Academic Program Review

Programs Reviewed: Fleet Management Minor and Certificate

Program Review Panel:
Chair: Spence Tower
Administrative Representative: Lucian Leone, then Gayle Lopez
Program Faculty: Gary Maike
Program Faculty: David Brown
Individual with Special Interest in the Program: Glen Hatcher, Business Services –
                                                        Fleet Services, Senior Field Leader,
                                                        Consumers Energy
Faculty Member from Outside the College: Michele Harvey

Program Description and History

- <u>Prior to highlighting the history, a brief overview of this 'program' could be valuable</u>
    - This program was created from pre-existing classes that were parts of other academic majors and minors. As mentioned above, there is only a minor and certificate; there is no <u>major</u> in Fleet Management.
    - This lack of a uniquely created 'program' affects responses to many inquiries within this program review. Much of the requested information for this 'program' review is contained in the broader related 'PARENT' program reviews. Within this Fleet Management review, we narrowly focus this report to include information only identifiable to this minor and certificate. Unfortunately, little information exists due to any identifiable information from the Institutional Research & Testing Office.
- <u>Program History</u>
  The development of the Fleet Management Minor and Certificate entailed a partnership between the College of Business (COB) with the College of Engineering Technology (CET). Six of the 18 credits come from the CET and the other twelve credits come from the Management Department within the COB.

  The genesis of this fleet management focus came from discussion Gary Maike, Ferris faculty in Heavy Equipment, had with a top leader at National Association of Fleet Administrators (NAFA). Due to the positive reputation our Heavy Equipment program had nationally, this NAFA leader was seeking to partner with us and have us offer academic classes for the profession. NAFA is the leading professional organization in the fleet management industry. This minor and, to a lesser degree, this certificate, consists of a set of classes that is aligned with the managerial emphasis advocated by the National Association of Fleet Administrators (NAFA). In 2009, NAFA partnered with Ferris to be the nation's sole provider of this focused minor. NAFA looked to this academic offering as aiding their decade-long efforts to further professionalize the fleet-management workforce and provide industry employers a pool of experienced and proficient managers. This minor's topical emphasis is evident though NAFA's professional testing and certification program, CAFM (Certified Administrator in Fleet Management).

It should be noted, however, that while the CAFM testing program was referenced while formulating the minor, the sound discretion and expertise of the Ferris faculty were utilized in its creation. The initial program coordinators included Spence Tower (College of Business) and Gary Maike (College of Technology).

- The following descriptions are from the respective Ferris web pages:
    - Fleet Management Minor

        Completing the Fleet Management Minor gives you knowledge and skills that are highly sought after by numerous organizations. The Fleet Management Minor is designed to complement the student's existing major and expand their career opportunities.

        Students' enrolled in this minor will learn current risk, financial, legal, and managerial concepts as well as gain awareness of fleet specification, acquisition, and maintenance issues. The course requirements reflect collaboration between the College of Business and the College of Engineering Technology to design a program that meets valued industry needs.

        Employees in this field manage fleets of vehicles or equipment for corporations (covering a wide range of manufacturing, construction, and service organizations), governments (whether local, state, and federal), or public service entities (law enforcement, educational institutions, utilities, etc.).

        The Fleet Management Minor is designed to enhance the knowledge and marketability of students with majors in areas such as automotive, heavy equipment, construction, as well technology, business, and communications.

    - Fleet Management Certificate

        In attaining the Fleet Management Certificate, you will be exposed to current theory and practice in the management of people, processes, and equipment.

        This certificate is designed to enhance the knowledge and marketability of students with majors in areas such as automotive, heavy equipment, construction, as well as technology, business, and communications.

        Employees in this field manage fleets of vehicles or equipment for corporations (covering a wide range of manufacturing, construction, and service organizations), governments (whether local, state, and federal), or public service entities (law enforcement, educational institutions, utilities, etc.).

- *Indicate how the program's history is incorporated into the program's culture, how program history impacts decision-making within the program, and how the program's story is communicated to program stakeholders.*
    - The program's origin (close-knit collaboration with NAFA) is frequently cited to highlight the relevance and professional specificity of the certificate and minor.
    - The fact the program's origin was heavily influenced by the NAFA collaboration is

discussed with the students in the HEQT and HSET classes as well as one-on-one conversations with prospective and current Fleet Management students.

Program Mission

In broad strokes, a program's mission statement helps guide program decision-making and allows program stakeholders a clear understanding of where the program stands, who they serve, and where they strive to be. A program's mission should fit with the mission of the department in which they reside, the college, and Ferris State University.

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

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

- *Include the Department mission statement.*
    - o Mission Statements
        - Management Department – does not exist
        - Heavy Equipment Department – does not exit

- *Include the Program mission statement.*
    - o Has not existed, but would be similar to the CET mission statement
    - o Maybe this: Our mission is to prepare graduates that meet employers' needs and understand the importance of continuous professional learning

- *Incorporating the Mission.*
    - o How is the program mission statement aligned with the mission of the department, college and the university?
    - o With University Mission
    - o Two primary areas that Fleet Management relates to within the university's mission statement center around the four concepts: successful careers,

partnerships, career oriented, and broad based.
- Successful careers
- Partnerships
  - This program emanated from multiple partnerships:
    - Internally, CET and COB faculty and administrators worked together extensively.
    - Externally, Ferris (via the COB/CET faculty) worked closely with the industry's largest professional organization, NAFA.
- Career oriented
  - With guidance from NAFA, the course topics cover many of the key areas within the organization's professional topic areas.
- Broad-based
  - For the minor, 6 credits come from CET and 12 from COB
  - For the certificate, 6 credits come from each
- o With the Colleges' Missions
  - COB: Distinctiveness – at the time of origin, this minor and certificate were the only ones in the nation. Since this time, a community college in Missouri and a college in Canada have developed something in this topic area
  - CET: Preparation for current and future industrial and business needs

- o How is the program's mission incorporated into decisions impacting the program (including curricular changes?)
  - Our collaboration with NAFA keeps our curriculum updated and current.

- o What policies or procedures are in place to monitor the program's mission and its relationship to the department, college and university?
  The program's mission is quite straightforward. We will make decisions that help the program prepare graduates that meet employers' needs and understand the importance of continuous professional learning.
- o How does the program further the department, college, and university missions?
  - Our Fleet Management program is distinctive and provides significant employment opportunities for our students.

Program Goals

Clearly defined goals are an integral part of program success. Program goals help direct faculty and administrative decision-making in the areas of enrollment, research, faculty development, program curriculum, and the like.

- *Describe what the program hopes to accomplish.*
  - o Include program goals.
    - Curriculum changes
    - Greater marketing to students and advisers
    - Greater enrollments

- More effort to involve students with career services
- More fleet examples used in the courses

- *Incorporating program goals*
  - How are the program's goals communicated to students, faculty, and other stakeholders?
    - We will have marketing events in the Fall of 2015 to clarify the employment opportunities to both faculty advisers and students (see Appendix A)
  - How and when are the program's goals reviewed and re-evaluated.
    - The two program coordinators discuss relevant program topics two to three times a semester
  - How have the program's goals changed in the last five years?
    - They have not changed. Initially, however, put little effort into marketing the minor and certificate. Unfortunaly, enrollments have been consistently low. As mentioned above—and many more times throughout this document, we will be putting effort into marketing.

- *Strategic Plan*
  - Include the program's short-term strategic plan.
    - Fall 2015 – Spring 2016
      - Clarify curriculum changes – by November 2015, Spence and Gary
      - Seek greater efforts to measure course outcomes
      - Greater marketing – by mid-October, 2015, Spence/Gary/Michele
        - To students and advisers
  - Include the program's long-term strategic plan.
    - Sustained marketing
    - Greater exposure of Fleet employers to students
  - How is the program's strategic plan reviewed and re-evaluated.
    - Through informal discussions between the CET and COB program coordinators

- *Goal Attainment*
  - Evaluate the program's success in achieving the stated program goals.
    - Initial projections for enrollment were not met
  - How does the program plan to address these goals
    - As stated above, greater marketing of the profession's opportunities will likely lead to greater enrollments (See Appendix A)

Curriculum

- Link to program check sheets. Appendix B
- Link to syllabi for program courses. Appendix C
- Evaluate program policies and procedures implemented to ensure quality, consistency, and currency related to content within each course within the program.
  - Rely on faculty to stay current in their topics. Only one course is specifically designed for fleet management (HSET 302). In the future, requests will be

made to increase the inclusion of fleet-management related examples/topics in the other courses.
- o Evaluate general education requirements, co-curricular experiences, and service-learning or other experiential education experiences incorporated into the curriculum.
  - General Education Requirement
    - Since only a certificate or minor is offered, the specific general education requirements will vary depending on the student's major

  - Experiential aspects
    - MGMT 301 – As an introductory course, time is primarily spent covering text topics. There are, however, numerous small-group discussions and exercises
    - MGMT 350 – numerous financial interpretation and analysis assignments
    - MGMT 357 – Case studies, projects, , presentations
    - BLAW 321—Quizzes and exams
    - HEQT 200—NAFA certification prep materials; Maintenance system project at operating fleet business
    - HSET 302—numerous financial analyses focusing on acquisition, retention, and life-cycle costs of fleet equipment; fleet management application project

  - How is the importance of general education requirements, co-curricular experiences, and service-learning or other experiential education experiences communicated to potential students, currently enrolled students, and other stakeholders?
    - Aside from information on these issues available for the specific courses, students are informed of opportunities to attend the national NAFA conference. Most, if not all that have attended, have been sponsored by vendors. This sponsorship involves partial financial conference payment as well as extensive opportunities to interact with fleet professionals.
  - How are program requirements communicated to potential students, currently enrolled students, and other stakeholders?
    - These requirements are clarified through the academic website as well as check sheets
    - When students express an interest, they are usually referred for further information to either Gary Maike in CET or Spence Tower in COB. Spence Tower is the person authorized to sign the declaration forms. At each of these opportunities, the checksheets are discussed with opportunities to answer any questions as well as talk about the student's interests, future internships and post-graduation employment options.
  - Evaluate curricular changes that have been implemented in the last five years.
    - From 2013 – 2015, changes went through UCC to enhance the availability of the Fleet Management Certificate and Minor for Heavy Equipment (HEQ) and Automotive Management (AMGT)

students.
- They included revising the HEQ Directed Electives as follows:
    - MGMT 301 was included in the HSET directed electives (it was no longer required)
    - MGMT 357 was included in the HSET directed electives (see the upcoming change mentioned below)
- These courses combined with required HSET 302 and HEQT 200 will allow the Heavy Equipment students to earn a Certificate in Fleet Management without additional course expense. It is supplying a motive (Certificate degree) to choose the MGMT courses. Some HEQ students have earned the Minor in Fleet Management as well, recognizing the value employers hold in the skill set.
- Auto Management requires BLAW 301 (3 credit hours). Students in the 0+4 degree option have 12 credit hours of Directed electives to take. These students are increasingly choosing the Fleet Management Minor since they can earn it utilizing the 15 credit hours of Directed electives combined with 3 credit hours of BLAW 301 and 1 additional course.

- Evaluate curricular changes currently under consideration.
    - MGMT 357 has recently changed to INSR 284. This is a concern for both COB and CET bachelors-level students because there is a requirement to have 40 credits at 300-level or above. To address this, as of summer 2015, other courses were allowed as a substitution. We will initiate curriculum proposals to make this official and revise the student check sheets.
- Evaluate program policies and procedures implemented to ensure quality, consistency, and currency of the curriculum.
    - Since all of the classes are parts of other majors, quality control has largely been left up to those curricular 'parent' programs. To boost relevancy for fleet topics—especially in the COB-related classes, efforts will be made to share fleet management examples to those faculty members.
    - All of the program's COB-related classes come from the Management Department. Two of the classes (MGMT 301, BLAW 321) are part of the required COB core curriculum. Except for a few COB majors (e.g., Graphic Design) this means nearly 2000+ students will be taking these two classes. In addition to being a popular elective for Business Administration majors (600+

students), MGMT 350 is a class required for multiple minors. These facts are mentioned to the numerous sections offered for these three classes. Though overwhelming taught mainly by tenure-line faculty, when multiple sections are offered, frequently multiple teachers are involved; this can add challenges to consistency. Fortunately, over the last six months, the Management Department has undertaken efforts to review course syllabi to promote greater consistency.

- The HSET and HEQT classes are serving a smaller number of programs and have fewer sections with fewer teachers—actually, just one. Consistency, though always a concern, is less of a problem when compared to the multitude of COB classes.

Assessment of Student Learning
- *Program-level Student Learning Outcomes*
    - o Include program-level student learning outcomes (that is, when a student graduates from the program, what should they know, be like, and be able to do?)

    From the original 2008 Form A for the minor

    Learning Outcomes. Upon completion of these classes, students should be able to
    - Describe a wide array of available preventive transportation maintenance systems
    - Relate manual and computerized fleet maintenance systems to greater efficiencies and cost-reductions
    - Apply management- and/or maintenance-related knowledge in an experiential project related to fleet management
    - Apply a Plan/Do/Check/Act analysis on management-related problems in effort to efficiently serve employees, customers, and the community
    - Assess a business to identify, analyze, measure, and then create a preventative risk-management plan
    - Identify primary uses of appropriate financial tools to aid understanding of business performance trends
    - Articulate and apply the rules of common law and the UCC to contract formation, execution, breach and remedies

    ### Assessment Plan
    - Since each outcome is directly related to a specific course, assessment will be based on each course's set of various projects, demonstrations, exams and/or other evaluation techniques.

    ### Current Reality
    - While the 2008 learning outcomes are relevant to relevant topics within fleet management, many of the course outcomes are different of have changed over the last six years—as noted below. This was unknown to the program coordinators prior to this APR project. The learning outcomes will be updated to align with the appropriate courses and processed through the university's curricular channels.

- Identify and evaluate the assessment measures that are used to gauge overall student success in accomplishing established program-level learning outcomes (for example - capstone assignment, internship evaluation, national examination pass rates, etc.)
  - Listed in curricular map section below

- Identify and evaluate program policies and procedures designed to formalize the process of establishing, monitoring, and updating program-level student learning outcomes.
  - If, and when, any program courses go through future curricular revision, the program's learning outcomes will be examined to clarify whether a change is needed. For example, with the Spring 2015 Insurance program's deleting of MGMT 357 and addition of INSR 284, this scrutiny will soon occur.
  - Past curricular changes for the courses will be examined to identify needed updates for the program's learning outcomes.

- How is the process of measuring and monitoring program-level student learning outcomes for making program improvements communicated to program stakeholders (including students, advisory members and employers, community members, and the University?)
  - These curricular changes have not occurred in the past. Our guess is that there is unlikely to be significant outcome changes in this MGMT 357 to INSR 248 transition.
  - Once any curricular changes are official, check sheets and web-page information will be updated.

- Link to TracDat results which show the program's continued use of program-level student learning outcomes as one way to make program improvements.
  - TracDat info for the four MGMT/BLAW classes are in Appendix D
  - TracDat data does not exist for the two CET classes in the program

- Outline how program outcomes are addressed throughout the curriculum.
  - HSET 200 (1st outcome)
    - Describe a wide array of available preventive transportation maintenance systems (case study project)
  - HEQT 302 (2nd and 3rd outcome)
    - Relate manual and computerized fleet maintenance systems to greater efficiencies and cost-reductions (lab-based activities)
    - Apply management- and/or maintenance-related knowledge in an experiential project related to fleet management (case study project; follow-up and linked to project in HSET 200))
  - MGMT 301 (4th outcome)
    - Apply a Plan/Do/Check/Act analysis on management-related problems in effort to efficiently serve employees, customers, and the community
      - Of the eight current outcomes for MGMT 301, the one above is not included.

- Of the current outcomes, this is the closest and will be put through future curricular adjustments: Analyze a diverse array of organizational components and recommend improvements
  - TracDat – Project and paper
- MGMT 357 (5th outcome)
  - Assess a business to identify, analyze, measure, and then create a preventative risk-management plan
    - Of the six current outcomes for MGMT 357, the one above does not exist.
    - Of the current outcomes, this is the closest and will be put through future curricular adjustments: Assess a client's risk management/insurance needs and recommend appropriate coverage.
      - TracDat – Project and paper
- MGMT 350 (6th outcome)
  - Identify primary uses of appropriate financial tools to aid understanding of business performance trends
    - Of the seven current outcomes for MGMT 350, the one above is not included.
    - Of the current outcomes, this is the closest and will be put through future curricular adjustments: Competency in financial statement analysis
      - TracDat – Pre/post or post test
- BLAW 321 (7th outcome)
  - Articulate and apply the rules of common law and the UCC to contract formation, execution, breach and remedies
    - Of the five current outcomes for BLAW 321, the one above is not included.
    - Of the current outcomes, this is the closest and will be put through future curricular adjustments: Identify the various parties to contracts, assess their rights and obligations and explain how these obligations might be discharged.
    - TracDat – Various quizzes and exams

- Evaluate positive program improvements made over the last three years as a result of measuring program-level student learning outcomes.
  - As mentioned previously, these courses are parts of other CET or COB programs. Any improvements deemed valuable would likely have come from those 'parent' programs' APR processes. From our perspective, the learning outcomes have not been problematic for this minor and certificate program. The primary problems have been enrollment-related, which could likely be remedied with greater marketing efforts.

- Has analysis of program-level student learning outcomes informed the program's short and long-term strategic plans?
  - See answer above
  - As uncovered during this APR process, updates of program learning outcomes will be necessary to better align with current course outcomes.

- o What assistance from the University would be valuable in the establishment, monitoring, and reporting of program-level student learning outcomes?
  - To regularly migrate data into TracDat, greater administrative help would be helpful.

Program Profile

Institutional Research and Testing has no specific numbers for the Fleet Management certificate or minor

Given the lack of program-specific IR & T information, we have used data generated by departmental secretaries using the university's Banner system.

- *Apps, Admits, and Enrolled*
  - o Report the number of applications to the program over the past five years.
    - 35
  - o Report he number admitted to the program over the past five years.
    - 35
  - o Report the number enrolled into the program over the past five years.
    - 35
  - o Evaluate the overall "apps, admits, and enrolled" trends within the program.
    - All that applied were admitted
  - o How does the program address "apps, admits, and enrolled" trends within the program (general) and how will the program address "apps, admits, and enrolled" trends reported (specific).
    - We anticipate greater applicants with our upcoming marketing campaign targeting faculty advisors and students

For the data requested in the section below, use the data contained in the document "Administrative Program Review Enrollment (Headcounts)" at the following LINK
Fleet MGMT is not in there but the main faculty and departmental secretaries looked at the names of the individuals

- *Enrollment - Headcounts*
  - o Report the number of on-campus students enrolled in the program over the past five years.
    - unsure
  - o Report the number of off-campus students enrolled in the program over the past five years.
    - unsure
  - o Report the number of fully online students enrolled in the program over the past five years.

    - none
  - o Report the total number of students enrolled in the program.
    - See chart below
  - o Evaluate the ideal number of enrolled students given the available faculty, physical resources, and other present limitations or requirements. Provide a complete explanation as to how the number presented was determined.
    - 20 – 40 enrolled students. With marketing efforts (see below and appendix), the program coordinators believe this is an attainable number within the

next two years.
- o If the current number of enrolled students is less than the ideal number, outline program plans to increase student enrollment.
  - ▪ The above non-scientific ideal enrollment was generated based on the following five factors:
    - All the program's courses have available capacity
    - There is a desire by the program coordinators to increase enrollments
    - With the positive national name recognition that Ferris State's Heavy Equipment has, employers want to hire our graduates.
    - Recently, the faculty, advisors, and students from Automotive Management have recognized the positive complement that the Fleet Management Certificate gives them
    - Marketing efforts are planned to share information about the program this fall (2015) to automotive management, heavy equipment, and COB students and faculty.

- o If the current number of enrolled students is equal to or greater than the ideal number, answer the following:
  - ▪ Not applicable
- o Evaluate the overall "enrollment – headcounts" trends within the program.
  - ▪ Since IR & T does not have specific numbers, the numbers below are based on departmental secretaries queries into the Banner programs.

	Enrolled	Awarded
2009	1	
2010	5	3
2011	6	6
2012	2	2
2013	3	1
2014	12	6
2015	6	

  - ▪ We are not happy with the numbers. Based on successful employment by those students that have graduated from this program AND the feedback from employers—primarily in heavy equipment and automotive management, we are sure many more fleet management 'graduates' could get attractive career-oriented jobs. Though 2014 showed a significant increase, both the lack of a consistent upward trend AND low numbers signal the need for greater conscious effort toward boosting enrollment.

For the data in the section below, use the data contained in the documents "Productivity Reports" available at the following LINK
Nothing there specifically regarding Fleet Management

- • *Student Credit Hour Trends*
  - o Report the summer, fall, spring, and fall plus spring (F + SP) student credit hours generated over the past five years.
  - o Evaluate overall "student credit hour" trends within the program.
  - o How does the program address "student credit hour" trends within the program (general) and how will the program address "generated student credit hours" trends

reported (specific).

For the data in the section below, use the data contained in the documents "Productivity Reports" available at the following LINK
==Nothing there specifically regarding Fleet Management==

- *Productivity*
  - o Report the summer, fall, spring, and fall plus spring (F + SP) SCH/FTEF for the last five years.
  - o Report the summer, fall, spring, and fall plus spring (F + SP) SCH/FTEF for the most recent year.
  - o Report the University average SCH/FTEF.
  - o Evaluate overall "productivity" trends within the program including how the program SCH/FTEF compares with the University average.
  - o How does the program address "productivity" trends within the program (general) and how will the program address "productivity" trends reported (specific).

For the data requested in the section below, use the data contained in the document "Academic Program Review Enrollment by Residency, Age, FSU GPA & ACT" at the following LINK
==Nothing there specifically regarding Fleet Management==

- *Enrollment – Residency*
  - o Report the number of enrolled students from Michigan ("resident") and the number enrolled from out-of-state ("non-resident") over the past five years.
  - o Report the average age of enrolled students over the past five years.
  - o Report the average GPA of enrolled students over the past five years.
  - o Report the average ACT of enrolled students over the past five years.
  - o Evaluate overall "enrollment – residency" trends within the program.
  - o How does the program address "enrollment – residency" trends within the program (general) and how will the program address "enrollment –residency" trends reported (specific).

==Nothing there specifically regarding Fleet Management==

For the data requested in the section below, use the data contained in the document "Academic Program Review Enrollment by Sex & Ethnicity" at the following LINK
==Nothing there specifically regarding Fleet Management==
However, visually examining the list of names makes it look as though only one female has participated in the program, graduating with her certificate in 2010.

- *Enrollment – Gender and Ethnicity*
  - o Report the number of enrolled students by gender over the past five years.
    - ▪ Male: 34
    - ▪ Female: 1
  - o Report the number of enrolled students by ethnicity over the past five years.
  - o Report the number of full time and part time students over the past five years.
  - o Evaluate overall "enrollment – gender and ethnicity" trends within the program.
    - ▪ Regarding gender, the lone female was one of the first graduates. Since then, no women have enrolled.
  - o How does the program address "enrollment – gender and ethnicity" trends within the program (general) and how will the program address "enrollment –gender" trends

reported (specific).

- Looking at stereotypes, it isn't surprising that men appear more interested in fleet management. This very fact that men dominate the profession, however, is precisely why females would likely do very well in getting jobs. Many of the employers—at least those with diversity concerns, would like to balance their workforces by hiring greater proportions of qualified women.

For the data requested in the section below, use the data contained in the document "Academic Program Review Graduates" at the following LINK

<mark>Nothing there specifically regarding Fleet Management</mark>

For the data requested in the section below, use the data contained in the document "Retention and Graduation Rates" report supplied by Institutional Research and Testing. *Note programs scheduled to undergo review will be provided this document by IR & T no later than the end of December following the August APR orientation.*

- *Retention*
  - o Evaluate overall "retention" trends within the program.
    - Of the 35 students that enrolled in either the minor or certificate, 17-20 'graduated'
  - o How does the program address "retention" trends within the program (general) and how will the program address "retention" trends reported (specific).
    - The students recognize the value of adding the certificate or minor to their major. Most that finish their major finish the certificate/minor. We do think, however, there are a few that may have taken all needed classes but did not fill out the paperwork to actually claim the certificate or minor. We will keep better track of this situation in the future.

- *Program Graduates*
  - o Report the number of program graduates from the Big Rapids campus over the last five years.
    - All 20 graduates of the program were from the Big Rapids campus
  - o Report the number of program graduates from off campus over the last five years.
    - Since the two CET courses are only offered in Big Rapids, all graduates of the program are from the Big Rapids campus
  - o Report the number of fully online program graduates over the last five years.
    - Zero
  - o Evaluate overall "program graduates" trends within the program.
    - We identify three concerning 'program' trends based on the above information:
      - Too few students have enrolled
      - Too few women have participated
      - The program is only offered in Big Rapids

  - o How does the program address "program graduates" trends within the program (general) and how will the program address "program graduates" trends reported (specific).
    - Addressing the trends:
      - **Too few students have enrolled** – increased marketing efforts toward students as well as fellow faculty and advisors

- **Too few women have participated**—increased marketing efforts, with emphasis on the lack of women in the profession, toward students as well as fellow faculty and advisors
- **The program is only offered in Big Rapids**—all COB related classes are offered online. Due to lower enrollments, the two CET classes have not yet been offered online, although there have been attempts. With the benefit of better marketing—and increased enrollment, we hope to offer those two classes online in the future.

For the data requested in the section below, use the data contained in the document "Retention and Graduation Rates" report supplied by Institutional Research and Testing. *Note programs scheduled to undergo review will be provided this document by IR & T no later than the end of December following the August APR orientation.*
Nothing there specifically regarding Fleet Management

- *Six Year Graduation Rate*
  - Report the percentage of students initially enrolled in the program who either graduates from the program itself or from another FSU program over the past five years. *Note – this number can be found under the "Year 7" heading labeled as "% Persisters."*
  - Though we don't have an IR & T report, the primary faculty and secretarial staff looked at the student names and estimate the following graduation rates:
    - 20 of the 24 that enrolled between 2009 and summer of 2014 received either their certificate or minor
    - 11 enrolled after the summer of 2014; it is assumed they would likely not have been up for graduation yet.
  - Evaluate overall "six year graduation rate" trends within the program.
    - See below
  - How does the program address "six year graduation rate" trends within the program (general) and how will the program address "six year graduation rate" trends reported (specific).
    - We are happy with the completion numbers. As mentioned above, there are a few that may have taken all needed classes but did not fill out the paperwork to actually claim the certificate or minor. We will keep better track of this situation in the future.

For the data requested in the section below, use the data contained in the document "Administrative Program Review Graduates Average GPA" at the following LINK
Nothing there specifically regarding Fleet Management

- *Graduate Average GPA*
  - Report the average FSU GPA of program graduates over the past five years.
  - Evaluate overall "graduate average GPA" trends within the program.
  - How does the program address "graduate average GPA" trends within the program (general) and how will the program address "graduate average GPA" trends reported (specific).

For the data requested in the section below, use the data contained in the document

"Administrative Program Review Graduates Average ACT" and "Academic Program Review Enrollment by Residency, Age, FSU GPA & ACT" at the following LINK
Nothing there specifically regarding Fleet Management

- *Graduate Average ACT*
  - o Report the average ACT of newly enrolled students into the program over the last five years.
  - o Report the average ACT of program graduates for the last five years.
  - o Evaluate overall "graduate average ACT" trends within the program including a comparison between average ACT at enrollment and average ACT of students graduating from the program.
  - o How does the program address "graduate average ACT" trends within the program (general) and how will the program address "graduate average ACT" trends reported (specific).

- *State and National Examinations Not Applicable*
  - o Report the percentage of program graduates who pass state or national certification or licensure examinations.
  - o Report the national average pass rates and compare program graduate pass rates to the national average.
  - o Evaluate overall "state and national examinations" trends within the program.
  - o How does the program address "state and national examinations" trends within the program (general) and how will the program address "state and national examinations" trends reported (specific).

Program Value beyond Productivity and Enrollment Numbers

Programs offer value (aka "productivity") to Ferris State University beyond what enrollment, student credit hours, and full-time equated faculty numbers oftentimes show. This section gives programs an opportunity to highlight all the difficult-to-measure contributions the program makes to the benefit of its department, college, the community, and Ferris State University.

- *Program Value beyond Enrollment Numbers*
  - o Highlight the positive impacts the program has on the department, college, and university that extend beyond enrollment, student credit hour, and other 'hard' measures of program success.
    - As should be well known, collaboration is one of our university's core values. At the community, university, college, and department levels, this Fleet Management initiative has been frequently used as an example of both internal collaboration (COB and CET) as well as external/professional collaboration (Ferris and NAFA).
    - The Fleet Management RSO has provided its members with numerous valuable experiences such as a focus on the industry, employment opportunities, as well as interaction with fleet management professionals.
    - For the last several years, Ferris has sent five to ten students to the national NAFA conference. These students had their registration, hotel, and meals paid for by various vendors. Transportation costs were the students' responsibility. Recent locations visited by our students for

these conferences include St. Louis, MO; Charlotte, NC; Detroit, MI; and Orlando, FL.
- o These were great opportunities for the students to enjoy the convention but also network with many professionals.
- o Our many students were wearing Ferris State University polo shirts and working at vendors' booths and/or as the gatekeepers for educational sessions. Having the colorful shirts and so many students in so many places throughout the convention was great 'branding' for Ferris and a constant reminder to the 500-1000 attendees that we are an influential university throughout the profession.
- o Highlight the positive impacts the program has on the community and other external stakeholders.
  - ▪ Aside from some positive talking points—as mentioned in the first bullet of the previous section, the low enrollments have limited many of the possible positive impacts.
  - ▪ The Fleet Management RSO participated in Habitat for Humanity at all of the NAFA conferences. For two years, they also participated with the Polar Plunge event for the Special Olympics of Michigan.

Program Flexibility and Access

It is important for (ultimate) program success to be flexible and accessible to the largest number of potential students. This section provides programs an opportunity to describe how program offerings are available to the largest segment of potential students.

- *Flexibility and Access*
  - o Report the number of offsite locations.
    - ▪ Though three of the minor's four COB classes are offered at other sites as well as online, the CET classes are just offered on campus in face-to-face.
  - o Report the online availability of program offerings.
    - ▪ COB offers all related courses online
    - ▪ CET does not offer the courses online as there has not been adequate numbers
  - o Report options for evening or weekend classes.
    - • There are no options for evenings or weekend classes
  - o Report options for accelerated program completion.
    - ▪ There are no options for accelerated completion
  - o Report options for summer program offerings.
    - ▪ COB offers a limited number of sections for all program courses
    - ▪ CET does not offer the courses during the summer as there has not been adequate numbers
  - o Describe any multi entry points available for students entering the program.
    - ▪ There are no limitation on entry points
  - o Evaluate program trends related to "flexibility and access."
    - ▪ The programs are most accessible in face-to-face classes at the Big Rapids campus.
    - ▪ Many of the COB-related courses are also available at offsite locations.
    - ▪ Due to the limited numbers, CET-related courses are not available.

- Since the program's CET-related courses are not offered offsite (and is not available online), the program is not available to offsite students.
- We have frequently sought to add online CET-related classes but the lack of enrollment has caused decision makers to decline.
  - How does the program address "flexibility and access" within the program?
    - Greater enrollments would increase the opportunities for online opportunities. HEQT and HSET classes have traditionally only been offered at Big Rapids; though teaching these off campus is not anticipated, with greater numbers, online offerings will occur.

Visibility and Distinctiveness

This section provides programs an opportunity to benchmark itself against competitive institutions. In addition, programs can highlight unique program features and identify plans for improvement based on the results of their analysis.

- *Visibility and Distinctiveness*
  - Highlight unique program features and benefits that provide a competitive advantage over competing programs.
    - There are limited competing programs in the U.S. (see below). Our unique feature to the single competitor is that we are a four-year institution whereas it is a two-year technical college.
  - Evaluate program policies and procedures designed to market and promote unique program features and benefits.
    - This is a major weakness. We need to do a better job at this. Past efforts in marketing have been limited in both frequency and effectiveness. In CET, the opportunities have been brought up in some classes—primarily in Heavy Equipment and Automotive Management. In the COB, it has been brought up at a few faculty meetings prior to advising season.
    - New marketing efforts are planned for Fall 2015. One primary set of activities are described in Appendix A

- *Competitive Programs*
  - Identify and describe competing programs.
    - Rankin Technical College in St. Louis, Missouri has a four-class certificate in Fleet Management
    - We have heard there is a program at a College in Canada, though, through web searches, we were unable to find it.
  - Evaluate competing program's features, benefits, or other modes of operation that represent a competitive advantage over FSU's program.
    - Rankin Technical College's only advantage would be related to its location for the St. Louis-based market
  - What features, benefits, or other areas of competitive advantage can be emulated from competing programs that would improve the program at FSU?
    - Not applicable
  - Evaluate program policies and procedures at FSU designed to benchmark competitor programs.

- - Not applicable
    - o Outline specific plans for program improvement based on analysis of competing programs.
      - - Not applicable. Ideas for our program's improvement are unrelated to Rankin's offerings. They are related to frustration with the low numbers of our students participating as well as some common-sense solutions.

- *Preeminent Program*
  - o Identify and describe the preeminent program in the country similar to the program at FSU.
    - - Given the competitive scenario as described above, our program is preeminent.
  - o Evaluate how the preeminent program in the country may have risen to that level.
    - - We were the first Fleet Management program in the nation and, aside from the technical college in Missouri, we are the only.
  - o What is the preeminent program in the country doing that the program at FSU could emulate to make program improvements?
    - - Not applicable
  - o What would the program at FSU have to do in order to become the preeminent program in the country within ten years?
    - - We recognize the hollow concept of saying we are the 'preeminent program in the nation' when we have so few students that are taking advantage of it. In order to be comfortable touting our 'preeminence', we would need to grow our enrollments.

Demand
  - o Why do students enrolled in the program choose FSU?
    - - We have the only BS in Engineering Technology in Heavy Equipment in the nation. Many students come to FSU because of this. Many of these decide to pursue the Fleet Management Certificate or Minor to specialize their degrees and look more attractive to employers.
  - o Would students enrolled in the program choose the program at FSU if they had to do it over again?
    - - Inadequate number of survey results
    - - These students come to FSU for career preparation and, of course, employment. Given that many of our graduates get multiple job offers, we can assume they were satisfied with their choice.
  - o Would students enrolled in the program recommend the program at FSU to others?
    - - See above
  - o Evaluate the projected market outlook for demand for program graduates.
    - - Fleet professionals work in construction, government, utilities, energy, mining, corporate, transportation and more. With the lack of investment in the nation's infrastructure over the last several decades, it is predicted that extensive growth will happen in many fleet-related jobs.
  - o Would alumni choose the program at FSU if they had to do it over again?
    - • Again, given significant success with job offer, we are confident they would choose FSU again.
  - o Would alumni recommend the program at FSU to others?

- - See above
  - Many of our employers recruiting our students are alumni. This can also be viewed as support of their positive view of the program.
- What do alumni say about the continued demand for program graduates?
  - Though survey numbers were too low, their frequent interaction with CET faculty indicates demand far exceeds available graduates.
- What do faculty teaching within the program say about the continued demand for program graduates?
  - Since their has not been a 'campaign' to inform MGMT faculty about demand—and so few students may be taking any one class at a time, the MGMT faculty are woefully uninformed about the employment opportunities.
  - However, CET faculty knowledgeable of the program, are well aware of the need because they frequently hear the frustrations of employers that want more of our graduates.
- What do potential employers say about the continued demand for program graduates?
  - Extensive conversations have occurred with employers that are interested in our graduates. Unfortunately, we can't provide them with enough graduates.

- What do advisory board members say about the continued demand for program graduates?
  - Advisory board members have expressed concern that the huge amount of baby boomers in the field will be soon retiring. Their point is that we already have a shortage and this will likely just get worse.
  - Board members also express a longer-term need (10+ years) to prepare mid- and upper-level managers.
- How does the program address "demand" trends within the program (general) and how will the program address "demand" trends reported (specific).
  - A significant part of the planned marketing campaign to faculty advisers and students will highlight the career opportunities in the field.

Student Achievement
- *Student Achievement*
  - Report the percentage of students who are members of a Registered Student Organization by year, for the past five years.
    - Approximately 25% of past program students have participated with the fleet management RSO
  - Report the percentage of students who are members of Student Government by year, for the past five years.
    - Inadequate number of survey results
  - Report the percentage of students who are members of the Honors Program by year, for the past five years.
    - Inadequate number of survey results
  - Report the average number of hours a typical student in the program is engaged in paid employment.
    - Students seeking this minor or certificate are most frequently seeking their BS in HSET or AMGT and therefore are required to complete two paid industry internships.

- o Highlight student achievement in research over the past five years.
  - None we are aware of
- o Highlight student honors and awards received over the past five years.
  - If RSO member, they are enrolled as student members of NAFA.
- o Highlight student participation in community and other volunteer service.
  - RSO members participate in fundraisers for Habitat for Humanity and Special Olympics of Michigan
- o Evaluate program trends related to "student achievement."
  - The numbers do not appear to show significant numbers in this program that are honor students, researchers, or in student government.
- o How does the program address "student achievement" trends within the program (general) and how will the program address "student achievement" trends reported (specific).
  - We support and advocate participation at all levels, particularly in the Fleet Management RSO.

Employability of Graduates

A key indicator of the overall success of a program is the quality of employment enjoyed by graduates. This section gives programs an opportunity to outline key indicators of the quality and availability of work for students after graduation. The university's annual graduate-follow-up report can be a quality source of information for completing this section. Contact Institutional Research and Testing LINK

- Fleet MGMT is listed in only a few of the years since 2009/2010. Only seven graduates were sent surveys and one responded—without salary information. However, the faculty and departmental secretaries looked at the names of the individuals and reached the following conclusions:
  - o As previously mentioned, employers can't hire enough of our graduates. The faculty and secretaries are confident that graduates are getting hired in the types of jobs they desire.
  - o The main trend to address regarding employability would be to 'spread the good word' of the numerous career opportunities available for students.
- *Employment Post-Graduation* Adequate data does not exist for this program
  - o Report the number and percentage of program graduates employed in their field of study one year post-graduation.
  - o Report the number and percentage of program graduates employed full time in their field of study overall.
  - o Report the number and percentage of program graduates employed part time in their field of study overall.
  - o Report the number and percentage of program graduates employed outside their field of study one year post-graduation.
  - o Report the number and percentage of program graduates employed outside their field of study overall.
  - o Report the number and percentage of program graduates accepted to graduate school one-year post graduation.
  - o Report the number and percentage of program graduates accepted to graduate school

overall.
- o Report the average yearly salary for program graduates who have graduated from the program within the last three years.
- o Evaluate program trends related to "employment post-graduation."
- o How does the program address "employment post-graduation" trends within the program (general) and how will the program address "employment post-graduation" trends reported (specific).

- *Stakeholder Perceptions of the Employability of Graduates*
  - o Report alumni, advisory board, employer, and program faculty perceptions of the program's ability to prepare graduates for a career in their field of study.
    - CET faculty members are well aware of the numerous employment opportunities available to students within the program. These faculty members interact with employers calling and coming to our career fairs. A common and continuous frustration of these employers is that there are too few graduates with fleet management specialties.
  - o Evaluate career assistance opportunities available to students.
    - Career Fair – How many related employers?
    - Other services offered by CLACS, of which we could better use for our students
    - One-on-one discussions with career-knowledgeable faculty—which are primarily in the Heavy Equipment and Automotive areas.
  - o Evaluate trends related to "Stakeholder Perceptions of the Employability of Graduates."
    - Unlike the CET faculty, COB faculty are unaware of the employment opportunities
    - As mentioned above, employers hire our program's graduates and want more
  - o How does the program address "Stakeholder Perceptions of the Employability of Graduates" trends within the program (general) and how will the program address "Stakeholder Perceptions of the Employability of Graduates" trends reported (specific).
    - The key weakness we have is a low number of students in the program. Our plans to market the career opportunities to faculty advisors and students should be helpful to get the important information out to the university's important stakeholders

Faculty Composition and Engagement

Academic, work, and other accomplishments of faculty have a direct positive impact on overall program quality. A fully engaged faculty in all dimensions of teaching, research, and service is vital for student success. This section gives programs an opportunity to highlight current faculty accomplishments.

- *Organization*
  - o Report the number of tenure-line or tenured faculty teaching within the program.

- MGMT 301
  - Sheri Bell
- MGMT 350
  - Dave Steenstra
  - Cathy Browers
- MGMT 357
  - David Brown
- BLAW 321
  - John Vermeer
  - Gayle Lopez
  - Emily Fransted
- BLAW 301
  - Emily Fransted
- HSET 200
  - Gary Maike
- HEQT 302
  - Gary Maike

- o Report the number of tenure-line or tenured faculty teaching the majority of their load on the Big Rapids campus.
  - Of those listed above, all teach the majority of their load in Big Rapids
- o Report the number of tenure-line or tenured faculty teaching the majority of their load in off-campus locations.
  - None teach the majority of their load off campus
- o Report the number of tenure-line or tenured faculty teaching the majority of their load fully online.
  - None in either department teaches the majority of load fully online
- o Report the number of full-time temporary faculty teaching within the program.
  - No full-time temporary faculty teach in either department
- o Report the number of full-time temporary faculty teaching the majority of their load on the Big Rapids campus.
  - No full-time temporary faculty teach in either department
- o Report the number of full-time temporary faculty teaching the majority of their load in off-campus locations.
  - No full-time temporary faculty teach in either department
- o Report the number of full-time temporary faculty teaching the majority of their load fully online.
  - No full-time temporary faculty teach in either department
- o Report the number of adjunct faculty teaching within the program.
  - For the MGMT department—for MGMT and BLAW, few have consistently taught in these courses for our program students. With the recent hire of new faculty, even less are likely to in the future
  - None for the Heavy Equipment Department
- o Report the number of adjunct faculty teaching the majority of their load on the Big Rapids campus.
  - For the MGMT department—for this program's students, few adjuncts have consistently taught.
  - No adjunct teach this program's classes for the Heavy Equipment Department

- o Report the number of adjunct faculty teaching the majority of their load in off-campus locations.
  - For the MGMT department—for this program's students, none
  - No adjunct teach this program's classes for the Heavy Equipment Department

- o Report the number of adjunct faculty teaching the majority of their load fully online.
  - For the MGMT department—for this program's students, none
  - No adjunct teach this program's classes for the Heavy Equipment Department

- o Evaluate the efficiency and effectiveness, positive aspects, and opportunities of the current structure.
  - We are pleased that tenure-line faculty delivers the overwhelming majority of the courses taught to our program's students.

- *Curriculum Vitae (in Appendix E)*
  - o Report the name, highest degree earned, and average semester load for all tenure-line and tenured faculty.
    - MGMT 301
      - Sheri Bell, MBA, Four classes per semester
    - MGMT 350
      - Dave Steenstra, PhD, Four - five classes per semester
      - Cathy Browers, EdD, Four to five classes per semester
    - MGMT 357
      - David Brown, PhD, Four classes per semester
    - BLAW 321
      - John Vermeer, JD, Four classes per semester
      - Gayle Lopez, Two classes per semester (now department chair)
      - Emily Fransted, JD, Four classes per semester
    - BLAW 301
      - Emily Fransted, JD, Four classes per semester
    - HSET 200
      - Gary Maike, MBA, Two classes (now Heavy Equipment program coordinator, giving him .5 FTE release)
    - HEQT 302
      - Gary Maike, MBA, Two classes (now Heavy Equipment program coordinator)
  - o Report the name, highest degree earned, and average semester load for all full-time temporary faculty.
    - None of this status teach for our program
  - o Report the name, highest degree earned, and average semester load for all adjunct faculty.
    - For MGMT 301, Jack Salem, MBA, usually teaches two classes per semester

*Note – present faculty vitae as an appendix to this document or as a hyperlink only. Do not include copies of vitae directly within this section.

- In Appendix E

- *Service, Research, and Continuing Education*
  - Highlight achievements in program, department, college, and university service for all tenure-line and tenured faculty over the last three years.
    - These are clarified in the vitas within Appendix E
  - Highlight achievements in program, department, college, and university service for all full-time temporary faculty over the last three years.
    - For both COB and CET, no full-time temporary faculty teach for this program
  - Highlight achievements in program, department, college, and university service for all adjunct faculty over the last three years.
    - No adjunct teach this program's classes for the Heavy Equipment Department
    - For this program's COB classes, adjuncts are either few or frequently rotate—in other words, there is low worth is listing adjuncts due to their spotty use within these classes

- *Stakeholder Perceptions of the Quality and Composition of Faculty*
  - Evaluate current students' perception of the composition and quality of program faculty.
    - This program has six 'current' students. Similar to the response rate from UA&M's graduate survey (1 out of 7) and the alumni survey (0 out of 14), this survey
  - Link to copies of SAI or IDEA student evaluations for all program faculty over the last three years.
    - Appendix F
  - Evaluate overall student evaluation trends within the program.
    - The program itself, does not have any exclusive faculty; they are all part of the 'parent' programs.
    - However, one way to evaluate students' perceptions of their fleet management programs is their success finding related employment.
  - How does the program address student evaluation trends within the program (general) and how will the program address student evaluation trends reported (specific).
    - Since all program students are getting job offers, we hope to expand the number of students participating in this successful certificate and minor.
  - Evaluate alumnus perceptions of the composition and quality of program faculty.
    - Inadequate survey results
    - University Advancement & Marketing provided us with 14 email addresses. The survey was sent to all 14; unfortunately, none of them were returned.
  - Evaluate advisory board members' perceptions of the composition and quality of program faculty.
    - Members of the 'parent' program's advisory boards are pleased that the faculty and the various majors are successfully preparing students to take advantage of the employment opportunities.
  - Evaluate overall advisory board evaluation trends within the program.
    - See above

- *Program Policies and Procedures*

- How does the program provide opportunity and encouragement for program faculty to fully engage in teaching improvement activities, research, and service?
  - Development grants are available as well as funding for conference attendance.
- How does the program provide opportunity and encouragement for program faculty to fully engage in student advising?
  - All 'parent' program faculty members have student advisees assigned. Some of these students have Fleet Management certificates or minors as part of their academic plan.
- Evaluate the minimum qualifications for a tenure-line faculty within the program.
  - In the MGMT department, all tenure-line faculty teaching these classes all have their terminal degrees and relevant work experience.
  - The primary faculty member in CET has an MBA and extensive work and teaching experience
- Evaluate the minimum qualifications for a full time temporary faculty within the program.
  - There are no full time temporary faculty teaching in this program.
- Evaluate the minimum qualifications for an adjunct faculty within the program.
  - There are no adjuncts teaching for the CET classes
  - If adjuncts teach for the COB classes, they would all at least have Master's degrees

- *Hiring and Retention*
  - Evaluate the program's ability to hire and retain quality faculty at all levels.
    - This program does not hire faculty. If our numbers expanded significantly, we may try to make a case to offer more sections of our courses and, possibly, seek more faculty.
    - Overer the last two to three years, the MGMT and Heavy Equipment areas have been able to hire new faculty. This has allowed greater tenure-line teaching for our Fleet Management program's courses.

Program Administration and Support

Administrative oversight for a program (at all levels) is critical for program success. This section provides programs an opportunity to describe the current administrative and support structure impacting the program, the perceived effectiveness of the structure, and suggestions for improvement.

- *Administration*
  - Include a copy of the organizational chart by college including the program's place within the overall unit structure. *Note – see "Factbook Downloads" at the following*
    - *The FactBook does not have information specific to Fleet Management. However, this simple chart clarifies the relationships.*
      - *COB > MGMT > Fleet Management*
      - *CET > Heavy Equipment > Fleet Management*
  - Identify administrative positions by title that have program oversight up to and including the Dean of the college.

- Spence Tower, PhD - Faculty, Management Department, COB
- Gary Maike, MBA – Program Coordinator, Heavy Equipment Department, CET
- Gayle Lopez, JD – Department Chair, Management Department, COB
- Dave Nicol, PhD – Dean, College of Business

- o Evaluate the efficiency and effectiveness of the current structure.
  - A major 'problem' has also been a major benefit of this program: While this has been a worthy cross-college collaborative effort, this dual reporting structure has made it easy to lose program accountability
- o Evaluate the positive aspects of the current structure.
  - As currently operationalized, the program's opportunities for students are limited. Greater communication, interaction, and efforts to collaborate would be useful to boost student numbers in this career field. In other words, we have marketed this poorly; greater effort is needed. See Appendix A.
- o Evaluate opportunities for improving the current structure.
  - There are significant opportunities for improving the current structure. The program coordinators have a positive and respectful relationship. With greater effort, few barriers are anticipated for greater collaborative—and effective, efforts.
- o How does the program provide opportunities for program faculty and staff to discuss the program's place within the current structure with administrators who have program oversight?
  - In the past, these discussions have been haphazard, infrequent, and too narrowly focused.

- *Staff*
  - o Report the number of support staff (by title) assigned to the program.
    - None are assigned to this program
  - o Evaluate the efficiency and effectiveness, positive aspects, and opportunities of the current structure.
    - This is a small program, singularly devoting staff to this would not be economically feasible.

Support Services

Successful programs rely on support services provided by the University in order to deliver the highest quality product for students. This section gives programs an opportunity to speak to both the positive attributes of university support services and opportunities for improvement.

- *Support Services*

Aside from the basic needs that any academic program might need, t program—being just a minor and certificate, has no special support service needs.

  - o FLITE
  - o Faculty Center for Teaching and Learning

- o Tutoring Center
- o Technology Assistance Center (TAC)
- o Birkam Health Center
- o Media Productions
- o Institutional Research Board (IRB)
- o Career Center
- o Institutional Research and Testing
- o University Advancement and Marketing (including web content)
- o Diversity and Inclusion Office
- o Educational Counseling and Disabilities Services

- o Grounds and Maintenance
- o Other – *please specify*

Facilities and Equipment

- *Space*
    - o Provide a detailed accounting of all teaching space used by the program.
        - ▪ COB: Basic classrooms
        - ▪ CET: Aside from the 20,000 sq/ft service floor, designated classrooms have appropriate diagnostic and testing technologies.
    - o Provide a detailed accounting of all laboratory space used by the program.
        - ▪ CET's Heavy Equipment building is 50,000 with the latest technology and classroom space
    - o Provide a detailed accounting of all office and meeting space used by the program.
    - o Very basic: Faculty offices
    - o Evaluate the adequacy of the space available for use by the program.
        - ▪ Both CET and COB are satisfied with the space as it relates to this program
    - o What changes to the space available for use by the program would have a positive impact on program quality?
        - ▪ Seeking the latest technologies in the field would be helpful; However, faculty are satisfied with the current situation.

- *Computers*
    - o Provide a detailed accounting of the computers available for use in the laboratory(s).
        - • The Heavy Equipment Center (HEC) has 20 computers in their lab as well as another 20 laptops for student use
    - o Provide a detailed accounting of the computers available for use in faculty offices.
        - ▪ All faculty have their own computer
    - o Provide a detailed accounting of computer labs available for student use. ?????
        - ▪ Computer labs are available in BUS and HEC
    - o Evaluate the adequacy of the computers (including software) used by the program.
        - ▪ Fine for COB; CET ??????

- *Equipment*
    - o Provide a detailed accounting of the equipment available for use in the classroom(s).

- CET has RTA Fleet Management software loaded on its accessible computers
- Within the service floor and several classrooms, numerous diagnostic equipment and employer/stakeholder supplied equipment (trucks, bulldozers, excavators, and skid-steers).

o Provide a detailed accounting of the equipment available for use in the laboratory(s).
- See above

o Provide a detailed accounting of equipment available for student use.
- See above

o Evaluate the adequacy of the equipment used by the program.
- Seeking the latest technologies in the field would be helpful; However, faculty are satisfied with the current situation.

o What changes to the equipment available for use by the program would have a positive impact on program quality?
- Seeking the latest technologies in the field would be helpful; However, faculty are satisfied with the current situation.

Perceptions of Overall Quality

- *Perceptions of Overall Quality*
  o On a scale of 1 – 100 (with 100 representing the highest program quality achievable) rate the overall quality of the program.
    20 out of 100
  o Summarize the reason(s) for the rating assigned.
    - Of the list of items to consider for the rating:
    Pluses
      - The relationship of the program's mission to its department, college, and the university;
      - the characteristics, quality, and employability of students;
      - the quality of the curriculum and the composition and quality of faculty;
      - the composition and quality of program administration;
      - the overall value of the program to stakeholders, including Ferris State University.

    Minuses
      - program visibility
      - enrollment
      - assessment of the curriculum

    Brief Summary
      - There is a market for these students; however, few students know of the Fleet Management minor and certificate opportunities.

- o Outline recommended next steps to improve program quality.
    - More marketing
    - Suggest more fleet management examples to be used in the requisite classes

Implementation of Findings

- *Implementation of Findings*
    - o How does the APR review process fit with the program's overall continuous quality improvement plans?
        - The process of reviewing the program—with the many valuable conversations among stakeholders, highlighted areas needed for improvement—as listed above.
    - o How will program review results be communicated to program stakeholders?
        - The results will be shared with 'parent' program's advisory boards, faculty, employers, administrators, and students.
    - o What are program plans for addressing opportunities for improvement uncovered as a result of the program review process?
        - Three weaknesses were listed above lack of visibility, low enrollments, and the need for curricular updates. We will address t lack of visibility and low enrollments through the upcoming marketing campaign.
    - o What are program plans for promoting program strengths and accomplishments to stakeholders uncovered as a result of the program review process?
        - The marketing campaign targeting faculty advisers and students will highlight this programs strengths and opportunities.

Appendix A

Marketing Initiative

Ferris State University

[Company Address]
[City, ST ZIP Code]

Proposal for College of Business Mixer

Date	Event Planned By:	Event Planned For:
[Date]	Ferris State University	[Client Name]
	[Company Address]	[Client Address]
	[City, ST ZIP Code]	[City, ST ZIP Code]

History and Purpose

The School of Automotive and Heavy Equipment tends to experience fluctuations in enrollment that shadow industry and economic trends. Today, as a result of the 2007-2009 recession and its significant impact on the automotive industry, student population is extremely low but the number of available positions with industry employers is exceptionally high.

The types of positions available to new college graduates are widely varied – with focuses toward business management, marketing, social media marketing, operations, international business, research and development, product development, product support, quality, dealer development, warranty, legal and many more.

The automotive industry has been expanding for the last five years (Autonews.com) and experts believe this trend will continue well into the next decade. This expansion, in addition to approximately 30% of the workforce nearing retirement, is predicted to create a 25% gap in employment in the automotive industry by 2020. Not only does this result in phenomenal opportunities for college graduates to enter the workforce, but it also means rapid advancement opportunities to backfill positions previously held by scores of retirees.

According to the Deloitte report, *A new era Accelerating toward 2020 — an automotive industry transformed*, automotive industry employers will be challenged with filling that gap. "To guide these transformations, automotive companies will struggle to find the right people, with the right mix of skills, at the right time, at the right cost. Their approach to talent must be proactive and progressive. A fundamental shift in people management practices will be undertaken to differentiate the automotive industry, and enable companies to attract, retain, and motivate the talent needed for future business success."

Now is the perfect time for students to choose a career in automotive. Many 2013 graduates of automotive programs had to choose from up to 3 job offers. Over the next 6-10 years, these opportunities will multiply. Ferris State University supplies candidates for internships and full time employment to all of the major automotive and equipment manufacturers, suppliers and retailers. Starting salaries for graduates of our automotive bachelor programs are up to $65K annually.

We would like to invite faculty members who advise students in complementary programs to attend and learn about minors in the School of Automotive and Heavy Equipment that can add value to the students' major, skillset, and marketability. Most importantly, we would like to ultimately connect with students who are non-traditional, automotive enthusiasts or technical-minded with the ability and desire to learn, grow and become future leaders in the automotive industry.

Proposed Period for Holding the Event

The proposed event should occur 1-3 weeks prior to the advising period of spring 2015. It may also be beneficial to schedule the event prior to the Career Fair. The ideal day would be Tuesday or Thursday and the ideal time would be 11-12 (lunch hour).

Engagement Resources

- Larry Schult, Dean – College of Engineering Technology
- Michele Harvey, Faculty - Automotive Management
- Leigha Compson, University Career Program Specialist – College of Engineering Technology
- Paul Kwant, Internship Advisor, College of Business

Scope of Work

Degree Programs to invite:

- Accountancy
- Advertising/Integrated Marketing Communications
- Business Administration
- Business Data Analytics
- Finance
- Graphic Communication
- Graphic Design
- Human Resource Management
- Information Security and Intelligence
- Insurance Risk and Management
- Legal Studies
- Marketing
- Operations and Supply Management
- Public Relations

Interactive workshop elements designed to assist in understanding the related CET minors and job opportunities, networking, and a presentation by the dean's office. Light fare dining will be provided.

Scope of Work

Faculty and Advisors to invite to 1st event:

- College of Business Faculty
- College of Business Advisors
- Undecided Advisors
- Career Exploration Faculty/Staff

Students to invite to 2nd event:

- School of Automotive & Heavy Equipment
- College of Business
- Undecided

Cost Schedule

The total cost for the event will not exceed $ XX. The event expenses will be shared equally by all participating programs.

Item Description	Number of Resources	Hourly Rate	Number of Hours
Space for event			
University Catering			
Promotional Materials			
Workshop Materials			

Out-of-Pocket Expenses / Invoice Procedures

Please describe this process, or who is responsible for the "accounts payable" activities for the event.

Completion Criteria

The event plan shall have fulfilled its obligations when any one of the following first occurs:
- The event has been executed and 80% of the event surveys are returned.
- The plan is denied by the School or the College

Assumptions

The dean's office will champion the event.
Michele Harvey and Leigha Compson will organize the event.
Automotive Management and Fleet Management will participate and fund the event.
Event space is available.

Project Change Control Procedure

The following process will be followed if a change to this event plan is required:
- Leigha Compson and Michele Harvey will review the proposed change(s) and determine the impact. If the proposed change does not impact a program, they will make a decision and document it within this plan.
- The plan will be stored on a university drive, accessible to the engagement resources.
- If the plan impacts the College or a specific program, Leigha and/or Michele will notify the dean's office, the director's office, and the program coordinators of the change request.
- A consensus will be required to approve a change. This can be achieved by email or face-to-face discussion(s).

IN WITNESS WHEREOF, the parties hereto have caused this event plan to be effective as of the day, month and year first written above.

[Client Name]   Ferris State University

By: _____   By: _____
Name: Name:
Title: Title:

Appendix B

Advising Checksheets

Ferris State University
College of Business & College of Engineering Technology
Management Department

FLEET MANAGEMENT CERTIFICATE - 12 Credits

Name:_____ID#:_____Major:_____

Required		Course Title Prerequisites Shown in Brackets ( )	S.H.	Grade	Gr. Pts.
HEQT	200	Planned Maintenance Systems (None)	2		
HSET	302	Fleet Management (None)	4		
MGMT	301	Applied Management (None)	3		
MGMT	357	Risk Management (MGMT 301 or Instructor Approval)	3		

Note: 1. This certificate may be completed at the main campus or at our off-campus sites.
2. No more than 50% of the credits in this certificate may be transferred from another institution, nor, will this certificate be granted if more than 50% of the certificate credits are required in the program.

For more information, please contact Professor Tower (231) 591-3163 or the Heavy Equipment Department (231) 591-2810 or the Management Department (231) 591-2427.

Notice Regarding Withdrawal, Re-admission and Interruption of Studies
Students who return to the university after an interrupted enrollment (not including summer semester) must normally meet the requirements of the certificate which are in effect at the time of their return, not the requirements which were in effect when they were originally admitted.

NOTE: a 2.00 cumulative GPA is required for completion of the Fleet Management Certificate.

Student:_____Date:_____

Fleet Management Advisor:_____Date:_____

Management Dept. Head:_____Date:_____

(To receive this certificate, you must complete a certificate clearance.)

Effective 09 Summer

Ferris State University
MANAGEMENT DEPARTMENT
College of Business & College of Technology
ADVANCED FLEET MANAGEMENT Minor – 18 Credits

Required		Course Title – Prerequisites Shown in Brackets ( )	S.H.	GRADE	GR. PTS.
		REQUIRED COURSES – 18 CREDITS			
HEQT	200	Planned Maintenance Systems (None)	2		
HSET	302	Fleet Management (None)	4		
MGMT	350	Mgmt Metrics & Decision Making (None)	3		
MGMT	357	Risk Management (MGMT 301 or Instructor Approval)	3		
MGMT	301	Applied Management (None)	3		
Select one of the Following:					
BLAW	301	Legal Environment of Business (None)	3		
BLAW	321	Contract and Sales (None)	3		
		PROCEDURES			

1. In consultation with either Spence Tower, (231) 591-3169 or a professor at Heavy Equipment (231) 591-2810, the student will complete a Fleet Management Minor checksheet, indicating the courses he/she plans to complete. Signatures of the student and the advisor are required.
2. The completed Fleet Management Minor checksheet will be forwarded to the Management Department Head for approval. The approved checksheet will then be forwarded to Student Records in the College of Business.
3. Grades of the completed courses for the Fleet Management Minor will be posted on the student's checksheet.
4. A term prior to completion of the Fleet Management Minor program, the student will make an appointment with the Graduation Secretary in the College of Business, BUS 200. Upon verification that the student has completed the bachelor's degree requirements, the Dean's Office will then notify the Registrar who will note the completion of the Fleet Management Minor on the student's official transcript.

NOTE: No more than 50% of the credits in this minor may be transferred from another institution. A maximum of 1/3 of the credits, but no more than 7 credits, in a minor may overlap with the student's major.

**For more information, please contact Professor Tower (231) 591-3163 or the
Management Department at (231) 591-2427 or the Heavy Equipment Department at (231) 591-2810**

NOTICE REGARDING WITHDRAWAL, RE-ADMISSION AND INTERRUPTION OF STUDIES
Students who return to the university after an interrupted enrollment (not including summer semester)
Must normally meet the requirements of the minor which are in effect at the time of their
return, not the requirements which were in effect when they were originally admitted.

---

*NOTE: A 2.00 cumulative GPA is required for completion
of the Advanced Fleet Management Minor.*

Declaration Form on Reverse Side

FERRIS STATE UNIVERSITY

ACADEMIC MINOR DECLARATION FORM

Name:_____   Student Number:_____

College:_____   Major: _____

Requirements for minor in: **Fleet Management**   Effective Semester:_____

A minimum of 18 semester hours of credit in the minor are required, with an overall 2.0 grade point average for the courses in the minor. The following courses are required for certification of the minor.

Required Courses	Date Completed	Elective Courses	Date Completed
HEQT 200		BLAW 301	
HSET 302		BLAW 321	
MGMT 301			
MGMT 350			
MGMT 357			

Scheduling for the major takes the precedent over scheduling for courses in the minor. The University 'does' not guarantee that courses required for the minor will be offered each semester. Certification that the student has met the requirements of the academic minor will not be entered in the academic record until the student has been certified for a bachelor's degree.

PROCEDURE

1. A declaration by a student to pursue an academic minor requires the student , in consultation with the minor advisor in the department offering the minor, to complete the top portion and declaration signature section of this form

2. This completed form will be submitted by the student to the department head for approval. Upon approval, the form will be forwarded to the dean's office of the college offering the minor. One copy of the form will be sent to the student's dean's office, another to the Registrar's Office, and a final copy provided to the student

Declaration Of Minor		
	Student	Date
	Minor Advisor	Date
	Department Head	Date

Clearance Of Minor		
	Minor Advisor	Date
	Department Head	Date
	Dean (College Offering Minor)	Date

Appendix C

Course Syllabi

MASTER COURSE OUTLINE

Course Identification:

Prefix:	Number:	Title:
MGMT	301	Applied Management

Course Description:

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

Course Outcomes and Assessment Plan:

Learning Outcome Students will be able to:	Assessment Methods					
	Exam / Quiz	Project	Paper	Case Study	Presentation	Discussion
Compare and contrast the complexities of management and leadership.	X			X		X
Demonstrate the ability to gather and analyze critical information necessary for decision making.		X	X	X	X	X
Work in teams to complete research and assignments.		X	X		X	X
Present ideas clearly, concisely, and professionally before an audience.		X		X	X	
Analyze a diverse array of organizational components and recommend improvements.	X	X	X	X	X	X
Assess the styles and motivators of themselves and others.	X	X	X	X	X	X
Explain change and its impact on individuals and groups.	X	X	X	X	X	X
Evaluate the strengths of diversity, culture, and globalization and their impact on organizations.	X	X	X	X	X	X

Course Outline Including Time Allocation:
Topic Outline   Contact Hours
I. Introduction   5
    A. Managing organizations and people
        1) Opportunities and rewards for management
        2) Demands of managing an organization
    B. Managing organizational change
II. Decision and Monitoring Systems   6
    A. Decision making
    B. Assessing the environment
    C. Planning
    D. Evaluating
III. Organizational Structure   15
    A. Organizational Design
    B. Design of work processes
    C. Human resource development

Applied Management Syllabus
Sheri Bell

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

Text Book: Modern Management: Concepts and Skills 13th ed.
Author: Certo
Publisher: Pearson

Instructor: Sheri Bell
Office: Business 352
Office Phone: 231-591-2461

PREFERRED METHOD OF COMMUNICATION:
Cell Phone: 231-955-0031 (I text and talk!)
ALTERNATIVE METHOD OF COMMUNICATION:
Email address: please use Ferris Blackboard account from
   our web site!!! Your message will get lost on Ferris'
   Lotus notes!
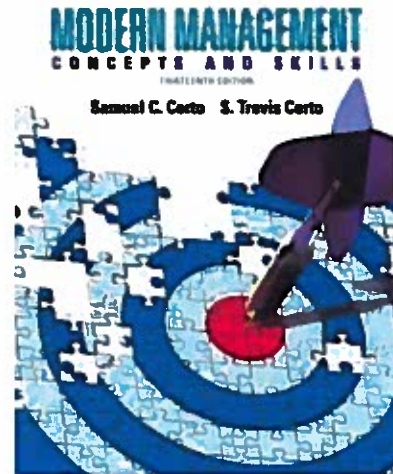
Grading Scale:

A	93%		C+	77%
A-	90%		C	73%
B+	87%		C-	70%
B	83%		D+	67%
B-	80%		D	63%
			D-	60%

Assignment Points:

4	individual tests for a total of	320 points
4	group tests for a total of	80 points
12	pre-quizzes for a total of	60 points
8	in class quizzes	80 points
12	"2 pointers" approximately	24 points
	Total Points approximately	564 points

Test One = Chapters 1, 2, 3, and 5
Test Two = Chapters 7, 8, 9, 20, and 21
Test Three = Chapters 4, 10, 11, and 12
Test Four = Chapters 14, 15, and 16

Grades will be posted on Ferris Connect. Any errors in grades that need corrected should be reported within one week of the posting.

Learning objectives:
1. Describe what management and its four functions are.
2. Explain the changing specific and general environments
3. Describe the U.S. Sentencing Commission Guidelines for Organizations
4. Explain what being socially responsible means.
5. Explain the steps in rational decision making
6. Describe the different kinds of plans and how to develop them
7. Discuss the importance of change and how to efficiently manage change
8. Discuss the importance of cultural differences, how to identify, and adapt to them
9. Explain organizational structure, job design, organizational authority and the processes to design them
10. Discuss the effective use of different types of teams
11. Discuss the functions of human resource management
12. Explain motivation and discuss how to apply motivation theory
13. Explain leadership, leadership theory and how to use it as a manager
14. Explain the communication process and barriers to successful communications
15. Discuss the basic control process and how to maintain control
16. Discuss productivity and quality

Tests and Quizzes:
Pre-quizzes are taken on line and before in class quizzes. They are made up of 5 multiple choice questions and are worth 5 points. You may take the quiz multiple times and will be worth 5 points.

In class quizzes are made up of 7 questions worth 1.5 points each. Each quiz is worth 10 points. You may earn .5 extra credit points when you get a perfect on the quiz.

Tests are not cumulative. Each test is over the most recent 3, 4 or 5 chapters. The last test is a test over the last 3 chapters. Extra credit questions will be available on each test. Pencils are required for all tests.

Cheating: I reserve the right to assign an "F" to anyone caught cheating on ANY assignment, no matter how small the assignment. Those caught cheating will not be welcome in the class.

ANY talking in class to another student during quizzes or tests is automatically considered cheating.

Plagiarism of any material will result in a flunking grade for the class. Appropriate documentation of all sources is required.

Should you miss a quiz, or in class assignment, appropriate documentation of a legitimate excuse is required in order to be excused from the assignment.

Should you miss a test you MUST have a legitimate documented excuse in order to take the test with an appointment. If you have no legitimate documented excuse you may take the test during final exam week during regularly scheduled exam periods.

I reserve the right to change anything on this syllabus. All changes will be posted.

FERRIS STATE UNIVERSITY COLLEGE OF BUSINESS

(The Professor reserves the right to make changes to the syllabus if needed.)

MGMT 301—Applied Management
Spring 2015 3 credits
Section 1:   MW 4:30-5:45 pm. Bus 205

Professor: Jack Salem
Office Telephone: (989) 330-1040, 989-772-3418, 231-591-2467
E-mail: jacksale@hotmail.com, salemw1@ferris.edu
Office Hours: M-W 12-2 or by appointment
Office: 220 IRC

Textbook: "Management," Kinicki, McGraw-Hill, 6th ed.

Course Description: Discussion of the different aspects of management, leadership, and supervision. Provide students with a solid foundation of management concepts and real skills they can use in the workplace.

This course provides an opportunity to review and understand the qualities and concepts required in the business environment. You will be asked to assess your own perspectives and interact with others to solve some basic problems faced by today's businesses, by individual responses, discussion and some group projects.

Any work experiences you have can provide additional insights into good, or not so good, business practices. We will also be using examples and reviews to allow you to apply the concepts, along with some possible outside reading material.

Course Learning Objectives:
   1. Assess how current business trends might impact career choices.
   2. Describe how businesses are organized and explain how functional areas within businesses are classified.
   3. Identify, define, and apply the basic business functions of an organization.
   4. Identify the basic accounting statements and how to analyze them.
   5. Discuss the three basic types of securities, how they are issued and regulated.
   6. Discuss the basic functions of marketing and their importance to an organization.
   7. Discuss the basic functions of management and their importance to an organization.
   8. To introduce the student to the basic vocabulary, theories, and current events applicable to the basic management functions: planning, organizing, leading, and controlling.

WEEK I
1/12   **Introduction, Chapters 1 & 2**
Chapters 1 & 2 Assignments: assignments, tests, projects, etc. will be delivered through Ferris Connect, in class, and internet

WEEK 2
1/19   **No class on 1/19, MLK Birthday, Chapter 3**
Chapter 3 Assignments: assignments, tests, projects, etc. will be delivered through Ferris Connect, in class, and internet

WEEK 3
1/26   **Chapter 4**
Chapter 4 Assignments: assignments, tests, projects, etc. will be delivered through Ferris Connect, in class, and internet

WEEK 4
2/2   **Chapter 5**
Chapter 5 Assignments: assignments, tests, projects, etc. will be delivered through Ferris Connect, in class, and internet

WEEK 5
2/9   **Chapter 6**
Chapter 6 Assignments: assignments, tests, projects, etc. will be delivered through Ferris Connect, in class, and internet

WEEK 6
2/16   **Chapter 7**
Chapter 7 Assignments: assignments, tests, projects, etc. will be delivered through Ferris Connect, in class, and internet

WEEK 7
2/23   **Chapter 8**
Chapter 8 Assignments: assignments, tests, projects, etc. will be delivered through Ferris Connect, in class, and internet

WEEK 8
3/2   **Chapter 9**
Chapter 9 Assignments: assignments, tests, projects, etc. will be delivered through Ferris Connect, in class, and internet

WEEK 9
3/9   **Spring Break**

WEEK 10
3/16   **Chapter 10**
Chapter 10 Assignments: assignments, tests, projects, etc. will be delivered through Ferris Connect, in class, and internet

WEEK 11
3/23   **Chapter 11**
Chapter 11 Assignments: assignments, tests, projects, etc. will be delivered through Ferris Connect, in class, and internet

WEEK 12
3/30   **Chapter 12**
Chapter 12 Assignments: assignments, tests, projects, etc. will be delivered through Ferris Connect, in class, and internet

WEEK 13
4/6   **Chapter 13**
Chapter 13 Assignments: assignments, tests, projects, etc. will be delivered through Ferris Connect, in class, and internet

WEEK 14
4/14   **Chapter 14**
Chapter 14 Assignments: assignments, tests, projects, etc. will be delivered through Ferris Connect, in class, and internet

WEEK 15
4/20   **Chapter 15**
Chapter 15 Assignments: assignments, tests, projects, etc. will be delivered through Ferris Connect, in class, and internet

WEEK 16
4/27   **Chapter 16**

EXAMS:

There will examinations during the semester. These will be true/false, multiple choice, short answer and matching.

INTERNET PRESENTATION:

Each student will present a topic from the Internet. Explanation of this power point presentation will be explained.

PROJECTS:

There will be projects assigned during the semester. Descriptions of project will be discussed in detail during the course.

GUEST SPEAKER REPORTS:

Throughout the semester there will be guest lectures visiting our class presenting a variety of topics. A report will be typed up on each of their presentations and submitted through Ferris Connect.

> **Appropriate Business Attire is Required** on these Days.
> i.e. shirt (tie optional), nice slacks, sweater: no jeans, no hats.

ATTENDANCE POLICY

STUDENTS ABSENT FROM CLASS MORE THAN **THREE** TIMES FOR ANY REASON WILL AUTOMATICALLY RECEIVE AN "F" GRADE FOR THE COURSE IF THE FOURTH ABSENCE OCCURS AFTER THE FINAL DAY FOR "W" GRADES IN THE TERM. This includes occasional illness, personal choice, personal problems, court dates, etc. (some exceptions are listed below.) If the fourth absence occurs during the "W" grade period, the student may take a "W" in the course.*

EXCEPTIONS:
1. Long-term illness with doctor verification
2. Death in the family
3. Serious family emergency

*Excused students are still responsible for missed classes and must complete designated assignments and turn them in.

Cellular telephones:

Ringtones for all cell phones **must** be turned off during class. If there is a need to check for and/or receive a call due to emergency circumstances, the students must inform the instructor prior to the start of class. Students are not permitted to engage in text messaging in the classroom. Students who create disturbance with ringing cell phones or text messaging will (insert option from below). Cell phones may not be used during in-class exercises or examinations. Any student using their cell phone during an exam for any reason will automatically be assumed to be cheating and will receive a score of zero.

Laptop computers:

Using laptop computers in the classroom to take notes and for any other use authorized by the course instructor should be allowed. However, the instructor reserves the right to restrict use of laptops at any time throughout the course of the semester. Announcements for laptop restriction will be made by the instructor at the beginning of the class period. Activities including, but not limited to, instant messaging, internet surfing, or game playing are strictly prohibited at all times.

Grading System:

1. Exams, Assignments, Field Trips
2. Quizzes, projects, review of related literature, class attitude and participation

GRADING SCALE

100 - 94	**A**
93 - 90	**A-**
89 - 87	**B+**
86 - 84	**B**
83 - 80	**B-**
79 - 77	**C+**
76 - 74	**C**
73 - 70	**C-**
69 - 67	**D+**
66 - 64	**D**
63 – 60	**D-**
59 - 0	**F**

STRIVE FOR EXCELLENCE!!

Student Responsibilities

Students are bound by all policies of Ferris State University and should familiarize themselves with these through reading the catalog and student handbook. All students must complete the final assessment for the course, such as the final exam, project, or presentation. **Students who do not complete the final assessment will receive a grade of F.**

Students are expected to be prepared for each class session. It is reasonable to expect at least two hours of outside study for every hour spent in the classroom.

Students are expected to assist in maintaining a classroom environment that is conducive to learning. Therefore, free discussion, inquiry, and expression are encouraged. Behavior that interferes with the instructor's ability to conduct the class or the ability of students to benefit from that instruction is not acceptable. This could include entering class late or leaving early; use of beepers, cellular telephones, or other electronic devices; talking in class without being called upon; talking while others are speaking; or arguing in a way that would be considered disrespectful to the instructor or other students. It is the instructors right to ask you to leave the course, upon which you will need to contact me after class and discuss why you should be let back into the class.

Academic Integrity Statement

I expect the principles of honesty and truth as fundamental to ethical business dealings and to a community of instructors and students. The University expects students to respect these principles.

As a point of academic integrity, students are required to submit original material of their own creation. Plagiarism of any material and cheating are serious offenses and, if established with sufficient evidence, can result in failure of the course.

Plagiarism refers to the use of someone else's ideas or words without correct documentation. It is the student's responsibility to ask the faculty member to clarify any questions on correct use of documentation for the work submitted in the course.

Cheating refers to the use of someone else's knowledge or sharing course work in a way that is unauthorized by the faculty member. The faculty member may authorize the use of reference books for a paper, for example, but require that a test be done without such help.

Should a student be penalized and wish to contest the allegation, the academic integrity due process procedure will be followed.

Instructor Class Policies:

Attendance – For official records, attendance will be taken. It counts toward your participation grade and gives your instructor an advantage in learning your names. In sales and business in general, learning and using customers' or business associates names is vital, and we will seek to learn each other's names as quickly as possible.

Participation – In business today, the ability to communicate and participate in group sessions is vital. The classroom provides a similar setting. I expect you not to just attend, but to actively engage in the subject matter. I also understand that each of us may feel different levels of comfort in talking to a group. The solution to that is first to be prepared, and second to make the effort to contribute. I don't just want to hear you talk; I want to hear you deliver quality thoughts.

I will also make an effort to call on you to participate. Take this as an excellent opportunity to express yourself.

SYLLABUS ATTACHMENT
COLLEGE OF BUSINESS – FERRIS STATE UNIVERSITY
COB VALUES
Learning—Excellence—Respect—Change—Diversity—Integrity—Continuous Improvement

First Day of Classes	Monday	January 12
Last Day to Add/ Drop	Thursday at 5:00 p.m.	January 15
Martin Luther King Jr. Day - no classes	Monday	January 19
Mid-term grades due	Monday	March 9
Spring recess begins -no classes	Saturday	March 7
Spring recess ends – classes resume	Monday	March 16
Last Day for "W" Grades	Thursday	March 26
Mid semester recess begins – no classes	Thursday	April 2

Mid semester recess ends classes resume	Monday	April 6	
Last Day of Classes	Friday	May 1	
Examination Week	Monday-Friday	May 4 – May 8	
Commencement	Saturday	May 9	
Grades Post to MyFSU Account	Tuesday	May 12	

Sessions	Dates	Drop Deadline	Withdraw Deadline
1	January 12 – May 1	January 15	March 26
Session A	January 12 – March 3	January 15	February 12
Session B	March 4– May 1	March 16	April 14
Session D	January 12 – February 13	January 15	February 2
Session E	February 16 – March 26	February 17	March 6
Session F	March 27 – May 1	March 30	April 20

CLASS ATTENDANCE IS IMPORTANT!

Many instructors have mandatory attendance policies by which grades will be affected by student absences. To encourage students to be present for the full class period, some instructors have policies about class tardiness. Check your course syllabus or talk to your instructor about their policies.

TO CONTACT A FACULTY MEMBER/ADVISOR

If you have questions or need help, talk to your instructor. Faculty office locations, phone numbers, and office hours may be obtained from the class syllabus, department office, MyFSU, or through the College of Business web page at http://www.ferris.edu/cob.

DROP/ADD CLASSES (first four days of classes)

Use MyFSU to drop and add classes only during the add/drop time period (ends the 4th day at 5:00 pm). Tuition reimbursement is issued ONLY during the first four days of classes.

WITHDRAWING FROM CLASSES-(after 4th day.)

To withdraw from a class, go to your Dean's Office for the OFFICIAL paperwork. A "W" grade in the course will go on your transcript. To totally withdraw from the University, OFFICIAL paperwork must be filled out at Admissions and Records in CSS 101. The last day to withdraw or drop a class may be different (please review the above dates in chart). In case of medical reasons requiring a complete withdrawal from school, contact Birkam Health Center at 591-2614.

INCOMPLETES

The "I" is only considered for extenuating circumstances that have led to a student's missing a portion of the course. Extenuating circumstances are generally defined as those situations over which the student has little or no control—e.g., illness, birth, jury duty, death of a parent, serious injury. Instructors may require suitable documentation. Please contact your Dean's Office as soon as possible at 591-2420 to keep us informed.

Students must complete at least 75% of the coursework at passing levels before an "I" will be considered. A signed agreement regarding course completion may be required. An "I" grade automatically changes to an "F" after one semester (not counting summer) unless the faculty member files another grade change or extends the incomplete.

The intent and appropriate use of the "I" grade is NOT to avoid student probation, dismissal, or unacceptable grades, nor should it be considered as an extended alternative to withdraw from a class (W).

College of Business Department Offices
Acct/Finc and
Computer Inf. System BUS 212 591-2434
Management BUS 212 591-2427
Marketing BUS 212 591-2426
Sport, Hospitality,
Entertainment Mgt. KNO 591-2380
Dean's Office BUS 200 591-2420
Graduation Secretary BUS 200 591-2420
Internship Programs BUS 324 591-3049
Graduate Programs BUS 200 591-2168

ACADEMIC MISCONDUCT

Academic misconduct refers to dishonesty or misrepresentation with respect to assignments, tests, quizzes, written work, oral presentations, class projects, internship experience, or computer usage; violation of computer licenses, programs, or data bases; or unauthorized acquisition or distribution of tests or other academic material belonging to someone else.

It includes such behaviors as cheating, copying materials from the internet without documentation, presenting another person's ideas or work as your own, resubmitting work done for previous class without permission, taking someone else's exam for them, violating computer software licenses or program/data ownership, etc. If you are uncertain about whether a particular behavior might represent academic misconduct, be sure to ask your professor for clarification.

Penalties for academic misconduct can include **FAILURE** of the assignment or the course, and/or disciplinary action up to and including probation or dismissal from the University.

MASTER COURSE OUTLINE

Course Identification:

Prefix: **Number:**   **Title:**

MGMT   350   Tools for Decision Making

Course Description:
Covers the basic subjects needed by a manager to understand financial statements, the budgeting process, cash flow management, working capital, forecasting, monitoring and controlling capital and expense budgets, pricing strategy, cost analysis, pro forma development, avenues of corporate finance, risk analysis/management, project and corporate level valuations and international finance.

Course Outcomes and Assessment Plan:
Students will demonstrate familiarity with:

1) Develop understanding of bookkeeping basics (general ledger, key accounts,
   tax and legal issues).   3
2) Develop competency in assessing a firm's financial statements to identify:
   - a) Operating - & Firm-level profitability
   - b) Total shareholder returns
   - c) Cost structure
   - d) Ability to service debt
   - e) Ability to weather downturns.   6
3) Develop competency in contextually benchmarking (e.g. industry leaders,
   industry average, S&P 500, etc...) a firm's financial performance.   3
4) Develop understanding of corporate-level capital & expense budgeting processes   3
5) Develop appreciation for cash flow management issues.   3
6) Develop appreciation for determining working capital requirements.   3
7) Develop understanding of forecasting, monitoring and controlling capital &
   expense budgets.   3
8) Develop understanding of demand-based and cost-based considerations
   for Pricing Strategy.   3
9) Develop understanding of Cost Analysis   3
10) Develop understanding of pro forma development (sales forecast, functional
    capital & expense budgeting, financial forecasting).   3
11) Develop appreciation of avenues of corporate finance (retained earnings,
    equity, long-term debt, short-term debt, venture funds, etc...)   3
12) Develop appreciation of the principles and application of Risk Analysis/Mgmt.   3
13) Develop appreciation of methods of project – and corporate-level valuations.   3
14) Develop awareness of international finance issues (currency exchange
    financial statements, capitalization, etc....)   3
TOTAL HOURS   **45**

COURSE SYLLABUS

MGMT 350   (B)   David Steenstra, Professor
Managerial Metrics & Decision Making   Office: 212A IRC
Spring, 2015
M W 4:30 – 5:45, COB 206   CRN 11656   Office Hours:
Phone: 231-591-5297   M   1 – 3
e-mail: steensd@ferris.edu   W   1 – 3
                                        Appointment Required   T   9 – 2

Textbook: **NONE.** Go to oaktreesim.com/Mogul. Click on the "create a student account" link.
             You can access directions for creating your account by clicking on the "getting started"
             help link. Enter your name, email, desired login name and password. When you get to
             step 2, enter Steenstra in the box for professor's name and click on the "find" box. Your
             instructor will provide more detailed information during our first class period if needed.

Week   Activity

01/12   Introduction to the Course
             Introduction to the Simulation Program
             Solo Practice Decision 1, 2, 3, & 4
             Scavenger Hunt Quiz from Mogul Student Manual

01/19   No class Monday – Holiday
             Discuss Scavenger Hunt Quiz Answers
             Mission, Vision, Values
             Practice Team Decision # 1

01/26   Review Team Practice Decision # 1
             Financial Ratios & Component Percentages
             Team Practice Decision # 2

02/02   Financial Statement Analysis: Income Statement, Balance Sheet, & Cash Flow
             "Real" Decision # 1. Foreign Exchange Exercise.
             Quiz # 1: Financial Ratios and Component Percentages

02/09   Break-Even Analysis
             DuPont Chart
             Decision # 2

02/16   Economic Value Created Exercise
             Financial Statement Analysis: Income Statement, Balance Sheet, & Cash Flow
             Decision # 3

02/23   Decision # 4
             Preparation for Annual Stockholder Meeting – Team Presentations, Q 1 – 4
             Budget Exercise: Forecast Period 5, 6, 7, & 8

03/02	Mergers & Acquisitions – Part I Quiz # 2: Break-Even, DuPont, Economic Value Created Decision # 6
03/09	Spring Break – No Class
03/16	Financial Statement Analysis: Income Statement, Balance Sheet, & Cash Flow Mergers & Acquisitions – Part II Mergers & Acquisitions – Part III Decision # 7
03/23	Decision # 8 Review of Simulation Results Team Performance Review Preparation: Annual Stockholder Meeting Part II
03/30	Introduction to Business Analytics Preparation: Annual Stockholder Meeting Part II Quiz # 3: Mergers & Acquisitions
04/06	Business Analytics: Descriptive, Predictive, Prescriptive Foreign Exchange; Global Financial Issues Final Preparation: Annual Stockholder Meeting
04/13	Annual Stockholder Meeting, Team 1 Annual Stockholder Meeting, Team 2
04/20	Annual Stockholder Meeting, Team 3 Annual Stockholder Meeting, Team 4
04/27	Annual Stockholder Meeting, Team 5 Final Exam Review
05/04	Final Exam

Learning Outcomes

By the end of this course, students are expected to demonstrate competence in several key areas of managerial metrics. The simulation, exercises, quizzes, presentations, and examinations that comprise this course are intended both to develop and validate each student's competencies as follows:

1. Understanding of accounting and finance basics.

2. The ability to assess a firm's financial statements, including the evaluation of profit levels, cost structure, and liquidity.

3. Benchmarking a firm's performance against rivals.

4. Develop and control the operating budget and the capital budget and understand the process.

5. Comprehension of the cash management process and issues.

6. Identify and discuss working capital issues.

7. Awareness of cost and demand based pricing strategies.

8. Engage in meaningful cost analysis.

9. Pro forma financial statement development and utilization.

10. Alternative options of corporate finance.

11. Basic understanding of risk analysis and management

12. Prepare a reasonable model for conducting a corporate valuation.

13. General understanding of key international finance issues.

Assessment

There are 2 in-class practice simulation decisions and 8 in class "real" simulation decisions. Students are expected to attend and participate in all of these in-class simulation decisions. There are also a number of in-class exercises. These exercises must be submitted at the end of the class session. There cannot be make-ups with these activities. There are also 3 quizzes, 1 mid-term team presentation, 1 final team presentation, and a final exam.

Weighting			Grading Scale				
30 % In-Class Simulation & Exercises	A	92 – 100	B -	80 – 81	D+	68 – 69
20 % Quizzes	A -	90 – 91	C +	78 – 79	D	62 – 67
10 % Mid-Term Presentations	B +	88 – 89	C	72 – 77	D -	60 – 61
20 % Final Team Presentations	B	82 – 87	C -	70 – 71	F	< 60
20% Final Examination						

MASTER COURSE OUTLINE

Course Identification:

Prefix: MGMT   **Number: 357**   **Title: Risk Management & Insurance**

Course Description:

This course explores the nature of risk and risk management concepts, with an emphasis on insurance.

Course Outcomes and Assessment Plan:

Learning Outcome	Exams/Quizzes	Research/Reports	Presentations	Class Discussion
Understand and demonstrate the principles of risk management and insurance for businesses and individuals.	X	X	X	X
Gather and analyze data that allows for appraisal of risk management and insurance needs, assessment of risk exposure, identification of minimalization alternatives, and formulation of risk management strategies.	X	X	X	X
Explain the various types of insurance, specifically life and health, property and casualty, and liability.	X	X	X	X
Contribute to discussion of current issues regarding insurance as the primary risk management tool.		X	X	X

Students will demonstrate familiarity with:

- The principles of risk management and insurance for businesses and individuals.
- Appraisal of risk management and insurance needs, assessment of risk exposure
- Identification of risk minimalization and management alternatives and strategies.
- The various types of insurance, specifically life and health, property and casualty, and liability.
- Current issues regarding insurance as the primary risk management tool.

Course Outline Including Time Allocation:

Topic Outline		Contact Hours
I. Risk and Insurance		6
II. Insurance Companies and Operations		3
III. Insurance Contracts and the Law		4
IV. Life Insurance		4
V. Annuities and IRAs		4
VI. Benefits		6
	a. Group life and health	
	b. Retirement plans	
VII. Social Insurance		3
VIII. Liability		3
IX. Homeowner's Insurance		6
X. Auto Insurance		<u>6</u>
	Total	45

Textbook Information:

Rejda, G. E. (2008). *Principles of risk management and insurance, 10th ed.* Boston, MA: Pearson / Addison Wesley. ISBN: 0-321-41493-4

Ferris State University

Course: MGMT 357 – Risk Management and Insurance (3 credit hours)

Semester: Spring 2015

CRN: 12010

Campus/Location: Online

Room Number: N/A

Meeting Days and Times: Online

Course Start Date: January 12, 2015

Final Assessment Date: Week of May 4, 2015

Instructor: Dr. David A. Brown

Instructor Contact Information:

> Office Location: BUS 341
> Office Hours: Tuesday and Thursday, 12:45pm-2:45pm, or by appointment
> Office Phone: (231) 591-2430
> Mobile Phone: (517) 526-3754
> E-Mail: DavidBrown@ferris.edu
> Skype ID: DrDavidAllenBrown

Instructor Professional Biography
Assistant Professor, Ferris State University, 2013-present
Adjunct Professor, Davenport University, 2011-2013
Vice President of Operations, Ebix BPO, 2008-2013
CEO/Founder, Management Technology Services, Inc., 1993-2008
CEO/Founder, Rivertown Bookstore, LLC, 2002-2009
Risk Management, Meijer, Inc., 1990-1993
Underwriter/Analyst, CIGNA P&C Insurance, 1987-1990
Doctor of Business Administration, Technology Entrepreneurship, Walden University
Master of Business Administration, Grand Valley State University
Bachelor of Arts, Socioeconomics, Michigan State University
Associate of Risk Management, Insurance Institute of America
Associate of Automation Management, Insurance Institute of America
Licensed Producer for Property, Casualty, Life, and Health Insurance, State of Michigan

Course Description

This course explores the nature of risk and risk management concepts, with an emphasis on insurance.

Learning Outcomes

Upon successful completion of this course, the student will be able to:

1. Understand and demonstrate the principles of risk management and insurance for businesses and individuals.
2. Gather and analyze data that allows for appraisal of risk management and insurance needs, assessment of risk exposure, identification of mitigation alternatives, and formulation of risk management strategies.
3. Explain the various types of insurance, specifically life and health, property and casualty.
4. Contribute to discussion of current issues regarding insurance as the primary risk management tool.

Required Textbooks and Additional Materials

ISBN: 9780132992916
Principles of Risk Management and Insurance, 12th ed.
Rejda, G. E. & McNamara, M. J.
Pearson.

Academic Integrity

As a matter of ethical behavior that is expected in all academic and business dealings, your academic work must adhere to the principles of honesty and truth. The work that you submit must be a fair representation of your ability, knowledge, and skill. Furthermore, your conduct and behavior throughout this course must be honest, respectful, and constructive at all times. The following are examples of serious violations of academic integrity:

Plagiarism: Your work must be original and genuine, and any material from other sources must be properly cited. Any work that is discovered to be otherwise, will receive no credit. Such offenses may also be reported to Ferris State administration for potential further action, up to and including dismissal from the University.

Cheating: Any other action that dishonestly portrays your ability, knowledge, and skill, or otherwise deceives the instructor or classmates is considered cheating. A non-exhaustive set of examples include such things as cheating or helping others to cheat on tests or assignments, signing in absent classmates, and dishonestly requesting consideration from the instructor. Cheating can result in loss of points, failure of the course, and perhaps dismissal from the University.

Student Responsibilities

Students are expected to comply with all University policies and procedures at all times.

All students must complete the final assessment for the course, such as the final exam, project, or presentation. **Students who do not complete the final assessment will receive a grade of F.**

Students are expected to **be prepared for each class** session. Please read assigned material with the expectation that you will be called upon to explain it to your classmates, and/or subjected to an unannounced quiz.

Successful business requires professional and respectful behavior. Oftentimes, there is no single correct answer or solution to a particular business discussion. Disagreement and debate can and should constructive, but above all, it must **be respectful.** You will be evaluated not only on the substance of your class contributions but also on the manner by which you conduct yourself. Lack of respect, inappropriate tone, and/or negativity towards anyone in the class will have an adverse effect on your performance in this course.

Students **must meet all due dates** for course activity, assignments, and tests. Business planning requires timely action, lest opportunities pass you by. Lateness of any student work will be factored into the evaluation of that work, incurring a penalty of 10% per day. Work more than one week late will receive zero credit. Assignments due in the final week of the semester may not be late as this will immediately result in zero credit for the work.

Notify instructor of **extenuating circumstances** that are outside of your control PROMPTLY. Notifications of an extenuating circumstance just before a due date will rarely garner sympathy from the instructor. Notifications after a due date has passed are even less likely to be accommodated. Please plan ahead and communicate early when special circumstances arise.

Students are responsible for having the necessary **technology and technical skills** to complete the requirements of this course. Except for verified FerrisConnect outages, computer and internet connectivity problems are not valid excuses for missed or tardy work of any kind. FerrisConnect help is found here: http://www.ferris.edu/ferrisconnect. For general technical support, contact the Ferris Technology Assistance Center at http://www.ferris.edu/ferrisconnect/ or (231) 591-4822.

Course Delivery Method
This course uses a **"fully online"** delivery format. This means that the class has no physical meetings. Instead, students should expect to participate in online discussion forums and complete activities and assignments that are facilitated through the online FerrisConnect classroom for this course.

Additional Resources
Academic Support Center: www.ferris.edu/asc
Writing Center: www.ferris.edu/writingcenter
Disability Services: www.ferris.edu/colleges/university/disability
Online Learning Tutorial: www.ferris.edu/HTMLS/online/prepare/index.htm
Online Learning Readiness: www.ferris.edu/HTMLS/online/prepare/ready.htm
Online Learning Etiquette: http://www.ferris.edu/HTMLS/online/prepare/etiquette.htm

Standardized Grade Scale

The following grading scale shall be applied to the points earned as a percentage of the available points for the course to determine final grade:

Grade	Lower Range (%)	Upper Range (%)
A	94.0	100
A-	90.0	93.9
B+	87.0	89.9
B	83.0	86.9
B-	80.0	82.9
C+	77.0	79.9
C	73.0	76.9
C-	70.0	72.9
D+	67.0	69.9
D	62.0	66.9
F	Below 62.0%, or incomplete final assessment	

Reservation Statement

The instructor reserves the right to make adjustments to this syllabus as needed without revising and reissuing this document. If adjustments are made to the course proceedings, students will receive a written notice, typically by email and/or FerrisConnect announcement.

Grading Criteria: Evaluation of Student Learning

Introductory Discussion Post	50 pts	5%
Online Discussion Forums (Ten, 40 points/each)	400 pts	40%
Written Assignment #1	75 pts	7.5%
Written Assignment #2	75 pts	7.5%
Quiz on Risk Management Video	50 pts	5%
Test #1	100 pts	10%
Test #2	100 pts	10%
Final Exam	150 pts	15%
Total:	**1000**	**100%**

* The number of assignments is approximate and can be adjusted by the instructor, with notice, to accommodate the learning pace and needs of the class.

Students are highly encouraged to check the FerrisConnect Gradebook throughout the semester to monitor their progress in this course. It is up to the individual student to raise questions, concerns, or desires to improve on their performance as indicated in the FerrisConnect Gradebook.

ASSIGNMENT GUIDELINES

General Overview: Details of individual assignments will be provided to students in specific documents, as appropriate. Certain assignments are self-explanatory (e.g., tests, quizzes) and will not have separate documentation associated with them. Students may find assignment documents explaining the details, expectations, grading rubrics, etc. for each assignment under the appropriate assignment item within the FerrisConnect online classroom. Review the following sections for general guidelines on the different types of assignments and assessments used in this course.

Written Assignments: Assignments that require submission of a written paper must adhere to the following guidelines:
- This paper must begin with an opening (introductory) paragraph which frames the purpose of the paper, and conclude with a summary paragraph which outlines the important facts and your conclusions.

- The paper must follow all APA guidelines including in-text citations, double-spacing, Times New Roman font, and 1" margins. It must also include a title page and a reference page that follows APA citation rules. One suggested online resource for APA guidance may be found at the Purdue Online Writing Lab:
http://owl.english.purdue.edu/owl/resource/560/01/
- The paper must meet college level writing requirements that include proper grammar, spellings, and punctuation.
- Unless otherwise specified for the individual assignment, your paper must cite the course textbook and at least two other sources.
- Unless otherwise specified for the individual assignment, you must submit your paper in electronic form (Microsoft Word document) via the FerrisConnect classroom for this course.

Some (perhaps all) written assignments may require students to post their finished assignment to a FerrisConnect discussion board so that fellow students may read and learn from the work of their peers. A portion of each student's assignment evaluation will be dependent on their active participation in this discussion board as evidenced by the posting of questions or constructive comments on at least one of their fellow students' submissions. Instructor grading of publicly-posted assignments will still be confidential.

Quizzes/Tests/Exam Assessments: Students will demonstrate their learning by completing assessments that will be administered periodically throughout the semester. Assessments will be administered online within the FerrisConnect classroom, and will typically consist of randomized questions posed within a constrained time period. All students are reminded that adherence to academic integrity standards is expected and will be enforced.

Online Discussion Questions: As assigned on FerrisConnect, you will develop and post responses to online discussion questions and case studies. In any given week, you may have several to select from or you may be directed to answer specific questions. Directions will be outlined in each week's discussion board on FerrisConnect. **Please pay careful attention to the weekly deadlines for initial posts and reply posts** as specified in the online instructions. Your posts should respond directly to the question or case study posed, using textbook theory, other scholarly resources, and your own experiences to support your responses. Because it is likely that you have experiences or opinions, the discussion questions will focus on sharing the insights you have gained, so that every member of the class becomes an instructor to the others. If you do not have direct experience, talk to a family member or friend with experience that can give you some ideas on the topic. However, it is important that you also consider and convey academic concepts related to the topic which is why citations of the textbook and other sources are required as part of your post. Your initial post should always cite scholarly sources and should never rely solely on personal experience or opinion.

Discussion board grading will be based on both the content/substance of your posts and your level of participation. The discussion posts should be professional in content and style. I expect that your responses will be at least two paragraphs in length in order to earn full credit. Several criteria must be met in order to receive full credit:

- They must be posted by the due date.
- They relate directly to the discussion question posed.
- They develop the point with examples and appropriately documented research.
- They do not simply copy another posting or material from another source.

- They show an understanding of the concepts from the textbook.
- Any research used in the post is properly cited (following APA rules).
- They are written clearly and correctly.

Participation credit is based on your contributions to the *conversations* in the FerrisConnect discussion forums. Postings must fulfill several criteria in order to receive full participation credit:

- The minimum number of posts and response posts (as specified in the actual discussion board assignment) has been placed in that week's discussion forum.
- The postings are done over at least three days per week, not all on one day
- The postings are respectful and supportive in tone.
- The postings do not simply agree with or repeat another posting but develop the ideas further.
- No participation credit will be awarded for posts submitted after stated deadlines.

IMPORTANT! The purpose of discussion board activity is to encourage you to analyze and articulate course concepts, and then collaboratively develop your comprehension of the concepts much like you would in a physical classroom. I will review all of your posts and evaluate your participation and comprehension of the material. In order to draw out conversation and probe understanding, I will occasionally post comments and questions to some but not all posts. If you ever have a specific question regarding the course material for which you would like a direct answer from the instructor, use email to pose that question rather than the discussion boards.

Course Calendar

Dates		Assigned Reading	Important Due Dates*
Week 1	Date Jan. 12-18	Ch. 1 – Risk and Its Treatment	Introductory Post
2	Jan. 19-25	Ch. 2 – Insurance and Risk	
3	Jan. 26-Feb. 1	Ch. 3 – Introduction to Risk Management	RM Video Quiz, due Feb. 1
4	Feb. 2-8	Ch. 4 – Advanced Topics in Risk Mgmt.	Test #1, due Feb. 8
5	Feb. 9-15	Ch. 5 – Types of Insurers and Marketing	Assignment #1, due Feb. 15
6	Feb. 16-22	Ch. 6 – Insurance Company Operations	
7	Feb. 23-Mar. 1	Ch. 9 – Fundamental Legal Principles	
8	Mar. 2-8	Ch. 10 – Analysis of Insurance Contracts	Test #2, due Mar. 8
	Mar. 9-15	SPRING BREAK	
9	Mar. 16-22	Ch. 11 – Life Insurance	
10	Mar. 23-29	Ch. 15 – Healthcare Reform Ch. 16 – Employee Benefits	
11	Mar. 30-Apr. 5	Ch. 19 – Liability Risk	
12	Apr. 6-12	Ch. 20 – Homeowners, Section I Ch. 21 – Homeowners, Section II	
13	Apr. 13-19	Ch. 22 – Auto Insurance	
14	Apr. 20-26	Ch. 25 – Commercial Property Insurance	Assignment #2, due Apr. 26
15	Apr. 27-May 3	Ch. 26 – Commercial Liability Insurance	
16	May 4-8		Final Exam due May 8

* Most assignments are due by the end of day 7 (Sunday) of the class week, but please be sure to consult each individual FerrisConnect assignment link for the exact due date. In addition, keep in mind that ongoing activities such as the FerrisConnect discussion forums are not listed on this calendar. Please be sure to be active on FerrisConnect regularly so that you remain current on all ongoing class activities.

Professor Emily W. Fransted
BUS – 347
231/591-2416
franste@ferris.edu

BLAW 301 – Legal Environment of Business
Spring Semester – 2015

Mondays and Wednesdays – 11:00 am – 11:50 am
BUS 314 <u>and</u> via FerrisConnect

Course Description: This course is designed to assist you in developing an understanding of the interaction between law and business through a survey of public and private law.

Instructional Objectives: Upon successful completion of this course, you should be able to:

1. Compare and contrast the American judicial system and alternative dispute resolution.
2. Differentiate between torts and business crimes.
3. Recognize and explain legal issues in hypothetical fact patterns.
4. Apply the law and reach conclusions about the legal issues in hypothetical fact patterns.
5. Apply legal principles, predict likely outcomes and recommend appropriate outcomes.

Textbook: *The Legal Environment Today*, 7th Edition by Miller and Cross. Earlier additions are also acceptable.

Supplemental Materials: I will provide supplemental materials as appropriate. You are responsible for the content of the supplemental materials for exams unless I indicate otherwise.

Course Calendar: Lecture and exams will take place during class sessions according to the attached schedule. Please note I reserve the right to revise or amend the schedule as I deem appropriate.

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Week	Dates	Topics	Associated Readings, Assignments, Assessments and Other
Week 1	January 12th – 18th	Sources of law and fundamental concepts	Chapter 1
Week 2	January 19th – January 25th	Business ethics	Chapter 2
Week 3	January 26th – February 1st	Court structure and process and alternative dispute resolution	Chapter 3
Week 4	February 2nd – February 8th	Constitutional authority over business	Chapter 4 **Exam 1 – 2/4**
Week 5	February 9th – February 15th	Torts and products liability	Chapter 5
Week 6	February 16th – February 22nd	Criminal law	Chapter 6
Week 7	February 23rd – March 1st	Intellectual property	Chapter 8 **Exam 2 – 2/25**
Week 8	March 2nd – March 8th	Contract formation, performance, breach and remedies	Chapter 9 Chapter 10
	March 9th – March 15th	**Spring Break**	
Week 9	March 16th – March 22nd	Contracts continued, Creditor-debtor relations and bankruptcy	Chapter 10 Chapter 12
Week 10	March 23rd – March 29th	Creditor-debtor relations and bankruptcy continued	Chapter 12 **Exam 3 – 3/25**
Week 11	March 30th – April 5th	Small business organizations, corporations	Chapter 14 Chapter 15
Week 12	April 6th – April 12th	Small business organizations, corporations continued, agency	Chapter 16
Week 13	April 13th – April 19th	Employment, immigration and labor law, employment discrimination	Chapter 17 Chapter 18

| Week 14 | April 20th – April 26th | Employment discrimination, continued | Chapter 18 |
| Week 15 | April 27th – May 3rd | Powers and functions of administrative agencies | Chapter 19 **Exam 4 – 4/29** |

Final Exam: The final exam for the 11:00 a.m. section of this course is scheduled for Thursday May, 7, 2015 at 10:00 a.m.

General Policies: The following is a list of general policies I expect you to adhere to during this course.

a. **Attendance:** You are expected to attend class.

b. **Technology:** This is a mixed delivery course, meaning that some of the content will be communicated online rather than in a traditional classroom setting. Regular and reliable internet access and basic computer proficiency are mandatory requirements for this course. You are encouraged to complete the online learning tutorial offered through FSU before participating in this course. It can be found here: http://www.ferris.edu/HTMLS/online/prepare/index.htm or within the course in the 301 Fundamentals menu on the left hand toolbar. Additionally, to determine whether you are ready to participate in an online course, consider taking the "Online Learning Readiness Questionnaire" located at: http://www.ferris.edu/HTMLS/online/prepare/ready.htm

c. **Assigned reading:** You are responsible for the materials in the textbook and all additional readings assigned during the course.

d. **Participation:** You are expected to participate in this class. Your participation via discussion boards accounts for more than 15% of your final grade. Each week I will post discussion questions to which you are expected to respond. Your initial post must be posted not later than **11:59 p.m. on Friday** of a given week, and your follow up posts must be posted not later than **11:59 p.m. on Sunday** of the same week. Be sure to consult the discussion board rubric to understand what is expected of you. You are required to complete 14 of the 15 discussion board posts assigned during the semester.

e. **Classroom conduct and netiquette:** I expect every person in the class to be respectful of every other person in the class. Discussion of law and ethics often bring to light differing opinions and values. I encourage you to participate by sharing your thoughts. However, I reserve the right to manage the discussions so they may proceed in an orderly and appropriate fashion. If your conduct during class is disrespectful and/or disruptive, be advised I will not allow you to participate further. Further, please consult *The Four Hallmarks of FerrisConnetiquette* to understand what is expected of you in the online environment. This document is available within the course under the 301 Fundamentals tool on the left hand toolbar.

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f. **Weekly quizzes:** The weekly quizzes are designed to assist you in your understanding of the material. They are worth nominal points and you are permitted an unlimited number of attempts to complete each quiz during their period of availability. You are required to complete 13 of the 15 quizzes assigned during the semester. Weekly quizzes are due by **11:59 p.m. on Sunday.** Quizzes completed after the deadline will be assigned a zero score.

g. **Exams:** Exams serve as an assessment of your understanding of the material. The exams will be conducted in the classroom. If you need an accommodation due to illness or unavailability, you must make a request for an accommodation as soon as possible and be prepared to provide supporting documentation. I reserve the right to grant or refuse a request for an accommodation based on illness or unavailability in my sole discretion.

h. **Use of cellular phones, iPods, MP3 players, digital recording devices and the like:** Use of these and similar items is prohibited during class. Please silence or turn off your cellular phone during class and stow it away. If you have an unusual situation that requires use of your cellular phone during class, please let me know before class and quietly leave the classroom to address your situation. Otherwise, placing calls, sending and receiving text messages, checking email and social media should not occur during class. If you want to check Facebook, Twitter, the NYSE, play Angry Birds or send texts to your Aunt Gloria do so outside of class.

i. **Plagiarism:** Plagiarism will absolutely **not** be tolerated. Each student is expected to do his or her own unique work. Submissions that resemble the work of other students, the work of others, or resemble the results of internet searches graded with a zero.

   Plagiarism in this course may result in a failing grade on the assignment or exam, a failing grade in the course and/or referral to the Office of Student Misconduct. Ferris State University's policy regarding plagiarism is as follows:

   A student must not adopt or reproduce ideas, words, or statements of another person without appropriate acknowledgment. A student must give credit to the originality of others and acknowledge indebtedness whenever he or she quotes or paraphrases another person's words, either oral or written and whenever he or she borrows facts, statistics, or other illustrative material, unless the information is common knowledge.

   See Ferris State University Code of Student and Community Standards, Section III, Part A - Academic Misconduct.

   Without providing a citation or otherwise giving credit to the author or source, plagiarism includes the following:

   i.   Quoting another person's actual words, either oral or written;
   ii.   Paraphrasing another person's words, either oral or written;

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iii. Using another person's idea, opinion, or theory; or
iv. Borrowing facts, statistics, or other illustrative material, unless the information is common knowledge.

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Grading Policies: The following is a general outline of the grading policies for this course. I grade on a straight percentage basis: 90+ = A; 80+ = B; 70+ = C; 60+ = D; 59 and below = F.

I encourage you to keep track of your grades during the course of the semester. You may find the following table helpful.

Assignment/Exam	My total	Total
Discussion Board Participation (6 points for initial post; 4 points for follow up posts)*		140
Weekly quizzes (10 points each) **		130
Exam 1		100
Exam 2		100
Exam 3		100
Exam 4		100
Final Exam		150
Total Points		820

* You must timely complete 14 of the 15 weekly initial and follow up discussion board posts.
**You must timely complete 13 of the 15 quizzes assigned

Office Hours: Please utilize office hours for any questions about the course and any other questions or concerns you may have. Office hours will be Tuesday and Thursday, 9:00 am to 11:00 am or by appointment.

Additional Considerations: Please be aware that FSU has a number of resources available to assist you in succeeding academically. Check out the Academic Support Center at www.ferris.edu/asc and the Writing Center at www.ferris.edu/htmls/academics/departments/writing center.

In the event you require assistance or accommodation as the result of a disability, please be advised you must be registered with Disabilities Services. More information is available at www.ferris.edu/colleges/university/disability

6

MASTER COURSE OUTLINE

Course Identification:

Prefix: BLAW   **Number: 321**   **Title: Contracts and Sales**

Course Description:

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

Course Outcomes and Assessment Plan:

Students will demonstrate familiarity with:

Learning Outcome Students will be able to:	Exams	Quizzes
Describe the legal system and explain the source and classification of laws.	X	X
Understand and incorporate the elements of a valid and enforceable contract and recognize and use the terminology associated with contracts.	X	X
Identify the various parties to contracts, assess their rights and obligations and explain how these obligations might be discharged.	X	X
Compare and select the appropriate remedy(ies) for breach.	X	X
Demonstrate appropriate critical thinking skills as it relates to the ethical formulation and interpretation of contracts and apply these skills to solve frequently encountered legal contractual issues.	X	X

Course Outline Including Time Allocation:

Topic Outline	Contact Hours
1. Introduction to the Legal System, Criminal Law and Tort Law	6
2. Contract Law	24
3. Sales Law	12
4. Exams	3
Total Hours	45

Textbook Information:

<u>Smith & Roberson's Business Law</u>, newest edition by Mann, published by West.

          1) Recruiting personnel/legal requirements

          2) Training employees

          3) Evaluation of employees

          4) Disciplining employees/firing employees

     D. Group behavior

     E. Organizational culture

IV. Leading and Empowering   12

     A. Human behavior

          1) Cultural differences among persons

          2) Cultural differences relative to global management

     B. Motivation and rewards

          1) Compensation methods

          2) Fringe benefits

               a) Evaluation of different programs

               b) Competition and affordability

     C. Leadership types

     D. Leadership issues

     E. Interpersonal skills

V. Organizational Change   07

     A. Concepts of change

     B. Setting goals

Total Contact Hours 45

BLAW 321
Contracts and Sales
Spring Semester 2014 Syllabus

Professor: Gayle S. Lopez, J.D.
Office: Business 368
Phone: 591-3170
E-mail: lopezg@ferris.edu
Office Hours: W 9-10 and MWF 11-12
Text: Smith and Roberson's Business Law, 15th Edition, Mann & Roberts
Pre-requisite: None

Course Description: An introduction to the law and the legal system in the U. S. as well as a thorough examination of the law of contracts and sales. This will include a review of articles 2, 2a and 6 of the Uniform Commercial Code.

The first part of the course will be an introduction to law and the legal system in the United States. This will include a discussion of the relationship of ethics to the law, the classifications and sources of law and the state and federal court systems. This will be followed by a brief review of the major areas of tort law: intentional torts, negligence, and strict liability.

Next, we will concentrate on learning the fundamentals of contract law. This unique area of the law allows parties to privately create legal obligations. There will be a discussion of the nature of contracts and the importance of legally binding obligations in the U. S. and to the world economy. Areas to be covered include offer, acceptance, defenses, consideration, capacity, illegal bargains, written requirements, rights of third parties, performance, breach and remedies.

The final portion of the course will cover sales which is a specialized branch of contract law covering the transfer of title to goods from a seller to a buyer for a price. It will include a review of applicable provisions of the Uniform Commercial Code (UCC) and the United Nations convention on Contracts for the International Sale of Goods (CISG).

Learning Outcomes:

Upon successful completion of this course, the student should be able to:

1. Describe the legal system and explain the source and classification of laws.

2. Understand and incorporate the elements of a valid and enforceable contract and recognize and use the terminology associated with contracts.

3. Identify the various parties to contracts, assess their rights and obligations and explain how these obligations might be discharged.

4. Compare and select the appropriate remedy(ies) for breach.

5. Demonstrate appropriate **critical thinking skills** as it relates to the ethical formulation and interpretation of contracts and apply these skills to solve frequently encountered legal contractual issues.

Grading/Assessment: There will be five quizzes and three exams.

    Quiz One: Chapters 1 & 3 (20 points)
    Quiz Two: Chapters 9 & 10 (20 points)
    Quiz Three: Chapters 11 & 12 (20 points)
    Exam One: Chapters 9 through 14 (90 points)
    Quiz Four: Chapters 15 & 16 (20 points)
    Exam Two: Chapters 9 through 18 (110 points)
    Quiz Five: Chapters 21, 22 and 23 (40 points)
    Exam Three: Chapters 21 through 25 (100 points)

You will receive assignment sheets indicating chapters to read, cases to read and/or brief, and problems to review. You are expected to read the chapters and do the homework before the class is scheduled to discuss the material. I collect and grade the assigned briefs which must be typed. **You MUST be in class to turn in your brief(s). I do not accept late briefs.** I will **not** warn you in advance when I am collecting the assigned brief(s). I will only collect the briefs on the days that we are covering that chapter's material. Each brief is worth 5 points. I generally collect 15-17 briefs (75-85 pts) throughout the semester. You are also required to participate in class discussions regarding case briefs and your response/analysis of the assigned problems.

The final grades will be computed on a straight percentage scale. Please note your scores on each quiz, exam and brief and you will be able to compute your grade throughout the course.

    93 – 100% = A
    90 – 92   = A-
    87 – 89   = B+
    83 – 86   = B
    80 – 82   = B-
    Etc.

Attendance Policy: You are expected to attend all classes. If you have a **legitimate** excuse and must be absent, discuss with me in advance or send an email to me <u>BEFORE</u> the scheduled class time. If assignments are due on a day you miss class, please attach the assignment to your email. In the event email is not available, please leave me a phone message. If a quiz or exam is scheduled, **please see me in <u>ADVANCE</u> to get approval and re-schedule the quiz or exam. If you miss a quiz or exam and you did not notify me in advance to get approval and re-schedule the quiz or exam, you will not be able to make-up the quiz or exam.**

Class Etiquette:

Cell Phones, Pagers, etc: Must be turned off (or on courtesy mode) and put away (not on your desk). They are not to be used in class – for any reason including texting, other than for a legitimate classroom emergency. If I see and/or you are using a cell phone, I-Pod, MP3 player, computer, etc. during and/or following a quiz or exam, I will take the quiz or exam and you will receive a 0.

Recording Devices: Lectures are not to be electronically recorded without prior permission. This includes the use of digital recorders, phones, i-pods, i-pads, computers, or any other type of electronic recording device. It is important that you learn to take notes.

I-Pods/MP3, etc: Must be turned off while in class and ear buds removed.

***Academic Misconduct/Cheating/Plagiarism:** Academic misconduct refers to dishonesty or misrepresentation with respect to assignments, tests, quizzes, written work, oral presentations, class projects, unauthorized acquisition or distribution of tests or other academic material belonging to someone else.

This includes such behaviors as cheating, copying materials from the internet without documentation, presenting another person's ideas or work as your own, resubmitting work done for a previous class without permission, taking someone else's exam for them, etc.

Penalties for academic misconduct/cheating/plagiarism include **FAILURE** of the assignment and can also include **FAILURE** of the course, and/or disciplinary action up to and including probation or dismissal from the University.

***Taken in part from FSU Academic Misconduct Policy. The entire policy is applicable to each student registered in this class.

Disruptive Behavior: The College of Business strives to maintain a positive learning environment and educational opportunity for all students. Consequently, patterns of behaviors which obstruct or disrupt the teaching/learning environment will be addressed. As the instructor, I am in charge of this course (e.g., assignments, due dates, attendance policy) and the classroom (e.g., cellphone usage/texting, behaviors allowed). Penalties for disruptive behavior can include involuntary withdrawal from the course and/or disciplinary action up to and including probation or dismissal from the University.

Special Note: If you have a question or concern about your progress, please talk to me as soon as the question comes up. Don't wait until the last week.

Adjustments to this syllabus may be made should circumstances warrant.

BLAW 321 Online - Syllabus – Spring 2015

Instructor Information

Name: John Vermeer, J.D.

Office location: B-364

Office hours: TR 8:30 - 9:20 and TR 1:25 - 2:15   Other times by appointment.
(However, please note that messaging through Blackboard is 24-7 and will probably be the most reliable.)

Email: Use the "Mail (Messaging)" in FerrisConnect (Blackboard).
DO NOT USE EITHER YOUR OR MY REGULAR FERRIS E-MAIL ACCOUNT!

Email etiquette for my class:

The "subject line" of your e-mail should indicate something about the subject of your communication.

Example: **"Question about quiz #2"**

In your email itself, please write in complete sentences using regular case - capitalize the beginning of the sentence, proper nouns, etc.   Use spell check to make yourself more credible!   Finally, be sure to authenticate your email with your name at the conclusion of your comments.

Textbook: *Either the 15th or 16th edition of the following:*

Smith and Roberson's Business Law, 16th Edition. Publisher: South-Western ISBN # 10: 1-285-42825-0.   Although the accompanying "Study Guide" is not required, it may be helpful.

Note: **If you have, or have access to the 15th ed.   ISBN # 10: 0-538-47363-0 that will work just fine!   Save some money!!!!**

Also, e-versions of the text are available for about **$3.99 per chapter for the 15th** (or $4.99 per chapter for the 16th) from the publisher's web site. Buy only the 15 chapters that you need for the course! Here's the link:

15th ed. http://www.cengagebrain.com/shop/isbn/9780538473637 (cheaper!)

16th ed. http://www.cengagebrain.com/shop/isbn/9781285428253

Also: Although the accompanying "Study Guide" is not required, it may be helpful.

Course Description

Course title: Contracts and Sales

Course number: BLAW 321

Course description: There will be an initial introduction to the nature of contracts generally. Following this, approximately two thirds of this course will concentrate on the basic fundamentals of contract law which in large part forms the basis of most other areas of law.   Areas to be covered will include offer, assent, consideration, capacity, illegal bargains, written requirements, rights of third parties, performance, breach, and discharge. This will be covered in chapters 9 - 18 of the text.

The final portion of the course will cover Sales which is a specialized branch of contract law covering the transfer of title to goods from a seller to a buyer for a price.   This will be covered in chapters 21 - 25 of the text.

Course date: <mark>Monday, January 12, 2015 through Friday, May 1, 2015</mark>

Location: Online

Meeting day(s): Daily - as needed

Meeting time(s): Asynchronous - as needed

Prerequisite(s): None

Course Objectives

The primary objective of the course is to provide an introductory course in basic contract law and an understanding by the student of the importance of the contract in the field of business. Other more specific objectives include:

  a. exposing the student to the changing area of public policy, social issues and the area of business ethics as it applies to contracts and sales.

  b. providing students with an overview of the law of contracts and sales as it affects the business manager.

  c. assisting students in identifying and describing the basic parts of a valid contract.

  d. imparting an understanding of the limitations of contracts.

  e. providing the student with the basics so he/she can recognize a breach of contract.

  f. giving the student a familiarity with the possible remedies for breach.

Additional Course Outcomes:

Understand, be able articulate and apply the rules of common law contract formulation and execution.

Assessment: Solving of problems through the application of the rules of contracts to case problems.

Know which type of contracts fall within the Statute of Frauds and must be evidenced by a writing to be enforceable.

Assessment: Identification of situations, through the use of case problems, in which a writing is required.

Understand the effect of a breach of contract and the types of remedies a party might obtain.

Assessment: Students should be able to recognize a breach and apply appropriate remedies to case problems.

Understand third party rights to contracts including what duties under a contract may be assigned and or delegated?

Assessment: Students should be able to identify intended third parties and explain and apply the rules of assignment and delegation to case problems.

Understand the differences in contract formation between common law contracts and contracts for the sale of goods under Article two of the Uniform Commercial Code.

Assessment: Application of UCC rules to problems involving the sale of goods.

Understand contractual warranties that might be given in the sale of a good as well as the concept of products liability.

Assessment: When presented with case studies, students should be able to identify what warranties apply and the liabilities that the seller might incur.

General Outcomes: It is my philosophy that all higher education should embody additional learning and student growth in addition to the specific subject matter of the course. As such, development of self-discipline, communication skills, responsibility and attitude (among others) will also be encouraged. Although these will not be directly tested, your own self-discipline will be challenged by the schedule of assignments and other participation requirements. Your communication skills will hopefully be enhanced through the discussion boards and homework. Finally, your responsibility and attitude will play a major part in how you perceive this class' value to you and the contribution that you make to the rest of the class.

Technology Access: It is imperative that you always have a back-up plan should your computer go down. If you are working from your home computer, pre-arrange with a friend, check out the local public library or perhaps your workplace might be available in a pinch. ALWAYS BE PREPARED! Technology failure is no excuse.

Class Participation: In addition to the scheduled homework and quizzes, I expect that you will participate in a meaningful manner on a regular basis.

This will primarily be accomplished through the use of discussion board contributions. These activities may or may not involve me directly but I will always be able to monitor the level and quality of individual contributions. Click on "**Discussions**" under "**Course Content**" to find the requirements (rules) and expectations for this part of the class.

In all communications, including your posts to the discussion board, I expect that you will strive to use proper grammar, correct spelling and appropriate language.

Of course, all of your work should be your own! Plagiarism is not acceptable and should you ever need to copy anything, you will cite your source. Even if you copy from the text, you should indicate that you did so and give the page number and edition that you copied from!

Homework: I have tried to lay out the course following a routine that will be followed week after week. There may be some adjustment, but for the most part, it should work.

The homework will start with your introduction (required) and, as you progress through the course, you will make up an outline for your own use as you take the tests.

Extra Credit: In addition, you may have an opportunity for several extra credit projects due during the course of the class. These will be chapter specific and will be due the day before the quiz for that chapter opens up. Please note that if you want to do much of your work weekends, you can turn them in early!

Assessment (Quizzes): Quizzes will also be given on a regular schedule. Quizzes will be offered on Thursdays but, to allow students the ability to work around their schedule, at least to some degree, I will extend the time to take it so you will generally have a three day window for each quiz. Therefore, quizzes will generally be offered for a 72 hour period beginning Thursday and running through Saturday. The one exception will be for the long Mid-semester break weekend where we will actually open up the quiz a day early (on Wednesday) but I will leave it open through the regular Saturday time period. This should accommodate those who want to travel during the long holiday weekend.

While you will be able to begin the quiz at any time during the open period, once you start, you must finish within the scheduled time. In other words, if you start a 30 minute quiz on Friday, at 10:30 in the morning, you must finish the quiz during that sitting – by 11:00. Should your connection be lost you must reboot and re-enter the quiz ASAP as you will only be able to do so during that 30 minute window. Again, technology failure is no excuse!

Note that there may be some down times for FerrisConnect / Blackboard – keep an eye out for the notices from the administrator. **Don't wait until the last minute!**

Resources that may be used to take the quiz include our text, my points, and finally, your notes and outlines that you have prepared. NO other resources or other outside assistance may be used!

Grading: I would like to see some balance between assessments, class participation, homework and / or extra credit projects.

With this in mind, I will assign points to your accumulated discussions and each quiz. You will note that the Quizzes will generally be worth 100 points and any extra credit will be added to your total Quiz points. As for your discussions, I will assign participation points based on your meaningful contributions to the discussion board. Be sure to review the discussion requirements.

This will work out something close to:
>30% for Discussion
>70% for Assessment (Total quiz points with any extra credit added, the sum of which is then divided by the total number of quizzes.)

The final grades will be figured on a straight percentage scale:
>93 - 100% = A
>90 - 92 = A-
>87 - 89 = B+
>83 - 86 = B
>80 - 82 = B-
>etc.

Extra Credit There are several opportunities to gain some extra credit.

1. The first "Pre-assessment" although mandatory, is actually an opportunity to start out with 5 pts extra credit.
2. Quiz on the intro stuff – You will get 5 pts just for taking it.
2. Submission of a picture along with your bio – 10 pts.
3. Your last assignment, for Chapter 25, will involve an additional opportunity to gain 5 points.
4. Finally, check the "Extra Credit" icon on the class home page. You could pick up an extra 60 pts by doing three video projects.

Note: If you have a question or concern about your progress please talk to me as soon as the question comes up. Don't wait until the last week.

Special Note: FSU provides special services and assistance for students with physical handicaps or learning disabilities. In order to take advantage of these services, stop by or call for an appointment with FSU's Special Needs Counselor in STR 313-591-3057.

Adjustments to this syllabus may be made should, in my discretion, circumstances warrant.

Appendix D

TracDat

Appendix E

Faculty Vitaes

Appendix F

Faculty SAI's

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

Education

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

BA, University of Cincinnati, 1972.
Major: Management

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

Professional Positions

Academic - Post-Secondary

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

Professional Memberships

Organizational Behavior Teaching Society.

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

Development Activities Attended

Workshop, "Jossey-Bass Online teaching & Learning," FCTL, Big Rapids, MI.

Workshop, "iTunes U," FCTL, Big Rapids, MI. (July 14, 2010 - Present).

Workshop, "FSUS training," FSU University College, Big Rapids, Michigan. (2003 - Present).

Conference Attendance, "Lilly North," Traverse City, MI. (September 2012).

Conference Attendance, "OBTC," New Mexico. (June 16, 2010 - June 19, 2010).

Conference Attendance, "Equity in the Classroom." (2009).

Workshop, "Advanced Topics in FerrisConnect -- Discussions." (October 23, 2009).

Workshop, "Advanced Topic in FerrisConnect -- Assignments," FCTL, Big Rapids, MI. (October 16, 2009).

Conference Attendance, "Lilly Conference North," Traverse City, Michigan. (September 2009).

Workshop, "Incusion,Equity and diversity in the College Classroom." (March 4, 2009).

Conference Attendance, "Equity in the Classroom," Big Rapids, Michigan. (2008).

Workshop, "Online Instructor Certification," Big Rapids, Michigan. (2008).

Workshop, "Using Technology in the Classroom," FCTL, Big Rapids, Michigan. (2008).

Conference Attendance, "Lilly Conference North," Traverse City, Michigan. (September 2008).

Conference Attendance, "It's Not Easy Being Green," Oakland University College of Business, Oakland, Michigan. (April 2008).

Conference Attendance, "Organizational Behavior Teaching Conference," Rochester, NY. (2007).

Workshop, "Ferris. Connect Block 5," FCTL, Big Rapids, Michigan. (2007).

Workshop, "How People Learn," FCTL, Big Rapids, Michigan. (2007).

Workshop, "Macro Media Flash Paper," FCTL, Big Rapids, Michigan. (2007).

Workshop, "Ferris Connect Overview," FCTL, Big Rapids, Michigan. (May 2007).

Conference Attendance, "Organizational Behavior Teaching Conference," Rochester, NY. (2006).

Publisher focus group, "Cengage Learning," Cengage Learning, Grand Rapids, Michigan. (2006).

Technology Training, "Faculty Self-Serve Banner In-Service Training," College of Business, FSU, Big Rapids, MI. (2006).

Workshop, "Designing and Developing Courses for Online Delivery," Ferris State University, Big Rapids, MI. (2006).

Workshop, "Using a Learner Centered Approach to the Classroom," FCTL, Big Rapids, Michigan. (May 2006).

Conference Attendance, "Organizational Behavior Teaching Conference," Malibu, CA. (2005).

Continuing Education Program, "Academic Advising Workshop," Big Rapids, Michigan. (2005).

"Six Sigma," Ice Mountain, Stanwood, Michigan. (2005).

Seminar, "Six Sigma Training," Ice Mountain, Stanwood, MI. (2005).

Workshop, "Advisor training for Business Faculty," College of Business, FSU, Big Rapids, MI. (2005).

Workshop, "Teach what you test," FCTL, Big Rapids, Michigan. (May 2005).

Seminar, "Summer University," Ferris State University, Big Rapids, MI. (2004).

Conference Attendance, "Equity in the Classroom," Lansing, Michigan. (2003).

Workshop, "Adobe Illustrator," FSU, Big Rapids, MI. (2003).

Workshop, "Using the case Method in the Classroom," College of Business, FSU, Big Rapids, MI. (2003).

Workshop, "TIPS Training," Ferris State University, Big Rapids, MI. (2000 - 2003).

Conference Attendance, "Organizational Behavior Teaching Conference," Orange, CA. (2002).

Workshop, "FSUS instructor training," Ferris State University, Big Rapids, MI. (2002).

Workshop, "Grading Strategies," Center for Teaching and Learning, FSU, Big Rapids, MI. (2002).

Workshop, "WebCT Training," Center for Teaching and Learning, FSU, Big Rapids, MI. (2002).

Conference Attendance, "Organizational Behavior Teaching Conference," Harrisonburg, VA. (2001).

RESEARCH

Published Intellectual Contributions

Conference Proceedings

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

Presentations Given

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

Bell, S. E. (Presenter & Author), Lilly Conference, "Short Videos in the Classroom," Traverse City, Michigan. (September 25, 2009).

Bell, S. E., Ferris State Spring Institute, "Short Videos in the Classroom," Ferris State University FCTL, Ferris STate University. (April 2009).

Bell, S. E., College of Business Colloquium, "Short Videos in the Classroom," FSU College of Business, Ferris State University. (January 2009).

Bell, S. E., Lilly Conference, "Short Videos in the Classroom," Traverse City. (September 2008).

SERVICE

Department Service

Program Expert, General Business Program. (2001 - Present).

Committee Member, Tenure Sub Committee. (2000 - Present).

Committee Member, Tenure Sub Committee. (2000 - 2013).

Mentor, Carol Rewer's Mentor. (2008 - 2009).

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

Committee Chair, Business Administration Academic Program Review. (2005 - 2006).

Committee Chair, Departmental Tenure Review Sub-Committee. (2005 - 2006).

Faculty Mentor. (2005 - 2006).

Committee Chair, Small Business Management Academic Program Review. (2005 - 2006).

Committee Member, Faculty Search Committee. (2004 - 2005).

Committee Chair, General Business Academic Program Review. (2004 - 2005).

Program Expert, Business Administration. (2002 - 2003).

College Service

Committee Member, College of Business Promotion and Merit Committee. (September 2009 - Present).

Committee Member, College of Business Curriculum Committee. (September 2011 - May 2013).

Committee Chair, College of Business Promotion and Merit Committee. (September 2010 - May 2011).

Committee Member, Diversity Committee. (September 2009 - May 2011).

FCTL Advisory Board Member. (September 2006 - May 2011).

Committee Member, College of Business Core. (2006 - 2007).

University Service

Advisory Board, Faculty Center for Teaching and Learning. (2006 - Present).

Volunteer, First Impressions. (2003 - Present).

Committee Member, FSUS Program Evaluation Committee. (2006 - 2007).

Faculty Advisor, Pi Kappa Alpha. (2002 - 2004).

Committee Member, Student Judicial Services Committee. (2001 - 2004).

Faculty Advisor, Pi Kappa Alpha. (1999 - 2001).

Professional Service

Journal of Critical Incident Reviewer. (May 2013).

Member Mecosta Osceola Human Resources Association. (September 2010 - May 2011).

Judging High School Business Presentations, DECA, Big Rapids, Michigan. (2009).

Judging High School Business Presentations, DECA, Big Rapids, Michigan. (2008).

Judging High School Business Presentations, DECA, Big Rapids, Michigan. (2005).

Awards and Honors

Service, Professional

Outstanding First Year Advocate Award, Ferris State University. (2007).

Service, University

Outstanding Student Affairs Partner Honoree, Ferris State University. (2001).

Dr. David A. Brown
Ferris State University
MGMT
(231) 591-2430
Email: brownd85@ferris.edu

Education

DBA, Walden University, 2011.
Major: Technology Entrepreneurship
Dissertation Title: Examining Employee Attraction, Retention, and Engagement in Ultra Small Entrepreneurial Technology Firms

MBA, Grand Valley State University, 1990.
Major: Management

BA, Michigan State University, 1987.
Major: Socioeconomics

Professional Positions

Academic - Post-Secondary

Adjunct Faculty, Davenport University. (November 1, 2011 - April 30, 2013).

Professional

Founder/Principal, Latitude 41, Inc. (April 2012 - Present).

Vice President, EBIX, Inc. (April 2008 - August 2013).

Founder/CEO, Rivertown Bookstore, LLC. (July 2002 - October 2009).

President/CEO, Management Technology Services, Inc. (March 1993 - April 2008).

Licensures and Certifications

Michigan Insurance Producers License, State of Michigan. (July 9, 2004 - Present).

Associate of Automation Management, Insurance Institute of America. (July 1, 1995 - Present).

Associate of Risk Management, Insurance Institute of America. (December 1, 1994 - Present).

Professional Memberships

Associate Member, Gamma Iota Sigma. (February 1, 2015 - Present).

Academy of Management. (October 25, 2013 - Present).

Society of Insurance Educators and Trainers. (October 1, 2013 - Present).

Risk and Insurance Management Society. (September 20, 2013 - Present).

Association of American Educators. (August 29, 2013 - Present).

Society for Human Resource Management. (April 1, 2011 - Present).

Development Activities Attended

Conference Attendance, "SITE Annual Conference 2015," Society of Insurance Trainers and Educators, Colorado Springs, CO. (June 20, 2015 - June 24, 2015).

Conference Attendance, "RIMS Annual Conference," Risk and Insurance Management Society, New Orleans, LA. (April 26, 2015 - April 29, 2015).

Conference Attendance, "Michigan Association of Insurance Agents Annual Convention," MAIA, Mt. Pleasant, MI. (February 23, 2015 - February 25, 2015).

Continuing Education Program, "Long Term Care Insurance," The Institutes. (September 29, 2014).

Continuing Education Program, "Annuties, Retirement Planning and Suitability," The Institutes. (September 21, 2014).

Continuing Education Program, "Insurance Regulation Seminar: Do's and Don'ts of Insurance," Michigan Dept. of Insurance and Financial Services, Grand Rapids, Michigan. (September 10, 2014).

Workshop, "Overview of the Curriculum Development Process," FSU UCC, Big Rapids, MI. (August 21, 2014).

Workshop, "MyDegree Training," FSU, Big Rapids, MI. (August 19, 2014).

Workshop, "Academic Advising Workshop," FSU Educational Counseling and Disability Services, Big Rapids, MI. (July 22, 2014).

Conference Attendance, "Society of Insurance Trainers and Educators Annual Conference," SITE, Bonita Springs, FL. (June 21, 2014 - June 25, 2014).

Conference Attendance, "Risk Management and Insurance Society Annual Conference," RIMS, Denver, CO. (April 27, 2014 - April 30, 2014).

Workshop, "LiveScribe," FCTL, Big Rapids, Michigan. (April 11, 2014).

Seminar, "Strategies and Tips for Teaching Online," Cengage Publishing. (April 10, 2014).

Workshop, "Navigating the Tenure System," FCTL, Big Rapids, Michigan. (April 3, 2014).

Workshop, "Using Socratic Questioning to Develop Students' Critical Thinking Skills," FCTL, Big Rapids, MI. (January 30, 2014).

Tutorial, "Using Video in Online Classes," FCTL, Big Rapids, Michigan. (October 22, 2013).

Conference Attendance, "MISHRM Annual Conference," Michigan Society for Human Resource Management, Grand Rapids, Michigan. (October 6, 2013 - October 9, 2013).

Conference Attendance, "Leadership Development Conference," Michigan Credit Union League, Traverse City, MI. (September 13, 2013 - September 15, 2013).

New Faculty Orientation, "New Faculty Orientation Week," Ferris State University, Big Rapids, Michigan. (August 12, 2013 - August 16, 2013).

TEACHING

Teaching Experience

Ferris State University
INSR 243, Principles of Risk Management and Insurance, 1 course.
INSR 284, Personal Insurance, 2 courses.
INSR 308, Insurance Company Operations, 2 courses.
INSR 338, Property-Casualty Insurance, 1 course.
INSR 390, Commercial Insurance, 1 course.
MGMT 301, Applied Management, 3 courses.
MGMT 310, Small Business Management, 7 courses.
MGMT 357, Principles of Risk Management and Insurance, 2 courses.
MGMT 411, Small Business Sys-Operations, 1 course.

Directed Student Learning

Undergraduate Capstone Thesis, "Exploring insurance products as effective retirement planning tools," Management. (August 25, 2014 - Present).
Advised: Anthony Vassollo

Undergraduate Internship Thesis, "Investigate merchandising processes in a golf pro shop," Management. (May 20, 2014 - August 13, 2014).
Advised: Marc Meade

Undergraduate Capstone Thesis, "Underwriting technology and its effect on the underwriting process," Management. (January 13, 2014 - May 9, 2014).
Advised: Ethan Henderson

RESEARCH

Presentations Given

Brown, D. A. (Presenter & Author), Chapter Meeting, "Preparing the Next Generation of Insurance Professionals," CPCU of West Michigan, Grand Rapids, MI. (May 19, 2015).

Brown, D. A. (Presenter & Author), AIM Quarterly Meeting, "Insurance Education," Associated Insurance Managers, Lansing, MI. (January 21, 2015).

Media Contributions

Internet

Ferris State Risk Management and Insurance Blog. (March 31, 2014).

Ferris State Risk Management and Insurance Facebook Page. (March 31, 2014).

SERVICE

Department Service

Developed complete proposal from PCAF to final proposal, Risk Management and Insurance Curriculum Proposal. (January 15, 2014 - Present).

Meeting Organizer and Facilitator, FSU Insurance & Risk Management Advisory Board. (March 1, 2014 - April 24, 2014).

Publicity and visibility for the Risk Management and Insurance Program, 2014 College of Business Program Spotlight Event. (February 10, 2014).

Meeting Organizer and Facilitator, FSU Insurance & Risk Management Advisory Board. (September 3, 2013 - October 24, 2013).

Student Service

Student Org Advisor (Non-Professional Org), Collegiate Entrepreneurs Organization. (August 25, 2014 - Present).

Student/Industry Connection. Michigan Adjusters Association Spring Meeting. (May 2, 2014).

Student/Industry Connection, RIMS. Anita Benedetti Student Involvement Program. (December 1, 2013 - December 9, 2013).

Student/Industry Connection. Risk and Insurance Management Society Chapter Meeting. (November 20, 2013).

College Service

Committee Member, Experiential Learning. (November 18, 2014 - Present).

Exhibitor, MAIA 2015 Conference Exhibition. (February 23, 2015 - February 25, 2015).

University Service

Committee Member, Improving Student Success Online. (July 1, 2015 - Present).

Program Coordinator, Risk Management and Insurance Program. (August 13, 2013 - Present).

Professional Service

Board of Directors of a Company, Westran Insurance Scholarship Foundation, Lansing, MI. (July 1, 2015 - Present).

Reviewer, Conference Paper, Academy of Management, Briarcliff Manor, New York. (February 1, 2014 - Present).

Public Service

Board Member, Chrysalis, Portland, Michigan.

Task Force Chair, Epic Community Church, Portland, Michigan.

Workshop Organizer, Epic Community Church, Portland, Michigan.

Candidate for MSU Board of Trustees, Libertarian Party, Portland, Michigan.

Committee Chair, Portland (Michigan) Mainstreet Community, Portland, Michigan.

Committee Member, Portland United Methodist Church, Portland, Michigan.

Committee Member, Portland United Methodist Church, Portland, Michigan.

Officer, Treasurer, Portland United Methodist Church, Portland, Michigan.

Committee Member, West Michigan Conference United Methodist Church, Grand Rapids, Michigan.

Judge and Presenter, DECA District II Conference, Big Rapids, MI. (January 7, 2015).

Dean of Programs, Wesley Woods Youth Church Camp, Dowling, Michigan. (2002 - 2012).

Task Force Member, Crosswind Community Church, Dorr, Michigan. (July 1, 2003 - September 1, 2008).

Candidate for State Representative, 87th District, Libertarian Party, Portland, Michigan. (July 1, 2000 - November 30, 2000).

Consulting

For Profit Organization, Clear Data Strategies, LLC, Danbury, CT. (September 5, 2014 - Present).

For Profit Organization, Portland Federal Credit Union, Portland, MI. (February 3, 2013 - May 12, 2014).

For Profit Organization, Multiple, Multiple. (March 1, 1993 - December 31, 2006).

Curriculum Vitae

Catherine S. Browers, Ed.D
Ferris State University (231)
591-3145
Email: browerc@ferris.edu

Education

Ed.D, Central Michigan University, 2013
    Major: Educational Leadership
    Supporting Areas of Emphasis: Quantitative/Qualitative Analysis
    Dissertation Title: Perceptions of Community College Doctoral Candidates Regarding
    Necessary Leadership Competencies in Administrative Roles
    Oral Defense Date: February, 2013

MBA, Ferris State University, 2007
    Major: Business Administration
    Supporting Area of Emphasis: Management Tools and Techniques
    Thesis Title: An Analysis of University Authorizers for Public School Academies in
    Michigan

BS, Ferris State University, 2004
    Major: Professional Accountancy

BS, Michigan State University, 1977
    Major: Human Environment and Design
    Supporting Areas of Emphasis: Ecology Design and Sociology

Professional Positions

Academic - P-12

Interim Director of Finance, Chippewa Hills School District. (March 1, 2008 - December 22, 2008)

Grattan Academy Middle/High School Principal, Choice Schools Associates. (August 2005 - December 2007)

Director of Finance, Free Soil Community Schools. (May 2003 - August 2005)

Consultant, Integrated Professional Solutions. (May 2002 - September 2009)

Executive Director, Newaygo County Day Care Corporation. (December 1998 - August 2003)

Prior to 1998: 15 years administrative experience in executive, accounting, and finance positions (Okemos Public Schools, ACD, Inc., Baldwin Community Schools, Alma Public Schools)

Academic - Post-Secondary

Adjunct Professor, Ferris State University. (September 2008 - Present)

Professional Activities

National Federal Team Compliance Reviewer for Head Start—Finance (2001 – 2009)

Professional Associations

Institute of Management Accountants (2008 – Present)

American Educational Research Association (AERA) (2011 - Present)

Association for Educational Communications and Technology (AECT), (2013 - Present)

General Education Task Force (GETF) Conference in Boston, (2013)

Vice President, Chippewa Hills Public Schools. (2008 - 2014)

President, Woodbridge Management & Education Services. (2005 - 2012)

Advisor, Women's' Lacrosse Team, Ferris State University (2012-2014)

Current Candidate for Mecosta-Osceola Board of Education, Term Beginning 2016

Development Activities Attended

FCTL Book Discussion Group, "Brain Rules", (2009)

A Roadmap to Course Design or Redesign (2012)

Adobe Connect (2012)

CPS Clickers (2012)

FCTL Blackboard Training (2013)

College of Business Book Study, "Building Online Learning Communities", (2013)

Certificate for Online Adjunct Teaching (COAT), (2013)

Online Instructor Certification (OIC) Program (2013)

On Board Conference (2014)

Curriculum Vitae

Teaching Experience

> **Ferris State University**

> > ACCT 201, Principles of Accounting 1, 15 courses

> > ACCT 202, Principles of Accounting 2, 13 courses

> > ACCT 221 Principles of Construction Accounting, 5 courses

> > ACCT 231 Payroll Accounting, 2 course

> > ACCT 241 Computer Accounting, 1 course

> > FINC 322, Financial Management 1, 7 courses

> > MGMT 350, Management Metrics and Decision Making, 2 course

> > MGMT 415, Entrepreneurial Opportunities, 5 courses

> > MISI 629, Legal, Ethical, and Fraud Issues, 2 courses

> > MMBA 506/606, Fin-Acct Sys and Analysis, 20 courses

Academic Awards and Honors

> Nomination, Outstanding Dissertation Award—Central Michigan University (October 4, 2013)

> Faculty Appreciation Honoree, Student Athlete Advisory Committee (SAAC)—Ferris State University. (February 17, 2011)

> Nomination, Adjunct Teaching Excellence Award, Office of Academic Affairs—Ferris State University (January 30, 2011)

> PTM Distinguished Faculty of the Year Award, Professional Tennis Management—Ferris State University (April 10, 2010)

> Omicron Delta Kappa Induction (May 2002)

Research

> Dissertation titled "Perceptions of Community College doctoral Candidates Regarding Necessary Leadership Competencies in Administrative Roles (expected publish date March, 2013)

Curriculum Vitae

Thesis titled "Analyzing Charter School Authorizers in Michigan" (December, 2008)

Presentations Given

A+ teaching: 180 Ways to Enhance Your Success as a Teacher (L. Paris, Ed.). Flower Mound, TX: Walk the Walk.   Contributing Author (2011)

The Impact of Charter Schools on Public School Education, Michigan Association of Professors of Educational Administration (MAPEA) Annual Symposium, Mt. Pleasant, Michigan.   Presenter and Author (2010)

Business Strategies, Leadership Montcalm.   Montcalm Community College, Sidney, Michigan Presenter and Author (2006 and 2007).

Graduation Presentation to the Class of 2006, Commencement Ceremonies.   Grattan Academic High Schools.   Presenter and Author (2006 and 2007).

Strategic Collaboration in Employee Relations. Telemon Corporation, Lansing, Michigan.   Presenter and Author (2002)

Public Awards and Honors

Governor's Quality Care Award for Early Childhood Programs, State of Michigan. (June 19, 2000)

Public Service

Founder and Chairperson, Halloween in the Park, Reed City, Michigan. (October 21, 2005 - October 13, 2007)

Community Organizer, Newaygo County Day Care Corporation, Newaygo, Michigan. (May 15, 1999 - October 23, 2004)

Emily W. Fransted

Ferris State University
MGMT
(231) 591-2416
Email: franste@ferris.edu

Education

JD, Michigan State University College of Law, 2005.
Major: Law

BA, Michigan State University, 2002.
Major: Public Policy and Administration

Professional Positions

Academic - Post-Secondary

Assistant Professor, Ferris State University. (August 2013 - Present).

Adjunct Faculty, Ferris State University. (January 2012 - May 2013).

Government

Judicial Clerk, 49th Circuit Court. (August 2005 - August 2007).

Professional

Partner, Lobert & Fransted, P.C. (formerly Lobert & Downey, PLC). (July 2008 - December 2013).

Associate Attorney, Lobert & Downey, PLC. (December 2007 - June 2008).

Licensures and Certifications

Member, Federal Court for the Eastern District of Michigan. (November 9, 2010 - Present).

Member, Federal Court for the Western District of Michigan. (April 17, 2008 - Present).

Member, State Bar of Michigan. (November 18, 2005 - Present).

Development Activities Attended

Conference Attendance, "HR Spring Training," Miller Canfield, Kalamazoo, MI. (April 28, 2015 - Present).

Conference Attendance, "8th Annual Great Lakes Conference on Teaching and Learning: Creating Connections that Promote Success in Higher Ed," Central Michigan University, Mt. Pleasant, MI. (May 13, 2015 - May 15, 2015).

Colloquium Attendee, "Designing the Student-Centered Classroom Experience: Lessons from Cognitive Science," College of Business Monthly Colloquium, Big Rapids, MI. (April 9, 2015).

Online Course, "Teaching and Learning Online Certification Series, Part II: Enhancing Communications," Blackboard. (March 17, 2015).

Conference Attendance, "American Association for Paralegal Education National Conference," American Assocation for Paralegal Education (AAfPE), Las Vegas, NV. (November 5, 2014 - November 8, 2014).

Teleconference Attendee, "(Not So) Trivial Pursuit - The Employment Edition Webinar," Michigan Restaurant Assocation and Plunkett Cooney. (September 16, 2014).

Colloquium Attendee, "Greater Student Engagement through Experiential Education," FSU College of Business Colloquium, Big Rapids, MI. (September 11, 2014).

Tutorial, "My Degree Training," FSU Office of Educational Counseling and Disabilities Services, Big Rapids, MI. (August 18, 2014).

Online Course, "Using Technology to Improve Student Learning: The Flipped Classroom Strategies and Tips," California University of Pennsylvania. (July 22, 2014).

Seminar, "Summer Academic Advising Workshop 2014," FSU Office of Educational Counseling and Disabilities Services, Big Rapids, MI. (July 22, 2014).

Online Course, "Teaching and Learning Online Certification Series, Part I: Building Courses," Blackboard. (July 5, 2014).

Workshop, "Building a Rubric to Assess Student Learning," Office of Academic Affairs, Big Rapids, MI. (June 22, 2014).

Continuing Education Program, "Certificate for Online Adjunct Teaching," Maryland Online and the Faculty Center for Teaching and Learning, Big Rapids, MI. (September 23, 2013 - November 26, 2013).

Seminar, "Active Learning Strategies," FSU - Faculty Center for Teaching and Learning, Big Rapids, MI. (November 21, 2013).

Seminar, "Using Socratic Questioning to Develop Students' Critical Thinking Skills," FSU - Faculty Center for Teaching and Learning, Big Rapids, MI. (November 21, 2013).

Seminar, "Using Rubrics to Measure Student Learning," FSU - Faculty Center for Teaching and Learning, Big Rapids, MI. (September 26, 2013).

Seminar, "Assessment of and Feedback on Student Learning," FSU - Faculty Center for Teaching and Learning, Big Rapids, MI. (September 12, 2013).

Various Programs, "New Faculty Orientation Week," FSU - Faculty Center for Teaching and Learning, Big Rapids, MI. (August 19, 2013 - August 23, 2013).

TEACHING

Teaching Experience

Ferris State University
BLAW 301, Legal Environment of Business, 8 courses.
BLAW 350, Insurance Law Online, 1 course.
BLAW 421, Employment Law - Online, 6 courses.
LLAW 160, Law in the United States I, 2 courses.
LLAW 161, Law in the United States II, 2 courses.

SERVICE

Department Service

Committee Member, Management Faculty Search Committee. (November 2014 - Present).

Committee Member, Legal Studies Advisory Board. (January 2012 - Present).

Committee Member, Law Faculty Search Committee. (December 2014 - March 2015).

ABA re-accreditation Process Participant. (February 10, 2013 - February 12, 2013).

Student Service

Student Org Advisor (Professional Org), Phi Alpha Delta - professional pre-law fraternity. (March 2014 - Present).

Legal Consultation Program, Affiliated with Office of Student Government. Legal Consultation Program. (January 2010 - December 2011).

University Service

Attendee, Michigan Legal Milestone Program. (August 28, 2014).

Guest Speaker, New Faculty Orientation Week. (August 15, 2014).

Guest Judge, American Marketing Association. (March 2014).

Attendee, Graduation. (December 14, 2013).

Professional Service

Vice-President, Mecosta Osceola Bar Association, Big Rapids, MI. (February 2013 - Present).

Public Service

Board Member, Youth Attention Center for Mecosta and Osceola Counties, Big Rapids, MI. (January 2012 - Present).

Board Member, Rotary of Big Rapids, Big Rapids, MI. (July 2008 - Present).

Volunteer, Salvation Army's Angel Tree Event. (December 2014).

Professor Gayle S. Lopez J.D.
Ferris State University
MGMT
(231) 591-2481
Email: lopezg@ferris.edu

Education

JD, University of San Francisco School of Law, 1992.
Major: Law

BS, Ferris State University, 1986.
Major: Business Administration

AAS, Ferris State University, 1984.
Major: Legal Studies

Professional Positions

Academic - Post-Secondary

Management Department Chair, Ferris State University. (July 2014 - Present).

Professor, Ferris State University. (2011 - Present).

Legal Studies Coordinator, Ferris State University. (2009 - Present).

Associate Professor, Ferris State University. (2007 - 2011).

Assistant Professor, Ferris State University. (2004 - 2007).

Instructor, Ferris State University. (2001 - 2003).

Professional

Attorney, Joseph Costella & Associates (prev. Maloney & Associates). (November 1992 - June 2000).

Licensures and Certifications

Attorney - Michigan, Michigan Bar Association. (2001 - Present).

Attorney - California, California Bar Association. (1992 - Present).

Professional Memberships

American Bar Association.

California Bar Association.

Michigan Bar Association.

American Association for Paralegal Education. (2001 - Present).

Development Activities Attended

Conference Attendance, "Promise, Prospective and Potential in Graduate Education," Council of Graduate Schools - Annual Meeting, Washington, DC. (December 2014).

Conference Attendance, "Leadership Training for Department Chairs," Academic Impressions, Orange County, California. (November 2014).

Workshop, "MyDegree Training," FSU Educational Counseling and Disabilities Services. (August 2014).

Workshop, "Building A Rubric to Assess Student Learning," FSU Academic Affairs, Big Rapids, MI. (June 5, 2014).

Workshop, "We've got all this data, now what do we do?," FSU Academic Affairs, Big Rapids, MI. (June 5, 2014).

Conference Attendance, "Redesigning Undergraduate Curriculum Conference," AACSB International, Tampa, Florida. (May 2014).

Conference Attendance, "American Association for Paralegal Education National Conference," Phoenix, Arizona. (November 2013).

Continuing Education Program, "Quality Matters at FSU - Online," Faculty Center for Teaching and Learning, Big Rapids, MI. (September 2013 - November 2013).

Conference Attendance, "American Association for Paralegal Education National Conference," Savannah, Georgia. (October 2012).

Conference Attendance, "American Association for Paralegal Education North Central Regional Conference," Grand Rapids, Michigan. (March 2012).

Co-Host and Organizer of AAfPE Regional Conference, "American Association for Paralegal Education North Central Regional Conference," Grand Rapids, Michigan. (March 2012).

Conference Attendance, "American Association for Paralegal Education National Conference," Baltimore, Maryland. (October 2011).

Workshop, "ABA Approval Workshop," American Bar Association, Chicago, Illinois. (June 2011).

Conference Attendance, "American Association for Paralegal Education North Central Regional Conference," Chicago, IL. (April 2011).

Conference Attendance, "American Association for Paralegal Education National Conference," Indianapolis, Indiana. (October 2010).

Workshop, "FerrisConnect Training," FSU - COB, Big Rapids, MI. (August 2010).

Conference Attendance, "State Bar of Michigan- Paralegal/Legal Assistant Section," Auburn Hills, Michigan. (May 6, 2010 - May 7, 2010).

Workshop, "Employment Law," Miller Canfield, Kalamazoo, Michigan. (April 2010).

Conference Attendance, "American Association for Paralegal Education National Conference," Portland, Oregon. (October 2009).

Workshop, "Advising for Student Success," FSU - COB, Big Rapids, MI. (October 2009).

Workshop, "Learning/Teaching Case Matters and Related Software," AAfPE, Portland, Oregon. (October 2009).

Workshop, "COB Novell Communication Project Training," Ferris State University, Big Rapids, MI. (October 21, 2009).

Workshop, "Advising for Student Success," FSU - COB, Big Rapids, MI. (September 2009).

Workshop, "TracDat Training Workshop," FSU - Accademic Affairs, Big Rapids, MI. (September 2009).

Workshop, "DigitalMeasures," Ferris State University, Big Rapids, MI. (September 29, 2009).

Workshop, "COB Novell Communication Project Training," Ferris State University, Big Rapids, MI. (September 16, 2009).

Workshop, "FerrisConnect Training," FSU - COB, Big Rapids, MI. (August 2009).

Workshop, "Complete Investigations," Grand Rapids Bar Association - Paralegal Section, Grand Rapids, MI. (July 29, 2009).

Workshop, "ABA Approval Workshop," American Bar Association, Chicago, Illinois. (June 2009).

Workshop, "iVise - Legal Technology," Grand Rapids Bar Association - Paralegal Section, Grand Rapids, MI. (June 24, 2009).

Conference Attendance, "American Association for Paralegal Education North Central Regional Conference," Chicago, IL. (April 2009).

Conference Attendance, "American Association for Paralegal Education National Conference," Dallas, Texas. (2008).

Workshop, "Sexual Harassment in the Hospitality Industry," Warner, Norcross & Judd, Grand Rapids, Michigan. (2008).

Workshop, "University Committees on Discipline Training," Office of Student Conduct, Big Rapids, Michigan. (2008).

Conference Attendance, "American Association for Paralegal Education National Conference," Baltimore, Maryland. (2007).

Conference Attendance, "American Association for Paralegal Education North Central Regional Conference," Chicago, IL. (2007).

Conference Attendance, "Assessing Student Learning Conference," Dr. Bresciani - San Diego State University, Big Rapids, MI. (2007).

Workshop, "Smart Classroom Orientation," Big Rapids, MI. (2007).

Conference Attendance, "American Association for Paralegal Education National Conference," New Orleans, Louisiana. (2006).

"Faculty Book Review/Discussions," College of Business, Big Rapids, MI. (2006).

Workshop, "Faculty Self-Serve Banner In-Service Training," College of Business, Big Rapids, MI. (2006).

Workshop, "Using a Learner-Centered Approach to Classroom Teaching So Your Students Will Remember," Big Rapids, MI. (2006).

Seminar, "FSU Faculty Teaching and Learning Day seminars," Big Rapids, MI. (2005).

Seminar, "Litigation Skills for Legal Staff," East Lansing, MI. (2005).

Workshop, "Advising Workshop," University College/College of Business, Big Rapids, MI. (2005).

Workshop, "Hospitality Law Conference," Houston, TX. (2005).

Conference Attendance, "American Association for Paralegal Education National Conference," Tampa, Florida. (October 2005).

Seminar, "FSU Faculty Teaching and Learning Day seminars," Big Rapids, MI. (2004).

Seminar, "FSU Faculty Teaching and Learning Day seminars," Big Rapids, MI. (2003).

Seminar, "FSU Faculty Teaching and Learning Day seminars," Big Rapids, MI. (2002).

Seminar, "New Faculty program." (2001 - 2002).

Conference Attendance, "LILLY Conference on Higher Education," Athens, Georgia. (February 2002).

Awards and Honors

Honored at the 2007 Faculty Appreciation Night, Student-Athlete Advisory Committee. (2007).

Teacher of the Year Award, Pi Kappa Alpha. (2004).

Honored at the 2003 Faculty Appreciation Night, Student-Athlete Advisory Committee. (2003).

TEACHING

Teaching Experience

Ferris State University
BLAW 321, Contracts and Sales, 15 courses.
HOMT 403, Hospitality Law, 4 courses.
LLAW 253, Adv Legal Research-Writing, 5 courses.
LLAW 280, Civil Litigation, 5 courses.
LLAW 291, Practice Studies, 4 courses.
PREL 350, Public Relations Ethics/Law, 4 courses.

Awards and Honors

2013 PineApple Professor Award, FSU Hospitality Gala - Hospitality MGMT Students. (February 2013).

RESEARCH

Presentations Given

Lopez, G. (Presenter & Author), Fairbank, S. (Presenter & Author), Miller, G. (Presenter & Author), Edson, W. (Presenter & Author), American Association for Paralegal Education National Conference, "How to Run an Effective Faculty Meeting," AAfPE, Savannah, Georgia. (October 2012).

Contracts, Grants and Sponsored Research

Grant

Lopez, G., "TIMME Travel Grant," Sponsored by Faculty Center for Teaching and Learning, Ferris State University, $700.00. (August 2013 - December 2013).

Lopez, G., "TIMME Travel Grant," Sponsored by Faculty Center for Teaching and Learning, Ferris State University, $850.00. (August 2012 - December 2012).

Lopez, G., "TIMME Travel Grant," Sponsored by Faculty Center for Teaching and Learning, Ferris State University, $700.00. (August 2011 - December 2011).

Lopez, G., "TIMME Travel Grant," Sponsored by Faculty Center for Teaching and Learning, Ferris State University, $700.00. (August 2010 - December 2010).

Intellectual Contributions in Submission

Other

Lopez, G. *ABA Interim Report.*

Lopez, G. *ABA Interim Report.*

SERVICE

Department Service

Committee Chair, Legal Studies Advisory Board. (2008 - Present).

Faculty Advisor, Legal Studies Association. (2001 - Present).

Committee Member, David Brown Tenure Sub-Committee. (August 2013 - August 2014).

Committee Member, Emily Fransted Tenure Sub-Committee. (August 2013 - August 2014).

Committee Member, Lisa Eshbach Tenure Sub-Committee. (August 2009 - August 2014).

Committee Chair, Hiring Committee. (2013).

Committee Chair, ABA Re-Accreditation site visit. (February 2013).

Committee Chair, Legal Studies ABA Re-Approval. (2011 - 2012).

Department Representative, Disciplinary Rep. (2007 - 2011).

Committee Chair, Spence Tower Tenure Sub-Committee. (August 2009 - May 2011).

Committee Member, Hiring Committee. (2010).

Committee Chair, Hiring Committee. (2009).

Committee Member, Legal Studies Academic Program Review Committee. (2006 - 2008).

Committee Member, Legal Studies Advisory Board Meeting. (2000 - 2008).

Committee Chair, Legal Studies Program. (2007).

Meetings/Discussion, ABA Re-Accreditation site visit. (2006).

College Service

Committee Member, Risk Management & Insurance Advisory Board. (August 2014 - Present).

Committee Member, COB Core Redesign Team. (April 2014 - Present).

Participant, College of Business Celebration Fest. (2005 - Present).

Attendee, Meeting, Hospitality Programs Gala. (2003 - Present).

Committee Member, Scholarships and Awards Committee. (2013 - 2014).

Committee Chair, Legal Studies Academic Program Review. (2012 - 2013).

Committee Member, Promotion and Merit. (October 2011 - May 2013).

Committee Chair, Insurance Curriculum Committee. (August 2010 - May 2012).

Committee Member, Hiring Committee - Marketing. (October 2009 - July 2010).

Committee Member, Hospitality Programs Academic Program Review Committee. (2007 - 2008).

Committee Member, Quality Learning Process Team. (2006 - 2008).

Marshal, Spring Commencement. (2006 - 2007).

Committee Member, College of Business Curriculum Committee. (2005 - 2007).

Committee Member, Faculty and Staff Development Committee. (2004 - 2005).

University Service

Committee Member, Freshman Registration/Orientation. (June 2010 - Present).

Program Coordinator, Legal Studies. (2008 - Present).

Program Coordinator, Legal Studies. (2008 - Present).

Committee Member, Law School Resource Committee. (2005 - Present).

Attendee, Graduation, FSU Commencement. (2002 - Present).

Faculty Advisor, Legal Studies Association. (2001 - Present).

Committee Member, University Committee on Discipline (UDC). (2013 - 2014).

Committee Member, University Committee on Discipline (UDC). (2007 - 2011).

Attendee, Award Ceremony, Student Excellence Award. (April 2010).

Attendee, Award Ceremony, Honors Program Award Night. (2005 - 2006).

Professional Service

Committee Member, Law School Resource Committee. (2005 - Present).

Public Service

Committee Member, United Way - Lakeshore, Whitehall, Michigan. (July 2009 - Present).

Board Member, White Lake Yacht Club, Whitehall, MI. (September 2003 - Present).

Officer, President/Elect/Past, White Lake Yacht Club, Whitehall, MI. (September 2011 - September 2013).

Officer, President/Elect/Past, White Lake Yacht Club, Whitehall, MI. (September 2010 - September 2011).

Officer, Vice President, White Lake Yacht Club, Whitehall, MI. (September 2009 - September 2010).

Rear Commodore, White Lake Yacht Club, Whitehall, MI. (September 2008 - September 2009).

Officer, Secretary, White Lake Yacht Club, Whitehall, MI. (September 2007 - September 2008).

Awards and Honors

Service, University

Golden Apple of Excellence Award, National Residence Hall Honorary. (2012).

Gary Maike, Associate Professor

Heavy Equipment Department

Ferris State University

Education

A.A.S. Heavy Equipment Service - Ferris State College, 1980

B.S. Automotive and Heavy Equipment Technology - Ferris State College, 1982

M.S. Business Administration - Central Michigan University, 1994

Employment

Tool and Die Apprentice/Co-op Student - Chesaning Manufacturing, 1976-1978

Assistant Service Manager – internship - Herb Stoner Ford, Owosso MI, 1981

College Graduate in training, District Tech Coordinator, Zone Service Manager - Ford Motor Company Parts and Service Division, 1982-1985

District Service Manager, District Sales Manager, Zone Heavy Truck Specialist, Customer Assistance Center Team Manager – Chevrolet Motor Division, 1985 – 1997

Area Sales Representative, light and heavy duty – Hunter Engineering Company. 1997 – 2004

Assistant Professor, Associate Professor – Ferris State University, 2004 – present

Additional

ASE Certified Truck Technician - June 30, 2015 Recertification

- Brakes
- Suspension and Steering
- Electrical/Electronics
- Preventative Maintenance Inspection

Educational Committee Member – National Association of Fleet Administrators

Ferris Fleet Management Student Organization Registered Student Organization - advisor

Ferris Faculty Association Executive Board Member 2011- Current

Ferris State Academic Senator – 2010 - 2012

William J. Salem

I. Personal

4311 E. Millbrook Rd.
Mt. Pleasant, Ml 48858
(989) 772-3418
(989) 330-1040
jacksale@hotmail.com

II. Education

School: University Nevada Las Vegas, Las Vegas, NV
Degree: Certified Gaming Management and Hospitality Program
Date of Completion: June 1994
Major: Gaming Management and Hospitality Services

School: Michigan State University, East Lansing, MI. Doctoral Program
Degree: Ed.S.
Date of Completion: 1988
Major: Business Education
Minor: Business Administration

School: Central Michigan University, Mt. Pleasant, Ml, Master's Program
Degree: M.B.E.
Date of Completion: 1975
Major: Business Education

School: Ferris State University, Big Rapids, Ml, Bachelor's Program
Degree: B.S.
Date of Completion: 1972
Major: Accounting
Minor: Physical Education and Coaching

School: Cambria Rowe Business College, Johnstown, PA, Associate's Program
Degree: Associates
Date of Completion: 1969
Major: Accounting
Minor: Business Administration

William J.Salem
Pagel

III. Employment History

Job Title: Professor, Ferris State University, Big Rapids, Ml and North Central
Michigan Community College, Petoskey, Ml, and Consultant for Victories
Casino and The Little Traverse Bay Bands of Odawa Indians
Job Duties: Teach Casino Management Courses, Food Service Courses, Hospitality
Services Courses, Train the Trainer, Team Building and Leadership
Training, Accounting, Applied Management, Negotiations, Hotel
Management, Hospitality Law, Labor Cost Control, Organizational
Behavior, Event Planning, Beverage Management, and Operations Management
Dates: August 2001-Present

Job Title: Consultant/Owner, Peak Seminar Group, Detroit, MI
Job Duties: Conduct customer service and hospitality services seminars for the
corporate and private/small business sector
Dates: November 2000-present

Job Title: Dean ofGreektown Casino Academy & Director of Training &
Development, Greektown Casino, Detroit, Ml
Job Duties: Direct and supervise the training activities of2400 students/employees for
Greektown Casino
Dates: June 2000-December 2000

Job Title: Owner, Detroit Gaming Institute, Detroit, Ml
Job Duties: Train students for the gaming and hospitality services sector
Dates: 1997-2000

Job Title: Professor, Marketing and Hospitality Services, Central Michigan
University
Courses Taught: Gaming Management, Marketing and Hospitality Services
Dates: 1995-1997

Job Title: Professor, Business Infonnation Systems, Central Michigan University
Courses Taught: Introduction to Business, Business Communications, Records Management, Word Processing, Keyboarding, Accounting
Dates: 1974-1995

Job Title: Professor, Job Training Center, Centra] Michigan University Courses Taught: Keyboarding, Management, Hospitality Services, Records Management, Accounting, Math, English, Spelling, Word Processing, Human Relations, Leadership Development, Tourism, Housekeeping Management, Hotel Management
Dates: 1974-1995

Job Title: Director, Job Training Center, Office of the Dean, College of Business Administration, Central Michigan University
Dates: 1974-1997

Job Title: Director, Gaming Management & Hospitality Center, Office of the Dean, College of Business, Central Michigan University
Dates: 1994-1997

Job Title: Manager
Employer: 7-11, Mt. Pleasant, MI
Dates of Employment: 1974-1975

Job Title: Police Officer
Employer: Police Department, Johnstown, PA, Franklin Boro.
Dates of Employment: 1971-1973

IV. Creative and Scholarly Activity
--Books

Featheringham, Richard and Salem, William J., Timed Writings, (Minnesota: Paradigm Publishing, 1992), 114 pp.

--Articles by William J. Salem (Listed in order by date)

"Looking Sharp is Half the Battle in Securing a Job," The Morning Sun, September 9, 1987, p. 7.

"Good Grooming Can Clinch Success in the Job Search," The Morning Sun, August 27, 1987, p. 3.

William J. Salem
Page4

"Resignation Letters Should Be Short, Positive," The Morning Sun, August 13, 1987, p. 7.

"Follow-Up Interview Techniques are Letter Perfect," The Morning Sun, July 29, 1987, p. 7.

"Letters Important to Process," The Morning Sun, July 15, 1987, p. 9.

"Simple Interview Techniques Can Help Land Job/' The Morning Sun, July 1, 1987, p. 6.

"Checklist Provides Interview Insights," The Morning Sun, June 17, 1987, p. 6.

"Staying Poised--Key to Success in Interviewing," The Morning Sun, June 4, 1987, p. 6.

"Application Letter Vital to Job Hunt," The Morning Sun, May 20, 1987, p. 7.

"First Impressions Key to Interview," The Morning Sun, May 13, 1987, p. 8.

"A Checklist for Resume Writing," The Morning Sun, May 6, 1987, p.7.

"Resigning? Don't Burn Bridges," The Morning Sun, April22, 1987, p.7.

"Be Tactful When Refusing Job Offer," The Morning Sun, AprilS, 1987, p. 6.

"Offered A Job? Send Acceptance Letter," The Morning Sun, March 25, 1987, p. 6.

"Follow-Ups Take Varied Routes," The Morning Sun, March II, 1987, p. 7.

"EmployerThank-Yous Provide Extra Edge," The Morning Sun, February 25, 1987, p. 6.

"A Good Interview Requires Homework," The Morning Sun, January 14, 1987, p. 6.

"Make the Resume Accurate, Honest," The Morning Sun, January 7, 1987, p. 8.

"Resumes Should Be Simple, Concise," The Morning Sun, December 26, 1986, p. 5.

"Education Includes Variety of Items," The Morning Sun, December 19, 1986, p. 7.

"Application Letter Should Sell Yourself," The Morning Sun, December 12, 1986, p. 8.

"Cover Letters are Vital to Potential Employers," The Morning Sun, December 5, 1986, p. 8.

-Research by William J. Salem

Salem, William J. and Whitney, David, "A Study of Concentration Demands Upon Casino Employees," 1996.

The Influence of Typewriting on Selected Language Arts SkiDs of Below-Average IQ Elementary Pupils. Master's Thesis, Central Michigan University, 1975.

-Presentations by William J. Salem (Listed in order by date)

"Word Perfect for Windows," Michigan Department of Corrections, Muskegon, MI, February 1994.

"Office Automation," Ross Business College, Detroit, MI, January 1994.

"Computerized Keyboarding," Michigan Business Education Association Super Conference, Grand Rapids, MI, August 1991.

"Keyboarding Software Applications," Schoolcraft College, Detroit, MI, April 1991.

"Enhancing Keyboarding Skills," Eastfield College, Dallas, TX, April 1991.

"Working With Word Perfect," Austin Community College, Austin, TX, April 1991.

"Office Automation," Delta College, Saginaw, MI, March 1991.

"Microcomputer Applications," Bronx Community College, New York City, NY, December 1990.

"Advanced Office Procedures," Career Blazers, New York City, NY, December 1990.

"Software Applications," Erie County Community College, Buffalo, NY, April 1988.

"Keyboarding and Office Automation," Bryant & Stratton Business Institute, Buffalo, NY, April 1988.

"Computerized Keyboarding," Macomb Community College, Detroit, MI, March 1988.

"Keyboarding and Office Automation," Mott Community College, Flint, MI, March 1988.

"JTPA: Vocational Training for Today's Jobs," Michigan Business Education Association Convention, Detroit, MI, 1988.

"Keyboarding Software and Office Automation," Michigan Business Education Association Convention, Detroit, MI, March 1988.

"Keyboarding and Office Automation," Kellogg Community College, Battle Creek, MJ, March 1988.

"Integrating Computer Software and Keyboarding," Lansing Community College, Lansing, MI, March 1988.

"Computerized Office Automation," New York/New Jersey Proprietary Schools Association, New York City, NY and Newark, NJ, February 1988.

"Keyboarding and Office Automation," Westmoreland Community College, Pittsburgh, PA, February 1988.

"Keyboarding Software Applications," Robert Morris College, Chicago, IL, January 1988.

"Effective Speaking," IBM/SRA National Sales Meeting, Chicago, IL, January 1988.

"Keyboarding and Office Automation," SBDC Proprietary Schools, New York City, NY, December 1987.

"Office Automation Software," Highland Community College, Highland, MI, December 1987.

"Integrating Computer Software and Keyboarding," Pontiac Business Institute, Pontiac, MI, December 1987.

••Keyboarding and Office Automation," Detroit College of Business, Detroit, MI, November 1987.

"Software Applications," National Business Education Association Convention, Boston, MA, April 1987.

"Keyboarding and Office Automation,'• Davenport College, Grand Rapids, MI, March 1987.

"Word Processing Applications," Detroit College of Business, Detroit, MI, March 1987.

"Effective Classroom Training Programs," Central Area Partnership Consortium, Greenville, MI, February 1987.

"Teaching Typewriting to Below-Average IQ Pupils," Kappa Chapter Meeting for Delta Pi Epsilon, Michigan State University, East Lansing, MI, January 1976.

V. Grants and Contracts

Title: Work-Study Training Programs
Agency: Federal Government/National Defense Student Loan Program
Award Date: 1975-1978 (grant renewal each year)
Amount: $100,000.00
Description of Work: Provided clerical training for work-study training students

Title: CETA Training Program
Agency: Federal Government/Comprehensive Employment Training Act
Award Date: 1978-1984 (blfant renewal each year)
Amount: $400,000.00
Description of Work: Provided vocational training to help clients reenter the workforce

Title: JTPA Training Program
Agency: Federal Government/Job Training Partnership Act
Award Date: 1985-1995 (grant renewal each year)
Amount: $3,500,000.00
Description of Work: Provided vocational training to help clients reenter the workforce

VI. Professional Growth Activities

Seminars/Short Courses:

Gaming Educators Conference, UNLV, 1995.
WorJd Gaming Congress. Las Vegas. NV. 1994-1995.
Michigan Business Education Association Computer Seminars. Detroit, MI, Grand Rapids, MI, Flint. MI, 1987-1990.

Memberships:

National Business Education Association, 1976-1990
Michigan Business Education Association, 1976-1990
North Central Business Education Association, 1976-1980
Delta Pi Epsilon, 1976-Present
Tau Kappa Epsilon, 1970-Present

Consulting:

Alma Products, Computer training for employees, 1995.
Soaring Eagle Casino, Casino management training for employees. 1994.
Soaring Eagle Casino, Computer training for employees. 1994.
GTE, Computer training for employees, 1992-1994.
Voc-Rehab. State of Michigan, Vocational training for clients. 1985-1994.
Perennial Gardens. Marketing Study, 1981.
O.G.'s Auto Wash, Accounting and Records Management, 1980.
Beaverton Plastic, Job Cost Analysis, 1977
Department of Social Services, State of Michigan, Personality development training for clients. 1974.

VII. Community and University Service

Advisor. Alpha Kappa Psi, 1987-Present.
University Educational Leave Committee/AP, 1987-1994.
DEPE Committee Member, Private Industry Council, State of Michigan, 1985-Present.
Vice President/Regional Director, Tau Kappa Epsilon, 1973-1990.
Advisor. I.F.C.. CMU. 1980-1985.
Chairman of the Board of Directors, Tau Kappa Epsilon, CMU, 1973-1975.
Board of Control Member, Tau Kappa Epsilon, Ferris State University, 1972-1974.
United Way. Boy Scots, Red Cross

VIII. Honors, Awards, and Distinctions

The Grand Prytanis Award, Tau Kappa Epsilon, 1975

IX. References

Dr. Richard Featheringham, Professor
Central Michigan University
College of Business Administration
Mt. Pleasant, MI 48859
(989) 774-3554

Mr. Charles Fitzpatrick, Director
LaBelle Entrepreneurial Center
Central Michigan University
College of Business Administration
Mt. Pleasant, MI 48859
(989) 774-3270

Mr. Vincent Eade, Director/Professor
UNLV Gaming Institute
College of Hospitality Services
Box 456037
Las Vegas, NV 89154-6037
(702) 895-0955

Mr. Thomas Tuma
Fabiano Bros. Inc.
1219 N. Mission
Mt. Pleasant, MI 48858
(989) 773-3605

Dr. Greg Karimalis
Greektown Casino
555 E. Lafayette Ave.
Detroit, MI 48226
(313) 223-2999

David Steenstra Ph.D.

Ferris State University
MGMT
(231) 591-5297
Email: david_steenstra@ferris.edu

Education

Ph D, Michigan State University, 1985.
    Major: Higher Education
    Dissertation Title: College Honors Programs: An Issue of Perception

MBA, Central Michigan University, 1975.
    Major: Marketing

BS, Central Michigan University, 1972.
    Major: Management

The University of Michigan.
    Major: Adult Education
    Dissertation Title: Ed.D. ABD No Degree Awarded

Professional Positions

Academic - Post-Secondary

Professor, Management Department Head, Ferris State University. (2007 - 2013).

Adjunct Faculty, Carlson Graduate School of Management, University of Minnesota. (2002).

Advanced Leadership Training, Michigan State University, Cooperative Extension. (1998).

Visiting scholar, St. Petersburg State University, St. Petersburg, Russia. (1997).

Professor of Management, Davenport University. (1981 - 1997).

Visiting scholar, Hogeschool, Amsterdam, Netherlands. (1996).

Professional

Owner, D. J. Steenstra Company. (1980 - Present).

CEO, Hamilton Farm Bureau. (1997 - 2002).

Licensures and Certifications

Heartsaver First Aid CPR AED, American Heart Association. (October 18, 2012 - October 18, 2014).

Professional Memberships

ASTD.

SHRM.

Development Activities Attended

Workshop, "Wharton Business School Implementing Strategy," Wharton Business School, Philadelphia, Pennsylvania. (2002).

Workshop, "Harvard Business School Strategic Management," Boston, Massachusetts. (2001).

Workshop, "Michigan State University Strategic Management," East Lansing, MI. (2000).

Workshop, "The University of Chicago Strategic Management," Chicago, IL. (1999).

TEACHING

Teaching Experience

Ferris State University
825, The New Leader - Foundations, 1 course.
BUSN 499, Capstone, 5 courses.
INTB 335, Cross Cultural Business, 2 courses.
MGMT 350, Tools for Decision Making, 4 courses.
MGMT 447, Business Ethics and Social Responsibility, 1 course.

Non-Credit Instruction

Management/Executive Development, Traverse City Chamber of Commerce, 20 participants. (September 10, 2013 - April 30, 2014).

Management/Executive Development, Gentex Corporation, 40 participants. (December 4, 2013 - February 15, 2014).

Management/Executive Development, Norton / Norris - Chicago, Ill., 25 participants. (December 13, 2013).

Management/Executive Development, Wolverine World Wide, 25 participants. (December 10, 2013).

Management/Executive Development, University of St. Thomas, 25 participants. (November 8, 2013 - November 10, 2013).

Management/Executive Development, Steelcase University, 20 participants. (October 30, 2013 - October 31, 2013).

Management/Executive Development, Thomson Reuters, 25 participants. (October 28, 2013).

Management/Executive Development, Thomson Reuters, 25 participants. (October 7, 2013).

Management/Executive Development, Thomson Reuters, 25 participants. (September 9, 2013).

Management/Executive Development, Steelcase University Grand Rapids, MI, 18 participants. (July 15, 2013 - July 17, 2013).

Management/Executive Development, University of St. Thomas, Minneapolis, MN, 25 participants. (June 17, 2013).

Certification, North Carolina Department of Transportation, 15 participants. (April 15, 2013 - June 14, 2013).

RESEARCH

Published Intellectual Contributions

Journal Articles

Steenstra, D. (2013). The Value of Membership.

Steenstra, D. (2012). O Beautiful For Spacious Skies.

Other

Eshbach, L., Steenstra, D. (2015). *MBA Curriculum Revisions. Led a 12 person cross-functional faculty team. Each faculty member, including myself, developed at least one course (MGMT 736) for the revised MBA core. Additionally, I developed two new MBA concentrations (Lean Systems and Leadership AND Supply Chain Management and Logistics) and authored five new classes to support the concentrations (MGMT 752, MGMT 754, MGMT 755, MGMT 757,and MGMT 758). I co-wrote the supporting paperwork for the required curriculum process. The result was 110 page proposal that was approved by the Senate and Provost..*

Presentations Given

Steenstra, D. (Presenter & Author), College of Engineering Technology, ""Civility"," Ferris State University, Tulleymore Conference Center.

Steenstra, D. (Presenter & Author), CMED Conference for Management Education and Development, "Simulations," CMED, St. Petersburg, Florida. (November 22, 2014).

Steenstra, D. (Presenter & Author), CMED Conference for Management Education, "Increase your business acumen outcomes with your participants by using simulation in your programs and get more business," CMED, Phoenix, Arizona. (November 23, 2013).

Steenstra, D. (Presenter & Author), University of St. Thomas, J. B. (Presenter Only), Conference on Management, Executive, and Professional Development, "Increase Your Business Acumen Outcomes With Your Participants By Using Simulations In Your Programs," ProEd Corp., Phoenix, Arizona. (November 23, 2013).

Steenstra, D., Thomson Reuters, "Business Acumen and Strategic Planning," University of St. Thomas, Minneapolis, MN. (March 4, 2013).

Steenstra, D., Steelcase University, "Business Acumen," Steelcase Corporation, Grand Rapids. (February 7, 2013).

Steenstra, D., Kent County Government, "Civility," Kent County, Grand Rapids, MI. (February 6, 2013).

Steenstra, D. (Presenter Only), College of Business Fall Kick-Off, ""Collaboration"," Ferris State University, College of Business. (August 22, 2012).

Steenstra, D. (Presenter & Author), West Michigan Talent Network Showcase, "Fun, Games, & Stories: "Wizards of Wall Street"," West Michigan HR Consortium, Wolverine World Wide meeting room, Rockford, MI. (May 23, 2011).

Steenstra, D. (Presenter & Author), Innovations Conference, "Utilizing Case Studies & Scenarios," League for Innovations in Community Colleges, San Diego, California. (February 28, 2011).

Steenstra, D., Sustainability, ""Sustainability"," Mackinac Island Foundation, Grand Hotel, Mackinca Islan. (October 2009).

Steenstra, D. (Presenter Only), Civility Conference, Kent County Michigan, Grand Rapids. (February 2009).

Steenstra, D. (Presenter Only), Regional Business Conference, ""The Cost of Doing Business"," Grand Rapids Nursery and Landscape Professionals, Grand Rapids. (December 2008).

Steenstra, D. (Presenter Only), Leadership Excellence, ""We Don't Make Widgets"," Kent County, Grand Rapids. (November 2008).

Steenstra, D. (Presenter & Author), CMED, Management Education, "Presentation to College Executive Education Managers," Amelia Island, FL. (2004).

Steenstra, D. (Presenter & Author), Holland Chamber of Commerce, Holland Chamber of Commerce, Holland, MI. (2003).

Steenstra, D. (Presenter & Author), CMED - College Corporate Trainers, "Conference on Management development," Phoenix, AZ. (2002).

Steenstra, D. (Presenter & Author), Grand Rapids Chamber of Commerce, Grand Rapids Chamber of Commerce. (1996).

SERVICE

Department Service

Committee Member, Search Committee. (April 1, 2015 - May 5, 2015).

Committee Member, Search Committee. (October 1, 2014 - December 8, 2014).

Committee Member, Search Committee. (January 8, 2014 - April 30, 2014).

Committee Member, Search Committee. (January 8, 2013 - April 30, 2013).

College Service

Committee Member, Promotion and Merit. (September 23, 2014 - September 21, 2016).

University Service

Guest Speaker, The Honors Program. (October 9, 2013 - Present).

Guest Speaker, Manufacturers' Forum. (April 23, 2015).

Committee Member, Ferris Distinguished Teacher Committee. (September 22, 2014 - November 10, 2014).

Committee Member, Ferris Distinguished Teacher Committee. (September 21, 2013 - November 10, 2013).

Public Service

Board Member, Tip of the Mitt Watershed Council, Petoskey, Michigan. (2010 - 2013).

Officer, President/Elect/Past, Burt Lake Preservation Association, Indian River, Michigan. (January 2001 - 2013).

Board Member, Michigan Certified Development - SBA, Lansing, MI. (2000 - 2013).

Leadership Development, Kent County, Michigan, Grand Rapids, MI. (2000 - 2008).

Facilitator, Kent County Court Probation Officers, Grand Rapids, MI. (2006 - 2007).

Board Member, Innotec Corporation. (1999 - 2006).

Board Member, Holland Area Chamber of Commerce, Holland, MI. (2003).

Board Member, Allegan County ISD Task Force. (2002).

Board Member, Allegan County Economic Development Corporation. (2001).

Board Member, Farm Credit Services. (1989 - 2001).

Board Member, Venturi/Bissell, Inc. (2000).

Advisor/Judge, Junior Achievement. (1997 - 1998).

Board Member, Hamilton Farm Bureau. (1997).

Board Member, West Michigan St. Petersburg Cultural Exchange. (1997).

Consulting

For Profit Organization, Steelcase, Grand Rapids, Europe, Asia Pacific. (April 12, 2014 - September 24, 2014).

For Profit Organization, Thomson Reuters, Minneapolis. (September 22, 2014 - September 23, 2014).

For Profit Organization, Steelcase, Grand Rapids, Michigan. (2003 - 2013).

For Profit Organization, Steelcase, Grand Rapids. (February 10, 2013 - October 30, 2013).

For Profit Organization, Thomson Reuters, Minneapolis, Minn. (June 10, 2013 - October 28, 2013).

For Profit Organization, Spartan Stores, Grand Rapids. (October 17, 2013 - October 18, 2013).

Government, 17th Circuit Court, Western Michigan, Grand Rapids, Michigan. (May 12, 2012 - May 13, 2012).

For Profit Organization, O I Corporation, Owens Illinois, Venice, Italy. (March 15, 2012 - March 17, 2012).

For Profit Organization, Steelcase Europe, Strasbourg, France. (January 6, 2012 - January 8, 2012).

Academic, University of St. Thomas, Minneapolis, Minnesota. (2008 - 2011).

For Profit Organization, Wolverine World Wide. (2007 - 2011).

Government, Kent County, MI, Grand Rapids, MI. (2003 - 2011).

For Profit Organization, Farmers Insurance / Farmers University, Grand Rapids, MI. (May 19, 2011).

For Profit Organization, Gentex Corporation. (2003 - 2010).

For Profit Organization, Owens Illinois (O.I.), Perrysburg, Ohio. (January 2010 - November 2010).

For Profit Organization, O. I. Corporation, Perrysburg, Ohio. (November 15, 2010 - November 16, 2010).

Lacks Enterprises. (1985 - 2009).

For Profit Organization, Perkins Logistics. (2007 - 2008).

For Profit Organization, Spartan Stores. (2007).

For Profit Organization, Innotec Corporation. (1993 - 2007).

For Profit Organization, Cascade Engineering. (2006).

For Profit Organization, Foremost Insurance. (2006).

For Profit Organization, Amway Corporation. (2002 - 2005).

For Profit Organization, Alcoa Aluminimum/Howmet Castings. (1991 - 2005).

Awards and Honors

Service, Community

UPCEA University Professional Continuing Education Association, EIO. (October 23, 2014).

Service, University

UPCE University Professional Continuing Education Association, EIO. (October 23, 2014).

Professor John Vermeer

Ferris State University
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(231) 591-2972
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Education

JD, Cooley Law School, 1979.
　　Major: Law

BS, Ferris State University, 1974.
　　Major: Business Administration

Licensures and Certifications

Licensed Attorney, State Bar Michigan. (1979 - Present).

Professional Memberships

Legal Assistants Section of the Michigan Bar.

Member of the Business Law Section of the Michigan Bar.

Michigan Bar Association.

Development Activities Attended

Colloquium, "What's New with Small Devices," Big Rapids, Mi. (October 6, 2011).

Colloquium, "The Best Arguments for Trade Protection – And Why They Are Wrong," Big Rapids, Mi. (September 15, 2011).

Colloquium, "Small Devices in Education," Big Rapids, Mi. (March 3, 2011).

Webinar, "Responding to Academically Adrift: What Colleges Can Do," Big Rapids, Mi. (February 18, 2011).

Workshop, "Certificate of Completion: Series of 10 Data Mining & PASW Modeler 14 workshops," Big Rapids, Mi. (March 2010 - October 2010).

Conference Attendance, "Jossey-Bass Online Teaching & Learning Conference," Big Rapids, Mi. (October 7, 2009).

Webinar, "Student Identity Verification: Best Practices and Practical Experience," Big Rapids, Mi. (September 10, 2009).

Conference Attendance, "Lilly North Conference," Traverse City, MI. (2006).

Seminar, "Best Practices in Web-Delivered Instruction," FSU, Faculty Center for Teaching and Learning, Big Rapids, MI. (2005).

Seminar, "Learner-Centered Teaching," FSU, Faculty Center for Teaching and Learning, Big Rapids, MI. (2005).

Seminar, "Respondus Training (tool for creating and managing exams directly to WebCT)," FSU Center for Teaching and Learning, Big Rapids, MI. (2004).

Conference Attendance, "AAHE Conference - Learning to Change," AAHE, Washington, DC. (2003).

Conference Attendance, "American Association for Paralegal Education Annual Conference," AAPE - American Association for Paralegal Education, Orlando, FL. (2002).

Seminar, "Building Community in the Classroom," FSU Center for Teaching and Learning, Big Rapids, MI. (2002).

Seminar, "Using Assessment and Grading as Tools to Promote Student Learning," FSU Center for Teaching and Learning, Big Rapids, MI. (2002).

TEACHING

Awards and Honors

Ferris State University Distinguished Teacher Award. (2005).

Outstanding Teacher of the Year, Pi Kappa Alpha Fraternity, Zeta Kappa Chapter of Ferris State University. (2001).

PTM Teacher of the Year Award, Professional Tennis Management Association. (2000).

PTM Teacher of the Year Award, Professional Tennis Management Association. (1996).

SERVICE

College Service

Committee Member, Student Conduct Hearing Committee. (September 2011 - Present).

Committee Member, Common Professional Component Committee. (September 2009 - Present).

Committee Member, Sabbatical Review Committee. (September 2010 - April 2011).

University Service

Committee Member, Faculty Center for Teaching and Learning Advisory Board. (2003 - 2011).

Faculty Sponsor, Spaghetti Bridge Building Contest. (1999 - 2011).

Committee Member, Media Production Focus Group Discussion. (2005).

Public Service

Board Member, Big Rapids Zoning Board of Appeals, Big Rapids, Michigan. (2006 - 2011).

Legal Advisor, Hope Free Medical Clinic, Big Rapids, MI. (2006 - 2007).

Risk Manager, Trinity Fellowship Church. (2003 - 2007).

Appendix F

Faculty SAI's

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Q1 Expectations for graded assignments were clearly communicated — Mean: 4.50

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	1	7.14	7.14	7.14	7.14	
Agree	4.00	5	35.71	42.86	35.71	42.86	
Strongly Agree	5.00	8	57.14	100.00	57.14	100.00	
Total Valid		14	100.00		100.00		

Q2 Course activities (lectures, projects, etc.) helped me learn the course material — Mean: 4.29

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	2	14.29	14.29	14.29	14.29	
Agree	4.00	6	42.86	57.14	42.86	57.14	
Strongly Agree	5.00	6	42.86	100.00	42.86	100.00	
Total Valid		14	100.00		100.00		

Q3 Examinations, papers and other graded projects were returned in a reasonable amount of time — Mean: 4.57

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	2	14.29	14.29	14.29	14.29	
Agree	4.00	2	14.29	28.57	14.29	28.57	
Strongly Agree	5.00	10	71.43	100.00	71.43	100.00	
Total Valid		14	100.00		100.00		

Q4 The course was well organized — Mean: 4.21

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	2	14.29	14.29	14.29	14.29	
Agree	4.00	7	50.00	64.29	50.00	64.29	
Strongly Agree	5.00	5	35.71	100.00	35.71	100.00	
Total Valid		14	100.00		100.00		

Q5 The instructor helped me make connections between the content of this course and real life situations   Mean: 4.36

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	3	21.43	21.43	21.43	21.43	
Agree	4.00	3	21.43	42.86	21.43	42.86	
Strongly Agree	5.00	8	57.14	100.00	57.14	100.00	
Total Valid		14	100.00		100.00		

Q6 The instructor generally followed the stated course outline   Mean: 4.64

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	1	7.14	7.14	7.14	7.14	
Agree	4.00	3	21.43	28.57	21.43	28.57	
Strongly Agree	5.00	10	71.43	100.00	71.43	100.00	
Total Valid		14	100.00		100.00		

Q7 The instructor presented material in a clear and understandable manner   Mean: 3.79

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	1	7.14	7.14	7.14	7.14	
Neutral	3.00	3	21.43	28.57	21.43	28.57	
Agree	4.00	8	57.14	85.71	57.14	85.71	
Strongly Agree	5.00	2	14.29	100.00	14.29	100.00	
Total Valid		14	100.00		100.00		

Q8 Graded materials and activities covered the major points of the course   Mean: 4.50

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	1	7.14	7.14	7.14	7.14	
Agree	4.00	5	35.71	42.86	35.71	42.86	
Strongly Agree	5.00	8	57.14	100.00	57.14	100.00	
Total Valid		14	100.00		100.00		

Q9 The instructor gave helpful illustrations and examples in explaining application of the course materials   Mean: 4.50

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	1	7.14	7.14	7.14	7.14	
Agree	4.00	5	35.71	42.86	35.71	42.86	
Strongly Agree	5.00	8	57.14	100.00	57.14	100.00	
Total Valid		14	100.00		100.00		

Q10 The instructor seemed to be genuinely interested in what she/he was teaching   Mean: 4.86

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	0	0.00	0.00	0.00	0.00	
Agree	4.00	2	14.29	14.29	14.29	14.29	
Strongly Agree	5.00	12	85.71	100.00	85.71	100.00	
Total Valid		14	100.00		100.00		

Q11 The instructor was well prepared for classes   Mean: 4.36

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	1	7.14	7.14	7.14	7.14	
Neutral	3.00	1	7.14	14.29	7.14	14.29	
Agree	4.00	4	28.57	42.86	28.57	42.86	
Strongly Agree	5.00	8	57.14	100.00	57.14	100.00	
Total Valid		14	100.00		100.00		

Q12 I was able to get help in this course if I needed it   Mean: 4.36

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	2	14.29	14.29	14.29	14.29	
Agree	4.00	5	35.71	50.00	35.71	50.00	
Strongly Agree	5.00	7	50.00	100.00	50.00	100.00	
Total Valid		14	100.00		100.00		

Q13 I felt that the instructor put considerable effort into teaching this class   Mean: 4.57

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	1	7.14	7.14	7.14	7.14	
Neutral	3.00	0	0.00	7.14	0.00	7.14	
Agree	4.00	3	21.43	28.57	21.43	28.57	
Strongly Agree	5.00	10	71.43	100.00	71.43	100.00	
Total Valid		14	100.00		100.00		

Q14 The instructor was available outside of the regularly scheduled class time   Mean: 4.21

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	3	21.43	21.43	21.43	21.43	
Agree	4.00	5	35.71	57.14	35.71	57.14	
Strongly Agree	5.00	6	42.86	100.00	42.86	100.00	
Total Valid		14	100.00		100.00		

Q15 The instructor displayed an interest in students and their learning   Mean: 4.57

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	2	14.29	14.29	14.29	14.29	
Agree	4.00	2	14.29	28.57	14.29	28.57	
Strongly Agree	5.00	10	71.43	100.00	71.43	100.00	
Total Valid		14	100.00		100.00		

Q16 I really had to work to successfully complete the requirements in this course   Mean: 3.57

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	4	28.57	28.57	28.57	28.57	
Neutral	3.00	2	14.29	42.86	14.29	42.86	
Agree	4.00	4	28.57	71.43	28.57	71.43	
Strongly Agree	5.00	4	28.57	100.00	28.57	100.00	
Total Valid		14	100.00		100.00		

Q17 The instructor was enthusiastic about the subject matter of this course   Mean: 4.64

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	1	7.14	7.14	7.14	7.14	
Agree	4.00	3	21.43	28.57	21.43	28.57	
Strongly Agree	5.00	10	71.43	100.00	71.43	100.00	
Total Valid		14	100.00		100.00		

Q18 The instructor was receptive to the expression of student views   Mean: 4.71

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	0	0.00	0.00	0.00	0.00	
Agree	4.00	4	28.57	28.57	28.57	28.57	
Strongly Agree	5.00	10	71.43	100.00	71.43	100.00	
Total Valid		14	100.00		100.00		

Q19 The instructor stimulated my interest in the subject   Mean: 3.86

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	1	7.14	7.14	7.14	7.14	
Neutral	3.00	4	28.57	35.71	28.57	35.71	
Agree	4.00	5	35.71	71.43	35.71	71.43	
Strongly Agree	5.00	4	28.57	100.00	28.57	100.00	
Total Valid		14	100.00		100.00		

Q20 The subject matter in this course is difficult   Mean: 2.57

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	1	7.14	7.14	7.14	7.14	
Disagree	2.00	5	35.71	42.86	35.71	42.86	
Neutral	3.00	7	50.00	92.86	50.00	92.86	
Agree	4.00	1	7.14	100.00	7.14	100.00	
Strongly Agree	5.00	0	0.00	100.00	0.00	100.00	
Total Valid		14	100.00		100.00		

Q21 I was interested in the subject matter before I took this course Mean: 3.71

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	3	21.43	21.43	21.43	21.43	
Neutral	3.00	3	21.43	42.86	21.43	42.86	
Agree	4.00	3	21.43	64.29	21.43	64.29	
Strongly Agree	5.00	5	35.71	100.00	35.71	100.00	
Total Valid		14	100.00		100.00		

Q22 Overall, I rate this an an excellent course Mean: 4.14

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	1	7.14	7.14	7.14	7.14	
Neutral	3.00	2	14.29	21.43	14.29	21.43	
Agree	4.00	5	35.71	57.14	35.71	57.14	
Strongly Agree	5.00	6	42.86	100.00	42.86	100.00	
Total Valid		14	100.00		100.00		

Q23 Overall, I rate this instructor as an excellent teacher Mean: 4.46

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	1	7.14	7.14	7.69	7.69	
Disagree	2.00	0	0.00	7.14	0.00	7.69	
Neutral	3.00	0	0.00	7.14	0.00	7.69	
Agree	4.00	3	21.43	28.57	23.08	30.77	
Strongly Agree	5.00	9	64.29	92.86	69.23	100.00	
Total Valid		13	92.86		100.00		
Missing		1	7.14				
Total		14	100.00				

Q24 I was required to take this course Mean: 1.21

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Yes	1.00	11	78.57	78.57	78.57	78.57	
No	2.00	3	21.43	100.00	21.43	100.00	
Total Valid		14	100.00		100.00		

Q1 Expectations for graded assignments were clearly communicated   Mean: 4.35

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	1	3.85	3.85	3.85	3.85	
Disagree	2.00	0	0.00	3.85	0.00	3.85	
Neutral	3.00	2	7.69	11.54	7.69	11.54	
Agree	4.00	9	34.62	46.15	34.62	46.15	
Strongly Agree	5.00	14	53.85	100.00	53.85	100.00	
Total Valid		26	100.00		100.00		

Q2 Course activities (lectures, projects, etc.) helped me learn the course material   Mean: 4.12

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	1	3.85	3.85	3.85	3.85	
Neutral	3.00	5	19.23	23.08	19.23	23.08	
Agree	4.00	10	38.46	61.54	38.46	61.54	
Strongly Agree	5.00	10	38.46	100.00	38.46	100.00	
Total Valid		26	100.00		100.00		

Q3 Examinations, papers and other graded projects were returned in a reasonable amount of time   Mean: 4.58

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	2	7.69	7.69	7.69	7.69	
Agree	4.00	7	26.92	34.62	26.92	34.62	
Strongly Agree	5.00	17	65.38	100.00	65.38	100.00	
Total Valid		26	100.00		100.00		

Q4 The course was well organized   Mean: 4.00

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	5	19.23	19.23	19.23	19.23	
Agree	4.00	16	61.54	80.77	61.54	80.77	
Strongly Agree	5.00	5	19.23	100.00	19.23	100.00	
Total Valid		26	100.00		100.00		

Q5 The instructor helped me make connections between the content of this course and real life situations   Mean: 4.15

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	5	19.23	19.23	19.23	19.23	
Agree	4.00	12	46.15	65.38	46.15	65.38	
Strongly Agree	5.00	9	34.62	100.00	34.62	100.00	
Total Valid		26	100.00		100.00		

Q6 The instructor generally followed the stated course outline   Mean: 4.38

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	3	11.54	11.54	11.54	11.54	
Agree	4.00	10	38.46	50.00	38.46	50.00	
Strongly Agree	5.00	13	50.00	100.00	50.00	100.00	
Total Valid		26	100.00		100.00		

Q7 The instructor presented material in a clear and understandable manner   Mean: 4.15

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	3	11.54	11.54	11.54	11.54	
Neutral	3.00	1	3.85	15.38	3.85	15.38	
Agree	4.00	11	42.31	57.69	42.31	57.69	
Strongly Agree	5.00	11	42.31	100.00	42.31	100.00	
Total Valid		26	100.00		100.00		

Q8 Graded materials and activities covered the major points of the course   Mean: 4.35

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	3	11.54	11.54	13.04	13.04	
Agree	4.00	9	34.62	46.15	39.13	52.17	
Strongly Agree	5.00	11	42.31	88.46	47.83	100.00	
Total Valid		23	88.46		100.00		
Missing		3	11.54				
Total		26	100.00				

Q9 The instructor gave helpful illustrations and examples in explaining application of the course materials   Mean: 4.23

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	1	3.85	3.85	3.85	3.85	
Neutral	3.00	3	11.54	15.38	11.54	15.38	
Agree	4.00	11	42.31	57.69	42.31	57.69	
Strongly Agree	5.00	11	42.31	100.00	42.31	100.00	
Total Valid		26	100.00		100.00		

Q10 The instructor seemed to be genuinely interested in what she/he was teaching   Mean: 4.65

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	2	7.69	7.69	7.69	7.69	
Agree	4.00	5	19.23	26.92	19.23	26.92	
Strongly Agree	5.00	19	73.08	100.00	73.08	100.00	
Total Valid		26	100.00		100.00		

Q11 The instructor was well prepared for classes   Mean: 4.08

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	2	7.69	7.69	7.69	7.69	
Neutral	3.00	4	15.38	23.08	15.38	23.08	
Agree	4.00	10	38.46	61.54	38.46	61.54	
Strongly Agree	5.00	10	38.46	100.00	38.46	100.00	
Total Valid		26	100.00		100.00		

Q12 I was able to get help in this course if I needed it   Mean: 4.27

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	6	23.08	23.08	23.08	23.08	
Agree	4.00	7	26.92	50.00	26.92	50.00	
Strongly Agree	5.00	13	50.00	100.00	50.00	100.00	
Total Valid		26	100.00		100.00		

Q13 I felt that the instructor put considerable effort into teaching this class | Mean: 4.27

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	1	3.85	3.85	3.85	3.85	
Neutral	3.00	3	11.54	15.38	11.54	15.38	
Agree	4.00	10	38.46	53.85	38.46	53.85	
Strongly Agree	5.00	12	46.15	100.00	46.15	100.00	
Total Valid		26	100.00		100.00		

Q14 The instructor was available outside of the regularly scheduled class time | Mean: 4.35

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	4	15.38	15.38	15.38	15.38	
Agree	4.00	9	34.62	50.00	34.62	50.00	
Strongly Agree	5.00	13	50.00	100.00	50.00	100.00	
Total Valid		26	100.00		100.00		

Q15 The instructor displayed an interest in students and their learning | Mean: 4.42

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	2	7.69	7.69	7.69	7.69	
Agree	4.00	11	42.31	50.00	42.31	50.00	
Strongly Agree	5.00	13	50.00	100.00	50.00	100.00	
Total Valid		26	100.00		100.00		

Q16 I really had to work to successfully complete the requirements in this course | Mean: 4.12

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	1	3.85	3.85	3.85	3.85	
Neutral	3.00	5	19.23	23.08	19.23	23.08	
Agree	4.00	10	38.46	61.54	38.46	61.54	
Strongly Agree	5.00	10	38.46	100.00	38.46	100.00	
Total Valid		26	100.00		100.00		

Q17 The instructor was enthusiastic about the subject matter of this course
Mean: 4.50

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	3	11.54	11.54	11.54	11.54	
Agree	4.00	7	26.92	38.46	26.92	38.46	
Strongly Agree	5.00	16	61.54	100.00	61.54	100.00	
Total Valid		26	100.00		100.00		

Q18 The instructor was receptive to the expression of student views
Mean: 4.31

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	5	19.23	19.23	19.23	19.23	
Agree	4.00	8	30.77	50.00	30.77	50.00	
Strongly Agree	5.00	13	50.00	100.00	50.00	100.00	
Total Valid		26	100.00		100.00		

Q19 The instructor stimulated my interest in the subject
Mean: 3.76

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	1	3.85	3.85	4.00	4.00	
Disagree	2.00	4	15.38	19.23	16.00	20.00	
Neutral	3.00	5	19.23	38.46	20.00	40.00	
Agree	4.00	5	19.23	57.69	20.00	60.00	
Strongly Agree	5.00	10	38.46	96.15	40.00	100.00	
Total Valid		25	96.15		100.00		
Missing		1	3.85				
Total		26	100.00				

Q20 The subject matter in this course is difficult
Mean: 3.20

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	2	7.69	7.69	8.00	8.00	
Disagree	2.00	4	15.38	23.08	16.00	24.00	
Neutral	3.00	9	34.62	57.69	36.00	60.00	
Agree	4.00	7	26.92	84.62	28.00	88.00	
Strongly Agree	5.00	3	11.54	96.15	12.00	100.00	
Total Valid		25	96.15		100.00		
Missing		1	3.85				
Total		26	100.00				

Q21 I was interested in the subject matter before I took this course   Mean: 3.38

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	2	7.69	7.69	7.69	7.69	
Disagree	2.00	6	23.08	30.77	23.08	30.77	
Neutral	3.00	4	15.38	46.15	15.38	46.15	
Agree	4.00	8	30.77	76.92	30.77	76.92	
Strongly Agree	5.00	6	23.08	100.00	23.08	100.00	
Total Valid		26	100.00		100.00		

Q22 Overall, I rate this an an excellent course   Mean: 4.00

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	2	7.69	7.69	7.69	7.69	
Neutral	3.00	6	23.08	30.77	23.08	30.77	
Agree	4.00	8	30.77	61.54	30.77	61.54	
Strongly Agree	5.00	10	38.46	100.00	38.46	100.00	
Total Valid		26	100.00		100.00		

Q23 Overall, I rate this instructor as an excellent teacher   Mean: 4.04

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	1	3.85	3.85	4.00	4.00	
Disagree	2.00	2	7.69	11.54	8.00	12.00	
Neutral	3.00	4	15.38	26.92	16.00	28.00	
Agree	4.00	6	23.08	50.00	24.00	52.00	
Strongly Agree	5.00	12	46.15	96.15	48.00	100.00	
Total Valid		25	96.15		100.00		
Missing		1	3.85				
Total		26	100.00				

Q24 I was required to take this course   Mean: 1.18

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Yes	1.00	18	69.23	69.23	81.82	81.82	
No	2.00	4	15.38	84.62	18.18	100.00	
Total Valid		22	84.62		100.00		
Missing		4	15.38				
Total		26	100.00				

Q1 Expectations for graded assignments were clearly communicated — Mean: 4.72

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	0	0.00	0.00	0.00	0.00	
Agree	4.00	10	27.78	27.78	27.78	27.78	
Strongly Agree	5.00	26	72.22	100.00	72.22	100.00	
Total Valid		36	100.00		100.00		

Q2 Course activities (lectures, projects, etc.) helped me learn the course material — Mean: 4.42

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	1	2.78	2.78	2.78	2.78	
Disagree	2.00	0	0.00	2.78	0.00	2.78	
Neutral	3.00	3	8.33	11.11	8.33	11.11	
Agree	4.00	11	30.56	41.67	30.56	41.67	
Strongly Agree	5.00	21	58.33	100.00	58.33	100.00	
Total Valid		36	100.00		100.00		

Q3 Examinations, papers and other graded projects were returned in a reasonable amount of time — Mean: 4.61

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	1	2.78	2.78	2.78	2.78	
Disagree	2.00	0	0.00	2.78	0.00	2.78	
Neutral	3.00	0	0.00	2.78	0.00	2.78	
Agree	4.00	10	27.78	30.56	27.78	30.56	
Strongly Agree	5.00	25	69.44	100.00	69.44	100.00	
Total Valid		36	100.00		100.00		

Q4 The course was well organized — Mean: 4.61

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	1	2.78	2.78	2.78	2.78	
Disagree	2.00	0	0.00	2.78	0.00	2.78	
Neutral	3.00	0	0.00	2.78	0.00	2.78	
Agree	4.00	10	27.78	30.56	27.78	30.56	
Strongly Agree	5.00	25	69.44	100.00	69.44	100.00	
Total Valid		36	100.00		100.00		

Q5 The instructor helped me make connections between the content of this course and real life situations   Mean: 4.67

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	1	2.78	2.78	2.78	2.78	
Agree	4.00	10	27.78	30.56	27.78	30.56	
Strongly Agree	5.00	25	69.44	100.00	69.44	100.00	
Total Valid		36	100.00		100.00		

Q6 The instructor generally followed the stated course outline   Mean: 4.78

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	0	0.00	0.00	0.00	0.00	
Agree	4.00	8	22.22	22.22	22.22	22.22	
Strongly Agree	5.00	28	77.78	100.00	77.78	100.00	
Total Valid		36	100.00		100.00		

Q7 The instructor presented material in a clear and understandable manner   Mean: 4.58

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	1	2.78	2.78	2.78	2.78	
Neutral	3.00	1	2.78	5.56	2.78	5.56	
Agree	4.00	10	27.78	33.33	27.78	33.33	
Strongly Agree	5.00	24	66.67	100.00	66.67	100.00	
Total Valid		36	100.00		100.00		

Q8 Graded materials and activities covered the major points of the course   Mean: 4.61

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	1	2.78	2.78	2.78	2.78	
Neutral	3.00	0	0.00	2.78	0.00	2.78	
Agree	4.00	11	30.56	33.33	30.56	33.33	
Strongly Agree	5.00	24	66.67	100.00	66.67	100.00	
Total Valid		36	100.00		100.00		

Q9 The instructor gave helpful illustrations and examples in explaining application of the course materials   Mean: 4.58

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	1	2.78	2.78	2.78	2.78	
Disagree	2.00	0	0.00	2.78	0.00	2.78	
Neutral	3.00	1	2.78	5.56	2.78	5.56	
Agree	4.00	9	25.00	30.56	25.00	30.56	
Strongly Agree	5.00	25	69.44	100.00	69.44	100.00	
Total Valid		36	100.00		100.00		

Q10 The instructor seemed to be genuinely interested in what she/he was teaching   Mean: 4.69

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	1	2.78	2.78	2.78	2.78	
Neutral	3.00	0	0.00	2.78	0.00	2.78	
Agree	4.00	8	22.22	25.00	22.22	25.00	
Strongly Agree	5.00	27	75.00	100.00	75.00	100.00	
Total Valid		36	100.00		100.00		

Q11 The instructor was well prepared for classes   Mean: 4.78

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	1	2.78	2.78	2.78	2.78	
Agree	4.00	6	16.67	19.44	16.67	19.44	
Strongly Agree	5.00	29	80.56	100.00	80.56	100.00	
Total Valid		36	100.00		100.00		

Q12 I was able to get help in this course if I needed it   Mean: 4.47

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	3	8.33	8.33	8.33	8.33	
Agree	4.00	13	36.11	44.44	36.11	44.44	
Strongly Agree	5.00	20	55.56	100.00	55.56	100.00	
Total Valid		36	100.00		100.00		

Q13 I felt that the instructor put considerable effort into teaching this class
Mean: 4.72

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	0	0.00	0.00	0.00	0.00	
Agree	4.00	10	27.78	27.78	27.78	27.78	
Strongly Agree	5.00	26	72.22	100.00	72.22	100.00	
Total Valid		36	100.00		100.00		

Q14 The instructor was available outside of the regularly scheduled class time
Mean: 4.53

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	3	8.33	8.33	8.33	8.33	
Agree	4.00	11	30.56	38.89	30.56	38.89	
Strongly Agree	5.00	22	61.11	100.00	61.11	100.00	
Total Valid		36	100.00		100.00		

Q15 The instructor displayed an interest in students and their learning
Mean: 4.61

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	2	5.56	5.56	5.56	5.56	
Agree	4.00	10	27.78	33.33	27.78	33.33	
Strongly Agree	5.00	24	66.67	100.00	66.67	100.00	
Total Valid		36	100.00		100.00		

Q16 I really had to work to successfully complete the requirements in this course
Mean: 4.36

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	1	2.78	2.78	2.78	2.78	
Disagree	2.00	1	2.78	5.56	2.78	5.56	
Neutral	3.00	2	5.56	11.11	5.56	11.11	
Agree	4.00	12	33.33	44.44	33.33	44.44	
Strongly Agree	5.00	20	55.56	100.00	55.56	100.00	
Total Valid		36	100.00		100.00		

Q17 The instructor was enthusiastic about the subject matter of this course   Mean: 4.64

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	1	2.78	2.78	2.78	2.78	
Disagree	2.00	0	0.00	2.78	0.00	2.78	
Neutral	3.00	1	2.78	5.56	2.78	5.56	
Agree	4.00	7	19.44	25.00	19.44	25.00	
Strongly Agree	5.00	27	75.00	100.00	75.00	100.00	
Total Valid		36	100.00		100.00		

Q18 The instructor was receptive to the expression of student views   Mean: 4.44

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	1	2.78	2.78	2.78	2.78	
Neutral	3.00	2	5.56	8.33	5.56	8.33	
Agree	4.00	13	36.11	44.44	36.11	44.44	
Strongly Agree	5.00	20	55.56	100.00	55.56	100.00	
Total Valid		36	100.00		100.00		

Q19 The instructor stimulated my interest in the subject   Mean: 4.31

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	1	2.78	2.78	2.78	2.78	
Neutral	3.00	7	19.44	22.22	19.44	22.22	
Agree	4.00	8	22.22	44.44	22.22	44.44	
Strongly Agree	5.00	20	55.56	100.00	55.56	100.00	
Total Valid		36	100.00		100.00		

Q20 The subject matter in this course is difficult   Mean: 3.92

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	1	2.78	2.78	2.78	2.78	
Disagree	2.00	1	2.78	5.56	2.78	5.56	
Neutral	3.00	9	25.00	30.56	25.00	30.56	
Agree	4.00	14	38.89	69.44	38.89	69.44	
Strongly Agree	5.00	11	30.56	100.00	30.56	100.00	
Total Valid		36	100.00		100.00		

Q21 I was interested in the subject matter before I took this course   Mean: 3.36

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	4	11.11	11.11	11.11	11.11	
Disagree	2.00	4	11.11	22.22	11.11	22.22	
Neutral	3.00	13	36.11	58.33	36.11	58.33	
Agree	4.00	5	13.89	72.22	13.89	72.22	
Strongly Agree	5.00	10	27.78	100.00	27.78	100.00	
Total Valid		36	100.00		100.00		

Q22 Overall, I rate this an an excellent course   Mean: 4.42

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	2	5.56	5.56	5.56	5.56	
Neutral	3.00	4	11.11	16.67	11.11	16.67	
Agree	4.00	7	19.44	36.11	19.44	36.11	
Strongly Agree	5.00	23	63.89	100.00	63.89	100.00	
Total Valid		36	100.00		100.00		

Q23 Overall, I rate this instructor as an excellent teacher   Mean: 4.65

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	3	8.33	8.33	8.82	8.82	
Agree	4.00	6	16.67	25.00	17.65	26.47	
Strongly Agree	5.00	25	69.44	94.44	73.53	100.00	
Total Valid		34	94.44		100.00		
Missing		2	5.56				
Total		36	100.00				

Q24 I was required to take this course   Mean: 1.12

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Yes	1.00	29	80.56	80.56	87.88	87.88	
No	2.00	4	11.11	91.67	12.12	100.00	
Total Valid		33	91.67		100.00		
Missing		3	8.33				
Total		36	100.00				

Q1 Expectations for graded assignments were clearly communicated
Mean: 4.56

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	3	8.33	8.33	8.33	8.33	
Agree	4.00	10	27.78	36.11	27.78	36.11	
Strongly Agree	5.00	23	63.89	100.00	63.89	100.00	
Total Valid		36	100.00		100.00		

Q2 Course activities (lectures, projects, etc.) helped me learn the course material
Mean: 4.61

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	2	5.56	5.56	5.56	5.56	
Agree	4.00	10	27.78	33.33	27.78	33.33	
Strongly Agree	5.00	24	66.67	100.00	66.67	100.00	
Total Valid		36	100.00		100.00		

Q3 Examinations, papers and other graded projects were returned in a reasonable amount of time
Mean: 4.64

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	2	5.56	5.56	5.56	5.56	
Agree	4.00	9	25.00	30.56	25.00	30.56	
Strongly Agree	5.00	25	69.44	100.00	69.44	100.00	
Total Valid		36	100.00		100.00		

Q4 The course was well organized
Mean: 4.58

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	2	5.56	5.56	5.56	5.56	
Agree	4.00	11	30.56	36.11	30.56	36.11	
Strongly Agree	5.00	23	63.89	100.00	63.89	100.00	
Total Valid		36	100.00		100.00		

Q5 The instructor helped me make connections between the content of this course and real life situations   Mean: 4.61

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	3	8.33	8.33	8.33	8.33	
Agree	4.00	8	22.22	30.56	22.22	30.56	
Strongly Agree	5.00	25	69.44	100.00	69.44	100.00	
Total Valid		36	100.00		100.00		

Q6 The instructor generally followed the stated course outline   Mean: 4.61

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	3	8.33	8.33	8.33	8.33	
Agree	4.00	8	22.22	30.56	22.22	30.56	
Strongly Agree	5.00	25	69.44	100.00	69.44	100.00	
Total Valid		36	100.00		100.00		

Q7 The instructor presented material in a clear and understandable manner   Mean: 4.58

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	2	5.56	5.56	5.56	5.56	
Agree	4.00	11	30.56	36.11	30.56	36.11	
Strongly Agree	5.00	23	63.89	100.00	63.89	100.00	
Total Valid		36	100.00		100.00		

Q8 Graded materials and activities covered the major points of the course   Mean: 4.56

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	1	2.78	2.78	2.78	2.78	
Neutral	3.00	1	2.78	5.56	2.78	5.56	
Agree	4.00	11	30.56	36.11	30.56	36.11	
Strongly Agree	5.00	23	63.89	100.00	63.89	100.00	
Total Valid		36	100.00		100.00		

Q9 The instructor gave helpful illustrations and examples in explaining application of the course materials   Mean: 4.67

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	1	2.78	2.78	2.78	2.78	
Agree	4.00	10	27.78	30.56	27.78	30.56	
Strongly Agree	5.00	25	69.44	100.00	69.44	100.00	
Total Valid		36	100.00		100.00		

Q10 The instructor seemed to be genuinely interested in what she/he was teaching   Mean: 4.69

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	1	2.78	2.78	2.78	2.78	
Agree	4.00	9	25.00	27.78	25.00	27.78	
Strongly Agree	5.00	26	72.22	100.00	72.22	100.00	
Total Valid		36	100.00		100.00		

Q11 The instructor was well prepared for classes   Mean: 4.64

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	2	5.56	5.56	5.56	5.56	
Agree	4.00	9	25.00	30.56	25.00	30.56	
Strongly Agree	5.00	25	69.44	100.00	69.44	100.00	
Total Valid		36	100.00		100.00		

Q12 I was able to get help in this course if I needed it   Mean: 4.58

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	2	5.56	5.56	5.56	5.56	
Agree	4.00	11	30.56	36.11	30.56	36.11	
Strongly Agree	5.00	23	63.89	100.00	63.89	100.00	
Total Valid		36	100.00		100.00		

Q13 I felt that the instructor put considerable effort into teaching this class — Mean: 4.64

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	2	5.56	5.56	5.56	5.56	
Agree	4.00	9	25.00	30.56	25.00	30.56	
Strongly Agree	5.00	25	69.44	100.00	69.44	100.00	
Total Valid		36	100.00		100.00		

Q14 The instructor was available outside of the regularly scheduled class time — Mean: 4.53

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	3	8.33	8.33	8.33	8.33	
Agree	4.00	11	30.56	38.89	30.56	38.89	
Strongly Agree	5.00	22	61.11	100.00	61.11	100.00	
Total Valid		36	100.00		100.00		

Q15 The instructor displayed an interest in students and their learning — Mean: 4.56

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	3	8.33	8.33	8.33	8.33	
Agree	4.00	10	27.78	36.11	27.78	36.11	
Strongly Agree	5.00	23	63.89	100.00	63.89	100.00	
Total Valid		36	100.00		100.00		

Q16 I really had to work to successfully complete the requirements in this course — Mean: 4.61

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	1	2.78	2.78	2.78	2.78	
Agree	4.00	12	33.33	36.11	33.33	36.11	
Strongly Agree	5.00	23	63.89	100.00	63.89	100.00	
Total Valid		36	100.00		100.00		

Q17 The instructor was enthusiastic about the subject matter of this course Mean: 4.69

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	1	2.78	2.78	2.78	2.78	
Agree	4.00	9	25.00	27.78	25.00	27.78	
Strongly Agree	5.00	26	72.22	100.00	72.22	100.00	
Total Valid		36	100.00		100.00		

Q18 The instructor was receptive to the expression of student views Mean: 4.61

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	2	5.56	5.56	5.56	5.56	
Agree	4.00	10	27.78	33.33	27.78	33.33	
Strongly Agree	5.00	24	66.67	100.00	66.67	100.00	
Total Valid		36	100.00		100.00		

Q19 The instructor stimulated my interest in the subject Mean: 4.36

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	1	2.78	2.78	2.78	2.78	
Neutral	3.00	4	11.11	13.89	11.11	13.89	
Agree	4.00	12	33.33	47.22	33.33	47.22	
Strongly Agree	5.00	19	52.78	100.00	52.78	100.00	
Total Valid		36	100.00		100.00		

Q20 The subject matter in this course is difficult Mean: 4.25

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	1	2.78	2.78	2.78	2.78	
Disagree	2.00	1	2.78	5.56	2.78	5.56	
Neutral	3.00	2	5.56	11.11	5.56	11.11	
Agree	4.00	16	44.44	55.56	44.44	55.56	
Strongly Agree	5.00	16	44.44	100.00	44.44	100.00	
Total Valid		36	100.00		100.00		

Q21 I was interested in the subject matter before I took this course   Mean: 3.86

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	4	11.11	11.11	11.11	11.11	
Neutral	3.00	7	19.44	30.56	19.44	30.56	
Agree	4.00	15	41.67	72.22	41.67	72.22	
Strongly Agree	5.00	10	27.78	100.00	27.78	100.00	
Total Valid		36	100.00		100.00		

Q22 Overall, I rate this an an excellent course   Mean: 4.53

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	4	11.11	11.11	11.11	11.11	
Agree	4.00	9	25.00	36.11	25.00	36.11	
Strongly Agree	5.00	23	63.89	100.00	63.89	100.00	
Total Valid		36	100.00		100.00		

Q23 Overall, I rate this instructor as an excellent teacher   Mean: 4.61

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	2	5.56	5.56	5.56	5.56	
Agree	4.00	10	27.78	33.33	27.78	33.33	
Strongly Agree	5.00	24	66.67	100.00	66.67	100.00	
Total Valid		36	100.00		100.00		

Q24 I was required to take this course   Mean: 1.03

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Yes	1.00	34	94.44	94.44	97.14	97.14	
No	2.00	1	2.78	97.22	2.86	100.00	
Total Valid		35	97.22		100.00		
Missing		1	2.78				
Total		36	100.00				

S.A.I. Summary for Gary Maike

Survey Question	HSET302 F09	HSET302 F10	HEQT200 SP11	HSET302 F11	HEQT200 SP12	HSET302 F12	HEQT200 SP13	HSET302 F13
Q1 - Expectations for assignments	4.62	4.06	4.33	4.00	4.39	4.50	3.92	4.67
Q2 - Course activity helped me learn	4.23	3.78	4.38	3.92	4.24	4.50	3.38	4.67
Q3 - Graded projects returned in a reasonable time	4.46	4.28	4.28	3.25	4.50	4.44	3.92	4.67
Q4 - Course was well organized	4.31	4.00	4.34	3.58	4.32	4.56	3.85	4.67
Q5 - Connections made to real life situations	4.46	4.22	4.53	4.17	4.55	4.60	3.85	4.67
Q6 - Instructor followed course outline	4.54	4.11	4.33	3.67	4.55	4.31	3.92	4.67
Q7 - Material presented in a clear manner	4.38	4.06	4.33	3.83	4.39	4.50	3.69	4.67
Q8 - Graded materials covered major points	4.32	4.17	4.40	4.08	4.50	4.50	3.92	4.67
Q9 - Helpful examples to explain application	4.54	4.17	4.50	3.75	4.47	4.50	4.08	4.67
Q10 - Instructor genuinely interested	4.31	4.11	4.38	3.50	4.61	4.44	4.23	4.67
Q11 - Instructor was well prepared	4.23	4.11	4.28	3.50	4.37	4.50	3.85	4.67
Q12 - I was able to get help if needed	4.31	4.11	4.36	3.73	4.34	4.56	4.15	4.67
Q13 - Instructor put effort in teaching	4.38	3.89	4.33	3.50	4.32	4.31	4.15	4.67
Q14 - Instructor available outside of class	4.31	4.00	4.30	3.75	4.21	4.44	4.31	4.67
Q15 - Instructor interested in student learning	4.31	3.89	4.33	3.58	4.53	4.40	4.38	4.67
Q16 - I had to work to complete requirements	4.15	3.61	3.73	3.58	3.78	4.44	3.62	4.00
Q17 - Instructor enthusiastic about subject	4.46	3.83	4.10	3.75	4.34	4.50	4.00	4.67
Q18 - Instructor receptive to student views	4.54	3.89	4.30	3.75	4.37	4.47	4.25	4.67
Q19 - Instructor stimulated my interest	4.31	3.56	4.10	3.42	4.08	4.50	3.54	4.67
Q20 - Subject matter in course is difficult	3.85	3.06	3.08	3.42	3.27	4.00	3.00	4.33
Q21 - I was interested in the subject before	4.38	3.44	3.79	3.75	3.92	4.31	3.54	4.00
Q22 - I rate this as an excellent course	4.23	3.78	4.13	3.58	4.08	4.50	3.00	4.67
Q23 - I rate this instructor as excellent	4.50	4.11	4.53	3.83	4.54	4.67	3.38	5.00
Q24 - I was required to take this course	85%	83%	83%	100%	89%	81%	85%	100%
Number of respondents	13	18	40	13	38	16	13	3

NOTE: No SAI's for SP10 - I was on release time for special recruiting project for School of Auto and Heavy Equipment
NOTE: HEQT 240 reponse rate was 1 student for Spring 2014, results unavailable to view

Q1 Expectations for graded assignments were clearly communicated   Mean: 4.89

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	0	0.00	0.00	0.00	0.00	
Agree	4.00	1	11.11	11.11	11.11	11.11	
Strongly Agree	5.00	8	88.89	100.00	88.89	100.00	
Total Valid		9	100.00		100.00		

Q2 Course activities (lectures, projects, etc.) helped me learn the course material   Mean: 4.67

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	0	0.00	0.00	0.00	0.00	
Agree	4.00	3	33.33	33.33	33.33	33.33	
Strongly Agree	5.00	6	66.67	100.00	66.67	100.00	
Total Valid		9	100.00		100.00		

Q3 Examinations, papers and other graded projects were returned in a reasonable amount of time   Mean: 4.78

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	0	0.00	0.00	0.00	0.00	
Agree	4.00	2	22.22	22.22	22.22	22.22	
Strongly Agree	5.00	7	77.78	100.00	77.78	100.00	
Total Valid		9	100.00		100.00		

Q4 The course was well organized   Mean: 4.78

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	0	0.00	0.00	0.00	0.00	
Agree	4.00	2	22.22	22.22	22.22	22.22	
Strongly Agree	5.00	7	77.78	100.00	77.78	100.00	
Total Valid		9	100.00		100.00		

Q5 The instructor helped me make connections between the content of this course and real life situations   Mean: 4.89

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	0	0.00	0.00	0.00	0.00	
Agree	4.00	1	11.11	11.11	11.11	11.11	
Strongly Agree	5.00	8	88.89	100.00	88.89	100.00	
Total Valid		9	100.00		100.00		

Q6 The instructor generally followed the stated course outline   Mean: 4.89

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	0	0.00	0.00	0.00	0.00	
Agree	4.00	1	11.11	11.11	11.11	11.11	
Strongly Agree	5.00	8	88.89	100.00	88.89	100.00	
Total Valid		9	100.00		100.00		

Q7 The instructor presented material in a clear and understandable manner   Mean: 4.78

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	0	0.00	0.00	0.00	0.00	
Agree	4.00	2	22.22	22.22	22.22	22.22	
Strongly Agree	5.00	7	77.78	100.00	77.78	100.00	
Total Valid		9	100.00		100.00		

Q8 Graded materials and activities covered the major points of the course   Mean: 4.44

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	1	11.11	11.11	11.11	11.11	
Neutral	3.00	0	0.00	11.11	0.00	11.11	
Agree	4.00	2	22.22	33.33	22.22	33.33	
Strongly Agree	5.00	6	66.67	100.00	66.67	100.00	
Total Valid		9	100.00		100.00		

Q9 The instructor gave helpful illustrations and examples in explaining application of the course materials   Mean: 4.78

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	0	0.00	0.00	0.00	0.00	
Agree	4.00	2	22.22	22.22	22.22	22.22	
Strongly Agree	5.00	7	77.78	100.00	77.78	100.00	
Total Valid		9	100.00		100.00		

Q10 The instructor seemed to be genuinely interested in what she/he was teaching   Mean: 4.89

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	0	0.00	0.00	0.00	0.00	
Agree	4.00	1	11.11	11.11	11.11	11.11	
Strongly Agree	5.00	8	88.89	100.00	88.89	100.00	
Total Valid		9	100.00		100.00		

Q11 The instructor was well prepared for classes   Mean: 5.00

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	0	0.00	0.00	0.00	0.00	
Agree	4.00	0	0.00	0.00	0.00	0.00	
Strongly Agree	5.00	9	100.00	100.00	100.00	100.00	
Total Valid		9	100.00		100.00		

Q12 I was able to get help in this course if I needed it   Mean: 4.89

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	0	0.00	0.00	0.00	0.00	
Agree	4.00	1	11.11	11.11	11.11	11.11	
Strongly Agree	5.00	8	88.89	100.00	88.89	100.00	
Total Valid		9	100.00		100.00		

Q13 I felt that the instructor put considerable effort into teaching this class   Mean: 5.00

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	0	0.00	0.00	0.00	0.00	
Agree	4.00	0	0.00	0.00	0.00	0.00	
Strongly Agree	5.00	9	100.00	100.00	100.00	100.00	
Total Valid		9	100.00		100.00		

Q14 The instructor was available outside of the regularly scheduled class time   Mean: 4.89

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	0	0.00	0.00	0.00	0.00	
Agree	4.00	1	11.11	11.11	11.11	11.11	
Strongly Agree	5.00	8	88.89	100.00	88.89	100.00	
Total Valid		9	100.00		100.00		

Q15 The instructor displayed an interest in students and their learning   Mean: 4.78

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	1	11.11	11.11	11.11	11.11	
Agree	4.00	0	0.00	11.11	0.00	11.11	
Strongly Agree	5.00	8	88.89	100.00	88.89	100.00	
Total Valid		9	100.00		100.00		

Q16 I really had to work to successfully complete the requirements in this course   Mean: 4.67

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	0	0.00	0.00	0.00	0.00	
Agree	4.00	3	33.33	33.33	33.33	33.33	
Strongly Agree	5.00	6	66.67	100.00	66.67	100.00	
Total Valid		9	100.00		100.00		

Q17 The instructor was enthusiastic about the subject matter of this course — Mean: 4.89

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	0	0.00	0.00	0.00	0.00	
Agree	4.00	1	11.11	11.11	11.11	11.11	
Strongly Agree	5.00	8	88.89	100.00	88.89	100.00	
Total Valid		9	100.00		100.00		

Q18 The instructor was receptive to the expression of student views — Mean: 4.56

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	1	11.11	11.11	11.11	11.11	
Agree	4.00	2	22.22	33.33	22.22	33.33	
Strongly Agree	5.00	6	66.67	100.00	66.67	100.00	
Total Valid		9	100.00		100.00		

Q19 The instructor stimulated my interest in the subject — Mean: 4.44

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	2	22.22	22.22	22.22	22.22	
Agree	4.00	1	11.11	33.33	11.11	33.33	
Strongly Agree	5.00	6	66.67	100.00	66.67	100.00	
Total Valid		9	100.00		100.00		

Q20 The subject matter in this course is difficult — Mean: 4.22

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	1	11.11	11.11	11.11	11.11	
Neutral	3.00	0	0.00	11.11	0.00	11.11	
Agree	4.00	4	44.44	55.56	44.44	55.56	
Strongly Agree	5.00	4	44.44	100.00	44.44	100.00	
Total Valid		9	100.00		100.00		

Q21 I was interested in the subject matter before I took this course   Mean: 3.44

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	1	11.11	11.11	11.11	11.11	
Disagree	2.00	1	11.11	22.22	11.11	22.22	
Neutral	3.00	3	33.33	55.56	33.33	55.56	
Agree	4.00	1	11.11	66.67	11.11	66.67	
Strongly Agree	5.00	3	33.33	100.00	33.33	100.00	
Total Valid		9	100.00		100.00		

Q22 Overall, I rate this an an excellent course   Mean: 4.44

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	2	22.22	22.22	22.22	22.22	
Agree	4.00	1	11.11	33.33	11.11	33.33	
Strongly Agree	5.00	6	66.67	100.00	66.67	100.00	
Total Valid		9	100.00		100.00		

Q23 Overall, I rate this instructor as an excellent teacher   Mean: 4.78

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	0	0.00	0.00	0.00	0.00	
Agree	4.00	2	22.22	22.22	22.22	22.22	
Strongly Agree	5.00	7	77.78	100.00	77.78	100.00	
Total Valid		9	100.00		100.00		

Q24 I was required to take this course   Mean: 1.00

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Yes	1.00	9	100.00	100.00	100.00	100.00	
No	2.00	0	0.00	100.00	0.00	100.00	
Total Valid		9	100.00		100.00		