped our Mgmt 376, Selection and Evaluation course.

Previous Academic Program Review

As a result of the last Academic Program Review of the Human Resource Management Major (then called Personnel Management/Industrial Relations conducted eight years ago), the following changes have been made. The course Mgmt 376 was added as indicated above, but then due to the changes in Arts/Sciences offerings, the course was dropped. A one-credit hour seminar course was added, in which topics not covered or lightly covered in the major courses were covered. In order to allow students more exposure to practical situations, the course was changed to a Cases, Issues, trends class for 3 credit hours. Students are given an opportunity to make human resource decisions (wages, benefits, training, quality, minority hiring etc.) within the constraint of a changing budget. A simulation is now used in the class.

Due to the increasing involvement of American businesses overseas, another class was added called International Human Resource Management. This class deals with human resource management details in countries such as Japan, Germany, Russia, Singapore, France, Great Britian, etc. This course has been approved as satisfying the Global Consciousness requirement.

Isys 105 was added as a requirement. This course focused on use of a P.C. One area that has been researched is determining what human resource computer programs should be obtained and taught to the students. No conclusion has yet been reached due to lack of available funds.

An area that comes up continuously is the lack of internship experiences for students. We do not recommend that internships be made a requirement of the program. As the program exists, students may use electives for internship experience and some have done this working for the University and the local hospital. However, not many students have had experience in the field when they graduate. A number of our new freshman students have inquired about internship. Internship is an activity that is time consuming for the faculty member. In the past, the College of Business had a full-time internship coordinator. This is no longer the situation. Internships are worthwhile, but there are issues such as oversight, internship locations, cost etc. that must be resolved.

Program Mission

The mission/purpose/goals for the human resource management program is stated in the unit action plan. See Appendix A.

The mission of the programs is to: prepare students for positions in the Human Resource Management field. This mission is accomplished by offering students a comprehensive background in business and a variety of courses dealing with the functions involved in Human Resource Management (for example, Selection, Compensation, Interviewing, Training/Development, Collective Bargaining, Labor Law, and Health Insurance).

Impact

Impact of the program can be shown by enrollment in the program.

Enrollment in the College of Business has dropped precipitously, from 4385 in 1991 to 2360 in fall of 1998. It would be expected that enrollment in the various majors (programs) offered in the various Departments in the College of Business would also show decline, and many of them do. In the Management Department where the Human Resource Management major is offered, enrollment dropped from 1433 in 1991 to 747 in fall 1998. Considering only on-campus enrollment, Business Administration majors went from 625 in 1991 to 196 in fall 1998, the Operations Management (production/Operations management) went from 42 in 1991 to 3 in fall 1998, Management went from 260 in 1991 to 69 in fall 1998; other examples could be given of the decline in other Management Department programs as well as programs offered in other Departments in the College of Business.

Enrollment in the Human Resource Management major also declined, from 40 in 1991 to 23 in 1994, following the pattern of enrollment for most of the programs offered in the College of Business. However while other programs continued to decline, enrollment in the Human Resource Management major increased to an enrollment of 61 in fall 1998. The HRM major now has the third highest number of Baccalaureate Majors in the Department, after Business Administration with 196 and Management with 69. Part of this enrollment is due to a number of Bostwanian students who selected Human Resource Management as their major fall 1998. We have had a number of foreign students in the past, including several from Botswana, and apparently they have been satisfied with the degree.

Over the years, enrollment in the basic Human Resource Management class has changed (MGMT 373). The course was required by a number of programs in other Schools/Colleges as Criminal Justice, Nursing, Hospital Administration. However, these programs have created their own human resource management courses. When these programs proposed courses in human resource management we suggested resources could be more effectively utilized by continuing to take the basic Human Resource Management course and the programs could then offer an applied course in their own area. This was not done. Changing from quarters to semesters along with the decrease in credit hours required for graduation, (120 semesters converts into 180 quarter hours, but 200 quarter hours were required for graduation, changing from quarters to semesters effectively reduced the hours and courses required), along with the expansion of courses in the conversion (3 semesters converts into 4 1/2 quarter hours and courses were only 4 quarter hours) led to programs dropping our basic course. Collective Bargaining and Wage/Salary Administration were popular courses taken by students outside the School/College of Business. They were also quite popular electives for students majoring in Business Administration and Management. Because of the foregoing changes (from quarters to semesters) enrollment in them has declined.

Of the 61 students who indicated human resource management as their major in fall 1998, 20 were foreign students. The number of females in the program is most likely in excess of 40.

The above reflects the importance of the Human Resource Management major to the Management Department and the College of Business. It is also important to the University because it serves to prepare students for performing important human resource management functions for the many organizations (business and non-business) in the State of Michigan, as well as the nation.

The Michigan Employment Security Agency in their Outlook, Michigan 2005 publication, forecasts 520 openings annually in the human resource field. They categorize these openings to be "faster than average" with salaries between \$22,500 to \$82,600. The number of projected openings is about the same as the projection made in their report for the years through 1995, the information used for our previous academic review (8 years ago). The foregoing shows that the program does prepare for the needs of the State. Indirectly the program also provides students with the background to be employed in various types of management positions. The recent survey returns from alumni, as well as the results from our previous review, show this to be true.

According to the 1998-1999 Occupational Outlook Handbook published by the federal Bureau of Labor Statistics, "human resource specialists and managers held about 544,000 jobs in 1996. They were employed in virtually every industry. Specialists accounted for 3 out of 5 positions, managers, 2 out of 5. About 15,000 specialists were self-employed, working as consultants to public and private employers.

"The private sector accounted for about 86% of salaried jobs. Among these salaried jobs, service industries--including business, health, social, management, and educational services--accounted for 4 out of 10 jobs, labor organizations, the largest employer among specific industries, accounted for 1 out of 10. Manufacturing industries accounted for 2 out of 10 jobs, while finance, insurance, and real estate accounted for about 1 out of 10.

"Federal, State, and local governments, employed 14 percent of salaried human resources specialists and managers, They handled the recruitment, interviewing, job classification, training, salary administration, benefits, employees relations, and related matters of the Nation's public employees.

Regarding future job outlook, the same source indicated: "the job market for human resources specialists and managers is likely to remain competitive through 2006, despite large numbers of annual jobs openings that will stem from the need to replace workers who transfer to other jobs, retire, or stop working for other reasons coupled with projected average employment growth.

"New jobs will stem from increasing efforts throughout industry to recruit and retain quality employees; employers are expected to devote greater resources to job-specific training programs in response to the increasing complexity of many jobs, the aging of the work force, and technological advances that can leave employees with obsolete skills. In addition, legislation and court rulings setting standards in occupational safety and health, equal employment opportunity of labor relations staff, including arbitrators and mediators, should grow as firms become more involved with labor relations, and attempt to resolve potentially costly labor-management disputes out of court. Additional job growth may stem from increasing demand for specialists in international human resources management and human resources information systems.

"Demand for human resources specialists and managers is also governed by the staffing needs of the firms for which they work. A rapidly expanding business s likely to hire additional human resources workers--either as permanent employees or consultants--while a business that has experienced a merger or a reduction in its work force will require fewer human resources workers, Also, as human resources management becomes increasingly important to the success of an organization, some small and medium size businesses that do not have a human resources department may assign employees various human resources duties together with other unrelated responsibilities. In any particular firm, the size and the job duties of the human resources staff are determined by a variety of factors, including the firms organizational philosophy and goals, the skills of its work force, the pace of technological change, government regulations, collective bargaining agreements, standards of professional practice, and labor market condition.

"Job growth could be limited by the widespread use of computerized human resources information systems that make workers productive. Similar to other workers, employment of human resources specialists and managers, particularly in larger firms, may be adversely affected by corporate downsizing and restructuring.

"According to a salary survey conducted by the National Association of Colleges and Employers, bachelors degree candidates majoring in human resources, including labor relations, received starting offers averaging \$25,300 a year in 1996.

"According to a 1996 survey of compensation in the human resource field, conducted by Abbott, Langer, and Associates of Crete, Illinois, the median total cash compensation for personnel and labor relations occupations were:

Personnel & Labor Relations Occupations	Compensation
Industrial Relations Directors	\$106,100
Divisional Human Resources Directors	\$91,300
Compensation and Benefits Directors	\$90,500
Employee/Community Relations Directors	\$87,500
Training and Organizational Directors	\$86,600
Benefits Directors	\$80,500
Plant/Location Human Resource Managers	\$64,400
Recruitment and Interviewing Managers	\$63,800
Compensation Supervisors	\$53,400
Training Generalists	\$49,900
Employment Interviewing Supervisors	\$42,800
Safety Specialists	\$42,500
Job Evaluation Specialist	\$39,600
Employee Assistance/Employee Counseling Specialists	\$39,000
Human Resources Information Systems Specialists	\$38,500
Benefits Specialists	\$38,300
E.E.O/Affirmative Action Specialists	\$38,200
Training Material Development Specialists	\$37,200
Employee Services/Employee Recreation Specialists	\$35,000

The foregoing shows that human resource management is an important aspect of any organization--profit making and non-profit making. Every organization produces a product or provides a service, it attempts to get its product/service to customers (marketing), it keeps track of various forms of data (accounting, finance, computer information systems), and employees are involved in all of the foregoing activities. Organizations need competent, motivated individuals to be efficient and competitive--to use resources effectively. As indicated in the list above, human resources management performs many functions to enable organizations to pursue their goals of efficiency and competitiveness.

Human Resources management does have a positive impact on the College of Business because it provides an education in the common activities performed by organizations (operations, marketing, accounting/finance, and human resource management). It impacts the University, providing a source of individuals who are trained to assume duties that are needed by organizations. It impacts the State and the nation by being a source of individuals needed to perform the type of activities that all organizations need - profit, non-profit.

Expectations

1. Because of the demand by both profit and non-profit organizations, there is expected to be a continuing need for individuals possessing human resource management knowledge and skills.
2. Because of the present and increasing globalization of business, and the failure rate of American managers overseas, there will be an increasing emphasis upon international (global) human resource management.

3. Because of the importance/relevance of human resource management, there will be an increasing number of the top-level human resource managers (Vice-president, director) sitting in on policy decisions made by the Board of Directors.
4. Because all managers are involved to some extent in human resource management functions, there will be a continuing need for managers to have some knowledge of human resource management as they must also have in accounting/finance, marketing, and production/operations. (The response from a human resource major, who is a retail store manager, is revealing. It is only one response but is indicative of the relevance to managers of at least the introductory human resource management course. This alumnus indicated the following areas of responsibility: human resource planning, selection, training/development, performance appraisal, compensation, safety/health, guidance administration, recruiting, interviewing, and analysis. When asked what courses have been helpful in pursuit of your career, in this case retail store manager, the following courses were considered extremely helpful: human resource management, wage/salary/administration, cases/issues/trends, labor law/legislature, labor economics, organization, behavior, principles of economics, and statistics. Courses considered very helpful were; collective bargaining, selection/evaluation, financial management, management tutorials, business writing, and business strategy/policy.
5. The field will continue to become more complex, if only due to the changing interpretations of existing laws.
6. Because of the increasing complexity, more firms will most likely outsource some of their human resource activities, perhaps recruiting and benefits. It is anticipated that this will not decrease demand for human resource specialists because they will be needed in the firms to which the activity has been outsourced (we have a number of graduates who have jobs with recruiting firms). Someone in the home firm must also have an understanding of the functions so that the activity of the firm to which the activity has been outsourced can be monitored. It is also anticipated that outsourcing will not reduce the need for all managers to have some background in human resource management because they are, and will continue to be, directly involved in human resource activities, as interviewing, discipline, compensation, performance appraisal, training, and development, technology, safety/health, as well as other human resource activities.
7. The increasing use of technology in human resource management through purchased programs, or of internally developed programs.
8. Diversity issues will continue to present challenges.
9. Because of the structure of the human resource management program, majors will continue to be qualified for general management positions as well as human resource management positions.
10. Because of the nature of the position, the human resource manager will continue to need to be qualified in general management skills (marketing, production/operations, accounting/finance, technology), in human resource management skills (recruiting, selection, training/development, job evaluation, compensation/benefits, safety/health discipline, labor relations, performance appraisal, employment law etc.), relationship skills (communication, dispute resolution), problem solving, and many other skills. The latter skills may be more important for the human resource manager than managers in the more quantifiable areas.
11. Based upon the last few graduating classes, while we not do have any responses to our survey instrument to verify this trend, there appears to be more students obtaining positions directly in some phase of human resource management without prior job experience.

12. While companies may acquire similar technology, we expect the literature to continue to remind us that the competitive edge of a company is through its work force, the human beings in the organization - the area of human resource management.

Plans for improvement

1. To continue to monitor the field of human resource management to determine what changes are needed in the program. The international human resource management course was added as a result of many companies operating overseas. The simulation exercise was added to the cases, issues, trends class to provide hands-on experience in decision making under the structure of a changing budget, both a result of monitoring.
2. To again consider how to incorporate the computer technology into our program. Several years ago, a study was made to determine what canned programs were available. Resource limitations caused this study to be discontinued. But, based upon the comments of our alumni and advisory committee, this area will be reconsidered. Many years ago, we desired to add ISYS 105 to our major, but could not do so because of resource limitations. As enrollment in the CIS program declined, faculty became available so we were available to make ISYS 105 part of the major in the past 4/5 years. Responses from the alumni indicate they use daily the content of ISYS 105. We should consider the value of ISYS 200, Database Design and implementation as well as specific canned programs. Again, the resources may limit what we are able to do.
3. We will revisit the internship question. We had a full-time internship coordinator for the College of Business, but this was a position that was eliminated. Internships have been available, but students have declined the opportunities, partly due to the need to spend time off campus and not getting a great deal of credit for the internship. The ideal position is one that is near so that students can take other classes. Some students have interned with the College and the hospital. A number of our Bostwanian students have expressed a strong desire to have an internship experience. There are issues, but we will investigate the matter again. We should encourage and support internships for students.
4. To continue to upgrade the international human resource management course. This course was approved as satisfying the global consciousness requirement. We should acquire videos of the human resource practices in different countries (we have several) as well as a video which would present a concise summary of the culture of the countries whose human resources management system is to be studied.
5. Seek out practitioners to speak to students in the major classes. While it is done now, we should be sure this is done for all major classes. At least, where feasible.
6. To investigate the possibility of taking courses in the Industry Training program. We had a listing of courses in the College of Education as electives to provide better support for students who specifically were interested in Training/Development. However because of prerequisites, students were not able to take advantage of these courses. When the Industry Training program was debated in the Senate, the presenters assured the Senate that courses would be available to the Human Resource Management majors. In practice, that was not so. Training and Development is one of the many activities of a human resources manager, so anything that could improve his/her background will be pursued.
7. To investigate the possibility of taking one or more of the safety oriented courses offered in the College of Allied Health. Courses such as IEHM - Industrial Safety Option and several courses in OSHA were previously offered. Many of our students took them. With curriculum

changes in the College of Allied Health, the opportunity for taking courses in this area has been changed. However, many alumni indicated they were involved in safety so we should investigate the possibility of again taking courses in this area. We should also determine the desirability/suitability of the environmental courses in the school of Allied Health.

8. While it is important for all college graduates, the ability to communicate is perhaps more important to the human resource manager due to the nature of the job, we should be sure to give the students many opportunities to communicate in both oral/written forms.
9. The Cases, Issues, Trends class is a capstone course. It is important that trends/newer issues be discussed, that the cases be relevant, that students be given an opportunity to present/analyze/discuss and decide upon actions to be taken. As several members of our advisory committee indicated at the March meeting, it is important for students to be given an opportunity to discuss and decide what should be done about various cases.
10. We need to do a better job of reviewing course content and experience with our students. It was a disappointment to have students in house interviewing for positions last year come back and say they did not know anything about benefits and that they had no course dealing with benefits. Actually, benefits are covered differently in three different courses - the basic Human Resource Management course, in Collective Bargaining, and in Wage/Salary Administration. In this regard, we should emphasize the desirability of students keeping their texts. It would be worthwhile to keep at least the basic text to look at before applying for a job and also to be used for the Cases/Issues/trends class.
11. Enhance students knowledge in the resources available on the web.
12. Renew efforts for a minor and certificate in Human Resource Management. Several years ago, both were proposed along with changes in the major. The entire proposal was approved by the department faculty. However, the College of Business curriculum committee only approved the changes in the major. Apparently, the Management Department chair, who was on the College wide committee, spoke against the minor, holding up passage. The minor would be good for on-campus students and the certificate for off-campus students.

SECTION 2--DATA/ANAYSIS

Senior Survey

It was considered desirable to obtain the reaction of the senior students to the program. They had nearly completed their requirements and it was thought their experience was fresh in their minds. A survey instrument was prepared and given to the seniors in the Collective Bargaining and Cases/Issues/Trends class. The same was done the next semester in the Wage/Salary Administration class and the International Human Resource Management class. See Appendix B for a copy of the form used.

During the fall 1998 and winter 1999 semesters, 7 students graduated from the program. Two of the 7 were in none of the above classes. Of the 5 who were in the above-mentioned classes, we have results from 4 of them. The following is based on the results from these 4.

The students were asked to rate their preparation in a number of areas. These areas and their responses follow:

Skills	Excellent	Good	Average	Below Average
Computer Skills	1	1	2	
Verbal Comm. Skills	3	1		
Writing Skills	2	1	1	
Interpersonal Skills	3	1		
Decision-Making Skills	2	2		
Analyzing skills	3	1		
Leadership Skills	2		1	1
Scientific Understanding	2	1	1	
Cultural Enrichment	2	2		
Social Awareness	1	3		
Quantitative Skills	1	2	1	
Global Awareness	2	2		
Accounting	1	2		1
Finance	1	2		1
Marketing		2		1
Management	2	2		
Law	2	1		
Statistics		2	1	
Students were asked how well do you believe your program prepared you a for a position in the Field	1	3		

Students were also asked about other features of the program:

Instructional Services:	Excellent	Good	Average	Below Average
Computer Services	1	1	2	
Library Resources	1	1	2	
Tutoring Services	21	2	1	
The Instructors	Excellent	Good	Average	Below Average
Knew Subject Matter	1	3		
Available to Students	2	2		
Text Used	Excellent	Good	Average	Below Average
Readable	1	2	1	
Current	1	2	1	
Courses in the Program are Available	2	1		1
Conveniently Scheduled	1	1	2	
Instructional Services	Excellent	Good	Average	Below Average
Classrooms Used	2	2		

Students were asked if they belonged to any professional organization(s), and which one(s). Three replied they were members of SHRM (Society for Human Resource Management) with one also being a member of ACA (American Compensation Association).

The seniors were also asked if they kept up with the field by reading periodicals. Three replied that they did and mentioned the Human Resource Magazine, a periodical that comes with their SHRM membership. One also mentioned HR News and Recruiter.

When asked about the strengths of the program, the students replied as follows: strong coverage of the HRM area, overall knowledge good, good reputation, open discussions, good explanations, good management classes, Cases/issues/trends a good class, excellent teachers, current information.

When asked about the program weaknesses, students replied as follows: benefits not covered at all/had to use own initiative to learn about 401 (k), old information/difficult to keep up with changes, classes can be too broad/too general.

When asked for suggestions for improving the program, the students replied as follows: survey other University programs/attempt to emulate them, need a class on interviewing/testing, a benefits class should be required for HRM majors, cover benefits more thoroughly, some repetition of content/could be deleted in favor of other material, develop avenues within the major.

Analysis. We missed two students because, somehow or other, they were not required to take the International Human Resource Management class.

There are some limitations in asking seniors, who have not experienced the job market, questions about the program, for example "how well did the program prepare you for a job in the field?" Students have had benefits in three different classes, each class approaching the area differently. Yet several of the seniors indicated that they did not have anything in benefits. However, their feeling would indicate that this topic should be emphasized in various classes. Benefits made a big impact on several students because they were asked about them when they were interviewing for positions in human resource management.

Overall, the survey of graduating seniors indicated that the program is doing its job, but there are a few areas that need improvement: computer skills and leadership skills. For nearly all categories, the students rate their experiences in various areas as giving excellent/good results. They have a strong positive feeling for their program and reflect their understanding in the need to keep abreast of changes in the field by reading professional journals and being a member of a professional organization.

On-campus Student Survey

Surveys were mailed to students majoring in the program. They were mailed about three weeks before the end of the winter 1999 semester. The mailing did not include the graduating seniors, since we had obtained information from them. See above. The form sent to these students is in Appendix C.

It is difficult to survey all levels of students since some have had more educational coursework than others. For instance, juniors have had more educational experiences than sophomores and first-year students. Sophomores have more experience than the first-year students. However, we attempted to separate the responses by having all students complete what we considered a general part of the survey (computer skills interpersonal skills, scientific understanding, etc.) Then we asked the juniors and non-graduating seniors to complete another portion of the survey which would be reflective of the specific major-orientated part of the major. The first-year students and sophomores would not have taken courses in the major. We then separated results by class.

We had a low-participation rate in the survey. Fifty-four surveys were mailed and we received 9 back for a 17% response. We received 2 from the first-year students, 3 from second year students, and 4 from the juniors. If we consider the graduating senior survey, we received a response from 13 out of 61 for a 21% response. If we subtract the 2 graduating seniors who did not receive a survey form, then we have a response from 13 out of 59, a 22% response.

When the two first-year students were asked why they came to Ferris they replied: "it offered the course I wanted, and that it was recommended."

When they were asked why they selected the Human Resource Management major, the replied: "I like working with people, it is a diverse field."

When asked to date, what course taken was most relevant to the Human Resource program, they replied: "sociology, psychology, communications."

When asked which course(s) were most irrelevant to the program, they relied: "Eng. 150, University 105". (Many of the Bostwanian students did not like to take the University courses).

When asked about their preparation in areas as computer skills, verbal communication skills, writing skills, interpersonal skills, decision-making skills, analyzing skills, leadership skills, one selected good or excellent in all categories except for leadership skill which was considered average. The other selected poor on all categories except for computer skills (below average) and writing skills (average).

When asked about scientific understanding, cultural enrichment, social awareness, quantitative skills, and global awareness, the same result occurred. One indicated below average on every category, the other selected average for every category.

When asked about accounting, finance, marketing, management, law, and statistics, the expected result occurs. They have not had any courses in these areas. One student did not respond to any of the categories, the other indicated poor on all of the categories.

Regarding computer services, library resources, and tutoring services, one selected good for all categories, the other selected average on all except for tutoring services (poor).

The above results are expected of students who have had little college experience. Eighteen Bostwanian students started the program fall 1998. While not many of them responded to the survey, they gave their unsolicited opinion when they came in for program advice. Their

common concerns were, when would they be able to take courses in the major, why did they have to take University courses, will they be able to have an internship experience.

When the three sophomore students were asked why they came to Ferris: they replied “because I heard it was a good school, it offered the program that I want, it is close to home.”

When they were asked why they selected the HR program, they replied: “I like working with people (all three).

When asked of all the courses taken to date, which do you perceive as most relevant to the program, they replied: "management courses, psychology, sociology, Spanish, not yet in my major."

When asked about the courses taken, to date, which they consider least relevant to the program, they replied: "English, humanities, French, history, sociology, some electives."

When asked about computer skills, verbal skills, writing skills, interpersonal skills, decision-making skills, analyzing skills, and leadership skills, the ratings given were either good or excellent in all categories.

When asked about scientific understanding, cultural enrichment, social awareness, quantitative skills, and global awareness, except for scientific understanding (2 selected average), and for global awareness (2 selected average), all the ratings were excellent, with scientific understanding and cultural enrichment being rated excellent by one student.

When asked about content area, the students gave the following responses:

Area of Study	Excellent	Good	Average	Below Average	Poor
Accounting		1	1	1	
Finance		1	1	1	
Marketing		2		1	
Management	1	1	1		
Law		2		1	
Statistics		1		2	

When asked about instructional services, they replied as follows:

Area of Study	Excellent	Good	Average	Below Average	Poor
Computer Services	1	1	1		
Library Resources		1	1		1
Tutoring Services		1	1		1

Three is not a large number on which to base hard-rock conclusions but the results do show that for these students, they see to be well prepared in fundamentals as computer skills, etc, that they feel adequately competent to more than that for the general education categories of

scientific understanding, etc. When it comes to specific business areas, their responses are mixed. This may be due to their not having many of the courses. They may have had accounting, law, and a beginning management course, but most likely not the others.

The junior level students will have taken a substantial number of courses in the business area and some of the courses in the major.

When these students were asked why they came to Ferris, they replied: “my boyfriend got accepted into the pharmacy program, Deans scholarship recipient, I came first for a different degree.”

When asked why they had selected human resource management for their major, they replied: “I think there is a lot of opportunity in the field, sounded like something interesting, would enjoy working in it, something interesting, to see if employer is taking advantage of employees, to make a difference, I work in HR in the Big Rapids Public schools and like the work.”

When asked about the relevance of courses taken date to the program, they replied “the basic Human Resource Management course (3) and Wage/Salary Administration.”

When asked about those perceived as least relevant to the program, they replied, “haven’t taken my major course yet, but a lot of courses seem to be the same, Mgmt 301/Mgmt 302.”

When asked how well they believe they were prepared in a number of areas, they replied as follows:

Course	Excellent	Good	Average	Below Average	Poor	Other Comments
Computer Skills		4				
Verbal Comm. Skills	1	2	1			
Writing Skills	1	2	1			
Interpersonal Skills	1	3				
Decision-Making Skills	1	1	2			
Analyzing Skills			4			
Leadership Skills	1	1	2			
Scientific Understanding	2		2			
Cultural Enrichment	1	1	2			
Social Awareness	1	1	2			
Quantitative Skills		2	2			
Global Awareness		1	3			
Accounting	1		2	1		
Finance			1	2		I haven't had class
Marketing		1	1	1		I haven't had class
Management		3		1		
Law	1	1	1	1		
Statistics		1		1		I haven't had class
Computer Services	1	3				
Library Resources	2	1	1			
Tutoring Services	1	1		1		?

Only one responded to the questions of membership in a professional organization: that being SHRM.

When asked how well do you believe your program prepared you for a position in the field, three responded: "average". The fourth student responded: "not far enough into the program."

When asked about the instructors, one student indicated they could not respond because they were not far enough into the program. The other three responded "good", for knowing subject matter and for being available for students.

When asked about the text used, 1 responded good and 2 responded average for readability; and for the currency of the text, 2 responded good and 1 for average.

When asked to rate the courses in the program, 3 indicated good and 1 indicated average for both courses being available and convenience of scheduling.

When asked to rate the instructional facilities, 2 selected excellent and 2 selected good.

When asked about the strengths of the major, the students responded as follows: "knowledgeable instructors, variety of courses, instructors have worked in their field and give real-life examples."

When asked about the weaknesses, the students replied "classes are all alike, needs class with hands-on training/role playing, not offering certain classes all of the time, lack of internship, it is really important in getting a job."

When asked for suggestions for improving the program, the students replied: "require internships for hands-on experience, offer classes more frequently, perhaps offer evening classes for those working, improve on internships."

Four is not a large enough number on which to draw any definitive conclusions, but the responses do show that students feel fairly qualified in computer skills, verbal skills, writing skills, impersonal skills, decision-making skills, analyzing skills, and leadership skills.

They also feel fairly well qualified in scientific understanding, cultural enrichment, social awareness, quantitative skills, and global awareness.

For business majors it is somewhat surprising that the students do not feel as well qualified in the basic business areas. They feel good about the management area, but do not about accounting and finance. One student felt poorly prepared in all of the basic areas of accounting, finance, marketing, management, law and statistics.

It is interesting to compare the responses of the graduating seniors with the juniors to the question as to how well they feel the program has prepared them for a position in the field. One senior replied excellent and three replied good. One junior felt unqualified to respond because he/she was not far enough into the program, the other replied, average. It does appear, based on

limited data, that as students really get further into their program (juniors still have a number of courses to take in the major), their feeling of competency increases. As it should.

One of the comments regarding weakness of the program was that "the classes are alike." Unfortunately, there were no other comments. A number of comments have been made about the overlap in Mgmt 301 and Mgmt 302, Administrative Principles and Organizational Behavior respectively. At this point, the juniors have most likely had Organizational Behavior, Human Resource Management, and possibly Collective Bargaining and Wage/Salary Administration. The content of these courses has minimal overlap.

Several students did mention that internship should be part of the major. Students have the option now of using internship as one of their electives. We did have a full-time internship coordinator who had human resource management stations available, but students did not choose to take them. We do not have that coordinator position anymore. Internship is now a part of the program through the use of electives. We should emphasize this more.

Faculty Survey

Fifty surveys were distributed to faculty with 30 returns, a 60% rate. Attached to the survey was a sheet containing the complete program requirements. See Appendix D for a copy of the survey instrument.

Not all College of Business faculty were included in the survey. It was felt that faculty in some programs as Visual Communications would not be familiar with the program and the new Economics faculty recently moved to the College of Business would also not be familiar with the program. These were among the faculty not receiving a survey instrument.

Surveys were received from 10 Acct/CIS, 6 Mktg, 11 Mgmt, and 3 faculty members who did not indicate their Department affiliation.

When asked to comment on how valuable they perceive the HRM program to be to the Management Department and the College of Business, all but 2 faculty had positive comments to make. These comments included the following: valuable, very important, part of our "menu", valuable, all companies have human resource departments, valuable component, good/solid program—most colleges of business have them, provides a solid curriculum for those not wanting business administration, valuable program meeting needs, a strong alternative to non-specific business administration program. Of the two with non-positive comments, one commented "unknown" and the other commented, "it is not needed".

When asked of their perception of students majoring in HRM, 8 faculty commented "unknown", one commented "invisible", the others commented: positive, concerned with people, most are dedicated to their career choice (from MGMT 499), good students, same as others, average, usually above average, good, limited but favorable impression, unaware of student majors in my classes, average/above average, very good-people oriented, usually fairly good, limited exposure but above average and more serious students, average, above average. Two faculty commented: usually fairly good—confused on career path, need additional communication skills.

When asked what additional staff, technology, or resources are needed to improve the HRM program, five faculty replied “none”, 3 did not respond, 2 replied don’t know, and the others responded: more staff, at a lunch with two grads and they indicated the use of the internet and application programs, teaching staff can determine this, more in class technology, professors in the program will push for improvement, racial addition to teach diversified students, publicity, new HR faculty, more current faculty, BUSN 209, as all programs—need more resources, computer implementation, don’t know but as in marketing –computers, computers, computers, money for case studies, software specific to HR management, appropriate hardware in the classroom, computer HR applications.

When asked about their general perception of the courses required for the HR major, 1 did not respond, 2 indicated OK, 2 indicated adequate, 1 commented too much emphasis upon unions, 1 commented no need for collective bargaining since the union membership decline, and 1 responded too many HRM courses in the major/ reduce social awareness to 9 cr. hours. The remaining 23 commented: good selection of courses, well-rounded, appropriate for the market, social concerns, seems complete, most are practical, worthwhile well-thought out blend of courses, seems to cover all that human resources would be concerned with, well rounded—very good 30 hours, any coverage of outsourcing, benefits seems missing, needs upgrading to stay abreast of marketplace, demanding/solid/appropriate, good-electives make it better, offers necessary information in the field and when electives are added it offers solid exposure to the field.

When asked if they considered the HRM faculty to be responsive to communications and suggestions concerning the HRM program, two were blank, three responded unknown, one replied I will have to wait and see since I just made a suggestion, the other faculty responded: yes (repeated many times), absolutely, I assume so, very much so. no reason to doubt, from what I know-yes, basically-yes.

When asked to provide suggestions as to how the HRM program could be improved, 2 faculty made no response, 2 responded that they did not know, and 3 commented that they were not familiar enough with the area to respond. One faculty member commented that the program should be dropped because no one ever comes to FSU to recruit HRM majors. The remaining faculty responded: program is doing well, include internships, requiring internships would give an edge, teaching staff can determine this, involve the latest technical developments—e-mail, teleconferencing, etc., more hands on technology, use of HR personnel at FSU, try to attract some of our new leadership students, diversified faculty, a good program—publicize it more, BUSN 209, plan for retirement of present faculty, not much needed—maybe internships, focus on today’s environment, focus on what’s central, ongoing sensitivity to the field and making changes and introducing innovations as needed, more business courses, does this program have an advisory committee, computer applications, stay the course and do not make sudden/thoughtless decisions, all COB programs can be improved by a better ISYS 202 course.

The faculty survey shows that, in all departments, the program in HRM is perceived to be of value to the COB and the University. What could be added is “to the State and the country.” As many commented, it is an important activity performed in all organizations. One comment by a faculty member in the Management Department was that the program should be dropped because no employer comes to FSU to recruit HRM majors. However, jobs are available in

these areas and graduates of these programs find them. The past two years students have attended the Job Fair held on campus and have interviewed with or set up interviews with companies at the Job Fair.

Several comments related to what was considered an overemphasis on unions. Since union membership has declined, there should be little emphasis on unions. Actually, not a great deal of time is spent on unions. There are usually two chapters in all the basic HRM texts dealing with union organizing and collective bargaining. There is a required Collective Bargaining class and a required class in Labor Law and Legislation.

We do not feel there is an overemphasis on unions. While union membership has declined in the private sector for a number of reasons, including a firmer resistance on the part of employers, there has been an increase in union membership in the public sector. Employers should know what can be done in case of a union organizing drive. The course Labor Law and Legislation could be labeled Employment Law because it deals with more than the law regarding the union organizing process.

There were a number of interesting comments related to improving the program. Many comments related to internships and the use of computer technology. Through electives, students may enter into an internship arrangement. The COB had a full-time internship coordinator who had a number of internship stations in HRM but could not locate students willing to take them. On the other hand, there were students desirous of an HRM internship experience, but were unable to be placed in a station. We could emphasize work experience more than we do now, but we need someone to handle this activity. Handling it as an elective seems the best approach to take.

In terms of computer technology, we now require two computer courses, ISYS 105, Microcomputer Applications and ISYS 202, Principles of Information Systems. It appears that we should consider the addition of ISYS 200, Database Design and Implementation. Several faculty commented on the desirability of adding Human Resource Information System programs. Several years ago, the literature was researched for the type of HRM systems that were used for the purpose of acquiring them and using them in the senior level seminar course (now called Cases, Issues, and Trends). Lack of resources prevented us from obtaining these types of programs. It appears a request for resources should again be made.

Alumni Survey

Two hundred and forty surveys were sent to alumni, covering the past twenty years. This timeframe covered the alumni who were surveyed eight years ago. We wanted to see what happened to those alumni who responded to that survey. However, few responded and a number indicated they did not recall if they had responded. See appendix E for a copy of the survey form.

Twenty-five responses were received, a 10% response. The survey was sent out June 20. Probably not a very good time due to vacations, etc. Due to time pressures to complete the report for the APRC, we did not send a follow-up letter as a reminder.

Of the twenty-five, four were from alumni who were not employed in human resources. This small number supports the statement made that the curriculum prepares students for other positions in business as well as in human resource management. As one of our alumni, who is a retail manager, indicated, "I am involved in many human resource activities, as training, job evaluation, etc."

The responses will be separated. First, the results of the alumni not employed in human resources will be presented. Then, the results from those employed in human resources.

Alumni In Non-Human Resource Management Positions

When asked about their present position, the four alumni responded: Network Administrator, Director of Alumni Relations, Press-metal Fabrication Supervisor, AVP International Banking.

They graduated in: 1979, 1982, 1997, and 1998.

Since they graduated, they held the following positions: Customer Service, Sales Manager, PC Technician, Management Trainee, Traffic Manager, Housekeeping Manager, Technical Support and Operation Analyst, Maintenance and Tool Room Supervisor, Education Director, Continuing Education Manager.

They used the following methods of obtaining their first position: begged, interviewed with a family friend, advertisement in the Pioneer, my brother knew someone, finally passed typing test.

Asked to check off their areas of responsibility regarding the performance of human resource activities, only the Press-metal Fabrication Supervisor responded: human resource planning, selection, training/development, performance appraisal, safety/health, and interviewing.

They responded as indicated in the following table to the question "which of the following courses in HRM (PM/IR) helped in the pursuit of their career:

Title	Extremely Helpful	Very Helpful	Some Help	Not Very Helpful	No Help At All
Human Resource Management	1	1	2		
Wage/Salary Administration		1	3		
Collective Bargaining			4		
Cases/Issues/Trends in HRM			3		
International Human Resource Mgmt			1		1
Selection and Evaluation		3	1		
Labor Law/Legislation	1		1	1	
Labor Economics			2		
Organization Behavior	1	3			
Production Operations Mgmt	1		1	1	

Title	Extremely Helpful	Very Helpful	Some Help	Not Very Helpful	No Help At All
Employee Benefits		1	1	1	
Principles of Economics	1	2	1		
Principles of Accounting	2	2			
Financial Management	2		1	1	
Management Fundamentals	2	2			
Business Writing	3		1		
Business/Strategy/Policy	1	1	2		
Statistics	1	2		1	
Sociology		2	1		
Psychology		2	1		
Information Systems	1	2	1		
Microcomputer Applications	2	1			
Marketing	1	2	1		
Legal Environment	1	1	2		

While the above indicates that all of the courses have been helpful to some extent, there are some interesting points. Business writing, accounting, financial management, management fundamentals, and organization behavior are among the courses that have been most helpful. They are part of what is called the business core and the results of this survey indicate that they should continue to be part of the core. The accounting and financial management courses are demanding and students have some difficulty in them. It is interesting to note that these courses were considered to be especially helpful.

When asked which of the courses in the above table were most helpful, they replied: marketing, computers, legal environment, production/operations management, statistics, labor law, management fundamentals, personnel management, accounting principles, computer related. Apparently a variety of courses were most helpful.

When asked why they considered the courses listed in the above paragraph to be helpful, they replied:

Use them daily, supervisory/leadership skills, training employees, coping with total team, empowered environment, information systems was where I wanted to work, presented the big picture/my focus was not narrow.

When asked which of the courses in the above table were not very helpful, they replied: sociology/psychology were not well taught, I learned a bit of pertinent data from everything, employee benefits, financial management, information systems, legal, policy, human relations courses because I am not using them in my career.

When asked why the courses listed in the above paragraph were not very useful, not all responded. One response was, "see the above", and another was "involved with implementation, not creating/interpreting".

When asked what subject areas should have been covered, they replied: more business communication courses, more writing/speaking, more team-oriented run courses, decision-making, problem solving, inspire others, interviewing, my computer skills were weak.

When asked why the responses in the above paragraph should be added, they responded: soft skills are sometimes more important than the hard skills, manufacturing is going toward the work-teams, new grads need these skills, these may have been added since but word processing and spreadsheet at a minimum.

When asked about how well their education prepared them in various competencies and skills, they replied as follows:

Competencies

Title	Excellent	Good	Average	Below Average	Poor
Communication Competence	2	1	1		
Scientific Understanding		3	1		
Cultural Enrichment		1	2		1
Social Awareness		2	1	1	
Quantitative Skills		3	1		
Leadership Skills		3	1		

Skills

Title	Excellent	Good	Average	Below Average	Poor
Computer		2	1	1	
Verbal Communication		3	1		
Writing	2	1	1		
Interpersonal		1	3		
Decision-Making		2	2		
Analyzing		2	2		
Leadership		3		1	

When asked to comment on their responses to the above tables, they responded: communication skills taught well, interpersonal/decision/making/quantitative skills only average when compared to other schools, cultural enrichment needs improvement, more important to success than the technical skills are interpersonal, communication, decision-making, etc. skills.

Nearly all the competencies and skills were rated average and above except for social awareness, cultural enrichment, computer skills and leadership skills One alumni rated their preparation in each of the foregoing as below average.

Two responded to the professional membership question: Industrial Trade Association of Chicago, and the CASE/MAC organization.

When asked why they belonged to the above-mentioned organizations, the two replied: networking, educational, sales opportunities, current information in my profession.

When asked about the computer in their work, to what extent and for what purpose, they replied: do all my own letters/e-mail/spreadsheets, daily, administrative company network, at least 80% of my time communicating, planning, scheduling production, order completion/word perfect/e-mail/power point/net.

When asked if they purchased programs or developed them, they replied: 2 mentioned purchased, 1 replied both, and 1 replied for PC and network, 99% bought off the shelf.

If programs were purchased, they were asked which ones were purchased. They replied: lotus, excel, windows 95, Microsoft office suite, CRISP, Word Perfect, televiser, MS office 2000, older version of lotus, Windows 97, excel, power point, forest and trees, CAD, Smart suite versions 3x, 96, and 97.

When asked which computer programs were developed internally, they replied, a couple of MS areas, data bases for training bad checks and lease management, KRonos, Speed, A Maps, and Locator.

When asked about the competency students should have with the computer, they replied: definitely good skills with popular applications as MS Excel and Word, Excel, Windows 97, Powerpoint, Word perfect, spreadsheet, power point, data base.

When asked what they expected to be doing in the next five/ten years, they responded: counseling "new to export" clients, managing a network for medium-sized company or non-profit (govt.) organization, will be plant manager/superintendent of a major steel stamping or fabricating plant in the U. S.. advanced work in fund raising/fund advising.

When asked if they responded to the survey conducted 9 years go, two said no, 1 did not respond, and 1 said that they did not recall.

When given the opportunity to make any comments they desired to, they responded: overall, I've always felt FSU gave me an excellent education—both my sons have gone there, Ferris was a very good school but must keep step in updating its programs with today's manufacturing environment – team empowerment/team driven, like to see a Master's program covering administration/team management aspect which supervisors/personnel administrators/plant managers and HR reps face today in dealing with work teams and leading them in the next millennium.

Alumni in Human-Resource Management Positions

Twenty-one of the respondents had positions in human resource management. This included one person employed as a retail store manager who was kept in this section because of the extensive use of human resource management functions.

When asked about their present position, the alumni responded: Safety Coordinator, Director of Human Resources (3), Human Resource Manager (3), Human Resource Benefit/Recruiting Administrator, Account Manager, Human Resource Manager 12 years/Quality Manager 3 years, Safety/Human Resource Rep, Senior Human Resource Officer, Human Resource Representative, Human Resource Vehicle Rep, Senior Human Resource Manager, Recruiter, Vice-President of Employment Agency, Human Resource/Environment Director, Human Resource Consultant, Benefit Manager, Retail Store Manager.

Their salaries ranged from \$22,000 to \$100,000. When bonuses are included, their compensation ranged from \$22,000 to \$115,000. Using a \$10,000 range, there was 1 in the \$20,000 range, 6 in the \$30,000 area, 2 in the \$40,000 range, 1 in the \$50,000 category, 3 in the \$60,000 range, 1 in the \$70,000 range, 3 in the \$80,000 area, and 1 in the \$100,000 area. When bonuses are included there would be 2 in the \$100,000 range. The salary question was obviously optional and several alumni did not comment.

Their graduation dates ranged from 1980 to 1997. By classes, the responses received were 1 from 1980, 1 in '81, 1 in '83, 4 in '86, 2 in '88, 3 in '89, 2 in '90, 1 in '91, 1 in '92 (also received a degree in '89—already noted), 1 in '93, 1 in '95, and 3 in '97.

When asked about the positions they have held since graduation, they responded:

Human Resource Recruiter	Human Resource Manager
Human Resource Manager	Director of Human Resource
Human Resource Director	Human Resource Recruiter
Customer Assistant Representative	Outplacement Consultant
Recruiter	Executive Recruiter
New Full Time Mother	Contract Staffing Manager
Human Resource Administrator	Branch Sales Manager
Vice President	Retail Management Position
Safety-Training Coordinator	Human Resource Development Coordinator
Human Resource Environment Director	Placement Coordinator
Industry-Safety Coordinator	Secretary/Administrative Assistant
Human Resource Management (89)	Payroll Administration/Staffing Coordinator
Assistant Manager at Video Store	Field Training Manager
Training Implementation Manager	Human Resource Manager
Human Resource Manager	Director Labor Relations/
Director Human Resource Management	Administrative Counselor
Director of Recruitment	Accounting Manager
Human Resource Assistant	Human Resources Representative
Regional Human Resource Administrator	Director Student Life
Manager Human Resources	Senior Human Resource Manager
Human Resource Manager	Human Resource Representative
Human Resource Associate	Sales Representative Vehicle Representative
Waitress	Human Resource Consultant
Placement Specialist	Human Resource Manager
Insurance-Workers Comp Representative	Safety Coordinator
Company Safety Manager	Human Resource Representative
Manager Human Resources	Recruiting Clerk

Benefits Administrator
 Company Benefits Analyst
 Director
 Manufacturing Positions Union & Non Union
 Chairman of Human Resource Committee of Board of Directors, Non-profit Organization

Compensation Analyst
 Benefits Administration
 Human Resource Director

When asked how they obtained their first position, they replied: newspaper ad (10) (one mentioned that they had responded to a blind ad), Job Fair at FSU (2), FSU Placement Office (2), made application after graduation, network, started in supervision and 2 years later was promoted to HR Mgr, temporary services—position grew as the company grew, transfer from another department, started as tool/die assistant—opening became available and I was offered the position of safety/training coordinator. One commented that they had responded to newspaper ads and had many, many interviews.

When asked what functions of Human Resource Management they had used in the various positions they had held, they responded:

Human Resource Function	Number of Responses
Human Resource Planning	16
Selection	18
Training/Development	18
Performance Appraisal	16
Compensation	14
Safety/Health	15
Grievance Administration	11
Unemployment Compensation	14
Recruiting	19
Interviewing	19
Testing	14
Job Analysis	14
Benefits/Benefits Administration	13
Collective Bargaining	08
Worker's Compensation	13

In addition to the above human resource activities, the following were mentioned: strategic planning (2) ,payroll, plan parties for hourly employees, employee relations, HRIS implementation, organization behavior, environmental operations (EPA, etc), financial budgeting, staffing, termination, discipline, advertising. environmental/safety management.

When asked about specific duties regarding the above mentioned areas of responsibility, they made the following comments:

Do safety, work comp for medium-sized trucking firm and running 1200 random drug/alcohol programs.

I am spending more time on safety than I thought I would.

Most important function of HR is to set a good example.

Support 198 quick service restaurants in 3-state area—heavy in complaint resolution,

development, staffing, performance appraisal.

Worked in all areas—in my opinion the most important is people skills, communication.

In charge of safety for 100-employee plant, as well as work comp staffing, benefits.

Overall responsibility for all in question 5. (checked all but 2).

On team that provided upper management at Ford Motor opportunity to participate in management lease program (planning, analyzing job performance).

Main emphasis is recruiting—phone interview, campus interview, face-to-face interview, final interview, generalist activities.

As a store manager, I have become involved in many corporate activities—testing, training, job evaluation, etc.

Responsible for hiring 50 production assistants and 10 management staff for new business where I work.

Designed benefit programs, compliance programs, established HR Dept in non-profit org., negotiated contracts, designed performance appraisal programs, and prepared budgets for entire organization.

As a generalist, you will be expected to know all in question 5.

When asked to indicate to what extent the courses in their' Human Resource Management major helped in their careers, they replied:

Courses	Extremely Helpful	Very Helpful	Some Help	Not Very Helpful	No Help At All	Not Offered
Human Resource Management	8	7	5			
Wage/Salary Administration	4	5	8			
Collective Bargaining	3	4	7	2		
Cases/Issues/Trends	1	8	1			3
International HRM						
Selection and Evaluation	1	3	10			2
Labor Law/Legislation	10	5	3	1		
Organizational Behavior	10	6	3			
Production/Operations Mgmt	4	4	4	3	2	1
Employee Benefits	3	4	6	1		2
Principles of Economics	2	4	10	3	1	
Principles of Accounting	3	3	10	3		
Financial Management	3	3	10	2	1	
Management Fundamentals	7	4	4			
Business Writing	8	5	4			
Business Strategy/Policy	10	7	1			
Statistics	3	2	11	2	2	
Sociology	4	7	7		1	
Psychology	11	6	4			
Information Systems	5	8	5			1
Microcomputer Applications	5	8	3			1
Marketing	4	5	8	1	1	
Legal Environment	5	5	5			2

When asked which of the above have been most helpful to you, they replied: microcomputer/personnel mgmt/employee benefits/principles of mgmt/ psychology, collective bargaining/labor law and legislation/organization behavior/ accounting, management fundamentals/ business writing/ business policy and strategy/ psychology (realize more and more the importance of people skills), labor law/business writing, labor law/human resource management, personnel management/labor law and legislation/collective bargaining/sociology/psychology/legal environment, labor law (use it all the time)/organization behavior/accounting/ psychology, labor law/basic management, human resource management/business policy and strategy, back in 85 and 86 not many/not enough hands on work/all text, sociology/psychology, business policy and strategy, psychology/sociology, labor law/wage and salary adm/business strategy and policy, legal/computer skills/psychology, business writing/organization behavior, policy/microcomputer applications/human resource seminar, wage and salary adm/ organization behavior, business law/human resource management, personnel management/law classes/current issues, organizational behavior.

Some replies mentioned 3-4 courses, others mentioned 1 or 2. Labor law, human resource management, Organization behavior, and business strategy and policy, sociology, and psychology were among those most frequently mentioned.

When asked why the above have been most helpful, they replied:

Topics covered on a daily basis in my place of work. Psychology helps understand where people are coming from.
Understanding “big picture” of business.
They have been an integral part of all my positions.
My responsibilities have been in legal areas—also most directly applicable to most industries.
They are the basis of human resources and dealing with people.
My department handles 178 clients so I need to know their company policies regarding substance abuse and alcohol and to be able to properly bill them.
To understand how to relate to all types of people and understand and value their differences.
Management skills are necessary no matter what you do.
Overall human resource knowledge business strategy because of the amount of work time frames and working groups.
Being an entrepreneur in the people business, it is critical to understand the dynamics of human behavior and key strategies of the business community.
Understanding my staff’s diversity.
They are clear-cut tools you can refer back to.
Apply to most work in HR.
Business writing—every letter must be correct in grammar, spelling, etc. Not only is it a reflection of the author, but many are kept in files which will be scrutinized later—possibly in court.
Those classes deal with real life situations.
Business still applies the same principles.
These are the courses that give you an overview of the law.

HR is becoming a more strategic partner in business—and with the tight labor conditions today being above to develop within and recruit candidates is crucial.

When asked which of the classes listed in question were not very helpful, they replied: labor economics, principles of economics, production/operations management, sociology, marketing, all were valuable, benefits, economics, those with focus on accounting/finance—not applicable—if necessary, can learn on the job, economics, accounting, financial management, labor economics/production management—I really don't use either of them because my company is not in manufacturing, economics, terrible professor, computer applications and administrative classes—I have a secretary and our systems department does the work, marketing, management fundamentals, all were helpful, I think all classes are helpful in one way or another—for many years I never really understood why accounting was so important—now I have to prepare budgets and forecasts for my department—I'm glad I had a little basic information, production management/accounting/finance, statistics, statistics, statistics, statistics—collective bargaining (in a non-union environment), don't do much in marketing in the sense in which it was taught at Ferris—statistics is very important but I did not get much out of the class, international human resource management.

Of note in the above listing is the selection of a number of courses students, in general, do not do very well in, such as accounting, finance, and economics. Statistics was also mentioned quite often.

When asked why the courses mentioned above were not useful, they replied:

All operations I deal with are domestic. POM has not played a role in my job, nor has marketing, economics, or sociology.

The benefits were outdated and not specific to the needs of a HR dept in the field.

The accounting and finance departments are the experts.

I feel that they do not directly apply to what I do.

Computer applications needs to be taught but the field has become so specialized that technical classes are not necessary.

Either I never had the need to use them or they were too basic.

I do not deal with these areas in my present job.

Never had to use it.

Just never used in my position.

Of interest in the above responses that if the alumni are not using the information gained in their present position, then there is a feeling that a course taken is not useful.

When asked what areas should have been covered, they made the following responses: more financial understanding and budgeting, more strategic planning, benefits/compensation, etc.—both are crucial—especially when working for small company where there are one or two HR people doing it all, leadership classes, workers comp should have more emphasis as well as safety (OSHA 20 logs), more financial to groom plant managers—quality related classes, organization skills/time management, more collective bargaining—union/non-union, glad to see that international has been added/should have more on leadership, exposure to the internet—including searching the web for qualified candidates, ergonomics and OSHA compliance—I was

dumbfounded when I started this, job analysis/performance appraisal, development, mediation, training, wage/benefit surveys/analysis/design, more info regarding workers comp—how to manage a claim, etc, I wish more classes like today’s courses were available back in 85/86, business networking and community involvement, diversity of the workforce, violence in the workforce, training methods, assertiveness training, current employment law cases, labor laws, hands on workshops in developing associate handbooks/attendance policies, etc., need more course work dealing with business communications, also more coursework in dealing with employee relations problems, internet basics, interviewing and resume writing, co-op, public speaking and presentation skills, I hope everyone still has to take a speech class—very useful, also power point presentations and thorough discussion of HMO’s.

When asked why the above should be covered, they responded: HR does more than hiring and financial knowledge is needed, potential costs/fines to companies for noncompliance, close the loop—an understanding how all is “integrated” together, more firms are non-union than union, global economy-growth in this area/prepare for higher levels, it is useful, employee behavior and OSHA’s, that is what is lacking and I had to learn on my own, HR professionals are the linkage between corporations and the outside community relating to recruitment and company image—it is key to recognize the hidden expectations of the field, our society is becoming more divided in terms of educational levels, real world—hands on knowledge you can use and strengthen yourself in today’s competitive market in human resources, you would be surprised at how many new graduates have been hired that cannot write business letters and memos, I have interviewed HR graduates and the skills in this area are poor/if they are applying for jobs In which a large focus is interviewing they need to demonstrate skills in this area. To get a better feel for the Real world business environment, communication is key in this business—its liaison between administration and employees-also presentation skills—power point video conferencing is used widely—but biggest challenge is constantly changing HMO climate.

They were asked how well they felt prepared in various competencies and skills. They replied as follows:

Competencies

Title	Excellent	Good	Average	Below Average	Poor
Computer	7	6	5	1	
Scientific Understanding		8	10		
Cultural Enrichment	3	5	8	2	1
Social Awareness	5	10	4	1	1
Quantitative	2	8	8	1	
Leadership	7	7	5	2	

Skills

Title	Excellent	Good	Average	Below Average	Poor
Computer	1	10	3	7	
Verbal Communication	4	12	3	1	
Writing	3	10	7		
Interpersonal	6	12	1	1	
Decision-Making	5	9	6	1	
Analyzing	6	10	4	1	
Leadership	6	10	4	1	

While the above two tables can be interpreted many different ways, it does indicate that in all of the above most of the respondents feel average or above prepared in the listed competencies and skills. The one skill that stands out is that of computer skill, where 7 of the respondents felt below average in preparation.

When asked to comment regarding to their response to their preparation in the listed skills and competencies, they replied as follows:

I cannot say enough about the quality of the overall education I received at Ferris. It has been the foundation to my success.

As stated previously, more emphasis on quantitative and financial—others were good, but had to teach what goes on in “always” changing employment environment.

As a whole, most areas covered have given me good preparation for the business world.

Again, I do not think we can get too many communication and leadership classes.

I think emphasis on leadership, public speaking skills and interpersonal skills would be Beneficial to interviewing and advancement.

Too many of my classes had no relevance to real life—they were easy, didn't require much work to excel.

A lot of what I do is written communication, or one-on-one communication.

Computers have changed very rapidly. In 1987-1991, we were not accessible to computers as kids are today.

Universities cannot teach life experiences but exposure to more business realities would give graduates an edge in the business world. Internships should be required, not just suggested.

Continue to develop a global human resource program, which stays current on current issues and hands on knowledge to take to your first job.

Should have had more mandatory computer courses. Technology is different now. students are going to college with computer skills.

A lot of the skills are picked up only if you go to school with them. Ferris did not force the skills on you.

The alumni were asked about their professional memberships. They indicated they belonged to the following professional organizations: Delta Sigma Pi, AMA, SHRM (7), MEA, ASCG, AMA, SAM, Delta Zeta, Local Chamber of Commerce, National Association of personnel services, no professional organization but I am very involved with our chamber of commerce and the local business community, Local Hospital Association, Health Care Human Resource Executives, Association for Human Resource Management, Local Human Resource Associations (5).

SHRM is the organization to which many belong. What is surprising are the numbers who do not belong to it or any other professional organization.

When asked why they belong to professional organizations, those who did responded as follows: It is a pro-Business fraternity and got me exposure to business while in school, keeps me in contact with other professionals, keeps me abreast with changes in the field, for networking, for resources available salary range information is provided to me by the annual survey, stay on top of latest changes, keep on top of trends, offers great development courses for staff, only certification, keep with new information, networking with similar professions and

availability of resources, social, networking, opportunity for leadership/teamwork/seminars, networking—being able to call for references/wage/salary/benefits/ Comparisons, etc, support, leadership, current legal information, information and networking opportunities, I would encourage every HR student to get involved and network with other HR professionals and business leaders, networking, finding out what is going on in other areas, seminars/workshops, law updates, city directory, resource book, great contacts, keeps you up on legal trends.

The above indicates that professional organization membership is very useful for a variety of reasons, including networking and keeping up to date. It raises a question as to how well those who do not belong to any professional organization keep up to date. It also raises the question as to whether those not belonging to any professional organization are handicapped in the pursuit of a career by not doing so.

When asked to what extent they used the computer in their work, they responded as follows: daily, for everything—news, info, communications, letters, forms, etc., for reports, policy writing, graphs, presentations, as well as mainframe information and on-line hookup with vendor, daily—word processing, spreadsheeting, e-mail, and in the new future—HRIS, always/every day—trend charts/data collection/analysis/etc., files, presentation, graphs, daily—mainly e-mail/some development work of performance appraisals, training processes, presentations, daily-e-mail/databases/spreadsheets/word processing, everyday/all day, all the time—making forms/reports/databases for accidents, daily/a lot—HRIS management, word processing, e-mail, spreadsheets, all the time—recruiting from the web/spreadsheets/graphs for financial planning, etc, everyday—reports and most specifically internet recruiting, each day/every day—internet access, database usage/spreadsheets for business tracking and information management, e-mail/word processing/Microsoft word and excel, 60% of my day is on a computer (sometimes less)—reports, paperwork, HR related programs, etc., very extensive—HRIS systems/ payroll/letters/budgeting/forecasting costs, data input/training/research, 100%--HRIS/spreadsheets, resume tracking/e-mail, I use the computer every day for building spreadsheets and HRIS systems.

The response from all but one respondent indicates that the computer is used extensively, every day.

When asked if they purchased programs or developed them internally, most replied “both”:

When asked which did they purchase, they replied: Lotus, PC anywhere, Peoplesoft, Access, Excel, Word, PowerPoint, internet, windows 98, on-line programs for medical/work comp/prescrip service, Windows 98 office, freelance graphics, lotus 1/2/3, dBase quicken, ADP NR Perspectives/ADP Payroll/system 36 AS 400, Crystal resort, ABRA Lotus notes, Resumes, Temp Tools, Gold Mine, ADP Horizon, MSDS Program, Translator Program, Scopus, Cyborg, Kronus.

Most of the respondents use the usual general programs –excel, PowerPoint, access, lotus, as well as some more specific programs as Cyber, MSDS Program, etc. See above.

When asked about the programs they developed, they mentioned the following: Some lotus programs, databases, mainframe general information on employees, HRIS, attendance, programs for organization information and format it, benefits administration/applicant tracking/workers comp, all designed to fit our needs, random drug and alcohol system, HR database, Meijer has its own information tech department, developed as associate tracking program for wage information classification/pay rates/performance evaluations, web use/HRIS/Drin/Navis/Lums/concepts,

The foregoing indicates that while some internal development of HR programs occurs, most of the programs used are purchased.

When asked, based on their experience what capabilities with the computer the graduates of our HR program should have, they replied: HRIS experience, know internet (helps find answers), word processing, know PowerPoint (or something similar/ basic comfort with use, proficient in windows applications, especially word/excel/PowerPoint/access, knowledge of Microsoft office/lotus suite/internet/word processing/spreadsheets especially knowledgeable, more and more everyday-no paperwork-a paperless system, understanding of windows, word programs, spreadsheet, presentation program, e-mail, database programs, use of different types of software and the internet, know it all—I still have a tough time/more practical and less on history of computers, fast keyboarding skills/overall general knowledge of word processing/database/spreadsheets, typing speed is crucial as well as not being afraid of new things, as much as possible, students should know everything about the computer as possible from adding to repairing, they should be familiar with the leading software applications for business use—Microsoft word, excel, understanding of basic programming so they can develop needed reports, at least one required micro class per year.

The responses indicate that at a minimum, students should know word, excel, access, spreadsheets, development of and use of a database.

When asked what they would be doing during the next five-ten years, they replied as follows: HR professional in auto industry, VP HR or training, in HR field still in benefits or as a HR manager, advancing to HR manager/pursuing a master's degree, currently managing 10 plant quality systems/probably divisional manager/board of directors is my goal, director of operations of VP of operations, executive level of publicly held international company, VP HR and teaching graduate level at a local university, HR manager of director in the automotive or health care industry, doing the same/I love my job, in five years—same old, same old, in 10 years back to college to develop a new career in another area, managing in a team based environment, being a mom which is a full-time job/however working s recruiter part time for internet recruiting, HR director/generalist activities, expanding my business to more branches, same position or advancing to district director position where I would oversee several stores, I am currently part-owner in the company I helped start 3 years ago and will be moving into VP of operations in 2 years, same or moved to the corporate office, recruiting.

When asked if they responded to the survey conducted 9 years ago, 3 said yes, 2 did not recall, the remaining said no.

When given the opportunity to “comment”, 5 did not comment, several said “thanks” the remaining comments follow:

I have had many HR colleagues ask me about my undergraduate program of study because I advanced so quickly in my career. They were also impressed by my knowledge of other areas, such as statistics, finance, and strategic planning. In comparing my program at Ferris with their undergraduate programs, they were surprised at all of the course work that they did not have. The program with FSU was excellent and prepared me well for a career, not just a job, in HR. (1986).

We were never prepared well enough to handle some of the personal problems that employees bring to the workplace. Violence in the workplace was also never addressed when I was in class.

I wish we would've had "real life" HR managers come in and give us the facts of life from time to time (1989).

As you consider the tools needed for professionals, seriously consider the adaptation of interning opportunities. Students need a taste of the real world to apply the applications learned in the classroom—not waiting until graduation. Maybe the curriculum has dramatically changed since 1984, but case studies and practical issues in the field should be studied in all courses related to the degree (1988).

I feel confident that Ferris prepared me for a successful career but would like to see reputation of our university improve. I met a number of skilled professionals who set high standards for their students. Although I remember how Ferris was founded and its beliefs that everyone should be given a change, I think tighter restrictions should be implemented to honor its founder (1988).

If at all possible, I would be particularly interested in a wage survey, giving me the opportunity to see FSU graduate placement rates and starting salaries/current salaries (1997).

I wish the Ferris State HR management professional great success. Keep moving the program forward, it's a great career to pursue (1990).

Ferris should provide more computer application education. Get away from structured HR classes and put more emphasis on the trends in business at the present time (1997).

I also enjoyed speakers we would have, especially alumni who would come and talk about their experience and current job—very encouraging and helpful. All staff, including Donna, Dean Hanson, Dr. Perdue and Pomnichowski were very helpful, patient and were excellent role models—especially in customer service. Let me know what else I can do (1989/1992).

Students need to have a realistic expectation of the kind of job to seek. I've seen many students with little or no experience and believe they are fully capable of working in a manager or director position. This is simply not the case. They lack very valuable experience that could never be taught in schools. Working their way up is something that is beneath them. HR graduates need understand (and prepare) that they will be scrutinized much more than when they were at interviews (1989).

I think HR is a field that is very hard to prepare for literally, as the environment is always changing. Good HR people need to be good communicators and leaders w/ minds that can grasp change easily and help guide others—help make others comfortable and allow business to grow (1998).

Keys needed in today's environment:

1. People skills/communication
2. Computer skills
3. Time management/organizational skills
4. Diversification in subjects to see :big picture.
5. Leadership skills
6. Foreign language/international exposure
7. Quality, safety, environmental, health (1983)

Thank you for this opportunity. Mr. Perdue and Mr. Pomnichowski, both of you were wonderful professors. I really enjoyed the HR classes. I really got into Labor Law and Collective bargaining (1993).

Please give students some exposure to SHRM. Also provide them w/as many contacts for jobs as possible (1997).

It was nice to hear from FSU and plus to know Mr. Perdue and Mr. Pomnichowski are both still at FSU (1991).

While the returns to the alumni survey were somewhat disappointing in numbers, the content was good. Those responding have obtained jobs in their field and some have become quite successful. Various types of analyses could be made of the responses, but several stand out:

1. Their overall education seems to be good.
2. The new classes that were added, particularly the Cases/Issues/Trends class has strengthened the program.
3. Some changes should be considered—greater emphasis on internships, be sure to continue practice of using guest speakers and perhaps increase the number.
4. Again consider obtaining HR programs for classroom use.
5. Consider the addition of a database course.
6. Safety should receive the emphasis it had before the switch to semesters.

Advisory Committee

The advisory committee met March 1999 at the Holiday Inn. The minutes will be found in Appendix F. Nearly all of the committee members were part of the committee nine years ago when the program went through the Academic Program Review.

The following suggestions/comments were made by the advisory committee:

1. Be sure benefits are covered
2. Database management should be part of the major.
3. Human Resource Management is a valuable part of an organization and it is continually increasing in its value.
4. Students should become familiar with an HRIS.
5. HRM is more valuable now than it was five years ago.
6. Be sure to bring in speakers with expertise in all areas.
7. Get students some hands-on experience if possible. Even merely watching is useful.
8. Make sure students can communicate both orally and in writing.

9. Students should be aware of the changing work force and be able to adapt to it.
10. Students should know how to run a meeting.
11. Students should learn how to communicate one-on-one to avoid conflicts.
12. Students need organizational skills.
13. Decisions are made within budget limitations.
14. Some suggested areas of study are behavioral sciences, life skills, and investments.

Suggestions made by the committee nine years ago were pursued and are part of the existing curriculum. Some of the recent suggestions/comments made are now part of the curriculum, but other suggestions indicate how the HRM major can be improved.

Program Review Panel Evaluation

Following are the average scores for the 15 items to be rated by panel members:

Item	Average Score	No Response
1. Student perception of instruction	4	
2. Student satisfaction with program	4	
3. Advisory Committee' perception of program	4	1
4. Demand for graduates	3.6	1
5. Use of information on labor market	4.4	
6. Use of profession/industry standards	4	2
7. Use of student follow-up information	4.25	1
8. Relevance of supportive courses	4.4	
9. Qualifications of Administrators and Supervisors	4.2	
10. Instructional staffing	4.4	
11. Facilities	3.8	
12. Scheduling of instructional facilities	4.4	
13. Equipment	3.8	
14. Adaptation of instruction	4.6	
15. Adequate & Availability of instructional materials/supplies	3.6	1

SECTION 3--ENROLLMENT TRENDS

See the data on enrollment on pages 3-6.

In brief summary, enrollment in the Human Resource Management program followed the enrollment pattern for the College of Business from 1991 to 1994, going from 40 to 23. However, while enrollment in other programs (majors) in the College of Business continued to decline, enrollment in the Human Resource Management program has increased, moving to 61 fall 1998. See enrollment figures for the College of Business in Appendix H.

SECTION 4--PROGRAM PRODUCTIVITY/COST

Statistics provided by the Office of Institutional Research regarding cost data for 1997/1998 show the following regarding the Human Resource Management program (major) (See Appendix I for more data):

Item	Cost
Average Instructor Cost/SCH	\$106.80
Average Department Cost/SCH	34.80
Average Dean's Cost/SCH	12.80
Total Instructor Cost	13,088.97
Total Department Cost	4,245.40
Total Dean's Cost	1,561.78
Total Program Cost	18,837.15
Total Cost/SCH	154.70

The foregoing data and the more complete data shown in Appendix I, indicate that the Human Resource Management program is not a high cost program.

In comparison, the Average Instructor Cost/SCH for programs in the Management Department range from \$88.39 to \$274.44. The Human Resource Management cost is \$106.80. Only 4 of the 18 programs offered in the Management Department have a lower Average Instructor Cost/SCH.

A perusal of the data shown in Appendix I regarding costs for the Human Resource Management Program, as well as other programs, as determined by the Office of Institutional Research, will show the HRM program is not a high cost program.

It should be noted that some of the cost figures presented for different types of costs regarding various programs are very close – consider, for example the Average Dept Cost/SCH and the Average Dean's Cost/SCH. These figures regarding the various programs are very close. For additional cost comparisons, see Appendix I).

SECTION 5 CONCLUSIONS BY THE PRP PANEL

Using 5 as high and 1 as low, the PRP panel concluded the following regarding the Human Resource Management program:

1. Centrality of Mission 5
Very much in line with the mission of Ferris State University.
2. Uniqueness and Visibility 3

The program is not unique because many Colleges of Business have a program in Human Resource Management, as they do in Accounting, CIS, Marketing, Finance, etc. However the program is a strong program and is becoming stronger due to changes continuously made to

upgrade the program (note alumni comments regarding strength of the program and comments such as "I wish some of these courses were available when I was in the program." It is probably better than many (again note alumni comment) due to the required and the variety of electives available in the program.

The program does not have great visibility. Not many of the programs in the College to Business do. It is one of many programs offered in the College of Business. While recognizing the value of the major because of its importance to every business, in the faculty survey, several commented they did not know of the program, and that it should be given greater publicity. It seems to be well known in Botswana.

When the faculty were more active in the professional organizations in Grand Rapids, (presidency, member of boards of the associations), the program had greater visibility in that area.

- | | | |
|----|---|---|
| 3. | Service to the State/Nation | 4 |
| | The alumni response indicate they are performing a service to the State and nation. The need for human resource personnel at both the state and national level (see pages 3-5 of this report) reflect the service performed by the program. | |
| 4. | Demand by Students | 4 |
| | Past enrollment figures show a continuous interest in the program on the part of students. It has the 3rd highest enrollment of the 18 programs in the Management Department. | |
| 5. | Quality of Instruction | 4 |
| | The quality of instruction is very good. Note the unsolicited positive comments by present students and alumni. Instructors are continuously looking to improve the instruction. See Appendix M of survey student surveys conducted at least once a year. | |
| 6. | Demand for Students | 4 |
| | The comments made previously in this report (pages 3-5) indicate a good and continuous demand for graduates at the state and national levels. | |

Over the past few years, there has been an increase in the hiring of graduates of the HRM program directly into HR departments. Previously, a graduate would have to have some general business experience before being moved/hired into a HR department of a company.

Students attending the Job Fair have received interview invitations. This is a reflection of a demand for graduates.

- | | | |
|----|--|---|
| 7. | Placement Rates | 4 |
| | Salary | 4 |
| | See the statistics on placement and salary in Appendix L and in the results of the Alumni Survey. Also see the data on positions and salaries on pages 3-5 of this report. | |

8. Service to Non-majors

3

Prior to the conversion from quarters to semesters, the rating would have been a 5. See enrollment information in the early part of the report, page 3.

As it should be, the basic human resource management course is required by a number of programs in the College of Business and for other programs. However, not as many as before. Few, if any, non-majors are now in what were popular courses prior to the conversion – Collective Bargaining, Labor Law/Legislation, Wage and Salary Administration.

Several years ago, the HRM faculty proposed a minor and a certificate in HRM. The Management Department faculty voted unanimously for the 2 proposals, but the Department Chair spoke against the minor proposal at the College of Business curriculum committee meeting, and the proposal has been buried since. This proposal would have been of service to non-majors, which was its purpose.

The minor and certificate programs would have been and still could be a very good way of serving non-majors, such as those students in Health Administration, Criminal Justice, etc.

9. Facilities, Equipment

2

Money is needed for computer HRM programs. These programs could be used in class to provide another edge for our students in employment. Money is also needed to purchase reference material for the library, for example on benefit rules, regulations, etc.

10. Library

2.9

There are insufficient references. Material should be available, for example, on benefit rules, regulations, forms – to conform to both state and federal laws. Incidentally, benefits were mentioned by students returning from interviews, by our advisory committee members, and by our alumni.

11. Cost

5

The cost, using the various measures adopted by the Office of Institutional Research is low. See above material on costs in Appendix I.

12. Faculty professional/scholarly activities

4

The HRM faculty are members of local (Grand Rapids) and national professional organizations in HRM, for example the Association of Training and Development, Industrial Relations Research Association, the Society for Human Resource Management, and the International Society for Human Resource Managers.

They have not been as active recently as in the past when they held office in them, such as Vice-President and Board Member for ASTD, and Vice-Pres and Board Member for IRRRA, Board Member for Scanlon Plan Associates, etc. and attended local (Grand Rapids) and national meetings.

They read the literature and engage in research connected with their classes, such as determining what computer programs are available in HRM, their cost and usability for classroom purposes.

13. Administrative Effectiveness

Program Coordinators 4

The program coordinators are active student major counselors and maintain the program.

Department Chair 2.5

Not supportive of the unanimous vote by the Department faculty in creating a minor in HRM. Speaking against the proposal in the College of Business curriculum committee meeting (the Chair is a member of this committee), contrary to the wishes of the department faculty as indicated by their vote to support the proposal.

SECTION 6 PRP PANEL RECOMMENDATIONS

HRM is a strong program, which fits in with the FSU mission. Changes in the program have been made over the years, some relatively recently, and will continue to be made to improve/strengthen the program and the employability of the graduates. That the changes made were necessary is indicated by the comments of our alumni who commented that they wish certain areas had been covered and that they wish some of the courses had been available when they were taking the program.

The state and national forecasts, websites, and publications of SHRM indicate a continuing need for graduates prepared in HRM. There is a continuing need and it is expected that there will be steady growth in the program.

While HRM is a strong program, even though changes have been made only a few years ago, and the new courses are continuing to be developed (Cases, Issues, and Trends and International Human Resource Management), there is a continuing need to improve the program and, in this way, improve the success of our alumni. The alumni survey shows that many of the respondents have been successful, with some being very successful.

Considering all of the above data, following are the recommendations of the PRP panel:

1. Obtain computer HRM programs and use them in appropriate classes to develop student knowledge and some degree of competency in them.

This would require at least \$3,000 – 4,000 and technical assistance in installation.

2. Obtain reference books, etc. for library placement in areas that are needed, but lightly covered in the traditional textbooks. Benefits is only one of these areas.

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The initial cost may run from \$1500 to 2,000, with perhaps a need to provide funds for updating each year.

3. Add HRM websites to various HRM classes. Faculty researched websites this past summer with the purpose of adding websites to the Cases, Issues, Trends class. Those planning to be covered include those dealing with workplace violence, compensation, recruiting, planning, performance appraisal, safety/health, etc. Students should know how to locate and use information and resources available on the web.
4. Reconsider the possibility of internships for the program. This has been done in the past and there are numerous difficulties, but we recommend reconsideration of work experience.
5. Strongly consider how a database management course could be included in the program – required or elective.
6. Strongly consider the addition of safety courses in the program. These were part of the program in the past. Rightfully so when consideration is given to the alumni responses.

The conversion caused some problems, but another avenue for taking these courses may be the School of Allied Health.

7. Consider taking courses offered under the Industry Training program. Because of their involvement in training, students were urged to take courses offered in the College of Education and in the Industry Training program. They were to get into them, but were shut out. Apparently, there is a possibility of their now being able to take some of their courses, so we should revisit the issue.
8. Renew efforts for a minor and a certificate program in HRM.
9. Continue to emphasize communication skills. While all college graduates need this skill, the HRM majors particularly need it. Enhance opportunities for improving skills by carefully constructed writing and speaking activities.
10. Continue to bring “real world” experiences into the classroom through outside speakers, field trips, and simulated exercises.
11. Improve students’ ability to work in teams through practical activities and projects.
12. Continue monitoring the field of human resource management to determine that changes are needed in the program. This, combined with an active human resource management advisory committee would aid in the goal of continuous program improvement.

SECTION 7 PRP PANEL MEMBERS

See Appendix J. The list of PRP panel members is contained in the minutes of the Advisory Committee meeting.

SECTION 8 PROGRAM FACULTY

See Appendix K.

Appendix A: Unit Action Plan

Narrative to accompany TEMPLATE

Goal 1: VPAA's Enrollment 1: Develop and implement plans to bring enrollments in existing programs to capacity

- **Pursue professional accreditation through ACBSP or AACSB.**
- ***\$10,000* for accreditation fees and to support faculty committee preparing documentation**
- **Enhance Recruitment efforts by sponsoring activities at selected state-wide events such as the Michigan Business Educators Association. *\$7,500***

Activities/process:

- **Redesign of the Business Core by March 1999.**
- **Initiate revision of degrees based on new core**
- **Continue to prepare longitudinal documentation required by accrediting agencies to support application.**
- **Insure job postings for new faculty require, as appropriate, doctoral level standards.**
- **Identify 2-3 key external recruiting activities and establish a presence there on behalf of all programs in the College.**

Expected outcomes:

- **Sustained enrollment increase in targeted under capacity programs**
- **Maintain positive enrollment trends in all programs on campus, off campus, and in Grand Rapids.**
- **The ability to move toward the self study year required for final professional accreditation.**

Goal 2: VPAA's Enrollment 4: Develop additional program options (degrees, majors, tracks, and certificates) in program areas and at sites where there are already faculty and facilities.

- **BS in Global Logistics Management (\$2,000 promotional literature)**
- **BS in Financial Economics (\$2,000 promotional literature)**
- **BS in Resort Management (\$2,000 promotional literature)**
- **BS in Manufacturing Operations Management in Grand Rapids (GM)**
- **Create a Computer Technology Institute:**
 - **The current AS 400 Institute would be expanded to meet demand in Grand Rapids with revenue sharing between the Institute and the Department. Shared revenue would support faculty development in this quickly changing field. \$20,000**
 - **The current Summer Computer Institute would be expanded with revenue sharing between the Institute and the department. Shared revenue would support faculty development in this quickly changing field. \$20,000**
- **Increase off campus programming, especially via modules delivered by the internet.**
 - **Examples now being initiated with an articulation agreement are delivery of PGM and PTM specialized courses to College of DuPage, Chicago. \$10,000.**
 - **Employ (2) graduate Assistants in the Pilot Strategic Business Unit (PSBU) of the MS/ISM program to develop modules and delivery systems. \$11,880.**

Activities/process:

- **New programs approved by College and Senate Curriculum Committees.**
- **Work jointly with UCEL to create a Computer Technology Institute by May 1999.**
- **A signed articulation agreement with College of DuPage by December 1998.**
- **Initial development of specialized course modules for PGM and PTM to support the articulation agreement by August 1999.**

Expected Outcomes:

- **The ability to recruit students to new programs beginning in Fall 1999.**
- **Self supporting professional development activities by use of shared revenues generated through the Computer Technology Institute.**
- **The opportunity to generate revenue through the use of distance learning modules to support PTM and PGM academic activities.**

Goal 3: VPAA's Academic 1: Strengthen and develop new partnerships with business, industry, and alumni

- **Revise the common business core based on recommendations from business advisory groups. \$4,000 to develop and support communication with advisory boards. This revision will meet standards articulated by the accrediting agencies.**
- **Hire a Business-Industry Liaison (1 FTE Administrative) (\$55,000) (\$10,000 to support activities:**
 - **Develop new links to business and industry**
 - **Expand existing links to business and industry**
 - **Create and monitor internship sites with business and industry for students**
 - **Initiate an Alumni Network to expand support to the College to include funds, internship sites, and business-advisory contacts.**
- **Institute the facilities changes for:**
 - **ISM Learning Lab : 2 million dollars**
 - **Resort Management - Integration with Holiday Inn: 2 million dollars**
 - **PGM Learning Lab (see action plan from Administration and Finance)**

Activities/process:

- **The Business Core Committee will report its recommendations to the College faculty by March 1999.**
- **The revised Core will be presented to the University Curriculum Committee before the end of the winter 1999 semester.**
- **A job posting will be developed and a search initiated so that the Business-Industry Liaison can begin work no later than May 1999.**

Expected Outcomes:

- **The new Business Core will better prepare students for emerging work place expectations.**
- **The new Business Core will enable the College to meet accreditation standards.**
- **The new Core will be able to attract new, better prepared students because of its close match to employer expectations in the business place.**
- **New links to industry will be developed by the Liaison and will provide expanded internship opportunities for students.**
- **Liaison will develop an Alumni Network Program with a special emphasis on enhanced business-industry contacts and financial support for academic scholarships for better prepared students.**

Goal 4: VPAA's Resources 5: Increase base budget support for faculty/staff development, academic equipment, and supplemental faculty

- **'gap funding:' \$52,050**
- **'gap' between last year's summer costs for Department Chairs (\$40,000) and amount provided this year (\$8,000): \$32,000**
- **faculty/staff development, which includes specialized training to support 'Quality' Initiatives: \$20,000**
- **academic equipment (not to include items listed under Goal 7): \$15,000**
- **supplemental faculty needs: covered under gap(s) above.**

Activities/process:

- **College Professional Development will be tied to curriculum needs and will work with CLTFD, as well as with new Technology Roundtables.**
- **Sponsor 3-5 faculty and staff to undergo PRISM training to support 'quality mapping' initiatives**
- **Purchase academic equipment to support integration of technology into the classroom and into faculty offices.**

Expected outcomes:

- **A budget adequate to meet demonstrated base need as well as to meet areas of instructional growth.**
- **Faculty will be able to remain current in their fields and will infuse new ideas and teaching/learning techniques into the classroom.**
- **Academic support equipment will project a professional image and be capable of meeting faculty expectations in the classroom.**

Goal 5: VPAA's Resources 5: Increase productivity and improve management of released time and faculty stipends

- **Realignment of the College departmental structure to reduce number of faculty released to perform Coordinator and Chair responsibilities**
- **Director of Academic Administration: 1 FTE (Administrative) \$70,000**
- **Increase the use of distance learning and internet based education; includes need to train faculty on new teaching methodologies. \$15,000**

Activities/process:

- **Prepare proposal for realignment for VPAA review by end of fall 1998 semester.**
- **Receive Board of Trustees approval for realignment in early spring 1999.**
- **Begin to realign faculty and staff assignments with the expectation that the new structure will be in place by the start of fall 1999 classes.**
- **Post job description and initiate search for Director of Academic Administration**
- **Implement the new university policy on distance learning and internet classes to encourage faculty participation.**

Expected outcomes:

- **A College structure which will be more efficient, more responsive, and more cost effective.**
- **New Administrative position will play a key role in Performance Review, Academic Assessment activities, as well as in the day to day operations of the College.**
- **Distance Learning and internet based classes will be offered on a regular basis.**

Goal 6: VPAA's Enrollment 2: Identify programs where it is possible and financially advisable to increase enrollments beyond present capacity and develop plans to do so.

- **Visual Communication: 2 FTE (Faculty) \$90,000**
- **Computer Information Systems: 2 FTE (Faculty) \$120,000**
- **Quality and Productivity Management: 1 FTE (Faculty) \$55,000**
- **Masters in Accountancy 2 FTE (Faculty): \$140,000 (also required to meet new 150 hour requirement to sit for the CPA)**

Activities/process:

- **Develop job posting and initiate searches in time for fall 1999 classes.**
- **Use adjunct faculty to meet demonstrated demand for classes until new faculty are hired.**

Expected outcomes;

- **The ability to fully staff classes in areas with large enrollment growth.**
- **The ability for College graduates to continue to sit for the CPA exam in Michigan and in 44 other states**
- **The ability to offer the Masters in Accountancy in Grand Rapids where there is enormous demand for this program.**

Goal 7: VPAA's Resources 3: Strengthen technology capacity and information resources to support academic activities and program delivery and use resources efficiently:

1) Adequately fund the Business-Technology Consortium:

- **2 FTE Computer Technicians: \$95,200**
- **improve printing services: \$25,500**
- **instructor computer lecture stations : \$45,000**
- **enhance presentation technology for College off-campus programs: \$22,000**
- **Department of Marketing Applied Learning Lab (The MALL): \$65,000**
- **Upgrade two rooms each with 2 TV monitors and instructor lecture/computer workstation: \$10,000**

**2) Adequately fund the University Extended Hours Lab:
(based on its continued location in the College of Business)**

- **Adult part-time: \$40,000**
- **S and E: \$10,000**
- **Replacement of Equipment: \$25,000 (Multimedia Lab) and \$112,000 (Mac Lab)**
- **Repair of Equipment: \$10,000**

Activities/process:

- **The Business-Technology Consortium will initiate planning for the evolution of its activities as well as those of the Extended Hours Learning Lab.**
- **Consortium activities will be the responsibility of the Dean of the College, managed by the Consortium Resource Manager**
- **Initiate design plans for The MALL**

Expected outcomes:

- **Increased student access to high performance computer labs, enhanced efficiency in lab use policy, lowered costs for student wages to hire lab monitors.**
- **Ensure that classroom presentation equipment is capable of running software used by students, as well as software increasingly packaged as part of the textbooks used in class.**
- **Establish a base line cost for operation of the Extended Hours Lab and for the Business-technology Consortium.**

The Management Department has no new initiatives which are not already covered by the COB action plan section.

HUMAN RESOURCE MANAGEMENT

The mission of the Human Resource Management program is to prepare students for positions in the Human Resource field. This mission is accomplished by offering students a comprehensive background in business and a variety of courses dealing with the functions involved in Human Resource Management (for example, Selection, Compensation, Interviewing, Training/Development, Collective Bargaining, Labor law, and Health Insurance.)

Purpose:

1. To provide students with marketable skills.
2. To provide students with a background for career advancement and growth.
3. To assist students in becoming and remaining competitive in an ever expanding, changing and complex global economy.
4. To provide students with the basis of making decisions using the most appropriate information technology, while considering the societal impact of their decisions.
5. To provide students with a foundation of relevant business theory and its application in the real world.
6. To provide students with a foundation of relevant theory in all aspects of Human Resource Management and its application in the real world.
7. To be responsive in our curricula to the ever-changing needs of business, students, and the professions.
8. To provide students with an opportunity for personal growth and the development of leadership skills.

Goals:

1. To increase students' competence in the field of Human Resource Management.
2. To maintain, through program content, the capability of students to gain needed business experience for eventual employment in Human Resource Management.
3. To increase students' competence in decision-making.
4. To increase students' competence in communication.
5. To increase students' knowledge and competence in the most current hands-on technology in Human Resource Management.
6. To increase students' global perspectives in the field of Human Resource Management.
7. To increase support for faculty development.

**College of Business--Program Plans/Goals/Future
1998/99 – 2000/01**

PROGRAM: B.S. in Business (Human Resource Management)

Current Status:

- Number of majors 1997-98 academic year - 32
- Number of majors 1996-97 academic year - 40

Three-year Plan:

- To continue to maintain an up-to-date curriculum consistent with exit surveys, graduate surveys, employer contacts, recommendations of professional organizations, and professional knowledge of the faculty
- To increase students competence in Human Resource Management, in decision-making, and communications
- To provide students with an opportunity to become familiar with and, when feasible, to use the latest information technology in Human Resource Management
- To increase students' understanding/awareness of the dynamics involved in Human Resource Management
- To increase support for faculty development
- To encourage students to join and become active in relevant professional business organizations and to participate in an internship/coop program.

Anticipated Needs:

- Funding for employer, student, graduate surveys
- Funding for an advisory committee meeting
- Funding for library acquisitions - \$1,000
- Funding for relevant human resource management software - \$1,500
- Funding for assistance in use of information technology/decision making (simulation) - \$400
- Funding for internship/coop coordinator

Measures of Assessment:

- Enrollment
- Public response to program

GOAL 1.

To continue to maintain an up-to-date curriculum consistent with exit surveys, graduate surveys, employer contacts, recommendations of professional organizations, and professional knowledge of the faculty.

MAJOR ACTIVITIES AND PROCESSES

- Conduct exit surveys in capstone course
- Conduct exit surveys in Human Resource Management capstone course
- Keep abreast of recommendations professional organizations
- Maintain contacts with employers
- Use professional knowledge of the faculty

EXPECTED OUTCOMES

- A current curriculum

INDICATORS/SOURCES

- Current curriculum approved by process established by University

REPORTING PROCESS

- Program faculty
- Department faculty
- Department chair
- Dean

RESOURCE REQUIREMENTS

- Funding for surveys, employer/professional association contacts, clerical support for preparing/compiling results of data gathered

	FTE	Salary	Adult Part/Time	Student Wage	S & E	Equip.	Total
Internal Reallocation							
One-Time Res. Req.							--
Base Funding Req.							
Total							

GOAL 2

To increase students competence in Human Resource Management, in decision-making and communication.

MAJOR ACTIVITIES AND PROCESSES

Through courses in the major:

- Use of written and oral reports, use of essay exams on continuing basis
- Use of cases/problems/simulation
-

EXPECTED OUTCOMES

- Demonstration of knowledge and application of knowledge to cases/problems/simulation
- Successful completion of assignment, exams, and the program

INDICATORS/SOURCES

- Graduation rate – Dean's office
- G.P.A. in major – Dean's office
- Surveys – Students, employers

REPORTING PROCESS

- Program Faculty

RESOURCE REQUIREMENTS

- Funds for acquisition of library material - \$1,000
- Funds for clerical assistance for gathering/compiling survey material - \$500
- Funds for clerical assistance for simulation - \$400

	FTE	Salary	Adult Part/Time	Student Wage	S & E	Equip.	Total
Internal Reallocation							
One-Time Res. Req.							
Base Funding Req.							
Total							

GOAL 3

To provide students with an opportunity to become familiar with, and, when feasible, to use the latest information technology in Human Resource Management.

MAJOR ACTIVITIES AND PROCESSES

- Use of simulation
- Introduce human resource management software in class/es
- Where feasible, use of software by students, or faculty demonstration

EXPECTED OUTCOMES

- Faculty integrating simulation in class
- Faculty integrating relevant software in class
- Improved student knowledge/capability in human resource management information technology

INDICATORS/SOURCES

- Faculty using simulation in class
- Faculty integrating information technology in the classroom
- Improved learning by students

REPORTING PROCESS

- Program faculty
- Department faculty
- Department chair
- Dean

RESOURCE REQUIREMENTS

- Funding for clerical support for simulation - \$400
- Funding for acquisition of information technology - \$1,500
- Funding for incorporating information technology in class - \$500
- Funding for faculty development in new technology

	FTE	Salary	Adult Part/Time	Student Wage	S & E	Equip.	Total
Internal Reallocation							
One-Time Res. Req.							
Base Funding Req.							
Total							

GOAL 4

To increase student's understanding/awareness of the dynamics involved in human resource management
Such as workforce diversity, employee rights, race/ethnicity/gender, costs, ethics, legality.

MAJOR ACTIVITIES AND PROCESSES

- Courses in the major
- Class discussion
- Papers, articles, cases, problems/incidents
- Role playing

EXPECTED OUTCOMES

- Student understanding of rapidly changing composition of the workforce and the need for business organization to react accordingly
- Student understanding of the heavy financial costs associated with failure to understand and provide for these changes

INDICATORS/SOURCES

- Student successful completion of assignments, exams
- More than anything else, students ability to perform on the job

REPORTING PROCESS

- Program faculty
- Department faculty
- Department chair
- Dean

RESOURCE REQUIREMENTS

- Funds for library material - \$1,000
- Funds for software dealing with areas as affirmative action - \$1,500
- Funds for faculty training in the software
- Funds for clerical assistance in implementation of the software acquired - \$400

	FTE	Salary	Adult Part/Time	Student Wage	S & E	Equip.	Total
Internal Reallocation							
One-Time Res. Req.							
Base Funding Req.							
Total							

GOAL 5

To increase student's global perspective of human resource management.

MAJOR ACTIVITIES AND PROCESSES

- Where feasible, insert global dimensions in major courses on consistent basis.
- Introduce required course in the international/global dimensions of human resource management

EXPECTED OUTCOMES

- Students understand differences in human resource management practices in other countries

INDICATORS/SOURCES

- Students responding to sections of exams dealing with international dimensions of human resource management
- Student completion of international course in human resource management

REPORTING PROCESS

- Program faculty
- Department faculty
- Department chair
- Dean

RESOURCE REQUIREMENTS

- Funds for acquiring library and material dealing with international dimensions of human resource management - \$1,000
- Funds for membership of faculty in international human resource management professional Organizations - \$300

	FTE	Salary	Adult Part/Time	Student Wage	S & E	Equip.	Total
Internal Reallocation							
One-Time Res. Req.							
Base Funding Req.							
Total							

GOAL 6

To increase/maintain support for faculty development.

MAJOR ACTIVITIES AND PROCESSES

- When possible, faculty participation in faculty development activities
- Faculty incorporate information/concepts in courses
- Faculty training in human resource management technology

EXPECTED OUTCOMES

- Insure current class material
- Faculty awareness/capability in human resource management technology
- Incorporate relevant software into classes

INDICATOR/SOURCE

- Graduate surveys

REPORTING PROCESS

- Program faculty

RESOURCE REQUIREMENTS

- Funding for acquisition of relevant software - \$1,500
- Funding for release faculty time to incorporate relevant software into program

	FTE	Salary	Adult Part/Time	Student Wage	S & E	Equip.	Total
Internal Reallocation							
One-Time Res. Req.							
Base Funding Req.							
Total							

GOAL 7

To encourage students to join and become active in relevant professional business organizations and to participate in an internship/coop program.

MAJOR ACTIVITIES AND PROCESSES

- Convey to students perceived value of both experiences
- Survey to determine extent of student involvement
- Opportunities for students to opt for internship/coop experience

EXPECTED OUTCOMES

- Increased student numbers in both experiences – professional organizations and internship/coop experiences
- Increased student confidence in their human resource management capabilities

INDICATOR/SOURCE

- Evidence from results of increased student participation in both activities

REPORTING PROCESS

- Program faculty

RESOURCE REQUIREMENTS

- Funding for internship/coop coordinator
- Funding for clerical support for internship/coop coordinator

	FTE	Salary	Adult Part/Time	Student Wage	S & E	Equip.	Total
Internal Reallocation							
One-Time Res. Req.							
Base Funding Req.							
Total							

**Appendix B:
Senior Student Survey
Form**

H.R.M. Senior Survey

Seniors, we would appreciate your help. The Human Resources Management program is undergoing a review. Every academic program in the University undergoes this review periodically.

The purpose of the review is to determine whether the program is meeting the needs of students and business as well as to determine how the program can be revised and improved.

Would you please respond to the following:

How well do you believe you are prepared for the following areas:

	Excellent	Good	Average	Below Average	Poor
a. computer skills	_____	_____	_____	_____	_____
b. verbal comm skills	_____	_____	_____	_____	_____
c. writing skills	_____	_____	_____	_____	_____
d. interpersonal skills	_____	_____	_____	_____	_____
e. decision-making skills	_____	_____	_____	_____	_____
f. analyzing skills	_____	_____	_____	_____	_____
g. leadership skills	_____	_____	_____	_____	_____

The University requires students to take courses in various areas to develop various competencies. How well do you believe you are prepared in the following areas:

	Excellent	Good	Average	Below Average	Poor
a. scientific understanding	_____	_____	_____	_____	_____
b. cultural enrichment	_____	_____	_____	_____	_____
c. social awareness	_____	_____	_____	_____	_____
d. quantitative skills	_____	_____	_____	_____	_____
e. global awareness	_____	_____	_____	_____	_____

How well do you believe you are prepared in the following fields:

	Excellent	Good	Average	Below Average	Poor
a. accounting	_____	_____	_____	_____	_____
b. finance	_____	_____	_____	_____	_____
c. marketing	_____	_____	_____	_____	_____
d. management	_____	_____	_____	_____	_____
e. law	_____	_____	_____	_____	_____
f. statistics	_____	_____	_____	_____	_____

Consider your major only. How well do you believe your program in human resources management has prepared you for a position in this field:

	Excellent	Good	Average	Below Average	Poor
--	-----------	------	---------	---------------	------

How would you rate the instructional services:

	Excellent	Good	Average	Below Average	Poor
a. computer services	_____	_____	_____	_____	_____
b. library resources	_____	_____	_____	_____	_____
c. tutoring services	_____	_____	_____	_____	_____

Consider your major only: How would you rate:

Excellent Good Average Below Average Poor

The instructorss:

- a. know subject matter _____
- b. available to students _____

Text used:

- a. readable _____
- b. current _____

Courses in the program:

- a. are available _____
- b. conveniently scheduled _____

Instructional facilities:

- a. classrooms used _____

Because of the dynamic changes that are taking place in the field of Human Resources Management,, please check below what activities you are taking to keep informed of these changes and trends:

- a. prof associations _____ name of assoc _____
- b. prof magazines
and/or periodicals _____ names of publications _____
- c. other _____

Your perception of the human resource major:

- a. what are its strengths

- b. what are its weaknesses

- c. what suggestions do you have for improving the program

Thank you. To assure that your replies will remain anonymous, please return the survey to Karen Ottobre in the Management Office.

**Appendix C:
On-Campus Student
Survey Form**

Human Resource Management Student Survey

Would you please respond to the following? Please circle one of the following: 1st, 2nd, 3rd year student.

Why did you choose to come to Ferris to pursue your degree? _____

Why did you elect the Human Resource Management Program? _____

Of the courses you had taken to date, which do you perceive as most relevant to the H.R.M. program? _____

Which do you perceive as least relevant to the H.R.M. program? _____

Based on the number of classes taken to date, how well do you believe you are prepared at this time, for the following areas? Put an X in the area that applies:

Skills	Excellent	Good	Average	Below Average	Poor
Computer Skills					
Verbal Communication Skills					
Writing Skills					
Interpersonal Skills					
Decision-Making Skills					
Analyzing Skills					
Leadership Skills					

The University requires students to take courses in various areas to develop various competencies. How well do you believe you are prepared in the following areas:

Skills	Excellent	Good	Average	Below Average	Poor
Scientific Understanding					
Cultural Enrichment					
Social Awareness					
Quantitative Skills					
Global Awareness					

How well do you believe you are prepared in the following fields:

Skills	Excellent	Good	Average	Below Average	Poor
Accounting					
Finance					
Marketing					
Management					
Law					
Statistics					

How would you rate the instructional services:

Skills	Excellent	Good	Average	Below Average	Poor
Computer Services					
Library Resources					
Tutoring Services					

Over =>

Because of the dynamic changes that are taking place in the field of Human Resource Management, please check below what activities you are taking to keep informed of these changes and trends:

Professional Associations_____

Name of Association_____

Professional Magazines and/or periodicals_____

Names of Publications_____

Other_____

Thank you. To assure that your replies will remain anonymous, please return the survey to Karen Ottobre in the Management Office Bus 212, or mail it in the enclosed postage paid envelope.

This Last Section is for Juniors (third year) Students Only.

Consider your major only. How well do you believe your program in Human Resource Management has prepared you for a position in this field:

Excellent	Good	Average	Below Average	Poor

Consider your major only; how would you rate the instructors:

Skills	Excellent	Good	Average	Below Average	Poor
Know Subject Matter					
Available to Students					

How would you rate the text used:

Skills	Excellent	Good	Average	Below Average	Poor
Readable					
Current					

How would you rate the courses in the program:

Skills	Excellent	Good	Average	Below Average	Poor
Are Available					
Conveniently Scheduled					

How would you rate the instructional facilities:

Skills	Excellent	Good	Average	Below Average	Poor
Classrooms Used					

Your perception of the human resource major:

What are its strengths? _____

What are its weaknesses? _____

What suggestions do you have for improving the program? _____

Thank you. To assure that your replies will remain anonymous, please return the survey to Karen Ottobre in the Management Office Bus 212, or mail it in the enclosed postage paid envelope.

FERRIS STATE UNIVERSITY

April 12, 1999

Dear Human Resource Management Student:

We hope everything is going well for you. We are writing to you to ask for your help. The Human Resource Management Program is undergoing a review. Every academic program in the university undergoes this review periodically.

The purpose of the review is to determine how the program can be revised and improved. This is where you could be of help.

Enclosed is a survey asking for your opinions about the Human Resource Management program. We know you are busy, but would you take a few minutes to complete the survey. It will be of big help to us and to the students who are or will be majoring in Human Resource Management.

Please fill out that that part of the survey that applies to you - first year, second year, third year student. If you have any questions about the survey, see Professor Perdue or Professor Pomnichowski.

We want to thank you in advance for your help. The information will be very helpful in our review of the program.

Sincerely,



Jack Perdue
Professor, Human Resource Management



Alex Pomnichowski
Professor, Human Resource Management

AP/kmo

Enclosures

MANAGEMENT DEPARTMENT
COLLEGE OF BUSINESS

119 South Street, Big Rapids, MI 49307-2284
Phone 616 592-2427 Fax 616 592-3521 E-Mail MGMT@BUS02.FERRIS.EDU

**Appendix D:
Faculty Survey Form**

Human Resource Management Program Faculty Survey

Dear College of Business Faculty Member:

Please take a minute to respond to this survey for the Human Resources Management Program. Your input is needed for the program review process. Thank you.

The Department you are in _____

1. Comment on how you perceive the value of the H.R.M. Program to the Management Department and the College of Business. _____

2. What is your perception of the students majoring in H.R.M.? _____

3. What additional staff, technology, or resources are needed, if any, to make the H.R.M. Program better? _____

4. What is your general perception of the courses required for H.R.M. majors? (See attached check sheet.) _____

5. Do you consider the H.R.M. faculty to be responsive to communications, requests, or suggestions concerning the H.R.M. Program? _____

6. How can the H.R.M. Program be improved? _____

Please return survey to either Jack Perdue (Bus 354) or Alex Pomnichowski (Bus 356)

Again, thank you for your time.

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

HUMAN RESOURCE MANAGEMENT - 122/123 Credits

NAME: _____ **SS#:** _____

REQUIRED	COURSE TITLE - PREREQUISITES SHOWN IN BRACKETS ()		S.H.	GRADE
COMMUNICATION COMPETENCE - 9 Credits Required				
COMM	121	Fundamentals of Public Speaking - (None)	3	
ENGL	150	English 1 - (None)	3	
ENGL	250	English 2 - (ENGL 150 or equivalent)	3	
SCIENTIFIC UNDERSTANDING - 7-8 Credits Required				
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	
QUANTITATIVE SKILLS - 3 Credits Required				
MATH	115	Inter. Algebra - (MATH 110) - If MATH ACT score is 24 or higher, substitute a free elective.	3	
CULTURAL ENRICHMENT - 9 Credits Required				
Complete one of the courses listed below and select two courses from the following subject areas: ARCH 244, ARTH, ARTS, COMM 231, ENGL 322, FREN, GERM, HIST, HUMN, LITR, MUSI, SPAN, THTR These courses must include: Courses in at least two different subject areas.				
		Select one: HUMN 325, LITR 203, LITR 204 - (All require ENGL 150)	3	
			3	
			3	
SOCIAL AWARENESS - 15 Credits Required				
ECON	221	Principles of Economics 1 - (MATH 110 or proficiency)	3	
ECON	222	Principles of Economics 2 - (ECON 221)	3	
PSYC	150	Introduction to Psychology - (None)	3	
SOCY	121	Introductory Sociology - (SSCI 100 or sat. verbal score on ACT or C or above in UNIV 106)	3	
SOCY	340	Minority Groups in America - (SOCY 121, SOCY 122 or ANTH 122)	3	
ELECTIVES - 6 Credits Required				
		Non-Business Elective	3	
		Non-Business 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 Human Resource Management degree.

Ferris State University - College of Business
HUMAN RESOURCE MANAGEMENT MAJOR

REQUIRED	COURSE TITLE - PREREQUISITES SHOWN IN BRACKETS ()	S.H.	GRADE	GR. PTS.
HUMAN RESOURCE MANAGEMENT MAJOR - 30 Credits Required				
BLAW	421 Labor Law - (BLAW 321, BLAW 221 or BLAW 301)	3		
ECON	331 Labor Economics-Labor Relations - (ECON 222)	3		
MGMT	302 Organizational Behavior - (MGMT 301 or permission of professor)	3		
MGMT	371 Production/Operations Management - (Junior standing)	3		
MGMT	373 Human Resource Management - (MGMT 301)	3		
MGMT	374 Wage and Salary Administration - (MGMT 373 or permission of professor)	3		
MGMT	375 Collective Bargaining - (MGMT 373 or permission of professor)	3		
MGMT	377 Inter. Human Resource Mgt. - (MGMT 373 or perm. of professor) - (G)	3		
MGMT	474 Cases, Issues, Trends - HRM - (MGMT 373 or permission of professor)	3		
MGMT	Major Elective - See recommendation below	3		
RECOMMENDED MAJOR ELECTIVES: COMM 205, 221, 333, 365, EDUC 405, 406, IEHM 322, 330, 332, INSR 375, MGMT 305, 447, 491, PSYC 310, 325, 326, 331, SOCY 122				
BUSINESS CORE - 31 Credits Required				
ACCT	201 Principles of Accounting 1 - (MATH 110 with a grade of C- or better)	3		
ACCT	202 Principles of Accounting 2 - (ACCT 201 with a grade of C- or better)	3		
BLAW	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		
ADDITIONAL - 12-13 Credits Required				
ISYS	105 Microcomputer Appl. or Proficiency - (None) - Turns into free elective with proficiency.	3		
	Elective - If needed MATH 110 can be taken as a free elective.	3-4		
	Elective - To strengthen major, see list of recommended major electives.	3		
	Elective - To strengthen major, see list of recommended major electives.	3		

(G) Meets Global Consciousness requirement.

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

**Appendix E:
Alumni Survey Form**

ALUMNI SURVEY

1. What is your position? _____
 What is your salary (optional) _____
2. When did you graduate? _____
3. What positions have you held since graduation? _____

4. How did you obtain your first position? _____

5. If you are now working, or have ever worked in Human Resource Management (personnel), use a check mark to indicate what have been your areas of responsibility?

- | | | | |
|---------------------------|--------------------------|---------------------------------|--------------------------|
| Human Resource Planning | <input type="checkbox"/> | Recruiting | <input type="checkbox"/> |
| Selection | <input type="checkbox"/> | Interviewing | <input type="checkbox"/> |
| Training/Development | <input type="checkbox"/> | Testing | <input type="checkbox"/> |
| Performance Appraisal | <input type="checkbox"/> | Job Analysis | <input type="checkbox"/> |
| Compensation | <input type="checkbox"/> | Benefits/Benefit Administration | <input type="checkbox"/> |
| Safety/Health | <input type="checkbox"/> | Collective Bargaining | <input type="checkbox"/> |
| Grievance Administration | <input type="checkbox"/> | Workers Compensation | <input type="checkbox"/> |
| Unemployment Compensation | <input type="checkbox"/> | Others | <input type="checkbox"/> |

6. Please comment on your specific duties regarding any of the above that you selected.

7. Please indicate with a check the extent to which each of the following courses in your Human Resource Management (Personnel/Industrial Relations) major has helped you in the pursuit of your career. (If the course was not offered when you were at FSU, please so indicate)

Titles	Extremely Helpful	Very Helpful	Some Help	Not Very Helpful	No Help At All
Human Resource Management (Personnel Mgmt)					
Wage/Salary Administration					
Collective Bargaining					
Cases, Issues, Trends in HRM (Seminar in HRM)					
International Human Resource Management					
Selection and Evaluation					
Labor Law/Legislation					
Labor Economics					
Organizational Behavior					
Production/Operations Mgmt (Production MGMT)					
Employee Benefits					
Principles of Economics					
Principles of Accounting					
Financial Management					
Management Fundamentals (Principles of MGMT)					
Business Writing					
Business Strategy/Policy					
Statistics					

Titles	Extremely Helpful	Very Helpful	Some Help	Not Very Helpful	No Help At All
Sociology					
Psychology					
Information Systems					
Microcomputer Applications					
Marketing					
Legal Environment					

8. What subjects in the above have been most useful to you? _____

9. Why have they been useful to you? _____

10. Which of the above were not very useful to you? _____

11. Why weren't they useful? _____

12. What subject areas do you feel should have been covered? That is, what do you believe should be added as a requirement? _____

13. Why do you think the subject areas should be added? _____

14. The University requires students to take courses to develop various competencies. How well do you believe you were prepared in the following areas:

Titles	Excellent	Good	Average	Below Average	Poor
Communication Competence					
Scientific Understanding					
Cultural Enrichment					
Social Awareness					
Quantitative Skills					
Leadership Skills					

15. Among the objectives of the major is to assist students in the development of various skills. How well do you believe you were prepared in the following skills:

Titles	Excellent	Good	Average	Below Average	Poor
Computer Skills					
Verbal Communication Skills					
Writing Skills					
Interpersonal Skills					
Decision-Making Skills					
Analyzing Skills					
Leadership Skills					

16. Comment concerning your responses to 14 and 15. _____

17. Do you belong to any professional organizations? If so which ones? _____

18. Why do you belong to them? That is, of what value to you is membership in the foregoing?

19. To what extent do you use the computer in your work? For what purposes? _____

20. Do you use purchased programs, or ones developed internally? _____

21. If you use purchased programs, which ones do you use? _____

22. Based upon your experience, what capabilities should students have with the computer when they graduate? _____

23. Career wise, what do you think you will be doing in the next five to ten years? _____

24. A similar survey was conducted 9 years ago. Did you respond to the survey then? _____
25. Comments: _____

THANK YOU FOR YOUR TIME AND ASSISTANCE!

**Appendix F:
Minutes
Advisory Committee**

Human Resource Management Advisory Committee Minutes

March 26, 1999

The meeting began at 10:05am.

WELCOME

Alex Pomnichowski welcomed the group, thanked them for coming, and introduced J. Rallo, Dean of the College of Business.

J. Rallo also welcomed the group, thanked them for coming, and commented on the importance of curriculum advisory committees. He then briefed the group on the state of the University and the College of Business: applications to the University are up by 800 compared to the same time last year, the University is merging with Kendall School of Design in Grand Rapids and this should be completed sometime next year, enrollment in the College of Business has been increasing—up by several hundred over the past few years, the College of Business has been moving to obtain professional accreditation, and the College of Business has also improved its computer technology with numerous labs and extended lab hours.

INTRODUCTIONS

A. Pomnichowski and J. Perdue introduced those in attendance See attached list. All were made honorary bulldogs.

MEETING PURPOSE

The meeting is part of the academic program review process. While all programs are revised based on observed changes, the University has formalized the process so that all programs go through a review process that includes curriculum advisory meetings, student surveys, graduate surveys, faculty surveys, and a study of market conditions. The data obtained provides information on changes and resources needed.

MEETING OF 1991 - Recommendations and Actions Taken

Many of the present advisory committee members were in attendance at the 1991 meeting and made suggestions that were incorporated into the Human Resource Management major.

One suggestion made in 1991 was to add a seminar course to cover some of the areas that were not covered in existing courses. Such a one-credit hour course was added. The course was changed to a three-credit hour course and is called Cases, Issues, and Trends. Speakers from the field are used, topics such as unemployment insurance, workers compensation are covered, actual short cases involving all aspects of human resource management are discussed, and a simulation exercise is used. The simulation exercise involves making decisions concerning wages, hiring, promotions, training, safety/accidents, quality, female/minority hiring, benefits, employee participation, grievances, orientation, performance appraisal, and others within a budget, which varies from quarter to quarter.

Another suggestion made was to change the name of the major from Personnel Management/Industrial Relations to Human Resource Management to conform to industry practice. This was done.

A third suggestion was to be sure to deal with issues such as drugs and minorities. Not much change was needed here since the topics were and are covered in the Basic Human Resource Management course. However, these issues, as well as many others, are discussed in the Cases/Issues/Trends class.

A fourth suggestion was more general in nature and referred to the following areas that a college Education should concentrate on: communication, interviewing, group activity, decision-making, responsive abilities, behavioral science, basic business understanding, computer, record maintenance, statistics, running a meeting, and problem solving. Not much change was necessary since the program and classroom operation incorporated many of the suggestions. All students are required to take a number of English courses, students are required to present written and oral reports in various classes, group activity takes place in class and outside of class (Organization

Behavior, Cases/Issues/Trends, and strategy formulation), decision-making also is involved in the proceeding classes, responsive ability is addressed through questions asked of students in all classes, responsive ability is used to a considerable extent in the Cases/Issues/Trends class, in the simulation, and in the International Human Resource Management course, the behavioral science need is met through a course in Organization Behavior and general education requirements (student take psychology, sociology, minority groups in America, and are encouraged to take others through their electives), students have always been required to take a course in statistics, students were required to take one computer course and now they take two (one of them dealing with the microcomputer), problem solving was addressed through the strategy class and it still is but other classes such as the Cases/Issues/Trends class deal with it. Students have not had much experience in running a meeting except for the case presentation in the strategy class. It may be worthwhile having students take over class discussion of cases.

Another suggestion made dealt with internships. Giving students the opportunity to gain experience while in college. No change was made. Internships have always been possible through the use of electives, and this is still the situation. Some students have done so, but very few. While internships could be required as part of the major, it is not feasible to do so because of the difficulty of obtaining internships. There are a number of problems with internships and we felt the best situation was to present the opportunity for students to gain experience if they so desired.

Additional changes have been made since 1991. A new required course was added, called Selection and Evaluation. A short time ago, that course was dropped because of a course created in the General Education College. Because of the increasing globalization of American businesses, a required course in International Human Resource Management was added. There are growing opportunities in this area.

We are responsive to the suggestions made by those in the field to improve the education of our majors thereby increasing their job opportunities and success in those opportunities.

THE PRESENT MAJOR

In 1991, there were 40 students who were majoring in the program. At the present time there are 60 students majoring in Human Resource Management.

The MESOC projects that through 2005 the need for human resource managers and specialists will grow faster than the average, stating specifically that there will be 520 openings per year.

While a survey of the HRM graduates is in process, an informal non-scientific survey of students who have graduated and obtained jobs during this past year and others who have called or returned to campus and commented on their experience, indicates that things have not changed much since 1991. Some have immediately obtained jobs in the field. Others have taken general business positions with the expectation of moving into human resource management when there is an opportunity.

The course content of the major was reviewed. Course syllabi for the courses in the major, course descriptions for the electives, and sheets detailing the courses in the major were distributed. The texts used for the major courses were made available. The foregoing were discussed.

ADVISORY COMMITTEE/STUDENT INPUT

The March 15 letter to the advisory committee contained eight questions that would be addressed at this meeting. See questions for discussion on the following page.

Before a general discussion of each of the questions, the two students in attendance were asked for comments regarding the program. Russ Fatum also graduated from the program a number of years ago and he was asked for his input.

Student Comments

Students made the following suggestions:

1. More cases to study, including areas such as sexual harassment.
2. There are only two computer courses in the program more are needed.
3. Not enough coverage of benefits.
4. Cases/ Issues/Trends was the most beneficial class for students in Human Resource Management.

5. Mgmt 301 and 302 are repetitious, only one class is necessary.

Russ' comments (graduate of the program):

1. He missed out on benefits and in his work he finds it important.
2. Everything is a database; database maintenance needs to be studied.
3. The HRM manager is a problem solver and needs problem-solving skills.
4. Students need an understanding of the total HRM network.
5. Students also need to know windows based programs.
6. Students need to realize that every company is different and does business in a different way. Students need to be flexible and diversified enough to understand this.
7. Listening is related to problem-solving skills
8. HRM is needed in both union and non-union environments.

Questions for Discussion

The questions listed below were previously sent to the advisory committee. They formed the basis of the discussion that followed:

1. What is your function in Human Resource Management?
2. What activities in Human Resource Management are performed in your organization? Who performs them?
3. What is the value of the Human Resource Management function to your organization?
4. For an academic major in Human Resource Management, what would you include?
5. Based upon what you know of our major, what suggestions do you have?
6. A number of our recent graduates indicated that a number of employer representatives asked if they had a background in benefits. While specifically commenting on workers comp and unemployment insurance, the representatives spoke about benefits in general. What are your thoughts regarding benefits?
7. Apparently a number of employers are experiencing problems following the ADA and FMLA acts. Do you see problems with the acts?
8. More and more companies are leasing employees. Do you? If so, for what purpose(s)?

As the discussion proceeded, another question was posed: The computer is becoming increasingly important in human resource management. Personnel magazines refer to a number of programs, which can be purchased. The question is which should be purchased and how can they be incorporated into classes. Do you purchase package programs and perhaps modify them or do you create your own?

Comments in Response to the Foregoing Questions

Benefits

Understanding concepts behind benefits. Benefits can be out-sourced by smaller organizations. Some thoughts were that in four years focus should be administrative processes and other things more important than benefits. Others thought that employment laws and benefits are very important to have knowledge of. Understanding of 401K's is necessary. Also, understanding why the government made the laws and what the employer's responsibility is.

There are seventeen employment laws that students need to know when they walk into a workplace. They also need to know how to apply the laws.

Many entry-level positions are in benefits. It seems to be the place to start. Although benefits are important, students need to be taught the entire human resource management picture. Bring in speakers to give students a broader picture of the field.

Managing the costs associated with benefits is important. Benefits are about forty percent of the expense of an employee.

Eliminate the Production/Operations Management Course and replace it with a straight benefits course.

Students need a basic understanding of the health care delivery system.

Technology

Information systems are a very critical area and one, which this degree needs to address. It is something that everyone could use along with constant updates.

The HRIS system would be good for the students to study. If they learn one HRIS system, that knowledge can be adapted to others. These systems need to be taught hands on, not as a lecture course. Each company varies so a rounded background is necessary. The Human Resource Management Department is a data driven area; it is necessary to be able to track employees.

Leasing Employees

Leasing employees is growing although not as fast as temporary services. Leasing is geared more for smaller companies. Leasing is not for unionized places. Most union shops don't allow out-sourcing. Sharing employees is another option.

Changes in HRM

HRM, all of its areas are more important now than nine years ago. There has been a significant increase in the areas of responsibility for the HRM person. Companies try to get more ideas from employees and get them more involved in HRM. Employees are helping make the decisions. Increasingly the HRM people are considered a jack of all trades. They need to go out to the floor and listen. The HRM area is struggling to become a strategic partner - the company goals and mission and how they can be reached. The HRM people need to be a facilitator for everything. If an hourly employee comes up with an idea put them in charge of implementing it. The HRM area needs to become more creative.

Value of the HRM Function in Organizations

- Recognition by the rest of the organization is important.
- This area needs to be up on the latest laws.
- People skills are important.
- Any knowledge about employee retention is important
- A key skill for HRM people is problem solving and conflict resolution.
- Effective and empathic listening.
- Understanding values problems, although there are specialists for each area.
- Labor relation skills for solving problems.
- To provide a service under a lean concept.
- Human Resources needs to be a part of everything.
- They should understand team concepts and how they work.
- There is a need to keep employees content and motivated.
- Human Resource people need to be creative.
- To recruit new employees while being aware of FMLA and ADA.

Suggestions

Bring in speakers with expertise in all areas to speak to the students. Try to get them from each specialty field. Get the students hands-on experience if at all possible. Make sure the students know that the workforce is constantly changing and they need to be prepared to change with it. Make sure students can communicate both orally and in writing. This is important at any level. It is important for the students to be able to communicate one-on-one to eliminate conflicts. Internships are important even if the students just watch and learn. The students need to know how to run a meeting. They need organizational skills also. Some areas of suggested study are behavioral sciences, life skills, and investments.

Employment Suggestions for Students

Belong to student organizations, especially SHRM. Students can network through meetings. Getting SHRM certification is a good way to go. Students need to concentrate more on selling themselves. Try to get some work experience while in school. Even shift-work experience at McDonald's would count for experience. Start in small companies in other areas, then work into HRM. You need to understand people in all areas of the business.

Comments/Clarification by Coordinators Regarding Suggestions

1. Regarding social sciences, the following courses, Psychology, Sociology, and Minority Groups in America are required. A number of other Psychology and Sociology Courses are recommended as electives. (See the elective sheet handout.)

2. Considerable time is spent on Human Resource Laws (those dealing with protection for various groups, those dealing with the economic aspects, and those dealing with organizing.) This coverage is provided in the Basic Human Resource Management Class, in the course Labor Law and Legislation, in the Cases/Issues/Trends Class, in the Wage/Salary Administration Class, and in the Collective Bargaining Class. Following are some of the laws that are discussed: Fair Labor Standards Act, Equal Pay Act, Title VII of the Civil Rights Act, Civil Rights Act of 1991, Rehabilitation Act, Age Discrimination in Employment Act, Americans with Disabilities Act, Wagner Act, Tart-Hartley Act, Landrum-Griffin Act, Norris-LaGuardia Act, Social Security, Workers Compensation, Unemployment Compensation, and the Family Medical Leave Act. Also discussed are the procedures of the EEOC and the OFCC. The foregoing are examples and are not an all-inclusive list.
3. Considerable amount of time is also given to benefits. They are covered in the following required courses: the Basic Human Resource Management Class, Collective Bargaining, Wage and Salary Administration, and Cases/Issues/Trends. Both voluntary and required benefits are covered. Examples of benefits covered are: medical benefits, life insurance, vacations, sick days, pensions, ESOP's holidays, disability, personal leave, social security, workers compensation, and unemployment insurance. The foregoing are examples and are not an all-inclusive list.
4. Regarding communication, written/verbal, students are required to take English and Speech. In addition, students are given essay exams in some classes, are asked to prepare and present a report and/or articles to class, and respond to questions.
5. In giving students practice in responding, usually questions are asked in regular classes. However, particular attention is spent on this in the International Human Resource Management class and in the Cases/Issues/Trends Class. The Strategic Management Class also involves students having to defend their selection of objectives and strategies.
6. The reason for using the human resource management simulation was to provide students with a hands-on exercise involving making decisions within the constraint of a budget. Students work in teams to make their decisions regarding a variety of human resource areas. This should provide some experience regarding fiscal restraint and limitations.
7. Speakers are used in various classes - state unemployment insurance and workers comp agencies, those involved in human resource management in various companies, and also union representatives. A problem always encountered is the human resource personnel are very busy people, but it is always possible to get a number of speakers.
8. Students will get some credit for internship/work-experience related to human resource management. This is not required because not very many stations are available. Students also prefer to continue with their classes to complete their education as rapidly as possible. However, the option is available for students. In the past, we had a faculty member designated to work full time on developing stations. This is no longer the case.
9. Two computer courses are required of students. Time was spent on determining whether programs could be purchased to demonstrate the use of HRM systems. Complications in the use were encountered and the work was discontinued. This project may be resurrected.
10. Regarding Training/Development, several chapters are devoted to this in the Basic Human Resource Management text. Electives are also available so students can increase their knowledge/competency in this field. When the new major in Training in Industry was created in the Education department a number of years ago; it was with the understanding that our students could take some of the classes. In the past, they were locked out of courses that would have been very beneficial to them.
11. In their present program, students have the opportunity to take 21 hours of electives, 7 courses. Students are encouraged to take courses to strengthen their program and give them greater job flexibility and capability.

Professor's Pomnichowski and Perdue thanked the committee for their time and contributions. The meeting adjourned at 12:10pm.

**Appendix G:
PRP Evaluation Form**

PROGRAM REVIEW PANEL EVALUATION

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 out 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.

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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 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 no 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 H:
Enrollment Trends in
College of Business
Human Resource Mgmt**

Enrollment Trends in College of Business Human Resource Management

Program	1994/95	1995/96	1996/97	1997/98	1998/99
Human Resource Management	16	24	36	27	60
Human Resource Management Transfer Program	2	3	6	6	1

**Appendix I:
Human Resource
Management Cost Data**

Ferris State University
Degree Program Costing 1997 - 1998 (Summer, Fall, and Winter)

College : Business
 Department : Management

Program Name: Human Resource Management BS

Program Credits Required (Total credits to graduate) 122

*Instructor Cost per Student Credit Hour(SCH) (Average for program) \$106.80
 **Department Cost per Student Credit Hour \$34.80
 ***Dean's Cost per Student Credit Hour \$12.80

Total Cost per Student Credit Hour (Average for program) \$154.40

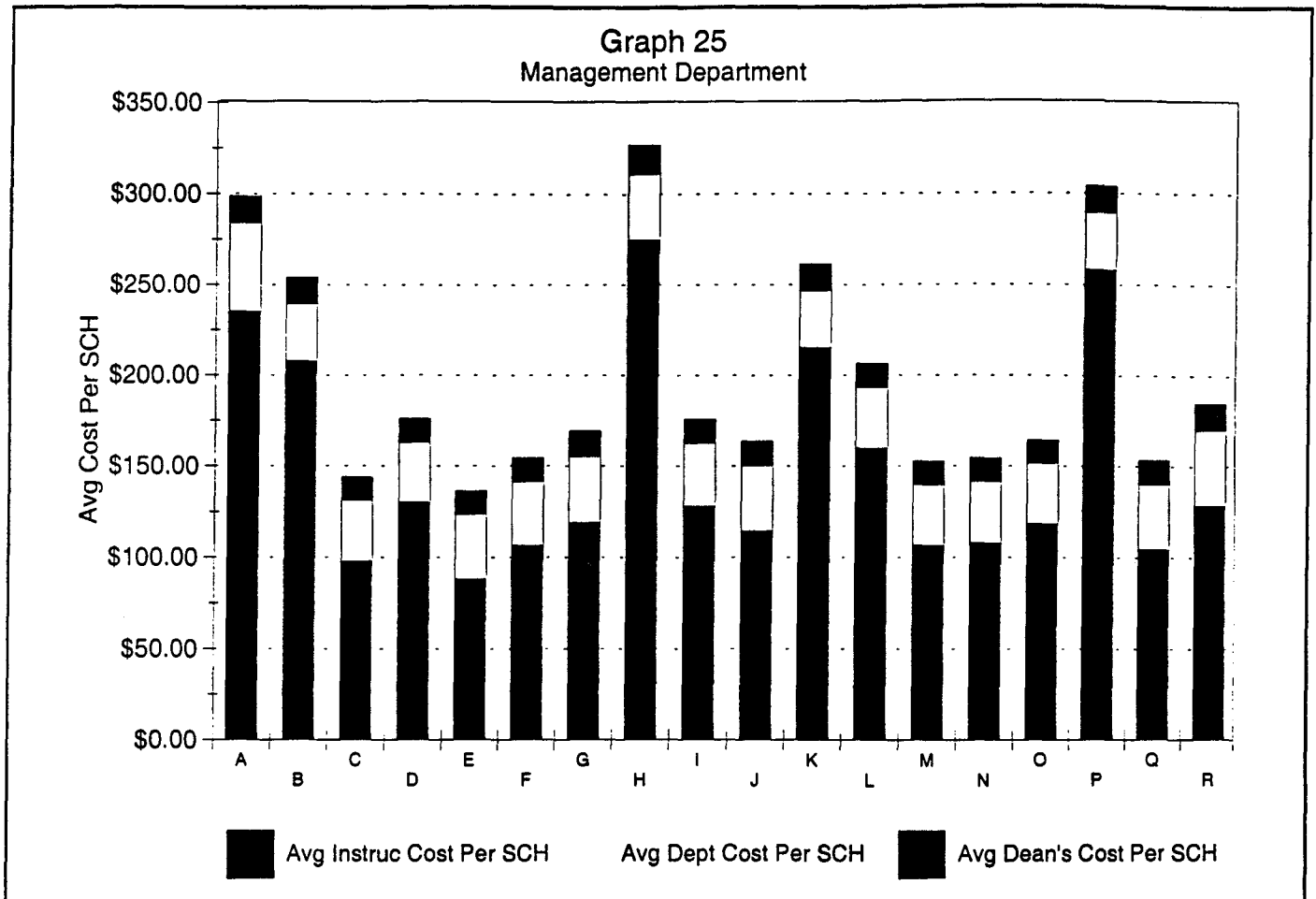
Total Program Instructor Cost (Assumes a student will complete program in one year) \$13,029.97
 Total Program Department Cost \$4,245.40
 Total Program Dean's Cost \$1,561.78

Total Program Cost (Assumes a student will complete program in one year) \$18,837.15

Course ID	Level	Instructor Cost	Dept Cost	Dean's Cost	SCH's Produced	Instructor Cost/SCH	Dept Cost/SCH	Dean's Cost/SCH	Credits Required	Program Instructor Cost	Program Dept Cost	Program Dean's Cost
ACCT201	L	\$205,544	\$124,657	\$36,474	2565	\$80	\$49	\$14	3	\$240	\$146	\$43
ACCT202	L	\$171,539	\$74,940	\$21,927	1542	\$111	\$49	\$14	3	\$334	\$146	\$43
BLAW301	U	\$60,769	\$24,818	\$11,262	792	\$77	\$31	\$14	3	\$230	\$94	\$43
BLAW421	U	\$9,796	\$1,504	\$683	48	\$204	\$31	\$14	3	\$612	\$94	\$43
COMM121	L	\$218,034	\$68,791	\$25,005	2742	\$80	\$25	\$9	3	\$239	\$75	\$27
CULTELE	E	\$1,423,036	\$449,669	\$160,912	17382	\$82	\$26	\$9	9	\$737	\$233	\$83
ECON221	L	\$133,824	\$78,430	\$38,564	2712	\$49	\$29	\$14	3	\$148	\$87	\$43
ECON222	L	\$92,380	\$38,434	\$18,898	1329	\$70	\$29	\$14	3	\$209	\$87	\$43
ECON331	U	\$8,418	\$1,041	\$512	36	\$234	\$29	\$14	3	\$702	\$87	\$43
ENGL150	L	\$669,969	\$163,474	\$57,206	6273	\$107	\$26	\$9	3	\$320	\$78	\$27
ENGL250	L	\$396,226	\$104,292	\$36,496	4002	\$99	\$26	\$9	3	\$297	\$78	\$27
ENGL325	U	\$94,289	\$24,470	\$8,563	939	\$100	\$26	\$9	3	\$301	\$78	\$27
FINC322	U	\$116,561	\$36,945	\$16,765	1179	\$99	\$31	\$14	3	\$297	\$94	\$43
HUMRELE	E	\$391,883	\$134,118	\$41,533	3675	\$107	\$36	\$11	12	\$1,280	\$438	\$136
ISYS105	L	\$267,320	\$174,957	\$51,191	3600	\$74	\$49	\$14	3	\$223	\$146	\$43
ISYS202	L	\$158,926	\$84,125	\$24,614	1731	\$92	\$49	\$14	3	\$275	\$146	\$43
MATH115	L	\$275,088	\$32,236	\$33,268	3648	\$75	\$9	\$9	3	\$226	\$27	\$27
MGMT301	U	\$119,454	\$55,653	\$25,254	1776	\$67	\$31	\$14	3	\$202	\$94	\$43
MGMT302	U	\$38,349	\$15,793	\$7,167	504	\$76	\$31	\$14	3	\$228	\$94	\$43
MGMT371	U	\$44,656	\$17,486	\$7,935	558	\$80	\$31	\$14	3	\$240	\$94	\$43
MGMT373	U	\$82,808	\$14,477	\$6,570	462	\$179	\$31	\$14	3	\$538	\$94	\$43
MGMT374	U	\$8,914	\$1,598	\$725	51	\$175	\$31	\$14	3	\$524	\$94	\$43
MGMT375	U	\$8,739	\$1,504	\$683	48	\$182	\$31	\$14	3	\$546	\$94	\$43
MGMT377	N	\$10,841,552	\$3,857,577	\$1,547,475	76848	\$141	\$50	\$20	3	\$423	\$151	\$6
MGMT474	N	\$10,841,552	\$3,857,577	\$1,547,475	76848	\$141	\$50	\$20	3	\$423	\$151	\$6
MGMT499	U	\$114,156	\$18,927	\$8,589	604	\$189	\$31	\$14	4	\$756	\$125	\$5
MKTG321	U	\$156,274	\$85,158	\$22,140	1557	\$100	\$55	\$14	3	\$301	\$164	\$4
NBUSELE	E	\$25,139,367	\$9,133,664	\$3,861,828	202256	\$124	\$45	\$19	6	\$746	\$271	\$11
PSYC150	L	\$298,096	\$175,235	\$38,466	4218	\$71	\$42	\$9	3	\$212	\$125	\$2
SCIUELE	E	\$2,125,709	\$780,771	\$220,024	24127	\$88	\$32	\$9	7	\$617	\$227	\$6
SOCY121	L	\$118,910	\$89,612	\$19,671	2157	\$55	\$42	\$9	3	\$165	\$125	\$2
SOCY340	U	\$30,808	\$22,683	\$4,979	546	\$56	\$42	\$9	3	\$169	\$125	\$2
STQM260	L	\$148,735	\$47,891	\$23,548	1656	\$90	\$29	\$14	3	\$269	\$87	\$4

- * Instructor Cost - *Salary & Fringe* - the actual cost to teach a course
- ** Department Cost - *Departmental Level Non Instructor Compensation, Supplies and Equipment* - departmental average applied to all course prefixes within a department
- *** Dean's Cost - *Dean's Level Non Instructor Compensation, Supplies and Equipment* - college average applied to all course prefixes within a college

Ferris State University
Average Instructor, Department and Dean's Cost Per SCH for Degree Programs
Management Department
1997 - 1998 Data



<u>Programs</u>	<u>Avg Instructor Cost/SCH</u>	<u>Avg Dept Cost/SCH</u>	<u>Avg Dean's Cost/SCH</u>	
A	Advanced Studies in Global Logistics Certificate	\$234.98	\$48.85	\$14.22
B	Advanced Studies in Investment Analysis Certificate	\$207.83	\$31.34	\$14.22
C	Business Administration BS	\$98.01	\$33.54	\$12.48
D	Finance BS	\$130.39	\$32.64	\$12.84
E	General Business AAS	\$88.39	\$35.46	\$12.53
F	Human Resource Management BS	\$106.80	\$34.80	\$12.80
G	Insurance BS	\$119.23	\$36.14	\$13.80
H	Insurance Certificate	\$274.44	\$36.05	\$15.70
I	Insurance/Real Estate BS	\$128.24	\$34.40	\$13.14
J	International Business BS	\$114.80	\$35.69	\$13.26
K	International Business Certificate	\$215.33	\$31.34	\$14.22
L	Legal Assistant AAS	\$160.05	\$33.45	\$12.81
M	Management BS	\$106.68	\$33.28	\$12.62
N	Operations Management BS	\$108.15	\$33.66	\$12.55
O	Real Estate AAS	\$118.59	\$33.28	\$12.36
P	Real Estate Certificate	\$257.91	\$31.34	\$14.22
Q	Small Business Management BS	\$104.83	\$35.70	\$12.89
R	Small Business Management Certificate	\$128.77	\$41.49	\$14.22

Table I
Degree Program Costing Summary
Alpha Listing of Programs
1997-98

Program Name	Prog Crs Req	Total Instructor Cost*	Total Dept Cost**	Total Dean's Cost***	Total Program Cost	Instructor Cost Per SCH	Dept Cost Per SCH	Dean's Cost Per SCH	Total Cost Per SCH
CJ/Corrections Option BS (Yrs 3 & 4)	65	\$6,992.93	\$2,739.55	\$1,085.43	\$10,817.90	\$107.58	\$42.15	\$16.70	\$166.43
CJ/Generalist Option BS (Yrs 3 & 4)	64	\$6,689.26	\$2,688.56	\$991.06	\$10,368.87	\$104.52	\$42.01	\$15.49	\$162.01
CJ/Law Enforcement Option BS (Yrs 3 & 4)	67	\$7,949.99	\$2,859.94	\$1,237.85	\$12,047.77	\$118.66	\$42.69	\$18.48	\$179.82
Collegiate Skills Program AA	60	\$5,292.87	\$1,863.03	\$991.10	\$8,147.00	\$88.21	\$31.05	\$16.52	\$135.78
Computer Information Systems BS	129	\$14,284.90	\$5,071.13	\$1,665.27	\$21,021.30	\$110.74	\$39.31	\$12.91	\$162.96
Computer Information Systems/Management BS	153	\$17,629.13	\$5,714.85	\$2,044.08	\$25,388.06	\$115.22	\$37.35	\$13.36	\$165.94
Computer Information Systems/Marketing BS	145	\$17,725.33	\$6,090.80	\$1,948.49	\$25,764.61	\$122.24	\$42.01	\$13.44	\$177.69
Computer Literacy Certificate	12	\$1,462.78	\$583.19	\$170.64	\$2,216.60	\$121.90	\$48.60	\$14.22	\$184.72
Computer Networks & Systems BS (Communica	136	\$28,017.37	\$8,402.77	\$1,940.68	\$38,360.81	\$206.01	\$61.79	\$14.27	\$282.06
Computer Networks & Systems BS (Embedded S	136	\$40,111.42	\$8,402.77	\$1,940.68	\$50,454.87	\$294.94	\$61.79	\$14.27	\$370.99
Computer Networks & Systems BS (Indust Autor	136	\$28,342.18	\$8,402.77	\$1,940.68	\$38,685.63	\$208.40	\$61.79	\$14.27	\$284.45
Computer Networks & Systems BS (Information	137	\$27,743.37	\$8,094.91	\$1,959.35	\$37,797.62	\$202.51	\$59.09	\$14.30	\$275.90
Construction Administration Certificate	12	\$1,595.33	\$660.24	\$217.22	\$2,472.78	\$132.94	\$55.02	\$18.10	\$206.07
Construction Field Engineering Certificate	15	\$1,660.30	\$825.30	\$271.52	\$2,757.12	\$110.69	\$55.02	\$18.10	\$183.81
Construction Management BS (Commercial/Indu	130	\$14,380.26	\$5,424.64	\$1,904.50	\$21,709.40	\$110.62	\$41.73	\$14.65	\$167.00
Construction Management BS (Highway/Bridge	130	\$17,118.53	\$5,424.64	\$1,904.50	\$24,447.67	\$131.68	\$41.73	\$14.65	\$188.06
Construction Management BS from Arch Tech (N	83	\$9,454.75	\$3,552.75	\$1,256.82	\$14,264.33	\$113.91	\$42.80	\$15.14	\$171.86
Construction Project Management Certificate	12	\$1,650.86	\$660.24	\$217.22	\$2,528.31	\$137.57	\$55.02	\$18.10	\$210.69
Criminal Justice Administration MS	30	\$8,378.69	\$1,306.29	\$562.00	\$10,246.98	\$279.29	\$43.54	\$18.73	\$341.57
Dental Hygiene AAS	77	\$7,945.07	\$7,543.29	\$1,574.83	\$17,063.19	\$103.18	\$97.96	\$20.45	\$221.60
Dental Technology AAS	61	\$13,410.26	\$6,796.41	\$1,392.35	\$21,599.03	\$219.84	\$111.42	\$22.83	\$354.08
Direct Marketing Certificate	12	\$1,320.59	\$642.83	\$188.39	\$2,151.81	\$110.05	\$53.57	\$15.70	\$179.32
Directed Studies AA	60	\$5,513.17	\$2,023.51	\$688.88	\$8,225.56	\$91.89	\$33.73	\$11.48	\$137.09
Electrical/Electronics Engr Technology BS (Yrs 3	69	\$12,018.53	\$4,314.52	\$986.53	\$17,319.58	\$174.18	\$62.53	\$14.30	\$251.01
English Education BS	120	\$10,530.86	\$4,552.60	\$1,632.39	\$16,715.85	\$87.76	\$37.94	\$13.60	\$139.30
Facilities Management BS (Yrs 3 & 4)	68	\$9,820.14	\$2,833.82	\$998.73	\$13,652.69	\$144.41	\$41.67	\$14.69	\$200.77
Finance BS	125	\$16,298.42	\$4,080.41	\$1,604.71	\$21,983.53	\$130.39	\$32.64	\$12.84	\$175.87
Food Service Management AAS	63	\$7,418.01	\$2,678.98	\$817.36	\$10,914.35	\$117.75	\$42.52	\$12.97	\$173.24
Food Service Management Certificate	12	\$1,523.71	\$656.32	\$170.64	\$2,350.67	\$126.98	\$54.69	\$14.22	\$195.89
General Business AAS	63	\$5,568.28	\$2,234.05	\$789.15	\$8,591.49	\$88.39	\$35.46	\$12.53	\$136.37
Health Care Systems Administration BS	128	\$14,472.72	\$4,647.93	\$2,283.61	\$21,404.26	\$113.07	\$36.31	\$17.84	\$167.22
Health Information Management BS	123	\$14,615.21	\$4,295.59	\$2,468.23	\$21,379.03	\$118.82	\$34.92	\$20.07	\$173.81
Health Information Technology AAS	63	\$6,844.36	\$2,239.14	\$1,358.82	\$10,442.31	\$108.64	\$35.54	\$21.57	\$165.75
Heavy Equipment Service Eng Tech/Maint Opt E	66	\$8,627.32	\$3,669.06	\$978.08	\$13,274.46	\$130.72	\$55.59	\$14.82	\$201.13
Heavy Equipment Service Eng Tech/Mfg Opt BS	66	\$6,013.38	\$4,075.18	\$971.55	\$11,060.11	\$91.11	\$61.75	\$14.72	\$167.58
Heavy Equipment Technology AAS	67	\$11,233.14	\$4,982.40	\$1,042.55	\$17,258.09	\$167.66	\$74.36	\$15.56	\$257.58
Hospitality Management BS (Yrs 3 & 4)	63	\$7,892.13	\$2,726.75	\$788.74	\$11,407.62	\$125.27	\$43.28	\$12.52	\$181.07
Hospitality Management Certificate	12	\$1,560.66	\$656.32	\$170.64	\$2,387.62	\$130.05	\$54.69	\$14.22	\$198.97
Human Resource Management BS	122	\$13,029.97	\$4,245.40	\$1,561.78	\$18,837.15	\$106.80	\$34.80	\$12.80	\$154.40
HVACR Engineering Technology BS (Yrs 3 & 4)	65	\$7,568.16	\$2,814.97	\$969.33	\$11,352.47	\$116.43	\$43.31	\$14.91	\$174.65
HVACR Technology AAS	68	\$8,121.48	\$3,126.05	\$1,016.16	\$12,263.69	\$119.43	\$45.97	\$14.94	\$180.35
ndust & Environ Hlth Mgt (Gen Env Hlth option)	134	\$30,872.58	\$6,996.75	\$2,511.69	\$40,381.02	\$230.39	\$52.21	\$18.74	\$301.35

Instructor Cost - *Salary & Fringe*

* Department Cost - *Departmental Level Non Instructor Compensation, Supplies and Equipment*

** Dean's Cost - *Dean's Level Non Instructor Compensation, Supplies and Equipment*

Table II

Degree Program Costing
Total Program Cost Ranked High to Low
1997-98

Program Name	Program Credits Required	Total Instructor Cost*	Total Dept Cost**	Total Dean's Cost***	Total Program Cost
Construction Management BS (Commercial/Industrial Tra	130	\$14,380.26	\$5,424.64	\$1,904.50	\$21,709.40
Marketing/Sales BS	124	\$14,936.45	\$5,094.37	\$1,611.61	\$21,642.43
Dental Technology AAS	61	\$13,410.26	\$6,796.41	\$1,392.35	\$21,599.03
Nuclear Medicine Technology BS	128	\$14,707.11	\$4,496.72	\$2,262.42	\$21,466.25
Health Care Systems Administration BS	128	\$14,472.72	\$4,647.93	\$2,283.61	\$21,404.26
Health Information Management BS	123	\$14,615.21	\$4,295.59	\$2,468.23	\$21,379.03
Computer Information Systems BS	129	\$14,284.90	\$5,071.13	\$1,665.27	\$21,021.30
Applied Speech Communication BS	126	\$14,517.15	\$4,766.00	\$1,710.72	\$20,993.87
Insurance BS	124	\$14,784.02	\$4,480.97	\$1,711.74	\$20,976.74
Printing Technology AAS	65	\$15,518.27	\$4,406.92	\$1,038.98	\$20,964.16
Marketing BS	124	\$14,330.53	\$4,940.94	\$1,559.15	\$20,830.62
International Business BS	127	\$14,579.86	\$4,532.23	\$1,683.93	\$20,796.02
Recreation Leadership & Mgt/Outdoor-Adv Edu Track BS	128	\$13,616.05	\$4,907.20	\$2,001.77	\$20,525.02
Recreation Leadership & Mgt/Corp Fitness-Well Track BS	128	\$13,324.71	\$4,891.60	\$1,995.92	\$20,212.23
Recreation Leadership & Mgt/Leisure Service Track BS	128	\$13,356.41	\$4,880.86	\$1,969.67	\$20,206.95
Recreation Leadership & Mgt/Sports Management Track	128	\$13,398.40	\$4,824.28	\$1,951.92	\$20,174.60
Manufacturing Engineering Technology BS (Yrs 3 & 4)	79	\$13,307.06	\$5,479.34	\$1,253.23	\$20,039.63
Professional Golf Management BS	124	\$13,134.25	\$5,253.64	\$1,618.61	\$20,006.51
Pharmacy BS (Yrs 3,4 & 5)	94	\$11,642.06	\$4,040.51	\$4,122.10	\$19,804.68
Operations Management BS	125	\$13,518.44	\$4,207.51	\$1,568.27	\$19,294.21
Public Administration BS	124	\$12,623.66	\$4,836.63	\$1,656.94	\$19,117.24
Biology Education BS	122	\$12,603.81	\$4,930.70	\$1,573.51	\$19,108.01
Automotive Service Technology AAS	68	\$12,639.41	\$5,347.30	\$1,090.68	\$19,077.39
Quality & Productivity Management BS	124	\$12,754.01	\$4,521.98	\$1,712.01	\$18,988.00
Small Business Management BS	123	\$12,893.51	\$4,391.47	\$1,585.26	\$18,870.24
Human Resource Management BS	122	\$13,029.97	\$4,245.40	\$1,561.78	\$18,837.15
Applied Mathematics BS	120	\$14,567.06	\$3,075.21	\$1,148.69	\$18,790.96
Management BS	123	\$13,121.81	\$4,093.37	\$1,552.24	\$18,767.42
Nursing AAS	72	\$11,531.86	\$5,234.20	\$1,489.17	\$18,255.22
Business Administration BS	124	\$12,153.19	\$4,159.36	\$1,548.04	\$17,860.59
Technical and Professional Communication BS	121	\$12,448.15	\$3,762.57	\$1,297.51	\$17,508.23
Electrical/Electronics Engr Technology BS (Yrs 3 & 4)	69	\$12,018.53	\$4,314.52	\$986.53	\$17,319.58
Automotive Body AAS	63	\$11,434.65	\$4,843.08	\$1,000.17	\$17,277.90
Visual Communication BS (Yrs 3 & 4)	64	\$13,349.28	\$3,069.37	\$840.47	\$17,259.11
Heavy Equipment Technology AAS	67	\$11,233.14	\$4,982.40	\$1,042.55	\$17,258.09
Wage Earning Home Economics Education BS (Yrs 3 & 4)	98	\$11,276.39	\$4,354.83	\$1,562.83	\$17,194.05

* Instructor Cost - Salary & Fringe

** Department Cost - Departmental Level Non Instructor Compensation, Supplies and Equipment

*** Dean's Cost - Dean's Level Non Instructor Compensation, Supplies and Equipment

Table III

Degree Program Costing
Total Cost per SCH Ranked High to Low
1997-98

Program Name	Program Credits Required	Instructor Cost per SCH	Dept Cost per SCH	Dean's Cost per SCH	Total Cost per SCH
Marketing BS	124	\$115.57	\$39.85	\$12.57	\$167.99
Business Education/Marketing/Distributive Edu BS	155	\$107.27	\$45.18	\$15.31	\$167.76
Nuclear Medicine Technology BS	128	\$114.90	\$35.13	\$17.68	\$167.71
Heavy Equipment Service Eng Tech/Mfg Opt BS (Yrs 3 & 4)	66	\$91.11	\$61.75	\$14.72	\$167.58
Health Care Systems Administration BS	128	\$113.07	\$36.31	\$17.84	\$167.22
Business Education/General Business BS	155	\$107.27	\$44.20	\$15.54	\$167.01
Construction Management BS (Commercial/Industrial Trade)	130	\$110.62	\$41.73	\$14.65	\$167.00
Applied Speech Communication BS	126	\$115.22	\$37.83	\$13.58	\$166.62
CJ/Corrections Option BS (Yrs 3 & 4)	65	\$107.58	\$42.15	\$16.70	\$166.43
Computer Information Systems/Management BS	153	\$115.22	\$37.35	\$13.36	\$165.94
Health Information Technology AAS	63	\$108.64	\$35.54	\$21.57	\$165.75
Multimedia Production Certificate	12	\$96.31	\$54.69	\$14.22	\$165.22
Real Estate AAS	63	\$118.59	\$33.28	\$12.36	\$164.23
International Business BS	127	\$114.80	\$35.69	\$13.26	\$163.75
Retailing AAS	67	\$109.66	\$41.37	\$12.37	\$163.40
Computer Information Systems BS	129	\$110.74	\$39.31	\$12.91	\$162.96
CJ/Generalist Option BS (Yrs 3 & 4)	64	\$104.52	\$42.01	\$15.49	\$162.01
Professional Golf Management BS	124	\$105.92	\$42.37	\$13.05	\$161.34
Recreation Leadership & Mgt/Outdoor-Adv Edu Track BS	128	\$106.38	\$38.34	\$15.64	\$160.35
Industrial Chemistry Technology AAS	63	\$126.00	\$24.35	\$9.42	\$159.77
Recreation Leadership & Mgt/Corp Fitness-Well Track BS	128	\$104.10	\$38.22	\$15.59	\$157.91
Recreation Leadership & Mgt/Leisure Service Track BS	128	\$104.35	\$38.13	\$15.39	\$157.87
Mathematics Education BS	144	\$107.22	\$36.45	\$14.09	\$157.76
Recreation Leadership & Mgt/Sports Management Track	128	\$104.68	\$37.69	\$15.25	\$157.61
Training in Business and Industry BS (Yrs 3 & 4)	99	\$102.29	\$40.54	\$14.63	\$157.46
Child Development AAS	63	\$93.33	\$47.61	\$16.22	\$157.16
Biology Education BS	122	\$103.31	\$40.42	\$12.90	\$156.62
Applied Mathematics BS	120	\$121.39	\$25.63	\$9.57	\$156.59
Human Resource Management BS	122	\$106.80	\$34.80	\$12.80	\$154.40
Operations Management BS	125	\$108.15	\$33.66	\$12.55	\$154.35
Public Administration BS	124	\$101.80	\$39.01	\$13.36	\$154.17
Small Business Management BS	123	\$104.83	\$35.70	\$12.89	\$153.42
Quality & Productivity Management BS	124	\$102.85	\$36.47	\$13.81	\$153.13
Nuclear Medicine Technology AAS	66	\$90.04	\$40.80	\$22.02	\$152.86
Management BS	123	\$106.68	\$33.28	\$12.62	\$152.58
Visual Communication AAS	66	\$95.84	\$43.44	\$12.52	\$151.81
Chemistry Education BS	152	\$101.06	\$36.57	\$13.48	\$151.11

* Instructor Cost - *Salary & Fringe*** Department Cost - *Departmental Level Non Instructor Compensation, Supplies and Equipment**** Dean's Cost - *Dean's Level Non Instructor Compensation, Supplies and Equipment*

Table IV
Degree Program Costing
Instructor Cost Per SCH Ranked High to Low
1997-98

Program Name	Program Credits Required	Total Instructor Cost*	Instructor Cost Per SCH
Food Service Management AAS	63	\$7,418.01	\$117.75
Mechanical Engineering Technology AAS	65	\$7,620.68	\$117.24
Nursing BSN (Yrs 3 & 4)	84	\$9,809.34	\$116.78
HVACR Engineering Technology BS (Yrs 3 & 4)	65	\$7,568.16	\$116.43
Marketing BS	124	\$14,330.53	\$115.57
Computer Information Systems/Management BS	153	\$17,629.13	\$115.22
Applied Speech Communication BS	126	\$14,517.15	\$115.22
Wage Earning Home Economics Education BS (Yrs 3 & 4)	98	\$11,276.39	\$115.07
Nuclear Medicine Technology BS	128	\$14,707.11	\$114.90
International Business BS	127	\$14,579.86	\$114.80
Construction Management BS from Arch Tech (Yrs 3 & 4)	83	\$9,454.75	\$113.91
Health Care Systems Administration BS	128	\$14,472.72	\$113.07
Technical Education BS (Yrs 3 & 4)	98	\$11,021.72	\$112.47
Building Construction Technology AAS	63	\$7,068.53	\$112.20
Allied Health Education BS (Yrs 3 & 4)	99	\$11,021.72	\$111.33
Computer Information Systems BS	129	\$14,284.90	\$110.74
Construction Field Engineering Certificate	15	\$1,660.30	\$110.69
Construction Management BS (Commercial/Industrial Track)	130	\$14,380.26	\$110.62
Direct Marketing Certificate	12	\$1,320.59	\$110.05
Retailing AAS	67	\$7,347.00	\$109.66
Career and Tech Educ/Administrative Cert MS	32	\$3,493.53	\$109.17
Automotive and Heavy Equipment Mgt BS (Yrs 3 & 4)	67	\$7,284.02	\$108.72
Health Information Technology AAS	63	\$6,844.36	\$108.64
Operations Management BS	125	\$13,518.44	\$108.15
CJ/Corrections Option BS (Yrs 3 & 4)	65	\$6,992.93	\$107.58
Business Education/Marketing/Distributive Edu BS	155	\$16,627.00	\$107.27
Business Education/General Business BS	155	\$16,626.65	\$107.27
Mathematics Education BS	144	\$15,439.37	\$107.22
Product Design Engineering Technology BS (Yrs 3 & 4)	68	\$7,275.30	\$106.99
Human Resource Management BS	122	\$13,029.97	\$106.80
Management BS	123	\$13,121.81	\$106.68
Recreation Leadership & Mgt/Outdoor-Adv Edu Track BS	128	\$13,616.05	\$106.38
Professional Golf Management BS	124	\$13,134.25	\$105.92

* Instructor Cost - Salary & Fringe

Table V

**Instructor Cost Per SCH for Courses
Alpha by Course
1997-98**

Course	Level	Course Description	Instructor Cost* Per SCH
MFGT112	L	Manufacturing Tooling Technology	\$87.12
MFGT121	L	Manufacturing Tooling Technology	\$184.76
MFGT122	L	Manufacturing Tooling Technology	\$223.43
MFGT150	L	Manufacturing Tooling Technology	\$182.45
MFGT211	L	Manufacturing Tooling Technology	\$211.32
MFGT212	L	Manufacturing Tooling Technology	\$199.13
MFGT221	L	Manufacturing Tooling Technology	\$200.94
MFGT252	L	Manufacturing Tooling Technology	\$265.15
MGMT301	U	Management	\$67.26
MGMT302	U	Management	\$76.09
MGMT305	U	Management	\$113.61
MGMT310	U	Management	\$79.07
MGMT355	U	Management	\$234.20
MGMT371	U	Management	\$80.03
MGMT373	U	Management	\$179.24
MGMT374	U	Management	\$174.78
MGMT375	U	Management	\$182.06
MGMT377	N	Management	\$141.08
MGMT405	U	Management	\$0.00
MGMT410	U	Management	\$255.49
MGMT447	U	Management	\$111.65
MGMT473	U	Management	\$384.83
MGMT474	N	Management	\$141.08
MGMT491	U	Management	\$319.07
MGMT499	U	Management	\$189.00
MGMT605	G	Management	\$360.26
MGMT673	G	Management	\$169.96
MIMG101	L	Music Industry Management	\$0.00
MIMG192	L	Music Industry Management	\$440.90
MIMG292	L	Music Industry Management	\$734.25
MIMG451	N	Music Industry Management	\$141.08
MKTG231	L	Marketing	\$121.63
MKTG321	U	Marketing	\$100.37
MKTG322	U	Marketing	\$115.81
MKTG341	N	Marketing	\$141.08
MKTG365	U	Marketing	\$179.92
MKTG375	N	Marketing	\$141.08
MKTG378	U	Marketing	\$366.84
MKTG383	U	Marketing	\$131.75
MKTG425	U	Marketing	\$233.39
MKTG432	U	Marketing	\$177.71
MKTG434	U	Marketing	\$195.21

* Instructor Cost - *Salary & Fringe*

Table IX

**Average Department Cost Per SCH
Alpha by Department
1997-98**

Department	Department Cost*	Department SCH	Department Cost Per SCH
Accountancy/Computer Info Systems	\$936,312.00	19,266.00	\$48.60
Allied Dental Department	\$457,582.00	3,030.00	\$151.02
Biological Sciences	\$536,183.00	13,035.00	\$41.13
Child Development	\$49,420.00	800.00	\$61.78
Construction & Facilities	\$625,904.00	11,376.00	\$55.02
Criminal Justice	\$307,809.00	6,878.00	\$44.75
Design, Manufacturing & Graphic Arts	\$1,176,763.00	14,086.00	\$83.54
Economics/Applied Statistics	\$190,812.00	6,598.00	\$28.92
Environmental and Clinical Scien	\$260,230.00	3,341.00	\$77.89
Health Management Department	\$142,600.00	3,868.00	\$36.87
Hospital Related Department	\$238,212.00	5,163.00	\$46.14
Humanities	\$486,002.00	19,372.00	\$25.09
Language and Literature	\$583,637.00	22,396.00	\$26.06
Leisure Studies and Wellness	\$156,209.00	3,874.00	\$40.32
Management	\$388,851.00	12,409.00	\$31.34
Marketing	\$672,456.00	12,295.00	\$54.69
Mathematics	\$168,230.00	19,038.00	\$8.84
Nursing Department	\$389,478.00	3,782.00	\$102.98
Occupational Education	\$295,088.00	5,314.00	\$55.53
Opticianry	\$18,854.00	480.00	\$39.28
Optometry	\$243,938.00	5,034.00	\$48.46
Pharmacy	\$504,511.00	11,475.00	\$43.97
Physical Sciences	\$257,794.00	11,478.00	\$22.46
Social Sciences	\$862,840.00	20,769.00	\$41.54
Student Development Services	\$108,756.00	4,738.00	\$22.95
Television Production	\$115,752.00	763.00	\$151.71
Transportation & Electronics	\$1,148,686.00	12,174.00	\$94.36

** Department Cost - *Departmental Level Non Instructor Compensation, Supplies and Equipment*

**Appendix J:
PRP Panel Members**

Human Resource Management Program Advisory Committee Members

Roger Andrzejewski
Director of Human Resources
Lacks Industries, Inc.
5460 Cascade Road SE
Grand Rapids, MI 49546

Gerald Batka
Human Resources Manager
Federal-Mogul
200 S. Maple Street
Sparta, MI 49345

Russ Fatum
Director, Human Resources
P.P.G. Industries, Inc
North American QEM Glass
6251 South Lauman Road
Ewart, MI 49631-9401

William Gill
Mediator/Conciliator
Federal Mediation/Conciliation Services
10585 Six Mile Road NE
Rockford, MI 49341-9054

Mike Gurr
Manager/Leadership Learning Services
Meijer
2727 Walker Avenue
Grand Rapids, MI 49544

Judy Hamilton
Branch Manager
Staff Pro, Inc.
1055 N. Mitchell
Cadillac, MI 49601

Robert Sedrowski
Vice President, Human Resources
Wolverine World Wide
9341 Courtland Drive NE
Rockford, MI 49351

Dennis Vanderlind
International Representative
Region 1-D, U.A.W.
3300 Leonard, NE
Grand Rapids, MI 49525-3363

Dan Warfield
Human Resources
Blue-Care Network
611 Cascade W. Parkway, SE
Grand Rapids, MI 49546

Frank K. Weikel
Consultant
Cadillac Graphonalysis and
Personnel Cousultants
521 Stimsors Street
Cadillac, MI 49601

Internal Program Review Panel

Jack Doneth
Marketing Professor

Beth Krueger
Director, Human Resource Development

Maris Krumins
Management Professor, Labor Law

Jack Perdue
Management Professor, HRM

Alex Pomnichowski
Management Professor, HRM

Rose Ann Swartz
Management Professor

To: Doug Haneline, Chair, ARPC
From: Jack Perdue, Alex Pomnichowski, Co-coordinators, Human Resource
Management Review
In Re: Initiating the Review Process
Date: December 14, 1998

1. Program Review Panel Members

Jack Perdue, Co-coordinator
Alex Pomnichowski, Co-coordinator
Maris Krumins, Law, Labor Law
Rose Ann Swartz, Management
Jack Doneth, Marketing
Beth Krueger, Director, Human Resource Development

2. Budget Request: Eight hundred dollars (\$800)

\$50 (computer discs)
\$50 (paper)
\$300 (printing/mailing surveys)
\$100 (advisory committee meeting)
\$100 (telephone/miscellaneous supplies)
\$200 (secretarial/computing services)

3. SCHEDULE OF ACTIVITIES

Activity	Person	Date Due
a) Student on-campus survey	Perdue	1 May 1999
b) Graduate follow-up survey	Pomnichowski	1 May 1999
c) Employer follow-up survey	NA	NA
d) Faculty perception of the program	Perdue	1 May 1999
e) Advisory committee perceptions	Krumins	1 May 1999
f) Labor market analysis	Krueger	1 May 1999
g) Evaluation of facilities/equipment	Doneth	1 May 1999
h) Curriculum Evaluation	PRP	1 Aug 1999

**Appendix K:
Vita - Program Faculty**

VITA

Name: Alex S. Pomnichowski
Rank: Full Professor, Tenured
College/Dept: College of Business Management Department
Joined FSU In: 1967

Teaching Experience:

1. At FSU from 1984 to present:

Usually: Human Resource Management (Personnel Management), Collective Bargaining, Business Policy, Strategy Formulation (now called Policy and Strategy), Seminar in Human Resource Management
Also: Wage and Salary Administration, Independent Study, Organizational Behavior, Administrative Principles, and Current Issues in Business

2. At FSU from 1967 - 1984:

Head of Management Department for 17 years. Also had teaching responsibility. Courses taught during this period include:

Business Policy, Personnel Management, Strategy Formulation, Administrative Principles, Organizational Behavior, Business and Society, Small Business Management, Independent Study, and Internship (co-op)

3. At Parsons College in Fairfield, Iowa from 1961-1967, (also served as Acting Chairperson for Bus Administration Dept)

Courses taught: Industrial Relations, Labor Economics, Personnel Management, Administrative Principles, Economic Principles (Micro/Macro), Principles of Marketing, Principles of Advertising, Corporation Finance, Business Law (I and II), Office Management, and Business Seminar (emphasis on Social Responsibility)

4. Fall 1966, Sabbatical from Parsons College. Member of graduate faculty at St. Cloud State College in St. Cloud, Minnesota

Graduate courses taught: Personnel Management, Administrative Principles, Personal Finance

5. From 1956-1959, Instructor at the School of Business, University of Michigan. Really a teaching fellowship while attending graduate school, but given instructor rank.

Courses taught: Gregg Shorthand, Typewriting

6. From 1955 - 1956, Business Teacher, Supervising Teacher at Birmingham Seaholm High School, Birmingham, Michigan

Courses taught: Office Practice and Machines, Typewriting, Gregg Shorthand

Educational Background:

1. From Fall 1963 through Spring 1964, spent one-year post-doctoral study at Michigan State University. Took graduate level courses in Human Resource Management offered through the College of Business, the Institute of Labor and Industrial Relations, and the Economics and Psychology Departments of the College of Arts and Sciences.

Courses taken include: Advanced Personnel Management, Advanced Administrative Principles, Human Relations in Business and Industry (now called Organizational Behavior), Issues in Collective Bargaining, Labor Law, Wage Theory, Wage/Salary Administration, Training in Business/Industry, Tests and Measurements, International Economics, Industrial Sociology, Accounting/Financial Control

2. Summer 1961, post-doctoral study at University of Michigan, graduate level. Courses taken: Comparative Economic Systems, Public Finance, Advertising Principles.

3. June 1961, Ph. D., the University of Michigan.

Major Area: Business Education

Cognate Areas: Psychology, History/Philosophy of Education

Dissertation: Economic Concepts Taught in Michigan High Schools (Deals with Economic Literacy)

4. January 1959, MBA, With Distinction, the University of Michigan

5. August 1952, M.A., the University of Michigan

Emphasis: Economics/Business Education, School Administration

Graduate courses taken include: Price System, Labor Economics, Social Security, Management/Union Relations, Supervision, Public School Finance, Visual Aids

6. Military Schooling 1952-53
Company Clerk School, Fort Knox, KY
Stenographic School, Fort Ben Harrison, Indianapolis, IN
Court Reporting School, Eta Jima, Japan

7. BA, Eastern Michigan University
Major: Business
Minors: Economics, Mathematics
Secondary School Teaching Certificate

Prior Experience Not in Education:

1. 1952-54 Overseas -- Far East Command Headquarters in Yokohama, Japan, Eighth Army Headquarters, JAGC, Seoul, Korea as general court-martial reporter. Flown as specialist to various division headquarters in Korea to take general courts.
Also served as personnel clerk
2. Odds and Ends: Worked in steel mill, chemical factories, construction work, post office, retail store while a student at Eastern Michigan University, worked in cafeteria while a student at the University of Michigan, served as faculty counselor, and head dorm counselor at Eastern Michigan University

Professional Memberships:

1. **At Present:** Industrial Relations Research Association (national, Grand Rapids Chapter--former President, former Vice-President for program, membership, former executive board member, present member of advisory committee (have been since the inception of the chapter) Former member of IRRA's State Wide Committee

Society for Human Resource Management (national and chapter in Grand Rapids)

Institute for International Human Resource Management

Academy of Management (national and regional - member of this organization for over thirty years)

American Society for Training and Development (national and Grand Rapids chapter -- Vice-President for membership and programs, executive board member)

2. **Former Memberships:**

Association for Quality and productivity (Grand Rapids chapter, formerly Quality Circles group)

West Michigan World Trade Club

American Production and Inventory Control Society

Grand Rapids Economic Club

Midwest Scanlon Plan Associates (advisory board member)

West Michigan Financial Analyst Association

American Economic Association

Financial Management Association

Midwest Quality Council

Muskegon Area Labor-Management Council

Michigan Technological Association

Michigan Academy of Arts/Sciences

American Association of University Professors

Michigan Quality of Worklife Council

Midwest Business Administration Association

Clearing House for Training Resources

Professional Meetings Attended:

1. Frequently attended monthly meetings of SHRM and IRRA in Grand Rapids.

Last meeting of national IRRA was attended about 3 years ago. Attended first Governor's Labor Management Conference.

Frequently attended monthly meetings in Grand Rapids of APICS, World Trade club, ASTD, Western Michigan Society of Financial Analysts, and AQP (Quality Circles).

Except for the ASTD meetings, I have not attended any of the above for a number of years.

The last meetings of the National Academy of Management and Midwest Business Administration Association I attended were a few years ago.

My wife became seriously handicapped several years ago and cannot be left alone. I have not attended a local or national professional meeting since then.

Papers Presented:

Years ago, presented the following:

1. On Union Democracy at a Faculty Forum
2. On the Value of Certification at the year-end banquet of APICS in Grand Rapids
3. Recruitment for Small Business at Small Business Meeting in Grand Rapids

Publications:

Attended and presented paper on Business Environment/Social Responsibility at UCLA years ago. Paper published in the proceedings.

Other Research Activity:

1. Study of Curriculum Procedures at Colleges similar to FSU
2. Study of Credit by Exam at institutions similar to FSU
3. Study of Business Policy Requirements at Colleges similar to FSU
4. Study of Core Practices of colleges similar to FSU
5. Papers written, but not published:
 - a. Union Democracy
 - b. Landrum-Griffin Act, An Analysis
 - c. Marginal Revenue Productivity, as Applied to Labor Costs
 - d. Political, Economic, Educational Characteristics of South American Countries
 - e. Social Security System of New Zealand

Pages written, but not published:

1. Union Democracy
2. Landrum-Griffin Act, An Analysis
3. Marginal Revenue Productivity, As Applied to Labor Costs
4. Political, Economic, Educational Characteristics of South American Countries
5. Social Security System of New Zealand

Consulting:

1. Strategy for Non-profit Organizations for Cadillac Rotary Club
2. Improvement of Personnel Practices for Small Business in Lake City, Michigan
3. For several businesses through our short-lived College of Business Services. (Believe this was the Bureau of Business Services)

Professional Growth Activities:

1. Reading the usual literature -- Fortune, Business Week, material from IRRA, SHRM, Academy of Management, and the European Journal of Industrial Relations
2. Reviewing texts for publishing companies. Particularly the past three years. Usually Human Resource Management (proposed texts and revisions). Also, one in Strategy Formulation (proposed text)
3. Visit Human Resource Management Departments of companies, such as Donnelly Mirrors
4. Work with Korean visitors who work in Personnel (Samsung, K/A)
5. Attended statewide meetings of the five IRRA chapters held in Lansing and Grand Rapids. Chaired the session in Grand Rapids.
6. Attended several meetings of MALAMC in Muskegon
7. Attended several meetings of the Clearinghouse for Training Resources held in Grand Rapids.
8. Attended the Labor Notes Conference on New Directions for Labor held in Detroit (1200 labor leaders in attendance)
9. Attended special session on Robotics Exposition and Computer Exposition in Detroit
10. University representative to the World Energy Conference held in Detroit
11. Participated in sensitivity training session as guest of Midwest Behavioral Associates
12. Participated in session on Shared Participation held in Ann Arbor conducted by Warren Avis
13. Participated in three-day session at the University of Virginia for business school administrators on curriculum and on managing the business school.
14. Program Chairperson for Delta Pi Epsilon for meetings throughout the State of Michigan
15. Member of committee to study the effect of automation on employment, and training for State of Michigan
16. Vice-President, Program Chairperson for Midwest Academy of Management meeting held at Michigan State University.
17. Member of regional membership committee for Academy of Management and American Institute for Decision Sciences
18. Member of committees to establish IRRA chapters in Des Moines and Grand Rapids

19. Recipient of FEE fellowship. Spent five weeks studying all functions of Dupont Corporation management at executive, middle, and plant management levels. Located in Wilmington, produced report for management consideration
20. Attended three-week session on Business and Social Responsibility sponsored by GE and held in Los Angeles at UCLA. Led by George Steiner
21. Attended week session Niagara on the Lake offered by the University of New York also dealing with Business
22. Member of ACBSP Accreditation visit to Governor's State University
23. Initiated new courses in HRM program - Cases, Issues, Trends and International Human Resource Management

Seminars, Training Programs:

1. Prepared material on MBO for Middle-level State health officials
2. Planned, chaired and made presentation for middle-level management training sessions sponsored by Michigan Technical Council
3. Chaired several sessions at annual meeting of Midwest Scanlon Plan Association
4. Presentation for small-business group in Grand Rapids on workforce 2000, employment exchange, acquiring/retaining employees
5. Chaired statewide meeting of 5 IRRA chapters on International Business and its Impact on Michigan
6. Planned and made presentations for Small Business - sessions in Big Rapids and in Cadillac

Professional Presentations:

1. Presentation on economic outlook for Reed City Annual Chamber of Commerce Banquet
2. Chairperson of conference session on "Criticism of Big Business" at UCLA, published in Changing Business - Society Relationships, publication of UCLA School of Business
3. Presentation on "Leadership" to Rotary District Conference for new officers
4. Also presentation on Leadership for local church board
5. Presented paper at Midwest Business Administration Association meeting on "Administration Problems and the Legal Assistant Program
6. Address to West Michigan World Trade Club on "The International Dimension at Ferris State College

Institutional Services Performed:

1. At Department Level:

Initiated change from the name Business Administration Department to Management Department

Initiated change in prefix designation of Department courses from Commerce to Management, Finance, Insurance, International Business, etc.

Initiated adoption of one basic administrative course in all Management related programs across campus, as Printing Management, Hospital Administration

Initiated addition of courses offered in Management Department as Energy Management, Seminar in Productivity and the basic course in International Business. The latter course is now required in almost all programs offered in the Management Department

Initiated the addition of five curriculum advisory committees - Finance, International Business, Human Resource Management, Legal Assistance, and Insurance

Worked on getting approval of the Department of Licensing and Regulation to recognize our Real Estate courses

Worked on obtaining approval of our Legal Assistant program by the American Bar Association. Wrote a considerable amount of the first report

On various curriculum committees

Worked on Improvement of HRM Program

2. Department Head Responsibilities:

Responsibilities of Department Heads differ at various institutions of higher learning.

At FSU, during my tenure, the responsibilities were to: recruit, select, orient, train/develop, and appraise the performance of all Department faculty members. Staff went to 25 from 12 during my tenure.

Also, preparation of schedules, approval of all graduates from all programs in the Department

To assist in appraisal of performance, suggested faculty use student evaluation form to share with Department Head at their option. No student evaluation form was available, I introduced one that I had used elsewhere. That was about 30 years ago, and that form is still being used

As Department Head, initiated action to add courses as Collective Bargaining, Strategy Formulation, Organization Behavior, Real Estate, Investments, and Wage and Salary Administration

Initiated action to add the following majors to our offerings: Personnel Management, Production Management, Small Business Management, Business Economics, Financial Management, and Real Estate

Committee Membership (some all University): Committee on Faculty Research, Foundations Task Force, Advanced Placement/Credit by Exam, Chaired the Department Head Committee, Committee to Develop Uniform Evaluation Procedures, Leisure Arts and Recreation Management Committee, Metric Conversion Committee

Information Systems Committee, Gerontology Committee, Alumni Task Force Committee, Credit Equivalence committee, committee to convert clock-hour credits to credit-hour units

Developed data sheet for faculty evaluation purposes - still used

Recommended evaluations on face-to-face basis

3. As Non-Department Head:

Member and Chair of College of Business Review Committee

Member of Academic Senate for 8 years

Member and Chair of Department Promotion/Merit Committee

Text Selection Committees

Business Administration/Management Coordination Committee

MGT 261 and MGT 262 Coordination Committee

Human Resource Management Curriculum Coordinator

Wrote most of Report for North Central

Member of Business Administration and Management Curriculum Committees

Member of Department Assessment Committee

Member of Management 2000 Committee

Proposed changes in Human Resource Management Curriculum (Cases and Issues course ,
International Human Resource Management course)

4. College of Business:

Chair of College Promotion and Merit Committee

Chair of College of Business Review Committee

Transfer Committee

Pay Inequity Committee

Member of COB Dean Selection Committee

Member of Committee to Establish Promotions/Merit Policy/Procedures

Initiated installation of the business core and its subsequent requirement in all BS in Business programs

Initiated change in name from School of Commerce to School of Business

Initiated change in degree designation to reflect the common core concept, from BS in Accounting, BS in Insurance, to BS in Business with a major in Accounting, Management, International Business, etc.

Initiated change in format for college catalogue and college schedule of classes

Served as Chair of Search Committee for CIS Department Head

Worked on off-campus programs (Traverse City and Dowagiac) to develop procedures for offering courses and approval of off-campus faculty to teach

5. University Service:

Member of North Central Steering Committee 17 years

Member of Academic Senate

Member and Chair of the Organizational Review Committee (wrote present procedures and developed present organizational structure for curriculum approval)

Member and Chair of University Curriculum Committee (This committee wrote the Academic Review Procedures)

Member of Committee to consider policy/procedures in Long -Range Planning Committee

While Department Chairman and Chair of the Department Head Committee, conducted training sessions for college administrators -- for two years

While at Parsons College, taught investment fundamentals. Also was involved in committee matters as: Philosophy and Purpose for a North Central Study, Professional Problems Committee, elected faculty representative to the College Board of Trustees, Admissions and Standards Committee, Curriculum and Catalog Committee (Chaired this Committee for three years)

Recognition and Honors:

MBA with Distinction

FEE Fellowship

Department awarded honor as "Trader of the Year by Grand Rapids World Trade Club

Awarded five merit increases while at Ferris State for work performed

Elected as Chair of newly formed Department Head Committee

Awarded recognition by District of Rotary Club for services rendered, "Services Above Self"

Member of Beta Gamma Sigma and Phi Kappa Phi

Member and officer of Kappa Delta Pi, Pi Omega Pi, and Delta Pi Epsilon

Dean's List, Kappa Delta Pi Scholarship

One of two top students at Stenographic School at Fort Ben Harrison. Recognition was being sent to Korea instead of Europe (where the other 38 class members went)

Professionally Related Committee Activity:

Chaired the Administrative Council of a local church for several years

Assisted local church in planning for various activities, including training and fund drive

Served as secretary, vice-president, and president of local Rotary Club. Gave a number of talks to the local Rotary Club, such as Energy Management

Speech to Rotary Club on Energy

Speech to District rotary on Leadership

Assisted Cadillac Rotary in implementing Strategic Planning

VITA

I. **Name:** John V. Perdue

Rank: Associate Professor

Tenure/Non-tenure: Tenure

Department or Division: College of Business/Management Dept.

Year Joined the Institution: 1983

Teaching Experience:

Areas of involvement (in teaching)

Personnel Management (Human Resource Management)

1983 - Present Associate Professor, Ferris State University

1994 - Approved by the C.M.V. Academic Counsel to teach graduate personnel course. Have taught five courses since that time at their Mott Center in Flint, Michigan

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

1964 M.A., University of Detroit, Industrial Psychology

1954 B.A., University of Detroit, Psychology

1993 Approved to teach graduate courses in personnel management at CMU by their academic council - have taught five courses to date at that level

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

1976 - 1981 Chrysler Corp., Management Training Facilitator

1974 - 1976 Detroit Lumberman Association, Executive Director

1971 - 1974 Sheet Metal Employees Association, Marketing Manager

1967 - 1971 University of Detroit, Director of Personnel

1956 - 1967 University of Detroit, Assistant Placement Director

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

Industrial Relations Research Association

Society for Human Resource Management, Faculty Advisor, Student Chapter

Big Rapids Local Development Finance Authority, Board of Director

Big Rapids Industrial Development Corporation, Board of Director

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

VI. Papers Presented (include dates):

VII. Publications:

VIII. Other Research Activity:

IX. Consulting:

1989 Consulted with City of Big Rapids to select City Manager.

X. Professional Growth Activities:

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

1991 Conducted Management Training Program for City of Big Rapids, MI.

1989 Conducted Management Training Program for Tubelite Corporation, Reed City, MI.

XII. Professional Presentations, Speeches, etc.:

1985, 1986, 1987 Ferris Management Retreat

One of three faculty members who made professional presentations concerning management to the Ferris top administrators.

XIII. Institutional Services Performed:

1985, 1986, 1987 Ferris Management Retreat

One of three faculty members who made professional presentations concerning management to the Ferris top administrators.

XIV. Recognition and Honors:

Recognition from Ferris President for my contribution to Ferris Management Retreat.

XV. Professionally Related Community Activities:

Served as Advisor to Central Michigan University Extended Learning Program at Whirlpool Corporation.

Served as Program Advisor to Central Michigan University Extended Learning Program.

Served on Board of Directors of Big Rapids Industrial Development Corporation as well as the Big Rapids Local Development Finance Authority.

VITA

I. **Name:** Maris P. Krumins

Rank: Professor

Tenure/Non-tenure: Tenure

Department or Division: College of Business/Management Dept.

Year Joined the Institution: 1969

Teaching Experience:

Areas of involvement (in teaching)

Business Law

1969 - Present Assistant/Associate/Professor, Ferris State University

1965 - 1967 Administrative Assistant to the Dean, School of Law, Indiana University

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

1965 J.D. Indiana University School of Law

1962 B.S. Purdue University

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

1967 - 1969 Attorney, National Labor Relations Board (NCRB), Indianapolis, IN

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

Indiana State Bar Association

Tri-State Business Law Association

Academy of Legal Studies in Business (American Business Law Association)

Admitted to Practice of Law in Indiana and the Federal Courts

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

April 1993 University of Michigan, Tri-State Business Law Conference-Seminar

April 1990 Michigan State University, Tri-State Business Law Conference-Seminar

April 1989 Purdue University, Tri-State Business Law Conference-Seminar

April 1988 Toledo, OH, Tri-State Business Law Conference-Seminar

April 1987 Livonia, MI, Tri-State Business Law Conference-Seminar

- April 1978 Michigan State University, Tri-State Business Law Conference-Seminar
- April 1977 University of Notre Dame, Tri-State Business Law Conference-Seminar
- April 1976 Eastern Michigan University, Tri-State Business Law Conference-Seminar
- April 1975 Purdue University, Tri-State Business Law Conference-Seminar
- August 1974 Waltham, Massachusetts, American Business Law Association National Conference

VI. Papers Presented (include dates):

- April 1976 Sex and Age Discrimination, Tri-State Business Law Association Conference at Eastern Michigan University

VII. Publications:

VIII. Other Research Activity:

IX. Consulting:

X. Professional Growth Activities:

Institute of Continuing Legal Education Seminars Attended:

- 1986 - Wrongful Discharge, Traverse City, MI
- 1985 - Real Estate, Traverse City, MI
- 1981 - Michigan No-Fault Insurance, Traverse City, MI
- 1980 - Bankruptcy, Harrison, MI
- 1980 - Probate, Boyne Falls, MI
- 1979 - Probate, Traverse City, MI

- 1975 Kansas State University Faculty Development Seminar at Chicago, IL

- 1973 - 1976 Ferris State University-Federal Mediation and Conciliation Service Labor Seminars at Big Rapids, MI
- 1976 - Michigan Education Association Collective Bargaining Seminar, Ludington, MI

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

Helped develop written materials on EEOC regulations for training of Michigan Public Health offices for Ferris State University local government Service Center

- 1973 - 1976 Steering Committee member and panel moderator for Ferris State University-Federal Mediation and Conciliation Service Labor Seminars, Big Rapids, MI

XII. Professional Presentations, Speeches, etc.:

Sex Discrimination, Michigan Council of Women Conference at Ferris State University.
Sex Discrimination, Big Rapids Chapter of NOW.
UCC and Warranties, Grand Rapids Association of Purchasing Agents, Grand Rapids, MI
Labor Law and the Nursing Profession, Ferris State University nursing students
No-Fault Insurance, Senior Citizens Learning and Nutrition Program, Big Rapids, MI
Wills and Estates, Senior Citizens Learning and Nutrition Program, Big Rapids, MI
Hotel and Restaurant Liabilities, Ferris State University Food Service students
Product Liability, Ferris State University Food Service students

XIII. Institutional Services Performed:

Textbook Selection Committees, numerous times
Faculty Search Committees, numerous times
1977-1978, Instructional Staff Survey Committee for North Central Accreditation
1989, Department Head Search Committee, Management Department
1985, 1986, Ferris State University Animal Care Committee
1985, 1986, 1987, Ferris State University Committee for Faculty Evaluation and Development
1987, 1988, Michigan Association of Governing Boards Faculty Awards Committee
1988, 1989, 1990, Off-Campus Faculty Review Committee
1988, Travel Funds Study Committee, Management Department
1990, Program Review Committee, Personnel Management
1975, 1976, 1977, 1978, 1985, 1987, 1992, 1993, Promotion and Merit Committee, Management Department
1977, 1978, 1987, 1992, Promotion and Merit Committee, College of Business
1984, 1990, Sabbatical Review Committee, Management Department
1984, 1990, Sabbatical Review Committee, College of Business
1984, 1990, Sabbatical Review Committee, All-University
1993, 1995, Promotion and Merit Committee, Mgt Dept
1994, 1995, Sabbatical Review Committee, College of Business, Chair
1994, 1995, Sabbatical Review Committee, All University
1994, 1996, Autumn Adventure, Representative from College of Business
1996, 1997, Sabbatical Review Committee, College of Business
1996, 1997, Promotion and Merit Committee, College of Business
1996, 1997, Mgt Dept Faculty - Chair Search Committee
1996, 1997, Career Day, Mgt Dept Representative

XIV. Recognition and Honors:

1972 Instructor of the Year Award
All College Student Government
1991 Merit Raise

XV. **Professionally Related Community Activities:**

**Appendix L:
Placement & Salary Data**

**Ferris State University
Placement Profile for 1997-98
in the College of BUSINESS**

Some respondents continuing their education did not indicate what type of program they were entering or the school they would be attending. It was assumed that the respondent would be entering the next highest academic degree (i.e. an associate's degree graduate would be entering a bachelor's degree program).

Curriculum	Total Grads No.	Total Response No.	Response Rate %	Continuing Education				Currently Employed		Seeking Employment		Not seeking Employment		Employed in field					
				Ferris		Other Institutions		No.	%	No.	%	No.	%	No.	%				
				Undergrad	Graduate	Undergrad	Graduate												
Masters																			
Information Systems Management	74	16	22%	2	13%	1	6%	0	0%	2	13%	14	88%	0	0%	0	0%	12	86%
Bachelor																			
Accountancy	42	22	52%	1	5%	2	9%	0	0%	0	0%	16	73%	0	0%	3	14%	15	94%
Accountancy/Finance	3	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Advertising	18	5	28%	0	0%	0	0%	0	0%	0	0%	5	100%	0	0%	0	0%	5	100%
Business Administration	80	32	40%	2	6%	5	16%	2	6%	4	13%	23	72%	1	3%	0	0%	20	87%
CIS/Accountancy	3	2	67%	0	0%	0	0%	0	0%	0	0%	2	100%	0	0%	0	0%	2	100%
Computer Information Systems	36	15	42%	0	0%	1	7%	0	0%	0	0%	14	93%	0	0%	0	0%	14	100%
Finance	7	1	14%	0	0%	0	0%	0	0%	0	0%	1	100%	0	0%	0	0%	1	100%
Hospitality Management	19	7	37%	0	0%	0	0%	1	14%	0	0%	6	86%	0	0%	0	0%	6	100%
Human Resource Management	14	3	21%	0	0%	0	0%	0	0%	0	0%	3	100%	0	0%	0	0%	2	67%
Insurance	4	2	50%	0	0%	0	0%	0	0%	0	0%	2	100%	0	0%	0	0%	2	100%
Insurance/Real Estate	4	1	25%	0	0%	0	0%	0	0%	0	0%	1	100%	0	0%	0	0%	1	100%
International Business	7	2	29%	0	0%	0	0%	0	0%	0	0%	2	100%	0	0%	0	0%	2	100%
Management	10	4	40%	0	0%	0	0%	0	0%	0	0%	4	100%	0	0%	0	0%	4	100%
Marketing	17	9	53%	0	0%	2	22%	0	0%	0	0%	7	78%	0	0%	0	0%	6	86%
Marketing/Professional Golf Manage	56	12	21%	0	0%	0	0%	1	8%	0	0%	12	100%	0	0%	0	0%	12	100%
Marketing/Professional Tennis Mgt.	16	14	88%	0	0%	0	0%	0	0%	2	14%	13	93%	0	0%	0	0%	12	92%
Marketing/Retail	1	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Marketing/Sales	9	3	33%	0	0%	0	0%	0	0%	0	0%	3	100%	0	0%	0	0%	3	100%
Office Automation Systems	3	1	33%	0	0%	0	0%	0	0%	0	0%	1	100%	0	0%	0	0%	1	100%
Operations Management	3	1	33%	0	0%	0	0%	0	0%	0	0%	1	100%	0	0%	0	0%	1	100%
Public Relations	5	3	60%	0	0%	0	0%	0	0%	0	0%	3	100%	0	0%	0	0%	3	100%
Quantitative Business	1	1	100%	0	0%	0	0%	0	0%	0	0%	1	100%	0	0%	0	0%	1	100%
Small Business Management	6	2	33%	0	0%	0	0%	0	0%	0	0%	2	100%	0	0%	0	0%	2	100%
Visual Communication	12	10	83%	0	0%	0	0%	0	0%	0	0%	10	100%	0	0%	0	0%	10	100%
Associate																			
Food Service Management	13	9	69%	8	89%	0	0%	0	0%	0	0%	1	11%	0	0%	0	0%	1	100%
General Business	29	19	66%	17	89%	0	0%	0	0%	0	0%	5	26%	0	0%	0	0%	1	20%
Legal Assistant	8	5	63%	1	20%	0	0%	1	20%	0	0%	4	80%	0	0%	0	0%	2	50%
Real Estate	2	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Retailing	2	1	50%	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Visual Communication	12	10	83%	9	90%	0	0%	0	0%	0	0%	2	20%	0	0%	0	0%	2	100%
Totals:	516	212	41%	41	19%	11	5%	5	2%	8	4%	158	75%	1	0%	3	1%	143	91%

**Appendix M:
Student Course Survey
Form**

Cases, Issues, and Trends—STUDENT SURVEY

This course was originally offered as a one-credit hour seminar on a 1hour lab/1hour lecture basis. Students suggested that the course credit be increased and the change was made. This is the first time the course was offered on the 3 cr hour basis.

This survey is solicited from you for the purpose of improving the course so that students receive as much benefit as possible.

What grade do you expect to receive from the course ___ Why?

How many times have you missed class? ___ Should your absences impact your grade? Why, Why not?

Have you missed any written assignments?

Have you missed any speakers? ___ Should this impact your grade?

We used a simulation for making decisions. You commented on this before. Do you have any additional comments to make, specifically regarding the use of groups, return of the results of your decisions, the use of objectives/peer evaluation/bonus recommendations, etc. I am seeking any comments you care to make regarding the handling of the game for the purpose of improving the game.

We dealt with a large number of cases (HR issues) in class. The cases, which were actual (real) situations involving companies, covered all, or nearly all, of the human resource management areas. The incidents which were part of the decisions you made added to this coverage. Are there any areas you think should have been covered? _____ If so, what?

Consider the topics dealt with in the cases, the incidents, the simulation, and the articles shared in class. Also, the pamphlets distributed on workers comp and unemployment insurance. Are there other topics which should have been covered? ___ Such as? Why?

Employers are always concerned about a graduate's ability to communicate (verbally and in written form), to work harmoniously in groups, to analyze and make decisions, to be self-reliant (you should be able to follow directions on your own without running back to your supervisor continuously), and to be self-motivated. Did this course provide you with the opportunity to refine your skills in these areas? If so, how? If not, why not? How can this be done?

Not all of the cases were graded. You were assigned cases and one or two of them were graded. All of them, graded/not graded were discussed in class with every student solicited for an opinion. It was felt, that as seniors, you would want to get as much as possible from the course and did not need a grade to read a case. Is this a valid assumption? Should all the cases be graded? ____ Why? Why not?

Ten points were usually given for a case. Should more be given? Why?

I was surprised that no one in class had at least the basic human resource text to turn to for information regarding a particular topic. It is a good reference and it might be of value to peruse a basic text before you apply for a human resource position to refresh your memory. It wouldn't hurt, and may even be helpful.

How would you grade class participation. This is an important part of the course.

The last time this class was offered, I asked students to select an article dealing with human resource management and present it to the class. In this way, we can find out more about current issues. Should I ask students to read/present a relevant article for this class? ____ Why? Why not?

Did you find the class of any value? If so, in what way? If not, why not?

What recommendations do you have for improving the course?

One of the purposes of the course is to acquaint you with what is involved in human resource management. Do you know what is involved in human resource management?

_____ Yes _____ No
 If not, why not? (comments) _____

The way the course was taught is the result of student suggestions from previous classes. Would you respond to the following to structure the class so you will get as much as possible from the class.

- Number of exams: _____ Not enough _____ Enough
 Type of exams: _____ More objective, less essay
 _____ More essay, less objective
- Handouts: _____ Helpful _____ Not helpful
 _____ More handouts _____ Less handouts
- Study questions and essays _____ Helpful _____ Not helpful
 _____ More _____ Fewer
- Transparencies _____ Helpful _____ Not helpful
- Written end of chapter questions _____ Helpful _____ Not helpful
- Content of exams _____ Over chapter material and what was presented in class
 _____ Over new material, not what was covered in chapter assignments and what was presented in class
- Article assignment _____ Helpful in understanding more about the practice of human resource management
 _____ Busywork, not helpful in understanding more about the practice of human resource management

Are the things covered in the text and in class,
 _____ unimportant to a business
 _____ important to a business

Comments: _____

What suggestions do you have for teaching the course so that students, such as yourself, will understand what is involved in human resource management.

Comments: _____

(use other side if necessary)

Survey - International Human Resource Management

1. The main purpose of the course was to acquaint you with the issues/problems involved in managing human resources internationally. Was the purpose achieved? If so, why? If not, why not? _____

2. Another purpose was to study the human resource systems in other countries. Was this achieved? If so, why? If not, why not? _____

3. I spent considerable time researching texts for the course. What we used, in my opinion, is the best of the lot. I would like to have a text which would incorporate what was in the first text we used, and another section deal with a number of country's human resource system. But, there is no such comparative text. What are your opinions of the texts used? _____

4. I thought cases would be interesting. There is a text with some material dealing with some of the issues raised in our first text. The cases were not as good as I would have liked them. Would cases be useful? Or could our time in class be better spent learning about various countries? _____

5. I could have lectured, but I thought the class was so small it would be best to treat it like a seminar and ask for student output through questions about the text, placing you in a country to elicit your thoughts, and to ask your opinion. What works best for you? _____

6. I wanted to have students do articles to present to the class. However, our present resources are limited, so I decided not to do this. Should students be asked to search for and present articles to the class. Why? Why not? _____

7. If you were to be in charge of the class, how would you operate it? What could have been done to enable you to learn the content better. Or, would you change the content, perhaps. In general, what suggestions do you have for operating the class for more effective learning? _____

8. I have requested that the library purchase a number of books for the library. My intent was for Students to prepare a paper about the human resource management system of a country which we have not studied and present a synopsis of the paper to the class. In this fashion, The class would learn about other countries. Unfortunately, the library is still in the process Of acquiring the books. What are your thoughts about the foregoing. While it would require A bit of work on the part of the students in the class, if we had 10 students in the class, we Would have information about 10 countries other than those in the texts we used. Your Comments :

9. We have acquired a number of videos. Unfortunately, again the process of previewing, then ordering and then acquiring takes time so that they were available only at the end of the semester. You saw three of the four videos we now have. I plan to use them differently, not in a one week span. They were shown to you because they became available and I thought they would be of value—we have no hands-on experiences so a video is the best we can do. You can hear it from the practitioners. The next time, since the videos will be in our position the videos will be used at different times, except for the China videos which will be used somewhat close together. What comments do you have on the videos (useful, how to use them, more introductory material, etc.)

HAVE A NICE SUMMER.