

2000-2001

International Business Program Review



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Summary:

Why has the International Business Program's enrollment decreased?

- 1) Lack of effective marketing of program
- 2) Increased competition from other schools
- 3) Previous declines in business school enrollments across the country
- 4) Strengthening of US dollar vs. foreign currencies
- 5) Limited foreign language offerings
- 6) Lack of a study abroad component
- 7) Limited amount of internships
- 8) Course scheduling
- 9) Limited number of instructors

What can be done to correct it?

- 1) Hire a qualified public relations firm to market the program along with other College of Business programs
- 2) Add a study abroad and internship component to the program
- 3) Add functional tracks to the program such as marketing, finance, human resource management, logistics, and computer information systems
- 4) Increase the number of languages offered
- 5) Offer the major at our Grand Rapids location which is located in an urban center, close to companies with global operations and institutions that offer Chinese, French, German, Japanese, Spanish, and Russian
- 6) Offer the courses more frequently
- 7) Increase the pool of instructors that are able to teach international courses
- 8) Increase the effort to market the program to foreign students

Section I

INTRODUCTION AND BACKGROUND:

The International Business Program was created in the early 70's. The program produced its first graduate in 1976. During the 1970's, Ferris was one of a few universities offering such a major. Today, there are over 290 undergraduate schools offer an international business major in the U.S. In late 80's and early 90's other Michigan institutions added an international business major to their programs. According to the U.S. News, there are 12 colleges in Michigan offering international business majors (Adrian, Alma, Davenport, Detroit College of Business, Eastern Michigan, Ferris, Grand Valley, Hillsdale, Madonna, Marygrove, Northwood, and University of Detroit). As these programs proliferated over the last decade, Ferris has seen its program enrollment decrease from a high of 77 to 29. In the last three years, Grand Valley has seen its program enrollment increase from 0 to 50.

The competition for students wanting to major in international business has increase substantially in Michigan and across the U.S. At the same time the demand for such students by the business community and government has increased. Globalization creates new opportunities that require new capabilities. However, these capabilities are not acquired overnight. Consequently, in nearly every firm, the demand for global managers far outstrips the supply. For example, in a survey of Fortune 500 firms that was completed in 1997, 85 percent of the firms do not feel they have adequate number of global managers. Furthermore, these executives believe that even those identified, as global managers the average skill level were not sufficient. Unfortunately, few corporations have sought to provide their employees with the experiences and training needed to develop global leadership capabilities.

The demand for global mangers is high because of the pace and nature of globalization. While supply of global managers is essentially flat, demand is growing almost exponentially. Many people say that the world is getting smaller. However, it is actually getting bigger. How many countries did a company operate in twenty years ago? Ten years ago? Five years ago? How many countries does a company operate in today? Clearly most firms are operating in more places today than ever before. For most managers the world they have to think about and understand is getting larger. Countries that didn't even show up on anyone's radar screen ten years ago present major market opportunities today. As a consequence, more global mangers are needed now and in the future because globalization means greater revenues, lower costs, and even corporate survival. Demand is also rising because it is extremely difficult to plot a reliable, lasting map of global business. The terrain is constantly changing,

As more and more countries open their borders to direct competition, the idea of “local” or “national” business is rapidly losing its meaning. Even if a company does business only locally, it must still compete within a world business culture. Survival means adopting the efficient management and production techniques available – wherever they come from. The lure of the global marketplace and the demand to be globally competitive create a compelling force toward what works in business.

Ferris’s course offerings in international business are second to none in the country. The top two graduate schools in the U.S., The American Graduate School of International Business Management and The University of South Carolina verify this. Both programs have accepted graduates from Ferris and have favorably commented on the quality of these students.

So what went wrong? The competition for students in the field has greatly increased. This shouldn’t represent a problem for Ferris, but an opportunity. Even though the competition has increased, the demand by business and government has increased more than the number of graduating students. Another factor that has had an impact on the program is the strong value of the US currency to other currencies. The international business program enrollment of foreign students has sharply dropped over the years. What has to change is our focus. It is simply not sufficient today to offer students courses in international business. To gain increase enrollment, we must restructure the program to offer another year of language training, a study abroad semester and internships. Furthermore the program should mandate that students minor in a functional business area or gain a certificate in a functional area. (See comments from Advisory Committee)

TURNING POINT:

The program started its turn down in student enrollment during 1993 when enrollment was at 73 to its current level of 29. It is expected to reach 33-35 students during the fall of 2000. The program will probably increase slightly from year to year until the above-mentioned changes are incorporated into the program. As the concepts of globalization are being introduced at the high school level, there will be more interest shown by graduating seniors across the state and country, which should result in an increase in enrollment numbers.

Change: AN ON-GOING ACTIVITY

The program has changed over the years by adding and deleting courses to reflect current needs, such as courses in Cross-Cultural Business and Regional Business Systems which rotates its emphasis from semester to semester from Latin American to European to Asian business practices. The faculty keeps up on current readings and research in the field and attends relevant seminars and consults with the business community.

Previous Academic Program Review:

ATTACHMENT A

PROGRAM OF INSTRUCTION SURVEY

B.S. -(International Business)

Management Department

CRITERION ONE: The institution has clear and publicly stated purposes, Consistent with its mission and appropriate to a post-secondary educational institution.

1. What is the Role and Mission for your program?

The educational goal of the program is to prepare graduates to function in an area related to international business.

2. What occupational skill level do graduates possess?

The graduates possess entry-Level skills for the workplace.

3. How does the program serve the community, state and nation?

The program develops graduates qualified to assume entry-level positions in private industry as well as the public sector.

B. How is your program compatible with the Ferris Mission and Role Statement? Please make direct reference to the Ferris Statement. (See Mission and Role Statement, Faculty Handbook, September, 1985, First Draft, pp. 41-46.)

The program is compatible with the Ferris Mission and Role Statement in that it provides a career-oriented program that (a) includes liberal arts studies for future career flexibility; (b) incorporates the "laddering" concept; (c) uses faculty with experience in their teaching areas; (d) emphasizes teaching and student advising; (e) maintains a strong placement record; (f) makes available cooperative education experiences; and (g) maintains contact with the professional community through organizational memberships and consulting activities of the faculty.

Previous Academic Program Review:

C. How is your program integrated/coordinated with other programs at Ferris?

1. What is its relationship to similar programs?

The program contains features in common with other programs in that it includes the business core required of (nearly) all majors offered by the School of Business as well as courses in common with other departmental and school majors .

2. Does it share faculty and facilities with other programs?

All of the faculty, facilities, and financial resources associated with the International Business degree program are shared with and inseparable from the ten other B.S. programs, two A.A.S. programs, and one certificate program offered by the Management Department. These resources also serve all other School of Business majors as well as students who are majors in programs outside the School of Business.

3. Does your program serve a broad spectrum of the campus?

Many of the courses associated with the International Business degree program are part of the business core, taken by (nearly) all School of Business majors. Additionally, several courses are taken as electives by students both inside and outside the School of Business.

4. How is your program integrated with programs outside your School/department structure? (Example: GILL , CJI , International Programs, etc .)

There is little integration with programs outside the school/department structure except to the extent that specialized courses are available to students who are majors in other programs and the two-plus-two program is available to Ferris students or any other student with an associate's degree from an accredited institution .

5. If the program (example: GILL, CJI , Office of International Program, etc.) Is outside the school/department structure, how is it integrated into academic programming and structure?

The program is not offered outside the school/department structure.

Previous Academic Program Review:

D. How is your program coordinated with programs at other institutions?

1. how does your program participate in cooperative endeavors with other institutions?

The program participates in cooperative endeavors with other institutions by accepting transfer credits from accredited institutions and offering the two-plus-two program. As well, the faculty associated with the program occasionally teach for other institutions such as the IPCD unit of Central Michigan university and Muskegon Business College.

2. How does your program promote articulation with other institutions?

The program promotes articulation with other institutions through the two-plus-two program offering.

3. How does the program promote laddering into and out of Ferris?

The program promotes laddering into and out of Ferris through the two-plus-two program offering.

E. How does your program serve Michigan?

1. What is the geographical spread of similar programs?

A review of the program offerings of 41 of the 45 four-year colleges and universities in the state reveals that three of those institutions offer programs that are somewhat similar in content. Those programs are offered at Adrian College, Alma College, and the University of Detroit. Thus, such programs are not widely available throughout the state.

2. In what way is this a reasonable geographical location for your program?

The program serves particularly well the expanding West Michigan area, although graduates are scattered throughout the state and nation. As well, the rural setting and residential nature of the campus attracts students who do not wish to attend the larger, urban universities.

3. What are the employment needs in Michigan for graduates of your program?

The program meets the employment needs of both the public and private sectors by providing capable, job-ready graduates.

Previous Academic Program Review:

4. How does your program promote the economic welfare of Michigan?

The program promotes the economic welfare of the State of Michigan by providing capable, job-ready graduates.

5. How is your program a significant information resource for Michigan?

The program helps meet the information needs of the state by developing graduates who possess state-of-the-art knowledge about their discipline. In addition, the faculty contribute through their consulting and other professional activities.

CRITERION TWO: The institution has effectively organized adequate human, financial and physical resources into educational and other programs to accomplish its purposes.

II. What are your program's resource needs?

A. What are your program's human resources?

1. What faculty resources are available to your program?

a. Are sufficient faculty available with appropriate educational credentials and non-teaching, related work experience?

All of the full-time faculty have appropriate educational credentials and non-teaching, related work experience.

b. How many full-time faculty are assigned to your program?

There are 26 FTE tenured and tenure-track faculty in the Management Department, all of whom serve the International Business program in one way or another.

c. What is the use of part-time faculty in your program?

1. What is the extent of part-time faculty usage?

Part-time faculty are not used for the specialized courses associated with the program.

2. Why are part-time faculty used?

Not applicable.

Previous Academic Program Review:

3. How dependent is your program on part-time faculty?

Not applicable .

d. What roles do adjunct faculty perform in your program?

Adjunct faculty perform no role in the program.

e. How do faculty participate in related professional development activities outside the college?

Faculty participate in related professional development activities outside the university in a number of ways, including holding membership in and attending the meetings of national, regional, and local professional organizations, giving presentations, writing articles, serving as consultants, presenting seminars and specific training sessions, and reading related professional journals.

2. What support personnel are assigned to your program?

The support personnel assigned to the program are not separable from the resources assigned to the department. In Fall 1988, 1 Secretary and 4.1 FTE student assistants/work study students were assigned to the department.

3. What roles do student assistants perform in your program?

Student assistants/work study students are vital in support of the faculty. The equivalent of four full-time clerical positions is provided by the students.

4. What roles does an advisory committee form in your program?

Although an advisory committee for the program exists, the committee has not met or been specifically contacted during the past five years. Instead, the principal faculty members rely upon their contacts with professional organizations, employers, and other institutions.

5. What roles do professional consultants perform in your program?

Professional consultants perform no role in the program.

6. What additional personnel are needed by your program?

No additional personnel are needed to service the specialized courses associated with the program.

a. How do you justify

Previous Academic Program Review:

Not applicable.

b. How accurate is the need?

Not applicable.

B. What are your program's financial resources?

I. What is the budget allocation for the program?

II.

a. Salaries

\$903,663.00 (1987-88; to be adjusted; total for the department)

b. S&E

\$30,737.50 (Total for department, 1988-89)

c. equipment

\$-0-

d. Student wages

\$5,800 (Total for department, 1988-89)

2. What are the approximate student credit hour costs for your program? (USE THE STANDARD FORMULA APPLIED BY FERRIS STATE)

4-year program: \$92.15

Transfer program: \$94.12

3. How do gifts, grants, and earned revenue impact your program?

Gifts, grants, and earned revenue have no impact upon the program.

4. What are additional budget needs for your program?

No specific needs are associated exclusively with the program.

C. What are the program's physical resources?

1. Does your program have adequate space to meet its goals?

There is a general consensus among the faculty that most classrooms are too small for the number of students in the classes; students are cramped and testing is problematic. Some classes are held in large auditoriums with insufficient (or no) blackboard space and unreliable communication devices. Faculty offices are inadequate as well. Privacy is essentially non-existent, storage is minimal, and bookshelf space limited.

Previous Academic Program Review:

2. How are the space needs of your program determined?

Space needs for the program are determined administratively in the office of the Dean of the School of Business and by the office of the Vice President of Academic Affairs.

3. Does your program have adequate equipment to meet its goals?

In general, the program has adequate equipment to meet its goals. However, some resources provided by other university units require better quality and/or maintenance. For example, some chalkboards are pitted, some overhead projection screens damaged. As well, there is no VCR tape library available for the specialized courses associated with the program.

4. How are the equipment needs of your program determined?

Equipment needs for the program are identified by the faculty. However, the department has no allocation for equipment. Nor does the school. Thus the needs of the program are dependent entirely upon central administration funding.

CRITERION THREE: The institution is accomplishing its purposes.

III. What is the effectiveness of the program?

A. In what ways can the quality of the program and its instruction be demonstrated?

1. Is your program accredited by an outside agency?

No

a. What types of accreditation are available for your program?

No specialized accreditation exists for the program.

b. What are the major influences in determining whether or not to seek accreditation?

Not applicable.

c. If you did seek accreditation, what are the results of the last evaluation?

Not applicable.

d. When will your program be evaluate] again?

Not applicable.

Previous Academic Program Review:

2. What steps are taken to promote quality in courses?

a. Are current and complete syllabi available for courses?

Yes

b. Is a standard format used which contains a course description, performance objectives, a topical outline, grading structure, and learning activities?

No

c. How does your program maintain standardization of courses when taught by different faculty?

The principal faculty meet regularly to discuss and agree upon standardization of course content.

d. How are texts and Manuals selected for courses?

Texts and manuals are selected by the faculty, individually where only one faculty member teaches a particular course, and through a committee process where two or more teach a particular course.

e. Describe the review process for your program's courses.

The courses in the program are reviewed regularly by the faculty, through a committee process involving the principal faculty and other interested volunteers.

2. How is student performance measured?

a. How is student performance customarily measured in your program?

Each individual faculty member develops his or her own student performance evaluation measures. In addition, the department head reviews data for selected courses for patterns, significant deviations from the norm, and the like.

b. How are standardized tests used in your program?

Standardized tests are not a formal part of the program.

c. What is the success rate of students taking graduate admission tests?

Results submitted by the Graduate Management Admission Council for the time period of January 1986 through

Previous Academic Program Review:

June 1988 reveal that two graduates of the program scored an average 350 on the Graduate Management Admissions Test. The test measures general verbal and quantitative abilities and is not designed to measure achievement in specific subject areas. A score of 500 is intended to represent the average of the over two million people who have taken the test since 1954. The results of only two graduates cannot be assumed to be representative of the entire graduate group.

d. What are the results of licensing, certification, and/or registration examinations taken by students or graduates of your program?

No specific licensing, certification, or registration examinations are required of graduates of the program.

4. How is the quality of instruction measured?

a. How are student evaluations used?

The use of student evaluations is voluntary on the part of the faculty. The results typically are not reported unless some special experimental project is undertaken by several faculty members .

b. How are alumni evaluations used?

No formal mechanism exists for soliciting or using alumni evaluations on a regular basis.

c. How are the results of peer and administrative evaluations used?

Peer evaluations are employed in the tenure and promotion/merit review process. Administrative evaluations, conducted by the department head, are used for professional development suggestions and reappointment decisions.

5. Are you able to gauge the success of graduates of your program?

a. Are graduates successful in applications for admission for additional educational work?

No data base exists. Informally, we learn that a number of students are successful in their applications for graduate work.

Previous Academic Program Review:

b. Are graduates successful in securing and maintaining employment in their field?

Placement Office survey results indicate that the graduates are successful in securing employment, although not necessarily in the area of international business. Some larger organizations prefer the graduates obtain experience in domestic operations before moving into international operations.

c. What are the results of employer evaluation?

Employer evaluations are not a regular, formal part of the on-going evaluations of the program.

Nevertheless, considerable informal input is provided through the faculty's attendance at meetings of professional organizations and through their consulting and other activities. The informal input suggests that the employers highly value the graduates.

6. How does student application rate compare to program capacity?

At present, program capacity exceeds student application rates.

7. Do you have an active professional student organization?

The program has an active professional student organization, the International Business Association. In addition, the students can join other student organizations such as the Society for the Advancement of Management.

8. Does your program address faculty development needs {seminars, short courses , etc .) ?

Limited funds are available to support faculty development and travel. Nor is there a comprehensive communication system in place to share information about professional meetings, seminars, and the like. An informal communication network exists, however.

B. How can the accomplishment of program goals be demonstrated? Does your program meet or exceed the goals/standards established by its related professional organization/agency?

Previous Academic Program Review:

The single best measure of the accomplishment of program goals is the placement record of the graduates. No standards are established by related external professional organizations or agencies.

C. Does your program receive recognition from external agencies?

1. Do other educational institutions recognize the quality of your program?

Other educational institutions recognize the quality of the program to the extent that students, particularly from the community colleges, transfer into the program. The acceptance of graduates into graduate programs is another indication of recognition. In addition, academicians encountered at professional meetings and the like appear well aware of both the breadth and the depth of the program.

2. Do employers recognize the quality of your program and seek its graduates?

Employers recognize the quality of the program and seek out its graduates. The placement record supports the employer recognition.

3. Have special awards/citations by external agencies been given to your program or to the faculty within the program?

In 1983 the West Michigan Chapter of the World Trade Club presented its "Trader of the Year" award to the program and its (then) principal faculty member.

D. What are the current strengths of your program?

The current strength of the program resides in both the program content -its breadth and depth -and the faculty who combine their academic backgrounds with their industrial experience in the classroom.

E. What are the current concerns and/ or weaknesses of your program?

The faculty expressed a number of concerns about the program, chief among them the lack of sufficient resources for travel and/or development, supplies and expenses, and classroom support equipment. As well, the faculty are concerned about student deficiencies in quantitative and communication skills. There is also concern about increasing pressure to offer even more large sections of classes than is now the practice.

CRITERION FOUR: The institution can continue to accomplish its purposes.

Previous Academic Program Review:

IV. What are the prospects for future development of your program?

A. How can the current strengths of your program be maintained?

1. What are favorable aspects?

The current strengths of the program can be maintained provided its strengths - depth and breadth of program content and skilled faculty - can be maintained at least at their present levels.

2. What are your program needs to insure continuation of these strengths?

The program must have continuing financial support for the present strengths to continue.

3. What are possible (political, administrative, and/or fiscal) roadblock?

The roadblocks to maintaining the strengths are primarily financial - dollars to replace and acquire faculty, to purchase needed equipment and supplies, to provide quality faculty development opportunities and the like.

B. How can current concerns and/or weaknesses of your program be improved or eliminated?

Current concerns about the program include inadequate resources allocated to the department, inadequate student and/or clerical assistance, inadequate travel/development funds, and inadequate classroom equipment.

1. What corrective measures are needed?

Corrective measures include additional S&E, equipment, and travel/development funds; additional student and/or clerical assistance; improved attention to chalkboards, screens, and projectors in the classrooms.

2. What level/type of resource commitment is necessary to make the needed change?

An estimated additional \$134,150 (exclusive of benefits) is required to support all of the programs offered by the department.

Previous Academic Program Review:

C. What are the future needs of your program?

1. What are the possible or projected changes in your program area?

a. What technological changes are anticipated that may affect your program?

In addition to an increasing use of microcomputers, the technology of dealing in the international business arena changes frequently, driven by worldwide political, economic, and social changes.

b. How may economic, environmental, and social changes impact your program?

Worldwide political, economic, and social changes require the principal faculty to be constantly sensitive to such changes. In addition, such changes suggest an increasing need for graduates of the program who are equipped to deal with an ever-increasing internationalization of business.

2. What changes are anticipated in similar program at other institutions?

Other institutions can be expected to respond in the same way as does Ferris. As well, we can anticipate that additional programs will be developed at those institutions that do not now have a program in international business.

3. What are possible changes in student interest in your program?

Student demand for the program is expected to increase.

4. What are anticipated changes in employment opportunities for graduates?

a. What are projections for the future availability of jobs?

Job opportunities for graduates of the program are expected to increase in the future.

b. Will changes in salary projections affect student enrollment?

Previous Academic Program Review:

No data exists to suggest that student enrollments are affected by salary projections .

D. What are reasonable cost projections for your program?

1. What will be the cost of continuing your program?

Present funding adjusted by inflation is adequate to maintain the program in the near future, however faculty and classroom needs cannot continue to be ignored without at least some impact on quality of delivery.

2. What is the availability of outside funding?

To date, no outside funding has been available to the program.

E. What are the plans for future development of your program?

1. What are projections for the future size of your program?

Student enrollment in the program is expected to increase, from the average 60 majors per year over the past five years to 100 during the next five years.

2. Can Ferris maintain the future quality of your program?

Provided adequate funding is available, Ferris can maintain the quality of the program.

3. How may the focus or direction of your program change in the future?

a. Will your program stay at the current degree level?

In the near future, development of a master's degree is not planned. In the longer term, such a move may well be explored .

b. Will ancillary programs be developed and then possibly spun off as separate programs?

A minor in international business may well be developed. Given the inseparability of the resources in the department, an spin off' as an autonomous program is highly unlikely.

Previous Academic Program Review:

Attachment B

PROGRAM PROFILE

B.S. -Business (International Business) MANAGEMENT DEPARTMENT

PERSONNEL

1. Faculty FTE Current (Fall 1988-89)
 - a. Tenure track--Ph.D. or Professional - 9
 - b. Tenure track-Masters - 17
 - c. Tenure track-Bachelors - 0
 - d. Tenure track-:Associates - 0
 - e. Full--time temporary – 1 (replacing faculty on LOA)
 - f. Part—temporary – 2.8
 - g. FTE overload – 3.75

Note: faculty resources are not separable by programs; figures are total for the department.

2. Administrators FTE and position titles
Department Head - 1
Assistant to the Department Head - .33
3. Support Staff -FTE
 - a) Clerical support staff – 1 Secretary Level II
 - b) Student assistants - .3
 - c) Part-time adult help - 0
 - d) Work study students – 3.8

BUDGET PROFILE:

1. **Gross Program Cost (the cost to graduate one student)**
International Business 4-year: \$18,429.80
International Business transfer: \$9,600.18
2. **Overall cost/SCH**
4-year: \$92.15
Transfer: \$94.12

Previous Academic Program Review:

3. **Major course cost/SCH**
 - a. Lower division course cost/SCH
 - I-BL: \$43.22
 - b. Upper division course cost/SCH
 - I-BU: \$43.22
 - IAWU: \$36.97
 - MGTU: \$44.88
 - MKTU
 - Q-MU: \$50.04

Previous Academic Program Review:

4. **Additional equipment and S&E needed in next 5 years.**
 Equipment: \$12,250 (total for the department)
 S&E: \$11,100 (total for the department)
5. **Estimated occupied lab or specialized floor space (if appropriate).**
 Not applicable.
6. **Current funds generated by unit in excess of expenses, exclusive of tuition.**
 - a. retained in special program accounts
None.
 - b. contribution to general fund
None.
7. **Percent rank (cost) compared to other school programs.**
 4-year program: 24%
 Transfer program: 32%
8. **Current student wage budget.**
 \$5,800 (Total for the Department)
9. **Current adult part-time wage budget.**
 \$-0-
10. **Current S&E budget.**
 \$30,737.50. (Total for the department)

Enrollment Trends

1. Student credit hours (Each year for last 5 years)					
SCH (Total for the department)					
	<u>1983-84</u>	<u>1984-85</u>	<u>1985-86</u>	<u>1986-87</u>	<u>1987-88</u>
	44,587	43,814	45,101	42,599	43,331
2. Student/Faculty ratio (Each year for last 5 years)					
Student/faculty ratio (Total for the department)					
	<u>1983-84</u>	<u>1984-85</u>	<u>1985-86</u>	<u>1986-87</u>	<u>1987-88</u>
	39.9	37.8	36.1	37.6	38.8
3. Student Credit Hours/Faculty FTE (Each year for last 5 years)					
Student/faculty FTE (Total for the department)					
	<u>1983-84</u>	<u>1984-85</u>	<u>1985-86</u>	<u>1986-87</u>	<u>1987-88</u>
	1,285	1,277	1,236	1,181	1,206
4. Total majors (Each year for last 5 years)					
Total Majors (fall Quarter)					
	<u>1983-84</u>	<u>1984-85</u>	<u>1985-86</u>	<u>1986-87</u>	<u>1987-88</u>
4-Year:	34	44	57	60	54
Transfer:	8	12	11	9	7
TOTAL:	42	56	68	69	61

MISSION AND GOALS:

FERRIS STATE UNIVERSITY COLLEGE OF BUSINESS INTERNATIONAL BUSINESS PROGRAM

THE MISSION:

The mission of the International Business Program is to offer a three-dimensional curriculum that includes business, culture, and language that will prepare students for international careers in business, government, organizations or for entrance into graduate school.

PURPOSE:

To provide students with marketable skills.

To assist students in becoming and remaining competitive in an ever-expanding, changing and global economy.

To provide students with the basis of making decisions using the most appropriate data relating to international financial, economic, socioeconomic, physical, sociocultural, political, legal, labor, competitive, and distributive forces that have impact on their decisions.

To provide students with a foundation of relevant theory and its application in the international commerce.

To be responsive in our curricula to the ever-changing needs of business, students, and the professions.

To provide students with an opportunity for personal growth and the development of leadership skills.

GOALS:

To develop students' leadership capabilities in managing overseas operations.

To increase students' competence in decision making in the areas of international finance, marketing and management.

To increase students' competence in appropriate technologies for less developed countries.

To enhance the image and reputation of the program with the international business community.

To increase the involvement of students and international business faculty with the business community of Western Michigan.

To ensure that the international business faculty are knowledgeable of current events and technologies that have an impact on international business.

Impact:

Economically:

The program has negligible draw on the financial resources of the University. Long term the program can become revenue producing. A viable international business program at the University can be seen as viable addition to the community at large in attracting companies to the area.

Politically:

The program can increase the public profile of the University in state, within the United States, and internationally.

Socially:

The program increases the awareness of cultural diversity and the world around us.

Expectations:

It is expected the program will further change to reflect the needs of the workplace and that its instructors will be an integral part in adapting the program to fit those needs. It is further expected that the program reach enrollment numbers of 50 – 60 in the next four to five years.

Plans for Improvement:

1. Increase marketing of the program
2. Add internships and study abroad elements to the program
3. Add a functional expertise element to the program
4. Add a third year of language.

Section II

Senior Survey: Completed May, 2000

How do you believe your program prepared you for a position in this field?

Excellent	Good	Average	Below Average	Poor
0%	100%	0%	0%	0%

How would you rate the instructors in your major?

Skills	Excellent	Good	Average	Below Average	Poor
Know subject matter	50%	50%	0%	0%	0%
Available to students	0%	100%	0%	0%	0%

How do you rate the text used?

Skills	Excellent	Good	Average	Below Average	Poor
Readable	0%	100%	0%	0%	0%
Current	0%	50%	50%	0%	0%

How would you rate the courses in the program?

Skills	Excellent	Good	Average	Below Average	Poor
Are available	50%	50%	0%	0%	0%
Conveniently scheduled	50%	50%	0%	0%	05

How would you rate the instructional facilities?

Skills	Excellent	Good	Average	Below Average	Poor

Classrooms used	0%	50%	0%	50%	0%
----------------------------	-----------	------------	-----------	------------	-----------

On-Campus Student Survey: Completed May 2000

Skills	Excellent	Good	Average	Below Average	Poor
Computer	27.3%	63.6%	9.1%	0%	0%
Verbal Communications	9.1%	72.7%	18.2%	0%	0%
Writing	9.1%	63.6%	27.3%	0%	0%
Interpersonal	18.2%	54.5%	27.3%	0%	0%
Decision Making	27.3%	36.4%	36.4%	18.2%	0%
Analyzing	27.3%	36.4%	27.3%	9.1%	0%
Leaderships	18.2%	45.5%	36.4%	9.1%	0%

w Average

Skills	Excellent	Good	Average	Below Average	Poor
Scientific Understanding	9.1%	36.4%	45.5%	9.1%	0%
Cultural Enrichment	50%	40%	0%	10%	0%
Social Awareness	36.4%	45.5%	9.1%	9.1%	0%
Quantitative	18.2%	54.5%	9.1%	18.2%	0%
Global Awareness	45.5%	45.5%	0%	9.1%	0%

Skills	Excellent	Good	Average	Below Average	Poor
Accounting	10%	40%	20%	10%	20%
Finance	11.1%	11.1%	11.1%	55.6%	11.1%
Marketing	0%	33.3%	22.2%	44.4%	0%
Management	0%	44.4%	0%	55.6%	0%
Law	0%	22.2%	33.3%	44.4%	0%
Statistics	11.1%	0%	33.3%	55.6%	0%

Skills	Excellent	Good	Average	Below Average	Poor
Computer Services	9.1%	54.5%	27.3%	0%	9.1%
Library Services	9.1%	27.3%	54.5%	9.1%	0%
Tutoring Services	27.3%	27.3%	27.3%	18.2%	0%

Perception of the INTB major:

Strengths: knowledge of professor and his availability to the students.

Weaknesses: Only one professor to teach most of the INTB courses and out of date maps in the classroom.

Faculty Survey: Completed May, 2000

Respondents:

Mgmt - 8
 Mktg - 1
 Acct - 1
 Econ - 1
 CIS - 1

Value of INTB Program

essential	Fair	no value	no knowledge
66.7%	0%	8.3%	25%

Perceptions of students

excellent	Good	fair	poor	no knowledge
16.7%	33.3%	16.7%	8.3%	25%

Additional staff, technology, or resources needed.

instructors	internships	scholarships	none	no knowledge
41.7%	33.3%	8.3%	8.3%	33.3%

Perception of courses required for the INTB major

excellent	Good	fair	poor	No knowledge
8.3%	16.7%	25%	0%	50%

Do you consider the responsiveness of INTB faculty to communications, requests, or suggestions concerning the INB program?

Yes	No	no knowledge
66.7%	16.7%	16.7%

How can the INTB program be improved?

Faculty responses were as followed: more instructors, internships, more off campus site visits, study abroad, add MGMT 377, more guest speakers, offer courses more often, increase awareness of program,

Alumni Survey: Completed May 2000

Two hundred and ten alumni surveys were sent out. 31% were return as undeliverable. Out of the deliverable surveys, 11% responded.

Reported titles:

Computer Network Engineer, Private Contractor, Industry Development Manager, Application Instructor, Database Administrator, Administrative Assistant, Industrial Buyer, Financial Consultant, International Market Research Analyst, Technical Supervisor, Credit Analyst, Senior Account Manager, Service Manager, and Senior Quality Assurance Specialist.

Salary:

Average salary reported was \$64,923

Fields in International Business that alumni have work in:

Human Resources – 12.5%	Government – 12.5%
Finance – 18.8%	Non-profit – 6.7%
Training/development – 31.3%	Marketing Research – 18.8%
Logistics – 25%	Broker – 6.7%
Marketing – 37.5	Export-Import Mgmt – 31.3%
Management – 12.5%	Public Relations - .063%
Trade Exhibitions – 25%	
Trade Associations – 12.5%	

Most useful International Business Major courses:

Titles	Extremely Helpful	Very Helpful	Some Help	Not Very Helpful	No Help At All
Comparative & Int'l Law	7.1%	28.6%	35.7%	21.4%	7.1%
Cross-Cultural Business	53.8%	23.1%	7%	15.4%	0%
Export/Import Procedures	28.6%	29.6%	35.7%	7.1%	0%
Int'l Business Systems	33.3%	33.3%	25%	8.3%	8.3%
Int'l Econ.	15.4%	15.4%	53.8%	15.4%	0%
Int'l Finance	7.1%	21.4%	57.1%	14.3%	0%
Int'l Mktg.	28.6%	28.6%	35.7%	7.1%	0%
Managing Foreign Ops.	15.4%	46.2%	30.8%	7.7	15.4%
Production MGMT	20%	26.7%	26.7%	6.7%	20%
Regional Systemsnal Business	11.1%	33.3%	33.3%	11.1%	11.1%
Statistics	25%	8.3%	16.7%	16.7%	33.3%

Subject areas that should be added:

Additional courses in foreign cultures
International e-commerce
Functional area of expertise
Careers in international business
Packaging
Study abroad

Extent of use of computers in work environment:

High level of usage of computers in their work environment.

Advisory Committee:

International Business Program Advisory Committee Meeting:

The committee convened on May 11, 2000 at 3:00 PM at the Steelcase Training Center in Grand Rapids. Members of the committee included David Kelson (International Business Program Director), Tom McGuire (Director of the US Foreign Commercial Service District Office), Russ Herman, VP Steelcase Corp.), Tamerlyn Doran (VP Bank One Corp.), John Siler (VP Herman Miller, Inc.), Phil Vanharn (VP Pulp & Paper Corp.), John Amerhein (VP Amway Corp.), and Mike Becker (Far East Regional Director for Coca-Cola Corp.). Mr. Becker and Mrs. Doran were absent.

The meeting was open with welcoming remarks by Mr. Kelson. Mr. Herman responded by offering the Steelcase facility for future meetings for the committee. His offer was accepted. All committee members had copies of the list of required courses for the International Business Major. Mr. McGuire suggested that the foreign language requirement be extended from two to three years, with the third year stressing foreign commercial language. All members agreed. Mr. Herman suggested that the students in the International Business Major also minor in a business functional area such as marketing, finance, or personnel. He further stated that employees generally go out on international assignments after two or so years with a company. It is important that the student has a business functional minor which will assist the student in obtaining their first position in a company. The minor opens the door and the international business major allows the student to climb the corporate ladder. All members agreed that some functional requirement would be a good idea. Mr. Kelson then inquired into the benefits of internships. All agree that internships are important for the program. It was also further agreed upon that at least one semester should be spent abroad. Students need living experience in a foreign culture. Mr. McGuire and Mr. Herman felt that by living abroad a student enhanced his or her chance for success in the international arena.

Section III

Enrollment trends:

The program has experienced a downward trend since 1992

1995	1997	1998	1999	2000
-23%	-20%	+3%	-14%	-6%

Section IV

PROGRAM PRODUCTIVITY/COST:

Program/Department: INTB/MGMT

	Fall 1995	Fall 1996	Fall 1997	Fall 1998	Fall 1999
Tenure Track FTE	1.25	.75	1.00	1.25	.50
Overload/Supplemental FTEF	0	0	0	0	.50
Adjunct/Clinical FTEF (unpaid)	0	0	0	0	0
Enrollment on-campus total*	50	41	45	34	27
Freshman					8
Sophomore					7
Junior					6
Senior	26	12	6	6	6
Masters	0	0	0	0	0
Doctoral	0	0	0	0	0
Enrollment off-campus*	0	0	0	0	0

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

Financial

Expenditures*					
Supply & Expense					
Equipment	0	0	0	0	0
Gifts & Grants	0	0	0	0	0

* Use end of fiscal year expenditures

Other

	AY 94/95	AY 95/96	AY 96/97	AY 97/98	AY 98/99
Number of Graduates* :					
Total	22	16	5	7	3
On campus	22	16	5	7	3

Off campus	0	0	0	0	0
Placement of Graduates	N/A	100%	100%	100%	100%
Average Salary	N/A	\$24-27K	\$24-27K	\$36-39K	\$28-31K
Productivity:	2.38	2.35	2.21	2.29	2.26
Academic Year Average	329.94	250.68	296.84	333.82	276.15
Summer	259.2	131.13	No Data	60	186
Summer Enrollment	21	14	11	11	9

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

Section V

PRP:

Chair: David Kelson, Asst. Prof. – Management
Ashraf Afifi, Prof. – Economics
Abdollah Ferdowsi, Prof. – Economics
Donald Jackson, Prof. – Marketing
Karen Hartman, Assoc. Prof. – Management
Vivian Nazar, Prof. – Management
William Smith, Assoc. Prof., Management
Douglas Wozniak, Prof. - Management

Section VI

Program Review Panel Evaluation:

A rating scale ranging from five, meaning high, to a one meaning below average was used.

Categories	Rating
Student perceptions of instruction	4
Students satisfaction with program	4
Advisory Committee perceptions of program	3.25
Demand for graduates	4.67
Use of information on labor market	3.25
Professional/industry standards	Not applicable
Use of student follow-up information	3.67
Relevance of supportive courses	4.67
Qualifications of Administrations and Supervisors	4
Instructional staffing	4
Facilities	3.33
Scheduling of instructional facilities	3.67
Equipment	3.33
Adaptation of instruction	4.67
Adequate availability of instructional materials and supplies	3.67

Section VII

Conclusions by the PRP:

Data from the advisory, current students, recent graduates of the program, and faculty knowledgeable of industry support the need and desirability of the program at Ferris.

Section VIII

PRP Recommendations:

- 1) Add functional tracks to program
- 2) Add a study abroad and internship component
- 3) Add an additional semester of a foreign business language
- 4) Professional development funds for faculty to travel and attend conferences abroad
- 5) Increase Market program to high school foreign language teachers
- 6) general marketing effort on behalf of the program

Section IX

Program Faculty:

David Kelson, Asst. Prof.

Karen Hartman, Assoc. Prof

VITA

I. Name: David L. Kelson

Rank: Assistant Professor

Tenure/Non-tenure: Tenure

Year Joined the Institution: 1990

Teaching Experience:

Areas of involvement (in teaching)

1990 – Present

International Business & Business Management

II. Education Background (include fields of specialization):

MIM, American Graduate School of International Business
International Management and Marketing

MPA, Wayne State University
International Organizations

BA, Wayne State University
Political Science

III. Prior Experience not in education:

1989 – 90: Vice President of KGM Int'l, Inc – overseas trading company

1987 – 89: Vice President of Michigan Trade Exchange Int'l, Inc
overseas trading company

1985 – 87 Kelson & Associates – international planning and marketing consultant

1981 – 85 United States Department of Commerce/International Trade Administration
International trade specialist and major projects manager

IV. Professional Memberships:

Western Michigan World Trade Association
Academy of International Business
World Affairs Council

V. Professional Meetings Attended:

Western Michigan World Trade Association monthly meetings

VI. Papers Presented:

9/98: Russian Seaport facilities & Customs Regulations

VII. Publications:

None

VIII. Other research Activity:

1998 - Three week study of Russian port infrastructure

IX. Consulting:

1999 - World Bank registration

1998 - Indian telecommunications infrastructure

1997 - Indian earth satellite stations

1996 - Marketing in Russia

1995 - Marketing Russia

X. Seminars, Training Programs, etc.

1999 - Export Training Institute - Export Financing

1998 - American Graduate School of International Management - Privatization and After: Business In Russia and Eastern Europe

1996 - University of Indiana CYBER program - International curriculum

1995 - Eli Graduate School of Management, International Business Symposiums

XI. Professional Presentations, Speeches, etc.:

None

XII. Institutional Services Performed:

1994 - 95: Academic Senate

1994 - present: International Business Program Director

1994 - present: International Business Certificate Director:

1994 - present: Advisor to the International Business Association

1995: Telecounseling

1996-97: International Education Committee

1997 - present: Autumn Adventure

1997-98: College of Bus. Review Committee

1997-98: Tenure Coordination Committee

1998-99: Futures Conference Committee

1999 - present: Russian Grant Committee

X111. Community Service Performed:

1999: East Grand Rapids HS – guest speaker on Globalization

1998: Forest Hills Central HS – guest speaker on International Business

1997: East Grand Rapids Middle School – guest speaker on Global Village

I. VITA

A. **Name:** Karen G. Hartman
Rank: Assistant Professor
Tenure/Non-tenure: Non-tenure
Department or Division: College of Business
Management Dept.
Year Joined the Institution: 1993

Teaching Experience:

Areas of involvement (in teaching)

Business Law

International Law

1993 - Present Ferris State University

1992 Wayne State University, Law School, Instructor,
(secured transactions), Detroit, MI

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

1979 J.D., University of Michigan, Law, (Summa Cum Laude)

1976 B.A., Michigan State University, History,
Minor: Economics

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

1987 - 1991 Unisys Finance Corporation, Detroit, MI,
(international and domestic attorney
specializing in leasing and financing
decisions for parent company).

1982 - 1987 General Electric Capital Corporation,
Englewood, CO, (counsel - Western Operations
Legal Office for Commercial Equipment Financing
Department of parent company).

1979 - 1982 Ford Motor Credit Company, Dearborn, MI,
(staff attorney for commercial real estate,
capital equipment financing, credit insurance
and consumer lending).

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

1979 Michigan Bar Association

1984 Colorado Bar Association

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

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

G. **Publications:**

H. **Other Research Activity:**

- I. Consulting:
- J. Professional Growth Activities:
- K. Seminars, Training Programs, etc., Conducted for Business and Industry:
- L. Professional Presentations, Speeches, etc.:
- M. Institutional Services Performed:
- N. Recognition and Honors:
- O. Professionally Related Community Activities:

Appendices

Appendix A
Unit Action Plan

College of Business--Program Plans/Goals/Future
1998-1999 through 2000-2001

PROGRAM: International Business

Current Status:

- Active

Three-year Plan:

- Promote Program
- Increase Enrollment

Anticipated Needs:

- Needs will be directly tied to the size and growth of the program. Eventually a music technology lab will be necessary with approx. 10 MIDI stations.

Measures of Assessment:

- Enrollment
- Public response to program

GOAL 1. To Increase Enrollment

To increase student's competence in decision making and leadership in the areas of international commerce.

MAJOR ACTIVITIES AND PROCESSES

- Case studies
- Projects

EXPECTED OUTCOMES

- Increase student's confidence and practical knowledge

INDICATORS/SOURCES

- Alumni surveys
- Exit surveys

REPORTING PROCESS

- Department Chair
- Dean

RESOURCE REQUIREMENTS

- Cases \$200
- Software \$2,000

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

GOAL 2

To Increase Retention

To increase the retention of the students enrolled in the International Business Program.

MAJOR ACTIVITIES AND PROCESSES

- Effective advising
- Continuation of the welcome reception in the fall held at and sponsored by the Holiday Inn
- Student clubs -- International Business Association to bond students
- Western Michigan World Trade Association -- Student participation
- Program Christmas party
- Student satisfaction survey

EXPECTED OUTCOMES

- Increase retention by 10% by instilling a sense of commitment and belonging

INDICATORS/SOURCES

- Registrar's Office

REPORTING PROCESS

- Deans
- Department Heads

RESOURCE REQUIREMENTS

- Money for Christmas Party \$300
- Advertising \$2,000

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

GOAL 3

To Promote Skills

To improve the speaking, writing and analytical skills of the International Business students.

MAJOR ACTIVITIES AND PROCESSES

- Faculty will require projects that require critical thinking, problem solving and writing skills
- Faculty will use role playing in the classroom
- Faculty will require presentations
- Faculty will require projects using computer skills

EXPECTED OUTCOMES

- Demonstrated improvement of student skills (oral, written, critical thinking and analytical)
- Self confidence
- Computer literacy

INDICATORS/SOURCES

- Alumni surveys
- Student exit surveys
- Instructor evaluations

REPORTING PROCESS

- Faculty
- Department Chair

RESOURCE REQUIREMENTS

- No cost, resources already exist

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

GOAL 4

To Improve Public Awareness

To enhance the image and reputation of the International Business Program.

MAJOR ACTIVITIES AND PROCESSES

- Continue membership in professional organizations --- student and program
- Activities of the Advisory Board
- Internships
- Advertising

EXPECTED OUTCOMES

- To increase employment of graduates and enrollment in the program

INDICATORS/SOURCES

- Advisory Board
- University Placement Services
- Registrar's Office
- Alumni surveys

REPORTING PROCESS

- Dean
- Department Head

RESOURCE REQUIREMENTS

- Moneys for travel, business lunches, dues, and para-professional
- \$1,000
- Half time release for establishing internships

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

GOAL 5

To ensure that the faculty is knowledgeable of current event and technologies that have a major impact on international business.

MAJOR ACTIVITIES AND PROCESSES

- Attending conferences and seminars

EXPECTED OUTCOMES

- Increase knowledge base of faculty
- Increase profile of the program

INDICATORS/SOURCE

- Student evaluations
- Enrollment in classes

REPORTING PROCESS

- Dean
- Department Chair

RESOURCE REQUIREMENTS

- Moneys for travel, seminars and conferences
- \$20,000

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

Appendix B
Senior Student Survey Form

**MANAGEMENT DEPARTMENT
EXIT SURVEY**

Name: _____ Major: _____ Date _____

ENTERING YOUR PROGRAM:

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

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

EMPLOYMENT PLANS:

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

EVALUATION OF YOUR DEGREE PROGRAM:

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

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

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

Why? _____

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

Why? _____

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

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

PLANS FOR GRADUATE STUDY:

Do you have plans for graduate study? Yes No

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

Immediately after graduation Later

Where: _____

EXTRACURRICULAR ACTIVITIES:

In which extracurricular activities were you active?

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

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

COOPERATIVE EDUCATION OR INTERNSHIP EXPERIENCE:

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

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

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

COMMENTS:

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

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

Appendix C
On-Campus Student Survey Form

International Business Management Program Student Survey

Dear International Business Management Student:

We would appreciate your help. The INTB Program is undergoing a review. Every academic program in the university undergoes this review periodically.

The purpose of the review is to determine how the program can be revised and improved. Would you please respond to the following? Please circle one of the following: 1st, 2nd, 3rd year student.

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

Why did you elect the INTB Program? _____

Of the courses you had taken to date, which do you perceive as most relevant to the INTB program? _____

Which do you perceive as least relevant to the INTB program? _____

Based on the number of classes taken to date, how well do you believe you are prepared at this time, for the following areas? Please check in the area below.

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

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

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

How well do you believe you are prepared in the following fields. Please check in the area below.

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

How would you rate the instructional services. Please check in the area below.

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

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

Professional Associations _____ Name of Association _____
 Professional Magazines and/or periodicals _____ Names of Publications _____
 Other _____

. This last section is for juniors (third year) and Seniors (fourth year) students only.

Consider your major only. How well do you believe your program in ~~INTB~~ INTB has prepared you for a position in this field. Please check in the area below.

Excellent	Good	Average	Below Average	Poor

Consider your major only; how would you rate the instructors. Please check in the areas below.

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

How would you rate the text used:

Skills	Excellent	Good	Average	Below Average	Poor
Readable					
Current					

How would you rate the courses in the program:

Skills	Excellent	Good	Average	Below Average	Poor
Are Available					
Conveniently Scheduled					

How would you rate the instructional facilities:

Skills	Excellent	Good	Average	Below Average	Poor
Classrooms Used					

Your perception of the INTB major:

What are its strengths? _____

What are its weaknesses? _____

What suggestions do you have for improving the program? _____

Thank you. To assure that your replies will remain anonymous, please return the survey to David Kelson in the Management Office Bus 346, or mail it in the enclosed postage paid envelope.

Appendix D
Faculty Survey Form

International Business Program Faculty Survey

Dear College of Business Faculty Member:

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

The Department you are in _____

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

2. What is your perception of the students majoring in INTB? _____

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

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

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

6. How can the INTB Program be improved? _____

Please return survey to David Kelson (Bus. 346)

Again, thank you for your time.

Appendix E
Alumni Survey Form

INTERNATIONAL BUSINESS ALUMNI SURVEY

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

4. How did you obtain your first position? _____

5. If you are now working, or have ever worked in International Business Management, use a check mark to indicate what have been your areas of responsibility?

- | | | | |
|----------------------|--------------------------|--------------------|--------------------------|
| Human Resource | <input type="checkbox"/> | Federal Gov't | <input type="checkbox"/> |
| Finance | <input type="checkbox"/> | State Gov't | <input type="checkbox"/> |
| Training/Development | <input type="checkbox"/> | City Gov't | <input type="checkbox"/> |
| Logistics | <input type="checkbox"/> | Non-profit | <input type="checkbox"/> |
| Marketing | <input type="checkbox"/> | Marketing Research | <input type="checkbox"/> |
| Management | <input type="checkbox"/> | Broker | <input type="checkbox"/> |
| Trade Exhibitions | <input type="checkbox"/> | Export/Import Mgmt | <input type="checkbox"/> |
| Trade Associations | <input type="checkbox"/> | Others | <input type="checkbox"/> |

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

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

Titles	Extremely Helpful	Very Helpful	Some Help	Not Very Helpful	No Help At All
Comparative & International Law					
Cross-Cultural Business					
Export/Import Procedures					
International Business Systems					
International Economics					
International Finance					
International Marketing					
Managing Foreign Operations					
Production/Operations Mgmt (Production MGMT)					
Regional Business Systems					
Statistics					

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

9. Why have they been useful to you? _____

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

11. Why weren't they useful? _____

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

THANK YOU FOR YOUR TIME AND ASSISTANCE!

David Kelson
Director of the International Business Program

Appendix F
Minutes – Advisory Committee

International Business Program Advisory Committee Meeting:

The committee convened on May 11, 2000 at 3:00 PM at the Steelcase Training Center in Grand Rapids. Members of the committee included David Kelson (International Business Program Director), Tom McGuire (Director of the US Foreign Commercial Service District Office), Russ Herman, VP Steelcase Corp.), Tamerlyn Doran (VP Bank One Corp.), John Siler (VP Herman Miller, Inc.), Phil Vanharn (VP Pulp & Paper Corp.), John Amerhein (VP Amway Corp.), and Mike Becker (Far East Regional Director for Coca-Cola Corp.). Mr. Becker and Mrs. Doran were absent.

The meeting was open with welcoming remarks by Mr. Kelson. Mr. Herman responded by offering the Steelcase facility for future meetings for the committee. His offer was accepted. All committee members had copies of the list of required courses for the International Business Major. Mr. McGuire suggested that the foreign language requirement be extended from two to three years, with the third year stressing foreign commercial language. All members agreed. Mr. Herman suggested that the students in the International Business Major also minor in a business functional area such as marketing, finance, or personnel. He further stated that employees generally go out on international assignments after two or so years with a company. It is important that the student has a business functional minor which will assist the student in obtaining their first position in a company. The minor opens the door and the international business major allows the student to climb the corporate ladder. All members agreed that some functional requirement would be a good idea. Mr. Kelson then inquired into the benefits of internships. All agree that internships are important for the program. It was also further agreed upon that at least one semester should be spent abroad. Students need living experience in a foreign culture. Mr. McGuire and Mr. Herman felt that by living abroad a student enhanced his or her chance for success in the international arena.

Appendix G
PRP Evaluation Form

PROGRAM REVIEW PANEL EVALUATION

Program: _____

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

1. **Student Perception of Instruction** Average Score _____

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

Currently enrolled students rate instructional effectiveness as extremely high.

Currently enrolled students rate the instructional effectiveness as below average.

2. **Student Satisfaction with Program** Average Score _____

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

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

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

3. **Advisory Committee Perceptions of Program** Average Score _____

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

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

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

4. **Demand for Graduates** Average Score _____

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

Graduates easily find employment in field.

Graduates are sometimes forced to find positions out of their field.

5. **Use of Information on Labor Market** Average Score _____

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

The faculty and administrators use current data on labor market needs and emerging trends in job openings to systematically develop and evaluate the program.

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

6. Use of Profession/Industry Standards

Average Score _____

5 4 3 2 1

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

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

7. Use of Student Follow-up Information

Average Score _____

5 4 3 2 1

Current follow-up data on completers and leavers are consistently and systematically used in evaluating this program.

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

8. Relevance of Supportive Courses

Average Score _____

5 4 3 2 1

Applicable supportive courses are closely coordinated with this program and are kept relevant to program goals and current to the needs of students.

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

9. Qualifications of Administrators and Supervisors

Average Score _____

5 4 3 2 1

All persons responsible for directing and coordinating this program demonstrate a high level of administrative ability.

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

10. Instructional Staffing

Average Score _____

5 4 3 2 1

Instructional staffing for this program is sufficient to permit optimum program effectiveness.

Staffing is inadequate to meet the needs of this program effectively.

11. Facilities

Average Score _____

5 4 3 2 1

Present facilities are sufficient to support a high quality program.

Present facilities are a major problem for program quality.

12. **Scheduling of Instructional Facilities**

Average Score _____

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

Scheduling of facilities and equipment for this program is planned to maximize use and be consistent with quality instruction.

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

13. **Equipment**

Average Score _____

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

Present equipment is sufficient to support a high quality program.

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

14. **Adaption of Instruction**

Average Score _____

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

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

Instructional approaches in this program do no consider individual student differences.

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

Average Score _____

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

Faculty rate that the instructional materials and supplies as being readily available and in sufficient quantity to support quality instruction.

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

Appendix H
Enrollment Trends In C.O.B.-INTB

COLLEGE OF BUSINESS

ENROLLMENT PROFILE

Summer Semester

Program	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	% of 00
Masters - Accountancy	4	2	3	0	0	0	0	0	0	0			0.0%
Masters - Information Systems Mgt.	19	19	22	1	0	0	1	3	57	84			8.3%
GRADUATE DEPT. TOTALS	23	21	25	1	0	0	1	3	57	84			8.3%
Accountancy	72	82	88	60	35	32	17	25	31	22			2.2%
Accountancy/Finance	11	14	16	6	6	3	4	6	2	5			0.5%
Quality and Productivity Mgt.	2	5	0	0	0	0	1	0	1	0			0.0%
AEAS DEPARTMENT TOTALS	85	101	104	66	41	35	22	31	34	27			2.7%
Computer Information Systems	80	59	74	69	57	60	67	73	88	94			9.3%
CIS/Accountancy	11	16	3	11	8	11	8	7	10	6			0.6%
CIS/Management	19	15	11	7	6	5	2	7	6	3			0.3%
CIS/Marketing	5	6	4	2	1	1	1	2	3	5			0.5%
CIS DEPARTMENT TOTALS	115	96	92	89	72	77	78	89	107	108			10.7%
Business Administration	169	172	163	105	100	82	83	83	59	52			5.1%
Finance	33	31	30	18	13	16	11	15	15	8			0.8%
Human Resources Management	15	24	24	22	15	15	24	18	35	31			3.1%
Insurance	22	23	9	5	5	3	4	5	4	5			0.5%
Insurance/Real Estate	8	7	4	6	4	5	1	3	3	6			0.6%
International Business	18	39	32	29	21	14	11	11	9	9			0.9%
Management	61	66	61	43	29	21	18	10	10	8			0.8%
Operations Management	11	21	6	4	6	0	0	2	0	0			0.0%
Resort Management	0	0	0	0	0	0	0	0	0	5			0.5%
Small Business Management	16	18	32	14	9	16	8	5	20	19			1.9%
General Business (A.A.S.)	10	7	5	5	15	22	29	31	21	22			2.2%
Legal Assistant (A.A.S.)	14	15	21	15	9	5	8	4	8	5			0.5%
Real Estate (A.A.S.)	4	6	5	2	3	4	4	0	0	2			0.2%
MGT DEPARTMENT TOTALS	381	429	392	268	229	203	201	187	184	172			17.0%

ENROLLMENT PROFILE

Winter Semester

Program	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	% of 00
Masters - Accountancy	11	7	6	0	0	0	0	0	0	0			
Masters - Information Systems Mgt.	20	23	26	5	5	2	0	0	20	92			4.1%
GRADUATE DEPT. TOTALS	31	30	32	5	5	2	0	0	20	92			4.1%
Accountancy	287	298	224	179	138	140	100	93	78	89			3.9%
Accountancy/Finance	43	56	38	24	15	17	19	20	20	16			0.7%
Quality and Productivity Mgt.	4	8	6	3	2	1	2	2	0	1			0.0%
AEAS DEPARTMENT TOTALS	334	362	268	206	155	158	121	115	98	106			4.7%
Computer Information Systems	213	205	181	183	172	160	196	202	218	270			11.9%
CIS/Accountancy	41	43	34	34	31	22	29	21	25	23			1.0%
CIS/Management	62	41	32	21	16	12	10	8	0	8			0.4%
CIS/Marketing	14	15	9	4	1	2	2	7	0	9			0.4%
CIS DEPARTMENT TOTALS	330	304	256	242	220	196	237	238	243	310			13.7%
Business Administration	626	524	456	327	254	200	171	175	186	183			8.1%
Finance	89	74	69	46	40	32	24	32	42	32			1.4%
Human Resources Management	40	51	42	38	29	32	43	40	53	54			2.4%
Insurance	42	42	38	13	14	10	10	10	13	7			0.3%
Insurance/Real Estate	32	21	15	17	13	12	15	11	9	8			0.4%
International Business	55	77	73	65	57	44	35	36	31	29			1.3%
Management	241	205	154	120	77	70	76	55	56	49			2.2%
Operations Management	46	43	24	18	15	7	3	3	4	5			0.2%
Small Business Management	70	83	67	51	39	37	37	33	51	49			2.2%
General Business (A.A.S.)	46	27	27	31	84	94	115	133	122	132			5.8%
Legal Assistant (A.A.S.)	69	66	72	51	35	25	23	22	27	27			1.2%
Real Estate (A.A.S.)	23	17	21	12	8	10	9	4	8	4			0.2%
MGT DEPARTMENT TOTALS	1379	1230	1058	789	665	573	561	554	602	579			25.6%

COLLEGE OF BUSINESS

ENROLLMENT PROFILE

Summer Semester

Program	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	% of 00
Advertising	80	68	63	48	33	30	22	18	27	28			2.8%
Hotel Management	62	52	60	47	50	39	21	18	19	18			1.8%
Marketing	70	54	59	44	30	32	26	33	31	29			2.9%
Music Industry Management	0	0	0	0	0	2	6	8	16	20			2.0%
Professional Golf Management	315	329	320	271	258	226	213	205	219	226			22.3%
Professional Tennis Management	42	38	38	19	23	35	35	31	33	33			3.3%
Public Relations	13	35	36	17	21	19	11	9	10	13			1.3%
Retailing	27	19	19	18	11	9	5	6	7	5			0.5%
Sales	42	55	64	44	25	18	17	17	16	13			1.3%
Visual Communication	0	3	9	6	7	10	6	8	17	13			1.3%
Restaurant & Food Ind. Mgt. (A.A.S.)	78	86	70	44	31	25	33	29	21	17			1.7%
Retailing (A.A.S.)	16	11	13	9	4	1	1	0	0	0			0.0%
Visual Communication (A.A.S.)	10	7	12	8	7	3	10	8	13	16			1.6%
Pre-Professional Golf Management	0	0	0	0	0	0	0	0	3	2			0.2%
Pre-Visual Communication	0	0	0	0	0	0	0	0	0	0			0.0%
MKT DEPARTMENT TOTALS	755	757	763	575	500	449	406	390	429	431			42.5%
ON CAMPUS TOTALS	1359	1404	1376	999	842	764	708	700	814	824			81.3%
GRADUATE DEPT. TOTALS	11	7	8	40	45	50	69	72	19	20			2.0%
AEAS DEPARTMENT TOTALS	35	7	24	38	40	34	52	39	37	40			3.9%
CIS DEPARTMENT TOTALS	0	0	0	0	0	10	21	38	41	39			3.8%
MGT DEPARTMENT TOTALS	63	39	62	91	103	78	57	57	79	71			7.0%
MKT DEPARTMENT TOTALS	0	0	0	7	9	11	13	19	19	9			0.9%
UNDECLARED TOTALS	33	9	21	30	22	23	19	17	8	11			1.1%
OFF CAMPUS TOTALS	142	62	115	206	219	206	231	242	203	190			18.7%
COLL. of BUS. TOTALS	1501	1466	1491	1205	1061	970	939	942	1017	1014			100.0%

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

COLLEGE OF BUSINESS

ENROLLMENT PROFILE

Fall Semester

Program	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	% of 99
Masters - Accountancy	9	8	3	0	0	0	0	0	0				0.0%
Masters - Information Systems Mgt.	22	21	26	1	6	3	0	2	88				3.6%
GRADUATE DEPT. TOTALS	31	29	29	1	6	3	0	2	88				3.6%
Accountancy	365	284	206	158	149	117	96	94	96				4.0%
Accountancy/Finance	54	45	28	15	18	19	23	22	17				0.7%
Computer Information Systems	249	187	192	186	179	197	201	212	262				10.8%
CIS/Accountancy	54	42	35	36	29	31	20	27	28				1.2%
CIS/Management	61	44	35	17	16	11	8	16	10				0.4%
CIS/Marketing	19	13	6	4	2	2	5	5	9				0.4%
ACIS DEPARTMENT TOTALS	802	615	502	416	393	377	353	376	422				17.4%
Quality and Productivity Mgt.	5	8	4	2	1	2	2	0	0				0.0%
ECAS DEPARTMENT TOTALS	5	8	4	2	1	2	2	0	0				0.0%
Business Administration	625	541	416	282	239	180	175	195	186				7.7%
Finance	83	73	53	40	39	24	27	37	38				1.6%
Human Resources Management	47	46	34	23	28	42	32	61	58				2.4%
Insurance	42	44	16	14	9	12	12	14	10				0.4%
Insurance/Real Estate	30	21	20	15	12	14	14	11	11				0.5%
International Business	66	79	62	55	53	42	46	34	27				1.1%
Management	260	205	139	95	70	74	69	69	53				2.2%
Operations Management	42	26	17	20	9	3	4	3	3				0.1%
Small Business Management	81	79	50	35	42	42	40	43	43				1.8%
General Business (A.A.S.)	33	28	25	88	118	123	145	143	143				5.9%
Legal Assistant (A.A.S.)	96	79	62	33	35	26	29	30	37				1.5%
Real Estate (A.A.S.)	13	23	17	10	12	8	5	6	7				0.3%
MGT DEPARTMENT TOTALS	1418	1244	911	710	666	590	598	646	616				25.5%

COLLEGE OF BUSINESS

ENROLLMENT PROFILE

Fall Semester

Program	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	% of 99
Advertising	201	170	147	92	84	66	71	78	77				3.2%
Hotel Management	78	78	68	56	59	34	24	25	22				0.9%
Marketing	294	277	136	175	157	166	141	148	91				3.8%
Music Industry Management	0	0	0	0	1	10	15	35	49				2.0%
Pre-Professional Golf Management	0	0	0	0	0	0	0	0	37				
Pre-Visual Communication	0	0	0	0	0	0	0	0	1				
Professional Golf Management	371	383	431	329	280	262	287	290	293				12.1%
Professional Tennis Management	86	89	74	70	69	65	73	74	71				2.9%
Public Relations	100	70	61	46	38	38	34	33	39				1.6%
Resort Management	0	0	0	0	0	0	0	0	3				0.1%
Retailing	40	32	30	26	20	16	16	17	17				0.7%
Sales	109	130	97	65	39	36	33	39	43				1.8%
Visual Communication	8	20	37	35	36	36	29	36	42				1.7%
Restaurant & Food Ind. Mgt. (A.A.S.)	171	141	104	95	57	62	56	56	51				2.1%
Retailing (A.A.S.)	68	42	27	15	10	4	4	2	6				0.2%
Visual Communication (A.A.S.)	142	115	102	80	70	84	100	106	100				4.1%
MKT DEPARTMENT TOTALS	1668	1547	1314	1084	920	879	883	939	942				38.9%
ON CAMPUS TOTALS	3923	3443	2760	2213	1986	1851	1836	1963	2068				85.5%
GRADUATE DEPT. TOTALS	*	*	*	69	63	69	109	118	37				1.5%
ACIS DEPARTMENT TOTALS	51	58	63	40	57	71	97	83	144				6.0%
MGT DEPARTMENT TOTALS	166	167	144	143	137	100	86	102	105				4.3%
MKT DEPARTMENT TOTALS	0	0	0	13	21	8	25	27	25				1.0%
UNDECLARED TOTALS	50	43	73	36	58	29	52	66	40				1.7%
OFF CAMPUS TOTALS	267	268	280	301	336	277	369	396	351				14.5%
COLL. of BUS. TOTALS	4190	3711	3040	2514	2322	2128	2205	2359	2419				100.0%

COLLEGE OF BUSINESS

ENROLLMENT PROFILE

Winter Semester

Program	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	% of 00
Masters - Accountancy	11	7	6	0	0	0	0	0	0	0			
Masters - Information Systems Mgt.	20	23	26	5	5	2	0	0	20	92			4.1%
GRADUATE DEPT. TOTALS	31	30	32	5	5	2	0	0	20	92			4.1%
Accountancy	287	298	224	179	138	140	100	93	78	89			3.9%
Accountancy/Finance	43	56	38	24	15	17	19	20	20	16			0.7%
Quality and Productivity Mgt.	4	8	6	3	2	1	2	2	0	1			0.0%
AEAS DEPARTMENT TOTALS	334	362	268	206	155	158	121	115	98	106			4.7%
Computer Information Systems	213	205	181	183	172	160	196	202	218	270			11.9%
CIS/Accountancy	41	43	34	34	31	22	29	21	25	23			1.0%
CIS/Management	62	41	32	21	16	12	10	8	0	8			0.4%
CIS/Marketing	14	15	9	4	1	2	2	7	0	9			0.4%
CIS DEPARTMENT TOTALS	330	304	256	242	220	196	237	238	243	310			13.7%
Business Administration	626	524	456	327	254	200	171	175	186	183			8.1%
Finance	89	74	69	46	40	32	24	32	42	32			1.4%
Human Resources Management	40	51	42	38	29	32	43	40	53	54			2.4%
Insurance	42	42	38	13	14	10	10	10	13	7			0.3%
Insurance/Real Estate	32	21	15	17	13	12	15	11	9	8			0.4%
International Business	55	77	73	65	57	44	35	36	31	29			1.3%
Management	241	205	154	120	77	70	76	55	56	49			2.2%
Operations Management	46	43	24	18	15	7	3	3	4	5			0.2%
Small Business Management	70	83	67	51	39	37	37	33	51	49			2.2%
General Business (A.A.S.)	46	27	27	31	84	94	115	133	122	132			5.8%
Legal Assistant (A.A.S.)	69	66	72	51	35	25	23	22	27	27			1.2%
Real Estate (A.A.S.)	23	17	21	12	8	10	9	4	8	4			0.2%
MGT DEPARTMENT TOTALS	1379	1230	1058	789	665	573	561	554	602	579			25.6%

COLLEGE OF BUSINESS

ENROLLMENT PROFILE

Winter Semester

Program	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	% of 00
Advertising	227	188	164	128	90	77	69	75	79	77			3.4%
Hotel Management	78	73	78	71	64	61	35	26	23	24			1.1%
Marketing	237	222	184	168	132	107	118	90	94	84			3.7%
Music Industry Management	0	0	0	0	0	3	10	17	41	47			2.1%
Pre-Professional Golf Management	0	0	0	0	0	0	0	43	27	32			1.4%
Pre-Visual Communication	0	0	0	0	0	0	0	0	5	6			0.3%
Professional Golf Management	355	386	381	364	311	285	251	239	249	263			11.6%
Professional Tennis Management	63	80	70	63	63	64	58	64	69	64			2.8%
Public Relations	68	85	63	58	36	36	34	38	35	41			1.8%
Resort Management	0	0	0	0	0	0	0	0	0	10			0.4%
Retailing	49	39	31	32	24	22	16	18	19	13			0.6%
Sales	118	131	122	89	55	34	37	40	43	41			1.8%
Visual Communication	17	11	24	37	39	31	33	27	36	40			1.8%
Restaurant & Food Ind. Mgt. (A.A.S.)	169	155	122	105	63	54	60	60	52	47			2.1%
Retailing (A.A.S.)	66	51	37	15	11	8	4	2	4	5			0.2%
Visual Communication (A.A.S.)	100	100	96	89	66	62	72	84	82	90			4.0%
MKT DEPARTMENT TOTALS	1547	1521	1372	1219	954	844	797	823	858	884			39.1%
ON CAMPUS TOTALS	3621	3447	2986	2461	1999	1773	1716	1730	1820	1971			87.2%
GRADUATE DEPT. TOTALS	17	13	12	56	62	69	73	112	96	32			1.4%
AEAS DEPARTMENT TOTALS	19	33	43	38	52	54	55	46	45	43			1.9%
CIS DEPARTMENT TOTALS	0	0	0	0	0	13	26	40	60	57			2.5%
MGT DEPARTMENT TOTALS	121	127	153	155	142	182	95	93	93	99			4.4%
MKT DEPARTMENT TOTALS	0	0	0	0	13	19	25	23	28	18			0.8%
UNDECLARED TOTALS	45	31	38	65	43	44	54	71	44	41			1.8%
OFF CAMPUS TOTALS	202	204	246	314	312	381	328	385	366	290			12.8%
COLL. of BUS. TOTALS	3823	3651	3232	2775	2311	2154	2044	2115	2186	2261			100.0%

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

Appendix I
INTB Cost Data

FERRIS STATE UNIVERSITY

Ranked Listing of Student Credit Hours (SCH) / Full Time Equated Faculty (FTEF), Aggregated by Course Prefix Fall + Winter Semesters 1999-2000

Course Description	Course Prefix	Student Credit Hours/ Full Time Equated Faculty (SCH/FTEF)
Manufacturing Tooling Technology	MFGT	301.97
Pharmacy Practice	PHPR	301.48
International Business	INTB	276.15
Health Care Systems Administration	HCSA	275.19
Social Work	SCWK	272.61
Television Production	TVPR	270.90
Heavy Equipment Technology	HEQT	268.93
Respiratory Care	RESP	267.50
Master of Science Information Systems Management	MISM	266.82
Technical Drafting and Tool Design	TDTD	266.35
Surveying Engineering	SURE	262.10
Pharmacognosy	PHCG	254.76
Nursing	NURS	254.21
Printing Technology	PTEC	247.31

FERRIS STATE UNIVERSITY

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

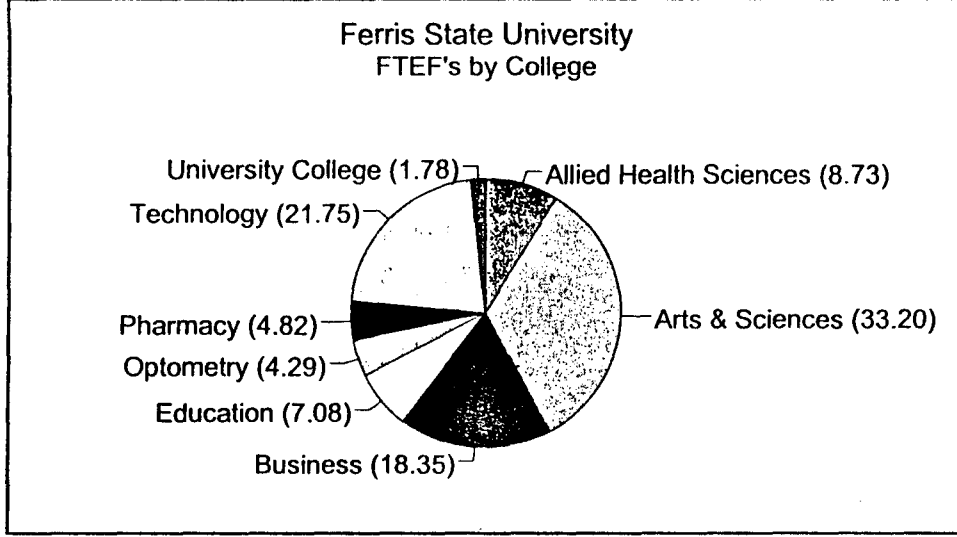
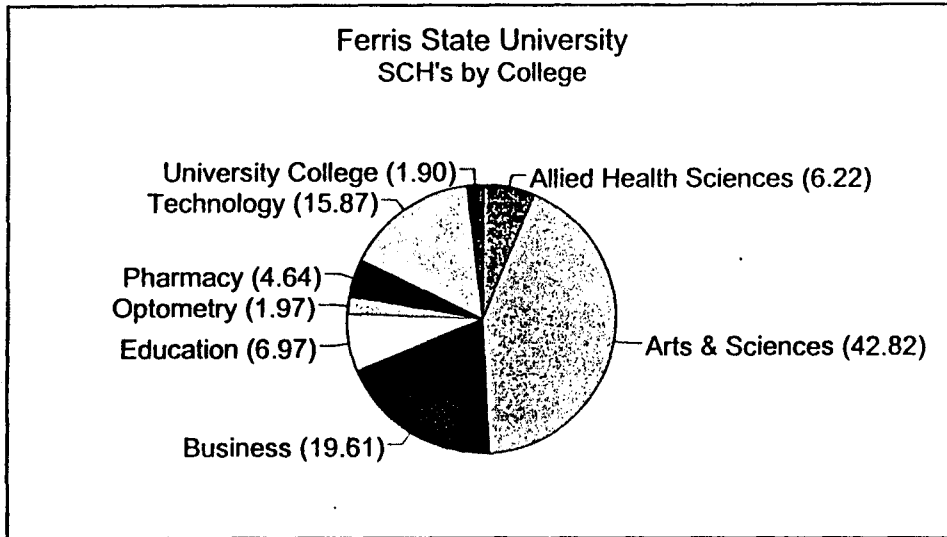
Prefix	Year	Student Credit Hours				Full Time Equated Faculty				SCH/FTEF			
		Summer	Fall	Winter	F + W (a)	Summer	Fall	Winter	Avg F + W (b)	Summer	Fall	Winter	F + W (a / b)
<u>College of Business</u>													
<u>Management</u>													
INTB	1995-96	162.00	414.00	372.00	786.00	0.63	2.33	2.43	2.38	259.20	177.43	153.01	329.94
INTB	1996-97	198.00	279.00	309.00	588.00	1.51	2.09	2.60	2.35	131.13	133.28	118.95	250.68
INTB	1997-98	36.00	321.00	336.00	657.00	0.00	2.17	2.26	2.21		148.15	148.67	296.84
INTB	1998-99	15.00	387.00	378.00	765.00	0.25	2.33	2.25	2.29	60.00	165.86	168.00	333.82
INTB	1999-00	93.00	294.00	330.00	624.00	0.50	2.00	2.52	2.26	186.00	147.00	130.99	276.15
LLAW	1995-96	0.00	155.00	138.00	293.00	0.00	1.24	1.23	1.23		125.13	112.26	237.44
LLAW	1996-97	0.00	120.00	147.00	267.00	0.00	1.54	1.50	1.52		77.84	98.00	175.56
LLAW	1997-98	0.00	122.00	120.00	242.00	0.00	1.68	1.50	1.59		72.84	80.00	152.44
LLAW	1998-99	2.00	135.00	150.00	285.00	0.00	1.08	1.50	1.29		124.62	100.00	220.65
LLAW	1999-00	0.00	186.00	172.00	358.00	0.00	0.92	1.34	1.13		202.91	128.68	317.75
MGMT	1995-96	1,306.00	2,602.00	3,320.00	5,922.00	4.05	9.59	12.02	10.80	322.77	271.32	276.29	548.17
MGMT	1996-97	1,068.00	2,532.00	2,640.00	5,172.00	4.25	9.79	10.87	10.33	251.50	258.68	242.88	500.74
MGMT	1997-98	907.00	2,260.00	2,383.00	4,643.00	4.46	10.09	11.00	10.55	203.53	223.97	216.58	440.23
MGMT	1998-99	779.00	2,150.00	2,247.00	4,397.00	3.16	9.65	9.17	9.41	246.38	222.76	244.93	467.13
MGMT	1999-00	503.00	2,325.00	2,549.00	4,874.00	2.08	8.60	8.32	8.46	241.83	270.33	306.53	576.25
REAL	1995-96	6.00	114.00	165.00	279.00	0.00	0.33	0.69	0.51		342.00	238.33	544.05
REAL	1996-97	9.00	69.00	147.00	216.00	0.17	0.25	0.83	0.54	54.00	276.00	176.40	398.77
REAL	1997-98	6.00	36.00	108.00	144.00	0.00	1.00	0.75	0.88		36.00	144.00	164.57
REAL	1998-99	0.00	48.00	90.00	138.00	0.00	0.25	0.52	0.39		192.00	172.17	357.18
REAL	1999-00	0.00	72.00	123.00	195.00	0.00	0.50	0.50	0.50		144.00	246.00	390.00
<u>Marketing</u>													
ADVG	1995-96	153.00	695.00	722.00	1,417.00	0.91	2.72	3.13	2.93	168.92	255.44	230.65	484.36

Ferris State University

Student Credit Hours (SCH) and Full Time Equated Faculty (FTEF) by College

Fall and Winter Terms Combined 1999-2000

Pie Chart 1 (by College)



<u>College</u>	<u>SCH</u>	<u>FTEF</u>
Allied Health Sciences	14,251.00	44.05
Arts & Sciences	98,176.00	167.49
Business	44,965.00	92.54
Education	15,972.00	35.70
Optometry	4,522.00	21.64
Pharmacy	10,643.50	24.32
Technology	36,389.00	109.73
University College	4,358.00	8.97

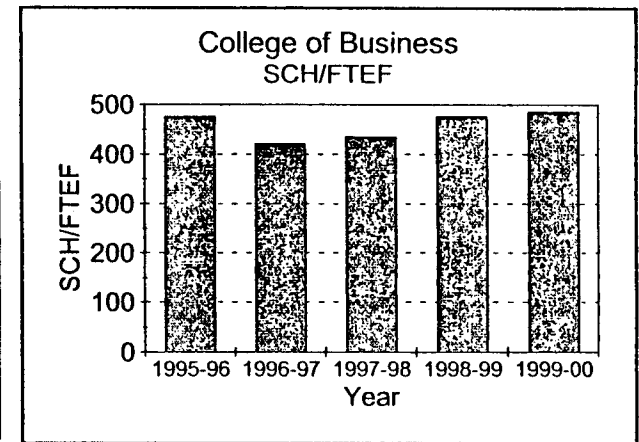
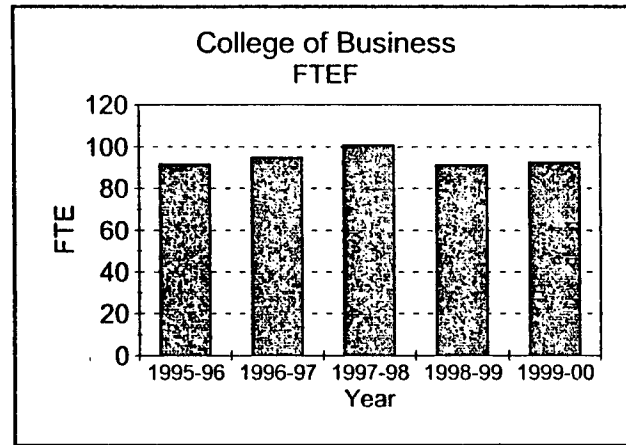
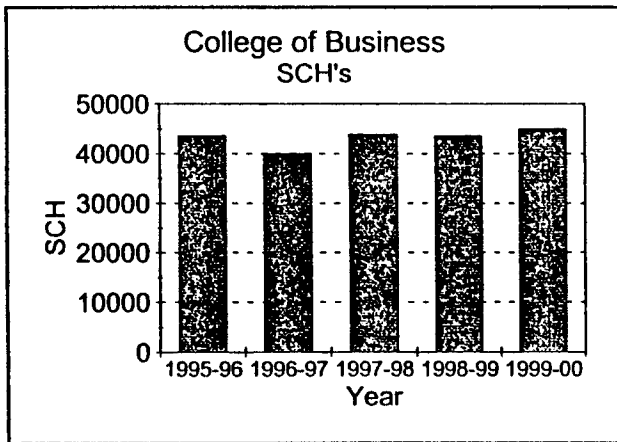
Source: Office of Institutional Research, g:\...fload\9900\prdupie.rsl

Ferris State University

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

Fall and Winter Terms Combined

Graphs - Group 4 (College of Business)



<u>Year</u>	<u>SCH</u>	<u>FTEF</u>	<u>SCH/FTEF</u>
1995-96	43,559.00	91.63	475.36
1996-97	39,909.00	94.87	420.65
1997-98	43,810.00	100.80	434.62
1998-99	43,517.00	91.38	476.24
1999-00	44,965.00	92.54	485.89

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

Source: Office of Institutional Research, g:\... \facload\19900\prdbmgr.rsl

Appendix J
Vita – Program Faculty

Appendix K
Placement Data

Subj: **Information you needed**
Date: 8/15/00 3:50:28 PM Eastern Daylight Time
From: Karen_Ottobre@ferris.edu
To: snowbird1314@aol.com

Dave,
There was not a graduate follow-up survey done for INTB in 94/95. So that
great N/A would work there.

The information for 97/98.
Placement Rate was 100 percent, 7 degrees were awarded and 2 responded to
the survey, the salary scale is:
\$32-35K and \$40-43K, the employment rate was also 100 percent.

The information for 98/99.
Placement Rate was 100 percent, 4 degrees were awarded and 1 responded to
the survey, the salary range for this individual was \$28-31K, the
employment rate was 100 percent.

Hope this helps you, Karen

----- Headers -----

Return-Path: <Karen_Ottobre@ferris.edu>
Received: from rly-yg01.mx.aol.com (rly-yg01.mail.aol.com [172.18.147.1]) by air-yg04.mail.aol.com (v75_b3.11) with
ESMTP, Tue, 15 Aug 2000 15:50:28 -0400
Received: from fsunotes1.ferris.edu (fsunotes1.ferris.edu [161.57.3.3]) by rly-yg01.mx.aol.com (v75_b3.9) with ESMTP, Tue,
15 Aug 2000 15:50:21 -0400
Subject: Information you needed
To: snowbird1314@aol.com
X-Mailer: Lotus Notes Release 5.0.3 March 21, 2000
Message-ID: <OF499F34F5.2142FDD4-ON8525693C.006A651C@ferris.edu>
From: Karen_Ottobre@ferris.edu
Date: Tue, 15 Aug 2000 15:45:47 -0400
X-MIMETrack: Serialize by Router on FSUNOTES1/FSU(Release 5.0.4 [June 8, 2000] at 08/15/2000
03:45:43 PM
MIME-Version: 1.0
Content-type: text/plain; charset=us-ascii

International Business B.S.

Number receiving degrees 16
 Number responding to survey 4 25.0%

		Full-Time	Part-Time	PT/FT Unknown
Continuing their education	0	0	0	0
Total employed	4			
Employed in field	—	2	0	0
Employed, but not in field	—	0	1	1
Seeking in field	0			
Still seeking employment	0			
Not seeking employment	0			

Had an FSU internship 0 Did their internship with the employer 0
 Employment rate 100%

Full Time Salaries

of grads indicating full-time employment: 3 Did Not Answer: 2 # Reporting: 1

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

1

Part Time Salaries

of grads indicating part-time employment: 1 Did Not Answer: 1 # Reporting: 0

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

Ferris State University Placement Profile for 1996-97 in the College of BUSINESS

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

Curriculum	Total Grads No.	Total Response No.	Response Rate %	Continuing Education								Currently Employed		Seeking Employment		Not seeking Employment		Employed in field	
				Ferris				Other Institutions				No.	%	No.	%	No.	%	No.	%
				Undergrad	Graduate	Undergrad	Graduate	Undergrad	Graduate	Undergrad	Graduate								
Masters																			
Information Systems Management	23	8	35%	0	0%	0	0%	0	0%	0	0%	8	100%	0	0%	0	0%	7	88%
Baccalaureate																			
Accountancy	46	21	46%	0	0%	2	10%	2	10%	1	5%	17	81%	1	5%	1	5%	12	71%
Accountancy/Finance	2	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Advertising	21	10	48%	0	0%	0	0%	0	0%	1	10%	9	90%	1	10%	0	0%	8	89%
Business Administration	108	63	58%	5	8%	4	6%	5	8%	3	5%	51	81%	2	3%	2	3%	41	80%
CIS/Accountancy	6	4	67%	0	0%	0	0%	0	0%	1	25%	4	100%	0	0%	0	0%	4	100%
CIS/Management	2	1	50%	0	0%	0	0%	0	0%	0	0%	1	100%	0	0%	0	0%	1	100%
CIS/Marketing	1	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Computer Information Systems	33	19	58%	1	5%	4	21%	1	5%	0	0%	13	68%	1	5%	0	0%	10	77%
Finance	9	3	33%	0	0%	0	0%	0	0%	1	33%	3	100%	0	0%	0	0%	3	100%
Hospitality Management	25	10	40%	0	0%	1	10%	0	0%	0	0%	9	90%	0	0%	0	0%	8	89%
Human Resource Management	9	5	56%	0	0%	0	0%	0	0%	1	20%	5	100%	0	0%	0	0%	4	80%
Insurance	5	2	40%	0	0%	0	0%	0	0%	0	0%	2	100%	0	0%	0	0%	2	100%
Insurance/Real Estate	3	3	100%	0	0%	0	0%	0	0%	0	0%	3	100%	0	0%	0	0%	3	100%
International Business	10	6	60%	0	0%	2	33%	0	0%	0	0%	4	67%	0	0%	0	0%	4	100%
Management	15	6	40%	0	0%	0	0%	2	33%	0	0%	6	100%	0	0%	0	0%	4	67%
Marketing	22	7	32%	0	0%	0	0%	2	29%	0	0%	6	86%	0	0%	0	0%	2	33%
Marketing/Professional Golf Manage	80	53	66%	0	0%	0	0%	2	4%	1	2%	52	98%	1	2%	0	0%	51	98%
Marketing/Professional Tennis Mgt.	12	10	83%	1	10%	0	0%	0	0%	0	0%	9	90%	0	0%	0	0%	8	89%
Marketing/Retail	7	1	14%	0	0%	0	0%	0	0%	0	0%	1	100%	0	0%	0	0%	1	100%
Marketing/Sales	15	8	53%	1	13%	0	0%	1	13%	0	0%	7	88%	0	0%	0	0%	6	86%
Office Automation Systems	2	2	100%	0	0%	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Operations Management	3	1	33%	0	0%	0	0%	1	100%	0	0%	1	100%	0	0%	0	0%	1	100%
Public Relations	10	9	90%	0	0%	0	0%	1	11%	0	0%	9	100%	0	0%	0	0%	6	67%
Small Business Management	12	6	50%	1	17%	0	0%	1	17%	1	17%	5	83%	0	0%	0	0%	4	80%
Visual Communication	16	6	38%	0	0%	0	0%	0	0%	0	0%	6	100%	0	0%	0	0%	6	100%
Associate																			
Administrative Assistant	3	3	100%	2	67%	0	0%	0	0%	0	0%	1	33%	0	0%	0	0%	0	0%
Court and Freelance Reporting	3	2	67%	0	0%	0	0%	1	50%	0	0%	2	100%	0	0%	0	0%	1	50%
Food Service Management	18	13	72%	13	100%	0	0%	0	0%	0	0%	1	8%	0	0%	0	0%	1	100%
General Business	18	10	56%	8	80%	0	0%	0	0%	0	0%	2	20%	1	10%	0	0%	2	100%
Legal Assistant	9	5	56%	2	40%	0	0%	0	0%	0	0%	3	60%	0	0%	0	0%	2	67%
Real Estate	9	2	22%	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Visual Communication	13	9	69%	8	89%	0	0%	1	11%	0	0%	1	11%	0	0%	0	0%	1	100%
Totals:	570	308	54%	44	14%	15	5%	20	6%	10	3%	241	78%	7	2%	3	1%	203	84%

TABLE IV
Placement Profile for Graduates
in the College of BUSINESS
1994-95

CURRICULUM	Employed		Continuing Education				Not Seeking Employment	Seeking Employment	Unknown	TOTAL
	Major Field	Not Related	Ferris State		Other Instit.					
			Under-grad.	Grad.	Under-grad.	Grad.				
<u>MASTERS DEGREE</u>										
Information Systems Mgt	6	0	0	0	0	0	1	0	7	14
<u>B.S. DEGREES</u>										
Accounting	27	4	0	0	0	1	0	10	18	60
Advertising	9	8	0	0	0	0	0	1	15	33
Business Administration	73	22	0	0	0	1	2	19	58	175
Computer Info Systems	29	5	0	2	0	0	0	2	15	53
Finance	8	1	0	0	0	1	0	0	6	16
Hospitality Management	23	4	0	1	0	0	0	1	7	36
Human Resource Mgt	7	2	0	0	0	0	1	4	3	17
Insurance	4	0	0	0	0	0	0	0	1	5
Insurance/Real Estate	2	1	0	0	0	0	0	0	1	4
International Business	7	2	0	0	0	1	0	3	8	21
Management	17	5	1	0	0	0	0	3	13	39
Marketing	10	3	0	0	1	1	0	2	5	22
Marketing/Pro Golf Mgt	73	0	0	0	0	0	0	0	8	81
Marketing/Pro Tennis Mgt	9	1	0	0	0	0	0	1	0	11
Marketing/Retail	8	1	0	0	0	0	0	1	5	15
Marketing/Sales	20	2	0	0	0	0	0	0	9	31
Office Auto Systems	5	0	0	0	0	0	0	1	0	6
Operations Management	3	1	0	0	0	0	0	1	0	5
Public Relations	8	3	0	0	0	0	0	0	2	13
Quantitative Business	0	1	0	0	0	0	0	0	1	2
Small Business Mgt	6	2	0	0	0	0	0	0	4	12
Visual Communications	16	1	0	0	0	0	0	0	4	21
TOTALS:	370	69	1	3	1	5	3	49	190	692

Appendix L
Student Course Survey Forms

**MANAGEMENT DEPARTMENT
EXIT SURVEY**

Name: _____ Major: _____ Date _____

ENTERING YOUR PROGRAM:

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

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

EMPLOYMENT PLANS:

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

EVALUATION OF YOUR DEGREE PROGRAM:

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

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

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

Why? _____

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

Why? _____

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

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

PLANS FOR GRADUATE STUDY:

Do you have plans for graduate study? Yes No

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

Immediately after graduation Later

Where: _____

EXTRACURRICULAR ACTIVITIES:

In which extracurricular activities were you active?

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

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

COOPERATIVE EDUCATION OR INTERNSHIP EXPERIENCE:

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

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

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

COMMENTS:

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

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

Appendix M

Employment Market

**US-V A-Charlottesville! Harrisonburg-International Trade
Specialist (Full-Tim -**

Job Qualifications:

College graduate. Good GPA. Hard-working and detail-oriented. Chinese language skills not required, but a plus. Salary is commensurate with qualifications.

A fast-growing, mid-size pharmaceutical company is looking for 2 college graduates to work in their international trade division. Candidates with international business or international affairs, trading and cross-cultural career ambitions are preferred.

To Apply:

Please email resume to info@Dacificbridge.com or fax it to 202.833.22791 Attn: Ames Gross.

Contact Information ~ info@Qacificbridge.com
Pacific Bridge ,

EMAIL THIS JOB TO A FRIEND APPLY ONLINE



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Schools
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**Beyond
College**
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School
Find Your Career
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Education Finance
Center
Organizer

Estimated Starting Salaries

New College Graduates 1996-97

Academic Majors	Estimated Change	Starting Salary
Chemical Engineering	4.3%	\$42,758
Mechanical Engineering	4.5%	\$39,852
Electrical Engineering	4.0%	\$39,811
Industrial Engineering	4.0%	\$37,732
Computer Science	4.5%	\$36,964
Packaging Engineering	4.0%	\$35,353
Materials and Logistics Mgt	4.0%	\$34,520
Nursing	4.0%	\$32,927
Civil Engineering	4.0%	\$32,170
Mathematics	4.0%	\$32,055
Physics	4.0%	\$31,972
Geology	4.0%	\$31,606
Chemistry	4.0%	\$31,261
Accounting	4.0%	\$30,393
Financial Administration	4.0%	\$30,054
Marketing/Sales	4.0%	\$28,658
General Business Administration	4.0%	\$28,506
Agriculture	3.5%	\$26,415
Human Resources Management	4.0%	\$26,024
Retailing	4.0%	\$25,856
Education	4.0%	\$25,742

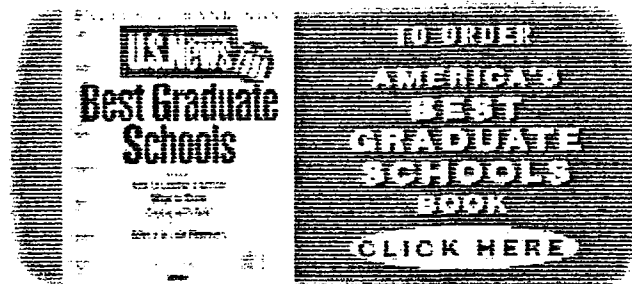
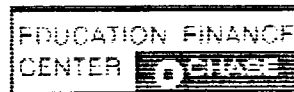
Communications	4.0%	\$22,224
Hotel, Rest. Inst. Mgt.	4.0%	\$25,176
Advertising	4.0%	\$24,757
Social Science	4.0%	\$24,232
Liberal Arts/Arts & Letters	3.5%	\$24,081
Natural Resources	3.5%	\$22,950
Human Ecology/Home Economics	3.5%	\$22,916
Telecommunications	4.0%	\$22,447
Journalism	4.0%	\$22,102

Averages for Graduate Degrees

MBA	5.0%	\$47,153
Masters	4.0%	\$39,841
Ph.D.	4.5%	\$45,458

Information obtained from *Recruiting Trends 1996-1997* by Patrick Scheetz, ©1996. East Lansing, Michigan: Michigan State University

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Wages and Trends - Occupation Report

Occupation: General Managers and Top Executives
free video software



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State: Michigan

Typical Educational Level: Work experience plus degree

Description: Top and middle managers whose duties and responsibilities are too diverse and general in nature to be classified in any functional or line area of management and administration. These managers generally work through departmental or subordinate executives.

Wages and Trends: General Managers and Top Executives

Wages:

Location	Median, 1998		Midrange, 1998	
	hourly	annual	hourly	annual
United States	\$26.87	\$55,900	\$16.81 - \$45.51	\$35,000 - \$94,700
Michigan	\$29.86	\$62,100	\$18.41 - \$47.67	\$38,300 - \$99,200

Source: Bureau of Labor Statistics, Occupational Employment Statistics Survey; Michigan Department of Career Development

To rank this occupation across all states (by median wage), click [here](#).

Trends:

Location	Employment		Percent change	Average annual job openings (due to growth and net replacement)
	1994	2005		
United States	3,046,050	3,512,100	15%	100,320
Michigan	110,450	127,600	16%	3,890

Source: Bureau of Labor Statistics, Employment Projections; Michigan Department of Career Development

To rank this occupation across all states (by percent change), click [here](#).

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Detailed Wages - Ranked List

The following is a ranked list of your occupation across all states. If your occupation had an asterick (*), dash (-), or (N/A) instead of the actual wage on the occupation report, it will not be displayed in the ranking list.

General Managers and Top Executives

Location	Median wages, 1998	
	Hourly	Annual
New Jersey	\$46.35	\$96,400
New York	\$37.47	\$77,900
District of Columbia	\$36.27	\$75,400
Connecticut	\$35.97	\$74,800
California	\$35.05	\$72,900
Massachusetts	\$34.65	\$72,100
Colorado	\$32.49	\$67,600
South Dakota	\$30.55	\$63,500
Hawaii	\$30.04	\$62,500
MICHIGAN	\$29.86	\$62,100
Rhode Island	\$29.12	\$60,600
Arizona	\$29.02	\$60,400
Oregon	\$28.69	\$59,700
Nevada	\$28.60	\$59,500
Vermont	\$28.10	\$58,400
Alaska	\$27.92	\$58,100
Indiana	\$27.94	\$58,100
Pennsylvania	\$27.87	\$58,000
Illinois	\$27.79	\$57,800
Minnesota	\$26.99	\$56,100
UNITED STATES	\$26.87	\$55,900

Missouri	\$26.83	\$55,800
Georgia	\$26.67	\$55,500
Maryland	\$26.63	\$55,400
Washington	\$26.45	\$55,000
New Hampshire	\$25.87	\$53,800
Virginia	\$25.63	\$53,300
Puerto Rico	\$24.64	\$51,300
Ohio	\$24.59	\$51,100
Utah	\$24.48	\$50,900
Delaware	\$24.05	\$50,000
Tennessee	\$23.70	\$49,300
Wisconsin	\$23.40	\$48,700
Texas	\$23.27	\$48,400
North Carolina	\$23.00	\$47,800
Florida	\$22.82	\$47,500
Montana	\$22.80	\$47,400
Maine	\$22.30	\$46,400
South Carolina	\$22.14	\$46,100
Kentucky	\$21.58	\$44,900
North Dakota	\$21.60	\$44,900
Kansas	\$21.53	\$44,800
Iowa	\$21.16	\$44,000
Louisiana	\$20.95	\$43,600
New Mexico	\$20.90	\$43,500
Oklahoma	\$20.45	\$42,500
Arkansas	\$20.28	\$42,200
Alabama	\$19.97	\$41,500
West Virginia	\$19.94	\$41,500
Mississippi	\$19.66	\$40,900
Nebraska	\$19.50	\$40,600
Idaho	\$18.88	\$39,300
Wyoming	\$18.81	\$39,100