Business Administration
2012 Program Review
8/15/12

Committee Members:
Ashraf Afifi, Ph.D.
Maude Bigford, M.A.
C.J. Bolling, Ph.D.
Sharon George, Ph.D.
Carri Griffis, Graduation Secretary
Karen Ottobre, Management Department Secretary
Carol Rewers, Ph.D.
William Smith, J.D./M.B.A.
David Steenstra, Ph.D., Management Department Head & Chair of Academic Program Review

Table of Contents

Section 1: Overview

The Bachelors of Business Administration program is the largest program in the College of Business and one of the largest at Ferris State University. It provides the student with a basic foundation for a career in business yet offers the opportunity to pursue a specific 12 credit concentration, 18 credit minor, or a 21 credit concentration in a professional career area of interest generally found outside of the College of Business. A major in business administration is the universal decree recognized by all employers. Students choose what they want to complete depending on their career aspirations and goals for the future.

A. Program Goals

1) Provide the basic skills needed by the present day employer.
2) Provide universal skills needed to not only be hired, but to be advanced.
3) Instill the significance of dealing with change, uncertainly and the need for lifelong learning.
4) Prepare the student for the globalization of business and the workforce.
5) Be responsive to changing workforce needs through monitoring of the workplace and close affiliation with employers.
6) Provide opportunities for student interaction with employers and the work place.

The goals of the program have been revised since the last review to reflect what the program should provide. Prior goals concentrated on what a student should be able to do after graduation. Such a listing better serves as a form of measurement. The program's overall goal is not simply to give the student specific skills to make him/her instantly hirable, the goal is also to provide the student with universal skills upon which to build a career and an awareness of the quickly changing marketplace. Our new goals are designed to prevent our graduates from being placed in the "first hired, last promoted" category.

The goals were established by the faculty after discussions with the Business Administration program advisory board and after examining surveys conducted among alumni, faculty, graduating students, employers, and graduate follow-up surveys. The program faculty closely monitors industry needs and adjusts their course content to reflect the results of their research.
The goal of providing students with the basic skills needed for the present day employer takes the student from the class room and puts him/her into a job. The student will understand the latest theories, methods, concepts and applications being adopted in today's business world knowing both the how and the why. The student will be of instant value to the employer.
The world of business is changing at the speed of light. Today's students are entering a world of instant obsolescence, a high state of ambiguity, and a work place where knowing a specific job skill will get them hired but not promoted or guarantee a lasting career. The goal of providing the universal skills needed to not only be hired, but to be advanced, includes, but is not limited to, communication, critical thinking, statistical analysis, and the why not just the how of performing a task.

The above goal is coupled with the goals of instilling the significance of dealing with change, uncertainty, the need for lifelong learning and preparing the student for globalization. In order for the student to grasp the importance of being flexible and opened minded, they must be made aware of the instantaneous nature of change and its role in the student's attempt to compete. Although the Business

Administration program requires specific courses such as communication, supply chain management, human resource management, statistics, ethics, team dynamics, and international business, the topics are also infused in other courses throughout the program's curriculum. The student is constantly being reminded of the importance to his/her career of all the program subjects, not just those directly related to obtaining a specific job.

The program advisory board consists of local and regional employers. The needs of those employers have changed. Their businesses are now more closely intertwined with the national and international market. The time has passed for the business administration program to focus on providing students careers specifically aimed at the community and regional market place. Such skills are no longer unique. When we are preparing our students for the world market we are simultaneously preparing them for the local and regional market.

Increasingly the future success of a student relies on mobility, adaptability, and acceptance of change. Over 90% of the program enrollees are from the state of Michigan. The program must prepare them for accepting a job or transfer, not only out of the local community or state, but out of the country. Part of that preparation is in the form of globalization of our courses and the availability of study abroad programs. If the student is to pursue a career, he/she must be prepared for the global market place. The competition for jobs and a career is no longer local or regional; it includes China, India, Mexico and the rest of the developing world.

Below are the mission statements of both Ferris State University and the College of Business.

Ferris State University Mission Statement

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

College of Business Mission Statement

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

The goals of the Business Administration program directly reflect the following sections of both the Ferris State University's and the College of Business's mission statements
Ferris State University: ……"prepares for successful careers, ….lifelong learning". "Ferris serves our rapidly changing global economy and society." College of Business: "We shall be noted for being responsive to changes in workforce needs; building/maintaining good relationships with employers and community; preparing our students to excel in a global environment; and providing high-quality interns and graduates who meet and exceed employer expectations, deal effectively with change, and are committed to lifelong learning."

The Business Administration goals address all of the above sections: the basic skills needed for the present day employer, universal skills needed to not only be hired, but to have a career, the significance of dealing with change, uncertainty and the need for lifelong learning, the globalization of business and the workforce, being responsive to changing workforce needs through monitoring of the workplace and close affiliation with employers and providing opportunities for student interaction with employers and the work place.

B. Program Visibility and Distinctiveness

The Business Administration program provides students an opportunity to design their own concentration. Once a student identifies a career preference they select a minor or certificate that will work to meet their end goals for employment. They can also work with their advisor to pick classes to meet the educational endeavors of their choice to make them more marketable in the area they choose. This is probably why when the Alumni Surveys came back every one had a different position title listed.

The main competitors of the Ferris State University, College of Business, Business Administration major (COB Bus Ad) are Baker College and Davenport, Grand Valley State (GVSU), Central (CMU) and Western Michigan (WMU) Universities. Because students are not admitted to Michigan State University's College of Business (MSU) until their junior year, MSU is not listed as a direct competitor. COB Bus Ad has a distinct advantage over MSU. COB Bus Ad will admit students at the beginning of their freshman year directly into the Bus Ad program. For an incoming freshman who is not university specific, the certainty of direct admittance plays a large role in their decision making progress.

All College of Businesses award a bachelor's degree in business administration, which is the degree all students receive when they graduate from Ferris State's College of Business (FSU COB). The basic core requirements are generally similar among all of the institutions; it is the majors within the degree and the individual major requirements that mark the difference. None of FSU COB competitors offer a major in business administration. The most similar major offered is a major in management from WMU; the remaining intuitions offer a major in general business. This gives FSU COB two advantages, one semantically and the other content. When listing job requirements, the term most often used by employers to describe a desired business major is business administration, not general business. The term general business is often associated with an associate's degree.

FSU COB content advantage is in keeping with the FSU historical mission of providing a practical career orientated education. The FSU COB Bus Ad major provides the student with the flexibility to combine a degree in business administration with a profession found outside of the college of business. Within the major, the student is able to design a 21 credit program concentrating on a collateral career such as construction, health care, heavy equipment, plastic, child care, or manufacturing, to name just a few. Today's students recognize that their chosen profession is also a business. History is filled with technical genius that ended in ruin due to lack of business skills. FSU COB competitors do not offer such an extensive opportunity to students who want to pursue a specific traditionally non business career path.

There are elements of our competitors' programs that FSU COB Bus Ad should consider. CMU includes critical thinking skills in the student's first year. FSU COB infuses critical thinking in our core and major required courses. Without interfering with the ability of our students to build a 21 credit career concentration, the introduction of critical thinking skills earlier in the student's FSU COB experience should be explored.

GVSU appears to be the most aggressive with their business programs. A three credit internship is required; internships are an option within the FSU COB program. Internships have proven to significantly increase employability, thus making GVSU graduates potentially more desirable.

Jointly with MSU, GVSU offers a six year BBA/JD program. The student must start GVSU as a freshman, and by the spring of his/her junior year meet strict requirements including a set LSAT score and an overall 3.5 GPA. The successful applicant will then be admitted into the MSU law school at the end of the student's third year at GVSU. The concept of tying the FSU COB program to a graduate field of study should be examined.

The program is growing. From academic years 2008/09 to 2011/12, the program has continually increased in number of students from 402 students to 496. That is a 23% increase. In comparison, the management department grew by 14% and the College of Business by 6.5%. During that same time periods, the average ACT scores of the students has risen. This is a strong indicator that the program's popularity is growing and doing so within a highly qualified student population. The growth is particularly impressive because the major is a long standing traditional program not a new trendy fade.

C. Program Relevance

According to a survey conducted in the fall of 2011by the National Association of Colleges and Employers (NACE), employers looking to hire new college graduates expressed most interest in business, engineering, and computer sciences graduates. Marilyn Mackes, NACE executive director, reports the specific disciplines of targeted interest include accounting; finance; business administration; and mechanical, electrical, and computer engineering.

A 2011 survey of employers by the corporate consulting firm of Challenger, Gray & Christmas, ranked a business administration degree as #2 in their the top six degree disciplines that offer the best odds of helping students find employment.
The program is quick to respond to change. In 2003, recognizing the strong need for basic business skills among persons with specific technical and other professional career skills, the COB management department commenced a revamping of the business administration major. The revamping was aimed at two audiences: One, individuals who already held an associates or bachelor's degree in a career path profession, but also desired a degree in business and two, those who did not have a career path degree, yet wanted a business education as a foundation for an occupational career, the main focus of which, was not generally found in the college of business. The first group was accommodated with a new Business Administration - Professional Track degree. The second group was accommodated by reorganizing the traditional business administration major to allow for specific 12 credit concentrations, 18 credit minors, or a 21 credit concentration in a professional career area of interest. Examples were given earlier in this report.

The revamping is an ongoing process. Most recently, in response to the ever growing use of teams, the organizational behavior course was redesigned to focus on teams and renamed Team Dynamics. An emphasis on critical thinking skills have also emerged with professors attending faculty advancement courses in critical thinking and then infusing critical think principles into their individual bus ad courses.

Job/Labor Market Analysis
The purpose of this section is to assess the prospects that BUAD graduates face in terms of job/career opportunities available to them. The BUAD degree helps the degree holders to access varied positions in almost all sectors and industries including retail, education, government and private business. It also helps the degree holder to access graduate education programs. An online Degree provider lists sixty job descriptions, under the heading: What Kind of Job Can I Get with a Degree in Business Administration? The average salaries they quote for these positions range between $25,000 and $116,000. (See Appendix a)

The current Ferris Survey of Employers for the BUAD degree yielded 19 respondents. Each responding establishment held between one and 6,000 employees, making the average of 367 employees per employer. 47.4% of these employers expect to hire, adding 13 positions, in total, for BUAD degree holders at various levels of their organizations. The salaries they offer for prospective employees range between $24,000 and $75,000. None of the responding employers expected to reduce the number of existing BUAD positions that they currently have. (See answers to questions 1 through 7 of the Survey of Employers for BUAD)

The current Ferris Survey of Alumni for BUAD degree yielded 73 respondents. Out of those BUAD alumni 94.5% are presently employed. About 80% of employed respondents reported salaries above $40,000, and about 17% reported salaries exceeding $100,000. (Here can insert table of q8 from Ferris Survey of Alumni for BUAD, or refer to it below). Also, approximately 88% of respondents were either "Satisfied" or "Very Satisfied" with their BUAD degrees as career preparation, and about a third of them reported attending graduate school. (See answers to questions 2, 8, and 12 of the Survey of Alumni for BUAD)

A cursory look at information available at the U.S. Bureau of Labor Statistics website (bls.gov) provides a broader economy wide view of job prospects for BUAD graduates. As Table 1.1 "Employment by major occupational group, 2010 and projected 2020" shows**, "**Management Occupations" (BLS code: 11-0000) had a median annual wage of $91,440 in 2010, and job numbers are expected to grow by 7% over the decade ending in 2020. The same table also shows "Business and Financial Operations Occupations" (BLS code: 13-0000) had a median annual wage of $60,670 in 2010, and are expected to grow by 17.3% over the same decade.

For more narrowly defined managerial occupation lines, the BLS provides some separate data in summary tables. The table for "Industrial Production Managers" gives 2010 Median Pay at $87,160 per year, and estimates the jobs growth rate at 9% over the decade 2010-2020. Another summary table for "Management Analysts" shows estimates of 2010 Median Pay at $78,160 per year and the jobs growth rate at 22% over the same decade ending in 2020. (See Appendix b for BLS data cited above). The data described above indicate that BUAD degrees represent valuable skills and abilities that help graduates access good jobs and career opportunities. This is made clear from the salary ranges cited above. Both locally generated data from Ferris surveys, and national data from the BLS, agree that the demand by employers for BUAD graduates is expected to increase as we go forward.

D. Program Value

The faculty are active in several professional associations. They review paper submissions for national conferences, participate in a variety of conference activities, and review textbook manuscripts, as well as volunteer in their communities. This is beneficial to students in that faculty are current in the field and have contacts that are beneficial to students involved in a job search. For a complete list of faculty activities please refer to the vitae in Appendix C on page 43.

Section 2: Perceptions

As a part of the Program review process alumni, employers, students, and COB faculty were surveyed. The surveys were developed in conjunction with, and approved and administered by, Institutional Research and Testing. It should be noted that this is the first time we have used online surveys sent to the respondents' email address instead of traditional paper surveys.

A. Alumni Survey

Below is the statistics table from the Frequency Report prepared by Institutional Research & Testing for the Alumni Survey.

	N		Mean	Median	Std. Deviation
	Valid	Missing			
q1 Year you graduated	73	0			
q2 Presently employed full time	73	0	1.05	1.00	.229
q3 Present job title	73	0			
q4 Other job titles	73	0			
q5 Been employed since graduation	4	69	1.00	1.00	.000
q6 Last job title	73	0			
q7 Reason for unemployment or part-time status	73	0			
q8 Is/was last salary range	69	4	4.70	5.00	1.556
q9 How obtain your first position	73	0			
q10 Belong to any professional organizations	73	0			
q11 Think you will be doing in the next 5 yrs	73	0			
q12 Satisfaction w/ degree in terms of career prep	73	0	3.25	3.00	.846
q13 Reasons for response in q12	73	0			
q14 Did degree include technical traning	73	0	1.82	2.00	.385
q15 What kind of technical training	73	0			
q16 Career been enhanced by this technical	13	60	1.38	1.00	.506

training					
q17 In what way	73	0			
q18.a Word Processor	73	0	3.55	4.00	.817
q18.b PowerPoint	73	0	2.44	2.00	.866
q18.c Spreadsheet	73	0	3.27	4.00	.932
q18.d Databases	73	0	2.99	3.00	1.074
q18.e Other	27	46	3.52	4.00	1.014
q18.f Other specified	73	0			
q19.a Applied Management	67	6	4.00	4.00	1.219
q19.b Business Ethics & Social Responsibility	69	4	3.97	4.00	1.260
q19.c Business Law	70	3	4.16	4.00	.942
q19.d Business Strategy/Policy	69	4	4.29	5.00	1.045
q19.e Business Writing	68	5	4.15	5.00	1.249
q19.f Contracts & Sales (BLAW)	70	3	3.90	4.00	1.276
q19.g Financial Management	69	4	4.43	5.00	.717
q19.h Human Resources Management	69	4	4.17	4.00	1.111
q19.i Information Systems	69	4	3.80	4.00	1.195
q19.j International Business	70	3	3.60	4.00	.999
q19.k Team Dynamics/Organizational Behavior	70	3	3.89	4.00	1.303
q19.l Principles of Accounting (ACCT)	70	3	4.27	4.00	.815
q19.m Principles of Economics (ECON)	70	3	4.13	4.00	.779
q19.n Principles of Marketing (MKTG)	68	5	4.26	4.00	.891
q19.o Production/Operation Management	70	3	3.99	4.00	.985
q19.p Statistics (STQM)	70	3	3.93	4.00	.953
q20 Subjects most useful and why	73	0			
q21 Subjects to eliminate and why	73	0			
q22.a Analyzing skills	69	4	3.91	4.00	.903
q22.b Computer skills	69	4	3.58	4.00	.914
q22.c Decision making skills	70	3	3.99	4.00	.825
q22.d Interpersonal skills	70	3	3.90	4.00	.887
q22.e Leadership skills	69	4	3.93	4.00	.828
q22.f Oral presentation skills	70	3	3.76	4.00	.824
q22.g Scientific understanding	70	3	3.31	3.00	.860
q22.h Verbal communication skills	70	3	3.81	4.00	.822
q22.i Writing skills	69	4	3.91	4.00	.818
q23.a Cultural Awareness/Global Awareness	71	2	3.37	3.00	.945
q23.b Financial Analysis/Budgeting	71	2	3.63	4.00	.945

q23.c Management skills	71	2	4.03	4.00	.755
q23.d Quantitative skills	71	2	3.70	4.00	.818
q23.e Social Awareness	70	3	3.61	4.00	.839
q23.f Teamwork skills	71	2	3.86	4.00	.867
q24_1 Needed strengthening: Accounting skills	64	9	.20	.00	.406
q24_2 Needed strengthening: Computer skills	64	9	.34	.00	.479
q24_3 Needed strengthening: Finance skills	64	9	.27	.00	.445
q24_4 Needed strengthening: Foreign language skills	64	9	.34	.00	.479
q24_5 Needed strengthening: Interpersonal skills	64	9	.20	.00	.406
q24_6 Needed strengthening: Management skills	64	9	.23	.00	.427
q24_7 Needed strengthening: Problem-solving skills	64	9	.41	.00	.495
q24_8 Needed strengthening: Statistical skills	64	9	.20	.00	.406
q24_9 Needed strengthening: Verbal communication skills	64	9	.27	.00	.445
q24_10 Needed strengthening: Writing skills	64	9	.20	.00	.406
q24_11 Needed strengthening: Other	64	9	.20	.00	.406
q24.a Other specified	73	0			
q25 Specifics of training would have been beneficial	73	0			
q26 Feel yr of foreign language should be requirement or elective and why	73	0			
q27 Attended graduate school	73	0	1.67	2.00	.473
q28 Did you complete your degree	24	49	1.38	1.00	.495
q29 What is that degree	73	0			
q30 Do you have future plans for graduate study	49	24	1.76	2.00	.434
q31 Involved in a student professional business organizations	73	0	1.79	2.00	.407
q32 Which ones	73	0			
q33 Participation enhance your business preparation	15	58	2.60	2.00	1.056
q34 Did your participation assist you in your career	15	58	1.67	2.00	.488

q35 In what way	73	0			
q36 Were you employed while you were completing your degree	73	0	1.14	1.00	.346
q37 What work did you do, and what impact did it have in your studies	73	0			
q38 To what extent did your work enhance your employability	63	10	3.11	4.00	1.079
q39 Did you have a cooperative education or internship experience	72	1	1.81	2.00	.399
q40 What experience did you have	73	0			
q41 To what extent did experience enhance your business career preparation	13	60	3.23	4.00	1.166
q42 What extent would it have enhanced your career	53	20	2.83	3.00	1.139
q43 Comments about quality of or deficiencies in degree	73	0			
q44 Additional comments	73	0			

The Alumni survey had 73 responses. Sixty Nine of the alumni are presently employed full time. While all of the fully employed alumni hold positions within the greater context of Business Administration, it is worthy to note that the variety of positions they held were very diverse. These positions include:

> Administrative Assistant
> Assistant Dean
> Assistant Vice President
> Attorney
> Banker
> Branch Manager
> Claims Representative
> Customer Service Representative
> Director of Sales
> Director of Physical Plant
> Entrepreneur
> Health Administration
> Human Resource Director
> Investment Advisor
> Mortgage Loan Coordinator
> National Sales Manager
> Office Administrator
> Project Director
> Purchasing Agent
> Senior Investment Associate

Senior R & D Specialist
Supply Chain Specialist
Technical Specialist

Coupled with this list are additional positions, all somewhat different. Only one position, Assistant Dean, had 2 respondents using the same job title. All others were different. While conclusions should not be drawn at this point, the data clearly identifies the broad spectrum of jobs for which a graduate of this degree program may qualify.

69 respondents have been employed full time since graduation. This represents 94.5% of those who participated in the survey. Only four graduates were unemployed at the time of this survey: three because of down-sizing, and one as a choice to stay home with children.
Question # 4 asks how they obtained their position. The answers are very diverse, and include:

Family business
Already was working there (18)
Answered position posting (12)
Networking (16)
Internship
FSU Career Fair
Recruiters came to FSU
Professor referral
Started my own business
Temp agency
Through part time employment

It should also be noted that the most salient methods the alumni used to obtain their jobs were: already working there, networking, and answered a position posting.

Thirteen respondents belonged to professional organizations, including:

AICPA	American Institute of Certified Public Accountants
ASQ	American Society for Quality
CPCU	Chartered Property Casualty Underwriter
NAHB	National Association of Home Builders
SHRM	Society of Human Resource Management

Question # 6 inquired about their thoughts about what they will be doing five years from now. There was a lot of uncertainty expressed with the economy, their own career aspirations, and change. It appears that most of the respondents anticipate change and have accepted this as part of their career.

Question # 7 asks respondents how satisfied they were with their degree.

5	Very Dissatisfied	6.8%
4	Dissatisfied	5.5%
32	Somewhat Satisfied	43.8%

<div style="text-align:center">

32   Very Satisfied   43.8%

</div>

Generally speaking, students are satisfied with the Business Administration degree program. The comments section of the survey is below:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		61	83.6	83.6	83.6
	1. I think that resume and interview building classes would be good for extension students. It does reflect upon how others view a college when prospective employers see poor resumes. 2. My business administration degree was done because the accounting degree was not offered at that time. I then started working temporary clerical jobs for the next 3 years in various fields at relatively low wages considering I had a Bachelor's degree. I went back to school at night and got my second degree from Ferris in Accounting. Overall, the Business Management degree has helped me advance further in my accounting career, but I don't know how it would be as a stand-alone degree.	1	1.4	1.4	84.9
	I am prefectally happy with my degree and certificate that I received from Ferris and that I was able to finished the program.	1	1.4	1.4	86.3
	I attended a Ferris Extension campus at Mott College in Flint. There should be surveys geared toward the older generation off students who attend the off campus extension programs.	1	1.4	1.4	87.7
	I completed my degree through the articulation agreement with Southwestern Michigan College, and I took all of my courses either at SMC or online. This was a great opportunity and I honestly would not have chosen Ferris if it wasn't for that agreement. I hope that many other students	1	1.4	1.4	89.0

<div style="text-align:center">

13

</div>

	benefit from this option as well.				
	Is there job search assistance available to older graduates?	1	1.4	1.4	90.4
	Keep up the great work. My son and I enjoyed your University.	1	1.4	1.4	91.8
	n\a	1	1.4	1.4	93.2
	Recruit more faculty with up to date work experience instead of Ph.D.s	1	1.4	1.4	94.5
	Seriously consider adding Spanish. I have worked in a variety of geographic areas and have always encountered a need for those skills.	1	1.4	1.4	95.9
	Thank you for asking me for my input! I hope that the Ferris COB continues to improve its Business programs so it will be known as a national leader in preparing student for business careers!!	1	1.4	1.4	97.3
	The writing skills I see coming from the majority of college grads is atrocious (all schools). Please make advanced writing classes a requirement; it was one of the most useful classes I had at FSU.	1	1.4	1.4	98.6
	You may wish to consider adding information about other extra curricular activities that are not business related. I was a member of the following organizations and they significantly prepared me for the business world: Phi Sigma Sigma Sorority Panhellenic Council Order of Omega Founding Member of Golden Key International Honor Society Women's Club Volleyball Team Member	1	1.4	1.4	100.0
	Total	73	100.0	100.0	

Question # 10 asked respondents about the value of specific courses taken in their degree program. For the most part, courses were looked at favorably. Several courses in the major did have noteworthy specificity. These included:

MGMT 301   Applied Management   Somewhat Helpful   33
                                              Very Helpful   25

		Not Helpful	1
MGMT 447	Ethics & Social Responsibility	Somewhat Helpful	26
		Very Helpful	30
		Not Helpful	4
BLAW 321	Contracts	Somewhat Helpful	26
		Very Helpful	30
		Not Helpful	11
MGMT 373	Human Resource Management	Somewhat Helpful	26
		Very Helpful	33
		Not Helpful	4
INTB 310	International Business	Somewhat Helpful	28
		Very Helpful	12
		Not Helpful	24
MGMT 302	Organizational Behavior	Somewhat Helpful	30
		Very Helpful	26
		Not Helpful	3
MGMT 370	Operations Management	Somewhat Helpful	30
		Very Helpful	23
		Not Helpful	13

While the above data does not provide conclusive evidence regarding specific courses, it does voice support and approval of several key foundation courses. It also identifies courses that will require further inquiry from the department to substantiate quality, validity, and applicability. These include BLAW 321, INTB 310, and MGMT 370.

Alumni also expressed their opinion on what subject areas were most useful. Comments included:

- All core subjects. They have broad based application
- Strategy and policy included in the capstone experience
- Human Resources – areas we deal with every day
- International – many companies are now global
- Law – Everyone can benefit from some basic knowledge in this area
- Team Dynamics – importance and value of working in teams

Subject's alumni suggested we eliminate:

- Accounting – not applicable
- International Business
- Operations
- Statistics

Question # 14 inquires how well we did in helping students develop specific skills, including:

- Analyzing Skills
- Computer Skills
- Decision Making Skills
- Interpersonal Skills
- Leadership Skills
- Oral Presentation Skills
- Scientific Understanding
- Verbal Communication Skills
- Writing Skills

The specific results for each of these are included in the appendix of this report. In general, there are numerous opportunities for improvement in each of these areas. While alumni did express favorable comments about their experiences in developing these skills, the self-identified "average" and "below average" level of gradation self-imposed by the respondents is way too high. Decision making and leadership both scored 30% in these two categories. These skills were also identified as areas that alumni felt they needed to strengthen.

Several alumni did engage in an internship, and this experience was very helpful with their careers, even though they may not have earned full time employment with that same organization after they graduated. Comments were very strong in favor of the internship experience.

A salient theme that emerged from most alumni was that of satisfaction and approval. One alumnus commented "thank you for asking me my input. I hope that Ferris COB continues to improve the Business Administration program, so it will be known as a national leader in preparing students for business careers". While this is only one quote, the statement is representative from most of the alumni feedback.

B. Employer Survey

Below is the statistics table from the Frequency Report prepared by Institutional Research & Testing for the Employer Survey:

Statistics

	N		Mean	Median	Std. Deviation
	Valid	Missing			
q1 Total number of employees	19	0			
q2 Number of employees with Bachelor in BUAD	19	0			
q3 Expect to hire new employees w/ Bach in BUAD	19	0	1.53	2.00	.513

q4 How many	19	0			
q5 Expected position titles/competitive salary offers	19	0			
q6 Expect to decrease number of pos'ns for Bach BUAD degrees	19	0	2.00	2.00	.000
q7 How many	19	0			
q8.a Microsoft Word	19	0	2.89	3.00	.315
q8.b PowerPoint	19	0	2.53	3.00	.772
q8.c Photoshop	19	0	2.00	2.00	.816
q8.d Desktop Publishing	19	0	1.95	2.00	.705
q8.e Excel	19	0	2.89	3.00	.315
q8.f Databases (such as Access)	17	2	2.47	3.00	.624
q8.g Other	2	17	1.50	1.50	.707
q8.h Other specified	19	0			
q9.a Public Speaking	19	0	3.74	4.00	.452
q9.b English	18	1	3.83	4.00	.383
q9.c Math	19	0	3.74	4.00	.452
q9.d Principles of Economics	19	0	3.37	4.00	.831
q9.e Principles of Accounting	19	0	3.42	3.00	.607
q9.f Business Law	19	0	3.32	3.00	.749
q9.g Applied Management	19	0	3.47	4.00	.612
q9.h Principles of Marketing	19	0	3.58	4.00	.507
q9.i Introduction to Statistics	19	0	3.26	3.00	.806
q10 Subjects most important	19	0			
q11 Subjects least important	19	0			
q12.a Oral presentation skills	19	0	2.79	3.00	.419
q12.b Verbal communication skills	19	0	3.00	3.00	.000
q12.c Writing skills	19	0	2.95	3.00	.229
q12.d Interpersonal skills	19	0	2.95	3.00	.229
q12.e Decision making skills	19	0	2.84	3.00	.375
q12.f Analyzing skills	19	0	2.79	3.00	.419
q12.g Leadership skills	19	0	2.58	3.00	.507
q12.h Scientific understanding	19	0	1.89	2.00	.658
q12.i Cultural Awareness/Global Awareness	19	0	2.00	2.00	.816
q12.j Social Awareness	19	0	2.42	3.00	.769
q12.k Quantitative skills	19	0	2.42	3.00	.769
q12.l Financial Analysis/Budgeting	19	0	2.47	3.00	.697

q12.m Teamwork skills	18	1	2.89	3.00	.323
q12.n Foreign language	19	0	1.63	2.00	.597
q13 Comments on any of above skills	19	0			
q14 Subjects/skills most important and why	19	0			
q15 Subjects/skills least important and why	19	0			
q16 Suggestions to improve the program	19	0			
q17 Someone interested in advisory bd position	19	0			
q18 Additional comments	19	0			

University Advancement & Marketing facilitated this component of the report by providing contact information for employers in Michigan who donate to Ferris and have familiarity with our organization. It is also very likely; they have hired our graduates in the past. Two Hundred Eighty Seven surveys were sent out, and nineteen employers responded. This falls within the range of statistical validity.

There was a wide variety of industries that responded, in both the nature of their enterprise and their size. These employers were all Michigan companies. The specific industries responding included manufacturing, banking, insurance, hospitals, government, non-profits, retailing, and various service organizations. The sizes of these employers are listed in the following table.

Size	**Frequency**
0 – 50	11
51 – 100	4
100 – 250	1
250 – 500	2
500 +	1
Mean	**348**
Median	**48**
Mode	**50**

It is noteworthy that the responding employers reported that 208 of their employees had earned bachelor degrees in Business. The 19 companies responding to the survey reported a total combined employment population of 7,224. This equates to 2.9% of the employees within these companies have

bachelor degrees in business administration. 9 of these companies expect to hire additional business administration graduates this year. Their forecast calls for hiring a total of 17 graduates with the Business Administration degree. None of these employers expect to reduce their workforce, in particular those with the business administration degree.

Respondents were asked to evaluate a number of courses and provide their opinion on the importance of each subject. The following table explains their perceptions.

Subject	**Not Important**	**Somewhat Important**	**Very Important**
Microsoft Word		2	17
Power Point	3	3	13
Photoshop	6	7	6
Desktop Publishing	5	10	4
Excel		2	17
Database (Access)	1	7	9

This input supports the department's requirement for students in the Business Administration major to take ISYS 105, which covers word, power point, and excel. The ISYS 200 course covers access database. About half of the students in the program take this course as an elective, however it is not required. This is also consistent with the input from employers. The other subjects are not required and not even offered within the department. From time to time, students may take these subjects in a different degree program and transfer them into the Business Administration program as an elective.

Employers were also asked to provide their perceptions on core required courses, and how these courses may be helpful to a Business Administration graduate in their employment with that particular firm.

Subject	**Not Important**	**Somewhat Important**	**Very Important**
Public Speaking		5	14
English		3	15
Math		5	14
Economics	2	7	10
Accounting	1	9	9
Business Law	3	7	9

Applied Management	1	8	10
Principles of Marketing		8	11
Statistics	2	9	8

While conclusions should not be summarily drawn from the preceding table, there are certainly discussion points the department will take up. It does validate the requirement to emphasize communication skills as well as math skills. It does raise questions with some of the other core classes. One question would be whether some of these courses were "winged" with low grades because they are tough courses? This will be part of the departmental deliberation.

Skill Development

One of the objectives of the department and in concert with the Business Administration degree is to assist students in the development of certain skills. The employers were asked to evaluate these skills. The following table identifies their perceptions on these skills. It should be noted that development of these skills is embedded within a number of courses included in the major.

Subject	Not Important	Somewhat Important	Very Important
Oral Presentation Skills		4	15
Verbal Communication Skills			19
Writing Skills		1	18
Interpersonal Skills		1	18
Decision Making Skills		3	16
Analyzing Skills		4	15
Leadership Skills		8	11
Scientific Understanding	5	11	3
Cultural Awareness	6	7	6
Social Awareness	3	5	11
Quantitative Skills	3	5	11
Financial Analysis/Budgeting	2	6	11
Teamwork Skills	2	16	

| Foreign Language | 8 | 10 | 1 |

These perceptions will also provide the department with excellent opportunities to engage in meaningful discussions regarding the significance of these skills, as identified by our employers, compared to skills we perceive to be important.

C. Graduate Follow-Up Survey

The COB administers the EBI proprietary survey to all COB majors when they clear for graduation. This survey collects data on student satisfaction with the program but not data on job placement since at this point students are typically not actively engaged in the job search process. Similarly the Student Survey conducted for this program review did not ask questions about job placement. Data on job placement is obtained from the Graduate Follow-Up Survey Summary provided by Institutional Research and Testing.

Institutional Research & Testing conducts follow-up surveys with graduates. Respondents include those who are employed, continuing their education full-time, or are employed and continuing their education. 170 surveys were issued to graduates who earned a B.S. in Business Administration in the years 2009 / 2010. 37 graduates answered the survey. The response rate for this survey was 22%. 35 of the respondents are fully employed, for a placement rate of 95%. The average salary within this response population was $35,111. Because these are recent graduates, 2009 / 2010, this lower average wage is understandable.

Trend in Overall Placement Rates

2009 / 10	86%
2008 / 09	88%
2007 / 08	94%
2006 / 07	97%
2005 / 06	98%
2004 / 05	98%
2003 / 04	98%
2002 / 03	97%
2001 / 02	96%
2000 / 01	97%

There are a few noteworthy observations one can make by looking at this trend history. First the number of graduates who have been placed over the past 10 years is nearly 100%. This is indicative of the value of a Ferris education, and a degree in Business Administration. Secondly, while there was an economic down-turn in the past few years, the placement trend was still comparatively high. Actually, the placement rate for respondents with Business Administration degrees in 2009 / 10 were 95%.

D. Student Survey

Below are the statistics table frequencies from Institutional Research & Testing for the current student surveys:

Statistics

	N		Mean	Median	Std. Deviation
	Valid	Missing			
q1_1 Choose: I wanted a four-year degree in business	72	0	.79	1.00	.409
q1_2 Choose: I did not know what major in business to select	72	0	.14	.00	.348
q1_3 Choose: Other	72	0	.14	.00	.348
q1.a Other specified	72	0			
q2 Transfer into program from another university	72	0	1.43	1.00	.499
q3 From which university/college	72	0			
q4 Transfer into program from another FSU program	71	1	1.70	2.00	.460
q5 From which program	72	0			
q6 For 12Sp, I am enrolled in	72	0			
q7 Total credit hours presently completed	72	0			
q8 Expected date of graduation	72	0			
q9 Full time or part time	71	1	1.30	1.00	.460
q10 Expect to do after completing your degree	72	0	1.99	1.00	1.250
q10.a Other specified	72	0			
q11 Specify institution	72	0			
q12 Specify major	72	0			
q13.a BUAD degree will help me achieve my career goals	72	0	3.58	4.00	.666
q13.b I am satisfied with the academic preparation received	72	0	3.25	3.00	.765
q13.c I am satisfied with the advising received	72	0	3.08	3.00	1.017
q13.d I would recommend the program	72	0	3.36	3.50	.775
q13.e Is a quality program	71	1	3.35	3.00	.739

q14 Elaboration of comments in q13	72	0			
q15.a Public Speaking (COMM)	72	0	4.11	5.00	1.317
q15.b English (ENGL)	71	1	4.21	4.00	.999
q15.c Math (MATH)	72	0	4.04	4.00	.999
q15.d Macroeconomics (ECON221)	72	0	4.03	4.00	1.162
q15.e Microeconomics (ECON222)	72	0	3.65	4.00	1.465
q15.f Principles of Accounting (ACCT)	72	0	4.22	5.00	1.201
q15.g Business Law (BLAW)	71	1	3.86	4.00	1.476
q15.h Microcomputer Applications (ISYS)	70	2	3.56	4.00	1.500
q15.i Applied Management (MGMT)	70	2	4.39	5.00	1.081
q15.j Principles of Marketing (MKTG)	72	0	4.15	4.00	1.171
q15.k Introduction to Statistics (STQM)	72	0	3.61	4.00	1.369
q16 Subjects should be added/improved and why	72	0			
q17 Subjects should be eliminated and why	72	0			
q18 Extracurricular activities	71	1	1.63	2.00	.485
q19 Which ones	72	0			
q20 Additional comments	72	0			

There were 72 student respondents involved in this survey. When asked why the student chose to enter the Business Administration degree program, 79% report they wanted a four-year degree from FSU and 14% did not know what major in business to select so this was a viable option. There were 14% who responded "other" in regards to choosing this degree program indicating that the first two answers did not cover their reason for choosing FSU. When asked for specific reasons, the responses varied including preparation for law school (most frequent), wanting a general background in business, starting a new business, and courses/course delivery fitting the work schedule. Students also mentioned the convenience of the "3+1 program" as well as courses completed at other institutions transferring to FSU.

When asked if students transferred from another institution, 57% responded yes and 43% said they did not transfer. Most respondents transferred from Grand Valley Community College (17%), Lansing Community College (9.7%), and Northwestern Michigan College (5.6%). Other institutions with 2.8% reported were Delta College and Muskegon Community College.

Students were asked if they transferred from another program at Ferris State University and approximately 29% (n=21) responded yes. Nine students transferred from other College of Business programs, three students from the College of Allied Health, five students from the College of Arts and Science, two from the College of Engineering and Technology, and two students from the College of Education and Human Services.

During the 2012 winter (spring) semester, 54.8% (38) of the respondents were enrolled in 12 -15 credits; 7% (5) were enrolled in 16 -17 credits; 5.6% (4) were enrolled in 7 - 9 credits; and 27.8% (20) were enrolled in 4 – 6 credits. At the time the survey was being completed, 69% reported that they were full-time students (this would mean they were enrolled in as least 12 credit hours) and 29% reported they were part-time students.

Students were asked how many hours completed as reported on their transcript at the time of the survey and it ranged from zero to 171 completed hours. The average was approximately 67 hours with the median being 69.5 completed hours.

The following chart represents the graduation date in the Business Administration degree as self-reported by the student respondents.

Predicted Graduation Date as Reported by Student Respondent	Total Number of Responses
Fall, 2011	1
Spring, 2012	19
Summer, 2012	3
Fall, 2012	7
Spring, 2013	17
Fall, 2013	3
Spring, 2014	9
Fall, 2014	3
Spring, 2015	5
Fall, 2015	2
Total Respondents	69

Students were asked what they expect to do after completing the degree in Business Administration and 57% reported they want to get a job; 8% want to continue their education at Ferris State University and 14% want to continue their education at another institution. Twenty-one percent selected "other" and of those, 10 students reported they want to stay with their current employers. Of the seven respondents that wanted to continue their education elsewhere, three were uncertain (the most frequent response). Further education included institutions such as Michigan State University, University of Florida, Grand Valley State University, and Aquinas College. The most frequent response (four) to what program the seven students would pursue after graduation was business.
Students were asked to report the level of agreement with several statements. The results are 95% agree that their bachelor's degree will help achieve career goals; 89% are satisfied with their academic preparation in the Business Administration program; 75% are satisfied with academic advising; 90% would recommend the program to prospective students; and 90% agree that it is a quality program. Of the 18 responses to the open-ended question, four were satisfied with the program; two students wanted faculty to share and/or discuss "real world" issues. The most responses (seven) involved dissatisfaction with academic advising. Students want faculty advisors to know more about the program, specific courses, advising for off-campus students, and general involvement in the College of Business and campus opportunities. Students also responded about advising later in the survey. One student indicated that advising was "awesome."

Of the five general education courses required, more than 73.6% of respondents found them helpful. The courses in the business core received favorable responses; between 61% (ISYS) and 89% (ACCT) of respondents found the courses helpful. Forty-two respondents suggested additions or improvements, however, frequencies suggest no patterns of response. Students seem to understand the importance of public speaking and English. The most concerns seemed to be about microcomputer applications. The reader will probably wish to review the individual comments.

Course	Category	Frequency of Responses	Percentage
General Education			
Public Speaking (COMM)	Some help/ very helpful	60	83.4%
English (ENGL)	Some help/ very helpful	64	88.9%
Math (MATH)	Some help/ very helpful	43	59.7%
Macroeconomics (ECON 221)	Some help/ very helpful	35	48.6%
Microeconomics (ECON 222)	Some help/ very helpful	53	73.6%
Business Core	Some help/ very helpful		
Principles of Accounting (ACCT)	Some help/ very helpful	64	88.9%
Business Law (BLAW)	Some help/ very helpful	54	75%
Microcomputer Applications (ISYS)	Some help/ very helpful	43	61%
Applied Management (MGMT)	Some help/ very helpful	63	87.5%
Principles of Marketing (MKTG)	Some help/ very helpful	63	87.5%
Introduction to Statistics (STQM)	Some help/ very helpful	48	66.7%

There were 36% of the respondents involved in extracurricular activities. This includes five that reported participation in business-related clubs/activities, four students were involved in sporting activities, and five reported involvement with Greek organizations. About seven were active in more than one student organization. Students also reported involvement in religious organizations and political organizations.

When asked for additional comments, 13 students took the opportunity to respond. Although there was no pattern to the responses, comments included but not limited to more contact with advisors as well as the advisor should have more knowledge of general education requirements, size of classrooms at GRCC, amount of homework, group work requirements and meeting outside of the class, appreciation

of opportunities to take the program off-campus, and enjoyment of courses with experienced professors.

E. Faculty Survey

Below is the statistics table from the Frequency Report prepared by Institutional Research & Testing for the Faculty Survey.

	N		Mean	Median	Std. Deviation
	Valid	Missing			
q1.a BUAD degree is of benefit to students in the College of Business	13	0	3.92	4.00	1.441
q1.b The program curriculum includes courses relevant to current business practices	13	0	3.62	4.00	1.502
q1.c Quality is comparable to the quality found in similar programs across the country	12	1	3.33	3.00	1.497
q1.d Adequate facilities and equipment to meet the instructional needs of the program	13	0	3.23	4.00	1.481
q1.e Students receive excellent course advising	12	1	3.25	3.00	1.603
q1.f Students should be required to complete an internship	13	0	3.31	3.00	1.494
q1.g Sufficient number of tenured track faculty teaching within the program	13	0	3.15	3.00	1.068
q1.h Program receives adequate funding and resources	12	1	3.00	3.00	.853
q1.i Students are prepared to enter the workforce	13	0	3.31	4.00	1.251
q2 Strengths of program	13	0			
q3 Suggestions to improve program	13	0			
q4 Require or anticipate any additional equipment or facility needs	13	0			
q5 Department currently employed in	13	0			
q6 Length of employment at FSU	12	1	2.50	2.00	1.567
q7 Additional comments	13	0			

An online faculty survey was developed and sent out by the University's Institutional Research Department to the 62 full-time, tenured track faculty employed by the College of Business (COB) during the 2011-2012 academic year. The online faculty survey was developed to obtain faculty

feedback pertaining to five (5) key program questions. Two (2) additional questions were also included for demographic purposes (Refer to Appendix J for a copy of the online survey instrument). The faculty survey was conducted from March 23, 2012 through April 6, 2012. A total of 13 COB faculty completed the online survey with an overall response rate of 21%. A brief summary of the survey results are included in the paragraphs below. The complete survey results can be found in Appendix K.

Survey results:
The first key question, sought to measure faculty perception about the various strengths and weakness of FSU's Bachelor's Degree in Business Administration (BUAD). This first key question had nine (9) sub-questions associated with it. The paragraphs below, describe the aggregate feedback obtain from faculty related to these nine sub-questions involving the strengths and weaknesses of FSU's BUAD program.

Overall, seventy-seven percent (77%) of the respondents indicated the Bachelor's Degree in Business Administration benefit students (10/13). The majority of faculty (62%) also indicated the BUAD curriculum included courses relevant to current business practices (8/13); while the remaining 38% were either neutral or disagreed (5/13). Thirty-eight percent (38%) of the faculty indicated the quality of the program was comparable to similar BUAD programs (5/13); while an additional 31% (4/13) of the faculty were neutral on this survey item which may indicate they had insufficient information about other BUAD programs at other universities to draw a definitive conclusion. The remaining 23% (3/13) indicated they disagreed that the quality of FSU's BUAD was comparable to the quality found in similar programs across the country.

Fifty four percent (7/13) of the faculty indicated facilities and equipment are adequate to meet the instructional needs of students; while 38% (5/13) of faculty respondents disagreed to varying degrees that they had adequate facilities and equipment to meet the instructional needs of the program. Thirty-one percent (4/13) of the respondents indicated there was sufficient number of tenured track faculty teaching in the program, while an additional 85% (11/13) of the respondents were either neutral or disagreed there were sufficient number of tenured tracked faculty teaching within the BUAD program. Only fifteen percent (2/13) of the respondents indicated the BUAD program receives adequate funding and resources; while the overwhelming majority 85% (11/13) were either neutral or disagreed the program received adequate funding and resources.

Thirty-eight percent of the faculty indicated students receive excellent course advising (5/13); an additional thirty-one percent (4/13) of the faculty were neutral; while the remaining 23% (3/13) of respondents strongly disagreed. In regards to internships, forty-six percent of faculty (6/13) felt students should be required to complete an internship; twenty-three percent were neutral on this issue (3/13); and the remaining thirty-one percent (4/13) disagreed students should be required to take an internship. In reference to whether students are prepared to enter the workforce after completing FSU's BUAD program, fifty-four percent (7/13) of faculty agreed; fifteen percent (2/13) were neutral; and thirty-one (4/13) disagreed that FSU students were prepared to enter the workforce.

The second survey question asked faculty to provide qualitative comments, about the "strengths of the current Bachelors in Business Administration Degree program". Qualitative comments ranged from constructive feedback, such as "It is a good broad brush degree that gives students the basic business skills needed to go into their chosen industry and be successful" to "course offerings/flexibility" and

"It is reality based". Other qualitative comments, included: The students learn skills that business men and women actually use" to "Exceptional faculty with real world experience". There were two neutral qualitative comments: "Too unfamiliar with the program to respond" and "With low enrollment of only a few dozen students they are probably a cohesive group." There were no negative qualitative comments associated with this question.

The third key survey question was also an open-ended qualitative question which sought "suggestions to improve the current BUAD program". Below is a listing of suggestions:

"An internship would be nice; however making it mandatory would be difficult because the University would have to find these slots. Having internships during the fall or spring semesters would be easier but then more classes would have to be offered during the summer".

"Continue to encourage internships; continue to develop collaborations with other FSU colleges to include specific skills that could be included in certificates as part of the BUAD."

"Strongly encourage internships."

"Focus more on partnering with businesses and projects, and less on "the book." Also many faculty are not "up to date" on current practices."

"Make sure that the minor they receive is in a "hard" business skill".

"IB concentration should have a highly recommended study abroad component."

"Continue to evaluate the market and companies for their student expectations".

The fourth key question was also an open-ended qualitative question which sought suggestions from faculty on "any additional equipment or facility needs that may be required or anticipated" to improve the current BUAD program". Below is a listing of suggestions:

"Some classrooms need to be updated. Blackboards and chalk are an embarrassment, and indicative of our failure to address true learning."

"Replacement of old computer equipment in some of the classrooms that require frequent repair."

"Yes – classroom computers, overhead projection units need updating"

"Technology tools, such as iPads, iPhones, computers, Face Book, etc…"

"More interdisciplinary research and project activities. Rooms, furniture and technology to support modern business education practices."

"ipad 3"

The fifth and sixth questions were demographic in nature. Question 5 asked faculty to specify the department in which they were currently employed. The chart below shows the departmental distribution.
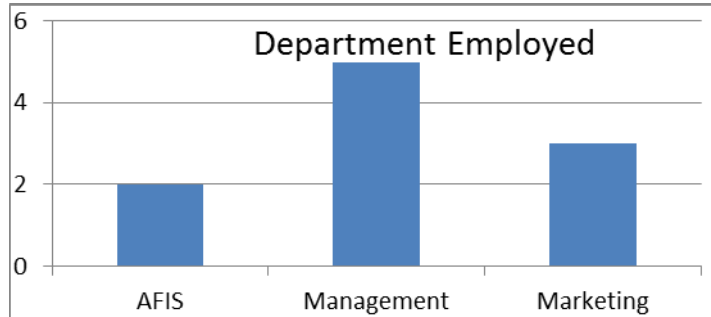
Question 6, sought to determine faculty length of employment at FSU. The chart below shows faculty length of employment.
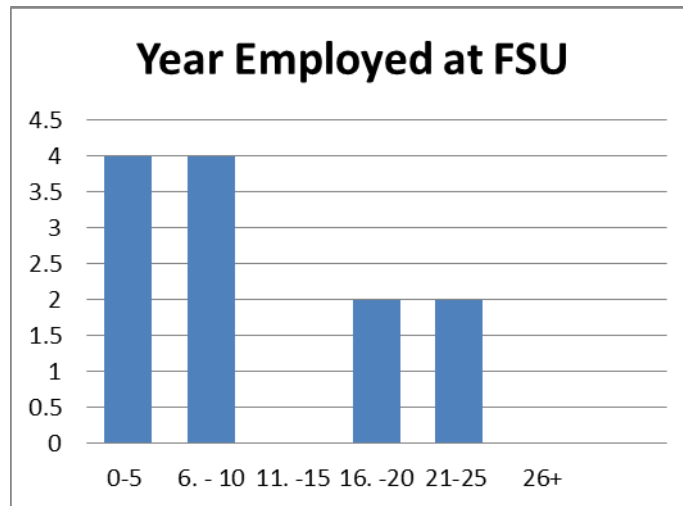
The final survey question, provided faculty an opportunity to include any additional comments. Below is a listing of the responses:

"This is the most vibrant department I have ever been part of, over many years, and in comparison to several other colleges and universities."

"Advising should be centralized in the Dean's office or with one person in each department. Faculty do NOT possess the depth and breadth of knowledge of various curriculum and course content to adequately advise students."

"I do not like the APR process. I would think that using an annual advisory committee would benefit the program the most."

"You really need a category of "I don't know" as a choice for the survey" and "The survey answers should include "I don't know" rather than have us guess on the question or two where we have no idea."

F. Advisory Committee Input

<u>Advisory Board Members</u>

Anthony Chipkewich Meijer, Inc.	Steve LaBarge Nestle Waters North America
Toni Freeland Wolverine World Wide	Sally Robison Huntington Bank
Trace Hatchew General Mills, Inc.	Katherine Sidnam T-Systems North American, Inc.
Joe Hohenberger Mecosta County General Hospital	George Wolfe Steelcase, Inc.

<u>College of Business & University Advisory Board Members</u>

Ashraf Afifi, Ph.D. Economics Professor	Chris Higley Admissions Counselor
Maude Bigford, M.A. Honors Program Coordinator	Carol Rewers, Ph.D. Human Resource Professor
C. J. Bolling, Ph.D. Management Professor	William Smith, J.D. Economics Professor
Sharon George, Ph.D. Educational Counselor	David Steenstra, Ph.D. Management Department Head
Carri Griffis Graduation Secretary	Karen Ottobre Management Department Secretary

The Business Administration Advisory Committee convened on May 15, 2012. This meeting was conducted via computer interaction. Members present: Anthony Chipkewich, Toni Freeland, Tracy Hatchew, Katherine Sidnam, George Wolfe, Ashraf Afifi, C.J. Bolling, Sharon George, Carri Griffis, Chris Higley, Carol Rewers, William Smith, David Steenstra, and Karen Ottobre.

Overall Summary

The Business Administration program is very comprehensive, and falls within the required framework of ACBSP accreditation. The overall coursework representation is definitely well covered. As most professionals in the business world would share, the real value in any business degree program is to bring "life" into courses utilizing real world application. The strategy of the department has been to hire competent faculty with industry experience. This is also true for the vast majority of adjunct instructors. Establishing teaching guidelines and teacher accountability would ensure student engagement with real class interaction. These statements are honest representations of the tenor of the advisory board.

Points of Discussion

- We need to engage in long term strategic curriculum discussions
- How does design thinking impact our program, and is this approach pertinent or not to our Business Administration degree seeking students
- While leadership is covered in many courses, we should consider expanding the subject considerably, as this is one of the most important characteristics graduates should possess
- The impact of evolving technology in the workplace – social media in particular
- The impact of our evolving demographics
- A foundational knowledge of U.S. Government and its impact on the workplace, such as the Department of Labor, NLRB, Supreme Court, etc.
- A stronger foundational knowledge of the world economy
- A foundational knowledge of business strategy and tactics
- Internships should be required. It is a critical ingredient for success and understanding
- Quality, operational excellence, and lean concepts are all very important
- Personal Finance. People just don't understand how to manage their own affairs anymore, including setting up a budget, savings, retirements, loans, day to day expenses, etc.
- Greater emphasis on effective written and verbal communications
- Professional certifications and affiliations. Offer some preparation classes; raise awareness. Examples: American Production & Inventory Control Society (APICS), Project Management Institute (PMI), etc.
- Leading Teams (Project Management).
- Working in Global, Virtualized Teams.
- Foreign languages

All of these discussion points will be presented to the full department for continuing discussion at our August kick-off retreat. We will establish specific objectives, and develop an appropriate action plan to implement these ideas into our curriculum.

Section 3: Program Profile

A. Profile of Students

The enrollment in the Management Department consists of 17 different degrees, minors, and certificates. The program totals include:

Academic Year	On Campus	Off Campus	On Line	Total
2008 / 2009	474	376	0	841
2009 / 2010	554	320	5	879
2010 / 2011	580	355	0	935
2011 / 2012	532	403	23	958

It should be noted that there is a question of how on line students are classified. There are dozens of on-line classes attended by hundreds of students each semester; however these students are not classified as "on-line" per se. It should also be noted that a new, completely on-line degree completion program in Business Administration has just been introduced. Consequently, the on-line enrollment is expected to increase in the future.

Within the Department totals listed prior is the Business Administration data, as follows:

Academic Year	On Campus	Off Campus	On Line	Total
2008 / 2009	203	259	0	462
2009 / 2010	212	295	0	507
2010 / 2011	233	350	0	588
2011 / 2012	239	392	0	631

Specific profile data for Business Administration students:

	2008 / 09	2009 / 10	2010 / 11
Average GPA On Campus	3.18	3.11	3.22
Average GPA Off Campus	3.18	3.28	3.37
Average ACT	20.00	20.16	20.81
Average Age On Campus	24	25	26
Average Age Off Campus	33	31	30
Graduates On Campus	55	63	63
Graduates Off Campus	46	62	57
Graduates Total	101	125	120
Sex and Ethnicity		79 M	192 M
		49 F	115 F
		100 White	243 White
		57 FT	141 FT
		141 PT	166 PT

While most of the data is reasonably consistent, the sex and ethnicity information appears to be incomplete. From an overall perspective, off campus students tend to be older, more students are part-time, and the program consists of a majority of white male students.

What Kind of Job can I get with a Degree in Business Administration? (Careers A-H)

Considering a degree in Business Administration but not sure what career opportunities await? The Business major can lead to jobs in multiple sectors, including retail, education, government and private business. Important skills, such as clear communication, decision making and organization, can set the cornerstone for a successful business career and higher salary. Here you will find a list of popular career choices for a degree in Business Administration.

Accountant – An accountant is a person who is in charge of maintaining, editing and reporting private or public financial records in accordance with governmental regulations. Average Salary: $37,335 – $51,137

Accounts Payable Professional – An accounts payable professional maintains businesses liabilities (bills), keeps track of important information, such as when they are paid, determines new payables, and administers expense accounts. Average Salary: $26,439 – $35,862

Accounts Receivable Clerk – An accounts receivable clerk is responsible for performing a variety of tasks including a strict record keeping of accounts receivable for a business, preparing invoices and bills and handling expenses and client inquiries. Average Salary: $25,504 – $35,006

Acquisitions Tax Manager – An acquisitions tax manager is a higher level of the accounting team who is responsible for taxes of property acquisitions management during company purchases. Average Salary: $105,000 – $115,000

Agency Underwriter – An agency underwriter serves as a commercial insurance products retailer who also provides insurance policies and coverage for small or medium sized businesses. Average Salary: $43,490 – $76,700

Appraiser – An appraiser is a real-estate professional trained in providing a property's (home or business) estimated value. Average Salary: $37,935 – $48,415

Bank Compliance Officer – A bank compliance officer keeps track of all accounting, lending and investments made within a bank according to federal regulations. Average Salary: $60,834 – $94,665

Banker – A banker is responsible for monitoring financial activities, establishing positive customer relations and dealing with private and corporate customers in retail or commercial banking offices. Average Salary: $29,736 – $42,969

Benefits Administrator – Benefits administrators work in human resources and are responsible for maintaining employee benefits and all associated benefit documentation while providing information

and advice on coverage eligibility and employee coverage options and compensation programs. Average Salary: $35,807 – $46,597

Billing Clerk – Billing clerks work in private or commercial businesses and keep track of how much money customers owe a business, then calculate and prepare the customers' bills. Average Salary: $24,955 – $35,211

Biomedical Technician – A biomedical technician, or medical repairer, works to repair various medical equipment such as defibrillators, heart monitors, electric wheelchairs and ventilators. Average Salary: $46,069 – $57,253

Bookkeeper – Bookkeepers maintain financial records, typically in the form of ledgers for a business, and perform basic accounting tasks. Average Salary: $32,853 – $42,664

Budget Analyst – Budget analysts work with organizations to create, analyze and execute business budgets for private, government or nonprofit businesses. Average Salary: $42,860 – $55,079

Business Risk Consultant – A business risk consultant is a professional who determines possible problems a business may have, potential financial losses or corporate threats within a company. Average Salary: $64,000 – $95,000

Casino Gaming Manager – A casino gaming manager maintains all gaming operations and the planning and coordinating of all games played within the casino. Average Salary: $38,028 – $61,636

Certified Financial Planner – Certified financial planners work with clients to determine how they can meet lifelong financial goals through various management techniques. Average Salary: $40,999 – $61,431

Chief Financial Officer – The chief administrative officer leads an organization and must oversee various operations including finance, manufacturing, research and development, marketing and property management. Average Salary: $73,252 – $183,427

Chief Lending Officer – Chief lending officers supervise bank, savings institutions or credit unions staff members and develop loans. Average Salary: $75,000 – $107,000

Chief Technology Officer – A chief technology officer focuses on technological problems, research and development tactics, and the creation of long- term goals through capital transformation. Average Salary: $170,885 – $259,414

Claims Assistant – A claims assistant reviews and edits claims filed for employees under workers compensation and provides clerical services to risk analysts' claims. Average Salary: $24,000 – $36,000

Clerical Aide – Clerical aides perform multiple office tasks such scheduling appointments and managing budgets and financial records. Average Salary: $18,560 – $22,270

Commercial Lender – A commercial lender issues business loans that may involve real estate, non-confirming assets or other sources of security backed up by collateral. Average Salary: $57,328 – $73,912

Commercial Loan Processor – A commercial loan processor is responsible for processing commercial loan applications and obtaining the necessary requirements and information for the application to be approved. Average Salary: $29,222 – $41,281

Compliance Analyst – Compliance analysts work to make sure businesses actions meet certain standards as well as federal regulations and laws. Average Salary: $41,386 – $63,846

Compliance Specialist – Compliance specialists analyze the legality of certain business operations and provide duties such as planning audits and leading in law-related matters. Average Salary: $50,562 – $67,960

Computer Office Technician – Computer office technicians maintain, install and repair office computer systems. Average Salary: $28,030 – $34,970

Construction Administrator – A construction administrator maintains paperwork associated with construction jobs or projects. Average Salary: $36,044 – $51,336

Construction Manager – Construction managers plan, develop and coordinate construction projects: including commercial, residential and industrial projects. Average Salary: $56,083 – $104,108

Contract Lawyer – A contract lawyer works on various legal cases on a temporary or contract basis. Average Salary: $67,000 – $74,000

Contract Negotiator – A contract negotiator is the middleman between two organizations, helping them reach positive outcomes. Average Salary: $50,057 – $84,617

Corporate Auditor – Corporate auditors are responsible for a company's tax, accounting and auditing activities as well as maintaining public records. Average Salary: $42,520 – $71,960

Corporate Development Manager – A corporate development manager develops strategies and determines profitable acquisitions for a company. Average Salary: $81,359 – $114,331

Corporate Travel Manager – A corporate travel manager is the head of a business's travel department who manages and arranges a business's employee travel plans. Average Salary: $61,358 – $102,876

Court Clerk – Court clerks are responsible for clerical work in a city, state or federal court system. Average Salary: $27,777 – $42,841

Credit Analyst – Credit analysts review files for bill collection and analyze the paying habits of delinquent bill-paying customers. Average Salary: $44,449 – $74,829

Credit Counselor – Credit counselors provide financial advice and counseling to people who are in debt by calculating estimated debts and funds and arranging payment adjustments. Average Salary: $27,843 – $37,891

Credit Manager – Credit managers' direct credit operations of credit bureaus or retail shops and help customers fill out credit applications. Average Salary: $38,839 – $70,793

Customer Service Associate – Customer service associates provide companies who buy or sell a service a link between the business and potential customers. Average Salary: $26,680 – $38,000

Customer Service Representative – Customer service representatives deal with service complaints, help customers on the phone and in person, complete contract forms and determine charges for services. Average Salary: $23,449 – $35,281

Data Entry Clerk – Data entry clerks maintain computer information, type data into computers and operate office machines. Average Salary: $21,157 – $30,156

Demand Forecast Manager – Demand forecast managers keep track of market trends to help determine product popularity. Average Salary: $68,000 – $128,000

E-Commerce Manager – An E-Commerce manager is responsible for maintaining, developing and upgrading web sites for businesses and organizations. Average Salary: $56,059 – $109,364

Economist – Economists study how society uses resources such as labor, land, machinery and raw materials to produce services and goods. Average Salary: $48,124 – $100,495

Education Administrator – Educational administrators provide leadership and are responsible for daily activities in schools, colleges and universities. Average Salary: $47,657 – $81,598

Education Supervisor – An education supervisor develops and coordinates school operations, both long- and short-term. Average Salary: $39,000 – $87,872

Environmental Analyst – Environmental analysts develop research studies for controlling environmental pollutants and collect data for research models, projects and surveys to identify concepts to help decrease environmental problems. Average Salary: $65,000 – $86,212

Escrow Closer – An escrow closer is someone who prepares and executes escrow agreements and files and delivers legal papers and deeds. Average Salary: $31,612 – $51,238

Event Manager – Event managers coordinate special events, such as parties and seminars, and plan fundraisers, promotional events, and convention booths. Average Salary: $37,662 – $57,059

Executive Receptionist – Executive receptionists represent a business, company or individual, and communicate with customers while handling multiple office duties and equipment. Average Salary: $25,000 – $35,000

Facilities Coordinator – Facilities coordinators oversee a business maintenance staff, company grounds and supplies. Average Salary: $33,408 – $50,411

Fashion Merchandising Technician – A fashion merchandising technician is responsible for improving sales of fashion items and organization merchandise display within retail shops. Average Salary: $31,550 – $57,010

Financial Accountant – Financial accountants analyze and prepare a client's financial paperwork and records and make sure all taxes are paid. Average Salary: $45,038 – $63,968

Financial Analyst – A financial analyst is responsible for providing investment decisions for individuals and businesses. Average Salary: $44,210 – $63,697

Financial Center Manager – Financial center managers typically work in a bank setting and handle financial transactions made by clients. Average Salary: $81,880 – $116,165

Flight Attendant – Flight attendants are in charge of airline safety and security regulations, and keep passengers comfortable during a flight. Average Salary: $31,310 – $67,590

Food Science Technician – Food science technicians analyze, classify and compare food, beverages, preservatives and additives to make sure they meet certain regulations and standards. Average Salary: $24,328 – $49,891

Forecast Analyst – A forecast analyst prepares budgets and proposals and makes forecasts depending on specific financial matters. Average Salary: $50,690 – $66,763

General Office Assistants – General office assistants are hired in companies, schools, offices or hospitals and are responsible for administration activities, supervising coworkers and reviewing memos. Average Salary: $30,177 – $42,630

Hospitality Administrator – A hospitality administrator handles tourist operators for a hotel or resort to give tourists a satisfying experience. Average Salary: $31,141 – $42,320

Human Resource Manager – Human resource managers are responsible for overseeing an organization, company or agency's human resource department, screening resumes and setting up appointments during the hiring process. Average Salary: $45,001 – $74,472

Source: http://onlinedegrees.marylhurst.edu/what-kind-of-job-can-i-get-with-a-degree-in-business-administration/

B. Enrollment

The Management Department and the Business Administration program have experienced healthy, consistent growth each year.

	2008/09	2009/10	2010/11	2011/12	Growth
Management Department	841	879	935	958	
		+ 38	+ 56	+ 23	+ 117
		+ 4.5%	+ 6.4%	+ 2.5%	+ 13.9%
Business Administration	514	543	612	664	
		+ 29	+ 69	+ 52	+ 150
		+ 5.4%	+ 12.7%	+ 8.5%	+ 29.2%

Proportionality Trend: Business Administration / Management Department

	2008/09	2009/10	2010/11	2011/12
Business Administration	514	543	612	664
Management Department	841	879	935	958
	61.1%	61.8%	65.5%	69.3%

The data validates the assertion that the Management Department has experienced healthy growth over the past four years. The increase in head count is 117 students, or 13.9%. A significant component of the Department is the Business Administration program. The growth in this degree has been very healthy as well. Over the same time period, student head count has increased by 150, or 29.2% growth. This trend is indicative of the popularity of this program and may correlate to the wide variety of career opportunities the program graduates enjoy.

The Proportionality Chart substantiates that the popularity of the Business Administration program compared to the other Management Department offerings is also growing. This too could correlate to the flexibility this program provides.

The trends are positive. The program is growing.

C. Program Capacity

Historically, there has been no cap on the enrollment in the Business Administration program. In a sense, this condition will continue, especially with the continued anticipated growth of off campus and on-line enrollments. However, the existing faculty infrastructure is leveraged near maximum. The ratio of full time faculty to adjunct faculty has exceeded the prescribed FFA benchmark of 81 % to 19 % adjunct. The productivity per course within the Business Administration program is around 31 students. This is the highest productivity in the College of Business and will push the limits on most classroom capacity. The on line course caps are generally around 25. This is low, relative to the program norms. All of these issues will need to be addressed as this program grows.

D. Retention and Graduation

The Business Administration degree program is very complex, to say the least. Students are seeking this degree in over 17 locations around Michigan, primarily with our Community College partners.

Students are also completing this degree as part of our three plus one arrangements with these same partners. Often, the courses are offered on-line, the students are only taking one or two classes at a time, and it usually takes 3 – 5 years to complete the FSU component of the degree. Data for all of these different subsets would be quite convoluted, and may not provide the reader with useful information relative to a program review.

As such, this portion of the report will look at FTIAC students at Big Rapids, pursuing a degree in Business Administration.

Term	N	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
200108	46						
% Graduated By		0	0	2	17	37	39
% Still Enrolled In		78	61	46	29	4	4
% Persisters		78	61	48	46	41	43
% Non-Persisters		22	39	52	54	59	57
200208	19						
% Graduated By		0	0	0	26	26	26
% Still Enrolled In		42	37	32	6	0	0
% Persisters		42	37	32	32	26	26
% Non-Persisters		58	63	68	74	74	74
200308	44						
% Graduated By		0	0	2	16	32	34
% Still Enrolled In		48	36	34	20	4	2
% Persisters		48	36	36	36	36	36
% Non-Persisters		52	64	64	64	64	64
200408	47						
% Graduated By		0	0	4	19	34	36
% Still Enrolled In		60	38	41	21	6	2
% Persisters		60	38	45	40	40	38
% Non-Persisters		40	62	55	60	60	62
200508	53						
% Graduated By		0	2	2	15	42	51
% Still Enrolled In		64	58	58	43	11	2

% Persisters	64	60	60	58	53	53
% Non-Persisters	36	40	40	42	47	47

200608   36

% Graduated By	0	0	11	28	50
% Still Enrolled In	64	64	50	33	3
% Persisters	64	64	61	61	53
% Non-Persisters	36	36	39	39	47

200708   42

% Graduated By	0	0	2	21
% Still Enrolled In	55	48	43	22
% Persisters	55	48	45	43
% Non-Persisters	45	52	55	57

200808   34

% Graduated By	0	0	3
% Still Enrolled In	41	41	38
% Persisters	41	41	41
% Non-Persisters	59	59	59

200908   24

% Graduated By	0	0
% Still Enrolled In	67	63
% Persisters	67	63
% Non-Persisters	33	37

201008   26

% Graduated By	0
% Still Enrolled In	69
% Persisters	69
% Non-Persisters	31

The retention and graduation data should not be viewed as conclusive in itself, but it does indicate that strategies that have been put in place within the department may be working. The initiatives to enhance the quality of instruction, to encourage new and energized teaching techniques, and to engage in deliberate and meaningful advising with every student each semester have all contributed to the improvement in the retention rate and graduation rate. With the exception of 2002, every year has shown an improvement. Graduation rates have doubled from 26% in 2002 to nearly 52% today. While there are likely a host of factors behind this improvement, the instructional quality, favorable learning experience, and the proper advising are all factors.

E. Access

The Business Administration Program strives to be accessible to the greatest number of students possible. Our most recent partner is Montcalm Community College. MCC is now offering the Business Administration as an option for its students. Enrollment has yet to reach a critical mass to allow classes to be offered in a traditional face-to-face delivery mode. The Business Administration Program is now offered in at least eight different locations around the state. In addition to the major, the Business Administration Program also offers six minors and ten different certificate options for students who want to supplement another major. Classes are offered in the summer and in a mixed-delivery format both on- and off-campus. A number of the courses are now also offered fully online so that off-campus students may easily obtain a certificate or minor. These online course offerings also allow students to continue their coursework while they are away on an internship. This is a real benefit for students as more programs require one or more internships.

F. Curriculum

Applicants must present evidence of graduation from high school or the GED. To enter a Bachelor of Science degree program in business, applicants are required to meet the following criteria: 2.5 GPA from high school and two of the following three criteria:

1. English ACT score of 16 or higher, or English SAT score of 370 or higher.
2. Math ACT score of 19 or higher, or Math SAT score of 460 or higher
3. Reading ACT score of 19 or higher, or verbal SAT score of 430 or higher.

The ACT score requirements shall not apply to international students and non-traditional students aged 23 or older.

For transfer students, a combined GPA of 2.35 from all institutions attended, and the following criteria:

1. Transfer equivalency for ENGL 150 or placement in ENGL 150 the first semester at FSU, which would require an English ACT score of 16 or higher.
2. Transfer equivalency for FSU MATH 115 or placement in MATH 115 the first semester at FSU, which would require a MATH ACT score of 19 or higher.

ACT score requirements shall not apply to international students and non-traditional students aged 23 or older.

The Business Administration program leads to a Bachelor of Science degree. Graduation requires a minimum of 2.0 GPA in core classes, in the major, and overall. Requirements for the major includes the following classes:

1. MGMT 350 Tools for Decision Making or an accounting, finance, or statistics elective
2. INTB 310 International Business or INTB Cross Cultural Business
3. ISYS 105 Introduction to Microcomputer Systems
4. MGMT 302 Team Dynamics & Organizational Behavior
5. MGMT 373 Human Resource Management
6. MGMT 447 Business Ethics and Social Responsibility

7. MGMT 488 Management Cases & Problems
8. MGMT 491 Internship or COB Directed Elective
9. Directed Elective
10. Directed Elective

These major courses build on the Business Core that is required of all business students. In addition, students select 12 credit hours of directed electives which represents a concentration. Prior approval of the advisor is required for the directed electives. These directed electives (concentrations) are used to supplement the student's knowledge in a specific area of interest or as a career exploration if the student is unsure of their career direction. If the student enters the program from another discipline, directed electives are often transferred into the Business Administration program from the student's original program.

The Management Department has an extensive list of minors and certificates that if completed, would be accepted as part of all of the required directed electives. This feature is designed to allow our graduates to develop specific skills that will complement the Business Administration degree program and add a distinctive value to the degree.

Certificates

Fleet Management

Global Logistics

Human Resource Management

International Business

Insurance and Risk Management

Leadership & Supervision

Lean Systems (pending approval)

Manufacturing & Operations Management

Real Estate

Small Business Management

Minors

Fleet Management

Human Resource Management

Insurance & Risk Management

International Business

Leadership & Project Management

Operations & Supply Management

Small Business & Entrepreneurship

G. Quality of Instruction

Student feedback is one very important barometer indicating satisfaction and quality of instruction. At the end of each semester, SAIs are carefully reviewed. Comments are collected; scores on each question are tabulated. On a 5.0 scale, the instructors within the department teaching Business Administration courses average 4.2. Comments are mostly favorable. When negative comments are made, these become the topic of departmental discussions, and serve as improvement goals for next semester when appropriate.

"Does anyone really read these and make any changes accordingly?" This comment was written on one of the SAIs this past semester. All Management department faculty have been reminded that when they administer SAIs at the end of this semester, to please reassure students that every response is in fact reviewed, and feedback is given to each faculty as appropriate. Each and every SAI is read.

Within the Management Department, we have evidence where the quality of instruction and the student satisfaction have improved significantly after feedback from SAIs were shared with faculty and changes were in fact made.
Here is a compilation of comments students made this past semester. These comments are quite typical each semester:

What students liked:
- Teacher really cares about students
- Real world experience / application
- The teacher is passionate about their subject and their profession
- Being allowed to work at our own pace
- We had to be involved
- Enjoyed presentations and small group work
- Teacher was enthusiastic, energetic, and engaging
- Course learning objectives were very clear
- Wide variety of class activities, grading methods
- Working in teams
- The course was well organized
- Quick turn-around: e-mails, assignments, papers, grades
- Loved "stories"
- Outlines for tests, study guides, test review, Crib sheets
- Videos and You Tube clips

- Open discussions
- Field Trips

What students did not like:
- "Don't talk about yourself"
- Offensive comments
- Power Point is way over used
- Lectures tend to be boring, painful
- Test that do not reflect what was covered
- Talking to the board rather than the students

As previously stated, the SAIs serve as an indicator and validates actions that are effective. The department continues to leverage the initiatives that produce these results. At the same time, the feedback about what students do not like are being addressed on a continuous improvement basis. This is another important contributor to the improved graduation and retention rate.

H. Composition and Quality of Faculty

There are 24 faculty within the Management Department that teach courses in the Business Administration degree program. Of those, 20 have doctoral degrees. Courses in the Business Core and the Business Administration Major taught by departmental faculty include:

BLAW 321	Nash, Lopez, Vermeer, Kane
BUSN 499	Wolgamott, Brotherton, Bolling, Gilley, Jackson, Tower, Marion
MGMT 301	Bell*, Saliers*
MGMT 370	Rewers, Lyman, Marion
MGMT 350	Bolling
INTB 310 / 335	Kelson*
MGMT 302	Smith, Gilley
MGMT 373	Rewers, Grover*
MGMT 447	Tower, Marion
MGMT 488	Eshbach, Lyman
MGMT 491	Steenstra

* indicates non-doctoral faculty. All the rest are terminally qualified.

The normal workload for each faculty within the program is 12 credits each semester, or four 3 hour classes. Program faculty members do not teach overloads or receive release time for other activities.

The recruiting process for new faculty is consistent with nearly all other College of Business faculty positions. The position is advertised, a search committee is formed, the applicant pool would be narrowed down through a review of the application materials and a telephone interview before bring the finalists to campus for interviews. Candidates meet with faculty, staff, administrators, and students. A presentation pertaining to the subject matter is given by the candidate. The search committee then considers all the input, and the quality of the presentation and votes on the candidates. A recommendation is then made to the Dean, who then would prepare the official offer.

Candidates are expected to have a terminal degree in their field from an accredited university. Candidates are also expected to have appropriate industry experience. New faculty are required to participate in both FCTL's week-long New Faculty Orientation and the year-long New Faculty Transition Program.

Composition of Faculty:

Ashraf Afifi, Ph.D., Professor of Economics
Sharon Bell, M.B.A. Assistant Professor of Management
Chester Bolling, Ph.D., Professor of Management
Mark Brandly, Ph.D., Professor of Economics
Beverly DeMarr, Ph.D., Professor of Management
Lisa Eshbach, Ph.D., Assistant Professor of Management
Abdollah Ferdowsi, Ph.D., Professor of Economics
Ann Gilley, Ph.D., Professor of Management
Shirish Grover, M.B.A., Assistant Professor of Management
John Kane, J.D., Professor of Law
David Kelson, M.B.A., Associate Professor of Management
Gayle Lopez, J.D., Professor of Law
Steven Lyman, Ph.D., Professor of Management
David Marion, Ph.D. Associate Professor of Management
Roy McLean, Ph.D., Associate Professor of Economics
Karen Nash, J.D., Professor of Law
Carol Rewers, Ph.D., Associate Professor of Management
William Smith, J.D., MBA, Professor of Management
David Steenstra, Ph.D., Professor of Management
Spencer Tower, Ph.D., Associate Professor of Management
John Vermeer, J.D., Professor of Law

I. Assessment and Evaluation

Learning outcomes at the course and program level are detailed in TracDat reports, included in the appendix. The Business Administration program provides students with a wide variety of important topics, all within the broad concept of business acumen. These topics will enable students to develop critical thinking, problem solving, and leadership skills.

Courses	Learning Outcomes	Assessment Criteria	Results
MGMT 350	Yes	Yes	In Process
INTB 310 / 335	Yes	Yes	In Process
MGMT 302	Yes	Yes	In Process
MGMT 373	Yes	Yes	In Process
MGMT 447	Yes	Yes	In Process
MGMT 488	Yes	Yes	In Process
MGMT 491	Yes	Yes	N / A

The Business Administration Major courses all have learning outcomes with appropriate assessment criteria. There are results for each course. The results are in a constant state of continuous review.

J. Service to Non-Majors

Students from a number of different degree programs avail themselves to courses within the Business Administration course offerings. Students in COET Automotive take the MGMT 350; Plastics takes MGMT 301; Allied Health take MGMT 302; etc. Nearly all majors around campus would benefit by taking courses in Management, Organizational Behavior, and Leadership. It is expected that the service level will at minimum remain the same, and is likely to increase as employers are requesting graduates in all disciplines to possess these skills.

K. Degree Program Cost and Productivity Data

The Business Administration degree is a relatively low cost program. The total average cost per student credit hour is $164.94. This compares favorably with the University average of $211.68, the College of Business average of $187.88, and the Management Department average of $179.77.

According to the Ferris State University Productivity Report Fall 2006 – Spring 2011, student credit hours per full time equated faculty is a measure of productivity that gives the average number of student credit hours generated per full time equated faculty. The SCH / FTEF provides data at the university, college, department, and course prefix levels.

The following table shows a comparison of the SCH/FTEF for the MGMT prefix courses, the Management Department as a whole, The College of Business, and the University.

SCH / FTEF Comparison F + SP 2006 – 2011

	2006-7	2007-8	2008-9	2009-10	2010-11
MGMT Prefix	749.19	764.15	682.53	627.84	665.98
MGMT Department	644.66	662.81	620.40	630.79	628.35
College of Business	576.41	591.07	580.78	581.87	569.69
University	443.06	450.88	448.62	453.69	466.28

Ranked Listing SCH / FTEF by College		Ranked Listing SCH / FTEF by Department	
College of Arts and Science	615.22	Social Sciences Department	714.73
College of Business	569.69	Physical Sciences	713.25
University College	532.82	Mathematics	677.80
College of Allied Health	477.54	Biology	634.52
College of Pharmacy	460.98	Management	628.35
College of Ed. & Hum. Ser.	413.78	Humanities	609.01
College of Eng. Technology	380.99	Accounting, Finance, I.S.	591.46
College of Prof-Tech Studies	343.95	Welding	537.45
Mich. College of Optometry	259.55	Developmental Programs	532.82
Kendall Col. of Art & Design	258.12	Clinical Lab – Resp Care	517.85

Enrollment Comparisons

	2008	2009	2010	2011
College of Business	2,473	2,550 +3.1%	2,640 +3.5%	2,634 -.2%
AFIS	529	565 +6.8%	592 +4.8%	605 +2.2%
Management	841	879 +6.7%	935 +6.4%	958 +2.6%
Marketing	446	434 -2.7%	403 -7.1%	379 -6.0%
SEHM	646	658 +1.9%	699 +6.2%	683 -2.3%

Management Department – On Campus / Off Campus

	2008	2009	2010	2011
On Campus	474	554 +16.9%	580 +4.5%	532 -8.3%
Off Campus & On Line	367	325 -11.4%	355 +9.2%	426 +20%
Total	841	879 +6.7%	935 +6.4%	958 +2.6%

The tables clearly show that the Management Department has consistently led the College of Business in terms of productivity, and ranks fifth as the most productive in the entire University. Concurrent with this acknowledgment, the department has enjoyed four consecutive years of enrollment growth. The Business Administration program constitutes approximately 70% of the departmental total.

* Fact Book 2012, Institutional Research, Fall Semester

L. Administration Effectiveness

The administration has been supportive of the Business Administration Program. When there are needs, the administration helps see they are met. Clerical support for the Program consists of the Management Department Secretary, with occasional assistance from other department secretaries and an adult part-time worker. The clerical staff does everything humanly possible to provide assistance to all COB faculty, but often they are stretched quite thin.

In general the department is run in an efficient manner, although occasionally there are breakdowns in the communication of what is going on in the department. This is likely due to the size of the department and number of programs involved.

The Business Administration Program is run in an efficient manner. Almost every class in the Business Administration Program is offered every term to allow students to plan in advance. The only exception to this is the INTB 335 which is one of two classes the students can choose from. The INTB 335 class is offered each fall and spring terms. Depending on which concentration or minor the student chooses all of those classes might not be offered each term. Normally when the students meet with someone about the minor or concentration of their choosing the faculty member will explain when the classes are held so the students can plan ahead.

Section 4 – Evaluation of Facilities and Equipment

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

A. **Instructional Environment**
B. **Computer Access & Availability**
C. **Other Instructional Technology**

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 four or five 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 software upgrade 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. 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. Any problems related to either faculty or classroom computer's is reported to the Technology Assistance Center (TAC) for resolution. In some situations, (i.e., BUS 312) classrooms requiring computer or projector upgrades are being replaced at the time of classroom renovations.

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. Additionally, the Management Department is pursuing the use of iPods for faculty use in the classroom. As this 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 potential University wide budget cuts, computer equipment upgrades and/or implementation of new technology may temporarily be delayed within the College of Business.

Overall, there are approximately 345 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 11.73 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 Business Administration program appear to be quite adequate for their present needs.

D. Library Resources

Flite Library

Students enrolled in the Business Administration 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	10
Java	1.6 Update 5
Lockdown Browser	X 1.0.3
Microsoft Access	2010
Microsoft Excel	2010

Microsoft FrontPage	2003 X
Microsoft Internet Explorer	8
Microsoft Photostory	3
Microsoft PowerPoint	2011
Microsoft Project	2010
Microsoft Publisher	2010
Microsoft Visio	2010
Microsoft Visual Studio	2010
Microsoft Word	2010
Mozilla Firefox	3.X
QuickTime	7.7
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 the Business Administration program 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.

Section 5: Conclusions

A. Relationship to FSU Mission

The mission of Ferris is to "prepare students for successful careers, responsible citizenship, and lifelong learning." The mission of the COB is: "We in the College of Business are committed to academic excellence, ethical conduct, and a learner-centered environment characterized by quality teaching, outcomes assessment, and continuous improvement. Our students will take pride in their developed competencies and the distinctiveness of the College's programs. We will be noted for being responsive to changes in workforce needs; building/maintaining good relationships with employers; preparing our students to excel in a global environment; and providing high-quality interns and graduates who meet and exceed employer expectations, deal effectively with change, and are committed to lifelong learning."

The Business Administration Program reinforces the mission of the University and the COB by offering students a broad-based business education tuned to the dynamic requirements of private and public sector employers as expressed by the Program's Advisory Board along with the results of the Employer Survey, embodied herein. As with other programs in the College of Business, the Business Administration Program facilitates critical skill set development, preparing students for entry-level employment in the business world as well as admission to graduate-level studies in business and allied fields.

B. Program Visibility and Distinctiveness

The visibility of the Program across campus has increased in recent years as evidenced by the increase in the number of non-business majors enrolled in business courses, indeed, minors and certificates. The COB's strategic initiative to nurture a campus-wide 'polytechnic culture' has resulted in several curriculum alliances with the Colleges of Engineering Technology, Allied Health, Education and Human Services, Optometry, Pharmacy, and Professional & Technological Studies. These alliances, we believe, will bolster the near-term employability and long-term adaptability of all participating students. Among other important immediate implications, enrollment on business administration courses is growing significantly and the detailed content of several of our business courses are being modified to include the more distinctive career needs of non-business majors.

C. Program Value

The Program Review Committee finds that the Business Administration Program, as it has continuously improved over the past several years, has become increasingly valuable to the COB, University, students, and employers. Indeed, it is COB's programmatic centerpiece consisting of well-rounded business courses. And this is a view clearly supported by the results of the various stakeholder surveys recently undertaken by the Committee. And of growing importance in the unpredictably dynamic world of education funding, the Program's cost-effectiveness is surely among the best-in-class.

D. Enrollment

Enrollment Comparisons

	2008	2009	2010	2011
College of Business	2,473	2,550	2,640	2,634
		+3.1%	+3.5%	-.2%
AFIS	529	565	592	605
		+6.8%	+4.8%	+2.2%
Management	841	879	935	958
		+6.7%	+6.4%	+2.6%
Marketing	446	434	403	379
		-2.7%	-7.1%	-6.0%
SEHM	646	658	699	683
		+1.9%	+6.2%	-2.3%

Management Department – On Campus / Off Campus

	2008	2009	2010	2011
On Campus	474	554	580	532
		+16.9%	+4.5%	-8.3%

Off Campus & On Line	367	325	355	426
		-11.4%	+9.2%	+20%
Total	841	879	935	958
		+6.7%	+6.4%	+2.6%

The tables clearly show that the Management Department has consistently led the College of Business in terms of productivity, and ranks fifth as the most productive in the entire University. Concurrent with this acknowledgment, the department has enjoyed four consecutive years of enrollment growth. The Business Administration program constitutes approximately 70% of the departmental total.

E. Characteristics, Quality and Employability of Students

Taking into account the protracted dismal economic conditions in the US and Michigan employment marketplaces, the Program Review Committee was quite surprised at the current level of career success and the optimism for the future revealed in the Committee's survey instruments.

We received 73 survey responses from FSU/COB Alumni which, in various ways, was interpreted to endorse the Business Administration Program. To better understand the results and discussion that follow, it's perhaps important to broadly sketch the demographic of the responders: 1% graduated prior to 1990, 66% graduated in the 1990's. and 33% in the 2000's.
95% of the Alumni responders reported to be presently employed on a full-time basis. And we interpret the group's reported scope of employment to reinforce the benefit of a broad-based undergraduate business education. Consider... airline pilot, assistant dean, assistant vice president, banker, insurance claims representative, director of sales/marketing, district sales manager, engineering manager, entrepreneur, group product manager, human resource director, information services manager, insurance agent, purchasing agent, supply chain specialist, fire fighter lieutenant, president of construction company, sales executive, senior tax accountant, supply chain specialist, transportation technician, and military officer. Of the 4-alumni (5%) who reported being out-of-work, three were involuntary owing to corporate downsizings while one was voluntary owing to family rearing.

The alumni responders reported salaries further suggests their varied career successes. Only 1% earned less that $20k annually, 7% earned between $20k-$30k, 11% between $30k-$40k, 27% between $40k-$50k, 18% between $60k-$80k, 14% between $80k-$100k, and $16% over $100k.

When addressing their employment expectations over the next 5-year period, most of the 73-responders expressed a 'feeling of job security', 10-responders expect advancement during this period, 6-responders reported optimism relating to their progress toward achieving a graduate degree. However, 8-responders reported to be worried over their 5-year employment outlook, owing to potential downsizings coupled with a generally bleak economic outlook.

Viewed within the probable context of a very gradual economic recovery, we were encouraged by the 19 survey responses from Employers concerning the near-term employment outlook for business administration majors. 47% expect to soon hire persons with Business Administration degrees. And some of the typical position/salary offers were reported as, Account Managers $30k-$40k per year, Accounting-Bookkeeper $40k-$50k, Research Analyst $75k, and Sales representatives $35k-$75k.

Job/Labor Market Analysis

The purpose of this section is to assess the prospects that BUAD graduates face in terms of job/career opportunities available to them. The BUAD degree helps the degree holders to access varied positions in almost all sectors and industries including retail, education, government and private business. It also helps the degree holder to access graduate education programs. An online Degree provider lists sixty job descriptions, under the heading: What Kind of Job Can I Get with a Degree in Business Administration? The average salaries they quote for these positions range between $25,000 and $116,000. (See Appendix a)

The current Ferris Survey of Employers for the BUAD degree yielded 19 respondents. Each responding establishment held between one and 6,000 employees, making the average of 367 employees per employer. 47.4% of these employers expect to hire, adding 13 positions, in total, for BUAD degree holders at various levels of their organizations. The salaries they offer for prospective employees range between $24,000 and $75,000. None of the responding employers expected to reduce the number of existing BUAD positions that they currently have. (See answers to questions 1 through 7 of the Survey of Employers for BUAD)

The current Ferris Survey of Alumni for BUAD degree yielded 73 respondents. Out of those BUAD alumni 94.5% are presently employed. About 80% of employed respondents reported salaries above $40,000, and about 17% reported salaries exceeding $100,000. (Here can insert table of q8 from Ferris Survey of Alumni for BUAD, or refer to it below). Also, approximately 88% of respondents were either "Satisfied" or "Very Satisfied" with their BUAD degrees as career preparation, and about a third of them reported attending graduate school. (See answers to questions 2, 8, and 12 of the Survey of Alumni for BUAD)

A cursory look at information available at the U.S. Bureau of Labor Statistics website (bls.gov) provides a broader economy wide view of job prospects for BUAD graduates. As Table 1.1 "**Employment by major occupational group, 2010 and projected 2020" shows, "**Management Occupations" (BLS code: 11-0000) had a median annual wage of $91,440 in 2010, and job numbers are expected to grow by 7% over the decade ending in 2020. The same table also shows "Business and Financial Operations Occupations" (BLS code: 13-0000) had a median annual wage of $60,670 in 2010, and are expected to grow by 17.3% over the same decade.

For more narrowly defined managerial occupation lines, the BLS provides some separate data in summary tables. The table for "Industrial Production Managers" gives 2010 Median Pay at $87,160 per year, and estimates the jobs growth rate at 9% over the decade 2010-2020. Another summary table for "Management Analysts" shows estimates of 2010 Median Pay at $78,160 per year and the jobs growth rate at 22% over the same decade ending in 2020. (See Appendix b for BLS data cited above). The data described above indicate that BUAD degrees represent valuable skills and abilities that help graduates access good jobs and career opportunities. This is made clear from the salary ranges cited above. Both locally generated data from Ferris surveys, and national data from the BLS, agree that the demand by employers for BUAD graduates is expected to increase as we go forward.

What Kind of Job can I get with a Degree in Business Administration? (Careers A-H)

Considering a degree in Business Administration but not sure what career opportunities await? The Business major can lead to jobs in multiple sectors, including retail, education, government and private business. Important skills, such as clear communication, decision making and organization, can set the cornerstone for a successful business career and higher salary. Here you will find a list of popular career choices for a degree in Business Administration.

Accountant – An accountant is a person who is in charge of maintaining, editing and reporting private or public financial records in accordance with governmental regulations. Average Salary: $37,335 – $51,137

Accounts Payable Professional – An accounts payable professional maintains businesses liabilities (bills), keeps track of important information, such as when they are paid, determines new payables, and administers expense accounts. Average Salary: $26,439 – $35,862

Accounts Receivable Clerk – An accounts receivable clerk is responsible for performing a variety of tasks including a strict record keeping of accounts receivable for a business, preparing invoices and bills and handling expenses and client inquiries. Average Salary: $25,504 – $35,006

Acquisitions Tax Manager – An acquisitions tax manager is a higher level of the accounting team who is responsible for taxes of property acquisitions management during company purchases. Average Salary: $105,000 – $115,000

Agency Underwriter – An agency underwriter serves as a commercial insurance products retailer who also provides insurance policies and coverage for small or medium sized businesses. Average Salary: $43,490 – $76,700

Appraiser – An appraiser is a real-estate professional trained in providing a property's (home or business) estimated value. Average Salary: $37,935 – $48,415

Bank Compliance Officer – A bank compliance officer keeps track of all accounting, lending and investments made within a bank according to federal regulations. Average Salary: $60,834 – $94,665

Banker – A banker is responsible for monitoring financial activities, establishing positive customer relations and dealing with private and corporate customers in retail or commercial banking offices. Average Salary: $29,736 – $42,969

Benefits Administrator – Benefits administrators work in human resources and are responsible for maintaining employee benefits and all associated benefit documentation while providing information and advice on coverage eligibility and employee coverage options and compensation programs. Average Salary: $35,807 – $46,597

Billing Clerk – Billing clerks work in private or commercial businesses and keep track of how much money customers owe a business, then calculate and prepare the customers' bills. Average Salary: $24,955 – $35,211

Biomedical Technician – A biomedical technician, or medical repairer, works to repair various medical equipment such as defibrillators, heart monitors, electric wheelchairs and ventilators. Average Salary: $46,069 – $57,253

Bookkeeper – Bookkeepers maintain financial records, typically in the form of ledgers for a business, and perform basic accounting tasks. Average Salary: $32,853 – $42,664

Budget Analyst – Budget analysts work with organizations to create, analyze and execute business budgets for private, government or nonprofit businesses. Average Salary: $42,860 – $55,079

Business Risk Consultant – A business risk consultant is a professional who determines possible problems a business may have, potential financial losses or corporate threats within a company. Average Salary: $64,000 – $95,000

Casino Gaming Manager – A casino gaming manager maintains all gaming operations and the planning and coordinating of all games played within the casino. Average Salary: $38,028 – $61,636

Certified Financial Planner – Certified financial planners work with clients to determine how they can meet lifelong financial goals through various management techniques. Average Salary: $40,999 – $61,431

Chief Financial Officer – The chief administrative officer leads an organization and must oversee various operations including finance, manufacturing, research and development, marketing and property management. Average Salary: $73,252 – $183,427

Chief Lending Officer – Chief lending officers supervise bank, savings institutions or credit unions staff members and develop loans. Average Salary: $75,000 – $107,000

Chief Technology Officer – A chief technology officer focuses on technological problems, research and development tactics, and the creation of long- term goals through capital transformation. Average Salary: $170,885 – $259,414

Claims Assistant – A claims assistant reviews and edits claims filed for employees under workers compensation and provides clerical services to risk analysts' claims. Average Salary: $24,000 – $36,000

Clerical Aide – Clerical aides perform multiple office tasks such scheduling appointments and managing budgets and financial records. Average Salary: $18,560 – $22,270

Commercial Lender – A commercial lender issues business loans that may involve real estate, non-confirming assets or other sources of security backed up by collateral. Average Salary: $57,328 – $73,912

Commercial Loan Processor – A commercial loan processor is responsible for processing commercial loan applications and obtaining the necessary requirements and information for the application to be approved. Average Salary: $29,222 – $41,281

Compliance Analyst – Compliance analysts work to make sure businesses actions meet certain standards as well as federal regulations and laws. Average Salary: $41,386 – $63,846

Compliance Specialist – Compliance specialists analyze the legality of certain business operations and provide duties such as planning audits and leading in law-related matters. Average Salary: $50,562 – $67,960

Computer Office Technician – Computer office technicians maintain, install and repair office computer systems. Average Salary: $28,030 – $34,970

Construction Administrator – A construction administrator maintains paperwork associated with construction jobs or projects. Average Salary: $36,044 – $51,336

Construction Manager – Construction managers plan, develop and coordinate construction projects: including commercial, residential and industrial projects. Average Salary: $56,083 – $104,108

Contract Lawyer – A contract lawyer works on various legal cases on a temporary or contract basis. Average Salary: $67,000 – $74,000

Contract Negotiator – A contract negotiator is the middleman between two organizations, helping them reach positive outcomes. Average Salary: $50,057 – $84,617

Corporate Auditor – Corporate auditors are responsible for a company's tax, accounting and auditing activities as well as maintaining public records. Average Salary: $42,520 – $71,960

Corporate Development Manager – A corporate development manager develops strategies and determines profitable acquisitions for a company. Average Salary: $81,359 – $114,331

Corporate Travel Manager – A corporate travel manager is the head of a business travel department who manages and arranges a business employee travel plans. Average Salary: $61,358 – $102,876

Court Clerk – Court clerks are responsible for clerical work in a city, state or federal court system. Average Salary: $27,777 – $42,841

Credit Analyst – Credit analysts review files for bill collection and analyze the paying habits of delinquent bill-paying customers. Average Salary: $44,449 – $74,829

Credit Counselor – Credit counselors provide financial advice and counseling to people who are in debt by calculating estimated debts and funds and arranging payment adjustments. Average Salary: $27,843 – $37,891

Credit Manager – Credit managers' direct credit operations of credit bureaus or retail shops and help customers fill out credit applications. Average Salary: $38,839 – $70,793

Customer Service Associate – Customer service associates provide companies who buy or sell a service a link between the business and potential customers. Average Salary: $26,680 – $38,000

Customer Service Representative – Customer service representatives deal with service complaints, help customers on the phone and in person, complete contract forms and determine charges for services. Average Salary: $23,449 – $35,281

Data Entry Clerk – Data entry clerks maintain computer information, type data into computers and operate office machines. Average Salary: $21,157 – $30,156

Demand Forecast Manager – Demand forecast managers keep track of market trends to help determine product popularity. Average Salary: $68,000 – $128,000

E-Commerce Manager – An E-Commerce manager is responsible for maintaining, developing and upgrading web sites for businesses and organizations. Average Salary: $56,059 – $109,364

Economist – Economists study how society uses resources such as labor, land, machinery and raw materials to produce services and goods. Average Salary: $48,124 – $100,495

Education Administrator – Educational administrators provide leadership and are responsible for daily activities in schools, colleges and universities. Average Salary: $47,657 – $81,598

Education Supervisor – An education supervisor develops and coordinates school operations, both long- and short-term. Average Salary: $39,000 – $87,872

Environmental Analyst – Environmental analysts develop research studies for controlling environmental pollutants and collect data for research models, projects and surveys to identify concepts to help decrease environmental problems. Average Salary: $65,000 – $86,212

Escrow Closer – An escrow closer is someone who prepares and executes escrow agreements and files and delivers legal papers and deeds. Average Salary: $31,612 – $51,238

Event Manager – Event managers coordinate special events, such as parties and seminars, and plan fundraisers, promotional events, and convention booths. Average Salary: $37,662 – $57,059

Executive Receptionist – Executive receptionists represent a business, company or individual, and communicate with customers while handling multiple office duties and equipment. Average Salary: $25,000 – $35,000

Facilities Coordinator – Facilities coordinators oversee a business maintenance staff, company grounds and supplies. Average Salary: $33,408 – $50,411

Fashion Merchandising Technician – A fashion merchandising technician is responsible for improving sales of fashion items and organization merchandise display within retail shops. Average Salary: $31,550 – $57,010

Financial Accountant – Financial accountants analyze and prepare a client's financial paperwork and records and make sure all taxes are paid. Average Salary: $45,038 – $63,968

Financial Analyst – A financial analyst is responsible for providing investment decisions for individuals and businesses. Average Salary: $44,210 – $63,697

Financial Center Manager – Financial center managers typically work in a bank setting and handle financial transactions made by clients. Average Salary: $81,880 – $116,165

Flight Attendant – Flight attendants are in charge of airline safety and security regulations, and keep passengers comfortable during a flight. Average Salary: $31,310 – $67,590

Food Science Technician – Food science technicians analyze, classify and compare food, beverages, preservatives and additives to make sure they meet certain regulations and standards. Average Salary: $24,328 – $49,891

Forecast Analyst – A forecast analyst prepares budgets and proposals and makes forecasts depending on specific financial matters. Average Salary: $50,690 – $66,763

General Office Assistants – General office assistants are hired in companies, schools, offices or hospitals and are responsible for administration activities, supervising coworkers and reviewing memos. Average Salary: $30,177 – $42,630

Hospitality Administrator – A hospitality administrator handles tourist operators for a hotel or resort to give tourists a satisfying experience. Average Salary: $31,141 – $42,320

Human Resource Manager – Human resource managers are responsible for overseeing an organization, company or agency's human resource department, screening resumes and setting up appointments during the hiring process. Average Salary: $45,001 – $74,472

Source: http://onlinedegrees.marylhurst.edu/what-kind-of-job-can-i-get-with-a-degree-in-business-administration/

F. Quality of Curriculum and Instruction

After studying the results of the various survey instruments designed to illuminate the quality of the Business Administration Curriculum -from the independent perspectives of current students, alumni, employers, and faculty- the Review Committee concludes that the Curriculum is fundamentally sound, and in keeping with its charge.

The alumni respondents overwhelmingly reported their satisfaction with the Business Administration Curriculum. 44% reported being Very Satisfied; another 44% reported being Satisfied, while 12%

reported some level of Dissatisfaction. Among those reporting Satisfaction, 'broad program content' and 'business-savvy professors' were often cited as chief among reasons. Among those reporting Dissatisfaction, 'poor University reputation' and 'lax grading standards' were cited as underlying reasons.

In their more detailed assessment of the on-the-job-utility of specific courses embodied in the Business Administration Curriculum, the overwhelming majority of alumni respondents found the courses to be beneficial. Consider... 89% endorsed the value of their Business Administration Finance courses, 84% for their Strategy course, 81% for Accounting, 81% for Human Resources, 79% for Applied Management, 78% for Business Writing, 79% for Economics, 79% for Marketing, 77% for Ethics, 77% for Business Law, 77% for Organizational Behavior, 75% for Statistics, 73% for Operations Management, 71% for Contracts, 70% for Information Systems, and 55% for International Business.

Employee start-up skill requirements among Employer Respondents were interpreted to be generally in concert with the Alumni assessments above, and broadly supportive of the varied focal points within the Business Administration Curriculum. In the order in which employers reported the importance of specific on-the-job skill sets they noted; Writing 95%, Interpersonal 95%, Financial Analysis 89%, General Office Software Applications 89%, Teaming Effectiveness 84%, Social Awareness 84%, Quantitative Analysis 84%, Decision-Making 84%, General Analysis 79%, Scientific Understanding 74%, Global Awareness 68%, Leadership 58%, and Foreign Language 56%.

The 72 survey responses from Current Students were found to be quite supportive of the Business Administration Program. For example, 96% expressed optimism that their business degree would be helpful in achieving their career goals. 89% reported to be satisfied with the academic preparation they are receiving. 75% reported satisfaction with academic advising. Over 90% reported that they would recommend the program to others. And 89% agreed that the program is one of 'Quality'.

In their collective assessment of the Business Administration Program, the 13 responding College of Business faculty reported 'insider views' that in many ways materially differed from those of the alumni and employer respondents. While 77% agreed that the Business Administration Degree was beneficial to students, 31% disagree that FSU/COB students are prepared to enter the workforce. 23% were at odds with the relevancy of at least some courses, 23% find the program of lesser quality than that offered at other universities, 39% find the COB's equipment/facilities inadequate, 23% find student advising insufficient, 32% take exception to mandatory student internships, 31% believe that there are an inadequate number of tenure track instructors in the program. Clearly, some deeper in-house inquiry and discussion is needed to determine whether these expressions of concern truly expose serious shortcomings or whether they simply reflect the natural restlessness of professionals eager to continuously improve.

G. Composition and Quality of the Faculty

There are 24 faculty within the Management Department that teach courses in the Business Administration degree program. Of those, 20 have doctoral degrees. Courses in the Business Core and the Business Administration Major taught by departmental faculty include:

BLAW 321   Nash, Lopez, Vermeer, Kane

BUSN 499	Wolgamott, Brotherton, Bolling, Gilley, Jackson, Tower, Marion
MGMT 301	Bell*, Saliers*
MGMT 370	Rewers, Lyman, Marion
MGMT 350	Bolling
INTB 310 / 335	Kelson*
MGMT 302	Smith, Gilley
MGMT 373	Rewers, Grover*
MGMT 447	Tower, Marion
MGMT 488	Eshbach
MGMT 491	Steenstra

* indicates non-doctoral faculty. All the rest are terminally qualified.

H. Input from David Steenstra, Management Department Head

The Business Administration program is a very viable and high demand program. It continues to grow, year after year. Graduates are gainfully employed in a very wide array of positions. It is the largest program in the College of Business, and one of the largest programs at the University. That said, the criticism most often heard is that the program lacks distinction and specificity. This is true, but this also provides the program with its strength.

Our advisory boards have been suggesting that the department embed career specific or skill specific programs within the context of the Business Administration program. The department has very successfully done this in the past several years. Collaborations now exist between the Management Department and most of the other Colleges at the University. It is now possible for a Business Administration major to earn a BUAD degree with a concentration in Heavy Equipment; Fleet Management; Plastics; Automotive, etc. So while the degree itself may resemble a bowl of Vanilla Ice Cream, the concentrations are like the toppings, and provides not only distinctiveness, but in many cases a unique degree. Our competition does not have the capabilities of providing such unique degrees.

The latest initiative in the Management Department is the re-introduction of the Insurance program. This exciting discipline is entirely embedded within the Business Administration Professional Track program. CEOs from a number of large insurance companies provided input into this decision. They insisted on a degree in business administration, rather than a degree in insurance.

All of these examples point to the flexibility and applicability of the Business Administration degree. We need to assure that our program remains current and has relevance. By incorporating career specific disciplines within the program, we will enhance the degree and provide our graduates with distinctive if not unique value. The Management Department strongly recommends the continuance of this program.

I. Input from the Dean, David Nicol

The Business Administration major is undoubtedly a key offering for the College. As noted, about a quarter of the majors in the college are enrolled in this area. Furthermore, if we restructure several low-enrollment programs (e.g., Operations, HRM) that logically could (and should) be concentrations within the Business Administration major, its presence would be even more significant.

There, however, are a number of challenges before us. For one, though not directly noted, an increasing source of competition is found in the community colleges, as well as the on-line for-profits. If the prospective student sees this curriculum as relatively generic, these sources tend to be much more convenient, and the community colleges are significantly less expensive. For the students for whom cost has primacy, it behooves us to expand our efforts to convince students of the merit of a four degree, so that we at least have the prospect of picking up the last year or two of instruction, albeit at our partner institutions. For others, we need to convince prospective students that the on-campus option offers uniquely collaborative opportunities unavailable in competitive offerings.

We appear to have achieved some success in fostering the connections through our off-campus partners, since, as indicated by the enrollment numbers, the majority, though not all, of the program's enrollment growth has occurred off-campus. To sustain this growth, we need to enhance our competitive advantage by expanding our off-campus offerings to include more (though not all) of what is offered on-campus, and to ensure learning is achieved. On-campus, we need to continue to strive for distinctiveness through collaborative combinations and curricular modifications responsive to changing markets. With respect to the latter, I believe we need to expand our industry connections, in frequency of interaction, and both diversity and magnitude of input sources.

I continue to believe that it is critical that the program require internships (not simply 'recommend'). Not only is it consistent with our claim of offering a practical, career-oriented education, but, increasingly, we place our students at a competitive disadvantage by not doing so (since a minority act on our 'recommendation'). Internships are now a standard component of a business education – BusinessWeek's annual ranking of undergraduate business schools includes internship participation as one of its nine rating criteria; for their Top 25, the reported internship participation rate ranges from 85-97%.

Another challenge entails our understanding of what we are achieving. FTIAC's currently constitute only nine percent of the program's enrollment. That suggests that drawing conclusions regarding retention and graduation based on their performance (our only data source) has shortcomings. We need to find ways to access data regarding the other 81% if we desire to engage in meaningful continuous improvement. Likewise, we should strive to improve our knowledge of our graduates – what jobs they get; how they progress in their careers; and, how they feel we could improve.

The Business Administration degree may be 'plain vanilla' (as someone has referred to it), but it is evident that it currently fulfills a not-insubstantial need. It provides a foundational base, a springboard in numerous directions, as demonstrated by the variety of positions held by its graduates. To the extent that it may be a generic default, we benefit, but have exposure. It is incumbent on us to reinforce the offering to counter increasing competitive pressures.

The Business Administration major is undoubtedly a key offering for the College. As noted, about a quarter of the majors in the college are enrolled in this area. Furthermore, if we restructure several low-enrollment programs (e.g., Operations, HRM) that logically could (and should) be concentrations within the Business Administration major, its presence would be even more significant.

There, however, are a number of challenges before us. For one, though not directly noted, an increasing source of competition is found in the community colleges, as well as the on-line for-profits. If the prospective student sees this curriculum as relatively generic, these sources tend to be much more convenient, and the community colleges are significantly less expensive. For the students for whom cost has primacy, it behooves us to expand our efforts to convince students of the merit of a four degree, so that we at least have the prospect of picking up the last year or two of instruction, albeit at our partner institutions. For others, we need to convince prospective students that the on-campus option offers uniquely collaborative opportunities unavailable in competitive offerings.

We appear to have achieved some success in fostering the connections through our off-campus partners, since, as indicated by the enrollment numbers, the majority, though not all, of the program's enrollment growth has occurred off-campus. To sustain this growth, we need to enhance our competitive advantage by expanding our off-campus offerings to include more (though not all) of what is offered on-campus, and to ensure learning is achieved. On-campus, we need to continue to strive for distinctiveness through collaborative combinations and curricular modifications responsive to changing markets. With respect to the latter, I believe we need to expand our industry connections, in frequency of interaction, and both diversity and magnitude of input sources.

I continue to believe that it is critical that the program require internships (not simply 'recommend'). Not only is it consistent with our claim of offering a practical, career-oriented education, but, increasingly, we place our students at a competitive disadvantage by not doing so (since a minority act on our 'recommendation'). Internships are now a standard component of a business education – BusinessWeek's annual ranking of undergraduate business schools includes internship participation as one of its nine rating criteria; for their Top 25, the reported internship participation rate ranges from 85-97%.

Another challenge entails our understanding of what we are achieving. FTIAC's currently constitute only nine percent of the program's enrollment. That suggests that drawing conclusions regarding retention and graduation based on their performance (our only data source) has shortcomings. We need to find ways to access data regarding the other 81% if we desire to engage in meaningful continuous improvement. Likewise, we should strive to improve our knowledge of our graduates – what jobs they get; how they progress in their careers; and, how they feel we could improve.

The Business Administration degree may be 'plain vanilla' (as someone has referred to it), but it is evident that it currently fulfills a not-insubstantial need. It provides a foundational base, a springboard in numerous directions, as demonstrated by the variety of positions held by its graduates. To the extent

that it may be a generic default, we benefit, but have exposure.   It is incumbent on us to reinforce the offering to counter increasing competitive pressures.

Appendices

Appendix A – Check sheets and descriptions of required courses

Ferris State University - College of Business
BACHELOR OF SCIENCE DEGREE IN BUSINESS – BUSINESS ADMINSTRATION with Concentrations - 121/122 credits

NAME: _____   **ID#:** _____

Required		Course Title - Prerequisites Shown in Brackets ( )	Crs	Gr	Gr Pt
COMMUNICATION COMPETENCE - 12 Credits Required					
Communication Competence Category Satisfied with Related* Course Requirements					
COMM	121	Fundamentals of Public Speaking (None)	3		
ENGL	150	English 1 (ENGL 074 w/ a C- or better or a minimum score of 14 on ACT)	3		
ENGL	250	English 2 (ENGL 150 w/a grade of C- or better)	3		
ENGL	325	Advanced Business Writing – (ENGL 250 or 211 both w/ C or better)	3		
SCIENTIFIC UNDERSTANDING – 7-8 Credits Required					
Consult the Ferris website: www.ferris.edu/htmls/academics/gened/scicourses.html for approved courses.					
		Scientific Understanding with Lab	4		
		Scientific Understanding	3-4		
QUANTITATIVE SKILLS – 3 Credits Required					
MATH	115	Intermediate Algebra (MATH 110 w/C- or better, or 19 on ACT or 460 on SAT) If MATH ACT score is 24+, substitute a general education elective.	3		
CULTURAL ENRICHMENT – 9 Credits Required*					
Consult the Ferris website: www.ferris.edu/htmls/academics/gened/cultcourses.html for approved courses.					
		Cultural Enrichment Elective	3		
		Cultural Enrichment Elective	3		
		Cultural Enrichment Elective (200-level or above)	3		
SOCIAL AWARENESS – 9 Credits Required*					
Consult the FSU Website: www.ferris.edu/htmls/academics/gened/soccourses.html **for approved course.**					
ECON	221	Principles of Macroeconomics (MATH 110 w/a C- or better or ACT of 19 or SAT of 460)	3		
ECON	222	Principles of Microeconomics (ECON 221)	3		
		Social Awareness Elective	**3**		
COLLEGE OF BUSINESS ADDITIONAL GENERAL EDUCATION ELECTIVES – 9 Credits Required*					
Consult the Ferris website: www.ferris.edu/htmls/academics/gened/gened.html for approved courses.					
COMM		Choose one: COMM 221, 251, 332 or 336 (All but COMM 221 have COMM 121)	3		
		General Education Elective	3		
		General Education Elective	3		
BUSINESS CORE - 30 Credits Required					
ACCT	201	Principles of Accounting 1 (MATH 110 w/C- or better or 19 ACT or 460 SAT)	3		
ACCT	202	Principles of Accounting 2 (ACCT 201 with a grade of C- or better)	3		
BLAW	321	Contracts and Sales (None)	3		
BUSN	499	Integrating Experience (FINC 322, MGMT 370, MKTG 321, Sr status)	3		
FINC	322	Financial Mgmt 1 (ACCT 202, Math 115, 116 or 117 or MATH ACT 24)	3		
ISYS	321	Business Information Systems (ACCT 202, MKTG 321, MGMT 301)	3		
MGMT	301	Applied Management (None)	3		
MGMT	370	Quality/Operations Management (Soph Standing or Instructor Permit)	3		
MKTG	321	Principles of Marketing (Sophomore standing)	3		
STQM	260	Intro to Statistics (MATH 115 or 116, w/ C- or 24 ACT or 560 SAT)	3		

Advising notes:
FSUS 100 requirement satisfied by _____.
Global Consciousness requirement satisfied by _____.
Race, Ethnicity, Gender requirement satisfied by_____

Required		Course Title - Prerequisites Shown in Brackets ( )	Crs	Gr	Gr Pt
BUSINESS ADMINISTRATION MAJOR COURSES – 30 Credits Required					
		Choose an Accounting, Finance, or Statistics Elective or MGMT 350	3		
INTB		Choose One: INTB 310 International Business Systems or INTB 335 Cross Cultural Business (Both have none)	3		
ISYS	105	Introduction Microcomputer Systems & Software (None)	3		
MGMT	302	Team Dynamics & Organizational Behavior (Sophomore status)	3		
MGMT	373	Human Resource Management (Sophomore status)	3		
MGMT	447	Business Ethics and Social Responsibility (Senior status)	3		
MGMT	488	Advanced Mgmt Cases & Problems (FINC 322, MGMT 370, MKTG 321)	3		
		Directed Elective or related course toward concentration – see advisor	3		
		Directed Elective or related course toward concentration – see advisor	3		
MGMT	491	Internship (HIGHLY RECOMMENDED) OR COB Directed Elective	3		
SELECT ONE OF THE CONCENTRATIONS BELOW OR ANOTHER UNIVERSITY CONCENTRATION					
HUMAN RESOURCE MANAGEMENT – 12 Credits Required					
MGMT	375	Negotiations (Junior Standing)	3		
MGMT	472	Compensation (MGMT 373 or instructor approval)	3		
		Select one of the following: COMM 301, PSYC 310 or SOCY 340	3		
		Select one of the following: BLAW 421, MGMT 377, or MGMT 474	3		
MGMT 302 & MGMT 373 are taken in the Bus Ad major to complete the requirements.					
INTERNATIONAL BUSINESS MANAGEMENT - 12 Credits Required					
INTB	320	International Logistics (None)	3		
INTB	380	International Business Systems (INTB 310)	3		
INTB	440	International Finance (Junior standing or permission of instructor)	3		
		Select one of the following: MKTG 441 or MGMT 377	3		
MGMT elective & INTB 310 or 335 are taken in the major to complete the requirements.					
OPERATIONS & SUPPLY MANAGEMENT – 12 Credits Required					
MFGE	351	Introduction to Industrial Engineering (None)	3		
MFGE	354	Lean Manufacturing: Concepts and Practices (Junior status)	3		
MGMT	430	Inventory and Materials Management (MGMT 370 or instructor permit)	3		
MKTG	466	Purchasing (MKTG 321) – offered fall semesters only	3		
MGMT Elective & INTB Elective are taken in the major to complete the requirements.					
SMALL BUSINESS & ENTREPRENEURSHIP – 12 Credits Required					
MGMT	315	Entrepreneurship Strategies & Planning (None)	3		
MGMT	320	Growing the Small Business (None)	3		
MGMT	350	MGMT Metrics & Decision Making (None)	3		
MGMT	411	Small Business Systems & Operations (None)	3		
MGMT	415	Capitalizing on Entrepreneurial Opportunities (ACCT 201, ACCT 202, MGMT 350) This course satisfies a directed elective in major.	3		
MGMT	491	Management Internship (Small Business Specific) This course satisfies internship requirement or directed elective in major.	3		
DIVERSIFIED CONCENTRATION – 12 Credits Required					
(For those who want a specialty area, work with your advisor to pick courses towards your career direction.)					
		Directed Elective 300-400 Level - Prior approval of advisor required.	3		
		Directed Elective 300-400 Level - Prior approval of advisor required.	3		
		Directed Elective – Prior approval of advisor required.	3		
		Directed Elective – Prior approval of advisor required.	3		

BUSINESS ADMINISTRATION with Concentrations - SUGGESTED SEMESTER COURSE COMPLETION

FIRST YEAR

Fall Semester		CrHrs	Grade
COMM 121	Fundamentals of Public Speaking	3	
	Cultural Enrichment Elective	3	
ENGL 150	English 1	3	
ISYS 105	Introduction Microcomputer Systems & Software	3	
MATH 115	Intermediate Algebra	3	
	TOTAL	**15**	

FIRST YEAR

Spring Semester		CrHrs	Grade
ENGL 250	English 2	3	
	Cultural Enrichment Elective	3	
	General Education Elective	3	
	Lab Science Elective	4	
STQM 260	Introduction to Statistics	3	
	TOTAL	**16**	

SECOND YEAR

Fall Semester		CrHrs	Grade
ACCT 201	Principles of Accounting 1	3	
COMM	Choose One: COMM 221, 251, 332 or 336	3	
ECON 221	Principles of Macroeconomics	3	
MGMT 301	Applied Management	3	
	Scientific Elective	3/4	
	TOTAL	**15/16**	

SECOND YEAR

Spring Semester		CrHrs	Grade
ACCT 202	Principles of Accounting 2	3	
BLAW 321	Contracts and Sales	3	
ECON 222	Principles of Microeconomics	3	
MGMT 302	Team Dynamics & Organizational Behavior	3	
	Social Awareness Elective	3	
	TOTAL	**15**	

THIRD YEAR

Fall Semester		CrHrs	Grade
	Directed Elective (Towards concentration)	3	
FINC 322	Financial Management	3	
Choose One:	INTB 310 International Business Systems **or** INTB 335 Cross Cultural Business	3	
MGMT 370	Quality/Operations Management	3	
MKTG 321	Principles of Marketing	3	
	TOTAL	**15**	

THIRD YEAR

Spring Semester		CrHrs	Grade
	ACCT/FINC/STAT Elective or MGMT 350	3	
	Directed Elective (Towards concentration)	3	
ENGL 325	Advanced Writing for Business	3	
MGMT 373	Human Resource Management	3	
MGMT 491	Management Internship or COB Directed Elective	3	
	TOTAL	**15**	

FOURTH YEAR

Fall Semester		CrHrs	Grade
ISYS 321	Business Information Systems	3	
	Directed Elective (Towards concentration)	3	
	Directed Elective 300-400 Level (Towards concentration)	3	
MGMT 447	Business Ethics & Social Responsibility	3	
MGMT 488	Advanced Management Cases & Problems	3	
	TOTAL	**15**	

FOURTH YEAR

Spring Semester		CrHrs	Grade
BUSN 499	Integrating Experience	3	
	Cultural Enrichment Elective 200 Level or Above	3	
	Directed Elective 300-400 Level (Towards concentration)	3	
	Directed Elective (Towards minor or concentration)	3	
	General Education Elective	3	
	TOTAL	**15**	

ADDITIONAL INFORMATION: See front of sheet for notations regarding - prerequisites and specific course requirements.

* Global consciousness requirement must be met either through Cultural Enrichment, Social Awareness, General Education or major courses.

Note: A 2.00 cumulative GPA is required in the major, concentration, business core and overall for completion of the Business Administration degree.

Spring 2008/Updated 201208

Ferris State University - College of Business
BACHELOR OF SCIENCE DEGREE IN BUSINESS
BUSINESS ADMINISTRATION - Professional Track (121/122 Credits)

NAME: _____ SID#: _____

*TO GRADUATE FROM THIS PROGRAM, STUDENTS MUST HAVE COMPLETED AN ASSOCIATE'S DEGREE IN AN AREA OF OCCUPATIONAL SPECIALTY OR HAVE COMPLETED AT LEAST 24 SEMESTER CREDIT HOURS OF OCCUPATIONAL SPECIALTY COURSES.

Required		Course Title - Prerequisites Shown in Brackets ( )	Cr	Gr	Gr Pt
COMMUNICATION COMPETENCE - 12 Credits Required					
COMM	121	Fund Of Public Speaking (None)	3		
ENGL	150	English 1 – (ENGL 074 w/ C- or better or 14>ACT or 370> SAT)	3		
ENGL		ENGL 211 Industrial and Career Writing OR ENGL 250 –English 2 (ENGL 150 w/grade of C- or better for both classes)	3		
ENGL	325	Advanced Business Writing – (ENGL 250 or 211)	3		
SCIENTIFIC UNDERSTANDING – 7/8 Credits Required					
Consult the Ferris website: www.ferris.edu/htmls/academics/gened/scicourses.html for approved courses.					
		Scientific Understanding with lab	4		
		Scientific Understanding	3/4		
QUANTITATIVE SKILLS – 3 Credits Required					
MATH	115	Intermediate Algebra (MATH 110 w/ a grade of C- or better or 19 ACT or 460 SAT) IF MATH ACT IS 24 OR HIGHER, TAKE GEN. ED ELECTIVE	3		
CULTURAL ENRICHMENT – 9 Credits Required					
Consult the Ferris website: www.ferris.edu/htmls/academics/gened/cultcourses.html for approved courses.					
		Cultural Enrichment Elective	3		
		Cultural Enrichment Elective	3		
		Cultural Enrichment Elective (200 level or above)	3		
SOCIAL AWARENESS - 9 Credits Required*					
Consult the Ferris website: www.ferris.edu/htmls/academics/gened/soccourses.html for approved courses					
ECON	221	Principles of Macroeconomics 1 (MATH 110 w/grade of C- or better or 19 ACT or 460 ACT)	3		
ECON	222	Principles of Microeconomics 2 (ECON 221)	3		
		Social Awareness elective – Non-economics	3		
COLLEGE OF BUSINESS ADDITIONAL GENERAL EDUCATION ELECTIVES - 9 Credits Required					
		300/400 General Education Elective- See advisor for assistance.	3		
		General Education Elective – See your advisor for assistance.	3		
		General Education Elective – See your advisor for assistance.	3		

*Global consciousness, and race ethnicity or gender requirements must be met either through Cultural Enrichment, Social Awareness or General Education courses.

Global consciousness requirement satisfied by _____

Race, ethnicity, gender requirement satisfied by _____

Note: A 2.00 cumulative GPA is required in the business core, major, Professional track, and overall for completion of this degree.

NOTICE REGARDING WITHDRAWAL, RE-ADMISSION & INTERRUPTION OF STUDIES
Students who return to the university after an 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.

Required		Course Title - Prerequisites Shown in Brackets ( )	Cr	Gr	Gr Pt
BUSINESS CORE - 30 Credits Required					
ACCT	201	Prin. of Accounting 1 (MATH 110 w/ C- or better or 19 ACT or 460 SAT)	3		
ACCT	202	Prin. of Accounting 2 (ACCT 201 with C- or better)	3		
BLAW	321	Contracts and Sales (None)	3		
BUSN	499	Integrating Exp (FINC 322 or MGMT 350 & MGMT 370 & MKTG 321 & senior status)	3		
FINC	322	Financial Management 1 (ACCT 202, MATH 115, 116 or 117, OR Math ACT of 24	3		
ISYS	321	Business Information Systems (ACCT 202, MKTG 321, MGMT 301)	3		
MGMT	301	Applied Management (None)	3		
MGMT	370	Quality/Operations Management (Sophomore standing or instructor permit)	3		
MKTG	321	Principles of Marketing (Sophomore or higher standing)	3		
STQM	260	Introduction to Statistics (MATH 115 or MATH 116 w/ C- or better or an ACT score of 24 or an SAT of 560)	3		
MAJOR COURSES – 12 Credits Required					
Choose One:		INTB 310 International Business Systems (None) OR INTB 335 Cross-Cultural Business (None)	3		
MGMT	302	Team Dynamics & Organizational Behavior (Sophomore standing)	3		
MGMT	373	Human Resource Management (Sophomore standing)	3		
MGMT	488	Advanced Cases and Problems (MKTG 321, MGMT 370 & FINC 322)	3		

PROFESSIONAL TRACK (24 SEMESTER CREDIT HOURS OF CAREER-SPECIFIC COURSES)		
	3	
	3	
	3	
	3	
	3	
	3	
	3	
	3	
FREE ELECTIVES- 6 CREDIT HOURS REQUIRED **See your advisor for assistance**		
Free elective- 300/400 level- see your advisor for assistance	3	
Free elective- See your advisor for assistance.	3	

***NOTE:**
1. *At least 30 FSU semester hours must be completed from Ferris State University.*
2. *A minimum of 40 credits must be at the 300/400 level.*

Major Course Descriptions for Business Administration Degree

INTB 310 International Business Systems
Foreign cultures, foreign business practices, physical characteristics of nations, legal differences, international organizations, international monetary system, international marketing, international labor relations, foreign investment, international management, economic theory, and international production systems. The student learns how the world is a fast and complex environment that is built around the interrelationships among nations.
 Or
INTB 310 Cross Cultural Business
An intellectual forum for developing an understanding, through case study and application, the impact that cross-cultural communications and negotiations have on international business.

ISYS 105 Intro Microcomputer Systems & Software
Use of common micro application software, including: windows type operating systems, word processing, spreadsheets, presentation software, and the Internet.

MGMT 302 Team Dynamics & Organizational Behavior
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.

MGMT 373 Human Resource Management
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.

MGMT 447 Business Ethics & Social Responsibility
The course focuses on two emergent issues for businesses, business ethics and corporate social responsibility, and especially upon those situations that require moral reflection, judgment, and decision; examines contemporary concepts of business ethics and social responsibility; explores current problems that require moral and ethical reasoning.

MGMT 488 Advanced Management Cases & Problems
Integrates all management disciplines and concerns through intensive case analysis. A generalist point of view is assumed, where managers, and particularly senior managers, make critical decisions for the future of their organizations. Through a combination of activities intended to reflect corporate decision-making conditions, students have an opportunity to utilize their skills and advance their understanding of complex management situations.

MGMT 491 Management Internship
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.

Business Core Course Descriptions

ACCT-201 Principles of Accounting 1
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. Prerequisites: MATH 110 with a grade of C- or better.

ACCT-202 Principles of Accounting 2
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. Prerequisites: ACCT 201 with a grade of C- or better.

BLAW-321 Contracts & Sales
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.)

BUSN-499 Integrating Experience
Introduces the basics of business strategy and policy and moves to use of a computer simulation with students functioning in multidisciplinary teams. The teams have the challenge of developing and executing a strategy that involves production operations, procurement, distribution and marketing, pricing, research and development, employment levels and compensation, financing the operations, and other aspects of a business competing in a global environment. Pre-Requisites: FINC 322 or MGMT 350 and MGMT 370 and MKTG 321**,** and senior status.

FINC-322 Financial Management 1
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. Prerequisites: ACCT 202 and MATH 115 or MATH 116 or MATH 117 or MATH ACT of 24.

ISYS-321 Business Information System
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**.**

MGMT-301 Applied Management
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. Prerequisites: Sophomore Standing

MGMT-370 Quality-Operations Management
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.

MKTG-321 Principles of Marketing
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. Prerequisite: Sophomore status or higher.

STQM-260 Introduction to Statistics
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, 120, 126, 130, 132, or 135 with a grade of C- or better or 24 on ACT or 560 on SAT.

Appendix B – FacultyVitae

Professor Ashraf S. Afifi Ph.D.

Ferris State University
MGMT
(231) 591-2766
Email: afifia@ferris.edu

Education

Ph. D, University of Kansas, 1983.
Major: Economics
Dissertation Title: Taxation Analysis in a Walrasian General Equilibrium Model of the State of Kansas

MA, University of Kansas, 1978.
Major: Economics

MA, Kansas State University, 1975.
Major: Economics

BA, University of the Philippines, 1972.
Major: Economics

Professional Positions

Academic - Post-Secondary

Professor, Ferris State University. (1996 - Present).

Associate Professor, Ferris State University. (1989 - 1995).

Assistant Professor, Ferris State University. (1980 - 1988).

Assistant Instructor, University of Kansas. (1976 - 1980).

Teaching Assistant, University of Kansas. (1975 - 1976).

Assistant Instructor, Kansas State University. (1974 - 1975).

Teaching Assistant, Kansas State University. (1973 - 1974).

Professional Memberships

American Economic Association.

European Studies Association.

Development Activities Attended

Workshop, "Brain Rules," Faculty Center for Teaching & Learning, Ferris State University. (May 17, 2011 - June 21, 2011).

Workshop, "Spring Learning Institute 2011," Faculty Center for Teaching & Learning, Ferris State University. (April 29, 2011).

Seminar, "Using Assessment to Enhance Retention," FSU. (August 26, 2010).

Seminar, "Student Success: At the Heart of All We Do," FSU. (August 23, 2010).

Conference Attendance, "A Grand Dialogue in Science and religion," GVSU. (March 20, 2010).

Discussion Group, ""Science at the Crossroads"," FCTL, FSU. (September 2009 - December 2009).

Workshop, "COB Novell Communication Project," COB/FSU. (October 2009).

Seminar, "Convergence with International Accounting Standards in the US Economy," CMU. (October 23, 2009).

Conference Attendance, "18th Annual Equity in the Classroom "Inclusion, Leadership in the Classroom: Making the Difference"," FSU. (March 30, 2008 - April 1, 2009).

Online Book Discussion, ""How People Learn- Brain, Mind, Experience, and School"," FCTL, FSU. (2007 - 2008).

Conference Attendance, "2008 Lilly North Conference," CMU & FSU. (September 2008).

Workshop, "How Do You Know What You Want Students to Learn?" FSU Faculty Center for Teaching and Learning. (2007).

Workshop, "Making Writing in the Classroom Manageable," FSU Faculty Center for Teaching & Learning. (2007).

Conference Attendance, "THE IUPUI 2007 ASSESSMENT INSTITUTE," Indiana Univ. & Purdue Univ. (November 2007).

Professional meetings, "American Economic Association meeting," American Economic Association. (2002).

Professional meetings, "American Economic Association meetings," American Economic Association. (2002).

Conference Attendance, "College of Business "Looking to the Future" Conference," Ferris State University, College of Business. (1998).

Conference Attendance, "9TH Annual National conference On Race & Ethnicity in American Higher Education." (1996).

Workshop, "Postsecondary Teaching, Learning, and Assessment," National Center on Postsecondary Teaching, Learning, and Assessment (NCTLA). (1995).

Conference Attendance, "Conference on Assessment," Madonna University. (1994).

Conference Attendance, "American Economic Association Meeting," American Economic Association. (1985).

Professional meetings, "American Economic Association meetings," American Economic Association. (1985).

Conference Attendance, "Midwestern Economic Association meetings," Midwestern Economic Association. (1979).

Conference Attendance, "Conference on Taxation," National Bureau of Economic Research. (1978).

Professional meetings, "American Economic Association meetings," American Economic Association. (1978).

Professional Organization Meetings, "American Economic Association meeting," American Economic Association. (1978).

Awards and Honors

Curriculum Development Grant, European Community Studies Association. (1998).

University Faculty Development Grant, Ferris State University. (1997).

Honors for Ph.D. Dissertation Proposal, University of Kansas. (1979).

Honors for Undergraduate Senior research, University of the Philippines. (1972).

TEACHING

Teaching Experience

Ferris State University
ECON 221, Principles of Macroeconomics, 1 course.
ECON 222, Principles of Microeconomics, 1 course.

RESEARCH

Presentations Given

Afifi, A. S. (Presenter Only), "Critical Thinking Workshop for Educators", "Critical Thinking Standards," Andrews University, Berien Springs, MI. (June 2005).

Afifi, A. S. (Presenter Only), Critical Thinking Conference for Educators, "Workshop on Critical Thinking," Andrews Univ. & FSU, Grand Rapids, MI. (2004).

Media Contributions

Newspaper

The Big Rapids Pioneer. (September 2009).

TV

FSU Media/TV Program. (October 2008).

Awards and Honors

Sabbatical Awarded for 1997/98, Ferris State University. (1997).

Honors for Ph.D. Dissertation Proposal, University of Kansas. (1979).

Honors for Undergraduate Senior research, University of the Philippines. (1972).

SERVICE

Department Service

Committee Member, Dept. Tenure Committee. (2010 - 2011).

Committee Member, Departmental Tenure Committee. (2009 - 2010).

Committee Member, Departmental Tenure Committee. (2009 - 2010).

Committee Member, Departmental Tenure Committees. (2007 - 2008).

Committee Member, Departmental Tenure Committees. (2006 - 2007).

Committee Member, Departmental Tenure Committees. (2006 - 2007).

Academic Program Review, Economics Minor Program. (2006 - 2007).

Committee Chair, Tenure Review Committee. (September 2006 - May 2007).

Committee Chair, Department Tenure Committees. (September 2005 - May 2006).

Committee Chair, Departmental Tenure Committees. (2003 - 2004).

Committee Member, Departmental Tenure Committees. (2001 - 2004).

Committee Member, Departmental Tenure Committees. (2001 - 2004).

Committee Member, Academic Program Review - International Business. (2000 - 2001).

Library Representative for the Economics and Applied Statistics Department. (1998 - 1999).

Curriculum Development. (1998 - 1999).

Committee Member, Department of Social Sciences Faculty Development Committee. (1996 - 1997).

Assistant to Department Head. (1994 - 1996).

Program Coordinator, Economics Faculty Unit Coordinator. (1988 - 1996).

Committee Member, Social Sciences Department's Tenure Committee. (1991 - 1995).

Committee Member, Departmental Tenure Committee. (1990 - 1995).

Committee Member, Departmental Tenure Committees. (1990 - 1995).

Committee Member, Departmental Tenure Committees. (1990 - 1995).

Curriculum Development. (1993 - 1994).

Curriculum Development. (1992 - 1993).

Program Development. (1990 - 1991).

College Service

Faculty Advisor, Sigma Alpha Epsilon. (2007 - Present).

Faculty Advisor, General Business Program. (1997 - Present).

Committee Member, Diversity. (August 30, 2010 - May 10, 2011).

Committee Member, COB Research Round Table. (May 2009 - November 2009).

Committee Member, College of Business Promotion and Merit Committee. (2006 - 2008).

Committee Member, College of Business Sabbatical Review Committee. (2005 - 2006).

Faculty Advisor, Economics Minor Program. (2000 - 2006).

Committee Member, College of Business Faculty & Staff Development Committee. (2004 - 2005).

Committee Member, College of Business Promotion and Merit Committee. (2004 - 2005).

Committee Chair, College of Business Sabbatical Leave Committee. (2002 - 2003).

Committee Member, College of Business Sabbatical Leave Committee. (2001 - 2002).

Faculty Mentor. (2001 - 2002).

Committee Member, College of Business Scholarship Committee. (1999 - 2000).

Committee Member, The College of Arts and Sciences' Sabbatical Committee. (1990 - 1991).

Faculty Advisor, The Economics Club. (1984 - 1985).

Faculty Advisor, Sigma Alpha Epsilon. (1981 - 1982).

University Service

Committee Member, General Education Assessment of Social Awareness Committee. (1998 - 2010).

Committee Member, Ferris State University's International Education Committee. (2005 - 2006).

Committee Member, Vice President of Academic Affairs General Education Implementation Committee. (2004 - 2005).

Committee Member, The University Student Life Committee. (2000 - 2001).

Ex-officio member, Ferris State University Affirmative Action Council. (1996 - 1997).

Committee Chair, General Education Assessment of Social Awareness: General Education. (1994 - 1997).

Committee Member, Ferris State University International Education Committee. (1988 - 1992).

Committee Member, Ferris State University Arts & Lectures Committee. (1983 - 1986).

Committee Member, Ferris State University International Education Committee. (1981 - 1984).

Public Service

Guest Speaker, Student Government, FSU, Big Rapids, MI. (October 2008).

Guest Speaker, Big Rapids High School/Ferris State University, Big Rapids, MI. (1998 - 2002).

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

Published Intellectual Contributions

Conference Proceedings

DeMarr, B. J., Stickney, L. T., Bell, S. E. (2010). *Come to the movies! Bringing the reel world into the classroom.* Proceedings of the Annual Organizational Behavior Teaching Conference.

Presentations Given

DeMarr, B. J. (Presenter & Author), Stickney, L. T. (Presenter & Author), Bell, S. E. (Presenter & Author), Annual Organizational Behavior Teaching Conference, "Come to the movies! Bringing the reel world into the classroom," Organizational Behavior Teaching Society, Albuquerque, NM. (June 2010).

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. Chester J. Bolling

Ferris State University
MGMT
(231) 591-3158
Email: bollingc@ferris.edu

Education

Ph. D, Wayne State University, 1997.
    Major: Business Administration & Political Economics
    Dissertation Title: Fiscal Effects of the Privatization of State Owned Enterprise

MBA, Central Michigan University, 1991.
    Major: Business
    Supporting Areas of Emphasis: Commercial Law
    Dissertation Title: Electricity Wholesale Markets: Forward Price Analysis

BS, Wayne State University, 1973.
    Major: Psychology
    Supporting Areas of Emphasis: Applied Mathematics

Professional Positions

Academic - Post-Secondary

Professor, Ferris State University. (2002 - 2009).

Adjunct Faculty, Central Michigan University. (1998 - 2002).

Adjunct Faculty, Oakland University. (1998 - 2002).

Professional

Director of Corporate Strategy, DTE Energy. (1994 - 2002).

Vice President of Entrepreneurship & Diversification, DTE Energy, Inc. (Energy Enterprise Holdings). (1982 - 1993).

Professional Memberships

Academy of International Business.

International Energy Economists Association.

Development Activities Attended

Conference Attendance, "Technology in Education," SALT. (February 2012).

Tutorial, "Blackboard Course Development Certification," FSU. (February 2012).

Tutorial, "Blackboard Course Instruction Certification," FSU. (January 2012).

Conference Attendance, "Technology in Learning (SALT)." (March 2011).

Conference Attendance, "Technology in Education." (2009).

Workshop, "Ferris Connect Instruction," Ferris State University. (2009).

Workshop, "WebCT Instruction," Ferris State University. (2007).

Conference Attendance, "Developing Business Strategy," Michigan State University. (2003).

TEACHING

Directed Student Learning

Supervised Teaching Activity, "Directed Study," Other (Within Ferris State University). (January 15, 2011 - April 21, 2011).
Advised: Megan Grasso

Supervised Teaching Activity, "Intersection of International Business & Politics," Other (Within Ferris State University). (2009).
Advised: Maria Schalk

RESEARCH

Published Intellectual Contributions

Books

Bolling, C. J., Welch, J. L. (2009). *Competitive Electricity Markets: The Power of Choice* (pp. 222). Morrisville, NC: Lulu.com.

Bolling, C. J. (2009). In Dr. C. J. Bolling (Ed.), *Tools for Managerial Decision-Making* (pp. 500 +/-). Mcgraw-Hill/Irwin.

Bolling, C. J. (2007). *Ground Zero Management: Serving Customers Like Your Job Depends On It*. Morrisville, NC: Lulu.com.

Presentations Given

Tymes, Jr., N., Hettiarachchy, J., Bolling, C. J., Cooper, M. C., Lyman, S. B., Lilly Conference North, "Capstone Model: Learning Community for Continuous Improvement," Traverse City, MI. (September 2004).

Awards and Honors

Sigma Iota Epsilon, Central Michigan University. (1991).

Phi Chi, Wayne State University. (1973).

Research in Progress

"Pension Fraud" (Writing Results)
Evaluating new book potential, novelizing pension fraud and decriminalizing corruption

SERVICE

Department Service

Committee Member, Tenure Review. (2009 - 2010).

Committee Member, Energy & Environmental Program. (May 2010 - August 2010).

Committee Member, Entrepreneurial Program Development. (2008).

Committee Member, Management Program Review Committee. (2005 - 2006).

College Service

Faculty Member, TracDat. (2010 - 2011).

Committee Member, Diversity. (2009 - 2010).

Committee Chair, BUSN499 Interdepartmental Committee. (2003 - 2008).

University Service

Committee Member, Energy & Environmental Minor Program. (2010 - 2011).

Committee Member, Energy & Environmental Program Development. (2009).

Committee Member, Disciplinary. (2007 - 2008).

Committee Member, Academic Senate Committee on International Education. (2006 - 2008).

Committee Member, Online Education Committee. (2006 - 2007).

Professional Service

Reviewer, Ad Hoc Reviewer, Energy & Energy Policy Research. (2008 - 2011).

Member, National Assistance League. (2002 - 2007).

Member, National Retiree Association. (2004).

Consulting

For Profit Organization, ITC Holdings, Inc. (NYSE: ITC), Novi, MI. (2007 - 2009).

Non-Governmental Organization (NGO), Assistance League of Southeast Michigan, Rochester, MI. (2002 - 2006).

Litigation, Dear Inc., Michigan. (2004 - 2005).

Awards and Honors

Service, University

Honorary Member, International Golden Key Honors Society. (2003).

Dr. Mark Brandly

Ferris State University
MGMT
(231) 591-2433
Email: brandlym@ferris.edu

Education

Ph. D, Auburn University, 1998.
Major: Economics
Dissertation Title: A Study of Severance Taxes on Crude Oil and Natural Gas Production: The Irreversibility of Taxation

BS, Colorado State University, 1980.
Major: Mathematics

Professional Positions

Academic - Post-Secondary

Assistant Professor, Ferris State University. (August 2003 - Present).

Professor, Patrick Henry College. (September 2000 - August 2003).

Assistant Professor, Ball State University. (August 1998 - August 2000).

Professional

Brandly Oilman Consultants, Inc. (December 1982 - December 2000).

RESEARCH

Published Intellectual Contributions

Refereed Journal Articles

Brandly, M. (in press). GDP, PPR, and the Business Cycle. *To appear in Quarterly Jamal of Austrian Economics*.

Brandly, M. (2007). Jean-Baptiste Say, The Father of Austrian Public Finance: Views on Taxation. *Quarterly Jamal of Austrian Economics, 10 (1)*(65-78).

Brandly, M. (1999). The Irreversible Output Effects of Severance Taxes on Oil. *Public Finance Review, 27 (5)*(511-30).

Other

Brandly, M. (2007). *Review Essay: Global Trade and Conflicting National Interests, by Ralph Gomer and* (65-78 ed., vol. 10 (2)). Quarterly Jamal of Austrian Economics.

Presentations Given

Brandly, M., Austrian Scholars Conference, "Tax Exporting: Politics as Theft," Austrian Scholars Conference, Auburn, AL. (March 2007).

Brandly, M., Austrian Scholars Conference, "Intemational Trade in a World of capital Mobility.' A Review of Global Trade," Austrian Scholars Conference, Auburn, AL. (March 2006).

Brandly, M., Austrian Scholars Conference, "The Economics of Homeschooling: Ownership, Knowledge, and," Austrian Scholars Conference, Auburn, AL. (March 2005).

Brandly, M., Austrian Scholars Conference, "Manipulating Economic Theory to Justify Intervention: The case of," Austrian Scholars Conference, Auburn, AL. (March 2003).

Brandly, M., Austrian Scholars Conference, "Jean Baptiste Say On Taxation," Austrian Scholars Conference, Auburn, Alabama. (March 2001).

Brandly, M., Austrian Scholars Conference, "Austrians and their Precursors on Taxation," Austrian Scholars Conference, Auburn, AL. (March 2000).

Brandly, M., Austrian Scholars Conference, "In Defense of Curves and Graphs," Austrian Scholars Conference, Auburn, AL. (April 1998).

Brandly, M., Southern Economics Conference, "A Note on the Rybczynski Theorem," Southern Economics Conference, Atlanta, Georgia. (November 1997).

Brandly, M., Austrian Scholars Conference, "The Irreversibility of the Effects of Taxation: a case Study of the Oil Industry," Austrian Scholars Conference, Auburn, AL. (April 1997).

Dr. Tim Brotherton

Ferris State University
MKTG
(231) 591-2471
Email: brothet@ferris.edu

Education

Ph. D, University of Alabama, 2001.
  Major: Marketing
  Supporting Areas of Emphasis: Statistics
  Dissertation Title: Consumer Routinization

MS, Purdue University, 1990.
  Major: Managment

BS, Purdue University, 1988.
  Major: Chemistry

Professional Positions

Academic - P-12

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

Assistant Professor, Saginaw Valley State University. (July 1, 2003 - August 31, 2008).

Assistant Professor, Montana State University at Billings. (August 1, 2001 - May 1, 2003).

Marketing Instructor, Columbus State University. (August 1, 1998 - June 1, 2001).

Professional Memberships

member, American Marketing Association. (August 1994 - Present).

Development Activities Attended

Workshop, "CAPSIM Faculty Capstone Training," CAPSIM Corp. (2011).

Workshop, "CAPSIM Faculty Capstone Training," CAPSIM Corp.. (2010).

RESEARCH

Published Intellectual Contributions

Refereed Journal Articles

Brotherton, T., Rewers, C. L. PlanetHospital.com - Medical Tourism Website at a Crossroad. *Annual Advances in Business Cases*.

Brotherton, T., Rewers, C. L. (2011). Strike or No Strike? Negotiating a Faculty Labor Contract - From Management's Perspective During Tough Economic Times. *SCR Winter Conference proceedings*.

Brotherton, T., Davis, C., Hirakubo, N., Stuhlfaut, M. (2010). Reviving an Iconic Advertising Campaign: 'Another Reason I Love NY'. *Annual Advances in Business Cases*.

Brotherton, T., Davis, C. (2010). Border's The Next Move. *Annual Advances in Business Cases*.

Brotherton, T., Davis, C., Hirakubo, N. (2009). Another Reason, I LOVE NEW YORK.

Brotherton, T., Davis, C. (2009). Borders: The Next Move.

Brotherton, T., Davis, C. (2009). Bounty Boy.

Brotherton, T., Rewers, C. L. (2009). PlanetHospital.com - Medical Tourism Website at a Crossroad.

Brotherton, T., Lawson, D., Borgman, R. (2007). A Content Analysis of Financial Services Magazine Print Ads: Are They Reaching Women? *Journal of Financial Services Marketing, 12*(1), 17-29.

Brotherton, T., Sirias, D., Karp, H. B. (2007). Comparing the Levels of Individualism/Collectivism Between Baby Boomers and Generation X: Implications for Teamwork. *Management Research News, 31*(10), 749-761.

Brotherton, T. (2007). Dairyland Greyhound Park Inc. *Annual Advances in Business Cases*, 18-31.

Brotherton, T., Huhmann, B. A. (1997). A Content Analysis of Guilt Appeals in Popular Magazine Advertisements. *The Journals of Advertising, 26*.

Conference Proceedings

Rewers, C. L., Brotherton, T. *Strike or No Strike? Negotiating a Faculty Labor Contract - From Management's Perspective During Tough Economic Times - a Management's perspective*. SCR Winter Conference proceedings.

Brotherton, T., Davis, C. (2009). *Borders-the Next Move*. Murfreeboro, TN: The Society for Case Research Proceedings - Casewriters Workshop 2009.

Brotherton, T. (2006). *Regulating Business Start-Ups: An Exploration of the Roles of Politics, National Culture, and Cultural diversity on the Regulation of Entry*. Moscow, Russia: Global Business and Technology Association: Management and Technology in the Global Economy: Nurtuing Innovations and National Heritage.

Brotherton, T. (2003). *Student Perceptions of the Academic Advisement Process: Suggestions for Improvement*. 2003 proceedings of the Society For Marketing Advances.

Brotherton, T. (2003). *The Role of International Economic Developement in the Integrated Marketing Communications* (vol. 26, pp. 239-245). Developments in Marketing Science.

Brotherton, T. (1999). *Efficacies of a Collaborative Discipline Website: Faculty, Student, and Administrative Benefits* (1st ed., vol. 3, pp. 20-25). Myrtle Beach, FL: 1999 Proceedings of the Academy of information and Management Sciences - Allied Academics, Myrtle Beach Conference.

Presentations Given

Brotherton, T., Hodge, K., Thomas, J., Stratton, W., How to Get Published, "How to Get Published Through Case Research," SCR / MBAA International, Chicago, IL.

Brotherton, T., Jones, S. K., Lilly North Conference, "Writing, Publishing, and Teaching With Cases," Traverse City, MI. (2009).

Brotherton, T., Davis, C., Advertising Division, Special Topics, Association of Education in Journalism and Mass Communication (AEJMC) National Conference, "Human Flourishing Theory in Advertising: Case Studies," Chicago, IL. (2008).

Brotherton, T., Jones, S. K., EPIC Presentation on Case Writing, "Case Writing," Ferris State University College of Business, Big Rapids, MI FSU College of Business. (2008).

Brotherton, T., Passport to Success, "The Effects of the Stages of Economic Development on a Firm's Marketing Mix Variables," MSU-Billings, Billings, MT. (2003).

Brotherton, T., Passport to Success, "On-Line International Consumer Demographic Resources for Export-Driven Montana Firms," MSU-Billings, Billings, MT. (2002).

Brotherton, T., "Fundamentals of Marketing," W.C. Bradley Company, Columbus, Georgia. (2001).

Awards and Honors

Best Case in Annual Advances in Business Cases 2010-2011, Society of Case Research. (June 2011).

SERVICE

University Service

Committee Member, HR Department APR.

Chairperson, Academic Senate Professional Development Committee. (2010 - Present).

Committee Member, Marketing Department APR. (2009 - Present).

Committee Member, Academic Senate Professional Development Committee. (2008 - Present).

Secretary, Academic Senate Professional Development Committee. (2009 - 2010).

Committee Member, Marketing Department, Healthcare Marketing Taskforce. (2009 - 2010).

Professional Service

Editor, Journal Editor, Journal of Critical Incidents. (2010 - Present).

Reviewer, Journal Article, Journal of Case Studies. (2011).

Discussant, SCR Winter Case Conference. (2009 - 2011).

Discussant, SCR Summer Case Workshop. (2006 - 2011).

Chairperson, SCR Summer Case Workshop. (2010).

Reviewer, Journal Article, Journal of Critical Incidents. (2009 - 2010).

Reviewer, Journal Article, Business Case Journal. (2008 - 2010).

Reviewer, Journal Article, Annual Advances in Business Cases. (2006 - 2010).

Reviewer, Conference Paper, ARJMC Conference. (2009).

Chairperson, SCR Winter Case Conference. (2009).

Chairperson, SCR Summer Case Workshop. (2007 - 2008).

Public Service

Attendee, Meeting, FSU Community Choir, Big Rapids, MI. (January 2009 - Present).

Awards and Honors

Service, University

Dudley Ray Watson & Taylor E. Little Award, University of Alabama. (May 2002).

Dr. Beverly J. DeMarr

Ferris State University
MGMT
(231) 591-3756
Email: demarrb@ferris.edu

Education

Ph. D, Michigan State University, 1996.
Major: Organizational Behavior/Human Resource Management
Supporting Areas of Emphasis: Management; Industrial/Organizational Psychology
Dissertation Title: The role of stress in employee preferences for family-friendly benefits: Testing an integrated model

MLIR, Michigan State University, 1991.
Major: Organizational Behavior/Human Resource Management

MBA, F.E. Sideman School of Business/ Grand Valley State University, 1988.

BS, Aquinas College, 1982.

Professional Positions

Academic - Post-Secondary

Professor of Management, Ferris State University. (August 2000 - Present).

Associate Professor of Management, Davenport College of Business. (September 1992 - June 2000).

Research Assistant, Graduate School of labor and Industrial Relations, Michigan State University. (September 1991 - April 1995).

Visiting Instructor of Management, F.E. Sideman School of Business, Grand Valley State University. (May 1988 - August 1992).

Adjunct Instructor of Information Systems, Baker College of Muskegon. (September 1987 - June 1988).

Professional

Senior Programmer/Analyst, The Shaw Walker Company. (February 1986 - January 1988).

Programmer/Analyst III, Brunswick Division, Brunswick Corp. (October 1984 - February 1986).

Programmer/Analyst, Kaydon Corporation. (June 1981 - October 1984).

Junior Programmer, GTE Data Services. (September 1979 - June 1981).

Licensures and Certifications

40 hour Community Dispute Resolution (CDRP) Trainer, Michigan State Court Administrative Office. (May 7, 2008 - Present).

Court Roistered Domestic Relations Mediator, Muskegon County 14th Judicial Circuit Court. (December 2008 - December 2011).

SPHR, Society of Human Resource Management (SHRM). (December 2002 - December 2005).

Professional Memberships

Women's Division Chamber of Commerce Muskegon County. (December 2010 - Present).

Ambassador, Community Foundation for Muskegon County. (September 2010 - Present).

Academy of Management Teaching Theme Committee. (August 2010 - Present).

Organizational Behavior Teaching Society. (2006 - Present).

Academy of Management. (1995 - Present).

Development Activities Attended

Continuing Education Program, "Quality Assurance Training for Mediators." (September 22, 2010).

Continuing Education Program, "Advanced Mediator Training "Drafting Enforceable Agreements"." (July 22, 2010).

Continuing Education Program, "Advanced Mediator Training "Is there a Role for Humor in Mediation?"." (May 12, 2010).

Continuing Education Program, "Power Imbalances in Mediation." (May 14, 2009).

Continuing Education Program, "Diversity Training." (November 17, 2008).

Continuing Education Program, "Effective Apologies in Mediation." (May 15, 2008).

Continuing Education Program, "Togetherness: Effective Use of Joint Sessions." (March 26, 2008).

Continuing Education Program, "Mediator's Update and Review." (2007).

Continuing Education Program, "Generating Options." (November 7, 2007).

Workshop, "FSU Center for teaching and Learning," FSU. (2005 - 2006).

Awards and Honors

Nomination in Who's Who Among American Teachers. (2005).

Ferris State University Student Affairs Division Faculty/Staff Appreciation Award, FSU. (2002).

Ferris State University's 7th Annual Student Satisfaction Survey., FSU. (2001).

Davenport College Faculty Merit Grant, Davenport University. (1999).

TEACHING

Directed Student Learning

Master's Thesis Committee Member, Other (Within Ferris State University). (November 2009 - October 2010).
Advised: Michelle Perkins

Master's Thesis Committee Chair, Other (Outside Ferris State University). (February 2004 - August 2004).
Advised: Salomon Engle

Awards and Honors

Excellence in Online Teaching, FSU Academic Affairs. (February 2011).

Nomination for Ferris State University's Distinguished Teacher Award.. (2005).

RESEARCH

Published Intellectual Contributions

Books

DeMarr, B. J., de Janasz, S. (2011). *Negotiation and Dispute Resolution* (1st ed., pp. 387). Pearson/Prentice-Hall.

Refereed Journal Articles

DeMarr, B. J. (2002). Ethical compliance programs and corporate illegality: Testing the assumptions of the corporate sentencing guidelines. *Journal of Business Ethics, 37 (4)*, 367-383.

DeMarr, B. J. (1999). Work-Family role synthesis: Individual, family, and organizational determinants. *International Journal ofConflict Management, 10 (2)*, 103-130.

DeMarr, B. J. (1998). Career self-management: A quasiexperimental field assessment of motivational influences on the effects of a training intervention. *Personnel Psychology, 51 (4)*, 935-962.

DeMarr, B. J. (1995). Job burnout and satisfaction in information services: Antecedents and Consequences. *Industrial Relations*, 10-20.

DeMarr, B. J. (1994). The dominant logic of employer-sponsored work and family initiatives: Human resource manager's institutional role. *Human Relations, 47 (9)*, 1121-1148.

DeMarr, B. J. (1993). Assessing employee's emerging elder care needs and reactions to dependent care benefits. *Public Personnel Management, 22 (4)*, 617-638.

Conference Proceedings

DeMarr, B. J., Stickney, L. T., DeMarr, B. J. (2011). *Say Cheese! Using Wisconsin's finest to Demonstrate the Use of Assessment Rubrics*. Proceedings of the Annual Organizational Behavior Teaching Society conference..

DeMarr, B. J., Stickney, L. T., Bell, S. E. (2010). *Come to the movies! Bringing the reel world into the classroom.*. Proceedings of the Annual Organizational Behavior Teaching Conference..

Other

DeMarr, B. J., de Janasz, S. (in press). *Negotiation and Dispute Resolution Instructor's Manual* (1st ed.). Pearson/Prentice-Hall.

DeMarr, B. J. (2008). In Gilley, A., Gilley, J.W., Quatro, S. A., & Dixon, P. (Ed.), *Arbitration*. Westport, CT: Praeger.

DeMarr, B. J. (2008). In Gilley, A., Gilley, J.W., Quatro, S. A., & Dixon, P. (Ed.), *Pay for Performance*. Westport, CT: Praeger.

DeMarr, B. J. (1997). *Blackwell Encyclopedic Dictionary of Human Resource Management*.

Presentations Given

DeMarr, B. J., Annual Academy of Management meetings, "Assignment Exchange Game - An Informal Economy simulation," Academy of Management, Boston, MA. (2012).

DeMarr, B. J. (Presenter & Author), Stickney, L. T. (Presenter & Author), Verbos, A. K. (Presenter & Author), Annual Organizational Behavior Teaching Conference, "Sustaining Your Ability to Be a Rose Among Thorns," Organizational Behavior Teaching Society, St. Catharines, Ontario. (June 2012).

DeMarr, B. J. (Presenter & Author), Stickney, L. T. (Presenter & Author), Fertig, J. (Presenter & Author), Annual Academy of Management meetings, "Are you hungry for Knowledge? Using food to explore diversity and further cultural understanding," Academy of Management, San Antonio, TX. (August 2011).

DeMarr, B. J. (Presenter & Author), Stickney, L. T. (Presenter & Author), Annual Organizational Behavior Teaching Society conference, "Say Cheese! Using Wisconsin's Finest to Demonstrate the Use of Assessment Rubrics," Organizational Behavior Teaching Society, Marquette University, Milwaukee, WI. (June 2011).

DeMarr, B. J. (Presenter Only), Spring Learning Institute, "From Chaos to Order: Faculty Reflections on Pitfalls and Successes in Fully Online Courses," FSU Faculty Center for Teaching and Learning, Big Rapids, MI. (April 29, 2011).

DeMarr, B. J. (Presenter Only), Discussions on Teaching & Learning Series, "From Chaos to Order: Faculty Reflections on Pitfalls and Successes in Fully Online Courses," FSU Faculty Center for Teaching and Learning, Big Rapids, MI. (March 15, 2011).

DeMarr, B. J. (Presenter & Author), "The Gender Pay Gap: Only 23 Cents," American Association of University Women (AAUW), Big Rapids, MI. (February 15, 2011).

DeMarr, B. J. (Presenter & Author), Stickney, L. T. (Presenter & Author), Bell, S. E. (Presenter & Author), Annual Organizational Behavior Teaching Conference, "Come to the movies! Bringing the reel world into the classroom," Organizational Behavior Teaching Society, Albuquerque, NM. (June 2010).

DeMarr, B. J., Kaplan, D. M. (Presenter & Author), Berkley, R. A. (Presenter & Author), DeMarr, B. J. (Presenter & Author), Stickney, L. T. (Presenter & Author), Annual Organizational Behavior Teaching Society conference, "Out of the Closet and Into the Classroom," Organizational Behavior Teaching Society, Albuquerque, NM. (June 2010).

DeMarr, B. J. (Presenter & Author), Women in the Workforce: The Impact of the Labor Movement, "Tales from the Labor Union Trenches," Ferris State University. (March 16, 2010).

DeMarr, B. J., Berkley, R. E. (Presenter & Author), Whelan-Berry, K. S. (Presenter & Author), de Janasz, S. (Presenter Only), Hudson, B. (Presenter Only), Scribner, S. (Presenter Only), Beatty, J. E., Annual Academy of Management meetings, "It's Not Easy Being Green: Lessons on Coping with a Career Crisis," Academy of Management, Chicago, IL. (August 2009).

DeMarr, B. J. (Presenter & Author), Stickney, L. T. (Presenter & Author), Annual Organizational Behavior Teaching Society conference, "Once upon a time. . . Using Storytelling to Enhance the OB Learning Experience," Organizational Behavior Teaching Society, College of Charleston, Charleston, S.C.. (June 2009).

DeMarr, B. J. (Presenter & Author), Annual Academy of Management meetings, "Do the ends justify the means? Informing negotiation education and scholarship through debate," Academy of Management, Anaheim, CA. (August 2008).

DeMarr, B. J. (Presenter Only), Annual Academy of Management meetings, "Perceiving Diversity in Organizations: The Effects of Perceived Discrimination, Inclusiveness and Psychological Contract Violation," Academy of Management, Anaheim, CA. (August 2008).

DeMarr, B. J. (Presenter & Author), Annual Organizational Behavior Teaching Society conference, "Ethics anyone? Infusing ethics in your courses.," Organizational Behavior Teaching Society, Babson College, Wellesley, MA. (June 2008).

DeMarr, B. J., Academy of Management, "Conflict and Negotiation II," Academy of Management, Philadelphia, Pennsylvania. (2007).

DeMarr, B. J., Academy of Management, "Navigating Work and Family: Policies, Time Norms and Enrichment," Academy of Management, Philadelphia, Pennsylvania. (2007).

DeMarr, B. J., Organizational Behavior Teaching Conference, "Md-career renewal: How to avoid becoming Misery's Company," Malibu, California. (2007).

DeMarr, B. J., Organizational Behavior Teaching Conference, "Publishing Without Perishing: The Joy of Writing, When it's not for tenure.," Malibu, California. (2007).

DeMarr, B. J., Academy of Management, "The lonely workplace? Social isolation and Exclusion," Academy of Management, Atlanta, Georgia. (2006).

DeMarr, B. J., Organizational Behavior Teaching Conference, "can you negotiate anything? Identifying and sharing best practices in teaching negotiation," Rochester, NY. (2006).

DeMarr, B. J., Winter Rejuvenation Program, "Managing People: Conflict on the Job.," Big Rapids, MI. (January 2006).

DeMarr, B. J., Academy of Management, "Diversity & Human Resources: Selection, Referral, and Under-Representation," Academy of Management, Honolulu, Hawaii. (2005).

DeMarr, B. J., Lilly North Conference on College Teaching, "Gown and Town: Possibilities and Pitfalls," Traverse City, Michigan. (2005).

DeMarr, B. J., Academy of Management, "Professional Service session in the Gender and Diversity in Organizations Division," Academy of Management, New Orleans, Louisiana. (2004).

DeMarr, B. J., Lilly North Conference on College Teaching, "Connecting with university services: Theory application for student's career self-management," Big Rapids, MI. (September 2002).

DeMarr, B. J., Academy of Management, "Personal and Interpersonal Influences on Work-Family Conflict," Academy of Management, Washington, District of Columbia. (August 2002).

DeMarr, B. J., Academy of Management, "Legal, Institutional, and Arbitration Perspectives on Discrimination.," Toronto, Ontario. (August 2000).

DeMarr, B. J., Decision Sciences Institute, "Ethical practices and Corporate illegality," Athens, Greece. (July 1999).

DeMarr, B. J., Annual Conference of Industrial/Organizational Psychology, "Dependent care: Coping with emergencies and support for family-friendly," Atlanta, Georgia. (May 1999).

DeMarr, B. J., Academy of Management, "Work/Family programs and alternative work arrangements session.," Academy of Management, San Diego, CA. (August 1998).

DeMarr, B. J., Annual Conference of Industrial/Organizational Psychology, "Caring for Children or Elders: Is Dependent care Always Dependent care?," Dallas, Texas. (April 1998).

DeMarr, B. J., "'Managing a Diverse Workforce'," Professional Managers Network of the General Motors Steel Fabrication Division. (1997).

DeMarr, B. J., Academy of Management, "The role of stress in employee preferences for family friendly benefits: Testing of an integrated model," Academy of Management, Boston, Massachusetts. (August 1997).

DeMarr, B. J., Academy of Management, "Work and Family Matters: A boundary management perspective on the work-family interface.," Academy of Management, Boston, Massachusetts. (August 1997).

DeMarr, B. J., Annual Conference of Industrial/Organizational Psychology, "Self-Management of work and family roles: Individual and organizational determinants of role synthesis.," St. Louis, Missouri. (April 1997).

DeMarr, B. J., "'Integrative Negotiation- Nobody Loses'," West Michigan Chapter of the National Contract Management Association. (1995).

DeMarr, B. J., Academy of Management, "Personal and contextual influences on career outcomes.," Academy of Management, Vancouver, British Columbia. (August 1995).

DeMarr, B. J., Annual Meeting of the Industrial Relations Research Association, "Job bum out and satisfaction in information services: Antecedents and Consequences," Washington, District of Columbia. (January 1995).

DeMarr, B. J., Academy of Management, "Reconceptualizing Dependent Care," Academy of Management, Atlanta, Georgia. (August 1993).

DeMarr, B. J., "'Job Burnout: Are IS Professionals at Risk?'," Lake Michigan Regional Users Group (Hewlett Packard). (1992).

Media Contributions

Newspaper

Shoreline Business Monthly. (1999).

Shoreline Business Monthly. (1998).

SERVICE

Department Service

Committee Chair, Human Resource Program Review Panel. (2010 - 2011).

Committee Member, Search Committee. (2009).

Committee Member, Search Committee. (2008 - 2009).

Committee Member, Search Committee. (2005 - 2006).

Faculty Advisor, Society Of Human Resource Management Student Chapter. (2000 - 2006).

Committee Chair, Human Resource Program Review Panel. (2004 - 2005).

Assigned Faculty, Independent Studies. (2003 - 2004).

Faculty Advisor, Davenport College, Society of Human Resource Management Student Chapter. (1998 - 2001).

College Service

Committee Member, College of Business Curriculum Committee. (2009 - 2012).

Committee Member, College of Business Professional Development Team. (2006 - 2009).

Committee Member, College of Business Continuous Quality Improvement Coordination Committee. (2005 - 2006).

Committee Chair, College of Business Promotion/Merit Committee. (2005 - 2006).

Co-Chair, College of Business Professional Development Team. (2004 - 2006).

Committee Member, College of Business Curriculum Committee. (2003 - 2006).

Committee Member, College of Business Promotion/Merit Committee. (2004 - 2005).

Committee Member, College of Business Student Excellence Awards Committee. (2004 - 2005).

Committee Chair, College of Business Vision/Mission Committee Chair. (2004 - 2005).

Committee Member, College of Business Strategic Planning Committee. (2003 - 2004).

Faculty Representative, State Business Professionals of America (BPA) competition. (2003 - 2004).

Faculty Representative, State DECA Competition - Dearborn, MI. (2003 - 2004).

Committee Member, College of Business Assistant Dean for Advancement Search Committee. (2002 - 2003).

Committee Chair, College of Business Management Department Head Search Committee. (2002 - 2003).

Faculty Representative, Scholarship Development. (2001 - 2002).

University Service

Committee Member, Ferris State University Speech Communication General Education Assessment Committee. (2005 - 2008).

Guest Speaker, Ferris State Professional Women's Fall Commencement Breakfast.. (2006 - 2007).

Chairperson, Faculty Assessment task Force for Davenport College. (2005 - 2006).

Committee Member, Ferris State University President's Task Force on Student Engagement. (2005 - 2006).

Committee Member, Recruiting, Retention, and Marketing Committee. (2001 - 2002).

Committee Member, Search Committee. (2001 - 2002).

Committee Member, Faculty Advocacy Committee for Davenport College. (1998 - 2001).

Co-Chair, Interdepartmental Curriculum task Force for Davenport College. (1996 - 1997).

Committee Member, National Central Association Self-Study committee on institutional effectiveness. (1996 - 1997).

Professional Service

Reviewer, Ad Hoc Reviewer, Organizational Behavior Teaching Society Conference. (2009 - Present).

Reviewer, Conference Paper, Academy of Management National Conference. (1998 - Present).

"Emergency Reviewer", Academy of Management. (2009).

"Emergency Reviewer", Academy of Management. (2005).

Public Service

Community Mediator, Dispute Resolution Center of West Michigan, Grand Rapids, MI. (June 2004 - Present).

Board Member, West shore Dispute Resolution Center, Muskegon, MI. (January 2007 - 2011).

Committee Chair, West shore Dispute Resolution Center, Training Committee, Muskegon, MI. (November 2006 - 2011).

Committee Member, West shore Dispute Resolution Center, Quality Assurance Committee, Muskegon, MI. (January 2006 - 2011).

Community Mediator, Westshore Dispute Resolution Center, Muskegon, MI. (June 2004 - 2011).

Victim/Offender Mediator, Brian P. Mattson Restorative Justice Center. (June 2005 - 2009).

Consulting

Government, Westshore Dispute Resolution Center, Muskegon Michigan. (2005 - 2011).

Panel Discussion, Inter-Collegiate Minority Affairs Network. (1998).

Dr. Lisa Eshbach

Ferris State University
MGMT
(231) 591-3197
Email: eshbacl@ferris.edu

Education

Ph. D, Wayne State University, 2004.
Major: Industrial Engineering and Business Administration
Supporting Areas of Emphasis: Lean Manufacturing
Dissertation Title: APPLICATION OF LEAN MANUFACTURING IN A PROJECT MANAGEMENT
ENVIRONMENT

MS, Wayne State University, 2002.
Major: Industrial Engineering

MS, Central Michigan University, 1997.
Major: International Administration
Supporting Areas of Emphasis: International Business
Dissertation Title: Application of Business Process Reengineering

Associates of Applied Sciences, Michigan Technological University, 1993.
Major: Electrical Engineering

BS, Michigan Technological University, 1992.
Major: Business Administration
Supporting Areas of Emphasis: Industrial Engineering

Professional Positions

Academic - Post-Secondary

Assistant Professor, Ferris State University. (August 15, 2009 - Present).

Adjunct Faculty, Baker College. (May 1, 1998 - May 1, 2010).

Adjunct Faculty, Lawrence Technological University. (September 1, 2004 - April 30, 2010).

Senior Lecturer, Wayne State University. (August 26, 2005 - May 5, 2009).

Professional

Senior Manufacturing Engineer, Visteon Corporation. (September 1, 2001 - July 15, 2006).

Senior Manufacturing Engineer, Visteon Corporation. (September 1, 1998 - September 1, 2001).

Project Manager, Ford Motor Company. (August 1, 1996 - September 1, 1998).

Materials Planning and Logistics Analyst, Ford Motor Company. (June 1, 1993 - August 1, 1996).

Professional Memberships

North America Case Research Association. (May 2009 - Present).

Lean Enterprise Institute. (August 2001 - Present).

Academy of Management. (August 2007 - August 2009).

Production Operations Management Society. (August 2007 - August 2008).

Society of Manufacturing Engineers. (May 2003 - May 2005).

Development Activities Attended

Workshop, "Quality Matters," Faculty Center for Training and Learning. (July 2011 - September 2011).

Workshop, "3R's Rubrics + Readability = Retention," Faculty Center for Training and Learning. (February 2011 - May 2011).

Workshop, "Copyright, Fair Use and the Creative Commons," Faculty Center for Training and Learning. (May 11, 2010).

Workshop, "Level 1 -4 Online Certification Training: Let's Get It Together," Faculty Center for Training and Learning. (October 2009 - April 2010).

Faculty Orientation, "Faculty Orientation," Faculty Center of Training and Learning. (August 17, 2009 - April 21, 2010).

Workshop, "Rubrics Rock! Training," Faculty Center for Training and Learning. (October 6, 2009 - November 24, 2009).

Workshop, "Grant and Research Education Series," Faculty Center for Training and Learning. (October 6, 2009 - November 10, 2009).

RESEARCH

Presentations Given

Eshbach, L., N. L., North America Case Research Association (NACRA), "Ferris Valley Foods: Corporate Governance and Responsibility," NACRA, San Antonio, TX. (October 13, 2011).

Eshbach, L., North America Case Research Association (NACRA), "City of Grand Rapids: Lean Times Require Lean Measures," NACRA, Gatlinburg, TN. (October 29, 2010).

Eshbach, L., North America Case Research Association (NACRA), "Application of Lean Principles at the Grand Rapids Public Library," NACRA, Santa Cruz, CA. (October 29, 2009).

Contracts, Grants and Sponsored Research

Grant

Eshbach, Lisa, "Applying Municipal Lean in the City of Grand Rapids," Sponsored by International Business Machines (IBM), Private, $20,000.00.

Eshbach, Lisa (Principal), "TIMME Grant," Sponsored by TIMME- Academic Affairs, Ferris State University, $750.00. (April 2010 - December 2010).

Eshbach, Lisa, "NSF CCLI Phase 2 grant (award number 0618669) – June 2008," Sponsored by National Science Foundation, Federal, $5,000.00. (April 2009 - July 2009).

Awards and Honors

Best Case Award in Production/Operations/Supply Chain Management Track, North America Case Research Association. (October 29, 2010).

Research in Progress

"City of Grand Rapids: Lean Times Require Lean Measures" (Writing Results)
   The longitudinal case study evaluates the Grand Rapids city government's implementation of municipal lean. The case also outlines the quantitative benefits (resource and time savings) realized by the execution of this lean project. The setting of priority goals and the performance measurement in achieving those goals are analyzed. The performance improvement tools used in evaluating the program's impact are fully defined and examined

"Implementing Lean Administration in the Grand Rapids Public Library System" (Writing Results)
   The case examines the application of lean principles used by a large municipal public library system to achieve process and cost efficiencies.   These tools (i.e. value stream mapping, Kanab, standardized work processes, visual factory, poke yoke and 5-Why problem solving tools) were successfully used to achieve cost and process based improvements within the organization.

SERVICE

Department Service

Co-Editor, Management Newsletter. (March 2010 - Present).

College Service

Presenter, DECA. (January 2011).

Presenter, DECA. (January 2010).

University Service

Committee Member, Annual Program Review Committee. (August 2010 - Present).

Guest Speaker, HCSA 474 - Health Care Strategic Applications. (March 2011).

Judge for Student Posters, Michigan Energy Conference. (April 2010).

Professional Service

Reviewer, Conference Paper, North American Case Research Association (NACRA). (July 2011 - August 2011).

Reviewer, Conference Paper, North America Case Research Association (NACRA). (June 2010 - July 2010).

Public Service

Guest Speaker, Grand Valley State University - MGT 661. (June 2011).

Abdollah Ferdowsi

Ferris State University
MGMT
(231) 591-2465
Email: ferdowsa@ferris.edu

Education

Ph. D, Michigan State University, 1982.
   Major: Economics

MA, Michigan State University, 1978.
   Major: Economics

BS, National University of Iran, 1975.
   Major: Economics

Professional Positions

Academic - Post-Secondary

Professor, Ferris State University. (1995 - Present).

Associate Professor, Ferris State University. (1990 - 1995).

Assistant Professor, Ferris State University. (1984 - 1990).

Visiting Assistant Professor, University of Nevada, Reno. (1983 - 1984).

Visting Assistant Professor of Economics, Michigan State University. (1982 - 1983).

Graduate Instructor, Michigan State University. (1980 - 1982).

Graduate Assistant, Michigan State University. (1978 - 1980).

Professional Memberships

American Economic Association.

Middle East Economic Association.

Development Activities Attended

Seminar, "TracDat and Assessment for Improved Teaching & Learning: Ensuring the Horse is Before the Cart." (August 25, 2011).

Workshop, "Retention Summit," Ferris State University. (August 22, 2011).

Workshop, "Quality Course Framework-Web 2.0 Summer 2011," Faculty Center for Teaching and Learning. (May 19, 2011 - August 7, 2011).

Continuing Education Program, "Blackboard 9.1 Early Adopter Training," Ferris State University. (July 20, 2011 - July 21, 2011).

Continuing Education Program, "Webinar: Online Classes & Student Misconduct: Effective Solution to Stop Cheating," Faculty Center for Teaching and Learning. (July 14, 2011).

Workshop, "Brain Rules Summer 2011," Faculty Center for Teaching and Learning. (May 17, 2011 - June 21, 2011).

Workshop, "Presentation Zen Workshop Summer 2011," Faculty Center for Teaching and Learning. (May 31, 2011 - June 16, 2011).

Conference Attendance, "Great Lakes Conference on Teaching and Learning," Central Michigan University. (May 11, 2011 - May 13, 2011).

Seminar, "Academically Adrift: Webinar by Authors," Faculty Center for Teaching and Learning. (March 24, 2011).

Workshop, "Once Upon a Time I Gave a Lecture," Faculty Center for Teaching and Learning. (March 19, 2011).

Conference Attendance, "American Economic Association Annual Conference," American Economic Association. (January 7, 2011 - January 9, 2011).

Workshop, "The 3 R's: Rubrics, Readability=Retention." (September 21, 2010 - October 19, 2010).

Workshop, "Inclusive Classroom Project," Faculty Center for Teaching and Learning. (May 24, 2010 - May 26, 2010).

Seminar, "Eye on Retention: Purdue University redefines "early intervention"," Faculty Center for Teaching and Learning. (May 25, 2010).

Conference Attendance, "Equity Within the Classroom Conference," Central Michigan University. (March 20, 2010 - March 23, 2010).

Conference Attendance, "American Economic Association Annual Conference," American Economic Association. (January 3, 2010 - January 5, 2010).

Conference Attendance, "Equity Within the Classroom Conference," Oakland University. (April 5, 2009 - April 7, 2009).

Workshop, "Inclusion, Equity and Diversity in the College Classroom," Faculty Center for Teaching and Learning. (March 3, 2009 - March 23, 2009).

Conference Attendance, "American Economic Association Annual Conference," American Economic Association. (January 3, 2009 - January 5, 2009).

Workshop, "Inquiries into Teaching and Learning: Planning an Assessment of Student Learning," Faculty Center for Teaching and Learning. (May 19, 2008 - June 16, 2008).

Conference Attendance, "American Economic Association Annual Conference," American Economic Association. (January 4, 2008 - January 6, 2008).

Conference Attendance, "American Economic Association Annual Conference," American Economic Association. (January 5, 2007 - January 7, 2007).

Conference Attendance, "26th International Conference on Critical Thinking." (July 23, 2006 - July 28, 2006).

Conference Attendance, "American Economic Association Annual Conference," American Economic Association. (January 6, 2006 - January 8, 2006).

Conference Attendance, "American Economic Association," National Council on Economic Education. (January 6, 2005 - January 8, 2005).

Conference Attendance, "Lilly Conference on College and University Teaching, North." (September 24, 2004).

Conference Attendance, "Equity Within the Classroom Conference." (March 14, 2003 - March 16, 2003).

Conference Attendance, "American Economic Association Annual Conference," American Economic Association. (January 3, 2003 - January 5, 2003).

Conference Attendance, "American Economic Association," National Council on Economic Education. (January 4, 2002 - January 6, 2002).

Conference Attendance, "American Economic Association Annual Conference," American Economic Association. (January 3, 2001 - January 5, 2001).

Conference Attendance, "Annual Meeting, Midwest Economic Association," Midwest Economic Association. (March 26, 1999 - March 28, 1999).

Conference Attendance, "7th Annual Conference on Faculty Roles and Rewards," American Association of Higher Education. (January 21, 1999 - January 24, 1999).

Conference Attendance, "China, India and Russia: Progress and Challenges of Economic Transactions," Center for European and Russian Studies, Michigan State University. (October 24, 1998).

Awards and Honors

Finalist, Outstanding RSO Advisor of the Year, Ferris State University, Office of Student Leadership. (April 15, 2010).

Outstanding RSO Advisor of the Year, Ferris State University. (April 29, 2009).

TEACHING

Awards and Honors

Distinguished Teacher Award, Ferris State University. (May 15, 2001).

RESEARCH

Presentations Given

Ferdowsi, A. (Presenter & Author), Ferris State University, College of Business Colloquium, "What Happened to the Social Security Crisis," FSU, College of Business, Big Rapids, MI. (April 20, 2006).

Ferdowsi, A. (Presenter & Author), Annual Conference of the Michigan Council on Economic Education, "Teaching Financial Fitness for Life: Teacher's Guide," Michigan Council on Economic Education, Lansing, MI. (February 26, 2004).

Ferdowsi, A. (Presenter & Author), Annual Conference of the Michigan Council on Economic Education, "The Economic Impact of the September 11th Events," Michigan Council on Economic Education, Dearborn, MI. (March 16, 2003).

Ferdowsi, A. (Presenter & Author), Annual Conference of the Michigan Council on Economic Education, "Internet Resources for Teaching Economics," Michigan Council on Economic Education, Dearborn, MI. (March 16, 2002).

Ferdowsi, A. (Presenter & Author), 8th Annual Conference of the American Association of Higher Education, "The History and Process of Post-Tenured Review at Ferris State University: A Practical Approach," American Association of Higher Education, New Orleans, LA. (February 6, 2002).

Ferdowsi, A. (Presenter & Author), Ferris Seminar, "Welfare to Workfare," Ferris State University, Big Rapids, MI. (November 1996).

Ferdowsi, A. (Presenter & Author), Ferris Seminar, "Health Care Reforms: An Economist's Perspective," Ferris State University, Big Rapids, MI. (April 1995).

Ferdowsi, A., Ferris State University Television Program, "International Connections," Big Rapids, MI. (July 1993).

Ferdowsi, A., General Federation of Women's Club, "Historical Perspective of the Middle East and Its Relation to the Current 1990 Crisis," General Federation of Women's Club, Big Rapids, MI. (October 9, 1990).

Ferdowsi, A. (Presenter & Author), Big Rapids Pioneer, "The Middle East Crisis," Big Rapids Pioneer, Big Rapids, MI. (August 23, 1990).

Ferdowsi, A., Non Traditional Students Association Open Forum, "From Discrimination to Unity," Ferris State University Non-Traditional Students Organization, Big Rapids, MI. (March 1, 1990).

Ferdowsi, A. (Presenter & Author), Middle East Economic Association, "Tools of Monetary Policy in an Interest Free Islamic Banking System in Iran," Middle East Economic Association, New York, NY. (December 1988).

Ferdowsi, A. (Presenter & Author), Department of Social Sciences Colloquium, "Economics and Political Environment in Iran," FSU Department of Social Sciences, Big Rapids, MI. (October 1986).

Ferdowsi, A. (Presenter & Author), Mecosta County Council for the Humanities, "Underground Economy," Mecosta County Council for the Humanities, Big Rapids, MI. (April 1986).

Ferdowsi, A. (Presenter & Author), Michigan Academy of Sciences, Arts, and Letters, "Impact of Economic Growth on the Distribution of Income on the LCD's," Michigan Academy of Sciences, Arts, and Letters, Mt. Pleasant, MI. (March 1986).

Ferdowsi, A. (Presenter & Author), Bureau of Business and Economic Research, "Population Estimates and Projection: An Introduction to Methods," Bureau of Business and Economic Research, Reno, NV. (1984).

SERVICE

Department Service

Committee Member, Tenure Subcommittee Alspach.

Tenure Subcommittee Rewers. (October 20, 2009 - Present).

Committee Member, Tenure-Subcommittee for Grover. (October 20, 2009 - Present).

Committee Member, Management Department Scholarship Review Committee. (2009 - Present).

Committee Chair, Chair Department of AFES Tenure Committee. (2004 - 2005).

Committee Member, Department of Social Sciences, Strategic Planning Committee. (1990 - 1996).

College Service

Committee Chair, Chair, Promotion and Merit Committee. (2011 - Present).

College of Business Diversity Committee. (2009 - Present).

Committee Member, Promotion and Merit Committee. (September 20, 2010 - 2011).

Committee Member, College of Business Professional Development Team. (2006 - 2007).

Committee Chair, College of Business Leadership and Strategic Planning Committee. (2005 - 2006).

Committee Member, College of Business Promotion and Merit Committee. (2005 - 2006).

Committee Member, College of Business: College Core Review Committee,. (1998 - 2000).

Committee Member, College of Business Curriculum Committee. (1998 - 1999).

Committee Member, College of Business, Department Standards for Post-Tenure Review. (1998 - 1999).

Committee Member, College of Business: Computer usage Committee. (1997 - 1999).

Committee Member, College of Business: Promotion and Merit Committee. (1997 - 1998).

Committee Member, College of Business: Student Outcomes Assessment Committee. (1997 - 1998).

Committee Member, School of Arts and Sciences: Sabbatical Leave Review Committee. (1995 - 1997).

Committee Member, School of Arts and Sciences: Academic Standards and policies. (1994 - 1997).

Committee Member, School of Arts and Sciences: Curriculum Re-vision Committee. (1993 - 1997).

Committee Member, College of Arts and Sciences: Diversity Counts!. (1992 - 1997).

Committee Member, School of Arts and Sciences: Faculty Support Committee. (1989 - 1992).

Committee Member, School of Arts and Sciences: Sabbatical Leave Review Committee. (1988 - 1989).

University Service

Committee Member, Timme Travel Application Review Committee. (2009 - Present).

Committee Chair, Co-Chair HLC, Criterion 1b. (2008 - Present).

Committee Member, Distinguished Teacher Award Committee. (2003 - Present).

Committee Member, New Faculty Orientation Week Planning. (June 15, 2009 - April 6, 2010).

Committee Member, Faculty Award Selection Committee. (2005 - 2007).

Chairperson, Distinguished Teacher Award Committee. (2003 - 2007).

Committee Member, Joint Committee on Sabbatical Policy and Procedures. (2005 - 2006).

Committee Member, Ferris Faculty Association Equity Sub-committee. (June 2005 - October 2005).

Committee Member, Search Committee - Vice President for Academic Affairs. (2003 - 2004).

Senator, Academic Senate. (1998 - 2004).

Committee Member, Senate Executive Committee. (1998 - 2001).

Chairperson, Ferris State University: Faculty Research Committee. (1997 - 2001).

Committee Chair, Senate Election Committee. (1997 - 2001).

Academic Senator, Academic Senate. (1996 - 1997).

Committee Member, Search Committee - Vice President for Administration and Finance. (1996 - 1997).

Committee Member, International Education Committee. (1994 - 1997).

Committee Member, Campus Child Care Council. (1994 - 1996).

Committee Member, The First Year Challenge, Ferris Guide. (1993 - 1996).

Presenter, Ferris State University: New Student Convocation Academic Skills. (1994 - 1995).

Committee Member, Tenure Evaluation Committee - Dr. Thomas Behler. (1992 - 1995).

Committee Member, Tenure Evaluation Committee - Vicki Williams. (1992 - 1993).

Committee Member, Multicultural Relations ad hoc Committee. (1991 - 1992).

Senator, Academic Senate. (1988 - 1992).

Committee Member, Tenure Evaluation Committee - Dr. Donald Roy. (1990 - 1991).

Committee Member, Academic Computer Steering Committee. (1989 - 1990).

Committee Member, Substance Abuse Task Force. (1988 - 1989).

Committee Member, Financial Resources and Operation Committee, NCA Self Study. (1986 - 1987).

Public Service

Committee Member, FSU Relay for Life. (2009 - Present).

Awards and Honors

Service, University

Award for Academic Excellence, Ferris State University. (April 24, 2002).

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).

Development Activities Attended

Workshop, "Data Mining Series," FSU. (April 1, 2010 - October 20, 2010).

Symposium, "Changing Face of Management Education," McGraw-Hill. (October 7, 2010 - October 10, 2010).

Workshop, "Grant Writing," Ferris State University. (February 1, 2010 - March 30, 2010).

Conference Attendance, "Southern Management Association Annual Conference," Southern Management Association. (November 11, 2009 - November 15, 2009).

Conference Attendance, "Midwest Academy of Management Annual Conference," Midwest Academy of Management. (October 22, 2009 - October 25, 2009).

Symposium, "Management Education Symposium," McGraw-Hill. (October 8, 2009 - October 11, 2009).

Conference Attendance, "Society for the Advancement of Management Conference," Society for the Advancement of Management. (March 22, 2009 - March 25, 2009).

Conference Attendance, "Midwest Academy of Management Annual Conference," Midwest Academy of Management. (October 2008).

Conference Attendance, "Midwest Academy of Management Annual Conference," Midwest Academy of Management. (October 2007).

Conference Attendance, "Academy of Human Resource Development Annual Conference," Academy of Human Resource Development. (March 2007).

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

<div align="center">

RESEARCH

</div>

Published Intellectual Contributions

Books

Gilley, A., Gilley, J. W., Quatro, S. A., Dixon, P. (2009). In Ann Gilley, Jerry Gilley, Scott Quatro, and Pamela Dizon (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., Eggland, 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 Leaming, 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

Kuznia, K., Kerno, S. J., Gilley, A. (2010). The Correlates and Influences of Career Related Continuous Learning: Implications for Management Professionals. *Performance Improvement Quarterly, 22*(4), 7-31.

Gilley, A., Kerno, S. J. (2010). Groups, Teams, and Communities of Practice: A Comparison. *Advances in Human Resource Development, 12*(1), 46-60.

Gilley, A., Gilley, J. W., McConnell, C. W., Veliquette, A. (2010). The Competencies That Effective Managers Employ to Build Teams: An Empirical Study. *Advances in Human Resource Development, 12*(1), 29-45.

Gilley, A., Gilley, J. W., Kouider, E. (2010). Characteristics of Managerial Coaching. *Performance Improvement Quarterly, 23*(1), 53-70.

Gilley, A., Godek, M. L., Gilley, J. W. (2009). Change, Resistance, and the Organizational Immune System. *SAM Advanced Management Journal, 74*(4), 4-10.

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., 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.

Other

Gilley, J. W., Gilley, A. (2007). *Three Ways HRD Professionals Can Improve Their Credibility*. ASTD Links.

Presentations Given

Gilley, A. (Presenter & Author), Southern Management Association Conference, "Evidence of Managerial Malpractice," Southern Management Association, Asheville, NC. (November 12, 2009).

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).

Media Contributions

Newspaper

Ludington Daily News. (April 28, 2010).

Ludington Daily News. (February 24, 2010).

Ludington Daily News. (December 16, 2009).

Ludington Daily News. (December 2, 2009).

Ludington Daily News. (April 15, 2009).

Ludington Daily News. (February 11, 2009).

Contracts, Grants and Sponsored Research

Grant

Gilley, Ann (Principal), ""Strategies for Change"," Sponsored by IBM Center for the Business of Government, Private, $20,000.00.

Gilley, Ann (Principal), "Framework for Developing a Results-oriented Performance Culture," Sponsored by IBM Center for the Business of Government, Private, $20,000.00.

Awards and Honors

Book of the Year Award nominee, Academy of Human Resource Development.

Book-of-the-Year Award, Academy of Human Resource Development (AHRD). (2000).

Research in Progress

"Gender Issues in Management" (Writing Results)

"Leaders and Change: Make it Personal" (Writing Results)

"Managerial Practices" (On-Going)
    Longitudinal study of managerial practices, including communications, change, motivation, etc.

"Workplace hostility" (Writing Results)

SERVICE

Department Service

Committee Member, Promotion / Merit Committee. (October 2009 - Present).

Committee Member, Tenure sub-committee. (September 2009 - Present).

Committee Chair, Research Roundtable. (March 2009 - Present).

Committee Member, Management Department Scholarship Committee. (2007 - Present).

College Service

Committee Member, Promotion / Merit Committee. (September 2009 - Present).

Committee Member, College of Business Scholarship Committee. (2007 - Present).

Committee Member, Higher Learning Commission Assessment. (October 2007 - May 2009).

Committee Member, Masters Committee. (April 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

Editorial Review Board Member, Springer Publishers. (April 15, 2010 - Present).

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

Program Champion(Business Administration Programs), Ferris State University COB. (November 15, 2009 -
   Present).

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

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).

Conference Attendance, "Society for Teaching & Learning," Faculty Centre for Teaching & Learning. (May 10,
   2010 - May 12, 2010).

Workshop, "Critical Thinking Level I," Faculty Centre for Teaching & Learning. (January 11, 2010 - April 13,
   2010).

In Class Student Diagnostics Exercise, "Small Group Instructional Diagnosis," Faculty Centre for Teaching & Learning. (February 12, 2010).

Workshop, "Rubrics Rock," Faculty Center For Training and Learning, Ferris State University. (October 6, 2009 - December 11, 2009).

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).

RESEARCH

Presentations Given

Grover, S. (Presenter Only), Global Reflections, "Global Workforce," Office of International Education, Big Rapids.

SERVICE

Department Service

Committee Member, Bachelor of Science Human Resources APR. (September 15, 2010 - Present).

Committee Member, Departmental Newsletter. (January 10, 2010 - Present).

Committee Member, General Business Associate Program APR. (November 20, 2009 - Present).

College Service

Recording Secretary for the Committee, Curriculum Committee. (September 27, 2010 - Present).

Committee Member, Diversity Committee. (October 13, 2009 - Present).

University Service

Task Force Member, Taskforce on Diversity. (May 10, 2010 - Present).

Professional Service

Reviewer, Ad Hoc Reviewer, Academy of Management Annual Conference, Chicago, Illinois. (November 1, 2008 - February 28, 2009).

Public Service

Member, Globalization Initiative, Big Rapids, Michigan. (November 15, 2009 - Present).

Professor John A. Kane Jr.

Ferris State University
MGMT
(231) 591-2416
Email: kanej@ferris.edu

Education

JD, Wayne State University College of Law, 1974.
   Major: Law

BS, Western Michigan University, 1971.
   Major: Group Social Science Major in Economics, Political Science, Sociology and History

Professional Positions

Academic - Post-Secondary

Professor, Ferris State University. (August 1990 - Present).

Associate Professor, Ferris State University. (August 1985 - August 1990).

Assistant Professor, Ferris State University. (August 1982 - August 1985).

Temporary Instructor, Ferris State University. (August 1981 - August 1982).

Professional

Supervising Attorney, UAW Legal Services. (August 1978 - August 1981).

Instructor, Institute for Paralegal Training. (January 1981 - May 1981).

Supervising Attorney, Lakeshore Legal Services. (June 1976 - August 1978).

Staff Attorney, Lakeshore Legal Services. (September 1974 - June 1976).

Licensures and Certifications

Admitted to practice law in the Federal District Court. (1974).

Member of the Michigan Bar, P24482. (1974).

Professional Memberships

American Bar Association.

State Bar of Michigan. (November 10, 1974 - Present).

Development Activities Attended

Tutorial, "FSU Facebook Training," FSU. (October 13, 2009).

Workshop, "COB Novell Communications Project Implementation Training," COB. (September 14, 2009).

TEACHING

Awards and Honors

Finalist, Distinguished Teacher Award 1989, FSU Academic Senate.

Outstanding Professor, Ferris State University Honor's College. (January 25, 2008).

SERVICE

University Service

Committee Member, FSU Arts and Lectures Committee. (2006 - 2008).

Committee Member, FSU Social Awareness Committee. (2001 - 2006).

Committee Member, FSU Committee to Review Student Assessment of Instruction. (2001 - 2002).

Executive Committee member and Secretary, FSU Academic Senate. (2000 - 2001).

College of Business Representative, FSU Academic Senate. (2000 - 2001).

Executive Committee member and Secretary, FSU Academic Senate. (1996 - 1997).

College of Business Representative, FSU Academic Senate. (1995 - 1996).

Public Service

Board Member, Recycle Mecosta, Big Rapids, MI. (2006 - 2007).

Committee Member, Property Maintenance Board of Appeals, Big Rapids, MI. (2002 - 2006).

Professor David L. Kelson

Ferris State University
MGMT
Email: kelsond@ferris.edu

Education

MPA, Wayne State University, 1980.
   Major: Public Administration

MIM, American Graduate School of International Management, 1980.
   Major: International management

BA, Wayne State University, 1972.
   Major: Political Science

Professional Positions

Academic - Post-Secondary

Assoc. Prof, Ferris State University. (November 1990 - Present).

Government

GS 11 - Major Projects Officer, International Trade Administration. (January 1981 - June 1985).

Professional

Vice President, KMG International, Inc.. (April 1989 - November 1990).

Vice President, Michigan Trade Exchange International, Inc.. (February 1987 - April 1989).

President, Kelson & Associates. (June 1985 - February 1987).

Professional Memberships

Academy of International Business.

Western Michigan World Trade Association.

World Affairs Council.

Development Activities Attended

Workshop, "Faculty Development in International Entrepreneurship," University of Colorado. (May 29, 2012 - June 1, 2012).

Workshop, "Faculty Development in International Business - International Negotiation," University of South Carolina. (June 13, 2011 - June 17, 2011).

Study Abroad, "Study Abroad -Sierra Leone," FSU. (May 15, 2010 - May 25, 2010).

Workshop, "Phase 1 Novell training -," College of Business. (September 24, 2009).

Workshop, "Faculty Self-Serve Banner In-Service Training," College of Business. (2006).

Workshop, "Strategies for Teaching International Negotiations," Duke University. (September 2002).

Workshop, "Global Issues," American Graduated School of International Business. (September 2001).

Workshop, "Export Financing," Export Training Institute. (June 1999).

Workshop, "Privatization," American Graduate School of International Business. (October 1998).

Workshop, "International Curriculum," University of Indiana. (1996).

Workshop, "attendee," Michigan State University. (1995).

TEACHING

Teaching Experience

Ferris State University
INTB 310, International Business Systems, 1 course.
INTB 320, International Logistics, 1 course.
INTB 335, Cross-Cultural Communications and Negotiations, 2 courses.

RESEARCH

Presentations Given

Kelson, D. L. (Presenter & Author), International Business, "Zen and Soft Currencies," Academy of International Business, Miami, FL. (November 2005).

SERVICE

Department Service

Attendee, Meeting, Tenure Coordinating Committee. (January 2001 - Present).

Attendee, Meeting, Tenure Coordination Committee. (August 1997 - December 1998).

College Service

Attendee, Meeting, College of Business Curriculum Committee. (September 2009 - Present).

Committee Member, College of Business Sabbatical Committee. (August 29, 2011 - August 29, 2013).

Committee Member, College of Business Curriculum Committee. (2002 - 2003).

Committee Member, Russian Grant Committee. (1999 - 2000).

Committee Member, Futures Conference Committee. (1998 - 1999).

Committee Member, College of Business Review Committee. (1997 - 1998).

Committee Member, Tenure Coordination Committee. (1997 - 1998).

Faculty Advisor, International Business Association (Student Organization). (1995 - 1998).

Committee Member, Tele-counseling. (1995 - 1996).

Faculty Mentor, International Business Association (Student Organization). (1994 - 1995).

University Service

Committee Member, FSU Arts & Lectures Committee. (2004 - 2005).

Committee Chair, FSU International Education Committee. (2001 - 2002).

Committee Member, FSU International Education Committee. (1996 - 1997).

Academic Senator, FSU Academic Senate. (1994 - 1995).

Professional Service

Task Force Member, International Center/FSU, Big Rapids, MI. (September 17, 2009).

Public Service

Board Member, Sow-Hope, Rockford, Michigan. (October 20, 2010 - Present).

Consulting

For Profit Organization, Mekaster Ltd, New Delhi, India. (June 1995 - June 1997).

For Profit Organization, Ameritech Corp., Chicago, IL. (June 1994 - June 1995).

For Profit Organization, West Communications, Inc., Jackson, MS. (June 1994 - June 1995).

Professor Gayle S. Lopez J.D.

Ferris State University
MGMT
(231) 591-3170
Email: lopezg@ferris.edu

Education

JD, University of San Francisco School of Law, 1992.
  Major: Law

BS, Ferris State University, 1986.
  Major: Business Administration

AAS, Ferris State University, 1984.
  Major: Legal Studies

Professional Positions

Academic - Post-Secondary

Professor, Ferris State University. (2011 - Present).

Legal Studies Coordinator, Ferris State University. (2009 - Present).

Associate Professor, Ferris State University. (2007 - 2011).

Assistant Professor, Ferris State University. (2004 - 2007).

Instructor, Ferris State University. (2001 - 2003).

Professional

Attorney, Joseph Costella & Associates (prev. Maloney & Associates). (November 1992 - June 2000).

Law Clerk, Maloney & Associates. (May 1990 - November 1992).

St. Litigation Claim Representative - Commercial Accounts, Aetna Casualty and Surety Co.. (June 1986 - May 1989).

Licensures and Certifications

Attorney - Michigan, Michigan Bar Association. (2001 - Present).

Attorney - California, California Bar Association. (1992 - Present).

Professional Memberships

American Bar Association.

California Bar Association.

Michigan Bar Association.

American Association for Paralegal Education. (2001 - Present).

Development Activities Attended

Conference Attendance, "American Association for Paralegal Education National Conference." (October 2011).

Workshop, "ABA Approval Workshop," American Bar Association. (June 2011).

Conference Attendance, "American Association for Paralegal Education North Central Regional Conference." (April 2011).

Conference Attendance, "American Association for Paralegal Education National Conference." (October 2010).

Workshop, "FerrisConnect Training," FSU - COB. (August 2010).

Conference Attendance, "State Bar of Michigan- Paralegal/Legal Assistant Section." (May 6, 2010 - May 7, 2010).

Workshop, "Employment Law," Miller Canfield. (April 2010).

Conference Attendance, "American Association for Paralegal Education National Conference." (October 2009).

Workshop, "Advising for Student Success," FSU - COB. (October 2009).

Workshop, "Learning/Teaching Case Matters and Related Software," AAfPE. (October 2009).

Workshop, "COB Novell Communication Project Training," Ferris State University. (October 21, 2009).

Workshop, "Advising for Student Success," FSU - COB. (September 2009).

Workshop, "TracDat Training Workshop," FSU - Academic Affairs. (September 2009).

Workshop, "Digital Measures," Ferris State University. (September 29, 2009).

Workshop, "COB Novell Communication Project Training," Ferris State University. (September 16, 2009).

Workshop, "FerrisConnect Training," FSU - COB. (August 2009).

Workshop, "Complete Investigations," Grand Rapids Bar Association - Paralegal Section. (July 29, 2009).

Workshop, "ABA Approval Workshop," American Bar Association. (June 2009).

Workshop, "iVise - Legal Technology," Grand Rapids Bar Association - Paralegal Section. (June 24, 2009).

Conference Attendance, "American Association for Paralegal Education North Central Regional Conference." (April 2009).

Conference Attendance, "American Association for Paralegal Education National Conference." (2008).

Workshop, "Sexual Harassment in the Hospitality Industry," Warner, Norcross & Judd. (2008).

Workshop, "University Committees on Discipline Training," Office of Student Conduct. (2008).

Conference Attendance, "American Association for Paralegal Education National Conference." (2007).

Conference Attendance, "American Association for Paralegal Education North Central Regional Conference." (2007).

Conference Attendance, "Assessing Student Learning Conference," Dr. Bresciani - San Diego State University. (2007).

Workshop, "Smart Classroom Orientation." (2007).

Conference Attendance, "American Association for Paralegal Education National Conference." (2006).

"Faculty Book Review/Discussions," College of Business. (2006).

Workshop, "Faculty Self-Serve Banner In-Service Training," College of Business. (2006).

Workshop, "Using a Learner-Centered Approach to Classroom Teaching So Your Students Will Remember." (2006).

Seminar, "FSU Faculty Teaching and Learning Day seminars." (2005).

Seminar, "Litigation Skills for Legal Staff." (2005).

Workshop, "Advising Workshop," University College/College of Business. (2005).

Workshop, "Hospitality Law Conference." (2005).

Conference Attendance, "American Association for Paralegal Education National Conference." (October 2005).

Seminar, "FSU Faculty Teaching and Learning Day seminars." (2004).

Seminar, "FSU Faculty Teaching and Learning Day seminars." (2003).

Seminar, "FSU Faculty Teaching and Learning Day seminars." (2002).

Seminar, "New Faculty program." (2001 - 2002).

Conference Attendance, "LILLY Conference on Higher Education." (February 2002).

Awards and Honors

Honored at the 2007 Faculty Appreciation Night, Student-Athlete Advisory Committee. (2007).

Teacher of the Year Award, Pi Kappa Alpha. (2004).

Honored at the 2003 Faculty Appreciation Night, Student-Athlete Advisory Committee. (2003).

TEACHING

Teaching Experience

Ferris State University
BLAW 321, Contracts and Sales, 5 courses.
HOMT 403, Hospitality Law, 1 course.
LLAW 253, Adv Legal Research-Writing, 1 course.
LLAW 280, Civil Litigation, 2 courses.
LLAW 291, Practice Studies, 1 course.
PREL 350, Public Relations Ethics/Law, 2 courses.

RESEARCH

Contracts, Grants and Sponsored Research

Grant

Lopez, Gayle, "TIMME Travel Grant," Sponsored by Faculty Center for Teaching and Learning, Ferris State University, $700.00. (August 2011 - December 2011).

Lopez, Gayle, "TIMME Travel Grant," Sponsored by Faculty Center for Teaching and Learning, Ferris State University, $700.00. (August 2010 - December 2010).

Intellectual Contributions in Submission

Other

Lopez, G. *ABA Interim Report*.

Lopez, G. *ABA Interim Report*.

SERVICE

Department Service

Committee Member, Lisa Eshbach Tenure Sub-Committee. (August 2009 - Present).

Committee Chair, Legal Studies Advisory Board. (2008 - Present).

Faculty Advisor, Legal Studies Association. (2001 - Present).

Committee Chair, Legal Studies ABA Re-Approval. (2011).

Department Representative, Disciplinary Rep. (2007 - 2011).

Committee Chair, Spence Tower Tenure Sub-Committee. (August 2009 - May 2011).

Committee Chair, Hiring Committee. (2009).

Committee Member, Legal Studies Academic Program Review Committee. (2006 - 2008).

Committee Member, Legal Studies Advisory Board Meeting. (2000 - 2008).

Report Writing, Legal Studies Program. (2007).

Meetings/Discussion, ABA Re-Accreditation site visit. (2006).

College Service

Committee Chair, Insurance Curriculum Committee. (August 2010 - Present).

Participant, College of Business Celebration Fest. (2005 - Present).

Attendee, Meeting, Hospitality Programs Gala. (2003 - Present).

Committee Member, Promotion and Merit. (October 2011 - May 2013).

Committee Member, Hiring Committee - Marketing. (October 2009 - July 2010).

Committee Member, Hospitality Programs Academic Program Review Committee. (2007 - 2008).

Committee Member, Quality Learning Process Team. (2006 - 2008).

Marshal, Spring Commencement. (2006 - 2007).

Committee Member, College of Business Curriculum Committee. (2005 - 2007).

Committee Member, Faculty and Staff Development Committee. (2004 - 2005).

University Service

Committee Member, Freshman Registration/Orientation. (June 2010 - Present).

Program Coordinator, Legal Studies. (2008 - Present).

Program Coordinator, Legal Studies. (2008 - Present).

Committee Member, Law School Resource Committee. (2005 - Present).

Attendee, Graduation, FSU Commencement. (2002 - Present).

Faculty Advisor, Legal Studies Association. (2001 - Present).

Committee Member, University Committee on Discipline (UDC). (2007 - 2011).

Attendee, Award Ceremony, Student Excellence Award. (April 2010).

Attendee, Award Ceremony, Honors Program Award Night. (2005 - 2006).

Professional Service

Committee Member, Law School Resource Committee. (2005 - Present).

Public Service

Officer, President/Elect/Past, White Lake Yacht Club, Whitehall, MI. (September 2010 - Present).

Committee Member, United Way - Lakeshore, Whitehall, Michigan. (July 2009 - Present).

Officer, Vice President, White Lake Yacht Club, Whitehall, MI. (September 2009 - September 2010).

Rear Commodore, White Lake Yacht Club, Whitehall, MI. (September 2008 - September 2009).

Officer, Secretary, White Lake Yacht Club, Whitehall, MI. (September 2007 - September 2008).

Steve B. Lyman

Ferris State University
MGMT
(231) 591-2469
Email: lymans@ferris.edu

Education

Ph D, Michigan State University, 1993.
Major: Production & Operations Management

MS, Michigan State University, 1985.
Major: Packaging

BS, Michigan State University, 1979.
Major: Engineering

Professional Positions

Academic - Post-Secondary

Full Professor, Ferris State University, Management Department. (May 2002 - Present).

Assistant Professor, Eastern Michigan University, Interdisciplinary Technology Department: Industrial Distribution Program. (August 2000 - April 2002).

Assistant Professor, Middle Tennessee State University, Marketing Department, MBA program.. (January 1993 - August 1994).

Graduate Assistant & Instructor, Michigan State University. (May 1988 - December 1992).

Professional

Purchasing & Materials Manager, TRW Commercial Steering Division. (January 1998 - August 2000).

Buyer and Supplier Development Engineer, TRW Commercial Steering Division. (August 1994 - January 1998).

Material Handling Engineer, General Motors Corporation. (March 1982 - July 1988).

Assistant Plant Manager & Materials Controller, Chivas Products Limited. (March 1979 - March 1982).

Licensures and Certifications

Certified Purchasing Manager, NAPM/ISM. (1999 - Present).

Certified Production and Inventory Manager, APICS. (1998 - Present).

Certified Quality Auditor, ASQ. (1996 - Present).

Lead Auditor, ISO 9000. (1996 - Present).

Professional Memberships

American Production and Inventory Control Society.

American Society of Quality.

Decision Sciences Institute.

National Association of Purchasing Management.

Society for Case Research.

Michigan Ski Industry Association. (June 2009 - Present).

Midwest Ski Area Association. (May 2009 - Present).

Development Activities Attended

Workshop, "FerrisConnect Learn 9.1," FSU FCLT. (October 21, 2011).

Workshop, "Presentation Zen," FSU FCLT. (September 15, 2011 - October 13, 2011).

Conference Attendance, "Lilly North," FSU & CMU. (September 22, 2011 - September 25, 2011).

Conference Attendance, "MSAA (Midwest Ski Area Association)," Devils Head Resort. (August 7, 2011 - August 10, 2011).

Conference Attendance, "Lilly North," FSU & CMU. (September 17, 2010 - September 19, 2010).

Workshop, "MSIA (Michigan Ski Industry Association)," Shanty Creek Resort. (August 10, 2010).

Conference Attendance, "MSAA (Midwest Ski Area Association)," Shanty Creek Resort. (August 8, 2010 - August 10, 2010).

Conference Attendance, "MSAA (Midwest Ski Area Association)," Devils Head Resort. (August 2, 2009 - August 5, 2009).

Workshop, "MSIA (Michigan Ski Industry Association)," Apple Mountain Resort. (June 16, 2009).

Seminar, "Six Sigma," Steelcase. (September 2008 - November 2008).

Conference Attendance, "Lilly North," FSU & CMU. (September 17, 2008 - September 20, 2008).

Conference Attendance, "4th Annual Midwest Supply Chain Management Conference," Steelcase University. (March 26, 2008).

Workshop, "FerrisConnect block 10," FSU FCLT. (November 26, 2007 - December 16, 2007).

Workshop, "Innovative use of Technology in the Classroom," FSU FCTL. (September 19, 2007 - November 20, 2007).

Seminar, "Bargaining with Vendors and Suppliers." (November 13, 2007).

Workshop, "FerrisConnect Training (Bus 499)," FSU FCTL. (October 16, 2007 - November 12, 2007).

Conference Attendance, "Lilly North," CMU & FSU. (October 1, 2007 - October 4, 2007).

Conference Attendance, "4th Annual Midwest Supply Chain Management Conference," Steelcase University. (March 21, 2007).

Seminar, "WebCT Vista," FSU. (2006).

Workshop, "Faculty Self-Serve Banner In-Service Training," College of Business, FSU. (2006).

Seminar, "The Key to Successful Online Instruction Universal Design," FSU FCLT. (December 6, 2006).

Workshop, "Delivering Video and Audio with Flash," FSU FCTL. (December 6, 2006).

Workshop, "Podcasting with Windows Movie maker," FSU FCTL. (November 11, 2006).

Workshop, "Self-Serve Banner Training," FSU COB. (November 1, 2006).

Workshop, "Respondus 3.5," FSU FLCT. (September 27, 2006).

Conference Attendance, "2006 National WebCT Conference." (July 15, 2006 - July 18, 2006).

Seminar, "WebCT Vista Migration Training," FSU. (June 21, 2006 - June 26, 2006).

Conference Attendance, "3rd Annual Midwest Supply Chain Management Conference," Steelcase University. (March 22, 2006).

Seminar, "Academic Advising Training," FSU. (2005).

Seminar, "Governmental and Educational Institution Application of Reverse Auctions," FSU Purchasing Group - Online Webcast. (2005).

Seminar, "Inventory Methods and Cycle Counting." (September 13, 2005).

Workshop, "WebctDesigning Courses for Mixed Delivery," FSU. (August 2, 2005).

Seminar, "WebCT Design & Development for Online Teaching," FSU. (June 19, 2005 - June 23, 2005).

Conference Attendance, "2nd Annual Midwest Supply Chain Management Conference," Steelcase. (March 23, 2005).

Seminar, "Six Sigma," Ice Mountain Plant. (December 2004).

Conference Attendance, "APICS Chapter - Professional Development Meetings," APICS. (2003 - 2004).

Workshop, "Value Stream Mapping Training." (September 28, 2004 - September 29, 2004).

Conference Attendance, "Lilly North." (September 22, 2004 - September 24, 2004).

Conference Attendance, "1st Annual Midwest Supply Chain Management Conference," Steelcase. (April 28, 2004).

Workshop, "Student Advising-Tools and Approaches," Ferris State University. (March 20, 2003).

Workshop, "New Faculty Training seminars," CTLFD. (2002).

Seminar, "WebCT Training," FSU. (July 2002 - August 2002).

Awards and Honors

Outstanding RSO Campus Advisor, American Production and Inventory Control Society (APICS). (2007).

Outstanding RSO Campus Advisor, American Production and Inventory Control Society (APICS). (2003).

RESEARCH

Published Intellectual Contributions

Refereed Journal Articles

Lyman, S. B. (2002). How the Distributor Fits into Lean. *Performance Improvement Quarterly, 12*(8), 20.

Lyman, S. B., Dajalos, R. (2001). Slaying the Stockout Monster. *Performance Improvement Quarterly, 11*(7), 12.

Journal Articles

Lyman, S. B. (2003). Supplier Classification Systems. *Inside Supply Management, 14*(7), 10-11.

Jackson, D. R., Lyman, S. B., Taylor, D. K. (2002). Making SMI a Cost-Effective Initiative. *Inside Supply Management*.

Jackson, D. R., Lyman, S. B., Taylor, D. K. (2002). SMI for the Little Guy. *Inside Supply Management*.

Lyman, S. B., Dajalos, R. (2001). The Stockout Monster. *Performance Improvement Quarterly, 11*(6), 25.

Other

Lyman, S. B., Rewers, C. L. (2006). *ISO 9000 and Supplier Ethics*. MBAA Conference.

Presentations Given

Lyman, S. B. (Presenter & Author), BHAA, Business and Health Administration Association, "Restoring Consumer Confidence in the Global Supply Chain," MBAA, Chicago, IL. (March 2008).

Lyman, S. B. (Presenter & Author), Rewers, C. L. (Presenter & Author), BHAA, Business and Health Administration Association, "Moral and Ethical Considerations Associated with Safeguarding the Public's Interest in Medical error Cases," MBAA, Chicago, IL. (March 2006).

Rewers, C. L. (Presenter & Author), Lyman, S. B. (Presenter & Author), MBAA 2006 Conference, "ISO 9000 and Supplier Ethics," MBAA, Chicago, IL. (March 2006).

Tymes, Jr., N., Hettiarachchy, J., Bolling, C. J., Cooper, M. C., Lyman, S. B., Lilly Conference North, "Capstone Model: Learning Community for Continuous Improvement," Traverse City, MI. (September 2004).

Lyman, S. B., Taylor, D. (Author Only), Jackson, D. (Author Only), Society of Case Research Annual Workshop, "VMI at Airmaster," SCR, Rockhurst University, Kansas, MO. (July 2004).

Lyman, S. B. (Presenter & Author), Hatch, M. (Presenter & Author), 32th Annual Decision Sciences Institute Meeting, "Moving Beyond Flow Charting to Value Stream Mapping," Decision Sciences Institute, San Francisco, CA. (November 2002).

Lyman, S. B., NAPM/APICS Saginaw Chapters meeting, "The Theory and Reality of Supplier Development," NAPM?APICS, Saginaw, MI. (November 2002).

Lyman, S. B. (Presenter & Author), Hatch, M. (Presenter & Author), 31th Annual Western Decision Sciences Institute Meeting, "Learning to Use Simulation in a Manufacturing Plant: A Case Study," Western Decision Sciences Institute, Las Vegas, NV. (April 2002).

Lyman, S. B. (Presenter & Author), Hatch, M. (Presenter & Author), 31th Western Annual Decision Sciences Institute Meeting, "Value Stream Mapping: A Technique for Process Mapping," Western Decision Sciences Institute, Las Vegas, NV. (April 2002).

Lyman, S. B. (Presenter & Author), Hatch, M. (Presenter & Author), Yee, S., 26th Annual Midwest Decision Sciences Institute Meeting, "Using Simulation to Model Library Operations: A Case Study," Midwest Decision Sciences Institute, Dearborn, MI. (April 2001).

Lyman, S. B. (Presenter & Author), Hatch, M. (Presenter & Author), 25th Annual Midwest Decision Sciences Institute Meeting, "Changing a Company's Environmental Conditions to Support Lean Manufacturing: A Case Study," Midwest Decision Sciences Institute, Chicago, IL. (April 2000).

Lyman, S. B. (Presenter & Author), Council of Logistics Management, "Plastic Returnable/Reusable Containers in the Automotive Industry: A Case Study," Big Rapids, MI. (October 1998).

Lyman, S. B. (Presenter & Author), Tan, K. (Presenter & Author), 39th Mountain Plains Management Conference, "The Analysis of Stochastic Tool Life Distributions on Dispatching Procedures," Grand Junction, CO. (1997).

Lyman, S. B. (Presenter & Author), Kannan, V. (Presenter & Author), Decision Sciences Institute, "A Comparison of Scheduling Heuristics in a Dual Resource Constraint Job Shop with Stochastic Tool Life," Wilmington, North Carolina. (February 1995).

Lyman, S. B. (Presenter & Author), Decision Sciences Institute, "An Analysis of a Dual Resource Constraint Job Shop with a Stochastic Tool Life Constraint," Honolulu, Hawaii. (November 1994).

Lyman, S. B. (Presenter & Author), Melnyk, S. (Presenter & Author), American Production and Inventory Control Society, "Tool Management and Control: Developing an Integrated Top Down Control Process," American Production and Inventory Control Society, San Antonio, TX. (October 1993).

Lyman, S. B. (Presenter & Author), Melnyk, S. (Presenter & Author), Decision Sciences Institute, "An Analysis of Finite Tool Life and Scheduling Heuristics in a Dual Resource Constraint Job Shop," Decision Sciences Institute, Lansing, MI. (April 1993).

Lyman, S. B. (Presenter & Author), Decision Sciences Institute, "A Comparison of Family and Job Based Priority Schemes in Group Scheduling," Decision Sciences Institute, San Francisco, CA. (November 1992).

Lyman, S. B. (Presenter & Author), Kannan, V. (Presenter & Author), Decision Sciences Institute, "An Analysis of the Effects of Lot Splitting in Group Scheduling," Decision Sciences Institute, Kansas City, MO. (November 1992).

Lyman, S. B. (Presenter & Author), Melnyk, S., Decision Sciences Institute, "Analysis of Varying Labor Efficiency and Capability in a Dual-Constrained Job Shop: A Simulation Experiment," Decision Sciences Institute, Indianapolis, IN. (May 1991).

Lyman, S. B., Council of Logistic Management Conference, "Plastic Returnable/Reuseable Containers in the Automotive Industry: A Case Study," Council of Logistic Management, Boston, MA. (October 1988).

Awards and Honors

Best Conference paper, MBAA (Midwest Business Association). (March 24, 2008).

Nominated BY BHAA as best overall theme paper, MBAA (Midwest Business Association). (March 2006).

<div align="center">

SERVICE

</div>

Department Service

Committee Member, Management Department Tenure Review Sub-Committee. (2010 - 2013).

Committee Member, Academic Program Review - Operations and Supply Management Program. (2011 - 2012).

Committee Member, CPC Comment Professional Component. (September 2009 - May 2012).

Committee Chair, Management Department Tenure Review Sub-Committee. (2007 - 2010).

Committee Member, Management Department Tenure Review Sub-Committee. (2007 - 2009).

Faculty Advisor, Operations and Supply Management Program. (2002 - 2009).

Faculty Search Committee. (January 2009 - April 2009).

Committee Member, Management Department Tenure Review Sub-Committee. (2007 - 2008).

Committee Chair, Academic Program Review - Operations and Supply Management Program. (2006 - 2007).

Committee Member, MBA Search Committee. (2006 - 2007).

Committee Member, Operations Management Search Committee. (2006 - 2007).

Committee Member, Strategic Management Search Committee. (2006 - 2007).

Organizer/Chair, Operations Management Advisory Board Meeting. (2005 - 2006).

Organizer/Chair, Operations Management Advisory Board Meeting. (2004 - 2005).

Co-chair, Faculty Search Committee. (December 2004 - April 2005).

Team leader, Capstone Simulation. (2004).

College Service

Committee Member, College of Business College Curriculum Committee. (2007 - 2008).

Faculty Advisor, FSU APICS - Registered Student Organization. (2007 - 2008).

Faculty Advisor, FSU APICS - Registered Student Organization. (2006 - 2007).

Attendee, Meeting, APICS Professional Development Meetings. (2005 - 2006).

Attendee, Meeting, NAPM. (2005 - 2006).

Attendee, Meeting, NAPM. (2005 - 2006).

OSM Internships. (2005 - 2006).

Attendee, Meeting, Region 14 Meetings in Chicago. (2005 - 2006).

APICS Tours. (2003 - 2006).

Faculty Mentor, College of Business PBO (Prof. Business Organizations). (2005).

Attendee, Meeting, APICS Professional Development Meetings. (2004 - 2005).

Attendee, Meeting, NAPM. (2004 - 2005).

Attendee, Meeting, NAPM. (2004 - 2005).

Attendee, Meeting, Region 14 Meetings in Chicago. (2004 - 2005).

Committee Member, College of Business Recruiting and Retention Team. (2003 - 2005).

Attendee, Meeting, College of Business Dawg Days. (February 2005).

Faculty Mentor, College of Business PBO (Prof. Business Organizations). (2004).

Attendee, Meeting, APICS Professional Development Meetings. (2003 - 2004).

Faculty Advisor, FSU APICS - Registered Student Organization. (2002 - 2003).

Faculty Mentor, College of Business PBO (Prof. Business Organizations). (September 10, 2003).

Attendee, Meeting, College of Business Dawg Days. (April 19, 2003).

University Service

Committee Member, WebCT Committee. (2006 - 2007).

Committee Member, Judicial Services. (2003 - 2007).

Chairperson, Search Committee - Off Campus Faculty. (2005 - 2006).

Chairperson, Judicial Services Review Board. (January 2005).

Professional Service

Member, Midwest Ski Area Association, MI. (August 2009 - Present).

Member, Institute of Supply Management (ISM), Grand Rapids, MI. (September 2004 - Present).

Member, Society for Case Research. (September 2003 - Present).

Director, American Production and Inventory Control Society, Grand Rapids, MI. (September 2003 - 2010).

Reviewer, Conference Paper, Decision Sciences Institute. (2007).

Reviewer, Ad Hoc Reviewer, Society for Case Research. (2007).

Director, American Production and Inventory Control Society, Grand Rapids, MI. (September 2006 - May 2007).

Public Service

Training, Bohning Archery. (2007).

Auditing of quality systems, Wolverine World Wide, Big Rapids and Rockford, MI. (2007).

Training, Tubelinte, Inc.. (2003).

Consulting

For Profit Organization, Caberfae Peaks Ski & Golf Resort. (August 2011 - December 2011).

For Profit Organization, Bohning Archery. (2007).

For Profit Organization, Tubelite, Inc., Reed City, MI, US. (2003).

Awards and Honors

Service, Professional

Ten year Service Award, American Association of Operations Management (APICS). (December 2007).

Dr. David Marion Ph.D.

Ferris State University
MGMT
(231) 591-3164
Email: mariond@ferris.edu

Education

Ph. D, University of Toledo, 2006.
   Major: Manufacturing Management with Engineering
   Dissertation Title: The Antecedents and Consequences of a Strategic Orientation Leading to Innovation, Organizational Structure and Competitive Advantage

MMM, University of Toledo, 2004.
   Major: Manufacturing Management with Engineering

BME, University of Toledo, 2001.
   Major: Mechanical Engineering

Professional Positions

Professional

Maintenance Supervisor, General Motors Corporation. (May 2000 - August 2001).

Accessories Engineer (contract), Mazda Corporation. (March 1999 - January 2001).

Design Engineer (contract), Plastics Technologies. (March 1996 - January 1999).

Project Manager, Modern Tools, Inc.. (August 1993 - February 1996).

Licensures and Certifications

Project Management Professional, PMI. (December 2007 - December 2012).

Professional Memberships

Academy of Management.

APICS.

Decision Sciences.

WMPMI. (December 2007 - Present).

Member, Southern Management Association. (June 2009 - June 2010).

Development Activities Attended

Conference Attendance, "Meetings," Project Management Institute. (January 2010 - December 2010).

Conference Attendance, "ACBSP Conference for accreditation," ACBSP. (June 24, 2010 - June 29, 2010).

Continuing Education Program, "Leadership Class," Michigan State University. (May 6, 2010 - May 7, 2010).

Conference Attendance, "Midwest Decision Sciences," Decision Sciences, University of Toledo. (April 22, 2010 - April 24, 2010).

Conference Attendance, "Meetings," Project Management Institute. (January 2009 - December 2009).

Regular Meetings, "APICS," APICS. (January 2009 - December 2009).

Workshop, "Michigan Quality Council," Baldrige. (September 23, 2009).

Conference Attendance, "ACBSP Conference for accreditation," ACBSP. (June 25, 2009 - June 29, 2009).

Continuing Education Program, "Innovation," Orion Group/Michigan State University. (May 27, 2009 - May 28, 2009).

Continuing Education Program, "Process Mapping," Orion Group/Michigan State University. (April 28, 2009 - April 29, 2009).

Conference Attendance, "NC State Undergraduate Assessment Symposium," NC State. (April 23, 2009 - April 26, 2009).

Conference Attendance, "Midwest Decision Sciences," Decision Sciences, Miami University. (April 15, 2009 - April 18, 2009).

Workshop, "Michigan Quality Council," Baldrige. (March 11, 2009 - March 12, 2009).

Conference Attendance, "Meetings," Project Management Institute. (January 2008 - December 2008).

Ongoing Meetings, "APICS," APICS. (January 2008 - December 2008).

Seminar, "Green Belt Training," Steelcase University. (September 29, 2008 - November 17, 2008).

Conference Attendance, "Lilly Conference," International Teaching and Learning Institute. (September 19, 2008 - September 21, 2008).

Conference Attendance, "NC State Undergraduate Assessment Symposium," NC State. (April 25, 2008 - April 28, 2008).

Conference Attendance, "Midwest Decision Sciences," Decision Sciences, Penn State Eire. (April 16, 2008 - April 19, 2008).

Workshop, "Class Trip to Burke Porter Machinery," Burke Porter Machinery/Skytron. (April 11, 2008).

Workshop, "Class Trip to Skytron," Ferris/Skytron. (March 28, 2008).

Conference Attendance, "Supply Chain Management," APICS/Steelcase University. (March 19, 2008).

Continuing Education Program, "Michigan Quality Council," Baldrige. (March 10, 2008 - March 12, 2008).

Workshop, "Class Trip to Johnson Controls," Ferris/Johnson Controls. (March 6, 2008).

Workshop, "Class Trip to Inwin Seating," Ferris/Inwin Seating. (February 28, 2008).

Conference Attendance, "APICS Student Case Competition," APICS. (February 15, 2008 - February 16, 2008).

Workshop, "Class Trip to Gentex," Ferris/Gentex. (February 8, 2008).

Conference Attendance, "Meetings," APICS. (2007).

Conference Attendance, "Meetings," Project Management Institute. (2007).

Seminar, "Professional Development Day for Project Management Institute." (2007).

Conference Attendance, "Decision Sciences," Decision Sciences. (November 16, 2007 - November 20, 2007).

Workshop, "Project Management Day," PMI Institute local chapter. (October 8, 2007).

Workshop, "MQC Site Visit," Baldrige/MQC. (June 17, 2007 - June 22, 2007).

Workshop, "Class Trip to Johnson Controls," Ferris/Johnson Controls. (June 14, 2007).

Workshop, "Michigan Quality Council," Baldrige. (May 4, 2007).

Conference Attendance, "Midwest Decision Sciences," Decision Sciences, Northern Illinios University. (April 12, 2007 - April 14, 2007).

Workshop, "Michigan Quality Council," Baldrige. (March 21, 2007 - March 22, 2007).

Continuing Education Program, "PMP Training Camp," Project Management Training Institute. (December 17, 2006 - December 21, 2006).

TEACHING

Non-Credit Instruction

Guest Lecture, COB Management Department, 25 participants. (August 2010).

RESEARCH

Presentations Given

Marion, D. (Presenter & Author), ACBSP conference, "What is Assessment Doing for Us?," ACBSP, Los Angeles, CA. (June 26, 2010).

Marion, D. (Presenter & Author), Midwest Decision Sciences, "Factors Influencing the Adoption of Lean Techniques," Midwest Decision Sciences, Toledo, OH. (April 23, 2010).

Marion, D. (Author Only), Academy of Management, "Evidence of Managerial Malpractice: An empirical Study," Academy of Management, Chicago, IL. (August 2009).

Marion, D. (Presenter & Author), APICS Grand Rapids, "Innovation Management," APICS Grand Rapids, Grand Rapids, MI. (April 2009).

Marion, D. (Author Only), Midwest Decision Sciences, "How Negotiation Strategies Effect Superior Relations," Erie, PA. (April 16, 2008).

Marion, D. (Presenter Only), Statistics Club, "Presentation for Statistics Club." (2007).

Marion, D. (Presenter & Author), Midwest Decision Sciences, "Strategic Organization in Small Business that Leads to a Competitive Advantage.," Chicago, IL. (June 2007).

Marion, D. (Presenter & Author), Lim, J. (Presenter & Author), Jeong, J. S. (Presenter & Author), DSI National Conference, "An Integrated Conceptual Model of B2B E-Commerce Adoption Intention," DSI, San Francisco, CA, US. (November 2005).

Marion, D. (Presenter & Author), DSI National Conference, "Manufacturing verses Design Dominance in the New Product Development Process," DSI, San Francisco, CA. (November 2005).

Marion, D. (Presenter Only), Lim, J., Hawaii International Conference on Business, "A Study of the Relationship Between Market Orientation and Strategic Orientation," Wakiki, Hawaii. (April 2005).

Marion, D. (Presenter & Author), Midwest Decision Sciences, "Computer Integrated Systems and Inter-Organizational Systems Effect on New Product Development," Toledo, OH. (April 2005).

Marion, D. (Presenter & Author), Liao, K. (Presenter & Author), Lim, J. (Presenter & Author), Midwest Decision Sciences, "Degree of Outsourcing in Prototyping Function in Global Supply Chain Management," Toledo, OH. (April 2005).

Marion, D. (Presenter & Author), DSI National Conference, "A Strategic Profile for Service Firms," DSI, Boston, MA, US. (November 2004).

Marion, D. (Presenter & Author), DSI National Conference, "Virtual Teams: Allocentrism or Idiocentrism? Which Will Perform Better in a Computer-Mediated Environment?," DSI, Boston, MA, US. (November 2004).

Marion, D. (Presenter & Author), Midwest Decision Sciences, "Will Vendor Selection Go the Way of E-Procurement?," Cleveland, OH. (April 2004).

Media Contributions

TV

FSU TV. (April 2010).

Contracts, Grants and Sponsored Research

Contract

Marion, David, "Human Resource Survey," Sponsored by Whirlpool Corporation, Private. (April 2009 - Present).

Grant

Marion, David, "What Can LEAN Do For Us?," Ferris State University, $2,500.00. (2007).

Research in Progress

"Lean Adoption" (On-Going)
This is ongoing from previous work as each year I survey the same group to build longitudinal data.

"Managerial Malpractice" (On-Going)
Continued from previous paper completed with the Gilley's. Paper was submitted and rejected with conditions, looking to rewrite.

"The Focus of Lean Adoption" (On-Going)
Research is developing from the work with Whirlpool Corporation into what promotes the adoption of Lean practices.

<div align="center">SERVICE</div>

College Service

Aid faculty with assessment, COB Assessment Mentor. (September 2010 - Present).

Committee Chair, COB Assessment Committee. (November 2008 - Present).

Accreditation movement. (2007 - 2008).

Committee Member, College of Business Core Committee. (2006 - 2007).

Attendee, Meeting, Honors Dinner. (2006 - 2007).

University Service

Committee Member, University Senate. (August 2010 - Present).

Committee Member, AAAC Committee. (September 2007 - Present).

Committee Member, Senate Executive Committee. (April 2011 - April 2012).

Chairperson, Athletic Advisory Committee. (September 2007 - September 2010).

Committee Member, Energy Conference Steering Committee. (September 2009 - August 2010).

Professional Service

Chairperson, Midwest DSI Conference. (April 2009).

Reviewer, Conference Paper, National DSI Conference. (2007).

Reviewer, Book, Project management text. (2007).

Public Service

Board Member, Rockford Community Swim Team, Rockford, Michigan. (March 2010 - Present).

Chairperson, Rockford Parent Booster Organization, Rockford, Michigan. (August 2009 - August 2010).

Treasurer, Rockford Parents Swim Association, Rockford, Michigan. (March 2008 - March 2010).

Reader/Discussant, 4th Grade Classes. (2007).

Reader/Discussant, 4th Grade Classes. (2007).

Judge, Stanwood School Innovation Day, Stanwood, MI. (2007).

Consulting

For Profit Organization, Whirlpool Corporation, All Physical Plants. (June 2010 - November 2010).

For Profit Organization, Whirlpool Corporation, Benton Harbor. (May 2009 - October 2009).

For Profit Organization, Dana Corporation. (2003).

Dr. Roy L. McLean

Ferris State University
MGMT
(231) 591-3149
Email: mcleanr@ferris.edu

Education

Ph. D, University of South Carolina, 1994.
Major: Economics (Macro-Money)
Dissertation Title: The Real Exchange Rate, Saving and Investment: The Case of Capital Controls

BA, University of North Carolina at Charlotte, 1988.
Major: Economics

Professional Positions

Academic - Post-Secondary

College Board. (August 2007 - March 2008).

Assistant Professor, University of Central Arkansas. (August 1997 - May 2001).

Visiting Assistant Professor, University of Louisiana Lafayette. (August 1994 - May 1997).

Professional

Intern, Federal Reserve Bank of Richmond. (June 1992 - September 1992).

Professional Memberships

Academy of Economics and Finance.

American Economics Association.

International Atlantic Economic Society.

Omicron Delta Epsilon.

Southern Economics Association.

Development Activities Attended

Self-Study Program, "Blackboard 9.1."

Conference Attendance, American Economics Association. (January 5, 2012 - January 10, 2012).

Awards and Honors

The Bonnie Cone Scholarship, University of North Carolina at Charlotte. (1983).

TEACHING

Teaching Experience

Ferris State University
ECON 221, Principles of Microeconomics, 1 course.

RESEARCH

Published Intellectual Contributions

Journal Articles

McLean, R. L. (2001). Globalization and the Asian Financial Crisis. *Atlantic Economic Journal*.

Awards and Honors

AEA/FRS Graduate Minority Fellowship, American Economics Association/Federal Reserve System. (1991).

SERVICE

University Service

Committee Member, Student Life Committee.

Professional Service

Member, Development Committee for AP Economics, Educational Testing Service. (July 2007 - Present).

Reader, Educational Testing Service, Lincoln, Nebraska. (2003 - 2007).

Karen G. Nash

Ferris State University
MGMT
(231) 591-2462
Email: nashk1@ferris.edu

Education

JD, University of Michigan Law School, 1979.
    Major: Law

BA, Michigan State University, 1976.
    Major: History

Professional Positions

Academic - Post-Secondary

Professor, Ferris State University. (1993 - Present).

Adjunct Professor, Wayne State University Law School. (1991 - 1993).

Professional

Assistant General Counsel, Unisys Finance Corporation. (1987 - 1991).

Counsel - Western Operations, General Electric Capital Corporation. (1982 - 1987).

Staff Attorney, Ford Motor Credit Company. (1979 - 1982).

Licensures and Certifications

Admitted to practice law, Colorado Bar Association. (1984 - Present).

Admitted to practice law, Michigan Bar Association. (1979 - Present).

Professional Memberships

Academy of Legal Studies in Business.

Michigan Bar Association.

Society for Human Resource Management.

American Bar Association. (1985 - Present).

Development Activities Attended

Conference Attendance, "Annual Labor & Employment Law Institute," Labor & Employment Law Section of the State Bar of Michigan. (April 11, 2012 - April 13, 2012).

Conference Attendance, "Equity in the Classroom Conference," Saginaw Valley State University. (March 18, 2012 - March 20, 2012).

Conference Attendance, "ABA Annual Labor & Employment Law Conference," Labor & Employment Law Section of the American Bar Association. (November 2, 2011 - November 5, 2011).

Conference Attendance, "Annual Labor & Employment Law Institute," Labor & Employment Law Section of the State Bar of Michigan. (April 14, 2011 - April 15, 2011).

Seminar, "Academic Advising Spring Seminar." (April 5, 2011).

Conference Attendance, "Annual Labor & Employment Law Institute," Employment Law Section of the Michigan Bar Association. (April 29, 2010 - April 30, 2010).

Conference Attendance, "Equity in the Classroom." (March 21, 2010 - March 23, 2010).

Seminar, "Critical Thinking--Phase II," Ferris Faculty Center for Teaching & Learning. (August 2009 - December 2009).

Seminar, "Critical Thinking, Phase I," Ferris Faculty Center for Teaching & Learning. (January 2009 - April 2009).

Seminar, "Annual Labor & Employment Law Institute," Institute of Continuing Legal Education & Michigan Bar Association. (April 2, 2009 - April 3, 2009).

Conference Attendance, "Lilly North Conference on College & University Teaching," Lilly. (September 19, 2008 - September 21, 2008).

Conference Attendance, "Annual Conference," Academy of Legal Studies in Business. (August 4, 2008 - August 9, 2008).

Seminar, "FerrisConnect Training," Ferris Faculty Center for Teaching & Learning. (June 12, 2008 - June 14, 2008).

Seminar, "Transforming a Course Toward More Learner-Centered Teaching," Ferris Faculty Center for Teaching & Learning. (January 12, 2008 - May 1, 2008).

Seminar, "Annual Labor & Employment Law Institute," Institute of Continuing Legal Education & Michigan Bar Association. (April 10, 2008 - April 12, 2008).

Seminar, "Annual Labor & Employment Law Institute," Institute of Continuing Legal Education & Michigan Bar Association. (April 9, 2007 - April 10, 2007).

Seminar, "American Bar Association Business Law Section Spring Meeting." (2006).

Conference Attendance, "Business Law Institute," Business Law Section of the Michigan Bar Association. (2005).

Conference Attendance, "Equity in the Classroom Conference." (2005).

Seminar, "Getting Up to Speed with WebCT," FSU Faculty Center for Teaching & Learning. (2005).

Workshop, "Academic Advising 5 Week Workshop." (2005).

Conference Attendance, "Business Law Institute," Business Law Section of Michigan Bar Association. (2004).

Conference Attendance, "Equity in the Classroom Conference." (2004).

Conference Attendance, "Lilly North Conference on College and University Teaching." (2004).

Conference Attendance, "National Conference on Race and Ethnicity in American Higher Education." (2004).

Retreat, "Delta Sigma Pi National Volunteer Leadership Retreat." (2004).

Seminar, "Law School Seminars: Punitive Damages: Unjust Enrichment or Fair Punishment and Effective Deterrence? & The Patriot Act: Responding to Terrorism in a Free Society," University of Michigan Law School. (2004).

Conference Attendance, "Michigan Bar Association Annual Meeting." (2003).

Conference Attendance, "Women's Professional Development Conference," University of Michigan Law School. (2003).

Seminar, "Why Students Don't Get It, How to Help Students Improve Their Memory & Learning," FSU Center for Teaching, Learning & Faculty Development. (2003).

Workshop, "Effective Classroom Discussion Techniques," FSU Center for Teaching, Learning and Faculty Development. (2003).

Conference Attendance, "Equity in the Classroom Conference." (2002).

Conference Attendance, "Federal Regulation of the Internet." (2002).

Conference Attendance, "Lilly North Conference on College and University Teaching." (2002).

Conference Attendance, "Michigan Bar Association Annual Meeting." (2002).

Seminar, "Faculty Development in International Business Seminar," University of South Carolina. (2002).

Seminar, "International Negotiating Simulations Seminar," Duke University. (2002).

Conference Attendance, "Lilly North Conference on College and University Teaching." (2001).

Conference Attendance, "Michigan Bar Association Annual Meeting." (2001).

Seminar, "Doing Business in Brazil." (2001).

Seminar, "Learning, the Learner and Teaching Methodology," FSU Center for Teaching, Learning & Faculty Development. (2001).

Conference Attendance, "Michigan Bar Association Annual Meeting." (2000).

Seminar, "American Bar Association Business Law Section Annual Meeting." (1998).

Conference Attendance, "CIBER-4 Pedagogy Conference," University of Indiana. (1997).

Seminar, "Summer Faculty Institute." (1997).

Conference Attendance, "Issues for Investment in Today's Russia and the Newly Independent States," International Law Section of the Michigan Bar Association. (1996).

Seminar, "American Bar Association Business Law Section Spring Meeting." (1996).

Conference Attendance, "Michigan Bar Association Annual Meeting." (1995).

Conference Attendance, "Michigan Bar Association Annual Meeting." (1993).

TEACHING

Teaching Experience

Ferris State University
BLAW 221, Elementary Business Law, 1 course.
BLAW 301, Managing in the Legal Environment, 1 course.
BLAW 421, Employment Law, 1 course.

Media Contributions

Ludington Daily News. (April 22, 2009).

SERVICE

Department Service

Committee Member, Human Resources Academic Program Review. (August 2010 - Present).

Committee Chair, Management Department Tenure Committee. (2000 - Present).

Committee Member, Search Committee. (February 2008 - April 2008).

Committee Member, Management Academic Program Review Committee. (2004 - 2006).

Committee Member, Management Curriculum Committee. (2004 - 2006).

College Service

Faculty Advisor, Delta Sigma Pi, a professional business fraternity.

Faculty Advisor, Phi Alpha Delta, a pre-law fraternity.

Committee Member, COB Diversity Committee. (2009 - Present).

COB Sabbatical Committee. (2008 - 2009).

Committee Member, COB Promotion Committee. (2005 - 2006).

Committee Member, COB Scholarship Committee. (2003 - 2006).

Committee Member, COB Recruitment & Retention Committee. (1994 - 2002).

University Service

Committee Member, FSU Health Promotions & Substance Abuse Committee. (2008 - Present).

Member, Academic Affairs Diversity Committee. (January 2010 - April 2010).

Committee Member, FSU Arts and Lectures Committee. (2006 - 2008).

Committee Member, FSU Diversity Committee. (2003 - 2006).

Committee Member, FSU Distinguished Faculty Award Committee. (2001 - 2003).

Academic Senator, FSU Academic Senate. (1998 - 1999).

Committee Member, FSU International Education Planning Committee. (1997 - 1998).

Committee Member, FSU Global Consciousness Committee. (1996 - 1998).

Faculty Advisor, International Business Association (Student Organization). (1994 - 1998).

Committee Member, FSU Student Life Committee. (1994 - 1997).

Public Service

Committee Member, Christ Community Church - Finance Committee. (2005 - Present).

Elected member of session, North Kent Presbyterian Church. (1999 - 2002).

Dr. Carol L. Rewers

Ferris State University
MGMT
(231) 591-2447
Email: rewersc@ferris.edu

Education

Ph. D, Capella University - College of Business, 2007.
   Major: Organization and Management

MS, Michigan State University, 1992.
   Major: Labor and Industrial Relations

MS, Western Michigan University, 1989.
   Major: Public Health Administration

BS, Ferris State University, 1986.
   Major: Nursing

AAS, Ferris State University, 1985.
   Major: Nursing

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 & Interim V.P., Patient Care Services 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

Society for Human Resource Management.

Society of Case Research.

Academy of Management. (September 2008 - Present).

Institute for Supply Management. (September 2008 - Present).

American College of Healthcare Executives. (2004 - 2010).

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

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

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

Development Activities Attended

"American Red Cross CPR & AED Re-Certification." (November 2011).

"Blackboard- Learn Training -6 Hr. Training." (November 2011).

"McGraw Hill Connect Training." (September 2011).

"Spring Learning Institute." (April 2011).

"Society of Case Research - Summer Case Writing Workshop." (July 2010).

"Scholarship of Teaching and Learning Academy & SOTL Initiative.," FCTL. (May 2010).

"Dr. Rochona Majumdar, India as an Emerging World Power.," FSU - Globalization Committee. (April 15, 2010).

"Kun Shik Cho – Former President & CEO – Hyundai Globalization Presentation,," FSU - Globalization Committee. (April 14, 2010).

"Globalization & Manufacturing Presentation," FSU - Globalization Committee. (January 14, 2010).

"Participated in Jossey-Bass OTL Conference," FSU- FCTL. (October 7, 2009).

"Digital Measures Workshop." (September 29, 2009).

"Course-Mapping Workshop, COB." (August 2009).

"New Faculty Advising Workshop," FSU. (July 22, 2009).

New Faculty Transition Programs, "Multiple Programs 2008-2009," FSU. (August 2008 - April 2009).

"New Advisor Training," FSU. (April 28, 2009).

"Spring Learning Institute." (March 2009).

Grant and Research Education Series, 2008-2009, "Multiple Sessions -Grant and Research Education Series, 2008-2009," FSU. (September 2008 - March 2009).

"FerrisConnect Online Training," FSU. (2008).

"Six Sigma Training," Ice Mountain. (2005).

Conference Attendance, "Legal Mandates - HIPPA." (2003).

"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

Refereed Journal Articles

Brotherton, T., Rewers, C. L. PlanetHospital.com - Medical Tourism Website at a Crossroad. *Annual Advances in Business Cases*.

Brotherton, T., Rewers, C. L. (2011). Strike or No Strike? Negotiating a Faculty Labor Contract - From Management's Perspective During Tough Economic Times. *SCR Winter Conference proceedings*.

Brotherton, T., Rewers, C. L. (2009). PlanetHospital.com - Medical Tourism Website at a Crossroad.

Conference Proceedings

Rewers, C. L., Brotherton, T. *Strike or No Strike? Negotiating a Faculty Labor Contract - From Management's Perspective During Tough Economic Times - a Management's perspective*. SCR Winter Conference proceedings.

Other

Lyman, S. B., Rewers, C. L. (2006). *ISO 9000 and Supplier Ethics*. MBAA Conference.

Presentations Given

Rewers, C. L., MBAA, "Presentation - Reviewer," SCR, Chicago, IL. (March 24, 2011).

Rewers, C. L., Case Discussant- SCR, "Reviewer and Case Discussant," SCR, Hanover Indiana. (July 17, 2010).

Rewers, C. L., Society of Case Research - Summer Workshop, "PlanetHospital.com," SCR, Hanover Indiana. (July 16, 2010).

Rewers, C. L., MBAA - Presenter, "Using Cases as Online Teaching Tools: Do's and Don'ts from the Trenches," SCR, Chicago, Ill. (March 26, 2010).

Rewers, C. L., MBAA, "Society of Case Research Board Mtg. Developed and co-presented a 2012 Conference Proposal," SCR, Chicago, Ill. (March 24, 2010).

Rewers, C. L., COB Colloquium, "Promoting the Integration of Theory and Practice: Classroom Exercises that Cultivate Student Learning.," COB, COB. (November 5, 2009).

Rewers, C. L., Lilly North Conference, "Promoting creativity in the classroom - What does "Hot Wheels" have to do with business layout design strategies?," FCTL, Traverse City. (September 25, 2009).

Rewers, C. L., Lilly North Conference, "Utilizing government resources to enhance the learning outcomes for Human Resource students that support effective business practices," FCTL, Traverse City. (September 25, 2009).

Lyman, S. B. (Presenter & Author), Rewers, C. L. (Presenter & Author), BHAA, Business and Health Administration Association, "Moral and Ethical Considerations Associated with Safeguarding the Public's Interest in Medical error Cases," MBAA, Chicago, IL. (March 2006).

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).

Contracts, Grants and Sponsored Research

Grant

Rewers, Carol L., Sponsored by Diversity mini grant.

Rewers, Carol L., "Timme Grant MBAA International Conference," Sponsored by Faculty Center for Teaching and Learning.

Other

Rewers, Carol L., "Society of Case Research Summer Workshop," Sponsored by Timme Travel. (July 15, 2010).

Rewers, Carol L., "Scholarship of Teaching and Learning Academy & SOTL Initiative," Sponsored by FCTL. (May 17, 2010).

Rewers, Carol L., "9th Annual Lilly Conference," Sponsored by FCTL. (September 24, 2009).

Awards and Honors

Best Case Study for 2010-2011, Journal of Annual Advances in Business Cases. (June 2011).

Best Paper Award- 2008, Business and Health Administration Association (BHAA). (April 2008).

Research in Progress

"GEO Group, Inc. North Lake Correctional Facility's"

"Strike or No Strike: Negotiating a Faculty Labor Contract from a Management Perspective During Tough Economic Times"
Management perspective case study research

"Strike or No Strike: Negotiating a Faculty Labor Contract from a Unions Perspective During Tough Economic Times"
A Unions perspective case study research

SERVICE

Department Service

Committee Member, Management Department Newsletter. (2010 - Present).

Committee Member, Management Department Scholarship Committee Member. (2010 - Present).

Adjunct Faculty Reviewer. (2009 - Present).

Advisor/Co-Advisor, SHRM Student RSO. (2009 - Present).

Student Academic Advising. (2009 - Present).

Committee Member, Academic Program Review - Business Administration. (2011 - 2012).

Committee Member, Academic Program Review - Operations Management. (2011 - 2012).

Academic Program Review – Human Resource Management. (2010 - 2011).

Committee Member, General Business Advisory Board Member. (2010 - 2011).

Committee Member, HR Advisory Board Member. (May 2011).

Academic Program Review – General Business Associate Degree. (2010).

Committee Member, Academic Program Review - Finance. (2009 - 2010).

College Service

Faculty Advisor, TORCH Committee. (2011 - 2012).

COB Graduation Commencement Ceremonies. (December 2011).

Committee Member, John P. Nelson Memorial Scholarship Committee. (2010 - 2011).

COB Celebration Festival Volunteer. (2009 - 2011).

First Impressions Volunteer. (August 2011).

HR Advisory Board Member. (May 2011).

Committee Member, Innovative Breakthroughs Entrepreneurial Annual Scholarship Committee. (2010).

Committee Member, Academic Program Review – Finance. (2009 - 2010).

Committee Member, Douglas O. Froelich Memorial Endowment Fund Scholarship Committee. (2009 - 2010).

Committee Member, General Business Advisory Board Member. (2009 - 2010).

COB Graduation Commencement Ceremonies. (May 2010).

First Impressions Volunteer. (2009).

University Service

Attendee, Meeting, University Curriculum Committee. (2011 - 2012).

Attendee, Meeting, Taskforce -GE Wellness Rubrics. (2011).

Committee Member, Senate Health and Promotions/Substance Abuse Prevention Committee. (2010 - 2011).

Committee Member, Academic Senate, FSU. (August 2009 - August 2011).

Chairperson, Academic Senate Bylaw and Charter Review Committee. (2009 - 2010).

Committee Member, Faculty Research Committee. (2009 - 2010).

Committee Member, FSU's Tot's Place Development Center. (2009 - 2010).

Attendee, Meeting, Ms. Nontombi Naomi Tutu, breakfast reception and "South Africa: Healing the Wounds of Racism" lecture. (March 2, 2010).

District II DECA Conference Judge. (2009).

Attendee, Meeting, MISHRM. 21st Annual State Conference. (October 2009).

Committee Member, Alumni Relations Board of Directors, FSU. (2001 - 2005).

Professional Service

Committee Member, Current and Future Concepts in Women's Health Planning Committee.

Society of Case Research Summer Workshop Reviewer/Case Discussant. (July 17, 2010 - Present).

Critical Incident Review -SCR. (March 25, 2010 - Present).

Timme/Faculty Center for Teaching and Learning Grant for 9th Annual Lilly Conference on College and University Teaching, Traverse City, Michigan. (September 24, 2009 - Present).

Academy of Management - Reviewer and Emergency Reviewer. (2009 - 2010).

Academy of Management - Reviewer and Emergency Reviewer. (2008 - 2009).

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).

Consulting

Academic, Ferris Community Business Alliance, Big Rapids, MI. (October 2011 - Present).

Academic, MOHRA, Big Rapids, MI. (September 2010 - Present).

Mr. Richard R. Saliers

Ferris State University
MGMT
(231) 591-3154
Email: salierr1@ferris.edu

Education

MS, Harvard University, 1976.
Major: Business Administration

BE, University of Michigan, 1968.
Major: Mechanical Engineering

AAS, Grand Rapids Junior College, 1965.
Major: Pre-engineering

Professional Positions

Academic - P-12

Substitute Teacher, Forest Hills Central High School, Middle School, Grand Rapids, MI. (2000 - 2004).

Academic - Post-Secondary

Adjunct Instructor, Ferris State University. (2004 - Present).

Instructor, Davenport University. (2004).

Military

Captain, United States Air Force. (June 1969 - June 1974).

Professional

President, CyberGear. (1998 - Present).

President, Professional Integrators Network, Inc., Grand Rapids, MI. (1995 - Present).

Vice President, Quest Engineering, Ada, MI. (1991 - 1995).

Manager of Advanced Projects, Steelcase, Inc., Grand Rapids, MI. (1979 - 1991).

Licensures and Certifications

Commercial Pilot's License, Federal Aviation Administration. (January 1973 - Present).

Private Pilot's License, Federal Aviation Administration. (January 1973 - Present).

Laser Marker and Welder Technician, Miyachi Unitek Corporation. (January 2007 - January 2015).

Level 1 Inkjet Printer Tech Support, KBA Metronic. (January 2005 - January 2015).

Professional Memberships

Mecosta Area Chamber of Commerce. (March 2007 - March 2009).

Development Activities Attended

Workshop, "Webex Teleconferencing," Ferris State University.

Seminar, "International Business Course," Ferrris State University. (May 5, 2011 - May 22, 2011).

Self-Study Program, "Travel to Russia," Ferris State University. (May 6, 2010 - May 20, 2010).

Awards and Honors

Air Force Commendation Medal and Good Conduct Medal, United States Air Force. (1974).

Antarctic Expeditionary Ribbon, United States Air Force. (1973).

Combat Readiness Award, United States Air Force. (1972).

Expert Marksman Award, United States Air Force. (1969).

TEACHING

Teaching Experience

Ferris State University
INTB 310, International Business, 1 course.
MGMT 310, Small Business Management, 1 course.

Non-Credit Instruction

Guest Lecture, Dankook University, Seoul, Korea, 19 participants. (July 2011 - August 2011).

Guest Lecture, Study Away International Office, 12 participants. (May 2010 - June 2010).

Guest Lecture, Champagne School of Management, Troyes, France, 80 participants. (March 2010).

Directed Student Learning

Directed Individual/Independent Study, "Online completion of MGMT 411," Management. (August 2009 - December 2009).
Advised: Spence Kendziorski

Awards and Honors

Faculty of the Year, Professional Tennis Management. (May 2011).

Faculty of the Year, Professional Tennis Management. (May 2009).

Faculty of the Year, Professional Golf Management. (December 2007).

RESEARCH

Published Intellectual Contributions

Other

Saliers, R. R. (in press). *Small Business Certificate and Minor*.

Intellectual Contributions in Submission

Other

Saliers, R. R. *Energy Management Certificate and Minor*.

SERVICE

Public Service

Relay for Life, Big Rapids, MI. (2005 - 2011).

United Way Events, Big Rapids, MI. (2005 - 2011).

Mecosta Area Chamber of Commerce, Big Rapids, Mi. (2006 - 2008).

Consulting

Industrial Manufacturing, CyberGear(R), Rockford, MI. (January 1998 - January 2015).

William E. Smith

Ferris State University
MGMT
(231) 591-2481
Email: smithw@ferris.edu

Education

JD, Michigan State University, 1974.
   Major: Law

MBA, Michigan State University, 1974.
   Major: Finance

BA, Michigan State University, 1971.
   Major: Communication/Television and Radio Broadcasting

Professional Positions

Academic - Post-Secondary

Associate Professor, Ferris State University. (1985 - Present).

Adjunct Professor, Davenport College. (1992 - 1996).

Government

Planning staff, Michigan Governor's Pacific Rim Trip. (1993).

Professional

President, The Emings Group. (January 2007 - Present).

CEO, Smith Import/Export. (1994 - Present).

Licensed Attorney, William Smith, Licensed Attorney. (1974 - Present).

Vice Chairman, State Hospital Finance Authority. (1994 - 2002).

Co-Owner, Smith Lumber. (1969 - 2000).

Bush/Quayle National Campaign. (1992).

Professional Memberships

American Production and Inventory Control Society.

Evart Chamber of Commerce.

Federal Bar Association of Western Michigan.

Michigan Bar Association.

Reserve Officers Association.

Small Business Association of Michigan.

Southern States Communication Association.

RESEARCH

Presentations Given

Smith, W. E. (Presenter & Author), Southern States Communication Association Meeting, "Practical Perspectives: Reconciling the University Teaching Mission," Southern States Communication Association, St. Louis, MO. (1999).

Smith, W. E. (Presenter & Author), Southern States Communication Association Meeting, "The Best Justice Money Can Buy: An In-Depth Profile or Litigation Consultants in America," Southern States Communication Association, St. Louis, MO. (1998).

Smith, W. E. (Presenter & Author), Southern States Communication Association Meeting, "An In-depth Profile of Trial Consultants in the American Court System: Their Training, Their Roles, and the Controversy," Southern States Communication Association, St. Louis, MO. (1997).

SERVICE

Professional Service

Chairperson, Navy & Coast Guard Admirals and Captains Committee, Washington, DC. (2000).

Committee Member, Structural Committee, Washington, DC. (1981).

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
  Dissertation Title: College Honors Programs: An Issue of Perception

MBA, Central Michigan University, 1975.
  Major: Marketing

BS, Central Michigan University, 1972.
  Major: Management

The University of Michigan.
  Major: Adult Education
  Dissertation Title: Ed.D. ABD No Degree Awarded

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).

TEACHING

Teaching Experience

Ferris State University
825, The New Leader - Foundations, 1 course.

RESEARCH

Presentations Given

Steenstra, D. (Presenter & Author), West Michigan Talent Network Showcase, "Fun, Games, & Stories: "Wizards of Wall Street"," West Michigan HR Consortium, Wolverine World Wide meeting room, Rockford, MI. (May 23, 2011).

Steenstra, D. (Presenter & Author), Innovations Conference, "Utilizing Case Studies & Scenarios," League for Innovations in Community Colleges, San Diego, California. (February 28, 2011).

Steenstra, D., Sustainability, ""Sustainability"," Mackinac Island Foundation, Grand Hotel, Mackinaw Island. (October 2009).

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, Tip of the Mitt Watershed Council, Petoskey, Michigan. (2010 - 2013).

Officer, President/Elect/Past, Burt Lake Preservation Association, Indian River, Michigan. (January 2001 - 2010).

Board Member, Michigan Certified Development - SBA. (2000 - 2010).

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 - 2011).

For Profit Organization, Wolverine World Wide. (2007 - 2011).

Government, Kent County, MI, Grand Rapids, MI. (2003 - 2011).

For Profit Organization, Steelcase. (2003 - 2011).

For Profit Organization, Farmers Insurance / Farmers University, Grand Rapids, MI. (May 19, 2011).

For Profit Organization, Gentex Corporation. (2003 - 2010).

For Profit Organization, Owens Illinois (O.I.), Perrysburg, Ohio. (January 2010 - November 2010).

For Profit Organization, O. I. Corporation, Perrysburg, Ohio. (November 15, 2010 - November 16, 2010).

Lacks Enterprises. (1985 - 2009).

For Profit Organization, Perkins Logistics. (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

Assistant Professor, Ferris State University. (August 2006 - Present).

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).

Professional Memberships

Inforum. (2009 - 2012).

Michigan Business Educators Association. (2008 - 2012).

Development Activities Attended

Workshop, "Learning Community - The Naked Presenter," Ferris FCTL. (January 2012 - March 2012).

Seminar, "The End of Business as Usual," Wiley Faculty Network. (February 2012).

Seminar, "Taking the Distance out of Online Learning," Echo360. (January 2012).

Seminar, "McGraw Hill's Connect and Blackboard," Ferris FCTL. (December 2011).

Seminar, "Atomic Learning," Ferris FCTL. (November 2011).

Conference Attendance, "Retention Summit," Ferris FCTL. (August 2011).

Seminar, "Learning from Visuals," Wiley Faculty Network. (March 2011).

Tutorial, "Marketing Planning Essentials from Europe's Top Marketing Guru," Wiley Faculty Network. (March 2011).

Seminar, "Business Models - The New Face Of Strategic Innovation," Wiley Faculty Network. (February 2011).

Learning Community, "Presentation Zen," Ferris FCTL. (November 2010).

Seminar, "An Online Discussion Forum Guideline: Win-Win-Win for Students, Instructors and the University," 16th Annual Sloan Consortium: International Conference on Online Learning. (November 2010).

Seminar, "Applying Public Speaking and Communication Models to the Instruction Design of an Online Course," 16th Annual Sloan Consortium: International Conference on Online Learning. (November 2010).

Seminar, "Desktop Web Conferencing: Synchronous Learning From/To Anywhere in the World," 16th Annual Sloan Consortium: International Conference on Online Learning. (November 2010).

Seminar, "Factors in Online Student Success: A Cross-Curricular Study," 16th Annual Sloan Consortium: International Conference on Online Learning. (November 2010).

Seminar, "Online & Blended Program Sustainability: 10 Questions All Administrators Must Be Able to Answer," 16th Annual Sloan Consortium: International Conference on Online Learning. (November 2010).

Seminar, "Online Teaching: Key Differences You Shouldn't Ignore," Ferris FCTL. (November 2010).

Seminar, "Our "FREE" Course + Your Customization = Awesome!," 16th Annual Sloan Consortium: International Conference on Online Learning. (November 2010).

Seminar, "Recent Large Scale Research on Online Learning Effectiveness," 16th Annual Sloan Consortium: International Conference on Online Learning. (November 2010).

Seminar, "Solving the Online Student Presentation Problem," 16th Annual Sloan Consortium: International Conference on Online Learning. (November 2010).

Seminar, "Staffing Online Courses: Best Practices," 16th Annual Sloan Consortium: International Conference on Online Learning. (November 2010).

Seminar, "Student Perceptions of Important Online Instructor Behaviors in Online Courses," 16th Annual Sloan Consortium: International Conference on Online Learning. (November 2010).

Seminar, "The Future Ain't What it Used to Be: Taking Your Institution to the Next Level in Online Learning," 16th Annual Sloan Consortium: International Conference on Online Learning. (November 2010).

Seminar, "Through the Looking Glass: Florida Virtual School's Journey to Invent New Worlds of Learning," 16th Annual Sloan Consortium: International Conference on Online Learning. (November 2010).

Seminar, "Using Voice Tools with Students in Online Courses," 16th Annual Sloan Consortium: International Conference on Online Learning. (November 2010).

Seminar, "Road Show Focus Group," Ferris FCTL. (October 2009).

Seminar, "Orientation to Tegrity," Ferris FCTL. (September 2009).

Workshop, "Using Grading Forms to Track Assessment of Learning Outcomes," Ferris FCTL. (March 2009).

Tutorial, "Spring Camp for Wikis," Ferris FCTL. (February 2009).

Workshop, "Google Docs," Ferris FCTL. (February 2009).

Workshop, "Audio-conference: Faculty Collegiality: A tourniquet for a Hemorrhaging Department," Ferris FCTL. (November 2008).

Workshop, "Symposium," Ferris FCTL. (October 2008).

Workshop, "WebEx demo for COB," Ferris FCTL. (October 2008).

Tutorial, "Group Leader Seminar & Workshop," EF Educational Tours. (March 2008).

Tutorial, "PDF/XPS add-in MS Office 2007," Ferris FCTL. (March 2008).

Tutorial, "Audacity," Ferris FCTL. (February 2008).

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).

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).

"Peer Feedback in Online Discussions: Can We Impact Students' Critical Thinking Skills?," Sloan-C International Conference on Online Learning. (November 2007).

Seminar, "Best Practices for Developing Critical Thinking Skills in Online Courses," Sloan-C International Conference on Online Learning. (November 2007).

Seminar, "Competency Development in the Blended and Online Business Learning Environment of the MBA Program at UMUC," Sloan-C International Conference on Online Learning. (November 2007).

Workshop, "Ferris Connect Training," FSU. (August 2007).

Seminar, "Creating Relevance for Students' Learning," Ferris FCTL. (April 2007).

Seminar, "Formative Assessment," Ferris FCTL. (April 2007).

Seminar, "50 Ways to Assess and Evaluate Students' Learning," Ferris FCTL. (February 2007).

Seminar, "Creating a Learning-Centered University •Student Focus," Ferris FCTL. (February 2007).

Seminar, "Sharing Power in the Classroom," Ferris FCTL. (February 2007).

Seminar, "John Tagg's FCTL-sponsored presentation: Creating a Learning-Centered University," Ferris FCTL. (January 2007).

Conference Attendance, "Toyota Supplier Relations Conference." (2006).

College of Business Colloquium, "Structural Equation Modeling," College of Business, FSU. (2006).

Facilitator-In-Training, "'Perspectives' Roundtable," 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 Francisco 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., Tower, S. (2010). Equity And Diversity In Tertiary Institutions. *American Journal of Business Education, 3*(4). http://journals.cluteonline.com/index.php/AJBE/article/viewArticle/421

Tower, S., Tower, S. (2008). Intellectual Capital Capabilities Of Australian Universities In Relation To Science, Humanities, And Technology. *Financial Reporting Regulation and Governance, 2008, 7:1, 7*(1). http://www.business.curtin.edu.au/business/research/publications-by-cbs-staff/journals-published-by-cbs/financial-reporting/-regulation-and-governance/volume-7-no-1-2008/#carlin

Tower, S., Tower, S. (2008). The World's Best Anglo-American Universities' Knowledge Management Attributes. *Journal of College Teaching, 5*(10), 13-22. http://www.cluteinstitute-onlinejournals.com/PDFs/1341.pdf

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., Great Lakes Teaching Community, "Surprise, Surprise: Theories That We Can Actually Apply . . . Which Will Help Students Learn!," Central Michigan University. (May 2012).

Tower, S., Association of Business Simulations and Experiential Learning, "Slackers or Leaders? Understanding (and Enhancing!) Students' Individual Effort in Team-Based Experiences," San Diego, California. (March 2012).

Tower, S., Teahen, R., Sloan-C International Conference on Online Learning, "Building Cohesive Online Teams: A Brief Research Review and Application," Slaon Consortium, Orlando. (November 2010).

Tower, S., MBEA Annual Conference, "P = f(A x M x O): Are We a Factor in Our Students' Performance?," Michigan Business Educators Association, Frankenmuth, Michigan. (October 2010).

Tower, S., Lilly North Conference on College Teaching, "Building Cohesive Online Teams: A Brief Research Review and Application," Traverse City. (September 2010).

Tower, S., Association for Business Simulation and Experiential Learning Conference (ABSEL), "If the Games Work, Why Aren't More Faculty Willing to Play?," Association for Business Simulation and Experiential Learning Conference (ABSEL), Little Rock, Arkansas. (March 2010).

Tower, S., Michigan Association of International Educators Annual Conference, "Why Aren't More Students and Faculty Participating?," Michigan Association of International Educators. (2009).

Tower, S. (Presenter Only), Michigan Business Educators Association Annual, "Partners: Why aren't they interested?." (October 2009).

Tower, S., Lilly North Conference on College Teaching, "Joining the Teaching-Tech Web 2.0 Parade: Why are Professors' so Reluctant?," Traverse City. (September 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 Teaching," COB Colloquium. (December 2008).

Tower, S. (Presenter Only), Lilly North 2008, "Joining the Teaching-Tech Web 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 Motivationg 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 Equal 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., Lilly North Conference on College Teaching, "Removing barriers: Six ways to motivate your students, peers, and even your bosses," Traverse City. (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

Conference Proceedings

Tower, S., Tower, S. *Transparency of North American Universities' Labor Disclosures*. American Accounting Association.

Department Adjunct Reviewer. (2006 - 2010).

Committee Chair, Faculty Search, Management Department. (2009).

Committee Member, Faculty Search, Management Department. (2009).

College Service

Initiated effort, Customized textbook initiator. (2008 - 2012).

Faculty Advisor, SHRM. (2007 - 2012).

Faculty Mentor, High School Simulation Advisor. (February 2012 - June 2012).

Faculty Advisor, MBA ACG Cup Competition. (December 2011 - March 2012).

Committee Member, Common Professional Component Committee. (2008 - 2011).

Faculty Mentor, High School Simulation Advisor. (February 2011 - June 2011).

Faculty Advisor, MBA ACG Cup Competition. (December 2010 - March 2011).

Marshall, College of Business Commencement Ceremony. (2010).

Ferris helper, FSU First Impressions. (2006 - 2010).

Marshall, College of Business Commencement Ceremony. (2009).

Faculty Advisor. (2009).

Marshall, College of Business Commencement Ceremony. (2008).

Marshall, College of Business Commencement Ceremony. (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).

University Service

Faculty Advisor, Ferris - Montcalm Community College Liaison Advisor. (2012 - Present).

Faculty representative, University E-Learning Management Advisory Team (E-MAT). (April 2010 - 2012).

Guest Speaker, FCTL, Building Online Community. (March 2012).

Guest Speaker, Montcalm Community College Classroom Speaker. (February 2012).

DECA presenter. (January 2012).

Guest Speaker, FCTL, Navigating the Tenure Process. (January 2012).

I wrote five articles for their newsletters, Writer of 5 articles, Online Teaching and Learning Committee, Arts and Sciences. (April 2011 - December 2011).

Committee Member, Career Week. (2011).

DECA Presenter. (2011).

Session Chair, Online Career Fair. (2011).

Guest Speaker, FCTL Navigating the Tenure Process. (April 2011).

Committee Member, Faculty Center for Teaching and Learning, Advisory Committee. (2007 - 2010).

Business Professionals of America. (March 2010).

DECA presenter. (January 2010).

DECA Presenter. (2009).

Guest Speaker. (2009).

Business Professionals of America. (March 2009).

Task Force Chair, Facilitator, Ferris round table on NSSE report. (2008).

Business Professionals of America. (March 2008).

DECA Judge. (January 2008).

Track Organizer, FCTL Book Discussion. (2007).

Business Professionals of America. (March 2007).

DECA Judge. (January 2007).

Professional Service

Reviewer, Textbook, McGraw-Hill, Atlanta, Georgia. (November 13, 2010).

Guest Speaker, Montcalm Community College. (2007).

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

Practice judge for DECA preparation, Greenville High School. (2011).

Helping business students with web-based business simulation, Greenville High School. (February 2011 - May 2011).

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).

Professor John Vermeer

Ferris State University
MGMT
(231) 591-2972
Email: vermeerj@ferris.edu

Education

JD, Cooley Law School, 1979.
Major: Law

BS, Ferris State University, 1974.
Major: Business Administration

Professional Positions

Professional

County Prosecutor, Mecosta County, Michigan. (October 1982 - December 1984).

Licensures and Certifications

Licensed Attorney, State Bar Michigan. (1979 - Present).

Professional Memberships

Legal Assistants Section of the Michigan Bar.

Member of the Business Law Section of the Michigan Bar.

Michigan Bar Association.

Development Activities Attended

Colloquium, "What's New with Small Devices." (October 6, 2011).

Colloquium, "The Best Arguments for Trade Protection – And Why They Are Wrong." (September 15, 2011).

Colloquium, "Small Devices in Education." (March 3, 2011).

Webinar, "Responding to Academically Adrift: What Colleges Can Do." (February 18, 2011).

Workshop, "Certificate of Completion: Series of 10 Data Mining & PASW Modeler 14 workshops." (March 2010 - October 2010).

Conference Attendance, "Jossey-Bass Online Teaching & Learning Conference." (October 7, 2009).

Webinar, "Student Identity Verification: Best Practices and Practical Experience." (September 10, 2009).

Conference Attendance, "Lilly North Conference." (2006).

Seminar, "Best Practices in Web-Delivered Instruction," FSU, Faculty Center for Teaching and Learning. (2005).

Seminar, "Learner-Centered Teaching," FSU, Faculty Center for Teaching and Learning. (2005).

Seminar, "Respondus Training (tool for creating and managing exams directly to WebCT)," FSU Center for Teaching and Learning. (2004).

Conference Attendance, "AAHE Conference - Learning to Change," AAHE. (2003).

Conference Attendance, "American Association for Paralegal Education Annual Conference," AAPE - American Association for Paralegal Education. (2002).

Seminar, "Building Community in the Classroom," FSU Center for Teaching and Learning. (2002).

Seminar, "Using Assessment and Grading as Tools to Promote Student Learning," FSU Center for Teaching and Learning. (2002).

TEACHING

Awards and Honors

Ferris State University Distinguished Teacher Award. (2005).

Outstanding Teacher of the Year, Pi Kappa Alpha Fraternity, Zeta Kappa Chapter of Ferris State University. (2001).

PTM Teacher of the Year Award, Professional Tennis Management Association. (2000).

PTM Teacher of the Year Award, Professional Tennis Management Association. (1996).

SERVICE

College Service

Committee Member, Student Conduct Hearing Committee. (September 2011 - Present).

Committee Member, Common Professional Component Committee. (September 2009 - Present).

Committee Member, Sabbatical Review Committee. (September 2010 - April 2011).

University Service

Committee Member, Faculty Center for Teaching and Learning Advisory Board. (2003 - 2011).

Faculty Sponsor, Spaghetti Bridge Building Contest. (1999 - 2011).

Committee Member, Media Production Focus Group Discussion. (2005).

Public Service

Board Member, Big Rapids Zoning Board of Appeals, Big Rapids, Michigan. (2006 - 2011).

Legal Advisor, Hope Free Medical Clinic, Big Rapids, MI. (2006 - 2007).

Risk Manager, Trinity Fellowship Church. (2003 - 2007).

Professor Chuck W. Wolgamott Ph.D.

Ferris State University
AFIS
(231) 591-3152
Email: wolgamoc@ferris.edu

Education

Ph. D, University of Michigan, 1987.
  Major: Educational Administration
  Dissertation Title: Continuing Education of Certified Management Accountants

Certificate, Muskegon Business College, 1974.
  Major: Data Processing

MBA, Western Michigan University, 1972.
  Major: Management

BS, Ferris State University, 1968.
  Major: Accounting

AAS, Ferris State University, 1968.

Licensures and Certifications

CFE.

CIA.

CMA.

CPA.

Professional Memberships

ACFE.

AICPA.

IIA.

IMA.

MACPA.

RESEARCH

Presentations Given

Wolgamott, C. W., Schwartz, R. J., Fourth Annual Fraud and Forensic Accounting Education Conference, "Procurement Fraud - an unfortunate trend in this economic environment," Georgia Southern University, Atlanta, Georgia. (May 28, 2010).

Wolgamott, C. W., Third Annual Fraud and forensic Accounting Education Conference, "Does a downturn in the economy mean an up tick in Fraud?," Georgia southern University, Atlanta, Georgia. (May 28, 2009).

Wolgamott, C. W., 2008 international Fraud and Forensic Accounting Education Conference, "Benford's Law," West Virginia University, Las Vegas, NV. (May 9, 2008).

Wolgamott, C. W. (Presenter & Author), College of Business Colloquium, "To Catch A Thief," FSU, College of Business, Big Rapids, MI US. (January 2007).

SERVICE

College Service

Committee Chair, College of Business Sabbatical Leave Committee. (2007 - 2008).

Public Service

"Chain Gang", Big Rapids High School Football, Big Rapids, MI. (September 1, 2003 - Present).

Big Rapids Power and Tractor Club, Big Rapids, MI. (June 1, 2002 - Present).

WMOEC Education Day. (July 1, 1993 - Present).

Appendix C – Advisory Board Members and Meeting Minutes

<div style="border:2px solid;">

Business Administration Program
Advisory Committee Members
April 2012

</div>

Anthony Chipkewich
Meijer
2929 Walker Avenue, N.W.
Grand Rapids, MI 49544
Email: Anthony.chipkewich@meijer.com
Office: 616.791.5789

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

Tracy Hatchew, Alumni
General Mills, Inc.
128 E. Slosson
Reed City, MI 49677
Email: Tracy.Hatchew@genmills.com
Office: 231.832.6226

Joe Hohenberger
Mecosta County General Hospital
405 Winter Avenue
Big Rapids, MI 49307
Email: jhohenberger@mcmcbr.com
Office: 231-796-8691

Steve LaBarge
Nestle Waters North America
19275 8 Mile Road
Stanwood, MI 49346
Email: labarges@yahoo.com
Office: 231.823.8382

Sally Robison
Huntington Bank
301 South State Street
Big Rapids, MI 49307
Email: sally.robinson@huntington.com
Office: 231.527-4207

Katherine Sidnam
T-Systems North American, Inc.
382 Clayburn Blvd.
Waterford, MI 48327-2716
Email: Kathy_Sidnam@hotmail.com
Office: 248.214.5393

George Wolfe
Vice President, Steelcase, Inc. Retired
Dean Global Steelcase University - Retired
6579 Woodbrook Drive, S. E.
Grand Rapids, MI 49546
Email: georgeawolfe@gmail.com
Office: 616.949.1279

College of Business/University Members

Ashraf Afifi, Ph.D.
Economics Professor
Email: afifia@ferris.edu

Maude Bigford, M.A.
Honors Program Coordinator
Email: bigfordm@ferris.edu

C.J. Bolling, Ph.D.
Management Professor
Email: bollingc@ferris.edu

Sharon George, Ph.D.
Educational Counselor
Email: georges5@ferris.edu

Carri Griffis
Graduation Secretary
Email: griffic6@ferris.edu

Chris Higley
Admissions Counselor
Email: higleyc@ferris.edu

Carol Rewers, Ph.D.
Human Resource/Operations Management Associate Professor
Email: rewersc@ferris.edu

William Smith, J.D./M.B.A.
Economics/Management Professor
Email: smithw@ferris.edu

David Steenstra, Ph.D.
Management Department Head
Email: steensd@ferris.edu

Karen Ottobre
Management Department Secretary
Email: ottobrek@ferris.edu

Business Administration Advisory Committee Input
April 2012

Members: Ashraf Afifi, Maude Bigford, CJ Bolling, Anthony Chipkewich, Toni Freeland, Sharon George, Carri Griffis, Tracy Hatchew, Chris Higley, Joe Hohenberger, Steve LaBarge, Carol Rewers, Sally Robinson, Katherine Sidnam, David Steenstra and George Wolfe.

Advisory Committee Members schedules this spring were so full we turned our meeting into an email meeting. Members were each sent a copy of the checksheet as well as course descriptions for the business core and the major. Member's responses are below.

Anthony Chipkewich – Corporate Human Resource Manager, Meijer
Understanding that this week's FSU Board meeting has been canceled, I've taken the opportunity to review the attached curriculum materials with an eye toward foundations on which to build a career in business. In general terms, the curriculum covers a wide range of topics that would definitely provide a solid foundation upon which to build a successful career. However, I would seek to call out the following potential opportunities that may serve to further strengthen the foundational learning's that would likely be of value to a student transitioning from business college to the world of work:

1. The impact of evolving technology (social media in particular) on the workplace.
2. The impact of America's evolving demographics on the workplace.
3. A foundational knowledge of U.S. Government and its impact on the workplace (DOL, NLRB, Supreme Court, etc.).
4. A foundational knowledge of the global economy in which we live and its impact on the workplace (I saw some of this in the materials, so it may be covered).
5. A foundational knowledge of business strategy and tactics as related to individual careers within the workplace. Provide the student an understanding of the evolution from tactical to strategic work (normally) as a career progresses and the employee demonstrates enhanced knowledge, skills, and abilities.

Toni Freeland – Training and Development Manager, Wolverine World Wide
I reviewed the information and it all makes sense to me. I think the degree is still relevant and offers a good degree of choice for students. I like that the Internship is a requirement since I think that is critical for success and understanding. Other than that, I don't really have anything to add.

Tracy Hatchew – Human Resource Representative – General Mills, Inc. (Yoplait)
I'm very happy to see the Quality Operations Management description. I use something that relates to this almost every single day. I'd love to teach this class. If I would change anything in this program it would be to offer more specific Quality Management classes but I think that this comes later in the MBA program. These Lean concepts are a huge, huge thing in manufacturing.

I think that this is definitely still a viable program.

Katherine Sidnam – Project Manager, T-Systems North America
General:
Several suggestions may not necessitate new classes, but may supplement existing courses in the Business curriculum.

Personal Finance class (as a general elective) - Offer a Dave Ramsey (or comparable) course that provides instruction on personal finance - creating a budget, managing finances (day-to-day expenses, debts – school loans, car loans, unsecured debt), and living within ones means.

Responsible / Professional use of Social Media – LinkedIn, Facebook, Twitter, e-mail, Skype, YouTube, blogs, smart phones, etc. Since employers commonly conduct internet searches as part of new employee background checks, discretion should be used regarding the kind of personal content that is posted on social media. Once content is on the internet, it is permanent and could be detrimental if good judgment is not exercised.

Effective Written / Verbal Communication – This may already be part of a communications or humanities curriculum, but bears repeating in a business curriculum. Regardless of an individual's position in a company, it is imperative that he/she demonstrate effective written and verbal communication skills. With the extensive use of smart phones, internet, and social media, it is important to note that electronic devices do not replace face-to-face interactions or professionally written communications in a business environment. With many companies operating on a global stage, it is almost certain that individuals will either lead or participate on teams comprised of people located around the world. As such, it is imperative that ideas and concepts are clearly articulated in a manner that can be easily grasped and understood by all team members, regardless of geography.

Professional Certifications & Affiliations – Offer prep class / raise awareness regarding the benefits and importance of professional certifications. Certifications demonstrate an individual's willingness to improve his / her skill set in terms of knowledge acquired, industry trends and emerging technologies. Professional certifications establish credibility, demonstrate initiative to develop / enhance skills, and increase earning potential.

- *American Production & Inventory Control Society (APICS)* – Operations Management, Supply Chain Management
- *Project Management Institute (PMI)* – Project Management Professional (PMP); Program Management Professional (PgMP) - Common in IT Business Process
- *Technology / Programming Language Certifications* - Microsoft, Apple, Networking, Linux, web-based / e-commerce technologies & languages, Telephony, Security, etc.
- *ITIL (IT Service Management)*   - Service Strategy, Service Design, Service Transition, Service Operation, Continual Service Improvement
- *Accounting* / **Finance** – CPA, CFM, CFP, etc.
- *Many more…*

Leading Teams (Project Management) – Effective Project Managers who possess skills in executing projects (schedule, resource, cost, issue / risk management, etc.) and motivating and leading teams to accomplish a specific goal are highly preferred and sought after by companies. I recommend course content that emphasizes:

- Leading project teams with a singular goal
- Leading complex projects with multi-faceted objectives that involve multiple stakeholder groups (team of business / technical SMEs, external suppliers, company affiliate teams) that have responsible for one or several deliverables on a project.
- Managing scope, cost, schedule, resources, issues, risks, managing conflict within a project team, dealing with competing priorities of different project stakeholders, etc.

Working in Global Virtualized Teams - Companies with a global footprint frequently provide products / services to customers that also maintain a global presence (IT, engineering, project / program management, etc.). In such cases, global virtual project teams are often assembled to deliver products and services. If it isn't already included, perhaps some content can be added to the Cross Cultural Business (INTB 310) class that covers distinctions between delivering products & services in a domestic market versus a global business environment where global, virtual teams are engaged to accomplish the work. Topics may include cultural diversity, language barriers (English as a second language), time zone considerations, communication methods (occurs via e-mail, conference calls, web cams, instant messaging, etc), as well as challenges and synergies that can be realized with global virtual teams.

Integrated / on-line collaboration tools are commonplace in most work locations (office or home; domestic or global). These tools are used to facilitate meetings and enable desktop sharing which allows meeting participants to view content of the leader or other meeting participants.   Perhaps some awareness / discussion of some tools may be useful

Foreign Languages – With the globalization of the business environment, it is advantageous for students to be fluent in a foreign language.   Employees that are affiliated with companies in foreign countries can quickly establish a rapport and credibility with colleagues / clients when they speak their language.   This is also good preparation for Foreign Service assignments (if that is a personal / professional goal).

George Wolfe - Retired Vice President & Dean, Steel Case University, Steel Case, Inc. & Adjunct Professor

I have taken time to review the information that you sent me regarding the BS in Business -- Business Administration with Concentrations Program. From my perspective, the FSU Program is very comprehensive and falls within the requirements and framework of ACBSP accreditation. The overall coursework representation is definitely well covered... and as most professionals in business would share, the real value in any business degree program is to bring 'alive' into these courses real-world business application. So, I am personally less concerned of course titles/descriptions and more concerned on establishing teaching guidelines and teacher accountability that would ensure student engagement with real class interaction consisting of plenty of business case studies, simulations and encouraging business work opportunities. I am sure that this and much more are already being accomplished by FSU teaching faculty and staff.

In addition to the above comments, if the Business Administration Advisory Committee would ever decide to engage in long-term strategic business curriculum discussions, I would enjoy exploring how 'design thinking' is now beginning to impact a few business degree programs and whether or not this approach is pertinent (or not) to the business graduate of FSU. A second discussion point around 'leadership in business' could have some interest and potential value, even though, it is a topic that is probably covered in specified chapters of existing business courses.

All in all, I am impressed with the courses represented in this FSU business curriculum. Thanks for giving me a chance of reacting to this curriculum.

Appendix D – Alumni Survey Instrument:

Business Administration APR - Alumni Survey

As an alumnus of this program your opinion will provide important information in this Academic Program Review process. If you would take a few minutes to fill out the survey, you would be contributing to the improvement of education at Ferris State University.
                                                                                                Please be assured that the confidential information you provide will be anonymous.

1. **Year you graduated from Ferris State:**

2. **Are you presently employed full time?**
    - ○ Yes
    - ○ No

3. **What is your present job title?**

4. **What other job titles have you had?**

5. **Have you ever been unemployed since graduation?**
    - ○ Yes
    - ○ No

6. **What was your last job title?**

7. **What is the reason for your unemployment or part-time status? (Optional)**

8. **If you are now (or have ever been) employed, what is (or was) your last salary range? (Optional)**
    - ○ $20,000 or less
    - ○ $20,001-$30,000
    - ○ $30,001-$40,000
    - ○ $40,001-$60,000
    - ○ $60,001-$80,000
    - ○ $80,001-$100,000
    - ○ $100,001 or more

9. **How did you obtain your first position?**

10. Do you belong to any professional organizations? If so, which ones? Why have you chosen these?

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

Evaluation of Your Degree

12. Please indicate how satisfied you are with your Business Administration degree in terms of preparation for a career.

- ○ Very Dissatisfied
- ○ Somewhat Dissatisfied
- ○ Somewhat Satisfied
- ○ Very Satisfied

13. Please use this space for the reason(s) for your response to Question 12.

14. Did your Business Administration degree include technical training?

- ○ Yes
- ○ No

15. What kind of technical training was included in your Business Administration program?

16. Has your career been enhanced by this technical training?

- ○ Yes
- ○ No

17. In what way?

18. Please indicate to what extent you use the following computer programs.

	Not at All	Very Little	Weekly	Daily
Word Processor	○	○	○	○
PowerPoint	○	○	○	○
Spreadsheet	○	○	○	○
Databases	○	○	○	○
Other Please Specify:	○	○	○	○

19. Please indicate the extent to which each of the following courses have been helpful in your career.

	Did Not Take	Should be Eliminated	Not Helpful	Some Help	Very Helpful
Applied Management	○	○	○	○	○

	Poor	Below Average	Average	Good	Excellent
Business Ethics & Social Responsibility	○	○	○	○	○
Business Law	○	○	○	○	○
Business Strategy/Policy	○	○	○	○	○
Business Writing	○	○	○	○	○
Contracts & Sales (BLAW)	○	○	○	○	○
Financial Management	○	○	○	○	○
Human Resources Management	○	○	○	○	○
Information Systems	○	○	○	○	○
International Business	○	○	○	○	○
Team Dynamics/Organizational Behavior					
Principles of Accounting (ACCT)	○	○	○	○	○
Principles of Economics (ECON)	○	○	○	○	○
Principles of Marketing (MKTG)	○	○	○	○	○
Production/Operation Management	○	○	○	○	○
Statistics (STQM)	○	○	○	○	○

20. **What subjects have been most useful to you? Why?**

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

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

	Poor	Below Average	Average	Good	Excellent
Analyzing skills	○	○	○	○	○
Computer skills	○	○	○	○	○
Decision making skills	○	○	○	○	○
Interpersonal skills	○	○	○	○	○
Leadership skills	○	○	○	○	○
Oral presentation skills	○	○	○	○	○
Scientific understanding	○	○	○	○	○
Verbal communication skills	○	○	○	○	○
Writing skills	○	○	○	○	○

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

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

Teamwork skills   ○   ○   ○   ○   ○

24. **What areas of your Business Administration degree do you feel needed strengthening? (Please check all that apply)**

- ☐ Accounting skills
- ☐ Computer skills
- ☐ Finance skills
- ☐ Foreign language skills
- ☐ Interpersonal skills
- ☐ Management skills
- ☐ Problem-solving skills
- ☐ Statistical skills
- ☐ Verbal communication skills
- ☐ Writing skills
- ☐ Other

Please Specify:

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

26. **Based on your experience, do you feel that a year of a foreign language (as French, German, Spanish) should be a requirement or an elective? Why do you think so?**

Graduate Study

27. **Have you attended graduate school since your graduation?**

- ○ Yes
- ○ No

28. **Did you complete your degree?**

- ○ Yes
- ○ No

29. **What is that degree?**

30. **Do you have future plans for graduate study?**

- ○ Yes
- ○ No

Extracurricular Activities

31. **Were you involved in a student professional business organization while you were at Ferris?**

- ○ Yes
- ○ No

32. **Which ones?**

33. **To what extent did your participation enhance your business preparation?**

○ Very little

○ Somewhat

○ Moderately

○ Significantly

34. **Did your participation assist you in your career?**

○ Yes

○ No

35. **In what way?**

Employment during Completion of Degree

36. **Were you employed while you were completing your degree?**

○ Yes

○ No

37. **What work did you do, and what impact did it have in your studies?**

38. **To what extent did your work enhance your employability?**

○ Very little

○ Somewhat

○ Moderately

○ Significantly

Cooperative Education or Internship Experience

39. **Did you have a cooperative education or internship experience while at Ferris?**

○ Yes

○ No

40. **What experience did you have?**

41. **Please indicate the extent to which the experience enhanced your business career preparation?**

○ Very little

○ Somewhat

○ Moderately

○ Significantly

42. **If you did not have a cooperative education or internship experience, please indicate to what extent such an experience would have enhanced your career.**

○ Very little

○ Somewhat

○ Moderately

○ Significantly

43. **Please provide any comments you would like to make about the quality of, or deficiencies in, your Business Administration undergraduate degree at Ferris State University.**

44. **Please use this space for any additional comments.**

Thank you for your time and input.

Appendix E – Alumni Survey Results:

BUAD APR...Employers

Frequencies

Prepared by: Institutional Research & Testing, 04/12

Statistics

	N		Mean	Median	Std. Deviation
	Valid	Missing			
q1 Total number of employees	19	0			
q2 Number of employees with Bachelor in BUAD	19	0			
q3 Expect to hire new employees w/ Bach in BUAD	19	0	1.53	2.00	.513
q4 How many	19	0			
q5 Expected position titles/competitive salary offers	19	0			
q6 Expect to decrease number of pos'ns for Bach BUAD degrees	19	0	2.00	2.00	.000
q7 How many	19	0			
q8.a Microsoft Word	19	0	2.89	3.00	.315
q8.b PowerPoint	19	0	2.53	3.00	.772
q8.c Photoshop	19	0	2.00	2.00	.816
q8.d Desktop Publishing	19	0	1.95	2.00	.705
q8.e Excel	19	0	2.89	3.00	.315
q8.f Databases (such as Access)	17	2	2.47	3.00	.624
q8.g Other	2	17	1.50	1.50	.707
q8.h Other specified	19	0			
q9.a Public Speaking	19	0	3.74	4.00	.452
q9.b English	18	1	3.83	4.00	.383
q9.c Math	19	0	3.74	4.00	.452
q9.d Principles of Economics	19	0	3.37	4.00	.831
q9.e Principles of Accounting	19	0	3.42	3.00	.607
q9.f Business Law	19	0	3.32	3.00	.749
q9.g Applied Management	19	0	3.47	4.00	.612
q9.h Principles of Marketing	19	0	3.58	4.00	.507
q9.i Introduction to Statistics	19	0	3.26	3.00	.806
q10 Subjects most important	19	0			
q11 Subjects least important	19	0			
q12.a Oral presentation skills	19	0	2.79	3.00	.419
q12.b Verbal communication skills	19	0	3.00	3.00	.000
q12.c Writing skills	19	0	2.95	3.00	.229

q12.d Interpersonal skills	19	0	2.95	3.00	.229
q12.e Decision making skills	19	0	2.84	3.00	.375
q12.f Analyzing skills	19	0	2.79	3.00	.419
q12.g Leadership skills	19	0	2.58	3.00	.507
q12.h Scientific understanding	19	0	1.89	2.00	.658
q12.i Cultural Awareness/Global Awareness	19	0	2.00	2.00	.816
q12.j Social Awareness	19	0	2.42	3.00	.769
q12.k Quantitative skills	19	0	2.42	3.00	.769
q12.l Financial Analysis/Budgeting	19	0	2.47	3.00	.697
q12.m Teamwork skills	18	1	2.89	3.00	.323
q12.n Foreign language	19	0	1.63	2.00	.597
q13 Comments on any of above skills	19	0			
q14 Subjects/skills most important and why	19	0			
q15 Subjects/skills least important and why	19	0			
q16 Suggestions to improve the program	19	0			
q17 Someone interested in advisory bd position	19	0			
q18 Additional comments	19	0			

Frequency Table

q1 Total number of employees

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	5.3	5.3	5.3
	12	1	5.3	5.3	10.5
	13	1	5.3	5.3	15.8
	15	1	5.3	5.3	21.1
	2	1	5.3	5.3	26.3
	200	1	5.3	5.3	31.6
	250	1	5.3	5.3	36.8
	32	1	5.3	5.3	42.1
	342	1	5.3	5.3	47.4
	4	2	10.5	10.5	57.9
	40	1	5.3	5.3	63.2
	48	1	5.3	5.3	68.4
	50	1	5.3	5.3	73.7
	55	1	5.3	5.3	78.9

		Frequency	Percent	Valid Percent	Cumulative Percent
	60	1	5.3	5.3	84.2
	6000	1	5.3	5.3	89.5
	65	1	5.3	5.3	94.7
	85	1	5.3	5.3	100.0
	Total	19	100.0	100.0	

q2 Number of employees with Bachelor in BUAD

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	4	21.1	21.1	21.1
	1	4	21.1	21.1	42.1
	10	1	5.3	5.3	47.4
	100	1	5.3	5.3	52.6
	16	1	5.3	5.3	57.9
	2	3	15.8	15.8	73.7
	20	1	5.3	5.3	78.9
	3	1	5.3	5.3	84.2
	50	1	5.3	5.3	89.5
	6	1	5.3	5.3	94.7
	Don't know	1	5.3	5.3	100.0
	Total	19	100.0	100.0	

q3 Expect to hire new employees w/ Bach in BUAD

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	9	47.4	47.4	47.4
	No	10	52.6	52.6	100.0
	Total	19	100.0	100.0	

q4 How many

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		10	52.6	52.6	52.6
	0-2	1	5.3	5.3	57.9
	1	4	21.1	21.1	78.9
	2	1	5.3	5.3	84.2
	5	2	10.5	10.5	94.7
	NA	1	5.3	5.3	100.0
	Total	19	100.0	100.0	

q5 Expected position titles/competitive salary offers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		10	52.6	52.6	52.6
	Account Managers - 30-40k annually	1	5.3	5.3	57.9
	Assistant Golf Professional - 24K+	1	5.3	5.3	63.2
	Bookkeeper, accountant. $40 to 50k	1	5.3	5.3	68.4
	Computer information areas, marketing, sales, web and graphic design, network engineering, and others	1	5.3	5.3	73.7
	Marketing/Licensed Sales position. Base salary plus commission.	1	5.3	5.3	78.9
	research analyst $75,000 reporting analyst $50,000	1	5.3	5.3	84.2
	Sales Reps. 35,000 to 75,000	1	5.3	5.3	89.5
	Sales, base plus commission	1	5.3	5.3	94.7
	Unknown at this time	1	5.3	5.3	100.0
	Total	19	100.0	100.0	

q6 Expect to decrease number of pos'ns for Bach BUAD degrees

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	19	100.0	100.0	100.0

q7 How many

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		19	100.0	100.0	100.0

q8.a Microsoft Word

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Important	2	10.5	10.5	10.5
	Very Important	17	89.5	89.5	100.0
	Total	19	100.0	100.0	

q8.b PowerPoint

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Important	3	15.8	15.8	15.8
	Somewhat Important	3	15.8	15.8	31.6
	Very Important	13	68.4	68.4	100.0
	Total	19	100.0	100.0	

q8.c Photoshop

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Important	6	31.6	31.6	31.6
	Somewhat Important	7	36.8	36.8	68.4
	Very Important	6	31.6	31.6	100.0
	Total	19	100.0	100.0	

q8.d Desktop Publishing

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Important	5	26.3	26.3	26.3
	Somewhat Important	10	52.6	52.6	78.9
	Very Important	4	21.1	21.1	100.0
	Total	19	100.0	100.0	

q8.e Excel

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Important	2	10.5	10.5	10.5
	Very Important	17	89.5	89.5	100.0
	Total	19	100.0	100.0	

q8.f Databases (such as Access)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Important	1	5.3	5.9	5.9
	Somewhat Important	7	36.8	41.2	47.1
	Very Important	9	47.4	52.9	100.0
	Total	17	89.5	100.0	
Missing	System	2	10.5		
Total		19	100.0		

q8.g Other

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Important	1	5.3	50.0	50.0
	Somewhat Important	1	5.3	50.0	100.0
	Total	2	10.5	100.0	
Missing	System	17	89.5		
Total		19	100.0		

q8.h Other specified

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		15	78.9	78.9	78.9
	CRM	1	5.3	5.3	84.2
	Quickbooks	1	5.3	5.3	89.5
	Social media outlets and metrics, such as google analytics, should be taught to track successes on web based programs	1	5.3	5.3	94.7
	Today, the ability to use Word, Excel and PowerPoint are almost a "given" for any college grad.	1	5.3	5.3	100.0
	Total	19	100.0	100.0	

q9.a Public Speaking

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Some Help	5	26.3	26.3	26.3
	Very Helpful	14	73.7	73.7	100.0
	Total	19	100.0	100.0	

q9.b English

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Some Help	3	15.8	16.7	16.7
	Very Helpful	15	78.9	83.3	100.0
	Total	18	94.7	100.0	
Missing	System	1	5.3		
Total		19	100.0		

q9.c Math

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Some Help	5	26.3	26.3	26.3
	Very Helpful	14	73.7	73.7	100.0
	Total	19	100.0	100.0	

q9.d Principles of Economics

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Should be Eliminated	1	5.3	5.3	5.3
	Not Helpful	1	5.3	5.3	10.5
	Some Help	7	36.8	36.8	47.4
	Very Helpful	10	52.6	52.6	100.0
	Total	19	100.0	100.0	

q9.e Principles of Accounting

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Helpful	1	5.3	5.3	5.3
	Some Help	9	47.4	47.4	52.6
	Very Helpful	9	47.4	47.4	100.0
	Total	19	100.0	100.0	

q9.f Business Law

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Helpful	3	15.8	15.8	15.8
	Some Help	7	36.8	36.8	52.6
	Very Helpful	9	47.4	47.4	100.0
	Total	19	100.0	100.0	

q9.g Applied Management

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Helpful	1	5.3	5.3	5.3
	Some Help	8	42.1	42.1	47.4
	Very Helpful	10	52.6	52.6	100.0
	Total	19	100.0	100.0	

q9.h Principles of Marketing

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Some Help	8	42.1	42.1	42.1
	Very Helpful	11	57.9	57.9	100.0

		Frequency	Percent	Valid Percent	Cumulative Percent
	Total	19	100.0	100.0	

q9.i Introduction to Statistics

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Should be Eliminated	1	5.3	5.3	5.3
	Not Helpful	1	5.3	5.3	10.5
	Some Help	9	47.4	47.4	57.9
	Very Helpful	8	42.1	42.1	100.0
	Total	19	100.0	100.0	

q10 Subjects most important

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		4	21.1	21.1	21.1
	Accounting	1	5.3	5.3	26.3
	Accounting	1	5.3	5.3	31.6
	Accounting to work in accounting and marketing to work in Marketing.	1	5.3	5.3	36.8
	Applied Management, timelines, multi-tasking. Time is the most precious commodity these days and if people can learn to use their time wisely, they are that much more valuable to me.	1	5.3	5.3	42.1
	Being able to speak and write English is always a plus. Depending on the job here, some knowledge of marketing and statistics would be nice.	1	5.3	5.3	47.4
	Business law. We are a law firm.	1	5.3	5.3	52.6
	Communication and interpersonal skills	1	5.3	5.3	57.9
	Finance	1	5.3	5.3	63.2
	Honesty, integrity and the ability to effectively communicate.	1	5.3	5.3	68.4
	How to work as a team, how to have a drive to be the	1	5.3	5.3	73.7

		Frequency	Percent	Valid Percent	Cumulative Percent
	best and to work with others, the ability to constantly want to learn and be better as a team than anyone else				
	Marketing, because we struggle in that area.	1	5.3	5.3	78.9
	Math	1	5.3	5.3	84.2
	Math, business management, quality control, computer skills, public speak	1	5.3	5.3	89.5
	Sales and Management - Sales skills are important in every facet of business and the management skills will help further careers.	1	5.3	5.3	94.7
	Writing a professional business letter. Used every day in the real world.	1	5.3	5.3	100.0
	Total	19	100.0	100.0	

q11 Subjects least important

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		8	42.1	42.1	42.1
	Applied Management	1	5.3	5.3	47.4
	Applied Management, To me that is a mentored, on the job training.	1	5.3	5.3	52.6
	Business law at anything other than "basics" is not necessary here.	1	5.3	5.3	57.9
	Business law- we have dedicated legal staff to handle these issues.	1	5.3	5.3	63.2
	Economics, and what statistics are need will be gotten thru quality control	1	5.3	5.3	68.4
	I'm not sure if I've ever used anything I learned in either of my required economics classes from Mr. Ventocilla or Mr. Ferdowsi.	1	5.3	5.3	73.7

		Frequency	Percent	Valid Percent	Cumulative Percent
	science courses	1	5.3	5.3	78.9
	See above 10 in reverse.	1	5.3	5.3	84.2
	Statistics	1	5.3	5.3	89.5
	stats.	1	5.3	5.3	94.7
	They would all be important, but Public Speaking would not be a necessity for me.	1	5.3	5.3	100.0
	Total	19	100.0	100.0	

q12.a Oral presentation skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Important	4	21.1	21.1	21.1
	Very Important	15	78.9	78.9	100.0
	Total	19	100.0	100.0	

q12.b Verbal communication skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Important	19	100.0	100.0	100.0

q12.c Writing skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Important	1	5.3	5.3	5.3
	Very Important	18	94.7	94.7	100.0
	Total	19	100.0	100.0	

q12.d Interpersonal skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Important	1	5.3	5.3	5.3
	Very Important	18	94.7	94.7	100.0
	Total	19	100.0	100.0	

q12.e Decision making skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Important	3	15.8	15.8	15.8
	Very Important	16	84.2	84.2	100.0
	Total	19	100.0	100.0	

q12.f Analyzing skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Important	4	21.1	21.1	21.1

		Frequency	Percent	Valid Percent	Cumulative Percent
	Very Important	15	78.9	78.9	100.0
	Total	19	100.0	100.0	

q12.g Leadership skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Important	8	42.1	42.1	42.1
	Very Important	11	57.9	57.9	100.0
	Total	19	100.0	100.0	

q12.h Scientific understanding

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Important	5	26.3	26.3	26.3
	Somewhat Important	11	57.9	57.9	84.2
	Very Important	3	15.8	15.8	100.0
	Total	19	100.0	100.0	

q12.i Cultural Awareness/Global Awareness

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Important	6	31.6	31.6	31.6
	Somewhat Important	7	36.8	36.8	68.4
	Very Important	6	31.6	31.6	100.0
	Total	19	100.0	100.0	

q12.j Social Awareness

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Important	3	15.8	15.8	15.8
	Somewhat Important	5	26.3	26.3	42.1
	Very Important	11	57.9	57.9	100.0
	Total	19	100.0	100.0	

q12.k Quantitative skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Important	3	15.8	15.8	15.8
	Somewhat Important	5	26.3	26.3	42.1
	Very Important	11	57.9	57.9	100.0
	Total	19	100.0	100.0	

q12.l Financial Analysis/Budgeting

		Frequency	Percent	Valid Percent	Cumulative Percent

Valid	Not Important	2	10.5	10.5	10.5
	Somewhat Important	6	31.6	31.6	42.1
	Very Important	11	57.9	57.9	100.0
	Total	19	100.0	100.0	

q12.m Teamwork skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Important	2	10.5	11.1	11.1
	Very Important	16	84.2	88.9	100.0
	Total	18	94.7	100.0	
Missing	System	1	5.3		
Total		19	100.0		

q12.n Foreign language

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Important	8	42.1	42.1	42.1
	Somewhat Important	10	52.6	52.6	94.7
	Very Important	1	5.3	5.3	100.0
	Total	19	100.0	100.0	

q13 Comments on any of above skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		15	78.9	78.9	78.9
	Being able to "get along" with others is nice, but generally comes with experience. But it's the major reason we ask employees not to come back.	1	5.3	5.3	84.2
	I wish..... I knew a foreign language, I had come out of college with better decision-making skills and budgeting skills.	1	5.3	5.3	89.5
	No comment.	1	5.3	5.3	94.7
	So many things can be researched with today's technology, so if students are taught proper research methods, they can learn most anything. All of the above topics are important depending on the person and their preferences.	1	5.3	5.3	100.0
	Total	19	100.0	100.0	

q14 Subjects/skills most important and why

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		11	57.9	57.9	57.9
	all of the "skills" above are important	1	5.3	5.3	63.2
	All the above subjects are important, as it makes for a well-rounded candidate.	1	5.3	5.3	68.4
	Analysis	1	5.3	5.3	73.7
	Communicating and getting along with others	1	5.3	5.3	78.9
	Oral Verbal and Writing	1	5.3	5.3	84.2
	The BEST young people I've ever had from Ferris (they have all been good) were/are students with organizational skills.	1	5.3	5.3	89.5
	Verbal communication skills, leadership skills and decision making skills. Communication is the foundation of many businesses and it is becoming a lost skill with young people. I employ 9 college educated individuals and only one of them possesses any kind of leadership skills or decision making ability.	1	5.3	5.3	94.7
	Verbal communications and Writing Skills because your interaction often defines you whether it's in person or through proper email or writing techniques. Social Awareness was important to me when in school because it stretched me beyond my comfort zone and opened me up to understanding other people and cultures. The world is global and that understanding is important.	1	5.3	5.3	100.0
	Total	19	100.0	100.0	

q15 Subjects/skills least important and why

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		12	63.2	63.2	63.2
	All are important for a well-rounded grad.	1	5.3	5.3	68.4
	Financial Analysis. The candidate would not have to utilize these skills in a position with our firm.	1	5.3	5.3	73.7
	foreign language	2	10.5	10.5	84.2

		Frequency	Percent	Valid Percent	Cumulative Percent
	Foreign language	1	5.3	5.3	89.5
	Oral Presentation is going to be job dependent and often people dependent. I think this is important for students to do, but I wouldn't hire based on their presentation ability unless that was a specific job requirement. Foreign Language is a plus, but if it's not defined which foreign language would be best for the student, it may be a waste of their time if they aren't going to use it.	1	5.3	5.3	94.7
	scientific understanding, doesn't apply,	1	5.3	5.3	100.0
	Total	19	100.0	100.0	

q16 Suggestions to improve the program

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		13	68.4	68.4	68.4
	Force a foreign language, create some leaders, and re-establish public speaking.	1	5.3	5.3	73.7
	Incorporate time monitoring programs such as MS Project so kids understand the real world urgency of the working world.	1	5.3	5.3	78.9
	Internships are "key" and FSU has always been a leader in that area - keep it up.	1	5.3	5.3	84.2
	None	1	5.3	5.3	89.5
	None.	1	5.3	5.3	94.7
	start teaching real life business issues longer internships the interns we have where not anywhere close to where they should be	1	5.3	5.3	100.0
	Total	19	100.0	100.0	

q17 Someone interested in advisory bd position

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		17	89.5	89.5	89.5
	Scott T. Gormley V.P. Sec.Tres. Holland Htg and Clg Inc. 810 653-4328 sgormley@excite.com	1	5.3	5.3	94.7
	Steven Wright steve@atcmi.com	1	5.3	5.3	100.0
	Total	19	100.0	100.0	

q18 Additional comments

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		16	84.2	84.2	84.2
	Just want to say 'Hi' to Dave Steenstra!!! :-) Hope you're doing well!	1	5.3	5.3	89.5
	Our focus as construction firm would be on those with a Construction Management degree. Our Accounting and Marketing Group would be those would hire someone with BA degree.	1	5.3	5.3	94.7
	Thank you for interest in our comments.	1	5.3	5.3	100.0
	Total	19	100.0	100.0	

Appendix F – Employer Survey Instrument:

Employer Survey – Business Administration Bachelor's Degree
Ferris State University College of Business; Big Rapids, MI 49307

Dear Employer,

As a part of the continuing effort to improve the Business Administration - Bachelor's degree program, the College of Business at Ferris State University periodically conducts a program evaluation. This evaluation includes an advisory board meeting and surveys of present students, graduates, potential employers, and the university community.

As a potential employer of these graduates, your opinion will provide important information in this process. If you would take a few minutes to fill the attached survey you would be contributing to the improvement of education at Ferris State University. Please be assured that the confidential information you provide will be anonymous.

Thank you very much for your time.

Sincerely,

David Steenstra, Ph.D.
Management Department Head

1. a. What are the total number of employees in your organization?_____

    b. What are the number of employees with Bachelor in Business Administration in your organization? _____

    c. Does your organization expect to hire new employees with Bachelor in Business Administration?

    Yes _____ No_____ If "Yes": How many?_____

    Please list expected position titles and approximate competitive salary offers:

    _____

    _____

    d. Does your organization expect to decrease the number of positions for Bachelor in Business Administration?

    Yes_____ No_____ If "Yes": How many? _____

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

	Not Important		Important		Very Important	
Microsoft Word						
Power Point						
Photoshop						
Desktop Publishing						
Excel						
Data Bases (such as Access)						
Other						

    Other important programs:_____

    _____

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

	Should be Eliminated	Not Helpful	Some Help	Very Helpful	Extremely Helpful
Public Speaking					
English					
Math					
Principles of Economics					
Principles of Accounting					
Business Law					
Applied Management					
Principles of Marketing					
Introduction to Statistics					

Comments:_____
_____
_____
_____
_____
_____
_____
_____

4. Which subjects would be most important to a Business Administration graduate in your employment? Why?
_____

5. Which subjects would be the least important to a Business Administration graduate in your employment? Why?
_____

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

	Not Important		Important		Very Important
Oral Presentation					
Verbal Communication Skills					
Writing Skills					
Interpersonal Skills					
Decision Making Skills					
Analyzing Skills					
Leadership Skills					
Scientific Understanding					
Cultural Awareness/Global Awareness					
Social Awareness					
Quantitative Skills					
Financial Analysis/Budgeting					
Teamwork Skills					
Foreign Language					

Comments:_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

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

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

9. What suggestions would you have to improve?_____

10. Would someone from your organization be interested in serving on our advisory board? _____

11. Comments:_____
_____

THANK YOU!
David Steenstra
Management Department Head
steensd@ferris.edu

Appendix G – Employer Survey Results:

BUAD APR...Employers

Frequencies

Prepared by: Institutional Research & Testing, 04/12

Statistics

	N		Mean	Median	Std. Deviation
	Valid	Missing			
q1 Total number of employees	19	0			
q2 Number of employees with Bachelor in BUAD	19	0			
q3 Expect to hire new employees w/ Bach in BUAD	19	0	1.53	2.00	.513
q4 How many	19	0			
q5 Expected position titles/competitive salary offers	19	0			
q6 Expect to decrease number of pos'ns for Bach BUAD degrees	19	0	2.00	2.00	.000
q7 How many	19	0			
q8.a Microsoft Word	19	0	2.89	3.00	.315
q8.b PowerPoint	19	0	2.53	3.00	.772
q8.c Photoshop	19	0	2.00	2.00	.816
q8.d Desktop Publishing	19	0	1.95	2.00	.705
q8.e Excel	19	0	2.89	3.00	.315
q8.f Databases (such as Access)	17	2	2.47	3.00	.624
q8.g Other	2	17	1.50	1.50	.707
q8.h Other specified	19	0			
q9.a Public Speaking	19	0	3.74	4.00	.452
q9.b English	18	1	3.83	4.00	.383
q9.c Math	19	0	3.74	4.00	.452
q9.d Principles of Economics	19	0	3.37	4.00	.831
q9.e Principles of Accounting	19	0	3.42	3.00	.607
q9.f Business Law	19	0	3.32	3.00	.749
q9.g Applied Management	19	0	3.47	4.00	.612
q9.h Principles of Marketing	19	0	3.58	4.00	.507
q9.i Introduction to Statistics	19	0	3.26	3.00	.806
q10 Subjects most important	19	0			

q11 Subjects least important		19	0			
q12.a Oral presentation skills		19	0	2.79	3.00	.419
q12.b Verbal communication skills		19	0	3.00	3.00	.000
q12.c Writing skills		19	0	2.95	3.00	.229
q12.d Interpersonal skills		19	0	2.95	3.00	.229
q12.e Decision making skills		19	0	2.84	3.00	.375
q12.f Analyzing skills		19	0	2.79	3.00	.419
q12.g Leadership skills		19	0	2.58	3.00	.507
q12.h Scientific understanding		19	0	1.89	2.00	.658
q12.i Cultural Awareness/Global Awareness		19	0	2.00	2.00	.816
q12.j Social Awareness		19	0	2.42	3.00	.769
q12.k Quantitative skills		19	0	2.42	3.00	.769
q12.l Financial Analysis/Budgeting		19	0	2.47	3.00	.697
q12.m Teamwork skills		18	1	2.89	3.00	.323
q12.n Foreign language		19	0	1.63	2.00	.597
q13 Comments on any of above skills		19	0			
q14 Subjects/skills most important and why		19	0			
q15 Subjects/skills least important and why		19	0			
q16 Suggestions to improve the program		19	0			
q17 Someone interested in advisory bd position		19	0			
q18 Additional comments		19	0			

Frequency Table

q1 Total number of employees

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	5.3	5.3	5.3
	12	1	5.3	5.3	10.5
	13	1	5.3	5.3	15.8
	15	1	5.3	5.3	21.1
	2	1	5.3	5.3	26.3
	200	1	5.3	5.3	31.6
	250	1	5.3	5.3	36.8
	32	1	5.3	5.3	42.1
	342	1	5.3	5.3	47.4
	4	2	10.5	10.5	57.9
	40	1	5.3	5.3	63.2

		Frequency	Percent	Valid Percent	Cumulative Percent
	48	1	5.3	5.3	68.4
	50	1	5.3	5.3	73.7
	55	1	5.3	5.3	78.9
	60	1	5.3	5.3	84.2
	6000	1	5.3	5.3	89.5
	65	1	5.3	5.3	94.7
	85	1	5.3	5.3	100.0
	Total	19	100.0	100.0	

q2 Number of employees with Bachelor in BUAD

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	4	21.1	21.1	21.1
	1	4	21.1	21.1	42.1
	10	1	5.3	5.3	47.4
	100	1	5.3	5.3	52.6
	16	1	5.3	5.3	57.9
	2	3	15.8	15.8	73.7
	20	1	5.3	5.3	78.9
	3	1	5.3	5.3	84.2
	50	1	5.3	5.3	89.5
	6	1	5.3	5.3	94.7
	Don't know	1	5.3	5.3	100.0
	Total	19	100.0	100.0	

q3 Expect to hire new employees w/ Bach in BUAD

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	9	47.4	47.4	47.4
	No	10	52.6	52.6	100.0
	Total	19	100.0	100.0	

q4 How many

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		10	52.6	52.6	52.6
	0-2	1	5.3	5.3	57.9
	1	4	21.1	21.1	78.9
	2	1	5.3	5.3	84.2
	5	2	10.5	10.5	94.7
	NA	1	5.3	5.3	100.0
	Total	19	100.0	100.0	

q5 Expected position titles/competitive salary offers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		10	52.6	52.6	52.6
	Account Managers - 30-40k annually	1	5.3	5.3	57.9
	Assistant Golf Professional - 24K+	1	5.3	5.3	63.2
	Bookkeeper, accountant. $40 to 50k	1	5.3	5.3	68.4
	Computer information areas, marketing, sales, web and graphic design, network engineering, and others	1	5.3	5.3	73.7
	Marketing/Licensed Sales position. Base salary plus commission.	1	5.3	5.3	78.9
	research analyst $75,000 reporting analyst $50,000	1	5.3	5.3	84.2
	Sales Reps. 35,000 to 75,000	1	5.3	5.3	89.5
	Sales, base plus commission	1	5.3	5.3	94.7
	Unknown at this time	1	5.3	5.3	100.0
	Total	19	100.0	100.0	

q6 Expect to decrease number of pos'ns for Bach BUAD degrees

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	19	100.0	100.0	100.0

q7 How many

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		19	100.0	100.0	100.0

q8.a Microsoft Word

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Important	2	10.5	10.5	10.5
	Very Important	17	89.5	89.5	100.0

		Frequency	Percent	Valid Percent	Cumulative Percent
	Total	19	100.0	100.0	

q8.b PowerPoint

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Important	3	15.8	15.8	15.8
	Somewhat Important	3	15.8	15.8	31.6
	Very Important	13	68.4	68.4	100.0
	Total	19	100.0	100.0	

q8.c Photoshop

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Important	6	31.6	31.6	31.6
	Somewhat Important	7	36.8	36.8	68.4
	Very Important	6	31.6	31.6	100.0
	Total	19	100.0	100.0	

q8.d Desktop Publishing

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Important	5	26.3	26.3	26.3
	Somewhat Important	10	52.6	52.6	78.9
	Very Important	4	21.1	21.1	100.0
	Total	19	100.0	100.0	

q8.e Excel

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Important	2	10.5	10.5	10.5
	Very Important	17	89.5	89.5	100.0
	Total	19	100.0	100.0	

q8.f Databases (such as Access)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Important	1	5.3	5.9	5.9
	Somewhat Important	7	36.8	41.2	47.1
	Very Important	9	47.4	52.9	100.0
	Total	17	89.5	100.0	
Missing	System	2	10.5		
Total		19	100.0		

q8.g Other

		Frequency	Percent	Valid Percent	Cumulative

					Percent
Valid	Not Important	1	5.3	50.0	50.0
	Somewhat Important	1	5.3	50.0	100.0
	Total	2	10.5	100.0	
Missing	System	17	89.5		
Total		19	100.0		

q8.h Other specified

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		15	78.9	78.9	78.9
	CRM	1	5.3	5.3	84.2
	Quickbooks	1	5.3	5.3	89.5
	Social media outlets and metrics, such as google analytics, should be taught to track successes on web based programs	1	5.3	5.3	94.7
	Today, the ability to use Word, Excel and PowerPoint are almost a "given" for any college grad.	1	5.3	5.3	100.0
	Total	19	100.0	100.0	

q9.a Public Speaking

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Some Help	5	26.3	26.3	26.3
	Very Helpful	14	73.7	73.7	100.0
	Total	19	100.0	100.0	

q9.b English

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Some Help	3	15.8	16.7	16.7
	Very Helpful	15	78.9	83.3	100.0
	Total	18	94.7	100.0	
Missing	System	1	5.3		
Total		19	100.0		

q9.c Math

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Some Help	5	26.3	26.3	26.3

		Frequency	Percent	Valid Percent	Cumulative Percent
	Very Helpful	14	73.7	73.7	100.0
	Total	19	100.0	100.0	

Principles of Economics

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Should be Eliminated	1	5.3	5.3	5.3
	Not Helpful	1	5.3	5.3	10.5
	Some Help	7	36.8	36.8	47.4
	Very Helpful	10	52.6	52.6	100.0
	Total	19	100.0	100.0	

q9.e Principles of Accounting

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Helpful	1	5.3	5.3	5.3
	Some Help	9	47.4	47.4	52.6
	Very Helpful	9	47.4	47.4	100.0
	Total	19	100.0	100.0	

q9.f Business Law

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Helpful	3	15.8	15.8	15.8
	Some Help	7	36.8	36.8	52.6
	Very Helpful	9	47.4	47.4	100.0
	Total	19	100.0	100.0	

q9.g Applied Management

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Helpful	1	5.3	5.3	5.3
	Some Help	8	42.1	42.1	47.4
	Very Helpful	10	52.6	52.6	100.0
	Total	19	100.0	100.0	

q9.h Principles of Marketing

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Some Help	8	42.1	42.1	42.1
	Very Helpful	11	57.9	57.9	100.0
	Total	19	100.0	100.0	

q9.i Introduction to Statistics

		Frequency	Percent	Valid Percent	Cumulative

		Frequency	Percent	Valid Percent	Percent
Valid	Should be Eliminated	1	5.3	5.3	5.3
	Not Helpful	1	5.3	5.3	10.5
	Some Help	9	47.4	47.4	57.9
	Very Helpful	8	42.1	42.1	100.0
	Total	19	100.0	100.0	

q10 Subjects most important

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		4	21.1	21.1	21.1
	Accounting	1	5.3	5.3	26.3
	Accounting	1	5.3	5.3	31.6
	Accounting to work in accounting and marketing to work in Marketing.	1	5.3	5.3	36.8
	Applied Management, timelines, multi-tasking. Time is the most precious commodity these days and if people can learn to use their time wisely, they are that much more valuable to me.	1	5.3	5.3	42.1
	Being able to speak and write English is always a plus. Depending on the job here, some knowledge of marketing and statistics would be nice.	1	5.3	5.3	47.4
	Business law. We are a law firm.	1	5.3	5.3	52.6
	Communication and interpersonal skills	1	5.3	5.3	57.9
	Finance	1	5.3	5.3	63.2
	Honesty, integrity and the ability to effectively communicate.	1	5.3	5.3	68.4
	How to work as a team, how to have a drive to be the best and to work with others, the ability to constantly want to learn and be better as a	1	5.3	5.3	73.7

		Frequency	Percent	Valid Percent	Cumulative Percent
	team than anyone else				
	Marketing, because we struggle in that area.	1	5.3	5.3	78.9
	Math	1	5.3	5.3	84.2
	Math, business management, quality control, computer skills, public speak	1	5.3	5.3	89.5
	Sales and Management - Sales skills are important in every facet of business and the management skills will help further careers.	1	5.3	5.3	94.7
	Writing a professional business letter. Used every day in the real world.	1	5.3	5.3	100.0
	Total	19	100.0	100.0	

q11 Subjects least important

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		8	42.1	42.1	42.1
	Applied Management	1	5.3	5.3	47.4
	Applied Management, To me that is a mentored, on the job training.	1	5.3	5.3	52.6
	Business law at anything other than "basics" is not necessary here.	1	5.3	5.3	57.9
	Business law- we have dedicated legal staff to handle these issues.	1	5.3	5.3	63.2
	Economics, and what statistics are need will be gotten thru quality control	1	5.3	5.3	68.4
	I'm not sure if I've ever used anything I learned in either of my required economics classes from Mr. Ventocilla or Mr. Ferdosi.	1	5.3	5.3	73.7
	science courses	1	5.3	5.3	78.9
	See above 10 in reverse.	1	5.3	5.3	84.2

		Frequency	Percent	Valid Percent	Cumulative Percent
	Statistics	1	5.3	5.3	89.5
	stats.	1	5.3	5.3	94.7
	They would all be important, but Public Speaking would not be a necessity for me.	1	5.3	5.3	100.0
	Total	19	100.0	100.0	

q12.a Oral presentation skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Important	4	21.1	21.1	21.1
	Very Important	15	78.9	78.9	100.0
	Total	19	100.0	100.0	

q12.b Verbal communication skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Important	19	100.0	100.0	100.0

q12.c Writing skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Important	1	5.3	5.3	5.3
	Very Important	18	94.7	94.7	100.0
	Total	19	100.0	100.0	

q12.d Interpersonal skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Important	1	5.3	5.3	5.3
	Very Important	18	94.7	94.7	100.0
	Total	19	100.0	100.0	

q12.e Decision making skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Important	3	15.8	15.8	15.8
	Very Important	16	84.2	84.2	100.0
	Total	19	100.0	100.0	

q12.f Analyzing skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Important	4	21.1	21.1	21.1
	Very Important	15	78.9	78.9	100.0
	Total	19	100.0	100.0	

q12.g Leadership skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Important	8	42.1	42.1	42.1
	Very Important	11	57.9	57.9	100.0
	Total	19	100.0	100.0	

q12.h Scientific understanding

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Important	5	26.3	26.3	26.3
	Somewhat Important	11	57.9	57.9	84.2
	Very Important	3	15.8	15.8	100.0
	Total	19	100.0	100.0	

Awareness/Global Awareness

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Important	6	31.6	31.6	31.6
	Somewhat Important	7	36.8	36.8	68.4
	Very Important	6	31.6	31.6	100.0
	Total	19	100.0	100.0	

q12.j Social Awareness

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Important	3	15.8	15.8	15.8
	Somewhat Important	5	26.3	26.3	42.1
	Very Important	11	57.9	57.9	100.0
	Total	19	100.0	100.0	

q12.k Quantitative skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Important	3	15.8	15.8	15.8
	Somewhat Important	5	26.3	26.3	42.1
	Very Important	11	57.9	57.9	100.0
	Total	19	100.0	100.0	

q12.l Financial Analysis/Budgeting

		Frequency	Percent	Valid Percent	Cumulative Percent

Valid	Not Important	2	10.5	10.5	10.5
	Somewhat Important	6	31.6	31.6	42.1
	Very Important	11	57.9	57.9	100.0
	Total	19	100.0	100.0	

q12.m Teamwork skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Important	2	10.5	11.1	11.1
	Very Important	16	84.2	88.9	100.0
	Total	18	94.7	100.0	
Missing	System	1	5.3		
Total		19	100.0		

q12.n Foreign language

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Important	8	42.1	42.1	42.1
	Somewhat Important	10	52.6	52.6	94.7
	Very Important	1	5.3	5.3	100.0
	Total	19	100.0	100.0	

q13 Comments on any of above skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		15	78.9	78.9	78.9
	Being able to "get along" with others is nice, but generally comes with experience. But it's the major reason we ask employees not to come back.	1	5.3	5.3	84.2
	I wish..... I knew a foreign language, I had come out of college with better decision-making skills and budgeting skills.	1	5.3	5.3	89.5
	No comment.	1	5.3	5.3	94.7
	So many things can be researched with today's technology, so if students are taught proper research methods, they can learn most anything. All of the above topics are important depending on the person and their preferences.	1	5.3	5.3	100.0
	Total	19	100.0	100.0	

q14 Subjects/skills most important and why

	Frequency	Percent	Valid	Cumulative

209

				Percent	Percent
Valid		11	57.9	57.9	57.9
	all of the "skills" above are important	1	5.3	5.3	63.2
	All the above subjects are important, as it makes for a well rounded candidate.	1	5.3	5.3	68.4
	Analysis	1	5.3	5.3	73.7
	Communicating and getting along with others	1	5.3	5.3	78.9
	Oral Verbal and Writing	1	5.3	5.3	84.2
	The BEST young people I've ever had from Ferris (they have all been good) were/are students with organizational skills.	1	5.3	5.3	89.5
	Verbal communication skills, leadership skills and decision making skills. Communication is the foundation of many businesses and it is becoming a lost skill with young people. I employ 9 college educated individuals and only one of them possesses any kind of leadership skills or decision making ability.	1	5.3	5.3	94.7
	Verbal communications and Writing Skills because your interaction often defines you whether its in person or through proper email or writing techniques. Social Awareness was important to me when in school because it stretched me beyond my comfort zone and opened me up to understanding other people and cultures. The world is global and that understanding is important.	1	5.3	5.3	100.0
	Total	19	100.0	100.0	

q15 Subjects/skills least important and why

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		12	63.2	63.2	63.2
	All are important for a well-rounded grad.	1	5.3	5.3	68.4
	Financial Analysis. The candidate would not have to utilize these skills in a position with our firm.	1	5.3	5.3	73.7
	foreign language	2	10.5	10.5	84.2
	Foreign language	1	5.3	5.3	89.5

		Frequency	Percent	Valid Percent	Cumulative Percent
	Oral Presentation is going to be job dependent and often people dependent. I think this is important for students to do, but I wouldn't hire based on their presentation ability unless that was a specific job requirement. Foreign Language is a plus, but if it's not defined which foreign language would be best for the student, it may be a waste of their time if they aren't going to use it.	1	5.3	5.3	94.7
	scientific understanding, doesn't apply,	1	5.3	5.3	100.0
	Total	19	100.0	100.0	

q16 Suggestions to improve the program

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		13	68.4	68.4	68.4
	Force a foreign language, create some leaders, and re-establish public speaking.	1	5.3	5.3	73.7
	Incorporate time monitoring programs such as MS Project so kids understand the real world urgency of the working world.	1	5.3	5.3	78.9
	Internships are "key" and FSU has always been a leader in that area - keep it up.	1	5.3	5.3	84.2
	None	1	5.3	5.3	89.5
	None.	1	5.3	5.3	94.7
	start teaching real life business issues longer internships the interns we have have where not anywhere close to where they should be	1	5.3	5.3	100.0
	Total	19	100.0	100.0	

q17 Someone interested in advisory bd position

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		17	89.5	89.5	89.5
	Scott T. Gormley V.P. Sec.Tres. Holland Htg and Clg Inc. 810 653-4328 sgormley@excite.com	1	5.3	5.3	94.7
	Steven Wright steve@atcmi.com	1	5.3	5.3	100.0
	Total	19	100.0	100.0	

q18 Additional comments

		Frequency	Percent	Valid Percent	Cumulative Percent

Valid		16	84.2	84.2	84.2
	Just want to say 'Hi' to Dave Steenstra!!! :-) Hope you're doing well!	1	5.3	5.3	89.5
	Our focus as construction firm would be on those with a Construction Management degree. Our Accounting and Marketing Group would be those would hire someone with BA degree.	1	5.3	5.3	94.7
	Thank you for interest in our comments.	1	5.3	5.3	100.0
	Total	19	100.0	100.0	

Appendix H – Student Survey:

Current Student Survey – Bachelors in Business Administration
Ferris State University College of Business; Big Rapids, MI 49307

Dear Student,

As a part of the continuing effort to improve its programs, the College of Business at Ferris State University conducts an evaluation of each program once every six years. We are currently conducting this evaluation for the Business Administration program. This process includes soliciting input from employers, alumni, current students, and faculty via surveys.

As a current student your input will provide important information to guide us in improving the program. Please take a few minutes to complete the attached questionnaire and return it in the enclosed postage paid envelope. Please be assured that the information you provide will be kept confidential. Our report will only contain aggregate data and will not identify the source of any comments.

Thank you for your time and we look forward to your input on our program.

Sincerely,

David Steenstra, Ph.D.
Management Department Head

1. Why did you choose to enter into the Business Administration Degree program? (please indicate ALL that apply)
   a. I wanted a four year degree in business.
   b. I did not know what major in business to select.
   c. Other reason(s)_____

2. Did you transfer into this program from another university? Yes_____ No_____
   If yes, from which University did you transfer?_____

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

4. During the winter semester of 2012, I am enrolled in _____ credit hours at Ferris State University.

5. Total credit hours presently *completed* ("**ehrs**" on your transcripts) at Ferris State?_____

6. Expected date of graduation from Bachelors Degree in Business Administration program?

   _____

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

8. What do you expect to do after completing your degree in Business Administration?
   a. get a job.
   b. continue my education at Ferris.
   c. continue my education at another institution. Please specify the institution._____
      Please specify major_____
   d. Other _____

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

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Unknown
A. My bachelors degree in Business Administration will help me achieve my career goals.						

	Should be Eliminated	Not Helpful	Some Help	Very Helpful	Extremely Helpful	Haven't taken yet	No opinion
B. I am satisfied with the academic preparation received in the Business Administration Degree Program.							
C. I am satisfied with the advising received while I was in the Business Administration.							
D. I would recommend the Business Administration program to prospective students.							
E. The Business Administration program is a quality program.							

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

_____

_____

_____

13.

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

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

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

_____

_____

What subject areas do think should be eliminated? Why?_____

_____

_____

_____

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

    Yes_____ No_____ If yes, which ones? _____

_____ _____

_____

Comments regarding the Business Administration Degree _____

__ _____

_____

_____

THANK YOU!

Appendix I – Current Student Survey Results:
BUAD APR...Current Students

Frequencies

Prepared by: Institutional Research & Testing, 04/12

Statistics

	N		Mean	Median	Std. Deviation
	Valid	Missing			
q1_1 Choose: I wanted a four-year degree in business	72	0	.79	1.00	.409
q1_2 Choose: I did not know what major in business to select	72	0	.14	.00	.348
q1_3 Choose: Other	72	0	.14	.00	.348
q1.a Other specified	72	0			
q2 Transfer into program from another university	72	0	1.43	1.00	.499
q3 From which university/college	72	0			
q4 Transfer into program from another FSU program	71	1	1.70	2.00	.460
q5 From which program	72	0			
q6 For 12Sp, I am enrolled in	72	0			
q7 Total credit hours presently completed	72	0			
q8 Expected date of graduation	72	0			
q9 Full time or part time	71	1	1.30	1.00	.460
q10 Expect to do after completing your degree	72	0	1.99	1.00	1.250
q10.a Other specified	72	0			
q11 Specify institution	72	0			
q12 Specify major	72	0			
q13.a BUAD degree will help me achieve my career goals	72	0	3.58	4.00	.666
q13.b I am satisfied with the academic preparation received	72	0	3.25	3.00	.765
q13.c I am satisfied with the advising received	72	0	3.08	3.00	1.017
q13.d I would recommend the program	72	0	3.36	3.50	.775
q13.e Is a quality program	71	1	3.35	3.00	.739
q14 Elaboration of comments in q13	72	0			
q15.a Public Speaking (COMM)	72	0	4.11	5.00	1.317
q15.b English (ENGL)	71	1	4.21	4.00	.999
q15.c Math (MATH)	72	0	4.04	4.00	.999
q15.d Macroeconomics (ECON221)	72	0	4.03	4.00	1.162

q15.e Microeconomics (ECON222)	72	0	3.65	4.00	1.465
q15.f Principles of Accounting (ACCT)	72	0	4.22	5.00	1.201
q15.g Business Law (BLAW)	71	1	3.86	4.00	1.476
q15.h Microcomputer Applications (ISYS)	70	2	3.56	4.00	1.500
q15.i Applied Management (MGMT)	70	2	4.39	5.00	1.081
q15.j Principles of Marketing (MKTG)	72	0	4.15	4.00	1.171
q15.k Introduction to Statistics (STQM)	72	0	3.61	4.00	1.369
q16 Subjects should be added/improved and why	72	0			
q17 Subjects should be eliminated and why	72	0			
q18 Extracurricular activities	71	1	1.63	2.00	.485
q19 Which ones	72	0			
q20 Additional comments	72	0			

Frequency Table

q1_1 Choose: I wanted a four-year degree in business

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	15	20.8	20.8	20.8
	Selected	57	79.2	79.2	100.0
	Total	72	100.0	100.0	

q1_2 Choose: I did not know what major in business to select

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	62	86.1	86.1	86.1
	Selected	10	13.9	13.9	100.0
	Total	72	100.0	100.0	

q1_3 Choose: Other

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	62	86.1	86.1	86.1
	Selected	10	13.9	13.9	100.0
	Total	72	100.0	100.0	

q1.a Other specified

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		58	80.6	80.6	80.6
	Because you do not have a four year Accounting program in your extensions.	1	1.4	1.4	81.9
	I *could* get a 4 year bachelors degree in 'another year' because of a 3-n-1 program	1	1.4	1.4	83.3

between Ferris State and Grand Rapids CC. I decided to get this bachelors because I'm lazy.				
I am in the Business Administration with a legal study program so that I will have at least a Bachelor's degree in business when I graduate if I chose not to further my education in law school.	1	1.4	1.4	84.7
I combined the business administration degree with my legal studies associate degree and may attend law school eventually.	1	1.4	1.4	86.1
I have been interested in the field of business since I was 12 years old.	1	1.4	1.4	87.5
I needed a four year degree that was convenient for my schedule. I will be attending Law School and needed a degree. I am a licensed nurse and the degree would have taken longer.	1	1.4	1.4	88.9
I want to own my own local business.	1	1.4	1.4	90.3
I wanted a four-year degree and Ferris has the 3+1 program that fit perfectly with my degree from Grand Rapids Community College	1	1.4	1.4	91.7
I wanted a general business degree that would help me do.more than one specific career.	1	1.4	1.4	93.1
I wanted to integrate my accounting with business	1	1.4	1.4	94.4
I was in Construction Management, but I am a self-employed, single father and physically going to Ferris was too much. With the Business program, I can do my classes either online or at WSCC.	1	1.4	1.4	95.8
The COO of Buffalo Wild Wings who I worked for told me that i needed to change my major because business was my best fit for me. He gave me an internship and I have been interning since the summer	1	1.4	1.4	97.2
When I attended a Dawg Days, I brought everything I needed with me to determine if I was would be accepted as a student at Ferris. I originally was a Pre-Law major, but after talking with the person in Admissions, and	1	1.4	1.4	98.6

		Frequency	Percent	Valid Percent	Cumulative Percent
	sharing with her my interest in corporate or business law, she informed me that a Business Administration Degree along with Legal Studies would be a better fit.				
	Will help with future career plans	1	1.4	1.4	100.0
	Total	72	100.0	100.0	

q2 Transfer into program from another university

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	41	56.9	56.9	56.9
	No	31	43.1	43.1	100.0
	Total	72	100.0	100.0	

q3 From which university/college

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		31	43.1	43.1	43.1
	Calvin College, Grand Rapids Community College	1	1.4	1.4	44.4
	Central Michigan University	1	1.4	1.4	45.8
	Cornerstone University	1	1.4	1.4	47.2
	Delta College	2	2.8	2.8	50.0
	Gogebic Community College	1	1.4	1.4	51.4
	Grand Rapids CC	1	1.4	1.4	52.8
	Grand rapids community college	1	1.4	1.4	54.2
	Grand Rapids Community College	7	9.7	9.7	63.9
	Grcc	1	1.4	1.4	65.3
	GRCC	3	4.2	4.2	69.4
	Huntington University	1	1.4	1.4	70.8
	I had Ferris Credits from Marketing/Sales 4 year from 1993-1995 that I never completed. And I also had 2 AAAs from Delta College.	1	1.4	1.4	72.2
	I originally went to Ferris in 1990 to 1992. Then I went back to school in 2008 at Delta College transfered credits from there.	1	1.4	1.4	73.6
	I went to Mott Community College to get my basics, Then transfered to Oakland For Human Resource Development. Roommates couldnt afford rent and I had a great opportunity with my internship so I moved back home and went back to Mott and enrolled at Ferris	1	1.4	1.4	75.0

218

		Frequency	Percent	Valid Percent	Cumulative Percent
	Lansing Community College	7	9.7	9.7	84.7
	Loyola University Chicago	1	1.4	1.4	86.1
	Mid Michigan Community College	1	1.4	1.4	87.5
	Montcalm Community College	1	1.4	1.4	88.9
	Muskegon Community College	2	2.8	2.8	91.7
	NMC	1	1.4	1.4	93.1
	northwestern michigan college	1	1.4	1.4	94.4
	Northwestern Michigan College	2	2.8	2.8	97.2
	OCC	1	1.4	1.4	98.6
	William Rainey Harper College	1	1.4	1.4	100.0
	Total	72	100.0	100.0	

q4 Transfer into program from another FSU program

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	21	29.2	29.6	29.6
	No	50	69.4	70.4	100.0
	Total	71	98.6	100.0	
Missing	System	1	1.4		
Total		72	100.0		

q5 From which program

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		51	70.8	70.8	70.8
	Biology	1	1.4	1.4	72.2
	BIS	1	1.4	1.4	73.6
	Business Administration Management	1	1.4	1.4	75.0
	Business Management	1	1.4	1.4	76.4
	college of science	1	1.4	1.4	77.8
	Computer Information Systems	1	1.4	1.4	79.2
	Construction Management	1	1.4	1.4	80.6
	Elementary Education	1	1.4	1.4	81.9
	Finance	1	1.4	1.4	83.3
	Graphic Design	1	1.4	1.4	84.7
	HCSA	1	1.4	1.4	86.1
	Health information management	1	1.4	1.4	87.5
	History	1	1.4	1.4	88.9
	I began by focusing solely on the Legal Studies associate, then decided after I received it to continue on for the business	1	1.4	1.4	90.3

219

	adminsitration bachelor's				
	Information Security & Intelligence	1	1.4	1.4	91.7
	Liberal arts	1	1.4	1.4	93.1
	Marketing/Sales	1	1.4	1.4	94.4
	Nursing, sonograpgy, and accounting.	1	1.4	1.4	95.8
	Pre-Mortuary Science	1	1.4	1.4	97.2
	Printing Management	1	1.4	1.4	98.6
	Secondary Education	1	1.4	1.4	100.0
	Total	72	100.0	100.0	

q6 For 12Sp, I am enrolled in

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	12	19	26.4	26.4	26.4
	13	6	8.3	8.3	34.7
	15	13	18.1	18.1	52.8
	16	4	5.6	5.6	58.3
	17	1	1.4	1.4	59.7
	3	3	4.2	4.2	63.9
	3 online	1	1.4	1.4	65.3
	4	1	1.4	1.4	66.7
	6	19	26.4	26.4	93.1
	7	1	1.4	1.4	94.4
	9	3	4.2	4.2	98.6
	none yet	1	1.4	1.4	100.0
	Total	72	100.0	100.0	

q7 Total credit hours presently completed

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		2	2.8	2.8	2.8
	0	2	2.8	2.8	5.6
	100+	1	1.4	1.4	6.9
	102	1	1.4	1.4	8.3
	104	1	1.4	1.4	9.7
	105	2	2.8	2.8	12.5
	106	1	1.4	1.4	13.9
	108	1	1.4	1.4	15.3
	110	1	1.4	1.4	16.7
	111	1	1.4	1.4	18.1
	119	1	1.4	1.4	19.4

12	1	1.4	1.4	20.8
120	1	1.4	1.4	22.2
120?	1	1.4	1.4	23.6
125	1	1.4	1.4	25.0
126	1	1.4	1.4	26.4
131	1	1.4	1.4	27.8
140	1	1.4	1.4	29.2
15	2	2.8	2.8	31.9
153	1	1.4	1.4	33.3
171	1	1.4	1.4	34.7
18	2	2.8	2.8	37.5
25	1	1.4	1.4	38.9
3	1	1.4	1.4	40.3
30	1	1.4	1.4	41.7
33.000	1	1.4	1.4	43.1
34	1	1.4	1.4	44.4
35	1	1.4	1.4	45.8
40	2	2.8	2.8	48.6
45	2	2.8	2.8	51.4
46	1	1.4	1.4	52.8
50+ from NMC, 6 from Ferris from Fall 2011	1	1.4	1.4	54.2
56	1	1.4	1.4	55.6
57	1	1.4	1.4	56.9
59	1	1.4	1.4	58.3
6	2	2.8	2.8	61.1
62	1	1.4	1.4	62.5
69	1	1.4	1.4	63.9
70	2	2.8	2.8	66.7
72	1	1.4	1.4	68.1
75	1	1.4	1.4	69.4
79	1	1.4	1.4	70.8
80	3	4.2	4.2	75.0
82	1	1.4	1.4	76.4
89	1	1.4	1.4	77.8
9	4	5.6	5.6	83.3
90+	1	1.4	1.4	84.7
94	1	1.4	1.4	86.1
95	1	1.4	1.4	87.5

		Frequency	Percent	Valid Percent	Cumulative Percent
	96	1	1.4	1.4	88.9
	99	2	2.8	2.8	91.7
	99?	1	1.4	1.4	93.1
	about 154	1	1.4	1.4	94.4
	Not sure, many classes taken at WSCC	1	1.4	1.4	95.8
	Note sure, but I am listed as a Senior	1	1.4	1.4	97.2
	over 100	1	1.4	1.4	98.6
	Over 64	1	1.4	1.4	100.0
	Total	72	100.0	100.0	

q8 Expected date of graduation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		1	1.4	1.4	1.4
	04-13	1	1.4	1.4	2.8
	04/12	1	1.4	1.4	4.2
	04/13	1	1.4	1.4	5.6
	04/14	2	2.8	2.8	8.3
	04/2013	1	1.4	1.4	9.7
	05/12	16	22.2	22.2	31.9
	05/13	9	12.5	12.5	44.4
	05/14	3	4.2	4.2	48.6
	05/15	4	5.6	5.6	54.2
	05/2014	3	4.2	4.2	58.3
	0513	1	1.4	1.4	59.7
	06/12	1	1.4	1.4	61.1
	06/13	1	1.4	1.4	62.5
	06/2013	1	1.4	1.4	63.9
	08/12	2	2.8	2.8	66.7
	09/13	1	1.4	1.4	68.1
	11/13	1	1.4	1.4	69.4
	11/15	1	1.4	1.4	70.8
	12/11	1	1.4	1.4	72.2
	12/12	5	6.9	6.9	79.2
	12/13	2	2.8	2.8	81.9
	12/14	3	4.2	4.2	86.1
	12/15	1	1.4	1.4	87.5
	12/2012	2	2.8	2.8	90.3

	2014	1	1.4	1.4	91.7
	4/2015	1	1.4	1.4	93.1
	5/13	1	1.4	1.4	94.4
	8/12	1	1.4	1.4	95.8
	May 2012	1	1.4	1.4	97.2
	May 2013	1	1.4	1.4	98.6
	May 2014	1	1.4	1.4	100.0
	Total	72	100.0	100.0	

q9 Full time or part time

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Full time	50	69.4	70.4	70.4
	Part time	21	29.2	29.6	100.0
	Total	71	98.6	100.0	
Missing	System	1	1.4		
Total		72	100.0		

q10 Expect to do after completing your degree

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Get a job	41	56.9	56.9	56.9
	Continue my education at Ferris	6	8.3	8.3	65.3
	Continue my education at another institution	10	13.9	13.9	79.2
	Other	15	20.8	20.8	100.0
	Total	72	100.0	100.0	

q10.a Other specified

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		51	70.8	70.8	70.8
	Advance in my current positin then continue education at Ferris	1	1.4	1.4	72.2
	Advance with my current employer	1	1.4	1.4	73.6
	also look for employment	1	1.4	1.4	75.0
	Complete my Master's degree	1	1.4	1.4	76.4
	Continue at the company I am already employed at.	1	1.4	1.4	77.8
	Continue in my career and start my way up the ladder.	1	1.4	1.4	79.2
	Continue in my current career in the sports business.	1	1.4	1.4	80.6
	continue my education and get a job	1	1.4	1.4	81.9

		Frequency	Percent	Valid Percent	Cumulative Percent
	Continue with my current employment	1	1.4	1.4	83.3
	Even though I expect a job, I would like to further my education and get a Masters too.	1	1.4	1.4	84.7
	Expand my knowledge and hope to be promoted	1	1.4	1.4	86.1
	Get a job and continue my education.	1	1.4	1.4	87.5
	I am currently employed and intend to keep that position, but may continue on for my law degree?!	1	1.4	1.4	88.9
	I plan to continue working at Menards and go into their manager training program	1	1.4	1.4	90.3
	Law School	1	1.4	1.4	91.7
	Live.	1	1.4	1.4	93.1
	Move up in my current place of employment	1	1.4	1.4	94.4
	Moved into an executive administrative assistant position	1	1.4	1.4	95.8
	My main plan is to get a job in Business in Grand Rapids Michigan or here in Big Rapids, though I will move if absolutely necessary.	1	1.4	1.4	97.2
	Start my own local business.	1	1.4	1.4	98.6
	Stay with my current employeer	1	1.4	1.4	100.0
	Total	72	100.0	100.0	

q11 Specify institution

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		64	88.9	88.9	88.9
	For what?	1	1.4	1.4	90.3
	I intend to continue my education at an institute offering an MBA in my career field.	1	1.4	1.4	91.7
	I would like a Masters degree in Management or Pschology at Grand Valley or Aquinas	1	1.4	1.4	93.1
	Michigan State University	1	1.4	1.4	94.4
	N/A	1	1.4	1.4	95.8
	Not sure yet.	1	1.4	1.4	97.2
	University of Florida	1	1.4	1.4	98.6
	Unknown at this time.	1	1.4	1.4	100.0
	Total	72	100.0	100.0	

q12 Specify major

		Frequency	Percent	Valid Percent	Cumulative Percent

224

Valid			64	88.9	88.9	88.9
	Business Administration		1	1.4	1.4	90.3
	Business...		1	1.4	1.4	91.7
	Emergency Management/ Disaster Preparedness		1	1.4	1.4	93.1
	I plan on attending law school after graduation at Ferris.		1	1.4	1.4	94.4
	Management or Psychology		1	1.4	1.4	95.8
	MBA		1	1.4	1.4	97.2
	MBA-International Business		1	1.4	1.4	98.6
	N/A		1	1.4	1.4	100.0
	Total		72	100.0	100.0	

q13.a BUAD degree will help me achieve my career goals

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	2.8	2.8	2.8
	Somewhat Disagree	1	1.4	1.4	4.2
	Somewhat Agree	22	30.6	30.6	34.7
	Strongly Agree	47	65.3	65.3	100.0
	Total	72	100.0	100.0	

q13.b I am satisfied with the academic preparation received

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	4.2	4.2	4.2
	Somewhat Disagree	5	6.9	6.9	11.1
	Somewhat Agree	35	48.6	48.6	59.7
	Strongly Agree	29	40.3	40.3	100.0
	Total	72	100.0	100.0	

q13.c I am satisfied with the advising received

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	8	11.1	11.1	11.1
	Somewhat Disagree	10	13.9	13.9	25.0
	Somewhat Agree	22	30.6	30.6	55.6
	Strongly Agree	32	44.4	44.4	100.0
	Total	72	100.0	100.0	

q13.d I would recommend the program

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	4.2	4.2	4.2

		Frequency	Percent	Valid Percent	Cumulative Percent
	Somewhat Disagree	4	5.6	5.6	9.7
	Somewhat Agree	29	40.3	40.3	50.0
	Strongly Agree	36	50.0	50.0	100.0
	Total	72	100.0	100.0	

q13.e Is a quality program

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	2.8	2.8	2.8
	Somewhat Disagree	5	6.9	7.0	9.9
	Somewhat Agree	30	41.7	42.3	52.1
	Strongly Agree	34	47.2	47.9	100.0
	Total	71	98.6	100.0	
Missing	System	1	1.4		
Total		72	100.0		

q14 Elaboration of comments in q13

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		54	75.0	75.0	75.0
	David Kelson is a horrible adviser.	1	1.4	1.4	76.4
	I am disappointed in the new set-up for off-campus students who will have their advisor as also their professor at some point since it crosses a line of comfortability and also considering the previous advisor, Maria, was excellent to say the least! Maria knew so much about the classes and the current advisor does not. I was able to reach out to Deb Parrish for assistance and she was of great assistance to me. Furthermore, I would like to see the Capstone class as a hybrid to make it more practical and easier to comprehend. Thankfully, Maria had my classes set-up so it was not too overwhelming at times and I can see some of my classmates who did not have her and are extremely overwhelmed.	1	1.4	1.4	77.8
	I am not satisfied with the counseling. It feels like I have a hard time getting a straight answer. Plus, even though I gone to a counselor several times, I still feel lost. I have had to go to business counselors in	1	1.4	1.4	79.2

order to get help.				
I am very pleased with the Business Administration program at Ferris.	1	1.4	1.4	80.6
I do NOT think you should take Mgmt 488 and Bus 499 in the same semester. The material is too similar yet different. Also both classes require teams.	1	1.4	1.4	81.9
I feel there is no coordination of this program. There is no centralized RSO or promotion of one at least that draws students together. Information about internships, volunteer opportunities, and other useful tools for my education/career have NOT been part of any discussions with advisor or others.	1	1.4	1.4	83.3
I have been happy overall with the program, especially considering it is mostly online.	1	1.4	1.4	84.7
I have found that my cohorts still cant write at a level needed in the business world at the end of the program.	1	1.4	1.4	86.1
I honestly expected the courses to be a bit more challenging and involve more "real world" experiences being taught by the staff.	1	1.4	1.4	87.5
I like the training i'm being prepared for.	1	1.4	1.4	88.9
I think that more effort can be put into requiring the proper classes needed for the "real" world.	1	1.4	1.4	90.3
I was a little frustrated with the amount of times I have been switched to different advisors in a short amount of time, but I will say that the advisors are AWESOME and SO helpful.	1	1.4	1.4	91.7
I'm not one to totally agree on much. It is a good school and I have no reason to have any faults with this school.	1	1.4	1.4	93.1
My experience hasn't been awful, but I'm not very involved mainly because I do not know what to do. There is no real direction my adviser has pointed me in, so I'm kind of 'feeling around in the dark'. Granted, my adviser has mostly helped me figure out my classes, but that's it.	1	1.4	1.4	94.4

		Frequency	Percent	Valid Percent	Cumulative Percent
	My first advisor was not knowledgable about the program at all. I went to her with questions and concerns and she was not able to help me at all.	1	1.4	1.4	95.8
	N/A	1	1.4	1.4	97.2
	The advising was not what I would expect from a 4 year university, compared to the treatment I recieved at Loyola. My advisor at Ferris was at time clueless as to what she was doing.	1	1.4	1.4	98.6
	This program has its downfalls. I have some classes where homework is in three different places and they are different every week. It gets difficult to deal with the lack of instructor organization.	1	1.4	1.4	100.0
	Total	72	100.0	100.0	

q15.a Public Speaking (COMM)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Haven't Taken Yet	8	11.1	11.1	11.1
	Should be Eliminated	3	4.2	4.2	15.3
	Not Helpful	1	1.4	1.4	16.7
	Some Help	21	29.2	29.2	45.8
	Very Helpful	39	54.2	54.2	100.0
	Total	72	100.0	100.0	

q15.b English (ENGL)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Haven't Taken Yet	4	5.6	5.6	5.6
	Should be Eliminated	1	1.4	1.4	7.0
	Not Helpful	2	2.8	2.8	9.9
	Some Help	33	45.8	46.5	56.3
	Very Helpful	31	43.1	43.7	100.0
	Total	71	98.6	100.0	
Missing	System	1	1.4		
Total		72	100.0		

q15.c Math (MATH)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Haven't Taken Yet	4	5.6	5.6	5.6

		Frequency	Percent	Valid Percent	Cumulative Percent
	Should be Eliminated	1	1.4	1.4	6.9
	Not Helpful	7	9.7	9.7	16.7
	Some Help	36	50.0	50.0	66.7
	Very Helpful	24	33.3	33.3	100.0
	Total	72	100.0	100.0	

q15.d Macroeconomics (ECON221)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Haven't Taken Yet	6	8.3	8.3	8.3
	Should be Eliminated	2	2.8	2.8	11.1
	Not Helpful	5	6.9	6.9	18.1
	Some Help	30	41.7	41.7	59.7
	Very Helpful	29	40.3	40.3	100.0
	Total	72	100.0	100.0	

q15.e Microeconomics (ECON222)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Haven't Taken Yet	14	19.4	19.4	19.4
	Should be Eliminated	2	2.8	2.8	22.2
	Not Helpful	3	4.2	4.2	26.4
	Some Help	29	40.3	40.3	66.7
	Very Helpful	24	33.3	33.3	100.0
	Total	72	100.0	100.0	

q15.f Principles of Accounting (ACCT)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Haven't Taken Yet	7	9.7	9.7	9.7
	Should be Eliminated	1	1.4	1.4	11.1
	Some Help	25	34.7	34.7	45.8
	Very Helpful	39	54.2	54.2	100.0
	Total	72	100.0	100.0	

q15.g Business Law (BLAW)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Haven't Taken Yet	13	18.1	18.3	18.3
	Not Helpful	4	5.6	5.6	23.9
	Some Help	21	29.2	29.6	53.5
	Very Helpful	33	45.8	46.5	100.0
	Total	71	98.6	100.0	
Missing	System	1	1.4		

		Frequency	Percent	Valid Percent	Cumulative Percent
Total		72	100.0		

q15.h Microcomputer Applications (ISYS)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Haven't Taken Yet	11	15.3	15.7	15.7
	Should be Eliminated	9	12.5	12.9	28.6
	Not Helpful	7	9.7	10.0	38.6
	Some Help	16	22.2	22.9	61.4
	Very Helpful	27	37.5	38.6	100.0
	Total	70	97.2	100.0	
Missing	System	2	2.8		
Total		72	100.0		

q15.i Applied Management (MGMT)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Haven't Taken Yet	5	6.9	7.1	7.1
	Not Helpful	2	2.8	2.9	10.0
	Some Help	19	26.4	27.1	37.1
	Very Helpful	44	61.1	62.9	100.0
	Total	70	97.2	100.0	
Missing	System	2	2.8		
Total		72	100.0		

q15.j Principles of Marketing (MKTG)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Haven't Taken Yet	7	9.7	9.7	9.7
	Not Helpful	2	2.8	2.8	12.5
	Some Help	29	40.3	40.3	52.8
	Very Helpful	34	47.2	47.2	100.0
	Total	72	100.0	100.0	

q15.k Introduction to Statistics (STQM)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Haven't Taken Yet	12	16.7	16.7	16.7
	Should be Eliminated	1	1.4	1.4	18.1
	Not Helpful	11	15.3	15.3	33.3
	Some Help	27	37.5	37.5	70.8
	Very Helpful	21	29.2	29.2	100.0
	Total	72	100.0	100.0	

q16 Subjects should be added/improved and why

230

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		30	41.7	41.7	41.7
	Advertising	1	1.4	1.4	43.1
	Another hands on class simalar to BUSN 499. I think this is the most helpful class I have taken.	1	1.4	1.4	44.4
	Coming from the culinary program, it would be nice to not have to take some of the business classes that don't feel like they'd apply (example: international business). Instead it would be helpful to maybe have the option to take a hospitality course instead.	1	1.4	1.4	45.8
	Economics, both micro and macro, were very difficult for me to understand simply based on the material. It especially did not help having foreign professors, without very good english teaching the classes that I struggled in most. I do not really see how math or statistics fit into the program, although I will admit that I chose not to take either of these classes at Ferris.	1	1.4	1.4	47.2
	Everything is good	1	1.4	1.4	48.6
	Finance needs so much improvement at Ferris. The professor I am currently taking it with is not clear, does not know the information well enough, and makes it incredibly hard to be successful. the other professor I could have taken it with apparently is not that much better. I believe I would have liked the class if it wasn't for this issue.	1	1.4	1.4	50.0
	Finance should be expanded as a 2 semester course. Replace some other requirement with additional level of finance. So much material & very important to career, personal investing & retirement. Statistics is much less important and useful. In todays remote and multi-cultural world of business, International business should be expanded to include country & culture specific customs & norms and replace some other minor	1	1.4	1.4	51.4

231

requirement also.				
I believe a foreign language subject should be added to improve the communication skills of the students and to make them better prospects for employers.	1	1.4	1.4	52.8
I believe that computer information classes should be dropped by the business admin program. Those classes are better suited for IT/CIS people. As a business student, I would rather learn negotiations, compensation, or other PRACTICAL management classes. I want more business core classes to enhance my business focus. Please get rid of ISYS 321	1	1.4	1.4	54.2
I don't think it's the subjects themselves, it's the professor that you have that make a huge difference in what you learn and what subjects are the best.	1	1.4	1.4	55.6
I have not taken Business Law yet, but classes like that should be expanded on, as well as more of the public speaking class. Perhaps making it a two part class rather than just one, to help people break out of their shell more and get used to talking in front of people. If it was a two part class students could get a better understanding of what exactly makes them nervous and correct their behavior.	1	1.4	1.4	56.9
I have nothing to add or change.	1	1.4	1.4	58.3
I think each student should be mandated to complete in community service or be a part of a RSO on campus for at least 2 years in order to graduate	1	1.4	1.4	59.7
I think the area of sales should be stressed a little more, since both B2B and selling to consumers is what the ultimate goal in business usually is.	1	1.4	1.4	61.1
I think the Business Admin program should include more courses in business ethics, possibly as an extension of the college or general education requirements.	1	1.4	1.4	62.5
I think the classes correspond with the	1	1.4	1.4	63.9

current program. Most of the teachers are helpful and the classes you learn a lot.				
I'm taking classes at the Grand Rapids campus. Most (if not all) of the teachers are kind of lazy and lack decent teaching ability. I would, if anything, include some kind of aptitude test to make sure students are actually learning anything, rather than pass students and have them fail later on taking the higher level classes.	1	1.4	1.4	65.3
Improve the Capstone class set-up as explained above to include it as a hybrid, at the least, for better comprehension and guidance. I really loved the MGMT 310 class, everyone should take that one!	1	1.4	1.4	66.7
ISYS 321 is a confusing class and I am not quite sure what the point is for students to take it. My professor does not seem to have a clear direction for the class.	1	1.4	1.4	68.1
Isys needs to be improved. Generally, the class is a waste of time and very easy. There are two sections I took 115 and 321. 321 was a complete waste of time. We learned only how a computer works. This is not something I will need to use in the future.	1	1.4	1.4	69.4
ISYS should be improved, it was way too easy, maybe make it a little more advanced. I though the business writing class was great.	1	1.4	1.4	70.8
MA 117	1	1.4	1.4	72.2
Make the internship required.	1	1.4	1.4	73.6
Management	2	2.8	2.8	76.4
MGMT 370 should be improved, because it is a very abstract format: role-playing and competing in a pretend company. It is not very educational; it needs for lecture time, instead of pretend presentations given by the students.	1	1.4	1.4	77.8
More analytically less repetitive classes	1	1.4	1.4	79.2
Most of the management class all teach the same thing, but in different ways.	1	1.4	1.4	80.6
N/A	1	1.4	1.4	81.9

na	1	1.4	1.4	83.3
NA	1	1.4	1.4	84.7
Operation Management. Introduction to statistics should be a required before taking Operation Management.	1	1.4	1.4	86.1
Public speaking helped me a lot. I am more comfortable talking in groups and to people. I am a very outgoing people person but when it comes down to all eyes on me I choked. Public speaking helped me a lot	1	1.4	1.4	87.5
REQUIRED INTERNSHIPS	1	1.4	1.4	88.9
The economics classes need to be improved because they are unorganized and the material is too spread out all over the place	1	1.4	1.4	90.3
The Economics courses are difficult to understand, and the exams seemed irrelevant to the actual subject matter taught in class.	1	1.4	1.4	91.7
The economics was very basic and failed to teach other perspectives. To be a business leader you must understand the economy and its complexity.	1	1.4	1.4	93.1
The program should integrate all ms office programs and quickbooks throughout all of the 300 and 400 level classes. Also online classes should be required to include at least 1 hour of online lecture and 2 hours of open IM discussion.	1	1.4	1.4	94.4
There's always room to improve.	1	1.4	1.4	95.8
This program would benefit from required fieldwork.	1	1.4	1.4	97.2
Understanding and Utilizing Social Media - Parts of social media is covered in different subjects, but having a class which brings it all together, lets students learn to maximize its benefits.	1	1.4	1.4	98.6
With all the requirements in math, economics, etc. I could see there being a greater focus on actual business classes. An example would be classes like e-commerce which I took as an elective.	1	1.4	1.4	100.0
Total	72	100.0	100.0	

q17 Subjects should be eliminated and why

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		33	45.8	45.8	45.8
	Capstone class..waste of my time. Did not learn anything with the instructor, Dr. Chester Bolling. I felt he treated his students as inferior to him. He also spoke to us that way. He was NOT available most times for help.	1	1.4	1.4	47.2
	en325 is useless and should be replaced with something more useful that involves less memo writing and more modern business communications such as text,im, email, video conferencing, skyping, use of google docs and sharepoint. Isys321 is useless and should be replaced with, say, a choice of one of five database classes that are taught online.	1	1.4	1.4	48.6
	Everything is good	1	1.4	1.4	50.0
	FSUS, it is a waste of student's money and teaches students things that they have learned for the past several years of their lives.	1	1.4	1.4	51.4
	I am not a math person, and its very hard for me. Ive been interning in marketing and our math is just basic	1	1.4	1.4	52.8
	I believe accounting should be partially eliminated. A high level of accounting is required for this degree, but in real life I will never use this high level information.	1	1.4	1.4	54.2
	I believe that computer information classes should be dropped by the business admin program. Those classes are better suited for IT/CIS people. As a business student, I would rather learn negotiations, compensation, or other PRACTICAL management classes. I want more business core classes to enhance my business focus.	1	1.4	1.4	55.6
	I believe there needs to be more communication classes offered. I had to take small group decision making as there was	1	1.4	1.4	56.9

235

not another communications elective to take at Ferris. i would have had to go to Grand Rapids. The small group decision making is a little premature.				
I didn't care for the ISYS class. It seemed like a waste of my time. I knew almost all of it because I have worked before and had a previous degree. It seemed like more of a freshman beginner class than one that should be required for this program.	1	1.4	1.4	58.3
I have nothing to change.	1	1.4	1.4	59.7
I just dont see how ECON will help me with Business Admin	1	1.4	1.4	61.1
I think the repetitive nature of most of the management courses could be altered.	1	1.4	1.4	62.5
I would say ISYS 321 should be eliminated from the school or at least restructured. The class did not teach me one thing I believe I would need for life after graduation. Why would I pay 1,000 dollars to learn what makes a computer work?	1	1.4	1.4	63.9
ISYS classes should be dropped. Growing up using a computer it felt like a major waste of time and money taking these classes.	1	1.4	1.4	65.3
Maybe less English. It just became tedious, busy work.	1	1.4	1.4	66.7
MGMT 302 and ISYS 321 should be removed from the requirements. I felt that the material was adequately covered in other classes and that taking these two again were a waste of my money and time.	1	1.4	1.4	68.1
N/A	2	2.8	2.8	70.8
Na	1	1.4	1.4	72.2
No one subject should be completely eliminated, though the English courses could be reduced. Considering that most students take English classes all through High School I don't see the need to have more than one English class.	1	1.4	1.4	73.6
None	2	2.8	2.8	76.4
None	3	4.2	4.2	80.6
Public speaking should be eliminated	1	1.4	1.4	81.9

because i feel that students have a hard time dealing with this subject as a class, but feel more comfortable talking in public than in a classroom.				
Public Speaking. Not a communication degree. Pointless, poor teaching in the Comm. department (Donna Smith).	1	1.4	1.4	83.3
right now, none. I haven't completed all my classes, so I can't say for sure.	1	1.4	1.4	84.7
Science Classes	1	1.4	1.4	86.1
science credits	1	1.4	1.4	87.5
Science lab requirements. I took Nature Study, which had no relevance to my major and didn't help me at all. I had to take it to meet the science lab requirements for my degree, though.	1	1.4	1.4	88.9
science.	1	1.4	1.4	90.3
Some of the management classes because they all seem to be repetitive	1	1.4	1.4	91.7
Some of the management classes that cover same areas	1	1.4	1.4	93.1
statisitcs. I feel that it has its place in some curriculum but bus mgmt could be enhanced with a business core replacement.	1	1.4	1.4	94.4
Stats! It isn't that it was hard, it just didn't tie into practical situations, it was all textbook and formulas with no implementation.	1	1.4	1.4	95.8
STQM - was really easy and seems kind of useless for what I want to do.	1	1.4	1.4	97.2
The intro level to ISYS was a waste of my time and my money. We learned basic Microsoft Office, which is a given in today's culture and generation of technology. Every assignment was incredibly easy, until the tests, where we were not given enough time to go through our questions. It was all on our own, and there was not much to do.	1	1.4	1.4	98.6
The only subject area I think we could do without is ISYS. I feel that learning how to use many of those programs have been learned in high school and are a skill set most people already have.	1	1.4	1.4	100.0

			72	100.0	100.0	
Total						

q18 Extracurricular activities

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	26	36.1	36.6	36.6
	No	45	62.5	63.4	100.0
	Total	71	98.6	100.0	
Missing	System	1	1.4		
Total		72	100.0		

q19 Which ones

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		51	70.8	70.8	70.8
	American Marketing Association	2	2.8	2.8	73.6
	Basketball	1	1.4	1.4	75.0
	CEO Ferris Chapter.	1	1.4	1.4	76.4
	club soccer, Legal Studies Association	1	1.4	1.4	77.8
	College Democrats	1	1.4	1.4	79.2
	Crafters	1	1.4	1.4	80.6
	Delta Zeta Sorority, Panhellenic Council, Student Government	1	1.4	1.4	81.9
	Fraternity	1	1.4	1.4	83.3
	Golden Key Honour Society	1	1.4	1.4	84.7
	His House Christian Fellowship	1	1.4	1.4	86.1
	His House, Economics Club, and I will be apart of the American Marketing Association soon.	1	1.4	1.4	87.5
	in 1990 Advertising club	1	1.4	1.4	88.9
	Intramural hockey and football. I use the recreation center on a daily basis as well.	1	1.4	1.4	90.3
	Intramural Sports and SHRM	1	1.4	1.4	91.7
	Lambda Chi Alpha, National Society for Minorities in	1	1.4	1.4	93.1

		Frequency	Percent	Valid Percent	Cumulative Percent
	Hospitality				
	Phi Sigma Sigma	1	1.4	1.4	94.4
	President of an RSO and work on campus	1	1.4	1.4	95.8
	Sigma Pi Fraternity	1	1.4	1.4	97.2
	Soccer	1	1.4	1.4	98.6
	Student Alumni Gold Club College of Business Student Delegates Student Worker at COB Deans Office Volunteer at DECA State/Regional Competition	1	1.4	1.4	100.0
	Total	72	100.0	100.0	

q20 Additional comments

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		59	81.9	81.9	81.9
	All in all the Business Program is about average. There is room for improvement, mainly in becoming more involved with the students in the program and sending personal emails to students who are not in any extra curricular activities to find out if they are not in them simply because they do not want to or they don't know of any that exist. Also perhaps reviewing the general education requirements for some, not all, of the actual Business courses.	1	1.4	1.4	83.3
	Being employed full time and attending FSU parttime has been very frustrating at times trying to get into classes that are reserved for "professional track" or other programs.	1	1.4	1.4	84.7
	Ferris & GRCC classrooms are overly full. The doors are required to be closed and the air gets to be nausiating after a while. 3-3.5 hours in a closed room with 30-40 people. We are packed in like sardines, I leave feeling ill from the lack of fresh air. Turn on the vents for air circulation, especially for evening classes.	1	1.4	1.4	86.1
	Ferris Connect is the worst website I know. Some people still have dialup, and like me,that is all that is available where I live. Also, most of	1	1.4	1.4	87.5

the instructors at Ferris don't care whether you pass or fail. All my classes at WSCC I get B+ and up, but Ferris classes I am lucky to get by. I am currently in Operations MGMT. online and my instructor assigns twice as much work as my other three classes combined. It is so much work that I can't keep up. I have been in school for four years now and I am thinking about dropping out because of this. If I could get this degree through WSCC and avoid Ferris I would in a heartbeat.				
group work is pushed very heavily by ferris. Yes, the outside workforce does do group work, but a lot of those people are all on the same path, and have somewhat similar temperments. If there is to be group work it needs to be done within the class allotted time, just as projects in the workforce are done. Trying to meet up outside of class is difficult. And the group carries everyone, whether they participated or not; I don't see how this is fair to those that didn't participate. Or to those that tried to participate but have different learning skills, so the leaders just went ahead and did things without the input of others.	1	1.4	1.4	88.9
I am a french and Spanish tutor and I am an exchange student	1	1.4	1.4	90.3
I definitely appreciate the off-campus programs, such as the one in Grand Rapids. It has allowed me, a husband, father, and a full-time worker, to pursue my dream of higher education. Without these programs, many people like myself would feel stuck and without options. Thank you Ferris State University.	1	1.4	1.4	91.7
I have enjoyed the program so far and found most classes to be very helpful	1	1.4	1.4	93.1
I think I have said it all! Thank you	1	1.4	1.4	94.4
My favorite class so far has been economics. I have taken Macro and Micro through Professor Brandly, and I believe he is the most intelligent professor I have had. He shows this through the knowledge he has on the subject, and his ability to teach it clearly. You can tell when	1	1.4	1.4	95.8

professors are experienced on how they teach, just like how I mentioned my finance professor can not teach. Dr. Brandly makes economics easy to learn, applicable to my life and decisions, and has encouraged me to educate myself even more.				
N/A	1	1.4	1.4	97.2
REQUIRE INTERNSHIPS	1	1.4	1.4	98.6
Seriously there should be a class of watching "how it's made" to learn manufacturing processes and quality management.	1	1.4	1.4	100.0
Total	72	100.0	100.0	

Faculty Survey
Bachelors Degree in Business Administration
Spring 2012

1. Please indicate your level of agreement with each of the following statements. If you have no experience or knowledge of the statement, please leave the item blank.

	Strongly Disagree	Disagree	Neutral	Somewhat Agree	Strongly Agree
a. The Bachelors in Business Administration Degree is of benefit to students in the College of Business.	●	●	●	●	●
b. The program curriculum includes courses relevant to current business practices.	●	●	●	●	●
c. The quality of the Bachelors in Business Administration Degree at FSU is comparable to the quality found in similar bachelor programs across the country.	●	●	●	●	●
d. There is adequate facilities and equipment to meet the instructional needs of the program.	●	●	●	●	●
e. The students in the Bachelors in Business Administration Degree receive excellent course advising.	●	●	●	●	●

f. Students enrolled in the Bachelors in Business Administration Degree program, should be required to complete an internship.

     ●   ●   ●   ●   ●

Strongly Disagree   Disagree   Neutral   Somewhat Agree   Strongly Agree

g. There is currently, a sufficient number of tenured track faculty teaching within the program to meet student program needs.

●   ●   ●   ●   ●

Strongly Disagree   Disagree   Neutral   Somewhat Agree   Strongly Agree
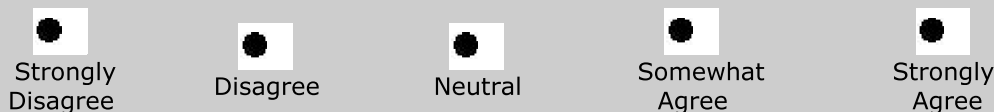
h. The Bachelors in Business Administration Degree program receives adequate funding and resources.

●   ●   ●   ●   ●

Strongly Disagree   Disagree   Neutral   Somewhat Agree   Strongly Agree
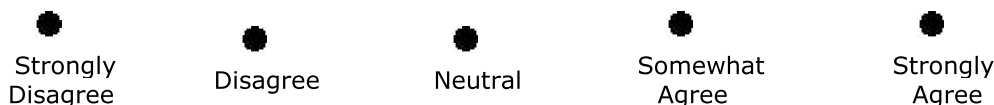
i. Students graduating with a Bachelors in Business Administration are prepared to enter the workforce.

●   ●   ●   ●   ●

Strongly Disagree   Disagree   Neutral   Somewhat Agree   Strongly Agree
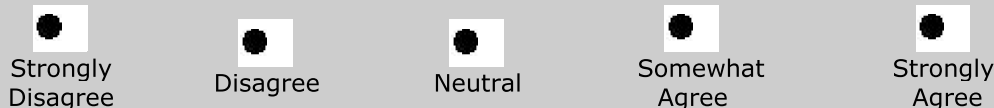
2. What are the strengths of the current Bachelors in Business Administration Degree program.

3. What suggestion(s) would you recommend to improve the current Bachelors in Business Administration Degree program?

4. Do you require or anticipate any additional equipment or facility needs that would enhance student program learning?

5. Please specify the department where you are currently employed.

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

- a. 0-5 yrs
- b. 6 - 10 yrs
- c. 11 - 15 yrs
- d. 16 -20 yrs
- e. 21 -25 yrs
- f. 26- 30 yrs
- g. 31 + yrs

Appendix K – Faculty Survey Results

BUAD APR...Faculty

Frequencies

Prepared by: Institutional Research & Testing, 04/12

Statistics

	N		Mean	Median	Std. Deviation
	Valid	Missing			
q1.a BUAD degree is of benefit to students in the College of Business	13	0	3.92	4.00	1.441
q1.b The program curriculum includes courses relevant to current business practices	13	0	3.62	4.00	1.502
q1.c Quality is comparable to the quality found in similar programs across the country	12	1	3.33	3.00	1.497
q1.d Adequate facilities and equipment to meet the instructional needs of the program	13	0	3.23	4.00	1.481
q1.e Students receive excellent course advising	12	1	3.25	3.00	1.603
q1.f Students should be required to complete an internship	13	0	3.31	3.00	1.494
q1.g Sufficient number of tenured track faculty teaching within the program	13	0	3.15	3.00	1.068
q1.h Program receives adequate funding and resources	12	1	3.00	3.00	.853
q1.i Students are prepared to enter the workforce	13	0	3.31	4.00	1.251
q2 Strengths of program	13	0			
q3 Suggestions to improve program	13	0			
q4 Require or anticipate any additional equipment or facility needs	13	0			
q5 Department currently employed in	13	0			
q6 Length of employment at FSU	12	1	2.50	2.00	1.567
q7 Additional comments	13	0			

Frequency Table

q1.a BUAD degree is of benefit to students in the College of Business

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	15.4	15.4	15.4
	Neutral	1	7.7	7.7	23.1
	Somewhat Agree	4	30.8	30.8	53.8
	Strongly Agree	6	46.2	46.2	100.0
	Total	13	100.0	100.0	

q1.b The program curriculum includes courses relevant to current business practices

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	15.4	15.4	15.4
	Somewhat Disagree	1	7.7	7.7	23.1
	Neutral	2	15.4	15.4	38.5
	Somewhat Agree	3	23.1	23.1	61.5
	Strongly Agree	5	38.5	38.5	100.0
	Total	13	100.0	100.0	

q1.c Quality is comparable to the quality found in similar programs across the country

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	15.4	16.7	16.7
	Somewhat Disagree	1	7.7	8.3	25.0
	Neutral	4	30.8	33.3	58.3
	Somewhat Agree	1	7.7	8.3	66.7
	Strongly Agree	4	30.8	33.3	100.0
	Total	12	92.3	100.0	
Missing	System	1	7.7		
Total		13	100.0		

q1.d Adequate facilities and equipment to meet the instructional needs of the program

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	15.4	15.4	15.4
	Somewhat Disagree	3	23.1	23.1	38.5
	Neutral	1	7.7	7.7	46.2
	Somewhat Agree	4	30.8	30.8	76.9
	Strongly Agree	3	23.1	23.1	100.0
	Total	13	100.0	100.0	

q1.e Students receive excellent course advising

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	23.1	25.0	25.0
	Neutral	4	30.8	33.3	58.3
	Somewhat Agree	1	7.7	8.3	66.7
	Strongly Agree	4	30.8	33.3	100.0
	Total	12	92.3	100.0	
Missing	System	1	7.7		
Total		13	100.0		

q1.f Students should be required to complete an internship

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	15.4	15.4	15.4
	Somewhat Disagree	2	15.4	15.4	30.8
	Neutral	3	23.1	23.1	53.8
	Somewhat Agree	2	15.4	15.4	69.2
	Strongly Agree	4	30.8	30.8	100.0
	Total	13	100.0	100.0	

q1.g Sufficient number of tenured track faculty teaching within the program

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Disagree	4	30.8	30.8	30.8
	Neutral	5	38.5	38.5	69.2
	Somewhat Agree	2	15.4	15.4	84.6
	Strongly Agree	2	15.4	15.4	100.0
	Total	13	100.0	100.0	

q1.h Program receives adequate funding and resources

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Disagree	3	23.1	25.0	25.0
	Neutral	7	53.8	58.3	83.3
	Somewhat Agree	1	7.7	8.3	91.7
	Strongly Agree	1	7.7	8.3	100.0
	Total	12	92.3	100.0	
Missing	System	1	7.7		
Total		13	100.0		

q1.i Students are prepared to enter the workforce

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	7.7	7.7	7.7
	Somewhat Disagree	3	23.1	23.1	30.8
	Neutral	2	15.4	15.4	46.2
	Somewhat Agree	5	38.5	38.5	84.6
	Strongly Agree	2	15.4	15.4	100.0
	Total	13	100.0	100.0	

q2 Strengths of program

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		3	23.1	23.1	23.1
	1. Business relevent instructors from current workforce.	1	7.7	7.7	30.8
	Course offerings/flexibility	1	7.7	7.7	38.5
	Exceptional Faculty with real world experience	1	7.7	7.7	46.2
	It is a good broad brush degree that gives students the basic business skills needed to go into their chosen industry and be successful.	1	7.7	7.7	53.8
	It is reality based. The students learn skills that business men and women actually use.	1	7.7	7.7	61.5
	Its concentration areas	1	7.7	7.7	69.2
	Some excellent faculty with real-world business experience.	1	7.7	7.7	76.9
	The practical, applied nature of most courses.	1	7.7	7.7	84.6
	Too unfamiliar with the program to respond.	1	7.7	7.7	92.3
	With low enrollment of only a few dozen students they are probably a cohesive group.	1	7.7	7.7	100.0
	Total	13	100.0	100.0	

q3 Suggestions to improve program

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		4	30.8	30.8	30.8
	An internship would be nice; however, making it mandatory would be difficult because then the University would have to find these slots. Having internships during	1	7.7	7.7	38.5

		Frequency	Percent	Valid Percent	Cumulative Percent
	the fall or spring semesters would be easier but then more classes would have to be offered during the summer.				
	Continue to encourage internships; continue to develop collaborations with othere FSU colleges to include specific skills that could be included in certificates as part of the BUAD	1	7.7	7.7	46.2
	Continue to evaluate the market and companies for their student expectations.	1	7.7	7.7	53.8
	Focus more on partnering with businesses and projects, and less on 'the book.' Also, many faculty are not 'up to date' on current practices.	1	7.7	7.7	61.5
	IB concentration should have a highly recommended study abroad component.	1	7.7	7.7	69.2
	Make sure that the minor they receive is in a "hard" business skill	1	7.7	7.7	76.9
	n/a	1	7.7	7.7	84.6
	Strongly encourage internships.	1	7.7	7.7	92.3
	Too unfamiliar with the program to respond.	1	7.7	7.7	100.0
	Total	13	100.0	100.0	

q4 Require or anticipate any additional equipment or facility needs

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		6	46.2	46.2	46.2
	ipad 3	1	7.7	7.7	53.8
	More interdisciplinary research and project activities. Rooms, furniture and technology to support modern business education practices.	1	7.7	7.7	61.5
	n/a	1	7.7	7.7	69.2
	Replacement of old computer equipment in some of the classrooms that require frequent repair.	1	7.7	7.7	76.9
	Some classrooms need to be updated. Blackboards and chalk are an embarrassment, and indicative of our failure to address true learning.	1	7.7	7.7	84.6
	Technology tools, such as iPads, iPhones, computers, Face Book, etc.	1	7.7	7.7	92.3

	Yes - classroom computers, overhead projection units need updating.	1	7.7	7.7	100.0
	Total	13	100.0	100.0	

q5 Department currently employed in

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		3	23.1	23.1	23.1
	AFIS	1	7.7	7.7	30.8
	AFIS.	1	7.7	7.7	38.5
	Management	4	30.8	30.8	69.2
	Marketing	2	15.4	15.4	84.6
	MARKETING	1	7.7	7.7	92.3
	MGMT	1	7.7	7.7	100.0
	Total	13	100.0	100.0	

q6 Length of employment at FSU

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0-5 years	4	30.8	33.3	33.3
	6-10 years	4	30.8	33.3	66.7
	16-20 years	2	15.4	16.7	83.3
	21-25 years	2	15.4	16.7	100.0
	Total	12	92.3	100.0	
Missing	System	1	7.7		
Total		13	100.0		

q7 Additional comments

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		8	61.5	61.5	61.5
	Advising should be centralized in the Dean's office or with one person in each department. Faculty do NOT possess the depth and breadth of knowledge of various curriculum and course content to adequately advise students.	1	7.7	7.7	69.2
	I do not like the APR process. I would think that using an annual advisory committee would benefit the program the most.	1	7.7	7.7	76.9
	The survey answers should include "I don't know" rather than have us guess on the question or two where we have no idea.	1	7.7	7.7	84.6

	This is the most vibrant department I have ever been part of, over many years, and in comparison to several other colleges and universities	1	7.7	7.7	92.3
	You really need a category of "I don't know" as a choice for the survey.	1	7.7	7.7	100.0
	Total	13	100.0	100.0	

Appendix L – TrakDat Reports: Unit Assessment Report on Business Administration Program & Course Outcomes – pg 252

Appendix M – TrakDat Reports: Outcome Assessment Results

Appendix N – TracDat Reports: Curriculum Map

*Unit Assessment Report - Four Column

Ferris State University

Program - Business Administration (B.S.)

Mission Statement: The mission of the Business Administration program is to prepare graduates with the technical and human skills that are essential in today's business environment. The program is structured to provide a broad base of business disciplines to produce graduates with optimum flexibility in career choices.

Purposes

1. To provide students with marketable skills in broad business areas to permit optimum flexibility in career choices.
2. To assist students in becoming and remaining competitive in an ever-expanding, changing and complex global economy.
3. To provide students with the basis for making a variety of decisions using the most appropriate information technology and current techniques, including a consideration of the societal and ethical impact of those decisions.
4. To provide students with a foundation of relevant theory, and exposure to contemporary and emerging management practices, and opportunities for application of the concepts.
5. To maintain a timely curriculum that reflects the needs of society, business, and the students.
6. To provide students with opportunities for personal growth and development.

Goals

1. To develop students? competency with respect to contemporary and future management practices by focusing on relevant theory and practice and providing a variety of opportunities for application of the concepts.
2. To provide students with a broad range of courses to develop maximum career flexibility.
3. To develop knowledge and skills for adapting to the dynamic society by continuing to integrate a global perspective.
4. To integrate the application of appropriate information technology into the curriculum.
5. To ensure faculty development in needed areas, especially in the area of appropriate information technology and alternative teaching techniques.
6. To encourage student participation in activities that contributes to their personal growth and development.
7. To increase enrollment and retention in the program.
8. To improve the assessment of student academic outcomes.

Advisory Board/Committee Meetings: Less than once every two years

Next FSU Academic Program Review: 2012-2013

Accreditation Body: COB-Accreditation Council for Business Schools and Programs ACBSP

Academic Year of Next Accreditation Review: 2018-2019

College: COB

Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		Results	**Action & Follow-Up**
Program - Business Administration (B.S.) - Bus Ad 1 Interrelatedness - Graduates can demonstrate and show the interrelatedness of the elements of planning, organizing, leading, and controlling management functions **Start Date:** 01/01/2011 **Outcome Status:** Active	**Assessment Method:** Over one or two semester improvement cycles, the appropriate program faculty will: (1) target one or two course outcomes that align to the program; (2) select (e.g. randomly) ten senior students in that course; (3) select appropriate course work demonstrating student competence for the targeted program outcome; (4) evaluate each selected student?s work as hi, med, low with respect to their performance on selected work related to the targeted program outcome; and, (5) formulate and implement an improvement action plan resulting from each targeted outcome containing results from at least four of ten students scoring low. **Assessment Method Category:** Observations (e.g. Clinical or Field) **Criterion for Success:** At least 60% of the chosen 10 students will rate at med to hi levels of performance		
Program - Business Administration (B.S.) - Bus Ad 2 Internal Factors - Graduates can identify and appropriately evaluate the influence of internal factors such as organizational goals, structure, power, culture, human resources, technology, and resources in terms of managing an organization **Start Date:** 01/01/2011 **Outcome Status:** Active	**Assessment Method:** Over one or two semester improvement cycles, the appropriate program faculty will: (1) target one or two course outcomes that align to the program; (2) select (e.g. randomly) ten senior students in that course; (3) select appropriate course work demonstrating student competence for the targeted program outcome; (4) evaluate each selected student's work as hi, med, low with respect to their performance on selected work related to the targeted program outcome; and, (5) formulate and implement an improvement action plan resulting from each targeted outcome containing results from at least four of ten students scoring low. **Assessment Method Category:**	02/06/2012 - SUMMER 2011: Students selected as stated in the outcome from MGMT 488 resulted in 55% success at the high and 40% at medium and 5% LOW on the following measure: Technology and how it relates to produce innovation/development, productivity control, and scheduling, communication flow.Low Results were evaluated as : Incomplete work/missed assignments. **Classification:** Criterion Met **Action:** 1 - No Action Required 02/03/2012 - SPRING 2011: Students selected as stated in the outcome from MGMT 488 resulted in 50% success at the high and 50% at medium on the following measure: Technology and how it	

Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
	Observations (e.g. Clinical or Field) **Criterion for Success:** At least 60% of the chosen 10 students will rate at med to hi levels of performance	relates to produce innovation/development, productivity control, and scheduling, communication flow. **Classification:** Criterion Met **Action:** 1 - No Action Required	
		12/31/2010 - Students selected as stated in the outcome from MGMT 488 resulted in 40% success rate at high and 60% at medium on the following measure: Technology and how it relates to: product innovation/development, productivity, control and scheduling, communications flow. **Classification:** Inconclusive **Action:** 1 - No Action Required	
Program - Business Administration (B.S.) - Bus Ad 3 External Factors - Graduates can identify and appropriately evaluate the influence of external factors and stakeholders affecting the organization's performance and business decisions from a managerial position **Start Date:** 01/01/2011 **Outcome Status:** Active	**Assessment Method:** Over one or two semester improvement cycles, the appropriate program faculty will: (1) target one or two course outcomes that align to the program; (2) select (e.g. randomly) ten senior students in that course; (3) select appropriate course work demonstrating student competence for the targeted program outcome; (4) evaluate each selected student?s work as hi, med, low with respect to their performance on selected work related to the targeted program outcome; and, (5) formulate and implement an improvement action plan resulting from each targeted outcome containing results from at least four of ten students scoring low. **Assessment Method Category:** Observations (e.g. Clinical or Field) **Criterion for Success:**	02/06/2012 - SUMMER 2011: Students selected as stated in the outcome from MGMT 488 resulted in 55% success rate at high and 35% at medium and 10% Low on the following measure: Process management. Identify issues relevant to either manufacturing or service firms that impact their performance and associated costs. Low Results were evaluated as : Incomplete work/missed assignments. **Classification:** Criterion Met **Action:** 1 - No Action Required	
		02/06/2012 - SPRING 2011: Students selected as stated in the outcome from MGMT 488 resulted in 50% success rate at high and 50% at medium on the following measure: Process management. Identify issues relevant to either manufacturing or service firms that impact their performance and associated costs.	

Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
	At least 60% of the chosen 10 students will rate at med to hi levels of performance	**Classification:** Criterion Met **Action:** 1 - No Action Required	
		12/31/2010 - Students selected as stated in the outcome from MGMT 488 resulted in 50% success rate at high and 50% at medium on the following measure: Process management. Identify issues relevant to either manufacturing or service firms that impact their performance and associated costs. **Classification:** Inconclusive **Action:** 1 - No Action Required	
Program - Business Administration (B.S.) - Bus Ad 4 Global - Graduates have the ability to scan and recognize emergent and pending global threats and opportunities affecting the performance of the organization. **Start Date:** 01/01/2011 **Outcome Status:** Active	**Assessment Method:** Over one or two semester improvement cycles, the appropriate program faculty will: (1) target one or two course outcomes that align to the program; (2) select (e.g. randomly) ten senior students in that course; (3) select appropriate course work demonstrating student competence for the targeted program outcome; (4) evaluate each selected student?s work as hi, med, low with respect to their performance on selected work related to the targeted program outcome; and, (5) formulate and implement an improvement action plan resulting from each targeted outcome containing results from at least four of ten students scoring low. **Assessment Method Category:** Observations (e.g. Clinical or Field) **Criterion for Success:** At least 60% of the chosen 10 students will rate at med to hi levels of performance	02/06/2012 - SUMMER 2011: Students selected as stated in the outcome from MGMT 488 resulted in 60% success rate at high and 35% at medium and 5% Low on the following measure: International and Global awareness. Understand global business environment. Low Results were evaluated as : Incomplete work/missed assignments. **Classification:** Criterion Met **Action:** 1 - No Action Required	
		02/06/2012 - SPRING 2011: Students selected as stated in the outcome from MGMT 488 resulted in 70% success rate at high and 30% at medium on the following measure: International and Global awareness. Understand global business environment. **Classification:** Criterion Met **Action:** 1 - No Action Required	
		12/31/2010 - Students selected as stated in the	

Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		outcome from MGMT 488 resulted in 50% success rate at high and 50% at medium on the following measure: International and Global awareness. Understand global business environment. **Classification:** Inconclusive **Action:** 1 - No Action Required	
Program - Business Administration (B.S.) - Bus Ad 5 HR Ethical - Graduates can create a plan to attract, develop, and maintain human resources to support organizational strategy consistent with legal and ethical standards. **Start Date:** 01/01/2011 **Outcome Status:** Active	**Assessment Method:** Over one or two semester improvement cycles, the appropriate program faculty will: (1) target one or two course outcomes that align to the program; (2) select (e.g. randomly) ten senior students in that course; (3) select appropriate course work demonstrating student competence for the targeted program outcome; (4) evaluate each selected student's work as hi, med, low with respect to their performance on selected work related to the targeted program outcome; and, (5) formulate and implement an improvement action plan resulting from each targeted outcome containing results from at least four of ten students scoring low. **Assessment Method Category:** Observations (e.g. Clinical or Field) **Criterion for Success:** At least 60% of the chosen 10 students will rate at med to hi levels of performance	02/06/2012 - SUMMER 2011: Students selected as stated in the outcome from MGMT 488 resulted in 65% success rate at high and 30% at medium and 5% Low on the following measure: HR/Organizational issue. Be able to identify issue and conflicts within and organization and between organizations. Low Results were evaluated as : Incomplete work/missed assignments. **Classification:** Criterion Met **Action:** 1 - No Action Required	
		02/06/2012 - SPRING 2011: Students selected as stated in the outcome from MGMT 488 resulted in 50% success rate at high and 50% at medium on the following measure: HR/Organizational issue. Be able to identify issue and conflicts within and organization and between organizations. **Classification:** Criterion Met **Action:** 1 - No Action Required	
		12/31/2010 - Students selected as stated in the outcome from MGMT 488 resulted in 50% success rate at high and 50% at medium on the following measure: HR/Organizational issue. Be able to identify issue and conflicts within and organization and between organizations. **Classification:** Inconclusive	

Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		Action: 1 - No Action Required	
Program - Business Administration (B.S.) - Bus Ad 6 Teamwork - Graduates can participate in team projects that demonstrate competence in achieving common goals. **Start Date:** 01/01/2011 **Outcome Status:** Active	**Assessment Method:** Over one or two semester improvement cycles, the appropriate program faculty will: (1) target one or two course outcomes that align to the program; (2) select (e.g. randomly) ten senior students in that course; (3) select appropriate course work demonstrating student competence for the targeted program outcome; (4) evaluate each selected student?s work as hi, med, low with respect to their performance on selected work related to the targeted program outcome; and, (5) formulate and implement an improvement action plan resulting from each targeted outcome containing results from at least four of ten students scoring low. **Assessment Method Category:** Observations (e.g. Clinical or Field) **Criterion for Success:** At least 60% of the chosen 10 students will rate at med to hi levels of performance		
Program - Business Administration (B.S.) - Bus Ad 7 Communications - Graduates can construct and deliver effective presentation skills to inform or persuade business goals, decisions, initiatives and/or results both orally and verbally. **Start Date:** 01/01/2011 **Outcome Status:** Active	**Assessment Method:** Over one or two semester improvement cycles, the appropriate program faculty will: (1) target one or two course outcomes that align to the program; (2) select (e.g. randomly) ten senior students in that course; (3) select appropriate course work demonstrating student competence for the targeted program outcome; (4) evaluate each selected student's work as hi, med, low with respect to their performance on selected work related to the targeted program outcome; and, (5) formulate and implement an improvement action plan	12/31/2010 - Students selected as stated in the outcome from MGMT 488 resulted in 40% success rate at high and 60% at medium on the following measure: Technology and how it relates to: product innovation/development, productivity, control and scheduling, communications flow. **Classification:** Inconclusive **Action:** 1 - No Action Required	

Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
	resulting from each targeted outcome containing results from at least four of ten students scoring low. **Assessment Method Category:** Observations (e.g. Clinical or Field) **Criterion for Success:** At least 60% of the chosen 10 students will rate at med to hi levels of performance		
Program - Business Administration (B.S.) - Bus Ad 8 Strategic Planning - Graduates have the ability to perform business planning and execute both strategic and tactical applications of technical and/or industry-specific knowledge and skill sets **Start Date:** 01/01/2011 **Outcome Status:** Active	**Assessment Method:** Over one or two semester improvement cycles, the appropriate program faculty will: (1) target one or two course outcomes that align to the program; (2) select (e.g. randomly) ten senior students in that course; (3) select appropriate course work demonstrating student competence for the targeted program outcome; (4) evaluate each selected student's work as hi, med, low with respect to their performance on selected work related to the targeted program outcome; and, (5) formulate and implement an improvement action plan resulting from each targeted outcome containing results from at least four of ten students scoring low. **Assessment Method Category:** Observations (e.g. Clinical or Field) **Criterion for Success:** At least 60% of the chosen 10 students will rate at med to hi levels of performance	02/06/2012 - SUMMER 2011: Students selected as stated in the outcome from MGMT 488 resulted in 60% success rate at high and 35% at medium and 15% Low on the following measure: To develop the ability to think strategically: identify a company strategy in the context of its competitive environment. Low Results were evaluated as : Incomplete work/missed assignments. **Classification:** Criterion Met **Action:** 1 - No Action Required	
		02/06/2012 - SPRING 2011: Students selected as stated in the outcome from MGMT 488 resulted in 40% success rate at high and 60% at medium on the following measure: To develop the ability to think strategically: identify a company strategy in the context of its competitive environment. **Classification:** Criterion Met **Action:** 1 - No Action Required	
		12/31/2010 - Students selected as stated in the outcome from MGMT 488 resulted in 50% success rate at high and 50% at medium on the following measure: To develop the ability to think strategically: identify a company strategy in the context of its competitive environment. **Classification:**	

Assessment Plan

Ferris State University

Program - Business Administration (B.S.)

Program - Business Administration (B.S.)

Mission Statement: The mission of the Business Administration program is to prepare graduates with the technical and human skills that are essential in today's business environment. The program is structured to provide a broad base of business disciplines to produce graduates with optimum flexibility in career choices.

Purposes

1.   To provide students with marketable skills in broad business areas to permit optimum flexibility in career choices.
2.   To assist students in becoming and remaining competitive in an ever-expanding, changing and complex global economy.
3.   To provide students with the basis for making a variety of decisions using the most appropriate information technology and current techniques, including a consideration of the societal and ethical impact of those decisions.
4.   To provide students with a foundation of relevant theory, and exposure to contemporary and emerging management practices, and opportunities for application of the concepts.
5.   To maintain a timely curriculum that reflects the needs of society, business, and the students.
6.   To provide students with opportunities for personal growth and development.

Goals

1.   To develop students? competency with respect to contemporary and future management practices by focusing on relevant theory and practice and providing a variety of opportunities for application of the concepts.
2.   To provide students with a broad range of courses to develop maximum career flexibility.
3.   To develop knowledge and skills for adapting to the dynamic society by continuing to integrate a global perspective.
4.   To integrate the application of appropriate information technology into the curriculum.
5.   To ensure faculty development in needed areas, especially in the area of appropriate information technology and alternative teaching techniques.
6.   To encourage student participation in activities that contributes to their personal growth and development.
7.   To increase enrollment and retention in the program.
8.   To improve the assessment of student academic outcomes.

Advisory Board/Committee Meetings: Less than once every two years

Next FSU Academic Program Review: 2012-2013

Accreditation Body: COB-Accreditation Council for Business Schools and Programs ACBSP

Academic Year of Next Accreditation Review: 2018-2019

College: COB

Outcome: Bus Ad 1 Interrelatedness

Graduates can demonstrate and show the interrelatedness of the elements of planning, organizing, leading, and controlling management functions

Start Date: 01/01/2011
Outcome Status: Active

Means of Assessment			
Assessment Method	Criterion for Success	Assessment Schedule	Active

Means of Assessment

Over one or two semester improvement cycles, the appropriate program faculty will: (1) target one or two course outcomes that align to the program; (2) select (e.g. randomly) ten senior students in that course; (3) select appropriate course work demonstrating student competence for the targeted program outcome; (4) evaluate each selected student's work as hi, med, low with respect to their performance on selected work related to the targeted program outcome; and, (5) formulate and

At least 60% of the chosen 10 students will rate at med to hi levels of performance

Each semester it will be reviewed $_{Yes}$ until enough data is collected for solid results.

Assessment Method	Criterion for Success	Assessment Schedule	Active
implement an improvement action plan resulting from each targeted outcome containing results from at least four of ten students scoring low. **Assessment Method Category:** Observations (e.g. Clinical or Field)			

Related Courses

- BUSN 499 - Integrating Experience

- MGMT 301 - Applied Management

- MGMT 302 - Organizational Behavior

- MGMT 370 - Quality-Operations Mgmt

- MGMT 488 - Adv Management Cases-Problems

- MGMT 491 - MGMT Internship

Outcome: Bus Ad 2 Internal Factors

Graduates can identify and appropriately evaluate the influence of internal factors such as organizational goals, structure, power, culture, human resources, technology, and resources in terms of managing an organization

Start Date: 01/01/2011
Outcome Status: Active

Means of Assessment			
Assessment Method	**Criterion for Success**	**Assessment Schedule**	**Active**
Over one or two semester improvement cycles, the appropriate program faculty will: (1) target one or two course outcomes that align to the program; (2) select (e.g. randomly) ten senior students in that course; (3) select appropriate course work demonstrating student competence for the targeted program outcome; (4) evaluate each selected student's work as hi, med, low with respect to their performance on selected work related to the targeted program outcome; and, (5) formulate and implement an improvement action plan resulting from each targeted outcome containing results from at least four of ten students scoring low. **Assessment Method Category:** Observations (e.g. Clinical or Field)	At least 60% of the chosen 10 students will rate at med to hi levels of performance	Each semester it will be reviewed until enough data is collected for solid results.	Yes

Related Courses

- BUSN 499 - Integrating Experience
- MGMT 301 - Applied Management
- MGMT 302 - Organizational Behavior
- MGMT 370 - Quality-Operations Mgmt
- MGMT 373 - Human Resource Management
- MGMT 447 - Business Ethics-Social Resp
- MGMT 488 - Adv Management Cases-Problems
- MGMT 491 - MGMT Internship

Outcome: Bus Ad 3 External Factors

Graduates can identify and appropriately evaluate the influence of external factors and stakeholders affecting the organization's performance and business decisions from a managerial position

Start Date: 01/01/2011
Outcome Status: Active

Means of Assessment			
Assessment Method	**Criterion for Success**	**Assessment Schedule**	**Active**
Over one or two semester improvement cycles, the appropriate program faculty will: (1) target one or two course outcomes that align to the program; (2) select (e.g. randomly) ten senior students in that course; (3) select appropriate course work demonstrating student competence for the targeted program outcome; (4) evaluate each selected student's work as hi, med, low with respect to their performance on selected work related to the targeted program outcome; and, (5) formulate and implement an improvement action plan resulting from each targeted outcome containing results from at least four of ten students scoring low. **Assessment Method Category:** Observations (e.g. Clinical or Field)	At least 60% of the chosen 10 students will rate at med to hi levels of performance	Each semester it will be reviewed until enough data is collected for solid results.	Yes

Related Courses

- BUSN 499 - Integrating Experience
- MGMT 301 - Applied Management
- MGMT 370 - Quality-Operations Mgmt
- MGMT 373 - Human Resource Management
- MGMT 447 - Business Ethics-Social Resp
- MGMT 488 - Adv Management Cases-Problems
- MKTG 321 - Principles of Marketing

Outcome: Bus Ad 4 Global

Graduates have the ability to scan and recognize emergent and pending global threats and opportunities affecting the performance of the organization.

Start Date: 01/01/2011
Outcome Status: Active

Means of Assessment			
Assessment Method	**Criterion for Success**	**Assessment Schedule**	**Active**
Over one or two semester improvement cycles, the appropriate program faculty will: (1) target one or two course outcomes that align to the program; (2) select (e.g. randomly) ten senior students in that course; (3) select appropriate course work demonstrating student competence for the targeted program outcome; (4) evaluate each selected student's work as hi, med,	low with respect to their performance on selected work related to the targeted program outcome; and, (5) formulate and	implement an improvement action plan resulting from each targeted outcome containing results from at least four of ten students scoring low. **Assessment Method Category:** Observations (e.g. Clinical or Field)	

At least 60% of the chosen 10 students will rate at med to hi levels on performance

Means of Assessment

Each assessment will be reviewed until enough data is collected for solid results.

Yes

Related Courses

- BLAW 321 - Contracts and Sales
- BUSN 499 - Integrating Experience
- ECON 222 - Principles of Microeconomics
- MGMT 301 - Applied Management
- MGMT 302 - Organizational Behavior
- MGMT 370 - Quality-Operations Mgmt
- MGMT 373 - Human Resource Management

- MGMT 447 - Business Ethics-Social Resp

- MGMT 488 - Adv Management Cases-Problems

- MKTG 321 - Principles of Marketing

Outcome: Bus Ad 5 HR Ethical

Graduates can create a plan to attract, develop, and maintain human resources to support organizational strategy consistent with legal and ethical standards.

Start Date: 01/01/2011
Outcome Status: Active

Means of Assessment			
Assessment Method	**Criterion for Success**	**Assessment Schedule**	**Active**
Over one or two semester improvement cycles, the appropriate program faculty will: (1) target one or two course outcomes that align to the program; (2) select (e.g. randomly) ten senior students in that course; (3) select appropriate course work demonstrating student competence for the targeted program outcome; (4) evaluate each selected student?s work as hi, med, low with respect to their performance on selected work related to the targeted program outcome; and, (5) formulate and implement an improvement action plan resulting from each targeted outcome containing results from at least four of ten students scoring low. **Assessment Method Category:** Observations (e.g. Clinical or Field)	At least 60% of the chosen 10 students will rate at med to hi levels of performance	Each semester it will be reviewed until enough data is collected for solid results.	Yes

Related Courses

- MGMT 301 - Applied Management

- MGMT 373 - Human Resource Management

- MGMT 447 - Business Ethics-Social Resp

- MGMT 488 - Adv Management Cases-Problems

Outcome: Bus Ad 6 Teamwork

Graduates can participate in team projects that demonstrate competence in achieving common goals.

Start Date: 01/01/2011
Outcome Status: Active

Means of Assessment			
Assessment Method	**Criterion for Success**	**Assessment Schedule**	**Active**
Over one or two semester improvement cycles, the appropriate program faculty will: (1) target one or two course outcomes that align to the program; (2) select (e.g. randomly) ten senior students in that course; (3) select appropriate course work demonstrating student competence for the targeted program outcome; (4) evaluate each selected student's work as hi, med, low with respect to their performance on selected work related to the targeted program outcome; and, (5) formulate and implement an improvement action plan resulting from each targeted outcome containing results from at least four of ten students scoring low. **Assessment Method Category:** Observations (e.g. Clinical or Field)	At least 60% of the chosen 10 students will rate at med to hi levels of performance	Each semester it will be reviewed until enough data is collected for solid results.	Yes

Related Courses

- BUSN 499 - Integrating Experience

- MGMT 301 - Applied Management

- MGMT 302 - Organizational Behavior

- MGMT 370 - Quality-Operations Mgmt

- MGMT 373 - Human Resource Management

- MGMT 488 - Adv Management Cases-Problems

- MGMT 491 - MGMT Internship

Outcome: Bus Ad 7 Communications

Graduates can construct and deliver effective presentation skills to inform or persuade business goals, decisions, initiatives and/or results both orally and verbally.

Start Date: 01/01/2011
Outcome Status: Active

Means of Assessment

Assessment Method	Criterion for Success	Assessment Schedule	Active
Over one or two semester improvement cycles, the appropriate program faculty will: (1) target one or two course outcomes that align to the program; (2) select (e.g. randomly) ten senior students in that course; (3) select appropriate course work demonstrating student competence for the targeted program outcome; (4) evaluate each selected student's work as hi, med, low with respect to their performance on selected work related to the targeted program outcome; and, (5) formulate and implement an improvement action plan resulting from each targeted outcome containing results from at least four of ten students scoring low. **Assessment Method Category:** Observations (e.g. Clinical or Field)	At least 60% of the chosen 10 students will rate at med to hi levels of performance	Each semester it will be reviewed until enough data is collected for solid results.	Yes

Related Courses

- COMM 121 - Fundamentals-Public Speaking

- MGMT 301 - Applied Management

- MGMT 302 - Organizational Behavior

- MGMT 370 - Quality-Operations Mgmt

- MGMT 373 - Human Resource Management

- MGMT 488 - Adv Management Cases-Problems

- MGMT 491 - MGMT Internship

Outcome: Bus Ad 8 Strategic Planning

Graduates have the ability to perform business planning and execute both strategic and tactical applications of technical and/or industry-specific knowledge and skill sets

Start Date: 01/01/2011
Outcome Status: Active

Means of Assessment

Assessment Method	Criterion for Success	Assessment Schedule	Active
Over one or two semester improvement cycles, the appropriate program faculty will: (1) target one or two course outcomes that align to the program; (2) select (e.g. randomly) ten senior students in that course; (3) select appropriate course work demonstrating student competence for the targeted program outcome; (4) evaluate each selected student's work as hi, med, low with respect to their performance on selected work related to the targeted program outcome; and, (5) formulate and implement an improvement action plan resulting from each targeted outcome containing results from at least four of ten students scoring low. **Assessment Method Category:**	At least 60% of the chosen 10 students will rate at med to hi levels of performance	Each semester it will be reviewed until enough data is collected for solid results.	Yes

Means of Assessment		
Assessment Method	**Criterion for Success**	**Assessment Schedule**
Observations (e.g. Clinical or Field)		

Related Courses

- BUSN 499 - Integrating Experience

- MGMT 370 - Quality-Operations Mgmt

- MGMT 373 - Human Resource Management

Program - Business Administration (B.S.) - Curriculum Map

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

Outcomes	ACCT 201	ACCT 202	BLAW 321	BUSN 499	COMM 121	ECON 221	ECON 222	ENGL 150	ENGL 250	ENGL 325	FINC 322	ISYS 105	ISYS 321	MATH 115	MGMT 301	MGMT 302	MGMT 370	MGMT 373	MGMT 447	MGMT 488	MGMT 491	MKTG 321	STQM 260
Bus Ad 1 Interrelatedness				A, M											I	R	R			A, R	A, R		
Bus Ad 2 Internal Factors				A, M											I	R	R	R	I, R	R	A, R		
Bus Ad 3 External Factors				A, M											I		R	R	A, R	A, M, R		I, R	
Bus Ad 4 Global			R	R			I								R	R	R	A, R	I	A, R		R	
Bus Ad 5 HR Ethical															A			A, R	R	R			
Bus Ad 6 Teamwork				A, M, R											I	A, I, R	R	R		A, R	A, R		
Bus Ad 7 Communications					I										R	R	A, R						

Appendix O

TracDat Reports containing course assessment of the major courses in the Business Administration Program.

Unit Course Assessment Report - Four Column

Ferris State University

Z - MGMT Courses

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
Z - MGMT Courses - MGMT 350 - Tools for Decision Making - Outcome 1 - Competency in assessing financial statements (Created By Z - MGMT Courses) **Start Date:** 12/07/2009 **Course Outcome Status:** Active	**Assessment Method:** Written Quizzes (4) Midterm exam and Final exam **Assessment Method Category:** Test - Internally Developed - Pre/Post or Post **Criterion for Success:** Class Average Score >= 70% for Quiz #1 Class Average Score >= 75% for Quiz #2 Class Average Score >= 80% for Quiz #3 Class Average Score >= 80% for Quiz #4 Class Average Score >= 85% for Final Exam Class Average Score >= 80% for Midterm Exam	05/03/2012 - Lecture Course... Q1=92%, Q2=92%, Midterm = 84%, Q3=96%, Q4=87%, **Classification:** Criterion Met **Action:** 1 - No Action Required	
		04/19/2012 - Online Course... Q1=86%, Q2=89%, Midterm = 76%, Q3=83%, Q4=80%, Final = 83% **Classification:** Inconclusive **Action:** 2 - Pending Action	
		11/29/2011 - F11 Online AveQ1= 76 AveQ2= 86 AveQ3= 81 AveQ4= 77 F11 Lecture AveQ1= 85 AveQ2= 88 AveQ3= 92 AveQ4= 88 **Classification:** Criterion Met **Action:** 1 - No Action Required	
		06/14/2010 - Quiz #1 Ave = 68.8 Quiz #2 Ave = 79.9 Quiz #3 Ave = 79.6 Quiz #4 Ave = 78.1 (within confidence band) **Classification:** Criterion Met **Action:** 1 - No Action Required	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		06/14/2010 - Quiz #1 Ave = 68.8 Quiz #1 Ave = 79.9 Quiz #1 Ave = 79.6 Quiz #1 Ave = 78.1 (within confidence band) **Classification:** Criterion Met **Action:** 1 - No Action Required	
		01/10/2012 - F11 Classroom Ave = 93.4% **Classification:** Criterion Met **Action:** 1 - No Action Required	
		11/29/2011 - F11 Online Ave = 94% **Classification:** Criterion Met **Action:** 1 - No Action Required	
		11/29/2011 - F11 Online Ave = 67% F11 Lecture Ave = 90% **Classification:** Criterion Not Met **Action:** 3 - Action Completed	
		01/12/2011 - F10 Classroom Course = 83.4 **Classification:** Inconclusive **Action:** 1 - No Action Required	
		01/12/2011 - F10 Classroom Course = 85.8 **Classification:** Criterion Met **Action:** 1 - No Action Required	
		01/12/2011 - F10 Online Course... Final = 84.9% **Classification:** Criterion Met **Action:**	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		1 - No Action Required	
		01/12/2011 - F10 Online Course... Midterm = 76.5% **Classification:** Criterion Not Met **Action:** 2 - Pending Action	01/12/2011 - Improve Key Issue Discussion (Questions and e-dialog) as this seems to have contributed to improved results.
		11/23/2010 - F10 Online Course... Midterm = 76.5% **Classification:** Criterion Not Met **Action:** 2 - Pending Action	
		06/14/2010 - 79.0% **Classification:** Criterion Not Met **Action:** 2 - Pending Action	09/14/2011 - Continue to monitor data
		06/14/2010 - 69.3% **Classification:** Criterion Not Met **Action:** 2 - Pending Action	09/14/2011 - Continue to monitor data 09/14/2010 - Continue to monitor data
Z - MGMT Courses - MGMT 350 - Tools for Decision Making - Outcome 2 - Understanding of capital and expense budgeting processes (Created By Z - MGMT Courses) **Start Date:** 12/07/2009 **Course Outcome Status:** Active	**Assessment Method:** Written Quizzes (4) **Assessment Method Category:** Written Product (essay, research paper, journal, newsletter, etc.) **Criterion for Success:** Class Average Score >= 70% for Quiz #1 Class Average Score >= 75% for Quiz #2 Class Average Score >= 80% for Quiz #3 Class Average Score >= 80% for Quiz #4	05/03/2012 - Lecture Course... Q1=92%, Q2=92%, Midterm = 84%, Q3=96%, Q4=87%, **Classification:** Criterion Met **Action:** 1 - No Action Required 04/19/2012 - Online Course... Q1=86%, Q2=89%, Midterm = 76%, Q3=83%, Q4=80%, Final = 83% **Classification:** Criterion Not Met	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		Action: 2 - Pending Action	
		11/29/2011 - F11 Online AveQ1= 76 AveQ2= 86 AveQ3= 81 AveQ4= 77 F11 Lecture AveQ1= 85 AveQ2= 88 AveQ3= 92 AveQ4= 88 **Classification:** Criterion Met **Action:** 1 - No Action Required	
		11/23/2010 - F10 Online Course... Q1=73.8%, Q2=91.7%, Q3=91.4%, Q4=88.2% **Classification:** Criterion Met **Action:** 1 - No Action Required	
		11/23/2010 - F10 Online Course... Q1=73.8%, Q2=91.7%, Q3=91.4%, Q4=88.2% **Classification:** Criterion Met **Action:** 1 - No Action Required	
		06/14/2010 - Quiz #1 Ave = 68.8 Quiz #2 Ave = 79.9 Quiz #3 Ave = 79.6 Quiz #4 Ave = 78.1 (within confidence band) **Classification:** Criterion Met **Action:** 1 - No Action Required	
		06/14/2010 - Quiz #1 Ave = 68.8 Quiz #1 Ave = 79.9	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		Quiz #1 Ave = 79.6 Quiz #1 Ave = 78.1 (within confidence band) **Classification:** Criterion Met **Action:** 1 - No Action Required	
	Assessment Method: Written Midterm Exam **Assessment Method Category:** Written Product (essay, research paper, journal, newsletter, etc.) **Criterion for Success:** Class Average Score >= 80% for Midterm Exam	11/29/2011 - F11 Online Ave = 67% F11 Lecture Ave = 90% **Classification:** Criterion Not Met **Action:** 3 - Action Completed	
		01/12/2011 - F10 Classroom Course = 85.8 **Classification:** Criterion Met **Action:** 1 - No Action Required	
		01/12/2011 - F10 Online Course... Midterm = 76.5% **Classification:** Criterion Not Met **Action:** 2 - Pending Action	01/12/2011 - same as Action in Outcome #1
		06/14/2010 - 69.3% **Classification:** Criterion Not Met **Action:** 2 - Pending Action	
	Assessment Method: Written Final Exam **Assessment Method Category:** Written Product (essay, research paper, journal, newsletter, etc.) **Criterion for Success:** Class Average Score >= 85% for Final Exam	01/10/2012 - F11 Classroom Ave = 93.4% **Classification:** Criterion Met **Action:** 1 - No Action Required	
		11/29/2011 - F11 Online Ave = 94% **Classification:** Criterion Met **Action:** 1 - No Action Required	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		01/12/2011 - F10 Classroom Course = 83.4 **Classification:** Inconclusive **Action:** 1 - No Action Required	
		01/12/2011 - F10 Online Course... Final = 84.9% **Classification:** Criterion Met **Action:** 1 - No Action Required	
		06/14/2010 - 79.0% **Classification:** Criterion Not Met **Action:** 2 - Pending Action	09/14/2010 - Continue to monitor data
Z - MGMT Courses - MGMT 350 - Tools for Decision Making - Outcome 3 - Understanding of cost-based and demand-based pricing strategies (Created By Z – MGMT Courses) **Start Date:** 12/07/2009 **Course Outcome Status:** Active	**Assessment Method:** Written Quizzes (4) **Assessment Method Category:** Written Product (essay, research paper, journal, newsletter, etc.) **Criterion for Success:** Class Average Score >= 70% for Quiz #1 Class Average Score >= 75% for Quiz #2 Class Average Score >= 80% for Quiz #3 Class Average Score >= 80% for Quiz #4	05/03/2012 - Lecture Course... Q1=92%, Q2=92%, Midterm = 84%, Q3=96%, Q4=87%, **Classification:** Criterion Met **Action:** 1 - No Action Required	
		04/19/2012 - Online Course... Q1=86%, Q2=89%, Midterm = 76%, Q3=83%, Q4=80%, Final = 83% **Classification:** Criterion Not Met **Action:** 2 - Pending Action	
		11/29/2011 - F11 Online AveQ1= 76 AveQ2= 86 AveQ3= 81 AveQ4= 77 F11 Lecture AveQ1= 85 AveQ2= 88 AveQ3= 92 AveQ4= 88	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		Classification: Criterion Met **Action:** 1 - No Action Required	
		11/23/2010 - F10 Online Course... Q1=73.8%, Q2=91.7%, Q3=91.4%, Q4=88.2% Final average 84.9% **Classification:** Criterion Met **Action:** 1 - No Action Required	
		06/14/2010 - Quiz #1 Ave = 68.8 Quiz #2 Ave = 79.9 Quiz #3 Ave = 79.6 Quiz #4 Ave = 78.1 (within confidence band) **Classification:** Criterion Met **Action:** 1 - No Action Required	
	Assessment Method: Written Midtern Exam **Assessment Method Category:** Written Product (essay, research paper, journal, newsletter, etc.) **Criterion for Success:** Class Average Score >= 80% for Midterm Exam	11/29/2011 - F11 Online Ave = 67% F11 Lecture Ave = 90% **Classification:** Criterion Not Met **Action:** 3 - Action Completed	
		01/12/2011 - F10 Classroom Course = 85.8 **Classification:** Criterion Met **Action:** 1 - No Action Required	
		01/12/2011 - F10 Online Course... Midterm = 76.5% **Classification:** Criterion Not Met **Action:** 2 - Pending Action	01/12/2011 - same as Action in Outcome #1
		06/14/2010 - 69.3% **Classification:** Criterion Not Met	09/14/2010 - Continue to monitor data

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		Action: 2 - Pending Action	
	Assessment Method: Written Final Exam **Assessment Method Category:** Written Product (essay, research paper, journal, newsletter, etc.) **Criterion for Success:** Class Average Score >= 85% for Final Exam	01/10/2012 - F11 Classroom Ave = 93.4% **Classification:** Criterion Met **Action:** 1 - No Action Required	
		11/29/2011 - F11 Online Ave = 94% **Classification:** Criterion Met **Action:** 1 - No Action Required	
		01/12/2011 - F10 Classroom Course = 83.4 **Classification:** Inconclusive **Action:** 1 - No Action Required	
		01/12/2011 - F10 Online Course... Final = 84.9% **Classification:** Criterion Met **Action:** 1 - No Action Required	
		06/14/2010 - 79.0% **Classification:** Criterion Not Met **Action:** 2 - Pending Action	09/14/2010 - Continue to monitor data
Z - MGMT Courses - MGMT 350 - Tools for Decision Making - Outcome 4 - Understanding of Standardized Cost Development & Utilization (Created By Z - MGMT Courses) **Start Date:** 12/07/2009 **Course Outcome Status:** Active	**Assessment Method:** Written Quizzes (4) **Assessment Method Category:** Written Product (essay, research paper, journal, newsletter, etc.) **Criterion for Success:** Class Average Score >= 70% for Quiz #1 Class Average Score >= 75% for Quiz #2	05/03/2012 - Lecture Course... Q1=92%, Q2=92%, Midterm = 84%, Q3=96%, Q4=87%, **Classification:** Criterion Met **Action:** 1 - No Action Required	
		04/19/2012 - Online Course... Q1=86%, Q2=89%, Midterm = 76%, Q3=83%, Q4=80%, Final = 83% **Classification:**	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
	Class Average Score >= 80% for Quiz #3 Class Average Score >= 80% for Quiz #4	Criterion Not Met **Action:** 2 - Pending Action	
		11/29/2011 - F11 Online AveQ1= 76 AveQ2= 86 AveQ3= 81 AveQ4= 77 F11 Lecture AveQ1= 85 AveQ2= 88 AveQ3= 92 AveQ4= 88 **Classification:** Criterion Met **Action:** 1 - No Action Required	
		11/23/2010 - F10 Online Course... Q1=73.8%, Q2=91.7%, Q3=91.4%, Q4=88.2% **Classification:** Criterion Met **Action:** 1 - No Action Required	
		06/14/2010 - Quiz #1 Ave = 68.8 Quiz #2 Ave = 79.9 Quiz #3 Ave = 79.6 Quiz #4 Ave = 78.1 (within confidence band) **Classification:** Criterion Met **Action:** 1 - No Action Required	
	Assessment Method: Written Midterm Exam **Assessment Method Category:** Written Product (essay, research paper, journal, newsletter, etc.) **Criterion for Success:** Class Average Score >= 80% for Midterm Exam	11/29/2011 - F11 Online Ave = 67% F11 Lecture Ave = 90% **Classification:** Criterion Not Met **Action:** 3 - Action Completed	
		01/12/2011 - F10 Classroom Course = 85.8	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		Classification: Criterion Met **Action:** 1 - No Action Required	
		01/12/2011 - F10 Online Course... Midterm = 76.5% **Classification:** Criterion Not Met **Action:** 2 - Pending Action	01/12/2011 - same as Action in Outcome #1
		06/14/2010 - 69.3% **Classification:** Criterion Not Met **Action:** 2 - Pending Action	09/14/2010 - Continue to monitor data
		06/14/2010 - 69.3% **Classification:** Criterion Not Met **Action:** 2 - Pending Action	09/14/2010 - Continue to monitor data
	Assessment Method: Written Final Exam **Assessment Method Category:** Written Product (essay, research paper, journal, newsletter, etc.) **Criterion for Success:** Class Average Score >= 85% for Final Exam	01/10/2012 - F11 Classroom Ave = 93.4% **Classification:** Criterion Met **Action:** 1 - No Action Required	
		11/29/2011 - F11 Online Ave = 94% **Classification:** Criterion Met **Action:** 1 - No Action Required	
		01/12/2011 - F10 Classroom Course = 83.4 **Classification:** Inconclusive **Action:** 1 - No Action Required	
		01/12/2011 - F10 Online Course... Final = 84.9% **Classification:** Criterion Met **Action:**	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		1 - No Action Required	
		06/14/2010 - 79.0% **Classification:** Criterion Not Met **Action:** 2 - Pending Action	09/14/2010 - Continue to monitor data
		06/14/2010 - 79.0% **Classification:** Criterion Not Met **Action:** 2 - Pending Action	09/14/2010 - Continue to monitor data
Z - MGMT Courses - MGMT 350 - Tools for Decision Making - Outcome 5 - Basic understanding of corporate risk analysis (Created By Z - MGMT Courses) **Start Date:** 12/07/2009 **Course Outcome Status:** Active	**Assessment Method:** Written Quizzes (4) **Assessment Method Category:** Written Product (essay, research paper, journal, newsletter, etc.) **Criterion for Success:** Class Average Score >= 70% for Quiz #1 Class Average Score >= 75% for Quiz #2 Class Average Score >= 80% for Quiz #3 Class Average Score >= 80% for Quiz #4	05/03/2012 - Lecture Course... Q1=92%, Q2=92%, Midterm = 84%, Q3=96%, Q4=87%, **Classification:** Criterion Met **Action:** 1 - No Action Required	
		04/19/2012 - Online Course... Q1=86%, Q2=89%, Midterm = 76%, Q3=83%, Q4=80%, Final = 83% **Classification:** Criterion Not Met **Action:** 2 - Pending Action	
		11/29/2011 - F11 Online AveQ1= 76 AveQ2= 86 AveQ3= 81 AveQ4= 77 F11 Lecture AveQ1= 85 AveQ2= 88 AveQ3= 92 AveQ4= 88 **Classification:** Criterion Met **Action:**	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		1 - No Action Required	
		11/23/2010 - F10 Online Course... Q1=73.8%, Q2=91.7%, Q3=91.4%, Q4=88.2% **Classification:** Criterion Met **Action:** 1 - No Action Required	
		06/14/2010 - Quiz #1 Ave = 68.8 Quiz #2 Ave = 79.9 Quiz #3 Ave = 79.6 Quiz #4 Ave = 78.1 (within confidence band) **Classification:** Criterion Met **Action:** 2 - Pending Action	
		06/14/2010 - Quiz #1 Ave = 68.8 Quiz #2 Ave = 79.9 Quiz #3 Ave = 79.6 Quiz #4 Ave = 78.1 (within confidence band) **Classification:** Criterion Met **Action:** 1 - No Action Required	
	Assessment Method: Written Midterm Exam **Assessment Method Category:** Written Product (essay, research paper, journal, newsletter, etc.) **Criterion for Success:** Class Average Score >= 80% for Midterm Exam	11/29/2011 - F11 Online Ave = 67% F11 Lecture Ave = 90% **Classification:** Criterion Not Met **Action:** 3 - Action Completed	
		01/12/2011 - F10 Classroom Course = 85.8 **Classification:** Criterion Met **Action:** 1 - No Action Required	
		01/12/2011 - F10 Online Course... Midterm = 76.5% **Classification:**	01/12/2011 - same as Action in Outcome #1

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		Criterion Not Met **Action:** 2 - Pending Action	
		06/14/2010 - 69.3% **Classification:** Criterion Not Met **Action:** 2 - Pending Action	09/14/2010 - Continue to monotor data
	Assessment Method: Written Final Exam **Assessment Method Category:** Written Product (essay, research paper, journal, newsletter, etc.) **Criterion for Success:** Class Average Score >= 85% for Final Exam	01/10/2012 - F11 Classroom Ave = 93.4% **Classification:** Criterion Met **Action:** 1 - No Action Required	
		11/29/2011 - F11 Online Ave = 94% **Classification:** Criterion Met **Action:** 1 - No Action Required	
		01/12/2011 - F10 Classroom Course = 83.4 **Classification:** Inconclusive **Action:** 1 - No Action Required	
		01/12/2011 - F10 Online Course... Final = 84.9% **Classification:** Criterion Met **Action:** 1 - No Action Required	
		06/14/2010 - 79.0% **Classification:** Criterion Not Met **Action:** 2 - Pending Action	09/14/2010 - Continue to monitor data
Z - MGMT Courses - MGMT 350 - Tools for Decision Making - Outcome 6 - Understanding fundamentals of corporate valuations (Created By Z - MGMT Courses)	**Assessment Method:** Written Quizzes (4)	05/03/2012 - Lecture Course... Q1=92%, Q2=92%, Midterm = 84%, Q3=96%, Q4=87%, **Classification:** Criterion Met	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
Start Date: 12/07/2009 **Course Outcome Status:** Active	**Assessment Method Category:** Written Product (essay, research paper, journal, newsletter, etc.) **Criterion for Success:** Class Average Score >= 70% for Quiz #1 Class Average Score >= 75% for Quiz #2 Class Average Score >= 80% for Quiz #3 Class Average Score >= 80% for Quiz #4	**Action:** 1 - No Action Required	
		04/19/2012 - Online Course... Q1=86%, Q2=89%, Midterm = 76%, Q3=83%, Q4=80%, Final = 83% **Classification:** Criterion Not Met **Action:** 2 - Pending Action	
		11/29/2011 - F11 Online AveQ1= 76 AveQ2= 86 AveQ3= 81 AveQ4= 77 F11 Lecture AveQ1= 85 AveQ2= 88 AveQ3= 92 AveQ4= 88 **Classification:** Criterion Met **Action:** 1 - No Action Required	
		11/23/2010 - F10 Online Course... Q1=73.8%, Q2=91.7%, Q3=91.4%, Q4=88.2% **Classification:** Criterion Met **Action:** 1 - No Action Required	
		06/14/2010 - Quiz #1 Ave = 68.8 Quiz #2 Ave = 79.9 Quiz #3 Ave = 79.6 Quiz #4 Ave = 78.1 (within confidence band) **Classification:** Criterion Met **Action:** 1 - No Action Required	
	Assessment Method: Written Midterm Exam	11/29/2011 - F11 Online Ave = 67%	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
	Assessment Method Category: Written Product (essay, research paper, journal, newsletter, etc.) **Criterion for Success:** Class Average Score >= 80% for Midterm Exam	F11 Lecture Ave = 90% **Classification:** Criterion Not Met **Action:** 3 - Action Completed	
		01/12/2011 - F10 Classroom Course = 85.8 **Classification:** Criterion Met **Action:** 1 - No Action Required	
		01/12/2011 - F10 Online Course... Midterm = 76.5% **Classification:** Criterion Not Met **Action:** 2 - Pending Action	
		06/14/2010 - 69.3% **Classification:** Criterion Not Met **Action:** 2 - Pending Action	09/14/2010 - Continue to monitor data
	Assessment Method: Written Final Exam **Assessment Method Category:** Written Product (essay, research paper, journal, newsletter, etc.) **Criterion for Success:** Class Average Score >= 85% for Final Exam	01/10/2012 - F11 Classroom Ave = 93.4% **Classification:** Criterion Met **Action:** 1 - No Action Required	
		01/10/2012 - F11 Classroom Ave = 93.4% **Classification:** Criterion Met **Action:** 1 - No Action Required	
		11/29/2011 - F11 Online Ave = 94% **Classification:** Criterion Met **Action:** 1 - No Action Required	
		01/12/2011 - F10 Classroom Course = 83.4 **Classification:** Inconclusive	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		Action: 1 - No Action Required	
		01/12/2011 - F10 Online Course... Final = 84.9% **Classification:** Criterion Met **Action:** 1 - No Action Required	
		06/14/2010 - 79.0% **Classification:** Criterion Not Met **Action:** 2 - Pending Action	09/14/2010 - Continue to monitor data
Z - MGMT Courses - MGMT 350 - Tools for Decision Making - Outcome 7 - Understanding fundamental international finance issues (Created By Z - MGMT Courses) **Start Date:** 12/07/2009 **Course Outcome Status:** Active	**Assessment Method:** Written Quizzes (4) **Assessment Method Category:** Z - Other - specify **Criterion for Success:** Class Average Score >= 70% for Quiz #1 Class Average Score >= 75% for Quiz #2 Class Average Score >= 80% for Quiz #3 Class Average Score >= 80% for Quiz #4	05/03/2012 - Lecture Course... Q1=92%, Q2=92%, Midterm = 84%, Q3=96%, Q4=87%, **Classification:** Criterion Met **Action:** 1 - No Action Required	
		04/19/2012 - Online Course... Q1=86%, Q2=89%, Midterm = 76%, Q3=83%, Q4=80%, Final = 83% **Classification:** Criterion Not Met **Action:** 2 - Pending Action	
		11/29/2011 - F11 Online AveQ1= 76 AveQ2= 86 AveQ3= 81 AveQ4= 77 F11 Lecture AveQ1= 85 AveQ2= 88 AveQ3= 92 AveQ4= 88 **Classification:** Criterion Met **Action:**	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		1 - No Action Required	
		11/23/2010 - F10 Online Course... Q1=73.8%, Q2=91.7%, Q3=91.4%, Q4=88.2% **Classification:** Criterion Met **Action:** 1 - No Action Required	
		06/14/2010 - Quiz #1 Ave = 68.8 Quiz #2 Ave = 79.9 Quiz #3 Ave = 79.6 Quiz #4 Ave = 78.1 (within confidence band) **Classification:** Criterion Met **Action:** 1 - No Action Required	
	Assessment Method: Written Midterm Exam **Assessment Method Category:** Written Product (essay, research paper, journal, newsletter, etc.) **Criterion for Success:** Class Average Score >= 80% for Midterm Exam	11/29/2011 - F11 Online Ave = 67% F11 Lecture Ave = 90% **Classification:** Criterion Not Met **Action:** 3 - Action Completed	
		01/12/2011 - F10 Classroom Course = 85.8 **Classification:** Criterion Met **Action:** 1 - No Action Required	
		01/12/2011 - F10 Classroom Course = 85.8 **Classification:** Criterion Met **Action:** 1 - No Action Required	
		01/12/2011 - F10 Online Course... Midterm = 76.5% **Classification:** Criterion Not Met **Action:** 2 - Pending Action	01/12/2011 - same as Action in Outcome #1
		06/14/2010 - 69.3%	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		Classification: Criterion Not Met **Action:** 2 - Pending Action	09/14/2010 - Continue to monitor data
	Assessment Method: Written Final Exam **Assessment Method Category:** Written Product (essay, research paper, journal, newsletter, etc.) **Criterion for Success:** Class Average Score >= 85% for Final Exam	01/10/2012 - F11 Classroom Ave = 93.4% **Classification:** Criterion Met **Action:** 1 - No Action Required	
		11/29/2011 - F11 Online Ave = 94% **Classification:** Criterion Met **Action:** 1 - No Action Required	
		01/12/2011 - F10 Classroom Course = 83.4 **Classification:** Inconclusive **Action:** 1 - No Action Required	
		01/12/2011 - F10 Online Course... Final = 84.9% **Classification:** Criterion Met **Action:** 1 - No Action Required	
		06/14/2010 - 79.0% **Classification:** Criterion Not Met **Action:** 2 - Pending Action	09/14/2010 - Continue to monitor data

Ferris State University
Z - INTB Courses

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
Z - INTB Courses - INTB 310 - International Business Systems - Outcome 1 - Understand the global business environments (Created By Z - INTB **Start Date:** 12/07/2009 **Course Outcome Status:** Active	**Assessment Method:** Written Assignment / Presentation **Assessment Method Category:** Written Product (essay, research paper, journal, newsletter, etc.)	01/30/2012 - Fall '11 = Research Paper = 83.3% **Classification:** Criterion Met **Action:** 1 - No Action Required	
		12/07/2011 - INTB 310-001-5 = Research Paper: 84% **Classification:** Criterion Met **Action:** 1 - No Action Required	
		12/07/2011 - INTB 310-VL1-7 = Research Paper: 81% **Classification:** Criterion Met **Action:** 1 - No Action Required	
	Assessment Method: Exam / Quiz **Assessment Method Category:** Test - Internally Developed - Pre/Post or Post **Criterion for Success:** 70% will achieve a 70%	01/30/2012 - Fall '11 = Test #3 = 82.7% **Classification:** Criterion Met **Action:** 1 - No Action Required	
		01/30/2012 - Fall '11 = Test #2 = 80.8% **Classification:** Criterion Met **Action:** 1 - No Action Required	
		01/26/2012 - Fall '11 = Test #1 = 80.8 % Test #2 = 80.8% Test #3 = 82.7% **Classification:** Criterion Met **Action:** 1 - No Action Required	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		12/07/2011 - INTB 310-001-5 = Test 1: 76% INTB 310-001-5 = Test 2: 82% INTB 310-001-5 = Test 3: 82% **Classification:** Criterion Met **Action:** 1 - No Action Required	
		12/07/2011 - INTB 310-VL1-7 = Test 1: 81% INTB 310-VL1-7 = Test 2: 83% INTB 310-VL1-7 = Test 3: 81% **Classification:** Criterion Met **Action:** 1 - No Action Required	
		02/01/2011 - Class Participation = 86.2% **Classification:** Criterion Met **Action:** 1 - No Action Required	
		02/01/2011 - Test #4 = 82.5% **Classification:** Criterion Met **Action:** 1 - No Action Required	
		02/01/2011 - Test #3 = 86.9% **Classification:** Criterion Met **Action:** 1 - No Action Required	
		02/01/2011 - Test #2 = 77.7% **Classification:** Criterion Met **Action:** 1 - No Action Required	
		02/01/2011 - Test #1 = 86.2% **Classification:** Criterion Met **Action:** 1 - No Action Required	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		01/26/2011 - Research Paper: Avg. 80.6 **Classification:** Criterion Met **Action:** 1 - No Action Required	
Z - INTB Courses - INTB 310 - International Business Systems - Outcome 2 - Understand the national business environments (Created By Z - INTB **Start Date:** 12/07/2009 **Course Outcome Status:** Active	**Assessment Method:** Exam / Quiz **Assessment Method Category:** Test - Internally Developed - Pre/Post or Post **Criterion for Success:** 70% will achieve a 70%	01/30/2012 - Fall '11 = Research Paper = 83.3% **Classification:** Criterion Met **Action:** 1 - No Action Required	
		01/30/2012 - Fall '11 = Test #3 = 82.7% **Classification:** Criterion Met **Action:** 1 - No Action Required	
		01/30/2012 - Fall '11 = Test #2 = 80.8% **Classification:** Criterion Met **Action:** 1 - No Action Required	
		01/30/2012 - Fall '11 = Test #1 = 80.8% **Classification:** Criterion Met **Action:** 1 - No Action Required	
		12/07/2011 - INTB 310-001-5 = Test 1: 76% INTB 310-001-5 = Test 2: 82% INTB 310-001-5 = Test 3: 82% **Classification:** Criterion Met **Action:** 1 - No Action Required	
		12/07/2011 - INTB 310-VL1-7 = Test 1: 81% INTB 310-VL1-7 = Test 2: 83% INTB 310-VL1-7 = Test 3: 81% **Classification:** Criterion Met **Action:**	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		1 - No Action Required	
		02/01/2011 - Class Participation = 86.2% **Classification:** Criterion Met **Action:** 1 - No Action Required	
		02/01/2011 - Test #4 = 82.5% **Classification:** Criterion Met **Action:** 1 - No Action Required	
		02/01/2011 - Test #3 = 86.9% **Classification:** Criterion Met **Action:** 1 - No Action Required	
		02/01/2011 - Test #2 = 77.7% **Classification:** Criterion Met **Action:** 1 - No Action Required	
		02/01/2011 - Test #1 = 86.2% **Classification:** Criterion Met **Action:** 1 - No Action Required	
		02/01/2011 - Research Paper = 80.6% **Classification:** Criterion Met **Action:** 1 - No Action Required	
Z - INTB Courses - INTB 310 - International Business Systems - Outcome 3 - Explain the international financial system (Created By Z - INTB Courses) **Start Date:** 12/07/2009	**Assessment Method:** Exam / Quiz **Assessment Method Category:** Test - Internally Developed - Pre/Post or Post **Criterion for Success:** 70% will achieve a 70%	01/30/2012 - Fall '11 = Research Paper = 83.3% **Classification:** Criterion Met **Action:** 1 - No Action Required	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
Course Outcome Status: Active		01/30/2012 - Fall '11 = Test #3 = 82.7% **Classification:** Criterion Met **Action:** 1 - No Action Required	
		01/30/2012 - Fall '11 = Test #2 = 80.8% **Classification:** Criterion Met **Action:** 1 - No Action Required	
		12/07/2011 - INTB 310-001-5 = Test 2: 82% INTB 310-001-5 = Test 3: 82% **Classification:** Criterion Met **Action:** 1 - No Action Required	
		12/07/2011 - INTB 310-VL1-7 = Test 2: 83% INTB 310-VL1-7 = Test 3: 81% **Classification:** Criterion Met **Action:** 1 - No Action Required	
		02/01/2011 - Class Participation = 86.2% **Classification:** Criterion Met **Action:** 1 - No Action Required	
		02/01/2011 - Test #4 = 82.5% **Classification:** Criterion Met **Action:** 1 - No Action Required	
		02/01/2011 - Test #3 = 86.9% **Classification:** Criterion Met **Action:** 1 - No Action Required	
		02/01/2011 - Test #2 = 77.7% **Classification:**	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		Criterion Met **Action:** 1 - No Action Required	
		09/28/2010 - Research Paper = 80.6% **Classification:** Criterion Met **Action:** 1 - No Action Required	
Z - INTB Courses - INTB 310 - International Business Systems - Outcome 4 - Understand international trade and investment (Created By Z - INTB Courses) **Start Date:** 12/07/2009 **Course Outcome Status:** Active	**Assessment Method:** Exam / Quiz **Assessment Method Category:** Test - Internally Developed - Pre/Post or Post **Criterion for Success:** 70% will achieve a 70%	01/30/2012 - Fall '11 = Research Paper = 83.3% **Classification:** Criterion Met **Action:** 1 - No Action Required	
		01/30/2012 - Fall '11 = Test #3 = 82.7% **Classification:** Criterion Met **Action:** 1 - No Action Required	
		01/30/2012 - Fall '11 = Test #2 = 80.8% **Classification:** Criterion Met **Action:** 1 - No Action Required	
		12/07/2011 - INTB 310-001-5 = Test 2: 82% INTB 310-001-5 = Test 3: 82% **Classification:** Criterion Met **Action:** 1 - No Action Required	
		12/07/2011 - INTB 310-VL1-7 = Test 2: 83% INTB 310-VL1-7 = Test 3: 81% **Classification:** Criterion Met **Action:** 1 - No Action Required	
		02/01/2011 - Class Participation = 86.2% **Classification:**	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		Criterion Met **Action:** 1 - No Action Required	
		02/01/2011 - Test #3 = 86.9% **Classification:** Criterion Met **Action:** 1 - No Action Required	
		02/01/2011 - Test #2 = 77.7% **Classification:** Criterion Met **Action:** 1 - No Action Required	
		09/28/2010 - Research Paper = 80.6% **Classification:** Criterion Met **Action:** 1 - No Action Required	
Z - INTB Courses - INTB 310 - International Business Systems - Outcome 5 - Be able to apply current international business management principles (Created By Z - INTB Courses) **Start Date:** 12/07/2009 **Course Outcome Status:** Active	**Assessment Method:** Exam / Quiz **Assessment Method Category:** Test - Internally Developed - Pre/Post or Post **Criterion for Success:** 70% will achieve a 70%	01/30/2012 - Fall '11 = Research Paper = 83.3% **Classification:** Criterion Met **Action:** 1 - No Action Required	
		01/30/2012 - Fall '11 = Test #3 = 82.7% **Classification:** Criterion Met **Action:** 1 - No Action Required	
		12/07/2011 - INTB 310-001-5 = Test 3: 82% **Classification:** Criterion Met **Action:** 1 - No Action Required	
		12/07/2011 - INTB 310-VL1-7 = Test 3: 81% **Classification:** Criterion Met **Action:** 1 - No Action Required	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		02/01/2011 - Test #4 = 82.5% **Classification:** Criterion Met **Action:** 1 - No Action Required	
		02/01/2011 - Test #3 = 86.9% **Classification:** Criterion Met **Action:** 1 - No Action Required	
		02/01/2011 - Class Participation = 86.2% **Classification:** Criterion Met **Action:** 1 - No Action Required	
		09/28/2010 - Research Paper = 80.6% **Classification:** Criterion Met **Action:** 1 - No Action Required	

Unit Course Assessment Report - Four Column

Ferris State University

Z - INTB Courses

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
Z - INTB Courses - INTB 335 - Cross-Cultural Business - Outcome 1 - Develop understanding of Cultural Awareness patterns and issues as they impact the negotiation process (Created By Z - INTB Courses) **Start Date:** 12/03/2009 **Course Outcome Status:** Active	**Assessment Method:** Classroom Value-Creation (i.e. participatory engagement) **Assessment Method Category:** Z - Other - specify **Criterion for Success:** Class Average Score >= 75% for Classroom Value-Creation	12/07/2011 - Test 2: 83% **Classification:** Criterion Met **Action:** 1 - No Action Required	
		12/07/2011 - Test 1: 83% **Classification:** Criterion Met **Action:** 1 - No Action Required	
		02/07/2011 - Posting/Particpation = 86.5% **Classification:** Criterion Met **Action:** 1 - No Action Required	
		09/28/2010 - Test #2 = 81.7% **Classification:** Criterion Met **Action:** 1 - No Action Required	
	Assessment Method: Skills Building Breakout Exercises **Assessment Method Category:** Z - Other - specify **Criterion for Success:** Class Average Score >= 75% for Skills Building Breakout Exercises		
	Assessment Method: Written Midterm Exam **Assessment Method Category:** Written Product (essay, research paper, journal, newsletter, etc.) **Criterion for Success:** Class Average Score >= 85% for Midterm Exam	09/28/2010 - Test #1 = 82.4% **Classification:** Criterion Met **Action:** 1 - No Action Required	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
	Assessment Method: Written Final Exam **Assessment Method Category:** Written Product (essay, research paper, journal, newsletter, etc.) **Criterion for Success:** Class Average Score >= 85% for Final Exam	01/30/2012 - Fall '11 = INTB 335-ELA - Research Paper = 81.8% **Classification:** Criterion Met **Action:** 1 - No Action Required	
		01/30/2012 - Fall '11 = INTB - ELA = Test #1 = 85.7% **Classification:** Criterion Met **Action:** 1 - No Action Required	
		01/30/2012 - Fall '11 - INTB 335-VL1 = Research Paper = 83.7% **Classification:** Criterion Met **Action:** 1 - No Action Required	
		01/30/2012 - Fall '11 = INTB 335-VL1 = Test #1 = 86.8% **Classification:** Criterion Met **Action:** 1 - No Action Required	
		12/07/2011 - Research Paper: 84% **Classification:** Criterion Met **Action:** 1 - No Action Required	
		09/28/2010 - Research Paper = 82.4% **Classification:** Criterion Met **Action:** 1 - No Action Required	
Z - INTB Courses - INTB 335 - Cross-Cultural Business - Outcome 2 - Develop competency in fundamental global Negotiating Strategy Formation and Tactical Planning & Execution (Created By Z - INTB	**Assessment Method:** Classroom Value-Creation (i.e. participatory engagement) **Assessment Method Category:**	12/07/2011 - Test 1: 83% **Classification:** Criterion Met **Action:**	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
Start Date: 12/03/2009 **Course Outcome Status:** Active	Z - Other - specify **Criterion for Success:** Class Average Score >= 75% for Classroom Value-Creation	1 - No Action Required	
		09/28/2010 - Posting/Participation = 86.5% **Classification:** Criterion Met **Action:** 1 - No Action Required	
	Assessment Method: Skills Building Breakout Exercises **Assessment Method Category:** Z - Other - specify **Criterion for Success:** Class Average Score >= 75% for Skills Building Breakout Exercises		
	Assessment Method: Written Midterm Exam **Assessment Method Category:** Written Product (essay, research paper, journal, newsletter, etc.) **Criterion for Success:** Class Average Score >= 85% for Midterm Exam	12/07/2011 - Test 1: 83% **Classification:** Criterion Met **Action:** 1 - No Action Required	
		09/28/2010 - Test #1 = 82.4% **Classification:** Criterion Met **Action:** 1 - No Action Required	
	Assessment Method: Written Final Exam **Assessment Method Category:** Written Product (essay, research paper, journal, newsletter, etc.) **Criterion for Success:** Class Average Score >= 85% for Final Exam	01/30/2012 - Fall '11 = INTB 335-ELA = Research Paper = 81.8% **Classification:** Criterion Met **Action:** 1 - No Action Required	
		01/30/2012 - Fall '11 - INTB 335-ELA = Test #1 = 85.7% **Classification:** Criterion Met **Action:** 1 - No Action Required	
		01/30/2012 - Fall '11 = INTB 335-VL1 = Research Paper = 83.7% **Classification:** Criterion Met	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		Action: 1 - No Action Required	
		01/30/2012 - Fall '11 = INTB 335-VL1 = Test #1 = 86.8% **Classification:** Criterion Met **Action:** 1 - No Action Required	
		12/07/2011 - Research Paper: 84% **Classification:** Criterion Met **Action:** 1 - No Action Required	
		09/28/2010 - Research Paper 80.8% **Classification:** Criterion Met **Action:** 1 - No Action Required	
Z - INTB Courses - INTB 335 - Cross-Cultural Business - Outcome 3 - Develop understanding of cultural forces giving rise to Multi-National Conflict (Created By Z - INTB Courses) **Start Date:** 12/03/2009 **Course Outcome Status:** Active	**Assessment Method:** Classroom Value-Creation (i.e. participatory engagement) **Assessment Method Category:** Z - Other - specify **Criterion for Success:** Class Average Score >= 75% for Classroom Value-Creation	12/07/2011 - Test 2: 83% **Classification:** Criterion Met **Action:** 1 - No Action Required	
		02/07/2011 - Posting/Participation = 86.5% **Classification:** Criterion Met **Action:** 1 - No Action Required	
		09/28/2010 - Test #3 = 84.2% **Classification:** Criterion Met **Action:** 1 - No Action Required	
	Assessment Method: Skills Building Breakout Exercises **Assessment Method Category:** Z - Other - specify **Criterion for Success:**		

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
	Class Average Score >= 75% for Skills Building Breakout Exercises		
	Assessment Method: Written Midterm Exam **Assessment Method Category:** Written Product (essay, research paper, journal, newsletter, etc.) **Criterion for Success:** Class Average Score >= 85% for Midterm Exam	09/28/2010 - Test #2 = 81.7% **Classification:** Criterion Met **Action:** 1 - No Action Required	
	Assessment Method: Written Final Exam **Assessment Method Category:** Written Product (essay, research paper, journal, newsletter, etc.) **Criterion for Success:** Class Average Score >= 85% for Final Exam	01/30/2012 - Fall '11 = INTB 335-ELA = Research Paper = 81.8% **Classification:** Criterion Met **Action:** 1 - No Action Required	
		01/30/2012 - Fall '11 - INTB 335-ELA = Test #1 = 85.7% **Classification:** Criterion Met **Action:** 1 - No Action Required	
		01/30/2012 - Fall '11 = INTB 335 - VL1 = Research Paper = 83.7% **Classification:** Criterion Met **Action:** 1 - No Action Required	
		01/30/2012 - Fall '11 = Test #2 = 83% **Classification:** Criterion Met **Action:** 1 - No Action Required	
		01/30/2012 - Fall '11 = Test #1 = 86.8% **Classification:** Criterion Met **Action:** 1 - No Action Required	
		12/07/2011 - Research Paper: 84% **Classification:**	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		Criterion Met **Action:** 1 - No Action Required	
		09/28/2010 - Research Paper 80.8% **Classification:** Criterion Met **Action:** 1 - No Action Required	
Z - INTB Courses - INTB 335 - Cross-Cultural Business - Outcome 4 - Develop understanding of global Dispute Resolution alternatives, venues, and processes (Created By Z - INTB Courses) **Start Date:** 12/03/2009 **Course Outcome Status:** Active	**Assessment Method:** Classroom Value-Creation (i.e. participatory engagement) **Assessment Method Category:** Z - Other - specify **Criterion for Success:** Class Average Score >= 75% for Classroom Value-Creation	12/07/2011 - Test 3: 81% **Classification:** Criterion Met **Action:** 1 - No Action Required	
		09/28/2010 - Posting/Participation = 86.5% **Classification:** Criterion Met **Action:** 1 - No Action Required	
	Assessment Method: Skills Building Breakout Exercises **Assessment Method Category:** Z - Other - specify **Criterion for Success:** Class Average Score >= 75% for Skills Building Breakout Exercises		
	Assessment Method: Written Midterm Exam **Assessment Method Category:** Written Product (essay, research paper, journal, newsletter, etc.) **Criterion for Success:** Class Average Score >= 85% for Midterm Exam	09/28/2010 - Test #3 = 84.2% **Classification:** Criterion Met **Action:** 1 - No Action Required	
	Assessment Method: Written Final Exam **Assessment Method Category:** Written Product (essay, research paper, journal, newsletter, etc.)	01/30/2012 - Fall '11 = INTB 335-ELA = Research Paper = 81.8% **Classification:** Criterion Met **Action:**	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		1 - No Action Required	
	Criterion for Success: Class Average Score >= 85% for Final Exam	01/30/2012 - Fall '11 = INTB 335-ELA = Test #2 = 79.4% **Classification:** Criterion Met **Action:** 1 - No Action Required	
		01/30/2012 - Fall '11 = INTB 335-VL1 = Research Paper = 83.7% **Classification:** Criterion Met **Action:** 1 - No Action Required	
		01/30/2012 - Fall '11 = INTB 335-VL1 = Test #2 = 83% **Classification:** Criterion Met **Action:** 1 - No Action Required	
		12/07/2011 - Research Paper: 84% **Classification:** Criterion Met **Action:** 1 - No Action Required	
		09/28/2010 - Research Paper 80.8% **Classification:** Criterion Met **Action:** 1 - No Action Required	
Z - INTB Courses - INTB 335 - Cross-Cultural Business - Outcome 5 - Develop competency in fundamental processes and dynamics of Integrative Solution Methodology (Created By Z - INTB Courses) **Start Date:** 12/03/2009 **Course Outcome Status:** Active	**Assessment Method:** Classroom Value-Creation (i.e. participatory engagement **Assessment Method Category:** Z - Other - specify **Criterion for Success:** Class Average Score >= 75% for Classroom Value-Creation	12/07/2011 - Test 3: 81% **Classification:** Criterion Met **Action:** 1 - No Action Required 09/28/2010 - Posting/Participation = 86.5% **Classification:** Criterion Met **Action:**	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		1 - No Action Required	
	Assessment Method: Skills Building Breakout Exercises **Assessment Method Category:** Z - Other - specify **Criterion for Success:** Class Average Score >= 75% for Skills Building Breakout Exercises		
	Assessment Method: Written Midterm Exam **Assessment Method Category:** Written Product (essay, research paper, journal, newsletter, etc.) **Criterion for Success:** Class Average Score >= 85% for Midterm Exam	09/28/2010 - Research Paper = 80.8% **Classification:** Criterion Met **Action:** 1 - No Action Required	
	Assessment Method: Written Final Exam **Assessment Method Category:** Written Product (essay, research paper, journal, newsletter, etc.) **Criterion for Success:** Class Average Score >= 85% for Final Exam	01/30/2012 - Fall '11 = INTB 335-ELA = Research Paper = 81.8% **Classification:** Criterion Met **Action:** 1 - No Action Required	
		01/30/2012 - Fall '11 = INTB 335-ELA = Test #2 = 79.4% **Classification:** Criterion Met **Action:** 1 - No Action Required	
		01/30/2012 - Fall '11 - INTB 335-VL1 = Research Paper = 83.7% **Classification:** Criterion Met **Action:** 1 - No Action Required	
		01/30/2012 - Fall '11 = INTB 335-VL1 = Research Paper = 83.7% **Classification:** Criterion Met **Action:**	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		1 - No Action Required	
		01/30/2012 - Fall '11 = INTB 335-VL1 = Test #2 = 83% **Classification:** Criterion Met **Action:** 1 - No Action Required	
		12/07/2011 - Research Paper: 84% **Classification:** Criterion Met **Action:** 1 - No Action Required	
		09/28/2010 - Test #3 = 84.2% **Classification:** Criterion Met **Action:** 1 - No Action Required	
Z - INTB Courses - INTB 335 - Cross-Cultural Business - Outcome 6 - Develop competency in recognizing fundamental negotiation strategies, situational assessment, fact-based analysis, real-time interface, and effective decision making (Created By Z - INTB Courses) **Start Date:** 12/03/2009 **Course Outcome Status:** Active	**Assessment Method:** Classroom Value-Creation (i.e. participatory engagement) **Assessment Method Category:** Z - Other - specify **Criterion for Success:** Class Average Score >= 75% for Classroom Value-Creation	12/07/2011 - Test 3: 81% **Classification:** Criterion Met **Action:** 1 - No Action Required 09/28/2010 - Test #3 = 84.2% **Classification:** Criterion Met **Action:** 1 - No Action Required	
	Assessment Method: Skills Building Breakout Exercises **Assessment Method Category:** Z - Other - specify **Criterion for Success:** Class Average Score >= 75% for Skills Building Breakout Exercises		
	Assessment Method: Written Midterm Exam **Assessment Method Category:**	09/28/2010 - Posting/Participation = 86.5% **Classification:** Criterion Met	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
	Written Product (essay, research paper, journal, newsletter, etc.) **Criterion for Success:** Class Average Score >= 85% for Midterm Exam	**Action:** 1 - No Action Required	
	Assessment Method: Written Final Exam **Assessment Method Category:** Written Product (essay, research paper, journal, newsletter, etc.) **Criterion for Success:** Class Average Score >= 85% for Final Exam	01/30/2012 - Fall '11 = INTB 335-ELA = Research Paper = 81.8% **Classification:** Criterion Met **Action:** 1 - No Action Required	
		01/30/2012 - Fall '11 = INTB 335-ELA = Test #2 = 79.4% **Classification:** Criterion Met **Action:** 1 - No Action Required	
		01/30/2012 - Fall '11 = INTB 335-VL1 = Research Paper = 83.7% **Classification:** Criterion Met **Action:** 1 - No Action Required	
		01/30/2012 - Fall '11 = INTB 335-VL1 = Test #2 = 83% **Classification:** Criterion Met **Action:** 1 - No Action Required	
		12/07/2011 - Research Paper: 84% **Classification:** Criterion Met **Action:** 1 - No Action Required	
		09/28/2010 - Research Paper 82.4% **Classification:** Criterion Met **Action:** 1 - No Action Required	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up

Ferris State University

Z - MGMT Courses

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
Z - MGMT Courses - MGMT 302 - Organizational Behavior - Outcome 1 - Explain the complexities and nuances of teams, management, and leadership (Created By Z - MGMT Courses) **Start Date:** 04/08/2010 **Course Outcome Status:** Active	**Assessment Method:** Discussion & Tests **Assessment Method Category:** Observations (e.g. Clinical or Field) **Criterion for Success:** 70% of students will comprehend 75% of the material	04/05/2012 - Discussion Questions = 83 Test 1 = 84 Test 2 = 83 Average 83.5 **Classification:** Criterion Met **Action:** 1 - No Action Required	
Z - MGMT Courses - MGMT 302 - Organizational Behavior - Outcome 2 - Form and manage teams, resolve inter-group conflict, provide feedback, and evaluate team member performance (Created By Z - MGMT Courses) **Start Date:** 04/08/2010 **Course Outcome Status:** Active	**Assessment Method:** Project / Presentation, Project, Peer Evaluation, Exercise Chapter Presenation **Assessment Method Category:** Presentation(Oral) **Criterion for Success:** 70% of students will pass with 75%	04/05/2012 - Project Presentation = 95 Project Paper = 92 Peer Evaluation = 95 Exercise Chaper Persentation = 83 **Classification:** Criterion Met **Action:** 1 - No Action Required	
Z - MGMT Courses - MGMT 302 - Organizational Behavior - Outcome 3 - Demonstrate the ability to function as a member of a high performing team (Created By Z - MGMT Courses) **Start Date:** 04/08/2010 **Course Outcome Status:** Active	**Assessment Method:** Project Paper, Peer Evaluation, Project Presentation, Exercise Chapter Presentation **Assessment Method Category:** Project/Model/Invention **Criterion for Success:** 70% agree material was accomplished	04/05/2012 - Project Paper = 92 Project Presenation = 95 Peer Evaluation = 95 Excercise Chapter Presentation = 83 **Classification:** Criterion Met **Action:** 1 - No Action Required	

Unit Course Assessment Report - Four Column

Ferris State University

Z - MGMT Courses

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
Z - MGMT Courses - MGMT 373 - Human Resource Management - Outcome 1 - Discuss the evolution of human resource management in organizations. (Created By Z - MGMT Courses) **Start Date:** 12/03/2009 **Course Outcome Status:** Active	**Assessment Method:** Examination **Assessment Method Category:** Test - Internally Developed - Pre/Post or Post **Criterion for Success:** A combined average of 75% or above on all assignments.	01/25/2012 - Fall '11 = 11 High, 4 Med., 3 Low **Classification:** Criterion Met **Action:** 1 - No Action Required 11/08/2011 - MGMT 373 AGA - Sp '11 - 12 High, 2 Medium, 1 Low MGMT 373 VL1 - F '10 - 26 High, 4 Medium, 5 **Classification:** Criterion Met **Action:** 1 - No Action Required	
	Assessment Method: Class Participation **Assessment Method Category:** Z - Other - specify **Criterion for Success:** A combined average of 75% or above on all assignments.	01/25/2012 - Fall '11 = 12 High, 6 Med., 0 Low **Classification:** Criterion Met **Action:** 1 - No Action Required 11/08/2011 - AGA - Sp '11 - 15 High, 0 Medium, 0 Low VL1 - F '10 - 34 High, 0 Medium, 1 Low **Classification:** Criterion Met **Action:** 1 - No Action Required	
Z - MGMT Courses - MGMT 373 - Human Resource Management - Outcome 2 - Assess the effectiveness of and apply the laws affecting the employment relationship. (Created By Z - MGMT Courses) **Start Date:** 12/03/2009 **Course Outcome Status:** Active	**Assessment Method:** Written Assignments **Assessment Method Category:** Written Product (essay, research paper, journal, newsletter, etc.) **Criterion for Success:** A combined average of 75% or above on all assignments.	01/25/2012 - Fall '11 = 14 High, 2 Med., 2 Low **Classification:** Criterion Met **Action:** 1 - No Action Required 11/08/2011 - AGA - Sp '11 - 13 High, 1 Medium, 1 Low VL1 - F '10 - 31 High, 2 Medium, 2 Low **Classification:** Criterion Met	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		Action: 1 - No Action Required	
	Assessment Method: Examination **Assessment Method Category:** Test - Internally Developed - Pre/Post or Post **Criterion for Success:** A combined average of 75% or above on all assignments.	01/25/2012 - Fall '11 = 11 High, 4 Med., 3 Low **Classification:** Criterion Met **Action:** 1 - No Action Required	
		11/08/2011 - AGA - Sp '11 - 12 High, 2 Medium, 1 Low VL1 - F '10 - 26 High, 4 Medium, 5 Low **Classification:** Criterion Met **Action:** 1 - No Action Required	
	Assessment Method: Class Participation **Assessment Method Category:** Z - Other - specify **Criterion for Success:** A combined average of 75% or above on all assignments.	01/25/2012 - Fall '11 = 12 High, 6 Med., 0 Low **Classification:** Criterion Met **Action:** 1 - No Action Required	
		11/08/2011 - AGA - Sp '11 - 15 High, 0 Medium, 0 Low VL1 - F '10 - 34 High 0 Medium, 1 Low **Classification:** Criterion Met **Action:** 1 - No Action Required	
Z - MGMT Courses - MGMT 373 - Human Resource Management - Outcome 3 - Understand the process of job analysis in creating legal job descriptions/specifications. (Created By Z - MGMT Courses) **Start Date:** 12/03/2009 **Course Outcome Status:** Active	**Assessment Method:** Written Assignments **Assessment Method Category:** Written Product (essay, research paper, journal, newsletter, etc.) **Criterion for Success:** A combined average of 75% or above on all assignments.	01/25/2012 - Fall '11 = 14 High, 2 Med., 2 Low **Classification:** Criterion Met **Action:** 1 - No Action Required	
		11/08/2011 - AGA - Sp '11 - 13 High, 1 Medium, 1 Low VL1 - F '10 - 31 High, 2 Medium, 2 Low **Classification:** Criterion Met **Action:** 1 - No Action Required	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
	Assessment Method: Examinations **Assessment Method Category:** Test - Internally Developed - Pre/Post or Post **Criterion for Success:** A combined average of 75% or above on all assignments.	01/26/2012 - Fall '11 = 11 High, 4 Med., 3 Low **Classification:** Criterion Met **Action:** 1 - No Action Required	
		11/08/2011 - AGA - Sp '11 - 12 High, 2 Medium, 1 Low VL1 - F '10 - 26 High, 4 Medium, 5 Low **Classification:** Criterion Met **Action:** 1 - No Action Required	
	Assessment Method: Class Participation **Assessment Method Category:** Z - Other - specify **Criterion for Success:** A combined average of 75% or above on all assignments.	01/26/2012 - Fall '11 = 12 High, 6 Med., 0 Low **Classification:** Criterion Met **Action:** 1 - No Action Required	
		11/08/2011 - AGA - Sp '11 - 15 high, 0 Medium, 0 Low VL1 - F '10 - 34 High, 0 Medium, 1 Low **Classification:** Criterion Met **Action:** 1 - No Action Required	
Z - MGMT Courses - MGMT 373 - Human Resource Management - Outcome 4 - Assess and select various methods of recruiting a pool of qualified applicants. (Created By Z - MGMT Courses) **Start Date:** 12/03/2009 **Course Outcome Status:** Active	**Assessment Method:** Written Assignments **Assessment Method Category:** Written Product (essay, research paper, journal, newsletter, etc.) **Criterion for Success:** A combined average of 75% or above on all assignments.	01/26/2012 - Fall '11 = 14 High, 2 Med., 2 Low **Classification:** Criterion Met **Action:** 1 - No Action Required	
		11/08/2011 - AGA - Sp '11 - 13 High, 1 Medium, 1 Low VL1 - F '10 - 31 High, 2 Medium, 2 Low **Classification:** Criterion Met **Action:** 1 - No Action Required	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
	Assessment Method: Examinations **Assessment Method Category:** Test - Internally Developed - Pre/Post or Post **Criterion for Success:** A combined average of 75% or above on all assignments.	01/26/2012 - Fall '11 = 11 High, 3 Med., 3 Low **Classification:** Criterion Met **Action:** 1 - No Action Required	
		11/08/2011 - AGA - Sp '11 - 12 high, 2 Medium, 1 Low VL1 - F '10 - 26 High 4 Medium, 5 Low **Classification:** Criterion Met **Action:** 1 - No Action Required	
	Assessment Method: Class Participation **Assessment Method Category:** Z - Other - specify **Criterion for Success:** A combined average of 75% or above on all assignments.	01/26/2012 - Fall '11 = 12 High, 6 Med., 0 low **Classification:** Criterion Met **Action:** 1 - No Action Required	
		11/08/2011 - AGA - Sp '11 - 15 High, 0 Medium, 0 Low VL1 - F '10 - 34 High, 0 Medium, 1 Low **Classification:** Criterion Met **Action:** 1 - No Action Required	
Z - MGMT Courses - MGMT 373 - Human Resource Management - Outcome 5 - Evaluate and select reliable and valid selection devices (e.g. employment tests, interviews, etc.). (Created By Z - MGMT Courses) **Start Date:** 12/03/2009 **Course Outcome Status:** Active	**Assessment Method:** Written Assignments **Assessment Method Category:** Written Product (essay, research paper, journal, newsletter, etc.) **Criterion for Success:** A combined average of 75% or above on all assignments.	01/26/2012 - Fall '11 = 14 High, 2 Med., 2 Low **Classification:** Criterion Met **Action:** 1 - No Action Required	
		11/08/2011 - AGA - Sp '11 - 13 High, 1 Medium, 1 Low VL1 - F '10 - 31 High, 2 Medium, 2 Low **Classification:** Criterion Met **Action:** 1 - No Action Required	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
	Assessment Method: Examinations **Assessment Method Category:** Test - Internally Developed - Pre/Post or Post **Criterion for Success:** A combined average of 75% or above on all assignments.	01/26/2012 - Fall ' 11 = 11 High, 4 Med., 3 Low **Classification:** Criterion Met **Action:** 1 - No Action Required	
		11/08/2011 - AGA - Sp '11 - 12 High, 2 Medium, 1 Low VL1 - F '10 - 26 High, 4 Medium, 5 Low **Classification:** Criterion Met **Action:** 1 - No Action Required	
	Assessment Method: Class Participation **Assessment Method Category:** Z - Other - specify **Criterion for Success:** A combined average of 75% or above on all assignments.	01/26/2012 - Fall '11 = 12 High, 6 Med., 0 Low **Classification:** Criterion Met **Action:** 1 - No Action Required	
		11/08/2011 - AGA - Sp '11 - 15 High, 0 Medium, 0 Low VL1 - F '10 - 34 High, 0 Medium, 1 Low **Classification:** Criterion Met **Action:** 1 - No Action Required	
Z - MGMT Courses - MGMT 373 - Human Resource Management - Outcome 6 - Evaluate various methods of training and development. (Created By Z - MGMT Courses) **Start Date:** 12/03/2009 **Course Outcome Status:** Active	**Assessment Method:** Written Assignments **Assessment Method Category:** Written Product (essay, research paper, journal, newsletter, etc.) **Criterion for Success:** A combined average of 75% or above on all assignments.	01/26/2012 - Fall '11 = 14 High, 2 Med., 2 Low **Classification:** Criterion Met **Action:** 1 - No Action Required	
		11/08/2011 - AGA - Sp '11 - 13 High, 1 Medium, 1 Low CL1 - F '10 - 31 high, 2 medium, 2 Low **Classification:** Criterion Met **Action:** 1 - No Action Required	
	Assessment Method: Examination	01/26/2012 - Fall '11 = 11 High, 4 Med., 3 Low **Classification:**	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
	Assessment Method Category: Test - External - Post or Pre/Post **Criterion for Success:** A combined average of 75% or above on all assignments.	Criterion Met **Action:** 1 - No Action Required	
		11/08/2011 - AGA - Sp '11 - 12 High, 2 medium, 1 Low VL1 - F '10 - 26 High, 4 Medium, 5 low **Classification:** Criterion Met **Action:** 1 - No Action Required	
	Assessment Method: Class Participation **Assessment Method Category:** Z - Other - specify **Criterion for Success:** A combined average of 75% or above on all assignments.	01/26/2012 - Fall '11 = 12 High, 6 Med., 0 Low **Classification:** Criterion Met **Action:** 1 - No Action Required	
		11/08/2011 - AGA - Sp '11 - 15 High, 0 Medium, 0 Low VL1 - F '10 - 34 High, 0 Medium, 1 Low **Classification:** Criterion Met **Action:** 1 - No Action Required	
Z - MGMT Courses - MGMT 373 - Human Resource Management - Outcome 7 - Apply the concepts of reliability and validity to the methods and process of performance appraisal. (Created By Z - MGMT Courses) **Start Date:** 12/03/2009 **Course Outcome Status:** Active	**Assessment Method:** Written Assignment **Assessment Method Category:** Written Product (essay, research paper, journal, newsletter, etc.) **Criterion for Success:** A combined average of 75% or above on all assignments.	01/26/2012 - Fall '11 = 14 High, 4 Med., 3 Low **Classification:** Criterion Met **Action:** 1 - No Action Required	
		11/09/2011 - AGA - Sp '11 - 12 High, 1 Medium, 1 low VL1 - F '10 - 31 High, 2 Medium, 2 Low **Classification:** Criterion Met **Action:** 1 - No Action Required	
	Assessment Method: Examinations **Assessment Method Category:** Test - Internally Developed - Pre/Post or	01/26/2012 - Fall '11 = 11 High, 4 Med., 3 Low **Classification:** Criterion Met **Action:**	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		1 - No Action Required	
	Post **Criterion for Success:** A combined average of 75% or above on all assignments.	11/09/2011 - AGA - Sp '11 - 12 High, 2 Medium, 2 Low VL1 - F '10 - 26 High, 4 Medium, 5 Low **Classification:** Criterion Met **Action:** 1 - No Action Required	
	Assessment Method: Class Participation **Assessment Method Category:** Z - Other - specify **Criterion for Success:** A combined average of 75% or above on all assignments.	01/26/2012 - Fall '11 = 12 High, 6 Med., 0 Low **Classification:** Criterion Met **Action:** 1 - No Action Required	
		11/09/2011 - AGA - Sp '11 - 15 High, 0 Medium, 0 Low VL1 - F '10 - 34 High, 0 Medium, 1 Low **Classification:** Criterion Met **Action:** 1 - No Action Required	
Z - MGMT Courses - MGMT 373 - Human Resource Management - Outcome 8 - Understand the various methods of compensation and the advantages and disadvantages of each. (Created By Z - MGMT Courses) **Start Date:** 12/03/2009 **Course Outcome Status:** Active	**Assessment Method:** Written Assignments **Assessment Method Category:** Written Product (essay, research paper, journal, newsletter, etc.) **Criterion for Success:** A combined average of 75% or above on all assignments.	01/26/2012 - Fall '11 = 14 High, 2 Med., 2 Low **Classification:** Criterion Met **Action:** 1 - No Action Required	
		11/09/2011 - AGA - Sp '11 - 13 High, 1 Medium, 1 Low VL1 - F '10 - 31 High, 2 Medium, 2 Low **Classification:** Criterion Met **Action:** 1 - No Action Required	
	Assessment Method: Examinations **Assessment Method Category:** Test - Internally Developed - Pre/Post or Post **Criterion for Success:**	01/26/2012 - Fall '11 = 11 High, 4 Med., 3 Low **Classification:** Criterion Met **Action:** 1 - No Action Required	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
	A combined average of 75% or above on all assignments.	11/09/2011 - AGA - Sp '11 - 12 High, 2 Medium, 1 Low VL1 - F '10 - 26 High, 4 Medium, 5 Low **Classification:** Criterion Met **Action:** 1 - No Action Required	
	Assessment Method: Class Participation **Assessment Method Category:** Z - Other - specify **Criterion for Success:** A combined average of 75% or above on all assignments.	01/26/2012 - Fall '11 = 12 High, 6 Med., 0 Low **Classification:** Criterion Met **Action:** 1 - No Action Required	
		11/09/2011 - AGA - Sp '11 - 15 High, 0 Medium, 0 Low VL1 - F '10 - 34 High, 0 Medium, 1 Low **Classification:** Criterion Met **Action:** 1 - No Action Required	
Z - MGMT Courses - MGMT 373 - Human Resource Management - Outcome 9 - Analyze various employee benefit options and articulate the advantages and disadvantages of each from both the employee and employer perspectives. (Created By Z - MGMT Courses) **Start Date:** 12/03/2009 **Course Outcome Status:** Active	**Assessment Method:** Written Assignments **Assessment Method Category:** Written Product (essay, research paper, journal, newsletter, etc.) **Criterion for Success:** A combined average of 75% or above on all assignments.	01/26/2012 - Fall '11 = 14 High, 2 Med., 2 Low **Classification:** Criterion Met **Action:** 1 - No Action Required	
		11/09/2011 - AGA - Sp '11 - 13 High, 1 Medium, 1 Low VL1 - F '10 - 31 High, 2 Medium, 2 Low **Classification:** Criterion Met **Action:** 1 - No Action Required	
	Assessment Method: Examination **Assessment Method Category:** Test - Internally Developed - Pre/Post or Post **Criterion for Success:** A combined average of 75% or above on all	01/26/2012 - Fall '11 = 11 High, 4 Med., 3 Low **Classification:** Criterion Met **Action:** 1 - No Action Required	
		11/09/2011 - AGA - Sp '11 - 12 High, 2 medium, 1 Low	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
	assignments.	VL1 - F '10 - 26 High, 4 Medium, 5 Low **Classification:** Criterion Met **Action:** 1 - No Action Required	
	Assessment Method: Class Participation **Assessment Method Category:** Z - Other - specify **Criterion for Success:** A combined average of 75% or above on all assignments.	01/26/2012 - Fall '11 = 12 High, 6 Med., 0 Low **Classification:** Criterion Met **Action:** 1 - No Action Required	
		11/09/2011 - AGA - Sp '11 - 15 High, 0 Medium, 0 Low VL1 - F '10 - 34 High, 0 Medium, 1 Low **Classification:** Criterion Met **Action:** 1 - No Action Required	
Z - MGMT Courses - MGMT 373 - Human Resource Management - Outcome 10 - Understand the function and importance of safety and health issues in today?s workplace. (Created By Z - MGMT Courses) **Start Date:** 12/03/2009 **Course Outcome Status:** Active	**Assessment Method:** Written Assignments **Assessment Method Category:** Written Product (essay, research paper, journal, newsletter, etc.) **Criterion for Success:** A combined average of 75% or above on all assignments.	01/26/2012 - Fall '11 = 14 High, 2 Med., 2 Low **Classification:** Criterion Met **Action:** 1 - No Action Required	
		11/09/2011 - AGA - Sp '11 - 13 High, 1 Medium, 1 Low VL1 - F '10 - 31 High, 2 Medium, 2 Low **Classification:** Criterion Met **Action:** 1 - No Action Required	
	Assessment Method: Examination **Assessment Method Category:** Test - Internally Developed - Pre/Post or Post **Criterion for Success:** A combined average of 75% or above on all assignments.	01/26/2012 - Fall '11 = 11 High, 4 Med., 3 Low **Classification:** Criterion Met **Action:** 1 - No Action Required	
		11/09/2011 - AGA - Sp '11 - 12 High, 2 Mediu, 1 Low VL1 - F '10 - 26 High, 4 Medium, 5 Low **Classification:**	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		Criterion Met **Action:** 1 - No Action Required	
	Assessment Method: Class Participation **Assessment Method Category:** Z - Other - specify **Criterion for Success:** A combined average of 75% or above on all assignments.	01/26/2012 - Fall '11 = 12 H9igh, 6 Med., 0 Low **Classification:** Criterion Met **Action:** 1 - No Action Required	
		11/09/2011 - AGA - Sp '11 - 15 High, 0 Medium, 0 Low VL1 - F '10 - 24 High, 0 Medium, 1 Low **Classification:** Criterion Met **Action:** 1 - No Action Required	
Z - MGMT Courses - MGMT 373 - Human Resource Management - Outcome 11 - Evaluate the impact of unionization on both union and nonunion organizations. (Created By Z - MGMT Courses) **Start Date:** 12/03/2009 **Course Outcome Status:** Active	**Assessment Method:** Written Assignments **Assessment Method Category:** Written Product (essay, research paper, journal, newsletter, etc.) **Criterion for Success:** A combined average of 75% or above on all assignments.	01/26/2012 - Fall '11 = 14 High, 2 Med., 2 Low **Classification:** Criterion Met **Action:** 1 - No Action Required	
		11/09/2011 - AGA - Sp '11 - 13 High, 1 Medium, 1 Low VL1 - F '10 - 31 High, 2 Medium, 2 Low **Classification:** Criterion Met **Action:** 1 - No Action Required	
	Assessment Method: Examination **Assessment Method Category:** Test - Internally Developed - Pre/Post or Post **Criterion for Success:** A combined average of 75% or above on all assignments.	01/26/2012 - Fall '11 = 11 High, 4 Med., 3 Low **Classification:** Criterion Met **Action:** 1 - No Action Required	
		11/09/2011 - AGA - Sp '11 - 12 High, 2 Medium, 1 Low VL1 - F '10 - 26 High, 4 Medium, 5 Low **Classification:** Criterion Met **Action:**	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		1 - No Action Required	
	Assessment Method: Class Participation **Assessment Method Category:** Z - Other - specify **Criterion for Success:** A combined average of 75% or above on all assignments.	01/26/2012 - Fall '11 = 12 High, 6 Med., 0 Low **Classification:** Criterion Met **Action:** 1 - No Action Required	
		11/09/2011 - AGA - Sp '11 - 15 High, 0 Medium, 0 Low VL1 - F '10 - 34 High, 0 Medium, 1 Low **Classification:** Criterion Met **Action:** 1 - No Action Required	
Z - MGMT Courses - MGMT 373 - Human Resource Management - Outcome 12 - Understand the role and process of synthesizing the various human resources systems in support of the organization?s objectives. (Created By Z - MGMT Courses) **Start Date:** 12/03/2009 **Course Outcome Status:** Active	**Assessment Method:** Written Assignment **Assessment Method Category:** Written Product (essay, research paper, journal, newsletter, etc.) **Criterion for Success:** A combined average of 75% or above on all assignments.	01/26/2012 - Fall '11 = 14 High, 2 Med., 2 Low **Classification:** Criterion Met **Action:** 1 - No Action Required	
		11/09/2011 - AGA - Sp '11 - 13 High, 1 Medium, 1 Low VL1 - F '10 - 31 High, 2 Medium, 2 Low **Classification:** Criterion Met **Action:** 1 - No Action Required	
	Assessment Method: Examinations **Assessment Method Category:** Test - Internally Developed - Pre/Post or Post **Criterion for Success:** A combined average of 75% or above on all assignments.	01/26/2012 - Fall '11 = 11 High, 4 Med., 3 Low **Classification:** Criterion Met **Action:** 1 - No Action Required	
		11/09/2011 - AGA - Sp '11 - 12 High, 2 Medium, 1 Low VL1 - F '10 - 26 High, 4 medium, 5 low **Classification:** Criterion Met **Action:** 1 - No Action Required	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
	Assessment Method: Class Participation **Assessment Method Category:** Z - Other - specify **Criterion for Success:** A combined average of 75% or above on all assignments.	01/26/2012 - Fall '11 = 12 High, 6 Med., 0 Low **Classification:** Criterion Met **Action:** 1 - No Action Required	
		11/09/2011 - AGA - Sp '11 - 15 High, 0 Medium, 0 Low VL1 - F '10 - 34 High, 0 Medium, 1 Low **Classification:** Criterion Met **Action:** 1 - No Action Required	

Ferris State University
Z - MGMT Courses

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
Z - MGMT Courses - MGMT 447 - Business Ethics-Social Resp - Outcome 1 - Students will be able to identify situations, analyze opinions and or actions, and appraise the situation in an ethical and socially responsible format. The main purpose of the class is to have the students take these steps by recognizing the events and taking the time to evaluate the issue or action. (Created By Z - MGMT Courses) **Start Date:** 01/10/2011 **Course Outcome Status:** Active	**Assessment Method:** Students will engage in discussions of ethical dilemmas, from a business perspective through the use of videos and articles. Consideration will be given to the economic, legal, moral and philanthropic aspects of decision criteria. Discussions in an online environment will provide different points of view for students and they are required to support their contentions with outside material from what is assigned. **Assessment Method Category:** Written Product (essay, research paper, journal, newsletter, etc.) **Criterion for Success:** Students must achieve a score of 75 on a scale of 100 for the sum of all graded discussions. Rubrics will be given for all written assignments, which will be submitted through Ferris Connect. These discussions are identified as postings and comments. A posting is their feeling concerning the concept and the comments are in reply to other students. Participation is mandatory to achieve a passing grade.		

Unit Course Assessment Report - Four Column

Ferris State University
Z - MGMT Courses

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
Z - MGMT Courses - MGMT 488 - Adv Management Cases-Problems - Outcome 1 - International and Global awareness. Understand issues and strategies in a global business environment. This includes cultural, legal/ethical, resource, environmental, logistical, and other sustainability issues. Articulate the reason why companies support international business such as new markets or outsourcing activities. (Created By Z - MGMT Courses) **Start Date:** 12/02/2009 **Course Outcome Status:** Active	**Assessment Method:** Cases format will be used to assess students ability to analyze environment and formulate solutions **Assessment Method Category:** Case Studies/Problem-based Assignments **Criterion for Success:** 70% must achieve high or medium level of performance.	05/15/2012 - Spring 2012 - High 80%, Med 0%, Low 20% **Classification:** Criterion Met **Action:** 1 - No Action Required	
		11/30/2011 - Summer 2011 High 60% Med 35% Low 5% **Classification:** Criterion Met **Action:** 1 - No Action Required	
		11/30/2011 - Spring 2011 High 70% Med 30% **Classification:** Criterion Met **Action:** 1 - No Action Required	
		03/29/2011 - See related document **Classification:** Criterion Met **Action:** 1 - No Action Required **Related Documents:**	
Z - MGMT Courses - MGMT 488 - Adv Management Cases-Problems - Outcome 2 - Process management. Identify issues relevant to either manufacturing or service	**Assessment Method:** Cases format will be used to assess students ability to analyze environment and formulate solutions	05/15/2012 - Spring 2012 - High 100%, **Classification:** Criterion Met **Action:**	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
firms that impact their performance and associated costs. Recognize and define various improvement tools (I.e. lean/JIT, six sigma, TQM, CPM/CPIM). Identify problems in supply chains and processes. (Created By Z - MGMT Courses) **Start Date:** 12/02/2009 **Course Outcome Status:** Active	**Assessment Method Category:** Case Studies/Problem-based Assignments **Criterion for Success:** 70% must achieve high or medium level of performance.	1 - No Action Required 11/30/2011 - Summer 2011 High 55% Med 35% Low 10% **Classification:** Criterion Met **Action:** 1 - No Action Required 11/30/2011 - Spring 2011 High 50% Med 50% **Classification:** Criterion Met **Action:** 1 - No Action Required 03/29/2011 - See related document **Classification:** Criterion Met **Action:** 1 - No Action Required **Related Documents:**	
Z - MGMT Courses - MGMT 488 - Adv Management Cases-Problems - Outcome 3 - HR/Organizational issue. Be able to identify issue and conflicts within and organization and between organizations. Define how organizational issues impact company performance and human resource issue, both domestically and internationally. (Created By Z - MGMT Courses) **Start Date:** 12/02/2009 **Course Outcome Status:** Active	**Assessment Method:** Cases format will be used to assess students ability to analyze environment and formulate solutions **Assessment Method Category:** Case Studies/Problem-based Assignments **Criterion for Success:** 70% must achieve high or medium level of performance.	05/15/2012 - Spring 2012 - High 80%, Low 20% **Classification:** Criterion Met **Action:** 1 - No Action Required 11/30/2011 - Summer 2011 High 65% Med 30% Low 5% **Classification:** Criterion Met **Action:** 1 - No Action Required	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		11/30/2011 - Spring 2011 High 50% Med 50% **Classification:** Criterion Met **Action:** 1 - No Action Required	
		03/29/2011 - See related document **Classification:** Criterion Met **Action:** 1 - No Action Required **Related Documents:**	
Z - MGMT Courses - MGMT 488 - Adv Management Cases-Problems - Outcome 4 - Technology and how it relates to: product innovation/development, process improvement (productivity), control and scheduling, communications flow. (Created By Z - MGMT Courses) **Start Date:** 12/02/2009 **Course Outcome Status:** Active	**Assessment Method:** Cases format will be used to assess students ability to analyze environment and formulate solutions **Assessment Method Category:** Case Studies/Problem-based Assignments **Criterion for Success:** 70% must achieve high or medium level of performance.	05/15/2012 - Spring 2012 - High 100% **Classification:** Criterion Met **Action:** 1 - No Action Required	
Z - MGMT Courses - MGMT 488 - Adv Management Cases-Problems - Outcome 5 - To develop the ability to think strategically: identify a company?s strategy in the context of its competitive environment. Assessment will be determined through the use of cases and weekly discussions. (Created By Z - MGMT Courses) **Start Date:** 12/02/2009 **Course Outcome Status:** Active	**Assessment Method:** Cases format will be used to assess students ability to analyze environment and formulate solutions **Assessment Method Category:** Case Studies/Problem-based Assignments **Criterion for Success:** 70% must achieve high or medium level of performance.	05/15/2012 - Spring 2012 - High 80%, Low 20% **Classification:** Criterion Met **Action:** 1 - No Action Required	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up

Ferris State University

Z - MGMT Courses

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
Z - MGMT Courses - MGMT 491 - MGMT Internship - Outcome 1 - Create academic outcomes for the internship in conjuction with the employer, academic department head, and COB Internship Coordinator (Created By Z - MGMT Courses) **Start Date:** 12/02/2009 **Course Outcome Status:** Active	**Assessment Method:** Approval of completed objectives by department head, in collaboration with student and employer. A minimum of 4 specific, clearly stated objectives, coordinated with the site supervisor. **Assessment Method Category:** Internship Evaluation		
Z - MGMT Courses - MGMT 491 - MGMT Internship - Outcome 2 - Complete and submit employer evaluation at the end of the internship (Created By Z - MGMT Courses) **Start Date:** 12/02/2009 **Course Outcome Status:** Active	**Assessment Method:** Submit a competed "End of Term" Employer Evaluation of Intern Form. Each question must be answered. The form must be signed by the student and the site supervisor. This form must be submitted at the conclusion of the internship along with the final report. **Assessment Method Category:** Internship Evaluation		
Z - MGMT Courses - MGMT 491 - MGMT Internship - Outcome 3 - Intern will be evaluated twice during the internship, and will use the feedback for any improvement efforts. (Created By Z - MGMT Courses) **Start Date:** 12/02/2009 **Course Outcome Status:** Active	**Assessment Method:** Submit a completed "Interim" Employer Evaluation of Intern Form. Each question must be answered. The form must be signed by the student and the site supervisor. This form must be submitted at the conclusion of the internship along with the final report. This form must also be sumitted at the time of evaluation so corrective actions can be taken in the spirit of continuous improvement. **Assessment Method Category:** Internship Evaluation		

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
Z - MGMT Courses - MGMT 491 - MGMT Internship - Outcome 4 - Complete and submit exit interview form at the end of the internship (Created By Z - MGMT Courses) **Start Date:** 12/02/2009 **Course Outcome Status:** Active	**Assessment Method:** Submit a completed Exit Interview Form at the conclusion of the internship along with the final report. The Management Department Head will assess this document for completeness, accuracy, and quality. **Assessment Method Category:** Interview		
Z - MGMT Courses - MGMT 491 - MGMT Internship - Outcome 5 - Create and submit an essay detailing the work experience inrelation to the academic outcomes established at the beginning of the internship (Created By Z - MGMT Courses) **Start Date:** 12/02/2009 **Course Outcome Status:** Active	**Assessment Method:** An essay must be submitted at the conclusion of the experience. For a three credit hour internship, the minimum requirement is six pages, double spaced. The Department Head will assess this report, and judge the quality based on content, proper grammar, neatness, spelling, and minimum length. Reports that do not meet reasonable standards expected of a college student will be returned with notations identifying needed changes and improvements. Students will be given an opportunity to resubmit the improved version. **Assessment Method Category:** Written Product (essay, research paper, journal, newsletter, etc.)		
Z - MGMT Courses - MGMT 491 - MGMT Internship - Outcome 6 - Create and submit weekly reports to the COB Internship Coordinator and the Academic department head. (Created By Z - MGMT Courses) **Start Date:** 12/02/2009 **Course Outcome Status:** Active	**Assessment Method:** Students must submit a complete report each week, in a timely fashion as specified in the internship agreement. The Department Head will read these reports and assess them based on accuracy, completeness, and content. Feedback will be provided the student after each weekly report. **Assessment Method Category:** Written Product (essay, research paper,		

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
	journal, newsletter, etc.)		