

GENERAL BUSINESS ASSOCIATE DEGREE

PROGRAM REVIEW

SPRING 2010

Submitted by:

Dr David Steenstra
Shirish Grover
Dr Carol Rewers
Carri Griffis
Chris Higley
Lynnae Selberg
Amy Zahn

Management Department Head
Management Program Champion
Management Faculty
Graduation Clearance Secretary
COB Recruiter
Educational Counselor/ Asst Faculty
COB Student

Table of Contents

Section 1	Overview of General Business
Section 2	Alumni Survey & Summary
Section 3	Employer Survey & Summary
Section 4	Current Student Survey & Summary
Section 5	Faculty Survey & Summary
Section 6	Advisory Board Information & Summary
Section 7	Labor Force Analysis
Section 8	Evaluation of Facilities & Equipment
Section 9	Curriculum Evaluation
Section 10	Enrollment Trends
Section 11	Productivity for General Business
Section 12	Conclusions on General Business Program
Section 13	Recommendations for General Business Associates Degree
Section 14	College of Business Dean's Comments

Overview of General Business Associate Degree Spring 2010

A two year general business program has existed in the College of Business since before 1994 when Ferris was on the quarter system. Before Ferris changed to the semester system the program was referred to as “Diversified Business”. The program was designed to be a terminal degree or one that, with careful planning, transferred seamlessly into any four year business degree. In 1994 when Ferris changed to a semester format, the program was fine-tuned and renamed General Business. This fine-tuning helped create a program that promoted a smooth transition into any College of Business four year degree programs. Though this program has been viewed as a means to an end, this should no longer be seen as its primary objective. Though this APR process, we have determined that though this can be one of the features of this program, it should no longer be the primary direction for this program. Rather it is felt that the program serves four distinct niches for business students here at Ferris, each with its own merits:

1. career exploration and clarification for the undecided student
2. for financial aid purposes (TIP and other aid packages requiring an associates level)
3. as an additional degree earned as a step on the way to a higher level degree
4. as a terminal degree in business for those students who can’t continue on at this point

Students who are not sure of which career path they wish to take can be placed into the two year General Business program as their first step. This program includes many of the business core courses and elective options so that the student can sample a variety of course offerings throughout the business curriculum to assist them in identifying a career direction that is a fit for their interests and strengths. The program gives our General Business student’s a quick overview of most of the career directions in business, while giving them a firm foundation in the business core and general education requirements. The program is built such that a student can step out of the General Business program right into a College of Business bachelors degree with ½ of the general education requirements met, ½ of the business core completed and flow right into their major classes. (See Appendix A for a copy of this program and Appendix B for a list of courses in the business core.)

This program has been helpful in attaining financial aid for our College of Business (COB) students. The “TIP” program requires that students are enrolled in a two year degree program in order to receive this type of financial aid. As the COB only has 6 associate’s degrees, this program is used to step into the other 20+ bachelor’s degrees that our students may choose while allowing them access to “TIP” funding. As we have seen (and anticipate seeing) an increase in our “TIP” students, this program is a perfect match allowing students register for this degree program in order to qualify for the “TIPS” program, knowing that they will have a seamless transition as they continue on to a four year degree in business.

Another niche that this program serves is for those students who need that accomplishment along the way. At times students feel as though they are never going to make it to their bachelor’s degree, and start to struggle. By having them work in steps, first to achieve the associate’s and then focusing on the bachelor’s, it doesn’t seem so insurmountable to the student. Students work so hard both in the classroom and outside to make their educational dream a reality, often they can be derailed by doubt. This step along the way gives the student the opportunity to refocus, feel the sense of accomplishment which will often prove to be the catalyst they needed to make it all the way to the bachelor’s.

The General Business degree can also serve as a terminal degree in business for those students who just can proceed on to the bachelors at that time. Often times money, family situations or other personal reason intervene and the student needs to go out and seek employment before continuing their education. The General Business

degree offers them that and places them into the labor market a step ahead of the high school graduate. It provides students with a strong foundation in business skills, theory and practical application through the many business core classes within the degree. Then, through the elective options and how those are chosen, a student can have some focused study in a specific area of business thus enhancing their employability.

The program has several advantages for Ferris State University and the College of Business. It is a recruitment tool, many students choose this program before committing to a four year business degree program. When they do commit to a four degree program, they find this program has a seamless transition into any of the bachelor degrees in business. This means that once the student does determine their career direction, they can move right into the bachelors without any additional costs or extra classes taken. The program itself is a challenging one that is very competitive with any two year program in business in the state through the business core classes and upper level electives taken and thus graduates of this program represent Ferris well.

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

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

Alumni Survey Associate in General Business Spring 2010

There were 139 surveys sent out to alumni via e-mail through the Office of Institutional Testing & Research. 41 of the e-mail addresses bounced back as invalid. Of the 98 viable e-mail addresses, 13 alumni returned the survey (13%).

Of the alumni who returned the survey, 2 were graduates from the 1970's, 7 were graduates of the 1990's and 4 were from 2000 to the present. Of these, 93% of these alumni have been employed since earning their degree. 93% have gone on to earn a higher degree.

The respondents indicated that they have been employed in the following positions since earning their degree: CISCO account manager, admissions representative, auto claims adjuster, human resource director, business owner, analyst, file clerk, cook, tax analyst, reservationist, real estate, insurance adjuster, and career services.

69% of the respondents felt that the degree helped them to obtain their employment. 62% of the respondents felt that the degree helped them towards achieving their career goals. 69% of the respondents would recommend the program to others and 77% felt that it is a quality program.

33% of the respondents indicated that they came to Ferris specifically to earn an associate (2 year) degree. 8% of the respondents indicated that they needed an associate (2 year) degree for their financial aid package. 25% of the respondents indicated that when they came to Ferris they didn't know what they wanted, yet ended up in the general business degree. Given the number of students who came in unclear of their career path, the fact that only 31% of respondents felt that the advising was helpful is very important.

As having a student "engaged" is a strong indicator of success in college, the fact that 62% of the respondents were involved in extracurricular activities is telling.

With regards to the course work in the program:

- 100% felt they were somewhat or very satisfied with the following courses: management;
- 92% felt they were somewhat or very satisfied with the following courses: marketing, oral presentation, interpersonal skills, decision making skills, teamwork skills, analytical skills;
- 85% felt they were somewhat or very satisfied with the following courses: economics, accounting, statistics, leadership skills;
- 77% felt they were somewhat or very satisfied with the following courses: public speaking, math;
- 69% felt they were somewhat or very satisfied with the following courses: English, microcomputer applications;
- 54% felt they were somewhat or very satisfied with the following courses: business law.

The alumni, who have completed the program and are out in the work force, found more value in the "business core" courses, and less in the communication and business law

courses. The alumni also placed more value in the skills that the employers indicated were important: interpersonal skills, decision making skills, teamwork skills, and analytical skills.

E-mail:

Hello,

You are receiving this survey as you are an alumnus of the College of Business, General Business program at Ferris State University. Every few years we step back and evaluate our programs to make sure they are meeting the needs of our graduates. As a graduate, we are asking for your input and suggestions as to how we can better serve general business graduates in the future. Tell us what would have better prepared you for when you entered the work force? Please take a few moments and answer the 10 short questions so that we can help ensure that the program meets the educational needs of its graduates.

If you have additional comments, suggestions or concerns, please feel free to e-mail us at selberl@ferris.edu.

Thank you so much,

Dr Steenstra, Dr Rewers, Prof Grover, Carri Griffis, Chris Higley, Lynnae Selberg, Amy Zahn

Directions for survey:

Thank you so much for taking the time to provide us with your valuable information. We welcome any and all feedback and hope that you will be open and honest as to what we can do to make this the best general business program. Thank you for your feedback!

Alumni Survey – General Business Two Year Degree

Ferris State University College of Business; Big Rapids, MI 49307
Spring 2010

1. Year you received your Associate in General Business from Ferris State:

2. Why did you choose to enter in to the Associate program at Ferris State? (please indicate ALL that apply)
 - a. I wanted a two year degree in business
 - b. I needed to be enrolled in a two year program for financial aid purposes
 - c. I did not know what major in business to select
 - d. Other:

3. Have you pursued educational opportunities beyond your associate degree? (if so, please explain)

4. Have you been employed since earning your Associates in General Business?
 - a. What was the position?

5. Do you feel your degree helped you attain this position?

6. What is your reaction to the following statements?

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

Comments:

7. Which extracurricular activities were you involved in at Ferris?

8. Please indicate how adequately you feel you were prepared in the following areas:

	Poor	Below Average	Average	Good	Excellent
Public Speaking					
English/ Written Communication					
Math					
Economics					
Accounting					
Business Law					
Microcomputer Applications (ISYS)					
Management					
Marketing					
Statistics					
Oral Presentation					
Interpersonal skills					
Decision making skills					
Analytical skills					
Leadership skills					
Teamwork skills					

THANK YOU!

General Business Program Evaluation Committee

Should you have any questions about this survey please contact
The Management Department Office at 231-591-2420 or at COB@ferris.edu

GNBU APR...Alumni

Frequencies

Prepared by: Institutional Research & Testing, 05/10

Statistics

	N		Mean	Median	Std. Deviation
	Valid	Missing			
q1 Year you received Associate's	13	0			
q2a Choose: Wanted 2-yr degree in business	12	1	.33	.00	.492
q2b Choose: Needed to be enrolled in 2 yr prog	12	1	.08	.00	.289
q2c Choose: Didn't know what major in business to select	12	1	.25	.00	.452
q2d Choose: Other	12	1	.58	1.00	.515
q2e Choose: Other specified	13	0			
q3 Pursued educational opportunities beyond Associate's	13	0			
q4 Been employed since earning your Associate's	13	0	1.08	1.00	.277
q5 Position	13	0			
q6 Do you feel your degree helped you attain this position	13	0			
q7a Degree helped me achieve my career goals	13	0	3.23	4.00	1.166
q7b I was satisfied with the academic preparation received	13	0	3.62	4.00	.768
q7c I was satisfied with the advising received	13	0	2.92	3.00	.954
q7d I would recommend the General Business program	13	0	3.62	4.00	1.121
q7e The General Business program is a quality program	13	0	3.85	4.00	.801
q8 Comments/elaborate on above	13	0			
q9 Extracurricular activities	13	0			
q10a Public Speaking	13	0	3.15	3.00	.987
q10b English/Written Communication	13	0	3.00	3.00	1.000
q10c Math	12	1	3.00	3.00	.853
q10d Economics	13	0	3.15	3.00	.899
q10e Accounting	13	0	3.00	3.00	1.000
q10f Business Law	12	1	3.42	3.00	.515
q10g Microcomputer Applications (ISYS)	13	0	2.77	3.00	1.013
q10h Management	13	0	3.38	3.00	.506
q10i Marketing	13	0	3.15	3.00	.801
q10j Statistics	13	0	3.31	3.00	.751
q10k Oral Presentation	13	0	3.31	3.00	.855

Statistics

	N		Mean	Median	Std. Deviation
	Valid	Missing			
q10l Interpersonal Skills	13	0	3.38	3.00	.650
q10m Decision Making Skills	13	0	3.15	3.00	.555
q10n Analytical Skills	13	0	3.15	3.00	.555
q10o Leadership Skills	13	0	3.15	3.00	.689
q10p Teamwork Skills	13	0	3.38	3.00	.650
q11 Additional comments	13	0			

Frequency Table

q1 Year you received Associate's

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		1	7.7	7.7	7.7
	1971	1	7.7	7.7	15.4
	1991	1	7.7	7.7	23.1
	1992	2	15.4	15.4	38.5
	1995	1	7.7	7.7	46.2
	1996?	1	7.7	7.7	53.8
	1998	1	7.7	7.7	61.5
	1999	1	7.7	7.7	69.2
	2003	1	7.7	7.7	76.9
	2007	1	7.7	7.7	84.6
	2008	1	7.7	7.7	92.3
	2009	1	7.7	7.7	100.0
	Total		13	100.0	100.0

q2a Choose: Wanted 2-yr degree in business

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	8	61.5	66.7	66.7
	Selected	4	30.8	33.3	100.0
	Total	12	92.3	100.0	
Missing	System	1	7.7		
Total		13	100.0		

q2b Choose: Needed to be enrolled in 2 yr prog

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	11	84.6	91.7	91.7
	Selected	1	7.7	8.3	100.0
	Total	12	92.3	100.0	
Missing	System	1	7.7		
Total		13	100.0		

q2c Choose: Didn't know what major in business to select

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	9	69.2	75.0	75.0
	Selected	3	23.1	25.0	100.0
	Total	12	92.3	100.0	
Missing	System	1	7.7		
Total		13	100.0		

q2d Choose: Other

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	5	38.5	41.7	41.7
	Selected	7	53.8	58.3	100.0
	Total	12	92.3	100.0	
Missing	System	1	7.7		
Total		13	100.0		

q2e Choose: Other specified

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		5	38.5	38.5	38.5
	I earned a 4 year Applied Math degree at the same time. I just didn't enter the 2 year program	1	7.7	7.7	46.2
	I obtained it while pursuing a bachelors degree in HR Management	1	7.7	7.7	53.8
	I received a BA and it was just a come along degree	1	7.7	7.7	61.5
	I wanted a career in real estate but Ferris only offered a certificate so I got a general business associate degree since I understand that you have to have a college degree to get anywhere in life these days.	1	7.7	7.7	69.2
	I was apart of the Bachelors of Integrated Studies program.	1	7.7	7.7	76.9
	I was taking classes that were relevant to my position at FSU, eventually it made sense to select a program and complete a degree. Gen Bus was the best option at that time.	1	7.7	7.7	84.6
	My boyfriend was enrolled there at the time	1	7.7	7.7	92.3
	Needed some business classes as I wanted to go into my own business	1	7.7	7.7	100.0
	Total	13	100.0	100.0	

q3 Pursued educational opportunities beyond Associate's

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	BS Applied Mathematics, Ferris State 92	1	7.7	7.7	7.7
	I have a BA degree from Ferris	1	7.7	7.7	15.4
	I receive my Bachelors with an emphasis in HR Management in August of 1997	1	7.7	7.7	23.1
	I took an online real estate class through realestateexpress.com and then passed the state exam to get my real estate salesperson license.	1	7.7	7.7	30.8
	No	1	7.7	7.7	38.5
	Yes, a BA from FSU	1	7.7	7.7	46.2
	Yes, Bachelor's from FSU	1	7.7	7.7	53.8
	Yes, BS in Productivity & Quality Mgmt	1	7.7	7.7	61.5
	Yes, I received a Bachelors of Integrated Studies from Ferris.	1	7.7	7.7	69.2
	Yes, I recieved an Bachelor of Science in Business in 199	1	7.7	7.7	76.9
	Yes, I recieved my bachelors degree at Ferris as well (Public Relations).	1	7.7	7.7	84.6
	Yes, I will be receiving a Bachelor of Integrative Studies in May 2010.	1	7.7	7.7	92.3
	Yes.	1	7.7	7.7	100.0
	Total	13	100.0	100.0	

q4 Been employed since earning your Associate's

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	12	92.3	92.3	92.3
	No	1	7.7	7.7	100.0
	Total	13	100.0	100.0	

q5 Position

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		1	7.7	7.7	7.7
	Account Manager, Cisco Systems	1	7.7	7.7	15.4
	Admissions office at Ferris	1	7.7	7.7	23.1
	Auto Claim Adjuster	1	7.7	7.7	30.8
	Director of Career Services at Westwood College Denver South Campus.	1	7.7	7.7	38.5
	Human Resources Manager	1	7.7	7.7	46.2
	I am a partner in a family owned business	1	7.7	7.7	53.8
	I have had several from Analyst to Director.	1	7.7	7.7	61.5
	I've had many positions since then admin. asst., file clerk, tax analyst, and cook.	1	7.7	7.7	69.2
	Insurance/Claims Adjuster	1	7.7	7.7	76.9
	Multiple analyst positions in the Food and Beverage Industry	1	7.7	7.7	84.6
	Part-time technician at Ferris and Adjunct faculty at Mecosta-Osceola Intermediate School District.	1	7.7	7.7	92.3
	Reservationist for real estate rentals.	1	7.7	7.7	100.0
	Total	13	100.0	100.0	

q6 Do you feel your degree helped you attain this position

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		1	7.7	7.7	7.7
	I had the position before the degree, my BS was critical in moving forward in my career.	1	7.7	7.7	15.4
	I think it has helped with the first few jobs that I've had.	1	7.7	7.7	23.1
	No	1	7.7	7.7	30.8
	No.	1	7.7	7.7	38.5
	No. I was in this position before I received the degree.	1	7.7	7.7	46.2
	Only to get my foot in the door, beyond that my work ethics and personality	1	7.7	7.7	53.8
	yes	1	7.7	7.7	61.5
	Yes	2	15.4	15.4	76.9
	Yes, my Bachelor's degree, not my associates...	1	7.7	7.7	84.6
	Yes.	2	15.4	15.4	100.0
	Total	13	100.0	100.0	

q7a Degree helped me achieve my career goals

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	7.7	7.7	7.7
	Disagree	3	23.1	23.1	30.8
	Neutral	2	15.4	15.4	46.2
	Agree	6	46.2	46.2	92.3
	Strongly Agree	1	7.7	7.7	100.0
	Total	13	100.0	100.0	

q7b I was satisfied with the academic preparation received

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	7.7	7.7	7.7
	Neutral	4	30.8	30.8	38.5
	Agree	7	53.8	53.8	92.3
	Strongly Agree	1	7.7	7.7	100.0
	Total	13	100.0	100.0	

q7c I was satisfied with the advising received

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	7.7	7.7	7.7
	Disagree	3	23.1	23.1	30.8
	Neutral	5	38.5	38.5	69.2
	Agree	4	30.8	30.8	100.0
	Total	13	100.0	100.0	

q7d I would recommend the General Business program

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	7.7	7.7	7.7
	Disagree	1	7.7	7.7	15.4
	Neutral	2	15.4	15.4	30.8
	Agree	7	53.8	53.8	84.6
	Strongly Agree	2	15.4	15.4	100.0
	Total	13	100.0	100.0	

q7e The General Business program is a quality program

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	7.7	7.7	7.7
	Neutral	2	15.4	15.4	23.1
	Agree	8	61.5	61.5	84.6
	Strongly Agree	2	15.4	15.4	100.0
	Total	13	100.0	100.0	

q8 Comments/elaborate on above

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		7	53.8	53.8	53.8
	As a non-traditional part-time student I didn't really get much if any advising. Also because I was already in the world of work in a position with fairly high level of responsibility the required course work was not challenging or stimulating, they were just hoops to jump through to jump through to get the degree. I find it sad that academic credit cannot be given for work experience so classroom time can be a true learning experience rather than just seat time.	1	7.7	7.7	61.5
	As mentioned in #3.	1	7.7	7.7	69.2
	Being in career services now, I feel that Ferris State Career Services team needs to do a better job of reaching out to students earlier in there career.	1	7.7	7.7	76.9
	I believe the general business program could be enhanced by providing closer advising of students while there. Internships would have strongly helped - just as they are required for teaching I believe they should be in the business field.	1	7.7	7.7	84.6
	I obtained a BS in CIS which landed me the job. I think the General Business Degree is a good start, but I'm not sure how I would have fared in my career if that was the only degree I had? My appointed counselor was worthless. I changed to a different lady (Barb, who was close to retirement) after one meeting with the first guy. I had to go talk to the Dean about changing advisers even though I was paying my own way through college and thus helping cover their salaries. They were not working for me. Upon clearing for graduation (with my BS) I found out that I had missed an intro to Psychology or Sociology class, so I had to go back as a Senior to take a freshman-level course in order to graduate.	1	7.7	7.7	92.3
	I was neutral on the advising because I had my schedule and goals all figured out myself. I'm sure if I would have needed help, someone would have been able to advise me though.	1	7.7	7.7	100.0
	Total	13	100.0	100.0	

q9 Extracurricular activities

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		1	7.7	7.7	7.7
	Delta Sigma Pi Entertainment Unlimited YBBW Student Government Mentor Program	1	7.7	7.7	15.4
	Don't remember	1	7.7	7.7	23.1
	Frat, Resident Advisor, Newspaper	1	7.7	7.7	30.8
	I worked full-time, was a single mom, I was very active in BRPS parent committees, coached soccer, and was a Brownie (Girl Scouts) leader, played volleyball and community service.	1	7.7	7.7	38.5
	Intramural sports	1	7.7	7.7	46.2
	Non	1	7.7	7.7	53.8
	None	1	7.7	7.7	61.5
	None.	1	7.7	7.7	69.2
	Pi Kappa Alpha	1	7.7	7.7	76.9
	Student Government, TAC Employee, and Paintball Club	1	7.7	7.7	84.6
	Swimming, skiing, dorm activities (I was a Resident Adviser for three years).	1	7.7	7.7	92.3
	WFRS radio	1	7.7	7.7	100.0
	Total	13	100.0	100.0	

q10a Public Speaking

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	1	7.7	7.7	7.7
	Somewhat Dissatisfied	2	15.4	15.4	23.1
	Somewhat Satisfied	4	30.8	30.8	53.8
	Very Satisfied	6	46.2	46.2	100.0
	Total	13	100.0	100.0	

q10b English/Written Communication

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	1	7.7	7.7	7.7
	Somewhat Dissatisfied	3	23.1	23.1	30.8
	Somewhat Satisfied	4	30.8	30.8	61.5
	Very Satisfied	5	38.5	38.5	100.0
	Total	13	100.0	100.0	

q10c Math

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	1	7.7	8.3	8.3
	Somewhat Dissatisfied	1	7.7	8.3	16.7
	Somewhat Satisfied	7	53.8	58.3	75.0
	Very Satisfied	3	23.1	25.0	100.0
	Total	12	92.3	100.0	
Missing	System	1	7.7		
Total		13	100.0		

q10d Economics

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	1	7.7	7.7	7.7
	Somewhat Dissatisfied	1	7.7	7.7	15.4
	Somewhat Satisfied	6	46.2	46.2	61.5
	Very Satisfied	5	38.5	38.5	100.0
	Total	13	100.0	100.0	

q10e Accounting

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	2	15.4	15.4	15.4
	Somewhat Satisfied	7	53.8	53.8	69.2
	Very Satisfied	4	30.8	30.8	100.0
	Total	13	100.0	100.0	

q10f Business Law

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Satisfied	7	53.8	58.3	58.3
	Very Satisfied	5	38.5	41.7	100.0
	Total	12	92.3	100.0	
Missing	System	1	7.7		
Total		13	100.0		

q10g Microcomputer Applications (ISYS)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	2	15.4	15.4	15.4
	Somewhat Dissatisfied	2	15.4	15.4	30.8
	Somewhat Satisfied	6	46.2	46.2	76.9
	Very Satisfied	3	23.1	23.1	100.0
	Total	13	100.0	100.0	

q10h Management

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Satisfied	8	61.5	61.5	61.5
	Very Satisfied	5	38.5	38.5	100.0
	Total	13	100.0	100.0	

q10i Marketing

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	1	7.7	7.7	7.7
	Somewhat Satisfied	8	61.5	61.5	69.2
	Very Satisfied	4	30.8	30.8	100.0
	Total	13	100.0	100.0	

q10j Statistics

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Dissatisfied	2	15.4	15.4	15.4
	Somewhat Satisfied	5	38.5	38.5	53.8
	Very Satisfied	6	46.2	46.2	100.0
	Total	13	100.0	100.0	

q10k Oral Presentation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	1	7.7	7.7	7.7
	Somewhat Satisfied	6	46.2	46.2	53.8
	Very Satisfied	6	46.2	46.2	100.0
	Total	13	100.0	100.0	

q10l Interpersonal Skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Dissatisfied	1	7.7	7.7	7.7
	Somewhat Satisfied	6	46.2	46.2	53.8
	Very Satisfied	6	46.2	46.2	100.0
	Total	13	100.0	100.0	

q10m Decision Making Skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Dissatisfied	1	7.7	7.7	7.7
	Somewhat Satisfied	9	69.2	69.2	76.9
	Very Satisfied	3	23.1	23.1	100.0
	Total	13	100.0	100.0	

q10n Analytical Skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Dissatisfied	1	7.7	7.7	7.7
	Somewhat Satisfied	9	69.2	69.2	76.9
	Very Satisfied	3	23.1	23.1	100.0
	Total	13	100.0	100.0	

q10o Leadership Skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Dissatisfied	2	15.4	15.4	15.4
	Somewhat Satisfied	7	53.8	53.8	69.2
	Very Satisfied	4	30.8	30.8	100.0
	Total	13	100.0	100.0	

q10p Teamwork Skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Dissatisfied	1	7.7	7.7	7.7
	Somewhat Satisfied	6	46.2	46.2	53.8
	Very Satisfied	6	46.2	46.2	100.0
	Total	13	100.0	100.0	

q11 Additional comments

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		7	53.8	53.8	53.8
	get the bad stuff out of the way first. My Public Speaking teacher was a jerk. His biggest goal was to make people cry in his class. My first speech lasted 5 minutes and his worthlessly self-centered critique lasted 25! The class only went downhill from there. Mr. Green should be fired; he never taught me anything (that I hadn't learned in my High School speech class) and he's a detriment to your University. My Accounting 101 professor was terrible too. She could barely handle the material that she was presenting. I say presenting because she was not teaching. Our first test covered chapters 1-5 in our textbook, but she had only taught us chapters 1-3 by the time the test rolled around! But she had to keep to her syllabus so we were forced to take the test that we were unprepared for. Needless to say, this class left me woefully lacking in knowledge and totally unprepared for the 2nd level Accounting class. And that guy knew his stuff... so I was struggling. My Mark estions, I learned very little from classes but far more from hand-on experience I gained through employment opportunities on campus. I'd like to see a work-study program implemented where students have to get some practical, hands-on exposure to working. I truly loved dropping back to working 40 hours per week once I got out in the real world. working 3-4 jobs at a time to pay my way through college was demanding, but the rewards of gaining that hands-on experience were priceless. Incorporating a strong work ethic into your curriculum would help a lot. Many of the Ferris graduated I work with of have met over the years got out of college what they put into it. Thankfully I work in a rewards-driven business so the cream rises and the dead wood floats away. Had I not been intrinsically motivated for school, I would have got a LOT less out of the experience.	1	7.7	7.7	61.5
	GO BULLDOGS!	1	7.7	7.7	69.2
	Job placement after graduation was non-existent. I had to move out of state to pursue a career that would provide an income to support a middle income lifestyle. I believe job placement, after the amount of tuition that was paid, should have been in place.	1	7.7	7.7	76.9
	See item 8 above	1	7.7	7.7	84.6
	The General Business program is great for anyone who doesn't have a specific area of business they want to go into but still need some degree in business. It was great.	1	7.7	7.7	92.3
	When I had the computer program it was with punch cards	1	7.7	7.7	100.0
	Total	13	100.0	100.0	

Employer Survey Summary General Business Associates Degree Spring 2010

This APR cycle a new approach was taken to gathering employer input. Rather than sending out random surveys to numerous businesses in the greater Big Rapids area, we specifically targeted certain types of businesses in Big Rapids, Michigan and across the United States. This approach was taken as we wanted information from the types of employers that hire our graduates and as many graduates no longer remain in the Big Rapids area we expanded the geographic area of the surveys.

We obtained 14 surveys from a day care, law office, sporting goods store, grocery store, car dealership, radio station, large factory, bank, hospital and school. We gathered information from Big Rapids, greater Michigan, Ohio, Minnesota, Colorado, Florida, and South Carolina. Of the surveys obtained, 7 of the surveys indicated they have hired graduates with an associate degree (50%) and 9 indicated they were likely to hire someone with an associate degree (64%) in the future.

There were many key items identified through these employer surveys that will be helpful in evaluating the current General Business program and in the development of the new Business Administration associates program for the future. Here are a few of the key items that were identified:

- Practice interviewing, nothing will cause you to not get a job more than a poor interview.
- Not sure what you are looking for here, but I'd hire a person if they are the "right" person.
- Students need to realize there are so many people lobbying for each opening; they need to find opportunities to make them stand out from the others.
- There are so many people for each job opening right now, experience and a solid work ethic will often be the difference between being hired and not.
- Experience is critical. I want to know they are dependable, that they will be there on time and do the job when they say they will.
- Encourage to go on to Bachelors.

There was information provided regarding what course work and associated skills would prove most valuable, see the average scores in the table below.

1= Least Important 5= Critically Important	Average
Computer Skills	4.07
Presentation Skills	2.92
Verbal Communication Skills	3.92
Interpersonal Skills	3.93
Decision Making Skills	3.64
Analytical Skills	3.00
Leadership Skills	3.21
Global Awareness	2.14
Cultural Sensitivity	2.79
Quantitative Skills	3.07
Financial Analysis/Budgeting	3.71
Collaborative /Teamwork Skills	4.29
Business Ethics	3.71

The following are the conclusions that we can glean from the employer surveys:

- For this associates degree, the most valuable courses/ skills are computer skills, collaborative/ teamwork skills, verbal communication skills and interpersonal skills.
- Students should be encouraged to continue upwards with their education, this degree should not be an educational end point.
- Basic business skills are critical, work ethic, being on time, putting forth effort, willingness to learn, follow directions and make decisions.
- Experience is important- internship should be recommended.
- Interviewing skills and first impressions (professional appearance) can get the student the job or lose it for them.
- Presentation skills, global awareness and analytical skills were deemed low on the importance scale.

**Employer Survey – General Business Two Year Degree
Ferris State University College of Business; Big Rapids MI 49307
Winter 2010**

1. Have you hired, or are you likely to hire a person possessing an Associate’s Degree in General Business?

Have hired: 7

Likely to hire: 9

Not likely to hire: 2

a. If you have or are likely to hire, for what position would you hire an Associates General Business graduate?

Porter’s

Car wash

cashiers (3)

stockers

middle management position in a non-clinical department

small business assistant manager

I own my own company and I’d hire an associates student if they had the skills I needed and was in need of another employee

Receptionist

I run a day care. Right now I only hire help during the summer when my head count increases. Typically I hire high school students, but I’d hire an associate graduate.

Working at a radio station, we hire entry level positions with minimal education

I own a small architectural firm, we do it all, and so they need an architectural engineering degree.

I work in an advertising agency. We have hired associate graduates for entry level positions.

For general research assistance – the student was working on his bachelors.

Hostess in restaurant

Receptionist

Sales staff

personal banker

Team lead

Non-clinical, management or accounting

Wouldn’t hire- future positions will be more technical – Sciences, IT, programming

Any and all department managers, associate manager, assistant manager, and store manager

Administrative/professional level position in a variety of business disciplines – marketing, HR. Bachelors preferred but Associates okay for entry level

2. .

	1 Least Important	2 Somewhat Important	3 Important	4 Very Important	5 Critical
Computer Skills		1	3	4	6
Presentation Skills	1	3	5	1	3
Verbal Communication Skills			2	6	5
Interpersonal Skills			1	8	4
Decision Making Skills			3	8	2
Analytical Skills		4	3	5	1
Leadership Skills		2	4	6	1
Global Awareness	1	3	5	2	
Cultural Sensitivity		2	6	3	1
Quantitative Skills		4	2	6	1
Financial Analysis/Budgeting	1	4	4	4	3
Collaborative /Teamwork Skills			1	8	5
Business Ethics			2	9	2

Comments: The cores of the business degree are cultivated in an associate's degree. Once in an entry level position, the basics can be expanded upon.

- self starter with good team work skills
- If I hired the person, they would help talking to customers, filling orders, doing paperwork and a lot of phone work.
- As a receptionist, the person is the first point of contact with the firm. They have to be very organized, detail oriented, strong communication skills, able to make decisions and ethically hard working.
- The majority of these competencies are preferably demonstrated in any candidates we have coming into our organization with a business degree.
- all above traits are critical to success in business
- business etiquette and what is appropriate in a business environment is also a good skill to cover

3. Which one area is the most important? Why?

- Need to get along with customers and others, follow directions, dependable
- Needs to be able to get along with others and customers
- Come to work on time each day
- Financial analysis/budgeting. Shows critical thinking ability and teaches fiscal awareness.
- I don't think there is one most important area. The person would have to be a good fit and they must have prior work experience.

- It would be communication skills, this person must talk with other attorneys, clients, doctors, insurance agents, and others. Communication is key – both written and verbal.
- The ability to interact with children would be key!
- Most important would be the ability to follow directions, treat every task with importance and make a good impression in public.
- All of the above areas are critical. We need knowledgeable and experienced students.
- Communication skills is very important, as is the ability to follow directions.
- Hard working, dependable, on time.
- If I had to pick one area, for this project it would be the computer skills.
- Leadership skills and/or collaborative/teamwork skills due to the complexity of some of our leadership roles in the organization.
- Verbal, interpersonal skills, leadership
- Presentation and analytics
- Working in a team setting. Holding yourself and your teammates accountable for doing a job well.
- Verbal communication skills, in order to run a store and help customers you must be able to communicate.
- Interpersonal skills – critical to be able to work well in a collaborative effectively with others on any level

4. Which one area or skill do you think is the least important? Why?

- Budget
- Leadership – they need to do what’s asked. Managers must have Bachelors
- Global awareness. Healthcare is more specific to a general population
- Global awareness
- They wouldn’t need any budgeting, analytical, or quantitative skills.
- Analytical skills would be the least important as the position doesn’t require this at all.
- There is no need for budgeting
- There isn’t a skill that isn’t utilized or important
- All are important
- All the skills above are important.
- There really isn’t an unimportant skill, you want a solid employee. When you invest time, you want to be able to keep them and offer opportunities to move up. This can only happen if they have the skills and abilities to do so and this comes through education.
- I think all of the areas above are important, but based on the position, budgeting isn’t required at all.
- Global awareness – at least in the short term, our focus (from a business standpoint) is still at a domestic perspective

- All are important
- Global awareness – healthcare is pretty regional and national
- Finance and budgeting – only a few managers need this
- Global awareness – because most positions you only need to know what you carry
- All are important

5. Why would you not be likely to hire a General Business Associate graduate?

- Can get high school grad
- Hire high school grads and if they have more education it's better
- Usually have high school diploma
- Unrelated to the position hiring for
- Make sure they have work experience to go with the degree
- The hiring decision would be based on the interview and skills the person brings
- I would hire who's best for the job, though for my business, salary costs are also a factor.
- The number one thing that prohibits employment is a poor interview. We need the person to show confidence, an ease talking to people, that something makes them stand out from the other candidates.
- The person needs skills in architectural engineering, drawing and drafting, all the skills that are refined and earned at a minimum of bachelor degree level.
- If the person has no experience, has a poor interview, has a weak computer or communication skills, that would lead to not being hired.
- Most often people don't get the job because they have no work experience.
- It would depend on the student's skills and experience they bring. Usually I hire bachelor level students, but I'm always willing to give strong associate level students an opportunity.
- Our hiring practices are predominately driven from a corporate perspective. We're starting to look at plant initiatives to recruit for local talent.
- Low turnover – must hire at a customer service level
- Specific roles need more technical training. General hourly roles may be at a pay grade that a college graduate would not accept.
- More education (Bachelor's at minimum) required for less than entry-level positions. They would be competing against candidates with bachelors, even for entry level.

6. What suggestions would you have to make a General business Associate student more desirable?

- Well rounded area of general studies
- Encourage to go on to Bachelors
- Experience and schooling
- For me it isn't so much a degree level, rather the person and what they bring to the job.
- Make sure they have work experience to go with the degree

- If the person likes working with children, they should look into their own daycare as there is such a need.
- If a career in radio is what the student wants, they need to go on to get experience and further education.
- I can't say enough about work experience- internships.
- For advertising, to move up, the person really needs an advertising education and a bachelors level is considered a minimum.
- Experience is critical. I want to know they are dependable that they will be there on time and do the job when they say they will.
- Keep moving forward with their schooling to open more doors and opportunities.
- A strong presence in operations management and leadership experience and involvement.
- Broad background with analytical and presentation skills
- Add more technical training – have an emphasis. Reset expectations with the students on entry level positions.
- Have fun, enjoy what you do, do it because you want to, not the money
- Desire to seek Bachelor's degree, internship experience, job experience in professional capacity vs. fast food, restaurant, etc.

7. Comments:

- Practice interviewing, nothing will cause you to not get a job more than a poor interview.
- Not sure what you are looking for here, but I'd hire a person if they are the "right" person.
- Students need to realize there are so many people lobbying for each opening; they need to find opportunities to make themselves stand out. Do an internship, volunteer or take extra classes. Show the employer why you are the best and then be able to deliver what you sell.
- Unfortunately in this line of work, experience and education are critical.
- Make sure if the student is wanted to get hired in advertising with an associates that they do an internship or have hands on experience.
- There are so many people for each job opening right now, that experience and a solid work ethic will often be the difference between being hired and not.

Employer Survey – General Business Two Year Degree

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

Spring 2010

1. Have you hired, or are you likely to hire a person possessing an Associate's Degree in General Business?

Have hired _____ Likely to hire Not likely to hire _____

a. **If you have or are likely to hire**, for what position would you hire an Associates General Business graduate? I own my own company and I'd hire an associates student if they had the skills needed and if I was in need of another employee.

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

	1 Least Important	2 Somewhat Important	3 Important	4 Very Important	5 Critical
Computer Skills				x	
Presentation Skills	x				
Verbal Communication Skills				x	
Interpersonal Skills				x	
Decision Making Skills			x		
Analytical Skills		x			
Leadership Skills			x		
Global Awareness			X		
Cultural Sensitivity			x		
Quantitative Skills		x			
Financial Analysis/Budgeting		x			
Collaborative /Teamwork Skills				x	
Business Ethics				x	

COMMENTS: If I hired the person, they would help talking to customers, filling orders, doing paperwork and a lot of phone work.

- Which one area is the most important? Why? I don't think there is one most important area. The person would have to be a fit and they must have prior work experience.
- Which one area or skill do you think is the least important? Why? They wouldn't need any budgeting, analytical or quantitative skills.
- Why would you not be likely to hire a General Business Associate graduate? It would all depend on the person. Their background, their education, past jobs, skills, interview.... Very individually based.
- What suggestions would you have to make a General Business Associate student more desirable? Make sure they have work experience to go with the degree.
- Comments: For me it isn't so much a degree level, rather the person and what they bring to the job.

THANK YOU!

General Business Program Evaluation Committee

Please return in the provided postage paid envelope.

Should you have any questions about this survey please contact
The Management Department Office at 231-591-2420 or at cob@ferris.edu

Employer Survey – General Business Two Year Degree

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

Spring 2010

1. Have you hired, or are you likely to hire a person possessing an Associate's Degree in General Business?

Have hired X Likely to hire _____ Not likely to hire _____

- a. **If you have or are likely to hire**, for what position would you hire an Associates General Business graduate?

Receptionist

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

	1 Least Important	2 Somewhat Important	3 Important	4 Very Important	5 Critical
Computer Skills					x
Presentation Skills			x		
Verbal Communication Skills					x
Interpersonal Skills				x	
Decision Making Skills					x
Analytical Skills		x			
Leadership Skills				x	
Global Awareness				x	
Cultural Sensitivity				x	
Quantitative Skills				x	
Financial Analysis/Budgeting			x		
Collaborative /Teamwork Skills				x	
Business Ethics				x	

COMMENTS: As a receptionist, the person is the first point of contact with the firm. They have to be very organized, detail oriented, strong communication skills, able to make decisions and ethically hard working.

- Which one area is the most important? Why? It would be the communication skills, this person must talk with other attorneys, clients, doctors, insurance agents and others. Communication is key- both written and verbal.
- Which one area or skill do you think is the least important? Why? Analytical skills would be least important as the position doesn't require this at all.
- Why would you not be likely to hire a General Business Associate graduate? The hiring decision would be based on the interview and skills the person brings.
- What suggestions would you have to make a General Business Associate student more desirable? Make sure they have work experience to go with the degree.
- Comments: Practice interviewing, nothing will cause you to not get a job more than a poor interview.

THANK YOU!

General Business Program Evaluation Committee

Please return in the provided postage paid envelope.

Should you have any questions about this survey please contact
The Management Department Office at 231-591-2420 or at cob@ferris.edu

Employer Survey – General Business Two Year Degree
 Ferris State University College of Business; Big Rapids, MI 49307
 Spring 2010

1. Have you hired, or are you likely to hire a person possessing an Associate's Degree in General Business?

Have hired Likely to hire _____ Not likely to hire _____

a. **If you have or are likely to hire**, for what position would you hire an Associates General Business graduate?

For general research assistance – the student was working on his bachelors.

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

	1 Least Important	2 Somewhat Important	3 Important	4 Very Important	5 Critical
Computer Skills					x
Presentation Skills			x		
Verbal Communication Skills					x
Interpersonal Skills				x	
Decision Making Skills				x	
Analytical Skills					x
Leadership Skills				x	
Global Awareness			x		
Cultural Sensitivity			x		
Quantitative Skills				x	
Financial Analysis/Budgeting		x			
Collaborative /Teamwork Skills			x		
Business Ethics				x	

Comments:

As a research assistant the student must has strong computer skills, know how to research, how to pull the findings and analyze them, work with the other project members and make good decisions.

- Which one area is the most important? Why? If I had to pick one area, for this project it would be the computer skills.
- Which one area or skill do you think is the least important? Why? I think all of the areas above are important, but based on the position, budgeting isn't required at all.
- Why would you not be likely to hire a General Business Associate graduate? It would depend on the student's skills and experience they bring. Usually I hire bachelor level students, but I'm always willing to give strong associate level students an opportunity.
- What suggestions would you have to make a General Business Associate student more desirable? Keep moving forward with their schooling to open more doors & opportunities.

7. Comments: _____

THANK YOU!

General Business Program Evaluation Committee

Please return in the provided postage paid envelope.

Should you have any questions about this survey please contact
The Management Department Office at 231-591-2420 or at cob@ferris.edu

Small Business Owner

1-616-396-3220

Disability Network Lakes

01:17:29 p.m. 03-15-2010

2/3

Employer Survey - General Business Two Year Degree Ferris State University College of Business; Big Rapids, MI 49307 Winter 2010

1. Have you hired, or are you likely to hire a person possessing an Associate's Degree in General Business?

Have hired _____ Likely to hire X Not likely to hire _____

a. If you have or are likely to hire, for what position would you hire an Associates General Business graduate?

Small business - assist. manager

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

	1 Least Important	2 Somewhat Important	3 Important	4 Very Important	5 Critical
Computer Skills					X
Presentation Skills			X		
Verbal Communication Skills				X	
Interpersonal Skills				X	
Decision Making Skills				X	
Analytical Skills				X	
Leadership Skills				X	
Global Awareness		X			
Cultural Sensitivity		X			
Quantitative Skills			X		
Financial Analysis/Budgeting					X
Collaborative /Teamwork Skills					X
Business Ethics				X	

Comments:

Self starter with good team work skills

3. Which one area is the most important? Why? Work ethic, reliability

Received Fax : Mar 15 2010 12:10PM Fax Station : C.W. Hahn Co.

1-616-396-3220

Disability Network Lakes

01:17:39 p.m.

03-15-2010

3 / 3

4. Which one area or skill do you think is the least important? Why?

Global awareness

5. Why would you not be likely to hire a General Business Associate graduate?

\$

6. What suggestions would you have to make a General Business Associate student more desirable?

7. Comments:

THANK YOU!

General Business Program Evaluation Committee

Please return in the provided postage paid envelope.

Should you have any questions about this survey please contact

The Management Department Office at 231-591-2420 or at cob@ferris.edu

Berger
GM
GR

Employer Survey – General Business Two Year Degree
 Ferris State University College of Business; Big Rapids, MI 49307
 Winter 2010

1. Have you hired, or are you likely to hire a person possessing an Associate's Degree in General Business?

Have hired _____ Likely to hire X Not likely to hire _____

a. If you have or are likely to hire, for what position would you hire an Associates General Business graduate?

Porters, car wash, cashiers

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

	1 Least Important	2 Somewhat Important	3 Important	4 Very Important	5 Critical
Computer Skills			X		
Presentation Skills		X			
Verbal Communication Skills			X		
Interpersonal Skills				X	
Decision Making Skills			X		
Analytical Skills		X			
Leadership Skills		X			
Global Awareness			X		
Cultural Sensitivity			X		
Quantitative Skills		X			
Financial Analysis/Budgeting		X			
Collaborative /Teamwork Skills				X	
Business Ethics				X	

Comments:

3. Which one area is the most important? Why? _____

Need to get along w/customers & others, follow directions, dependable

Employer Survey – General Business Two Year Degree

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

Spring 2010

1. Have you hired, or are you likely to hire a person possessing an Associate's Degree in General Business?

Have hired **XX** Likely to hire _____ Not likely to hire _____

a. **If you have or are likely to hire**, for what position would you hire an Associates General Business graduate?

I work in an advertising agency. We have hired associate graduates for entry level positions.

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

	1 Least Important	2 Somewhat Important	3 Important	4 Very Important	5 Critical
Computer Skills					x
Presentation Skills					x
Verbal Communication Skills					x
Interpersonal Skills					x
Decision Making Skills					x
Analytical Skills				x	
Leadership Skills				x	
Global Awareness				x	
Cultural Sensitivity				x	
Quantitative Skills				x	
Financial Analysis/Budgeting				x	
Collaborative /Teamwork Skills					x
Business Ethics					x

COMMENTS: As the entry level position, the person runs errands, makes copies, does basic research, helps with layouts and phone work.

3. Which one area is the most important? Why? Communication skills is very important, as is the ability to follow directions.
4. Which one area or skill do you think is the least important? Why? All the skills above are important.
5. Why would you not be likely to hire a General Business Associate graduate? If the person has no experience, has a poor interview, has weak computer or communication skills, that would lead to not being hired.
6. What suggestions would you have to make a General Business Associate student more desirable? For advertising, to move up, the person really needs an advertising education and a bachelors level is considered a minimum.
7. Comments: Make sure if the student is wanting to get hired in advertising with an associates that they do an internship or have hands on experience.

THANK YOU!

General Business Program Evaluation Committee

Please return in the provided postage paid envelope.

Should you have any questions about this survey please contact
The Management Department Office at 231-591-2420 or at cob@ferris.edu

L - Rest.

Employer Survey – General Business Two Year Degree

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

Spring 2010

1. Have you hired, or are you likely to hire a person possessing an Associate’s Degree in General Business?

Have hired _____ Likely to hire XXX Not likely to hire _____

a. **If you have or are likely to hire**, for what position would you hire an Associates General Business graduate?

Hostess in restaurant.

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

	1 Least Important	2 Somewhat Important	3 Important	4 Very Important	5 Critical
Computer Skills				x	
Presentation Skills			x		
Verbal Communication Skills					x
Interpersonal Skills					x
Decision Making Skills				x	
Analytical Skills			x		
Leadership Skills				x	
Global Awareness				x	
Cultural Sensitivity				x	
Quantitative Skills			x		
Financial Analysis/Budgeting			x		
Collaborative /Teamwork Skills					x
Business Ethics				x	

COMMENTS: I hire people with limited education to seat customers, run the cashier, do dishes or clean tables. Sometimes they can work up to waiting tables, but this requires experience.

- 3. Which one area is the most important? Why? Hard working, dependable, on time.
- 4. Which one area or skill do you think is the least important? Why? There isn't really an unimportant, you want a solid employee. When you invest time, you want to be able to keep them and offer opportunities to move up. This can only happen if they have the skills and abilities to do so and this come through education.
- 5. Why would you not be likely to hire a General Business Associate graduate? Most often people don't get the job because they have no work experience.
- 6. What suggestions would you have to make a General Business Associate student more desirable? Experience is critical. I want to know they are dependable, that they will be there on time and do the job when they say they will.
- 7. Comments: There are some many people for each job opening right now, that experience and a solid work ethic will often be the difference between being hired and not.

THANK YOU!

General Business Program Evaluation Committee

Please return in the provided postage paid envelope.

Should you have any questions about this survey please contact

The Management Department Office at 231-591-2420 or at cob@ferris.edu

Employer Survey – General Business Two Year Degree

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

Spring 2010

1. Have you hired, or are you likely to hire a person possessing an Associate's Degree in General Business?

Have hired _____ Likely to hire _____ Not likely to hire XX

- a. **If you have or are likely to hire**, for what position would you hire an Associates General Business graduate?

I own a small architectural firm, we all do it all, so they need an architectural engineering degree.

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

	1 Least Important	2 Somewhat Important	3 Important	4 Very Important	5 Critical
Computer Skills					x
Presentation Skills					x
Verbal Communication Skills					x
Interpersonal Skills					x
Decision Making Skills					x
Analytical Skills					x
Leadership Skills				x	
Global Awareness				x	
Cultural Sensitivity				x	
Quantitative Skills					x
Financial Analysis/Budgeting				x	
Collaborative /Teamwork Skills					x
Business Ethics					x

COMMENTS: The person needs to be able to work the software, do the drafting and design, work with clients.

3. Which one area is the most important? Why? All of the above areas are critical. We need knowledgeable and experienced students.
4. Which one area or skill do you think is the least important? Why? All important
5. Why would you not be likely to hire a General Business Associate graduate? The person needs skills in architectural engineering, drawing and drafting, all the skills that are refined and earned at a minimum of bachelor degree level.
6. What suggestions would you have to make a General Business Associate student more desirable? I can't say enough about work experience- internships.
7. Comments: Unfortunately in this line of work, experience and education are critical.

THANK YOU!

General Business Program Evaluation Committee

Please return in the provided postage paid envelope.

Should you have any questions about this survey please contact
The Management Department Office at 231-591-2420 or at cob@ferris.edu

Employer Survey – General Business Two Year Degree

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

Spring 2010

1. Have you hired, or are you likely to hire a person possessing an Associate’s Degree in General Business?

Have hired _____ Likely to hire **X** Not likely to hire _____

a. **If you have or are likely to hire**, for what position would you hire an Associates General Business graduate?

I run a day care, right now I only hire on help during the summer when my head count increases. Typically I hire high school students, but I’d hire an associate graduate.

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

	1 Least Important	2 Somewhat Important	3 Important	4 Very Important	5 Critical
Computer Skills			x		
Presentation Skills				x	
Verbal Communication Skills				x	
Interpersonal Skills				x	
Decision Making Skills				x	
Analytical Skills		x			
Leadership Skills				x	
Global Awareness			x		
Cultural Sensitivity			x		
Quantitative Skills		x			
Financial Analysis/Budgeting		x			
Collaborative /Teamwork Skills				x	
Business Ethics			x		

COMMENTS: The person needs to be friendly, outgoing and able to work well with children. Keep them entertained, help them learn, grow and develop and set a good example.

- Which one area is the most important? Why? The ability to interact with the children would be key!
- Which one area or skill do you think is the least important? Why? There is no need for budgeting.
- Why would you not be likely to hire a General Business Associate graduate? I would hire who’s best for the job, though for my business, salary costs are also a factor.
- What suggestions would you have to make a General Business Associate student more desirable? If the person likes working with children, they should look into opening their own daycare as there is such a need.
- Comments: Not sure what you are looking for here, but I’d hire a person if they are the “right” person.

THANK YOU!

General Business Program Evaluation Committee

Please return in the provided postage paid envelope.

Should you have any questions about this survey please contact
The Management Department Office at 231-591-2420 or at cob@ferris.edu

Employer Survey – General Business Two Year Degree

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

Spring 2010

1. Have you hired, or are you likely to hire a person possessing an Associate's Degree in General Business?

Have hired _____ Likely to hire **X** Not likely to hire _____

a. **If you have or are likely to hire**, for what position would you hire an Associates General Business graduate?

Working at a radio station, we hire entry level positions with minimal education.

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

	1 Least Important	2 Somewhat Important	3 Important	4 Very Important	5 Critical
Computer Skills				x	
Presentation Skills					x
Verbal Communication Skills				x	
Interpersonal Skills				x	
Decision Making Skills			x		
Analytical Skills			x		
Leadership Skills				x	
Global Awareness			x		
Cultural Sensitivity			x		
Quantitative Skills			x		
Financial Analysis/Budgeting			x		
Collaborative /Teamwork Skills					x
Business Ethics				x	

COMMENTS: We hire a lot of entry level positions with high school diploma's and associate degrees. We want someone with confidence, good voice, comfortable talking, personable, friendly, outgoing who can follow directions. Many times these people go out on our events and do a lot of the "grunt" work and they need to do it with a smile.

- Which one area is the most important? Why? Most important would be the ability to follow directions, treat every task with importance and make a good impression in public.
- Which one area or skill do you think is the least important? Why? There isn't a skill that isn't utilized or important.
- Why would you not be likely to hire a General Business Associate graduate? The number one thing that prohibits employment is a poor interview. We need the person to show confidence, an ease talking to people, that something that makes them stand out from the other candidates.
- What suggestions would you have to make a General Business Associate student more desirable? If a career in radio is what the student wants, they need to go on to get experience and further education.
- Comments: Students need to realize there are so many people lobbying for each opening, they need to find opportunities to make themselves stand out. Do an internship, volunteer or take extra classes. Show the employer why you are the best and then be able to deliver what you sell.

THANK YOU!

General Business Program Evaluation Committee

Please return in the provided postage paid envelope.

Should you have any questions about this survey please contact
The Management Department Office at 231-591-2420 or at cob@ferris.edu

Rate Aid
MGR
GR

Employer Survey – General Business Two Year Degree
 Ferris State University College of Business; Big Rapids, MI 49307
 Winter 2010

1. Have you hired, or are you likely to hire a person possessing an Associate's Degree in General Business?

Have hired X Likely to hire _____ Not likely to hire _____

a. If you have or are likely to hire, for what position would you hire an Associates General Business graduate?

Cashier

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

	1 Least Important	2 Somewhat Important	3 Important	4 Very Important	5 Critical
Computer Skills		X			
Presentation Skills		X			
Verbal Communication Skills			X		
Interpersonal Skills			X		
Decision Making Skills			+		
Analytical Skills		X			
Leadership Skills		X			
Global Awareness		X			
Cultural Sensitivity		X			
Quantitative Skills		X			
Financial Analysis/Budgeting		X			
Collaborative /Teamwork Skills			X		
Business Ethics			X		

Comments:

3. Which one area is the most important? Why? needs to be able to get along w/ others and customers

4. Which one area or skill do you think is the least important? Why?

leadership - they need to do what's asked - Mgrs must have
bachelors

5. Why would you not be likely to hire a General Business Associate graduate?

we higher high school grads and if they had more
education its better

6. What suggestions would you have to make a General Business Associate student more desirable?

Encourage to go on to Bachelors.

7. Comments:

THANK YOU!

General Business Program Evaluation Committee

Please return in the provided postage paid envelope.

Should you have any questions about this survey please contact
The Management Department Office at 231-591-2420 or at cob@ferris.edu

D&W Mgr
 Buxton Village GR

Employer Survey – General Business Two Year Degree
 Ferris State University College of Business; Big Rapids, MI 49307
 Winter 2010

1. Have you hired, or are you likely to hire a person possessing an Associate's Degree in General Business?

Have hired _____ Likely to hire X Not likely to hire _____

a. If you have or are likely to hire, for what position would you hire an Associates General Business graduate?

stockers, cashiers

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

	1 Least Important	2 Somewhat Important	3 Important	4 Very Important	5 Critical
Computer Skills			X		
Presentation Skills			X		
Verbal Communication Skills				X	
Interpersonal Skills				X	
Decision Making Skills				X	
Analytical Skills			X		
Leadership Skills			X		
Global Awareness		X			
Cultural Sensitivity			X		
Quantitative Skills		X			
Financial Analysis/Budgeting			X		
Collaborative /Teamwork Skills				X	
Business Ethics				X	

Comments:

3. Which one area is the most important? Why? come to work on time each day

4. Which one area or skill do you think is the least important? Why?

5. Why would you not be likely to hire a General Business Associate graduate?

usually have H.S. diploma

6. What suggestions would you have to make a General Business Associate student more desirable?

7. Comments: _____

THANK YOU!

General Business Program Evaluation Committee

Please return in the provided postage paid envelope.
Should you have any questions about this survey please contact
The Management Department Office at 231-591-2420 or at cob@ferris.edu

HOSPITAL CHIEF FINANCIAL OFFICER.

Employer Survey – General Business Two Year Degree

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

Winter 2010

1. Have you hired, or are you likely to hire a person possessing an Associate's Degree in General Business?

Have hired _____ Likely to hire X Not likely to hire _____

- a. If you have or are likely to hire, for what position would you hire an Associates General Business graduate?

MIDDLE MANAGEMENT POSITIONS IN A NON-CLINICAL DEPARTMENT.

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

	1 Least Important	2 Somewhat Important	3 Important	4 Very Important	5 Critical
Computer Skills					X
Presentation Skills			X		
Verbal Communication Skills				X	
Interpersonal Skills				X	
Decision Making Skills				X	
Analytical Skills				X	
Leadership Skills				X	
Global Awareness	X				
Cultural Sensitivity			X		
Quantitative Skills				X	
Financial Analysis/Budgeting					X
Collaborative /Teamwork Skills				X	
Business Ethics					X

Comments:

THE CORES OF THE BUSINESS DEGREE ARE CULTIVATED IN AN ASSOCIATES DEGREE. SINCE IN AN ENTRY LEVEL POSITION, THE BASICS CAN BE EXPANDED UPON.

3. Which one area is the most important? Why? FINANCIAL ANALYSIS/BUDGETING. SHOWS CRITICAL THINKING ABILITY AND TEACHES FISCAL AWARENESS.

Handwritten text at the top of the page, possibly a date or reference number.

4. Which one area or skill do you think is the least important? Why?

GLOBAL AWARENESS - HEALTH CARE IS MORE SPECIFIC TO A GENERAL POPULATION.

5. Why would you not be likely to hire a General Business Associate graduate?

UNRELATED TO THE POSITION BEING HIRED FOR.

6. What suggestions would you have to make a General Business Associate student more desirable?

WELL ROUNDED AREA OF GENERAL STUDIES.

7. Comments:

THANK YOU!

General Business Program Evaluation Committee

Please return in the provided postage paid envelope.

Should you have any questions about this survey please contact
The Management Department Office at 231-591-2420 or at cob@ferris.edu

Handwritten text at the bottom of the page, possibly a signature or additional notes.

Handwritten text at the bottom of the page, possibly a signature or additional notes.

Employer Survey – General Business Two Year Degree

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

Winter 2010

1. Have you hired, or are you likely to hire a person possessing an Associate's Degree in General Business?

Have hired Likely to hire Not likely to hire

- a. If you have or are likely to hire, for what position would you hire an Associates General Business graduate?

Sales Staff- Personal Banker, Team Lead

OUR CORPORATE OFFICE WOULD LIKELY HIRE = REQUIREMENT OF THE DEGREE.

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

	1 Least Important	2 Somewhat Important	3 Important	4 Very Important	5 Critical
Computer Skills				✓	✓
Presentation Skills					✓
Verbal Communication Skills					✓
Interpersonal Skills					✓
Decision Making Skills					✓
Analytical Skills				✓	
Leadership Skills				✓	
Global Awareness				✓	
Cultural Sensitivity					✓
Quantitative Skills					✓
Financial Analysis/Budgeting					✓
Collaborative /Teamwork Skills					✓
Business Ethics					✓

Comments:

3. Which one area is the most important? Why?

Verbal, Interpersonal Skills, Leadership: for sales, communication with clients

4. Which one area or skill do you think is the least important? Why?

all important:

5. Why would you not be likely to hire a General Business Associate graduate?

*low turnover. - just here at
customer service level.*

6. What suggestions would you have to make a General Business Associate student more desirable?

*more hands-on experience
of the degree*

7. Comments:

THANK YOU!

General Business Program Evaluation Committee

Please return in the provided postage paid envelope.
Should you have any questions about this survey please contact
The Management Department Office at 231-591-2420 or at cob@ferris.edu

7777777777

*Back to Ferris State
Management Department
with survey*

Employer Survey – General Business Two Year Degree

Ferris State University College of Business; Big Rapids, MI 49307
Winter 2010

1. Have you hired, or are you likely to hire a person possessing an Associate's Degree in General Business?

Have hired Likely to hire _____ Not likely to hire _____

- a. If you have or are likely to hire, for what position would you hire an Associates General Business graduate?

Administrative / Professional level position in a variety of business disciplines - Mkt, International HR

Bachelors preferred but Assoc On for entry-level.

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

	1 Least Important	2 Somewhat Important	3 Important	4 Very Important	5 Critical
Computer Skills					<input checked="" type="checkbox"/>
Presentation Skills			<input checked="" type="checkbox"/>		
Verbal Communication Skills					<input checked="" type="checkbox"/>
Interpersonal Skills					<input checked="" type="checkbox"/>
Decision Making Skills				<input checked="" type="checkbox"/>	
Analytical Skills			<input checked="" type="checkbox"/>		
Leadership Skills			<input checked="" type="checkbox"/>		
Global Awareness			<input checked="" type="checkbox"/>		
Cultural Sensitivity				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Quantitative Skills				<input checked="" type="checkbox"/>	
Financial Analysis/Budgeting		<input checked="" type="checkbox"/>			
Collaborative /Teamwork Skills				<input checked="" type="checkbox"/>	
Business Ethics				<input checked="" type="checkbox"/>	

Ability to work ind-
*More imp the higher you get

Comments:

Business etiquette & what's approp. in a business environment would also be a good skill to cover.

3. Which one area is the most important? Why? Interpersonal skills - Critical to be able to work well & collaborate effectively with others in any level

4. Which one area or skill do you think is the least important? Why?

All important!

5. Why would you not be likely to hire a General Business Associate graduate?

More education (Bach. at a min) required for less than entry-level positions. They would be competing against candidates with Bachelors degrees, even for entry-level.

6. What suggestions would you have to make a General Business Associate student more desirable?

Desire to seek Bachelors degree
Internship experience
Job experience in professional capacity vs. restaurant job, fast food, etc.

7. Comments:

THANK YOU!

General Business Program Evaluation Committee

Please return in the provided postage paid envelope.

Should you have any questions about this survey please contact

The Management Department Office at 231-591-2420 or at cob@ferris.edu

Employer Survey – General Business Two Year Degree

Ferris State University College of Business; Big Rapids, MI 49307
Winter 2010

1. Have you hired, or are you likely to hire a person possessing an Associate's Degree in General Business?

Have hired X Likely to hire _____ Not likely to hire _____

- a. If you have or are likely to hire, for what position would you hire an Associates General Business graduate?

Any and All Department manager, Associate manager, Assistant manager, and Store manager

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

	1 Least Important	2 Somewhat Important	3 Important	4 Very Important	5 Critical
Computer Skills				X	
Presentation Skills					X
Verbal Communication Skills					X
Interpersonal Skills					X
Decision Making Skills				X	
Analytical Skills				X	
Leadership Skills				X	
Global Awareness			X		
Cultural Sensitivity			X		
Quantitative Skills				X	
Financial Analysis/Budgeting			X		
Collaborative /Teamwork Skills					X
Business Ethics			X		

Comments:

3. Which one area is the most important? Why? verbal communication skills,
in order to run a store you must be able to communicate.
In order to help customers you have to communicate.

4. Which one area or skill do you think is the least important? Why?

Global Awareness - Because most positions you only need to know what you carry

5. Why would you not be likely to hire a General Business Associate graduate?

n/a

6. What suggestions would you have to make a General Business Associate student more desirable?

Have fun, enjoy what you do, do it because you want to, not the money

7. Comments:

THANK YOU!

General Business Program Evaluation Committee

Please return in the provided postage paid envelope.

Should you have any questions about this survey please contact
The Management Department Office at 231-591-2420 or at cob@ferris.edu

Employer Survey – General Business Two Year Degree

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

Winter 2010

1. Have you hired, or are you likely to hire a person possessing an Associate's Degree in General Business?

Have hired X Likely to hire _____ Not likely to hire X

- a. If you have or are likely to hire, for what position would you hire an Associates General Business graduate?

future positions will be more technical.
Sciences, IT, programming

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

	1 Least Important	2 Somewhat Important	3 Important	4 Very Important	5 Critical
Computer Skills			X		
Presentation Skills		X			
Verbal Communication Skills				X	
Interpersonal Skills				X	
Decision Making Skills				X	
Analytical Skills			X		
Leadership Skills			X		
Global Awareness		X			
Cultural Sensitivity			X		
Quantitative Skills			X		
Financial Analysis/Budgeting	X				
Collaborative /Teamwork Skills					X
Business Ethics				X	

Comments:

3. Which one area is the most important? Why?

Working in a team setting. Holding yourself & your
teammates accountable to completing a job well.

4. Which one area or skill do you think is the least important? Why?

Finance & budgeting - Only a few Managers need this.

5. Why would you not be likely to hire a General Business Associate graduate?

Specific roles need technical training.
General hourly roles may be at a pay grade that a college graduate would not accept.

6. What suggestions would you have to make a General Business Associate student more desirable?

Add more technical training - have an emphasis.
Reset expectations with the students on entry level positions.

7. Comments:

THANK YOU!

General Business Program Evaluation Committee

Please return in the provided postage paid envelope.

Should you have any questions about this survey please contact
The Management Department Office at 231-591-2420 or at cob@ferris.edu

Employer Survey – General Business Two Year Degree
 Ferris State University College of Business; Big Rapids, MI 49307
 Winter 2010

1. Have you hired, or are you likely to hire a person possessing an Associate's Degree in General Business?

Have hired _____ Likely to hire X Not likely to hire _____

a. If you have or are likely to hire, for what position would you hire an Associates General Business graduate?

NON-CLEVERAL, MANAGEMENT or ACCOUNTING

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

	1 Least Important	2 Somewhat Important	3 Important	4 Very Important	5 Critical
Computer Skills					X
Presentation Skills				X	
Verbal Communication Skills				X	
Interpersonal Skills				X	
Decision Making Skills				X	
Analytical Skills				X	
Leadership Skills				X	
Global Awareness			X		
Cultural Sensitivity			X		
Quantitative Skills				X	
Financial Analysis/Budgeting				X	
Collaborative /Teamwork Skills				X	
Business Ethics				X	

Comments:

ALL ABOVE TRAITS ARE CRITICAL TO SUCCESS IN BUSINESS.

3. Which one area is the most important? Why? PRESENTATION AND ANALYTICAL

4. Which one area or skill do you think is the least important? Why?

GLOBAL AWARENESS - HEALTHCARE IS PRETTY REGIONAL + NATIONAL.

5. Why would you not be likely to hire a General Business Associate graduate?

N/A

6. What suggestions would you have to make a General Business Associate student more desirable?

H.R. BEATS BACKGROUND ALONG WITH ANALYTICAL AND
PRESENTATIONAL SKILLS.

7. Comments: GLAD TO BE A PART.

THANK YOU!

General Business Program Evaluation Committee

Please return in the provided postage paid envelope.

Should you have any questions about this survey please contact
The Management Department Office at 231-591-2420 or at cob@ferris.edu

Employer Survey – General Business Two Year Degree
 Ferris State University College of Business; Big Rapids, MI 49307
 Winter 2010

1. Have you hired, or are you likely to hire a person possessing an Associate's Degree in General Business?

Have hired _____ Likely to hire _____ Not likely to hire X

a. If you have or are likely to hire, for what position would you hire an Associates General Business graduate?

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

	1 Least Important	2 Somewhat Important	3 Important	4 Very Important	5 Critical
Computer Skills				X	
Presentation Skills					X
Verbal Communication Skills					X
Interpersonal Skills					X
Decision Making Skills				X	
Analytical Skills					X
Leadership Skills					X
Global Awareness			X		
Cultural Sensitivity				X	
Quantitative Skills				X	
Financial Analysis/Budgeting			X		
Collaborative /Teamwork Skills				X	
Business Ethics				X	

Comments:

The majority of these competencies are preferably demonstrable in any candidates we have coming into our organization with a business degree.

3. Which one area is the most important? Why? Leadership skills and/or collaborative/ teamwork skills due to the complexity of some of our leadership roles in the organization.

4. Which one area or skill do you think is the least important? Why?

Global awareness - at least in the short term, our focus (from a business standpoint) is still at a domestic perspective

5. Why would you not be likely to hire a General Business Associate graduate?

Our hiring practices are predominantly driven from a corporate perspective / we're starting to look at plant initiatives to recruit for local talent

6. What suggestions would you have to make a General Business Associate student more desirable?

A strong presence in operations management and leadership experience and involvement.

7. Comments:

THANK YOU!

General Business Program Evaluation Committee

Please return in the provided postage paid envelope.

Should you have any questions about this survey please contact

The Management Department Office at 231-591-2420 or at cob@ferris.edu

Employer Survey – General Business Two Year Degree

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

Spring 2010

1. Have you hired, or are you likely to hire a person possessing an Associate’s Degree in General Business?

Have hired _____ Likely to hire _____ Not likely to hire _____

- a. **If you have or are likely to hire**, for what position would you hire an Associates General Business graduate?

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

	1 Least Important	2 Somewhat Important	3 Important	4 Very Important	5 Critical
Computer Skills					
Presentation Skills					
Verbal Communication Skills					
Interpersonal Skills					
Decision Making Skills					
Analytical Skills					
Leadership Skills					
Global Awareness					
Cultural Sensitivity					
Quantitative Skills					
Financial Analysis/Budgeting					
Collaborative /Teamwork Skills					
Business Ethics					

Comments:

3. Which one area is the most important? Why?

4. Which one area or skill do you think is the least important? Why?

5. Why would you not be likely to hire a General Business Associate graduate?

6. What suggestions would you have to make a General Business Associate student more desirable?

7. Comments:

THANK YOU!
General Business Program Evaluation Committee

Please return in the provided postage paid envelope.
Should you have any questions about this survey please contact
The Management Department Office at 231-591-2420 or at cob@ferris.edu

Current Student Survey Summary Associate in General Business Spring 2010

Unfortunately, the General Business students do not share one common class where they can be easily surveyed. So as students came into the Dean's Office, they were asked to complete a survey and 7 were completed.

Of the students who completed the survey, they are all full time students. Each came to working towards the general business degree for different reasons. 86% of the students felt that the general business degree would help them towards their career goals. 100% of the students felt that the general business degree was academically preparing them for their career. 71% of the students answered that they are satisfied with advising (so this is an area for improvement). 100% of the students answered that they would recommend the program. 100% of the students answered that they feel the program is a quality program.

Regarding the courses required in the current program, 86% of respondents felt the following courses were very or extremely helpful: public speaking, English. 71% of respondents felt the following courses were very or extremely helpful: microeconomics, macroeconomics, accounting, business law, microcomputer applications, management, marketing. 57% of respondents felt the following courses were very or extremely helpful: math, statistics.

Of those who took the survey, very few comments, recommendations, area's for improvement or other information was given. Based on the statistics above, it is clear that this program meets a variety of needs for a wide variety of students. It is seen as a quality program that is helping students achieve their career goals and they would recommend it to others.

With regards to the courses offered within the program, those receiving the highest deemed usefulness are those basic communication (oral and written) courses. The "business core" foundational courses (ECON, ISYS, MGMT, MKTG, BLAW, ACCT) were also seen as very relevant and helpful. Those courses deemed least helpful were those courses in which students traditionally struggle in. Though employers and the alumni identified their value, the current students were not able to appreciate their importance.

In the future on the current student survey, it would be valuable to determine if the student was ever held a job as it would appear there is quite a difference in what coursework was deemed "helpful" between the current student and the alumni & employers.

Current Student Survey – Associate in General Business

1. Why did you choose to enter the Associate of General Business program? (Please indicate all that apply.)
 - a. I wanted a two year degree in business. 2
 - b. I wanted a two year degree in business, as well as a 4 year degree in _____ at Ferris State University or other institution. 2 (advertising, management)
 - c. I needed to be enrolled in a two year program for financial aid purposes. 0
 - d. I did not know what major in business to select. 1
 - e. Other reasons (please be specific). 2
-needed something, I kept changing major

2. Why did you choose to enter the Associate of General Business program versus another College of Business Associate degree?
 - So that it would apply to any other business education in the future
 - I thought it would be most beneficial
 - Good start
 - My grades weren't good
 - It is ½ way
 - Step to bachelors

3. Are you currently a full time student? 7 Part-time? _____

4. What is your response to the following statements?

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
My Associates in General Business Degree will help me achieve my career goals.			1	5	1
I am satisfied with the academic preparation received in the General Business program.				6	1
I am satisfied with the advising received while I was in the General Business program.			2	5	
I would recommend the General Business program to prospective students.				6	1
The General Business program is a quality program.				6	1

5. Please explain why you strongly disagree or strongly agree.
 - I feel that it is a good base program for business

6. What can we do to improve this program?
 - Offer more variety
 - Nothing
 - Have an advisor who can help with both programs
 - More options

7. What can we do to improve these courses?
 - No improvement needed
 - Nothing
 - More management courses

- Nothing

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

	Not Helpful	Some Help	Very Helpful	Extremely Helpful	Haven't taken yet
Public Speaking (COMM 105 or 121)		1	4	2	
English (ENGL 150 & 250)		1	4	2	
Math (MATH 115)	1	2	4		
Macroeconomics (ECON 221)		2	4	1	
Microeconomics (ECON 222)		1	4	1	1
Principles of Accounting (ACCT 201)		1	3	2	1
Business Law (BLAW 301 or 321)	1	1	2	3	
Microcomputer Applications (ISYS 105 & 200)		2	4	1	
Applied Management (MGMT 301)		2	3	2	
Principles of Marketing (MKTG 321)		2	4	1	
Introduction to Statistics (STQM 260)		2	4		1

9. Please explain why you indicated not helpful or extremely helpful.

- I feel that extremely helpful courses will apply daily

10. What can we do to improve these courses?

-More management courses

-More marketing

11. Comments regarding the General Business Program:

Current Student Survey – Associate in General Business

1. Why did you choose to enter the Associate of General Business program? (Please indicate all that apply.)
 - || a. I wanted a two year degree in business.
 - || b. I wanted a two year degree in business, as well as a 4 year degree in _____ at Ferris State University or other institution.
 - c. I needed to be enrolled in a two year program for financial aid purposes.
 - | d. I did not know what major in business to select.
 - || e. Other reasons (please be specific).
2. Why did you choose to enter the Associate of General Business program versus another College of Business Associate degree?
3. Are you currently a full time student? ### || Part-time? _____
4. What is your response to the following statements?

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
My Associates in General Business Degree will help me achieve my career goals.				###	
I am satisfied with the academic preparation received in the General Business program.				###	
I am satisfied with the advising received while I was in the General Business program.				###	
I would recommend the General Business program to prospective students.				###	
The General Business program is a quality program.				###	

5. Please explain why you strongly disagree or strongly agree.
6. What can we do to improve this program?
7. What can we do to improve these courses?
8. Please indicate the extent to which you expect each of the following courses in your General Business program to be helpful in your career.

	Not Helpful	Some Help	Very Helpful	Extremely Helpful	Haven't taken yet	
Public Speaking (COMM 105 or 121)						6
English (ENGL 150 & 250)						6
Math (MATH 115)						4
Macroeconomics (ECON 221)						5
Microeconomics (ECON 222)						5
Principles of Accounting (ACCT 201)						5
Business Law (BLAW 301 or 321)						5
Microcomputer Applications (ISYS 105 & 200)						5
Applied Management (MGMT 301)						5
Principles of Marketing (MKTG 321)						5
Introduction to Statistics (STQM 260)						4

9. Please explain why you indicated not helpful or extremely helpful.
10. What can we do to improve these courses?
11. Comments regarding the General Business Program:

Current Student Survey – Associate in General Business

1. Why did you choose to enter the Associate of General Business program? (Please indicate all that apply.)
 - a. I wanted a two year degree in business.
 - b. I wanted a two year degree in business, as well as a 4 year degree in _____ at Ferris State University or other institution.
 - c. I needed to be enrolled in a two year program for financial aid purposes.
 - d. I did not know what major in business to select.
 - e. Other reasons (please be specific).
2. Why did you choose to enter the Associate of General Business program versus another College of Business Associate degree? *good class*
3. Are you currently a full time student? X Part-time? _____
4. What is your response to the following statements?

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
My Associates in General Business Degree will help me achieve my career goals.				X	
I am satisfied with the academic preparation received in the General Business program.				X	
I am satisfied with the advising received while I was in the General Business program.				X	
I would recommend the General Business program to prospective students.				X	
The General Business program is a quality program.				X	

5. Please explain why you strongly disagree or strongly agree.
6. What can we do to improve this program?
7. What can we do to improve these courses?
8. Please indicate the extent to which you expect each of the following courses in your General Business program to be helpful in your career.

	Not Helpful	Some Help	Very Helpful	Extremely Helpful	Haven't taken yet
Public Speaking (COMM 105 or 121)			+		
English (ENGL 150 & 250)			+		
Math (MATH 115)		X			
Macroeconomics (ECON 221)		X			
Microeconomics (ECON 222)		X			
Principles of Accounting (ACCT 201)			X		
Business Law (BLAW 301 or 321)			+		
Microcomputer Applications (ISYS 105 & 200)			+		
Applied Management (MGMT 301)			+		
Principles of Marketing (MKTG 321)		X			
Introduction to Statistics (STQM 260)		X			

9. Please explain why you indicated not helpful or extremely helpful.
10. What can we do to improve these courses? *more management*
11. Comments regarding the General Business Program:

Current Student Survey – Associate in General Business

1. Why did you choose to enter the Associate of General Business program? (Please indicate all that apply.)
 - a. I wanted a two year degree in business.
 - b. I wanted a two year degree in business, as well as a 4 year degree in _____ at Ferris State University or other institution.
 - c. I needed to be enrolled in a two year program for financial aid purposes.
 - d. I did not know what major in business to select.
 - e. Other reasons (please be specific). *my grades weren't good*
2. Why did you choose to enter the Associate of General Business program versus another College of Business Associate degree?
3. Are you currently a full time student? Part-time? _____
4. What is your response to the following statements?

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
My Associates in General Business Degree will help me achieve my career goals.			X		
I am satisfied with the academic preparation received in the General Business program.				X	
I am satisfied with the advising received while I was in the General Business program.				X	
I would recommend the General Business program to prospective students.				X	
The General Business program is a quality program.				X	

5. Please explain why you strongly disagree or strongly agree.
6. What can we do to improve this program? *nothing*
7. What can we do to improve these courses? *nothing*
8. Please indicate the extent to which you expect each of the following courses in your General Business program to be helpful in your career.

	Not Helpful	Some Help	Very Helpful	Extremely Helpful	Haven't taken yet
Public Speaking (COMM 105 or 121)			X		
English (ENGL 150 & 250)			X		
Math (MATH 115)			X		
Macroeconomics (ECON 221)			X		
Microeconomics (ECON 222)			X		
Principles of Accounting (ACCT 201)			X		
Business Law (BLAW 301 or 321)		X			
Microcomputer Applications (ISYS 105 & 200)		X			
Applied Management (MGMT 301)			X		
Principles of Marketing (MKTG 321)			X		
Introduction to Statistics (STQM 260)			X		

9. Please explain why you indicated not helpful or extremely helpful.
10. What can we do to improve these courses?
11. Comments regarding the General Business Program:

Current Student Survey – Associate in General Business

1. Why did you choose to enter the Associate of General Business program? (Please indicate all that apply.)
 - a. I wanted a two year degree in business.
 - b. I wanted a two year degree in business, as well as a 4 year degree in Management at Ferris State University or other institution.
 - c. I needed to be enrolled in a two year program for financial aid purposes.
 - d. I did not know what major in business to select.
 - e. Other reasons (please be specific).
2. Why did you choose to enter the Associate of General Business program versus another College of Business Associate degree? It is 1/2 way
3. Are you currently a full time student? Part-time? _____
4. What is your response to the following statements?

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
My Associates in General Business Degree will help me achieve my career goals.				X	
I am satisfied with the academic preparation received in the General Business program.				X	
I am satisfied with the advising received while I was in the General Business program.			X		
I would recommend the General Business program to prospective students.				X	
The General Business program is a quality program.				X	

5. Please explain why you strongly disagree or strongly agree.
6. What can we do to improve this program? Have an advisor who can help with both
7. What can we do to improve these courses? More management courses
8. Please indicate the extent to which you expect each of the following courses in your General Business program to be helpful in your career.

	Not Helpful	Some Help	Very Helpful	Extremely Helpful	Haven't taken yet
Public Speaking (COMM 105 or 121)				X	
English (ENGL 150 & 250)				X	
Math (MATH 115)			X		
Macroeconomics (ECON 221)			X		
Microeconomics (ECON 222)			X		
Principles of Accounting (ACCT 201)			X		
Business Law (BLAW 301 or 321)			X		
Microcomputer Applications (ISYS 105 & 200)			X		
Applied Management (MGMT 301)				X	
Principles of Marketing (MKTG 321)				X	
Introduction to Statistics (STQM 260)			X		

9. Please explain why you indicated not helpful or extremely helpful.
10. What can we do to improve these courses?
11. Comments regarding the General Business Program:

Current Student Survey – Associate in General Business

1. Why did you choose to enter the Associate of General Business program? (Please indicate all that apply.)
 - a. I wanted a two year degree in business.
 - b. I wanted a two year degree in business, as well as a 4 year degree in _____ at Ferris State University or other institution.
 - c. I needed to be enrolled in a two year program for financial aid purposes.
 - d. I did not know what major in business to select.
 - e. Other reasons (please be specific). *need something - keep changing major*
2. Why did you choose to enter the Associate of General Business program versus another College of Business Associate degree? *get a degree*
3. Are you currently a full time student? *✓* Part-time? _____
4. What is your response to the following statements?

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
My Associates in General Business Degree will help me achieve my career goals.				X	
I am satisfied with the academic preparation received in the General Business program.				X	
I am satisfied with the advising received while I was in the General Business program.			X		
I would recommend the General Business program to prospective students.				X	
The General Business program is a quality program.				X	

5. Please explain why you strongly disagree or strongly agree.
6. What can we do to improve this program? *More options*
7. What can we do to improve these courses? *Nothing*
8. Please indicate the extent to which you expect each of the following courses in your General Business program to be helpful in your career.

	Not Helpful	Some Help	Very Helpful	Extremely Helpful	Haven't taken yet
Public Speaking (COMM 105 or <u>121</u>)			X		
English (ENGL 150 & 250)			X		
Math (MATH 115)	X				
Macroeconomics (ECON 221)		X			
Microeconomics (ECON 222)					X
Principles of Accounting (ACCT 201)					X
Business Law (BLAW 301 or <u>321</u>)	X				
Microcomputer Applications (ISYS <u>105</u> & <u>200</u>)		X			
Applied Management (MGMT 301)			X		
Principles of Marketing (MKTG 321)			X		
Introduction to Statistics (STQM 260)					X

9. Please explain why you indicated not helpful or extremely helpful.
10. What can we do to improve these courses?
11. Comments regarding the General Business Program:

Current Student Survey – Associate in General Business

1. Why did you choose to enter the Associate of General Business program? (Please indicate all that apply.)
 - a. I wanted a two year degree in business.
 - b. I wanted a two year degree in business, as well as a 4 year degree in _____ at Ferris State University or other institution.
 - c. I needed to be enrolled in a two year program for financial aid purposes.
 - d. I did not know what major in business to select.
 - e. Other reasons (please be specific).
2. Why did you choose to enter the Associate of General Business program versus another College of Business Associate degree? *I thought it would be most beneficial*
3. Are you currently a full time student? YES Part-time? _____
4. What is your response to the following statements?

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
My Associates in General Business Degree will help me achieve my career goals.				X	
I am satisfied with the academic preparation received in the General Business program.				X	
I am satisfied with the advising received while I was in the General Business program.				X	
I would recommend the General Business program to prospective students.				X	
The General Business program is a quality program.				X	

5. Please explain why you strongly disagree or strongly agree.
6. What can we do to improve this program? *Offer more variety*
7. What can we do to improve these courses? *No improvement needed*
8. Please indicate the extent to which you expect each of the following courses in your General Business program to be helpful in your career.

	Not Helpful	Some Help	Very Helpful	Extremely Helpful	Haven't taken yet
Public Speaking (COMM 105 or 121)				X	
English (ENGL 150 & 250)			X		
Math (MATH 115)			X		
Macroeconomics (ECON 221)			X		
Microeconomics (ECON 222)			X		
Principles of Accounting (ACCT 201)		X			
Business Law (BLAW 301 or 321)				X	
Microcomputer Applications (ISYS 105 & 200)			X		
Applied Management (MGMT 301)		X			
Principles of Marketing (MKTG 321)			X		
Introduction to Statistics (STQM 260)			X		

9. Please explain why you indicated not helpful or extremely helpful. *I'm enrolled for PR, speaking and law with hel*
10. What can we do to improve these courses? *None needed*
11. Comments regarding the General Business Program:

Current Student Survey – Associate in General Business

1. Why did you choose to enter the Associate of General Business program? (Please indicate all that apply.)
 - a. I wanted a two year degree in business.
 - b.** I wanted a two year degree in business, as well as a 4 year degree in Advertising at Ferris State University or other institution.
 - c. I needed to be enrolled in a two year program for financial aid purposes.
 - d. I did not know what major in business to select.
 - e. Other reasons (please be specific).
2. Why did you choose to enter the Associate of General Business program versus another College of Business Associate degree? Step to Bachelors
3. Are you currently a full time student? X Part-time? _____
4. What is your response to the following statements?

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
My Associates in General Business Degree will help me achieve my career goals.				X	
I am satisfied with the academic preparation received in the General Business program.				X	
I am satisfied with the advising received while I was in the General Business program.				X	
I would recommend the General Business program to prospective students.				X	
The General Business program is a quality program.				X	

5. Please explain why you strongly disagree or strongly agree.
6. What can we do to improve this program? More Options
7. What can we do to improve these courses?
8. Please indicate the extent to which you expect each of the following courses in your General Business program to be helpful in your career.

	Not Helpful	Some Help	Very Helpful	Extremely Helpful	Haven't taken yet
Public Speaking (COMM 105 or 121)			X		
English (ENGL 150 & 250)				X	
Math (MATH 115)			X		
Macroeconomics (ECON 221)			X		
Microeconomics (ECON 222)			X		
Principles of Accounting (ACCT 201)				X	
Business Law (BLAW 301 or 321)				X	
Microcomputer Applications (ISYS 105 & 200)				X	
Applied Management (MGMT 301)				X	
Principles of Marketing (MKTG 321)			X		
Introduction to Statistics (STQM 260)			X		

9. Please explain why you indicated not helpful or extremely helpful.
10. What can we do to improve these courses? more marketing
11. Comments regarding the General Business Program:

Current Student Survey – Associate in General Business

1. Why did you choose to enter the Associate of General Business program? (Please indicate all that apply.)
 - a. I wanted a two year degree in business.
 - b. I wanted a two year degree in business, as well as a 4 year degree in _____ at Ferris State University or other institution.
 - c. I needed to be enrolled in a two year program for financial aid purposes.
 - d. I did not know what major in business to select.
 - e. Other reasons (please be specific).
2. Why did you choose to enter the Associate of General Business program versus another College of Business Associate degree? *So that it would apply to any other business education in the future*
3. Are you currently a full time student? X Part-time? _____
4. What is your response to the following statements?

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
My Associates in General Business Degree will help me achieve my career goals.					X
I am satisfied with the academic preparation received in the General Business program.					X
I am satisfied with the advising received while I was in the General Business program.				X	
I would recommend the General Business program to prospective students.					X
The General Business program is a quality program.					X

5. Please explain why you strongly disagree or strongly agree. *I feel that it is a good base program for business*
6. What can we do to improve this program?
7. What can we do to improve these courses?
8. Please indicate the extent to which you expect each of the following courses in your General Business program to be helpful in your career.

	Not Helpful	Some Help	Very Helpful	Extremely Helpful	Haven't taken yet
Public Speaking (COMM 105 or 121)		X			
English (ENGL 150 & 250)		X			
Math (MATH 115)		X			
Macroeconomics (ECON 221)				X	
Microeconomics (ECON 222)				X	
Principles of Accounting (ACCT 201)				X	
Business Law (BLAW 301 or 321)				X	
Microcomputer Applications (ISYS 105 & 200)			X		
Applied Management (MGMT 301)		X			
Principles of Marketing (MKTG 321)		X			
Introduction to Statistics (STQM 260)		X			

9. Please explain why you indicated not helpful or extremely helpful. *I feel extremely helpful courses will apply daily.*
10. What can we do to improve these courses?
11. Comments regarding the General Business Program:

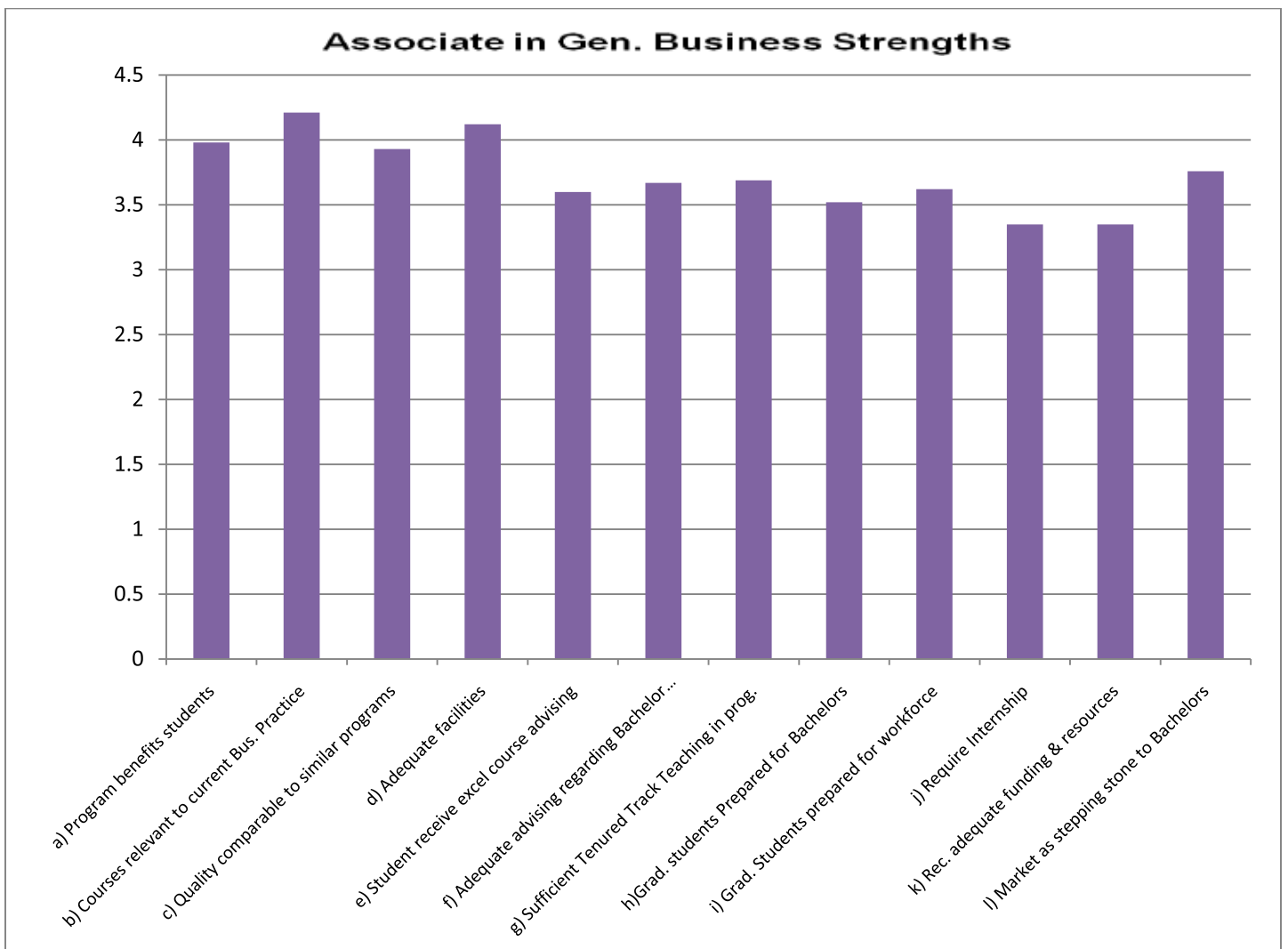
Faculty Survey

Associate Degree in General Business

Spring 2010

A faculty survey was developed involving five (5) key questions (Refer to appendix????) The first question, sought to measure faculty perception about the various aspects or strengths and weakness of the Associate Degree in General Business. A five (5) point likert scale was used for the first question - with “1” being “strongly disagree” and “5” being “strongly agree”. A total of 25 full time tenured tracked COB faculty responded to the survey.

1. What are the Strengths of the current Associates in General Business Degree Program?



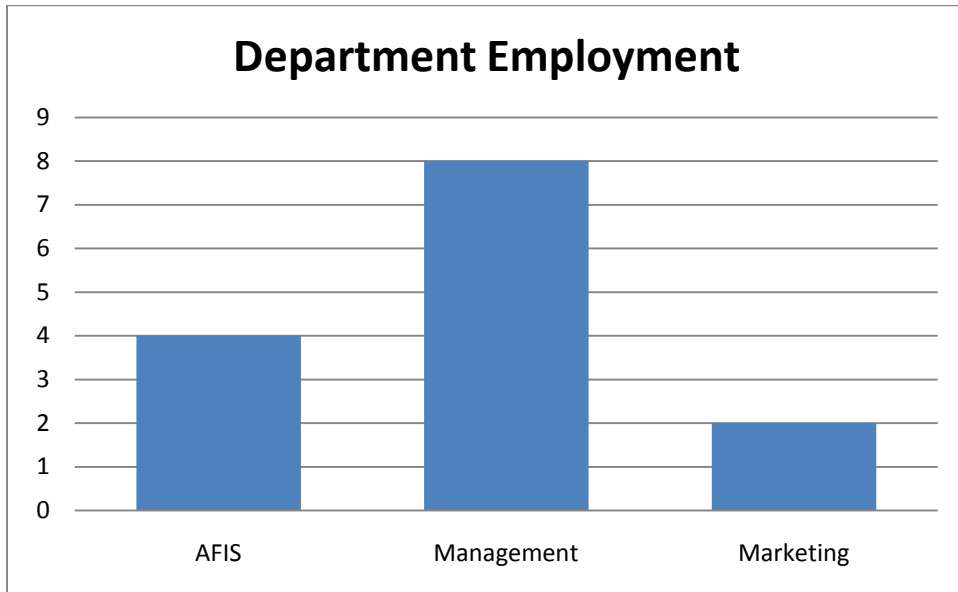
2. What are the strengths of the current Associates in General Business Degree Program?

- 1) The courses are taught by instructors with real world experience.
- 2) Zero
- 3) Stepping stone to help undecided students interested in Business.
- 4) I have no knowledge of this program.
- 5) No clue
- 6) It might get students interested in college (4 years) once they are here. If they are already interested, this might not be the program.
- 7) I don't know.
- 8) Alternative to Bachelor's degree
- 9) This degree is more rigorous than most associates. It is especially beneficial to local residents. It includes the most important parts of most business bachelor's programs. This makes local residents more employable locally because they don't limit themselves to one area of business.

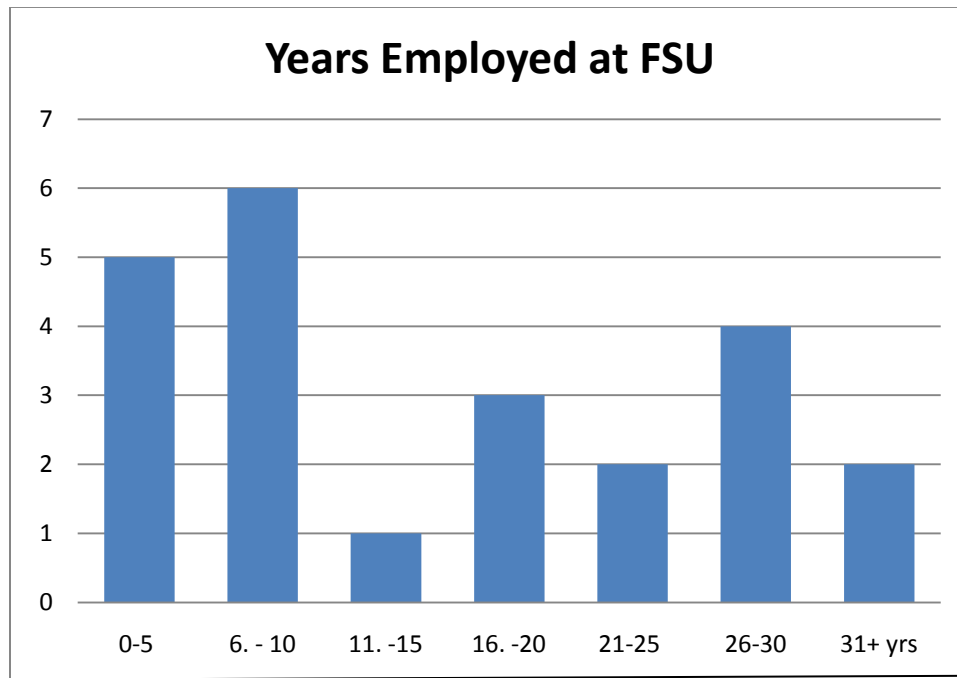
3. What suggestion(s) would you recommend to improve the current Associates in General Business degree program?

- 1) Make sure enthusiastic instructors are teaching the beginning courses, so that the students become encouraged to go on into the Bachelors degree.
- 2) Get rid of it.
- 3) Don't think we need it.
- 4) I really do not think it is needed. It will not get the student anywhere in the business world. If all they want is a two year degree, they are better off focusing on a specific skill such as accounting.
- 5) Market it to local businesses. Get their employees to sign up for it.

4) Please specify the department where you are currently employed.



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



General Business Program Review

Section 8 – Evaluation of Facilities and Equipment

Review of the facilities and equipment included: Faculty Offices, COB Lab/Classroom Computers, and Flite Library.

Faculty Offices:

Each faculty member appears to have adequate office space. In addition, a review of their office computer equipment shows that all equipment has been purchased within the last three -four years and appears to have sufficient operating capabilities for their needs (Refer to attached: *COB/IRC Faculty & Staff Computer Assignment*). All computers are connected to the University's network and have internet access. Any upgrades on software is handled through the Network Administrator. Laptops are available upon request for faculty teaching at satellite locations and/or for university related activities.

COB Labs/Classrooms and Computers:

The classrooms utilized by the department are sufficient in terms of the number of tables and seating available to accommodate student class sizes. The classrooms utilized by the department are equipped with a desktop computer(s), overhead projector, DVD/VCR, and LCD projector. All hallways are equipped with video cameras to deter theft of the equipment.

All classroom computers have university network and internet access, Microsoft Office 2007, FrontPage, and other standard COB software. Additionally, all faculty have the option/ability to request that course specific software be added to any classroom computer(s) where they will be teaching. The approval of such software additions is subject to review for compliance with College of Business software requirements as well as, any budgetary constraints.

In order to keep the technology current, the College of Business, in collaboration with the President's office, Academic Affairs, and Technology Services, has made a commitment to upgrade a certain number of computers and associated equipment each year. As new equipment is purchased, the equipment being replaced is passed onto other COB faculty and/or placed in classrooms for upgrade purposes. However, in light of the recent economy and impending University wide budget cuts, the number and/or frequency of these new upgrades may have a negative impact on the current practice of maintaining the high level of technology currently found within the College of Business.

Overall, there is approximately 315 computers located in various classrooms and computer labs within the College of Business (Refer to *COB Lab/Classroom Computers* attachment). The average processor speed is 2.39 GHZ. Based on this review, one recommend would be to add additional docking stations in those classrooms that lack this technology; otherwise, the facilities and equipment available to the finance program appear to be quite adequate for their present needs.

Flite Library:

Students enrolled in the General Business program also have access to approximately 164 Dell and Macintosh computers within the main areas of the Flite Library and an additional 95 within their computer lab area(s). Standard software loads include the following:

Program Name:	Version
Adobe Acrobat Reader	9.X
Java	1.6 Update 5
Lockdown Browser	X
Microsoft Access	2007
Microsoft Excel	2007
Microsoft Frontpage	2003
Microsoft Internet Explorer	7
Microsoft Photostory	3
Microsoft Powerpoint	2007
Microsoft Project	2007
Microsoft Publisher	2007
Microsoft Visio	2007
Microsoft Visual Studio	2008
Microsoft Word	2007
Mozilla Firefox	3.X
Quicktime	7.5
Sonic Record Now	7.3
SQL 2008 Client Tools	2008
TAP	4.5
Windows XP	SP3

Students also have access to over 100 library databases. Specific to finance would be: 1) Standard and Poor's Netadvantage, 2) Mergent Online, 3) RIA Checkpoint, 4) ABI/Inform, 5) Business and Company Resource Center, and 6) Lexis/Nexis Academic Universe

Advisory Board Meeting

General Business Program

April 21, 2010

Ferris State University – College of Business

Bus 332

11:00 – 12:00 Meeting

12:00 – 1:00 Luncheon at The Rock

AGENDA

- 1. Introductions**
- 2. Distribute Advisory Board By – Laws.**
- 3. Distribute General Business Program Curriculum Check Sheet. Open Discussion, Critique.**
- 4. Adjourn to The Rock for Lunch.**

Management Department Contacts: David Steenstra 231-591-2427
Karen Ottobre 231-591-2427

General Business Program

Advisory Board Members

April 21, 2010

Sally Robison, Office Mgr., AVP
Huntington Bank
301 South State Street
Big Rapids, MI 49307
231-527-4207
sally.robison@huntington.com

Toni Freeland
Wolverine World Wide
9345 Courtland Drive
Rockford, MI 49341
616-863-3821
toni.freeland@wwwinc.com

Steve LaBarge
Nestle Waters North America
19275 8 Mile Road
Stanwood, MI 49346
231-823-8382

Brandon Jurries, Manager
MC Sports
1286 Perry Avenue
Big Rapids, MI 49307
231-796-4786

Joseph Hohenberger, CFO
Mecosta County General Hospital
405 Winter Avenue
Big Rapids, MI 49307
231-796-8691

Jeff Vanden, Assistant HR Manager
Yoplait
128 E. Slosson
Reed City, MI 49677
231-832-6226

Amy Zahn, Student
College of Business
Ferris State University
zahna@ferri.edu

David Steenstra, Management Dpt. Head
College of Business
Ferris State University
231-591-2427
steensd@ferris.edu

David Nicol, Dean
College of Business
Ferris State University
231-591-2422
nicold@ferris.edu

Lynnae Selberg, Educational Counselor
College of Business
Ferris State University
231-591-2420
Lynnae_Selberg@ferris.edu

Carol Rewers, Professor
College of Business
Ferris State University
231-591-2447
Carol_Rewers@ferris.edu

Shirish Grover, Professor
College of Business
Ferris State University
231-591-2467
Shirish_Grover@ferris.edu

Carri Griffis, Secretary
College of Business
Ferris State University
231-591-2493
Carri_Griffis@ferris.edu

Chris Higley, Recruiter
College of Business
Ferris State University
231-591-5445
higleyc@ferris.edu

**Ferris State University
College of Business
Associates of Business Administration
General Business
Advisory Board**

BYLAWS

**Article I
Name and Purpose**

I.1 Name

The name of this organization shall be the **Ferris State University (FSU) College of Business (COB) General Business (AAS) Advisory Board.**

I.2 Purpose

Effective advisory boards, properly composed and structured, can provide timely and informed advice, and serve as tremendous advocates for programs, departments, and the College. Advisory boards provide an opportunity to involve and engage a group of external stakeholders in discussions and initiatives designed to enhance academic programming, and promote the visibility and reputation of the College.

The specific purposes of the general business advisory board are as follows:

I.2.a Provide insight and knowledge about trends in business and industry, and the changing needs of the business community.

I.2.b Serve as a vital sounding board for ideas, and a source for objective external feedback regarding curriculum, programs and activities.

I.2.c Work with the faculty and administration to promote, increase the visibility, and strengthen the reputation of College programs and departments.

I.2.d Assist in the identification, cultivation, and solicitation of support for the College.

I.2.e Sponsor and/or help promote events and activities that provide for interaction between students, faculty, and the business community in both formal and informal settings.

I.2.f Help identify and support internships, service-learning projects, and job placement opportunities.

I.2.g Suggest and help in the identification and arrangements for faculty development opportunities.

I.2.h Help recognize advisory board members, alums, or others who distinguish themselves through personal and/or professional accomplishment and service to the College.

Article II The Board

II.1 Members

The Board shall consist of representation from businesses. A maximum of 20 members will comprise the Board.

II.1.a. FSU Management Department Head (n = 1)

II.1.b General Membership (n = 9)

II.1.c FSU faculty and staff members (n = 10)

II.2 Term

Members' terms will be staggered so that one third of membership turns over each year (except the term of the Department Head/Chair which is unlimited). This rotation will begin in 2011. Preliminary planning for Board membership will take place at the fall meeting. Renewal decisions and the selection of new Board members for three years will typically be made at the spring meeting. The Board approves or disapproves the renewal and selection of Board members with a two-thirds majority being required for approval.

II.3 Replacement

When an individual Board member tenders a resignation, the individual resigning or other Board member can recommend a replacement. A Board member who attends in person, electronically, or by teleconference less than 50% of the meetings over a two-year period can be replaced involuntarily by the Board.

II.4 Code of Conduct

The members of the Leadership Advisory Board will conduct themselves honorably, responsibly, ethically, and lawfully so as to enhance the reputation of the College of Business through their Board membership. As Board members, they will strive to model the highest standards of personal and professional conduct, good judgment, and commitment to advancing the interests of the College and the University.

Article III Executive Committee

III.1 Powers

The business and affairs of the Board shall be conducted and guided by a three person Executive Committee composed of a Chair, Vice Chair and the Management Department Head or Chair.

III.2 Chair

The Chair shall preside at all meetings of the Executive Committee and all meetings of the Board. The Chair shall have any and all powers and duties that the Executive Committee may determine. The Chair shall be an ex-officio member of all subcommittees or task forces and assist Board members in performing their respective duties in the best interests of the Board.

III.3 Vice Chair

The Vice Chair shall assist the Chair and act as Chair in his/her absence or incapacity. When so acting, the Vice Chair shall have all the powers, duties and responsibilities of the Chair.

III.4 Management Department Head

The Management Department Head shall assist the Chair and act as Chair in his/her absence or incapacity providing that the Vice Chair is unable to assume Chair duties. When so acting, the Management Department Head shall have all the powers, duties and responsibilities of the Chair. The Management Department Head shall be responsible for the minutes of the Board meetings.

III.5 Term

Chairs serve for two years. The Chair rotates off the Executive Committee on June 30. The Vice Chair assumes the Chair position on July 1. The selection of a new Vice Chair is made at the last meeting prior to July 1. In the event of a vacancy of Chair or Vice Chair, an election will be held at the earliest opportunity.

There will be a call for nominations prior to the spring Advisory meeting. Election takes place at spring meeting. Each year a new Vice Chair will be elected.

Article IV Subcommittees

IV.1 Appointment

The Executive Committee of the Board may appoint ad hoc subcommittees for special purposes.

Article V Meetings

V.1 Regular Board Meetings

Meeting for the transaction of any business relating to the affairs of the College of Business General Business Advisory Board shall be held once a year, typically in Big Rapids. Meeting dates for the following year will be scheduled at the spring meeting. Future meeting dates will be confirmed at each Board meeting.

V.2 Special Board Meetings

Meetings may be called to address special needs or concerns.

V.3 Executive Committee Meetings

The Executive Committee shall meet either face-to-face or via technology to establish an agenda for all Board meetings. The Management Department Head or Chair will communicate with the Board members concerning each Board meeting and will make all meeting arrangements.

V.4 Quorum

A quorum consists of 50% or greater of the Board members at any properly noticed meeting for the purpose of decision making.

The Board shall have the right to submit matters to members by mail poll, ballot, or other electronic communication method. The receipt of response from not less than a majority responding shall decide any questions brought before it.

V.5 Voting

At each Board meeting, every Board member shall have one vote. At each meeting of the Executive Committee, members shall have one vote. The vote of a majority of the Board members in attendance or the Executive Committee members present, as the case may be, shall decide any question before it.

Voting may be by written proxy or by means of conference telephone, fax machine, email, or similar communications equipment.

Article VI Fiscal Year

VI.1 The fiscal year of the Board shall be from July 1-June 30.

Article VII Amendment of Bylaws

VII.1 Upon thirty (30) days written notice stating the proposed changes, modifications, or amendments, the Bylaws may be amended, altered, or repealed by the Board at a scheduled meeting.

Article VIII Office and Records

VIII.1 Records

Any necessary records of business, transactions, and affairs of the Ferris State University College of Business General Business Advisory Board, these Bylaws, and a record of the membership shall be maintained at the College of Business, Management Department, BUS212, Big Rapids, MI 49307.

Article X
Statutory Entity

X.1 Ferris State University is the statutory entity under whose cognizance the College of Business Associates Degree in Business Administration, General Business Advisory Board operates.

General Business Advisory Board Minutes

April 21, 2010

Members present: Joseph Hohenberger, Toni Freeland, Brandon Jurries, Steve LaBarge, Sally Robison, Jeff Vanden, Amy Zahn, Carri Griffis, Shirish Grover, Chris Higley, Carol Rewers, Lynnae Selberg and David Steenstra.

1. Introductions

Dr Steenstra called the meeting to order and welcomed the group. He thanked them for their willingness to help provide direction for this program. He gave a brief introduction to what he viewed as the direction, role and expectations of this board.

2. Employer Survey

Each board member was requested to take an employer survey. The intent was to glean valuable information from each member of the board prior to any discussions about the program.

3. Advisory Board Bylaws

Dr Steenstra briefly handed out a red folder of information to each board member. He had them pull out the bylaws and reviewed the "purpose" section with the members. He stressed his vision of the board being:

- a conduit for important timely information, trends and advice regarding their area of business,
- a sounding board for ideas related to the program,
- to sponsor or promote events for students,
- available to present or work in the classroom,
- provide internship opportunities for students.

He then encouraged them to review the remainder of the document at their convenience.

4. General Business APR Process

Dr Steenstra introduced the APR (annual program review) process and what it involves per the University's academic requirements. This led into the conversation regarding the changing direction for the General Business degree.

The first discussion surfaced around the name of the program. It was felt that the name "general business" is very vague and nondescript. The board felt that "business administration" fit better, noting that at the masters level it is an MBA (masters of business administration). Note: for the remainder of this document we will continue to refer to the program as "general business" until we can official change the name of the program.

The discussion was then focused on the intent of the degree. It was explained that in the past the program had been seen as a means to an end. That student's would come for the specific purpose of getting an associate degree and then landing a good job. Many board members agreed that given the current economic times, this is no longer a viable assumption. Discussion ensued regarding the present "intent" of the program, who are the students who we can benefit from the program and the following items were identified:

- As a step on the way to a higher degree,
- As a means for the undecided student to get a better understanding of the directions within business,
- As an option for those students who's funding source/ financial aid requires them to start in an associate degree level program (2 year program),
- And as an option for those students who for whatever reason need to stop their educational pursuit for a time but want to have something to show for their efforts.

There was further discussion around the value of offering the general COB student population the option of earning their "business administration" associate degree on the way to the bachelor degree of their choice? More questions were posed regarding this notion, though the opinion was that this would be a valuable option.

5. Current Program and Proposed Changes

A check sheet from the current program, a check sheet with the proposed changes as well as the course descriptions for each course in the program were handed out. Some time was spent discussing the proposed changes to the program.

There was discussion around the proposed "paths" that were added into the new check sheet. How were these established, were the courses at an associate degree level, would they all ladder into the bachelor degree and how would students be advised regarding these. These were all excellent questions and each one was discussed.

With regards to the paths, they are each a path in which the COB offers a bachelor degree program. So it would then allow a student to try some different options, but ladder right into the program of their choice. Regarding the advising, it was noted that this is an area of focus and that the goal would be to have specific advisors work with this student population.

Ethics was another topic that the board thought needed to be within the curriculum, though one member thought the topic of ethics should be stressed outside of the curriculum. Organizational behavior and leadership were skills that are critical and should be within the curriculum. It was noted that case studies are invaluable tools for students to learn from and should be infused into courses. It was noted if we can do case studies with real life/work situations, we can teach the students to make educated decisions, and learn how to apply the solutions. An important piece is bringing the real life/work situations into class would involve guest speakers and alumni. This would be another opportunity to bring in the "global aspect" as well. It is also important to get students in groups discussing and learning from each other as team work is an integral part of business. Working in teams also allows students to take turns in leadership roles.

A question was asked regarding the flexibility of the program for at risk/ underprepared students? It was explained that depending on the path the student wants to take, the advisor would have to evaluate course options and the order in which those are taken. If the student isn't academically strong, they would be referred for assistance. It was noted that Ferris offers free tutoring for students as well as other academic support services.

6. Board Input

The board was then asked for their input as to what they felt were the important skills, qualities, expectations for a potential employee:

- appearance, clothing, eye contact, personality, verbal communication skills – public speaking were items noted by many board members as critical components to a successful employee,
- their ability to handle themselves during the interview was noted as important,
- having an internship experience was noted as critical, and many of the board members noted that they currently work with interns,
- business ethics, beyond just appearance, how do you instill the value of work ethic to an employee who doesn't have it?
- another important topic is how does the potential employee deal with emails or texting, Facebook and other social networks, what are potential employers learning about them?

Leadership was denoted as an invaluable skill that potential employers are looking for. What makes a good leader? It was felt that how you communicate, understanding of process, influencing change, and being comfortable in an environment of change are all key components. To be able to hold themselves accountable as well as others is very important.

The ability to work as a member of a team, in all roles can prove critical. Employee's need to have the ability to listen, and it is felt that this isn't always something you can teach, that you either have it or you don't.

Problem solving is another skill that is critical, the ability to think on their feet and process solutions to problems. It was felt that all of the above items should be incorporated into an internship so that the student is able to hone these skills. It was felt that should an internship not be an option, the student should get a mentor or buddy who can help them navigate their first job. Someone who can be available even after the degree is earned, someone they can go to for advice.

It was noted that the trend employers are seeing is that businesses don't want to train; they want employees to have the ability to hit the ground running. The Wolverine Corporation likes to promote from within the business, though this doesn't always work. Sometimes it is difficult for current employees to have the skills needed and this forces the company to go to the outside to hire. It was discussed that in many instances, in order to get promoted and employee must go get a degree. It was also mentioned that given the current economy, the employers get to be choosy. It was noted when employers are getting in excess of 25 applications a day for a position, employers can pick and choose specifically what they want from an employee.

Another area of concern for future employees is they need to be educated on the value of the dollar. Huntington has done two presentations on campus on finances, educating students on money management and credit.

7. Adjourn for Lunch

Meeting adjourned at noon for lunch at the Rock.

8. Future Meetings

The next meeting will be on October 6, 2010, from 10:00 am to 12:00 pm per the member's suggestion, followed by lunch at the Rock. The request of the board was to meet at least annually if not bi-annually.

For next meeting, the focus will be to review the final general business APR document and begin the APR exploration process for the bachelor in business administration and how these two programs coexist and complement one another.

Labor Force Analysis **General Business Associate Degree** **Spring 2010**

According to the Bureau of Labor Statistics report entitled, Occupational Employment and job opening data and worker characteristics, 2008-2018, total employment for *all occupations* is expected to increase 10.12% or 15.3 million new jobs. Employment opportunities in the particular category - Management, Business, and Financial areas is expected to increase by a slightly higher number, 10.57%, or approximately 1.7 million jobs than the overall employment trends (BLS, Monthly Labor Review, 2009). The greatest projected area of growth within the Management, Business, and Financial category is expected to involve jobs in the financial regulatory and managerial analyst's areas.

With regards to occupational outlook and education, employment in occupations in the associate degree category is expected to increase 19.1%; "more rapidly than employment in any other education or training category" (BLS, Monthly Labor Review, p. 88). The majority of these jobs are expected to be within the service industry and have lower wages. The median annual wage for all occupations as of May 2008 was \$32,390. For associate degrees, the annual median wage during 2008 rose to \$54,320.

Employment and total job openings, by education and training category, 2008 and projected 2018

	Employment				Change		Total Job Opening		Med. Annual Wage May2008
	#		%		2008 -	2010	2008 -	2010	
(Numbers in thousands)	2008	2010	2008	2010	Numeric	%	Numeric	% Dist.	
Most Significant Source of Education and Training	2008	2010	2008	2010	Numeric	%	Numeric	% Dist.	
Total, all occupations.	150,931.7	166,205.6	100.0	100.0	15,273.9	10.1	50,928.5	100.0	\$32,390
First professional degree.	2,000.9	2,353.6	1.3	1.4	352.6	17.6	745.6	1.5	\$122,550
Doctoral degree.	2,085.0	2,430.4	1.4	1.5	345.4	16.6	742.9	1.5	\$61,200
Master's degree.	2,531.3	2,995.3	1.7	1.8	464.0	18.3	1,007.9	2.0	\$55,170
Bachelor's or higher degree, plus work experience	6,518.5	7,068.1	4.3	4.3	549.6	8.4	2,106.2	4.1	\$89,720
Bachelor's degree.	18,584.4	21,669.2	12.3	13.0	3,084.8	16.6	7,071.8	13.9	\$57,770
Associate degree.	6,128.7	7,296.5	4.1	4.4	1,167.8	19.1	2,372.4	4.7	\$54,320
Postsecondary vocational award	8,787.3	9,951.5	5.8	6.0	1,164.1	13.2	2,926.9	5.7	\$32,380
Work experience in a related occupation.	14,516.9	15,696.9	9.6	9.4	1,180.0	8.1	4,195.9	8.2	\$45,650
Long-term on-the-job training	10,814.6	11,620.5	7.2	7.0	805.8	7.5	3,081.2	6.1	\$39,630
Moderate-term on-the-job training	24,568.5	26,531.1	16.3	16.0	1,962.6	8.0	7,058.5	13.9	\$30,640
Short-term on-the-job training.	54,395.5	58,592.5	36.0	35.3	4,197.0	7.7	19,619.1	38.5	\$21,320

(Source: BLS, Monthly Labor Review, May 2008)

It should be noted, however, the two aforementioned reports which are released every two years by the federal government were issued just prior to the start of the current recession. The following Business Week graph illustrates an increase in layoffs and significant decline in hiring rates by companies.

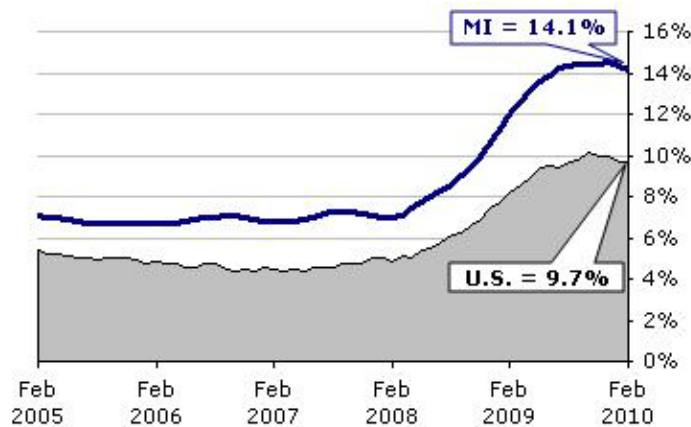


(Business Week Outlook, September 10, 2009)

Employment opportunities for students graduating with an Associate’s degree in General Business will continue to be of concern as Michigan’s Unemployment Rates continue to exceed the national average.

Michigan Unemployment Rate
(Seasonally Adjusted)

February 2010	14.1%
Change over Month	-0.2
Change over Yr.	+2.1%



Because of the recent recession, graduating business alumni will be entering a job market that will take longer to secure a job and whose starting salary are apt to be lower than in previous years.

Sources:

Bureau of Labor Statistics (2009), Monthly Labor Review. November, 2009. Retrieved March 26, 2010 from <http://www.bls.gov/opub/mlr/2009/11/art5full.pdf>.

Bureau of Labor Statistics (2009), Occupational Employment and job opening data and worker characteristics, 2008-2018. Retrieved March 26, 2010 from

Bureau of Labor Statistics (2010), Occupational Outlook Handbook, 2010-2011.
<http://www.bls.gov/oco/oco20024.htm>

Cooper, James, C. (2009). *Business Outlook: Fewer Layoffs, Won't Mean More Jobs. Companies still wary of weak customer demand, aren't doing much hiring. The trend could keep unemployment high for the next year.* Retrieved March 26, 2010 at http://www.businessweek.com/magazine/content/09_38/b4147012073615.htm

National Association of College and Employers.
http://webdev2.nacweb.org/Research/Job_Outlook/2010/Job_Outlook_2010.aspx

General Business Program Review

Section 8 – Evaluation of Facilities and Equipment

Review of the facilities and equipment included: Faculty Offices, COB Lab/Classroom Computers, and Flite Library.

Faculty Offices:

Each faculty member appears to have adequate office space. In addition, a review of their office computer equipment shows that all equipment has been purchased within the last three -four years and appears to have sufficient operating capabilities for their needs (Refer to attached: *COB/IRC Faculty & Staff Computer Assignment*). All computers are connected to the University's network and have internet access. Any upgrades on software is handled through the Network Administrator. Laptops are available upon request for faculty teaching at satellite locations and/or for university related activities.

COB Labs/Classrooms and Computers:

The classrooms utilized by the department are sufficient in terms of the number of tables and seating available to accommodate student class sizes. The classrooms utilized by the department are equipped with a desktop computer(s), overhead projector, DVD/VCR, and LCD projector. All hallways are equipped with video cameras to deter theft of the equipment.

All classroom computers have university network and internet access, Microsoft Office 2007, FrontPage, and other standard COB software. Additionally, all faculty have the option/ability to request that course specific software be added to any classroom computer(s) where they will be teaching. The approval of such software additions is subject to review for compliance with College of Business software requirements as well as, any budgetary constraints.

In order to keep the technology current, the College of Business, in collaboration with the President's office, Academic Affairs, and Technology Services, has made a commitment to upgrade a certain number of computers and associated equipment each year. As new equipment is purchased, the equipment being replaced is passed onto other COB faculty and/or placed in classrooms for upgrade purposes. However, in light of the recent economy and impending University wide budget cuts, the number and/or frequency of these new upgrades may have a negative impact on the current practice of maintaining the high level of technology currently found within the College of Business.

Overall, there is approximately 315 computers located in various classrooms and computer labs within the College of Business (Refer to *COB Lab/Classroom Computers* attachment). The average processor speed is 2.39 GHZ. Based on this review, one recommend would be to add additional docking stations in those classrooms that lack this technology; otherwise, the facilities and equipment available to the finance program appear to be quite adequate for their present needs.

FLITE Library:

Students enrolled in the General Business program also have access to approximately 164 Dell and Macintosh computers within the main areas of the Flite Library and an additional 95 within their computer lab area(s). Standard software loads include the following:

Program Name:	Version
Adobe Acrobat Reader	9.X
Java	1.6 Update 5
Lockdown Browser	X
Microsoft Access	2007
Microsoft Excel	2007
Microsoft Frontpage	2003
Microsoft Internet Explorer	7
Microsoft Photostory	3
Microsoft Powerpoint	2007
Microsoft Project	2007
Microsoft Publisher	2007
Microsoft Visio	2007
Microsoft Visual Studio	2008
Microsoft Word	2007
Mozilla Firefox	3.X
Quicktime	7.5
Sonic Record Now	7.3
SQL 2008 Client Tools	2008
TAP	4.5
Windows XP	SP3

Students also have access to over 100 library databases. Specific to finance would be: 1) Standard and Poor's Netadvantage, 2) Mergent Online, 3) RIA Checkpoint, 4) ABI/Inform, 5) Business and Company Resource Center, and 6) Lexis/Nexis Academic Universe

**General Business Associate Degree
Required Course Descriptions
Spring 2010**

Public Speaking Honors (COMH 121) - 3 cr.

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

English 1 (ENGL 150) - 3 cr.

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

Pre-Requisites: [ENGL 074](#) with a grade of C- or better or a minimum score of 14 on ACT or a minimum score of 370 on SAT.

English 2 (ENGL 250) – 3 cr.

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

Pre-Requisites: [ENGL 150](#) with a grade of C- or better.

Intermediate Algebra (MATH 115) - 3cr.

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

Pre-Requisites: [MATH 110](#) with a grade of C- or better, or 19 on ACT or 460 on SAT.

Principles of Macroeconomics (ECON 221) – 3 cr.

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

Pre-Requisites: [MATH 110](#) with a grade of C- or better or [MATH 115](#) or ACT of 19 or SAT of 460

Principles of Microeconomics (ECON 222) – 3 cr.

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

Pre-Requisites: [ECON 221](#).

Introduction to Psychology (PSYC 150) – 3 cr.

Psychology, its tools and techniques, psychological factors influencing behavior, and some applications of psychological principles to understanding behavior patterns and societal problems. Topics typically include psychological methods, development, learning and memory, motivation and social factors. Other topics will be drawn from biological factors, mental processes, individual differences and mental health. This course meets General Education requirements: Social Awareness, and Race/ Ethnicity/Gender Issues.

Pre-Requisites: Reading score of 17 ACT or Verbal 430 SAT or [READ 106](#) with grade of C or better.

Principles of Accounting 1 (ACCT 201) – 3 cr.

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

Pre-Requisites: [MATH 110](#) with a grade of C- or better, or 19 on ACT or 460 on SAT or one of the following MATH courses 115, 116, 117, 118, 119, 120, 126, 130, 132, 135.

Principles of Accounting 2 (ACCT 202) – 3 cr.

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

Pre-Requisites: [ACCT 201](#) with a grade of C- or better.

Applied Management (MGMT 301) – 3 cr.

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

Legal Environment of Business (BLAW 301) – 3 cr.

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

Contracts and Sales (BLAW 321) – 3 cr.

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

Intro Micro Systems-Software (ISYS 105) – 3 cr.

Use of common micro application software, including: windows type operating systems, word processing, spreadsheets, presentation software, and the Internet.

Principles of Marketing (MKTG 321) – 3 cr.

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

Pre-Requisites: Sophomore status or higher.

Database Design-Implementation (ISYS 200) – 3 cr.

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

Pre-Requisites: [ISYS 105](#) or Demonstrated Competency in [ISYS 105](#).

Personal Finance (FINC 201) – 3 cr.

Introduces the knowledge and techniques associated with major financial planning problems encountered by individuals and families such as savings and investments, insurance, taxes, budgeting and major purchases, retirement and estate planning.

Financial Management 1 (FINC 322) – 3 cr.

The environment, goals, and techniques of financial management; emphasizes both investment and financing decisions; incorporates control techniques including ratio analysis, budgeting, and forecasting; includes time value of money, bond and stock values, the use of operating and financial leverage, capital budgeting techniques, cost of capital, and basic information concerning international financial management.

Pre-Requisites: [ACCT 202](#), Math 115 or [MATH 116](#) or [MATH 117](#) or MATH ACT 24.

Team Dynamics - Org Behavior (MGMT 302) – 3 cr.

Explores the fundamental processes and skills essential for the success of individual and group/team behavior in contemporary organizational settings. [MGMT 302](#) emphasizes the importance of team formation and decision making, effective conflict management, and the impact of diverse individual personality and cultural backgrounds on team and organizational success.

Pre-Requisites: Sophomore Standing.

Introduction to Statistics (STQM 260) – 3 cr.

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

Requisites: [MATH 115](#), 116, 117, 120, 126, 130, 132, or 135 with a grade of D- or better or 24 on ACT or 560 on SAT.

Supervision and Leadership (MGMT 305) – 3 cr.

Provides an opportunity to review and understand the characteristics and qualities required for effective leadership in contemporary organizations; complements traditional teaching methods with role playing, case studies, and exercises.

Pre-Requisites: Second Semester Sophomore Status.

Human Resource Management (MGMT 373) – 3 cr.

Covers the objectives, functions, and organization of personnel programs; discusses such topics as selection training and development, job analysis, wage and salary administration, performance appraisal, disciplinary systems, employee safety and health, and the collective bargaining process.

Pre-Requisites: Sophomore Standing.

Quality-Operations Mgmt (MGMT 370) – 3 cr.

The philosophy of continuous quality improvement, basic process improvement tools, basic management and planning tools, teaming, and models for improvement. Maximizing customer service and satisfaction, optimizing inventory investment, and maximizing operations efficiency. Principles of operations management; dependent and independent demand, forecasting; work measurement; work standards. Practical application of these techniques (in team settings) on a variety of business-related problems will enhance the ability to carry out the operations aspect of a business.

Pre-Requisites: Sophomore Standing or Instructor Permit.

MGMT Internship (MGMT 491) – 1 cr.

Work experience with cooperating employer organizations in business, industry, government, and education. The work experience is designed to be relevant to the students' academic pursuits, personal development, and professional

Pre-Requisites: Completion of 60 semester hours and department approval.

Mathematics of Finance (FINC 300) – 3 cr.

Provides the knowledge of the mathematical functions in finance to assist with both organizational and personal financial management; concentrates on techniques for dealing with simple interest, compound interest, discounted interest, ordinary annuities, annuities due, foreborne annuities, deferred annuities, corporate bond, municipal bond and capital budgeting decisions.

Pre-Requisites: [MATH 115](#) with a grade of D- or better or [MATH 116](#), or a minimum score of 24 on ACT or 560 on SAT.

Financial Management 1 (FINC 322) – 3 cr.

The environment, goals, and techniques of financial management; emphasizes both investment and financing decisions; incorporates control techniques including ratio analysis, budgeting, and forecasting; includes time value of money, bond and stock values, the use of operating and financial leverage, capital budgeting techniques, cost of capital, and basic information concerning international financial management.

Pre-Requisites: [ACCT 202](#), Math 115 or [MATH 116](#) or [MATH 117](#) or MATH ACT 24.

Intermediate Accounting 1 (ACCT 310) – 3 cr.

Expands the student's exposure to financial accounting concepts introduced in the Principles of Accounting sequence. Deals with authoritative pronouncements from FASB and generally accepted accounting principles concerning the income statement, balance sheet, current and long-term assets, plant assets and depreciation.

Pre-Requisites: [ACCT 202](#) with a grade of C- or better.

Cost Accounting 1 (ACCT 321) – 3 cr.

Deals with the manufacturing cycle and includes job-order and process costing, the control of material and labor costs, overhead standard costs, and variable costs.

Pre-Requisites: [ACCT 202](#) with a grade of C- or better.

Professional Selling (MKTG 231) – 3 cr.

Basic course in selling, covering development of a sales personality, sales speech, opening and closing sales, buying motives and sales psychology, organization of sales talk, meeting objectives, suggestive selling, and building a customer following. Sales demonstrations in class are evaluated by both the class and the professor.

Pre-Requisites: [COMM 121](#) or [COMH 121](#).

Consumer Behavior (MKTG 322) – 3 cr.

A study of the motivational factors influencing purchasing decisions. Emphasis is placed on the psychological, sociological and anthropological factors as they affect consumer decision making.

Pre-Requisites: [MKTG 321](#) AND [PSYC 150](#).

Negotiations (MGMT 375) – 3 cr.

This course focuses on the behavioral aspect of human resources, specifically negotiations. The course covers the broad spectrum of negotiations from common negotiations that occur in everyday life (e.g. buying/selling a car, negotiation a job offer, etc.) to specific labor-management negotiations. In addition to studying the subject from a theoretical and empirical standpoint, students will participate in a variety of in-class role-plays and simulations, and complete a personal negotiation project outside of class.

Pre-Requisites: Junior standing.

Recruitment and Selection (MGMT 385)

No Description

Business Information Systems (ISYS 321) – 3 cr.

Introduction to strategic information systems functions. Provides an integrating experience that enables a student to demonstrate the capacity to synthesize and apply knowledge from an organizational perspective. Included are the uses of information technology to grow, expand, and efficiently and profitably manage an organization. Of particular focus are the interrelationships between information systems. An interdisciplinary team project(s) is required.

Pre-Requisites: [ACCT 202](#) & [MKTG 321](#) & [MGMT 301](#).

Production Processes (MFGE 322) – 3 cr.

A survey course covering production machining, metal casting, powder metallurgy, bulk deformation, pressworking, and non-traditional machining.

Small Business Management (MGMT 310) – 3 cr.

Fundamentals of starting and operating a successful small business. Traces the development of a business from the entrepreneurial concept to the profitable operating stage. Provides opportunities to discuss and solve small business problems in such areas as marketing, personnel, finance, and operations.

Pre-Requisites: Second Semester Sophomore Status.

Growing the Small Business (MGMT 320) – 3 cr.

The student will focus on those activities that identify, database, and promote a small business, with the objective of a planned growth in volume of revenue and profitability. Small businesses have the potential for substantial growth, but this needs to be done in the context of company strengths and resources. Also, a structured, repeatable and transferable approach is needed to professionally create as much value as possible.

Directed Electives - 6 cr.

Prior approval of advisor is required.

Curriculum Evaluation
General Business Associate Degree
Spring 2010

The Review Committee conducted a detailed analysis of the course content and emphasis of the general Business Associate degree as a component of the APR process.

A list of **17 institutions within Michigan and neighboring states (Indiana, Ohio, and New York)** with ***similar programs and demographics as Ferris State University*** were identified for this purpose. This list is given below:

- **Baker College**
- **Davenport University**
- **Northern Michigan University**
- **Cleary University**
- **Grand Rapids Community College**
- **Kalamazoo Valley Community College**
- **The University of Toledo**
- **University of Southern Indiana**
- **Bowling Green State University**
- **Indiana Business College**
- **Bay Mills Community College**
- **Delta College**
- **Borough of Manhattan Community College**
- **Kingsborough Community College**
- **Columbia-Greene Community College**
- **Fulton-Montgomery Community College**
- **Jamestown Community College**

The curriculum evaluation involved:

- I. **Comparison of courses** offered as part of the Associate in Business programs at these institutions. This involved **developing summary check sheets** of the relevant Associate programs at these identified institutions. This enables a **nimble and effective comparison** of the components of these programs with what the Ferris associate program offers. The detailed check sheets are available for review in Appendix A.
- II. Discussion on the **nomenclature of these programs and other relevant findings** that were found relevant to the APR process
- III. Subsequent to the evaluation, a **revised check sheet for the Ferris State Associate in General Business program has been proposed**. This takes into account the findings of this evaluation and other information obtained through the APR process.

I. Analysis of institutional comparison:

1. Michigan Institutions

a. Courses

- **Accounting:** All institutions *require at least one* accounting course.
- **Macro/Microeconomics:** Most institutions *require an economic course*, either Macro or Micro.
- **Personal Finance-** Two institutions in Michigan, Cleary University and Baker College require courses in Personal Finance.
- **Business Law:** *All Michigan colleges*, except for Cleary University **require a Business Law course**. It is either a required course, or among the list of directed courses students can choose from.
- **Intro to Business:** All colleges (if Kalamazoo Valley Business Principles counts) have an Introduction to Business course.
- **Marketing:** Seven of the eight colleges have a Marketing course in the General Business curriculum.
- **Management:** Of the Michigan colleges, the majority have a Management course
- **Organizational Behavior:** Three of the Michigan colleges have an Organizational Behavior course.
- **Computer course:** All eight colleges have at least one computer course. Northern Michigan University requires a total of four computer-related courses. The majority of colleges require one or two.

b. Nomenclature

Institutions in Michigan either refer to the Associate of Business Administration program as 'General Business' or 'Business Administration (Management)'. ***The majority of colleges refer to it as 'Business Administration'.***

Baker College and Northern Michigan University refer to it as 'General Business. Davenport University, Bay Mills Community College, Delta Community College (Business Management), Grand Rapids Community College and Kalamazoo Valley Community College refer to it as 'Business Administration'. Cleary University refers to it as an Associate of Business Enterprise.

c. Interesting Findings

Kalamazoo Valley Community College required its students to complete a business internship as part of its Associate program.

Of the Michigan colleges, **the majority outline all possible courses, whether they are required or optional.** Only Davenport University allows students to choose 5 major courses, ***without listing exact courses to choose from.***

2. Non Michigan Institutions

a. Courses

- **Accounting:** Of the Non-Michigan colleges, **all of them have at least one accounting course** with the majority having both financial and managerial accounting.
- **Macro/Microeconomics:** Almost all (eight out of nine) colleges have an economic course
- **Personal Finance-** Two institutions, Bowling Green and Jamestown Community College require Personal Finance.
- **Business Law:** A majority of Non-Michigan colleges (6 out of 8) require a Business Law course. It is either a required course, or among the list of directed courses students can choose from.
- **Intro to Business:** Approximately half of the Non-Michigan institutions require an Introduction to Business course.
- **Marketing:** Six of the nine colleges have a Marketing course in the General Business curriculum.
- **Management:** Of the Non-Michigan colleges, only half have a Management course (4 out of 9).
- **Organizational Behavior:** Only two of the Non-Michigan colleges have an Organizational Behavior course.
- **Computer course:** The majority of institutions require at least one computer-related course in their Associate program.
- **Statistics:** Only four of the Non-Michigan colleges require a Statistics course.

b. Name

The majority of Non-Michigan institutions refer to the Associate of Business Administration program as 'Business Administration (Management)'.

The few exceptions are: the University of Toledo which refers to it as 'Pre-Business Administration', Southern Indiana which uses the title 'Associate of Science in Business' and Bowling Green which refers to it as 'Associate of Applied Business'.

c. Interesting Findings

- Indiana Business College, Borough of Manhattan Community College, and Jamestown Community College ***either require or give students the choice to complete a business internship*** as part of its Associate program.
- Of the Non-Michigan colleges, the ***majority outline all possible courses, whether they are required or optional***. If given a choice, students are given a set list of courses to choose from that directly pertaining to Business Administration.
- ***Three of the Non-Michigan institutions required Global courses***. The University of Toledo has a course titled "Managing Global Economics", Southern Indiana has a course titled "Global Economic Issues", and Jamestown Community College has a course titled "Introduction to Global Business".
- Bowling Green **required a Human Resource Management and Total Quality Leadership** course as part of its Associate program.
- Indiana Business College **requires two Project Management** courses.
- Kingsborough Community College structures its Associate program to allow for students who have majors with **concentrations in both Business Administration and Entrepreneurial Studies**.

Recommendations

a. Courses

- Ferris State Associate courses are consistent with courses typically offered at other institutions. It is suggested that ***the structure and sequencing of offerings be changed to strengthen the program***, make it **consistent with other programs**, and **create a path and incentive for students to consider pursuing a Bachelor's Degree in the field**.
- Currently, the 'General Business' program allows students to choose four directed electives that relate to general business. ***It would be much more helpful and beneficial if they were given a list of course offerings to choose from***. That list should contain courses that are also required for the Bachelor in Business Administration program so that students wishing to continue on in their education can easily transfer those credits.
- Ferris State should ***encourage students to consider internships at the Associate level***. It is therefore suggested that such an opportunity be institutionalized in the revised check sheet for this Program.
- Programs that offer '**concentrations**' in terms of course choices appear to be better positioned to offer students opportunities to consider pursuing a Bachelor's degree. It is recommended that Ferris State Associate program consider the same approach.

b. Nomenclature

- The general choice of name in the field appears to be an ***Associate in Business Administration***.
- ***If Ferris wants to try and encourage students to continue on and receive a Bachelor degree in Business Administration, it may be beneficial to re-name its Associate program to 'Business Administration'***.

A revised check sheet has been developed keeping these set of recommendations as the basis.

A copy of the current and revised check sheets are given on the subsequent page:

Current:

Required		Course Title- Prerequisites	Credits
General Business Major – 27 Credits			
ACCT	201	Principles of Accounting 1 (MATH 110 w/grade of C- or better, or 19 or better on ACT or SAT score of 460 or better)	3
ACCT	202	Principles of Accounting 2 (ACCT 201 with a grade of C- or better)	3
BUSN	122	Intro to Business (None) or Directed Elective if in Evening Program)	3
Choose One:	BLAW301	Legal Environment of Business (None)	3
	BLAW321	Contracts & Sales (None)	
ISYS	105	Introduction to Microcomputer Systems & Software (None)	3
ISYS	200	Database Design & implementation (ISYS 105 or demonstrated competence)	3
MGMT	301	Applied Management (None)	3
MKTG	321	Principles of Marketing (Sophomore Status or higher)	3
STQM	260	Introduction to Statistics (MATH115/MATH116/MATH117 or 24 on ACT or 560 on SAT)	3
Related Courses – 12 Credits Required			
		Directed Elective – Prior approval of advisor required	3
		Directed Elective – Prior approval of advisor required	3
		Directed Elective – Prior approval of advisor required	3
		Directed Elective – Prior approval of advisor required	3

Proposed:

Required		Course Title- Prerequisites	Credits
Business Major – 18 Credits			
ACCT	201	Principles of Accounting 1 (MATH 110 w/grade of C- or better, or 19 or better on ACT or SAT score of 460 or better)	3
ACCT	202	Principles of Accounting 2 (ACCT 201 with a grade of C- or better)	3
Choose One:	BUSN 122	Intro to Business (None) or Directed Elective if in Evening Program)	3
	MGMT301	Applied Management (None)	
BLAW	301	Legal Environment of Business (None)	3
ISYS	105	Introduction to Microcomputer Systems & Software (None)	3
MKTG	321	Principles of Marketing (Sophomore Status or higher)	3
Select From Related Courses – 15 Credits Required			
BLAW	321	Contracts & Sales (None)	3
ISYS	200	Database Design & Implementation (ISYS 105 or demonstrated competence)	3
STQM	260	Introduction to Statistics (MATH115/MATH116/MATH117 or 24 on ACT or 560 on SAT)	3
FINC	200	Financial Management 1(ACCT202 with D-)	3
MGMT	302	Team Dynamics-Organizational Behavior	3
MGMT	305	Supervision & Leadership	3
MGMT	373	Human Resource Management	3
MGMT	370	Quality- Operations Management	3
MGMT	491	Internship	3
Functional Concentrations(Choose 1) – 6 Credits Required			

		Finance	
FINC	300	Mathematics of Finance	3
FINC	322	Financial Management 1	3
		Accounts	
ACCT	310	Intermediate Accounting 1	3
ACCT	321	Cost Accounting 1	3
		Marketing	
MKTG	231	Professional Selling	3
MKTG	322	Principles of Marketing	3
		HRM	
MGMT	375	Negotiations	3
MGMT	385	Recruitment & Selection	3
		Operations	
MGMT	430	TBD	3
MGMT	466	TBD	3
		Entrepreneurship	
MGMT	310	Small Business Management	3
MGMT	320	TBD	3
		Build Your Own	
		Directed elective – Prior approval of advisor required	3
		Directed elective – Prior approval of advisor required	3

Appendix A: Institutional Associate in Business Check Sheets

Baker College

General Business – Associate of Business Degree

Required		Course Title- Prerequisites	Credits
General Business Major – 29 Credits Required			
WRK	218	Work Experience Project	4
WRK	219B	Professional Career Strategies	1
Select 6 courses from the following:			
HRM	215	Securing Human Resources	4
HRM	225	Developing Human Resources	4
HRM	291	Human Resource Seminar	4
HRM	300	Compensating Human Resources	4
HRM	315	Evaluating Human Resources	4
MGT	114	Customer Service	4
MGT	211	Management and Supervision	4
MGT	212	Human Resource Management	4
MGT	222	Management Seminar	4
MGT	231	Small Business Management	4
MGT	241	Business Success Seminar	4
MGT	250	Conflict Management	4
MKT	201	Sales	4
MKT	202	Advertising	4
MKT	215	Applied Marketing	4
MKT	291	Marketing Seminar	4
Business Core Requirements – 32 Credits Required			
ACC	121	Fundamentals of Accounting I	4
ACC	122	Fundamentals of Accounting II	4
ECN	201	Principles of Macroeconomics	4
ECN	202	Principles of Microeconomics	4
FIN	101	Personal Finance	4
LAW	211	Business Law	4
MGT	101	Introduction to Business	4
MKT	111B	Principles of Marketing	4
General Education Core Requirements – 32 Credits Required			
ENG	101	Composition I	4
ENG	102	Composition II	4
INF	112	Word Processing	2
INF	113	Electronic Spreadsheets	2
INF	121	Introduction to Windows	2
INF	131	Internet and the World Wide Web	2
MTH	111	Introductory Algebra	4
SPK	201	Oral Communication	4
WRI	115	Workplace Communication	4

		Select one course from the following:	
PSY	101	Human Relations	4
PSY	111	General Psychology	4

Davenport University
Business Administration
Associate of Business Administration – 61 Credits

Required		Course Title- Prerequisites	Credits
Business Administration Major – 18 Credits Required			
LEGL	210	Business Law Foundations	3
		Five courses from (ACCT, BUSN, FINC, HRMG, MGMT, or MKTG) Major courses must be in at least two disciplines with at least one course at 300 level.	15
Foundations of Business – 22 Credits Required			
ACCT	201	Accounting Foundations I	4
BITS	211	Microcomputer Applications: Spreadsheet	3
BUSN	120	Introduction to Business or Business Elective	3
BUSN	210	Professional Ethics	3
CISP	112	Computer Foundations	3
MGMT	211	Management Foundations	3
MKTG	211	Marketing Foundations	3
Foundations of Excellence – 21 Credits Required			
COMM	120	Presentation Techniques	3
ECON	200/201	Microeconomics or Macroeconomics	3
ENGL	109	Composition	3
ENGL	110	Advanced Composition	3
FRSM	100	Career and Education Seminar	3
MATH	125	Intermediate Algebra	3
SOSC	201	Diversity in Society	3

**Northern Michigan University
Associate of Business Degree
General Business – 62 Credits**

Required		Course Title- Prerequisites	Credits
Liberal Studies – 12 Credits Required			
EN	111	College Composition I	4
		Liberal Studies Electives	8
Health Promotion Requirements – 1 Credit Required			
HP	200	Physical Well Being	1
Associate Degree Core – 26 Credits Required			
ACT	201	Practical Accounting Procedures	4
OIS	161	Document Input and Processing	4
OIS	183	Business Administrative Procedures	4
OIS	185	Introductory Software Applications	4
OIS	244	Applied Business Communication	4
OIS	250	Desktop Publishing Principles	4
OIS	285	Advanced Software Applications and Integration	4
Other Required Courses -12 Credits Required			
		Choose from the following:	
MGT	121	Introduction to Business	4
MGT	215	Entrepreneurship	4
MGT	221	Business Law I: Legal Environment of Business	4
MGT	240	Organizational Behavior and Management	4
MKT	230	Introduction to Marketing	4
General Electives –11 Credits Required			

The University of Toledo
Pre-business Administration – Associate Degree – 64-67 Credits

Required		Course Title- Prerequisites	Credits
Core Curriculum			
		English Composition (1130,1140,1150,2960)	3
		Math	3
		Humanities/Fine Arts Electives	6
		Social Sciences Electives	6
		Natural Sciences Electives (including at least one lab)	6
		Multicultural Studies Electives	3-6
Business Courses			
BMGT	1000	Business Technology/College Orientation	1
ACTG	1040	Financial Accounting	3
ACTG	150	Managerial Accounting	3
BMGT	1010	Business Principles	3
CMPT	1100	Computer Information Applications	3
BMGT	2110	Managing in a Global Economy	3
ECON	1150	Principles of Macroeconomics	3
ECON	1200	Principles of Microeconomics	3
BUAD	2070	Statistics in Business	3
BUAD	2060	Data Analysis for Business	3
Prerequisites for courses above:			
ENGL	1110	English Composition I	3
ADOT	1010	PC Keyboarding I	3
MATH	1260	Modern Business Math I	3

University of Southern Indiana
Associate of Science in Business – 64 Credits

Required		Course Title- Prerequisites	Credits
University Core Curriculum Courses – 28 Credits Required			
ENG	101	Rhetoric and Composition I: Critical Thinking	3
ENG	201	Rhetoric and Composition II: Argumentation	3
CMST	101	Introduction to Public Speaking	3
		Ethics or Western Culture electives	6
MATH	111	College Algebra	4
		Science Elective	3
PSY	201	Introduction to Psychology	3
		Arts or History elective	3
Required Business and Economics Courses – 21 Credits Required			
ACCT	201	Accounting Principles I	3
ACCT	202	Accounting Principles II	3
ASBE	231	Business Communication OR	3
ENG	210	Technical Writing	
BLAW	263	Legal Environment of Business	3
CIS	151	Computer Applications in Business	3
ECON	208	Microeconomics	3
ECON	209	Macroeconomics	3
Required Electives – 9 Credits Required			
		Choose from the following:	
CIS	261	Advanced Micro-Computer Applications	3
CIS	111	Introduction to Computer Information Systems	3
ECON	241	Global Economic Issues	3
ECON	265	Elementary Statistics OR	3
MATH	241	Principles of Statistics	
FIN	201	Fundamentals of Finance OR	3
	305	Business Finance	
MNGT	141	Introduction to Business	3
MNGT	201	Survey of Management OR	3
	305	Principles of Management	
MKTG	201	Introduction to Marketing OR	3
	305	Principles of Marketing	
Free Electives – 6 Credits Required			

Bowling Green State University
Associate of Applied Business

(Not including general requirements, ex. comm., math)

Required		Course Title- Prerequisites	Credits
BG Perspective Curriculum			
ECON	2020 2030	Principles of Microeconomics OR Principles of Macroeconomics	3
		Must complete 6 credit hours from the following areas: Social & Behavioral Sciences, Humanities & Arts, Cultural Diversity, or Natural Sciences	6
Business Core – 24 Credits Required			
BAT BA	1020 1020	Introduction to Business Technology OR Introduction to Business	3
BAT	2010	Human Resource Management	3
BAT	2050	Total Quality Leadership	3
BA BAT MKT	2040 2040 3000	Introduction to Entrepreneurship OR Marketing OR Principles of Marketing	3
BAT	2080	Advertising	3
BAT MGMT	2090 3050	Management & Supervision OR Principles of Organization & Management	3
ACCT	2210	Accounting and Business Concepts I	3
ACCT BAT FIN FIN	2220 2070 2000 3000	Accounting and Business Concepts II OR Business Finance OR Personal Finance OR Business Finance	3
Technical Emphasis – 6 Credits Required			
		Can be chosen from any ACCT, BAT, BUSE, CS, or CST course, LEGS 3010, MGMT 3000 or BAT 2030, ECON 2030, ENVT 2700, ENG 3880, QS 3600	
		Technical Elective	3
		Technical Elective	3

Cleary University
Associate – Business Enterprise

Required		Course Title- Prerequisites	Credits
Required Courses			
BAC	101	Academic Planning and Preparation	
CIS	150	Microsoft Office Application	
ENG	160	Business Composition	
MTH	150	College Math	
COM	240	Speech and Presentation Techniques	
MGT	150	Introduction to Business	
MTH	170	Elementary Algebra	
FIN	200	Introduction to Business Finance	
ENT	185	Entrepreneurship and the Small Business	
MKT	150	Enterprise Marketing	
MTH	180	Introduction to Business Statistics	
GEN	272	Social Responsibility, Ecology, and Business	
PHL	110	Logic and Problem Solving	
ACC	245	Principles of Accounting I	
FIN	175	Personal Finance	
MGT	160	Introduction to Management	
HUM	218	Cross-Cultural Communication	
CAR	300	Business Career Planning	
MGT	220	Management Using Teams	
ECO	270	American Economic History	
PLS	220	Federal Government and Business	
PHL	340	Business Ethics	
ENG	170	Business Writing I	
LIT	310	Survey of Business Literature and Multimedia	

**Indiana Business College
Harrison College
Business Management – Associate Degree**

Required		Course Title- Prerequisites	Credits
Professional Courses			
ACC	1010	Accounting I	4
ACC	1020	Accounting II	4
ACC	2020	Cost Accounting	4
BUS	1000	Principles of Business	4
BUS	1010	Business Law	4
BUS	1050	Business Math	4
BUS	2300	Business Office Procedures	4
CPU	2200	Spreadsheets	4
	2300	Database	
FIN	2000	Introduction to Finance	4
INT	2990	Internship or Elective	4
MGT	2000	Management	4
MGT	2200	Leadership	4
MGT	2600	Project Management I	4
MGT	2650	Project Management II	4
MKG	2000	Fundamentals of e-Business	4
General Education Courses			
COM	1050	Composition I	4
COM	2060	Composition II	4
ECN	2000	Macroeconomics	4
PSY	1060	Psychology	4
SPC	1010	Presentation Skills	4
Foundation Courses			
CD	2600	Career Development	2
CPU	1000	Computers and Office Automation	4
CPU	2120	Word Processing	4
KEY	1010	Keyboarding I	2
PSY	1050	Strategies for Success	4

Bay Mills Community College
Business Administration – Associate Degree

Required		Course Title- Prerequisites	Credits
Required Courses – 68-69 Credits Required			
AC	101	Accounting I	4
BU	113	Introduction to Business	3
CS	112	Intro. To Computers	4
EN	111	College Composition	4
ES	101	Fitness & Wellness	2
NA	113	Native American Awareness	1
AC	102	Accounting II	4
AC	104 105	Payroll Accounting OR Quick Books	3
BU	108	Macroeconomics	3
EN	112	Content Area Composition and Research	4
		Natural Science Elective	4
BU	109	Microeconomics	3
BU	209	Marketing	3
EN	107	Public Speaking	3
NA	125	History & Org. of Michigan Indian Tribes	4
PY	101	Intro to Psychology OR	3-4
SO	106	Intro to Sociology	
BU	204	Business Law	3
BU	206	Principles of Management	3
BU	193	Communication and Writing Skills	3
MA	114 116	Intermediate Algebra OR College Algebra	4
		Native Studies or Humanities Elective	3

Delta College
Associate in Business Studies Degree

Business Management

Required		Course Title- Prerequisites	Credits
Required Courses			
ACC	111 211	Introductory Accounting OR Principles of Accounting I	4
ACC	212	Principles of Accounting II	4
CST	133 134	Computer Concepts & Competencies OR Micro Computers in Business Using MS Office	4 3
ECN	221	Principles of Economics I	4
MGT	153	Introduction to Business	3
MGT	243	Principles of Marketing	3
MGT	245	Principles of Management	3
MGT	251	Business Law I	3
MGT	256	Human Resources Management I	3
MGT	265	International Business	3
MGT	274	Computer Aided Decisions	2
		Business Electives	3
OAT	151	Business Communication I	3

Grand Rapids Community College
Business Administration – Associate in Business

Required		Course Title- Prerequisites	Credits
Required Courses			
BA	101	Business & Technical English I	3
BA	103	Introduction to Business	4
BA	133	Business Word Processing 1	2
BA	150	Business Mathematics OR	4
	254	Business Statistics	3
		General Elective	4
BA	102	Business & Technical English 2	3
BA	145	Computer Applications in Business 1	4
BA	282	Organizational Behavior	3
PS	110	Survey of American Government	3
BA	156	Accounting Fundamentals OR	3
	256	Principles of Accounting I	4
BA	183	Supervision	3
BA	201	Business Communications	3
BA	207	Business Law 1	3
WE		Wellness	1
BA	209	Issues in Business Ethics	3
BA	270	Marketing	3
BA	283	Business Management	3
BA		Business Elective	4-5
		General Electives	4

Kalamazoo Valley Community College
Business Administration – Associate of Applied Science

Required		Course Title- Prerequisites	Credits
Program Required Courses – 26 Credits Required			
ACC	101	Principles of Accounting 1	4
BUS	101	Business Principles/Practices	3
BUS	105	Principles of Marketing	3
BUS	201	Business Law I	3
BUS	207	Organizational Behavior	3
BUS	263	Supervision	3
BUS	278	Business Internship	3
COM	101	Public Speaking AND	3
BUS	103	Business Computer Applications OR	3
BUS	104	End-User Computing	1
Program Elective Courses – 18 Credits Required			
BUS	110	Quality Management I	3
BUS	115	Small Business Management	3
BUS	203	Human Resource Management	3
BUS	204	Adv Business Comp Applications	3
BUS	210	Quality Management	3
BUS	212	Personal Finance	3
BUS	215	Project Management	2
BUS	219	Electronic Communication & Documentation Management	3
BUS	220	ISO Standards	1
BUS	240	Internet Marketing Concepts	3
BUS	241	eBusiness Strategies	3
CIS	115	PC Hardware & Software Support	3
CIS	170	Web Page Coding	3
MATH	216	Business Statistics	3
Business English			
BUS	160	Business Writing Skills	3
ENG	110	College Writing I	3
Business Math			
BUS	102	Math for Business & Industry	4
Political Science			
PSI	100	Introduction/Political Science	3
PSI	101	American Government	3
PS	102	State and Local Government	3
Economics Required			
ECO	202	Microeconomics	3
Wellness/Physical Education – 2 Credits Required			

Borough of Manhattan Community College
Business Management – 60 Credits

Required		Course Title- Prerequisites	Credits
General Requirements – 21 Credits Required			
ENG	101	English Composition I	3
ENG	201	English Composition II	3
MAT	150	Introduction to Statistics OR	4
	200	Introduction to Discrete Mathematics OR	
	206	Mathematical Foundations of Calculus	
ECO	201	Macroeconomics OR	3
	202	Microeconomics	
		General Elective	1
SPE	100	Fundamentals of Speech	3
		Science	4
Curriculum Requirements – 30 Credits Required			
BUS	104	Introduction to Business	3
BUS	110	Business Law	3
BUS	150	Business Communication	3
BUS	210	Business Methods	3
BUS	220	Managerial Decision Making	3
ACC	122	Accounting Principles I	4
CED	361	Business Management Internship I	2
CIS	100	Computer Applications	3
FNB	100	Introduction to Finance	3
MAR	100	Introduction to Marketing	3
Business Electives – 9 Credits Required			
General Management Electives			
BUS	200	Business Organization & Management	3
BUS	311	Human Resource Management	3
SBE	100	Production & Service Creation	3
Finance and Banking Elective			
FNB	230	Financial Management	3
FNB	250	Money & Banking	3
FNB	300	Investments	3
Marketing Electives			
ADV	200	Essentials of Advertising	3
MAR	300	Sales Principles & Practices	3
RET	300	Consumer Motivations	3
Real Estate Electives			
RLS	202	Real Estate Salesperson's Qualifying Course	3
RLS	203	Real Estate Broker's Qualifying Course	3
RLS	301	Real Estate Management	3
Travel and Tourism Electives			
TTA	200	Introduction to Travel & Tourism	3

TTA	201	Travel Operations	3
TTA	301	World Markets OR	3
	100	Tour Management	

Kingsborough Community College
Business Administration (A.A.S.) – 60 Credits

Required		Course Title- Prerequisites	Credits
College Requirements			
ENG	01200	Freshmen English I	4
ENG	02400	Freshmen English II	3
HPE	01200	Foundations of Health and Physical Education	3
Department Requirements			
ACC	01100	Fundamentals of Accounting I AND	4
	01200	Fundamentals of Accounting II	4
BA	03100	Organizational Behavior and Management	3
BA	05200	Advertising: Theory and Practice OR	3
	09229	Field Experience in Business Administration	
BA	06000	Introduction to Computer Concepts	3
ECO	01200	Macroeconomics	3
ECO	01400	Money and Banking	3
For Majors with Concentrations in Business Administration			
BA	01000	Fundamentals of Business	3
BA	03300	Business Communications	3
BA	01200	Business Law	3
BA	01400	Principles of Marketing	3
For Majors with Concentration in Entrepreneurial Studies			
ES	05100	The Entrepreneurial Small Business Perspective	3
ES	05200	Legal Issues for the Entrepreneurial Small Firm	3
ES	05500	Entrepreneurial Strategic Planning	3
ES	05700	Cases in Entrepreneurial Strategies	3
Group Requirements – 13 Credits Required			
		A minimum of 3 credits each from at least 3 different groups: Performing and Visual Arts, Language and Literature, Social Sciences, Behavioral Sciences, and Mathematics and Sciences	
Electives (to meet the 60 credit requirement)			

Columbia-Greene Community College
Business – Business Administration (A.S) – 63-66 Credits

Required		Course Title- Prerequisites	Credits
Program Requirements – 33 Credits Required			
AC	101	Financial Accounting	3
AC	102	Managerial Accounting	3
BU	103	Foundations of Business	3
BU	107	Business Law I	3
CS or CI		Computer Elective Science OR Computer Information Elective	3
EC	101	Macroeconomics	3
EC	102	Microeconomics	3
GN		General Electives	9
MK	101	Principles of Marketing	3
Liberal Arts Requirements – 28-29 Credits Required			
EN	101	Composition	3
EN	102	Composition and Literature	3
HU		Humanities Electives	6
MA		Mathematics Electives	7-8
SC		Lab Science Elective	3-4
SL		Social Science Electives	6
Physical Education Requirement – 2-3 Credits Required			
PE or HE		Physical Education Electives OR Health Electives	2-3

Fulton-Montgomery Community College
Business: Business Administration (A.S.) – 62 Credits

Required		Course Title- Prerequisites	Credits
Required Courses			
EN	103	English I	3
BU	121	Financial Accounting	4
EC	282	Macroeconomics	3
MA	160	Statistics	3
		Social Science Elective	3
EN	104	English II	3
BU	122	Managerial Accounting	4
EC	283	Microeconomics	3
		Math Elective	4
		Liberal Arts Elective	3
BU	171	Business Law I	3
		CS Elective	3
		Business Elective	3
		Liberal Arts Elective	3
		Science Elective	3-4
		Physical Education	1
		Business Elective	3
		Liberal Arts Elective	6
		Elective	3
		Physical Education	1

Jamestown Community College
Business Administration – Associate in Applied Science – 60 Credits

Required		Course Title- Prerequisites	Credits
General Requirements – 20 Credits Required			
		Humanities	6
ENG	1530	English Composition II	3
		English Electives	3
		Social Sciences Electives	6
		Mathematics/Sciences	6
		Liberal Arts and Sciences Electives	2
Core Requirements – 30 Credits Required			
BUS	1510	Principles of Financial Accounting	4
BUS	1520	Principles of Managerial Accounting	4
BUS	2530 2540	Business Law I OR Business Law II	3
BUS	2580	Management and Organizational Behavior	3
		Additional credits from the following list, 3 credits of which must be 2000-level courses: 12 Credits Required	
BUS	1430	Entrepreneurship	
BUS	1500	Introduction to Business	
BUS	1610	Personal Finance	
BUS	1650	Introduction to Global Business	
BUS	2010	Business Internship	
BUS	2510	Business Finance	
BUS	2550	Marketing	
BUS	2570	Principles of Management	
BUS	2630	Human Resource Management	
CMM	1610	Public Speaking	
ECO	1530	Contemporary Economic Problems	
CSC	1560	Microcomputer Applications I	4
Electives – 10 Credits Required			

**Ferris State University-College of Business
Associate in Applied Science Degree in Business**

BUSINESS ADMINISTRATION – 63-64 Credits

Name: _____ ID #: _____

REQUIRED		COURSE TITLE-PREREQUISITES SHOWN IN BRACKETS ()	S.H.	GRADE	GR PTS
COMMUNICATION COMPETENCE – 9 Credits Required					
COMM	121	Fundamentals of Public Speaking (None)	3		
ENGL	150	English I (ENGL 074 w/ C- or better or a minimum score of 14 on ACT or a minimum score of 370 on SAT)	3		
ENGL	250	English II (ENGL 150 with a grade of C- or better)	3		
SCIENTIFIC UNDERSTANDING – 3/4 Credits					
Consult the Ferris website: www.ferris.edu/htmls/academics/gened/scicourses.html Select one course from the scientific understanding subject area .					
		Lab Science Elective	3/4		
QUANTITATIVE SKILLS – 3 Credits Required					
MATH	115	Intermediate Algebra (MATH 110 with a grade of C- or better, or 19 on ACT or 460 on SAT) If MATH ACT is 24 or higher, substitute a general education elective.	3		
CULTURAL ENRICHMENT - 3 Credits Required					
Cultural Enrichment elective, consult the General Education category of the Ferris website: www.ferris.edu/htmls/academics/gened/cultcourses.html					
		Cultural Enrichment Elective	3		
SOCIAL AWARENESS – 6 Credits Required					
ECON	221	Principles of Macroeconomics 1 - (MATH 110 w/ grade of C- or better or ACT of 19 or SAT of 460)	3		
Choose One:		ECON 222 Principles of Microeconomics 2 - (ECON 221) OR PSYC 150 Intro. To Psychology (Reading score of 17 ACT or Verbal 430 SAT or READ 106 with grade of C or better)	3		
BUSINESS MAJOR – 18 Credits Required					
ACCT	201	Principles of Accounting 1 (MATH 110 w/ grade of C- or better, or 19 on ACT or 460 on SAT)	3		
ACCT	202	Principles of Accounting 2 (ACCT 201 with a grade of C- or better)	3		
MGMT	301	Applied Management (none)	3		
Choose One:		BLAW 301 Legal Environment of Business (None) or BL AW 321 Contracts & Sales (None)	3		
ISYS	105	Introduction to Microcomputer Systems & Software - (None)	3		
MKTG	321	Principles of Marketing - (Sophomore Status or Higher)	3		
SELECT FROM RELATED COURSES – 15 Credits Required					
Choose One:		ISYS 200 Database Design & Implementation (ISYS 105) or ISIN 305 Web Development	3		
Choose One:		FINC 201 Personal Finance or FINC 322 Financial Management 1 (ACCT 202, Math 115 or MATH 116 or MATH117 or MATH ACT 24)	3		
MGMT	302	Team Dynamics – Organizational Behavior (Sophomore standing required)	3		
STQM	260	Intro to Statistics - (MATH 115 or MATH 116 w/ C- or better or 24 on Math ACT or 560 on SAT)	3		
MGMT	305	Supervision and Leadership (Second semester Sophomore standing required)	3		
MGMT	373	Human Resource Management (Sophomore standing required)	3		
MGMT	370	Quality Operations Management (Sophomore standing required)	3		
MGMT	291	Internship (highly recommended)	3		

**Functional Concentrations (Choose 1) – 6 Credits Required
(must be approved by advisor)**

		Finance		
FINC	300	Mathematics of Finance (MATH 115 with a grade of D- or better or MATH 116, 117, 118, 119, 120, 126, 130, 132, 135 or a minimum score of 24 on ACT or 560 on SAT)	3	
FINC	322	Financial Management 1 (ACCT 202, Math 115 or MATH 116 or MATH117 or MATH ACT 24) or FINC elective – if taken, choose another FINC elective	3	
		Accounting		
ACCT	310	Intermediate Accounting 1 (ACCT 202 with C- or higher)	3	
ACCT	321	Cost Accounting (ACCT 202 with C- or higher)	3	
		Marketing		
MKTG	231	Professional Selling (COMM 121 or COMH 121)	3	
MKTG	322	Consumer Behavior (MKTG 321 and PSYC 150)	3	
		Human Resource Management		
MGMT	375	Negotiations (Instructor approval)	3	
MGMT	385	Recruitment and Selection (Instructor approval)	3	
		Operations and Supply- choose 2		
MGMT	370	Quality/Operations Management (sophomore standing)	3	
ISYS	321	Business Information Systems (ACCT 202, MKTG 321, MGMT 301)	3	
MFGE	322	Production Processes (none)	3	
		Small Business & Entrepreneurship		
MGMT	310	Small Business Management (Second semester Sophomore standing)	3	
MGMT	320	Growing the Small Business	3	
		Integrated Concentration (must be approved by advisor)		
		Directed Elective – Prior approval of advisor required	3	
		Directed Elective – Prior approval of advisor required	3	

NOTICE REGARDING WITHDRAWAL, RE-ADMISSION AND INTERRUPTION OF STUDIES

Students who return to the University after interrupted enrollment (not including Summer Semester) of one year, must normally meet the requirements of the curriculum which are in effect at the time of their return, not the requirements which were in effect when they were originally admitted.

NOTE: A 2.00 cumulative GPA is required for the major, and a 2.00 cumulative GPA is required for the completion of the General Business Degree.

Advising Notes:

FSUS 100 requirement satisfied by _____

**Ferris State University-College of Business
Associate in Applied Science Degree in Business**

GENERAL BUSINESS – 63-64 Credits

Name: _____ ID #: _____

REQUIRED		COURSE TITLE-PREREQUISITES SHOWN IN BRACKETS ()	S.H.	GRADE	GR PTS
COMMUNICATION COMPETENCE – 9 Credits Required					
COMM	121	Fundamentals of Public Speaking (None)	3		
ENGL	150	English I (ENGL 074 w/ C- or better or a minimum score of 14 on ACT or a minimum score of 370 on SAT)	3		
ENGL	250	English II (ENGL 150 with a grade of C- or better)	3		
SCIENTIFIC UNDERSTANDING – 3/4 Credits					
Consult the Ferris website: www.ferris.edu/htmls/academics/gened/scicourses.html					
Select one course from the scientific understanding subject area .					
		Lab Science Elective	3/4		
QUANTITATIVE SKILLS – 3 Credits Required					
MATH	115	Intermediate Algebra (MATH 110 with a grade of C- or better, or 19 on ACT or 460 on SAT) If MATH ACT is 24 or higher, substitute a general education elective.	3		
CULTURAL ENRICHMENT - 3 Credits Required					
Cultural Enrichment elective, consult the General Education category of the Ferris website: www.ferris.edu/htmls/academics/gened/cultcourses.html					
		Cultural Enrichment Elective	3		
SOCIAL AWARENESS – 6 Credits Required					
ECON	221	Principles of Macroeconomics 1 - (MATH 110 w/ grade of C- or better or ACT of 19 or SAT of 460)	3		
ECON	222	Principles of Microeconomics 2 - (ECON 221)	3		
GENERAL BUSINESS MAJOR – 27 Credits Required					
ACCT	201	Principles of Accounting 1 (MATH 110 w/ grade of C- or better, or 19 on ACT or 460 on SAT)	3		
ACCT	202	Principles of Accounting 2 (ACCT 201 with a grade of C- or better)	3		
		BUSN 122 Intro to Business (None) or Directed Elective if in Evening Business Program	3		
		Choose One: BLAW 301 Legal Environment of Business (None) or BLAW 321 Contracts & Sales (None)	3		
ISYS	105	Introduction to Microcomputer Systems & Software - (None)	3		
ISYS	200	Database Design and Implementation - (ISYS 105 or Demonstrated Competency)	3		
MGMT	301	Applied Management - (None)	3		
MKTG	321	Principles of Marketing - (Sophomore Status or Higher)	3		
STQM	260	Intro to Statistics - (MATH 115 or MATH 116 or MATH 117 or 24 on ACT or 560 on SAT)	3		
RELATED COURSES – 12 Credits Required					
		Directed Elective – Prior approval of advisor required.	3		
		Directed Elective – Prior approval of advisor required.	3		
		Directed Elective – Prior approval of advisor required.	3		
		Directed Elective – Prior approval of advisor required.	3		
NOTICE REGARDING WITHDRAWAL, RE-ADMISSION AND INTERRUPTION OF STUDIES					
Students who return to the university after interrupted enrollment (not including Summer Semester) must normally meet the requirements of the curriculum which are in effect at the time of their return, not the requirements which were in effect when they were originally admitted.					

NOTE: A 2.00 cumulative GPA is required for the major, and a 2.00 cumulative GPA is required for the completion of the General Business Degree.

Advising Notes:

FSUS 100 requirement satisfied by _____

Business Administration Associates in Applied Science

Course Rotation Plan

For students who test into MATH 115 & ENGL 150:

Fall Year 1	Spring Year 1	Fall Year 2	Spring Year 2
COMM 121 (3 credits)	ENGL 250 (3 credits)	Related Course (3 credits)	Functional Concentration (3 credits)
ENGL 150 (3 credits)	ACCT 202 (3 credits)	ECON 221 (3 credits)	Functional Concentration (3 credits)
ISYS 105 (3 credits)	MGMT 301 (3 credits)	BLAW (3 credits)	SA/ECON 222 (3 credits)
FSUS 100 (1 credit)	Cultural Enrichment (3 credits)	STQM (3 credits)	Related Course (3 credits)
MATH 115 (3 credits)	Science Lab (4 credits)	MKTG 321 (3 credits)	Related Course (3 credits)
ACCT 201 (3 credits)			Related Course (3 credits)
Total= 16 credits	Total= 16 credits	Total= 15 credits	Total= 18 credits

For students who test lower than MATH 115 & ENGL 150:

Fall Year 3	Spring Year 3	Fall Year 4	Spring Year 4	Fall Year 5
ENGL 150 (3 credits)	ENGL 250 (3 credits)	MKTG 321 (3 credits)	Related Course (3 credits)	Functional Concentration (3 credits)
ISYS 105 (3 credits)	MATH (3 credits)	ACCT 201 (3 credits)	ACCT 202 (3 credits)	Functional Concentration (3 credits)
MATH 110 (3 credits)	MGMT 301 (3 credits)	ECON 221 (3 credits)	ECON 222/SA (3 credits)	Related Course (3 credits)
READ 176 (3 credits)	COMM 121 (3 credits)	BLAW (3 credits)	Related Course (3 credits)	Related Course (3 credits)
FSUS 100 (1 credit)		Cultural Enrichment (3 credits)	Science Lab (4 credits)	STQM 260 (3 credits)
Total= 13 credits	Total= 12 credits	Total= 15 credits	Total= 16 credits	Total= 15 credits

Locate a **Course**
 Find a **Degree**
 Learn about a **Program**
 Follow a **Career Path**

General Business GNB

Degree Type: **Associate in Applied Science**

College: **Business**

Career Path: **Business, Management, Marketing, and Technology**

Required Courses	Credit Hours
MAJOR	
ACCT 201 Principles of Accounting 1	3
ACCT 202 Principles of Accounting 2	3
BUSN 122 Introduction to Business	3
ISYS 105 Intro Micro Systems-Software	3
ISYS 200 Database Design-Implementation	3
MGMT 301 Applied Management	3
MKTG 321 Principles of Marketing	3
STQM 260 Introduction to Statistics	3
Choose one:	
BLAW 301 , OR	3
BLAW 321 Contracts and Sales	3
*Electives: Directed	12
UNIVERSITY GENERAL EDUCATION	
Communication Competence	
COMM 121 Fundamentals-Public Speaking	3
ENGL 150 English 1	3
ENGL 250 English 2	3
Scientific Understanding	
* Lab Science Elective	3-4
Quantitative Skills	
MATH 115 Intermediate Algebra	3
* (If MATH ACT is 24 or higher, substitute a general education elective)	
Cultural Enrichment Elective	3
Social Awareness	
ECON 221 Principles of Macroeconomics	3
ECON 222 Principles of Microeconomics	3
Minimum credit hours required for A.A.S. degree:	63-64

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

Why Choose General Business?

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

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

Get a Great Job

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

Admission Requirements

Applicants are expected to meet 3 of the 4 criteria listed below in order to be placed directly into a College of Business bachelor/associate degree program. Any mitigating circumstances will be considered on an individual basis by the College of Business Dean's Office.

- High school GPA of 2.5 (on a 4.0 scale).
- English ACT of 16 or higher or SAT of 370 or higher
- Math ACT of 19 or higher or SAT of 460 or higher
- Reading ACT of 19 or higher

Applicants not meeting the above criteria for direct admissions into a specific COB program, but still meeting Ferris State University admissions criteria, will be placed into the College of Business in the Pre-Business program until they meet the admission criteria for the program into which they desire entrance. Transfer student admission criteria can be found on the transfer student webpage.

Graduation Requirements

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

More Information

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

The College of Business is accredited by the Association of Collegiate Business Schools and Programs (ACBSP.)
http://www.acbsp.org/p/st/ld/sid=s1_001

Enrollment Trends General Business Associate Degree Spring 2010

Enrollment trends over the last 23 years have varied. According to the "College of Business – Degree and Certificates Awarded" from 1986 until 2008 the following number of Associate degrees in General Business were awarded. According to Institutional Research 13 were awarded in 2008-09.

Enrollment Trends

	<u>A.A.S. General Business</u>	<u>A.A.S. Pre-Business</u>
1995	118	0
1996	123	0
1997	145	0
1998	143	0
1999	143	0
2000	143	0
2001	137	0
2002	83	104
2003	82	43
2004	72	11
2005	101	3
2006	83	42
2007	96	44
2008	75	54
2009	46	89

Degrees Awarded

<u>School year</u>	<u># Degrees</u>
Starting	Awarded
1986	14
1987	23
1988	17
1989	24
1990	28
1991	24
1992	9
1993	15
1994	13
1995	13
1996	22
1997	29
1998	31
1999	23
2000	13
2001	17
2002	18
2003	25
2004	14
2005	20
2006	18
2007	19
2008	13

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

College of Business - Degrees and Certificates Awarded

Program	87-88	88-89	89-90	90-91	91-92	92-93	93-94	94-95	95-96	96-97	97-98	98-99	99-00	00-01	01-02	02-03	03-04	04-05	05-06	06-07	07-08	08-09	
MBA	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	8	13	17	16	21	40	
MS Information Systems Management	0	1	2	2	6	8	9	21	17	42	60	46	53	72	69	83	48	31	28	18	16	22	
M.S. DEGREE TOTALS	0	1	2	2	6	8	9	21	17	42	60	46	53	72	69	83	56	44	45	34	37	62	
BS Accountancy	80	92	64	63	68	83	87	52	46	47	39	30	34	32	22	15	26	30	35	30	39	29	
BS Accountancy/CIS	0	0	0	0	0	0	0	0	1	5	3	2	3	2	2	1	4	3	0	0	1	0	
BS Accountancy/Finance	0	0	0	0	0	0	0	0	0	0	2	5	1	1	2	4	2	2	2	4	9	4	
BS Finance	25	31	27	24	35	36	26	14	12	13	4	6	11	7	12	8	5	9	13	10	10	11	
BS Computer Information Systems	109	94	67	57	69	69	50	50	41	32	46	46	37	44	66	61	76	53	51	37	35	24	
BS CIS/Management	0	0	0	0	0	0	0	0	0	0	0	1	2	0	1	2	1	0	1				
BS CIS/Marketing	0	0	0	0	0	0	0	0	0	0	1	0	2	0	0	1	0	0					
BS Information Security & Intelligence																						1	
BS Business Administration	159	170	199	196	211	235	205	149	136	104	71	74	89	72	71	103	90	92	116	113	114	94	
Bus. Admin - Aviation																						2	5
Bus. Admin - Maritime																						15	15
Bus. Admin - Prof. Track																						3	16
Bus. Admin - Legal Studies																						2	1
BS Operation Supply Management	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	2	0	2	4	
BS Small Bus Entrepreneurship	9	14	22	9	16	20	17	9	10	9	7	5	7	10	8	7	7	14	12	14	11	4	
BS Human Resource Management	20	20	19	11	15	23	18	11	8	12	12	7	7	12	16	15	11	4	8	4	8	8	
BS Insurance	14	14	19	18	22	31	9	6	2	6	3	4	3	1	3	1	0	1	1				
BS Integrated Resource Management	17	19	24	25	21	15	4	6	5	3	3	3	0	1	2	0	4	0					
BS International Business	15	12	9	7	10	23	17	22	16	5	7	3	6	3	6	5	2	7	5	4	2		
BS Management	71	62	64	49	56	58	44	30	20	16	11	9	3	5	2	8	10	2	1	1		6	
BS Integrated Studies																							
BS Advertising	30	24	55	54	52	61	32	27	22	20	17	10	21	17	15	9	14	15	14	11	24	20	
BS E-Commerce																						1	
BS Public Relations	15	13	6	9	9	22	13	11	12	6	5	6	1	4	8	17	10	14	9	7	12	13	
BS Marketing	52	46	48	50	54	54	30	25	20	24	14	26	22	16	28	31	29	39	34	37	44	44	
BS VISD/VC/Graphic Design	0	0	13	15	4	6	19	22	13	17	11	13	14	15	16	20	11	17	49	15	13	17	
BS Professional Golf Management	45	49	60	63	64	62	79	76	82	76	48	49	48	38	61	52	51	39	54	37	48	43	
BS Professional Tennis Management	0	11	11	3	8	15	17	9	8	12	15	6	12	13	8	17	10	11	11	9	4	10	
BS Music Industry Management	0	0	0	0	0	0	0	0	0	1	0	1	7	2	3	7	11	10	18	14	20	22	
BS Resort Management	0	0	0	0	0	0	0	0	0	0	0	0	0	1	2	3	1	2	6	11	14	15	
BS Hotel/RFIM																						2	2
BS Hotel Management	18	16	30	24	41	48	40	30	27	20	14	8	8	13	9	6	7	10	7	13	4	9	
BD Hospitality Management																						1	
B.S. DEGREE TOTALS	679	687	737	677	755	861	707	549	481	428	333	314	338	309	337	373	353	370	451	372	441	420	
Program	87-88	88-89	89-90	90-91	91-92	92-93	93-94	94-95	95-96	96-97	97-98	98-99	99-00	00-01	01-02	02-03	03-04	04-05	05-06	06-07	07-08	08-09	
AAS Accounting	0	0	0	5	0	0	0	0	0	0	0	0	0	0	1	6	8	3	1	2	4	5	
AAS Computer Information Sys.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4	0	1	3	4	2	1	3	
AAS Administrative Assistant	19	18	25	13	15	24	10	6	1	2	0	0	0	0	0	0	0	0					
AAS Court & Freelance Reporting	10	9	17	12	15	14	4	6	10	1	0	0	0	0	0	0	0	0					
AAS Executive Secretary	17	12	4	8	8	9	3	3	0	0	0	1	0	0	0	0	0	0					
AAS General Business	23	17	24	28	24	9	15	13	13	22	29	31	23	13	17	18	25	14	20	18	19	13	
AAS Legal Assistant / Legal Studies	29	25	20	19	21	24	28	17	13	10	9	4	8	6	8	11	11	2	18	18	16	14	
AAS Legal Secretary	5	10	5	3	4	5	5	5	2	0	0	0	0	0	0	0	0	17					
AAS Real Estate	13	22	15	12	11	14	6	14	6	8	2	3	1	2	2	1	0	0					
AAS Retailing	24	18	25	21	17	15	13	7	3	0	2	1	1	0	0	0	0	0					
AAS VISD/Graphic Design	25	27	22	16	37	25	23	24	15	14	11	20	23	21	21	36	37	23	36	28	18	27	
AAS Restaurant & Food Ind. Mgt.	37	36	49	50	62	66	29	39	21	14	16	12	16	5	8	7	8	12	13	5	6	8	
A.A.S. DEGREE TOTALS	202	194	206	182	214	205	136	134	84	71	69	72	72	47	61	79	90	74	92	73	64	70	

College of Business - Degrees and Certificates Awarded

Program	87-88	88-89	89-90	90-91	91-92	92-93	93-94	94-95	95-96	96-97	97-98	98-99	99-00	00-01	01-02	02-03	03-04	04-05	05-06	06-07	07-08	08-09
Grad Cert - Design/Innovation																					4	11
Grad Cert - Business Intelligence																			7			3
Grad Cert - E-Business																			3	1		
Grad Cert - Info Security																			14	17	10	16
Grad Cert - Network Management																			1			
Grad Cert - Systems Integration																			1	2	6	9
Grad Cert - Global Logistics																			1			
Grad Cert - Investment																			1			
Grad Cert - Mgmt Tools																					18	31
Grad Cert - Outsourcing Mgmt																			1		1	
Grad Cert - Quality Mgmt																			13	11		
Cert - AS 400	0	0	0	0	0	0	0	0	0	0	0	8	13	10	4	12	4	0				
Cert - Computer Literacy	0	0	0	0	0	0	0	0	2	0	0	0	4	0	1	0	0	0				
Cert - Mainframe Computer	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0				
Cert - Digital Forensics																						1
Cert - Bus Skills in App Manufacturing	0	0	0	0	0	0	0	0	13	4	0	0	0	0	0	0	0	0				
Cert - Quality Improvement for Mang.	0	0	0	0	0	0	0	0	0	1	1	2	0	1	1	0	0	0				
Cert - Real Estate	1	2	6	9	10	6	8	4	5	9	1	1	1	0	2	0	3	4	3	6	2	5
Cert - Global Logistics	0	0	0	0	0	0	0	0	0	0	0	1	5	2	2	0	0	0				
Cert - Human Resource Management	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	2	7	5	5	1	3	7
Cert - Insurance	0	0	0	0	0	0	0	0	0	0	0	1	2	0	0	0	0	0				
Cert - International Business	0	0	0	0	0	0	1	3	12	12	4	5	9	15	8	13	10	8	7	6	2	1
Cert - Supervision	0	0	0	0	0	0	0	0	0	0	3	0	0	0	0	0	2	0	0	18	26	1
Cert - Manufacturing Operations Mgt	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	5	6	1				
Cert - Small Business Management	0	0	0	0	0	0	0	0	1	1	4	5	3	5	4	7	1	7	11	9	3	2
Cert - Business & Mgmt																					16	
Cert - Advertising	0	0	0	0	0	0	0	0	0	0	0	0	0	1	3	1	0	1	2	1	1	1
Cert - BtoB Marketing																			2	5	12	11
Cert - Direct Marketing	0	0	0	0	0	0	0	0	0	0	1	10	13	12	21	19	6	21	20	19	19	12
Cert - E-Business	0	0	0	0	0	0	0	0	0	0	0	0	0	3	10	0	0	0	3	1		
Cert - E-Commerce	0	0	0	0	0	0	0	0	0	0	0	0	0	2	7	8	4	12	8	7	8	7
Cert - Public Relations	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0	1	4	1
Cert - Marketing	0	0	0	0	0	0	0	0	0	1	1	4	1	2	1	1	2	0	4	5	3	5
Cert - Retailing	0	0	0	0	0	0	0	0	0	20	19	11	0	0	0	1	0	0	2	2	1	2
Cert - Sales	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0	1	4	6		2
Cert - Marketing - Research	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	2	1	2			1	1
Cert - Multimedia	0	0	0	0	0	0	0	0	0	1	2	5	9	1	0	0	0	0				
Cert - Club Management																			1	3	1	2
Cert - Culinary Management																				7	2	
Cert - Hotel Management	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	11	1	29		1
Cert - Special Event/Meeting Planning																					2	3
Sport, Spa, Entertainment Operations	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	20	2	2		1
Cert - RFIM	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	13	16	0	14	2	1
CERTIFICATE TOTALS	1	2	6	9	10	6	9	7	34	49	36	53	60	57	68	73	59	110	117	173	147	137
Program	87-88	88-89	89-90	90-91	91-92	92-93	93-94	94-95	95-96	96-97	97-98	98-99	99-00	00-01	01-02	02-03	03-04	04-05	05-06	06-07	07-08	08-09
M.S. DEGREE TOTALS	3	6	4	7	11	12	12	22	17	42	60	46	53	72	69	83	56	44	45	34	37	62
B.S. DEGREE TOTALS	771	794	837	759	848	948	775	595	506	449	353	323	359	320	372	394	386	370	451	372	441	420
A.A.S. DEGREE TOTALS	202	194	206	187	214	205	136	134	84	71	69	72	72	47	61	81	90	74	92	73	64	70
CERTIFICATE TOTALS	1	2	6	9	10	6	9	7	34	49	36	53	60	57	68	73	59	110	117	173	147	137
COLLEGE OF BUSINESS TOTALS	977	996	1053	962	1083	1171	932	758	641	611	518	494	544	496	570	631	591	598	705	652	689	689

Productivity General Business Associate Degree Spring 2010

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

According to the Ferris' Productivity Report Fall 2004 – Spring 2009 SCH/FTEF is a measure of productivity that gives the average number of student credit hours generated per full-time equated faculty member. The following is an analysis of SCH/FTEF of the colleges and departments that contribute to the General Business Program.

Productivity 2008-2009 F & W

	Student Credit Hours	Full Time Equated Faculty	SCH / FTEF
Ferris State University	312,569.5	696.42	448.62
College of Engineering Technology	17,040	50.65	336.40
College of Allied Health	28,619	56.56	505.99
College of Arts & Science	118,872	197.82	585.33
College of Business	49,003	84.37	580.78
College of Education and Human Services	24,626	68.61	358.90
College of Optometry	5,162	19.98	258.33
College of Pharmacy	15,611	35.17	443.83
College of Professional & Technical Studies	2,737	8.53	320.74
College of Technology	18,192	51.53	353.05
Kendall College of Art & Design	27,925	107.52	259.73
University College	4,782	10.72	446.24

Productivity 2008-2009 F & W College of Business

	Student Credit Hours	Full Time Equated Faculty	SCH / FTEF
College of Business	49,003	84.37	580.78
AFIS Department	15,486	25.94	596.94
Management Department	18,411	29.68	620.40
Marketing Department	11,931	23.22	513.71
SEHM Department	3,175	5.53	574.04

	Students	Credit Hour Average	Student Credit Hours	Full Time Equated Faculty	SCH / FTEF
General Business	66	13.5 F 13.5 W 27 F & W	1,782	2.82	631.91

The average SCH/FTEF for the General Business Program is 631.91. This is well above the university average of 448.62. It is also above the College of Business average of 580.78.

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

Cost Comparisons Per Semester

	In State	
	Per Credit Hour	15 Credits
Ferris State University	\$316.00	\$4740.00
Muskegon Community College	\$126.00	\$1890.00
Baker College *	\$195.00	\$2925.00
Grand Rapids Community College	\$84.50	\$1267.50
Mid Michigan Community College	\$80.00	\$1200.00
West Shore Community College	\$72.00	\$1080.00
Northwestern Michigan College	\$146.00	\$2190.00

*Quarters

Strengths & Weaknesses

General Business Associates Degree

Spring 2010

Strengths:

1. The program is a part of a university with the expected university standards.
2. The program, as part of all COB programs, is ACBSP (Association of Collegiate Business Schools and Programs) accredited.
3. The program is an opportunity for students to earn a degree on the way to earning their bachelors without losing any credits, a stepping stone. For those students who are unable to continue on to the bachelors due to individual circumstances, it provides them with a degree.
4. It serves a need for those students who have TIP or MiWorks funding sources.
5. The program is of little cost to Ferris & the COB as courses utilized are all part of other programs.
6. The program is unique to “this geographic area”.
7. This program is an excellent opportunity for those students who know they want a business program but are unsure as to which one.
8. Fulfills Ferris’s mission of being a community college for this geographic area.
9. The newly proposed curriculum provides a much stronger business foundation.

Weaknesses:

1. There is a history of limited tracking of these students. We don’t know if they leave Ferris or advance into other programs successfully.
2. In comparison to community college rates, this program is expensive.
3. There has historically been a lack of an internship opportunity.
4. The current curriculum is “vague & nebulous” and needs focus & strength.
5. The current program title is weak and lacks direction.
6. Based on the present economy, this program has limited job opportunities.
7. There is a lack of promotion for this program and the ability to utilize it as a stepping stone.
8. There is a “higher education” thought process which we must help evolve... that an associates degree diminishes the strength of the bachelors degree.
9. There has been inconsistent advising for this student population.
10. There has not been a dedicated FSUS 100 section for this program.

Recommendations
General Business Associates Degree
Spring 2010

We recommend the continuation of the program with the following recommendations:

1. Change the title from General Business to Business Administration.
2. Establish dedicated advisors to help enhance advising for this program.
3. Have dedicated advisors teach the FSUS 100 (Ferris State University Seminar) section and have it specific to this program.
4. Curriculum Changes:
 - Added concentrations to the major rather than leaving this wide open to electives
 - Added the option of taking related courses (including more business foundational courses & an internship)
 - Added the option for social awareness of PSYC 150 or ECON 222
5. Promote the program more as a stepping stone for all College Of Business students.
6. Add a highly recommended internship opportunity.
7. Develop and implement different “tracks/ concentrations” versus having numerous wide open directed electives.
8. Market the program to both the University College and College of Business advisors.



FERRIS STATE UNIVERSITY
ACADEMIC SENATE

June 21, 2010

Matt Wagenheim
APRC Chair
Recreation Leisure Services and Wellness
401 South St., SRC 103
Big Rapids, MI 49307
(231) 591-2670
mattwagenheim@ferris.edu

Lynnae Selberg
PRP Chair, General Business
BUS 200

Lynnae,

I have reviewed the initial submission of your program review report. Please see enclosed a list of comments and suggestions, along with corresponding page numbers. As a reminder, I need you to submit thirteen hard copies of the report along with two electronic copies (in the form of PDF documents on a flash drive) to my office address no later than August 13 at 5 PM.

Please don't hesitate to ask if you have questions.

Sincerely,

Matt Wagenheim

Enclosure:

Lynnae Selberg
June 22, 2010

1 Sp.

1 Sp.

2+ Provide a more complete introduction to the program (see the document, 'Academic Program Review: A Guide for Participants' on the APRC website). Areas to include in this section; program goals, visibility and distinctiveness, relevance, and program value.

Sec 14 Did you address all of Dr. Nicol's comments and concerns?

Appendix – include faculty information (my guess is that you have a large number of contributing faculty. I wouldn't include complete CVs but one half page (or so) bios).

Response to the Dean's Observations

Submitted by

David Steenstra
Management Department Head

1. Take-Aways.

The research clearly identifies that Ferris has a graduation rate of less than 40%. Data also identifies that most students change their program of study. The General Business Associate Degree could serve as a very viable option for addressing both of these facts. Completing a two year degree is a much more achievable milestone than a four year degree. This will likely serve as an incentive for a graduate to continue on toward a four year degree. There is also enough foundation, required course work in the general business associate program so students could change their mind or identify a four year program without losing significant credits already taken.

2. The Four Niches.

We do have substantive data that supports our position.

- 66% of all Ferris students, on an average, change their majors. The A.S. could provide career exploration opportunities along with a variety of required, foundation courses.
- TIP programs continue to require associate level degree programs.
- As a general matter of fact, there are more people seeking degrees and certifications today than ever before. A better question would be "Why wouldn't a student want to earn an associate degree on their way to a bachelor degree?"
- Again, it is within reach of more students who simply cannot devote the time, energy, or financial commitments required for a four year degree.

3. Career Exploration.

There needs to be a reasonable balance between general education requirements and with specific courses within the business discipline. The ingredients to this balance could be endlessly debated. A number of courses included in the general business degree will assist students in exploring career opportunities within the field of business, including MGMT301 Applied Management. In this course, students will be exposed to nearly every business function: supervision, leadership, finance, operations, human resources, strategy, problem solving, and many more topics that could provoke individuals to make career selection choices. Again, at this juncture in ones academic journey, there should be very few wasted courses taken that will not apply toward a chosen field of study.

4. How General Business Differs From Business Administration.

This question was not considered important. It does provide a modicum of distinction between the associate level and the bachelor level program, and in fact general business serves as a ladder into the business administration program.

5. BUSN122

The value of Introduction to Business has long been scrutinized. Is BUSN122 too general or lacking in depth? The popularity of 100 level courses has also negatively impacted this particular course.

A survey of the five Community Colleges in the closest proximity to Ferris, indicates they all offer Introduction to Business. It is also offered as a 100 level course (101, 103, 104, 121, and 161), and generally it is a three credit hour course.

The debate over the value of BUSN122 will continue. Nonetheless, one course does not determine the worthiness of an entire program.

6. Fulfills Need For a Community College Program.

The context of this assertion is that Ferris is situated in a geographic area where we do serve as a “community college” in our five county service area. While it is true that our tuition is 3 to 4 times higher than traditional community colleges, it is the proximity to residents of this area towards which this assertion is directed. As such, notwithstanding the price differential, the curricular offerings in the General Business degree are consistent with other community colleges.

7. Percentages.

The previous APR alumni survey yielded only three responses. Percentages were referred to with this very small response. The response in this APR was 3 – 4 times better. While we would like even a greater response, our justification this time is more valid given the significant increase in respondents.

8. Course Numbering.

Without question, we should review all course numbering in the management department, and the other departments within the college of business. This initiative should take place in a higher level environment rather than in the APR process.



GB APR

David Nicol to: Lynnae Selberg, David J Steenstra

05/24/2010 04:09 PM

History:

This message has been forwarded.

You all have done a lot of work. I offer a number of observations, which are meant to be constructive:

- Somewhere at the outset, in the vein of an executive summary, I think it would be useful to indicate what you are taking away from each of your research efforts and advisory board input, and in what manner, or how, it will enhance program prospects.
- You identify four niches
 - do we have any substantive data to back these up? ...
 - what do we do in terms of explicit programming to fulfill the needs of these niches? ...
 - and how do articulate the value to prospects in those niches?
- If a major niche is career exploration, wouldn't it be more appropriate to require a smorgasbord, rather than asking the undecided to decide on a bunch of electives?
- Do we really know whether students that sign up for GB understand how it differs from BA?
- What does it tell us about the GB curriculum when BUS 122, represented in the past as its foundation course, is not taken by most GB majors (or am I mistaken)?
- We cannot say "This program fulfills a need for affordable community college program" when we charge 3-4x what they charge (not counting room and board).
- I think invoking percentages of respondents for the alumni survey is misleading when the response sample represented only 3% of the grads during the past two decades. I would use less specific terms like "most" or "the majority", and "the responses suggest".
- The proposed curriculum disturbs me; not in the content, but in the courses chosen to achieve it. What does it say about the credibility of our programs (AAS or BS) when half or more of the courses are at the 3xx level or higher for an AAS (note that the competitive curriculums you include almost universally reflect freshman and sophomore numbering)?



Gen Bus APR

David Nicol to: Lynnae Selberg, David J Steenstra

06/10/2010 10:17 AM

As I noted, my comments were not intended to go to the APRC; they were internal suggestions to enhance our package. I will draft my comments for the APRC and provide them in the next week or so.

In Sec. 10, the Pre-Business is referenced as an AAS. I am not of the understanding that such is the case. That said, what are the implications of the significant increase in the Pre-Bus enrollment in conjunction with concurrent decline in Gen Bus. Doesn't that tend to suggest that this level is more of a holding area, than a destination? If not, why not? We obviously need the level, but I am not sure it is a draw, rather than a default.

If I recall, there was a suggestion that students move through GB to get to the BS. I may be wrong, but I would speculate that there is a not insignificant portion of our students who would consider being enrolled in an AAS as a detractor -- they expect to be in a BS program. This seemed to be the case when we initially introduced the Pre-Bus some years ago.

Overview of General Business Associate Degree Spring 2010

A two year general business program has existed in the College of Business since before 1994 when Ferris was on the quarter system. Before Ferris changed to the semester system the program was referred to as "Diversified Business". The program was designed to be a terminal degree or one that, with careful planning, transferred seamlessly into any four year business degree. In 1994 when Ferris changed to a semester format, the program was fine-tuned and renamed General Business. This fine-tuning helped create a program that promoted a smooth transition into any College of Business four year degree programs. Though this program has been viewed as a means to an end, this should no longer be seen as its primary objective. Through this APR process, we have determined that though this can be one of the features of this program, it should no longer be the primary direction for this program. Rather it is felt that the program serves four distinct niches for business students here at Ferris, each with its own merits:

1. career exploration and clarification for the undecided student
2. for financial aid purposes (TIP and other aid packages requiring an associates level)
3. as an additional degree earned as a step on the way to a higher level degree
4. as a terminal degree in business for those students who can't continue on at this point

Students who are not sure of which career path they wish to take can be placed into the two year General Business program as their first step. This program includes many of the business core courses and elective options so that the student can sample a variety of course offerings throughout the business curriculum to assist them in identifying a career direction that is a fit for their interests and strengths. The program gives our General Business students a quick overview of most of the career directions in business, while giving them a firm foundation in the business core and general education requirements. The program is built such that a student can step out of the General Business program right into a College of Business bachelors degree with ½ of the general education requirements met, ½ of the business core completed and flow right into their major classes. (See Appendix A for a copy of this program and Appendix B for a list of courses in the business core.)

This program has been helpful in attaining financial aid for our College of Business (COB) students. The "TIP" program requires that students are enrolled in a two year degree program in order to receive this type of financial aid. As the COB only has 6 associate's degrees, this program is used to step into the other 20+ bachelor's degrees that our students may choose while allowing them access to "TIP" funding. As we have seen (and anticipate seeing) an increase in our "TIP" students, this program is a perfect match allowing students register for this degree program in order to qualify for the "TIPS" program, knowing that they will have a seamless transition as they continue on to a four year degree in business.

Another niche that this program serves is for those students who need that accomplishment along the way. At times students feel as though they are never going to make it to their bachelor's degree, and start to struggle. By having them work in steps, first to achieve the associate's and then focusing on the bachelor's, it doesn't seem so insurmountable to the student. Students work so hard both in the classroom and outside to make their educational dream a reality, often they can be derailed by doubt. This step along the way gives the student the opportunity to refocus, feel the sense of accomplishment which will often prove to be the catalyst they needed to make it all the way to the bachelor's.

The General Business degree can also serve as a terminal degree in business for those students who just can proceed on to the bachelors at that time. Often times money, family situations or other personal reason intervene and the student needs to go out and seek employment before continuing their education. The General Business

degree offers them that and places them into the labor market a step ahead of the high school graduate. It provides students with a strong foundation in business skills, theory and practical application through the many business core classes within the degree. Then, through the elective options and how those are chosen, a student can have some focused study in a specific area of business thus enhancing their employability.

The program has several advantages for Ferris State University and the College of Business. It is a recruitment tool, many students choose this program before committing to a four year business degree program. When they do commit to a four degree program, they find this program has a seamless transition into any of the bachelor degrees in business. This means that once the student does determine their career direction, they can move right into the bachelors without any additional costs or extra classes taken. The program itself is a challenging one that is very competitive with any two year program in business in the state through the business core classes and upper level electives taken and thus graduates of this program represent Ferris well.

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

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

Dean's Comments re: General Business AAS Degree Program

While I find the report informative, I have to admit that I feel somewhat conflicted regarding the offering of business AAS degrees. As Ferris strives to bolster its image as a competitive source of bachelors and graduate degrees, promotion of associates degrees is potentially confusing to our audience, given that the typical source of AAS's is a community college (for 1/3-1/4 of our tuition rates), and since it is widely accepted that an AAS in business areas is no longer sufficient as a career basis. In addition, in light of the 'business core' curricular requirement, which incorporates courses from seven different business functions, and is required of all business BS degrees, it does not appear that the AAS opportunity for sampling different aspects of business is particularly unique.

However, as I see it, this program does serve two purposes: (1) it enables students to enroll in a Business Administration program while qualifying for Tuition Incentive Program (TIP) funding (available only to AAS enrollees); and, (2) it provides an intermediate goal for those for whom the concept of a four year degree is too daunting. For the students who would benefit from either attribute, its offering is of value. Since, the program requires few additional resources beyond those present to support our other degrees, its continuation represents negligible investment as it provides some incremental benefit.

While I am supportive of its continuation, I would hope that we consider some modifications. The inclusion of so many 3xx-level courses in an AAS concerns me, since the 3xx-level course should either constitute an exceptionally challenging hurdle for the student who is tentatively 'sticking her/his toe in the water', or the courses don't warrant their hierarchical designation. Consistent with this assessment, most competitive programs restrict themselves to 1xx and 2xx coursework. Our dearth of courses at that level is, therefore, a challenge. Also, since the assumption is that the enrolled students are unsure what they want to do, it would seem more appropriate to guide them, rather than deferring to electives. Perhaps, the solution would entail development of some coursework to specifically support this program (broader perspective; less depth), possibly deriving uniqueness by invoking a small business perspective (which necessitates doing a little bit of everything, without the benefit of specialization).

General Business Advisory Board Minutes

April 21, 2010

Members present: Joseph Hohenberger, Toni Freeland, Brandon Jurries, Steve LaBarge, Sally Robison, Jeff Vanden, Amy Zahn, Carri Griffis, Shirish Grover, Chris Higley, Carol Rewers, Lynnae Selberg and David Steenstra.

1. Introductions

Dr Steenstra called the meeting to order and welcomed the group. He thanked them for their willingness to help provide direction for this program. He gave a brief introduction to what he viewed as the direction, role and expectations of this board.

2. Employer Survey

Each board member was requested to take an employer survey. The intent was to glean valuable information from each member of the board prior to any discussions about the program.

3. Advisory Board Bylaws

Dr Steenstra briefly handed out a red folder of information to each board member. He had them pull out the bylaws and reviewed the "purpose" section with the members. He stressed his vision of the board being:

- a conduit for important timely information, trends and advice regarding their area of business,
- a sounding board for ideas related to the program,
- to sponsor or promote events for students,
- available to present or work in the classroom,
- provide internship opportunities for students.

He then encouraged them to review the remainder of the document at their convenience.

4. General Business APR Process

Dr Steenstra introduced the APR (annual program review) process and what it involves per the University's academic requirements. This led into the conversation regarding the changing direction for the General Business degree.

The first discussion surfaced around the name of the program. It was felt that the name "general business" is very vague and nondescript. The board felt that "business administration" fit better, noting that at the masters level it is an MBA (masters of business administration). Note: for the remainder of this document we will continue to refer to the program as "general business" until we can official change the name of the program.

The discussion was then focused on the intent of the degree. It was explained that in the past the program had been seen as a means to an end. That student's would come for the specific purpose of getting an associate degree and then landing a good job. Many board members agreed that given the current economic times, this is no longer a viable assumption. Discussion ensued regarding the present "intent" of the program, who are the students who we can benefit from the program and the following items were identified:

- As a step on the way to a higher degree,
- As a means for the undecided student to get a better understanding of the directions within business,

- As an option for those students who's funding source/ financial aid requires them to start in an associate degree level program (2 year program),
- And as an option for those students who for whatever reason need to stop their educational pursuit for a time but want to have something to show for their efforts.

There was further discussion around the value of offering the general COB student population the option of earning their "business administration" associate degree on the way to the bachelor degree of their choice? More questions were posed regarding this notion, though the opinion was that this would be a valuable option.

5. Current Program and Proposed Changes

A check sheet from the current program, a check sheet with the proposed changes as well as the course descriptions for each course in the program were handed out. Some time was spent discussing the proposed changes to the program.

There was discussion around the proposed "paths" that were added into the new check sheet. How were these established, were the courses at an associate degree level, would they all ladder into the bachelor degree and how would students be advised regarding these. These were all excellent questions and each one was discussed.

With regards to the paths, they are each a path in which the COB offers a bachelor degree program. So it would then allow a student to try some different options, but ladder right into the program of their choice. Regarding the advising, it was noted that this is an area of focus and that the goal would be to have specific advisors work with this student population.

Ethics was another topic that the board thought needed to be within the curriculum, though one member thought the topic of ethics should be stressed outside of the curriculum. Organizational behavior and leadership were skills that are critical and should be within the curriculum. It was noted that case studies are invaluable tools for students to learn from and should be infused into courses. It was noted if we can do case studies with real life/work situations, we can teach the students to make educated decisions, and learn how to apply the solutions. An important piece is bringing the real life/work situations into class would involve guest speakers and alumni. This would be another opportunity to bring in the "global aspect" as well. It is also important to get students in groups discussing and learning from each other as team work is an integral part of business. Working in teams also allows students to take turns in leadership roles.

A question was asked regarding the flexibility of the program for at risk/ underprepared students? It was explained that depending on the path the student wants to take, the advisor would have to evaluate course options and the order in which those are taken. If the student isn't academically strong, they would be referred for assistance. It was noted that Ferris offers free tutoring for students as well as other academic support services.

6. Board Input

The board was then asked for their input as to what they felt were the important skills, qualities, expectations for a potential employee:

- appearance, clothing, eye contact, personality, verbal communication skills – public speaking were items noted by many board members as critical components to a successful employee,
- their ability to handle themselves during the interview was noted as important,
- having an internship experience was noted as critical, and many of the board members noted that they currently work with interns,
- business ethics, beyond just appearance, how do you instill the value of work ethic to an employee who doesn't have it?
- another important topic is how does the potential employee deal with emails or texting, Facebook and other social networks, what are potential employers learning about them?

Leadership was denoted as an invaluable skill that potential employers are looking for. What makes a good leader? It was felt that how you communicate, understanding of process, influencing change, and being comfortable in an environment of change are all key components. To be able to hold themselves accountable as well as others is very important.

The ability to work as a member of a team, in all roles can prove critical. Employee's need to have the ability to listen, and it is felt that this isn't always something you can teach, that you either have it or you don't.

Problem solving is another skill that is critical, the ability to think on their feet and process solutions to problems. It was felt that all of the above items should be incorporated into an internship so that the student is able to hone these skills. It was felt that should an internship not be an option, the student should get a mentor or buddy who can help them navigate their first job. Someone who can be available even after the degree is earned, someone they can go to for advice.

It was noted that the trend employers are seeing is that businesses don't want to train; they want employees to have the ability to hit the ground running. The Wolverine Corporation likes to promote from within the business, though this doesn't always work. Sometimes it is difficult for current employees to have the skills needed and this forces the company to go to the outside to hire. It was discussed that in many instances, in order to get promoted and employee must go get a degree. It was also mentioned that given the current economy, the employers get to be choosy. It was noted when employers are getting in excess of 25 applications a day for a position, employers can pick and choose specifically what they want from an employee.

Another area of concern for future employees is they need to be educated on the value of the dollar. Huntington has done two presentations on campus on finances, educating students on money management and credit.

7. Adjourn for Lunch

Meeting adjourned at noon for lunch at the Rock.

8. Future Meetings

The next meeting will be on October 6, 2010, from 10:00 am to 12:00 pm per the member's suggestion, followed by lunch at the Rock. The request of the board was to meet at least annually if not bi-annually.

For next meeting, the focus will be to review the final general business APR document and begin the APR exploration process for the bachelor in business administration and how these two programs coexist and complement one another.



COLLEGE OF BUSINESS
FERRIS STATE UNIVERSITY



Ms. Sheri E. Bell

Ferris State University
MGMT
(231) 591-2461
Email: bells@ferris.edu

Education

MBA, Wright State University, 1974.
Major: Business Management

BA, University of Cincinnati, 1972.
Major: Management

AAS, University of Cincinnati, 1970.
Major: Computer Sciences

Professional Positions

Academic - Post-Secondary

Assistant Professor, Ferris State University. (1977 - Present).

Instructor, Edison State College. (September 1978 - June 1979).

Graduate Assistant, Wright State University. (January 1973 - June 1974).

Professional

Production Supervisor, International Paper. (February 1976 - May 1977).

Personnel Assistant, Champion Papers. (August 1974 - January 1976).

Internship - marketing research, Kroger Company. (June 1972 - September 1972).

Personnel trainee, Mabley and Carew. (June 1970 - June 1971).

Professional Memberships

Organizational Behavior Teaching Society.

Mecosta Osceola Human Resource Association. (September 2009 - Present).

Dr. Ann Gilley

Ferris State University
MGMT
(231) 591-3157
Email: gilleya@ferris.edu

Education

Ph D, Iowa State University, 2002.
Major: Organizational and Human Resource Development

MBA, Grand Valley State University, 1990.
Major: Business Administration
Supporting Areas of Emphasis: Marketing Option

BS, Michigan Technological University, 1986.

Major: Accounting

Professional Positions

Academic - P-12

Faculty, Kent Career/Technical Center. (August 1996 - June 1999).

Academic - Post-Secondary

Professor, Ferris State University. (August 2005 - Present).

Assistant Professor, Colorado State University. (August 2004 - June 2005).

Associate Professor, Pfeiffer University. (August 2003 - March 2004).

Assistant Professor, Colorado State University. (August 2001 - May 2003).

Adjunct Faculty, Davenport University. (1997 - 2001).

Adjunct Faculty, Iowa State University, College of Business. (2000).

Professional

Marketing Manager, Foremost Corporation of America. (October 1989 - December 1998).

Brokerage Marketing Manager, Golden Rule Insurance. (June 1988 - September 1989).

Mortgage loan Originator, National Bank of Detroit. (October 1986 - May 1988).

Professional Memberships

Southern Management Association. (November 1, 2008 - Present).

Society for the Advancement of Management. (October 1, 2008 - Present).

Midwest Academy of Management. (October 1, 2007 - Present).

Academy of Management. (October 1, 2005 - Present).

Western Michigan Fair Association. (October 1, 2005 - July 1, 2008).

Academy of Human Resource Development. (July 1, 2005 - July 1, 2008).

American Marketing Association. (July 1, 1996 - July 1, 2006).

Mr. Shirish Grover

Ferris State University

MGMT

(231) 591-2467

Email: Shirish_Grover@ferris.edu

Education

Masters in Human Resource Management, Rutgers University, 2003.

Major: Human Resource Management

Masters in Personnel Management, Pune University, 1996.

Major: Personnel Management

BS, Delhi University, 1993.

Major: Physics(Hons.)

PhD (ABD), University of Toronto.

Major: Human Resource Management

Supporting Areas of Emphasis: Industrial Relations

Dissertation Title: Examining the Role of Error Training and Metacognition in Computer Based Learning Environments

Professional Positions

Academic - Post-Secondary

Instructor, University of Toronto. (May 8, 2007 - April 30, 2009).

Graduate Teaching Assistant, University of Toronto. (September 10, 2004 - December 24, 2007).

Research Assistant, University of Toronto. (September 10, 2004 - September 10, 2007).

Professional

HR Manager, SAI Softek Inc.. (June 28, 2000 - June 8, 2002).

Assistant HR Manager, Spectranet Inc.. (October 11, 1998 - June 21, 2000).

HR Officer, Honda-Siel. (July 1, 1996 - October 10, 1998).

Professional Memberships

Academy of Management. (July 1, 2008 - Present).

Dr. Carol L. Rewers

Ferris State University

MGMT

(231) 591-2447

Email: rewersc@ferris.edu

Education

MS, Michigan State University, 1992.

Major: Labor and Industrial Relations

MS, Western Michigan University, 1989.

Major: Public Health Administration

BS, Ferris State University, 1986.

AAS, Ferris State University, 1985.

Major: Nursing

Ph D, Capella University - College of Business.

Major: Organization and Management

Professional Positions

Academic - Post-Secondary

Assistant Professor, Ferris State University. (August 25, 2008 - Present).

Assistant Professor, Davenport University. (August 2007 - August 2008).

Adjunct faculty and full-time temporary positions in the School of Allied Health and College of Business., Ferris State University. (August 2002 - May 2005).

Adjunct Faculty, Lansing Community College, Health Careers Department. (April 1989 - January 1991).

Professional

Assistant Vice President, Nursing Operations, Sparrow Health System. (March 1998 - August 2002).

Department Manager, Women's Pavilion, Sparrow Health System. (March 1995 - August 2002).

Clinical Director of Medical and Oncology Services/Patient Care Director, Middle Tennessee Medical Center. (March 1994 - March 1995).

Assistant Department Manager - Women's Pavilion, Sparrow Hospital. (September 1992 - February 1994).

Data Manager - Department of Medicine, Michigan State University. (September 1989 - June 1992).

Director of Professional Services, Upjohn Healthcare Services. (May 1988 - May 1989).

Staff Nurse - Medical Unit and Intensive Care Units, Ingham Medical Center. (June 1986 - 1988).

Professional Memberships

American College of Healthcare Executives. (2004 - 2005).

American Society of Public Administrators. (2002 - 2004).

American Organization of Nurse Executives. (2001 - 2002).

Michigan Organization of Nurse Executives. (1999 - 2002).

David Steenstra Ph.D.

Ferris State University

MGMT

(231) 591-5297

Email: david_steenstra@ferris.edu

Education

Ph D, Michigan State University, 1985.
Major: Higher Education

MBA, Central Michigan University, 1975.
Major: Marketing

BS, Central Michigan University, 1972.
Major: Management

Ed. D., ABD, The University of Michigan.

Major: Adult Education
Dissertation Title: College Honors Programs: An Issue of Perception

Professional Positions

Academic - Post-Secondary

Adjunct Faculty, Carlson Graduate School of Management, University of Minnesota. (2002).
Advanced Leadership Training, Michigan State University, Cooperative Extension. (1998).
Visiting scholar, St. Petersburg State University, St. Petersburg, Russia. (1997).
Visiting scholar, Hogeschool, Amsterdam, Netherlands. (1996).
Arkansas State University, Adult Learning Executive Management program. (1993).
Adjunct Faculty, Aquinas College Graduate School. (1989).
Adjunct Faculty, Muskegon Community College. (1987).
Adjunct Faculty, Detroit College of Business. (1983).
Faculty, Davenport University. (1975 - 1981).
Adjunct Faculty, Grand Valley State University. (1980).

Professional

Owner, D. J. Steenstra Company. (1980 - Present).
CEO, Hamilton Farm Bureau. (1997 - 2002).

Professional Memberships

ASTD.

SHRM.

Spence Tower

Ferris State University
MGMT
(231) 591-3163
Email: towers@ferris.edu

Education

Ph D, Michigan State University, 1999.
Major: Organizational Behavior
Dissertation Title: Reactions to Negative Feedback: The Influence of Goal Orientation, Self-Efficacy, and Public or Private Feedback Deliver on Task Choice and Changes in Self-Efficacy

MA, Western Illinois University, 1983.
Major: College Student Personnel

BS, Aquinas College, 1981.
Major: Business & Psychology, Double major

Professional Positions

Academic - P-12

Career Development Specialist, Newaygo County Intermediate School District. (March 1990 - June 1991).

Academic - Post-Secondary

Adjunct Faculty, Central Michigan University. (January 1997 - August 2006).

Research Assistant, Michigan State University, Department of Management. (August 1993 - December 1996).

Teaching Assistant, Michigan State University. (August 1991 - June 1993).

Adjunct Faculty, Aquinas College. (January 1987 - March 1990).

Director of Counseling, Aquinas College. (August 1986 - March 1990).

Director of Family Student Housing, University of California at Santa Barbara. (January 1986 - August 1986).

Student Activities Director, University of Pittsburgh, Semester at Sea Program. (May 1985 - August 1985).

Resident Director, University of California at Santa Barbara. (August 1983 - August 1985).

Assistant Residential Complex Director, Western Illinois University. (August 1981 - March 1983).

Counselor, Western Illinois University Counseling Center. (August 1982 - December 1982).

Residence Life Coordinator, University of North Carolina at Charlotte. (May 1982 - August 1982).

Professional

Residence Hall Director, University of North Carolina at Charlotte. (May 1982 - August 1982).

Factory Worker, Federal Mogul Corporation. (May 1981 - September 1981).

Factory Worker, Federal Mogul Corporation. (May 1979 - August 1979).

Licensures and Certifications

State Of Michigan Teaching Certification. (1981).

Frank Armstrong
Ferris State University
MGMT
Email: armstrof@ferris.edu

Ms. Sheri E. Bell

Ferris State University
MGMT
(231) 591-2461
Email: bells@ferris.edu

Education

MBA, Wright State University, 1974.
Major: Business Management

BA, University of Cincinnati, 1972.
Major: Management

AAS, University of Cincinnati, 1970.
Major: Computer Sciences

Professional Positions

Academic - Post-Secondary

Assistant Professor, Ferris State University. (1977 - Present).

Instructor, Edison State College. (September 1978 - June 1979).

Graduate Assistant, Wright State University. (January 1973 - June 1974).

Professional

Production Supervisor, International Paper. (February 1976 - May 1977).

Personnel Assistant, Champion Papers. (August 1974 - January 1976).

Internship - marketing research, Kroger Company. (June 1972 - September 1972).

Personnel trainee, Mabley and Carew. (June 1970 - June 1971).

Professional Memberships

Organizational Behavior Teaching Society.

Mecosta Osceola Human Resource Association. (September 2009 - Present).

Development Activities Attended

Workshop, "FSUS training," FSU University College. (2003 - Present).

Conference Attendance, "Lilly Conference North." (September 2009).

Conference Attendance, "Equity in the Classroom." (2008).

Workshop, "Online Instructor Certification." (2008).

Workshop, "Using Technology in the Classroom," FCTL. (2008).

Conference Attendance, "Lilly Conference North." (September 2008).

Conference Attendance, "It's Not Easy Being Green," Oakland University College of Business. (April 2008).

Conference Attendance, "Organizational Behavior Teaching Conference." (2007).

Workshop, "Ferris. Connect Block 5," FCTL. (2007).

Workshop, "How People Learn," FCTL. (2007).

Workshop, "Macro Media Flash Paper," FCTL. (2007).

Workshop, "Ferris Connect Overview," FCTL. (May 2007).

Conference Attendance, "Organizational Behavior Teaching Conference." (2006).

Publisher focus group, "Cengage Learning," Cengage Learning. (2006).

Technology Training, "Faculty Self-Serve Banner In-Service Training," College of Business, FSU. (2006).

Workshop, "Designing and Developing Courses for Online Delivery," Ferris State University. (2006).

Workshop, "Using a Learner Centered Approach to the Classroom," FCTL. (May 2006).

Conference Attendance, "Organizational Behavior Teaching Conference." (2005).

Continuing Education Program, "Academic Advising Workshop." (2005).

"Six Sigma," Ice Mountain. (2005).

Seminar, "Six Sigma Training," Ice Mountain. (2005).

Workshop, "Advisor training for Business Faculty," College of Business, FSU. (2005).

Workshop, "Teach what you test," FCTL. (May 2005).

Seminar, "Summer University," Ferris State University. (2004).

Conference Attendance, "Equity in the Classroom." (2003).

Workshop, "Adobe Illustrator," FSU. (2003).

Workshop, "Using the case Method in the Classroom," College of Business, FSU. (2003).

Workshop, "TIPS Training," Ferris State University. (2000 - 2003).

Conference Attendance, "Organizational Behavior Teaching Conference." (2002).

Workshop, "FSUS instructor training," Ferris State University. (2002).

Workshop, "Grading Strategies," Center for Teaching and Learning, FSU. (2002).

Workshop, "WebCT Training," Center for Teaching and Learning, FSU. (2002).

Conference Attendance, "Organizational Behavior Teaching Conference." (2001).

RESEARCH

Presentations Given

Bell, S. E. (Presenter & Author), Lilly Conference, "Short Videos in the Classroom," Traverse City, Michigan. (September 25, 2009).

Bell, S. E., Ferris State Spring Institute, "Short Videos in the Classroom," Ferris State University FCTL, Ferris State University. (April 2009).

Bell, S. E., College of Business Colloquium, "Short Videos in the Classroom," FSU College of Business, Ferris State University. (January 2009).

Bell, S. E., Lilly Conference, "Short Videos in the Classroom," Traverse City. (September 2008).

SERVICE

Department Service

Program Expert, General Business Program. (2001 - Present).

Committee Member, Tenure Sub Committee. (2000 - Present).

Mentor, Carol Rewer's Mentor. (2008 - 2009).

Committee Member, Faculty Search Committee. (2008 - 2009).

Committee Chair, Business Administration Academic Program Review. (2005 - 2006).

Committee Chair, Departmental Tenure Review Sub-Committee. (2005 - 2006).

Faculty Mentor. (2005 - 2006).

Committee Chair, Small Business Management Academic Program Review. (2005 - 2006).

Committee Member, Faculty Search Committee. (2004 - 2005).

Committee Chair, General Business Academic Program Review. (2004 - 2005).

Program Expert, Business Administration. (2002 - 2003).

College Service

Committee Member, Diversity Committee. (September 2009 - Present).

Committee Member, College of Business Core. (2006 - 2007).

University Service

Advisory Board, Faculty Center for Teaching and Learning. (2006 - Present).

Volunteer, First Impressions. (2003 - Present).

Committee Member, FSUS Program Evaluation Committee. (2006 - 2007).

Faculty Advisor, Pi Kappa Alpha. (2002 - 2004).

Committee Member, Student Judicial Services Committee. (2001 - 2004).

Faculty Advisor, Pi Kappa Alpha. (1999 - 2001).

Professional Service

Judging High School Business Presentations, DECA, Big Rapids, Michigan. (2009).

Judging High School Business Presentations, DECA, Big Rapids, Michigan. (2008).

Judging High School Business Presentations, DECA, Big Rapids, Michigan. (2005).

Awards and Honors

Service, Professional

Outstanding First Year Advocate Award, Ferris State University. (2007).

Service, University

Outstanding Student Affairs Partner Honoree, Ferris State University. (2001).

Dr. Ann Gilley
Ferris State University
MGMT
(231) 591-3157
Email: gilleya@ferris.edu

Education

Ph D, Iowa State University, 2002.
Major: Organizational and Human Resource Development

MBA, Grand Valley State University, 1990.
Major: Business Administration
Supporting Areas of Emphasis: Marketing Option

BS, Michigan Technological University, 1986.
Major: Accounting

Professional Positions

Academic - P-12

Faculty, Kent Career/Technical Center. (August 1996 - June 1999).

Academic - Post-Secondary

Professor, Ferris State University. (August 2005 - Present).

Assistant Professor, Colorado State University. (August 2004 - June 2005).

Associate Professor, Pfeiffer University. (August 2003 - March 2004).

Assistant Professor, Colorado State University. (August 2001 - May 2003).

Adjunct Faculty, Davenport University. (1997 - 2001).

Adjunct Faculty, Iowa State University, College of Business. (2000).

Professional

Marketing Manager, Foremost Corporation of America. (October 1989 - December 1998).

Brokerage Marketing Manager, Golden Rule Insurance. (June 1988 - September 1989).

Mortgage loan Originator, National Bank of Detroit. (October 1986 - May 1988).

Professional Memberships

Southern Management Association. (November 1, 2008 - Present).

Society for the Advancement of Management. (October 1, 2008 - Present).

Midwest Academy of Management. (October 1, 2007 - Present).

Academy of Management. (October 1, 2005 - Present).

Western Michigan Fair Association. (October 1, 2005 - July 1, 2008).

Academy of Human Resource Development. (July 1, 2005 - July 1, 2008).

American Marketing Association. (July 1, 1996 - July 1, 2006).

TEACHING

Directed Student Learning

Dissertation Committee Member, "Dissertation," Management. (March 1, 2009 - Present).
Advised: Spencer Holt

Master's Thesis Committee Member, "Master's Thesis," Other (Within Ferris State University).
(January 1, 2008 - May 1, 2008).
Advised: Paula Haywood

Dissertation Committee Member, "Dissertation," Other (Outside Ferris State University). (July 1, 2003 - July 1, 2006).
Advised: Jessica Carey

Dissertation Committee Member, "Dissertation," Other (Outside Ferris State University). (May 1, 2005 - May 1, 2006).
Advised: Pamela Dixon

Dissertation Committee Member, "Dissertation," Other (Outside Ferris State University). (July 1, 2002 - May 1, 2004).
Advised: William McConnell

RESEARCH

Published Intellectual Contributions

Books

Gilley, A., Gilley, J. W., Quatro, S. A., Dixon, P. (2009). In Ann Gilley, Jerry Gilley, Scott Quatro, and Pamela Dixon (Ed.), *The Praeger Handbook of Human Resource Management, Vol 1* (vol. 1, pp. 326). Westport, CT: Praeger Publishers.

Gilley, A., Gilley, J. W., Quatro, S. A., Dixon, P. (2009). In Ann Gilley, Jerry W Gilley, Scott A Quatro, and Pamela Dixon (Ed.), *The Praeger Handbook of Human Resource Management, Vol 2* (vol. 2, pp. 332-651). Westport, CT: Praeger Publishers.

Gilley, J. W., Gilley, A. (2007). *Manager as Coach* (pp. 139). Hartford, CT: Praeger Publishing.

Gilley, A. (2006). *Manager as Change Leader, Korean Edition* (pp. 174). Westport, CT: Early Morning Books.

Gilley, A. (2005). *Manager as Change Leader* (pp. 133). Hartford, CT: Praeger Publishing.

Gilley, A., Callahan, J. (2003). In Ann Gilley, Jamie Callahan, and Laura Bierema (Ed.), *Critical Issues in HRD* (pp. 274). Cambridge, MA: Perseus Publishing.

- Gilley, J. W., Gilley, A. (2003). *Strategically Integrated HRD, 2nd edition* (pp. 298). Cambridge MA: Perseus Publishing.
- Gilley, J. W., Egglund, S. A., Gilley, A. (2002). *Principles of Human Resource Development, 2nd ed.* (pp. 482). Cambridge, MA: Perseus Books.
- Gilley, J. W., Quatro, S. A., Hoekstra, E., Whittle, D., Gilley, A. (2001). *The Manager as Change Agent* (pp. 268). Cambridge, MA: Perseus Books.
- Gilley, J. W., Gilley, A. (2000). *Organizational Learning, Performance, and Change* (pp. 488). Cambridge, MA: Perseus Books.
- Gilley, J. W., Gilley, A. (2000). *Beyond the Learning Organization* (pp. 362). Cambridge, MA: Perseus Books.
- Gilley, J. W., Boughton, N. W., Gilley, A. (1999). *The Performance Challenge* (pp. 240). Cambridge, MA: Perseus Books.
- Gilley, J. W., Gilley, A. (1998). *Strategically Integrated HRD* (pp. 338). Reading, MA: Addison-Wesley.

Book Chapters

- Gilley, A., Godek, M. L. (2009). In Gilley, Gilley, Quatro, and Dixon (Ed.), *Compensation: An Overview* (pp. 149-154). Westport, CT: Praeger Publishers.
- Gilley, A., Gilley, J. W. (2009). In Gilley, Gilley, Quatro, and Dixon (Ed.), *Employment Law: An Overview* (pp. 219-224). Westport, CT: Praeger Publishers.
- Gilley, A., Gilley, J. W. (2009). In Gilley, Gilley, Quatro, and Dixon (Ed.), *Organizational Development and Change: An Overview* (pp. 361-367). Westport, CT: Praeger Publishing.
- Gilley, J. W., Anderson, S. K., Gilley, A. (2008). In Scott A Quatro (Ed.), *Moving Toward Ethical Integration and Acculturation in the HR Function and Profession*. Charlotte, NC: Information Age Publishing.
- Gilley, J. W., Gilley, A. (2007). *Organizational learning and performance*. Cambridge, MA: Business: The Ultimate Resource, Perseus Books.
- Gilley, A., Gilley, J. W. (2007). In Ron Sims (Ed.), *Organizational Development and Change* (pp. 495-514). Armonk, NY: Human Resource Management: Contemporary Issues, Challenges, and Opportunities, ME Sharpe, Inc..
- Gilley, J. W., Gilley, A. (2006). In Fennwick English (Ed.), *The History of Human Resource Management and Development* (pp. 479-485). Newbury Park, CA: Encyclopedia of Educational Leadership and Administration, Sage Publications.
- Gilley, J. W., Gilley, A. (2005). In R.R. Sims and S. A. Quatro (Ed.), *Developmental-servant leadership for human resource professionals* (pp. 239-259). Armonk, NY: Leadership: Succeeding in the Private, Public, and Not-for-profit sectors/M.E. Sharpe, Inc..
- Gilley, A., Drake, S. (2003). In Ann Gilley, Jamie Callahan, and Laura Bierema (Ed.), *Performance Management in the New Millennium* (pp. 105-122). Cambridge, MA: Performance Management/Perseus Books.

Gilley, J. W., Gilley, A. (2003). In Michael Marquardt (Ed.), *Philosophical Foundations of HRD: Implications for Practice*. New York, NY: UNESCO Encyclopedia of Business Issues/UNESCO Press.

Gilley, J. W., Gilley, A. (2002). *Organizational Learning and Performance* (pp. 301-302). Cambridge, MA: Business: The Ultimate Resource/Perseus Books.

Refereed Journal Articles

Gilley, A., Kerno, S. J. Groups, Teams, and Communities of Practice: A Comparison. *To appear in Advances in Human Resource Development*.

Gilley, A., McMillan, H. S., Gilley, J. W. (2009). Organizational Change and Characteristics of Leadership Effectiveness. *Journal of Leadership and Organizational Studies*, 16(1), 38-47.

Gilley, A., Godek, M. L., Gilley, J. W. (2009). The University Immune System: Overcoming Resistance to Change. *Contemporary Issues in Education Research*, 2(3), 1-6.

Gilley, A., Gilley, J. W., Kouider, E. Characteristics of Managerial Coaching. *To appear in Performance Improvement Quarterly*.

Gilley, A., Godek, M. L., Gilley, J. W. Change, Resistance, and the Organizational Immune System. *To appear in SAM Advanced Management Journal*.

Kuznia, K., Kerno, S. J., Gilley, A. Career Related Continuous Learning: Implications for Management Professionals. *To appear in Performance Improvement Quarterly*, 22(4).

Gilley, A., Gilley, J. W., McMillan, H. S. (2009). Organizational Change: Motivation, Communication and Leadership Effectiveness. *Performance Improvement Quarterly*, 21(4), 75-94.

Gilley, A., Dixon, P., Gilley, J. W. (2008). Characteristics of Leadership Effectiveness: Implementing change and driving innovation in organizations.. *Human Resource Development Quarterly*, 19(2), 153-169.

Gilley, A., Gilley, J. W. (2006). FERPA: What do faculty know? What can universities do?. *College and University Journal*, 82(1), 17-26.

Dirkx, J. M., Gilley, J. W., Gilley, A. (2004). Change theory in CPE and HRD: Toward a holistic view of. *Advances in Developing Human Resources*, 6((1)), 35-51.

Gilley, A. (2003). The Birkman method of career planning. *Career Planning and Adult Development Journal*, 19((2)), 137-149.

Gilley, J. W., Gilley, A., Quatro, S. A. (2002). Comparing the roles, responsibilities, and activities of transactional versus transformational roles in HRD. *Performance Improvement Quarterly*, 15((4)), 23-44.

Gilley, J. W., Gilley, A. (1998). The role of the integrated HR department in strategic planning. *The Quality Observer*, 7((4)), 22-45 and 44-45.

Periodicals

Gilley, A. (2009). In Steve Begnoche (Ed.), *Change: The Secret to Survival* (pp. A7). Ludington, MI: Ludington Daily News.

Other

Gilley, J. W., Gilley, A. (2007). *Three Ways HRD Professionals Can Improve Their Credibility*. ASTD Links.

Presentations Given

Gilley, A. (Presenter & Author), Midwest Academy of Management Conference, "Groups, Teams, and Communities of Practice," Midwest Academy of Management, Chicago, IL. (October 2009).

Gilley, A. (Presenter & Author), Society for the Advancement of Management Conference, "Change, Resistance, and the Organizational Immune System," SAM (Society for the Advancement of Management), Las Vegas, NV. (March 2009).

Gilley, A. (Presenter & Author), McMillan, H. S. (Presenter & Author), Midwest Academy of Management Annual Conference, "Organizational Change and Characteristics of Leadership Effectiveness," Midwest Academy of Management, St Louis, MO. (November 2008).

Gilley, A. (Presenter & Author), Dixon, P. (Presenter & Author), Gilley, J. W. (Presenter & Author), Midwest Academy of Management Conference, "Leadership Characteristics: Leading Change and Driving Innovation," Midwest Academy of Management, Kansas City, MO. (October 2007).

Gilley, A. (Presenter & Author), AHRD Annual Research conference, "Focus Group Design and Facilitation," Academy of Human Resource Development, Indianapolis, IN. (March 2007).

Gilley, A., Veterinary Medical School, "Performance Management," Colorado State University, Fort Collins, CO. (2005).

Gilley, J. W., Gilley, A. (Presenter Only), AHRD Annual Research Conference, "Cohort Graduate Programs: Creating a Sustainable Learning Community and Developmental Culture," Academy of Human Resource Development, Estes Park, CO. (February 2005).

Gilley, A., Alpha Kappa Psi Business Fraternity, "Wine or Whiskey? Secrets of Business Etiquette," Alpha Kappa Psi Business Fraternity, Big Rapids, MI. (2004).

Gilley, A., Alpha Kappa Psi Business Fraternity, "Survival Tips for the Corporate Jungle," Alpha Kappa Psi Business Fraternity, Big Rapids, MI. (2003).

Gilley, A. (Presenter & Author), US Navy ROTC meeting, "Leadership vs. Management," US Navy ROTC, Ames, IA. (October 2000).

Gilley, A., Food Science and Human Nutrition Dietetic Intern In Service, "Coaching." (September 2000).

Gilley, A. (Presenter Only), Gilley, J. W. (Presenter Only), IASBO meeting, "Building Effective Relationships and Teams In the Workplace," Iowa Association of School Business Officials, Des Moines, IA. (April 2000).

Contracts, Grants and Sponsored Research

Grant

Gilley, Ann, ""Strategies for Change", " Sponsored by IBM Center for the Business of Government, Private, \$20,000.00. (2007 - Present).

Awards and Honors

Book-of-the-Year Award, Academy of Human Resource Development (AHRD). (2000).

SERVICE

Department Service

Committee Member, Promotion / Merit Committee. (October 2009 - Present).

Committee Chair, Research Roundtable. (March 2009 - Present).

Committee Member, Mangement Department Scholarship Committee. (2007 - Present).

College Service

Committee Member, College of Business Scholarship Committee. (2007 - Present).

Committee Member, Masters Committee member. (2008).

Committee Member, Colorado State University PhD & Masters Committee. (2001 - 2006).

University Service

Facilitator, University Advancement and Marketing, FSU. (2006 - 2007).

Facilitator, University Advancement & Marketing. (February 2007).

Facilitator, University Advancement and Marketing, FSU. (2006).

Committee Member, Formative Feedback Group. (January 2006 - April 25, 2006).

Faculty Advisor, Alpha Kappa Psi. (2002 - 2003).

Faculty Mentor, CSU Honor's Program. (2002 - 2003).

Facilitator, CSU Training and Development Department. (2002 - 2003).

Faculty Advisor, Disc Golf Club. (2002 - 2003).

Faculty Advisor, Mountain Biking Club. (2002 - 2003).

Faculty Mentor, President's leadership Program. (2002 - 2003).

Facilitator, CSU Training and Development Department. (October 2002).

Facilitator, CSU Training and Development Department. (November 2001).

Facilitator, Iowa State University Foundation. (June 2001).

Guest Speaker, Academic leadership Forum, Iowa State University. (April 2001).

Professional Service

Reviewer, Grant Proposal, Social Sciences and Humanities Research Council of Canada. (2006 - 2008).

Editorial Board Member, Perseus Publishers, Cambridge, MA. (1999 - 2008).

Reviewer, Ad Hoc Reviewer, University of St. Francis, IL. (2005 - 2007).

Reviewer, Book, Praeger Publishers, Westport, CT. (October 2006 - February 2007).

Public Service

Committee Member, Western Michigan Fair Association, Ludington, MI. (2005 - 2008).

Developer - Study, Western Michigan Fair Association, MI. (April 2006 - November 2006).

Mr. Shirish Grover
Ferris State University
MGMT
(231) 591-2467
Email: Shirish_Grover@ferris.edu

Education

Masters in Human Resource Management, Rutgers University, 2003.
Major: Human Resource Management

Masters in Personnel Management, Pune University, 1996.
Major: Personnel Management

BS, Delhi University, 1993.
Major: Physics(Hons.)

PhD (ABD), University of Toronto.
Major: Human Resource Management
Supporting Areas of Emphasis: Industrial Relations
Dissertation Title: Examining the Role of Error Training and Metacognition in Computer Based Learning Environments

Professional Positions

Academic - Post-Secondary

Instructor, University of Toronto. (May 8, 2007 - April 30, 2009).

Graduate Teaching Assistant, University of Toronto. (September 10, 2004 - December 24, 2007).

Research Assistant, University of Toronto. (September 10, 2004 - September 10, 2007).

Professional

HR Manager, SAI Softek Inc.. (June 28, 2000 - June 8, 2002).

Assistant HR Manager, Spectranet Inc.. (October 11, 1998 - June 21, 2000).

HR Officer, Honda-Siel. (July 1, 1996 - October 10, 1998).

Professional Memberships

Academy of Management. (July 1, 2008 - Present).

Development Activities Attended

Workshop, "Lets Get It Together," Ferris State University. (October 6, 2009 - Present).

Workshop, "Rubrics Rock," Faculty Center For Training and Learning, Ferris State University.
(October 6, 2009 - Present).

Seminar, "Advising For Students," College of Business, Ferris State University. (August 31, 2009 - Present).

Seminar, "New Faculty Transition Program," Ferris State University. (August 31, 2009 - Present).

In Class Student Feedback Intervention, "Small Group Instructional Diagnosis," Faculty Centre for Training and Learning, Ferris State University. (September 15, 2009 - October 1, 2009).

Seminar, "New Faculty Training Program," Ferris State University. (August 17, 2009 - August 21, 2009).

Conference Attendance, "Annual Conference," Academy of Management. (August 7, 2009 - August 9, 2009).

SERVICE

College Service

Committee Member, Diversity Committee. (October 13, 2009 - Present).

Professional Service

Reviewer, Ad Hoc Reviewer, Academy of Management Annual Conference, Chicago, Illinois. (November 1, 2008 - February 28, 2009).

Dr. Carol L. Rewers

Ferris State University
MGMT
(231) 591-2447
Email: rewersc@ferris.edu

Education

MS, Michigan State University, 1992.
Major: Labor and Industrial Relations

MS, Western Michigan University, 1989.
Major: Public Health Administration

BS, Ferris State University, 1986.

AAS, Ferris State University, 1985.
Major: Nursing

Ph D, Capella University - College of Business.
Major: Organization and Management

Professional Positions

Academic - Post-Secondary

Assistant Professor, Ferris State University. (August 25, 2008 - Present).

Assistant Professor, Davenport University. (August 2007 - August 2008).

Adjunct faculty and full-time temporary positions in the School of Allied Health and College of Business., Ferris State University. (August 2002 - May 2005).

Adjunct Faculty, Lansing Community College, Health Careers Department. (April 1989 - January 1991).

Professional

Assistant Vice President, Nursing Operations, Sparrow Health System. (March 1998 - August 2002).

Department Manager, Women's Pavilion, Sparrow Health System. (March 1995 - August 2002).

Clinical Director of Medical and Oncology Services/Patient Care Director, Middle Tennessee Medical Center. (March 1994 - March 1995).

Assistant Department Manager - Women's Pavilion, Sparrow Hospital. (September 1992 - February 1994).

Data Manager - Department of Medicine, Michigan State University. (September 1989 - June 1992).

Director of Professional Services, Upjohn Healthcare Services. (May 1988 - May 1989).

Staff Nurse - Medical Unit and Intensive Care Units, Ingham Medical Center. (June 1986 - 1988).

Professional Memberships

American College of Healthcare Executives. (2004 - 2005).

American Society of Public Administrators. (2002 - 2004).

American Organization of Nurse Executives. (2001 - 2002).

Michigan Organization of Nurse Executives. (1999 - 2002).

Development Activities Attended

Tutorial, "FerrisConnect Online Training," FSU.

Workshop, "New Faculty Advising Workshop," FSU. (July 22, 2009).

New Faculty Transition Programs, "Multiple Programs 2008-2009," FSU. (August 2008 - April 2009).

Workshop, "New Advisor Training," FSU. (April 28, 2009).

Grant and Research Education Series, 2008-2009, "Multiple Sessions -Grant and Research Education Series, 2008-2009," FSU. (September 2008 - March 2009).

Seminar, "Six Sigma Training," Ice Mountain. (2005).

Conference Attendance, "Legal Mandates - HIPPA." (2003).

Seminar, "Grant Writing Seminar." (2003).

Awards and Honors

Sparrow Nurse Manager of the Year, Sparrow Hospital. (2002).

Leadership Recognition, Gallup Survey. (2001).

Associate of the Month. (June 1997).

Nurse of the Year Nomination, Ingham Medical Center. (1988).

Vice President of Ferris State University Nursing Class. (1984).

RESEARCH

Published Intellectual Contributions

Other

Lyman, S. B., Rewers, C. L. (2006). *ISO 9000 and Supplier Ethics*. MBAA Conference.

Presentations Given

Rewers, C. L. (Presenter & Author), Lyman, S. B. (Presenter & Author), MBAA 2006 Conference, "ISO 9000 and Supplier Ethics," MBAA, Chicago, IL. (March 2006).

Rewers, C. L., Backpack to Briefcase Conference, "Motivational Speaker," FSU. (2002).

Awards and Honors

2008 Best Paper Award, Business and Health Administration Association (BHAA). (April 2008).

SERVICE

University Service

Committee Member, Alumni Relations Board of Directors, FSU. (2001 - 2005).

Professional Service

Committee Member, Current and Future Concepts in Women's Health Planning Committee.

Guest Speaker, Labor Relations/Negotiations for College of Allied Health, Big Rapids, Mi. (April 2004).

Committee Member, Centerpoint Conference Planning Committee. (1997 - 2001).

Committee Member, Oncology Conference Planning Committee. (1994).

Public Service

Committee Member, Children's Miracle Network Planning Committee. (1999 - 2000).

Committee Member, United Way, Planning Committee. (1998 - 2000).

Co-Chair, United Way, Planning Committee. (1998 - 2000).

Ryan Skiera
Ferris State University
MGMT
Email: skierar@ferris.edu

David Steenstra Ph.D.
Ferris State University
MGMT
(231) 591-5297
Email: david_steenstra@ferris.edu

Education

Ph D, Michigan State University, 1985.
Major: Higher Education

MBA, Central Michigan University, 1975.
Major: Marketing

BS, Central Michigan University, 1972.
Major: Management

Ph D, The University of Michigan.
Major: Adult Education
Dissertation Title: College Honors Programs: An Issue of Perception

Professional Positions

Academic - Post-Secondary

Adjunct Faculty, Carlson Graduate School of Management, University of Minnesota. (2002).

Advanced Leadership Training, Michigan State University, Cooperative Extension. (1998).

Visiting scholar, St. Petersburg State University, St. Petersburg, Russia. (1997).

Visiting scholar, Hogeschool, Amsterdam, Netherlands. (1996).

Arkansas State University, Adult Learning Executive Management program. (1993).

Adjunct Faculty, Aquinas College Graduate School. (1989).

Adjunct Faculty, Muskegon Community College. (1987).

Adjunct Faculty, Detroit College of Business. (1983).

Faculty, Davenport University. (1975 - 1981).

Adjunct Faculty, Grand Valley State University. (1980).

Professional

Owner, D. J. Steenstra Company. (1980 - Present).

CEO, Hamilton Farm Bureau. (1997 - 2002).

Professional Memberships

ASTD.

SHRM.

Development Activities Attended

Workshop, "Wharton Business School Implementing Strategy," Wharton Business School. (2002).

Workshop, "Harvard Business School Strategic Management." (2001).

Workshop, "Michigan State University Strategic Management." (2000).

Workshop, "The University of Chicago Strategic Management." (1999).

RESEARCH

Presentations Given

Steenstra, D. (Presenter Only), Civility Conference, Kent County Michigan, Grand Rapids. (February 2009).

Steenstra, D. (Presenter Only), Regional Business Conference, ""The Cost of Doing Business", " Grand Rapids Nursery and Landscape Professionals, Grand Rapids. (December 2008).

Steenstra, D. (Presenter Only), Leadership Excellence, ""We Don't Make Widgets", " Kent County, Grand Rapids. (November 2008).

Steenstra, D. (Presenter & Author), CMED, Management Education, "Presentation to College Executive Education Managers," Amelia Island, FL. (2004).

Steenstra, D. (Presenter & Author), Holland Chamber of Commerce, Holland Chamber of Commerce, Holland, MI. (2003).

Steenstra, D. (Presenter & Author), CMED - College Corporate Trainers, "Conference on Management development," Phoenix, AZ. (2002).

Steenstra, D. (Presenter & Author), Grand Rapids Chamber of Commerce, Grand Rapids Chamber of Commerce. (1996).

SERVICE

Public Service

Board Member, Michigan Certified Development - SBA. (2000 - 2009).

Leadership Development, Kent County, Michigan, Grand Rapids, MI. (2000 - 2008).

Facilitator, Kent County Court Probation Officers, Grand Rapids, MI. (2006 - 2007).

Board Member, Innotec Corporation. (1999 - 2006).

Board Member, Holland Area Chamber of Commerce, Holland, MI. (2003).

Board Member, Allegan County ISD Task Force. (2002).

Board Member, Allegan County Economic Development Corporation. (2001).

Board Member, Farm Credit Services. (1989 - 2001).

Board Member, Venturi/Bissell, Inc.. (2000).

Advisor/Judge, Junior Achievement. (1997 - 1998).

Board Member, Hamilton Farm Bureau. (1997).

Board Member, West Michigan St. Petersburg Cultural Exchange. (1997).

Facilitator, Chippewa Hills High School Board, Remus, MI. (1995).

Consulting

Academic, University of St. Thomas, Minneapolis, Minnesota. (2008 - 2009).

For Profit Organization, Gentex Corporation. (2003 - 2009).

Government, Kent County, MI, Grand Rapids, MI. (2003 - 2009).

For Profit Organization, Steelcase. (2003 - 2009).

Lacks Enterprises. (1985 - 2009).

For Profit Organization, Perkins Logistics. (2007 - 2008).

For Profit Organization, Wolverine World Wide. (2007 - 2008).

For Profit Organization, Spartan Stores. (2007).

For Profit Organization, Innotec Corporation. (1993 - 2007).

For Profit Organization, Cascade Engineering. (2006).

For Profit Organization, Foremost Insurance. (2006).

For Profit Organization, Amway Corporation. (2002 - 2005).

For Profit Organization, Alcoa Aluminum/Howmet Castings. (1991 - 2005).

Spence Tower
Ferris State University
MGMT
(231) 591-3163
Email: towers@ferris.edu

Education

- Ph D, Michigan State University, 1999.
Major: Organizational Behavior
Dissertation Title: Reactions to Negative Feedback: The Influence of Goal Orientation, Self-Efficacy, and Public or Private Feedback Deliver on Task Choice and Changes in Self-Efficacy
- MA, Western Illinois University, 1983.
Major: College Student Personnel
- BS, Aquinas College, 1981.
Major: Business & Psychology, Double major

Professional Positions

Academic - P-12

Career Development Specialist, Newaygo County Intermediate School District. (March 1990 - June 1991).

Academic - Post-Secondary

- Adjunct Faculty, Central Michigan University. (January 1997 - August 2006).
- Research Assistant, Michigan State University, Department of Management. (August 1993 - December 1996).
- Teaching Assistant, Michigan State University. (August 1991 - June 1993).
- Adjunct Faculty, Aquinas College. (January 1987 - March 1990).
- Director of Counseling, Aquinas College. (August 1986 - March 1990).
- Director of Family Student Housing, University of California at Santa Barbara. (January 1986 - August 1986).
- Student Activities Director, University of Pittsburgh, Semester at Sea Program. (May 1985 - August 1985).
- Resident Director, University of California at Santa Barbara. (August 1983 - August 1985).
- Assistant Residential Complex Director, Western Illinois University. (August 1981 - March 1983).
- Counselor, Western Illinois University Counseling Center. (August 1982 - December 1982).
- Residence Life Coordinator, University of North Carolina at Charlotte. (May 1982 - August 1982).

Professional

Residence Hall Director, University of North Carolina at Charlotte. (May 1982 - August 1982).

Factory Worker, Federal Mogul Corporation. (May 1981 - September 1981).

Factory Worker, Federal Mogul Corporation. (May 1979 - August 1979).

Licensures and Certifications

State Of Michigan Teaching Certification. (1981).

Development Activities Attended

Conference Attendance, "Asynchronous Learning Networks (online course design)," The 13th Sloan-C International Conference. (2007).

Conference Attendance, "Michigan's New Tax Reform: What it Means for Small Business," M-Tech Center. (2007).

"Tour/discussion," Fuel Systems, LLCC. (2007).

Seminar, "John Tagg's presentation on student learning.." (2007).

Workshop, "How Do You Know What You Want Students to Learn," Faculty Center for Teaching & Learning. (2007).

Workshop, "Putting Your Course On-line," Faculty Center for Teaching and Learning. (2007).

Workshop, "Using Macromedia Flashplayer," Faculty Center for Teaching & Learning. (2007).

Workshop, "Ferris Connect Training," FSU. (August 2007).

Conference Attendance, "Toyota Supplier Relations Conference." (2006).

College of Business Colloquium, "Structural Equation Modeling," College of Business, FSU. (2006).

Facilitator-In-Training, "'Peerspectives' Rountable," Edward Lowe Foundation. (2006).

Seminar, "New Faculty Transitions Program Series." (2006).

Seminar, "New Faculty Transitions Program Series." (2006).

Seminar, "New Faculty Transitions Program Series." (2006).

Seminar, "New Faculty Transitions Program Series." (2006).

Workshop, "Biology of the Brain Learning Community," Faculty Center for Teaching and Learning. (2006).

Workshop, "Using RSS Feeds for Teaching and Research," Faculty Center for Teaching & Learning. (2006).

Workshop, "Day Long FSU Faculty Writing Retreat," FSU. (October 2006).

Conference Attendance, "Academy of Management International Conference," Academy of Management. (2005).

Workshop, "Learning effectiveness: Active learning in the classroom," Central Michigan University. (2005).

Workshop, "Small Business Funding," Michigan Small Business and Technology Development Center. (2005).

Workshop, "Using Blackboard: Rationale and Procedures," Central Michigan University. (2005).

Workshop, "Using Problem-Based Learning in the Classroom," Central Michigan University, Faculty Center for Innovative Teaching. (2005).

Workshop, "Blackboard Institute," Central Michigan University, Faculty Center for Innovative Teaching. (2004).

Workshop, "Coaching: Leadership in Action," Grand Rapids Association for Human Resources Management. (2004).

Workshop, "Publish and Flourish: Become a Prolific Scholar," Office of Research and Sponsored Programs, Central Michigan. (2004).

Workshop, "SAP Overview," SAP University Alliance, Western Michigan University. (2004).

Workshop, "Establishing a Scholarly Agenda," Office of Research and Sponsored Programs, Central Michigan University. (2003).

Workshop, "International Faculty Development Seminar," Central Michigan University. (2003).

Workshop, "Putting Your Course Online: A How-to for Faculty," Central Michigan University, Office of Independent Learning and Distance Learning. (2003).

Workshop, "Michigan Competitiveness Conference - The Human Investment," Michigan Economic Development Corporation and the Michigan Business Roundtable. (2002).

Workshop, "Raising Academic Standards: An Institutional Priority," Academic Senate, Central Michigan University. (2002).

Workshop, "Web Publishing with Microsoft FrontPage," Central Michigan University, Information Technology Services. (2002).

Workshop, "Detecting Plagiarism: Legal and Ethical Implications," Central Michigan University, Faculty Center for Innovative Teaching. (2001).

Workshop, "Teaching Ethics in Business," Central Michigan University, Dean of College of Business. (2001).

Training, "Teaching/Facilitating Purely Internet-based Organizational Behavior Courses," Cardean University. (2000).

Workshop, "Teaching International Students: Opportunities and Challenges," Central Michigan University, College of Graduate Studies. (2000).

Workshop, "Using Technology in the Classroom: Computer Projection Equipment," Central Michigan University, College of Business. (2000).

Workshop, "Sexual Harassment Issues for Faculty," Central Michigan University. (1999).

Workshop, "Employment and the Americans with Disability Act (ADA)," Office of Affirmative Action, Central Michigan University. (1998).

Training, "Carlson Learning Company's Employee- and Team-development Materials (DiSC system)." (1986).

Training, "Conflict Resolution," San Fransisco Center for Conflict Resolution. (1985).

RESEARCH

Published Intellectual Contributions

Books

Tower, S., Winters, D., Wagner, J. A. (2005). *Organizational Behavior: Securing Competitive Advantage* (pp. Pages 60-63). South-Western.

Tower, S., Ilgen, D. R., Major, D. A. (1994). *Organizational Behavior: The state of the Science, "The cognitive revolution in organizational behavior"* (pp. Pages 1-22). New Jersey: Erlbaum.

Refereed Journal Articles

Tower, S., Barber, A. E., Hollenbeck, J. R., Phillips, J. M. (1994). The Effects of Interview Focus on Recruitment Effectiveness: A Field Experiment. *Journal of Applied Psychology*, 79, 886-896.

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.

Presentations Given

Tower, S. (Presenter Only), Michigan Business Educators Association Annual, "Partners: Why aren't they interested?." (October 2009).

Tower, S. (Presenter Only), 20th International Conference on Teaching and Learning, "Staying Sane: Time-Saving Tips (17+) for Teaching Online," Jacksonville, Florida. (April 2009).

Tower, S. (Presenter Only), COB Colloquium, "Time Saving Tips for Teaching Online," COB Colloquium. (December 2008).

Tower, S. (Presenter Only), Lilly North, "Time Saving Tips for Online Teaching; Boosting Effort: Five Minutes of Theory and Fifteen Minutes of Suggestions." (2008).

- Tower, S. (Presenter Only), Lilly North 2008, "Joining the Teaching- Tech Wrb 2.0 Parade: Why are Professors' so Reluctant?." (2008).
- Tower, S. (Presenter Only), Lilly North 2008, "Time Saving Tips for Online Teaching; Boosting Effort: Five Minutes of Theory and Fifteen Minutes of Suggestions." (2008).
- Tower, S. (Presenter Only), COB Colloquium, "Time Saving Tips for Online," COB Colloquium. (December 4, 2008).
- Tower, S. (Presenter Only), E-Learn--World Conference on E-Learning in Corporate, Government, Healthcare, & Higher Education, "Turning Theory into Action via E-outreach: A Successful Example of Motivating People," Las Vegas. (November 2008).
- Tower, S. (Presenter Only), World Conference on E-Learning I Corporate, Government, healthcare, & Higher Education, "Turning Theory in Action via E-outreach: A Successful Example of Motivating People." (November 2008).
- Tower, S. (Presenter Only), New-Faculty Orientation, "Continuous transitions toward better teaching: Helping students give you what they want to give you." (August 2008).
- Tower, S. (Presenter Only), Tower, G. (Presenter Only), Plummer, J. (Presenter Only), Ridgewell, B. (Presenter Only), Goforth, E., College Teaching & Learning (TLC) Conference, "Intellectual Capital Capabilities Of Australian Universities In Relation To Science, Humanities, And Technology," Salzburg, Austria. (June 2008).
- Tower, S. (Presenter Only), Tower, G. (Presenter Only), Plummer, J. (Presenter Only), Goforth, E. (Presenter Only), European Applied Business Research Conference, "Failing The Final Exam in Eqaul Employment And Opportunity," Salzburg, Austria. (June 2008).
- Tower, S. (Presenter Only), Tower, G. (Presenter Only), Plummer, J. (Presenter Only), Ridgewell, B. (Presenter Only), Goforth, E., European Applied Business Research Conference, "The World's Best Anglo-American Universities' Knowledge Management Attributes," Rothenburg ob der Tauber, Germany. (June 2008).
- Tower, S. (Presenter Only), Tower, G. (Presenter Only), Plummer, J. (Presenter Only), Ridgewell, B. (Presenter Only), Goforth, E. (Presenter Only), The College Teaching & Learning (TLC) Conference, "Equity And Diversity In Tertiary Institutions," Rothenburg ob der Tauber, Germany. (June 2008).
- Tower, S. (Presenter Only), International Conference on Industry, Engineering, and Manufacturing Systems, "We Need Air: Why Are our Own Employees Smothering Our Learn Supply-Chain Initiatives." (March 2008).
- Tower, S. (Presenter & Author), COB Colloquium, "Can it be? Yesitcan: A relevant easy-to-use model to motivate students--that is also theory based," COB Colloquium. (January 17, 2008).
- Tower, S. (Presenter & Author), 2007 Campus Job Fair, "The Three Essentials: What Employers Crave," FSU, Big Rapids, MI. (2007).
- Tower, S. (Presenter & Author), Eli Lilly North Conference on College Teaching, "If One Works, Let's Do More! Experiential Learning: Using a Sequence of Simulations to Enhance Understanding," Traverse City, MI. (October 2007).
- Tower, S. (Presenter & Author), Lilly Conference on College Teaching, "P = f(A x M X 0): Are We a Factor of Our Student's Performance?," Traverse City, MI. (October 2007).

- Tower, S. (Presenter & Author), McCarthy, B., MC-ICE 2007, "Removing Internship Participation Barriers: Six Ways to Motivate Faculty, Students, and Even Employers," Michigan Council for Internships and Cooperative Education, Bay City, MI. (June 2007).
- Tower, S. (Presenter & Author), McCarthy, B. (Presenter & Author), Western Business Management Conference, "Who Should Be Doing What: Helping Students with Career Decisions," Las Vegas, Nevada. (December 2006).
- Tower, S. (Presenter & Author), International Conference on Industry, Engineering, and Management, "Strategic Decisions: Acknowledging the Neglected Human Component," Cocoa Beach, Florida, US. (2006).
- Tower, S. (Presenter & Author), Leadership Institute, "Removing Barriers: Six Ways to Motivate Students, Subordinates, and Significant.," Mt. Pleasant, MI. (2006).
- Tower, S. (Presenter & Author), Towers, R. S. (Presenter & Author), Eli Lilly North Conference on College Teaching, "Building Cohesive Student Teams: Three Activities You Can Use Immediately," Traverse City, MI. (2005).
- Tower, S. (Presenter & Author), Siers, B. (Presenter & Author), International Association of Management, "Why so distracted? The impact of dispositional goal orientation and feedback characteristics on cognitive interference during task activity.," Association of Management/International Association of Management, Norfolk, VA. (2005).
- Tower, S. (Presenter & Author), Academy of Management, "Men's Insistence on Showing Competence: Illustrating Gender Differences within Goal Orientation Research," Academy of Management, New Orleans, Louisiana. (2004).
- Tower, S. (Presenter & Author), Lilly North Conference on College Teaching, "Performance Measurement as a Motivator: Theory-Based Applications to Arouse and Eager Want in your Students, Your Peers, Your Bosses, and Even Yourself!," Traverse City, MI. (2004).
- Tower, S. (Presenter & Author), Eli Lilly Conference, "Can It Be? Yes It Can! A Relevant, Easy-to-use Model to Motivate Students That Is Also Theory-Based.," Traverse City, MI. (2003).
- Tower, S. (Presenter & Author), International Conference on Industry, Engineering, and Management, "Staying Put in the Comfort Zone: Dispositional and self-efficacy influences on avoiding challenge.," Cocoa Beach, Florida, US. (2003).
- Tower, S. (Presenter & Author), Supervision Excellence Series, "Leadership Styles: Using the Myers-Briggs Type Indicator," Mt. Pleasant, Michigan. (2003).
- Tower, S. (Presenter & Author), National Charter Schools' Institute of Development and Performance, "Understanding and Motivating Your Employees," Central Michigan University, Mt. Pleasant, MI. (2001).
- Tower, S. (Presenter & Author), Midwest Academy of Management Conference, "Examining Strategic Awareness and Communication Efficiency Within Teams," Midwest Academy of Management, Ann Arbor, MI, US. (1997).
- Tower, S. (Presenter & Author), Executive Management Development Series, "Thinking Big: Strategic Issues for the 21st Century," Aquinas College, Grand Rapids, MI. (1996).
- Tower, S. (Presenter & Author), Executive Management Development Series, "Thinking Big: Strategic Issues for the 21st Century," Aquinas College, Grand Rapids, MI. (1996).

Tower, S. (Presenter & Author), International Association of Management Conference, "The Role of Communication Efficiency in Teams with Distributed Expertise: Applications of the Multi-level Theory," International Association of Management, Toronto, Canada. (1996).

Tower, S. (Presenter & Author), Midwest Academy of Management Conference, "The Effects of Negative Feedback on Self-efficacy Resilience and Future Task Choices: Work in Progress," Midwest Academy of Management, South Bend, Indiana, US. (1996).

Tower, S. (Presenter & Author), Organizational Behavior Teaching Conference, "Theory to Practice: Literative Review Group Discussion on Applications of Goal Orientation Theory to Work Settings and College Classrooms," Ypsilanti, Michigan. (1996).

Tower, S. (Presenter & Author), Organizational Behavior Teaching Conference, "Using Short Writing Assignments to Promote Personal Reflection and Content Application," Ypsilanti, MI. (1996).

Tower, S. (Presenter & Author), Organizational Behavior Teaching Conference, "Introductory Exercises Involving Both Content and Process Issues for OB/Management/HR Courses," Ypsilanti, MI. (1996).

Intellectual Contributions in Submission

Other

Tower, S., Boras, W., Marion, D., Crandall, T. *Fleet Management Collaboration*.

SERVICE

Department Service

Department Adjunct Reviewer. (2006 - 2007).

College Service

Marshall, College of Business Commencement Ceremony. (2007).

Judge, 2007 Regional DECA Conference. (2006 - 2007).

Committee Member, College of Business Core Appraisal Team - Focus Group. (2006 - 2007).

Committee Member, College of Business Planning leadership Committee. (2006 - 2007).

Committee Member, Management Department Head Search Committee. (2006 - 2007).

Committee Member, MGMT 301 Revision Committee. (2006 - 2007).

Attendee, Meeting, Business Professionals Day. (March 2007).

University Service

Committee Member, Faculty Center for Teaching and Learning, Advisory Committee. (2007 - 2008).

Professional Service

Reviewer, Journal Article, Academy of Management. (2006).

Reviewer, Book, Pearson Prentice Hall, Management. (2005).

Reviewer, Journal Article, Organizational Behavior and Human Decision Processes Journal. (1995).

Public Service

Guest Speaker, Commencement Speaker, Central Michigan University Master of Science Administration, Winnipeg. (2004 - 2005).

Consulting

Non-Governmental Organization (NGO), Girl Scouts of Michigan Trails. (1997).

For Profit Organization, Armstrong Laboratory, Brooks Air Force Base, San Antonio, TX. (1995).

For Profit Organization, Independent Bank. (1994).

For Profit Organization, Walker Manufacturing, A Tenneco Corporation subsidiary, Michigan, Mississippi and Ontario, Canada. (1994).

Butterworth HMO, Aetna Corporation Subsidiary. (1988).