

General Business

APRC 2004-2005

Section 1 of 2

To: Jack Buss, Chair APRC
From: Sheri Bell, Chair General Business Program Evaluation Review
Re: Budget for General Business Program Evaluation
Date: January 29, 2004

I am presently putting together the committee to review the General Business program in the College of Business. I have enclosed the planned budget for the review and will give you the names of the committee members as soon they accept my invitation.

I would like to request \$800.00. I expect to spend it in the following ways:

\$350.00 for printing and mailing surveys
\$250.00 for the advisory committee meeting
\$150.00 for clerical help
\$ 50.00 miscellaneous office supplies and phone calls

Sheri Bell

Questions for AAS in General Business program Panel

The bulleted items found under item 5 pages 15-16 of the document **Academic Program Review: A Guide for Participants** are the primary basis of the evaluation of the AAS in General Business program. The following questions are directly related to these criteria. The bullet number to which the question refers is cited prior to the question. If this information is found elsewhere in your document, please feel free to copy and paste that information into this document.

- 1 Discuss the ways in which this program is central to the Mission of Ferris State University/**
response “Ferris State University will be a national leader in providing opportunities for innovative teaching and learning in career-oriented, technological and professional education.”

The Associate in Business is the foundation of the professional four year degrees in business. It is the stepping stone that is used to motivate and encourage students to reach even higher in their career aspirations.
- 2 Is this program visible in the State and on campus? Please describe what is currently being done to increase the visibility of the program.**
response No.
- 3 Please characterize the service provided by this program and its graduates to the state, country, and/or world.**
response See SECTION ONE, PAGES 1-2.
- 4 Describe the demand for this program by students. Please include numbers of students enrolled in the specific track over the last 5 years.**
response See SECTION TEN, PAGES 1-2.
- 5 Please discuss the quality of instruction in this program.**
response The majority of the College of Business faculty teach courses that are required in this program. See SECTION TWELVE, PAGE 1, PARAGRAPH 7.
- 6 Discuss the demand for graduates in your program**
response See SECTION SEVEN, PAGES 1 – 2.
- 7 Discuss the placement rate and average salary of graduates of your program**
response See SECTION SEVEN, PAGE 1, PARAGRAPH 3.
- 8 Describe the service provided to non-majors by this program.**
response There are no specific program faculty specifically assigned to this program. We do not offer courses specifically designed for our majors and designed to be of service to non-majors.

Questions for BS in General Business program Panel

However, it is reasonable for non-majors to add the Associates in Business to course work in Allied Health, Technology and other degrees. With their general education coursework completed they merely need to add the core business courses to add a general business degree.

9
response **Discuss the adequacy of your facilities and equipment.**
See SECTION EIGHT, PAGES 1-6.

10
response **Describe the information resources present in the Library**
David Scott is the libraries liason with the College of Business. Library resources are not specifically assigned to this program. The library computer resources and internet connections are especially helpful to the College of Business students as these students are well trained in the use of computer facilities. The library budgets \$34,000 annually for books for the College of Business. At a minimum, \$50,000 annually is spent on the following data bases that are business related:

- **Business Newsbank**
- **EconLit**
- **General BusinessFile**
- **InfoTrac OneFile**
- **LegalTrac**
- **Lexis-Nexis Academic Universe**
- **Lexis-Nexis Statistical Universe**
- **Mergent Online**
- **National Trade Data Bank**
- **Reference USA Business (In FLITE use only)**
- **RIA Checkpoint**
- **SRDS: Standard Rate & Data Service (In FLITE use only)**
- **Standard & Poor's NetAdvantage**
- **State of the Nation**
- **Westlaw Campus**
- **Wilson Business**

11
response **Using the data in the Degree Program Costs book produced by institutional research indicate the cost per student credit hour and the total program cost for your program.**
See attached.

12
response **Describe the professional and scholarly activities of the faculty teaching in this program.**
The following is a list of College of Business professors who taught courses in that are required in the General Business program during the Fall of 2004. Should you wish to have vitas on each of them, I will have the clerical staff provide them.

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Questions for BS in General Business program Panel

| | |
|--------------|---|
| Bell | S |
| Borst | T |
| BRANDLY | M |
| COOK | T |
| Cooper | M |
| DAENZER | R |
| Dix | L |
| Ferdowski | A |
| Hewer | R |
| JAKUBOWSKI | S |
| JONES | W |
| Kamptner | E |
| Kane | J |
| Kelson | D |
| KOUIDER | E |
| Lindsey | J |
| Lopez | G |
| MCLEAN | R |
| McNabb | P |
| Mekky | A |
| Nash | K |
| Panitz | E |
| Paolicchi | S |
| Pomnichowski | A |
| SLAYMAKER | A |
| Suhy | A |
| Townsend | W |
| TYMES | N |
| Vermeer | J |
| Wolgamott | C |

13 Please comment on administrative effectiveness with respect to this program.

response ?

The following questions or requests for information are the result of our discussion concerning specific statements or material within the AAS in General Business Program Review Panel document. The page number containing the material upon which the question is based is cited prior to the question.

2-10 The tables in these sections seem to indicate there is dissatisfaction with the
3-6 statistics requirement. What is your interpretation of these results? How important is this course to the degree?

Questions for BS in General Business program Panel

response The problem with statistics is that alumni do not see any specific relationship between the course and the work that they do. However, this does not mean that there is no relationship. Our advisory board indicated that our graduates need the analytical skills that this course requires our students to practice. Is there a better course more specific course to help them practice these skills? Our advisory board did not suggest dropping this course, but suggested adding more business analytical courses. So at this point, I do not see the reason to drop this course.

**6-4 Your report mentions the possibility of tracks in this program? What would
13-1 the creation of tracks in an associate program such as this accomplish?**

The tracks idea would make the degree more specific. The advisory board said that the general two year degree is too general. They said a two year degree should be more hands on and specific. The competition (i.e.: community colleges) are all offering more specific associate degree programs.

Presently the College of Business does offer a general business, accounting, restaurant and food industry management, legal studies, and computer information. The only possible addition to this list would be a marketing two year degree and a management two year degree. These degrees would offer the specific hands on degree that the advisory board wanted.

It may be impossible to make this degree much more specific, as requested by the advisory board and still keep the stepping stone nature of the program.

**6-8 A member of your advisory panel questioned the value of this two year
degree. What would be lost if Ferris State University did not offer this
degree?**

One, or *maybe* two, of our advisory board members suggested that it was not a valuable degree. However, one of the two who suggested it was not valuable, would not hire *anyone* for *any* position at all without a two year degree. With nothing but associate degree graduates, who are you going to promote? He will not promote anyone with less than a four year degree. This was not true of the other members of our advisory board.

9-6 Please explain the rationale for the requirement of an ACT math score of 17.

response The College of Business requires two of three standards for admission to the two year General Business program. They must have two of the three requirements: a 2.35 high school grade point average, and ACT of 17 in math, and an ACT of 17 in reading.

Questions for BS in General Business program Panel

10-2 Are the total enrollment numbers listed in the table the actual number of students officially enrolled in the General Business program for each of the years listed? If so, what was the enrollment in 2003 and what is the enrollment for this fall. If these are not enrollment numbers for the General Business program, please indicate the enrollment in the General Business program for each of the last 5 years.

response According to the Office of Institutional Research, total enrollment in 2003 was 82 and in 2004 it was 72.

13-1 In this section the panel lists a number of significant weaknesses in the program. What is being done to address these weaknesses?

- response
1. Low graduation rate—reason for the low rate is not clear. Data is not available to do a reasonable evaluation of this weakness. Individual interviews of drop-outs would have to be conducted to evaluate this further. I have no plans of doing this.
 2. High cost to student—not under the College of Business' control
 3. Isys202 out of date—the course is being eliminated. Plans for replacing it with Isys200 are being made.
 4. Lacks an internship requirement—presently the internship coordinator in the College of Business is developing an internship for the sophomore level. Consideration, within the limitations of 65 credits, of adding it is being made.
 5. Not a specific, hands on degree that is expected of a two year degree—further research needs to be done on this issue. With only a handful of students using this as a terminal degree it may be ineffective to change the program to address this problem.
 6. Graduates weak on professional expectations—not sure this can be effectively addressed by Ferris. Advisory board members explained that this was partly a “work ethics” issue and partly an expectations of the graduates. I plan on changing the advertising on the internet regarding career potential of this program from “entry level management positions” to “entry level professional positions”. This was suggested by the advisory board.
 7. Limited promotional opportunities for a two-year degree—students who limit themselves to the 65 credit hours of a two year degree, limit themselves professionally. A four year degree offers more promotional opportunity. There is nothing that Ferris can do will change that.
 8. Required course work is not inclusive—it can not be inclusive. All degrees are limited by the time they have available to teach students. Two year degrees are especially limited as they only have 65 credits with which to work.

13.1 In this section you indicate that a strength of the program is strong academic advising. Who is advises students? How frequently does advising occur?

response Rebecca Kowalkoski is responsible for initial advising of all General Business

Questions for BS in General Business program Panel

students. She also oversees the faculty who are responsible for advising of the General Business program. Faculty in the College of Business do most of the advising.

The faculty who do the advising are Sheri Bell, Mike Cooper, Ashraf Afifi, Abdollah Ferdowsi, Roy McLean and Nate Tymes. Historically, the economic professors have been advising these student since they became part of the College of Business in the early 1990's. Micheal Cooper and Sheri Bell has advised these students for an even longer period of time.

In addition, during the last two years, we have added an Introduction to Business course that has FSUS100 infused into the course. Student response to this course has been extremely good. Many of our General Business majors take this course.

Are there any implications of offering a degree such as the AAS in General Business in view of the fact that the College of Business is making application for accreditation? If so, what are they?

response No.

The ACBSP will require that all programs be accessed on a outcomes basis.

Ferris State University
Degree Program Costing 2001- 2002 (Summer, Fall, and Winter)

College : Business
 Department : Management

Program Name: General Business AAS

Program Credits Required (Total credits to graduate) **63**

*Instructor Cost per Student Credit Hour(SCH) (Average for program) \$105.13
 **Department Cost per Student Credit Hour \$23.50
 ***Dean's Cost per Student Credit Hour \$14.06

Total Cost per Student Credit Hour (Average for program) \$142.68

Total Program Instructor Cost (Assumes a student will complete program in one year) \$6,623.11
 Total Program Department Cost \$1,480.19
 Total Program Dean's Cost \$885.65

Total Program Cost (Assumes a student will complete program in one year) \$8,988.94

| Course ID | Level | Instructor Cost | Dept Cost | Dean's Cost | SCH's Produced | Instructor Cost/SCH | Dept Cost/SCH | Dean's Cost/SCH | Credits Required | Program Instructor Cost | Program Dept Cost | Program Dean's Cost |
|-----------|-------|-----------------|-------------|-------------|----------------|---------------------|---------------|-----------------|------------------|-------------------------|-------------------|---------------------|
| ACCT201 | L | \$284,487 | \$51,258 | \$40,283 | 2448 | \$116 | \$21 | \$16 | 3 | \$349 | \$63 | \$49 |
| ACCT202 | L | \$214,734 | \$29,398 | \$23,103 | 1404 | \$153 | \$21 | \$16 | 3 | \$459 | \$63 | \$49 |
| BLAW301 | U | \$61,817 | \$15,347 | \$12,095 | 735 | \$84 | \$21 | \$16 | 3 | \$252 | \$63 | \$49 |
| BUSN122 | L | \$52,060 | \$13,593 | \$10,712 | 651 | \$80 | \$21 | \$16 | 3 | \$240 | \$63 | \$49 |
| COMM105 | L | \$309,648 | \$47,048 | \$26,313 | 3270 | \$95 | \$14 | \$8 | 3 | \$284 | \$43 | \$24 |
| CULTELE | E | \$1,788,247 | \$327,581 | \$166,368 | 20412 | \$88 | \$16 | \$8 | 3 | \$263 | \$48 | \$24 |
| DIRGELE | E | \$6,067,497 | \$1,324,625 | \$765,935 | 46546 | \$130 | \$28 | \$16 | 12 | \$1,564 | \$342 | \$197 |
| ECON221 | L | \$199,515 | \$49,185 | \$38,654 | 2349 | \$85 | \$21 | \$16 | 3 | \$255 | \$63 | \$49 |
| ECON222 | L | \$109,408 | \$25,503 | \$20,043 | 1218 | \$90 | \$21 | \$16 | 3 | \$269 | \$63 | \$49 |
| ENGL150 | L | \$541,076 | \$115,001 | \$53,060 | 6594 | \$82 | \$17 | \$8 | 3 | \$246 | \$52 | \$24 |
| ENGL250 | L | \$565,459 | \$88,318 | \$40,749 | 5064 | \$112 | \$17 | \$8 | 3 | \$335 | \$52 | \$24 |
| ISYS105 | L | \$246,900 | \$113,969 | \$49,564 | 3012 | \$82 | \$38 | \$16 | 3 | \$246 | \$114 | \$49 |
| ISYS202 | L | \$103,403 | \$28,946 | \$12,588 | 765 | \$135 | \$38 | \$16 | 3 | \$406 | \$114 | \$49 |
| MATH115 | L | \$234,224 | \$33,002 | \$26,940 | 3348 | \$70 | \$10 | \$8 | 3 | \$210 | \$30 | \$24 |
| MGMT301 | U | \$228,218 | \$43,974 | \$34,655 | 2106 | \$108 | \$21 | \$16 | 3 | \$325 | \$63 | \$49 |
| MKTG321 | U | \$176,865 | \$49,819 | \$23,646 | 1437 | \$123 | \$35 | \$16 | 3 | \$369 | \$104 | \$49 |
| SCIUELE | E | \$2,388,358 | \$687,702 | \$207,187 | 25748 | \$93 | \$27 | \$8 | 3 | \$278 | \$80 | \$24 |
| STQM260 | L | \$157,194 | \$36,182 | \$28,435 | 1728 | \$91 | \$21 | \$16 | 3 | \$273 | \$63 | \$49 |

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

MEMORANDUM

DATE: November 17, 2004

TO: Academic Senate

FROM: Academic Program Review Council

RE: Recommendations for:

Associate of Science Degree in General Business

CC: Sharon Bell, William Smith, David Nicol, Thomas Oldfield, Michael Harris

IDENTITY OF PROGRAM:

AAS Degree in General Business

RECOMMENDATION OF ACADEMIC PROGRAM REVIEW COUNCIL:

We recommend that this program be Continued

CATALOG ENTRY:

Why Choose General Business?

Enrolling in the General Business program rapidly introduces you to the world of business. In a short two-year period of time, you will learn basic information for all the areas of business: Accounting, management, marketing, finance, and information systems are introduced with directed electives allowing for a more in depth study of the student's area of interest.

This program is also offered in the Evening Business Program format. Courses are offered in the evening for working adults.

Get a Great Job

After completion of the two-year General Business degree, students are prepared for entry level management positions in many industries. Students often also find that the program ignites an interest in further study and are pleased to see that the general business program has been designed to easily transfer into almost any four-year degree program in business at Ferris State University.

Admission Requirements

Admission is open to high school graduates who demonstrate academic preparedness, maturity and seriousness of purpose with backgrounds appropriate to their chosen program of studies. High school GPA and the Mathematics and Reading ACT scores will be considered in the admission and placement process.

Some students may need to take additional preparatory courses which may extend the time required to complete degree requirements.

Graduation Requirements

The General Business program at Ferris leads to an associate in applied science degree. Graduation requires a minimum 2.0 GPA in core classes, in the major and overall.

BACKGROUND INFORMATION OBTAINED FROM THE ACADEMIC PROGRAM REVIEW PROCESS:

CRITERIA SUMMARY BASED ON THE CONCLUSIONS OF THE PROGRAM PANEL:

- **Centrality to FSU Mission**

The mission of Ferris State University is to “be a national leader in providing opportunities for innovative teaching and learning in career-oriented, technological and professional education.”

 - The associate in Business is the foundation of the professional four year degrees in business. It is the stepping stone that is used to motivate and encourage students to reach even higher in their career aspirations.
- **Uniqueness and Visibility**
 - The program is found in most community colleges
 - The program is not visible.
- **Service to State and Nation and World**
 - Local students have the benefit of a community college within driving distance.
 - This Ferris program brings education to a population that may not have the chance to otherwise receive an education.
- **Demand by Students**
 - The enrollment has dropped from 143 in 2000 to 42 in 2004
- **Demand for Graduates**
 - Many students continue on for a BS degree
- **Placement Rate and Average Salary of Graduates**
 - Most graduates of the program students who responded to the survey (22/253) indicated that they were employed. Many of those were employed in positions not directly related to a degree in business. The average salary was approximately \$28,000.
- **Service to Non-Majors**
 - There are no courses unique to this program. Some students in degree programs in areas like Allied Health and Technology may add an Associate in Business degree to the course work in their field of study.
- **Quality of Instruction**
 - General business students attend classes with students working on a 4 year degree and have faculty that teach in BS level degree programs.
- **Facilities and Equipment**
 - There are no unique classrooms or computer labs designate for this program. The facilities in the College of Business are adequate for the needs of these students.
- **Library Information Resources**
 - Library resources are not specifically assigned to this program. The databases available are adequate for the needs of the students in this program.
- **Faculty: Professional and Scholarly Activities**
 - No specific information was provided.
- **Administrative Effectiveness**
 - No information was provided.

COST INFORMATION:

According to the 2001-2002 report from institutional research:

Total cost per SCH

AAS Degree in General Business \$142.68

Total program cost

AAS Degree in General Business \$8,988.94

ASSESSMENT OF THE PROGRAM BY THE ACADEMIC PROGRAM REVIEW COUNCIL:

OBSERVATIONS:

- The Degree Program Cost Document for 2001-2002 published by Institutional Research and Testing lists all programs; 2 year, 4 year, graduate, and professional degrees in the same table.
- The AAS Degree in General Business ranks 208/229 in programs at the University based on total cost per student credit hour ranked from high to low.
- The AAS Degree in General Business ranks 172/229 in programs at the University based on total program cost ranked from high to low.
- The AAS program requires 3 300 level courses. These courses are offered at the 200 level at community colleges.
- No capacity number was given for the program in the Administrative Program Review.
- Enrollment in the program is summarized in the table below:

| | | | | | | | |
|------|------|------|------|------|------|------|------|
| 1997 | 1998 | 1999 | 2000 | 2001 | 2002 | 2003 | 2004 |
| 145 | 143 | 143 | 143 | 137 | 83 | 82 | 72 |

- The number of on campus graduates in the program is summarized in the table below:

| | | | | | |
|------|------|------|------|------|------|
| 1999 | 2000 | 2001 | 2002 | 2003 | 2004 |
| 23 | 13 | 17 | 16 | | |

- The Administrative Program Review states that 15.7 FTE were assigned to this program in the Fall of 2002.
- The graduate survey was sent to 253 graduates. A total of 22 surveys were returned for a 8.6 % return rate
- The employer survey was sent to 63 employers. A total of 8 surveys were returned for a 12.7 % return rate.
- A survey was administered to 35 students. A total of 1 surveys were returned for a 3 % return rate.
- No information was provided concerning the number of faculty surveyed or the number of respondents.

STRENGTHS OF THE PROGRAM

- The faculty member primarily responsible for oversight of this program is enthusiastic about the program genuinely cares about her students.
- The degree is low cost to the institution. The courses would be taught whether this program existed or not.
- It provides an avenue for students living in Mecosta and adjacent counties to obtain a Community College education in a University setting.

APRC Recommendations concerning:
Associate of Science Degree in General Business

- It provides an opportunity for a person with a history of low performance to have a chance at higher education.
- The program provides an avenue in which students may survey various areas of Business prior to committing to a 4 year program without loss of credits.

THE ACADEMIC PROGRAM REVIEW COUNCIL HAS THE FOLLOWING CONCERNS:

- The program does not have good system for tracking students and graduates.
- Advising is only required during the freshmen year
- Over the last five years the enrollment dropped almost in half
- Many of the students and the graduates have unrealistic expectations of the value of this particular degree in the marketplace

THE ACADEMIC PROGRAM REVIEW COUNCIL RECOMMENDS THAT THE FOLLOWING STEPS BE TAKEN TO IMPROVE THE PROGRAM:

- The program faculty should identify better ways to follow up on students
- The program should require visits with advisors during the sophomore year
- The program faculty should investigate ways to provide more consistent advising and counseling of students in this program
- The program faculty should consider establishing a common general business course for all students in the program
- University Marketing and Advancement, the College of Business, and the Department of Management, and the faculty of this program should develop strategies to identify appropriate target audiences and effectively market this program

General Business Program Evaluation

Winter 2004

Submitted by:

| | |
|---------------------------------|--------------------------------|
| James Bandstra | Information Systems Department |
| <i>Sheri Bell (Chairperson)</i> | Management Department |
| Teresa Cook | Accounting Department |
| Rebecca Kowalkowski | Academic Advisor |
| Linda Plank | Marketing Department |
| Alex Pomnichowski | Management Department |

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Overview of General Business Associate Degree Winter 2004

A two year general business program has existed in the College of Business since before 1994 when Ferris was on the quarter system. Before Ferris changed to the semester system the program was referred to as "Diversified Business". The program was designed to be a terminal degree or one that, with careful planning, transferred seamlessly into any four year business degree. (See Appendix C for a copy of this program.)

In 1994 when Ferris changed to a semester format, the program was fine-tuned and renamed General Business. This fine-tuning created a program that was more easily transferred into Ferris' four year business degree programs. Students have benefited from the General Business program in four ways. The four primary ways students have benefited from this program correspond with the four purposes of this program. The General Business program has fulfilled four purposes:

1. career exploration and clarification
2. as a strong terminal degree in a non-specific business program
3. for financial aid purposes
4. as an additional degree.

Students who are not sure of which career path they wish to take frequently choose the two year General Business program. This program includes most of the business core required of our bachelor degree in business. This gives our two year students a quick overview of most of the career fields in business, while giving them a firm foundation in the field of business. The program also allows for business electives which frequently fit into a 4 year business degree program and also help students select a major in a 4 year business degree. Of course, the many courses that are a part of the business core are 100% transferable, as are most of the general education electives. (See Appendix A for a copy of this program and Appendix B for a list of courses in the business core.)

The General Business degree is also a very strong but non-specific terminal degree in business. The General Business degree requires most of the business core making this a challenging two year degree. Many of the courses required in this program are junior level courses. In order to give students a broad overview of business it is necessary that they take these higher level courses in their sophomore year. Taking the junior level courses during their sophomore year forces these two year degree students into challenging competition.

This program has been helpful in attaining financial aid for our students. The "TIP" program requires that students are enrolled in a two year degree program in order to receive this kind of financial aid. Many students register for this degree program in order to qualify for the "TIPS" program, knowing that they have plans of continuing onto a four year degree in business.

Since the General Business degree program incorporates the four year degree business core, many students realize that with little or no effort they may also

receive the two year general business degree, and apply for it as they are graduating with their Baccalaureate in Business.

The program has several advantages for Ferris State University. It is a recruitment tool, the cost is low, and it is a strong two year business degree program. Many students choose this program before committing to a four year business degree program. When they do commit to a four degree program, they naturally choose Ferris' baccalaureate in business. The program also has the advantage of requiring only courses that are generally required of most of our business programs. Thus, the program entails no additional costs to Ferris for the degree. The program itself is a challenging one that is very competitive with any two year program in business in the state and thus graduates of this program represent Ferris well.

The state of Michigan benefits from this program because the additional cost for the General Business program is low, local students have the benefit of a community college degree within driving distance, and the quality of these graduates are high. Since the program requires no unique courses, no additional costs are incurred to offer the program. This program fulfills a need for an affordable community college program in business in this area. Other than Ferris' program, the nearest community college program is in Cadillac and offered by Baker. Grand Rapids, is the next closest community college. Students in our two year General Business program compete with our baccalaureate degree programs students for grades, forcing them to a higher standard than many two year degree programs. Thus costs, distance and quality are all benefits to our students and the state of Michigan.

The nation benefits from having a well educated workforce, and Ferris brings this education to a population that may not have the chance to otherwise receive an education. We bring the education geographically close to many of our students. We offer an open admissions policy that gives the opportunity to those who might not get it elsewhere. This program, though not unique, fulfills a need in this part of the United States.

ADMINISTRATIVE PROGRAM REVIEW: 2003

Program/Department: Management Dept: Bus Adm, Bus Adm w/ Legal Assistant, Hum Res Mgmt, Sm Bus Mgmt, Intb, Int Res, Mgmt, Gen Bus

Please provide the following information:

Enrollment

| | Fall 1999 | Fall 2000 | Fall 2001 | Fall 2002 | Fall 2003 |
|--------------------------------|-----------|-----------|-----------|-----------|-----------|
| Tenure Track FTE | 18.7 | 19.5 | 15.2 | 15.7 | N/A |
| Overload/Supplemental FTEF | | | | | |
| Adjunct/Clinical FTEF (unpaid) | | | | | |
| Enrollment on-campus total* | 512 | 539 | 556 | 510 | 492 |
| Freshman | 188 | 208 | 192 | 134 | 144 |
| Sophomore | 112 | 130 | 137 | 130 | 110 |
| Junior | 91 | 97 | 112 | 104 | 104 |
| Senior | 121 | 104 | 115 | 142 | 134 |
| Masters | | | | | |
| Doctoral | | | | | |
| Pre-Professional Students | | | | | |
| Enrollment off-campus* | 105 | 119 | 98 | 96 | 90 |
| Traverse City | | | | 33 | 40 |
| Grand Rapids | | | | 20 | 19 |
| Southwest | | | | 21 | 17 |
| Southeast | | | | 22 | 14 |

*Use official count (7-day)

If there has been a change in enrollment, explain why:

Capacity:

Estimate program capacity considering current number of faculty, laboratory capacity, current equipment, and current levels of S&E. 685 students

What factors limit program capacity? All of the above.

Financial (See Management Department)

| Expenditures* | FY 99 | FY 00 | FY 01 | FY 02 | FY 03 |
|---------------------------|-------|-------|-------|-------|-------|
| Supply & Expense | | | | | |
| Faculty Prof. Development | | | | | |
| General Fund | | | | | |
| Non-General Fund | | | | | |
| UCEL Incentives | | | | | |
| FSU-GR Incentives | | | | | |
| Equipment | | | | | |
| Voc. Ed. Funds | | | | | |
| General Fund | | | | | |
| Non-General Fund | | | | | |
| UCEL Incentives | | | | | |
| FSU-GR Incentives | | | | | |

*Use end of fiscal year expenditures.

If you spent UCCEL and FSU-GR incentive money for initiatives/items other than faculty professional development and equipment, what were they? Explain briefly. Please also include amounts spent on each initiative/item.

ADMINISTRATIVE PROGRAM REVIEW: 2003

| Revenues | FY 99 | FY 00 | FY 01 | FY 02 | FY 03 |
|---------------------------------|-------|-------|-------|-------|-------|
| Net Clinic Revenue | | | | | |
| Scholarship Donations | | | | | |
| Gifts, Grants, & Cash Donations | | | | | |
| Endowment Earnings | | | | | |
| Institute Programs/Services | | | | | |
| In-Kind | | | | | |

Other

| | AY 98/99 | AY 99/00 | AY 00/01 | AY 01/02 | AY 02/03 |
|--------------------------------------|----------|----------|----------|----------|----------|
| Number of Graduates* - Total | 144 | 135 | 122 | 87 | 129 |
| - On campus | 114 | 98 | 88 | 87 | 129 |
| - Off campus | 21 | 28 | 34 | N/A | N/A |
| Placement of Graduates | 100% | 99% | 76% | 96% | N/A |
| Average Starting Salary | | | | \$28,261 | N/A |
| Productivity - Academic Year Average | 476.89 | 426.2 | 525.71 | 484.38 | 420.25 |
| - Summer | | | | | |
| Summer Enrollment | 154 | 141 | 198 | 171 | 153 |

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

ADMINISTRATIVE PROGRAM REVIEW: 2003

Program: General Business

1. a) Areas of Strength:

Designed to allow students to "find" their business program

Program for students with financial aid limited to two years

- Terminal program for students not desiring a four year program
- Location – rural community – may be attractive to students as an alternative to an institution that is in a more metropolitan location (lifestyle while at university)
- Since last report, faculty person has been assigned to the program

b) Areas of Concern and Proposed Action to Address Them:

Some students take classes that are required or suggested in the General Business program and then find that some of those classes may not be appropriate for their four-year business major. An example is that either COMM 121 (Public Speaking) or COMM 105 (Interpersonal Communication) is allowed for General Business and when students transfer into most of the other general management programs, they find that COMM 121 is required, this problem is presently being addressed.

Location – rural community - may be unattractive to students who desire more access to activities only in a more metropolitan location (lifestyle and increased access to part-time work related to field of study while at university)

2. Future goals (please give time frame)

Program assessment and results monitored on a continuing basis

Professional development of faculty (continuous)

Continuing exit surveys for student changing program or with A.A.S

Establish an active advisory group

3. Other Recommendations:

4. Does the program have an advisory committee? Yes

a) If yes, when did it last meet? Spring 1997

b) If no, why not? By what other means do faculty receive advice from employers and outside professionals?

c) When were new members last appointed? Spring 1997

d) What is the composition of the committee (how many alumni, workplace representatives, academic representatives)?

The committee consists of 3 alumni, 5 workplace representatives, and 5 academic representatives.

e) Please attach the advisory committee charge, if there is one.

5. Does the program have an internship or other cooperative or experiential learning course? Yes

a) If yes, is the internship required or recommended? Not generally, it is available for terminal students but the majority of students enrolled in the program transfer to other programs in business

b) If no, what is the reason for not requiring such an experience?

c) How many internships take place per year? What percentage of majors has internships?

There were not any interns during this academic year.

6. Does the program offer courses through the web? No

a) Please list the web-based (fully delivered through the Internet) courses the program offered last year?

ADMINISTRATIVE PROGRAM REVIEW: 2003

b) Please list the web-assisted (e.g., WebCT) courses the program offered last year.

7. What is unique about this program?

a) For what distinctive characteristics is it known in the state or nation?

b) What are some strategies that could lead to (greater) recognition?

8. Is the program accredited? By whom? If not, why? When is the next review?

The program is accredited by the North Central Association of Colleges and Schools.

9. What have been some major achievements by students and/or graduates of the program? By faculty in the program?

10. Questions about Program Outcomes Assessment (attach additional sheets, if necessary):

What are the program's learning outcomes?

An introduction to business concepts: graduates will have been introduced to basic business concepts
Expected Outcome: Ability to begin to apply business concepts to solve problems and plan business activities.

An introduction to Effective Communication skills:

Expected Outcome: graduates should be able to begin to communicate effectively in both oral and written form

An introduction to team based skills:

Expected Outcome: Ability to understand the necessity to be a productive member of a team.

An introduction to the globalization of business:

Expected Outcome: Ability to begin to understand the importance of the globalization of business both from an international perspective as well as a local perspective

Ability to appreciate the use of technology as a tool for problem solving and communication:

Expected Outcome: graduates should be able to begin to use technology as a tool for business communications, for solving business-related problems and as a tool in helping them make business decisions

Enhanced decision making skills:

Expected Outcome: graduates will be able to make better decisions both independently and cooperatively

b) What assessment measures are used, both direct and indirect?

Students: Tests presentations, projects, etc

Courses: Student evaluations, advisory group input

Major: Advisory group input, APR, employer survey

c) What are the standards for assessment results?

Standards need to be developed

d) What were the assessment results for 2002-03?

e) How will / how have the results been used for pedagogical or curricular change?

There has been a major revision of the Business Core, the major has been updated as well as amended to fit the core and finally individual faculty have adjusted their pedagogy.

11. Questions about Course Outcomes Assessment:

ADMINISTRATIVE PROGRAM REVIEW: 2003

a) **Do all multi-sectioned courses have common outcomes?**

Yes, listed in the course description, which can be found on the Ferris State University web page.

b) **If not, how do you plan to address discrepancies?**

c) **Do you keep all course syllabi on file in a central location? Yes**

*If you have questions about the outcomes assessment portions of this survey, please contact Laurie Chesley (x2713).

Form Completed by William E. Smith, Management Department Head
Name and Title

Reviewed by Dean _____
Name and Date

Comments by Dean:

ADMINISTRATIVE PROGRAM REVIEW 2003

Program/Department: Management Department

Purposes of Administrative Program Review:

1. to make deans and department heads/chairs aware of important quantitative and qualitative information about the programs in their colleges
2. to make the Vice President for Academic Affairs' Office aware of important quantitative and qualitative programmatic information from across the University
3. to document annual information that will be useful in the University's accreditation efforts
4. to provide information for the Academic Program Review Council to use in its deliberations

Please provide the following information:

Enrollment

| | Fall 1999 | Fall 2000 | Fall 2001 | Fall 2002 | Fall 2003 |
|--------------------------------|-----------|-----------|-----------|-----------|-----------|
| Tenure Track FTE | 24.9 | 21.0 | 21.0 | | N/A |
| Overload/Supplemental FTEF | | | | | |
| Adjunct/Clinical FTEF (unpaid) | | | | | |
| Enrollment on-campus* | 619 | 620 | 625 | 598 | |
| Freshman | 206 | 223 | 219 | 158 | |
| Sophomore | 129 | 146 | 145 | 154 | |
| Junior | 109 | 107 | 129 | 128 | |
| Senior | 139 | 120 | 132 | 158 | |
| Masters | | | | | |
| Doctoral | | | | | |
| Pre-Professional Students | | | | | |
| Enrollment off-campus* | 105 | 119 | 98 | 96 | |
| Traverse City | | | | 33 | |
| Grand Rapids | | | | 20 | |
| Southwest | | | | 21 | |
| Southeast | | | | 22 | |

*Use official count (7-day)

If there has been a change in enrollment, explain why:

Capacity:

Estimate program capacity considering current number of faculty, laboratory capacity, current equipment, and current levels of S&E.

930 students

What factors limit program capacity? All of the above.

Financial

| Expenditures* | FY 99 | FY 00 | FY 01 | FY 02 | FY 03 |
|---------------------------|--------------|--------------|--------------|--------------|--------------|
| Supply & Expense | \$27,734 | \$35,502 | | | |
| Faculty Prof. Development | | | | | |
| General Fund | | | \$10,223 | \$5,792 | \$9,805 |
| Non-General Fund | | | \$2,496 | \$4,677 | \$4,348 |
| UCEL Incentives | | | \$3,919 | \$9,099 | \$9,835 |
| FSU-GR Incentives | | | \$586 | \$2,134 | \$2,938 |
| Equipment | | | | | |
| Voc. Ed. Funds | | \$15,000 | | | |
| General Fund | | \$7,226 | \$26,835.91 | \$4,893 | \$3,622 |
| Non-General Fund | | | 0 | \$3,595 | |
| UCEL Incentives | | | \$14,738 | \$17,527 | \$4,713 |
| FSU-GR Incentives | | | \$2,202 | \$4,251 | \$1,408 |

*Use end of fiscal year expenditures.

If you spent UCEL and FSU-GR incentive money for initiatives/items other than faculty professional development and equipment, what were they? Explain briefly. Please also include amounts spent on each initiative/item.

| Revenues | FY 99 | FY 00 | FY 01 | FY 02 | FY 03 |
|---------------------------------|--------------|--------------|--------------|--------------|--------------|
| Net Clinic Revenue | | | | | |
| Scholarship Donations | \$1,000 | | | | |
| Gifts, Grants, & Cash Donations | | \$845 | \$1,400 | \$925 | \$50 |
| Endowment Earnings | | | | | |
| Institute Programs/Services | | | | | |
| In-Kind | | | | | |

*If you have questions about the outcomes assessment portions of this survey, please contact Laurie Chesley (x2713).

Form Completed by William E. Smith, Management Department Head, 2/10/04
Name and Title / Date

Reviewed by Dean _____
Name / Date

Comments by Dean:

Graduate Survey Results General Business Associate Degree Winter 2004

Two hundred fifty three surveys were sent out to General Business and Diversified Business graduates with graduation dates varying from 1987 to 2003. Of the two hundred fifty three surveys sent out twenty-two (22) or eight point six percent (8.6%) were returned.

The reasons for entering the Associate Degree in General Business varied (Question #2). Six (27%) specifically wanted a two year degree program. Four (18%) needed to be enrolled in a two year degree program for financial aid purposes. Six (27%) were unsure of what major to choose.

Eight (36% of all surveyed) stated that there were other reasons for entering into the associate program. Four of these students indicated that they left school after completing enough for the associate degree program because finances were limited. Four indicated that they changed their majors, but had enough business credits to qualify for the associate degree.

One of the four goals of the General Business Degree is to allow students to explore career options. Eleven or fifty percent (50%) of the respondents have clarified career goals and continued on to a baccalaureate degree (Question 3b). All of these students received their baccalaureate two to four years after receiving the Associate in General Business. This could indicate that the Associate Degree in Business had a direct impact on choosing a career path.

However, four of the eleven students who received their baccalaureate degree had also indicated that they had originally registered for the two year degree for financial aid purposes and so therefore did not need career clarification.

Of the remaining ten respondents three were presently in school, three were not in school, and four did not respond to the questions regarding further education. Of those students presently in school, only one student was pursuing a business related degree. Most were in diverse unrelated fields.

Of the eighteen respondents that were employed full time (Question #4), by looking at the job title, it appears that twelve or 66.6% of the full time employed graduates were in jobs related to their degree. Of the four employed part-time, only one was in a related job.

Interestingly, of those who did not pursue education beyond the associates, five out of six (83.3%) felt the degree had helped their careers (Question #7). While only seven out of sixteen (43.75%) who pursued further education felt the associate degree had helped their careers.

Interesting, there are significant differences in the perception of alumni who graduated from a four year degree and those who graduated from just our two year degree program. Those who graduated from a four year degree program consistently have higher perceptions of the university (Question #9). Quality of academic preparation and advising were rated the highest. Those in our four year degree program rated their satisfaction with academic preparation at a 4.25 out of 5.

Those who completed just the two year degree rated academic preparation at 3.5 out of 5. Advising was rated by those completing a four year degree at 3.92, and the two year graduates rated advising at 3.4. The complete analysis of that part of the survey follows.

| | 9A* | 9B* | 9C* | 9D* | 9E* |
|--------------------------------|------|------|------|------|------|
| 4 year degree graduates | 3.83 | 4.25 | 3.92 | 3.75 | 3.67 |
| 2 year degree graduates | 3.30 | 3.50 | 3.40 | 3.70 | 3.67 |
| Differences | .53 | .75 | .52 | .05 | .00 |

*9A-My Associate in General Business Degree helped me achieve my career goals.

*9B-I was satisfied with the academic preparation received in the General Business program.

*9C-I was satisfied with the advising received while I was in the General Business program.

*9D-I would recommend the General Business program to prospective students.

*9E-The General Business program is a quality program.

Use of computer programs was rated on a five point scale. Five indicated constantly, and one indicated that it was not used at all.

| | Not at all | Very Little | Weekly | Daily | Constant | Average |
|---------------------|---------------|----------------|--------|-------|----------|---------|
| 11- word processing | 2 | 2 | 3 | 8 | 4 | 3.53 |
| 11- graphics | 8 | 8 | 4 | 0 | 1 | 1.95 |
| 11- spread sheets | 3 | 4 | 8 | 3 | 3 | 2.95 |
| 11 - data bases | 6 | 3 | 4 | 4 | 4 | 2.86 |

While word processing is still used the most frequently, spreadsheets and data bases are very important to businesses today. In the comment sections three of the alumni mentioned the importance of the Internet in their careers.

When alumni evaluated how helpful their course work was (Question #12), they tended to evaluate the courses that related to interpersonal skills as the most helpful. Public speaking was rated by far the most helpful. Eleven of the twenty (55%) who responded to this question rated the course as extremely helpful. Management, marketing, and english courses were followed with ratings of 3.95 to 3.85. Statistics was rated as the least helpful with a 2.42. Following is the complete analysis of question 12, which asked the extent to which each of the following courses has been helpful to their careers.

| | Should Be Eliminated | Not Helpful | Some Help | Very Helpful | Extremely Helpful | Average |
|--------------------------|-------------------------|----------------|--------------|-----------------|----------------------|---------|
| 12 - Public Speaking | 0 | 0 | 3 | 6 | 11 | 4.40 |
| 12 - English | 0 | 1 | 6 | 8 | 5 | 3.85 |
| 12 - Math | 0 | 3 | 5 | 9 | 3 | 3.60 |
| 12 - Economics | 2 | 6 | 5 | 6 | 1 | 2.90 |
| 12 - Accounting | 1 | 1 | 6 | 7 | 5 | 3.70 |
| 12 - Business Law | 0 | 3 | 7 | 8 | 2 | 3.45 |
| 12 - Information Systems | 0 | 7 | 3 | 3 | 6 | 3.42 |
| 12 - Management | 0 | 1 | 5 | 8 | 6 | 3.95 |
| 12 - Marketing | 0 | 0 | 5 | 12 | 3 | 3.90 |
| 12 - Statistics | 3 | 8 | 6 | 1 | 1 | 2.42 |

Our alumni tend to rate their preparation in interpersonal and communications skills higher than other areas (Question #16). Alumni rated their top five skills as (order of highest to lowest) verbal communication skills (4.10), oral presentation skills (4.0), interpersonal skills (3.95), written skills (3.85), and team skills (3.80).

Naturally, scientific understanding is rated the lowest. We only require one science lab course in the program. Following is the complete analysis of Question #16.

| | Below | | | | | Average |
|-----------------------------------|--------------|-----------------|-----------------|--------------|-------------------|---------|
| | Poor "=1" | Average "=2" | Average "=3" | Good "=4" | Excellent "=5" | |
| 16 - verbal communication | 0 | 0 | 3 | 12 | 5 | 4.100 |
| 16 - oral presentations | 0 | 0 | 5 | 10 | 5 | 4.000 |
| 16 - interpersonal skills | 0 | 0 | 4 | 13 | 3 | 3.950 |
| 16 - written skills | 0 | 1 | 5 | 10 | 4 | 3.850 |
| 16 - team skills | 0 | 2 | 4 | 10 | 4 | 3.800 |
| 16 - analytical skills | 0 | 1 | 9 | 8 | 2 | 3.550 |
| 16 - leadership | 0 | 3 | 7 | 7 | 3 | 3.500 |
| 16 - financial/budgeting | 0 | 2 | 9 | 6 | 3 | 3.500 |
| 16 - decision making | 0 | 0 | 12 | 7 | 1 | 3.450 |
| 16 - computer skills | 1 | 4 | 6 | 7 | 2 | 3.250 |
| 16 - cultural/global | 2 | 0 | 10 | 7 | 1 | 3.250 |
| 16 - social awareness | 0 | 3 | 9 | 8 | 0 | 3.250 |
| 16 - quantitative | 0 | 3 | 13 | 4 | 0 | 3.050 |
| 16 - scientific understand | 1 | 6 | 10 | 3 | 0 | 2.750 |

The alumni comments regarding question 16 also reflected their interest in the interpersonal skills. One comment of note was regarding a listening class that is not required. The alumni stated that "I took a listening class as a Comm. Elective and have used that class more in my day to day interactions than any other class."

In summary, alumni of this program appear to have used the program as it was intended, for exploration and financial aid. In addition they have used the program as an "early out" when finances did not permit them to continue in a four year degree. The quality of the program appears to be good.

Alumni Survey – Associate in General Business or Diversified Business

Ferris State University; College of Business; Big Rapids, MI 49307
Winter 2004

1. Year you received your Associate in General Business from Ferris State? _____
2. Why did you choose to enter into the Associate program at Ferris State? (please indicate ALL that apply.)
 - a. I wanted a two year degree in business.
 - b. I needed to be enrolled in a two year program for financial aid purposes.
 - c. I did not know what major in business to select.
 - d. Other _____
3. Have you pursued educational opportunities beyond your associate degree? Yes _____ No _____
(If no please go to question number 4. If yes, please complete this question.)
 - a. Are you presently working toward a degree? Yes _____ No _____
Degree seeking? _____ Major? _____
 - b. Earned a Bachelors? Yes _____ No _____ Year earned? _____
Major? _____ Degree granting institution? _____
 - c. Other degrees earned? Yes _____ No _____ Year earned? _____
Degree(s) earned _____ Major _____
Degree granting institution(s)? _____
Institution attending? _____
 - d. Have you pursued any other educational opportunities? _____
4. Are you currently employed full time? _____ Part time? _____
 - a. What is your present position? _____ Salary (optional)? _____
 - b. Did your Associate in General Business help you attain this position? Yes _____ No _____
 - c. Please comment on your specific duties. _____
5. What was your first position upon graduation? _____
 - a. What were the dates of your employment at this position? _____
 - b. With which company? _____ d. Starting salary (optional)? _____
 - c. How did you obtain this position? _____
 - d. Did your Associate in General Business help you attain this position? Yes _____ No _____
6. What other positions have you held since graduation? _____
7. Has your General Business Associates Degree assisted you in attaining career goals? Yes _____ No _____
 - a. How has it assisted you or why did it not assist you? _____
8. Career wise, what do you think you will be doing in the next 5 years? _____

9. What is your reaction to the following statements?

Strongly Disagree Disagree Neutral Agree Strongly Agree Unknown

| A. My Associate in General Business Degree helped me achieve my career goals. | | | | | | |
|--|--|--|--|--|--|--|
| B. I was satisfied with the academic preparation received in the General Business program. | | | | | | |
| C. I was satisfied with the advising received while I was in the General Business program. | | | | | | |
| D. I would recommend the General Business program to prospective students. | | | | | | |
| E. The General Business program is a quality program. | | | | | | |

9. Referring to questions 8A through 8E, please state why you feel this way about each answer.

10. Were you involved in any extracurricular activities (such as clubs, sports, fraternities) at Ferris? Yes _____ No _____
- a. If yes which ones? _____
- b. Were any of the extra-curricular activities usefully in your career? Which ones and how were they useful? _____

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

| | Not at all | Very Little | Weekly | Daily | Constantly |
|-----------------------|------------|-------------|--------|-------|------------|
| Word Processor | | | | | |
| Presentation Graphics | | | | | |
| Spread Sheet | | | | | |
| Data Bases | | | | | |
| Other | | | | | |

12. Please indicate the extent to which each of the following courses in you General Business program has been helpful in your career.

| | Should be Eliminated | Not Helpful | Some Help | Very Helpful | Extremely Helpful |
|-----------------------------------|----------------------|-------------|-----------|--------------|-------------------|
| Public Speaking (Comm) | | | | | |
| English (Engl) | | | | | |
| Math (Math) | | | | | |
| Principles of Economics (Econ) | | | | | |
| Principles of Accounting (Acct) | | | | | |
| Business Law (Blaw) | | | | | |
| Microcomputer Applications (Isys) | | | | | |
| Applied Management (Mgmt) | | | | | |
| Principles of Marketing (Mktg) | | | | | |
| Introduction to Statistics (Stqm) | | | | | |

13. What subjects have been most useful to you? Why? _____

14. What subject areas do you think should be added or improved? Why and in what way?

15. What subject areas do you think should be eliminated? Why? _____

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

| | Poor | Below Avg. | Average | Good | Excellent |
|-------------------------------------|------|------------|---------|------|-----------|
| Computer skills | | | | | |
| Oral presentation | | | | | |
| Verbal communication skills | | | | | |
| Writing skills | | | | | |
| Interpersonal skills | | | | | |
| Decision making skills | | | | | |
| Analyzing skills | | | | | |
| Leadership skills | | | | | |
| Scientific understanding | | | | | |
| Cultural Awareness/Global Awareness | | | | | |
| Social Awareness | | | | | |
| Quantitative Skills | | | | | |
| Financial Analysis/Budgeting | | | | | |
| Teamwork Skills | | | | | |

16. Comments: _____

**General Business
Summary of Alumni Survey - Winter 2004**

| | |
|-------------------|--|
| 1-year of grad | 1987= 1 ;1990= 2 ;1991= 1 ;1992= 3 1995= 1 ;1996= 1 ;1997= 1 ;1998= 3 ;1999= 2 ;2000= 1 ;2001= 1 ;2002= 1 ;2003= 2 |
| 2-reason | a= 6 b= 4 c= 4 d= 8 |
| 2-second reason | see above answer d |
| 3-beyond assoc. | yes= 16 no= 6 |
| 3a-curr in school | yes= 6 no= 0 |
| 3b-hold bach | yes= 12 no= 6 |
| 3-bach year | 1989= 1 ;1992= 1 ;1993= 1 ;1997= 1 ;1999= 1 ;2000= 1 ;2001= 2 ;2003= 4 |
| 3c-other degree? | yes= 5 no= 7 |
| 3c-other year | |
| 4-curr employ | FullTim 17 Part 4 |
| 4a-related employ | related 12 unrelat 10 |
| 4c-assoc help | help 9 not help 12 |
| 5-1st job related | related 14 unrelat 7 |
| 5d-help get job | yes= 7 no= 10 |
| 7-help career | yes= 12 no= 9 |

Section Two

**General Business
Summary of Alumni Survey - Winter 2004**

| | StrDis=1 | DisAg=2 | Neut=3 | Agree=4 | StrAg=5 | Unknown | Average |
|----------------------|-----------------|----------------|---------------|----------------|----------------|----------------|----------------|
| 9a-help career goals | 1 | 2 | 7 | 8 | 3 | 1 | 3.5909 |
| 9b-acad prep | 1 | 1 | 2 | 13 | 5 | 0 | 3.9091 |
| 9c-advising | 0 | 5 | 3 | 9 | 4 | 1 | 3.6818 |
| 9d-recommend | 0 | 1 | 7 | 11 | 3 | 0 | 3.7273 |
| 9e-quality prog | 0 | 2 | 4 | 14 | 1 | 0 | 3.6667 |

10-extra activities

| | Not at all | VeryLittle | Weekly | Daily | Constantly | Average |
|-------------------|-------------------|-------------------|---------------|--------------|-------------------|----------------|
| | "=1" | "=2" | "=3" | "=4" | "=5" | |
| 11-word proces | 2 | 2 | 3 | 8 | 4 | 3.5909 |
| 11- graphics | 8 | 8 | 4 | 0 | 1 | 3.9091 |
| 11- spread sheets | 3 | 4 | 8 | 3 | 3 | 3.6818 |
| 11 - data bases | 6 | 3 | 4 | 4 | 4 | 3.7273 |
| 11 - other | 4 | 0 | 0 | 0 | 5 | 3.6667 |

| | Should be eliminated | Not helpful | Some help | Very helpful | Extremely helpful | Average |
|-------------------|-----------------------------|--------------------|------------------|---------------------|--------------------------|----------------|
| | "=1" | "=2" | "=3" | "=4" | "=5" | |
| 12 - public speak | 0 | 0 | 3 | 6 | 11 | 4.400 |
| 12 - english | 0 | 1 | 6 | 8 | 5 | 3.850 |
| 12 - math | 0 | 3 | 5 | 9 | 3 | 3.600 |
| 12 - econ | 2 | 6 | 5 | 6 | 1 | 2.900 |
| 12 - acct | 1 | 1 | 6 | 7 | 5 | 3.700 |
| 12 - Blaw | 0 | 3 | 7 | 8 | 2 | 3.450 |
| 12 - isys | 0 | 7 | 3 | 3 | 6 | 3.421 |
| 12 - mgmt | 0 | 1 | 5 | 8 | 6 | 3.950 |
| 12 - mktg | 0 | 0 | 5 | 12 | 3 | 3.900 |
| 12 - stqm | 3 | 8 | 6 | 1 | 1 | 2.421 |

**General Business
Summary of Alumni Survey - Winter 2004**

| | Poor | Below Average | Average | Good | Excellent | Average |
|-----------------------|-------------|----------------------|----------------|-------------|------------------|----------------|
| | "=1" | "=2" | "=3" | "=4" | "=5" | |
| 16 - verbal comm | 0 | 0 | 3 | 12 | 5 | 4.100 |
| 16 - oral present | 0 | 0 | 5 | 10 | 5 | 4.000 |
| 16 - interpersonal | 0 | 0 | 4 | 13 | 3 | 3.950 |
| 16 - written skill | 0 | 1 | 5 | 10 | 4 | 3.850 |
| 16 - team skills | 0 | 2 | 4 | 10 | 4 | 3.800 |
| 16 - analytical skill | 0 | 1 | 9 | 8 | 2 | 3.550 |
| 16 - leadership | 0 | 3 | 7 | 7 | 3 | 3.500 |
| 16 - finacial/budget | 0 | 2 | 9 | 6 | 3 | 3.500 |
| 16 - decision mak | 0 | 0 | 12 | 7 | 1 | 3.450 |
| 16 - computer skill | 1 | 4 | 6 | 7 | 2 | 3.250 |
| 16 - cultural/global | 2 | 0 | 10 | 7 | 1 | 3.250 |
| 16 - social aware | 0 | 3 | 9 | 8 | 0 | 3.250 |
| 16 - quantitative | 0 | 3 | 13 | 4 | 0 | 3.050 |
| 16 - scientific under | 1 | 6 | 10 | 3 | 0 | 2.750 |

Alumni Survey – Associate in General Business or Diversified Business

Ferris State University; College of Business; Big Rapids, MI 49307

Winter 2004

1. Year you received your Associate in General Business from Ferris State? **1987, 1990 - 2, 1991,1992-3,1995, 1996, 1997, 1998-3, 1999-2, 2000-2, 2001, 2002, 2003-2**
2. Why did you choose to enter into the Associate program at Ferris State? (please indicate ALL that apply.)
 - a. I wanted a two year degree in business
 - b. I needed to be enrolled in a two year program for financial aid purposes
 - c. I did not know what major in business to select.
 - d. Other: **SEE ATTACHED**
3. Have you pursued educational opportunities beyond your associate degree? Yes **16** No **6**
(If no please go to question number 4. If yes, please complete this question.)
 - a. Are you presently working toward a degree? Yes **7** No **10**
Degree seeking? **Bus Adm, MBA, MSW, Master of Science, Bachelors, Ele. Special Ed., Major? Education, Business, SPED CI**
 - b. Earned a Bachelors? Yes **12** No **6** Year earned? **1989, 1991,1992, 1993, 1997, 1999, 2000, 2001-2, 2003 - 4** Major? **Marketing, Accounting, HCSA, Hospitality Mgmt., Communications, International Bus., Bus. Admin - 3, Marketing/sales, CIS, HRM** Degree granting institution? **FSU - 9**
 - c. Other degrees earned? Yes **4** No **6** Year earned? **1992, 2001 2002,2004**
Degree(s) earned: **Associate Education, Nuclear Med., Masters, Certificate** Major: **Social work, Real Estate, ECED** Degree granting institution(s)? **WMU, FSU - 4**
 - d. Have you pursued any other educational opportunities? **MBA, Masters at the University of Phoenix,**
4. Are you currently employed full time? **17** Part time? **4**
 - a. What is your present position? **SEE ATTACHED** Salary (optional)? **SEE ATTACHED**
 - b. Did your Associate in General Business help you attain this position? Yes **10** No **11**
 - c. Please comment on your specific duties. **SEE ATTACHED**
5. What was your first position upon graduation? **SEE ATTACHED**
 - a. What were the dates of your employment at this position? **SEE ATTACHED**
 - b. With which company **SEE ATTACHED**. Starting salary (optional)? **SEE ATTACHED**
 - c. How did you obtain this position? **SEE ATTACHED**
 - d. Did your Associate in General Business help you attain this position? Yes **8** No **8**
6. What other positions have you held since graduation? **SEE ATTACHED**
7. Has your General Business Associates Degree assisted you in attaining career goals? Yes **10** No **10**
 - a. How has it assisted you or why did it not assist you? **SEE ATTACHED**
8. Career wise, what do you think you will be doing in the next 5 years? **SEE ATTACHED**

9. What is your reaction to the following statements?

| | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree | Unknown |
|--|----------------------|----------|---------|-------|-------------------|---------|
| A. My Associate in General Business Degree helped me achieve my career goals. | 1 | 2 | 9 | 9 | 3 | 1 |
| B. I was satisfied with the academic preparation received in the General Business program. | 1 | 1 | 2 | 13 | 5 | |
| C. I was satisfied with the advising received while I was in the General Business program. | | 5 | 3 | 10 | 5 | 1 |
| D. I would recommend the General Business program to prospective students. | | 1 | 7 | 11 | 3 | |
| E. The General Business program is a quality program. | | 2 | 4 | 13 | 2 | |

10. Referring to questions 9A through 9E, please state why you feel this way about each answer. **SEE**

ATTACHED

11. Were you involved in any extracurricular activities (such as clubs, sports, fraternities) at Ferris? Yes **16** No **3**

a. If yes which ones? **SEE ATTACHED**

b. Were any of the extra-curricular activities usefully in your career? Which ones and how were they useful? **SEE ATTACHED**

12. To what extent do you use the following computer programs? Please indicate in the space provided any other programs that you use. **SEE ATTACHED**

| | Not at all | Very Little | Weekly | Daily | Constantly |
|-----------------------|------------|-------------|--------|-------|------------|
| Word Processor | 2 | 2 | 2 | 4 | 2 |
| Presentation Graphics | 3 | 5 | 3 | 0 | 1 |
| Spread Sheet | 1 | 2 | 5 | 1 | 1 |
| Data Bases | 4 | 2 | 2 | 1 | 2 |
| Other | 2 | | | | 3 |

SEE ATTACHED

13. Please indicate the extent to which each of the following courses in you General Business program has been helpful in your career.

| | Should be Eliminated | Not Helpful | Some Help | Very Helpful | Extremely Helpful |
|-----------------------------------|----------------------|-------------|-----------|--------------|-------------------|
| Public Speaking (Comm) | 0 | 0 | 0 | 3 | 7 |
| English (Engl) | 0 | 1 | 3 | 5 | 3 |
| Math (Math) | 0 | 2 | 4 | 4 | 2 |
| Principles of Economics (Econ) | 1 | 3 | 1 | 3 | 2 |
| Principles of Accounting (Acct) | 0 | 1 | 4 | 4 | 2 |
| Business Law (Blaw) | 0 | 2 | 2 | 4 | 1 |
| Microcomputer Applications (Isys) | 0 | 2 | 1 | 2 | 3 |
| Applied Management (Mgmt) | 0 | 1 | 2 | 3 | 2 |
| Principles of Marketing (Mktg) | 0 | 0 | 3 | 6 | 2 |
| Introduction to Statistics (Stqm) | 2 | 3 | 2 | 1 | 1 |

14. What subjects have been most useful to you? Why?

SEE ATTACHED

15. What subject areas do you think should be added or improved? Why and in what way? **SEE ATTACHED**

16. What subject areas do you think should be eliminated? Why? **SEE ATTACHED**

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

| | Poor | Below Avg. | Average | Good | Excellent |
|-------------------------------------|------|------------|---------|------|-----------|
| Computer skills | 1 | 3 | 4 | 3 | 0 |
| Oral presentation | 0 | 0 | 4 | 5 | 1 |
| Verbal communication skills | 0 | 0 | 3 | 4 | 3 |
| Writing skills | 0 | 1 | 2 | 4 | 3 |
| Interpersonal skills | 0 | 0 | 3 | 7 | 1 |
| Decision making skills | 0 | 0 | 6 | 3 | 0 |
| Analyzing skills | 0 | 1 | 4 | 3 | 1 |
| Leadership skills | 0 | 1 | 3 | 2 | 1 |
| Scientific understanding | 0 | 3 | 5 | 1 | 0 |
| Cultural Awareness/Global Awareness | 1 | 0 | 4 | 4 | 0 |
| Social Awareness | 0 | 1 | 5 | 3 | |
| Quantitative Skills | 0 | 2 | 4 | 2 | 0 |
| Financial Analysis/Budgeting | 0 | 1 | 4 | 3 | 1 |
| Teamwork Skills | 0 | 0 | 2 | 7 | 1 |

18. Comments: **SEE ATTACHED**

2. Why did you choose to enter into the associate program at Ferris State?

- I wanted a two year degree in business. - 7
- I needed to be enrolled in a two year program for financial aid purposes. - 3
- I did not know what major in business to select. - 7
- Other:
 - After pursuing a bachelors at Ferris and then at Lawrence for over three years, I returned to Ferris. There I was told my Lawrence Tech. credits weren't good enough and many of my Ferris credits had been lost in the quarter/semester switch. To continue my Business Admin degree I would need to continue for 2 1/2 more years. I was eligible for the General Associates w/only 3 classes, so I took it and went to get a job and pay off my student loans.
 - Financial situation changed and could not afford to get a Bachelors degree.
 - Had to cut back for financial reasons.
 - Switched majors but had required classes for Associates degree.
 - After I switched from accounting to Hospitality management, I was able to use those credits towards diversified business degree.
 - Started in MIM
 - I entered the BS in International Business
 - Needed to get out of school, too many kids.

4a. What is your present position?

- Licensing Coordinator
- Substitute teacher - 2
- Drug technician
- School Social Worker
- Sales
- Child care owner
- General manager-architecture firm
- Office Manager
- Auto claims Representative
- Tax analyst
- Buyer
- Mail Center Coordinator
- Administrative Assistant
- Owner of an insurance company
- Nuclear Med Technologist
- Para Pro Food Service
- Parent educator
- Manager
- School bus driver
- Bartender

4a. Salary (optional)?

- \$65 day
- 25,000
- 36,000/yr
- 34,000/yr
- 14.00/hr
- 30,000/yr
- not enough
- 100,000+
- 46,000/yr
- 13.70/hr

4c. Please comment on your specific duties.

- License Life, Health + Securities Agents with Mass Mutual
- I currently perform drug screens or administer them for court houses as well as the family independence agencies
- In charge of all sales activities in Western Michigan
- Run my own daycare
- Purchasing of all merchandise for Mendocino Community Health Clinics, Inc.
- I oversee and control all financial aspects and office concerns of an architecture firm.
- Overseeing classes when their regular teacher is absent, correcting papers, instructing students handle auto claims, accidents, stolen vehicles, explain policy and benefits to insured.
- Prepare property taxes, etc.
- Process and deliver all incoming US mail and intra-campus mail. Oversee all employees that work under me and make sure mail operations run smoothly. Address and meter 3rd class and 1st class mail.
- Own/run an insurance office
- Inject radiopharmaceuticals into patient's for diagnosis and therapeutic purposes.
- Set up tours for local musicians/set up music fests/shows

5. What was your first position upon graduation?

- Management Trainee w/Enterprise Rent-A-Car
- Working as an assistant in State Farm Office
- Admin Assist for VP International Bus.
- Sales
- Child care assistant
- Water well driller
- Cashier
- Valet
- Telemarketer Administrative assistant

- Billing clerk
- Already employed before graduation
- Administrative Assistant
- Auditor
- Nuclear Med Tech (contingent)
- Marriott Management Trainee
- Key carrier

5a. What were the dates of your employment at this position?

- 5-97 to 9-2000
- Feb 92-Dec 92
- Dec 15,2003-present
- 4-93 to 5-94
- Aug-00-Aug-02
- Sept 02 – Sept 03
- Feb 98 – Dec 00
- Sept 92 – Nov 92
- Aug 02 – Oct 03
- June 01 – Aug 01
- Oct 99 – Jan 00
- July 90 – Feb 91
- Aug 96 – Feb 02
- Sept 03
- 95-96
- May 03 - Aug 03
- Dec 88 – June 89
- Jan 00

5b. With which company?

- Enterprise Rent-A-Car
- State Farm
- ERO Industries
- HME
- Wee Ones Day care
- Keiser Well Drilling Inc.
- Rite-Aid
- DeNooyer Chevrolet
- Verizon Wireless
- Blue Cross Blue Shield
- Hehr Glass
- Ferris State University
- The Hertz Corporation
- Fremont Financial

- Borgess Medical Center
- Marriott
- Perry Drugs

5b. Starting salary (optional)?

- 6.00/hr
- \$37,000
- \$5.15/hr
- \$7.50/hr
- 9.00/hr
- 30,000/yr
- 21,000/yr

5c. How did you obtain this position?

- Interviewed on campus
- Friend of family
- Employment agency
- Through a professor
- Past work experience there
- I inherited it.
- Walk in/applied
- Word of mouth
- Temp service – 2
- Applied to add in paper
- Hard work and dedication
- Thru the Ferris placement office
- Applied
- Interviewed Recruiter at FSU
- GD degree

6. What other positions have you held since graduation?

- Branch Manager @ Enterprise Licensing Coordinator w/Mass Mutual
- Secretary, Sales
- Many
- Independent Sales Rep.
- None
- Assistant manager at Video Store; Cashier at grocery store
- Management in retail; went from management trainee all the way to General Manager
- None
- Sr. Buyer, Sr. Accountant, controller
- Nuclear Med Tech (full time)

- Supervisor, Asst manager at FSU dining services.

7a. How has it assisted you or why did it not assist you?

- A degree of any kind gets a foot in the door
- Degree-looks better than H.S. grad only
- Classes need for graduation prepared you for the finances of the business world
- Most people are more interested in my 4 year degree
- I got further education that added to my knowledge obtained through my GB degree.
- All the courses at Ferris taught me to think on my feet and find my own answers.
- None of the positions I held required a degree
- No, my career went into a different path.
- It shows that I did attend college for a specific amount of time and got good grades.
- I won and run my own business
- TMI
- It created the ground work
- I received my Bachelors degree in HCSA, inspired by my classes taken for GB Assoc.
- Yes, I wanted to have a more of a business background
- Hard to explain

8. Career wise, what do you think you will be doing in the next 5 years?

- Advance to Recruiter + office manager w/Mass
- Continue subbing
- Still working for Gerring Petetion Services
- School social work
- Moving into sales management
- Owning my own child care center
- Retiring
- I hope to be working in college/university environment in financial aid/coaching office.
- Owning my own rental properties, teaching primary students, on air talent for a gospel radio station
- Being a team manager at my present company
- Hopefully manager of the materials dept. where I work.
- I hope to be in some type of management position.
- TMI
- Continuing by business pursuits with my agency.
- Nuclear Med.
- I have thought about getting my teaching degree
- I want to expand on this music business thing
- Working as a special educator.

9. Referring to questions 9A through 9E, please state why you feel this way about each answer.

- Was not overly strong program, but it gave me what I needed to do
- Being a business degree it focused not on any aspect of the business environment bust as a whole
- Received + goal was for BS not Assoc.
- This program was helpful in aiding me to choose my career path I chose while obtaining an education that would help me achieve my goals.
- I did not learn useful data, only how to find it for my self. I feel that if the counselors had told me how bad O would get shafted, I would have never transfers and therefore earned my bachelors.
- I feel that while attending Ferris and after I was just a number. Also I did not receive ANY assistance after graduation for career or job placement
- A) My career goals have changed but the program helped shape the change; B) I think the program is a great building block; C) Didn't help much; D) Yes, it is a solid 2 year program; E) yes
- I do not feel associates degree has helped me do much.
- The program is a great help in understanding all aspects of business. There was no advising offered to me. For those who can't afford 4 yrs. Or do not know what they want to do, this is perfect.
- Yes, I believe my degree has helped me obtain the position I have but to move further up the ladder today I think I need more. The business program at Ferris seems to come highly recommended. It's a good program.
- It helped me with my circumstances – but an individual would need to evaluate their goals and needs to make a decision.
- A) I am not using my degree presently. B) For what it is the degree covers the necessary basics. C) I only met with him once. D) Personally I encouraged others to work to their full potential – get a 4 year degree. E) Fine for what it is.
- When changing a major, it gave me usful classes that I know would be beneficial on the business world. Having management, accounting, marketing, law and other business courses gave me something I could use through out my career.
- AS long as you are willing to leave your small town, it is great.

10a. Were you involved in any extracurricular activities (such as clubs, sports, fraternities) at Ferris?

If yes which ones?

- U-Rec Softball + volleyball
- VP International Business Club
- American Marketing Assoc.
- Intramural volleyball and softball
- Alpha Phi Omega – Service fraternity
- FSU gospel Choir, Alpha Omega fraternity, Christian life ministries
- You Beautiful Black Woman, scholar mentor, Delta Sigma Pi

- Pre-law fraternity
- Intramural softball and broomball
- Accounting Association, intramural sports
- FNMA, ODK, ZTA, Honors program, dance team, Order of Omega
- Intramurals, IFEA(?) club – food service, work
- Varsity volleyball
- PRSSA

10b. Were any of the extra-curricular activities usefully in your career? Which ones and how were they useful?

- No other than they were fun!
- Yes, gave me a chance to go to meetings in Grand Rapids and talk to people in the industry
- No, not really
- Yes, APO taught me that by taking time to help others I could also help myself. They taught me to be human.
- All were very helpful in networking and advising stand point.
- Yes, they taught me teamwork
- No, I decided to change my career.
- No
- Yes, interaction between individuals with diverse ideas.
- All made me who I am today, offering intelligence, connections and self esteem.
- Helped in managing my time, social interaction
- Volleyball b/c I learned how to balance time and deal with diverse people

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

- Publisher Internet
- Billing bi-monthly involves many hours on the PC
- The internet is used constantly.
- Quicken QuickBooks, network tools, security apps, AutoCAD.
- Internet

13. What subjects have been most useful to you? Why?

- Public speaking ~ got the gitters out. Nagel was a great Prof + I'm good @ it now!
- Public Speaking- Good general knowledge for everyone. Good for first impressions
- Management classes, were the most helpful, because you not only look through the employer eyes, but the employees
- Marketing

- Public speaking, this course helped break through some of my fears of talking to big crowds and even people I don't know on a business level.
- Econ – micro and macro. Very few people understand why money works and how. By understanding Econ., I can see true value of money and market trends.
- Public speaking because of dealing with the public.
- Public speaking has given the tools to prepare, address and interact with group's of people.
- English and communications
- ISYS, ACCT, Math
- Computer – everything is done on computers. Acct and Math – these are where I excelled and have used with every job. Mgmt. – helped me understand what was expected of me.
- The public speaking and management classes have helped a great deal because they showed me how to deal with people in all types of situations.
- Public speaking = auditing/controller would need to give presentation to owners or corp. officers/sales presentations to set appointments – etc. accounting – ground work for all business decisions.
- The world revolves are laws, mgmt, mktg, and stqm. Without them or at least a vague understanding of their importance, career purposes may seem futile.
- Math – accounting – use everyday.
- Speech, English Comp.

14. What subject areas do you think should be added or improved? Why and in what way?

- Management classes ~ excellent training!
- More management—will help for sales/retail opp.
- Business politics
- Leadership
- Introduction to sales, It is helpful for job interviews
- Add more computer based courses and maybe better English classes.
- World politics, geography and more universal finance. We needed more info, anything! We were ready for Michigan, but clueless about all else.
- Any computer courses should be up to date
- I think insurance pre-licensing would be a great addition along with improving student marketability.
- Accounting should be improved.
- Need more computer courses for the main programs used, not so much in programming.
- I think they need to add more computer classes so they can keep up with today growing technology.
- Public speaking – not just speeches but presentations; Accounting – a course related to the outside interest to the income statement, balance sheet and cash flow.

- I took a listening class as a Comm. Elective and have used that class more in my day to day interactions than any other class.
- Business class more hands on experience, not bookwork, memorizing vocabulary does
- More computer classes with stronger assignments.

15. What subject areas do you think should be eliminated? Why?

- None-just hated Econ and Stat
- Statistics
- Stats-no point
- Business Law & Economics. Neither have been helpful in my experience
- None, all were helpful in some way even if you don't know it at the time.
- Most of the humanities I took were a waste of time and a money sponge. Art should be a hobby.
- Statistics, Calkin was not a good teacher.
- Economics, you never use this, never
- None
- Statistics isn't really needed for a 2 yr program; offer more business courses and less electives
- I feel they were all important.

16. Comments:

- Only comment is that they suggest you will make a lot of money right away once you have a degree. You get humbled quickly!
- All in all I have been very happy with my degree and it has not held me back from trying lots of positions with in the business workplace.
- I am a weak decision maker and therefore that reflects on both my analytical and leadership skills. Maybe a greater focus on those would benefit others like myself.
- I really am not sure what you mean by cultural/global and social awareness.

Employer Survey Summary General Business Two Year Degree Winter 2004

Sixty-three surveys were sent out to area employers. Of those sent, eight (12.7%) were returned. Of those returned six (75%) had hired a "person possessing a two year degree in business". (Question #1)

What was most interesting in the survey is that a graduate of a two year degree in business was likely to be hired for a wide variety of positions. Positions listed were managers, clerical, marketing, production technician, palletizer, quality assurance technician, logisitics, higher level clerical or analyst type positions, assistant general managers, front desk, night auditor, and accounting. It is apparent from the responses that businesses have a varied view as to the capabilities of a two year degree graduate. Some organizations feel that a two year degree proves the capability of the graduate and are willing to entrust the graduates with a manager's, assistant manager's, or with professional responsibilities. Others do not give the degree this level of credibility and hire the graduates for positions similar to those possessing only a high school diploma.

The importance of computer skills is only second to a variety of interpersonal skills. (Question #6). Oral, verbal, team, writing, and interpersonal skills were rated from 4.67 to 4.5 on a five point scale, five being "very important". Computer skills weighed in at 4.33. What is interesting is that in a two year graduate "leadership skills" were only rated an average of 3.17 in importance. This is probably a reflection of the fact that many employers would only hire associate degree program graduates in positions of less responsibility than a manager's position. Since our alumni rated their scientific understanding low, it is comforting that employers view scientific understanding as the relatively low in importance with a ranking of 2.33. What is confusing is the relatively low score on "financial and budgeting" and "quantitative". The entire analysis of this question follows.

| Question #6 | Average |
|------------------------|----------------|
| Oral | 4.67 |
| Verbal | 4.67 |
| Team | 4.67 |
| Writing | 4.50 |
| Interpersonal | 4.50 |
| Computer | 4.33 |
| Decision Making | 4.17 |
| Analyzing | 3.83 |
| Social | 3.67 |
| Quantitative | 3.40 |
| Leadership | 3.17 |
| Cultural | 3.00 |
| Scientific | 2.50 |
| Financial | 2.33 |

Public speaking and English were tied at 4.29 out of five, as the most important courses that our two year graduates are required to take. (Question #3)

Math course work was ranked as being relatively important with a score of 4.14. This is confusing since "quantitative skills" were rated relatively low in importance.

| Question #3 | Average |
|------------------------|----------------|
| Public Speaking | 4.29 |
| English | 4.29 |
| Management | 4.14 |
| Math | 4.14 |
| Marketing | 3.86 |
| Computer | 3.86 |
| Economics | 3.71 |
| Accounting | 3.71 |
| Statistics | 3.29 |
| Law | 3.29 |

Comments and written replies varied. One theme that appeared more often than others was the importance of professionalism and the attitude of the graduate. One respondent was especially insistent that our graduates needed to understand the limitations of limiting their education to a two year degree.

General Business

APRC 2004-2005

section 2 of 2

Employer Survey – General Business Two Year Degree

Ferris State University College of Business; Big Rapids, MI 49307

Summer 2004

1. Have you hired, or are you likely to hire a person possessing a Management degree in business? (Courses that are important parts of the business degree are listed in question #3.)

Have hired 7 Likely to hire 2 Not likely to hire 1

- a. **If you have not hired, or are not likely to hire**, please go to question number # 10.
 b. **If you have or are likely to hire**, for what position would you hire a Management graduate?

2. How important is it for a Management graduate to be able to use the following computer programs? Please indicate in the space provided any other programs that our graduates should be able to use .

| | Not Important | Important | Very Important |
|---|---------------|-----------|----------------|
| Word Processor (such as Word, Word Perfect) | 1 | 1 | 7 |
| Presentation Graphics (such as Power Point) | 1 | 2 | 3 |
| Graphics Editing Programs (such as Photoshop) | 2 | 3 | 1 |
| Desktop Publishing | 2 | 2 | 2 |
| Spread Sheets (such as Excel) | | | 6 |
| Data Bases (such as Access) | | 2 | 2 |
| Other | | | 2 |

Other important programs: _____

3. Please indicate the extent to which each of the following courses would be helpful to a Management graduate in their employment with you.

| | Should be Eliminated | Not Helpful | Some Help | Very Helpful | Extremely Helpful |
|----------------------------|----------------------|-------------|-----------|--------------|-------------------|
| Public Speaking | | | 3 | 1 | 5 |
| English | | | 1 | 4 | 4 |
| Math | | | 1 | 7 | 1 |
| Principles of Economics | | | 5 | 2 | 2 |
| Principles of Accounting | | 1 | 1 | 6 | 1 |
| Business Law | | 1 | 6 | 1 | 1 |
| Microcomputer Applications | | 1 | 2 | 1 | 5 |
| Applied Management | | | 2 | 4 | 3 |
| Principles of Marketing | | 2 | 2 | 3 | 2 |
| Introduction to Statistics | | 2 | 3 | 3 | 1 |

Comments: _____

4. Which courses would be most important to a Management graduate in your employment? Why?

5. Which courses would be the least important to a Management graduate in your employment? Why?

6. Among the objectives of the University is to assist students in the development of certain skills. How important do you feel these skills are to a Management graduate in your employment?

| | Not Important | | Important | | Very Important |
|-------------------------------------|---------------|---|-----------|---|----------------|
| Computer Skills | | 1 | 1 | 1 | 6 |
| Oral Presentation | | | 2 | | 6 |
| Verbal Communication Skills | | | 1 | 1 | 6 |
| Writing Skills | | | 1 | 2 | 5 |
| Interpersonal Skills | | | 1 | 1 | 6 |
| Decision Making Skills | | | 2 | 1 | 5 |
| Analyzing Skills | | | 3 | 1 | 4 |
| Leadership Skills | | | 6 | 1 | 1 |
| Scientific Understanding | 1 | 3 | 2 | 1 | 1 |
| Cultural Awareness/Global Awareness | 1 | | 4 | 3 | |
| Social Awareness | | 1 | 2 | 2 | 3 |
| Quantitative Skills | | 1 | 2 | 3 | 1 |
| Financial Analysis/Budgeting | 3 | 1 | 1 | 1 | 2 |
| Teamwork Skills | | | | 2 | 6 |

Comments: _____

7. Which subjects or skills are most important? Why? _____

8. What subjects or skills do you think are least important? Why?

9. What suggestions would you have to improve? _____

10. Why would you not be likely to hire a Management graduate?

11. Comments: _____

THANK YOU!
 Sheri Bell, Chair
 General Business Program Evaluation Committee

Please return in the provided postage paid envelope.
 Should you have any questions about this survey please contact
 The Management Department Office at 231-591-2427 or at bells@ferris.edu

Employer Survey –General Business Two Year Degree
Summer 2004
*****Comment Sheet*****

1. (b) If you have or are likely to hire, for what position would you hire a two year business graduate?

- Manager
- **Clerical-3** ~ Higher Level
- Marketing
- Production Technician
- **Quality Technician-2**
- Logistics
- Analyst
- Assistant General Manager
- Front Desk
- Night Auditor
- Accounting
- Accounting Assistant
- **Administrative Assistant-2**
- Human Resource Assistant
- Receptionist
- Accounts Payable
- Production Accounting Clerk

2. How important is it for a two year business graduate to be able to use the following computer programs? Other important programs:

- Accounting
- Software
- MS Outlook
- E-mail
- Internet

4. Which courses would be most important to a two year business graduate in your employment? Why?

- **English-3** ~ Proper usage
- **Math-2**
- **Statistics-2** ~ No need
- **Public Speaking/Speech Presentations-3** ~Important for sales presentations
- General Communication
- Writing skills
- Business Etiquette ~ Professionalism
- Economics

- **Accounting-4** ~ Due to all of our internal tracking measures
- Business Law
- **Microcomputer Applications-2** ~ Due to the amount of computer work needed
- Applied Management
- Marketing
- Public Relations ~ The resources and background to perform well in culture
- Hotel Management

5. Which courses would be the least important to a two year business graduate in your employment? Why?

- **Statistics-3** ~ No need ~ Not used or applicable ~ Not relevant to specific duties/responsibilities required
- Philosophy
- History
- Art
- Business Law ~Not used or applicable
- Economics
- **Marketing-2**
- Microcomputers
- Math
- Law

7. Which subjects or skills are most important? Why?

- **Computer-2**
- Oral Presentation
- **Verbal Communication-4**~ Oral and written
- **Writing-2**
- **Interpersonal-3** ~ Makes or breaks an incumbent
- Decision making
- Analyzing
- Leadership
- Scientific understanding
- Cultural Awareness/Global Awareness
- Social Awareness
- Financial Analysis/Budgeting
- **Teamwork-3** ~ Must understand the “service” of business, working with customers, and fellow staff ~ Our organization uses teams throughout the business
- Computers
- Math
- Must know how to run computer assisted machines. Must be able to calculate and understand parameters. Must be able to communicate.

Current Student Survey Associate in General Business Winter 2002

Unfortunately, the General Business students do not share one common class where they can be easily surveyed. Out of the Thirty-five surveys distributed in the early part of April, only one (3%) was returned. The student that responded, was enrolled in the program for financial aid purposes and did look favorably upon the program. The one response to this survey is included in this report.

Current Student Survey – Associate in General Business

Ferris State University College of Business; Big Rapids, MI 49307

Winter 2004

1. Why did you choose to enter into the Associate of General Business program? (please indicate ALL that apply)
 - a. I wanted a two year degree in business.
 - b. I needed to be enrolled in a two year program for financial aid purposes.
 - c. I did not know what major in business to select.
 - d. Other reason(s) _____
2. Did you transfer into this program from another university? Yes _____ No

If yes, from which University did you transfer? _____
3. Did you transfer into this program from another program at Ferris? Yes _____ No

If yes, from which program did you transfer? _____
4. During the winter semester of 2004, I am enrolled in 16 credit hours at Ferris State University.
5. Total credit hours presently completed ("ehrs" on your transcripts) at Ferris State? 17
6. Expected date of graduation from Associates in General Business program? May 2005
7. Are you currently a full time student? Part time? _____
8. What do you expect to do after completing your degree in General Business?
 - a. get a job.
 - b. continue my education at Ferris.
 - c. continue my education at another institution. Please specify the institution. _____
Please specify major _____
 - d. Other _____

9. What is your reaction to of the following statements?

| | Strongly Disagree | | Disagree | | Neutral | | Agree | | Strongly Agree | | Unknown |
|---|-------------------|--|----------|--|---------|-------------------------------------|-------|-------------------------------------|-------------------------------------|--|---------|
| | | | | | | | | | | | |
| A. My Associates in General Business Degree will help me achieve my career goals. | | | | | | | | <input checked="" type="checkbox"/> | | | |
| B. I am satisfied with the academic preparation received in the General Business program. | | | | | | | | <input checked="" type="checkbox"/> | | | |
| C. I am satisfied with the advising received while I was in the General Business program. | | | | | | | | | <input checked="" type="checkbox"/> | | |
| D. I would recommend the General Business program to prospective students. | | | | | | <input checked="" type="checkbox"/> | | | | | |
| E. The General Business program is a quality program. | | | | | | | | <input checked="" type="checkbox"/> | | | |

10. Referring to question number 9, please explain why you answered as you did. _____

A lot of the programs in general business are in the 4 year program I plan in taking. It's just a step, but I feel like it's worth my time.

10. Please indicate the extent to which you expect each of the following courses in your General Business program to be helpful in your career.

| | Should be Eliminated | Not Helpful | Some Help | Very Helpful | Extremely Helpful | Haven't taken yet | No opinion |
|-----------------------------------|----------------------|-------------|-----------|--------------|-------------------|-------------------|------------|
| Public Speaking (Comm) | | | | X | | | |
| English (Engl) | | | X | | | | |
| Math (Math) | | | | X | | | |
| Macro Economics (Econ 221) | | | | | | X | |
| Micro Economics (Econ 222) | | | | | | X | |
| Principles of Accounting (Acct) | | | X | | | | |
| Business Law (Blaw) | | | | | X | | |
| Microcomputer Applications (Isys) | | | | | X | | |
| Applied Management (Mgmt) | | | | | | X | |
| Principles of Marketing (Mktg) | | | | | | X | |
| Introduction to Statistics (Stqm) | | | | X | | | |

11. What subjects do you think should be added or improved? Why and in what way? _____

I think more cultural enrichment classes should be added.

12. What subject areas do think should be eliminated? Why? I was just wondering

what "Science with Lab" had anything to do with business - maybe that could go

13. Are you involved in any extracurricular activities (such as clubs, fraternities, sports) at Ferris?

Yes _____ No X If yes, which ones? _____

14. Comments regarding the General Business Program: I think it's a

worthwhile program especially for someone who doesn't know exactly what they want to ~~be~~.

THANK YOU!

Faculty Survey Associate Degree in General Business Winter 2004

Interestingly, faculty perceptions of the program rated academic advising the highest. On a five point scale with "one" being the highest, academic advising was rated a 1.7. However, the importance of academic advising was emphasized in comments from the faculty. One response stated that the advising had to be "intrusive".

Academic preparation of graduates was rated the lowest with a 2.4. The reason for this low rating was clarified in comments from the faculty. Some felt that more course work was necessary. Others felt the program content was a strong point. One comment was that a four year degree was necessary for a career. One comment was that caliber of the students enrolled in the program limited what they could do. Others felt that the degree was a survey and not specific enough to benefit the student. Other specific suggested changes to the academic program were: (a) change ISYS 202 to ISYS 321, (b) more math or statistics, (c) create a capstone course for the two year degree, (d) add salesmanship and (e) use directed electives to get a minor.

| | |
|--|------|
| Perception of academic advising students receive? | 1.7 |
| Perception of instructional facilities and equipment? | 1.9 |
| Program faculty response to suggestions for program improvement? | 2.0 |
| Value to the College of Business? | 2.22 |
| Perception of course requirements? | 2.23 |
| Perception of academic preparation of graduates? | 2.4 |

According to the faculty, the General Business' strong points are that it easily transfers into our four year degree programs, is excellent for the undecided student, and provides a less costly degree to those with limited funds.

Faculty Survey – Bachelors Degree in General Business

Ferris State University; College of Business; Big Rapids, MI 49307

Please rate the following six questions on the scale that is provided.

| | | | | | | | |
|---|--------------------|--------|--------|--------|--------|--------|-----------------|
| 1. <i>Value to the College of Business:</i> What is your perceived value of this program to the College of Business? | Beneficial | 1 7 | 2 6 | 3 4 | 4 - | 5 1 | Not Beneficial |
| 2. <i>Perception of Graduates:</i> What is your perception of the academic preparation of students graduating from this program? | Well Prepared | 1 3 | 2 9 | 3 4 | 4 2 | 5 - | Poorly Prepared |
| 3. <i>Perception of Academic Advising:</i> What is your perception of the academic advising students receive while in this program? | Excellent Advising | 1 7 | 2 6 | 3 2 | 4 - | 5 - | Poor Advising |
| 4. <i>Course Requirements:</i> What is your perception of the courses required in this major? (Please see attached check attach check sheet.) | Excellent | 1 7 | 2 5 | 3 4 | 4 1 | 5 - | Poor |
| 5. <i>Input:</i> General Business program faculty are responsive to suggestions for program improvement given by their colleagues. | Very Responsive | 1 8 | 2 6 | 3 2 | 4 - | 5 - | Not Responsive |
| 6. <i>Adequacy of facilities:</i> Instructional facilities and equipment meet the program's needs. | Excellent | 1 8 | 2 6 | 3 2 | 4 1 | 5 1 | Poor |

****The following were not observed:**

- Question 1-1
- Question 2-2
- Question 3-4
- Question 4-2
- Question 5-3
- Question 6-1

7. What do you think are the strengths of the General Business Program?

- Allows students who are working or who have limited funds to obtain a degree earlier than a BBA and will encourage them to pursue more education.
- Offers temporary gateway program to unprep and/or under ride new students
- Unformed as yet
- Don't know much about it
- Fits well with other BUS major
- Great place for students that want to start their own business
- It can be a transition into a 4 year BS degree
- It is an excellent course for those who would like to take a business major but undecided/unsure which to major in. It is also an excellent course for those who like to take a two year program only.
- Directed electives provide internship opportunity.

- Quality teaching
- The faculty, the facilities and the attitudes and commitments of those involve from the administration to the students
- Program content
- 2 year

8. What do you think are the weaknesses of the General Business Program?

- Requiring and Introduction to Business course and junior standing to take MGMT 301
- Needs intensing advising and counseling effort
- Unformed as yet
- Don't know much about it
- Lack of awareness
- Students often not very high caliber
- Not perceived as a specific career
- It is a survey of business topics-it does not really prepare students for a career.
- Lack of sales training-high percentage of job opportunities and COB graduate involved with sales related positions.
- No focus in a particular area—not an employable degree
- Students really need a 4 year degree to get a job
- Not enough math/or statistics courses
- Not aware of any

9. What suggestions do you have for improving the General Business Program?

- If there is enough enrollment to justify a course change – combine the Intro to BUS & MGMT 301 as a “capstone” course that also introduces students to what additional materials they will get in another
- Enhance the quality and quantity of counseling. Needs to be intrusive.
- Unformed as yet
- No opinion
- Business writing course
- Update checksheet-ISYS 202, change to ISYS 321
- Market it more to other colleges in FSU. Create a 2+2 program.
- Exposure to salesmanship skills—needed in almost every business activity.
- Use the directed electives to get a minor
- Make higher level of math require. Require students to take STQM 341
- More publicity

10. What additional suggestions do you have for the General Business Program?

- 2 years with a BBA
- I don't know what other general distribution requirements there are should some be listed? (64 credits over 4 years seems light)
- Outreach to improve awareness
- Keep up the excellent effort to provide well rounded skill set.

11. In what Department are you?

- AFES-6
- Bus Acct-1
- Bus Mktg-4
- Bus Mgmt-5
- COB-2
- VISD-1

12. How long have you been employed at Ferris State University?

- 1-1
- 2-3
- 3-3
- 4-1
- 9-1
- 10-1
- 14-1
- 15-2
- 16-1
- 17-1
- 23-1
- 24-2
- quite a while-1

13. Prior to this survey were you aware of the Management Program?

- Yes-13
- No-4
- Vaguely-2

Please return to Karen Ottobre in Business 212
by April 30, 2004.
THANK YOU!

Advisory Board Summary General Business Associated Degree August 20, 2004

Representation on the advisory board consisted of:

| | | |
|---------------------|------------------------------|--------------|
| Kathryn Wildermuth | Country Inns | Big Rapids |
| Cindy Morrison | Avon Products | Cadillac |
| Brian Krupiczewicz* | Huntington Bank | Grand Rapids |
| Florence Schrauber | State of Michigan | Lansing |
| Tony Freeland | Wolverine World Wide | Rockford |
| Don Larkins | Evert Products-Textron | Evert |
| Sara Emmerson | J C Penny | Big Rapids |
| Jeff Vogts | Perrier Group | Stanwood |
| Sheri Bell | Program Chair – FSU | Big Rapids |
| David Nicols | Dean COB – FSU | Big Rapids |
| Linda Plank | Marketing – FSU | Big Rapids |
| Brendalee McCarthy | Internship Coordinator – FSU | Big Rapids |
| James Bandstra | Information Systems - FSU | Big Rapids |
| Alex Pomnichowski | Management – FSU | Big Rapids |
| William Smith | Management Chair | Big Rapids |
| Karen Ottebre | Management Secretary | Big Rapids |

*Did not attend but did have an hour long interview over the phone.

Although the board thought that program was a strong one, the following were suggestions made by the majority of board members for improvement.

1. Change Isys 202 to Isys 200.
2. Implement an internship program.
3. Make the degree more career-specific and hands-on.
4. Require a career-readiness course emphasizing requirements of professionalism.
5. Be more realistic about what a two-year degree expectations.

Various other improvement suggestions included adding a human resource, math or finance, and international business course.

They also indicated the need for strong communication skills.

**General Business Program Evaluation
Advisory Board Members
August 2004**

Kathryn Wildermuth
Country Inns
15344 Waldron Way
Big Rapids, Michigan 49307

Tony Molsby
PPG Industries
6251 S. Lauman Road
Ewart, Michigan 49631

Cindy Morrison
Avon Products
805 West 13th
Cadillac, Michigan 49601

Christine Anderson
Spartan Stores
850 76th Street SW
Grand Rapids, Michigan 49518

Brian Krupiczewicz
Huntington Banks
50 Monroe Avenue NW
Grand Rapids, Michigan 49503

Florence Schrauber
State of Michigan
Lansing, Michigan

Tony Freeland
Wolverine World Wide
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Don Larkins
Ewart Products – Textron
Ewart, Michigan

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J C Penney
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Big Rapids, Michigan

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Stanwood, Michigan

Sheri Bell
Program Evaluation Chair
Management Department
Ferris State University
Big Rapids, Michigan

David Nicols
Dean – College of Business
Ferris State University
Big Rapids, Michigan

Linda Plank
Marketing Department
Ferris State University
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Brendalee McCarthy
Internship Coordinator
College of Business
Ferris State College
Big Rapids, Michigan

James Bandstra
Information Systems Department
Ferris State University
Big Rapids, Michigan

Alex Pomnichowski
Management Department
Ferris State University
Big Rapids, Michigan

William Smith
Department Chair
Department of Management
Ferris State University
Big Rapids, Michigan

Karen Ottebre
Management Department Secretary
Ferris State University
Big Rapids, Michigan

Business 346
College of Business
Ferris State University
Big Rapids, Michigan 49307
August 2004

Dear

Thank you for agreeing to serve on the General Business Advisory Committee which will meet from 9:30 AM until 1 PM on August 20th in Ferris' Flite Library room 442 and 438.

I have enclosed a copy of the agenda for this meeting, the present General Business program, course descriptions of the required courses, a list of questions that we hope to cover the during this meeting, a map with directions, and parking permits. Ferris' web site is the source of much of the information I have sent you. Should you care to explore that site it is at www.ferris.edu. And, of course, my department and I are available for any further information. Please feel free to phone me at 231-796-2461 (office), 231-591-2427 (department secretary, Karen) or contact me at my email address, bells@ferris.edu.

Again, I offer you my sincere appreciation for your participation in the General Business Advisory Committee.

Sincerely,

Sheri Bell
Chair, Program Evaluation Committee
AAS General Business Program

Ferris State University
General Business Associate Degree
Advisory Board Adgenda
August 20, 2004

- | | |
|---------------|---|
| 9:30 - 10AM | Social hour – coffee and donuts |
| 10 - 10:15AM | Introduction of Board Members |
| 10:15 - 10:30 | Summary of Ferris General Business Degree Program |
| 10:30 - 12 | Participants review of General Business Program |

The following are questions to consider. However, please do not limit yourself to these questions. Any information you have that may help to improve will be greatly appreciated.

1. Presently, Isys 202 is more of a history, with some use of the computer. I feel it is out of date and would like to replace it. Should the Isys 202 class be replaced with Isys 200, another elective, or a different required course?

Isys 200 - Database Design & Implementation

Introduces database concepts, design methodologies, and implementation procedures. Stresses the importance of sound database design to insure data integrity and flexibility. Common data structures, normalization techniques, integrity constraints, security features, query and report facilities are discussed. One or more popular commercial database management systems will be used to implement the designs.

Isys 202 - Principles of Information System

Computer information systems in business. Emphasizing common business information needs, the system development and use, system security and integrity, and impact of such systems on careers and society. Preparation for future contact with and use of computer information systems.

2. Should "tracs" be developed that specialize in specific areas of business? If so, what areas would be most beneficial?
3. Should we be "partnering" with other programs at Ferris?
4. Should we be "partnering" with industry?
5. Are any of the listed courses unimportant?
6. Which of the listed courses are most important?
7. Should additional courses be added to the list of requirements in place of electives?
8. Should we consider an internship for this program?
9. What skills are most important for a 2 year business degree graduate? Analytical, written or oral communication, leadership, ect?
10. What can we do to make graduates more employable?
11. What can we do to make employers more aware of the potential of General Business degree graduates?

- | | |
|--------|-------------------|
| 12 - 1 | Lunch and Wrap-up |
|--------|-------------------|

Brian Krupiczewicz Interview
Advisory Board
General Business Associate Degree
August 18, 2004

Due to the fact that Brian Krupiczewicz was not going to be available on August 20th for the Advisory Board Meeting, this interview took place over the phone on August 18th. His input was especially important because he represented the banking industry. This is an industry that is likely to hire and promote two year business graduates.

He felt that the web site description of job potential for a two year business graduate of entry level manager was misleading. He felt that entry level professional was more accurate. He felt that if a two-year graduate did well at this entry level promotion was possible but eventually limited with a two year degree.

The skills that a two year business degree graduate needed were the practical ones. He felt accounting, economics, English, business law, marketing, management and communication were good. He felt that the algebra course should be replaced with a finance course. When I asked the whole board about this they felt they should keep the algebra and add finance. He felt the English course should be practical and perhaps Engl 211 should be used instead of Engl 250. The whole board had mixed feelings on this issue. He felt Blaw301 was good and Blaw321 was optional.

Brian felt internships were very good. Perhaps a 3 credit hour one should be required for the General Business Program. He indicated that Huntington Bank, of which he is a Human Resources Manager, has recently started working with Grand Valley University to initiate internships at Huntington. I asked if I could give his name to our internship coordinator and he said yes.

Students should be prepared professionally with the following:

1. accurate resume
2. confidence
3. learned to deal with a variety of situations
4. need to know how to deal with peoples emotions
5. need to be prepared to give potential employers examples of the skills they possess
6. Motivation is more important than leadership in a two year program graduate
7. *Initial* job performance is critical for future success
8. Should have course on finding a job, interviewing, and professional conduct on a job.

Salaries are different for different geographical areas, experience, education, even graduates attitude effects salary. Maybe Ferris should call HR professional asking for input. In the banking field a two year graduate would be hired in a high school diploma job, and hopefully prove themselves and get promoted. Positions Huntington would be likely to place a two year graduate in would be credit analyst and personal banker.

General Business Advisory Meeting Minutes

August 20, 2004

Present: Jim Bandstra, Sheri Bell, Sarah Emmerson, Tony Freeland, Brendalee McCarthy, Cindy Morrison, Dave Nicol, Linda Plank, Alex Pomnichowski, Florence Schrauber, Bill Smith, and Kathryn Wildemuth.

Dean Nicol

The Dean introduced himself and greeted the members, thanking them for their time and energy. It is a challenge to keep up to date. We recognize that the market place is changing. The College of Business is committed to having advisory members come in and help us keep our programs up to date. We need to know how to train. Also, the importance of providing students with a co-op. Members were encouraged to email us any time if they have other thoughts. He expressed his concern about having a dynamic relationship with our members. We will come back to the members and let them know what we have changed. He closed by adding that we want and need their input.

Sheri Bell

Sheri gave a brief explanation of the program in the past and now. Half of the students who graduate with it go on after completing - for a bachelors degree. Many of the students in the program are first time only students, meaning they are the first in their family to go to college. Also, General Business works for financial aid reasons.

Brenda Lee McCarthy

Brenda explained her position as Internship Coordinator and about the changes she created to make the internship program more responsible for all. The main reason is to get students into internship positions, so when they graduate, they will have hands on experience. Only 10% of the programs in the College of Business require internships in their programs. The programs that do have them are highly recognized. She works with the employer to make a plan for what they need. There are expectations for both employer and student. She works with the employer to create learning objectives for the student. Everything is supervised by the department head for that student. The experience must be a benefit to both the employer and the student. There is a meeting at the end of the experience with the student, Brenda and the department head.

An Orientation Workshop is held with speakers on how to succeed in the field as well as how to establish themselves. The speakers also go into why to look and be professional.

In her first year, Brenda got over 300 positions; only 40 students went on internships. Since it isn't required in most programs, students don't do it. The reason is students don't get involved because it isn't involved. Most students don't think outside the box. The students are missing a real opportunity.

Jeff Vogts has had about 40 FSU students, about 7 or 8 internships. As an employer he would like to get student reports to so the employer knows what the student is

reporting. Accountability is what employers are after. He wants to help with the learning objectives. He has mostly plastics students apply.

The Dean added that we want everyone on the same page, from the student, employer, supervisor and Brenda. The employer needs to understand that they can't just make coffee, sweep floors or whatever. We are trying to make sure what the student tells us, is happening. We also strive to get information to employers. We want to make sure the program is strong.

The College of Business wants even sophomores and juniors to get internships. Also, to get faculty to accept that internships aren't always in the summer. PGM does five internships, after one or two; students have an idea if they want to do this. We offer students three, six or nine credits. It needs to be a win/win situation. These students need to be tracked.

Tony Freeland from Wolverine would take interns. She is a big believer in internships. She thinks we need to have former students do the cheerleading for internship positions.

Questions

1) We know that ISYS 202 has to be eliminated as a required class. After looking at the Alumni Surveys, one of the repeated suggestions is a database class, ISYS 200, Database Design and Implementation is what could be added.

Sheri explained that we require ISYS 105, but it doesn't cover databases. The alumni surveys are telling us we need to require a database class.

Jim Bandstra explained that ISYS 202 - Principles of Information Systems used to be a core class, but not any longer. Now the core has ISYS 321, which requires too many prerequisites for an associate degree.

Also, ISYS 105 is still needed. The CIS Department thought they wouldn't need to teach ISYS 105 anymore, but that isn't the case. Students still need it. There are holes from high school teaching. Some students haven't touched a computer and some are developing web pages.

The Dean proposed to the VP that all students need to be tested for ISYS 105 or take the course. All students need it in their freshman year so they can use it through college. We test College of Business students now; they have to have 70% to pass. Not many pass it, 10-12%.

Tony Freeland thinks that this requirement should be required prior to starting the program.

Cindy Morrison thinks for a two year program they need hands on.

Sheri asked if the group thought ISYS 105 and 200 should be included in the program. Everyone in attendance felt they should both be included.

2) Should tracks be developed that specialize in specific areas of business?

Sheri studied two-year program graduates. If they go on to a bachelors degree, they did ok, if not they weren't as successful.

Cindy thinks the tracks are important. At Avon, some can go far with a two-year degree and others have to have a four-year.

Jeff Votz questioned why a two year degree, he has a plant full of them, they aren't happy. They thought a two-year degree would be the ticket and it isn't. Almost 100% of his workforce has two-year degrees, but they do the physical labor. He wants to hire four-year people for management positions, he feels they are missing too much with only a two-year degree.

Perrier does have a tuition incentive program. He thinks his company is ahead of the curve.

He believes the competitive landscape is changing. If we can reach the students now, the College of Business needs to let them know what they can really do with a two-year degree.

Sheri explained the Tuition Incentive Plan a form of financial aid that requires a two-year program, being the main reason. She also thought it to be a strong two-year degree, but after seeing the surveys, General Business Alumni aren't doing as well as Alumni with bachelors degrees.

Cindy Morrison thinks an internship is important with this degree particularly. It might help students.

Tony Freeland thinks it shouldn't be advertised with the words, "Get a Great Degree".

Two-year grads could be plant managers or supervisors and they would do ok at Wolverine, they wouldn't be stopped. But to go far, they need a four-year degree.

The Dean believes we need to emphasize that this is a stepping stone. For some – the four year-degree is too far out there. Some students don't believe in themselves enough to consider a four-year.

Florence Schrauber, the State of Michigan requires a four-year degree, if they do get in the door with a two-year, they won't go far without completing four. She too believes two-years is just a stepping stone.

Don Larkins realizes all students are not interested in a four-year degree. Evert Products – Textron will hire two-year people and develop them, if they are interested. They also consider two-year degrees the first step to moving up.

Don thinks all manufacturing plants would operate this way.

Tony Freeland believes that ten years ago a two-year degree got you further than it does now. Now there is more of a push for four-year degrees. Wolverine would hire them, but sooner or later they will hit a wall. Some don't want more but the culture is to get more to go further. She believes that students would be disillusioned when they get out there in the job market. She too believes two-year degrees should be used as a step and keep going. Most people want to be more valuable in the company. Of course, she explained, it doesn't matter what the degree, if they have a pulse – they will show up, but can they read and write.

She does think the General Business program would be more valuable with tracks; it might get a person in the door.

Sarah Emmerson with JC Penneys believes the General Business degree should be more focused, either more accounting, human resources or technology.

Dean Nicol thinks that even if the program was specialized, students would still be going against four-year grads towards jobs.

Bill Smith explained the certificates available to students and suggested we advise in this manner.

Alex Pomnichowski brought up the point that there are many community colleges with two-year degrees, which suggests that there is a value in a two-year degree.

Kathryn Wildermuth from Country Inn Suits can't offer students a great career, but could do a great internship. She gets applications daily from college students. They can't write, aren't clean or dressed well. They don't want the responsibility. They get hired, and don't show. She thinks the COB needs to teach professional behavior, and pride for themselves.

The Dean believes that internships promotes professionalism. He thinks getting it from the employer makes it go further. We talk, but do they listen.

Students need a preparation for work course. It should cover how to eat, how to interview, eat at an interview and office etiquette, just to name a few.

Advisory members feel that all students need something like this.

5) Are any of the listed courses unimportant?

Cindy Morrison believes that Fundamentals of Public Speaking is an important class, unless both COMM 105 and COMM 121 are required, it should be 121.

Tony Freeland agrees, people hate presentations, yet whether they realize it or not, they are always giving a presentation. They need to know how to structure it. Students don't like it, but they will get over it.

She thinks they also need business writing. How to put their thoughts together in one paragraph and be concise and correct.

Sheri admitted that there aren't a lot of presentations in most of the classes for a two-year degree.

Sheri asked members about ENGL 250, versus ENGL 211, which would be better?

Some jobs just need basic business writing, others teach their style on the job. The members didn't know which English class would be better, they suggested doing research.

Cindy Morrison thinks they need a human resource class in a two-year degree, or at least to encourage them to take one in the directed area. Many degrees should have human resources in them. Also, a labor law class would be helpful.

Jeff Vogts believes that in a two-year degree, more math would be better than economics. Although, students need macroeconomics. Also, finance might be good, most need to calculate. They need a strong fundamental math or a stats class maybe.

Tony Freeland agrees that they need to know what drives the profitability of the business. Budgeting helps when making the decisions. They need to know everyday things when it comes to math knowledge.

Alex mentioned that maybe Inferential Statistics would be a good class for students, Bill agreed.

9) What skills are most important for a two-year business degree graduate?

Communication – the whole aspect of personal communication was suggested by all present. Also, to be able to analyze and oral communication skills. Leadership skills can be developed or if they have it, great. They will get it as they go.

Some employers might have a different idea on leadership.

Cindy Morrison asked about the international side for a two-year program. Most present thought it wasn't necessary. Her company, Avon is UK owned and are all over the world, she believes that students need at least an appreciation of other cultures. Maybe a tolerance or diversity class should be included. It could be covered in an HR class.

There were several suggestions for a Saturday workshop class. Many companies might be interested in doing this. They could cover different topics than what is available in classes.

Meeting adjourned at 12:10 for lunch and more discussion.

Labor Force Analysis General Business Associate Degree Winter 2004

Reported demands for associate degree graduates vary widely. Business magazines, U.S. government reports, Ferris placement reports, alumni surveys, employer's survey, and advisory board reports tend to be contradictory.

The demand for graduates of two year degree programs would appear to be overwhelming when one examines the number of programs offered through out the state of Michigan. I have included a sampling of these programs.

Ferris' Graduate Follow-up Survey Report 2001-2002, reports that of 16 graduates. 14 responded and there was 100% job placement. The reported salaries averaged \$27,681. This would average about \$532 per week. This would seem to be in line with reports of the Occupational Outlook Quarterly, Winter 2002-3. This report indicates that in positions that business alumni are likely to hold, associate degree graduates receive a 10-13% premium over high school graduates. Business Week reported in their May 31, 2004 issue that those students who get some college are only a little less likely to work in a low-wage job than those who only get a high school diploma. However, a college graduate has a much greater chance of working in higher paying jobs.

The Occupational Outlook Quarterly also reports the following:

"Business is a popular subject for occupational associate degrees. Business occupations for people with associate degrees include accounting technicians, who collect and prepare financial information; human resources assistants, who help specialists recruit and train employees, keep records, and deal with other personnel issues; and import-export clerks, who major in international business while in school.

Those who concentrate in the study of management learn marketing, employee oversight, and financial controls, which often help them to become supervisors, enter management training programs, or run their own businesses."

According to the National Association of Colleges and Employers in their Job Outlook 2004, "Just under a third of employers say they will hire students graduating with two-year degrees." More than a third of government and nonprofits are willing to hire two-year grads; while less than one-third in the service industry are willing; and less than 25% in the manufacturing area are willing to hire two year graduates.

Statistics for job growth in positions an Associate in General Business graduate is likely to hold were not clear. The Occupational Outlook Quarterly, Winter 2002-3 reports that of occupations that commonly are held by workers with an associated degree, Supervisors, "administrative and support occupation" are expected to have 400,000 new jobs between 2000 and 2010. This is the third largest growth area. However, no other business related jobs appear in the top categories of growth.

Of the alumni who responded to our survey, six did not continue past the associate program. All are currently employed. Four are currently employed full time, and two part time. This indicates a good employment record for our graduates.

Our advisory board was quite divided on employability of a graduate of an associate program. Surprisingly, of the four manufacturers represented, all but one indicated a willingness to employ two-year degree graduates in positions of responsibility. However, all indicated a need for these graduates to prove themselves in positions of lesser responsibility first. One manufacturer indicated that without a four year degree promotion was not possible.

Of the three advisory board members in the service area, all indicated a willingness to hire two year graduates. However, our only government representative indicated that they probably would not hire a two year degree graduate over a high school graduate.

In summary, two year degree graduates are more employable than high school graduates but for promotion reasons these graduates will be required to continually improve themselves. With this continued improvement they would most likely earn a bachelors degree. Those who do not continually improve themselves would most likely never be promoted beyond the entry level positions where they entered the job market.

Evaluation of Facilities/Equipment General Business Program Review Winter 2004

The review of the facilities and equipment includes the faculty offices, classrooms, and computer labs.

Faculty Offices

Each of the faculty members appears to have adequate office space. In addition, a review of their office computer equipment shows that all equipment has been purchased within the last four years and appears to have sufficient operating capabilities for their needs. All computers are connected to the school network and upgrades on software are now being handled automatically through the network in order to keep all computers running at the same software version. Laptops are available upon request for faculty travel or other school related projects.

Classrooms

The classrooms utilized by the College of Business appear to be sufficient to accommodate the appropriate number of students both in tables and seats available as well as overall size.

All classrooms utilized by the College of Business are equipped with desktop computers that have Internet access, Microsoft Office 2003, FrontPage, and other software titles (see attached listing for BUS-314 that indicates all standard software with a checkmark). They are also connected to the school network.

In addition, each room is equipped with an overhead projector, VCR, and LCD projector. The quality of the LCD projectors varies. Lumens is the measurement of light that the LCD projector emits. The average lumens is 1550, with variations in the measurement from 400 to 3500. Improvement in these facilities are constantly being evaluated.

Two classrooms, Business 118 and Business 116 are set up as computer labs/classrooms. These rooms, in additions to two other rooms in Granger, are where most of the information systems classes are taught. Students in the General Business program are presently required to take Isys 105 which is taught in these rooms. Computers in Business 116 were recently upgraded to 3.00 GHz and 1000 mb of RAM. These appear to be the best computers in the building. Business 118, which is also used as a classroom, is furnished with computers with 2.4 GHz and 512 mb of RAM. The quality of the computers in these rooms is second only to those in Business 116.

Business 310 is the College of Business' "Statistics and Quality Management Lab". This is the lab that Statistics 260, a required course in the General Business Program, is taught. This lab is organized in groups of five students that share a computer. The room is equipped with a "smart board" and technology especially requested by the statistic's faculty.

Each faculty member has the option/ability to request that course specific software be added to the computer in the classroom in which the course is being taught. The approval of such additions is subject to review for compliance with College of Business software requirements as well as any budgetary constraints.

All hallways are equipped with video cameras to deter theft of the equipment.

Computer Labs

In addition to classroom computer labs, the College of Business houses 7 rooms and 63 computers devoted to open computer labs available to all Ferris Students. The computers in these rooms are typically 2.26 GHz and 512 RAM.

In order to manage recent cuts adjustments have been made. The number of student employees in the computer labs have been cut from 3 to 1 during the hours the labs are open. This allows for security but does not allow for any student assistance. Problems the students face in the lab will have to be handled primary by the student user. Students now are charged for the printing they have done in the labs. Although, a logical cut, this could cause problems for students with massive amounts of printing required for their classes. The system for paying for printouts that was installed in the College of Business is the same system used the Flite.

Conclusions

Constant computer equipment upgrades is necessary. The expectations of potential employers, students, and K-12's constant improvement drive this need. Employers, of course, expect that our students will be competent on the most up to date technology. Students are exposed to new technology as it is sold in the market place. Normally, the newest software is sold with the newest hardware. Education at the K-12 level has improved the hardware and software to which they expose their students. With our student being exposed to higher and higher quality computer technology, they expect Ferris to train them on nothing less.

Service from technology support personnel in the College of Business appears excellent. Although I have no data to support this claim, I can think of only one instant in the last 5 years where assistance has taken more than one day. And support personnel has always responded to calls for assistance in the classroom within minutes.

In general, the facilities and equipment available to the General Business Program appear to be adequate for its needs. Quality of the computer equipment in the school of business is constantly being upgraded; the Dean of the College of Business has made a commitment to upgrade a certain amount of equipment each year.. Presently the average GHZ of computers in the College of Business is 1.32 with an average RAM of about 400. In many ways, the College of Business is ahead of other colleges in the area of computer equipment and software upgrades and consistency. As new equipment is purchased, the equipment being replaced is passed onto others or placed in classrooms (see attached action plan for the 2004-2005 school year).

However, concerns exist regarding the effects that recent budget cuts will have on the ability to maintain the high level of technology and quality of support found in the College of Business.

| One Bump | | | | | | | | | |
|------------------------------|----------|-----------|-----|---|----------|-------------|-----|---------------------------------|--|
| New Computers Purchased for: | | | | First Set of Displaced Computers goes to: | | | | Second Set goes out of service | |
| Names | Barcode# | Processor | Ram | Names/Locations | Barcode# | Processor | Ram | Final Disposition | |
| Mark Brandly | 10101497 | 800 | 256 | ISM GA (Josh Church) | 10101560 | 500 | 256 | Disposal or Campus Distribution | |
| Jay Hettiarchchy | 100144 | 800 | 256 | BUS-216 | 10100779 | 600 | 256 | BUS-Inventory | |
| Don Jackson | 100174 | 800 | 256 | BUS-210 | 10100654 | 600 | 256 | BUS-Inventory | |
| Paul Jackson | 100137 | 800 | 256 | ISM GA (Bill Sinks) | 10101308 | 500 | 256 | Disposal or Campus Distribution | |
| Steve Jakubowski | 10101297 | 1G | 256 | Bill Boras | 10101595 | 500 | 256 | Disposal or Campus Distribution | |
| Dave Kelson | 10101399 | 800 | 256 | BUS102 Handicap | 10104018 | 600 | 256 | BUS-Inventory | |
| Gayle Lopez | 10101396 | 800 | 256 | BUS-106 | 10100809 | 600 | 256 | BUS-Inventory | |
| Roy McLean | 10101515 | 800 | 256 | BUS-106 | 10100810 | 600 | 256 | BUS-Inventory | |
| Pat McNabb | 10101292 | 800 | 256 | BUS-106 | 10100811 | 600 | 256 | BUS-Inventory | |
| Tom Mehl | 10101265 | 800 | 256 | BUS-106 | 10100812 | 600 | 256 | BUS-Inventory | |
| Ahmed Mekky | 10101341 | 800 | 256 | BUS-202 | 10100648 | 600 | 256 | BUS-Inventory | |
| Eric Panitz | 10101300 | 800 | 256 | BUS-204 | 10100650 | 600 | 256 | BUS-Inventory | |
| Matt Pinter | 10101650 | 800 | 256 | BUS-211 | 10100655 | 600 | 256 | BUS-Inventory | |
| Nate Tymes | 10101302 | 800 | 256 | BUS-208 | 10100651 | 600 | 256 | BUS-Inventory | |
| Anita Fagerman | NA | NA | NA | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| BUS116 | | | | | | | | | |
| 29 Computers | NA | 800 | 256 | IRC-206 (Quantity 20) | NA | 400 or less | 128 | Disposal or Campus Distribution | |
| | | | | BUS-121 (Quantity 9) | NA | 600 or less | 256 | BUS-128 | |

SOFTWARE PLANNING PROCESS

BUS-314 Software Load

Building
Business Building

Technician
Wilcox, Krista

College
COB

Computer Count
1

 Print this page

| Title | Version | Requestor | # | Requested Action | | | |
|---|----------|-----------|---|------------------|--------|----------|-----|
| | | | | Keep | Remove | Upgrade* | N/A |
| 1: Access | 2003 | THEDES | 1 | | | | |
| 2: Acrobat Reader | 6.0 | MEADOWL | 1 | | | | |
| 3: AntiVirus Corporate Edition | 8.1 | THEDES | 1 | | | | |
| 4: Client | 4.9 | | 1 | | | | |
| 5: Data Analysis Plug-in | 2002 | ELSAIDIM | 1 | | | | |
| 6: Data Analysis Plus | | EL-SAIDM | 1 | | | | |
| 7: Direct X | 9.0 | THEDES | 1 | | | | |
| 8: Excel | 2003 | THEDES | 1 | | | | |
| 9: Flash Player | 7.0 | | 1 | | | | |
| 10: Frontpage | 2003 | THEDES | 1 | | | | |
| 11: Ghost Corporate Edition | 8.0 | THEDES | 1 | | | | |
| 12: Google Toolbar Popup Blocker | 2.0.1 | WILCOXK | 1 | | | | |
| 13: Hummingbird | 7.1 | | 1 | | | | |
| 14: Info Path | 2003 | THEDES | 1 | | | | |
| 15: Instructors' Resource Kit (Course Labs) | 2000 | WOOLENJ | 1 | | | | |
| 16: Intermediate Accounting | 1.3p | MEADOWL | 1 | | | | |
| 17: Internet Explorer SP1 | 6.0 | THEDES | 1 | | | | |
| 18: IomegaWare | 4.0.2 | THEDES | 1 | | | | |
| 19: Java 2 SDK | 1.4.1_03 | HUHTALAJ | 1 | | | | |
| 20: Management Scientist | 5.0 | EL-SAIDM | 1 | | | | |
| 21: Messenger | 6.2 | WILCOXK | 1 | | | | |
| 22: MOCHA 3270 | 2.2 | WOOLENJ | 1 | | | | |
| 23: MOCHA 5250 | 3.2 | WOOLENJ | 1 | | | | |
| 24: Netscape | 7.1 | | 1 | | | | |
| 25: Office Project Standard | 2003 | | 1 | | | | |
| 26: PowerDVD | 4.0.11 | THEDES | 1 | | | | |
| 27: PowerPoint | 2003 | THEDES | 1 | | | | |
| 28: Publisher | 2003 | THEDES | 1 | | | | |
| 29: QuickTime | 6.4 | MEADOWL | 1 | | | | |
| 30: Shockwave Player | 8.5.1 | THEDES | 1 | | | | |

| | | | | | | | |
|-------------------------------------|---------|---------|---|--|--|--|--|
| 31: Software Update Services | 1.0 SP1 | WILCOXK | 1 | | | | |
| 32: SPSS | 11.5 | | 1 | | | | |
| 33: SQL Server Client | 2000 | BORASB | 1 | | | | |
| 34: SQL Server English Query Hotfix | 2000 | BORASB | 1 | | | | |
| 35: SQL Server SP2 | 2000 | BORASB | 1 | | | | |
| 36: TeraTerm (Telnet) | 2.3 | WOOLENJ | 1 | | | | |
| 37: Visio | 2003 | | 1 | | | | |
| 38: Windows Media Player | 9.0 | THEDES | 1 | | | | |
| 39: Windows XP | XP SP1 | | 1 | | | | |
| 40: Winzip | 8.1 | | 1 | | | | |
| 41: Word | 2003 | THEDES | 1 | | | | |
| 42: WS FTP LE | 95 | BORASB | 1 | | | | |
| 43: Zenworks Agent | 4.0.1 | WILCOXK | 1 | | | | |

| |
|--|
| Department Head(s) using this Lab / Area |
|--|

| |
|---------------------------|
| El-Saidi, Mohammed - AFES |
|---------------------------|

| |
|-----------------------|
| Smith, William - MGMT |
|-----------------------|

Curriculum Evaluation General Business Associate Degree Winter 2004

Entrance requirements for the General Business Associate Degree program are a 2.35 high school grade point average, a 17 on the math ACTs, and a 17 on the reading ACTs.

Of the ten courses presently in the business core, the Associates in General Business require five of these courses. In addition our requirements in general education, cultural awareness and social awareness are frequently the same. This is design so that students may easily transfer into a four year business degree.

Course descriptions of all the business courses are included.

General Business

Associate in Applied Science

Why Choose General Business?

Enrolling in the General Business program rapidly introduces you to the world of business. In a short two-year period of time, you will learn basic information for all the areas of business: Accounting, management, marketing, finance, and information systems are introduced with directed electives allowing for a more in depth study of the student's area of interest.

This program is also offered in the Evening Business Program format. Courses are offered in the evening for working adults.

Get a Great Job

After completion of the two-year General Business degree, students are prepared for entry level management positions in many industries. Students often also find that the program ignites an interest in further study and are pleased to see that the general business program has been designed to easily transfer into almost any four-year degree program in business at Ferris State University.

Admission Requirements

Admission is open to high school graduates who demonstrate academic preparedness, maturity and seriousness of purpose with backgrounds appropriate to their chosen program of studies. High school GPA and the Mathematics and Reading ACT scores will be considered in the admission and placement process.

Some students may need to take additional preparatory courses which may extend the time required to complete degree requirements.

Graduation Requirements

The General Business program at Ferris leads to an associate in applied science degree. Graduation requires a minimum 2.0 GPA in core classes, in the major and overall.

More Information

Management Dept.
119 South Street/BUS 212
Big Rapids, MI 49307-2284
Phone: (231) 591-2427
Email: MGMT@ferris.edu

| Required Courses | | Credit Hours |
|------------------|--|--------------|
|------------------|--|--------------|

General Education

| | | |
|-----------------|--------------------------|---|
| ECON 221 | Prin of Macroeconomics*S | 3 |
| ECON 222 | Prin of Microeconomics*S | 3 |
| ENGL 150 | English 1 | 3 |
| ENGL 250 | English 2 | 3 |
| MATH 115 | Intermediate Algebra | 3 |

Choose one:

| | | |
|-----------------|---------------------------------|-----|
| COMM 105 | Interpersonal Communication | 3 |
| COMM 121 | Fundamentals of Public Speaking | 3 |
| Electives: | Cultural Enrichment | 3 |
| | Scientific Understanding | 3-4 |

Major

| | | |
|-----------------|----------------------------------|---|
| ACCT 201 | Principles of Accounting 1 | 3 |
| ACCT 202 | Principles of Accounting 2 | 3 |
| BUSN 122 | Introduction to Business | 3 |
| ISYS 105 | Intro Micro Sys & Software | 3 |
| ISYS 202 | Principles of Information System | 3 |
| MGMT 301 | Applied Management | 3 |
| MKTG 321 | Principles of Marketing | 3 |
| STQM 260 | Intro to Statistics | 3 |

Choose one:

| | | |
|-----------------|-------------------------------|---|
| BLAW 301 | Legal Environment of Business | 3 |
| BLAW 321 | Contracts & Sales | 3 |

Electives: Directed 12

Minimum credit hours required for A.A.S. degree: 63-64

NOTE: If enrolled in Evening Business Program, substitute a directed elective for **BUSN 122**.

General Business Associate Degree Required Course Descriptions August 2004

ECON 221 Prin of Macroeconomics*S

credits: 3

Scope and meaning of economic principles basic to a free market economy. Equilibrium price formation and the efficiency of resource allocation in a market economy. National income accounting; determination of equilibrium national income, recession, and expansion. Government policy toward economic fluctuation; unemployment and inflation. The role of money and banking in recession and inflation. This course meets General Education requirement: Social Awareness, Social Foundations.

Requires: MATH 110 with a grade of C- or better or 19 ACT or 460 SAT

ECON 222 Prin of Microeconomics*S

credits: 3

Markets and equilibrium price formation. The theory of consumer demand, price elasticity of demand, productivity and the firm's costs of production. Market structure, price and output determination. Market structure, resource allocation, and economic efficiency. Resource demand, supply and pricing. The functional distribution of income. This course meets General Education requirements: Social Awareness, Social Foundation.

Requires: ECON 221

ENGL 150 English 1

credits: 3

Organize and develop papers for diverse audiences and purposes; including how to discover and focus on a topic, develop ideas, gather support, and draft and revise papers effectively. Fundamental language skills and introduction to library research and argumentation.

Requires: ENGL 074 or a minimum score of 14 ACT or 370 SAT

ENGL 250 English 2

credits: 3

The second of a two course sequence. Focuses on research. Students will learn how to use the library resources to produce a longer documented paper, how to evaluate conflicting claims and evidence to write an extended argument, and how to write papers based on primary research. Stresses problem solving and reasoning skills, but also includes grammatical structure, diction, and style appropriate to professional writing situations.

Requires: ENGL 150 with a grade of C- or better

MATH 115 Intermediate Algebra

credits: 3

A study of complex fractions, first and second degree equations and inequalities, exponents, radicals, and introduction to complex numbers, logarithms, and systems of equations.

Requires: MATH 110 with a grade of C- or better, or 19 ACT or 460 SAT

COMM 105 Interpersonal Communication

credits: 3

Face-to-face communication and how it affects interpersonal relationships. Topics include perception, self-concept; listening, and conflict management.

COMM 121 Fundamentals of Public Speaking

credits: 3

Training and experience in preparation and delivery of short speeches with emphasis on the clear, concise, logical communication of ideas. Emphasis will be placed on informative and persuasive speaking.

ACCT 201 Principles of Accounting 1

credits: 3

Introduction to accounting principles with an external reporting emphasis on the preparation and use of financial statements. Includes recording and adjusting accounts, the accounting cycle, accounting for merchandising operations, internal control and cash, receivables, inventories, assets, liabilities, corporate organization, stock transactions, dividends, and retained earnings and investments.

Requires: MATH 110 with a grade of C- or better, or 19 on ACT or 460 on SAT

ACCT 202 Principles of Accounting 2

credits: 3

Continuation of ACCT 201. Introduction to management decisions in reliance on systems that provide historical and projected data to guide present and future operations. Includes managerial accounting, job-order costing, process costing, cost behavior, cost-volume-profit relationship, variable costing, activity based costing, profit planning, standard costing, flexible budgets, segment reporting, profitability analysis and decentralization, capital budgeting, service department costing, statements of cash flows and financial statement analysis.

Requires: ACCT 201 with a grade of C- or better

MGMT 301 Applied Management

credits: 3

A description and analysis of business activities designed to manage an organization to efficiently serve employees, customers, and the community. Topics studied include planning, organizing, leading, and controlling; the business environment, business institutions, government regulations, organizational structure, human resources, human behavior, and current practices. Designed to meet the needs of graduates and employers in the global economy.

MKTG 321 Principles of Marketing

credits: 3

Introduction to the basic functions of marketing. Included as topics of study are: consumer behavior, marketing research, marketing planning, physical distribution, selling, promotion, retailing, pricing, wholesaling, purchasing, international marketing, and e-commerce.

Requires: Sophomore status or higher

STQM 260 Intro to Statistics

credits: 3

Practical aspects of sampling, data presentation, measures of central tendency and dispersion, basic probability theory, the normal probability distribution, the sampling distribution of sample means and sample proportions, confidence intervals and hypothesis tests for one-sample designs, simple linear regression and correlation.

Requires: MATH 115 or MATH 116 or MATH 117 or 24 ACT or 560 SAT

BLAW 301 Legal Environment of Business

credits: 3

Develops an understanding of the interaction between law and business through a survey of public and private law. Emphasis on understanding business regulation in the areas of competition, labor law, securities regulation, consumer protection, and environmental law. A brief overview of contracts and business organizations is included along with a review of the court system and the constitutional rights of business.

BLAW 321 Contracts & Sales

credits: 3

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

Business Core

| | | |
|-----------------|------------------------------|---|
| ACCT 201 | Principles of Accounting 1 | 3 |
| ACCT 202 | Principles of Accounting 2 | 3 |
| BUSN 499 | Integrating Experience | 3 |
| BLAW 321 | Contracts & Sales | 3 |
| FINC 322 | Financial Management 1 | 3 |
| ISYS 321 | Business Information Systems | 3 |
| MGMT 301 | Applied Management | 3 |
| MGMT 370 | Quality/Operations Mgmt | 3 |
| MKTG 321 | Principles of Marketing | 3 |
| STQM 260 | Intro to Statistics | 3 |



FUTURE STUDENTS



Applicants must present evidence of graduation from high school.

- **To enter a Bachelor of Science degree (B.S.) Program in Business** applicants are expected to meet two of the following: a minimum high school grade point average of 2.50 (on a 4.00 scale); ACT MATH score of 19 or higher; an ACT READING score of 19 or higher.
- **To enter an Associate of Science degree (A.A.S.) Program in Business** applicants are expected to meet two of the following: a minimum high school grade point average of 2.35 (on a 4.00 scale); an ACT MATH score of 17 or higher; an ACT READING score of 17 or higher.
- **To apply to a Master of Science degree or MBA program in Business** A bachelor's degree from a regionally accredited university, overall Grade Point Average (GPA) of 2.75 or better on a 4-point scale, and official GMAT score of 500 or higher, OR official GRE score in the upper 50% with a 2.5 or higher on the analytical writing portion.
- **Ferris State University Admissions Office**

COLLEGE OF BUSINESS
ENROLLMENT PROFILE (Majors)

FALL SEMESTER

| Program | 1995 | 1996 | 1997 | 1998 | 1999 | 2000 | 2001 | 2002 | 2003 | 2004 | 04/03 Chg | % of 04 | % of 03 | |
|--------------------------------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|---------------|---------------|---------------|----------------|-------------------|-----------------|-----------------|
| Masters - Business Administration | | | | | | | | | 24 | 30 | 6 | 25.0% | 1.4% | 1.1% |
| Masters - Information Systems Mgt. | 6 | 3 | 0 | 2 | 88 | 112 | 151 | 71 | 58 | 39 | -19 | -32.8% | 1.8% | 2.6% |
| GRADUATE TOTALS | 6 | 3 | 0 | 2 | 88 | 112 | 151 | 71 | 82 | 69 | -13 | -15.9% | 3.2% | 3.7% |
| Accountancy | 149 | 117 | 96 | 94 | 96 | 93 | 76 | 72 | 81 | 71 | -10 | -12.3% | 3.3% | 3.7% |
| Accountancy (A.A.S.) | 0 | 0 | 0 | 0 | 0 | 0 | 11 | 11 | 11 | 12 | 1 | 9.1% | 0.6% | 0.5% |
| Accountancy/Finance | 18 | 19 | 23 | 22 | 17 | 12 | 9 | 7 | 7 | 13 | 6 | 85.7% | 0.6% | 0.3% |
| Finance | 39 | 24 | 27 | 37 | 38 | 36 | 47 | 35 | 35 | 39 | 4 | 11.4% | 1.8% | 1.6% |
| Quality and Productivity Mgt. | 1 | 2 | 2 | | | | | | | | | | | |
| AFES DEPARTMENT TOTALS | 207 | 162 | 148 | 153 | 151 | 141 | 143 | 125 | 134 | 135 | 1 | 0.7% | 6.3% | 6.1% |
| CIS/Accountancy | 29 | 31 | 20 | 27 | 28 | 17 | 17 | 13 | 9 | 8 | -1 | -11.1% | 0.4% | 0.4% |
| CIS/Management (deleted program) | 16 | 11 | 8 | 16 | 10 | 11 | 9 | 3 | 2 | | | | | |
| CIS/Marketing (deleted program) | 2 | 2 | 5 | 5 | 9 | 5 | 4 | 1 | 1 | 1 | 0 | 0.0% | 0.0% | 0.0% |
| Computer Infor. Systems (A.A.S.) | 0 | 0 | 0 | 0 | 0 | 0 | 20 | 22 | 19 | 21 | 2 | 10.5% | 1.0% | 0.9% |
| Computer Information Systems | 179 | 197 | 201 | 212 | 262 | 309 | 314 | 227 | 186 | 136 | -50 | -26.9% | 6.3% | 8.4% |
| CIS DEPARTMENT TOTALS | 226 | 241 | 234 | 260 | 309 | 342 | 364 | 266 | 217 | 166 | -51 | -23.5% | 7.7% | 9.8% |
| Business Administration | 239 | 180 | 175 | 195 | 186 | 201 | 254 | 230 | 206 | 219 | 13 | 6.3% | 10.2% | 9.3% |
| Pre-Business (A.A.S.) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 104 | 43 | 11 | -32 | -74.4% | 0.5% | 1.9% |
| General Business (A.A.S.) | 118 | 123 | 145 | 143 | 143 | 143 | 137 | 83 | 82 | 72 | -10 | -12.2% | 3.3% | 3.7% |
| Business Admin./Legal Studies/Asst | 0 | 0 | 0 | 0 | 0 | 0 | 11 | 20 | 39 | 53 | 14 | 35.9% | 2.5% | 1.8% |
| Legal Studies and Asst. (A.A.S.) | 35 | 26 | 29 | 30 | 37 | 21 | 22 | 17 | 14 | 13 | -1 | -7.1% | 0.6% | 0.6% |
| Hotel Management | 59 | 34 | 24 | 25 | 22 | 19 | 15 | 9 | 13 | 13 | 0 | 0.0% | 0.6% | 0.6% |
| Hotel with RFIM combined | | | | | | | | | | 2 | 2 | | 0.1% | 0.0% |
| Resort Management | 0 | 0 | 0 | 0 | 3 | 13 | 17 | 24 | 36 | 47 | 11 | 30.6% | 2.2% | 1.6% |
| Restaurant & Food Ind. Mgt. (A.A.S.) | 57 | 62 | 56 | 56 | 51 | 40 | 41 | 38 | 38 | 39 | 1 | 2.6% | 1.8% | 1.7% |
| Integrated Resource Management (del) | 9 | 3 | 4 | 3 | 3 | 6 | 7 | 9 | 5 | 0 | -5 | | 0.0% | 0.2% |
| Operations & Supply Management | | | | | | | | | 2 | 5 | 3 | 150.0% | 0.2% | 0.1% |
| Small Bus. & Entrepreneurship | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 30 | 52 | 51 | -1 | -1.9% | 2.4% | 2.4% |
| Small Business Management (deleted) | 42 | 42 | 40 | 43 | 43 | 42 | 29 | 32 | 15 | 8 | -7 | -46.7% | 0.4% | 0.7% |
| International Business | 53 | 42 | 46 | 34 | 27 | 37 | 30 | 28 | 26 | 28 | 2 | 7.7% | 1.3% | 1.2% |
| Management | 70 | 74 | 69 | 69 | 53 | 59 | 52 | 42 | 41 | 20 | -21 | -51.2% | 0.9% | 1.9% |
| Human Resources Management | 28 | 42 | 32 | 61 | 58 | 48 | 48 | 36 | 23 | 20 | -3 | -13.0% | 0.9% | 1.0% |
| Real Estate (A.A.S.) (deleted prog) | 12 | 8 | 5 | 6 | 7 | 8 | 1 | | | | | | | |
| Insurance (deleted program) | 9 | 12 | 12 | 14 | 10 | 8 | 5 | 1 | 1 | 0 | -1 | 0.0% | 0.0% | 0.0% |
| Insurance/Real Estate (deleted) | 12 | 14 | 14 | 11 | 11 | 4 | 4 | | | | | | | |
| MGT DEPARTMENT TOTALS | 722 | 636 | 625 | 665 | 633 | 293 | 664 | 702 | 635 | 601 | -34 | -5.4% | 27.9% | 28.8% |

Enrollment Trends General Business Associate Degree Winter 2004

Enrollment trends over the last 18 years have varied. According to the "College of Business – Degree and Certificates Awarded" from 1986 until 2001 the following number of Associate degrees in General Business were awarded. According to Institutional Research 16 were awarded in 2002-3.

| School year starting | # Degrees* Awarded |
|-------------------------|-----------------------|
| 1986 | 14 |
| 1987 | 23 |
| 1988 | 17 |
| 1989 | 24 |
| 1990 | 28 |
| 1991 | 24 |
| 1992 | 9 |
| 1993 | 15 |
| 1994 | 13 |
| 1995 | 13 |
| 1996 | 22 |
| 1997 | 29 |
| 1998 | 31 |
| 1999 | 23 |
| 2000 | 13 |
| 2001 | 17 |
| 2002 | 16 |

*figures from 1986-2001 are from the College of Business; figure from 2002 are from Institutional Research

According to a live data report run by Institutional Research, of those who graduated with an Associates in General Business 45% received both an Associate in General Business and a bachelors in business. Of those receiving the associate degree and a bachelors, 18% received both within less than one year. This indicates that they were only adding an extra degree. The remaining 82% of those receiving a two and four year degree, received them at least one year apart. This indicates that these students probably used the degree to explore career options and upon making a decision transferred to a four year degree program.

The remaining 55% of those receiving an Associate in Business received only an associate degree from Ferris. This figure is in line with an alumni survey that indicated that 50% received only an associate degree. This is an indication that half of our students are using the General Business degree as a terminal degree.

According to the "Retention and Graduation Rates Freshmen Cohorts Fall 1993 to Fall 2002", an average of 25% of those freshman who enroll in the General Business Associate program eventually obtain the two year degree. The low figure could be a result of two reasons. Hopefully, many transfer to a four degree and bypass the two year degree. Or, it could be a result of lower admission standards for those enrolled in the two year degree. Presently, no data is available to support either hypothesis.

Of those who do graduate, less than half (10 out of 25) do so before they start their fourth year at Ferris. However, only 15.27% of presently enrolled students are enrolled part-time.

According to the "Retention and Graduation Rates", average retention from freshman to sophomore year ranges from 44% to 61%. The most recently reported year was 2002 and the retention was 60% of the previous freshman class. Following is a complete listing from 1993 to 2002.

| Year | Total Enrollment | % graduating during year number | | | | | | % still at Ferris during year number | | | | | | |
|-------------|-------------------------|--|------------|-----------|-----------|-----------|-----------|---|-----------|-----------|-----------|----------|----------|--|
| | | 2 | 3 | 4 | 5 | 6 | 7 | 2 | 3 | 4 | 5 | 6 | 7 | |
| 1993 | 21 | 0 | 4 | 23 | 33 | 33 | 38 | 61 | 43 | 19 | 9 | 9 | 0 | |
| 1994 | 56 | 0 | 1 | 7 | 14 | 19 | 23 | 44 | 29 | 16 | 11 | 6 | 3 | |
| 1995 | 56 | 0 | 1 | 8 | 16 | 21 | 25 | 50 | 41 | 31 | 25 | 18 | 10 | |
| 1996 | 63 | 0 | 4 | 12 | 19 | 20 | 22 | 53 | 27 | 16 | 6 | 3 | 1 | |
| 1997 | 69 | 0 | 2 | 4 | 10 | 17 | 18 | 44 | 29 | 17 | 10 | 6 | 2 | |
| 1998 | 70 | 0 | 2 | 7 | 14 | 24 | | 51 | 32 | 28 | 18 | 5 | | |
| 1999 | 67 | 0 | 0 | 5 | 11 | | | 47 | 26 | 17 | 9 | | | |
| 2000 | 61 | 0 | 1 | 11 | | | | 60 | 39 | 36 | | | | |
| 2001 | 66 | 0 | 6 | | | | | 56 | 44 | | | | | |
| 2002 | 96 | 0 | | | | | | 60 | | | | | | |
| | Average | 0 | 2.3 | 10 | 17 | 22 | 25 | 53 | 34 | 23 | 13 | 8 | 3 | |

Productivity General Business Associate Degree Winter 2004

The General Business program requires 18-19 hours of courses that are a part of the College of Arts and Sciences. The remaining 45 hours are offered through the College of Business.

According to the Ferris' Productivity Report Fall 1998-2003 SCH/FTEF is a measure of productivity that gives the average number of student credit hours generated per full-time equated faculty member. The following is an analysis of SCH/FTEF of the colleges and departments that contribute to the General Business Program.

Productivity 2002-2003

| | Student Credit Hours | SCH/FTEF | Credit Hours Required |
|---|----------------------|----------|-----------------------|
| Ferris State University | 268,592 | 439.43 | 63-64 |
| College of Arts and Sciences | 112,342 | 592.21 | 18-19 |
| College of Business All Courses | 43,162 | 475.89 | 45 |
| College of Business Directed Electives Only | | | 12 |
| Management Dept | 11,518 | 504.51 | 9 |
| Marketing Dept | 10,445 | 460.09 | 3 |
| Acct, Fin, Econ, & Stat Dept | 5,814 | 576.85* | 15 |
| Comp Info Sys Dept | 9,382 | 420.89 | 6 |
| General Business Average | | 532.21 | 65 |

* 2001-2002

The average SCH/FTEF for the General Business Program is 532.21. This is well above the university average of 439.43. It is also above the College of Business average of 475.89.

Although the productivity of faculty makes the costs of this program low to Ferris, it is a relatively high cost program for students when compared with similar programs at community colleges. The following is a comparison of a sampling of community colleges and Ferris.

| Cost Comparisons per Semester | | | | |
|--------------------------------------|------------------------|-------------------|-----------------------------------|-------------------|
| | In district | | In state - out of district | |
| | <i>per credit hour</i> | <i>15 credits</i> | <i>per credit hour</i> | <i>15 credits</i> |
| Ferris | | \$3,095.00 | | \$3,095.00 |
| Muskegon CC | \$56.00 | \$840.00 | 82.00 | \$1230.00 |
| Baker | \$170.00 | \$2550.00 | \$170.00 | \$2550.00 |
| Grand Rapids CC | \$65.00 | \$990.00 | \$100.00 | \$1650.00 |

Conclusions

General Business Associate Degree

Winter 2004

Ferris State University's mission statement reads: "Ferris State University will be a national leader in providing opportunities for innovative teaching and learning in career oriented, technological, and professional education." In addition Ferris is one of two universities designated as the "community college" for the surrounding area.

The General Business program is a career oriented degree with computer technology as an important component of that degree. The General Business Associate Degree could be referred to as an occupational degree or as a transfer degree. Students graduating from this degree have a preparation for a career as well as the ability to transfer into a four year degree program.

The General Business Program is not unique, because it is offered at many community colleges throughout the state. But it is unique to this area. Ferris is the "community college" for this area of Michigan. The nearest state community college is Grand Valley Community College in Grand Rapids. The nearest private school is Baker in Cadillac. For the community surrounding Big Rapids it is an important opportunity for a two- year degree. Local graduates contribute to the Big Rapids economy.

Included in this report is a copy of a *sampling* of community colleges that have associate degree programs in business. It is important to note that the General Business Program at Ferris State University is similar to two-year degrees in business administration and management that community colleges offer. Just like the General Business Program at Ferris, these programs lack the specific focus that advisory board members recommended.

The General Business Program at Ferris can also be designed to be similar to human resources and marketing two year degrees that community colleges offer. While in reality this would make the program as specific as community colleges, the perception may be that it is still not specific.

It is important to realize that many of the two year degrees that community colleges offer do have a specific focus to them that advisory boards recommended. At Ferris, the College of Business offers an Associate in Computer Science and in Accounting which is more specific.

Since the General Business Program does not have an academic area specifically devoted to the program, there is no class specific course within which to evaluate faculty. General Business Program students do have the luxury of attending classes with students working on a four-year degree. Part of their course work at Ferris is made up of three hundred level course-work. At a community college this course-work would be labeled at two hundred level. While this makes their program difficult at times, they do have the advantage of faculty well qualified to teach at the higher level. This gives the General Business Program graduate a degree that is unique in the state of Michigan.

The "Labor Force" analysis of this evaluation indicates a 100% placement of all responding graduates in 2001-2002 with an average salary of \$27,681. This appears to be in line with national data published by the Occupational Outlooks Handbook.

Since the General Business Program does not have a faculty that is specific to an academic area it does not service non-majors. However, the General Business Program is serviced by a host of academic areas at Ferris State University.

Section eight of this evaluation, "Facilities and Equipment", indicates that our technology in the College of Business is presently up-to-date. This is a factor that is vital to the competitiveness of the College of Business.

Library resources for the General Business Program at Ferris are excellent. The General Business Associate Degree program has the luxury of access to a university library. Community college programs do not have the quantity and quality of library resources available from Flite Library at Ferris State University. This resource makes our program unique.

The average cost of the General Business Program is 532.21 SCH/FTEF. This is well above the average university wide SCH/FTEF of 439.43, and the College of Business SCH/FTEF of 475.89.

FERRIS**FERRIS STATE UNIVERSITY
ACADEMIC****Associate Degrees**

Accountancy
Applied Speech Communication
Architectural Technology
Automotive Body
Automotive Service Technology
Building Construction Technology
CAD Drafting and Tool Design Technology
Career Exploration
Civil Engineering Technology
Computer Information Systems
Dental Hygiene
Diagnostic Medical Sonography
Early Childhood Education
Environmental Health and Safety Technology
General Business
Heating, Ventilation, Air Conditioning & Refrigeration Technology
Heavy Equipment Service Technology
Industrial Chemistry Technology
Industrial Electronics Technology
Legal Studies
Liberal Arts
Manufacturing Tooling Technology

Mechanical Engineering Technology
Medical Laboratory Technology
Medical Record Technology
Nuclear Medicine Technology
Nursing
Ornamental Horticulture Technology
Plastics Technology
Pre-Criminal Justice
Pre-Engineering
Pre-Law
Pre-Mortuary Science
Pre-Optometry
Pre-Pharmacy
Pre-Science
Pre-Teaching Elementary
Pre-Teaching Secondary
Printing and Digital Graphic Imaging Technology
Radiography
Respiratory Care
Restaurant and Food Industry Management
Rubber Technology
Surveying Technology
Visual Design and Web Media
Welding Technology

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Business, Management, Marketing & Technology

DEGREES

Associate in Business: Accounting

Associate in Business: Computer Information Systems

Associate in Business: Legal Secretary/Office Professional

Associate in Business: Office Information Systems

Associate in Business: Medical Secretary/Office Professional

Associate in Business: Medical Transcriptionist

Associate in Business Administration: Business

Associate in Science: Computer Science

Associate in Business: Management and Marketing

Associate in Business: Small Business Management

Associate in General Technology

Certificate of Achievement: Office Information Systems

Accounting: Transfer to Northwood University

Associate in Business Administration: Transfer to Central Michigan University

Certificate of Achievement: Contracting With Business and Industry

Careers in this path are related to the business environment. These include entrepreneur, sales, marketing, computer information systems, finance, accounting, personnel, economics, and management.



Sample Careers

Loan Officer
Economist
Legal Secretary
Hotel Manager
Office Manager
Computer Programmer
Salesperson
Travel Agent

Career Highlights

Anywhere you want to go, MMCC can help you get there!
Check out these great careers!

Accounting - Computer Information Systems - Office Professional

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DEGREE AND CERTIFICATE PROGRAMS



Grand Rapids Community College Degree and Certificate Programs

[Arts and Communications](#) | [Business](#) | [Child Development](#) | [Computer Applications](#) | [Criminology](#) | [Hospitality Education](#) | [Technology](#)



GRCC is here to help you reach your goals -- no matter what your interests. We have dozens of degree and certificate programs for you to succeed in the kind of job you want. Take a look at our programs. You're bound to find something that interests you.

*For transfer information see the [Transfer Guide 2004-2005](#)

*To download an entire catalog see the [Entire 2004-2005 Catalog](#)

Arts and Communications

Degree Programs

- [Art and Design](#)
- [Music](#)
- [Photography](#)
- [Recording Technology](#)

Certificate Programs

Business

Degree Programs

- [Accounting](#)

Certificate Programs

- [Landscape Management](#)

- Business Administration
- Executive Office Administration
- Fashion Merchandising
- Interior Decorating & Design
- Landscape Management
- Legal Office Administration
- Management & Supervision
- Marketing
- Medical Office Administration
- Legal Office Assistant
- Marketing
- Medical Office Assistant
- Office Assistant Studies

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Child Development

Degree Programs

- Child Development
- Paraprofessional Education
(see catalog for planning guide)

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Computer Applications

Degree Programs

- Computer Applications Technology
- Computer Information Systems
-Applications Software
-Network Administration
-Programming
- Internet Development
-Web Design/Development
(see catalog for planning guide)
- Internet Development
-Web Technical Support

Certificate Programs

- Child Development credit
(non degree)

Certificate Programs

- Computer Applications
- Unix System Administration
- Electronic Publishing
- Internet Development
-Web Design/Development
(see catalog for planning guide)
- Internet Development
-Web Technical Support



Muskegon Community College

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- [Respiratory Therapy](#) (Devries, Fields, Knue)
- [Massage Therapy](#)

Business Programs

- [Accounting / Office Management](#)
- [Accounting Paraprofessional](#)
- [Computer Applications](#)
- [Computer Network Technology](#)
- [Computer Network Certificate](#)
- [Computer Programming](#)
- [Criminal Justice](#)
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- [Office Systems Education - Medical](#)
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- [Office Systems Education - Medical Clerk Certificate](#)
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Education Certificates

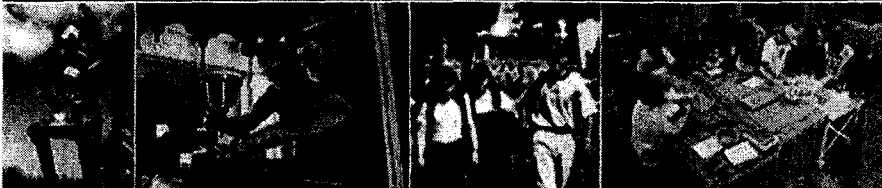
- [Child Development Associate](#)
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Alpena Community College Programs of Study

Associate in Arts Degree (AA)

Concentrations in:

- Anthropology
- Business Administration — General
- Business Information Systems
 - Executive Assistant
- Child Development
- Criminal Justice
- Economics
- Education
 - Elementary
 - Secondary
 - Secondary, Vocational
- English
- Fine Arts
- Geography
- Graphic Design
- History
- Journalism
- Legal Assistant
- Liberal Arts — General
- Physical & Health Education
- Political Science
- Pre-Law
- Psychology
- Social Sciences
- Social Work

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Associate in Science Degree (AS)

Concentrations in:

- Biology
- Chemistry
- Computer Science — General
- * General Sciences
- Mathematics
- * Natural Sciences
- Physics
- Pre-Dental
- Pre-Engineering
- Pre-Medical Technology
- Pre-Medicine
- Pre-Occupational Therapy
- Pre-Pharmacy
- Pre-Physical Therapy
- Pre-Radiology Technology
- Pre-Veterinary

Associate in Applied Science Degree (AAS)

- * Accounting
- Automotive Service & Repair
- Business Information Systems
 - Administrative Assistant
 - Medical Information Specialist
 - Office Information Technology Specialist
 - Office Manager
- Business Management **Section Twelve**

CAD Engineering Technology
 ** Concrete Technology
 Criminal Justice

- Corrections
- * • Law Enforcement

 Customer Energy Service
 Human Services
 Law Office Management
Manufacturing Technology
 * Marketing & Merchandising
 Medical Assistant
 Millwright Technician
 Network Administration
 Registered Nursing
 Small Business Management

Certificate (C)

Apprentice

- Electrical
- Millwright

 Automotive Body Repair
 Automotive Service & Repair
 Business Information Systems

- Office Assistant

 Corrections Officer Academic Program
 Customer Energy Service
 Human Services
 Licensed Practical Nursing
Manufacturing Technology
 Network Administration
 * Small Business Management
 Utility Technician

** Course work for these programs is regularly offered at the Huron Shores Campus. You may have to travel to the Alpena Campus for some courses.*

*** You won't find this program at any other Michigan college!*

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[Japanese](#)
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[Industrial Welding](#)

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Information Technology

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| Automotive Engineering Technology | Computer Information Systems |
| Business Management | Database Application Development |
| Chemistry | Microcomputer Application Development |
| Computer Information Systems | Web Design |
| Accounting/CIS | Web Development |
| Computer Programming | Graphic Design Specialist |
| Computer Science | Microcomputer Application Specialist |
| Internet Professional | Help Desk Specialist |
| Microcomputer Specialist | Microcomputer Technician |
| Network Specialist | Network Software Administration Specialist |
| PC Support Technician | Construction Management Technology |
| Construction Management Technology | Culinary Skills & Management |
| Criminal Justice | Early Childhood Development |
| Culinary Skills & Management | Electrocardiography (ECG) Technician |
| Drafting & Design Technology | Electronic Office Specialist |
| Early Childhood Development | Administrative/Legal/Medical |
| Electrical Line Design | Gerontology |
| Electronics & Computer Tech | Manufacturing Technology |
| Fine Arts | Mechanical Design Technology |
| General Technology | Metrology Technology |
| Industrial Electricity/Electronics Technology | Phlebotomy Technician |
| Industrial Management | Quality Systems Technology |
| Office | Welding Technology |
| Plant | |
| Manufacturing Technology | |
| Mechanical Design Technology | |
| Mechanical Engineering Technology | |
| Medical Office Coordinator | |
| Metrology Technology | |
| Nursing, Registered | |
| Nursing: RN from LPN/LVN-Online Program | |
| Quality Systems Technology | |
| Respiratory Therapy | |
| Teacher Paraprofessional | |
| Welding Technology | |

Recommendations General Business Associate Degree Winter 2004

Program strengths include:

1. Program is part of a university with the expected university standards.
 - a. University quality faculty
 - b. University quality library
 - c. Technology available to support university level instruction.
2. Course-work is designed to be easily transferable to four year business degrees at Ferris.
3. Strong academic advising.
4. Financial aid available to two-year degree programs.
5. Strong communication and interpersonal skills of graduates.
6. One-hundred percent job placement.
7. Good "stepping-stone".
8. Good degree for students unable to complete the four-year degree.
9. Low cost to Ferris.
10. Program unique to this area.

Weaknesses include:

1. Low graduation rate.
2. High cost to student.
3. Isys 202 out of date.
4. Lacks internship requirement.
5. Not a specific, hands on degree expected of two-year degree programs.
6. Graduates weak on professional expectations.
7. Limited promotional opportunities for a two-year graduate.
8. Required course work is not inclusive.

Recommendations:

1. Change the requirement from Isys 202 to Isys 200.
2. Add an internship at the sophomore level.
3. Create a professional expectations course.
4. Explore possibilities of tracks.
5. Continue with strong advising, explore ways to continually improve advising.
6. Change the wording on our web site from to indicate that graduates qualify for entry level professional positions, not entry level management positions.