

Academic Program Review Report  
Automotive Management Degree

# Introduction to the 2013 APR Report for the Automotive Management Degree

## **Broad Overview of Program and Report**

The last APR for AMGT was 2006. It was scheduled for 2012 and received a one year waiver. A second one year waiver was again requested and denied. Here is the rationale for those requests: In 2011 the AMGT program saw all of its regular professors within the Bargaining Group step away from the degree. Professors Denny and VanderWoude took buyouts and Professor Ropele moved into the Dean's Office as Director of Student Services.

What we have seen in the program is a near perfect storm of events that have had a significant impact on the program. Starting as far back as 2004 the industry was starting to cut back on employment. With the Recession of 2008-09 and the bailouts of General Motors and Chrysler even students already enrolled in the program began to question if the industry was viable.

All players in the industry saw a decline in sales and the need to hire new people. As industry hiring has the greatest impact on enrollment we have seen a decline in the numbers since the last APR. As enrollment declined Professor Ropele was given a sabbatical and then release time to recruit and upon completion of that moved into the Dean's Office as educational Counselor. In essence he has not taught a full load on a regular basis since the 08-09 school year.

While enrollment declined and therefore numbers of graduates have declined, graduation and placement rates have not. Currently each graduate typically has two or more options for job placement and the program has more job requests than students to fill them.

At the end of the 09-10 school year professors VanderWoude and Denny were offered and accepted buyouts. Professor DeKoster had been teaching a class or two in the program over the past years prior to the Summer 10 session. In that session he was scheduled to teach one class and Professor VanderWoude was scheduled to teach one. Professor VanderWoude choose to not teach his class within a week of the beginning of class.

Professor DeKoster took that class and offered to teach in the AMGT program with a full load. Over the summer it was decided to use two classes from the College of Business in place of two AMGT classes. MKTG 321 Intro to Marketing was used in place of AMGT 302 Marketing and Distribution II. MGMT 350 Tools for Decision Makers was used in place of AMGT 303 Automotive Accounting.

It is anticipated that when a new faculty member is hired for the program at least one or both of those classes (AMGT 302 – 303) will be taught within the program again.

When Professor VanderWoude left he took all of his course materials with him and refused requests for use by Professor DeKoster. As detailed in the last APR and in comments made in Advisory Committee meetings while Professor Denny was respected he was also criticized for having out-of-date class materials.

Upon review of materials left for most courses little was recent and little was deemed relevant. Several classes had no course outline and just a paragraph description from the course catalog was all that was available.

What has been happening is that while the project in class is known and can be assigned the ancillary material taught in the classroom is not. This has caused some issues with time and amount of content that can be taught in the classroom. The need to revise each course without benefit of a second instructor or release time has been a real challenge.

This has been a perfect storm as we have not been able to simply suspend classes and the degree to rework the program. There have been differing opinions within the department and certainly in offices above the department as to the degree's long term value and viability. Another factor for the request that went along with the changes in faculty has been the changes in leadership within the School. The Director and Department Chairs are new. Of these people only one is from the School.

The Automotive Management courses all have one or more significant projects that the students work on over the course of a semester. These projects are all known so when the faculty members left and either took the course material with them or left behind outdated materials each of the courses in the degree needed to be revised and updated.

Yet it is, in spite of these changes and challenges, an exciting time for the Degree.

- Enrollment is increasing.
- Most graduates have multiple job choices and offers.
- A position was opened by the VPAA.
- A search committee has been formed, candidates interviewed, and as of the writing of this a name has been forwarded with recommendation for hire.
- Starting with the Fall 13 semester the program will be adding a fully online offering opportunity to acquire the degree.

The challenges that have faced the program will be addressed within the document. One of these challenges is the creation of this report. When a second extension was requested it was well into the school year before the denial was made. Therefore everything that was needed to fill in the report needed to be accomplished.

Therefore this document may not be as thick as others, certain portions may be somewhat incomplete in the kind of detail often seen in these reports. There simply has not been the time or the personnel to do the work that is typically a part of one of these reports.

Yet in spite of a document that is thinner than others we believe our document will show in the final analysis that the degree is viable, that our graduates are in demand by industry, we have a unique program unlike any other within the United States, and that we are a shining example of ***"Imagine More"***.

## Section 1

### A. Program Goals

- 1). The role and mission of the AMGT program is to provide industry with entry-level managers that have the appropriate balance of technical, managerial, and communication skills; employees with strong vision, a positive attitude, and the desire to make a contribution.
- 2). These goals have been in place since the founding of the program in 1971. They are regularly reviewed for applicability by representatives of industry sitting on the Advisory Board. Input is also gained by faculty during onsite and phone interviews of persons within management who are supervising program interns taking AMGT 493.
- 3). These goals were and are a direct result of the automotive, the transportation industries need for managers with a technical background. It is this combination of technical expertise with an Automotive Management that makes our graduates unique and therefore in demand by industry.
- 4). The goals have not changed since the last APR. As stated the program is reviewed yearly by an advisory committee made up of a broad spectrum industry representatives. Certain changes to the program have been made over the years to keep the program up-to-date. Certain changes are being made to create more opportunity for students to matriculate. Classes are being updated to reflect changes in the industry.
- 5). The Goals of the Program are harmonious with the Universities Mission to provide "... 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." The AMGT Program uses its partnership with industry to give the students access to an education that makes them highly sought after.

### B. Program Visibility

- 1). The AMGT program is one of four in the United States. Due to the historical reputation of the Auto Service Program and the history of the AMGT Program we have a name that opens doors and is recognized throughout the industry.

Starting with the Fall 13 school year the program will begin to offer an online option for the degree along with the Big Rapids and Macomb campus offerings. This will allow the option for students who are not able to take the degree from one of these two sites the opportunity to get the degree.

- 2). The students who enter the AMGT Degree are those who desire to work in the industry as owners of business or work for the manufacturers and tier suppliers of the industry. As can be seen by the placement rate of the degree the graduates are in demand.

- 3). Competitors of the AHM program include: Southern Illinois University, Carbondale, IL; Pittsburg State University, Pittsburg, KS; Weber State University, Ogden, UT; and Colorado State University, Pueblo, CO.
  - a. How are these programs similar and different from the FSU program?
    - i. All of these programs, other than Weber State, are '0+4' programs that are made up primarily of three years of technical coursework and a year of business related coursework. Weber State has a '2+2' program similar to the Ferris AMGT.
  - b. What can be learned from them that would improve the program at Ferris?
    - i. Started in 2006 by Mike Ropele since the five institutions are geographically dispersed, representatives from each school meet as a group once per year to compare notes. Faculty from the five institutions are committed to cooperation, and are not overly worried about competition. The schools work together to learn from each other, to collectively network with industry, and to discuss emerging trends.
    - ii. This year, 2013 three persons from the School traveled to Southern Illinois University to take part in this annual meeting.

#### C. Relevance

- 1). Labor Market
- 2). **Program response to emerging issues.** The AMGT program has several methods of responding to changes within the industry. First we have at least one meeting every year with an Advisory Committee made up of persons from the industry and in most cases companies that hire our graduates.

As part of this meeting the committee meets with students to get their sense of how the program is working and then report that to faculty and administration during that part of the meeting.

The degree also has a mandatory internship requirement. As part of intern supervision these businesses are contacted by phone or in person for status and an overview of the students' progress. Ideas and suggestions are reviewed and as possible implemented into the program. An example of this is the addition of a unit of instruction in the use of Microsoft Office into several classes. Another change was the addition of the study of Social Media Marketing into the AMGT 460 class.

- 3). Grad

#### D. Program Value

1). **Benefits to the University**

There are hundreds of program graduates who have brought value to the industry. With a continuing near 100% placement rate the ability of the program to provide an education of value and graduates who enter the industry and thrive speaks volumes.

The AMGT degree as will be described in another part of the document has weathered a near perfect storm against it and remains strong. While there is no denying that enrollments have declined over the past years it is a result of the industry going through its own pains.

Starting in about 2004 the industry began to face a number of issues related to growth and the overall economy of the country. When the Great Recession hit in 2008 – 2009 the industry went through series challenges. During the 2008 presidential campaign the candidates and the media all talked as if the automobile was a thing of the past and certainly many believed it.

The net effect was that for about 7 years the industry hired as few people as it could. Now that sales are returning the need for trained graduates is exceeds the numbers of students in the programs. The job market controls enrollment and now that the jobs are back the enrollment is returning.

The program, as stated elsewhere, responding to trends in education particularly focusing on the non-traditional student who would like to get a Bachelor's Degree but cannot quit work and move to Big Rapids to take classes or is not near a satellite campus to take evening classes is now offering an option to take the degree on-line.

Taking the degree online continues to advance the University's Mission to offer a quality education to all.

We therefore offer an in demand degree in face-to-face, blended, and online options for potential students.

As discussed in Section 4 the facilities are adequate but need updating.

Professor DeKoster is at the forefront in the Automotive Department in the use of Blended and online teaching technologies and strategies.

2). **Benefits to the Students**

- a. Students have multiple options upon graduation in terms of job choices.
- b. There is a Student RSO dedicated to the degree but allowing any interested student to join.

c. Professors maintain a close relationship with industry

3). Benefits to Employers

The AMGT – AHM program has been providing the industry with well qualified employees for 30 years. One need only look at the list of jobs on career services; the requests for employees that come to the office and to the instructors; in discussions with faculty.

This is also seen in surveys done for APR over the years. Our graduates have unique skills that put them in demand.

4). **Benefits outside the University**

The current and previous AMGT faculty have played a role in keeping the name of Ferris in front of the public and industry.

- a. Professor DeKoster has recorded training videos for Automotive Video Inc. He is a contributing editor to MotorAge magazine. He is a contract trainer and course developer for Delphi.
- b. Professor Ropele’s sabbatical was working with heavy equipment dealers as a consultant to update their service department operations. He was also the instigator of the yearly meetings with the other schools offering a similar degree.
- c. The Student Organization is a part of Highway Cleanup, does fundraisers for local charities and overseen by the faculty.

**Section 2**

A.

**AMGT APR Alumni Frequencies**

**Prepared by: Institutional Research & Testing, 07/13**

**Statistics**

		N		Mean	Median	Std. Deviation
		Valid	Missing			

q1.a Degree helped me/is helping me achieve my career goals	8	0	4.13	4.50	1.356
q1.b Satisfied with my academic preparation at FSU	8	0	4.38	4.50	.744
q1.c Satisfied with the AMGT advising I received at FSU	8	0	4.13	4.50	1.126
q1.d Develop problem solving skills necessary for on-the-job success	8	0	4.00	4.00	.756
q1.e Develop strong written communication skills	8	0	4.38	4.00	.518
q1.f Develop strong presentation skills	8	0	4.63	5.00	.518
q1.g Develop strong business management skills	8	0	4.50	5.00	1.069
q1.h Education was a positive factor in decision to hire me	8	0	4.13	4.50	.991
q1.i My technical education benefits me in my current position	8	0	4.50	5.00	.756
q1.j My management education benefits me in my current position	8	0	4.25	5.00	1.389
q1.k The AMGT internship benefited me, in terms of career path selection	8	0	4.13	4.50	.991
q1.l Would recommend to prospective students	8	0	4.38	5.00	1.061
q2 Of above skills, most desirable to employer	8	0			
q3 Knowledge/skills would have helped prepare you not taken at FSU	8	0			
q4.a Intern as last semester senior	8	0	1.50	1.50	.535
q4.b Hired by internship employer	8	0	1.25	1.00	.463



q4.c Is ASE certification required for current position	8	0	1.88	2.00	.354
q5.a Word Processing	8	0	1.13	1.00	.354
q5.b Spreadsheet	8	0	1.13	1.00	.354
q5.c Web Page	8	0	1.38	1.00	.518
q5.d Database	8	0	1.25	1.00	.463
q5.e Presentation	8	0	1.50	1.50	.535
q6.a Word Processing	8	0	1.00	1.00	.000
q6.b Spreadsheet	8	0	1.25	1.00	.463
q6.c Web Page	8	0	1.13	1.00	.354
q6.d Database	8	0	1.13	1.00	.354
q6.e Presentation	8	0	1.13	1.00	.354
q7_1 Training: Management	7	1	.29	.00	.488
q7_2 Training: Personal Development	7	1	.71	1.00	.488
q7_3 Training: Software related	7	1	.57	1.00	.535
q7_4 Training: Technical	7	1	.57	1.00	.535
q7_5 Training: Other	7	1	.14	.00	.378
q7.a Other Specified	8	0			
q8 Completed any additional degree(s)	8	0	1.88	2.00	.354
q9 Type of degree/concentration	8	0			
q10 When accept first position	8	0	2.75	3.00	1.165
q11.a AMGT program faculty	7	1	2.00	2.00	1.000
q11.b Ferris Career Services	8	0	3.63	3.50	1.061
q11.c Classified Ads/Web	8	0	3.25	3.50	1.488
q11.d Personal connections	8	0	1.88	1.00	1.458
q11.e Other	3	5	3.67	4.00	.577

q11.f Other Specified	8	0			
q12 Year of graduation	8	0			
q13 Starting Salary (after graduation)	8	0	2.38	2.00	1.506
q14 Current job title	8	0			
q15 How long with current employer	8	0			
q16 Current Salary	8	0	3.88	3.50	2.642
q17 Recommendations to improve program	8	0			
q18 Additional comments	8	0			
q19 Contact info of anyone interested in prog	8	0			
q20 Contact info of anyone interested in prog	8	0			

## Frequency Table

**q1.a Degree helped me/is helping me achieve my career goals**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	12.5	12.5	12.5
	Somewhat Agree	3	37.5	37.5	50.0
	Strongly Agree	4	50.0	50.0	100.0
	Total	8	100.0	100.0	

**q1.b Satisfied with my academic preparation at FSU**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	1	12.5	12.5	12.5
	Somewhat Agree	3	37.5	37.5	50.0
	Strongly Agree	4	50.0	50.0	100.0
	Total	8	100.0	100.0	

**q1.c Satisfied with the AMGT advising I received at FSU**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Disagree	1	12.5	12.5	12.5

	Neutral	1	12.5	12.5	25.0
	Somewhat Agree	2	25.0	25.0	50.0
	Strongly Agree	4	50.0	50.0	100.0
	Total	8	100.0	100.0	

**q1.d Develop problem solving skills necessary for on-the-job success**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	2	25.0	25.0	25.0
	Somewhat Agree	4	50.0	50.0	75.0
	Strongly Agree	2	25.0	25.0	100.0
	Total	8	100.0	100.0	

**q1.e Develop strong written communication skills**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Agree	5	62.5	62.5	62.5
	Strongly Agree	3	37.5	37.5	100.0
	Total	8	100.0	100.0	

**q1.f Develop strong presentation skills**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Agree	3	37.5	37.5	37.5
	Strongly Agree	5	62.5	62.5	100.0
	Total	8	100.0	100.0	

**q1.g Develop strong business management skills**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Disagree	1	12.5	12.5	12.5
	Somewhat Agree	1	12.5	12.5	25.0
	Strongly Agree	6	75.0	75.0	100.0
	Total	8	100.0	100.0	

**q1.h Education was a positive factor in decision to hire me**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	3	37.5	37.5	37.5
	Somewhat Agree	1	12.5	12.5	50.0
	Strongly Agree	4	50.0	50.0	100.0
	Total	8	100.0	100.0	

**q1.i My technical education benefits me in my current position**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	1	12.5	12.5	12.5
	Somewhat Agree	2	25.0	25.0	37.5
	Strongly Agree	5	62.5	62.5	100.0
	Total	8	100.0	100.0	

**q1.j My management education benefits me in my current position**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	12.5	12.5	12.5
	Somewhat Agree	2	25.0	25.0	37.5
	Strongly Agree	5	62.5	62.5	100.0
	Total	8	100.0	100.0	

**q1.k The AMGT internship benefited me, in terms of career path selection**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	3	37.5	37.5	37.5
	Somewhat Agree	1	12.5	12.5	50.0
	Strongly Agree	4	50.0	50.0	100.0
	Total	8	100.0	100.0	

**q1.I Would recommend to prospective students**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Disagree	1	12.5	12.5	12.5
	Somewhat Agree	2	25.0	25.0	37.5
	Strongly Agree	5	62.5	62.5	100.0
	Total	8	100.0	100.0	

**q2 Of above skills, most desirable to employer**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		2	25.0	25.0	25.0
	Ability to learn new skill sets and be flexible.	1	12.5	12.5	37.5
	Communication Skills.	1	12.5	12.5	50.0
	Presentation skills	1	12.5	12.5	62.5
	Problem solving	1	12.5	12.5	75.0
	Technical Education.	1	12.5	12.5	87.5
	Technical Skills	1	12.5	12.5	100.0
	Total	8	100.0	100.0	

**q3 Knowledge/skills would have helped prepare you not taken at FSU**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		2	25.0	25.0	25.0
	Further in depth-diagnostics.	1	12.5	12.5	37.5
	Interview skills. At the time, there was a simple one day, non-required workshop I took. I was fortunate enough to land my internship when I went in as a practice interview.	1	12.5	12.5	50.0
	Knowledge of the sales and account management	1	12.5	12.5	62.5
	N.A.	1	12.5	12.5	75.0
	Personal communications. Understanding conflict resolution between staff and with customers. Going through situational exercises in both in order to come up with solutions in an environment without risk of lost customers or staff.	1	12.5	12.5	87.5
	Statistics and project management	1	12.5	12.5	100.0
	Total	8	100.0	100.0	

**q4.a Intern as last semester senior**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	4	50.0	50.0	50.0
	No	4	50.0	50.0	100.0
	Total	8	100.0	100.0	

**q4.b Hired by internship employer**



		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	6	75.0	75.0	75.0
	No	2	25.0	25.0	100.0
	Total	8	100.0	100.0	

**q4.c Is ASE certification required for current position**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	1	12.5	12.5	12.5
	No	7	87.5	87.5	100.0
	Total	8	100.0	100.0	

**q5.a Word Processing**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	7	87.5	87.5	87.5
	No	1	12.5	12.5	100.0
	Total	8	100.0	100.0	

**q5.b Spreadsheet**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	7	87.5	87.5	87.5
	No	1	12.5	12.5	100.0
	Total	8	100.0	100.0	

**q5.c Web Page**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	5	62.5	62.5	62.5
	No	3	37.5	37.5	100.0
	Total	8	100.0	100.0	

**q5.d Database**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	6	75.0	75.0	75.0
	No	2	25.0	25.0	100.0
	Total	8	100.0	100.0	

**q5.e Presentation**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	4	50.0	50.0	50.0
	No	4	50.0	50.0	100.0
	Total	8	100.0	100.0	

**q6.a Word Processing**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	8	100.0	100.0	100.0

**q6.b Spreadsheet**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	6	75.0	75.0	75.0
	No	2	25.0	25.0	100.0
	Total	8	100.0	100.0	

**q6.c Web Page**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	7	87.5	87.5	87.5

	No	1	12.5	12.5	100.0
	Total	8	100.0	100.0	

**q6.d Database**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	7	87.5	87.5	87.5
	No	1	12.5	12.5	100.0
	Total	8	100.0	100.0	

**q6.e Presentation**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	7	87.5	87.5	87.5
	No	1	12.5	12.5	100.0
	Total	8	100.0	100.0	

**q7\_1 Training: Management**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	5	62.5	71.4	71.4
	Selected	2	25.0	28.6	100.0

	Total	7	87.5	100.0	
Missing	System	1	12.5		
Total		8	100.0		

**q7\_2 Training: Personal Development**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	2	25.0	28.6	28.6
	Selected	5	62.5	71.4	100.0
	Total	7	87.5	100.0	
Missing	System	1	12.5		
Total		8	100.0		

**q7\_3 Training: Software related**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	3	37.5	42.9	42.9
	Selected	4	50.0	57.1	100.0
	Total	7	87.5	100.0	
Missing	System	1	12.5		
Total		8	100.0		

**q7\_4 Training: Technical**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	3	37.5	42.9	42.9
	Selected	4	50.0	57.1	100.0
	Total	7	87.5	100.0	
Missing	System	1	12.5		
Total		8	100.0		

**q7\_5 Training: Other**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	6	75.0	85.7	85.7
	Selected	1	12.5	14.3	100.0
	Total	7	87.5	100.0	
Missing	System	1	12.5		
Total		8	100.0		

**q7.a Other Specified**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		6	75.0	75.0	75.0
	Excel	1	12.5	12.5	87.5

	Warranty processing and troubleshooting. Dealer management software. In car technologies (Navigation	1	12.5	12.5	100.0
	Total	8	100.0	100.0	

**q8 Completed any additional degree(s)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	1	12.5	12.5	12.5
	No	7	87.5	87.5	100.0
	Total	8	100.0	100.0	

**q9 Type of degree/concentration**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		7	87.5	87.5	87.5
	Program and project management master of science	1	12.5	12.5	100.0
	Total	8	100.0	100.0	

**q10 When accept first position**

		Frequency	Percent	Valid Percent	Cumulative Percent

Valid	Prior to junior year	2	25.0	25.0	25.0
	During senior year, before graduation	4	50.0	50.0	75.0
	After graduation	2	25.0	25.0	100.0
	Total	8	100.0	100.0	

**q11.a AMGT program faculty**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Most Help	2	25.0	28.6	28.6
	2	4	50.0	57.1	85.7
	4	1	12.5	14.3	100.0
	Total	7	87.5	100.0	
Missing	System	1	12.5		
Total		8	100.0		

**q11.b Ferris Career Services**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	1	12.5	12.5	12.5
	3	3	37.5	37.5	50.0
	4	2	25.0	25.0	75.0
	5 Least Help	2	25.0	25.0	100.0
	Total	8	100.0	100.0	



**q11.c Classified Ads/Web**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Most Help	1	12.5	12.5	12.5
	2	2	25.0	25.0	37.5
	3	1	12.5	12.5	50.0
	4	2	25.0	25.0	75.0
	5 Least Help	2	25.0	25.0	100.0
	Total	8	100.0	100.0	

**q11.d Personal connections**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Most Help	5	62.5	62.5	62.5
	2	1	12.5	12.5	75.0
	3	1	12.5	12.5	87.5
	5 Least Help	1	12.5	12.5	100.0
	Total	8	100.0	100.0	

**q11.e Other**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	1	12.5	33.3	33.3
	4	2	25.0	66.7	100.0
	Total	3	37.5	100.0	
Missing	System	5	62.5		
Total		8	100.0		

**q11.f Other Specified**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		7	87.5	87.5	87.5
	LinkedIn	1	12.5	12.5	100.0
	Total	8	100.0	100.0	

**q12 Year of graduation**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2004	1	12.5	12.5	12.5
	2006	1	12.5	12.5	25.0
	2008	1	12.5	12.5	37.5
	2009	2	25.0	25.0	62.5
	2010	3	37.5	37.5	100.0

	Total	8	100.0	100.0	
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**q13 Starting Salary (after graduation)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than \$40,000	3	37.5	37.5	37.5
	\$40,000 - \$45,000	2	25.0	25.0	62.5
	\$45,001 - \$50,000	1	12.5	12.5	75.0
	\$50,001 - \$55,000	1	12.5	12.5	87.5
	\$55,001 - \$60,000	1	12.5	12.5	100.0
	Total	8	100.0	100.0	

**q14 Current job title**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Automotive Service Manager	1	12.5	12.5	12.5
	Automotive Technician	1	12.5	12.5	25.0
	District Parts Manager	1	12.5	12.5	37.5
	Project Coordinator	1	12.5	12.5	50.0
	Senior District Parts and Service Manager	1	12.5	12.5	62.5
	Service Consultant and Certified Technology Expert	1	12.5	12.5	75.0
	Shop Foreman	1	12.5	12.5	87.5

	technologist	1	12.5	12.5	100.0
	Total	8	100.0	100.0	

**q15 How long with current employer**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 year and one month.	1	12.5	12.5	12.5
	3 years	1	12.5	12.5	25.0
	4 months	1	12.5	12.5	37.5
	5 1/2 years	1	12.5	12.5	50.0
	5 year	1	12.5	12.5	62.5
	5 years	1	12.5	12.5	75.0
	6 years	1	12.5	12.5	87.5
	8 years	1	12.5	12.5	100.0
	Total	8	100.0	100.0	

**q16 Current Salary**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than \$40,000	2	25.0	25.0	25.0
	\$40,000 - \$45,000	2	25.0	25.0	50.0
	\$55,001 - \$60,000	1	12.5	12.5	62.5
	\$60,001 - \$70,000	1	12.5	12.5	75.0

	\$70,001 or more	2	25.0	25.0	100.0
	Total	8	100.0	100.0	

**q17 Recommendations to improve program**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		2	25.0	25.0	25.0
	I would have liked to see more organized trips to dealerships to see their structure first hand. I think that especially during the technical portion of the degree, it would align what you were learning to what you were going to do when you continued to the management portion.	1	12.5	12.5	37.5
	Introduction of dealer management software (ADP, Reynolds & Reynolds, ect)Customer relations, dealing with unhappy customers, staff, ect.	1	12.5	12.5	50.0
	More involvement with alumni to create more netowrking opportunities.	1	12.5	12.5	62.5
	Require statistics course and higher math such as calc 1	1	12.5	12.5	75.0
	The AMGT program provides lots of assistance for current students to find internship opportunities, However after graduation there is little to no assistance for alumni in search of employment opportunities.	1	12.5	12.5	87.5

	The dealership based learning is great. However, not all automotive repair facilities are dealerships. Perhaps, introducing an aftermarket shop environment into the mix will teach students different ways a repair facility can operate. Example: Muffler Man, Lentz, Firestone, Merlin's 200,000 mile shop, etc. Also, Utilizing these aftermarket repair facility's computer system is another great learning curve. Reynolds & Reynolds and Maverick.	1	12.5	12.5	100.0
	Total	8	100.0	100.0	

**q18 Additional comments**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		6	75.0	75.0	75.0
	Bring in past graduates to help expose current students to things going on in the automotive industry. From manufacturers, dealerships, part suppliers, ect.	1	12.5	12.5	87.5
	I am amazed how well respected and known Ferris State University is in the industry. Though small, this program has earned a place in the industry. Even after 5 years, I rely on knowledge I obtained during my time at Ferris State.	1	12.5	12.5	100.0
	Total	8	100.0	100.0	

**q19 Contact info of anyone interested in prog**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		8	100.0	100.0	100.0

**q20 Contact info of anyone interested in prog**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		8	100.0	100.0	100.0

B. Employer

**AMGT APR Employer Frequencies**

**Prepared by: Institutional Research & Testing, 07/13**

**Statistics**

	N		Mean	Median	Std. Deviation
	Valid	Missing			
q1 Company Name	4	0			
q2 Primary Product(s) or Service(s)	4	0			
q3 Industry Niche	4	0			
q4 Name of department(s) where grad(s) work	4	0			

q5 Number of employees in the department(s)	4	0			
q6 Number of AMGT grads in the department(s)	4	0			
q7_1 Job description: Sales	3	1	.67	1.00	.577
q7_2 Job description: Marketing/Advertising	3	1	.00	.00	.000
q7_3 Job description: Management/Supervision	3	1	.67	1.00	.577
q7_4 Job description: Customer Relations	3	1	.33	.00	.577
q7_5 Job description: Communications	3	1	.00	.00	.000
q7_6 Job description: Technical	3	1	.67	1.00	.577
q7_7 Job description: Logistics	3	1	.00	.00	.000
q7_8 Job description: Engineering/Research	3	1	.00	.00	.000
q7_9 Job description: Other	3	1	.33	.00	.577
q7.a Other specified	4	0			
q8.a Writing	4	0	3.25	3.50	.957
q8.b Interpersonal communication	4	0	3.25	4.00	1.500
q8.c Public/Group presentation	4	0	2.75	3.00	.500
q8.d Technical knowledge	4	0	3.00	3.50	1.414
q8.e Teamwork	4	0	3.25	4.00	1.500
q8.f Time management	4	0	2.75	3.00	.500
q8.g Computer/Software use	3	1	2.33	2.00	.577
q9 Other knowledge/skill areas not listed above	4	0			
q10.a Minimum GPA is required	4	0	2.50	3.00	1.000
q10.b ASE certification is required	4	0	2.00	2.00	1.155
q11 Minimum GPA required	4	0			



q12 Require applicants to take any type of qualifying exam	3	1	1.33	1.00	.577
q13 What qualifying examination(s)	4	0			
q14 Continue to hire AMGT grads	4	0	1.00	1.00	.000
q15 Please elaborate	4	0			
q16 Additional comments	4	0			

## Frequency Table

**q1 Company Name**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Ally Financial	1	25.0	25.0	25.0
	Toyota Motor Sales U.S.A.	1	25.0	25.0	50.0
	Toyota Motor Sales, USA Inc.	1	25.0	25.0	75.0
	VWGoA	1	25.0	25.0	100.0
	Total	4	100.0	100.0	

**q2 Primary Product(s) or Service(s)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Automobiles	1	25.0	25.0	25.0
	F&I Products and Development	1	25.0	25.0	50.0
	Manufacturing/Importer	1	25.0	25.0	75.0
	New Vehicle, Certified Used Vehicles, Parts & Service products	1	25.0	25.0	100.0
	Total	4	100.0	100.0	

**q3 Industry Niche**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Automotive	2	50.0	50.0	50.0
	Increasing dealer profit per vehicle retailed	1	25.0	25.0	75.0
	light duty vehicles	1	25.0	25.0	100.0
	Total	4	100.0	100.0	

**q4 Name of department(s) where grad(s) work**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	AHM	1	25.0	25.0	25.0
	Claims, Operations, Reinsurance	1	25.0	25.0	50.0
	Product Quality and Service Support	1	25.0	25.0	75.0
	Workshop, Warranty Parts, and Service Support	1	25.0	25.0	100.0
	Total	4	100.0	100.0	

**q5 Number of employees in the department(s)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	100	1	25.0	25.0	25.0
	135	1	25.0	25.0	50.0
	62	1	25.0	25.0	75.0
	72	1	25.0	25.0	100.0

	Total	4	100.0	100.0	
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**q6 Number of AMGT grads in the department(s)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	1	25.0	25.0	25.0
	4	2	50.0	50.0	75.0
	8	1	25.0	25.0	100.0
	Total	4	100.0	100.0	

**q7\_1 Job description: Sales**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	1	25.0	33.3	33.3
	Selected	2	50.0	66.7	100.0
	Total	3	75.0	100.0	
Missing	System	1	25.0		
Total		4	100.0		

**q7\_2 Job description: Marketing/Advertising**

		Frequency	Percent	Valid Percent	Cumulative Percent
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Valid	Not Selected	3	75.0	100.0	100.0
Missing	System	1	25.0		
Total		4	100.0		

**q7\_3 Job description: Management/Supervision**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	1	25.0	33.3	33.3
	Selected	2	50.0	66.7	100.0
	Total	3	75.0	100.0	
Missing	System	1	25.0		
Total		4	100.0		

**q7\_4 Job description: Customer Relations**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	2	50.0	66.7	66.7
	Selected	1	25.0	33.3	100.0
	Total	3	75.0	100.0	
Missing	System	1	25.0		
Total		4	100.0		

**q7\_5 Job description: Communications**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	3	75.0	100.0	100.0
Missing	System	1	25.0		
Total		4	100.0		

**q7\_6 Job description: Technical**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	1	25.0	33.3	33.3
	Selected	2	50.0	66.7	100.0
	Total	3	75.0	100.0	
Missing	System	1	25.0		
Total		4	100.0		

**q7\_7 Job description: Logistics**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	3	75.0	100.0	100.0
Missing	System	1	25.0		
Total		4	100.0		

**q7\_8 Job description: Engineering/Research**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	3	75.0	100.0	100.0
Missing	System	1	25.0		
Total		4	100.0		

**q7\_9 Job description: Other**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	2	50.0	66.7	66.7
	Selected	1	25.0	33.3	100.0
	Total	3	75.0	100.0	
Missing	System	1	25.0		
Total		4	100.0		

**q7.a Other specified**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		3	75.0	75.0	75.0
	warranty parts specialist	1	25.0	25.0	100.0
	Total	4	100.0	100.0	

**q8.a Writing**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Dissatisfied	1	25.0	25.0	25.0
	Somewhat Satisfied	1	25.0	25.0	50.0
	Very Satisfied	2	50.0	50.0	100.0
	Total	4	100.0	100.0	

**q8.b Interpersonal communication**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	1	25.0	25.0	25.0
	Very Satisfied	3	75.0	75.0	100.0
	Total	4	100.0	100.0	

**q8.c Public/Group presentation**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Dissatisfied	1	25.0	25.0	25.0
	Somewhat Satisfied	3	75.0	75.0	100.0
	Total	4	100.0	100.0	



**q8.d Technical knowledge**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	1	25.0	25.0	25.0
	Somewhat Satisfied	1	25.0	25.0	50.0
	Very Satisfied	2	50.0	50.0	100.0
	Total	4	100.0	100.0	

**q8.e Teamwork**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	1	25.0	25.0	25.0
	Very Satisfied	3	75.0	75.0	100.0
	Total	4	100.0	100.0	

**q8.f Time management**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Dissatisfied	1	25.0	25.0	25.0
	Somewhat Satisfied	3	75.0	75.0	100.0
	Total	4	100.0	100.0	

**q8.g Computer/Software use**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Dissatisfied	2	50.0	66.7	66.7
	Somewhat Satisfied	1	25.0	33.3	100.0
	Total	3	75.0	100.0	
Missing	System	1	25.0		
Total		4	100.0		

**q9 Other knowledge/skill areas not listed above**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		1	25.0	25.0	25.0
	Excel is highly recommended.	1	25.0	25.0	50.0
	Failure analysis for parts	1	25.0	25.0	75.0
	I can not stress enough the need for our graduates to be able to navigate successfully through Microsoft Office.	1	25.0	25.0	100.0
	Total	4	100.0	100.0	

**q10.a Minimum GPA is required**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	1	25.0	25.0	25.0

	Preferred	3	75.0	75.0	100.0
	Total	4	100.0	100.0	

**q10.b ASE certification is required**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	2	50.0	50.0	50.0
	Preferred	2	50.0	50.0	100.0
	Total	4	100.0	100.0	

**q11 Minimum GPA required**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3.0	2	50.0	50.0	50.0
	3.5	1	25.0	25.0	75.0
	Nsure	1	25.0	25.0	100.0
	Total	4	100.0	100.0	

**q12 Require applicants to take any type of qualifying exam**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	2	50.0	66.7	66.7

	No	1	25.0	33.3	100.0
	Total	3	75.0	100.0	
Missing	System	1	25.0		
Total		4	100.0		

**q13 What qualifying examination(s)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		2	50.0	50.0	50.0
	drug and background check	1	25.0	25.0	75.0
	Mechanical Knowledge Test	1	25.0	25.0	100.0
	Total	4	100.0	100.0	

**q14 Continue to hire AMGT grads**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	4	100.0	100.0	100.0

**q15 Please elaborate**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		4	100.0	100.0	100.0

**q16 Additional comments**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Computer, Time Management, Orginazation, Communication/Presentation Skills and a great attitude to learn and develop ones self are attributes that we are looking for at Toyota.	1	25.0	25.0	25.0
	Like the new Automotive Engineering program those students fit well into our program.	1	25.0	25.0	50.0
	Students on-site company visits would be valuable.	1	25.0	25.0	75.0
	We are continuing to recruit from Ferris for the time being, however it is clear that the Auto Management program is in urgent need of additional qualified instructors in order to truly meet the needs of current and incoming students and continue producing the top quality candidates that FSU is known for.	1	25.0	25.0	100.0
	Total	4	100.0	100.0	

C. Graduating Student

D. Current Student

**AMGT APR...Current Students**

**Frequencies**

**Prepared by: Institutional Research & Testing, 06/13**



**Statistics**

	N		Mean	Median	Std. Deviation
	Valid	Missing			
q1.a Work in Wholesale (OEM) side: Car	13	9	1.54	1.00	.660
q1.b Work in Wholesale (OEM) side: Truck	9	13	1.56	1.00	.882
q1.c Work in Wholesale (OEM) side: Equipment	9	13	2.44	3.00	.726
q1.d Work in Retail side: Car	9	13	1.56	1.00	.882
q1.e Work in Retail side: Truck	7	15	1.71	2.00	.756
q1.f Work in Retail side: Equipment	6	16	2.17	2.00	.753
q1.g Work in Aftermarket: Car	13	9	1.69	2.00	.630
q1.h Work in Aftermarket: Truck	10	12	1.50	1.50	.527
q1.i Work in Aftermarket: Equipment	8	14	2.13	2.00	.641
q1.j Work for a Supplier	8	14	1.63	1.00	.916
q1.k Start my own business	13	9	1.69	1.00	.855
q1.l Work in Fleet Management	9	13	2.00	2.00	.866
q1.m Work as a Technical Writer	9	13	2.22	2.00	.667
q1.n Work for a Government Agency	10	12	2.10	2.00	.876
q1.o Work as a Trainer in industry	10	12	2.30	2.00	.675
q1.p Work in the Insurance side of the industry	8	14	2.38	2.00	.518
q1.q Work in Research & Development/Engineering Technology	8	14	1.63	1.50	.744
q1.r Continue on to graduate school as a full-time student	9	13	2.22	2.00	.833
q1.s Other	2	20	3.00	3.00	.000
q1.t Other specified	22	0			

q2 Long-term career goal	21	1	4.00	3.00	2.881
q2.a Other specified	22	0			
q3.a Preparing me with the appropriate knowledge, techniques and skills needed to be successful in the industry	22	0	3.32	3.00	.716
q3.b Helping me improve my time management skills	22	0	2.91	3.00	.684
q3.c Improving my ability to lead effectively and participate in team environments	22	0	3.18	3.00	.733
q3.d Helping me identify, analyze and solve problems	21	1	3.33	3.00	.658
q3.e In the area of oral communication	22	0	3.45	3.50	.596
q3.f In the area of written communication	22	0	3.14	3.00	.710
q3.g In the area of ethical and social responsibilities, as well as developing an added respect and appreciation for diversity	22	0	3.18	3.00	.795
q3.h In the area of computer application software skills	21	1	3.10	3.00	.539
q3.i In the area of faculty teaching expertise within the program area	22	0	3.14	3.00	.834
q4.a English classes	22	0	3.23	3.00	1.445
q4.b Communication classes	21	1	3.24	3.00	1.546
q4.c Cultural Enrichment electives	22	0	3.23	3.00	1.152
q4.d Economics classes and Social Awareness electives	21	1	3.38	3.00	1.322
q4.e Scientific Understanding electives	22	0	3.09	3.00	1.411
q5 Campus attending	22	0	1.23	1.00	.429
q6 Academic program	22	0	1.00	1.00	.000
q6.a Other specified	22	0			



q7 2+2 student	22	0	1.27	1.00	.456
q8 Receive your Associate's degree	15	7	1.87	2.00	.352
q8.a Other specified	22	0			
q9_1 Area of your Associate's: Auto Svc	16	6	.88	1.00	.342
q9_2 Area of your Associate's: Heavy Equipment	16	6	.00	.00	.000
q9_3 Area of your Associate's: Auto Body/Collision	16	6	.13	.00	.342
q9_4 Area of your Associate's: Corporate program	16	6	.06	.00	.250
q9_5 Area of your Associate's: Other	16	6	.00	.00	.000
q9.a Other specified	22	0			
q10.a AMGT300	16	6	1.31	1.00	.479
q10.b AMGT301	16	6	1.13	1.00	.342
q10.c AMGT302 or MKTG321	17	5	1.41	1.00	.507
q10.d AMGT303 or MGMT350	17	5	1.29	1.00	.470
q10.e AMGT360	14	8	1.21	1.00	.426
q10.f AMGT401	9	13	1.11	1.00	.333
q10.g AMGT402	9	13	1.56	2.00	.527
q10.h AMGT404	9	13	1.44	1.00	.527
q10.i AMGT460	10	12	1.70	2.00	.483
q10.j AMGT493	5	17	1.80	2.00	.447
q11 Attend voc/tech auto, collision or heavy equipment related prog in HS	22	0	1.68	2.00	.477
q12_1 Originally hear about AMGT: High School Counselor	22	0	.00	.00	.000
q12_2 Originally hear about AMGT: Ferris Admissions Counselor/Recruiter	22	0	.14	.00	.351

q12_3 Originally hear about AMGT: High School/Career Center Teacher	22	0	.09	.00	.294
q12_4 Originally hear about AMGT: Community College Instructor	22	0	.45	.00	.510
q12_5 Originally hear about AMGT: Ferris State Alumnus/Alumna	22	0	.05	.00	.213
q12_6 Originally hear about AMGT: FSU Website	22	0	.32	.00	.477
q12_7 Originally hear about AMGT: Ferris Faculty Member	22	0	.09	.00	.294
q12_8 Originally hear about AMGT: Industry Representative	22	0	.09	.00	.294
q12_9 Originally hear about AMGT: Other	22	0	.18	.00	.395
q12.a Other specified	22	0			
q13 High school graduated from	22	0			
q14 City high school located in	22	0			
q15 State high school located in	21	1	1.43	1.00	.507
q15.a Other specified	22	0			
q16 Why choose FSU	22	0			
q17 2-3 strengths of the program	22	0			
q18 2-3 areas need improving	22	0			
q19 General comments	22	0			

## Frequency Table

**q1.a Work in Wholesale (OEM) side: Car**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	First choice	7	31.8	53.8	53.8
	Second choice	5	22.7	38.5	92.3
	Third choice	1	4.5	7.7	100.0
	Total	13	59.1	100.0	
Missing	System	9	40.9		
Total		22	100.0		

**q1.b Work in Wholesale (OEM) side: Truck**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	First choice	6	27.3	66.7	66.7
	Second choice	1	4.5	11.1	77.8
	Third choice	2	9.1	22.2	100.0
	Total	9	40.9	100.0	
Missing	System	13	59.1		
Total		22	100.0		

**q1.c Work in Wholesale (OEM) side: Equipment**

		Frequency	Percent	Valid Percent	Cumulative Percent

Valid	First choice	1	4.5	11.1	11.1
	Second choice	3	13.6	33.3	44.4
	Third choice	5	22.7	55.6	100.0
	Total	9	40.9	100.0	
Missing	System	13	59.1		
Total		22	100.0		

**q1.d Work in Retail side: Car**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	First choice	6	27.3	66.7	66.7
	Second choice	1	4.5	11.1	77.8
	Third choice	2	9.1	22.2	100.0
	Total	9	40.9	100.0	
Missing	System	13	59.1		
Total		22	100.0		

**q1.e Work in Retail side: Truck**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	First choice	3	13.6	42.9	42.9
	Second choice	3	13.6	42.9	85.7
	Third choice	1	4.5	14.3	100.0

	Total	7	31.8	100.0	
Missing	System	15	68.2		
Total		22	100.0		

**q1.f Work in Retail side: Equipment**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	First choice	1	4.5	16.7	16.7
	Second choice	3	13.6	50.0	66.7
	Third choice	2	9.1	33.3	100.0
	Total	6	27.3	100.0	
Missing	System	16	72.7		
Total		22	100.0		

**q1.g Work in Aftermarket: Car**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	First choice	5	22.7	38.5	38.5
	Second choice	7	31.8	53.8	92.3
	Third choice	1	4.5	7.7	100.0
	Total	13	59.1	100.0	
Missing	System	9	40.9		
Total		22	100.0		

**q1.h Work in Aftermarket: Truck**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	First choice	5	22.7	50.0	50.0
	Second choice	5	22.7	50.0	100.0
	Total	10	45.5	100.0	
Missing	System	12	54.5		
Total		22	100.0		

**q1.i Work in Aftermarket: Equipment**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	First choice	1	4.5	12.5	12.5
	Second choice	5	22.7	62.5	75.0
	Third choice	2	9.1	25.0	100.0
	Total	8	36.4	100.0	
Missing	System	14	63.6		
Total		22	100.0		

**q1.j Work for a Supplier**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	First choice	5	22.7	62.5	62.5
	Second choice	1	4.5	12.5	75.0
	Third choice	2	9.1	25.0	100.0
	Total	8	36.4	100.0	
Missing	System	14	63.6		
Total		22	100.0		

**q1.k Start my own business**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	First choice	7	31.8	53.8	53.8
	Second choice	3	13.6	23.1	76.9
	Third choice	3	13.6	23.1	100.0
	Total	13	59.1	100.0	
Missing	System	9	40.9		
Total		22	100.0		

**q1.l Work in Fleet Management**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	First choice	3	13.6	33.3	33.3

	Second choice	3	13.6	33.3	66.7
	Third choice	3	13.6	33.3	100.0
	Total	9	40.9	100.0	
Missing	System	13	59.1		
Total		22	100.0		

**q1.m Work as a Technical Writer**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	First choice	1	4.5	11.1	11.1
	Second choice	5	22.7	55.6	66.7
	Third choice	3	13.6	33.3	100.0
	Total	9	40.9	100.0	
Missing	System	13	59.1		
Total		22	100.0		

**q1.n Work for a Government Agency**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	First choice	3	13.6	30.0	30.0
	Second choice	3	13.6	30.0	60.0
	Third choice	4	18.2	40.0	100.0
	Total	10	45.5	100.0	



Missing	System	12	54.5		
Total		22	100.0		

**q1.o Work as a Trainer in industry**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	First choice	1	4.5	10.0	10.0
	Second choice	5	22.7	50.0	60.0
	Third choice	4	18.2	40.0	100.0
	Total	10	45.5	100.0	
Missing	System	12	54.5		
Total		22	100.0		

**q1.p Work in the Insurance side of the industry**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Second choice	5	22.7	62.5	62.5
	Third choice	3	13.6	37.5	100.0
	Total	8	36.4	100.0	
Missing	System	14	63.6		
Total		22	100.0		

**q1.q Work in Research & Development/Engineering Technology**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	First choice	4	18.2	50.0	50.0
	Second choice	3	13.6	37.5	87.5
	Third choice	1	4.5	12.5	100.0
	Total	8	36.4	100.0	
Missing	System	14	63.6		
Total		22	100.0		

**q1.r Continue on to graduate school as a full-time student**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	First choice	2	9.1	22.2	22.2
	Second choice	3	13.6	33.3	55.6
	Third choice	4	18.2	44.4	100.0
	Total	9	40.9	100.0	
Missing	System	13	59.1		
Total		22	100.0		

**q1.s Other**

	Frequency	Percent	Valid Percent	Cumulative Percent

Valid	Third choice	2	9.1	100.0	100.0
Missing	System	20	90.9		
Total		22	100.0		

**q1.t Other specified**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		21	95.5	95.5	95.5
	service writer at a dealership	1	4.5	4.5	100.0
	Total	22	100.0	100.0	

**q2 Long-term career goal**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Work in the Wholesale (OEM) side of the industry	3	13.6	14.3	14.3
	Work in the Retail side of the industry	2	9.1	9.5	23.8
	Start my own business	9	40.9	42.9	66.7
	Work as a manager/owner in the Aftermarket	2	9.1	9.5	76.2
	Work as a Government Agency Manager	2	9.1	9.5	85.7
	Work in a Supplier Management position	2	9.1	9.5	95.2
	Attend graduate school	1	4.5	4.8	100.0
	Total	21	95.5	100.0	

Missing	System	1	4.5		
Total		22	100.0		

**q2.a Other specified**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		21	95.5	95.5	95.5
	service manager at a dealership	1	4.5	4.5	100.0
	Total	22	100.0	100.0	

**q3.a Preparing me with the appropriate knowledge, techniques and skills needed to be successful in the industry**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Dissatisfied	3	13.6	13.6	13.6
	Somewhat Satisfied	9	40.9	40.9	54.5
	Very Satisfied	10	45.5	45.5	100.0
	Total	22	100.0	100.0	

**q3.b Helping me improve my time management skills**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	1	4.5	4.5	4.5

	Somewhat Dissatisfied	3	13.6	13.6	18.2
	Somewhat Satisfied	15	68.2	68.2	86.4
	Very Satisfied	3	13.6	13.6	100.0
	Total	22	100.0	100.0	

**q3.c Improving my ability to lead effectively and participate in team environments**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Dissatisfied	4	18.2	18.2	18.2
	Somewhat Satisfied	10	45.5	45.5	63.6
	Very Satisfied	8	36.4	36.4	100.0
	Total	22	100.0	100.0	

**q3.d Helping me identify, analyze and solve problems**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Dissatisfied	2	9.1	9.5	9.5
	Somewhat Satisfied	10	45.5	47.6	57.1
	Very Satisfied	9	40.9	42.9	100.0
	Total	21	95.5	100.0	
Missing	System	1	4.5		
Total		22	100.0		

**q3.e In the area of oral communication**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Dissatisfied	1	4.5	4.5	4.5
	Somewhat Satisfied	10	45.5	45.5	50.0
	Very Satisfied	11	50.0	50.0	100.0
	Total	22	100.0	100.0	

**q3.f In the area of written communication**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Dissatisfied	4	18.2	18.2	18.2
	Somewhat Satisfied	11	50.0	50.0	68.2
	Very Satisfied	7	31.8	31.8	100.0
	Total	22	100.0	100.0	

**q3.g In the area of ethical and social responsibilities, as well as developing an added respect and appreciation for diversity**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Dissatisfied	5	22.7	22.7	22.7
	Somewhat Satisfied	8	36.4	36.4	59.1
	Very Satisfied	9	40.9	40.9	100.0

	Total	22	100.0	100.0	
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**q3.h In the area of computer application software skills**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Dissatisfied	2	9.1	9.5	9.5
	Somewhat Satisfied	15	68.2	71.4	81.0
	Very Satisfied	4	18.2	19.0	100.0
	Total	21	95.5	100.0	
Missing	System	1	4.5		
Total		22	100.0		

**q3.i In the area of faculty teaching expertise within the program area**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	1	4.5	4.5	4.5
	Somewhat Dissatisfied	3	13.6	13.6	18.2
	Somewhat Satisfied	10	45.5	45.5	63.6
	Very Satisfied	8	36.4	36.4	100.0
	Total	22	100.0	100.0	

**q4.a English classes**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	4	18.2	18.2	18.2
	Somewhat Dissatisfied	2	9.1	9.1	27.3
	Somewhat Satisfied	7	31.8	31.8	59.1
	Very Satisfied	3	13.6	13.6	72.7
	Didn't Take	6	27.3	27.3	100.0
	Total	22	100.0	100.0	

**q4.b Communication classes**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	5	22.7	23.8	23.8
	Somewhat Dissatisfied	1	4.5	4.8	28.6
	Somewhat Satisfied	5	22.7	23.8	52.4
	Very Satisfied	4	18.2	19.0	71.4
	Didn't Take	6	27.3	28.6	100.0
	Total	21	95.5	100.0	
Missing	System	1	4.5		
Total		22	100.0		

**q4.c Cultural Enrichment electives**



		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	2	9.1	9.1	9.1
	Somewhat Dissatisfied	2	9.1	9.1	18.2
	Somewhat Satisfied	11	50.0	50.0	68.2
	Very Satisfied	3	13.6	13.6	81.8
	Didn't Take	4	18.2	18.2	100.0
	Total	22	100.0	100.0	

**q4.d Economics classes and Social Awareness electives**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	3	13.6	14.3	14.3
	Somewhat Dissatisfied	1	4.5	4.8	19.0
	Somewhat Satisfied	7	31.8	33.3	52.4
	Very Satisfied	5	22.7	23.8	76.2
	Didn't Take	5	22.7	23.8	100.0
	Total	21	95.5	100.0	
Missing	System	1	4.5		
Total		22	100.0		

**q4.e Scientific Understanding electives**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	4	18.2	18.2	18.2
	Somewhat Dissatisfied	3	13.6	13.6	31.8
	Somewhat Satisfied	7	31.8	31.8	63.6
	Very Satisfied	3	13.6	13.6	77.3
	Didn't Take	5	22.7	22.7	100.0
	Total	22	100.0	100.0	

**q5 Campus attending**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Big Rapids	17	77.3	77.3	77.3
	Macomb/On-line	5	22.7	22.7	100.0
	Total	22	100.0	100.0	

**q6 Academic program**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	AMGT	22	100.0	100.0	100.0

**q6.a Other specified**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		22	100.0	100.0	100.0

**q7 2+2 student**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	16	72.7	72.7	72.7
	No	6	27.3	27.3	100.0
	Total	22	100.0	100.0	

**q8 Receive your Associate's degree**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Ferris State University	2	9.1	13.3	13.3
	Other	13	59.1	86.7	100.0
	Total	15	68.2	100.0	
Missing	System	7	31.8		
Total		22	100.0		

**q8.a Other specified**

		Frequency	Percent	Valid Percent	Cumulative Percent

Valid		10	45.5	45.5	45.5
	British Columbia Institute of technology	1	4.5	4.5	50.0
	Grand Rapids Community College	1	4.5	4.5	54.5
	Jackson Community College	1	4.5	4.5	59.1
	Joliet Junior College	1	4.5	4.5	63.6
	Joliet junnior College	1	4.5	4.5	68.2
	Lansing Community College	1	4.5	4.5	72.7
	Macom Community College	1	4.5	4.5	77.3
	Macomb CC	1	4.5	4.5	81.8
	Mott community College	1	4.5	4.5	86.4
	Oakland Community College	1	4.5	4.5	90.9
	Sinclair Community College	1	4.5	4.5	95.5
	Universal Technical Institute	1	4.5	4.5	100.0
	Total	22	100.0	100.0	

**q9\_1 Area of your Associate's: Auto Service**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	2	9.1	12.5	12.5
	Selected	14	63.6	87.5	100.0
	Total	16	72.7	100.0	
Missing	System	6	27.3		
Total		22	100.0		

**q9\_2 Area of your Associate's: Heavy Equipment**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	16	72.7	100.0	100.0
Missing	System	6	27.3		
Total		22	100.0		

**q9\_3 Area of your Associate's: Auto Body/Collision**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	14	63.6	87.5	87.5
	Selected	2	9.1	12.5	100.0
	Total	16	72.7	100.0	
Missing	System	6	27.3		
Total		22	100.0		

**q9\_4 Area of your Associate's: Corporate program**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	15	68.2	93.8	93.8
	Selected	1	4.5	6.3	100.0
	Total	16	72.7	100.0	

Missing	System	6	27.3		
Total		22	100.0		

**q9\_5 Area of your Associate's: Other**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	16	72.7	100.0	100.0
Missing	System	6	27.3		
Total		22	100.0		

**q9.a Other specified**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		22	100.0	100.0	100.0

**q10.a AMGT300**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completed	11	50.0	68.8	68.8
	Currently Enrolled In	5	22.7	31.3	100.0
	Total	16	72.7	100.0	
Missing	System	6	27.3		

Total	22	100.0		
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**q10.b AMGT301**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completed	14	63.6	87.5	87.5
	Currently Enrolled In	2	9.1	12.5	100.0
	Total	16	72.7	100.0	
Missing	System	6	27.3		
Total		22	100.0		

**q10.c AMGT302 or MKTG321**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completed	10	45.5	58.8	58.8
	Currently Enrolled In	7	31.8	41.2	100.0
	Total	17	77.3	100.0	
Missing	System	5	22.7		
Total		22	100.0		

**q10.d AMGT303 or MGMT350**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completed	12	54.5	70.6	70.6
	Currently Enrolled In	5	22.7	29.4	100.0
	Total	17	77.3	100.0	
Missing	System	5	22.7		
Total		22	100.0		

**q10.e AMGT360**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completed	11	50.0	78.6	78.6
	Currently Enrolled In	3	13.6	21.4	100.0
	Total	14	63.6	100.0	
Missing	System	8	36.4		
Total		22	100.0		

**q10.f AMGT401**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completed	8	36.4	88.9	88.9
	Currently Enrolled In	1	4.5	11.1	100.0
	Total	9	40.9	100.0	



Missing	System	13	59.1		
Total		22	100.0		

**q10.g AMGT402**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completed	4	18.2	44.4	44.4
	Currently Enrolled In	5	22.7	55.6	100.0
	Total	9	40.9	100.0	
Missing	System	13	59.1		
Total		22	100.0		

**q10.h AMGT404**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completed	5	22.7	55.6	55.6
	Currently Enrolled In	4	18.2	44.4	100.0
	Total	9	40.9	100.0	
Missing	System	13	59.1		
Total		22	100.0		

**q10.i AMGT460**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completed	3	13.6	30.0	30.0
	Currently Enrolled In	7	31.8	70.0	100.0
	Total	10	45.5	100.0	
Missing	System	12	54.5		
Total		22	100.0		

**q10.j AMGT493**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completed	1	4.5	20.0	20.0
	Currently Enrolled In	4	18.2	80.0	100.0
	Total	5	22.7	100.0	
Missing	System	17	77.3		
Total		22	100.0		

**q11 Attend voc/tech auto, collision or heavy equipment related prog in HS**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	7	31.8	31.8	31.8
	No	15	68.2	68.2	100.0
	Total	22	100.0	100.0	

**q12\_1 Originally hear about AMGT: High School Counselor**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	22	100.0	100.0	100.0

**q12\_2 Originally hear about AMGT: Ferris Admissions Counselor/Recruiter**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	19	86.4	86.4	86.4
	Selected	3	13.6	13.6	100.0
	Total	22	100.0	100.0	

**q12\_3 Originally hear about AMGT: High School/Career Center Teacher**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	20	90.9	90.9	90.9
	Selected	2	9.1	9.1	100.0
	Total	22	100.0	100.0	

**q12\_4 Originally hear about AMGT: Community College Instructor**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	12	54.5	54.5	54.5
	Selected	10	45.5	45.5	100.0
	Total	22	100.0	100.0	

**q12\_5 Originally hear about AMGT: Ferris State Alumnus/Alumna**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	21	95.5	95.5	95.5
	Selected	1	4.5	4.5	100.0
	Total	22	100.0	100.0	

**q12\_6 Originally hear about AMGT: FSU Website**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	15	68.2	68.2	68.2
	Selected	7	31.8	31.8	100.0
	Total	22	100.0	100.0	

**q12\_7 Originally hear about AMGT: Ferris Faculty Member**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	20	90.9	90.9	90.9
	Selected	2	9.1	9.1	100.0
	Total	22	100.0	100.0	

**q12\_8 Originally hear about AMGT: Industry Representative**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	20	90.9	90.9	90.9
	Selected	2	9.1	9.1	100.0
	Total	22	100.0	100.0	

**q12\_9 Originally hear about AMGT: Other**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	18	81.8	81.8	81.8
	Selected	4	18.2	18.2	100.0
	Total	22	100.0	100.0	

**q12.a Other specified**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		19	86.4	86.4	86.4
	British Columbia Institute of technology	1	4.5	4.5	90.9
	college board	1	4.5	4.5	95.5
	I researched a bachelors automotive degree online, found approximately 8 schools across the country that offered the major, visited all of them, and of course choose Ferris.	1	4.5	4.5	100.0
	Total	22	100.0	100.0	

**q13 High school graduated from**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		2	9.1	9.1	9.1
	"25 maj" Montenegro	1	4.5	4.5	13.6
	Algonquin Regional High School	1	4.5	4.5	18.2
	Big Rapids High School	2	9.1	9.1	27.3
	Bishop Fenwick	1	4.5	4.5	31.8
	Bishop Foley	1	4.5	4.5	36.4
	Columbia Central High School	1	4.5	4.5	40.9
	GED	1	4.5	4.5	45.5
	Gleneagle Secondary	1	4.5	4.5	50.0
	Governor Livingston	1	4.5	4.5	54.5
	Kalamazoo Central High School	1	4.5	4.5	59.1

	Lakeview Technology Academy	1	4.5	4.5	63.6
	Lumen Christi	1	4.5	4.5	68.2
	Lutheran High School North	1	4.5	4.5	72.7
	N/A	1	4.5	4.5	77.3
	North Farmington High School	1	4.5	4.5	81.8
	Northwestern	1	4.5	4.5	86.4
	Novi High School	1	4.5	4.5	90.9
	Romeo High School	1	4.5	4.5	95.5
	Unity Christian	1	4.5	4.5	100.0
	Total	22	100.0	100.0	

**q14 City high school located in**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		2	9.1	9.1	9.1
	Berkeley Heights NJ	1	4.5	4.5	13.6
	Big Rapids	2	9.1	9.1	22.7
	Brooklyn	1	4.5	4.5	27.3
	Coquitlam	1	4.5	4.5	31.8
	Farmington Hills	1	4.5	4.5	36.4
	Flint	1	4.5	4.5	40.9
	Franklin	1	4.5	4.5	45.5
	Hudsonville	1	4.5	4.5	50.0
	Jackson	1	4.5	4.5	54.5

Joliet	1	4.5	4.5	59.1
Kalamazoo	1	4.5	4.5	63.6
Kenosha	1	4.5	4.5	68.2
Macomb Twp	1	4.5	4.5	72.7
Madison Heights	1	4.5	4.5	77.3
Northborough	1	4.5	4.5	81.8
Novi	1	4.5	4.5	86.4
Podgorica	1	4.5	4.5	90.9
Romeo	1	4.5	4.5	95.5
Will county	1	4.5	4.5	100.0
Total	22	100.0	100.0	

**q15 State high school located in**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Michigan	12	54.5	57.1	57.1
	Other	9	40.9	42.9	100.0
	Total	21	95.5	100.0	
Missing	System	1	4.5		
Total		22	100.0		

**q15.a Other specified**



		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		13	59.1	59.1	59.1
	Canada	1	4.5	4.5	63.6
	IL	1	4.5	4.5	68.2
	Illinois	1	4.5	4.5	72.7
	Massachusetts	1	4.5	4.5	77.3
	Montenegro	1	4.5	4.5	81.8
	New Jersey	1	4.5	4.5	86.4
	Ohio	1	4.5	4.5	90.9
	vancouver	1	4.5	4.5	95.5
	Wisconsin	1	4.5	4.5	100.0
	Total	22	100.0	100.0	

**q16 Why choose FSU**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		2	9.1	9.1	9.1
	4 year auto based program seems better than 2 years at UNOH	1	4.5	4.5	13.6
	Because Ferris felt like a good place to be the program for Auto-Management was one of top in the country.	1	4.5	4.5	18.2
	Because of their AMGT program and the AMGT program was a great fit with my Asso. degree.	1	4.5	4.5	22.7

Best program in US	1	4.5	4.5	27.3
Best school for my degree.	1	4.5	4.5	31.8
Close to home with the program I wanted	2	9.1	9.1	40.9
Ferris State has one of the best automotive programs in the country	1	4.5	4.5	45.5
For the Automotive program.	1	4.5	4.5	50.0
Heard good things about this school.	1	4.5	4.5	54.5
I chose to attend Ferris because I wanted an automotive degree in the bachelors level. The reason I chose Ferris out of the other eight schools I visited that offer an automotive bachelors degree (Weber State, Pittsburg State in Kansas, Southern Illinois, Colorado State - Pueblo, SUNY Farmingdale State, Pennsylvania College of Technology, and Minnesota State - Mankato) was mainly because I felt Ferris was a more traditional campus. I knew Ferris wasn't just a technical school, that it had a traditional campus, and I felt the social scene would be a lot better. In terms of the automotive program itself, Ferris had a very comparable program to most of the schools listed above (some of those schools were a lot worse than Ferris) but nothing that seemed to set it apart from anywhere else, but good enough to that I thought I could get a good education from it.	1	4.5	4.5	59.1
I decided to attend Ferris State for the program that was offered there.	1	4.5	4.5	63.6
I wanted an automotive based degree.	1	4.5	4.5	68.2
I wanted to further my career by going into management and stay in the automotive field	1	4.5	4.5	72.7

	I was told by my instructor at GRCC that Ferris had a good AMGT program and that there weren't many out there but that Ferris had a really good one.	1	4.5	4.5	77.3
	One of the few university that offer Auto Mgmt	1	4.5	4.5	81.8
	One of two schools in the state that offer this program and i originally liked this place more	1	4.5	4.5	86.4
	Seamed better than SIU	1	4.5	4.5	90.9
	to obtain my bachelors degree	1	4.5	4.5	95.5
	transferable	1	4.5	4.5	100.0
	Total	22	100.0	100.0	

**q17 2-3 strengths of the program**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		4	18.2	18.2	18.2
	1. We have a program (I wish I could emphasize this with bold or something.. We need the program). And it enables us to make contacts with industry and future peoples of industry. Our subject give us some familiarity with things we'll need to know in industry such as income statements, warranty information, and employee manuals. 2. The program instills good core values pressing students to make decisions based on the right thing rather than what will make life easier for them or provide a bigger check. 3. We get employers coming in for info and interview sessions which I think is very beneficial!	1	4.5	4.5	22.7

Automotive related Opened up more career opportunities	1	4.5	4.5	27.3
Faculty knowledge, program prestige	1	4.5	4.5	31.8
Great teachers, with excellent information. The information, for the most part, is current and up to date.	2	9.1	9.1	40.9
I feel that the training in the service area is a strength with gaining knowledge. Also I feel that I would be a great way to get into other opportunities during the summer between semesters to work in a Professional environment	1	4.5	4.5	45.5
job placement, AMSO	1	4.5	4.5	50.0
Many instructors treat the students like they are employees and not children. It gives the students alot more freedom as far as due dates and they dont seem afraid of technology as in they allow students to use phones and computers or whatever in class.	1	4.5	4.5	54.5
Online program, chance to further my degree, and actually benefit from it.	1	4.5	4.5	59.1
Reputation, Small class sizes	1	4.5	4.5	63.6
teaching us all aspects of the job	1	4.5	4.5	68.2
The 2+2 option and the items covered in the classes.	1	4.5	4.5	72.7
the automotive labs, and teachers	1	4.5	4.5	77.3
The class material is thorough and covers such a large portion of the industry. There is real world experience from the professors and it all feels like it is time well spent.	1	4.5	4.5	81.8
The service side of the program the teachers have actual experience in the industry	1	4.5	4.5	86.4

	the teachers take care to know the students on a personal level the course material reflects what will be done in the real world	1	4.5	4.5	90.9
	There use to be strengths to the program. When I took classes with Mr. Vanderwoude I learned a lot about the industry. I learned all about warranty procedures, customer relations, I learned how to build a website, and I got a greater insight into how the automotive manufacturer works with dealerships. Once Vanderwoude left is when the program lost all its strengths. Most of the curriculum that you're supposed to learn in the AMGT courses is extremely helpful, especially things like building your own dealership, making your own website, and conducting interviews with real people who are in the industry. However due to the faculty that runs the AMGT program currently, we don't learn the majority of what the courses descriptions entail. Most of the knowledge has to be gained from doing the research ourselves. Meaning that we have to teach ourselves the material versus the teacher doing it.	1	4.5	4.5	95.5
	You learn not only textbook information but hands on knowledge.	1	4.5	4.5	100.0
	Total	22	100.0	100.0	

**q18 2-3 areas need improving**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4	18.2	18.2	18.2

	<p>1. I would like to see another teacher or two in the program, not only for the student but for the instructors and programs sake as well. It allows them to do their jobs better since they can dedicate more time on the class or two they are teaching rather than one person having to do the majority of classes. Plus the instructors could talk and collaborate some on ideas and how to do classes. Also the student gets more than one persons viewpoint this way which I think is a good thing. 2. Instructions on how to do the subject matter a class is supposed to cover could be more clear and teaching on it throughout the semester is good. I would like to see the specific expectations of what we're supposed to have in our work and term projects displayed at the beginning of the course. 3. I don't know how possible this is, but it'd be kinda cool to have Toyota, Ford, Honda, etc. or even like parts and product manufacturers come in and give training sessions that they like employees in the field to have or that employees in the field should know. Maybe let a company hold it here for "free" and their payment could be letting students attend.</p>	1	4.5	4.5	22.7
	<p>A few select teachers, I believe, need to be re-evaluated. ie. they venture way off topic, or have the "I don't care" attitude. Sometimes labs can be unorganized and crammed into a lab room that is way to small and not set up for the task at hand.</p>	2	9.1	9.1	31.8
	<p>communication between the program and the students, academic advising</p>	1	4.5	4.5	36.4
	<p>english classes, unnecessary prerequisite classes</p>	1	4.5	4.5	40.9
	<p>Getting back to individual students through the online program make some of the assignments more clear for the online students</p>	1	4.5	4.5	45.5

	I think the classes need to be offered more and must be available in more semesters.because sometimes our class schedule will conflict with other times of other classes and that will be the only section offered.	1	4.5	4.5	50.0
	Lack of Faculty, communication about employers and speakers coming to campus	1	4.5	4.5	54.5
	<p>Mainly it is the faculty that runs the program. For the majority of the classes I have taken, I have taken them with one professor who I feel is not qualified to be teaching these subjects. This professor has no managerial experience, and although he's extremely knowledgeable and an extremely friendly person, the subject area he should be teaching should be more on the technical side since that is his experience in the industry. Lectures seem to be a waste of time as we learn minimal subject matter related to the course. We are then expected to complete our final projects with little knowledge gained from the professor, thus having to teach ourselves the material, in order to do well on the projects. There is no structure to our lecture, the professor rarely has even a lesson plan for each day, and almost always the class is cut short because the professor can't think of anything else to say. Also for our AMGT 402 class our final project, and the majority of our lectures are centered on creating an employee handbook. To focus on this project for the entire semester makes no sense. Creating an employee handbook really holds no value into what the majority of us will be doing when we graduate. I can see the value learning about employee handbooks, but this topic should really only cover maybe a week or two weeks worth of lecture. To focus on it for the entire semester really just made the semester a waste of time. Also putting AMGT 301 online was not fair to the students who had/have to take it. The teacher that taught it put in minimal effort to teaching the course, and was more focused on his own studies versus ours.</p>	1	4.5	4.5	59.1

more automotive management professors keep automotive accounting have dress code to make management students stand out from engineering and service students	1	4.5	4.5	63.6
More classes online, a clear direction from advising on what classes to take (like a plan of classes. Right now I am uncertain which classes are going to be given. And accelerated classes. Have the classes last 8-12 weeks rather than 16 if they are online.	1	4.5	4.5	68.2
More faculty for AMGT degree	1	4.5	4.5	72.7
networking, teachers, classes	1	4.5	4.5	77.3
Our vehicles, tools, and overall shop are not up to date and could use a complete makeover. We need better teachers and more of them.	1	4.5	4.5	81.8
Some classes are unnecessary and waste students money on a large scale. I think some classes in the program need reorganized. Also I think the internship requirements are a little ridiculous. I am getting offered a job by a company that is not willing to work with me to meet my internship but feel that just me working there should count without either of us having to do a bunch of added paperwork or complete a specific project.	1	4.5	4.5	86.4
The communication on graduation requirements for the 2+2 program is awful. It has been very hard to get straight answers in terms of gen-ed requirements and expected graduation dates.	1	4.5	4.5	90.9
There needs to be more than one teacher teaching the management classes The 2+2 program should require a computer class	1	4.5	4.5	95.5



	Wish it was still offered on my Community campus, hard to communicate when you are taking classes online. have to travel to take your community classes because Ferris no longer offer the 2+2 for my degree, so a bit frustrating.	1	4.5	4.5	100.0
	Total	22	100.0	100.0	

**q19 General comments**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		12	54.5	54.5	54.5
	I feel as if the Automotive management program has not received the attention from the staff in the automotive department and from the college as a whole. This program could be better if it was given the same attention as the other majors.	1	4.5	4.5	59.1
	let me take classes I'm interested in instead of dumb classes i don't need	1	4.5	4.5	63.6
	Needs work	1	4.5	4.5	68.2
	Nice program if your in the district.	1	4.5	4.5	72.7

	<p>Oops, I already did this in my statements on 17 &amp; 18. I am slightly concerned with our online classes. I think it's good we have them, and I hear they are very good. But with the stigma of other places online classes I would hate it to get out that we have an online program and when people hear I graduated from here with my degree laugh because it's that "online" program. It would be nice if our diplomas or something specified if we were online students or not for this reason. I do think we have a good program. We all know it hit a rough patch the other year, but I think we're coming out of it and with some work and help from the university I think we could not only get back to where we were but maybe even make improvements and become better. I really hope in a decade or two from now I can happily say I graduated from here with my degree and they are still teaching and giving degrees in it today.</p>	1	4.5	4.5	77.3
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	<p>Overall I feel that I have received a poor education from Ferris State, mainly because of my major. I realize, and recognize that I will not like every single class I take, whether it's because of the material, the professor, or the combination of the two. But with that said, I know that I'm not the only one in my major who feels that it is poorly run, because of the faculty members that run it. I feel as though I have wasted so much of my money on approximately 1/2 to 3/4 of the AMGT classes that I have taken, and it really bums me out that I did not get to learn as much as I had hoped for. Some students don't really care about what they learn, and only care about if they get A's. In the AMGT major it is so easy to get an A because the professor puts minimal effort into teaching, so we don't have to work as hard to get an A. For me personally, not that I don't want to get A's, but I would rather have to work my butt off and learn a ton about the course, than to get an easy A and barely learn anything. Overall I would not recommend the AMGT major here at Ferris. Although I do not regret coming here, if I had to chose again I would have chosen to go to either Weber State, Pittsburg State, Pennsylvania College of Technology, or Minnesota State. It is my sincere hope that these evaluations are taken seriously because I have filled out teacher evaluation honestly and it seems as though they are never taken that way, especially when I know the majority of the other students in my class are filling them out very similar to me. It is my hope for future students that they can receive a better education, learn a lot more about the industry, and ultimately feel more prepared for when they start searching for jobs/careers.</p>	1	4.5	4.5	81.8
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Overall this has been a great experience and I feel prepared for the next step in my career.	1	4.5	4.5	86.4
some classes need ditched or changed. The internship needs changed for sure.	1	4.5	4.5	90.9
The online degree of AMGT will destroy the reputation of the program.	1	4.5	4.5	95.5
why isn't the management group program that hosts the meetings with state farm, gm, and companies like that advertised more? I wasn't told about any of the times i came to meet with the office and other faculty, i wasnt told about it until over half way through the semester when i overheard 3 other amgt students talking about it in my class. This is a little sad, why wouldnt you advertise a great opportunity like this more.	1	4.5	4.5	100.0
Total	22	100.0	100.0	

#### E. Faculty Perceptions

#### F. Advisory Committee

Automotive Management Advisory Board Meeting

Friday March 22, 2013 1:00 pm – 4:00 pm

Ferris State University, FLITE 438

Attendees:

Mike Ropele

Larry Schult

Russell Leonard

Caryn Schonert

Mark DeKoster

Steve Balderson

Patrick English

Aaron Lee

JK Yates	Pete Lapczynski
Daniel Wanink	James Chenier
Curtis Rinke	Michelle Harvey
Dave Cox	Neal Hentschl

1) Welcome/Introductions

2) Program Update

- a. Mark DeKoster : update classes with changes as recommended – develop an online version of classes, but not to replace face-to-face classes –still using MKT 302 and MGMT 350 due to lack of faculty (students having good experience with these, positive feedback)
- b. Aaron Lee – MGMT 350: students aren't getting exposure to dealer financial statements in this class (Michelle Harvey – important for credibility as they go out and be able to “speak their language”)
- c. Dan Wanink – courses not an issue, we just need to imbed what they are learning in MGMT and MKT into the classes already in AMGT degree
- d. James Chenier – senses disconnect and sees a resurrection of the program, but wants to know what the overall program outcomes are – comes down to who is responsible/accountable. What if the program doesn't make it? Is the outcome to save the program?

3) JK Yates – College Level Initiates, Impact on program level

- a. New Dean's level student recruitment committee summary
  - i. Identify who FSU is
  - ii. Pilot in Summer; in Fall close down CET for one day, send out in teams of threes and cover as many high schools as possible (don't have to worry about losing AMGT program with this new marketing initiative)
  - iii. Great media coverage is an advantage
  - iv. HS responses: seeing the students has been beneficial
  - v. Follow up: career interest cards, and sending out counselors
- b. Dean's student advisory council
- c. Restructure committee
  - i. 4 new directors (internal vs external search)
  - ii. Chair positions
- d. AMGT faculty position (approved)
  - i. Patching together several positions in order to have an AMGT faculty position – out and advertised by next week, salary \$63-\$68, 000 (read through qualifications for position)

- ii. Emphasizing the online AMGT degree which helped saved the AMGT degree because so few available BS degrees out there for AMGT (there is a commitment now that Ferris will keep the AMGT programs)
  - iii. CET is working on getting more funding to grow all of CET and possibly double enrollment
  - iv. If we can show growth in the next couple of years, we can get funding for yet another AMGT faculty position
  - v. James Chenier – what do we need and how do we get there? Are we on the same page with the problem we are trying to solve (online schooling doesn't necessarily solve his business problem). M. Harvey – if FSU can produce the graduates, she can sell the program to “anyone.” Patrick English – advocating for getting the degree fully online as there is much interest
- e. Academic affairs funding proposals
  - i. Automotive office remodel
    - 1. Minor Initiative: Automotive building for \$10million
    - 2. Hold on re-doing the offices; waiting on the \$10 million to re-model the entire building
    - 3. Should solve a lot of facility issues to put in new equipment, ect. & shows commitment to the AMGT program by the university
  - ii. Digital media classroom
    - 1. Students don't feel the online and face-to-face degrees are equal
    - 2. Get cameras, microphones, smart boards, ect. so that online students can participate/interact with students in the actual physical classroom
    - 3. Time zones present some, but minimal issues
- Dave Cox: difference between FSU and other universities with same degrees are becoming astronomically different (example: student participation in advisory committees/student meetings)
- James Chenier: AMGT students having difficulty selling themselves separate from the AET graduates
  - o Michelle Harvey – need to develop what a graduate of this program should look like and what exactly they need because they are missing financial factor and students aren't sure of who they are in this program
  - o Neal Hentschl: in order to fix some of the program issues, need more than just one full time competent faculty member. Discussion of program update continues to be the same year after year with no actual movement or change within the classes that need changing. No proper counseling from faculty to the students/students don't know what classes to take or where to go. Program “has lost its luster.” Keep rehashing...
- Curriculum Issue. Enrollment Issue. LACK of Faculty Issue/Direction Issue (for students)
- FSU not admitting and graduating students who are meeting industry needs.
- Dr. Yates: full time faculty will solve many of the issues being discussed
- Larry Schult: Billing of a DACUM – Kitty Manly (FSU) does go out into the industry, methodology to establish the customer's need (helps us identify who we need to hire /recruit to fulfill a particular customer need). Industry needs identified
- James Chenier: social norms in the past helped keep the program and made it happen. The revolving door of faculty and the Dean's office have destroyed that social norm/core of the AMGT program

- Dan Wanink: Does a DACUM analysis need to be done? Is this advisory board willing to help make this happen?
- 4) 4<sup>th</sup> Day Count Sheet & Enrolled/admitted for Term Sheet– Mike Ropele
- a. Incoming count has been flat in past few years for CET
  - b. AUSV numbers are down, more students are more 4 year degree minded, many more students are transfer students than in the past
  - c. Need to wrap our hands around the feeder colleges/schools/programs elsewhere where these students have been coming into Ferris from
  - d. \*\*To save the AMGT: need comprehensive business plan, budget, faculty, and a commitment from the provost\*\*
- Dave Cox: “program is done.” There is an option to consider simply keeping portions of the AMGT program, but he doesn’t have time in his industry to fix an entire program and support its creditability – can we integrate it somehow and do this sooner rather than later? Thinks it will take too long to bring the program back and need commitment from the people making the decisions
  - Michelle Harvey: senior project and accounting – two major issues with the AMGT program (not semester long, not auto specific, no program to understand dealership accounting)
  - Neal Hentschl: program used to be viable, but it was allowed to deteriorate due to lack of action. Not sure if this program is salvageable. This needs immediate action or the program will be gone
- 5) Reaction to Student Meeting
- a. Perceived lack of diversity in faculty
  - b. Allegation of AMGT repeat material in 402 and 404
  - c. Lack of participation in the student organization (problem within the organization, not the program)
    - Steven Balderson: “lack of passion”
    - Michelle Harvey: still salvageable if you can identify what the vision of what the student will come out of the program with
    - James Chenier: need very very specific business plan, then we can start adding up the numbers and determining what is going wrong and what needs to be done
    - Dan Wanink: Not having this event on a Friday would solve the lack of participation issue, a little bit any how
    - Dr. Yates: What is the fundamental broken piece that if fixed would keep this advisory board coming back?
      - o Neal Hentschl: passionate core group of faculty to help attract the good students needed
      - o Dave Cox: lack of professionalism among students, missing “buff and polish” and “depth and confidence” among AMGT students
      - o Aaron Lee: concerned about a watered down product if AET and AMGT are merged
      - o James Chenier: defined outcomes / business plan
- 6) Short Term Specific Changes to AMGT Program
- a. Dealership accounting class & full term senior auto project altered & more professionalism (soft skill)

- b. Professionalism: peer pressure, presentations given by FSU, consistency in each class/program about requiring business professional attire
  - c. Dave Cox: Give student credit for any internship they do, let the internship count any time they do it
  - d. Professional development: alter mind set from “job” to “career” to help students understand the seriousness
  - e. James Chenier: find the executive in charge for the turn around in the AMGT program, give someone accountability (organization/leadership in the AMGT department – chair vs director vs faculty) – hire a program director so that the business plan has a designated individual accountable
  - f. Steve Balderson: Dealership aspect of the curriculum,
  - g. Aaron Lee: students need to be significantly challenged in a full length term senior project
  - h. Curtis Rinke: personal skills
  - i. Larry Schult: Propose James Chenier & Michelle Harvey help create the business plan with a time frame attached
  - j. James Chenier: next advisory board meeting they can do mock interviews of students to aid these changes
  - k. Mark DeKoster: build that passion as freshman in the FSUS with stories and information from these advisory board members
  - l. Dan Wanink: internship photographs to help build excitement among current and future students
  - m. James Chenier: workshop to the students to provide them goals (6 industry visits a year) to help the AMGT student organization (aid in the leadership piece of the students)
- 7) Outcomes (What will a graduate from the AMGT program look like)
- a. Manufacturer-dealer relationship
  - b. Distribution systems (complete goods and services)
  - c. Supply management
  - d. Microsoft suite (Access vs Excel and EVERYTHING)
  - e. Customer relationship management
  - f. Professional presentation
  - g. Leadership skills and demonstration of ethics/values/ect.
  - h. Teamwork, collaboration, and diversity
  - i. Developing a workforce
  - j. Dealership accounting (not so much the manufacturing accounting)
  - k. Marketing (complete goods, after service, ect.)
  - l. Product development processes (software vs hardware differ)
  - m. Automotive Materials (all areas of the business have to have it)
  - n. Case work
  - o. Project management (capstone project emphasized/extended)
  - p. Personal management (problem solving, teamwork building, communication, time management skills)
- 8) Faculty - Credentials
- a. AMGT experience in the business – industry knowledge & experience
  - b. Bachelors in AMGT/Auto Tech/Auto Heavy Mgmt/Auto related field
  - c. Masters in Business, Education, or Technical



- d. "transportation" industry
  - e. AMGT and Automotive HEQ Technology and Auto HEQ MGMT
  - f. Advertising sources? Send link to the ad to the advisory committee members (word of mouth best form of advertising to get best faculty)
- 9) Oct 24, 2013 next Career Fair
- a. Dress code implemented for students?
  - b. Employer feedback very useful
  - c. Student feedback: bring a recent Ferris graduate that works with the company goes a very long way
- 10) Logical next step?
- 11) What will make advisory members return?
- a. Have to feel they have an influence.
  - b. See the changes we discussed today
  - c. Depends on outcome of future interviews/recruiting efforts
  - d. See a viable business plan
  - e. Worth bringing in new players in the advisory board? An outsider who doesn't have the "heart" for Ferris may be beneficial to the advisory board

### **Section 3**

#### **A) Profile of Students**

race

## ETHNIC DISTRIBUTION BY COLLEGE FALL 2012

<u>COLLEGE</u>	American Indian/ Native Alaskan	Asian	Black Or African American	Hispanic Or Latino	Int'l.	Native Hawaiian Or Pacific Islander	Two or More Races	White	Unreported	Total
<u>Allied Health</u>										
Female	16	41	90	51	7	0	40	1,912	60	2,217
Male	4	7	28	13	9	0	14	331	11	417
<b>Total</b>	<b>20</b>	<b>48</b>	<b>118</b>	<b>64</b>	<b>16</b>	<b>0</b>	<b>54</b>	<b>2,243</b>	<b>71</b>	<b>2,634</b>
<u>Arts &amp; Sciences</u>										
Female	8	28	90	35	9	0	31	893	78	1,172
Male	4	17	43	16	20	2	19	612	37	770
<b>Total</b>	<b>12</b>	<b>45</b>	<b>133</b>	<b>51</b>	<b>29</b>	<b>2</b>	<b>50</b>	<b>1,505</b>	<b>115</b>	<b>1,942</b>
<u>Business</u>										
Female	11	14	69	38	17	0	22	894	24	1,089
Male	9	24	115	39	28	1	33	1,303	59	1,611
<b>Total</b>	<b>20</b>	<b>38</b>	<b>184</b>	<b>77</b>	<b>45</b>	<b>1</b>	<b>55</b>	<b>2,197</b>	<b>83</b>	<b>2,700</b>
<u>Education</u>										
Female	1	6	155	57	7	1	35	866	37	1,165
Male	5	5	98	34	7	0	18	862	44	1,073
<b>Total</b>	<b>6</b>	<b>11</b>	<b>253</b>	<b>91</b>	<b>14</b>	<b>1</b>	<b>53</b>	<b>1,728</b>	<b>81</b>	<b>2,238</b>
<u>Engineering Technology</u>										
Female	0	0	2	7	0	0	3	117	6	135
Male	5	24	57	47	73	1	23	1,500	50	1,780
<b>Total</b>	<b>5</b>	<b>24</b>	<b>59</b>	<b>54</b>	<b>73</b>	<b>1</b>	<b>26</b>	<b>1,617</b>	<b>56</b>	<b>1,915</b>

### B) Enrollment

#### 1) What is the anticipated fall enrollment for the program?

Based on current figures and past experience, the projected enrollment for fall 2013 is approximately 60 students with at least 1 being an international student.

#### 2) Have enrollment and student credit hour production (SCH) increased or decreased since the last program review? Supply a table and comment on any enrollment trends.

Since 2008, the SCHs have fluctuated. It is worth noting that of the courses in the AMGT program, nine come from other areas in the College of Engineering Technology which SCHs for the other programs in the CET.

Year	Fall	Spring	Total
2008-09	0.00	592.00	592.00
2009-10	377.00	499.00	876.00
2010-11	374.00	440.00	814.00
2011-12	360.00	241.00	601.00

#### 3) Since the last program review, how many students apply to the program annually?

Many people inquire about the program. We give them an outline of the requirements that they will need to meet. It is not known how many come, complete the requirements, and return. The College of Engineering Technology (CET), looking at all of the degrees, has an average of about 8664 students who apply yearly. The AMGT students make up about 3% of all the students in the CET, which would

transfer to an estimate of about 260 of those applications being for the AMGT degree per year.

**4) Of those who apply, how many and what percentage are admitted?**

The Admissions Office is not able to provide specific data for each degree. However, for the College of Engineering Technology as a whole, of the freshmen who apply an average of 72% are admitted (looking at the fall 2010, fall 2011, and fall 2012 numbers). This percentage should be relatively transferrable to each degree with in the College of Engineering Technology.

**5) Of those who are admitted, how many and what percentage enroll?**

The Admissions Office is not able to provide specific data for each degree as said before. But looking at College of Engineering Technology as a whole, an average of 39% of those students who were admitted, actually enrolled for classes (looking at the fall 2010, fall 2011, and fall 2012 numbers). As stated above, this percentage should be relatively transferrable to each degree with in the College of Engineering Technology.

**6) What are the program's current enrollment goals, strategy, and efforts to maintain/increase/decrease the number of students in the program? Please explain.**

The goal of the AMGT program is to increase the number of students enrolled in the program by increasing the program quality and by implementing an online option for the degree starting in the fall of 2013.

**C) Program Capacity**

**1) What is the appropriate program enrollment capacity, given the available regulations, and other factors?**

Program capacity is appearing to level at around \_\_\_\_ students based upon the available faculty, physical resources, funding, accreditation requirements, state and federal regulations, and other factors. Of these factors, the one that presents the biggest impact on the enrollment capacity of students in the AMGT program is \_\_\_\_\_.

**D) Retention and Graduation**

**1) Give the annual attrition rate (number and percent of students) in the program.**

**2) What are the program's current goals, strategy and efforts to retain students in the program?**

The CET as a whole has average about a 67% retention rate for students in a 2 year program and an average of 71% retention rate for students in a 4 year degree program. Although there are not exact numbers available for the AMGT program specifically, it can be assumed with some certainty that these numbers are very similar for the AMGT program. Some of the AMGT program's current goals and strategy to retain students include \_\_\_\_\_.

**3) Describe and assess trends in number of degrees awarded in the program.**

**Based on the numbers from the 4 years, the AMGT program has awarded about 24 degrees per year. This number has remained very steady, only deviating in the last year by one less student. Considering the appropriate capacity of the degree and the number of students who are admitted on a yearly basis, this is a very solid number, although there is room for growth.**

- 4) How many students who enroll in the program graduate from it within the prescribed time? The majority of the on-campus students graduate in 2 years and the off-site program generally takes the student about 3 years.**
- 5) On average, how long does it take a student to graduate from the program? Two Years**

#### **E) Access**

- 1) The AMGT program has a history of making itself available to students by holding classes at various satellite campuses over its history. Currently the degree is offered in the Detroit area with blended learning classes being held at Macomb CC on the Clinton Township Campus.

The degree has offered a combination of summer offerings with typically a class and the internship being offered. Students have traditionally had to wait until they were seniors and finished with coursework before being allowed to take an internship. (AMGT 493)

Beginning with the Spring '12 semester students are being advised to look for and take an internship in their junior year. This change has been advocated by our Advisory Committee.

In the Spring '13 semester we had our first student intern during the school year. This option is now available as the program moves into online. In the case of this student, who served as a pilot, he was allowed to sign up in the campus courses but took them as if he was an online student. He did so successfully and we learned a lot about how to integrate student activities into classes and the needs of the students in an online environment.

As described elsewhere in this document the degree is being offered with an online option. This is being rolled out over the course of Fall '13, Spring '14 and Fall '14 semesters.

- 2) The program offering in Macomb has had a consistent enrollment of 15 to 20 students over the past 5 years.
- 3) The changes are doing exactly as expected. The program is unique and in demand. With the online option we can now accept students from anywhere in the country, anywhere in the world.

To give a sense of the opportunity this affords, the program has enrolled a student residing in California, several who reside in Michigan, and another who is in upstate

New York. There have been several email inquiries from other countries regarding the opportunity to matriculate with Ferris in this degree.

Students are also able to take classes on campus to meet Gen Ed requirements while taking AMGT classes as online students allowing them to graduate on time and keep over costs down.

## F) Curriculum

- Below is a copy of the current check sheet showing required the courses. Courses with “\*” or “\*\*” behind them are typically taken in the Ferris AAS Auto Service Degree. Transferring students may come from a college that did not have the same GenEd requirements and will need to make them up when going for the 2+2 degree.

There are no additional “hidden” requirements.

		<b>MAJOR</b>	Cr	Gr	Tr			
AMGT	300	Automotive Materials	4					
AMGT	301	Automotive Marketing & Distribution I	4					
MKTG	321	Principles of Marketing**	3					
MGMT	350	Management Metrics and Decision Making**	3					
AMGT	360	Automotive Culture	3					
AMGT	401	Management of Fixed Operations	4					
AMGT	402	Management of Variable Operations	4					
AMGT	404	Warranty and Customer Relations	3					
AMGT	460	Automotive Internet Marketing	3					
AMGT	493	Internship	4					
		<b>Technical (Outside Major)</b>						
BLAW	301	Legal Environment of Business	3					
		<b>COMMUNICATIONS COMPETENCE</b>						
ENGL	150	English 1*	3					
ENGL	250	English 2*	3					
COMM	121	Fundamentals of Public Speaking	3					
ENGL	311	Advanced Technical Writing	3					
		<b>QUANTITATIVE SKILLS</b>						
MATH	115	Intermediate Algebra *	3					
		<b>SCIENTIFIC UNDERSTANDING</b>						
		Scientific Understanding Elective*	3/4					
		Scientific Understanding Elective	3/4					
		<b>CULTURAL ENRICHMENT</b>				RGE	Glob	F
		Cultural Enrichment Elective*	3					
		Cultural Enrichment Elective	3					
		Cultural Enrichment Elective (200 level or higher)	3					
		<b>SOCIAL AWARENESS</b>						
		Social Awareness Elective*	3					
		Social Awareness Elective	3					

ECON	221	Principles of Economics 1	3					XX
		** Temporarily replacing AMGT 302 and 303						
		* Typically taken as part of an AAS Degree. PHYS-130 Preferred Science Class. Required for graduation from FSU with a BS in Automotive Management.						

- 2) As discussed in the opening section the program has and is going through significant revisions. Therefore the short answer is that yes, the entire program is receiving a review.

While all of the revision that has been necessary to simply teach the classes has had some negative fallout within the students and even the advisory board, in reality this will turn out to be one of the most beneficial aspects to keeping the degree.

One of the concerns of students in advisory meetings over the past years and really in any program is whether or not the curriculum is up-to-date. One class in particular has seen this concern and commented upon within the advisory committee meetings that AMGT 300 – Materials is old and in need of revision. It is getting one.

As each class is taught it is being updated, new textbooks, new assignments, changing the perspective to make the courses more broad based and applicable to wider range of students and thereby employers.

- 3) There are no classes in the curriculum review process at this time.

As described in subsection 2 above there are revisions taking place including the classes that currently make up the degree. As this is written a search for an additional faculty member is in place. Once that person has been hired and acclimated to the University and program a thorough review of classes and needs will be implemented to see if there are significant changes needed or simply recreating and updating the existing courses.

One change that is being considered is the addition of a course such as ISYS 105 as a requirement. As seen in some of the feedback by students and employers computer software skills as in the ability to use Microsoft Office programs would be beneficial.

Additional areas of revision will be to assess the content of the online classes versus the campus classes and make sure that the rigor in both are comparable. Interestingly it is likely that the on campus classes will need to have their rigor increased to match that of the online classes.

As classes are worked on those changes that need to be passed through the curriculum review process will be brought forward.

- 4) As described above the degree is going through a major review and will be continuing to do so over the next and subsequent school years.

#### G) Quality of Instruction

- 1) As you can see from the limited number of responses to our surveys the best take away is that with only one instructor the program is suffering and in need of additional faculty.

This comes not from the inadequacy of the current faculty member but simply that having only one person teaching all classes only allows for the strengths of that instructor to come through. No one is completely versed in all aspects of the management of a transportation related business. The need for additional faculty is acute.

As has been described before the single faculty member in addition to teaching has had to recreate many of the courses from limited information and resources. While it is true that the major projects that have been mainstays in the program are still be required in all classes it is the ancillary materials and background information that was taught that is missing.

Classes are being recreated, revised and delivered all at the same time. This does not engender world class instruction however as can be seen in some of the comments from the student surveys the students are being provided with a quality education that is keeping them in demand by the industry. Interns are getting very positive reviews.

To summarize, while the overall quality of instruction is high it is that the supporting content is limited in some cases and is being delivered from only one point of view.

- 2) Advisory...
- 3) Professor DeKoster is a leader in the School of Automotive and Heavy Equipment in the use and application of Technology. He was the first faculty member who received training and certification in WEBct Vista for blended and online learning. Also the first in the department to be trained and switch to using Blackboard.

Professor DeKoster has been using a MacBook Pro to render video and create lectures for students taking his classes off campus and on and is working to create a 'flipped' classroom for the Automotive Management Degree.

- 4) Professor DeKoster has regularly attended FCTL presentations and is on the Advisory Committee. He with a colleague from Dental Hygiene gave several off-campus

presentations in the use of Critical Thinking Skills in the classroom.

Professor DeKoster has kept up on the technical side of the industry and presents training seminars to technicians in Grand Rapids and Chicago for AutoValue Parts Stores. He is a contract trainer with Delphi. He has also recorded multiple training videos for Automotive Video Incorporated.

- 5) As an advisor to the AMGT Student Organization Professor DeKoster encourages and facilitates the organizations efforts to bring speakers from industry to speak to the regularly scheduled meetings. Students are constantly reminded and advised to be a part of campus activities.

In 2009 with the Assistance of faculty members from both Automotive and Heavy Equipment the Department hosted NATEF Training Days (See Brochure in Appendix) for Automotive Instructors from the State of Michigan. Several nationally known speakers donated their services for the event.

- 6) As a regular attender to FCTL programs as well as keeping up with recent research on learning Professor DeKoster is moving from the traditional Instructor led classroom and lecture to a flipped classroom. Students are given assignments to be done out of the classroom so that they may be discussed in the classroom.

As detailed in Section 4 of this document requests have been made to refurbish the classrooms with furniture that will enhance learning by allowing more intimate settings between students as well as be realistic as to the type of work environment many of them will encounter in their careers.

- 7) These efforts have had a dramatic effect on what is taught. As discussed previously in this section the main issue facing the program is not quality of teaching, it is the breadth of experience that only one instructor can bring to a program.

#### H) Composition of Faculty

- 1) Currently there is no faculty member in the AMGT bargaining unit teaching classes. Michael Ropele is only AMGT faculty member by bargaining unit. He is scheduled to teach Fall '13 but as written he is on medical leave beyond the start of the semester. He currently serves as the CET Education Counselor.

##### i) Lead Faculty as written (July 2013):

- (1) Associate Professor Mark DeKoster. Please review his résumé for details.
- (2) Since the last program review classes have been taught on an irregular basis by: Associate Professor Patrick English, Associate Professor Russell Leonard, and Associate Professor Benjamin Upham. Résumés attached.

- 2) Workload:



- i) The workload is per the contract and the policies of the College. Currently the Lead Faculty is working an overload every semester and a summer load.
- ii) Release time has not been available for faculty since Prof Ropele had a semester of release time for recruitment in 2010

3) Recruitment:

A new faculty position was opened for the program, a search committee formed and position advertised. Persons were interviewed and a name forwarded to the Dean to recommend to the VPAA to be hired.

- (1) There is no normal recruitment process as there has been no turnover or growth to warrant recruitment of new faculty until this past year.
- (2) Qualifications include significant relevant experience in the transportation industry
- (3) The department approaches the process by trying to find the most qualified candidates and no one is excluded or given preferential treatment in the process
- (4) Candidates for the position were diverse in their background

4) Orientation

- i) Upon hiring the new faculty member will be expected to participate in the orientation program provided by the FCTL. This person will also be mentored by the current lead faculty member in the program.

5) Reward Structure

- i) It is within the policies of the College of Engineering Technology.

6) Not applicable

7) Not applicable

I) Service to non-majors

- 1) Currently the degree does not have any classes that are also Gen Ed classes.
- 2) Currently we do not have any Gen Ed classes to assist other departments.
- 3) Not applicable
- 4) The Department believes that one of its classes could qualify for Cultural Enrichment Status. AMGT 360 – Automotive Culture. This class looks at today's issues in light of the history and impact the car has had on American Culture. The Department will be bringing this class to the UCC for review by Fall '14.

J) Degree Cost

K) Assessment and Evaluation

- 1) As explained in this document the classes are all going through revisions. Therefore the ability to provide data is limited. However we can speak to several ongoing areas in which students are regularly assessed in their classes.

- i) All classes in the Major require at least one presentation to be done by the students to the class. These presentations are peer reviewed. (See Peer Review Document in Appendix.) Students are expected to:
  - (1) Speak for a limited time
  - (2) Have an appropriate visual aspect
  - (3) Speak clearly
  - (4) Dress professionally
  - (5) State objective and meet them

In some classes the topics are chosen by the student in other classes the topic is defined but still has student input. Example in the 404 class the student must do a presentation on the warranty procedure of a manufacturer. The student has the choice of which manufacturer they want to report on.

- 2) Primary assessment of the program comes from the results of the students' success as interns. As part of the supervision of interns the supervising faculty member receives evaluations from the employer. (See example in Appendix)

The supervising faculty will also interview by phone or in person the employer and will request information regarding the students' fitness for the job and employment. An example of how this works is the addition of specific instruction in Microsoft Office Excel in an AMGT class based on comments made by both students and employers during these interviews.

#### L) ADMINISTRATION EFFECTIVENESS

- 1) This is a difficult question to answer. It would be easy to say that in the years since the last APR not only has there been no support one could surmise that persons were actively attempting to undermine the program.

Since the new dean, J.K. Yates, has come on board there seems to be support for the program, a new position was requested and had been approved. That in and of itself showed support for the program. However this position did not come through as planned.

The Department offered to put the degree online. Again there is support for this project.

One of the areas of support needed for the program right now is release time to continue recreate and revise the courses. Release time to modify assignments for online delivery. Release time learn software needed for effective delivery of online and flipped classrooms.

This has not been forthcoming nor could it have necessarily been forthcoming. With only one active faculty member teaching the only way to give release time is to cancel a

class or hire an adjunct who would be in the same teaching position of not have material to teach.

There is a secretary for the school who is available to do clerical work for the program.

- 2) No, for reasons listed – one instructor
- 3) Yes
- 4) Yes, the curriculum is offered such that a 2+2 student can matriculate in two years. 0+4 students can receive their degrees in four years.

## **Section 4 Facilities and Equipment**

### 1). Instructional Environment

Currently the program is housed in the Automotive Building. The Auto Building was constructed and opened in 1954. Since that time the building has been maintained, classes and programs have come and gone but the building itself is little changed from its opening. In the last number of years even its maintenance has been neglected.

The last comment does need some qualification. The auto building has had wireless and was an early conversion to that technology. Two classrooms have been given podiums with multimedia capabilities. One classroom is air conditioned.

Having acknowledged that the classrooms are inadequate for instruction in the 21st century. The instructional environment of the facility is, including the classrooms with the enhanced podiums, still classrooms with seating that one would find in any school from any decade past. The classrooms are also stuffed with tables and chairs to get as many students as possible into the rooms.

As the AMGT program attempts to keep content and students on pace with industry the facilities need to do so also. Classrooms need to be reconfigured and outfitted with different furniture so that the instructors may configure them as necessary for the day's instruction. The example of that on campus that comes closest to the needs of the program are the classrooms in the IRC building.

If for example the professor wishes to do a group task the classroom cannot be quickly reconfigured to allow students to sit in a group around a table to be able to perform the task.

If the professor should wish to engage the entire class in discussion and then facilitate peer to peer discussion the inability to configure the classroom into a boardroom style setup cannot not be accomplished either. The reason for this has several factors, first the furniture is not adequate but secondly the rooms being over filled with furniture and also used by other programs does not allow the professor the opportunity to reset the classroom to a specific plan and allow the next professor the same opportunity.

The ideal setup for a majority of the classroom instruction in the AMGT program is shown in the image below.



2). As this report is written the AMGT program is starting a third method of course delivery. In addition to the BR Campus classes and the satellite program at

Macomb beginning with the Fall 2013 semester a fully online option is being rolled out.

- 3). Currently, due to classroom technology limitations, online classes will not be done in real time with students in the program. Also the current classrooms do not have the technology to record lectures and student discussions that could then be uploaded to Blackboard.

As this is written the active faculty member uses video equipment to record content in class and off site then edits the video for upload to Blackboard for courses that are blended and face-to-face.

- 4). To maximize and fully enable online learning the AMGT classroom(s) will need to be updated with computer and video technology to allow for real time online classes as well as the ability to record lecture for future viewing by students in the program.
- 5). Having and using this technology will also enhance the on campus students' ability to learn as they will be able to review and listen again to lecture and discussion that has been recorded and uploaded to Blackboard.

There have been some discussions and requests for furniture and technology for the program, there have been several donations by Firestone/Bridgestone for purchase. However there has not been any definite decisions to purchase as of this writing.

#### A. Computer Access and Availability

- i. Currently the Auto Building has a computer lab with 18 workstations. These computers are loaded with software that is used in the program. In the past couple of years this has not represented a problem as there have been few classes that would use the lab as part of class with enrollments above 18.

This is changing. The Spring '13 class of AMGT 460 had an enrollment of 24. Due to the fact that 6 students were allowed to take the course from off campus the need for additional stations was not an issue.

The program does have a requirement for students to have their own laptops and specific software. This requirement has not been enforced through the Spring of '13 term. A percentage of students do have their own and bring them to class.

It is anticipated that in the coming school years this requirement will become enforced to allow for enhanced instruction, research, and reporting by students in

and out of class.

As commented on in Section 1 of this document the program is in a state of transition. As courses are being revised and updated and as possible the use of the flipped classroom will be implemented. Lectures will be posted and students will be expected to listen to them prior to sitting in the on campus classes. Classroom time may then be spent in research and discussion. The need for students to use laptops in class and also be able to connect into the classroom's AV system will become critical.

As of this point in time the support of online resources and campus computer resources are adequate to the program needs.

### 1) Other Instructional Technology

As the program continues to evolve the need for additional technology for student use may become necessary. Students are expected to give presentations in every class and having video equipment that they can use temporarily may be desirable.

As faculty members are added to the program additional hardware and software may be needed. Currently the program has furnished the active faculty member with an Apple Laptop and software for editing video for use on Blackboard. This software and hardware is and will be updated as necessary.

Technology for facilitating online instruction was discussed in Section 4A above. As the needs for this instruction become apparent a plan for acquisition will be developed and submitted.

### 2) Library Resources

FLITE resources are adequate for the program.

## **Final Conclusions and Synopsis**

The AMGT program has maintained enrollment and is heading on an upward trend of attracting students to obtain a degree from the program.

The AMGT program currently has no faculty members permanently assigned to the seniority group. This has been a challenge for both the faculty and students.

Faculty that are currently instructing in the program have adapted the program to use instructional software for delivery in both face-to-face course and mixed delivery courses. The on-line course offerings are planned to expand.

Based on feedback from industry surveys and internship site visits, the industry is generally impressed with our students and wants to continue to be a partner with the program. This has helped to continue to reinforce that the curriculum supports the industry needs.

The program has benefits to Ferris State University, the College of Engineering Technology, enrolled students, and the multiple industries that the program serves.

The faculty continues to update curriculum to ensure its relevance based on advisory board input.

### **Program Outlook and Goals**

The AMGT faculty want to build the program to have 60 students entering the program each fall semester which would then put approximately 120 students enrolled in the program annually.

The program is looking to develop a cohort of students to begin in the on-line program starting classes in Fall of 2014. In order to accomplish this the program is in need of marketing support and full-time faculty in the program to champion this effort. In addition to this a stronger effort to enroll students in the face-to-face courses will also be enhanced by this position.

Another goal of the program is to improve the facility that the courses will be taught in. This is to include state of the industry communication devices and peripherals, furnishings that are conducive to conducting class instruction to a higher level, and providing a learning environment that showcases the professional nature of the program.

Expand the perspective of the program through the introduction of new faculty. The faculty would also like to broaden the opportunities of the students through additional industry avenues such as heavy equipment and motorsports in addition to the automotive focus.