

Small Business and Entrepreneurship

APRC 2006-2007

Section 1 of 1

**Small Business and Entrepreneurship
Program Evaluation
Summer 2006**

By

**Chairperson: Sheri Bell
William Boras
Linda Plank
Anita Fagerman
Teresa Cook**

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Section 1: An Overview

A. Program Goals

The University mission states that “Ferris State University will be a national leader in providing opportunities for innovate teaching and learning in career-oriented, technological and professional education.”

The Small Business and Entrepreneurship program is a part of the College of Business’ professional and career oriented education. This program offers a basic business professional education to students with a broad range of needs in the area of small business.

The College of Business’ mission statement found on the College of Business’ web site is: “We are committed to academic excellence, ethical conduct, and a learner-centered environment characterized by quality teaching, outcomes assessment, and continuous improvement. Our students can take pride in their developed competencies and the distinctiveness of the College's programs. We shall be noted for being responsive to changes in workforce needs; building/maintaining good relationships with employers and community; preparing our students to excel in a global environment; and providing high-quality interns and graduates who meet and exceed employer expectations, deal effectively with change, and are committed to lifelong learning.”

In addition our vision is stated as: “The College of Business will be distinctive for its provision of highly regarded career-oriented business education, adding value to our students through innovative teaching and learning processes, ensuring that they are well-prepared to make immediate contributions to their employers and society upon graduation. Our graduates will be sought because their competencies are of high quality and are consistent with current and future workplace needs.”

The site also states our values that we hope are embraced by the faculty, staff and students of the College of Business:

1. **Learning :**
We value the development of competency through active learning. We believe opportunity, relevance and engagement are central to learning effectiveness.
2. **Respect :**
We value others and endeavor to treat them with dignity, respect, and equity, focusing on the development of constructive and collegial relationships.
3. **Diversity :**
We value diversity and strive to realize its synergistic benefit.
4. **Integrity :**
We value high standards of professional and ethical conduct. We will do the right things, in the right ways, for the right reasons.
5. **Excellence :**
We value excellence, expecting it of ourselves and of those with whom we interact.
6. **Change :**
We value change for the vitality it can yield, acknowledging its inevitability and uncertainty.

7. Continuous Improvement :

We value continuous quality improvement and the use of systematic performance assessment in support of all that we do.

The goals of the Small Business and Entrepreneurship program stated in the Academic Program Review in 2005-2006 are as follows:

1. Ability to start and operate his or her own business.
2. Students will develop business-oriented communication and practice decision making experiences, including the practical, societal and ethical impact of their decisions.
3. Ability to communicate orally and in writing; to make acceptable decisions both individually and in a group or team setting; to identify an ethical situation; logically dissect the issues and arrive at an appropriate solution.
4. Ability to apply the use of information technology successfully in the workplace.

The core courses in the Small Business and Entrepreneurship program (Mgmt 310 and Mgmt 410) offer the basic knowledge necessary to start and operate a small business. Other business courses supplement these courses to develop general business knowledge needed of all business professionals. In addition courses are offered that encourage learning, communication skills, and decision making skills. The decision making skills that are learned encourage the integrity and excellence any business professional needs today. The course work of the Small Business and Entrepreneurship program support the goals of the program, college and university.

B. Program Visibility and Distinctiveness

The Small Business and Entrepreneurship program is a common program. Most Small Business Programs require a business core and a major in the area of small business. Since 93.9% of students in the program are from the state of Michigan, the primary competitors for our students are the state of Michigan universities and community colleges.

The program takes advantage of the courses being offered to all business students.

The quality of the student is slightly above the average student in the College of Business. The average ACT for the Small Business and Entrepreneurship program has risen over the last 5 years paralleling overall increased scores for the College of Business.

C. Program Relevance

Small Business and Entrepreneurship graduates have been trained to understand all aspects of business and have been given specific knowledge in writing business plans, marketing skills, and the responsibilities of running your own business. According to the Small Business Administration in December of 2005, an estimated 25.5 million small businesses in America employ more than half of the country's private workforce, create three of every four new jobs, and generate a majority of American innovations (Small Business Administration, 2000). Small businesses represent more than 99 percent of all employers (Small Business Administration, December, 2000).

The failure rate for small businesses is thought to be relatively high. According to Business Week Online, cumulatively 64.2% of the businesses failed in a 10-year period -- if failure was measured as discontinuance of ownership -- but only 5.3% actually filed for bankruptcy during a decade. Another study noted that those business started by those with a bachelor's or higher degree had a 28.4% closure rate while those with a high school education or less had a closure rate of 42.1% (Brian Headd, *Redefining Business Success: Distinguishing Between Closure and Failure*, Small Business Economics, 21: 51-61, 2003) This would seem to indicate that education increases the chances of business success. However, weather a specific degree in Small Business is beneficial has not been studied.

In addition to being prepared to run their own business, Small Business and Entrepreneurship graduates are prepared for the workplace as business generalists. They have the possibilities of entering a wide range of professions. According to the *U.S. Department of Labor Bureau of Labor Statistics*, "Workers in management, business, and financial occupations plan and direct the activities of business, government, and other organizations. Their employment is expected to increase by 2.2 million, or 14.4 percent, by 2014." Specifically, it is likely that a Small Business and Entrepreneurship graduate might enter professions such as: Administrative Services Managers, Industrial Production Managers, Purchasing Managers, Buyers, and Purchasing Agents, and Human Resources, Training, and Labor Relations Managers and Specialists. In the chart below I have listed the expected growth rate through the next 8 years to the year 2014. Although the growth rate varies, it is a steady growth and should be able to fill the needs of the college of business graduates.

Most of the job descriptions in these areas specify that the amount of training varies by industry and company size. The larger companies typically require a four year degree in business and then train college graduates or pay a premium for experience.

Administrative Services Managers	grow about as fast as the average	Increase 9 to 17 percent
Industrial Production Managers	grow more slowly than average	Increase 0 to 8 percent
Purchasing Managers, Buyers, and Purchasing Agents	grow slower than the average	Increase 0 to 8 percent
Human Resources, Training, and Labor Relations Managers and Specialists	grow faster than the average	Increase 18 to 26 percent

D. Program Value

According to faculty surveys conducted for this report, faculty rated the "*Value to the College of Business: What is your perceived value of this program to the College of Business?*" as a 1.38 on a scale of 1 to 5, 1 being the most beneficial. As this was the highest rating of all of the questions, faculty clearly sees the benefit to Ferris of having this program.

Section 2: Collection of Perceptions

A. Graduate Follow-up Survey

The alumni survey had 32 responses from alumni graduating between 1980 and 2005.

Question #2 asked if they had pursued other educational opportunities beyond their bachelor degree. Twelve responded that they had, and twenty responded that they had not.

Question #3 asked if they did or had owned a small business. Twenty-nine of the respondents indicated that they either presently owned or had in the past owned a small business. Fifteen of the respondents presently owned a small business. Eleven indicated that they worked for a small business.

In question #3 we asked if their Small Business and Entrepreneurship program had helped them get their present position. Thirteen said yes and nineteen said no. When the alumni were asked if the degree had helped them attain their first position out of college, seventeen said yes and thirteen said no. In looking at the data it was interesting to note that the three highest salaried alumni all indicated that the degree did help them attain their present job. Each of them made \$100,000, or more.

In question #8 we asked if their degree in Small Business Management and Entrepreneurship had helped them attain their career goals, 26 said yes and 5 said no.

In Question #8, Small Business and Entrepreneurship graduates were asked to evaluate their perceptions of their degree as it related to helping their career goals (a), the academic preparation that they received (b), quality of academic advising (c), if they would recommend and if the program was a quality program (d) and if they felt the program was a quality program (e). It is clear from the following chart that academic advising, question 9c, is the lowest rated and the most controversial.

Question #9 Graduate Perception of Small Business and Entrepreneurship Program On a 5 point scale, 1 = strongly agree, 5 strongly disagree				
	Mean	Median	Mode	StD
8a – My Small Business and Entrepreneurship degree helped me achieve my career goals.	1.94	2	2	0.772
8e – The Small Business and Entrepreneurship program is a quality program.	2.00	2	2	0.894
8d – I would recommend the Small Business and Entrepreneurship program to prospective students.	2.10	2	2	0.978
8b – I was satisfied with the academic preparation received in the Small Business and Entrepreneurship program	2.16	2	2	0.860
8c – I was satisfied with the advising received while I was in the Small Business and Entrepreneurship program.	2.32	2	2	1.107

Question #12 looks at the uses of electives and the potential of using them to attain a minor. Of the 19 respondents to this question 15 said that a minor ought to be required.

Question #13 addresses the use of a computer simulation put into use in 2003 as a part of the capstone course, BUSN 499. Unfortunately, so few students from these years responded (The number of graduates is relatively small anyway.) that the statistics are not of any use.

In question #14, alumni were asked how beneficial selected courses in their curriculum were. The following chart summarizes the responses of the alumni based on their perceptions of the value of the various courses that are typically taken as a part of the Small Business and Entrepreneurship degree. In this ranking, the lower the number the more beneficial the course is.

Question #14					
Graduate Perceptions of Classes					
Ratings 1 to 5; 1= Extremely Helpful, 5= Eliminate					
		Mean	Median	Mode	Standard Deviation
14w	Mgmt 410	1.77	1.5	1	1.032
14a	Comm121	1.82	2	2	0.723
14g	Acct 201-2	1.86	2	1	0.848
14v	Mgmt 310	1.90	2	2	0.817
14q	Mkgt 321	2.12	2	3	0.816
14c	Engl 325	2.15	2	2	0.732
14h	Finc 322	2.17	2	2	1.090
14i	Blaw 321	2.33	2	2	1.007
14f	Econ 221-2	2.36	2	2	1.129
14l	Mgmt 301	2.38	2	2	0.752
14o	Mgmt 373	2.46	3	3	0.811
14p	Mgmt 447	2.50	3	3	0.860
14m	Mgmt 302	2.56	2	2	0.917
14r	Stqm 260	2.56	2	2	1.325
14n	Mgmt 370	2.59	3	3	0.796
14b	Engl 150- 250	2.73	3	3	0.778
14d	Math 115	2.76	3	3	0.912
14e	Psyc 150	2.86	3	3	1.145
14u	Ecom 200	2.92	3	3	1.084
14j	Isys 105 (included 2x)	3.00	3	3	1.113
14k	Isys 200 (included 2x)	3.00	3	4	1.202
14s	Isys 105 (included 2x)	3.18	3	3	1.131
14t	Isys 200 (included 2x)	3.20	3	3	1.014
Average		2.49			

The highest rated course is Mgmt 410, Entrepreneurship and Planning. This is the final course in the Small Business Management sequence and should be expected to be especially helpful to small

business majors. It is interesting to note that the *variety* of courses that was thought to be of value was quite diverse. This should be expected as a small business manager has diverse duties.

B. Employer Follow-up Survey

Successful small business majors own their own small business and so therefore the alumni that are successful give the feedback for this area.

C. Graduating Student Exit Survey

Currently there is no separate graduate exit survey in place specifically for students in the Small Business and Entrepreneurship program. The COB surveys all graduating seniors however the data is not available by program. As a part of that survey graduating seniors take competency tests in the core courses in Business. These courses are the core courses that all business students are required to take. This test is compares Ferris’ students to all other business students in the U.S. that take the exam. Ferris students have been taking this test since 2001. The following chart shows that Ferris’ students score 148.4 which is close to the national average of 152.3 in the knowledge that is taught in the business core.

Core Business Knowledge Testing		
	Ferris’ COB	National
Mean	148.4	152.3
Median	146.0	152.0
StDev	13.7	13.8
Count	150	109,982

D. Student Program Evaluation

Of the 7 students who responded to the survey, five were in their senior year, three were in their junior year and one was a sophomore. Freshmen were not asked to respond to the survey. Two of the students indicated that they were pursuing a minor and two indicated they were working on dual majors. Students chose Ferris for a variety of reasons.

Questions 8 through 19 ask present students about their impressions.

	mean	median	mode	stdev
11. The business instructors are helpful to students.	1.88	2	2	0.835
9. Business instructors are knowledgeable in their subject matter.	2.00	2	3	0.926
10. The business instructors are available to students.	2.00	2	2	0.756
13. The classrooms are appropriate for the classes in the program	2.00	2	2	0.756
8. The academic advising is effective.	2.13	2	2	0.641
14. I am generally satisfied with the program..	2.13	2	2	0.835
15. I would recommend the program to others.	2.13	2	2	0.641
16. The program is preparing me to work in business.	2.13	2	1	1.126

12. The courses in the program are conveniently scheduled.	2.50	2.5	3	1.195
17. If available, I would prefer classes that meet partially online.	2.50	2	1	1.604
18. If available, I would prefer classes that meet entirely online.	2.75	3	3	1.282
19. Assistance for obtaining internships is readily available.	3.00	3	4	1.690

Questions 20 – 38.5, questioned the students about the student’s perception of classes. Of the 7 students who responded, many had not taken all of the classes. The table below lists those classes that students rated and the number of students who rated the class.

Student Perception of Classes							
Ratings from 1 to 4; 1=excellent; 4=eliminate class							
			#	mean	median	mode	stdev
24	Mgmt 410	Entrepreneurship & Planning	3	1.00	1	1	0.000
33	Busn 499	Interdisciplinary Integrating Experience	1	1.00	1		
28	Blaw 321	Contracts and Sales	6	1.33	1	1	0.816
25	Mgmt 447	Business Ethics and Social Responsibility	3	1.67	2	2	0.577
22	Mgmt 302	Organizational Behavior	4	1.75	2	2	0.500
32	Mgmt 370	Quality/Operation Management	4	1.75	1.5	1	0.957
26	Acct 201	Principles of Accounting 1	7	1.86	2	2	0.690
20	Ecom 200	World of E-Commerce	7	2.00	2	2	1.000
35	Stqm 260	Introduction to Statistics	7	2.00	2	2	1.000
34	Mktg 321	Principles of Marketing	6	2.00	2	3	0.894
29	Finc 322	Financial Management	5	2.00	2	2	0.707
23	Mgmt 373	Human Resource Management	4	2.00	2	2	0.816
27	Acct 202	Principles of Accounting 2	6	2.17	2	2	0.753
38	Psyc 150	Introduction to Psychology	8	2.25	2	2	1.035
31	Mgmt 301	Applied Management	7	2.43	2	2	0.535
36	Econ 221	Principles of Macroeconomics	7	2.57	2	2	0.787
38.5	Isys 105	Microcomputer Applications	7	2.57	2	2	0.787
37	Econ 222	Principles of Microeconomics	6	2.83	2.5	2	0.983
21	Isys 200	Database Design & Implementation	6	3.50	3.5	3	0.548
30	Isys 321	Business Information Systems	3	4.00	4	4	0.000

E. Faculty Perceptions

The faculty responded to a questionnaire with the following questions. It is clear that the faculty feel the program has a value to the College of Business. The comments from the faculty vary widely. “Real world” experience was mentioned or internships were mentioned. It was noted by one faculty that the program is virtually identical to the Business Administration program, and should perhaps be a certificate or concentration tied to the program.

Questions #1 to #6 Faculty Perceptions Ratings 1 to 5; 1= Best, 5= Worst						
	#	mean	median	mode	stdev	
1. <i>Value to the College of Business:</i> What is your perceived value of this program to the College of Business?	13	1.384615	1	1	0.869718	
3. <i>Perception of Academic Advising:</i> What is your perception of the academic advising students receive while in this program?	12	1.666667	1	1	0.887625	
5. <i>Input:</i> Small Business Administration program faculty are responsive to suggestions for program improvement given by their colleagues.	12	1.75	2	2	0.866025	
6. <i>Adequacy of facilities:</i> Instructional facilities and equipment meet the program's needs.	12	1.75	2	2	0.452267	
2. <i>Perception of Graduates:</i> What is your perception of the academic preparation of students graduating from this program?	13	2	2	2	0.816497	
4. <i>Course Requirements:</i> What is your perception of the courses required in this major?	13	2.153846	2	1	0.987096	

F. Advisory Committee Perceptions

The Advisory Boards of the Small Business and Entrepreneurship and Small Business Management met in a joint meeting on June 23, 2006 for an evaluation of the BUSINESS CORE. The following minutes and perceptions were obtained from that joint meeting. The Small Business and Entrepreneurship MAJOR was evaluated by the Small Business and Entrepreneurship Advisory Board in a meeting that followed this joint meeting. Those notes and perceptions follow the joint committee notes.

F1. Small Business and Entrepreneurship & Small Business & Entrepreneurship BUSINESS CORE Advisory Committee Meeting Minutes and Recommendations

Present: Daniel Belanger, Sheri Bell, Bill Boras, Cindy Brown, Brad Buettner, Kevin Carrol, Barbara Depew, Kevin Douglas, Sara Emerson, Bob Graham, John Halquist, Scott Lee, Dave Nicol, Stephanie Peters, Rick Saliers, Rex Schuberg, William Smith, Al Stout, Bob Watson, and George Wolfe

The meeting started at 9:20 a.m.

Introductions

Advisory Board members introduced themselves. Dean Nicol was introduced and in opening remarks explained the importance of Advisory Board review and recommendation of core and program courses for value and relevancy for expected workplace knowledge and skills.

Additionally, the Dean explained the increased emphasis on partnerships between FSU and community colleges that has arisen in our effort to defray the cost of pursuing higher education and serve that group of students who are unable to pursue resident full-time campus programs.

The Dean also committed to reporting a summary of Advisory Board recommendations and our response and thanked them for their commitment and participation in our continuous improvement effort.

Brendalee McCarthy – Internship Coordinator

Brendalee introduced the COB internship process and expectations for the students as well as the employers. In addition, the COB is committed to work with employers to identify students with the knowledge and skills required to meet their needs.

Sheri Bell – Core Courses

A review and improvement review of the COB Core courses (required of all COB students) was conducted in a joint meeting of the Small Business and Entrepreneurship and Small Business Management Advisory Boards. Following is a summary of those recommendations.

COB Core Courses Review and Recommendations:

Accounting 201 & 202

Students do not need to be trained in bookkeeping but they do need to understand:

- Basic understanding of accounts and interrelationships.
- Budgets, including each budget line item, fixed versus variable accounts, and the ripple effect of over/under expenditures on the total budget.
- Need to be able to read and understand each item on an income and balance sheet.
- Understand fixed, variable, debt retirement, escrow, and other commitments as they are related to profits.
- Understand the difference between profit and income and return on investment.
- Be familiar with the background for Sarbanes Oxley, intent, and business implications.

BLAW 321 Contracts and Sales:

- Understand basic business law, consequences, and practice reading/interpreting issues involving purchasing, leases, real estate, insurance, sales contracts, emails, out-sourcing, Sarbanes Oxley, and dealing with in the workplace employee issues.

MGMT 499 Integrating Experience:

Needed experience but some HR component would be an improvement. It is an important piece.

FINC 322 Financial Management 1:

- Students must be able to do a budget and make future projections.
- Accountability, division of responsibilities, and dual controls concepts are important.
- Need to understand the ripple effect of prices and the effect on business practices and strategy.

- Need hands-on case approach to demonstrate concept understanding.
- Basic understanding of stock and bond prices and effect on business are all that is needed.
- Perhaps one accounting, one managerial accounting, and one finance is best.
- Students need to gain a bottom line perspective from accounting and finance and understand how various activities/events effect and apply.

The objective of this class should be training students to understand cross functional interrelationship of business information systems and be able to communicate information needs to technical personnel. It is important to know that systems need to have the ability to speak to each other and provide what is needed.

MGMT 301 Applied Management:

Insure that concepts of team work is covered, that leadership is about identifying solutions not amplifying problems and issues, importance of dress and personal behavior in a business.

MGMT 370 Quality/Operations Management:

Understand lean manufacturing, Six Sigma or S5 as important planning tools, cases demonstrating good application, and application of quality principles in all areas of the business.

STQM 260 Introduction to Statistics:

The focus should be on interpreting statistics used in a variety of practical applications. Understand what the statistics mean as a prelude to possible solutions and decision making.

**F 2. Small Business and Entrepreneurship Advisory Board Meeting
SMALL BUSINESS AND ENTREPRENEURSHIP MAJOR
Advisory Committee Meeting Minutes and recommendations**

SMALL BUSINESS ADVISORY BOARD BREAK OUT SESSION - June 23, 2006

Small Business Advisory Board Members Present:

Daniel Belanger – Beltech, Inc.	Rex Schuberg – Schuberg Insurance
Kevin Carrol – Cadillac Fabrication, Inc.	Al Stout – The Huntington National Bank
Scott Lee – Great Lakes Appraisal Company	Bob Watson – Wendetroit, Ltd
Brad Buettner – Stahlin Non-Metallic Enclosures (Robroy)	

College of Business Advisory Board Members present:

William Smith – Coordinator of Educational Partnerships
Richard Saliers – Professor

I. CURRICULUM OVERVIEW

- Major: 121 – 125 credits in courses, leading to a degree in Business Administration or Small Business and Entrepreneurship
- Minor: 6 courses (18 credits), offered to students with any major (including non-business)
- Concentration: 4 courses (12 credits), occurs within a business major
- Certificate: 4 courses (12 credits), offered to students with any major

II. MGMT 310 – STUDENTS

- BA Majors and SB Majors
- Construction and Surveying
- Optometry

- Pharmacy
- Professional Golf Management (PGM)
- Open to all FSU third year students

III. MGMT 310 – CONTENT

- | | |
|------------------------|-----------------------------|
| • Strategies | • Management |
| • E-Commerce | • Operations |
| • Global Business | • Finance and Financing |
| • Startups and Buyouts | • Exit Strategies |
| • Franchises | • Product |
| • Family Business | • Pricing |
| • Business Plan | • Promotion |
| • Marketing | • Human Resources |
| • Risk and Insurance | • Social and Ethical Issues |

-Students are required to hand in a report folder sized business plan

-Eighty percent of the students that take this class don't take any additional business courses (310 satisfies the requirement)

IV. MGMT 410 STUDENTS

- Majors and Concentration
- Certificate in Small Business
- Minor in Small Business

-MGMT 410 is taken by students that are more serious about small business

V. CURRENT MGMT 410

- "Entrepreneurship and Planning"
- High motivation and self-discipline
- 90% preparation of business plan
- Guide to Preparing a Business Plan, Dick LaBarre

VI. PROPOSED MGMT 410

- Hands on, day-to-day small business situations, hands on use of software
- Focusing on a few key areas
- Practical applications for "serious" small business prospects

VII. PROPOSED 410 IDEAS

- | | |
|---|--------------------------------|
| • Accounting | • Selling and networking |
| -Quicken Books | -Daily/weekly planning |
| -Chart of Accounts | -Contact logging, tracking |
| Your particular business | -Steps in sales cycle |
| -Typical Transactions | Your particular business |
| -Tax time | -Chamber of Commerce |
| -Reports | • Marketing and SB Promotion |
| -Accountants | -Storyboard Web site |
| • Financing | -PowerPoint introduction to SB |
| -Bankers | • People and Administration |
| • Legal | -Benefits |
| -Registering business, products and names | -Handbook and procedures |
| -Attorneys | -Management |
| -Insurance | -Performance reviews |
| • Your distribution channel, suppliers | |

Comments/Ideas – Important small business success skills:

- Marketing, especially selling, is a big deal
- "Dress For Success"

- “Golf social skills”
- Use and understanding of financial statements
- Hiring

VIII. WHAT'S NEXT? FOUR CORE SB COURSES?

- MGMT 310
- MGMT 410 revised
- MGMT 4xx – Leadership and Entrepreneurship (this course doesn't exist yet)
- MGMT 491 – Student Intern to Small Business
- MGMT 4zz – Independent Effort – Startup of Small Business

IX. MGMT 4xx – LEADERSHIP AND ENTREPRENEURSHIP

- | | |
|----------------------------------|---|
| -Creativity | -Keeping a journal (not just a planner) |
| -Innovation | -Self Assessment |
| -International | -Ambition and Drive |
| -Excitement | -Passion |
| -Networking and Friends | -Walk the Talk (and look it too) |
| -Energy – Are you still smoking? | -Real People |
| -Achieving and Believing | -Stories, Stories, Stories |
| -Pride | -Self discipline, time management |

Comments/Ideas - MGMT 4xx:

- Chamber of Commerce could be added to the above listing.
- MGMT 4xx isn't about how you do your small business, but what's enjoyable about it.
- Also refers to home businesses
- Self assessment is positive – you may be “really good” at only 80% of the tasks necessary to operate successfully – the other 20% is forgotten about or given to someone else for completion.
- The Big Rapids Jaycees have some effective tools for operation of a successful small business. Rex Schuberg will look into.

X. MGMT 491 – INTERNSHIP TO SMALL BUSINESS

- Choose company in proposed industry
- Company qualified in advance
- Student given academic credit
- Full exposure to business
- Real life experience

Questions/Comments/Ideas:

- Are internships optional or required? (Rick Saliers believes they're necessary, and should be part of the certificate)
- What is the length of time necessary to complete an internship? (3 months)
- Most internships are “yawners” due to the length of time it takes to complete them. It may be preferable to put students to work with “hands on” work experience for a shorter period of time to begin with, send them back to school for more “book work”, and then bring them back to the work environment with a more focused effort on applying what they've learned in class.
- The company and employees hosting an intern need to develop a mentoring (student/teacher) relationship with students – they need to be interested in assisting them in making the “hands on” learning experience a successful one.

XI. MGMT 4zz – START A NEW BUSINESS

- | | |
|---|------------------------------------|
| • Independent Effort with Actual New Business | • Review Business Plan |
| • Faculty Consulting | • Ready to Launch |
| • Legal Registration | • First Three Months of Operation? |
| • Articles of Incorporation | • On-going Commitment to Advising? |
| • First Accounting System | |

Questions/Comments/Ideas:

- Would the MGMT 4zz course earn students a degree, or is it just a service? (this class could fit in as core with Business program, and could go either way – a person with a small business, sole proprietorship that needs some more

training. Intent: if we have small business resources, why not broaden the choices?-the MGMT 4zz class would do this)

-Would MGMT 4zz course be offered online? (this can be done, but control of outcome is a problem with online courses. It could be a “blended” or “mixed delivery” course, meaning class meeting time in addition to online work).

-MGMT 4zz dynamics: getting people together, speakers, etc. It would be great if the course was offered at a time when non-traditional students could attend (evenings, Saturdays).

-Survey current freshmen – how many of them have training for starting a small business? These people would benefit from MGMT 4zz.

-Demand would be an issue from a marketing aspect

-New business start-up: 100% financing is nearly unheard of. The idea, the plan for creation of a small business isn't enough – capital investment is necessary.

-There's a point in time when an entrepreneur may end up as a manager and really hate it.

-Selling point for the class: improvement of the small business failure rate, improvement for the chances of success for their small business.

XII. SUMMARY

- MGMT 310 – Survey and overview

- Enrollment: approx. 80 students per term

- Students enrolled in this course aren't typical candidates for small business.

- MGMT 410 – Focus on key areas

- Enrollment: approx. 20 students per term

- Students get a first dose of reality that they don't get in MGMT 310. Hopefully retention could be improved. MGMT 410 would serve as a sifting process – if you're moving forward, you would take MGMT 4xx.

- Make 410 a networked type of course (Chamber of Commerce is a great resource for retired business owners that are willing to lend their expertise.

- Need to understand the human element of a small business (talents, time, etc...)

- Discussion: What determines a “small” business? (The number of employees needed to run the business is key-if you have 5 or less managers, you're operating a small business. Book definition: 50 employees.

- Definition by volume: Nothing greater than \$3,000,000 or less than \$10,000. The more employees a business has, the less ability the actual owner of the business has to organize, manage, influence change.

- MGMT 4xx – Ready and willing?...

- Where is the audience for this course?

- MGMT 491 or MGMT 4zz – Just do it!

Summary Questions/Comments/Ideas:

-Active listening is important for success – small business will hire or contract for help, so the ability to conduct effective interviews is important. Psychology/the ability to understand demographical concepts is another key.

-Franchising could be covered. With a small business, you're 75% or more “on your own” with an approximately 90% chance of failure.

-Knowledge of accounting and finance concepts is very important (understanding of basic financial documents, interpretation of financial statements, how you use them to make decisions).

-The more case studies and group projects students are required to do, the better prepared they will be for success in a small business setting.

-Internet and e-commerce are becoming the way business is done (good resource for this instruction is the e-commerce class taught by Susan Jones – her “Business to Business” class is also excellent)

-Three key players in business: 1) Attorney, 2) CPA, 3) Banker – they better all be good! (don't forget insurance!)

XIII COMMENTS - COURSE DESCRIPTIONS FOR THE COLLEGE OF BUSINESS CORE

- ACCT 201

- Understanding how to read financial statements (P&L's, balance sheets) i.e., the significance of key numbers on the success of a business – what they indicate and how to react to them.

- The preparation and use of financial statements is critical but largely misunderstood and under utilized. A small percentage of business owners are able to accurately and adequately complete a personal financial statement.

- There are few small business owners that understand the importance of retained earnings, with historical growth, to their lenders.

- ACCT 202

- Some insurance is subject to audit based on sales and payroll. It's important to understand this process – other factors also.
- Budgeting, both production and SG&A techniques and methods
- Recording accruals for monthly closing
- To be able to competently bid projects, services, etc., weigh the pros/cons, compare apples to apples.
- Understand short term/long term goals, decision making and spending/not spending, how to properly budget for the year with realistic goals.
- The critical importance of historic data and realistic projections to support their borrowing needs and obtain competitive loan rates.
- Very few business owners understand that sales growth, especially rapid growth, is extremely difficult to fund internally.
- A focus on cash flow and financial statement analysis is essential. It seldom matters how good someone is at producing a product or delivering a service if they don't understand the "accounting" aspects of their business.
- Exit competencies: Utilize knowledge to do accounting for a small business, or use to make financial decisions for a small business, ability to either create, or review, interpret and utilize standard financial reports.

•BLAW 321

- Insurance contracts for survivors
- Sample lease
- Know what a binding contract is i.e. basic contract law, what should go into a contract
- Human Resource law, tax laws with emphasis on income tax preparation and the negative impact of "undisclosed earnings" are critical to this course study. Students need to understand the importance of selecting their three essential partners – their accountant/CPA, their lawyer and their banker. Selecting wisely is critical.
- Topics covered: Various types of contracts, what is required in contracts, sales agreements, other documents to make them valid and binding, when a particular type of document should or shouldn't be used.
- Exit competencies: Be able to demonstrate understanding of topics covered.

•BUSN 499

- Some discussion of business valuation methods and analysis
- Some discussion of acquisition vs. organic growth with cost analysis
- Cultural difference
- Language
- Customs
- Understand spreadsheets, how to prepare them, what should go into them
- Learn basics of strategic thinking i.e. developing planning strategies, reacting and changing to your environment, customers and competitors
- The business plan is essential and should include historical data (if any), sound and substantiated projections, start up costs and working capital needs with an understanding of capital needed from owner.
- Exit competencies: Performance in a simulation should take care of it – good idea.

•FINC 322

- Bond and stock information should be short and general
- Development of pro-forma statements before/after business change
- Profit focus
- Be able to budget, forecast, understand and apply concept of ROI to all major decisions
- The ability to open, understand and balance a business checking, savings, payroll, investment, retirement, etc. account. This should include the ability to invest funds "overnight" with an online sweep account.
- Students need to understand the importance of financial/internal controls to prevent fraud and theft, which has become common in the workforce.
- Exit competencies: Be able to do strategic planning for various business types and apply financial analysis in decision making.

•ISYS 321

- Gear toward benchmark
- BEST – does insurance companies. Samples of these would be great tools
- Should be able to define reports, layouts and summaries of pertinent information for various positions in the business.
- Include training in selection using a valuation matrix for software packages.
- Interrelationship of H/R and technology
- Life cycle (shelf life) of technology – during course of install, will technology be obsolete?

-In addition to a strong understanding of the accounting process, it is critical to understand the I.T. systems. A lack of understanding will give others in your industry a competitive edge and leave you wide open to fraud and theft.

•MGMT 301

-Relationship development with community government (zoning, police, fire, etc.)

-DEQ and EPA, OSHA relationships

-It's critical for a business owner to understand that typically the H.R. expense is the largest expense a company deals with and the impact that "benefits" have on the total compensation package. Retirement planning for the owner and employees is most commonly overlooked.

-Topics covered: Overview/refresher of key concepts from MGMT 310, 371, 373 and 370.

-Exit competencies: some type of exam/case study designed to show the key concepts are being grasped.

•MGMT 370

-ISO certification

-Lean principles

-Setting quality standards with employees and customers

-Managing customer expectations

-Bankers seldom see business owners (especially successful ones) looking to improve/change their product, production system or delivery system. It is usually fatal to believe everything will remain constant.

Anticipating market changes and shifts is essential to remain on the leading edge. A model for obsolescence

Of a product and forward planning to adjust to change in demand is essential.

-Exit competencies – being able to apply core principles and procedures to solve a variety of "real world" problems; having a "model" to apply to every day situations in a business setting.

•MKTG 321

-Lead generation

-Results focused

-Market research should include a thorough "testing".

-Exit competencies – being able to apply core concepts to develop basic marketing plan or oversee the development and execution of individual components of a larger plan.

•STQM 260

-Important to know what sample sizes are statistically significant in using samples to analyze and correct problems

-Trends, tendencies, industry averages and statistical probabilities are important to your banker and should be important to the business owner.

-Exit competencies – being able to apply basic statistics to improve decision making, and properly interpreting data and being able to explain results (understanding and application vs. just how to calculate).

XIV. COMMENTS – SMALL BUSINESS & ENTREPRENEURSHIP MAJOR COURSE DESCRIPTIONS

•ACCT 205

-Should be able to read and understand a balance sheet, income statement, statement of cash flows

-Should understand and be able to calculate ROF for capital purchase decision

-Should understand matching of income/expense accruals/deferrals

-Every small business owner should be able to do a "snapshot" analysis of their accountant or CPA prepared financial statements. A snapshot is gross sales minus COGS = gross income minus expenses = net income plus depreciation/mortgage interest expense/misc. add backs = cash flow available to service debt.

-Topics covered: Include how and why of the various types of financial reports that can be prepared, how to read, analyze and interpret balance sheets, cash flow statements, and other "day-to-day" financial reports used in business.

-Exit competencies: Some type of case studies which require demonstration of understanding of financial reports.

•ADVG 222

-Should understand use of logos on trademarks and registration

-Should understand how to financially justify advertising/marketing expenses

-Should be able to analyze the effectiveness of campaigns

-Students need to understand the relationship of dollars spent on advertising to increases in gross sales.

-More emphasis on writing/communication skills and team projects

-Topics covered: How advertising works (i.e. psychological), how ads are designed and created for each type of media, how to track effectiveness of advertising campaigns (cost benefit study), how to write/create effective

- advertisement.
- Exit competencies: Create sample ads in variety of media to show understanding of core concepts and principles, know how to oversee production of advertising (even if they won't be doing it directly).
- BLAW 321
 - Risk management of your own – suit exposures
 - Should understand a sales contract and results of non-compliance
 - Should understand a contract to perform services
 - Should understand legal requirements of financial reporting
 - This should include the formulation and legal registration of a business entity and operating agreements. The filing of a DEA, an LLC or corporation and the features and benefits of each.
 - Topics covered: Various types of contracts, what is required in contracts, sales agreements, other documents to make them valid and binding, when a particular type of document should or shouldn't be used.
 - Exit competencies: Be able to demonstrate understanding of topics.
- INTB 310
 - Letter of credit
 - Customs and importation
 - How many small business owners will have international trade?
 - Understand how to compete with Mexico, China, India, particularly the labor cost disparity.
 - Exit competencies: Demonstrate understanding of course topics and how they are interrelated. Show how the information can be used to make better business decisions.
- MGMT 302
 - Organization chart and work flow for business
 - This is excellent. Should this not be part of the “business core” offerings? H.R. managers of small area businesses would work well as guest speakers.
 - Topics covered: Personality types, communication types, work types (i.e. recognized categories individuals usually fit into in these areas) and how best to deal with them for effectiveness in the workplace.
 - Exit competencies: Recognition of organizational structures for various types of businesses and industries, recognition of individual strengths and weaknesses in completing/performing various work related duties/ tasks.
- MGMT 310
 - Create a business plan that could be presented to a bank for financing
 - Business plan creation
 - Obtaining financing and calculating payback
 - Getting investors
 - Effective promotion and sales techniques
 - A sound business plan is essential. Students need to know the types of business the financial community has labeled ‘high risk’ – and why they are considered high risk... 1) restaurants, 2) golf courses/bowling alleys, 3) land and strip mall development, 4) spec home builders
 - Understanding use of franchising as a means to develop/build business.
 - Topics covered: market research to analyze a business concept, analyzing and utilizing financial statements and documents to uncover problems of operation and how to solve them, customer service, public relations, developing and executing an effective marketing plan.
 - Exit competencies: Case studies that require demonstration of understanding of topics covered.
- MGMT 371
 - Learn concepts and implementation
 - Isolating and correcting problems
 - Analyzing reasons for downtime and indirect labor and addressing
 - Teach students how to find these resources in the real world: 1) SBDC, 2) consultants, 3) online, etc..
 - Exit competencies: Presentation of “real world” example that utilizes knowledge of all concepts covered (case study format).
- MGMT 373
 - Should know current laws, be able to conduct an interview
 - Use examples of resumes and interviewing. Have people actually go through a mock hiring and disciplinary action.
 - Human Resource Management should include “benefits”, “retirement planning” and “Human Resource law”.
 - Topics covered: Sources to be able to research data for items/areas of a business, how to do cost-benefit study to help businesses figure out what they can offer in benefits and pay.

- Exit Competencies: Ability to present information with recommendations on those items, maybe a case study format or mock interview, reviews, board meetings, etc.
- MGMT 410
 - Need to understand the human element of time, effort, talent required in owning a small business – it's not for everyone.
 - Should include hiring and selection of employees
 - The business plan must include borrowing requirements, including working capital needs until the business becomes profitable. It's important that students understand lenders' requirements for the owners percentage of start-up capital investment.
 - Topics covered: Business plan software and other tools, resources for entrepreneurs, research sources and how to utilize them, financial analysis, presentation to investors, bankers, others involved in the process, how to develop a marketing plan to work in conjunction with the business plan.
 - Exit competencies: Formal presentation of plan to class, with recommendations of whether their research proves that this is a business that should go forward.
- MKTG 425
 - Create survey for existing customers who received product or service so they could monitor their own business. What questions, what to do with a poor survey.
 - This is an area in which an internship would be most beneficial.
 - Exit competencies: This project is a good "case study method" to prove understanding of the topics.

XV. COMMENTS – BUSINESS ADMIN MAJOR COURSE DESCRIPTIONS

- ACCOUNTING AND FINANCE ELECTIVES (one each)
 - Need more business statistics and writing skills. Most students could use more than one course in Accounting and Finance. The biggest problem with recent graduates is a serious lack of writing skills. All courses should require serious compositions.
 - Accounting for leasing equipment and making lease/buy/outsource capital decisions.
- DIRECTED AND FREE ELECTIVES (21 credit hours)
 - Change management
 - Health related
 - Require a "Banking 101" course for all incoming freshman. This course would address the basics of demand deposit accounts (checking and savings), and the use of the related debit card. It would highlight rules, regulations, restrictions and how to balance these accounts. It would also include a segment for online banking.
 - Address the issuance and use of credit cards and massive solicitation to college students by credit card companies.
 - Recommend some economics class requirements. Students should learn the value of taking the initiative to go above and beyond basic requirements of their job descriptions.
 - Broad skills make for sharpening the "common sense" (many graduates are lacking the common sense aspect).
 - Great way for someone who wants to show an area of concentration/expertise. Would recommend for someone who may want to go into business in "minor area" – it would allow them to get a business degree and specialized education.
 - A minor or special concentration would be preferable to all general business studies.
- INTB 310
 - If not already done, create a business degree with an emphasis (or minor) in various fields i.e. internal business, finance, accounting.
 - Exit competencies: Demonstrate understanding of items in course description and how they are interrelated. Show how this information can be used to make better business decisions.
 - Letters of credit
 - Customs & Importation
- ISYS 200
 - Exit competencies: Utilize some type of database case study to demonstrate ability to understand and apply data-base concepts.
 - Naming conventions & techniques
 - Data-entry constraints to ensure data integrity.
- MGMT 302
 - Suggest team projects so that students can experience the dynamics of group behavior first hand.
 - Topics covered: personality types, communication types, work types (i.e. recognized categories-the areas that individuals usually fit into) - how best to deal with your effectiveness in the workplace.

- Exit competencies: recognition of organizational structures for various types of business and industries, recognition of individual strengths and weaknesses in completing/performing various work related duties/tasks.
- MGMT 373
 - Some understanding of basic federal/state laws as they apply to hiring/firing, employment discrimination, Federal Disabilities Act, etc...
 - Topics covered: Sources to be able to research data for the courses items/areas of a business, how to do cost-benefits study to help businesses figure out what they can offer in benefits and pay.
 - Exit competencies: Ability to present information with recommendations on these items, maybe a case study format or mock interviews, reviews, board meetings, etc...
 - Students should do a mock hire and orientation from the employers side.
 - Students should do a mock disciplinary action from employer side.
- MGMT 447
 - Understand ethics of treating customers and employees the way you want to be treated – emphasize the benefits of building a positive organization. A possible team project to develop this would involve addressing a moral dilemma.
 - Exit competencies: Use of case study format in this class may be the best way to show ability to apply concepts.
 - Stress that business success comes from making long term decisions and that short term “adjustments” or maneuvering is both improper and ineffective.
- MGMT 488
 - Exit competencies: Case study format will show if someone understands concepts.
 - Should include case of outsourcing to foreign country decision.

Section 3: Program Profile

A. Profile of Students

Virtually all SBM students are residents of Michigan. All the data is directed at those students who specifically list Small Business Management & Entrepreneurship as their focus. Enrollment has been steady for the last three years.

There are however two groups of students who are served by the SBM courses that are not reflected in the numbers. The first group, many enrolled in specific skills or trade programs such as PGM, Construction, HVACR, etc. The second group is working non-traditional students who are looking for business acumen.

The student population averages are 92% fulltime, 67% male, 12% black, and 78% white.

Term	Enrolled	Sex		Ethnicity							Enrollment	
		Male	Female	Blank	Black	Hispanic	Indian /Alaskan	Asian/Pac Islander	White	Foreign	Full Time	Part Time
2001F	30	21	9	2	3	0	0	0	23	2	28	2
2002F	52	34	18	4	9	0	0	0	39	0	51	1
2003F	51	35	16	3	7	0	0	0	41	0	45	6
2004F	52	33	19	5	5	0	0	0	42	0	47	5

Composition of the student body in the Small Business and Entrepreneurship program has been rather erratic. The ACT scores of students that *graduate* appear to fluctuate. (See chart labeled "Graduated Students".)

Graduated Students						
Year	FSU GPA			ACT		
	Avg. GPA	Min. GPA	Max. GPA	Avg. ACT	Min. ACT	Max ACT
2002-2003	3.18	2.769	3.77	15.7	13	21
2003-2004	2.847	2.689	3.14	21	20	22
2004-2005	2.681	2.142	3.485	16.2	9	24
2005-2006	2.59	2.398	2.95	20.3	16	23

However, of those students *presently* enrolled, the ACT scores have steadily improved, from an average of 18.5 in 2002 to 20.8 in 2005. (See chart labeled "Student Enrollment")

Student Enrollment												
Term	Residency				AGE	FSU GPA				ACT		
	Blank	Midwest Compact	Non-Resident	Resident	Avg. Age	Avg. GPA	Min. GPA	Max. GPA	Avg. ACT	Min ACT	Max ACT	
2002F	0	1	1	28	20.4	2.618	1.918	4	18.5	13	27	
2003F	0	0	0	52	21.1	2.712	1.29	4	19.3	13	26	

2004F	0	0	0	51	22	2.708	2.010	3.706	19.4	12	25
2005F	0	0	0	52	21.9	2.840	2.012	3.85	20.8	15	28

B. Enrollment

Enrollment has remained steady over the past four years, averaging about 50 students.

C. Program Capacity

There is minimal limitation on capacity of the Small Business and Entrepreneurship program as dictated by the program. This is due to the fact that there are only two classes specifically devoted to this major. Most of the classes that we offer the students in the Small Business and Entrepreneurship program are all taken by students in other programs. The capacity of students that we may serve in this program is interrelated with many other programs. However, we do not expect to see any program specific limitations that would limit present enrollment.

D. Retention and Graduation

According to Ferris' Institutional Research department, the Small Business and Entrepreneurship program graduates about 25% of FTIAC students by the beginning of their seventh year. The graduation rate varies from 12% to 45% by the end of the 6th year.

E. Access

Small Business and Entrepreneurship is a relatively small program. The entry level class (Mgmt 310) specifically devoted to this program is frequently taken by non-majors. It is common to fill two sections a semester of this class. However the advanced class in this major (Mgmt410) is usually a small section once a year. This makes the class a little less accessible than the entry level class. These classes are not presently offered on line or off campus.

F. Curriculum

Applicants must present evidence of graduation from high school or the GED. To enter a Bachelor of Science degree (B.S.) Program in Business, applicants are expected to meet two of the following: a minimum high school grade point average of 2.50 (on a 4.00 scale); ACT math score of 19 or higher; an ACT reading score of 19 or higher.

The Small Business and Entrepreneurship program at Ferris leads to a Bachelor of Science degree. Graduation requires a minimum 2.0 GPA in core classes, in the major and overall.

Requirements for the major are as follows:

1. Ecom 200 – World of E-Commerce
2. Isys 200 – Database Design & Implementation
3. Mgmt 302 – Organizational Behavior
4. Mgmt 310 – Small Business Management

5. Mgmt 373 – Human Resource Management
6. Mgmt 410 – Entrepreneurship & Planning
7. Mgmt 447 – Business Ethics and Social Responsibility
8. Acct/Finc Elective: Finc 201, Finc 323, Acct 205, Acct 301, Acct 321
9. Mktg/Advg/Prel/Retg Elective
10. Mktg/Advg/Prel/Retg Elective

The major courses build on the Business core that is required of all business students.

In addition 9 credit hours of directed electives are required. Prior approval of the advisor is required for the directed electives. These directive electives are used to supplement the student's knowledge in a specific area of interest or as career exploration if the student is unsure of their career direction. If the student enters the program from another program, directed electives are often transferred into the Small Business and Entrepreneurship program from the student's original program.

G. Quality of Instruction and H. Composition and Quality of Faculty

The instruction for the courses in specialty areas of Small Business and Entrepreneurship major has been provided by Rick Saliers and Dick Labarre. The courses that are common to the College of Business are taught by professors in the department of management, accounting, finance, and information systems departments. The vitae of these professors are provided as appendix.

Dick Labarre retired as of this summer and Rick Saliers is a temporary on a 2 year contract. If the quality of instruction is to be maintained or improved a permanent position should be devoted to this program.

I. Service to Non-Majors

The Small Business and Entrepreneurship program is administered by College of Business. The entry level class (mgmt310) is typically over 25% non-business majors. These non-majors are technology, allied health, arts and sciences majors.

J. Degree Program Cost and Productivity Data

The 2002-03 Degree Program Costs report shows the Small Business and Entrepreneurship degree is a relatively low cost program. The total average cost per SCH for management classes is \$164.96. This compares quite favorably with the University average of \$211.68, the COB average of \$187.88, and Management Department average of \$179.77.

According to the Ferris Productivity Report Fall 1999 – Winter 2004 SCH/FTEF is a measure of productivity that gives the average number of student credit hours generated per fulltime equated faculty member. The report provides data at the university, college, department, and course prefix levels. Since Small Business and Entrepreneurship courses are 50% MGMT prefix and 50% other business prefixes I have reported the MGMT prefix courses and the College of Business. The following table shows a comparison of the SCH/FTEF for the MGMT prefix courses, the Management department as a whole, the COB, and the university.

SCH/FTEF Comparison 1999-00 – 2003-05

	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05
MGMT Prefix	576.25	572.94	621.30	579.66	658.13	652.49
Management Dept.	493.59	541.48	580.76	504.51	559.82	618.17
College of Business	485.89	497.97	490.67	475.89	522.16	537.69
University	454.53	451.32	446.69	439.43	454.22	441.01

The table clearly shows that the MGMT prefix courses have consistently led the department, college, and university in terms of productivity since the 1999-00 academic year. The high productivity of the faculty, combined with the lack of need for special facilities/resources, indicates Small Business and Entrepreneurship program is a very low investment program for Ferris.

K. Assessment and Evaluation

The assessment of the program is done through the use of this advisory boards and this review.

L. Administration Effectiveness

Administration of the management department, which is responsible for the Small Business and Entrepreneurship program has recently been evaluated and changed. The administration has added the responsibilities of the MBA program to the department chair’s responsibilities and has given additional time to an off campus coordinator to develop the Small Business and Entrepreneurship program at remote sites. This change occurred in May and has not been in place long enough to evaluate the effectiveness of the new administration.

Section 4: Facilities and Equipment

A. Instructional Environment

The Small Business and Entrepreneurship Program is housed in the College of Business and all classes in the major are taught in the COB building. Classrooms and faculty offices are adequate for the program. A workroom with computer access for the use of work studies would make work study assistance more productive.

B. Computer Access and Availability

All classrooms are equipped with a computer with necessary software, network capability, and a hook-up to a projector, VCR, and standard overhead projectors. The lumens on the projectors vary from 3,000 to 12,500. The classrooms with the lower level lumens are more difficult to see and classroom lighting must be lowered for effective use. Presently, three rooms have been remodeled. The remodeled rooms are dubbed "smart classrooms" and include new technologies that the older rooms do not have. They have touch screen monitors and visual presenters (overhead like projectors with capabilities of projecting solid objects such as books). The smart rooms have also been designed to have flexibility of use. The desks and chairs are mounted on wheels for easy reconfiguration. The rooms have been painted and carpeted for a more pleasing instructional environment.

Faculty offices with desktop computers that are 1.7 GHz or less and laptops that are 1.2GHz or less will be replaced by January 2007. Constant upgrading is necessary as we become more dependent on technology.

Computer labs for students average 1.7GHz. Upgrading is necessary every 3 to 4 years in order to meet student demand. Presently budgeting is out of the College of Business budget. The labs are available for students throughout the university and at least part of the budget should come from other colleges.

Portable equipment for faculty needs to be upgraded more often. Portable projectors range from 1,000 to 1,400 lumens. This is lower than the classrooms and could cause visual clarity problems at times.

C. Other Instructional Technology

New software is easily requisitioned. However, when hardware for new technology is needed it appears to be a little difficult to obtain. In order to obtain 20 "clickers" for classroom use I am attending professional development seminars that reward faculty with funds for purchase of professionally related materials. In reality I would have preferred to have 40 "clickers".

D. Library Resources

The print, electronic, and other resources available through FLITE are adequate for the program. FLITE spends about \$35,000 annually keeping the College of Business up to date with appropriate

books. In addition the following list is the primary business related data bases that are available to Ferris faculty and students through FLITE services.

ABI/INFORM Global

Business Newsbank

EconLit

General BusinessFile

Hospitality & Tourism Index

InfoTrac OneFile

LegalTrac

Lexis-Nexis Academic Universe

Lexis-Nexis Statistical Universe

Mergent Online

MRI Plus

National Trade Data Bank

Reference USA Business (In FLITE use only)

RIA Checkpoint

SRDS: Standard Rate & Data Service (In FLITE use only)

Standard & Poor's NetAdvantage

State of the Nation

Westlaw Campus

Wilson Business

Section 5: Conclusions

A. Relationship to FSU Mission

The Small Business and Entrepreneurship program provides a good fit with the mission of the university and the COB by giving students an education based on the current needs of small business owners in the workplace. The skills students develop will help them obtain employment in entry-level management positions upon graduation and provide a solid foundation for the rest of their careers.

B. Program Visibility and Distinctiveness

The first small business course, MGMT 310, experiences enrollment of 60-80 students both fall and winter semesters. Significantly fewer students continue into MGMT 410. Part of the dilemma is many students are required to take 310 and choose only to take what is required. Also, MGMT 310 requires a small business plan as part of course work and MGMT 410 currently focuses entirely on a small business plan. The plan for winter 2007 is for MGMT 410 is to eliminate the redundancy and refocus the course on greater breadth and depth.

Those undergraduate students wishing to focus on small business management currently have two courses focused on the discipline. Study is underway to possibly expand their learning and experiences, increase their understanding of what is required, and experience what is rewarding in operating a small business. A second group of possible interested students are those from Optometry, Pharmacy, COT, and COB.

The third group, the Michigan business community, might also benefit from the opportunity to receive additional training from FSU. Small businesses are the most promising avenue for new job creation and economic growth. FSU should be able to add real value to small business expertise and training consistent with its mission.

F. Quality of Curriculum and Instruction

Richard LaBarre recently retired from FSU was the champion of the Small Business and Entrepreneurship program. He clearly made substantial contributions to the program. FSU needs to continue to fulfill this program's destiny, engage in quality improvement, and to prepare career ready students. In that regard the COB has hired a qualified instructor who has demonstrated academic and small business experience to continue in this vein. Richard Saliers has been given a two year contract with the understanding that he focus on the SBM program. He has met with the SBM Advisory Board and will be working on reengineering the SBM option fall 2006.

Professor Saliers is proposing a four course concentration focusing on advisory board recommendations for required knowledge and skills. Three of the courses exist, but will be redirected. The proposal:

MGMT 310 will remain an overview of small business and include a business plan.

MGMT 410 will be revised to experience daily operations.

MGMT 491 is a required internship in small business.

MGMT xxx is an assessment, motivation, and encouragement for small business focusing on mind-set preparedness necessary to succeed in small business.

Additionally, the concentration will be considered for packaged offering for broader delivery to the Michigan community.

C. Program Value

The value of the Small Business and Entrepreneurship program to the students and alumni who have majored in this program is documented. Students and alumni for the most part have used their degrees quite successfully.

The question is what is the value to Ferris? Student demand for the program has been consistent at about 50 students. Approximately 10-15 students graduate from the program annually.

Presently, Rick Saliers has expressed interest in the program. However, he sees the program as a certificate program that would be added to the Business Administration program, or any other compatible program. It could even be a stand alone certificate for small business entrepreneurs who want guidance in starting and running a small business.

D. Enrollment

Enrollment in the Small Business and Entrepreneurship program is steady and continues to be steady at about 50 students annually. This enrollment is sufficient to offer the two courses presently offered in the major that are specifically related to small business. SBM enrollment might be expanded if properly focused.

E. Characteristics, Quality and Employability of Students

Twenty-eight out of the thirty graduates that responded to this survey indicated that they either presently or in the past have owned their own small business. Twenty-eight out of thirty respondents indicated that they presently work for either themselves or another organization. It would appear that the graduates of this program are employable.

G. Composition and Quality of the Faculty

Richard Saliers now entering his third year (and a contract for a fourth) of full time temporary faculty in the Mgt Dept and SBM program has been given the charge to evaluate current offering, make recommendations, and provide leadership related to SBM. He has the appropriate academic credentials and thirty years of large and small company experiences. He maintains good rapport with students and colleagues, is

familiar with the FSU community, and has demonstrated the interest, enthusiasm, and energy to lead an SBM QI initiative.

H. Input from Department Chair William Boras

The necessity and opportunity to improve SBM was discussed this summer at the SBM Advisory Board meeting. Work has already commenced and appropriate structure and incentives are in place for a serious reengineering effort. The initial thinking is a four course concentration in SBM. What emerges has yet to be determined, discussed, and acted upon.

In my opinion, an SBM concentration (rather than degree) is not only appropriate, but if done well serves our traditional business students, non-traditional students interested in owning/operating a small business, and if partnered with technical and skill programs at FSU could, for those so inclined, prepare our students with the skill set, vision, and confidence for a career in business ownership.

Section 6: Appendices

**Ferris State University-College of Business
Bachelor of Science Degree in Business**

SMALL BUSINESS AND ENTREPRENEURSHIP – 121-122 Credits

Name: _____ ID #: _____

REQUIRED		COURSE TITLE-PREREQUISITES SHOWN IN BRACKETS ()	S.H.	GRADE	GR PTS
COMMUNICATION COMPETENCE – 12 Credits Required					
COMM	121	Fundamentals of Public Speaking (None)	3		
ENGL	150	English I (ENGL 074 or a minimum score of 14 on ACT or a minimum score of 370 on SAT)	3		
ENGL	250	English II (ENGL 150 with a grade of C- or better)	3		
ENGL	325	Advanced Business Writing (ENGL 250 or 211)	3		
SCIENTIFIC UNDERSTANDING – 7/8 Credits					
Consult the Ferris website: www.ferris.edu/htmls/academics/gened/scicourses.html Select two courses from the scientific understanding subject area (one must be a lab course).					
			4		
			3/4		
QUANTITATIVE SKILLS – 3 Credits Required					
MATH	115	Intermediate Algebra (MATH 110 with a grade of C- or better, or 19 on ACT or 460 on SAT) If MATH ACT is 24 or higher, substitute a general education elective.	3		
CULTURAL ENRICHMENT - 9 Credits Required *					
Cultural Enrichment electives, consult the General Education category of the Ferris website: www.ferris.edu/htmls/academics/gened/cultcourses.html					
		Cultural Enrichment Elective	3		
		Cultural Enrichment Elective	3		
		Cultural Enrichment Elective – (200 Level or above)	3		
SOCIAL AWARENESS – 12 Credits Required *					
Social Awareness electives, consult the General Education category of the Ferris website: www.ferris.edu/htmls/academics/gened/soccourses.html					
SOCIAL AWARENESS CATEGORY SATISFIED WITH RELATED COURSE REQUIREMENTS.					
		Social Awareness Elective	3		
GENERAL EDUCATION ELECTIVES – 6 Credits Required*					
General Education electives, consult the Ferris website: www.ferris.edu/htmls/academics/gened/gened.html					
			3		
			3		
NOTICE REGARDING WITHDRAWAL, RE-ADMISSION AND INTERRUPTION OF STUDIES					
Students who return to the university after interrupted enrollment (not including Summer Semester) must normally meet the requirements of the curriculum which are in effect at the time of their return, not the requirements which were in effect when they were originally admitted.					

*Global Consciousness and Race/Ethnicity or Gender requirements must be met either through Cultural Enrichment, Social Awareness or General Education courses.

Advising Notes:

FSUS 100 requirement satisfied by _____
 Global Consciousness requirement satisfied by _____
 Race, Ethnicity, Gender requirement satisfied by _____

Ferris State University
Small Business & Entrepreneurship Major

REQUIRED		COURSE TITLE-PREREQUISITES SHOWN IN BRACKETS ()	S.H.	GRADE	GR.PTS.
SMALL BUSINESS ENTREPRENEURSHIP MAJOR – 30 Credits Required					
ECOM	200	World of E-Commerce (None)	3		
ISYS	200	Database Design & Implementation (ISYS 105 or demonstrated proficiency)	3		
MGMT	302	Organizational Behavior (MGMT 301 or instructor approval)	3		
MGMT	310	Small Business Management (Second semester sophomore standing)	3		
MGMT	373	Human Resource Management (Junior status or instructor approval)	3		
MGMT	410	Entrepreneurship & Planning (ACCT 201, MKTG 321, MGMT 310 or instructor approval)	3		
MGMT	447	Business Ethics and Social Responsibility (Senior Standing)	3		
		ACCT/FINC Elective: FINC 201, FINC 323, ACCT 205, ACCT 301, ACCT 321	3		
		MKTG/ADVG/PREL/RETG Elective (Prior approval of advisor required)	3		
		MKTG/ADVG/PREL/RETG Elective (Prior approval of advisor required)	3		
BUSINESS CORE – 30 Credits Required					
ACCT	201	Principles of Accounting 1 (MATH 110 with a grade of C- or better, or 19 on ACT or 460 on SAT)	3		
ACCT	202	Principles of Accounting 2 (ACCT 201 with a grade of C- or better)	3		
BLAW	321	Contracts and Sales (None)	3		
FINC	322	Financial Management 1 (ACCT 202, Math 115 or MATH 116 or MATH117 or MATH ACT 24)	3		
ISYS	321	Business Information Systems (ACCT 202 & MKTG 321 & MGMT 301)	3		
MGMT	301	Applied Management (None)	3		
MGMT	370	Quality/Operations Management (Sophomore Standing)	3		
BUSN	499	Interdisciplinary Integrating Experience (FINC 322, MGMT370, MKTG 321)	3		
MKTG	321	Principles of Marketing (Sophomore status or higher)	3		
STQM	260	Introduction to Statistics (MATH 115 or MATH 116 or MATH 117 or 24 on ACT or 560 on SAT)	3		
*RELATED COURSES					
ECON	221	Principles of Macroeconomics (MATH 110 with a grade of C- or better or ACT of 19 or SAT of 460)	3		
ECON	222	Principles of Microeconomics (ECON 221)	3		
PSYC	150	Introduction to Psychology (Reading score of 17 ACT or Verbal 430 SAT or READ 106 with grade of C/better)	3		
ADDITIONAL – 14 Credits Required					
ISYS	105	Microcomputer Applications (None)	3		
		Directed Elective – Prior approval of advisor required	3		
		Directed Elective – Prior approval of advisor required	3		
		Directed Elective – Prior approval of advisor required	3		
		Free Elective	2		

NOTE: A 2.00 cumulative GPA is required for the major, business core and a 2.00 cumulative GPA is required for the completion of the Operations & Supply Management degree.

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Faculty Survey – Bachelors Degree in Small Business Administration

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:* Small Business Administration 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 Small Business Administration Program?
8. What do you think are the weaknesses of the Small Business Administration Program?
9. What suggestions do you have for improving the Small Business Administration Program?
10. What additional suggestions do you have for the Small Business Administration 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 Small Business Administration Program? _____

Please return to Karen Ottobre in Business 212
by April 30, 2006.
THANK YOU!

Faculty Survey – Bachelors Degree in Small Business Administration

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

- No answer, left blank - 6
- Business experience of faculty
- Allows those who want to own a business to get the proper training.
- The 2 small bus. Oriented courses
- None in particular – except LaBarre’s dedication.
- Electives required from both Fin/Acct & Mktg/Prel
- Faculty that have worked
- The students and the dedicated faculty
- not sure

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

- No answer, left blank - 8
- Internship opportunities – required or strongly recommended
- ? the phrase “Mktg/Adv/PR/Retg”
- Too general, lacks specific skills/knowledge expected/required to run a small business.
- They could use more real-world opportunities
- not sure of its applicability in the real world
- This program is virtually the Bus Ad Program

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

- No answer, left blank - 8
- required internship
- The “Mktg/Adv/PR/Retg” phrase covers a lot of territory. There must be more specific courses which would be beneficial.
- More computer simulations.
- I’d specify areas of needed competency and skills, address entrepreneur skills and upgrade the program.
- Get students out of the classroom’s into real-world situations
- Less emphasis on “ISYS” courses, more on “Sales” and “Selling”. Eliminate the three ISYS and add at least two Sales and another Marketing.

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

- No answer, left blank - 11
- Let’s get these students ready to be Small Business owners.
- Make it a certificate underneath Bus Ad
- Add a second Small Bus Mgmt course

11. In what Department are you?

- AFIS - 4
- MGMT - 6
- MKTG - 4

Additional comments:

- Sorry! Not enough time to really know (employed since 8/05)

Faculty Survey - Bachelors Degree in Small Business Administration - 2006

1 to 5 1	1 to 5 2	1 to 5 3	1 to 5 4	1 to 5 5	1 to 5 6	Department 11	Years 12	Yes or No 13
1	1	1	1	1	2	MKTG	20	Yes
1	2		2			AFIS	11	Yes
1	2	1	3	2	2	MGMT		Yes
1	2	3	3	2	2	MGMT	20	Yes
						MKTG	1	No
1	1	1	1	1	1	MGMT	12	Yes
2	3	1	4	4	1	MGMT	30	Yes
1	1	1	1	2	2	AFIS	23	Yes
1	2	1	2	1	2	MKTG	4	Yes
1	2	2	2	2	2	MGMT		Yes
1	3	2	1	1	2	MKTG	16	Yes
1	1	1	2	1	2	AFIS	20	Yes
4	3	3	3	2	1	AFIS	5	Yes
2	3	3	3	2	2	MGMT	2	Yes

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Ferris State University
College of Business
Small Business Administration Student Survey

1. Which of the following will you be in the fall of 2006?

Freshman _____ Sophomore _____ Junior _____ Senior _____

2. If you are obtaining minors or certificates please list them.

3. Why did you choose to come to Ferris to pursue your degree?

4. Why did you select the Small Business Administration Program?

5. Did you transfer into this program from another program at Ferris or another college or university?

Yes _____ No _____ If yes, what/where was it?

6. Please identify any professional/student organizations to which you belong. _____

7. Have/do you plan to participate in an internship or gain other professional experience while you are in school? Yes _____ No _____

If yes, where is/will it be? _____

How did/will you obtain this position? _____

8 - 19. Please rate your level of agreement with each of the following statements.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The academic advising is effective.					
Business instructors are knowledgeable in their subject matter.					
The business instructors are available to students.					
The business instructors are helpful to students.					
The courses in the program are conveniently scheduled.					
The classrooms are appropriate for the classes in the program.					
I am generally satisfied with the program.					
I would recommend the program to others.					
The program is preparing me to work in business.					
If available, I would prefer classes that meet partially online.					
If available, I would prefer classes that meet entirely online.					
Assistance for obtaining internships is readily available.					

20 - 38. Please evaluate each class that you have taken based on the following scale.

1= Excellent class; 2=Good Class; 3=Class Needs Improvement; 4=Eliminate Class; 5=Not Taken
Class Yet

	Class	1	2	3	4	5 Not Take n
Ecom 200	World of E-Commerce					
Isys 200	Database Design & Implementation					
Mgmt 302	Organizational Behavior					
Mgmt 373	Human Resource Management					
Mgmt 410	Entrepreneurship & Planning					
Mgmt 447	Business Ethics and Social Responsibility					
Acct 201	Principles of Accounting 1					
Acct 202	Principles of Accounting 2					
Blaw 321	Contracts and Sales					
Finc 322	Financial Management					
Isys 321	Business Information Systems					
Mgmt 301	Applied Management					
Mgmt 370	Quality/Operation Management					
Busn 499	Interdisciplinary Integrating Experience					
Mktg 321	Principles of Marketing					
Stqm 260	Introduction to Statistics					
Econ 221	Principles of Macroeconomics					
Econom 222	Principles of Microeconomics					
Psyc 150	Introduction to Psychology					
Isys 105	Microcomputer Applications					

39. Of the courses you had taken to date, which do you perceive as most relevant to the Small Business Administration program? Why?

40. Which do you perceive as the least relevant to the Small Business Administration program? Why?

41. Are there any courses/areas of study that you think should be added or improved? Why and in what way?

42. Are there any courses/areas of study that you think should be eliminated? Why?

Please feel free to make additional comments on additional page.
Thank you for your time and assistance!

Small Business Administration Student Survey

2. If you are obtaining minors or certificates please list them?

- No answer, left blank – 2
- None
- Ornamental Horticulture
- Majors – Dual
- Real Estate, E-commerce Marketing, Supervision
- Unsure as of now
- Minor political science

3. Why did you choose to come to Ferris to pursue your degree?

- No answer, left blank - 1
- To start a business
- Dental hygiene & On-Campus Housing
- Accepted quickly
- it is a good school for this degree
- Honors – cost – away from home
- I like the campus but also I liked how small the campus was. Other bonus is that my older sister did not go here.
- Because it was the only college in Michigan that had a specific Small Business Major

4. Why did you select the Small Business Administration Program?

- No answer, left blank - 1
- To start a business
- Want to open a Small Business
- Interested in Small Business
- I want to obtain a degree that will help me open my own business
- Want to start my own business
- I have always been the one person in my family that talked to Dad about how I can make money and learn the style from Dad. I just had the personality for it.
- I've always wanted to own my own Business

5. If yes, what/where was it?

- No answer, left blank - 4
- I was C.N.S. @ Ferris
- Baker – Port Huron
- Public Relations (here at Ferris)
- well started in elementary education, Accounting, then to Small business.

6. Please identify any professional/student organizations to which you belong.

- No answer, left blank - 4
- None – 1
- SADHA, Pi Delta Alpha, Student Government
- Men's Lacrosse – Hall council
- Resident Advisor, Hall Council Advisor, Red Cross Club, Accounting Club

7. If yes, where is/will it be? How did/will you obtain this position?

- No answer, left blank - 3
- Don't know yet – 2
- Horticulture internship/Edgewood Country Clubs

- Lapeer, Michigan, past employer
- Somewhere at home, but I am not going to go for a credit. I am looking for a job/intern. Father/boyfriends friend of his family.

8-19. Please rate your level of agreement with each of the following statements. [COMMENTS]

- [I am generally satisfied with the program] – Not accredited

39. Of the courses you had taken to date, which do you perceive as most relevant to the Small Business Administration program? Why?

- No answer, left blank - 1
- Mgmt 410 and Busn 499 because it takes real situation and applies it to a class
- Mgmt 410 Essential for learning all skills needed for small business.
- Mgmt 373, Mktg 321, Blaw 321 Great Instrument that know the world
- Mgmt 410- gives you valuable experience
- Acct 201 - I think this course will help me to financially manage my own business
- Management 310 write a Business Plan
- MKTG 321, FINC 322, ACCT 201, STQM 260, ECON 221, ISYS 105

40. Which do you perceive as the least relevant to the Small Business Administration program? Why?

- No answer, left blank - 1
- Isys 321 and Isys 200 because by now, students shouldn't have to learn how to use a computer
- ISYS 200, completely irrelevant course. Didn't learn anything.
- PSYC 150
- STQM 260. I don't feel that I will be using stats in the real world of small business
- ISYS 200 – Data bases can be taught
- That I know of they are all good. So far I feel that classes should stay the same.
- ISYS 200

41. Are there any courses/areas of study that you think should be added or improved?

Why and in what way?

- No answer, left blank – 1
- None
- Econ classes are too dry and Finance does not relate to degree until the end of the semester
- More classes that give you hands on exp.
- I think there should be more courses that relate to specific types of businesses, like retail mgmt etc.
- Investing course
- All class need improvement somewhere there is always room for improvement.
- MGMT needs to be improved to get across the purpose of the class.

42. Are there any course/areas of study that you think should be eliminated? Why?

- No answer, left blank - 2
- None - 2
- Psyc 150, make it an elective, not forced because it related in no way to owning a small business.
- ISYS 105 & 200 - unnecessary
- Psychology 150
- ISYS 200, it is taught very poorly and has very little impact on what I will be doing.

Survey Responses to Student Questionnaire
 Small Business and Entrepreneurship
 Winter 2004

1 to 4 1	1 or 2 5	1 or 2 7	1 to 5 8	1 to 5 9	1 to 5 10	1 to 5 11	1 to 5 12	1 to 5 13	1 to 5 14	1 to 5 15	1 to 5 16	1 to 5 17	1 to 5 18	1 to 5 19	1 to 5 20	1 to 5 21	1 to 5 22
4	1	2	2	3	2	2	3	2	2	2	1	2	4	3	2	3	2
4	2	1	2	2	2	2	1	1	2	2	2	4	4	3	2	4	2
4	1	2	1	1	1	1	1	1	1	1	1	1	1	1	1	3	1
4	2	2	2	3	3	2	4	2	2	3	4	2	2	5	4	4	2
2	1	1	3	1	1	1	3	2	2	2	3	1	2	3	1	5	5
3	2	1	3	3	2	1	2	3	4	3	2	1	1	1	2	3	5
4	1	1	2	1	3	3	4	3	2	2	1	5	5	3	5	5	5
3	2	1	2	2	2	3	2	2	2	2	3	4	5	3	2	4	5
1 to 5 23	1 to 5 24	1 to 5 25	1 to 5 26	1 to 5 27	1 to 5 28	1 to 5 29	1 to 5 30	1 to 5 31	1 to 5 32	1 to 5 33	1 to 5 34	1 to 5 35	1 to 5 36	1 to 5 37	1 to 5 38	1 to 5 38.5	
2	1	2	2	2	1	3	4	2	1	1	3	4	3	4	4	3	
2	1	2	1	1	1	2	4	2	3	5	2	2	2	2	3	2	
1	5	5	5	5	1	5	5	3	5	5	1	5	2	2	2	5	
3	1	1	2	2	1	1	4	2	2	5	2	2	4	4	3	4	
5	5	5	2	5	5	5	5	5	5	5	5	2	3	5	1	2	
5	5	5	3	2	1	2	5	2	1	5	5	1	5	5	1	3	
5	5	5	1	3	3	2	5	3	5	5	1	1	2	3	2	2	
5	5	5	2	3	5	5	5	3	5	5	3	2	2	2	2	2	





Alumni Survey – Small Business Management Degree

Ferris State University College of Business; Big Rapids, MI 49307
Summer 2006

1. Year you received your Bachelors in Small Business Management from Ferris State? _____
2. Have you pursued educational opportunities beyond your bachelors degree? Yes _____ No _____
 - a. Are you presently working toward a degree? Yes _____ No _____
Degree seeking? _____ Major? _____
 - b. Other degrees earned? Yes _____ No _____ Year earned? _____
Degree(s) earned _____ Major _____
Institution? _____
 - c. Have you pursued any other educational opportunities? _____
Comments: _____

3. Do you currently own a small business? _____ Not now, but in the past? _____ Part time? _____ Full time? _____
Are you employed by a small business? _____ Not now, but in the past? _____ Part time? _____ Full time? _____
If you own or have owned your own business, how helpful was your education at Ferris in

	No help at all	Not very helpful	Some help	Very helpful
a. starting the business				
b. operating the business				

Are you currently employed full time? _____ Part time? _____

- a. What is your present position? _____ Salary (optional)? _____
- b. Did your Small Business degree help you attain this position? Yes _____ No _____
- c. Please comment on your specific duties. _____

4. What was your first position upon graduation? _____
 - a. What were the dates of your employment at this position? _____
 - b. With which company? _____ d. Starting salary (optional)? _____
 - c. How did you obtain this position? _____
 - d. Did your Small Business degree help you attain this position? Yes _____ No _____

5. What other positions have you held since graduation? _____

6. Has your Small Business Management Degree assisted you in attaining career goals? Yes _____ No _____
 - a. How has it assisted you or why did it not assist you? _____

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

8. What is your reaction to the following statements?

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
A. My Small Business Management Degree helped me achieve my career goals.					
B. I was satisfied with the academic preparation received in the Small Business Management program.					
C. I was satisfied with the advising received while I was in the Small Business Management program.					
D. I would recommend the Small Business Management program to prospective students.					
E. The Small Business Management program is a quality program.					

9. Do you belong to any professional organizations? ____ Yes ____ No
 Which ones and why did you choose these organizations?

10. Did you complete an internship while at Ferris? _____
 Is an internship beneficial? _____ Should we require an internship? _____

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

a. If yes which ones? _____

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

12. Should we require a minor of Small Business Management students? _____

Would a minor in a specific subject have made you more employable? _____

Which specific minors would have been beneficial to you? Why? _____

13. Was the computer simulation a part of a course that you took at Ferris? _____

Which course: ____ Capstone ____ One credit hour management class ____ Human Resources ____ Other.

If it was part of a course that you took, please indicate your level of agreement with the following statements:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The simulations helped to improve my skills in working with a team.					
The simulation improved my abilities to make decisions based on key data.					
The simulation improved my understanding of how R&D, Marketing, production, and finance interrelate.					
Overall the course improved my skills as a professional business person.					

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

	Extremely Helpful	Very Helpful	Some Help	Not Helpful	Should be Eliminated
Public Speaking (Comm121)					
English (Engl150,250)					
Advanced Business Writing (Engl325)					
Math (Math115)					
Psychology (PSYC150)					
Principles of Economics (Econ221-2)					
Principles of Accounting (Acct201-202)					
Financial Management (Finc322)					
Business Law (Blaw321)					
Microcomputer Applications (Isys105)					
Database Design & Implementation(Isys200)					
Applied Management (Mgmt301)					
Organizational Behavior (Mgmt302)					
Quality/Operations Mgmt (Mgmt370)					
Human Resource Management (Mgmt373)					
Business Ethics and Social Responsibility(Mgmt447)					
Principles of Marketing (Mktg321)					
Introduction to Statistics (Stqm260)					
Microcomputer Applications (ISYS105)					
Database Design & Implementation (ISYS200)					
World of E-Commerce (ECOM200)					
Small Business Management (MGMT310)					
Entrepreneurship & Planning (MGMT410)					

15. Comments: _____

THANK YOU!

Sheri Bell, Chair Small Business Management Program Evaluation Committee
Please return in the provided postage paid envelope.
Should you have any questions about this survey please contact our
departmental offices at 231-591-2

Alumni Survey – Small Business Management Degree Summer 2006

1. Year you received your Bachelors in Small Business Management from Ferris State?

[COMMENTS]

- Assc. Degree 2001
- 2002 (certificate)

2a. Degree seeking? Major?

- No answer, left blank - 16
- No.
- Bachelors, Nursing, Grand Valley

2b. Degree(s) earned? Major? Institution?

- No answer, left blank - 10
- Child Development, Ferris State University
- Masters, Business Admin., Central Michigan Univ.
- AAS Opticianry, FSU
- Business Admin, Bachelor's degree, FSU (May 2003 graduation)
- Ass. Auto Body Repair, FSU
- Associates, Horticulture, Ferris
- Grand Valley
- A.S. Bldg. Const. Tech '85, '88 Cert. Real Estate, FSC & FSU

2c. Comments:

- No answer, left blank - 13
- Took some masters level classes @ Grand Valley in Business Management
- Additional education in the construction field.
- Journeyman Tool & Die Maker
- additional computer classes, specifically Quickbooks to be used at work
- Certificate in Nurse Aide

3.4a. What is your present position?

- No answer, left blank – 1
- Home Maker / Investment Club Owner
- Owner/Manager – 2
- Owner/Operator
- Owner – 3
- Pharmaceutical Sales
- President/CEO
- Small business owner
- Sales Engineer
- Director of Food & Nutrition
- Mfr. Sales Rep.
- Assembly General Motors
- Administrator
- Personal Care Associate
- Sales

3.4c. Please comment on your specific duties.

- No answer, left blank – 2
- Husband also graduated from Ferris got hired by (GM) as Engineer, so I didn't have to work after two years. Just raising children and enjoying it!
- Own & operate own business, hire/fire employees, customer service, marketing, financials
- Retail optical shop
- Owner of Material Handling Business
- Call on physicians & hospitals and promote my products
- Running a construction company getting and completing project Banking, Lawyers Insurance, etc.
- The business is a joint venture with my husband. I take care of the accounting and office management.
- Estimator for family owned commercial asphalt paving company.
- Oversee the operations for Morrison Management Specialists. ie. Scheduling, purchasing, budget, payroll, inventory, cash deposits.
- Own (3) Pizza Franchises
- Sales, Accounting everything
- Mfr. Sales Rep in the electrical industry. Calling on electrical distributors in West Michigan.
- Accounting, grant writing, managing staff
- Work along with an RN in Hackley Hospital
- Owner, manager, personel Dir, Finance, Bookkeeper
- Bidding/Marketing/Sales

4. What was your first position upon graduation?

- No answer, left blank – 0
- Day care in home
- Director of Child Development Program
- Outside sales
- Foremost Insurance Co
- Furniture Sales
- Optician
- Project Manager
- Specialist in a bank's call center
- Same – 3
- Retail manager w/ HDS services
- Owner
- Manager
- Management Trainee
- Maintenance plastic Recycling Plant
- Horticulturist @ golf course
- Assistant Manager @ Heslops

4a. What were the dates of your employment at this position?

- No Answer, left blank - 3
- 1991 – 1993
- 8/81 – 2/83
- 10 years
- 85 – 87
- Nov 1984
- Dec. 2003 – Nov. 2005
- 1993 – Present
- 12/01 – 8/03
- 1980 – Present

- June 1980 – June 1989
- 93 – 95
- 2000 – 2001
- 2003 – 2004
- May of 04 – 06

4b. With which company?

- No answer, left blank - 5
- Kuddle Korner
- Local Store
- Buckeye Optical
- Owen Aues Kimball
- Huntington Bank
- Same
- HDS Services
- Chesaning Sales Co.
- All Phase Electric Sy.
- Automotive Plastics Recycling
- Five Lakes Golf Course
- Heslops
- Boomer Co.

4c. How did you obtain this position?

- No answer, left blank - 4
- Interview – 2
- Application
- Researched Opportunities throughout industry
- Want ad
- Interview / pass work for company
- I first learned about them through FSU job fair
- Networking
- Family owned business
- Ferris State Career Day
- Friend
- Heard about before graduating
- 3 months of searching online
- Family business

5. What other positions have you held since graduation?

- No answer, left blank – 6
- None – 3
- Director of 2 other child Dev. Prgms, Consultant, Manager, Owner of Business
- Managed Optical Servies for large, multi-location Medical group
- Sales
- Only 2
- licensed Optician
- Director of Michigan Operations for one company and Vice President for another
- Shift Manager at Taco Bell from May 2003 – October 2003 (Huntington hiring process is lengthy)
- Director of Food and Beverage (Marriott property), Director of Food and Nutrition Services (Morrison Manangement)
- current job as Administrator of county Conservation District

6a. How has it assisted you or why did it not assist you?

- No answer, left blank - 6
- It very helpful to know more than the average person about the business you love. Just giving your customers' what they want.
- Would have like to have more hands on experience
- It helped to develop structured systems, develop budgets, strategies and analyze performance.
- College taught me to stay organized. Marketing classes helped creating strategies.
- Needed BS degree
- Help because in both positions I had some duties of running a company.
- I didn't desire to work for a company long-term. I wanted the chance to own my own, and when the opportunity presented, I took it.
- Will assist in future.
- Gaining valuable education to help promote a better management style.
- Gave me Bus. Skills
- I am qualified for the accelerated 1 year Nursing program.
- Confidence & knowledge to start business, was taken more seriously as a professional

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

- No answer, left blank – 0
- Same – 4
- Raising family
- I will own 3 different business, 2 Restaurants, Day care Center
- Conducting seminars, lecturing and consulting all part-time.
- Hopefully, the same thing. Also, expand current business
- Same – Pharmaceutical Sales
- Stay at home mom / home school mom
- Expanding my existing business.
- Starting larger businesses, possibly publicly traded corporations, with current business contacts as partners.
- Partner in same company
- Continue to work with Compass Group, and develop business concepts to open my own business.
- Tool Maker
- Working current job
- RN @ Hackley Hospital
- Winding down the business

9. Which ones and why did you choose these organizations?

- No answer, left blank – 14
- Dietary Managers Association – to promote my professional growth
- Chesaning Chamber of Commerce Board Member
- NRA – love hunting & shooting
- National Assoc of Homebuilders, Farm Bureau

11a. If yes which ones?

- No answer, left blank – 7
- Youth Ambassador for Christ, Christian organization.
- Track / Cross Country
- Intramural sports – 2
- Ferris Wheels, Choir, Sports
- Amer. Prod. & inventory control society, society for human res. Mgmt (1 semester), phi alpha delta, zeta tau alpha

- Fraternity
- Band
- Delta Zeta
- ACS Assoc. Const. Students S.A.M. Soc. Advancement of MGMT
- Football

11b. Were any of the extra-curricular activities usefully in your career? Which ones and how were they useful?

- No answer, left blank - 11
- Yes - 2
- No - 1
- Yes, this Christian group helped me keep God first in everything I do, without God I'm nothing!
- apics, shrm, zta – apics & shrm taught me how to work as a group and zta helped with public speaking
- Yes, operating a fraternity is much like operating a business – at a smaller scale
- Both, Exposure to many people, organizations, field trips, public speaking

12. part1. Should we require a minor of Small Business Management students?

- No answer, left blank – 5
- Yes – 8
- No – 3
- Yes, it makes them more well-rounded
- Perhaps (Business Goal Oriented)

12. part2. Would a minor in a specific subject have made you more employable?

- No answer, left blank – 5
- Yes - 2
- No – 7
- Maybe - 1
- I was more employable
- Maybe, but I don't want to be employed by someone else.
- Yes, it did.

12. part3. Which specific minors would have been beneficial to you? Why?

- No answer, left blank – 11
- Marketing closely linked
- Mine was in building construction. That is the business I have always been in.
- I did receive a minor in human resource mgmt. Otherwise, finance or accounting would have been beneficial.
- I have a minor in Hospitality Mgmt. It is very beneficial.
- Computers
- Horticulture
- Const Tech. 2 + 2 program is excellent, 2 yrs adequate for SBM

15. Comments:

- No comment: 7
- Entrepreneurship was the best because it helped us make business plans which are so vital for banks in order to get loans. And just to help you to see if this is really what you want to do. I love this class a lot. It was hard but I past!
- I believe when we attend college right after we graduate from high school we have no idea what we should major in. My Masters degree helped me in my career more due to my age & experience. I would like to see internships at an earlier stage in our college years.

- Being “well rounded” in all areas of business is important in owning your own business.
- I don’t remember taking some of the classes so I would say they were not helpful!
- I think that the program is very good as long as it is attached to another program – otherwise you come out as a salesperson to sell cars, insurance, etc.
- The reasoning behind the elimination choices is as follows: PYSC 150 doesn’t apply much use of itself in the business world, ISYS 105 is too basic and everyone should have obtained basic computer skills prior to college (offer as a non-credit hour course to those who may need it), and STQM is also not needed in the business world. The remaining “some help” and “not helpful” choices need some tweaking to apply better to actual business careers or self employment. Basically, they didn’t connect themselves enough to the out-of-college experiences students will encounter after graduation.
- Need well rounded education – English, Math, etc; A clear but general understanding of Accounting; Principles of Business should be understood with focus on how those principles relate to starting, owning, and operating a Small Business. This program should be structured with more emphasis on the Entrepreneur not the mid-level corporate manager. (CIRCA 1997 – MGMT 310, 405, 410)
- Great school
- My Entrepreneurship and Planning Teacher was a poor example for Ferris to have on there staff. And also a poor judge of what makes a business successful. I forgot his name but wish to have a visit some time in the future. I have had professors from CMU and Baker College do seminars on my store for students to learn from me how to do retail.
- This degree didn’t help me in career path I was in b/c all businesses were looking for prior experience. An internship of 6 months – 1 year would be beneficial so that students are prepared to compete for positions. I am attaining a Nursing degree now so my opinions may be bias towards the school of business.
- Should work to develop more of a program for understanding leading & dealing with people & all of their baggage. i.e. employees, managers, customers, vendors – should start out 1st or 2nd semester with Human Psychology and continue to build on it from there.

Alumni Survey - Small Business Administration Degree

Summer 2006

Year	1 or 2	1 or 2	1 or 2	Year	1 or 2	1 or 2	3 or 4	1 or 2	3 or 4	1 to 4	1 to 4	1 or 2	\$\$\$	1 or 2	\$\$\$	1 or 2	1 or 2
1	2	2a	2b	2b	2c	3.1	3.1	3.2	3.2	3.3a	3.3b	3.4	3.4a Salary	3.4b	4b Salary	4d	6
2001	2	2	1	2001	2	2		2		4	4			2			1
1991	1	2	1	1994		1	4	1	3	2	2	2		2	22,000	1	1
1981	2					1	4			4	4	1		1		1	1
1989	1	2	2			1	4	2		4	4	1		2		1	1
1985	2	2	2		2	2		2				1	130,000	1	12,000	2	1
1998	2	2	1	1987	2	2		2								2	2
1984	2	2			1	1	4			3	3	1		2	30,000	2	1
2002	2	2	1		2	1	4	2		4	3	2		1	18,240	2	1
1997	2	2	2					1	4			1	70,000	2		2	2
2001	2	2	2		2	2		2				1	41,200	1	26,000	1	1
1992	2	2	2		2	1		1		4	4	1	65,000	2		2	1
1991	2	2				1	4			1		1	45,000	2	25,000	2	2
1980	2	2	2			2		1				1		1		1	1
1993	2	2	1	1993	1	2		2				1	60,000	2	20,000	2	2
2000	2	2	1	1998	1	2		1				1	35,000	1		1	1
2003	1	1	2		1	2		2				2		2	24,000	1	1
1988	2	2	1			1	4			4	4	1		1			1
2004	2	2			2			1			4	1		2		2	1

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VITA For Rick Saliers

- a. Name: Richard "Rick" R. Saliers
Rank: One Year Temporary, Full Time
Tenure: No
Teaching Experience: Ferris State University
Davenport University
- b. Educational Background:
Associate Science degree, Pre-Engineering, Grand Rapids Junior College
Bachelor of Science degree, Mechanical Engineering, University of Michigan
Masters of Business Administration degree, Harvard University
- c. Prior Experience not in Education:
CyberGear and Professional Integrators Network, twelve years. These are small private businesses engaged in sales and marketing of industrial engineering solutions. Includes hardware, software and integration services being sold to large manufacturers.
- d. Professional Memberships
- e. Professional Meetings attended
- f. Papers presented
- g. Publications
- h. Other Research Activity
- i. Consulting
- j. Professional Growth Activities: Instruction in Web CT basics and advanced useage for both in-classroom and on-line courses.

- k. Seminars, Training Programs, conducted for Business and Industry
- l. Professional Presentations, Speeches
- m. Institutional Service Performed
- n. Recognition and Honors
- o. Professionally Related Community Activities