Human Resource Management
2011 Program Review
8/15/11

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Section 1: Overview

The mission of the Human Resource Management (HRM) Program is to prepare students for careers in the Human Resource (HR) field. This mission is accomplished by offering students a variety of courses in specific aspects of HR, along with a comprehensive background in business.

The HRM major has been in existence since 1967. The HRM minor and certificate were added in the fall of 2001 based on a recommendation from the 1999-00 program review process. The check sheets for the major, minor, and certificate, and course descriptions for required courses are included in Appendix A and a detailed comparison of FSU's program vis-à-vis HR programs in other universities is included in Section 1B below.

Typically freshmen do not have enough knowledge of the various functional areas in business to select a specific major such as HR. In short, they may know they want to major in "business" but not know which aspect of business that might be. As students progress through the introductory business classes (i.e., management, marketing, operations, accounting, etc.) they gain a better sense of which area provides the best fit with their skills and aspirations. As this happens students may opt to change from generic major such as Business Administration to a specific major such as HR. Students who do not change their major completely, increasingly choose to obtain a minor or certificate in HR. Thus, when viewing the program from the perspective of freshmen enrollment it would appear that it provides minimal impact to the university, however, that is not an accurate assessment.

The HR program provides students who decide they want to work in HR the opportunity to obtain a focused degree that gives them a clear advantage over others with more generic business degrees when seeking employment in HR. The program also provides students in other majors (e.g., HCSA) the opportunity to obtain additional skills that give them a competitive advantage in the job market over others with the same major. The increased enrollment in the minor and certificate as discussed later in this report indicate that the HR program provides value to a wide variety of students across campus. In sum, the HR program provides students with valuable skills that increase their employability which is key to Ferris' mission.

Note on Surveys Used in this Report

To avoid any confusion on the terminology used for the surveys cited throughout this report, the definitions are as follows:

Alumni Survey: A special survey of HR program alumni conducted to collect data specifically for this report.

EBI Survey: A proprietary survey administered by the COB Dean's Office to students when they clear for graduation that collects data on their satisfaction with their educational experience in the COB, but not on job placement. This report was not yet available for the 2005 HR APR.

Employer Survey: A special survey of employers conducted to collect data specifically for this report.

Faculty Survey: A special survey of fulltime faculty in the COB conducted to collect data specifically for this report.

Graduate Follow-Up Survey: A survey of university graduates conducted by Institutional Research and Testing that collects data on graduate employment, salaries, etc. Data from this survey was used in the 2005 HR APR, however, the report provided for this APR had a zero response rate.

Student Survey: A special survey of students currently pursuing an HR major, minor, or certificate conducted to collect data specifically for this report.

A. Program Goals

The goals for the HR program are as follows:

1. To provide students with the skills required to obtain employment in the field of HR, which include knowledge and skills in all aspects of HR as well as communication, decision-making, and inter-personal skills.

2. To provide students with a solid understanding of business.

3. To provide students with an opportunity to gain relevant HR related experience prior to graduation.

4. To cultivate in students a commitment to lifelong learning and an ability to deal with change.

5. Build and maintain good relationships with employers and the community, and be responsive to changing workforce needs.

6. To provide options for students in other degree programs or who already have a degree to obtain a minor or certificate giving them basic knowledge, skills, and abilities in HR.

These goals were adopted based on the 2005 Academic Program Review and are based, in part, on input from the HR Program Advisory Board. They remain appropriate in today's business environment as confirmed by the members of the HR Program Advisory Board. The program goals are comprehensive which allows flexibility in changing specifics in the curriculum to meet changing needs. For example, since the last advisory meeting MGMT 302 Organizational Behavior was replaced with BLAW 421 Employment Law in both the minor and certificate, and with MGMT 385 Recruitment and Selection in the bachelor's degree which already required BLAW 421. These changes were all made to strengthen the program, while still meeting the broad program goals.

The program goals support the mission of the College of Business (COB) and the University by providing students the skills needed to obtain employment in Human Resources or other entry-level management positions upon graduation and by providing a solid foundation for the rest of their careers. As noted in the overview, the HR program increases the employability of students by providing them the opportunity to either obtain a degree specific to the field of HR or a minor or certificate that strengthens and compliments another major. As student progress through courses they gain skills that are valuable throughout their careers as well as in their personal lives. For example, a solid understanding of employee compensation is valuable whether one is a first line supervisor early in his or her career or a seasoned CEO engaged in strategic planning for a major corporation. Similarly, negotiation and dispute resolution skills are valuable throughout one's career whether dealing with co-workers, subordinates, superiors, customers, suppliers, unions, regulators, or others. These skills also play an important role in one's personal life whether buying or selling autos, real estate, or other items, or dealing with family, friends, neighbors, or acquaintances.

B. Program Visibility and Distinctiveness

The Program has become more visible across campus since the last program review. In 2009, Dr. DeMarr worked with faculty across campus to revise the course requirements and options for the minor and certificate so as to provide students with additional course choices and increase the attractiveness of these choices to non-majors. These efforts resulted in increased enrollment in both the minor and certificate with the largest percentage from the Allied Health Sciences, in particular Heath Care Systems Administration (see Section 3E). There are also students from Psychology, Communication, Criminal Justice, and Accounting. Recently there has been an influx of students who seek to obtain a minor or certificate while waiting for acceptance in other programs (e.g., Nuclear Medicine, Radiology, and Nursing). The HR Program provides these students with valuable knowledge, skills, and abilities that will supplement their technical skills and help position them for management positions in their major area.

We continue to have a good working relationship with the University's Office of Human Resources. Over the years, a number of our students have worked in this Office where they not only gain valuable work experience without having to commute to an internship outside of Big Rapids, but also provide the Office with good student employees. While Ferris' HR department is in an academic environment, the basic HR functions (e.g., recruitment, selection, training, compensation/benefits administration, etc.) are the same as they would be in a non-academic setting (e.g., health care, manufacturing, retail, hospitality, etc.). Of course whenever possible, it is of value for students to have experience in a variety of settings.

The Program's ability to attract quality students is similar to most other programs in the COB. As the reputation of the Program has grown, program faculty have observed an increase in the quality students, especially to the minor and certificate programs. Section 3A addresses this with respect to the major. Unfortunately the university does not track this data for minors and certificates so we must rely on faculty accounts of students in their classes.

The institutions that are the main competitors for prospective students in this Program are the same as for most other COB programs, namely, other regional colleges and universities. They include, among others, Baker College, Central Michigan University, Davenport University, Grand Valley State University, Michigan State University, and, Western Michigan University.

As shown in the following table, most of these programs are very similar to the FSU's HRM Program in terms of curriculum and requirements for the major. This is to be expected as courses need to cover the various aspects of HR so as to prepare students to work in the field. Conceptually this is the same as the core requirements for any business degree almost always include courses in accounting, finance, management, marketing, operations, and strategy. A significant difference lies in our offering a minor and a certificate. Of the comparison schools only Baker offers a minor. The only school that offers a certificate is Davenport however that is a post-baccalaureate certificate and thus not an option for undergraduates.

Comparison of HR programs for selected schools

	FSU	Baker[1]	CMU	DU	GVSU	MSU[3]	WMU
Major	Yes	Yes	Yes	Yes	HR Emphasis	Yes	Yes
Minor	Yes	Yes	No	No	No	No	No
Certificate	Yes	No	No	Post-Baccalaureate 25 cr.	No	No	No
Internship Required	No	Internship or co-op	No	Internship or HRMG 330	No	No	No
Employment Law	BLAW 421	HRM 401		LEGL 401	MGT 334		
Labor Economics	ECON 331						optional
Database Design & Implementation	ISYS 200						
Human Resource Management	MGMT 373	MGT 212	MGT 320	HRMG 213	MGT 333		MGMT 3520
Negotiation	MGMT 375			HRMG 431	MGT 432 Grievance Admin., Arbitration, & Collective Bargaining	MGT 475	
Managing a Global Workforce	MGMT 377	HRM 435B		HRMG 330 or Internship		MGT 476 Globalization and International Management	
Recruitment & Selection	MGMT 385	HRM 215	MGT 447[2]	HRMG 313		MGT 411	MGMT 4510
Compensation	MGMT 472	HRM 300	MGT 445	HRMG 433	MGT 336	MGT 412	MGMT 4320
Cases on	MGMT	HRM 491		HRMG 453	MGT 431		

Strategy & Workforce Trends	474						
Electives	9 Cr. Directed		3 Cr. 300 level COB				
Diversity in the Workplace						MGT 414	
Industrial Relations			MGT 446			MGT 418	MGMT 4540
Organizational Behavior			MGT 348	MGMT 321			
Training/ Development		HRM 225	MGT 484	HRMG 350		MGT 413	MGMT 3530

[1] Courses are 4 quarter hours each
[2] includes Evaluation
[3] students choose 4 of the listed courses

Other Required Classes
Baker:
HRM 291 Human Resource Seminar
HRM 315 Evaluating Human Resources

Davenport:
GPMT 350 Principles of Project Management
HRMG 314 Managing Change in Organizations
MGMT 375 Leadership Theory and Discovery

GVSU:
One of the following:
    MGT 355 The Diversified Work Force
    MGT 430 Organizational Development
    MGT 433 International Human Resource Management

WMU:
Two of the following:
    FIN 3600 - Risk and Insurance Credits
    FIN 3730 - Retirement Planning and Employee Benefits
    LAW 3840 - Criminal Law and Procedure
    MFE 3400 - Design for People at Work
    MGMT 3010 - Project Management
    MGMT 3500 - Managing Diversity in Organizations
    MGMT 4100 - Multinational Management

While the HR major at Ferris is the only one to require Database Design and Implementation, as discussed later in this report it is not believed to add value to program, thus, it will be removed as a required course. Similarly Labor Economics is not a required course in any of the other HR programs and should be considered for removal as a required course.

Another difference is that only Baker requires an internship or co-op experience. Davenport requires either an internship or a course International HR. As discussed later in this report we are recommending the addition of a required internship to the HR major which could help provide a competitive advantage.

The biggest advantage that some of the other programs (e.g., Baker, CMU, and MSU) have is they are much larger and much more-actively recruit students. From this we learn that if we seek to increase enrollment in the HR major, we must become much more aggressive in our recruiting. While the concept of comparative advantage would suggest that we might be better served by redirecting our limited resources in other areas where we can be distinctive, to eliminate the program would reduce the options for students pursuing more a more generic degree (i.e., Business Administration) to specialize in some aspect of business. Indeed a number of the students now majoring in HR were previously Business Administration majors. As noted elsewhere in this report this is a natural progression as Freshmen may know that they want to pursue a degree in business but not have sufficient knowledge of the various functional areas to declare a more specific major.

C. Program Relevance

The Bureau of Labor Statistics reports the job outlook for Human Resources is very good. Specifically:

> "Employment is expected to grow much faster than the average for all human resources, training, and labor relations managers and specialists occupations. Overall employment is projected to grow by 22 percent between 2008 and 2018, much faster than the average for all occupations. Legislation and court rulings revising standards in various areas—occupational safety and health, equal employment opportunity, wages, healthcare, retirement plans, and family leave, among others—will increase demand for human resources, training, and labor relations experts. Rising healthcare costs and a growing number of healthcare coverage options should continue to spur demand for specialists to develop creative compensation and benefits packages that companies can offer prospective employees.
>
> Employment of labor relations staff, including arbitrators and mediators, should grow as companies attempt to resolve potentially costly labor-management disputes out of court. Additional job growth may stem from increasing demand for specialists in international human resources management and human resources information systems." (http://www.bls.gov/oco/ocos021.htm#outlook retrieved 6/1/11).

The Program responds to emerging issues in the discipline, and changes in the labor force, employer needs, student needs, and other forces of change in several ways. Program faculty keep current in the field, maintain contacts with practitioners and alumni, and are active in professional organizations. When curricular changes are needed, Program faculty initiate the curriculum revision process. Additionally, as a result of a growing market for offering online courses, the Program Faculty responded to that market and the needs of non-traditional and off-campus students by offering the certificate and minor in a fully online delivery mode.

It should be noted that most students in the major transfer in from other programs and do not enter Ferris' HRM Program as freshmen. The primary reason for this is that incoming freshmen do not have enough knowledge of the various functional areas of business to make an informed decision to pursue HR as opposed to, say, Operations Management. Instead, most students begin as general business majors and opt to specialize in HR after gaining some exposure to the field in a general management course such as MGMT 301 Applied Management or MGMT 373 Human Resources.

The Program does a good job of meeting student expectations based on the standard University Student Assessment of Instruction (SAI), and the surveys of students and alumni conducted for this Program review. The SAI instrument measures the sentiment of current students and is administered every semester in almost all HR classes. A summary of the student evaluation results for the main courses in the HR Program are included in Appendix B. In addition, Dr. DeMarr was one of four faculty University-wide that was recognized for excellence in online teaching. This distinction was derived from anonymous student comments citing her by name in the Fall 2010 Online Student Survey conducted for the Office of the Provost and Vice President of Academic Affairs. These student comments are also included in Appendix B. The results of the surveys of students and alumni conducted for this Program review will be covered in Sections 2(D) and (A) respectively.

The EBI survey is administered by the COB Dean's Office to all COB majors when they clear for graduation and gathers data on their satisfaction with their educational experience in the COB, but not on job search activities. Because students clear for graduation during the semester before the semester in which they plan to graduate, it is not a true "graduate" survey since students have more than a full semester of classes yet to complete and are typically not yet involved in the job search process. That said, the results contained in Appendix Q show that students assessment of both the "Required Courses: Quality of Faculty and Instruction" and "Overall Program Effectiveness" has continued to increase in the years from 2004 to 2010.

As noted at the beginning of this report the Graduate Survey conducted by Institutional Research and Testing is the method of collecting data on graduate employment, salaries, etc. The 2008/09 Graduate Survey Summary provided by Institutional Research and Testing for this program review showed that while seven graduates who obtained certificates and eight HR majors were surveyed, there were zero responses. The report contained the following note: "Due to a lack of updated valid e-mail and postal service mail addresses, the overall response rate was lower than in previous years, which should be taken into account when comparing 2008-09 with previous years."

While current data are not available, the Ferris' 2002/03 Graduate Survey Summary reported a 100% placement rate and an average salary of $29,425. Based on anecdotal accounts of graduates since the last valid survey, it appears that they are still obtaining jobs with typical starting salaries for the industry, and are doing well in their early careers. While it has taken some several months to find employment, this is more likely due to the nature of the current economy than the quality of the graduates since once they find employment they generally do very well.

It should also be noted that most of the students in the Program are from Michigan and wish to remain here. Thus, they do not seek jobs outside of the state, which limits their employment options. The addition of a required internship to the Program should help make our graduates even more attractive to employers.

While it has been suggested that program faculty take it upon themselves to track HR graduates on an on-going basis to determine the extent to which the program is preparing them to secure employment in their chosen field, that would seem to be a duplication of effort with the university-wide surveys. Indeed in reviewing the 2008/09 Graduate Follow-Up Survey Summary, there were a number of programs that showed a zero response rate. Thus, this is not a problem that is unique to the HR program and it would seem prudent to address it at a higher level so that all programs might benefit from better data on graduates.

D. Program Value

The HR Program is part of a complete offering of business programs thus benefiting both the College and University. This view is supported by a majority of the COB faculty and will be further discussed in Section 2 (E), along with other faculty perceptions. It is beneficial to the community in that it provides access to HR interns and entry level employees. This is a reciprocal relationship in that internships also provide students with experience that gives them an added edge when they are searching for a job. The Program also provides the university with qualified student workers for the HR department. The community also benefits from the availability of faculty research/consulting services. Program faculty are active participants in the work of the Department, College, and University serving on numerous committees. The faculty are also an important, albeit underutilized, resource for the College and University when it comes to activities in the area of HR.

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

Key Accomplishments of Beverly J. DeMarr, 2005 – 2011
- Cited for excellence in online teaching at Ferris 2011.
- Wrote "Negotiation and Dispute Resolution" textbook currently in production with Pearson/Prentice-Hall and due out January 2, 2012.
- Currently writing the Instructor's Manual to accompany Negotiation and Dispute Resolution" for Pearson/Prentice-Hall.
- Five publications in Organizational Behavior Teaching Conference Proceedings.
- Eight presentations at the annual Organizational Behavior Teaching Conference.
- Three Professional Development Workshop presentations at the annual Academy of Management Conference.
- Chaired/facilitated five session at the annual Academy of Management Conference.
- Wrote the definitions for "Arbitration" and "Pay for Performance" The Praeger Handbook of Human Resource Management.

- Developed MGMT 373 Human Resources, MGMT 375 Negotiation, and MGMT 472 Compensation for fully online delivery.
- Ad hoc reviewer for the Academy of Management National Conference, Gender and Diversity in Organizations Division (1998-present), "Emergency Reviewer" (2005, 2009); Conflict Management Division (2007-2008).
- Ad hoc reviewer for the Organizational Behavior Teaching Conference, (2006-present).
- Invited panelist, Ferris State University Spring Learning Institute: "From Chaos to Order: Faculty Reflections on Pitfalls and Successes in Fully Online Courses" April 29, 2011.
- Invited Presentation, Ferris State University Honor's Program Lunch and Learn Series: "Got Conflict? Community Dispute Resolution in Michigan" March 22, 2011.
- Invited panelist, Ferris State University Faculty Center for Teaching and Learning's Discussions on Teaching & Learning Series: "From Chaos to Order: Faculty Reflections on Pitfalls and Successes in Fully Online Courses" March 15, 2011.
- Volunteer mediator West Michigan Dispute Resolution Center, Grand Rapids, MI and Westshore Dispute Resolution Center, Muskegon, MI, 2005-present.
- Westshore Dispute Resolution Center, Muskegon, MI, Board of Directors and Volunteer Committee chair, 2007 – 2011.
- Invited presentation, "The Gender Pay Gap: Only 23 Cents" for the American Association of University Women (AAUW), Big Rapids, MI. February 15, 2011.
- Invited presentation, "Tales from the Labor Union Trenches" for the Women in the Workforce: The Impact of the Labor Movement at Ferris State University. March 16, 2010.
- Conducted workshop (with Carolyn Marcus, J.D.), "Agreement Writing II" for the Westshore Dispute Resolution Center, March 25, 2009 2:00-5:00 pm.
- Conducted workshop (with Carolyn Marcus, J.D.), "Agreement Writing" for the Westshore Dispute Resolution Center, September 12, 2007 3:00-6:00 pm.
- Conducted workshop, "Standards of Conduct for Mediators" for the Westshore Dispute Resolution Center, May 17, 2007, 8:30 am - 12:00 pm.
- Invited panelist, 2007 New Faculty Orientation Week. "The Role of Ferris Faculty" August 23, 2007.

Key Accomplishments of Karen G. Nash, 2009 – 2011

- Attended the Annual Labor & Employment Law Institute of the Labor & Employment Law Section of the Michigan Bar Association, April 14 & 15, 2011.
- Took BLAW 421, Employment Law, fully online Spring 2011.
- Participated in the Political Engagement Project with my BLAW 301 classes since its inception in 2006.
- Attended Academic Advising Seminar on April 5, 2011.
- Attended "On Beyond Email—The Emerging Labor & Employment Issues with Social Media," Labor & Employment Law Section Meeting at the Annual Meeting of the State Bar of Michigan, September 2010.
- Attended the Annual Labor & Employment Law Institute of the Labor & Employment Law Section of the Michigan Bar Association, April 2010.
- Attended the Equity in the Classroom Conference, March 2010.
- Attended Critical Thinking—Level II at FCTL, Fall 2009.
- Attended Critical Thinking—Level I at FCTL, Spring 2009.
- Attended the Annual Labor & Employment Law Institute of the Labor & Employment Law Section of the Michigan Bar Association, April 2009.
- Authored "New Developments in Employment Law," published in the Ludington Daily News, April 2009.
- Chaired the Management Department Tenure Committee for the past 10 years.
- Member of the Academic Program Review Committee for the Human Resources Program.
- Member of the COB Diversity Committee.
- Member of the Academic Affairs Diversity Committee.
- Member of the Academic Senate Health Promotions & Substance Abuse Committee.
- Faculty Co-advisor, Delta Sigma Pi professional business fraternity.
- Joined the Society of Human Resource Management (SHRM)
- Member of the Finance Committee, Christ Community Church. Gave pro bono legal advice.

- Offered pro bono legal advice to all students & former students.

Key Accomplishments of Carol Rewers, 2008 – 2011
- Academic Senate, 2009-2011.
- Academic Senate Bylaw and Charter Review Committee, Chair 2009-2010.
- Appointed by Senate to University Curriculum Committee, 2011-2012.
- Faculty Research Committee, Member, 2009-2010.
- Senate Health and Promotions/Substance Abuse Prevention Committee, Secretary 2010-2011.
- Academic Program Review Committee Member - Finance, 2009-2010.
- Academic Program Review Committee Member – General Business, 2009-2010.
- Academic Program Review Committee Member – Human Resource Management 2010-2011.
- General Business Advisory Board Member, 2010-2011.
- Human Resource Advisory Board Member, 2011.
- Society for Human Resource Management, Member, 2008-2011.
- SHRM Student Group, Advisor (2010-11) & Co-Advisor (2009-10).
- Mecosta Osceola Human Resource Association, Member, 2009-Present.
- MISHRM. 21st Annual State Conference. Attendee, 2009.
- Academy of Management, Member, 2009-2011.
- Reviewer and Emergency Reviewer, Academy of Management, 2009-2011.
- Harvard Nurse Research Study, Participant, 2000- Present
- MBAA International Conference, Business and Health Administration Association, 2008 Best Paper Award in Healthcare Marketing Track, "Restoring Consumer Confidence in the Global Supply Chain".
- Best Case 2010-2011 Awarded, Society for Case Research, Annual Advances in Business Cases, PlanetHospital.com. Society for Case Research, Reviewer/Case Discussant, Multiple Sessions. 2010-2011.
- Summer Case Writing Workshop, Society of Case Research, 2010.
- Lilly North Conference. Poster Presentations. 2009.
- Douglas O. Froelich Memorial Endowment Fund Scholarship Committee Member, 2010-2011.
- John P. Nelson Memorial Scholarship Committee Member, 2010-2011.
- Innovations Breakthroughs Entrepreneurial Annual Scholarship Committee Member, 2010-2011.

Based on input from employers involved in the Advisory Board and the responses to the employer survey, the Program personnel conclude that Ferris' HR Program is valuable to employers. The minutes of the Advisory Board meeting are included in Appendix D and will be discussed in more detail in Section 2(F). In sum, the Advisory Board members view the program as valuable and that the value can be increased further by the addition of a required internship, and more in the areas of employment law, benefits, and interviewing skills. Similarly the employer survey will be covered in detail in Section 2(B) of this report. Overall employers felt the program could be strengthened with a required internship and more focus on Employment Law and Employee Relations

Section 2: Perceptions

As a part of the Program review process alumni, employers, students, and COB faculty were surveyed. The surveys were developed in conjunction with, and approved and administered by, Institutional Research and Testing. It should be noted that this is the first time we have used online surveys sent to the respondents' email address instead of traditional paper surveys. A comparison of response rates is shown in the table below. In general the response rates were comparable with the exception of the employer survey where the 2011 response rate was approximately half of the response rate in 2005. This is addressed in more detail in the discussion of the employer survey results in Section 2 B.

Comparison of survey response rates: 2011 and 2005

	2011 Completed/Sent	2011 Response Rate	2005 Completed/Sent	2005 Response Rate
Alumni	25/124	20%	44/228	19.3%
Employer	60/1063	6%	102/803	12.7%
Student	18/77	23%	9/38	23.7%
Faculty	22/67	33%	26/74	35.1%

A. Alumni Survey

An email survey of the HR Program alumni was conducted in March 2011. The survey instrument is included in Appendix E. Names and email address for 209 alumni were obtained from University Advancement and Marketing. Of the 209 surveys sent, 85 were returned as undeliverable. Of the 124 surveys sent to valid addresses, 25 surveys were completed for a response rate of 20.2%. Majors comprise 23 (92%) of the respondents and two (8%) obtained a certificate. There were no responses from those who obtained a minor. It should be noted that there was a wide range in the year in which the respondent completed his or her HR studies, with the earliest in 1980 and the latest in 2010. There were no more than two respondents from any given year. Since the Program has changed considerably in the last decade, the results must be interpreted with caution since the responses may be based on the old Program. Since these were online surveys conducted by Institutional Research and Testing we do not have the raw data that would allow us to determine how many of the responses were submitted by alumni from this period and how their responses compared to the broader sample. The complete survey results are included in Appendix E.

Overall it appears most alumni are satisfied with the education they received while at Ferris. Of the respondents who answered the questions, 20 (80%) agreed or strongly agreed with the statement "The HR degree/minor/certificate is valuable in my career." Sixteen (64%) agreed or strongly agreed with the statement "The program prepared me to work in the field." The results also show that more than three-fourths of the respondents (19 or 76%) would recommend the Program to others. The majority of the respondents (17 or 68%) also agreed or strongly agreed with the statement "The academic advising was effective." A number of the respondents

mentioned internships in their comments. Based on the comments, alumni feel that more needs to be done with internships to give students experience that will help them obtain a job.

The following table shows the frequencies for Alumni survey questions 4-19. "Please rate the importance of each of the following HR functions for someone in your position?"

Statistics

| | N | | Mean | Median | Std. Deviation |
	Valid	Missing			
HR Planning	25	0	3.80	4.00	1.190
Legal Compliance	25	0	4.08	5.00	1.256
Job Analysis	25	0	3.32	3.00	1.108
Recruiting	24	1	3.63	4.00	1.056
Selection	25	0	3.68	4.00	1.108
Training/Development	25	0	3.68	4.00	1.215
Job Evaluation	25	0	3.40	4.00	1.080
Compensation	25	0	3.48	4.00	1.122
Benefits	25	0	3.48	4.00	1.295
Performance Appraisal	25	0	3.64	4.00	1.036
Employee Relations	25	0	4.04	4.00	1.136
Safety/Health	25	0	3.56	4.00	1.325
Negotiation	25	0	3.40	4.00	1.258
Union/Management Relations	25	0	3.32	3.00	1.249
International HR	25	0	2.84	3.00	.987
Strategic HR	25	0	3.84	4.00	1.344

The frequencies show that alumni feel the most important subject area is legal compliance and the least important subject area is International HR. This is consistent with the feedback received from the HR Advisory Board and the results of the Employer survey as discussed elsewhere in this report.

The following table shows the frequencies for Alumni survey questions 20-35. "How would you evaluate the preparation you received from the program for each of the following HR functions?"

Statistics

| | N | | Mean | Median | Std. Deviation |
	Valid	Missing			
HR Planning	23	2	2.87	3.00	.869
Legal Compliance	24	1	3.00	3.00	.933
Job Analysis	24	1	2.96	3.00	.908
Recruiting	24	1	2.96	3.00	.859
Selection	24	1	3.00	3.00	.834
Training/Development	24	1	3.04	3.00	.955
Job Evaluation	24	1	2.88	3.00	.947
Compensation	24	1	3.08	3.00	.881
Benefits	24	1	2.75	3.00	.944
Performance Appraisal	24	1	3.08	3.00	.929
Employee Relations	24	1	3.08	3.00	.929
Safety/Health	24	1	2.79	3.00	.932
Negotiation	24	1	3.04	3.00	.955
Union/Management Relations	24	1	2.88	3.00	.900
International HR	24	1	2.46	2.50	.932
Strategic HR	24	1	2.83	3.00	.963

The frequencies show that alumni feel they received the best preparation in Compensation, Employee Relations, and Performance Appraisal. The topic area that was rated lowest score for preparation is International HR. This suggests that there need to be improvements made in the International HR class if it is to remain in the curriculum. Similarly the preparation students receive in Benefits was also rated quite low which confirms the need to begin offering the MGMT 338 Employee Benefits class as part of the regular course rotation.

B. Employer Survey

Input was collected from a very wide variety of employers throughout Michigan, as well as the Midwest. One thousand four hundred fifteen surveys were sent out electronically; sixty surveys were completed and returned. Our Statistics Department was asked if this represented statistical validity. They said it did. Surveys were received from small, medium, and large organizations. Industries included service, retail, governmental, legal, and manufacturing. Respondents also covered a wide range of positions, including generalists, secretaries, directors, managers, district supervisors, executive vice presidents, analysts, coordinators, CEOs, and recruiters. Responses validated our current course offerings. The comments were particularly enlightening. Topics and level of importance in the context of mode includes:

- Human Resource Planning   Very Important
- Employment Law   Critical
- Job Analysis   Very Important
- Recruitment and Selection   Very Important
- Training & Development   Very Important
- Job Evaluation   Very Important
- Compensation   Very Important
- Benefits   Very Important
- Performance Appraisal   Very Important
- Employee Relations   Critical
- Negotiations Skills: Labor Contracts   Somewhat Important
- Negotiations Skills: General   Very Important
- Union & Management Relations   Somewhat Important
- International Human Resources   Somewhat Important
- Strategic HR Management   Very Important

It was also interesting to look at the percentage responses on how many respondents believed classes to be critical or very important:

Subject	% Reporting Very Important/Critical
Human Resource Planning	78%
Employment Law	87%
Job Analysis	78%
Recruitment and Selection	90%
Training & Development	77%
Job Evaluation	73%
Compensation	73%
Benefits	78%
Performance Appraisal	83%
Employee Relations	93%
Negotiations Skills: Labor Contracts	42%

Negotiations Skills: General	63%
Union & Management Relations	43%
International Human Resources	14%
Strategic HR Management	67%
Safety & Health	67%

Each of the topics identified above is covered in the HR Program. Employment Law and Employee Relations were identified as critical skills required of our graduates. The Department is already discussing the need to bolster the coverage of each of these topics. Focus on Labor Contracts and Union / Management Relations will be reduced.

Several very helpful comments will impact our strategic focus going forward. It was recommended that our Program continue to provide coverage within the personnel functions of Human Resources, but also develop stronger emphasis on performance management, organizational development, and the training and development functions within the discipline of HR. Respondents also clearly stated that our graduates needed to experience an internship.

C. Graduate Follow-Up Survey

As noted earlier, the COB administers the EBI proprietary survey to all COB majors when they clear for graduation. This survey collects data on student satisfaction with the program but not data on job placement since at this point students are typically not actively engaged in the job search process. Similarly the Student Survey conducted for this program review did not ask questions about job placement. Data on job placement is obtained from the Graduate Follow-Up Survey Summary provided by Institutional Research and Testing. The Ferris' 2008/09 Graduate Follow-Up Survey Summary provided by Institutional Research and Testing received no responses from the seven graduates who obtained certificates and eight HR majors who were surveyed. The note in the report that stated: "Due to a lack of updated valid e-mail and postal service mail addresses, the overall response rate was lower than in previous years, which should be taken into account when comparing 2008-09 with previous years." indicates that this problem is not unique to the HR Program and needs to be addressed on a university-wide basis.

It should be noted that program faculty maintain contact with graduates on an informal basis. It is not uncommon for graduates to contact faculty after they graduate with requests for advice on specific HR matters and other career-related issues, however this is not a substitute for the University's Alumni Relations activities.

D. Student Survey

An online survey of current students in the HR Program was conducted in March 2011. The survey instrument is included in Appendix I. Eighteen surveys were completed, representing a response rate of 23%. Complete survey results are included in Appendix J.

Of the surveys received, 9 (50%) were from Program majors, 7 (38.9%) were from Program minors, and 2 (11.1%) were from students pursuing an HR certificate. Overall the students seem

very satisfied with the Program. Sixteen students (88.9%) agreed or strongly agreed that the HR instructors are knowledgeable in the subject; 17 students (94.5%) agreed or strongly agreed that they were generally satisfied with the Program; and 14 students (77.8%) would recommend the Program to others.

The current students' level of satisfaction with the faculty is high as well. Thirteen students (72.2%) agreed or strongly agreed that the academic advising is effective. Fifteen students (83.3%) agreed or strongly agreed that the HR instructors are available to students and that the HR instructors are helpful to students.

When asked if they thought the Program was preparing them to work in the field, 13 (72.2%) agreed or strongly agreed. Of course this data must be interpreted with caution since the basis for their assessment is unknown.

E. Faculty Survey

An online faculty survey was developed and sent out by the University's Institutional Research Department to the 67 full-time, tenure-track faculty employed by the College of Business (COB) during the 2010-2011 academic year. The online survey was conducted in March 2011. A follow-up reminder was sent to faculty midway through the survey process. A copy of the online instrument is included in Appendix K. A total of 22 COB faculty completed the online survey with an overall response rate of 33%. Complete survey results are included in Appendix L.

Survey results:
The majority of the faculty (77%) indicated they were familiar with the HR major (17/22); approximately 72.7% expressed familiarity with the HR minor (16/22); and 76% indicated they were familiar with the HR certificate (16/21).

Overall, ninety-five percent (95%) of the respondents indicated the HR degree/certificate benefit students (21/22). This was a significant improvement over the previous APR survey, completed during 2005, in which 80% of the faculty responded the HR degree/certificate benefited students. The majority of faculty (77%) also indicated the HR curriculum included courses relevant to current business practices (17/22); while another 22% indicated they had "insufficient knowledge" about the curriculum to comment (5/22). Fifty-nine percent (59%) of the faculty indicated the quality of the program was comparable to similar HR programs (13/22); while an additional 41% indicated they had "insufficient knowledge" about either FSU's program quality or those of comparable HR programs (9/22) to formulate an opinion. Sixty-three (63%) of faculty indicated they were familiar with the Student Chapter of the Society for Human Resource Management (SHRM) (14/22). The vast majority of faculty (86%) also indicated students should be required to take an internship (19/22).

Less than half (approx. 45%) of the faculty indicated facilities/equipment are adequate to meet the instructional needs of students (10/22); while an identical number indicated they had "insufficient information" to comment about facilities. Since that facilities/equipment are the same for the vast majority of classes in the COB and the survey data does not provide information on what they felt was lacking, and why it was critical to learning in this program, it may be helpful for the administration to conduct a focus group to explore this in more detail. Fifty-four percent (54%) of the respondents also indicated there was sufficient number of tenured track faculty teaching in the Program, while an additional 36% of the respondents indicated they had insufficient knowledge about this issue (8/22). Less

than half, (approx. 45%) of the respondents indicated the HR Program receives adequate funding and resources to meet the instructional needs of students; while another 50%, indicated they had insufficient knowledge about program funding and resources to comment (11/22). Again, a focus group would provide additional detail to clarify this finding.

In addition to the quantitative survey data, faculty were asked to provide qualitative comments about the "strengths of the HR Program". Four (4) faculty choose to respond. Qualitative comments ranged from constructive feedback, such as "Good faculty and an area of vast importance to businesses of all sizes"; to "knowledgeable, dedicated, and current faculty"; to "faculty," "long tenure of the program," and "industry involvement to keep the program up to date"; to a critical comment, "Why are we doing this degree? Human resources is always an afterthought. I will wager that none of the HR VP's in this country have degrees in HR."

Suggestions to improve the current HR Program included several comments about "requiring an internship" and individual comment from "I would imagine that like most COB programs it is unfunded and over-managed", to "disband it."

F. Advisory Committee Input

An HR Program Advisory Board meeting was held on May 20, 2011. The Advisory Board currently has seven members with relevant management experience is in manufacturing, retail, country government, and health care. All but one of the members who was called out of town due to a family emergency, attended the meeting. Minutes from the meeting are included in Appendix D. There was a general consensus that an internship should be required, provided that it could be waived for students with comparable experience. It was also the consensus that students need more in the areas of employment law, benefits, and interviewing skills. The need for more in the area of employee benefits was also noted in the 2005 program review. At that time there was an existing course that covered insurance and benefits, INSR 375 – Employee Benefits, however at that time that course had not been taught in more than five years. Due to the rapidly changing nature of employee benefits, the general consensus was that it would be best to try to find a practitioner who would be willing and able to teach this class on an adjunct basis. Since then the course has been reconstituted as MGMT 338 Employee Benefits; however, it has still not been offered. It is imperative that this course become part of the regular course rotation.

One of the Advisory Board members who has extensive experience in helping a wide variety of employers develop and maintain cost-effective employee benefit programs and an MBA from WMU has indicated that she would be interested in teaching the Employee Benefits class for us on an adjunct basis.

The Advisory Board members also felt it important to include training as a topic in the recently created Recruitment and Selection class (MGMT 385). While this class has yet to be offered, it is a required class for the major and must become part of the regular course rotation.

There was also discussion of the importance of International HR (MGMT 377). The Advisory Board members felt that it was important that students have some exposure to international topics but that it didn't necessarily have to be international HR. Dr. Steenstra suggested that INTB 335 Cross-Cultural Business might be a more suitable course. The Advisory Board

members agreed and suggested that INTB 335 should replace the MGMT 377 and move MGMT 377 to the elective area.

The Advisory Board also discussed the importance of students obtaining a Professional in Human Resources (PHR) certification offered by the Society of Human Resource Management (SHRM) and concluded that the PHR certification is not necessary for a graduating student. Similarly, the Advisory Board felt that in the HR major ISYS 105 (Introduction to Micro Systems & Software) could be eliminated and ISYS 200 (Database Design & Implementation) could be changed from a required course to one that could be used as a directed elective to free up space for an internship or other relevant courses.

Section 3: Program Profile

A. Profile of Students

It is important to note that the reported number of students enrolled in the program is not consistent across the various enrollment reports. For example the Enrollment by Sex and Ethnicity report shows 23 students enrolled in the HR major in the fall of 2010, however, the Fall Enrollment by Program shows there were 29 students in the HR major. In an effort to resolve this discrepancy we requested a Web Focus enrollment report for the same period. That report showed 31 students enrolled in only the HR major and an additional 10 students dual majoring in HR and another major. We were unable to find anyone in the College of Business who could explain these differences. Because the Web Focus report listed the students by name, it is our belief that as of the fall of 2010 there were 41 students enrolled in the major, either as a stand-alone degree or part of a dual-major.

Because the Enrollment by Sex and Ethnicity report provided by Institutional Research and Testing reported demographic information the statistics reported below are from that report, even though it only showed 23 students enrolled in the major. Based on that, of the students enrolled in the major in the fall of 2010, 21 (91%) were enrolled fulltime and 17 (74%) were female. The ethnic breakdown was as follows: 17 (74%) white, 2 (9%) black, 2 (9%) Asian/Pacific Islander, and 2 (9%) Foreign. There were no Hispanic or Indian/Alaskan students. Ninety-one percent of the students are Michigan residents. Because the major is only offered on-campus the annual institutional data show that all students are on-campus.

Admission Requirements for Freshmen:
> Applicants must present evidence of graduation from high school or the GED. To enter a Bachelor of Science degree (B.S.) Program in Business, applicants are expected to meet three of the four of the following: a minimum high school grade point average of 2.50 (on a 4.00 scale); ACT math score of 19 or higher; an ACT reading score of 19 or higher and English ACT of 16 or higher.

Admission Requirements for Transfer Students:
> Applicants must have a minimum GPA of 2.35 (on a 4.00 scale) from their previous college and have completed the equivalent of Ferris' MATH 115 or English 150 with a grade of C or better.

Graduation Requirements:
> The Human Resource Management program at Ferris leads to a Bachelor of Science degree. Graduation requires a minimum 2.0 GPA in core classes, in the major, and overall.

The GPA and ACT scores of HR majors and graduates have increased since 2005 as shown in the following tables. The increasing quality of the students in the program is likely due in part to the increased admission standards in the COB.

Human Resource Management Students (Majors)

FSU GPA and ACT

Term	Avg. GPA	Min. GPA	Max. GPA	Avg. ACT	Min. ACT	Max. ACT
2005-06	2.84	2.28	3.79	20.30	15	26
2006-07	2.85	2.05	3.99	20.55	15	31
2007-08	3.10	2.07	3.97	21.70	15	31
2008-09	3.07	2.33	3.94	21.07	15	27
2009-10	3.00	2.11	3.85	21.21	17	26

Human Resource Management Graduates (Majors)
FSU GPA and ACT

Term	Avg. GPA	Min. GPA	Max. GPA	Avg. ACT	Min. ACT	Max. ACT
2005-06	2.72	2.11	3.43	21.29	16	30
2006-07	3.26	2.95	3.79	20.33	18	23
2007-08	2.86	2.28	3.56	21.00	18	26
2008-09	3.13	2.52	3.97	21.83	17	31
2009-10	3.14	2.51	3.77	20.14	15	27

As noted earlier, Ferris' 2008/09 Graduate Follow-Up Survey Summary had a zero response rate so we are unable to report placement rates and average salaries of graduates. It is important to note that many of the students in the online classes are non-traditional students who are already working, which is why they opt for online classes that allow them flexibility to complete their coursework at times that do not conflict with their work schedules.

B. Enrollment

Enrollment as recorded in the reports provided by Institutional Research and Testing in the Human Resource Management major and certificate by year is detailed in the following table. It should be noted that the enrollment reports do not include students pursuing a minor which represents a large part of enrollment in the HR Program.

Human Resource Program
Fall Semester Enrollment*

	2007/08	2008/09	2009/10	2010/11
BS	32	24	32	29
Certificate	1	2	1	1

* Note: These enrollment numbers are from the "Fall Enrollment by Program" report, which as noted earlier does not match the Web Focus report which shows a fall 2010 enrollment in the major of 41. The enrollment reports also do not include students pursuing a minor.

Based on this report, the enrollment in the Human Resource Management major has remained steady from 2007 to 2010, averaging 29.25 students per year. While the reports reflect a very small number of students pursuing a certificate, this is misleading because students often decide to add a certificate after they have already taken one or more of the four classes required for a

certificate. They may, in fact, not submit the paperwork for a certificate until they have completed all of the courses. Given these circumstances, a student pursuing a certificate may only appear on an enrollment report for a very short time, if at all. Thus, to gauge the true number of students served by the certificate, one must look to the number of students graduating with a certificate instead of current enrollment in the program.

What is not visible from these numbers is the increase in the number of students obtaining a minor because the annual institutional data does not report numbers for minors. As with certificates, these numbers are not easily tracked since students often decide to add a minor after they have already taken one or more of the classes and are near graduation.

Based on a Web Focus report created specifically for this report, we were able to determine that as of the June 3, 2011, there were 37 students pursuing an HR minor. As noted above, to see the true number of students served by the certificate, one must use the graduation numbers presented in Section 3(D) instead of enrollment numbers. Again, there were seven HR certificates granted in 2009-10. When those seven are combined with the 29 majors and 37 minors, the total number of students pursuing a degree, minor, or certificate in HR is 73, which reflects a 66% increase over the total of 44 reported in the 2005 APR. Clearly, the Program is sustainable. Note: This is the same calculation that was used in the 2005 APR report.

C. Program Capacity

Historically, there has been no cap on enrollment in the Program. There are no accreditation requirements or state and federal regulations concerning Program capacity. Historically, enrollment has ranged from 20 to more than 60 with two Program faculty members. As indicated earlier, enrollment in the major appears to be stable and enrollment in the minor and certificate combined is currently at 66 and increasing. Additional sections of the HR classes have been added since 2005; however, they have been covered by existing faculty. It is expected that additional sections will be needed as enrollment continues to increase. It is not expected that this will present any problems.

As noted in the input from Department Head Steenstra, average section sizes for HR classes were comparable to all business administration classes (HR = 24.7%, Business Administration = 28.5%). Because of the popularity of the online HR sections for students in off-campus programs and those away on internship, it is helpful to explore this in more detail. The enrollment cap in face-to-face sections is 40, while online sections cap at 20. The exception is the Negotiations class (MGMT 375), which like BUS 499 caps at 24. Because of the difference in course caps overall averages for section sizes can be misleading. As shown in the following table, the majority of sections are near or at their capacity.

Enrollment in HR Course Sections as a % of Course Cap 2010-2011

Fall 2010			F-2-F	% of Cap	Online	% of Cap
	BLAW 421	001	24	60.0%		
	MGMT 373	001	35	87.5%		

		F-2-F	% of Cap	Online	% of Cap
	002	35	87.5%		
	003	33	82.5%		
	VL1			18	90.0%
	VL2			21	105.0%
MGMT 375	VL1			20	100.0%
MGMT 472	001	23	57.5%		
MGMT 474	001	34	85.0%		
	WDA			9	45.0%
Average		30.7	76.7%	17.0	85.0%

Spring 2011		**F-2-F**	**% of Cap**	**Online**	**% of Cap**
BLAW 421	VL1			20	100.0%
ECON 331	001	14	35.0%		
MGMT 373	001	41	102.5%		
	002	41	102.5%		
	AGA			18	90.0%
	VL1			20	100.0%
MGMT 375	001 (a)	24	100.0%		
	VL1			20	100.0%
MGMT 472	VL1			19	95.0%
Average		30	85.0%	19.4	97.0%

D. Retention and Graduation

The data from Institutional Research and Testing indicate that of the two freshmen who entered the Program in the fall of 2004, 50% had graduated and 50% were classified as non-persisters after six years. This would paint a dismal picture for the Program if the majority of students in the Program enrolled in their freshman year. Fortunately, they don't. As shown in the following table of enrollment in the HRM Program by class standing, students are more likely to enter the Program after their freshman year. Note: This data for 2009 and 2010 was not received from Institutional Research and Testing.

HRM Fall Enrollment (Majors)
By Class Standing

	2004	2005	2006	2007	2008
Freshmen	4	3	2	6	4
Sophomores	7	7	3	2	6
Juniors	4	7	8	9	5
Seniors	5	10	10	15	9
Total	20	27	23	32	24

The table shows the same four freshmen in the fall of 2004 as the IR&T data; however, in 2005 there were seven sophomores, in 2006 there were eight juniors, and in 2007 there were fifteen

seniors. The pattern is similar when tracking the number of students through other years. Thus, it seems that standard retention numbers for freshmen are not a meaningful measure for the HR Program. The enrollment numbers also seem to indicate that retention of students who enter the Program after their freshman year is very good.

Program faculty seek to retain students in the Program by building strong relationships with the students. Faculty are available to students outside of office hours and the traditional academic year. They are very responsive to students' requests for assistance with scheduling, critiquing resumes and cover letters, etc. For example, Dr. DeMarr is available to students seven days a week via email or phone, and commits to no more than a 12 hour response time to students in her online classes.

The numbers of majors, minors, and certificates granted from 2005-06 through 2009-10 are detailed in the following table.

HRM Graduates

	2005-06	2006-07	2007-08	2008-09	2009-10
Majors	8	4	9	8	7

Note: Data for minors and certificates was not available.

Based on enrollment data presented in Section 3(D), it is estimated that the number of graduates is likely to remain in the range of eight to twelve per year for the foreseeable future. As is the trend in many other programs fewer students are graduating after four years in college. Students are able to graduate from the program in four years, however due to the large percentage of students who change their major, at least once if not multiple times, before coming to the program many students take five years to graduate.

While the minor and certificate options are still relatively new the numbers are growing as they become increasingly well known across campus. It is expected that this trend will continue.

E. Access

The HR Program strives to be accessible to the greatest number of students possible. The Dowagiac campus is now offering the HR major as an option for its students, however, enrollment has yet to reach a critical mass to allow classes to be offered in a traditional face-to-face delivery mode. In addition to the major, the HR Program also offers a minor and a certificate as options for students who want to supplement another major. Classes are offered in the summer and in a mixed-delivery format both on- and off-campus. A number of Human Resources courses (BLAW 421, MGMT 373, MGMT 375, MGMT 472) are now also offered fully online so that off-campus students may easily obtain an HR certificate. These online course offerings also allow students to continue their coursework while they are away on an internship. This is a real benefit for students as more programs require one or more internships.

The minor and certificate seem to be well received. While the tracking of the number of students pursuing minors or certificates is problematic as noted earlier, Program faculty are seeing an

increase in students in their classes from a variety of other programs at the University, both on- and off-campus. The following table shows a breakdown of students by major and campus who are currently pursuing a minor in HR.

Students Currently Pursuing Minors by College, Major, & Campus

College	Major	Campus	Students
AH	HCSA	M	5
		AG	1
	NM	M	2
		AG	1
	PMT	M	1
	PNUR	M	3
AS	APSC	M	1
	COM	M	1
	ENGB	M	1
	PSYC	M	2
BU	ACPA	M	1
	BUAD	M	11
		NT	1
	CIT	NT	1
	MGT	M	1
ED	CJGO	M	1
	CJLE	M	1
	CRJU	AG	1
		EM	1
		Total	**37**

F. Curriculum

Requirements for the major, minor, and certificate and course descriptions are included in Appendix A. Sample syllabi can be found in Appendix M. The required courses for the major, minor, and certificate are also identified below. Note that there are no hidden prerequisites.

Major: BLAW 421 Employment Law, ISYS 200 Database Design-Implementation, MGMT 373 Human Resource Management, MGMT 375 Negotiations, MGMT 377 Managing a Global Workforce, MGMT 472 Compensation, MGMT 474 Cases Strategy-Workforce Trend, and nine credits of directed electives selected in consultation with and approved by the student's advisor.

Minor: BLAW 421 Employment Law, MGMT 373 Human Resource Management, MGMT 375 Negotiations, and MGMT 472 Compensation, and two of the following: COMM 301 Interviewing, ECON 331 Labor Economic Labor Relations, EDUC 405, HCSA 220, MGMT 301 Applied Management (non COB majors), MGMT 377 Managing a Global Workforce, MGMT 385 Recruitment and Selection, MGMT 474 Cases Strategy-Workforce Trend, PSYC 326 Indust-Organizational Psych, or SOCY 340 Minority Groups in America

Certificate: BLAW 421 Employment Law and MGMT 373 Human Resource Management and two of the following: ECON 331 Labor Economic Labor Relations, MGMT 375 Negotiations, MGMT 377 Managing a Global Workforce, MGMT 385 Recruitment and Selection, MGMT 472 Compensation, MGMT 474 Cases Strategy-Workforce Trend

As noted in the curricular comparisons with programs in other universities discussed in detail in Section 1 B (pages 5-9) of this report, these required courses are appropriate and fairly standard for an HR Program. The inclusion of three directed electives in the major allows students to complete additional coursework to strengthen their degree based on their expected career path. For example, a student who plans to seek work in the hospitality industry could complete hospitality management classes as directed electives, while a student who desires to work in HR in a hospital setting might complete courses in health care administration. Another alternative would be to complete coursework in a foreign language (e.g., Spanish) to make oneself a more attractive job candidate to employers whose have a high proportion of Spanish-speaking employees such as those in particular industries (e.g., hospitality) or in particular regions of the U.S. (e.g., southwest) or abroad.

Historically students were require to select either RELG 325, LITR 203, or LITR 204 to fulfill a portion of their Cultural Enrichment requirement, however, since there have been many semesters when these classes have not been offered advisors have been making regular course substitutions. A decision as to potential curriculum changes in this area needs to be made and appropriate paperwork should be processed.

As noted earlier, there have been revisions to the Program since the last Program Review to strengthen the Program (e.g., replacing the Organizational Behavior class with Employment Law) and increase accessibility of the minor and certificate to non-majors. There are currently no curriculum changes in process. However, changes are likely as a result of the input from the Advisory Board and this Program Review process.

Specifically, input from the Advisory Board discussed in Section 2 (F) will likely result in the addition of a required internship to the major as well as changes to individual courses. Specifically, the recently created Recruitment and Selection class (MGMT 385) should be modified to include training as a topic. Also based on input from the Advisory Board, ISYS 105 (Introduction to Micro Systems & Software) should be eliminated and ISYS 200 (Database Design & Implementation) should be changed from a required course to one that could be used as a directed elective to free up space for an internship or other relevant courses.

Changes in existing course assignments, course design, the general learning experiences our students have in the Program are ongoing in an effort to offer the highest quality educational experience possible in each class. For example, guest speakers are regularly used in classes to maintain a connection with what is going on in the field.

G. Quality of Instruction

The results of the student survey are to be found in Appendix J and indicate the students are very satisfied with the Program. Students feel the academic advising is effective, the HR instructors are knowledgeable in the subject matter, are available to students, and are helpful to students. They also believe the Program is preparing them to work in the field and would recommend it to others. In addition a summary of the SAI results for selected classes are included in Appendix B.

While the results of the alumni survey (Appendix F) are generally positive, limited conclusions can be drawn since the respondents include graduates from 1980 to 2010. For purposes of evaluating the quality of the current program, how a graduate from the late 1980s and 1990s views the quality of the program is irrelevant. Thus, it may be prudent in the future to limit our survey population to more recent graduates. It should also be noted that we are not including a discussion of the Advisory Board and employer perceptions of the quality of instruction since they have not experienced the instruction directly. Any conclusions they would draw about the quality of the Program would only be based on what is on paper, not the actual classroom experience.

Program faculty participate in a large number of professional development activities including reviewing papers for national conference, presenting papers and chairing/facilitating sessions at national conferences, participating in Faculty Center for Teaching and Learning (FCTL) offerings, etc. In addition, Dr. DeMarr has co-authored a textbook (Negotiation and Dispute Resolution by DeMarr & deJanasz) for Pearson Prentice-Hall that will be available January 2, 2012 and is a Community Mediator approved by the Michigan State Court Administrative Office. For a complete list of faculty activities please refer to the faculty vitae in Appendix C.

Students typically have a number of opportunities to interact with faculty, peers, and HR professionals. Some examples include participation in the student chapter of the Society for Human Resource Management (SHRM) for which Dr. Rewers is the advisor. The group participates in a number of activities, which range from participating in the regular student SHRM chapter meetings, which may involve guest speakers or other activities, to participating in field trips to various employers. HR students are also encouraged to apply to work in the Office of Human Resources at Ferris.

Interaction of the students with faculty, peers, and HR professionals increases the quality of teaching and learning in the Program by providing opportunities for students to gain experience that goes beyond the classroom. Students are also in a position to network with professionals in the field, which can be invaluable in obtaining employment or internships. Faculty development efforts increase the quality of teaching and learning in the Program by insuring faculty are current and active in the field, which helps to insure students are getting an education that is relevant for the current market.

H. Composition and Quality of Faculty

There are five faculty who teach in the HR program: Beverly J. DeMarr, Ph.D.; Abdi Ferdowsi, Ph.D.; Shirish Grover, ABD; Karen Nash, J.D.; and Carol Rewers, Ph.D. All but Mr. Grover, are terminally qualified. DeMarr, Ferdowsi, and Nash are tenured, full professors. Mr. Grover and

Dr. Rewers are both Assistant Professors. The professional activities of the Program faculty can be found in their vitae in Appendix C. The following table shows the courses currently taught by each of the faculty in the HR program.

HR Courses Currently Taught by Faculty

Faculty	HR Courses Currently Taught
Beverly J. DeMarr, Ph.D.	MGMT 373 Human Resource Management MGMT 375 Negotiation MGMT 472 Compensation
Abdi Ferdowsi, Ph.D.	ECON 331 Labor Economics
Shirish Grover, ABD	MGMT 373 Human Resource Management MGMT 377 Managing a Global Workforce MGMT 385 Recruitment & Selection MGMT 474 Cases on Strategy & Workforce Trends
Karen Nash, J.D.	BLAW 421 Employment Law
Carol Rewers, Ph.D.	MGMT 373 Human Resource Management

The normal workload for Program faculty is 12 credits (four three-credit classes) per semester or 24 credits per year. Program faculty do not currently teach overloads or receive release time for other activities. All but Dr. DeMarr currently teach courses in programs other than HR.

The recruiting process for new faculty would be the same as for other faculty in the COB; the position would be advertised, a search committee would be formed, the applicant pool would be narrowed down through a review of the application materials and a phone interview before bringing the finalists to campus for interviews. Candidates would meet with faculty, staff, administrators and students who would be asked to provide input to the search committee. The search committee would then vote on the candidates and make a recommendation to the administration who is responsible for making any offers.

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

The FFA labor contract makes it difficult to reward individual performance via salary increases. The administration does have some flexibility with professional development funds, travel funds, UCEL and FSUGR incentive money and has been supportive of program faculty in the funding of professional development activities. At this point there are no formal standards for allocating such funds.

At this point graduate instruction is not applicable and there are no fulltime, non-tenure track faculty or adjuncts who teach in the Program. As noted earlier, an adjunct with significant current industry experience in Employee Benefits should be utilized to teach MGMT 338.

I. Assessment and Evaluation

Learning outcomes at the course and program level are detailed in the TracDat Reports: Program and Course Outcomes provided in Appendix N. Broadly speaking, the Program provides students with a strong foundation in all aspects of Human Resource Management and helps them develop marketable skills for a career in Human Resource or other Management positions. Individual courses focus on helping students develop knowledge, skills, and abilities in various aspects of HR (e.g., compensation, job evaluation, selection, performance appraisal, etc.).

Measurement of learning outcomes by course is detailed in Appendix O and summarized in the following table.

Status of HR Courses in TracDat

HR Courses	Course Outcomes	Assessment Criteria	Results
BLAW 421 Employment Law	Yes	Yes	?
ECON 331 Labor Economics	Yes	Yes	?
MGMT 373 Human Resource Management	Yes	Yes	No
MGMT 375 Negotiation	Yes	Yes	Yes*
MGMT 377 Managing a Global Workforce	Yes	Yes	No
MGMT 385 Recruitment & Selection	No	No	No
MGMT 472 Compensation	Yes	Yes	Yes*
MGMT 474 Cases on Strategy & Workforce Trends	Yes	Yes	No

Note: Results for each of the outcomes has been entered except for participation. In reviewing the TracDat reports it appears that participation was linked to each outcome instead of being entered as a separate outcome. This needs to be corrected in the TracData system.

Learning outcomes and assessment criteria have been entered into TracDat for all courses except MGMT 385. This class was developed and added to the Program in 2010, but has not yet been offered. Learning outcomes and assessment criteria should entered into TracDat as soon as possible. While learning outcomes and assessment criteria are complete for all other courses, results have only been entered for MGMT 375 and 472. Clearly, results need to be entered for all other courses to allow for proper assessment of student learning. In the courses where results data have been entered, they show the vast majority of students are successful in meeting all learning outcomes.

In addition to the TracDat data that are used in assessing the effectiveness of the program, SAI results, Advisory Board input, and alumni, employer, student, and faculty surveys also provide useful information. A summary of SAI results for selected classes are included in Appendix B. The input from the Advisory Board is detailed in the advisory board meeting minutes found in

Appendix D and is discussed elsewhere in this report. The same is true for the alumni, employer, student, and faculty surveys, which are found in Appendix F, H, J, and L, respectively. While the College collects annual data from ETS Major (Business) Field Test and EBI Undergraduate Business Exit Survey and can therefore identify trends, the data are not available at the individual program level. There are also no independent accreditation benchmark standards. While the SHRM offers curricular standards for undergraduate HR education, they are structured around the PHR certification, which our Advisory Board concluded is not necessary for a graduating student.

While Program faculty use this input and the available assessment data to determine the need for changes in the Program and individual classes, more must be done in the area of assessment. Faculty must ensure that all data are properly entered into TracDat. The possibility of identifying a means for assessing Program outcomes (e.g., project, portfolio, test, etc) to measure the extent to which those completing the program are achieving the desired competencies should also be explored.

J. Service to Non-Majors

The Program faculty do not provide any General Education service courses. However, as noted earlier, an increasing number of students from other programs and colleges are pursuing minors and certificates. In addition, students from some programs outside the COB do take the basic Human Resource (MGMT 373) and/or the Negotiations (MGMT 375) classes; however, the number of students involved does not have a significant impact on the Program. It is expected that this level of service will remain steady or gradually increase as the classes become more well-known on campus.

K. Degree Program Cost and Productivity Data

The 2007-08 Degree Program Costs report shows the HR degree is a relatively low cost program. The total average cost per SCH for the HR program is $190.48.

According to the Ferris Productivity Report Fall 2005 – Spring 2010 SCH/FTEF is a measure of productivity that gives the average number of student credit hours generated per fulltime equated faculty member. The report provides data at the university, college, department, and course prefix levels. Since courses in the Human Resource Management Program share the MGMT prefix, along with several other management classes, the data reported are for all courses that use the MGMT prefix. The following table shows a comparison of the SCH/FTEF for the MGMT prefix courses, the Management department as a whole, the COB, and the university.

SCH/FTEF Comparison F+SP 2005-06 – 2009-10

	2005-06	2006-07	2007-08	2008-09	2009-10
MGMT Prefix	673.54	749.19	764.15	682.53	627.84
Management Dept.	645.35	644.66	662.81	620.40	630.79
College of Business	556.65	576.41	591.07	580.78	581.87

| University | 455.71 | 443.06 | 450.88 | 448.62 | 453.69 |

The table clearly shows that the MGMT prefix courses have led the department, College, and University in terms of productivity since the 2005-06 academic year. The high productivity of the faculty, combined with the lack of need for special facilities/resources, indicates Human Resource Management is a very low investment program for Ferris.

L. Administration Effectiveness

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

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

The HRM Program is run in an efficient manner. Historically classes in the HRM Program were offered following a regular rotation to allow students to plan in advance, which is especially important for courses that are only offered once per year. There was a deviation from this schedule in the Spring 2011 semester which resulted in a number of course substitutions. This led to frustration among students in the program who had wanted to take the courses that are a regular part of the program instead of a course that was tangentially related. For example, there were students who wanted to take the International HR course that is part of the program instead of a more generic international business course that was used as a substitute. In the future it will be important to adhere to a regular course rotation.

Section 4: Facilities and Equipment

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

A. Instructional Environment

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

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

B. Computer Access and Availability

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

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

Overall, there are approximately 315 computers located in various classrooms and computer labs within the College of Business. The average processor speed is 2.39 GHZ. Based on this review, one recommendation would be to add additional docking stations in those classrooms that lack this technology; otherwise, the facilities and equipment available to the HRM Program appear to be quite adequate for its present needs.

C. Other Instructional Technology

At the present time no other instructional technology is being used and none is needed.

D. Library Resources

Students enrolled in the Bachelor of Science Human Resources Management Program also have access to approximately 164 Dell and Macintosh computers within the main areas of the FLITE Library and an additional 95 within their computer lab area(s). Standard software loads include the following:

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

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

Section 5: Conclusions

A. Relationship to FSU Mission

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

The HRM Program provides a good fit with the mission of the University and the COB by giving students an education based on the current needs of employers in the workplace as indicated by members of the Advisory Board and the results of the employer survey. Like other programs in the College of Business, the HR program helps students develop skills that will aid them in obtaining employment in Human Resources or other entry-level management positions upon graduation and provide a solid foundation for the rest of their careers. Program faculty need to insure that the program remains current. To this end advisory board meetings should be held on an annual basis.

B. Program Visibility and Distinctiveness

The visibility of the Program across campus has increased over the last few years as evidenced by the increase in the number of non-business majors pursuing minors and certificates. The added flexibility in the minor and certificate has increased their attractiveness to non-majors in turn increasing enrollment in the HR classes. This is expected to continue as more people across campus become familiar with the program. The HRM Program provides a valuable edge to non-majors that supplements their technical skills and helps position them for management positions in their major area. In order to sustain this growth, program faculty need to continue to build the reputation of the program and publicize the successes of the students and the faculty.

Program faculty need to reach out to Advisory Board members to develop closer ties between the Program and employers. Stronger ties should result in increased networking and internship opportunities for students. Strengthening ties to regional employers and the addition of a required internship will also help the program to become more distinctive. More should also be done in the area of recruiting.

C. Program Value

As discussed in Section 1(D) the Program is valuable to the COB, University, students, community, and employers. It is part of a well-rounded offering of business programs, a view

that is supported by the results of the faculty survey discussed in Section 2(E). The low cost nature of the Program means that it is contributing to the financial health of the University as well. In addition to providing another choice of major for students, it also offers students from across the University an increasingly popular alternative for a minor or certificate. As discussed in Section 2(A), alumni feel the Program is valuable in their careers and would recommend it to others.

D. Enrollment

As noted earlier, the reported number of students enrolled in the program is not consistent across the various enrollment reports. This problem needs to be addressed at the university level. Based on reports from Institutional Research and Testing, enrollment in the major appears to be stable with 29 students enrolled in the major as of the fall of 2010. The enrollment numbers in the minor and certificate are very encouraging. The HR minor is becoming particularly popular, drawing students from a variety of programs in Allied Health Sciences, Art & Sciences, and Education, in addition to other degree programs in Business. Currently 37 students are pursuing HR minors, up from 19 in 2005, which is a 95% increase. It appears that the HR minor is the most popular one offered by the Management Department.

In spite of this increase, more needs to be done to boost enrollment in the major, minor, and certificate. To that end it is important to publicize the minor and certificate, as well as the major. A better method of tracking students pursuing certificates prior to graduation is also needed.

E. Characteristics, Quality and Employability of Students

As discussed in Section 3(A), the FSU GPA and ACT scores of students majoring in HR has been on the rise. While data are not available for students pursuing minors or certificates, there is nothing to suggest that the same would not be true for them. As reported in Section 3(A), the Ferris' 2008/09 Graduate Follow-Up Survey Summary had a zero response rate. This is problematic in that it makes it impossible to get a handle on the how those graduating with a major, minor, or certificate in HR fare in the job market. It is important that the contact information for all University graduates be as current and complete as possible. While we are lacking current data, there is no reason to believe that today's reality is significantly different than that reported in the last program review, which reported a 100% placement rate and an average salary of $29,425. The addition of a required internship should also help program graduates obtain employment after graduation.

F. Quality of Curriculum and Instruction

As discussed in Section 3(F) the curriculum is typical of an HR program. Based on input from the advisory board covered in Section 2(F) and the employer survey covered in Section 2(B), there will be changes in the program as well as individual courses. Notably, a required internship will be added to the major and the Recruitment and Selection class (MGMT 385) will be

modified to include training as a topic in the course. A qualified adjunct with experience in the insurance industry must also be hired so the Employee Benefits course (MGMT 338) can become part of the regular course rotation. INTB 335 Cross Cultural Business should replace MGMT 377 International HR as a required course. As noted in Section 3(I), current data for all courses must be entered and maintained in TracDat. Based on SAI results the quality of the instruction is high. It is important that with the multitude of other faculty responsibilities, that providing a high quality instructional experience remain the highest priority.

G. Composition and Quality of the Faculty

As noted in Section 3(F), there are five faculty who teach courses in the Program. While they are well qualified, they are stretched very thin. In addition to teaching, advising, and working with students on a daily basis, they are also highly involved in scholarly and professional development activities, and service to the Department, College, and University. Needless to say, as the Program continues to grow, the demands on the faculty will undoubtedly increase with the number of students. The close relationship between the faculty and the students is a major strength of the Program. Nurturing such a relationship, including relationship the faculty develop with the Advisory Board and employers, requires a significant investment of time. Although the faculty are currently meeting these and other demands, the workload must be monitored over time.

H. Input from the Department Head, David Steenstra

The wide variety of functions encompassed within the broad scope of Human Resources transcends size and enterprise distinctiveness of all business, non-profit, and governmental organizations. From the small entrepreneurial organizations to the global juggernauts, the need for human resource functionality persists. Whether organizations are service, retail, manufacturing, public service, governmental, health care, or distribution the human resource function is a prerequisite for success and sustainability in all organizations.

The Human Resource Management Program within the Management Department offers a wide variety of options for students: certificates, minors, concentrations, and a complete major. Students pursuing degrees in other disciplines, such as health care or criminal justice are well served by selecting a human resource certificate to fortify their primary area of study. Regardless of one's career, human resource management will in fact play an important role in their growth and maturity as a professional.

Topics included in the various courses offered in the Human Resource Management Program include:
- Human Resource Planning
- Employment Law
- Job Analysis & Evaluation
- Recruitment and Selection
- Training & Development
- Compensation

- Benefits
- Performance Appraisal
- Employee Benefits
- Negotiations
- International and Strategic Human Resources

These topics represent only a portion of the issues contained within the Human Resource courses offered in this Program. It is quite apparent that the significance and relevance of these subject matters are very applicable to every organization regardless of size or scope. Additionally, MGMT 373 the Human Resource Management course is an important course within the Business Administration Major. All students within the Business Administration department will experience this course, regardless of their specific career goals. The MGMT373 also serves as an elective with other programs throughout the University.

The Human Resource Management faculty are dedicated and capable of delivering a wide variety of high quality courses. It is the opinion of the Department Head that this Program should continue. Students gain useful knowledge in a field that will continue to grow in prominence and demand.

Department Head Steenstra's Response to Dean Nicol's Comments

In the spirit of the continuous improvement process we need to challenge ourselves to assure that the Human Resource Management program is relevant and reflects current issues within the discipline. Specific actions that could improve this program include:
- Strongly suggesting students to participate in internships, in particular with business and industry. Utilizing our own university human resource department as a learning lab is helpful, but a non-academic experience will provide students with a rich perspective unavailable within the academe.
- We need to develop a specific distinctive difference with our program, relative to similar offerings at other institutions.
- We need to develop methods of staying in touch with our graduates. They will provide us with validation and critique.
- Our graduate survey needs to be current and include percentage of placement and average salaries.
- We should further develop our curriculum to bolster our emphasis on strategic human resource planning.
- With the growing popularity of our certificate, we should develop a tracking mechanism for the certificate recipients.
- Average section sizes this past year were comparable to all business administration classes. HR = 24.7%, Business Administration = 28.5%.
- We need to continuously evaluate our curriculum offerings to assure they are meeting current workplace needs.
- SHRM standards should also be incorporated as benchmarks within our program.

Focus on these suggestions, followed up with appropriate actions will provide our students with an ever-improving educational experience within the human resource field.

I. Input from the Dean, David Nicol

As this report suggests, and Dr. Steenstra's comments reinforce, HRM is of strategic importance in the pursuit of organizational success. In the last couple of decades, HRM has evolved from a more limited focus on personnel administration (e.g., hiring, training, assessing, and compensating) to a place at the C-suite (i.e., CEO, COO, CIO, etc.) table, acknowledging the criticality of human resources as a source of competitive advantage, or disadvantage. As such, it is critical that all business students have exposure to these emerging perspectives, which 'core courses', certificates, and minors can provide. That said, I am not convinced that our resources are best utilized through the provision of a full degree program, which narrows one's options. However, if we are to continue to offer such, I applaud the recognition that it is critical that our students be afforded the benefit of a required internship. As this report conveys, we haven't any empirical evidence that our graduates, especially the more recent ones, are well-positioned to secure HR positions; in part, perhaps, because they impose geographic limitations. If that is our reality, then it behooves us to refocus (i.e., strategically apply our human resources). We have a wonderfully skilled cadre of faculty supporting this curricular area. Our challenge is to figure out how to most effectively apply their knowledge and abilities to benefit the greatest number of students in a distinctive manner that provides demonstrable value.

Section 5 - Appendices

Appendix A – Check sheets and descriptions of required courses

Ferris State University - College of Business

BACHELOR OF SCIENCE DEGREE IN BUSINESS – HUMAN RESOURCES - 121/122 credits

NAME: _____

ID#: _____

Required		Course Title - Prerequisites Shown in Brackets ( )	Crs	Gr	Gr Pt
COMMUNICATION COMPETENCE - 15 Credits Required					
Communication Competence Category Satisfied with Related* Course Requirements					
COMM	121	Fundamentals of Public Speaking (None)	3		
ENGL	150	English 1 (ENGL 074 w/ a C- or better or a minimum score of 14 on ACT)	3		
ENGL	250	English 2 (ENGL 150 w/a grade of C- or better)	3		
ENGL.	325	Advanced Business Writing – (ENGL 250 or 211 both w/ C or better)	3		
SCIENTIFIC UNDERSTANDING – 7-8 Credits Required					
Consult the Ferris website: **www.ferris.edu/htmls/academics/gened/scicourses.html** for approved courses.					
		Scientific Understanding with Lab	4		
		Scientific Understanding	3-4		
QUANTITATIVE SKILLS – 3 Credits Required					
MATH	115	Intermediate Algebra (MATH 110 w/C- or better, or 19 on ACT or 460 on SAT) If MATH ACT score is 24+, substitute a general education elective.	3		
CULTURAL ENRICHMENT – 9 Credits Required*					
Consult the Ferris website: **www.ferris.edu/htmls/academics/gened/cultcourses.html** for approved courses.					
		Cultural Enrichment Elective	3		
		Cultural Enrichment Elective	3		
Choose One:		LITR 203 or LITR 204 or RELG 325 (All require ENGL 150)	3		
SOCIAL AWARENESS – 9 Credits Required*					
Consult the FSU Website: **www.ferris.edu/htmls/academics/gened/soccourses.html** for approved course.					
ECON	221	Principles of Macroeconomics (MATH 110 w/a C- or better or ACT of 19 or SAT of 460)	3		
ECON	222	Principles of Microeconomics (ECON 221)	3		
PSYC	150	Introduction to Psychology (Reading score of 17 ACT or Verbal 430 SAT or READ 106 w/ C or better)	3		
COLLEGE OF BUSINESS ADDITIONAL GENERAL EDUCATION ELECTIVES – 9 Credits Required					
ECON	331	Labor Economics (ECON 222)	3		
SOCY	121	Introductory Sociology (None)	3		
SOCY	340	Minority Groups in America (SOCYP 121 or 122 or ANTH 122)	3		

Required		Course Title - Prerequisites Shown in Brackets ( )	Crs	Gr	Gr Pt
BUSINESS CORE – 30 Credits Required					
ACCT	201	Principles of Accounting 1 (MATH 110 w/ C- or better, or 19 on ACT of 460 on SAT)	3		
ACCT	202	Principles of Accounting 2 (ACCT 201 with a grade of C- or better)	3		
BLAW	301	Legal Environment of Business (None)	3		
BUSN	499	Integrating Experience (FINC 322, MGMT 370, MKTG 321, Sr status)	3		
FINC	322	Financial Mgmt 1 (ACCT 202, Math 115, 116 or 117 or MATH ACT 24)	3		
ISYS	321	Business Information Systems (ACCT 202, MKTG 321, MGMT 301)	3		
MGMT	301	Applied management (None)	3		
MGMT	370	Quality/Operations Management (Sophomore status)	3		
MKTG	321	Principles of Marketing (Sophomore status or higher)	3		
STQM	260	Introduction to Statistics (MATH 115 or MATH 116 w/ C- or better or 24 or ACT or 560 on SAT)			

Required		Course Title - Prerequisites Shown in Brackets ( )	Crs	Gr	Gr Pt
HUMAN RESOURCE MAJOR COURSES – 33 Credits Required					
BLAW	421	Employment Law (Junior Standing)	3		
ISYS	200	Database Design & Implementation (ISYS 105 or course competency)	3		
MGMT	373	Human Resource Management (Sophomore status)	3		
MGMT	375	Negotiation (Junior status)	3		
MGMT	377	Managing a Global Workforce (MGMT 373 or permission of instructor)	3		
MGMT	385	Recruitment & Selection (MGMT 373 or permission of instructor)	3		
MGMT	472	Compensation (MGMT 373 or permission of instructor)	3		
MGMT	474	Cases on Strategy & Workforce Trends (MGMT 373)	3		
		Directed Elective - **Internship Strongly Suggested**, Prior approval of advisor required for directed elective.	3		
		Directed Elective – Prior approval of advisor required	3		
		Directed Elective – Prior approval of advisor required	3		
ADDITIONAL – 9 Credits Required					
ISYS	105	Introduction to Micro Systems & Software (None)	3		
		Free Elective – If needed MATH 110 can be taken as a free elective	3		
		Free Elective – See advisor for assistance	3		

a

Advising notes:

FSUS 100 requirement satisfied by _____ .

Global Consciousness requirement satisfied by _____ .

Race, Ethnicity, Gender requirement satisfied by _____ .

HUMAN RESOURCE - SUGGESTED SEMESTER COURSE COMPLETION

FIRST YEAR

Fall Semester

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

Spring Semester

Grade			CrHrs
	Cultural Enrichment Elective		3
ENGL 250	English 2		3
	Lab Science Elective		4
SOCY 121	Introductory to Sociology		3
STQM 260	Introduction to Statistics		3
		TOTAL	16

SECOND YEAR

Fall Semester

Grade			CrHrs
ACCT 201	Principles of Accounting 1		3
ECON 221	Principles of Macroeconomics		3
	Free Elective		3
PSYC 150	Introduction to Psychology		3
	Scientific Elective		3/4
		TOTAL	15/16

Spring Semester

Grade			CrHrs
ACCT 202	Principles of Accounting 2		3
BLAW 301	Legal Environment of Business		3
ECON 222	Principles of Microeconomics		3
	Choose one: LITR 204, LITR 205 or RELG 325		3
MGMT 301	Applied Management		3
		TOTAL	15

THIRD YEAR

Fall Semester

Grade			CrHrs
BLAW 421	Employment Law		3
	Directed Elective		3
FINC 322	Financial Management 1		3
ISYS 200	Database Design & Implementation		3
MGMT 373	Human Resource Management		3
		TOTAL	15

Spring Semester

Grade			CrHrs
ECON 331	Labor Economics or Directed Elective		3
ENGL 325	Advanced Writing for Business		3
ISYS 321	Business Information Systems		3
MGMT 370	Quality/Operations Management		3
MGMT 385	Recruitment & Selection		3
		TOTAL	15

FOURTH YEAR

Fall Semester

Grade			CrHrs
	Directed Elective		3
MGMT 472	Compensation		3
MGMT 474	Cases on Strategy & Workforce Trends		3
MKTG 321	Principles of Marketing		3
SOCY 340	Minority Groups in America		3
		TOTAL	15

Spring Semester

Grade			CrHrs
BUSN 499	Integrating Experience		3
ECON 331	Labor Economics or Directed Elective		3
	Free Elective		3
MGMT 375	Negotiations		3
MGMT 377	Managing a Global Workforce		3
		TOTAL	15

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

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

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 curriculum which are in effect at the time of their return, not the requirements which were in effect when they were originally admitted.

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

Ferris State University
Management Department
HUMAN RESOURCE MANAGEMENT MINOR – 18 Credits

REQUIRED		COURSE TITLE – PREREQUISITES SHOWN IN BRACKETS ( )	S.H.	GRADE
REQUIRED COURSES – 12 Credits Required				
BLAW	421	Employment Law (Junior status or instructor permit)	3	
MGMT	373	MGMT 373 Human Resource Management (Sophomore status) Note: HCSA majors may substitute HCSA 335 Supervisory Practices	3	
MGMT	375	Negotiations (Junior status)	3	
MGMT	472	Compensation (MGMT 373 or instructor permit)	3	
SELECT TWO FROM THE FOLLOWING (with advisor approval) – 6 Credits				
COMM	301	Interviewing (COMM 105 or COMM 121 or COHM 121) **FOR NON COB STUDENTS**		
ECON	331	Labor Economics (ECON 222)	3	
EDUC	405	Training in Organizations	3	
HCSA	120	Health Care Administration (CCHS 101) **FOR NON COB STUDENTS**		
MGMT	301	Applied Management (None) **FOR NON COB STUDENTS**		
MGMT	338	Employee Benefits (Junior Standing)	3	
MGMT	377	Managing a Global Workforce (MGMT 373 or Instructor permit)	3	
MGMT	385	Recruitment & Selection (MGMT 373 or instructor permit)	3	
MGMT	474	Cases on Strategy & Workforce Trends (MGMT 373 or Instructor permit)	3	
PSYC	326	Indust-Organizational Psych (PSYC 150)	3	
SOCY	340	Minority Groups in America (SOCY 121 or, 122, or ANTH 122)	3	
PROCEDURES				

1. In consultation with a member of the Human Resource faculty, the student will complete a Human Resource Minor checksheet, indicating the courses he/she plans to complete. Signatures of the student and Human Resource advisor are required.
2. The completed Human Resource 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 Human Resource Minor will be posted on the student's checksheet.
4. A term prior to completion of the Human Resource Minor program, the student will notify 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 Human Resource Minor on the student's official transcript.

NOTE: No more than 50% of the credits in this minor may be transferred from another institution, nor, will this minor be granted if more than 6 of the minor credits are specifically required in the students' major.

To declare this minor contact Dr. DeMarr, Bus 360, 231-591-3756 or Pro. Grover, Bus 345, 231-591-2467
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 curriculum which are in effect at the time of their return, not the requirements which were in effect when they were originally admitted.

NOTE: A 2.00 GPA is required for completion of the Human Resource Minor.

Declaration Form on Reverse Side

FERRIS STATE UNIVERSITY
ACADEMIC MINOR DECLARATION FORM

Name:_____   Student Number:_____

College:_____   Major: _____

Requirements for: Human Resource Mgmt Minor   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.

Courses	Date Completed	Elective Courses	Date Completed

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

HUMAN RESOURCE CERTIFICATE – 12 Credits

Name:_____ ID#:_____

Required		Course Title Prerequisites Shown in Brackets ( )	S.H.	Grade	Gr. Pts.
BLAW	421	Employment Law (Junior status)	3		
MGMT	373	Human Resource Management (Sophomore status)	3		
Select two courses from the following with advisor approval:					
ECON	331	Labor Economics (ECON 222)	3		
MGMT	375	Negotiations (Junior status)	3		
MGMT	377	Managing a Global Workforce (MGMT 373 or permission of instructor)	3		
MGMT	385	Recruitment & Selection (MGMT 373 or permission of instructor)	3		
MGMT	472	Compensation (MGMT 373 or permission of instructor)	3		
MGMT	474	Cases on Strategy & Workforce Trends (MGMT 373))	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.

To declare this certificate contact Dr. DeMarr, Bus 360, 231-591-3756 or Prof. Grover, Bus 345, 231-591-2467
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 Human Resource Management Certificate.

*Student:*_____*Date:*_____

Human Resource Advisor: _____ *Date:*_____

*Management Dept. Chair:*_____*Date:* _____

(To receive this certificate, you must complete a certificate clearance in the College of Business-Room 200)

Effective: 201008

Course Descriptions for Major, Minor and Certificate in Human Resource Management

Employment Law (BLAW 421)
Course covers Title VII Civil Rights Act; Equal Pay Act; Age Discriminations in Employment Act; Rehabilitation Act of 1973; Michigan Civil Rights Act; National Labor Relations Act, as amended; FLSA, minimum wage, overtime provisions. Pre-Requisites: Junior status or instructor approval. Typically Offered Fall Only

Interviewing (COMM 301)
The development of practical skills in interviewing. The course focuses on techniques and strategies, and includes ethical and legal considerations. Types of interviews include: informational, selection, performance appraisal, discipline, exit, counseling, and persuasive. Pre-Requisites: **COMM 105** or **COMM 121** or **COMH 121** or COMM 200 or COMM 201. Typically Offered Fall, Summer

Labor Economic Labor Relations (ECON 331)
Using modern tools of economic analysis, a rigorous study of the evolution and the changing composition of labor and labor institutions is made. The labor movement, as shaped by labor, government, and the post-industrial economy is scrutinized. The new, emerging, international labor relations are analyzed. This course meets General Education requirements: Social Awareness, Race/Ethnicity/ Gender Issues. Pre-Requisites: **ECON 222**. Typically Offered Spring Only

Health Services Administration (HCSA 120)
This course provides an introduction to health services administration. It explores the unique role of the administrator in the health care setting, the dual power structure in health care agencies, and the impact of the organization's culture on the role of the administrator. It also includes the administrative roles of planning, inventory control, facility and equipment management, and productivity management, staffing and work distribution. Prerequisites: **CCHS 101** with grade of C or above. Typically Offered Fall and Spring.

Database Design-Implementation (ISYS 200)
Introduces database concepts, design methodologies, and implementation procedures. Stresses the importance of sound database design to insure data integrity and flexibility. Common data structures, normalization techniques, integrity constraints, security features, query and report facilities are discussed. One or more popular commercial database management systems will be used to implement the designs. Pre-Requisites: **ISYS 105** or Demonstrated Competency in **ISYS 105**. Typically Offered Fall, Spring, Summer

Applied Management (MGMT 301)
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

Employee Benefits (MGMT 338)
Concentrates on group insurance including life and health insurance; hospital, medical, and surgical coverage; social insurance, unemployment compensation, workers' compensation, and Social Security benefits. Investigates the formulation, basic features, funding methods, and administration of pension plans; deals with profit sharing, thrift and savings plans, deferred compensation, and Social Security retirement benefits. Prerequisites: Junior standing. Typically Offered Fall only.

Human Resource Management (MGMT 373)
Covers the objectives, functions, and organization of personnel programs; discusses such topics as selection training and development, job analysis, wage and salary administration, performance appraisal, disciplinary systems, employee safety and health, and the collective bargaining process. Pre-Requisites: Sophomore Standing. Typically Offered Fall, Spring, Summer

Negotiations (MGMT 375)

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

Managing a Global Workforce (MGMT 377)

The management of people may be the most critical component of a firm's ability to implement its strategy effectively and compete in an increasingly complex and dynamic global economy. Beginning with understanding the dimensions and consequences of globalization, this course will offer students the opportunity to enhance their understanding of global organizations, and through project and assignment based assessment, allow them to develop critical skills in applying concepts from HRM in a global business context. Pre-Requisites: MGMT 373 or Instructor approval. Typically Offered Spring Only

Recruitment and Selection (MGMT 385)

This course introduces students to the Human Resource functions of Recruitment and Selection in organizations. This course focuses on the effective management of the flow of talent into and through organizations. I give particular attention to the impact of business strategy on recruiting, selection and organizational staffing practices. Another key issue is the efficacy of recruitment and selection practices. We will discuss internal and external labor markets, recruiting, selection, and person-job and person-organization match on staffing practices in this context. Staffing is now being integrated across global units in firms, and we will focus on international staffing when we discuss trends in staffing. Prerequisites: MGMT 373 or Instruction permit. Typically Offered Spring only.

Compensation (MGMT 472)

Course provides an in-depth view of the total compensation system. Design, develop, and implement a complete compensation system and the aspects of which include: establishing the compensation objectives, analyzing and evaluating jobs, establishing the organization's pay policy relative to the external labor market, and utilizing the compensation system to adjust employee wages. Emphasis will be placed on balancing internal consistency and external competitiveness while equitably rewarding individual contributions. Pre-Requisites: MGMT 373 with a grade of D- or better or Instructor approval. Typically Offered Spring Only

Cases Strategy-Workforce Trend (MGMT 474)

This course provides an opportunity to apply knowledge of Human Resource Management concepts in a variety of contexts to solve organizational challenges. The focus is on discussing solutions of core HRM concepts including strategy, and current trends in the workplace such as changing workforce demographics, talent management and succession planning. Pre-Requisites: MGMT 373 with a grade of D- or better. Typically Offered Fall Only

Indust-Organizational Psych (PSYC 326)

Application of psychological principles to business and industry. Topics include selection, placement, and evaluation of employees; motivation, leadership, and worker satisfaction. The role of psychology in productive organizations and service agencies, as well as society in general. This course meets General Education requirements: Social awareness, Race/Ethnicity/Gender Issues. Pre-Requisites: PSYC 150. Typically Offered Fall, Spring, Summer

Minority Groups in America (SOCY 340)

Traces the history of several minority groups in the United States, and analyzes their current demographic, economic, and social situations. Minority/dominant relations are examined. Emphasis is placed on the study of prejudice and discrimination. This course meets General Education requirements: Race/Ethnicity/Gender Issues and Social Awareness. Pre-Requisites: SOCY 121 or 122 or ANTH 122. Typically Offered Fall, Spring, Summer

Appendix B – Online Student Survey Comments and Faculty SAI Summaries

Comments from the Fall 2010 University-wide Survey of Students in Online Classes

Course Prefix	Do you have any comments to add about any of the above items?
MGMT	Bev Demarr was a great online teacher....Very organizedd and loved to tslk with students
MGMT	Beverly Demarr is by far the absolute best professor at Ferris State University.
MGMT	Like I already said, Beverly Demarr is by far the best professor ever to work at Ferris State University. You should be very proud to have someone like her as an employee.
MGMT	Again...Beverly Demarr is terrific.
	What was the best thing about this class?
MGMT	Instructor was quick to respond to any questions. She was very encouraging with her comments. Was able to "negotiate" extra credit
MGMT	Beverly Demarr is a phenomenal professor. She knows the material, and she presents it in a positive manner, conducive to learning. She is extremely empathetic, understanding, cares about all students and their success, and is just an all around wonderful person.
MGMT	Beverly Demarr makes learning not only something one desires, but also fun.
	What most needs improvement?
ENGL	I have taken several online courses with Ferris and the teachers make the biggest difference. The best online courses have been the ones whose teachers were involved the most. Carol Rewers should give instructions to others on preparation, courtesy, and envolvement. The teacher I had for this course should find another profession.
MGMT	Get rid of the lousy, no good, professors, and replace them with someone like Beverly Demarr.

Summary of Student Assessment of Instruction (SAI) Results for
Beverly J. DeMarr, Ph.D

Dr. DeMarr's SAI results for 1010 are summarized in the following table:

		Effective Instructor
Spring 2010	MGMT 373 AGA	82.4%
	MGMT 373 VL1	94.1%
	MGMT 375 001	95.7%
	MGMT 472 VL1	78.9%
Summer 2010	MGMT 373 AGA	69.2%
	MGMT 373 VL1	86.7%

	MGMT 375 VL1	84.2%
	MGMT 472 VL1	78.9%
Fall 2010	MGMT 373 VL1	88.9%
	MGMT 373 VL2	80.0%
	MGMT 375 VL1	77.8%
	MGMT 472 001	75.0%

Note: The percentages reflect the number of students agreeing or strongly agreeing the instructor was effective.

Comments from the SAIs for Dr. DeMarr's 2010 classes include:

"Even though this is an online course, because Bev is always online and always available to us, it almost feels like a face-to-face class."

"I have learned more in this class than many prior."

"Beverly DeMarr should be the benchmark for all on-line classes. She is a fantastic individual with great insight and information. She continually gives constructive feedback and has always been available for questions. I am very pleased I had this opportunity to interact with her."

"I really liked the role plays and open class discussions, by far the most 'real world' applicable class I have had."

"Although the assignments were very difficult, by the end I liked the work and learned a lot."

"Very good professor, I have already recommended taking her class online to my classmates while we are out on internship this fall."

"I was able to start relating this particular subject to a lot of things that happen in my day-to-day life. I'm able to give my friends advice about management in their jobs and open their eyes to laws and certain things supervisors are required to do that they did not know about."

"I believe that I learned more in this class than I do normally in face-to-face classes."

"This was the best class that I have taken online at Ferris or elsewhere. The feedback on the discussions and assignments from the teacher was great."

"Bev is very involved and engaged with the class."

"I enjoyed this class and learned more than I have in other online or face to face classes at Ferris. The book and the teacher are excellent."

"Bev's classes are very organized and easy to follow."

"Best online instructor that I have ever had. This course was organized and efficient. I loved the almost immediate feedback. Keep up the good work!!! And Thank You Very Much!!!"

"Seemed like I was right there when she graded them because it was so quick."

"I have already incorporated some of what I have learned into my current position."

"Great teacher, great class, I learned a lot!"

"Each phase of our project was broken down and commented on separately so we knew exactly where we kept and lost points."

"The project is a great learning experience, and the book works with it nicely."

"I couldn't think of a better online instructor because of response time and thoroughness of answered received. She is very devoted and capable of working through large workloads promptly and with diligence."

SAI Summary and Utilization: Shirish Grover

There are several questions in the SAI form used for in class instruction at Ferris State University. The objective of this summary and assessment is *not merely to highlight this instructor's performance, but to organize it and utilize the feedback to improve the instruction process where possible*.

With that objective, some key questions from the SAI forms have been organized into the following categories:

   a.   Course Content and Management

   b.   Instructor Effectiveness

   c.   Overall Class Assessment

The SAI questions for evaluations through the semesters this instructor has been at Ferris were then selected and collected together based on these categories. The SAI scores are presented below:

A) Course Content and Management

Q2.) Course activities (lectures, projects, etc.) helped me learn the course material

Fall 2010			
Course	**Section**	**Frequency**	**Mean Score**
MGMT 373	002	23	4.30
MGMT 373	003	25	4.46
MGMT 474	001	7	4.86
Aggregate Mean			**4.54**
Spring 2010	**Section**	**Frequency**	**Mean Score**
MGMT 373	002	31	4.52
MGMT 373	003	26	4.58
Aggregate Mean			**4.55**
Fall 2009	**Section**	**Frequency**	**Mean Score**
MGMT 373	004	23	4.62
MGMT 373	005	24	3.96
MGMT 474	001	12	4.42
Aggregate Mean			**4.43**

Q5.) The instructor helped me make connections between the content of this course and real life situations

Fall 2010			
Course	**Section**	**Frequency**	**Mean Score**
MGMT 373	002	23	4.26
MGMT 373	003	25	4.42
MGMT 474	001	7	5.00
Aggregate Mean			**4.56**
Spring 2010	Section	Frequency	Mean Score
MGMT 373	002	31	4.68
MGMT 373	003	26	4.62

Aggregate Mean			4.65
Fall 2009	Section	Frequency	Mean Score
MGMT 373	004	23	4.52
MGMT 373	005	24	4.42
MGMT 474	001	12	4.58
Aggregate Mean			4.51

Q9.) The instructor gave helpful illustrations and examples in explaining application of the course materials

Fall 2010			
Course	**Section**	**Frequency**	**Mean Score**
MGMT 373	002	23	4.35
MGMT 373	003	25	4.42
MGMT 474	001	7	4.86
Aggregate Mean			4.54
Spring 2010	Section	Frequency	Mean Score
MGMT 373	002	31	4.77
MGMT 373	003	26	4.50
Aggregate Mean			4.64
Fall 2009	Section	Frequency	Mean Score
MGMT 373	004	23	4.52
MGMT 373	005	24	4.29
MGMT 474	001	12	4.42
Aggregate Mean			4.41

Q4.) The course was well organized

Fall 2010			
Course	**Section**	**Frequency**	**Mean Score**
MGMT 373	002	23	4.43
MGMT 373	003	25	4.46
MGMT 474	001	7	5.00
Aggregate Mean			4.63
Spring 2010	Section	Frequency	Mean Score
MGMT 373	002	31	4.52
MGMT 373	003	26	4.54
Aggregate Mean			4.53
Fall 2009	Section	Frequency	Mean Score
MGMT 373	004	23	4.48
MGMT 373	005	24	4.50
MGMT 474	001	12	3.75
Aggregate Mean			4.24

B) Instructor Effectiveness
Q7.) The instructor presented material in a clear and understandable manner

Fall 2010			
Course	**Section**	**Frequency**	**Mean Score**
MGMT 373	002	23	4.30
MGMT 373	003	25	4.25
MGMT 474	001	7	5.00
Aggregate Mean			**4.52**
Spring 2010	Section	Frequency	Mean Score
MGMT 373	002	31	4.35
MGMT 373	003	26	4.38
Aggregate Mean			**4.37**
Fall 2009	Section	Frequency	Mean Score
MGMT 373	004	23	4.38
MGMT 373	005	24	4.04
MGMT 474	001	12	4.00
Aggregate Mean			**4.14**

Q10.) The instructor seemed to be genuinely interested in what she/he was teaching

Fall 2010			
Course	**Section**	**Frequency**	**Mean Score**
MGMT 373	002	23	4.74
MGMT 373	003	25	4.61
MGMT 474	001	7	4.86
Aggregate Mean			**4.74**
Spring 2010	Section	Frequency	Mean Score
MGMT 373	002	31	4.84
MGMT 373	003	26	4.85
Aggregate Mean			**4.85**
Fall 2009	Section	Frequency	Mean Score
MGMT 373	004	23	4.65
MGMT 373	005	24	4.78
MGMT 474	001	12	4.75
Aggregate Mean			**4.73**

Q11.) The instructor was well prepared for classes

Fall 2010			
Course	**Section**	**Frequency**	**Mean Score**
MGMT 373	002	23	4.78
MGMT 373	003	25	4.54
MGMT 474	001	7	4.86
Aggregate Mean			**4.73**
Spring 2010	Section	Frequency	Mean Score
MGMT 373	002	31	4.65
MGMT 373	003	26	4.77
Aggregate Mean			**4.71**

Fall 2009	Section	Frequency	Mean Score
MGMT 373	004	23	4.71
MGMT 373	005	24	4.75
MGMT 474	001	12	4.58
Aggregate Mean			**4.68**

Q12.) I was able to get help in this course if I needed it

Fall 2010			
Course	**Section**	**Frequency**	**Mean Score**
MGMT 373	002	23	4.50
MGMT 373	003	25	4.61
MGMT 474	001	7	5.00
Aggregate Mean			**4.70**
Spring 2010	Section	Frequency	Mean Score
MGMT 373	002	31	4.52
MGMT 373	003	26	4.46
Aggregate Mean			**4.49**
Fall 2009	Section	Frequency	Mean Score
MGMT 373	004	23	4.71
MGMT 373	005	24	4.71
MGMT 474	001	12	4.75
Aggregate Mean			**4.73**

Q13.) I felt that the instructor put considerable effort into this class

Fall 2010			
Course	**Section**	**Frequency**	**Mean Score**
MGMT 373	002	23	4.77
MGMT 373	003	25	4.63
MGMT 474	001	7	5.00
Aggregate Mean			**4.80**
Spring 2010	Section	Frequency	Mean Score
MGMT 373	002	31	4.71
MGMT 373	003	26	4.65
Aggregate Mean			**4.68**
Fall 2009	Section	Frequency	Mean Score
MGMT 373	004	23	4.67
MGMT 373	005	24	4.63
MGMT 474	001	12	4.75
Aggregate Mean			**4.68**

Q15.) The instructor displayed an interest in students and their learning

Fall 2010			
Course	**Section**	**Frequency**	**Mean Score**
MGMT 373	002	23	4.68

MGMT 373	003	25	4.67
MGMT 474	001	7	4.86
Aggregate Mean			**4.74**
Spring 2010	Section	Frequency	Mean Score
MGMT 373	002	31	4.68
MGMT 373	003	26	4.77
Aggregate Mean			**4.73**
Fall 2009	Section	Frequency	Mean Score
MGMT 373	004	23	4.76
MGMT 373	005	24	4.71
MGMT 474	001	12	4.83
Aggregate Mean			**4.77**

Q 17) The instructor was enthusiastic about the subject of this course

Fall 2010			
Course	**Section**	**Frequency**	**Mean Score**
MGMT 373	002	23	4.68
MGMT 373	003	25	4.58
MGMT 474	001	7	4.86
Aggregate Mean			**4.70**
Spring 2010	Section	Frequency	Mean Score
MGMT 373	002	31	4.90
MGMT 373	003	26	4.65
Aggregate Mean			**4.76**
Fall 2009	Section	Frequency	Mean Score
MGMT 373	004	23	4.67
MGMT 373	005	24	4.58
MGMT 474	001	12	4.83
Aggregate Mean			**4.69**

Q18.) The instructor was receptive to the expression of student views

Fall 2010			
Course	**Section**	**Frequency**	**Mean Score**
MGMT 373	002	23	4.61
MGMT 373	003	25	4.67
MGMT 474	001	7	4.86
Aggregate Mean			**4.71**
Spring 2010	Section	Frequency	Mean Score
MGMT 373	002	31	4.68
MGMT 373	003	26	4.50
Aggregate Mean			**4.59**
Fall 2009	Section	Frequency	Mean Score
MGMT 373	004	23	4.57
MGMT 373	005	24	4.54

MGMT 474	001	12	4.83
Aggregate Mean			**4.65**

Q19.) The instructor stimulated my interest in the subject

Fall 2010			
Course	**Section**	**Frequency**	**Mean Score**
MGMT 373	002	23	4.00
MGMT 373	003	25	4.13
MGMT 474	001	7	4.57
Aggregate Mean			**4.23**
Spring 2010	Section	Frequency	Mean Score
MGMT 373	002	31	4.39
MGMT 373	003	26	4.38
Aggregate Mean			**4.39**
Fall 2009	Section	Frequency	Mean Score
MGMT 373	004	23	4.14
MGMT 373	005	24	3.54
MGMT 474	001	12	4.08
Aggregate Mean			**3.92**

C) Overall Class Assessment
Q22.) Overall, I rate this as an excellent course

Fall 2010			
Course	**Section**	**Frequency**	**Mean Score**
MGMT 373	002	23	4.43
MGMT 373	003	25	4.26
MGMT 474	001	7	4.86
Aggregate Mean			**4.52**
Spring 2010	Section	Frequency	Mean Score
MGMT 373	002	31	4.58
MGMT 373	003	26	4.31
Aggregate Mean			**4.45**
Fall 2009	Section	Frequency	Mean Score
MGMT 373	004	23	4.38
MGMT 373	005	24	4.08
MGMT 474	001	12	4.08
Aggregate Mean			**4.18**

Q23.) Overall, I rate this instructor as an excellent teacher

Fall 2010			
Course	**Section**	**Frequency**	**Mean Score**
MGMT 373	002	23	4.77
MGMT 373	003	25	4.52
MGMT 474	001	7	5.00

Aggregate Mean			4.76
Spring 2010	Section	Frequency	Mean Score
MGMT 373	002	31	4.83
MGMT 373	003	26	4.80
Aggregate Mean			**4.82**
Fall 2009	Section	Frequency	Mean Score
MGMT 373	004	23	4.57
MGMT 373	005	24	4.74
MGMT 474	001	12	4.92
Aggregate Mean			**4.74**

Commentary on SAI Assessment

    A) Course Content and Management

        i)   Mean scores on linkage of course activities to course material ranged from *4.43 to 4.55 out of a possible maximum of 5*.

        ii)   Mean scores on linkage of course content to application in real life ranged from *4.51 to 4.65 out of a possible maximum of 5*.

        iii)   Mean scores on use of examples to explain application of course concepts ranged from *4.41 to 4.64 out of a possible maximum of 5*.

        iv)   Mean scores on the organization of the course ranged from *4.24 to 4.63 out of a possible maximum of 5*.

The scores clearly indicate that this instructor's approach in terms of **providing relevant content covered in class as well as the emphasis on real life applications has been effective**.

    B) Instructor Effectiveness

        i)   Mean scores on whether the instructor was clear and presented in an understandable way ranged from *4.14 to 4.52 out of a possible maximum of 5*.

        ii)   Mean scores on instructor interest in what they were teaching ranged from *4.73 to 4.85 out of a possible maximum of 5*.

        iii)   Mean scores instructor preparedness ranged from *4.68 to 4.73 out of a possible maximum of 5*.

        iv)   Mean scores on instructor availability help students outside of class ranged from *4.49 to 4.73 out of a possible maximum of 5*.

        v)   Mean scores on extent to which instructor put effort into class ranged from *4.68 to 4.80 out of a possible maximum of 5*.

vi)   Mean scores on instructor interest in students and their learning ranged from *4.73 to 4.77 out of a possible maximum of 5*.

vii)   Mean scores on instructor enthusiasm in the subject they were teaching ranged from *4.69 to 4.76 out of a possible maximum of 5*.

viii)   Mean scores on instructor receptiveness to the expression of student views ranged from *4.59 to 4.71 out of a possible maximum of 5*.

ix)   Mean scores on instructor influence in stimulating student interest in the subject ranged from *3.92 to 4.23 out of a possible maximum of 5*.

The scores clearly indicate that this instructor works **hard and is enthusiastic about what he teaches**. He **encourages students to express themselves and stay engaged in the learning process**. His **enthusiasm inside class and availability outside of class has influenced students to have a positive view of the subject being taught**.
There has been some **debate among faculty on the potential impact of this instructor's foreign origin on his effectiveness at communication with students**. *The scores here should, it is hoped, put that debate to rest.*

C) Overall Class Performance

i)   Mean scores on the excellence of the course ranged from *4.18 to 4.52 out of a possible maximum of 5*.

ii)   Mean scores on the excellence of the instructor as a teacher ranged from *4.74 to 4.82 out of a possible maximum of 5*.

There is consistency in the overall assessment of the class experience and this instructor's performance as a teacher. This instructor continues to engage students in a good learning environment and provide them appropriate content and applications. This facilitates the Ferris mission of excellence in teaching, real world application of learning and providing students with the skills for success and life long learning.

Analysis and Utilization of SAI Feedback
From the quantitative and qualitative feedback, it would appear that the courses are being taught well and no changes are necessary. It is often easy to fall back into complacency and become repetitive and outdated as an instructor. It is not the goal of this instructor to do that. If we are to encourage life long learning in students, it is the stated mission of this instructor that he should engage in life long learning himself along with his students.
While space limitations do not allow each of this instructor's syllabi to be attached to the report, a review of the syllabi for each semester and each course would indicate a continued quest for excellence. Changes in assignments, activities in class and examinations are regularly made on the basis of suggestions from students and analysis of what worked in class and what did not, or could be improved on. Here are a few examples for demonstration of the above assessment:

MGMT373 (Human Resource Management)

Students learn most effectively by doing. A clear demonstration is the change in one of my assignments on the selection process. At the outset, the instructor used to ask questions on the exam on situational and behavioral questions used for selection. While students did well overall, the instructor observed a disconnect between what the students wrote and the relevance of the questions to their own lives.

This particular question and activity has since evolved into a comprehensive exercise. Students are now expected to identify a job or internship they are interested in. They are then expected to work in teams and develop situational and behavioral questions specific to that identified position. The team then videotapes each student's interview. The student then plays back the recording and critiques their own performance on the interview. The instructor then provides feedback on both the interview performance and critique for each student. Certainly, this is more work for both students and the instructor. However, students get a very real assessment of what is the importance of this selection method, but also relate this knowledge to their own future success in obtaining jobs.

MGMT474 (Cases on Strategy and Workforce Trends)

This course has seen several changes since I took charge of teaching it. During my first semester teaching this particular course in Fall 2009, a fully web based HR focused simulation was introduced. This required students to make HR decisions for an operational business over a period of two years on a quarterly basis. These decisions involved HR Planning, Recruitment & Selection, Training & Development, Compensation and other core HR functions.

Students found this to be challenging. The HR program has no courses on some of these core HR areas such as recruitment. An introductory class such as MGMT373 does not provide enough depth to give students confidence in their ability to apply concepts as was expected on the simulation. The students were challenged and together, the instructor and the students, worked through the challenge with some success. The students all recommended that the instructor continue with the simulation next time the course was offered.

When the course was offered next, in Fall 2010, the instructor developed a customized course pack of cases that would strengthen the students analytical skills and that helped students perform well on the business simulation. The instructor also initiated a curriculum proposal that, subsequent to University approval, now incorporates a course in Recruitment & Selection.   It is hoped that courses in Training and Development and performance management will be added to the curriculum subsequently.

The instructor is now also focused on improving students understanding and application of HR Metrics. These are metrics that influence all HR decisions in a business context. A specific textbook has been assigned for this purpose, and will be used to reinforce the student learning process during Fall 2011.

 These two examples are a few of many that this instructor has used to enhance the student learning experience in his classes. The instructor is committed to continuous improvements in content, delivery and assessment to enhance student learning.

**Summary of Student Assessment of Instruction (SAI) Results for
Karen G. Nash**

Karen Nash's SAI results for BLAW 421, Employment Law, show that 78% and 69% of students in her Fall 2009 and 2010 classes agree or strongly agree that she is an excellent teacher. Some of the comments from her Fall 2010 class included:

"I liked that important concepts (in the cases) were gone over in class & we were welcome to ask questions."
"I liked the structure and how quickly grades were posted. Professor is extremely knowledgeable about the subject & makes it understandable. I got a ton from this class."
"I liked the open atmosphere and that we get to come up with answers as a group."
"Very useful knowledge no matter what your major is."
"I liked the straightforwardness of it and applicability to the real world."
"Learned a lot."
"I liked the structure, made you at least learn something instead of lecture. Love course and teacher."
"Explained everything & related class discussions to real life situations that we'd eventually run into."

Some of the comments from her Fall 2009 class included:

"I liked talking over the cases as a class and group—helped me remember."
"I liked all the examples. The book was actually decent."
"I liked that the teacher really knew what she was talking about."

Appendix C – Faculty Vitae

Beverly J. DeMarr, Ph.D.
Professor of Management
Ferris State University
6/4/11

Campus Office:
  119 South Street, BUS 360
  Big Rapids, MI 49307
  (231) 591-3756

Home Office:
  4596 Deer Creek Drive
  Muskegon, MI 49441
  (231) 798-3560

EDUCATION:

Ph.D. School of Labor and Industrial Relations, Michigan State University. Major: Organizational Behavior/Human Resource Management. Minor: Labor Relations. Cognates: Management and Industrial Psychology. December 1996.

Dissertation: <u>The role of stress in employee preferences for family-friendly benefits: Testing an integrated model.</u>

Master of Labor and Industrial Relations, School of Labor and Industrial Relations, Michigan State University, June 1991.

Master of Business Administration, F.E. Seidman School of Business, Grand Valley State University, May 1988.

Bachelor of Science in Business Administration, Cum Laude, Aquinas College, May 1982.

Associates Degree in Business Data Processing, Muskegon Business College, March 1980.

ACADEMIC EXPERIENCE:

8-00 to present   Professor of Management, Ferris State University. Promoted from Associate to Full Professor 8-02. Tenure granted 08-04. Courses taught include:

      Mgmt 302 - Organizational Behavior
      Mgmt 373 - Human Resources (classroom and fully online deliveries)
      Mgmt 375 - Negotiations (classroom and fully online deliveries; formerly Mgmt 375 - Collective Bargaining; classroom and fully online deliveries)
      Mgmt 472 - Compensation (classroom and fully online deliveries; formerly Mgmt 374 - Wage & Salary Administration)
      Mgmt 474 - Cases & Issues in HRM

9-92 to 6-00   Associate Professor of Management, Davenport College of Business, Grand Rapids Campus. (Promoted from Assistant to Associate Professor 9-98). Developed a

concentration and minor in Human Resources, which included the development of several new courses. Courses taught include:

Mgt 306 - Human Resource Management
Mgt 360 - Selection and Training
Mgt 371 - Compensation
Mgt 375 - Organizational Behavior
Mgt 424 - Labor and Employment Law
Mgt 425 - Negotiation and Dispute Resolution
Mgt 426 - Labor Relations
Mgt 441 - Diversity in the Workplace
Mgt 485 - Business Policy and Strategy

5-88 to   Visiting Instructor of Management, F.E. Seidman School of Business, Grand Valley
8-92   State University. Courses taught include:

Mgt 331 - Concepts of Management
Mgt 332 - Administrative Behavior
Mgt 334 - Law of Labor-Management Relations
Mgt 368 - Management Information Systems
Mgt 432 - Grievance Administration, Arbitration and Collective Bargaining
Bus 563 - Business Information Systems

9-91 to   Research Assistant Graduate School of Labor and Industrial Relations, Michigan State
4-95   University. Major projects involved:

- Serving on a team of consultants that worked with Ford Motor Company to develop proposals for human resource systems (e.g., Compensation, benefits, work organization, etc.) for a proposed plant in Poland.

- Serving on a research team that worked with General Motors North American Operations (NAO) to evaluate the effectiveness of a career empowerment training program.

- Investigating the feasibility of establishing a center for sponsored research within the school.

- Drafting chapters on the evolution of Information Services and Human Resources in organizations, and the information systems project development process for a proposed textbook on Human Resource Information Systems (HRIS).

9-87 to   Adjunct Instructor of Information Systems, Baker College of Muskegon. Courses
6-88   taught include:

CIS 102 - Software Applications I
CIS 301 - Software Applications II

CIS 304 - Advanced Structured COBOL
CIS 305 - Information Center Functions

PUBLICATIONS:

DeMarr, B. J., and de Janasz, S. C. (2012, in press). Negotiation and Dispute Resolution. Pearson/Prentice-Hall.

DeMarr, B. J., and de Janasz, S. C. (2011, in process). Instructors' Manual to accompany Negotiation and Dispute Resolution. Pearson/Prentice-Hall.

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

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

Kaplan, D. M., Berkley, R. A., DeMarr, B. J., & Stickney, L. T. (2010). Out of the Closet and Into the Classroom. Proceedings of the Annual Organizational Behavior Teaching Conference.

Stickney, L. T., & DeMarr, B. J., (2009). Once upon a time. . . Using Storytelling to Enhance the OB Learning Experience. Proceedings of the Annual Organizational Behavior Teaching Society conference.

DeMarr, B. (2008). Arbitration. In Gilley, A., Gilley, J.W., Quatro, S. A., & Dixon, P. (Eds.), The Praeger Handbook of Human Resource Management. Westport, CT: Praeger.

DeMarr, B. (2008). Pay for Performance. In Gilley, A., Gilley, J.W., Quatro, S. A., & Dixon, P. (Eds.), The Praeger Handbook of Human Resource Management. Westport, CT: Praeger.

DeMarr, B. J. (June 2008). Ethics anyone? Infusing ethics in your courses. Proceedings of the Annual Organizational Behavior Teaching Society conference.

McKendall, M. A., DeMarr, B. J., & Jones-Rikkers, C. (2002). Ethical compliance programs and corporate illegality: Testing the assumptions of the corporate sentencing guidelines. Journal of Business Ethics, 37(4), 367-383.

Kossek, E. E., Noe, R. A., & DeMarr, B. J. (1999). Work-Family role synthesis: Individual, family, and organizational determinants. International Journal of Conflict Management, 10 (2), 103-130.

Kossek, E. E., Roberts, K., Fisher, S., & DeMarr, B. J. (1998) Career self-management: A quasi-experimental field assessment of motivational influences on the effects of a training intervention. <u>Personnel Psychology</u>, 51 (4), 935-962.

DeMarr, B. J. (1995). Job burnout and satisfaction in information services: Antecedents and Consequences. Proceedings of the Forty-Seventh Annual Meeting of the Industrial Relations Research Association, pp. 10-20. Ithaca, NY: ILR Press.

Kossek, E. E., Dass, P., & DeMarr, B. J. (1994). The dominant logic of employer-sponsored work and family initiatives: Human resource managers' institutional role. <u>Human Relations</u>, 47, (9), 1121-1148.

Kossek, E. E., DeMarr, B. J., Backman, K., & Kollar, M. (1993). Assessing employees' emerging elder care needs and reactions to dependent care benefits. <u>Public Personnel Management</u>, 22 (4), 617-638.

CONFERENCE PRESENTATIONS:

Stickney, L. T., DeMarr, B. J., & Fertig, J. (2011). "Are you hungry for Knowledge? Using food to explore diversity and further cultural understanding" Professional Development Workshop to be presented at the Annual Academy of Management meetings, San Antonio, TX, August 12-16.

Stickney, L. T., & DeMarr, B. J., (2011). Say Cheese! Using Wisconsin's Finest to Demonstrate the Use of Assessment Rubrics. Session presented at the 38th Annual Organizational Behavior Teaching Society conference, Marquette University, Milwaukee, WI, June 8-11.

DeMarr, B. J., Stickney, L. T., & Bell, S. E. (2010). Come to the movies! Bringing the reel world into the classroom. Session presented at the 37th Annual Organizational Behavior Teaching Society conference, University of New Mexico, Albuquerque, NM, June 16-19.

Kaplan, D. M., Berkley, R. A., DeMarr, B. J., & Stickney, L. T. (2010). Out of the Closet and Into the Classroom. Session presented at the 37th Annual Organizational Behavior Teaching Society conference, University of New Mexico, Albuquerque, NM, June 16-19.

DeMarr, B. J. (Presenter and Co-Chair) (2009). "It's Not Easy Being Green: Lessons on Coping with a Career Crisis" Professional Development Workshop at the Annual Academy of Management meetings, Chicago, IL, August 7-11.

Stickney, L. T., & DeMarr, B. J., (2009). Once upon a time. . . Using Storytelling to Enhance the OB Learning Experience. Session presented at the 36th Annual Organizational Behavior Teaching Society conference, College of Charleston, Charleston, SC, June 10-13.

DeMarr, B. J. (Presenter and Co-Chair) (2008). "Do the ends justify the means? Informing negotiation education and scholarship through debate" Professional Development Workshop at the Annual Academy of Management meetings, Anaheim, CA, August 8-13.

DeMarr, B. J. (Chair) (2008). "Perceiving Diversity in Organizations: The Effects of Perceived Discrimination, Inclusiveness and Psychological Contract Violation" session at the Annual Academy of Management meetings, Anaheim, CA, August 8-13.

DeMarr, B. J. (2008). Ethics anyone? Infusing ethics in your courses. Session presented at the 35th Annual Organizational Behavior Teaching Society conference, Babson College, Wellesley, MA, June 11-14.

DeMarr, B. J. (Facilitator) (2007, August). "Conflict and Negotiation II" session at the Annual Academy of Management meetings, Philadelphia, PA.

DeMarr, B. J. (Session Chair) (2007, August). "Navigating Work and Family: Policies, Time Norms, and Enrichment" session at the Annual Academy of Management meetings, Philadelphia, PA.

DeMarr, B. J., de Janasz, S., & Marx, R. D. (2007, June). Publishing Without Perishing: The Joy of Writing...When It's Not For Tenure. Session presented at the 34th Annual Organizational Behavior Teaching Society conference, Pepperdine University, Malibu, CA, June 13-16.

DeMarr, B. J. & de Janasz, S., (2007, June). Mid-career renewal: How to avoid becoming Misery's company. Session presented at the 34th Annual Organizational Behavior Teaching Society conference, Pepperdine University, Malibu, CA, June 13-16.

DeMarr, B. J. (Session Chair) (2006, August). "The lonely workplace? Social isolation and Exclusion" session at the Annual Academy of Management meetings, Atlanta, GA.

de Janasz, S., & DeMarr, B. J. (2006, June). Can you negotiate anything? Identifying and sharing best practices in teaching negotiation. Session presented at the 33rd Annual Organizational Behavior Teaching Society conference, Nazareth College, Rochester, NY.

DeMarr, B. J. (2005, September). Gown and Town: Possibilities and Pitfalls. Paper presented at the 5th Annual Lilly Conference on College & University Teaching – North, Traverse City, MI.

DeMarr, B. J. (Session Chair) (2005, August). "Diversity & Human Resources: Selection, Referral, and Under-representation" session at the Annual Academy of Management meetings, Honolulu, Hawaii.

DeMarr, B. J. (Session Chair) (2004, August). Professional Service session in the Gender and Diversity in Organizations Division doctoral student consortium at the Annual Academy of Management meetings, New Orleans, LA.

DeMarr, B. J. (2002, September). Connecting with university services: Theory application for students' career self-management. Paper presented at the 2nd Annual Lilly Conference on College & University Teaching – North, Big Rapids, MI.

DeMarr, B. J. (Discussant) (2001, August). Personal and Interpersonal Influences on Work-Family Conflict session at the Annual Academy of Management meetings (Gender and Diversity in Organizations Division), Washington, DC.

DeMarr, B. J. (Facilitator) (2000, August). Legal, Institutional, and Arbitration Perspectives on Discrimination session at the Annual Academy of Management meetings (Gender and Diversity in Organizations Division), Toronto, Ontario.

McKendall, M. A., & DeMarr, B. J. (1999, July). Ethical practices and corporate illegality. Paper presented at the Decision Sciences Institute 5th International Conference, Athens, Greece.

DeMarr, B. J. (1999, May). Dependent Care: Coping with emergencies and support for family-friendly benefits. Paper presented in the Flexibility and Family-Friendly Benefits: Issues From Research and Practice symposium at the 14th Annual Conference of Industrial/Organizational Psychology, Atlanta, GA.

DeMarr, B. J. (Discussant) (1998, August) Work/family programs and alternative work arrangements session (Jeffrey Greenhaus, Chair) at the Annual Academy of Management meetings (Gender and Diversity in Organizations Division), San Diego, CA.

DeMarr, B. J. (1998, April). Caring for Children or Elders: Is Dependent Care Always Dependent Care? Paper presented in the New Directions in Work and Family Research symposium at the 13th Annual Conference of Industrial/Organizational Psychology, Dallas, TX.

DeMarr, B. J. (1997, August). The role of stress in employee preferences for family-friendly benefits: Testing an integrated model. Paper presented at the Annual Academy of Management meetings (Women In Management Division), Boston, MA.

Kossek, E. E., Noe, R. A., & DeMarr, B. J. (1997, August). Work and family matters: A boundary management perspective on the work-family interface. Paper presented at the Annual Academy of Management meetings (Women In Management Division), Boston, MA.

Kossek, E. E., Noe, R. A., & DeMarr, B. J. (1997, April). Self-management of work and family roles: Individual and organizational determinants of role synthesis. Paper presented in the Role of Personality in Work-Family Conflict symposium at the 12th Annual Conference of Industrial/Organizational Psychology, St. Louis, MO.

Kossek, E. E., Roberts, K., Fisher, S., & DeMarr, B. J. (1995, August). Personal and contextual influences on career outcomes. Paper presented in the Careers in Context: Fostering Psychological Success in Transforming Organizations symposium at the National Academy of Management meetings, Vancouver, BC.

DeMarr, B. J. (1995, January). Job burnout and satisfaction in information services: Antecedents and Consequences. Paper presented at the Forty-Seventh Annual Meeting of the Industrial Relations Research Association, Washington, D.C.

Kossek, E. E., & DeMarr, B. J. (1993, August). Reconceptualizing Dependent Care. Paper presented in the theory development workshop at the National Academy of Management meetings, Atlanta, GA.

OTHER ACADEMIC AWARDS/HONORS/CONTRIBUTIONS:

Ad hoc reviewer for the Academy of Management National Conference, Gender and Diversity in Organizations Division (1998-present), "Emergency Reviewer" (2005, 2009); Conflict Management Division (2007-2008).

Invited panelist, Ferris State University Spring Learning Institute: "From Chaos to Order: Faculty Reflections on Pitfalls and Successes in Fully Online Courses" April 29, 2011.

Invited Presentation, Ferris State University Honor's Program Lunch and Learn Series: "Got Conflict? Community Dispute Resolution in Michigan" March 22, 2011.

Invited panelist, Ferris State University Faculty Center for Teaching and Learning's Discussions on Teaching & Learning Series: "From Chaos to Order: Faculty Reflections on Pitfalls and Successes in Fully Online Courses" March 15, 2011.

Presentation, "Gown and Town: The Tale of the Chamber Projects" for the College of Business Colloquium. March 2, 2006.

Invited presentation, "Managing People: Conflict on the Job" for the Ferris State University Desk Services Managers' Winter Rejuvenation Program. January 3, 2006.

Nominated for Ferris State University's Distinguished Teacher Award 2005-06.

Named in Who's Who Among American Teachers, 9th ed. (2005).

Reviewed chapters for Diversity in Organizations 1st ed. (Bell) July 2004, July 2005, September 2005.

Advisor to the 2004 Michigan HR Games state championship team, March 2004.

Reviewed: Human Resource Management 9th ed. (Dessler) April 2003.

Recipient of a Ferris State University Student Affairs Division Faculty/Staff Appreciation Award, October 22, 2002.

Invited presentation, "In Search of Work-Life Balance", for the Ferris State University Honors Program "Pizza with a Prof" series. October 3, 2002.

Recognition on Ferris State University's 7th Annual Student Satisfaction Survey (2000-2001).

Recipient of the Davenport College Faculty Merit Grant 1997 & 1999.

Runner-up, Sage Publications and the Women in Management (now Gender & Diversity in Organizations) Division of the Academy of Management Best Paper Based on a Dissertation award (1997).

Co-authored, with E. E. Kossek, the definition of "Elder Care" for the <u>Blackwell Encyclopedic Dictionary of Human Resource Management</u> (1997).

Academy of Management OB/OMT/ODC Doctoral Consortium at the National Academy of Management meetings, Cincinnati, Ohio, August 1996.

Academy of Management Human Resource Division, doctoral student consortium at the National Academy of Management meetings, Vancouver, BC., August 1995.

Contributed an Organizational Behavior course assignment to <u>Teaching Tools</u> (1994), a teaching supplement to accompany Northcraft and Neale's <u>Organizational Behavior: A Management Challenge</u>, 2nd ed.

Recipient of the Amoco Foundation Scholarship, 1993-94.

PROFESSIONAL CERTIFICATIONS/ASSOCIATIONS:

Academy of Management: Conflict Management, Gender and Diversity in Organizations, and Management Education divisions. Member since 1995.

Organizational Behavior Teaching Society. Member since 2006.

Community Foundation for Muskegon County. Foundation Ambassador since 2010.

Women's Division Chamber of Commerce, Muskegon County. Member since 2010.

Alternative Dispute Resolution Section, State Bar of Michigan. Affiliate member since 2011.

Court-rostered Domestic Relations Mediator, Muskegon County 14th Judicial Circuit Court, since December 22, 2008.

Domestic Violence Screening Protocol Training, 6 hours, Anne Smiley, May 31, 2008.

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

Divorce & Custody (Domestic Relations) Mediator Training, 40 hours, Zena D. Zumeta, April 26-29 & May 3-4, 2008; supervised internship completed September 24, 2008.

Certified Trainer of Managing Workplace Conflict, Mediation Training Institute International, Training: Jo Portillo, 14 hours, February 15-16, 2007 – Chicago, Illinois.

Civil Law for Mediators, Anne Bachle Fifer & Robert E. Lee Wright, Dispute Resolution Center of West Michigan, January 4, 2006.

Victim Offender Mediator Training, Jackie Hallberg, Westshore Dispute Resolution Center, approved to conduct Victim/Offender Mediations since June 14, 2005.

Community Dispute Resolution Mediator, approved by the Michigan State Court Administrative Office. Training: Tom Shea & Warren Hills, 40 hours, September 16-18, 23-24, 2003 - Big Rapids, Michigan. Internship Dispute Resolution Center of West Michigan, completed September 2004

Society of Human Resource Management. Member 1999 – 2007.

Senior Professional in Human Resources (SPHR), certified by the HR Certification Institute of the Society of Human Resource Management December 2002 – December 2005.

OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES:

Mediator Continuing Education:

2 Hour Quality Assurance Training for Mediators Jane Thocher, Westshore Dispute Resolution Center, September 22, 2010.
2 Hour Advanced Mediator Training "Drafting Enforceable Agreements" Anne Bachle Fifer, Dispute Resolution Center of West Michigan, July 20, 2010.
4 Hour Advanced Mediator Training "Is there a Role for Humor in Mediation?" William F. Waters & Wanda Joseph, Westshore Dispute Resolution Center, May 12, 2010.
5th Annual Best in the West! BARJ Conference, Brian P. Mattson Restorative Justice Center, October 1, 2009
Power Imbalances in Mediation, Anne Smiley, Westshore Dispute Resolution Center, May 14, 2009.
Diversity Training, Vera M. Stephens, Westshore Dispute Resolution Center, November 17, 2008.
4th Annual Best in the West! BARJ Conference, Brian P. Mattson Restorative Justice Center, October 22, 2008
Effective Apologies in Mediation, Anne Bachle Fifer, Westshore Dispute Resolution Center, May 15, 2008.
Togetherness: Effective Use of Joint Sessions, Robert E. Lee Wright, Westshore Dispute Resolution Center, March 26, 2008
Generating Options, Anne Bachle Fifer, Westshore Dispute Resolution Center, November 7, 2007.

3rd Annual Best in the West! BARJ Conference, Brian P. Mattson Restorative Justice Center, October 17, 2007
Ethical Issues, Dale Iverson, Dispute Resolution Center of West Michigan, March 15, 2007
Agreement Writing, Pam Oldham, March 19, 2007
Annual Mediator's Update & Review (BADGER), Westshore Dispute Resolution Center, Muskegon, Michigan, May 18, 2006.

Center for Teaching and Learning "Ferris Connect" (Blackboard) training October-November, 2007.
Center for Teaching and Learning "Getting up to Speed with WebCt" training May 10-13, 2005.

PROFESSIONAL/COMMUNITY SERVICE:

Westshore Dispute Resolution Center, Muskegon, MI.
    Board of Directors, 2007 – 2011.
    Volunteer Committee chair 2007- 2011; member, 2006.
    Program Committee member, 2008 –2010.
    Community Mediator, 2005 – present.
    Coach 40 hr CDRP training September, 2007; April, 2006

Brian P. Mattson Restorative Justice Center, Muskegon, MI.
    Victim/Offender Mediator, 2005 – present.

West Michigan Dispute Resolution Center, Grand Rapids, MI.
    Community Mediator, September 2004 – present.

Invited presentation, "The Gender Pay Gap: Only 23 Cents" for the American Association of University Women (AAUW), Big Rapids, MI. February 15, 2011.

Invited presentation, "Tales from the Labor Union Trenches" for the Women in the Workforce: The Impact of the Labor Movement at Ferris State University. March 16, 2010.

Conducted workshop (with Carolyn Marcus, J.D.), "Agreement Writing II" for the Westshore Dispute Resolution Center, March 25, 2009 2:00-5:00 pm.

Conducted workshop (with Carolyn Marcus, J.D.), "Agreement Writing" for the Westshore Dispute Resolution Center, September 12, 2007 3:00-6:00 pm.

Conducted workshop, "Standards of Conduct for Mediators" for the Westshore Dispute Resolution Center, May 17, 2007, 8:30 am - 12:00 pm.

Judge, District II DECA Conference:
    January 5, 2005
    January 8, 2004
    January 9, 2003

Invited contributor for the <u>Shoreline Business Monthly</u>:
    January 1999, "Family-friendly benefits attract and retain workers"
    May 1998, "Performance based pay: A glimpse of the future."

Invited panelist for the "Johnnie Cochran: Bridging the Racial Divide" conference sponsored by The Inter-Collegiate Minority Affairs Network. April 17, 1998.

Invited presentation, "Managing a Diverse Workforce" for the Professional Manager's Network of the General Motors Steel Fabrication Division. March 27, 1997.

Invited presentation, "Integrative Negotiation - Nobody Loses," for the West Michigan Chapter of the National Contract Management Association. January 16, 1995.

Invited presentation, "Job Burnout: Are IS Professionals at Risk?" for the Lake Michigan Regional Users' Group (Hewlett Packard). January 9, 1992.

COLLEGE/UNIVERSITY SERVICE:

Human Resource Program Review Panel Chair, August 2010 – present.

FSU College of Business Professional Development Team, member, September 2006 – present.

FSU College of Business Sabbatical Review Committee, member, 2009 – 2010.

Thesis advisor for Michelle Perkins, FSU School of Education, November 2009-May 2010.

FSU Management Department Search committees (2): Operations/Strategy & Human Resource Management faculty members (Spring 2009).

FSU College of Business Promotion/Merit Committee, chair 2008-09, 2005-06; member 2007-08, 2004-05.

Invited panelist, 2007 New Faculty Orientation Week. "The Role of Ferris Faculty" August 23, 2007.

Ferris State University, Society of Human Resource Management student chapter faculty advisor, 2000-06, co-advisor Fall 2006.

Invited panelist, Ferris Professional Women's Fall Commencement Breakfast. December 15, 2006.

Invited member Ferris State University President's Task Force on Student Engagement, Fall Semester 2005.

Ferris State University Speech Communication General Education Assessment Committee, 2005-2006.

Ferris State University College of Business Faculty/Staff Development Committee Co-Chair (August 2004 – September 2005).

FSU College of Business Continuous Quality Improvement Coordination Committee member (March 2005 – September 2005).

Human Resource Program Review Panel, Chair (Dec. 2004 – September 2005).

Ferris State University College (Business) Curriculum Committee (September 2003 – May 2006).

Ferris State University College of Business Student Excellence Awards Committee member (2004-05)

Search committee (Ferris State University), Management Department faculty member (Winter 2005).

Ferris State University College of Business Vision/Mission Committee Chair (February-August 2004).

Ferris thesis advisor for Salomon Engles from Saxion University Ijselland in the Netherlands, February-August 2004.

Conducted independent studies for:
    Jennifer Kailing, winter 2004
    Renee Bush, winter 2003

Represented Ferris State University College of Business at the state Business Professionals of America (BPA) competition for high school students, Grand Rapids, March 5-6, 2004.

Represented Ferris State University College of Business at the state DECA competition for high school students, Dearborn, March 12-13, 2004.

Ferris State University College of Business Strategic Planning Committee (2003 – 2004).

Search committee (Ferris State University), Management Department Head (May-July 2002).

Search committee (Ferris State University), College of Business Assistant Dean for Advancement (May-July 2002).

Search committee (Ferris State University), Director of the Center for Teaching, Learning, and Faculty Development (Aug. 2001-Aug. 2002).

Recruiting, Retention, and Marketing Committee (Ferris State University), member, 2001- 2002.

Worked to develop and implement the Cadillac Area Human Resources Association Scholarship, which provides a Ferris Human Resources student with a scholarship of up to $1000 per year (2001).

Davenport College, Society of Human Resource Management student chapter faculty advisor, 1998-2000.

North Central Association Self-Study committee on institutional effectiveness (Davenport College), member, September 1996 - June 1997. Committee formed to address the issue of institutional effectiveness for the NCA accreditation review.

Interdepartmental Curriculum Task Force (Davenport College), Co-chair, January, 1996 - June, 1996. Task force formed to determine core business requirements and outcomes assessment for degree programs.

Faculty Assessment Task Force (Davenport College), Chair, September, 1995 - June, 1996. Task force formed to establish a peer review process and develop new methods of assessment.

Faculty Advocacy Committee (Davenport College), member, September, 1992 - September 1997 and May 1998 - June 2000. Faculty committee that serves as the liaison between the administration and faculty senate.

INDUSTRY EXPERIENCE:

2-86 to 1-88	Senior Programmer/Analyst, The Shaw-Walker Company. Served as project manager for a large scale computer systems conversion project (NCR to IBM). Major responsibilities included: preparing the Project Definition and Survey, The Preliminary Systems Design; directing the activities and monitoring the progress of 16 people who were assigned to the project, and providing progress reports to top management.
10-84 to 2-86	Programmer/Analyst III, Brunswick Division, Brunswick Corp. Headed up the project team that was responsible for transferring computer system support for the Eminence, KY plant, from the Zebco Division to the Brunswick Division. Designed and developed an online Customer Assistance and Repair Tracking system. Worked with an outside consultant in developing a Service Parts Forecasting system.
6-81 to 10-84	Programmer/Analyst promoted to EDP User Support Analyst in August 1983, Kaydon Corporation. Responsible for all user training for Kaydon's six plants. Developed and conducted user training programs for computer users from the various departments. Also functioned as the MIS contact for all users. Other major responsibilities included: the design and development of an online Financial Planning and Forecasting system, the implementation of the IBM COPICS manufacturing packages and the McCormack & Dodge General Ledger system.
9-79 to	Junior Programmer promoted to Programmer in June 1980, GTE Data Services.

6-81   Responsibilities included writing new programs to enhance existing systems and maintenance of established programs.

Abdollah Ferdowsi

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

Education

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

MA, Michigan State University, 1978.
Major: Economics

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

Professional Positions

Academic - Post-Secondary

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

Professional Memberships

American Economic Association.

Middle East Economic Association.

SERVICE

University Service

Committee Member, Distinguished Teacher Award Committee. (2003 - Present).

Mr. Shirish Grover

Ferris State University
MGMT
(231) 591-2467
Email: Shirish_Grover@ferris.edu

Education

>   Masters in Human Resource Management, Rutgers University, 2003.
>   Major: Human Resource Management

>   Masters in Personnel Management, Pune University, 1996.
>   Major: Personnel Management

>   BS, Delhi University, 1993.
>   Major: Physics(Hons.)

>   PhD (ABD), University of Toronto.
>   Major: Human Resource Management
>   Supporting Areas of Emphasis: Industrial Relations
>   Dissertation Title: Examining the Role of Error Training and Metacognition in Computer
>   Based Learning Environments

Professional Positions

Academic - Post-Secondary

>   Program Champion(Business Administration Programs), Ferris State University COB. (November
>   15, 2009 - Present).

Professional Memberships

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

Development Activities Attended

>   Seminar, "Advising For Students," College of Business, Ferris State University. (August 31, 2009
>   - Present).

>   Seminar, "New Faculty Transition Program," Ferris State University. (August 31, 2009 - Present).

RESEARCH

Presentations Given

>   Grover, S. (Presenter Only), Global Reflections, "Global Workforce," Office of International
>   Education, Big Rapids.

SERVICE

Department Service

Committee Member, Bachelor of Science Human Resources APR. (September 15, 2010 - Present).

Committee Member, Departmental Newsletter. (January 10, 2010 - Present).

Committee Member, General Business Associate Program APR. (November 20, 2009 - Present).

College Service

Recording Secretary for the Committee, Curriculum Committee. (September 27, 2010 - Present).

Committee Member, Diversity Committee. (October 13, 2009 - Present).

University Service

Task Force Member, Taskforce on Diversity. (May 10, 2010 - Present).

Public Service

Member, Globalization Initiative, Big Rapids, Michigan. (November 15, 2009 - Present).

Karen G. Nash

Ferris State University
MGMT
(231) 591-2462
Email: nashk1@ferris.edu

Education

JD, University of Michigan Law School, 1979.
Major: Law

BA, Michigan State University, 1976.
Major: History

Professional Positions

Academic - Post-Secondary

Professor, Ferris State University. (1993 - Present).

Licensures and Certifications

Admitted to practice law, Colorado Bar Association. (1984 - Present).

Admitted to practice law, Michigan Bar Association. (1979 - Present).

Professional Memberships

Academy of Legal Studies in Business.

Michigan Bar Association.

American Bar Association. (1985 - Present).

Development Activities Attended

Seminar, "Annual Labor & Employment Law Insitute," Labor & Employment Law Section of the State Bar of Michigan. (April 14, 2011 - April 15, 2011).

Seminar, "Academic Advising Spring Seminar." (April 5, 2011).

TEACHING

Teaching Experience

Ferris State University
BLAW 221, Elementary Business Law, 1 course.
BLAW 301, Managing in the Legal Envronment, 1 course.
BLAW 421, Employment Law, 1 course.

SERVICE

Department Service

Committee Member, Human Resources Academic Program Review. (August 2010 - Present).

Committee Chair, Management Department Tenure Committee. (2000 - Present).

College Service

Committee Member, COB Diversity Committee. (2009 - Present).

University Service

Committee Member, FSU Health Promotions & Substance Abuse Committee. (2008 - Present).

Public Service

Committee Member, Christ Community Church - Finance Committee. (2005 - Present).

Dr. Carol L. Rewers

Ferris State University
MGMT
(231) 591-2447
Email: rewersc@ferris.edu

Education

MS, Michigan State University, 1992.
   Major: Labor and Industrial Relations

MS, Western Michigan University, 1989.
   Major: Public Health Administration

BS, Ferris State University, 1986.

AAS, Ferris State University, 1985.
   Major: Nursing

Ph D, Capella University - College of Business.
   Major: Organization and Management

Professional Positions

Academic - Post-Secondary

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

Licensures and Certifications

Registered Nurse, State of Michigan. (March 31, 2011).

Professional Memberships

Academy of Management.

Institute for Supply Management.

Society for Human Resource Management.

Society of Case Research.

Development Activities Attended

Tutorial, "FerrisConnect Online Training," FSU.

Workshop, "Society of Case Research - Summer Case Writing Workshop." (July 2010 - Present).

Conference Attendance, "Scholarship of Teaching and Learning Academy & SOTL Initiative.," FCTL. (May 2010 - Present).

Conference Attendance, "Dr. Rochona Majumdar, India as an Emerging World Power.," FSU - Globalization Committee. (April 15, 2010 - Present).

Conference Attendance, "Kun Shik Cho – Former President & CEO – Hyundai Globalization Presentation,," FSU - Globalization Committee. (April 14, 2010 - Present).

Conference Attendance, "Globalization & Manufacturing Presentation," FSU - Globalization Committee. (January 14, 2010 - Present).

Conference Attendance, "Participated in Jossey-Bass OTL Conference," FSU- FCTL. (October 7, 2009 - Present).

Workshop, "Digital Measures Workshop." (September 29, 2009 - Present).

Workshop, "Course-Mapping Workshop, COB." (August 2009 - Present).

Conference Attendance, "Spring Learning Institute." (March 2009 - Present).

"American Red Cross CPR & AED Re-Certification." (2009 - Present).

SERVICE

Department Service

Committee Member, Management Department Newsletter. (2010 - Present).

Committee Member, Management Department Scholarship Committee Member. (2010 - Present).

Adjunct Faculty Reviewer. (2009 - Present).

Co-Advisor, SHRM Student RSO. (2009 - Present).

Student Academic Advising. (2009 - Present).

Academic Program Review – Human Resource Management. (2010 - 2011).

Committee Member, General Business Advisory Board Member. (2010 - 2011).

College Service

COB Graduation Commencement Ceremonies. (May 2010 - Present).

Committee Member, Innovative Breakthroughs Entrepreneurial Annual Scholarship Committee. (2010 - Present).

Committee Member, John P. Nelson Memorial Scholarship Committee. (2010 - Present).

COB Celebration Festival Volunteer. (2009 - Present).

First Impressions Volunteer. (2009 - Present).

University Service

Chairperson, Academic Senate Bylaw and Charter Review Committee.

Attendee, Meeting, Ms. Nontombi Naomi Tutu, breakfast reception and "South Africa: Healing the Wounds of Racism" lecture. (March 2, 2010 - Present).

Attendee, Meeting, MISHRM. 21st Annual State Conference. (October 2009 - Present).

Committee Member, Senate Health and Promotions/Substance Abuse Prevention Committee. (2010 - 2011).

Committee Member, Faculty Research Committee. (2009 - 2011).

Committee Member, Academic Senate, FSU. (August 2009 - August 2011).

Professional Service

Committee Member, Current and Future Concepts in Women's Health Planning Committee.

Society of Case Research Summer Workshop Reviewer/Case Discussant. (July 17, 2010 - Present).

Critical Incident Review -SCR. (March 25, 2010 - Present).

Timme/Faculty Center for Teaching and Learning Grant for 9th Annual Lilly Conference on College and University Teaching, Traverse City, Michigan. (September 24, 2009 - Present).

Appendix D – Advisory Board Members and Meeting Minutes

Human Resource Management Program
Advisory Committee Members

May 20, 2011

Sheila Brabaw
Ice Mountain
19275 8 Mile Road
Stanwood, MI 49346
Email: Sheila.Brabaw@waters.nestle.com
Office: 231.832.8100

Tracy Hatchew, Alumni
General Mills, Inc.
128 E. Slosson
Reed City, MI 49677
Email: Tracy.Hatchew@genmills.com
Office: 231.832.6265

Natalie Owen, Alumni
Lighthouse Insurance Group
1740 Vesta Lane, S.E.
East Grand Rapids, MI 49506
Email: nowen@lighthousegroup.net
Office: 616.698.7373

Janice Smith
JMJ Design
1708 Sheldon Road
Grand Haven, MI 49417
Email: smithjq@charter.net
Office: 616.846.6742

Mandi J. Sterly
Lowe's Home Improvement
21555 Perry Street
Big Rapids, MI 49307
Email: mandi.j.sterly@store.lowes.com
Office: 231.580.2000

Daden Wagner, Alumni
Gerber Products Company
4395 West Stanton Road
Stanton, MI 48888
Email: daden.wagner@us.nestle.com
Office: 231.928.2674

Jonna Heykoop
SHRM Student Chapter President
College of Business
Ferris State University
717 Division Avenue
Big Rapids, MI 49307
Email: heykooj@ferris.edu

College of Business/University Members

Timothy Brotherton, Ph.D.
Marketing/Management Associate Professor
Email: brothet@ferris.edu

Beverly J. DeMarr, Ph.D.
Human Resource Management Professor
Email: demarrb@ferris.edu

Abdollah Ferdowsi, Ph.D.
Economics Professor
Email: ferdowsa@ferris.edu

Shirish Grover, Ph.D. Candidate
Human Resource Management Assistant Professor
Email: grovers1@ferris.edu

Carol Rewers, Ph.D.
Human Resource/Operations Management Assistant Professor
Email: rewersc@ferris.edu

David Steenstra, Ph.D.
Management Department Head
Email: steensd@ferris.edu

Todd Stanislav, Ph.D.
Director of Faculty Center for Teaching & Learning
Email: stanist@ferris.edu

Human Resource Management Program Advisory Board Minutes
May 20, 2011

Present: Sheila Brabaw, Timothy Brotherton, Beverly DeMarr, Abdollah Ferdowsi, Tracy Hatchew, Jonna Heykoop, Natalie Owen, Carol Rewers, David Steenstra, Mandi Sterly, and Daden Wagner.

Introduction and Welcome:
Members introduced themselves and told about their positions and educational background.

It was explained why the certificate and minor classes were chosen, to give more flexibility to students in other majors. The bachelors, minor and certificate checksheets were explained. Bev worked with professors from health, communications, hospitality, and psychology to make the minor and certificate more marketable to help students broaden their horizons. The offerings for the major were gone through to see about validity.

Members were informed about Alex Pomnichowski retiring and Shirish Grover being hired. The classes Shirish teaches were reviewed as well as the new MGMT 385; Recruitment & Selection was explained. It was explained why the directed electives and additional area were left in the program, to provide flexibility to students from other curriculums.

The program changes since the last advisory meeting were explained. MGMT 302 was replaced with BLAW 421 in the minor and certificate. MGMT 302 was replaced with MGMT 385 in the bachelor's degree. Everyone needs to be able to negotiate with people, employers, and customers so MGMT 375, Negotiations remains a required class in the major and minor. The courses were all chosen to strengthen the programs. The last advisory board had suggested the COMM 301 Interviewing class and Employee Benefits class be added so both were added as choices in the minor.

Members were asked for their thoughts on the changes. Sheila from Ice Mountain wondered about making the certificate a certification. There is a trend to add letters after your name. To do the PHR certification, students can take the test when they graduate, but have to have two years of experience to get the certification. To complete the SPHR certification, you need seven years of experience. For either certification a specific number of continuing education credits are required every three years. Other members thought you could only go so far with the certification and much further with the degree. Sheila thought it might be more beneficial for working adults or people in their own business. She suggested doing week long training for non-traditional people who might be interested.

Bev asked David Steenstra to speak on that since he teaches in the mini MBA program at the University of St. Thomas. David explained how the program works that he is involved with. It is a twelve part serious that meets once a month. They are taking the best pieces from an MBA program, picking the biggest parts to teach in one night. He is trying to get something off the ground in our area. He promised to follow up with the board on the mini MBA.

Daden thinks the one week seminars are hard, but this model seems like a better fit for working adults. It is too hard to digest everything in one week. It was suggested that leadership might be better than HR because it is more general and it would appeal to anyone. Some members thought on-line would be a good fit; others thought blended would be better. Daden thought it would help them just to speak to others in the field to share ideas and get different views. Credit and no credit were discussed.

Tracy mentioned she would love a six hour negotiations or employment law class even if no credit was given. Just to get local people together to learn and talk since so much has changed, maybe a refresher course. Tracy also mentioned she likes interactive, she knows FMLA and ADA, but how do you make it work would be helpful.

Bev explained that when they surveyed the students and it came out that the students want another employment law class. They want one to teach the basics and one for application. They also thought the employment law class was the most valuable even though it is a hard class.

Mandi mentioned that she could use a legal department in her store; her law background really helps her. If there is a dispute legal counsel is needed. It was also felt that if you know the law it will help to hold off disputes.

Members were asked what we should remove from the program to add the employment law application class. They felt that ISYS 200 is not necessary. HR people need computer knowledge to be able to use programs, but don't build their own databases.

Daden didn't agree, he thinks ISYS was helpful to him. He doesn't necessarily think building a database class is needed, but something with HR software or payroll software such as SAP or PRS payroll. Others also believe they need payroll systems software knowledge. Any interaction with employment software is helpful.

Some members think ISYS 105 could be removed, others think it is necessary to know Word, Excel, and that Access and it would give them another edge. High school students don't get enough, they mainly do Word.

Jonna thinks that they need a more in depth HR Management class for the majors, not just the generic one that is taught for many majors. She would like to see it touch on more sensitive topic like harassment and others.

All members felt that Negotiations needs to stay in the major. It would be helpful to a student in any major. International HR was discussed next. Some members thought it wasn't necessary but a couple think it is getting more important. The global perspective is helpful. Several people think they don't need these skills for HR, Abdi thinks it could be beneficial because we don't know where our students will end up. David told members about the INTB 335, Cross Cultural Business Class, maybe that would be a better fit. The employer survey said MGMT 377 wasn't important. Sheila doesn't believe it is something an employer looks for. Natalie thinks we have such a global workforce that it isn't necessary. Daden thinks they need the global understanding because of working in the global environment. He thinks the diversity aspect is important, but not to know the international laws. He believes the INTB 335 David brought up should replace the MGMT 377 and move MGMT 377 to the elective area. Sheila agreed with this also. Tim agrees with having a transferable skill set to deal with different cultures.

Carol informed the members about the global initiative currently on campus to make students more aware. Jonna thinks that every class has an international area being taught.

MGMT 385 – Bev read the course description to the members and explained that it was a new class and hadn't been taught yet. Several members thought this class was very important and very helpful. One member thought both areas are too big to share a class. Figuring out how to train them can be a problem. There is a separate training department in some companies. It was felt that we need to add training to this class. Daden thinks they need training on professionalism no matter what the age. No matter what we offer, members think it should be all encompassing. Daden thinks the whole curriculum helps you to understand and work with people, even those who are under-educated and illiterate. You have to take the basic principles and develop. Entry level positions learn on the job.

MGMT 472, Bev explained how she does the compensations class, what is taught. Students complete a large group project, to design, develop and implement a complete compensation plan. Students present each of the three phases. Natalie thinks we can't stress public speaking enough. Jonna said they have presentations in almost every class. Members thought that MGMT 472 should stay in all three programs.

MGMT 474 – Bev again read them the description and some parts of the syllabi since she doesn't teach it. Comments are as follows: Sounds like it could be tweaked on different areas. Sounds like an inclusive class with retention and recruitment. Makes you think of structure based on experiences it would be very helpful. Why you do what you do, help people to think in a different way.

MGMT 491-Internships – All of the members recommended it except Tracy because she did her degrees while she was working full time and raising children. She would never have been able to do one because she had to keep her job. She agrees it would be helpful, but thinks if students need a directed elective because of situations like hers they should be able to do it. She is afraid if some people look at the program they might pick something different if this was a requirement. It was decided to make it a requirement that could be waived/substituted for students with either HR experience or that could not do an internship.

Members were questioned about whether or not students working for faculty were enough to call it an internship. The consensus was that only if students had a big HR project maybe this would be ok. They need real work experience in a real HR office which they don't get in a faculty office. They need to know how to handle disputes; they need to work in companies. Internships need to be developmental.

Last questions was should PHR or SPHR certification be included in the program. Members thought it had no bearing, it isn't recognized. The preparation class might be helpful, but members don't believe it will help students in the job search.

Meeting adjourned at 12:30 for lunch at the Rock.

Appendix E – Alumni Survey Instrument

Ferris State University
College of Business
Human Resource Alumni Survey

The Management Department of Ferris State University is conducting a survey of Ferris State University Alums to be used in the *Academic Program Review Process for the Human Resource Management Program*. Please take a few minutes to respond to the following survey questions. Your input will help determine the future direction of the program! All responses will be kept confidential.

1. What year did you complete your HR studies at Ferris? _____

2. Which of the following did you obtain?
   Bachelor degree in HR _____ Minor in HR _____ Certificate in HR _____

3. Did you participate in an internship or gain other HR experience when you were in school?
   Yes _____ No _____
   If yes:
   Where was the internship? _____
   What did you do? _____
   _____
   To what extent did the internship help you obtain your first position after graduation?
   _____
   _____

4-19. Please rate the importance of each of the following HR functions for someone in your position?

	1 Not At All Important	2 Somewhat Important	3 Important	4 Very Important	5 Critical
HR Planning					
Legal Compliance					
Job Analysis					
Recruiting					
Selection					
Training/Development					
Job Evaluation					
Compensation					
Benefits					
Performance Appraisal					
Safety/Health					

Employee Relations					
Negotiation					
Union/Mgt. Relations					
International HR					
Strategic HR					

20-35. How would you evaluate the preparation you received from the program for each of the following HR functions?

	1 Very Poor	2 Poor	3 Neutral	4 Good	5 Very Good
HR Planning					
Legal Compliance					
Job Analysis					
Recruiting					
Selection					
Training/Development					
Job Evaluation					
Compensation					
Benefits					
Performance Appraisal					
Safety/Health					
Employee Relations					
Negotiation					
Union/Management Relations					
International HR					
Strategic HR					

36. Was there other subject matter you felt should have been included in your program that would have helped you be more prepared for entering the Human Resource Profession, but was not included in the program? If so, please identify the specific subject(s)/items. _____
_____
_____

37-40. Please rate your level of agreement with each of the following statements.

	1 Strongly Disagree	2 Disagree	3 Neutral	4 Agree	5 Strongly Agree
The Academic advising was effective.					
I would recommend the program to others.					
The program prepared me to work in the field.					

The HR degree/minor/certificate is valuable in my career.					

41. What positions have you held since graduation? _____
_____
_____
_____

42. How did you obtain your first HR position? _____
_____

43. Current employer: _____

44. What is your current job title? _____

45. On average how many hours per week do you work at this job? _____

46. What are your current job duties? _____
_____
_____

47. How long have you held your current position?
     0-5 yrs _____   6-10yrs _____   11-15 yrs_____   16-20 yrs_____   20+ yrs _____

48. Do you use any computer software programs in your job? Yes _____   No _____
     If yes, which ones? _____
     _____

49. Current salary?   Under $20,000 _____ $20,000-$39,999 _____ $40,000-$59,999 _____
$60,000-$79,999 _____ $80,000 or more _____

50. Do you belong to the Society of Human Resource Management?
     Yes _____   No _____
     If yes, which chapter? _____

51. Are you: PHR _____   SPHR _____   GPHR _____   certified?

52. Please identify any other professional organizations to which you belong. _____
_____

COMMENTS

53. Please provide any additional comments/suggestions about FSU's HR program.
_____
_____
_____
_____

_____

_____

_____

_____

_____

Thank you for your time and assistance!

Appendix F – Alumni Survey Results

HR APR...Alumni

Frequencies

Prepared by: Institutional Research & Testing, 04/11

Statistics

	N		Mean	Median	Std. Deviation
	Valid	Missing			
Year complete HR studies	25	0			
Which degree	25	0	2.84	3.00	.554
Most classes in BR	25	0	1.08	1.00	.277
Participate in internship or other HR experience	25	0	1.68	2.00	.476
Where was internship	25	0			
What did you do	25	0			
Extent internship helped obtain your first job after graduation	8	17	2.75	3.00	1.035
HR Planning	25	0	3.80	4.00	1.190
Legal Compliance	25	0	4.08	5.00	1.256
Job Analysis	25	0	3.32	3.00	1.108
Recruiting	24	1	3.63	4.00	1.056
Selection	25	0	3.68	4.00	1.108
Training/Development	25	0	3.68	4.00	1.215
Job Evaluation	25	0	3.40	4.00	1.080
Compensation	25	0	3.48	4.00	1.122
Benefits	25	0	3.48	4.00	1.295
Performance Appraisal	25	0	3.64	4.00	1.036
Employee Relations	25	0	4.04	4.00	1.136
Safety/Health	25	0	3.56	4.00	1.325
Negotiation	25	0	3.40	4.00	1.258
Union/Management Relations	25	0	3.32	3.00	1.249
International HR	25	0	2.84	3.00	.987
Strategic HR	25	0	3.84	4.00	1.344
HR Planning	23	2	2.87	3.00	.869
Legal Compliance	24	1	3.00	3.00	.933
Job Analysis	24	1	2.96	3.00	.908
Recruiting	24	1	2.96	3.00	.859
Selection	24	1	3.00	3.00	.834
Training/Development	24	1	3.04	3.00	.955
Job Evaluation	24	1	2.88	3.00	.947
Compensation	24	1	3.08	3.00	.881
Benefits	24	1	2.75	3.00	.944
Performance Appraisal	24	1	3.08	3.00	.929
Employee Relations	24	1	3.08	3.00	.929
Safety/Health	24	1	2.79	3.00	.932
Negotiation	24	1	3.04	3.00	.955

Union/Management Relations	24	1	2.88	3.00	.900
International HR	24	1	2.46	2.50	.932
Strategic HR	24	1	2.83	3.00	.963
Other subject matter should have been included	24	1	1.54	2.00	.509
Specific subjects	25	0			
The academic advising was effective	25	0	2.72	3.00	1.061
I would recommend the program to others	24	1	3.08	3.00	.929
The program prepared me to work in the field	25	0	2.72	3.00	.936
The HR degree/minor/certificate is valuable in my career	25	0	3.12	3.00	.927
Positions had since graduation	25	0			
How obtain first HR position	25	0			
Current employer	25	0			
Current job title	25	0			
Hours per week work in current job	25	0			
Current job duties	25	0			
How long in current position	24	1	1.83	1.00	1.204
Computer software programs use in job	25	0			
Current salary	24	1	3.83	4.00	1.204
Belong to the Society of HR Management	25	0	1.68	2.00	.476
Which SHRM chapter	25	0			
Are you	4	21	1.50	1.50	.577
Other professional org's belong to	25	0			
Additional comments	25	0			

Frequency Table

Year complete HR studies

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1980	1	4.0	4.0	4.0
	1981	1	4.0	4.0	8.0
	1982	1	4.0	4.0	12.0
	1983	1	4.0	4.0	16.0
	1986	1	4.0	4.0	20.0
	1987	2	8.0	8.0	28.0
	1988	1	4.0	4.0	32.0
	1989	2	8.0	8.0	40.0
	1990	1	4.0	4.0	44.0
	1993	1	4.0	4.0	48.0
	1996	1	4.0	4.0	52.0
	1997	2	8.0	8.0	60.0
	1999	1	4.0	4.0	64.0
	2000	2	8.0	8.0	72.0
	2002	1	4.0	4.0	76.0
	2003	1	4.0	4.0	80.0
	2005	1	4.0	4.0	84.0
	2006	1	4.0	4.0	88.0
	2007	1	4.0	4.0	92.0
	2009	1	4.0	4.0	96.0
	2010	1	4.0	4.0	100.0
	Total	25	100.0	100.0	

Which degree

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Certificate in HR	2	8.0	8.0	8.0
	Bachelor's in HR	23	92.0	92.0	100.0
	Total	25	100.0	100.0	

Most classes in BR

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	23	92.0	92.0	92.0
	No	2	8.0	8.0	100.0
	Total	25	100.0	100.0	

Participate in internship or other HR experience

		Frequency	Percent	Valid Percent	Cumulative Percent

Valid	Yes	8	32.0	32.0	32.0
	No	17	68.0	68.0	100.0
	Total	25	100.0	100.0	

Where was internship

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		18	72.0	72.0	72.0
	Co-op experience in Human Resources and Affirmative Action	1	4.0	4.0	76.0
	Florida	1	4.0	4.0	80.0
	Kalamazoo, for the Michigan State University Kalamazoo Center for Medical Studies	1	4.0	4.0	84.0
	Mayo Clinic	1	4.0	4.0	88.0
	St. Mary's Health Care in Grand Rapids, MI	1	4.0	4.0	92.0
	Steelcase - I arranged it myself. It was not through Ferris. I wanted something for the resume :)	1	4.0	4.0	96.0
	Walgreens	1	4.0	4.0	100.0
	Total	25	100.0	100.0	

What did you do

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		17	68.0	68.0	68.0
	At the time, Steelcase was changing the way they paid their factory workers from "piece rate" to "team-based" pay. I collected data via surveys and personal interviews of factory workers and Supervisors and presented the finding to the executive team.	1	4.0	4.0	72.0
	HR Assistant duties	1	4.0	4.0	76.0
	Human Resources- screened applications, processed offers, project work (databases), etc.	1	4.0	4.0	80.0
	I was head recruiter for Interns for their fall program, as well as keeping in contact with current interns within the organization.	1	4.0	4.0	84.0
	Management Trainee	1	4.0	4.0	88.0
	Shadowed the Director of Affirmative Action and Director of Human Resources. The final project was the creation of a Sexual Harassment Manual.	1	4.0	4.0	92.0
	Worked for 3 different companies performing various HR tasks ranging from basic payroll entry to creating job	1	4.0	4.0	96.0

		Frequency	Percent	Valid Percent	Cumulative Percent
	descriptions and creating an annual performance review process.				
	Worked on a golf course	1	4.0	4.0	100.0
	Total	25	100.0	100.0	

Extent internship helped obtain your first job after graduation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No extent	1	4.0	12.5	12.5
	Little extent	2	8.0	25.0	37.5
	Some extent	3	12.0	37.5	75.0
	Great extent	2	8.0	25.0	100.0
	Total	8	32.0	100.0	
Missing	System	17	68.0		
Total		25	100.0		

HR Planning

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Unimportant	2	8.0	8.0	8.0
	Somewhat Unimportant	1	4.0	4.0	12.0
	Somewhat Important	5	20.0	20.0	32.0
	Very Important	9	36.0	36.0	68.0
	Critical	8	32.0	32.0	100.0
	Total	25	100.0	100.0	

Legal Compliance

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Unimportant	2	8.0	8.0	8.0
	Somewhat Unimportant	1	4.0	4.0	12.0
	Somewhat Important	3	12.0	12.0	24.0
	Very Important	6	24.0	24.0	48.0
	Critical	13	52.0	52.0	100.0
	Total	25	100.0	100.0	

Job Analysis

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Unimportant	2	8.0	8.0	8.0
	Somewhat Unimportant	2	8.0	8.0	16.0
	Somewhat Important	11	44.0	44.0	60.0
	Very Important	6	24.0	24.0	84.0
	Critical	4	16.0	16.0	100.0
	Total	25	100.0	100.0	

Recruiting

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Unimportant	2	8.0	8.3	8.3
	Somewhat Unimportant	1	4.0	4.2	12.5
	Somewhat Important	4	16.0	16.7	29.2
	Very Important	14	56.0	58.3	87.5
	Critical	3	12.0	12.5	100.0
	Total	24	96.0	100.0	
Missing	System	1	4.0		
Total		25	100.0		

Selection

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Unimportant	2	8.0	8.0	8.0
	Somewhat Unimportant	1	4.0	4.0	12.0
	Somewhat Important	5	20.0	20.0	32.0
	Very Important	12	48.0	48.0	80.0
	Critical	5	20.0	20.0	100.0
	Total	25	100.0	100.0	

Training/Development

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Unimportant	3	12.0	12.0	12.0
	Somewhat Important	5	20.0	20.0	32.0
	Very Important	11	44.0	44.0	76.0
	Critical	6	24.0	24.0	100.0
	Total	25	100.0	100.0	

Job Evaluation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Unimportant	2	8.0	8.0	8.0
	Somewhat Unimportant	2	8.0	8.0	16.0
	Somewhat Important	8	32.0	32.0	48.0
	Very Important	10	40.0	40.0	88.0
	Critical	3	12.0	12.0	100.0
	Total	25	100.0	100.0	

Compensation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Unimportant	2	8.0	8.0	8.0

		Frequency	Percent	Valid Percent	Cumulative Percent
	Somewhat Unimportant	2	8.0	8.0	16.0
	Somewhat Important	7	28.0	28.0	44.0
	Very Important	10	40.0	40.0	84.0
	Critical	4	16.0	16.0	100.0
	Total	25	100.0	100.0	

Benefits

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Unimportant	4	16.0	16.0	16.0
	Somewhat Important	6	24.0	24.0	40.0
	Very Important	10	40.0	40.0	80.0
	Critical	5	20.0	20.0	100.0
	Total	25	100.0	100.0	

Performance Appraisal

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Unimportant	2	8.0	8.0	8.0
	Somewhat Important	7	28.0	28.0	36.0
	Very Important	12	48.0	48.0	84.0
	Critical	4	16.0	16.0	100.0
	Total	25	100.0	100.0	

Employee Relations

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Unimportant	2	8.0	8.0	8.0
	Somewhat Important	3	12.0	12.0	20.0
	Very Important	10	40.0	40.0	60.0
	Critical	10	40.0	40.0	100.0
	Total	25	100.0	100.0	

Safety/Health

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Unimportant	3	12.0	12.0	12.0
	Somewhat Unimportant	2	8.0	8.0	20.0
	Somewhat Important	5	20.0	20.0	40.0
	Very Important	8	32.0	32.0	72.0
	Critical	7	28.0	28.0	100.0
	Total	25	100.0	100.0	

Negotiation

	Frequency	Percent	Valid Percent	Cumulative

Valid					Percent
Valid	Very Unimportant	3	12.0	12.0	12.0
	Somewhat Unimportant	2	8.0	8.0	20.0
	Somewhat Important	7	28.0	28.0	48.0
	Very Important	8	32.0	32.0	80.0
	Critical	5	20.0	20.0	100.0
	Total	25	100.0	100.0	

Union/Management Relations

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Unimportant	4	16.0	16.0	16.0
	Somewhat Important	9	36.0	36.0	52.0
	Very Important	8	32.0	32.0	84.0
	Critical	4	16.0	16.0	100.0
	Total	25	100.0	100.0	

International HR

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Unimportant	3	12.0	12.0	12.0
	Somewhat Unimportant	3	12.0	12.0	24.0
	Somewhat Important	16	64.0	64.0	88.0
	Very Important	1	4.0	4.0	92.0
	Critical	2	8.0	8.0	100.0
	Total	25	100.0	100.0	

Strategic HR

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Unimportant	3	12.0	12.0	12.0
	Somewhat Unimportant	1	4.0	4.0	16.0
	Somewhat Important	3	12.0	12.0	28.0
	Very Important	8	32.0	32.0	60.0
	Critical	10	40.0	40.0	100.0
	Total	25	100.0	100.0	

HR Planning

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	3	12.0	13.0	13.0
	Somewhat Dissatisfied	1	4.0	4.3	17.4
	Somewhat Satisfied	15	60.0	65.2	82.6
	Very Satisfied	4	16.0	17.4	100.0
	Total	23	92.0	100.0	
Missing	System	2	8.0		

		Frequency	Percent	Valid Percent	Cumulative Percent
Total		25	100.0		

Legal Compliance

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	3	12.0	12.5	12.5
	Somewhat Dissatisfied	1	4.0	4.2	16.7
	Somewhat Satisfied	13	52.0	54.2	70.8
	Very Satisfied	7	28.0	29.2	100.0
	Total	24	96.0	100.0	
Missing	System	1	4.0		
Total		25	100.0		

Job Analysis

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	3	12.0	12.5	12.5
	Somewhat Dissatisfied	1	4.0	4.2	16.7
	Somewhat Satisfied	14	56.0	58.3	75.0
	Very Satisfied	6	24.0	25.0	100.0
	Total	24	96.0	100.0	
Missing	System	1	4.0		
Total		25	100.0		

Recruiting

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	2	8.0	8.3	8.3
	Somewhat Dissatisfied	3	12.0	12.5	20.8
	Somewhat Satisfied	13	52.0	54.2	75.0
	Very Satisfied	6	24.0	25.0	100.0
	Total	24	96.0	100.0	
Missing	System	1	4.0		
Total		25	100.0		

Selection

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	2	8.0	8.3	8.3
	Somewhat Dissatisfied	2	8.0	8.3	16.7
	Somewhat Satisfied	14	56.0	58.3	75.0
	Very Satisfied	6	24.0	25.0	100.0
	Total	24	96.0	100.0	
Missing	System	1	4.0		
Total		25	100.0		

Training/Development

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	3	12.0	12.5	12.5
	Somewhat Dissatisfied	1	4.0	4.2	16.7
	Somewhat Satisfied	12	48.0	50.0	66.7
	Very Satisfied	8	32.0	33.3	100.0
	Total	24	96.0	100.0	
Missing	System	1	4.0		
Total		25	100.0		

Job Evaluation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	3	12.0	12.5	12.5
	Somewhat Dissatisfied	3	12.0	12.5	25.0
	Somewhat Satisfied	12	48.0	50.0	75.0
	Very Satisfied	6	24.0	25.0	100.0
	Total	24	96.0	100.0	
Missing	System	1	4.0		
Total		25	100.0		

Compensation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	2	8.0	8.3	8.3
	Somewhat Dissatisfied	2	8.0	8.3	16.7
	Somewhat Satisfied	12	48.0	50.0	66.7
	Very Satisfied	8	32.0	33.3	100.0
	Total	24	96.0	100.0	
Missing	System	1	4.0		
Total		25	100.0		

Benefits

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	3	12.0	12.5	12.5
	Somewhat Dissatisfied	5	20.0	20.8	33.3
	Somewhat Satisfied	11	44.0	45.8	79.2
	Very Satisfied	5	20.0	20.8	100.0
	Total	24	96.0	100.0	
Missing	System	1	4.0		
Total		25	100.0		

Performance Appraisal

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	2	8.0	8.3	8.3
	Somewhat Dissatisfied	3	12.0	12.5	20.8
	Somewhat Satisfied	10	40.0	41.7	62.5
	Very Satisfied	9	36.0	37.5	100.0
	Total	24	96.0	100.0	
Missing	System	1	4.0		
Total		25	100.0		

Employee Relations

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	2	8.0	8.3	8.3
	Somewhat Dissatisfied	3	12.0	12.5	20.8
	Somewhat Satisfied	10	40.0	41.7	62.5
	Very Satisfied	9	36.0	37.5	100.0
	Total	24	96.0	100.0	
Missing	System	1	4.0		
Total		25	100.0		

Safety/Health

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	3	12.0	12.5	12.5
	Somewhat Dissatisfied	4	16.0	16.7	29.2
	Somewhat Satisfied	12	48.0	50.0	79.2
	Very Satisfied	5	20.0	20.8	100.0
	Total	24	96.0	100.0	
Missing	System	1	4.0		
Total		25	100.0		

Negotiation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	3	12.0	12.5	12.5
	Somewhat Dissatisfied	1	4.0	4.2	16.7
	Somewhat Satisfied	12	48.0	50.0	66.7
	Very Satisfied	8	32.0	33.3	100.0
	Total	24	96.0	100.0	
Missing	System	1	4.0		
Total		25	100.0		

Union/Management Relations

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	3	12.0	12.5	12.5
	Somewhat Dissatisfied	2	8.0	8.3	20.8
	Somewhat Satisfied	14	56.0	58.3	79.2
	Very Satisfied	5	20.0	20.8	100.0
	Total	24	96.0	100.0	
Missing	System	1	4.0		
Total		25	100.0		

International HR

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	4	16.0	16.7	16.7
	Somewhat Dissatisfied	8	32.0	33.3	50.0
	Somewhat Satisfied	9	36.0	37.5	87.5
	Very Satisfied	3	12.0	12.5	100.0
	Total	24	96.0	100.0	
Missing	System	1	4.0		
Total		25	100.0		

Strategic HR

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	4	16.0	16.7	16.7
	Somewhat Dissatisfied	1	4.0	4.2	20.8
	Somewhat Satisfied	14	56.0	58.3	79.2
	Very Satisfied	5	20.0	20.8	100.0
	Total	24	96.0	100.0	
Missing	System	1	4.0		
Total		25	100.0		

Other subject matter should have been included

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	11	44.0	45.8	45.8
	No	13	52.0	54.2	100.0
	Total	24	96.0	100.0	
Missing	System	1	4.0		
Total		25	100.0		

Specific subjects

		Frequency	Percent	Valid Percent	Cumulative Percent

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		14	56.0	56.0	56.0
	An Internship opprotunity	1	4.0	4.0	60.0
	Business financial planning. While there were accounting classes, they didn't really teach you the big picture on how finance and HR relate to each other in a true business setting.	1	4.0	4.0	64.0
	Corporate relations. How to deal with upper and senior management.	1	4.0	4.0	68.0
	Designing compensation systems Reading and understanding financial reports	1	4.0	4.0	72.0
	How to gain employment in the field	1	4.0	4.0	76.0
	I was in this program so long ago, that many of the classes you are now offering were not available to us at that time. Technology is a critical area these days compared with the 80's as well as international components given our global economy.	1	4.0	4.0	80.0
	Mentoring	1	4.0	4.0	84.0
	More of a focus on strategic HR priorities and how our function impacts the businesses students may enter. How HR has been and struggles to be represented at "the table" with leaders of the organization. How we can add value vs. being just an administrative aspect.	1	4.0	4.0	88.0
	Putting more real life events into the classes and training. To much text book information.	1	4.0	4.0	92.0
	Security, environmental, Worker compensation	1	4.0	4.0	96.0
	There needed to be much more hands-on education/training. The book education was not enough to prepare students for the workforce.	1	4.0	4.0	100.0
	Total	25	100.0	100.0	

The academic advising was effective

	Frequency	Percent	Valid Percent	Cumulative Percent

Valid	Strongly Disagree	5	20.0	20.0	20.0
	Somewhat Disagree	3	12.0	12.0	32.0
	Somewhat Agree	11	44.0	44.0	76.0
	Strongly Agree	6	24.0	24.0	100.0
	Total	25	100.0	100.0	

I would recommend the program to others

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	8.0	8.3	8.3
	Somewhat Disagree	3	12.0	12.5	20.8
	Somewhat Agree	10	40.0	41.7	62.5
	Strongly Agree	9	36.0	37.5	100.0
	Total	24	96.0	100.0	
Missing	System	1	4.0		
Total		25	100.0		

The program prepared me to work in the field

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	12.0	12.0	12.0
	Somewhat Disagree	6	24.0	24.0	36.0
	Somewhat Agree	11	44.0	44.0	80.0
	Strongly Agree	5	20.0	20.0	100.0
	Total	25	100.0	100.0	

The HR degree/minor/certificate is valuable in my career

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	8.0	8.0	8.0
	Somewhat Disagree	3	12.0	12.0	20.0
	Somewhat Agree	10	40.0	40.0	60.0
	Strongly Agree	10	40.0	40.0	100.0
	Total	25	100.0	100.0	

Positions had since graduation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		1	4.0	4.0	4.0
	Asst Manager, HR; Compensation Analyst; Recruiter; Regional Recruiter	1	4.0	4.0	8.0
	Director of Human Resources Human Resources Manager Human Resources Generalist	1	4.0	4.0	12.0

high school teacher, middle school teacher, furnituremaker, retail sales, woodturning artist	1	4.0	4.0	16.0
Hourly Admin, Labor Relations Rep, Senior Rep, Labor Relations Supervisor, and Salaired Personnel Supervisor.	1	4.0	4.0	20.0
HR Assistant for Hospice Advantage, Inc.	1	4.0	4.0	24.0
HR Coordinator, Recruiting Coordinator, HR Supervisor	1	4.0	4.0	28.0
HR Generalist, Compensation Analyst, Manager of Organizational Development, Manager of Talent Acquisition (Recruiting)	1	4.0	4.0	32.0
HR Generalist, Recruiter, HR Manager	1	4.0	4.0	36.0
HR insurance/ Workers Comp Rep, HR Generalist, Corporate Safety/Security Manager, HR Manager	1	4.0	4.0	40.0
HR representative, Benefits & Compensation Specialist, HR Business Partner, Payroll Manager	1	4.0	4.0	44.0
Human Resources Staffing Specialist	1	4.0	4.0	48.0
I was a Supervisor for the U.S. Census Bureau. I then raised my family. I am currently looking for employement.	1	4.0	4.0	52.0
I worked for one year as a business analyst with Dun & Bradstreet. For the past 20 years, I have worked in the banking field with various banks as a commercial loan officer.	1	4.0	4.0	56.0
Insurance Sales; office management	1	4.0	4.0	60.0
Manager Dining Services	1	4.0	4.0	64.0
Mfg. Supv. / Mfg. Gen. Supv. / Labor Relations Supv. /Production Control Gen. Supv. / Mfg. Supt. / Plant Manager / Global Director of Production Control and Logistics for Delphi's Energy & Chassis Division / Manufacturing Director for Ddelphi / COO for Koenig Equipment	1	4.0	4.0	68.0
Multiple levels of individual contributorship and	1	4.0	4.0	72.0

		Frequency	Percent	Valid Percent	Cumulative Percent
	leadership within the HR Staffing specialty				
	No longer in Human Resource Profession.........work in Higher Education as an executive manager.	1	4.0	4.0	76.0
	numerous HR positions; regional and corporate	1	4.0	4.0	80.0
	Operations Manager. Hr. Manager Generalist, Managing Director 401k.	1	4.0	4.0	84.0
	Paralegal. Teacher	1	4.0	4.0	88.0
	Payroll Administrator, Payroll/HRIS Administrator, HR Operations Manager, National HR Operations Manager (and Sales/R&D HR Manager)	1	4.0	4.0	92.0
	Recruiter, Trainer... Admin Asst	1	4.0	4.0	96.0
	Technical Specialist and Lead Auditor Supervisor	1	4.0	4.0	100.0
	Total	25	100.0	100.0	

How obtain first HR position

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Applied to the position and was selected	1	4.0	4.0	4.0
	applying for a job in a newspaper	1	4.0	4.0	8.0
	Completed the 3 month internship and was offered a full time position upon leaving	1	4.0	4.0	12.0
	Currently employed	1	4.0	4.0	16.0
	did not	1	4.0	4.0	20.0
	Elevated to the position from a floor supervisor within General Motors	1	4.0	4.0	24.0
	I had to work my way up through my existing company.	1	4.0	4.0	28.0
	I never obtained an HR position.	1	4.0	4.0	32.0
	I walked around and passed out my resume in Downtown Detroit.	1	4.0	4.0	36.0
	internal promotion	1	4.0	4.0	40.0
	My resume was posted on Monster and they found me through there.	1	4.0	4.0	44.0
	N/A	1	4.0	4.0	48.0
	Networking	1	4.0	4.0	52.0

		Frequency	Percent	Valid Percent	Cumulative Percent
	Never really had a position in HR	1	4.0	4.0	56.0
	Not in HR.	1	4.0	4.0	60.0
	Person transferred out of the dept.	1	4.0	4.0	64.0
	Personal connections	1	4.0	4.0	68.0
	Promoted from position of paralegal.	1	4.0	4.0	72.0
	Sent resume to the Company	1	4.0	4.0	76.0
	Still looking	1	4.0	4.0	80.0
	Temp agency called HR Only which specialized in placement of HR personnel	1	4.0	4.0	84.0
	Through consulting, it led to my first job.	1	4.0	4.0	88.0
	Through the company I worked at, was put in the position temporarily	1	4.0	4.0	92.0
	Took a secretarial position to get my foot in the door as there were no HR positions available then transfered once one became available.	1	4.0	4.0	96.0
	Via a temp agency	1	4.0	4.0	100.0
	Total	25	100.0	100.0	

Current employer

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Bank of the Ozarks	1	4.0	4.0	4.0
	BISSELL Homecare, Inc.	1	4.0	4.0	8.0
	Charter Communications	1	4.0	4.0	12.0
	Custom Building Products	1	4.0	4.0	16.0
	Diocese of Grand Rapids	1	4.0	4.0	20.0
	Enterprise Rent-A-Car	1	4.0	4.0	24.0
	Farm Bureau Insurance	1	4.0	4.0	28.0
	Ferris State University	1	4.0	4.0	32.0
	Fidelity Investments	1	4.0	4.0	36.0
	Ford Motor Company	1	4.0	4.0	40.0
	Freudenberg-NOK	1	4.0	4.0	44.0
	H.J. Heinz	1	4.0	4.0	48.0
	Hospice Advantage Inc.	1	4.0	4.0	52.0
	I am a part-time Substitute teacher and looking for a full time job.	1	4.0	4.0	56.0
	Koenig Equipment, Inc.	1	4.0	4.0	60.0
	Mayo Clinic	1	4.0	4.0	64.0
	Merck	1	4.0	4.0	68.0
	Mercy Health System of Maine	1	4.0	4.0	72.0
	NSF International Strategic Registrations	1	4.0	4.0	76.0

		Frequency	Percent	Valid Percent	Cumulative Percent
	Penske	1	4.0	4.0	80.0
	retired From Ferris State University	1	4.0	4.0	84.0
	Self employed	1	4.0	4.0	88.0
	Self-employed	1	4.0	4.0	92.0
	Super Service, LLC	1	4.0	4.0	96.0
	Unemployed	1	4.0	4.0	100.0
	Total	25	100.0	100.0	

Current job title

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		1	4.0	4.0	4.0
	Chief Operating Officer for a family owned John Deere and Case IH farm equipment dealer.	1	4.0	4.0	8.0
	Consumer Services Coordinator	1	4.0	4.0	12.0
	Director of Human Resources	1	4.0	4.0	16.0
	HR Assistant	1	4.0	4.0	20.0
	HR Generalist	1	4.0	4.0	24.0
	HR Manager	2	8.0	8.0	32.0
	HR Supervisor	1	4.0	4.0	36.0
	Human Resource Staffing Specialist	1	4.0	4.0	40.0
	Last title was Manager	1	4.0	4.0	44.0
	Manager, Organizational Development & Talent Acquisition	1	4.0	4.0	48.0
	Managing Director	1	4.0	4.0	52.0
	National HR Operations Manager, Sales/R&D HR Manager	1	4.0	4.0	56.0
	Owner	1	4.0	4.0	60.0
	Payroll Manager	1	4.0	4.0	64.0
	Sales Agent and Office Manager	1	4.0	4.0	68.0
	Senior Vice President	1	4.0	4.0	72.0
	Staffing Manager	1	4.0	4.0	76.0
	Student Affairs Executive	1	4.0	4.0	80.0
	Teacher	1	4.0	4.0	84.0
	Technical Manager	1	4.0	4.0	88.0
	Unemployed	1	4.0	4.0	92.0
	Vice President, Commercial Banking	1	4.0	4.0	96.0
	wood artist	1	4.0	4.0	100.0
	Total	25	100.0	100.0	

Hours per week work in current job

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	15	1	4.0	4.0	4.0
	24	1	4.0	4.0	8.0
	30	1	4.0	4.0	12.0
	40	2	8.0	8.0	20.0
	40-50	1	4.0	4.0	24.0
	42	1	4.0	4.0	28.0
	45	1	4.0	4.0	32.0
	45-50	3	12.0	12.0	44.0
	47	1	4.0	4.0	48.0
	50	6	24.0	24.0	72.0
	50-55	3	12.0	12.0	84.0
	55	1	4.0	4.0	88.0
	55 hrs/week	1	4.0	4.0	92.0
	60	1	4.0	4.0	96.0
	n/a	1	4.0	4.0	100.0
	Total	25	100.0	100.0	

Current job duties

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		3	12.0	12.0	12.0
	All Administrative Duties, Phones, Scheduling Meetings, Updating Knowledge Base systems, Keeping track of consumer records, Monthly Reporting, Charts, Tracking Department Associates, Training new Associates, Third tier supervisor	1	4.0	4.0	16.0
	all HR responsibility; generalist; multi-faceted	1	4.0	4.0	20.0
	Develop and implement recruitment strategies for allied health positions by enhancing recruitment tools. Manage the staffing process including recruiting candidates, screening and interviewing applicants, making job offers and collecting all data associated with the process. Receive direction from the HR Manager as well as supervisory/management customers in the Department of Nursing.	1	4.0	4.0	24.0
	everything involved in running a business.	1	4.0	4.0	28.0
	Handle all salaried HR issues (people cycle plan,	1	4.0	4.0	32.0

comp planning, succession planning, etc.) Supervise a dept of 5 Labor Relations Reps				
Insurance sales, clerical, accounting, management	1	4.0	4.0	36.0
Leadership Development Employee Recruitment, Selection, and Training Crisis Management Diversity and Inclusion Efforts College Student Development	1	4.0	4.0	40.0
Loan origination and portfolio management.	1	4.0	4.0	44.0
Manage a Team of 3 Provide direction and coaching to a Leadership Team Fill hourly and salaried positions Advise on coaching and corrective action	1	4.0	4.0	48.0
Managing payroll functions for 1800 employee health system. Involved in hospital wide productivity initiatives.	1	4.0	4.0	52.0
Managing Technical specialist, CSR's, and auditors	1	4.0	4.0	56.0
My current job duties is to search for resumes and send them to the correct individual. I also place all ad's for job postings for the company.	1	4.0	4.0	60.0
n/a	2	8.0	8.0	68.0
Overall supervision of the HR function for a 1200 employee trucking company to include: legal compliance, advising, employee relations, hr strategy development and planning, compensation, benefits, FMLA administration, leadership development, training and development, discipline, termination, etc.	1	4.0	4.0	72.0
Oversee payroll, HRIS, benefits, 401k retirement plan, plus HR Manager for over 100 employees	1	4.0	4.0	76.0
Recruiting, labor relations, training & development, compensation, benefits, safety, security, environmental, budgeting/forcating, contract negotiations, grievance/discipline, Job	1	4.0	4.0	80.0

	Frequency	Percent	Valid Percent	Cumulative Percent
evals, Performance reviews, Policy development & administration, Stratigic planning, succession planning/development, employee engagement/envolvement, Six sigma projects.				
Recruiting, selection, training, development, coaching, discipline, administrative, planning, forecasting, partnering with other members of upper management, community and government involvement.	1	4.0	4.0	84.0
Relationship Manager for 48 clients that have 401k plans with Fidelity. Plan assets range from 1 million to 28 million. I consult with them on Fund profile, plan document compliance, etc.	1	4.0	4.0	88.0
Responsible for all dealership operations except sales and marketing	1	4.0	4.0	92.0
Supporting a global pharmaceutical organization with the strategy and realization of global talent acquisition	1	4.0	4.0	96.0
Teaching Kindergarten	1	4.0	4.0	100.0
Total	25	100.0	100.0	

How long in current position

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0-5 yrs	14	56.0	58.3	58.3
	6-10 yrs	4	16.0	16.7	75.0
	11-15 yrs	3	12.0	12.5	87.5
	16-20 yrs	2	8.0	8.3	95.8
	21+ yrs	1	4.0	4.2	100.0
	Total	24	96.0	100.0	
Missing	System	1	4.0		
Total		25	100.0		

Computer software programs use in job

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		3	12.0	12.0	12.0
	All Microsoft office programs, ADP payroll and	1	4.0	4.0	16.0

our HR records holder Great Plains.				
All Microsoft, web based applicant tracking systems	1	4.0	4.0	20.0
Kenexa, Lawson, Lawson eRecruiting, Microsoft Office, Oracle and Kronos	1	4.0	4.0	24.0
Lawson HR/Payroll, Kronos Time & Attendance, Access, Word, Excel.	1	4.0	4.0	28.0
Mainly Microsoft Office	1	4.0	4.0	32.0
Micosoft Office, ADP/Enterprise, SAP, several internal company programs.	1	4.0	4.0	36.0
Microsoft Office	1	4.0	4.0	40.0
Microsoft Office, Cyborg HRIS System, Lotus Notes email, home-grown performance management and development system, PC Recruiter Applicant Tracking System	1	4.0	4.0	44.0
Microsoft Office, Outlook, Peoplesoft and several other company specific systems	1	4.0	4.0	48.0
Minitab, statgraphics,excel,ppt, outlook	1	4.0	4.0	52.0
Mostly ADP products, nearly everything they offer ranging from ADP PayForce (payroll), online benefit enrollment, COBRA, tax services, wage garnishment services, unemployment, etc.	1	4.0	4.0	56.0
n/a	1	4.0	4.0	60.0
NA	1	4.0	4.0	64.0
office, bento, photoshop	1	4.0	4.0	68.0
Office, excel, word.	1	4.0	4.0	72.0
Outlook 2007, Excel 2007, Word 2007, Onyx, Encyc Publisher, Adobe Acrobate, Adobe publisher, Adobe 6.0 and up.	1	4.0	4.0	76.0
Peoplesoft, datawarehouse, TWOS, Microsoft applications, outlook	1	4.0	4.0	80.0
Peoplesoft, Microsoft Word, Excel, Powerpoint, Publisher, AS/400, Innovative Technology,	1	4.0	4.0	84.0
Taleo, MS Office, company proprietary database	1	4.0	4.0	88.0
ulti pro microsoft jpeg	1	4.0	4.0	92.0
Word, Excel, Outlook, Bankway	1	4.0	4.0	96.0

		Frequency	Percent	Valid Percent	Cumulative Percent
	XP	1	4.0	4.0	100.0
	Total	25	100.0	100.0	

Current salary

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Under $20,000	1	4.0	4.2	4.2
	$20,000-$39,999	3	12.0	12.5	16.7
	$40,000-$59,999	4	16.0	16.7	33.3
	$60,000-$79,999	7	28.0	29.2	62.5
	$80,000 or more	9	36.0	37.5	100.0
	Total	24	96.0	100.0	
Missing	System	1	4.0		
Total		25	100.0		

Belong to the Society of HR Management

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	8	32.0	32.0	32.0
	No	17	68.0	68.0	100.0
	Total	25	100.0	100.0	

Which SHRM chapter

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		20	80.0	80.0	80.0
	Lakeshore Human Resource ASsociation	1	4.0	4.0	84.0
	National	2	8.0	8.0	92.0
	Orange County	1	4.0	4.0	96.0
	phoenix	1	4.0	4.0	100.0
	Total	25	100.0	100.0	

Are you

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	PHR certified	2	8.0	50.0	50.0
	SPHR certified	2	8.0	50.0	100.0
	Total	4	16.0	100.0	
Missing	System	21	84.0		
Total		25	100.0		

Other professional org's belong to

	Frequency	Percent	Valid Percent	Cumulative

					Percent
Valid		15	60.0	60.0	60.0
	American association of woodturners,	1	4.0	4.0	64.0
	American society of industrial security	1	4.0	4.0	68.0
	ASQ	1	4.0	4.0	72.0
	Delta Zeta Sorority.	1	4.0	4.0	76.0
	Human Resources Association of Greater Detroit	1	4.0	4.0	80.0
	Member of LEI Lean Institute	1	4.0	4.0	84.0
	n/a	2	8.0	8.0	92.0
	NEA	1	4.0	4.0	96.0
	None	1	4.0	4.0	100.0
	Total	25	100.0	100.0	

Additional comments

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		14	56.0	56.0	56.0
	Although it has been over 25 years since I graduated, I still remember my time there well. I wish that there would have been internships available or required.	1	4.0	4.0	60.0
	Encourage alumni to send in success stories to share with current students. Also encourage alumni to work with current students/classes with special cases to provide more real world hands-on experience to current students.	1	4.0	4.0	64.0
	I believe that the HR program was very new when I went through it and in the early 90's possibly there was a different view of HR than there is now and very possibly that some or all of what I would expect for a great program that will actually prepare students for real life is now implemented, however the program I graduated lacked the preparation necessary for me to have great impact.	1	4.0	4.0	68.0
	I did not have an internship during school and feel it would be beneficial. If it's	1	4.0	4.0	72.0

not a mandatory requirement now, it should be.				
I love Beverly DeMarr...without that woman I would have not made it this far. She was my mentor throughout the program and coached me all the way. I had her for all my HR coursework and she was a gem to work with. Miss you Bev and THANK YOU FOR EVERYTHING.	1	4.0	4.0	76.0
I wish I had the contact with FSU all these years. If they had offered classes for me to keep in touch with my program, I would have taken them. I feel that I lost touch.	1	4.0	4.0	80.0
I wish i would have not received a degree in this program. I was not prepared or given an accurate picture of what gaining a position in the field was really like.	1	4.0	4.0	84.0
I'm happy to see Ferris working to improve programs. Some of our previous classes from the 80's were a joke.	1	4.0	4.0	88.0
it has been over 25 years since graduation; I loved FSU and the program was a good start, but like everything else, it is the practical hands-on experience which provides fundamental skills. If my background is of interest, would be happy to come back on occassion and speak to classes/programs. Scott R. Moss	1	4.0	4.0	92.0
The HR program was not very developed when I went, I can only assume it has changed over the years. I was not at all prepaired for the job, it was all on the job learning.	1	4.0	4.0	96.0
This program should require an internship or job shadow if it hasn't already been implemented.	1	4.0	4.0	100.0
Total	25	100.0	100.0	

Appendix G – Employer Survey Instrument

Ferris State University
College of Business
Human Resource Academic Program Review
Employer Survey

Ferris State University's Management Department is conducting a survey of Employers whose feedback will be used in the *Academic Program Review Process for the Human Resource Management Program*. Please take a few minutes to respond to the following survey questions. Your voluntary responses will be used to determine the future direction of the program! All results will be kept confidential. Thank you in advance for your time and cooperation.

1. What is your current position? _____

2. How long have you been employed at your organization?

       0-5 yrs _____   6-10yrs _____   11-15 yrs_____   16-20 yrs_____ 21+yrs _____

3. Are you: PHR _____   SPHR _____   GPHR _____   certified?

4. What degree(s) do you hold?
Associates_____   Bachelors_____   Masters_____   Ph.D_____

5-20. Please rate how important you feel each of the following items are to Human Resource graduates in order for them to be successful in their careers.

	1 Not at all Important	2 Somewhat Important	3 Important	4 Very Important	5 Critical
HR Planning					
Employment Law					
Job Analysis					
Recruiting/Selection					
Training/Development					
Job Evaluation					
Compensation					
Benefits					
Performance Appraisal					
Employee Relations					
Safety/Health					
Negotiation skills: Labor contract					
Negotiation skills: General					
Union/Management Relations					
International Human Resources					

	Strategic Human Resource Management				

21. Please provide any comments you have on the above or any HR-related skills not listed.

_____
_____
_____
_____

22-35. Please rate how important you feel each of the following **general business** skills are to Human Resource graduates in order for them to be successful in their careers.

	1 Not at all Important	2 Somewhat Important	3 Important	4 Very Important	5 Critical
Accounting					
Business ethics					
Communication skills: Interpersonal					
Communication skills: Written					
Communication skills: Presentation					
Economics					
Finance					
Information Systems					
International business					
Internship or other HR experience					
Leadership					
Marketing					
Strategic management					
Statistics					

36. Please provide any comments you have on the above or any general business skills not listed.

_____
_____
_____
_____
_____

37. How many people are employed in your HR department? _____

38. Has your organization previously hired a Ferris State University – Human Resource **graduate**?   Yes _____   No_____

39. If yes, how satisfied were you with the **graduate's** H.R. knowledge?

1 Very	2 Somewhat	3 Neutral	4 Very	5 Extremely

Dissatisfied	Dissatisfied		Satisfied	Satisfied

40. Has your organization previously provided an **internship** to a Ferris State University – Human Resource student?   Yes _____   No_____

41. If yes, how satisfied were you with the **intern's** H.R. knowledge?

1 Very Dissatisfied	2 Somewhat Dissatisfied	3 Neutral	4 Very Satisfied	5 Extremely Satisfied

42. Would you be interested in providing Ferris HR students with internship opportunities in the future?   Yes _____   No _____

If yes, please complete the following:

Name: _____
Phone: _____
Email: _____

43. Please provide any additional comments you would like to make.

_____
_____
_____
_____
_____
_____

Thank you for your time and assistance!

Appendix H – Employer Survey Results

HR APR...Employers

Frequencies

Prepared by: Institutional Research & Testing, 04/11

Statistics

	N		Mean	Median	Std. Deviation
	Valid	Missing			
Current position	60	0			
How long employed at organization	60	0	2.62	2.00	1.552
Are you	16	44	1.19	1.00	.403
Degree(s): Associate's	56	4	.14	.00	.353
Degree(s): Bachelor's	56	4	.79	1.00	.414
Degree(s): Master's	56	4	.21	.00	.414
Degree(s): Ph.D.	56	4	.04	.00	.187
HR Planning	59	1	4.03	4.00	.669
Employment Law	59	1	4.47	5.00	.679
Job Analysis	60	0	3.93	4.00	.607
Recruiting/Selection	60	0	4.17	4.00	.587
Training/Development	60	0	3.93	4.00	.660
Job Evaluation	60	0	3.92	4.00	.671
Compensation	60	0	3.87	4.00	.623
Benefits	60	0	4.03	4.00	.688
Performance Appraisal	60	0	4.10	4.00	.706
Employee Relations	60	0	4.47	5.00	.623
Safety/Health	60	0	3.78	4.00	.804
Negotiation skills: Labor contract	60	0	3.47	3.00	.791
Negotiation skills: General	60	0	3.77	4.00	.767
Union/Management Relations	60	0	3.52	3.00	.833
International Human Resources	60	0	2.93	3.00	.634
Strategic Human Resource Management	60	0	3.90	4.00	.838
Comments on the above or other HR skills not listed	60	0			
Accounting	59	1	3.22	3.00	.744
Business ethics	58	2	4.67	5.00	.509
Communication skills: Interpersonal	58	2	4.78	5.00	.460
Communication skills: Written	59	1	4.61	5.00	.588
Communication skills: Presentation	58	2	4.52	5.00	.628
Economics	59	1	3.22	3.00	.618
Finance	59	1	3.29	3.00	.696
Information Systems	59	1	3.42	3.00	.747
International business	59	1	2.86	3.00	.776
Internship or other HR experience	59	1	3.90	4.00	.885
Leadership	59	1	4.20	4.00	.761
Marketing	59	1	3.17	3.00	.791

Strategic management	59	1	3.93	4.00	.828
Statistics	59	1	3.03	3.00	.870
Comments on the above or any business skills not listed	60	0			
How many people employed in your HR department	60	0			
How satisfied with grad's HR knowledge	53	7	1.15	1.00	.770
How satisfied with intern's HR knowledge	51	9	1.20	1.00	.800
Contact info	60	0			
Additional comments	60	0			

Frequency Table

Current position

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		1	1.7	1.7	1.7
	6 years	1	1.7	1.7	3.3
	Acting Director of human Rsources	1	1.7	1.7	5.0
	Administrative Assistant	1	1.7	1.7	6.7
	Administrative Director	1	1.7	1.7	8.3
	AVP, Human Resource Generalist	1	1.7	1.7	10.0
	Branch Manager	1	1.7	1.7	11.7
	Branch Recruiting Manager	1	1.7	1.7	13.3
	Chief Marketing Officer	1	1.7	1.7	15.0
	Confidential Secretary	1	1.7	1.7	16.7
	Director Heavy Duty Parts Sales	1	1.7	1.7	18.3
	Director Human Resources	1	1.7	1.7	20.0
	Director of Human Resources	1	1.7	1.7	21.7
	Director of Human Resources & Volunteers	1	1.7	1.7	23.3
	Director of Staffing & Corporate Human Resources	1	1.7	1.7	25.0
	Director Tax Processing Bureau	1	1.7	1.7	26.7
	Director, Human Resources	1	1.7	1.7	28.3
	District Sales Manager	1	1.7	1.7	30.0
	EVP Finance and Admin	1	1.7	1.7	31.7
	Founder & principal - Weisberg Associates, an executive search & consulting services firm	1	1.7	1.7	33.3
	General Manager, Transportation	1	1.7	1.7	35.0
	Group Leader	1	1.7	1.7	36.7
	H.R. Recruiter	1	1.7	1.7	38.3
	HR Analyst	1	1.7	1.7	40.0
	HR Coordinator	1	1.7	1.7	41.7
	HR Manager	1	1.7	1.7	43.3
	HR Specialist	1	1.7	1.7	45.0
	HR. Manager	1	1.7	1.7	46.7
	HRG	1	1.7	1.7	48.3
	Human Resource Director	1	1.7	1.7	50.0
	Human Resource Manager	3	5.0	5.0	55.0
	Human Resource Manager and owner of the company	1	1.7	1.7	56.7
	Human Resources Administrator	1	1.7	1.7	58.3

	Frequency	Percent	Valid Percent	Cumulative Percent
Human Resources Director	3	5.0	5.0	63.3
Human Resources Generalist	1	1.7	1.7	65.0
Human Resources Manager	3	5.0	5.0	70.0
Human Resources Manager - Operations	1	1.7	1.7	71.7
Human Resources Specialist	1	1.7	1.7	73.3
Human Resources Technician (Generalist)	1	1.7	1.7	75.0
Human Resources/Safety Coordinator	1	1.7	1.7	76.7
Human Resources/Safety Manager	1	1.7	1.7	78.3
Hunman Resource Manager	1	1.7	1.7	80.0
Market Human Resource Manager	1	1.7	1.7	81.7
President and Owner, GREGG & Associates. A contingency search firm in Tennessee. Former Human Resources Manager with major Fortune 500 Companies.	1	1.7	1.7	83.3
President, Owner and Search Consultant	1	1.7	1.7	85.0
President, Raley & Associates Inc.	1	1.7	1.7	86.7
Prinicpal	1	1.7	1.7	88.3
Recruiter	3	5.0	5.0	93.3
Recruiting Manager	1	1.7	1.7	95.0
Recruiting, Development and Retention Manager	1	1.7	1.7	96.7
Regional Recruiter	1	1.7	1.7	98.3
Staffing Coordinator	1	1.7	1.7	100.0
Total	60	100.0	100.0	

How long employed at organization

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0-5 yrs	21	35.0	35.0	35.0
	6-10 yrs	13	21.7	21.7	56.7
	11-15 yrs	5	8.3	8.3	65.0
	16-20 yrs	10	16.7	16.7	81.7
	21+ yrs	11	18.3	18.3	100.0
	Total	60	100.0	100.0	

Are you

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	PHR certified	13	21.7	81.3	81.3
	SPHR certified	3	5.0	18.8	100.0

		Frequency	Percent	Valid Percent	Cumulative Percent
	Total	16	26.7	100.0	
Missing	System	44	73.3		
Total		60	100.0		

Degree(s): Associate's

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	48	80.0	85.7	85.7
	Selected	8	13.3	14.3	100.0
	Total	56	93.3	100.0	
Missing	System	4	6.7		
Total		60	100.0		

Degree(s): Bachelor's

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	12	20.0	21.4	21.4
	Selected	44	73.3	78.6	100.0
	Total	56	93.3	100.0	
Missing	System	4	6.7		
Total		60	100.0		

Degree(s): Master's

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	44	73.3	78.6	78.6
	Selected	12	20.0	21.4	100.0
	Total	56	93.3	100.0	
Missing	System	4	6.7		
Total		60	100.0		

Degree(s): Ph.D.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	54	90.0	96.4	96.4
	Selected	2	3.3	3.6	100.0
	Total	56	93.3	100.0	
Missing	System	4	6.7		
Total		60	100.0		

HR Planning

		Frequency	Percent	Valid Percent	Cumulative Percent

Valid	Somewhat Important	12	20.0	20.3	20.3
	Very Important	33	55.0	55.9	76.3
	Critical	14	23.3	23.7	100.0
	Total	59	98.3	100.0	
Missing	System	1	1.7		
Total		60	100.0		

Employment Law

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Important	6	10.0	10.2	10.2
	Very Important	19	31.7	32.2	42.4
	Critical	34	56.7	57.6	100.0
	Total	59	98.3	100.0	
Missing	System	1	1.7		
Total		60	100.0		

Job Analysis

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Important	13	21.7	21.7	21.7
	Very Important	38	63.3	63.3	85.0
	Critical	9	15.0	15.0	100.0
	Total	60	100.0	100.0	

Recruiting/Selection

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Important	6	10.0	10.0	10.0
	Very Important	38	63.3	63.3	73.3
	Critical	16	26.7	26.7	100.0
	Total	60	100.0	100.0	

Training/Development

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Unimportant	1	1.7	1.7	1.7
	Somewhat Important	12	20.0	20.0	21.7
	Very Important	37	61.7	61.7	83.3
	Critical	10	16.7	16.7	100.0
	Total	60	100.0	100.0	

Job Evaluation

		Frequency	Percent	Valid Percent	Cumulative

					Percent
Valid	Somewhat Important	16	26.7	26.7	26.7
	Very Important	33	55.0	55.0	81.7
	Critical	11	18.3	18.3	100.0
	Total	60	100.0	100.0	

Compensation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Important	16	26.7	26.7	26.7
	Very Important	36	60.0	60.0	86.7
	Critical	8	13.3	13.3	100.0
	Total	60	100.0	100.0	

Benefits

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Important	13	21.7	21.7	21.7
	Very Important	32	53.3	53.3	75.0
	Critical	15	25.0	25.0	100.0
	Total	60	100.0	100.0	

Performance Appraisal

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Unimportant	1	1.7	1.7	1.7
	Somewhat Important	9	15.0	15.0	16.7
	Very Important	33	55.0	55.0	71.7
	Critical	17	28.3	28.3	100.0
	Total	60	100.0	100.0	

Employee Relations

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Important	4	6.7	6.7	6.7
	Very Important	24	40.0	40.0	46.7
	Critical	32	53.3	53.3	100.0
	Total	60	100.0	100.0	

Safety/Health

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Unimportant	1	1.7	1.7	1.7
	Somewhat Unimportant	1	1.7	1.7	3.3
	Somewhat Important	18	30.0	30.0	33.3

		Frequency	Percent	Valid Percent	Cumulative Percent
	Very Important	30	50.0	50.0	83.3
	Critical	10	16.7	16.7	100.0
	Total	60	100.0	100.0	

Negotiation skills: Labor contract

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Unimportant	4	6.7	6.7	6.7
	Somewhat Important	31	51.7	51.7	58.3
	Very Important	18	30.0	30.0	88.3
	Critical	7	11.7	11.7	100.0
	Total	60	100.0	100.0	

Negotiation skills: General

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Unimportant	2	3.3	3.3	3.3
	Somewhat Important	20	33.3	33.3	36.7
	Very Important	28	46.7	46.7	83.3
	Critical	10	16.7	16.7	100.0
	Total	60	100.0	100.0	

Union/Management Relations

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Unimportant	4	6.7	6.7	6.7
	Somewhat Important	30	50.0	50.0	56.7
	Very Important	17	28.3	28.3	85.0
	Critical	9	15.0	15.0	100.0
	Total	60	100.0	100.0	

International Human Resources

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Unimportant	13	21.7	21.7	21.7
	Somewhat Important	39	65.0	65.0	86.7
	Very Important	7	11.7	11.7	98.3
	Critical	1	1.7	1.7	100.0
	Total	60	100.0	100.0	

Strategic Human Resource Management

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Unimportant	2	3.3	3.3	3.3
	Somewhat Important	18	30.0	30.0	33.3

		Frequency	Percent	Valid Percent	Cumulative Percent
	Very Important	24	40.0	40.0	73.3
	Critical	16	26.7	26.7	100.0
	Total	60	100.0	100.0	

Comments on the above or other HR skills not listed

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		46	76.7	76.7	76.7
	All HR graduates should intern before they are turned loose to run an HR function alone. Since labor unions represent less than 20% of our nation's workforce I think that union avoidance should be on your ratings sheet in 5 above.	1	1.7	1.7	78.3
	Conflict Management is essestinal.	1	1.7	1.7	80.0
	Employee relations, heath & safety of employees, staffing highly skilled and experienced candidates to fill critical components of a company are vitally important because there's a direct coralation between each and producing a quality product or offering customers quality services. Mistreat employees. Create unsafe working conditions and you'll see dramatic reductions in quality and performance.	1	1.7	1.7	81.7
	I listed all of the items as somewhat important because any or all of these could be more important from one position to another. If you want to specialize then it's critically important to fully understand the area you want to specialize in (ex: comp and benefits). I think having an understanding of all of these areas as well as strong decision-making and project management skills will help graduates to be effective in whatever role they acquire.	1	1.7	1.7	83.3
	N/A you have covered everything.	1	1.7	1.7	85.0
	Need to also have Financial & Operational Competencies in order to get "seat at the table" and present ROI's of HR initiatives (which leads to next section)	1	1.7	1.7	86.7
	Performance Appraisal varies so much for each organization, that as long as they understand the various appraisal systems employed, they can learn the rest on the job.	1	1.7	1.7	88.3
	Performance Management (this extends beyond the Performance Appraisal process and includes the full life cycle of performance including disciplinary action, etc.).	1	1.7	1.7	90.0
	Proper resume and job interviewing skills. Hiring Practices: Application,reference,interviewing,and employee orientation processes. Writing Job (Terms of Reference)descriptions.	1	1.7	1.7	91.7

		Frequency	Percent	Valid Percent	Cumulative Percent
	Public sector may have an emphasis on different core H.R. disciplines compared to the private sector.	1	1.7	1.7	93.3
	Strong working knowledge of the industry that they are working in.	1	1.7	1.7	95.0
	Union and International are job specific	1	1.7	1.7	96.7
	We can only hope that the Unions go away so the Union skills will be less important.	1	1.7	1.7	98.3
	What an HR student needs will be based on the specific area/type of company that they want to work for. If you are working for a large Corporation, things like compensation, and job evaluations are defined for you. If you are working for a small company you may need to define everything. Some HR professionals will never work in a union environment.	1	1.7	1.7	100.0
	Total	60	100.0	100.0	

Accounting

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Unimportant	9	15.0	15.3	15.3
	Somewhat Important	30	50.0	50.8	66.1
	Very Important	18	30.0	30.5	96.6
	Critical	2	3.3	3.4	100.0
	Total	59	98.3	100.0	
Missing	System	1	1.7		
Total		60	100.0		

Business ethics

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Important	1	1.7	1.7	1.7
	Very Important	17	28.3	29.3	31.0
	Critical	40	66.7	69.0	100.0
	Total	58	96.7	100.0	
Missing	System	2	3.3		
Total		60	100.0		

Communication skills: Interpersonal

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Important	1	1.7	1.7	1.7
	Very Important	11	18.3	19.0	20.7
	Critical	46	76.7	79.3	100.0
	Total	58	96.7	100.0	
Missing	System	2	3.3		

		Frequency	Percent	Valid Percent	Cumulative Percent
Total		60	100.0		

Communication skills: Written

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Important	3	5.0	5.1	5.1
	Very Important	17	28.3	28.8	33.9
	Critical	39	65.0	66.1	100.0
	Total	59	98.3	100.0	
Missing	System	1	1.7		
Total		60	100.0		

Communication skills: Presentation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Important	4	6.7	6.9	6.9
	Very Important	20	33.3	34.5	41.4
	Critical	34	56.7	58.6	100.0
	Total	58	96.7	100.0	
Missing	System	2	3.3		
Total		60	100.0		

Economics

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Unimportant	6	10.0	10.2	10.2
	Somewhat Important	34	56.7	57.6	67.8
	Very Important	19	31.7	32.2	100.0
	Total	59	98.3	100.0	
Missing	System	1	1.7		
Total		60	100.0		

Finance

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Unimportant	1	1.7	1.7	1.7
	Somewhat Unimportant	3	5.0	5.1	6.8
	Somewhat Important	35	58.3	59.3	66.1
	Very Important	18	30.0	30.5	96.6
	Critical	2	3.3	3.4	100.0
	Total	59	98.3	100.0	
Missing	System	1	1.7		
Total		60	100.0		

Information Systems

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Unimportant	6	10.0	10.2	10.2
	Somewhat Important	25	41.7	42.4	52.5
	Very Important	25	41.7	42.4	94.9
	Critical	3	5.0	5.1	100.0
	Total	59	98.3	100.0	
Missing	System	1	1.7		
Total		60	100.0		

International business

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Unimportant	2	3.3	3.4	3.4
	Somewhat Unimportant	15	25.0	25.4	28.8
	Somewhat Important	32	53.3	54.2	83.1
	Very Important	9	15.0	15.3	98.3
	Critical	1	1.7	1.7	100.0
	Total	59	98.3	100.0	
Missing	System	1	1.7		
Total		60	100.0		

Internship or other HR experience

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Unimportant	4	6.7	6.8	6.8
	Somewhat Important	14	23.3	23.7	30.5
	Very Important	25	41.7	42.4	72.9
	Critical	16	26.7	27.1	100.0
	Total	59	98.3	100.0	
Missing	System	1	1.7		
Total		60	100.0		

Leadership

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Important	12	20.0	20.3	20.3
	Very Important	23	38.3	39.0	59.3
	Critical	24	40.0	40.7	100.0
	Total	59	98.3	100.0	
Missing	System	1	1.7		
Total		60	100.0		

Marketing

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Unimportant	12	20.0	20.3	20.3
	Somewhat Important	27	45.0	45.8	66.1
	Very Important	18	30.0	30.5	96.6
	Critical	2	3.3	3.4	100.0
	Total	59	98.3	100.0	
Missing	System	1	1.7		
Total		60	100.0		

Strategic management

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Unimportant	2	3.3	3.4	3.4
	Somewhat Important	16	26.7	27.1	30.5
	Very Important	25	41.7	42.4	72.9
	Critical	16	26.7	27.1	100.0
	Total	59	98.3	100.0	
Missing	System	1	1.7		
Total		60	100.0		

Statistics

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Unimportant	2	3.3	3.4	3.4
	Somewhat Unimportant	12	20.0	20.3	23.7
	Somewhat Important	30	50.0	50.8	74.6
	Very Important	12	20.0	20.3	94.9
	Critical	3	5.0	5.1	100.0
	Total	59	98.3	100.0	
Missing	System	1	1.7		
Total		60	100.0		

Comments on the above or any business skills not listed

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		54	90.0	90.0	90.0
	HR has a strategic place at the business planning level and it is vital that an individual is prepared to be at that table.	1	1.7	1.7	91.7
	Human Resources is such a critical need in today's highly socially structured society and in most cases, high on the firing line and being observed both internally and externally. Strong work ethics, being honest, providing a strong character that others witness and hopefully follow pays	1	1.7	1.7	93.3

		Frequency	Percent	Valid Percent	Cumulative Percent
	dividends.				
	I've learned while working in HR that the more you can learn the business, the easier it is to connect HR efforts to specific business needs. If you don't understand basic business, that will be a harder road to travel. You MUST understand and communicate the business reasons for any HR intiative or it's just fluff...	1	1.7	1.7	95.0
	Management, team building, and organizational skills/ability.	1	1.7	1.7	96.7
	N/A	1	1.7	1.7	98.3
	Psychology courses are important also.	1	1.7	1.7	100.0
	Total	60	100.0	100.0	

How many people employed in your HR department

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		7	11.7	11.7	11.7
	0	1	1.7	1.7	13.3
	1	5	8.3	8.3	21.7
	1... but we work directly with company HR managers and generalists everyday	1	1.7	1.7	23.3
	12	1	1.7	1.7	25.0
	175	1	1.7	1.7	26.7
	2	12	20.0	20.0	46.7
	20	1	1.7	1.7	48.3
	21	1	1.7	1.7	50.0
	25	1	1.7	1.7	51.7
	275	1	1.7	1.7	53.3
	3	3	5.0	5.0	58.3
	4	5	8.3	8.3	66.7
	5	5	8.3	8.3	75.0
	56	1	1.7	1.7	76.7
	60	1	1.7	1.7	78.3
	7	1	1.7	1.7	80.0
	7-8	1	1.7	1.7	81.7
	8	2	3.3	3.3	85.0
	8 people in the Corporate Staffing Department	1	1.7	1.7	86.7
	I am unsure.	1	1.7	1.7	88.3
	Many - at corporate and in the field - global HR workforce solutions company	1	1.7	1.7	90.0
	n/a	1	1.7	1.7	91.7
	No full time HR employees	1	1.7	1.7	93.3
	None at this time.	1	1.7	1.7	95.0
	Six	1	1.7	1.7	96.7
	Two	1	1.7	1.7	98.3
	We do not have a formal HR department at my current	1	1.7	1.7	100.0

	organization.				
	Total	60	100.0	100.0	

How satisfied with grad's HR knowledge

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Haven't hired a Ferris HR graduate	51	85.0	96.2	96.2
	Very Satisfied	2	3.3	3.8	100.0
	Total	53	88.3	100.0	
Missing	System	7	11.7		
Total		60	100.0		

How satisfied with intern's HR knowledge

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Haven't provided an internship to a Ferris HR student	48	80.0	94.1	94.1
	Somewhat Satisfied	2	3.3	3.9	98.0
	Very Satisfied	1	1.7	2.0	100.0
	Total	51	85.0	100.0	
Missing	System	9	15.0		
Total		60	100.0		

Contact info

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		48	80.0	80.0	80.0
	Ann Kroll, 715-276-4205, ann.kroll@nicoletplastics.com	1	1.7	1.7	81.7
	Ariann Lawhorn 269-934-1147 alawhorn@idexcorp.com	1	1.7	1.7	83.3
	Bill Place, Cascade Engineering, 616-975-4910, bill.place@cascadeng.com	1	1.7	1.7	85.0
	Internships are currently filled for summer 2011. If students are interested in 2012, we will be taking resumes at the end of this year, beginning of 2012. Most of our internships are unpsid.	1	1.7	1.7	86.7
	Jennifer Sanborn 616-773-6452 jsanborn@securalarm.com Would be interested in a	1	1.7	1.7	88.3

		Frequency	Percent	Valid Percent	Cumulative Percent
	potential, unpaid internship at this time.				
	Kristine Kavajecz, 715-373-6181 PO Box 878, Washburn, WI 54891	1	1.7	1.7	90.0
	Molly Boyd 616-784-0404 ext 506 boydm@onestopinc.com	1	1.7	1.7	91.7
	Not at this time - thank you.	1	1.7	1.7	93.3
	We are located in Lake Mills, WI. Pat Capanna 608 442 6200 x 201 pat@mrimadison.com We are an executive search firm so the internship would be in the staffing field of professionals.	1	1.7	1.7	95.0
	We currently provide Internships and work experience to Tribal Members, Native Americans, and decendents.	1	1.7	1.7	96.7
	we do not currently have internship opportunities available that I'm aware of.	1	1.7	1.7	98.3
	We have never been in a position or need to do any sort of HR internship.	1	1.7	1.7	100.0
	Total	60	100.0	100.0	

Additional comments

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		54	90.0	90.0	90.0
	Even though I did not provide you with a lot of information, I want you to know that the work you are doing to improve and enhance your HR programs is very important for these students. This is such an important factor in either the success or failure of every business. It is always about the people/employees.	1	1.7	1.7	91.7
	Good survey. Made me realize NPI could offer an internship for HR.	1	1.7	1.7	93.3
	Have you checked out your local Human Resource organization (MOHRA) for information and assistance for your HR Students and intern's? Sandra K. Modena, Account Representative Trillium Staffing Solutions is the Vice President. E-Mail:smodena@trilliumstaffing.com - 231-796-0666 PH - 231-796-6878 FX.	1	1.7	1.7	95.0
	I am a Ferris Grad and know of another who who holds a substantial leadership position within our company. :)	1	1.7	1.7	96.7
	I have nothing but the highest regard for graduates coming out of Ferris. I've	1	1.7	1.7	98.3

worked with many over the years after they have a few years work experience under their belt and have not had any bad experiences from them, or from employers where they've been placed.				
My business in providing recruiting and personnel qualifying services for manufacturing. I am a Certified Personnel Consultant (CPC) and Certified Staffing Professional (CSP)which have similar requirements as the SPHR for Human Resource professionals including continuing educational training.	1	1.7	1.7	100.0
Total	60	100.0	100.0	

Appendix I – Student Survey Instrument

Ferris State University
College of Business
Human Resource Student Survey

The Management Department is conducting a survey of HR students to be used in the *Academic Program Review Process for the Human Resources Management Program*. Please take a few minutes to respond to the following survey questions. Your input will help determine the future direction of the program! All results will be kept confidential.

1. What is your current class standing?
   Freshman _____ Sophomore _____ Junior _____ Senior _____

2. Which of the following will you obtain?
   Bachelor degree in HR _____ Minor in HR _____ Certificate in HR _____

3. If you are obtaining a minor or certificate in Human Resources, what is your major?
   _____

4. Why did you choose Ferris? _____
   _____
   _____
   _____

5. Why did you select Human Resource Management? _____
   _____
   _____
   _____

6. Did you transfer into this program from another program at Ferris or another college or university?
   Yes _____ No _____
   If yes, what/where was it? _____
   _____

7. Are you involved in the student chapter of the Society for Human Resource Management?
   Yes _____ No _____

8. Please identify any other professional/student organizations to which you belong. _____
   _____
   _____

9. Have/do you plan to participate in an internship or gain other HR experience while you are in school?

Yes _____   No _____

If yes, where is/will it be? _____

How did/will you obtain this position? _____
_____
_____

10-17. Please indicate for each of the following classes if you have completed it, are currently enrolled in it, of if you have not yet taken it.

Course	Completed	Currently Enrolled In	Not Yet Taken
MGMT 373 – Human Resource Management			
MGMT 375 – Negotiations			
MGMT 377 – International Human Resource Management			
MGMT 472 – Compensation			
MGMT 474 – Cases and Issues in Human Resources			
BLAW 421 – Employment Law			
ECON 331 – Labor Economics			
ISYS 200 – Database Design & Implementation			

18. Of the courses you had taken to date, which do you perceive as most relevant to the HR program? _____
_____

19. Which do you perceive as the least relevant to the HR program? _____
_____

20. Are there any courses/areas of study that you think should be added or improved? Why and in what way?
_____
_____

21. Are there any courses/areas of study that you think should be eliminated? Why?
_____
_____

22-33. Please rate your level of agreement with each of the following statements.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
The Academic advising is effective.					
The HR instructors are knowledgeable in					

the subject matter.					
The HR instructors are available to students.					
The HR instructors are helpful to students.					
The courses in the program are conveniently scheduled.					
The classrooms are appropriate for the classes in the program.					
I am generally satisfied with the program.					
I would recommend the program to others.					
The program is preparing me to work in the field.					
I prefer to take classes that meet partially online.					
I prefer to take classes that meet entirely online.					
I prefer to take classes that meet entirely face-to-face.					

ADDITIONAL COMMENTS

34. Please provide any comments/suggestions about the HR undergraduate degree/minor/ certificate.

_____
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Thank you for your time and assistance!

Appendix J – Student Survey Results

HR APR...Current Students

Frequencies

Prepared by: Institutional Research & Testing, 04/11

	N		Mean	Median	Std. Deviation
Statistics	Valid	Missing			
Current class standing	18	0	3.50	4.00	.857
Will obtain	18	0	2.39	2.50	.698
Most classes in Big Rapids	18	0	1.06	1.00	.236
If getting minor or cert, what is major	18	0			
Why choose Ferris	18	0			
Why select Human Resource Management	18	0			
If transferred from another prog/institution, what/where	18	0			
Professional/student organizations membership	18	0			
What was/will be internship/HR experience	18	0			
How did/will obtain this position	18	0			
MGMT 373	18	0	2.67	3.00	.686
MGMT 375	18	0	2.06	2.00	.802
MGMT 377	18	0	1.28	1.00	.669
MGMT 472	18	0	2.33	3.00	.907
MGMT 474	18	0	1.78	1.00	1.003
BLAW 421	18	0	1.89	1.50	.963
ECON 331	18	0	1.61	1.00	.778
ISYS 200	18	0	1.78	1.00	.943
Courses most relevant to HR program	18	0			
Courses least relevant to HR program	18	0			
Courses should be added/improved	18	0			
Courses should be eliminated	18	0			
The academic advising is effective	18	0	3.00	3.00	1.029
The HR instructors knowledgeable in subject	17	1	3.53	4.00	.800
The HR instructors are available to students	17	1	3.41	4.00	.712
The HR instructors are helpful to students	17	1	3.41	4.00	.712
The courses are conveniently scheduled	17	1	2.88	3.00	.857
The classrooms are appropriate	17	1	3.29	4.00	.849
I am generally satisfied with the	18	0	3.33	3.00	.594

program					
I would recommend the program to others	17	1	3.24	3.00	.752
The program is preparing me to work in the field	17	1	3.00	3.00	.866
I prefer classes partially online	18	0	2.78	3.00	.732
I prefer classes entirely online	18	0	2.39	2.00	.916
I prefer classes entirely face-to-face	18	0	2.83	3.00	.924
Additional comments	18	0			

Frequency Table

Current class standing

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Freshman	1	5.6	5.6	5.6
	Sophomore	1	5.6	5.6	11.1
	Junior	4	22.2	22.2	33.3
	Senior	12	66.7	66.7	100.0
	Total	18	100.0	100.0	

Will obtain

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Certificate in HR	2	11.1	11.1	11.1
	Minor in HR	7	38.9	38.9	50.0
	Bachelor degree in HR	9	50.0	50.0	100.0
	Total	18	100.0	100.0	

Most classes in Big Rapids

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	17	94.4	94.4	94.4
	No	1	5.6	5.6	100.0
	Total	18	100.0	100.0	

If getting minor or cert, what is major

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		7	38.9	38.9	38.9
	Accountancy	1	5.6	5.6	44.4
	Business Administration	1	5.6	5.6	50.0
	Business Adminstration	2	11.1	11.1	61.1
	Communication	1	5.6	5.6	66.7
	N/A	1	5.6	5.6	72.2
	na	1	5.6	5.6	77.8
	Nuclear Medicine Technology	1	5.6	5.6	83.3
	Nursing	1	5.6	5.6	88.9
	Psychology	2	11.1	11.1	100.0
	Total	18	100.0	100.0	

Why choose Ferris

	Frequency	Percent	Valid	Cumulative

				Percent	Percent
Valid	Because I couldn't get accepted into Michigan State University. C.M.U.'s College wasn't to my expectations. Michigan Tech Was to far away. And U Of M, isn't a place for me.	1	5.6	5.6	5.6
	Cheaper at the time and smaller class sizes.	1	5.6	5.6	11.1
	Close by, good programs.	1	5.6	5.6	16.7
	Close to home	1	5.6	5.6	22.2
	I chose Ferris because I knew they had a respectable business program. It was also close to home.	1	5.6	5.6	27.8
	I chose Ferris State because I was receiving an athletic scholarship and because they offered the Human Resource Management Major. I also chose it because I knew they had a variety of other majors if I were to change my mind.	1	5.6	5.6	33.3
	I liked the campus and the majors they offer	1	5.6	5.6	38.9
	I liked the campus.	1	5.6	5.6	44.4
	I visited Ferris when I was younger and liked what they had to offer but joined the Air Force instead. When I came back as an adult I worked with the Veterans Vocational Rehabilitation program and they recommended a local 2 year college and then university so I chose NMC in Traverse City for the 2 year and Ferris for the 4. I like the fact that Ferris had courses at the university center in Traverse City as well.	1	5.6	5.6	50.0
	I was originally in the pharmacy program and came for that program. When I switched my program I decided to stay because all of my friends were already here.	1	5.6	5.6	55.6
	I'm on a scholarship and Ferris was one of the universities on the list	1	5.6	5.6	61.1
	Location and I attended before	1	5.6	5.6	66.7
	most aid	1	5.6	5.6	72.2
	My older brother and sister went here and Ferris is the only school in Michigan with a program in Nuclear Medicine Technology.	1	5.6	5.6	77.8
	Nursing program, and long term boyfriend attends here.	1	5.6	5.6	83.3
	Small campus setting, various degree options and it is about 3 hours from home (not too close or too far)	1	5.6	5.6	88.9
	They had many different programs to offer and I had not yet decided on my major. I wanted options in the business field.	1	5.6	5.6	94.4
	University Center availability	1	5.6	5.6	100.0

		Frequency	Percent	Valid Percent	Cumulative Percent
	Total	18	100.0	100.0	

Why select Human Resource Management

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Because i wish to use my degree in the HR field. I chose my major to go hand in hand with my minor so I would be better working in the HR field.	1	5.6	5.6	5.6
	Good field for my talents.	1	5.6	5.6	11.1
	I am really interested in helping people, it's a passion of mine. Human resources is the gateway for that in an organization. I am really interested in all the different aspects HR has to offer.	1	5.6	5.6	16.7
	I find the field to be very interesting and fun	1	5.6	5.6	22.2
	I plan to go to graduate school to study Industrial/organizational psychology and hoped the hr minor would help prepare me.	1	5.6	5.6	27.8
	I really did not know what I wanted to do coming into college and had heard about HR from my mom. After I did some research on the field, I figured it was something that I could see myself doing and I felt I had the skill set to be successful at it. HR offers a lot of variety and there are many avenues you can take with the major so I was comfortable choosing something that gave me options.	1	5.6	5.6	33.3
	I wanted a focus on business aspects such as employment law and job analysis. It's the most similar thing to industrial psychology.	1	5.6	5.6	38.9
	I was inspired by the Human Resource Manager from UPS and I liked the things I could have learned. To me this is a very flexible degree in which I can do many things with it.	1	5.6	5.6	44.4
	I was originall a psychology major, but decided that I needed to change my major. I have worked in offices since I was 16, so it seemed fitting to get a management degree that aligned somewhat with psychology.	1	5.6	5.6	50.0
	I would like to be a charge nurse, instead of HCSA I chose HRM because I would know the process behind finding good candidates to hire and how they should be compensated for how they work, it differentiates me from the rest.	1	5.6	5.6	55.6
	It chose me	1	5.6	5.6	61.1
	It is what I have experienced/done in	1	5.6	5.6	66.7

		Frequency	Percent	Valid Percent	Cumulative Percent
	the past, just do not have a degree. With today's economy, I know that I need a degree to be picked out of the rest.				
	It seemed to fit well with my personality.	1	5.6	5.6	72.2
	Offer a bit of competitive advantage on my resume.	1	5.6	5.6	77.8
	So that one day I can hopefully be a supervisor in my field.	1	5.6	5.6	83.3
	Thought it would be a good fit for my personality.	1	5.6	5.6	88.9
	want to pursue the field	1	5.6	5.6	94.4
	While at NMC I took a general management course that had a couple chapters of human resource management and I really enjoyed the subject so I decided to major in it when I switched to Ferris and I still love the subject.	1	5.6	5.6	100.0
	Total	18	100.0	100.0	

If transferred from another prog/institution, what/where

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		7	38.9	38.9	38.9
	College of Education	1	5.6	5.6	44.4
	Hospitality Program	1	5.6	5.6	50.0
	I atteded Baker College in Cadillac MI	1	5.6	5.6	55.6
	I started in pharmacy. Then switched my major to psychology and minor to sociology, Spanish, political science, math, and eventually hr management.	1	5.6	5.6	61.1
	I transferred to Ferris from Siena Heights University.	1	5.6	5.6	66.7
	Just a second minor, ran out of classes to take.	1	5.6	5.6	72.2
	Lansing Community College	1	5.6	5.6	77.8
	MMCC-Criminal Justice	1	5.6	5.6	83.3
	N/A	1	5.6	5.6	88.9
	Northwestern Michigan College in Traverse City MI Associate Business	1	5.6	5.6	94.4
	Psychology at Ferris.	1	5.6	5.6	100.0
	Total	18	100.0	100.0	

Professional/student organizations membership

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		3	16.7	16.7	16.7

		Frequency	Percent	Valid Percent	Cumulative Percent
	CAHRA-Cadillac area human resource association, FCA	1	5.6	5.6	22.2
	Ferris State Chapter of the Society for Human Resource Management (SHRM), Student Athlete Advisory Committee (SAAC)	1	5.6	5.6	27.8
	FNMA-Ferris Nuclear Medicine Association	1	5.6	5.6	33.3
	Golden Key International Honour Society, Phi Theta Kappa Honor Society	1	5.6	5.6	38.9
	International Student Organization	1	5.6	5.6	44.4
	Kappa kappa psi.	1	5.6	5.6	50.0
	Music Industry Management Association	1	5.6	5.6	55.6
	None	1	5.6	5.6	61.1
	none-	1	5.6	5.6	66.7
	SHRM	3	16.7	16.7	83.3
	SHRM (Society for Human Resource Management)	1	5.6	5.6	88.9
	Sigma Pi International Fraternity and Society for Human Resource Management	1	5.6	5.6	94.4
	Student psychology association, Omicron Delta Kappa	1	5.6	5.6	100.0
	Total	18	100.0	100.0	

What was/will be internship/HR experience

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		8	44.4	44.4	44.4
	I am currently doing an internship with Ferris State Univeristy, working with a professor.	1	5.6	5.6	50.0
	I did a summer intership with Spectrum Health in Greenville, MI in 2010	1	5.6	5.6	55.6
	I have an Internship Now, with Ferris State University. In the Office for International Education. I plan and coordinate events for the office. I do a lot of filing and paper work. I also run a program called the "American Hour," which I recruit Students and "train" them in the American Culture.	1	5.6	5.6	61.1
	I participated in an internship with the management department at Ferris State University with Shirish Grover.	1	5.6	5.6	66.7
	I presently own and operate my own business w/ a staff of 8-10 individuals. I plan on obtaining internship when I	1	5.6	5.6	72.2

	Frequency	Percent	Valid Percent	Cumulative Percent
will be closer to graduating. I plan on seeking internship from Spectrum Health Reed City Hospital or Michigan Works				
I would like to have had an internship but they placed no emphasis on it at all at NMC or by any of the Ferris instructors at the University Center in Traverse City and by the time I started commuting to this campus and Prof. Grover talked so highly of it, it was a bit late because I was ready to get a real job (which I know some internships turn into jobs) and I decided to skip the internship and go straight to the job market. I do wish the instructors at NMC or the Ferris instructors in Traverse City would have mentioned it earlier in my college career though.	1	5.6	5.6	77.8
Not sure yet	1	5.6	5.6	83.3
Summer intern at Newpage Corporation, two summers. Work wherever they chose to put me. Located in my home town.	1	5.6	5.6	88.9
This summer will have a Sam's Club internship	1	5.6	5.6	94.4
Timme	1	5.6	5.6	100.0
Total	18	100.0	100.0	

How did/will obtain this position

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		8	44.4	44.4	44.4
	A team mate lives next door to the VP of HR at United Hospital in Greenville so I had that connection. I made a few phone calls and e-mails and we set something up.	1	5.6	5.6	50.0
	I had spoken with the professor and got it arranged.	1	5.6	5.6	55.6
	I saw their was internship opportunities and I applied and was granted the position.	1	5.6	5.6	61.1
	I talked with Shirish about my options. It was too late for me to obtain an internship at a corporation.	1	5.6	5.6	66.7
	Networking	1	5.6	5.6	72.2
	Reffered through Dr. Van Treese for my psychology 490 internship	1	5.6	5.6	77.8
	Through interviews set up at Ferris.	1	5.6	5.6	83.3
	Through knowing individuals at the company and my personable skills.	1	5.6	5.6	88.9
	well	1	5.6	5.6	94.4
	You must be a child of an employee who work there.	1	5.6	5.6	100.0

		Total	18	100.0	100.0	

MGMT 373

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Yet Taken	2	11.1	11.1	11.1
	Currently Enrolled In	2	11.1	11.1	22.2
	Completed	14	77.8	77.8	100.0
	Total	18	100.0	100.0	

MGMT 375

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Yet Taken	5	27.8	27.8	27.8
	Currently Enrolled In	7	38.9	38.9	66.7
	Completed	6	33.3	33.3	100.0
	Total	18	100.0	100.0	

MGMT 377

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Yet Taken	15	83.3	83.3	83.3
	Currently Enrolled In	1	5.6	5.6	88.9
	Completed	2	11.1	11.1	100.0
	Total	18	100.0	100.0	

MGMT 472

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Yet Taken	5	27.8	27.8	27.8
	Currently Enrolled In	2	11.1	11.1	38.9
	Completed	11	61.1	61.1	100.0
	Total	18	100.0	100.0	

MGMT 474

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Yet Taken	11	61.1	61.1	61.1
	Completed	7	38.9	38.9	100.0
	Total	18	100.0	100.0	

BLAW 421

		Frequency	Percent	Valid Percent	Cumulative Percent

Valid	Not Yet Taken	9	50.0	50.0	50.0
	Currently Enrolled In	2	11.1	11.1	61.1
	Completed	7	38.9	38.9	100.0
	Total	18	100.0	100.0	

ECON 331

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Yet Taken	10	55.6	55.6	55.6
	Currently Enrolled In	5	27.8	27.8	83.3
	Completed	3	16.7	16.7	100.0
	Total	18	100.0	100.0	

ISYS 200

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Yet Taken	10	55.6	55.6	55.6
	Currently Enrolled In	2	11.1	11.1	66.7
	Completed	6	33.3	33.3	100.0
	Total	18	100.0	100.0	

Courses most relevant to HR program

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		3	16.7	16.7	16.7
	BLAW 421- Employment Law and MGMT 474- HR Cases and Issues, additionally, all the general management and MGMT 375 courses were relevant	1	5.6	5.6	22.2
	Both HR Management and Negotiations were both equally relevant	1	5.6	5.6	27.8
	Compensation and HR management	1	5.6	5.6	33.3
	Employment Law, Compensation, and the intro Human Resource Management class are all relevant in my opinion. I do feel that the two classes I am currently taking are extremely relevant for the HR program.	1	5.6	5.6	38.9
	I believe all of the courses above are extremely relevant to the HR program except Database Design and Implementation.	1	5.6	5.6	44.4
	I believe the laws of Human Resource Management/Business is the most important/critical to the HR Program.	1	5.6	5.6	50.0
	I felt that BLAW 421 was very important in the field of HR.	1	5.6	5.6	55.6
	I learned the most in employment law	1	5.6	5.6	61.1
	MGMT 373	1	5.6	5.6	66.7

		Frequency	Percent	Valid Percent	Cumulative Percent
	MGMT 373 is the best course yet	1	5.6	5.6	72.2
	MGMT 373, 375, 377, 472, 474. BLAW 421	1	5.6	5.6	77.8
	MGMT 373, MGMT 377, and MGMGT 474.	1	5.6	5.6	83.3
	Public Speaking	1	5.6	5.6	88.9
	Speech Class	1	5.6	5.6	94.4
	They were all extremely relative, but I found negotiations to be the best course. Otherwise employment law.	1	5.6	5.6	100.0
	Total	18	100.0	100.0	

Courses least relevant to HR program

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		4	22.2	22.2	22.2
	375 and 472. I believe they are more for the major side of the program not minor. If you obtain a major in another field, I doubt that you will be dealing with issues such as we learn about. They most likely will be sent to the actual HR department.	1	5.6	5.6	27.8
	Compensation	1	5.6	5.6	33.3
	ECON 331	1	5.6	5.6	38.9
	I do not think that the ISYS class is as relevant as the other classes, but I also have not taken it. Of the ones I have taken I would say the cases class(474) would be the least relevant of the ones listed.	1	5.6	5.6	44.4
	International HR	1	5.6	5.6	50.0
	ISYS 200 and ISYS 321 (I believe it was 321, may have been a different ISYS course)	1	5.6	5.6	55.6
	ISYS 200.	1	5.6	5.6	61.1
	ISYS 200/ Statistics	1	5.6	5.6	66.7
	Math	1	5.6	5.6	72.2
	MGMT 474	1	5.6	5.6	77.8
	Note answer above	1	5.6	5.6	83.3
	Science	1	5.6	5.6	88.9
	The least relevant would probably be Negotiations.	1	5.6	5.6	94.4
	Unfortunately the actual HR class, 373. The taught was taught very poorly by Dr. Shirish. Super easy, it was a joke. Learned very little.	1	5.6	5.6	100.0
	Total	18	100.0	100.0	

Courses should be added/improved

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		6	33.3	33.3	33.3

		1	5.6	5.6	38.9
	any Law classes	1	5.6	5.6	38.9
	HR 373 with shirish needs major improvement.	1	5.6	5.6	44.4
	I believe there should be a specific course to learn about benefits and about unions. These courses could be offered as electives so those with specific interests in these areas of HR could supplement their required coursework. I also think 2 internship should be required for all HR majors and that there should be more real life scenarios/role plays (like the in-class Negotiations class is run) in classes so we are prepared for what we are going to face in the workplace rather than just power points and multiple choice exams. Lastly, I think the interviewing class should be required of all HR majors because it is something that is beneficial whether you become a recruiter or not. All of us in HR are either going to interview or be interviewed at some point in our career and this class could help.	1	5.6	5.6	50.0
	I think a class on training would be very beneficial.	1	5.6	5.6	55.6
	I think that interviewing should be mandatory, if we have to do hiring and firing we really need to know what to look for. If we are inexperienced ourselves how are we supposed to decipher others?	1	5.6	5.6	61.1
	I think that we need courses in training and development in employees. I think we could also benefit from a computer course based more on HR programs such as PeopleSoft. I feel like we are not prepared enough for the real work of Human Resources. We need a way to gain more relevant experience.	1	5.6	5.6	66.7
	I think that we should learn more about the hiring/firing process that most HR professionals go through, as well as recruitment. I don't think we have enough real-world experience, so an internship would be a great way to add that experience.	1	5.6	5.6	72.2
	I think we should have a class on training. It is an intragal part of any HR job and I feel that it would be extremely helpful to have some background knowledge. I also think an internship should be required. HR is so broad and there are many aspects to the job. I think that by requiring an internship in the field would help us have more experience and confidence in our abilities once we enter the work force.	1	5.6	5.6	77.8
	More about simple forms, Social Security, etc.	1	5.6	5.6	83.3

		Frequency	Percent	Valid Percent	Cumulative Percent
	More direct computer programs and human interaction/role playing with difficult situations	1	5.6	5.6	88.9
	No	2	11.1	11.1	100.0
	Total	18	100.0	100.0	

Courses should be eliminated

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		7	38.9	38.9	38.9
	Anything beyond ISYS 200 because it is too technical and our previous education and other courses are not related in any way.	1	5.6	5.6	44.4
	Econ, All Econ	1	5.6	5.6	50.0
	If any class should be eliminated (although I do not think they should be), it would be 474. Only because I don't think the class was used to it's full potential. I also think that the work we did could have been completed in another course.	1	5.6	5.6	55.6
	No	2	11.1	11.1	66.7
	No.	1	5.6	5.6	72.2
	None. Although ISYS 200 wasn't really relevant to HR, it was still an informative class.	1	5.6	5.6	77.8
	Nope.	1	5.6	5.6	83.3
	Science. How would you ever use it in business?	1	5.6	5.6	88.9
	Statistics, I don't need it for Human Resources. Statistics is a very specific field.	1	5.6	5.6	94.4
	The minor classes should be revised, MGMT 472 and 375 are mandatory to take. And with a lot of fields like I stated above, if this is your minor you have another job, this is just added knowledge. I dont think many people will make a compensation plan in their lives. And MGMT 375 is good to know if you negotiating cares or planning to work with a union, but otherwise its more common sense? And probably not needed	1	5.6	5.6	100.0
	Total	18	100.0	100.0	

The academic advising is effective

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	11.1	11.1	11.1
	Somewhat Disagree	3	16.7	16.7	27.8
	Somewhat Agree	6	33.3	33.3	61.1
	Strongly Agree	7	38.9	38.9	100.0
	Total	18	100.0	100.0	

The HR instructors knowledgeable in subject

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	5.6	5.9	5.9
	Somewhat Agree	5	27.8	29.4	35.3
	Strongly Agree	11	61.1	64.7	100.0
	Total	17	94.4	100.0	
Missing	System	1	5.6		
Total		18	100.0		

The HR instructors are available to students

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Disagree	2	11.1	11.8	11.8
	Somewhat Agree	6	33.3	35.3	47.1
	Strongly Agree	9	50.0	52.9	100.0
	Total	17	94.4	100.0	
Missing	System	1	5.6		
Total		18	100.0		

The HR instructors are helpful to students

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Disagree	2	11.1	11.8	11.8
	Somewhat Agree	6	33.3	35.3	47.1
	Strongly Agree	9	50.0	52.9	100.0
	Total	17	94.4	100.0	
Missing	System	1	5.6		
Total		18	100.0		

The courses are conveniently scheduled

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	5.6	5.9	5.9
	Somewhat Disagree	4	22.2	23.5	29.4
	Somewhat Agree	8	44.4	47.1	76.5
	Strongly Agree	4	22.2	23.5	100.0
	Total	17	94.4	100.0	
Missing	System	1	5.6		
Total		18	100.0		

The classrooms are appropriate

		Frequency	Percent	Valid Percent	Cumulative Percent

Valid	Somewhat Disagree	4	22.2	23.5	23.5
	Somewhat Agree	4	22.2	23.5	47.1
	Strongly Agree	9	50.0	52.9	100.0
	Total	17	94.4	100.0	
Missing	System	1	5.6		
Total		18	100.0		

I am generally satisfied with the program

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Disagree	1	5.6	5.6	5.6
	Somewhat Agree	10	55.6	55.6	61.1
	Strongly Agree	7	38.9	38.9	100.0
	Total	18	100.0	100.0	

I would recommend the program to others

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Disagree	3	16.7	17.6	17.6
	Somewhat Agree	7	38.9	41.2	58.8
	Strongly Agree	7	38.9	41.2	100.0
	Total	17	94.4	100.0	
Missing	System	1	5.6		
Total		18	100.0		

The program is preparing me to work in the field

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	5.6	5.9	5.9
	Somewhat Disagree	3	16.7	17.6	23.5
	Somewhat Agree	8	44.4	47.1	70.6
	Strongly Agree	5	27.8	29.4	100.0
	Total	17	94.4	100.0	
Missing	System	1	5.6		
Total		18	100.0		

I prefer classes partially online

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	5.6	5.6	5.6
	Somewhat Disagree	4	22.2	22.2	27.8
	Somewhat Agree	11	61.1	61.1	88.9
	Strongly Agree	2	11.1	11.1	100.0
	Total	18	100.0	100.0	

I prefer classes entirely online

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	16.7	16.7	16.7
	Somewhat Disagree	7	38.9	38.9	55.6
	Somewhat Agree	6	33.3	33.3	88.9
	Strongly Agree	2	11.1	11.1	100.0
	Total	18	100.0	100.0	

I prefer classes entirely face-to-face

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	11.1	11.1	11.1
	Somewhat Disagree	3	16.7	16.7	27.8
	Somewhat Agree	9	50.0	50.0	77.8
	Strongly Agree	4	22.2	22.2	100.0
	Total	18	100.0	100.0	

Additional comments

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		10	55.6	55.6	55.6
	About the courses in the program being conveniently scheduled, the main issue is that some of the courses are only offered every other semester, if that, so it can be difficult to get into a course within the time allotted to attend college. Sometimes I get the feeling that Ferris (the decision makers at Ferris) think(s) that if a student can't get into a course, they will just stick around or keep taking classes until they get the one they need. That is not the case. People have certain amounts of time allotted for attending college like say 3 or 4 years and then funds run out or other things happen and people have to go to work. They can't just wait one more semester to take that one last class that wasn't offered. It's good that some advisers (like Prof. Grover) are extremely helpful with finding acceptable substitutions for courses but the fact is that if the course is built into the program, it's probably needed and a substitution won't be exactly the same.	1	5.6	5.6	61.1
	I did not feel as though the classes I took were challenging enough to prepare me for the world after graduation.	1	5.6	5.6	66.7
	I have the experience to be a manager, so face-to-face is not as beneficial as it	1	5.6	5.6	72.2

would be to someone with no experience. I wish their was more availability with on-line classes. This fall, two courses that I would like to take is only offered on-line thru GR and only 10 seats are available for both courses. How can you possibly fulfill all the students needs with limited courses. Also, Econ 331 is only offered every other year. If it is a requirement, it needs to be offered ALOT more that that!				
I may be biased because of my involvement, but HR professors should encourage all of their students to be a part of SHRM to help build better students outside of the classroom. If we could get more HR students engaged in their major, there would be better class dicussions, more involvement and more learning occuring. Additionally, if HR professors and students worked together to organize internships or job shadows, I think that would be a very effective process. Additionally, I appreciate the flexibility I have been able to enjoy in switching classes and organizing my schedule (Thank you, advisors!) so that I am getting all of my required courses in while also getting a well rounded education in specific areas I am interested in.	1	5.6	5.6	77.8
I think it is a great program, but I think it has a long way to go. I think that students could be much better prepared for the workforce with the addition of more classes relevant to the field.	1	5.6	5.6	83.3
I think that the Compensation class should NOT be offered fully online. Speaking from experience, it was one of the worst experiences I have had taking a class at Ferris. The work required for the class is next to impossible to complete effectively online with a group. I think to get the most out of the class it should be offered at least partially online, if not only entirely face to face. I 100% regret taking it fully online!	1	5.6	5.6	88.9
Like I said, excellent program, but shirish is getting paid for not improving anyones knowledge. He is only concerned with being the students' friend, and will do so by giving a huge amount of extra credit (over 10%), throwing parties regularly, and catering food to the students. The exams are all super easy and typically the questions are given out before you even take it. Please take this seriously. Any questions call me, 9062710311	1	5.6	5.6	94.4
Minor In International Business	1	5.6	5.6	100.0

| | Total | 18 | 100.0 | 100.0 | |

Faculty Survey
Human Resource Management
Appendix K – Faculty Survey Instrument

Fall 2010

The Management Department is conducting a survey of COB faculty members to be used in the _Academic Program Review Process for the Human Resource Management Program_. Please take a few minutes to respond to the following survey questions. Your input will help determine the future direction of the program! All results will be kept confidential.

1. Please indicate your level of agreement with each of the following statements.

	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Somewhat Agree (4)	Strongly Agree (5)	NA or Insufficient Knowledge (6)
a. I am familiar with the HR major.						
b. I am familiar with the HR minor.						
c. I am familiar with the HR certificate.						
d. I feel the HR Management Degree/Certificate is of benefit to students in FSU's College of Business.						
e. The H.R. program's curriculum includes courses relevant to current business practices.						
f. I am familiar with the student chapter of the Society for Human Resource Management						
g. Students enrolled in the Human Resource Management Program, should be required to complete an internship.						
h. The quality of FSU's HR program is comparable to the quality found in similar HR programs across the country.						
i. The facilities and equipment are adequate to meet the instructional needs of the HR program.						
j. Currently, there is a sufficient number of tenured track faculty teaching within the HR program to meet student program needs.						
k. The HR program receives adequate funding and resources.						

2. What do you think are the *strengths* of the Bachelor's in Human Resource Management Program?

_____

_____

_____

3. What suggest(s) do have to *improve* the current Bachelor's in Human Resource Management Program?

_____

_____

_____

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

a. _____ Accounting, Finance, or Information Systems

b. _____ Management

c. _____ Marketing

d. _____ SEHM

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

a. _____ 0 - 5 yrs
b. _____ 6 - 10 yrs
c. _____ 11 - 15 yrs
d. _____ 16 - 20 yrs
e. _____ 21$^+$ yrs

Thank you for completing this survey!

Appendix L – Faculty Survey Results

HR APR...Faculty

Frequencies

Prepared by: Institutional Research & Testing, 04/11

Statistics

	N		Mean	Median	Std. Deviation
	Valid	Missing			
I am familiar with the HR major	22	0	3.09	3.00	.868
I am familiar with the HR minor	22	0	3.18	3.00	.958
I am familiar with the HR certificate	21	1	3.29	3.00	.845
HR Management Degree/Certificate is of benefit	22	0	3.73	4.00	.550
Curriculum includes courses relevant to current business practices	22	0	4.00	4.00	.690
Familiar with the student chapter of the Society for HR Mgmt	22	0	3.50	3.00	1.012
Students should be required to complete an internship	22	0	3.59	4.00	.854
Quality comparable to quality found in similar HR programs	22	0	4.23	4.00	.752
Facilities/equipment are adequate to meet the instructional needs	22	0	4.00	4.00	1.069
Sufficient number of tenure track faculty teaching	22	0	3.91	4.00	1.109
The HR program receives adequate funding and resources	22	0	4.09	4.50	1.019
Strengths of the Bachelor's program	22	0			
Suggestion(s) to improve the current Bachelor's program	22	0			
Department	22	0	2.00	2.00	.926
How long employed at FSU	21	1	3.52	4.00	1.470
Additional comments	22	0			

Frequency Table

I am familiar with the HR major

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	4.5	4.5	4.5
	Somewhat Disagree	4	18.2	18.2	22.7
	Somewhat Agree	9	40.9	40.9	63.6
	Strongly Agree	8	36.4	36.4	100.0
	Total	22	100.0	100.0	

I am familiar with the HR minor

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	4.5	4.5	4.5
	Somewhat Disagree	4	18.2	18.2	22.7
	Somewhat Agree	8	36.4	36.4	59.1
	Strongly Agree	8	36.4	36.4	95.5
	NA or Insufficent Knowledge	1	4.5	4.5	100.0
	Total	22	100.0	100.0	

I am familiar with the HR certificate

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Disagree	4	18.2	19.0	19.0
	Somewhat Agree	8	36.4	38.1	57.1
	Strongly Agree	8	36.4	38.1	95.2
	NA or Insufficent Knowledge	1	4.5	4.8	100.0
	Total	21	95.5	100.0	
Missing	System	1	4.5		
Total		22	100.0		

HR Management Degree/Certificate is of benefit

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Agree	7	31.8	31.8	31.8
	Strongly Agree	14	63.6	63.6	95.5
	NA or Insufficent Knowledge	1	4.5	4.5	100.0
	Total	22	100.0	100.0	

Curriculum includes courses relevant to current business practices

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Agree	5	22.7	22.7	22.7

		Frequency	Percent	Valid Percent	Cumulative Percent
	Strongly Agree	12	54.5	54.5	77.3
	NA or Insuffent Knowledge	5	22.7	22.7	100.0
	Total	22	100.0	100.0	

Familiar with the student chapter of the Society for HR Mgmt

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Disagree	3	13.6	13.6	13.6
	Somewhat Agree	10	45.5	45.5	59.1
	Strongly Agree	4	18.2	18.2	77.3
	NA or Insuffent Knowledge	5	22.7	22.7	100.0
	Total	22	100.0	100.0	

Students should be required to complete an internship

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	4.5	4.5	4.5
	Somewhat Disagree	1	4.5	4.5	9.1
	Somewhat Agree	5	22.7	22.7	31.8
	Strongly Agree	14	63.6	63.6	95.5
	NA or Insuffent Knowledge	1	4.5	4.5	100.0
	Total	22	100.0	100.0	

Quality comparable to quality found in similar HR programs

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Agree	4	18.2	18.2	18.2
	Strongly Agree	9	40.9	40.9	59.1
	NA or Insuffent Knowledge	9	40.9	40.9	100.0
	Total	22	100.0	100.0	

Facilities/equipment are adequate to meet the instructional needs

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Disagree	2	9.1	9.1	9.1
	Somewhat Agree	6	27.3	27.3	36.4
	Strongly Agree	4	18.2	18.2	54.5
	NA or Insuffent Knowledge	10	45.5	45.5	100.0
	Total	22	100.0	100.0	

Sufficient number of tenure track faculty teaching

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	4.5	4.5	4.5
	Somewhat Disagree	1	4.5	4.5	9.1

		Frequency	Percent	Valid Percent	Cumulative Percent
	Somewhat Agree	5	22.7	22.7	31.8
	Strongly Agree	7	31.8	31.8	63.6
	NA or Insuffient Knowledge	8	36.4	36.4	100.0
	Total	22	100.0	100.0	

The HR program receives adequate funding and resources

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Disagree	1	4.5	4.5	4.5
	Somewhat Agree	7	31.8	31.8	36.4
	Strongly Agree	3	13.6	13.6	50.0
	NA or Insuffient Knowledge	11	50.0	50.0	100.0
	Total	22	100.0	100.0	

Strengths of the Bachelor's program

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		16	72.7	72.7	72.7
	Faculty Long tenure of the program Industry involvement to keep the program up to date	1	4.5	4.5	77.3
	Good faculty and an area of vast importance to businesses of al sizes.	1	4.5	4.5	81.8
	Knowledgable, Dedicated & Current Faculty	1	4.5	4.5	86.4
	na	1	4.5	4.5	90.9
	NEKoP (not enough knowledge of program)	1	4.5	4.5	95.5
	Why are we doing this degree? Human resources is always an afterthought. I will wager that none of the HR VP's in this country have degrees in HR.	1	4.5	4.5	100.0
	Total	22	100.0	100.0	

Suggestion(s) to improve the current Bachelor's program

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		15	68.2	68.2	68.2
	Disband it.	1	4.5	4.5	72.7
	I would imagine that like most COB programs it is unfunded and over-managed.	1	4.5	4.5	77.3
	na	1	4.5	4.5	81.8
	NEKoP	1	4.5	4.5	86.4
	None -- I do not know enough about it to presume	1	4.5	4.5	90.9
	Require an intership	1	4.5	4.5	95.5
	Require internships!!!!!!!!!!!	1	4.5	4.5	100.0
	Total	22	100.0	100.0	

Department

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Accounting, Finance, or Information Systems	7	31.8	31.8	31.8
	Management	10	45.5	45.5	77.3
	Marketing	3	13.6	13.6	90.9
	SEHM	2	9.1	9.1	100.0
	Total	22	100.0	100.0	

How long employed at FSU

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	5 yrs or less	2	9.1	9.5	9.5
	6-10 yrs	5	22.7	23.8	33.3
	11-15 yrs	2	9.1	9.5	42.9
	16-20 yrs	4	18.2	19.0	61.9
	21 or more yrs	8	36.4	38.1	100.0
	Total	21	95.5	100.0	
Missing	System	1	4.5		
Total		22	100.0		

Additional comments

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		20	90.9	90.9	90.9
	HR is another one of those worthless degrees we foist on students. How many HR people do we place in HR? I am certain many are asking the "eternal question", "Want fries with that?" This degree ranks right up there with a major in communications, art history, library science, French etc.	1	4.5	4.5	95.5
	The few students I have had in my classes that were HR majors were outstanding. I often encourage my advisees to consider an HR minor.	1	4.5	4.5	100.0
	Total	22	100.0	100.0	

Appendix M – Sample Syllabi

BLAW 421: EMPLOYMENT LAW
Fall Semester 2010 Syllabus

Course Description
Employment law pervades virtually every aspect of human resource practice, and managers regularly confront employment law questions. In no other area of the law are nonlawyer professionals exposed to such legal regulation, and in no other area do they experience the need for "lawyer-like" skills to the extent that human resources directors and industrial relations specialists do. Employment litigation is a growth industry for America's million lawyers. This course will help you recognize, analyze and deal with employment law issues when they present themselves. In addition, you will learn about policies and practices that will prevent many legal problems from arising in the first place. You will also learn to know when to seek advice from legal counsel. This class will be **demanding**. You will need to spend at least **3 hours studying, on average**, for every hour of class.

Instructor Data
Professor Karen G. Nash. You can reach me at my Big Rapids office or at my home office, as follows:

ds Office   Home Office
of Business #342   **Tel: 616-296-0765**

           Tel: 591-2462   **Email:**
           hurontrillium@yahoo.com

           Email: nashk@ferris.edu

Or you can reach me through FerrisConnect email. I will respond within 24 hours on weekdays and most weekends.

Office Hours
My office hours are noon to 1 pm, Mondays, Wednesdays and Fridays and 2 to 3pm, Wednesdays. If these times are inconvenient for you, please make an appointment with me for another mutually convenient time. *I especially urge you to come and see me if you receive a C- or lower on a Quiz—the earlier in the semester, the better.* On Tuesdays and Thursdays, the fastest way to reach me is to call or email me at my home office.

Course Objectives

-to explain the advantages and disadvantages of arbitration of employment law issues.
-to distinguish between employees and independent contractors, volunteers and partners.

-to recognize and explain the legal issues arising in a particular fact problem.
-to apply the law and reach a conclusion about the legal issues arising in a particular fact problem.
-to defend your personal opinion of an employment law issue.

Textbook

Walsh, Employment Law for Human Resource Practice, Third Edition, 2010. This book is densely packed with information and issues. It is not enough to simply read through each chapter once or twice. You will need to think about and analyze this textbook, comparing and contrasting what you read with the rest of the chapter and the prior chapters. There is a textbook website at cengage.com/blaw/walsh.

TENTATIVE Assignments

1. Assigned Reading. Read the pages specified below before the scheduled class

discussion of those pages. At the end of each chapter, the Practical Advice Summary is a helpful review. Read the Chapter Questions at the end of each chapter, and be ready to discuss them in class.

2. Other Homework. I may assign specific Chapter Questions or Case Questions

as homework from time to time, either individually or by groups. All written homework must be word-processed, double-spaced and free of spelling and grammatical errors.

3. Quizzes. There will be 5 quizzes based on the assigned reading (whether or not we have discussed it in class) and class discussions. Each quiz will be worth 45 - 60 points, and will consist of true/false, multiple choice and essay questions.

4. Final Examination. A comprehensive final exam will take place during the scheduled final exam period for this class worth approximately 150 points. I will provide more details later in the semester.

5. Term Paper. Choose a topic in employment law that is controversial right now. Research all sides of the controversy. Then write a 5- to 7-page paper explaining both sides of the issue, and describe how you personally would resolve the issue, if you were a human resources manager confronted with that issue. The Position Paper must be word-processed, double-spaced and free of spelling and grammatical errors. It should be researched and contain a bibliography. It is worth 75 points. I am happy to read and comment on your rough drafts at any time prior to the due date.

Participation

To encourage meaningful participation and regular attendance in this class, I will

grade your participation at the end of each week for a maximum of 10 points, with 150 points total possible during the semester. *This may be painful for some of you, but learning to think and talk "on your feet" is an important business skill.* Please note: I do not deduct participation points for wrong answers or "stupid" questions (my prevailing philosophy is that there is no such thing as a stupid question).

Attendance
You must be present to earn participation points. If you are absent, **you are responsible for obtaining copies of class notes, handouts and assignments from classmates**. I take attendance at the beginning of each class period, so if you are tardy, you will be marked as absent. See below for my policies regarding make-ups. Tardiness is very disruptive in this class; therefore, I reserve the right to lock the door and refuse entry to late students.

Grading
I calculate grades based on a straight percentage, and then apply the Ferris Standard Grading System to translate the percentage into a letter grade. The approximate number of available points for the semester can be broken down as follows:

Participation	150
Quizzes	250
Term Paper	75
Final	150
Approximate Total:	**625 points**

Keep in mind that I may assign additional homework from time to time worth additional points. Your current grade is available on FerrisConnect.

Absences; Make-ups
I will NOT accept any late homework or Term Paper, nor allow any Quiz make-ups without a written excuse documenting your severe personal emergency presented to me before or on the day you return to class. If I accept your excuse as legitimate, then all missed work must be made up or turned in **within one week after you return to class.** This also applies to University-excused activities such as sports team travel, class field trips or military service. Please note that a computer malfunction is not a severe personal emergency. There are no make-ups allowed for missed participation points.

Extra Credit

I may offer extra credit opportunities to the entire class, at my discretion. I do not accept student-generated extra credit. All extra credit must be turned in on time.

Academic Honesty
I expect all students to uphold the highest standards of academic honesty. This includes but is not limited to cheating on Quizzes or Exams, and plagiarism in the Term Paper or any written homework. Your dishonesty will mean zero points for the assignment in question, and possible failure in this course, at my discretion. You also may be referred to Student Judicial Services for further disciplinary action.

<u>Class Conduct</u>
I expect all students to conduct themselves with courtesy and proper decorum in this classroom. Please no children, iPods, cell phones, texting, talking out of turn, sleeping, waving to friends in the hall, working on assignments for other classes or any other behavior that disrupts the learning environment.

TENTATIVE Syllabus

We may go faster or slower than this outline indicates, depending on class participation. Please note that YOU ARE RESPONSIBLE FOR ALL CHANGES WHETHER OR NOT YOU ARE IN CLASS. I reserve the right to make any changes in this Syllabus, at my sole discretion.

Week #1 (Aug. 30 & Sept 1)
Introduction
Chapter 1 Overview of Employment Law

Week #2 (Sept. 6 & 8)
NO CLASS Mon. Sept. 6: Labor Day
Chapter 2 The Employment Relationship

Week #3 (Sept. 13 & 15)
Chapter 3 Overview of Employment Discrimination

Week #4 (Sept. 20 & 22)
FIRST QUIZ Mon., Sept. 20, covering Chaps. 1 - 3
Chapter 4 Recruitment, Applications and Interviews

Week #5 (Sept. 27 & 29)
Chapter 5 Background Checks, References and Verifying Employment Eligibility
Chapter 6 Employment Testing

Week #6 (Oct. 4 & 6)
Chapter 7 Hiring and Promotion Decisions
SECOND QUIZ Wed., Oct. 6, covering Chaps. 4 – 7

Week #7 (Oct. 11 & 13)
Chapter 8 Affirmative Action
Chapter 9 Harassment

Week #8 (Oct. 18 & 20)
Chapter 10 Reasonably Accommodating Disability and Religion
Chapter 11 Work-Life Conflicts and Other Diversity Issues

Week #9 (Oct. 25 & 27)
Continue Chap. 11
THIRD QUIZ Wed., Oct. 27, covering Chaps. 8 – 11

Week #10 (Nov. 1 & 3)
>   Chapter 12 Wages, Hours and Pay Equity
>   Chapter 13 Benefits
>   Chapter 14 Unions and Collective Bargaining

Week #11 (Nov. 8 & 10)
>   Continue Chap. 14
>   **Chapter 15 Occupational Safety and Health**

Week #12 (Nov. 15 & 17)
>   Continue Chap. 15
>   **FOURTH QUIZ** Wed., Nov. 17, covering Chaps. 12 - 15

Week #13 (Nov. 22 & 24)
>   Chapter 16 Performance Appraisals, Training and Development
>   **NO CLASS** Wed. Nov. 24: Thanksgiving Holiday

Week #14 (Nov. 29 & Dec. 1)
>   **TERM PAPER** due Mon., Nov. 29
>   Chapter 17 Privacy on the Job: Information, Monitoring and Investigations
>   Chapter 18 Terminating Individual Employees

Week #15 (Dec. 6 & 8)
>   Chapter 19 Downsizing and Posttermination Issues
>   **FIFTH QUIZ** on Wed., Dec. 8 covering Chaps. 16 – 19

Finals Week (Dec. 13 - 17)
>   **COMPREHENSIVE FINAL EXAM**

LABOR ECONOMICS AND LABOR RELATIONS

ECONOMICS 331

Dr. Ferdowsi   Spring 2011
Office: BUS 346   Phone: 591-2465
Office Hours: M-W-F 9:00-9:50am   ferdowsa@ferris.edu
                - -W- -   12:00-12:50pm
                    or by appointment

COURSE DESCRIPTION AND OBJECTIVE:
By using modern tools of economic analysis, a rigorous study of the evolution and the changing composition of labor and labor institutions are made. The labor movement, as shaped by labor, government and the post-industrial economy will be studied. Also the new emerging international labor relations are analyzed. In addition, the following objectives will be addressed:

1. The student will be able to apply the model of consumer choice to the allocation of time between work and leisure.
2. The student will be able to identify the main factors that determine labor force participation rates among different groups.
3.   The student will be able to identify factors determining the demand for labor.
4. The student will be able to identify the characteristics of various types of labor markets and their implications on efficiency.
5. The student will be able to identify the sources of wage differentials in the labor markets.
6. The student will be able to distinguish various types of discrimination and government policies that address them.

REQUIRED TEXTS:

1.   Contemporary Labor Economics, by Campbell R. McConnell and Stanley L. Brue,
                9th Edition. For additional information, please go to:
        www.contemporarylabor.com
2.   Student workbook to accompany McConnell and Brue.

COURSE REQUIREMENTS: There will be eleven examinations. They will be given as indicated on your syllabus. Your final grade will be determined based on the total points of your exams.

MAKE-UP EXAMS: There will be **no** make-up exams. In the case of medical emergencies, it is your responsibility to notify me before the exam is given out. If the medical excuse is found valid, a comprehensive make-up will be given at the end of the term.

Attendance Policy: You are allowed three excused absences. Each additional absence will cost you three points from your total points. More than seven absences will result in a failing grade in this course. An absence is regarded as anytime you are not in class, regardless of the reason (including school sponsored events).   If a student has perfect attendance, his/her letter grade will be raised to the next higher bracket.   Absences, including excused absences, do not constitute perfect attendance. You are expected to be on time and to remain in class for the entire class period to become eligible for perfect attendance. **A student who arrives more than 10 minutes late or leaves the class during the lecture will be marked as absent.**

COURSE OUTLINE AND READING LIST: At the end of each lecture, I will announce the topics to be covered in the next lecture. Students are encouraged to do the required reading in advance of each lecture.

      I.   Introduction to Labor Economics - Chapter 1

      II.   The Theory of Individual Labor Supply
          a.   Basic Model - Chapter 2
                  EXAM #1, 10 points

          b.   Labor Force Participation Rate - Chapter 3
                  EXAM #2, 10 points

          c.   Investing in Human Capital - Chapter 4
                  EXAM #3, 10 points

      III.   Labor Market Equilibrium
          a.   The Demand for Labor - Chapter 5
                  EXAM #4, 10 points

          b.   Wage Determination - Chapter 6
                  EXAM #5, 10 points

      IV.   Issues in Labor Economics
          a.   The Wage Structure - Chapter 8
                  EXAM #6, 10 points

          b.   Labor Market Discrimination – Chapter 14
                  EXAM #7, 10 points

          c.   Employment and Unemployment - Chapter 18

EXAM #8, 10 points

d.   The Personal Distribution of Earnings - Chapter 16
EXAM #9, 10 points

V.   Government and Labor Unions in the Labor Market.
a.   Taxation and Labor Supply - Chapter 12
EXAM #10, 10 points

b.   Labor Unions and Collective Bargaining - Chapters 10 and 11
EXAM #11, 10 points

Grading: Your final letter grade will be based on the total points of your eleven exams. Grades are based on the following distribution:

100%-90% = A	67%-63% = C
89%-84% = A-	62%-60% = C-
83%-79% = B+	59%-57% = D+
78%-75% = B	56%-54% = D
74%-72% = B-	53%-51% = D-
71%-68% = C+	50%-47% = F+
	46%- 0 = F

HUMAN RESOURCE MANAGEMENT
MGMT 373
Spring 2011

Professor: Carol Rewers, Ph.D.
Campus Office Location: BUS 341
Campus Office Phone: (231) 591-2447
E-Mail: rewersc@ferris.edu
Campus Office Hours – MW 12-1pm & MW 2-3pm

Other hours are available by appointment at a mutually convenient time, although most questions can be handled via email or phone.

Text:

Bohlander, G., & Snell, S. (2010). Managing Human Resources (15th ed.). Cincinnati, OH: South-Western.

Course Description:

This course provides students an opportunity to explore and understand the strategic importance of developing and maintaining an effective Human Resource Management Department. Human Resource topics covered include: job analysis, employment laws, employee selection, training and development, wage and salary administration, performance appraisals, disciplinary systems, employee safety and health, and the collective bargaining process.

Learning Objectives and Outcomes:

By the end of this course the student should be able to demonstrate an understanding of the course outcomes described below as evidenced by regularly engaging in class discussions, completion of examinations, and through their submission of written cases/research assignments.

1. Discuss the basic evolution of human resource management in organizations.
2. Identify relevant laws affecting the employment relationship.
3. Understand the process of job analysis in creating legal job descriptions/specifications.
4. Assess and select various methods of recruiting a pool of qualified applicants.
5. Describe various employment tests, interviews, etc.
6. Identify various methods of training and development.
7. Understand the various methods of compensation and the advantages and disadvantages of each.
8. Analyze various employee benefit options and articulate the advantages and disadvantages of each from both the employee and employer perspectives.
9. Understand the function and importance of safety and health issues in today's workplace.
10. Evaluate the impact of unionization on both union and nonunion organizations.

11. Understand the role and process of synthesizing the various human resources systems in support of the organization's objectives.

Grading Scale (these are percentages)

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

Materials for Grading (Please note: all attached documents (excel and word) are to be in Office 2003 version or higher.)

Introduction	5
Quizzes: 15 quizzes at 20 points each	300
Discussion Answers 14 discussions at 15 points each	210
Discussion Responses 14 discussion at 10 points each	140
Total points	655

Quizzes/Exams

Weekly quizzes are available on-line through the "Assessment" tab found under course tools. Please refer to the course calendar for dates when specific chapter quizzes are opened and closed. Each online quiz will usually cover a chapter. Quiz content will be drawn from material covered in the text, articles, videos, and weekly discussions. Quizzes will typically consist of T/F and multiple choice questions. Students may do their quizzes "open book" but remember there is a time limitation. Once you start a quiz you must finish! You can't stop and come back later. Quizzes have time limits usually between 30 to 50 minutes. Quizzes may only be attempted once. Please note: Make-up quizzes will be given only with prior approval from the professor and only in the most extenuating circumstances (e.g., death, hospitalization).

Discussion Policy/Points

Students are expected to participate in weekly discussions which will cover topics that are contained in assigned chapters/articles. You will be required to meet certain requirements. Being active in discussions is critical in online learning. I will be posting discussion questions each week on many chapters. I recommend using the knowledge gained from the textbook, assigned readings, and personal/work related experiences, to formulate your answers. Students will answer the questions online by threaded links to the posted question. This way I know you are answering the question and not just responding to a classmate. Please limit your answers to one or two pages, or approximately 300 to 800 words. Answers for the original question are worth up to 15 points each. **Note:** First responders to questions will receive more credit. Late or last minute responses which restate past answers from fellow students will be graded down or not receive full credit. If you respond later in the time period, then be creative if you wish to receive full credit. I look for references to other books, articles, or web sites related to the topic. If you have a position, support with other sources. **All discussions and responses must be completed by midnight of the date when the next chapter is scheduled or assigned.**

Also, please use threaded links to respond to your online classmates. You are required to respond to two other student postings per week. Each of these required responses is worth 5 points (10 points total/week). For example, post your answer to the question for Chapter 1, then go and read two answers from other classmates and respond with a short answer which should range between 100 to 200 words more. The number and quality of your response to other students will be graded. **I would like to encourage different viewpoints and tend to give better grades to those students who add substance to discussions**. Simply responding to classmates with an "I agree ….", "Great job on your answer …" is a limited response and is graded accordingly; if at all. If you say "I agree BUT…." This peaks my interest, creates further discussions, and fosters a more meaningful learning environment and topic understanding!

Grading Rubrics:

Individual and group grades on cases and discussion will be based on:

	Discussion Answer	Discussion Response
Depth of Analysis:	10 pts	3 pts
Recommendations/application	5 pts	2 pts
Quality of writing, grammatical errors, etc.	(Subtraction of points 1-5)	(Subtraction of points 1-2)

Assignments will typically be graded within 72 hours of their due date. Should students need quicker feedback please let me know and I will do my best to accommodate you.

Classroom Expectations:

Please note, although I encourage students to explore other's ideas….the manner in which one challenges such ideas must be non-threatening and respectful of others feelings. Use of crude language or other rude and/or disrespectful "language" towards other individuals in the classroom will not be tolerated. If addressed and such behavior persist; the student will be withdrawn from the course and receive an "F" for a course grade.

Tentative Schedule:

Week #	Week of	Topics:
1	1/10	Syllabus/Introduction CH 1: The Challenge of Human Resources Management
2	1/17	CH 2: Strategy and Human Resources Planning
3	1/24	CH 3: Equal Employment Opportunity and Human Resources Management
4	1/31	CH 4: Job Analysis, Employee Involvement, and Flexible Work Schedules
5	2/7	CH 5: Expanding the Talent Pool: Recruitment and Careers
6	2/14	CH 6: Employee Selection
7	2/21	CH 7: Training and Development
8	2/28	CH 8: Appraising and Improving Performance
	3/7	Spring Break
9	3/14	CH 9: Managing Compensation
10	3/21	CH 10: Pay-for-Performance: Incentive Rewards
11	3/28	CH 11: Employee Benefits
12	4/4	CH 12: Safety and Health
13	4/11	CH 13: Employee Rights and Discipline
14	4/18	CH 14: The Dynamics of Labor Relations
15	4/25	CH 15: International HRM
16	5/2	Last Quiz closes 5/2

*****Professor reserves the right to make needed and appropriate adjustments to this syllabus

Professor: Beverly J. DeMarr, Ph.D.
Campus Office Location: Not on campus in the summer.
E-Mail: demarrb@ferris.edu
Home Office Phone: (231) 798-3560

For this online course I plan to check the class at least twice (generally morning and evening) each day, every day. Thus, you should expect a response to any question, etc. within 24 hours, although it will often be within 12 hours. I will also send an "Update" email at the end of each week as a reminder of upcoming due dates, etc.

If you have course-related questions that are not personal in nature, please post them in the "General Questions" topic in the Discussion tool so others can see the question and response. If you have other specific, individual course-related questions that are personal in nature please use the Email function within Ferris Connect. If you are one of my advisees and have a question related to advising, or are having problems accessing Ferris Connect please email me at my regular Ferris email (demarrb@ferris.edu).

Note: If you experience technical problems with My FSU or Ferris Connect contact the Technology Assistance Center (TAC) at 231.591.4822 or http://www.ferris.edu/techsupport/ for assistance.

To give everyone an opportunity to practice their negotiation skills, in this class "everything is negotiable." That does not mean that I will agree to every proposal that is made. If there is something you would like to see changed in the course, make a proposal, and we will negotiate it. Proposals must be well-reasoned and satisfy the interests of all parties. Proposals should be posted under the "Proposals" topic in the Discussion tool. We will address all proposals in the next class meeting after they are posted. This gives everyone an opportunity to evaluate various "real life" proposals.

Text:
For this class we will be using draft chapters of the Negotiation and Dispute Resolution text that I have written with a colleague for Prentice-Hall. Thus, there is no textbook to purchase for this class; the chapters we will be using are posted in the "Course Content" area of Ferris Connect.

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

Course Outcomes:
By the end of this course the student should be able to:

12. Assess your innate approach to negotiating and resolving conflicts.
13. Effectively utilize the terminology, concepts, and strategies, both distributive and integrative, in negotiating and resolving disputes.
14. Estimate all parties' interests and issues in a variety of negotiations.
15. Establish opening demands, target, and resistance points.
16. Apply integrative and distributive negotiation strategies in a variety of work and non-work situations.

Assessment:
To demonstrate mastery of the course outcomes, students will regularly engage in experiential exercises, role plays, class discussions, and complete written assignments.

Grading:
Final grades in this course will be calculated based on the total points earned as a percentage of the total possible points. (Example: 882 points earned / 980 total possible points = 90% = "A-") This also allows students to calculate their standing at any given point in time by dividing the points earned to date by the total possible points to date. The total points available are allocated as follows:

Short Bio	20
Chapter Discussion questions (15 @ 20 pts ea)	300
Negotiation Exercises (23 @ 20 pts ea)	460
Exercise 4.5 Personal Negotiation Project Outline	10
Exercise 4.5 Personal Negotiation Project Paper	90
Participation & Contribution	100
Total Possible Points	980

Letter grades are assigned as follows:

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

Discussion Questions:

The "Discussion" tool in Ferris Connect will be used for the short bio, discussion of textbook topics, and some of the experiential exercises. There will be a total of 20 discussion questions; 15 based on the chapters in the textbook, 4 for experiential exercises, and the short bio.

There are graded discussion questions for each chapter. The discussion questions for the chapters are meant to help you apply the concepts and topics in the textbook to your own life and think about your careers, needs, desires, etc. Each of the 15 discussion questions is worth 20 points.

Each student is expected to post their initial response to the question(s) as well as replying to others' posts. Since this is a condensed session the questions for all chapters will be available for you to post immediately. This will allow you to work ahead if you so desire. The questions for the chapters will be closed at 11:59 pm on the Sunday of the week the chapter is listed in the syllabus. No posts for a chapter will be allowed after this deadline has passed. While I read everything as it is submitted, in general I wait until after the deadline for the question has passed to grade all submissions at once. In grading these discussion posts I will consider both the level of your discussion activity (i.e. number of posts, number of replies, and number of posts read) in relation to the class as a whole and the quality of your posts and replies (thoughtful, well-written, and free of spelling and grammatical errors). Please avoid replies that basically say "I agree" or "Great post Dorothy!"

Note: For all discussion posts it is highly recommended that you draft your initial posts in Word or another word processing program and then cut and paste your work into the discussion tool. There have been many students who spent significant time working on their post only to have their session time out or lose their internet connection, especially if they are using a dial-up service. This also allows you to take advantage of the spell and grammar check features in Word. Do not, however, submit any of your posts as an attachment as it makes it much more time consuming for others to read.

Negotiation Exercises and Role Plays:

Students will complete a number of experiential exercises and role plays for each chapter. All exercises are due by 11:59 pm of the Sunday of the week they are listed in the Class Schedule. Exercises will be completed through either the discussion or assignment tools in Ferris Connect or presented in class as noted on the tentative schedule.

Four exercises will be completed with the discussion tool. Each exercise will have its own discussion "topic" within the discussion tool where you will post your response and your evaluations/observations of others' responses.

Seventeen exercises will be completed individually and submitted through the "Assignment" function. Typically these will be exercises that involve completing a worksheet or online assessment that helps you to understand yourself as a negotiator.

Two exercises that involve role plays will be conducted in individual chat rooms. In each role play there will be two actors. Both participants will have to come to agreement as to what day and time that particular role play will take place.

Notes: The exercises in Chapters 13 (negotiating the purchase/sale of a used car) and 15 (negotiating job offers) require more time to plan and execute than others. As such it is important that you review these exercises at the beginning of the course and begin your preparations immediately.

Personal Negotiation Project (PNP):

This assignment is described in Exercise 4.5 of Chapter 4 of the textbook and involves a "real life" negotiation that occurs within the time period of our course. Students will plan and execute an actual negotiation for something of personal value during the span of the course, write a paper on it, and share the results with the class. Potential subjects for negotiation include, but are not limited to: resolving a conflict with a roommate, spouse, parent, or friend; negotiating a new job assignment, salary, or working conditions with an employer; or the purchase of an automobile, house, furniture, etc. Be creative! An outline which follows the required format (available in Ferris Connect) must be submitted for approval no later than the end of the 2nd week of class via the Assignment function in Ferris Connect. Students are encouraged to discuss potential topics with your professor prior to submitting your outline. The paper should cover the specifics of the actual negotiation and follow the required format available in, and be submitted through, the assignment function. When you submit your paper you must "publish" it so that others in the class may provide comments on your project.

Participation and Contribution:

Students are expected to participate fully in all class discussions, experiential exercises, and related activities. Due to the high level of interaction required in this course it is imperative that students be prepared. This includes, but is not limited to, reading all assigned material and completing assignments on time and being prepared and on time for scheduled role plays. Note: the tentative schedule identifies all reading assignments from the textbook. The chapters listed should be read at the very beginning of, or better yet before, the week the chapter is listed on the schedule. The points available for participation will be based on the student's contribution and effort put into the class as well as the completion of a short bio at the beginning of the class and the Student Assessment of Instruction (SAI) near the end of the class. These points are not granted automatically and may range from zero to 100. To help ensure that we are all on the same page, it is important that class members have a common understanding of what is and what is not contribution. Contribution is not continuously dominating class and group discussion. It also means *listening* to what others say.

Contribution is:
- Sharing observations that integrate concepts and discussions
- Citing relevant personal examples
- Asking key questions that lead to expanding discussions
- Playing devil's advocate (challenging prevailing wisdom or beliefs)
- Being an active participant in class discussions
- Actively participating in the on-line discussion
- Sharing information with and providing supportive feedback to others

Tentative Schedule:

Exercise Type:
   (A) = Exercise completed with Assignment tool
   (D) = Exercise completed with Discussion tool
   (C) = Role play using Chat tool

Note: All exercises and discussion posts are due by 11:59 pm of the Sunday of the week they are listed in the Class Schedule.

Week Nbr.	Week Of	Topics

1	5/16	Course Overview/Orientation
		Chapter 1 – Introduction
		Exercises:
		   1.2 Mirror, Mirror on the Wall/Initial Self Evaluation (A)
		   1.3 How Do Others See You as a Negotiator? (A)
		Chapter 2 – Terminology
		Exercises:
		   2.5 Stretched Too Thin (D)
		* Short bio due: 11:59 pm, Sunday, May 22nd
		* Discussion/Exercise deadline: 11:59 pm, Sunday, May 22nd

2	5/23	Chapter 3 – Distributive Negotiations
		Exercises:
		   3.3: Power in Real Life: Personal Experience (D)
		Chapter 4 – Integrative Negotiations
		Exercises:
		   4.1 Negotiations in the News: It's Your Turn (A)
		   4.5 Personal Negotiation Project (proposal only, A)
		* Discussion/Exercise deadline: 11:59 pm, Sunday, May 29th

3	5/30	Chapter 5 – Conflict & Dispute Resolution
		Exercises:
		   5.2 Ready to Rumble (A)
		Chapter 6 – Understanding yourself…and what that means in negotiation
		Exercises:
		   6.1 Locus of Control (A)
		   6.2 Self Monitoring Assessment (A)
		   6.7 Communication Style Inventory (A)
		* Discussion/Exercise deadline: 11:59 pm, Sunday, June 5th

4	6/6	Chapter 7 – Communication
		Exercises:
		   7.3 Customer service…at what price? (A)
		Chapter 8: The Role and Importance of Persuasion in Negotiation
		Exercises:
		   8.1 Assessing your Influence Skills (A)
		* Discussion/Exercise deadline: 11:59 pm, Sunday, June 12th

5	6/13	Chapter 9 – The Nature of the Relationship
		Exercises:
		   9.5 All in the family: The company in the hands of the second
		     generation (A)
		Chapter 10 – International Negotiations
		Exercises:
		   10.2 Researching cross-cultural differences values (A)
		* Discussion/Exercise deadline: 11:59 pm, Sunday, June 19th

6	6/20	Chapter 11 – Team/Multi-Party Negotiations
		Exercises:
		   11.1 Moving up…and moving out? (A)
		Chapter 12 – Negotiating in the Workplace
		Exercises:
		   12.1 Assessing and using your human and social capital (A)
		* Discussion/Exercise deadline: 11:59 pm, Sunday, June 26th

7	6/27	Chapter 13: Negotiating the purchase or sale of an automobile
		Exercises:
		   13.1 Researching market values (A)
		   13.2 Selling your car (D)
		   13.3 The car swap (C)
		Chapter 14 – Real Estate Negotiations: Commercial and Residential
		Exercises:
		   14.1 Researching property values (A)
		* Discussion/Exercise deadline: 11:59 pm, Sunday, July 3rd

8	7/4	Chapter 15 – Negotiating your future
		Exercises:
		   15.1 Preparing Your Resume & Cover Letter (D)
		   15.2 Researching Prospective Employers (A)
		   15.3 Employment Negotiations: Interests, Issues, Opening Demands,
		   Target and Resistance Points (A)
		    15.6 Negotiating a Job Offer (C)
		Exercise 4.5 Personal Negotiation Project (final paper, A)
		* Discussion/Exercise deadline: 11:59 pm, Sunday, July 10th

9	7/11	Course Wrap-up Class officially ends Wednesday, July 13th

Ferris State University
College of Business
MGMT 377: International Human Resource Management
COURSE OUTLINE: Spring 2010

Instructor: Shirish Grover   **Office**: BUS 345
Phone: 231-591-2467(Office), 231-577-4159(Home)   **E-mail**: grovers1@ferris.edu
Office Hours:

Section	Meeting Room	Class Day/Time
001	Business Building Room 205	MW, 4:30-5:45PM

Course Outline Contents:

1.   Course Scope and Mission
2.   Learning Outcomes
3.   Course Prerequisites
4.   Required Readings
5.   Using the Course Website
6.   Evaluation and Grades
7.   Performance Standards for Students
8.   Course Work & Academic Honesty
9.   Course Schedule

1. Course Scope and Mission

2. Learning Outcomes

3. Course Prerequisites

You must have a minimum of D- in MGMT373 (Human Resource Management).

4. Required Readings

The textbook for this course **MGMT377 "International Human Resource Management 5th Edition," By: Peter J. Dowling, Marion Festing & Allen D. Engle, Sr.**

5. Using the Course Website

We will be using Ferris Connect as the Learning Management System for this course. I will also use the course page to post announcements and discuss course related activities. It will be a good practice to check the course website **_frequently for updates_**.

6. Evaluation and Grades

Component	Percent	Points Possible	Due Date
Individual Evaluation:	20%	80	
Group Evaluation: A. Across the Globe B. Poster Presentation	50% 30%	200 120	
Total	100%	400	
Class Participation Class Attendance	Bonus	20 20	Ongoing
University/Community Involvement	Bonus	20	Ongoing

Grading Scale

Grade	%	Points	Grade	%	Points	Grade	%	Points	Grade	%	Points
A	94-100	376-400	B+	87-89	348-359	C+	77-79	308-319	D+	67-69	268-279
A-	90-93	360-375	B	84-86	336-347	C	74-76	296-307	D	64-66	256-267
			B-	80-83	320-335	C-	70-73	280-295	D-	60-63	240-255
									F	0-59	000-239

Individual Assignment

You have the option of picking a topic of your choice and developing a research paper on that theme. The only core requirement is that it involve globalization and a a business functional area that interests you. You should develop an outline and get instructor approval on this as soon as possible, preferably in January itself. This will allow you to create a project that is of interest to you, relevant to your area of interest, and most importantly, helpful for you in the job market.

Group Evaluation

Across the Globe!

A) Project Report

You will work in teams of 4-6 students for this project. Your team will have to make two key decisions for a hypothetical firm of your choice. Your team should fill in some details

about your hypothetical organization to make the presentation more interesting and more relevant.

Scenario A: Your Company is interested in opening a **regional headquarters** in this geographic region. This regional HQ will need to contain the regional management/administrative functions, regional sales and marketing, and other staff functions. There will likely be some expatriates from HQ, third country nationals, and local nationals working from the same location.

Scenario B: Your Company is looking for a location for a **new production or service facility** in your geographic region. This production facility will hire many local workers for all aspects of the facility (e.g., production, supervision, quality, shipping, and other line functions.) There may be a few (but not too many) traditional expatriates.

Your team will need to first analyze various regions of the world. Within your region select three a country or countries of your choice. For each country, **select a target city** to use in your analysis. The following is a list of the seven regions you can choose from.

Continent 1

North America (cities in Canada, USA, and Mexico)

Continent 2

Central and South America (for example, cities in Brazil, Chile, Cuba)

Continent 3

Region 1: Western Europe (for example, cities in France, Germany, Sweden, UK)

Region 2: East Europe (for example, cities in Poland, Bulgaria, Russia)

Continent 4

Region 1: North Africa (for example, cities in Libya, Kenya, Nigeria, South Africa)

Region 2: Central and South Africa (for example, cities in South Africa, Congo, Namibia)

Continent 5

Region 1: Middle East (for example, cities in Egypt, Israel, Saudi Arabia)

Region 2: Asia I (for example, cities in India, Bangladesh, Nepal)

Region 3: Asia II (for example, cities in Thailand, China, Malaysia, Indonesia)

Region 4: Austral-Asia (for example, cities in Australia, Japan, Singapore)

Further details of the project will be provided in class.

B) Poster Presentation

You will be required to make a poster presentation on your project on **February 26, 2010**. This is the date the College of Business is hosting an Employer Internship Networking Event. It presents a great opportunity for you to demonstrate your talent and hard work. By this date, you should have developed an organizational profile and begun your journey across the globe. Your poster presentations should reflect that work.

Class participation and attendance

Your participation in this class is integral to the learning experience – both your own and that of your classmates. Each student has a unique perspective, and it is expected that you will share your perspective with others and that you will listen to others as they share their views. Class discussions also serve as an excellent means to practice communication skills.

You can ask yourself the following questions when evaluating your participation:

- How have I contributed to the classroom environment?
- Did I make a significant point that contributed to the discussion in class? When?
- Did I attend classes regularly?
- Did I actively engage in exercises, activities, etc in class?
- Did I treat all those around me with respect and dignity? How?
- *What did I learn? What did I take away? This is an important question, as ultimately, the objective of being in class is to learn. We do this in a variety of ways. I respect the diversity of learning styles in class, so you should feel comfortable sharing your own way of learning and what you are taking away from this course.*
- *Did I go beyond the requirements of the course to seek out more information that is or has helped me in any way?*

Students will be required to self report and submit evidence of their participation in class to earn the bonus points for class participation.

You are required to maintain a regular record of attendance for this course. There will be content presented in class that is not available in your textbook. The discussions we have in class will also be essential to understand application of key concepts we discuss. It is your responsibility to plan your semester and activities such that you do not absent yourself from class for reasons other than those the College consider emergencies. *If you need to be absent for any academic or professional activity, you should email the professor 24 hours before class to avoid being penalized. It is the discretion of the professor to excuse your absence without penalty.* **The bonus points available for attendance will be allocated as follows:**

Month	Absences	Bonus Points	Absences	Bonus Points	Absences	Bonus Points	Absences	Bonus Points
January	0	5	1	4	2	3	3+	0
February	0	5	1	4	2	3	3+	0
March	0	5	1	4	2	3	3+	0
April	0	5	1	4	2	3	3+	0

Semester Absences	Supplementary Bonus
0	20
1	15
2	10
3	5
4+	0

Community/ University Involvement

This course is designed to bring a real life perspective to our in class learning. You have the potential for scoring extra credit by demonstrating your understanding of these principles in real life. The way to earn this credit is relatively simple. You have to participate in a community or university activity through the semester. The university has a lot of such activities and you should not find yourself lacking for opportunities. Choose an activity that is of particular interest to you and demonstrate how your in class experience in this course helps you appreciate the meaning of that activity or vice versa. To get that credit, you must provide acceptable evidence of participation and a brief write up (not more than one page) describing your learning and application of course concepts. You must hand these in by the last day of class to get that credit in your grade. *The more activities you involve yourself in, the more the bonus you are likely to earn!*

University/ Community Activity	Bonus	Supplementary Bonus
0	0	0
1	5	0
2	10	5
3	15	10
4+	20	15

Course Policies and Notes

Policy on Late Assignments: The policy is simple—all assignments must be submitted on the due date. Due dates are made clear at the start of the term, therefore, no extensions will be offered and no exceptions will be made, unless supported by documents approved by the Management department. <u>Four marks will be deducted for every day that assignments are handed in late (including the weekend).</u> No assignments will be accepted after the fifth day. All assignments must be submitted <u>in class or through Ferris Connect.</u>

Re-Grading Policy for Assignments and Midterms: You may submit a written proposal for re-grading a maximum of <u>two days within receipt of the original grade</u>. Create a typed note with your name, student number, and course section and outline the question(s) that you believe was graded incorrectly. Also, include an explanation of why you feel your grade was incorrect (drawing on relevant organizational theories will help your argument). Re-grading is strictly to correct for errors in marking. Please note that your entire document will be re-evaluated. **This means that it is possible to lose points as well as gain points through re-grading.** So, be very confident that an error in grading has occurred before submitting a request for re-grading. If you are going to submit your exam for a re-grade, do not write on the exam or alter it in any way. If you do so, it will be considered a violation of the Academic Honor Principle. Re-grading will not be permitted for exams and/or assignments that are written in pencil or that have been altered with liquid paper or dry-correct (keep this in mind when you originally write your exams).

Incompletes
The "I" is only considered for extenuating circumstances – those situations over which the student has little or no control (e.g., illness, death of a parent, serious injury). A student must have completed at least 75% of the coursework at passing levels. An "I" grade automatically changes to an "F" after one semester (excluding summer) unless the faculty member files another grade or extends the incomplete.

Policy on Cheating and Misconduct: Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism, cheating on exams/assignments, submitting false assignments, impersonating a candidate, or submitting for credit any work for which credit has previously been obtained or is being sought in another course in the University or elsewhere. In writing scholarly papers, you must keep firmly in mind the need to avoid plagiarism. Plagiarism is the *unacknowledged* borrowing of another writer's words or ideas (e.g., failing to cite the original source of an idea). If you are in doubt about whether what you are doing is inappropriate, *please consult your instructor*.

7.   Academic Code of Conduct

Students are expected to conduct themselves with the utmost integrity during their time at Ferris State University and, without limiting the foregoing, will:

- Maintain an optimal learning and work environment for themselves and others (cooperation, keeping commitments, attendance, on-time arrival, preparation in advance, participation and non-disturbance during classes, provide support to colleagues and program administration...)
- Submit only original work, giving credit to others where appropriate;
- Neither give nor receive unauthorized aid in examinations or on assignments;
- Contribute substantially and proportionally to each group assignment;
- Ensure enough familiarity with the entire contents of group assignments so as to be able to sign off on them as original work;
- Accept and acknowledge that assignments found to be plagiarized in any way will be subject to sanctions under the University's Code of Behavior on Academic Matters;
- Represent themselves honestly to members of the College of Business community and to outsiders;
- Represent Ferris State University appropriately to the outside world, and act as professionals (integrity, deportment, reasonableness and respect).

CLASS SCHEDULE

	Session	Topic/Activity/Due Date
1	Week of January 11	Course Overview Understanding Globalization: Do We Care? ***Should*** We Care?
2	Week of January 18	***January 18: No Class (Martin Luther King Jr.'s Birthday)*** ***Movie Night: The New Age of Wal-Mart***
The Global Firm		
3	Week of January 25	Strategy Fundamentals & Corporate Strategy Business & Functional Level Strategy
4	Week of February 1	***Movie Night: The Coca Cola Story*** Economic/Legal/Political Environment International Market Entry
5	Week of February 8	Structure of the International Firm
The Global Workforce		
6	Week of February 15	Ethics and Corporate Social Responsibility
7	Week of February 22	***Movie Night: Swoosh, Inside Nike*** Culture and Global Management
	February 26	**Poster Presentation**
Global HRM		
8	Week of March 1	Chapter 4: Staffing International Operations for Sustained Global Growth
9	Week of March 8	***No Class (Spring Break)***
10	Week of March 15	***Movie Night: Inside the Mind of Google*** Chapter 5: Recruiting and Selecting Staff for International Assignments
11	Week of March 22	Chapter 7: International Compensation
12	Week of March 29	***Movie Night: Big Mac, Inside the McDonalds Empire*** Chapter 6: International Training and Development
13	Week of April 5	Chapter 11: Performance Management
14	Week of April 12	***Movie Night: Saving GM*** Chapter 10: International Industrial Relations
15	Week of April 19	Chapter 12: IHRM Trends: Complexity, Challenges, and choices in the Future
16	Week of April 26	***Are We Prepared for the Global Economy?***
17	Week of May 3	***Final Exam Week***

Note about the Course Outline: *This syllabus and schedule are subject to changes. It is the responsibility of the student to keep informed of changes, new materials, and missed content.*

MGMT 472 – Compensation
Section 001
Fall 2010

Professor: Beverly J. DeMarr, Ph.D.
        Campus Office Location: BUS 360
        E-Mail: demarrb@ferris.edu (best way to contact)
        Home Office Phone: (231) 798-3560
        Campus Office Phone: (231) 591-3756
        Campus Office Hours – Tues. 12:00 - 1:30 pm & 2:45 - 3:15 pm
        Online Office Hours – Mon. 8:00 - 10:00 am
          Note: Other hours are available by appointment at a mutually convenient time
          however most questions can be handled via email or phone.

For this mixed delivery course I plan to check the class at least twice (generally morning and evening) each day, every day. Thus, you should expect a response to any question, etc. within 24 hours, although it will often be within 12 hours.

If you have course-related questions that are not personal in nature, please post them in the "General Questions" topic in the Discussion tool so others can see the question and response. If you have other specific, individual course-related questions that are personal in nature please use the Email function within Ferris Connect. If you are one of my advisees and have a question related to advising, or are having problems accessing Ferris Connect please email me at my regular Ferris email (demarrb@ferris.edu).

Note: If you experience technical problems with My FSU or Ferris Connect contact the Technology Assistance Center (TAC) at 231.591.4822 or http://www.ferris.edu/techsupport/ for assistance.

Texts:

Milkovich, G. T., & Newman, J. M. (2008). <u>Compensation</u> (10th ed.). Chicago: Irwin. ISBN: 978-0-07-353049-2

Milkovich, G. T. & Milkovich, C. (2004). <u>Cases in Compensation</u> (10th ed.). Ithaca, NY: Milkovich. ISBN: 978-0-945601-07-4

Course Description:

This course provides an in-depth view of the total compensation system. Students will design, develop, and implement a complete compensation system and the aspects of which include: establishing the compensation objectives, analyzing and evaluating jobs, establishing the organization's pay policy relative to the external labor market, and utilizing the compensation system to adjust employee wages. Emphasis will be placed on balancing internal consistency and external competitiveness while equitably rewarding individuals' contributions.

Course Outcomes:

By the end of this course the student should be able to:

17. Design, develop, and implement a complete compensation system.
18. Assess various methods of compensation and articulate the advantages and disadvantages of each.
19. Evaluate various employee benefit options and articulate the advantages and disadvantages of each from both the employee and employer perspectives.
20. Evaluate the impact of federal regulations on an organization's compensation policies.

Assessment:

To demonstrate mastery of the course outcomes, students will regularly engage in class discussions, and complete examinations and a comprehensive compensation project.

Grading:

Final grades in this course will be calculated based on the total points earned as a percentage of the total possible points. (Example: 782 points earned / 920 total possible points = 85% = "B") This also allows students to calculate their standing at any given point in time by dividing the points earned to date by the total possible points to date. The total points available are allocated as follows:

Exams (4 @ 100 pts ea)	400
Compensation Project (3 Phases @ 100 pts ea)	300
Short Bio	20
Attendance	100
Participation & Contribution	100
Total Possible Points	920

Letter grades are assigned as follows:

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

Exams/Quizzes:

Exams will cover material from the textbook and will be administered with the "Assessment" function in Ferris Connect. Except for the final exam, exams will each be available for one week from 12:00 am Monday until 11:59 pm the following Sunday on the dates shown on the Class

Schedule. Make-up exams will be given only with prior approval from the professor and only in the most extenuating circumstances (e.g., death, hospitalization).

Exams are to be completed individually. Students may not "collaborate," "work as a team," or work together in any other way when taking the exams. Violators will be referred to Student Judicial Services for disciplinary action.

Compensation Project:

For this project students will work in groups to develop a complete compensation system and share their results with the class. The project is very involved so it is imperative that you get started on it right away. The project consists of three integrated phases which are covered in detail in the Cases in Compensation book. In Phase I, which focuses on internal consistency, students will design an internal pay structure based on the work and its relative importance to the organization's objectives. In Phase II the focus is external competitiveness. Students will price the pay structure designed in Phase I based on external market forces and other factors. Performance contributions and system administration are the focus of Phase III where students will vary individual pay according to performance; manage the system; and control costs.

Each group will submit each of the three phases using the "Assignment" tool. There are multiple ways of designing your system and there is no "one right answer." Thus, when you submit your phases, please "publish" the assignment so others can view it and see how your group approached the project. Each Phase of this project is due on the date shown on the tentative schedule. Again, it is very important to start early and stay on top of this project. Assignments turned in late will not be accepted.

Attendance, Class Preparation, and Participation:

Students are expected to be in attendance, take notes and participate fully in all class discussions and related activities. Thus, it is imperative that students come to class prepared. This includes, but is not limited to, reading all assigned material before class and being prepared for discussion on the material. Note: the tentative schedule identifies all reading assignments from the textbook and the casebook. The material listed should be read prior to that week's class meeting. Attendance is mandatory. Arriving late or leaving class early is recorded as an absence. The points available for attendance will be allocated as follows:

0 absences = 100
1 absence = 90
2 absences = 80
3 absences = 70
4 absences = 55
5 absences = 40
6 absences = 20
7 absences = 0

The points available for class preparation and participation will be based on the student's contribution and effort put forth in the course. These points are not granted automatically and may range from zero to 100. To help ensure that we are all on the same page, it is important that class members have a common understanding of what is and what is not contribution. Contribution is not continuously dominating class and group discussion. It also means *listening* to what others say.

Contribution is:
- Sharing observations that integrate concepts and discussions
- Citing relevant personal examples
- Asking key questions that lead to expanding discussions
- Playing devil's advocate (challenging prevailing wisdom or beliefs)
- Being an active participant in class discussions
- Actively participating in the on-line discussion
- Sharing information with and providing supportive feedback to others

Classroom Expectations:

While it is my hope that we can have fun during our time together, the first priority must be learning the course material. To that end I have certain expectations for conduct in the classroom. First I expect everyone to arrive on time and fully prepared for class. Obviously this means having read all assigned materials and completed any homework assignments, but it also includes having attended to all of your personal needs. Put simply, wandering in and out of class to get a drink, use the restroom, talk with a professor, use the phone, or just to stretch is disruptive and inappropriate behavior. Similarly, if you feel the need for a four-course meal, to socialize with your classmates, or a power nap, please do it outside of class.

TENTATIVE SCHEDULE

Week Nbr.	Week of	Topics
1	8/30	Syllabus/Orientation Compensation Project Group formation
2	9/6	Casebook: Introduction & Phase I - Read pp. 1-25 (omit "Three" on p. 21-23) & skim pp. 26-40. CH 1: The Pay Model CH 2: Strategy: The Totality of Decisions
3	9/13	CH 3: Defining Internal Alignment CH 4: Job Analysis
4	9/20	* Exam #1 - Chapters 1 – 4, Available: 12:00 am Monday, September 20th * Exam #1 - Chapters 1 – 4, Due: 11:59 pm Sunday, September 26th CH 5: Job-Based Structures and Job Evaluation CH 6: Person-Based Structures
5	9/27	Compensation Project Phase I Presentations – 9/28/10 * Compensation Project Phase I, Due: 11:59 pm Tuesday, September 28th
6	10/4	Casebook: Phase II - Read pp. 41-60. CH 7: Defining Competitiveness
7	10/11	CH 8: Designing the Pay Levels, Mix, and Pay Structures
8	10/18	* Exam #2 - Chapters 5 – 8, Available: 12:00 am Monday, October 18th * Exam #2 - Chapters 5 – 8, Due: 11:59 pm Sunday, October 24th CH 9: Pay-for-Performance: The Evidence CH 10: Pay-for-Performance Plans
9	10/25	CH 11: Performance Appraisals CH 12: The Benefit Determination Process
10	11/1	Compensation Project Phase II Presentations – 11/2/10 * Compensation Project Phase II, Due: 11:59 pm Tuesday, November 2nd
11	11/8	* Exam #3 - Chapters 9 – 12, Available: 12:00 am Monday, November 8th * Exam #3 - Chapters 9 – 12, Due: 11:59 pm Sunday, November 14th Casebook: Phase III - Read pp. 61-74.
12	11/15	CH 13: Benefit Options CH 14: Compensation of Special Groups
13	11/22	CH 15: Union Role in Wage and Salary Administration CH 16: International Pay Systems
14	11/29	CH 17: Government and Legal Issues in Compensation CH 18: Management: Making It Work
15	12/6	Compensation Project Phase III Presentations * Compensation Project Phase III, Due: 11:59 pm Tuesday, December 7th
16	12/13	* Exam #4 Chapters 13 – 18, Available: 12:00 am Monday, December 13th * Exam #4 Chapters 13 – 18, Due: 11:59 pm Wednesday, December 15th **Exam Week Schedule: Wednesday, December 15th, 2:00-3:40 pm** Course Debrief & Wrap-up

Ferris State University
College of Business
MGMT 474: Cases on Strategy and Workforce Trends
COURSE OUTLINE: Fall 2010

Instructor: Shirish Grover　　　　**Office**: BUS 335　　　**E-mail**: ShirishGrover@ferris.edu
Phone: 231-591-2467(Office), 616-717-1468(Cell)　　　**Office Hours:**

Section	Meeting Room	Day/Time
001	**Required**	
	BUS205: Class	Tuesdays, 3.00 pm-4.15 pm
	Optional	
	BUS204: Office Hours/ Tutorial	Tuesdays, 4.30 pm-5.30 pm
	BUS121: Lab Tutorial	Thursdays, 3.00 pm-4.15 pm

Course Outline Contents:
8.　　　Course Scope and Mission
9.　　　Learning Outcomes
10.　　Course Prerequisites
11.　　Required Readings
12.　　Using the Course Website
13.　　Evaluation and Grades
7.　　　Performance Standards for Students
8.　　　Course Work & Academic Honesty
9.　　　Course Schedule

1. Course Scope and Mission

Organizations are faced with an increasingly competitive business environment. Faced with a range of issues such as globalization and technological change, organizational leaders and managers recognize that *a critical source of competitive advantage* for their firm often comes from the ***people*** in their organizations.

This course will provide you with an opportunity to use your knowledge of Human Resource management concepts in a variety of contexts to solve organizational challenges related to HRM. Cases and the HR Simulation represent a close approximation of situations you might face in the real business world. The assignments and exercises we will do will allow you to *explore and develop a better understanding of the application* of core HRM concepts in typical business situations. The cases, simulation and exercises are designed with a focus on:

- The strategic importance of HRM in organizations
- Key concepts of core HR areas such as recruitment, training and compensation
- Emerging issues and trends in this field

The course will enable you to understand and apply these concepts and strategies to increase your effectiveness as a manager and also to enhance the value of the people in organizations.

2. Learning Outcomes

By the end of this course you should be able to:

- Create alignment between human resource strategies and business strategies in a cost-effective manner.
- Design work systems and roles that allow employees to contribute to organization performance.
- Identify, select, and develop people having the competencies that allow them to contribute to organization   performance.
- Use HR systems that provide rewards and incentives to attract and retain employees and to encourage them to contribute to organization performance.
- Scan the business environment and identify key issues and trends that impact the HR function
- Make human resource decisions that are legal and ethical.
- Learn how to use quantitative tools and information where appropriate to support decisions.

3. Course Prerequisites

You must have a minimum of D- in MGMT373 (Human Resource Management) or Instructor Approval.

4. Required Readings

The textbook for this course is the **MGMT474 Select Cases on Strategy and Workforce Trends available at the University Bookstore.** You will also need to purchase an individual licence ($40) to use the computer based **HR Simulation** from Interpretative**.**

5. Using the Course Website

We will be using Ferris Connect as the Learning Management System for this course. I will also use the course page to post announcements and discuss course related activities. It will be a good practice to check the course website **_frequently for updates_**.

6. Evaluation and Grades

Component	Percent	Points Possible	Due Date
Case Analysis			
Deliverable 1: Individual Evaluation			
Strategy: 1 of 3 Cases	**15%**	**60**	**Week of September 20**
Workforce Trends: 2 of 5 Cases	**20%**	**80**	**Week of October 4**
Deliverable 2: Group Evaluation			
HR Blog	**25%**	**100**	**Week of December 6**

HR Simulation **Deliverable 1: Group Evaluation** 8 Quarterly Decisions **Deliverable 2: Individual Evaluation** 8 Quarterly Reports	24% 16%	96 64	**Week of September 27-Week of November 22**
Total	**100%**	**400**	
HR Blog Contest Winners	**Bonus**	**20**	
HR Simulation Winners	**Bonus**	**20**	

Appendix N – Trak Dat Reports: Program and Course Outcomes

**Unit Assessment Report - Four Column

Ferris State University

Program - Human Resource Management (B.S.)

Mission Statement: The mission of the human Resource Management program is to prepare students for the positions in the Human Resource field. This mission is accomplished by offering students a comprehensive background in business and a variety of courses dealing with the function involved in Human Resource management (for example, Selection, Compensation, Interviewing, Training/Development, Collective Bargaining, Labor law, and health Insurance.)

Purpose:

1. To provide students with marketable skills.
2. To provide students with a background for career advancement and growth.
3. To assist students in becoming and remaining competitive in an ever expanding, changing and complex global economy.
4. To provide students with the basis of making decisions using the most appropriate information technology, while considering the societal impact of their decisions.
5. To provide students with a foundation of relevant business theory and its application in the real world.
6. To provide students with a foundation of relevant theory in all aspects of Human Resource Management and its application in the real world.
7. To be responsive in our curricula to the ever-changing needs of business, students, and the professions.
8. To provide students with an opportunity for personal growth and the development of leadership skills.

Goals:

1. To increase students? competence in the field of Human Resource Management.
2. To maintain, through program content, the capability of students to gain needed business experience for eventual employment in Human Resource Management.
3. To increase students? competence in decision-making.
4. To increase students? competence in communication.
5. To increase students? knowledge and competence in the most current hands-on technology in Human Resource Management.
6. To increase students? global perspectives in the field of Human Resource Management.
7. To increase support for faculty development.

Advisory Board/Committee

Meetings:
Less than once every two years

Next FSU Academic

Program Review:
2011-2012

Accreditation Body: Accreditation Council for Business Schools and Programs (ACBSP)

Academic Year of Next

Accreditation Review:
2011-2012

College: COB

Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
Program – Human Resource Management (B.S.) - HRM 1 - Articulate basic business concepts and practices and apply them to make effective business decisions. **End Date:** 05/18/2009 **Outcome Status:** No Longer an Outcome			
Program – Human Resource Management (B.S.) - HRM 2 - ? Apply business concepts to solve problems and plan business activities from a Human Resource Management perspective. **End Date:** 05/18/2009 **Outcome Status:** No Longer an Outcome			
Program – Human Resource Management (B.S.) - HRM 3 - Communicate effectively in both oral and written form; write and otherwise present ideas and information effectively. **End Date:** 05/18/2009 **Outcome Status:** No Longer an Outcome			
Program – Human Resource Management (B.S.) - HRM 4 - Research current HRM issues and implications. **End Date:** 05/18/2009 **Outcome Status:** No Longer an Outcome			
Program – Human Resource Management (B.S.) - HRM 5 - Conduct various types of interviews (e.g. hiring, exit) to inform business decisions			

Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
End Date: 05/18/2009 **Outcome Status:** No Longer an Outcome			
Program - Human Resource Management (B.S.) - HRM 6 - Contribute and interact effectively as a member of a team **End Date:** 05/18/2009 **Outcome Status:** No Longer an Outcome			
Program - Human Resource Management (B.S.) - HRM 7 - Adapt to the globalization of business including the ability to apply their particular field to the international business community as well as understanding the effect on local business. **End Date:** 05/18/2009 **Outcome Status:** No Longer an Outcome			
Program - Human Resource Management (B.S.) - HRM 8 - Use technology as a tool for business communications, for solving business-related problems and as a tool in helping them make business decisions. **End Date:** 05/18/2009 **Outcome Status:** No Longer an Outcome			
Program - Human Resource Management (B.S.) - HRM 9 - Make logical and effective decisions independently and cooperatively. **End Date:** 05/18/2009 **Outcome Status:** No Longer an Outcome			

Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
Program - Human Resource Management (B.S.) - Create Policies and Procedures - Create policies and procedures that abide by all federal laws for selecting an employee including: creating a job posting, creating legal interview questions, and identifying selection criteria and a procedure used for evaluating applicants. **Outcome Types:** Learning **Start Date:** 05/18/2009 **Outcome Status:** Active	**Assessment Method:** Over one or two semester improvement cycles, program faculty (e.g. program capstone-course faculty) will: (1) target one or two program outcomes; (2) select (e.g. randomly) ten senior capstone course students; (3) select capstone course work demonstrating student competence levels for each targeted outcome; (4) evaluate selected student work as hi, med, low with respect to their performance on selected capstone work related to each targeted outcome; (5) formulate and implement an improvement action plan for each targeted outcome yielding more than four of ten students scoring low **Criterion for Success:** At least 60% of students showing med or hi level performance **Related Documents:** Evaluate-And-Improve Cycle - HR - Fall 2008.doc Evaluate-And-Improve Cycle - HR - Spring 2009.doc	10/13/2009 - See attached documentation. **Classification:** Criterion Met **Action:** 1 - No Action Required **Related Documents:** Evaluate-And-Improve Cycle - HR - Fall 2008.doc Evaluate-And-Improve Cycle - HR - Spring 2009.doc	
Program - Human Resource Management (B.S.) - Develop Policies and Procedures - Develop policies and procedures for evaluating employee performance and determining merit pay increases for employees that abide by all federal laws. **Start Date:** 05/18/2009 **Outcome Status:** Active	**Assessment Method:** Over one or two semester improvement cycles, program faculty (e.g. program capstone-course faculty) will: (1) target one or two program outcomes; (2) select (e.g. randomly) ten senior capstone course students; (3) select capstone course work demonstrating student competence levels for each targeted outcome; (4) evaluate selected student work as hi, med, low with respect to their performance on selected capstone work related to each targeted outcome; (5) formulate and implement an improvement action plan for each targeted outcome yielding more than four of ten students scoring low	10/13/2009 - See related documentation for results. **Classification:** Criterion Met **Action:** 1 - No Action Required **Related Documents:** Evaluate-And-Improve Cycle - HR - Fall 2008.doc Evaluate-And-Improve Cycle - HR - Spring 2009.doc	

Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
	Criterion for Success: At least 60% of students showing med or hi level performance **Related Documents:** Evaluate-And-Improve Cycle - HR - Fall 2008.doc Evaluate-And-Improve Cycle - HR - Spring 2009.doc		
Program - Human Resource Management (B.S.) - Develop a Compensation System - Develop a complete compensation system applying the concepts of internal equity, external equity, and individual equity. **Outcome Types:** Learning **Start Date:** 05/18/2009 **Outcome Status:** Active	**Assessment Method:** Over one or two semester improvement cycles, program faculty (e.g. program capstone-course faculty) will: (1) target one or two program outcomes; (2) select (e.g. randomly) ten senior capstone course students; (3) select capstone course work demonstrating student competence levels for each targeted outcome; (4) evaluate selected student work as hi, med, low with respect to their performance on selected capstone work related to each targeted outcome; (5) formulate and implement an improvement action plan for each targeted outcome yielding more than four of ten students scoring low **Criterion for Success:** At least 60% of students showing med or hi level performance **Related Documents:** Evaluate-And-Improve Cycle - HR - Fall 2008.doc Evaluate-And-Improve Cycle - HR - Spring 2009.doc	10/13/2009 - See related documents for results. F '09 - 20 High, 4 Med., 1 Low Sp '10 - 16 High, 4 Med., 1 Low **Classification:** Criterion Met **Action:** 1 - No Action Required **Related Documents:** Evaluate-And-Improve Cycle - HR - Fall 2008.doc Evaluate-And-Improve Cycle - HR - Spring 2009.doc	
Program - Human Resource Management (B.S.) - Appling the Laws - Apply the laws affecting compensation and benefits. **Start Date:** 05/18/2009	**Assessment Method:** Over one or two semester improvement cycles, program faculty (e.g. program capstone-course faculty) will: (1) target one or two program outcomes; (2) select (e.g.	11/09/2010 - F '09 - 17 High, 3 Med., 3 Low Sp '10 - 10 High, 9 Med., 1 Low **Classification:** Criterion Met **Action:**	

Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
Outcome Status: Active	randomly) ten senior capstone course students; (3) select capstone course work demonstrating student competence levels for each targeted outcome; (4) evaluate selected student work as hi, med, low with respect to their performance on selected capstone work related to each targeted outcome; (5) formulate and implement an improvement action plan for each targeted outcome yielding more than four of ten students scoring low **Criterion for Success:** At least 60% of students showing med or hi level performance **Related Documents:** Evaluate-And-Improve Cycle - HR - Fall 2008.doc Evaluate-And-Improve Cycle - HR - Spring 2009.doc	1 - No Action Required	
Program - Human Resource Management (B.S.) - Research Effectively - Effectively research a variety of topics of negotiation. **Outcome Types:** Learning **Start Date:** 05/18/2009 **Outcome Status:** Active	**Assessment Method:** Over one or two semester improvement cycles, program faculty (e.g. program capstone-course faculty) will: (1) target one or two program outcomes; (2) select (e.g. randomly) ten senior capstone course students; (3) select capstone course work demonstrating student competence levels for each targeted outcome; (4) evaluate selected student work as hi, med, low with respect to their performance on selected capstone work related to each targeted outcome; (5) formulate and implement an improvement action plan for each targeted outcome yielding more than four of ten students scoring low. **Criterion for Success:** At least 60% of students showing med or hi level performance	11/09/2010 - F '09 - 14 High, 1 Med., 1 Low Sp '10 - 20 High, 2 Med., 2 Low **Classification:** Criterion Met **Action:** 1 - No Action Required 10/13/2009 - See related documentation for results. **Classification:** Criterion Met **Action:** 1 - No Action Required **Related Documents:** Evaluate-And-Improve Cycle - HR - Fall 2008.doc Evaluate-And-Improve Cycle - HR - Spring 2009.doc	

Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
	Related Documents: Evaluate-And-Improve Cycle - HR - Fall 2008.doc Evaluate-And-Improve Cycle - HR - Spring 2009.doc		
Program - Human Resource Management (B.S.) - Utilize Bargaining Techniques - Utilize distributive and integrative bargaining techniques in a range of situations. **Outcome Types:** Learning **Start Date:** 05/18/2009 **Outcome Status:** Active	**Assessment Method:** Over one or two semester improvement cycles, program faculty (e.g. program capstone-course faculty) will: (1) target one or two program outcomes; (2) select (e.g. randomly) ten senior capstone course students; (3) select capstone course work demonstrating student competence levels for each targeted outcome; (4) evaluate selected student work as hi, med, low with respect to their performance on selected capstone work related to each targeted outcome; (5) formulate and implement an improvement action plan for each targeted outcome yielding more than four of ten students scoring low. **Criterion for Success:** At least 60% of students showing med or hi level performance **Related Documents:** Evaluate-And-Improve Cycle - HR - Fall 2008.doc Evaluate-And-Improve Cycle - HR - Spring 2009.doc	11/09/2010 - F '09 - 13 High, 1 Med., 2 Low Sp '10 - 20 High, 2 Med., 2 Low **Classification:** Criterion Met **Action:** 1 - No Action Required 10/13/2009 - See related documentation for results. **Classification:** Criterion Met **Action:** 1 - No Action Required **Related Documents:** Evaluate-And-Improve Cycle - HR - Fall 2008.doc Evaluate-And-Improve Cycle - HR - Spring 2009.doc	

Appendix O – Trak Dat Reports: Outcome Assessment Results

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
Z - MGMT Courses - MGMT 373 - Human Resource Management - Outcome 1 - Discuss the evolution of human resource management in organizations. **Start Date:** 12/03/2009 **Outcome Status:** Active	**Assessment Method:** Examination **Assessment Method Category:** Z - Other - specify **Criterion for Success:** A combined average of 75% or above on all assignments. **Assessment Method:** Class Participation **Assessment Method Category:** Z - Other - specify **Criterion for Success:** A combined average of 75% or above on all assignments.		
Z - MGMT Courses - MGMT 373 - Human Resource Management - Outcome 2 - Assess the effectiveness of and apply the laws affecting the employment relationship. **Start Date:** 12/03/2009 **Outcome Status:** Active	**Assessment Method:** Written Assignments **Assessment Method Category:** Written Product (essay, research paper, journal, newsletter, etc.) **Criterion for Success:** A combined average of 75% or above on all assignments. **Assessment Method:** Examination **Assessment Method Category:** Z - Other - specify **Criterion for Success:** A combined average of 75% or above on all assignments. **Assessment Method:** Class Participation **Assessment Method Category:** Z - Other - specify **Criterion for Success:** A combined average of 75% or above on all assignments.		

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up

Z - MGMT Courses - MGMT 373 - Human Resource Management - Outcome 3 - Understand the process of job analysis in creating legal job descriptions/specifications. **Start Date:** 12/03/2009 **Outcome Status:** Active	**Assessment Method:** Written Assignments **Assessment Method Category:** Written Product (essay, research paper, journal, newsletter, etc.) **Criterion for Success:** A combined average of 75% or above on all assignments. **Assessment Method:** Examinations **Assessment Method Category:** Z - Other - specify **Criterion for Success:** A combined average of 75% or above on all assignments. **Assessment Method:** Class Participation **Assessment Method Category:** Z - Other - specify **Criterion for Success:** A combined average of 75% or above on all assignments.
Z - MGMT Courses - MGMT 373 - Human Resource Management - Outcome 4 - Assess and select various methods of recruiting a pool of qualified applicants. **Start Date:** 12/03/2009 **Outcome Status:** Active	**Assessment Method:** Written Assignments **Assessment Method Category:** Written Product (essay, research paper, journal, newsletter, etc.) **Criterion for Success:** A combined average of 75% or above on all assignments. **Assessment Method:** Examinations **Assessment Method Category:** Z - Other - specify **Criterion for Success:** A combined average of 75% or above on all assignments.

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
	Assessment Method: Class Participation **Assessment Method Category:** Z - Other - specify **Criterion for Success:** A combined average of 75% or above on all assignments.		
Z - MGMT Courses - MGMT 373 - Human Resource Management - Outcome 5 - Evaluate and select reliable and valid selection devices (e.g. employment tests, interviews, etc.). **Start Date:** 12/03/2009 **Outcome Status:** Active	**Assessment Method:** Written Assignments **Assessment Method Category:** Written Product (essay, research paper, journal, newsletter, etc.) **Criterion for Success:** A combined average of 75% or above on all assignments. **Assessment Method:** Examinations **Assessment Method Category:** Z - Other - specify **Criterion for Success:** A combined average of 75% or above on all assignments. **Assessment Method:** Class Participation **Assessment Method Category:** Z - Other - specify **Criterion for Success:** A combined average of 75% or above on all assignments.		
Z - MGMT Courses - MGMT 373 - Human Resource Management - Outcome 6 - Evaluate various methods of training and development. **Start Date:** 12/03/2009 **Outcome Status:** Active	**Assessment Method:** Written Assignments **Assessment Method Category:** Written Product (essay, research paper, journal, newsletter, etc.) **Criterion for Success:** A combined average of 75% or above on all assignments.		

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
	Assessment Method: Examination		

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
	Assessment Method Category: Z - Other - specify **Criterion for Success:** A combined average of 75% or above on all assignments. **Assessment Method:** Class Participation **Assessment Method Category:** Z - Other - specify **Criterion for Success:** A combined average of 75% or above on all assignments.		
Z - MGMT Courses - MGMT 373 - Human Resource Management - Outcome 7 - Apply the concepts of reliability and validity to the methods and process of performance appraisal. **Start Date:** 12/03/2009 **Outcome Status:** Active	**Assessment Method:** Written Assignment **Assessment Method Category:** Written Product (essay, research paper, journal, newsletter, etc.) **Criterion for Success:** A combined average of 75% or above on all assignments. **Assessment Method:** Examinations **Assessment Method Category:** Z - Other - specify **Criterion for Success:** A combined average of 75% or above on all assignments. **Assessment Method:** Class Participation **Assessment Method Category:** Z - Other - specify **Criterion for Success:** A combined average of 75% or above on all assignments.		
Z - MGMT Courses - MGMT 373 - Human Resource Management - Outcome 8 -	**Assessment Method:** Written Assignments		

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
Understand the various methods of compensation and the advantages and disadvantages of each. **Start Date:** 12/03/2009	**Assessment Method Category:** Written Product (essay, research paper, journal, newsletter, etc.) **Criterion for Success:** A combined average of 75% or above on all		

Outcome Status: Active	
assignments. **Assessment Method:** Examinations **Assessment Method Category:** Z - Other - specify **Criterion for Success:** A combined average of 75% or above on all assignments. **Assessment Method:** Class Participation **Assessment Method Category:** Z - Other - specify **Criterion for Success:** A combined average of 75% or above on all assignments.	
Z - MGMT Courses - MGMT 373 - Human Resource Management - Outcome 9 - Analyze various employee benefit options and articulate the advantages and disadvantages of each from both the employee and employer perspectives. **Start Date:** 12/03/2009 **Outcome Status:** Active	**Assessment Method:** Written Assignments **Assessment Method Category:** Written Product (essay, research paper, journal, newsletter, etc.) **Criterion for Success:** A combined average of 75% or above on all assignments. **Assessment Method:** Examination **Assessment Method Category:** Z - Other - specify **Criterion for Success:** A combined average of 75% or above on all assignments. **Assessment Method:** Class Participation **Assessment Method Category:** Z - Other - specify

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
	Criterion for Success: A combined average of 75% or above on all assignments.		
Z - MGMT Courses - MGMT 373 - Human Resource Management - Outcome 10 - Understand the function and importance of safety and health issues in today?s workplace. **Start Date:** 12/03/2009 **Outcome Status:** Active	**Assessment Method:** Written Assignments **Assessment Method Category:** Written Product (essay, research paper, journal, newsletter, etc.) **Criterion for Success:** A combined average of 75% or above on all assignments. **Assessment Method:** Examination **Assessment Method Category:** Z - Other - specify **Criterion for Success:** A combined average of 75% or above on all assignments. **Assessment Method:** Class Participation **Assessment Method Category:** Z - Other - specify **Criterion for Success:** A combined average of 75% or above on all assignments.		
Z - MGMT Courses - MGMT 373 - Human Resource Management - Outcome 11 - Evaluate the impact of unionization on both union and nonunion organizations. **Start Date:** 12/03/2009 **Outcome Status:** Active	**Assessment Method:** Written Assignments **Assessment Method Category:** Written Product (essay, research paper, journal, newsletter, etc.) **Criterion for Success:** A combined average of 75% or above on all assignments. **Assessment Method:** Examination **Assessment Method Category:** Z - Other - specify **Criterion for Success:**		

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Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
	A combined average of 75% or above on all assignments. **Assessment Method:** Class Participation **Assessment Method Category:** Z - Other - specify **Criterion for Success:** A combined average of 75% or above on all assignments.		
Z - MGMT Courses - MGMT 373 - Human Resource Management - Outcome 12 - Understand the role and process of synthesizing the various human resources systems in support of the organization?s objectives. **Start Date:** 12/03/2009 **Outcome Status:** Active	**Assessment Method:** Written Assignment **Assessment Method Category:** Written Product (essay, research paper, journal, newsletter, etc.) **Criterion for Success:** A combined average of 75% or above on all assignments. **Assessment Method:** Examinations **Assessment Method Category:** Z - Other - specify **Criterion for Success:** A combined average of 75% or above on all assignments. **Assessment Method:** Class Participation **Assessment Method Category:** Z - Other - specify **Criterion for Success:** A combined average of 75% or above on all assignments.		
Z - MGMT Courses - MGMT 375 - Negotiations - Outcome 1 - Assess your innate approach to negotiating and resolving conflicts. **Start Date:** 12/03/2009 **Outcome Status:**	**Assessment Method:** Self Assessment/Experiential Exercise(s) **Assessment Method Category:** Z - Other - specify **Criterion for Success:** A combined average of 75% or above on all assignments.	11/09/2010 - F '09 - 14 High, 1 Med., 1 Low Sp '10 - 20 High, 2 Med., 2 Low **Classification:** Criterion Met **Action:** 1 - No Action Required	

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Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
Active	**Assessment Method:** Personal Negotiation Project **Assessment Method Category:** Project/Model/Invention **Criterion for Success:** A combined average of 75% or above on all assignments.	11/09/2010 - F '09 13 High, 1 Med., 2 Low Sp '10 - 16 High, 5 Med., 3 Low **Classification:** Criterion Met **Action:** 1 - No Action Required	
Z - MGMT Courses - MGMT 375 - Negotiations - Outcome 2 - Effectively utilize the terminology, concepts, and strategies, both distributive and integrative, in negotiating and resolving disputes. **Start Date:** 12/03/2009 **Outcome Status:** Active	**Assessment Method:** Self Assessment/Experiential Exercise(s) **Assessment Method Category:** Z - Other - specify **Criterion for Success:** A combined average of 75% or above on all assignments.	11/09/2010 - F '09 - 14 high, 1 Med., 1 Low Sp '10 - 20 High, 2 Med., 2 Low **Classification:** Criterion Met **Action:** 1 - No Action Required	
	Assessment Method: Role Plays **Assessment Method Category:** Z - Other - specify **Criterion for Success:** A combined average of 75% or above on all assignments.		
	Assessment Method: Personal Negotiation Project **Assessment Method Category:** Project/Model/Invention **Criterion for Success:** A combined average of 75% or above on all assignments.	11/09/2010 - F '09 - 13 High, 1 Med., 2 Low Sp '10 16 High, 5 Med., 3 Low **Classification:** Criterion Met **Action:** 1 - No Action Required	
	Assessment Method: Class Participation **Assessment Method Category:** Z - Other - specify **Criterion for Success:** A combined average of 75% or above on all assignments.		
Z - MGMT Courses - MGMT 375 - Negotiations - Outcome 3 - Estimate all parties? interests and issues in a variety of	**Assessment Method:** Self Assessment/Experiential Exercise(s) **Assessment Method Category:**	11/09/2010 - F '09 - 14 High, 1 Med., 1 Low Sp '10 - 16 High, 5 Med., 3 Low **Classification:**	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
negotiations. **Start Date:** 12/03/2009 **Outcome Status:** Active	Z - Other - specify **Criterion for Success:** A combined average of 75% or above on all assignments.	Criterion Met **Action:** 1 - No Action Required	
	Assessment Method: Role Play **Assessment Method Category:** Z - Other - specify **Criterion for Success:** A combined average of 75% or above on all assignments.		
	Assessment Method: Personal Negotiation Project **Assessment Method Category:** Project/Model/Invention **Criterion for Success:** A combined average of 75% or above on all assignments.	11/09/2010 - F ' 09 - 13 High, 1 Med., 2 Low Sp '10 - 16 High, 5 Med., 3 Low **Classification:** Criterion Met **Action:** 1 - No Action Required	
	Assessment Method: Class Participation **Assessment Method Category:** Z - Other - specify **Criterion for Success:** A combined average of 75% or above on all assignments.		
Z - MGMT Courses - MGMT 375 - Negotiations - Outcome 4 - Establish opening demands, target, and resistance points. **Start Date:** 12/03/2009 **Outcome Status:** Active	**Assessment Method:** Self Assessment/Experiential Exercise(s) **Assessment Method Category:** Z - Other - specify **Criterion for Success:** A combined average of 75% or above on all assignments.	11/09/2010 - F '09 - 14 High, 1 Med., 1 Low Sp '10 - 20 High, 2 Med., 2 Low **Classification:** Criterion Met **Action:** 1 - No Action Required	
	Assessment Method: Role Play **Assessment Method Category:** Z - Other - specify **Criterion for Success:** A combined average of 75% or above on all		

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
	assignments.		
	Assessment Method: Personal Negotiation Project **Assessment Method Category:** Project/Model/Invention **Criterion for Success:** A combined average of 75% or above on all assignments.	11/09/2010 - F '09 - 13 High, 1 Med., 2 Low Sp '10 - 16 High, 5 Med., 3 Low **Classification:** Criterion Met **Action:** 1 - No Action Required	
	Assessment Method: Class Participation **Assessment Method Category:** Z - Other - specify **Criterion for Success:** A combined average of 75% or above on all assignments.		
Z - MGMT Courses - MGMT 375 - Negotiations - Outcome 5 - Apply integrative and distributive negotiation strategies in a variety of work and non-work situations. **Start Date:** 12/03/2009 **Outcome Status:** Active	**Assessment Method:** Self Assessment/Experiential Exercise(s) **Assessment Method Category:** Z - Other - specify **Criterion for Success:** A combined average of 75% or above on all assignments.	11/09/2010 - F '09 - 14 High, 1 Med., 1 Low Sp '10 - 20 High, 2 Med., 2 Low **Classification:** Criterion Met **Action:** 1 - No Action Required	
	Assessment Method: Role Plays **Assessment Method Category:** Z - Other - specify **Criterion for Success:** A combined average of 75% or above on all assignments.		
	Assessment Method: Personal Negotiation Project **Assessment Method Category:** Project/Model/Invention **Criterion for Success:** A combined average of 75% or above on all assignments.	11/09/2010 - F '09 - 13 High, 1 Med., 2 Low Sp '10 - 16 High, 5 Med., 3 Low **Classification:** Criterion Met **Action:** 1 - No Action Required	
	Assessment Method: Class Participation **Assessment Method Category:**		

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
	Z - Other - specify **Criterion for Success:** A combined average of 75% or above on all assignments.		
Z - MGMT Courses - MGMT 377 - International Human Res Mgmt - Globalization - Define globalization and analyze its impact and consequences in a business context **Start Date:** 03/28/2011 **Outcome Status:** Active	**Assessment Method:** Individual and Group Assignments/Presentation **Assessment Method Category:** Written Product (essay, research paper, journal, newsletter, etc.) **Criterion for Success:** Groups display at least a 70% comprehension of the material		
Z - MGMT Courses - MGMT 377 - International Human Res Mgmt - Management Practices - Develop an understanding of basic management practices (e.g. recruiting, selecting and developing talented people; leading people; motivating people; working on teams; managing conflict; leading change in the organization) across regions, cultures and organizations globally. **Outcome Status:** Active	**Assessment Method:** Case Analysis **Assessment Method Category:** Case Studies/Problem-based Assignments **Criterion for Success:** 75% of the students achieve 70% grade		
	Assessment Method: Individual and Group Assignments/Presentation **Assessment Method Category:** Written Product (essay, research paper, journal, newsletter, etc.) **Criterion for Success:** Groups display at least a 70% comprehension of the material		
Z - MGMT Courses - MGMT 377 - International Human Res Mgmt - Management Systems - Analyze how global firms balance the integration and localization of their management systems. **Start Date:** 03/28/2011 **Outcome Status:** Active	**Assessment Method:** Individual and Group Assignments/Presentation **Assessment Method Category:** Written Product (essay, research paper, journal, newsletter, etc.) **Criterion for Success:** Groups display at least a 70%		

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Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
	comprehension of the material **Assessment Method:** Case Analysis **Assessment Method Category:** Case Studies/Problem-based Assignments **Criterion for Success:** 75% of the students achieve 70% grade		
Z - MGMT Courses - MGMT 377 - International Human Res Mgmt - Hr Systems - Demonstrate an understanding of the major approaches global firms take to the staffing and management of international operations, and how this is interdependent with the management of domestic operations. **Start Date:** 03/28/2011 **Outcome Status:** Active	**Assessment Method:** Individual and Group Assignments/Presentation **Assessment Method Category:** Written Product (essay, research paper, journal, newsletter, etc.) **Criterion for Success:** Groups display at least a 70% comprehension of the material		
	Assessment Method: Case Analysis **Assessment Method Category:** Case Studies/Problem-based Assignments **Criterion for Success:** 75% of the students achieve 70% grade		

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
Z - MGMT Courses - MGMT 472 - Compensation - Outcome 1 - Desing, develop, and implement a complete compensation system **Start Date:** 12/03/2009 **Outcome Status:** Active	**Assessment Method:** Compensation Project **Assessment Method Category:** Project/Model/Invention **Criterion for Success:** A combined average of 75% or above on all assignments. **Assessment Method:**	11/09/2010 - F '09 - 18 High, 4 Med., 1 Low Sp '10 - 16 High, 4 Med., 0 Low **Classification:** Criterion Met **Action:** 1 - No Action Required	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
Z - MGMT Courses - MGMT 472 - Compensation - Outcome 2 - Assess various methods of compensation and articulate the advantages and disadvantages of each. **Start Date:** 12/03/2009 **Outcome Status:** Active	Class Participation **Assessment Method Category:** Z - Other - specify **Criterion for Success:** A combined average of 75% or above on all assignments. **Assessment Method:** Examinations **Assessment Method Category:** Z - Other - specify **Criterion for Success:** A combined average of 75% or above on all assignments. **Assessment Method:** Class Participation **Assessment Method Category:** Z - Other - specify **Criterion for Success:** A combined average of 75% or above on all assignments.	11/09/2010 - F '09 - 17 High, 3 Med., 3 Low Sp '10 - 10 High, 9 Med., 1 Low **Classification:** Criterion Met **Action:** 1 - No Action Required	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
Z - MGMT Courses - MGMT 472 - Compensation - Outcome 3 - Evaluate various employee benefit options and articulate the advantages and disadvantages of each from both the employee and employer perspectives. **Start Date:** 12/03/2009 **Outcome Status:** Active	**Assessment Method:** Examinations **Assessment Method Category:** Z - Other - specify **Criterion for Success:** A combined average of 75% or above on all assignments. **Assessment Method:** Class Participation **Assessment Method Category:** Z - Other - specify **Criterion for Success:** A combined average of 75% or above on all assignments.	11/09/2010 - F '09 - 17 High, 3 Med., 3 Low Sp '10 - 10 High, 9 Med., 1 Low **Classification:** Criterion Met **Action:** 1 - No Action Required	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
Z - MGMT Courses - MGMT 472 - Compensation - Outcome 4 - Evaluate the impact of federal regulations on an organization?s compensation policies. **Start Date:** 12/03/2009 **Outcome Status:** Active	**Assessment Method:** Examinations **Assessment Method Category:** Z - Other - specify **Criterion for Success:** A combined average of 75% or above on all Assignments. **Assessment Method:** Class Participation **Assessment Method Category:** Z - Other - specify **Criterion for Success:** A combined average of 75% or above on all assignments.	11/09/2010 - F '09 - 17 High, 3 Med., 3 Low Sp '10 - 10 High, 9 Med., 1 Low **Classification:** Criterion Met **Action:** 1 - No Action Required	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
Z - MGMT Courses - MGMT 474 - Cases-in HRM - Impact internal and external to HR - Evaluate the impact of the external and internal business environment on HR functions (including business ethics and corporate social responsibility) **Start Date:** 12/02/2009 **Outcome Status:** Active	**Assessment Method:** Case Analysis **Assessment Method Category:** Case Studies/Problem-based Assignments **Criterion for Success:** Overall, a combined average of 75% on all assignments. An average of 80% or above on the cumulative Case Analysis. **Assessment Method:** HR Simulation **Assessment Method Category:** Z - Other - specify **Criterion for Success:** Overall, a combined average of 75% on all Assignments. An average of 80% or above on the HR Simulation Exercise. **Assessment Method:** HR Blog Project **Assessment Method Category:** Project/Model/Invention **Criterion for Success:** Overall, a combined average of 75% on all		

assignments. An average of 75% or above on the HR Blog and presentation.

Assessment Method:
HR Blog Presentation
Assessment Method Category:
Presentation(Oral)
Criterion for Success:
Overall, a combined average of 75% on all assignments. An average of 75% or above on the HR Blog and presentation.

Z - MGMT Courses - MGMT 474 - Cases-Issues in HRM - Economic and trends in HR - Formulate specific HR activities linked to relevant economic and organizational trends (including sustainability) both globally and ethically **Start Date:** 12/02/2009	**Assessment Method:** Case Analysis **Assessment Method Category:** Case Studies/Problem-based Assignments **Criterion for Success:** Overall, a combined average of 75% on all assignments. An average of 80% or above on the cumulative Case Analysis.

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
Outcome Status: Active	**Assessment Method:** HR Simulation **Assessment Method Category:** Z - Other - specify **Criterion for Success:** Overall, a combined average of 75% on all assignments. An average of 80% or above on the HR Simulation Excercise		
	Assessment Method: HR Blog Project **Assessment Method Category:** Project/Model/Invention **Criterion for Success:** Overall, a combined average of 75% on all assignments. An average of 75% or above on the HR Blog and presentation.		
Z - MGMT Courses - MGMT 474 - Cases-Issues in HRM - Technology and trends in HR - Demonstrate knowledge of technology	**Assessment Method:** HR Simulation **Assessment Method Category:** Z - Other - specify		

and trends in HR and how it applies on a global basis **Start Date:** 12/02/2009 **Outcome Status:** Active	**Criterion for Success:** Overall, a combined average of 75% on all assignments. An average of 80% or above on the HR Simulation Exercise.	
	Assessment Method: HR Blog Project **Assessment Method Category:** Project/Model/Invention **Criterion for Success:** Overall, a combined average of 75% on all assignments. An av3erage of 75% or above on the HR Blog and presentation.	
	Assessment Method: HR Blog Presentation **Assessment Method Category:** Presentation(Oral) **Criterion for Success:** Overall, a combined average of 75% on all assignments. An average of 75% or above on the HR Blog and presentation.	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
BLAW 421 Employment Law			
Outcome 1 To explain the advantages and disadvantages of arbitration.			
Outcome 2 To distinguish between employees and independent contractors			
Outcome 3 to recognize and explain the legal issues arising in a particular fact situation.			
Outcome 4 to apply the law and reach a conclusion about the legal issues arising in a particular fact situation.			

Outcome 5	to defend your personal opinion about an employment law issue.		

Appendix P – Trak Dat Reports: Curriculum Map

Program - Human Resource Management (B.S.) - Curriculum Map

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

Outcomes	ACCT 20	ACCT 20	BLAW 32	BLAW 42	BUSN 49	COMM 121	ECON 22	ECON 22	ECON 33	ENGL 15	ENGL 25	ENGL 32	FINC 322	ISYS 105	ISYS 200	ISYS 321	MATH 11	MGMT 301	MGMT 302	MGMT 370	MGMT 373	MGMT 375	MGMT 377	MGMT 472	MGMT 474	MKTG 32	PSYC 15	SOCY 12	SOCY 34	STQM 260
HRM 1																														
HRM 2																														
HRM 3																														
HRM 4																					A, I			A, R	A, R					
HRM 5																					A, I	A, R			A, R					
HRM 6																					A, R			A, R	A, R					
HRM 7																					I, R	A, I, R								
HRM 8																														
HRM 9																														
Create Policies and Procedures																					A, I	A, I, R		A, R						
Develop Policies and Procedures																					A, I	A, R	A, R	A, R						
Develop a Compensation System																					I		A, R							
Appling the Laws																					I	A, R	A, R	A, R						

Created on Jun 2, 2011

Outcomes	ACCT 20	ACCT 20	BLAW 32	BLAW 42	BUSN 49	COMM 121	ECON 22	ECON 22	ECON 33	ENGL 15	ENGL 25	ENGL 32	FINC 322	ISYS 105	ISYS 200	ISYS 321	MATH 11	MGMT 301	MGMT 302	MGMT 370	MGMT 373	MGMT 375	MGMT 377	MGMT 472	MGMT 474	MKTG 32	PSYC 15	SOCY 12	SOCY 34	STQM 260
Research ffectively																					I	A, R	A, R							
tili e argaining echni ues																					I	A, R			A, R					

Unit-Level trend analysis, by year, indicating the changes in factor means
Use **Report Selections** to customize the information appearing in your reports.

Order: 21246 > EBI Undergraduate Business Exit Assessment

Population: Ferris State University > All Respondents (no filter selected) **(255 responses)**

Report Selections   Close

Years: Choose Factor: **All Factors**   ▼
☑ 2010   ☑ 2006   Unit Level: **Undergraduate Major** ▼
☑ 2009   ☑ 2005   Choose Unit: **Human Resources**   ▼
☑ 2008   ☑ 2004
☑ 2007   ○ Factors & Questions ● Factors Only ○ Questions Only

Sort Factors by | Factor ▼ | in descending order ☐

Show up to 25 ▼ Factors(s)/Question(s) per Report Page   Report Page 1 of 1

Undergraduate Major: Human Resources

Factor 1. Required Courses: Quality of Faculty and Instruction
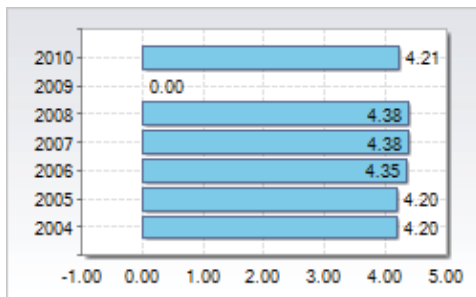
|	N	Mean	Difference	Std Dev
2010	7	4.21	0.00	0.92
2009	0	0.00	**4.21**	0.00
		Mean	Difference	
2008		4.38	**-0.17**	
2007		4.38	**-0.17**	
2006		4.35	**-0.14**	
2005		4.20	**0.01**	
2004		4.20	**0.01**	

Factor 2. Required Courses: Faculty Responsiveness, Grades, and Student Effort
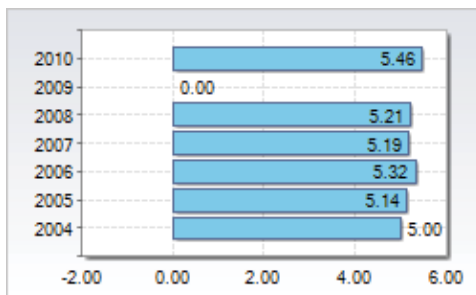
	N	Mean	Difference	Std Dev
2010	7	5.46	0.00	0.49
2009	0	0.00	**5.46**	0.00
		Mean	Difference	
2008		5.21	**0.25**	
2007		5.19	**0.27**	
2006		5.32	**0.14**	
2005		5.14	**0.32**	
2004		5.00	**0.46**	

Factor 3. Major Courses: Quality of Faculty and Instruction
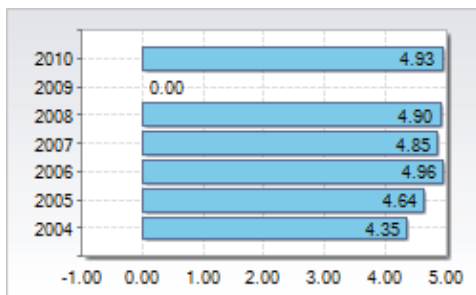
	N	Mean	Difference	Std Dev
2010	7	4.93	0.00	1.57
2009	0	0.00	**4.93**	0.00
		Mean	Difference	
2008		4.90	**0.03**	
2007		4.85	**0.08**	
2006		4.96	**-0.03**	
2005		4.64	**0.29**	
2004		4.35	**0.58**	

Factor 4. Major Courses: Faculty Responsiveness, Grades, and Student Effort
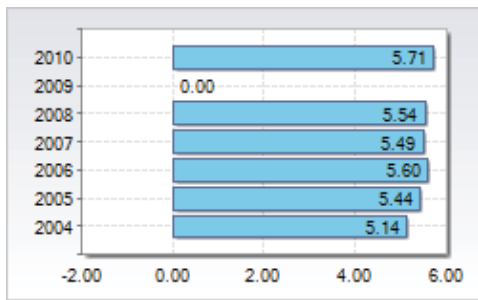
	N	Mean	Difference	Std Dev
2010	7	5.71	0.00	1.33
2009	0	0.00	**5.71**	0.00

	Mean	Difference
2008	5.54	**0.17**
2007	5.49	**0.22**
2006	5.60	**0.11**
2005	5.44	**0.27**
2004	5.14	**0.57**

Factor 5. Breadth of the Curriculum
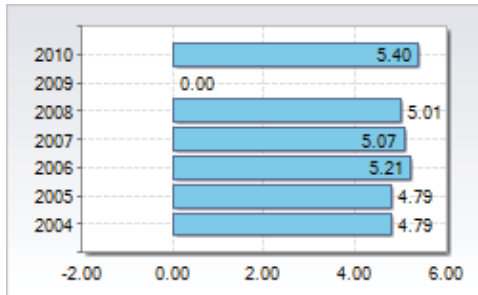
	N	Mean	Difference	Std Dev
2010	7	5.40	0.00	0.67
2009	0	0.00	**5.40**	0.00

	Mean	Difference
2008	5.01	**0.39**
2007	5.07	**0.33**
2006	5.21	**0.19**
2005	4.79	**0.61**
2004	4.79	**0.61**

Factor 6. Size of Enrollments for Required and Major Courses
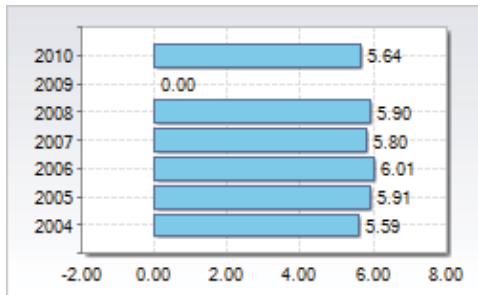
	N	Mean	Difference	Std Dev
2010	7	5.64	0.00	1.25
2009	0	0.00	**5.64**	0.00

	Mean	Difference
2008	5.90	**-0.26**
2007	5.80	**-0.16**
2006	6.01	**-0.37**
2005	5.91	**-0.27**
2004	5.59	**0.05**

Factor 7. Student Organizations and Extracurricular Activities
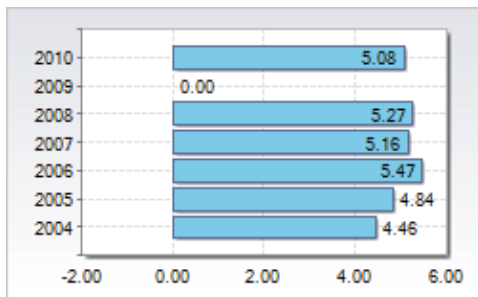
	N	Mean	Difference	Std Dev
2010	6	5.08	0.00	0.84
2009	0	0.00	**5.08**	0.00

	Mean	Difference
2008	5.27	**-0.19**
2007	5.16	**-0.08**
2006	5.47	**-0.39**
2005	4.84	**0.24**
2004	4.46	**0.62**

Factor 8. Facilities and Computing Resources
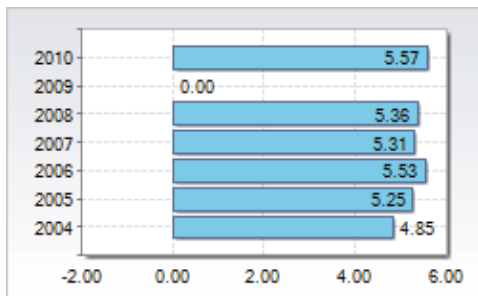
	N	Mean	Difference	Std Dev
2010	7	5.57	0.00	0.85
2009	0	0.00	**5.57**	0.00

	Mean	Difference
2008	5.36	**0.21**
2007	5.31	**0.26**
2006	5.53	**0.04**
2005	5.25	**0.32**
2004	4.85	**0.72**

Factor 9. Characteristics of Fellow Classmates
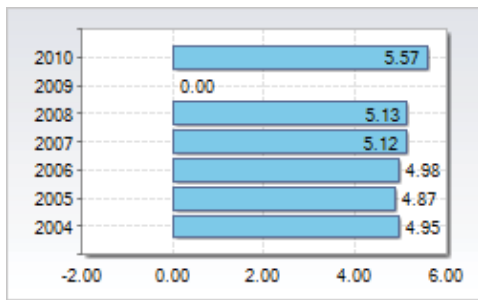
	N	Mean	Difference	Std Dev
2010	7	5.57	0.00	1.16
2009	0	0.00	**5.57**	0.00

	Mean	Difference
2008	5.13	**0.44**
2007	5.12	**0.45**
2006	4.98	**0.59**
2005	4.87	**0.70**
2004	4.95	**0.62**

Factor 10. Placement and Career Services
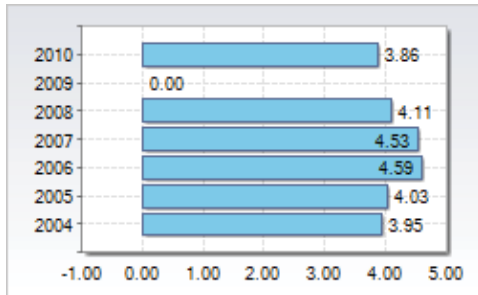
	N	Mean	Difference	Std Dev
2010	7	3.86	0.00	1.05
2009	0	0.00	**3.86**	0.00

	Mean	Difference
2008	4.11	**-0.25**
2007	4.53	**-0.67**
2006	4.59	**-0.73**
2005	4.03	**-0.17**
2004	3.95	**-0.09**

Factor 11. Advisor
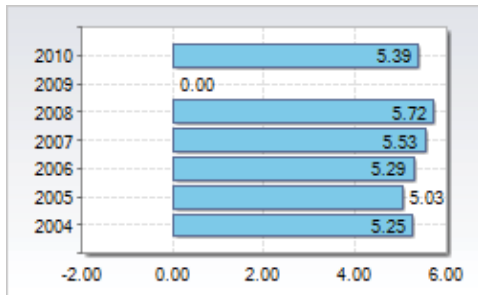
	N	Mean	Difference	Std Dev
2010	7	5.39	0.00	1.46
2009	0	0.00	**5.39**	0.00

	Mean	Difference
2008	5.72	**-0.33**
2007	5.53	**-0.14**
2006	5.29	**0.10**
2005	5.03	**0.36**
2004	5.25	**0.14**

Factor 12. Learning Outcomes: Effective Communication and Team Work
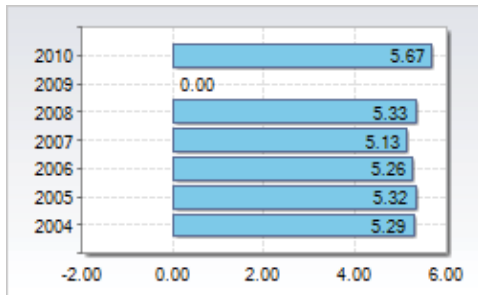
	N	Mean	Difference	Std Dev
2010	7	5.67	0.00	0.93
2009	0	0.00	**5.67**	0.00

	Mean	Difference
2008	5.33	**0.34**
2007	5.13	**0.54**
2006	5.26	**0.41**
2005	5.32	**0.35**
2004	5.29	**0.38**

Factor 13. Learning Outcomes: Use and Manage Technology
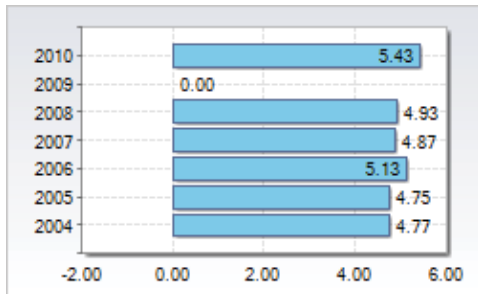
	N	Mean	Difference	Std Dev
2010	7	5.43	0.00	1.05
2009	0	0.00	**5.43**	0.00

	Mean	Difference
2008	4.93	**0.50**
2007	4.87	**0.56**
2006	5.13	**0.30**
2005	4.75	**0.68**
2004	4.77	**0.66**

Factor 14. Learning Outcomes: Effective Management and Leadership Skills
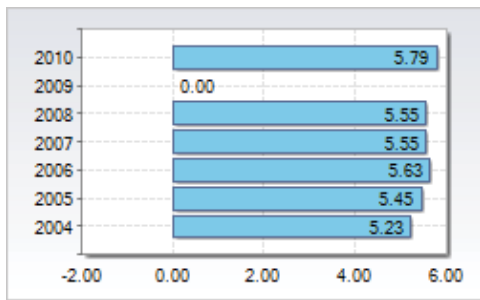
	N	Mean	Difference	Std Dev
2010	7	5.79	0.00	0.96
2009	0	0.00	**5.79**	0.00

		Mean	Difference
2008		5.55	**0.24**
2007		5.55	**0.24**
2006		5.63	**0.16**
2005		5.45	**0.34**
2004		5.23	**0.56**

Factor 15. Learning Outcomes: Critical Thinking and Problem Solving
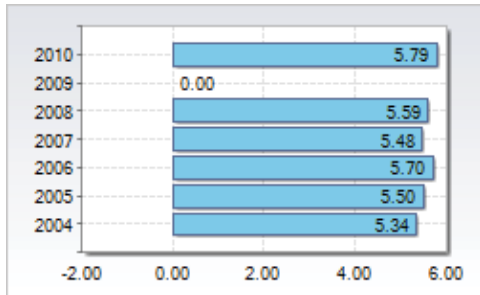
	N	Mean	Difference	Std Dev
2010	7	5.79	0.00	1.30
2009	0	0.00	**5.79**	0.00

		Mean	Difference
2008		5.59	**0.20**
2007		5.48	**0.31**
2006		5.70	**0.09**
2005		5.50	**0.29**
2004		5.34	**0.45**

Factor 16. Overall Program Effectiveness
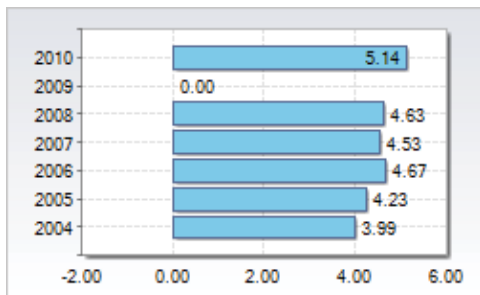
	N	Mean	Difference	Std Dev
2010	7	5.14	0.00	1.48
2009	0	0.00	**5.14**	0.00

		Mean	Difference
2008		4.63	**0.51**
2007		4.53	**0.61**
2006		4.67	**0.47**
2005		4.23	**0.91**
2004		3.99	**1.15**

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Report: Unit-Level Longitudinal Trends
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