

Alex Pomnichowski/FSU

12/17/2004 10:08 AM

To Jack T Buss/FSU@Ferris, Paula L  
Hadley-Kennedy/FSU@Ferris, Michael  
Harris/FSU@FERRIS, Thomas E Oldfield/FSU@Ferris,  
David Nicol/FSU@FERRIS, William E Smith/FSU@FERRIS

cc

bcc

Subject APRC report in re BS in Management -- Clarification

Jack,

I received a copy of the report you sent to the Academic Senate regarding the BS in Management.

The recommendation "Continued with Redirection" was fair.

The "15.7 FTE were assigned to this program in Fall 2003" is inaccurate. As I indicated earlier, that number relates to the Management Department in which a number of programs are offered, as International Business, Small Business Management (Entrepreneurship), Human Resource Management, Business Administration, etc.

A number of the statements made under "The APRC has the following concerns" were unfair and need clarification.

See the attached.

Alex Pomnichowski



Jackcommrec.doc

Jack,

The APRC recommendation regarding the Management major was fair – “Continue with Redirection.”

However, some of the comments need clarification.

Under “Observations”, the 7<sup>th</sup> bullet, states “The Administrative Program Review states that 15.7 FTE were assigned to this program in the Fall of 2003.” As was stated in a previous e-mail to you, the 15.7 refers to all of the majors/programs offered in the Management Department, as Business Administration, Small Business Management, Human Resource Management, International Business, Management, General Business. The 15.7 does not refer to the Management major alone.

In your report, comments were made regarding the PRP. The following might be helpful in clarifying what occurred. Early winter semester, a department committee was formed to look at the Management major. An earlier committee had proposed changing the major to eliminate what were considered to be obstacles to enrollment and retention of those enrolled in Management. Although these changes were unanimously approved by the Management Department faculty, the College of Business Curriculum Committee did not approve the changes, remarking that support should be provided such as surveys of alumni, students, and employers. Also, that the changes would make the program too similar to the Business Administration major. The committee formed early winter was to consider the remarks of the CofB Curriculum Committee. The committee started from the beginning, asking the question “Should we have a Management major?” After reviewing what majors other universities offered, obtaining information on the jobs alumni of the major had obtained and the companies where they were employed, and looking at job forecasts, the committee decided that we should continue to offer the Management major. We also decided to again start from the beginning and to discuss what should be in the Management major.

Because we were still discussing a number of items, we did not feel that we were in a position to prepare a report for Academic Review purposes. At this point, we did not feel we were a PRP. We did feel that we needed surveys to provide the information requested by the CofB Curriculum Committee. So, as the Management Curriculum Committee, action was initiated to obtain information from alumni, students, and employers. This was late in the winter semester. The Mgmt Curr Comm also felt that there should be an advisory committee meeting, but due to the various logistics involved, including forming a committee and we were near the end of the winter semester, it was put off until the fall 2004 semester. The Management Curr Comm

also requested a delay in going through the Acad Prog Rev process until we had completed our work. The final word from you was received in mid summer. No faculty members were on campus during the summer to form a PRP.

An advisory committee was originally scheduled for Aug 27, but a conflict developed and it was changed to Sept 10.

As soon as possible during the fall semester, a PRP was formed. After it was learned that delays were granted in preparing the APRC report to at least one program in the College of Business, a request was requested to delay the Management report. This was not allowed.

Not given any leeway, I think we accomplished a great deal in a very short period of time in getting the report to the APRC, providing as was suggested the conclusions and recommendations earlier and then following with the full report. We thought at first we would provide the APRC with an executive summary, which was acceptable by you, but then as the report was being written it became evident that the report had to be completed to write the summary. So, the report was provided.

In light of the above, it doesn't seem fair to place the Management Curr Comm and the Management PRP in a bad light.

There are several items in the report under the heading "The Academic Program Review Council has the following recommendations." One is "The panel faculty never submitted an evaluation plan or budget." The above explanation is a partial response to this statement. I was asked to chair the Management Curriculum Committee and the Management PRP. A budget was submitted early in the winter term, based upon the supposition that eventually we would go through the Academic Program Review process.

Another statement is "Many of the assessment activities required in the APR report were conducted by individuals other than faculty." I asked about this and was told this referred to the Department Head. The Department Head, his secretary, and staff provided support in a number of ways. Did they mail out surveys? yes. Did they determine the content of those surveys? no. Did they compile the results of the surveys? yes. Did they interpret and write the relevant portions of the APR report? no. Did they

obtain information requested? yes. Was assistance provided in a variety of ways? yes, for all those items requested and needed. The faculty cannot possibly do all the clerical work. Other than faculty were involved, as expected, but from a support standpoint.

“The first advisory committee meeting in 7 years was scheduled on Sept 10, the day the report was due” is another comment.. The Dec 7 issue of FYI indicates that the APRC was very busy and obviously under a lot of pressure. The foregoing indicates the Management Curr Comm/PRP felt the same way. It seems a bit unfair to put our efforts in a bad light.

Another statement is “The program review panel was not constituted until two to three weeks prior to the date the panel was scheduled to meet with the council.” The foregoing explains why this was so. The Mgmt Curr Comm felt that it could not do a satisfactory job of preparing a APR report until it had completed its discussions. But, the point is that it did meet and acted expeditiously.

The following statement is very unfair “The meeting with the program panel revealed that the causes of the decline in enrollment had been identified as long as a year and a half ago but only a very limited effort was made to correct the problem.” It was not revealed as if it was hidden. It was brought specifically to your attention that a proposal to eliminate the obstacles (calculus, a year of a language, the high gpa entrance and graduation requirements) was made at that time, approved unanimously by the department faculty, and not accepted by the College of Business Curriculum Committee. The Management Curriculum Committee was formed to address this issue again. In all fairness that should not be categorized as a “very limited effort.”

“The faculty members that serve on the program panel appear to be aware of the value of internships but did not seem inclined to require or become actively involved in encouraging students to obtain internships.” The first part dealing with value is true, but the rest of the statement is very unfair. Every faculty member knows about the value of internships. I have been on the staff for nearly forty years and have participated in many advisory committee meetings (International Business, Business Administration, Finance, Small Business Management, Management, Human Resource Management, Legal Assistant). The value of internships is always discussed, as well as whether or not internships should be required. During the time I was Head of the Management Department, budget problems necessitated responsibility for internships become the responsibility of the Department Head. For a number of years, I had responsibility

for internships for the Management Department. It was my experience that internship openings open, close, and disappear. There were openings in the Purchasing Department of Oldsmobile in Lansing, then they were no longer available. The same was true for internships at the Ford Motor Company in Dearborn (production supervisors), and at GM in Saginaw (foundry and production supervisors.) There were also internships with insurance companies, golf courses, restaurants, and human resource departments. During a financial crisis, the internships disappeared. In the case of General Motors, they had a new VP of Human Resources who decided the supervisory positions would make good training positions for newly-minted engineers. To require internships in an uncertain environment doesn't seem quite right.

Under the quarter system, students received a full quarter academic credit for their internships – 16 hours, 12 for the internship and 4 for the seminar which required writing a paper of the internship experience. Now, students receive less than a full semester credit for their experience. So, they fall behind and it takes a bit longer to graduate. Something that students indicated they do not like.

When openings are available, faculty members encourage their students to participate, speaking of the advantages associated with internships. If the internship is nearby, so that they do not have to search for a new residence or are unable to take classes, they are not interested. Logistics seems to be a problem.

Requiring internships has been a topic for various programs for many years, going back to at least 1967, when I became Department Head. There are a number of valid concerns about requiring internships, some of them I noted above. It is easy to say internships should be required. But, there are problems, not the least being reluctance on the part of students if the internship location is some distance from campus, or their permanent residence. I recall when the Legal Assistant program was created and there was an advisory committee meeting. The topic of requiring internships was discussed. All thought it was a good idea, but when it came time to create stations, the lawyers were reluctant to commit. They were uncertain as to the need at any particular time. The result was, as in many programs in the Management Department, to strongly recommend, but not require. With, faculty encouraging student participation in internships.

Much of the above was mentioned when the topic of internships was brought up by some members of the APRC. Interpreting the comments as “the program panel members did not seem inclined to require or become actively involved in encouraging students to obtain internships” is very unfair and very inaccurate.

Alex Pomnichowski

Dear Mr. Buss,

For the Management Program Review, the committee is meeting for the first time next Tuesday. I don't know who the chair is until after that meeting. The committee members are: Alex Pomnichowski, CJ Bolling, Dick LaBarre and Karen Nash. As for the budget, below is a prospective itemized list, my boss is out of town and I will check with him on Monday and give you any revisions at that time. The money will need to be transferred to account # 2-34250.

\$40.00	Zip discs
\$50.00	Copy Center Charges
\$300.00	Printing/Mailing Surveys
\$160.00	Advisory Committee Meeting
\$50.00	Telephone/Miscellaneous Supplies
\$200.00	Secretarial/Computing Services

Let me know if you have any questions. Karen

Karen Ottobre, Management Department Secretary  
College of Business, Bus 212  
119 South Street  
Big Rapids, MI 49307-2284  
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## **Questions for BS in Management program Panel**

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

**1-1 Clarify current situation with the curriculum revision proposal and the College of Business curriculum committee.**

**response The College of Business curriculum committee asked the Management Department to respond to a series of questions. A Department committee was formed this past winter to address the questions.**

**1-1 If the proposed curriculum changes are implemented what distinguishes the BA in Management from the BA in Business Administration?**

**response The proposal, which is in limbo, was to stop the decline in enrollment. More needs to be done as indicated by our advisory committee, alumni, and Employers.**

**Over the years, through lack of concentration on what would constitute a good management degree, changes were made, courses were dropped with, apparently, no consideration given to the Business Administration degree.**

**In preparing to respond to the questions posed by the COB curriculum committee, the Department committee started from the beginning. We asked the question which was asked when the Management 4-year major was created, What is its purpose? We will use the assistance of alumni, employers, and advisory committee to reconstruct the degree. To keep the two degrees distinct.**

**As part of our initial work, we conducted research on programs offered by Colleges of Business at other universities in the State. As you would imagine, they are different. In addition to the usual majors, some offer only a General Business (or they call it Business Administration) major, while others offer only a Management major. There are several universities in the State that offer both majors. That is, they offer both a General Business (Business Administration) and a Management major through their Colleges of Business.**

**The explanation of the programs, while not identical, do reflect the intent of our two programs. As one explanation of their general business four-year degree states, "it will prepare you to enter the private or public sector and position yourself for advancement. You may want to consider a number of options as a career direction. You may want to select from various restricted electives to build around a particular interest. You will have the opportunity to select courses that will most benefit your career development. Career opportunities are available with banks, service**



companies, retail businesses, manufacturing establishments, among others, in various capacities depending on interests.”

The same university says about its management major, “several career options will be available to you upon completion of your degree in line and staff supervisory and management positions. Although you can anticipate starting out in an entry-level position, advancement comes more quickly in management than in technical fields, and most management structures contain many levels through which you can advance. Career opportunities are available in the public and private sectors, including financial, insurance, utilities, healthcare, retail/wholesale, and manufacturing industries.”

There are similarities in the requirements regarding a general education core and a business core, but not the course requirements for the major.

We would not consider the job done by merely resubmitting the proposal forwarded several years ago. We intend to look very closely at the suggestions provided by employers, alumni, and advisory committee.

**2-1 Please submit the data in tabular form for this section**

1. On a scale of 1 (Poor) to 5 (Outstanding), how do you rate your management degree in terms of preparation for a career? (Circle your response)

	1	2	3	4	5
Reason(s) for your response to #7	2	6	24	26	8

2. Did your management degree include technical training? 16 Yes 27 No
3. 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	4	3	18	21	18
Power Point	15	22	13	4	6
Spread Sheet	3	10	16	22	12
Data Bases	6	13	8	19	15

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

	Should be Eliminated	Not Helpful	Some Help	Very Helpful	Extremely Helpful	Did not Take
Applied Management	0	1	24	19	9	6
Business Ethics & Social Responsibility	1	5	19	13	20	6
Business Law	0	5	23	26	12	2
Business Strategy/Policy	0	3	21	17	16	2
Business Writing	0	1	14	20	19	7
Calculus for Business	1	14	14	2	2	29
Contracts and Sales (BLAW)	0	7	17	10	9	17

Questions for BS in Management program Panel

Cost Accounting	1	8	27	13	10	5
Cross-Cultural Business	1	8	14	4	1	22
Financial Management	0	3	21	20	15	2
Foreign Language	3	9	9	1	1	36
Human Resource Management	0	6	22	22	11	7
Information Systems	0	6	20	18	13	10
International Business	1	14	20	8	3	15
Micro-Computer Application (ISYS)	0	8	10	8	3	32
Organizational Behavior	0	2	27	15	11	5
Principles of Accounting (ACCT)	0	3	23	16	20	0
Principles of Economics (ECON)	0	10	20	17	17	0
Principles of Marketing (MKTG)	0	3	22	23	14	2
Production/Operation Management	0	7	13	27	10	7
Purchasing	1	2	19	9	8	20
Statistics (STQM)	3	12	26	13	10	0

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

Skills	Below				
	Poor	Average	Average	Good	Excellent
Analyzing skills	0	7	18	34	5
Computer skills	3	17	18	16	9
Decision Making skills	0	3	21	31	9
Interpersonal skills	1	2	26	24	10
Leadership skills	0	7	23	23	11
Oral presentation skills	0	7	33	22	4
Scientific Understanding	1	17	35	13	0
Verbal Communication skills	0	9	31	27	3
Writing skills	1	5	26	31	2

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

Skills	Below				
	Poor	Average	Average	Good	Excellent
Cultural Awareness/Global Awareness	5	13	32	9	2
Financial Analysis/Budgeting	1	4	30	25	5
Management skills	1	1	18	41	2
Quantitative skills	0	5	29	22	2
Social Awareness	1	6	31	24	3
Teamwork skills	0	8	27	23	6

7. What areas of your management degree do you feel needed strengthening? (Please check all that apply)

13 Accounting skills      18 Foreign Language skills      11 Problem-solving skills      23 Writing skills  
28 Computer skills      13 Interpersonal skills      4 Statistical skills

Questions for BS in Management program Panel

17 Finance skills    8 Management skills    20 Verbal communication  
skills

8. Were you involved in a student professional business organization while you were at Ferris?  
23Yes 43No

If yes, to what extent did your participation enhance your business preparation?

7 It contributed very little.                      2 It was relatively important.  
11 It was somewhat important.                4 It was extremely important.

If yes, did your participation assist you in your career? 7 Yes 18 No

9. Were you employed while you were completing your degree? 39 Yes 24 No  
If yes, what work did you do, and what impact did it have in your studies?

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

9 The work contributed very little.              9 The work was relatively important.  
9 The work was somewhat important.        12 The work was extremely important.

10. Did you have a cooperative education or internship experience while at Ferris? 14 Yes 46 No  
If yes, please indicate the extent to which the experience enhanced your business career preparation?

0 It contributed very little.                      3 It was relatively important.  
1 It was somewhat important.                9 It was extremely important.

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

1 It would have contributed very little.        13 It would have been relatively important.  
11 It would have been somewhat important.    16 It would have been extremely important.

**2-9    Why are internships not a requirement of this program? Are there any obstacles to requiring internships?**

response

**Advisory committees and employers are always referring to the value of internships. We have an internship coordinator who is doing a great job in obtaining internships. We do not seem to have enough students interested in internships as there are positions available. Location (student lives in Petoskey and the internship is in Grand Rapids or Detroit) and amount of credit (necessitating an extra semester to complete graduation requirements) seem to be items students think about. Requiring an internship when there is none available would not be good. It is usually highly recommended.**

**3-1    Please submit the data in tabular form for this section**

**Questions for BS in Management program Panel**

response

12. 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.

13.

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

14. 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				1	1
English					2
Math			1		1
Principles of Economics				1	1
Principles of Accounting			1		1
Business Law		1			1
Microcomputer Applications		1			1
Applied Management			1		
Principles of Marketing				1	
Introduction to Statistics			1		1

15. 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
Oral Presentation			2
Verbal Communication Skills			2
Writing Skills			2
Interpersonal Skills			2
Decision Making Skills		2	
Analyzing Skills		1	
Leadership Skills		2	
Scientific Understanding	2		
Cultural Awareness/Global Awareness		2	
Social Awareness		2	
Quantitative Skills		1	1
Financial Analysis/Budgeting		1	1
Teamwork Skills			2
Calculus	2		
Foreign Language	1	1	

4-1 Please submit the data in tabular form for this section

Questions for BS in Management program Panel

response

**Management Program Survey for Current Students**

*Present status:*

Fr: 1

So: 2

Jr: 0

Sr: 3

*How many credits do you have to date?*

14 – 1

30 – 1

40 – 1

100 – 1

110 – 1

140?

*Did you transfer from another college?*

No – 5, Yes – 1; Lansing Comm. College

*Did you transfer to the Management program from another program?*

No – 6, Yes – 0

*Do you possess an Associates degree?*

No – 6, Yes – 0

*The College of Business offers a number of programs.*

*Which programs did you consider?*

- Business Management - 3
- Just management
- Marketing
- Labor relations
- Accounting
- Administration

*Why did you choose the Management program?*

- Most companies need it.
- Seems like a good base to start on.
- I have always liked doing business.
- General career path.
- I would like to manage a business as a career. I like to be an authority figure. Eventually I would like to own my own business.
- It's my biggest interest

*From your experience as a management Major in the College of Business:*

*What do you like the most about the Management Program?*

- The professors. - 2
- Very well rounded

**Questions for BS in Management program Panel**

- Nothing
- I like working with financial statements. I have always enjoyed math and playing with numbers
- Class sizes

*What do you like least about the Management program?*

- The people in some of the offices are not very helpful.
- Monotonous material, not clear and precise.
- Economics

**5-1 Please submit the data in tabular form for this section**  
**Faculty Survey – Bachelors Degree in Management**

response

1. <i>Value to the College of Business:</i> What is your perceived value of this program to the College of Business?	Beneficial	1 8	2 3	3 -	4 1	5 -	Not Benefi
2. <i>Perception of Graduates:</i> What is your perception of the academic preparation of students graduating from this program?	Well Prepared	1 4	2 4	3 2	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 6	2 3	3 1	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 5	2 3	3 1	4 2	5	Poor
5. <i>Input:</i> Management program faculty are responsive to suggestions for program improvement given by their colleagues.	Very Responsive	1 4	2 4	3 1	4 -	5 1	Not Responsivi
6. <i>Adequacy of facilities:</i> Instructional facilities and equipment meets the program's needs.	Excellent	1 4	2 6	3 1	4 -	5 -	Poor

**7-1 Is their any distinction in the opportunities in the labor market between a**  
**9-2 Management degree and a degree in Business Administration**  
 response **A student majoring in pharmacy, optometry, plastic technology, etc. will expect to work as a pharmacist, optometrist, etc. A student majoring in accounting, or CISM will expect to work in accounting, or in some information processing department. However, even accountants switch, such as becoming bank presidents, or owners of an insurance agency. Our last survey of human resource management graduates, while the majority of them worked in human resource management positions, some of them were store managers, sales managers, technical support analyst, and**

others. Not all of them were employed in human resource management.

The best approach is to look at the intentions of the program and to see what type of jobs they obtained. The report indicates on page 2.1 the jobs the management major has obtained, and on page 3.1 what jobs the employers indicate are available for the management major.

For the Business Administration major (the following was obtained from the Alumni office, but also see the 1997 Advisory Committee report and the 2000 combined Academic Review report for Business Administration and Small Business Management): customer service representative, area parts manager, commercial bank loan analyst, office manager, customer advocate, technical support, analyst, insurance banker, sales representative, owner, landscape branch administrator, parts counter representative and technician, financial representative, banking, field representative, account executive, billing representative, store manager, loan officer, assistant director, operations manager, staff accountant, mortgage consultant, commercial loan credit analyst, probation officer, business and industry liaison, territory manger, business teacher, senior analyst, quality control, financial advisor, real estate agent, branch operations manager, account supervisor, auditor, assistant branch manager and loan office, supervisor, regulation gent and fraud investigator, underwriter, assistant to MIS manager, real estate paralegal, store director, business development manager, advanced auditor, engineering associate, realtor, registration processor, chef, financial associate, attorney – commercial litigation, administrative assistant, senior investment representative, program manager, prototype supervisor, pharmaceutical sales, information analyst, content licensing coordinator, land surveyor, controller, portfolio manager, produce merchandising manager, lieutenant, and global account manager.

Since 1970, there have been approximately 5,000 Business Administration graduates. The above list is only a small portion of the various jobs they have obtained.

Is there any distinction? It probably depends upon the employer and the feeling of self-identification with the degree. The Business Administration Degree was designed to be more general than the Management Degree.

Considering the jobs graduates have obtained, both degrees have and are serving their purpose.

7-2 Do you have any insights why some of your graduates are making less than \$20,000 a year?

**Questions for BS in Management program Panel**

**response** There is no real way of knowing this as there is no way of knowing why some re making more than \$100,000. I believe that this is the result of part-time employment. Some respondents indicated that they were raising a family. But, this not known for certain.

**13-1** Has any thought been given to offering a management minor?

**response** We have a number of minors in the College of Business, but not one in Management. It is a good idea and we will give the matter our attention as we consider other changes that should be made. In fact, that is something that we should consider right away.

**9-1** Is the management degree offered off campus?

**response** The Management degree is not offered off campus. Please supply check sheet for the program.



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# MEMORANDUM

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DATE: November 17, 2004

TO: Academic Senate

FROM: Academic Program Review Council

RE: Recommendations for:

Bachelor of Science Degree in Management

CC: Alex Pomnichowski, William Smith, David Nicol, Thomas Oldfield, Michael Harris

## **IDENTITY OF PROGRAM:**

**BS Degree in Management**

## **RECOMMENDATION OF ACADEMIC PROGRAM REVIEW COUNCIL:**

**We recommend that this program be Continued with Redirection**

Significant documented problems exist within the curriculum which should be addressed. Curricular revision (redirection) in accordance with accepted University policies and procedures will be undertaken by the faculty and administration of the program. The recommendations for redirection must be submitted as a part of the final program review report.

## **CATALOG ENTRY:**

### **Why Choose Management?**

In Ferris State's exceptionally strong Management program, you receive a well-rounded education in business operations and are trained in management skills. The curriculum gives you practical business knowledge as well as a social and economic perspective on your work. That perspective is gained through courses in business ethics, social responsibility, supervision and leadership, contracts and many other business classes.

You will study under highly qualified faculty members who have extensive work experience. You are encouraged to participate in the Ferris cooperative education program, earning University credit while gaining valuable real-world experience.

### **Get a Great Job**

Capable, well-trained managers are consistently in demand nationwide. That's because business and industry depend on the creativity and productivity of managers to compete successfully in our global economy. Managers use their training, experience and imagination to solve problems. Increasingly, managers work with teams on cross-disciplinary projects while assuring that resources are being used effectively. They analyze data, set and achieve goals, assess results and help organizations adapt to change.

This challenging, fast-paced career offers prospects in banks, manufacturing, retailing, construction, hotels, investment companies, accounting firms, utilities, government and a myriad of other organizations.

APRC Recommendations concerning:  
BS Degree in Management

Graduates of the Ferris Management program are prepared to work in a variety of venues. They are immediately employable upon graduation.

### **Admission Requirements**

A minimum composite ACT score of 22 and a minimum 3.2 high school GPA are required. Transfer students also must meet higher standards and are required to have a minimum 2.7 college GPA in college-level course work. The Management program is designed for the well-prepared student emphasizing additional higher-level business courses. The program reinforces basic business courses, includes an e-business component and strongly encourages pursuit of minors and internships. The program is aimed at making entrance to MBA programs as smooth as possible. It optimizes employment opportunities through in-depth coursework and a 2.5 GPA graduation requirement.

### **Graduation Requirements**

The Management program at Ferris leads to a Bachelor of Science degree. Graduation requires a minimum 2.5 GPA in core classes, in the major and overall.

## **BACKGROUND INFORMATION OBTAINED FROM THE ACADEMIC PROGRAM REVIEW PROCESS:**

### **CRITERIA SUMMARY BASED ON 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 panel states that their program is very much in line with the mission of Ferris State University.
- **Uniqueness and Visibility**
  - According to the panel, many Colleges of Business have majors in Management. In that sense this program is not unique.
    - A factor that makes this program unique is the courses required and the opportunity for students to obtain a technical degree from our College of Technology and then transfer and obtain a Management degree from the College of Business.
    - Majors take Purchasing (advisory committee members highly recommend this course), Cross-cultural Business, a second course in Finance, and a course in Cost Accounting which make this program unique by comparison to other Colleges of Business.
  - The panel states that the program does not have great visibility and that not many programs in the College of Business do.
    - It is only one of many programs offered in the College of Business.
    - A number of faculty, in response to the faculty survey, indicated that they felt the program needs greater publicity.
- **Service to State and Nation and World**
  - According to the panel, the alumni response to the survey indicate they are performing a service to the state and nation
  - Many students have graduated from the program since it was created in 1966. They have good positions, including titles such as president and vice-president.
  - Employers tell the panel and job outlook surveys for the state and nation indicate that graduates will continue to be of service as they fill the variety of positions available in many different industries.
- **Demand by Students**
  - Until a few years ago, the major continued to attract students into the program. The Department and Program essentially pushed students away with the changes made in 2000. The panel feels that the program should be revised, utilizing the suggestions made by alumni, employers, and the advisory committee.
- **Demand for Graduates**

APRC Recommendations concerning:  
BS Degree in Management

- The U. S. Department of Labor forecasts a growth in employment for Management occupations to rise by 12% from 2002 to 2012.
- In Michigan, an 8% increase is forecast for the same time period.
- **Placement Rate and Average Salary of Graduates**
  - The response by alumni indicating their positions and salaries and the forecast for opportunities at both state and national levels indicate a continuing demand for graduates possessing the degree.
  - The graduate follow-up survey indicates that, while several respondents earned less than \$20,000, 16 earned over \$100,000, over 50% more than \$60,000, and 83% earned over \$40,000.
  - Salaries will vary substantially by type and level of responsibilities and by industry. The U. S. Department Labor in its Occupational Outlook indicates that salaries for managers varies from a possible low of \$38,980 for industrial production managers to a median earnings of \$126,260 for chief executives. Of course, the chief executive can substantially exceed the \$126,260.
  - For Michigan, the Office of Labor Market Information states that the average annual salary for management occupations, in general was \$89,180. It also indicates that the annual salary varies, depending upon the type of manager, as general and operations managers, purchasing managers, financial managers, industrial production managers, and transportation/storage/distribution managers.
- **Service to Non-Majors**
  - There are no specialized courses in the program. All of the courses in the program are taken by students majoring in other programs.
  - Some of the courses in the program are offered by other departments in the College of Business as accounting, finance, and marketing.
  - The courses in this program are also available to students not enrolled in the College of Business.
- **Quality of Instruction**
  - According to the panel, the quality of instruction is very good.
  - They cite the unsolicited positive comments by alumni, other faculty, and present students.
  - Instructors are continually looking to improve instruction.
- **Facilities and Equipment**
  - There are no special equipment requirements for Management majors. They are in classes with other majors and use the regular classroom facilities in the College of Business.
  - The classrooms are adequate for the type of instruction given.
- **Library Information Resources**
  - The panel states that they seem adequate. The library personnel have been very responsive to requests made for various references
- **Faculty: Professional and Scholarly Activities**
  - According to the panel, faculty in the Management program possess doctorates, belong to professional organizations, attend their meetings, give presentations at professional association meetings, and engage in consulting activities.
- **Administrative Effectiveness**
  - There does not seem to be any problems with schedules, students are able to take the courses they need, there is no hindrance to students graduating in a timely fashion, and faculty express themselves in department meetings.
  - According to the panel, the College of Business curriculum committee is part of the administration at least as regard to the function they perform. The failure of this committee to accept the proposal for change, which was unanimously adopted by the department, was a factor in the drop in enrollment in the Management program. If changes had been made as proposed, there is a strong feeling among panel members that the enrollment would not have declined.

**ASSESSMENT OF THE PROGRAM - ACADEMIC PROGRAM REVIEW  
COUNCIL:**

**COST INFORMATION:**

According to the 2001-2002 report from institutional research:

**Total cost per SCH**

BS Degree in Management **\$166.77**

**Total program cost**

BS Degree in Management **\$21,679.53**

The panel asserts that if the program was eliminated, there would be no savings. No faculty would be lost. The faculty teaching the Management prefix courses would still be teaching them. Many of these courses are not taken by the Management majors, other students in other programs take them. They will still be needed to teach them.

**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 BS Degree in Management ranks 162/229 in programs at the University based on **total cost per student credit hour** ranked from high to low.
- The BS Degree in Management ranks 63/229 in programs at the University based on **total program cost** ranked from high to low.
- No capacity number was given for the program in the Administrative Program Review.
- Enrollment in the program by year:

1997	1998	1999	2000	2001	2002	2003	2004
69	69	53	59	52	42	41	20

- The number of on campus graduates from the program by year:

1999	2000	2001	2002	2003	2004
9	3	3	2	8	6

- The Administrative Program Review states that 15.7 FTE were assigned to this program in the Fall of 2003.
- The graduate survey was sent to 995 graduates. A total of 69 surveys were returned for a 7 % return rate.
- The employer survey was sent to 46 employers. A total of 6 surveys were returned for a 13 % return rate.
- A survey was administered to 31 students. A total of 6 surveys were returned for a 19 % return rate.
- The Faculty survey was sent to 65 faculty. A total of 19 surveys were returned for a 29 % return rate.

**STRENGTHS OF THE PROGRAM**

- Historically graduates of the program have been competitive in job market
- Full time faculty are the primary instructors in the courses
- Surveys suggest that the faculty is qualified
- The number of faculty with extensive industry experience and terminal degrees in their field is increasing
- The technical infrastructure of the College of Business is good

**THE ACADEMIC PROGRAM REVIEW COUNCIL HAS THE FOLLOWING CONCERNS:**

- There appears to be a lack of ownership in the program by the faculty. The Administrative Program Review states that there is “no champion for the program”
  - The panel faculty never submitted an evaluation plan or budget
  - Many of the assessment activities required in the APR report were conducted by individuals other than faculty
  - The first advisory committee meeting in 7 years was scheduled on Sept. 10, 2004, the day the completed report was due
  - The program review panel was not constituted until two to three weeks prior to the date the panel was scheduled to meet with the Council
  - The Council had to reschedule internal discussion of the program report since it was not delivered until Oct 12 the date the Council was scheduled to review the document which allowed no time to read the report ahead of time
  - The meeting with the program panel revealed that the causes of the decline in enrollment had been identified as long as a year and a half ago but only a very limited effort was made to correct the problem
- The program faculty do not have a system to keep track of graduates
- There is little emphasis on recruiting students to this program
- The faculty members that serve on the program panel appear to be aware of the value of internships but did not seem inclined to require or become actively involved in encouraging students to obtain internships
- The Administrative Program Review indicates there is a lack of program collaboration with other Colleges on campus
- There is a documented decline in enrollment and evidence for a lack of retention of students in the program
- The program panel has indicated that the current admission and graduation standards are unrealistic when there are no special classes or special mention of the diploma acknowledging those additional requirements
- There is little difference with respect to business courses on the check sheets for the Management Program and the Business Administration Program
- The curriculum does not correspond with objectives of the degree as articulated by the panel

**THE ACADEMIC PROGRAM REVIEW COUNCIL RECOMMENDS THAT THE FOLLOWING STEPS BE TAKEN BY THE FACULTY AND ADMINISTRATION OF THIS PROGRAM:**

- The panel, program faculty, and program administration must act as soon as possible on making the changes in the curriculum that they have been previously identified as being impediments to enrollment in the program
- The panel, program faculty, and program administration must review the curriculum to determine if sufficient changes can be made so that this program is clearly distinguishable from the Business Administration program
  - The program faculty should use the recommendations of the Advisory Committee as a guide in this process
  - In this review, the faculty in this program should investigate ways of increasing the emphasis on developing leadership skills in the students enrolled in this program in accord with their belief that this is a crucial feature of a Management degree as opposed to a Business Administration Degree
    - The faculty should investigate currently existing courses in Arts and Sciences which might meet this objective rather than simply creating new courses that duplicate existing courses on campus
  - The program faculty should strongly consider requiring internships in this program

APRC Recommendations concerning:  
BS Degree in Management

- The Department of Management should reevaluate its structure:
  - This department offers a number of closely related and sometimes barely distinguishable BS programs
  - The department faculty should explore ways to minimize redundancy in degree programs while meeting the needs of students
  - Consideration should be given to creation of a number of tracks under one umbrella degree
- The program faculty should establish a systematic procedure for following up on graduates
- 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
- The panel shall submit a report to the Chair of the Academic Program Council, the Dean, and the Vice-President of Academic Affairs no later than October 15, 2005 describing the results of their curricular review and documenting the changes that have been implemented
- If there is no evidence that the program has taken significant steps to increase enrollment in the program and/or has developed no acceptable plan for redirection by the due date, the Academic Program Council will recommend to the Academic Senate that the program be closed

**Management Degree  
Academic Program Review**

October 12, 2004

**Committee Members:**

**Alex Pomnichowski - Chair**

**CJ Bolling**

**Rebecca Kowalkoski**

**Karen Nash**

**Vivian Nazar**

**William Smith**

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# OVERVIEW – MANAGEMENT MAJOR

## PROGRAM HISTORY

The management major has been in existence since 1967. It was a program designed for transfer students. Entry into this major was at the junior level. A number of courses were created at the same time, as Environment and Social Responsibility and Business Policy.

Students in other programs in the College of Business (then called School of Commerce) wanted to enroll into the program, but it was only for transfer students. In 1969, the major was changed. It became a 4-year program, with all students being able to enter into the program, regardless of their class standing.

While changes were made to keep the program current, a substantial change was made in 2000. Designed to coincide with the Honors College and to attract the more qualified student, the requirements were changed to include a year of language, calculus for business, cost accounting, financial management 2, purchasing, statistical inference, cross-cultural business, three ISYS courses, as well as others.

The entrance requirements for the program were also changed to the following: new students a high school gpa of 3.2+ and a composite ACT of 22+, transfer students a college gpa of 2.7+, and a gpa of 2.5 as a graduation requirement.

Due to the increased difficulty of the program, enrollment declined. It was felt that the program as modified was not as attractive as the previous program make-up and that it was not an advantage in obtaining a job/position. A proposal was made in 2003 to modify the program by dropping the gpa entrance requirement and have it similar to other programs, eliminate the 2.5 gpa graduation requirement and have it similar to other programs, reduce the 130 credit requirement to 124/125, as well as other changes.

The College of Business curriculum committee turned the proposal back to the Department, with a number of questions to be addressed. Winter 2004 a Management Department committee was formed to address the questions. The committee is presently working on the questions and, in general, is considering all aspects of the major. For this purpose surveys were sent to alumni, and an advisory committee meeting was held recently September 10. While this will be considered in more detail later in this report, it is interesting to note that there is agreement with much of the 2003 proposal.

For quite a while, the Management major was very popular. Of the then 13 majors in the Department, enrollment in Management was exceeded only by students majoring in Business Administration. There are not as many students now majoring in Management, but then, with few exceptions, enrollment in College of Business programs has declined.

## **IMPACT**

Since its inception, over a 1,120 students have graduated with our Management degree. Many of them have very good positions, including a number who have the title of President. More information about the type of jobs is in the alumni survey section .

Job prospects depend upon the state of the economy, national and state. A recession began late 1999, and in spite of the twin towers disaster which had a negative effect upon the economy, monetary and fiscal policy helped stimulate the economy. Economists forecast continued economic growth. That means job opportunities.

The LMI department for the State of Michigan forecasts a growth in employment for all occupations from 2000 to 2010 of 469, 320 jobs, for all management occupations of 262, 710 to 284,790, an increase of 22,080. The OMLI Occupational Employment and Wage estimates for management occupations in Michigan shows the average annual salary to be \$89,180.

The U. S. Department of Labor, Bureau of Labor Statistics, indicates that total employment will increase from 144 million in 2002 to 165 million in 2012, or by 14.8 percent. The report goes on to say that workers in management, business, and financial occupations is expected to increase by 2.4 million, or 15.4 percent by 2012. According to their forecast, general and operations managers will add the most new jobs, 376,000.

As indicated above by job prospects, the Management major provides individuals who have the capacity to fill the management type positions in the State and in the Nation. It is important to note that graduates will begin, as our advisory committee states, into "entry level positions."

The section of the alumni survey dealing with employment will also provide information concerning the impact of the program.

## **MISSION, ADMINISTRATIVE PROGRAM REVIEW**

The Mission/purpose/goal statement, as well as the 2003 Academic Program Review is at the end of this section.

The mission of the program is to equip prospective managers with both the technical and human skills, central to the functioning of contemporary managers so that those managers may contribute to the economic vitality of the state and enjoy the benefits and responsibilities of full citizenship in an increasingly complex society. The purpose is to provide students with marketable skills. As the 2003 Administrative Program Review of the program notes, the program has some strengths and also some weaknesses. We should be working toward enhancing and marketing those strengths while addressing, and hopefully resolving, the weaknesses. That is also the purpose of the Management major committee which was formed winter 2004.

**Ferris State University  
College of Business  
Management Degree Program**

**THE MISSION:**

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

**PURPOSE:**

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

**Goals:**

- To increase student's competency with respect to contemporary and future management practices by focusing on relevant theory and practice and providing increasing opportunities for application of the concepts.
- To develop knowledge and skills for adapting to a dynamic society by continuing to integrate a global perspective.
- To integrate the application of appropriate information technology into the curriculum.
- To ensure faculty development in needed areas, especially in the area of appropriate information technology.
- To encourage student's participation in curricular and extracurricular activities that contributes to their professional and personal growth and development.

## 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 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.

## ADMINISTRATIVE PROGRAM REVIEW: 2003

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

### Other

	<b>AY 98/99</b>	<b>AY 99/00</b>	<b>AY 00/01</b>	<b>AY 01/02</b>	<b>AY 02/03</b>
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: Management

### 1. a) Areas of Strength:

- Designed to prepare students for careers in business management
- Designed to allow facilitate students admission into MBA programs
- Distinct from and more academically rigorous than the Business Administration program – this may appeal to the more capable student
- 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)
- Fulltime faculty are primary instructors
- The number of faculty with extensive industry experience and terminal degrees in their fields of specialization is increasing
- Small class size with excellent access to faculty
- Excellent library facilities
- Technical infrastructure in COB is generally excellent
- Very flexible program –appealing to students with unique interests and, if interested, students can combine with associate degrees or minors. Also, with 18 credits of directed electives, it is likely able to accommodate transfer students that would otherwise lose many credits

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

- Lack of interaction with business and industry – development of new COB advisory board & focused interface with other colleges
- Low enrollment – need to evaluate as part of a broader issue of declining COB enrollment
- More academically rigorous than the Business Administration program – with higher math and language requirements, there is a smaller pool of students to draw from
- Lack of program collaboration with other colleges on campus – focused interface via program coordinator
- Perception by many students that the Management program is too difficult (should be turned to an advantage!)
- No champion for the program – appoint program coordinator
- 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)
- More students need to be taking internships

### 2. Future goals (please give time frame)

- Program assessment and results monitored on a continuing basis
- Professional development of faculty (continuous)
- Promote program to appeal to Honors College and the better-prepared student
- Develop interface with business community
- Develop interface with other colleges

### 3. Other Recommendations:

- Continue to enhance the program
- Develop plan to market program

### 4. Does the program have an advisory committee? Yes

- a) If yes, when did it last meet? July 1997
- b) If no, why not? By what other means do faculty receive advice from employers and outside professionals?  
Personal networks
- c) When were new members last appointed? Spring 1997

## ADMINISTRATIVE PROGRAM REVIEW: 2003

- 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? Strongly recommended**

- 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 weren't any internships 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?**

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

MGMT 301 – Applied Management

MGMT 302 – Organizational Behavior

MGMT 370 – Quality/Operations Management

MGMT 373 – Human Resource Management

**7. What is unique about this program?**

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

Characteristics are presently being examined by a faculty committee.

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

Faculty committee will be making recommendations

**8. Is the program accredited? By whom? If not, why?**

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?**

Professor Doug Heeter was named to the Insurance Hall of Fame. He was also requested to speak at Lloyds of London in May of 2004.

Professor Karen Nash will be attending the National Conference on Race & Ethnicity in American Higher Education in June.

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

- a) **What are the program's learning outcomes?**

To ensure program content consistent both with employer and graduate school needs.

*Expected Outcome:* student placement – job or graduate school

Student's mastery of business management basics (i.e. technical skills, communications, team play, etc...)

*Expected Outcome:* Student's familiarity with contemporary business issues (e.g. e-commerce, globalization, ethics, etc...)



## ADMINISTRATIVE PROGRAM REVIEW: 2003

To provide students with an opportunity to use appropriate information technology.

*Expected Outcome:* Ability to incorporate modern information technology into managerial decision-making.

Students able to incorporate fact-based analysis in solving business problems.

*Expected Outcome:* Students aware both of the diverse responsibilities of the various business disciplines and of the management practices that integrate them to a purposeful end.

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

Students: Tests, cases, presentations, projects, etc.

Courses: Student evaluations, advisory group input, Management 2000 research input.

Major: Advisory group input, Management 2000 research input, exit surveys, graduate surveys, employer surveys and the ETS Major Field Test.

**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:

**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:

Division: Academic AffairsCollege: Business**Significant Areas of Success:**

- Introduction of MBA program – initial enrollment of 35 (vs. plan for 20 students) in F'03; another 15+ new enrollees for W'04. In addition to a distinctive curricular emphasis, the program models a delivery mode that is responsive to working adults; i.e., an intensive 7-week format, enabling part-time students to take one course at a time, but two per semester; year-round offerings; mixed delivery (½ courses totally on-line; ½ on-line + weekend sessions). It also represents a collaborative curricular model in which the MBA serves as a vehicle for graduate offerings from other colleges within the university. Examples of the collaborative opportunities include integration with the MS-ISM, the MS-Nursing, the MS-Career & Technical Ed, the PharmD, and possible offerings in the COT. In addition we have articulated entry from Rochester College, and held discussions with universities in Lichtenstein and Germany. The success of the MBA is helping to counter the decline in international graduate SCH's – domestic graduate SCH's are up 21%.
- The COB has made significant headway toward increased emphasis on internships as an integral aspect of the COB academic experience. This has been made possible by having a full-time position responsible for the process supporting this learning experience. We have increased numbers of students exploring and engaging in internships, as well as input from both students and parents expressing pleasure regarding this development. We believe that it will not only better prepare our students for the workforce, but, in so-doing, will enhance enrollment. Heightened student interest has been facilitated by the identification and promotion of internship opportunities (through an electronic Internship Opportunity Newsletter) in conjunction with a process that fosters knowledgeable involvement, responsibility and accountability of all associated with the internships (i.e., student, employer, academic supervisor, and Internship Coordinator). In support, two manuals (Internship Guidelines for Students, and Internship Site Manual (for employers)) have been developed, laying out processes, expectations, benefits, etc. Furthermore, the Coordinator facilitates the development of internship-specific learning objectives, in conjunction with assessment vehicles related to those objectives and oversees their application. In addition, this activity is working collaboratively with resource-constrained Career Services; is networking with regional academic institutions and employers (e.g., by co-chairing the 2004 state annual conference); and is establishing recurring internship opportunities with major corporate employers.
- The COB is progressing in the development of new sources of resource support for the College. Through the efforts of the Assistant Dean for Development, major efforts have been initiated to foster/enhance relationships with potential donors, including alumni, 'friends', and faculty/staff (and to track and reinforce such gifting). The first-ever 'in-house' COB Faculty/Staff annual fund campaign has raised \$20K in gifts/pledges thus far (with 40% of faculty/staff solicited to-date). For the first time in recent history, we secured some underwriting from a local business for an International Business course in Costa Rica. We also published an Alumni Directory, which, along with other substantial work on College image enhancement and communication, should benefit both donorship and enrollment. A COB Leadership Advisory Board is being established to provide both an integrative focus and access to external resources. We are also engaged in the development of mutually beneficial linkages with external entities, such as the

Great Lakes Maritime Academy and Michigan Community Bankers Association as well as promoting relationship/funding opportunities through summer programming.

- PGM, PTM and MIM -- three premier, relatively unique, highly focused baccalaureate programs in the COB continue to successfully draw enrollment (approximately 500 majors in total, with a disproportionate number paying out-of-state tuition, and a 24% y-t-y increase in new enrollments). These programs reflect very favorably on the institution as they marry a business curriculum with sports and/or entertainment-based skills. All require two or more working internships, are highly regarded in their respective national marketplaces, and enjoy 100% placement of graduates.

#### **Ongoing/Proposed Significant Activities and/or Current Efforts to be Redirected:**

- The COB is moving toward a curricular orientation that embraces continuous quality improvement. This entails external referencing of competencies to be achieved, the development of measurable outcomes necessary to assess achievement, and a process that fosters constructive response to curricular improvement opportunities. To better understand the process, a pilot effort has been completed with STQM 260, which will assist in educating COB faculty regarding what is involved. All COB graduate courses now have articulated outcomes and commitment to assessment. Both the CIS and Marketing faculty have committed, as well, to development of measurable outcomes. We believe that this COB direction will eventually enable both disciplinary accreditation (ACBSP) for the college and ABET accreditation of the CIS program (only six CIS programs in the U.S. are currently ABET-accredited).
- Significant efforts are underway to enhance curricular offerings by more tightly linking offerings to current/future workplace needs. This benefits current students, but should also increase the attractiveness of our programs. The CIS curriculum is being reengineered to align itself with new national standards reflecting changing employer/industry needs (i.e., the IS 2002 model curriculum, currently incorporated into the curriculum of only 5 institutions), our own market assessment, and input from our advisory board, employers and students. CIS is also exploring opportunities for granting (and accepting) industry-recognized certifications based on our revised curricular offerings. The reengineering of Hospitality is focusing on a Resort Management emphasis, including a new Club Management track, which has been called for by industry, as well as the PGM/PTM/MIM programs. This revised emphasis also has the potential for us to accommodate expressed needs by tribal representatives in the state (with an eye to laddering into multiple certificates, thence to an AS, and ideally to a BS). The first contingent of tribal students have just completed the initial certificate programs. Currently we are serving one tribe, but five others have expressed interest in what we have to offer. To better serve market needs with limited resources, we plan to discontinue the International Business (IB) program and redirect those resources into service courses promoting awareness of the global nature of the business workplace (which, we have not effectively addressed). In addition, programs are making curricular changes that will more effectively accommodate laddering from two-year programs (e.g., CIS, working with NMC, SMC and Delta).
- In part, due to the elimination of 12 permanent faculty positions to address the budgetary crisis over the past two years, the COB productivity (SCH/FTEF) level continues above the university average, despite concurrent enrollment decline. The COB is committed to further improving its resource productivity through curricular integration and collaboration in order to enhance section management, permitting prudent increase in section sizes in a manner that supports curricular needs and maintains pedagogical integrity. We are also striving to expand and improve the integrity of off-campus offerings through more effective incorporation of delivery

## H. Other Research Activity

Interactive, Internet Applications - Topics include CGI, SQL, databases, ASP, JavaScript, VBScript, JAVA, PERL, .NET, XML and a variety of development tools.

Multimedia Applications - Topics include Asymetrix Toolbook, Macromedia Authorware, Macromedia Shockwave, Macromedia Director, Asymetrix 3D/FX, CorelDraw, PhotoShop, Paint Shop Pro, digital still and video cameras and video capture, MIDI, WAV, and AU sound.

## I. Consulting

1999-Present Technology Training Team  
Webmaster for educational Web resource, [www.techtrainteam.com](http://www.techtrainteam.com)

1999-Present Michigan Science and Mathematics Alliance  
Webmaster for educational Web resource, [www.misma-online.org](http://www.misma-online.org)

1999-Present Michigan Association for Distance Learning (MADL)  
Webmaster for educational Web resource

1998-Present Dialogue Web Project  
Webmaster for interactive educational Web resource. Project funded by Technology Literacy Challenge Fund Grant from Michigan Department of Education, [www.dialogueweb.org](http://www.dialogueweb.org)

1998-1999 Curriculum software support Project  
Designed and developed interactive educational Web resource for evaluation of educational software. Project funded by a Goals 2000 grant awarded to Newaygo County Intermediate School District.

1996-1998 Technology Curriculum Specialist  
Designed and developed a technology curriculum, Advanced Technology Training - AT2, for K - 12 educators in Newaygo County. Project funded by a Goals 2000 grant awarded to Newaygo County Intermediate School District.

1991-1993 Eisenhower Higher Education Program Grant  
Co-Principal Investigator of Higher Education, Eisenhower Grant entitled The TIME Project (Technology in Mathematics Education)  
Co-directed a series of four-hour in-service training modules for intermediate and secondary school mathematics teachers involving the use of technology in the classroom. In addition to planning the training modules I taught the four-hour, in-service sessions at various Michigan school district locations.

- 1992-93 State of Michigan Section 98 Grant  
Co-Principal Investigator - State of Michigan Section 98 Grant entitled "Technology in the Mathematics Classroom". Co-directed a series of four-hour in-service training modules for intermediate and secondary school mathematics teachers involving the use of technology in the classroom.
- 1994-1995 Eisenhower Higher Education Program Grant  
Co-Principal Investigator of Higher Education, Eisenhower Grant entitled The TIME Project (Technology in Michigan Education)  
Co-directed a series of four-hour in-service training modules for elementary, intermediate, and secondary school educators involving the use of technology in the classroom. In addition to planning the training modules I taught the four-hour, in-service sessions at over 50 Michigan school district locations. This grant program served over 1,500 K-12 educators. Computer-based training (CBT) modules were developed called "Interactive Internet" to simulate Internet connectivity. These modules were used to train educators in the various Internet functions. The training sessions also involved "live" Internet workstations.
- 1994-Present Technology Training Team (TTT)  
The Technology Training Team develops virtual and printed instructional materials and computer software used in professional development programs for educators to learn the educational use of technology. Curriculum development and technology training is shared by Robert Kosanovich. Grand Valley State University and Central Michigan University have approved these instructional programs for graduate credit. The Michigan Department of Education has approved these programs for Continuing Education Units (CEUs). The Technology Training Team developed and maintains an interactive web site for educators to learn the educational use of technology.

#### J. Professional Growth Activities

- 1994-99 Multimedia Training  
Received training in all aspects of multimedia computer use and computer-based training. Some of the programming languages, authoring tools, and include:
- \* Multimedia training using the Toolbook authoring tool
  - \* Multimedia training using the Authorware authoring tool
  - \* Multimedia training using the HyperStudio authoring tool
  - \* Digital camera training
  - \* Web page development training
  - \* C++ programming language
  - \* Visual Basic programming language
  - \* Musical Instrument Digital Interface (MIDI) training
  - \* Digital video camera training

- 1992 Certified Public Accountant Certification

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

- 1984-Present **Computer Workshops**  
Responsible for designing, administering, and conducting summer computer workshops for Gerholz Institute for Lifelong Learning (UCEL). These workshops taught computer concepts to people from business, industry, and education.
- 1998-1999 **Curriculum software support Project**  
Designed and developed interactive educational Web resource for evaluation of educational software. Project funded by a Goals 2000 grant awarded to Newaygo County Intermediate School District.
- 1996-1998 **Technology Curriculum Specialist**  
Designed and developed a technology curriculum, Advanced Technology Training - AT2, for K - 12 educators in Newaygo County. Project funded by a Goals 2000 grant awarded to Newaygo County Intermediate School District.

**L. Professional Presentations, Speeches, etc.**

- 1996-Present **Michigan Science Teachers Association**  
Selected as speaker at MSTA state conferences
- 1995-2000 **7th Annual Conference on College Teaching and Learning, Jacksonville, FL.**  
1995 - Selected as winner in a juried educational software competition. The awards were for three, multimedia software products, "Interactive Internet", "Action Accounting" and an "Accounting Practicum".  
2000 - Speaker - "Virtual Learning Communities" and "Online Learning"
- 1995-Present **Michigan Association of Computer Users in Learning - MACUL**  
Selected as speaker at MACUL state conferences.
- 1995-Present **Michigan Council of Teachers of Mathematics - MCTM**  
Selected as speaker at MCTM state conferences.
- 1999-Present **Michigan Association of Media Educators - MAME**  
Selected as speaker at MAME state conferences.
- 1998-Present **Michigan Education Association - MEA**  
Selected as speaker at MEA state professional development conferences.
- 1992-1993 **Midwest Computing Conference**  
Speaker at the 1993 Midwest Computing Conference at the University of Wisconsin - Whitewater. Lecture/demonstration in the use of multimedia in the classroom; demonstrating the interactive learning module developed under a Ferris State Grant entitled, "Fractions Are Fun".

#### M. Institutional Services Performed

University-wide Committees: Technology Steering Committee, Educational Web Resource Committee, TIMME Grant Committee, Ferris Network Study Committee, Library Committee, various search committees, United Fund Representative, University Planning for Student Outcomes Assessment

College-wide Committees: Promotion/Merit Committee, Professional Development Taskforce, Common Core Capstone Committee, and various search committees

Department-wide Committees: Academic Program Review, Semester Conversion, various programmatic and curricular committees, various search committees, Tenure committees, Online Learning Committee, Promotion/Merit Committees

Program Expert: Dual Accountancy/CIS Program

Advisor: Computer Information Systems Association

#### N. Recognition and Honors

Finalist Distinguished Teacher Award, Ferris State University

#### O. Professionally Related Community Activities

Planned and organized professional development activities for Chamber of Commerce and local business leaders

Planned and organized professional development activities for local organization of Certified Public Accountants

Presented "Career Day" presentations to high school and middle school students

Served as departmental representative for United Way Campaigns

Served as technology advisor for local United Way organization

**II. Educational Background to document graduate course work in the field of Accountancy / Computer Information Systems sufficient to support Doctoral level preparation**

Certified as a Licensed Public Accountant in Michigan

**III. Teaching Experience sufficient to document doctoral level expertise**  
Curriculum development activities include the following: chairing the academic program review of the Computer Information Systems Program (2 times), participating in the Academic Program Review of Office Administration and Accountancy programs, participating in the semester conversion of the Accountancy and Computer Information Systems programs, participation in the development of Computer Information Systems curriculum reforms, participating in changes in Computer Information Systems and Accountancy

Course development activities include the following:

600-level courses: Financial Management for Computer Information Systems Managers, Technology in Education I and Technology in Education II (Central Michigan University College of Education)

500-level courses: Microcomputer Applications in Accounting, Accounting Applications for Computer Information Systems Managers, Multimedia Applications for Educators

Undergraduate courses: Systems Analysis and Design, Systems Design and Implementation, Advanced Systems, Microcomputer Applications, Multimedia Applications

Courses taught include the following: Financial Management for Computer Information Systems Managers, Technology in Education I and Technology in Education II (Central Michigan University College of Education and Grand Valley State University), Microcomputer Applications in Accounting, Accounting Applications for Computer Information Systems Managers, Multimedia Applications for Educators, Systems Analysis and Design, Systems Design and Implementation, Advanced Systems, Client/Server Implementation, Microcomputer Applications, Multimedia Applications, Database Applications, COBOL Programming, RPG Programming, Assembly Language Programming, Visual Basic Programming, Programming Design and Logic, Software Applications, Operating Systems, Telecommunications

Teaching Techniques include the following: emphasizing active learning by employing a variety of techniques, including cooperative learning, teams, student presentations and publications, guest speakers, field trips, online learning, independent and group learning, student mentoring



#### **IV. Documented Practical Experience**

In addition to participating in program and course development and using a variety of teaching techniques, current activity includes:

- A. serving as Webmaster for State-wide, grant-funded Web resource for educators; Dialogue Web;
- B. serving as Webmaster and curriculum consultant for online learning Web resource; TechTrain;
- C. serving as Co-Principal Investigator for grants to provide technology professional development to educators: Technology in Mathematics Education, Technology in Michigan Education;
- D. serving as consultant for grant designed to provide technology professional development to educators; Advanced Technology Training;
- E. developing multimedia learning modules including:
  - 1. Fractions Are Fun!
  - 2. Interactive Internet
  - 3. Action Accounting
  - 4. Accounting Practicum
  - 5. PowerPoint SchoolHouse
  - 6. Excel with Microsoft Excel;
- F. serving as computer programmer for Ferris State University
- G. serving as computer programmer for United Way of Mecosta County

#### **V. Consulting Experiences**

Consulting experiences include grant writing and grant management, computer programming, Web site design and development, multimedia (CBT) development, online learning Web site development, professional development activities for K-12 educators, and course development and delivery for Ferris State University, Grand Valley State University and Central Michigan University. Details concerning these activities are documented in I, III and IV above.

#### **VI. Scholarly Activity**

Scholarly activities include grant writing and grant management, computer programming, Web site design and development, multimedia (CBT) development, online learning Web site development, professional development activities for K-12 educators, and course development and delivery for Ferris State University, Grand Valley State University and Central Michigan University. Details concerning these activities are documented in I, III and IV above.

## VITA

**I. Name:** Karen G. Nash

**Rank:** Associate Professor

**Tenure/Non-tenure:** Tenure

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

**Year Joined the Institution:** 1993

**Teaching Experience:**  
**Areas of involvement (in teaching)**

Business Law (BLAW 221 Business Law, BLAW 301 Managing in the Legal Environment, BLAW 321 Contracts and Sales, BLAW 421 Employment Law)  
International Business (INTB 310 International Business Systems, INTB 335 Cross-Cultural Business, INTB 390 Doing Business in Europe and Russia, INTB 420 International Business Law)  
1993 – Present Ferris State University  
1993 Instructor, American Paralegal Institute  
1992 Wayne State University Law School, Adjunct Professor

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

1979 J.D., University of Michigan Law School (summa cum laude)

1976 B.A., Michigan State University, History (summa cum laude)

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

1987 - 1991 Unisys Finance Corporation, Detroit, MI Assistant General Counsel

1982 - 1987 General Electric Capital Corporation, Englewood, CO Counsel-Western Operations

1979 - 1982 Ford Motor Credit Company, Dearborn, MI Staff Attorney

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

Admitted to practice law in Michigan, Colorado and Federal Courts

American Bar Association

Memberships:

Business Law Section

Business Law Education Committee

Uniform Commercial Code Committee  
Women's Business Law Network

International Law Section

Center for Eastern European Law Initiative

-Reviewer of proposed private property laws for  
Uzbekistan

Task Force on International Standards for Corrupt  
Practices

-Helped to develop standards that have been  
adopted by the OECD and several member nations.

Task Force on International Transactions in  
Cyberspace

Michigan Bar Association

Memberships: Business Law Section and International Law Section

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

September 2003 Michigan Bar Association Annual Meeting  
October 2002 International Negotiating Simulations Seminar at Duke University  
September 2002 Michigan Bar Association Annual Meeting  
June 2002 Weeklong Faculty Development in International Business Seminar,  
University of South Carolina  
May 2002 Computer Law Section Speaker, Federal Trade Commissioner Thomas  
Leary, "Federal Regulation of the Internet"  
September 2001 "Doing Business In Brazil" Seminar  
September 2001 Michigan Bar Association Annual Meeting  
September 2000 Michigan Bar Association Annual Meeting  
April 1998 Business Law Section Annual Meeting  
June 1997 CIBER-4 Pedagogy Conference, Indiana State University  
November 1996 "Issues for Investment in Today's Russia and the Newly  
Independent States" International Law Seminar  
April 1996 Business Law Section Spring Meeting  
September 1995 Michigan Bar Association Annual Meeting  
September 1993 Michigan Bar Association Annual Meeting

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

**VII. Publications:**

Author of Note on bankruptcy law (unpublished due to preemption)

**VIII. Other Research Activity:**

Fall 1996 and Winter 1997, participation in the College of Business Professional Development Series:

Conducted extensive research on the theories and practices of adult education in the university setting.

Attended several seminars conducted by the Center for Teaching, Learning and Faculty Development and the seminars on group learning by R. Swartz.

Attended seminars on Pegasus, Word, Excel and other new technology such as computer photography and video.

**IX. Consulting:**

1991-present I maintain a small private business and international law practice for former clients. I also advise my church, North Kent Presbyterian, on various legal issues.

**X. Professional Growth Activities:**

April, 2003 Women's Professional Development Conference, University of Michigan Law School

March, 2003 "Why Students Don't Get It, How to Help Students Improve Their Memory and Learning," Terry Doyle, FSU Center for Teaching, Learning & Faculty Development

March, 2003 "Effective Classroom Discussion Techniques," Terry Doyle, FSU Center for Teaching, Learning & Faculty Development

September, 2002 Lilly North Conference on College & University Teaching

May, 2002 Visited the French business school that has entered into a student exchange agreement with FSU, in Troyes, France to tour the facility and meet the director and professors

April, 2002 Equity in the Classroom Conference

September, 2001 Lilly North Conference on College & University Teaching

January 2001—April 2001 "Learning, the Learner & Teaching Methodology," a 10-week seminar presented by the FSU Center for Teaching, Learning & Faculty Development

May 1997 Summer Faculty Institute

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

August 1993 and August 1994. Presented weeklong seminars on U.S. business and international law to employees of Lucky-Goldstar Corporation (now LG Group) of Korea.

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

September 2002. Speech on Breaking the Glass Ceiling for Delta Sigma Pi

August 1997. Speech on American Legal Culture for visiting Russian scholars

Vita  
Karen G. Nash

and businesspeople from Moscow State University and Dialog, a Russian company  
March 1994 and March 1996. Speeches on Women's Professional Development for FSU observance of Women's History Month.

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

#### University Committees:

2003 - present Diversity Committee  
2001 - 2003 Distinguished Faculty Award Committee  
1998 Academic Senate (fall semester)  
1997- 1998 International Education Planning Committee  
1996- 1998 Global Consciousness Committee  
1995 Search Committee for Vice President of Student Affairs  
1994 - 1997 Student Life Committee

#### College of Business Committees:

2003 Scholarship Committee  
2002 Disciplinary representative  
2001 - 2002 Scholarship Committee  
2000 - present Chair, Management Department Tenure Committee  
1994 - 2002 Recruitment and Retention Committee  
1994 -98, 2000 & 2001 Recruitment, Autumn Adventure  
1997 - 1999 Assessment Committee  
1997, involved in program planning and development for Russian venture.  
July 1997, traveled to Moscow and St. Petersburg, Russia on behalf of the College of Business to visit Moscow State University and Dialog, a Russian company.

#### Student Organizations and Activities:

1997 to present Advisor, Delta Sigma Pi, professional business fraternity.  
1994 - 1998 Co-Advisor, International Business Association  
1997 - 1998 Advisor, Turkish Students Association  
1997 Leader, Select-60 Group. Mentor to a group of 5 female business students.  
1994 and 1995 Faculty Advisor for two Korean business students attending FSU for a one-year program sponsored by their corporate employers.

#### Ferris Faculty Association:

Voting Committee, 2002

Vita  
Karen G. Nash

**XIV. Recognition and Honors:**

Order of the Coif  
Michigan Law Review Editor  
Phi Beta Kappa

**XV. Professionally Related Community Activities:**

Member, American Association of University Women  
Member, Amnesty International  
Member and adoptive parent, Families for International Aid and Adoption  
Member, Ferris Professional Women  
Member, Justice for Women Committee, Lake Michigan Presbytery  
Host family, Nacel Student Exchange  
Elder, North Kent Presbyterian Church  
Worship Committee, Personnel Committee  
Volunteer, Rockford High School Band Parents  
Volunteer, Rockford High School Soccer Parents  
Member, Sierra Club

## VITA

**a.** Name: Vivian-Francia M. Nazar

Rank: Full Professor

Tenure/Non-tenure: Tenure 1992

Department or Division: College of Business/AFES Dept.

Year Joined the Institution: 1988

Teaching Experience:

Areas of involvement (in teaching): Management and Finance

1988 - Present	Full Professor, Ferris State University
1986 - 1988	Moorhead State University, Assistant Professor, Finance
1982 - 1986	Bemidji State University, Assistant Professor, Finance

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

1999 D.B.A. Management, Nova Southeastern University, Fort Lauderdale  
Dissertation Title: "Degree of Internationalization and Multinational  
Corporations Profitability"

1981 MBA, Finance, City University, London, England  
Thesis Title: "Management of Foreign Exchange Risk"

1975 BA, Political Economy, Thames Polytechnic, London, England  
Thesis Title: "Effect of Foreign Direct Investments"

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

1979 - 1980 Raybeck Company, Accounting Department, London,  
England

1982 - 1988 Small Business Development Center, Financial  
Consulting to Local Businesses, Minnesota.

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

Midwest Finance Association  
Academy of Management  
Association of Japanese Studies  
Association of American Colleges and Universities  
Ferris Professional Women  
Association of Private Enterprise Education

e. Professional Meetings Attended (include dates):

2<sup>nd</sup> Annual Lilly Conference on College & University Teaching, Big Rapids, Michigan  
September 20-21, 2002

1<sup>st</sup> Annual Lilly Conference on College & University Teaching, Big Rapids, Michigan  
September 21-22, 2001

Academy of Management Annual Meeting, Washington D.C.  
August 3-8, 2001

14<sup>th</sup> Annual National Conference on Race & Ethnicity in American Education (NCORE), Seattle, Washington  
May 30-June 3, 2001

Equity in the Classroom XI , Teaching and Learning in a Diverse Classroom, Conference, Big Rapids, Michigan  
March 22-23, 2001

American Society of Business and Behavioral Sciences, 8<sup>th</sup> Annual Meeting  
February 21-26, 2001, Las Vegas

3<sup>rd</sup> Facing East/Facing West conference, North America's Relations with Asian/Pacific Countries, Western Michigan University, Michigan  
June 2-3, 2000

Association of American Colleges and Universities Diversity and Learning conference, November 12-15, 1998, Philadelphia

Past, Present and Future of Russia, American University in Moscow, June 7-8, 1998, Washington D.C.

Association of Japanese Studies Meeting, June 12-13, 1997, Washington D.C.

Academy of Management Meeting, August 10-13, 1996, Chicago, IL

Midwest Finance Association Meeting, March 20-24, 1996, Chicago, IL

Second Facing East/Facing West Conference, June 2-3, 1995, Western Michigan University



Government Business Policy Seminar, July 28 - August 2, 1991,  
Washington D.C.

Facing East/Facing West: North America and the Asia/Pacific  
Region in the 1990's, September 13-16, 1990, Western Michigan  
University, Kalamazoo, MI

The Italian Market - As Springboard to Europe '92, May 22, 1990, Grand Valley  
State University

Internationalization of Business and Economics Programs: Issues  
and Perspectives, April 20, 1990, West Michigan World Trade  
Association and The College Consortium Assisting Business and  
Industry, Grand Rapids, MI

West Michigan World Trade Association Meeting, March 28, 1989  
and April 25, 1989, Grand Rapids, MI

Licensing and Joint Ventures: An Effective Way to "Sell"  
Abroad, January 8, 1986, Minnesota World Trade Association

The Association of Private Enterprise Education Convention,  
April 6-8, 1986, San Antonio, TX

Global Development Conference, September 12-13, 1986, University of  
Maryland, College Park, Maryland

Administrative Decision Making & Moral Development,  
November 7-8, 1985, American Council on Education,  
Minnesota, University of Minnesota, Minnesota

Scholarly Activity and Skill Development, October 13-15, 1985,  
University of North Dakota, Grand Forks, North Dakota

Operation Opportunity, November 16, 1983, Minneapolis Chamber  
of Commerce, Minneapolis, Minnesota

The Global Household, October 21-22, 1983, Earle Brown  
Continuing Education Center, University of Minnesota,  
Minneapolis Minnesota

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

"A Study of Multinational Corporations' Profitability and Degree of  
Internationalization," presented at the 8<sup>th</sup> Annual meeting of American Society of  
Business and Behavioral Sciences, February 21-26, 2001, Nevada.

"A Study of Multinational Corporations' Profitability and Degree of Internationalization," presented at The Third Facing East/Facing West Conference, Central Michigan University, June 2-3, 2000.

"APEC (Asia-Pacific Economic Cooperation): Can it Succeed?" paper was accepted for poster presentation at the British Academy of Management meeting on September 8-10, 1997, London, England. Unable to attend the meeting because of lack of funding available for travel.

"US and APEC: Another Trading Block?" at the Second Facing East/Facing West Conference, June 2-3, 1995, Western Michigan University

"Doing Business in the Philippines," Facing East/Facing West: North America and Asia/Pacific Region in the 1990's, September 13 - 16, 1990, Western Michigan University, Kalamazoo, Michigan

"The Philippines: A Turning Point," Global Development Conference, September 12-13, 1986, University of Maryland and World Academy of Development and Cooperation, College Park, Maryland

"Exporters Profiles and Export Constraints: A Study of Small and Medium Sized Firms in Minnesota," The Association of Private Enterprise Education, April 6-8, 1986, San Antonio, Texas

**g.** Publications:

Paper Proceedings of the above presentations.

**h.** Other Research Activity:

Internationalization and Profitability  
Regional Integration

**i.** Consulting:

Evaluated chapters and several textbooks for publication (2000-2).  
Served as a subject matter expert for the National Occupational Competency Testing Institute (NOCTI) in the area of Business Administration, Finance and Management, January 2001.

Wrote the Test Bank for the text, Financial Institutions and Markets, Burton, et.al., South Western Publishing (2001).

**j. Professional Growth Activities:**

September 22-23, 2002, Lilly Conference on College & University Teaching, 2<sup>nd</sup> Annual Conference, Ferris State University, Big Rapids, Michigan

September 21-22, 2001, Lilly conference on college & University Teaching – North, Ferris State University, Big Rapids, Michigan

June 4-7, 2001, Test What You Teach-Teach What You Test, Center For Teaching and Learning, Ferris State University

January 23 – April 10, 2001 Learning, the Learner and Teaching Methodology “A Survey of Educational Practice,” Center for Teaching and Learning, Ferris State University

March 22-23, 2001, Equity in the Classroom XI Conference Teaching and Learning in a Diverse Classroom

February 7, 2001 Multi-Racial Unity Living Experience, West Campus Community Center, FSU

Fall 2000, Mondays 3:00-5:00 p.m. Web CT Workshop by Dick Hewer, Ferris State University

November 16, 2000 Building a successful Speaking Career Outside the Academe, Communication Club, Ferris State University

March 18, 1999 Sexual Harassment seminar conducted by Louise Yowitz, Director of Affirmative Action, FSU

January 19, 1999 “Synergy from Others” Cultural Diversity on Campus, Ferris State University and SST Communications

October 28, 1998 “Reaching Your Financial Goals” Tips for America’s Experts, live teleconference, sponsored by TIAA-CREF, FSU

April 4, 1997 Demonstration of Instructional Performance Systems, Inc. Software Consisting of Course Building, Lesson Building and Exam Building, IRC 101

Feb 20-21, 1997 Leadership Among Peers, Retreat for Academic Department Heads/Chairs and Associate Deans

Feb - April, 1997 Various faculty training - Beginning Word, Excel, File Management, Digital Camera,

Powerpoint

March 25, 1997      Build your own Web Page

November 13, 1997    Colloquium for Educators - Visiting Professor  
from St. Petersburg, Russia

November 8, 1997    Instructional Technology by Robert Jehsen

August 22, 1996      "Multimedia Madness" Workshop

August 2, 1996  
Seminar              Student Information System (SIS) and Advising

Nov 17-18, 1995      NMCI University Center and Project  
Interconnect, Instructor Training Seminar

March 16, 1995      Laser Disc Demonstration - Use in classroom

March 31, 1993      Attended "Women of Color," Ferris State  
University

September 8, 1992    Harvard Graphics Workshop

April 24, 1990      Managing hard Disk Drives, Academic Computing

April 20, 1990      Internationalization of Business and  
Economics Programs. Issues and Perspectives,  
West Michigan World Trade Association and The  
College Consortium Assisting Business and  
Industry

Jan 20-27, 1990      Presentation Excellence Workshop

February 3, 1989      Word Perfect Workshop r.0, Academic Computing

June 8-12, 1987      Writing Across the Curriculum, Moorhead State  
University

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

March 18, 1997      The Second College of Business Seminar,  
"Breakfast Forum on International Trade",  
Holiday Inn. Acted as moderator.

April 24, 1996      Organized the College of

Business Seminar series. The first one was held on April 24, 1996, "Appreciation Breakfast for Area Businesses", Holiday Inn Conference Center. Acted as the Moderator

February 26, 1993 Conducted a seminar for K-12 teachers at the Ninth Annual Area Wide MOISD Professional Development, Ferris State University

**l. Professional Presentations, Speeches, etc.:**

April 3, 2001 Business Chat, 2001 Delta Sigma Pi Pledge Class, panel Member, FSU

March 22-23, 2001 Equity in the Classroom XI conference, Introduced a workshop guest speaker.

October 22, 1999 "Holding my Sister's Hand: Coalition Building in the Struggle for Women's Equality", panel presenter, FSU

February 9, 1999 Guest speaker, The Humanities Council of West Central Michigan program "The Asian-American Experience" for The General Federation of Women's Club, Big Rapids

March 26, 1996 Guest Speaker, SSCI 450 course, Ferris State University

April 15, 1994 "1994 Women's Professional Development Conference," presenter, Big Rapids Holiday Inn. Panel presenter

**m. Institutional Services Performed:**

1997- to Present Faculty advisor to the Finance Student Organization.

February 7, 2001 Multi-Racial Unity Living Experience, West Campus Community Center, participant

January, 2000 Member, Martin Luther King Commission to celebrate the national MLK holiday.

April 1999 "Take A Trip Around The World" FSU International Festival, participant.

Fall 1999 Participant in the student/faculty mentor program.

Autumn Adventure (1998, 1999) Participant in the "Autumn Adventure"

April 6, 1997 Participated in the International Festival of Cultures. Had a booth, Rankin Center, Ferris State University

August 1995-97 Served as Chair in the Management Department

March 8, 1994 Conducted a motivation workshop for seventh and eighth grade Big Rapids students during the MLK/CC/RP College Day Program

Nov. 10, 1993 Guest panelist at the special workshop for students, Ferris State University

September 19, 20, 22 Appeared on Ferris State University's

Apr. 22, 1993 Co-organizer bringing Nathan Rutstein to campus who lectured on the topic "Healing Racism in America"

Apr. 18, 1993 Participated in the "International Festival of Cultures 1993," Big Rapids Holiday Inn

**Committee membership:**

2003-04 Recruiting and Retention Committee, Strategy Committee

2002-03 Recruiting and Retention Committee, Workload Policy Committee, Busn 499 Committee, University Task Force Committee to create a hiring policy

2001-02 Tenure Committee sub-committee

2000-01 Hiring Committee for 2 faculty positions, Management Department Tenure, Tenure sub-committee

1999-00 COB Sabbatical Committee

1999-00 Futures Conference Committee

1999-00 Academic Senate Diversity Committee

1998-90 Academic Senate Diversity Committee (Co-chair)

1996-7 Management 2000 Committee

1996-7 Post Tenure Review Committee (University- wide)

1994-5 Promotion/Merit Committee

1990-3 Computer Usage Committee

1989-90 Department Head Search Committee

1989-90 Finance Group Committee

1989-90 University Wide Academic and Administrative

Computer Steering Committee

Business Administration Review Committee

School of Business Computer Usage Committee  
Off-Campus Review Committee  
Finance Minor Committee

**n.** Recognition and Honors:

Recognition on Student Satisfaction Survey, May 2001  
Fall 2000 Promoted to the rank of Professor  
Recognition on Student Satisfaction Survey, May 2000  
Fall 1998 Merit award  
Fall 1993 Promoted to the rank of Associate Professor

**o.** Professionally Related Community Activities:

March 18, 1999 "Kevin Locke, Lakota Sioux, Unity in Diversity", Old Jail and Community Center, Big Rapids, co-organizer

January 16, 1999 "Moving Beyond Religious Intolerance" on the occasion of world Religion Day and in memory of Martin Luther King, Jr., Old Jail and Community Center, co-organizer

1996 - present Treasurer, The Big Rapids Baha'i Group

October 5, 1996 Co-organizer of a public presentation "Creating a Sense of Belonging in a Multi-ethnic Community," Holiday Inn Conference Center

March 3, 1994 Panel presenter in the "Women Around the World" workshop sponsored by the Big Rapids Forum for Healing Racism

Jan. 18, 1994 Served as facilitator for the Martin Luther King Assembly, Big Rapids High School

Jan. 17, 1992 Co-organizer of a public meeting, "Prayers Around the World for Racial Harmony," Ferris State University

**p.** Submitted October 31, 2003

## VITA

**a. Name:** Alex S. Pomnichowski

**Rank:** Professor of Management

**Tenure:** Tenured

**Teaching experience:**

1967 to present Professor of Management at Ferris State University

1984 to present Full-time teaching. Courses taught:

Mgmt 301, Administrative Principles

Mgmt 302, Organization Behavior

Mgmt 310, Small Business Management

Mgmt 373, Human Resource Management

Mgmt 374, Wage and Salary Administration  
(now Compensation)

Mgmt 375, Collective Bargaining  
(now Negotiations)

Mgmt 377, International Human Resource Management

Mgmt 448, Business Policy

Mgmt 449, Strategy Formulation

Mgmt 474, Cases, Issues in Human Resource Management

Mgmt 484, Contemporary Management Trends

Mgmt 499, Strategy and Business Policy

(Mgmt 448 and 449 were combined)

Independent Study

1967 to 1984 Was Head of the Management Department for 17 years. Part of the requirements included teaching one class per quarter/semester.  
Courses taught:

Some of the courses above, as Mgmt 301, Mgmt 310, Mgmt 373, Mgmt 448, and Mgmt 449. Others were:

Mgmt 447, Business Environment and Social Responsibility

Mgmt 470, Internship

Mgmt 471, Internship Seminar

(now Mgmt 491, Cooperative Education)



1961 to Associate, then full Professor at Parsons College in Fairfield, Iowa.  
1967 Was Acting Chair of Business Administration/Economics Department  
1966 – 1967. Emphasis was on full-time teaching. The chair was an  
additional activity. Courses taught:

Industrial Relations  
Labor Economics  
Personnel Management  
Administrative Principles  
Principles of Economics – Macro  
Principles of Economics – Micro  
Business Law I  
Business Law II  
Investment Fundamentals  
Corporation Finance  
Principles of Advertising  
Principles of Marketing  
Office Management  
Business Seminar (emphasis upon Social Responsibility)

Fall On sabbatical from Parsons College, taught as a member of the  
1966 graduate faculty at St. Cloud State College, in St. Cloud, Minnesota.  
Courses taught:

Personnel Management  
Administrative Principles  
Personal Finance

1956 to Instructor, School of Business at the University of Michigan  
1959 Really a teaching fellowship, but was given instructor rank.  
Courses taught:

Gregg shorthand, (beginning, advanced)  
Typewriting

1955 to Business teacher, supervising teacher (for student practice  
1956 teachers) at Birmingham Seaholm High School in Birmingham,  
Michigan. Courses taught:

Gregg shorthand (beginning, advanced)  
Office practice  
Typewriting

**b. Educational Background:**

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

Advanced Personnel Management  
Advanced Administration Principles  
Human Relations in Business and Industry (Organization Behavior)  
Issues in Collective Bargaining  
Labor Law  
Wage Theory  
Wage/Salary Administration  
Training in Business and Industry  
Tests and Measurements  
International Economics  
Industrial Sociology  
Accounting/Financial Control

Summer 1961 post-doctoral study at the University of Michigan, graduate level.  
Courses taken:

Comparative Economic Systems  
Public Finance  
Advertising Principles

June 1961 awarded Ph.D. the University of Michigan Rackham School of Graduate Studies. Major: Business Education. Cognate areas: Educational Psychology, History/Philosophy of Education.

Dissertation: Economic Concepts taught in Michigan Secondary Schools  
(dealt with economic literacy)

January 1959, awarded MBA (with distinction), the University of Michigan

August 1952, awarded MA, the University of Michigan. Emphasis: Economics/  
Business Education, School Administration. Graduate level courses taken included:

Price System  
Labor Economics  
Social Security

Management/Union Relations  
Supervision  
Public School Finance  
Visual Aids

June 1951, awarded BA, Eastern Michigan University . Major: Business. Minors: Economics, Mathematics. Awarded secondary school teaching certificate.

Non-traditional schooling while in the U. S. Army from 1952-1954. In February 1953, graduate of clerical school with superior rating at 3d armored division headquarters in Ft. Knox, Kentucky (one of top two grads). In July 1953, graduate of stenographic school with superior rating at the Adjutant General's School at Ft. Benjamin Harrison, Indianapolis, Indiana (one of top two grads). Late 1953, graduate of Eighth Army court reporting school (one of two top graduates) located in Eta Jima, Japan.

#### **c.. Prior Experience not in Education**

1952-1954, U. S. Army. Spent a short time the latter part of 1953 in Japan. Attached to Far Eastern Eighth Army Headquarters located in Yokohama, Japan for a month, then court-reporting school at Eta Jima, Japan for a month. The remainder of 1953 and all of 1954 to September was spent as part of the JAGC unit located at headquarters located in Seoul, Korea. Flown to various division headquarters to record general court-martials, took depositions, served as general law clerk, and personnel clerk. Honorable discharge. Commendation/bronze star for meritorious service.

1947-1951, odds and ends. Worked in retail store, steel mill, chemical factories, post office, and construction. At Eastern Michigan University, worked in cafeteria, catered, and was a resident advisor.

1952. While a student at the University of Michigan was a counselor and head dorm counselor at a male dormitory at Eastern Michigan University, Ypsilanti, Michigan.

#### **d. Professional Memberships**

Former memberships:

Association of Quality and Productivity (formerly Quality Circles)  
West Michigan World Trade Club  
American Production and Inventory Control Society  
Grand Rapids Economic Club  
Midwest Scanlon Plan Associates (advisory board member)  
West Michigan Financial Analyst Association  
American Economic Association  
Financial Management Association  
Midwest Quality Council  
Muskegon Area Labor-Management Council

Michigan Technological Association  
Michigan Academy of Arts/Sciences  
Michigan Quality of Worklife Council  
Midwest Business Administration Association  
Clearing House for Training Resources  
Academy of Management (national, regional)  
American Society for Training and Development (officer and board member)  
Industrial Relations Research Association – Grand Rapids Chapter  
(officer, board member, advisory committee member) (assisted in creation of  
the chapter, it is no longer in existence)  
Industrial Relations Research Association – member of Michigan State-wide  
Committee (planned and implemented state-wide meetings)

**Present memberships:**

Society for Human Resource Management (national and Grand Rapids chapter)  
(had let my local membership slip, have rejoined)  
Institute for International Human Resource Management  
Industrial Relations Research Association  
University Council of Industrial Relations and Human Resource  
Programs

**e. Professional Meetings attended:**

Prior to 1984. As Management Department Head, felt it was necessary to develop and maintain contacts with the Grand Rapids business community. Attended monthly meetings of the following from 1967 – 1984: American Society for Training and Development, Industrial Relations Research Association (attended since its creation), American Production and Inventory Control Society, West Michigan Financial Analysts Association, Association for Quality and Productivity (Quality Circles), Grand Rapids Economic Club Also attended the monthly advisory committee meetings of the IRRA in Grand Rapids.

Prior to 1984. Attended yearly regional and national meetings of the Academy of Management and the Industrial Relations Research Association. Also the regional Midwest Business Administration Association meeting.

1984 to about 1996. Frequently attended monthly meetings in Grand Rapids of the Industrial Relations Research Association, American Society for Training and Development, Society for Human Resource Management, and the Financial Analysts Association. Infrequently attended regional and national meetings of any professional association.

1996 to present. My wife became seriously ill and required 24-hour care. Did not attend any regional or national meetings of any professional association. At best, less than a handful, if that, of any professional association meetings in Grand Rapids.

#### **f. Papers presented**

Nothing within at least the last 15 years.

Years ago, presented the following:

- How to Improve a Paper-work System. Related to the business offices at the University of Michigan. Presented at NOMA meeting in Detroit. Received an award.
- Recommendations for Managerial Improvement at DuPont, Presented to top executives at DuPont
- Union Democracy presented at a faculty forum at Parsons College
- The Value of APICS Certification at annual banquet of APICS in Grand Rapids. The results of a study I conducted.
- The Process of Recruiting Employees for a Small Business at meeting of small business owners in Grand Rapids
- Administrative Problems Associated with Instituting a Legal Assistant Program given at the legal section of the yearly Midwest Business Administration Association meeting held at Palmer House in Chicago.
- Business Environment and Social Responsibility presented as participant at seminar on the same subject held at UCLA.

#### **g. Publications**

Nothing, except for the Business Environment and Social Responsibility paper Presented at UCLA which was published as part of the proceedings of the seminar.

#### **h. Other Research Activity**

Prior to 1996.

- Study of University Curriculum Procedures at Universities similar to FSU
- Study of Credit by Exam at Universities similar to FSU
- Study of Business Policy Requirements at Universities similar to FSU
- Study of Business Core Requirements at Other Universities

Papers written but not published:

- Union Democracy
- Landrum-Griffin Act, an Analysis
- Marginal Revenue Productivity, as applied to labor costs
- Social Security System of New Zealand
- The Development of the Educational System of Venezuela – Political, Social

Since 1996

Time spent on searching for materials that could enhance the teaching of my assigned courses. These courses have been enhanced through library acquisition recommendations, recommendations for the purchase of videos, additions to my personal library which is available to students, and websites that students can access. Where there was a paucity of materials in areas as international human resource management, there is now a flood of useful material.

**i. Consulting**

Prior to 1996.

Marketing concerns for a number of small businesses. Resulted from requests for assistance from our short-lived business services bureau.

Human Resource Practices for a small business located near Lake City, Michigan (included all phases)

Developing a Strategy for the Rotary Club in Cadillac, Michigan

Since 1996

One hour a week for an entire academic year was spent with a Korean employed by KIA. Employed in the Human Resources Department of KIA in Korea, he attended my classes and we met for an hour each week discussing anything he wanted about human resource practices. He also would pose what he considered problems and would ask for suggestions.

The following year a Korean employed by Samsung in their human resource department in Korea spent the academic year with me, visiting my classes and meeting with me once a week. The same as the KIA visitor.

**j. Professional Growth Activities**

Prior to 1996

Visits to human resource management departments of companies, such as Donnelly Mirrors in Holland, Michigan, Lacks Industries in Grand Rapids, Steelcase in Grand Rapids, and Amway in Grand Rapids.

Attended statewide meetings of the five Michigan IRRA chapters held in Lansing and Grand Rapids. Planned and chaired the session held in Grand Rapids.

Attendance several meetings of MALMAC held in Muskegon (labor/management)

Attended a number of meetings of the Clearing House for Training

### Resources held in Grand Rapids

- Attended the Labor Notes Conference on New Directions for Labor held in Detroit (1200 labor leaders from around the world were in attendance.)
- Attended special exposition of Robotics and Computers held in Detroit
- Attended as the FSU representative the World Energy Conference held in Detroit (world leaders were in attendance along with protesters)
- Participated in a week sensitivity training session held near Mancelona, Michigan as guest of Midwest Behavioral Science Associates (25 managers from different companies were in attendance)
- Participated in session on Shared Participation held in a conference center south of Ann Arbor, Michigan. Warren Avis led the session.
- Participated in three-day session at the University of Virginia for business school administrators on curriculum and managing the business school
- Member of committee to study the effect of automation on employment and training for the State of Michigan
- Member of regional membership committee for Academy of Management and American Institute for Decision Sciences.
- Member of committees which established IRRA chapters in Des Moines Iowa and Grand Rapids, Michigan
- Vice-president, program chairperson for Midwest Academy of Management meeting held at Michigan State University in East Lansing, Michigan
- Program chairperson for Delta Pi Epsilon for meetings held throughout the State of Michigan
- Recipient of FEE (Foundation of Economic Education) fellowship. Spent five weeks studying all functions of Dupont Corporation management at executive, middle, and plant management levels. Visited and spoke with management at factories located in West Virginia and Delaware. Produced a report concerning findings and recommendations for management consideration.
- Attended three-week session on Business and Social Responsibility sponsored by GE and held in Los Angeles, California at UCLA. The session was led by George Steiner. Many top business executives spoke.
- Attended week session at Niagara on the Lake offered by the University of New York dealing with Business and Social Responsibility

### Since 1996

- Attended statewide meeting of the Society of Human Resource Management in Kalamazoo in 2002.
- Member of ACBSP accreditation team which visited Governor's State University, located south of Chicago, Illinois
- Initiated new courses in human resource management program –International Human Resource Management and Cases, Issues in Human Resource Management
- Reviewed texts for publishing companies. Proposed texts and revisions for texts in Human Resource Management and a proposed text in Strategy.
- Reading the usual literature – business section of newspapers, Fortune and

Business Week, material received from IRRA and SHRM. The international Section of SHRM sends a number of publications.  
Listening and viewing daily the numerous TV presentations on business.  
Checking the websites. There a number that are of particular value.

**k. Seminars, Training Programs, conducted for Business and Industry**

Prior to 1996

Led several sessions on various parts of the Scanlon plan at the annual meeting of the Midwest Scanlon Plan Association  
Prepared training material on MBO for middle-level health officials in the state of Michigan  
Made presentations for Small Business Administration in sessions in Big Rapids and Cadillac – dealt with pricing and marketing  
Made presentation for small-business group in Grand Rapids on workforce 2000, the employment exchange, and how to acquire and retain employees  
Planned, chaired and made presentation for middle-level management training sessions sponsored by Michigan Technical Council

Since 1996

No activity.

**l. Professional Presentations, Speeches**

Prior to 1996

Presentation on economic outlook for Reed City Annual Chamber of Commerce Banquet  
Chaired statewide meeting of 5 IRRA chapters in Michigan on international business and its impact on Michigan  
Address to West Michigan World Trade Club on “The international dimension at Ferris State College”  
Presented paper at Midwest Business Administration Association meeting in Chicago on “Administrative Problems and a Legal Assistant Program”  
Chairperson of conference session on “Criticism of Big Business” at UCLA  
Published in Changing Business – Society Relationships, publication of UCLA School of Business

Since 1996

No activity.

**m. Institutional Service Performed**



## Prior to 1996

### As Department Head (1967 – 1984)

Responsibilities of department heads differ at various institutions of higher learning. At FSU, the responsibilities included planning/recommending faculty to hire, recruit, select, orient, train/develop, appraise the performance, and to recommend/provide support for salary increases. Also, preparation of teaching schedules and checking student records to determine whether they had completed course requirements for graduation. During my tenure as head, full-time staff went from 12 to 25. At the peak of department and college of business enrollment, it was necessary to hire on a part-time/temporary basis the equivalent of 10 full-time faculty per quarter.

To assist in appraisal of performance, I suggested faculty use student evaluations and share these with me, at their option. No student evaluation norms were available. I introduced one that I had used at another institution. Nearly all the faculty did so, and the form is still available today.

Initiated action to add courses as Collective Bargaining, Strategy Formulation, Organization Behavior (started out as Human Relations in Business), Real Estate, Investments, Wage/Salary Administration, Energy Management, Small Business Management, Seminar in Productivity, and a basic course international Business. The latter course is now required in nearly all the programs offered in the management department.

Initiated action to add the following majors to our offerings: Finance, Production/Operations Management, Personnel Management (now Human Resource Management), Small Business Management, Business Economics, and Real Estate.

Initiated the addition of five curriculum advisory committees: finance, human resource management, legal assistance, insurance, and international business.

Worked on getting approval by the State of Michigan Department of Licensing/Regulation to accept our real estate program for license test purposes. This was obtained.

Worked on getting our administration to approve seeking and then worked on getting the American Bar Association to accredit our Legal Assistant program.

Wrote a considerable part of the first internal study. We obtained accreditation.

Elected as college of business representative to the department head committee.

Elected chair of this committee. As a subunit of the University administrative council, we met with them on an as-needed basis, discussing policies and concerns. The department head committee conducted a survey of administrators and established the first training/development sessions for administrators. This is still done today.

Created and recommended adoption by other department heads a faculty data sheet which is prepared by faculty and can be used for faculty evaluation purposes. Prior to this time, department heads had little available information on faculty performance.

Initiated the face-to-face evaluation of faculty. Prior to this, this was not done. Faculty apparently were evaluated but not told. I was asked to prepare information about the process, and appeared as a guest before the RFAC (representative faculty advisory council) to explain the process. This became policy in the college of business and, I believe, across campus.

Was a member of a number of committees (some university-wide): committee on faculty research (assisted in writing policy and procedures), foundations task force (chaired a sub-committee), advanced placement/credit by exam, committee to develop uniform evaluation procedure, leisure arts and recreation management committee, metric conversion committee, information systems committee, alumni task force committee, credit equivalent committee, committee to convert clock-hour to credit-hour basis, committee to establish criteria/procedures for merit/promotions (in existence today).

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

Initiated change from the name Business Administration Department to Management Department

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

Initiated discussion of the business core, which we have today.

Initiated discussion and consideration for one basic administrative course to be taken by all management/administrative related programs across campus, as printing management, hospital administration.

Wrote department report for North Central

Initiated change in degree designation to reflect the common-core concept, from BS in Accounting, BS in Management, etc, to BS in Business Administration with a concentration in accounting, marketing, etc.

Initiated change in format for the university catalog and college schedule of classes

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

Worked with Maritime Academy to develop a BS in business program with them for their students.

Worked to maintain strong input into what would be the contents of our Bus Adm major offered off-campus.

Worked on a legislative assistant program. Completed work, but was asked to shelve it for a while. Several years later, it was resurrected in the College of Arts and Sciences under the name, Public Administration.

Worked on developing a major in Golf Management. Met with PGA officials, the program was to be announced to the newspapers, but two hours before the announcement, a lading PGA official declared that it should have more marketing courses, and so the program was transferred to our marketing department.

Served as coordinator for the Businessman turned Teacher for a Day Program we had with Bell Telephone.

Was able to work out an arrangement with professional clubs in

Grand Rapids to provide membership discounts and lower cost of meals for students attending their meetings.

Worked out a scholarship agreement with APICS club in Grand Rapids.

**As Non-Department Head (Faculty)**

Member and Chair of College of Business Review Committee (became the ACBSP committee) Met weekly, did a lot of internal research, answered many faculty questions., made recommendations for faculty and load.

Member of Academic Senate for 8 years (from its beginning)

Member and Chair of Department Promotion/Merit Committee

Member and Chair of College of Business Promotion/Merit Committee

Text selection committees – Policy, Strategy Formulation, Human

Resource Management, Organization Behavior, Applied Management

Business Administration/Management Coordination Committee

Administrative Management and Organization Behavior Coordination Committee

Human Resource Management curriculum coordinator

Member of Management 2000 Committee

Provided substantial assistance to department head in writing

North Central report regarding the department

Member of Business Administration and Management

Curriculum committees

College of Business transfer committee

College of Business pay inequity committee

College of Business dean selection committee

Chaired search committee for CIS department head

Member of committee to develop policy/procedures for the present university long-range planning committee

Led a number of training sessions for college of business faculty dealing with unit action plans, statement of mission/goals/activities

Member and chair of the Senate's Organizational Review committee.

(committee established to develop procedures and structure for the university curriculum approval process) The committee's work included a structure for graduate work, an academic program review process, and a program and procedure for curriculum changes/additions.

Member and Chair of the University Curriculum Committee (during Its first three years of operation).

While at Parsons College (from 1961 to 1967) was on the following committees: professional problems committee, admissions and standards committee, curriculum and catalog committee (chair for three years), committee dealing with the philosophy and purpose of a North Central Study, elected faculty representative to the College Board of Trustees.

**Since 1996**

2003. Tenure committee, chair, for Bev DeMarr

2002. Tenure committee for C. J. Bolling  
 Tenure committee, chair, for Bev DeMarr  
 College promotion/merit committee  
 Planned, implemented, Human Resource Management  
 Advisory committee meeting held in Big Rapids  
 Chaired meeting. Revitalized the committee through  
 new members.  
 Member text selection committee for Mgmt301
2001. Tenure committee for Bev DeMarr  
 Text selection committee for Applied Management  
 Human Resource Management curriculum – changes in titles, prefixes,  
 minor and certificate  
 Member of University steering committee for North Central  
 Self- study
- 2000 Member of committee preparing for academic program review for  
 Business Administration and Small Business Management  
 Member of University steering committee for North Central  
 Self-study
- 1999 Preparation for academic program review for Human Resource  
 Management  
 Member of University steering committee for North Central  
 Self-study
- 1998 Same as 1999  
 Text selection for Human Resource Management  
 Text selection for Applied Management  
 Member of University steering committee for North Central  
 Self-study
- 1996 to 1998  
 1996, last year as ACBSP committee chair  
 Member of University steering committee for North Central  
 Self-study

#### **n. Recognition and Honors**

The aforementioned honors while in the military. At the various schools and the commendation. Reward for being one of two top grads at stenographic and court-reporting school was to go to Korea while the remainder of the class went to Europe or stayed in Japan

MBA with distinction

FEE Fellowship

NOMA award for a systems study

Elected chair of newly formed Department Head Committee

The management department was honored as “Trader of the Year” by the West Michigan World Trade Club. This was awarded at their banquet for out international business program

Member of Beta Gamma Sigma and Phi Kappa Phi (University of Michigan chapters)  
Member and officer of Kappa Delta Pi, Pi Omega Pi, and Delta Pi Epsilon (Eastern Michigan University chapters)  
Dean's List, Kappa Delta Pi Scholarship (Eastern Michigan)  
Received five merit increases while at Ferris State for work performed. One while a faculty member.  
Awarded recognition by the District 629 of Rotary Clubs for services rendered. Plaque "Service Above Self" awarded.

**o. Professionally related Community Activities**

**Prior to 1996**

Chaired Administrative Council of local church for several years.  
Proposed procedures for controlling budgets, accepted.  
Gave talk on leadership to committee chairs of local church  
Gave talk to all officers of Rotary Club District 629 on leadership  
Assisted Cadillac Rotary Club in implementing strategic planning  
Talk to local Rotary Club on Energy Management  
Assisted local church in planning activities – training, building fund drive, Retreat  
Served as secretary, vice-president, and president of local Rotary Club.  
Gave speeches on a number of topics.

**Since 1996**

Member of local church finance committee (not at present)

**p. Date of Current Vita Submission**

**October 30, 2003**

## VITA

**a. Name:** William E. Smith

**Rank:** Associate Professor

**Tenure:** Non-Tenure

**Teaching Experience:**

1985-Present: Ferris State University, College of Business:

2003-2004 Department Head  
2001-2003 Associate Professor  
2000-2001 Assistant Professor  
1985-2000 Adjunct Faculty

Courses Taught: Principles of Management, Organizational Behavior, Supervision and Leadership, Small Business Management, Human Resource Management, Wage and Salary, Seminar in Human Resource Management, Strategic and Business Policy, Introduction to Business, Real Estate Finance, Finance Management, International Business, Legal Environment of Business, Contracts and Sales, Commercial Paper and Secured Transactions, Labor Law, Operations Management, and Entrepreneurship.

1992-1996: Davenport College, adjunct faculty:

Courses Taught: Principles of Management, Supervision, Human Resource Management, and Entrepreneurship.

**b. Educational Background**

1974: *J.D.*, Michigan State University College of Law

1974: *M.B.A. in Finance*, Michigan State University

1971: *B.A. in Communication/Television and Radio Broadcasting*, Michigan State University

**c. Prior Experience not in Education**

1994-Present: Director of family-owned import/export trading company.

- Operate mostly in Russia, West Africa, and Costa Rica.
- Deal directly with foreign merchants in their country.

- Own and operate a vessel transporting passengers and freight along the coast of West Africa. Duties include negotiating with both private and public officials, including police, military, customs and immigration.
- Present major project involves purchasing coffee directly from the farmers and/or their cooperatives, transporting it to warehouses near the port, and exporting it to the U.S and other countries.

1994-2002:

Vice Chairman of State Hospital Finance Authority.

- During 8-year tenure, the Authority issued over \$4.5 billion worth of securities to provide funds for over 100 health facilities. Duties included analyzing financial data and assessing managerial effectiveness. Worked closely with major Wall Street Brokerage Houses in both private and public placements.

Youth-2000:

Family building materials business.

- Family-owned and operated for 50 years.
- Participated in all phases of the business: Co-owner, general manager, account receivable manager, legal council, advertising, promotion, human resource management, showroom salesman, delivery truck driver, yard worker.

1974-Present:

Licensed attorney.

- Experienced in all phases of general practice.
- Extensive trial experience in both state and federal courts.

1993:

Michigan Governor's Pacific Rim trip/Michigan's Pacific Rim Trade Shows.

- Member of planning staff.
- Handled country research and advice as to potential business opportunities.

1992:

Bush/Quayle National Campaign Staff, Washington D.C.

- Communications Staff.
- Coalition Coordinator.
- National Convention Staff, Houston, Texas.
- Post-convention White House advance.
- National Staff assigned to Michigan Campaign HQ (last part of campaign).

- 1987-1991: Active duty in the U.S. Navy.
- Worked with personnel matters, including recruiting, evaluating, training, and retention.
- 1974-1987: Reserve Officer, Naval Intelligence.  
1991-1995
- 1988-1989: National Vice President, Reserve Officers' Association, Washington, D.C.
- 1968-1970: Active duty in the U.S. Army. NCO. Vietnam.

**d. Professional Memberships (Present)**

American Production and Inventory Control Society (APICS)  
Michigan Bar Association.  
Business Law Section/Michigan Bar Association.  
Real Estate Section/Michigan Bar Association.  
Federal Bar Association of Western Michigan.  
Southern States Communication Association.  
Reserve Officers Association.  
Small Business Association of Michigan.  
Ewart Chamber of Commerce.

**e. Professional Meetings attended (past 5 years)**

Association of Collegiate Business Schools and Programs Annual Regional Conference

APCICS Monthly Professional Training meetings

Regional APICS Annual Meeting and Seminars

Seminar, Strategies for Teaching International Negotiations, Duke University.

American Association for Higher Education Assessment Conference.

Chicago Association of Direct Marketing Education Foundation Annual Update Seminar.

Lilly Conference on College & University Teaching.

National Association of Higher Education Facilities Authorities and National Council of Health Care Facilities Finance Authorities, Annual Conferences and seminars.



Southern States Communication Association Annual Conferences.

Federal Grant Directors Conference.

Reserve Officers Association National Conferences.

**f. Papers presented**

1999 National Conference, Southern States Communication Association (SSCA), Chair of panel and respondent: *Practical Perspectives: Reconciling the University Teaching Mission with Outside Communication Consulting.*

1998 National Conference, SSCA, Chair of panel and respondent: *The Best Justice Money Can Buy: An In-Depth Profile of Litigation Consultants in America.*

1997 National Conference, SSCA, Chair of panel and respondent: *An In-Depth Profile of Trial Consultants in the American Court System: Their Training, Their Roles, and the Controversy.*

**g. Publications (None)**

**h. Other Research Activity**

Conducted research and provided a summary and recommendations to Michigan Department of Commerce and the Governor's staff concerning the Governor's official trip and State Trade Show to the Pacific Rim.

Conduct continuing research operations for private business opportunities.

**i. Consulting**

Chaired committee of Navy and Coast Guard Admirals and Captains tasked to advise congress and the Secretary of Transportation on Department of Transportation's organizational structure.

Member of four-person committee tasked with advising the White House, and President Reagan personally, on proposed structural changes in the Department of Defense at the Assistant Secretary level.

Self-employed attorney advising businesses and other clients on matters of business and business structure.

#### **j. Professional Growth Activities**

Completed the following college courses for credit (past five years):

- E-Commerce, B to B
- Intermediate Algebra.
- Trigonometry.
- Advanced Algebra and Analytical Trigonometry.
- Analytical Geometry and Calculus I.
- Calculus II.
- French for Business

Continually attend campus-sponsored seminars, workshops, and conferences on teaching and other professional development offered each semester.

As a member of the Colorado Bar, required to earn 45 continuing-education credits every three years, including at least 5 credits in ethics.

Subscribe to the Michigan State Bar Association's daily internet updates on matters affecting the practice of law.

Read numerous daily, weekly and monthly business and legal publications.

Continually monitor new text books covering management, finance and law.

#### **k. Seminars, Training Programs, conducted for Business and Industry**

"How to add value to your product": Board of Directors, Dialogue, a Russian holding company, Moscow, Russia.

"Dangers of outgrowing cash supply": Seminar for Russian Small Business persons.

#### **l. Professional Presentations, Speeches**

Southern States Communication Association.

Senior Officers, Naval War College.

National Convention, Reserve Officers Association.

Commencement speaker, Ewart Public High School.

Countless speaking engagements to churches, historical societies, civic organizations where the topic generally involves international business and globalization.

#### **m. Institutional Service Performed**

Campus-wide Committees:

- Academic Program Review Council.
- University General Education Committee.

- Global Consciousness.
- University Drug Awareness Task Force.
- Ferris Dog Days

Instituted and developed ties between Ferris State University and Moscow State University.

Co-Director Federal Grant for International Education and Trade.

Coordinated Russian Law Student Seminar.  
Conducted Study Abroad to Costa Rica

#### **n. Recognition and Honors**

First Editor-in-Chief of Law Review.

Winner, Michigan State University annual MBA class stock portfolio management contest.

First in law school graduating class in Estate and Gift Tax; winner of Publishers Coop award for Outstanding Student in Federal Estate and Gift Tax.

Recognized by Ferris State University's President for having been named as a professor who made a significant difference in a graduating student's life.

#### **o. Professionally Related Community Activities**

Vice Chairman of State Hospital Finance Authority. During 8-year tenure, the Authority issued over \$4.5 billion worth of securities to provide funds for over 100 health facilities.

Finance Committee, Evart United Methodist Church.

As Governor of Michigan's personal representative to Rosalynn Carter at the Carter Center, organized and direct an exchange of 85 Michigan business and professional persons to live in the homes of Russian business and professional persons and the return of 110 Russians to Michigan.

technology as well as tighter linkages with specialized markets (e.g., Maritime Academy; Native American business programs; NMC Aviation program; FSU-GR). As previously noted, we hope to expand the graduate curricular mix by utilizing the MBA as a common vehicle for collaborative offerings with other Ferris colleges (e.g., COEHS, COT, AHS, Pharmacy).

- The COB recognizes that its educational role extends beyond business majors and encompasses the contribution it can make by offering relevant, understandable coursework for non-business majors. An example of such an opportunity is our Small Business Management/ Entrepreneurship area, which has found that 2/3 of the students who take the foundation course come from outside the COB. This uniqueness has been acknowledged by the Michigan Entrepreneurship Education Network which awarded the COB a \$9K grant to support development of a Small Business Entrepreneurship certificate program for non-business majors. Guidance of the development of this program will come from an advisory group drawn from other colleges as well as workplace representatives outside of the normal COB draw. An extension of this could be the development of business minor explicitly designed to serve the needs and realities (interests and background) of non-business majors.

#### **Assessment of Current Strategic Efforts:**

- Increase enrollment (SD1) through expansion of graduate offering by including a distinctive MBA program that is responsive to emerging market emphasis on performance metrics, enables integration of career-specific coursework and is offered in a technology-enhanced format (SD4) keyed to the lifestyle of the working adult (SD3).
- Reengineering of CIS, Hospitality, and ISM programs, plus review/modification of all programs in the Marketing department, and re-focus of IB offerings, expressly to respond to changing student and employer needs (SD3) with the expectation of future enrollment increases (SD1).
- Encouraging and/or requiring working internships as a valuable part of students' growth, providing a supportive infrastructure to facilitate internships as meaningful learning experiences (SD1, SD3). This direct linkage with the workplace is what Ferris is all about!
- Resource development (SD2) ... secured grant funding: Perkins (\$63K), FSU Foundation (\$5K), Michigan Entrepreneurship Education Network (\$9K); received over \$535K in in-kind contributions; \$20K in faculty/staff gifts/pledges (campaign in-progress); and \$1K in business support for an international course in Costa Rica. Working on collaborative partnerships with various entities, including the Michigan Maritime Academy and the Michigan Community Bankers Association. Initiating work on summer offerings, including a CIS 'camp', an alumni weekend/executive management program-combination or a PGM-sponsored golf package.
- Technology (SD4) is being increasingly applied through classroom utilization and expectations, as well as via online courses offered not only in the logical areas such as ISM, CIS, E-Commerce and the MBA, but also in disciplines such as Economics and Law. Such applications not only support flexible delivery, but should foster a degree of comfort with technology, which is critical for success in the workplace. (Are we providing appropriate institutional support and infrastructure, with particular regard to off-campus offerings?)
- All programs are expected to externally reference their curricular content (i.e., verify the learning we provide is what is needed/expected in the workplace) and alter their programs where appropriate to achieve alignment (SD7). In some curricular areas we have already made significant strides in this regard.

## **GRADUATE FOLLOW-UP SURVEY**

Surveys were sent to graduates of the program. Replies were received from 69 program graduates ranging in years of graduation from 1972 to 2002. The return rate was 10% -- 995 sent, 69 received.

Present job titles include the following: senior project manager, vice-president (2), retail district manager, vice-president/co-owner, property supervisor, chief financial officer, manufacturer representative, systems specialist, field application engineer, senior vice-president, owner (6), president (3), general manager, operations manager, sales manager, corporate treasurer, administrator, executive vice-president, senior auditor, senior vice-president, controller, occupational safety consultant, assistant traffic accident investigations, general manager, director, data base administrator (2), professor, team leader, insurance agent, statistical engineer.

Previous jobs held by the graduates include: branch manager, project manager (2), procurement manager, programmer/analyst, service manager, marketing manager, director administrative services, restaurant manager, specialist, director (2), manager (6), strategic outsourcing expert, vice-president-project manager, project leader, quality control manager, executive director, complex manager, production manager, vice-president (3), business manager, assistant director, vice-president production, distribution supervisor, store manager, merchandise manager, account executive, management, underwriter, industrial engineer, owner, and operations manager.

A look at some of the data supplied by graduates by our University Advancement office reveals other positions obtained by our graduates: customer account manager, senior banker, customer account manager, computer software consultant, managing general agent, human resource consultant, loss prevention consultant, supervisor-systems and programs, professional football player/professional wrestler, corporate treasurer, applications developer.

The foregoing indicates that the degree provides a basis for employment in a variety of jobs/positions. Which is the purpose of the degree.

A look at the some of the same data from University Advancement shows that the graduates are employed by both small and large businesses. Some of them are employed At: Business Systems, Berger and LaForge, Mutual of New York, Newway Truck

Products, Inc., Steelcase, Anderson Consulting, TWN Fastener, ADAC Plastics, Eaton Corp, Michigan Cat, Hart's RV, Quality Farm and Fleet, Metropolitan Life, Kelly Material Services, Foot Locker, Meijer, Airtec Corp, Health Alliance Plan, D and N Bank, Edward Rose and Sons, CUNA Mutual Ins, EMD Associates, GE Polymerland, National Plastics Inc., Four Winns Boats, Complete Appraisal Co, Quality Door and Lumber, K-Mart, National Plastics, Fun Tees, Inc., Cincinnati Gas Co., Haworth, Cornwall and Sons, Mylan Pharmaceuticals, Lumber Company, Ken Medical, First Chicago Bank, Prudential, Bacardi Imports, North Idaho College, Video Watch Manistee Cyclery, U. S. Marine Corp., Michigan State Police, Rhe Tech Inc., Leon Logistics, Software Architects, Howard and Howard Law Office, Ogihara American Corp, Prince Corp, Whirlpool, Burlington Company, Omni Metalcraft, Cr Tec Depot, Subway Outlet, Van Ess Construction Company, Home Depot, CD Information Tech Services, City Government, Super Seal Inc., Leitz Tooling Systems, and Canyon Stone Corp.

The above also indicates that graduates are employed in various industries as manufacturing, retailing, and service.

A number of graduates indicated that they were unemployed. The reasons given include: quit to stay with children (2), downsized, and self-employed by choice (not working for anyone).

The graduates obtained their position in a number of ways: newspaper ad, campus interview, FSU placement, walking the mall, family business, headhunter, management trainee position after graduation, bought my own business, joined military, part-time employment with company then moved into management, started position before college, took test, hard work, FSU grad, placement firm, employment agency, reference from a friend, campus recruiter, sent out numerous resumes, friend, internship.

The salaries of those responding ran from under \$20,000 to over \$100,000. Two were under 20, 3 were between 20 – 30,000, 5 were between 30 – 40,000, 12 were between 40 – 60,000, 10 were between 60 – 80,000, 12 were between 80 – 100,000, and 16 earned over \$100,000 per year. Over 50 % earned more than \$60,000 per year.

A surprisingly small number, 19 of the 69 – 27.5%, belong to a variety of professional organizations. All of the reasons given relate to their jobs, as: keep up to date, access to expertise in the field, training, key industry influence, networking. All reasons that would be expected and is why individuals join professional organizations.

When asked where they expected to be within the next 5 years, there were, as would be expected, a variety of answers, including some of the following: retired, stay home with children, higher position, administrator, management, senior vice-president,

continue to run my own business, add another business, start my own business, and continue my education. Many expected to be in the same position, but others were looking ahead.

When asked to rate the degree in terms of preparing them for a career, 35 (51%) rated their preparation as excellent or outstanding. Thirty-five percent (24) rated the program as average in preparing them for a career. Combining both of the above, 59 (86%) rated the management major as average, excellent, and outstanding. Eight (12%) rated the major as below average.

Some of the reasons given for their responses include: good foundation/basic skills, good source of basic business fundamentals, great but not practical, strong management communication but weak on finance, salary-wise I moved right up the ladder, skimmed by, broad exposure to business issues with finance minor, I think educationally it was quite beneficial, helped somewhat, I felt very prepared, though not outstanding/it was very good, all classrooms with very few case studies and no computer, there is nothing like on the job training, more emphasis needed toward administration, well-rounded and self-confident, management prepared me for leadership positions.

Sixteen (23%) of the graduates also had technical training and they believe their career was enhanced by their technical training. When asked about the type of technical training they had, they indicated: computer science, architecture, AAS in Plastics tech, HVAC, AAS in building construction technology, AAS in engineering technology, CIS, and tech drafting.

When asked to what extent they used word processor, all but 7 of the 69 (88%) used it weekly, daily, or constantly. When asked the same about power point, 38 (55%) used it very little or not at all, and only 10 (14%) used it daily or constantly. When asked about spreadsheets, 51 (74%) used it weekly, daily, or constantly. When asked about data bases, 43 (62%) used it weekly, daily, or constantly.

When asked about how helpful the courses in the major were in their career, many indicated they had not taken the following courses: calculus for business, cross-cultural business, foreign language, international business, microcomputer applications, and purchasing. Of those who took these courses, the following courses were not rated very helpful: calculus for business, foreign language, international business, and cross cultural business.

The following courses were considered by many to be very helpful or extremely helpful in their career: applied management, business ethics and social responsibility,

business law, business strategy/policy, business writing, cost accounting, human resource management, financial management, information systems, organizational behavior, principles of accounting, principles of economics, production/operations management, purchasing, and statistics.

When asked what subjects were most useful to them, they indicated the following: accounting, financial management, applied management, human resource management, business law, business writing, organization behavior, computer information systems, public speaking, marketing, economics, statistics, purchasing, business strategy, and computer information systems.

The reasons given for their choices all related to the help that was given in their positions.

When asked which subject areas needed improving, they replied: more exposure for ethics and international business, more finance and accounting, more electives to give students more exposure to different areas, logistics/supply management, human resource management, Spanish, small business management, project management, more case studies, job search/transition strategies, project management, negotiations training, most managers in the real world cannot handle people – they tend to stick their head in the sand – they need to be able to handle employee situations/problems is what it really boils down to, hiring/firing, organized labor movement and its effect on business, improve finance – I didn't get a sense of desire to help me from the teacher, improve economics – language barriers with foreign teachers may have been good for the University but hurts students. communication and cultural diversity, personal communication – to enhance a student to communicate at an adult level, human resource management, effective listening techniques.

When asked which courses should be eliminated, they replied: I think FSU has a well-rounded program – I would not change much at all, calculus – no need, I barely made it and never use it, beginning computers was of little help, general management courses, ethics and production/operations management, social responsibility, statistics, cost accounting – never use it, humanities, accounting – never liked accounting, international business and foreign language should be electives not requirements, too broad a question – should be tied to career. There were not a lot of responses to this question. A number did mention calculus.



The graduates were asked about their skills. Specifically, how well were they prepared by the University in various skills for their careers. Many felt they were prepared below average, or poorly prepared in scientific and computer skills. The skills of analyzing, decision-making, interpersonal, leadership, oral presentation, verbal communication and writing skills, were rated by 70 – 85% as average, good, or excellent. The three skills which were rated by 58% of the respondents as either good or excellent were the skills of decision-making, interpersonal, and leadership

The graduates were also asked about another group of skills. These included the skills of cultural awareness/global awareness, financial analysis/budgeting, management, quantitative, social awareness, and teamwork. Few indicated they were excellently prepared in any of the mentioned skills. Nineteen (28%) rated their preparedness in cultural awareness/global awareness as poor or below average. Sixty (87%) of the respondents rated the other skills as average, good, or excellent. Even the cultural awareness/global awareness skill was rated by 43 (62%) of the respondents as good or average. The respondents overall seemed to feel well prepared in these areas.

When asked what areas of their management degree needed strengthening, 28 indicated computer skills, 23 mentioned writing skills, 20 mentioned verbal communication, 19 mentioned foreign language, 17 mentioned finance, 13 interpersonal, 11 problem solving, 8 management, and 4 statistical. Also mentioned were the topics of political involvement, economics, project management, and small business management.

When asked for the specifics involved in the skills training, they replied: need to emphasize group interaction, talking and interviewing people, understanding and dealing with people, communication is the key to business, how to read accounting spreadsheets, a broader understanding of databases and basic data structures, how to handle money, creative finance by analyzing data, relate economics to world events, how to train and supervise people, how to run a business, role playing, use case studies, teamwork, and logical data modeling.

Based upon their experience they were asked whether calculus should be elective, required, or not at all. Fifty four responded to this question with 30 (56%) saying it should be an elective, 13 (24%) saying that it should be neither, and 11 (20%) saying it should be a requirement. Forty-three of those responding (74%) indicated it should not be required or used as an elective. Reasons given were: I have yet to use calculus for anything, require it for finance majors only, not

necessary, not used often enough, my experience does not find it helpful, every student should be allowed to judge what path to take, not utilized in business, push for international business issues only, I enjoyed calculus and it helps problem solving skills. but you don't need it, Of the 11 who said it should be a requirement, their reasons are: most of us will need this as we advance in our careers, it would have been nice to have taken calculus before going on for my MBA, needed in some professions but I haven't missed anything by not having taken it, just have the understanding of calculus, anything to make people understand the business is helpful, everyone should have advanced courses in business, I always thought I should have known calc so I took a course at Cal State and found it useful for business designs, and you need attention to detail and specific skills.

It is interesting to note that even those indicating that calculus should be required do not relate it to anything specific in their careers or feel that it would really help them in their careers.

The graduates were asked, based on their experience, whether a year of a foreign language (as French, German, and Spanish) should be a requirement or an elective. Sixty two responded to this question. Of those, 30 (48%) thought it should be a requirement, 26 (42%) thought it should be an elective and 6 (10%) thought it should be neither. Putting the elective and neither together, 32 (52%) do not feel that a foreign language should be required.

Reasons given for requiring a language include: it will open more doors, we need to broaden our cultural knowledge, so many people don't know a foreign language, there is a nationwide need for bi-lingual skills, speaking a foreign language is an advantage in a foreign market, we need to be prepared to communicate with other countries, 25% of the new births in the United States by 2020 will be Hispanic, I currently work with 50% Hispanic population, my primary customer base is Asian and German, it really couldn't hurt. Interestingly a number of those specifying that language should be a requirement, at least 25% do not relate it to a career need, simply saying it is a good thing to know.

Reasons given for having it as an elective include: it has never come up in my interviews, unless you are fluent one year is not enough – I have never used my high school German, I had five years of French and have not used it since, not everyone will utilize it, not something people will use, study foreign culture not foreign language, international influence of U. S. in international business is here to stay, I think some language is important – but which one should you take, twelve years after college and

I have never been in a situation to use a foreign language, never use a foreign language, it would probably be beneficial to 30% of your students after graduation, I have done a lot of international auditing and you could not learn enough foreign language to cover all situations – the foreign nationals I work with speak English, let it be up to the individual to decide what to do.

Those indicating that it should be neither, just don't have a language as an elective or required indicate: it is not needed unless you move to where the language is spoken, I have never used or ever will use it, it would take too much time from other classes.

A number of the graduates have continued their education. Of 65 responses, 23 (35%) have attended graduate school. Of the 23, 16 (70%) obtained a graduate degree. The degrees were an MBA (11 of the 23, 36%), Masters in Management, Masters in Marketing, Human Resource Management, Masters in Finance, Industrial Management, Banking, MS in Quality, MBA in Accounting, Masters in Sports Administration.

Of the 67 responses, 23 (34%) were involved in a business professional organization while attending Ferris. The organizations mentioned were SAM, Finance Association, Student Advisory Board, Marketing Association, Data Processing club, Computer Information Systems club. Of the 23 who participated in student professional organizations, 7 (30%) thought membership contributed very little in enhancing their preparations for business. Those who thought it important mentioned the following reasons for their membership: shows you are a well-rounded person, social and leadership skills, teamwork and networking skills, president of SAM – leadership, social and interpersonal skills.

Forty (63%) of the 64 who responded indicated that they were employed while they were attending Ferris. Of the number that worked, 9 (23%) indicated that working contributed very little toward enhancing their employability.

When asked where they worked and if it had an impact on their studies, they responded: leadership, assistant manager, stock person – my grades declined but allowed me to understand business from the ground up, waiter, computer lab supervisor – no impact, clerk – no impact but had to practice time management, worked in small business – had a huge impact, gas station clerk, full-time work and school – grades suffered, legal department at FSU, athletic department, fitness club,

cook – took time away from studies but no work no education, campus job – no impact, language lab – appreciation for foreign language/culture, allowed me to remain in school, basketball coach, fast food restaurant, retail – no impact, resident advisor – able to use skills, meat cutter/delivery, fast food restaurant, moving crew, helped me to practically apply what I was learning, just needed money to learn, just pay the bills and work ethic value.

Of the 61 who responded, 14 ((23%) had a cooperative education or internship experience while at Ferris. Twelve (86%) indicated that it was relatively or extremely important. The positions they held included: production supervisor, management intern, painting manager, construction, production manager, supervisor, assistant manager, and assistant buyer.

Of the 47 indicating they did not have an internship/cooperative education internship, 42 responded to a question as to whether such an experience would have enhanced their careers. Thirty (71%) of the 42 indicated that the experience would have either been relatively important or extremely important to their careers. Only 1 respondent indicated the experience would have contributed very little.

The last part of the graduate (alumni) survey was a general comments section in which respondents were invited to make any comments they wished concerning the quality or deficiency of their Management major degree at Ferris State University. Their comments follow:

Nice to know that someone is following up on this type of feedback.

Great degree, opened every door I needed.

I actually graduated from Ferris State College. If it had been Ferris State University, I am sure my job search would have been easier.

More team projects, writing, speaking, and computer applications.

In general, I am very happy where my degree has taken me.

Most professors were “real world” which was a major advantage. The degree requirements I am sure include more classes that deal with business ethics and responsibility. The rare occasions of business alumni days were also an excellent way to get a real world perspective, these should be continued.

Some professors were not in touch with business realities.

My undergraduate degree at Ferris was great, very employable at the time, more of computer skills is now necessary.

Trying to compare 1970's with requirements of the 21<sup>st</sup> Century.  
While attending Ferris, the class scheduling system was not very helpful . . . That should be improved.

My degree has helped me mostly in the recognition of the degree only.  
Most of my strengths have come from my experiences I have had over the years.

Unfortunately FSU does very little in assisting business students with internships. More focus at FSU seems to be optometry, more attention should be paid to the needs of business students.

As I think back, I think instructors with no or little to none real life experiences to draw on. I also feel that some instructors (during my tenure) had a superiority complex and were not too concerned about the students truly learning.

My education was 30 years ago. I think the following would be helpful: problem solving, team building, written/verbal communication, and computer knowledge

I did not answer many questions because I graduated 20 years ago and I would guess the business program has changed from then.

Students need to understand about money and how it relates to personal and business goals, also the different ways people think about handling money.

I'm proud of how well Ferris State University prepared me for the "real world." Having some instructors in management, guys who did it in the "real world" greatly enhanced my educational experience.

I would have liked counsel. I received no help in pursuit of a career.

Multi-tasking, team player, and the ability to delegate as well as the willingness to roll up sleeves and dig in are very important today. I don't know how this can be taught to college students, but it is very important.

More of a global emphasis is important as corporate teams now spin the globe. Social and cultural understanding is far more important than foreign language. Again, I can't emphasize enough that project management should be required by all school of business graduates. It is the foundation of how work gets done in Corporate America. "Project Management" should cover management and technology.

I felt that it didn't matter what my degree was in as long as I had one.

As long as I could say I went and got it. I think it is sad that companies will hire a person with a degree over an experienced person even

if they aren't the better person for the job. I don't think college actually prepares you well for a job. You walk out being a well-rounded person with an expensive piece of paper. I feel I did learn things but my experience from my jobs growing up prepared me more. It also depends on how much responsibility you are given on a job – I filled in as manager at times. A lot of what a person becomes good at depends on what they enjoy, not what they learned in school.

The effectiveness of your degree is defined by the effort put into it and the individuals' drive and passion. I have peers that have Harvard MBA's and they are less effective than this Ferris grad because they lack the "roll your sleeves up" work ethic and the assertiveness and confidence that accompanies passion.

## Alumni Survey – B.S. Management

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

1. Year you graduated from Ferris State? \_\_\_\_\_
2. Are you presently employed full time?  Yes  No  
 If no, have you ever been employed since graduation?  Yes  No  
 If yes, what is your present job title? \_\_\_\_\_  
  
 If yes, what other job titles have you had? \_\_\_\_\_  
  
 If no, what was your last job title? \_\_\_\_\_  
 If no, what is the reason for your unemployment or part-time status? (Optional)  
 \_\_\_\_\_  
 \_\_\_\_\_
3. If you are now (or have ever been) employed, what is (or was) your last salary range? (Optional)  
 under \$20,000  \$20,001-\$30,000  \$30,001-\$40,000  \$40,001-\$60,000  \$60,001-\$80,000  \$80,001-\$100,000  over \$100,000

4. How did you obtain your first position?  
 \_\_\_\_\_  
 \_\_\_\_\_
5. Do you belong to any professional organizations? If so, which ones? Why have you chosen these?  
 \_\_\_\_\_  
 \_\_\_\_\_
6. Career wise, what do you think you will be doing in the next five years?  
 \_\_\_\_\_  
 \_\_\_\_\_

### Evaluation of Your Degree

7. On a scale of 1 (Poor) to 5 (Outstanding), how do you rate your management degree in terms of preparation for a career? (Circle your response)  

1      2      3      4      5

 Reason(s) for your response to #7. \_\_\_\_\_
8. Did your management degree include technical training?  Yes  No  
 If yes, what kind of technical training was included in your management program? (Summarize below)  
 \_\_\_\_\_  
 \_\_\_\_\_  
  
 If yes, has your career been enhanced by this technical training?  Yes  No  
  
 If yes, in what way? \_\_\_\_\_
9. 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					
Power Point					
Spread Sheet					
Data Bases					

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

	Should be Eliminated	Not Helpful	Some Help	Very Helpful	Extremely Helpful	Did not Take
Applied Management						
Business Ethics & Social Responsibility						
Business Law						
Business Strategy/Policy						
Business Writing						
Calculus for Business						
Contracts and Sales (BLAW)						
Cost Accounting						
Cross-Cultural Business						
Financial Management						
Foreign Language						
Human Resource Management						
Information Systems						
International Business						
Micro-Computer Application (ISYS)						
Organizational Behavior						
Principles of Accounting (ACCT)						
Principles of Economics (ECON)						
Principles of Marketing (MKTG)						
Production/Operation Management						
Purchasing						
Statistics (STQM)						

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

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12. What subject areas do you think should be added or improved? Why?

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

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

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

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

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

16. What areas of your management degree do you feel needed strengthening? (Please check all that apply)

- Accounting skills   
  Foreign Language skills   
  Problem-solving skills   
  Writing skills  
 Computer skills   
  Interpersonal skills   
  Statistical skills  
 Finance skills   
  Management skills   
  Verbal communication skills

Other: \_\_\_\_\_

Where you have indicated skills that needed strengthening, could you please provide the specifics of the skills training which would have been beneficial to your career? Also, why do you think these skills need strengthening?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

17. Based upon your experience, do you feel that a course in "Calculus for Business" should be a requirement or an elective? \_\_\_\_\_

Why do you think so? \_\_\_\_\_

\_\_\_\_\_

18. Based on your experience, do you feel that a year of a foreign language (as French, German, Spanish) should be a requirement or an elective? \_\_\_\_\_

Why do you think so? \_\_\_\_\_

\_\_\_\_\_

### Graduate Study

19. Have you attended graduate school since your graduation?  Yes  No

If yes, did you complete your degree?  Yes  No

What is that degree? \_\_\_\_\_

If no, do you have future plans for graduate study?  Yes  No

**Extracurricular Activities**

20. Were you involved in a student professional business organization while you were at Ferris?  Yes  No  
If yes which ones? \_\_\_\_\_

If yes, to what extent did your participation enhance your business preparation?

- It contributed very little.
- It was relatively important.
- It was somewhat important.
- It was extremely important.

If yes, did your participation assist you in your career?  Yes  No

If yes, in what way? \_\_\_\_\_

**Employment during Completion of Degree**

21. Were you employed while you were completing your degree?  Yes  No  
If yes, what work did you do, and what impact did it have in your studies? \_\_\_\_\_

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

- The work contributed very little.
- The work was relatively important.
- The work was somewhat important.
- The work was extremely important.

**Cooperative Education or Internship Experience**

22. Did you have a cooperative education or internship experience while at Ferris?  Yes  No  
If yes, what experience did you have? \_\_\_\_\_

If yes, please indicate the extent to which the experience enhanced your business career preparation?

- It contributed very little.
- It was relatively important.
- It was somewhat important.
- It was extremely important.

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

- It would have contributed very little.
- It would have been relatively important.
- It would have been somewhat important.
- It would have been extremely important.

**Comments**

Please provide any comments you would like to make about the quality of, or deficiencies in, your management undergraduate degree at Ferris State University on the back of this survey

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**THANK YOU!**

## EMPLOYER FOLLOW-UP SURVEY

Not much information can be obtained from the employer survey. Six responses were received, 13% return (6 of 46 sent). The following summarizes the responses:

1. Word processor, power point, spread sheets, and data bases (as access) were rated important or very important.
2. Public speaking, English, and principles of accounting were rated very helpful or extremely helpful.
3. The responses were mixed for math, principles of accounting, business law, microcomputer applications, applied management, and principles of marketing.
4. Oral presentation, verbal communication skills, writing skills, interpersonal skills and teamwork skills were rated very important skills for a management major.
5. Decision making, leadership, cultural awareness/global consciousness, and social awareness were considered to be important to the management major.
6. Those skills rated from important to very important were computer, analyzing, quantitative, and financial analysis/budgeting.
7. Those skills considered unimportant were scientific understanding and calculus.
8. A foreign language skill received a mixed response from not important to important.

The responses to the survey, while small, are very similar to the responses from our alumni and advisory committee.

Because of the small response, e-mails were sent to other employers. Five responses were received (7 sent, 5 received, a 71% return). Counting the above, 53 sent 11 received, a 21% return. The results follow:

1. Regarding jobs/positions available for management majors, they responded:  
Production supervisor/front line manager. A person could go all the way with this degree depending on their job performance and relevant experience.  
Entry level management positions in a variety of departments in our company.

Depending upon their minor, these graduates would probably move into an entry-level position in the function they specialized in. Some companies bring in management trainees that move from function to function and learn all aspects. I have only seen this in manufacturing as that is where I have been.

They would be qualified for an entry-level professional position, most likely managing a process or function but not people.

In the State of Michigan, they would qualify for an entry-level position as buyer, civil rights representative, departmental analyst, employment service analyst, economic and community development analyst, occupational safety adviser, promotional agent, personnel management analyst, rights representative, property analyst, regulation officer, unemployment insurance analyst. Depending upon the courses taken, they would qualify for financial analyst, treasury investment analyst, and auditor.

2. In response to the question about career ladders for management majors, they responded:

We offer a succession planning process. The person should plan to spend at least 5 years as a Grade 3 manager (front line).

After success is achieved at the entry level, the actual degree becomes less important than the track record.

An individual could move through the ranks in a specific function or functions depending on, of course, what type of employee they are and their ability to utilize the skills they have and gain experience

Most start in an entry-level position for 1-2 years and then advance into a management role and then mid-management role. Education is critical in the initial stages of career progression, first 1-5 years, and then career progression is determined more by the individual's abilities.

Following their initial employment, they would follow a progression in their professional classification, as: buyer manager, civil rights manager, regulation manager, property manager, etc.

3. When asked about recommending changes to make the management major more employable, they responded:

For the management major, the courses as outlined appear to be satisfactory.

The curriculum is broad reaching and very sound, however there should be a focus on the interpersonal and communication side and I believe a required internship would be invaluable. I would recommend a minor in a specific function. This always helps. A general management degree is also desirable. I would definitely require some type of internship. Emphasis on corporate structure, communication, and ethics. Cut cultural enrichment – foreign language requirement. The employee will get diversity training at their company. A foreign language is not important. Replace it with problem-solving and decision-making courses. Cut calculus – add statistics.

4. When asked what skills should a manager possess, they replied:

Communication, analyzing and decision-making, and leadership (servant leadership)

Decision making, communication, leadership, teamwork interpersonal, analytical, quantitative, finance, accounting.

Upward drive, leadership, positive behavior, functional/divisional teamwork, cultural example, and regarding specific skills – finance, computer skills, presentation ability, project management, and business process management.

Communication skills/interpersonal skills, decision making/analyzing, leadership skills (more critical as the person moves from entry level professional to management level.

A large number of skills are important, but I would place verbal and written communication skills, decision-making, leadership, analyzing, and teamwork at the top.

5. The following are responses to the question whether the Management major would be immediately productive or would have to go through an orientation/training program:

For State of Michigan positions, they would be hired at an entry-level position in a developing capacity. They would

receive training, but it would vary from agency to agency. however, in general I feel they would be immediately productive.

We would expect the person to be immediately productive, meaning within the first few weeks. However, time would also be spent during the first few weeks orienting the new employee to the company through our new hire orientation process which consists of: policy/procedure review, company awareness and history information, and departmental overviews. Our company also offers the option to take tours of facilities, work with other divisions and attend training sessions to increase the employees knowledge of our business and company culture.

This would depend upon the organization – there would be a brief training period depending on the job (management trainee would have structured job responsibilities). Most organizations expect you to hit the ground running and utilize resources to get questions answered.

A short orientation program to become generally familiar with the company and area of responsibilities. This would include spending time with peers, leadership, and any direct reports to understand the business plan, goals and objectives, as well as the day to day operation.

Must be immediately productive. Accountable for results immediately.

6. Employers were asked for their suggestions regarding strengthening the education of those preparing for a position as manager. They replied:

Requirement to lead two projects as a Manager/Organizer for a volunteer organization.

Internships should be required, business ethics should also be a focus, courses which take actual problems from a business and develop solutions within the business.

**Solution Execution.**

It looks like you have covered the basics well along with some extras. I like the communication courses and hope they are all required (especially public speaking) communication is so important. I also like the language requirement as most businesses are global/international

in some way and any diverse skills will always help an employee get ahead. Human Resources should be required by all. A minor in a specific area should be encouraged as well as an internship.

Internship opportunity, international business, basic Human resource management course (labor and employment laws, red flags, etc.

Work ethic concept. You have to start at entry level and work your way up. The expectation of the new entrant into the work force is somewhat higher than may be realistic in the job market.

7. When they were asked which courses should be deleted, they replied:

While I feel scientific understanding is very important for a management major, are there other courses besides biology, chemistry, physics that could provide this.

None, possibly the language classes.

I believe they are all important, I would not eliminate any.

Would not eliminate any courses

Cut cultural enrichment. They will get plenty of that from being among Ferris students, in the workplace, et.

8. Their responses to the question whether calculus was needed follow:

No, it is not needed by any managers in companies

I am familiar with, including my own.

No, it is not needed by any managers in companies I am familiar with, including my own.

I wasn't required to take it, so I never did. I do not need it in my job, nor do I see a specific need for it, but it does develop analyzing skills, which are very helpful.

For most positions, it would not be used.

It really depends upon the type of position. I know many people in marketing, merchandising, human resources do not use it on a regular basis, if at all. However, those in accounting, finance, economics, etc. would likely use it more. A suggestion may be to have it as a requirement for those majors that would need to use it.

9. When asked the same type of question regarding a foreign language, they Replied:

It is not necessary, but definitely helpful and going forward with world becoming more global, its significance will increase although a language capability will distinguish candidates, I do not think it should be a requirement for a degree.

For most classifications in the State of Michigan, they would not need a language.

Yes, a foreign language is helpful. Our manager's do need it as our company is UK owned and we have several facilities world-wide (Mexico, Czech Republic, Spain, France, Germany – many do not have it and it is a hindrance. When opening new facilities or bringing new products in, it makes it difficult to utilize best practice when it cannot be properly conveyed.

As a second language, especially Spanish, this is always a plus. not needed, but positive.

Although sometimes used, no it is not needed by managers. It is useful in communicating abroad.

10. In response to what language, if needed, they replied:

Spanish, French.

Spanish

Spanish

Spanish

11. What they look for in considering someone for position of manager follows:

Communication skills, interpersonal skills, leadership ability and a demonstrated proficiency in his/her career discipline.

Some of the specific competencies we look for are: adaptability, communication, customer focus, decision-making, innovation, managing people and teams, building partnerships, and facilitating change.

Along with relevant experience, what I listed for number 4.



A self-starter with ability to prioritize and execute to a solution with an appropriate mix of education and experience.

Look for someone who has led projects as a volunteer. someone who has a stable job history, while going to school.

12. A positive response was nearly unanimous regarding the value of internships.

Currently 30% of the managers in Inbound Logistics followed this path.

In the State Civil Service system, hiring a new graduate, he/she would begin in an entry-level position before he/she would be qualified for a managerial position.

13. All indicated that membership in professional organizations is and has been helpful in their positions.

Excellent opportunity to network and keep abreast of current practices.

Helpful, but not a requirement. It does help in staying on top of latest trends. It really goes back to the individual and what they want from the professional organization.

Somewhat – they are good resources and contacts.

To liaison with others in the industry and share ideas

14. Asked whether membership in a professional organization while a student would be useful in obtaining a position, they replied:

Could be due to networking potential

Yes, but not as important as holding a steady part-time job while getting the BS degree.

Yes, contacts and who you know is very important

Yes, would highly recommend

Yes, they are very good from a networking standpoint and when you have limited experience in your field, networking can mean the difference between getting and not getting a job. As you

move up the ladder, networking is still important, but less significant as personal ability moves up in importance..

15, Regarding necessary computer skills, they responded:

Intermediate knowledge of e-mail, word, excel, powerpoint. Access experience is not required  
All the basics as word, excel, access, and powerpoint  
All Microsoft office applications (excel!) and database  
Must know MS Office  
Good basic computer skills, word, excel, and access

16. Asked for general comments regarding our management major, they replied:

Looks like a very strong program. Please be sure  
To teach students presentation skills and facilitation skills.

No additional comments.

It looks like you have put together a nice package.

It would be helpful to have some specific functional skills so a minor is somewhat important as well as an internship to begin the work experience.

Not at this time.

Prepare students for real life work experience, work ethic, resume writing, job searching, realistic career expectations, etc. Requiring an internship would assist in this process.

In general, the responses of these employers also agree with those of our alumni and advisory committee. The overall conclusion being: It is a good major, but needs to be modified.

**Employer Survey – Management Bachelor's 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 \_\_\_\_\_ Likely to hire \_\_\_\_\_ Not likely to hire \_\_\_\_\_

- 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)			
Presentation Graphics (such as Power Point)			
Graphics Editing Programs (such as Photoshop)			
Desktop Publishing			
Spread Sheets (such as Excel)			
Data Bases (such as Access)			
Other			

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					
English					
Math					
Principles of Economics					
Principles of Accounting					
Business Law					
Microcomputer Applications					
Applied Management					
Principles of Marketing					
Introduction to Statistics					

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			
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			
Calculus			
Foreign Language			

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!  
 Alex Pomnichowski  
 Chair, Management Curriculum Committee

Please return in the provided postage paid envelope.  
 Should you have any questions about this survey please contact  
 our departmental offices at 231-591-2427 or [mgmt@ferris.edu](mailto:mgmt@ferris.edu).

## STUDENT EVALUATION OF INSTRUCTION

Surveys were mailed to students in the program in April. Six were returned. Of the 31 sent, a 19% return. Three were seniors, 2 sophomores and 1 freshman.

None of the six transferred internally or from another college. Nor did any of the six possess an associate degree.

When asked what other programs did they consider before selecting Management as their major, they replied: just management, marketing, labor relations, accounting, administration, and business management (3).

When asked why they chose the management program, they responded: most companies need it, seems like a good base to start on, I have always liked doing business, general career path, it's my biggest interest, I would like to manage a business as a career, I like to be an authority figure, eventually I would like to own my own business.

Students were asked to respond to several questions based upon their experience as a major in Management. Obviously, the experience of some is limited. One is a freshman and 2 are sophomores. In terms of credits taken, 1 has 14, 1 has 30, 1 has 40, 1 has 100, 1 has 110, and 1 has 140. Half of the respondents most likely would have completed only economics and accounting

When asked to indicate what they liked most about the program, they replied: the professors (2), very well rounded, class sizes, I like working with financial statements – I have always enjoyed math and playing with numbers, nothing.

When asked what they liked least about the program, they replied: economics, the people in some of the offices are not very helpful, monotonous material – not clear and precise.

## Current Student Survey – Bachelors in Management

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 \_\_\_\_\_ credit hours at Ferris State University.
5. Total credit hours presently *completed* ("*ehrs*" on your transcripts) at Ferris State? \_\_\_\_\_
6. Expected date of graduation from Associates in General Business program? \_\_\_\_\_
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.						
B. I am satisfied with the academic preparation received in the General Business program.						
C. I am 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.						

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

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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)							
English (Engl)							
Math (Math)							
Macro Economics (Econ 221)							
Micro Economics (Econ 222)							
Principles of Accounting (Acct)							
Business Law (Blaw)							
Microcomputer Applications (Isys)							
Applied Management (Mgmt)							
Principles of Marketing (Mktg)							
Introduction to Statistics (Stqm)							

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

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

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

Yes \_\_\_\_\_ No \_\_\_\_\_ If yes, which ones? \_\_\_\_\_

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14. Comments regarding the General Business Program: \_\_\_\_\_

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## FACULTY PERCEPTIONS

Nineteen faculty responded the faculty survey regarding the major in Management. They were in a variety of departments: accounting, economics, finance and statistics, marketing, visual design, computer information systems, MBA/ISM, CIS, AFES, and management.

The length of time they were employed at Ferris State ranged from 2 years to 36 years, to "quite a while." All 19 were aware of the Management program.

In responding to the question regarding value of the program to the College of Business, on a scale of 1 to 5 with 1 being beneficial and 5 being not beneficial, only 1 (8%) ranked the program a 4. The others ranked the program 1 and 2, with 67% rating the program a 1 and 25 % rating the program a 2.

When asked the question regarding perception of the academic preparation of students in the program, on a scale of 1 to 5 with 1 being well prepared and 5 being poorly prepared, 2 (17%) rated the students a 4. 67% rated the students 1 and 2, and the remainder (17%) rated the students a 3.

They were asked their impressions about the academic advising students received while in the program. On a scale of 1 to 5 with 1 being excellent advising and 5 being poor advising, 1 (8%) indicated a 3, the others (94%) indicated 1 and 2 with 50% indicating a 1.

When asked about course requirements on a scale ranging from 1 to 5 with 1 being excellent and 5 being poor, 17% rated the course requirements a 4, 8% a 3, 25% a 2, and 42% a 1.

In responding to the question regarding responsiveness to suggestions for program improvement given by colleagues, on a scale of 1 to 5 with 1 being very responsive to 5 being not responsive, 8% selected a 1, 8% selected a 3, 33% selected a 2 and 33% selected 1.



They were asked about the facilities on a scale ranging from 1 to 5, with 1 being excellent and 5 being poor. Only 8% selected a 3, with 92% indicating 2 or 1.

Faculty were asked what they considered to be the strengths of the Management program. They replied: major courses, small class size, good core courses, large elective section, the internship/minor recommendation, quality of the faculty, it prepares a student for a job in management, comprehensive/electives/faculty, it prepares a student for a job in management, some new relevant people who recognize change is needed, requirement of a broad base of fundamental coursework from all disciplines, department head/department secretary/and faculty, flexible/easy for transfer students internally and externally to enroll, none.

When asked about the weaknesses in the program, they responded: none, requiring calculus/foreign language/should be elective, too many credits required for graduation, too tough for Ferris State University, poor information system and decision support systems background, perhaps need to refresh curriculum, students are very weak in analysis, based on very weak business core, internships should be required not strongly recommended, reliance on the advisor for direction on the 6 electives (18 hours), need new competencies reflective of business practice/applying/using data to make decisions, too similar to business administration major, availability of current technology/calculus requirement probably scares off some students.

Following are the responses to a question regarding suggestions for improving the Management program: update business core, drop foreign language requirement/change math 132/and be more flexible, require the internship experience, merge programs, supply chain management type of program/ logistics program or related, require internship and leave cultural enrichment section open, add competencies reflective of business needs (teams, project management, operation, and human resource), need project management/budgeting/or some method to measure business results, develop "minors" within the program that would focus on special management areas or suggestions for minors in other areas to use the 18 hours of electives effectively, more IS and DDS/require ISYS 200/calculus is a plus/glad to see that, none.

When asked for additional suggestions for the Management program, they replied: get on with making the needed changes/updating is essential, promote the program more effectively to high school students, remove calculus/language/purchasing as required, reconsider the e-courses s being required, continually strive to improve the program, should add PREL 240 Public Relations Principles to program to recognize the critical role relationship building plays in management, make either Management or Business Administration a transfer friendly degree/make the other one more real world, none.

The foregoing indicates that the faculty consider the Management program of value to the College of Business, and because of this, to the State of Michigan.

Suggestions were made for improving the program. Interestingly, suggestions made correspond to the changes initiated several years ago. A proposal was sent to the College of Business curriculum committee and they sent the proposal back with a number of questions to be addressed. They wanted support for the changes, such as advisory committee recommendations. An advisory committee meeting was held recently. The meeting results, as well as the results of the alumni survey, reflect agreement with the proposal sent to the COB curriculum committee several years ago.

# Faculty Survey – Bachelors Degree in Management

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

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

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

7. What do you think are the strengths of the Management Program?
8. What do you think are the weaknesses of the Management Program?
9. What suggestions do you have for improving the Management Program?
10. What additional suggestions do you have for the Management Program?
11. In what Department are you? \_\_\_\_\_
12. How long have you been employed at Ferris State University? \_\_\_\_\_
13. Prior to this survey were you aware of the Management Program? \_\_\_\_\_

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

THANK YOU!

## ADVISORY COMMITTEE PERCEPTIONS

The advisory committee met on campus Friday, September 10. Ten members of the business community were present, as well as 7 College of Business faculty and administration.

The business members in attendance represented various types of businesses – banking, retailing, hospital, manufacturing. The businesses ranged in size from an entrepreneurship to a global company with 50,000 employees. In their many years of experience they had worked for other companies in different industries. They had started in entry-level positions and held various management positions.

A substantial number of questions were addressed, such as: availability of jobs for the Management major, career ladders, skills needed for success, suggestions for improvement in the major, and questions regarding specific courses as language/calculus/cost accounting, financial management 2, marketing, cases/issues in management.

A summary of their comments follows:

1. Regarding jobs available in their company and other companies they are familiar with: anywhere where you are managing people, team manager on up, any position where you need to overview people/functions and how it works together, it is a very broad degree and can be fine tuned, production supervisors on up, branch and lending management, entry-level positions, in a field where there is some technical background that is why the selection of courses in the minor is important, quality technician, administrative assistant, sales/consulting/administrative, entry level in retail/distribution/merchandising/logistics, with sufficient accounting courses could get a position in accounting, depends upon the courses in the minor (electives taken), degree gets you in the door/what you do leads to promotion, can be manager of technical skills without the technical skill.
2. Regarding the skills a manager should possess, they commented: technical folks lack people skills, need management skills, communication/leadership, leadership is important also interpersonal relationships (some technical skills can be taught), technical people re promoted beyond their capabilities – they need the managerial/people skills, leadership and team skills, how to develop relationships and how to make decisions that are not popular, listening skills, good manners/good attitude, social skills, leadership is the number one thing, social skills and dining skills, decision-making skills, need common sense, they need grit (fire in your belly), how to motivate and move people, awareness of other people (how they think and how they react), accountability, need more human resource courses (maybe three of them), communication.

3. When asked the degree and what can be done to improve it, they responded: managers deal with many areas – many parts of management are covered in this degree, it is a good degree but needs some fine tuning, cultural awareness not a language is needed, minors in technology would work, need case studies, instructors should be tough, human resource courses are needed, supervisors do not have enough human resources, management is not always a popularity contest/need to know how to be fair and make decisions, be aware of cultures – different cultures should not be put together, language teaching should be more practical not academic, statistical research would be much better than calculus, some exposure to Spanish might be better, salesmanship.
4. They were asked for specific courses, following are the courses and their responses.
  - a. Language. Should be an elective, not required. Helps in relationships but should not be mandatory.
  - b. Calculus for Business. Drop it as a requirement. It is not used.
  - c. Inferential Statistics. Discontinue as a requirement. A little bit of knowledge on the subject gives them the necessary tools to be successful.
  - d. Cost Accounting. A difference of opinion, but the majority felt it should be retained as a requirement.
  - e. Financial management 2. While a slight difference, the vast Majority thought it should be retained as a requirement.
  - f. Purchasing. A slight disagreement, but the vast majority thought this course should be kept as a requirement.
  - g. e-Business courses (internet principles and design, database design and implementation, and systems analysis methods). Good discussion, many feeling that 105 was enough. With both 105, Introduction to Microcomputer Systems and Software and ISYS 321, Business Information Systems, that was enough. The feeling was that basic understanding or proficiency in computers will help in students' careers but companies use their own software and employees will be trained internally.

After thorough discussion, the recommendation was to discontinue ISYS 130, Internet principles and design and ISYS 303, Systems analysis methods as requirements. That would leave ISYS 105 and ISYS 321.

- h. Cases and Issues in Human Resource Management. While two members of the committee thought the basic course in Human Resource Management was sufficient, the remaining eight thought it should be added. Comments included: it would be an eye-opener,

the simulations would be good – better than a second stat class, it could replace the stats, all managers deal with people and they do not realize it. A title change was suggested to keep the content but eliminate the phrase Human Resource Management. The simulation would be particularly beneficial for managers to understand costs involved.

- i. Cross-cultural Business. There was general agreement that this course was important and should be kept as a requirement.

Although the meeting substantially exceed the time set aside for it, we were not able to discuss other courses. However, based on the comments made, it seems that the committee would be inclined to favor courses in “Negotiations” and “Salesmanship.”

A general perception of the Management major by the advisory committee members is:

1. It is a good degree.
2. But it needs, as a committee member said with agreement by other committee members, some fine tuning.
3. It is interesting to note that many of the changes recommended by the committee were the same as proposed several years ago. Knowing what the problems were, the department submitted a proposal to the College of Business curriculum committee to resolve them. The committee sent the proposal back seeking additional support for the proposal.

**Management Bachelors  
Advisory Committee Members  
September 2004**

Cindy Brown  
Enterprise Rent-A-Car  
1170 28th Street  
Grand Rapids, Michigan 49508

Sam Daugherty  
Administrator  
Mecosta County General Hospital  
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Joan Day  
HR-Regional Director  
Jenison Meijer  
0-550 Baldwin Street  
Jenison, MI 49428

Russ Fatum  
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Auburn, Indiana 46706

Leslie Fiorenzo  
President, Invest in People  
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Grand Rapids, Michigan 49504

Gale Traywick  
Vice President of Human Resources  
Magic Steel Corporation  
4242 Clay, S.W.  
Grand Rapids, Michigan 49548

**Internal Members**

CJ Bolling  
Management Professor  
College of Business

Dick LaBarre  
Management Professor  
College of Business

Brendalee McCarthy  
Internship Coordinator  
College of Business

Karen Nash  
Management Professor  
College of Business

Alex Pomnichowski  
Management Professor  
College of Business

Rick Saliers  
Management Adjunct Professor  
College of Business

William Smith  
Management Department Head  
College of Business

# Management Program Review Advisory Meeting Minutes

Friday, September 9, 2004

Present: Cindy Brown, Sam Daugherty, Joan Day, Leslie Florenzo, Valerie Hughes, Dick LaBarre, Brendalee McCarthy, Maggie McPhee, Karen Nash, Dave Nicol, Alex Pomnichowski, Bill Ringling, Rick Saliors, Lloyd Scoby, Dan Scott, Bill Smith, Gale Traywick, and John Vermeer.

Meeting started at 10:00 am.

## Opening

Dean Nicol welcomed members. He told them that meetings like these are the only way we can be true to employer needs as well as the students. Members were asked to be gentle but direct – share opinions – even after you leave. Drop us a note, email, or phone. The College of Business is now trying to articulate what outcomes our students should have and how to measure them. This isn't a single effort, it is on going.

Members were given a little update on the College of Business and asked if any know how to get a message to the 17 year olds to please share it with us.

Brendalee McCarthy – Internship Coordinator

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.

Members introduced themselves and were asked to tell about their work experience, past and present.

Alex explained the major and what it consists of as well as the rest of the degree courses.

## Questions

1) What positions are available in your company, or other companies you are familiar with, for those possessing the Degree in Management?

Bill Ringling from Trim Systems thought this degree would fit anything where you are managing people. Could be anything from a team manager on up. What he sees is that companies promote technical talent the most. He thinks that minors in the technology area would work. He needs managers in the technical area. Managers deal with every area. Many pieces of a management degree are covered in this one.

Maggie McPhee from The Employers' Association believes that any position where you need the overview of people, functions and how it works together, could use this degree. It is a very broad degree, but can be fine tuned.



Valerie Hughes from Suspa, Inc believes at her business students with this degree could be anything from production supervisors on up.

Leslie Fiorenzo from Invest in People also believes that technical folks are promoted and may not have skills to back them up. It depends on the culture of the business. Some need majors in technical with a minor in management and some need just the opposite.

Gayle Traywick from Magic Steel Corporation thinks that the technical people struggle, she sees them being promoted beyond their capabilities. For most situations, the technical expertise and the minor in management will work. She feels the biggest thing is to let students know that once they have the education, they are still learning. There is an orientation period.

Lloyd Scoby from Chemical Bank of Montcalm told that the bank is looking for branch and lending management. Even with the degree, they have a 6-12 month training program.

He thinks the management degree needs more marketing. Prospective employees also need to know how to work with people and develop staff.

Dan Scott believes that it is what new employees do after they are hired that will make them. You can send them for training for areas that are lacking. Who he would hire, depends on what position they are looking to fill. Entry level positions are decided by what the employee will do. An employee will learn based on their willingness to want to do things. At entry level, they wouldn't hire a newly graduated student to run the company. They wouldn't start as manager. Everyone is not a manager. If they don't have the personality for it, they shouldn't be in that program.

Cindy Brown thinks that leadership and people skills are missing in our graduates.

Joan Day also believes that leadership and team skills are missing in new grads. It is impossible to pin point, some are personal skills – can they absorb and separate it out. The leadership thing is a moving target. Leadership is that you can lead. In teaching leadership, faculty need exposure to different tools. Everyone needs different tactics. It isn't about liking people. Some are non confrontational.

Young people feel there isn't anything they can't do. But reality is you have to stretch this way or that. They need case studies along with experience.

Gayle Traywick thinks there is a cost to leadership. A leader may be put into situations they find they don't like to do. Expectations are hi in new grads, they need a dose of reality. What will it really take to do the job?

Valerie Hughes is glad the internship program is getting better. It is needed and will help students with leadership skills. A test before and after the experience would be helpful.

Sam Daugherty thinks the technical can be taught, but they have to know how to develop relationships and make decisions that won't be popular. Students need to learn how to relate to one another. Not to just dictate decisions from another room without realizing the consequences. Grads need to understand where people are coming from. One way doesn't fit all. The relationship building piece needs to be worked on. At the hospital, he would need someone with leadership qualities to move the technical side.

Dan Scott – You take things with you from every job. The managers you want are the ones like a sponge who will work with all.

Joan Day mentioned maybe a mentor for students. Someone who they don't report to. They might not fall on their faces as much.

4) What skills should a manager possess?

Answers were as follows: Listening skills are important. Relationship building and gender differences need to be understood. Good manners and a good attitude are very important. Social skills are necessary.

Joan Day thinks that leadership is the number one thing and language is the least important.

Cindy Brown thinks that social skills and dining skills are important. Students don't think, they need leadership and decision making skills. They need to be smart about it and think it through.

Dan Scott thinks they need common sense. It is either there or not. College is an endurance test, discipline needs to be taught. It takes grit and stick-to-it-ness. They need more discipline than they know. Attitude is everything. It is a finishing school approach that is necessary.

Lloyd Scoby looks at people who have an interest in banking and have grit. He looks for this in a manager or a lender, also, what kind of attitude. He thinks students need to be taught positive attitudes. Exposure to this would be good. Students also need to know how to motivate and move people. They need a sense of sales; they are in business to make a profit. Sales are needed also. If stock doesn't increase, you are gone.

Gayle Traywich is looking for managers who are aware of other people. How they think and react to them. It is important to know how to flex in a situation. They need to know how to be able to use tact and good manners are always needed.

Cindy Brown agrees with Lloyd, students need to know the end result. They are out there to make a profit.

Joan Day to believes that sales are a necessary fact.

Dan Scott too thinks that you have to sell your group at work; that you are always negotiating; it goes with sales.

John Vermeer mentioned that some of this can be effective in how they teach it.

Cindy Brown believes teachers need to be tough. Students will respect the ones who make them work.

Gayle Traywick thinks the challenge for educators is to teach them. If they aren't pushed, they will wonder why they have to be in class every time. Same as in work, you have to go everyday to do the job.

Students need to know how to be firm and not change their mind. When people are wishy-washy, you loose employees.

Dan Scott thinks they need to know not to be crushed when a company doesn't act on your ideas. This is all a part of success, not always a popularity contest. They need to know how to make a decision and for it to be fair. Know that life isn't fair. We all want to be liked, but that doesn't always do the job.

John Vermeer asked to clarify – members made it clear they want instructors to be tough.

Cindy Brown also thinks it would help for faculty to change things once in a while. For instance, don't let them use a calculator for something, little things that would prepare them for real life.

Leslie Fiorenzo thinks that a lack of respect gets managers into trouble. You many not like the way they look, but can they do the job. Leadership is a nebulous term. They need to know to hold people accountable when they do something wrong and always document it.

Brendalee McCarthy mentioned that what the members seem to want goes right back to internships. They need to be made accountable, dress and speak correctly. Students can be taught it, but until they experience it, they don't employ it.

Valerie Hughes thinks that team work, oral communication and finance are important after leadership on the list. They need to learn why they are there in the first place.

Maggie McPhee – the leadership issue is right on, leadership is like management. Think of the psychology of people, different personalities and how they interact with all peers. How to be effective in the work place. Communications is very important. One on one – are you understood.

Something else important is manners and social etiquette. Kids don't have it. It is noticeable right away.

Also, cultural awareness, not language is needed. People will work with different cultures, be aware of who you are working with. They need to be aware that different cultures shouldn't be put together.

A human resource course is needed. Supervisors don't have enough human resources.

Not every student can do an internship, if not; they need a class to interview CEO's of companies. They need to make the contacts themselves and set it all up.

Alex explained the MGMT 373 class, Cases and Issues in HRM.

Gayle Traywich asked why we had calculus in the program. Several others wondered the same thing.

Dick LaBarre explained that when the program was developed, it was thought that students would go on to grad school, that is why the calculus.

Dan Scott mentioned that statistical research would be very helpful to understand the rest of the business, more so than calculus.

Maggie McPhee thinks that languages are great and wonderful, but, that they need to be taught at a practical level. Not the way they are taught now. More practical, less academic.

Valerie Hughes thinks that exposure to Spanish might be better. It would make people more aware.

Bill Smith informed them of a language class that teaches the culture, gestures and much more. It is a business French.

Lloyd Scoby mentioned that we can't be aware of all the cultural differences in the USA.

Leslie Fiorenzo believes that just being aware of the other cultures is important.

Gayle Traywick thinks that students need to know how to get their point across to all people.

Both Lloyd Scoby and Dan Scott think a language shouldn't be required – only as an elective choice.

Cindy, Joan and Sam all agree that an elective is a good way to go for a language.

Alex asked what other things should be eliminated or added to this program.

Gayle Traywick thought about ethics and wondered why it wasn't in this program. Gayle too thinks it should be in there.

Bill and Alex explained the other classes that had ethics included in them.

Maggie McPhee thinks we are talking about making the program more practical. Education for the sake of education is a value also. Going to a university in and of itself is important.

Joan Day thinks that leadership is a good part of a course. Alex explained the other classes that have leadership in them.

Dick LaBarre mentioned that we have a course in supervision and leadership and explained it.

Joan Day thinks a manager needs a positive attitude too.

Gayle Traywick believed that modeling behavior in the classroom would help.

Maggie McPhee thinks that attitude is a choice.

Alex asked members about involvement in professional organizations.

Joan Day thinks it might ground a student for where they might be in a couple of years. It also helps them to network (teaches them). It will socialize them into where they are headed. She still thinks a mentor would be good.

Sam Daugherty thinks that exposure for students at events like this meeting would be great. It would show them how to communicate.

Alex mentioned that professional organizations are good, but how helpful are internships.

Brendalee McCarthy mentioned that 10% of majors require internships. These programs always place their students right away. She had 300 positions and only 40 students went out. She sees juniors and seniors that have never done a resume. Students only do what is expected. She thinks that the programs need to require an internship.

Alex asked about cost accounting, should it be required.

Valerie Hughes thinks that cost accounting is a very important class. She sends her people to training courses of this nature.

Maggie McPhee believes it helps explain the whole business to get the whole picture.

Alex asked about Financial Management 2, he explained this was so students would have a whole year of finance.

Gayle Traywick thinks this is an important class. It would be necessary to run a business someday.

Valerie Hughes said that "how to finance" is used daily in her organization.

Joan Days and Lloyd Scoby think it is important too.

Alex asked about the purchasing class, how relevant is it?

Gayle Traywick likes it too. In the management area, it is necessary. It teaches how decisions are made in business. How it can effect everything.

Valerie Hughes believes you need it to understand all the issues.

Joan Day thinks it would give them the 360 degree view.

Alex asked about MGMT 474 – Cases and Issues in HRM, whether or not this is important.

Valerie Hughes thinks it would be important.

Gayle Traywick believes that it would be eye opening. Managers don't realize they are all human resource managers.

Leslie Fiorenzo thinks the simulation is important, more so than second statistics class.

Lloyd Scoby thinks an overview is enough.

Joan, Cindy and Sam all think it is good. Sam thinks it could replace the stats.

Dan mentioned that there were mostly HR managers in attendance, but he thinks an overview is all that is needed.

Dick LaBarre asked members about the e-business section of the checksheet, especially, ISYS 200.

Joan Day thinks that it could be done in-house if it is needed.

John Vermeer explained what the database course is and what it can do for them.

Bill explained ISYS 105 and that students can't pass the clep test, they must not be learning enough in high school.

Valerie thinks ISYS 105 would be good.

Members thought that ISYS 303 was more than was needed also.

Meeting adjourned for lunch at 12:35 pm.

## LABOR MARKET DEMAND ANALYSIS

Some information regarding demand for the Management major was provided in the Impact portion of the Overview section.

The Management major graduates individuals who have the capacity to fill various positions in the State and in the Nation.

The U. S. Department of Labor, Bureau of Labor Statistics, in its Occupational Outlook forecasts a growth in employment for all occupations from 2002 to 2012 of 21.3 million jobs, a 15 percent increase. The increase in employment in Management occupations will go from 10,056,000 to 11,277,000, a rise of 12%. Business and Professional occupations is expected to increase from 5,455,000 in 2002 to 6,606,000 in 2012, a rise of 21.1%.

There are many majors/programs on campus which prepare a graduate for a specific job opening. The Management major prepares a graduate for a broader, a greater variety, of jobs/positions. See the beginning portion of the Graduate follow-up survey and the Employer Follow-up Survey. Following are some of the U. S. Department of Labor and the Office of Labor Market Information of the State of Michigan listing for Management Occupations – general and operating managers, production managers, financial managers, transport/distribution/storage managers, purchasing managers. The Management major is also qualified for some of the occupations listed under the category of Business and Financial Operations Occupations – claims adjusters/examiners/investigators, cost estimators, management analysts, credit analysts, loan officers, and appraisers.

Also see the first page of the Graduate Follow-up Survey for the variety of jobs alumni possessing the Management degree have obtained. As indicated by their responses, a number of our Management alumni have become presidents and vice-presidents of their companies.

The Office of Institutional Research and Testing in its Fact Book provided Information on placement for various majors. This information is no longer in its Fact Book. It does provide general placement rates for the entire University. For the year 2001 – 02, it states the following:

1. Placement rate includes graduates who are continuing Their education or are employed – 96%
2. Individuals in job market who found jobs – 94%
3. Graduates in job market employed in their field – 90%
4. Response rate of grads completing follow-up survey – 59.3%

Salaries vary substantially by type and level of responsibilities and by industry. The Occupational Outlook Handbook shows industrial production managers earning from \$38,980 to \$114,750, and administrative services managers from \$26,120 to \$99,870. The average annual earnings of general and operations managers were \$68,210, with earnings ranging from \$44,980 to \$94,600. For those who made it to the top, as chief executive, the median earnings were \$126,260. Some of the highest paid made over \$600,000. This does not include benefits and stock options.

In Michigan, the Office of Labor Market Information states that the average annual salary for management occupations, in general, was \$89,180. The average annual salary varies, depending upon the type of manager, as -- \$95,940 for general and operations managers, \$86,610 for industrial production managers, \$81,060 for purchasing managers, \$92,830 for financial managers, and \$73,910 for transportation/storage/distribution managers.

In the past, Ferris State University's Career Services published information on the salaries of graduates for a particular year. The 2001-2002 publication contained nothing for Management majors. The 2002 – 2003 Fact Book does not contain this type of information.

However, the Graduate Follow-up Survey contains this type of information. See that portion of this Survey.. In summary, while several earned \$20,000 or less, 16 earned over \$100,000, over 50% earned more than \$60,000 and 83% earned over \$40,000 a year.

Overall, over the years since the Management major was created, it has provided the State and the Nation with the educated work force they needed. Forecasts for both indicate that the need still exists for the future, and the Management major will assist in fulfilling this need.



## EVALUATION OF FACILITIES AND EQUIPMENT

In contrast with many other majors offered at Ferris State University, the Management major does not require any special facilities, other than that required for some of the courses in the program, particularly the ISYS courses. But, those are offered by another department and, it appears, that they are able to provide the courses with no problems.

All we need are classrooms, desks and chairs in these classrooms, computer/overhead and screen for instructional purposes, board and chalk, a cart for the overhead, a desk of some sort and chair for the instructor, a copying machines to make copies of material for students, a scantron machine for the T/F and M/C questions on exams, an office with the necessary items in it – desk, chair, bookshelves, files, telephone, computer, and other items that are needed (stapler, hole punch, etc.).

There is no need for special facilities/classrooms. The rooms used are the same ones used for marketing, accounting/finance, law, etc. classes.

This will continue to be the situation in the future.

## CURRICULUM REVIEW

There are no courses in the program that are taken exclusively by students majoring in Management.

When the major was adopted in 1967, a number of courses were created exclusively for it, as Environment and Social Responsibility, and Business Policy. The Social Responsibility course is no longer part of the major. The Policy course is now a requirement for all majors. It has a different title, but its purpose remains the same.

The material dealing with the Program History in the Overview section describes what has happened to the Management major over the years. A drastic change was made in 2000. Designed to coincide with the Honors College and to attract the more qualified student, the requirements were changed to include a year of language, calculus for business, cost accounting, financial management 2, purchasing, statistical inference, cross-cultural business, three ISYS courses, as well as others.

In addition, entrance requirements for the program were changed: new students had to have a high school gpa of at least a 3.2 and composite of over 22 on the ACT, transfer students had to have a gpa of at least a 2.7. A gpa of 2.5 was established as a graduation requirement.

Those changes had an impact on enrollment in the program, and really were not necessary. Responses from our alumni to our survey indicate that they have been successful graduating with the former requirements, and their comments, along with the comments of our advisory committee and other employers indicate changes should be made. Changes were proposed several years ago essentially to eliminate the problems but the College of Business curriculum committee raised the issue of support for the changes from employers. Interestingly, these were not requested when the drastic changes were proposed.

A committee was established winter 2004 to address the issues. Our advisory committee, alumni, and contacted employers recommend making changes, very much in line with what was proposed several years ago, as – eliminate calculus, change the language requirement to an elective, eliminate inferential statistics, encourage students to take minors, consider other courses as Salesmanship, Cases and Issues in human resource management, and others.

The committee proposes to analyze all of the information gathered, including the fact that our alumni have been successful as reflected in the jobs they have obtained in a variety of industries and for a variety of companies. To propose changes so that the program will again be as popular as before. And, while doing so,

to continue to be a program that provides a work force educated in an area of need. Considering all the programs offered in the Management Department, for quite a while the Management major had the second highest number of students enrolled. There is no reason it should not be again.

One of the goals of the major is to provide students with sufficient knowledge to obtain a job/position and with the "grit" (as one of our advisory committees noted) needed to move up the career ladder. While we have not had responses from all our alumni, the results of the survey are encouraging. Also, the comments by our advisory committee are very helpful. They feel we could better serve students by making some changes, such as those mentioned above, as well as to utilize our minors more. They felt having a number of courses in a particular area would be very helpful.

We can give exams, ask for written reports, have students respond to questions in class, have students orally present a report or solution to a case, have students work in teams on projects, but we really don't know how effective graduates will be in interpersonal relations on the job, how much "grit" they will show, how much "roll up their sleeves and get to work" (comment by an advisory committee member) attitude they will display at work. How do you measure success in achieving the goals set for the major? We can give exams, by observing students in our classes in a variety of situations, noting their attitudes (late to class, assignments handed in late) and displays of teamwork and leadership. But, the real answer is how do they perform on the job. What success do they have on the job. And, we don't really know that until we hear from them. We have responses to our surveys, but what about the number who do not respond. We have various contacts with some of the students, but not all of them. We know that some of them are quite successful. We also check to see if we are doing the right thing by them with regard to composition of the curriculum for the major by checking with those who are successful, with employers, and with advisory committees (who are also employers). How do we ascertain that students have attained the necessary knowledge for success? By all of the foregoing.

The Management major is different from our specialized programs. In these types of programs, specialized courses are created, only majors take them, and faculty usually teach only in these areas. In the Management major, courses are from a variety of areas, taught by faculty in other departments. For example, accounting, finance, marketing, and statistics. The purpose of the courses is to provide the major with a comprehensive background for employment purposes.

Having noted above who teaches in the program, we do have a number of individuals who have either considerable business experience, considerable teaching experience, or both. Many possess the doctorate degree. The faculty are well qualified to teach at the undergraduate level and to teach their courses in a manner consistent with our goals. As the advisory committee pointed out, there a lot of skills (communication, leadership, interpersonal relations, getting up and speaking to a group) that are developed along with learning course content. All faculty realize this and conduct their classes accordingly.

The Management Department does use some adjunct faculty to teach a course or two during a semester. In the case of law, an individual must have a law degree. In the case of teaching other management courses, such as Applied Management the individual must have at least a Master's degree. Usually these individuals have considerable business experience.

The Management Department as a whole offers a variety of majors and a variety of courses. Many of the courses are service courses, such as Applied Management, Human Resource Management, and the law courses. The service courses really have not had an impact.

Information was provided above concerning the type of learning experiences provided students. Not mentioned were the use of simulations, role playing, and teams. In some simulations, students are provided with a budget and decisions must be made within the constraints of this budget. Some faculty use powerpoint, others use transparencies.

## VITA

**a. Name**

*Dr. Chester J. Bolling*

**Rank**

*Assistant Professor*

**Tenure Status**

*Tenure track*

**Teaching Experience**

- *Ferris State University, Assistant Professor (2002-3). Provide undergraduate instruction in Business Strategy & Policy (MGMT 499), Instructed simulations-based business capstone course (W03 & F03), International Business course (F03), and International Finance course (F03). Developed graduate-level Strategic Planning Systems course (MMBA 710) for W04-2 implementation.*
- *Oakland University, Adjunct Faculty (1998-2002). Undergraduate- and graduate-level instruction in International Business and International Marketing*
- *Central Michigan University, Adjunct Faculty (1998-2002). Graduate-level certification in International Operations Management, International Marketing, International Business, Comparative Economics, and Business Strategy*
- *Wayne State University, Adjunct Faculty (1982). Provide graduate-level instruction in CAD/CAM application design*

**b. Educational Background**

- *PhD in International Business & International Political Economics from Wayne State University, 1997.*
- *Master of Science in Administration from Central Michigan University, 1991.*
- *Bachelor of Science Degree (Psychology major, Applied Mathematics & Computer Science minors) from Wayne State University, 1973.*

**c. Prior Experience not in Education**

- *DTE Energy, Inc. Director of Regulatory/Corporate Strategy (1994-2002) Manage high-level, multi-disciplinary team of strategists commissioned to research and develop business strategies involving federal and state energy policy restructuring. Integrate enterprise and business-unit strategies with regulatory strategy. Conduct international and domestic business/economic research on a wide array of issues such as market power, spot price volatility and drift, right-sizing, etc... Evaluate domestic and international merger & acquisition candidates. Prepare and deliver expert testimony before international and domestic public policymakers. Participate in federal- and state-level administrative rule-making and adjudicative proceedings.*

- *Detroit Edison Company*
  - *Director of Revenue Requirement (1992-1994). Managed a team of financial analysts commissioned to determine corporate revenue requirements, to evaluate business-unit economic value-added, to establish depreciation policies, to determine business-unit capital structures and cost-of-capital, to value asset divestitures, to determine working capital requirements and, to establish product/service pricing policy, etc...*
  - *Manager of Marketing & Sales Strategy (1990-1992). Conduct market research. Position products and services in the market. Develop/execute advertising and sales strategies. Create various financing/contracting packages to facilitate customer purchases. Develop vendor alliance strategies to heighten product awareness and facilitate sales. Develop pricing strategies to lawfully shift fixed-charge recovery from price-sensitive segments.*
  - *Senior Internal Consultant to the President and CEO (1989). With external consultant, McKinsey & Company, assessed competitive threats in international, national, and regional energy marketplaces. Co-developed a series of marketing, finance, regulatory, and operational strategies.*
- *Syndeco, Inc. Vice President of Entrepreneurial Business Ventures (1984-1989). Managerial profit and loss responsibility in high-technology entrepreneurial business ventures. Develop/execute business-unit's operating, marketing, and financial strategies. Manage customer/product research and develop/reinforce product-lines. Manage marketing and sales activities. Develop/execute acquisition and alliance strategy.*
- *Utility Technical Services, Inc. Manager of IT Consulting Services (1982-1983) Profit and loss responsibility in IT services market (data/graphics and process controls). Research relevant national and international industrial markets and develop product/service lines. Develop business plans. Obtain equity and bank financing. Manage advertising and sales activities. Develop RFP responses. Develop/execute contracts. Develop business-unit's operating & financial strategies and prepare/deliver quarterly reports to the board.*
- *Detroit Edison Company. Director, Nuclear Training (1980-1982). Manage team of instructional design specialists focused on developing/delivering courseware to nuclear construction and operations personnel. Develop/deliver technical courses and administrative courses. Advise/mentor employees enrolled in various programs. Prepare/deliver course lectures. Design test materials and evaluate student performance.*

**d. Professional Memberships**

- *Invitational Member of Academy of International Business*
- *Member of International Energy Economists Association*
- *Member of American Management Association*
- *Member of Michigan Electric & Gas Association*
- *Chairperson of Michigan Utility Coalition (1996)*
- *Member of Edison Electric Institute Corporate Finance Committee (1994)*
- *Member of Society of Depreciation Professionals (1994)*

**e. Professional Meetings Attended**

- *Attended numerous professional meetings in recent times on such issues as, Scenario Planning, Learning Organization, Financial Derivatives, Risk Management, Market Modeling, Horizontal Market Power, etc...*
- *Attended MSU sponsored Strategic Planning & Entrepreneurial Seminar (2002)*
- *Completed FSU's year-long, Faculty Transition Course (2002-3)*

**f. Papers Presented**

- *Presented 'Inevitable Failure of California's Electricity Market' at the 2001 Michigan Power Conference*
- *Presented 'Framework for Long-Run Market-Based Energy Public Policy' at the 2001 EPIX Conference*
- *Presented 'Market Power in Michigan's Energy Market' at the 1998 Michigan Power Conference*
- *Presented 'Convergence of Gas and Electricity Industries' at the 1997 MEGA Conference*
- *Presented 'Energy Pricing Effects on Auto Manufacturing International Growth Strategies' at the 1995 EEI Finance Conference*

**g. Publications**

- *Inevitable Failure of California's Electricity Market, MPC Proceedings, June 2001*
- *Framework for Long-Run Market-Based Energy Public Policy, EPIX Proceedings, Sept 2001*
- *Analysis of Market Power in the Electricity Industry, DTE Proprietary Study, 2000*
- *Code of Conduct Dynamics: Federal- and State-Level, DTE Proprietary Study, 2000*
- *Fiscal Impact of the Privatization of State-Owned Enterprises, UMI 1998*
- *Market Power in Michigan's Energy Market, MPSC 1997*
- *Convergence of Gas and Electricity Industries, MEGA 1997*
- *Energy Pricing Effects on Auto Manufacturing International Growth Strategies, EEI 1995*

**h. Other Research Activity**

- *Conducted grounding-research on longitudinal, cross-sectional EVA / MVA Relationships with Professor's Nazar & Vermeer (2002-3)*
- *Currently drafting Simulations-based Business Capstone Experience article with Professor's Jackson & Vermeer*

**i. Consulting**

- *Employed as an IT managerial consultant (1982-83)*
- *Employed as an internal managerial consultant (1989)*
- *Provided energy-related 'bridge consulting' (2002-3): 1) Horizontal market power modeling & analysis, 2) PA 141 rollout issues, and 3) Midwest energy market liquidity & associated price points*
- *Edited new edition of Prentice-Hall Business Strategy Text (2003)*

**j. Professional Growth Activities**

- *Significant career change from industry to academia in 2002*
- *Read tens of business & economics books (2002-3)*
- *Read hundreds of business & economics journal articles (2002-3)*
- *Evaluated new McGraw-Hill business simulator (2003)*

**k. Seminars, Training Programs, conducted for Business and Industry**

- *Conducted instruct-the-instructors course in business simulations for FSU faculty (2002-3)*

**l. Professional Presentations, Speeches**

- *Made numerous technical presentations before federal and state, legislative and regulatory policymakers pertaining to energy industry restructuring (1994-2002)*
- *Made numerous technical/commercial presentations before DTE senior management and board on matters of business/regulatory strategy (1994-2002)*
- *Made numerous presentations before 3<sup>rd</sup> party senior managements and boards on strategic alliance or M&A matters*
- *Made numerous presentations to investment and commercial bankers on firm's strategic performance, project finance, etc...*
- *Made numerous presentations before industrial customers regarding service offerings, contracting, etc...*
- *Made numerous presentations before employees regarding policy, performance, etc...*



**m. Institutional Service Performed**

- *Developed new International Business course (INTB 310)*
- *Developed new concepts-driven International Finance course (INTB 440)*
- *Developed new graduate-level Strategic Planning course (MMBA 710)*
- *Played key role in developing instructor core for BUSN 499 (including coaching, development of lecture materials, testing materials, visuals, etc...)*
- *Taken-on student academic advisory role with 28-students (2003)*
- *Taken-on Disciplinary Committee assignment (2003)*

**n. Recognition and Honors**

- *Undergraduate Summa cum laude*
- *Undergraduate National Honors Society in Science*
- *Graduate National Honors Society in Business*
- *Received Honorary Membership to International Golden Key Honor Society*
- *Received Outstanding Faculty Recognition from Student Athletes*
- *Received overall average of 4.3 on 'Student Assessment of Instructor Performance' (2002-3)*
- *Received several appreciations letters from alumni for instructional and advisory services (2002-3)*

**o. Professionally Related Community Activities**

- *Prepare grant proposals for Assistance League of Southeast Michigan (2002-3)*
- *Served on Board of Directors for Condominium Association and provide management consultative services*
- *Provided consulting services to ALSM on various issues (2002-3)*  
*a) membership drives, b) retail scheduling, and c) staff recognition*

**p. Date of Current Vita Submission**

*October, 2003*

I. Vita

A. Name: Carole Kosanovich

Rank: Professor

Tenure/Non-Tenure: Tenure

Department/Division: College of Business/Computer Information Systems

Teaching Experience: Hired 1980

Areas of Involvement (in teaching)

1980-2002: Ferris State University, Technical Instructor to Assistant to Associate to Professor of Computer Information Systems. Courses taught include: Systems Analysis and Design, Systems Design and Implementation, Advanced System, Client/Server Implementation, Financial Management for Information Systems Managers, Computerized Accounting courses, (Accounting Systems & Controls II, Information Systems Financial Planning, Accounting Applications, and Computer Accounting Applications), Database Design, Microcomputer Applications, Microcomputer Software Applications, Multimedia, a variety of programming and logic classes and Internet topics.

1996-1998: Professional Development Coordinator for College of Business, Responsible for planning/coordinating professional development series for faculty of Ferris' College of Business. Responsible for planning and implementing a PD program for COB faculty. The program included five strands: the Technology training strand; the Ferris Resources strand; the Business and Industry strand, the Classroom Management strand, and the Individualized Professional Development strand (a.k.a. "mini-sabbatical").

1995-96: Sabbatical Leave

Developed multimedia CBT (Computer-based training) modules for Principals of Accounting course. Developed a multimedia instructional system for the teaching of accounting principals to college-level accounting students. The interactive instructional systems involves the use of sound, animation, pre-test and post-testing modules, printouts of test results for teacher feedback, all involving an element of fun for the student.

Also developed an Accounting Practicum (a practice set that utilizes interactive computer technology). Using this practice set the student can easily enter and edit transactions, print financial statements based on their input, print a record of their transactions, and use "T" accounts to review transactions. The student or instructor has the flexibility to use the prescribed transactions or add new transactions of their choice.

B. Education Background

1987 M.B.A., Central Michigan University,  
Major, Financial Management

1975 B.S. in Accountancy, Ferris State University

1975 B.S. in Data Processing, Ferris State University

C. Prior Experience not in Education

1977 – 1980 Dow Chemical Company, Systems Analyst for Michigan Division of Dow  
Responsible for analyzing and designing and implementing financial systems for Dow Chemical Company's Michigan Division.

D. Professional Memberships

- Academy for Supervision and Curriculum Development (ASCD)
- Michigan Association of Computer Users in Technology (MACUL)
- Michigan Council of Teachers of Mathematics (MCTM)
- Michigan Education Association (MEA)
- Michigan Science Leaders' Association (MSLA)
- Michigan Science Teachers' Association (MSTA)
- Phi Delta Kappa

E. Professional Meetings Attended

- Macromedia DreamweaverMX seminar
- Microsoft .NET Developer's Seminar
- Microsoft Developer's Conference, 2002
- ASP Web site developer's meetings, University of Georgia, 2000 - 2001
- Michigan Association of Computer Users in Technology (MACUL): 1995 - Present
- Academy for Supervision and Curriculum Development (ASCD): 1996
- Michigan Council of Teachers of Mathematics (MCTM): 1995 - Present
- Michigan Education Association (MEA): 1997 - Present
- Michigan Science Leaders' Association (MSLA): 1995, 1996, and 1997
- Michigan Science Teachers' Association (MSTA): 1994 - Present
- Phi Delta Kappa: several monthly meetings per year, 1990 - Present

F. Papers Presented

- "Interactive Internet", Michigan Science Teachers Association, 1996
- Annual Conference on College Teaching and Learning, Jacksonville, FL., 1995 - Selected as winner in a juried educational software competition. The awards were for three, multimedia software products, "Interactive Internet", "Action Accounting" and an "Accounting Practicum".  
2000 - Speaker - "Virtual Learning Communities" and "Online Learning"
- Variety of topics related to use of Internet and Multimedia technology in education, Michigan Association of Computer Users in Learning - MACUL, 1995-Present
- Variety of topics related to use of Internet and Multimedia technology in education, Michigan Council of Teachers of Mathematics - MCTM, 1995-Present
- Dialogue Web - A Virtual Learning Community, and Ride the TechTrain to Online Learning, Michigan Association of Media Educators - MAME, 1999-Present
- Variety of topics related to use of Internet and Multimedia technology in education, Michigan Education Association - MEA, 1998-Present

- Lecture/demonstration in the use of multimedia in the classroom; specifically, demonstrating the interactive learning module developed under a Ferris State Grant entitled, "Fractions Are Fun", Midwest Computing Conference Speaker at the 1993 Midwest Computing Conference at the University of Wisconsin - Whitewater, 1993

#### G. Publications

- *"The Dialogue Web - A Virtual Learning Community"*, Spectrum a publication of the Michigan Association of Media Educators, 1999 and Proceedings of the International Conference for College Teaching and Learning, 2000
- *"Ride the TechTrain to Online Learning"*, Spectrum a publication of the Michigan Association of Media Educators, 1999 and Proceedings of the International Conference for College Teaching and Learning, 2000
- *"PowerPoint SchoolHouse"*  
Multimedia CBT (Computer-based training) modules for independent learning of Microsoft's PowerPoint program. *"PowerPoint SchoolHouse"* is a multimedia instructional system for the teaching of Microsoft's PowerPoint program to college-level students. The interactive instructional systems involves the use of sound, animation, pre-test and post-testing modules, printouts of test results for teacher feedback, all involving an element of fun for the student, 1996.
- *"Excel with Microsoft Excel"*  
Multimedia CBT (Computer-based training) modules for independent learning of Microsoft's Excel program. *"Excel with Microsoft Excel"* is a multimedia instructional system for the teaching of Microsoft's Excel program to college-level students. The interactive instructional systems involves the use of sound, animation, pre-test and post-testing modules, printouts of test results for teacher feedback, all involving an element of fun for the student, 1996.
- *"Action Accounting"*  
Multimedia CBT (Computer-based training) modules for Principals of Accounting course. *"Action Accounting"* is a multimedia instructional system for the teaching of accounting principals to college-level accounting students. The interactive instructional systems involves the use of sound, animation, pre-test and post-testing modules, printouts of test results for teacher feedback, all involving an element of fun for the student, 1996.
- *"Computerized Accounting Practicum"*  
*"Computerized Accounting Practicum"* is a practice set that utilizes interactive computer technology. Using this practice set the student can easily enter and edit transactions, print financial statements based on their input, print a record of their transactions, and use "T" accounts to review transactions. The student or instructor has the flexibility to use the pro-scribed transactions or add new transactions of their choice, 1996.
- *"Interactive Internet"*  
*"Interactive Internet"* is a computer-based training (CBT) system that simulates Internet connectivity. *"Interactive Internet"* modules were used to train educators in the various Internet functions, 1995.

## ENROLLMENT TRENDS

Enrollment figures for the Management Major have been declining.

In 1998, 69 students selected Management as their major. This fall, 20 students selected it. There was a drop of 21 students from 2003 to 2004 (41 to 20 – a 51% drop.)

For a long time, for 4-year programs, the Management major ranked second in the Department. It was third in 2003 and now is 7<sup>th</sup>. It dropped 20%, from 2001 to 2002, from 52 to 42.

Why this drop, and particularly from 2003 to 2004?

The department faculty feel it is the result of the decision made in 2000 to increase the requirements for the more qualified students. It was to be the flagship major for the department, a program that the Honors Program students would embrace. It hasn't happened and the effects are now being felt.

All of the data collected from alumni, employers, and advisory committee members advise us to remove the requirements added (calculus, language, statistical inference), that they are not necessary for the Management majors to obtain employment.

Obstacles were created to entering the program such as a high gpa for high school (3.2) and transfer students (2.7), and a C+ requirement for graduation. No other program in the College of Business has such requirements. Realizing what was happening to our enrollment, a proposal was submitted several years ago. As the enrollment began declining (52 in 2001 to 42 in 2002), the proposal was designed to reduce the criteria for admission to the program, to make it similar to the other programs in the Department and College of Business. The proposal dropped the 2.5 requirement for graduation, again to make it similar to the other programs in the College of Business. The number of hours required for graduation was reduced from 130 hours, and calculus/language were dropped as requirements. Other changes were proposed, but in essence the program was to return to its former form. However, the College of Business curriculum committee did not approve and wanted information from advisory committee and alumni to support the changes.

It was a good program, graduates found good jobs. With removing the changes made in 2000 it will once again become and continue to be a good program. And students will select the major, if it is given some visibility..

Employers, alumni, and advisory committee believe it is a good program. That it just needs a few changes -- such as those proposed several years ago.

**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%
<b>GRADUATE TOTALS</b>	<b>6</b>	<b>3</b>	<b>0</b>	<b>2</b>	<b>88</b>	<b>112</b>	<b>151</b>	<b>71</b>	<b>82</b>	<b>69</b>	<b>-13</b>	<b>-15.9%</b>	<b>3.2%</b>	<b>3.7%</b>
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											
<b>AFES DEPARTMENT TOTALS</b>	<b>207</b>	<b>162</b>	<b>148</b>	<b>153</b>	<b>151</b>	<b>141</b>	<b>143</b>	<b>125</b>	<b>134</b>	<b>135</b>	<b>1</b>	<b>0.7%</b>	<b>6.3%</b>	<b>6.1%</b>
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%
<b>CIS DEPARTMENT TOTALS</b>	<b>226</b>	<b>241</b>	<b>234</b>	<b>260</b>	<b>309</b>	<b>342</b>	<b>364</b>	<b>266</b>	<b>217</b>	<b>166</b>	<b>-51</b>	<b>-23.5%</b>	<b>7.7%</b>	<b>9.8%</b>
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							
<b>MGT DEPARTMENT TOTALS</b>	<b>722</b>	<b>636</b>	<b>625</b>	<b>665</b>	<b>633</b>	<b>293</b>	<b>664</b>	<b>702</b>	<b>635</b>	<b>601</b>	<b>-34</b>	<b>-5.4%</b>	<b>27.9%</b>	<b>28.8%</b>

**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	
Advertising	84	66	71	78	77	87	63	61	66	64	-2	-3.0%	3.0%	3.0%
E-Commerce	0	0	0	0	0	0	0	1	2	1	-1	-50.0%	0.0%	0.1%
Public Relations	38	38	34	33	39	55	64	69	64	58	-6	-9.4%	2.7%	2.9%
Marketing	157	166	141	148	91	136	144	117	118	127	9	7.6%	5.9%	5.3%
Professional Tennis Management	69	65	73	74	71	69	75	59	50	52	2	4.0%	2.4%	2.3%
Music Industry Management	1	10	15	35	49	59	99	116	113	124	11	9.7%	5.8%	5.1%
Professional Golf Management	280	262	287	290	293	297	298	286	281	283	2	0.7%	13.2%	12.7%
Pre-Professional Golf Management	0	0	0	0	37	37	58	25	40	26	-14	-35.0%	1.2%	1.8%
Visual Design and Web Media	36	36	29	36	42	43	46	41	35	50	15	42.9%	2.3%	1.6%
Visual Design & Web Media (A.A.S.)	70	84	100	106	100	121	99	95	96	87	-9	-9.4%	4.0%	4.3%
Pre-Visual Design & Web Media	0	0	0	0	1	0	0	1	1	1	0	0.0%	0.0%	0.0%
E-Commerce Certificate	0	0	0	0	0	0	0	1						
Retailing (program deleted)	20	16	16	17	17	5	3							
Retailing (A.A.S.) (program del.)	10	4	4	2	6	2								
Sales (program deleted)	39	36	33	39	43									
<b>MKT DEPARTMENT TOTALS</b>	<b>735</b>	<b>727</b>	<b>750</b>	<b>800</b>	<b>800</b>	<b>904</b>	<b>946</b>	<b>872</b>	<b>866</b>	<b>873</b>	<b>7</b>	<b>0.8%</b>	<b>40.6%</b>	<b>39.2%</b>
<b>ON CAMPUS TOTALS</b>	<b>1986</b>	<b>1851</b>	<b>1836</b>	<b>1963</b>	<b>2068</b>	<b>2155</b>	<b>2280</b>	<b>2042</b>	<b>1934</b>	<b>1844</b>	<b>-90</b>	<b>-4.7%</b>	<b>85.7%</b>	<b>87.6%</b>
M.S. ISM	63	69	109	118	37	34	47	61	28	20	-8	-28.6%	0.9%	1.3%
MBA									11	26	15	136.4%	1.2%	0.5%
<b>GRADUATE TOTALS</b>	<b>63</b>	<b>69</b>	<b>109</b>	<b>118</b>	<b>37</b>	<b>34</b>	<b>47</b>	<b>61</b>	<b>39</b>	<b>46</b>	<b>7</b>	<b>17.9%</b>	<b>2.1%</b>	<b>1.8%</b>
B.S. Degree	57	56	36	31	53	46	41	42	44	43	-1	-2.3%	2.0%	2.0%
<b>AFES DEPARTMENT TOTALS</b>	<b>57</b>	<b>56</b>	<b>36</b>	<b>31</b>	<b>53</b>	<b>46</b>	<b>41</b>	<b>42</b>	<b>44</b>	<b>43</b>	<b>-1</b>	<b>-2.3%</b>	<b>2.0%</b>	<b>2.0%</b>
B.S. Degree	0	15	61	52	91	78	54	44	51	48	-3	-5.9%	2.2%	2.3%
Certificates								12	1		-1	0.0%	0.0%	
<b>CIS DEPARTMENT TOTALS</b>	<b>0</b>	<b>15</b>	<b>61</b>	<b>52</b>	<b>91</b>	<b>78</b>	<b>54</b>	<b>56</b>	<b>52</b>	<b>48</b>	<b>-4</b>	<b>-7.7%</b>	<b>2.2%</b>	<b>2.4%</b>
B.S. Degree	137	100	86	102	105	119	103	97	92	109	17	18.5%	5.1%	4.2%
Certificate								7	1		-1	0.0%	0.0%	
<b>MGT DEPARTMENT TOTALS</b>	<b>137</b>	<b>100</b>	<b>86</b>	<b>102</b>	<b>105</b>	<b>119</b>	<b>103</b>	<b>104</b>	<b>93</b>	<b>109</b>	<b>16</b>	<b>17.2%</b>	<b>5.1%</b>	<b>4.2%</b>
B.S. Degree	21	8	25	27	25	12	4	5				0.0%	0.0%	
<b>MKT DEPARTMENT TOTALS</b>	<b>21</b>	<b>8</b>	<b>25</b>	<b>27</b>	<b>25</b>	<b>12</b>	<b>4</b>	<b>5</b>				<b>0.0%</b>	<b>0.0%</b>	
<b>UNDECLARED TOTALS *</b>	<b>58</b>	<b>29</b>	<b>52</b>	<b>66</b>	<b>40</b>	<b>40</b>	<b>30</b>	<b>40</b>	<b>46</b>	<b>61</b>	<b>15</b>	<b>32.6%</b>	<b>2.8%</b>	<b>2.1%</b>
<b>OFF CAMPUS TOTALS</b>	<b>336</b>	<b>277</b>	<b>369</b>	<b>396</b>	<b>351</b>	<b>329</b>	<b>279</b>	<b>308</b>	<b>274</b>	<b>307</b>	<b>33</b>	<b>12.0%</b>	<b>14.3%</b>	<b>12.4%</b>
<b>COLL. of BUS. TOTALS</b>	<b>2322</b>	<b>2128</b>	<b>2205</b>	<b>2359</b>	<b>2419</b>	<b>2484</b>	<b>2559</b>	<b>2350</b>	<b>2208</b>	<b>2151</b>	<b>-57</b>	<b>-2.6%</b>	<b>100.0%</b>	<b>100.0%</b>

Source: Students within Curriculum Report Final Count

\* [2004] ... 34 (LTTB), 19 (TC), 5 (GR), 2 (Ecom), 1 (BR)



## PROGRAM PRODUCTIVITY/COST

The Office of Institutional Research shows the Management major to be a low cost program.

The data show that the average cost per student credit hour in the College of Business is lower than that of 6 other Colleges.

The data also show that the Management Department's (where the Management major is located) average instructor cost per student credit hour, the average dept cost/sch, the average dean's cost/sch and the total average cost/sch is the lowest of the 4 departments in the College of Business. It is also considerably less when compared to the cost/sch of other departments in colleges as technology and allied health.

The calculation of cost data (instructor, department, dean) is very difficult to determine since the courses in the program comprising the major are taken by students in other majors -- others in the Management department and others in various majors offered in other departments. Also, students in Management take courses offered in other departments and are taught by those instructors in those departments. Nevertheless, when compared to other majors in the Management Department, with regard to the instructor, department, dean's and total average cost/sch, the Management major is in the middle of the 16 majors offered in the Department. It is interesting to compare the costs with those in other departments. For example, when compared to the 28 majors/programs offered in the Marketing Department, the cost of the Management major is very low. In comparing the average dept cost/sch, it is lower than any of the 28. In comparing the total average cost/sch, the Management is lower in cost than 26 of the 28 programs offered in Marketing.

When considering total cost per sch, there are 161 majors with a higher sch cost, and 69 with a lower sch cost.

In considering the course offering with a Management prefix (many of which are not taken by the Management major, it shows that the instructor cost per sch is relatively low.

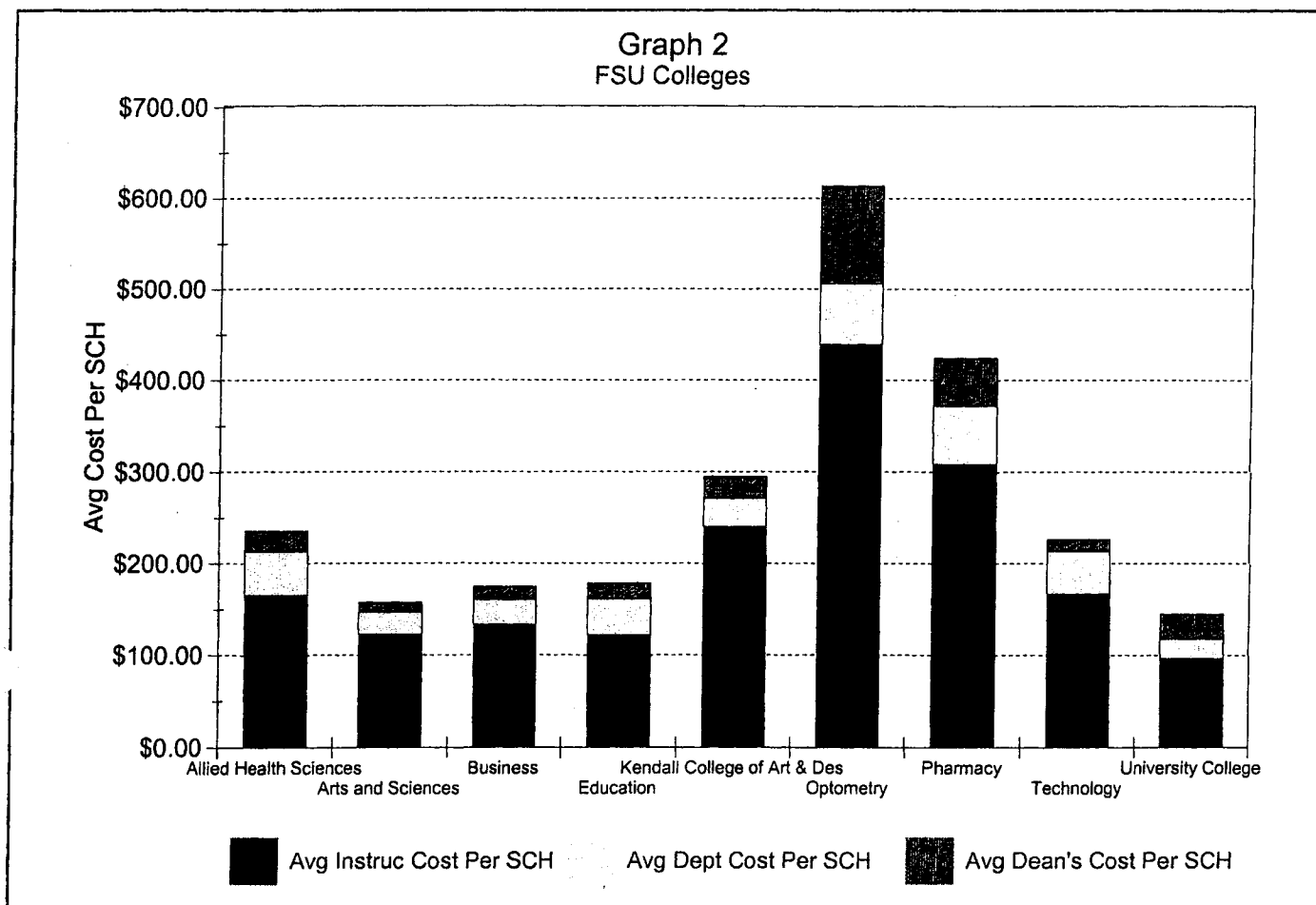
The Management major is not a high cost program. There are no special courses in the program taken by only Management majors. The Management major takes courses also taken by students in other majors – in and outside the Management Department, by majors in other departments in the College of Business, and by students in majors outside the College of Business.

One questions that could come up is, in light of the economic condition of the State and the pressure upon universities due to the decrease in funding from the State, what money could be saved by dropping programs, such as Management.

No faculty would be lost. The faculty teaching Management courses would still teach them since students in other majors take them. No money saved there. What about the elimination of courses? No major, no courses. Nothing doing there since the courses are taken by students in other major. No money saved there. Actually, the cost of those courses would go up, since you would have the same instructors teaching a few fewer students. That is assuming that students interested in a Management major would go elsewhere.

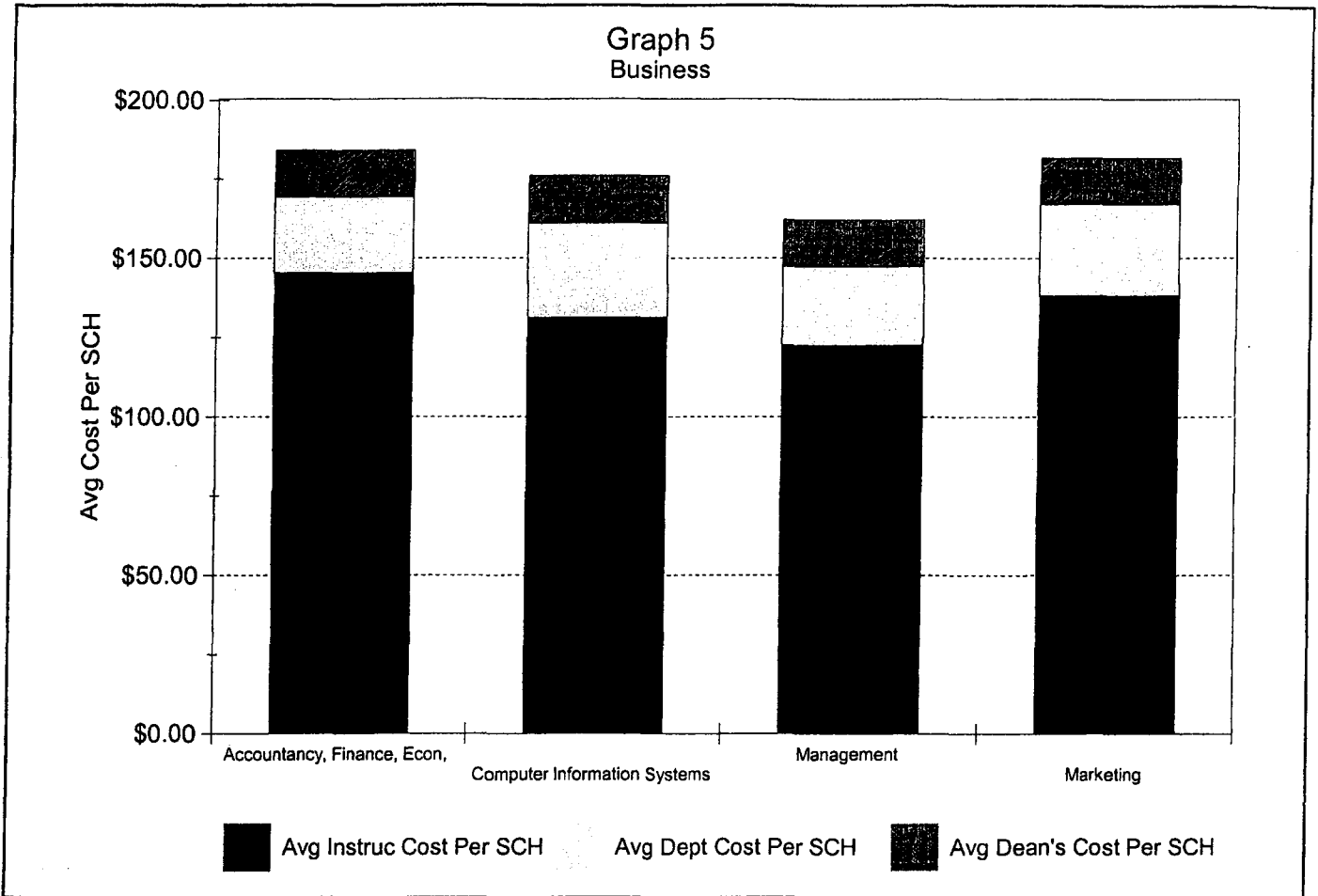
The answer to cost is to address the issues. What has happened to the students who transferred from the Technology college to get, in addition, a degree in Management? Our advisory committee tells us that is a good combination. What has happened to the number of transfers from the two-year institutions? Remove the enrollment obstacles and graduation obstacles placed on those desiring to major in Management. Emphasize the minors. There is a lot that should be done and we are addressing those issues.

**Ferris State University**  
**verage Instructor, Department and Dean's Cost Per SCH for Degree Programs**  
**FSU Colleges**  
**2001 - 2002 Data**



<u>Colleges</u>	<u>Avg Instructor Cost/SCH</u>	<u>Avg Dept Cost/SCH</u>	<u>Avg Dean's Cost/SCH</u>	<u>Total Avg Cost/SCH</u>
Allied Health Sciences	\$165.66	\$47.56	\$22.53	\$235.75
Arts and Sciences	\$123.12	\$24.05	\$10.91	\$158.08
Business	\$133.85	\$27.02	\$14.64	\$175.51
Education	\$122.00	\$39.50	\$17.21	\$178.72
Kendall College of Art & Design	\$241.04	\$30.22	\$24.28	\$295.54
Optometry	\$438.96	\$66.72	\$107.17	\$612.85
Pharmacy	\$308.58	\$63.27	\$52.29	\$424.13
Technology	\$167.26	\$46.11	\$13.59	\$226.96
University College	\$96.88	\$20.98	\$27.35	\$145.21

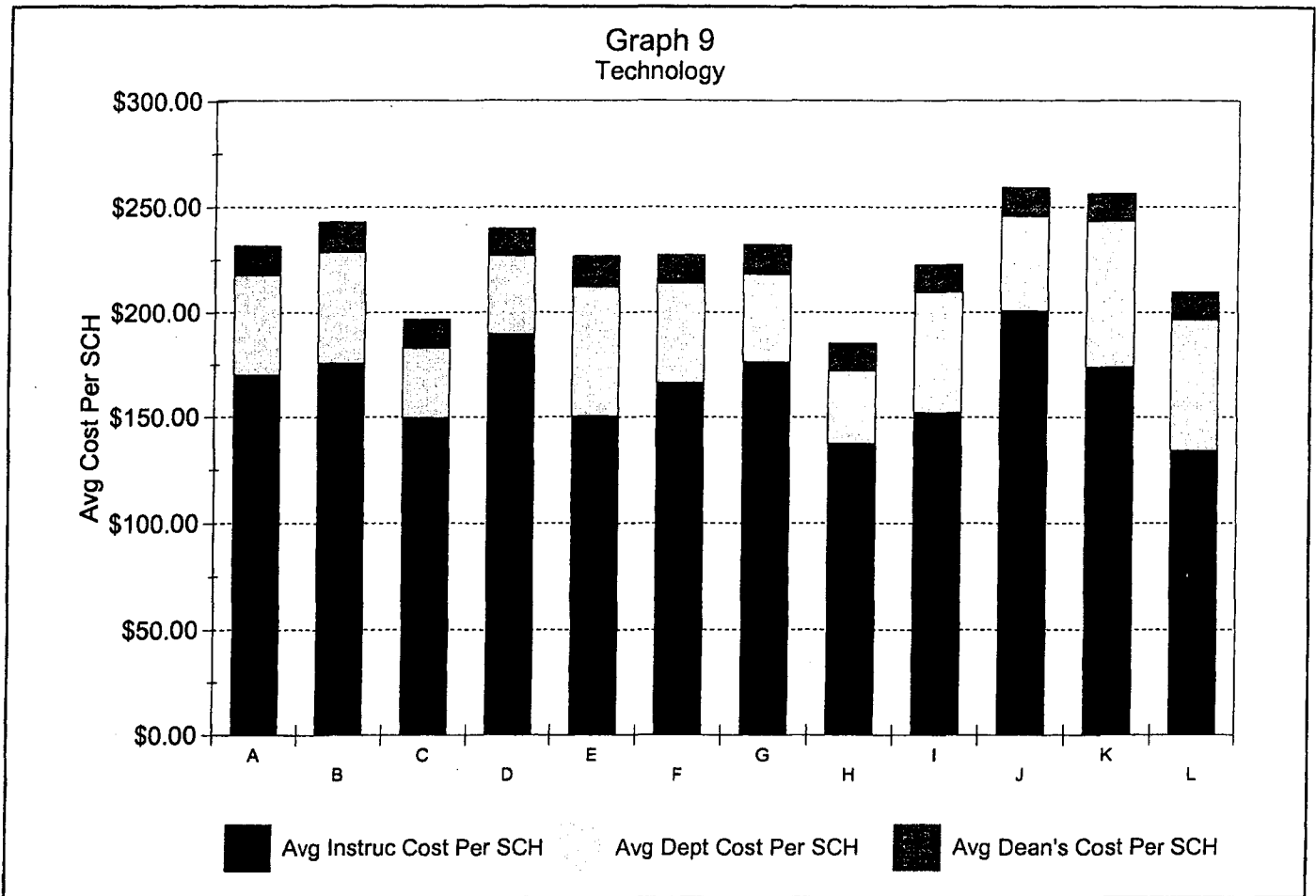
**Ferris State University**  
**Average Instructor, Department and Dean's Cost Per SCH for Degree Programs**  
**Departments in the College of Business**  
**2001 - 2002 Data**



<u>Departments</u>	<u>Avg Instruc Cost/SCH</u>	<u>Avg Dept Cost/SCH</u>	<u>Avg Dean's Cost/SCH</u>	<u>Total Avg Cost/SCH</u>
Accountancy, Finance, Econ, & Statistics	\$145.17	\$23.81	\$14.70	\$183.68
Computer Information Systems Dept	\$131.24	\$29.48	\$14.92	\$175.64
Management	\$122.47	\$24.77	\$14.57	\$161.80
Marketing	\$138.09	\$28.63	\$14.60	\$181.32

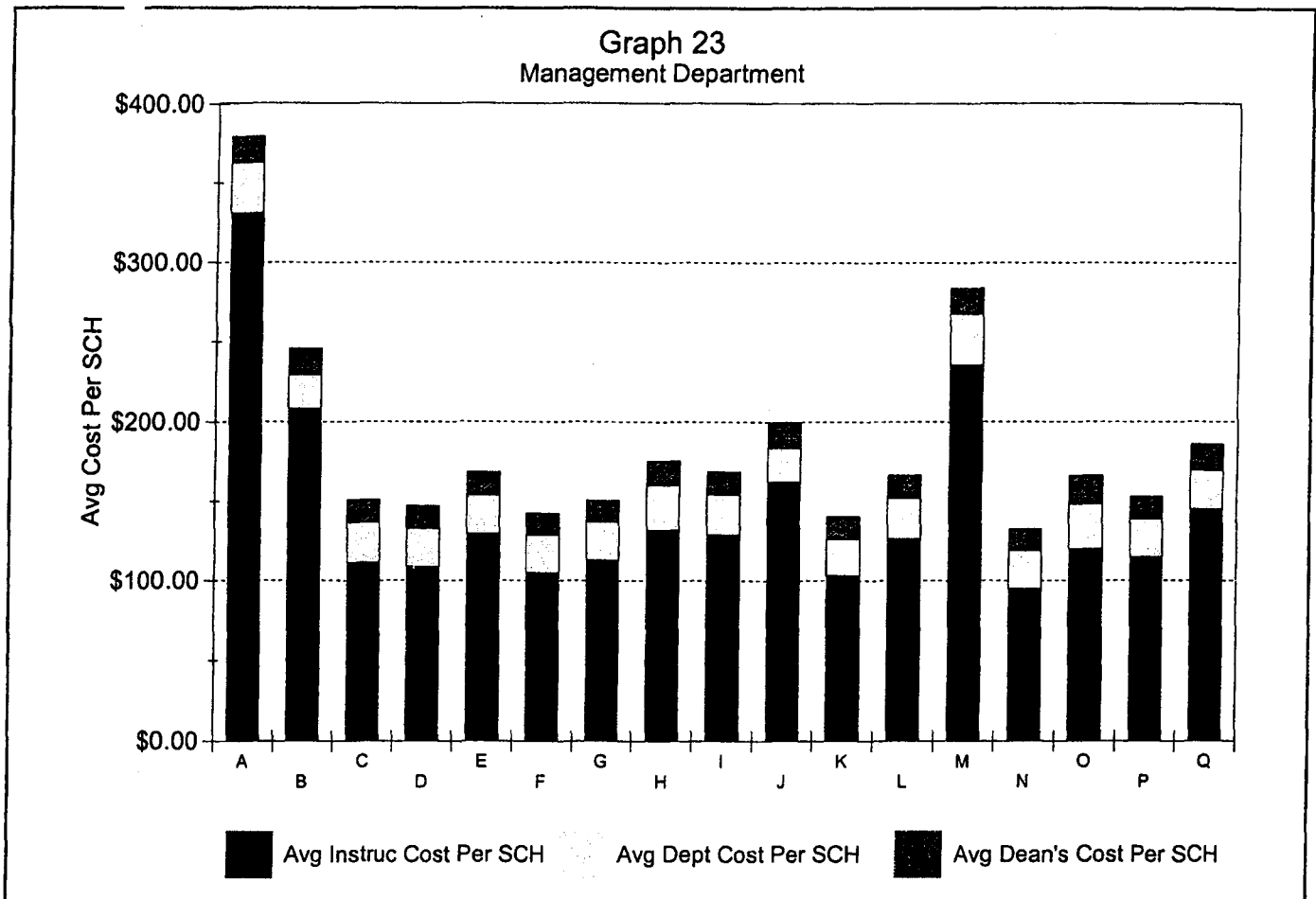
Ferris State University

Average Instructor, Department and Dean's Cost Per SCH for Degree Programs  
Departments in the College of Technology  
2001 - 2002 Data



<u>Departments</u>	<u>Avg Instructor Cost/SCH</u>	<u>Avg Dept Cost/SCH</u>	<u>Avg Dean's Cost/SCH</u>	<u>Total Avg Cost/SCH</u>
A Architectural Tech & Facilities Mgmt	\$170.11	\$47.33	\$14.09	\$231.54
B Automotive	\$175.77	\$52.75	\$14.18	\$242.70
C Construction Technology & Management	\$149.80	\$32.99	\$13.88	\$196.67
D Electronics/CNS	\$189.60	\$37.03	\$12.95	\$239.59
E Heavy Equipment	\$150.53	\$61.43	\$14.75	\$226.71
F HVACR	\$166.40	\$47.18	\$13.60	\$227.18
G Manufacturing Engineering Technology	\$176.24	\$41.68	\$14.03	\$231.94
H Mechanical Design	\$137.42	\$34.57	\$13.17	\$185.16
I Plastics and Rubber	\$152.19	\$57.32	\$13.08	\$222.59
J Printing & Imaging Technology Mgmt	\$200.64	\$44.60	\$13.54	\$258.78
K Surveying	\$173.78	\$69.29	\$12.99	\$256.05
L Welding	\$134.22	\$62.15	\$13.13	\$209.49

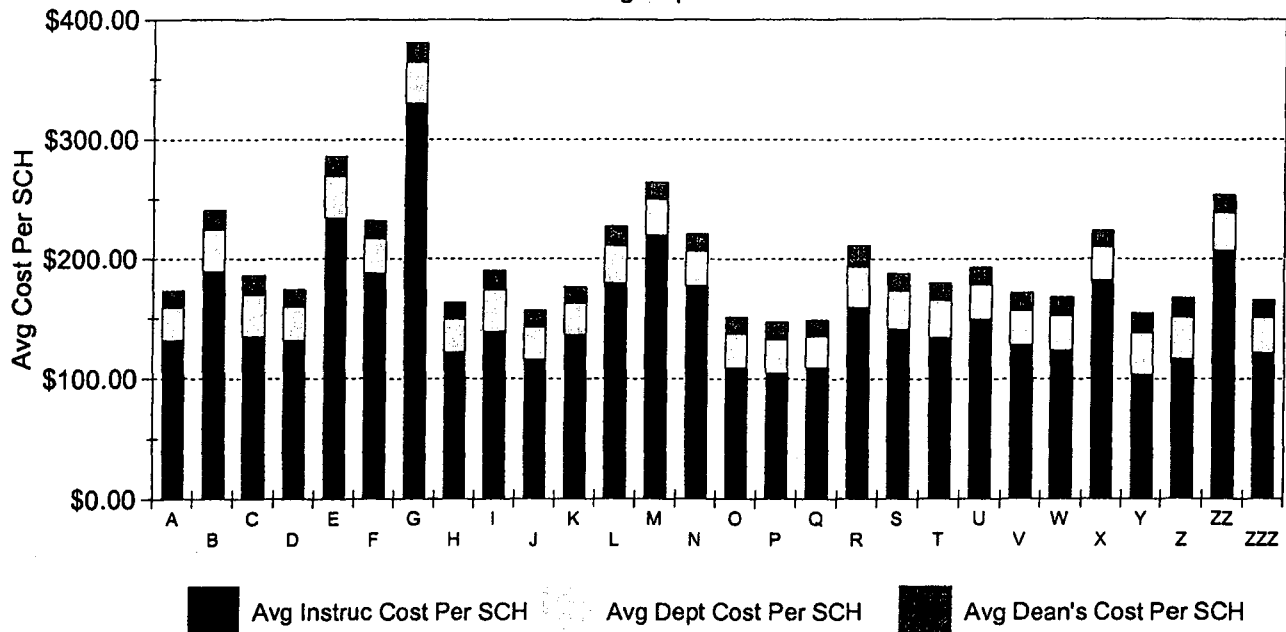
**Ferris State University**  
**Average Instructor, Department and Dean's Cost Per SCH for Degree Programs**  
**Management Department**  
**2001 - 2002 Data**



<u>Programs</u>	<u>Avg Instructor Cost/SCH</u>	<u>Avg Dept Cost/SCH</u>	<u>Avg Dean's Cost/SCH</u>	<u>Total Avg Cost/SCH</u>	
A	Advanced Studies in Global Logistics Certificate	\$331.14	\$31.22	\$16.46	\$378.82
B	Advanced Studies in Investment Analysis Certificate	\$208.43	\$20.88	\$16.46	\$245.77
C	Business Administration BS	\$111.50	\$25.17	\$14.54	\$151.21
D	Business Administration/Legal Assisting BS	\$109.09	\$23.83	\$14.39	\$147.31
E	Finance/Investment Concentration BS	\$129.76	\$24.21	\$14.61	\$168.58
F	General Business AAS	\$105.13	\$23.50	\$14.06	\$142.68
G	Human Resource Management BS	\$113.27	\$23.74	\$13.87	\$150.88
H	Integrated Resource Management BS	\$132.33	\$28.09	\$15.37	\$175.79
I	International Business BS	\$129.21	\$25.28	\$14.56	\$169.04
J	International Business Certificate	\$162.74	\$20.88	\$16.46	\$200.07
K	Legal Assistant AAS	\$103.45	\$22.95	\$14.32	\$140.72
L	Management BS	\$126.77	\$25.43	\$14.56	\$166.77
M	Manufacturing Operations Management Certificate	\$235.66	\$31.86	\$16.34	\$283.86
N	Real Estate AAS	\$95.23	\$23.75	\$13.68	\$132.65
O	Real Estate Certificate	\$120.21	\$28.09	\$18.18	\$166.48
P	Small Business Management BS	\$115.28	\$23.79	\$14.32	\$153.39
Q	Small Business Management Certificate	\$145.21	\$24.34	\$16.46	\$186.01

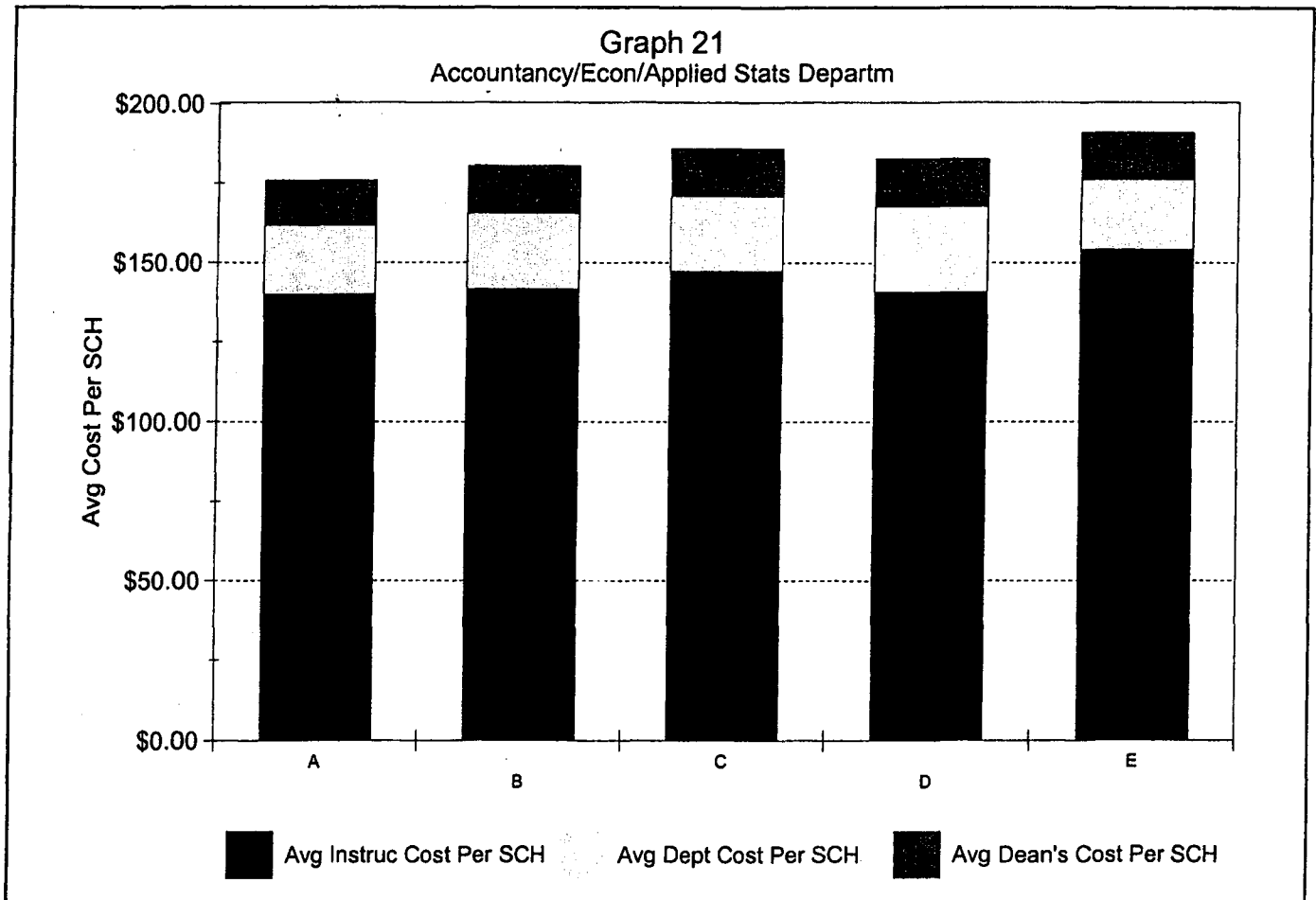
**Ferris State University**  
**Average Instructor, Department and Dean's Cost Per SCH for Degree Programs**  
**Marketing Department**  
**2001 - 2002 Data**

Graph 24  
Marketing Department



<u>Programs</u>	<u>Avg Instructor Cost/SCH</u>	<u>Avg Dept Cost/SCH</u>	<u>Avg Dean's Cost/SCH</u>	<u>Total Avg Cost/SCH</u>
A Advertising BS	\$131.91	\$27.19	\$14.01	\$173.10
B Advertising Certificate	\$189.64	\$34.67	\$16.46	\$240.77
C Direct Marketing Certificate	\$134.93	\$34.67	\$16.46	\$186.05
D E-Commerce Marketing BS	\$131.54	\$28.17	\$14.63	\$174.34
E E-Commerce Marketing Certificate	\$234.39	\$34.67	\$16.46	\$285.51
F Hotel Management BS (Yrs 3 & 4)	\$187.81	\$28.70	\$15.03	\$231.55
G Hotel Management Certificate	\$329.89	\$34.67	\$16.46	\$381.01
H Marketing BS	\$121.70	\$27.22	\$14.35	\$163.27
I Marketing Certificate	\$139.07	\$34.67	\$16.46	\$190.20
J Marketing (Retailing Track) BS	\$115.77	\$26.87	\$14.03	\$156.67
K Marketing (Sales Track) BS	\$136.49	\$26.12	\$13.67	\$176.28
L Marketing Research Certificate	\$179.42	\$31.24	\$16.46	\$227.11
M Marketing Sales Certificate	\$219.99	\$29.60	\$14.35	\$263.94
N Music Industry Management BS	\$177.54	\$28.71	\$14.38	\$220.63
O Professional Golf Management BS	\$109.08	\$27.74	\$14.41	\$151.23
P Professional Tennis Management BS	\$104.37	\$27.87	\$14.56	\$146.80
Q Public Relations BS	\$109.17	\$25.97	\$13.69	\$148.83
R Public Relations Certificate	\$159.40	\$33.91	\$18.05	\$211.36
S Resort Mgmt/Facilities Operations Mgmt Concentration BS	\$141.40	\$31.81	\$14.65	\$187.86
T Resort Mgmt/Facilities Planning Mgmt Concentration BS	\$133.94	\$31.04	\$14.65	\$179.63
U Resort Mgmt/Lodging Management Concentration BS	\$149.57	\$28.35	\$14.70	\$192.62
V Resort Mgmt/Marketing Concentration BS	\$127.81	\$28.72	\$14.95	\$171.48
W Resort Mgmt/Rec & Leadership Mgmt Concentration BS	\$123.76	\$28.66	\$15.68	\$168.09
X Restaurant and Food Industry Management AAS	\$181.92	\$27.63	\$14.16	\$223.71
Y Restaurant and Food Industry Management Certificate	\$103.42	\$34.67	\$16.46	\$154.54
Z Retailing Certificate	\$116.22	\$34.67	\$16.46	\$167.34
ZZ Visual Communication BS (Yrs 3 & 4)	\$206.87	\$31.44	\$15.18	\$253.49
ZZZ Visual Design and Web Media AAS	\$121.44	\$29.24	\$14.58	\$165.25

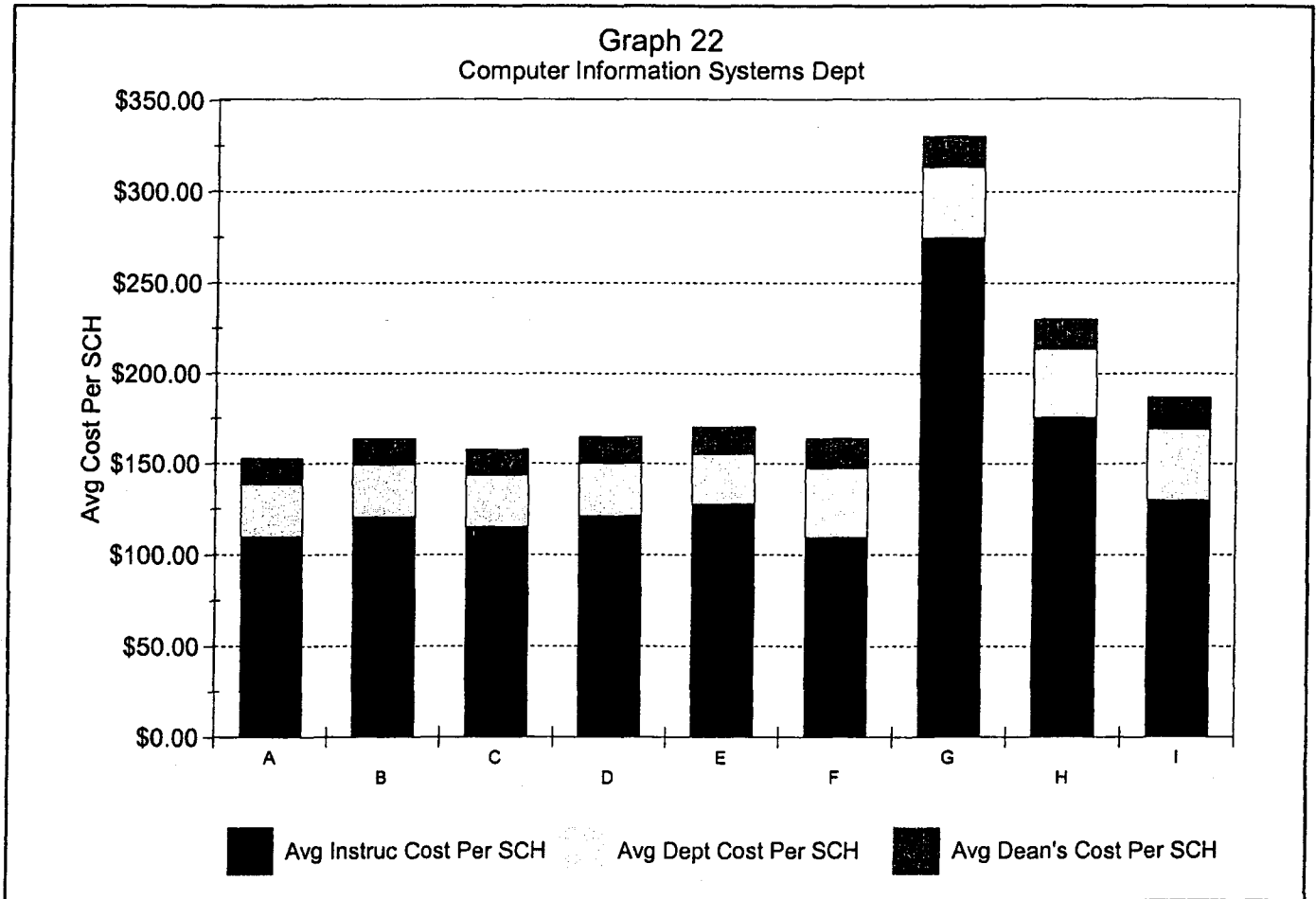
**Ferris State University**  
**Average Instructor, Department and Dean's Cost Per SCH for Degree Programs**  
**Accountancy/Econ/Applied Stats Department**  
**2001 - 2002 Data**



<u>Programs</u>	<u>Avg Instructor Cost/SCH</u>	<u>Avg Dept Cost/SCH</u>	<u>Avg Dean's Cost/SCH</u>	<u>Total Avg Cost/SCH</u>
A Accountancy AAS	\$139.74	\$21.67	\$14.20	\$175.60
B Accountancy (Professionally Directed Track) BS	\$141.47	\$23.78	\$14.79	\$180.04
C Accountancy (Public Accounting Track) BS	\$147.12	\$23.58	\$14.74	\$185.44
D Accountancy/Computer Information Systems BS	\$140.60	\$26.85	\$14.75	\$182.21
E Accountancy/Finance BS	\$153.93	\$21.79	\$14.73	\$190.45

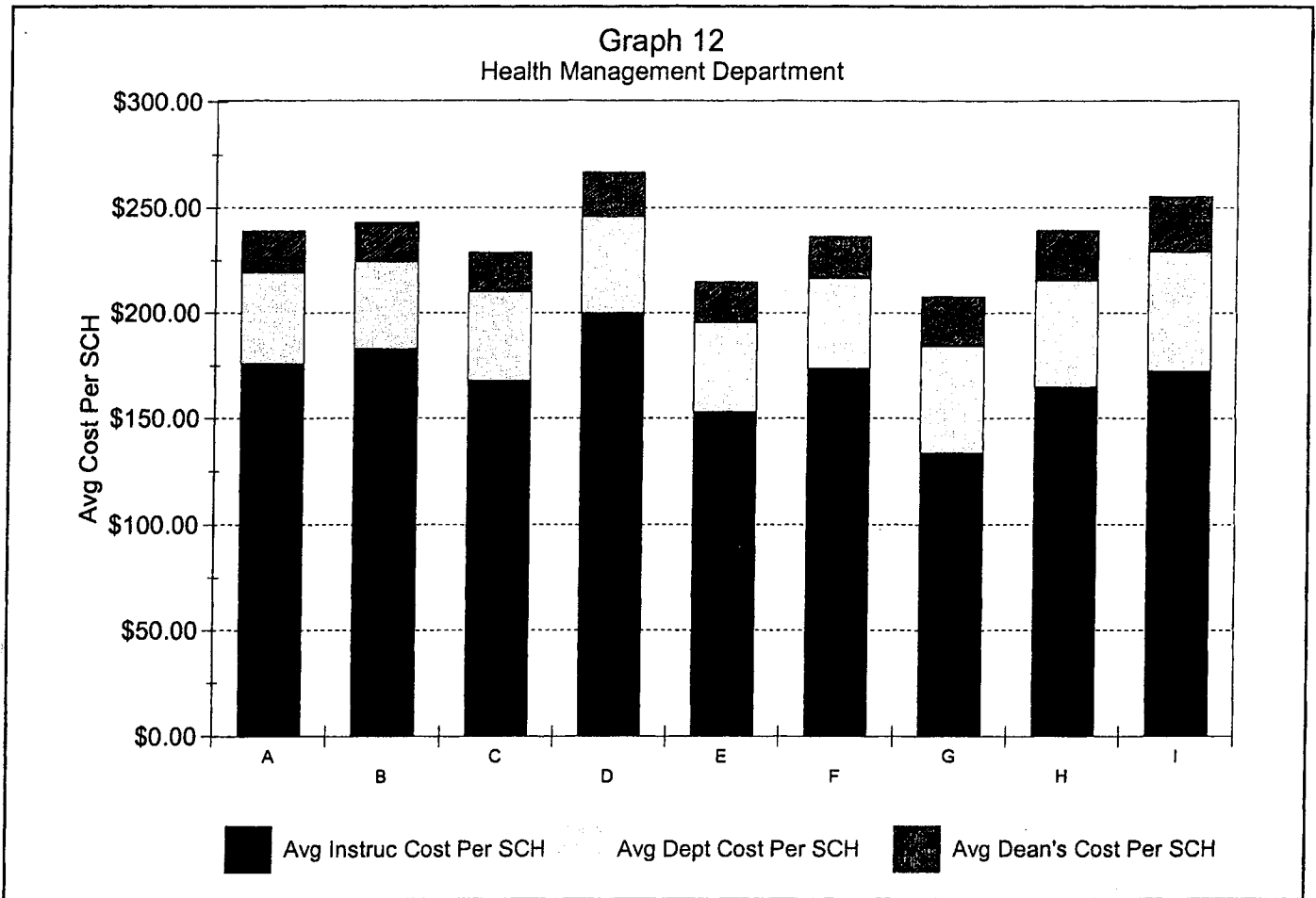


**Ferris State University**  
**Average Instructor, Department and Dean's Cost Per SCH for Degree Programs**  
**Computer Information Systems Department**  
**2001 - 2002 Data**



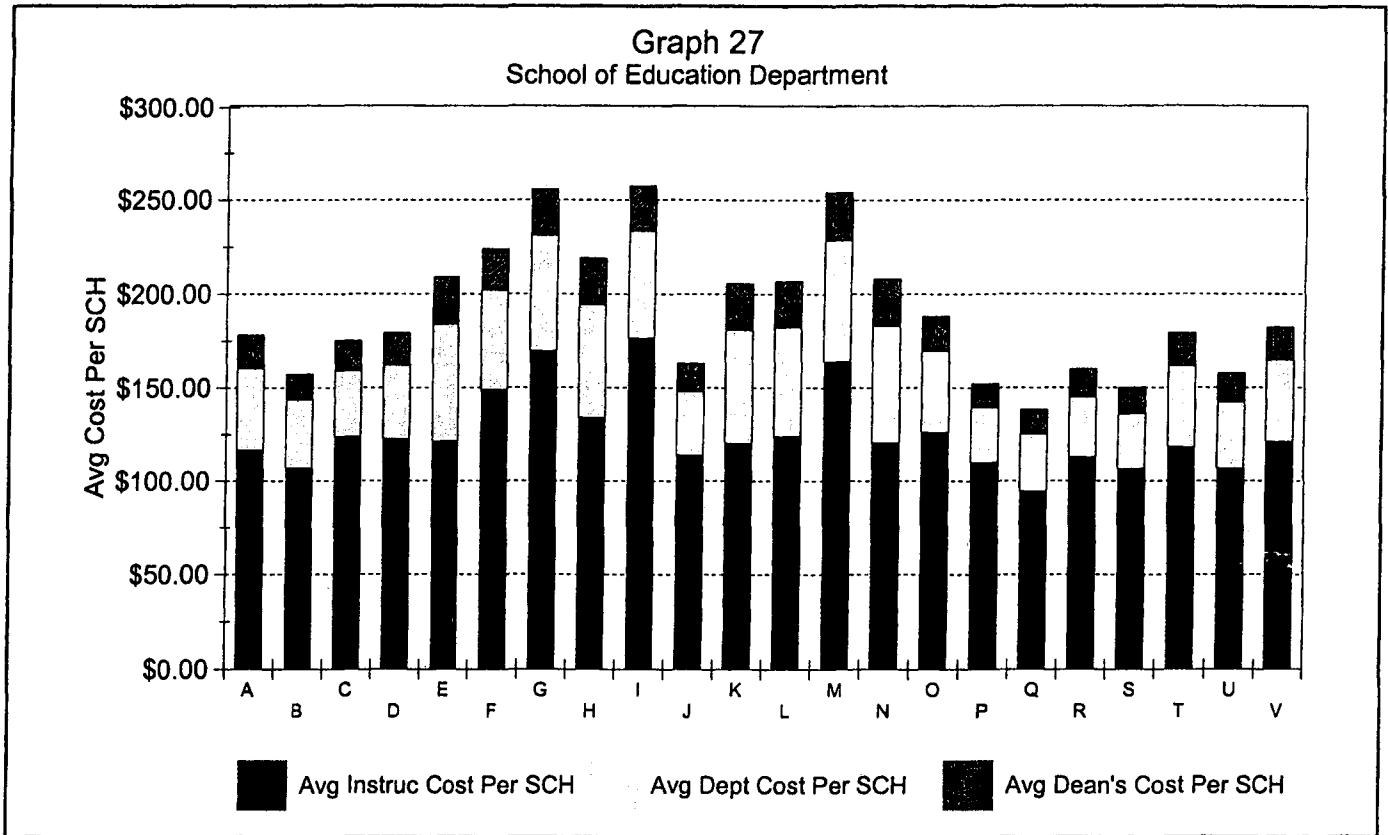
<u>Programs</u>	<u>Avg Instructor Cost/SCH</u>	<u>Avg Dept Cost/SCH</u>	<u>Avg Dean's Cost/SCH</u>	<u>Total Avg Cost/SCH</u>
A Computer Info Systems (PC/Networking Support Track) AAS	\$109.94	\$28.51	\$14.46	\$152.90
B Computer Info Systems (Programming Track) AAS	\$120.66	\$28.51	\$14.46	\$163.62
C Computer Info Systems (WEB Development Track) AAS	\$115.13	\$28.27	\$14.20	\$157.60
D Computer Information Systems BS	\$121.11	\$28.90	\$14.51	\$164.52
E Computer Information Systems/Management BS	\$127.60	\$27.39	\$15.03	\$170.02
F Computer Literacy Certificate	\$109.50	\$37.84	\$16.46	\$163.79
G Information Systems Management MS	\$274.39	\$38.29	\$16.96	\$329.63
H Mainframe Computer Certificate	\$175.40	\$37.84	\$16.46	\$229.70
I Midrange Computer Certificate	\$129.67	\$39.00	\$17.75	\$186.43

**Ferris State University**  
**Average Instructor, Department and Dean's Cost Per SCH for Degree Programs**  
**Health Management Department**  
**2001 - 2002 Data**



<u>Programs</u>	<u>Avg Instructor Cost/SCH</u>	<u>Avg Dept Cost/SCH</u>	<u>Avg Dean's Cost/SCH</u>	<u>Total Avg Cost/SCH</u>
A Environmental Health & Safety Mgmt (Env Health option) BS	\$176.03	\$43.11	\$19.68	\$238.82
B Environmental Hlth & Safety Mgmt (Haz Material Mgmt opt) BS	\$182.94	\$41.34	\$18.63	\$242.92
C Environmental Hlth & Safety Mgmt (Indust Hygiene option) BS	\$167.89	\$41.90	\$18.81	\$228.60
D Environmental Hlth & Safety Mgmt (Indust Safety option) BS	\$199.95	\$45.52	\$20.87	\$266.34
E Environmental Hlth & Safety Tech (Env Health option) AAS	\$153.10	\$42.29	\$19.09	\$214.47
F Environmental Hlth & Safety Tech (Occ Hlth & Safety opt)	\$173.49	\$42.73	\$19.91	\$236.13
G Health Care Systems Administration BS	\$133.81	\$50.22	\$23.54	\$207.58
H Medical Record Administration BS	\$164.82	\$50.40	\$23.78	\$239.00
I Medical Record Technology AAS	\$172.42	\$56.49	\$26.13	\$255.04

**Ferris State University**  
**Average Instructor, Department and Dean's Cost Per SCH for Degree Programs**  
**School of Education Department**  
**2001 - 2002 Data**



<u>Programs</u>	<u>Avg Instructor Cost/SCH</u>	<u>Avg Dept Cost/SCH</u>	<u>Avg Dean's Cost/SCH</u>	<u>Total Avg Cost/SCH</u>
A Allied Health Education BS (Yrs 3 & 4)	\$116.86	\$43.33	\$17.76	\$177.95
B Biology Education BS	\$107.07	\$36.57	\$13.58	\$157.22
C Business Education/General Business BS	\$124.10	\$34.90	\$16.06	\$175.06
D Business Education/Marketing BS	\$122.75	\$39.16	\$17.35	\$179.26
E Career and Tech Edu/Administrative option MS	\$121.53	\$62.04	\$24.93	\$208.51
F Career and Tech Edu/Educational Tech option MS	\$149.08	\$52.53	\$21.73	\$223.34
G Career and Tech Edu/Instructor option MS	\$169.62	\$60.74	\$24.71	\$255.07
H Career and Tech Edu/Postsecondary Admin option MS	\$133.96	\$59.97	\$24.58	\$218.51
I Career and Tech Edu/Training & Dev option MS	\$176.54	\$56.37	\$23.98	\$256.89
J Chemistry Education BS	\$114.11	\$33.97	\$15.07	\$163.15
K Curriculum and Instruction/Administrative option MS	\$120.37	\$60.31	\$24.64	\$205.33
L Curriculum and Instruction/Elementary Cert option MS	\$124.23	\$57.92	\$24.24	\$206.39
M Curriculum and Instruction/Secondary Cert option MS	\$164.08	\$64.00	\$25.26	\$253.34
N Curriculum and Instruction/Subject Area option MS	\$120.79	\$61.98	\$24.92	\$207.70
O Early Childhood Education AAS	\$126.19	\$43.41	\$18.43	\$188.03
P Elementary Education BS	\$110.24	\$29.27	\$12.77	\$152.29
Q English Education BS	\$94.63	\$30.64	\$13.09	\$138.36
R Mathematics Education BS	\$112.88	\$32.09	\$15.03	\$160.01
S Pre-Teaching (Elementary or Secondary) AA	\$106.64	\$29.44	\$13.95	\$150.03
T Technical Education BS (Yrs 3 & 4)	\$118.15	\$43.33	\$17.55	\$179.02
U Training in Business and Industry BS (Yrs 3 & 4)	\$106.81	\$35.43	\$15.51	\$157.74
V Wage Earning Home Economics Education BS (Yrs 3 & 4)	\$121.32	\$43.38	\$17.50	\$182.20

Table I  
**Degree Program Costing Summary**  
**Alpha Listing of Programs**  
**2001-02**

Program Name	Prog Crs Req	Total Instructor Cost*	Total Dept Cost**	Total Dean's Cost***	Total Program Cost	Instructor Cost Per SCH	Dept Cost Per SCH	Dean's Cost Per SCH	Total Cost Per SCH
Elect/Electron Engr Tech (Indust Auto) BS (Yrs	68	\$12,597.57	\$2,486.98	\$857.37	\$15,941.91	\$185.26	\$36.57	\$12.61	\$234.44
Elect/Electron Engr Tech (Tech Integration) BS	68	\$13,602.30	\$2,486.98	\$857.37	\$16,946.65	\$200.03	\$36.57	\$12.61	\$249.22
Elementary Education BS	163	\$17,969.43	\$4,771.82	\$2,081.58	\$24,822.84	\$110.24	\$29.27	\$12.77	\$152.29
English Education BS	144	\$13,627.01	\$4,412.05	\$1,884.42	\$19,923.48	\$94.63	\$30.64	\$13.09	\$138.36
Environmental Health & Safety Mgmt (Env Health	131	\$23,060.51	\$5,646.79	\$2,578.27	\$31,285.57	\$176.03	\$43.11	\$19.68	\$238.82
Environmental Hlth & Safety Mgmt (Haz Material	126	\$23,050.83	\$5,209.03	\$2,347.55	\$30,607.41	\$182.94	\$41.34	\$18.63	\$242.92
Environmental Hlth & Safety Mgmt (Indust Hygie	124	\$20,818.09	\$5,195.68	\$2,332.83	\$28,346.60	\$167.89	\$41.90	\$18.81	\$228.60
Environmental Hlth & Safety Mgmt (Indust Safet	124	\$24,793.60	\$5,644.96	\$2,587.70	\$33,026.26	\$199.95	\$45.52	\$20.87	\$266.34
Environmental Hlth & Safety Tech (Env Health c	63	\$9,645.01	\$2,664.44	\$1,202.45	\$13,511.90	\$153.10	\$42.29	\$19.09	\$214.47
Environmental Hlth & Safety Tech (Occ Hlth & S	62	\$10,756.35	\$2,649.23	\$1,234.69	\$14,640.27	\$173.49	\$42.73	\$19.91	\$236.13
Facilities Management BS (Yrs 3 & 4)	68	\$10,205.12	\$2,878.77	\$968.96	\$14,052.85	\$150.08	\$42.33	\$14.25	\$206.66
Facilities Management Certificate	12	\$2,889.82	\$763.14	\$191.78	\$3,844.74	\$240.82	\$63.59	\$15.98	\$320.40
Finance/Investment Concentration BS	123	\$15,960.66	\$2,977.72	\$1,796.52	\$20,734.90	\$129.76	\$24.21	\$14.61	\$168.58
Fine Arts/Drawing BFA	120	\$19,065.10	\$4,020.26	\$2,925.22	\$26,010.58	\$158.88	\$33.50	\$24.38	\$216.75
Fine Arts/Drawing MFA	60	\$39,520.12	\$1,972.66	\$1,493.09	\$42,985.88	\$658.67	\$32.88	\$24.88	\$716.43
Fine Arts/Dual Concentration MFA	60	\$39,520.12	\$1,972.66	\$1,493.09	\$42,985.88	\$658.67	\$32.88	\$24.88	\$716.43
Fine Arts/Painting BFA	120	\$19,065.10	\$4,020.26	\$2,925.22	\$26,010.58	\$158.88	\$33.50	\$24.38	\$216.75
Fine Arts/Painting MFA	60	\$39,520.12	\$1,972.66	\$1,493.09	\$42,985.88	\$658.67	\$32.88	\$24.88	\$716.43
Fine Arts/Photography BFA	120	\$20,103.35	\$4,035.25	\$2,913.02	\$27,051.63	\$167.53	\$33.63	\$24.28	\$225.43
Fine Arts/Photography MFA	60	\$39,520.12	\$1,972.66	\$1,493.09	\$42,985.88	\$658.67	\$32.88	\$24.88	\$716.43
Fine Arts/Printmaking BFA	120	\$24,913.83	\$4,005.28	\$2,937.41	\$31,856.52	\$207.62	\$33.38	\$24.48	\$265.47
Fine Arts/Printmaking MFA	60	\$39,520.12	\$1,972.66	\$1,493.09	\$42,985.88	\$658.67	\$32.88	\$24.88	\$716.43
Fine Arts/Sculpture BFA	120	\$24,568.55	\$4,005.28	\$2,937.41	\$31,511.24	\$204.74	\$33.38	\$24.48	\$262.59
Fine Arts/Woodworking & Functional Art BFA	120	\$22,237.91	\$4,005.28	\$2,937.41	\$29,180.59	\$185.32	\$33.38	\$24.48	\$243.17
Forensics Sciences/Clinical Crime Investigation	12	\$1,806.18	\$316.24	\$96.56	\$2,218.98	\$150.51	\$26.35	\$8.05	\$184.91
Furniture Design BFA	120	\$16,413.45	\$2,899.71	\$2,925.22	\$22,238.38	\$136.78	\$24.16	\$24.38	\$185.32
General Business AAS	63	\$6,623.11	\$1,480.19	\$885.65	\$8,988.94	\$105.13	\$23.50	\$14.06	\$142.68
Geographic Information Systems Certificate	6	\$758.34	\$686.98	\$95.89	\$1,541.21	\$126.39	\$114.50	\$15.98	\$256.87
Health Care Systems Administration BS	124	\$16,592.72	\$6,227.74	\$2,919.18	\$25,739.65	\$133.81	\$50.22	\$23.54	\$207.58
Heavy Equipment Serv Eng Tech/Maint opt BS	68	\$9,633.17	\$3,603.08	\$999.51	\$14,235.75	\$141.66	\$52.99	\$14.70	\$209.35
Heavy Equipment Serv Eng Tech/Mfg opt BS (N	68	\$8,239.67	\$3,644.38	\$934.06	\$12,818.11	\$121.17	\$53.59	\$13.74	\$188.50
Heavy Equipment Technology AAS	68	\$12,407.41	\$5,329.00	\$973.59	\$18,710.01	\$182.46	\$78.37	\$14.32	\$275.15
Heavy Equipment Technology Komatsu Equip R	18	\$3,138.00	\$1,061.80	\$366.80	\$4,566.60	\$174.33	\$58.99	\$20.38	\$253.70
Horticulture for Golf Course Managers Certifica	11	\$2,629.45	\$338.37	\$88.51	\$3,056.33	\$239.04	\$30.76	\$8.05	\$277.85
Hotel Management BS (Yrs 3 & 4)	65	\$12,207.88	\$1,865.50	\$977.27	\$15,050.65	\$187.81	\$28.70	\$15.03	\$231.55
Hotel Management Certificate	12	\$3,958.68	\$416.02	\$197.47	\$4,572.17	\$329.89	\$34.67	\$16.46	\$381.01
Human Resource Management BS	124	\$14,045.47	\$2,943.71	\$1,720.12	\$18,709.30	\$113.27	\$23.74	\$13.87	\$150.88
HVACR Engineering Technology BS (Yrs 3 & 4)	64	\$10,835.37	\$3,010.88	\$879.55	\$14,725.80	\$169.30	\$47.05	\$13.74	\$230.09
HVACR Technology AAS	67	\$10,963.62	\$3,169.50	\$901.96	\$15,035.08	\$163.64	\$47.31	\$13.46	\$224.40
Illustration BFA	120	\$21,800.76	\$3,302.63	\$2,925.22	\$28,028.60	\$181.67	\$27.52	\$24.38	\$233.57
Industrial Chemistry Technology AAS	63	\$10,453.54	\$1,348.87	\$536.49	\$12,338.91	\$165.93	\$21.41	\$8.52	\$195.86
Industrial Design BFA	120	\$17,613.65	\$2,997.24	\$2,937.41	\$23,548.30	\$146.78	\$24.98	\$24.48	\$196.24

\* Instructor Cost - Salary & Fringe

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

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

Table I  
**Degree Program Costing Summary**  
**Alpha Listing of Programs**  
**2001-02**

Program Name	Prog Crs Req	Total Instructor Cost*	Total Dept Cost**	Total Dean's Cost***	Total Program Cost	Instructor Cost Per SCH	Dept Cost Per SCH	Dean's Cost Per SCH	Total Cost Per SCH
Industrial Electronics Technology AAS	67	\$13,289.21	\$2,725.85	\$884.67	\$16,899.72	\$198.35	\$40.68	\$13.20	\$252.23
Information Systems Management MS	31	\$8,505.99	\$1,186.97	\$525.65	\$10,218.62	\$274.39	\$38.29	\$16.96	\$329.63
Integrated Resource Management BS	121	\$16,011.83	\$3,398.97	\$1,860.18	\$21,270.99	\$132.33	\$28.09	\$15.37	\$175.79
Interior Design BFA	120	\$18,474.72	\$2,899.71	\$2,925.22	\$24,299.65	\$153.96	\$24.16	\$24.38	\$202.50
International Business BS	125	\$16,150.87	\$3,159.99	\$1,819.68	\$21,130.55	\$129.21	\$25.28	\$14.56	\$169.04
International Business Certificate	12	\$1,952.83	\$250.56	\$197.47	\$2,400.86	\$162.74	\$20.88	\$16.46	\$200.07
Journalism Certificate	12	\$1,600.17	\$284.46	\$137.32	\$2,021.95	\$133.35	\$23.71	\$11.44	\$168.50
Legal Assistant AAS	64	\$6,620.85	\$1,469.03	\$916.19	\$9,006.06	\$103.45	\$22.95	\$14.32	\$140.72
Liberal Arts AA	60	\$5,228.41	\$1,220.75	\$536.09	\$6,985.26	\$87.14	\$20.35	\$8.93	\$116.42
Mainframe Computer Certificate	13	\$2,280.25	\$491.90	\$213.92	\$2,986.07	\$175.40	\$37.84	\$16.46	\$229.70
Management BS	130	\$16,480.63	\$3,305.87	\$1,893.03	\$21,679.53	\$126.77	\$25.43	\$14.56	\$166.77
Manufacturing Engineering Technology BS (Yrs	79	\$11,546.54	\$3,544.14	\$1,110.15	\$16,200.83	\$146.16	\$44.86	\$14.05	\$205.07
Manufacturing Operations Management Certific	12	\$2,827.94	\$382.28	\$196.04	\$3,406.26	\$235.66	\$31.86	\$16.34	\$283.86
Manufacturing Tooling Technology AAS	68	\$16,329.91	\$2,814.40	\$940.33	\$20,084.64	\$240.15	\$41.39	\$13.83	\$295.36
Marketing BS	124	\$15,090.70	\$3,375.33	\$1,779.17	\$20,245.19	\$121.70	\$27.22	\$14.35	\$163.27
Marketing Certificate	12	\$1,668.88	\$416.02	\$197.47	\$2,282.37	\$139.07	\$34.67	\$16.46	\$190.20
Marketing (Retailing Track) BS	124	\$14,355.23	\$3,332.44	\$1,739.27	\$19,426.95	\$115.77	\$26.87	\$14.03	\$156.67
Marketing (Sales Track) BS	124	\$16,925.05	\$3,238.36	\$1,695.53	\$21,858.93	\$136.49	\$26.12	\$13.67	\$176.28
Marketing Research Certificate	12	\$2,153.03	\$374.83	\$197.47	\$2,725.33	\$179.42	\$31.24	\$16.46	\$227.11
Marketing Sales Certificate	12	\$2,639.83	\$355.18	\$172.24	\$3,167.25	\$219.99	\$29.60	\$14.35	\$263.94
Mathematics Education BS	141	\$15,916.16	\$4,525.33	\$2,119.58	\$22,561.07	\$112.88	\$32.09	\$15.03	\$160.01
Mechanical Engineering Technology AAS	66	\$8,002.18	\$1,947.89	\$805.21	\$10,755.28	\$121.25	\$29.51	\$12.20	\$162.96
Mechanical Engineering Technology BS	72	\$8,115.10	\$2,502.60	\$1,008.49	\$11,626.19	\$112.71	\$34.76	\$14.01	\$161.47
Medical Laboratory Technology AAS	79	\$18,739.54	\$2,857.00	\$1,900.43	\$23,496.97	\$237.21	\$36.16	\$24.06	\$297.43
Medical Record Administration BS	124	\$20,437.08	\$6,250.13	\$2,949.05	\$29,636.26	\$164.82	\$50.40	\$23.78	\$239.00
Medical Record Technology AAS	63	\$10,862.58	\$3,558.60	\$1,646.25	\$16,067.43	\$172.42	\$56.49	\$26.13	\$255.04
Medical Technology BS	139	\$26,785.66	\$5,071.11	\$3,189.08	\$35,045.86	\$192.70	\$36.48	\$22.94	\$252.13
Midrange Computer Certificate	12	\$1,556.07	\$468.04	\$213.00	\$2,237.11	\$129.67	\$39.00	\$17.75	\$186.43
Music Industry Management BS	124	\$22,015.02	\$3,559.85	\$1,782.95	\$27,357.82	\$177.54	\$28.71	\$14.38	\$220.63
New Media Printing and Publishing BS (Yrs 3 &	68	\$12,334.30	\$2,847.73	\$900.13	\$16,082.16	\$181.39	\$41.88	\$13.24	\$236.50
Nuclear Medicine Technology AAS	69	\$6,865.57	\$2,659.45	\$1,819.97	\$11,344.99	\$99.50	\$38.54	\$26.38	\$164.42
Nuclear Medicine Technology BS	129	\$18,304.91	\$4,773.26	\$2,887.84	\$25,966.01	\$141.90	\$37.00	\$22.39	\$201.29
Nursing AAS	85	\$15,601.60	\$7,373.97	\$2,230.85	\$25,206.42	\$183.55	\$86.75	\$26.25	\$296.55
Nursing BSN (Yrs 3 & 4)	80	\$8,965.31	\$4,564.72	\$1,526.44	\$15,056.46	\$112.07	\$57.06	\$19.08	\$188.21
Optometry OD (Professional Yrs 1,2,3 & 4)	163	\$71,549.96	\$10,876.05	\$17,468.64	\$99,894.64	\$438.96	\$66.72	\$107.17	\$612.85
Ornamental Horticulture Certificate	11	\$1,259.65	\$338.37	\$88.51	\$1,686.53	\$114.51	\$30.76	\$8.05	\$153.32
Ornamental Horticulture Technology AAS	60	\$9,050.75	\$1,617.09	\$512.25	\$11,180.09	\$150.85	\$26.95	\$8.54	\$186.33
Performance Machining Certificate	12	\$1,001.83	\$785.96	\$191.78	\$1,979.58	\$83.49	\$65.50	\$15.98	\$164.96
Performance Motorsports Certificate	10	\$1,758.04	\$654.97	\$159.82	\$2,572.83	\$175.80	\$65.50	\$15.98	\$257.28
Plastics Engineering Technology BS (Yrs 3 & 4)	65	\$9,190.61	\$4,238.05	\$896.81	\$14,325.47	\$141.39	\$65.20	\$13.80	\$220.39
Plastics Technology AAS	68	\$9,827.00	\$3,738.84	\$829.24	\$14,395.08	\$144.51	\$54.98	\$12.19	\$211.69
3-Criminal Justice AA	64	\$6,001.34	\$1,675.29	\$882.93	\$8,559.56	\$93.77	\$26.18	\$13.80	\$133.74

\* Instructor Cost - Salary & Fringe

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

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

**Table I**  
**Degree Program Costing Summary**  
**Alpha Listing of Programs**  
**2001-02**

Program Name	Prog Crs Req	Total Instructor Cost*	Total Dept Cost**	Total Dean's Cost***	Total Program Cost	Instructor Cost Per SCH	Dept Cost Per SCH	Dean's Cost Per SCH	Total Cost Per SCH
Pre-Engineering AS	73	\$8,249.00	\$1,341.91	\$681.91	\$10,272.82	\$113.00	\$18.38	\$9.34	\$140.72
Pre-Law AA	60	\$6,304.99	\$1,367.36	\$826.70	\$8,499.05	\$105.08	\$22.79	\$13.78	\$141.65
Pre-Mortuary Science AS	60	\$5,975.43	\$1,433.22	\$660.64	\$8,069.28	\$99.59	\$23.89	\$11.01	\$134.49
Pre-Optometry AS	88	\$9,266.29	\$1,916.13	\$717.07	\$11,899.49	\$105.30	\$21.77	\$8.15	\$135.22
Pre-Pharmacy AS	61	\$5,110.92	\$1,257.41	\$517.01	\$6,885.35	\$83.79	\$20.61	\$8.48	\$112.87
Pre-Public Administration AA	60	\$5,412.65	\$1,390.25	\$880.31	\$7,683.20	\$90.21	\$23.17	\$14.67	\$128.05
Pre-Science AS	60	\$5,714.80	\$1,455.63	\$643.33	\$7,813.76	\$95.25	\$24.26	\$10.72	\$130.23
Pre-Social Work AA	60	\$5,674.04	\$1,542.47	\$732.51	\$7,949.02	\$94.57	\$25.71	\$12.21	\$132.48
Pre-Teaching (Elementary or Secondary) AA	65	\$6,931.77	\$1,913.75	\$906.63	\$9,752.15	\$106.64	\$29.44	\$13.95	\$150.03
Pre-Technical & Professional Communications	60	\$6,069.41	\$1,571.06	\$823.00	\$8,463.47	\$101.16	\$26.18	\$13.72	\$141.06
Printing & Digital Graphic Imaging Technology	62	\$16,081.09	\$3,242.82	\$855.98	\$20,179.89	\$259.37	\$52.30	\$13.81	\$325.48
Printing Management BS (Yrs 3 & 4)	67	\$11,109.86	\$2,696.63	\$911.88	\$14,718.37	\$165.82	\$40.25	\$13.61	\$219.68
Product Design Engineering Technology BS (Yr	68	\$8,831.34	\$2,756.54	\$888.70	\$12,476.58	\$129.87	\$40.54	\$13.07	\$183.48
Professional Golf Management BS	124	\$13,525.31	\$3,439.89	\$1,787.26	\$18,752.46	\$109.08	\$27.74	\$14.41	\$151.23
Professional Tennis Management BS	126	\$13,150.10	\$3,511.36	\$1,834.79	\$18,496.25	\$104.37	\$27.87	\$14.56	\$146.80
Psychology BS	124	\$12,672.63	\$3,215.71	\$1,516.39	\$17,404.73	\$102.20	\$25.93	\$12.23	\$140.36
Public Administration BS	124	\$12,226.98	\$3,277.41	\$1,852.66	\$17,357.04	\$98.60	\$26.43	\$14.94	\$139.98
Public Relations BS	124	\$13,537.14	\$3,219.96	\$1,697.65	\$18,454.75	\$109.17	\$25.97	\$13.69	\$148.83
Public Relations Certificate	13	\$2,072.22	\$440.83	\$234.63	\$2,747.68	\$159.40	\$33.91	\$18.05	\$211.36
Quality Engineering Technology BS (Yrs 3 & 4)	68	\$10,319.18	\$2,490.12	\$941.64	\$13,750.94	\$151.75	\$36.62	\$13.85	\$202.22
Quality Technology Certificate	12	\$1,809.74	\$611.98	\$191.78	\$2,613.50	\$150.81	\$51.00	\$15.98	\$217.79
Radiography AAS	80	\$7,217.79	\$3,216.03	\$2,259.93	\$12,693.74	\$90.22	\$40.20	\$28.25	\$158.67
Real Estate AAS	63	\$5,999.28	\$1,496.09	\$861.62	\$8,356.99	\$95.23	\$23.75	\$13.68	\$132.65
Real Estate Certificate	9	\$1,081.93	\$252.78	\$163.63	\$1,498.34	\$120.21	\$28.09	\$18.18	\$166.48
Recreation Leadership & Mgmt/Corp Fitness-W	128	\$16,813.18	\$4,030.23	\$2,206.56	\$23,049.97	\$131.35	\$31.49	\$17.24	\$180.08
Recreation Leadership & Mgmt/Leisure Service	128	\$16,946.90	\$3,957.92	\$2,188.79	\$23,093.62	\$132.40	\$30.92	\$17.10	\$180.42
Recreation Leadership & Mgmt/Outdoor-Adv Ed	128	\$16,790.60	\$3,990.24	\$2,218.29	\$22,999.14	\$131.18	\$31.17	\$17.33	\$179.68
Recreation Leadership & Mgmt/Sports Manager	128	\$17,135.16	\$3,957.92	\$2,188.79	\$23,281.87	\$133.87	\$30.92	\$17.10	\$181.89
Resort Mgmt/Facilities Operations Mgmt Concer	126	\$17,816.50	\$4,008.62	\$1,845.51	\$23,670.63	\$141.40	\$31.81	\$14.65	\$187.86
Resort Mgmt/Facilities Planning Mgmt Concentr	124	\$16,607.95	\$3,848.71	\$1,816.96	\$22,273.62	\$133.94	\$31.04	\$14.65	\$179.63
Resort Mgmt/Lodging Management Concentrati	126	\$18,845.69	\$3,572.30	\$1,852.61	\$24,270.60	\$149.57	\$28.35	\$14.70	\$192.62
Resort Mgmt/Marketing Concentration BS	126	\$16,103.49	\$3,619.29	\$1,883.68	\$21,606.46	\$127.81	\$28.72	\$14.95	\$171.48
Resort Mgmt/Rec & Leadership Mgmt Concentr	125	\$15,469.78	\$3,582.40	\$1,959.48	\$21,011.65	\$123.76	\$28.66	\$15.68	\$168.09
Respiratory Care AAS	79	\$20,973.20	\$3,064.92	\$1,948.89	\$25,987.01	\$265.48	\$38.80	\$24.67	\$328.95
Restaurant and Food Industry Management AA	69	\$12,552.16	\$1,906.43	\$977.19	\$15,435.77	\$181.92	\$27.63	\$14.16	\$223.71
Restaurant and Food Industry Management Ce	12	\$1,241.02	\$416.02	\$197.47	\$1,854.50	\$103.42	\$34.67	\$16.46	\$154.54
Retailing Certificate	12	\$1,394.62	\$416.02	\$197.47	\$2,008.11	\$116.22	\$34.67	\$16.46	\$167.34
Rubber Engineering Technology BS (Yrs 3 & 4)	66	\$11,405.94	\$4,116.04	\$960.76	\$16,482.74	\$172.82	\$62.36	\$14.56	\$249.74
Rubber Technology AAS	68	\$10,210.17	\$3,210.89	\$806.85	\$14,227.91	\$150.15	\$47.22	\$11.87	\$209.23
Small Business Management BS	123	\$14,178.98	\$2,926.65	\$1,761.70	\$18,867.33	\$115.28	\$23.79	\$14.32	\$153.39
Small Business Management Certificate	12	\$1,742.51	\$292.10	\$197.47	\$2,232.08	\$145.21	\$24.34	\$16.46	\$186.01
Social Work BSW	128	\$15,604.69	\$2,820.43	\$1,145.51	\$19,570.63	\$121.91	\$22.03	\$8.95	\$152.90

\* Instructor Cost - Salary & Fringe

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

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

Table II

**Degree Program Costing**  
**Total Program Cost Ranked High to Low**  
**2001-02**

Program Name	Program Credits Required	Total Instructor Cost*	Total Dept Cost**	Total Dean's Cost***	Total Program Cost
Optometry OD (Professional Yrs 1,2,3 & 4)	163	\$71,549.96	\$10,876.05	\$17,468.64	\$99,894.64
Doctor of Pharmacy Pharm.D. (Professional Yrs 1,2,3 & 4)	147	\$45,360.80	\$9,299.97	\$7,686.57	\$62,347.34
Fine Arts/Drawing MFA	60	\$39,520.12	\$1,972.66	\$1,493.09	\$42,985.88
Fine Arts/Dual Concentration MFA	60	\$39,520.12	\$1,972.66	\$1,493.09	\$42,985.88
Fine Arts/Painting MFA	60	\$39,520.12	\$1,972.66	\$1,493.09	\$42,985.88
Fine Arts/Photography MFA	60	\$39,520.12	\$1,972.66	\$1,493.09	\$42,985.88
Fine Arts/Printmaking MFA	60	\$39,520.12	\$1,972.66	\$1,493.09	\$42,985.88
Surveying Engineering BS	138	\$24,445.85	\$9,859.63	\$1,795.01	\$36,100.50
Computer Networks & Systems (Embedded Systems Track) BS	136	\$28,625.94	\$5,139.11	\$1,763.70	\$35,528.75
Medical Technology BS	139	\$26,785.66	\$5,071.11	\$3,189.08	\$35,045.86
Computer Networks & Systems (Indust Automation Track) BS	136	\$26,734.03	\$5,139.11	\$1,763.70	\$33,636.84
Biotechnology BS	130	\$29,406.69	\$3,126.78	\$1,099.81	\$33,633.29
Environmental Hlth & Safety Mgmt (Indust Safety option) BS	124	\$24,793.60	\$5,644.96	\$2,587.70	\$33,026.26
Fine Arts/Printmaking BFA	120	\$24,913.83	\$4,005.28	\$2,937.41	\$31,856.52
Fine Arts/Sculpture BFA	120	\$24,568.55	\$4,005.28	\$2,937.41	\$31,511.24
Environmental Health & Safety Mgmt (Env Health option) BS	131	\$23,060.51	\$5,646.79	\$2,578.27	\$31,285.57
Television and Digital Media Production BS	124	\$18,100.69	\$10,932.27	\$2,193.29	\$31,226.25
Computer Networks & Systems (Info Systems Track) BS	137	\$24,347.01	\$5,044.12	\$1,783.95	\$31,175.08
Environmental Hlth & Safety Mgmt (Haz Material Mgmt option) BS	126	\$23,050.83	\$5,209.03	\$2,347.55	\$30,607.41
Medical Record Administration BS	124	\$20,437.08	\$6,250.13	\$2,949.05	\$29,636.26
Fine Arts/Woodworking & Functional Art BFA	120	\$22,237.91	\$4,005.28	\$2,937.41	\$29,180.59
Environmental Hlth & Safety Mgmt (Indust Hygiene option) BS	124	\$20,818.09	\$5,195.68	\$2,332.83	\$28,346.60
Illustration BFA	120	\$21,800.76	\$3,302.63	\$2,925.22	\$28,028.60
Construction Management (Highway/Bridge Track) BS	131	\$21,572.74	\$4,160.92	\$1,803.82	\$27,537.48
Music Industry Management BS	124	\$22,015.02	\$3,559.85	\$1,782.95	\$27,357.82
Fine Arts/Photography BFA	120	\$20,103.35	\$4,035.25	\$2,913.02	\$27,051.63
Computer Information Systems/Management BS	159	\$20,289.04	\$4,355.61	\$2,389.07	\$27,033.72
Visual Communication - Multimedia Design Focus BFA	120	\$20,940.82	\$2,700.76	\$2,937.41	\$26,578.99
Business Education/Marketing BS	148	\$18,167.26	\$5,795.98	\$2,567.57	\$26,530.80
Business Education/Marketing BS	148	\$18,167.26	\$5,795.98	\$2,567.57	\$26,530.80
Business Education/General Business BS	151	\$18,739.72	\$5,270.18	\$2,424.82	\$26,434.73
Accountancy/Computer Information Systems BS	144	\$20,247.12	\$3,865.74	\$2,124.72	\$26,237.58
Accountancy/Finance BS	137	\$21,089.06	\$2,984.72	\$2,018.39	\$26,092.17
Fine Arts/Painting BFA	120	\$19,065.10	\$4,020.26	\$2,925.22	\$26,010.58
Fine Arts/Drawing BFA	120	\$19,065.10	\$4,020.26	\$2,925.22	\$26,010.58
Respiratory Care AAS	79	\$20,973.20	\$3,064.92	\$1,948.89	\$25,987.01

\* Instructor Cost - Salary &amp; Fringe

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

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

Table II  
**Degree Program Costing**  
**Total Program Cost Ranked High to Low**  
**2001-02**

Program Name	Program Credits Required	Total Instructor Cost*	Total Dept Cost**	Total Dean's Cost***	Total Program Cost
Nuclear Medicine Technology BS	129	\$18,304.91	\$4,773.26	\$2,887.84	\$25,966.01
Health Care Systems Administration BS	124	\$16,592.72	\$6,227.74	\$2,919.18	\$25,739.65
Art History - Academic BS	120	\$18,465.40	\$4,247.23	\$2,681.36	\$25,393.99
Nursing AAS	85	\$15,601.60	\$7,373.97	\$2,230.85	\$25,206.42
Art History -Studio BS	120	\$17,983.26	\$4,157.30	\$2,754.52	\$24,895.08
Elementary Education BS	163	\$17,969.43	\$4,771.82	\$2,081.58	\$24,822.84
Chemistry Education BS	152	\$17,344.01	\$5,164.08	\$2,290.36	\$24,798.45
Interior Design BFA	120	\$18,474.72	\$2,899.71	\$2,925.22	\$24,299.65
Resort Mgmt/Lodging Management Concentration BS	126	\$18,845.69	\$3,572.30	\$1,852.61	\$24,270.60
Tech & Professional Comm (Publication Mgmt Track) BS	121	\$19,423.64	\$3,412.61	\$1,351.84	\$24,188.09
Visual Communication - Print Media Focus BFA	120	\$18,015.92	\$2,753.97	\$2,937.41	\$23,707.31
Resort Mgmt/Facilities Operations Mgmt Concentration BS	126	\$17,816.50	\$4,008.62	\$1,845.51	\$23,670.63
Industrial Design BFA	120	\$17,613.65	\$2,997.24	\$2,937.41	\$23,548.30
Medical Laboratory Technology AAS	79	\$18,739.54	\$2,857.00	\$1,900.43	\$23,496.97
Recreation Leadership & Mgmt/Sports Management Track BS	128	\$17,135.16	\$3,957.92	\$2,188.79	\$23,281.87
Recreation Leadership & Mgmt/Leisure Service Track BS	128	\$16,946.90	\$3,957.92	\$2,188.79	\$23,093.62
Recreation Leadership & Mgmt/Corp Fitness-Well Track BS	128	\$16,813.18	\$4,030.23	\$2,206.56	\$23,049.97
Recreation Leadership & Mgmt/Outdoor-Adv Edu Track BS	128	\$16,790.60	\$3,990.24	\$2,218.29	\$22,999.14
Accountancy (Public Accounting Track) BS	124	\$18,242.68	\$2,923.75	\$1,827.97	\$22,994.40
Construction Management (Commercial/Indust Track) BS	131	\$16,854.57	\$4,224.80	\$1,803.82	\$22,883.19
Mathematics Education BS	141	\$15,916.16	\$4,525.33	\$2,119.58	\$22,561.07
Accountancy (Professionally Directed Track) BS	124	\$17,542.14	\$2,948.59	\$1,833.85	\$22,324.58
Tech & Professional Comm (Automotive Writing Track) BS	121	\$17,327.03	\$3,591.80	\$1,359.24	\$22,278.08
Resort Mgmt/Facilities Planning Mgmt Concentration BS	124	\$16,607.95	\$3,848.71	\$1,816.96	\$22,273.62
Furniture Design BFA	120	\$16,413.45	\$2,899.71	\$2,925.22	\$22,238.38
Marketing (Sales Track) BS	124	\$16,925.05	\$3,238.36	\$1,695.53	\$21,858.93
Management BS	130	\$16,480.63	\$3,305.87	\$1,893.03	\$21,679.53
Advertising BS	125	\$16,488.97	\$3,398.17	\$1,750.78	\$21,637.92
E-Commerce Marketing BS	124	\$16,310.74	\$3,492.87	\$1,814.09	\$21,617.69
Resort Mgmt/Marketing Concentration BS	126	\$16,103.49	\$3,619.29	\$1,883.68	\$21,606.46
Integrated Resource Management BS	121	\$16,011.83	\$3,398.97	\$1,860.18	\$21,270.99
Tech & Professional Comm (Multimedia Writing Track) BS	121	\$16,642.76	\$3,070.89	\$1,425.67	\$21,139.32
International Business BS	125	\$16,150.87	\$3,159.99	\$1,819.68	\$21,130.55
Resort Mgmt/Rec & Leadership Mgmt Concentration BS	125	\$15,469.78	\$3,582.40	\$1,959.48	\$21,011.65
Finance/Investment Concentration BS	123	\$15,960.66	\$2,977.72	\$1,796.52	\$20,734.90
Tech & Professional Comm (Computer Info Writing Track) BS	121	\$16,324.59	\$3,043.17	\$1,365.77	\$20,733.52

\* Instructor Cost - *Salary & Fringe*

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

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



**Table III**  
**Degree Program Costing**  
**Total Cost per SCH Ranked High to Low**  
**2001-02**

Program Name	Program Credits Required	Instructor Cost per SCH	Dept Cost per SCH	Dean's Cost per SCH	Total Cost per SCH
Tech & Professional Comm (Multimedia Writing Track) BS	121	\$137.54	\$25.38	\$11.78	\$174.71
Construction Management (Commercial/Indust Track) BS	131	\$128.66	\$32.25	\$13.77	\$174.68
E-Commerce Marketing BS	124	\$131.54	\$28.17	\$14.63	\$174.34
Advertising BS	125	\$131.91	\$27.19	\$14.01	\$173.10
Resort Mgmt/Marketing Concentration BS	126	\$127.81	\$28.72	\$14.95	\$171.48
Tech & Professional Comm (Computer Info Writing Track)	121	\$134.91	\$25.15	\$11.29	\$171.35
Computer Information Systems/Management BS	159	\$127.60	\$27.39	\$15.03	\$170.02
International Business BS	125	\$129.21	\$25.28	\$14.56	\$169.04
Tech & Professional Comm (Sci & Medical Writing Track)	121	\$131.38	\$25.93	\$11.30	\$168.61
Finance/Investment Concentration BS	123	\$129.76	\$24.21	\$14.61	\$168.58
Journalism Certificate	12	\$133.35	\$23.71	\$11.44	\$168.50
Resort Mgmt/Rec & Leadership Mgmt Concentration BS	125	\$123.76	\$28.66	\$15.68	\$168.09
Retailing Certificate	12	\$116.22	\$34.67	\$16.46	\$167.34
Management BS	130	\$126.77	\$25.43	\$14.56	\$166.77
Customer Energy Specialist Certificate	48	\$123.80	\$29.59	\$13.32	\$166.71
Real Estate Certificate	9	\$120.21	\$28.09	\$18.18	\$166.48
Visual Design and Web Media AAS	61	\$121.44	\$29.24	\$14.58	\$165.25
Performance Machining Certificate	12	\$83.49	\$65.50	\$15.98	\$164.96
Computer Information Systems BS	126	\$121.11	\$28.90	\$14.51	\$164.52
Nuclear Medicine Technology AAS	69	\$99.50	\$38.54	\$26.38	\$164.42
Computer Literacy Certificate	12	\$109.50	\$37.84	\$16.46	\$163.79
Computer Info Systems (Programming Track) AAS	60	\$120.66	\$28.51	\$14.46	\$163.62
Marketing BS	124	\$121.70	\$27.22	\$14.35	\$163.27
Chemistry Education BS	152	\$114.11	\$33.97	\$15.07	\$163.15
Mechanical Engineering Technology AAS	66	\$121.25	\$29.51	\$12.20	\$162.96
Applied Mathematics (Computer Science Track) BS	120	\$125.01	\$24.28	\$13.47	\$162.76
Mechanical Engineering Technology BS	72	\$112.71	\$34.76	\$14.01	\$161.47
Tech & Professional Comm (Technical Journalism Track)	121	\$129.28	\$21.98	\$10.16	\$161.42
Applied Mathematics (Actuarial Science Track) BS	120	\$124.89	\$23.37	\$13.07	\$161.33
Mathematics Education BS	141	\$112.88	\$32.09	\$15.03	\$160.01
Applied Mathematics (Statistics Track) BS	120	\$121.77	\$24.09	\$13.47	\$159.33
Applied Biology (Environmental Biology Track) BS	127	\$126.23	\$24.11	\$8.82	\$159.15
Radiography AAS	80	\$90.22	\$40.20	\$28.25	\$158.67
Training in Business and Industry BS (Yrs 3 & 4)	84	\$106.81	\$35.43	\$15.51	\$157.74
Computer Info Systems (WEB Development Track) AAS	60	\$115.13	\$28.27	\$14.20	\$157.60
Biology Education BS	122	\$107.07	\$36.57	\$13.58	\$157.22
Technical and Professional Communication BS	121	\$125.99	\$21.08	\$9.83	\$156.90

\* Instructor Cost - *Salary & Fringe*

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

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

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

College : Business  
 Department : Management

**Program Name: Management BS**

**Program Credits Required (Total credits to graduate) 130**

\*Instructor Cost per Student Credit Hour(SCH) (Average for program) \$126.77  
 \*\*Department Cost per Student Credit Hour \$25.43  
 \*\*\*Dean's Cost per Student Credit Hour \$14.56

**Total Cost per Student Credit Hour (Average for program) \$166.77**

Total Program Instructor Cost (Assumes a student will complete program in one year) \$16,480.63  
 Total Program Department Cost \$3,305.87  
 Total Program Dean's Cost \$1,893.03

**Total Program Cost (Assumes a student will complete program in one year) \$21,679.53**

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
ACCT321	U	\$23,026	\$2,199	\$1,728	105	\$219	\$21	\$16	3	\$658	\$63	\$49
BLAW321	U	\$135,661	\$29,566	\$23,301	1416	\$96	\$21	\$16	3	\$287	\$63	\$49
BUSN499	N	\$13,999,928	\$3,907,592	\$1,989,040	91943	\$152	\$43	\$22	3	\$457	\$128	\$65
COMM121	L	\$227,811	\$48,084	\$26,892	3342	\$68	\$14	\$8	3	\$204	\$43	\$24
COMM336	U	\$13,195	\$2,676	\$1,497	186	\$71	\$14	\$8	3	\$213	\$43	\$24
CULTELE	E	\$1,788,247	\$327,581	\$166,368	20412	\$88	\$16	\$8	3	\$263	\$48	\$24
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
ENGL325	U	\$130,439	\$26,579	\$12,263	1524	\$86	\$17	\$8	3	\$257	\$52	\$24
FINC322	U	\$165,904	\$29,504	\$23,252	1413	\$117	\$21	\$16	3	\$352	\$63	\$49
FINC323	U	\$11,779	\$1,441	\$1,135	69	\$171	\$21	\$16	3	\$512	\$63	\$49
FREEELE	E	\$28,989,715	\$7,991,398	\$4,654,874	239977	\$121	\$33	\$19	18	\$2,174	\$599	\$349
INTB335	U	\$27,738	\$2,380	\$1,876	114	\$243	\$21	\$16	3	\$730	\$63	\$49
ISYS130	L	\$22,996	\$9,989	\$4,344	264	\$87	\$38	\$16	3	\$261	\$114	\$49
ISYS200	L	\$100,518	\$33,260	\$14,464	879	\$114	\$38	\$16	3	\$343	\$114	\$49
ISYS303	U	\$4,575	\$3,065	\$1,333	81	\$56	\$38	\$16	3	\$169	\$114	\$49
ISYS321	N	\$13,999,928	\$3,907,592	\$1,989,040	91943	\$152	\$43	\$22	3	\$457	\$128	\$65
MATH122	L	\$45,979	\$3,992	\$3,259	405	\$114	\$10	\$8	3	\$341	\$30	\$24
MATH132	L	\$14,834	\$1,833	\$1,497	186	\$80	\$10	\$8	3	\$239	\$30	\$24
MGMT301	U	\$228,218	\$43,974	\$34,655	2106	\$108	\$21	\$16	3	\$325	\$63	\$49
MGMT302	U	\$59,932	\$12,215	\$9,626	585	\$102	\$21	\$16	3	\$307	\$63	\$49
MGMT370	N	\$13,999,928	\$3,907,592	\$1,989,040	91943	\$152	\$43	\$22	3	\$457	\$128	\$65
MGMT373	U	\$57,640	\$7,893	\$6,220	378	\$152	\$21	\$16	3	\$457	\$63	\$49
MGMT488	N	\$13,999,928	\$3,907,592	\$1,989,040	91943	\$152	\$43	\$22	3	\$457	\$128	\$65
MKTG321	U	\$176,865	\$49,819	\$23,646	1437	\$123	\$35	\$16	3	\$369	\$104	\$49
MKTG466	U	\$10,438	\$624	\$296	18	\$580	\$35	\$16	3	\$1,740	\$104	\$49
PLSC323	U	\$15,794	\$6,461	\$2,366	294	\$54	\$22	\$8	3	\$161	\$66	\$24
SCIUELE	E	\$2,388,358	\$687,702	\$207,187	25748	\$93	\$27	\$8	8	\$742	\$214	\$64
SPAN101	L	\$116,293	\$21,068	\$9,720	1208	\$96	\$17	\$8	4	\$385	\$70	\$32
SPAN102	L	\$26,716	\$5,790	\$2,672	332	\$80	\$17	\$8	4	\$322	\$70	\$32
STQM260	L	\$157,194	\$36,182	\$28,435	1728	\$91	\$21	\$16	3	\$273	\$63	\$49
STQM322	U	\$26,156	\$2,513	\$1,975	120	\$218	\$21	\$16	3	\$654	\$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

Table V

**Instructor Cost Per SCH for Courses  
Alpha by Course  
2001-02**

Course	Level	Course Description	Instructor Cost* Per SCH
MGMT301	U	Management	\$108.37
MGMT302	U	Management	\$102.45
MGMT305	U	Management	\$130.89
MGMT310	U	Management	\$100.59
MGMT355	N	Management	\$152.27
MGMT370	N	Management	\$152.27
MGMT371	U	Management	\$117.40
MGMT373	U	Management	\$152.49
MGMT375	U	Management	\$179.54
MGMT377	U	Management	\$185.69
MGMT405	N	Management	\$152.27
MGMT410	U	Management	\$240.96
MGMT447	U	Management	\$89.87
MGMT472	U	Management	\$143.63
MGMT474	U	Management	\$305.84
MGMT488	N	Management	\$152.27
MGMT499	U	Management	\$145.13
MGMT605	G	Management	\$238.46
MGMT673	N	Management	\$152.27
MIMG101	L	Music Industry Management	\$43.57
MIMG192	L	Music Industry Management	\$1,448.66
MIMG292	L	Music Industry Management	\$2,483.43
MIMG451	U	Music Industry Management	\$374.55
MISM601	G	Master of Science Information Systems Managen	\$21.54
MISM610	G	Master of Science Information Systems Managen	\$243.04
MISM620	G	Master of Science Information Systems Managen	\$199.56
MISM640	G	Master of Science Information Systems Managen	\$188.92
MISM651	G	Master of Science Information Systems Managen	\$567.10
MISM655	G	Master of Science Information Systems Managen	\$238.86
MISM670	G	Master of Science Information Systems Managen	\$187.27
MISM671	G	Master of Science Information Systems Managen	\$315.35
MISM672	N	Master of Science Information Systems Managen	\$152.27
MISM700	G	Master of Science Information Systems Managen	\$264.49
MISM715	G	Master of Science Information Systems Managen	\$471.30
MKTG231	L	Marketing	\$121.70
MKTG321	U	Marketing	\$123.08
MKTG322	U	Marketing	\$113.15
MKTG365	U	Marketing	\$226.49
MKTG375	N	Marketing	\$152.27
MKTG378	U	Marketing	\$194.18
MKTG383	U	Marketing	\$162.82
MKTG425	U	Marketing	\$182.44

\* Instructor Cost - Salary & Fringe

## CONCLUSIONS ON THE DATA PRESENTED

Following are the conclusions reached by the PRP panel concerning the Management major:

a. Centrality to FSU mission

Very much in line with the mission of Ferris State University.

b. Uniqueness and visibility

Colleges of Business have majors in Management. In that sense it is not unique. However, what is unique are the courses required and the availability for students to obtain a technical degree from our College of Technology and then transfer and obtain a Management degree from the College of Business. Majors take Purchasing (advisory committee members highly recommend this course), Cross-cultural Business, and a second course in Finance. These are a few of the differences which make this program unique by comparison to other Colleges of Business.

The program does not have great visibility. Not many programs in the College of Business do. It is one of many programs offered in the College of Business. A number of faculty, in response to the faculty survey, indicated that they felt the program needs greater publicity.

c. Service to state and nation

The alumni response to our survey indicate they are performing a service to the state and nation. Many students have graduated from the program since it was created in 1966. They have good positions, including titles as president and vice-president.

The salaries are also good, with quite a few making over \$60,000 and a number over \$100,000. Employers tell us and job outlooks for the state and nation indicate that they will continue to be of service as they fill the variety of positions available in many different industries.

d. Demand by students

Until a few years ago, the major continued to attract students into the program. But, we essentially pushed them away with the changes made in 2000. We feel the program should be revised, utilizing the suggestions made by alumni, employers, and the advisory committee.

With the changes and some visibility, the program should have an increase in enrollment.

e. Quality of instruction

The quality of instruction is very good. Note the unsolicited positive comments by alumni, other faculty, and present students. Instructors are continually looking to improve instruction.

f. Demand for graduates

The response by alumni indicating their positions and salaries, the forecast for opportunities at both state and national levels indicate a continuing demand for graduates possessing the degree.

The U. S. Department of Labor forecasts a growth in employment for Management occupations to rise by 12% from 2002 to 2012. In Michigan, a 8% increase is forecast for the same time period.

g. Placement rate and average salary of graduates.

The placement rate is not available. General placement rates are provided for all graduates of the University. However, our alumni survey shows graduates have obtained positions, some at the top or near the top level of their companies.

Our graduate follow-up survey indicates that, while several respondents earned less than \$20,000, 16 earned over \$100,000, over 50% more than \$60,000, and 83% earned over \$40,000.

Salaries will vary substantially by type and level of responsibilities and by industry. The U. S. Department Labor in its Occupational Outlook indicates that salaries for managers varies from a possible low of \$38,980 for industrial

production managers to a median earnings of \$126,260 for chief executives. Of course, the chief executive can substantially exceed the \$126,260.

For Michigan, the Office of Labor Market Information states that the average annual salary for management occupations, in general, was \$89,180. It also indicates that the annual salary varies, depending upon the type of manager, as general and operations managers, purchasing managers, financial managers, industrial production managers, and transportation/storage/distribution managers.

**h. Service to non-majors**

There are no specialized courses in the program. All of the courses in the program are taken by students majoring in other programs. Some of the courses in the program are offered by other departments in the College of Business as accounting, finance, and marketing. Those with a Management prefix are taken by other majors in the department, or students majoring in programs offered by other departments.

For example, the Purchasing course would have primarily marketing students enrolled, with several of the students being Management majors.

The courses are also available to students not enrolled in the College of Business.

**i. Facilities and equipment**

As the section on facilities and equipment indicates, there is no special equipment which is used only by Management majors. They are in classes with other majors and use the regular classroom facilities which are found in all the classrooms in the College of Business.

The classrooms are adequate for the type of instruction given.

**j. Library information sources**

Since the management students are in classes that are taken by many other majors, the response to this question from advisers in those programs would be appropriate.

However, they seem adequate. The library personnel have been very responsive to requests made for various references.

k. Cost

As the data provided in the productivity/cost section indicates, the cost of the Management program is low. There are no special courses in the program taken by Management majors only. The Management major takes courses also taken by students in other majors – in and out of the Management department. Within and outside the College of Business.

Costwise, It is in the middle of the many majors offered in the Management department, 26<sup>th</sup> out of 28 programs offered in the Marketing department, and 162<sup>nd</sup> when compared to the costs of the 230 programs offered at Ferris State University.

There are programs using specialized equipment which are very high when compared to the cost of Management.

One question that could be considered, in light of the economic condition of the State and the financial pressure upon universities due to the decrease in funding, is what money could be saved by dropping programs, such as Management.

The answer is none. No faculty would be lost. The faculty teaching the Management prefix courses would still be teaching them. Many of these courses are not taken by the Management majors, other students in other programs take them. They will still be needed to teach them. No money saved there.

What about the elimination of courses? No major, no courses. That doesn't work because no courses would be lost. The courses in the major are taken by students in other majors. Consider the case of the Purchasing course which was used as an example before. No savings there. In fact, the cost of operating a class would go up, since there would be the loss of the management majors in those classes. The classes would still have to be offered for the other majors.

What about the need to purchase special expensive equipment for the program, like the many fine programs offered in the various colleges on campus. That could be a saving. That would be true if there was a need for special, expensive equipment. But, that is not the case. A regular classroom is sufficient. One that is used for many other courses.

The answer to the financial pressures is to increase enrollment in all programs, particularly the low cost ones that provide a service to the state and nation, like the Management major.

**l. Faculty: professional and scholarly activities**

The faculty in the Management Department has changed quite a bit over the past several year. The same is true in other departments, such as accounting.

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We have sufficient resources for the program. We have had a number of changes in the administration of the Management Department. Over the past 4 years, there have been 3 Heads. We also have a relatively new Dean.

There does not seem to be any problems with schedules, students are able to take the courses they need, there is no hindrance to students graduating in a timely fashion and faculty express themselves in department meetings.

The College of Business curriculum committee is part of the administration at least as regard to the function they perform. Not accepting the proposal



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1. The program is not a high cost program.
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## RECOMMENDATIONS

1. Follow the advice of our alumni, advisory committee, and employers. This should have done in 2000 when the drastic changes were made.
2. Drop the high gpa entrance requirement. Have it similar to other programs in the College of Business.
3. Drop the C+ average as a graduation requirement. Have the same requirement as other Programs in the College of Business.
4. Drop language, calculus, and statistical inference as a requirement.
5. Consider dropping mathematical analysis for business.
6. Reduce the hours required for graduation from its present 130.
7. Drop the 2 ISYS courses (Internet Principles, Systems Analysis), but keep the course in Database Design.
8. Consider adding such courses as "Negotiations", "Salesmanship", "Cases and Issues in Human Resource Management". and "Ethics and Social Responsibility".
9. Revise the Supervision/Leadership course to more of a leadership course.

This course was added during the 1970's. It was to be a leadership course, with the emphasis on leadership. However, it evolved into more of a supervision course. Our surveys indicate that leadership is a very important needed skill.

10. Emphasize the use of minors.
11. Consider the situation regarding transfer students. A number of our alumni transferred from the College of Technology, feeling that a management degree along with their technical skills would broaden their job opportunities. Their responses indicate that it was successful for them.



We don't seem to have as many transfer students in this program as in the past. Determine why and make changes as indicated to provide for what they need.

### **Overall recommendation**

Keep the program and correct the mistakes made 4 years ago.

It is a good program, has been successful with regard to its graduates. Fix the problem.

It is a low cost program. Actually it should be considered a no-cost program. Nothing special is needed. The major uses existing courses. With a few students in courses already taken by students in other majors, it helps reduce the cost of other programs. The overhead is spread over a larger number of students.

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In some way to provide greater visibility.

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