Academic Program Review Report

of the

Ferris State University

MBA Program

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August 4, 2009

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<u>**Academic Program Review**</u>

<u>**MBA**</u>

Input from the Department Head, David Steenstra

The MBA program is healthy and vibrant. It continues to flourish and has the momentum to sustain growth for the immediate foreseeable future. There are a number of reasons for this, many of which have been identified in this report. However, there are a few reasons worthy of repeating.

- **Program Distinctiveness.** The Ferris MBA program is designed around the Malcolm Baldrige National Quality Award Criteria. Nearly every other MBA program in America is based on more traditional courses. An added feature of the Ferris MBA is that other than two sessions in the first course, the entire program is on-line.
- **Faculty and Staff.** Our two fully dedicated graduate faculty are Baldrige certified and nationally acclaimed practitioners: Dr. Maureen Heaphy and Dr. Anita Fagerman. They lead and facilitate the learning process in approximately half the classes. The other classes are instructed with their guidance and overview by appropriately certified and/or doctorally qualified full time faculty, mostly from the Management Department. The administrative assistant, Shannon Yost is also fully dedicated to the graduate program. She has earned the Level III Secretarial designation. The quality of the entire graduate team, faculty and staff, is extraordinary.
- **Assessment and Evaluation.** Both Dr. Heaphy and Dr. Fagerman are recognized throughout the university community for their skills in developing clearly articulated learning outcomes and appropriate methodologies of assessment. Each course in the program has a very thorough and detailed syllabus to support this endeavor.
- **Relevance and Value.** The MBA is constantly being evaluated by a very vibrant advisory board, composed of professionals from respected business firms. As a result of their pertinent critiques, the courses within the MBA are in a constant phase of continuous improvement. Additionally, the two dedicated graduate faculty, Dr. Heaphy and Dr. Fagerman are constantly engaged in continuous education programs, professional development, and scholarly activities. They are also active in their field as Baldrige examiners. These activities translate into providing our students with the latest and most current information available.

In conclusion, I am very proud of the quality and rigor of our MBA program. The high standards to which we hold our students is evidence to the integrity upon which this program is crafted. I endorse this program passionately.

David Steenstra, Ph.D.
Management Department Head

Comments from the Dean

MBA Academic Program Review Panel

Maureen S. Heaphy   Assistant Professor MBA

David J. Steenstra   Management Department Chair

Anita L. Fagerman   Associate Professor MBA

Gregory S. Wellman   Associate Professor Pharmacy and
Shannon L. Yost   Secretary Level 3 College of Business Graduate Program

Sharon K. Hamel   Coordinator of Media Production

Chet Bolling   Professor Management Department

Academic Program Review Report
of the Ferris State University
MBA Program

Section 1: Overview of the MBA Program

This section is an **overview** of the program that addresses broadly the areas of the program included in the Administrative Program Review document. This section acquaints the reader with the program: mission, history, impact (on the University, state, and nation), expectations, plans for improvement, and any other items that would help the reader fully appreciate the remainder of the report.

A. PROGRAM GOALS

The goals of the program

The Graduate Program's Core Beliefs:
About the College of Business Graduate Program's Organizational Philosophy
- Successful organizations
  - Practice the philosophy of continuous improvement.
  - Want to hire graduates who have been exposed to the most current information, technologies, thinking, and practice.
  - Routinely utilize teams for problem-solving and decision-making.
  - Listen to their customers; our students are our primary customers.

About the Learning Environment
- Value is added when a globally diverse student body interacts in the learning environment.
- By utilizing a variety of instructional modalities, learning will improve for all students.
- Faculty members in the program embrace a learner-centered approach to education, facilitated by technology to assist in spanning time and space.
- A stimulating graduate experience creates a life-long quest for learning in each student.
- The physical and electronic learning communities modeled by this program will be replicated by program graduates in organizations throughout the world.
- The curriculum is flexible and designed to reflect rapidly changing business practices.

The Graduate Program Vision
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.

Faculty in the College of Business Graduate Program have a shared vision of what the program should be and can become and practice the program's core beliefs.

The MBA Graduate Program Outcomes (Format changed 4.10.2009)

A. Plan and conduct business research

B. Effectively function as a virtual team member

C. Using a spreadsheet, analyze and apply metrics and improvement systems that focus on performance excellence responsive to both internal and external stakeholders.

D. Develop and improve organizational performance systems based on the Malcolm Baldrige National Quality Award Criteria for the following category relationships and content areas:

1) Leadership including
   a. Apply systems thinking to integrate the following values into organizational decision making activities: visionary leadership and social responsibility

2) Strategic Planning including
   a. Apply systems thinking to integrate the following value into organizational decision making activities: focus on the future

3) Customer and Market Focus including
   a. Apply systems thinking to integrate the following value into organizational decision making activities: customer-driven excellence

4) Measurement, Analysis, and Knowledge Management including
   a. Apply systems thinking to integrate the following value into organizational decision making activities: management by fact

5) Workforce Focus including
   a. Apply systems thinking to integrate the following values into organizational decision making activities: organizational & personal learning, and valuing employees and partners

6) Process Management including
   a. Apply systems thinking to integrate the following value into organizational decision making activities: agility

7) Results including
   a. Apply systems thinking to integrate the following values into organizational decision making activities: focus on results and creating value

E. Apply systems thinking to integrate the following value into organizational decision making activities: managing for innovation.

F. Adhere to personal and organizational ethical standards and analyze the legal and/or business ramifications of exceptions.

G. Analyze and articulate the effect of organizational, stakeholder, environmental, and cultural issues within the context of global business decisions.

H. Anticipate and identify organizational challenges and solutions in an environment of uncertainty using available data and trade-offs.

This provides 14 outcomes which need to be assessed.

How and by whom the goals were established

The College of Business held a "Leap Forward Outcome-Based Improvement Workshop" on February 15 - 16, 2007 with stated objectives of

1.   Improve upon or add to existing program-level outcomes or
2.   Create a set of program level outcomes

The MBA program had articulated the program learning outcomes prior to this workshop so that list was reviewed and revised. The review and update was done by the two full time MBA faculty and by fulltime FSU faculty that teach primarily in the undergraduate program but also teach one or more class(es) in the MBA program. There were several discussions regarding having so many learning outcomes (goals). At first there was concern that too many outcomes would be overwhelming. Further discussion led to the realization that for our situation, having many goals would be useful especially when they were linked down to a class level. Rather than wait until a student is in the capstone class and then verify the goals have been met, we felt it was preferred to have the assessment at the class level to provide more timely feedback to the faculty. (It is our desire to add a summative assessment at some point.)

Furthermore, our faculty situation could benefit from having assessments at the class level. There are eight people that teach fulltime in an undergraduate program which is their first concern and then they teach one class for the MBA. By having program learning outcomes that they have linked to their class, they are required to collect data and hence become more involved with the MBA program. All faculty (two full time in the program and the eight part-time in the program) developed the matrix that linked classes to program learning outcomes.

Application of goals to preparing students for careers in and meeting employer needs in the community/region/marketplace

Ferris State University's MBA teaches the concepts and processes that have demonstrated their worth in enhancing organizational performance worldwide. This base of knowledge is crucial in modern business as organizations strive to remain vital and competitive in today's global economy. The goal of the Ferris MBA is translating these competencies and skills into a curriculum that promotes the values and processes that contribute to the achievement of organizational objectives. The learning experience is facilitated by an instructional process that models the concepts, provides the conceptual underpinnings, and promotes student application. The Ferris MBA is built around Performance Management concepts, the Balanced Scorecard and the seven criteria of the Malcolm Baldrige National Quality Award Criteria for Performance Excellence. Consistent with the MBNQA criteria, the program focuses on leadership; strategic planning; customer and market focus; measurement, analysis, and knowledge management; workforce focus; process management; and business results.

Goal changes since the last program review

Changes were made to the MBA Program Outcomes in the Spring of 2007 as part of the two-day Leap Forward workshop held at COB. Some of the changes were minor word changes without changing content. The only significant change was made in October/November 2007 to explicitly state that students needed to be able to do mathematical calculations and analysis within a spreadsheet. This change was made by inserting the phrase "using a spreadsheet" to the third goal which then read as follows:

> *"Using a spreadsheet, analyze and apply metrics and improvement systems that focus on performance excellence focused both on internal and external stakeholders."*

On April 10, 2009 the third goal was modified again (to read better) and minor formatting changes were made to condense the outcomes into fourteen clearly stated outcomes that are more useful for assessment purposes. The third goal now reads as follows:

> *"Using a spreadsheet, analyze and apply metrics and improvement systems that focus on performance excellence responsive to both internal and external stakeholders."*

Relationship of program goals to the University's mission and college's strategic plan

The university mission statement reads as follows:

> Ferris State University prepares students for successful careers, responsible citizenship, and lifelong learning. Through its many partnerships and its career-oriented, broad-based education, Ferris serves our rapidly changing global economy and society.

Table 1.A summarizes the MBA Program's relationship to the University's mission.

FSU Mission	MBA
successful careers	Detailed in the College of Business Graduate Program's Organizational Philosophy
responsible citizenship	Core courses include Organizational Leadership & Corporate Citizenship and Legal & Ethical Issues in Business
lifelong learning	As stated above in "About the Learning Environment" we believe: A stimulating graduate experience creates a life-long quest for learning in each student.
Partnerships	Internally we have partnered with Nursing, Pharmacy, and Kendall. Externally we have a partnership with our Advisory Board.
rapidly changing global economy and society	The program is built upon a foundation of the Balanced Scorecard and the seven criteria of the Malcolm Baldrige National Quality Award Criteria for Performance Excellence. The criteria is reviewed and updated every two years by an outside nationally recognized group.

Table 1.A Relationship of Ferris MBA Program to Ferris State University's mission statement.

The College of Business (COB) goals are as follows:
1. Maintain/enhance vitality, viability, and sustainability of programmatic offerings, regardless of delivery location or medium
2. Improve the processes supporting both prospective students and enrolled students, thereby enhancing retention and graduation rates.
3. Be exemplary in the use of the assessment process to enhance student learning
4. Create and sustain a welcoming, supportive and inclusive college environment

The MBA program excels at the third COB goal by using assessment for ongoing improvement. The program was one of the first to complete the Leap Forward initiative by the college and has since then been tracking and using data for key learning outcomes. The data are reported in TracDat and provided later in this report. We could improve our efforts pertaining to retention and graduation rates as expressed in the second COB goal; we currently do not track that data.

B. PROGRAM VISIBILITY AND DISTINCTIVENESS

Unique features and components of the program

The following summarizes the MBA Program Uniqueness features:

The Curricula
- The Ferris MBA curricula are shaped by performance management methodologies, including Balanced Scorecard concepts and the seven criteria of the Malcolm Baldrige National Quality Award Criteria for Performance Excellence.
- The Ferris MBA curricula focus on leadership; strategic planning; customer and market focus; measurement, analysis, and knowledge management; workforce focus; process management; and business results.
- The Ferris MBA partners with the College of Pharmacy, School of Nursing, Accounting Department, and Kendall College of Art and Design to offer unique curriculum options.
- The Ferris MBA curricula are reviewed regularly by an Advisory Board consisting of senior-level business executives.
- The flexibility of the content and delivery of the Ferris MBA courses enables the program to rapidly reflect changes made in world business practices.
- The Ferris MBA enables those looking to add to almost any undergraduate degree with the convenience of anytime-of-day online access and study.

The Delivery
- The Ferris MBA curriculum utilizes two Saturday classes to orient learners during the first semester.
- Ferris MBA courses are presented in a seven-week format, offering the convenience of online instruction. Working individuals taking just one course every seven weeks can complete degree requirements in about two years. Fulltime students can complete degree requirements in as few as 16 months.
- Ferris MBA students can start any semester.

The Target Customer
- Ferris MBA students include working adults from a variety of backgrounds, individuals seeking a career change or career advancement, and fulltime students.
- Ferris MBA students are proactive, engaged, and self-directed in their learning process.

The University & the College of Business
- Ferris State University, a state-supported higher educational institution, has a 124-year history of practical, career-focused education, and is accredited through the Higher Learning Commission (HLC)
- The College of Business, one of nine academic colleges at Ferris State University housing the MBA program, is accredited through the Association of Collegiate Business Schools and Programs (ACBSP).
- Ferris State University offers students support through the International Center; Writing Center; Financial Aid Office; Computer Technical Support (TAC); and Library Information Services (including online databases, chat reference, interlibrary loans)

The MBA Staff
- Program staff offer personal guidance and customized plans.
- Program staff are friendly and quick to respond with accurate information.

The MBA Faculty
- Core program faculty members are Malcolm Baldrige National Quality Award (MBNQA) & Michigan Quality Council (MQC) Examiners and hold doctorate degrees in their field of expertise.
- Program faculty members continually update their skills to remain current in the practice of organizational philosophies; they do this via regular participation in MBNQA and MQC programs, research, professional writing, consulting, and other related activities.
- Program faculty members engage in lifelong learning pursuits, routinely practice collaborative learning behaviors, and strive for continuous improvement in the teaching and learning processes.
- Program faculty members work as a team, exhibit a passion for their program, share an enthusiasm and joy for teaching and learning, and are committed to serving their students.
- Program faculty members demonstrate awareness of, and support for, global business practices and workplace diversity.
- Program faculty members are guided by fairness, honesty, and integrity; and they promote these values in their courses.
- There are two service standards that faculty should meet: answer all questions within 24 hours, even on weekend, and provide feedback on homework within one week of submission.

The program's ability to attract quality students

Based upon a series of surveys of incoming students distributed each semester from Fall 2007 through Spring 2009, the most common reasons given for choosing the MBA program at FSU are *familiarity with the university*, *online classes*, and *the program*.

Institutions that are the main competitors for prospective students in the program

With the internet, students are able to shop around and investigate other programs. Incoming students were asked "What other universities did you consider if any?" The top three selections were None, Michigan State University (MSU), and Grand Valley State University (GVSU). The figure below indicates what other universities were considered.

What other universities did you consider, if any?

(Data collected in MMBA601 Fall 2007, Spring 2008, Summer 2008, Fall 2008, Spring 2009)
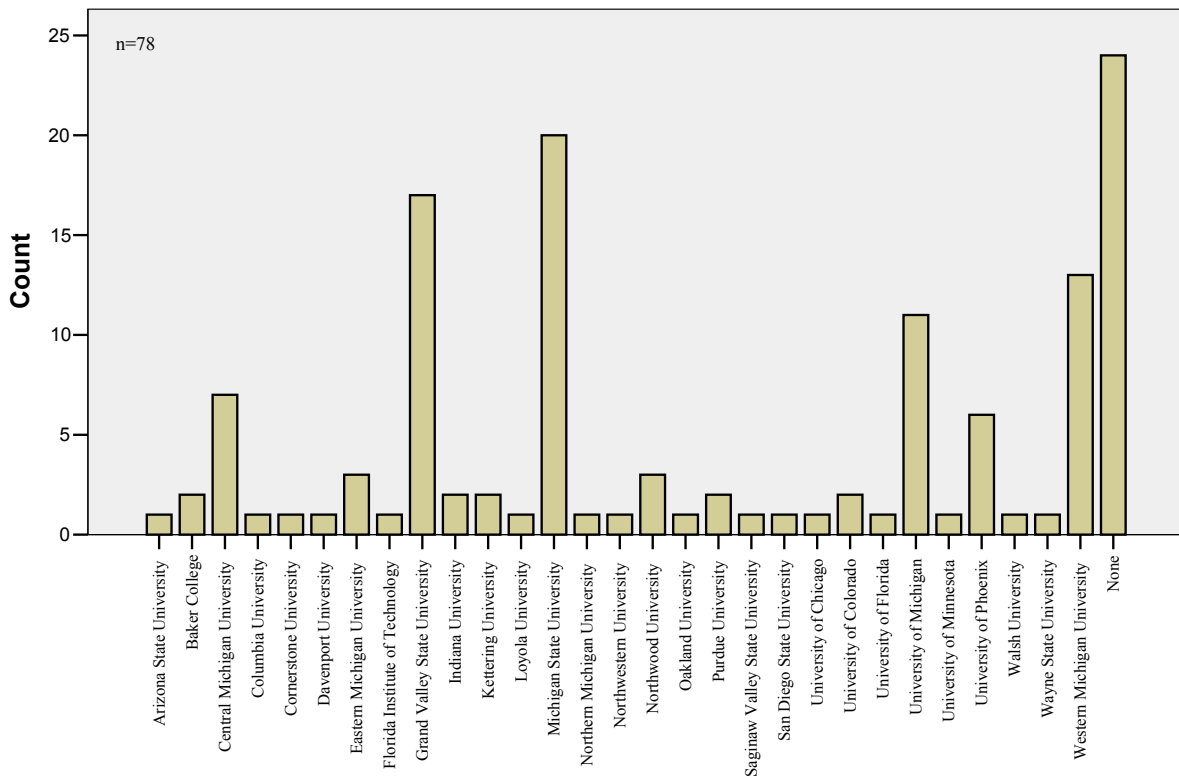
The programs of these other universities differ from the FSU program. The classes in the MSU and GVSU MBA are traditional finance and marketing oriented classes whereas the Ferris MBA is built around Performance Management concepts, the Balanced Scorecard and the seven

criteria of the Malcolm Baldrige National Quality Award (MBNQA) Criteria for Performance Excellence. Consistent with the MBNQA criteria, the Ferris MBA focuses on leadership; strategic planning; customer and market focus; measurement, analysis, and knowledge management; workforce focus; process management; and business results. Besides this significant difference in focus, there are also differences in the delivery method and cost as noted in Table 1.B.

School	MBA format	Semester Credit Hours	In state tuition	Total
FSU	Online except 2 Saturdays in one class	9 credits in Foundation + 39 = 48	$403/credit	39 X $403 = $15,717. 48 X $403 = 19,344.
MSU	Fulltime, Weekend, and Executive	57	$20,469 block	
GVSU	Evenings in 7 or 14 week modules	18 credits in Foundation + 33 = 51 total	$425/credit	$14,025. (33 credits) To 21,675 (51 credits)

Table 1.B Comparison of Ferris MBA Program to "other universities considered" based on findings from Fall 2007 – Spring 2009 surveys.

The following table captures some comparative information of other schools offering MBA programs.

University offering MBA Program & URL	Summary Curriculum Description	Similarities with FSU program	Differences with FSU program	Customer Value Propositions	What can be learned from the MBA program that would improve the program at Ferris
Andrews University http://www.andrews.edu/sba/programs/mba.html	Faith based curriculum which brings students together face to face from a variety of different career backgrounds, this program relies on open discussion in the classroom to guide learner's educational journey.	Similar breakdowns of core versus elective discipline course credits	Allows for greater variance of electives so a student could create a more diverse path	Andrews allows for varied paths of study based on student's career desire.	The Ferris MBA could consider incorporating student cohort groups.
Baker College www.baker.edu/graduate/mba.cfm	Curriculum designed to help students gain skills necessary to help earn promotions or change careers or industries with several specific areas such as accounting, finance, general business, etc.	Online delivery option and flexible schedules	Several different majors within the MBA such as Accounting, Finance, General Business, Health Care, Human Resources, Information Management, Leadership, and Marketing	Baker offers a large number of options.	The Ferris MBA could consider adding additional certificates and concentrations.

University offering MBA Program & URL	Summary Curriculum Description	Similarities with FSU program	Differences with FSU program	Customer Value Propositions	What can be learned from the MBA program that would improve the program at Ferris
Capella University http://www.capella.edu/schools_programs/degrees/mba.aspx	Build critical business skills and gain the credentials needed to advance the student's career with the General MBA specialization. A student will engage in a thorough study of core business functions, paired with professional effectiveness course work that emphasizes best practices for leading and managing others in such skill areas as change management, team building, and employee development. This program can be completed in two years.	Capella University has an overall focus on preparing students for the world of business. The program is set up to help students move forward in their careers. The overall focus in on improving the students' way of life through education.	Capella University and Ferris differ in that Ferris is more focused on quality improvement, processes, and students gaining an understanding of how processes affect overall performance. Ferris focuses on learning by managing the measurements and processes. Capella University is more focused on helping students' learn to manage people and learn "people" management skills.	Capella provides -academic excellence, -challenge, -personal connection	The Ferris MBA could consider incorporating a certificate or concentration on managing people.

University offering MBA Program & URL	Summary Curriculum Description	Similarities with FSU program	Differences with FSU program	Customer Value Propositions	What can be learned from the MBA program that would improve the program at Ferris
Central Michigan University http://www.cel.cmich.edu/onlineMBA/	The concentration courses for the MBA/VDO (the value-driven organization) focus on the processes and metrics related to several factors that drive value for an organization, such as -The voice of the customer -Leadership -Negotiations -Process improvement, including Six Sigma -Sustainable development	Central Michigan University (CMU) and the FSU program are both intended to create an environment for students to learn and become successful in their field of business. Unlike some of the other programs however, it seems that the CMU program is very similar to the FSU program in that it has a heavy focus on measurement and statistics as well as process and improvement.	CMU and FSU programs differ in that the CMU program is not entirely on-line and the Ferris program is. CMU seems to be a better known school.	CMU provides -quality education -flexible delivery -career outcomes -success stories	The Ferris MBA could consider adding some additional face-to-face courses OR could consider including and requiring WebEx type interactions with students.
Cleary University http://www.cleary.edu/mba_green_business_strategy.html	Core amounts of math and stats create a broad MBA leader who can apply his or her skills in abilities in a wide array of fields	Course breakdown numbers seem to be similar to FSU. Total number of hours is higher, but course subjects seem to overlap.	4 credit capstone project instead of a 3 credit simulation class.	Cleary offers traditional management courses, and Non-Profit and Green tracks of electives.	The Ferris MBA could consider adding a green design track and developing further partnerships with the College of Technology and KDES.

University offering MBA Program & URL	Summary Curriculum Description	Similarities with FSU program	Differences with FSU program	Customer Value Propositions	What can be learned from the MBA program that would improve the program at Ferris
Cornerstone University http://pgs.cornerstone.edu/degrees/master/business_admin	Focuses on the overall global commerce position of how open markets can curtail the collision of faith-based and secular-based worlds in a time of 'spiritual unrest'.	39 credits and 72 weeks shows an accelerated pace - faster than that of the Ferris MBA's average.	International study abroad program allows students to travel and have relevant foreign experience in the program.	Cornerstone has heavy faith based learning which has strong pull in the Grand Rapids area.	The Ferris MBA could consider an international study abroad trip.
Davenport University http://www.davenport.edu/Home/DegreesandMajors/Business/GraduateDegrees/tabid/377/Default.aspx	concentrations in Accounting, Finance, Health Care Management, Human Resources and Strategic Management. Designed by business and academic professionals to be timely, focused and cross-disciplined.	Offer a combination of online and face-to-face courses.	Have a choice of focus between many different subject matters, rather than just the two certificate programs that Ferris offers.	Davenport offers -ease of scheduling. -different scheduling styles based on the type of MBA sought.	The Ferris MBA could consider adding courses to address specific health and technological areas.

University offering MBA Program & URL	Summary Curriculum Description	Similarities with FSU program	Differences with FSU program	Customer Value Propositions	What can be learned from the MBA program that would improve the program at Ferris
DeVry University http://www.devry.edu/keller/programs/m_business_administration/about.jsp	16 MBA courses, including a foundation of nine core courses provide a thorough understanding of advanced managerial concepts; six elective courses, which provide the flexibility necessary to meet professional and personal goals; and a culminating capstone course that allows one to put their new skills and knowledge into practice.	DeVry University has an overall focus on preparing students for the world of business. The program is set up to help students move forward in their careers. The overall focus in on improving the students' way of life through education.	FSU is focused on quality improvement and processes; students gain an understanding of how processes affect overall performance. FSU focuses on learning by managing the measurements and processes. DeVry focuses more on the financial aspects of management, possibly directed toward those heavily involved in making financial decisions.	DeVry's program is -credible -flexible -relevant -efficient -satisfying	The Ferris MBA could incorporate more electives.

University offering MBA Program & URL	Summary Curriculum Description	Similarities with FSU program	Differences with FSU program	Customer Value Propositions	What can be learned from the MBA program that would improve the program at Ferris
Eastern Michigan University http://www.cob.emich.edu/include/templatesubpage.cfm?id=1022	The MBA curriculum emphasizes communication and analytical skills, critical thinking, ethical behavior, interdisciplinary knowledge as well as global, innovative and strategic leadership characteristics.	-Both programs focus on analytical skills and critical thinking. -Both programs offer a mix of on-campus and online classes.	Students at EMU can select a general MBA or 1 of 10 specialties (ex: Finance, internal audit, etc).	EMU's program is innovative and it incorporates applied and global knowledge	The Ferris MBA could consider additional concentrations to broaden the program.

University offering MBA Program & URL	Summary Curriculum Description	Similarities with FSU program	Differences with FSU program	Customer Value Propositions	What can be learned from the MBA program that would improve the program at Ferris
Grand Valley State University http://www.gvsu.edu/business/index.cfm?id=00035240-E036-1EDC-993580E715660000	The Seidman MBA curriculum balances hands-on experience with solid business theory and principles. A faculty-driven emphasis on applied research and participation in working groups fosters an environment where one develops his or her ability to creatively solve problems, to innovate, to persuade, and to advocate ideas. The heart of the program includes four core classes to intensify and integrate the breadth and depth of business knowledge. The focus is applied, specific, and practical.	Grand Valley State University (GVSU) and the FSU programs are both intended to create an environment for students to learn and become successful in their field of business.	GVSU is more hands on and group oriented simply because it is not a wholly on-line degree. There is more face-to-face interaction.	GVSU's program is -connected -flexible -accessible	The Ferris MBA could consider adding some additional face-to-face courses OR could consider including and requiring WebEx type interactions with students.

University offering MBA Program & URL	Summary Curriculum Description	Similarities with FSU program	Differences with FSU program	Customer Value Propositions	What can be learned from the MBA program that would improve the program at Ferris
Kettering University http://www.kettering.edu/futurestudents/graduate/mba.jsp	Rolling semester admissions and both distance learning or face to face options for classes create a program that meets many needs. Face-to-face classes are recorded and distance learners watch them on video to review the information.	Three overall general tracks of leadership, general, and IT have a parallel scheme as is in FSU's program.	The technology & engineering concentrations worked in a new level to the degree which makes it a strong draw to those wanting to continue their UG degree.	Kettering's program focuses on general business with a technology concentration. The technology concentration allows students to seek a continuation of their undergrad degrees with a business track.	The Ferris MBA could consider adding a technology concentration.
Lawrence Tech http://www.ltu.edu/management/masters/business_admin.asp	Three course options give the learner flexibility in completing program. -Traditional face-to-face. -Hybrid of half class and half online. -Online classes.	Completion time mirrors FSU's program and the 27 core hours and 9 elective hours have a similar layout to what FSU offers.	More of a global influence in the program. The course designs have an overall direction of being highly globalized.	Lawrence Tech provides -flexible delivery	The Ferris MBA could consider including and requiring WebEx type interactions with students.

University offering MBA Program & URL	Summary Curriculum Description	Similarities with FSU program	Differences with FSU program	Customer Value Propositions	What can be learned from the MBA program that would improve the program at Ferris
Madonna University http://www.madonna.edu/pages/MBA.cfm	40-48 hour program which conducts classes in a face to face environment and allows graduate transfers 6 credits of transfer credit.	Core classes are based on current readings and case studies.	Madonna has a great deal of elective certificates for students to choose from (12 certificates)	Madonna University Is a Catholic school with teachings incorporating overall learning in today's business environment.	The Ferris MBA could consider adding additional certificates.
Michigan State University www.bus.msu.edu/mba/	Curriculum comprised of real-world learning environments and comprehensive management education.	Team-based learning with a fast-paced curriculum.	Offers full time, weekend, and executive formats	MSU prepares managers with significant work experience for executive leadership. MSU's program is focused on leadership development and competencies required for successful organizational growth.	The Ferris MBA could consider different format options (such as weekend and executive formats). The Ferris MBA could also consider involving industry experts in course instruction and/or delivery.
Michigan Technological University http://www.mtu.edu/gradschool/programs/degrees/business/	A one year program which sets students up to zip through with set course layout of a one year graduation.	Both are MBA degrees and require students to maintain a 3.0 GPA.	Students either complete a thesis or independent study project report.	Michigan Technological University focuses on technology heavy students who want to add another degree.	The Ferris MBA could consider adding a technology concentration.

University offering MBA Program & URL	Summary Curriculum Description	Similarities with FSU program	Differences with FSU program	Customer Value Propositions	What can be learned from the MBA program that would improve the program at Ferris
Northwood University http://www.northwood.edu/graduate/academics/programsandlocations	The DeVos Graduate School of Management offers several alternatives leading to the MBA degree: Full-time, Evening, Executive, Switzerland, Dealership Executive, and Aftermarket Executive.	Both programs are housed in accredited Schools.	Some of Northwood's MBA alternatives incorporate face-to-face delivery.	Northwood University's program -has several MBA alternatives, -each program exceeds traditional curriculum standards -coursework is driven by key student outcomes	The Ferris MBA could consider other delivery alternatives.
Oakland University http://www.sba.oakland.edu/grad/programs/mba/	Oakland University offers an Executive MBA and a traditional MBA.	Both programs have an equal amount of management classes.	Oakland University offers an MBA/JD dual degree program.	Oakland University's program has -several different concentrations, -several delivery options -a MBA/JD partnership	The Ferris MBA could consider an MBA/JD dual enrollment program with an outside partnership with a Michigan Law School.

University offering MBA Program & URL	Summary Curriculum Description	Similarities with FSU program	Differences with FSU program	Customer Value Propositions	What can be learned from the MBA program that would improve the program at Ferris
Saginaw Valley State University http://www.svsu.edu/gradadm/programs-of-study/mba.html	Saginaw Valley State University (SVSU) offers an MBA degree, a certificate in International Business, and concentrations in accounting, economics, entrepreneurship, finance, management, international business and marketing.	Both programs - have full-time and part-time students -offer different concentrations -have a small teacher to student ratio - are housed in accredited Schools.	SVSU teaches using a hybrid format (combination of in-class and on-line); FSU primarily uses on-line delivery. SVSU students can earn a certificate in international business; FSU does not have this certificate	SVSU offers the lowest graduate tuition of all public universities in Michigan and many Midwestern states.	The Ferris MBA could consider offering hybrid courses.
Spring Arbor University http://www.arbor.edu/edu_channelProgramDetail.aspx?id=41730	Spring Arbor University offers a traditional two year program that includes a four day residency. Another option offered is the on-line MBA.	Both programs address decision-making found in information systems, operations, human resources, and marketing. Both programs incorporate leadership and international elements	Spring Arbor University's curriculum is offered in a cohort delivery model.	Spring Arbor University has heavy faith based learning which creates "agents of change" in its students.	The Ferris MBA could consider the application of cohorts.

University offering MBA Program & URL	Summary Curriculum Description	Similarities with FSU program	Differences with FSU program	Customer Value Propositions	What can be learned from the MBA program that would improve the program at Ferris
University of Detroit Mercy http://business.udmercy.edu/programs/graduate/mba/index.htm	University of Detroit Mercy offers a 36 hour MBA program.	Both programs have a Capstone course.	University of Detroit Mercy offers an MBA/JD dual degree program.	University of Detroit Mercy's MBA program offers -Broad based Integrative Management, -four major program themes, -Global Perspectives -Strong ties to the business community -Quality and convenience -Member of the Network of MBA Programs at Jesuit Colleges and Universities -Students that bring a wide variety of work experiences and academic and cultural diversity. - highly qualified faculty	The Ferris MBA could consider an MBA/JD dual enrollment program with an outside partnership with a Michigan Law School.

University offering MBA Program & URL	Summary Curriculum Description	Similarities with FSU program	Differences with FSU program	Customer Value Propositions	What can be learned from the MBA program that would improve the program at Ferris
University of Michigan http://www.bus.umich.edu/	University of Michigan (U of M) offers a full time MBA, an evening MBA, Executive MBA, and Global MBA through the Ross School of Business.	Both programs have a results-oriented curriculum	University of Michigan's program -uses multidisciplinary action projects (MAP) for action-based learning activities, -has a variety of delivery mechanisms -has the region's most effective career services office	U of M's Ross School of Business is recognized as one of the world's premier business schools and an unparalleled development partner when it comes to business leadership	The Ferris MBA could consider incorporating MAP type projects.

University offering MBA Program & URL	Summary Curriculum Description	Similarities with FSU program	Differences with FSU program	Customer Value Propositions	What can be learned from the MBA program that would improve the program at Ferris
University of Phoenix http://www.phoenix.edu/information/mba.html	The MBA program has concentrations in -Accounting -Global Management -Health Care Management -Human Resources Management -Marketing -Technology Management -Public Administration	Both are online programs.	University of Phoenix MBA program is based on graduate business standards as tested by existing national standardized graduate business examinations	The University of Phoenix MBA -prepares students in the functional areas of business - allows students to develop managerial skills necessary to be effective in a rapidly changing business environment. –has curriculum based on current research of managerial competencies and graduate business standards	The Ferris MBA could consider using the existing national standardized graduate business examinations.

University offering MBA Program & URL	Summary Curriculum Description	Similarities with FSU program	Differences with FSU program	Customer Value Propositions	What can be learned from the MBA program that would improve the program at Ferris
Walsh College http://www.walshcollege.edu/?id=86&sid=1	The Walsh MBA program consists of six foundation courses that may be taken at Walsh or excluded, depending on a student's prior education. The program core consists of nine courses and a four course elective requirement which a student can elect to take from a number of specializations. Students may, but are not required to, focus their courses in a specialization.	Both programs have a set of core courses with a set of 4 additional classes.	The Walsh MBA has six foundation courses whereas the FSU MBA only has four. Walsh MBA encompasses the study of accounting, finance, management and related disciplines; the FSU MBA is based upon performance metrics and the MBNQA Criteria Walsh offers on-ground and on-line courses. FSU only offers on-line.	The Walsh MBA is uniquely flexible	The Ferris MBA could consider other delivery alternatives.

University offering MBA Program & URL	Summary Curriculum Description	Similarities with FSU program	Differences with FSU program	Customer Value Propositions	What can be learned from the MBA program that would improve the program at Ferris
Wayne State University http://www.busadm.wayne.edu/article.php?id=10	Wayne State University offers a traditional MBA, on-line MBA, and Saturday MBA. MBA courses are held exclusively in the evening or on Saturdays, and at various locations -- supporting their standing as one of the largest part-time MBA programs in the world. Their Online MBA Program provides even more flexibility, giving students the option of participating onsite or online.	Both programs -have leaders of some of the world's foremost organizations share their insight on the MBA advisory board, -are housed in accredited Schools. - have a concentration in quality management	Wayne State's MBA program -has approximately 1,200 students enrolled in it. -has a Joint JD/MBA program -has concentrations in accounting, finance, marketing and human resource management, international business, leadership and organizational behavior, management information systems, and taxation	Wayne State's MBA program -is accredited -can be completed in a variety of ways -offers full and part-time programs -offers face-to-face courses at times convenient to working students -has a simple application process -has student advising -has a streamlined program with a real-world focus -has a wide variety of elective courses -has a competitive tuition rate	The Ferris MBA could incorporate additional concentration and it could consider an MBA/JD dual enrollment program with an outside partnership with a Michigan Law School.

University offering MBA Program & URL	Summary Curriculum Description	Similarities with FSU program	Differences with FSU program	Customer Value Propositions	What can be learned from the MBA program that would improve the program at Ferris
Western Michigan University http://www.wmich.edu/business/mba/	Western Michigan University's MBA involves a minimum of 12 courses (36 credit hours). Students with no prior business courses may need to complete up to 4 additional courses (12 credit hours).	Both programs -can process applications as late as two weeks prior to a semester start. -do not require internships	Western Michigan University's MBA -has five concentrations: Computer Information Systems, Finance, Management, Marketing, and International Business. -are offered face-to-face through one of four locations (Kalamazoo, Grand Rapids, Battle Creek, and Singapore.). -are not offered online -allow students to participate in a short-course business study abroad program	Western Michigan University's MBA -employs a cross-functional approach -uses a rolling admission -is offered face-to-face in four locations	The Ferris MBA could consider allowing students to participate in a business study abroad course.

C. PROGRAM RELEVANCE

Labor market demand analysis

This activity assesses the marketability of future graduates. Reports from the Department of Labor were utilized in this analysis.

Overview Analysis about MBA Degrees:
- Positions requiring a master's degree anticipated to increase by 18.9%
- Excellent salaries -- $11,000 more than graduates of other master's degree level programs
- Higher salary than jobs requiring bachelor's degree
- Applicants have an edge when applying for a job
- Hiring leads to marketing emphasis
- Might need to leave state of Michigan to find employment due to current economy

Competition in the workforce is fierce with the 2008-2009 down-turn in the economy and this down-turn emphasizes the need for advanced degrees as a key competitive advantage for workers. The Bureau of Labor Statistics' Occupational Outlook Handbook (OOH), 2008-09 Edition (2008, Dec 18) reports that administrative service managers "will face keen competition for the limited number of top-level management jobs, but competition should be less severe for lower-level management jobs; demand should be strong for facility managers" (p. 7.) As for projected needs for advanced degrees, the Bureau of Labor Statistics (Employment Projections, 2007) reports that positions requiring a master's degree are projected to increase by 18.9% overall compared to 16.5% for positions requiring a bachelor's degree. As noted in an article regarding the pursuit of an MBA degree, "the number of positions recruiters intended to fill with MBAs grew by 18% in both 2006 and 2007" (Erwin, 2008). The Bureau of Labor Statistics' Occupational Outlook Handbook (OOH), 2008-09 Edition (2008, Dec 18) reports numerous positions that have a strategic advantage when possessing a master's degree in business administration. These include accountants and auditors; marketing, sales, and promotions management positions; construction managers; financial managers; Industrial production managers; management analysts; and property, real estate, and community association managers.

Increased unemployment has been a topic of national daily concern that MBA candidates and current students must consider. Research has found that "based on current labor market trends, the…scenario would mean that the global unemployment rate may rise to 6.1 per cent in 2009, and 198 million people will be unemployed… This is an increase of 18 million over the estimated number of unemployed in 2007 (International Labor Organization, 2009, p. 18). Data shows the graduating class of 2009 is entering the worst entry-level job market since the dot-com bust with many colleges and universities reporting declines in on-campus recruiting of up to 50%. This downturn is no exception; the unemployment rate among 20- to 24-year-olds rose to 13.5% in Jan. 2009, which is up from 9.8% a year ago. Among 25- to 29-year-olds, unemployment reached 10.1% in Jan. 2009, which is the highest rate since 1983 (PayScale, Inc., 2009).

When choosing a degree program, MBA candidates need to be aware that salaries of MBA graduates are often higher than other degrees. "On average, Master of Business Administration

salaries range from $10,000 to $20,000 higher than salaries for those with a Bachelor of Science or Business Administration degree" (PayScale, Inc., 2009). According to the Occupational Outlook Handbook, 2008-09 edition, for marketing, sales, and promotions management positions, some employers prefer a bachelors or masters degree in business administration with an emphasis in marketing. The Graduate Management Admission Council (GMAC) report found that the average starting salary for MBA graduates was $11,000 more than that of graduates of other master's degree level programs (Murray, 2006, p. 4).

Program response to emerging issues in the discipline, changes in the labor force, changes in employer needs, changes in student needs, and other forces of change

The Ferris MBA program utilizes a two phased approach to identify and respond to emerging issues in the management field discipline.

The Ferris MBA program utilizes an Advisory Board to identify and respond to emerging issues in the management field discipline. The Advisory Board meets with the MBA faculty and staff on an annual basis to discuss curriculum and emerging issues in the field. Through the Advisory Board ideas are often brainstormed and later discussed to determine the application of new courses and/or new curriculum topics needed for inclusion in the program. The Advisory Board also assists with determine the current relevancy of the existing program and offerings.

The Ferris MBA program also encourages continual professional development of its core faculty to identify and respond to emerging issues in the management field discipline. Through its core faculty's participation on both the state and national quality programs the MBA program stays abreast of the most current Baldrige Criteria and reasons for Criteria changes. Learnings from Baldrige Criteria are shared with other faculty and program meetings are used to determine the application of the changes to the curriculum.

Why students come to the FSU program

The most common reasons given by students for choosing the MBA program at FSU are *familiarity with the university*, *online classes*, and *the program*. As noted in 1.B.3 above, the other universities considered did not offer online classes and this is one key deciding factor for our MBA students. The entire list of reasons students chose the Ferris MBA is shown in Table 1.C. The program has been informally advertized via word of mouth as the faculty are involved with professional and not-for-profit organizations.

Why did you choose Ferris State University?	Number of Responses (More than one answer per student is possible)					
	Fall 2007	Spring 2008	Summer 2008	Fall 2008	Spring 2009	Total no. of Responses
Cost	1	2	1	2		6
Course flexibility	1				2	3
Employer Pays for courses	3	1	3	3	3	13
Familiar with the University	7	4	3	8	6	**28**
Friendly faculty & staff	1			1	1	3
Location	2	3	3	2	1	11
On-line program	4	5	3	6	8	**26**
The curriculum	2	7	8	7		**24**
Total no. of responses	21	22	21	29	21	114

Count of MBA students completing survey question	15	15	13	21	12	76

Table 1.C Why did you choose Ferris State University?

Degree to which the program meet student expectations

Survey results from Spring 2009 revealed that the MBA program meets student expectations with more than 50% of the alumni reporting "strong agreement" and approximately 66% of upcoming graduates reporting "strong agreement" that they made the best choice selecting the Ferris MBA. As described in the following tables, 32 out of 37 alumni of the Ferris MBA

program believe they made the correct choice in selecting the Ferris MBA. Similarly, 32 out of 37 alumni of the Ferris MBA program are comfortable in recommending the program to others. Section 2.A of this report addresses comments made by students that provide insight into those indicating improvement opportunities.

Alumni q2s I made the right choice in selecting FSU's MBA program

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	8.1	8.1	8.1
	Somewhat Disagree	2	5.4	5.4	13.5
	Somewhat Agree	12	32.4	32.4	45.9
	Strongly Agree	20	54.1	54.1	100.0
	Total	37	100.0	100.0	

Alumni q2t I am comfortable recommending the program

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	4	10.8	11.1	11.1
	Somewhat Agree	10	27.0	27.8	38.9
	Strongly Agree	22	59.5	61.1	100.0
	Total	36	97.3	100.0	
Missing	System	1	2.7		
Total		37	100.0		

As described in the following tables, 6 out of 6 May 2009 graduating students reported that they made the correct choice in selecting the Ferris MBA and are also comfortable in recommending the program to others. Surveys were sent to all 24 students graduating May 2009 yet only six (6) responses were received. Overall the 2009 graduates seem satisfied; comments were provided by the students and are addressed in Section 2A.

Graduates 2009 q2s Made the right choice in selecting FSU's MBA program

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Agree	2	33.3	33.3	33.3
	Strongly Agree	4	66.7	66.7	100.0
	Total	6	100.0	100.0	

Graduates 2009 q2t Comfortable recommending the program to others

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Agree	2	33.3	33.3	33.3
	Strongly Agree	4	66.7	66.7	100.0
	Total	6	100.0	100.0	

How student sentiment is measured

Student sentiment was measured via survey instrument using a Graduate Exit Survey in Spring 2009. Now that the survey and process have been established, it is our intent to send the survey to every future graduating class in our program. In addition to asking for feedback on classes, students are also given the program learning outcomes and were asked for feedback on how well the outcomes were met.

D. PROGRAM VALUE

Benefit of the program, facilities, and personnel to the University

A number of FSU employees complete the Ferris MBA as part of their lifelong learning plan using the FSU tuition waiver fringe benefit. This benefit allows working Ferris employees to further develop their skill sets using University resources.

Our program is modeled on the Baldrige criteria among other things, and accreditation standards used by the College of Business are based on Baldrige criteria. One core faculty member has become an evaluator for our accrediting body and the site visits she conducts have been useful in learning best practices from other schools.

Benefit of the program, facilities, and personnel to the students enrolled in the program

When surveyed, 32 out of 37 Alumni reported that the Ferris MBA prepared them for the marketplace and 6 out of 6 May 2009 graduating students reported that they were pleased with their entire FSU experience. Section 2.A of this report addresses comments made by students that provide insight into those indicating improvement opportunities.

Alumni q2j Prepared: For the marketplace

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	8.1	8.1	8.1
	Somewhat Disagree	2	5.4	5.4	13.5
	Somewhat Agree	18	48.6	48.6	62.2
	Strongly Agree	14	37.8	37.8	100.0
	Total	37	100.0	100.0	

Graduates 2009 q2u Pleased with my entire FSU experience

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Agree	2	33.3	33.3	33.3
	Strongly Agree	4	66.7	66.7	100.0
	Total	6	100.0	100.0	

Program personnel assessment of the value of the program to employers

The Ferris MBA core faculty believe the Ferris MBA is very valuable to employers. The value of the MBA's program is based upon the market demand of MBA graduates and the related skill sets reported as being needed.

The Bureau of Labor Statistics' Occupational Outlook Handbook (OOH), 2008-09 Edition (2008, Dec 18) reports numerous positions that have a strategic advantage when possessing a master's degree in business administration. These include accountants and auditors; marketing, sales, and promotions management positions; construction managers; financial managers; Industrial production managers; management analysts; and property, real estate, and community association managers. Some of these positions are discussed further below.

The market research analyst position is expected to grow faster than average, with an increase of 20% from 2006-2016. Occupational Information Network (2007) states the skills and knowledge that an individual needs to obtain the position of marketing manager are critical thinking, speaking, writing, social perceptiveness and management of personnel resources. With the exception of speaking, the Ferris MBA provides these skills.

According to the U.S. Department of Labor (n.d.) website, administrative service managers "will face keen competition for the limited number of top-level management jobs, but competition should be less severe for lower-level management jobs; demand should be strong for facility managers…Like other managers, administrative services managers should be analytical, detail-oriented, flexible, decisive, and have good leadership and communication skills." The report further indicates "a master's degree in business administration or a related field enhances a first-level manager's opportunities to advance to a mid-level management position, such as director of administrative services, and eventually to a top-level management position, such as executive vice president for administrative services. Those with enough money and experience can establish their own management consulting firm." Ferris provides the MBA needed.

The projected need for marketing managers from 2006-2016 is growing faster than average (Occupational Information Network, 2008). From 1996 – 2008 the employment change for marketing managers increased about 10%, or about 263,000 positions (Bureau of Labor, 2007). Another study showed that from 2006 – 2016 the employment rate for marketing managers will increase to 14% (U.S. Bureau of Labor, 2008-09). According to Occupational Information

Network (2008) the outlook for marketing managers as a whole is expanding rapidly, but for the state of Michigan the outlook is very poor.

Benefit of the program, faculty, staff and facilities to entities external to the University

Anita Fagerman, Ph.D.

Anita has served as a Baldrige examiner at the national level for NIST during the years 2004, 2005, 2007, and 2008. She has served as an examiner at the state level for the Michigan Quality Council during the years 2002, 2003, 2007, 2008, and 2009. Serving as an examiner for both the state and national level is a voluntary activity which involves participation in training activities as well as examination of organizations' management systems and results.

Anita is a senior member of the American Society for Quality. As a member she has served on the Northern Michigan Section as vice-chair and has participated in numerous manuscript reviews for the national office.

Maureen S. Heaphy, Ph.D.

Maureen was a Baldrige examiner at the national level and is a founding member of the Michigan Quality Council (Baldrige at the state level). She has trained the Michigan Quality Council (MQC) examiners for more than twelve (12) years. Since the classes she teaches use Baldrige case studies, she is always current on the criteria. Teaching for MQC is a voluntary activity which involves developing and presenting material. A team of four people train 60 – 80 examiners each year.

With her Baldrige background, Maureen became an evaluator for ACBSP, our accrediting body for the College of Business. Each year she participates in one or two site visits. This involves evaluating the applicant's report, writing strengths and opportunities for improvement, participation in a conference call and a site visit. A feedback report is written by the team to the applicant by the evaluators. Currently she is an accreditation mentor for a university in Oregon.

As more accrediting bodies move from an input evaluation to an output evaluation we will continue to see them move more towards the Baldrige criteria. With Maureen's long history with Baldrige, including writing a book on the subject, her skills will continue to be in demand.

Maureen has a long standing relation with the American Society for Quality. In 1989 she was the youngest person to be named a Fellow in the society. Today she is a member of the Society Examining Committee. This is a team of five people that independently review applications and then reach consensus. This year (2009) she has 44 applications to review each requiring about an hour of time for the independent review.

With a passion for rubrics and using them to track assessment, she has written a paper on the subject and presented it at an assessment conference. The material is available at http://www.ferris.edu/fctl/Discussions/LearningSeries.htm

Services for extra-University general public groups provided by faculty, staff or students

To date, no services (e.g., presentations in schools or to community organizations) have been offered.

Section 2: Collection of Perceptions

Surveys were developed by members of the Program Review Panel (PRP) in January/February 2009 and forwarded to Amy Otteson, Research Analyst, Institutional Research & Testing, in March 2009 for review, electronic formatting, and distribution. Lists of survey recipients were compiled by Dr. Fagerman and provided in Excel format to Amy for ease of electronic distribution. Approximately one or two days prior to the surveys being distributed by Amy Otteson, Dr. Fagerman sent an e-mail to the survey recipients explaining that a survey from Amy Otteson would shortly be forthcoming to assess the MBA program.

A. Graduate follow-up survey

The purpose of the graduate follow-up survey was to learn from graduates (i.e. alumni) their perceptions and experiences regarding employment based on program outcomes. The goal was to assess the effectiveness of the program in terms of job placement and preparedness of the graduate for the marketplace.

An e-mailed questionnaire was used and sent to ninety-five (95) alumni. This sample size represented 100% of the alumni population from the inception of the program through the end of the year in 2008, with the exception of one alumni who finished her final paperwork after January 1, 2009. There were thirty-seven (37) respondents.

The following tables show the alumni responses regarding the effectiveness of the program in terms of job placement and preparedness of the graduate for the marketplace.

Alumni q2r The University was effective in helping with job placement

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	12	32.4	34.3	34.3
	Somewhat Disagree	13	35.1	37.1	71.4
	Somewhat Agree	5	13.5	14.3	85.7
	Strongly Agree	5	13.5	14.3	100.0
	Total	35	94.6	100.0	
Missing	System	2	5.4		
Total		37	100.0		

Alumni q2j Prepared: For the marketplace

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	8.1	8.1	8.1
	Somewhat Disagree	2	5.4	5.4	13.5
	Somewhat Agree	18	48.6	48.6	62.2
	Strongly Agree	14	37.8	37.8	100.0
	Total	37	100.0	100.0	

In reviewing the answers to the open ended question "What did you like **least** about the program?" seven alumni made comments pertaining to the homework not being applied and practical enough, a few alumni spelled out a desire to have more financial aspects taught, and a few alumni thought marketing and business plans should be developed.

MBA program faculty will attempt to segment the findings from this survey further to determine if "time" has been a factor in the survey results. MBA program faculty believe that some of the "disagree" findings are from alumni graduating early in the program's development (in the years 2003 and 2004).

B. *Employer follow-up survey*

The purpose of an employer survey was intended to aid in assessing the employers' experiences with graduates and their perceptions of the program itself. The APR Guideline Manual indicates a mailed or e-mailed instrument should be used to conduct the survey; however, if justified, telephone or personal interviews may suffice.

Dr. Fagerman spoke with Dr. Douglas Haneline, Chair of the Academic Program Review Council, on February 23, 2009 regarding the employer survey. Dr. Fagerman explained the Ferris MBA program did not have a database of employer names and contacts of its graduates. Dr. Fagerman explained that the students and alumni of the MBA program have a variety of careers and there is no one overall employer type that seek MBA alumni. After some discussion Dr. Fagerman proposed that she would ask Alumni to provide contact information of employers in a voluntary manner. This request was included on the 2009 Alumni survey and was posed in an open-ended manner that read as follows:

> *If you are willing, please provide your employer's name, a contact person and phone number and/or e-mail address so that we may survey the employers of the Ferris State University MBA alumni. The purpose of this survey is to ask employers for suggestions on how to improve the program, NOT to ask questions about you.*

The intent of the survey question was to allow MBA faculty to follow up with an appropriate interview (via phone or e-mail or written letter) to the contacts given. Unfortunately the Alumni Survey resulted in only five contacts. At this point in time no follow up has been made to contact the employers.

MBA program faculty will determine a better method to finding employer perceptions of the program.

C. *Graduating student exit survey*

The APR Guideline Manual indicates graduating students are to be surveyed every year on an ongoing basis to obtain information regarding quality of instruction, relevance of courses, and satisfaction with program outcomes based on their own expectations. Unfortunately the MBA program had not surveyed any graduating students until Spring 2009. However the MBA program faculty intends to survey all graduating students from this point forward.

The graduate exit survey was developed to seek student suggestions on ways to improve the effectiveness of the program and to enhance the fulfillment of their expectations. And while the survey is mandatory for all program graduates, the process for disseminating the survey was still in development and 100% of the population did not respond. The graduate exit survey was sent to all 24 students graduating May 2009, yet only six (6) responses were received.

As a part of the graduate exit survey, each class in our program was listed to seek specific feedback on specific courses so that ways to improve the program could be identified. The results revealed all classes were helpful or better.

As a part of the graduate exit survey, the program learning outcomes were listed and graduates were asked if they felt the outcomes had been met. The results revealed no significant issues with the learning outcomes being met. Under the comments section of the survey, one student did indicate that some faculty are not effective on-line instructors. This was noted in section 3.B.6.

The following two tables lists the open ended question results pertaining specifically to ways to improve the effectiveness of the program and to enhance the fulfillment of their expectations.

Graduate 2009 q4 Few items that can improve program's effectiveness

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1. taped lectures on-line. 2. powerpoints for each lecture.	*1*	*16.7*	*16.7*	*16.7*
	In some classes, the assignments were not clear. In on-line classes, instructions should be evaluated to be sure the intent of the project is clearly communicated.	*1*	*16.7*	*16.7*	*33.3*
	More group interaction. More instructor involvement.	*1*	*16.7*	*16.7*	*50.0*
	More instructor involvement in discussions or chats.	*1*	*16.7*	*16.7*	*66.7*
	Offer books that can be viewed online as a PDF file. Unfortunately many students wait until the last minute to order books. If they can view them online as a PDF file, this can limit their chances of missing quiz deadlines during the first weeks of class. This way students can purchase their books and have them ready faster rather than having to wait for them.	*1*	*16.7*	*16.7*	*83.3*

		Frequency	Percent	Valid Percent	Cumulative Percent
	Since all my courses were on=line, it would be helpful if some of the instructors gave better instructions for their expectations on deliverables.	*1*	*16.7*	*16.7*	*100.0*
	Total	*6*	*100.0*	*100.0*	

Graduate 2009 q5 Few items that enhance fulfillment of expectations

		Frequency	Percent	Valid Percent	Cumulative Percent
		2	*33.3*	*33.3*	*33.3*
	Integrate more project management courses that effectively teach how to use MS project.	*1*	*16.7*	*16.7*	*50.0*
	Since all my courses were on=line, it would be helpful if some of the instructors gave better instructions for their expectations on deliverables.	*1*	*16.7*	*16.7*	*66.7*
Valid	Some projects felt like busy work, and when working full time, this can be irritating.	*1*	*16.7*	*16.7*	*83.3*
	While I love the flexibility of not having to be at class at a certain time, I think the use of a FEW live Online video lectures where students could ask questions, engage in dialogue with the instructor and other students would be and excellent enhancement.	*1*	*16.7*	*16.7*	*100.0*
	Total	*6*	*100.0*	*100.0*	

MBA program faculty will determine appropriate changes to establish an effective process to distribute the graduate exit survey and to receive a 100% response rate for this mandatory survey. MBA program faculty have already shared the findings from this survey with other faculty teaching in the program.

D. *Student program evaluation*

Current students were surveyed to obtain information regarding quality of instruction, relevance of courses, and satisfaction with program outcomes based on their own expectations. The survey sought student suggestions on ways to improve the effectiveness of the program and to enhance the fulfillment of their expectations. This survey was conducted during the spring semester before the PRP report was submitted.

The current student survey was distributed to 100% sample the entire population of ninety-four (94) students who were currently enrolled in the MBA program and taking classes on the first day of classes January 2009. This survey did not include the students enrolled in the programming that were expected to graduate in May 2009. Sixty-two (62) surveys were completed.

The survey questions pertaining to relevance of courses revealed two classes that had more than 10% of the respondents stating the class was not helpful. The classes and their description are as follows:

MBA 601 Professional Skills Development:

Introduction to Professional skills that include performance metrics, team skills, executive presentations, research, writing and APA reference format.

MBA 720 Global Business

Introduces the globalization of business including the underlying political, cultural, and economic driving forces. Current international trade tensions and contemporary long-run globalization scenarios will be considered. The International Monetary System of market-based currency exchange and related business issues will be presented. Cultural-specific law and norms affecting marketing administration, operating & finance practices, legal compliance, etc... will be studied to illuminate important managerial considerations. The dynamics of culture and cultural evolution will be examined as forces encouraging global approaches to business.

The survey results from the open question of how the program effectiveness could be improved led to some interesting results. There were five (5) comments indicating an interest in having mixed delivery or live conferencing during the class so that the class is not entirely online. Yet one of the top three reasons survey respondents stated they chose the FSU MBA was for being online. There were four (4) comments stating a desire to have an option for full semester classes instead of our current accelerated 7-week format.

MBA program faculty will be considering the following changes. It is possible that a placement test is needed for MBA601which is the first class required in the program; the MBA faculty will look into the value of a placement test for this class. This will allow students with effective writing, research, and on-line skills to waive this course. The MMBA720 class is fairly new, being first offered Summer 2007, and may just need time for the class to evolve; the MBA faculty will monitor the evolution of the class. No immediate action will be taken related to the delivery methodology or course length but the feedback will be incorporated in our ongoing improvement model as shown in Figure **Section 3.F** MBA Curriculum Review and Improvement Process.

E. *Faculty perceptions*

A faculty survey was developed and distributed for the purpose of assessing faculty perceptions regarding the following aspects of the program: curriculum, resources, admissions standards, degree of commitment by the administration, processes and procedures used, and their overall feelings. Nineteen (19) faculty surveys were distributed to 100% sample the entire population of faculty who taught course in and/or for the program in 2008. Ten (10) people responded.

Selected responses are included in this section of the report as shown in the following tables. Overall, the number of "Don't Know" responses to survey questions indicates a lack of communication within the MBA Program.

Faculty Survey q3a Allows students to specialize

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Agree	2	20.0	20.0	20.0
	Strongly Agree	8	80.0	80.0	100.0
	Total	10	100.0	100.0	

Faculty Survey q3b Prepares students for employment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Disagree	1	10.0	10.0	10.0
	Somewhat Agree	1	10.0	10.0	20.0
	Strongly Agree	7	70.0	70.0	90.0
	Don't Know	1	10.0	10.0	100.0
	Total	10	100.0	100.0	

Faculty Survey q3c Compares favorably with similar programs

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Agree	3	30.0	30.0	30.0
	Strongly Agree	4	40.0	40.0	70.0
	Don't Know	3	30.0	30.0	100.0
	Total	10	100.0	100.0	

Faculty Survey q4a Consistent with Univ's mission, vision and values

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Agree	4	40.0	40.0	40.0
	Strongly Agree	6	60.0	60.0	100.0
	Total	10	100.0	100.0	

Faculty Survey q4b Appropriate

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Agree	4	40.0	40.0	40.0

		Frequency	Percent	Valid Percent	Cumulative Percent
	Strongly Agree	6	60.0	60.0	100.0
	Total	10	100.0	100.0	

Faculty Survey q4c Results are effectively measured

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Disagree	2	20.0	20.0	20.0
	Somewhat Agree	6	60.0	60.0	80.0
	Don't Know	2	20.0	20.0	100.0
	Total	10	100.0	100.0	

Since TracDat software is being used across the Ferris State University community effective Fall 2008, the MBA program has information related to program outcomes consolidated and will share an outcomes report each semester. This software will enable the Ferris MBA to address the "Don't Know" answers addressed from survey questions q4c and q4d.

From the survey comments the following was also reported
"Though enrolling these fresh graduates may help the enrollment numbers, I recommend we highlight other enrollment metrics."

Faculty Survey q4d Results are favorable

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Agree	4	40.0	40.0	40.0
	Strongly Agree	2	20.0	20.0	60.0
	Don't Know	4	40.0	40.0	100.0
	Total	10	100.0	100.0	

Faculty Survey q5a Guided by an effective advisory board

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Agree	4	40.0	40.0	40.0
	Strongly Agree	5	50.0	50.0	90.0
	Don't Know	1	10.0	10.0	100.0
	Total	10	100.0	100.0	

Faculty Survey q5b Content is responsive to the needs of employers

		Frequency	Percent	Valid Percent	Cumulative Percent

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Disagree	1	10.0	10.0	10.0
	Somewhat Agree	4	40.0	40.0	50.0
	Strongly Agree	5	50.0	50.0	100.0
	Total	10	100.0	100.0	

Faculty Survey q5c Content is responsive to changes occurring in business

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Disagree	2	20.0	20.0	20.0
	Somewhat Agree	3	30.0	30.0	50.0
	Strongly Agree	5	50.0	50.0	100.0
	Total	10	100.0	100.0	

From the survey comments the following was also reported
"Beef up the financial expectations. Employers expect someone with an MBA to be highly proficient with budget analysis and number crunching."

Faculty Survey q5d Content is reviewed, evaluated and improved periodically

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Agree	2	20.0	20.0	20.0
	Strongly Agree	7	70.0	70.0	90.0
	Don't Know	1	10.0	10.0	100.0
	Total	10	100.0	100.0	

Faculty Survey q6a Student-to-faculty ratio in each class is sufficient

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Agree	2	20.0	20.0	20.0
	Strongly Agree	8	80.0	80.0	100.0
	Total	10	100.0	100.0	

Faculty Survey q6b Number of clerical and support staff is sufficient

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Disagree	2	20.0	20.0	20.0

		Frequency	Percent	Valid Percent	Cumulative Percent
	Somewhat Agree	2	20.0	20.0	40.0
	Strongly Agree	4	40.0	40.0	80.0
	Don't Know	2	20.0	20.0	100.0
	Total	10	100.0	100.0	

Faculty Survey q6c Library and research resources are sufficient

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Disagree	1	10.0	10.0	10.0
	Somewhat Agree	1	10.0	10.0	20.0
	Strongly Agree	8	80.0	80.0	100.0
	Total	10	100.0	100.0	

Faculty Survey q6d The FerrisConnect learning platform is effective

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Disagree	2	20.0	22.2	22.2
	Strongly Agree	7	70.0	77.8	100.0
	Total	9	90.0	100.0	
Missing	System	1	10.0		
Total		10	100.0		

Faculty Survey 6e Faculty receive adequate technological assistance

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	10.0	10.0	10.0
	Somewhat Agree	3	30.0	30.0	40.0
	Strongly Agree	6	60.0	60.0	100.0
	Total	10	100.0	100.0	

Faculty Survey q6f Faculty have access to adequate funds for pro dev

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Agree	2	20.0	20.0	20.0
	Strongly Agree	5	50.0	50.0	70.0
	Don't Know	3	30.0	30.0	100.0
	Total	10	100.0	100.0	

Faculty Survey q6g Adequate number of qualified tenure-track positions

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	20.0	20.0	20.0
	Somewhat Disagree	1	10.0	10.0	30.0
	Somewhat Agree	1	10.0	10.0	40.0
	Strongly Agree	2	20.0	20.0	60.0
	Don't Know	4	40.0	40.0	100.0
	Total	10	100.0	100.0	

There are eight people that teach fulltime in an undergraduate program in which the undergraduate program is their first concern. These same eight people (Tower, Marion, Bolling, Smith, Balkema, Shangle, DeBruyn and Dow) also teach one or more classes for the MBA program. There are four adjunct faculty (Hamel, Browers, Brecken, and Syfert). Detailed data related to faculty is located in Appendix 2.E. For 2009- 2010 the two full-time MBA tenure track faculty will be teaching only 38-43% of the class credits.

Faculty Survey q6h University has effective system for job placement

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	20.0	20.0	20.0
	Somewhat Disagree	1	10.0	10.0	30.0
	Don't Know	7	70.0	70.0	100.0
	Total	10	100.0	100.0	

This survey question result indicates the MBA program faculty need to make improvements with job placement services. Career Services and job placement are a significant area needing improvement according to our graduates and this faculty survey supports that finding. MBA program faculty will plan to share the survey responses regarding job placement with the Career Services office and to follow up with improvement efforts.

Faculty Survey q7a Other faculty make themselves accessible to students

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Agree	3	30.0	30.0	30.0
	Strongly Agree	3	30.0	30.0	60.0
	Don't Know	4	40.0	40.0	100.0
	Total	10	100.0	100.0	

Faculty Survey q7b Other faculty are effective on-line instructors

		Frequency	Percent	Valid Percent	Cumulative Percent

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Agree	4	40.0	40.0	40.0
	Strongly Agree	2	20.0	20.0	60.0
	Don't Know	4	40.0	40.0	100.0
	Total	10	100.0	100.0	

Faculty Survey q7c Other faculty engage in university service

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Agree	2	20.0	20.0	20.0
	Strongly Agree	3	30.0	30.0	50.0
	Don't Know	5	50.0	50.0	100.0
	Total	10	100.0	100.0	

Faculty Survey q7d Other faculty participate in pro development

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Agree	3	30.0	30.0	30.0
	Strongly Agree	2	20.0	20.0	50.0
	Don't Know	5	50.0	50.0	100.0
	Total	10	100.0	100.0	

Faculty Survey q8a The admissions standards for MBA students are adequate

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Disagree	3	30.0	30.0	30.0
	Somewhat Agree	6	60.0	60.0	90.0
	Don't Know	1	10.0	10.0	100.0
	Total	10	100.0	100.0	

From the survey comments the following was also reported
> "I prefer we get away from letting straight-out-of-undergraduates in the program . . . unless they already have worthy work experience."

Faculty Survey q8b Students demonstrate effective writing skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	10.0	10.0	10.0
	Somewhat Disagree	3	30.0	30.0	40.0
	Somewhat Agree	4	40.0	40.0	80.0

		Frequency	Percent	Valid Percent	Cumulative Percent
	Strongly Agree	1	10.0	10.0	90.0
	Don't Know	1	10.0	10.0	100.0
	Total	10	100.0	100.0	

From the survey comments the following was also reported:

"It is imperative that the Writing Center has sufficient staff to support the international students"

Faculty Survey q8c Students demonstrate effective research skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	10.0	10.0	10.0
	Somewhat Disagree	3	30.0	30.0	40.0
	Somewhat Agree	4	40.0	40.0	80.0
	Strongly Agree	1	10.0	10.0	90.0
	Don't Know	1	10.0	10.0	100.0
	Total	10	100.0	100.0	

Faculty Survey q8d Students are effective learning in an on-line environment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Disagree	1	10.0	10.0	10.0
	Somewhat Agree	5	50.0	50.0	60.0
	Strongly Agree	3	30.0	30.0	90.0
	Don't Know	1	10.0	10.0	100.0
	Total	10	100.0	100.0	

From the survey comments the following was also reported:

"I also recommend some of the earlier common classes spend significant time/assignments introducing the new students to collaborative online assignments like discussions and team projects (maybe using tools like Google documents). The faculty teaching these courses, if not very familiar with these tools, could get one-on-help from Bill Knapp or other faculty with this experience. It would be important to not just say "add these things in" without giving lots of support. I also think we need to make a greater commitment to using the Webex-type tools that bring in online lectures (synchronous or asynchronous). Podcasts of us highlighting concepts could also be made available as well as web links to various related videos or topical websites. I have lots of ideas that I want to incorporate into the classes but seem to have difficulty finding/making the time to investigate, evaluate, and implement them. Maybe we could come up with a short list of things we have or could do, split these up among some faculty, try them, and share our results."

The faculty survey revealed improvement ideas that will lead the MBA program faculty to do the following:
1) Create and share TracDat outcomes report each semester.
2) Work with relevant personnel to establish career assistance and job placement for MBA students.
3) Review the admission requirements of the program.
4) Determine how to improve the communication process to keep all faculty involved with the MBA program informed of relevant matters.

F. Advisory committee perceptions

The purpose of the advisory board survey was to obtain information from the members of the program advisory committee regarding the curriculum, outcomes, facilities, equipment, graduates, micro- and megatrends that might affect job placement (both positively and adversely), and other relevant information. Recommendations for improvement were also sought from this group.

The MBA Advisory Board members are listed in the following table.

Advisory Board Members

Michele Serbenski Executive Director, Corporate Effectiveness & Customer Satisfaction Bronson Healthcare Group	Paul K. Smith Vice President, Business Groups - Global Work Systems Haworth Corp.
Sean Lindy Senior Manager - Global Innovation & Strategy Development Whirlpool	Mr. Dennis W. Nickels Retired Principal - Deloitte Consulting LLP
Roger Triplett Director, Business Excellence Eaton Corporation	

Five (5) surveys were distributed to 100% sample the entire advisory board population. Only two (2) responses were received. A few answers are provided here with full survey results located in Appendix 2.F.

Advisory Board Survey q2h - I am comfortable recommending the program to others

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Agree	*1*	*50.0*	*50.0*	*50.0*
	Strongly Agree	*1*	*50.0*	*50.0*	*100.0*
	Total	*2*	*100.0*	*100.0*	

What do you see as the strengths of Ferris State University MBA program?
  Open ended question; one answer provided:
    Baldrige-based curriculum

Please list a few items that can improve the effectiveness of the MBA program.
  Open ended question; one answer provided:
    Grads need work experience so if they don't have it perhaps it needs to be a requirement for graduation.

Adverse micro- and megatrends
  Open ended question; one answer provided:
    Overall state of economy.

The advisory board survey revealed that the advisory board is pleased with the program but would like to add work experience as a requirement for graduation. This comment surfaced in the faculty, alumni, and advisory board survey and was discussed at the April 28, 2009 MBA program meeting. MBA program faculty plan to incorporate an internship elective in the program's curriculum.

Section 3: Program Profile

A. PROFILE OF STUDENTS.

(1) Student Demographic Profile
    a) Gender, race/ethnicity, age
        Annual institutional data was used to determine the gender, race/ethnicity, and age of MBA students.
            Figure 3.1a shows the age of MBA students. The average age of students is getting younger. Faculty have noticed an increasing number of students going directly from Undergraduate to Graduate school when they are unable to secure a job.
            Figure 3.1b shows the gender and race/ethnicity demographics of MBA students.

        A running dataset maintained by the Program Secretary was also used to determine the average age of graduates.
            Figure 3.1c shows the average age of graduates.

    b) In-state and out-of-state
        Annual institutional data was used to determine the residency status of MBA students.
            The first few columns of Figure 3.1a shows the residency status of MBA students.

    c) Full-time and part-time
        Annual institutional data was used to determine the full-time and part-time status of MBA students.
            Figure 3.1b shows the full-time and part-time status of MBA students.

    d) Attend classes during the day, in the evenings, and on weekends
        All students attend on-line courses in the program.

    e) Enrolled in classes on- and off-campus
        All students attend on-line courses in the program.

    f) Enrolled in 100% on-line and/or mixed delivery courses
        All students attend on-line courses in the program.

MBA		Residency Age			FSU GPA			ACT		
Term	Resident	Midwest Compact	Non-Resident	Avg. Age	Avg. GPA	Min. GPA	Max. GPA	Avg. ACT	Min. ACT	Max. ACT

Term	Enroll								
200408	52		4	37	3.87	2.678	4	18.93	13	25
200508	45		2	37	3.83	3.222	4	20.36	14	26
200608	64		3	34	3.79	2.68	4	21.18	17	31
200708	91		2	33	3.75	2.8	4	21.39	14	31
200808	104		2	32	3.73	2.15	4	22	14	31

Figure 3.1a
Retrieved April 3, 2009 from page 199 of
http://www.ferris.edu/admissions/testing/factbook/APR08Enrollmentresidencyage.pdf

MBA		Gender		Ethnicity							Full/Part Time	
Term	Enroll	Male	Female	Unkn	Black	Hispanic	Indian/ Alaskan	Pac Island	White	Foreign	Full Time	Part Time
200408	56	28	28	3	3	1	2	0	43	4	21	35
200508	47	23	24	2	2	1	1	1	38	2	23	24
200608	67	41	26	2	2	0	0	0	60	3	21	46
200708	93	53	40	2	6	0	0	2	82	1	17	76
200808	106	56	50	3	7	2	1	1	90	2	15	91

Figure 3.1b
Retrieved April 3, 2009 from page 199 of
http://www.ferris.edu/admissions/testing/factbook/APR08EnrollmentSexandEthnicity.pdf

<u>Age of MBA Graduates</u>
(2004 through 2008)
Average Age of Graduate   = 34.25 years old

Youngest Graduate   = 23 years old
Oldest Graduate   = 61 years old

50% of Graduates are less than 30 years old
50% of Graduates are at least 30 years old

Figure 3.1c average age of graduates

Age at Graduation - MBA Graduates

2004 through 2008

N=96
n=85
Average = 34.25

Count
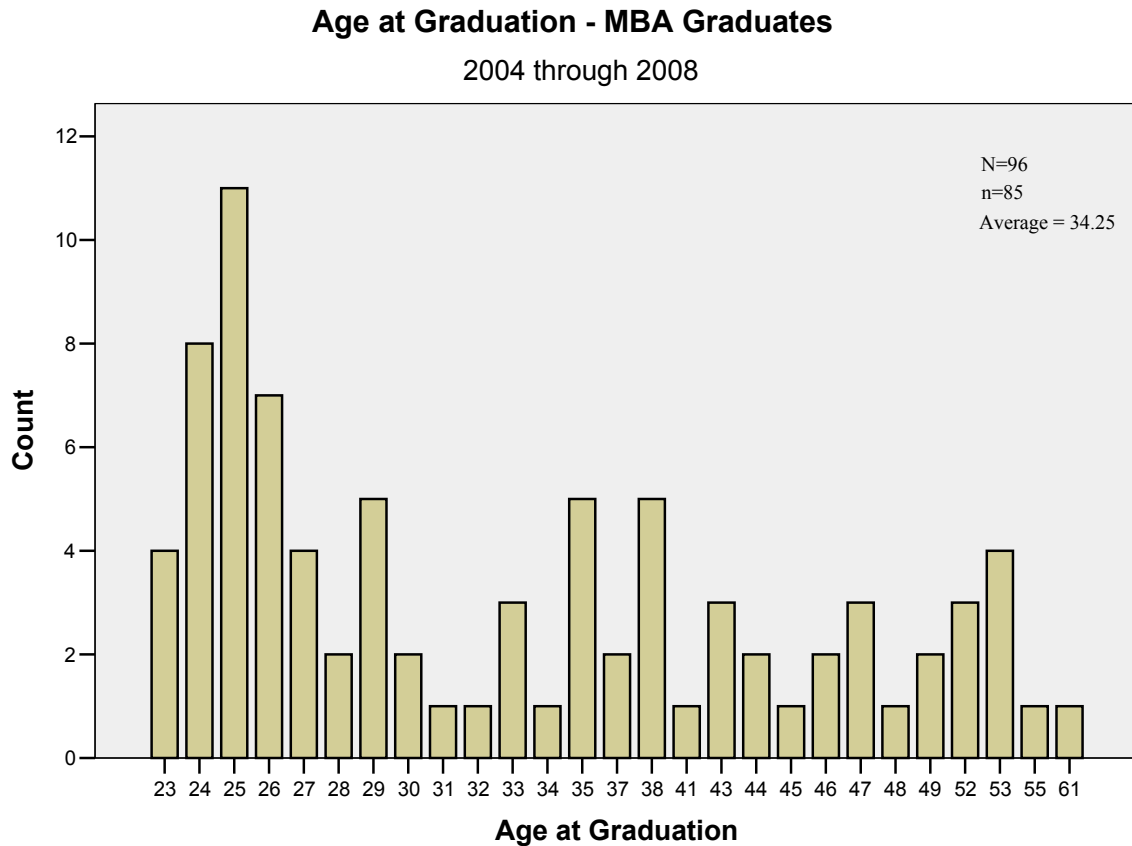
Age at Graduation

Figure 3.1d. Age at Graduation.

The information presented above (related to student demographics) has an impact on the curriculum, scheduling, and/or delivery methods in the program. The first course in the MBA program is MBA601 Professional Skills Development requires two Saturday face to face class sessions to account for learners who have been away from the school environment for some time. MMBA601 also helps ease the transition of learners who have not experienced the on-line learning environment. The rest of the MBA classes are accelerated (7 weeks) classes online. The online environment allows learners to participate at their convenience. The typical student has been a working adult that has or had some connection to Michigan and prefers the on-line environment. Recently there has been the beginning of a change in demographics. In the Spring of 2009 eight students in one class had graduated from FSU with a bachelor degree within the

past nine months. The faculty prefer students with some working experience but the MBA admission standards don't require it.

(2) Quality of Students

ACT and GPA

Annual institutional data was used to determine the ACT and GPA of current MBA students.
        Figure 3.2a shows the incoming ACT scores of MBA students.
        Figure 3.2b shows the MBA GPA scores of MBA students.

MBA

Year	Average ACT	Min. ACT	Max. ACT
2004-2005	18.6	13	25
2005-2006	20	14	24
2006-2007	21.75	19	24
2007-2008	19.67	17	23

Figure 3.2a, Incoming ACT
Retrieved April 3, 2009 from page 89 of
http://www.ferris.edu/admissions/testing/factbook/APR08GraduatesACT.pdf

The minimum ACT scores are higher in recent years. This may be due to FSU establishing ACT requirements for undergraduate. As some of the FSU students earn their bachelor degree and return for a master degree, the elevated undergraduate requirement is reflected in the ACT scores. There have been no changes in admission requirements at the graduate level. Incoming GPA information is not available per phone conversation with Mitzi Day July 6, 2009.

FSU GPA

Year	Average GPA	Min. GPA	Max. GPA
2003-2004	3.75	3.5	4
2004-2005	3.81	3.4	3.9
2005-2006	3.85	3.2	4
2006-2007	3.87	3.6	4
2007-2008	3.87	3.1	4

Figure 3.2b. GPA of MBA Graduates
Retrieved April 3, 2009 from page 99 of
http://www.ferris.edu/admissions/testing/factbook/APR08GraduatesGPA.pdf

Being a graduate program the GPA scores are expected to be higher than undergraduate grades as a C- is a failing grade in graduate school.

Other data retrieved is GMAT and GRE scores. Twenty of our students have official GMAT scores on file. Our students have scored from 250 to 600. Per the GMAT web site, total GMAT scores range from 200 to 800 with two-thirds of test takers score between 400 and 600.
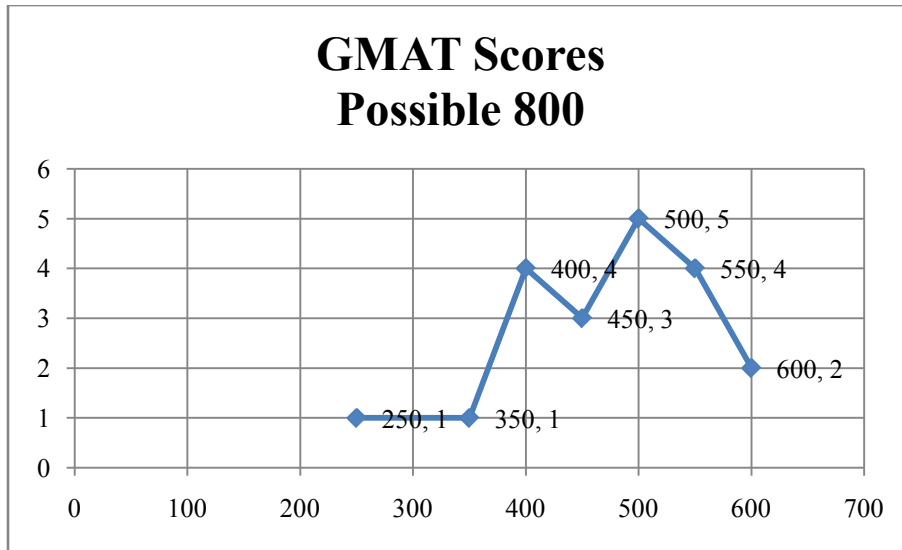
Figure 3.2 GMAT Results of Incoming Students

Effective October 2002 the **GRE** verbal (max 800) and quantitative (max 800) scoring did not change, but the Analytical Measure was replaced by the Analytical Writing portion 0.0 - 6.0 scored in half point increments. Thirty–five of our students have taken the GRE since that change and have an average score of 916 based on verbal and quantitative results.

GRE results based on a maximum of 1600.
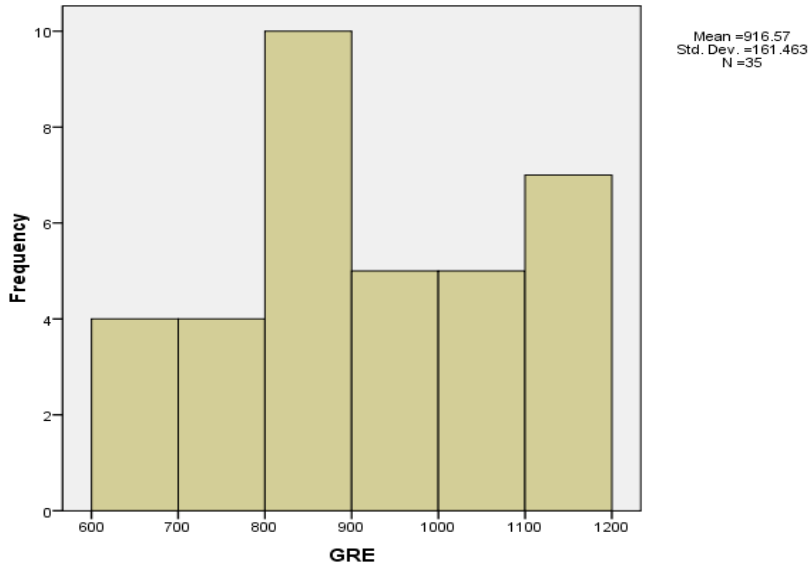
Figure 3.2 GRE Histogram of Incoming Students

The histogram shows a wide range of results from a minimum of 640 to a maximum of 1190. The control chart of GRE data does not show any pattern over time. That is, the results of current studfetns is not higher or lower than previous students.
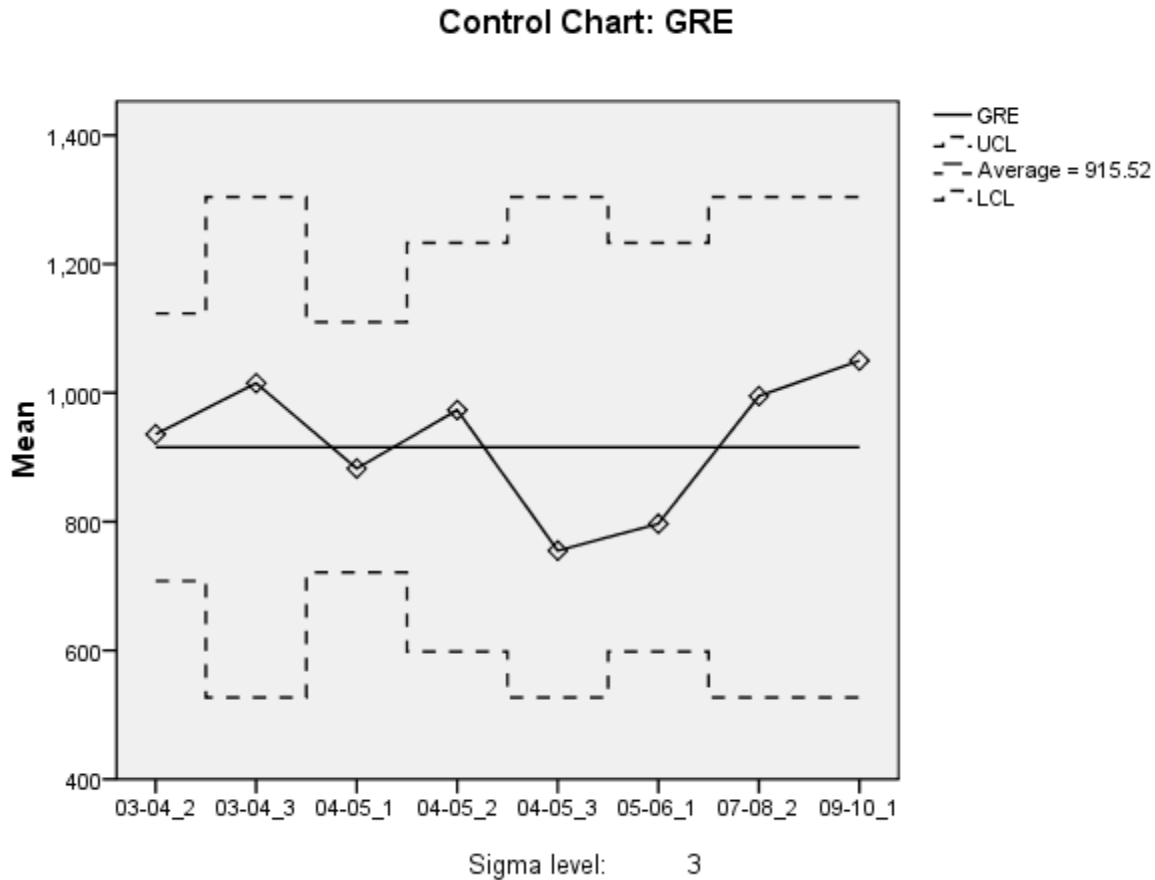
Control Chart: GRE

Figure 3.2 GRE of Incoming Students Control Chart

This data has only recently become available to us. Going forward we will track the data over time to look for trends.

Other measures used to assess the quality of students entering the program

The admission process is handled solely by the department secretary/administrator. Efforts are being made to create proficiency exams that will be administered by faculty so that more faculty involvement may take during the admission process. Faculty have expressed an interest in being involved in the admission and advising process but to date this change has not occurred.

Academic awards earned by students in the program
The following table is derived from the 2009 Current Student survey and describes the series of academic awards reported to have been earned by students in the program.

2005 Outstanding Student Award
Academic honors - highest distinction
As an undergraduate-President's scholarship, dean's list for 7 semesters As a graduate student-none
COB Student Excellence award 2009
Dean's List -College of Business Excellence Award -Ewigleben Scholarship - Brian Chapman Scholarship
Dean's List Amy Ament Scholarship
Dean's List, 4.0
FSU Undergrad: College of Business Excellence Award Ferris State University Alumni Scholarship
I earned many scholarships and recognition as an undergrad. I don't feel that I have the same opportunities as a grad student.
I have not received any scholarships/fellowships/academic awards while at Ferris. I have not received much information regarding awards at the graduate level.
Many, all during undergrad.
No awards have been earned as of yet, as I am completing my first semester.
None
Residential life scholarship Athletic scholarship
Transfer Scholarship when I came as a undergraduate sophomore
Wasn't able to apply for scholarships based on my parents income.

Students earning academic awards are proud of the fact.

Scholarly/creative activities of students in the program
The following table is derived from the 2009 Current Student survey and describes the scholarly and creative activities of students in the program.

1996 Distinguished Staff
As an undergraduate-Honors Program Senior Symposium As a graduate student-none
I am on the CIS advisory board.
I attended the West Michigan Sustainable Business Forum in February 2009.
I have not had an opportunity to participate in scholarly/creative activities.
I was in the Honors Convocation in March 09.
In the undergrad I went to New Orleans for the yearly conference for American Marketing Association. We competed in some events. I was a member of AMA, i participated in lots of Community Service events
None
Participated in Michigan Quality Council's Baldrige Assessment 2008, and continuing in 2009.
research intern for Dr. Topcu in the past for capacity limitations.
too many to list. Maybe have a place for graduates to attach vitae and resumes.

Students have a wide background of interests and are diverse with their skills.

Other accomplishments of students in the program

The following table is derived from the 2009 Current Student survey and describes the other accomplishments of students in the program.

4 - year letterman for Women's Golf
Academic Honors Convocation.
Accomplishing fully on-line graduate level classes while successfully working full-time and raising a family is a big accomplishment for me right now.
As an undergraduate-RSO e-board member for two years As a graduate student-none
B.S. in Automotive and Heavy Equipment Management
Bachelors degree
Dean's Lists 4.0 GPA during 07-08
Establishing a single call tracking solution for the university. Placing an IT radio communication center. Deployment of a Balanced Scorecard for university desktop support. Leading and maintaining customer assessment, analysis, and resulting service adjustments to improve customer service.
I am currently employed by Ferris State and have seen my job responsibilities increase as I have utilized many of the things I have learned in the MBA program.
I am proud of my position with Ferris State University. In 2004, I was hired as an Admissions Officer for [a College]. In 2006, I was promoted to Coordinator of Student Support Services. At the same time I was applying for the MBA program, I was appointed to a newly created position [at the College] as the Coordinator of Student Activities. It is a delight to work with creative, driven students on a regular basis. The student life [at the College] has significantly increased and many of the events I coordinate with them have received positive media coverage. Today, one of our larger projects (Construction - a Salvation Army benefit and sculptural project) was noted in the University Wide Notices because of it's appearance on WoodTV8 in Grand Rapids. The project also appeared on WXMI Fox 17, WMMT 3, WZZM 13 (Take 5), WGVU radio with Shelly Irwin, GR Legal News, GR Business Journal and WLHT 95.7. The project partnered local design firms with students.
Is this a trick question? With working a full-time job, and trying to fit in grad school at night, and on the weekends, who has time to accomplish anything else?
Undergrad: Music Industry Management Vice President (2006), President (2007) Autumn Alive Production Manager (2007)
Was made aware of the Michigan Quality Council- very happy to now be a board examiner for them.

Students have a wide background of interests and are diverse with their skills.

(3) Employability of students

The Alumni survey asked employability questions. However, before the results are discussed it will be useful to establish the frame of reference. The first graduates of the program were in 2004. Figure 3.3a shows the number of alumni answering the survey questions.

		No. that responded	Percent of those that responded	No. of graduates	% of graduates that responded
Valid	2004	2	5.4%	11	18%
	2005	7	18.9	15	47
	2006	7	18.9	17	41
	2007	6	16.2	18	33
	2008	15	40.5	35	43
	Total	37	100.0	97	38

Figure 3.3a Response rate from graduates

Question 9 of the alumni survey asked how many graduates became employed full-time in the field within one year of receiving their degree. The results are displayed in Figure 3.3b.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Was already employed full-time during the program	24	64.9	64.9	64.9
	Yes	5	13.5	13.5	78.4
	No	8	21.6	21.6	100.0
	Total	37	100.0	100.0	

Figure 3.3b Employed in field within one year

Nearly two-thirds of MBA alumni were already employed full-time while earning their MBA degree. There were thirteen (13) people that were not employed full-time during the program and only five (5) or 38% found full-time employment within one year of graduation. As will be seen later, students strongly voiced an interest in having career placement services for graduate level students.

Question 11 of the alumni survey asked the annual starting salary of MBA graduates. The results are displayed in Figure 3.3c.

Annual Starting Salary in Thousands

Number of students (y-axis: 0–7)

Starting Salary in K (x-axis: 0–100)
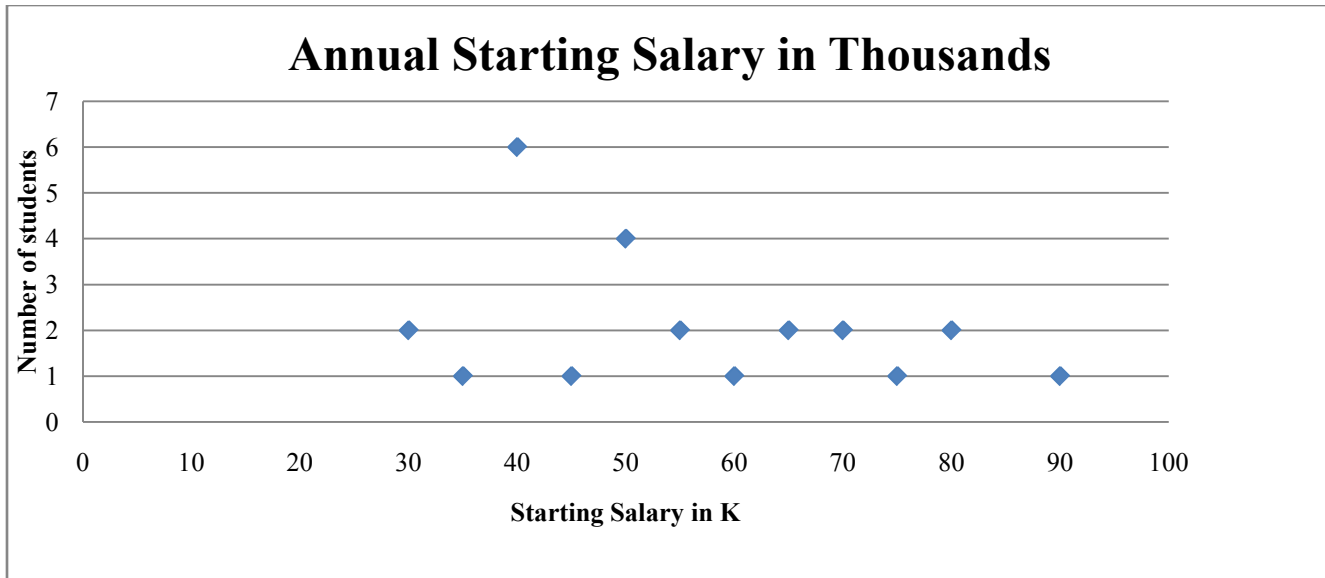
Figure 3.3c Annual starting salary of MBA Graduates (as reported by alumni)

Since two-thirds of our students were already working full-time before beginning this program, their starting salary prior to pursuing the MBA is not as significant to this report. Figure 3.3d shows the comparison of starting salary to current salary. The average starting salary is $54,000 and the average of current salaries is $63,000; this equates to a $9,000 increase.

Salaries in Thousands

Number of Students (y-axis: 0–14)

Salary (x-axis: 0–120)

Start
Now

Figure 3.3d Annual starting salary compared to current salary

Question 10 of the alumni survey asked if the graduates became employed as part-time or temporary workers in the field within one year of receiving their degree. This question assumed the graduate was not employed full time. There were thirteen (13) people that were not employed full-time during the program and one did find part-time work in the field after graduation. As

will be seen later, students strongly voiced an interest in having career placement services for graduate level students.

There was one question on each of the alumni, current student, and graduate exit surveys that addressed career assistance. Question 3 of the alumni survey asked about perceptions regarding career assistance; the results are displayed in Figure 3.3e. Question 4 of the current student survey asked about perceptions regarding career assistance; the results are displayed in Figure 3.3f. Question 3 of the graduate exit survey asked about perceptions regarding career assistance; the results are displayed in Figure 3.3g. The results of these survey finds is a clear message that the MBA program needs to make significant improvement to the career services offered by the University.

Although I have been employed while attending FSU, I am very aware of the resources and networking possibilities available to FSU graduates.
average - I attempted to use the process, but did not get any calls back. I was comfortable with my current position so I did not pursue at the time. no information has come to me other than one email and she never follow up with my calls.
Career assistance could be improved by increasing opportunity searching for non-traditional, as well as, traditional students.
Career Services while I was at FSU from 99-04 wasn't worth using. Time was better spent pursuing options on my own.
Confused by this question. I owe everything related to my carrer to Ferris. Did I receive assistance in obtaining my career, I would say no. But the education expanded upon my foundation to allow me to be more rounded with greater understanding of other important business components.
Couldn't find it. However, I didn't exactly put "hours" into hunting for it.
Did not know one existed...
Ferris State University career assistance was not helpful to the start of my career.
For the MBA program, career assistance is almost nonexistent. I was very disappointed in this part of the program.
Have not used it. It is difficult to understand what services are available if any.
I already had a lucrative position with an employer so there was no career assistance required.
I am assuming this is in reference to teachers/university representatives coming together in a larger picture setup to help assist struggling students in deciding what career path is correct for them, and if they feel this program isn't for them they will have assistance in taking corrective actives.
I believe that every class we had a chance to not only read the textbook and learn what's going on in the real world!.

I did not seek career assistance, but none was offered and I was unaware it existed
I did not use the career assistance provided at Ferris.
I do not feel that there was any "career assistance" per se. While I understand this in an online environment, and students are literally located anywhere on the globe, which makes traditional career fairs difficult, there needs to be some way of assisting students with finding job opportunities and/or internship experiences.
I haven't had any yet.
I think that Ferris State University does not do a good job at assisting with career placement. Even when you ask for help, they do not work with you enough to provide help for undergraduates or graduates. They should research how Baker College has a LIFETIME assistance program and benchmark that program!
I thought that I would receive some help in terms of assistance with my resume and what companies I should apply with after receiving my degree. This was not the case in fact I was hyped up and told that I would do well and yet still find myself unemployed- not because I am not looking but because of my lack of experience and over qualifications. Students need more direction when they attend college and assistance from career assistance would have been more helpful. Instead what I found was that the Career Assistance department was apt to help out PGA students and not very helpful in helping me with my career assistance.
N/A
Never used. Not much information was provided.
NIL. I suppose since I had a job it was never offered to me or I ignored it, possibly at my peril. It should be a constant drum beat. It doesn't have to be just job placement. It could work on job advancement, maintenance, networking, etc. The career aspects of the Ferris MBA were never tied together for/by me.
no assistance available
Non-existent
Non-existent
None
not enough, not there at all as far as I can see.
Other than an assignment provided by Maureen Heaphy in the capstone course which required you to review companies that would be hiring MBA's, I didn't see career assistance addressed in the program
Poor, especially for the graduate program.
Since I was already employed full-time while earning my MBA at Ferris, and chose to remain working for this organization upon graduation, I did not seek out any job placement services from the university. Therefore, I am not that familiar with whether they are helpful or not.
There was little to no communication regarding the assistance program. I did not take advantage of the program because of this, and therefore have little opinion of the program as a whole.

To be honest, I didn't access any career assistance or placement services. I was employed prior to, during, and after graduating, so had no need for these services.
To be honest, the subject of career assistance never came up as part of a stand-alone component that would of helped me target a career that my new skills might be in demand. In my opinion, the success of the program should be based on the results of enhancing my education. This should be a priority that if effective, would provide proven statistics Ferris could use to boast about and differentiate itself from the competition. To this day, this is the first I have heard that such a service is even available. Prior to beginning our MBAs, Each of us probably has vision of reaching a goal after graduation. Some may want to be promoted within while others such as myself am looking for a career change all together. It would of been nice if my goals were asked of me prior to beginning the program. This way I would of worked closely with career assistance to point me in a direction or industry that would be full of demand. This is just a suggestion but one I feel students would value and talk to others about. Results and stats!
Until recently, I have not utilized this feature. I am interested in teaching in the post-secondary area, using my MBA certification and am planning to contact career assistance.
We need better assistance and bring more companies onsite in a job fair.

Figure 3.3e Alumni perception of career assistance

average
Depends on career path -Where does this service exist at Ferris?
Have not used
Have not utilized
I've had minimal exposure so far, so really have no perception yet
I am employed by the University currently so I do not have experience in this category.
I am not sure for my level of experience (20 years) that career assistance can really help me. They are perhaps better equipped to assist those with lower level of experience/freshers.
I currently love the job that I have and I went to the job fair to make that initial contact.
I did not utilize this service.
I do not know since I have not used this option.
I don't know anything about it.
I don't really have an answer for that. FSU teaches you how to learn out of books but I don't feel they teach you how to find jobs.
I found it difficult to locate.
I have got good career assistance at Ferris state university. I am totally satisfied.
I have had no career assistance from Ferris State University

I have never used FSU's career assistance. I'm not even sure what this is?
I have not had the opportunity to experience career assistance.
I have not heard mention of career assistance whist at Ferris State University.
I have not used Career Assistance
I have not used career assistance but I know it is available.
I have not used career assistance. I receive the mass e-mails and it appears programs are in place to offer assistance.
I have not utilized career assistance at Ferris State.
I have not worked with career assistance
I haven't used the office, but my perception is they are very helpful.
I haven't utilized the resources available to have an opinion.
I haven't used it
I know there is a program; however I am unsure of the resources available to graduate level students. It is my understanding that they will be more directed towards undergraduate students.
I think the career assistance at Ferris State is useful.
I would have liked a little more direction at the beginning. I was just sent a check sheet of the courses I needed to take and that was the end of it.
It does not seem to target the students in the graduate programs. The majority of their e-mails are about internships and on campus recruiting. Neither of these issues are important to me as a graduate student. Instead I think that job opportunities would be more helpful.
It prepares people for the business world. Some of the concepts and ideas has made me think. Leadership roles have been more refined and developed.
No experience or perception
No impression. Don't need career assistance.
Not good. I'm not seeing anything that would make me recommend the Career Services department to anyone in this program.
Other then job fairs, I am unaware of career assistance programs.
Overall I feel that Ferris is limited in its career assistance. Specific programs have better career assistance opportunities.
The regular e-mails and updates about career days and internships are helpful and are more effort than I've seen at some other schools.
unknown
Very good, Shannon does a great job!
We receive emails of upcoming job/career fairs, but no guidance on interview skills or career development to determine our strengths or potential jobs. I'm not aware of any other career service assistance.

Figure 3.3f Current student perception of career assistance

Help with schedule was very good

I already have a career, so I have not sought out any University resources.
I have not used any career assistance features at Ferris.
I have not utilized.
Very helpful
Was not aware this was offered.

Figure 3.3g Graduating student perception of career assistance

Question 13 of the alumni survey asked the full-time employment status of alumni. The results are reported in Figure 3.3h.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	28	75.7	75.7	75.7
	No	9	24.3	24.3	100.0
	Total	37	100.0	100.0	

Figure 3.3h Full-time employment status of alumni

Question 15 of the alumni survey asked about the geographic location of alumni. The data for all alumni are reported in Figure 3.3i. In each class there are a few students that live out of state while attending the MBA program. These students have some tie to Michigan. One student was from Michigan but moved to Australia. To have 11 out of 37, or 30% now work out of state is not surprising given the economy of Michigan.

	Frequency	Percent
blank	13	
Michigan	13	
Texas	2	
Arizona	1	
Colorado	1	
Illinois	1	
Indiana	1	
Massachusetts	1	
Midwest	1	
Minnesota	1	
Virginia	1	
Mexico	1	
Total	37	100.0

Figure 3.3i Geographic distribution of alumni

Question 18 of the alumni survey asked if alumni sought additional education after receiving their MBA degree. The results are reported in Figure 3.3j.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	9	24.3	24.3	24.3
	No	28	75.7	75.7	100.0
	Total	37	100.0	100.0	

Figure 3.3j Additional educational training sought by alumni

Question 19 of the alumni survey asked alumni who sought additional educational training after receiving their MBA degree from where the training was sought. The results are reported in Figure 3.3k.

	Frequency	Percent
blank	22	60%
N/A	5	14
Certifications	2	2
FSU	2	5
FSU, UC in Traverse City, Accountancy	1	3
Technical Institute	1	3
Northcentral University	1	3
I'm told I'm going to get certifications.	1	3
CMU	1	3
BOMI International, affiliate of BOMA Detroit	1	3
Total	37	100.0

Figure 3.3k From where additional educational training was sought by alumni

Obtaining certificates or certification is common in most fields so the MBA faculty would expect to see its graduates continue in their professional development by earning them.

B. ENROLLMENT.

(1) Anticipated 2009 fall enrollment for the program

Fall 2009 enrollment is expected to exceed 50 students.

(2) Enrollment and student credit hour production (SCH).

Annual institutional data was used to determine enrollment numbers of MBA students. Figure 3.3l shows enrollment head counts since the year 2004.

MBA   Enrollment (Headcounts) - On, Off, and Total

Term	On campus	Off campus	Tot
200408	30	26	56
200508	25	22	47

200608	56	11	67
200708	93	0	93
200808	106	0	106

Figure 3.3l Enrollment headcount
Retrieved April 3, 2009 from page 199 of
http://www.ferris.edu/admissions/testing/factbook/APR08EnrollmentHeadcounts.pdf

Since our classes, with the exception of the first one (MMBA601) are fully online, the on campus and off campus categories is not an issue. Some classes are merely designated as being off campus purely from an administrative stand point. That is, some classes are given a Flint or GR section number but other than that, the class is identical to those designated as on campus.

Annual institutional data was used to determine student credit hours of MBA students.
        Figure 3B.2a shows student credit hours since the year 2004.
        Figure 3B.2b shows student credit hours versus full time equivalent faculty.
        Figure 3B.2c shows student credit hours compared to other graduate programs
The only other graduate program called out individually in the Ferris *Productivity Report* is the MISM program. The MISM program has similar productivity levels. Since graduate programs tend to have fewer students per class, it is not surprising the ratio of student credit hours/ full time equivalent faculty is lower for the graduate programs than for FSU overall.

	Student credit hours				Full time equivalent faculty				SCH/FTEF			
Year	summer	fall	winter	F + W	summer	fall	winter	F + W	summer	fall	winter	F + W
2003-04	0	498	465	963.00	0	3.33	2.78	3.05	0	149.7	167.3	315.4
2004-05	312.00	450.00	438.00	888.00	1.66	3.24	3.44	3.34	188.33	138.77	127.36	265.8
2005-06	300.00	432.00	351.00	783.00	1.49	3.33	2.41	2.87	201.91	129.73	145.44	272.7
2006-07	399.00	0.00	0.00	0.00	2.47	0.00	0.00	0.00	161.87			
2006-07	0.00	0.00	531.00	531.00	0.00	0.00	3.51	1.76			151.28	~~302.6~~
2006-07	0	528	0	528.00	0.00	2.83	0.00	1.42		186.57		~~373.1~~
2006-07												337.9
2007-08	384.00	711.00	702.00	1,413.00	2.60	4.08	4.02	4.05	147.98	174.26	174.53	348.8

Figure 3B.2a Student Credit Hours
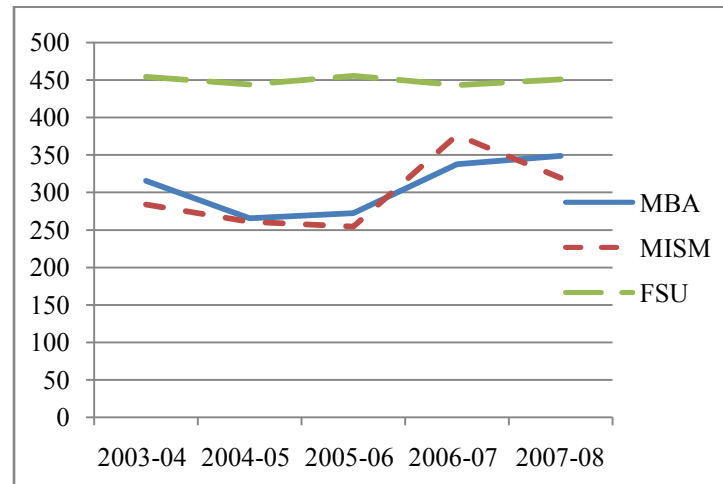
Figure 3B.2b Student Credit Hours versus full time equivalent faculty

	MBA	MISM	FSU
2003-04	315.4	284.04	454.22
2004-05	265.8	261.26	444.01
2005-06	272.7	254.7	455.71
2006-07	337.9	376.74	443.06
2007-08	348.8	319.41	450.88

Figure 3B.2c Comparison of SCH to other graduate programs

The MBA program is fairly new and growing. The approach the College of Business Dean has taken to handle the growth is to maintain the two full time MBA tenure track faculty and then have FSU undergraduate faculty teach one class in the MBA program. There are pros and cons to this arrangement. The benefit is the undergraduate faculty are knowledgeable and current in their field. The downside is that it is difficult to have an active, cohesive program when many of the faculty have an undergraduate program as their first priority. Currently there are eight undergraduate faculty teaching a class in the MBA program and four adjunct faculty members.

(3-5) Number of MBA applications, students admitted, admitted students that enroll

Figure 3B.2d shows the following statistics:
> The number of students that apply to the program annually,
> Of those who apply, the number of students and the percentage that are admitted, and
> Of those who are admitted, the number of students and the percentage that enroll.

MBA Applications	03W	03S	03F	04W	04S	04F	05W	05S	05F	06W	06S	06F	07W	07S	07F	08W	08S	08F
# of international applications received	2	0	12	11	4	17	4	3	9	2	1	1	0	0	0	0	0	0
# of international applications accepted	2	0	8	7	4	12	1	1	4	2	0	1	0	0	0	0	0	0
# of international applications pending	0	0	2	1	0	2	0	2	4	0	0	0	0	0	0	0	0	0
# of international applications denied	0	0	2	3	0	3	3	0	1	0	1	0	0	0	0	0	0	0
% of international applicants accepted	100%	NA	67%	64%	100%	71%	25%	33%	44%	100%	0%	100%	na	na	na	na	na	na
# of international applicants who came	2	0	2	2	2	1	0	0	0	0	0	1	0	0	0	0	0	0
% of international applicants who came	100%	NA	25%	29%	50%	8%	0%	0%	0%	0%	na	100%	na	na	na	na	na	na
# of domestic applications received	5	14	26	28	15	34	13	7	29	15	21	31	41	17	36	35	17	41
# of domestic applications accepted	5	11	16	18	9	14	8	4	22	10	19	23	28	12	26	19	15	26
# of domestic applications pending	0	3	9	10	6	19	5	3	7	5	2	7	11	5	10	16	2	14
# of domestic applications denied	0	0	1	0	0	1	0	0	0	0	0	1	2	0	0	0	0	1
% of domestic applicants accepted	100%	79%	62%	64%	60%	41%	62%	57%	76%	67%	90%	74%	68%	71%	72%	54%	88%	63%
# of domestic applicants who came	5	11	14	14	8	19	6	4	18	8	17	22	25	9	25	17	14	25

MBA Applications	03W	03S	03F	04W	04S	04F	05W	05S	05F	06W	06S	06F	07W	07S	07F	08W	08S	08F
% of domestic applicants who came	100%	100%	88%	78%	89%	136%	75%	100%	82%	80%	89%	96%	89%	75%	96%	89%	93%	96%
# of total applications received	7	14	38	39	19	51	17	10	38	17	22	32	41	17	36	35	17	41
# of total applications accepted	7	11	24	25	13	26	9	5	26	12	19	24	28	12	26	19	15	26
% of total applicants accepted	100%	79%	63%	64%	68%	51%	53%	50%	68%	71%	86%	75%	68%	71%	72%	54%	88%	63%
# of total applicants who came	7	11	16	16	10	20	6	4	18	8	17	23	25	9	25	17	14	25
% of total applicants who came	100%	100%	67%	64%	77%	77%	67%	80%	69%	67%	89%	96%	89%	75%	96%	89%	93%	96%

Figure 3B.2d MBA Application counts

(6) Current enrollment goals, strategy, and efforts to maintain the number of students in the program

The MBA program faculty feel that current size of the program, 100+, is the correct size and are interested in maintaining it. The online environment is not right for everyone. This pertains to faculty and students. Some students don't have the discipline to get their homework done. Some faculty excel in the face-to-face classroom but struggle to deliver a quality education in an online class.(Those faculty are mentored by the department head to improve their methods.) There are lead and back up instructors for each class. This cross training is important to allow for a flexible schedule.

As indicated in Figure 3B.6a, most students learn about the program either from the program's web site or from word of mouth. With the internet, students are able to shop around and investigate other programs. Figure 3B.6b indicates what other universities were considered.

How did you learn about the Ferris MBA program?

(Data collected in MMBA601 Fall 2007, Spring 2008, Summer 2008, Fall 2008, Spring 2009)
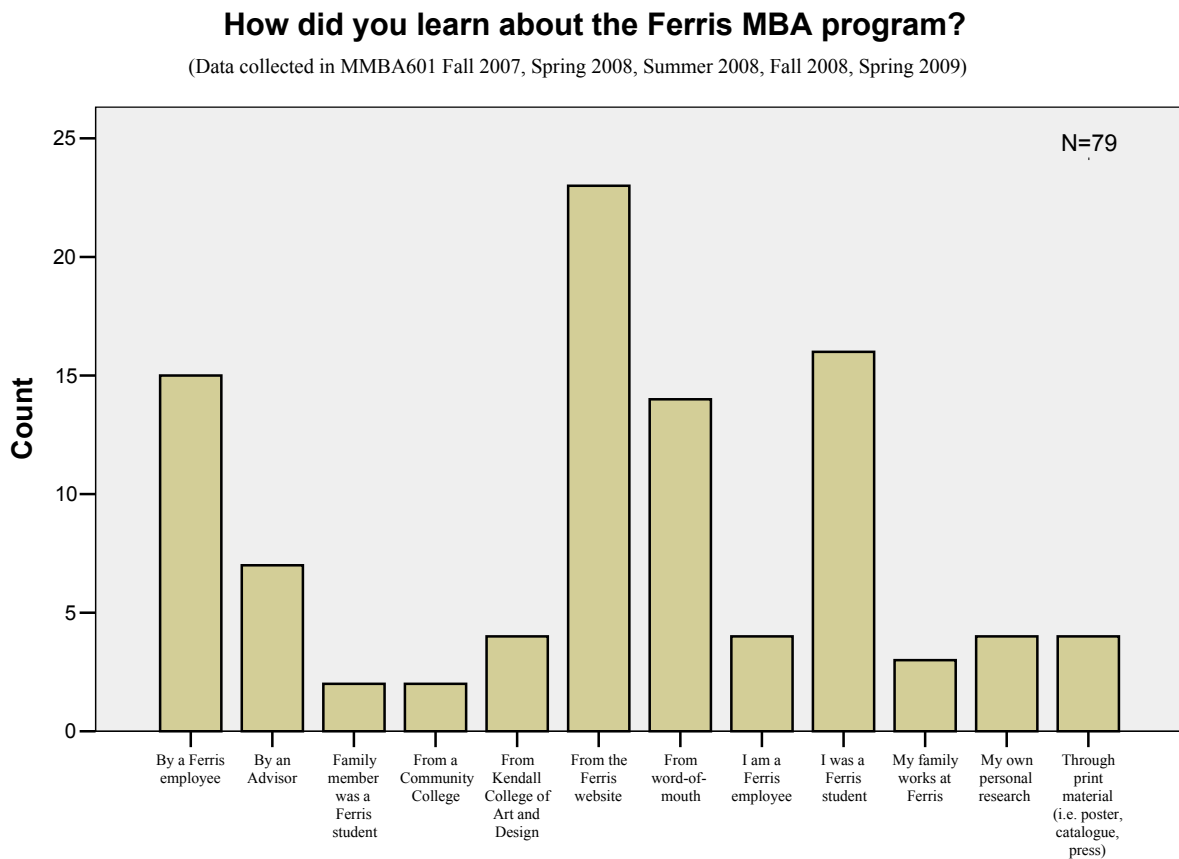
Figure 3B.6a How students learned about the Ferris MBA program

What other universities did you consider, if any?

(Data collected in MMBA601 Fall 2007, Spring 2008, Summer 2008, Fall 2008, Spring 2009)
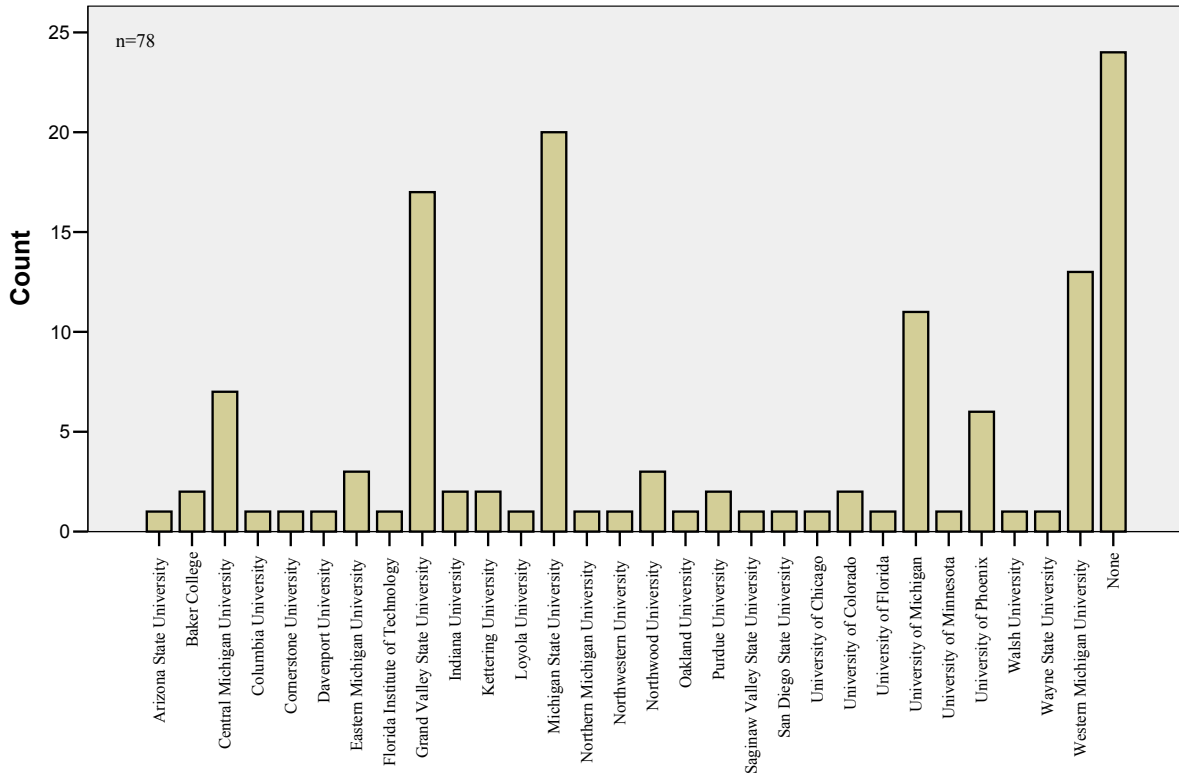
Figure 3B.6b The other universities considered by Ferris MBA students

C. PROGRAM CAPACITY

The Academic Program Review Guideline manual asks about the appropriate program enrollment capacity, given the available faculty, physical resources, funding, accreditation requirements, state and federal regulations, and other factors. The MBA program believes it would be difficult to increase the enrollment beyond existing levels without adding a third full time graduate faculty member. As noted earlier, the undergraduate faculty that teach one class in the MBA program tend to focus on their UG program.

D. RETENTION AND GRADUATION

(1) Annual attrition rate (number and percent of students) in the program

Using a cut-off date of Fall 2008 there are 171 students that had been accepted into the MBA program but have not graduated. That cut-off date was chosen to keep the data consistent with other time frames used in this report. This is how the students are classified.

Classification	Number of students	Percent
Active	67	39%
Inactive	46	27
Probation	25 (11 have not attended since 2005 but would be on probation if they returned)	15
Withdrew	9	5
Guest Status	8	5
Dismissed	6	4
Not Classified	6	4
Financial Holds	2	1
Military	1	.5
Transferred	1	.5
TOTAL	171	101% due to rounding

We need to investigate why 50% of our students are inactive, on probation, have withdrawn, or been dismissed.

(2) Current program goals, strategy and efforts to retain students

The MBA program recognizes that work schedules change especially during times of downsizing and overloading remaining employees. Some students need to take a semester off and then return to class. The core classes are offered each semester year round so resuming where a student left off is not a problem for the returning student.

(3) Trends in number of degrees awarded

Figure 3D.3 displays a count of the number of MBA degrees awarded.

Academic Year	On Campus	Off Campus	Total
2003-2004	2	0	2
2004-2005	11	3	14
2005-2006	8	9	17
2006-2007	8	10 ~~4~~	18 ~~12~~*
2007-2008	17	4	21
Dec 2008			**25****
Total			**97**

Figure 3D.3 Number of MBA Graduates

Information retrieved April 3, 2009 on page 134 from
http://www.ferris.edu/admissions/testing/factbook/APR2008Graduates.pdf
* Per Mitzi Day 2006-2007 did not pick up all of the off-campus students so that number should be 18.
** Data provided by Shannon Yost.

The data show a growing program. As the Michigan economy continues to struggle the program may experience two opposing forces. On the one hand, more people may return to school to stay competitive as the job market shrinks. On the other hand, Michigan is one of the states that has the highest number of people moving out of the state.

(4) Number of students who enroll that graduate within the prescribed time

Taking one class at a time the 13 classes (7 week accelerated classes) could be completed in 7 semesters. As shown in Figure 3D.4a and Figure 3D.4b, of those that graduate nearly 80% of the students do finish in 7 semesters. Summer enrollment tends to be slightly lower than other semesters indicating some students prefer to take time off in the summer. Over 90% graduate in eight semesters or less.

Length of Time to Graduate (in semesters)

2004 through 2008
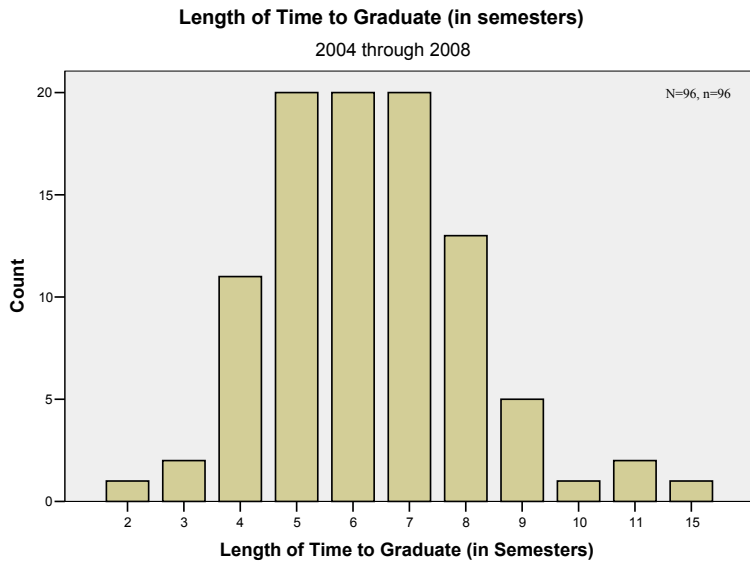
Figure 3D.4a Length of Time to Graduate (in Semesters)

Graduation Completion Speed vs Age of Graduate

2004 through 2008
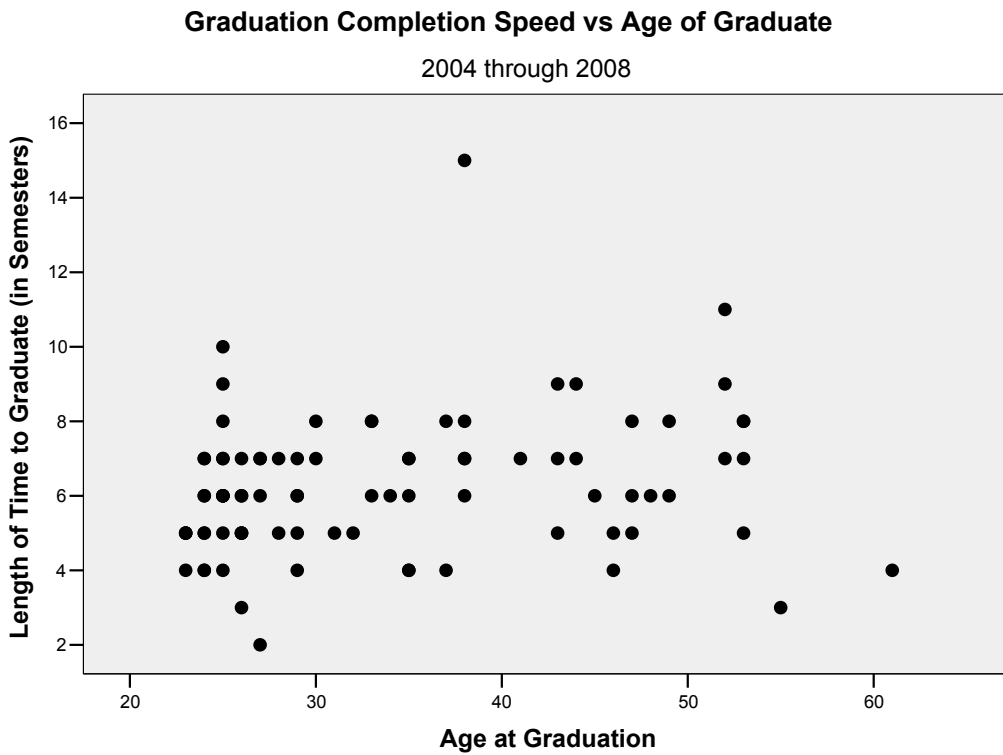
Figure 3D.4b Graduation completion speed vs. age of graduate

There is no correlation between age and time it takes to complete the degree. Recently we have noted more students beginning the program upon completion of their bachelor degree. Some of the learners do not have full time jobs but rather they attend school fulltime so in the near future we may see a spike in young students completing the degree in short periods of time.

(5) Length of time, on average, for student to graduate

The following describes the descriptive statistics regarding the length of time it takes students in the program to graduate and is based upon data from all 96 graduates from 2004 through 2008.

Average Length of Time to Graduate = 25 months
Three Modes Exist: 20 months, 24 months, 28 months

Shortest Length of Time to Graduate = 8 months
Longest Length of Time to Graduate = 60 months

*Note: This data was calculated by counting the number of semesters from the start of the individual entering the program through to the finish of the degree. This data does NOT include consideration for continuous enrollment (such as enrollment taken or not taken during summer semester). The data was converted into months by assuming each semester is 4 months in length. The person who graduated in 8 months time was already enrolled in the MISM program and had taken many of the required MBA courses before be accepted into the MBA program.

As shown in figure 3D.5, on average students take 6.3 semesters to graduate. There are no unusual patterns in the data.
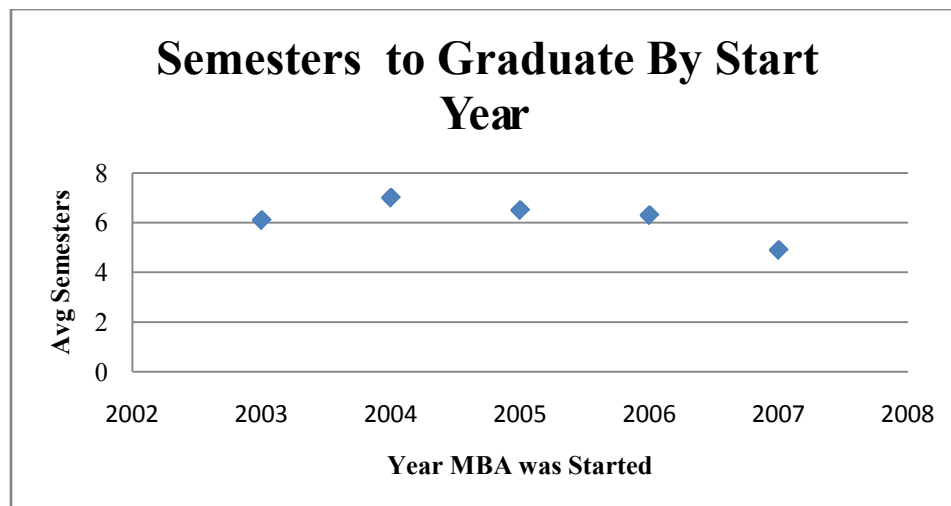
Figure 3D.5 Semesters to graduate by start year

E. ACCESS

(1) Actions taken by the program to make itself accessible to students

To make the program accessible to students, the program utilizes two Saturday classes to orient learners during the first class and then uses a seven-week format for the remaining courses in an on-line environment. MBA students can start any semester as the core courses are offered each semester.

As indicated in Figure 3E.1, the Alumni survey indicates, for the most part, that faculty make themselves accessible to students.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	5.4	5.4	5.4
	Somewhat Agree	6	16.2	16.2	21.6
	Strongly Agree	29	78.4	78.4	100.0
	Total	37	100.0	100.0	

Figure 3E.1 Faculty made themselves accessible

(2) Effects of two Saturday classes and seven-week on-line format on program

The delivery method of the program in which two Saturday classes are used for MMBA601, the introductory course, and coupled with the seven-week on-line format have had favorable effects on the program. As shown in Figure 3.3l, enrollment has grown from 56 students in 2004 to 106 students in 2008. As indicated in the series of surveys of incoming students distributed each semester from Fall 2007 through Spring 2009, the second most common reason given for choosing the MBA at Ferris State University was the online delivery method.

(3) No negative effects of two Saturday classes and seven-week on-line format on program goals and priorities

With any online program there is a concern that it is unknown who is at the other end of the computer. One university that Dr. Heaphy evaluated through the accreditation process uses a remote proctor device. The Securexam® Remote Proctor System eliminates the need for students to travel to a traditional campus setting or arrange for an approved proctor for every testing situation which had been the requirement at the university visited. The Securexam Remote Proctor device is a web-camera, biometric scanner and microphone bundled into one. This device uses a USB port in conjunction with software to allow student to take proctored exams anywhere, anytime. This may be a device that we would have students purchase for use throughout the program. This would require further investigation before making such recommendation.

Securexam® Remote Proctor System information retrieved April 6, 2009 from
https://ecampus.troy.edu/forms/Whatisrpdevice.htm

F. CURRICULUM

One step in the MBA program's continuous improvement journey was to use the four phase tool to evaluate and improve student learning, shown in Figure 3F.1a below. Dr. Mike Cooper, College of Business, developed a step by step model that could be used. The MBA faculty volunteered to pilot the process.

(1) Program requirements

The MBA program incorporates three foundation courses, nine core courses, and four electives that are rolled into advanced studies certificates. The certificates available are (1) Advanced studies certificate in design and innovation management which is offered at Kendall College of Art and Design in Grand Rapids, and (2) Advanced studies certificate in management tools and techniques. See Figure 3F.1b for a complete listing of course numbers and course titles. In total the forty-eight (48) credit hours are required, nine (9) of which may be waived if the foundation courses are already in a student's background.

The accrediting body of the College of Business, Association of Collegiate Business Schools and Programs (ACBSP), requires Common Professional Components (CPC) which are mapped to the program classes. See Figure 3F.1c.

The Ferris MBA is built around Performance Management concepts, the Balanced Scorecard and the seven criteria of the Malcolm Baldrige National Quality Award Criteria for Performance Excellence. Consistent with the MBNQA criteria, the program focuses on leadership; strategic planning; customer and market focus; measurement, analysis, and knowledge management; workforce focus; process management; and business results. The MBA program remains current and in line with the 2009-2010 MNBQA criteria.

Figure 3F.1d depicts the process used each year to review the program. In the last four (4) years the program has changed to combined two classes to allow the addition of a global business class without adding more credits to the program.

A Practical Four-Phase Approach

- Evaluate-And-Improve Student Learning -

PHASE A – SEMESTER 1

[2]Evaluate the level of student learning against selected program-level outcomes (as evidenced in selected [1]microfolios), then identify/target low-performers for improvement

PHASE B – SEMESTER 2

Conduct [3]root cause analysis for outcomes targeted by microfolio evaluation, then [4]design changes to improve student learning (based on the root cause analysis)

PHASE C – SEMESTER 3

Trial changes to improve student learning for targeted outcomes – then evaluate impacts of the changes with respect to targeted outcomes

PHASE D – SEMESTER 4

[5]Adopt, adjust, or abandon the prior changes and plan next cycle of improvement (e.g. plan the next Phase A)

Figure 3F.1a Process used by COB to evaluate and improve student learning. The MBA faculty volunteered to pilot the process

Master of Business Administration Check Sheet for _____

THREE FOUNDATION COURSES REQUIRED

COURSE #	TITLE	CREDITS	TERM	GRADE
MMBA 605	Numerical and Data Analysis	3		
MMBA 606	Financial & Accounting Systems & Analysis	3		
MMBA 607	Computational Tools, Techs, & Integrating Systems	3		

NINE CORE COURSES REQUIRED

COURSE #	TITLE	CREDITS	TERM	GRADE
MMBA 601	Professional Skills Development	3		
MMBA 612	Introduction to Performance Metric Systems	3		
MMBA 625	Organizational Leadership and Corporate Citizenship	3		
MISM 629	Legal and Ethical Issues in Business	3		
MMBA 635	Organizational Resource Systems	3		
MMBA 710	Strategic Planning Systems	3		
MMBA 720	Global Business	3		
MMBA 730	Customer and Market Systems and Analysis	3		
MMBA 799	Integrated Business Experience (prereq final semester or dept approval)	3		

THREE FOUNDATION COURSES REQUIRED (may be waived for course competencies)	9	
NINE CORE COURSES REQUIRED	27	
ONE ADVANCED STUDIES CERTIFICATE REQUIRED (from options below)	12	
TOTAL	48	

MBA Program Concentrations/Advanced Studies Certificates

ASQM – ADVANCED STUDIES CERTIFICATE IN MANAGEMENT TOOLS AND TECHNIQUES – 12 Credits

The *Management Tools and Techniques* certificate is designed to create process oriented business leaders and to facilitate the use of technical tools to aid in understanding business systems, developing improvement strategies, and leading and managing the change process.

COURSE #	TITLE	CREDITS	TERM	GRADE
MMBA 615	Quality Improvement Principles and Applications	3		
MMBA 640	Project Management	3		
MMBA 705	Business Process Reengineering	3		
MMBA 760	Process and Value Stream Management Systems	3		
	SUBTOTAL	12		

ASDI – ADVANCED STUDIES CERTIFICATE IN DESIGN AND INNOVATION MANAGEMENT – 12 CREDITS

The *Design and Innovation Management* certificate prepares graduates for leadership positions in design-centered businesses. The program provides students a comprehensive understanding of the ways in which the method, measure, and language of design drive the practice of business and the process of innovation and teaches them how to cultivate and build a culture of innovation within their organization. *This certificate is offered at Kendall College of Art and Design in Grand Rapids.*

COURSE #	TITLE	CREDITS	TERM	GRADE
KDES 650	Design and Innovation Process Management	3		
KDES 651	Design Communication Management	3		
KDES 750	Sustainable Design and Systems	3		
KDES 751	Leadership by Design	3		
	SUBTOTAL	12		

MBA Specialty Programs and Concentrations

Master of Science in Information Systems Management (MS-ISM) Concentrations

MBA students may select from two 12-hour technical concentrations in the MS-ISM program. Advanced Studies Certificate in Security and Networking (ASSN) and Advanced Studies Certificate in E-Business and Systems Integration (ASSI)

Doctorate of Pharmacy (PharmD)/ MBA

Second year Doctorate of Pharmacy students meeting admission requirements and interested in corporate pharmacy, health systems, or pharmaceutical industry careers may pursue **concurrent PharmD and MBA degrees.**

Five-year BS Accounting degree and MBA toward CPA

Junior year Bachelor of Science in Accountancy program majors may apply for fourth and fifth year *dual enrollment in Accountancy and MBA.* Successful students earn their Bachelors, Masters, and satisfy the 150 minimum credit hours required to practice as a licensed Certified Public Accountant (CPA).

Master of Science Nursing (MSN) Concentrations

MBA students who hold a RN license may select a 12 hour concentration from the MSN program. MSN students may select a 12 hour **Administration Concentration** from the MBA.

Updated March 2007

Figure 3F.1b MBA Program Check Sheet

CORE COURSES		MBA Classes by Common Pprofessional Component											
		Functional Areas				The Business Environment				Technical Skills		Integrative Areas	
		Marketing	Business Finance	Accounting	Management incl production & operations, organiz behavior, and HR	Legal Environment of Business	Economics	Business Ethics	Global Dimension of Business	Information Systems	Quantitative Techniques Statistics	An Integrating Experience	Total
MMBA 605	Numerical and Data Analysis									X	X		
MMBA 606	Financial & Accounting Systems & Analysis		X	X									
MMBA 607	Computational Tools, Techs, & Integrating Systems									X			
MMBA608	Foundation of Economics						X		S				
MMBA601	Professional Skills Development							S		S			
MMBA612	Performance Metrics	S	S	S	X					X	S		
MMBA625	Leadership				X			S	S				
MISM629	Legal & Ethical					X		X					
MMBA635	Organizational Resources				X			S		X			
MMBA710	Strategic Planning				X					S		S	
MMBA720	Global Business	X	X			X	X	X	X				
MMBA730	Customer & Market Focus	X									S		
MMBA799	Integrated Business Experience			S	S			S	S		S	X	
TOTALS													

X = primary role
s = secondary role

Figure 3F.1c MBA Common Professional Components

FSU MBA Curriculum
Review & Improvement Process

Dated May 4, 2008
(Revision 01)

Begin
here

Month	Process Step	Details
September	Perform Environmental Scan	• Look for new research in FLITE database • Look for new texts & books via Amazon • Look for new research in Harvard Business Working Knowledge database • Evaluate newest MBNQA Criteria • Compare & Contrast Michigan Sister Institution MBA Curriculum • Review existing Form E & Summer Syllabi • Look at individual course feedback
Late September	Core MBA faculty meet & evaluate potential curriculum changes	
October	Hold MBA Advisory Board Meeting & Seek Input	• Does curriculum & proposed changes meet organizational needs? • Do additional factors exist that should be addressed in curriculum? • What are possible ideas for teaching methodologies?
Late October	Core MBA faculty meet & determine relevant changes	
November	Seek Department & CCC Approval (as necessary)	
	Changes Approved? — No	
November-December	UCC Approved? (as necessary) — No	
Spring-Summer	Implement Curriculum Changes	

Evaluate and Improve the process

Figure 3F.1d MBA Curriculum Review and Improvement Process

There are no hidden prerequisites in the program. The three foundation courses are intended to address common weaknesses of students.

(2) Program changes have not been significant

The program changes since the program was created in 2003 have not been significant.

(3) Curricular and program changes currently in the review process.

There are curriculum changes planned to commence with the curriculum review process Fall 2009 semester. These were planned on May 5, 2009 and are as follows:
1. Create MMBA608, Economics, as a foundation course.
2. Combine MMBA705 (Business Process Reengineering) & MMBA760 (Process and Value Stream Management Systems) into MMBA760. Eliminate MMBA705.
3. Create MMBA745, Sustainability, to replace MMBA705.
4. Create MMBA691, Internship, as an option outside of the core and certificates.
5. Create MMBA629, Legal and Ethical issues in Business, to take over MISM629.

Two classes in the Management Tools and Technique certificate are being combined and a new class, Sustainability, will be added to the certificate to replace one of the combined classes. Although sustainability is already addressed in the class MBA625 Organizational Leadership and Corporate Citizenship, sustainability is emerging as a significant topic that warrants more discussion and application. In October 2008 our advisory board identified the topic as an emerging issue. Also, the ASQ's 2008 Futures Study identified social responsibility as one of the seven (7) forces that will shape our future.

An economics class will be added as a foundation class to the program. This is based on the recommendation of our advisory board, our accrediting body, feedback from students, and feedback from faculty.

An internship elective will be added to give students an opportunity to gain work experience. This is based on the recommendation of our advisory board, feedback from students, and feedback from faculty.

A legal and ethical class will be added to address MBA students now that enrollment is large enough to justify a legal and ethics class separate from the MISM program. The reason for the addition is to be certain a business focus is retained in the class rather than an information technology focus.

An example of program discussions is demonstrated in the minutes of our May 4, 2009 meeting as shown below.

MBA Program Meeting
Minutes

When: Tuesday, May 4, 2009 (10:00 - 11:00 AM)
Where: BUS 212D
Persons in attendance: Dr. Steenstra, Dr. Heaphy, Dr. Fagerman, Shannon Yost

1. MMBA606 and the "test"
   6. After a great deal of discussion it was agreed that the MMBA606 "test" has the intent of being a "placement" test. The test has not been administered according to the 5.13.08 Rev 1.1 "Interim MMBA606 Financial and Accounting systems and Analysis" process flow diagram. None of the provisions involved with the process flow diagram were implemented; no waivers were made of MMBA705 for those students taking MMBA606.

   7. It was agreed that Dr. Fagerman would determine a method to administer the test outside of MMBA606. The test appears to be most appropriately given upon acceptance. No commitment was made as to when the test would be implemented. (It may be Fall 2009 or Spring 2010.) It was agreed that a useful option for each "test" question would be "I don't know"; this would allow a more accurate reflection of the test taker's knowledge.

2. An economics foundation class
   1. It was agreed that an economics foundation course should be developed. The course number will be MMBA608. Dr. Steenstra believed Dr. Mark Brandly would be interested in developing and teaching the on-line course. It was agreed that Dr. Steenstra will contact Dr. Brandly and will follow-up with the curriculum change documentation needed for this matter. The intended time for asking for Department/CCC approval will be Fall 2009.

3. Possible Internship
   1. It was agreed that the inclusion of an Internship as an elective outside of the MBA core and outside of the MBA certificates would be a useful benefit to MBA students desiring to take advantage of the option. The idea is derived from past MBA Advisory Board meetings and from some of the 2009 MBA APR survey results. It was agreed that Dr. Fagerman will follow-up with the curriculum change documentation needed for this matter. The course number will be MMBA691. The intended time for asking for Department/CCC approval will be Fall 2009.

4. Other Issues

1. Dr. Heaphy provided an updated and corrected copy of her course book requirements for Fall 2009. Shannon will follow up with the book store to be certain the information is known.

2. Dr. Heaphy will be combining MMBA705 and MMBA760 to create a modified MMBA760 course. MMBA705 will be eliminated. The intended time for asking for Department/CCC approval will be Fall 2009.

3. In place of the eliminated MMBA705 course, a new course MMBA745, Sustainability, will be developed. Dr. Fagerman and Dr. Heaphy indicated that Professor William Smith expressed interest and knowledge about the topic. The course would address, to some degree, many of the MBA Advisory Board ideas such as the following which have been copied from the Advisory Board meeting minutes:

   - *Social responsibility - Environmental impact - Alternate Energy*
   - *Sustainability - Triple bottom line*
   - *Social environment*
   - *Behavioral not product*
   - *LEED and beyond*
   - *Strategic alliances and partnerships*
   - *Governance – Accountability*

   - *Social and Cultural Responsibility*
   - *Team Dynamics and Culture*
   - *Sustainability*

   It was agreed that Dr. Steenstra will contact Professor William Smith to ask him to develop the course and to follow-up with the curriculum change documentation needed for this matter. The intended time for asking for Department/CCC approval will be Fall 2009.

4. It was suggested that current enrollment justifies the MBA program developing its own legal and ethics course to replace MISM629. The replacement number will be MMBA629. It was agreed that Dr. Steenstra will contact Professor William Smith and will follow-up with the curriculum change documentation needed for this matter. The intended time for asking for Department/CCC approval will be Fall 2009.

Summary of Curriculum Changes Planned for Fall 2009 semester
5. Create MMBA608, Economics, as a foundation course.
6. Combine MMBA705 (Business Process Reengineering) & MMBA760 (Process and Value Stream Management Systems) into MMBA760. Eliminate MMBA705.
7. Create MMBA745, Sustainability, to replace MMBA705.
8. Create MMBA691, Internship, as an option outside of the core and certificates.
9. Create MMBA629, Legal and Ethical issues in Business, to take over MISM629.

Action Items:

Shannon: **Due Date: ASAP**
1. Inform bookstore of Dr. Heaphy's book changes for Fall 2009.

Dr. Fagerman: **Due Date: ASAP**
1. Determine a method to administer the MMBA606 placement test outside of any course. Administer the test.

Dr. Fagerman: **Due Date: Fall 2009**
1. Create all curriculum documentation needed for MMBA691, Internship.

Dr. Heaphy   :   **Due Date: Fall 2009**
1. Create all curriculum documentation needed for MMBA760, Process and Value Stream Management Systems.

Dr. Steenstra :   **Due Date: Fall 2009**
1. Contact and work with Dr. Mark Brandly so that he may create all curriculum documentation needed for MMBA608, Economics.

2. Contact and work with Professor William Smith so that he may create all curriculum documentation needed for MMBA745, Sustainability, and MMBA629, Legal and Ethical issues in Business.

<<<<<<<<<<<<<<<< (End of May 4, 2009 meeting minutes) >>>>>>>>>>>>>>>>>>>>

(4) Plans to revise the current program within the next three to five years

After the planned Fall 2009 curriculum changes are made, the MBA program will continue to be attentive to changing trends in business and will make changes as needed.

G. QUALITY OF INSTRUCTION

(1) Student and alumni perceptions of the quality of instruction

Alumni were surveyed as to their perceptions of the quality of instruction. These results are shown in Figure 3G.1a.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	8.1	8.1	8.1
	Somewhat Disagree	1	2.7	2.7	10.8

		Frequency	Percent	Valid Percent	Cumulative Percent
	Somewhat Agree	9	24.3	24.3	35.1
	Strongly Agree	24	64.9	64.9	100.0
	Total	37	100.0	100.0	

Figure 3G.1a Alumni survey q2a Satisfied with the quality of instruction

From comments either under "least like about program" or "course least beneficial", alumni reported the following:

> instructor taught from the book and did little to build learning environment; lack of timely feedback; and professor was insulting.

It is recognized that some faculty excel in the face-to-face classroom but struggle to deliver a quality education in an online class; those faculty are mentored by the department head to improve their methods when the SAI indicate intervention is needed.

Current students were surveyed as to their perceptions of the quality of instruction. These results are shown in Figure 3G.1b.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Disagree	5	8.1	8.1	8.1
	Somewhat Agree	25	40.3	40.3	48.4
	Strongly Agree	32	51.6	51.6	100.0
	Total	62	100.0	100.0	

Figure 3G.1b Current Students q3a Satisfied with the quality of instruction

From comment section several complaints were made regarding faculty including the following:

> XXX is "not qualified to be teaching at the Masters level. For a MBA professor, he is unorganized and his classes are not structured well. His courses seem to lack purpose and have superficial connections to the required text and learning material."

This issue was addressed in the past by the department chair but may need further attention.

(2) Advisory committee perceptions of the quality of instruction

The advisory committee was surveyed as to the member's perceptions of the quality of instruction. These results are shown in Figure 3G.2a.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	1	50.0	50.0	50.0
	Don't Know	1	50.0	50.0	100.0
	Total	2	100.0	100.0	

Figure 3G.2a Advisory q2a High quality of instruction in the MBA courses

(3) Departmental and individual efforts improve the learning environment and add and use appropriate technology

Program faculty members continually update their skills to remain current in the practice of organizational philosophies and information technologies that the program reflects. Program faculty members routinely utilize teams, collaborative learning practices and strive for continuous improvement the teaching/learning process. Program faculty members work as a team, exhibit a passion for their program, share an enthusiasm and joy for teaching and learning, and are committed to serving their students.

The two fulltime faculty both earned Level 4 (out of 5) Online Certification in 2007. In 2009 one of the undergraduate faculty teaching in the MBA earned Level 3 certification.

(4) Professional development of program faculty

Anita L. Fagerman, Ph.D. Development Activities Attended
> Workshop, "WebEx Training," Faculty Center for Teaching and Learning. (April 15, 2009).

> Continuing Education Program, "2009 Michigan Quality Council Examiner Training," Michigan Quality Council. (March 11, 2009 - March 12, 2009).

> Seminar, "2008 Certification Boot Camp, Kaplan & Norton Balanced Scorecard Certification Program," Palladium Group, Inc.. (December 9, 2008 - December 12, 2008).

> Continuing Education Program, "2008 MBNQA Examiner Training," ASQ, NIST, MBNQA Program. (April 30, 2008 - May 2, 2008).

> Leadership Development Activity, "FSU Leadership Development Program," Ferris State University. (September 20, 2007 - April 17, 2008).

> Continuing Education Program, "2008 Michigan Quality Council Examiner Training," Michigan Quality Council. (March 12, 2008).

> Book Discussion, "Book Discussion on How People Learn: Brain, Mind, Experience, and School," Faculty Center for Teaching and Learning. (October 2007 - February 2008).

> Workshop, "Get Web-Ready with Macromedia FlashPaper," Faculty Center for Teaching and Learning. (September 18, 2007).

> Continuing Education Program, "2007 MBNQA Examiner Training," ASQ, NIST, MBNQA Program. (May 2, 2007 - May 4, 2007).

Continuing Education Program, "2007 Michigan Quality Council Examiner Training," Michigan Quality Council. (March 22, 2007).

Book Discussion, "Book Discussion on Harry Boyte's Everyday Politics," Faculty Center for Teaching and Learning. (2005).

Workshop, "Critical Thinking Faculty Learning Community," Faculty Center for Teaching and Learning. (2005).

Workshop, "Learner-Centered Teaching Faculty Learning Community," FCTL. (2005).

Continuing Education Program, "2005 MBNQA Examiner Training," ASQ, NIST, MBNQA Program. (May 2005).

Tutorial, "Institute Review Board & Human Research testing," University of Miami School of Medicine. (2004).

Continuing Education Program, "2004 MBNQA Examiner Training," ASQ, NIST, MBNQA Program. (May 2004).

Continuing Education Program, "2003 Michigan Quality Council Examiner Training," Michigan Quality Council. (March 2003).

Book Discussion, "Palmer Parker's "The Courage to Teach"," Faculty Center for Teaching and Learning. (2002).

Workshop, "How to Teach Through Writing," Crossroads Writing Project/National Writing Project. (2002).

Workshop, "Learner Centered Teaching," Faculty Center for Teaching and Learning. (2002).

Continuing Education Program, "2002 Michigan Quality Council Examiner Training," Michigan Quality Council. (March 2002).

Workshop, "Transition Training to 1S09000:2000." (2001).

Workshop, "1S09000:2000 Lead Auditor Training." (2000).

Maureen S. Heaphy, Ph.D. Development Activities Attended
Seminar, "COB Colloquium - Sustainability," Ferris State University - College of Business. (April 23, 2009).

Workshop, "TracDat," Catherine Cummings WMU. (December 11, 2008).

Workshop, "Scholar.com," FCTL at FSU. (November 4, 2008).

Seminar, "College of Business Colloquiums," FSU - College of Business. (2005 - Present).

Workshop, "Adult Learner, FC drop in sessions." (2005).

Seminar, "Critical Thinking Community," FCTL at FSU. (January 2009 - April 2009).

Workshop, "Course Level Assessment: More Than Exams," FSU CAHS. (April 9, 2009).

Conference Attendance, "FCTL Spring Conference." (March 31, 2009 - April 1, 2009).

Workshop, "Technology Users Forum," FSU Computer Technology Services. (February 12, 2009).

Conference Attendance, "What's Next on Accountability & Assessment," Association of American Colleges and Universities. (January 15, 2009).

Workshop, "Technology Users Forum," FSU Computer Technology Services. (December 2, 2008).

Seminar, "Summer University," FSU. (June 2, 2008 - June 4, 2008).

Book Discussion, "The Science of e-Learning Content Design." (September 2007 - December 2007).

Conference Attendance, "Online Learning Conference," Sloan C. (November 8, 2007 - November 9, 2007).

Workshop, "Faculty Development Day," Ferris State University. (August 22, 2007).

Workshop, "New Faculty Training Program," Ferris State University - Faculty Center for Teaching and Learning. (August 2006 - May 2007).

Self-Study Program, "Key to Successful Online Instruction: Universal Design," Faculty Center for Teaching and Learning. (April 3, 2007).

Workshop, "Measurable Outcomes," UCEL Faculty Development. (January 25, 2007).

Workshop, "Becoming A Learner Centered Teacher," Faculty Center for Teaching and Learning - FSU. (January 3, 2007 - January 5, 2007).

Conference Attendance, "FSU Spring learning Institute - Creating the learning-Centered University," Ferris State University. (January 3, 2007).

Workshop, "Ongoing Transition Program." (September 14, 2006 - November 30, 2006).

Conference Attendance, "Punished by Rewards: Rethinking Motivation at Work and School," Alfie Kohn. (October 6, 2006).

Seminar, "New Faculty Transition Week Long Program," Ferris State University - Faculty Center for Teaching and Learning. (August 12, 2006 - August 17, 2006).

Workshop, "WebCT training," Ferris State University - Faculty Center for Teaching and Learning. (September 2005 - December 2005).

Workshop, "TurnItIn." (September 30, 2005).

Seminar, "Teaching and learning," Faculty Center for Teaching and learning. (August 24, 2005).

(5) Efforts to increase interaction of students with faculty and peers

The two full-time MBA faculty are certified by the FCTL to Level 4 (out of 5) for Online Instruction. This level means: "A Level 4 certified instructor has delivered fully online instruction for at least one semester, possesses an understanding of the effective learner-centered strategies for engaging students, and can skillfully use the most common platform-specific tools for a fully online delivery mode." (Retrieved April 28, 2009 from http://www.ferris.edu/fctl/OIC/Index.htm)

The two fulltime Faculty have expressed an interest in being involved in the admission and advising process but to date this change has not occurred. Such involvement would allow us to interact and know our students prior to class.

Maureen S. Heaphy, Ph.D. Directed Student Learning

Directed Individual/Independent Study, "Costa Rica: A study of controlled economic advancement," Other (Within Ferris State University). (2009 - Present).
Advised: Donna Smith

Directed Individual/Independent Study, "MBA Labor market demand analysis," Management. (2009).
Advised: Todd Price

Master's Thesis Committee Chair, "Balanced Scorecard in IT," Management. (May 2008 - August 2009).
Advised: Scott Thede

Guest Speaker, Elies Kouider class. (2009).

Nominator and Attendee, College of Business Award Ceremony, Student Excellence Award. (2005 - 2009).

Guest Speaker, Lianne Brigg's HOMT 312 class. (2008).

Master's Thesis Committee Chair, *An Analysis of University Authorizers For Public Schools Academies in the State of Michigan*. January – May 2007
    Advised: Catherine Browers

Attendee, Meeting, Graduation & Open House. (2007 - Present).

Master's Thesis Committee Chair. *Generational differences of workers, past, current, and future and their effects on business.* January – May 2006
    Advised: Catherine Goodspeed

Master's Thesis Committee Chair, *Building and executing marketing plan for TAC.*
    January – May 2006
    Advised: Chi Le

Master's Thesis Committee Chair, *Lean Sales Tool: value and content of web based sales*.
    January – May 2006
    Advised: Deadre and Ken Nemec

Master's Thesis Committee Chair, *Balanced Scorecard for automotive environment.*
    January – May 2006
    Advised: Michael Wilson

Master's Thesis Committee Chair, *Evaluation of on-line web sites for sale of houses*.
    January – May 2006
    Advised: Erin Reardon

Anita L. Fagerman, Ph.D. Developmental Activities

Book Discussion, "Book Discussion on How People Learn: Brain, Mind, Experience, and School," Faculty Center for Teaching and Learning. (October 2007 - February 2008).

Workshop, "Get Web-Ready with Macromedia FlashPaper," Faculty Center for Teaching and Learning. (September 18, 2007).

Workshop, "Critical Thinking Faculty Learning Community," Faculty Center for Teaching and Learning. (2005).

Workshop, "Learner-Centered Teaching Faculty Learning Community," FCTL. (2005).

Book Discussion, "Palmer Parker's "The Courage to Teach"," Faculty Center for Teaching and Learning. (2002).

Workshop, "How to Teach Through Writing," Crossroads Writing Project/National Writing Project. (2002).

Workshop, "Learner Centered Teaching," Faculty Center for Teaching and Learning. (2002).

Anita L. Fagerman, Ph.D. Presentations Given

"Quality Concepts." (February 2005). Presented quality concepts and the MBNQA Criteria to Lianne Brigg's HOMT 312 class

Anita L. Fagerman, Ph.D. Special Events/Honors Program Symposium

Nominator, COB Student Excellence Award Nominator. (February 2009). Nominated an MBA learner for the Award. She was NOT selected to receive the award because she no longer qualified. (She had graduated prior to the deadline.)

Nominator/Presenter, COB Student Excellence Award Nominator. (February 2008). Nominated an MBA learner for the Award. He was selected to receive the award. Presented the award.

Nominator/Presenter, COB Student Excellence Award Nominator. (February 2007). Nominated two MBA learners for the Award. Both were selected to receive the award. Presented the awards.

Nominator/Presenter, COB Student Excellence Award Nominator. (February 2006). Nominated one MBA learner for the Award. She was selected to receive the award. Presented the award.

(6) Extent to which current research and practice regarding inclusive pedagogy and curriculum infuse teaching and learning

The continual professional development of the two program faculty includes research on pedagogy, teaching and learning have a direct effect on the course taught by the faculty

members. For example, clearly defined objectives are utilized in the courses to articulate to students the expected outcomes. These objectives are linked to program outcomes so that student learning may be measured. Learnings from the Faculty Center for Teaching and Learning pertaining to on-line delivery tools inside FerrisConnect (such as the discussion boards, the team tools, and chat) as well as such tools as WebEx help form the program's curriculum.

(7) Effects of efforts to increase interaction of students and the use of research in pedagogy on the quality of teaching and learning

It is believed that the effect on the quality of teaching and learning in the courses taught by the two program faculty has been to produce better classes – both in content and in delivery. The results of the current student survey and graduate exit surveys show favorable results pertaining to the relevancy of the courses taught by the two faculty.

H. COMPOSITION AND QUALITY OF FACULTY.

(1) Names of all tenured and tenure-track faculty by rank

Rank and qualifications

Please see Appendix 3H.1 for full Vitas of MBA faculty.

Anita Fagerman, Associate Professor, is a senior member of the American Society of Quality and Society of Manufacturing Engineers. She is also a quality management systems associate auditor certified under QSA-RAB. She earned a masters degree in applied statistics from Purdue University and a PhD from Capella University in Organization and Management with a specialization in leadership. She is certified by the American Society for Quality as a Manager of Performance Excellence and as a Quality Engineer. Previously Anita worked in the manufacturing environment in the Traverse City area. She currently is an elected Trustee and a Township Board appointed Planning Commission member in the Charter Township of Haring in Wexford County. Anita has served as a Malcolm Baldrige Examiner (2004, 2005, and 2008) and Michigan Quality Council Examiner (2002, 2003, 2007, 2008, and 2009).

Maureen S. Heaphy, Assistant Professor, is a Fellow of the American Society for Quality. She earned an MA from the University of Michigan, MS and Ph.D. in Industrial Engineering/Operations Research from Wayne State University. She is certified by the American Society for Quality as a Manager of Performance Excellence. Previously Maureen worked for several divisions of General Motors over a 13 year period. Her last position with GM was Director at the Hydramatic Division. Maureen has been a Malcolm Baldrige Examiner. She was a Founding member of the Michigan Quality Council and a Judge for their Leadership Award She also served as a Judge for the Army Community of Excellence Award. Her publications

include the book Malcolm Baldrige National Quality Award: A Yardstick for Quality Growth, Addison-Wesley, 1995.

Number of promotions or merit awards received by program faculty since the last program review

Dr. Fagerman was promoted from Assistant to Associate Professor on August 18, 2006 and received tenure effective Fall 2009. No merit awards have been received.

Dr. Heaphy was hired into FSU on a one-year contract in 2005 – 2006 and obtained a tenure track position for 2006 – 2007. No promotion or merit awards have been received.

Professional activities of program faculty since inception or the last program review

Anita L. Fagerman, Ph.D.
2009, 2008, 2007, 2003, and 2002: Appointed Examiner for the Michigan Quality Council
    Participated in independent and consensus reviews of applicants for the state award.
2009: Maintained membership in several professional organizations:
- American Society for Quality (ASQ). Senior member. Served as vice-chair for Northern Michigan Section 2005-2006. Maintained certification as Manager of Quality/Organizational Excellence and Quality Engineer. Wrote peer reviewed questions for ASQ CQE and CMQ/OE question banks & reviewed others' questions. Reviewed manuscript proposals for ASQ Quality Press. Served as Judge for preliminary round for ASQ's International Team Excellence Award Process (January 2007).
- Society of Manufacturing Engineers (SME) senior member
- RABQSA associate Auditor
- American Statistical Association (ASA) member
- Michigan Township Association (MTA) member
- Michigan Association of Planning (MAP) member
2009: Actively served as member of the Charter Township of Haring's Planning Commission since August 2005. Served as secretary 2005 to 2008.
2009: Actively participated as Trustee on the Charter Township of Haring's Township Board since November 2006 election.
2008 (December): Completed Kaplan & Norton Balanced Scorecard Certification Program
2008, 2005, 2004: Appointed Examiner for the Malcolm Baldrige National Quality Award Program. Participated in independent and consensus reviews of applicants for the national award.
2008: Graduated from the 2007-2008 FSU Leadership Development Program.
2008 (March): Attained FSU Certified Online Instructor - Level 4 status
2008: Attended Ferris State University seminars and activities:
- 2007-2008: Participated in FSU online book discussion group "How People Learn: Brain, Mind, Experience, and School". Hosted by Terry Doyle with the Faculty Center for Teaching and Learning

- 2007: Participant in Bill Knapp's Get Web-Ready with Macromedia FlashPaper workshop
- 2006: Participant in Faculty Self-Serve Banner In-Service Training, College of Business. Big Rapids, Michigan.
- 2005: Participant in the Critical Thinking Faculty Learning Community (lead by Donna Smith). Big Rapids, Michigan.
- 2005: Participant in the Learner-Centered Teaching Faculty Learning Community (lead by Terry Doyle). Big Rapids, Michigan.
- 2005: Participant in Maude Bigford's book discussion on Harry Boyte's Everyday Politics, an American Democracy Project . Big Rapids, Michigan.

2006 (October): Earned a Ph.D. in Organization and Management with a specialization in leadership from Capella University.

2004: Participant in on-line training regarding the Institute Review Board and Human Research testing. Training by the University of Miami School of Medicine. Miami, Florida.

Maureen S. Heaphy, Ph.D.

Awards

　　Certified Online Instructor Level 4, FSU. (2008).

Presentations Given

　　Heaphy, M. S., Annual Assessment Conference, "Tracking Assessment, as Easy as 1 - 2-3," Texas A & M, College Station, TX. (February 23, 2009).

　　Heaphy, M. S., Teaching and Learning Series, "Using Grading Forms (Rubrics) to Track Assessment," FSU Faculty Center for Teaching and Learning. (January 27, 2009).

　　Heaphy, M. S. (Presenter & Author), Marion, D. M (Presenter Only), Association of Collegiate Business Schools and Programs Annual Conference, "How to Assess Online Classes," ACBSP, Louisiana Mississippi. (June 2008).

　　Heaphy, M. S., Leap Forward, "Evaluate and Improve Program Level Student Learning," College of Business. (February 2008).

　　Heaphy, M. S. (Presenter & Author), FSU COB Symposium, "Creating Teams in the Classroom," Ferris State University, College of Business, Big Rapids, MI. (February 2007).

Teaching　　Non-Credit Instruction

　　Certification, Michigan Quality Council, 72 participants. (March 11, 2009 - March 12, 2009).

　　Certification, Michigan Quality Council, 58 participants. (March 18, 2008 - March 19, 2008).

Certification, Michigan Quality Council, 60 participants. (March 21, 2007 - March 22, 2007).

Certification, Michigan Quality Council, 48 participants. (March 2006).

Continuing Education, University of Michigan Engineering. (1987 - 1989).

Professional Service

Chairperson, ACBSP (our accrediting body) Site Visit Lead Evaluator. (2008).

Committee Member, ACBSP (our accrediting body) Site Visit Troy U. (2008).

Attendee, Meeting, Certification Body of Knowledge. (October 28, 2008).

Member, ACBSP (our accrediting body) Site Visit Webster U. (2007).

Recertification, American Society for Quality (ASQ) Recertification, Milwaukee, WI. (2007).

Committee Member, American Society for Quality (ASQ) Cert Exam Review, Milwaukee, WI. (2006).

Board of Trustees, Michigan Quality Council, Ann Arbor, MI. (1994 - 2004).

Information pertaining to M. Heaphy was retrieved from Digital Measures Report May 3, 2009

(2) Workload

Normal, annualized teaching load in the program

The classes are online which requires extra time to organize a class and interact, often times one-on-one, with students. The classes are accelerated seven (7) weeks in length. The classes are graduate level and require research or a project in each class. For these reasons, the normal load is 3 classes per semester.

Activities for which faculty receive release time

No release time has been requested or granted to either of the two fulltime faculty. This report (APR) is being written without release time. It can be done but it is time consuming.

(3) Recruitment

Normal recruiting process for new faculty

A national search is done and potential employees are interviewed over the phone before bringing them on campus.

Qualifications (academic and experiential) typically required for new faculty

A detailed list of preferred and required qualifications has been developed. Figure 3H.3Ba shows a portion of the file. The body of knowledge is in the first column and classes are listed as column headings. The legend is "P" is preferred and "Req" is required.

	MMBA601	MMBA612	MMBA615	MMBA625	MMBA635
Leadership					
Leadership models	P	P	P	P	Req
Vision, Mission, Values	P	P	P	P	Req
Management theories, styles	P	P	P	P	Req
Organizational Citizenship	P	P	P	P	Req
Legal and Ethical Behavior	P	P	P	P	Req
Support of Key Communities	P	P	P	P	Req
Strategic Planning					
Strategy Development	P	P	P	P	P
Strategy Deployment	P	P	P	P	P
Strategic Objectives	P	P	P	P	P
Customer					

and Market Focus					
Customer Identification and Segmentation	P	P	P	P	P
Customer Relationship Management	P	P	P	P	P
Customer needs	P	P	P	P	P
Customer satisfaction and loyalty	P	P	P	P	P

Figure 3H.3Ba Sample of qualification matrix of faculty

The program's diversity goals for both gender and race/ethnicity in the faculty

The MBA program does not have specific diversity goals. The two fulltime faculty are both Caucasian females. The program supports the university policy: Ferris State University is an affirmative action, equal opportunity institution.

Efforts made to attain diversity goals.

Both of the fulltime MBA faculty have served on search committees for other groups and are aware of EEO services in assisting such committees.

(4) Faculty Orientation

Orientation process for new faculty

Maureen Heaphy attended the week long New Faculty Transition training offered through the FCTL in 2006. She also participated in the two meetings per month for her first year on the tenure track.

(5) Reward Structure

Both faculty members have attended numerous training and professional development activities. Our Dean and Department Chair fully support such activities.

Reward structure in the program/department/college as it relates to program faculty

There is a faculty driven promotion and merit committee.

Existing salary structure's impact on the program's ability to recruit and retain quality faculty

The existing salary structure has an impact on the program's ability to recruit and retain qualified faculty. As is true at most universities, the College of Business has a higher pay scale than other colleges such as Arts and Science.

Reward structure

The College of Business promotion and merit committee recently made changes to their process but unfortunately the changes did not include any mention of continual improvement through the assessment cycle. The two fulltime faculty are fully engaged in using assessments at the class and program level to make improves. Using such assessments are not required in the current promotion and merit process at the College of Business.

Reward structure: enhancing diversity and inclusion
There is no reward structure that enhances diversity and inclusion.

(6) Graduate Instruction

List of faculty teaching graduate courses

Faculty teaching MBA 2008 – 2009

		Terminal Degree	Relation to FSU
1.	Anita Fagerman	Ph.D.	MBA Faculty
2.	Maureen S. Heaphy	Ph.D.	MBA Faculty
3.	David Marion	Ph.D.	UG Management, Operations
4.	Spencer Tower	Ph.D.	UG Management, HR and Capstone
5.	Chester Bolling	Ph.D.	UG Management, Capstone
6.	Sharon Hamel	Ed.D.	FLITE Media Productions; Adjunct

7. William Smith   J.D.   UG Management

8. Sandra Balkema   Ph.D.   UG, Languages and Literature

9. Max Shangle   M.S. Education   Kendall

10. Angie Dow   M. Ed.   Kendall

11. Donald Brecken   MBA   Adjunct

12. Catherine Browers   MBA   Adjunct

13. Gayle L. DeBruyn   Masters of   Kendall Temporary full-time
                           Management

14. Timothy Syfert   PhD   Kendall Adjunct

There are two full time MBA tenure track.
There are eight fulltime undergraduate programs teaching one or more classes in MBA.
There are four adjunct faculty teaching one or more classes in the MBA.

Percentage of graduate courses taught by non-tenure-track faculty

Percentage of graduate courses taught by non-tenure-track faculty are described in this section. Details to support this table are in Appendix 3.H. The desire to have an additional MBA tenure track faculty has been addressed already in this report.

	2009 F	2010 Sp	2010 Su
Total number of classes (all are 3 credits)	14	16	14
Percent of classes taught by adjunct	**2/14 = 14%**	**3/16 = 19%**	**3/14 = 21%**
Percent of classes taught by UG faculty	6/14 = 43%	7/16 = 44%	5/14 = 36%
Percent of classes taught by MBA faculty	6/14 = 43%	6/16 = 38%	6/14 = 43%

Program's criteria for graduate faculty

The general criteria are specified by the College of Business accrediting body, ACBSP, which states faculty can be either doctorally or professionally qualified. Also see Figure 3H.3Ba previously provided showing a sample of qualification matrix of faculty.

All graduate faculty have met the criteria
As noted by our ACBSP accreditation in 2008, all of our faculty meet the requirements.

(7) Non-Tenure-Track and Adjunct Faculty.

List of full-time non-tenure-track and adjunct faculty who taught courses in the program

Sharon Hamel:	Adjunct in program since inception of degree.
Catherine Browers:	Began teaching a foundation class Winter 2009.
Donald Brecken:	New to program to cover two summer classes since one of the fulltime faculty is not teaching summer 2009.
Timothy Syfert:	Adjunct at Kendall for MBA courses only since summer 2007.
Gayle DeBruyn:	Temporary full-time faculty (non-tenure track) at Kendall since 2005. Adjunct faculty at Kendall since 1992. Will be full-time tenure-track as of Fall 2009.

Percentage of program courses taught by full-time non-tenure-track and adjunct faculty

As shown above, the following shows the percentage of graduate courses taught by non-tenure-track faculty:

	2009 F	2010 Sp	2010 Su
Total number of classes (all are 3 credits)	14	16	14
Percent of classes taught by adjunct	**2/14 = 14%**	**3/16 = 19%**	**3/14 = 21%**
Percent of classes taught by UG faculty	6/14 = 43%	7/16 = 44%	5/14 = 36%
Percent of classes taught by MBA faculty	6/14 = 43%	6/16 = 38%	6/14 = 43%

Sharon Hamel:
> MMBA 601 Professional Skills Development - Introduction to Professional skills that include performance metrics, team skills, executive presentations, research, writing and APA reference format.

Catherine Browers:
> MMBA 606 Financial & Accounting Systems & Analysis - The structure and analysis of organizational accounting and financial systems, including the building and tracking of organizational budgets and variances; the use of various budgetary techniques, including ZBB and program budgeting, the use and analysis balance sheets, income statements, and

cash flow statements; the use of ratio analysis; and, the use of the concepts of present value, and compound interest when performing capital budgeting, make/buy decision, and buy/make decisions.

Donald Brecken:

MMBA 615 Quality Improvement Principles and Applications - Learners explore the philosophy, principles, and practices of continuous quality improvement through the four lenses of Deming's system of profound knowledge systems thinking, understanding variation and diversity, practical psychology of leadership and management, and generation and leverage of knowledge. Learners typically complete a mix of projects, readings, cases, and papers, as well as design, implement and evaluate a practical rapid cycle improvement project.

MMBA 625 Organizational Leadership and Corporate Citizenship - The concepts of effective leadership will be developed within the framework of a performance-metric-based organization. Differences in leadership style between traditional and performance-metric-based organizations will be explored. The role of the organization as an effective corporate citizen will be considered. An individual or team-based project will be required.

Timothy Syfert:

KDES 751 Leadership by Design The concept of Leadership by Design is developed through exploring those elements common to leaders and organizations in which innovation success is achieved through structuring the interrelationships between design process, design communications, consumer-centric design thinking, and organizational systems and using research, analysis, synthesis, and implementation to foster a creative culture throughout the organization. The course will involve case studies and collaborative interaction to explore parameters of design-centered leadership and will require an integrated comprehensive project.

Required qualifications (academic and experiential) for full-time non-tenure-track and adjunct faculty

Full-time non-tenure-track and adjunct faculty must meet the requirements of the MBA qualification matrix. All faculty listed above meet the requirements.

Program considers the current use of non-tenure-track faculty to be appropriate

The program faculty consider non-tenure-track faculty appropriate. The program faculty desire to have backup instructors identified and available to provide flexibility in the program so if sections are added there isn't a last minute panic. Ideally the backup instructors would teach once a year to stay in the loop.

Position of the accrediting body regarding the use of non-tenured and adjunct faculty

The ACBSP standards state (emphasis added): "If your institution offers nontraditional delivery systems or if any of your programs make extensive use of part-time (**adjunct**) faculty, your human resource planning process (including assessment) must establish clear and explicit policies for recruiting, training, observing, evaluating, and developing faculty for these nontraditional delivery systems." And "It is also expected that each faculty member be continuously and actively engaged in scholarship and professional development activities. If **adjunct** faculties provide a significant portion of instruction, they must also demonstrate their contribution to the scholarship and professional development activities of the department or school." Adjunct faculty are not used extensively in the MBA program.

I. SERVICE TO NON-MAJORS.

Master of Science in Information Systems Management (MS-ISM) Concentrations
MBA students may select from two 12-hour technical concentrations in the MS-ISM program.
Advanced Studies Certificate in Security
and Networking (ASSN) and Advanced Studies Certificate in E-Business and Systems Integration (ASSI)
Doctorate of Pharmacy (PharmD)/ MBA
Second year Doctorate of Pharmacy students meeting admission requirements and interested in corporate pharmacy, health systems,
or pharmaceutical industry careers may pursue **concurrent PharmD and MBA degrees.**
Five-year BS Accounting degree and MBA toward CPA
Junior year Bachelor of Science in Accountancy program majors may apply for fourth and fifth year *dual enrollment in Accountancy*
and MBA. Successful students earn their Bachelors, Masters, and satisfy the 150 minimum credit hours required to practice as a
licensed Certified Public Accountant (CPA).
Master of Science Nursing (MSN) Concentrations
MBA students who hold a RN license may select a 12 hour concentration from the MSN program. MSN students may select a 12 hour
Administration Concentration from the MBA.

J. DEGREE PROGRAM COST AND PRODUCTIVITY DATA.

 Please see **Figure 3B.2c** Comparison of SCH to other graduate programs.

K. ASSESSMENT AND EVALUATION.

(1) Variables tracked when assessing the effectiveness of the program

Figure 3K.1a shows the program outcomes; these variables are tracked when assessing the effectiveness of the program.

MBA Program Outcomes Linked to Classes			
Program Outcomes	Primary **core** class	Secondary **core** class(es)	**Certificate** classes
A. Plan and conduct business research	Assessment to be defined in MBA601 Professional Skills Development **Assessment**: Sharon Hamel	MBA612 Introduction to Performance Metric Systems MBA710 Strategic Planning Systems MBA730 Customer and Market Systems and Analysis	KDES 650 Design and Innovation Process Management, KDES 651 Design Communication Management, KDES 750 Sustainable Design and Systems
B. Effectively function as a virtual team member	Assessment to be defined in MBA**799** Integrated Business Experience **Assessment:** Peer Reviews. Maureen	MBA612 Introduction to Performance Metric Systems MBA710 Strategic Planning Systems MBA730 Customer and Market Systems and Analysis MBA720 Global Business	KDES 650 Design and Innovation Process Management KDES 651 Design Communication Management
C. Analyze (with a spreadsheet) and apply performance metrics and improvement systems that focus on performance excellence and is internal and external stakeholder inclusive	Assessment to be defined in MBA612 Introduction to Performance Metric Systems **Assessment**: Anita	MBA799 Integrated Business Experience, MBA710 Strategic Planning Systems MBA730 Customer and Market Systems and Analysis MBA 720 Global Business	MBA 640 Project Management
D. Develop and improve organizational performance systems based on the Malcolm Baldrige National Quality Award Criteria for the following category relationships and content areas:			
1) Leadership including Apply systems thinking to	Assessment to be defined in MBA625 Organizational	MBA612 Introduction to Performance Metric Systems	

integrate the following values into organizational decision making activities: visionary leadership and social responsibility	Leadership and Corporate Citizenship **Assessment:** identify strengths and areas for improvement in leadership portion of a Baldrige case study. Maureen		
2) Strategic Planning including Apply systems thinking to integrate the following value into organizational decision making activities: focus on the future	Assessment to be defined in MBA710 Strategic Planning Systems **Assessment**: Anita	MBA612 Introduction to Performance Metric Systems	
3) Customer and Market Focus including Apply systems thinking to integrate the following value into organizational decision making activities: customer-driven excellence	Assessment to be defined in MBA730 Customer and Market Systems and Analysis **Assessment**: Anita	MBA612 Introduction to Performance Metric Systems	
4) Measurement, Analysis, and Knowledge Management including Apply systems thinking to integrate the following value into organizational decision making activities: management by fact	Assessment to be defined in MBA635 Organizational Resource Systems **Assessment**: Spence	MBA612 Introduction to Performance Metric Systems	
5) Workforce Focus including Apply systems thinking to integrate the following values into organizational decision making activities: organizational &	Assessment to be defined in MBA635 Organizational Resource Systems **Assessment**: Spence	MBA612 Introduction to Performance Metric Systems, MBA 720 Global Business	

personal learning, and valuing employees and partners			
6) Process Management including Apply systems thinking to integrate the following value into organizational decision making activities: agility		MBA612 Introduction to Performance Metric Systems **Assessment**: Anita	MBA 615 Quality Improvement Principles and Applications MBA 705 Business Process Reengineering MBA 760 Process and Value Stream Management Systems MBA 640 Project Management
7) Results including Apply systems thinking to integrate the following values into organizational decision making activities: focus on results and creating value	Assessment to be defined in MBA612 Introduction to Performance Metric Systems **Assessment**: Anita	MBA710 Strategic Planning Systems, MBA730 Customer and Market Systems and Analysis, MBA 720 Global Business	MBA **640** Project Management
E. Apply systems thinking to integrate the following value into organizational decision making activities: managing for innovation.			KDES 650 Design and Innovation Process Management **Assessment**: Angie Dow KDES 651 Design Communication Management **Assessment**: Angie Dow KDES 750 Sustainable Design and Systems **Assessment**: Angie Dow KDES 751 Leadership by Design

			Assessment: Angie Dow
F. Adhere to personal and organizational ethical standards and analyze the legal and/or business ramifications of exceptions.	Assessment to be defined in MISM **629** Legal and Ethical Issues in Business **Assessment**: Bill Smith		MBA **640** Project Management
G. Analyze and articulate the effect of organizational, stakeholder, environmental, and cultural issues within the context of global business decisions.	Assessment to be defined in MBA 720 Global Business **Assessment**: Chet		
H. Anticipate and identify organizational challenges and solutions in an environment of uncertainty using available data and trade-offs.	Assessment to be defined in MBA**799** Integrated Business Experience **Assessment**: Balanced Scorecard results from simulation. Maureen		MBA 640 Project Management KDES 650 Design and Innovation Process Management KDES 651 Design Communication Management KDES 750 Sustainable Design and Systems KDES 751 Leadership by Design

Figure 3K.1a MBA Program Outcomes Linked to Classes

The above format is our preferred method of tracking but we have complied with university assessment requirements and submitted our information to TracDat as well, shown below. The drawback to the TracDat curriculum map is that core courses cannot be shown separate from the certificate classes thus making it more difficult to determine if core courses cover all program learning outcomes.

Program - Business Administration (M.B.A.) - Curriculum Map

Legend: (A) - Program Assessment, (I) - Introduced, (M) - Mastery, (R) - Reinforced

Outcomes	KDES 650	KDES 651	KDES 750	KDES 751	MISM 629	MMB A 601	MMB A 605	MMB A 606	MMB A 607	MMB A 612	MMB A 615	MMB A 625	MMB A 635	MMB A 640	MMB A 710	MMB A 720	MMB A 730	MMB A 760	MMB A 799
Research	R	R	R			A, M				R					R		R		
Strategic Planning.										R					A, M				
Virtual Team	R	R								R					R	R	R		A, M
Spreadsheet										A, I				R		R	R		R
Leadership										R	A, I								
Customer and Market										R							A, M		
Measurement, Analysis, and Knowledge Management										R		A, M							
Workforce Focus										R		A, M							
Process Management										A, M	R			R				R	
Results										A, M									

Outcomes	KDES 650	KDES 651	KDES 750	KDES 751	MISM 629	MMB A 601	MMB A 605	MMB A 606	MMB A 607	MMB A 612	MMB A 615	MMB A 625	MMB A 635	MMB A 640	MMB A 710	MMB A 720	MMB A 730	MMB A 760	MMB A 799
managing for innovation	I	R	R	A, M															
Ethics					A, M							R							
Global Business																A, M			
Decision Making	R	R	R	R										R					A, M

Prior to the availability of TracDat, Excel files were used to track program data as demonstrated in Figure 3K.1b and Figure 3K.1c.

MMBA730	Summer 2006	Spring 2007	Fall 2007
Develop & improve organizational performance systems based on "Customer and Market Focus" MBNQA Criteria.	1.0	1.5	2.4
Apply systems thinking to integrate specific values (customer-driven excellence, management by fact, focus on results and creating value) into organizational decision making activities.	1.0	1.1	2.5
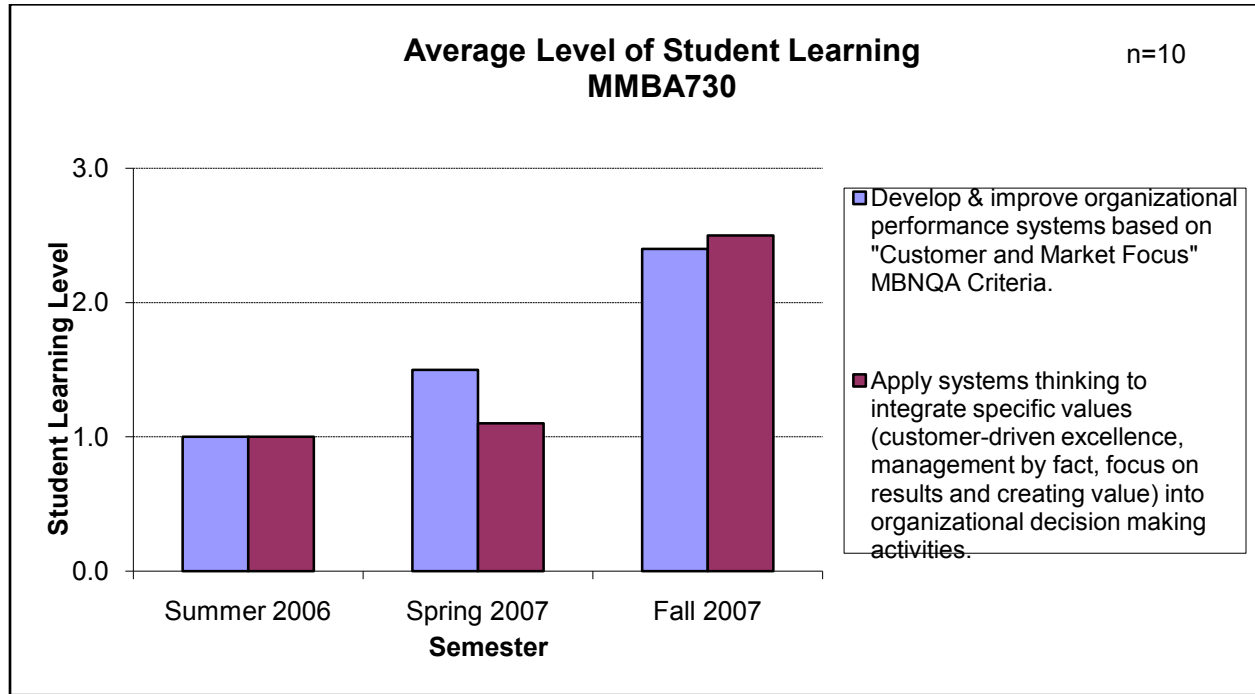
Figure 3K.1b Assessment of Learning Outcomes for MBA730

MMBA625

Develop & improve organizational performance systems
based on "Leadership" MBNQA Criteria.

S 2006	W 2007	F 2007A	F 2007B	W 2008	F2008
48	45	45	42	42	44
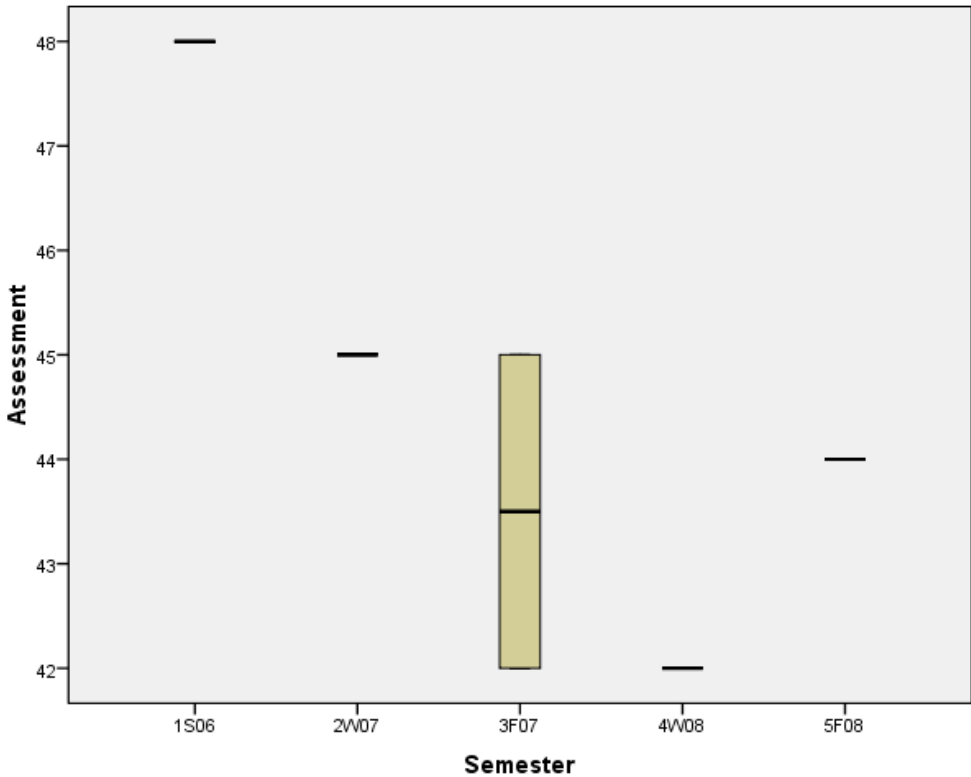
Figure 3K.1c Assessment of Learning Outcomes for MBA625

MBA625 Results for Learning Outcome: Apply systems thinking to integrate the following
values into organizational decision making activities: visionary leadership and social
responsibility. A score of 48 is 100%.

(2) Trend data for program outcome variables

See separate TracDat Report in Appendix 3K.

(3) Use of trend data to assess the rigor, breadth, and currency of the degree requirements and curriculum

Previously only the two fulltime faculty have identified class level assessments and collected data. When results were not favorable, action was taken as indicated in our TracDat report. One adjunct faculty has also defined, collected, and analyzed assessment data for her class.

(4) Use of trend data to assess the extent to which program goals are being met

Previously only the two fulltime faculty have identified class level assessments and collected data. When results were not favorable, action was taken as indicated in our TracDat report. One adjunct faculty has also defined, collected, and analyzed assessment data for her class.

L. ADMINISTRATIVE EFFECTIVENSS

(1) Adequacy of administrative and clerical support for the program

Program faculty believe it may be necessary to increase clerical support. The number of applications of potential students is keeping the program secretary very busy and it is sometimes difficult for the program secretary to perform some administrative tasks in a timely manner.

(2) Program and department efficiency

Program faculty believe the program and department are run in an efficient manner. However, additional support may be necessary to free up some time for the program secretary. This support may come in the manner of a software package that is user friendly and can track all potential and actual students.

(3) Effectiveness and efficiency of class and teaching schedules

Program faculty believe class and teaching schedules are effectively and efficiently prepared. While there may be semesters when last minute changes are required and are followed with periods of frustration of determining who is to teach an overload class, there is a planning matrix as shown in Figure 3K.1d**.**

(4) Students are able to take the courses they need in a timely manner

Core courses are offered every semester including summer so classes are available as needed. Certificate classes are offered every other semester at a minimum.

MS-ISM Checksheet offerings

MS-ISM Core Courses (required)
- MMBA 601 Professional Skills Development
- MISM 610 Database Management and Administration
- MISM 620 Legal & Ethical Issues in Business
- MMBA 640 Project Management
- MISM 661 Principles of Information Security - prereq 670
- MISM 665 Management Information Systems
- MISM 670 Network Management & Design
- MISM 740 Business Intelligence - prereq 610
- MISM 799 Integrated Capstone Project - final semester

MS-ISM Electives (two required)
- MISM 646 Systems Integration - prereq 610 & 665
- MISM 650 Application Development - prereq 610
- MISM 662 Advanced Network Security - prereq 670
- MISM 671 Advanced Network Management & Design

MBA Checksheet offerings

MBA Foundation Courses (required)
- MMBA 605 Numerical and Data Analysis
- MMBA 606 Financial & Accounting Systems & Analysis
- MMBA 607 Comp Tools, Techs, & Integrating Systems

MBA Core Courses (required)
- MMBA 601 Professional Skills Development
- MMBA 612 Intro to Performance Metric Systems
- MMBA 625 Organiz. Leadership & Corp. Citizenship
- MISM 620 Legal & Ethical Issues in Business
- MMBA 635 Organizational Resource Systems
- MMBA 710 Strategic Planning Systems
- MMBA 720 Global Business
- MMBA 730 Customer & Market Systems & Analysis
- MMBA 799 Integrated Business Experience

Certificates (one required for MBA)

ADVANCED STUDIES IN QUALITY MANAGEMENT
- MMBA 615 Quality Improvement Principals & Practices
- MMBA 640 Project Management
- MMBA 705 Business Process Reengineering
- MMBA 760 Process & Value Stream Mgmt Systems

ADVANCED STUDIES IN SECURITY & NETWORKING
- MISM 661 Principles of Information Security - prereq 670
- MISM 662 Advanced Network Security - prereq 670
- MISM 670 Network Management & Design
- MISM 671 Advanced Network Management & Design

ADVANCED STUDIES IN SYSTEMS INTEGRATION
- MISM 610 Database Management and Administration
- MISM 646 Systems Integration - prereq 610 & 665
- MISM 650 Application Development - prereq 610
- MISM 665 Management Information Systems

ADVANCED STUDIES IN DESIGN INNOVATION MGMT
- KDES 650 Design and Innovation Process Management
- KDES 651 Design Communication Management
- KDES 750 Sustainable Design and Systems
- KDES 751 Leadership by Design

Term columns: 09W, 09S, 09F, 10W, 10S, 10F, 11W, 11S, 11F, 12W, 12S, 12F, 13W, 13S, 13F (each split into 1st / 2nd)

Shaded boxes indicate course offered   O = Fully on-line courses   K = Kendall College in Grand Rapids   All other courses will meet in Big Rapids   1/8/2009

Figure 3K.1d Projected course offerings for future terms

Section 4: Facilities and equipment

A. INSTRUCTIONAL ENVIRONMENT

(1) Adequacy of current classrooms, labs, and technology

Our core classes are online, with the exception of the first class in the program which requires two Saturday face-to-face classes. No changes are planned at this time. The alumni survey supports the finding that no technical resource changes are needed at this time. See Figure 4A.1a for survey results.

Alumni Survey q2p Technical resources were sufficient

		Frequency	Percent	Valid Percent	Cumulative Percent
	Strongly Disagree	2	5.4	5.4	5.4
	Somewhat Disagree	1	2.7	2.7	8.1
Valid	Somewhat Agree	8	21.6	21.6	29.7
	Strongly Agree	26	70.3	70.3	100.0
	Total	37	100.0	100.0	

Figure 4A.1a Alumni Survey q2p Technical resources were sufficient

(2) Condition of current facilities and the impact program delivery

With the on-line nature of our courses, the facilities have little impact on program delivery related to teaching. The one course that does require a physical course room, MMBA601, has been adequately serviced with room from the FLITE Library. Administrative offices and faculty offices are more than adequate to address program needs.

The faculty offices are located in the IRC building while administrative offices are located in the College of Business. Approximately two years ago a several million dollar structure was built to connect the two buildings. This COB/IRC Connector is appealing in nature and provides a state-of-the art business environment for students wishing to visit the campus.

(3) Program's projected needs with respect to instructional facilities

With the on-line nature of our courses, the program does not project any near-term additional needs related to instructional facilities. Unless another full-time program faculty member is hired, no additional faculty offices will be needed on a permanent basis. Fortunately the IRC

renovations that took place in 2007-2008 have netted enough spare office space to allow for faculty growth.

(4) Current plans for facilities improvements and status

With the on-line nature of our courses, the program does not project any near-term additional needs related to instructional facilities.

(5) Proposed changes to facilities not needed to enhance program delivery

With the on-line nature of our courses, the program does believe changes are needed to the facilities to enhance program delivery.

B. COMPUTER ACCESS AND AVAILABILITY

Since our classes are online (with the exception of the first course which requires two Saturday sessions) we identify the online services to support our students.

In our faculty to student communications, students are told the following:
> On-line learning may not be for everyone. The successful online learner will possess adequate computer skills and knowledge, the ability to manage their own time and be self-directed in their studies, as well as have access to a computer and to the Internet at times which meet their schedule. Learn more at: http://www.ferris.edu/webct/readiness.htm

(1) Computing resources (hardware and software) allocated to the program

FerrisConnect is the program's primary instructional delivery mechanism. WebEx is a software tool currently being considered for application in the program delivery process; concern remains for the dial-up students who do not have high-speed internet connect.

In our faculty to student communications, students are told the following:
> To purchase software at discount prices, to obtain help such as how to change your MyFSU password, here is the site for you: http://www.ferris.edu/techsupport/

> For **help** with Excel or other **Microsoft** products then go to http://office.microsoft.com/en-us/training/default.aspx.

> Webcasts and podcasts at http://office.microsoft.com/en-us/webcasts/default.aspx related to many of the Microsoft products.

Make sure your **browser** is supported by MyFSU. Go to https://myfsu.ferris.edu/cp/home/displaylogin and click on "List of Supported Browsers and versions."

(2) Use of computing resources (hardware and software)

The FerrisConnect resources are allocated to faculty in the program when course scheduling takes place by the program secretary. Once a class is assigned to a faculty member, the on-line request form is completed by the faculty member in order to request a FerrisConnect course.

(3) Adequacy of computing resources (hardware and software)

FerrisConnect is working effectively and is showing improvements with time.

Additional resources that should be incorporated into the program include internet service connections for faculty so that off-campus access may occur easily.

(4) Acquisition plan to address further computing resources (hardware and software) needs

No acquisition plans to expand computing resources (hardware and software) exist at this time.

(5) Efficacy of online services available to the program

FerrisConnect is an effective on-line learning tool and is well supported by support staff on the Ferris campus. Unfortunately it is not too friendly to the dial-up students who do not have high-speed internet connections. It may be useful for the University to consider negotiating with wireless broadband package providers to provide students with discounted internet services.

(6) Adequacy of computer support, including the support for on-line instruction

The Faculty Center for Teaching and Learning (FCTL) and the Technology Assistance Center (TAC) do a good job providing resources to online instructors.

C. OTHER INSTRUCTIONAL TECHNOLOGY

(1) Other types of instructional technology resources allocated or available to the program

Library instructional resources are available in the on-line environment for students in the program. The alumni survey reveal in Figure 4C.1 that, for the most part, the library/research resources are sufficient.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	5.4	5.4	5.4
	Somewhat Disagree	1	2.7	2.7	8.1
	Somewhat Agree	6	16.2	16.2	24.3
	Strongly Agree	28	75.7	75.7	100.0
	Total	37	100.0	100.0	

Figure 4C.1 q2o Library/research resources were sufficient

The Writing Center also offers on-line help to students. Our students are often instructed to utilize The Writing Center to improve writing skills.

WebEx typed communication tools are at the infancy at Ferris and are being investigated for implementation in some courses. Concern exists for dial-up students lacking high-speed internet.

(2) Use of other types of instructional technology resources

Library/research resources are used by students in a variety of courses. Students are required to conduct research and write papers in most of the MBA classes and are often instructed to use the FLITE online databases.

The Writing Center resources are used in MMBA601 as students are familiarized with the needs of graduate level writing. When writing papers and other deliverables in other program classes, students are often directed to seek assistance from The Writing Center. Often The Writing Center's on-line services are utilized for our on-line students.

(3) Adequacy of resources and needed additional resources

The FLITE library resources are adequate. Library faculty are readily available to assist students and the online databases are diverse and well balanced with a breadth of scholarly materials.

The Writing Center's resources are lacking during summer semester and are sometimes delayed during fall and spring semesters. During summer semester the program has found The Writing Center is typically not open for student assistance. Sometimes during fall and spring semesters The Writing Center is overloaded and may not be able to quickly assist students.

It may be useful for the University to consider negotiating with wireless broadband package providers to provide students with discounted internet services.

In our faculty to student communications, students are told the following:

Library services are available to distance learners. Learn how to access the library remotely, have books mailed to you and more.
http://www.ferris.edu/library/distanceed/homepage.html

Are you doing **research**? Looking for scholarly journals and professional material? Can't use Wikipedia for your paper? Here is a good place to begin:
http://library.ferris.edu/dbaccess.html

More help from the library. You may chat live with a **reference librarian** at http://www.ferris.edu/library/reference/chat.html. Ferris supports online users in many ways.

Go to this web site for information about free **Writing Services** available to FSU which includes online support
http://www.ferris.edu/htmls/academics/Departments/WritingCenter/

Need help in formatting your citations correctly? Try http://citationmachine.net/index.php Be sure to select APA on the left hand side.

(4) Acquisition plan to address needs

There are no acquisition plans to address Writing Center needs at this time.

(5) Impact of adequacy of other types of instructional technology resources

WebEx typed communication tools are at the infancy at Ferris. These communication tools that allow audio and video communication are needed and should be pursued to make these tools easily accessible by all faculty. Concern exists with the dial-up students as they may not have adequate connection speeds to use these newer forms of communication tools.

D. LIBRARY RESOURCES

(1) Adequacy of the print and electronic and other resources available through FLITE

Library instructional resources of print and electronic resources are adequate. The on-line databases are of specific interest to the program.

(2) Service and instruction availability provided by the Library faculty and staff

Librarian instruction and service has been outstanding. In MMBA601, librarians are always involved with instruction during the first Saturday class.

(3) Impact of the budget allocation provided by FLITE on the program

The impact of the program budget provided by FLITE seems adequate. More faculty involvement should take place to provide FLITE librarians better feedback on the wants and needs of the program.

Section 5: Conclusions

A. *RELATIONSHIP TO FSU MISSION*

We believe the program is in alignment with the FSU mission as is shown in the following table.

FSU Mission	MBA
successful careers	Detailed in the College of Business Graduate Program's Organizational Philosophy
responsible citizenship	Core courses include: Organizational Leadership & Corporate Citizenship and Legal & Ethical Issues in Business
lifelong learning	As stated above in "About the Learning Environment" we believe: A stimulating graduate experience creates a life-long quest for learning in each student.
partnerships	Internally we have partnered with Nursing, Pharmacy, and Kendall. Externally we have a partnership with our Advisory Board.
rapidly changing global economy and society	The program is built upon a foundation of the Balanced Scorecard and the seven criteria of the Malcolm Baldrige National Quality Award Criteria for Performance Excellence. The criteria is reviewed and updated every two years by an outside nationally recognized group.

B. *PROGRAM VISIBILITY AND DISTINCTIVENESS*

We are satisfied that our program is distinctive. The Ferris MBA curricula are shaped by performance management methodologies, including Balanced Scorecard concepts and the seven criteria of the Malcolm Baldrige National Quality Award Criteria for Performance Excellence. When the MBA degree was proposed to the State-level committee for approval, Dr. Joseph White (then U of Michigan Dean of College of Business) supported the new program because of its Baldrige basis. Dr. White had been a Baldrige examiner in the early 1990s with one of our current MBA faculty and he realized the distinctiveness of this degree.

We desire to make the program more visible to others outside of the immediate Big Rapids area. We are contemplating advertising in an American Society of Quality's journal and/or website.

C. PROGRAM VALUE

We believe the program is valuable to numerous persons and outside entities.

A number of FSU employees complete the MBA as part of their lifelong learning plan. This is often accomplished through the tuition waiver offered as the fringe benefit of employment.

Anita has served as a Baldrige examiner at the national level for NIST during the years 2004, 2005, 2007, and 2008. She has served as an examiner at the state level for the Michigan Quality Council during the years 2002, 2003, 2007, 2008, and 2009. Serving as an examiner for both the state and national level is a voluntary activity which involves participation in training activities as well as examination of organizations' management systems and results.

Anita is a senior member of the American Society for Quality. As a member she has served on the Northern Michigan Section as vice-chair and has participated in numerous manuscript reviews for the national office.

Maureen Heaphy was a Baldrige examiner at the national level and is a founding member of the Michigan Quality Council (Baldrige at the state level). She has trained the Michigan Quality Council (MQC) examiners for more than twelve (12) years. Since the classes she teaches use Baldrige case studies, she is always current on the criteria. Teaching for MQC is a voluntary activity which involves developing and presenting material. A team of four people train 60 – 80 examiners each year.

With her Baldrige background, Maureen became an evaluator for ACBSP, our accrediting body for the College of Business. Each year she participates in one or two site visits. This involves evaluating the applicant's report, writing strengths and opportunities for improvement, participation in a conference call and a site visit. A feedback report is written by the team to the applicant by the evaluators. Currently she is an accreditation mentor for a university in Oregon.

D. ENROLLMENT

We believe enrollment is appropriate and should be maintained at current levels. Current enrolment is just over 100 students which is our capacity with our faculty arrangement as it is. There has been ongoing discussion regarding making work experience a graduation requirement; this has been raised by our advisory board, our faculty, and our students and will be pursued over the next APR review cycle. It must be remembered, however, that the most common reasons given for choosing the MBA program at FSU are familiarity with the university, online classes, and the program. Based on these three reasons, no action should be required at this time to maintain our current enrollment levels.

E. CHARACTERISTICS, QUALITY AND EMPLOYABILITY OF STUDENTS

We believe our students are employable but we need to assist them better with career services. Nearly two-thirds of our students were already employed full-time while earning their MBA degree. There were thirteen (13) people that were not employed full-time during the program and only five (5) or 38% found full-time employment within one year of graduation. Students strongly voiced an interest in having career placement services for graduate level students. Although graduate programs represent a small portion of FSU graduates, with the university's intention of creating an educational doctorate there will a growth in graduate programs. In addition to looking for help from Career Services, the MBA faculty need to further investigate why the students did not obtain employment in the field within one year of graduation.

The advisory board survey revealed that the advisory board is pleased with the program but would like to add work experience as a requirement for graduation. This comment surfaced in the faculty, alumni, and advisory board survey and was discussed at the April 28, 2009 MBA program meeting. MBA program faculty plan to incorporate an internship elective in the program's curriculum.

F. QUALITY OF CURRICULUM AND INSTRUCTION

We are satisfied with our quality of curriculum as is, although we intend to make some curriculum changes Fall 2009 to better the program. The MBA Curriculum Review and Improvement Process as shown in Figure 3F.1d is a useful model and we plan to continue using it for our annual review and improvement. Rather than wait until a student is in the capstone class and then verify the goals have been met, we felt it was preferred to have the assessment at the class level to provide more timely feedback to the faculty. It is our desire to add a summative assessment at some point.

We are satisfied with our quality of instruction as is, however we see the need to enhance communication among faculty and to encourage the undergraduate faculty teaching in the program to utilize the services of the Faculty Center for Teaching and Learning to improve delivery in the on-line environment. Some form of program mechanism is probably needed to help faculty new to the on-line environment transition appropriately.

G. COMPOSITION AND QUALITY OF THE FACULTY

We are satisfied with our program faculty but are concerned that undergraduate faculty teaching in our program may not give enough attention to our program as is needed. For example, program faculty have been assessing student learning success as outlined by the program outcomes yet no undergraduate faculty has done so even after numerous requests. It may be

appropriate for the program to hire another full time program faculty member as soon as the economy suggests such a move is reasonable.

Appendices

Appendix 2.A: Alumni Results

MBA APR...Alumni

Frequencies

Prepared by: Institutional Research & Testing, 04/09

Statistics

	N		Mean	Median	Std. Deviation	
	Valid	Missing	Valid	Missing	Valid	
q1 Year graduated	37	0	4.68	5.00		1.334
q2a Satisfied with the quality of instruction	37	0	3.46	4.00		.900
q2b Prepared: Plan/conduct business research	36	1	3.44	4.00		.877
q2c Prepared: Virtual team member	37	0	3.51	4.00		.901
q2d Prepared: Analyze/apply performance metrics	36	1	3.44	4.00		.909
q2e Prepared: Develop/improve performance systems	37	0	3.46	4.00		.900
q2f Prepared: Apply systems thinking to integrate values	36	1	3.53	4.00		.774
q2g Prepared: Adhere to ethical standards	37	0	3.54	4.00		.869
q2h Prepared: Analyze/articulate the effect of various issues	37	0	3.30	4.00		.968
q2i Prepared: Anticipate/identify challenges and solutions	37	0	3.46	4.00		.931
q2j Prepared: For the marketplace	37	0	3.16	3.00		.866
q2k Faculty made themselves accessible	37	0	3.68	4.00		.747
q2l Faculty were effective on-line instructors	37	0	3.57	4.00		.728
q2m Staff effectively helped with my educational needs	37	0	3.70	4.00		.740
q2n Student-to-faculty ratio in each class was adequate	37	0	3.68	4.00		.747
q2o Library/research resources were sufficient	37	0	3.62	4.00		.794
q2p Technical resources were sufficient	37	0	3.57	4.00		.801
q2q The on-line learning platform was sufficient	37	0	3.59	4.00		.865
q2r The University was effective in helping with job placement	35	2	2.09	2.00		1.040
q2s I made the right choice in selecting FSU's MBA program	37	0	3.32	4.00		.915
q2t I am comfortable recommending the program	36	1	3.39	4.00		.964
q3 Perception of career assistance at FSU	37	0				
q4 Like most about program	37	0				
q5 Like least about program	37	0				
q6 Course most beneficial	37	0				
q7 Course least beneficial	37	0				
q8 Belong to professional organization	37	0				
q9 Employed full-time within a yr	37	0	1.57	1.00		.835
q10 Part-time or temp in field	5	32	1.80	2.00		.447
q11 Starting salary	37	0				
q12 Job title	37	0				

q13 Presently employed full-time	37	0	1.24	1.00	.435
q14 Present job title & type of industry	37	0			
q15 Geographic location	37	0			
q16 Current salary range	28	9	2.96	3.00	.922
q17 By choice	9	28	1.78	2.00	.441
q18 Additional educational training	37	0	1.76	2.00	.435
q19 From where	37	0			
q20 Employer's name, contact info	37	0			
q21 Additional comments	37	0			

Frequency Table

Alumni q1 Year graduated

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2004	2	5.4	5.4	5.4
	2005	7	18.9	18.9	24.3
	2006	7	18.9	18.9	43.2
	2007	6	16.2	16.2	59.5
	2008	15	40.5	40.5	100.0
	Total	37	100.0	100.0	

Alumni q2a Satisfied with the quality of instruction

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	8.1	8.1	8.1
	Somewhat Disagree	1	2.7	2.7	10.8
	Somewhat Agree	9	24.3	24.3	35.1
	Strongly Agree	24	64.9	64.9	100.0
	Total	37	100.0	100.0	

Alumni q2b Prepared: Plan/conduct business research

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	8.1	8.3	8.3
	Somewhat Agree	11	29.7	30.6	38.9
	Strongly Agree	22	59.5	61.1	100.0
	Total	36	97.3	100.0	
Missing	System	1	2.7		
Total		37	100.0		

Alumni **q2c Prepared: Virtual team member**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	8.1	8.1	8.1
	Somewhat Disagree	1	2.7	2.7	10.8
	Somewhat Agree	7	18.9	18.9	29.7
	Strongly Agree	26	70.3	70.3	100.0
	Total	37	100.0	100.0	

Alumni **q2d Prepared: Analyze/apply performance metrics**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	8.1	8.3	8.3
	Somewhat Disagree	1	2.7	2.8	11.1
	Somewhat Agree	9	24.3	25.0	36.1
	Strongly Agree	23	62.2	63.9	100.0
	Total	36	97.3	100.0	
Missing	System	1	2.7		
Total		37	100.0		

Alumni **q2e Prepared: Develop/improve organizational performance systems**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	8.1	8.1	8.1
	Somewhat Disagree	1	2.7	2.7	10.8
	Somewhat Agree	9	24.3	24.3	35.1
	Strongly Agree	24	64.9	64.9	100.0
	Total	37	100.0	100.0	

Alumni **q2f Prepared: Apply systems thinking to integrate values**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	5.4	5.6	5.6
	Somewhat Agree	11	29.7	30.6	36.1
	Strongly Agree	23	62.2	63.9	100.0
	Total	36	97.3	100.0	
Missing	System	1	2.7		
Total		37	100.0		

Alumni **q2g Prepared: Adhere to personal & organizational ethical standards**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	8.1	8.1	8.1
	Somewhat Agree	8	21.6	21.6	29.7
	Strongly Agree	26	70.3	70.3	100.0
	Total	37	100.0	100.0	

Alumni **q2h Prepared: Analyze/articulate the effect of various issues**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	8.1	8.1	8.1
	Somewhat Disagree	4	10.8	10.8	18.9
	Somewhat Agree	9	24.3	24.3	43.2
	Strongly Agree	21	56.8	56.8	100.0
	Total	37	100.0	100.0	

Alumni **q2i Prepared: Anticipate/identify challenges and solutions**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	8.1	8.1	8.1
	Somewhat Disagree	2	5.4	5.4	13.5
	Somewhat Agree	7	18.9	18.9	32.4
	Strongly Agree	25	67.6	67.6	100.0
	Total	37	100.0	100.0	

Alumni **q2j Prepared: For the marketplace**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	8.1	8.1	8.1
	Somewhat Disagree	2	5.4	5.4	13.5
	Somewhat Agree	18	48.6	48.6	62.2
	Strongly Agree	14	37.8	37.8	100.0
	Total	37	100.0	100.0	

Alumni **q2k Faculty made themselves accessible**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	5.4	5.4	5.4
	Somewhat Agree	6	16.2	16.2	21.6

		Frequency	Percent	Valid Percent	Cumulative Percent
	Strongly Agree	29	78.4	78.4	100.0
	Total	37	100.0	100.0	

Alumni **q2l Faculty were effective on-line instructors**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	2.7	2.7	2.7
	Somewhat Disagree	2	5.4	5.4	8.1
	Somewhat Agree	9	24.3	24.3	32.4
	Strongly Agree	25	67.6	67.6	100.0
	Total	37	100.0	100.0	

Alumni **q2m Staff effectively helped with my educational needs**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	5.4	5.4	5.4
	Somewhat Agree	5	13.5	13.5	18.9
	Strongly Agree	30	81.1	81.1	100.0
	Total	37	100.0	100.0	

Alumni **q2n Student-to-faculty ratio in each class was adequate**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	5.4	5.4	5.4
	Somewhat Agree	6	16.2	16.2	21.6
	Strongly Agree	29	78.4	78.4	100.0
	Total	37	100.0	100.0	

Alumni **q2o Library/research resources were sufficient**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	5.4	5.4	5.4
	Somewhat Disagree	1	2.7	2.7	8.1
	Somewhat Agree	6	16.2	16.2	24.3
	Strongly Agree	28	75.7	75.7	100.0
	Total	37	100.0	100.0	

Alumni **q2p Technical resources were sufficient**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	5.4	5.4	5.4
	Somewhat Disagree	1	2.7	2.7	8.1
	Somewhat Agree	8	21.6	21.6	29.7
	Strongly Agree	26	70.3	70.3	100.0
	Total	37	100.0	100.0	

Alumni **q2q** The on-line learning platform was sufficient

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	8.1	8.1	8.1
	Somewhat Agree	6	16.2	16.2	24.3
	Strongly Agree	28	75.7	75.7	100.0
	Total	37	100.0	100.0	

Alumni **q2r** The University was effective in helping with job placement

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	12	32.4	34.3	34.3
	Somewhat Disagree	13	35.1	37.1	71.4
	Somewhat Agree	5	13.5	14.3	85.7
	Strongly Agree	5	13.5	14.3	100.0
	Total	35	94.6	100.0	
Missing	System	2	5.4		
Total		37	100.0		

Alumni **q2s** I made the right choice in selecting FSU's MBA program

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	8.1	8.1	8.1
	Somewhat Disagree	2	5.4	5.4	13.5
	Somewhat Agree	12	32.4	32.4	45.9
	Strongly Agree	20	54.1	54.1	100.0
	Total	37	100.0	100.0	

Alumni **q2t** I am comfortable recommending the program

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	4	10.8	11.1	11.1

		Frequency	Percent	Valid Percent	Cumulative Percent
	Somewhat Agree	*10*	*27.0*	*27.8*	*38.9*
	Strongly Agree	*22*	*59.5*	*61.1*	*100.0*
	Total	*36*	*97.3*	*100.0*	
Missing	System	*1*	*2.7*		
Total		*37*	*100.0*		

Alumni **q3 Perception of career assistance at FSU**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		*2*	*5.4*	*5.4*	*5.4*
	Although I have been employed while attending FSU, I am very aware of the resources and networking possibilities available to FSU graduates.	*1*	*2.7*	*2.7*	*8.1*
	average - I attempted to use the process, but did not get any calls back. I was comfortable with my current position so I did not pursue at the time. no information has come to me other than one email and she never follow up with my calls.	*1*	*2.7*	*2.7*	*10.8*
	Career assistance could be improved by increasing opportunity searching for non-traditional, as well as, traditional students.	*1*	*2.7*	*2.7*	*13.5*
	Career Services while I was at FSU from 99-04 wasn't worth using. Time was better spent pursuing options on my own.	*1*	*2.7*	*2.7*	*16.2*
	Confused by this question. I owe everything related to my career to Ferris. Did I receive assistance in obtaining my career, I would say no. But the education expanded upon my foundation to allow me to be more rounded with greater understanding of other important business components.	*1*	*2.7*	*2.7*	*18.9*
	Couldn't find it. However, I didn't exactly put "hours" into hunting for it.	*1*	*2.7*	*2.7*	*21.6*
	Did not know one existed...	*1*	*2.7*	*2.7*	*24.3*
	Ferris State University career assistance was not helpful to the start of my career.	*1*	*2.7*	*2.7*	*27.0*
	For the MBA program, career assistance is almost nonexistent. I was very disappointed in this part of the program.	*1*	*2.7*	*2.7*	*29.7*
	Have not used it. It is difficult to understand what services are available if any.	*1*	*2.7*	*2.7*	*32.4*
	I already had a lucrative position with an employer so there was no career assistance required.	*1*	*2.7*	*2.7*	*35.1*
	I am assuming this is in reference to teachers/university representatives coming together in a larger picture setup to help assist struggling students in deciding what career path is correct for them, and if they feel this program isn't for them they will have assistance in taking corrective actives.	*1*	*2.7*	*2.7*	*37.8*
	I believe that every class we had a chance to not only read the textbook and learn what's going on in the real world!.	*1*	*2.7*	*2.7*	*40.5*
	I did not seek career assistance, but none was offered and I was unaware it existed	*1*	*2.7*	*2.7*	*43.2*
	I did not use the career assistance provided at Ferris.	*1*	*2.7*	*2.7*	*45.9*

I do not feel that there was any "career assistance" per se. While I understand this in an online environment, and students are literally located anywhere on the globe, which makes traditional career fairs difficult, there needs to be some way of assisting students with finding job opportunities and/or internship experiences.	1	2.7	2.7	48.6
I haven't had any yet.	1	2.7	2.7	51.4
I think that Ferris State University does not do a good job at assisting with career placement. Even when you ask for help, they do not work with you enough to provide help for undergraduates or graduates. They should research how Baker College has a LIFETIME assistance program and benchmark that program!	1	2.7	2.7	54.1
I thought that I would receive some help in terms of assistance with my resume and what companies I should apply with after receiving my degree. This was not the case in fact I was hyped up and told that I would do well and yet still find myself unemployed- not because I am not looking but because of my lack of experience and overqualifications. Students need more direction when they attend college and assistance from career assistance would have been more helpful. Instead what I found was that the Career Assistance department was apt to help out PGA students and not very helpful in helping me with my career assistance.	1	2.7	2.7	56.8
N/A	1	2.7	2.7	59.5
Never used. NOt much information was provided.	1	2.7	2.7	62.2
NIL. I suppose since I had a job it was never offered to me or I ignored it, possibly at my peril. It should be a constant drum beat. It doesn't have to be just job placement. It could work on job advancement, maintenance, networking, etc. The career aspects of the Ferris MBA were never tied together for/by me.	1	2.7	2.7	64.9
no assistance available	1	2.7	2.7	67.6
Non-existant	1	2.7	2.7	70.3
Non-existent	1	2.7	2.7	73.0
None	1	2.7	2.7	75.7
not enough, not there at all as far as I can see.	1	2.7	2.7	78.4
Other than an assignment provided by Maureen Heaphy in the capstone course which required you to review companies that would be hiring MBA's, I didn't see career assistance addressed in the program	1	2.7	2.7	81.1
Poor, especially for the graduate program.	1	2.7	2.7	83.8
Since I was already employed full-time while earning my MBA at Ferris, and chose to remain working for this organization upon graduation, I did not seek out any job placement services from the university. Therefore, I am not that familiar with whether they are helpful or not.	1	2.7	2.7	86.5
There was little to no communication regarding the assistance program. I did not take advantage of the program because of this, and therefore have little opinion of the program as a whole.	1	2.7	2.7	89.2
To be honest, I didn't access any career assistance or placement services. I was employed prior to, during, and after graduating, so had no need for these services.	1	2.7	2.7	91.9

	Frequency	Percent	Valid Percent	Cumulative Percent
To be honest, the subject of career assistance never came up as part of a stand-alone component that would of helped me target a career that my new skills might be in demand. In my opinion, the success of the program should be based on the results of enhancing my education. This should be a priority that if effective, would provide proven statistics Ferris could use to boast about and differenciate itself from the competition. To this day, this is the first I have heard that such a service is even available. Prior to beginning our MBAs, Each of us prabably has vision of reaching a goal after graduation. Some may want to be promoted within while others such as myself am looking for a career change all together. It would of been nice if my goals were asked of me prior to beginning the program. This way I would of worked closely with career assistance to point me in a direction or industry that would be full of demand. This is just a suggestion but one I feel students woul d value and talk to others about. Results and stats!	1	2.7	2.7	94.6
Until recently, I have not utilized this feature. I am interested in teaching in the post-secondary area, using my MBA certification and am planning to contact career assistance.	1	2.7	2.7	97.3
We need better assistance and bring more companies onsite in a job fair.	1	2.7	2.7	100.0
Total	37	100.0	100.0	

Alumni q4 Like most about program

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		1	2.7	2.7	2.7
	Accessability of instructors--above and beyond.	1	2.7	2.7	5.4
	Anita Fagerman was passionate, committed, and exposed us to real life thought processes. I also liked the Service Sim but in the future would like to see the instructor hold a group session in order to help the groups understand cause and effect of their decisions.	1	2.7	2.7	8.1
	Anything that had to do with Continuous Improvement.	1	2.7	2.7	10.8
	Class structure with focus on one topic at a time.	1	2.7	2.7	13.5
	Classes designed by Sid Systma and Rick Mislan	1	2.7	2.7	16.2
	convenience, follow up and personalized assistance	1	2.7	2.7	18.9
	Enthusiasm of the staff, students, etc.	1	2.7	2.7	21.6
	Flexibility via the online cababilities.	1	2.7	2.7	24.3
	I appreciated that the program was online.	1	2.7	2.7	27.0
	I could work from home and not drive over 3 hours every day.	1	2.7	2.7	29.7
	I enjoyed the interaction with others as well as the competitive environment, especially with regard to the capstone project.	1	2.7	2.7	32.4
	I liked the flexibility that the internet schedule provided. It made it possible to focus on both my current career and my degree	1	2.7	2.7	35.1
	I liked the format, the fact taht it designed for people that have families or full-time jobs. It was challenging but doable to attend courses, complete research, and fulfill requirements.	1	2.7	2.7	37.8
	I liked the Marketing course which was hands on.	1	2.7	2.7	40.5

I loved the Innovation and Design Management concentration as well as the flexibility for my schedule.	1	2.7	2.7	43.2
Interactive discussion on an international level.	1	2.7	2.7	45.9
Learning about MBNQA and the various management tools that are available.	1	2.7	2.7	48.6
Most of the Profs are subject matter experts and are excellent teachers - there are a couple exceptions though.	1	2.7	2.7	51.4
On-line classes, ability to complete assignments around on my work schedule.	1	2.7	2.7	54.1
On line programs. Helpful Instructors	1	2.7	2.7	56.8
Online courses allow me to work and attend classes based on my individual schedule.	1	2.7	2.7	59.5
Sid Sytsma. He was the best Instructor I have ever been assigned to. He was rapid and complete in his responses. He was clear in his directives. He was also fair in his assessments, even though at times it didn't benefit me.	1	2.7	2.7	62.2
Team activities which allowed us to use our strengths along with others strengths to product great results.	1	2.7	2.7	64.9
The ability to complete my MBA online.	1	2.7	2.7	67.6
The availability and assistance that I was able to receive from many of my instructors.	1	2.7	2.7	70.3
The classes were chanlleaging and I felt at many times what I ws learning I could apply immediate to what was working on at the time.	1	2.7	2.7	73.0
The faculty and the interlinking of the classes to Baldrige, quality management, and performance metrics.	1	2.7	2.7	75.7
The flexibility was a great asset to the program.	1	2.7	2.7	78.4
The instructors were great. There ability to take fundamental concepts and apply them to real world situations helped me make the connection I needed to understand the learning material.	1	2.7	2.7	81.1
The level of learning that had to be maintained. The challenge of the material and knowledge areas were exciting.	1	2.7	2.7	83.8
The meetings with the faculty in their offices, and the chance that afforded me to gain the expertise I needed to succeed in my coursework. I would not have made it without their in-office help and guidance. It is why I chose to come and do school in Big Rapids, so I could meet them all personally and gain mightily from it.	1	2.7	2.7	86.5
The professors and on-line environment were the two highlights of the MBA program.	1	2.7	2.7	89.2
The quality of the faculty teaching in the MBA program.	1	2.7	2.7	91.9
The support and guided instruction from Anita and Maureen	1	2.7	2.7	94.6
Very friendly staff, perfect class sizes, teachers were very willing to help out any student with questions regarding the curriculum, and a good balance of in class exercises and real life experiences.	1	2.7	2.7	97.3
What I liked most about Ferris' MBA program was that I could work learning into my schedule when it worked for me because not only was I employed full-time, but I was actively engaged in my community (I was an online learner). Professors clearly laid out their expectations and organized thoughtful assignments that encouraged critical thinking and analysis. And, even though learning took place in an online environment, professors always created assingments that encouraged interaction among students.	1	2.7	2.7	100.0

		Frequency	Percent	Valid Percent	Cumulative Percent
	Total	37	100.0	100.0	

Alumni q5 Like least about program

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		5	13.5	13.5	13.5
	a few of the classes relied heavily on time consuming task such as chapter reviews that ate up alot of time and did not call for in depth thought or interpretation of the information	1	2.7	2.7	16.2
	I believe more emphasis should have been placed on writing quality of the students. Sharon Hamel was an excellent teacher in this area. I believe expectations should be placed that represents the level of degree being obtained. I saw works of other students and at times my own that should have been better and in some cases much better. There were also a couple situations in which students had to spend a lot of time learning how to use a software product that was necessary to completing a couple assignments. The learning curve on the software was longer than the time needed to do the assignment itself.	1	2.7	2.7	18.9
	I felt the program was weak on the financial aspects of business. Even after completing my MBA I still felt the need to take some additional classes on finance to be completive in my work environment.	1	2.7	2.7	21.6
	I found that the Malcolm Baldrige material, while interesting and of some value, wasn't particularly applicable to any of my professional work.	1	2.7	2.7	24.3
	I would have liked to see more in class sections (Saturdays ONLY). I did not like partaking in class on Sunday. Maybe there are more weekend class visitations, but keep them spread out and only conduct them on Saturday.	1	2.7	2.7	27.0
	Issues with other students that just wanted to get through the program rather than absorbing everything that was available to us. I also had an issue with one instructor who was not qualified to teach at this level.	1	2.7	2.7	29.7
	It was hard to get a teacher to understand when assigned a partner to work on specific assignments.	1	2.7	2.7	32.4
	Lack of direct infusion into the business world, only place I felt like this happened was with the Innovation and Design Management classes.	1	2.7	2.7	35.1
	My least favorite aspect of the program was not having as much face-to-face time with my professors as I would have liked; however, this is not because they weren't available. The inherent nature of an online program is that it caters to non-traditional students whose day-to-day responsibilities may interfere with them taking classes in person. Therefore, the trade-off is less time in person with professors.	1	2.7	2.7	37.8
	Myabe the pre-qualification for various specialities. I took very technology realted MBA and I believe, that without certain background or previous knowledge, it is almost not that beneficial.	1	2.7	2.7	40.5
	Nothing	1	2.7	2.7	43.2

Online	*1*	*2.7*	*2.7*	*45.9*
Reading material that was not in some way relevant to our assignments.	*1*	*2.7*	*2.7*	*48.6*
Relying on other students for a cumulative grade. Errors by other students dragged my GPA below honors recognition.	*1*	*2.7*	*2.7*	*51.4*
Some of the course work was pedantic and not true to the Ferris applied practical knowledge philosophy.	*1*	*2.7*	*2.7*	*54.1*
That a Business Plan was not required for a group project. I only experienced a SWOT Analysis project.	*1*	*2.7*	*2.7*	*56.8*
The accelerated format routinely conflicted with my work schedule. I don't think a slept for two years.	*1*	*2.7*	*2.7*	*59.5*
The class length is too short may want to consider 10 weeks. Also, the integration of field work/application would have been nice.	*1*	*2.7*	*2.7*	*62.2*
The decision to allow students into a graduate program with no work experience in their field post undergraduate graduation drags down the level of opportunity for those students who have business experience. There is too much time being dedicated to "non-professionals" to educate them on things that they should already understand before being allowed into a MBA program.	*1*	*2.7*	*2.7*	*64.9*
The distance between my home and Big Rapids.	*1*	*2.7*	*2.7*	*67.6*
The one class I found unstructured and the professor insulting when asking any questions was the one taught by XXX which I believe was Strategic Planning. Responses to student questions were in all caps with explanation marks at times as well as being prefaced with I told you all before ...	*1*	*2.7*	*2.7*	*70.3*
The one course I had to drive to campus to take, I believe it was a basic technology course that I should have been able to test out of.	*1*	*2.7*	*2.7*	*73.0*
The speed of the classes was what I liked least about the MBA program.	*1*	*2.7*	*2.7*	*75.7*
The technology failures while not frequent were noticeable. Communication could have been improved too. It might have been the times too though so I can appreciate that may have changed in the last four years.	*1*	*2.7*	*2.7*	*78.4*
The time required and the cost.	*1*	*2.7*	*2.7*	*81.1*
There should be more education on developing business plans and marketing plans.	*1*	*2.7*	*2.7*	*83.8*
They are willing to call a student a "liar" rather easily. The student spoke and wrote, but was never heard.	*1*	*2.7*	*2.7*	*86.5*
Too much emphasis on the Malcolm Baldridge Criteria. It seemed like too much duplication between courses.	*1*	*2.7*	*2.7*	*89.2*
Total lack of lectures at critical points, at critical times, by profs who I know would be real nice to hear from in this format.	*1*	*2.7*	*2.7*	*91.9*
We have more theory than hands-on experience.	*1*	*2.7*	*2.7*	*94.6*
While using the discussion board was a great tool to share ideas and thoughts with other classmates, I thought many of them took advantage of public information to help themselves "slide" through the classes without giving 100% effort.	*1*	*2.7*	*2.7*	*97.3*
would have liked to have more classroom time, but I chose this because it worked the best for my personal family situation	*1*	*2.7*	*2.7*	*100.0*
Total	*37*	*100.0*	*100.0*	

Alumni **q6 Course most beneficial**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		3	8.1	8.1	8.1
	All	1	2.7	2.7	10.8
	All of Dr. Fagerman's and many of the innovation and design lessons.	1	2.7	2.7	13.5
	All of my courses with Anita Fagerman	1	2.7	2.7	16.2
	All Quality Management related courses.	1	2.7	2.7	18.9
	Anita Fagerman's assorted MBNQA classes.	1	2.7	2.7	21.6
	Business Ethics--Doug Blakemore. The reading material was relevant and insightful.	1	2.7	2.7	24.3
	Business Law	1	2.7	2.7	27.0
	Continuous Improvement Courses	1	2.7	2.7	29.7
	Don't recall specific course subjects, but they all integrate together.	1	2.7	2.7	32.4
	For now, I have say MMBA 615. This course taught me to review current situations and apply improvement principles based on proven methods.	1	2.7	2.7	35.1
	Fraud in accounting. Helps me in identifying irregularities in financial statements	1	2.7	2.7	37.8
	I believe there wasn't one course. I did take more than one course with Sid Sytsma. I seem to use the information learned throughout his courses, the most.	1	2.7	2.7	40.5
	I can't say tha one specific course has been beneficial as I am not working in my career field due to not being able to get a job.	1	2.7	2.7	43.2
	I cannot recall a particular course but the professor was fantastic, Dr. Fagerman. Her enthusiasm for teaching was well evident in the online environment. She challenged the students in a way that increased understanding of the subject content. She also assigned projects where you would apply the methodologies to a real world situation.	1	2.7	2.7	45.9
	I would note two courses as having been most beneficial to my business career. First, there was a course relating to organizational leadership and how to manage and cope with the varying values, opinions and ideals one might encounter at any given time in the workforce. This course also tied into using ethics as the backbone of our approach to working as a team. Second, learning how to use the Malcolm Baldrige Criteria helped me gain a more in-depth and thorough knowledge of how to manage the improvement process. From this perspective, we learned how to identify an opportunity for improvement and realize actual improvement for the betterment of customer, employee and/or stakeholder satisfaction.	1	2.7	2.7	48.6
	Many of the classes especially those dealing with performance metrics have been very useful and incorporated into my work, but the class that has given me the most advantage is the project managment class	1	2.7	2.7	51.4
	MMBA 710 - Strategic Planning Systems: Ideas and concepts regarding this topic have been the most beneficial regarding my role as a systems integration engineer.	1	2.7	2.7	54.1

None. I am not in that field.	1	2.7	2.7	56.8
Operationally specific courses. There was not one specific class that stands out.	1	2.7	2.7	59.5
Performance Metrics and application of the Balanced Scorecard offered the most insight into strategic business thinking (this was an Anita Fagerman course, but I don't remember the specific course name - hopefully my description will help).	1	2.7	2.7	62.2
Program management	1	2.7	2.7	64.9
Some of the management courses.	1	2.7	2.7	67.6
Sorry I have two: MMBA 606 Financial & Accounting Systems & Analysis, MMBA 799 Integrated Business Experience both classes helped me to learn how to talk to senior management.	1	2.7	2.7	70.3
Strategic Planning	1	2.7	2.7	73.0
The cap stone course with Professor Fagerman. The team work and instructor support made this a great learning experience.	1	2.7	2.7	75.7
The Capstone Course because I had to apply what I learned to an actual project.	1	2.7	2.7	78.4
The Capstone project. This is the only time in which you pulled knowledge gained from all the various classes together.	1	2.7	2.7	81.1
The course on ethics because that is what is obviously needed most right now in the corporate and government world.	1	2.7	2.7	83.8
The design course that Ferris is working with Kendall on. It teaches you a new way to think about business and it has helped me with our restaurant/bar business.	1	2.7	2.7	86.5
The emphasis on quality. IT is usually very quantitative and the quality tie in, the human aspects, while still somewhat repugnant to my logical brain are more easily leveraged from my MBA training.	1	2.7	2.7	89.2
The ethics course was most beneficial as I deal with Fraud incidents continuously.	1	2.7	2.7	91.9
the human resource mgmt and the project mgmt course	1	2.7	2.7	94.6
The leadership course and the capstone simulation experience because leadership traits can be applied to any field you enter and the simulation required you to actually set up and operate a business with all its related issues.	1	2.7	2.7	97.3
The Sustainable Design and Systems class. This class focused on the importance of considering the triple bottom line in all business decisions, which is critical for today's and tomorrow's business world.	1	2.7	2.7	100.0
Total	37	100.0	100.0	

Alumni **q7 Course least beneficial**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		8	21.6	21.6	21.6
	799, voodoo simulation least believable and most waste of time. NO reflection on Prof, Heaphy, she is the very best!	1	2.7	2.7	24.3
	All classes were good.	1	2.7	2.7	27.0

Anyhting that has to do with Malcolm Baldrige--no one in my world uses it.	1	2.7	2.7	29.7
Capstone Project. Issues with other team members deterred from any real learning being achieved.	1	2.7	2.7	32.4
Ethics.	1	2.7	2.7	35.1
hmm there were so many...courses...not least beneficial ones. I can't really think of a specific course, possibly some of the financials and yet recently I've been responsible/thrust into those concerns. I don't view the MBA applying to my job I view it as a tool I have, regardless of how often or effective it is in a situation. Because that tool may fit later and not having it later would, well, suck.	1	2.7	2.7	37.8
I've used elements from all my course work that justified the investment.	1	2.7	2.7	40.5
I do not feel that any of my FSU courses has a downside. All of the courses have been beneficial at one time or another.	1	2.7	2.7	43.2
I do not remember the course label but it involved he marketing and customer satisfaction. The topic was good but the approach and value received was not very good. I remember myself and others experiencing frustration with that class more than the other classes.	1	2.7	2.7	45.9
I don't recall the exact class designation but know the class took on a manufacturing approach to quality improvement (i.e. we used a specific software system to create and manage a widget factory). While I do know this information can be taken from its literal sense and translated into use within a variety of industries, I unfortunately work in an industry that takes a completely different approach to work flow. While I did gain some insight, it was limited.	1	2.7	2.7	48.6
I felt that all courses added value.	1	2.7	2.7	51.4
I utilize the financial course material the least.	1	2.7	2.7	54.1
MMBA 640 Project Management - look at one method and this method required a lot of resources and cost if implemented	1	2.7	2.7	56.8
MMBA 720 Global Business: Although the need to understand global business is essential, I felt that the structure of the course and the information presented was not very useful, therefore, I am unable to relate much of this course to my current career.	1	2.7	2.7	59.5
NA	1	2.7	2.7	62.2
None	1	2.7	2.7	64.9
None. I am not in that field.	1	2.7	2.7	67.6
Performance metrics. I've had no opportunity to use anything from this course yet.	1	2.7	2.7	70.3
Project management	1	2.7	2.7	73.0
Project Management. Instructor taught from the book and did little to build a creative learning environment.	1	2.7	2.7	75.7
Quality (this seemed to be covered within many of the other courses.)	1	2.7	2.7	78.4
technology. I don't think I had enought background and then further experience to move on in the avenue necessary. However, I can't say that all of that technology challenge was unnecesary, becuase it did help me to understand certain relationships within business departments and sectors further. Not something that I have been utilizing full force though.	1	2.7	2.7	81.1

		Frequency	Percent	Valid Percent	Cumulative Percent
	The basic technology - required course. I already knew 99% of the information covered throughout the course.	1	2.7	2.7	83.8
	The Course that was least beneficial was the one that was not there. So many classes focused on the customer, business process, and learning and integration. But I feel the program was lacking by not having some sort of accounting/finance course incorporated into it.	1	2.7	2.7	86.5
	The Ethics class, primarily due to the instructor's method of teaching in an online environment, and lack of timely feedback.	1	2.7	2.7	89.2
	The initial MBA course that required a webpage. I never used it after that and I don't know how to do a webpage now. Unless it is going to be a continuous part of the program it is useless.	1	2.7	2.7	91.9
	the legal course (I do not have my course list with me)	1	2.7	2.7	94.6
	The manufacturing classes where the emphasis was on lean/supply chain management. I would like to see more emphasis on understanding/documenting processes within an organization using flow charts, narratives, and/or questionnaires.	1	2.7	2.7	97.3
	Which ever Kendal class that YYY taught. Gayle was fine.	1	2.7	2.7	100.0
	Total	37	100.0	100.0	

Alumni **q8 Belong to professional organization**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		9	24.3	24.3	24.3
	AICPA and MACPA. I obtained my CPA license from the State of Michigan in 2007.	1	2.7	2.7	27.0
	At this time I am a member of the Council for the Advancement and Support of Higher Education.	1	2.7	2.7	29.7
	Clinical Laboratory Management Association. This was chosen because this organization provides critical business contacts for me.	1	2.7	2.7	32.4
	I a member of or have been a member of: WERC - Warehouse Education & Research Council, CSCMP - Council of Supply Chain Management Professions, & ATA - American Trucking Association. Each group is an advocate for logistics...	1	2.7	2.7	35.1
	I am a Certified Fraud Examiner (CFE) through the Association of Certified Fraud Examiners (ACFE), I also belong to the Institute for Internal Auditors (IIA) and am a Certified Internal Controls Auditor (CICA) through the Institute for Internal Controls (IIC). I chose these organizations because of their strong ethics policies and professional growth potentials.	1	2.7	2.7	37.8
	I am qualified for many but as yet have not engaged. My own fault.	1	2.7	2.7	40.5
	I did, but it was not helping to spend the type of money involved in being a member.	1	2.7	2.7	43.2
	I recently have dropped all of my professional associations due to a change in career direction.	1	2.7	2.7	45.9
	I try to avoid these.	1	2.7	2.7	48.6
	IMA--it fits my field	1	2.7	2.7	51.4
	MCCAA, NJCAA - I am in the process of getting with other athletic organizations as I have changed positions within the college	1	2.7	2.7	54.1

MEA, I am a high school teacher for Wyoming Public Schools in Michigan.	*1*	*2.7*	*2.7*	*56.8*
Michigan Society of Professional Engineers	*1*	*2.7*	*2.7*	*59.5*
N/A - Ferris should have been more helpful in providing a list of professional organizations in your area that are available.	*1*	*2.7*	*2.7*	*62.2*
N/A	*1*	*2.7*	*2.7*	*64.9*
na	*1*	*2.7*	*2.7*	*67.6*
no	*1*	*2.7*	*2.7*	*70.3*
No.	*1*	*2.7*	*2.7*	*73.0*
No. Never researched available organizations. However I've recently started looking at various networking groups as a venue to increase business and relations.	*1*	*2.7*	*2.7*	*75.7*
None	*3*	*8.1*	*8.1*	*83.8*
Project Management Institute. I had hoped to achieve my certification as a project management professional until the requirements changed and the cost increased.	*1*	*2.7*	*2.7*	*86.5*
Recently BOMA Detroit - I currently work for a facilities management firm based in Michigan. BOMA Detroit has been a great organization for interfacing with other organizations within my field of business.	*1*	*2.7*	*2.7*	*89.2*
Southwest Michigan Sustainable Business Forum. Focuses on sustainable business challenges and practices.	*1*	*2.7*	*2.7*	*91.9*
Yes - NAIOP, IAMC, Texas Economic Development Council - these association relate to my field of profession - economic development	*1*	*2.7*	*2.7*	*94.6*
Yes, AICPA but I went on for an additional accounting degree to prepare for the CPA exam.	*1*	*2.7*	*2.7*	*97.3*
Young Professionals of Chicago	*1*	*2.7*	*2.7*	*100.0*
Total	*37*	*100.0*	*100.0*	

Alumni **q9 Employed full-time within a yr**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Was already employed full-time during the program	*24*	*64.9*	*64.9*	*64.9*
	Yes	*5*	*13.5*	*13.5*	*78.4*
	No	*8*	*21.6*	*21.6*	*100.0*
	Total	*37*	*100.0*	*100.0*	

Alumni **q10 Part-time or temp in field**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	*1*	*2.7*	*20.0*	*20.0*
	No	*4*	*10.8*	*80.0*	*100.0*
	Total	*5*	*13.5*	*100.0*	
Missing	System	*32*	*86.5*		

Total		*37*	*100.0*		

Alumni **q11 Starting salary**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		*8*	*21.6*	*21.6*	*21.6*
	$27,000	*1*	*2.7*	*2.7*	*24.3*
	$40,000	*1*	*2.7*	*2.7*	*27.0*
	$40,000.00	*1*	*2.7*	*2.7*	*29.7*
	$42,000	*1*	*2.7*	*2.7*	*32.4*
	$43,000	*1*	*2.7*	*2.7*	*35.1*
	$50,000	*1*	*2.7*	*2.7*	*37.8*
	$55,000.00	*1*	*2.7*	*2.7*	*40.5*
	$65,000/yr.	*1*	*2.7*	*2.7*	*43.2*
	$68,500	*1*	*2.7*	*2.7*	*45.9*
	$76,000	*1*	*2.7*	*2.7*	*48.6*
	$78,000	*1*	*2.7*	*2.7*	*51.4*
	33000	*1*	*2.7*	*2.7*	*54.1*
	35,000	*1*	*2.7*	*2.7*	*56.8*
	36000	*1*	*2.7*	*2.7*	*59.5*
	38000	*1*	*2.7*	*2.7*	*62.2*
	45000	*1*	*2.7*	*2.7*	*64.9*
	50,000	*3*	*8.1*	*8.1*	*73.0*
	51000	*1*	*2.7*	*2.7*	*75.7*
	52,000	*1*	*2.7*	*2.7*	*78.4*
	56,000 per year	*1*	*2.7*	*2.7*	*81.1*
	60,000	*1*	*2.7*	*2.7*	*83.8*
	65000	*1*	*2.7*	*2.7*	*86.5*
	70000	*1*	*2.7*	*2.7*	*89.2*
	74,000	*1*	*2.7*	*2.7*	*91.9*
	90,000	*1*	*2.7*	*2.7*	*94.6*
	N/A	*1*	*2.7*	*2.7*	*97.3*
	Not yet employed	*1*	*2.7*	*2.7*	*100.0*
	Total	*37*	*100.0*	*100.0*	

Alumni **q12 Job title**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		*7*	*18.9*	*18.9*	*18.9*
	Accounting Manager	*1*	*2.7*	*2.7*	*21.6*
	Administrator	*1*	*2.7*	*2.7*	*24.3*
	assistant director of news services	*1*	*2.7*	*2.7*	*27.0*
	Campus Facilities manager	*1*	*2.7*	*2.7*	*29.7*

Clinical Laboratory Manager	1	2.7	2.7	32.4
Computer Network Administrator	1	2.7	2.7	35.1
Corporate Web Developer	1	2.7	2.7	37.8
Database Administrator/Applications Specialist	1	2.7	2.7	40.5
Director of Business Development	1	2.7	2.7	43.2
Educational Recruiter	1	2.7	2.7	45.9
Engineering Fiber Tech	1	2.7	2.7	48.6
Executive Assistant	1	2.7	2.7	51.4
Facility Manager	1	2.7	2.7	54.1
Global Distribution Manager	1	2.7	2.7	56.8
Manufacturing Mananger	1	2.7	2.7	59.5
N/A	1	2.7	2.7	62.2
Not yet employed	1	2.7	2.7	64.9
Payroll Manager	1	2.7	2.7	67.6
Plant Engineer	1	2.7	2.7	70.3
Programmer Analyst/ QA Analyst	1	2.7	2.7	73.0
Project Coordinator	1	2.7	2.7	75.7
Revenue Agent	1	2.7	2.7	78.4
Secondary Educator	1	2.7	2.7	81.1
Senior Program Manager	1	2.7	2.7	83.8
Sr. Systems Integration Engineer	1	2.7	2.7	86.5
Staff Accountant	1	2.7	2.7	89.2
Territory Manager/Sales Executive	1	2.7	2.7	91.9
Tribal Manager (City Manager)	1	2.7	2.7	94.6
University Instructor	1	2.7	2.7	97.3
VP of Operations	1	2.7	2.7	100.0
Total	37	100.0	100.0	

Alumni **q13 Presently employed full-time**

		Frequency	Percent	Valid Percent	Cumulative Percent
	Yes	28	75.7	75.7	75.7
Valid	No	9	24.3	24.3	100.0
	Total	37	100.0	100.0	

Alumni **q14 Present job title & type of industry**

		Frequency	Percent	Valid Percent	Cumulative Percent
		13	35.1	35.1	35.1
Valid	Accountant/ Printing/Packaging - Horticulture, media,and pharmacuetical	1	2.7	2.7	37.8
	assistant director of news services - public relations for higher education	1	2.7	2.7	40.5

Database Administrator/Applications Specialist - Higher Education (University)	1	2.7	2.7	43.2
Director of Athletics - higher education	1	2.7	2.7	45.9
Director of Business Development - Economic Development	1	2.7	2.7	48.6
Educational Recruiter, Education	1	2.7	2.7	51.4
Global Distribution Manager - Logistics	1	2.7	2.7	54.1
Hotel & resort	1	2.7	2.7	56.8
I am a Staffing Executive for Salaried Professional Services with Accountemps, part of Robert Half International.	1	2.7	2.7	59.5
I am the Territory Manager/Sales Executive for a temporary staffing agency.	1	2.7	2.7	62.2
I work as a Fiber Technician in an Engineering department for DIRECTV.	1	2.7	2.7	64.9
Manager-Consulting, Forensic Accounting and Investigative Services. Work load is contained within Native American government and economic entities.	1	2.7	2.7	67.6
Manifacturing Manager Automotive	1	2.7	2.7	70.3
Mortgage industry working as a Quality Assurance Analyst	1	2.7	2.7	73.0
Plant Engineer	1	2.7	2.7	75.7
Project Coordinator. Conveyor	1	2.7	2.7	78.4
Quality Management Systems Director - Facilities Management Industry ranging from management of industrial plants, stadiums, and municipal buildings.	1	2.7	2.7	81.1
Revuene Agent. Federal Government	1	2.7	2.7	83.8
Secondary Business Teacher - Education	1	2.7	2.7	86.5
Senior Program Manager, Automotive	1	2.7	2.7	89.2
Senior Systems Administrator	1	2.7	2.7	91.9
Sr. Systems Integration Engineer - Military/Government Defense Contractor	1	2.7	2.7	94.6
Technical Service Representative. I work in the Health Care Industry	1	2.7	2.7	97.3
University Instructor	1	2.7	2.7	100.0
Total	37	100.0	100.0	

Alumni q15 Geographic location

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		13	35.1	35.1	35.1
	Arizona	1	2.7	2.7	37.8
	Big Rapids, MI	2	5.4	5.4	43.2
	Boston area	1	2.7	2.7	45.9
	Castle Rock CO	1	2.7	2.7	48.6
	Chicago, IL.	1	2.7	2.7	51.4
	Coopersville Mi	1	2.7	2.7	54.1
	Grand Rapids, MI	4	10.8	10.8	64.9

	I work from my home in SOUTHWEST MICHIGAN and am attached to the Duluth, MN office of RSM McGladrey, Inc.	1	2.7	2.7	67.6
	Indianapolis, IN	1	2.7	2.7	70.3
	Lansing, MI	1	2.7	2.7	73.0
	Metro Detroit Area	1	2.7	2.7	75.7
	Michigan - eastern	1	2.7	2.7	78.4
	Michigan	1	2.7	2.7	81.1
	Midwest	1	2.7	2.7	83.8
	Piedras Negras, Mexico	1	2.7	2.7	86.5
	Saginaw Michigan	1	2.7	2.7	89.2
	Texas	2	5.4	5.4	94.6
	Virginia	1	2.7	2.7	97.3
	Wyoming, Michigan	1	2.7	2.7	100.0
	Total	37	100.0	100.0	

Alumni **q16 Current salary range**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	$40,000 or less	1	2.7	3.6	3.6
	$40,001-$60,000	8	21.6	28.6	32.1
	$60,001-$80,000	11	29.7	39.3	71.4
	$80,001-$100,000	7	18.9	25.0	96.4
	$100,001-$120,000	1	2.7	3.6	100.0
	Total	28	75.7	100.0	
Missing	System	9	24.3		
Total		37	100.0		

Alumni **q17 By choice**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	2	5.4	22.2	22.2
	No	7	18.9	77.8	100.0
	Total	9	24.3	100.0	
Missing	System	28	75.7		
Total		37	100.0		

Alumni **q18 Additional educational training**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	9	24.3	24.3	24.3
	No	28	75.7	75.7	100.0

		Frequency	Percent	Valid Percent	Cumulative Percent
	Total	37	100.0	100.0	

Alumni **q19 From where**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		22	59.5	59.5	59.5
	At a Technical Institute	1	2.7	2.7	62.2
	BOMI International, affiliate of BOMA Detroit	1	2.7	2.7	64.9
	Certifications	1	2.7	2.7	67.6
	CMU	1	2.7	2.7	70.3
	FSU	2	5.4	5.4	75.7
	FSU, UC in Traverse City, Accountancy	1	2.7	2.7	78.4
	I'm told I'm going to get certifications. The company I work for has no geographical boundaries so where could be anywhere.	1	2.7	2.7	81.1
	N/A	5	13.5	13.5	94.6
	Northcentral University	1	2.7	2.7	97.3
	Specialty Certifications	1	2.7	2.7	100.0
	Total	37	100.0	100.0	

Alumni **q20 Employer's name, contact info**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		25	67.6	67.6	67.6
	Bret Roberson - broberson@phoenixpersonnel.net - 231-767-8989 - District Manager	1	2.7	2.7	70.3
	Chris Knowles, Regional Manager at Accountemps/Robert Half International, 205 N Michigan Ave Suite 3301 Chicago, IL 60601 tel 312-616-8367	1	2.7	2.7	73.0
	General Dydnamics Land Systems - (586) 825-4000	1	2.7	2.7	75.7
	General Electric Aviation. I'm not sure what the external HR point would be for you. A phone call to 6162417000 might be a start.	1	2.7	2.7	78.4
	I had 3 different supervisors during this two year period. Lloyd Crews is who I would contact - lccrews@oaklandcc.edu - Dean of STudent services	1	2.7	2.7	81.1
	N/A	4	10.8	10.8	91.9
	No	1	2.7	2.7	94.6
	Not relevant as I am not working in this field	1	2.7	2.7	97.3
	Would if I could find a job!	1	2.7	2.7	100.0
	Total	37	100.0	100.0	

Alumni **q21 Additional comments**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		27	73.0	73.0	73.0
	I believe greater importance needs to be placed on writing skills and social interaction with other students as this program moves forward. Other than these two items I believe the overall program was great.	1	2.7	2.7	75.7
	I obviously chose the worst time in the past fifty years to be job hunting, but in all fairness when I undertook to obtain my MBA things did not look so bad, and no one that I know anticipated the terrible times we are seeing now!	1	2.7	2.7	78.4
	My MBA in combination with a business degree was not as valuable as I had anticipated but with the accounting major and CPA license it is extremely valuable!	1	2.7	2.7	81.1
	My starting salary (listed earlier) was the salary I received in 1998 when I started teaching. My MBA has nothing to do with my current position. I am starting a PhD program in May through Northcentral so that I can teach full-time in post-secondary education.	1	2.7	2.7	83.8
	N/A	2	5.4	5.4	89.2
	Overall, the program is a good program, but Ferris needs to employ a few more people that would help with LIFETIME employment assistance, and assistance with webpages.	1	2.7	2.7	91.9
	Please make the MBA program a hands-on experience and bring more companies onsite for job fairs.	1	2.7	2.7	94.6
	Some type of virtual career fair or career fair resource would be a great asset for the COB. The career fair could be tailored to include where current online graduate students are living, to help incorporate opportunities for all students.	1	2.7	2.7	97.3
	Wonderful program - I was very happy that I went through and completed my MBA with Ferris. It was exactly what I hoped for and needed. Thank you.	1	2.7	2.7	100.0
	Total	37	100.0	100.0	

Appendix 2.C: Graduate Exit Survey Results

MBA APR...Graduate Exit

Frequencies

Prepared by: Institutional Research & Testing, 05/09

Statistics

	N		Mean	Median	Std. Deviation	
	Valid	**Missing**	**Valid**	**Missing**	**Valid**	
q1a MMBA605	6	0	2.00	1.00	1.549	
q1b MMBA606	6	0	1.83	1.00	1.329	
q1c MMBA607	6	0	1.83	1.00	1.329	
q1d MMBA601	6	0	3.67	4.00	1.506	
q1e MMBA612	6	0	4.33	4.50	.816	
q1f MMBA625	6	0	4.33	4.50	.816	
q1g MISM629	6	0	4.17	4.50	.983	
q1h MMBA635	6	0	3.83	3.50	.983	
q1i MMBA710	6	0	4.33	4.50	.816	
q1j MMBA720	6	0	4.33	4.50	.816	
q1k MMBA730	6	0	4.33	4.50	.816	
q1l MMBA799	6	0	4.17	4.00	.753	
q1m MMBA615	6	0	4.83	5.00	.408	
q1n MMBA640	6	0	4.50	4.50	.548	
q1o MMBA705	6	0	4.50	4.50	.548	
q1p MMBA760	6	0	4.00	4.00	.894	
q1q KDES650	6	0	1.00	1.00	.000	
q1r KDES651	6	0	1.00	1.00	.000	
q1s KDES750	6	0	1.00	1.00	.000	
q1t KDES751	6	0	1.00	1.00	.000	
q1u MISM661	6	0	1.00	1.00	.000	
q1v MISM662	6	0	1.00	1.00	.000	
q1w MISM670	6	0	1.00	1.00	.000	
q1x MISM671	6	0	1.00	1.00	.000	
q1y MISM610	5	1	1.00	1.00	.000	
q1z MISM646	5	1	1.80	1.00	1.789	
q1aa MISM659	6	0	1.00	1.00	.000	
q1ab MISM665	6	0	1.00	1.00	.000	
q2a Satisfied with the quality of instruction	6	0	3.50	3.50	.548	
q2b Satisfied: Plan & conduct business research	6	0	3.67	4.00	.516	
q2c Satisfied: Function as a virtual team member	6	0	3.83	4.00	.408	
q2d Satisfied: Analyze/apply performance metrics, etc.	6	0	3.67	4.00	.516	
q2e Satisfied: Develop/improve organizational performance systems	6	0	3.67	4.00	.516	
q2f Satisfied: Apply systems thinking	6	0	3.33	3.00	.516	

q2g Satisfied: Adhere to personal/organizational ethical standards	6	0	3.33	3.50	.816
q2h Satisfied: Analyze/articulate the effect of issues	6	0	3.33	3.00	.516
q2i Satisfied: Anticipate/identify organizational challenges/solutions	6	0	3.33	3.50	.816
q2j Faculty well qualified to teach their respective courses	6	0	3.50	3.50	.548
q2k Faculty made themselves accessible to me	6	0	3.67	4.00	.516
q2l Faculty effective on-line instructors	6	0	3.17	3.00	.753
q2m Staff effectively helped with my educational needs	6	0	3.33	3.00	.516
q2n Student-to-faculty ratio adequately sized	6	0	4.00	4.00	.000
q2o Library/research resources sufficient	6	0	3.67	4.00	.516
q2p Technical resources sufficient	6	0	3.50	3.50	.548
q2q On-line learning sufficient	6	0	3.50	3.50	.548
q2r Program meets my expectations	6	0	3.50	3.50	.548
q2s Made the right choice in selecting FSU's MBA program	6	0	3.67	4.00	.516
q2t Comfortable recommending the program to others	6	0	3.67	4.00	.516
q2u Pleased with my entire FSU experience	6	0	3.67	4.00	.516
q3 Perception of career assistance at Ferris	6	0			
q4 Few items that can improve program's effectivenes	6	0			
q5 Few items that enhance fulfillment of expectations	6	0			
q6 Academic awards	6	0			
q7 Scholarly/creative activities	6	0			
q8 Other accomplishments	6	0			
q9 Employed full-time while earning your MBA	6	0	1.17	1.00	.408
q10 Planning on residing in Michigan	1	5	3.00	3.00	
q10a Residing Other specified	6	0			
q11 Accepted full time	1	5	2.00	2.00	
q12 Job title/industry type	6	0			
q13 By choice	1	5	2.00	2.00	
q14 Salary range	1	5	3.00	3.00	
q15 Difficult to find full time employment	1	5	1.00	1.00	
q16 Additional comments	6	0			

Frequency Table

Graduate 2009 q1a MMBA605

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Haven't Taken	4	66.7	66.7	66.7
	Very Helpful	2	33.3	33.3	100.0
	Total	6	100.0	100.0	

Graduate 2009 q1b MMBA606

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Haven't Taken	4	66.7	66.7	66.7
	Somewhat Helpful	1	16.7	16.7	83.3
	Very Helpful	1	16.7	16.7	100.0
	Total	6	100.0	100.0	

Graduate 2009 q1c MMBA607

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Haven't Taken	4	66.7	66.7	66.7
	Somewhat Helpful	1	16.7	16.7	83.3
	Very Helpful	1	16.7	16.7	100.0
	Total	6	100.0	100.0	

Graduate 2009 q1d MMBA601

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Haven't Taken	1	16.7	16.7	16.7
	Somewhat Helpful	1	16.7	16.7	33.3
	Very Helpful	2	33.3	33.3	66.7
	Extremely Helpful	2	33.3	33.3	100.0
	Total	6	100.0	100.0	

Graduate 2009 q1e MMBA612

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Helpful	1	16.7	16.7	16.7
	Very Helpful	2	33.3	33.3	50.0
	Extremely Helpful	3	50.0	50.0	100.0
	Total	6	100.0	100.0	

Graduate 2009 q1f MMBA625

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Helpful	1	16.7	16.7	16.7
	Very Helpful	2	33.3	33.3	50.0
	Extremely Helpful	3	50.0	50.0	100.0
	Total	6	100.0	100.0	

q1g MISM629

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Helpful	2	33.3	33.3	33.3
	Very Helpful	1	16.7	16.7	50.0
	Extremely Helpful	3	50.0	50.0	100.0
	Total	6	100.0	100.0	

Graduate 2009 q1h MMBA635

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Helpful	3	50.0	50.0	50.0
	Very Helpful	1	16.7	16.7	66.7
	Extremely Helpful	2	33.3	33.3	100.0
	Total	6	100.0	100.0	

Graduate 2009 q1i MMBA710

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Helpful	1	16.7	16.7	16.7
	Very Helpful	2	33.3	33.3	50.0
	Extremely Helpful	3	50.0	50.0	100.0
	Total	6	100.0	100.0	

Graduate 2009 q1j MMBA720

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Helpful	1	16.7	16.7	16.7
	Very Helpful	2	33.3	33.3	50.0
	Extremely Helpful	3	50.0	50.0	100.0
	Total	6	100.0	100.0	

Graduate 2009 q1k MMBA730

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Helpful	1	16.7	16.7	16.7
	Very Helpful	2	33.3	33.3	50.0
	Extremely Helpful	3	50.0	50.0	100.0

		Frequency	Percent	Valid Percent	Cumulative Percent
	Total	6	100.0	100.0	

Graduate 2009 q1l MMBA799

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Helpful	1	16.7	16.7	16.7
	Very Helpful	3	50.0	50.0	66.7
	Extremely Helpful	2	33.3	33.3	100.0
	Total	6	100.0	100.0	

Graduate 2009 q1m MMBA615

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Helpful	1	16.7	16.7	16.7
	Extremely Helpful	5	83.3	83.3	100.0
	Total	6	100.0	100.0	

Graduate 2009 q1n MMBA640

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Helpful	3	50.0	50.0	50.0
	Extremely Helpful	3	50.0	50.0	100.0
	Total	6	100.0	100.0	

Graduate 2009 q1o MMBA705

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Helpful	3	50.0	50.0	50.0
	Extremely Helpful	3	50.0	50.0	100.0
	Total	6	100.0	100.0	

Graduate 2009 q1p MMBA760

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Helpful	2	33.3	33.3	33.3
	Very Helpful	2	33.3	33.3	66.7
	Extremely Helpful	2	33.3	33.3	100.0
	Total	6	100.0	100.0	

Graduate 2009 q1q KDES650

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Haven't Taken	6	100.0	100.0	100.0

Graduate 2009 q1r KDES651

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Haven't Taken	6	100.0	100.0	100.0

Graduate 2009 q1s KDES750

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Haven't Taken	6	100.0	100.0	100.0

Graduate 2009 q1t KDES751

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Haven't Taken	6	100.0	100.0	100.0

Graduate 2009 q1u MISM661

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Haven't Taken	6	100.0	100.0	100.0

Graduate 2009 q1v MISM662

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Haven't Taken	6	100.0	100.0	100.0

Graduate 2009 q1w MISM670

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Haven't Taken	6	100.0	100.0	100.0

Graduate 2009 q1x MISM671

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Haven't Taken	6	100.0	100.0	100.0

Graduate 2009 q1y MISM610

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Haven't Taken	5	83.3	100.0	100.0
Missing	System	1	16.7		
Total		6	100.0		

Graduate 2009 q1z MISM646

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Haven't Taken	4	66.7	80.0	80.0
	Extremely Helpful	1	16.7	20.0	100.0
	Total	5	83.3	100.0	
Missing	System	1	16.7		
Total		6	100.0		

Graduate 2009 q1aa MISM659

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Haven't Taken	6	100.0	100.0	100.0

Graduate 2009 q1ab MISM665

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Haven't Taken	6	100.0	100.0	100.0

Graduate 2009 q2a Satisfied with the quality of instruction

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Agree	3	50.0	50.0	50.0
	Strongly Agree	3	50.0	50.0	100.0

		Frequency	Percent	Valid Percent	Cumulative Percent
	Total	6	100.0	100.0	

Graduate 2009 q2b Satisfied: Plan & conduct business research

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Agree	2	33.3	33.3	33.3
	Strongly Agree	4	66.7	66.7	100.0
	Total	6	100.0	100.0	

Graduate 2009 q2c Satisfied: Function as a virtual team member

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Agree	1	16.7	16.7	16.7
	Strongly Agree	5	83.3	83.3	100.0
	Total	6	100.0	100.0	

Graduate 2009 q2d Satisfied: Analyze/apply performance metrics, etc.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Agree	2	33.3	33.3	33.3
	Strongly Agree	4	66.7	66.7	100.0
	Total	6	100.0	100.0	

Graduate 2009 q2e Satisfied: Develop/improve organizational performance systems

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Agree	2	33.3	33.3	33.3
	Strongly Agree	4	66.7	66.7	100.0
	Total	6	100.0	100.0	

Graduate 2009 q2f Satisfied: Apply systems thinking

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Agree	4	66.7	66.7	66.7
	Strongly Agree	2	33.3	33.3	100.0
	Total	6	100.0	100.0	

q2g Satisfied: Adhere to personal/organizational ethical standards

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Disagree	1	16.7	16.7	16.7
	Somewhat Agree	2	33.3	33.3	50.0
	Strongly Agree	3	50.0	50.0	100.0
	Total	6	100.0	100.0	

Graduate 2009 q2h Satisfied: Analyze/articulate the effect of issues

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Agree	4	66.7	66.7	66.7
	Strongly Agree	2	33.3	33.3	100.0
	Total	6	100.0	100.0	

Graduate 2009 q2i Satisfied: Anticipate/identify organizational challenges/solutions

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Disagree	1	16.7	16.7	16.7
	Somewhat Agree	2	33.3	33.3	50.0
	Strongly Agree	3	50.0	50.0	100.0
	Total	6	100.0	100.0	

Graduate 2009 q2j Faculty well qualified to teach their respective courses

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Agree	3	50.0	50.0	50.0
	Strongly Agree	3	50.0	50.0	100.0
	Total	6	100.0	100.0	

Graduate 2009 q2k Faculty made themselves accessible to me

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Agree	2	33.3	33.3	33.3
	Strongly Agree	4	66.7	66.7	100.0
	Total	6	100.0	100.0	

q2l Faculty effective on-line instructors

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Disagree	1	16.7	16.7	16.7
	Somewhat Agree	3	50.0	50.0	66.7
	Strongly Agree	2	33.3	33.3	100.0
	Total	6	100.0	100.0	

Graduate 2009 q2m Staff effectively helped with my educational needs

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Agree	4	66.7	66.7	66.7
	Strongly Agree	2	33.3	33.3	100.0
	Total	6	100.0	100.0	

Graduate 2009 q2n Student-to-faculty ratio adequately sized

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	6	100.0	100.0	100.0

Graduate 2009 q2o Library/research resources sufficient

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Agree	2	33.3	33.3	33.3
	Strongly Agree	4	66.7	66.7	100.0
	Total	6	100.0	100.0	

Graduate 2009 q2p Technical resources sufficient

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Agree	3	50.0	50.0	50.0
	Strongly Agree	3	50.0	50.0	100.0
	Total	6	100.0	100.0	

Graduate 2009 q2q On-line learning sufficient

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Agree	3	50.0	50.0	50.0
	Strongly Agree	3	50.0	50.0	100.0

Total	*6*	*100.0*	*100.0*	

Graduate 2009 q2r Program meets my expectations

		Frequency	Percent	Valid Percent	Cumulative Percent
	Somewhat Agree	*3*	*50.0*	*50.0*	*50.0*
Valid	Strongly Agree	*3*	*50.0*	*50.0*	*100.0*
	Total	*6*	*100.0*	*100.0*	

Graduate 2009 q2s Made the right choice in selecting FSU's MBA program

		Frequency	Percent	Valid Percent	Cumulative Percent
	Somewhat Agree	*2*	*33.3*	*33.3*	*33.3*
Valid	Strongly Agree	*4*	*66.7*	*66.7*	*100.0*
	Total	*6*	*100.0*	*100.0*	

Graduate 2009 q2t Comfortable recommending the program to others

		Frequency	Percent	Valid Percent	Cumulative Percent
	Somewhat Agree	*2*	*33.3*	*33.3*	*33.3*
Valid	Strongly Agree	*4*	*66.7*	*66.7*	*100.0*
	Total	*6*	*100.0*	*100.0*	

Graduate 2009 q2u Pleased with my entire FSU experience

		Frequency	Percent	Valid Percent	Cumulative Percent
	Somewhat Agree	*2*	*33.3*	*33.3*	*33.3*
Valid	Strongly Agree	*4*	*66.7*	*66.7*	*100.0*
	Total	*6*	*100.0*	*100.0*	

Graduate 2009 q3 Perception of career assistance at Ferris

		Frequency	Percent	Valid Percent	Cumulative Percent
	Help with schedule was very good	*1*	*16.7*	*16.7*	*16.7*
Valid	I already have a career, so I have not sought out any University resources.	*1*	*16.7*	*16.7*	*33.3*
	I have not used any career assistance features at Ferris.	*1*	*16.7*	*16.7*	*50.0*
	I have not utilized.	*1*	*16.7*	*16.7*	*66.7*

		Frequency	Percent	Valid Percent	Cumulative Percent
	Very helpful	1	16.7	16.7	83.3
	Was not aware this was offered.	1	16.7	16.7	100.0
	Total	6	100.0	100.0	

Graduate 2009 q4 Few items that can improve program's effectiveness

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1. taped lectures on-line. 2. powerpoints for each lecture.	1	16.7	16.7	16.7
	In some classes, the assignments were not clear. In on-line classes, instructions should be evaluated to be sure the intent of the project is clearly communicated.	1	16.7	16.7	33.3
	More group interaction. More instructor involvement.	1	16.7	16.7	50.0
	More instructor involvement in discussions or chats.	1	16.7	16.7	66.7
	Offer books that can be viewed online as a PDF file. Unfortunately many students wait until the last minute to order books. If they can view them online as a PDF file, this can limit their chances of missing quiz deadlines during the first weeks of class. This way students can purchase their books and have them ready faster rather than having to wait for them.	1	16.7	16.7	83.3
	Since all my courses were on=line, it would be helpful if some of the instructors gave better instructions for their expectations on deliverables.	1	16.7	16.7	100.0
	Total	6	100.0	100.0	

Graduate 2009 q5 Few items that enhance fulfillment of expectations

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		2	33.3	33.3	33.3
	Integrate more project management courses that effectively teach how to use MS project.	1	16.7	16.7	50.0
	Since all my courses were on=line, it would be helpful if some of the instructors gave better instructions for their expectations on deliverables.	1	16.7	16.7	66.7
	Some projects felt like busy work, and when working full time, this can be irritating.	1	16.7	16.7	83.3
	While I love the flexibility of not having to be at class at a certain time, I think the use of a FEW live Online video lectures where students could ask questions, engage in dialogue with the instructor and other students would be and excellent enhancement.	1	16.7	16.7	100.0
	Total	6	100.0	100.0	

Graduate 2009 q6 Academic awards

	Frequency	Percent	Valid Percent	Cumulative Percent

Valid		*3*	*50.0*	*50.0*	*50.0*
	COB Student Excellence Award 2009	*1*	*16.7*	*16.7*	*66.7*
	I haven't earned any academic awards	*1*	*16.7*	*16.7*	*83.3*
	No scholarships nothing really even thought I kept a 4.0 In here I am a little disapointed.	*1*	*16.7*	*16.7*	*100.0*
	Total	*6*	*100.0*	*100.0*	

Graduate 2009 q7 Scholarly/creative activities

		Frequency	**Percent**	**Valid Percent**	**Cumulative Percent**
Valid		*4*	*66.7*	*66.7*	*66.7*
	I haven't attended any scholarly activities	*1*	*16.7*	*16.7*	*83.3*
	SPE (Society of Plastic Engineers)	*1*	*16.7*	*16.7*	*100.0*
	Total	*6*	*100.0*	*100.0*	

Graduate 2009 q8 Other accomplishments

		Frequency	**Percent**	**Valid Percent**	**Cumulative Percent**
Valid		*3*	*50.0*	*50.0*	*50.0*
	B.S. in Automotive and Heavy Equipment Management	*1*	*16.7*	*16.7*	*66.7*
	I haven't accomplished any other items while at Ferris	*1*	*16.7*	*16.7*	*83.3*
	Just a 4.0 for bachelor's degree and MBA	*1*	*16.7*	*16.7*	*100.0*
	Total	*6*	*100.0*	*100.0*	

Graduate 2009 q9 Employed full-time while earning your MBA

		Frequency	**Percent**	**Valid Percent**	**Cumulative Percent**
Valid	Yes	*5*	*83.3*	*83.3*	*83.3*
	No	*1*	*16.7*	*16.7*	*100.0*
	Total	*6*	*100.0*	*100.0*	

Graduate 2009 q10 Planning on residing in Michigan

		Frequency	**Percent**	**Valid Percent**	**Cumulative Percent**
Valid	Will depend on job offers	*1*	*16.7*	*100.0*	*100.0*
Missing	System	*5*	*83.3*		
Total		*6*	*100.0*		

q10a Residing Other specified

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		6	100.0	100.0	100.0

Graduate 2009 q11 Accepted full time

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	1	16.7	100.0	100.0
Missing	System	5	83.3		
Total		6	100.0		

Graduate 2009 q12 Job title/industry type

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		6	100.0	100.0	100.0

Graduate 2009 q13 By choice

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	1	16.7	100.0	100.0
Missing	System	5	83.3		
Total		6	100.0		

Graduate 2009 q14 Salary range

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	$60,001-$80,000	1	16.7	100.0	100.0
Missing	System	5	83.3		
Total		6	100.0		

Graduate 2009 q15 Difficult to find full time employment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	1	16.7	100.0	100.0
Missing	System	5	83.3		
Total		6	100.0		

Graduate 2009 q16 Additional comments

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		6	100.0	100.0	100.0

Appendix 2.D: Current Students Results

MBA APR...Current Students

Frequencies

Prepared by: Institutional Research & Testing, 04/09

Statistics

	N		Mean	Median	Std. Deviation	
	Valid	Missing	Valid	Missing	Valid	
q1 Anticipated graduation year	62	0	1.97	2.00	.923	
q2a MMBA605	60	2	1.52	1.00	1.142	
q2b MMBA606	61	1	2.08	1.00	1.394	
q2c MMBA607	58	4	1.57	1.00	1.186	
q2d MMBA601	61	1	3.30	3.00	1.070	
q2e MMBA612	61	1	3.49	4.00	1.105	
q2f MMBA625	60	2	3.08	4.00	1.555	
q2g MISM629	61	1	2.34	2.00	1.482	
q2h MMBA635	60	2	2.68	3.00	1.524	
q2i MMBA710	60	2	2.55	3.00	1.588	
q2j MMBA720	61	1	2.03	1.00	1.278	
q2k MMBA730	60	2	1.98	1.00	1.396	
q2l MMBA799	60	2	1.83	1.00	1.416	
q2m MMBA615	60	2	2.25	1.00	1.469	
q2n MMBA640	61	1	2.20	1.00	1.558	
q2o MMBA705	61	1	1.97	1.00	1.426	
q2p MMBA760	61	1	2.00	1.00	1.329	
q2q KDES650	62	0	1.82	1.00	1.563	
q2r KDES651	62	0	1.69	1.00	1.409	
q2s KDES750	62	0	1.60	1.00	1.336	
q2t KDES751	62	0	1.50	1.00	1.184	
q2u MISM661	61	1	1.44	1.00	1.177	
q2v MISM662	61	1	1.34	1.00	.998	
q2w MISM670	61	1	1.36	1.00	.984	
q2x MISM671	61	1	1.34	1.00	.964	
q2y MISM610	61	1	1.23	1.00	.761	
q2z MISM646	61	1	1.21	1.00	.686	
q2aa MISM659	61	1	1.23	1.00	.739	
q2ab MISM665	60	2	1.33	1.00	.968	
q3a Satisfied with the quality of instruction	62	0	3.44	4.00	.643	
q3b Enabling: Plan and conduct business research	60	2	3.48	4.00	.624	
q3c Enabling: Function as a virtual team member	62	0	3.48	4.00	.671	
q3d Enabling: Analyze & apply performance metrics	62	0	3.26	3.00	.700	
q3e Enabling: Develop/improve performance systems	60	2	3.25	3.00	.704	

q3f Enabling: Apply systems thinking	62	0	3.42	3.50	.666
q3g Enabling: Adhere to ethical standards	62	0	3.23	3.00	.734
q3h Enabling: Analyze/articulate the effect of issues	62	0	3.23	3.00	.612
q3i Enabling: Anticipate/identify challenges & solutions	62	0	3.31	3.00	.589
q3j Faculty well qualified to teach respective courses	62	0	3.55	4.00	.592
q3k Faculty make themselves accessible	61	1	3.54	4.00	.743
q3l Faculty are effective on-line instructors	62	0	3.23	3.00	.876
q3m Staff effectively help with my educational needs	62	0	3.52	4.00	.741
q3n The student-to-faculty ratio in is adequate	62	0	3.73	4.00	.485
q3o Library and research resources are sufficient	62	0	3.53	4.00	.671
q3p Technical resources are sufficient	62	0	3.44	4.00	.781
q3q The on-line learning platform is sufficient	62	0	3.26	3.00	.904
q3r The MBA program meets my expectations	62	0	3.27	4.00	.908
q3s I made the right choice	62	0	3.42	4.00	.801
q3t Comfortable recommending the MBA program	61	1	3.44	4.00	.807
q3u Pleased with my entire FSU experience	62	0	3.27	3.00	.793
q4 Perception of career assistance at FSU	62	0			
q5 Improve effectiveness of program	62	0			
q6 Enhance fulfillment of expectations	62	0			
q7 Academic awards	62	0			
q8 Scholarly/creative activities	62	0			
q9 Other accomplishments	62	0			
q10 Additional comments	62	0			

Frequency Table

Current Students **q1 Anticipated graduation year**

		Frequency	Percent	Valid Percent	Cumulative Percent
	2009	22	35.5	35.5	35.5
	2010	24	38.7	38.7	74.2
Valid	2011	13	21.0	21.0	95.2
	2012	2	3.2	3.2	98.4
	2013	1	1.6	1.6	100.0
	Total	62	100.0	100.0	

Current Students **q2a MMBA605**

		Frequency	Percent	Valid Percent	Cumulative Percent
	Haven't Taken	49	79.0	81.7	81.7
Valid	Somewhat Helpful	4	6.5	6.7	88.3
	Very Helpful	5	8.1	8.3	96.7
	Extremely Helpful	2	3.2	3.3	100.0

		Frequency	Percent	Valid Percent	Cumulative Percent
	Total	60	96.8	100.0	
Missing	System	2	3.2		
Total		62	100.0		

Current Students **q2b MMBA606**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Haven't Taken	36	58.1	59.0	59.0
	Not Helpful	1	1.6	1.6	60.7
	Somewhat Helpful	10	16.1	16.4	77.0
	Very Helpful	11	17.7	18.0	95.1
	Extremely Helpful	3	4.8	4.9	100.0
	Total	61	98.4	100.0	
Missing	System	1	1.6		
Total		62	100.0		

Current Students **q2c MMBA607**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Haven't Taken	46	74.2	79.3	79.3
	Not Helpful	1	1.6	1.7	81.0
	Somewhat Helpful	3	4.8	5.2	86.2
	Very Helpful	6	9.7	10.3	96.6
	Extremely Helpful	2	3.2	3.4	100.0
	Total	58	93.5	100.0	
Missing	System	4	6.5		
Total		62	100.0		

Current Students **q2d MMBA601**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Haven't Taken	3	4.8	4.9	4.9
	Not Helpful	11	17.7	18.0	23.0
	Somewhat Helpful	20	32.3	32.8	55.7
	Very Helpful	19	30.6	31.1	86.9
	Extremely Helpful	8	12.9	13.1	100.0
	Total	61	98.4	100.0	
Missing	System	1	1.6		
Total		62	100.0		

Current Students **q2e MMBA612**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Haven't Taken	6	9.7	9.8	9.8
	Not Helpful	2	3.2	3.3	13.1
	Somewhat Helpful	18	29.0	29.5	42.6
	Very Helpful	26	41.9	42.6	85.2
	Extremely Helpful	9	14.5	14.8	100.0
	Total	61	98.4	100.0	
Missing	System	1	1.6		
Total		62	100.0		

Current Students **q2f MMBA625**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Haven't Taken	19	30.6	31.7	31.7
	Not Helpful	1	1.6	1.7	33.3
	Somewhat Helpful	7	11.3	11.7	45.0
	Very Helpful	22	35.5	36.7	81.7
	Extremely Helpful	11	17.7	18.3	100.0
	Total	60	96.8	100.0	
Missing	System	2	3.2		
Total		62	100.0		

Current Students **q2g MISM629**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Haven't Taken	30	48.4	49.2	49.2
	Not Helpful	4	6.5	6.6	55.7
	Somewhat Helpful	8	12.9	13.1	68.9
	Very Helpful	14	22.6	23.0	91.8
	Extremely Helpful	5	8.1	8.2	100.0
	Total	61	98.4	100.0	
Missing	System	1	1.6		
Total		62	100.0		

Current Students **q2h MMBA635**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Haven't Taken	24	38.7	40.0	40.0
	Not Helpful	3	4.8	5.0	45.0

		Frequency	Percent	Valid Percent	Cumulative Percent
	Somewhat Helpful	7	11.3	11.7	56.7
	Very Helpful	20	32.3	33.3	90.0
	Extremely Helpful	6	9.7	10.0	100.0
	Total	60	96.8	100.0	
Missing	System	2	3.2		
Total		62	100.0		

Current Students **q2i MMBA710**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Haven't Taken	29	46.8	48.3	48.3
	Somewhat Helpful	7	11.3	11.7	60.0
	Very Helpful	17	27.4	28.3	88.3
	Extremely Helpful	7	11.3	11.7	100.0
	Total	60	96.8	100.0	
Missing	System	2	3.2		
Total		62	100.0		

Current Students **q2j MMBA720**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Haven't Taken	33	53.2	54.1	54.1
	Not Helpful	7	11.3	11.5	65.6
	Somewhat Helpful	8	12.9	13.1	78.7
	Very Helpful	12	19.4	19.7	98.4
	Extremely Helpful	1	1.6	1.6	100.0
	Total	61	98.4	100.0	
Missing	System	1	1.6		
Total		62	100.0		

Current Students **q2k MMBA730**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Haven't Taken	38	61.3	63.3	63.3
	Not Helpful	1	1.6	1.7	65.0
	Somewhat Helpful	9	14.5	15.0	80.0
	Very Helpful	8	12.9	13.3	93.3
	Extremely Helpful	4	6.5	6.7	100.0
	Total	60	96.8	100.0	
Missing	System	2	3.2		
Total		62	100.0		

Current Students **q2l MMBA799**

		Frequency	**Percent**	**Valid Percent**	**Cumulative Percent**
Valid	Haven't Taken	43	69.4	71.7	71.7
	Somewhat Helpful	7	11.3	11.7	83.3
	Very Helpful	4	6.5	6.7	90.0
	Extremely Helpful	6	9.7	10.0	100.0
	Total	60	96.8	100.0	
Missing	System	2	3.2		
Total		62	100.0		

Current Students **q2m MMBA615**

		Frequency	**Percent**	**Valid Percent**	**Cumulative Percent**
Valid	Haven't Taken	32	51.6	53.3	53.3
	Not Helpful	3	4.8	5.0	58.3
	Somewhat Helpful	7	11.3	11.7	70.0
	Very Helpful	14	22.6	23.3	93.3
	Extremely Helpful	4	6.5	6.7	100.0
	Total	60	96.8	100.0	
Missing	System	2	3.2		
Total		62	100.0		

Current Students **q2n MMBA640**

		Frequency	**Percent**	**Valid Percent**	**Cumulative Percent**
Valid	Haven't Taken	37	59.7	60.7	60.7
	Not Helpful	1	1.6	1.6	62.3
	Somewhat Helpful	2	3.2	3.3	65.6
	Very Helpful	16	25.8	26.2	91.8
	Extremely Helpful	5	8.1	8.2	100.0
	Total	61	98.4	100.0	
Missing	System	1	1.6		
Total		62	100.0		

Current Students **q2o MMBA705**

		Frequency	**Percent**	**Valid Percent**	**Cumulative Percent**
Valid	Haven't Taken	40	64.5	65.6	65.6

		Frequency	Percent	Valid Percent	Cumulative Percent
	Not Helpful	1	1.6	1.6	67.2
	Somewhat Helpful	6	9.7	9.8	77.0
	Very Helpful	10	16.1	16.4	93.4
	Extremely Helpful	4	6.5	6.6	100.0
	Total	61	98.4	100.0	
Missing	System	1	1.6		
Total		62	100.0		

Current Students **q2p MMBA760**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Haven't Taken	36	58.1	59.0	59.0
	Not Helpful	4	6.5	6.6	65.6
	Somewhat Helpful	8	12.9	13.1	78.7
	Very Helpful	11	17.7	18.0	96.7
	Extremely Helpful	2	3.2	3.3	100.0
	Total	61	98.4	100.0	
Missing	System	1	1.6		
Total		62	100.0		

Current Students **q2q KDES650**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Haven't Taken	48	77.4	77.4	77.4
	Somewhat Helpful	1	1.6	1.6	79.0
	Very Helpful	3	4.8	4.8	83.9
	Extremely Helpful	10	16.1	16.1	100.0
	Total	62	100.0	100.0	

Current Students **q2r KDES651**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Haven't Taken	49	79.0	79.0	79.0
	Somewhat Helpful	3	4.8	4.8	83.9
	Very Helpful	3	4.8	4.8	88.7
	Extremely Helpful	7	11.3	11.3	100.0
	Total	62	100.0	100.0	

Current Students **q2s KDES750**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Haven't Taken	51	82.3	82.3	82.3
	Somewhat Helpful	2	3.2	3.2	85.5
	Very Helpful	3	4.8	4.8	90.3
	Extremely Helpful	6	9.7	9.7	100.0
	Total	62	100.0	100.0	

Current Students **q2t KDES751**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Haven't Taken	52	83.9	83.9	83.9
	Somewhat Helpful	2	3.2	3.2	87.1
	Very Helpful	5	8.1	8.1	95.2
	Extremely Helpful	3	4.8	4.8	100.0
	Total	62	100.0	100.0	

Current Students **q2u MISM661**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Haven't Taken	53	85.5	86.9	86.9
	Somewhat Helpful	1	1.6	1.6	88.5
	Very Helpful	3	4.8	4.9	93.4
	Extremely Helpful	4	6.5	6.6	100.0
	Total	61	98.4	100.0	
Missing	System	1	1.6		
Total		62	100.0		

Current Students **q2v MISM662**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Haven't Taken	54	87.1	88.5	88.5
	Somewhat Helpful	2	3.2	3.3	91.8
	Very Helpful	3	4.8	4.9	96.7
	Extremely Helpful	2	3.2	3.3	100.0
	Total	61	98.4	100.0	
Missing	System	1	1.6		
Total		62	100.0		

Current Students **q2w MISM670**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Haven't Taken	53	85.5	86.9	86.9
	Somewhat Helpful	4	6.5	6.6	93.4
	Very Helpful	2	3.2	3.3	96.7
	Extremely Helpful	2	3.2	3.3	100.0
	Total	61	98.4	100.0	
Missing	System	1	1.6		
Total		62	100.0		

Current Students q2x MISM671

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Haven't Taken	53	85.5	86.9	86.9
	Not Helpful	1	1.6	1.6	88.5
	Somewhat Helpful	3	4.8	4.9	93.4
	Very Helpful	2	3.2	3.3	96.7
	Extremely Helpful	2	3.2	3.3	100.0
	Total	61	98.4	100.0	
Missing	System	1	1.6		
Total		62	100.0		

Current Students q2y MISM610

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Haven't Taken	55	88.7	90.2	90.2
	Not Helpful	1	1.6	1.6	91.8
	Somewhat Helpful	3	4.8	4.9	96.7
	Very Helpful	1	1.6	1.6	98.4
	Extremely Helpful	1	1.6	1.6	100.0
	Total	61	98.4	100.0	
Missing	System	1	1.6		
Total		62	100.0		

Current Students q2z MISM646

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Haven't Taken	55	88.7	90.2	90.2
	Not Helpful	1	1.6	1.6	91.8
	Somewhat Helpful	3	4.8	4.9	96.7
	Very Helpful	2	3.2	3.3	100.0

		Frequency	Percent	Valid Percent	Cumulative Percent
	Total	61	98.4	100.0	
Missing	System	1	1.6		
Total		62	100.0		

Current Students **q2aa MISM659**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Haven't Taken	55	88.7	90.2	90.2
	Not Helpful	1	1.6	1.6	91.8
	Somewhat Helpful	2	3.2	3.3	95.1
	Very Helpful	3	4.8	4.9	100.0
	Total	61	98.4	100.0	
Missing	System	1	1.6		
Total		62	100.0		

Current Students **q2ab MISM665**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Haven't Taken	53	85.5	88.3	88.3
	Somewhat Helpful	3	4.8	5.0	93.3
	Very Helpful	2	3.2	3.3	96.7
	Extremely Helpful	2	3.2	3.3	100.0
	Total	60	96.8	100.0	
Missing	System	2	3.2		
Total		62	100.0		

Current Students **q3a Satisfied with the quality of instruction**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Disagree	5	8.1	8.1	8.1
	Somewhat Agree	25	40.3	40.3	48.4
	Strongly Agree	32	51.6	51.6	100.0
	Total	62	100.0	100.0	

Current Students **q3b Enabling: Plan and conduct business research**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Disagree	4	6.5	6.7	6.7
	Somewhat Agree	23	37.1	38.3	45.0
	Strongly Agree	33	53.2	55.0	100.0

		Frequency	Percent	Valid Percent	Cumulative Percent
	Total	60	96.8	100.0	
Missing	System	2	3.2		
Total		62	100.0		

Current Students **q3c Enabling: Function as a virtual team member**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	1.6	1.6	1.6
	Somewhat Disagree	3	4.8	4.8	6.5
	Somewhat Agree	23	37.1	37.1	43.5
	Strongly Agree	35	56.5	56.5	100.0
	Total	62	100.0	100.0	

Current Students **q3d Enabling: Analyze & apply performance metrics**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	1.6	1.6	1.6
	Somewhat Disagree	6	9.7	9.7	11.3
	Somewhat Agree	31	50.0	50.0	61.3
	Strongly Agree	24	38.7	38.7	100.0
	Total	62	100.0	100.0	

Current Students **q3e Enabling: Develop/improve performance systems**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	3.2	3.3	3.3
	Somewhat Disagree	3	4.8	5.0	8.3
	Somewhat Agree	33	53.2	55.0	63.3
	Strongly Agree	22	35.5	36.7	100.0
	Total	60	96.8	100.0	
Missing	System	2	3.2		
Total		62	100.0		

Current Students **q3f Enabling: Apply systems thinking**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	1.6	1.6	1.6
	Somewhat Disagree	3	4.8	4.8	6.5
	Somewhat Agree	27	43.5	43.5	50.0
	Strongly Agree	31	50.0	50.0	100.0

		Frequency	Percent	Valid Percent	Cumulative Percent
	Total	*62*	*100.0*	*100.0*	

Current Students **q3g Enabling: Adhere to ethical standards**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	*2*	*3.2*	*3.2*	*3.2*
	Somewhat Disagree	*5*	*8.1*	*8.1*	*11.3*
	Somewhat Agree	*32*	*51.6*	*51.6*	*62.9*
	Strongly Agree	*23*	*37.1*	*37.1*	*100.0*
	Total	*62*	*100.0*	*100.0*	

Current Students **q3h Enabling: Analyze/articulate the effect of issues**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Disagree	*6*	*9.7*	*9.7*	*9.7*
	Somewhat Agree	*36*	*58.1*	*58.1*	*67.7*
	Strongly Agree	*20*	*32.3*	*32.3*	*100.0*
	Total	*62*	*100.0*	*100.0*	

Current Students **q3i Enabling: Anticipate/identify challenges & solutions**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Disagree	*4*	*6.5*	*6.5*	*6.5*
	Somewhat Agree	*35*	*56.5*	*56.5*	*62.9*
	Strongly Agree	*23*	*37.1*	*37.1*	*100.0*
	Total	*62*	*100.0*	*100.0*	

Current Students **q3j Faculty well qualified to teach respective courses**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Disagree	*3*	*4.8*	*4.8*	*4.8*
	Somewhat Agree	*22*	*35.5*	*35.5*	*40.3*
	Strongly Agree	*37*	*59.7*	*59.7*	*100.0*
	Total	*62*	*100.0*	*100.0*	

Current Students **q3k Faculty make themselves accessible**

		Frequency	Percent	Valid Percent	Cumulative Percent

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	3.2	3.3	3.3
	Somewhat Disagree	3	4.8	4.9	8.2
	Somewhat Agree	16	25.8	26.2	34.4
	Strongly Agree	40	64.5	65.6	100.0
	Total	61	98.4	100.0	
Missing	System	1	1.6		
Total		62	100.0		

Current Students **q3l Faculty are effective on-line instructors**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	4.8	4.8	4.8
	Somewhat Disagree	9	14.5	14.5	19.4
	Somewhat Agree	21	33.9	33.9	53.2
	Strongly Agree	29	46.8	46.8	100.0
	Total	62	100.0	100.0	

Current Students **q3m Staff effectively help with my educational needs**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	1.6	1.6	1.6
	Somewhat Disagree	6	9.7	9.7	11.3
	Somewhat Agree	15	24.2	24.2	35.5
	Strongly Agree	40	64.5	64.5	100.0
	Total	62	100.0	100.0	

Current Students **q3n The student-to-faculty ratio in is adequate**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Disagree	1	1.6	1.6	1.6
	Somewhat Agree	15	24.2	24.2	25.8
	Strongly Agree	46	74.2	74.2	100.0
	Total	62	100.0	100.0	

Current Students **q3o Library and research resources are sufficient**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	1.6	1.6	1.6
	Somewhat Disagree	3	4.8	4.8	6.5
	Somewhat Agree	20	32.3	32.3	38.7

		Frequency	Percent	Valid Percent	Cumulative Percent
	Strongly Agree	38	61.3	61.3	100.0
	Total	62	100.0	100.0	

Current Students **q3p Technical resources are sufficient**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	3.2	3.2	3.2
	Somewhat Disagree	5	8.1	8.1	11.3
	Somewhat Agree	19	30.6	30.6	41.9
	Strongly Agree	36	58.1	58.1	100.0
	Total	62	100.0	100.0	

Current Students **q3q The on-line learning platform is sufficient**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	5	8.1	8.1	8.1
	Somewhat Disagree	4	6.5	6.5	14.5
	Somewhat Agree	23	37.1	37.1	51.6
	Strongly Agree	30	48.4	48.4	100.0
	Total	62	100.0	100.0	

Current Students **q3r The MBA program meets my expectations**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	3.2	3.2	3.2
	Somewhat Disagree	13	21.0	21.0	24.2
	Somewhat Agree	13	21.0	21.0	45.2
	Strongly Agree	34	54.8	54.8	100.0
	Total	62	100.0	100.0	

Current Students **q3s I made the right choice**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	1.6	1.6	1.6
	Somewhat Disagree	9	14.5	14.5	16.1
	Somewhat Agree	15	24.2	24.2	40.3
	Strongly Agree	37	59.7	59.7	100.0
	Total	62	100.0	100.0	

Current Students **q3t Comfortable recommending the MBA program**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	1.6	1.6	1.6
	Somewhat Disagree	9	14.5	14.8	16.4
	Somewhat Agree	13	21.0	21.3	37.7
	Strongly Agree	38	61.3	62.3	100.0
	Total	61	98.4	100.0	
Missing	System	1	1.6		
Total		62	100.0		

Current Students **q3u Pleased with my entire FSU experience**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	1.6	1.6	1.6
	Somewhat Disagree	10	16.1	16.1	17.7
	Somewhat Agree	22	35.5	35.5	53.2
	Strongly Agree	29	46.8	46.8	100.0
	Total	62	100.0	100.0	

Current Students **q4 Perception of career assistance at FSU**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		22	35.5	35.5	35.5
	average	1	1.6	1.6	37.1
	Depends on career path -Where does this service exist at Ferris?	1	1.6	1.6	38.7
	Have not used	1	1.6	1.6	40.3
	Have not utiliaed	1	1.6	1.6	41.9
	I've had minimal exposure so far, so really have no perception yet	1	1.6	1.6	43.5
	I am employed by the University currently so I do not have experience in this category.	1	1.6	1.6	45.2
	I am not sure for my level of experience (20 years) that career assistance can really help me. They are perhaps better equipped to assist those with lower level of experience/freshers.	1	1.6	1.6	46.8
	I currently love the job that I have and I went to the job fair to make that initial contact.	1	1.6	1.6	48.4
	I did not utilize this service.	1	1.6	1.6	50.0
	I do not know since I have not used this option.	1	1.6	1.6	51.6
	I don't know anything about it.	1	1.6	1.6	53.2
	I don't really have an anwser for that. FSU teaches you how to learn out of books but I dont feel they teach you how to find jobs.	1	1.6	1.6	54.8
	I found it difficult to locate.	1	1.6	1.6	56.5

I have got good career assistance at ferris state university. I am totally satisfied.	1	1.6	1.6	58.1
I have had no career assistance from Ferris State University	1	1.6	1.6	59.7
I have never used FSU's career assistance. I'm not even sure what this is?	1	1.6	1.6	61.3
I have not had the opportunity to experience career assistance.	1	1.6	1.6	62.9
I have not heard mention of career assistance whist at Ferris State University.	1	1.6	1.6	64.5
I have not used Career Assistance	1	1.6	1.6	66.1
I have not used career assistance but I know it is available.	1	1.6	1.6	67.7
I have not used career assistance. I receive the mass e-mails and it appears programs are in place to offer assistance.	1	1.6	1.6	69.4
I have not utilized career assistance at Ferris State.	1	1.6	1.6	71.0
I have not worked with career assistance	1	1.6	1.6	72.6
I haven't used the office, but my perception is they are very helpful.	1	1.6	1.6	74.2
I haven't utilized the resources available to have an opinion.	1	1.6	1.6	75.8
I havent used it	1	1.6	1.6	77.4
I know there is a program; however I am unsure of the resources available to graduate level students. It is my understanding that they will be more directed towards undergraduate students.	1	1.6	1.6	79.0
I think the career assistance at Ferris State is useful.	1	1.6	1.6	80.6
I would have liked a little more direction at the beginning. I was just sent a checksheet of the courses I needed to take and that was the end of it.	1	1.6	1.6	82.3
It does not seem to target the students in the graduate programs. The majority of their e-mails are about internships and oncampus recruiting. Neither of these issues are important to me as a graduate student. Instead I think that job opportunities would be more helpful.	1	1.6	1.6	83.9
It prepares people for the business world. Some of the concepts and ideas has made me think. Leadership roles have been more refined and developed.	1	1.6	1.6	85.5
No experience or perception	1	1.6	1.6	87.1
No impression. Don't need career assistance.	1	1.6	1.6	88.7
Not good. I'm not seeing anything that would make me recommend the Career Services department to anyone in this program.	1	1.6	1.6	90.3
Other then job fairs, I am unaware of career assistance programs.	1	1.6	1.6	91.9
Overall I feel that Ferris is limited in its career assistance. Specific programs have better career assistance opportunities.	1	1.6	1.6	93.5
The regular e-mails and updates about career days and internships are helpful and are more effort than I've seen at some other schools.	1	1.6	1.6	95.2
unknown	1	1.6	1.6	96.8
Very good, Shannon does a great job!	1	1.6	1.6	98.4
We receive emails of upcoming job/career fairs, but no guidance on interview skills or career development to determine our strengths or potential jobs. I'm not aware of any other career service assistance.	1	1.6	1.6	100.0
Total	62	100.0	100.0	

Current Students **q5 Improve effectiveness of program**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		20	32.3	32.3	32.3
	1. I was satisfied with about half the courses where the instructor provided insight and feedback on assignment and discussions. The other half, we just received grades and while dialogue among classmates is good, I was left uncertain about who might be right or who was wrong. Online discussions are useful, but I would like to see the instructor participate.	1	1.6	1.6	33.9
	1. some classes could pin point job specific learning modules 2. team excercies could have better platforms	1	1.6	1.6	35.5
	Add a live conferencing system to allow for the interactive use of voice and documents.	1	1.6	1.6	37.1
	Advertising; outside of being a graduate of Ferris State, I was unaware that Ferris offered a graduate studies program, specifically for business. I was unaware until I attended the school.	1	1.6	1.6	38.7
	Allow for more group and individual projects. Not many people have the experience of working in teams. Provide more leadership tools for education.	1	1.6	1.6	40.3
	At this time, I dont feel that I can list a few items that can improve the effectiveness of the MBA programs due to the fact that I have only taken two courses.	1	1.6	1.6	41.9
	Better descriptions of what the course content is about. KDES651 Design Communication Management is not a communication class. It is a field study for ethnographic research.	1	1.6	1.6	43.5
	better online chat rooms/gathering areas for teams to meet. I find the FerrisConnect chat rooms to be ineffective and essentially useless	1	1.6	1.6	45.2
	Better team environment -Deliverables over daily assignments - Responsive and accomodating staff	1	1.6	1.6	46.8
	Better team mambers. There is too much dead weight in this program with coat tail riders./	1	1.6	1.6	48.4
	Even though the program is geared toward manufacturing it would be nice to have some courses focused on service organizations because the odds are people won't always work in manufacturing environment - like me for instance	1	1.6	1.6	50.0
	Having the option of lecture classes on campus or at off-site locations would be helpful. Online learning can be difficult for some students.	1	1.6	1.6	51.6
	I've only taken one MBA class, so I really don't know.	1	1.6	1.6	53.2
	I believe only the online learning platform i.e. ferrisconnect should be improved. It takes very long time to open when click on any link under ferrisconnect. It is very difficult for them specially who have slow internet connection.	1	1.6	1.6	54.8
	I believe there is a gap of experiences that occur with a student that continues their education right after their bachelors. Anything hands on would benefit those students. Physically seeing different leaders and studying them academically or hands on team project or anything that can assist them with making the connection to a career and not a job.	1	1.6	1.6	56.5
	I think the MBA program follows the course descriptions, I was disappointed in several of the MISM courses though.	1	1.6	1.6	58.1

I would recommend more review of the publications used for classes. When a publication is out of print, I would suggest replacing the book.	*1*	*1.6*	*1.6*	*59.7*
Incorporating Skype or webinar type presentations in addition to reading. The courses seem to focus very heavily on the MBNQA award/criteria. I've heard from some in the field that this is outdated. Perhaps courses should balance the MBNQA with other measures of organizational success and efficiency. For instance, I've used the ShareFoods and GeoWeb/GeoOrb case study for mulitple classes to the point of exhaustion.	*1*	*1.6*	*1.6*	*61.3*
Make each course unquie rather than just formulating other class material to meet course objectives (i.e. don't have just have same assignments with different topic headings-not very engaging to keep doing the same assignments for different classes).	*1*	*1.6*	*1.6*	*62.9*
Make sure the professors are "practicing what they are preaching". Making sure teaching methods are innovative, purposeful and well structured.	*1*	*1.6*	*1.6*	*64.5*
More direction from Graduate Department.	*1*	*1.6*	*1.6*	*66.1*
More even workload across classes-some require a lot of work over the week, others only require a few hours. Professors teaching topics-all of my classes have required reading a text book and completing assignements or group discussion, there has been no imput by the professors of what is important or examples that tie into real life	*1*	*1.6*	*1.6*	*67.7*
More feedback on expectations and projects.	*1*	*1.6*	*1.6*	*69.4*
More Global Classes Longer weeks for a class More choice for when they are avaialble	*1*	*1.6*	*1.6*	*71.0*
More of the courses should be offered in a mixed format that provides the option of occasional on site classwork and face-to-face interaction with professors and students. U of M does this now. There should be less focus on website reviews and writing papers and more work that simulates work from the business environment. The program has several talented and well-qualified professors, but I also encountered several who were quite lacking. Would like to see more professors with well-regarded degrees and well-rounded experience.	*1*	*1.6*	*1.6*	*72.6*
More Real-World Focus, More Industry Collaboration, AASCB certification. There should be a "traditional MBA" option/stream.	*1*	*1.6*	*1.6*	*74.2*
Most of the professors I have had to date are fully capable of functioning in an online environment. However, a few are not. More training for the few would make a more effective program. Items of concern were tact with student communication and lack of communication. This has really only happened with one instructor, so overall the program's professors are effective.	*1*	*1.6*	*1.6*	*75.8*
Not sure	*1*	*1.6*	*1.6*	*77.4*
Nothing that I can think of.	*1*	*1.6*	*1.6*	*79.0*
Some professors should not teach on-line courses.	*1*	*1.6*	*1.6*	*80.6*
Quality of Instructors, possible 15 week options for some courses	*1*	*1.6*	*1.6*	*82.3*
response time on on-line courses, specifically grading on timely basis & response to student within 24 hours. Applies to weekends also as a lot of the work is done on the weekend.	*1*	*1.6*	*1.6*	*83.9*

	Scrap Baldrige in favor of ITIL, Sigma or other ****MARKETABLE**** methodology. Do a search for "Baldrige" on a job search engine...VERY few results.	*1*	*1.6*	*1.6*	*85.5*
	Some faculty members are truely committed to the growth and development of students. This is apparent in their interaction with the group and the feedback provided. Alternately, I have had several faculty members who seem disinterested in the students. It shows in their responses and their delayed grading.	*1*	*1.6*	*1.6*	*87.1*
	Some instructors need to provide more communication and be clear on the directions of an assignment.	*1*	*1.6*	*1.6*	*88.7*
	Standardization of the work load across classes. I have had 2 instructors that put extremely little into the course (no instruction, no feedback, just a few assignments with no explanations or reasons for the grading). My other instructors have been very professional, highly responsive, student oriented, enthused about their topics and very hard working; it was clear they put alot of effort into their classes and making sure the students learned the information.	*1*	*1.6*	*1.6*	*90.3*
	The most pivotal consideration I would suggest the COB make is around the life stage of the students. Might it be possible to add a caveat to the program so that one would need at least two years of practical work experience before applying? Some of the students I've been in classes with haven't even finished the last semester of their undergrad degrees. In and of itself, there's nothing wrong with this. However, it's been clear that for some of them, the focus is still on the Thursday to Sunday party scene than the adult responsibilities of life. The goals of someone who's been in their industry for over a decade and the goals of the local frat boy seem to be worlds apart, and time is wasted.	*1*	*1.6*	*1.6*	*91.9*
	The on-line experience should constantly be approved upon.	*1*	*1.6*	*1.6*	*93.5*
	The option of taking full semester courses would be appreciated. It would benefit employed students that need to stretch projects out a little longer.	*1*	*1.6*	*1.6*	*95.2*
	Try to cover to much material in 7 weeks.	*1*	*1.6*	*1.6*	*96.8*
	Video Conferencing capabilities added to Ferris Connect for online group projects.	*1*	*1.6*	*1.6*	*98.4*
	While I appreciate the online classes and their flexibility, more face to face learning would be helpful.	*1*	*1.6*	*1.6*	*100.0*
	Total	62	*100.0*	*100.0*	

Current Students **q6 Enhance fulfillment of expectations**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		*33*	*53.2*	*53.2*	*53.2*
	An online newsletter about lectures, conferences, career opportunities for MBA students could be beneficial.	*1*	*1.6*	*1.6*	*54.8*
	At this time, I dont feel that I can list a few items that can improve the effectiveness of the MBA programs due to the fact that I have only taken two courses.	*1*	*1.6*	*1.6*	*56.5*
	change keeps occuring with the on-line format, student input could be applied more in this area.	*1*	*1.6*	*1.6*	*58.1*

Education wise I am satisfied. I don't feel anything.	1	1.6	1.6	59.7
I believe I could have more fulfilling learning experience if the number of required materials to read was decreased. I understand the importance, but balanced with real workloads (50-60hrs/wk)(add on children and variations)it is unrealistic to assume students have the time necessary to complete extensive reading. Perhaps, an alternative method for information delivery could be implemented.	1	1.6	1.6	61.3
I have not progressed far enough into the program to determine this.	1	1.6	1.6	62.9
I like the sharing of ideas. Research isn't as important. I want to debate in a academic environment. Giving feedback and receiving feedback on your feedback I feel is important. Perceptions play a large role in a corporate environment. Office politics may not be a horrible course.	1	1.6	1.6	64.5
I think a few more traditional classes (in classrooms) would better balance the program. Although I know that the internet format is a huge selling point, I also believe that there are advantages to a traditional classroom.	1	1.6	1.6	66.1
I wasn't sure what to expect starting a fully on-line learning experience. So far, I am satisfied with the experience.	1	1.6	1.6	67.7
It isn't helpful to me to have Malcolm Baldridge criteria integrated into everything because the service organization I belong to don't use them.	1	1.6	1.6	69.4
Keeping the information current and relevant. The Global Issues class did this VERY WELL, but most other classes seemed to rely on pre-existing material rather than current issues, examples or texts.	1	1.6	1.6	71.0
Make courses less about "busywork" and more applicable to real life.	1	1.6	1.6	72.6
Make each course unique, and try to henance the use of Six Sigma rather than just reference to it here and there(possibly add a Six Sigma course).	1	1.6	1.6	74.2
Making the classes so you can take them any semester Having more marketing involved in them	1	1.6	1.6	75.8
More applications that require direct experience.	1	1.6	1.6	77.4
More connections to past classes and how this will impact our futures.	1	1.6	1.6	79.0
More direction and communication from the Graduate Department.	1	1.6	1.6	80.6
More instructor/student interaction and better layout for ferris connect	1	1.6	1.6	82.3
More out of class time. More papers and less weekly assignments. Focus more on the theories of business. Allow for more in depth discussion and do away with quizzes.	1	1.6	1.6	83.9
More professor involvement	1	1.6	1.6	85.5
More stringent entrance requirements.	1	1.6	1.6	87.1
Nothing that I can think of.	1	1.6	1.6	88.7
Overall, the FSU MBA program has meet all my expectations.	1	1.6	1.6	90.3
Taking in to consideration the economic empact but more employers brought in seeking the students with higher levels of education	1	1.6	1.6	91.9
The concentration on the Malcolm Baldridge criteria should be scaled back. It was important in the 1980's but with the advancement in quality systems it is no longer relevant.	1	1.6	1.6	93.5

	Frequency	Percent	Valid Percent	Cumulative Percent
The Ferris Connect site is awful and difficult to use. I think the whole dashboard for these on-line classes should be more user-friendly and not so crowded with information. Why do we have to log in twice with MyFSU and then again with Ferris Connect?	*1*	*1.6*	*1.6*	*95.2*
The Q5 answer applies here as well.	*1*	*1.6*	*1.6*	*96.8*
To be more competitive Ferris should pursue the AACSB accreditation for this program. This is the number one factor that would add value and fulfill my expectations.	*1*	*1.6*	*1.6*	*98.4*
Wonder if FSU can somehow affiliate themselves with The Balanced Scorecard Institute to offer virtual learning programs.	*1*	*1.6*	*1.6*	*100.0*
Total	*62*	*100.0*	*100.0*	

Current Students **q7 Academic awards**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		*46*	*74.2*	*74.2*	*74.2*
	2005 Outstanding Student Award	*1*	*1.6*	*1.6*	*75.8*
	Academic honors - highest distinction	*1*	*1.6*	*1.6*	*77.4*
	As an undergraduate-President's scholarship, dean's list for 7 semesters As a graduate student-none	*1*	*1.6*	*1.6*	*79.0*
	COB Student Excellence award 2009	*1*	*1.6*	*1.6*	*80.6*
	Dean's List -College of Business Excellence Award -Ewigleben Scholarship -Brian Chapman Scholarship	*1*	*1.6*	*1.6*	*82.3*
	Dean's List Amy Ament Scholarship	*1*	*1.6*	*1.6*	*83.9*
	Dean's List, 4.0	*1*	*1.6*	*1.6*	*85.5*
	FSU Undergrad: College of Business Excellence Award Ferris State University Alumni Scholorship	*1*	*1.6*	*1.6*	*87.1*
	I earned many scholarships and recognition as an undergrad. I don't feel that I have the same opportunities as a grad student.	*1*	*1.6*	*1.6*	*88.7*
	I have not received any scholarships/fellowships/academic awards while at Ferris. I have not received much information regarding awards at the graduate level.	*1*	*1.6*	*1.6*	*90.3*
	Many, all during undergrad.	*1*	*1.6*	*1.6*	*91.9*
	No awards have been earned as of yet, as I am completing my first semester.	*1*	*1.6*	*1.6*	*93.5*
	None	*1*	*1.6*	*1.6*	*95.2*
	Residential life scholarship Athletic scholarship	*1*	*1.6*	*1.6*	*96.8*
	Transfer Scholarship when I came as a undergraduate sophomore	*1*	*1.6*	*1.6*	*98.4*
	Wasn't able to apply for scholorships based on my parents income.	*1*	*1.6*	*1.6*	*100.0*
	Total	*62*	*100.0*	*100.0*	

Current Students **q8 Scholarly/creative activities**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		*51*	*82.3*	*82.3*	*82.3*

	1996 Distinguished Staff	*1*	*1.6*	*1.6*	*83.9*
	As an undergratuate-Honors Program Senior Symposium As a graduate student-none	*1*	*1.6*	*1.6*	*85.5*
	I am on the CIS advisory board.	*1*	*1.6*	*1.6*	*87.1*
	I attended the West Michigan Sustainable Business Forum in February 2009.	*1*	*1.6*	*1.6*	*88.7*
	I have not had an opportunity to participate in scholarly/creative activities.	*1*	*1.6*	*1.6*	*90.3*
	I was in the Honors Convocation in March 09.	*1*	*1.6*	*1.6*	*91.9*
	In the undergrade I went to New Orleans for the yearly conference for American Marketing Association. We competed in some events. I was a memember of AMA, i particpated in lots of Community Service events	*1*	*1.6*	*1.6*	*93.5*
	None	*1*	*1.6*	*1.6*	*95.2*
	Participated in Michigan Quality Council's Baldrige Assessment 2008, and continuing in 2009.	*1*	*1.6*	*1.6*	*96.8*
	research intern for Dr. Topcu in the past for capacity limitaions.	*1*	*1.6*	*1.6*	*98.4*
	too many to list. Maybe have a place for grdauates to attach vitae and resumes.	*1*	*1.6*	*1.6*	*100.0*
	Total	*62*	*100.0*	*100.0*	

Current Students **q9 Other accomplishments**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		*48*	*77.4*	*77.4*	*77.4*
	4 - year letterman for Women's Golf	*1*	*1.6*	*1.6*	*79.0*
	Academic Honors Convocation.	*1*	*1.6*	*1.6*	*80.6*
	Accomplishing fully on-line graduate level classes while succesfully working full-time and raising a family is a big accomplishment for me right now.	*1*	*1.6*	*1.6*	*82.3*
	As an undergraduate-RSO eboard member for two years As a graduate student-none	*1*	*1.6*	*1.6*	*83.9*
	B.S. in Automotive and Heavy Equipment Management	*1*	*1.6*	*1.6*	*85.5*
	Bacholors degree	*1*	*1.6*	*1.6*	*87.1*
	Dean's Lists 4.0 GPA during 07-08	*1*	*1.6*	*1.6*	*88.7*
	Establishing a single call tracking solution for the university. Placing an IT radio communication center. Deployment of a Balanced Scorecard for university desktop support. Leading and maintaining customer assessment, analysis, and resulting service adjustments to improve customer service.	*1*	*1.6*	*1.6*	*90.3*
	I am currently employed by Ferris State and have seen my job responsibilities increase as I have utilized many of the things I have learned in the MBA program.	*1*	*1.6*	*1.6*	*91.9*

	I am proud of my position with Ferris State University. In 2004, I was hired as an Admissions Officer for Kendall College of Art and Design. In 2006, I was promoted to Coordinator of Student Support Services. At the same time I was applying for the MBA program, I was appointed to a newly created position at Kendall as the Coordinator of Student Activities. It is a delight to work with creative, driven students on a regular basis. The student life at Kendall has significantly increased and many of the events I coordinate with them have received positive media coverage. Today, one of our larger projects (Canstruction - a Salvation Army benefit and sculptural project) was noted in the University Wide Notices becuase of it's appearance on WoodTV8 in Grand Rapids. The project also appeared on WXMI Fox 17, WMMT 3, WZZM 13 (Take 5), WGVU radio with Shelly Irwin, GR Legal News, GR Business Journal and WLHT 95.7. The project partnered local design firms with students.	*1*	*1.6*	*1.6*	*93.5*
	Is this a trick question? With working a full-time job, and trying to fit in grad school at night, and on the weekends, who has time to accomplish anything else?	*1*	*1.6*	*1.6*	*95.2*
	see Q8	*1*	*1.6*	*1.6*	*96.8*
	Undergrad: Music Industry Management Vice President (2006), President (2007) Autumn Alive Production Manager (2007)	*1*	*1.6*	*1.6*	*98.4*
	Was made aware of the Michigan Quality Council- very happy to now be a board examiner for them.	*1*	*1.6*	*1.6*	*100.0*
	Total	*62*	*100.0*	*100.0*	

Current Students **q10 Additional comments**

			Frequency	Percent	Valid Percent	Cumulative Percent
Valid			*45*	*72.6*	*72.6*	*72.6*
	Although I am glad I am back in school, it is the toughest thing I have ever done. The workload is much heavier than I expected, and I am worried that I might have to drop out before I finish next year. With the economy the way it is, my job definitely is coming first right now.		*1*	*1.6*	*1.6*	*74.2*
	As a graduate student I do not feel any connection to Ferris. My classes are all online so the only resources that I use are MyFSU, FerrisConnect, and the FLITE databases. I do not know anything about what is going on at Ferris.		*1*	*1.6*	*1.6*	*75.8*
	Great professors. Somewhat lukewarm classmates. Poor career services.		*1*	*1.6*	*1.6*	*77.4*
	Happy with my FSU experience- let another person know who is interested in performance metrics- she has now enrolled in FSU's MBA program. Very happy with the instructors		*1*	*1.6*	*1.6*	*79.0*
	I'm not THAT smart to have a 3.9+ GPA halfway through the program with as relatively little effort as I've made. I've kept up my end in group work, but the assignments are more fluff than substance. Instructors should CHALLENGE students more.		*1*	*1.6*	*1.6*	*80.6*
	I am surprised that their are not on-line lectures presented by the faculty.		*1*	*1.6*	*1.6*	*82.3*

I am very satisfied with the professors. They all are very helpful and available when needed. I would suggest changes to the technical support that is available. It is difficult when I call for help and I already know more about what I need help with than the person on the other end of the phone. While I realize that access to additional databases for the library are very expensive, I would suggest making the investment. I frequently find that I cannot find what I need when doing research and have to access databases from other sources.	*1*	*1.6*	*1.6*	*83.9*
I feel that some more class time in the program would benefit this program greatly. All online programs seem to lack prestige. Spending some more time with the instructors would improve my experience in the program.	*1*	*1.6*	*1.6*	*85.5*
I have done two courses from ferris state university - MS-ISM and MBA and got excellent experience. Now based on that I am looking a job in USA as well India and I am hoping I will get very good job. Thank you.	*1*	*1.6*	*1.6*	*87.1*
In the Performance Metric Systems class, the information should be a little more manageable. I found myself just trying to get the work done, without truly gaining and retaining the knowledge. There was a lot of busy work, and it could have been managed a little better.	*1*	*1.6*	*1.6*	*88.7*
My employer cancelled tuition reimbursement while I was in the program. Providing students with a fact sheet specifically geared towards grad students during the first class would be beneficial. There was Financial Aid documents, but a simple outline of what is available just to grad students would be great.	*1*	*1.6*	*1.6*	*90.3*
Overall, excellent instructors and staff that are willing to go above and beyhond to help students succeed!	*1*	*1.6*	*1.6*	*91.9*
Professor XXX is not qualified to be teaching at the Masters level. For a MBA professor, he is unorganized and his classes are not structured well. His courses seem to lack purpose and have superficial connections to the required text and learning material.	*1*	*1.6*	*1.6*	*93.5*
Shannon Yost does a wonderful job keeping the students on track for graduation. It has been great to have such special attention from the program admin who can handle things like scheduling, etc.	*1*	*1.6*	*1.6*	*95.2*
The faculty and staff at FSU have been extremely helpful to me. It is refreshing to know that even as an online learner I can get all the assistance I need to further my educational experience.	*1*	*1.6*	*1.6*	*96.8*
The instruction I have received in the MBA program has increased my understanding of how a business operates and what factors need to be considered. I feel much more confident offering suggestions for improvement in my work location. Before, I would propose what "I think will work.."; now I can say, "I am sure this will work, and this is why...". The program makes a dramatic difference in your thought processes and perspective, when considering issues and circumstances in every area of life.	*1*	*1.6*	*1.6*	*98.4*
This is a good program.	*1*	*1.6*	*1.6*	*100.0*
Total	*62*	*100.0*	*100.0*	

Appendix 2.F: Advisory Board Results

Advisory Board **q1a Meeting agendas are appropriate**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Agree	1	50.0	50.0	50.0
	Strongly Agree	1	50.0	50.0	100.0
	Total	2	100.0	100.0	

Advisory Board **q1b Member time is used wisely**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Agree	1	50.0	50.0	50.0
	Strongly Agree	1	50.0	50.0	100.0
	Total	2	100.0	100.0	

Advisory Board **q1c Suggestions from members are encouraged**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	2	100.0	100.0	100.0

Advisory Board **q1d Member input is appropriately considered and utilized**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Agree	1	50.0	50.0	50.0
	Strongly Agree	1	50.0	50.0	100.0
	Total	2	100.0	100.0	

q1e Members are well-informed

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Agree	2	100.0	100.0	100.0

Advisory Board **q1f Members are knowledgeable about the management field**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	2	100.0	100.0	100.0

Advisory Board **q1g Meets often enough**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Agree	1	50.0	50.0	50.0
	Strongly Agree	1	50.0	50.0	100.0
	Total	2	100.0	100.0	

Advisory Board **q2a High quality of instruction in the MBA courses**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	1	50.0	50.0	50.0
	Don't Know	1	50.0	50.0	100.0
	Total	2	100.0	100.0	

Advisory Board **q2b The curriculum reflects what is needed to be successful**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	2	100.0	100.0	100.0

q2c Program outcomes are relevant and appropriate

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Agree	1	50.0	50.0	50.0
	Don't Know	1	50.0	50.0	100.0
	Total	2	100.0	100.0	

Advisory Board **q2d Graduates have the skills and expertise needed**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	1	50.0	50.0	50.0
	Don't Know	1	50.0	50.0	100.0
	Total	2	100.0	100.0	

Advisory Board **q2e The employment prospects for graduates are positive**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Disagree	1	50.0	50.0	50.0
	Strongly Agree	1	50.0	50.0	100.0
	Total	2	100.0	100.0	

Advisory Board **q2f Facilities/equipment are appropriate and adequate**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	1	50.0	50.0	50.0
	Don't Know	1	50.0	50.0	100.0
	Total	2	100.0	100.0	

q2g Professors are knowledgeable

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	1	50.0	50.0	50.0
	Don't Know	1	50.0	50.0	100.0

		Frequency	Percent	Valid Percent	Cumulative Percent
	Total	2	100.0	100.0	

Advisory Board **q2h I am comfortable recommending the program to others**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Agree	1	50.0	50.0	50.0
	Strongly Agree	1	50.0	50.0	100.0
	Total	2	100.0	100.0	

Appendix 3.F: Sample Syllabus

MMBA625 – Organizational Leadership and Corporate Citizenship

Spring 2009

Prof. Maureen Heaphy, Ph.D. - Ferris State University   last update 1/4/09

The course officially begins January 12 and ends February 28, 2009

Contact Information:
Prof. Maureen Heaphy Ph.D. (Pronounced Hēfē)
The course material is available on **FerrisConnect**.
Office Hours are Tuesday Noon – 4:00 PM, by appointment, and via FerrisConnect e-mail.
Office Telephone: 231-591-3156
E-Mail: FerrisConnect (If unable to access that then use heaphym@ferris.edu)

Office: Maureen Heaphy, Ph.D.
                                  IRC 212D
                                  IRC is the Interdisciplinary Resource Center immediately
                                  north of the College of Business building
                                  Ferris State University
                                  Big Rapids, MI 49307
My motto: Questions are welcome. I strive to meet the MBA service standard which is to answer all questions within 24 hours (even on weekends).

Course Description:
The concepts of effective leadership will be developed within the framework of a performance-metric-based organization. Differences in leadership style between traditional and performance-metric-based organizations will be explored. The role of the organization as an effective corporate citizen will be considered. An independent project will be required.

Course Goals:
Upon successful completion of this course, participants will be able to do the following (where *SSK means authors: Shriberg, Shriberg, Kumari and SW means authors:* **Savitz and Weber**)
  1. Describe the characteristics of effective leadership systems; <u>assessment:</u> identify strengths and areas for improvement in Leadership using a Baldrige case study; write an analysis of leadership and TQM (p:157 SSK); discuss leadership system in context of sustainability (del 15 SW)
  2. Understand the concept of organizational values, and effective strategies for deploying them throughout an organization; <u>assessment:</u> using Baldrige definitions of Leadership System critique an organization; research three leaders;

3. Describe methods and strategies for communicating values, directions, and expectations to employees; assessment: given a business scenario involving breakdown of communication answer three questions (p: 86 SSK); given a business scenario, apply various leadership approaches (p: 177 SSK).
4. Describe effective strategies for creating an environment of empowerment, innovation, organizational agility, and employee and organizational learning; assessment: describe motivational environment (p: 57 SSK); describe teams and leadership (p: 160 SSK).
5. Describe effective methods and strategies for assessing organizational performance, capabilities, and success, competitive performance, progress toward goals, and the organization's ability to meet changing organizational needs; assessment: research paper (12 pages or longer); given a business scenario with specific goals, describe how to address the situation (p:73 SSK).
6. Select key performance indicators that predict and assess organizational success; assessment: identify strengths and areas for improvement in leadership results portion of a Baldrige case study.
7. Describe a process for performing an organizational review and mechanisms and strategies for translating findings into opportunities for improvement and innovation and deploying them throughout the organization to promote organizational alignment; assessment: research paper (minimum 12 pages);
8. Describe effective strategies to be a good corporate citizen; assessment: identify strengths and areas for improvement in Social Responsibility using a Baldrige case study; Sustainability Managers job description (del 16 SW)
9. Understand the concept of ethical conduct and behavior in business with all stakeholders and the need for leaders to model this behavior; assessment: description of how to build a reputation for ethical behavior (p: 36 SSK); identify strengths and areas for improvement in Social Responsibility using a Baldrige case study; review two "ethicist" podcasts.
10. Describe successful strategies for company involvement in key communities; assessment: identify strengths and areas for improvement in Social Responsibility using a Baldrige case study; Triple bottom line stockholders report (del 17 SW).

FerrisConnect:
You need to access FerrisConnect courses at https://fsuvista.ferris.edu.
As an alternate you may go to MyFSU Portal. Log in to MyFSU, select the My Academics tab, and then "Click here to:" under My Courses. Click on the link to your course and log into FerrisConnect using your FSU Computing ID and Password

Required Textbooks:
Practicing Leadership Principle and Applications 3rd Edition
Authors: Arthur Shriberg, David Shriberg, Richa Kumari
Publisher: John Wiley & Sons, Inc.
ISBN: 0471656623

The Triple Bottom Line
Author: Andrew Savitz and Karl Weber

Publisher: Josey-Bass
ISBN 13: 9780787979072

You will need a current copy of Adobe Acrobat Reader which is free at https://acrobat.com to be able to read the PDF files.

Grades:
==Expect to spend approximately 15 - 20 hours per week on this accelerated class.== Points for each assignment are indicated with the deliverable. The points total 500. Late postings in the FerrisConnect discussion room or blog will **not** be accepted. Other assignments will lose **five points** for each <u>day</u> they are late. You each have one "get out of trouble" coupon which gives you a 2 day extension on assignments that week other than those done in teams or blogs which are deliverable 7, 8, 15, or 18. You may use this coupon one time during the class.

All work must be submitted and be scored above 50% in order to receive a passing grade for the course. This will prevent someone from doing great on most assignments, skip an assignment, and settle for a grade of C.

The MBA policy does not allow for iterations of homework assignments whether the iteration takes place before or after the homework due date. This policy was developed for three reasons. First, all students must receive the same treatment; meaning that all should have the same opportunity to redo their homework until it is correct. Secondly, the learning curve is reduced for students as they only aim to appease the instructor's comments. Lastly, and probably of most interest to students, is the fact that if a review is done prior to actual submission raises the expectations of the instructor to anticipate near perfection

<u>**Course Grading Scale**</u>

Percent	94 – 100	90 – 93	87 – 89	84 – 86	80 – 83	77 – 79	74 – 76	70 – 73
Grade	A	A-	B+	B	B-	C+	C	C-

67 – 69	64 – 66	60 – 63	Below 60
D+	D	D-	F

There is a Grading Form for each homework assignment. Look on the Homepage under "Course Material." You should review the form before doing the homework.

	Deliverable	Grading Form	Points	Cumulative points	Location
Week 1	1	Post38	38		Discussion
	2	Post19	19		Discussion
	3	Leaders	38	95	Assignment

	4	Post13	13		Assignment
	5	Post13	13		Assignment
Week 2	6	Post13	13		Assignment
	7	Respond to Post	13		Discussion
	8	Case study	50	197	Assignment
	9	Assign19	19		Assignment
	10	Assign13	13		Assignment
Week 3	11	Assign13	13		Assignment
	12	Assign19	19	261	Assignment
	13	Post13	13		Assignment
Week 4	14	Post19	19		Assignment
	15	Blog	38	331	Discussion
	16	Post38	38		Discussion
Week 5	17	Stockholder	25	394	Assignment
	18	Respond to Post	13		Discussion
Week 6	19	Podcast	13	420	Assignment
Week 7	20	Research	80	500	Assignment

For International Student:
  1. To comply with Immigration and Naturalization Service (INS) regulations all international students with College of Business Graduate Programs (CBGP) approval to enroll in more than one internet class fall and/or winter semesters will schedule three face-to-face meetings with their course instructor in weeks one, four, and six of the course to discuss course material.
  2. The international student will be required to sign and date a form documenting that the meeting took place.
  3. The faculty member will cosign and date meeting occurrence for each international student.
  4. International students who have not met with their course faculty by the end of first, fourth, and sixth week will fail the class.
  5. Further, international students who fail to fulfill each meeting requirement will be reported to the Office of International Affairs and possible referral to the INS.
The CBGP office will maintain a permanent file of these meeting logs for INS and institutional audit.

Appendix 3.H: Graduate classes taught by various faculty classifications

MBA Foundation Courses *(required)*	09F 1st	09F 2nd	10W 1st	10W 2nd	10S 1st	10S 2nd
MMBA 605 Numerical and Data Analysis						
MMBA 606 Financial & Accounting System & Analysis		Adj		Adj		Adj
MMBA 607 Comp Tools, Techs, & Integrating System						

MBA Core Courses *(required)*	09F 1st	09F 2nd	10W 1st	10W 2nd	10S 1st	10S 2nd
MMBA 601 Professional Skills Development	Adj		Adj		Adj	
MMBA 612 Intro to Performance Metric System		MBA		MBA		MBA
MMBA 625 Organiz. Leadership & Corp. Citizen	MBA		MBA		MBA	
MISM 629 Legal & Ethical Issues in Business	UG		UG		UG	
MMBA 635 Organizational Resource System		MBA		UG		UG
MMBA 710 Strategic Planning System	MBA		MBA		MBA	
MMBA 720 Global Business		UG		UG		UG
MMBA 730 Customer & Market System & Analysis		MBA		MBA		MBA
MMBA 799 Integrated Business Experience	UG		MBA		MBA	

ADVANCED UGUDIES IN QUALITY MANAGEMENT	09F 1st	09F 2nd	10W 1st	10W 2nd	10S 1st	10S 2nd
MMBA 615 Quality Improvement Principals & Practices				MBA		
MMBA 640 Project Management		UG		UG		UG
MMBA 705 Business Process Reengineering	✕	✕	✕	✕	✕	✕
MMBA 760 Process & Value Stream Mgmt System	MBA				MBA	
MMBA ??? New Course to replace MMBA 705	✕	✕				
KDES650 (schedule based on 08-09)	UG		UG			
KDES651		UG		UG		
KDES750			UG		UG	
KDES751				Adj		Adj

Note: all classes are 3 credits.

Total number of classes	14	16	14
Percent of classes taught by adjunct	2/14 = 14%	3/16 = 19%	3/14 = 21%
Percent of classes taught by UG faculty	6/14 = 43%	7/16 = 44%	5/14 = 36%
Percent of classes taught by MBA faculty	6/14 = 43%	6/16 = 38%	6/14 = 43%

Appendix 3H.1 Vita of MBA Faculty

Anita L. Fagerman Ph.D
Ferris State University

MGMT

(231) 591-3162

Email: fagerman@ferris.edu

Education

Ph D, Capella University, 2006.
   Major: Organization & Management
   Supporting Areas of Emphasis: Leadership specialization
   Dissertation Title: Land Patents and Condemnation: Developing a Measure based on
   Organizational Learning in the United States Land Management System

MS, Purdue University, 1992.
   Major: Applied Statistics

BS, Ferris State University, 1990.
   Major: Applied Mathematics

Professional Positions

Academic - Post-Secondary

Faculty, Ferris State University. (2004 - Present).

Temporary - Full Time Instructor, Ferris State University. (August 2001 - August 2004).

Professional

Member, Fagerman Family Farms.

Co-owner, Calm Actions, LLC.. (2001 - Present).

Co-owner, Functions of Metrology and Design, LLC. (1996 - 2003).

Quality Manager, Traverse City Products, Inc.. (1994 - 2001).

Statistician/Quality Engineer, MascoTech Stamping Technologies, Inc. (1992 - 1994).

Licensures and Certifications

Certified Manager of Quality/Organizational Excellence (ASQ).

Certified Quality Engineer (ASQ).

Quality Management Systems Associate Auditor (RABQSA).

Kaplan & Norton Balanced Scorecard Certified, Palladium Group, Inc.. (July 9, 2009).

Professional Memberships

American Statistical Association.

International Taekwon Do Federation.

Michigan Association of Planning.

Michigan Townships Association.

United States Taekwon Do Federation.

Senior Member, American Society of Quality. (1992 - Present).

Senior Member, Society of Manufacturing Engineers. (1992 - Present).

Development Activities Attended

Workshop, "WebEx Training," Faculty Center for Teaching and Learning. (April 15, 2009).

Continuing Education Program, "2009 Michigan Quality Council Examiner Training," Michigan Quality Council. (March 11, 2009 - March 12, 2009).

Seminar, "2008 Certification Boot Camp, Kaplan & Norton Balanced Scorecard Certification Program," Palladium Group, Inc.. (December 9, 2008 - December 12, 2008).

Continuing Education Program, "2008 MBNQA Examiner Training," ASQ, NIST, MBNQA Program. (April 30, 2008 - May 2, 2008).

Leadership Development Activity, "FSU Leadership Development Program," Ferris State University. (September 20, 2007 - April 17, 2008).

Continuing Education Program, "2008 Michigan Quality Council Examiner Training," Michigan Quality Council. (March 12, 2008).

Book Discussion, "Book Discussion on How People Learn: Brain, Mind, Experience, and School," Faculty Center for Teaching and Learning. (October 2007 - February 2008).

Workshop, "Get Web-Ready with Macromedia FlashPaper," Faculty Center for Teaching and Learning. (September 18, 2007).

Continuing Education Program, "2007 MBNQA Examiner Training," ASQ, NIST, MBNQA Program. (May 2, 2007 - May 4, 2007).

Continuing Education Program, "2007 Michigan Quality Council Examiner Training," Michigan Quality Council. (March 22, 2007).

Book Discussion, "Book Discussion on Harry Boyte's Everyday Politics," Faculty Center for Teaching and Learning. (2005).

Workshop, "Critical Thinking Faculty Learning Community," Faculty Center for Teaching and Learning. (2005).

Workshop, "Learner-Centered Teaching Faculty Learning Community," FCTL. (2005).

Continuing Education Program, "2005 MBNQA Examiner Training," ASQ, NIST, MBNQA Program. (May 2005).

Tutorial, "Institute Review Board & Human Research testing," University of Miami School of Medicine. (2004).

Continuing Education Program, "2004 MBNQA Examiner Training," ASQ, NIST, MBNQA Program. (May 2004).

Continuing Education Program, "2003 Michigan Quality Council Examiner Training," Michigan Quality Council. (March 2003).

Book Discussion, "Palmer Parker's "The Courage to Teach"," Faculty Center for Teaching and Learning. (2002).

Workshop, "How to Teach Through Writing," Crossroads Writing Project/National Writing Project. (2002).

Workshop, "Learner Centered Teaching," Faculty Center for Teaching and Learning. (2002).

Continuing Education Program, "2002 Michigan Quality Council Examiner Training," Michigan Quality Council. (March 2002).

Workshop, "Transition Training to 1S09000:2000." (2001).

Workshop, "1S09000:2000 Lead Auditor Training." (2000).

TEACHING

Non-Credit Instruction

Workforce Training, Michigan Technical Education Center (MTEC). (June 2004 - August 2004).

Workforce Training, Michigan Technical Education Center (MTEC). (February 2003 - June 2003).

Workforce Training, Michigan Technical Education Center (MTEC). (August 2002 - May 2003).

Workforce Training, Michigan Technical Education Center (MTEC). (December 2002 - January 2003).

Directed Student Learning

Dissertation Committee Member, "Continuous Improvement Model for University Finance Departments," Other (Within Ferris State University). (May 2009).
Advised: Michael Carson

Awards and Honors

Certified Online Instructor - Level 4, Ferris State University. (March 2008).

RESEARCH

Published Intellectual Contributions

Conference Proceedings

Tower, S., Fagerman, A. L., Grennier, R. (2007). *Why We Can't Kumbaya, Group Hug, and Share the Same Lean Manufacturing Straw: Using Motivation Theories to Clarify and Minimize the Barriers to Positive Supply Chain Relations* (vol. 7). International Conference on Industry, Engineering: 2007 International Conference on Industry, Engineering, and Management Systems.

Other

Fagerman, A. L. *Land Patents and Condemnation: Developing a Measure based on Organizational Learning in the United States Land Management System* (vol. 3229504). UMI.

Presentations Given

Fagerman, A. L., Crossroads Writing Project/National Writing Project, "Best Teaching Practice," Crossroads Writing Project/National Writing Project, Traverse City, MI. (2003).

SERVICE

Department Service

Faculty Advisor, MBA Advisory Board. (August 2006 - Present).

Committee Member, Academic Program Review. (May 2008 - August 2009).

Committee Member, Hiring Committee (Management faculty). (January 2009 - March 2009).

Nominator, COB Student Excellence Award Nominator. (February 2009).

Nominator/Presenter, COB Student Excellence Award Nominator. (February 2008).

Attendee, Meeting, COB Leap Forward Workshop. (2006 - 2007).

Committee Member, Collaborative Meeting - MBA Design Certificate. (May 31, 2007).

Nominator/Presenter, COB Student Excellence Award Nominator. (February 2007).

Committee Member, Collaborative Meeting. (December 12, 2006).

Nominator/Presenter, COB Student Excellence Award Nominator. (February 2006).

Coordinator and Booth attendant, Cadillac Business Expo. (2005).

College Service

Committee Chair, COB Curriculum Committee. (2008 - 2009).

Committee Member, COB Curriculum Committee. (2007 - 2008).

Committee Member, COB ACBSP Professional Development Team Member. (2006 - 2007).

Committee Member, COB Leadership and Strategic Planning Committee. (2004 - 2005).

Guest Speaker, Hospitality, Guest Speaker to Lianne Briggs' class. (February 2005).

University Service

Committee Member, Academic Policy and Standards Committee. (September 2007 - Present).

Committee Member, Faculty Advisory Group for the Faculty Center for Teaching & Learning. (2006 - Present).

Committee Member, Ferris Foundation Gifts and Grants Committee. (2007 - 2009).

Committee Member, University Graduate and Professional Council. (2004 - 2009).

Committee Member, Hiring Committee (Distance Librarian faculty). (August 2008 - October 2008).

Attendee, Meeting, Support MSN Program Accreditation Process. (October 2007).

Attendee, Meeting, Small Group Discussion with President Eisler. (September 2005).

Attendee, Meeting, President's Task Force on Communication. (November 2004).

Judge, College Of Technology pumpkin contest. (October 2004).

Professional Service

Examiner, Michigan Quality Council, Ann Arbor, MI. (2007 - 2009).

ASQ (CMQ/OE Question Bank), Milwaukee, Wisconsin. (2008).

Reviewer, Manuscript, ASQ Quality Press, Milwaukee, WI. (2008).

Examiner, MBNQA Program - NIST, Gaithersburg, Maryland. (2008).

ASQ (CQE Question Bank), Milwaukee, Wisconsin. (2007).

Judge, ASQ, International Team Excellence Award, Deerfield, IL. (2007).

ASQ (Course Reviewer), Milwaukee, Wisconsin. (July 2007 - October 2007).

Reviewer, Manuscript, ASQ Quality Press, Milwaukee, WI. (2006).

Officer, Vice President, Northern Michigan Section of ASQ, Cadillac/Traverse City, MI. (2005).

Examiner, MBNQA Program - NIST, Gaithersburg, Maryland. (2004 - 2005).

Reviewer, Manuscript, ASQ Quality Press, Milwaukee, WI. (2003 - 2004).

Examiner, Michigan Quality Council. (2002 - 2003).

Public Service

Board Member, Haring Charter Township Board of Trustees. (2006 - 2009).

Officer, Secretary, Haring Charter Township Planning Commission. (2005 - 2009).

Discussant, MSU Focus Group. (2007).

Juror, Federal Grand Jury, Western District of Michigan. (2002 - 2003).

First Aid Instructor, American Red Cross. (2001 - 2002).

Consulting

Saber Tool. (2002 - Present).

Maureen S. Heaphy Ph.D.
Ferris State University

MGMT

(231) 591-3156

Email: heaphym@ferris.edu

Education

Ph D, Wayne State University, 1998.
  Major: Industrial and Manufacturing Engineering
  Dissertation Title: Holistic, Ecological, and Systemic Measures of Patient Focused Care in Hospitals

MS, Wayne State University, 1982.
  Major: Industrial Engineering: Operations Research

MA, University of Michigan, 1975.
  Major: Statistics

BS, University of Michigan Dearborn, 1973.
  Major: Michigan, Mathematics and Computer

Professional Positions

Academic - Post-Secondary

Adjunct Faculty, Grand Valley State U. (May 2005 - August 2005).

Adjunct Faculty, Madonna University Business School. (2001 - 2004).

Adjunct Faculty, Wayne State University. (1987 - 2004).

Adjunct Faculty, Oakland Community College. (1978 - 1980).

Adjunct Faculty, Lawrence Institute of Technology. (1976 - 1977).

Professional

Principal Consultant, The Transformation Network, Incorporated. (June 1987 - 2005).

Member of the Board and Examiner; assisted with development of criteria 1992, Malcolm Baldrige National Quality Award. (January 1990 - January 1992).

Director Statistical Methods, Hydra-matic Division of General Motors. (August 1984 - May 1987).

Manager Quality and Reliability, General Motors Corporation. (September 1982 - July 1984).

Senior Quality Control Engineer, Chevrolet Division of General Motors. (January 1980 - August 1982).

Test Development Engineer, General Motors Proving Ground. (June 1977 - December 1979).

Reliability Engineer, Detroit Diesel Division of General Motors. (May 1974 - May 1977).

Licensures and Certifications

Certified Manager of Quality/Organizational Excellence, American Society for Quality. (1996 - Present).

Certified Reliability Engineer, American Society for Quality. (1984 - Present).

Certified Quality Engineer, American Society for Quality. (1981 - Present).

Professional Memberships

Chair, American Society for Quality. (1980 - 2010).

Academy of Management Membership. (2007 - 2009).

Founding Member - Michigan Quality Council. (1994 - 2009).

Society of Automotive Engineers and their Quality Improvement Committee. (1980 - 1996).

Founding Member - Deming Study Group. (1988 - 1995).

Development Activities Attended

Seminar, "College of Business Colloquiums," FSU - College of Business. (2005 - Present).

Seminar, "How the Higher Education Opportunity Act (HEOA) Affects Your Online Courses," Council of the American Association of Community Colleges. (May 28, 2009).

Seminar, "Critical Thinking Community," FCTL at FSU. (January 2009 - April 2009).

Seminar, "COB Colloquium - Sustainability," Ferris State University - College of Business. (April 23, 2009).

Workshop, "Course Level Assessment: More Than Exams," FSU CAHS. (April 9, 2009).

Conference Attendance, "FCTL Spring Conference." (March 31, 2009 - April 1, 2009).

Workshop, "Technology Users Forum," FSU Computer Technology Services. (February 12, 2009).

Conference Attendance, "What's Next on Accountability & Assessment," Association of American Colleges and Universities. (January 15, 2009).

Workshop, "TracDat," Catherine Cummings WMU. (December 11, 2008).

Workshop, "Technology Users Forum," FSU Computer Technology Services. (December 2, 2008).

Workshop, "Scholr.com," FCTL at FSU. (November 4, 2008).

Seminar, "Summer University," FSU. (June 2, 2008 - June 4, 2008).

Book Discussion, "The Science of e-Learning Content Design." (September 2007 - December 2007).

Conference Attendance, "Online Learning Conference," Sloan C. (November 8, 2007 - November 9, 2007).

Workshop, "Faculty Development Day," Ferris State University. (August 22, 2007).

Workshop, "New Faculty Training Program," Ferris State University - Faculty Center for Teaching and Learning. (August 2006 - May 2007).

Self-Study Program, "Key to Successful Online Instruction: Universal Design," Faculty Center for Teaching and Learning. (April 3, 2007).

Workshop, "Measurable Outcomes," UCEL Faculty Development. (January 25, 2007).

Workshop, "Becoming A Learner Centered Teacher," Faculty Center for Teaching and Learning - FSU. (January 3, 2007 - January 5, 2007).

Conference Attendance, "FSU Spring Learning Institute - Creating the learning-Centered University," Ferris State University. (January 3, 2007).

Workshop, "Adult Learner, FC drop in sessions." (2005 - 2006).

Workshop, "Ongoing Transition Program." (September 14, 2006 - November 30, 2006).

Conference Attendance, "Punished by Rewards: Rethinking Motivation at Work and School," Alfie Kohn. (October 6, 2006).

Seminar, "New Faculty Transition Week Long Program," Ferris State University - Faculty Center for Teaching and Learning. (August 12, 2006 - August 17, 2006).

Workshop, "WebCT training," Ferris State University - Faculty Center for Teaching and Learning. (September 2005 - December 2005).

Workshop, "TurnItIn." (September 30, 2005).

Seminar, "Teaching and Learning," Faculty Center for Teaching and learning. (August 24, 2005).

Awards and Honors

ASQ Automotive Division Koth Award Recipient, American Society for Quality. (1996).

Fellow of the American Society for Quality (ASQ), American Society for Quality. (1989).

TEACHING

Non-Credit Instruction

Certification, Michigan Quality Council, 72 participants. (March 11, 2009 - March 12, 2009).

Certification, Michigan Quality Council, 58 participants. (March 18, 2008 - March 19, 2008).

Certification, Michigan Quality Council, 60 participants. (March 21, 2007 - March 22, 2007).

Certification, Michigan Quality Council, 48 participants. (March 2006).

Continuing Education, University of Michigan Engineering. (1987 - 1989).

Directed Student Learning

Directed Individual/Independent Study, "Costa Rica: A study of controlled economic advancement," Other (Within Ferris State University). (2009 - Present).
Advised: Donna Smith

Directed Individual/Independent Study, "MBA Labor market demand analysis," Management. (2009).
Advised: Todd Price

Master's Thesis Committee Chair, "Balanced Scorecard in IT," Management. (May 2008 - August 2009).
Advised: Scott Thede

Master's Thesis Committee Chair, "An Analysis of University Authorizers For Public Schools Academies in the State of Michigan.." (January 2007 - May 2007).
Advised: Catherine Browers

Master's Thesis Committee Chair, "Lean Sales Tool: value and content of web based sales." (January 2007 - May 2007).
Advised: Deadre and Ken Nemec

Master's Thesis Committee Chair, "Evaluation of on-line web sites for sale of houses." (January 2006 - May 2006).
Advised: Erin Reardon

Master's Thesis Committee Chair, "Generational differences of workers, past, current, and future and their effects on business." (January 2006 - May 2006).
Advised: Catherine Goodspeed

Master's Thesis Committee Chair, "Building and executing marketing plan for TAC." (January 2006 - May 2006).
Advised: Chi Le

Master's Thesis Committee Chair, "Balanced Scorecard for automotive environment." (January 2006 - May 2006).
Advised: Michael Wilson

Awards and Honors

Certified Online Instructor Level 4, FSU. (2008).

RESEARCH

Published Intellectual Contributions

Books

Heaphy, M. S. *Statistical Process Control* (1985). Milwaukee, WI: Reprinted by American Society for Quality Automotive Division.

Heaphy, M. S., Gruska, G. F. (1995). *Malcolm Baldrige National Quality Award: A Yardstick for Quality Growth*. Reading, MA: Addison-Wesley.

Book Chapters

Heaphy, M. S. (2008). *Productivity Improvement Program. HR Handbook* (2008). Westport, CT: Praeger Publishers.

Refereed Journal Articles

Heaphy, M. S., Gruska, G. F. (1993). Malcolm Baldrige National Quality Award - Management Grid. *Industrial Engineering, 25*(11).

Heaphy, M. S. (1992). Inside the Baldrige Award Guidelines, category 5.0. *Quality Progress*, 74-79.

Heaphy, M. S. (1991). Baldrige Benchmarks. *Manufacturing Engineering*.

Journal Articles

Heaphy, M. S. (1991). Meet the Judges. *Chief Information Officer*.

Periodicals

Heaphy, M. S. (1990). *Malcolm Baldrige National Quality Award*. ASQ Automotive Division Newsletter.

Other

Heaphy, M. S. (2006). *User Manual - MBA705* (pp. 20).

Heaphy, M. S. (1993). *The Final Word: Baldrige Advice*. Craine's Detroit Business.

Presentations Given

Heaphy, M. S. (Presenter & Author), Annual Assessment Conference, "Tracking Assessment, as Easy as 1 - 2- 3," Texas A & M, College Station, TX. (February 23, 2009).

Heaphy, M. S. (Presenter & Author), COB Colloquium, "Using Grading Forms to Track Assessment of Learning Outcomes," FSU COB, Big Rapids, MI. (February 5, 2009).

Heaphy, M. S., Teaching and Learning Series, "Using Grading Forms (Rubrics) to Track Assessment," FSU Faculty Center for Teaching and Learning. (January 27, 2009).

Heaphy, M. S. (Presenter & Author), Lunch and Learn, "Assessing Online Classes," FCTL, Big Rapids, MI. (November 11, 2008).

Heaphy, M. S. (Presenter & Author), Marion, D. M (Presenter Only), Association of Collegiate Business Schools and Programs Annual Conference, "How to Assess Online Classes," ACBSP, Louisiana Mississippi. (June 2008).

Heaphy, M. S., Leap Forward, "Evaluate and Improve Program Level Student Learning," College of Business. (February 2008).

Heaphy, M. S. (Presenter & Author), FSU COB Symposium, "Creating Teams in the Classroom," Ferris State University, College of Business, Big Rapids, MI. (February 2007).

Heaphy, M. S. (Presenter & Author), ASQ Annual Conference, "Report of the Deming Study Group III.," ASQ. (1992).

Heaphy, M. S. (Presenter & Author), Gruska, G., ASQC Kitchner Conference, "Targets for Excellence and Profound Knowledge," ASQC, Kitchner, Canada. (1992).

Heaphy, M. S. (Presenter & Author), ASQ Annual Conference, "Malcolm Baldrige National Quality Award Overview," ASQ. (1991).

Heaphy, M. S. (Presenter & Author), Gruska, G. F. (Presenter & Author), Henderson, D. (Presenter & Author), ASQ Annual Conference, "Total Quality Requires Total Involvement," ASQ. (1990).

Heaphy, M. S. (Presenter & Author), ASQ Annual Conference, "Continuous Improvement - Impact on Suppler Requirements," ASQ. (1989).

Heaphy, M. S. (Presenter & Author), ASQ Annual Conference, "Automotive Div. SPC Manual," ASQ. (1988).

Heaphy, M. S. (Presenter & Author), ASQ Annual Conference, "Markovian Analysis of Sequenced Sampling," ASQ. (1982).

Heaphy, M. S. (Presenter & Author), G. F. Gruska (Presenter & Author), Qual-Test Conference, "Geometrically Toleranced Position Data Analysis," Society Manufacturing Engineering, Pittsburgh, Pennsylvania. (1982).

Heaphy, M. S. (Presenter & Author), ASQ Annual Conference, "Sampling Plan Effectiveness in Use," ASQ. (1981).

Heaphy, M. S. (Presenter & Author), SME International Conference, "Measurement System Parameters," SME, Chicago, IL. (1981).

Awards and Honors

Cecil Craig Award from ASQ Automotive Division, Automotive Division of ASQ. (1988).

Outstanding Paper of the Year, Society of Manufacturing Engineers. (1982).

SERVICE

Department Service

Committee Chair, MBA Advisory Board. (October 30, 2008 - Present).

Committee Chair, Academic Program Review. (May 2008 - August 2009).

Committee Member, Search Committee Mgt Department Head. (2006 - 2007).

Booth attendant, Business Expo. (2005).

College Service

Faculty Advisor, Assessment Mentor - TracDat. (August 2008 - Present).

Committee Member, COB Accreditation Team. (2007 - Present).

Attendee, Meeting, Graduation & Open House. (2007 - Present).

Committee Chair, Celebration Fest. (2006 - Present).

Guest Speaker to Elies Kouider's class. (2009).

Nominate student and present award, Student Excellence Award. (2005 - 2009).

Committee Chair, Display of COB Values. (2007 - 2008).

Guest Speaker - Hospitality, Guest Speaker to Lianne Briggs' class. (March 7, 2008).

Committee Chair, COB Planning Leadership Committee. (2006 - 2007).

University Service

Committee Member, Online Instructor Certification Review Team. (September 2008 - Present).

Chairperson, Faculty Research Grant Committee. (2008 - 2009).

Session Chair, Analyzing NSSE 2008. (February 12, 2009).

Attendee, Meeting, HLC Criterion Listening Sessions. (December 2008 - January 2009).

Committee Member, Search Committee IT in FCTL. (September 2008 - December 2008).

Committee Member, First Impressions. (2006 - 2008).

Faculty Search Committee/College of Allied Health. (2006 - 2007).

Faculty Research Grant Secretary. (2005 - 2007).

Professional Service

Committee Member, Society Examining Committee for ASQ. (2007 - Present).

Committee Member, Certification Body of Knowledge. (October 28, 2008).

Recertification, American Society for Quality (ASQ) Recertification, Milwaukee, WI. (2007).

Committee Member, Manager of Quality/Organizational Excellence Cert Exam Review, Milwaukee, WI. (2006).

Board of Trustees, Michigan Quality Council, Ann Arbor, MI. (1994 - 2004).

Public Service

Representative for COB Management Department, United Way, Big Rapids, MI. (2006 - Present).

Attendee, Meeting, Certified CPR. (September 2008).

Judge for Army Community of Excellence Award, United States Army. (1996 - 2000).

Judge for the Michigan Quality Leadership Award, Michigan Quality Council. (1994 - 1998).

Consulting

Academic, ACBSP Troy U, Troy, Alabama and Norfolk, VA. (October 12, 2008 - October 18, 2008).

Academic, ACBSP NEU, Biddeford and Portland, Maine. (February 24, 2008 - February 27, 2008).

Academic, ACBSP Webster U, St. Louis, MO. (2007).

Non-Governmental Organization (NGO), Michigan Quality Leadership Award. (2007).

For Profit Organization, Transform Automotive (TFA), Shelby Twp, MI. (2007).

Non-Governmental Organization (NGO), American Society for Quality. (2006).

Appendix 3.K: TracDat Report

Assessment Impact by Unit Objectives Ferris State University Program - Business Administration (M.B.A.)

Program - Business Administration (M.B.A.)

Accreditation Body: Association of Collegiate Business Schools and Programs (ACBSP) **College:** COB

Results			
Result	**Action**	**Follow-Up**	**Action**
07/22/2009 - S09 N=17 High range: 54-60 points 12 students 79.59% Medium range: 48-53 points 5 students 29.41% Low range: 42-47 points 0 students **Classification:** Criterion Met			1 - No Action Required

Outcome: Research

Plan and conduct business research. Assessment: To occur in MBA601 Professional Skills Development. Research paper

Outcome Type: Learning

Outcome: Strategic Planning.

Develop and improve organizational performance systems based on the Malcolm Baldrige National Quality Award Criteria for the following category relationships and content areas: Strategic Planning including focus on the future Assessment: To occur in MBA710 Strategic Planning Systems

Outcome Type: Learning

Result	**Action**	**Follow-Up**	**Action**
03/09/2009 Review 1 Avg (23.9) 95.7%, Min (21.2) 84.8%, Max (25.0)100.0% Review 2 Avg (24.2) 97.0%, Min (22.8) 91.2%, Max (25.0)100.0% **Classification:** Criterion Met			1 - No Action Required

Outcome: Virtual Team

Effectively function as a virtual team member. Assessment: To occur in MBA799 Integrated Business Experience. Peer Reviews.

Outcome Type: Learning

Results

Outcome: Spreadsheet

Analyze (with a spreadsheet) and apply performance metrics and improvement systems that focus on performance excellence and is internal and external stakeholder inclusive. Assessment: To occur in MBA612 Introduction to Performance Metric Systems.

Outcome Type: Learning

Results			
Result	**Action**	**Follow-Up**	**Action**
Project/Model/Invention - 07/02/2009 - S09 Min 87.88% Avg 96.97% N=12 n=12 **Classification:** Criterion Met			1 - No Action Required
Project/Model/Invention - 05/28/2009 - W09 Min 45.45% Avg 87.94% N=13 **Classification:** Criterion Met			1 - No Action Required
10/18/2008 - F08 Min 84.78% Avg 95.05% N=18 **Classification:** Criterion Met			1 - No Action Required

Outcome: Leadership

Develop and improve organizational performance systems based on the Malcolm Baldrige National Quality Award Criteria for the following category relationships and content areas: Leadership including visionary leadership and social responsibility. Assessment: To occur in MBA625 Organizational Leadership and Corporate Citizenship. Baldrige Case Study results.

Outcome Type: Learning

portion of the case study. One outlier at 40%.
Classification:
Criterion Met

Results			
Result	**Action**	**Follow-Up**	**Action**
Project/Model/Invention - 05/05/2009 - W09 Min 68.75% Avg 93.24% N=17 **Classification:** Criterion Met			1 - No Action Required
Project/Model/Invention - 12/18/2008 - F08 Min 62.50% Avg 94.64% N=14 **Classification:** Criterion Met			1 - No Action Required
Project/Model/Invention - 08/18/2008 - S08 Min 81.25% Avg 96.43% N=14 **Classification:** Criterion Met			1 - No Action Required
Project/Model/Invention - 08/17/2008 - W08 Min 75.00% Avg 97.25% N=25 **Classification:** Criterion Met			1 - No Action Required

Outcome: Customer and Market

Develop and improve organizational performance systems based on the Malcolm Baldrige National Quality Award Criteria for the following

11/17/2008 - W08	Min 78%	Avg 85%		1 - No
Classification: Criterion Met				Action Required
10/18/2008 - F07	Min 73%	Avg 90%		1 - No
Classification:				Action

category relationships and content areas: Customer and Market Focus including customer-driven excellence. Assessment: To occur in MBA730 Customer and Market Systems and Analysis Change/Action: In Spring 2007 the MBNQA Criteria evaluation worksheet tool was altered to assist the learners in gaining a better understanding of how to extract the concepts of learning and integration in organizational efforts. Separate columns were created for the ADLI components and an example was created to demonstrate the evaluation process. In Fall 2007 the instruction ?For each worksheet cell and each item, write complete sentences with stand alone with ideas was added in the effort to help learners recognize the need to think in terms of the organization's context but more clarity is needed. In 2008 the instructions will be altered further to require all OFIs to be directly connected back to a key factor with a ?so what? statement.

In Spring 2007 a class project was incorporated into the assessment. The class project requires learners to develop an organizational setting with related processes, objectives, and metrics which apply all the concepts in the class. The class projects are posted in a public discussion room for viewing by all other learners with a required evaluation of one another's projects. In Fall 2007 the class project was clarified by giving several examples of valid metric titles. In 2008 a required format will be created to prompt learners in the recognition of valid source data and the proper development of aggregated summary metrics.

The creation of the class project follows the suggestions from the National Research Council. In the book ?How People Learn: Brain, Mind, Experience, and School? published in the year 2000 by the National Academy Press three major components to effective teaching are identified:

1. Teachers must draw out and work with the preexisting understandings that their students bring with them.
2. Teachers must teach some subject matter in depth, providing many examples in which the same concept is at work and providing a firm foundation of factual knowledge.
3. The teaching of metacognitive skills should be integrated into the curriculum in a variety of subject areas.

	Results		
Result	**Action**	**Follow-Up**	**Action**
Project/Model/Invention - 05/28/2009 - W09 Min 67.19% Avg 88.46% N=11 **Classification: Criterion Met**	1 - No Action Required		
Project/Model/Invention - 12/12/2008 - F08 Min 78.43% Avg 94.80% N=13 **Classification: Criterion Met**	1 - No Action Required		
Project/Model/Invention - 08/13/2008 - S08 Min 100% Avg 100% N=17 **Classification: Criterion Met**	06/29/2008 - This semester (starting 6/29/08) became the first semester in which all students were included in the Program Assessment (i.e. the entire population "N" was sampled). Additionally, a more detailed scoring rubric was implemented. 1 - No Action Required		
Project/Model/Invention - 12/07/2007 - F07 Min 33.33% Avg 80% n=10 **Classification: Criterion Not Met**	12/21/2008 - Poor Performance Observations/Issues: In Summer 2006 and Spring 2007, the average level of student learning was at or below 1.5 (out of a 3.0 scale) Root Cause: The MBA program outcomes were not established or defined in 2006. They were established February/March 2007. In Summer 2006 the only class deliverables that specifically addressed this synthesis activity (i.e. see Blooms Taxonomy) were the evaluations and critiques of organizations using the MBNQA Criteria. The worksheet evaluation tool was adequate but showed learner difficulty identifying organizational learning and integration of concepts. The worksheet tool needed to be improved upon. 12/21/2008 - Intermediate actions completed in 2007; All actions completed by 6/29/08 3 - Action Completed		

Results

Result Action Follow-Up Action

Project/Model/Invention - 04/27/2007 - W07 33.33% Avg 50.00% n=10
Classification:
Criterion Not Met
Change Assessment Strategy:
Yes

Min 06/29/2008 - Poor Performance Observations/Issues: In Summer 2006 and Spring 2007, the average level of student learning was at or below 1.5 (out of a 3.0 scale)

Root Cause: The MBA program outcomes were not established or defined in 2006. They were established February/March 2007.

In Summer 2006 the only class deliverables that specifically addressed this synthesis activity (i.e. see Blooms Taxonomy) were the evaluations and critiques of organizations using the MBNQA Criteria. The worksheet evaluation tool was adequate but showed learner difficulty identifying organizational learning and integration of concepts. The worksheet tool needed to be improved upon.

Change/Action: In Spring 2007 the MBNQA Criteria evaluation worksheet tool was altered to assist the learners in gaining a better understanding of how to extract the concepts of learning and integration in organizational efforts. Separate columns were created for the ADLI components and an example was created to demonstrate the evaluation process. In Fall 2007 the instruction ?For each worksheet cell and each item, write complete sentences with stand alone with ideas? was added in the effort to help learners recognize the need to think in terms of the organization's context but more clarity is needed. In 2008 the instructions will be altered further to require all OFIs to be directly connected back to a key factor with a ?so what? statement.

In Spring 2007 a class project was incorporated into the assessment. The class project requires learners to develop an organizational setting with related processes, objectives, and metrics which apply all the concepts in the class. The class projects are posted in a public discussion room for viewing by all other learners with a required evaluation of one another's projects. In Fall 2007 the class project was clarified by giving several examples of valid metric titles. In 2008 a required format will be created to prompt learners in the recognition of valid source data and the proper development of aggregated 12/21/2008 - Intermediate actions 3 - Action completed in 2007; All actions completed

Completed by 6/29/08

summary metrics.

The creation of the class project follows the suggestions from the National Research Council. In the book ?How People Learn: Brain, Mind, Experience, and School? published in the year 2000 by the National Academy Press three major components to effective teaching are identified:

1. Teachers must draw out and work with the preexisting understandings that their students bring with them.
2. Teachers must teach some subject matter in depth, providing many examples in which the same concept is at work and providing a firm foundation of factual knowledge.
3. The teaching of metacognitive skills should be integrated into the curriculum in a variety of subject areas.

Project/Model/Invention - 08/10/2006 - S06 33.33% Avg 33.33% n=10
Classification:
Criterion Not Met
Change Assessment Strategy:
Yes

Min 12/13/2007 - Poor Performance Observations/Issues: In Summer 2006 and Spring 2007, the average level of student learning was at or below 1.5 (out of a 3.0 scale)

Root Cause: The MBA program outcomes were not established or defined in 2006. They were established February/March 2007.

In Summer 2006 the only class deliverables that specifically addressed this synthesis activity (i.e. see Blooms Taxonomy) were the evaluations and critiques of organizations using the MBNQA Criteria. The worksheet evaluation tool was adequate but showed learner difficulty identifying organizational learning and integration of concepts. The worksheet tool needed to be improved upon.

Change/Action: In Spring 2007 the MBNQA Criteria evaluation worksheet tool was altered to assist the learners in gaining a better understanding of how to extract the concepts of learning and integration in organizational efforts. Separate columns were created for the ADLI components and an example was created to demonstrate the evaluation process. In Fall 2007 the instruction ?For each worksheet cell and each item, write complete sentences with stand alone with ideas? was added in the effort to help learners recognize the need to think in terms of the organizations
12/21/2008 - Intermediate actions 3 - Action completed in 2007; All actions completed

Completed by 6/29/08

context but more clarity is needed. In 2008 the instructions will be altered further to require all OFIs to be directly connected back to a key factor with a ?so what? statement.

In Spring 2007 a class project was incorporated into the assessment. The class project requires learners to develop an organizational setting with related processes, objectives, and metrics which apply all the concepts in the class. The class projects are posted in a public discussion room for viewing by all other learners with a required evaluation of one another's projects. In Fall 2007 the class project was clarified by giving several examples of valid metric titles. In 2008 a required format will be created to prompt learners in the recognition of valid source data and the proper development of aggregated summary metrics.

The creation of the class project follows the suggestions from the National Research Council. In the book ?How People Learn: Brain, Mind, Experience, and School? published in the year 2000 by the National Academy Press three major components to effective teaching are identified:

1. Teachers must draw out and work with the preexisting understandings that their students bring with them.
2. Teachers must teach some subject matter in depth, providing many examples in which the same concept is at work and providing a firm foundation of factual knowledge.
3. The teaching of metacognitive skills should be integrated into the curriculum in a variety of subject areas.

Outcome: Measurement, Analysis, and Knowledge Management

Develop and improve organizational performance systems based on the Malcolm Baldrige National Quality Award Criteria for the following category relationships and content areas: Measurement, Analysis, and Knowledge Management including management by fact. Assessment: To occur in MBA635 Organizational Resource Systems. Not yet determined.

Outcome: Workforce Focus

Develop and improve organizational performance systems based on the Malcolm Baldrige National Quality Award Criteria for the following category relationships and content areas: Workforce Focus including organizational & personal learning, and valuing employees and partners. Assessment: To occur in MBA635 Organizational Resource Systems. Not yet determined.

	Results			
Result	**Action**	**Follow-Up**		**Action**
	No Results reported.			

Outcome Type: Learning

Outcome: Process Management

Develop and improve organizational performance systems based on the Malcolm Baldrige National Quality Award Criteria for the following category relationships and content areas: Process Management including agility. Assessment: To occur in MBA612 Introduction to Performance Metric

	Results			
Result	**Action**	**Follow-Up**		**Action**
	No Results reported.			

Systems

Outcome Type: Learning

Outcome: Results

Develop and improve organizational performance systems based on the Malcolm Baldrige National Quality Award Criteria for the following category relationships and content areas: Results including focus on results and creating value. Assessment: To occur in MBA612 Introduction to Performance Metric Systems

Outcome Type: Learning

Result	Action	Follow-Up	Action
No Results reported.			

Outcome: managing for innovation

Apply systems thinking to integrate "managing for innovation" into organizational decision making activities. Assessment: To occur in KDES 650 Design and Innovation Process Management; KDES 651 Design Communication Management; KDES 750 Sustainable Design and Systems; KDES 751 Leadership by Design

Outcome Type: Learning

Outcome: Ethics

Adhere to personal and organizational ethical standards and analyze the legal and/or business ramifications of exceptions. Assessment: To occur in MISM 629 Legal and Ethical Issues in Business.

Outcome Type: Learning

Outcome: Global Business

Analyze and articulate the effect of organizational, stakeholder, environmental, and cultural issues within the context of global business decisions. Assessment: To occur in MBA 720 Global Business.

Results			
Result	**Action**	**Follow-Up**	**Action**
Project/Model/Invention - 05/28/2009 - W09 Min 76.19% Avg 93.85% N=17 **Classification:** Criterion Met			1 - No Action Required
Project/Model/Invention - 12/12/2008 - F08 Min 80.65% Avg 97.58% N=14 **Classification:** Criterion Met			1 - No Action Required
Project/Model/Invention - 08/13/2008 - S08 Min 93.55% Avg 99.08% N=14 **Classification:** Criterion Met			1 - No Action Required

Outcome Type: Learning

Outcome: Decision Making

Anticipate and identify organizational challenges and solutions in an environment of uncertainty using available data and trade-offs. Assessment: To occur in MBA799 Integrated Business Experience. Balanced Scorecard results from simulation.

Results			
Result	**Action**	**Follow-Up**	**Action**
No Results reported.			

Outcome Type: Learning

Results			
Result	**Action**	**Follow-Up**	**Action**
03/09/2009 - Average 87.4% Min 80% Max 93% **Classification:** Criterion Met			1 - No Action Required

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ADMINISTRATIVE PROGRAM REVIEW: 2002

Program/Department: College of Business Graduate Programs   .

Purposes of Administrative Program Review:

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

Please provide the following information:

Enrollment

	Fall 1998	Fall 1999	Fall 2000	Fall 2001	Fall 2002
Tenure Track FTE	4.01	5.44	3.375	5	5
Overload/Supplemental FTEF			3.625	1.3	1
Adjunct/Clinical FTEF (unpaid)					
Enrollment on-campus total*					
Freshman					
Sophomore					
Junior					
Senior					
Masters	2	88	112	104**	76
Doctoral					
Pre-Professional Students					
Enrollment off-campus*	118	37	34	53	56
Traverse City					
Grand Rapids					
Southwest					
Southeast					

*Use official count (7-day)

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

**Differs from count day enrollment (198) because 41 withdrawal forms submitted to the Registrar's Office were not processed until the day after count day.

Capacity:

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

5 FTE faculty * 3 courses * 20 students each course = 900 student credit hours.

What factors limit program capacity? We are at capacity. Working toward achieving the problem of demand exceeding capacity.

Financial

Expenditures*	FY 98	FY 99	FY 00	FY 01	FY 02
Supply & Expense	10,611	61,984	42,710		
Faculty Prof. Development	1,158				3,451
General Fund		25,835	18,713	5,553	500
Non-General Fund				1,450	133
UCEL Incentives				2,468	47
FSU-GR Incentives				1,646	
Equipment					
Voc. Ed. Funds				0	
General Fund				16,661	7930
Non-General Fund				0	163,000
UCEL Incentives				1,151	2,846
FSU-GR Incentives				768	973

*Use end of fiscal year expenditures.

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

 Fall '01 spent $180.00 for CBGP graduation reception for students and guests.

Revenues	FY 98	FY 99	FY 00	FY 01	FY 02
Net Clinic Revenue				0	
Scholarship Donations				0	
Gifts, Grants, & Cash Donations			15,200	380	
Endowment Earnings		100	700	0	
Institute Programs/Services				9,111	
In-Kind				0	163,000

Other

	AY 97-98	AY 98-99	AY 99-00	AY 00-01	AY 01-02
Number of Graduates* - Total	76	52	39	73	68
- On campus	18	8	3531	54	40
- Off campus	58	44	98	19	28
Placement of Graduates	100	N/A	N/A	N/A	N/A
Average Starting Salary	46,050	N/A	N/A	N/A	N/A
Productivity - Academic Year Average	325.06	232.16	325.82	272.96	168.8
- Summer	145.53	127.22	173.50	112.62	108.26
Summer Enrollment	70	75	75	104	89

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

1. a) Areas of Strength:

- New MBA and reengineered MS ISM that offers flexible scheduling options serving full and part-time, on and off-campus students' with emphasis choices, and offerings on-line, evenings, and off-campus.
- Program options vital to current business needs in strategic use of information technology, management tools and techniques, and developing skills in networking and e-business.
- Students from around the world adding the opportunity for expanded cultural and sociological diversity and cultural enrichment to campus.
- Current and responsive course offerings.
- The addition of a large educated student population whose skills add to the University's pool of available quality employees as grad and teaching assistants.

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

- Keeping abreast of changes in technology. Simply ensure that UCEL/ATC funding remains available, rolling unspent balances forward, do not allow UCEL/ATC funds to replace S&E, and do not expect UCEL/ATC funds to be used to fund purchases of equipment and software needed for program offering.

2. Future goals (please give time frame):

- Complete institutional approvals for reengineered MS ISM and COE MTED courses.
- Focus efforts toward CBGP marketing and enrollment growth initiatives.

3. Other Recommendations:

1. Improve institutional dialogue.
2. Bring funding level up proportionate to growth of program.
3. Improve institutional services such as registration, billing.
4. Increase visibility and use of graduate and teaching assistants.

4. Does the program have an advisory committee? yes

a) If yes, when did it last meet? May 99

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

c) When were new members last appointed? Currently working on revitalization of membership, responsibilities, and desired outcome from committee role in CBGP matters.

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

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

5. Does the program have an internship or other cooperative or experiential learning course? No.

a) If yes, is the internship required or recommended?

b) If no, what is the reason for not requiring such an experience? International students have OPT option regardless of program and domestic students for the most part are practitioners.

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

6. Does the program offer courses through the web?

a) Please list the web-based courses (those delivered primarily through the internet) the program offered last year?

MISM 605	MISM 655	MISM 620	MISM 657
MISM 700	MISM 640	MISM 705	

b) Please list the web-assisted courses the program offered last year.

MISM 601	MISM 620	MISM 653	MISM 670	MISM 700
MISM 605	MISM 625	MISM 655	MISM 671	MISM 705
MISM 610	MISM 629	MISM 657	MISM 672	MISM 715
MISM 615	MISM 640	MISM 759	MISM 680	MISM 799
MISM 629				

7. What is unique about this program?

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

The reengineered MS ISM is a grad level program that prepares individuals for careers in IT or enhances the skills of IT professionals.

The MBA is based on the highly-valued Baldrige criteria for excellence and performance metrics.

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

We are working on a collaborative effort to market the CBGP offerings. We need to enhance our web sites, continue to explore collaborative offering opportunities, and we need to personally deliver the message to off-campus sites, businesses, and industry.

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

No.

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

The CBGP Department spends little time contemplating such matters. Full-time students get student awards, they serve the University as GAs and TAs, and move into careers upon graduation. Non-traditional students enhance contributions to existing employers, add value to their companies, enrich their professional experiences, contribute to the economy and the funding of government, and set an example for observers to emulate.

As for major achievements of the CBGP faculty, simply try to identify any department on this campus whose faculty has done more in the last twelve months all the while maintaining a respectable SAI rating.

10. Questions about Program Outcomes Assessment/Assessment of Student Learning at the Program Level

(Attach additional sheets, if necessary.)

    a) What are the program's learning outcomes?

    The MS ISM is preparing individual for IT career entry or skills improvement. The MBA is intended to prepare individuals for careers in management.

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

    Student evaluations of classroom instruction. Working on web a based program assessment process. Our capstone course (MMBA 799) and the culminating classes of each emphasis option are being used as an assessment of prior graduate course skills and understanding.

    c) What are the standards for assessment results?

    The standards for assessment are determined by whether or not outcomes are achieved. They are further assessed by student evaluations as well as faculty assessment of student readiness to achieve outcomes. In the event outcomes are not achieved, specific areas of deficiency are identified and appropriate review and revisions made.

    d) What were the assessment results for 2001-02?

    There is room for improvement. However, many of the opportunities for improvement have been addressed in the reengineered MS and new MBA. We not have to initialize assessment for these programs.

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

    We have all new programs.

11. Questions about Course Outcomes Assessment:

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

    All CBGP courses have a common course description and defined measurable outcomes/competencies.

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

    By discussion with individual faculty and/or department is necessary.

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

    Yes

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

Form Completed by_____

                      Name and Title / Date

Reviewed by Dean_____
                        Name / Date

Comments by Dean:

ADMINISTRATIVE PROGRAM REVIEW: 2003

Program/Department: ___College of Business Graduate Programs___ .

Purposes of Administrative Program Review:

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

Please provide the following information:

Enrollment

	Fall 1999	Fall 2000	Fall 2001	Fall 2002	Fall 2003
Tenure Track FTE	5.44	3.375	5	5	4.6
Overload/Supplemental FTEF		3.625	1.3	1	1.3
Adjunct/Clinical FTEF (unpaid)					
Enrollment on-campus total*					
Freshman					
Sophomore					
Junior					
Senior					
Masters	88	112	104**	76	72
Doctoral					
Pre-Professional Students					
Enrollment off-campus*	37	34	53	56	49
Traverse City					
Grand Rapids					
Southwest					
Southeast					

*Use official count (7-day)

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

**Differs from count day enrollment (198) because 41 withdrawal forms submitted to the Registrar's Office were not processed until the day after count day.

Following are CBGP credit hour production for fall and winter semesters 2003 through 2004. While not part of the normal administrative academic review process, they are included as additional data to explain what is not otherwise apparent.

The CBGP has two degree programs, the MS ISM and the MBA (now in its second semester). While the majority of credit hours produced come from majors in these two programs, we are engaged in initiatives aimed at increasing SCHs, specifically graduate service courses for programs and colleges at FSU. The MSN is a good example. Four courses in the MSN can be from the MS ISM (MSN with concentration in Informatics) or four courses from the MBA (MSN with concentration in Management). Additionally we are working on several specialized concentrations in the MBA. Students may or may not show up as in the MS or MBA major count, but they are enrolled in CBGP graduate courses.

Winter 2004 for example, we have seniors from CIS enrolled in courses unavailable or where there is insufficient enrollment to warrant offering a class. There are MS students from the COE working on NP certification, a PharmD student, and a nurse who

is doing the concentration before the nursing classes. If we are successful in ironing out the PharmD/MBA or MS ISM, these students like the MSN students will most likely not be classified as CBGP students but the credit hours are produced nonetheless.

There are other implications for the CBGP based upon this history of SCHs. As predicted, the impact of September 11, 2001 has had a significant negative impact on CBGP enrollment and SCH production. Most of the record MS ISM enrollment from fall 2001 had graduated by winter 2003. Reflecting a national trend MS ISM SCHs continues to decline. The effort to increase domestic enrollment has worked but with most growth in the new MBA. As of winter 2004 (just two semesters), 40% of CBGP SCH production is in the MBA. The decline in domestic MS ISM SCHs is merely a reflection of the national decline in IT SCHs at the undergraduate and graduate level.

We expect the trend of declining international SCHs to continue. In the short run, we also expect domestic demand for MS ISM to decline, but more slowly. We will be developing appropriate strategies to address both issues.

CBGP Credit Hour Production for Fall 2002				
	International		Domestic	
	MS-ISM	MBA	MS-ISM	MBA	Total
Credit Hours	487		445		932

Credit Hour Production for Winter 2003				
	International		Domestic	
	MS-ISM	MBA	MS-ISM	MBA	Total
Credit Hours	358	27	353	24	762

CBGP Credit Hour Production for Fall 2003				
	International		Domestic	
	MS-ISM	MBA	MS-ISM	MBA	Total
Credit Hours	273	39	345	219	876

Credit Hour Production for Winter 2004				
	International		Domestic	
	MS-ISM	MBA	MS-ISM	MBA	Total
Credit Hours	231	30	255	294	810

Percentage of Student Credit Hour Production by Program Winter 2004

ISM		MBA		OTHER		Totals	
Big Rapids	303	Big Rapids	177	Big Rapids	27	Big Rapids	507
Grand Rapids	30	Grand Rapids	6	Grand Rapids	0	Grand Rapids	36
Flint	0	Flint	0	Flint	0	Flint	0
On-line	87	On-line	141	On-line	39	On-line	267
Total SCHs	420	Total SCHs	324	Total SCHs	66	Total SCHs	810
Percentages	51.85%		40.00%		8.15%		100%

Capacity:

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

5 FTE faculty * 3 courses * 20 students each course = <u>900 student credit hours</u>.

What factors limit program capacity? We are near capacity. Working toward achieving the problem of demand exceeding capacity.

Financial

Expenditures*	FY 99	FY 00	FY 01	FY 02	FY 03
Supply & Expense	61,984	42,710			
Faculty Prof. Development				3,451	6,822
General Fund	25,835	18,713	5,553	500	29
Non-General Fund			1,450	133	752
UCEL Incentives			2,468	47	423
FSU-GR Incentives			1,646		
Equipment					
Voc. Ed. Funds			0		0
General Fund			16,661	7930	16,826
Non-General Fund			0	163,000	0
UCEL Incentives			1,151	2,846	7,202
FSU-GR Incentives			768	973	4,051

 *Use end of fiscal year expenditures.

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

Revenues	FY 99	FY 00	FY 01	FY 02	FY 03
Net Clinic Revenue			0		0
Scholarship Donations			0		0
Gifts, Grants, & Cash Donations		15,200	380		6,330
Endowment Earnings	100	700	0		0
Institute Programs/Services			9,111		0
In-Kind			0	163,000	528,597

Other

	AY 98-99	AY 99-00	AY 00-01	AY 01-02	AY 02-03
Number of Graduates* - Total	52	39	73	68	88
- On campus	8	3531	54	40	51
- Off campus	44	98	19	28	37
Placement of Graduates	N/A	N/A	N/A	N/A	N/A
Average Starting Salary	N/A	N/A	N/A	N/A	N/A
Productivity - Academic Year Average	232.16	325.82	272.96	168.8	
- Summer	127.22	173.50	112.62	108.26	
Summer Enrollment	75	75	104	89	89

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

1. a) Areas of Strength:

- New MBA and reengineered MS ISM that offers flexible scheduling options serving full and part-time, on and off-campus students' with emphasis choices, and offerings on-line, evenings, and off-campus.
- Program options vital to current business needs in strategic use of information technology, management tools and techniques, and developing skills in networking and e-business.
- Students from around the world adding the opportunity for expanded cultural and sociological diversity and cultural enrichment to campus.
- Current and responsive course offerings.
- The addition of a large educated student population whose skills add to the University's pool of available quality employees as grad and teaching assistants.

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

- Increase domestic enrollment and productivity in the MS ISM. The CBGP is working on an appropriate strategy that includes consolidation of courses and a review of training needs in light of increased international outsourcing of technical development.
- Assurance that UCEL/ATC incentive funds remain available, that unspent balances are rolled into the next fiscal year and aren't used to replace S&E, and do not expect excessive use of UCEL/ATC funds to purchase of equipment and software needed for program offering.

2. Future goals (please give time frame):

- Reconfigure the MS ISM and get DOI approval for COE MTED courses. These will be completed by the CBGP and submitted to the COE by January 31, 2004.
- Continue efforts at marketing the MS and MBA and related enrollment growth initiatives and/or increased production. The CBGP is working with International Affairs on international student recruiting efforts. The CBGP has initiated contact to reconstitute the program marketing committee represented by UCEL, ATC, COB, UAM, and IA.

3. Other Recommendations:

5. Need to get on-line support such as Web CT off the academic calendar in support our seven week graduate courses.
6. Improve institutional services such as registration, billing.
7. Increase visibility and use of graduate and teaching assistants.

4. Does the program have an advisory committee? Yes

f) If yes, when did it last meet? October 2003.

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

h) When were new members last appointed? All new membership in 2003.

i) What is the composition of the committee (how many alumni, workplace representatives, academic representatives)? All representatives are high level managers (Director or above), 25% are CBGP alumni.

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

5. Does the program have an internship or other cooperative or experiential learning course? No.

d) If yes, is the internship required or recommended?

e) If no, what is the reason for not requiring such an experience? International students have the OPT option regardless of program and domestic students for the most part are working.

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

6. Does the program offer courses through the web?

a) Please list the web-based courses (those delivered primarily through the internet) the program offered last year?
   MMBA 612   MMBA 620   MMBA 625   MMBA 760
   MMBA 615   MMBA 640   MISM 629

b) Please list the web-assisted courses the program offered last year.
   MMBA 601   MTED 520   MTED 540   MTED 550   MTED 560
   MMBA 665   MMBA 710   MMBA 730   MMBA 705   MMBA 799
   MISM 610   MISM 655   MISM 659   MISM 670   MISM 671
   MISM 661   MISM 662

7. What is unique about this program?

c) For what distinctive characteristics is it known, or should it be known, in the state or nation?

The reengineered MS ISM is a grad level program that prepares individuals for careers in IT or enhances the skills of IT professionals.

The MBA is based on the highly-valued Baldrige criteria for excellence and performance metrics.

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

We are working on a collaborative effort to market the CBGP offerings. We need to enhance our web sites, continue to explore collaborative offering opportunities, and we need to personally deliver the message to off-campus sites, businesses, and industry.

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

No.

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

The CBGP Department spends little time contemplating such matters. Full-time students get student awards, they serve the University as GAs and TAs, and move into careers upon graduation. Non-traditional students enhance contributions to existing employers, add value to their companies, enrich their professional experiences, contribute to the economy and the funding of government, and set an example for observers to emulate.

As for major achievements of the CBGP faculty, simply try to identify any department on this campus whose faculty has done more in the last twelve months all the while maintaining a respectable SAI rating.

10. Questions about Program Outcomes Assessment/Assessment of Student Learning at the Program Level

(Attach additional sheets, if necessary.)
  f) What are the program's learning outcomes?

      The MS ISM is preparing individual for IT career entry or skills improvement. The MBA is intended to prepare
      individuals for careers in management.

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

      Student evaluations of classroom instruction. Working on web a based program assessment process. Our capstone
      course (MMBA 799) and the culminating classes of each emphasis option are being used as an assessment of prior
      graduate course skills and understanding.

  h) What are the standards for assessment results?

      The standards for assessment are determined by whether or not outcomes are achieved. They are further assessed by
      student evaluations as well as faculty assessment of student readiness to achieve outcomes. In the event outcomes are
      not achieved, specific areas of deficiency are identified and appropriate review and revisions made.

  i) What were the assessment results for 2001-02?

      There is room for improvement. However, many of the opportunities for improvement have been addressed in the
      reengineered MS and new MBA. We not have to initialize assessment for these programs.

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

      We have all new programs.

11. Questions about Course Outcomes Assessment:

  d) Do all multi-sectioned courses have common outcomes?

      All CBGP courses have a common course description and defined measurable outcomes/competencies.

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

      By discussion with individual faculty and/or department is necessary.

  f) Do you keep all course syllabi on file in a central location?

      Yes

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

      Form Completed by: _[signature]_   January 16, 2004

Reviewed by Dean_____

Name / Date

Comments by Dean:

ADMINISTRATIVE PROGRAM REVIEW: 2004

Administrative Program Review   Program MBA

Purpose of Administrative Program Review

1. to facilitate a process led by the deans and department heads/chairs to assess and evaluate programs under their supervision
2. to facilitate long term planning and recommendations to the VPAA
3. to collect and analyze information that will be useful in the University's accreditation efforts; Academic Program Review deliberation; and assessment.

Instructions: Please prepare a report following the outline below.

I.   Program Assessment/Assessment of Student Learning

a) What are the program's learning outcomes?
   The MBA is in just its' second year of existence. MBA development was guided by AACSB recommendations for MBA programs but founded on quality principles, quality systems, and performance metrics. Our objective is to provide state-of-the-art organizationally valued career enhancing knowledge and skills to current and future managers. All MBA courses have learning outcomes and assessments. Course skills are achieved in a variety activities including research, text, instructor directed activities, and student solution to case challenges. Finally, a performance metric quality systems capstone course is required as an integrating experience.
b) What assessment measures are used, both direct and indirect?
   - The CBGP currently incorporates two measurements. The first is focused on assessing the course/program content and future directions. Assessment for this purpose include:
     1. Industry trend sources
     2. Institutional Program Partners
   - The second type of assessment focuses on graduate student satisfaction with instruction, course materials, and program/administrative support.
c) What is the assessment cycle for the program?
   - Student assess is conducted each semester. Course/program assessment is conducted is on-going.
d) What assessment data were collected in the past year?
   1. Literature and industry trend review
   2. Partner assessment
   3. COB faculty assessment
   4. SAI
e) How have assessment data been used for programmatic or curricular change?
   - The MBA is in just its second year. We literally are just now reviewing course and delivery strategies for the first time for some classes. All input sources are considered.

II.   Course Outcomes Assessment

a) Do all multi-sectioned courses have common outcomes?
   - Yes
b) If not, how do you plan to address discrepancies?
c) How do individual course outcomes meet programmatic goals?
   - All MBA courses were developed with an emphasis on quality systems and applicable performance metrics.

III.   Program Features

1. **Advisory Board**
    a) Does the program have a board/committee? When did it last meet? When were new members last appointed? What is the composition of the committee (how many alumni, workplace representatives, academic representatives, etc.)
        - We plan to form an MBA advisory committee this year.
    b) If no advisory board exists, please explain by what means faculty receive advice from employers and outside professionals to inform decisions within the program.
        - We've developed and followed the Malcolm Baldrige guidelines for graduate programs, AACSB MBA core recommendations, and standards for the performance metrics.
    c) Has feedback from the Advisory Board affected programmatic or curricular change?
        - Not yet.

2. **Internships/Cooperative or Experiential Learning**
    a) Is an internship required or recommended?
        - No.
    b) If the internship is only recommended, what percentage of majors elect the internship option?
    c) What challenges does the program face in regard to internships? What is being done to address these concerns?
    d) Do you seek feedback from internship supervisors? If so, does that feedback affect pedagogical or curricular change?

3. **On-Line Courses**
    a) Please list the web-based courses, both partial internet and fully online, offered last year.
        - All MBA courses have an internet component. All but three are 100% internet.
    b) What challenges and/or opportunities has web-based instruction created?
        - The usual and expected challenges of a new program with the added challenge of on-line. The on-line component of the MBA is ideally suited for enrollment increases given the program objectives, and our target market of working professionals.
    c) What faculty development opportunities have been encouraged/required in order to enhance web-based learning within the program?
        - Every new MBA faculty has a team of mentors assigned to them. That team assists with meeting course outcomes and assessments, internet tools and best practices, and college and university professional expectations.
    d) How has student feed-back been used to enhance course delivery?
        - The survey of students and alumni were the basis of our course delivery model.
    e) Is there any plan to offer this program on-line? If yes, what rationale is there to offer this program online?" (emerging market opportunity?, expand enrollment?, demand for niche program offering?, etc.)
        - Yes. In fact, we intend to go 100% on-line (save for one on-campus Saturday) fall 2005. With modifications to just three classes it wasn't a significant pedagogical leap. The move will significantly enhance program availability to our target market.

4. **Accreditation**
    a) Is the program accredited or certified?
        a. No
    b) By whom?
    c) When is the next review?
    d) When is the self-study due?
    e) How has the most recent accreditation review affected the program?

5. **Student/Faculty Recognition**
    a) Have students within the program received any special recognition or achievement?
        - Just career kind of things…which is why we're here.
    b) Have faculty within the program received any special recognition or achievement?
        - Professor Sytsma

   a.   Selected for the ACBSP Teaching Excellence Award for ACBSP Region 4 in July, 2004.
   b.   Presented a paper at ACBSP Regional Conference in Chicago in October, 2004.
   c.   Had a paper accepted for presentation at the 49th Kongress of the European Quality Organization in Antolya, Turkey to be presented in April, 2005.
- Professor Fagerman
   a.   Appointed as a 2004 Malcolm Baldrige National Quality Award Examiner.
   b.   Michigan Quality Award Leader (MLQA) appointment for 2005.
   c.   Selected for FSU Faculty Learning Community.

6. Student Engagement

a) Is volunteerism and student engagement a structured part of the program?
- Yes, students engage in a variety of special projects for FSU and various business organizations frequently as a capstone project.

b) Does the program utilize service learning in the curriculum?
- Yes

c) Does the program participate in the American Democracy Project?
- No

Areas of Strength:
- The MBA program is founded on quality principles, quality systems, and performance metrics. Our objective is to provide state-of-the-art organizationally valued career enhancing management knowledge and skills. The FSU MBA is the only program with this focus in the state.

Areas of Concern (and proposed actions to address them)
- We have now cycled through the MBA courses and completed some quality improvement pedagogy and content enhancements. It's now time to aggressively commence program promotion and enrollment growth. Exactly how we engage that endeavor is the challenge. Additionally, we are poised to offer an on-line MBA. One of our two MBA faculty will retire fall 2005 and we'll need a replacement just to service existing load. When (if!) FSU gets NCA approval for on-line classes we anticipate a major increase in MBA enrollment. We are requesting at least preliminary approval for an additional MBA position for 2006-07.

Future Goals:
- The MBA is actively seeking out university-wide partners interested in developing twelve hour MBA concentrations focused on professional career enhancing disciplines. To date successes include a techno-MBA, and an MBA with an MSN option. Currently developed and in approval stage are a PharmD/MBA and a five year Accounting/MBA or MS-ISM that meets CPA licensing requirements. In development is a concentration in production/lean manufacturing/ISO. Other areas approached (with varying degrees of reception) are concentrations in educational administration, health care administration, and a fifth year extension to various technology baccalaureate degrees.

Other Recommendations:
- We need a programmatic marketing and promotion strategy and funds. That said, we're also of the opinion that the MBA would benefit substantially from a conscious and focused effort to enhance the image of FSU. There are some "jewels in the crown" most notably Optometry and Pharmacy that need to be leveraged for institutional benefit. We need to have the citizens of Michigan associate the name of Ferris State University the institution renown for its' professional programs. Coincidently, its' an institution that also offers state-of-the-art graduate and undergraduate degrees in a host of relevant career enhancing and high demand professional and technical programs

many of which are available at no other state university, etc. But this is not something within the scope of our charge to affect.

- Staffing
  The CBGP has consciously engaged initiatives that fit the strategic directions of executive University leadership. Efforts focus on a learning-centered university, working together, and engaged campus, off-campus enrollment growth, on-line courses/programs, and course and program development that enhance institutional credibility and attractiveness. Among those efforts are a partnering with the MSN, an MBA concentration in Educational Administration, an MS serviced Homeland Security-CJ concentration and minor, a PharmD/MBA, a concentration in production mgt/lean manufacturing/ISO, a five year CPA program (BS Accounting with MBA or MS ISM), and an on-line MBA fall 2005.

  The past two semesters the CBGP has offered 18 classes a semester with 4.6 CBGP and .6 adjunct faculty. Based on extremely conservative program growth we'll service 20 classes with 5 CBGP faculty and 1.6 adjunct fall 2005. By winter 2006 the CBGP will have 20 courses but only 4 CBGP faculty (following a retirement), only 1 will be an MBA faculty. It's estimated that we'll need 2.6 adjunct faculty.

  If FSU were located in a large metro area we might be able to recruit 2.6 adjunct faculty for a traditional in-class evening based MBA program. None of this applies to our MBA. We don't have a large pool of potential adjunct faculty and on-line delivery requires substantial adjunct preparation and CBGP faculty mentoring.

  We need approval for a tenure track MBA faculty that ideally is on-campus and working with our 2 MBA faculty fall 2005.

ADMINISTRATIVE PROGRAM REVIEW: 2005

Administrative Program Review 2005   Program MBA

Purpose of Administrative Program Review

> 4. to facilitate a process led by the deans and department heads/chairs to assess and evaluate programs under their supervision
> 5. to facilitate long term planning and recommendations to the VPAA
> 6. to collect and analyze information that will be useful in the University's accreditation efforts; Academic Program Review deliberation; and assessment.

Instructions: Please prepare a report following the outline below.

IV.   **Summary of Modifications since last report:**
        None
V.   **Program Assessment/Assessment of Student Learning**

f)   What are the program's learning outcomes?

Foundation Courses

MMBA 605 Numerical and Data Analysis
Student will demonstrate ability to interpret and apply descriptive and inferential statistics, and graphical and reporting techniques as they are applied in analyzing and synthesizing organizational information.

MMBA 606 Financial & Accounting Systems and Analysis
The student will demonstrate knowledge of organizational accounting, financial systems, budgets, and various budget techniques including use and analysis of balance sheets, income statements, cash flow statements, ratio analysis, and the concept and use of ratio analysis, present value, and compound interest when performing capital budgeting, and make/buy decisions.

MMBA 607 Computational Tools, Techniques, and Integrating Systems
The student will demonstrate competency in the use of word processing, spreadsheets, presentation software, integrated application and use, and use of the internet to effectively perform research.

MBA Core

MMBA 601 Professional Skills
The student will demonstrate competence in research, source referencing, presentations, and oral and written communications.

MMBA 612 Introduction to Performance Metric Systems
Students will demonstrate knowledge of and application of performance metric-based management systems including the concepts of leading and lagging performance metrics, and the interrelationships between financial, organizational learning, process, and customer systems. Students will also demonstrate understanding and applicability of the interrelationship between the Balanced Scorecard and Malcolm Baldrige National Quality Award Criteria.

MMBA 620 Human Resource Systems
Students will explain the process and value of performance-metric-based holistic human resource management systems utilizing the Malcolm Baldrige National Quality Award Criteria framework. This includes design, analysis, and organizational responses to tracking metrics needed to measure individual and organizational learning and to create strategies to improve learning.

MMBA 625 Organizational Leadership and Corporate Citizenship
Students will articulate differences in leadership style between traditional and performance-metric-based organizations, and be able to identify and apply knowledge of effective leadership characteristics within the framework of a performance-metric-based organization and utilizing the Malcolm Baldrige National Quality Award Criteria. Students will also articulate the characteristics and examples of corporate citizen and explain implications and importance to an organization and society.

MMBA 665 Information and Analysis Systems
Students will demonstrate knowledge in the use of information systems and information technology to support performance-metric-based information systems. Students will be able to explain the strategic and operational application of database and network technology and specialized software systems (e.g., SAP, Oracle, PeopleSoft, etc.) in providing these information resources within the framework of a performance-metric-based management system and utilizing the Malcolm Baldrige National Quality Award Criteria.

MMBA 710 Strategic Planning Systems
Students will demonstrate knowledge of strategic planning and strategic planning systems within the context of organizational mission and vision and a performance-metric-based management philosophy utilizing the Malcolm Baldrige National Quality Award Criteria framework. Students will also articulate how strategic planning systems are created, maintained, and translated into operational planning.

MMBA 730 Customer and Market Systems Analysis
Students will demonstrate the ability to measure and analyze customer requirements/needs and customer satisfaction/dissatisfaction within the framework of a performance-metric-based management philosophy utilizing the Malcolm Baldrige National Quality Award Criteria framework. Students will demonstrate knowledge of measurement instrument options and applicability, focus groups, and the tracking and analysis of this data.

MMBA 760 Process and Value Stream Management Systems
Students will demonstrate knowledge of value stream and what provides value to the customer. Definitions, concepts, and measures of process quality and quantity are explored, analyzed, and appropriately applied within the context of a performance-metric-based management philosophy utilizing the Malcolm Baldrige National Quality Award Criteria framework. Students will demonstrate appropriate skills to define customer and supplier/partner process strategies.

MMBA 799 Integrated Capstone Project
Students will propose and conduct an integrating capstone project/thesis based on the learning acquired in the seven MBNQA-based core areas.

Management Concentration

MMBA 615 Quality Improvement Principles and Applications
Students will demonstrate knowledge of the philosophy, principles and practices of continuous quality improvement through the four lenses of Deming's system of profound knowledge, systems thinking, understanding variation and diversity, practical psychology of leadership and management, and generation and leverage of knowledge. Students will analyze and translate those principles into organizational philosophy, procedures, and operations fitting organizational mission, vision, and operations including the evaluation, design, implementation, and evaluation of rapid cycle improvement.

MISM 629 Legal and Ethical Issues in Business
Students will investigate and brief a variety of legal and ethical issues and demonstate knowledge of applicability to a variety of scenerios.

MMBA 640 Project Management
Students will demonstrate understanding of project management importance, tools, and applications to organizational initiatives including project definition, working with project teams, project budgeting, work breakdown analysis, project scheduling, and project monitoring and evaluation.

MMBA 705 Business Process Reengineering
Students will compare and contrast business process reengineering (BPR) with continuous quality improvement and demonstrate competence in the tools by conducting a systems/process analysis utilizing BPR tools.

General Outcomes

Students will demonstrate adaptability and proficiency in virtual team and discussion thread participation as required in several courses.

g) What assessment measures are used, both direct and indirect?
- Students: exams, cases, projects, presentations, discussion groups, directed applied research
- Courses: student evaluations, written comments and suggestions, informal student feedback
- Program: alumni surveys, current student surveys, capstone project

h) What is the assessment cycle for the program?
- Students: assessment is conducted each semester for all courses
- Courses: assessment is conducted every semester
- Program assessment was conducted the second year of the MBA, APR is scheduled in two years

i) What assessment data were collected in the past year?
5. Literature and industry trend review
6. MBA partner assessment
7. Current student assessment and perceptions
8. SAI

j) How have assessment data been used for programmatic or curricular change?
- We adjust course content emphasis and pedagogy on a semester basis in response to student suggestions and best practices.

Course Outcomes Assessment

d) Do all multi-sectioned courses have common outcomes?
- Yes
e) If not, how do you plan to address discrepancies?
f) How do individual course outcomes meet programmatic goals?
- All MBA core course outcomes were developed with an emphasis and application of quality system concepts and applicable performance metrics.

VI.   Program Features

6. Advisory Board
d) Does the program have a board/committee? When did it last meet? When were new members last appointed? What is the composition of the committee (how many alumni, workplace representatives, academic representatives, etc?)
- We plan to form and hold an MBA advisory committee meeting this year.
e) If no advisory board exists, please explain by what means faculty receives advice from employers and outside professionals to inform decisions within the program.
- We've developed and followed the Malcolm Baldrige guidelines for graduate programs, AACSB MBA core recommendations and standards for the performance metrics.
f) Has feedback from the Advisory Board affected programmatic or curricular change?
- Not yet.

7. Internships/Cooperative or Experiential Learning

e) Is an internship required or recommended?
- No.

f) If the internship is only recommended, what percentage of majors elects the internship option?

g) What challenges does the program face in regard to internships? What is being done to address these concerns?

h) Do you seek feedback from internship supervisors? If so, does that feedback affect pedagogical or curricular change?

8. On-Line Courses

f) Please list the web-based courses, both partial internet and fully online, offered last year.
- All MBA courses have an internet component. Two courses (6 credit hours) require a total of three Saturdays; all remaining courses are 100% internet.

g) What challenges and/or opportunities has web-based instruction created?
- The usual and expected challenges of a new program with the added challenge of on-line. The on-line component of the MBA is ideally suited for enrollment increases given the program objectives, and our target market of working professionals.

h) What faculty development opportunities have been encouraged/required in order to enhance web-based learning within the program?
  - Every new MBA faculty has a team of mentors available to them. That team assists with meeting course outcomes and assessments, internet tools and best practices, and college and university professional expectations.
  - ATC/UCEL profit sharing dollars are targeted for faculty development and are used by faculty for that purpose.
i) How has student feed-back been used to enhance course delivery?
  - The survey of students and alumni were the basis of our course delivery model.
j) Is there any plan to offer this program on-line? If yes, what rationale is there to offer this program online?" (emerging market opportunity?, expand enrollment?, demand for niche program offering?, etc.)
  - This has yet to be decided.

9. Accreditation
  f) Is the program accredited or certified?
      a. No
  g) By whom?
  h) When is the next review?
  i) When is the self-study due?
  j) How has the most recent accreditation review affected the program?

10. Student/Faculty Recognition
  c) Have students within the program received any special recognition or achievement?
    - Just career kind of things…which is why we're here.
  d) Have faculty within the program received any special recognition or achievement?
    - Professor Sytsma
    - Professor Fagerman

6. Student Engagement

a) Is volunteerism and student engagement a structured part of the program?
  - No, but students engage in a variety of special projects for FSU and various business organizations.
b) Does the program utilize service learning in the curriculum?
  - No
c) Does the program participate in the American Democracy Project?
  - No

IV Academic Program Review Recommendations:

Fall 2005 is commencement of just the third year of offering.

Areas of Strength:
  - The MBA program is founded on Baldrige quality principles, quality systems, and performance metrics. Our objective is to provide state-of-the-art organizationally valued career enhancing management knowledge and skills. The FSU MBA is the only program with this focus in the state.

Areas of Concern (and proposed actions to address them)
  - We have now cycled through the MBA courses and completed some quality improvement pedagogy and content enhancements. Unfortunately, some CBGP Department issues that have arisen the past few weeks that have impeded MBA program initiatives. These will be addressed in coming weeks. Once resolution to department issues has occurred, we will aggressively commence program promotion, new initiatives, and enrollment growth. Exactly how we engage that endeavor is the challenge. Additionally, we are poised to offer an entirely on-line MBA. One of our two MBA faculty will retire December 2005 and the search for a replacement will commence shortly.

Future Goals:

- The MBA is actively seeking out university-wide partners interested in developing twelve hour MBA concentrations focused on professional career enhancing disciplines. To date successes include a techno-MBA, and an MBA with an MSN option, an MSN with MBA concentration, a PharmD/MBA and a five year Accounting/MBA or MS-ISM that meets CPA licensing requirements. Initiatives are being explored for a five year CNS/MBA program and a possible partnering with Kendall with an MBA concentration in innovation management.

Other Recommendations:

- We need a programmatic marketing and promotion strategy and funds. That said, we're also of the opinion that the MBA would benefit substantially from a conscious and focused effort to enhance the image of FSU. There are some "jewels in the crown" most notably Optometry and Pharmacy that need to be leveraged for institutional benefit. We need to have the citizens of Michigan associate the name of Ferris State University the institution renown for its' professional programs. Coincidently, its' an institution that also offers state-of-the-art graduate and undergraduate degrees in a host of relevant career enhancing and high demand professional and technical programs many of which are available at no other state university, etc. But this is not something within the scope of our charge to affect.

Pertinent articles
March 15, 2009
Is It Time to Retrain B-Schools?
By KELLEY HOLLAND

JOHN Thain has one. So do Richard Fuld, Stanley O'Neal and Vikram Pandit. For that matter, so does John Paulson, the hedge fund kingpin.

Yes, all five have fat bank accounts, even now, and all have made their share of headlines. But these current and former giants of finance also are all card-carrying M.B.A.'s.

The master's of business administration, a gateway credential throughout corporate America, is especially coveted on Wall Street; in recent years, top business schools have routinely sent more than 40 percent of their graduates into the world of finance.

But with the economy in disarray and so many financial firms in free fall, analysts, and even educators themselves, are wondering if the way business students are taught may have contributed to the most serious economic crisis in decades.

"It is so obvious that something big has failed," said Ángel Cabrera, dean of the Thunderbird School of Global Management in Glendale, Ariz. "We can look the other way, but come on. The C.E.O.'s of those companies, those are people we used to brag about. We cannot say, 'Well, it wasn't our fault' when there is such a systemic, widespread failure of leadership."

Critics of business education have many complaints. Some say the schools have become too scientific, too detached from real-world issues. Others say students are taught to come up with hasty solutions to complicated problems. Another group contends that schools give students a limited and distorted view of their role — that they graduate with a focus on maximizing shareholder value and only a limited understanding of ethical and social considerations essential to business leadership.

Such shortcomings may have left business school graduates inadequately prepared to make the decisions that, taken together, might have helped mitigate the financial crisis, critics say.

"There are extraordinary things taking place in business education, and a lot that is very promising," said Judith F. Samuelson, executive director of the Business and Society Program at the Aspen Institute. "But what's the central theorem of business education? It's wanting."

Some employers and recruiters also question the value of an M.B.A., and are telling young people they can get better training on the job than in business school. A growing number are setting up programs to help employees develop skills in-house.

On many campuses, changes are under way in courses and curriculums. Some schools are heightening their focus on long-term thinking or leadership, and many are adding seminars to address the economic crisis.

Jay O. Light, the dean of Harvard Business School, argues that there have been imbalances both on campuses and in the economy. "We lived through an enormous extended period of financial good times, and people became less focused on risks and risk management and more focused on making money," he said. "We need to move that focus back toward the center."

BUSINESS SCHOOLS have looked inward before, and some of the current problems may have stemmed from their last major self-examination. In the late 1950s, reports that the Ford and Carnegie foundations commissioned found mediocre faculty, and curriculums narrowly focused on vocational skills.

One of their recommendations was for business schools to become much more analytical and rigorous in their approach. And, over the years, that happened almost everywhere. Doctoral programs are commonplace. Professors conduct independent research and publish often in scholarly journals. Students learn complex models for analyzing competitive strategy, valuing options and more.

But schools may have gone too far in this direction, according to Warren Bennis, a professor of management at the University of Southern California. The schools suffer from "an overemphasis on the rigor and an underemphasis on relevance," he said. "Business schools have forgotten that they are a professional school."

Henry Mintzberg, a professor of management studies at McGill University in Montreal, also argues that because students spend so much time developing quick responses to packaged versions of business problems, they do not learn enough about real-world experiences.

For all of the emphasis on analytical rigor in business schools today, another major recommendation of the foundations' reports from the 1950s — that business become a true profession, with a code of conduct and an ideology about its role in society — got far less traction, said Rakesh Khurana, a professor at Harvard Business School and author of "From Higher Aims to Hired Hands," a historical analysis of business education.

Business schools, he said, never really taught their students that, like doctors and lawyers, they were part of a profession. And in the 1970s, he said, the idea took hold that a company's stock price was the primary barometer of success, which changed the schools' concept of proper management techniques.

Instead of being viewed as long-term economic stewards, he said, managers came to be seen as mainly as the agents of the owners — the shareholders — and responsible for maximizing shareholder wealth.

"A kind of market fundamentalism took hold in business education," Professor Khurana said. "The new logic of shareholder primacy absolved management of any responsibility for anything other than financial results."

Outwardly, at least, business schools look robust. For years, they have drawn some of the most talented students, and many top candidates are still applying. In fact, business school applications typically rise as the economy softens because potential students see graduate school as a haven from professional uncertainty.

Employers are making fewer recruiting trips to business schools this year, given the economy, but newly minted M.B.A.'s are still winning highly selective jobs in finance and consulting. A survey last year of M.B.A. candidates worldwide by the Graduate Management Admission Council, which administers the GMAT, found that 29 percent of incoming M.B.A. candidates were working in finance or consulting, and that 53 percent went into those industries upon graduating.

For universities, business education is a kind of cash cow. Business schools are less expensive to operate than graduate schools with elaborate labs and research facilities, and alumni tend to be generous with donations.

Business education is big business, too. Some 146,000 graduate degrees in business were awarded in 2005-06, roughly one-fourth of the 594,000 graduate degrees awarded that school year, according to the Education Department.

Still, there have been signs that all is not well in business education. A study of cheating among graduate students, published in 2006 in the journal Academy of Management Learning & Education, found that 56 percent of all M.B.A. students cheated regularly — more than in any other discipline. The authors attributed that to "perceived peer behavior" — in other words, students believed everyone else was doing it.

Some employers are also questioning the value of an M.B.A. degree. A research project that two Harvard professors released in 2008 found that employers valued graduates' ability to think through complex business problems, but that something was still lacking.

"There is a need to broaden from the analytical focus of M.B.A. programs for more emphasis on skills and a sense of purpose and identity," said David A. Garvin, a professor of business administration and one of the project's authors.

Indeed, students themselves may welcome an emphasis on character skills. In surveys that the Aspen Institute regularly conducts, M.B.A. candidates say they actually become less confident during their time in business school that they will be able to resolve ethical quandaries in the workplace.

Business education "accentuates the simple technical pieces," said Ms. Samuelson of the Aspen Institute, and "ignores the real complexity and, frankly, the really exciting opportunities business has to be the driver of long-term prosperity."

A GROWING number of business schools are trying new approaches — and many are finding valuable lessons to draw from the economic crisis.

At the Stern School of Business of New York University — situated in what its dean, Thomas F. Cooley, called "the belly of the beast" in Lower Manhattan — 33 professors recently wrote papers analyzing the crisis and offering policy recommendations that have been combined in a book to be published this month. A course that Stern offered on the book filled up minutes after it was announced, Mr. Cooley said.

Thomas Philippon, an assistant professor of finance at Stern, plans to incorporate the changed world into his class this fall. While he plans to keep discussing basic financial concepts and tools, he also plans to spend more time on concepts like systemic risk.

Professor Philippon also plans to inject a discussion of whether or not the market is always right when it values things. "You would not have had that discussion three years ago," he said.

Some schools had deep reviews of their curriculums under way even before the economic crisis unfurled.

Last year, Harvard Business School began a review pegged to its centennial, and it's considering ways to make courses more global. There will probably also be more emphasis on leadership skills, Dean Light said.

"I think we need to redouble our efforts," he said, "to make sure that even those people we send to financial services are first and foremost leaders who understand situations from a general management perspective."

More immediately, Harvard is assembling cases based on recent events — issues involving accounting practices, for example, and JPMorgan Chase's acquisition of Bear Stearns.

In 2006, the Yale School of Management introduced a curriculum offering interdisciplinary perspectives on complex problems. It's also developing cases based on the financial crisis, and there are plans to devote sessions in the core curriculum to the crisis.

The Aspen Institute, meanwhile, is trying to change business education from the outside. It produces an annual report ranking business schools on how well they integrate social and environmental issues into curriculums. (Not all schools participate in its research, however.)

It has also developed a curriculum in conjunction with the Yale School of Management that is aimed at teaching students how to act upon their values at work. About 55 business schools, including those at Stanford, Northwestern and M.I.T, are using all or part of it in pilot programs.

There are also calls to make management a profession like law or medicine, with a code of conduct, a certification examination and continuing education.

Dean Cabrera of Thunderbird has been working with the United Nations Global Compact, which promotes standards for sustainable business practices, and led a task force in developing a set of "Principles for Responsible Management Education" that follow a similar philosophy. Roughly 200 business schools worldwide, including Thunderbird, have adopted them, though some of the best-known American schools are not on the list.

At the Yale School of Management, the new dean, Sharon M. Oster, has called for a renewed focus on the social value of management. "Business creates value in terms of services and products," she said. "That's what business delivers, just like medicine delivers a healthy person."

PROFESSIONALIZATION is hardly a panacea. No one would argue that lawyers, doctors and accountants are immune from wrongdoing or poor judgment, and they have long been taking certification exams and promising to act ethically. It is also unclear who would monitor continuing education and what kind of certification would be required.

But surveys of business students show that they are starting to focus more on social issues and ethics, and that this could intensify talk of making managers' obligations to society more explicit.

"The challenge for a lot of business schools is how to develop leaders and not managers," said James Tran, a candidate for an M.B.A. and a master's in public administration at Harvard. Many of the top schools are moving in that direction, he said, but "I don't think they have actually figured out how to do that in the most effective way."

Service-Oriented Generation Drives Boom in Social-Benefit M.B.A. Courses

By KATHERINE MANGAN

Student demand is fueling a sharp increase in the number of M.B.A. courses that cover social and environmental issues, according to a new report by the Bridgespan Group, a consulting service that helps nonprofit and philanthropic groups advance their social goals.

The report, "The M.B.A. Drive for Social Value: Five Trends Boosting Social-Benefit Content at U.S. Business Schools," is a response to findings by the Aspen Institute, a nonprofit research and policy center that conducts a biennial survey of M.B.A. programs' social and environmental initiatives. The institute found a 79-percent increase in such courses from 2005 to 2007 among the 110 business schools it surveyed.

In an effort to pinpoint reasons for the growth, Bridgespan sent questionnaires in February to 15 programs known for paying attention to social issues. The 10 that responded reported that both the number of courses that deal with social concerns and the number specifically related to managing social-sector organizations more than doubled at their institutions over the last five years.

In its report, Bridgespan loosely defines "social benefit" as having to do with environmental or social sustainability. Specific topics include social entrepreneurship, corporate social responsibility, and the management of public and social-sector organizations.

The five factors the group concluded were most responsible for the surge in social-benefit content are interest among students, faculty interest, employer demand, competition among M.B.A. programs, and the interdependencies of a global economy.

A Generational Push for Change

The biggest push appears to be coming from a generation of students who were expected to perform community service in both high school and college.

"These are the folks who grew up expecting to be able to integrate in their lives doing some social good with working in any sector," said Nora L. Silver, director of the Center for Nonprofit and Public Leadership at the University of California at Berkeley's Haas School of Business. Last year 115 of 240 students in the Haas school's graduating class applied to a program that places about 60 M.B.A. students on the boards of local nonprofit organizations.

Meanwhile, enrollment in Harvard Business School's social-enterprise electives jumped 61 percent from 2003 to 2008. The number of required courses that include social-benefit content has increased by more than a third there since 2003.

Students aren't the only ones pushing for change. Faculty members who work with socially conscious practitioners are bringing more examples of social change into the curriculum, the report notes. In addition to bringing up corporate case studies, they are introducing more studies on public and nonprofit organizations.

"Sometimes these cases include a point, whether working with multiple constituencies or limited resources, that is more challenging and better than corporate cases," said Valerie F. Malter, program director for social impact at the University of Pennsylvania's Wharton School.

Employers who recruit M.B.A. students are also looking for students who can work across sectors, said Katie Kross, executive director of the Center for Sustainable Enterprise at the University of North Carolina's Kenan-Flagler Business School. "They like candidates that have not only an M.B.A. skill set but also an understanding of the strategic social and environmental issues facing companies."

The report was written by Nan Stone, founder of the Bridgespan Group's Knowledge Unit, and two of the group's New York-based consultants, Michael Ciccarone and Rani Deshpande.

Every Friday morning like clockwork, Ken Keeley, executive director of career services at Carnegie Mellon's Tepper School of Business, runs a program on his computer that tracks job and internship placement figures for students. His end-of-the-week ritual has been especially gloomy this spring. Out of the 210 MBA students in the first-year class, only 55% had landed a summer internship by mid-April, leaving nearly half of the class scrambling to land internships before the end of the school year. It's a sharp change from last year, when 81% of students had secured summer jobs by this time, says Keeley.

"The biggest surprise to all of us in the industry has been how huge an impact the economy has had on internships," says Keeley. "We all knew it would hit graduate students hard, but I think we were caught off guard."

Sensing the growing desperation among students, career-services officers and deans at top schools are stepping up their efforts to help them find summer employment, coming up with creative alternatives. Some schools are creating a dozen or more paid internships for students within the university, in places like the dean's office or the endowment department. Administrators are encouraging professors to post openings for paid summer research assistants on school job boards. Meanwhile, career-services officers are aggressively pushing their staff to reach out to nonprofits and small to midsize companies that haven't recruited before at business schools, asking them to create new positions for students. A handful of schools are even launching pro-bono consulting summer projects, led by faculty.

The school year is wrapping up for MBA students, but for many first-year students there is no clear end in sight. Internship hiring is down significantly at many top business schools, with a sizable number of students still scrambling for a paid summer job. In a survey by the MBA Career Services Council, an association of business school career officers, 50% of schools said banking internships were down significantly this winter, while some 62% of schools expect internship opportunities to decrease. The situation has not gotten much rosier this spring and internship postings across most industries continue to be down, says Kip Harrell, director of the Career Services Council.

For Some, Panic Sets In

The dearth of opportunities poses a serious problem for MBA students, who typically depend on their summer internships to either help them land a full-time job or test out a new industry.

"I have some friends who are panicked. One of my classmates came crying to me last week," says Ritu Jain, a first-year student at the University of Virginia's Darden School of Business. Jain is president of Opportunity Consulting, a student-run consulting group that is trying to find summer internship opportunities for students with nonprofits in the Charlottesville area. For Jain and her friends, she says, "It is all this built-up emotion."

At Vanderbilt's Owen Graduate School of Management, where about 40% of the first-year class is still looking for internships, career-services director Joyce Rothenberg is trying out several new strategies. She organized a "how to hire an intern" workshop this winter for a number of national midsize companies that have not hired interns before, which has so far yielded six new paid internship postings. She's also helped launch a project called "The Brand Group," where marketing faculty and students will do branding consulting work for companies. The only catch? Students will receive credit for the internship, rather than a salary. Rothenberg says.

Even with all these new possibilities emerging, many students are still feeling nervous, she says. "Most of my job has been managing panic more than anything else," she says

"Mindset Shift" in Career Services

For some career-services officers, the internship crisis has presented an opportunity for them to change the way they run their offices. One example of this is the large whiteboard that stands in the career-services office of the University of North Carolina's Kenan-Flagler Business School. Every afternoon Jeff Fischer, the school's career-services director, marks up the board, noting the number of calls his staff has made that week and the number of new internship and job opportunities they've created for students. His team has made almost 200 calls to new businesses they haven't worked with before, creating about 52 corporate internships for students. About half of the opportunities were unadvertised internships his staff found, while the other half were created by his team.

"We're running the office the way you would run a sales or consulting organization," says Fischer. "It's a complete mindset shift."

Deans at a number of top business schools also are stepping in to help, leveraging their connections as never before. Sharon Oster, dean of the Yale School of Management, has committed $100,000 to a special internship fund this year that will create between 10 and 12 in-house university internships for Yale MBA students. She's reaching out to the school's endowment office, the Yale Press, and the Yale Entrepreneurial Institute, all of whom have said they are interested in helping her create jobs for MBAs. The internship postings will be listed on the school's job board shortly, she says.

"We want to figure out what kind of opportunities we can find at Yale that are the most attractive to students in terms of helping them develop their careers," Oster says. "I think that we will sell out, there is no question about that."

At Georgetown University's McDonough School of Business, Dean George Daly is also scouting out university jobs for students. He estimates that about 25% of first-years are still looking for internships, so he's asked each of his associate deans to create a paid summer job for students, he says. One of these internships will be housed in his office, where he plans to ask a student to spend the summer compiling a report on how the business school can best go about creating an international programs office. He's also hoping to hire an intern who can look into what it would take to create an undergraduate business minor at the university.

"Our goal is that all of our students will have an internship," Daly said. "For some, it may be a consolation prize, but they have to deal with the reality they're facing."

Interning…at the B-School?

Another tough reality dawning on students is the possibility that they may not get paid for their summer internships. The Tepper School's Keeley is putting together a résumé book of students who are willing to take unpaid internships for the summer, which he plans to distribute to the school's alumni. The book will be distributed a month earlier than normal this year, and he hopes employers will be receptive, he says.

"Some of these companies have laid off so many people it would almost be, at best, embarrassing to bring in an intern," he says. "Their employees can say, 'You're bringing in interns and you laid me off?' These are huge issues these companies are dealing with."

At some schools, faculty members are hoping that they can lend students a helping hand. At Darden, a half-dozen faculty members have expressed interest in creating paid research assistant jobs for students. Jack Oakes, Darden's career-services director, says he expects students will take them up on their offers this year, especially because nearly 40% of the class was still looking for internships as of late March.

"In years past, some students have scoffed a little bit at the prospect of working at their own B-school," he says. "But now students are expressing interest in these types of internships."

Peter Boatwright, an associate professor of marketing at Tepper, recently posted an internship on the school's career-services job board, asking for an MBA student to assist him with a textbook on pricing he's writing this summer. While he is hopeful that he will get a response, he expects it will be a last resort for most students.

"I'm still not viewing my textbook internship as exactly what they would want," Boatwright says. "If they come to talk to me, I'll suggest that they might want to wait until they are pretty confident they are not getting an opportunity."

The Search Continues

Amanda Ott, 25, a first-year master in computational finance student at Tepper, says she is still holding out for the right job opportunity. She's been looking for a position in quantitative research or financial modeling at a financial firm since December, and has had about six interviews with companies all over the country.

"I was hoping that it wouldn't take this long," she says. "I knew this year would be a little bit harder to find something, so I'm just putting myself out there and trying to get some hits."

Damast is a reporter for BusinessWeek.com.

Jack Welch Launches Online MBA

The legendary former GE CEO says he knows a thing or two about management, and for $20,000 you can, too

By [Geoff Gloeckler](#)

A corporate icon is diving into the MBA world, and he's bringing his well-documented management and leadership principles with him. Jack Welch, former CEO at General Electric ([GE](#)) (and *BusinessWeek* columnist), has announced plans to start an MBA program based on the business principles he made famous teaching managers and executives in GE's Crotonville classroom.

The Jack Welch Management Institute will officially launch this week, with the first classes starting in the fall. The MBA will be offered almost entirely online. Compared to the $100,000-plus price tag for most brick-and-mortar MBA programs, the $600 per credit hour tuition means students can get an MBA for just over $20,000. "We think it will make the MBA more accessible to those who are hungry to play," Welch says. "And they can keep their job while doing it."

To make the Jack Welch Management Institute a reality, a group led by educational entrepreneur Michael Clifford purchased financially troubled Myers University in Cleveland in 2008, Welch says. Welch got involved with Clifford and his group of investors and made the agreement to launch the Welch Management Institute.

Popularized Six Sigma

For Welch, the new educational endeavor is the latest chapter in a long and storied career. As GE's longtime chief, he developed a management philosophy based on relentless efficiency, productivity, and talent development. He popularized Six Sigma, wasn't shy about firing his worst-performing managers, and advocated exiting any business where GE wasn't the No. 1 or No. 2 player. Under Welch, GE became a factory for producing managerial talent, spawning CEOs that included James McNerney at Boeing ([BA](#)), Robert Nardelli at Chrysler, and Jeff Immelt, his successor at GE.

Welch's decision to jump into online education shows impeccable timing. Business schools in general are experiencing a rise in applications as mid-level managers look to expand their business acumen while waiting out the current job slump. The new program's flexible schedule—paired with the low tuition cost—could be doubly attractive to those looking to move up the corporate ladder as the market begins to rebound.

Ted Snyder, dean of the [University of Chicago's](#) [Booth School of Business](#), agrees. "I think it's a good time for someone to launch a high-profile online degree," Snyder says. "If you make the investment in contentthat allows for a lot of interaction between faculty and students and also among students, you can get good quality at a much more reasonable tuition level."

Welch's Secret Weapon

That being said, there are challenges that an online MBA program like Welch's will have a difficult time overcoming, even if the technology and faculty are there. "The integrity and quality of engagement between faculty and students is the most precious thing we have," Snyder says. "Assuming it's there, it dominates. These things are hard to replicate online."

But Welch does have one thing that differentiates his MBA from others: himself. "We'll have all of the things the other schools have, only we'll have what Jack Welch believes are things that work in business, in a real-time way," he says. "Every week I will have an online streaming video of business today. For example, if I was teaching this week, I would be putting up the health-care plan. I'd be putting up the financial restructuring plan, talking about it, laying out the literature, what others are saying, and I'd be talking about it. I'll be doing that every week."

Welch and his wife Suzy are also heavily involved in curriculum design, leaning heavily on the principles he used training managers at GE.

"In every course there will be pieces of what I taught at Crotonville," he says. "In the budgeting part there will be a view of conventional budgeting and a view of budgeting my way, and students can debate the two. Same thing in strategy. I have a method of strategy, Michael Porter has a method. We'll use Porter's book and then I'll throw my stuff in."

Lots of Competition

Welch isn't a stranger to the MBA world. For the past three years, Welch has taught an extremely popular leadership course at MIT's Sloan School of Management, based on the leadership principles covered in his best-selling book *Winning*. Welch also lent his name to the business school at Sacred Heart University in Fairfield, Conn.

The Management Institute marks a more active leap into the MBA landscape, but Welch is far from alone in offering an inexpensive online MBA. Many business schools known for their full-time graduate programs offer online components to their MBAs, including Massachusetts, and Carnegie Mellon (Carnegie Mellon Full-Time MBA Profile). Also, for-profit institutions like the University of Phoenix (APOL) and Cappella University (CPLA)have made names for themselves offering graduate business degrees primarily online at bargain prices.

In the short term, Gary Bisbee, director at Barclay's Capital, doesn't see the Jack Welch Management Institute as much of a threat to the more recognized online education brands. But with the right mix of marketing money and curriculum innovation, it's feasible that in the longer term the Welch Institute could become a serious competitor. "It would make sense that the school could become one of the successful players in the industry, given his reputation for management skill and maybe even more so developing leaders," Bisbee says. "I would clearly think they could become a player over time."

Upside in Online Education

To help him get there, Welch has chosen a dean and is working closely with a select group of prospective faculty members whom he hopes will soon be in place to turn the lights on in September. Ideally, he would have a few hundred students enrolled at that time, gradually increasing the number over time. "We intend to start slow," he says. "Our interest is in developing a quality program and we're not interested in a big ramp-up."

While launching a new MBA program might seem risky, especially with so many seasoned players in the market, Welch isn't concerned. "There's no risk," he says. "So people lose a little money. The reward is that a winning management formula spreads further than it already has. It's already spread widely. Now, we want to add more people to it. Online education is going nowhere but up. It's for real. It took me a long time to get there, being a bit of a traditionalist, but you see the way that kids learn, the way that they are more attentive. I think it had opportunities to be more rigorous. I'm very excited about where we're going."

Gloeckler is a staff editor for *BusinessWeek* in New York.

How to Turn an Internship into a Job

With companies cutting back, many business students likely will end the summer without job offers. Here's how to make sure you're not one of them

By [Francesca Di Meglio](#)

The heat is on for MBA and undergraduate business student interns in the summer of 2009. After clawing their way into coveted internship positions in [one of the most competitive job markets in memory](#), the real fight for full-time job offers is happening now, halfway through their 10 or so weeks on the job.

While there is some consolation in the fact that companies hired fewer interns because they planned to make fewer full-time offers for the following year, the chosen few lucky enough to land those internships still have to make sure they stand out. In fact, this is just the beginning of the battle for full-time positions for business graduates at every level. "This year the job search is not going to be a sprint," says Patrick Perrella, director of MBA career development at the University of Notre Dame's [Mendoza College of Business](#) ([Mendoza Full-Time MBA Profile](#)). "It's a marathon." If you want to make it to the finish line with a full-time job offer in hand, you'll have to go the extra mile.

Exceed Expectations

Most career placement directors will tell you that one of the first ways to insure a satisfying internship is to communicate your expectations to your direct supervisor and ask what he or she expects of you. If this has not happened yet, you should make a point to talk to your manager and ask for feedback on how you are doing and what you can improve. You should also tell him or her what you think of the internship so far and how you'd like to add more value.

In addition to a midsummer evaluation, Madhu Palkar, a 2009 graduate of Northwestern University's [Kellogg School of Management](#) ([Kellogg Full-Time MBA Profile](#)) who interned at [L.E.K. Consulting](#) in Chicago last year, scheduled biweekly meetings with her mentors. "You have to be creative and put out on the table what you bring to the table," says Palkar.

She told her bosses about her experience in health care and took on a health-care assignment in which she excelled. This made a great impression, and when she asked for assignments in completely different fields, her bosses were gung ho. On the last day of her internship, she was offered a full-time position, which she eventually accepted. She is now a full-time L.E.K. consultant in Chicago.

Work Hard and Smart

Worker bees get the honey, say recruiters. A strong work ethic, says Steve Canale, manager of recruiting and staff at [General Electric](#) ([GE](#)), is the common denominator among those who snag full-time offers at GE. The same is true at Deutsche Bank ([DB](#)), and working hard is more important in the weaker economy. "It's not even just about being good now," says Kristina Peters, managing director and global head of graduate resourcing at [Deutsche Bank](#). "It's about being excellent."

Basic rules, such as coming in before the boss and staying longer, still apply. But you also must take initiative to stand out. For example, you could spend some of your free time learning how to use new software to help you work faster or do additional research that wasn't asked of you for the big presentation. Perrella, who used to work at

Citigroup (C), says he was always impressed when interns finished their projects early and anticipated what they could do next. Canale says that if you think you could be doing more, you should speak up because most employers will appreciate your willingness and desire to contribute—and they'll happily give you more work.

Build Relationships

One of the big differentiators in this ultra-competitive job market is the friends you make at work. The internship is like a 10-week interview for your full-time job. "When being interviewed, you're building a relationship with that person," says Roycee Kerr, director of BBA Career Services at the Southern Methodist University Cox School of Business (SMU Cox Undergraduate Business Profile). "It's hard for people to not want to have you around if they really like you."

But traditional networking—exchanging of business cards and pleasantries at meetings and events—is not enough in this economy. To take things a step further, you should be introducing yourself to people in the company and its industry, asking them about their functions, and how they got into the role they have. Building relationships might start in the office but it should extend outside the office and online at professional networking sites, such as LinkedIn. Don't just limit yourself to senior execs. You should be getting to know the assistants, younger staff, and anyone who works in the office, says Perrella, who adds that starting with "Good morning. How are you?" is the simplest way to initiate conversation.

Being nice is a must, but so is showing optimism in the face of great obstacles. "When things are so difficult and the economy is so challenging, being the person who is positive will make a difference," says Kerr. Being happy on the job does more than make for a warm-and-fuzzy office. "You must convey interest and enthusiasm in the work you're doing," says Palkar. "No one wants to be a backup option."

Demonstrate Intellectual Curiosity

One of the characteristics that GE wants to see in recruits is a desire to continue learning, says Canale. A know-it-all who doesn't want to work to improve himself will not go far. Reading industry journals and relevant books—and then discussing them with your colleagues or explaining how you're applying what you discovered to your work—is one way to show intellectual curiosity. Another is striving to know more about the company and the various jobs that might be available to you.

In this economy especially, you must remain open-minded and show interest in trying out different roles, says Peters. Indeed, a demonstrated willingness to take a different path to your dream job or even to move to a different location could mean the difference between getting a full-time offer and ending your summer empty-handed.

Of course, you will make mistakes. But you should prove that you are dedicated to constantly learning by never making the same mistake twice and always striving to improve everything from your e-mails to your presentations to yourself.

Tell No Lies

At a time when business executives are getting a bad rep for their part in the financial crisis, employers are carefully considering the ethics of job candidates. "Integrity is a big thing at GE," says Canale. He says that proving yourself begins with simple habits, such as being honest when you're late and straightforward if you're going to miss a meeting. Accepting responsibility for mistakes you've made and considering the influence your work and performance will have on others and on the company as a whole are musts. Although it should go without saying,

drinking too much—even outside the office—or conducting yourself in an immature or unprofessional manner are big no-nos that could cost you the full-time offer.

Never Give Up

The people who will get the full-time job offers at summer's end are those who are hanging tough for the long haul. They'll keep up with their contacts even if November arrives and they still don't have an offer. They'll lend a hand on projects even after their internship is over. They won't wait for offers to come to them, they'll go to the offers. They'll keep believing that their full-time offer is just around the corner. "Keep a positive attitude," says Kerr. "With persistence, you can make things happen for yourself."

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How Relevant Is the MBA? Assessing the Alignment of Required Curricula and Required Managerial

Competencies

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Masters of business administration (MBA) programs are being met with escalating criticism from academics, students, and various organizational stakeholders. Central to these criticisms is the contention that the MBA is wholly out-of-touch with the "real world" and is irrelevant to the needs of practicing managers. Examining this contention, we investigated the relevancy of MBA curricula in relation to managerial competency requirements. Relying on an empirically derived competency model from 8,633 incumbent managers across 52 managerial occupations, our results showed that behavioral competencies indicated by managers to be most critical are the very competencies least represented in required MBA curricula. Findings further indicate that institutional factors such as media rankings and mission orientation have no effect on the alignment of MBA curricula with critical managerial competencies.

In the reality of contemporary work organizations, training), individuals eager to gain important managerial capabilities have typically been ac-managerial capabilities often turn to formal trainquired through informal work experiences. For ex-ing opportunities such as certificate programs, ample, studies show that 70–90% of workplace university degree programs, or university-based learning occurs through on-the-job experiences, in-executive education. Here, the prevailing logic is formal training, and mentoring (Pfeffer & Sutton, that formal training will offer a more efficient and 2000; Tannenbaum, 1997). While trial and error and effective means of acquiring the necessary compeinformal experiences can be fertile grounds for tencies required to enact managerial roles. The learning to perform the managerial role, they are prevalent adoption of this logic is clearly visible in also rather inefficient settings, requiring years of the growth of graduate schools of business, where experience and the ability to synthesize learning recent estimates show well over 100,000 graduate

that is extraordinarily unsystematic (McCauley, degrees in business are awarded annually (Pfeffer Moxley, & Van Velsor, 1998). For these and other reasons (e.g., economic incentives tied to formal Despite, or perhaps because of, the steady growth and apparent economic prosperity of business schools and MBA programs, such programs

luminated the necessity for business schools to improve their ability to teach management, leadership, and other interpersonal skills. More recently, a number of scholars have strongly urged business schools to seriously reconsider their current approach to management education (Bennis & O'Toole, 2005; Ghoshal, 2005; Khurana, 2007; Mintzberg, 2004; Pfeffer & Fong, 2002).

The criticisms raised in these recent commentaries span a variety of concerns. For instance, in his highly critical book *Managers, Not MBAs*, Mintzberg (2004) argues that management is a professional trade, a craft to be honed through practice and experience, not in the traditional classroom. Mintzberg further purports that today's conventional MBA programs are more akin to specialized training grounds for the specific functions of business, rather than the broad practice of management. Pfeffer and Fong (2002) point to a substantial misalignment between the mastery of skills acquired in the MBA and the real-world impact of those skills. These authors cite studies suggesting that while many MBA graduates earn considerably more than their non-MBA counterparts, the effect of this difference is primarily due to pedigree and attendance at top programs rather than to the degree itself. Further, Pfeffer and Fong note that to date little evidence exists supporting the actual connection between mastery of the MBA curriculum and subsequent on-the-job behavior. Finally, Bennis and O'Toole (2005) strongly proclaim that "business schools have lost their way" by refusing to view management as a profession rather than a science. These authors further deride business schools for enacting this view by hiring and rewarding professors for their research prowess rather than their management experience. The result, Bennis and O'Toole argue, is that "the focus of graduate business education has become increasingly circumscribed—and less and less relevant to practitioners" (2005: 98).

Issues of Relevancy in Management Education

In sum, recent critics contend that the MBA is wholly out-of-touch with the "real world" and the needs of practicing managers. More specifically,

these criticisms appear to converge rather clearly on a single pressing issue confronting contemporary graduate management education: relevancy. Indeed, referendums for relevancy in management education are said to be moving some areas of the field, such as behavioral science, toward a clear "legitimacy crisis" (Rynes & Trank, 1999). Rynes and Trank argue that this crisis has resulted in a dysfunctional and entirely reactive approach to management education including easier coursework, an exclusive focus on current events, grade inflation, an increase in unqualified instructors, reactive curricular decision making, and so on. Anecdotally, even casual observers of business schools are likely to verify such trends. Yet, for questions of relevancy to have tangible value they must be couched in terms of relevancy to a particular criterion. From this perspective, the answer to whether MBA programs are relevant will drastically differ depending on the criteria used to gauge such relevancy. In light of the various criteria that can be used to assess relevancy, a careful examination of recent criticism reveals a substantial lack of consensus regarding what is actually irrelevant or relevant about contemporary management education.

To be sure, passionate arguments regarding relevancy have certainly been proffered on all sides of the debate. However, the sources used to bolster much of this debate often offer equivocal and even contradictory conclusions. For example, corporate recruiters routinely assert that MBA programs could be more relevant by doing more to inculcate "soft skills" such as leadership, communication, and interpersonal skills (Eberhardt, McGee, & Moser, 1997; GMAC, 2006). Thus, recruiters place significant value upon the acquisition of people-focused managerial capabilities. However, recruiters' actions deliver a different message as they tend to make selection decisions based on the possession of technical skills (Rynes, Trank, Lawson, & Ilies, 2003). Complicating matters, research also shows that students increasingly harbor negative attitudes toward learning such soft skills (Rynes et al., 2003). Here, students purport that MBA programs could be more relevant by disposing of

anything that is not perceived as "useful" in gaining employment. Even academics themselves add to the lack of consensus regarding relevancy, with some articulating enhanced relevancy through increased behavioral science or evidence-based curricula (e.g., Rousseau, 2006; Rynes & Trank, 1999), while others argue for a significant departure from the science-based curriculum approach (e.g., Bennis & O'Toole, 2005).

To move beyond the confusion that surrounds issues of relevancy in management education, a more fruitful criterion and systematic investigation are necessary. One such criterion by which the relevancy of management education can be assessed comes from the most basic element of any learning context; namely, the topical content delivered in MBA programs. Using such a criterion to then investigate the extent to which this trained content aligns with the work that is requisite to "real-life" managerial roles allows for a more systematic and generalizable assessment of relevancy. In other words, any determination of MBA relevancy as a training ground for managerial work requires establishing a priori a thorough understanding of the nature of contemporary managerial work and its associated requirements. Toward this end, we discuss next a recent comprehensive study of contemporary managerial roles. Drawing upon the findings of this research, we then describe our study, in which we specifically sought to examine various aspects of relevancy with respect to the curricula in graduate management education.

Competencies Required by Managerial Work

The fundamental first step in evaluating the relevancy of any development domain is a thorough assessment of developmental needs or requirements (Noe, 2006). When focused on performing a job, such requirements are often described as "competencies" and encompass requisite knowledge, skills, abilities, and behaviors (Brannick, Levine, & Morgeson, 2007; Schippmann et al., 2000). Suggestions of required managerial competencies have been proffered for decades (e.g., Borman & Brush, 1993; Flannagan, 1951; Luthans & Lockwood, 1984; Tett, Guterman, Bleier, & Murphy, 2000; Tor-now & Pinto, 1976). Building on this historical work, Dierdorff and colleagues (Dierdorff & Rubin, 2006; Dierdorff, Rubin, & Morgeson, in press) derived a comprehensive managerial competency model using nationally representative data from 8,633 incumbents across 52 managerial occupations. Source information for these managerial occupations was contained in the U.S. Department of Labor's Occupational Information Network (O*NET).[1] Briefly, O*NET data are organized around a

[1] O*NET is a comprehensive database of occupational information, and replaces the 70-year-old *Dictionary of Occupational Titles* (Dye & Silver, 1999). O*NET data are representative of the national labor force and are collected using a staged sampling process. First, the broad business environment in which a target occupation resides is examined to determine the types of establishments (organizations) that employ occupational incumbents, the different sizes of such establishments, and how many individuals are employed in the target occupation within the U.S. labor market (via estimates from the U.S. Bureau of Labor Statistics). Next, a statistically random sample of organizations expected to employ workers in targeted occupations is identified. These organizations are then contacted to verify employment of occupational incumbents. The number of randomly selected individuals from a given

establishment is based upon the proportion of incumbents in the labor market that work at such establishments. Thus, the sampling procedures employed (i.e., stratified random sampling at three separate stages) greatly minimize any systematic company-specific influences and make the O*NET data quite robust, representative, and generalizable.

content model comprised of six major areas: worker characteristics, worker requirements, experience requirements, occupation requirements, occupational characteristics, and occupation-specific information (Mumford & Peterson, 1999). Thus, *competencies* are conceptualized in terms of the activities and personal attributes associated with performing specific occupations (Brannick et al., 2007). Important to note, similarities in these competencies enable individual jobs to be meaningfully combined in occupational groupings (e.g., purchasing managers) that share a common overall goal or purpose (Dierdorff & Morgeson, 2007). Since this content model enables a focus on the actual requirements of managerial work, it provides a basis on which to derive the training needs of aspiring managers from currently practicing managers. In addition, by using actual managers for the derivation of important competencies to be incorporated into management training, business schools can greatly enhance the link to the "real world" and demonstrate primary evidence of relevancy.

Of particular salience to the present research, Dierdorff and Rubin (2006) examined descriptors of competencies known as *generalized work activities* (Dierdorff & Rubin, 2007; Dierdorff et al., in press; Jeanneret, Borman, Kubisiak, & Hanson, 1999). These broad activities represent managerial responsibilities that incorporate several highly related behaviors used in accomplishing major work goals such as "communicating with supervisors, peers or subordinates," "staffing organizational units," and "analyzing data or information." Factor analyzing the 41 generalized work activities contained in O*NET across 52 managerial occupations, Dierdorff and Rubin (2006) empirically derived six distinct behavioral

competencies that best describe the essential behavioral requirements for all managers (see Table 1). That is, these six behavioral competencies can be regarded as underlying the enactment of any managerial occupation, whether it is financial managers, construction managers, hotel managers, computer information systems managers, or so forth.

Although the six behavioral competencies are essential to managerial work in general, they are not equivalent in their importance to fulfilling the responsibilities associated with management. For example, Dierdorff and Rubin (2006) found that the behavioral competencies of *managing decision-making processes* and *managing human capital* had significantly higher mean importance than all other behavioral compe

Competency Category	Examples
Managing Decision-Making Processes	Getting Information; Judging the Qualities of Things, Services, or People
Managing Human Capital Managing Strategy & Innovation	Coaching & Developing Others; Resolving Conflicts & Negotiating with Others; Developing & Building Teams Thinking Creatively; Developing Objectives & Strategies; Provide Consultation & Advice to Others
Managing the Task Environment Managing Administration & Control Managing Logistics & Technology	Communicating with Persons Outside Org.; Establishing & Maintaining Interpersonal Relationships; Selling or Influencing Others Evaluating Information to Determine Compliance with Standards; Documenting or Recording Information; Performing Administration Activities Inspecting Equipment, Structures, or Material; Controlling Machines & Processes; Interacting with Computers

TABLE 1 Empirically Derived Model of Managerial Behavioral Competencies

Source: Adapted from Dierdorff & Rubin, 2006, tency requirements ($p < .01$), but were not significantly different from one another. *Managing logistics and technology* had significantly lower mean importance than all other behavioral competency requirements ($p < .01$). Mean importance differences were not significant ($p > .05$) among *managing administration and control*, *managing strategy and innovation*, and *managing the task environment*. Overall then, "real-world" managers indicate that *managing decision-making processes* and *managing human capital* are the most salient behavioral competencies needed to fulfilling their managerial roles, whereas *managing logistics and technology*, while essential, is the least salient.

EXAMINING RELEVANCY VIA MANAGERIAL COMPETENCIES

Using Dierdorff and Rubin's (2006) work describing behavioral competencies essential to managerial work as an *empirical* benchmark, we sought to examine the degree to which MBA programs demonstrate relevancy through their required curricula offerings. In Pfeffer and Fong's (2002) critique, they lament:

[W]hat is unique is the degree of separation that differentiates business from other professional schools—differences in terms of . . . the extent to which curricula in the various professions are or are not linked to the concerns of the profession and directly oriented toward preparing the students to

Toward a comprehensive empirical model of managerial competencies. Technical report presented to the MERInstitute of the Graduate Management Admission Council, McLean, VA.

practice that profession (89).

Put simply, Pfeffer and Fong contend that the link between what managers need most to be successful (i.e., "the concerns of the profession") is greatly removed from the curricula designed to inculcate managerial capabilities. As noted earlier, answers to questions of relevancy may differ drastically when examined from different perspectives. Using the perspective of practicing managers regarding what is required to perform their work, we sought here to empirically investigate the linkage or alignment between required behavioral competencies and required course content in MBA curricula. Hence, the behavioral competencies serve as key, evidence-based criteria against which assertions of curricular relevancy can be systematically evaluated.

Although there are many ways to explore the linkage between management education and managerial competencies, the approach of the current study offers several advantages. First, if the primary intent of an MBA program is to develop future managers (or strengthen current managers' capabilities), then the required curricula of such programs should represent an institution's best attempt to capture the most essential content relevant to managerial work. Second, an MBA program's required curriculum communicates the value, whether perceived or objective, of particular topical content. As such, when a program requires certain courses it stands to reason that the business school views such

content as mission-critical for developing managers. Third, making a determination of relevancy based upon these required courses represents a systematic and standardized method allowing for comparisons across different academic institutions. In short, by examining the linkage between required curricula and established competencies, we were guided by the broad question: "*To what extent are required MBA curric*

ula aligned with required behavioral competen-cies? That is, how relevant are MBA curricula?"[2]

It is important to note that inherent to our approach is the assumption that MBA programs are designed, in whole or part, to train students for future roles as managers. That is not to say that all students immediately assume managerial roles upon conferral of the degree; but rather that MBA curricula are intended to prepare students for these roles at some point in the future. Certainly exceptions exist, but by and large, MBA programs in the United States have been established to train a professional class of managers much in the way that medical schools and law schools train groups of professionals (Khurana, 2007). Although such a goal has not been wholly attained, data suggest that large numbers of MBA graduates do assume formal managerial roles and many others engage in significant managerial activities. For example, a recent survey of 2,060 graduates showed only 28% of graduates reported not fulfilling a "manager or supervisor" role in their current organization (GMAC, 2004). Similarly, surveys of alumni cohorts across seven graduation years ($n = 2,470$) found that 35–64% of alumni managed at least one direct report (GMAC, 2007a). Moreover, employers report that of the graduates they hire, between 68% and 91% (depending upon the industry) will be placed into "midlevel" or "senior-level" positions (GMAC, 2007b). These data strongly suggest that MBA graduates regularly assume formal managerial positions and those that do not are working in sufficiently high levels in organizations that their engagement in management-related requirements is high (e.g., project management or team leadership).

Institutional Factors and Relevancy

Any exploration of curricular relevancy would be incomplete without the consideration of salient program-level factors that potentially exert influence on curriculum design. Presumably, curricula are designed not only toward employability and future vocational concerns, but also with respect to an institution's unique mission and strategy (Se

[2] In the present study we do not explore the effectiveness of teaching interventions for inculcating various knowledge and skills, capture changes in students/learners, or examine broad external indicators of business school success such as placement rates, starting salaries, or career progression. These types of studies are desperately needed; however, they are subsequent to concerns about topical content. That is, curricula represent *inputs* into the educational process, whereas teaching methodologies and student outcomes represent *throughputs* and *outputs,* respectively.

gev, Raveh**,** & Farjoun, 1999). Central to these concerns is an institution or program's reputation in the marketplace. Although highly imperfect and notably critiqued, no other reputation indicator has attracted more attention than that of media rankings (Morgeson & Nahrgang, 2008). Rankings are an integral factor in business school policy making and are known to drive considerable shifts in curricula design (Elsbach & Kramer, 1996; Gioia & Corley, 2002; Morgeson & Nahrgang, 2008). Perhaps this is due to the external perception of rankings, which follows a rather logical notion; namely, that highly ranked schools offer more relevant curricula and are more closely aligned with the needs of practicing managers. As Gioia and Corley (2002) note, when a program falls in the rankings, intuitions typically respond with some alteration to their curricula in order to address managerial issues perceived as more current or pressing. With this in mind, we explored whether highly ranked MBA programs were more likely to offer relevant curricula when compared to their unranked counterparts.

As business schools pursue their own unique mission, they attempt to leverage their particular institutional capital to distinguish themselves from other programs. Accordingly, multiple factors beyond rankings could play a significant role in the relevancy of curricula. Of particular importance when studying relevancy is an exploration of a schools' purported mission. A school's espoused mission is supposed to represent more than a statement of optimistic intentions. Rather, a mission is the foundation for

designing, delivering, assessing, and justifying a school's curriculum to critical accreditation bodies such as the Association to Advance Collegiate Schools of Business (AACSB; Thompson, 2004). For example, when an institution's mission places emphasis on intellectual contributions, the school of business is likely to focus its administrative and faculty energy on supporting and pursuing research activities over practice; subsequently delivering required curriculum reflecting faculty's research domains and agendas. Given the importance of a school's mission, we examined data that would capture the potential influence of mission on the relevancy of its curriculum. Finally, although more distally related to curricula, we also sought to ensure that other institutional factors did not play some role in potential findings of curricula differences. Thus, we examined institutional data such as the degree of urbanization (urban, suburban, or rural), Carnegie classifications, and institutional control (public or private).

Competency Category	Classified Course Examples
Managing Decision-Making Processes	Managerial Decision Analysis; Decision Models; Applied Statistical Analysis; Managerial Statistics; Quantitative Methods
Managing Human Capital	Organizational Behavior; Human Resource Management; Leadership Dynamics; Organizational Theory; Negotiation; Managerial Effectiveness
Managing Strategy & Innovation	Strategic Planning; Strategy Implementation; Strategic Analysis; Competitive and Corporate Strategy
Managing the Task Environment	Marketing Management; Managerial Economics; Macroeconomic Policy; Globalization of Business; International Economics
Managing Administration & Control	Managerial Accounting; Financial Analysis; Contemporary Business Law; Corporate Finance; Business Policy; Cost Analysis
Managing Logistics & Technology	Operations and Supply Chain Management; Management Information Systems; Production and Operations Management; Operations Management

TABLE 2 Examples of Classified MBA Courses

METHOD Sample, Measures, and Procedure

Study data were derived from three primary sources: (1) managerial competency information documented in the source report described above (i.e., Dierdorff & Rubin, 2006); (2) institutional data obtained directly from AACSB data services; and,
(3) MBA course requirement information from AACSB-accredited programs as described below.

MBA Course Requirements

These data were captured during the autumn of 2006 using the following sequential steps. First, a listing of all schools of business accredited by the AACSB was obtained from the association's web-site. This listing contained 438 different U.S. colleges and universities. Second, websites of each school were searched for course requirement information pertaining to completing an MBA. Schools that did not offer the MBA degree were excluded. Third, required courses for an MBA degree were recorded for each school. A required course was one that is mandatory for all MBA candidates. Although schools of business offer many electives and special topics courses, the current study relied on required courses, as they are arguably deemed the most essential by the target school (i.e., so important that students must complete them or show evidence of completing them). After excluding schools without MBA offerings and those for which course requirements were unavailable on school websites, course requirements were collected for a total of 373 schools (85% of all AACSB-accredited schools).

Classification Procedure

To assess the extent of alignment between MBA course requirements and the required managerial competencies, courses were classified in relation to six "competency categories." These categories were defined by the six behavioral competencies from Dierdorff and Rubin (2006) and Dierdorff et al. (in press): managing human capital; managing logistics and technology; managing decision-making processes; managing administration and control; managing strategy and innovation; and managing the task environment. Two independent reviewers (one was the study's first author) conducted a multistep classification procedure. First, definitions for each of the six competency categories provided by Dierdorff and Rubin (2006) were reviewed. Second, a required course's title and description were consulted to ascertain its primary topical content. Primary topical content was defined as a course's essential or core subject matter (e.g., leadership courses primarily teach leadership). Third, using primary topical content and competency definitions, courses were matched to the most appropriate competency (see Table 2 for classification examples). Following this procedure, a total of 3,594 courses were independently reviewed and

classified with 92% absolute agreement. In cases of disagreement, the study's second author was consulted to reach consensus.

It should be noted that the above classification procedure did not require every single course to be classified to a competency. When the primary topical content was unclear, a course was flagged as "not elsewhere classified." Such classifications represented a very small percentage of courses (5%). Further, the classification procedure allowed for each course to be classified to only a single competency. This procedure could obscure idiosyncratic differences in content due to instructor and/or misspecify courses where a true integration of multidisciplinary subject matter is being taught. Since classroom observation was not undertaken for all 3,594 courses, the present procedure's focus on a course's primary topical content ensured the capture of systematic and identifiab*le* course content differences.

Program and Institutional Factors

We assessed six variables related to institutional characteristics. The first was whether each business school in the sample was ranked among the *BusinessWeek* "top-30" MBA programs during 2006. To avoid the large discrepancy in sample sizes between the categories of this variable (i.e., 30 top-ranked schools as compared to the over 340 other schools in the sample), we generated two random samples from schools that were not ranked in the "top 30." Each of these comparison samples was comprised of 30 schools, and selected schools in either sample were not duplicated.

We further captured the "Carnegie Classification" of each institution. Based on the types of institutions in our sample, this variable was comprised of three categories. The first category was Doctoral/Research Universities—Extensive ($n = 126$). The second category was Doctoral/Research Universities—Intensive ($n = 71$). The third category was Master's Colleges and Universities ($n = 165$), which combined both level I and II designations ($n = 161$ for level I, and $n = 4$ for level II).

Additional variables were derived from AACSB knowledge services data and assessed different self-reported mission "orientations" of business schools. The AACSB asks schools to indicate the level of different orientations in terms of high, medium, and low "emphasis" with regard to their missions. We operationalized each school's "general orientation" by recording the response that was listed as receiving the "highest emphasis" by a given school. Based on the schools in our sample, general orientation was comprised of three categories: teaching ($n = 167$); intellectual contributions ($n = 47$); and, equally oriented ($n = 124$). We similarly operationalized a school's "scholarly orientation" using the response receiving the "highest emphasis." Based on the responding schools in our sample, scholarly orientation was comprised of three categories: contributions to practice ($n = 99$), defined by the AACSB as the application, transfer, and interpretation of knowledge to improve management practice and teaching; discipline-based scholarship ($n = 118$), defined by the

AACSB as simply the creation of new knowledge; and, equally oriented ($n = 114$). Finally, we derived from the AACSB data variables of institutional control (public or private) and degree of urbanization (urban, suburban, or rural). Of the schools in our sample, 112 were classified private and 261 as

TABLE 3 Percentages of Competency Category Coverage Across Schools

Curriculum Competency Category	Avg. % Coverage[a]	Avg. Within School % of Coverage	SD of Competency Benchmark[b]
Managing Decision-Making Processes	9.63	8.04	19.66
Managing Human Capital	12.98	7.03	19.01
Managing Strategy & Innovation	8.87	7.75	17.14
Managing the Task Environment	21.11	9.01	17.02
Managing Administration & Control	26.99	9.31	16.55
Managing Logistics & Technology	15.44	8.59	10.61

[a] Total curriculum coverage sums to 95.02% as the remaining 4.98% of the courses were not clearly classified and coded as "not elsewhere classified."

[b] Benchmark percentages were calculated using importance scores derived from incumbent managers for each competency.

public. In terms of urbanization, 162 responding schools were classified as urban, 110 as suburban, and 67 as rural.

RESULTS

As a first step toward exploring our research question regarding MBA curricula alignment with behavioral competencies of managerial work, we calculated the percentage of required courses that fell into each competency category for each of the 373 schools. These percentages were then cumulated across all 373 schools.

Results from this examination are shown in Table 3. As can be seen in the table, the competency category of *managing administration and control* received the largest proportion of treatment among requisite courses in MBA programs, followed by *managing the task environment*. These two competencies also displayed the largest variance in the percentage of required courses. *Managing human capital* and *managing logistics and technology* received comparably less treatment, while *managing decision-making processes* and *managing strategy and innovation* had the lowest coverage. Except for *managing decision-making processes* and *managing strategy and innovation*, all estimates of average coverage percentage were significantly different from one another ($p < .01$).

Also shown in Table 3 are proportional estimates calculated using the relative importance of each competency as indicated by actual incumbent

Incumbent
Managers

MLT MAC MTE MSI MHC MDP
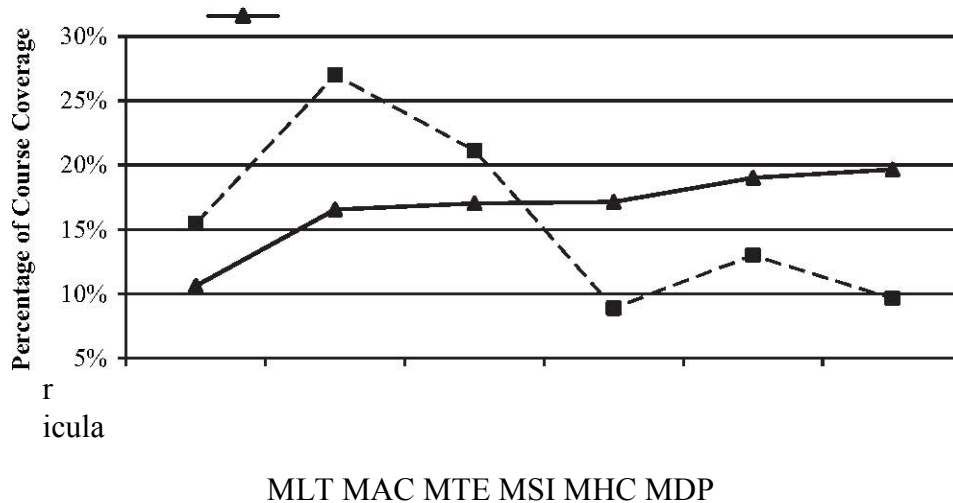
Competency Category

        FIGURE 1 Pattern of Curricular Alignment. MDP = Managing Decision-Making Processes; MHC = Managing Human Capital; MSI = Managing Strategy & Innovation; MTE = Managing the Task Environment; MAC = Managing Administration & Control; MLT = Managing Logistics & Technology.

managers (reported in Dierdorff & Rubin, 2006). These estimates were used as benchmarks upon which to compare the relevancy of required curriculum offerings and reflect the differential importance of each competency to performing managerial work. When comparing percentages of competency coverage to this benchmark, there appears to be a considerable mismatch between the levels of importance incumbent managers assign to these competencies and the degree to which these same competencies are covered by the essential courses that are required on average by MBA programs. For example, incumbent managers place the highest and second highest importance on managing decision-making processes and managing human capital, whereas these competencies ranked fourth and fifth in terms of required course coverage in MBA curriculum. In addition, incumbent managers indicate managing logistics and technology to be the least important competency in performing their work, while at the same time this competency received the third most treatment by required MBA courses. Figure 1 displays the pattern of the data presented in Table 3.

Table 4 presents the average percentages of schools offering zero, one, more than two, or more than three courses in each competency category. These results indicate that the vast majority of schools have at least a single required course treating each competency category. However, there were noticeably higher percentages of schools offering no required MBA courses for *managing decision-making processes* (28.69%) and *managing strategy and innovation* (31.37%). In comparison, only 2% of schools did not offer a single required MBA course for *managing administration and control*. Important to note is that the competency-to-course correspondence dropped substantially for 4 of the 6 competency categories when examining percentages of schools offering more than a single course aligned

TABLE 4 Course Offerings by Competency Category

Competency Coverage[a]

[a] Column values represent the percentage of schools offering courses in each competency category.

Competency Category	No Courses	Only 1 Course	2 or More Courses	3 or More Courses
Managing Decision-Making Processes	28.69	52.28	19.03	3.49
Managing Human Capital	6.43	64.88	28.69	2.41
Managing Strategy & Innovation	31.37	55.50	13.14	1.88
Managing the Task Environment	4.02	26.27	69.71	27.08
Managing Administration & Control	2.14	10.99	86.86	47.99
Managing Logistics & Technology	13.94	41.29	44.77	6.17

to each competency category. Such declines in multicourse treatment appeared greatest for *managing human capital*, *managing decision-making processes*, and *managing strategy and innovation*.

To investigate whether the alignment of required coursework to managerial competencies is impacted by program or institutional factors, we examined course coverage profiles in relation to behavioral competency importance. This was accomplished by first calculating Euclidean distance-squared estimates (D^2) between the course coverage percentages for each school and the relative importance of each competency as indicated by incumbent managers. Thus, for each school, a D^2 estimate was computed between the school's vector (profile) of six course coverage percentage scores and the referent vector of six standardized importance scores for the behavioral competencies (right-hand column of Table 3). These D^2 estimates represented the degree to which a school's curriculum coverage across the six behavioral competencies was "distant" (or misaligned) in direct relation to how important incumbent managers rated the six competencies. Second, we entered the D^2 estimates as dependent variables in six separate ANOVA. The independent variables in these ANOVA were the categorical variables corresponding to each program or institutional factor (e.g., Carnegie Classification).

The first ANOVA tested for differences in alignment profiles between ranked and unranked schools. We drew two random comparison samples from the unranked schools. No significant effects were found in either ANOVA for ranked versus unranked schools ($F = 2.36$ and 2.43, $df = 1$, $p > .10$ for samples 1 and 2, respectively). The second ANOVA examined Carnegie Classification and showed significant overall effects ($F = 4.78$, $df = 2$, $p < .05$). In terms of specific mean differences between Carnegie Classification categories, only a single significant difference was found. This difference was between the Doctoral/Research Uni-versities—Extensive and the Master's Colleges and Universities categories ($p < .05$), with the latter

category being more distant (misaligned) than the former.

In terms of the self-reported mission orientations, neither general orientation (teaching, intellectual contribution, or equal) nor scholarly orientation (contributions to practice, discipline-based scholarship, or equal) showed significant effects on alignment profiles. However, the effect for general orientation approached significance ($F = 2.88$, $df = 2$, $p = .06$) with schools indicating intellectual contribution as their general orientation being slightly less distant (more aligned) than those indicating teaching or equal orientations. Nonetheless, these differences should be interpreted with caution.

Finally, we conducted ANOVA testing the effects of institutional control (public or private) and degree of urbanization (urban, suburban, or rural). The effects of institutional control were nonsignificant ($F = .01$, $df = 1$, $p > .05$) showing no differences between public and private intuitions in terms of alignment profiles. Similarly, no statistically significant effects were found for degree of urbanization ($F = .28$, $df = 2$, $p > .05$).

DISCUSSION

In light of mounting criticisms of the relevancy of management education, we sought to more fully and systematically examine the nature of MBA relevancy. Relying on recent and expansive empirical work deriving a comprehensive model of managerial competencies, we assessed the extent to which required course content in MBA programs is indeed aligned with the essential behavioral competencies needed to perform managerial work. In this sense, we evaluate "relevancy" using an evidence-based approach by examining the content that is trained in MBA programs and what is actually required by contemporary managerial occupations.

Analyzing data from the 373 schools of business, large majorities (71–98% depending on the competency) of MBA programs require courses that cover one of each of the six behavioral competencies, and many programs offer multiple courses that train to a particular competency. This breadth of coverage should not be surprising,

since our method guaranteed that competencies would relate to courses. That is, we assigned courses to competencies based on their primary topical content but restricted the exploration of relevant competencies to only those specifically related to managerial work. Because MBA programs are founded on the notion that they train future managers, overlap between managerial competencies and the coursework dedicated to inculcate such competencies should be present. Thus, while our results suggest at least minimal relevance, overlap between competencies and courses is not itself a sufficient indicator of content relevance.

Although our method ensured some overlap between competencies and courses, it did not dictate how much emphasis would be given to each competency within a particular MBA program (i.e., the number of courses training to a given competency as its primary topical content area). This focus on emphasis was the central question of our study. A closer within-school examination reveals some interesting patterns in this respect. For example, comparisons of course coverage show that on average most curricular emphasis is given to managing administration and control, managing the task environment and managing logistics and technology, whereas the least emphasis is given to managing strategy and innovation, managing de-cision-making processes and managing human capital. The striking implication from these findings is that the extent to which each competency receives curriculum coverage does not necessarily match the degree to which incumbent managers actually judge each competency's criticality. That is, while all six behavioral competencies are required to perform managerial work, the very competencies that are most significant to performing managerial work are given the least required course coverage in MBA curricula (see Figure 1). More specifically, incumbent managers rate *managing human capital* and *managing decision-making processes* to be the most important behavioral competencies of all their managerial work, yet results show that these competencies are not given proportional "space" within most MBA programs' required

coursework. Although a high preponderance of schools require at least one course devoted to primary topical content relating to *managing human capital* (93.57%) and *managing decision-making processes* (71.31%), the percentage of schools offering at least two courses drops dramatically (28.69% and 19.03%, respectively), especially when one compares these estimates to schools offering at least two courses in other competency areas such as *managing administration and control* (86.86%) or *managing the task environment* (69.71%).

In regard to these findings, it should be noted that anecdotes abound regarding the vast availability of people-focused and decision-making content by way of elective or specialized courses within MBA curricula. Here again, schools communicate what is most essential to the training of managers by requiring certain courses over others that all students must complete to be conferred the degree of MBA. What should logically follow, however, is that such required coursework should indeed reflect managerial reality in terms of the behavioral competencies that are most important. Unfortunately, as others have noted (Rynes et al., 2003), there may be significant institutional, social, economic, and political reasons for the misalignment of MBA content with actual managerial work. To address some of these potential influences, we also examined factors that may differentiate the type of curriculum offered and its alignment with managerial competencies.

One such potential influence is that of media rankings, which have been said to influence curriculum design and policy decisions (Morgeson & Nahrgang, 2008). Conventional wisdom holds that more highly ranked programs enjoy such status due in part to their more timely or relevant content offerings (i.e., they are more in touch with the real world). Contrary to such thinking, the findings of the present study indicate that MBA programs ranked in *BusinessWeek's* top 30 were no more likely to require relevant coursework than multiple randomly sampled comparison groups. Stated another way, unranked programs appear to require coursework that is equally content relevant (or irrelevant) as the "top

30." It is important to note that this finding by no means negates the substantial external benefits conferred upon students who attend highly ranked programs. Indeed, pedigree has been cited as a key factor in increased student outcomes such as higher starting salaries and preferred placements (Pfeffer & Fong, 2002). Thus, while the outcomes for students attending a top-30 program are many and significant, matriculation in the top 30 by no means guarantees exposure to more managerially relevant curricula. Put simply, media rank alone cannot be used as a proxy for content relevancy in MBA training.

Although rank does not seem to differentiate the content relevancy of curricula, the present study shows that to some extent Carnegie Classification does. The Carnegie Classification system captures meaningful differences among educational institutions with respect to their overall research support and activity (Carnegie Foundation, 2006). As such, the classification system can be used as a surrogate for the overall environment in which MBA programs are housed. The present findings show that MBA programs housed in "doctoral/research universities–extensive" institutions are more likely to offer more relevant coursework when compared to their "master's only" counterparts. This finding diverges from recent critics (Bennis & O'Toole, 2005) who associate higher levels of research activity with the delivery of irrelevant content. On the contrary, the present results suggest that the relevant management training grounds are likely to be found in institutions of elevated research activity rather than in institutions where research is deemphasized and less supported. The results, however, show no differences for MBA programs who report that they emphasize research over teaching. In this sense, a program's espoused orientation does not seem to differentiate content relevance, whereas the more external Carnegie Classification does.

Implications for MBA Training

Taken collectively, our findings suggest that when defining relevancy in terms of the requirements of managerial work, MBA programs accomplish much of what they set out to do, namely, to deliver content relevant to general managers. As such, there is heavy curricular emphasis on the primary functions of business and their related behavioral competencies (e.g., *managing administration and control*). When asked how well business schools prepare their students, Peter Drucker once remarked:

> The question . . . should perhaps focus on the extent to which we enable students to "get going." In this respect, I believe that business schools prepare students very well. They give students functional skills that enable them to earn their keep very quickly, if very narrowly (cited in Chapman, 2001: 13).

The present results support Drucker's assertion and are reflected in the value MBA graduates communicate about their degree. Indeed, despite the recent flood of criticism, graduates continue to indicate that their decision to pursue the MBA was the right one. For example, in a recent survey of 2,828 post-MBA graduates, 94% responded favorably when asked whether they would pursue the degree today knowing what they now know about MBA programs (GMAC, 2006).

All of this is not to say that MBA programs are perfect or above reform for that matter. To the contrary, our results show significant gaps between what is most critically required for managerial work and the required coursework for conferring MBA degrees. If MBA programs are truly concerned with being relevant and want to make an immediate impact on the development of future managers, they might be well served to build greater alignment between required curriculum and requisite managerial responsibilities. Along these lines, it is also important to note that perceptions of the usefulness of training with regard to actual job requirements are known to be strongly associated

with higher levels of learner motivation in developmental settings (Colquitt, LePine, & Noe, 2000). Thus, improving alignment not only stands to increase the relevancy of curricula but also carries the added benefit of improved student motivation to learn. From the current findings, building greater alignment would most certainly involve an increase in the proportion of people-focused and decision-making curricular content that is required relative to other content. Such an assertion is supported by results showing significant misalignment between required MBA curricula and the behavioral competencies of managing huma*n* capita*l* and managing decision-making processes.

The general paucity of required coursework dealing with *managing human capital* also lends a significant amount of credibility to what Trank and Rynes (2003) termed a "legitimacy crisis" in management education. By specifically requiring certain course content for future managers, MBA programs directly communicate both the importance and value of particular managerial capabilities. Therefore, the relative lack of required courses for this people-focused competency across 373 MBA programs could indicate a particular devaluing of such capabilities by curricula decision makers including faculty, deans, and program directors.

Compounding this misalignment is evidence that students harbor general disdain for people-focused coursework and that these reactions can also drive policy decisions regarding curricula (Rynes et al., 2003). As Rynes and colleagues note, the devaluing of people-oriented coursework "seems puzzling when juxtaposed against statements by CEOs and recruiters about the characteristics organizations are looking for in graduating students" (2003: 270). In light of Rynes et al. (2003), our results suggest that with respect to designing a more relevant MBA the customer is not "always right" and that coursework related to *managing human capital* is in fact more important to managerial reality than students may want to believe. To be fair, teaching students to manage people is no easy task and certainly does not lend itself solely to traditional classroom experiences. Nonetheless, there is

plenty to be learned in the traditional classroom that can build foundations for nontraditional experiences.

Similar to the problems associated with the general lack of people-focused courses is a concern regarding the relatively low curricular representation of the managin*g* decision-makin*g* processe*s* competency, deemed the most critical competency by incumbent managers alongside managin*g* huma*n* capital. This competency category involves specific activities surrounding gathering and interpreting information to arrive at a particular judgment. More specifically, managin*g* decision-makin*g* processe*s* focuses squarely on curriculum content related to statistics, applied research, and data or decision analysis, and should not be confused with discipline-based decision activities (e.g., accounting rules). That is to say, this competency category is "content-free" and represents the proces*s* of how a manager makes or arrives at decisions rather than the specific content of those decisions. Despite its criticality among the essential managerial competencies, MBA curricula on average tend to ignore this competency altogether, with over 25% of schools requiring no courses and half requiring only a single course. In fact, we found that roughly 9% of all required MBA curriculum is given proportionally to managin*g* decision-makin*g* processe*s*.

When one considers the recent developments in the formation of an evidence-based management movement, the lack of courses related to this competency may derive particular importance. Evidence-based management relies heavily on managers' capabilities not only in interpreting data, but in learning how to judge the quality of research from both academics and from a barrage of external consultants (Pfeffer & Sutton, 2006; Rousseau, 2006). These capabilities could be more fully integrated into MBA curricula (see Rousseau & Mc-Carthy, 2007). Further, research continues to document the fact that there are wide gaps between what is known from empirical management research about effective management practices and the beliefs of practitioners (Rynes, Giluk, & Brown, 2007). Indeed, even the harshest critics of MBA programs acknowledge that students desperately need "help in understanding how to interpret facts" and "making decisions in the absence of clear facts" (Bennis & O'Toole, 2005: 101).

Congruent with evidence-based management, our results suggest that attempts to bolster content related to the management of *decision-making processes* would significantly increase the relevancy of management education. Unfortunately, much like the coursework that focuses on *managing human capital*, disciplines associated with imparting statistics and applied research are apparently suffering from their own legitimacy crisis (McAlevey & Everett, 2003; Stray, Naude, Wegner, 1994), even in the most historically quantitatively oriented programs. As recent reports imply (e.g., Fisher, 2007), the apparent approach among programs is to cover either *managing human capital* (so-called soft competencies) or *managing decision-making process* (so-called hard competencies). The present results suggest that to be most relevant to contemporary management, MBA curricula would emphasize *both* competency areas, comprising close to 40% of the required curriculum. Such a change would certainly be dramatic, representing a 100% increase over their total current required curricular representation (on average, about 20%).

While students may express disdain for such courses while enrolled, upon graduating they tend to report significant satisfaction and deem these courses among the top-three most valuable topical areas within the curricula (GMAC, 2007a). Further, once in the workforce for some time and presumably faced with the difficult realities involved in managing others or maintaining their interpersonal relationships, they express considerable interest in further development opportunities related to managing huma*n* capital. Indeed, in a recent survey of 6,125 MBA graduates spanning 2000 to 2006, 85% of alumni reported feeling a need for additional management education. Ranking their areas for development, these alumni (1/3 of whom had only been in the workforce for 2 years) endorsed managing huma*n* capital, managing decision-making processe*s* and managing strateg*y* an*d* innovatio*n* (GMAC, 2007a)—the very behavioral competencies deemed as most important by incumbent managers—as the top-three most critical areas for their current developmental needs.

Moreover, *managing decision-making processes* was reported as the requirement most enacted and also the most in need of additional training. This finding held regardless of the functional areas in which these MBA alumni were working, including marketing/sales, operations/logistics, consulting, general management, finance/accounting, human resources, and information technology/management information systems (GMAC, 2007a). If MBA programs are listening to student preferences prior to their enrollment to help shape curricula, they might by the same token benefit from listening post-graduation. The challenge for business schools is to encourage students and other stakeholders such as recruiters to adopt a slightly longer range view of training and selecting graduates. Although organizations and students incur tremendous short-term benefits from the current misalignment favoring functional requirements, the survey data above clearly illuminate the long-term consequences of doing so; graduates lack considerable exposure to the most important requirements they are ultimately asked to enact.

Yet, some trends in curricula design may actually

continue to propel programs farther away from making the necessary proportional adjustments to offer managerially relevant curricula. One particular trend that has been observed is the movement toward reducing the number of required courses in efforts to court students through promises of program flexibility and choice.[3] To explore the potential implications of this trend we examined the relationship between number of required courses offered and a program's relevancy profile score

TABLE 5 Course Offerings Above and Below the Required Course Mean

Competency Category	Programs Offering No Courses (%)		
	Above Mean	Below Mean	Difference[a]
Managing Decision-Making Processes	11.66	41.90	30.24
Managing Human Capital	1.84	10.47	8.63
Managing Strategy & Innovation	17.79	41.90	24.11
Managing the Task Environment	1.0	6.67	5.67
Managing Administration & Control	1.0	3.33	2.33
Managing Logistics & Technology	4.91	20.95	16.04

[a] Column values represent increases in the percentage of programs offering zero courses in each competency category.

(D^2). The mean number of required courses across all 373 programs was 9.65. The correlation between the number of courses and the D^2 estimates over the 373 schools was -.49 ($p < .01$). Thus, as programs increase their number of required courses they are more likely to have curricula profiles that are less distant (i.e., more aligned) than those who have fewer required courses.

This raises a concern regarding the types of courses that are ultimately eliminated when programs shrink their required curricula. To address this concern, we examined the percentage of programs offering *no required courses* in each competency category above and below the mean number of courses. The results of this analysis are presented in Table 5. As can be seen in the table, while 12% of programs above the mean offer no courses in *decision-making processes*, this percentage more than triples to 42% of programs below the mean. Similarly, just 18% of programs above the mean offer no courses in *strategy and innovation*, whereas 42% of programs below the mean offer no courses. Conversely, regardless of whether programs are above or below the mean, they offer roughly the same percentage of courses dedicated to *managing the task environment* (1% above vs. 7% below) and *administration and control* (1% above vs. 3% below). Thus, it seems that as programs move toward streamlining their required curricula, they do not elect to eliminate competencies rated as less important by managers (e.g., *managing administration and control*), but rather choose to abolish *managing decision-making processes*—one of the two most critical managerial requirements.

Building Relevancy Into the Curriculum

Critics have argued that the field of management education is failing because it has failed to view itself as a "profession" (Bennis & O'Toole, 2005). One way to bolster professional managerial development is through the establishment of a common body of requisite knowledge, skills, or competencies. In this sense, the current results pertaining to the overall alignment of MBA curriculum with the required behavioral competencies of managerial work could serve as a road-map for designing or redesigning curricula that support the development of the most essential managerial capabilities. As such, programs looking to establish a standard for management as a profession could rely heavily on prior empirically based competency modeling (e.g., Dierdorff & Rubin, 2006; Dierdorff et al., in press) to provide the necessary foundation of learning content that broadly applies to managerial occupations. This evidence-based approach would help policy makers ground their curriculum design choices a priori in an agreed-upon standard that can be used to differentiate the importance of certain content over other content. Likewise, this approach could be used in situ as a form of curriculum audit to verify coursework coverage of essential managerial competencies. By using an empirically derived competency model as a learning content benchmark, programs also have sufficient evidence to deflect criticisms a posteriori, emanating from internal and external pressures to incorporate more "relevant" training.

Certainly, few could argue that there is more relevant content to managerial practice than what actual practicing managers articulate to be relevant.

Of course, relying solely on an existing empirical competency model is a recipe for total inclusion (i.e., everything might be deemed important). As such, some note that general models may have questionable practical use (Tett et al., 2000). It is certainly true that generality may obscure the depiction of complexity; however, when developing curricula for a general degree like the MBA, a generic model can provide a level-appropriate foundation. Also important, the behavioral competencies used here were derived from nationally representative O*NET data. These data are taxonomic in nature, and thus, can be reduced to more specific information when needed (e.g., detailed work activities, tasks, etc.). Moreover, the data within O*NET use a "common language" that permits valid comparisons across managerial occupations, such as those in financial services, healthcare, or manufacturing. In practical terms, the model employed here can be reduced to more molecular information that would be valuable for developing a focused management program (e.g., sales management), without sacrificing or losing the connection to the more molar occupational grouping (i.e., manager). In this sense, the present study's approach builds a bridge for both researchers and policy makers wanting the benefits of general professional standards without sacrificing the practical utility necessary to create specific, customized training contexts.

Boundary Conditions and Future Directions

Although the present study possesses some significant strengths (e.g., empirically driven competency comparisons, large and representative sample of business schools, objective course data, etc.), some important boundary conditions for the findings deserve discussion. First, MBA course content data used in our analyses contained only required coursework that was publicly available by way of university websites. It is quite possible that MBA programs offer significant opportunities to train toward behavioral competencies not represented in their required courses and thus not represented in our analyses. Second, the data presented here represent content as expressed through course titles and descriptions. For our purposes, we thought it was a reasonable supposition that descriptions were indeed reflective of the intended primary topical content. Third, an important boundary condition exists in that we did not measure how the course content is ultimately delivered. Clearly, variation in the execution of a school's curriculum has considerable influence on the relevancy of training. Fourth, we rely on O*NET data which are based on the U.S. workforce. Thus, our examinations of curricula-competency alignment are limited to MBA programs based in the United States. It should be noted that many MBA programs admit high percentages of international students who will ultimately return to their native countries for employment as well as U.S. citizens who will work for global entities. Nonetheless, the generalizability of our findings outside the United States should be cautiously interpreted. Fifth, we did not allow for a single course to be associated with multiple competencies. As noted above, we focused on the primary topical content of a given course as a determinant of the associated competency. This method, while beneficial for systematic data collection and avoiding idiosyncrasies of instructor-driven content preferences, may obscure some complexity that is no doubt present in the content of some MBA required coursework.

Much additional work remains to be conducted regarding the relevancy of the MBA degree. Fu-

ture research could benefit greatly by asking more complex questions about how the MBA is relevant or irrelevant, in what contexts or conditions, and for whom. For example, some have proposed that various sources of pressure (e.g., media ranking, students, professional associations, etc.) exert significant influence on MBA programs (Rynes & Trank, 1999; Trank & Rynes, 2003) and that particular design features (e.g., multidisciplinary, action learning, etc.) can improve management education in general (Pfeffer & Fong, 2002). Also important, any future research pertaining to MBA training necessarily requires a significant detailing of the criteria used to establish what is considered relevant. To date, extensive weight is given to criteria defined by preferences of both the primary and ultimate consumers of the MBA degree (i.e., students and organizations, respectively). Future work should consider utilizing policy-capturing techniques that would allow for researchers to understand the decision-making processes employed in the design and delivery of graduate management education. For example, future studies might explore what factors influence various stakeholder groups (e.g., students, faculty, organizations, etc.) to view curricula as relevant (or irrelevant) for developing managers. Part of such efforts would be to broaden the scope to include considerations of global context and non-U.S. business schools.

Critics of the MBA degree often argue that the training methods currently used to develop management students are inappropriate. Future research can illuminate this criticism by employing a training evaluation framework and examining the realization of intended learning outcomes (see Kraiger, Ford, & Salas, 1993). In other words, investigating questions of actual knowledge and skill acquisition, rather than other more tertiary outcomes that are frequently examined (e.g., initial salary, number of job offers, etc.), which may or may not be related to actual competencies. In fact, schools receiving accreditation from AACSB must continue to show improvement in their curricular offerings through a systematic process of learning assessment (Martell, 2007). Such a process can be

accomplished alongside efforts to maximize curricular relevancy by ensuring that the competencies represented in the curricula are truly being inculcated in students and that such learning transfers to other domains such as future courses and jobs.

Finally, the present misalignment toward competencies such as administratio*n* an*d* contro*l* courses calls into question the overall value of the MBA versus other specialized MBA or master's programs designed specifically to train students for functional roles in these domains (e.g., MS in financial analysis; MS in accountancy, etc.). Perhaps the growth in specialized programs is an attempt on the part of business schools to improve alignment with the roles their graduates will immediately fulfill. Research is needed to explore whether such specializations are substantially unique from traditional MBA curricula, as well as how these programs impact the relevancy of management education.

It is important to note that the above suggestions for future research are aimed toward generating evidence-based conclusions. Pfeffer and Fong remark that "recent criticisms of business schools have seldom been confronted with much systematic evidence" (2002: 80). Following their perspective and with the above discussion of future research in mind, we strongly encourage scholars to approach the issue of MBA relevancy from an evidence-based perspective. To be sure, this perspective involves bringing the same rigorous techniques used in more disciplinary inquiry to bear on these critically important management education concerns. Whether qualitative, empirical or both, an evidence-based approach can greatly inform critiques and serve to bring an objective balance to a largely anecdotal debate.

CONCLUDING THOUGHTS

Taken collectively, we recognize that much of the above discussion carries a rather idealistic tone following an assumption that an institution's primary concern is the content of its educational offerings. Indeed, much research has detailed the intense political and economical demands placed on business schools including "turf-battles," compliance with accreditation standards, alumni management, recruiter preferences, marketplace competition, and so on (Khurana, 2007; Rynes & Trank, 1999). It is clear that schools must balance these pressures, which may not always align with educational concerns. Yet in the face of heavy criticism, MBA programs may increasingly find themselves at a relevancy crossroads in designing curricula.

Determining which criteria of relevancy institutions deem as most important is at the heart of selecting a direction to pursue, and as with most strategic choices, often comes with significant trade-offs. For example, if trends remain, institutions choosing to heavily rely on student preferences to make their programs more attractive (e.g., reducing total required courses) in the name of relevancy may actually face the unintended consequences of becoming less relevant to real managerial work by underemphasizing decision-making content. Conversely, institutions driving their curriculum design choices based on actual managerial requirements may increase their "true" relevancy, all the while appearing less relevant to their primary consumers: students. Programs hoping to improve their marketplace appeal by courting high-profile companies to recruit graduates may also run the risk of increasing demands from recruiters who, while espousing the importance of human-capital requirements, select on more technically focused requirements (Rynes et al., 2003). In all, it is certain that tensions surrounding issues of relevancy will continue to impact how business schools design, implement, and evaluate their graduate management educational programs.

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