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# **Business Administration Program Evaluation Fall 2000**

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## **Section One --History of Business Administration**

The history of the Business Administration program is inexorably intertwined with the history of the Management Department. The Management Department, prior to 1967 known as the Business Administration Department, offered one baccalaureate degree at that time, the B. S. in Business Administration, and an Associate degree in Banking.

The year 1967 marks a turning point for the Department, and to some extent, the then called School of Commerce. In 1967, discussion began for the need to have a common core of courses that each baccalaureate graduate of a business school should possess, of having a common degree in business (BS in Business) with reference then to the major a student pursued (such as Marketing, Business Administration, etc.), consideration of pursuing accreditation by AACSB, and changing the name of the School to School of Business. As one of the fall 1967 monthly reports which were required of Department Heads (now called Chairs) stated; it was time to move the School of Commerce from antiquity into the present.

Within the Business Administration Department, a number of activities began. Many committees were formed to deal with a number of issues: options for the Business Administration degree, new courses, new majors, and coordination issues. The need for coordination existed because the format for a number of courses was to have a mass lecture with discussion groups. The Business Mathematics and Introduction to Business courses were required of all majors within the then College of Commerce. There would be a number of mass lectures for one of the courses consisting of several hundred students. These would be followed by discussion groups of 25-35 students. The mass lecture would be held once a week with the discussion sessions meeting three times a week. There would be one mass lecturer and 4-5 other instructors involved in the discussion groups. Obviously, there was a need for coordination. The Bus Math course was a particular problem since, if not monitored, there would be one method for solving a problem given in the text used, another method used by the mass lecturer, and a third method used by the discussion instructor. Students found this approach confusing, and the purpose of the coordination was to concentrate on one approach to avoid this confusion.

In early 1967, work had been done in the Department on a major in International Business, one in Insurance, and a transfer program for juniors and seniors referred to as a Management major. In the fall of 1967, the necessary research and paper work was completed and forwarded. These were approved by the State in 1968 and began being offered in fall 1968. By fall 1968, the offerings in the Business Administration department were baccalaureate degrees in Business Administration, International Business, Insurance, a transfer program called Management, and an associate degree in banking.

At this time, while the Office Administration Department had more faculty, the Business Administration Department had the largest number of students enrolled in the School of Commerce, with the largest number being in the Business Administration major. Most of the faculty in the Business Administration Department were involved

in teaching Business Math and Introduction to Business. These courses were required of all students in the School of Commerce and, excluding the summer, 16-20 sections of each were offered each quarter.

The Business Administration Department initiated the change of the name of the School of Commerce to School of Business, a change was made from the Department name of Business Administration to Management Department, the course prefix Commerce was changed to Management, some of them were changed to Finance, new courses were added, and options were created for the students majoring in Business Administration.

To provide students with more direct career paths, the following options were created for the Business Administration majors: Finance, Personnel Management, Production Management, and Small Business Management. Students could take all of the courses required for the Business Administration major and then, with their electives, take courses recommended within each option.

Over the next few years, a number of new courses were added: Strategy/Policy, Collective Bargaining, Small Business Management, Productivity, Energy Management, a number of courses in Real Estate, Organization Behavior, Statistics for Decision-making, Fundamentals of International Business, courses in Finance, courses in Human resource Management, and courses in Small Business Management.

Over the next few years, a number of majors were created in the Department: Production-Operations Management, Business Economics, Quantitative Business, Finance, Small Business Management, Human Resource Management. Associate degree programs were also added: legal assistant, real estate, and insurance. The associate degree in banking was dropped.

Under the quarter system, many of the added courses were favorite electives for students majoring in Business Administration. With the change to semesters leading to a reduction in credits required for the baccalaureate degree, students did not have as many electives and they have not been able to take as many of the above courses as before.

Over the years, the Business Administration major has undergone a number of changes. As indicated previously, Organization Behavior and Fundamentals of International Business were added as requirements, as well as Strategy/Policy. Electives in Marketing and Finance were then added as a requirement.

The Business Administration major was the first in the College of Business to be offered off-campus, in Traverse City, Dowagiac, and Flint. It is important to note that although the present off-campus Business Administration program is now virtually identical with the on-campus program, there was a period of time when the programs were administered off-campus and the off-campus program was different than the on-campus program. Today, the Management Department supervises the selection of instructors in our off-campus program and students must complete at least 39 hours of the Business Administration program through Ferris State University.

In 1967, approximately 700 students were enrolled in the Management Department (then called Business Administration). Most were in the Business Administration

program. Enrollment in the Management Department constituted about 33% of the College of Business (then School of Commerce) enrollment. There were 13 faculty member in the department with some use of part-time faculty in the Business Mathematics and introduction to Business courses. There were no off-campus programs.

At the high point of enrollment, over 4000 students were enrolled in the College of Business with over 1600 enrolled in the Management Department. While other majors had been had been established in the Management department (such as Production & Operations Management, Human Resources Management, and others) and the Business Administration program was offered at several off campus sites, the largest enrollment was in the on-campus Business Administration program. The faculty had nearly doubled to 25 with the equivalent of an additional 10 part-time faculty. These numbers exclude the off campus faculty.

Considering only on-campus enrollment, enrollment in the College of Business went from 4,385 in 1991 to 747 in the fall of 1998. Majors in Business Administration went from 625 in 1991 to 196 in 1998. The department faculty has been reduced to 18. (See Appendix for more enrollment figures.

Enrollment in the major has declined as it has in the College of Business. However, it Still serves its main purpose in preparing students for a variety of jobs, as: general managers and executives, retail sales worker/supervisors/managers, service sales representatives, blue-collar worker supervisors, administrative services and facility managers, industrial production supervisors, purchasing managers/buyers/agents, hotel managers and assistants, government executives, property/real estate and community association managers, loan officers and counselors, inspectors and compliance officers, health service managers, management analysts, restaurant and food service managers, insurance sales representatives, manufacturers and wholesales sales representatives.

## **Section Two -- Alumni Survey**

Six hundred Business Administration Alumni Surveys were mailed to Alumni who graduated from the years 1970 to 1997. Eighty-three (83) were returned for a return rate of 15%.

They were asked if they were presently employed full time, part time, or not at all. Of those surveys returned 77, or 93%, were employed full time. Another 3 or 3.5% were employed part time. Two were "full time moms", and one unemployed. Total number employed alumni was 80 of 83 or 96.4%. This is a very high rate of employment, even considering today's tight labor market.

Alumni were also asked about their present position. (See list below.) Business administration graduates have found employment in very diverse fields; such as sales, management, education, accounting, business owner, information systems, production management, purchasing, health care management, law enforcement, web design, graphic design, tv production, the banking industry, retailing, real-estate, restaurants, and laborer.

The fact that our graduates have found employment in such diverse fields reflects that the program is meeting its objective. Ferris has specific programs to prepare students to enter many of these fields of employment. (for example business owner - small business management, accounting -- accounting program) Yet these alumni, while students, were not yet prepared to make a final commitment to a specific career. Thus the general business administration program served the purpose of preparing them for entrance into a variety of fields. Many have been quite successful. Their reported salary ranges from \$25,000 to \$1,000,000. The average reported salary was over \$80,000.

### Alumni Positions, Salary and Year of Graduation

(Each line represents the results from one alumni. First number is their year of graduation, second number the number assigned to the specific survey, x means full time, p means part time, fourth column lists their reported salary and the last column their reported present position.)

Grad Year	Survey Number	Full Part	Salary	Position
1993	1	f	\$62,000	Manager, Education and Organizational Dev.
	2	f		Sales and Finance
1993	3	f		Factory laborer
1972	4	f	\$1,000,000	CEO of family company
1975	6	f	\$48,000	Program Specialist
1985	7	f		Property Manager
1976	8	f	\$80,000	Learning Technology Consultant
1990	9	f	\$25,000	Sales Executive
1996	10	f	\$40,000	Educational Technology Specialist
1991	11	f	\$38,000	Physician Services and Practice Mgmt. Consultant
1984	12	f	\$40,000	Sr. Accountant
1988	13	f	\$60,000	Web Site Designer/Project Mgr.
	14	f	\$65,000	Asset Mngr
	15	f		Lawn Care Specialist
1989	16	f		Manager Information Services
1992	17	f	\$44,500	Technology Director
1983	18	f	\$40,000	Vice President Operations
1987	20	f	\$48,000	Federal Employee
1996	21	f	\$52,500	Compressor foreman
1988	22	f		Partner
1986	23	f		Financial Aid Specialist
1985	24	f	\$76,000	Senior Consultant
1992	25	f		COID IS Support Manager
1987	26	f		Plant controller
1988	27	f		Financial manager
1981	28	f	\$50,000	Senior MRP Planner
1970	29	f	\$28,000	Techno (H-Pumps)
1986	30	f	\$27,000	Director of Christian Education
1984	31	p		Mother Morning Out Program - teacher
1971	32	f	\$65,000	Sr. Mktg. Rep.
1975	33	f		Insurance Sales Agent
1971	34	f	\$150,200	President - CEO Retail Company
1983	35	f		Asst. Mgr/Sales
1995	36	f	\$47,000	Program Management Analyst

<b>Grad Survey</b>	<b>Full</b>		<b>Salary</b>	<b>Position</b>
<b>Year</b>	<b>Number</b>	<b>Part</b>		
1990	37	f	\$57,000	Logistics Mgmt Specialist
1972	38	f		Professor of finance
1977	39	f	\$56,000	Purchasing Agent
1994	40	f		Marketing/TV production
1987	41	f	\$100,000+	Loan Officer
1983	42	f		Home Care Provider
1972	43	f		Supervisor Labor Relations
1979	44	f		Human Resources
1996	45	f	\$30,000	National Sales manager
1990	46	f	\$25,000	order control @ Steelcase
1973	47	f	\$43,000	sales
	48	f	\$38,500	food service manager
1988	49	p		model
1990	50	f		construction superintendent
1992	51	f		document/graphic designer
1975	52	f	\$60,000	financial planner
1990	53	f		owner of lendsource
1973	54	f	\$75,000	senior project mfr. Engr.
1984	55	f		human resource specialist
1989	56	f	\$45,000	purchasing
1974	57	f		president/co-owner
1989	58	f	\$50,000	senior buyer
1995	59	f		loan officer
1991	60	f	\$30,500	office supervisor
1973	61	f		manager/owner
1978	62	f	\$52,000	comptroller
1985	63	f		manager
1995	64	f	\$45,000	store manager
1985	65	f	\$40,000	teacher--computer classes
1973	66	f		manager, research and product development
1977	67	f		claims specialist
1997	68	f		teller supervisor
1971	69	f		owner retail
	70	f		assistant to the owner of insurance agent
1989	71	f		marketing research director
1995	72	f		recruiter
1995	73	f		account executive
1979	74	f		head custodian
1972	75	f	\$45,000	sales rep
1971	76	p		owner tax prep
1979	77	f		quality manger
1976	78	f		owner small business - field rep
1983	79	f	\$150,000	vice president home builders
1975	80	f	\$46,000	law enforcement (sgt.)
1972	81	f		President - Specialized lubrication center
1978	83	f	\$175,000	Captain - American Airlines

### Alumni Perception of Degree

Alumni were asked to rate their perceptions of the Business Administration program on a scale of one (1) to five (5) in five general areas. Five (5) represented strongly agree; four (4), agree; three (3), neutral; two (2), disagree; and one (1) strongly disagree. The results of their ratings were as follows.

- 3.89 1. My FSU Business Administration Degree helped me achieve my career goals.
- 4.15 2. I was satisfied with the academic preparation received in the Business Administration program.
- 3.17 3. I was satisfied with the advising received while I was in the Business Administration program
- 3.87 4. I would recommend the Business Administration program to prospective students.
- 4.11 5. The Business Administration B.S. degree is a quality degree.

Alumni tended to agree with statements regarding Business Administration degree helping them with career goals, satisfaction with academic preparation received while at Ferris, that they would recommend the program to others and the quality of the degree they received was good. While the ratings were not outstanding they were satisfactory ratings indicating a perception of success with the majority of our alumni.

The degree of satisfaction with the advising while at Ferris was rated 3.17, slightly above neutral. Thirty-one percent (31%) were not satisfied (rating advising either a one or two) with the advising they received at Ferris. Although we did not ask for comments on advising at Ferris, the following comments regarding advising were offer by our alumni.

### Comments About Advising

"FSU was of no help in directing me into a business career-the degree was much to general and the counseling was essentially non-existent." 1986 (30)

"...(a course should be added) that can help you decide what area you are good at." 1984 (31)

"...(add) a course to define and advise one on what they are proficient at and courses to follow." 1983 (35)

"I wish that more attention had been focused on WHY an individual was pursuing a degree in business to begin with. When I voiced concerns with an advisor, uncertain of my future opportunities, I was told ( and I'm not kidding) that since I'm pretty I should just get married and not be so concerned about a business career." 1988 (49)

The Business Administration program is designed to accommodate students who are interested in a business program but are not yet sure of their specific area of interest. Students leave this program to enter a wide diversity of careers. The course requirements reflect this diversity by requiring the basics in many fields of business and allowing career exploration with directed electives. It is difficult to advise students when a career focus is unknown. Students have opportunities to seek advice from counselors and to take tests regarding vocational interests. There is also a course offered in the College of General Education regarding vocational interest.



Of particular interest to our study was the importance to our graduates of computer skills on the job. We asked our alumni to rate the usage of word processing, spreadsheets, power point, databases, and other computer programs on a scale of one (1) to five (5). The rankings from one to five were: 1--not at all, 2--very little, 3--weekly, 4--daily, and 5--constantly. The following were the mean scores of each area.

<u>Computer Skill Usage</u>	
	3.64 Word Processing
1.95	Power Point
3.28	Spread Sheets
	3.23 Data Bases
3.93	Other Computer Programs

Other computer programs were used the most frequently by our graduates with a rating of 3.93, almost a score of 4 which meant daily. The most frequently mentioned "other computer programs" was the use of the Internet and email. The Internet should definitely be included in any future surveys regarding the use of computer programs. The second most frequently mentioned "Other Computer Programs" was company programs.

In addition to Internet and email, other computer programs that were mentioned were program writing(1978), calendar(1991), team fusion(1988), net objects fusion(1988), QMF(1985), Oracle(1985 & 1981), Publisher 2000(1985), Ami Pro (1985), personal services(1985), mainframe systems(1987), Microsoft project(1995), unix (1995), sqc (1995), c++ (1995), property programs developed by the company (1995), tax prep program(1971), accounts receivable(1972), accounts payable (1972), and inventory control (1972).

**Comments made regarding computer program usage were:**

"I learned all IBM programs at Ferris. My employer uses all apple computers."  
1994 (40)

"I use a company program for daily activities." 1995 (64)

The survey also had a section on the perception of the alumni's preparation in several skills areas, one of which was computer technology. The rankings were on a scale of one to five. A ranking of one was poor, two-below average, three-average, four-good, and five-excellent. The rankings of the skills ranged from a 3.65 to a 2.57. Our alumni's perception of their preparation in computer skills was ranked lowest of all the skills. The mean score on computer skills was a 2.57 with a standard deviation of 1.09. This means that our alumni's perception of their computer skills was ranked between average and below average.

Of the 83 Alumni who responded to our survey, four went in careers in computer technology. Of those four, two rated their computer skill preparation as average, one rated computer skills good, and one excellent. The average ranking of those alumni entering the computer technology areas was a 3.75. This is dramatically higher than the average alumni ranking of 2.57. It is likely that these students used their electives to improve their computer skills.

**Comments made regarding computer skills were:**

- "Graduated to early for computer to be taught." 1971
- "Computers as we have them today were not available 65-66 69-70" 1971 (69)
- "I went to school over twenty years ago. I hope the curriculum has changed accordingly ie- computers..." 1979 (44)
- "I graduated in 1983, computers were just beginning" 1983 (18)
- "I was only required to take 1 computer class for the Bus Ad degree and used elective to get an AAS or Marketing so my lack of developing these skills were my own." 1983 (42)
- "I am sure your computer requirements have changed since I was in college but that is a very important requirement to advancement." 1984 (12)
- "I graduated eight years ago. At that time the computer class I took were helpful but outdated very quickly. I am not familiar with your current curriculum." 1991 (11)
- "Cultural awareness and diversity and computer skills are a must in today's society." 1978 (4)
- "The year I was done - computers were just coming important. So my degree, I felt, went from office mgr to Burger King mgr because of it. But still glad I have my degree. It opens doors." 1979 (74)

Alumni from the sixties and seventies saw their lack of computer skills as a function of the changing technology. Comments from more recent alumni indicate that computer skills are "outdated very quickly". It appears that alumni of all years share the frustration of ever changing technology. How to prepare a student adequately in the face of changing technology and a diversity of technology (IBM vs. Apple) is a constant challenge. Indeed, adequate preparation involves constantly updating skills. Students need to be aware that education is continuous, that they must begin as self-development program -- perhaps through professional associations meetings.

Constant improvement is necessary in this area. Updating courses in computer information systems is constant. Computer technology is not an option for any career. It is expected that our alumni, whatever the degree, will be computer literate. Computer technology needs to become an integral part of every course taught at Ferris.

### Course Helpfulness

We asked our alumni to rank specific courses in the business core and the Business Administration Major as to the extent which they were helpful. Extremely helpful was indicated with a 5, very helpful with a 4, some help with a three, not helpful with a 2 and should be eliminated with a 1. The following are the results from highest ranked to lowest ranked.

### Course Helpfulness Business Administration

	Mean
Business Writing	3.91
Business Strategy/Policy	3.78
Financial Management	3.73
Accounting	3.64
Human Resources Management	3.62
Organizational Behavior	3.56
Marketing	3.56
Business Ethics & Social Responsibility	3.47
Applied Management	3.44
Information Systems	3.39
Microcomputer Applications	3.39
Contract and Sales	3.38
Legal Environment	3.38
Production Operations	3.31
Economics	3.25
Statistics	3.15
International Business	2.82
AVERAGE	3.46

Overall Alumni ranked all of the courses an average of 3.46, which would indicate a that on the average our courses are between "some help" and "very helpful". The courses were ranked from a low of 2.82 to a high of 3.91. All of the courses listed appeared to have at least some use for the average alumni. Considering the broad range of courses alumni have taken and the broad range of careers they have chosen to enter, it appears our major is accomplishing its purpose.

Business Writing courses were ranked as offering the most help with a ranking of 3.91, almost a four which indicates "very helpful". When asked to comment on the most useful courses and why, comments regarding writing were numerous and came from all generations of our alumni. This is not unexpected, since communications is a top priority of alumni in many fields.

### Written communications Comments

- "Writing--communications is the key to relating your ideas." 1989 (16)
- "Business writing - as long as you can effectively write your ideas can go a long way." 1984 (55)
- "Business writing and legal courses, these are very much a part of the corporate and human resources world." 1979 (44)
- "Writing classes. I write a lot of business letters." 1994 (40)
- "Business writing and management courses were most useful." 1995 (36)
- "Business writing, stats, economics" 1975 (80)

Even though the writing skill preparation was ranked high, when asked what courses could be added or improved, alumni still asked for more preparation in writing. The importance can not be over emphasized.

Ranked lowest in usefulness was International Business with a 2.87. This ranked International Business slightly below "some help." The trend in business today is toward more and more global competition. It is arguable that our students have not yet seen the impact of this trend. It is also arguable that most of our students find International Business of "some help" and so justifies its part in our business core. As time progresses, International Business can only become more important in the eyes of our alumni. The importance of International Business is noted by its inclusion as separate chapters in many college texts dealing with a variety of subject areas.

### Skill Preparation

Alumni were asked to rank the level of skill preparation in a number of areas. Rankings were from 1 to 5. One (1) being poor, two (2), below average; three (3), average; four (4), good; and five (5), excellent.

#### Skill Preparation Rankings Business Administration

	Mean
Decision making	3.65
Writing	3.59
Financial analysis/budgeting	3.57
Analyzing	3.54
Leadership	3.52
Interpersonal	3.51
Teamwork	3.41
Verbal communication	3.34
Quantitative	3.29
Oral presentation	3.15
Social awareness	3.07
Cultural awareness/global awareness	2.86
Scientific understanding	2.85
Computer	2.57
AVERAGE	3.28
MODE	3.37

Alumni felt that their "skills preparedness" was slightly above average. The average skill was rated with a 3.28 average and a mode of 3.37.

The perceptions of our alumni ranked decision making skill preparation as the highest at a 3.65. Alumni ranked written communication preparation skills especially high. Since Alumni constantly emphasize the importance of communication skills, particularly the written communication, it is good that they feel better prepared for written communications.

Ranked lowest were computer skills. As previously discussed, this low score appears to be a function of constantly changing technology. Ferris needs to constantly update this area so as to minimize the effect of changes in technology as our alumni enter the workforce. When a number of the alumni were in school, resources allowed only one computer course to be taken. For the past five or six years two courses are required, including Microsoft Office Suite.

### **Section Three -- Student Surveys**

For five years, the Management Department has administered an exit survey in MGMT 499, Strategy and Business Policy. The course serves as the capstone for all of the programs offered by the Management Department.

Prior to university wide student evaluations, and in addition to the capstone course evaluation, professors in business courses have routinely used student evaluations in their classrooms for many years. See Appendix K for sample student evaluations.

This report contains the responses of 126 graduating Business Administration majors taking MGMT 499 in the fall 1997, winter 1998, summer 1998, fall 1998, and winter 1999 semesters. The responses of the on-campus and off-campus students are combined in this summary.

#### **Entering the Program**

Among the 122 graduating seniors who responded to the question about how they entered their program at Ferris State University, 19 percent (23) entered their program as freshmen, 13 percent (16) entered as a transfer (non-degree) from another college or university, nineteen percent (23) entered with an associate's degree from Ferris State University, 38 percent (46) with an associate's degree from another college or university, and 11 percent (14) transferred from another program at Ferris State University. Nearly all of the respondents who entered with an associate's degree from another college or university were enrolled in the off-campus programs.

#### **Employment Plans**

Among the 125 students who responded to the questions about their future job plans, 30 percent (38) had secured a job that reflected the completion of their major and an additional 15 percent (19) had job offers they were then considering. Among those who had secured a job, 66 percent (25) planned to stay with their then current employer and among those who had a job offer, 21 percent (4) planned to stay with their current employer. Among the respondents who had neither a job nor job offer, 25 percent (16) planned to stay with their current employer.

Among the students who provided a statement about their future job search plans, seven had yet to complete their degree requirements, consequently they were not then seeking employment. Another 11 were planning to attend graduate or professional school; nor were these respondents seeking employment. Two of the respondents planned to enter the U.S. military services and one was going to play professional hockey. Three suggested that they had no job search plans at the time. Thus, 21 of the 68 who did not have a job related to their degree or a job offer were not seeking employment in their field. Other respondents were using a number of job search techniques, such as using the Internet, placement agencies, temporary agencies, trade journals, unions. Others mentioned using networking and searching newspaper ads. Only five mentioned using the Career Services office in their narrative comments.

However, all the students, those with and without jobs or job offers, were asked if they had used the services of our placement office. Only 30 percent (36) of the 121 students who answered that question responded that they had used those services.

Those students who had secured a job that reflected the content of their program were asked the title of the position. A wide range of titles was mentioned, ones that reflected typical entry-level positions such as general manager in training, sales representative, and field service representative to ones that reflected higher-level positions such as vice president of export relations, operations supervisor, and program director. The titles that reflected higher-level positions tended to be associated with the graduates of the off-campus programs.

#### Evaluation of Degree Program

The students were asked to rate their business administration degree in terms of preparation for a career, using a scale where one represented poor and five represented outstanding. The majority (75 or 62 percent) rated the degree program as a four. The mean of the responses of the 122 students who responded to the question was 3.7.

The students were asked to rate their degree program in terms of intellectual challenge, using a scale where one represented poor and five represented outstanding. The majority (63 or 53 percent) rated the degree program as a four. The mean response of the 118 students who responded to this question was 3.8.

The students also were asked to identify the single business course they felt would be most beneficial in their business careers and to provide the reason for that selection. Among the 111 students who responded to the question, 65 percent (72) identified MGMT 499, the capstone course for the business administration program. The reasons for selecting the capstone course typically reflected on the comprehensiveness of the course. Others mentioned gaining a well-rounded view of business and learning how to evaluate problems, bringing all the courses of their college career together, having a lot of experience with writing and speaking in front of others, and working with other people in a group and working out the differences. One student remarked that the course was "the only class I have had that has interested, challenged, moved, stirred, and pushed me."

As well, the students were asked to identify the single business course they felt would be least beneficial in their business careers and to provide the reason for that course selection. Of the 82 students who responded to this question, 27 percent (21) mentioned statistics courses and 16 percent (13) mentioned MGMT 371. Most of the

students who mentioned statistics courses reflected that they could not see the future application of the concepts although several also mentioned poor instruction. Most of those who identified MGMT 371 as the course likely to be least beneficial to their careers could see no future application of the concepts.

### **Areas Needing Strengthening**

This section of the survey instrument listed ten skill areas and had an "other" category. The students were asked to identify areas in their degree programs they felt needed strengthening. The students responded as follows:

Accounting skills:	23% (29)	Writing skills:	11% (14)
Finance skills:	29% (36)	Management skills:	14% (18)
Statistics skills:	16% (21)	Interpersonal skills:	8% (10)
Computer skills:	30% (30)	Problem-solving skills:	18% (22)
Marketing skills:	16% (20)	Verbal communication skills:	6% (7)

In the "other" skills area, one student mention production operations management as an area that needed strengthening and another critical thinking.

### **Plans for graduate study**

The students were asked if they had plans for graduate study, and if so, if they planned to enter graduate studies immediately after graduation or later. They also were asked to identify the institution where they planned to pursue their graduate studies. Among the 105 students who responded to the question about their plans for graduate study, 64 percent (67) indicated they did have plans for graduate study. Among this group, 34 percent (23) planned to attend immediately after graduation and 66 percent planned to attend later. A number of institutions was mentioned by those planning to attend graduate school, with only three out-of-state institutions mentioned. Fifteen of the respondents mentioned Ferris as a possibility.

### **Extracurricular Activities**

The students were asked to identify the extracurricular activities in which they had been involved and to evaluate the extent to which those activities had enhanced their career preparation. Sixty-one of the students reported involvement in one or more activities. Of the 61, 33 percent (20) mentioned involvement in sports and only 16 percent (10) involvement in a professional business organization. If one thinks of the total population represented by this survey—126 students—then it is clear that less than 10 percent had involvement with a professional business organization.

Asked to rate the extent to which those extracurricular activities had enhanced their career preparation, two-thirds responded that the activities had made a moderately to extremely important contribution to their career preparation. On a four-point scale, where "1" represented little contribution and "4" represented an extremely important contribution, the mean response was 2.7.

### **Cooperative Education or Internship Experience**

The students were asked whether or not they had had a cooperative education or internship experience and, if so, the extent to which the experience had enhanced their career preparation. Among the 93 students who responded to the question, 15 percent (14) had had a cooperative education or internship experience.

Asked to rate the extent to which the cooperative education or internship experience had enhanced their career preparation, all responded that the activities had made a moderately to extremely important contribution to their career preparation. On a four-point scale, where "1" represented little contribution and "4" represented an extremely important contribution, the mean response was 3.5.

### Comments

The students were provided with the opportunity to make any comments they would like about the quality of or deficiencies in their undergraduate program. Thirty-five of the students made comments, 57% (20) of them negative, but with no pattern evident in the comments except for a small group of off-campus students who expressed difficulty with the communications from the main campus.

## Section Four -- Faculty Perceptions

Faculty in the College of Business at Ferris State University were asked to evaluate the Business Administration Program based on six categories: "Value to the College of Business," "Perception of Graduates," "Adequacy of Facilities," "Courses Required," "Input," and "Internships/Work Experiences. Of the 85 evaluations sent, 34 were returned for a response rate of 40.0%. Respondents were asked to rank each category on a scale of 1-5.

5 = Excellent (nearly ideal)	2 = Below Expectations (fair)
4 = Good (strong)	1 = Poor (seriously inadequate)
3 = Acceptable (average)	Omit = Don't Know

<u>Category</u>	<u>Mean</u>
1. <b><u>Input</u></b> : Small Business Management faculty are responsive to suggestions for program improvement given by their Advisory Committee and colleagues.	4.00
2. <b><u>Value to the College of Business</u></b> : What is your perceived value of this program to the College of Business?	3.88
3. <b><u>Adequacy of Facilities</u></b> : Instructional facilities and equipment meet the program's needs.	3.41
4. <b><u>Courses Required</u></b> : What is your general perception of the courses required for majors?	3.32
5. <b><u>Perception of Graduates</u></b> : Students who graduate from this program are some of the better prepared students in the College of Business.	2.97
6. <b><u>Internships/Work Experience</u></b> : Ample opportunities are provided for related work experience for students.	2.00



### Open-Ended Questions

Faculty were also asked to respond to four open-ended questions concerning the Business Administration Program. The questions and a summary of their responses follows.

#### What do you believe are the strengths of the Business Administration Program?

Four areas were identified as strengths of the program:

- **Faculty:** The faculty and industry advisors were considered the major strength of this program.
- **Demand:** This program is a "draw" for many students. It also accommodates only "average" students and is reasonably open to all students. A program of this type is absolutely needed in the College of Business.
- **Broad-based Education:** Several respondents stated that this program gives students a breadth of knowledge of a variety of business topics. Its "generalized" business content addressing a broad knowledge area was a benefit.
- **Electives:** Having 18 hours of electives gives flexibility to students in the program.

The computer labs and practical hands-on education were also stated as strengths of this program.

#### What do you see as weaknesses in the Business Administration Program?

Four areas of weakness emerged from this survey:

- **General Approach:** Sixty percent of those responding stated that the program was too general with too many free electives and no career focus. The program doesn't provide any particular skill--"jack of all trades; master of none."
- **Students:** The students attracted to this major are not considered to be the strongest students in general and is a "catch-all" for students with poor career direction. The COB admission requirements, student SAT/ACT scores, and general grade inflation in high schools adds to this concern.
- **Electives:** Students need more direction in selecting electives. Suggest less "free" and more "directed" electives.
- **Competition:** We are not recognizing that Baker and Davenport Colleges are our competition and seeking their students. This program has a low profile in the college and needs to be publicized more.

Other statements were that the program is weak technically and lacks MIS and e-business courses; all courses should require use of technical tools; a strong specialty such as TQM or writing skills would strengthen the program; courses are too heavy management and should be a better balance of business courses; more emphasis is needed on the communications/publication aspects of business; and this program may have too little rigor for the new world of business.

### **What suggestions/comments do you have for improving the Business Administration Program?**

Three major suggestions for improvement were identified:

- Courses: Several specific changes were mentioned such as add BUSN 209 (presentation class); add course(s) in e-commerce; add a business strategy game/entrepreneurial experience; strengthen MIS areas; change finance elective to finance or accounting elective; add courses to strengthen technical skills, database, and use of Internet; incorporate the use of computers as a tool in every course; and include more on international business and practices. Other suggestions were to allow MATH 115, 116, or 117 as an acceptable math requirement and to be more creative and innovative.
- Electives: currently there are too many free electives and more directed electives are needed. Directed electives may be "tracks" that would benefit students. Mandate a minor or certificate (or some other means to acquire some area of specialized knowledge). Directed electives should require the advisor's approval.
- Internships: Internships/co-op experiences should be mandatory.

Other suggestions were to hire more faculty, to make the program more unique and improve its marketability, and to publicize the program more.

### **Section Five -- Advisory Committee Report**

Advisory Committees for the Business Administration Program and the Small Business Administration Program met on June 2, 2000 at the Holiday Inn. The committees began and ended their deliberations together. Initial introduction to the meeting included a history of the two programs and an outline of what we needed from both groups. They were then split into two groups. The Business Administration Advisory Committee members included: Roger Andrezejexski, Cindy Brown, Greg Chancey, Russ A Fatum, Jerry Fouts, Matt Kietzman, Paula McAllister, Scott Merritt, Amber Schmuckal, Dennis Vanderlind, and Chris Wenzel. Also in attendance from Ferris State University were Ray Balcerzak, John Valas, Sheri Bell. Rose Ann Swartz chaired the committee.

#### **What skills do you seek in new hires?**

Members expressed a variety of skills needed by business graduates. Among those cited were:

- Sales and communication
- Decision-making (i.e., brainstorming, risk-taking)
- Creativity; able to "think out of the box"
- People skills; team approach
- Attitude and willingness to learn
- Participation in real-world activities (internship, work experience)
- Communication: writing, presenting, listening

- Problem-solving
- Diversity training
- Image/social skills (dining etiquette, proper business attire, etc.)
- Understanding the "process" of working with and motivating others

#### **What specific technology is needed in your organization?**

Advisory committee members indicated that they spend most of their day using technology as a tool for decision-making and analysis. A basic understanding of technology is needed along with the flexibility to learn the systems used within other organizations. Some of the technology skills needed included:

- General knowledge of basic technology software: word processing, spreadsheets, data bases, presentation graphics
- Ability to create and analyze spreadsheets
- Ability to use Internet and web sites effectively
- Internet etiquette

#### **What changes or trends do you foresee in your organization?**

A variety of changes were expressed by committee members. Some organizations are facing downsizing while others are expanding. The following changes were identified:

- More teleworking
- E-commerce opportunities
- Downsizing (government); mergers (banks)
- Global business expansion
- Growth
- Team work
- Need for being a generalist rather than a specialist

#### **What do you consider the strengths of the program?**

The committee agreed that a major strength is the overview of business provided by the courses in this program. Individual comments were:

- Generalist approach - broad overview of business
- Capstone experience or integrative experience (process)
- Several electives to personalize program
- Law classes required
- Cases used to illustrate real-life situations

#### **What do you see as areas as needing improvement?**

Substantial discussion was held on particular areas to be incorporated into existing courses. Among the changes recommended were:

- Require internships or similar experiences

- Add TQM and ISO standards and concepts to existing course(s)
- Add course to improve researching skills or require research activities in current courses
- Identify classes within the university that would be of interest to students with special areas of interest; i.e., government positions. Encourage students to take these courses as directed electives or emphasis areas.
- Leadership class (in-depth)

**Recommendations of the Advisory Committee:**

Four major recommendations resulted from the discussion:

- Continue with current focus and course offerings. Members believe the present configuration provides an excellent overview of business.
- Maintain the current number of free/directed electives. Advisors should encourage students to use these electives to earn a minor or certificate or to provide a particular emphasis area.
- Require or encourage internships or provide similar experiences through classroom activities or through "shadow" days.
- Add a course or workshop(s) on current topics such as dining etiquette, dressing for success, how to work with others (Dale Carnegie), interviewing, etc.

**Additional recommendations included:**

- Consider adding a course in leadership
- Consider adding a course/coverage in investment management
- Encourage participation in professional organizations
- Work on the "people" skills of graduates

## **Section Six -- Labor Force Analysis**

The *Occupational Outlook Handbook* lists a variety of jobs that a business administration degree prepares students for. The following chart lists some of those positions, the expected change in demand for these positions between now and 2008, and the average salary.

<b>Position</b>	<b>Expected Change</b>	<b>Avg. Salary</b>
• General Managers & Executives	Average Growth	\$55,890
• Retail Sales Managers	Below Average Growth	\$29,570
• Service Sales Managers	Above Average	\$34,900
• Blue Collar Worker	Below Average	\$37,100
• Industrial Production Supervisor	Slight Decline	\$56,320
• Administrative Services & Facilities Managers	Average Growth	\$44,370
• Purchasing Managers	Below Average Growth	\$41,830
• Hotel Managers & Assistants	Below Average	\$26,700
• Purchasing Managers	Below Average	\$41,830
• Property Managers	Average	\$29,300
• Loan Counselors	Above Average	\$35,300
• Inspectors and Compliance Officers	Average	\$36,800
• Health Services Managers	Above Average	\$48,800
• Management Analyst	Above Average	\$49,470
• Restaurant and Food Service Mgr.	Average	\$27,700
• Manufacturers & Wholesale Rep.	Below Average	\$36,540
• Insurance Sales Representative	Below Average	\$34,370

The *Occupational Handbook* is a national survey. Locally the state of Michigan labor statistics show that between now and 2008 it is expected that the following occupations that business administration graduates qualify for will experience growth.

<b>Occupation</b>	<b>Growth Rate</b>
General Managers and Executives	12.2%
Blue Collar workers	2.1%
Purchasing Managers	7.6%
Property Managers	10.3%
Loan Counselors	31.0%
Management Analysts	10.0%
Restaurant and Food Service Mgmt.	26.0%
Insurance Sales Representative	4.7%

According to Ferris State Placement Office, of those surveyed, last year 99% have found employment. High rates of placement are typical of this major.

Their appears to be a steady demand for Business Administration graduates.

### **Section Seven -- Evaluation of Facilities and Equipment**

The Program Evaluation Review Committee rated the facilities and equipment a 3 out of 5. It was felt that all rooms needed to be equipped with computer/video stations for instruction. At present the College of Business only has one floor of rooms equipped with computer/video stations. It was also felt that more rooms need to be equipped with the computer stations for work groups in the classroom.

Other problems have to do with the maintenance of present equipment. Audio/visual screens do not stay down. Zip drives are 100 rather than 250.

### **Section Eight -- Curriculum Evaluation**

After evaluation of Advisory Committee suggestions, Faculty Surveys, Alumni Surveys, Student Evaluations, Placement data, and other sources, it has been found that the curriculum could benefit from increased use of internships and the addition of computer data base instruction into course work.

Present emphasis on a variety of course work should be continued. Free electives should be with the approval of the advisor to assure that they are taken in fields that will coincide with student career goals.

## Section Nine -- Enrollment Trends

Enrollment trends in the Business Administration Program have followed the general trend of the College of Business and the Department of Management. Business Administration graduates typically account for 21-27% of all Business degrees granted and 40-50% of all management degrees granted.

Year of Gradation	<u>Number of Graduates</u>					% Change from previous yr.
	Business Bachelor	Management Bachelors	Bus Ad Bachelor	BusAd/ BusBach	BusAd/ MgmtBach	
86-87	808	418	173	21%	41%	
87-88	771	402	160	21%	40%	-8%
88-89	794	414	170	21%	41%	6%
89-90	837	458	201	24%	44%	15%
90-91	739	414	196	27%	47%	-3%
91-92	848	462	211	25%	46%	7%
92-93	948	500	235	25%	47%	10%
93-94	774	400	204	26%	51%	-15%
94-95	595	303	149	25%	49%	-37%
95-96	505	272	136	27%	50%	-10%
96-97	449	237	104	23%	44%	-31%
97-98	352	176	71	20%	40%	-46%
98-99	323	163	74	23%	45%	4%

Actual enrollment figures show that between 12 and 28%, or an average of 19%, of all students enrolled in the College of Business are enrolled in the Business Administration program. Recent years has seen a downturn in this figure. Between 1996 and 1998 the figure hovered around 12 percent. It appears that the downward trend in enrollment may be leveling off.

	<u>Actual Enrollment</u>				
	BusAd	Percent Chg previous year	College of Business	Percent Chg Previous year	Percent BusAd/Bus
80	714		2915		0.245
81	817	0.126	3303	0.117	0.247
82	829	0.014	3557	0.071	0.233
83	758	-0.094	3628	0.020	0.209
84	665	-0.140	3522	-0.030	0.189
85	629	-0.057	3287	-0.071	0.191
86	937	0.329	3265	-0.007	0.287
87	670	-0.399	3290	0.008	0.204
88	724	0.075	3279	-0.003	0.221
89	682	-0.062	3272	-0.002	0.208
90	661	-0.032	3340	0.020	0.198
91	625	-0.058	3409	0.020	0.183
92	541	-0.155	3018	-0.130	0.179
93	416	-0.300	2418	-0.248	0.172
94	282	-0.475	1912	-0.265	0.147
95	239	-0.180	1686	-0.134	0.142
96	180	-0.328	1547	-0.090	0.116
97	175	-0.029	1500	-0.031	0.117
98	195	0.103	1619	0.074	0.120
		<b>Average percent</b>		<b>BusAd/Bus=</b>	<b>0.190</b>

## **Section Ten -- Program Productivity/Costs**

Statistics provided by the Office of Institutional Research regarding cost data for 1997/1998 show the following regarding the Business Administration program. (See App Appendix J page x for more data.

<b>Item</b>	<b>Cost</b>
Average Instructor Cost/SCH	\$107.61
Average Department Cost/SCH	\$24.59
Average Dean's Cost/SCH	\$10.68
Total Average Cost	\$142.88
Total Dean's Cost	\$1,313.14
Total Program Cost	\$17,573.68
Total Instructor Cost	\$13,235.65

The foregoing data, and the more complete data shown in Appendix J, indicate that the Business Administration Program is not a high cost program.

In comparison, the Average Instructor Cost/SCH of programs in the Management Department range from \$93.44 to \$302.98 while the Average Instructor Cost in the Business Administration Program is only 107.61.

## **Section Eleven -- Conclusions**

1. Student Perception of Instruction -- ranked 4 out of 5. Based on the alumni evaluations and student evaluations of the programs, most students ranked quality of instruction over a 4 on a 5 point scale.
2. Student Satisfaction with Program -- ranked 4 out of 5. Again, based on alumni and student evaluation, most students ranked perception of degree question a 4, with means running between a 3.6 and a 4.1.
3. Advisory Committee Perceptions of Program -- ranked 4.5 out of a 5. Advisory committee members expressed mostly satisfaction with the program.
4. Demand for graduates -- ranked 5 out of 5. Placement office figures report 99% placement of our graduates last year. Our own alumni survey showed 80 out of 83 employed and two of the unemployed were not looking for work.
5. Use of Information on Labor Market -- ranked 4 out of 5.
6. Use of Professional/Industry Standards -- ranked 3 out of 5. There are no industry wide standards for this program. However, college accrediting agencies and business advisory committees are regularly consulted.
7. Use of Student Follow-up Information -- ranked 5 out of 5. Student evaluations have been used in our classes on a regular basis for decades. (See appendix K page xi for samples of evaluations used before the school wide for was available.)
8. Relevance of Supportive Courses -- ranked 4 out of 5.
9. Qualification of Administrators and Supervisors -- ranked 2 out of 5.
10. Instructional Staffing -- ranked 4 out of 5.
11. Facilities -- ranked 3 out of 5. More computer work stations are needed. Upkeep of present facilities needs improved.
12. Scheduling of Instructional Facilities -- ranked 3 out of 5.



13. Equipment -- ranked 3 out of 5. While this are is certainly improving, more is needed.
14. Adaption of Instruction -- ranked 3 out of 5.
15. Adequate and Availability of Instructional Materials and Supplies -- 4 out of 5.

## **Section Twelve -- Recommendations**

After reviewing the data and comments received from the Business Administration Advisory Committee, Exit Surveys, Faculty Surveys, and Alumni Surveys, the Program Review Committee for the Business Administration Program in the College of Business makes the following recommendations.

1. Continue program and courses with the present focus. Comments made by those surveyed indicated that the program is meeting the needs of students who are interested in a general business degree where a variety of areas are addressed, rather than limited to a specific functional area. Graduates are prepared for a wide variety of business positions where specialization is not required.
2. Maintain the number of free and directed electives currently being offered Suggestions were made, however, to have students confer more with their advisors and use those electives to earn a minor or certificate in a related area of interest. It is recommended that students be required to meet with their advisor to select the directed electives.
3. Reformat the administration of internships. As in years past, survey respondents and Advisory Committee members consistently emphasized the value of the internship experience. At present internships are not encouraged at the level expected by alumni, faculty, and business people.
4. Continue emphasis on the "people skills." Numerous comments were received about the value of learning how to work well with others. Courses such as Human Resources and Organizational Behavior should be encouraged for all students interested in a business career.
5. Recommend that data base applications be included in ISYS 105. Those students who are exempt from ISYS 105 should be encouraged to take an appropriate data base course.
6. Stress the need for continuous learning. Comments by alumni and Advisory Committee members indicate that students must understand the need for continuous learning and adapting to change in order to succeed in today's business world.
7. Enhance communication and problem-solving skills. All courses should provide an opportunity for students to improve their speaking, writing, and/or listening skills. Writing-Across-The-Curriculum is the desired goal.
8. Keep classroom equipment operational. Items such as broken lecterns and torn screens need to be repaired and maintained in a timely manner.

9. Continue support for faculty development. A need exists for faculty to integrate courses and concepts to provide a more realistic experience for students and a better understanding of the process of business. In addition, the continued need for faculty to incorporate technology into the classroom was mentioned.



**Small Business  
Management  
Program Evaluation  
Fall 2000**

**Submitted by:  
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## **Section One -- History of Small Business Management**

The history of the small business program parallels the history of the Management Department.

The year 1967 marked the initiation of substantial changes in the Department. The Department name was changed from Business Administration to Management and many courses were added. Among the courses added was the course Small Business Management. This course was a popular elective for students pursuing the basic Degree in Business Administration. As information concerning the course spread across campus, students majoring in programs outside the then School of Business (now College of Business) began taking this course instead of the Introduction to Business course. The course obviously satisfied the needs of these students.

Based upon advisory committee comments (these were comments by the Business Administration advisory committee, there was no Small Business Management advisory committee in existence at this time), job experience of our graduates in Business Administration, the introduction of small business in professional association meetings as the Academy of Management, it became apparent that there should be a program providing for more specialized preparation for those students who were directing their preparation for careers in small business. This was done using existing courses. At the time, this was the only Small Business program at a state college or university in the State of Michigan. Subsequently, several state universities have added programs in Entrepreneurship, which are very similar to our Small Business Management program.

A connection was made with the Small Business Administration. In conjunction with the SBA, a number of workshops were held on campus dealing with the specialized needs of small business owners/managers. These dealt with such issues as cost, profit, pricing, organization, employee relations, legal aspects, and others. Some of these sessions were one-day affairs, others were offered for a number of weeks, during the evenings.

The SBA was interested in supporting what is called a Small Business Institute. We worked with the SBA in an attempt to have the institute located at Ferris State. At the time, they did not believe we had the resources to adequately service an Institute and Central Michigan University was selected as the educational institution where it would be located to service the central part of Michigan. In 1986 the SBA asked Ferris to become a Small Business Institute serving West Michigan. The University served as an SBI until the SBA discontinued the program in 1997. During that time our students consulted with over 50 small businesses.

As interest in the program developed and enrollment increased, it became obvious that changes had to be made in the program. More specialized courses were added including a course (Entrepreneurship and Planning) where the students prepare a Business Plan.

Enrollment decreased during the 1990's when the enrollment in business programs nationwide decreased and the enrollment in Ferris business programs decreased

dramatically. Enrollment in the Small Business Management has been increasing again in the late 1990's as the College of Business recovers from low enrollments.

## **Section Two -- Alumni Survey ; Small Business Management**

Two hundred twenty-five (225) alumni surveys were mailed to alumni from the years 1978 to 1997. Thirty-two (32) were returned for a return rate of 15%.

Alumni were asked if they were presently employed full-time, part time, or not at all. Of those who returned 29, or 90.1 %, were employed full time. Another 1 or 3.1% were employed part time. The total number of employed alumni was 30 of 32 or 94.8%. This is a very high rate of employment, even considering today's tight labor market.

Alumni were asked to if they owned or were employed by a small business. Thirty-one responded to the question. Twelve (12) or thirty-seven percent (37%) responded that they currently owned a small business. Another 10 or thirty-one percent (31%) responded that they were currently employed by a small business.

Alumni were also asked to list their present position. (Following this discussion are their responses.) Small Business Management graduates have found employment in very diverse fields. They have started businesses in the fields of construction, real estate, retail and wholesale sales. They have found employment in the fields of construction, real estate, education, finance, management, sales, finance, optician, real estate, retailing industry, and wholesale sales.

The Small Business Management Program was designed to meet the needs of a wide variety of industries. The fact that our graduates have been successful in such diverse fields reflects that the program has been successful. Many graduates have been quite successful. Reported salary ranges from \$32,000 to \$200,000. The average reported salary was over \$75,000.

It is interesting to note that three alumni own a retail lawn/landscaping business, two own pizza businesses and three own real estate brokerages.

### Alumni Positions, Salary and Year of Graduation

Survey Number	Grad Year	Own/ Employ	Industry	Position	Salary
1	1993	own	Retail	Lawn care	
2	1993	own	Real est	Real estate lending	\$100,000
3	1985	sb*-emp-pt	Insurance	Insurance	
4		own	Const	Home remodeling	
4	1992	sb-emp	Retail	Ace hardware	\$35,000
6	1988	sb-emp	Real est	Real estate appraisal	
7	1984	own	Real est	Property Mgmt	
8	1985	sb-emp	Opti	Optical	
9	1996	lb-emp	Sales	Sales Mgr.	\$60,000
10	1992	own	Retail	Pizza Owner	
11	1998	unemploy			
12	1981	lb-emp	Education	Asst Chari Health Science Nunex Comm Coll	\$37,000
13	1988	own	Const	Residential builder	
14	1993	employed	Const	Painter	
15	1990	lb-emp	Mgmt	Compliance Mgr-Risk Mgr	
16	1997	sb-emp	Sales	Sales engineer	
17	1985	own	Sales	Owner/operator servicing automotive accounts	\$125,000
18	1995	own	Real est	Realestate brokerage	
19	1992	lb-emp	Finance	Trust Analyst	\$30,000
20	1982	own	Retail	Pres. - automotive & truck service	
21	1991	sb-emp	Mgmt	Plant Mgr.	
22	1997	sb-emp	Opti	Optician	
23	1995	lb-emp	Finance	Mortgage banker	\$75,000
24	1989	own	Retail	Lanscaping and tree Nursery	
25	1993	lb-emp	Education	Assistant director of Scholarships	
26	1994	unemploy		Homemaker	
27	1993	own	Retail	Pizza franchise	\$200,000
28	1997	sb-emp	Const	General contractor	\$62,000
29	1983	own	Retail	Landscape construction	
30	1980	sb-emp	Mgmt	Marketing manager	\$32,000
31	1981	sb-emp	Finance	Finance director	\$75,000
32	1988	lb-emp	Clerical	Senior Administrative Assistant	

Lb=large business

sb=small business

pt=part-time

### Alumni Perception of Degree

Alumni were asked to rate their perceptions of the Small Business Management Program on a scale of one (1) to five (5) in five general areas. Five (5) represented strongly agree; four (4), agree; three (3), neutral; two (2) disagree and one (1) strongly disagree. The perception they were asked to rate and their means were as follows.

- 4.01 1. My FSU Small Business Management Degree helped me achieve my career goals.
- 4.09 2. I was satisfied with the academic preparation received in the Small Business Management program.
- 3.63 3. I was satisfied with the advising received while I was in the Small Business Management program.
- 4.22 4. I would recommend the Small Business Management program to prospective students.
- 4.16 5. The Small Business Management B.S. degree is a quality program.

The average alumni tended to agree with statements regarding their degree helping them reach their career goals, their satisfaction with the academic preparation, their satisfaction with their advising, that they would recommend the program, and that the Small Business Program is a quality degree.

### Computer Usage on the Job

Of particular interest to our study was the importance of computer skills on the job. We asked our alumni to rate the usage of word processing, spreadsheets, power point, databases, and other computer programs on a scale of one (1) to five (5). The rankings from one to five were: 1 -- not at all, 2 -- very little, 3 -- weekly, 4 -- daily, and 5 -- constantly. The following were the mean scores of each area.

Word Processor	3.41
Power Point	1.79
Spreadsheets	2.94
Databases	2.39
Other	3.16

The most frequently used computer program by our graduates, with a rating of 3.41, was word processing. They used word processors on the average between weekly and daily. The "Other" category was the next most highly rated programs. E-mail, the Internet, photo programs, Front Page, Quick Books, a property management program and a medical bookkeeping program were the most frequently mentioned "other" programs.



### Course Helpfulness

We asked our alumni to rank specific courses in the business core and the Small Business Management Major as to the extent which they were helpful. Extremely helpful was indicated with a 5, very helpful with a 4, some help with a 3, not helpful with a 2 and should be eliminated with a 1. The following are the results from highest ranked to lowest ranked.

### Course Helpfulness

Small Business Management	4.32
Entrepreneurship & Planning	4.26
Marketing Research	4.09
Accounting	3.94
Financial Management	3.87
Business Strategy/Policy	3.83
Marketing Research	3.78
Business Writing	3.77
Legal Environment	3.71
Economics	3.66
Contract and Sales	3.66
Organizational Behavior	3.63
Applied Management	3.59
Human Resource Management	3.52
Microcomputer Applications	3.45
Business Ethics & Social Resp.	3.43
Information Systems	3.39
Production/Operation Management	3.16
Statistics	3.09
International Business	2.83

Overall, our alumni rated the average course in the Business Core and their major with a 3.65 out of 5. This ranking indicated that the average course was very helpful to the majority of our alumni.

It is important to note that the specific small business courses (Entrepreneurship and Planning, and Small Business Management) for the Small Business Management major were ranked 4.32 and 4.26. This means our alumni found the courses to be between very helpful and extremely helpful. This indicates that our faculty are accomplishing program objectives.

### Skill Preparation

Alumni were asked to rank the level of skill preparation in a number of areas. Rankings were from 1 to 5. One (1) being poor; two (2), below average; three (3), average; four (4), above average, and five (5) excellent.

#### Skill Preparation Rankings

Interpersonal	3.81
Analyzing	3.81
Quantitative	3.74
Decision Making	3.72
Written Communication	3.71
Verbal Communication	3.69
Leadership	3.69
Financial Analysis	3.61
Oral Presentation	3.56
Teamwork	3.55
Social Awareness	3.39
Scientific Understanding	3.29
Cultural/Global Awareness	3.10
Computer	3.09
Average	3.55

Alumni felt that their "skills preparedness" was between average and above average. The average skill was rated with a 3.55 out of 5.

The perceptions of our alumni ranked interpersonal and several types of decision making skill very high. Interpersonal skills are constantly mentioned by advisory committees as important and that is an area stressed in many classes.

Computer skills were ranked lowest. This could be a reflection on years when we did not have the faculty to offer computer courses to non-major students. It could also be a reflection of frustration associated with the continuous need to update these skills.

### Section Three -- Student Survey

For five years, the Management Department has administered an exit survey in MGMT 499, Strategy and Business Policy. The course serves as the capstone course for all the programs offered by the Management Department. This report contains the responses of nine graduating Small Business Management majors taking MGMT 499 in the fall of 1997, winter 1998, summer 1998, fall 1998, and winter 1999 semesters, the last two years in which data has been compiled.

### **Entering the Program**

Among the nine graduating seniors who responded to the question about how they entered their program at Ferris State University, 33 percent (3) entered their program as freshmen, 33 percent (3) entered as a transfer (non-degree) from another college or university, 22 percent (2) with an associate's degree from Ferris State University, and 12 percent (1) entered from another program at Ferris State University.

### **Employment Plans**

Among the nine students who responded to the questions about their future job plans, 44 percent (4) had secured a job that reflected the completion of their major and an additional 12 percent (1) had job offers they were then considering. Among those who had secured a job, 33 percent (3) planned to stay with their then current employer. One student who had a job offer did not plan to stay with his/her then current employer. Among the respondents who had neither a job nor job offer, one (12 percent) planned to stay with his/her current employer.

The students who had neither a job nor job offer related to the Small Business Management major were asked to comment about their job search plans. Among these four students, one planned to stay with his/her current employer for several years and then open his/her own business. Another simply planned to keep looking. Another planned to land a job with a major corporation. And yet another planned to relocate at the end of the summer.

All of the students, those with and without jobs or job offers, were asked if they has used the services of our placement office. Twenty-two percent (2) of the nine students responded that they had used those services.

Those students who had secured a job that reflected the content of their program were asked the title of the position. The four students responded as follows: partner in an agricultural business with my husband; undecided until after my internship; marketing/sales analyst; and vice president.

### **Evaluation of Degree Program**

The students were asked to rate their small business management degree in terms of preparation for a career, using a scale where one represented poor and five represented outstanding. Of the eight who responded to this question, one-half rated the program as a four. The mean response of the eight students who responded to this question was 4.0.

The students were asked to rate their degree program in terms of intellectual challenge, using a scale where one represented poor and five represented outstanding. Half of the eight students responding to this question rated the question as a four. The mean response of the eight students was 4.0.

The students also were asked to identify the single business course they felt would be most beneficial in their business careers and to provide the reason for that selection. All of the nine respondents responded to this question. Two-thirds of the students identified MGMT 410, Entrepreneurship and Planning. Another 22 percent (2) identified MGMT 499 Strategy and Business Policy. In support of the MGMT 410 course, students provided such comments as "this course prepared me to create a business plan" and "it gives you a great overview and preparation." In support of the MGMT 499 course,

### Cooperative Education or Internship Experience

The students were asked whether or not they had had a cooperative education or internship experience and, if so, the extent to which the experience had enhanced their career preparation. Eight of the students responded to the question about having a cooperative education or internship experience. Among the eight, 38 percent (3) had had such an experience.

Only one of the three whom had had a cooperative education or internship experience rated the extent to which the experience had enhanced his/her career preparation. That student rated the experience as a four on a four-point scale, where "1" represented little contribution and "4" represented an extremely important contribution.

### Comments

The students were provided with the opportunity to make any comments they would like about the quality of or deficiencies in their undergraduate program. Only two of the nine participating in the survey provided comments. Those comments are provided below in their entirety:

- It might be helpful if those enrolled in the small business management courses got some in-field experience
- I feel that many professors at Ferris are great and teach you a lot, however [in] several classes I feel I was cheated out of what I should have learned. Even though they ran the class so you'll get good grades, some classes you can get an "A" without even opening a book or studying, and this is not good for a student who wants to learn for the future. Also nowhere during my studies did I learn how to start my own business and I would like to after a couple of years. The courses scratches the surface of a lot of helpful things but the classes don't go in depth enough to help you in a job out of college.

## Section Four -- Faculty Perceptions

Faculty in the College of Business at Ferris State University were asked to evaluate the Small Business Management Program based on six categories: "Value to the College of Business," "Perception of Graduates," "Adequacy of Facilities," "Courses Required," "Input," and "Internships/Work Experiences. Of the 85 evaluations sent, 33 were returned for a response rate of 38.8%. Respondents were asked to rank each category on a scale of 1-5.

5 = Excellent (nearly ideal)

4 = Good (strong)

3 - Acceptable (average)

2 = Below Expectations (fair)

1 = Poor (seriously inadequate)

Omit = Don't Know

<u>Category</u>	<u>Mean</u>
1. <u>Value to the College of Business</u> : What is your perceived value of this program to the College of Business?	3.85
2. <u>Input</u> : Small Business Management faculty are responsive to suggestions for program improvement given by their	3.76

Advisory Committee and colleagues.

- |  |      |
|--|------|
| 3. <u>Perception of Graduates</u> : Students who graduate from this program are some of the better prepared students in the College of Business. | 3.58 |
| 4. <u>Courses Required</u> : What is your general perception of the courses required for majors?   | 3.56 |
| 5. <u>Adequacy of Facilities</u> : Instructional facilities and equipment meet the program's needs.  | 3.43 |
| 6. <u>Internships/Work Experience</u> : Ample opportunities are provided for related work experience for students.                               | 2.79 |

### Open-Ended Questions

Faculty were also asked to respond to four open-ended questions concerning the Small Business Management Program. The questions and a summary of their responses follow.

#### 1. What do you believe are the strengths of the Small Business Management Program?

Two major strengths were identified in this survey:

- Faculty. Several respondents stated that the energetic faculty were a strength of this program.
- Course content. Comments were made that the Small Business Management Program is practical and develops strong management skills. Others commented on the uniqueness of the program, and that it could be a premier program at Ferris.

Other comments included that the entrepreneurial focus of this program gives motivated students the opportunity for jobs and ownership possibilities. One stated that the program was a good draw for students and was a very important program for the College of Business.

#### 2. What do you see as weaknesses in the Small Business Management Program?

Three weaknesses were identified in this survey:

- Courses. Several comments were made on the use of technology in the program. One respondent stated that there is not enough emphasis on automation; another said the program lacks focus on more technological careers; a third responded that the program needs to increase use of technical skills and needs a course to address cause and effect of e-commerce. Other comments suggested courses that would enhance the program. One course was PREL 240 because small businesses will get more value for their dollar from PR activities rather than advertising and PR goes

much beyond marketing per se. Another recommended the need for additional presentation preparation.

- Leadership: Need a visible head of the program to provide leadership. Another suggestion was to have a full-time internship coordinator.
- Internships: The lack of required internship experience is considered to be a weakness.

Other stated weaknesses included the lack of internship experiences, poor promotion of the program, similarity to other programs in the management department, grade inflation in high schools, the COB admissions requirements, and too few faculty with specialized expertise.

### 3. What suggestions/comments do you have for improving the Small Business Management Program?

Two major suggestions were given:

- Courses: Several suggestions were given to add more technology to the program. Specific suggestions included: require course(s) in e-commerce, more on e-trade, add database and Internet usage skills, and incorporate computer as a tool for every course. Two respondents recommended having Small Business Management as a track in the Business Administration Program. Another course suggestion was to refer students to areas where they intend to own a business.
- Internships: Several respondents stated that an internship/co-op experience should be mandatory. Another suggested a required internship or business strategy game is needed to "put it all together."

Additional comments included the need to promote the program more and to provide a unique twist to the program to make it marketable, have the Small Business Institute back under Ferris domain, and require documentation of advisor's approval of directed electives.

## **Section Five -- Advisory Committee Perceptions**

On June 2, 2000 a joint Business Administration and Small Business Management Advisory Committee meeting was held at the Holiday Inn in Big Rapids, Michigan. A total of nineteen Advisory Committee members were present. After a discussion of the programs and the purpose of the meeting, the group broke into two sub-committee groups: one for Business Administration and one for Small Business Management.

The Small Business Management sub-committee consisted of small business owners, representatives from lending institutions, and an economic development specialist. The discussion of the group focused on the course content of the program, the program name and the structure of the program.

**The following is a summary of the discussion and the recommendations of the Advisory Committee members:**

The first comment by the group was that there are too many general education courses in the program. It was explained that both the University and business accreditation organizations have minimum general education requirements.

The accounting and finance requirements were discussed. The committee recommended the third accounting course (ACCT205, Managerial Accounting) be dropped and replaced with a course that would give the students more knowledge of taxation, cash flow, use of credit, and impact of depreciation. Since no course exists that covers these topics, it would require creation of a Small Business Finance course.

The group considered the program weak in computer skills. They indicated at minimum graduates need knowledge of word processing, spreadsheets, database, Internet and e-mail. They emphasized that the use of computers in business must be ingrained in every course.

The committee recommended the elimination of a specialized course in International Business and a global business perspective be incorporated in all courses.

The marketing and advertising courses in the program were discussed. The group indicated the marketing research information needed by small business owners is available through the Internet today and the Marketing Research (MKTG425) course is no longer necessary. They recommended the course be replaced with another marketing course, possibly an elective, approved by their advisor, which would help them with their future business. The group recommended that the content of the advertising course include where to get advertising and how to evaluate and cost it.

The committee considered Organizational Behavior (MGMT302) and Human Resource Management (MGMT373) essential to the program. They indicated all small business owners have to hire, compensate and deal with employee turnover. They recommended the content of Human Resource Management also include how to write an employee handbook and how to let an employee go.

The committee recommended the college create a course that covers government regulation at the federal, state and local level and how to handle the political issues businesses encounter.

There was a discussion of the program name and whether it should be re-named Entrepreneurship. The group also discussed whether the program should remain a stand-alone program or become a track in the Business Administration program. The group felt that this is a marketing issue and the University should create a focus group of high school students to determine what would be most appealing

## **Section Six -- Labor Force Analysis**

The alumni surveys show that the Small Business Management program has done an excellent job of preparing students for careers in two major areas: starting and operating their own businesses and general business careers similar to the those who take a Business Administration program. Thirteen of thirty-two alumni surveyed either own a business or are employed by their family's business. Nine more are employed by a small business. Nine were employed by large businesses or the government. Only one was unemployed. Reported salaries of Small Business Management Alumni was over \$75,000.

Historically speaking small businesses today account for three-quarters of all businesses. They employ 15% of the nations 93 million workers (American Demographics). According to US census data, over four million firms employ less than twenty employees. In the state of Michigan 92.3% of all businesses employ less than 500 employees.

This number is expected to grow. Large companies will continue to outsource more business functions. Younger generations (born 1979-1984) are expected to value self employment more than previous generations (Marilyn Moats Kennedy, "Looking to the Future", Williams Auditorium, October 19, 1999). Between the years 1992 and 2005, 68 percent of employment growth is expected to come from small firms. (Business trends today are toward smaller businesses. The employment outlook is excellent in small businesses.

## **Section Seven -- Facilities Evaluation**

The Program Evaluation Review Committee rated the facilities and equipment a 3 out of 5. It was felt that all rooms needed to be equipped with computer/video station for instruction. At present the College of Business only has one floor of rooms equipped with computer/video stations. It was also felt that more rooms need to be equipped with the computer stations for work groups in the classroom.

Other problems have to do with the maintenance of present equipment. Audio/visual screens do not stay down. Zip drives are 100 rather than 250.

## **Section Eight -- Curriculum Evaluation**

After evaluation of student, faculty, and alumni surveys, as well as advisory committee recommendations it has been found that the program should continue with some modification of the present courses. It has been found that the "people skills" emphasis of courses such as organizational behavior and human resources are especially important. The additional capstone course required of Small Business Management is another strong point of the program.



Based on input from the alumni and advisory committee it is recommended that the International Business course be eliminated and a global business perspective be included in all courses.

Other recommendations are in computers and marketing. It was felt that data base information should be added to the presently required ISYS 105. And that computer usage should be an integrated part of all business courses. It was felt that the marketing research requirement should be replaced with a marketing directed elective.

Although accounting and finance are important, it was questioned by the advisory committee if what small business majors need is in the present courses.

## **Section Nine -- Enrollment Trends**

Enrollment trends in the Small Business Management Program have followed the general trend of the College of Business and the Department of Management. Business Administration graduates typically account for 2% of all Business degrees granted and 40-50% of all management degrees granted.

<b><u>Number of Small Business Management Graduates</u></b>						
<b>Year of Gradation</b>	<b>Business Bachelors</b>	<b>Management Bachelors</b>	<b>SmBusMgt Bachelors</b>	<b>SBM/ BusBach</b>	<b>SBM/ Mgmt Bach</b>	<b>Change from previous year</b>
86-87	808	418	15	2%	4%	
87-88	771	402	9	1%	2%	-67%
88-89	794	414	14	2%	3%	36%
89-90	837	458	22	3%	5%	36%
90-91	739	414	9	1%	2%	-144%
91-92	848	462	16	2%	3%	44%
92-93	948	500	20	2%	4%	20%
93-94	774	400	17	2%	4%	-18%
94-95	595	303	9	2%	3%	-89%
95-96	505	272	10	2%	4%	10%
96-97	449	237	9	2%	4%	-11%
97-98	352	176	7	2%	4%	-29%
98-99	323	163	5	2%	3%	-40%

Actual enrollment figures show that between 1.6 and 2.7%, or an average of 2.2%, of all students enrolled in the College of Business are enrolled in the Small Business Management program. Recent years have seen an increase in this figure. Between 1996 and 1998 the figure hovered around 2.7 percent, with actual enrollment of around 40+ students. It appears that the enrollment in Small Business Management has leveled out.

**Actual Enrollment--Small Business Management**

	<b>Enrollment Sm. Bus. Mgmt.</b>	<b>SBM Percent Chg previous year</b>	<b>Enrollment College of Business</b>	<b>Coll. Of Bus. Percent Chg previous year</b>	<b>Percent SBM/Bus</b>
80	66		2915		0.023
81	85	0.224	3303	0.117	0.026
82	72	-0.181	3557	0.071	0.020
83	63	-0.143	3628	0.020	0.017
84	55	-0.145	3522	-0.030	0.016
85	56	0.018	3287	-0.071	0.017
86	70	0.200	3265	-0.007	0.021
87	71	0.014	3290	0.008	0.022
88	76	0.066	3279	-0.003	0.023
89	76	0.000	3272	-0.002	0.023
90	69	-0.101	3340	0.020	0.021
91	81	0.148	3409	0.020	0.024
92	79	-0.025	3018	-0.130	0.026
93	50	-0.580	2418	-0.248	0.021
94	35	-0.429	1912	-0.265	0.018
95	42	0.167	1686	-0.134	0.025
96	42	0.000	1547	-0.090	0.027
97	40	-0.050	1500	-0.031	0.027
98	43	0.070	1619	0.074	0.027

**Average percent SBM/Bus=**

0.022

**Section Ten -- Program Productivity/Costs**

Statistics provided by the Office of Institutional Research regarding data for 1997/1998 show the following regarding the Small Business Management Program. (See Appendix J for more information.)

<b>Item</b>	<b>Cost</b>
Average Instructor Cost/SCH	107.65
Average Department Cost/SCH	25.65
Average Dean's Cost/SCH	10.19
Total Average Cost	143.49
Total Dean's Cost	1253.74
Total Instructor Cost	13240.87
	17649.78

The foregoing data, and the more complete data shown in Appendix J, indicate that the Small Business Management is not a high cost program.

## **Section Eleven -- Conclusions**

Based on the Student Surveys, Alumni Surveys, Faculty Surveys, Advisory Committee recommendations and personal observations the Small Business Program Evaluation Committee has come to the following conclusions.

1. Student Perception of Instruction was rated as a 4 out of 5. Current student surveys indicate that the students feel the instruction was challenging.
2. Student satisfaction with the program was rated a 4 out of 5. Students surveyed felt that their degree has prepared them for their careers.
3. Advisory Committee Perceptions of the Program was ranked a 4.5 out of a 5. According to Committee discussion, not only is the program very good but the faculty are receptive to the changing needs of the business environment.
4. Demand for Graduates was ranked a 5 out of 5. Reported placement figures are in the 90% range.
5. Use of Information of Labor Market was ranked a 4 out of 5. Faculty are in touch with advisory committees, accrediting agencies and graduates.
6. Use of Professional/Industry Standards was ranked a 4 out of 5. We are presently undergoing accrediting procedures with ACBSP.
7. Use of Student Follow-up Information was rated 5 out of 5. Exit interviews are given to all students in the management department curriculum. This information is used for program evaluation reviews and for unit action plans.
8. Relevance of Supportive Courses was rated a 4 out of 5.
9. Qualification of Administrators and Supervisors was rated a 2 out of 5. It was felt that present supervision does not understand the necessity of faculty specialization.
10. Instructional Staffing was rated 3 out of 5. Currently there is no faculty devoted to Small Business Management.
11. Facilities were rated 3 out of 5. It was felt that there is a pressing need for more computer/video work stations in classrooms and that current facilities needed to be maintained better. Present unit action plans call for the computer/video work stations to be installed in many more classrooms.
12. Scheduling of Instructional Facilities was rated a 3 out of 5.
13. Equipment was rated a 3 out of 5. . It was felt that there is a pressing need for more computer/video work stations in classrooms and that current facilities needed to be maintained better. Present unit action plans call for the computer/video work stations to be installed in many more classrooms.

14. Adaption of Instruction was rated a 4 out of 5. Present instructors use a variety of instructional methods. The traditional lecture is used as well as cases, business site visits, and a business plan that is unique to each student.
15. Adequate and Availability of Instructional Materials and Supplies was rated 4 out of 5.

## **Section Twelve -- Recommendations**

After reviewing the data and comments received from the Small Business Management Advisory Committees, Exit Surveys, Faculty Surveys, and Alumni Surveys, the Program Review Committee for the Small Business Management Program in the College of Business makes the following recommendations.

1. Continue program and courses with the present focus. Comments made by those surveyed and the Advisory Committee indicated that the program is meeting the needs of students who are interested in small business and entrepreneurship. The alumni who did not pursue careers in small business were also satisfied with their education.
2. Continue the emphasis on the "people skills". The Advisory Committee indicated the Organization Behavior and Human Resource Management courses are essential to the program.
3. Recommend an increase in the use of computer applications. More knowledge of database and the Internet is required. The use of computer application software should be integrated into all business classes.
4. Continue the use of an additional capstone course for the program. The graduating seniors, the alumni and the Advisory Committee all indicated the Entrepreneurship and Planning class which requires the students to prepare a Business Plan is a very valuable experience.
5. Reevaluate the accounting and finance courses in the program. Both the alumni and the Advisory Committee indicated that knowledge of accounting and finance is extremely important to entrepreneurs and small business owners. However, there was concern that the content of the current courses is not what is needed.
6. Recommend deleting the international business course from the program. The alumni ranked the value of the course low (2.83 on a scale of 5.0) and the Advisory Committee recommended the specialized course in international business be eliminated and a global business perspective be incorporated in all courses.
7. Reevaluate the marketing courses in the program. Both the alumni and the Advisory Committee indicated that marketing courses are valuable. The Advisory Committee felt a course in marketing research was not necessary and should be replaced with a marketing directed elective.

8. Keep classroom equipment operational. Items such as broken lecterns and torn screens need to be repaired and maintained in a timely manner.
9. Continue support for faculty development. A need exists for faculty to integrate courses and concepts to provide a more realistic experience for students and a better understanding of the process of business. In addition, the continued need for faculty to incorporate technology into the classroom was mentioned.

**Appendixes for the**  
**Business Administration**  
**&**  
**Small Business Management**  
**Program Review**

**Appendix A**  
**Program**  
**Checksheets**

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

**BUSINESS ADMINISTRATION - 123/124 Credits**

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

REQUIRED	COURSE TITLE - PREREQUISITES SHOWN IN BRACKETS ( )	S.H.	GRADE
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**COMMUNICATION COMPETENCE - 12 Credits Required**

COMM	121	Fundamentals of Public Speaking - (None)	3	
COMM		Select one of the following: COMM 221 (None), COMM 251, 332 - (COMM 121 or equivalent)	3	
ENGL	150	English 1 - (None)	3	
ENGL	250	English 2 - (ENGL 150 or equivalent)	3	

**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	
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**CULTURAL ENRICHMENT - 9 Credits Required**

Select three courses from the following subject areas, including one at the 200 level or above.  
ARCH 244, ARTH, ARTS, COMM 231, ENGL 322, FREN, GERM, HIST, HUMN, LITR, MUSI, SPAN, THTR

		Cultural Enrichment Elective	3	
		Cultural Enrichment Elective	3	
		Cultural Enrichment Elective at the 200/300/400 level.	3	

**SOCIAL AWARENESS - 9 Credits Required**

ECON	221	Principles of Economics 1 - (MATH 110 or proficiency)	3	
ECON	222	Principles of Economics 2 - (ECON 221)	3	
PLSC		Select one of the following: PLSC 323, 331, 341 - (None)	3	

**FREE ELECTIVES - 18 Credits Required**

		Free Elective - If needed MATH 110 can be taken as a free elective.	3	
		Free Elective	3	
		Free Elective	3	
		Free Elective	3	
		Free Elective	3	
		Free Elective	3	

**NOTICE REGARDING WITHDRAWAL, RE-ADMISSION AND INTERRUPTION OF STUDIES**

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

**NOTE: A 2.00 cumulative GPA is required for completion of the Business Administration degree.**



**Ferris State University - College of Business**  
**BUSINESS ADMINISTRATION MAJOR**

REQUIRED		COURSE TITLE - PREREQUISITES SHOWN IN BRACKETS ( )	S.H.	GRADE	GR. PTS.
<b>BUSINESS ADMINISTRATION MAJOR - 31 Credits Required</b>					
BLAW	321	Contracts and Sales - (None)	3		
FINC		FINC elective at the 300 level or above - (Check prerequisites)	3		
INTB	310	International Business Systems - (ECON 221) - (G)	3		
		Directed elective - Select from below.	3		
		Directed elective - Select from below.	3		
<p><b>DIRECTED ELECTIVES - Must be selected from the following areas. Courses from other areas may be selected with approval of advisor. All directed electives must be approved by the student's advisor.</b></p> <p style="text-align: center;">ACCT    ADVG    BLAW    FINC    FSMT    HSMT    INSR    INTB            ISYS    MGMT    MKTG    PREL    REAL    RETG    STQM</p>					
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	405	Management Decision-Making Laboratory - (Senior standing)	1		
MGMT	447	Business Ethics and Social Responsibility - (Senior standing)	3		
STQM		STQM Elective	3		
<b>BUSINESS CORE - 31 Credits Required</b>					
ACCT	201	Principles of Accounting 1 - (MATH 110 with a grade of C- or better)	3		
ACCT	202	Principles of Accounting 2 - (ACCT 201 with a grade of C- or better)	3		
BLAW	301	Legal Environment of Business - (None)	3		
ENGL	325	Advanced Writing for Business - (ENGL 250)	3		
FINC	322	Financial Management 1 - (ACCT 202, MATH 115)	3		
ISYS	202	Principles of Information System - (None)	3		
MGMT	301	Applied Management - (Junior standing or permission of professor)	3		
MGMT	499	Strategy and Business Policy - (FINC 322, MGMT 302, MGMT 371, MKTG 321)	4		
MKTG	321	Principles of Marketing - (ECON 221)	3		
STQM	260	Introduction to Statistics - (MATH 115)	3		
<b>ADDITIONAL - 3 Credits Required</b>					
ISYS	105	Microcomputer Appl. or Proficiency - (None) - Turns into free elective with proficiency	3		

(G) Meets Global Consciousness requirement.

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

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

REQUIRED	COURSE TITLE - PREREQUISITES SHOWN IN BRACKETS ( )		S.H.	GRADE	GR. PTS.
<b>SMALL BUSINESS MANAGEMENT MAJOR - 31 Credits Required</b>					
ACCT	205	Managerial Accounting - (ACCT 202 with a grade of C- or better)	3		
ADVG	222	Principles of Advertising - (None)	3		
BLAW	321	Contracts and Sales - (None)	3		
INTB	310	International Business System - (ECON 221) - (G)	3		
MGMT	302	Organizational Behavior - (MGMT 301 or permission of professor)	3		
MGMT	310	Small Business Management - (Second semester sophomore standing)	3		
MGMT	371	Production/Operations Management - (Junior standing)	3		
MGMT	373	Human Resource Management - (MGMT 301)	3		
MGMT	405	Management Decision-Making Lab - (Senior standing)	1		
MGMT	410	Entrepreneurship & Plan. - (ACCT 201, MKTG 321, MGMT 310 or per. of professor)	3		
MKTG	425	Marketing Research - (MKTG 321, STQM 260)	3		
<b>BUSINESS CORE - 31 Credits Required</b>					
ACCT	201	Principles of Accounting 1 - (MATH 110 with a grade of C- or better)	3		
ACCT	202	Principles of Accounting 2 - (ACCT 201 with a grade of C- or better)	3		
BLAW	301	Legal Environment of Business - (None)	3		
ENGL	325	Advanced Writing for Business - (ENGL 250)	3		
FINC	322	Financial Management 1 - (ACCT 202, MATH 115)	3		
ISYS	202	Principles of Information System - (None)	3		
MGMT	301	Applied Management - (Junior standing or permission of professor)	3		
MGMT	499	Strategy and Business Policy - (FINC 322, MGMT 302, MGMT 371, MKTG 321)	4		
MKTG	321	Principles of Marketing - (ECON 221)	3		
STQM	260	Introduction to Statistics - (MATH 115)	3		
<b>ADDITIONAL - 18-19 Credits Required</b>					
ISYS	105	Microcomputer Appl. or Proficiency - (None) - Turns into free elective with proficiency.	3		
		Directed Elective - Must be approved by your advisor	3		
		Directed Elective - Must be approved by your advisor	3		
		Directed Elective - Must be approved by your advisor	3		
		Free Elective - If needed MATH 110 can be taken as a free elective.	3-4		
		Free Elective	3		

(G) Meets Global Consciousness requirement.

**Small Business Management**

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

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

**SMALL BUSINESS MANAGEMENT - 123/125 Credits**

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

REQUIRED	COURSE TITLE - PREREQUISITES SHOWN IN BRACKETS ( )		S.H.	GRADE
<b>COMMUNICATION COMPETENCE - 9 Credits Required</b>				
COMM	121	Fundamentals of Public Speaking - (None)	3	
ENGL	150	English 1 - (None)	3	
ENGL	250	English 2 - (ENGL 150 or equivalent)	3	
<b>SCIENTIFIC UNDERSTANDING - 7-8 Credits Required</b>				
Select two courses from the following subject areas (one must be a lab course): ASTR, BIOL, CHEM, GEOG 111, GEOG 121, GEOL, PHSC, PHYS				
			4	
			3-4	
<b>QUANTITATIVE SKILLS - 3 Credits Required</b>				
MATH	115	Inter. Algebra - (MATH 110) - If MATH ACT score is 24 or higher, substitute a free elective.	3	
<b>CULTURAL ENRICHMENT - 9 Credits Required</b>				
Complete the course 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				
HUMN	100	Introduction to the Humanities - (None)	3	
		Cultural Enrichment Elective	3	
		Cultural Enrichment Elective at the 200/300/400 level	3	
<b>SOCIAL AWARENESS - 12 Credits Required</b>				
Complete the courses listed below and select one course at the 300/400 level from the following subject areas: ANTH, GEOG (except 111 & 121), PLSC, PSYC, SOCY, SSCI				
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	
		Social Awareness Elective at the 300/400 level	3	
<b>ELECTIVES - 3 Credits Required</b>				
		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 Small Business Management degree.**

**Appendix B**  
**Course Major**  
**Descriptions**

**Appendix F**  
**Student Exit Survey**  
**Form**

**MANAGEMENT DEPARTMENT  
EXIT SURVEY**

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

**ENTERING YOUR PROGRAM:**

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

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

**EMPLOYMENT PLANS:**

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

**EVALUATION OF YOUR DEGREE PROGRAM:**

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

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

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

\_\_\_\_\_

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

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

\_\_\_\_\_

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

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

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

**PLANS FOR GRADUATE STUDY:**

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

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

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

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

**EXTRACURRICULAR ACTIVITIES:**

In which extracurricular activities were you active?

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

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

**COOPERATIVE EDUCATION OR INTERNSHIP EXPERIENCE:**

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

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

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

**COMMENTS:**

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

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

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

**Appendix G**  
**College of Business Graduates**  
**By Program**



**College of Business  
Graduates By Program**

Program	86-87	87-88	88-89	89-90	90-91	91-92	92-93	93-94	94-95	95-96	96-97	97-98	98-99	99-00	00-01	01-02	02-03	03-04
M.S. DEGREE TOTALS	5	3	6	4	7	11	12	12	22	17	42	59	45					
B.S. DEGREE TOTALS	808	771	794	837	759	848	948	774	595	505	449	352	323					
A.A.S. DEGREE TOTALS	204	202	194	206	187	214	205	135	134	84	71	69	72					
CERTIFICATE TOTALS	3	1	2	6	9	10	6	9	7	34	49	37	53					
<b>COLLEGE OF BUSINESS TOTALS</b>	<b>1020</b>	<b>977</b>	<b>996</b>	<b>1053</b>	<b>962</b>	<b>1083</b>	<b>1171</b>	<b>930</b>	<b>758</b>	<b>640</b>	<b>568</b>	<b>517</b>	<b>493</b>					
MS Accountancy	5	3	5	2	5	5	4	3	1	0	0	0	0					
MS Information Systems Management	0	0	1	2	2	6	8	9	21	17	42	59	45					
<b>GRADUATE DEPARTMENT TOTALS</b>	<b>5</b>	<b>3</b>	<b>6</b>	<b>4</b>	<b>7</b>	<b>11</b>	<b>12</b>	<b>12</b>	<b>22</b>	<b>17</b>	<b>42</b>	<b>59</b>	<b>45</b>					
BS Accountancy	80	80	92	64	63	68	83	87	52	46	47	39	30					
BS Accountancy/CIS	0	0	0	0	0	0	0	0	0	0	5	3	2					
BS Accountancy/Finance	0	0	0	0	0	0	0	0	0	0	0	2	5					
BS Computer Information Systems	124	109	94	67	57	69	69	50	50	41	32	47	47					
BS Office Automation Systems	17	15	16	10	7	4	12	5	7	4	2	3	0					
AAS Administrative Assistant	31	19	18	25	13	15	24	10	6	1	2	0	0					
AAS Court & Freelance Reporting	4	10	9	17	12	15	14	4	6	10	1	0	0					
AAS Executive Secretary	22	17	12	4	8	8	9	3	3	0	0	0	1					
AAS Higher Accounting	1	0	0	0	5	0	0	0	0	0	0	0	0					
AAS Legal Secretary	11	5	10	5	3	4	5	4	5	2	0	0	0					
Cert - AS 400	0	0	0	0	0	0	0	0	0	0	0	0	8					
Cert - Computer Literacy	0	0	0	0	0	0	0	0	0	2	0	0	0					
Cert - Mainframe Computer	0	0	0	0	0	0	0	0	0	1	0	0	0					
Cert - Quality Improvement - Mgt.	0	0	0	0	0	0	0	0	0	0	0	1	0					
<b>ACIS DEPARTMENT TOTALS</b>	<b>290</b>	<b>255</b>	<b>251</b>	<b>192</b>	<b>168</b>	<b>183</b>	<b>216</b>	<b>163</b>	<b>129</b>	<b>107</b>	<b>89</b>	<b>95</b>	<b>93</b>					

**College of Business**  
**Graduates By Program**

Program	86-87	87-88	88-89	89-90	90-91	91-92	92-93	93-94	94-95	95-96	96-97	97-98	98-99	99-00	00-01	01-02	02-03	03-04
BS Quantitative Business	4	3	11	2	3	3	4	2	2	0	0	0	0					
Cert - Quality Improvement for Mang.	0	0	0	0	0	0	0	0	0	0	1	1	2					
<b>FCAS DEPARTMENT TOTALS</b>	<b>4</b>	<b>3</b>	<b>11</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>4</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>2</b>					
BS Accelerated Business	0	0	0	0	0	0	0	0	0	0	0	1	0					
BS Business Administration	173	160	170	201	196	211	235	204	149	136	104	71	74					
BS Business Economics	1	2	3	6	2	2	1	0	1	0	0	0	0					
BS Finance	24	25	31	27	24	35	36	26	14	12	13	4	6					
BS Human Resource Management	27	20	20	19	11	15	23	18	11	8	12	12	7					
BS Insurance	18	14	14	19	18	22	31	9	6	2	6	3	4					
BS Insurance/Real Estate	2	3	3	2	5	8	5	3	4	0	3	4	2					
BS International Business	10	15	12	9	7	10	23	17	22	16	5	7	3					
BS Management	70	71	62	64	49	56	58	44	30	20	16	11	9					
BS Operations Management	15	17	19	24	25	21	15	4	6	5	3	3	3					
BS Small Business Management	15	9	14	22	9	16	20	17	9	10	9	7	5					
AAS General Business	14	23	17	24	28	24	9	15	13	13	22	29	31					
AAS Legal Assistant	28	29	25	20	19	21	24	28	17	13	10	9	4					
AAS Real Estate	18	13	22	15	12	11	14	6	14	6	8	2	3					
Cert - Bus Skills in App Manufacturing	0	0	0	0	0	0	0	0	0	13	4	0	0					
Cert - Global Logistics	0	0	0	0	0	0	0	0	0	0	0	0	1					
Cert - International Business	0	0	0	0	0	0	0	1	3	12	12	4	5					
Cert - Real Estate	3	1	2	6	9	10	6	8	4	5	9	1	1					
Cert - Small Business Management	0	0	0	0	0	0	0	0	0	1	1	4	5					
Cert - Supervision	0	0	0	0	0	0	0	0	0	0	0	3	0					
<b>MGT DEPARTMENT TOTALS</b>	<b>418</b>	<b>402</b>	<b>414</b>	<b>458</b>	<b>414</b>	<b>462</b>	<b>500</b>	<b>400</b>	<b>303</b>	<b>272</b>	<b>237</b>	<b>176</b>	<b>163</b>					

**Appendix H**  
**Alumni Survey**  
**Forms**

**Alumni Survey - B. S. Business Administration**  
 Ferris State University; College of Business; Big Rapids, MI 49307

1. Year you graduated from FSU \_\_\_\_\_
2. Are you currently employed full time? \_\_\_\_\_ part time? \_\_\_\_\_
3. What is your present position? \_\_\_\_\_ Salary? (optional) \_\_\_\_\_
4. Please comment on your specific duties. \_\_\_\_\_  
 \_\_\_\_\_
5. What other positions have you held since graduation? \_\_\_\_\_  
 \_\_\_\_\_
6. How did you obtain your first position? \_\_\_\_\_  
 \_\_\_\_\_
7. Do you belong to any professional organizations? If so, which ones? Why have you chosen these?  
 \_\_\_\_\_  
 \_\_\_\_\_
8. Career wise, what do you think you will be doing in the next five years? \_\_\_\_\_  
 \_\_\_\_\_

9. To what extent do you use the following computer programs? Please indicate in the space provided what other programs you use.

Program	Not At All	Very Little	Weekly	Daily	Constantly
Word Processor					
Power Point					
Spread Sheets					
Data Bases					
Other					

10. What is your perception of the following?

Strongly Disagree    Disagree    Neutral    Agree    Strongly Agree    Unknown

A. My FSU Business Administration Degree helped me achieve my career goals.						
B. I was satisfied with the <u>academic preparation</u> received in the Business Administration program.						
C. I was satisfied with the <u>advising</u> received while I was in the Business Administration program.						
D. I would <u>recommend</u> the Business Administration program to prospective students.						
E. The Business Administration B.S. degree is a <u>quality degree</u> .						

11. Please indicate the extent to which each of the following courses in your Business Administration major has been helpful in your career.

	Should be Eliminated	Not Helpful	Some Help	Very Helpful	Extremely Helpful
Organizational Behavior					
Production/Operation Management					
Principles of Economics					
Principles of Accounting					
Financial Management					
Applied Management					
Business Writing					
Contracts and Sales					
Business Strategy/Policy					
Statistics					
International Business					
Information Systems					
Micro computer Application					
Business Ethics and Social Responsibility					
Human Resources Management					
Marketing					
Legal Environment					

12. What subjects have been most useful to you? Why? \_\_\_\_\_

13. What subject areas do you think should be added or improved? Why? \_\_\_\_\_

14. What subject areas do you think should be eliminated? Why? \_\_\_\_\_

15. Among the objectives of the University is to assist students in the development of certain skills. How well do you feel you were prepared for your career in the following skills

Skills	Poor	Below Average	Average	Good	Excellent
Computer skills					
Oral presentation skills					
Verbal communication skills					
Writing skills					
Interpersonal skills					
Decision Making skills					
Analyzing skills					
Leadership skills					
Scientific Understanding					

16. Among the objectives of the Business Administration Program is to assist students in developing an awareness of business-related areas and skills. How do you feel you were prepared for your career in the following skills?

Skills	Poor	Below Average	Average	Good	Excellent
Cultural Awareness/Global Awareness					
Social Awareness					
Quantitative Skills					
Financial Analysis/Budgeting					
Teamwork Skills					

17. Any comments regarding 15 and 16? \_\_\_\_\_

18. Please feel free to add comments on an additional sheet of paper.



11. Please indicate the extent to which each of the following courses in your Small Business Management major has been helpful in your career.

	Should be Eliminated	Not Helpful	Some Help	Very Helpful	Extremely Helpful
Organizational Behavior					
Production/Operation Management					
Principles of Economics					
Principles of Accounting					
Financial Management					
Applied Management					
Business Writing					
Contracts and Sales					
Business Strategy/Policy					
Statistics					
International Business					
Information Systems					
Micro computer Application					
Business Ethics and Social Responsibility					
Human Resources Management					
Marketing Research					
Marketing					
Legal Environment					
Small Business Management					
Entrepreneurship and Planning					

12. What subjects have been most useful to you? Why? \_\_\_\_\_

13. What subject areas do you think should be added or improved? Why? \_\_\_\_\_

14. What subject areas do you think should be eliminated? Why? \_\_\_\_\_

15. Among the objectives of the University is to assist students in the development of certain skills. How well do you feel you were prepared for your career in the following skills? Below

Skills	Poor	Average	Average	Good	Excellent
Computer skills					
Oral presentation skills					
Verbal communication skills					
Writing skills					
Interpersonal skills					
Decision Making skills					
Analyzing skills					
Leadership skills					
Scientific Understanding					

16. Among the objectives of the Small Business Management Program is to assist students in developing an awareness of business-related areas and skills. How do you feel you were prepared for your career in the following skills? Below

Skills	Poor	Average	Average	Good	Excellent
Cultural Awareness/Global Awareness					
Social Awareness					
Quantitative Skills					
Financial Analysis/Budgeting					
Teamwork Skills					

17. Any comments regarding 15 and 16? \_\_\_\_\_

18. Please feel free to add comments on an additional sheet of paper.

**Appendix I**  
**Alumni Survey**  
**Frequencies**



# Business Administration Survey

## Frequencies

Prepared by: Assessment Services, 05/00

### Statistics

	N		Mean	Median	Std. Deviation
	Valid	Missing			
Q1 Year graduated	79	4	83.81	85.00	8.15
Q2 Currently employed	83	0	1.12	1.00	.42
Q6 How obtain first job	80	3	3.25	3.50	1.64
Q9A Use Word Processor	81	2	3.64	4.00	1.17
Q9B Use PowerPoint	73	10	1.95	2.00	1.09
Q9C Use Spreadsheets	81	2	3.28	4.00	1.29
Q9D Use Databases	78	5	3.23	4.00	1.35
Q9E Use Other	42	41	3.93	4.00	1.20
Q10A Perception-Career goals	83	0	3.89	4.00	.87
Q10B Perception-Acad Prep	82	1	4.15	4.00	.69
Q10C Perception-Advising	83	0	3.17	3.00	1.12
Q10D Perception-Recommend	82	1	3.87	4.00	.86
Q10E Perception-Quality degree	82	1	4.11	4.00	.87
Q11A Helpful-Organizational Behavior	79	4	3.56	4.00	.81
Q11B Helpful-Prod'n/Oper'n Mgmt	80	3	3.31	3.00	.82
Q11C Helpful-Economics	80	3	3.25	3.00	.75
Q11D Helpful-Accounting	81	2	3.64	4.00	.71
Q11E Helpful-Financial Mgmt	80	3	3.73	4.00	.69
Q11F Helpful-Applied Mgmt	79	4	3.44	3.00	.75
Q11G Helpful-Business Writing	79	4	3.91	4.00	.79
Q11H Helpful-Contracts & Sales	80	3	3.38	3.00	.85
Q11J Helpful-Business Strategy/Policy	79	4	3.78	4.00	.75
Q11K Helpful-Statistics	79	4	3.15	3.00	.88
Q11M Helpful-Internat'l Business	76	7	2.82	3.00	.74
Q11N Helpful-Info Systems	72	11	3.39	3.00	.80
Q11P Helpful-Microcomputer Applicat'ns	64	19	3.39	3.00	.99
Q11Q Helpful-Bus. Ethics & Soc'l Responsib'ty	72	11	3.47	3.50	.77
Q11R Helpful-Human Resources Mgmt	76	7	3.62	3.50	.89
Q11S Helpful-Marketing	81	2	3.56	4.00	.91
Q11T Helpful-Legal Environment	81	2	3.38	3.00	.81
Q15A Skill Prep-Computer	76	7	2.57	2.50	1.09
Q15B Skill Prep-Oral presentation	80	3	3.15	3.00	.86
Q15C Skill Prep-Verbal comm'n	80	3	3.34	3.00	.78
Q15D Skill Prep-Writing	79	4	3.59	4.00	.74
Q15E Skill Prep-Interpersonal	81	2	3.51	3.00	.79
Q15F Skill Prep-Decision making	81	2	3.65	4.00	.79
Q15G Skill Prep-Analyzing	81	2	3.54	4.00	.87
Q15H Skill Prep-Leadership	81	2	3.52	4.00	.79
Q15J Skill Prep-Scientific understanding	81	2	2.85	3.00	.84
Q16A Skill Prep-Cult'l Aware/Glob Aware	79	4	2.86	3.00	.90
Q16B Skill Prep-Social Awareness	81	2	3.07	3.00	.79
Q16C Skill Prep-Quantitative	80	3	3.29	3.00	.78
Q16D Skill Prep-Finan'l Analysis/Budget'g	81	2	3.57	4.00	.87
Q16E Skill Prep-Teamwork	81	2	3.41	3.00	.91
POSN1 Present position	83	0	1.30	.00	1.63
POSN2 Present position cont'd	83	0	1.78	1.00	2.12
SALARY Salary Range	83	0	2.27	1.00	1.42
Q1R Grad yr revised	79	4	3.39	4.00	1.68

# Frequency Table

## Q1 Year graduated

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	70	1	1.2	1.3	1.3
	71	4	4.8	5.1	6.3
	72	5	6.0	6.3	12.7
	73	4	4.8	5.1	17.7
	74	1	1.2	1.3	19.0
	75	4	4.8	5.1	24.1
	76	2	2.4	2.5	26.6
	77	2	2.4	2.5	29.1
	78	3	3.6	3.8	32.9
	79	3	3.6	3.8	36.7
	81	1	1.2	1.3	38.0
	83	4	4.8	5.1	43.0
	84	3	3.6	3.8	46.8
	85	4	4.8	5.1	51.9
	86	2	2.4	2.5	54.4
	87	4	4.8	5.1	59.5
	88	4	4.8	5.1	64.6
	89	4	4.8	5.1	69.6
	90	6	7.2	7.6	77.2
	91	2	2.4	2.5	79.7
	92	3	3.6	3.8	83.5
	93	3	3.6	3.8	87.3
	94	1	1.2	1.3	88.6
	95	5	6.0	6.3	94.9
	96	3	3.6	3.8	98.7
	97	1	1.2	1.3	100.0
	Total	79	95.2	100.0	
Missing	System	4	4.8		
Total		83	100.0		

## Q2 Currently employed

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Full time	76	91.6	91.6	91.6
	Part time	4	4.8	4.8	96.4
	Unemployed	3	3.6	3.6	100.0
	Total	83	100.0	100.0	

## Q6 How obtain first job

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Newspaper	19	22.9	23.8	23.8
	Placement Office	12	14.5	15.0	38.8
	Employed before graduation	9	10.8	11.3	50.0
	Friend	10	12.0	12.5	62.5
	Other	30	36.1	37.5	100.0
	Total	80	96.4	100.0	
Missing	System	3	3.6		
Total		83	100.0		

**Q9A Use Word Processor**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at All	5	6.0	6.2	6.2
	Very Little	9	10.8	11.1	17.3
	Weekly	17	20.5	21.0	38.3
	Daily	29	34.9	35.8	74.1
	Constantly	21	25.3	25.9	100.0
	Total	81	97.6	100.0	
Missing	System	2	2.4		
Total		83	100.0		

**Q9B Use PowerPoint**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at All	33	39.8	45.2	45.2
	Very Little	20	24.1	27.4	72.6
	Weekly	14	16.9	19.2	91.8
	Daily	3	3.6	4.1	95.9
	Constantly	3	3.6	4.1	100.0
	Total	73	88.0	100.0	
Missing	System	10	12.0		
Total		83	100.0		

**Q9C Use Spreadsheets**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at All	10	12.0	12.3	12.3
	Very Little	13	15.7	16.0	28.4
	Weekly	17	20.5	21.0	49.4
	Daily	26	31.3	32.1	81.5
	Constantly	15	18.1	18.5	100.0
	Total	81	97.6	100.0	
Missing	System	2	2.4		
Total		83	100.0		

**Q9D Use Databases**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at All	11	13.3	14.1	14.1
	Very Little	15	18.1	19.2	33.3
	Weekly	12	14.5	15.4	48.7
	Daily	25	30.1	32.1	80.8
	Constantly	15	18.1	19.2	100.0
	Total	78	94.0	100.0	
Missing	System	5	6.0		
Total		83	100.0		

Q9E Use Other

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at All	4	4.8	9.5	9.5
	Weekly	7	8.4	16.7	26.2
	Daily	15	18.1	35.7	61.9
	Constantly	16	19.3	38.1	100.0
	Total	42	50.6	100.0	
Missing	System	41	49.4		
Total		83	100.0		

Q10A Perception-Career goals

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	1.2	1.2	1.2
	Disagree	4	4.8	4.8	6.0
	Neutral	18	21.7	21.7	27.7
	Agree	40	48.2	48.2	75.9
	Strongly Agree	20	24.1	24.1	100.0
	Total	83	100.0	100.0	

Q10B Perception-Acad Prep

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	1.2	1.2	1.2
	Neutral	8	9.6	9.8	11.0
	Agree	50	60.2	61.0	72.0
	Strongly Agree	23	27.7	28.0	100.0
	Total	82	98.8	100.0	
Missing	System	1	1.2		
Total		83	100.0		

Q10C Perception-Advising

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	4	4.8	4.8	4.8
	Disagree	22	26.5	26.5	31.3
	Neutral	25	30.1	30.1	61.4
	Agree	20	24.1	24.1	85.5
	Strongly Agree	12	14.5	14.5	100.0
	Total	83	100.0	100.0	

**Q10D Perception-Recommend**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	2.4	2.4	2.4
	Disagree	3	3.6	3.7	6.1
	Neutral	15	18.1	18.3	24.4
	Agree	46	55.4	56.1	80.5
	Strongly Agree	16	19.3	19.5	100.0
	Total	82	98.8	100.0	
Missing	System	1	1.2		
Total		83	100.0		

**Q10E Perception-Quality degree**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	1.2	1.2	1.2
	Disagree	4	4.8	4.9	6.1
	Neutral	9	10.8	11.0	17.1
	Agree	39	47.0	47.6	64.6
	Strongly Agree	29	34.9	35.4	100.0
	Total	82	98.8	100.0	
Missing	System	1	1.2		
Total		83	100.0		

**Q11A Helpful-Organizational Behavior**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Should be Eliminated	1	1.2	1.3	1.3
	Not Helpful	5	6.0	6.3	7.6
	Some Help	30	36.1	38.0	45.6
	Very Helpful	35	42.2	44.3	89.9
	Extremely Helpful	8	9.6	10.1	100.0
	Total	79	95.2	100.0	
Missing	System	4	4.8		
Total		83	100.0		

**Q11B Helpful-Prod'n/Oper'n Mgmt**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Helpful	13	15.7	16.3	16.3
	Some Help	34	41.0	42.5	58.8
	Very Helpful	28	33.7	35.0	93.8
	Extremely Helpful	5	6.0	6.3	100.0
	Total	80	96.4	100.0	
Missing	System	3	3.6		
Total		83	100.0		

**Q11C Helpful-Economics**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Should be Eliminated	1	1.2	1.3	1.3
	Not Helpful	9	10.8	11.3	12.5
	Some Help	42	50.6	52.5	65.0
	Very Helpful	25	30.1	31.3	96.3
	Extremely Helpful	3	3.6	3.8	100.0
	Total	80	96.4	100.0	
Missing	System	3	3.6		
Total		83	100.0		

**Q11D Helpful-Accounting**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Helpful	3	3.6	3.7	3.7
	Some Help	31	37.3	38.3	42.0
	Very Helpful	39	47.0	48.1	90.1
	Extremely Helpful	8	9.6	9.9	100.0
	Total	81	97.6	100.0	
Missing	System	2	2.4		
Total		83	100.0		

**Q11E Helpful-Financial Mgmt**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Helpful	3	3.6	3.8	3.8
	Some Help	24	28.9	30.0	33.8
	Very Helpful	45	54.2	56.3	90.0
	Extremely Helpful	8	9.6	10.0	100.0
	Total	80	96.4	100.0	
Missing	System	3	3.6		
Total		83	100.0		

**Q11F Helpful-Applied Mgmt**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Helpful	6	7.2	7.6	7.6
	Some Help	38	45.8	48.1	55.7
	Very Helpful	29	34.9	36.7	92.4
	Extremely Helpful	6	7.2	7.6	100.0
	Total	79	95.2	100.0	
Missing	System	4	4.8		
Total		83	100.0		

**Q11G Helpful-Business Writing**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Helpful	3	3.6	3.8	3.8
	Some Help	19	22.9	24.1	27.8
	Very Helpful	39	47.0	49.4	77.2
	Extremely Helpful	18	21.7	22.8	100.0
	Total	79	95.2	100.0	
Missing	System	4	4.8		
Total		83	100.0		

**Q11H Helpful-Contracts & Sales**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Helpful	12	14.5	15.0	15.0
	Some Help	33	39.8	41.3	56.3
	Very Helpful	28	33.7	35.0	91.3
	Extremely Helpful	7	8.4	8.8	100.0
	Total	80	96.4	100.0	
Missing	System	3	3.6		
Total		83	100.0		

**Q11J Helpful-Business Strategy/Policy**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Helpful	3	3.6	3.8	3.8
	Some Help	23	27.7	29.1	32.9
	Very Helpful	41	49.4	51.9	84.8
	Extremely Helpful	12	14.5	15.2	100.0
	Total	79	95.2	100.0	
Missing	System	4	4.8		
Total		83	100.0		

**Q11K Helpful-Statistics**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Should be Eliminated	1	1.2	1.3	1.3
	Not Helpful	17	20.5	21.5	22.8
	Some Help	35	42.2	44.3	67.1
	Very Helpful	21	25.3	26.6	93.7
	Extremely Helpful	5	6.0	6.3	100.0
	Total	79	95.2	100.0	
Missing	System	4	4.8		
Total		83	100.0		

**Q11M Helpful-Internat'l Business**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Helpful	28	33.7	36.8	36.8
	Some Help	35	42.2	46.1	82.9
	Very Helpful	12	14.5	15.8	98.7
	Extremely Helpful	1	1.2	1.3	100.0
	Total	76	91.6	100.0	
Missing	System	7	8.4		
Total		83	100.0		

**Q11N Helpful-Info Systems**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Helpful	10	12.0	13.9	13.9
	Some Help	28	33.7	38.9	52.8
	Very Helpful	30	36.1	41.7	94.4
	Extremely Helpful	4	4.8	5.6	100.0
	Total	72	86.7	100.0	
Missing	System	11	13.3		
Total		83	100.0		

**Q11P Helpful-Microcomputer Applicat'ns**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Should be Eliminated	1	1.2	1.6	1.6
	Not Helpful	11	13.3	17.2	18.8
	Some Help	23	27.7	35.9	54.7
	Very Helpful	20	24.1	31.3	85.9
	Extremely Helpful	9	10.8	14.1	100.0
	Total	64	77.1	100.0	
Missing	System	19	22.9		
Total		83	100.0		

**Q11Q Helpful-Bus. Ethics & Soc'l Responsib'ty**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Helpful	7	8.4	9.7	9.7
	Some Help	29	34.9	40.3	50.0
	Very Helpful	31	37.3	43.1	93.1
	Extremely Helpful	5	6.0	6.9	100.0
	Total	72	86.7	100.0	
Missing	System	11	13.3		
Total		83	100.0		



**Q11R Helpful-Human Resources Mgmt**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Helpful	6	7.2	7.9	7.9
	Some Help	32	38.6	42.1	50.0
	Very Helpful	23	27.7	30.3	80.3
	Extremely Helpful	15	18.1	19.7	100.0
	Total	76	91.6	100.0	
Missing	System	7	8.4		
Total		83	100.0		

**Q11S Helpful-Marketing**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Helpful	12	14.5	14.8	14.8
	Some Help	23	27.7	28.4	43.2
	Very Helpful	35	42.2	43.2	86.4
	Extremely Helpful	11	13.3	13.6	100.0
	Total	81	97.6	100.0	
Missing	System	2	2.4		
Total		83	100.0		

**Q11T Helpful-Legal Environment**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Helpful	11	13.3	13.6	13.6
	Some Help	34	41.0	42.0	55.6
	Very Helpful	30	36.1	37.0	92.6
	Extremely Helpful	6	7.2	7.4	100.0
	Total	81	97.6	100.0	
Missing	System	2	2.4		
Total		83	100.0		

**Q15A Skill Prep-Computer**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Poor	14	16.9	18.4	18.4
	Below Average	24	28.9	31.6	50.0
	Average	21	25.3	27.6	77.6
	Good	15	18.1	19.7	97.4
	Excellent	2	2.4	2.6	100.0
	Total	76	91.6	100.0	
Missing	System	7	8.4		
Total		83	100.0		

**Q15B Skill Prep-Oral presentation**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Poor	3	3.6	3.8	3.8
	Below Average	13	15.7	16.3	20.0
	Average	35	42.2	43.8	63.8
	Good	27	32.5	33.8	97.5
	Excellent	2	2.4	2.5	100.0
	Total	80	96.4	100.0	
Missing	System	3	3.6		
Total		83	100.0		

**Q15C Skill Prep-Verbal comm'n**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Poor	1	1.2	1.3	1.3
	Below Average	9	10.8	11.3	12.5
	Average	35	42.2	43.8	56.3
	Good	32	38.6	40.0	96.3
	Excellent	3	3.6	3.8	100.0
	Total	80	96.4	100.0	
Missing	System	3	3.6		
Total		83	100.0		

**Q15D Skill Prep-Writing**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Below Average	5	6.0	6.3	6.3
	Average	29	34.9	36.7	43.0
	Good	38	45.8	48.1	91.1
	Excellent	7	8.4	8.9	100.0
	Total	79	95.2	100.0	
Missing	System	4	4.8		
Total		83	100.0		

**Q15E Skill Prep-Interpersonal**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Poor	1	1.2	1.2	1.2
	Below Average	4	4.8	4.9	6.2
	Average	37	44.6	45.7	51.9
	Good	31	37.3	38.3	90.1
	Excellent	8	9.6	9.9	100.0
	Total	81	97.6	100.0	
Missing	System	2	2.4		
Total		83	100.0		

**Q15F Skill Prep-Decision making**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Below Average	4	4.8	4.9	4.9
	Average	32	38.6	39.5	44.4
	Good	33	39.8	40.7	85.2
	Excellent	12	14.5	14.8	100.0
	Total	81	97.6	100.0	
Missing	System	2	2.4		
Total		83	100.0		

**Q15G Skill Prep-Analyzing**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Poor	1	1.2	1.2	1.2
	Below Average	6	7.2	7.4	8.6
	Average	33	39.8	40.7	49.4
	Good	30	36.1	37.0	86.4
	Excellent	11	13.3	13.6	100.0
	Total	81	97.6	100.0	
Missing	System	2	2.4		
Total		83	100.0		

**Q15H Skill Prep-Leadership**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Below Average	7	8.4	8.6	8.6
	Average	33	39.8	40.7	49.4
	Good	33	39.8	40.7	90.1
	Excellent	8	9.6	9.9	100.0
	Total	81	97.6	100.0	
Missing	System	2	2.4		
Total		83	100.0		

**Q15J Skill Prep-Scientific understanding**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Poor	4	4.8	4.9	4.9
	Below Average	23	27.7	28.4	33.3
	Average	35	42.2	43.2	76.5
	Good	19	22.9	23.5	100.0
	Total	81	97.6	100.0	
Missing	System	2	2.4		
Total		83	100.0		

**Q16A Skill Prep-Cult'l Aware/Glob Aware**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Poor	7	8.4	8.9	8.9
	Below Average	16	19.3	20.3	29.1
	Average	38	45.8	48.1	77.2
	Good	17	20.5	21.5	98.7
	Excellent	1	1.2	1.3	100.0
	Total	79	95.2	100.0	
Missing	System	4	4.8		
Total		83	100.0		

**Q16B Skill Prep-Social Awareness**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Poor	2	2.4	2.5	2.5
	Below Average	14	16.9	17.3	19.8
	Average	43	51.8	53.1	72.8
	Good	20	24.1	24.7	97.5
	Excellent	2	2.4	2.5	100.0
	Total	81	97.6	100.0	
Missing	System	2	2.4		
Total		83	100.0		

**Q16C Skill Prep-Quantitative**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Poor	2	2.4	2.5	2.5
	Below Average	7	8.4	8.8	11.3
	Average	40	48.2	50.0	61.3
	Good	28	33.7	35.0	96.3
	Excellent	3	3.6	3.8	100.0
	Total	80	96.4	100.0	
Missing	System	3	3.6		
Total		83	100.0		

**Q16D Skill Prep-Finan'l Analysis/Budget'g**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Poor	2	2.4	2.5	2.5
	Below Average	5	6.0	6.2	8.6
	Average	28	33.7	34.6	43.2
	Good	37	44.6	45.7	88.9
	Excellent	9	10.8	11.1	100.0
	Total	81	97.6	100.0	
Missing	System	2	2.4		
Total		83	100.0		

**Q16E Skill Prep-Teamwork**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Poor	2	2.4	2.5	2.5
	Below Average	10	12.0	12.3	14.8
	Average	29	34.9	35.8	50.6
	Good	33	39.8	40.7	91.4
	Excellent	7	8.4	8.6	100.0
	Total	81	97.6	100.0	
Missing	System	2	2.4		
Total		83	100.0		

**POSN1 Present position**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Applicable	42	50.6	50.6	50.6
	Sales	7	8.4	8.4	59.0
	Manager	20	24.1	24.1	83.1
	Insurance	1	1.2	1.2	84.3
	Owner	7	8.4	8.4	92.8
	Technical	6	7.2	7.2	100.0
	Total	83	100.0	100.0	

**POSN2 Present position cont'd**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Applicable	41	49.4	49.4	49.4
	Accounting	9	10.8	10.8	60.2
	Education	4	4.8	4.8	65.1
	Purchasing	4	4.8	4.8	69.9
	Human Resources	6	7.2	7.2	77.1
	Other	19	22.9	22.9	100.0
	Total	83	100.0	100.0	

**SALARY Salary Range**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Didn't list	43	51.8	51.8	51.8
	\$25,000 or less	1	1.2	1.2	53.0
	\$25,001-49,000	19	22.9	22.9	75.9
	\$49,001-99,999	14	16.9	16.9	92.8
	\$100,000 or more	6	7.2	7.2	100.0
	Total	83	100.0	100.0	

**Q1R Grad yr revised**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	70-74	15	18.1	19.0	19.0
	75-79	14	16.9	17.7	36.7
	80-84	8	9.6	10.1	46.8
	85-89	18	21.7	22.8	69.6
	90-94	15	18.1	19.0	88.6
	95-99	9	10.8	11.4	100.0
	Total	79	95.2	100.0	
Missing	System	4	4.8		
Total		83	100.0		

# Small Business Management Survey

## Frequencies

Prepared by: Assessment Services, 05/00

### Statistics

$$\begin{array}{r} 25 \overline{) 32.00} \\ \underline{225} \\ 950 \\ \underline{900} \\ 50 \end{array}$$

	N		Mean	Median	Std. Deviation
	Valid	Missing			
Q1 Year Graduated	31	1	89.68	91.00	5.38
Q2 Currently employed	30	2	1.03	1.00	.18
Q3 Currently own business	31	1	1.90	2.00	.83
SALARY Salary range	32	0	2.13	1.00	1.45
BUSINESS Type of business	31	1	3.65	5.00	1.62
Q8A Starting business	14	18	3.36	3.50	.74
Q8B Operating business	20	12	3.50	4.00	.69
Q9A Use Word Processor	32	0	3.41	3.50	1.27
Q9B Use PowerPoint	28	4	1.79	1.50	.96
Q9C Use Spreadsheets	31	1	2.94	3.00	1.50
Q9D Use Databases	28	4	2.39	2.00	1.37
Q9E Use Other	19	13	3.16	4.00	1.61
Q10A Perception-Career goals	31	1	4.00	4.00	.89
Q10B Perception-Acad Prep	32	0	4.09	4.00	.86
Q10C Perception-Advising	32	0	3.63	4.00	1.13
Q10D Perception-Recommend	32	0	4.22	4.00	.94
Q10E Perception-Quality degree	32	0	4.16	4.00	.92
Q11A Helpful-Organization Behavior	32	0	3.63	4.00	.83
Q11B Helpful-Prod'n/Oper'n Mgmt	31	1	3.16	3.00	1.00
Q11C Helpful-Economics	32	0	3.66	4.00	.87
Q11D Helpful-Accounting	31	1	3.94	4.00	.81
Q11E Helpful-Financial Mgmt	31	1	3.87	4.00	.92
Q11F Helpful-Applied Mgmt	29	3	3.59	4.00	.78
Q11G Helpful-Business Writing	31	1	3.77	4.00	.96
Q11H Helpful-Contracts & Sales	29	3	3.66	4.00	.90
Q11J Helpful-Business Strategy/Policy	30	2	3.83	4.00	.87
Q11K Helpful-Statistics	32	0	3.09	3.00	1.06
Q11M Helpful-Internat'l Business	30	2	2.83	3.00	.95
Q11N Helpful-Info Systems	31	1	3.39	3.00	.84
Q11P Helpful-Microcomputer Applicat'ns	29	3	3.45	3.00	.99
Q11Q Helpful-Bus. Ethics & Soc'l Responsib'ty	30	2	3.43	3.00	.90
Q11R Helpful-Human Resources Mgmt	31	1	3.52	3.00	1.00
Q11S Helpful-Mktg Research	32	0	3.78	4.00	.79
Q11T Helpful-Marketing	32	0	4.09	4.00	.73
Q11U Helpful-Legal Environment	31	1	3.71	4.00	.86
Q11V Helpful-Small Bus Mgmt	31	1	4.32	4.00	.79
Q11W Helpful-Entrepreneurship & Plan'g	31	1	4.26	4.00	.82
Q15A Skill Prep-Computer	32	0	3.09	3.00	1.15
Q15B Skill Prep-Oral presentation	32	0	3.56	4.00	.76
Q15C Skill Prep-Verbal comm'n	32	0	3.69	4.00	.78
Q15D Skill Prep-Writing	31	1	3.71	4.00	.74
Q15E Skill Prep-Interpersonal	32	0	3.81	4.00	.69
Q15F Skill Prep-Decision making	32	0	3.72	4.00	.85
Q15G Skill Prep-Analyzing	32	0	3.81	4.00	.82
Q15H Skill Prep-Leadership	32	0	3.69	4.00	1.03
Q15J Skill Prep-Scientific understanding	31	1	3.29	3.00	.94
Q16A Skill Prep-Cult'l Awareness/Glob Aware	31	1	3.10	3.00	1.01
Q16B Skill Prep-Social Awareness	31	1	3.39	3.00	.95
Q16C Skill Prep-Quantitative	31	1	3.74	4.00	.68
Q16D Skill Prep-Finan'l Analysis/Budget'g	31	1	3.61	4.00	1.05
Q16E Skill Prep-Teamwork	31	1	3.55	4.00	.93
Q1R Grad yr revised	31	1	4.55	5.00	1.03

# Frequency Table

## Q1 Year Graduated

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	80	1	3.1	3.2	3.2
	81	2	6.3	6.5	9.7
	82	1	3.1	3.2	12.9
	83	1	3.1	3.2	16.1
	84	1	3.1	3.2	19.4
	85	4	12.5	12.9	32.3
	88	3	9.4	9.7	41.9
	89	1	3.1	3.2	45.2
	90	1	3.1	3.2	48.4
	91	1	3.1	3.2	51.6
	92	3	9.4	9.7	61.3
	93	5	15.6	16.1	77.4
	94	1	3.1	3.2	80.6
	95	1	3.1	3.2	83.9
	96	1	3.1	3.2	87.1
	97	3	9.4	9.7	96.8
	98	1	3.1	3.2	100.0
	Total	31	96.9	100.0	
Missing	System	1	3.1		
Total		32	100.0		

## Q2 Currently employed

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Full time	29	90.6	96.7	96.7
	Part time	1	3.1	3.3	100.0
	Total	30	93.8	100.0	
Missing	System	2	6.3		
Total		32	100.0		

## Q3 Currently own business

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	12	37.5	38.7	38.7
	Employed by small business	10	31.3	32.3	71.0
	No to both	9	28.1	29.0	100.0
	Total	31	96.9	100.0	
Missing	System	1	3.1		
Total		32	100.0		

## SALARY Salary range

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Didn't list	19	59.4	59.4	59.4
	\$25,001-49,000	5	15.6	15.6	75.0
	\$49,001-99,999	6	18.8	18.8	93.8
	\$100,000 or more	2	6.3	6.3	100.0
	Total	32	100.0	100.0	



**BUSINESS Type of business**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Construction	5	15.6	16.1	16.1
	Real Estate	5	15.6	16.1	32.3
	Retail	2	6.3	6.5	38.7
	Landscaping	3	9.4	9.7	48.4
	Other	16	50.0	51.6	100.0
	Total	31	96.9	100.0	
Missing	System	1	3.1		
Total		32	100.0		

**Q8A Starting business**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not very helpful	2	6.3	14.3	14.3
	Some help	5	15.6	35.7	50.0
	Very helpful	7	21.9	50.0	100.0
	Total	14	43.8	100.0	
Missing	System	18	56.3		
Total		32	100.0		

**Q8B Operating business**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not very helpful	2	6.3	10.0	10.0
	Some help	6	18.8	30.0	40.0
	Very helpful	12	37.5	60.0	100.0
	Total	20	62.5	100.0	
Missing	System	12	37.5		
Total		32	100.0		

**Q9A Use Word Processor**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at All	2	6.3	6.3	6.3
	Very Little	7	21.9	21.9	28.1
	Weekly	7	21.9	21.9	50.0
	Daily	8	25.0	25.0	75.0
	Constantly	8	25.0	25.0	100.0
	Total	32	100.0	100.0	

**Q9B Use PowerPoint**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at All	14	43.8	50.0	50.0
	Very Little	8	25.0	28.6	78.6
	Weekly	4	12.5	14.3	92.9
	Daily	2	6.3	7.1	100.0
	Total	28	87.5	100.0	
Missing	System	4	12.5		
Total		32	100.0		

**Q9C Use Spreadsheets**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at All	8	25.0	25.8	25.8
	Very Little	4	12.5	12.9	38.7
	Weekly	8	25.0	25.8	64.5
	Daily	4	12.5	12.9	77.4
	Constantly	7	21.9	22.6	100.0
	Total	31	96.9	100.0	
Missing	System	1	3.1		
Total		32	100.0		

**Q9D Use Databases**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at All	11	34.4	39.3	39.3
	Very Little	4	12.5	14.3	53.6
	Weekly	6	18.8	21.4	75.0
	Daily	5	15.6	17.9	92.9
	Constantly	2	6.3	7.1	100.0
	Total	28	87.5	100.0	
Missing	System	4	12.5		
Total		32	100.0		

**Q9E Use Other**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at All	5	15.6	26.3	26.3
	Very Little	2	6.3	10.5	36.8
	Weekly	2	6.3	10.5	47.4
	Daily	5	15.6	26.3	73.7
	Constantly	5	15.6	26.3	100.0
	Total	19	59.4	100.0	
Missing	System	13	40.6		
Total		32	100.0		

**Q10A Perception-Career goals**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	3.1	3.2	3.2
	Neutral	6	18.8	19.4	22.6
	Agree	15	46.9	48.4	71.0
	Strongly Agree	9	28.1	29.0	100.0
	Total	31	96.9	100.0	
Missing	System	1	3.1		
Total		32	100.0		

**Q10B Perception-Acad Prep**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	3.1	3.1	3.1
	Neutral	4	12.5	12.5	15.6
	Agree	17	53.1	53.1	68.8
	Strongly Agree	10	31.3	31.3	100.0
	Total	32	100.0	100.0	

**Q10C Perception-Advising**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	3.1	3.1	3.1
	Disagree	4	12.5	12.5	15.6
	Neutral	10	31.3	31.3	46.9
	Agree	8	25.0	25.0	71.9
	Strongly Agree	9	28.1	28.1	100.0
	Total	32	100.0	100.0	

**Q10D Perception-Recommend**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	3.1	3.1	3.1
	Neutral	5	15.6	15.6	18.8
	Agree	11	34.4	34.4	53.1
	Strongly Agree	15	46.9	46.9	100.0
	Total	32	100.0	100.0	

**Q10E Perception-Quality degree**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	3.1	3.1	3.1
	Neutral	5	15.6	15.6	18.8
	Agree	13	40.6	40.6	59.4
	Strongly Agree	13	40.6	40.6	100.0
	Total	32	100.0	100.0	

**Q11A Helpful-Organization Behavior**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Helpful	2	6.3	6.3	6.3
	Some Help	13	40.6	40.6	46.9
	Very Helpful	12	37.5	37.5	84.4
	Extremely Helpful	5	15.6	15.6	100.0
	Total	32	100.0	100.0	

**Q11B Helpful-Prod'n/Oper'n Mgmt**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Should be Eliminated	1	3.1	3.2	3.2
	Not Helpful	7	21.9	22.6	25.8
	Some Help	12	37.5	38.7	64.5
	Very Helpful	8	25.0	25.8	90.3
	Extremely Helpful	3	9.4	9.7	100.0
	Total	31	96.9	100.0	
Missing	System	1	3.1		
Total		32	100.0		

**Q11C Helpful-Economics**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Helpful	2	6.3	6.3	6.3
	Some Help	13	40.6	40.6	46.9
	Very Helpful	11	34.4	34.4	81.3
	Extremely Helpful	6	18.8	18.8	100.0
	Total	32	100.0	100.0	

**Q11D Helpful-Accounting**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Helpful	1	3.1	3.2	3.2
	Some Help	8	25.0	25.8	29.0
	Very Helpful	14	43.8	45.2	74.2
	Extremely Helpful	8	25.0	25.8	100.0
	Total	31	96.9	100.0	
Missing	System	1	3.1		
Total		32	100.0		

**Q11E Helpful-Financial Mgmt**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Helpful	2	6.3	6.5	6.5
	Some Help	9	28.1	29.0	35.5
	Very Helpful	11	34.4	35.5	71.0
	Extremely Helpful	9	28.1	29.0	100.0
	Total	31	96.9	100.0	
Missing	System	1	3.1		
Total		32	100.0		

**Q11F Helpful-Applied Mgmt**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Helpful	2	6.3	6.9	6.9
	Some Help	11	34.4	37.9	44.8
	Very Helpful	13	40.6	44.8	89.7
	Extremely Helpful	3	9.4	10.3	100.0
	Total	29	90.6	100.0	
Missing	System	3	9.4		
Total		32	100.0		

**Q11G Helpful-Business Writing**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Helpful	3	9.4	9.7	9.7
	Some Help	9	28.1	29.0	38.7
	Very Helpful	11	34.4	35.5	74.2
	Extremely Helpful	8	25.0	25.8	100.0
	Total	31	96.9	100.0	
Missing	System	1	3.1		
Total		32	100.0		

**Q11H Helpful-Contracts & Sales**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Helpful	3	9.4	10.3	10.3
	Some Help	9	28.1	31.0	41.4
	Very Helpful	12	37.5	41.4	82.8
	Extremely Helpful	5	15.6	17.2	100.0
	Total	29	90.6	100.0	
Missing	System	3	9.4		
Total		32	100.0		

**Q11J Helpful-Business Strategy/Policy**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Helpful	1	3.1	3.3	3.3
	Some Help	11	34.4	36.7	40.0
	Very Helpful	10	31.3	33.3	73.3
	Extremely Helpful	8	25.0	26.7	100.0
	Total	30	93.8	100.0	
Missing	System	2	6.3		
Total		32	100.0		

**Q11K Helpful-Statistics**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Should be Eliminated	1	3.1	3.1	3.1
	Not Helpful	8	25.0	25.0	28.1
	Some Help	15	46.9	46.9	75.0
	Very Helpful	3	9.4	9.4	84.4
	Extremely Helpful	5	15.6	15.6	100.0
	Total	32	100.0	100.0	

**Q11M Helpful-Internat'l Business**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Should be Eliminated	1	3.1	3.3	3.3
	Not Helpful	11	34.4	36.7	40.0
	Some Help	12	37.5	40.0	80.0
	Very Helpful	4	12.5	13.3	93.3
	Extremely Helpful	2	6.3	6.7	100.0
	Total	30	93.8	100.0	
Missing	System	2	6.3		
Total		32	100.0		

**Q11N Helpful-Info Systems**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Helpful	4	12.5	12.9	12.9
	Some Help	14	43.8	45.2	58.1
	Very Helpful	10	31.3	32.3	90.3
	Extremely Helpful	3	9.4	9.7	100.0
	Total	31	96.9	100.0	
Missing	System	1	3.1		
Total		32	100.0		

**Q11P Helpful-Microcomputer Applicat'ns**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Helpful	5	15.6	17.2	17.2
	Some Help	11	34.4	37.9	55.2
	Very Helpful	8	25.0	27.6	82.8
	Extremely Helpful	5	15.6	17.2	100.0
	Total	29	90.6	100.0	
Missing	System	3	9.4		
Total		32	100.0		

**Q11Q Helpful-Bus. Ethics & Soc'l Responsib'ty**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Helpful	4	12.5	13.3	13.3
	Some Help	13	40.6	43.3	56.7
	Very Helpful	9	28.1	30.0	86.7
	Extremely Helpful	4	12.5	13.3	100.0
	Total	30	93.8	100.0	
Missing	System	2	6.3		
Total		32	100.0		

**Q11R Helpful-Human Resources Mgmt**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Helpful	5	15.6	16.1	16.1
	Some Help	11	34.4	35.5	51.6
	Very Helpful	9	28.1	29.0	80.6
	Extremely Helpful	6	18.8	19.4	100.0
	Total	31	96.9	100.0	
Missing	System	1	3.1		
Total		32	100.0		

**Q11S Helpful-Mktg Research**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Helpful	2	6.3	6.3	6.3
	Some Help	8	25.0	25.0	31.3
	Very Helpful	17	53.1	53.1	84.4
	Extremely Helpful	5	15.6	15.6	100.0
	Total	32	100.0	100.0	

**Q11T Helpful-Marketing**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Helpful	1	3.1	3.1	3.1
	Some Help	4	12.5	12.5	15.6
	Very Helpful	18	56.3	56.3	71.9
	Extremely Helpful	9	28.1	28.1	100.0
	Total	32	100.0	100.0	

**Q11U Helpful-Legal Environment**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Helpful	3	9.4	9.7	9.7
	Some Help	8	25.0	25.8	35.5
	Very Helpful	15	46.9	48.4	83.9
	Extremely Helpful	5	15.6	16.1	100.0
	Total	31	96.9	100.0	
Missing	System	1	3.1		
Total		32	100.0		

**Q11V Helpful-Small Bus Mgmt**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Helpful	1	3.1	3.2	3.2
	Some Help	3	9.4	9.7	12.9
	Very Helpful	12	37.5	38.7	51.6
	Extremely Helpful	15	46.9	48.4	100.0
	Total	31	96.9	100.0	
Missing	System	1	3.1		
Total		32	100.0		

**Q11W Helpful-Entrepreneurship & Plan'g**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Helpful	1	3.1	3.2	3.2
	Some Help	4	12.5	12.9	16.1
	Very Helpful	12	37.5	38.7	54.8
	Extremely Helpful	14	43.8	45.2	100.0
	Total	31	96.9	100.0	
Missing	System	1	3.1		
Total		32	100.0		

**Q15A Skill Prep-Computer**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Poor	3	9.4	9.4	9.4
	Below Average	7	21.9	21.9	31.3
	Average	9	28.1	28.1	59.4
	Good	10	31.3	31.3	90.6
	Excellent	3	9.4	9.4	100.0
	Total	32	100.0	100.0	

**Q15B Skill Prep-Oral presentation**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Below Average	2	6.3	6.3	6.3
	Average	13	40.6	40.6	46.9
	Good	14	43.8	43.8	90.6
	Excellent	3	9.4	9.4	100.0
	Total	32	100.0	100.0	

**Q15C Skill Prep-Verbal comm'n**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Below Average	2	6.3	6.3	6.3
	Average	10	31.3	31.3	37.5
	Good	16	50.0	50.0	87.5
	Excellent	4	12.5	12.5	100.0
	Total	32	100.0	100.0	



**Q15J Skill Prep-Scientific understanding**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Poor	1	3.1	3.2	3.2
	Below Average	4	12.5	12.9	16.1
	Average	14	43.8	45.2	61.3
	Good	9	28.1	29.0	90.3
	Excellent	3	9.4	9.7	100.0
	Total	31	96.9	100.0	
Missing	System	1	3.1		
Total		32	100.0		

**Q16A Skill Prep-Cult'l Awareness/Glob Aware**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Poor	2	6.3	6.5	6.5
	Below Average	6	18.8	19.4	25.8
	Average	12	37.5	38.7	64.5
	Good	9	28.1	29.0	93.5
	Excellent	2	6.3	6.5	100.0
	Total	31	96.9	100.0	
Missing	System	1	3.1		
Total		32	100.0		

**Q16B Skill Prep-Social Awareness**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Poor	1	3.1	3.2	3.2
	Below Average	3	9.4	9.7	12.9
	Average	14	43.8	45.2	58.1
	Good	9	28.1	29.0	87.1
	Excellent	4	12.5	12.9	100.0
	Total	31	96.9	100.0	
Missing	System	1	3.1		
Total		32	100.0		

**Q16C Skill Prep-Quantitative**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Average	12	37.5	38.7	38.7
	Good	15	46.9	48.4	87.1
	Excellent	4	12.5	12.9	100.0
	Total	31	96.9	100.0	
Missing	System	1	3.1		
Total		32	100.0		

**Q16D Skill Prep-Finan'l Analysis/Budget'g**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Poor	2	6.3	6.5	6.5
	Below Average	2	6.3	6.5	12.9
	Average	7	21.9	22.6	35.5
	Good	15	46.9	48.4	83.9
	Excellent	5	15.6	16.1	100.0
	Total	31	96.9	100.0	
Missing	System	1	3.1		
Total		32	100.0		

**Q16E Skill Prep-Teamwork**

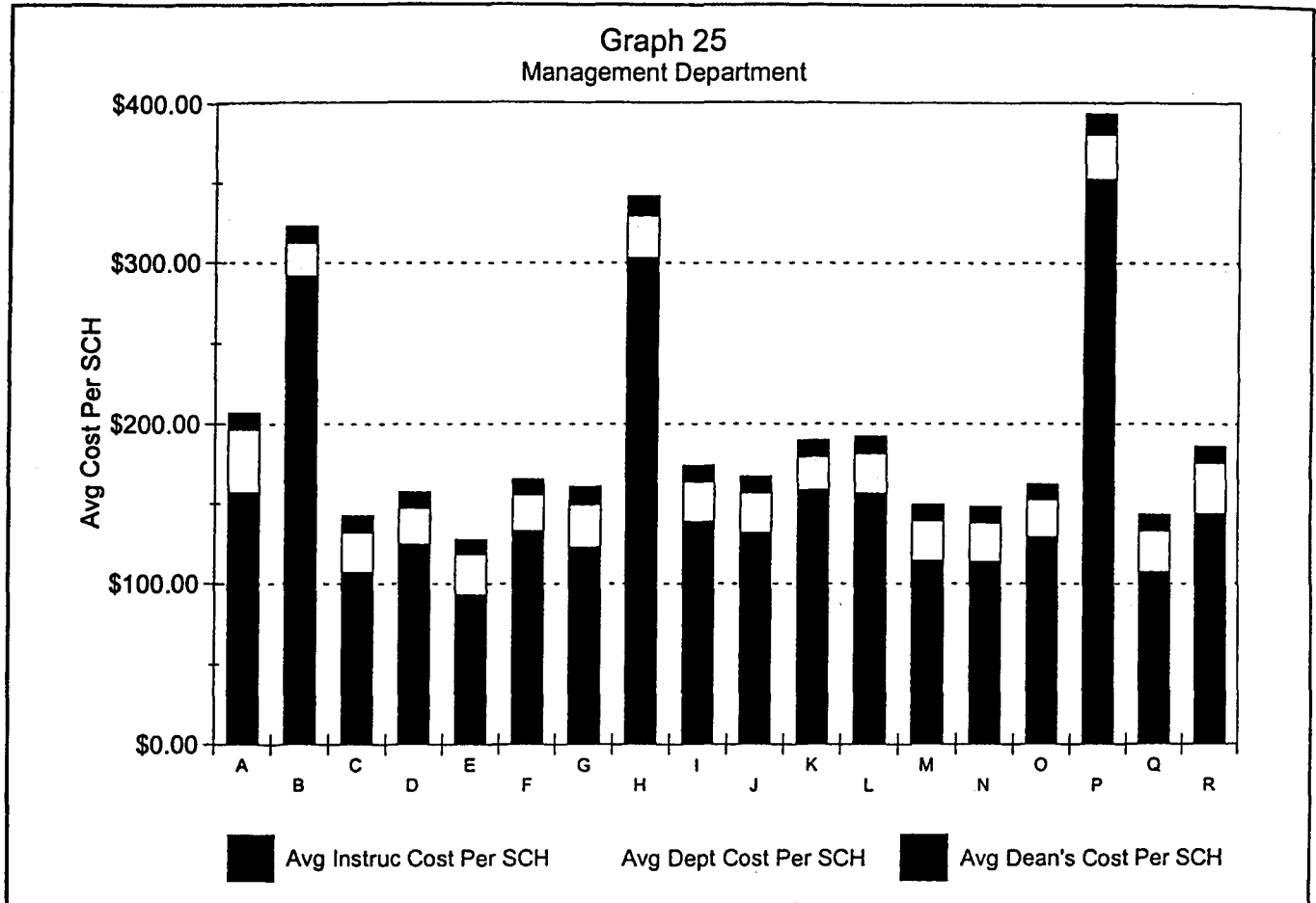
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Poor	1	3.1	3.2	3.2
	Below Average	2	6.3	6.5	9.7
	Average	11	34.4	35.5	45.2
	Good	13	40.6	41.9	87.1
	Excellent	4	12.5	12.9	100.0
	Total	31	96.9	100.0	
Missing	System	1	3.1		
Total		32	100.0		

**Q1R Grad yr revised**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	80-84	6	18.8	19.4	19.4
	85-89	8	25.0	25.8	45.2
	90-94	11	34.4	35.5	80.6
	95-99	6	18.8	19.4	100.0
	Total	31	96.9	100.0	
Missing	System	1	3.1		
Total		32	100.0		

**Appendix J**  
**Program Costing Information**

**Ferris State University**  
**Average Instructor, Department and Dean's Cost Per SCH for Degree Programs**  
**Management Department**  
**1998 - 1999 Data**



<u>Programs</u>	<u>Avg Instructor Cost/SCH</u>	<u>Avg Dept Cost/SCH</u>	<u>Avg Dean's Cost/SCH</u>	<u>Total Avg Cost/SCH</u>
A	\$157.47	\$39.16	\$10.28	\$206.91
B	\$291.78	\$20.51	\$10.28	\$322.57
C	\$107.61	\$24.59	\$10.68	\$142.88
D	\$125.14	\$22.47	\$10.08	\$157.69
E	\$93.44	\$25.04	\$9.33	\$127.81
F	\$133.46	\$22.27	\$9.78	\$165.51
G	\$123.20	\$26.42	\$11.32	\$160.94
H	\$302.98	\$25.92	\$12.44	\$341.34
I	\$139.42	\$24.38	\$10.34	\$174.14
J	\$132.28	\$24.66	\$10.32	\$167.26
K	\$159.08	\$20.51	\$10.28	\$189.88
L	\$157.01	\$24.45	\$10.84	\$192.31
M	\$114.87	\$24.45	\$10.30	\$149.61
N	\$114.19	\$24.08	\$10.06	\$148.33
O	\$129.50	\$23.24	\$9.60	\$162.33
P	\$352.69	\$27.72	\$13.16	\$393.57
Q	\$107.65	\$25.65	\$10.19	\$143.49
R	\$144.23	\$31.60	\$10.28	\$186.11

Table I

## Degree Program Costing Summary Alpha Listing of Programs 1998-99

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
Accountancy (Cost/Managerial Track) BS	124	\$15,594.62	\$3,845.02	\$1,407.08	\$20,846.71	\$125.76	\$31.01	\$11.35	\$168.12
Accountancy (Professionally Directed Track) BS	124	\$15,354.44	\$3,684.64	\$1,336.19	\$20,375.27	\$123.83	\$29.71	\$10.78	\$164.32
Accountancy (Public Accounting Track) BS	124	\$16,055.92	\$3,682.27	\$1,324.97	\$21,063.15	\$129.48	\$29.70	\$10.69	\$169.86
Accountancy/Computer Information Systems BS	140	\$17,588.50	\$4,409.20	\$1,344.47	\$23,342.17	\$125.63	\$31.49	\$9.60	\$166.73
Accountancy/Finance BS	137	\$19,868.00	\$3,575.69	\$1,335.07	\$24,778.76	\$145.02	\$26.10	\$9.75	\$180.87
Actuarial Science BS	120	\$16,144.40	\$2,560.51	\$1,329.28	\$20,034.19	\$134.54	\$21.34	\$11.08	\$166.95
Advanced Construction Management Certificate	12	\$1,507.21	\$663.55	\$244.13	\$2,414.89	\$125.60	\$55.30	\$20.34	\$201.24
Advanced Studies in Global Logistics Certificate	12	\$1,889.61	\$469.92	\$123.41	\$2,482.94	\$157.47	\$39.16	\$10.28	\$206.91
Advanced Studies in Investment Analysis Certif	12	\$3,501.34	\$246.12	\$123.41	\$3,870.87	\$291.78	\$20.51	\$10.28	\$322.57
Advertising BS	125	\$13,801.93	\$3,912.27	\$1,254.00	\$18,968.21	\$110.42	\$31.30	\$10.03	\$151.75
Advertising Certificate	14	\$2,512.00	\$635.28	\$143.98	\$3,291.27	\$179.43	\$45.38	\$10.28	\$235.09
Allied Health Education BS (Yrs 3 & 4)	99	\$13,783.55	\$3,414.31	\$1,553.74	\$18,751.60	\$139.23	\$34.49	\$15.69	\$189.41
Applied Biology BS	120	\$10,226.10	\$2,873.89	\$1,151.51	\$14,251.50	\$85.22	\$23.95	\$9.60	\$118.76
Applied Biology (Pre-Dentistry Track) BS	120	\$10,226.10	\$2,873.89	\$1,151.51	\$14,251.50	\$85.22	\$23.95	\$9.60	\$118.76
Applied Biology (Pre-Medicine Track) BS	120	\$10,226.10	\$2,873.89	\$1,151.51	\$14,251.50	\$85.22	\$23.95	\$9.60	\$118.76
Applied Biology (Pre-Physical Therapy Track) B	120	\$10,123.75	\$2,892.85	\$1,140.48	\$14,157.08	\$84.36	\$24.11	\$9.50	\$117.98
Applied Biology (Pre-Veterinary Medicine Track)	120	\$10,192.30	\$2,882.69	\$1,138.13	\$14,213.13	\$84.94	\$24.02	\$9.48	\$118.44
Applied Biology (Sports Medicine Track) BS	120	\$10,226.10	\$2,873.89	\$1,151.51	\$14,251.50	\$85.22	\$23.95	\$9.60	\$118.76
Applied Biology (Vision Science Track) BS	120	\$10,670.22	\$2,946.82	\$1,526.58	\$15,143.62	\$88.92	\$24.56	\$12.72	\$126.20
Applied Mathematics BS	120	\$13,926.84	\$2,248.13	\$1,076.27	\$17,251.24	\$116.06	\$18.73	\$8.97	\$143.76
Applied Speech Communication AA	60	\$4,892.72	\$1,217.68	\$551.17	\$6,661.57	\$81.55	\$20.29	\$9.19	\$111.03
Applied Speech Communication BS	126	\$14,693.49	\$3,197.44	\$1,508.50	\$19,399.44	\$116.62	\$25.38	\$11.97	\$153.96
Architectural Technology AAS	66	\$9,885.48	\$2,890.83	\$1,083.86	\$13,860.16	\$149.78	\$43.80	\$16.42	\$210.00
AS/400 Programming Certificate	14	\$1,141.58	\$559.89	\$143.98	\$1,845.45	\$81.54	\$39.99	\$10.28	\$131.82
Athletic Coaching Certificate	13	\$1,335.24	\$503.70	\$259.12	\$2,098.06	\$102.71	\$38.75	\$19.93	\$161.39
Automotive and Heavy Equipment Mgt BS (Yrs	68	\$7,774.70	\$2,829.97	\$972.04	\$11,576.71	\$114.33	\$41.62	\$14.29	\$170.25
Automotive Body AAS	63	\$10,396.55	\$3,349.65	\$1,076.70	\$14,822.90	\$165.02	\$53.17	\$17.09	\$235.28
Automotive Service Technology AAS	68	\$13,249.17	\$3,630.16	\$1,178.42	\$18,057.76	\$194.84	\$53.38	\$17.33	\$265.56
Automotive Service Technology AAS (Chrysler	68	\$10,709.79	\$3,630.16	\$1,178.42	\$15,518.37	\$157.50	\$53.38	\$17.33	\$228.21
Automotive Service Technology AAS (Ford ASS	68	\$10,709.79	\$3,630.16	\$1,178.42	\$15,518.37	\$157.50	\$53.38	\$17.33	\$228.21
Automotive Service Technology AAS (General I	68	\$10,709.79	\$3,630.16	\$1,178.42	\$15,518.37	\$157.50	\$53.38	\$17.33	\$228.21
Biology Education BS	122	\$11,546.58	\$3,920.58	\$1,487.86	\$16,955.02	\$94.64	\$32.14	\$12.20	\$138.98
Biotechnology BS	130	\$25,503.90	\$3,168.68	\$968.48	\$29,641.07	\$196.18	\$24.37	\$7.45	\$228.01
Building Construction Technology AAS	63	\$6,712.11	\$2,545.83	\$973.16	\$10,231.10	\$106.54	\$40.41	\$15.45	\$162.40
* Business Administration BS	123	\$13,235.65	\$3,024.89	\$1,313.14	\$17,573.68	\$107.61	\$24.59	\$10.68	\$142.88
Business Education/General Business BS	155	\$20,521.70	\$5,413.54	\$2,129.61	\$28,064.85	\$132.40	\$34.93	\$13.74	\$181.06
Business Education/Marketing/Distributive Edu	155	\$19,687.70	\$5,562.46	\$2,103.71	\$27,353.87	\$127.02	\$35.89	\$13.57	\$176.48
Career and Tech Educ/Administrative Cert MS	32	\$4,059.96	\$1,466.20	\$684.64	\$6,210.79	\$126.87	\$45.82	\$21.39	\$194.09
Career and Tech Educ/Career & Tech Instr MS	32	\$5,084.80	\$1,450.52	\$674.05	\$7,209.38	\$158.90	\$45.33	\$21.06	\$225.29
Career and Tech Educ/Educational Technology	32	\$4,141.42	\$1,408.79	\$624.36	\$6,174.57	\$129.42	\$44.02	\$19.51	\$192.96
Career and Tech Educ/Human Resource Dev M	31	\$5,053.97	\$1,335.64	\$623.96	\$7,013.57	\$163.03	\$43.09	\$20.13	\$226.24

\* Instructor Cost - Salary &amp; Fringe

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

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

Table I  
**Degree Program Costing Summary**  
**Alpha Listing of Programs**  
**1998-99**

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
Retailing BS	124	\$12,126.87	\$3,707.17	\$1,136.10	\$16,970.13	\$97.80	\$29.90	\$9.16	\$136.86
Retailing Certificate	12	\$1,531.93	\$544.53	\$123.41	\$2,199.86	\$127.66	\$45.38	\$10.28	\$183.32
Rubber Engineering Technology BS (Yrs 3 & 4)	62	\$8,089.75	\$2,689.12	\$947.92	\$11,726.79	\$130.48	\$43.37	\$15.29	\$189.14
Rubber Technology AAS	64	\$8,135.29	\$2,293.83	\$831.12	\$11,260.24	\$127.11	\$35.84	\$12.99	\$175.94
Small Business Management BS	123	\$13,240.87	\$3,155.17	\$1,253.74	\$17,649.78	\$107.65	\$25.65	\$10.19	\$143.49
Small Business Management Certificate	12	\$1,730.75	\$379.17	\$123.41	\$2,233.33	\$144.23	\$31.60	\$10.28	\$186.11
Social Work BSW	128	\$11,852.67	\$2,551.27	\$1,105.29	\$15,509.24	\$92.60	\$19.93	\$8.64	\$121.17
Surveying Engineering BS	138	\$22,117.75	\$5,401.85	\$2,089.84	\$29,609.44	\$160.27	\$39.14	\$15.14	\$214.56
Surveying Technology AAS	61	\$9,196.84	\$2,223.69	\$874.98	\$12,295.51	\$150.77	\$36.45	\$14.34	\$201.57
Technical and Professional Communication BS	121	\$14,517.45	\$2,444.51	\$1,136.97	\$18,098.92	\$119.98	\$20.20	\$9.40	\$149.58
Technical Drafting and Tool Design AAS	67	\$10,740.68	\$3,739.72	\$1,067.48	\$15,547.88	\$160.31	\$55.82	\$15.93	\$232.06
Technical Education BS (Yrs 3 & 4)	98	\$13,783.55	\$3,414.31	\$1,519.03	\$18,716.90	\$140.65	\$34.84	\$15.50	\$190.99
Television Production BS	128	\$16,204.80	\$9,926.28	\$1,880.33	\$28,011.41	\$126.60	\$77.55	\$14.69	\$218.84
Training in Business and Industry BS (Yrs 3 & 4)	99	\$9,402.39	\$3,043.45	\$1,322.55	\$13,768.39	\$94.97	\$30.74	\$13.36	\$139.07
Visual Communication AAS	66	\$5,935.38	\$2,273.75	\$615.34	\$8,824.47	\$89.93	\$34.45	\$9.32	\$133.70
Visual Communication BS (Yrs 3 & 4)	64	\$9,924.00	\$2,426.61	\$640.62	\$12,991.23	\$155.06	\$37.92	\$10.01	\$202.99
Wage Earning Home Economics Education BS	98	\$14,001.52	\$3,440.87	\$1,516.93	\$18,959.31	\$142.87	\$35.11	\$15.48	\$193.46
Welding Engineering Technology BS (Yrs 3 & 4)	73	\$9,147.50	\$3,623.64	\$1,086.58	\$13,857.71	\$125.31	\$49.64	\$14.88	\$189.83
Welding Technology AAS	67	\$9,964.11	\$3,886.55	\$1,104.78	\$14,955.43	\$148.72	\$58.01	\$16.49	\$223.22

\* 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

**Appendix K**  
**Sample**  
**Student Evaluations**  
**Used in the Classroom**

**STUDENT EVALUATION  
of the  
INSTRUCTIONAL DELIVERY PROCESS**

The process of delivering instruction in an effective, organized, and exciting manner requires commitment. As your instructor, I am committed to providing you, the customer of this service, with the highest quality instruction possible. To do that, I need your help. Learn to be an informed customer of my instructional delivery process and then tell me how I can do better.

	EXCELLENT				POOR
<b>ORGANIZATION</b> .....	5	4	3	2	1
Instructor is prepared; material is presented in a logical fashion.					
<b>DIRECTION</b> .....	5	4	3	2	1
Objectives are clearly stated; syllabus complete.					
<b>CLARITY</b> .....	5	4	3	2	1
Illustrations, lectures, and examples are clear and appropriate; important points are emphasized.					
<b>ENVIRONMENT</b> .....	5	4	3	2	1
Efforts are made by the instructor to make me feel comfortable and to involve me in the learning process. The instructor is concerned about me.					
<b>APPLICATION</b> .....	5	4	3	2	1
Material presented is related to "real-world" applications whenever possible; my understanding of the material is enhanced.					
<b>METHODOLOGY</b> .....	5	4	3	2	1
Methods used to deliver the material are appropriate; teamwork activities help my learning; material is presented at a reasonable pace.					
<b>WORKLOAD/EVALUATION</b> .....	5	4	3	2	1
Assignments reasonable; the grading system is clearly understood and fair; assignments returned in a reasonable time.					

→



What do you like most about this class?

What suggestions do you have for improving the class?

Are YOU prepared for class? (Read text, prepared for discussion, completed assignments, etc.)

\_\_\_\_ Always

\_\_\_\_ Most Days

\_\_\_\_ Not Usually

\_\_\_\_ Rarely

# **Business Administration**

## **Major Course Descriptions**

### **BLAW-321 Contracts and Sales**

Provides an introduction to the law and the legal system in the U.S. as well as a thorough examination of the law of contracts and sales. (Includes a review of articles 2 and 6 of the Uniform Commercial Codes.)

### **INTB-310 International Business Systems**

Foreign cultures, foreign business practices, physical characteristics of nations, legal differences, international organizations, international monetary system, international marketing, international labor relations, foreign investment, international management, economic theory, and international production systems. The student learns how the world is a fast and complex environment that is built around the interrelationships among nations. Prerequisites: ECON 221.

### **MGMT-302 Organizational Behavior**

Fundamentals of individual and group behavior in organizational settings and the processes and skills essential for the success of individuals as members of contemporary organizations; the changing makeup of organizations with increases in the numbers of women, minorities in the work place, and diverse backgrounds that make up the changing work place and how the manager must deal with these cultural differences. Prerequisites: MGMT 301 or instructor permit.

### **MGMT-371 Production/Operations Management**

Examines the concepts, principles and techniques of production and operations management, and focuses on capacity, location, process, product, materials purchasing and scheduling of resources with an integrated systems approach that includes CIM (Computer Integrated Manufacturing), JIT (Just in Time) and MRPII (Manufacturing Resource Planning). Junior Standing.

### **MGMT-373 Human Resource Management**

Covers the objectives, functions, and organization of personnel programs; discusses such topics as selection training and development, job analysis, wage and salary administration, performance appraisal, disciplinary systems, employee safety and health, and the collective bargaining process. Prerequisite: MGMT 301.

### **MGMT-447 Business Ethics and Social Responsibility**

The course focuses on two emergent issues for businesses, business ethics and corporate social responsibility, and especially upon those situations that require moral reflection, judgment, and decision; examines contemporary concepts of business ethics and social responsibility; explores current problems that require moral and ethical reasoning. Senior standing.

# Small Business Management

## Major Course Descriptions

### **ACCT- 205 Managerial Accounting**

Designed for non-accounting majors who need or desire an understanding of how financial information is used in management decision making. Emphasis is on the uses of accounting data rather than its preparation. Not open to accounting majors. Prerequisite: ACCT 202 with a grade of C- or better.

### **ADVG-222 Principles of Advertising**

Scope and purpose of advertising; advertising cycles; writing copy and slogans; trademarks; methods of visualizing; advertising layout; printing, newspaper, magazine, radio, television, billboard, transportation, direct mail, specialty, point-of-sale, and other special forms of advertising, packaging and labeling; testing of ads, advertising agencies and campaigns; advertising laws.

### **BLAW-321 Contracts and Sales**

Provides an introduction to the law and the legal system in the U.S. as well as a thorough examination of the law of contracts and sales. (Includes a review of articles 2 and 6 of the Uniform Commercial Codes.)

### **INTB-310 International Business System**

Foreign cultures, foreign business practices, physical characteristics of nations, legal differences, international organizations, international monetary system, international marketing, international labor relations, foreign investment, international management, economic theory, and international production systems. The student learns how the world is a fast and complex environment that is built around the interrelationships among nations. Prerequisite: ECON 221

### **MGMT-302 Organizational Behavior**

Fundamentals of individual and group behavior in organizational settings and the processes and skills essential for the success of individuals as members of contemporary organizations; the changing makeup of organizations with increases in the numbers of women, minorities in the work place, and diverse backgrounds that make up the changing work place and how the manager must deal with these cultural differences. Prerequisite: MGMT 301 or permission of professor.

### **MGMT-310 Small Business Management**

Fundamentals of starting and operating a successful small business. Traces the development of a business from the entrepreneurial concept to the profitable operating stage. Provides opportunities to discuss and solve small business problems in such areas as marketing, personnel, finance, and operations. Prerequisite: Second semester sophomore standing.

**MGMT-371 Production/Operations Management**

Examines the concepts, principles and techniques of production and operations management, and focuses on capacity, location, process, product, materials purchasing and scheduling of resources with an integrated systems approach that includes CIM (Computer Integrated Manufacturing), JIT (Just in Time) and MRPII (Manufacturing Resource Planning). Junior Standing.

**MGMT-373 Human Resource Management**

Covers the objectives, functions, and organization of personnel programs; discusses such topics as selection training and development, job analysis, wage and salary administration, performance appraisal, disciplinary systems, employee safety and health, and the collective bargaining process. Prerequisite: MGMT 301.

**MGMT-410 Entrepreneurship and Planning**

Examines the concepts and approach required to develop an idea from the conceptual stage to the marketplace; discusses techniques for identifying and developing ideas, preparing a business plan, starting a new venture, and expanding a successful venture. Students prepare a business plan for a business of their choice.

**MKTG-425 Marketing Research**

Methods for designing market reserch studies, methods of collecting data, problem formulation, sampling methods and techniques, data analysis, and research reporting. Students design and execute a complete research project in the following possible areas: advertising/promotion, customer satisfaction, target markets, sales, product development, pricing, or distribution. Prerequisites: MKTG 321 and STQM 260.

**Appendix C**  
**College of Business**  
**Planning Form**  
**For 2001 to 2003**

**College Of Business  
Three Year Planning Statement  
FY 2001 to 2003**

For years we have sold the College of Business by pointing out to prospective students that although we might not have as many Ph.D.'s as many of our sister institutions, our faculty bring with them a wealth of experience from the work world that they are able to share with our students. We have always been able to point out the high placement rates of our students, even in bad times. We have boasted about our small class sizes, and the type of caring and approachable faculty that we have. Even with these fine qualities that we have, we have been growing our enrollment at a slower rate than we desire. From fall 1998 to fall 1999 we grew from 2360 students to 2419 students, a 2.5% increase, and our credit hour production remained essentially unchanged.

Students will continue to be attracted to the College of Business (COB) because of our ability to offer a mixture of degrees not readily available elsewhere. This mixture includes current baccalaureate programs such as those in Professional Golf Management, Professional Tennis Management, Music Industry Management, Resort Management, Computer Information Systems and an MS in Information Systems Management. The College is also developing new programs to include baccalaureate degrees in Management Information Systems and in E-Business. It is likely that this mixture of current and anticipated programs will attract a significant number of students to the main campus in Big Rapids.

However, to significantly increase enrollment in the COB requires that we are able to compete for students in "traditional" areas of business such as Marketing, Management, Finance, Accounting, and the specialty areas. To do so, prospective students must perceive that our programs have a quality equal to or better than those of our competitor institutions. The perceived quality is a function of several factors, which include the professional and academic credentials of its faculty, the job placement rate and types of jobs its graduates are offered, and the learning environment that the students are exposed to.

For several years, we have been a state and national leader in career oriented education. To stay in the forefront, we are now faced with several challenges and an incredible opportunity. There are several quality related decisions that we must make related to professional accreditation, the use of technology, curriculum development, recruiting and retention, staffing, professional development, internships, building maintenance, extended learning, the acquisition of grants, and alumni relations. As a result of well thought out decisions, we should be able to build upon our reputation as a leader in providing top quality career oriented education, and escalate the quality of our programs to an all time high.

**Professional Accreditation:** Many of our faculty members feel that a critical measure of quality is the attainment of professional accreditation by one of the two accrediting bodies for Colleges of Business nationwide, the older AACSB and the newer ACBSP. Accreditation is a method for prospective students and parents to be assured that a program has met "mission related" standards in such areas as faculty qualifications, curriculum, and institutional resources. Of the fifteen public institutions in the state, only Ferris State University and Lake Superior State University remain unaccredited by one of the two bodies. Many feel this leaves us at a serious disadvantage in trying to attract qualified students and faculty to traditional business programs. In addition,

several graduate schools will not admit our students because they do not come from an accredited school.

We are currently in our self-study year in seeking accreditation by ACBSP; a mission oriented accrediting body. Our Accreditation Coordinator is working with his accreditation committee to prepare our self-study report, with the goal of completing the self-study summer 2000, submitting the report to ACBSP by fall 2000, and having an on campus visit by the accreditation team in winter 2001. The most often expressed concern relates to a perceived negative impact on some of our high enrollment specialty programs and on our off-campus offerings. After the ACBSP accreditation team conducts its visit, the college will be aware if there are any areas that we may be deemed deficient, and will at that point have to decide whether to continue to seek professional accreditation for all of our programs. We anticipate that the pluses will far outweigh the negatives. Should we become accredited by ACBSP, the College is considering pursuing further accreditation by AACSB.

**Use of Technology:** Over the past few years, we have made remarkable strides in the technological area. We must continue to strive to create a learning environment that places the technology-related tools used in the workforce in the hands of students while they are taking classes. An ever-increasing number of our faculty members wish to deliver course materials using PowerPoint, WebCT, and the Internet. If all goes well, by fall semester 2003 every classroom in the College will have a teaching station connected to the Internet, with a ceiling mounted projection system designed so that all in the room can clearly see. Prior to fall 2000, we will have added eight new classrooms of this type. We plan to add eight additional classrooms each of the next two years to accomplish our goal. We currently have two classroom teaching laboratories and one team-centered classroom. The college needs to have minimally two classroom teaching laboratories and three team-centered learning classrooms, all with state of the art computing capabilities. Our business graduates need to develop team skills used in today's business environment. The research has identified several positive outcomes to the use of the team approach to learning and problem solving.

Each faculty member must have the necessary computing capabilities in the office, which are compatible with those used in the classrooms. We have made excellent progress in this area. However, several of our faculty members currently are using outdated equipment. Many are unable to use the most current software available. Student advising on the web is extremely slow. Of the computers in use by our faculty and staff, thirty-three are P133's or smaller and fourteen are P200's. Only thirty-one have P400's or higher. If we are able to replace 15 to 20 of our faculty/staff computers per year over the next three years, all faculty members should have the needed computer power to function efficiently.

**Curriculum Development:** The BS in Resort Management was implemented fall 1999, and currently has ten students enrolled in it. The AAS in Accountancy will be implemented fall 2000. Programmatic Marketing efforts are underway in both programs.

On February 2<sup>nd</sup>, the faculty approved the new Business Core. It has been forwarded to the College Curriculum Committee. It consists of one unchanged, six revised, and three new courses. Previous deficiencies in the areas of global awareness, ethics, quality and E-Commerce have been addressed, and a capstone integrating experience has been added. These are areas that accrediting agencies view as critical.

All programs in the College will be directed to revise the curriculum in light of the new business core. This is a wonderful opportunity to improve and update the curriculum. There is a

possibility that some programs may be merged or reconfigured as tracts. In addition, current faculty committees are designing the following curricula: a reinstatement and revision of the Masters degree in Accountancy in light of the 150 hour law, new BS degrees in Management Information Systems, E-Business, and Financial Economics, an AAS degree in Computer Information Systems, and graduate certificates in ISM. A study of the potential benefits of moving the ISM Master's degree program from Big Rapids to Grand Rapids may be undertaken this summer.

**Recruitment and Retention:** Student recruitment and retention is a high priority for every program within the College. We currently have a faculty member assigned half time to recruiting and retention efforts. We need to hire a full time person charged with recruiting and retention. This might be able to be accomplished at approximately the same salary that we now pay the faculty member. We must develop a College of Business recruitment plan that is part of an aggressive university-wide effort. It should address new printed materials, videos, mailers, a strong two-way interaction with high schools and community colleges, travel, faculty commitment, a viable interactive WEB presence, and utilization of students who are carefully selected, trained and paid. The plan should include recruitment into all degree levels.

Several of our programs have recently gone through the Academic Program Review process. In most cases, a recommendation was made to have a faculty member serve one quarter time as a program coordinator to oversee the health of the program. We do have coordinators for the PGM, PTM, VC, MIM, and Hospitality programs. However, if we were to have program coordinators for each of the remaining twenty-four programs, it would require approximately six new faculty members. This is clearly not a viable alternative. This is an area in which are struggling to find a good solution that we can economically afford. The Noel/Levitz Enrollment Potential Report indicated that our recruitment efforts have been fragmented and activity-based rather than part of a tightly woven, strategic enrollment development plan.

In an attempt to improve retention, an ad-hoc committee has been formed with the charge of exploring admission standards to various COB programs. With proper admission placement and standards, there is a feeling that the retention rates could be markedly improved. We must strive to attract more students to our college with ACT scores in the 20 to 25 range, and with high school grades that place them in the upper half of their graduation class.

**Staffing-Faculty:** For the past five years, the new faculty members hired have had credentials recommended by accreditation agencies. With approximately half of our faculty members age fifty-five or older, there will be a large number of retirements in the next few years. This presents an opportunity to hire personnel tailored to meet the changing needs of the business world, without negatively impacting our current staff. To accomplish this, the University will need to make a commitment to pay market-value salaries that will enable us to compete favorably with our sister institutions so that we may attract the best faculty available.

Currently, we are understaffed in the Computer Information Systems, Management, and ISM areas. In the Computer Information Systems area, there has been a strong increase in enrollment (10% in 1998 and 30% in 1999). There is a need for 19.6 FTE to support the current demand. We have 19 positions in the unit with 15.8 available for teaching. In the Management department, there is a need for 20.8 FTE to support current demand plus another 1.0 FTE to teach courses in the graduate area. We have 19 positions with 17.3 available for teaching. The graduate ISM program is growing steadily, and we are at least one faculty member short in this area. Because of the faculty shortage, we have a disproportionate number of classes being taught by overload or



adjunct faculty, and in some cases faculty are required to prepare for 4 or 5 classes to meet the demand for the program they teach in.

**Staffing - Other:** We currently have three secretaries to assist four departments. These three secretaries not only serve the four departments, but they also assist the recruiting and retention coordinator and the off-campus coordinator on an as-needed basis. These secretaries know our programs well and frequently are able to field student questions. This saves our department chairs valuable time. In addition, the temporary technical content coordinator position assigned to the ISM program needs to become permanent. This person is critical player in offering Internet courses, a key part of the ISM program offerings.

**Professional Development:** Faculty development has been a major concern for several years. All program areas are dealing with very fast-paced changes in how businesses operate today. The demand for business students with strong technological skills has never been higher. Faculty members from all program areas need support and training to incorporate the use of these skills within their courses. Some of the support is provided locally by the Center for Teaching, Learning and Faculty Development. However, some faculty members, particularly in the CIS area, are finding it even more difficult to remain on top of the fast changes in computer technology. Professional training for this is quite expensive, but is something we must continue to support. The moneys returned to the departments related to the off-campus programming efforts should help us make good strides in allowing our faculty to attend conferences and seminars related to their fields of study.

**Internships:** We may further enhance our image as a source of high quality hands-on trained graduates that meet the needs for career entry and advancement opportunities by improving our internship program. We have outstanding internship programs in several of our specialty areas, but have room for improvement in some of our traditional areas of study. Strong internship relationships with industry are apt to generate more resources through grant development, donations and entrepreneurial sources of income. In the coming year, a COB Internship task force should be created to investigate and recommend a plan to properly incorporate internships into COB programs. In the plan, the programs in which internships should be required need to be identified, along with the personnel and expenses necessary to recruit and maintain relationships with our internship sites. The plan should be implemented the following year. In future years, we must develop partnerships with several key industry organizations for internship opportunities.

**Building Maintenance:** The building was completed in 1970, and since that time very little has been done to upgrade the faculty and staff offices. The windows need re-caulking and the restrooms on the upper floors need to meet ADA requirements. The academic affairs office, the department offices, several of our computer laboratories, and many of the classrooms are attractive. However, to potential students touring our facilities, the faculty offices project a poor image. Most have not been painted in years. They are furnished with worn out furniture that does not match and that was not designed with computer workstations in mind. Over the next several years, all offices should be carpeted, painted and furnished with new, modern furniture. The project may be accomplished by refurbishing five to ten offices per year.

**Extended Learning -** Enrollment at our off campus sites is continuing to grow. Currently, one of our faculty members is released *half time* to coordinate the off-campus instructional and advising activities with FSU-GR and UCEL. He is functioning very effectively, although perhaps a *full-time* non-faculty individual could perform the same function at approximately the same cost. This would somewhat relieve the faculty shortage in the Management department. A

University-wide plan for improving the off-campus co-ordination and advising would be welcome.

As a result of last year's planning initiatives we, in conjunction with UCEL, are developing procedures to assure that the Summer Computer Institute will continue to thrive and flourish. The Institute provides valuable technical training to secondary and elementary school teachers, and exposes our University to them. When these teachers leave with a good experience, they are more apt to suggest to students that they consider Ferris State University for their higher education.

**Grant Acquisitions:** Our faculty members have not historically been grant writers. However, in light of the large number of legitimate needs that we have that cannot all be funded through traditional means, we must be willing to look at grants as a source of funds for meeting our needs. We might be able to obtain grant money to help fund some of our technology-related initiatives such as the development of team classrooms, or upgrade of our teaching laboratories.

**Alumni Relations:** This is an area that has been neglected in recent years. By fall 2001, the Alumni Board should be reactivated. We need our alumni to remain active in the College long after graduation, with a willingness to support the College through financial donations and other activities.

Our three-year goals mirror those of the University and may be measured by a number of indicators to include:

- Significant enrollment growth of new students.
- Significant improvement in retention rates of existing students on and off campus.
- An increase in the quality of our new students as measured by indicators such as High School GPA and ACT scores.
- The ability to attract students to our "traditional" business programs, as well as to our professional programs and new initiatives.
- A faculty which strives to be up to date in their profession as measured by an increase in participation in professional activities.
- A reshaped College of Business with an integrated and modern business core, and a willingness to regularly revise curriculum to reflect changing practices in the world of business.
- An increase in the use of technology in the classroom, team centered learning approaches, and other non-traditional teaching methodologies.
- An increase in activity fostering business ties to assist student internship placement and employment.
- The beginning of grant-writing initiatives resulting in the acquisition of funds to improve the curricula.
- A building that is more attractive and appealing to potential and current students.
- An increase in alumni activity and contributions to the College.

Department Combined depts College/Unit Business Division Academic Affairs

Planning Title Faculty Staffing -- Reduce Adjuncts and Overloads

Plan Priority (Rank order 1, 2, 3, etc. at each level)

Department 1 College/Unit 1 Division \_\_\_\_\_

**Brief Description of Plan (One Planning Idea per Page)**

Hire the appropriate number of faculty members to teach courses required by the COB. In the CIS area there is need for 19.5 FTE to support the current demand. We have 18 positions in the unit with 15.75 available for teaching. We could use one new position in this unit. In the Management Department, there is need for 20.7 FTE to support current demand plus another 1.0 FTE to teach courses in the graduate program. We have 19 positions, with 18.25 available. We could use one position in this unit. In the ISM masters program, we need to teach 43 courses during the Fall and Winter semesters. If two one-term sabbaticals are awarded, then 3 of these courses would be covered by the AEAS department, 6 by the MGMT department, 7 by the CIS Department, and 18 by faculty in the ISM program, leaving a need for 9 courses to be taught by adjuncts and overloads. We need one position in this area, perhaps a one-year temporary.

**What value does this plan add to the University?**

This will increase the quality of instruction. With the high volume of adjuncts and overloads, some faculty are required to prepare for 4 or more classes to meet the demand for the program they teach in. It is difficult to be certain that well qualified adjuncts will be available each semester to cover high demand courses. The quality of instruction suffers when faculty workload is consistently at high volumes.

**How does this plan support the University's Mission and Strategic Plan?**

Staffing addresses goal 2 (Academic Enhancement) as we improve our delivery of high quality learner centered programs, and goal 4 (Quality Improvement), by improving our overall performance.

**What is the anticipated initiation year of this plan? (FY 2001, FY 2002, or FY 2003?)**

2001 Fiscal Year

**Dean/Director Comments**

The CIS program is markedly understaffed, and has witnessed a strong increase in enrollment (10% in 1998 and 30% in 1999). The demand for service courses has been increasing at a very high rate and it is projected that the enrollment and demand for service course will increase for the foreseeable future.

**VP Comments**

Save each completed form with a unique file name before forwarding.

Department Combined depts. College/Unit Business Division Academic Affairs

Planning Title Upgrade Computer Reservation Classroom (BUS 118)

Plan Priority (Rank order 1, 2, 3, etc. at each level)

Department 2 College/Unit 2 Division \_\_\_\_\_

**Brief Description of Plan (One Planning Idea per Page)**

Our Reservation Computer Classroom (BUS 118) currently is equipped with 25 - P-133 computers. This classroom is very difficult to use because the computers are old, out-dated and not capable of running the most current software. The computers are Gateway 386's which have already been upgraded once with the installation of new mother boards (386 to P-133). Twenty-five new computers would cost approximately \$62,500. By installing 25 new computers in BUS 118, we would be able to upgrade 50 workstations. The 25 P-133 machines would be used to replace old 486 machines that are used by students in our ISYS 300 level classes where they receive experience in disassembling and reassembling computers along with networking. Twenty-five new computers would have a direct impact on a computer classroom and ISYS 300 level classes. We have only one reservation computer classroom (BUS 116) which is booked continually.

**What value does this plan add to the University?**

By upgrading the computers in the Reservation Computer Classroom, students would be more productive and be able to use the most current software applications available. Students would be able to receive training in a multi-task environment.

**How does this plan support the University's Mission and Strategic Plan?**

This plan supports the Board of Trustees Strategic Goal to improve the technological infrastructure which in turn will enhance effectiveness and quality by strategically focusing on delivering value to students and stakeholders.

**What is the anticipated initiation year of this plan? (FY 2001, FY 2002, or FY 2003?)**

FY 2001 Fiscal Year

**Dean/Director Comments**

Twenty-five new computers would have a direct impact on 50 workstations and provide the College of Business with a much needed reservation computer classroom along with upgrading our ISYS 300 level classes.

**VP Comments**

**2001 to 2003 Planning Form**

Department Combined depts. College/Unit Business Division Academic Affairs

Planning Title Upgrade Classroom Technology

Plan Priority (Rank order 1, 2, 3, etc. at each level)

Department 3 College/Unit 3 Division \_\_\_\_\_

**Brief Description of Plan (One Planning Idea per Page)**

The College of Business must upgrade all classrooms so that both the instructor and students have available the most current technology. All classrooms must be equipped with an instructor's workstation, computer with zip and cd drives, vcr and projection system. This type of technology will allow the instructor and students to present materials from a variety of sources: computer disk, zip disk, internet, university server, vcr tape, cds or use publisher provided cd's and computer disks. As more and more instructors are starting to prepare their lessons on computer disks, we are finding our number one request by instructors is to equip more classrooms with a computer, vcr and projection system. Presently, 9 out of the 33 classrooms are equipped with a computer and projection system. Our plans are to upgrade 8 classrooms in FY'2001 (\$65,000), 8 classrooms in FY'2002 (\$65,000) and 8 classrooms in FY'2003 (\$65,000).

**What value does this plan add to the University?**

By equipping the classrooms with the most current technology (instructor's workstation, computer, projection system), we are projecting an up-to-date classroom where instruction takes place using advanced technology.

**How does this plan support the University's Mission and Strategic Plan?**

This plan supports the Board of Trustees Strategic Goal to improve the technological infrastructure which in turn will enhance effectiveness and quality by strategically focusing on delivering value to students and stakeholders.

**What is the anticipated initiation year of this plan? (FY 2001, FY 2002, or FY 2003?)**

FY 2001 Fiscal Year

**Dean/Director Comments**

If we are to truly be a national leader in the Business arena, we will need to use up to date teaching methodologies in the classroom. Our faculty are increasingly requesting the ability to access the internet in class, and to deliver their lectures with powerpoint. We need to accomodate these requests.

**VP Comments**

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2001 to 2003 Planning Form

Department Combined depts. College/Unit Business Division Academic Affairs

Planning Title Continue College of Business Accreditation Efforts

Plan Priority (Rank order 1, 2, 3, etc. at each level)

Department 4 College/Unit 4 Division \_\_\_\_\_

**Brief Description of Plan (One Planning Idea per Page)**

Currently, the College of Business is pursuing accreditation through the Association of Collegiate Schools and Programs (ACBSP). Our Accreditation Coordinator is working with his committee to prepare the self study. The goal is to complete the self study during the Summer 2000, and submit it to ACBSP by the Fall Semester. The on-site visit will probably occur during Winter semester 2001. Should we be accredited by ACBSP, the College is considering further accreditation by the American Association of Collegiate Schools of Business (AACSB).

**What value does this plan add to the University?**

Many graduate schools will not accept students from non-accredited programs. Therefore, our current students are disadvantaged when pursuing an advanced degree. In addition, it should improve our chances of obtaining higher quality applicants for teaching positions, since most doctorally qualified individuals would prefer working for an accredited college.

**How does this plan support the University's Mission and Strategic Plan?**

Accredited institutions are looked upon much more favorably by outside constituencies. The accreditation process forces the College to take a close look at itself, and address areas in which the College is deficient. The process is designed to continually improve the overall performance of the College.

What is the anticipated initiation year of this plan? (FY 2001, FY 2002, or FY 2003?)

2001 Fiscal Year

**Dean/Director Comments**

The accreditation process has both positive and negative consequences associated with it. Once the accreditation team makes its report, we will have a better handle on whether the plusses outweigh the minuses. If the process has significant negative consequences on our programs, we might decide to abandon the quest.

**VP Comments**

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Department Combined depts. College/Unit Business Division Academic Affairs

Planning Title Meet 150 hour requirement for CPA

Plan Priority (Rank order 1, 2, 3, etc. at each level)

Department 5 College/Unit 5 Division Academic Affairs

**Brief Description of Plan (One Planning Idea per Page)**

The Accountancy Program must meet the requirements of the Laws of the State of Michigan requiring 150 hours of education to receive certification as a CPA. This Law and its regulations affect Freshmen through Juniors currently in the program and any future enrollees, both on- and off-campus. This plan will require recruiting of 1 Ph.D. at \$70,000-\$80,000 and re-activation of the Master of Accountancy. The attainment of 150 Hours of education is already a requirement of the American Institute of Certified Public Accountants for membership starting after the year 2000. The recruiting needs to be done starting in August, 2000, for Winter 2001 or Fall, 2001. Failure to meet this legal requirement will cost the program a minimum of 1/3 of its undergraduate enrollment plus we will be seriously behind our competition and unable to effectively compete with their programs. This 150 Law and its requirements affect the content of the undergraduate Bachelors degree.

**What value does this plan add to the University?**

A strong undergraduate degree with the MAcc will attract more and better academically-qualified students to the program and will enable the program to maintain a competitive status in Michigan. The MAcc can be offered in Grand Rapids and Traverse City where there are no Masters in Accounting, only MBA's. There is a huge opportunity to articulate with schools offering only 4-year degrees.

**How does this plan support the University's Mission and Strategic Plan?**

This plan meets Strategic Goals #1 of enrollment growth, # 2 of academic enhancement and # 4 of quality improvement. Without this plan the program will suffer adverse effects on the three goals and place our support of the core of the College of Business in jeopardy.

**What is the anticipated initiation year of this plan? (FY 2001, FY 2002, or FY 2003?)**

FY 2001 Fiscal Year

**Dean/Director Comments**

One of our faculty members is retiring in May 2001. It is critical that he be replaced by a doctorally qualified person. We are currently deficient in the number of doctorally qualified Accounting faculty. The August 2000 AAA conference is a good opportunity for recruiting for the position.

**VP Comments**

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**2001 to 2003 Planning Form**

Department Combined depts. College/Unit Business Division Academic Affairs

Planning Title Computer Upgrades for Faculty and Staff

Plan Priority (Rank order 1, 2, 3, etc. at each level)

Department 6 College/Unit 6 Division \_\_\_\_\_

**Brief Description of Plan (One Planning Idea per Page)**

A large number of faculty and staff in the College of Business are using old and outdated computer equipment. Many do not have cd or zip drives and are unable to use the most current software available. Student advising on the web is extremely slow and at times an almost impossible task with the current equipment. When the University converts to the new version of Lotus Notes - R5, many will not be able to use the system. Currently, over one-half of the faculty are unable to preview the cds that come with desk copies of new text books. Staff members are very limited when it comes to multi-task computer operations. We need to replace 20 of our faculty/staff computers per year. The cost would be approximately \$50,000. Also, our plan for FY 2002 (see plan for BUS 116) will help to upgrade the faculty and staff.

**What value does this plan add to the University?**

By upgrading the computers for the faculty and staff, everyone would be more productive and be able to use the most current software applications available. Faculty would be able to review new materials and the staff would be able to work in a multi-task environment.

**How does this plan support the University's Mission and Strategic Plan?**

This plan supports the Board of Trustees Strategic Goal to improve the technological infrastructure which in turn will enhance effectiveness and quality.

**What is the anticipated initiation year of this plan? (FY 2001, FY 2002, or FY 2003?)**

FY 2001 Fiscal Year

**Dean/Director Comments**

By purchasing 20 new computers each year, 60 stations are helped. As those needing the new computers most get them, their previous computer can be handed down to a faculty with lesser models. Their computers can then go the the 300 level classes where they are used for disassembly, reassembly and networking.

**VP Comments**

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**2001 to 2003 Planning Form**

Department Combined depts. College/Unit Business Division Academic Affairs

Planning Title Professional Development

Plan Priority (Rank order 1, 2, 3, etc. at each level)

Department 7 College/Unit 7 Division \_\_\_\_\_

**Brief Description of Plan (One Planning Idea per Page)**

Faculty Development has been a major concern within the College of Business for several years. All program areas are dealing with very fast-paced changes in how businesses operate today. The demand for business students with strong technology skills has never been higher. Faculty from all program areas need support and training to incorporate the use of these skills within their courses. The Computer Information Systems faculty are finding it even more difficult to remain on top of the fast changes in computer technology. Professional training for the level of technology skills in CIS is very expensive. The goal is for each faculty member within the CIS program (currently fifteen) to be able to attend one full week of professional training each year. Estimated cost per faculty member is \$2,000 for the training seminar and \$1,000 for travel funds. For other programs, the professional training would be considerably less.

**What value does this plan add to the University?**

College of Business programs will provide students with the strong technology skills that are needed in today's business world. Faculty will be able to offer high-quality, state-of-the-art courses using today's technology. The College of Business will be a National Leader in offering high level of business technology skills within their programs.

**How does this plan support the University's Mission and Strategic Plan?**

Faculty development is crucial to the success of all the business programs. Employers expect that our students are taught state of the art skills, and because of the rapid changing nature of technology, our faculty must not be permitted to lag behind. This initiative addresses board goals 1, 2 and 4.

**What is the anticipated initiation year of this plan? (FY 2001, FY 2002, or FY 2003?)**

FY 2001 Fiscal Year

**Dean/Director Comments**

Faculty development is crucial to the success of all the business programs. An increase of available development funds is necessary if the College of Business is to be a National Leader in career oriented programs.

**VP Comments**

[Empty box for VP Comments]

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Department Combined depts. College/Unit Business Division Academic Affairs

Planning Title Recruitment and Retention

Plan Priority (Rank order 1, 2, 3, etc. at each level)

Department 8 College/Unit 8 Division \_\_\_\_\_

**Brief Description of Plan (One Planning Idea per Page)**

Student recruitment and retention is a high priority for every program within the College of Business. We need to hire a full-time person charged with recruiting and retention. We must develop an aggressive recruitment plan. It should address new printed materials, videos, mailers, a strong two-way interaction with high schools and community colleges, travel, faculty commitment, a viable interactive WEB presence and utilization of students who are carefully selected, trained and paid. The plan should include recruitment into all degree levels, i.e., associate, bachelors and masters programs. We need to take better advantage of the recent programmatic marketing efforts of the University. Retention will involve early intervention with incoming students to determine their needs and proactively addressing those needs.

**What value does this plan add to the University?**

Growth of programs at all levels coupled with a quality graduate will cause the workplace to look to FSU as a provider of graduates that meet the marketplace needs in addition to increasing public awareness of programs and maintenance of enrollment.

**How does this plan support the University's Mission and Strategic Plan?**

This plan is specifically aimed at enhancing Strategic Goal # 1 of Enrollment Growth.

**What is the anticipated initiation year of this plan? (FY 2001, FY 2002, or FY 2003?)**

FY 2001 Fiscal Year

**Dean/Director Comments**

Hiring a fulltime person to oversee the recruiting and retention efforts of the COB would incur approximately the same cost that we currently have for releasing a faculty member half-time for these duties. This function is not best served by a faculty member, whose time is limited by a teaching schedule.

**VP Comments**

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**2001 to 2003 Planning Form**

Department Combined depts. College/Unit Business Division Academic Affairs

Planning Title Reevaluate all programs offered by the College of Business

Plan Priority (Rank order 1, 2, 3, etc. at each level)

Department 9 College/Unit 9 Division \_\_\_\_\_

**Brief Description of Plan (One Planning Idea per Page)**

Currently, the College of Business has an ad-hoc committee at work revising the Core Curriculum of the College. The Core is a series of business related courses that supply a common knowledge base that all graduates of the College should be familiar with. The new Core should be through the curricular process sometime in the Winter 2000 semester. Since some concepts included in the new core are in existing courses that are not in the current core, this will require many of our courses to be reworked. Once these courses are reworked, every program will need to make the appropriate changes necessary to provide students with the most relevant education that we can give them.

**What value does this plan add to the University?**

The new Business Core will bring the common coursework shared by all COB students up to date. This is the proper time to take a look at each of our programs to be certain that the total curriculum is relevant and current.

**How does this plan support the University's Mission and Strategic Plan?**

This addresses Issue Number Two, which states that programs must be "responsive to changing student and employer needs for career entry and advancement." It also addresses Issue Number Four, which states that the University must deliver "value to students and stakeholders through improving its overall performance."

**What is the anticipated initiation year of this plan? (FY 2001, FY 2002, or FY 2003?)**

2001 Fiscal Year

**Dean/Director Comments**

This will be the first revision of our entire curriculum since 1993. It is a wonderful opportunity for us to make our curriculum current and relevant. During this process, we will have a chance to look at combining some of our programs by using tracks. This may allow us a better use of our resources.

**VP Comments**

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Department Combined depts. College/Unit Business Division Academic Affairs

Planning Title Remodel Classrooms for Team Format

Plan Priority (Rank order 1, 2, 3, etc. at each level)

Department 10 College/Unit 10 Division \_\_\_\_\_

**Brief Description of Plan (One Planning Idea per Page)**

Re-configure two classrooms to facilitate learning in courses with a team format, e.g., Marketing Research, Marketing Sales, Applied Management and Organizational Behavior.

Year 1 - 2001-2002 - Remodel two classrooms, each with six team workstations wired for power and potential network connectivity.

Year 2 - 2002-2003 - Purchase 6 monitors and 6 notebook computers and 1 notebook security cabinet for use in one or both of the team classrooms.

Year 3 - 2003-2004 - Make modifications if necessary and add new software for appropriate classes.

For a team-based classroom, special furniture and equipment are needed: tables where five students can be seated and a computer can be accommodated, carpeting, white boards, etc.

**What value does this plan add to the University?**

Our business graduates will have developed the team skills needed in today's business environment. Research identifies several positive outcomes to the use of teams: academic achievement, improved attitudes and self-concept, improved ethnic relations, pro-social development, higher level thinking, and retention. In addition, students with English as a second language benefit from the interactions.

**How does this plan support the University's Mission and Strategic Plan?**

Board goal 2 challenges us to develop, maintain, and deliver high-quality LEARNER-CENTERED programs that are responsive to employer needs. These employer needs include hiring graduates with effective team skills. Goal 5 indicates the desire to improve the physical infrastructure for students, faculty, staff and community. It should also aid recruiting, as we give tours to prospective students.

What is the anticipated initiation year of this plan? (FY 2001, FY 2002, or FY 2003?)

2001 Fiscal Year

**Dean/Director Comments**

This team classroom environment was strongly endorsed by the Program Review Panel for the Marketing and Marketing/Sales programs.

**VP Comments**

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Department Combined depts. College/Unit Business Division Academic Affairs

Planning Title Upgrade Computer Reservation Classroom (BUS 116)

Plan Priority (Rank order 1, 2, 3, etc. at each level)

Department 11 College/Unit 11 Division \_\_\_\_\_

**Brief Description of Plan (One Planning Idea per Page)**

Our Reservation Computer Classroom (BUS 116) currently is equipped with 28 - P-200 computers. This classroom is in constant use by the faculty and is being booked 10 to 12 hours each day. Even though the computers are P-200's, within two years the computers will need to be replaced so that the most current software can be used (Office 2000, new version of Windows, Lotus Notes R5, etc.). Twenty-eight new computers would cost approximately \$70,000. By installing 28 new computers in BUS 116, we would be able to upgrade 56 workstations. The 28 P-200 machines would be used to upgrade 28 faculty who currently have P-90/P120 computers (upgrading faculty and staff computers is our number 3 plan priority for FY'2001). Twenty-eight new computers would have a direct impact on a reservation computer classroom and on 28 faculty.

**What value does this plan add to the University?**

By upgrading the computers in the Reservation Computer Classroom, students would be more productive and be able to use the most current software applications available. Students would be able to receive training in a multi-task environment.

**How does this plan support the University's Mission and Strategic Plan?**

This plan supports the Board of Trustees Strategic Goal to improve the technological infrastructure which in turn will enhance effectiveness and quality by strategically focusing on delivering value to students and stakeholders.

**What is the anticipated initiation year of this plan? (FY 2001, FY 2002, or FY 2003?)**

FY 2002 Fiscal Year

**Dean/Director Comments**

Twenty-eight new computers would have a direct impact on 56 workstations and provide the College of Business with an updated, high demand, reservation computer classroom.

**VP Comments**

Save each completed form with a unique file name before forwarding.

2001 to 2003 Planning Form

Department Combined depts. College/Unit Business Division Academic Affairs

Planning Title Improve Technology in Accountancy

Plan Priority (Rank order 1, 2, 3, etc. at each level)

Department 12 College/Unit 12 Division Academic Affairs

**Brief Description of Plan (One Planning Idea per Page)**

This plan requires utilization of technology in the classroom, computer laboratories and computer teaching classrooms by the Accounting faculty members. It affects both the business core (servicing all College of Business students and other curriculums requiring accounting) and the accounting curriculum. The plan will use publishers packages, purchased software and other technology-based packages to deliver content, to cause individual and team solutions in problem solving, research, analysis and reporting in a variety of situations with the goal of graduating a student who can adapt to the work environment and the the demands of what employers want. The AICPA has defined the Core Competency Framework of which three competencies demand leveraging technology (functional, personal and broad business perspectives) and seven utilize technology. Meeting the Framework emphasizes skill-based learning and a commitment to life-long learning.

**What value does this plan add to the University?**

This plan broadens the knowledge base of the graduate and will also cross program lines in both utilizing and providing courses from and to other programs. The plan will enhance the base of students and expand the base of employers recruiting at Ferris by providing a graduate with the skills necessary in the workplace.

**How does this plan support the University's Mission and Strategic Plan?**

This plan will further Strategic Goals #1 of enrollment growth, #2 of academic enhancement and #4 of quality improvement.

**What is the anticipated initiation year of this plan? (FY 2001, FY 2002, or FY 2003?)**

FY 2001 Fiscal Year

**Dean/Director Comments**

Upgrading Classroom technology (COB Plan 3), Computer Upgrades for Faculty/Staff (COB Plan 6), Upgrading BUS 118 (COB Plan 2) and upgrading BUS 116 (COB plan 11) should all contribute to the success of this plan.

**VP Comments**

Save each completed form with a unique file name before forwarding.

**2001 to 2003 Planning Form**

Department Combined depts. College/Unit College of Business Division Academic Affairs

Planning Title Establish COB Internship taskforce

Plan Priority (Rank order 1, 2, 3, etc. at each level)

Department 13 College/Unit 13 Division \_\_\_\_\_

**Brief Description of Plan (One Planning Idea per Page)**

**Year 1 - 2001/2002** - Form a College of Business Task Force to investigate and recommend a plan to incorporate internships into College of Business programs. The plan should determine whether internships are required, methods of coordination, and travel expense needed for recruiting and maintaining relationships with internship sites. **Year 2 - 2002/2003** - Implement the plan. Incorporate the recommended internship program with support for coordination and travel to facilitate the program. **Year 3 - 2003/2004** - Develop partnerships with key industry organizations for internship opportunities. Support coordinator involvement and travel to maintain the program.

**What value does this plan add to the University?**

Enhance the image of FSU in the marketplace as a source of quality graduates with hands-on experience. Aid in student recruitment and retention efforts due to greater promise of employment in the students' major area of study. Develop a tighter connection with key business organizations which will result in support for grants and donations.

**How does this plan support the University's Mission and Strategic Plan?**

Increase student enrollment and retention rates as internships are a valuable marketing/recruitment tool. Further enhance FSU's image as a source of high quality hands-on trained graduates that meet the needs for career entry and advancement opportunities. Internship relationships with industry generate more resources through grant development, donations and entrepreneurial sources of income.

**What is the anticipated initiation year of this plan? (FY 2001, FY 2002, or FY 2003?)**

2001 Fiscal Year

**Dean/Director Comments**

Currently, several COB programs require internships. All other programs highly recommend the internship experience. Many of our faculty members feel that it would be desirable to require internships for all of our programs. Currently we do not have the resources to do this.

**VP Comments**

[Empty box for VP Comments]

Save each completed form with a unique file name before forwarding.

Department Combined depts. College/Unit Business Division Academic AffairsPlanning Title Secretarial Support for AEAS department

Plan Priority (Rank order 1, 2, 3, etc. at each level)

Department 14 College/Unit 14 Division \_\_\_\_\_**Brief Description of Plan (One Planning Idea per Page)**

Effective Winter 2000, the Accounting faculty merged with the Economics and Applied Statistics faculty (ECAS department) to form the AEAS department. This new department doesn't have a secretary. The previous ECAS department never did have a secretary and this has been a sore point since the department was created. There are three secretaries serving four departments. Each department has 17 or more faculty assigned.

These three secretaries not only handle the four departments, but also assist the recruiting and retention coordinator and the off-campus coordinator on an as needs basis. In short, they are good team players that have been asked to do more than what is reasonable.

**What value does this plan add to the University?**

It will provide the AEAS department with secretarial support that it currently doesn't have. Any work needed by these departments now must be handled by asking one of the other department secretaries to help out. From a morale standpoint, it is important that the four departments are treated as equal partners in the College of Business.

**How does this plan support the University's Mission and Strategic Plan?**

FSU must improve the quality of its services (Board Goal 4) - Since restructuring, the number of secretaries assigned to programs has decreased from eight to six, which in effect has lowered the quality of service that we provide to programs. As a college, we have no secretary officially designated to handle Recruiting and Retention, Off Campus programs, or Accreditation.

**What is the anticipated initiation year of this plan? (FY 2001, FY 2002, or FY 2003?)**

FY2001 Fiscal Year

**Dean/Director Comments**

These secretaries not only do secretarial work, but they often relieve the advising burden on our department heads. They know our programs well, and frequently are able to field student questions, saving our department heads valuable time. The workstation needed for this secretary is in place.

**VP Comments**

Save each completed form with a unique file name before forwarding.



Department Combined depts. College/Unit College of Business Division Academic AffairsPlanning Title Purchase 2 Notebook Computers

Plan Priority (Rank order 1, 2, 3, etc. at each level)

Department 15 College/Unit 15 Division \_\_\_\_\_**Brief Description of Plan (One Planning Idea per Page)**

Acquire two laptop computers and two projectors needed for sales class presentations consistent with today's sales workforce. The learning environment of several other courses such as marketing research, marketing policy and various case courses would also be greatly enhanced. Additionally, the laptops along with projectors, would be utilized for recruiting site visits (presentations) and off-site programmatic presentations for various classes.

**What value does this plan add to the University?**

Would bring the Ferris Marketing program to a higher level of competition, providing students with a learning environment consistent with today's workplace. Vastly enhanced professionalism and consequential image enhancement for the Marketing Department, the College, and the University.

**How does this plan support the University's Mission and Strategic Plan?**

This would support innovative teaching and learning, enrollment growth through recruiting and infrastructure improvement.

What is the anticipated initiation year of this plan? (FY 2001, FY 2002, or FY 2003?)

2001 Fiscal Year

**Dean/Director Comments**

These two computers could be used in the team classrooms (Plan 10) in the first year if configured to display on the classroom screen.

**VP Comments**

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Department Combined depts. College/Unit Business Division Academic AffairsPlanning Title A.A.S. degree in Computer Information Systems

Plan Priority (Rank order 1, 2, 3, etc. at each level)

Department 16 College/Unit 16 Division \_\_\_\_\_**Brief Description of Plan (One Planning Idea per Page)**

Implement a new associate program in Computer Information Systems. A high demand for CIS students, and a large increase in wages for Information Technology (IT) personnel has made CIS very attractive for people seeking new careers, and students that do not think they want a four-year degree. A student with an associate degree can be trained in specific areas of IT that make them employable with starting wages near \$30,000 per year.

**What value does this plan add to the University?**

It is believed that this associate program will draw a significant enrollment over the three-year planning process. The enrollment projection is 50+ students in FY 2001, 75+ students in FY 2002, and over 100+ in FY 2003. This program can be offered with no initial new courses from the CIS program. Cost factor will only be the requirement of new tenure faculty if the program succeeds in drawing a major increase in enrollment.

**How does this plan support the University's Mission and Strategic Plan?**

This program is a direct response to meet the changing needs of employers who need personnel to fill the high demand of entry-level positions. This program is projected to be a popular attraction to new students looking for a technology-oriented career.

What is the anticipated initiation year of this plan? (FY 2001, FY 2002, or FY 2003?)

FYI 2001 Fiscal Year

**Dean/Director Comments**

We serve as the Community College for this area. As such, this particular two year program should have a good drawing power for students who initially aren't convinced that they wish to spend four years of their life pursuing a college degree. Many who get the two year degree are apt to stay to complete the baccalaureate.

**VP Comments**

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Department Combined depts. College/Unit College of Business Division Academic Affairs

Planning Title Study Feasibility of ISM move to GR

Plan Priority (Rank order 1, 2, 3, etc. at each level)

Department 17 College/Unit 17 Division \_\_\_\_\_

**Brief Description of Plan (One Planning Idea per Page)**

Move the main operation of the ISM program from Big Rapids to Grand Rapids. This would include utilizing the housing project that is being developed as part of Kendall. This would provide the Living/Learning environment that has been proposed by the ISM program on a number of occasions.

**What value does this plan add to the University?**

There are few resources for the ISM program to draw from beyond that which Ferris can provide in the Big Rapids area. Students in the ISM program are either International or commute from some place other than Big Rapids. The main source of growth in the ISM program is currently through International students. Moving to a large metropolitan area will position the ISM program for domestic growth while creating a strong synergy with Kendall.

**How does this plan support the University's Mission and Strategic Plan?**

The Living/Learning Center experience would provide a unique hands-on environment that would provide high-quality instruction while enabling students to serve as interns and consultants to business and industry.

**What is the anticipated initiation year of this plan? (FY 2001, FY 2002, or FY 2003?)**

2001-2002 Fiscal Year

**Dean/Director Comments**

Study of this proposal has merit. Initial discussions with Paul Prins indicate that he would support such a study. Many issues need to be resolved, such as the budget, office space, formal classroom space, lab space, instructional facilities, marketing, student housing. If implemented, the program should remain in the COB, not become a separate GR program. In Fall 2001, the PSBU expires, which might make that a reasonable time to make such a move.

**VP Comments**

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Department Combined depts. College/Unit Business Division Academic Affairs

Planning Title Develop E-Commerce B.S. Degree

Plan Priority (Rank order 1, 2, 3, etc. at each level)

Department 18 College/Unit 18 Division

**Brief Description of Plan (One Planning Idea per Page)**

Develop a business degree with an e-commerce emphasis that integrates Accounting, Marketing, Management, and Computer Information Systems. This degree would be an integrated program within the College of Business that incorporates database management, data analysis, information systems, and web design skills together to prepare students for careers in business that leverage, transform, and build e-commerce applications. The degree would be designed to include the business core, a core of e-commerce courses, and tracks/emphases which would prepare the student for the area of business they wish to work in. The program would then develop a capstone course to again integrate all areas of business. The curriculum development and the University and Senate approval process would be completed in FY 2001. Implementation of the program would be fall semester of FY 2002.

**What value does this plan add to the University?**

This e-commerce program will increase the opportunity for Ferris students to be a part of a high profile career-oriented degree. This program will be attractive to students wanting a state-of-the-art degree in web-related careers. Enrollment projections are high with 200-300 new students within a three to five year period. This program will be a high-profile degree (national leader) in the career of e-commerce.

**How does this plan support the University's Mission and Strategic Plan?**

The program should markedly increase in enrollment for the College of Business. The program will meet the skills needed in the very fast-growing profession of e-commerce. Ferris has the opportunity to again be a national leader in offering an e-commerce-oriented degree.

**What is the anticipated initiation year of this plan? (FY 2001, FY 2002, or FY 2003?)**

FY 2002 Fiscal Year

**Dean/Director Comments**

If developed properly, this might be a logical extension of the coursework for those earning an associate degree in Visual Communications or Computer Information Systems. There seems to be a need for those with the technical skills and also for those with the design skills. A team from Marketing, Visual Communications, CIS and MIS might be formed to develop a program useful to all which would produce highly marketable graduates.

**VP Comments**

Department Combined depts. College/Unit Business Division Academic AffairsPlanning Title Develop Management Information Systems B.S. degree

Plan Priority (Rank order 1, 2, 3, etc. at each level)

Department 19 College/Unit 19 Division \_\_\_\_\_**Brief Description of Plan (One Planning Idea per Page)**

Implement a new bachelors degree program in Management Information Systems. This program will give students the option of a technology degree with a management emphasis. This degree will meet the standards of the accreditation's the College of Business is currently seeking.

**What value does this plan add to the University?**

This program will be attractive to students with higher academic achievement that desire a technology-based degree that would lead them to a management position. No additional courses or resources are required to offer this degree.

**How does this plan support the University's Mission and Strategic Plan?**

It addresses board goal 2, dealing with academic enhancement. This program is a direct response to meet the changing needs of employers who need personnel to fill entry-level management positions in Information Technology.

**What is the anticipated initiation year of this plan? (FY 2001, FY 2002, or FY 2003?)**

FY 2001 Fiscal Year

**Dean/Director Comments**

The CIS faculty will need to do the appropriate program development and needs study. The study should be done this academic year, with a possible implementation in Fall 2001.

**VP Comments**

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Department Combined depts. College/Unit Business Division Academic Affairs

Planning Title Study Privatizing Funding of PTM recruiting Efforts

Plan Priority (Rank order 1, 2, 3, etc. at each level)

Department 20 College/Unit 20 Division

**Brief Description of Plan (One Planning Idea per Page)**

Attract private individuals to invest in expanding the program's recruiting efforts. If the recruiting efforts are successful, the investors would earn a return on their investment by sharing in the increased tuition revenue. Efforts to secure institutional funds for recruiting to expand and enhance the PTM program have been unsuccessful for the past few years. In fact, base funding for the PTM program, which is used primarily for recruiting, has been reduced from \$14,000 in 1994 to \$1,500 in 1999. During that same period, enrollment in the PTM program has dipped from 89 students to 71. This year's addition of \$10,000 for scholarships and \$2,500 from the COB for advertising will help, however, these funds are not guaranteed for the future years. Additionally, advertising costs have more than doubled over this period of time. The bottom line - the PTM program spends significantly less on recruiting than we have in the past and the direct result has been lower enrollment. The solution is to attract private investors, who will risk investing money to expand the program for an opportunity to share in the revenue generated by increased enrollment.

**What value does this plan add to the University?**

Increased enrollment from a typically diverse and high-caliber student population. Increased revenue with no risk.

**How does this plan support the University's Mission and Strategic Plan?**

Goal #1: Enrollment Growth, Goal #2: Academic Enhancement, Goal #3: Resource Development

**What is the anticipated initiation year of this plan? (FY 2001, FY 2002, or FY 2003?)**

2001 Fiscal Year

**Dean/Director Comments**

An interesting approach. The most successful recruiting tool that the PTM program has had over the past several years is the advertisement that they place in the Tennis Magazine. This year, the College of Business budgeted \$2500 for this advertisement, which only pay for three months. I suspect that if the University were to supply the moneys needed for the entire year, the students recruited from the ad would pay for the ad many times over. However, it is difficult to justify spending from the COB account, when no other program receives COB monies for this type of venture.

**VP Comments**

2001 to 2003 Planning Form

Department Combined depts. College/Unit College of Business Division Academic Affairs

Planning Title Technical Content developer for ISM

Plan Priority (Rank order 1, 2, 3, etc. at each level)

Department 21 College/Unit 21 Division \_\_\_\_\_

**Brief Description of Plan (One Planning Idea per Page)**

Convert Technical Content Coordinator position from 2 year temporary to regular full-time. (Laksma Tirohadi).

**What value does this plan add to the University?**

Laksma is the key person to enable courses to be offered on the Internet. The ISM program would not be able to offer courses via the Internet without Laksma's expertise.

**How does this plan support the University's Mission and Strategic Plan?**

Offering courses on the Internet supports the FSU mission by providing educational opportunities to a broad array of students in an adaptive, potentially international manner.

Offering courses on the Internet has already translated into an increased enrollment in the ISM program. The flexibility of Internet-based courses is responsive to changing student and employer needs for career entry and advancement by providing convenient educational opportunities.

Creating an effective infrastructure to provide on-line course delivery can be leveraged into offering more than just the ISM program. Other programs have contacted the ISM program about potentially creating a partnership where they utilize our resources to deliver their content.

This is directly related to Ferris State University's stated goal of devoting resources to improve the physical and technological infrastructure. It is very difficult to attract someone with Laksma Tirohadi's expertise. Ferris must make every effort to retain its key personnel.

**What is the anticipated initiation year of this plan? (FY 2001, FY 2002, or FY 2003?)**

FY2001 Fiscal Year

**Dean/Director Comments**

Laksma is a valuable contributor to the ISM program, and he would be hard to replace. His appointment expires March 2002.

**VP Comments**

Department Combined depts. College/Unit College of Business Division Academic Affairs

Planning Title Develop graduate certificates in ISM

Plan Priority (Rank order 1, 2, 3, etc. at each level)

Department 22 College/Unit 22 Division \_\_\_\_\_

**Brief Description of Plan (One Planning Idea per Page)**

Offer graduate certificates in e-Commerce, Software Engineering, Network Administration and Decision Support.

**What value does this plan add to the University?**

Increase marketability of the ISM program offerings by giving students the opportunity to specialize in highly desirable fields of study. Most of the resources are in place to meet the graduate certificate plan, so implementation would be at minimal cost to the University.

**How does this plan support the University's Mission and Strategic Plan?**

This plan addresses board goal 1 enrollment growth, and board goal 2, academic enhancement. Offering graduate certificates in highly marketable fields will put Ferris State University in a position where it is setting the standard in technical education. These certificates will provide students with hands-on expertise in some of the most explosive growth areas in the labor market.

Offering graduate certificates has been one of the most requested enhancements to the ISM program by the Grand Rapids Campus and Ferris State University's International Division. This is seen as a strategic component in program growth.

What is the anticipated initiation year of this plan? (FY 2001, FY 2002, or FY 2003?)

2001 Fiscal Year

**Dean/Director Comments**

Students enrolled in the graduate certificate courses would join those enrolled in the ISM master's program to boost enrollment in those classes, increasing productivity for the ISM unit.

**VP Comments**

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**2001 to 2003 Planning Form**

Department Combined depts. College/Unit Business Division Academic Affairs

Planning Title Upgrade Computer Classrooms to Interactive Mode

Plan Priority (Rank order 1, 2, 3, etc. at each level)

Department 23 College/Unit 23 Division \_\_\_\_\_

**Brief Description of Plan (One Planning Idea per Page)**

Upgrade the two College of Business classroom computer labs with software/hardware to allow instructors control over each lab PC. This will make the lab PCs interactive with the instructor's PC. The labs currently do not allow instructors to manage the student use of the computer during lab instruction. Software/hardware solutions are available that allow instructors complete control of all PCs within the lab. This environment gives the instructor the ability to project to each PC, to blank out any/all monitors, view any PC image, and other various classroom control for managing student instruction.

**What value does this plan add to the University?**

This software increases the effectiveness and quality of faculty instruction. This software creates a high-quality learning center for course delivery.

**How does this plan support the University's Mission and Strategic Plan?**

This plan addresses board goal 5, Infrastructure Improvement. This software will expand program delivery through alternative delivery modes. These resources will attract faculty with higher technology skills to the University.

**What is the anticipated initiation year of this plan? (FY 2001, FY 2002, or FY 2003?)**

FY 2001 Fiscal Year

**Dean/Director Comments**

This is a relatively inexpensive project, costing approximately \$3000 per room. The three rooms involved are BUS 116, BUS 118 and BUS 310.

**VP Comments**

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**Appendix E**  
**Student Exit Surveys**  
**(summaries)**

**MANAGEMENT DEPARTMENT EXIT SURVEYS  
FALL 1997 THROUGH WINTER 1999  
ON-CAMPUS AND OFF-CAMPUS CLASSES  
BUSINESS ADMINISTRATION MAJORS**

**Number of students represented in the survey:**

<u>97-98 Academic Year</u>	<u>98-99 Academic Year</u>
Fall: 17; Winter 44; Summer: 17; Total 78	Fall: 16; Winter 32; Total 48

**Entering the program:**

<u>97-98 Academic Year</u>	<u>98-99 Academic Year</u>
a. 19	a. 4
b. 11	b. 5
c. 17	c. 6
d. 20	d. 26
e. 10	e. 4
f.	f.

**Employment plans:**

<u>97-98 Academic Year</u>	<u>98-99 Academic Year</u>
1. Yes 18 No 60	1. Yes 20 No 27
1a. Yes 10 No 8	1a. Yes 15 No 4
1b. Yes 13 No 42	1b. Yes 6 No 21
1b(1). Yes 4 No 9	1b(1). Yes No 4
1b(2). Yes 11 No 24	1b(2). Yes 5 No 10

**2. Job Search Plans**

97-98 Academic Year

To search the Career Center opportunities and the internet and newspapers  
 I have been looking for a job for a year and I just haven't landed one yet  
 I have none at this time in my life  
 I'm not finished until May; I will start my search next semester  
 I am not graduating until May. I have been interviewing through the Career Services office.  
 I plan on continuing my education (law school)  
 Take good advantage of the Job Fair  
 Get involved with the Placement Office and resume expert  
 I plan to apply to graduate schools and selective jobs; graduate in May  
 Wait until graduation semester  
 Be flexible and take on any job titles that my present employer may assign  
 Undecided  
 Actually I intend on a continuous search of a position geared more to my interests  
 None at this time  
 Using the Placement Office; sending out resume

I will pursue an MBA to teach at the community college level; in about 10-15 years, I will get a Ph.D. and teach at the university level  
 To find a job where I work for the company, not a contract house  
 Internet; Placement Office  
 Focusing on moving to Chicago and being employed with an international corporation  
 To interview with different companies to determine which job is the best for me  
 To continue to search and apply through a temporary agency  
 If I don't take the job at Ferris, I will look in the area for a job in my field. I might go for my masters here starting Winter Semester.  
 Looking for a job in mid-Michigan  
 I still have summer electives to finish back home  
 I'm enlisting in the Navy as a officer specializing in management facilities  
 I'm still looking and sending out resumes  
 Currently looking through newspaper ads, but would like to know what else there is to do  
 Waiting until graduation  
 Waiting for children to graduate in four years before searching outside current residency area  
 Considering a couple of offers of employment  
 Web post resume, trade journals, union  
 Searching for any job that will fit my needs and offer good incentives; a company that is growing but yet well established  
 I am going to graduate school  
 Finish the summer where I'm at—start looking around August  
 Going into sales with a distributor of Anheuser Busch  
 Continue education for teaching  
 To continue searching for a job that pays good wages to live off of and good benefits  
 I plan to do more searching  
 To look for one  
 Summer job then continue education  
 Continue education  
 First, moving to Arizona, then researching companies with marketing/sales opportunities  
 Work now, make money, look for a better job later  
 U.S. military as an officer or graduate school  
 I will continue to look for a job in retail, banking, or customer service  
 Extensive  
 I have not started looking yet and I'm probably going to professional school  
 I might search from newspapers or if there is nothing available, I will work with my dad  
 Put resume on the internet  
 I won't work after graduation but further my study in a graduate school  
 Mailing out resumes  
 Continue to search

#### 98-99 Academic Year

I don't graduate until May  
 Possibly a placement firm  
 Nothing for now

During the summer, keep in contact with Career Services at FSU  
 I will be taking a course this summer and continuing interviewing and searching for permanent employment  
 Apply wherever I can  
 Panic; consider MBA degree  
 Look everywhere after graduation  
 Use placement office as well as other resources  
 Have a job already—not applied to degree  
 Networking  
 After I earn my degree, I will look for a job in B.A. field  
 My plan is to try to apply and stay in the Traverse City area  
 Move to Jacksonville, job in finance  
 I have an offer made by a large Ford dealer in Florida, but my stronger expectations are back in Colombia  
 (Look for positions in ) sales, management  
 Retail sales or management  
 I am seeking a job at the moment  
 After my husband finishes intern, I will search for another job  
 I'm looking for a good job that suits me  
 Go home to Grand Rapids and send resumes to local companies  
 Professional hockey  
 Entering the Information Systems Management at FSU  
 Complete law school  
 Temporary services

### 3. Use of Placement Services

<u>97-98 Academic Year</u>	<u>98-99 Academic Year</u>
Yes 25 No 50	Yes 11 No 34

### 4. Title of Position

97-98 Academic Year  
 General Manager (In Training)  
 Quality Assurance  
 Assistant Superintendent  
 Computer Technician  
 Engineering Coordinator  
 Currently my position is Account Executive I for an area HMO  
 Program Director for a federal program  
 Commercial Account Manager in an insurance agency  
 Business Analyst  
 Financial planning position  
 Working in claims department  
 Coordinator of Academic Affairs  
 Store Manager  
 Manager  
 Operations Manager

Lower Management  
 Business Analyst  
 Sales Representative  
 Project Development Manager  
 Management Trainee

98-99 Academic Year

Site manager  
 Corporate Services Manager  
 Vending Licensing Manager—Saginaw Chippewa Gaming Commission  
 V-P Export Relations  
 Quality Coordinator  
 Executive  
 Sergeant, Traverse City Police Department  
 Field Service Representative (Auditor)—Duetsche Bank  
 Sales Manager  
 Operations Supervisor  
 Testing Services Specialist  
 Bank Management  
 Executive Secretary  
 Optician

**Evaluation of the degree program:**

<u>97-98 Academic Year</u>	<u>98-99 Academic Year</u>
a1. 2	a1. 1
2. 6	2.
3. 14	3. 10
4. 49	4. 27
5. 6	5. 7
b1. 2	b1. 1
2.	2. 3
3. 23	3. 8
4. 39	4. 24
5. 9	5. 9

**Most beneficial course and why:**

97-98 Academic Year

BLAW 301: Litigious society

BLAW 301, MGMT 373: It tells about the work force and different things that go on in the office

BLAW 321: It is the most useful

FINC, MGMT: (No reason given)

FINC 312: It offered a lot of answers to business in general in terms of how money is made

FINC 322: Fairbanks was a great teacher and FINC is the real world of business

FINC 451: (No reason given)

MGMT 301, 302, BLAW 301, 321: It teaches the different styles you may be faced with. Also you need to know the laws of business

MGMT 499: Know how the organization works and how to solve the problems

MGMT 301: Because it taught the fundamentals of business

MGMT 301: Teaches basics of management

MGMT 302: It was something that actually goes on in the business world and Dr. Swartz was (the) professor and she is great

MGMT 302: Every company has its own unique culture

MGMT 302: Because I like being a manager and it helps me to improve my management skills

MGMT 310: Learned about real life experiences

MGMT 310: Taught me to work (with others) together as a team to accomplish goals

MGMT 371, MGMT 499: Because they were more "hands on" and you actually had to do the work instead of just reading about it

MGMT 371: It is what I do; inventory control and coordination of work is the most important part of my job

MGMT 371: Very challenging; real world experience

MGMT 373: Because I feel dealing with people is important

MGMT 374: Discussed management styles and techniques and also discussed business laws

MGMT 410: I learned how to set up a business

MGMT 499: I think what we've been learning is the fact that we have to deal with in the future and it teaches me how to think and change the way I thought about business

MGMT 499: Cases are parallel with real life situations. On the other hand, the book is outdated. New issues will be more helpful for students. Or Mr. Smith's real life situations are for sure more helpful for us to understand and qualify ourselves

MGMT 499: Professor based some cases on his personal business experience

MGMT 499: (No reason given)

MGMT 499: I have done a lot of study of cases which I might have to do in the future

MGMT 499: It made me know about how each company can meet its goals or success.

And I know how to analyze the strategy of each company

MGMT 499: Study and evaluate the real business situation

MGMT 499: Application of information we've learned

MGMT 499: Learned a lot about how businesses should be run

MGMT 499, FINC: Policy gave a well rounded view of business and how to evaluate problems; finance gives you the ability to interpret data

MGMT 499: Business issues are clearer

MGMT 499: The teacher challenged me to think

MGMT 499: The only class I have had that has interested, challenged, moved, stirred, and pushed me

MGMT 499: Combination of all subjects

MGMT 499: It encompassed all facets of other business courses and helped sum it up

MGMT 499: Critical thinking, problem solving, extensive group work and individual work

MGMT 499: Study and discussion of actual business cases

MGMT 499: Made me work and think more than any other class  
 MGMT 499: Real world decision making  
 MGMT 499: Directly related to my field  
 MGMT 499: Meeting deadlines, a lot of experience with writing and speaking in front of others; also working with other people in a group and working out differences  
 MGMT 499: It deals with real life situations  
 MGMT 499: Teaches time management, group skills, critical thinking  
 MGMT 499: Focuses on how managers face difficulties and opportunities  
 MGMT 499: Because of the group work and the differences in opinions and ideas  
 MGMT 499: Because with many areas of business you need to create a plan that includes a mission, vision, and organized ideas for direction  
 MGMT 499: It is the class that puts together all of the information that I have learned over the years  
 MGMT 499: Because it brings all the courses of my college career together  
 MGMT 499: Because we learn to relate to real life situations and we have seen real life success stories as guest speakers  
 MGMT 499: The extensive policies and strategies taught  
 MGMT 499: Because it was the most in depth in dealing with actual business situations  
 MGMT 499 and INTB: That's what today's business is all about  
 MGMT 499: A lot of this course was applied learning  
 MGMT 499: It is very in depth and gives you a major outlook on the business world  
 MGMT 499: With some added improvements, more management analysis and presentations  
 MGMT 499: It covered so much material; a lot of important application of what was learned  
 MGMT 499: It pulled all classes together and required me to problem solve  
 MGMT 499: It applies pressures of deadlines and meeting requirements  
 MGMT 499: Because of its relation to real business and how they operate  
 MKTG: I enjoy working with people, traveling, communicating; the marketing/sales courses made me realize what I wanted to do with my life  
 MKTG, FINC: Allows me to enter correct working market and taught me how to handle my personal finances  
 MKTG 231: It showed me how to sell to people and that should help me  
 OSYS 300, MGMT 499: These are everyday areas everyone is in  
 OSYS 300, MGMT 499: Both allowed me to expand my perception of critical thinking and analysis  
 OSYS 300: My job may require grant/proposal writing  
 OSYS 300: Because it is so vital for all positions you obtain  
 STQM 351: Involves methods for improving quality in a manufacturing process

#### 98-99 Academic Year.

BLAW: Opened my mind to reality  
 BLAW 301, INTB 310: Thorough, challenging, excellent content  
 BLAW 321, REAL 310: Solid courses with real life implications  
 INTB: Broadened my perspective considerably  
 INTB: Cross-cultural business; need for understanding diversity of cultures



FINC 322: Financial analysis of vendor businesses  
 ISYS, MGMT 499: It's very helpful to know computer skills and MGMT 499 helped tie all classes together  
 MGMT 302: Because of the focus on organizational change  
 MGMT: Gives you an overall perspective of how business operates  
 MGMT 310: Someday I would like to open up my own business called Steiny's Penalty Box  
 MGMT 373: Taught how to correlate efforts of employees  
 MGMT 447: I intend to become an attorney and ethics is very important  
 MGMT 499, FINC 322, INTB 440: Ties it all together  
 MGMT 499: Because it used all the education and was applicable to real life  
 MGMT 499: Put all courses together  
 MGMT 499: Summed up everything learned while I was here  
 MGMT 499: Most business like  
 MGMT 499: More like real life business  
 MGMT 499: Group interaction; strong analysis of companies  
 MGMT 499: It incorporated all my classes  
 MGMT 499: Analyzing strengths and weaknesses of companies  
 MGMT 499: Very informative; made you think, helped with critical thinking  
 MGMT 499: Combination of many skills in one setting  
 MGMT 499: Comprehensive  
 MGMT 499: It showed the real story  
 MGMT 499: A true accumulation of all course study  
 MGMT 499: I found I could relate it immediately to situations outside the class  
 MGMT 499: Interesting and made group members work together  
 MGMT 499: Was forced to use four years of education  
 MGMT 499: All encompassing; it drew on all previous courses  
 MGMT 499: The workload and challenge  
 MGMT 499: Puts everything together  
 MGMT 499: (No reason given)  
 MGMT 499: This brought everything together that I previously earned in other courses  
 MGMT 499: The only good teacher I have had  
 MGMT 499: Was very thought provoking  
 MGMT 499: Group skills, leadership  
 MGMT 499: Made me ready for the management field; the course covered all courses I had in college  
 MGMT 499: Combined all past management courses into one review/application type course  
 MGMT 499: The class pulled everything together  
 MGMT 499: Gave me an understanding of strategic management  
 STQM: I use statistics every day in my job

**Least beneficial course and why:**

97-98 Academic Year

ACCT: Will hire one

ACCT: No interest in the subject

ACCT: Took too long to pass

ACCT: In most cases it will not be of value unless you are an accountant

ACCT: There would be other employees handling the specifics of accounting

ACCT 201, 202: No interest in this area at all

ECON: Because I didn't learn too much that I can use in business environment

FINC 312: It was very narrowly focused; I memorized and soon forgot quite a bit—no application

FINC 300/322, ISYS 202: In finance, all I learned was formulas, not the fundamentals or how to apply them to the real world (situations); ISYS 202 was plain and simple a waste of time, did not learn much

FINC 322, FINC 300, STQM 260: Didn't learn anything

FINC 322: Prof. Shin

FINC 322: Professor was very hard to understand

INSR 243: Doc Heeter was the instructor. He was rude and arrogant

INTB: Because Kelson was always drunk

INTB 310: Because the professors just try to make the exams so they trick the student instead of teaching the things they need to know

INTB 310: Didn't learn from professor

INTB 310: I believe this course shouldn't be a requirement; poor instructor

INTB 320: Waste of time and money and bad teacher

INTB 320: I am least likely to use it and felt I could have learned what I learned in a semester in 3 weeks

MGMT, ISYS: The management classes seem to reuse all the same material in a format more boring than a funeral. While there are some very good instructors, the rest are mediocre at best. I feel that some classes have actually reduced my knowledge level

MGMT 301: It's way too general and I didn't retain much from the class

MGMT 302: It is a repeat of MGMT 301

MGMT 310: I don't plan to own my own business

MGMT 371: Experience in the field is better than average

MGMT 371: It's like calculus; when the heck am I going to use this

MGMT 371: I don't plan on working in this type of setting

MGMT 371: Do not plan to enter that industry

MGMT 371: It's the last day of class and I still don't understand what's going on

MGMT 371: Subject matter didn't reflect what I wanted to do

MGMT 371: I won't be using that information while working

MGMT 371: Didn't understand a thing and still got a B+

MGMT 371: Don't think what I learned will be used in my life

MGMT 373: (No reason given)

MGMT 373, MGMT 302: They were repeat classes of each other; I am already in the workforce (and) there was no new information

MGMT 447: Ethics cannot be gained or lost in a classroom

MGMT 447: Everything I needed to know about this course I learned in kindergarten

MGMT 447: It is part of every other class offered

MGMT 447: By this point in my life, I have already developed my standard of ethics

MGMT 447: I know just a little bit more 'cause I've already known

STQM: These tools I don't believe to be necessary

STQM: (No reason given)  
 STQM: Because it deals with complicated math  
 STQM: I doubt I'll ever use it  
 STQM: I don't think it will be very useful in the office setting  
 STQM: Do not need it for my major  
 STQM: Didn't seem like I will have to use it  
 STQM: I will hopefully (will) never use it  
 STQM: (No reason given)  
 STQM: (No reason given)  
 STQM, ACCT: The professors who taught these courses  
 STQM 260, MGMT 371: Because although I passed the course, I still haven't the slightest idea what it was about. POM can be done on a computer now so why stress us out manually  
 STQM 322, BLAW 321: (No reason given)  
 STQM 351: (No reason given)

### 98-99 Academic Year

BUSN 122: Did not go according to actual situations  
 INTB: International finance; I won't use it in the near future  
 INTB: Multinational finance; The course was too rushed—I didn't learn anything  
 INTB 310: (No reason given)  
 INTB 310: Subject matter was okay; instruction and class format were less than  
 INTB 310: Least applicable  
 INTB 310: This could have been a very valuable course but my instructor was very poor  
 MGMT 301: Covered in other courses  
 MGMT 301: Balcerzak didn't teach us a thing; that class was basically a vocabulary class—a complete waste of time  
 MGMT 301: Irrelevant  
 MGMT 302: The teacher talked more about his own life than the class. Organizational Behavior seemed a little redundant of everything else  
 MGMT 302: Regurgitated from other classes  
 MGMT 302: Redundant  
 MGMT 302: I learned nothing from the class or instructor  
 MGMT 302: Recaps everything we have already learned  
 MGMT 371: Very poor text  
 MGMT 371: I'm not going to be running an operations production line  
 MGMT 371: Some areas were useful, however it's not necessary for my field  
 MGMT 447: Did not learn a thing; it was common sense issues that were covered in other classes  
 MGMT 447: I learned the least  
 MGMT 447: Poor instructor; could have been much more valuable  
 MGMT 447: Concepts could easily have been (often were) included in other courses  
 STQM 260: Instructor (Calkins)  
 STQM 260: (No reason given)  
 STQM 260, 341: It (sic) was a complete waste of time and money

STQM 322: El-Sadi is not a good instructor but Calkins is not a good teacher either for STQM 260

STQM 351: Not applicable to management; more applicable to manufacturing

STQM 351: Not enough material to fill a term period; instructor poor

**Areas needing strengthening:**

<u>97-98 Academic Year</u>	<u>98-99 Academic Year</u>
Accounting skills: 20	Accounting: 9
Finance skills: 23	Finance: 13
Statistics skills: 15	Statistics: 6
Computer skills: 26	Computer: 12
Verbal comm. skills:	VC: 7
Writing skills: 10	Writing: 4
Management skills: 11	Mgmt.: 7
Interpersonal skills: 5	IP: 5
Problem-solving skills: 15	P-S: 7
Marketing skills: 9	Mktg: 11
Other skills: Prod. Mgt.	Other: Critical thinking

**Plans for graduate study:**

<u>97-98 Academic Year</u>	<u>98-99 Academic Year</u>
Yes: 38 No: 25	Yes: 29 No: 13

If yes:	If yes:
Immediately: 12	Immediately: 11
Later: 26	Later: 18

Where:

97-98 Academic Year  
 Not sure; don't know (14)  
 Eastern Michigan  
 EMU or MSU  
 FSU; MISM program  
 Probably Ferris (2)  
 FSU (2)  
 Grand Rapids Culinary Academy  
 Middle Tennessee State University  
 Michigan State  
 MSU or FSU  
 Notre Dame Law School  
 Purdue  
 Possibly U of M or Ferris  
 University of Detroit Mercy Law School  
 U of M Flint (2)  
 Somewhere in Michigan  
 Walsh College

Wayne State University (2)  
 Maybe Ferris

98-99 Academic Year

Not sure; don't know (5)  
 (Hopefully) Arizona State  
 Bethel College  
 Cooley Law School  
 Ferris State (6)  
 (Probably) Ferris  
 FSU or Central Michigan Univ.  
 Lake State  
 Michigan State (5)  
 Notre Dame (2)  
 Valparaiso Univ. School of Law  
 Whatever law school accepts me  
 Depends on location

**Extracurricular activities:**

Activities in which active:

97-98 Academic Year:

Football; jazz band  
 International business club  
 Delta Sigma Pi  
 Pi Kappa Alpha; intramural sports  
 Sigma Delta Chi; ACS  
 Intramural sports  
 Delta Sigma Pi; Zeta Beta/ YBBW; Professional Business Council  
 Communications honor society; debate  
 Chair—College Republicans; 1998 Job Fair; debate; President—Omicron Delta Kappa;  
 tutor; Lambda Pi Eta  
 Delta Sigma Pi  
 Varsity hockey  
 Phi Gamma Nu  
 Paralegal Association  
 Intramural sports  
 Race walking; weight lifting; aerobics  
 Community focused committees  
 Family sports and scouting  
 Religious  
 Red Cross  
 Softball; volleyball; bowling  
 Bowling; collecting Star Wars  
 Student government; Student Alumni Gold Club; RHA; several committees  
 Varsity football  
 Alpha Xi Delta

Social Fraternity (no clear which); Delta Sigma Pi  
 Turkish Student Association, President  
 Minority Retention Role Model; APICS  
 International Business Association; FSU Pom Squad; FSU Paralegal Association; Delta  
 Zeta sorority  
 Most all intramural leagues; Big Brother/Little Sister; Delta Sigma Pi  
 American Marketing Association; intramurals  
 Campus sports  
 Hockey  
 Phi Sigma Sigma  
 Debate; American Marketing Association  
 Intramural sports; Big Brothers  
 Phi Sigma Sigma  
 Social sorority  
 YBBW; SHRM  
 Sorority  
 U-Rec Activities  
 International Student Association  
 International Student Association  
 FSU Speech Team  
 Hockey

98-99 Academic Year

Bilingual Activities  
 International Business Association  
 Lifting weights, reading  
 Marathon, dualthons, scuba, ultrabilling  
 Music; social organization  
 Chamber orchestra; International Business Association  
 Gospel choir; Zeta Phi Beta  
 Varsity hockey  
 Sports; executive board position on student organization; work; Finance Club; SPE;  
 ASSE; etc.  
 Honors  
 Intramural sports  
 Hockey  
 FSU Accounting Association; International Business Association; Housing—Residential  
 Assistant/Assistant Hall Proctor  
 Full-time employment, committee work

Enhancement of career preparation:

<u>97-98 Academic Year</u>	<u>98-99 Academic Year</u>
a. 11	a. 2
b. 6	b. 2
c. 15	c. 1
d. 12	d. 7

**Cooperative education or internship experience:**97-98 Academic Year                      98-99 Academic Year

Yes: 11    No: 49                      Yes: 3    No: 30

**Enhancement of career preparation:**97-98 Academic Year                      98-99 Academic Year

a.	a.
b.	b.
c. 4	c. 3
d. 7	d.

**Comments:**97-98 Academic Year

- There is (sic) no standards or guidelines for many survey classes which forces (sic) students to take easier teachers who may not be the best teacher. After all the grade is what counts.
- If I had more electives left, I would have chosen to increase my computer skills
- Problems I feel need to be addressed are the fact that teachers are not accountable for the content of their class. From one teacher to another, the instruction you receive may be different
- Internships not possible
- More night classes are needed for the students. These classes give students the option to work during the day and also commute
- The relationships with the professors helped me feel more comfortable in the classes, especially the higher level ones
- I feel the internship was the strongest part of my education
- More professors are trying to outsmart the student and make them feel inferior to them. Instead, they should take them under their wing and try to teach them instead of confusing and frustrating them.
- I feel we should teach about owning our own business and also put in place an internship
- The program is too general
- The semesters were too long. After the 10<sup>th</sup> or 11<sup>th</sup> week, I'm no longer interested in the class
- It's important to continue pushing awareness of the program
- Overall I feel I have received a quality education through the Ferris program. It is set up for the non-traditional student but does not always offer the most structure that some students
- Most classes allowed you to branch out with your own ideas which I feel was very important
- I worked full time and have a young family. I felt the class schedule was manageable however shorter semesters would make things easier for students like me
- The problem I faced with the program is the availability of the instructor to answer questions outside of class (most classes)

- I'm concerned with the lack of regulation for following the prerequisite requirement for the MGMT 499 course. It is expected that this course will be last course taken before graduation because other courses build up to the capstone course. Yet, many students take it any time during their course of study. It means that many are unprepared and ineffective when they take it early. It appears that the tuition \$\$ generated is more important than the quality of instruction.
- I have been frustrated with the scheduling of classes for the Traverse City branch
- My co-op experiences were by choice; I think that they should be incorporated into all majors in business
- The academic standards should be raised to increase the value of all School of Business degrees
- I believe that my program was a top notch program. I just wish I was more dedicated to higher learning
- Business Administration is too broad. With this degree what can you do besides sales if you don't want to do sales
- Many classes are too easy and require very little effort on the part of the student. Some faculty would be better if they had more real-world experience
- I think that it is going to be better if we could learn something that is similar as in real life. Don't worry too much about grades we're going to get

#### 98-99 Academic Year

- Some of the professors need work on developing the structure of the class. The Career Services also needs work. There are very few if any jobs related to my field of business
- Overall I am very satisfied with my experience and preparation at Ferris. I know important changes are being made by the president; correctly implemented they will improve the quality of our education
- More hands-on simulations needed
- I found it difficult to find classes I needed (off-campus student)
- The program offered by Ferris at SMC seems to be dwindling. We feel like adjunct students. There is little support and information is slow in coming.
- Communication with home campus difficult. Felt neglected at times. Not an arm or extension of home campus, more like a glove that doesn't fit properly
- Communication between the main campus and adjunct students has become burdensome. Trying to get questions answered is a hassle. More classes need to be offered during a semester.
- I think the instructors are what made the quality of the undergraduate education that I received at Ferris
- Needs to be more challenging
- The program should require an internship and should help place students in internships
- I believe that the BusAd degree is so broad in range that I do not have a true career



**MANAGEMENT DEPARTMENT EXIT SURVEYS  
FALL 1997 THROUGH WINTER 1999  
ON-CAMPUS CLASSES  
SMALL BUSINESS MANAGEMENT MAJORS**

**Number of students represented in the survey:**

<u>97-98 Academic Year</u>	<u>98-99 Academic Year</u>
Fall: 1; Winter 3	Fall: 1; Winter 4
Total: 4	Total: 5

**Entering the program:**

<u>97-98 Academic Year</u>	<u>98-99 Academic Year</u>
a. 2	a. 1
b. 1	b. 2
c. 1	c. 1
d.	d.
e.	e. 1
f.	f.

**Employment plans:**

<u>97-98 Academic Year</u>	<u>98-99 Academic Year</u>
1. Yes No 4	1. Yes 4 No 1
1a. Yes No	1a. Yes 3 No 1
1b. Yes No 4	1b. Yes 1 No
1b(1). Yes No	1b(1). Yes No 1
1b(2). Yes 1 No 3	1b(2). Yes No

**2. Job Search Plans**

97-98 Academic Year

I plan to stay with this company for several years and in the near future open my own business

Keep looking

To land a job with a major corporation

98-99 Academic Year

Maintain current employment until 1999 summer, then relocate

**3. Use of Services of the Placement Office**

<u>97-98 Academic Year</u>	<u>98-99 Academic Year</u>
Yes 2 No 2	Yes No 5

**4. Title of Position**97-98 Academic Year98-99 Academic Year

Partner in an agricultural business with my husband

Undecided until after my internship

Marketing/sales analyst

Vice-President

**Evaluation of the degree program:**97-98 Academic Year98-99 Academic Year

a1.

a1.

2.

2.

3. 1

3. 1

4. 3

4. 1

5.

5. 2

b1.

b1.

2.

2.

3. 1

3. 1

4. 3

4. 1

5.

5. 2

**Most beneficial course and why:**97-98 Academic Year

ECON: Taught me how the economy reacts, etc.

MGMT 410: This course prepared me to create a business plan

MGMT 410: Use the skills you have learned

Any management course: will help me to know what to do to run a business

98-99 Academic Year.

ACCT 201: Sets the stage for FINC and ECON

MGMT 410: Dick rocks!

MGMT 410: It gives you a great overview and preparation

MGMT 410, MGMT 499: 410 taught us how to focus on what we want our business to really be; 499 taught us how to evaluate the business and make it better

MGMT499: It challenged me a lot and made me meet deadlines and work with others

**Least beneficial course and why:**97-98 Academic Year

ACCT 205: Took other accounting courses which taught me necessities

ECON: No real need for it

ISYS 202: Poor class for management majors because it revolved around terminology and definitions; not much use of systems was actually involved

OSYS 300: Because the same lessons were taught in ENGL 325

98-99 Academic Year

ECON: Because I am in Small Business, not a lot of relevance

INTB 310: Hartman sucks!

MGMT 373: Touched on way to many laws in too short of time to learn them and use them in the future

STQM 260: Covered in Math in AAS

**Areas needing strengthening:**97-98 Academic Year

Accounting skills:

Finance skills: 1

Statistics skills: 3

Computer skills:

Verbal comm. skills:

Writing skills:

Management skills: 1

Interpersonal skills:

Problem-solving skills: 1

Marketing skills:

Other skills:

98-99 Academic Year

Accounting: 2

Finance: 1

Statistics: 1

Computer: 1

VC:

Writing: 1

Mgmt.:

IP: 1

P-S:

Mktg:

Other:

**Plans for graduate study:**97-98 Academic Year

Yes: 1 No: 3

If yes:

Immediately:

Later: 1

98-99 Academic Year

Yes: 1 No: 3

If yes:

Immediately:

Later: 1

Where:

97-98 Academic Year98-99 Academic Year

Princeton or U of M

**Extracurricular activities:**

Activities in which active:

97-98 Academic Year:

APICS; work; FCA; FSU forensics team

Fraternity; intramural sports

98-99 Academic Year

Reading business news, watching news

Nonformal organizations, just social activities

FFA, 4-H, church, school, charities, hobbies—horses, canoeing, reading

Hockey; snowboarding; golf; tennis  
Intramural hockey and football

Enhancement of career preparation:

<u>97-98 Academic Year</u>	<u>98-99 Academic Year</u>
a.	a. 1
b.	b.
c. 1	c. 1
d. 1	d. 1

**Cooperative education or internship experience:**

<u>97-98 Academic Year</u>	<u>98-99 Academic Year</u>
Yes: 1 No: 2	Yes: 2 No: 3

Enhancement of career preparation:

<u>97-98 Academic Year</u>	<u>98-99 Academic Year</u>
a.	a.
b.	b.
c.	c.
d. 1	d.

**Comments:**

97-98 Academic Year

- It might be helpful if those enrolled in the small business management courses got some in-field experience

98-99 Academic Year

- I feel that many professors at Ferris are great and teach you a lot, however (in) several classes I feel I was cheated out of what I should have learned. Even though they ran the class so you'll get good grades, some classes you can get an "A" without even opening a book or studying, and this is not good for a student who wants to learn for the future. Also nowhere during my studies did I learn how to start my own business and I would like to after a couple of years. The courses scratch the surface of a lot of helpful things but the classes don't go in depth enough to help you in a job out of college.

One of the purposes of the course is to acquaint you with the functions of a manager. That is, in general, what a manager does. Do you generally know what a manager does?

\_\_\_ Yes \_\_\_ No

If not, why not? (comments) \_\_\_\_\_  
\_\_\_\_\_

Would you respond to the following to help structure the class so that students would get as much as possible from the class.

Number of exams: \_\_\_ Not enough \_\_\_ Enough  
Type of exams: \_\_\_ Should have more objective, less essay  
\_\_\_ Should have 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  
End of chapter cases \_\_\_ 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 assignments \_\_\_ Helpful in understanding more about the practice of management  
\_\_\_ Busywork, not helpful in understanding more about the practice of management

Is the material covered in the text and in class

\_\_\_ unimportant to a manager (to a business)  
\_\_\_ important to a manager (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 management \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

(Use other side if necessary)

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 cases  
 \_\_\_\_\_ 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)

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. We have been able to acquire a number of publications dealing with the area of international human resource management. They are on reserve in the library. Have you been able to look through the material? Why? Why not? \_\_\_\_\_

\_\_\_\_\_

9. Students who took the course last year indicated it would be a good idea to have students do a short paper on the human resource management system of a country not covered in the texts and make a presentation to the class. In this way, students can learn about the human resource management system of other countries. While you have not had an opportunity to hear student presentations yet (they will be presented during the final exam week), do you think this is a good idea? Why? Why not? \_\_\_\_\_

\_\_\_\_\_

10-. A number of videos were shown in class. The last one being on ethics/social responsibility. We should be able to have one more, this one will be in connection with the chapter on human resource management in Singapore. Did you find the videos you saw of value? Why? Why not? \_\_\_\_\_

\_\_\_\_\_

11. Students were expected to read the assigned material and be prepared to discuss it in class. Some students obviously were not prepared. What suggestions do you have? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**Appendix L**  
**Faculty Perception of Program**  
**Survey Forms**

FACULTY PERCEPTIONS OF THE  
**BUSINESS ADMINISTRATION PROGRAM**  
 AT FERRIS STATE UNIVERSITY

April 2000

Faculty: Please rate each item using the scale provided by circling the appropriate number.

---

5 = EXCELLENT (nearly ideal)	2 = BELOW EXPECTATIONS (fair)
4 = GOOD (strong)	1 = POOR (seriously inadequate)
3 = ACCEPTABLE (average)	Omit = DON'T KNOW

---

PLEASE RATE EACH ITEM BELOW	<u>P</u>	<u>B</u>	<u>A</u>	<u>G</u>	<u>E</u>
1. <u>Value to the College of Business</u> : What is your perceived value of this program to the College of Business?	1	2	3	4	5
2. <u>Peception of Graduates</u> : Students who graduate from this program are some of the better prepared students in the College of Business.	1	2	3	4	5
3. <u>Adequacy of Facilities</u> : Instructional facilities and equipment meet the program's needs.	1	2	3	4	5
4. <u>Courses Required</u> : What is your general perception of the courses required for majors? (Please see attached check sheet.)	1	2	3	4	5
5. <u>Input</u> : Business Administration faculty are responsive to suggestions for program improvement given by their Advisory Committee and colleagues.	1	2	3	4	5
6. <u>Internships/Work Experience</u> : Ample opportunities are provided for related work experience for students.	1	2	3	4	5

(Over, please) → →

**7. Please circle your department:**

- 1. Accounting**
- 2. Computer Information Systems**
- 3. Economics/Statistics**
- 4. Management**
- 5. Marketing**

**8. What do you believe are the strengths of the Business Administration Program?**

**9. What do you see as weaknesses in the Business Administration Program?**

**10. What suggestions do you have for improving the Business Administration Program?**

**11. Additional Comments:**

**Please return your completed survey to RoseAnn Swartz, BUS 364  
by April 19, 2000.**

**THANK YOU!**

FACULTY PERCEPTIONS OF THE  
SMALL BUSINESS MANAGEMENT PROGRAM  
AT FERRIS STATE UNIVERSITY

April 2000

Faculty: Please rate each item using the scale provided by circling the appropriate number.

---

5 = EXCELLENT (nearly ideal)	2 = BELOW EXPECTATIONS (fair)
4 = GOOD (strong)	1 = POOR (seriously inadequate)
3 = ACCEPTABLE (average)	Omit = DON'T KNOW

---

PLEASE RATE EACH ITEM BELOW

	<u>P</u>	<u>B</u>	<u>A</u>	<u>G</u>	<u>E</u>
1. <u>Value to the College of Business</u> : What is your perceived value of this program to the College of Business?	1	2	3	4	5
2. <u>Peception of Graduates</u> : Students who graduate from this program are some of the better prepared students in the College of Business.	1	2	3	4	5
3. <u>Adequacy of Facilities</u> : Instructional facilities and equipment meet the program's needs.	1	2	3	4	5
4. <u>Courses Required</u> : What is your general perception of the courses required for majors? (Please see attached check sheet.)	1	2	3	4	5
5. <u>Input</u> : Small Business Management faculty are responsive to suggestions for program improvement given by their Advisory Committee and colleagues.	1	2	3	4	5
6. <u>Internships/Work Experience</u> : Ample opportunities are provided for related work experience for students.	1	2	3	4	5

(Over, please) → →

**7. Please circle your department:**

- 1. Accounting**
- 2. Computer Information Systems**
- 3. Economics/Statistics**
- 4. Management**
- 5. Marketing**

**8. What do you believe are the strengths of the Small Business Management Program?**

**9. What do you see as weaknesses in the Small Business Management Program?**

**10. What suggestions do you have for improving the Small Business Management Program?**

**11. Additional Comments:**

**Please return your completed survey to RoseAnn Swartz, BUS 364  
by April 19, 2000.**

**THANK YOU!**

**Appendix M**  
**Vitas**  
**Of all Faculty Advisors**

## VITA

### I. VITA

**A. Name:** Raymond F. Balcerzak, Jr.

**Rank:** Associate Professor

**Tenure/Nontenure:** Tenure

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

**Year Joined the Institution:** 1985

#### **Teaching Experience:**

##### **Areas of involvement (in teaching)**

Production/Operations

Organizational Behavior

Small Business Management

Business Policy

General Management

Supervision and Leadership

Business Ethics and Behavior

1985 – Present Ferris State University

1983 – 1984 Assistant Professor, Suny, Buffalo

### **B. Education Background (include fields of specialization):**

1991 APICS Certification; CPIM Certified Production Inventory Management

1975 M.B.A., Suny, Buffalo

1968 B.M.E., General Motors Institute, Mechanical Engineering

### **C. Prior Experience not in Education:**

1988-Present Ownership of Small Business with wife (Nibble)

1980-1982 Vice President, Manufacturing Universal

1974-1980 Manager, Manufacturing Engineering and Plant Engineering  
Department

1977-1980 Alco Division of British General Electric

1974-1977 White Motors

1972-1974 Management Consultant-Document Control

1964-1972 Manufacturing Supervisor, Tool Engineer, Gear Quality Engineer,  
Chevrolet Buffalo Plant, General Motors Corporation

### **D. Professional Membership (include offices held):**

Current- Michigan Restaurant Association  
Formerly- American Institute of Industrial Engineers  
Society of Manufacturing Engineer  
Industrial Relations Research Society

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

1976,1978,1980,1982,1986

International Machine Tool Association Conference and Exposition(3 days of professional development meetings and demonstration)

1975-1980

Attended an average of 4 professional development meetings of the SME and 2 professional development meeting of the AIIE each year. Attend 1 day SME seminar each year.

1976

Attended Lodge and Shipley Productivity Seminar (2 days)

1981

Attend and completed Dale Carnegie course 4 hrs/wk for 14 weeks. Negotiated contract with Autoworkers.

1982

Trained as graduate assistant in Dale Carnegie course to possibly teach in future (5hrs/wk., 14 weeks)

1983

Took 40 hour course and passed Michigan Real Estate Exam

1984

Took 40 hour course and passed New York Real Estate Exam

1985

Joined Industrial Relation Research Association and attended several Professional development meetings

1985-1986

Meeting of Industrial Relations Association

1986

Joined American Production Inventory Control Society and attend 4-6 professional development meetings per year

1986-Present

American Production Inventory Control Society  
4-8 Meetings each year  
International Conference 1999



1995

Attend 2-day conference at Northwest Michigan College on Distance Learning

1995-Present

Michigan Restaurant Association Conference every September

1993-1999

Attended 1 day small business conference and seminar given by Michigan Restaurant Association each September

1999

Attended APICS International Exposition in New Orleans for 3 day conference

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

1994 Region 14 APICS- How to Recruit Students for APICS Chapters

**G. Publications:**

Book edited on Supervision or Production Operations Management with Acknowledgements in forward:

1. Woolsey
  2. Kosens
  3. Plunkett
  4. Hilgert
  5. Kendziorski
- Never Published
6. Nadiar

**H. Other Research Activity:**

**I. Consulting:**

Management Consulting

1. Majestic Industries 1993  
Reviewed Manufacturing and Inventory  
Management Systems for remanufacturing of specialty vans
2. World Magnetics 1991  
Did comprehensive analysis of manufacturing systems for small international company manufacturing electrical pressure switches and electronic scanning devices.

3. **Lacks Industries 1986-1989**  
 Developed production activity control (PAC) reporting systems for 3 plastic injection molding plants  
 Helped develop an integrated manufacturing facility (IM) for a reaction injected mold (RIM) and robotics paint facility  
 Surveyed and evaluated various robotic painting systems
4. **Plastic Plate Industries 1986-1989**  
 Reviewed and implemented manufacturing systems and management procedures on the IBM systems 30 and IBM system 50 project.
5. **H&H Plastics**  
 Review programs with Ferris State printing management technology for turning around failing business

**J. Professional Growth Activities:**

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

Supervisors Training Program

**L. Professional Presentation, Speeches, etc. :**

**M. Institutional Service Performed:**

**Department of Management:**

1992-1994 Off-Campus Committee

Tenure Committee

Advise up to 40 students per semester

Participated in Management 301 book review two times

Participated in Management Policy review two times

Had Integrated Resource Management Program redone and accepted by Department on a 12-1 favorable vote March 24, 1998. Sample in Portfolio

**Service to Students**

1996-1998 Faculty Advisor Ferris State Division I Hockey Team

1989-1997 Spent 100-200 hours per year as FSU Student Chapter of APICS

1993 Bronze Circle Winner (Top 20 in Country) Ferris State Chapter APICS

1994 Bronze Circle Winner (Top 20 in Country) Ferris State Chapter of APICS

1995 Gold Circle Winner (Top 5 in Country) Ferris State Chapter APICS

**1987-1997**

Had at least 4-APICS professional development meeting at Ferris and successfully persuaded interested students in having a Ferris State student chapter

**1988-1994**

As Ferris Faculty Association Delegate Vice President 1992-94, and Negotiator 1986-90, I went to at least 6 conference on Negotiating, 2 days each, 6 conferences on Higher Education 2 days each and 2 conferences on How to Read a Higher Education Budget (1day)

**1988-Present**

Have attended 6 MEA conferences on negotiations, 6MAHE conferences on Higher Education and 2 conferences on How to Read a University Budget

**1989**

6 week seminar on IBM software-MAPICS  
Attended and Presented at Midwest Region 14 APICS conference  
MAPICS seminar on Production Control and Costing  
Program on Optical Scanning  
Dairy Food Industry show in America (DFISA)

**1989-1999**

Attend 1 day small business seminars and conference given by Great Lakes Fast Food and Ice Cream Association each February

**1989-Present**

Great Lakes Fast Food and Ice Cream Association  
Conference every February

**1992-1999**

As a member of St. Hubert's Financial Council every October we attend a one day bishop conference on How to Run a Parish(small business). We have done 2 building additions in this time period \$175,000.  
Every April we go to a afternoon preparation session for Catholic Service Appeal. I have been chair of this appeal twice.

**1992-Present**

Bishop Conference at Boyne Mountain on Parish Management  
Catholic Services Appeal Meeting

**1994-1995**

Attended 2-day conference by APICS in Chicago.

At least 3 students have been Certified in Production Inventory Management – Gary Pilacinski, Charles Brammer, and Patricia (Gingrich) Heward.

**Service to College of Business**

Participate in Committee Assignment-Curriculum Committee 1992-1995 through semester conversion, Chair 1995

Scholarship Committee 1998-1999

Member of College Accreditation Committee 1999-2000

**Service to FSU**

Ferris Faculty Association-Vice President 1992-1994

Ferris Faculty Association-Delegate 1998-2000, 1988-1992

Summer School Committee 1992-1995, Chair 1994-1995

Athletic Advisory Committee 1995-1998, Chair 1997-1998

Member Hall of Fame Committee 1998-2000, This is a new University – wide committee and in 1998 and 1999 through the leadership of Bill Taylor, we established rules for admittance and have picked the first 10 inductees for September 2000.

Member – University Policy and Standard Committee 1999-2002

Member Academic Program Review Committee 1999-2000

This year reviewed the following programs

Public Administration

Computer Information Systems

Marketing and Marketing Sales

Ornamental Horticultural

Architectural Technology

Facilities Management

Operation Management

Automotive Body Technology

Child Development

Each of these reviews take between 5 and 10 hours to be done correctly; this is probably my greatest contribution so far to the University.

**N. Recognition and Honors**

Who's Who in American Colleges and Universities

Robot Society-General Motors Institute

**O. Professionally Related Community Activities:**

Member Finance Council St. Hubert Roman Catholic Church 1992-Present  
Lector-St. Hubert Roman Catholic Church 1992-Present  
Catholic Services Appeal 1992-Present, Chair 1994,1997  
Higgins Lake Winterfest 1991-1997, Co-Chair 1993, 1996  
Special Lasagna Dinner for Ed Twardowski (cancer) 1995. Over \$10,000 raised  
St. Hubert's 25<sup>th</sup> Anniversary Dinner

As a member of St. Hubert's Financial Council ever October we attend a one day bishop conference on How to Run a Parish (small business). We have done 2 building additions in this time period \$175,000. Every April we go to a afternoon preparation session for Catholic Service Appeal. I have been chair of this appeal twice.

**I. VITA**

**A. 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

## **B. 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

## **C. 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

## **D. 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



## **E. 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.

## **F. 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

## **G. Publications:**

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

## **H. 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

## **I. 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)

## **J. 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

#### **K. 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

#### **L. 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"

#### **M. 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)

**N. 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)

**O. 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

I.VITA

A.

Name: Rose Ann Swartz, Ph.D.

Rank: Professor

Tenure/Non-tenure: Tenure

Department or Division: College of Business/Management  
Department

Year Joined the Institution: 1978

Teaching Experience:

Areas of Involvement (in teaching)

Information Systems Management  
Business Administration  
Management  
Office Administration

1978 - Present	Assistant/Associate/Professor Ferris State University
Communication 1989 - 1990	College of Business Administration Central Michigan University, Adjunct
Business Subjects 1961 - 1970	Business College (Iowa), Vocational School and High Schools (Ohio)

Non-Teaching/Administrative Experience:

Coordinator, Information Systems Management Program,  
1997-1998

Coordinator, Office Administration Program, 1989-1992

Office of Planning and Budgets, Intern, Michigan State  
University, Summer 1988

Special Assistant to the Vice President for Academic  
Affairs, Ferris State University, 1984

B.

Education Background (include specialization):

1991 College Management Program, Carnegie Mellon  
University (Areas of Study: Strategic Planning,  
Management Strategies, Ethics/Legal Concepts, and  
Leadership.)



1989 Ph.D., Michigan State University  
Major: College and University Administration  
Cognate: Curriculum and Instruction for Business

1977 M.B.E., Central Michigan University

1961 B.A., University of Northern Iowa, Business  
Education

C. Prior Experience Not in Education:

Michigan Knife Company, Summer 1982, Accounts Receivable

Big Rapids Racquet Club, 1978-1979, Bookkeeper

Mecosta-Osceola Association of Retarded Citizens,  
1972-1973, Director.

D. Professional Memberships (include offices held):

Delta Pi Epsilon, National Representative

National Association for Business Communication

Omicron Delta Kappa, FSU Circle (National Honorary  
Leadership Society), Faculty Advisor

Ferris Professional Women, President, Vice President,  
Newsletter Editor

National Business Education Association

Michigan Business Education Association

E. Professional Meetings Attended (include dates):

National Conference on Quality and Participation, 2000

Teaching the Adult Learner Workshop, 1999

Shared Leadership in the New Workplace: Thriving on True  
Teamwork, 1997

GOAL/QPC 1996 Annual Conference, November 18-20, 1996

"Beyond the Basics of Team Facilitation," September 30-  
October 2, 1996

"How to Lead a Team," December 16, 1996

American Association for Higher Education Conference on Exemplary Teaching, 1995  
M-Quality Expo, 1995

AASCU/Sallie Mae Retention Conference, 1994

Equity Conference, 1993, 1994

Organizational Behavior Teachers Conference, 1993

International Society for Exploring Teaching Alternatives, 1993

National Association of Business Communication Conference, 1987-1990

National Delta Pi Epsilon Research Conference, 1988

Association of Institutional Research Conference, 1988

Interfacing Business and Education Conference, 1977-1994

Assessing Prior Learning, 1986

Women's Research Conference, 1985, 1987

National Conference on Women and Management, 1985

NBA National Conference on Higher Education on Sexual Harassment, 1984

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

"The Effects of Romantic Relationships on Organization Behavior," 1985

**G. Publications:**

"The Use of Work Teams in Selected American Businesses," Ferris Faculty and Staff Journal, 1998

"Using Cooperative Learning Teams to Establish 'International Connections,'" Cooperative Learning and College Teaching, 1997

"Poster Presentations," Cooperative Learning and College Teaching, 1997

"The Effectiveness of Heterogeneous Cooperative Learning Groups in the Teaching of Business Communication at the Postsecondary Level," MBEA Today, 1989

"Co-Worker Romances: Impact on the Work Group and on Career-Oriented Women," Personnel, 1987

"Observations of the Machine Transcription Process in the Word Processing Environment," Business Education Forum, 1983

"College Business Mathematics: Pretesting for Course Sectioning," Business Education Forum, 1980

H. Other Research Activity:

"The Use of Work Teams in Selected American Businesses," Sabbatical Leave, 1996

"The Effectiveness of Heterogeneous Cooperative Learning Groups in the Teaching of Business Communication at the Postsecondary level, " 1989 (Doctoral Dissertation)

"Skills Necessary for Today's Office Workers," Professional Secretaries International, 1988

"The Effects of Attitudes and Aptitudes in Predicting Final Course Grades: Implications for Multi-Ability Group Organization in Business Communication Classes, 1987

"Effects of Romantic Relationships on Organizational Behavior," 1985

"Teleconferencing--A Challenge to Business Communication Skills," 1983 (included instructional videotape)

"Study of the Machine Transcription Skill as Practiced in Word Processing Centers Using Structured Observation Techniques," 1980

I. Consulting:

Training workshops for managers and staff in school districts and area businesses.

J. Professional Growth Activities:

Sabbatical Leave, Fall Semester 1996, to study the use of work teams in selected American businesses.

Intensive three-day workshop focused on the facilitation skills needed for developing and maintaining effective team interaction, Methune, MA, 1996.

Quality conference on "Building Adaptive Organizations to Thrive in Turbulent Markets," Orlando, FL, 1996.

One-day interactive workshop addressing the skills needed to make leading a team more productive and personally rewarding, Grand Rapids, MI, 1996.

Advanced cooperative learning workshop, AAHE, Washington, D.C., 1995.

Researched successful retention programs in the U.S. and designed a first-year experience course for students admitted to the Management Department in the College of Business, Fall Semester, 1994.

Seminar on Teaching by the Harvard Case Method, 1993.

Various state, national, and international conference on organizational behavior, communication, research, and teaching strategies.

Collaborated with faculty in the Intensive English area to promote multicultural experiences for students. Appeared on several television programs to explain how to bring international experiences into the classroom.

In-house computer training on various software programs.

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

The Use of Work Teams in American Businesses:

Ferris State University, 1997, 1998, 1999

Communication and Technology Skills Needed by Managers:

Grand Rapids Community College, 1992

Communication and Writing Skills Needed by Managers:

Michigan Instructional and Education Members Conference, 1991-1994, 1996, 1997

Saginaw Intermediate School District, 1996

Michigan Association of Non-Public Schools, 1994

C.O.O.R. School District, 1993, 1994

Oakland Public Schools, 1994

Troy School District, 1993  
Midland Public Schools, 1993  
Isabella School District, 1993  
Pinckney School District, 1993  
Howell School District, 1987

Understanding Gender-based Communication:

International Association of Administrative  
Professionals, 1999  
Women's Information Service (WISE), 1998  
MI-CUPA State Conference, Hope College, 1997  
Michigan Instructional and Educational Managers  
Conference, 1994, 1996, 1997  
Women's Business Association Conference, 1995  
Women's Professional Development Conference, 1995  
Bloomington Hills School District, 1994  
Troy School District, 1994  
Rockford Women's Business Association, 1994

Cooperative Learning:

Center for Teaching, Learning, and Faculty  
Development, FSU, 1999  
Michigan Developmental Education Conference, 1997  
Ferris Faculty Institute, 1996  
College of Business, Ferris State University, 1997  
College of Arts & Science, Ferris State University,  
1994  
Central Michigan University, 1992  
ITT Faculty Training, 1992

Successful Teaching Strategies:

Ferris State University, 1991

Eliminating Self-Defeating Behaviors:

Ferris State University Conference, 1985

L. Professional Presentations, Speeches, etc.,:

"Saturn: A Different Kind of Company," 1997, 1998, 1999,  
2000

"The Learners Are Coming to Campus! Are You Ready?"  
SPRE Conference, 1999

"He Said, She Said: Understanding Gender-Based Communica-  
tion Styles," 1994-1997

"Megatrends for Women," 1993

"The Effects of Romantic Relationships on Organizational  
Behavior," 1985

"Teleconferencing Skills Needed by Managers," 1983

M. Institutional Services Performed:

Member, Distinguished Faculty Committee, 1989 to present

Panelist, Pathways Conference, 1999

Member, Quality 2000+ Committee, 1999

Member, University Planning Committee (UPC), 1995-1999

Member, Values Subcommittee, UPC, 1999

Member, Human Resource Management Program Review  
Committee, 1999

Member, Facilities Management Program Review, 1999

Member, International Advisory Committee with Hogeschool  
Enschede, the Netherlands, 1998 to present

Member, Helen Bennett Memorial Scholarship Fund  
Committee, 1985 to present

Chair, Senate Committee on Graduate Guidelines, 1998

Member, Information Systems Management Coordinator Search Committee, 1998

Member, Information Systems Management Faculty Search Committee, 1998

College of Business, Dean's Advisory Committee, 1996, 1997

Member, Visual Communication Faculty Search Committee, 1997

Co-Chair/Mentor, Select Sixty - Women's Leadership Program, 1995-1998

Member, Senate Diversity Committee, 1996, 1997

Member, General Education Social Awareness Committee, 1997

Member, Lifelong Learning Assessment Committee, 1997

Editorial Board member, Ferris Faculty and Staff Journal, 1995

Member, General Education Assessment (Writing) Committee, 1995-1996

Member, Computer Usage Committee, College of Business, 1995

Member, Tenure Review Committee, Management Department, 1995

Member, Search Committee for Public Relations faculty position, 1995

Member, Retention Task Force

Member/Co-Chair, Women's Leadership Development Council

Member, Women's Leadership Task Force

Member, Curriculum Committees (MGMT 301, 302)

Member, MAGB Selection Committee

Chair, Distinguished Teacher of the Year Committee

Member, College of Business Core Review Committee

Michigan Higher Education Representative (FFA)

Member, FFA Sick Leave Bank Committee

Member, Search Committees for Assistant to the President for Government Relations, Director of Occupational Education, Director of Ferris Foundation, Dean of the College of Business, and various faculty positions in the College of Business

Member/Committee Chair, 1993 Committee

Member, Senate Subcommittee on Teacher Evaluation

Member, FSU Affirmative Action Council

Co-Chair, Business Alumni Day

Faculty Advisor: Omicron Delta Kappa (Leadership)

Faculty Advisor: Phi Gamma Nu (Social Sorority)

Speaker, FSU Placement Office Workshops; college classes

N.

Recognition and Honors:

Provost's Award for Excellence, Ferris State University, 1997

FSU Representative, AAHE Conference, Washington, D.C., 1995

Women in Ferris Leadership Project Scholarship, 1991

PTM Teacher of the Year Award, 1991

Teaching Excellence Award, State of Michigan, 1989

Michigan Association of Governing Boards (MAGB) Teaching Excellence Award, 1988

Distinguished Teacher Award, 1987

Ferris Professional Woman Award, 1987

Teaching Excellence Award, 1986

O.

Professionally Related Community Activities:

Frequent speaker for local organizations



**Faculty Advisor, Big Rapids' Chamber of Commerce  
Research sponsored by the Small Business  
Development Center.**

**Developed specialized courses for area youth,  
Native Americans, and Department of Social  
Services.**

**Member/Committee Chair, Friends of Ferris**

PORTFOLIO OUT OF FIELD DOCTORATE

Rose Ann Swartz, Ph.D.

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

1. Title of dissertation: "Effectiveness of Heterogeneous Cooperative Learning Groups in the Teaching of Business Communication at the Postsecondary Level."
2. Cognate field for doctoral work: Curriculum and Instruction for Business.
3. Attended advanced courses/seminars in business fields including a three-week long "College Management Program" at Carnegie Mellon University in July 1991.
4. Conducted research in management areas: work teams, romantic relationships/sexual harassment, communication and technology.
5. Served as the Coordinator of the Office Administration Program in the College of Business at Ferris State University from 1989-1992, when she joined the faculty of the Department of Management.
6. Served as the Coordinator of the Information Systems Management Graduate Program from 1997-1998.

1. Vita

A. Name: Sharon E. Bell

Rank: Assistant Professor

Tenure/Non-Tenure: Tenure

Department or Division: College of Business/Management Department

Teaching Experience:

Areas of Involvement (in teaching)

- 1979 - present      Ferris State University, Assistant Professor: Applied Management, Introduction to Business, Supervision and Leadership, Business and Government, and Small Business Management.
- 1978 - 1979      Edison State Community College, Instructor: Introduction to Management, Introduction to Business, Personnel, Organizational Behavior, Career Planning, Economics, Small Business Management
- 1977 - 1978      Ferris State University, Instructor: Principles of Management, Introduction to Business, Supervision and Leadership
- 1972 - 1974      Wright State University, Graduate Assistant  
Computer Simulation game as part of policy class for graduates and undergraduates.

B. Education Background

- 1983      Michigan State University - 9 credit hours in graduate level education
- 1974      MBA, Wright State University  
Major: Management
- 1972      BBA, University of Cincinnati  
Major: Management
- 1970      Associates of Science, University of Cincinnati  
Major: Data Processing

**C. Prior Experience not in Education**

- 1976 - 1977 International Paper  
Production Supervisor  
Wilmington, Ohio
- 1974 - 1976 Champion Papers  
Personnel Assistant  
Hamilton, Ohio and Pasadena, Texas
- 1972 Kroger  
Coop in Marketing Research  
Cincinnati, Ohio
- 1971 Mabley and Carew  
Coop in Personnel

**D. Professional Memberships**

Currently: None  
Formerly: Ferris Professional Women  
IRRA - Industrial Relations Research Association

**E. Professional Meetings Attended**

Pathways to Progress - 2 day seminar on Diversity in Higher Education --  
Kellogg Center, Michigan State University 1999  
JM Juran on Quality - October 10, 1996

**F. Papers presented - none**

**G. Publications - none**

**H. Other Research Activity - none**

**I. Consulting - none**

**J. Professional Growth Activities**

Graduate course on "Beginning Internet" in the summer of 1997  
Winter Institute in 1999 on WebCT  
Summer tutorials in 1999 on WebCt  
Communication Club meetings at Ferris to improve presentations skills. Fall 1999  
Self taught skills: power point, and excel  
Henryk Marcinkiewicz visited my class for evaluation and development of my  
classes.

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

**Time Management Seminar**

**L. Professional Presentations, Speeches, etc.**

**Time Management**

**M. Institutional Services Performed**

**University-wide committees - Professional Development Grant Committee, Distinguished Teacher Award Committee**

**College-wide committees - Student Retention Committee, Committee for Associate Degree Program to attract minorities.**

**Departmental committees - Chair - Management Program Evaluation Review Committee, Chair - Small Business Program Evaluation Review Committee, General Business Program Evaluation Review Committee, Departmental Chair Search Committee, Promotion and Merit Committee, Tenure Evaluation Sub Committees, Various Text Book Selection Committees,**

**Program Expert - General Business Program**

**Advisor - Society for the Advancement of Management, Phi Kappa Alpha**

**N. Recognition - none**

**O. Professionally Related Community Activities**

**Secretary - Big Rapids Area Junior Hockey Association - included extensive budgeting**

## VITA

I. Name: Vivian-Francia M. Nazar

Rank: Associate Professor

Tenure/Non-tenure: Tenure

Department or Division: College of Business/Management Dept.

Year Joined the Institution: 1988

Teaching Experience: Areas of involvement (in teaching)

Finance

Management

1988 - Present Assistant/Associate Professor, Ferris State University

1986 - 1988 Moorhead State University, Assistant Professor,  
Finance

1982 - 1986 Bemidji State University, Assistant Professor,  
Finance

II. Education Background (include fields of specialization):

1999 D.B.A., Management, Nova Southeastern University, Fort Lauderdale

1981 MBA, Finance, City University, London, England

1975 BA, Political Economy, Thames Polytechnic, London, England

III. Prior Experience not in Education:

1979 - 1980 Raybeck Company, Accounting Department, London,  
England

1982 - 1988 Small Business Development Center, Financial  
Consulting to Local Businesses, MN

IV. Professional Memberships (include offices held):

Midwest Finance Association

Academy of Management

Association of Japanese Studies

Association of American Colleges and Universities

Ferris Professional Women

Association of Private Enterprise Education

V. Professional Meetings Attended (include dates):

Association of American Colleges and Universities Diversity and Learning conference, November 12-15, 1998, Philadelphia

Past, Present and Future of Russia, American University in Moscow, June 7-8, 1998, Washington D.C.

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

Academy of Management Meeting, August 10-13, 1996, Chicago, IL

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

Second Facing East/Facing West Conference, June 2-3, 1995, Western Michigan University

Government Business Policy Seminar, July 28 - August 2, 1991, Washington D.C.

Facing East/Facing West: North America and the Asia/Pacific Region in the 1990's, September 13-16, 1990, Western Michigan University, Kalamazoo, MI

The Italian Market - As Springboard to Europe '92, May 22, 1990, Grand Valley State University

Internationalization of Business and Economics Programs: Issues and Perspectives, April 20, 1990, West Michigan World Trade Association and The College Consortium Assisting Business and Industry, Grand Rapids, MI

West Michigan World Trade Association Meeting, March 28, 1989 and April 25, 1989, Grand Rapids, MI

Licensing and Joint Ventures: An Effective Way to "Sell" Abroad, January 8, 1986, Minnesota World Trade Association

The Association of Private Enterprise Education Convention, April 6-8, 1986, San Antonio, TX

Global Development Conference, September 12-13, 1986, University of Maryland, College Park, Maryland

Administrative Decision Making & Moral Development,

November 7-8, 1985, American Council on Education,  
Minnesota, University of Minnesota, Minnesota

Scholarly Activity and Skill Development, October 13-15, 1985,  
University of North Dakota, Grand Forks, North Dakota

Operation Opportunity, November 16, 1983, Minneapolis Chamber  
of Commerce, Minneapolis, Minnesota

The Global Household, October 21-22, 1983, Earle Brown  
Continuing Education Center, University of Minnesota,  
Minneapolis Minnesota

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

"APEC (Asia-Pacific Economic Cooperation): Can it Succeed?" paper was  
accepted for poster presentation at the British Academy of Management meeting  
on September 8-10, 1997, London, England. Unable to attend the meeting  
because of lack of funding available for travel.

"US and APEC: Another Trading Block?" at the Second Facing East/Facing West  
Conference, June 2-3, 1995, Western Michigan University

"Doing Business in the Philippines," Facing East/Facing  
West: North America and Asia/Pacific Region in the 1990's,  
September 13 - 16, 1990, Western Michigan University,  
Kalamazoo, Michigan

"The Philippines: A Turning Point," Global Development  
Conference, September 12-13, 1986, University of Maryland  
and World Academy of Development and Cooperation, College  
Park, Maryland

"Exporters Profiles and Export Constraints: A Study of Small  
and Medium Sized Firms in Minnesota," The Association of Private  
Enterprise Education, April 6-8, 1986, San Antonio, Texas

**VII. Publications:**

Paper Proceedings of the above presentations.

**VII. Other Research Activity:**

Internationalization and Profitability  
Regional Integration



**IX. Consulting:**

**X. Professional Growth Activities:**

March 18, 1999 Sexual Harassment seminar conducted by Louise Yowitz,  
Director of Affirmative Action, FSU

January 19, 1999 "Synergy from Others" Cultural Diversity on Campus,  
Ferris State University and SST Communications

October 28, 1998 "Reaching Your Financial Goals" Tips for America's Experts,  
live teleconference, sponsored by TIAA-CREF, FSU

April 4, 1997 Demonstration of Instructional Performance  
Systems, Inc. Software Consisting of Course  
Building, Lesson Building and Exam Building,  
IRC 101

Feb 20-21, 1997 Leadership Among Peers, Retreat for Academic  
Department Heads/Chairs and Associate Deans

Feb - April, 1997 Various faculty training - Beginning Word,  
Excel, File Management, Digital Camera,  
Powerpoint

March 25, 1997 Build your own Web Page

November 13, 1997 Colloquium for Educators - Visiting Professor  
from St. Petersburg, Russia

November 8, 1997 Instructional Technology by Robert Jehsen

August 22, 1996 "Multimedia Madness" Workshop

August 2, 1996 Student Information System (SIS) and Advising  
Seminar

Nov 17-18, 1995 NMCI University Center and Project  
Interconnect, Instructor Training Seminar

March 16, 1995 Laser Disc Demonstration - Use in classroom

March 31, 1993 Attended "Women of Color," Ferris State  
University

- September 8, 1992 Harvard Graphics Workshop
- April 24, 1990 Managing hard Disk Drives, Academic Computing
- April 20, 1990 Internationalization of Business and Economics Programs. Issues and Perspectives, West Michigan World Trade Association and The College Consortium Assisting Business and Industry
- Jan 20-27, 1990 Presentation Excellence Workshop
- February 3, 1989 Word Perfect Workshop r.0, Academic Computing
- June 8-12, 1987 Writing Across the Curriculum, Moorhead State University

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

- March 18, 1997 The Second College of Business Seminar, "Breakfast Forum on International Trade", Holiday Inn. Acted as moderator
- April 24, 1996 Conceived and organized the College of Business Seminar series. The first one was held on April 24, 1996, "Appreciation Breakfast for Area Businesses", Holiday Inn Conference Center. Acted as the Moderator
- February 26, 1993 Conducted a seminar for K-12 teachers at the Ninth Annual Area Wide MOISD Professional Development, Ferris State University

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

- October 22, 1999 "Holding my Sister's Hand: Coalition Building in the Struggle for Women's Equality", panel presenter, FSU
- February 9, 1999 Guest speaker, The Humanities Council of West Central Michigan program "The Asian-American Experience" for The General Federation of Women's Club, Big Rapids
- March 26, 1996 Guest Speaker, SSCI 450 course, Ferris State University
- April 15, 1994 "1994 Women's Professional Development Conference," presenter, Big Rapids Holiday Inn. Panel

presenter

**XII. Institutional Services Performed:**

- April 1999 "Take A Trip Around The World" FSU International Festival, participant.
- Fall 1999 Participant in the student/faculty mentor program.
- 1997- present Faculty advisor, Financial Management Student Organization
- Autumn Adventure (1998, 1999) Participant in the "Autumn Adventure"
- April 6, 1997 Participated in the International Festival of Cultures. Had a booth, Rankin Center, Ferris State University
- August 1995-97 Served as Chair in the Management Department
- March 8, 1994 Conducted a motivation workshop for seventh and eighth grade Big Rapids students during the MLK/CC/RP College Day Program
- Nov. 10, 1993 Guest panelist at the special workshop for students, Ferris State University
- September 19, 20, 22 Appeared on Ferris State University's
- Apr. 22, 1993 Co-organizer bringing Nathan Rutstein to campus who lectured on the topic "Healing Racism in America"
- Apr. 18, 1993 Participated in the "International Festival of Cultures 1993," Big Rapids Holiday Inn

**Committee membership:**

- 1999-00 COB Sabbatical Committee
- 1999-00 Futures Conference Committee
- 1999-00 Academic Senate Diversity Committee
- 1998-90 Academic Senate Diversity Committee (Co-chair)
- 1996-7 Management 2000 Committee
- 1996-7 Post Tenure Review Committee (University- wide)
- 1994-5 Promotion/Merit Committee
- 1990-3 Computer Usage Committee
- 1989-90 Department Head Search Committee

Computer Steering Committee  
Business Administration Review Committee  
School of Business Computer Usage Committee  
Off-Campus Review Committee  
Finance Minor Committee

**XIV. Recognition and Honors:**

Fall 1998 merit award  
Fall 1993 Promoted to the rank of Associate Professor

**XV. Professionally Related Community Activities:**

March 18, 1999 "Kevin Locke, Lakota Sioux, Unity in Diversity", Old Jail and Community Center, Big Rapids, co-organizer

January 16, 1999 "Moving Beyond Religious Intolerance" on the occasion of world Religion Day and in memory of Martin Luther King, Jr., Old Jail and Community Center, co-organizer

1996 - present Treasurer, The Big Rapids Baha'i Group

October 5, 1996 Co-organizer of a public presentation "Creating a Sense of Belonging in a Multi-ethnic Community," Holiday Inn Conference Center

March 3, 1994 Panel presenter in the "Women Around the World" workshop sponsored by the Big Rapids Forum for Healing Racism

Jan. 18, 1994 Served as facilitator for the Martin Luther King Assembly, Big Rapids High School

Jan. 17, 1992 Co-organizer of a public meeting, "Prayers Around the World for Racial Harmony," Ferris State University

Michigan Independent Agents Association  
Michigan Adjusters Association  
Educational Member - Risk and Insurance Management Society,  
West Michigan Chapter  
CPCU - Grand Rapids Chapter, Member  
PRIMA - Public Risk and Insurance Managers Association

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

**Monthly Meetings:**

CPCU  
CLU  
RIMS  
Adjusters Association  
Underwriters Association

**Attend Annual State Meetings:**

RIMS  
Adjusters Association  
Insurance Advisors/Counselors  
Michigan Agents Association

**Attend Annual United States Meetings:**

RIMS  
CLU  
CPCU  
PRIMA  
Gamma Iota Sigma  
Most recent workshop on Workers Compensation put on by MSU.

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

"Insurance Program Review" - Grand Rapids CPCU Chapter

**G. Publications:**

**H. Other Research Activity:**

**I. Consulting:**

1993 - Present Working with the Continuing Education Office of the Insurance Commissioner of Michigan - evaluating course offerings and, expert witness in legal matters to West Michigan Lawyers

**J. Professional Growth Activities:**

1984 and 1992 - Sabbatical Leave

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

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

1994 and 1996 - Spoke to the newly elected Michigan legislator members and their staff. Topic ``Michigan No Fault Automobile Insurance''

M. **Institutional Services Performed:**

Department of Management:  
Promotion/Merit Committee  
Semester Conversion Committee (Chair)  
Sabbatical Review Committee  
University Wide Committee:  
HRD Committee to Select a Second Pension Vehicle (Faculty Representative)

N. **Recognition and Honors:**

1988 and 1994 - Merit Increase

O. **Professionally Related Community Activities:**

Insurance Committee for the United Church

## Portfolio

### **I. Vita**

**A. Name:** John G. Fairbanks

**Rank:** Associate Professor

**Tenure/Non-Tenure:** Tenure

**Department or Division:** College Business/Management Department

**Teaching Experience:**

Areas of Involvement (in teaching)

1980 – Present: Ferris State University, Finance and Management

Mathematics of Finance, Financial Management I, Financial Management II, Financial Markets and Institutions, Personal Finance, Investment Principles, Case Problems in Financial Management, Principles of Management, Introduction to Business, Organizational Behavior, Small Business Management.

1977-1980: Central Michigan University, Finance and Insurance

Financial Management, Principles of Insurance, Principles of Marketing, Advanced Property and Liability Insurance, Investment Analysis.

### **B. Educational Background**

1971            MBA, Central Michigan University, Finance and Management concentrations.

1970            B.S.B.A., Central Michigan University, Management Major and Economics Minor.

### **C. Prior Experience not in Education:**

1974-1977:    Federated Mutual Insurance Company, District Manager, Commercial Insurance Agent for Small Businesses. Owatonna, MN

1972-1973:    First of Michigan, Stock and Bond Broker. Midland, MI

**D. Professional Memberships**

**E. Professional Meetings Attended:**

**F. Papers Presented:**

**G. Publications:**

**H. Other Research Activities:**

**I. Consulting:**

**J. Professional Growth Activities:**

- 1999 Used a new teaching methodology (team approach) for FINC-451. (Winter Semester 1999)
- 1999 Readings of related materials to finance. Barron's, Forbes, finance text books, Time, and Newsweek.
- 1999 Attended BTC Forum (October 28, 1999)
- 1999 One-hour training session for advising students. (October 1, 1999)
- 1999 Attended a Sexual Harassment Seminar on March 18, 1999 at Ferris State University.
- 1998 Organized and attended a half-day conference with the Finance Program Advisory Group, (made up of active finance professionals) (March 20, 1998)
- 1998 Attended several College of Business Reorganization Meetings and Core Revision Meetings.
- 1997 Attended special Professional Development Committee meeting with The Distinguished Business Lecturer. (October 7, 1997)
- 1997 Attended a one-hour seminar on alternative teaching methodologies by Henry Marcinkiewicz. (September 18, 1997)
- 1997 August 19, 1997; one-day Management Department Retreat.
- 1997 August 8, 1997; attended a one-day training session for Structured Learning Assistance (SLA).



- 1997      Attended a one-day seminar on program assessment by Dr. Doug Eder, Director of Undergraduate Assessment and Program Review at Southern Illinois University.
- 1996/97   SIS Training Sessions
- 1995/96   Attended several computer-training sessions.
- 1992      Attended Business Technology Seminar, Ferris State University.
- 1988      Central Michigan University, Additional Graduate coursework in Finance (Fin 678B – Long Term Financial Policies).
- 1987      Banking Seminar for College Faculty, Graduate School of Banking, University of Wisconsin. (Five day seminar)
- 1986      Central Michigan University, Additional Coursework in Finance and Economics (Fin 674 and MBA 675 – Short Term Financial Management and Managerial Economics).
- 1982/83   Ferris State University, Additional coursework in Education
- 1979      Central Michigan University, Additional Coursework in Statistics
- 1974      Licensed Property and Casualty Insurance Agent
- 1974      Licensed Life and Health Insurance Agent
- 1972      Licensed Stock and Bond Broker

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

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

**L. Professional Presentations, Speeches, etc.**

**M. Institutional Services Performed**

- 1999 Finance Group Coordinator
- 1999 Taught Financial Management as a Structured Learning Assistance class. (Fall and Winter Semesters)
- 1999 Organized a retirement party and dinner for Marshall Giller. (November 1999)
- 1999 Developed and sent out Graduate Follow-up Survey II to stay in touch with past Finance Graduates and to construct an Employer Data Base. (November 30, 1999)
- 1998-99 Developed and administered the Exit Survey for Finance Majors to gather assessment data. (Fall Semesters 1998 & 1999)
- 1999 Represented the Finance Program at Autumn Adventure. (September 25, 1999)
- 1999 Called in to assist registration on August 21, 1999.
- 1998 At the request of the council I attended the final program review council meeting for the Accounting/Finance Dual Major. (October 3, 1998)
- 1998 Finance Group Coordinator
- 1998 Taught Financial Management as a structured Learning Assistance Course. (Fall and Winter semesters)
- 1998 Represented the Finance Program at Autumn Adventure.
- 1997-98 Developed Mission Statement, Goals, Objectives, One-Year Plan, three-year Plan. for the Finance Program. These were used as a guide for other College of Business faculty.
- 1997-98 Chair of the Finance Program Review Panel (Fall 1997, Winter and Fall 1998). Developed, sent out, and analyzed results for follow up graduate survey I. Developed, sent out, and analyzed results for the faculty survey. Organized the Advisory Group meeting, as well as doing the major work in writing the final report for the Program Review Council.
- 1997 Offered FINC 322 as a SLA course (Fall 1997). This was the first time Financial Management could be taken through a Structured Learning Assistance Section.

- 1997 Career Focus Day, worked a double shift. (October 3, 1997)
- 1994-97 Finance Group Coordinator.
- 1997 Advisor for new student organization, "Professional Business Council."
- 1995 Represented the Finance Program in the Field House for Autumn Adventure.
- 1995 Attended Strawberry Pie Day.
- 1995 Took an active part in Commencement activities.
- 1995 Attended the Accounting/Finance student banquet.
- 1995 Assisted in the College of Business Tele-counseling efforts.
- 1994 I attended the Management Department's meeting with the president on October 11, 1994.
- 1994 I represented the Finance Program at the Management Department's booth Autumn Adventure (Parent's Weekend).
- 1994 I was a major force in developing the Unit Action Plans for the Finance Program.
- 1993 I was selected by the Management Department Head to be the Finance Group Coordinator; to coordinate activities between the Management Department and the Finance Group.
- 1993 Guest evaluator to Marshall Giller's FINC 454 Portfolio Management class.
- 1993 I have completed well over 100 course completion agreements for the following degree programs:  
Finance four-year major  
Finance two-year transfer major  
Business Administration four-year major  
Business Administration two-year transfer major
- 1992/93 I assisted Dr. Rallo in the determination of the number of Finance sections to offer during our first year of semester classes.

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

*University, College of Business, and Department Committees*

- 1997-98 Member of the College of Business Assessment Committee (COBAC). Helped to train members of the Management Department with Goals, Objectives, One-Year Plan, three-year Plan.
- 1997-98 Chair of the Finance Program Review Panel (Fall 1997, Winter and Fall 1998). Developed, sent out, and analyzed results for follow up graduate survey I. Developed, sent out, and analyzed results for the faculty survey. Organized the Advisory Group meeting, as well as doing the major work in writing the final report for the Program Review Council.
- 1997-98 Member of the College of Business Promotion/Merit Committee.
- 1997 Member of the College of Business Assessment Committee.
- 1997 Member of the College of Business Promotion/Merit Committee (Fall 1997)
- 1996-97 Chair of the College of Business Promotion/Merit Committee.
- 1996-97 Management 2000 Committee
- 1995-96 Finance Group Coordinator
- 1995-96 Co-op Advisory Committee member, College of Business
- 1994 Management 2000 Committee member
- 1991-92 Co-Chairman of the semester conversion for the Finance minor.
- 1990-92 Chairman of the Finance Group Committee and major force in developing the semester four-year and two-year transfer Finance major for semester conversion purposes.
- 1990-93 Tenure Subcommittee, Management Department
- 1990-91 University-wide Student Health Advisory Committee
- 1991-92 Work Load Committee, College of Business
- 1992-93 Tenure Review Committee, Management Department
- 1993-94 Promotion/Merit Committee, Management Department
- 1987-94 Co-op Advisory Committee, College of Business

**N. Recognition and Honors**

August 1996, Promoted to Associate Professor.

In the fall semester of 1993, I was selected by the head of the Management Department to be the Finance Program Coordinator between the Management Department and the Finance Group.

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

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

#### **O. Professionally Related Community Activities**

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

United Way Coordinator, Management Department, Fall 1986.

### **II. Educational Background to Document Graduate Course Work in the Field Finance**

#### **MBA Courses Directly Related to Finance**

Investment Strategy	BUS 576	3 cr.
Quant Decision-Making	BUS 580	3 cr.
Advanced Financial Management	BUS 474	3 cr.
Financial Management of Corporate Assets	BUS 574	3 cr.

#### **(Classes taken after completing MBA)**

Managerial Economics	BUS 675B	3 cr.
Short term Financial Management	FIN 675B	3 cr.
Long Term Financial Policies	FIN 678B	3 cr.

### **III. Teaching Experience Sufficient to Support Level of Expertise in Finance**

Co-Chair to development minor in Finance  
Developed Personal Finance Management course  
Converted Finance Major from quarter to semester  
Chair of Finance Program Review Panel  
Converted Finance Minor from quarters to semester  
Converted Finance 465, 300, 323 from quarters to semester  
Developed assessment tools for Finance Program  
Taught Finance 201, 300, 312, 322, 323, 451, 465

#### **IV. Documented Practical Experience**

I spent two years as a stock and bond broker with First of Michigan Corporation. Also, I worked for Federated Mutual Insurance Company for three years as a commercial insurance agent for small businesses.

#### **V. Consulting Experience**

My consulting activities have been limited to internal advice with the Management Department, College of Business, Ferris State University. Items such as finance course offering sequence, semester conversion, College of Business Core course content, assessment of the Finance Program, review of the Finance Program, revisions of Finance course content and revisions in the Finance Major.

#### **VI. Scholarly Activities**

Scholarly activity includes activities such as the following: developing and conducting faculty and graduate surveys for program review purposes, developing and conducting Finance Major exit surveys for assessment purposes. Also, I developed the Personal Finance (FINC 201) course and I co-developed the Finance Minor along with Vivian Nazar. In addition I developed the mission statement, the one- year plan and the three- year plan for the Finance Program for assessment purposes and the final report for the review of the Finance Program.

**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  
Presentation on U.S. Legal System to Russian Law 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, Mgmt 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, Mgmt Dept Faculty - Chair Search Committee  
1996, 1997, Career Day, Mgmt Dept Representative  
1997, 1998, Sabbatical Review Committee, All University

**I. VITA**

**A. 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 Business 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

## **B. 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

## **C. 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

## **D. 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 IRRRA'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

## **E. 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.

## **F. 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

## **G. Publications:**

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

## **H. 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

## **I. 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)

## **J. 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

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)

**N. 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)

**O. 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



I. Vita

A. Name: Douglas R. Wozniak

Rank: Professor

Tenure/ Non-Tenure: Tenure

Department or Division: College of Business / Management Department

Teaching Experience:

Areas of Involvement (in teaching)

1969 -1978: Defiance College, Assistant Professor: Principles of Economics (Macro and Micro), Labor Economics, Economic Forecasting, Public Finance, Money and Banking, Production Management, Principles of Financial Accounting, International Economics.

1978 - 1999 Ferris State University, Professor: Business and Government, Business Forecasting, Organizational Behavior, Supervision, Principles of Management, Personal Finance, Mathematics of Finance, Operations Management, International Business System, Principles of Economics (Macro), Managerial Economics, Ethics and Social Responsibility, Small Business Management, Entrepreneurship, Introduction to Business, Human Resource Management. Over the last six years I have taught an average of three and one-half preparations per semester and five preparations per academic year.

B. Education Background

1976 M.B.A., Bowling Green State University  
Major: Management

1969 M.A., Western Michigan University  
Major: Economics (Public Finance)

1963 B.A., Aquinas College  
Major: History

C. Prior Experience not in Education

1964-1969 United States Air Force (Captain), Special Project Officer and Squadron Executive Officer (in these positions supervised

personnel and career decisions for 900 persons).

**D. Professional Memberships**

Currently: None

**E. Professional Meetings Attended**

Recently: None

**F. Papers Presented**

None

**G. Publications**

None

**H. Other Research Activity**

None

**I. Consulting**

Currently: None

**J. Professional Growth Activities**

Attendance at a number of seminars, workshops, 1978 to present

Reading of professional literature, Business Week, Forbes, Barrons, Wall Street Journal, American Economic Review, Time, Newsweek, U.S. News and World Report, continuous reading of articles relative to business and economics from the internet.

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

None

**L. Professional Presentations, Speeches, etc.**

Currently: None

**M. Institutional Services Performed**

University-Wide Committees: Representative Faculty Advisory Council; Faculty Senate; Planning Committee; Library Committee; first Post-Tenure Review Advisory Committee

College-Wide Committees: Promotion and Merit Committee; Post-Tenure Policy Committee

Department-Wide Committees: Promotion and Merit Committee; Tenure Committee; Finance Program Review Committee; Management Program Review Committee; Operations Management Review Committee

**N. Recognition and Honors**

None

**O. Professionally Related Community Activities**

None

**II. Educational Background to document graduate course work in field of Management sufficient to support doctoral level preparation:**

None

**III. Teaching Experience sufficient to document doctoral level expertise**

None

**IV. Documented Practical Experience**

None

**V. Consulting Experience**

None

**VI. Scholarly Activity**

Scholarly activity includes activities such as the following: conducting graduate and employer surveys for purpose of Academic Program Reviews; writing cases for classroom use and researching the teaching of the case method in business.

I. VITA

A. **Name:** Richard E. LaBarre

**Rank:** Professor

**Tenure/Non-tenure:** Tenure

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

**Year Joined the Institution:** 1978

**Teaching Experience:**

**Areas of involvement (in teaching)**

Small Business

Real Estate

Management

Finance

1978 Assistant/Associate Professor, Ferris State University

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

**University Programs**

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

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

1965 - 1967 Michigan Technological University, Mechanical Engineering

**Professional Licenses**

Real Estate (Salesperson/Associate Broker/Broker) -  
1979 to 1999

Residential Builder - 1990 to present

Property and Casualty Insurance Solicitor - 1977 to 1985

Life and Health Insurance Agent - 1977 to 1985

**Professional Certifications**

GRI Designation (Graduate, REALTORS Institute of Michigan)  
Upon successful completion and passing of three week-long seminars in real estate

CRB Designation (Certified Real Estate Broker)  
Earned through fulfillment of educational requirements,  
demonstration of real estate knowledge and experience

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

1980 - 1997 Broker and Co-Owner, Northern Michigan Properties  
1978 - 1985 Director, Ledbetter, Inc.  
1972 - 1978 Ford Motor Company, High Potential Employee  
Program (selective program designed to develop  
superior employees for middle and senior  
management positions)  
1976 - 1978 Transportation Department, Automotive Assembly  
Division  
1974 - 1976 Automotive Assembly Division, Senior Transportation  
Analyst  
1973 - 1974 Ocean Shipping Analyst Automotive Assembly Division  
1970 - 1972 Ford Motor Company, College Graduate Trainee  
Program  
1963 - 1967 Ford Motor Company, College Trainee Program,  
(worked four summers in area of Supplier Quality  
Assurance, Quality Control, Statistical Analysis  
and Production Control)

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

National Association of Realtors  
Michigan Association of Realtors  
. Director, 1985  
Paul Bunyan Board of Realtors  
. Director, 1981-1985 and 1994-1996  
. Chairperson, Education Committee, 1986-1987  
. Co-Chairperson, Education Committee, 1992-1996  
. Chairperson, Bylaws Committee, 1995-1996  
. Member, Professional Standards Committee, 1984-1986  
Real Estate Educators Association  
Michigan Education Association

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

**Small Business**

How to Successfully Start a Small Business (8 hrs.)  
Wharton School University of Pennsylvania  
International Business for Small Businesses (6 hrs.)  
U.S. Department of Commerce/Import-Export Bank  
Insurance for Small Businesses (6 hrs.)  
Citizens Insurance Company  
Economic Development (9 hrs.)  
Michigan Department of Commerce  
Financial Packaging (15 hrs.)  
Lawrence Gardner Associates/Michigan Dept. of Commerce  
Directors Workshop (12 hours)

Small Business Institute Directors Association

Economic Forecast (2 hours)  
Old Kent Bank

Payroll Accounting (3 hours)  
Northwestern Michigan College

Small Business Day (three-6 hours each) (1997)  
Michigan Department of Commerce &  
Small Business Administration

Real Estate

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

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

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

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

Real Estate Law (36 hrs.)  
Northwestern Michigan College

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

Buyer Brokering (6 hrs.)  
Michigan Association of Realtors

How to Counsel Your Clients (6 hours)  
REALTORS Land Institute

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

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

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

Ideas to be Different (6 hrs.)  
Marty Lorenz

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

Continuing Real Estate Education (60 hours) (1980-1997)  
Holloway's Institute  
Traverse City Board of Realtors  
Professional Learning Network, Inc.

Residential Builder's Fundamentals (15 hours)  
NCI Associates, Ltd.

502 Housing Program (3 hours)  
Farmers' Home Administration

Real Estate Rehabilitation (6 hours)  
National Association of Realtors &  
National Trust for Historic Preservation

Wetland Regulations (2 hours)  
Department of Natural Resources

New (Real Estate) Rules Implementation (3 hours)  
Michigan Department of Licensing and Regulation

Real Estate Appraisal One (30 hours)  
Holloway's Institute

Agency Disclosure (5 hours)  
Michigan Association of REALTORS

Seller's Disclosure (3 hours)  
Michigan Association of REALTORS

Current Governmental Issues Affecting Real Estate (3 hours)  
Senator Pridnia

Community Home Buyer's Program (2.5 hours)  
Standard Federal Bank

Leadership Workshop (3.5 hours)  
Michigan Association of REALTORS

Subdivision Development (20 hours) (1995)  
REALTORS Land Institute

Lead Paint Disclosure (3 hours) (1996)  
Michigan Association of REALTORS

Legal Issues and Trends (Real Estate) (3 hours) (1997)  
Michigan Association of REALTORS

## Finance

Banking Seminar for College Faculty (15 hours)  
Graduate School of Banking  
University of Wisconsin

NOTE: Attendance at this seminar is on a competitive award basis.

Investor Toolkit Workshop (4 hours)  
NAIC - West Michigan Council

NOTE: The above seminars do not include 129 hours of seminars attended related to township and county government.

### **F. Papers Presented (include dates):**

None

### **G. Publications:**

Wrote the book used in the Entrepreneurship and Planning Course (MGMT410): Guide to Preparing a Business Plan. The book contains detailed instructions for preparing a business plan.

### **H. Other Research Activity:**

None

### **I. Consulting:**

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

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



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

wholesale bakery - cost analysis and packaging  
screw machine operator - cash flow analysis  
restaurant - advertising  
supermarket - feasibility of building a new store  
lawn and garden equipment outlet - marketing  
charter fishing business - organization and marketing  
service station - profitability  
golf course - feasibility study  
gravel pit - profitability and marketing  
car detailing - profitability and product line  
used car dealer - marketing  
soft serve ice cream - increase sales  
restaurant - profitability and market niche  
home crafts - expansion  
machine shop - building expansion  
day care - start-up and facilities  
retail clothing - start-up  
bedding manufacturer - marketing and location  
commercial investment property - historical preservation  
car & truck repair - site location

**J. Professional Growth Activities:**

Real Estate One Instructors' Certification (24 hours)  
Real Estate One, Inc.

Distance Learning (8 hours) (1995)  
Northwestern Michigan College

Creative Teaching Techniques (12 hours) (1997)  
Real Estate Educators Association

AACSB Workshop on Entrepreneurship Curriculum (12 hours) (1997)

National Assoc. of Investors Teacher's Workshop (16  
hours) (1998)  
NAIC - West Michigan Council

Teaching with Style (video-conference) (2 hours) (1998)  
Ferris State University

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

Real Estate One, Inc.

Topic: Real Estate Sales and Practices  
(Three day seminar)

Paul Bunyan Board of REALTORS

Topics: Parliamentary Procedures (1995)  
Bylaws (1995)

As Co-Chairman of the Paul Bunyan Board of REALTORS' Education Committee, I was responsible for the quarterly orientation class required for all new members.

Lake States Insurance Company

Topic: Strategic Planning

National Association of Investors, Corp.

Topics: Treasurer's Workshop (Co-presenter) (1999)  
Mutual Fund Comparison (1998)

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

Business Appreciation Day (1997)

Topic: Entrepreneurial Institute

Small Business Association of Michigan (1997)

Topic: Entrepreneurial Institute

Professional Golf Management Association (1997)

Topic: Financial Planning

**M. Institutional Services Performed:**

**Special University Committees and Task Forces**

Served on the Vice-President of Academic Affairs' committee to develop recommendations for advising Off-Campus students. (1999)

Served on the President's Off-Campus Task Force. The committee developed recommendations to the President on how to expand our off-campus offerings. (1998-1999)

Served as a member of the University Strategic Planning Committee for the academic year 1994-95. Served on the Business Affairs sub-committee.

### College of Business Service

Serve as the College of Business Off-Campus Coordinator. This involves advising the students at our sites in Flint, Traverse City, Dowagiac/Niles and Grand Rapids and coordinating class offerings and instructors for programs in Accounting, Computer Information Systems, Management and Marketing at sites in Flint, Muskegon, Evart, Traverse City, Dowagiac/Niles and Grand Rapids. Also attend Open House presentations at the various sites. (1997-Present)

Serve on the College of Business Curriculum Committee (three terms-5 years). (1994-Present)

Worked with the Dean of the College of Business and several other faculty members to submit a grant request for the Coleman Foundation Entrepreneurship and Awareness and Education Grant. (1996-1997)

Worked with the College of Business Recruiting and Retention Committee. Since the committee meeting time conflicted with another committee I was serving on, my efforts were concentrated on contacting prospective Management Department students and assisting with special events like "freshmen appreciation night".

Worked with the Dean of the College of Business and several other faculty members to develop a working relationship with the Small Business Association of Michigan (SBAM). SBAM supported Ferris in our application for the Coleman Grant described above. (1996-1997)

Serve on the College of Business, Business Core Committee to review the content of Core. (1998-Present)

### Departmental Service

Participated in a pilot student outcomes assessment with Professors Valas, Turner and Balcerzak. (1997-1998)

Serve as the Program Contact Person for the Small Business Management program. (1985-Present)

Served for 10 years as the Program Contact Person for the Real Estate Program. (1989-1999)

Updated the student recruiting brochures for the Small Business Management program and the Real Estate program.

## Department Committee Membership

Real Estate Program Review Committee (Chair) (1997)

Insurance/Real Estate Program Review Committee(1997)

Finance Program Review Committee(1998)

Management Program Review Committee(1998)

Production/Operations Program Review Committee(1999)

Student Outcomes Assessment Committee(1997-1998)

Management 2000 Committee(1997-1998)

Tenure Review Sub-Committee

Tenure Review Coordination Committee (Chairperson 2 years)

MGMT499 Course Content Committee

Business Administration Program Revision Committee  
(Ad Hoc Chairperson)

Department Head Search Committee

Faculty Search Committees (2)

Workload Committee

Department Promotion Committee (4 years) (Chairperson 2 years)

College of Business Promotion Committee (2 years)

Business Alumni Day Committee (1 year)

Business Administration/Management Curriculum Committee  
(4 years)

MGMT310 Text Review Committee, Chairperson

REAL210 Text Review Committee, Chairperson

FINC201 Text Review Committee

FINC310 Text Review Committee, Chairperson

Semester Conversion Committees

- Small Business Management (Chairperson)
- Real Estate (Chairperson)
- Insurance/Real Estate
- Finance

N. **Recognition and Honors:**

Certificates of Appreciation in 1994 and 1995 from the Paul Bunyan Board of REALTORS

Nominated for the MAGB Distinguished Faculty Award

**O. Professionally Related Community Activities:**

**Governmental Service**

1978 to 1988 Greenwood Township Board  
Wexford County

Served on a rural northern Michigan township board in the capacities of Trustee, Clerk and Supervisor. This involved responsibilities for supervising accounting, election and assessments.

1983 to 1984 Wexford County Recreational Commission  
Wexford County

The commission was responsible for overseeing the operation of parks and recreational facilities in Wexford County. This included the management of the fair grounds, an artificial ice rink and a civic center. Based on the recommendation of the commission, the commission was abolished and the administrative responsibilities placed under the county administrator.

1984 to 1987 Wexford County Planning Commission  
Wexford County

Served on the planning commission as a member and as chairman. During my tenure on the commission, we developed a new Master Plan for the county and did extensive work to preserve the natural environment in the county. Deferred my reappointment in 1987 to facilitate the merger of the county planning and zoning commissions.

1984 to 1987 Northwest Regional Planning Commission  
Traverse City, Michigan

Served on the regional planning commission whose purpose was to coordinate the long-term planning for a ten county region. The commission's emphasis was to stimulate economic development while preserving the environment of this pristine area of northern Michigan. In 1987, the commission was merged with several other commissions into the Northwest Michigan Council of Governments.

1991 to            Wexford County Planning & Zoning Commission  
Present            Wexford County

Serve on the commission as Vice-Chairperson. The commission is responsible for developing the master plan and zoning ordinance for the county. During my tenure on the commission, we developed a new zoning ordinance (first major revision in twenty-five years). This involved a considerable amount of time dedicated to weekly work sessions. In addition we developed a major commercial zoned area in conjunction with Clam Lake Township.

In addition to the community service described in the Governmental Service, I have been involved with the following organizations related to my areas of teaching:

1998 to            National Association of Investment Corporation  
Present            Chapter  
                    . Director  
                    . Computer contact person

1996 to            Treasurer, Manton Area Investment Club  
Present