Broad Admissions

Enrollment in the Broad College of Business is limited, and admission to the College is competitive. Admission decisions are based on a hybrid model which considers academic and non-academic factors.

The rationale for including non-academic factors in a hybrid model is to utilize a more inclusive developmental approach in the admission decision process.

Non-academic factors are included in the college admission decision process to enhance each student’s educational experience through the process, to recognize attributes employers and industries value in the process, and to acknowledge qualities which are valued by and consistent with the mission of the Broad College.

The admission decision model includes meaningful self-reflection and teachable moments regarding integrity, initiative, professional relationships, work experience, and extra-curricular activities as it relates to the business world which is consistent with the 5 key dimensions of personal and social responsibility of the AAC&U leadership initiative.

Sophomore Admission to the Broad College

Sophomore admission to the Broad College will begin with students who matriculate to the university Fall Semester 2015. Following completion of 28 credits or more, “Business Preference” students in good standing with the university will be eligible to apply for admission to the Broad College. College admission will be competitive and limited. The Broad College admissions process is based on a holistic performance model to include a proctored case study, an experiential profile, MSU cumulative GPA, and a college precore GPA consisting of grades in WRA 110-195H, CSE 101, and MTH 103 or higher. Students who are admitted to the Broad College will be designated “Business Admitted.” Students who do not gain entry upon initial application will be eligible to reapply.

Once admitted to the college, students who remain in good standing with the university and have completed 56 credits or more will be eligible to apply for admission to a Broad College major (excluding Hospitality Business). Admission to major will be competitive and based on a model including MSU cumulative GPA as well as grade performance in major precore courses (ACC 201, ACC 202, EC 201, EC 202, GBL 295, and BUS 250). The following majors will also use a “technical grade point average” consisting of a specific combination of courses relevant to performance in the major: Accounting, Finance, Marketing, Supply Chain Management.

All students previously admitted to the college and eligible for admission to a degree granting major will be admitted to a degree granting major upon application, providing he/she meets the minimum academic performance standards as stated by university policy. The process allows each student to indicate and compete for his/her first and second major preference. A degree granting major will be assigned by the college if the student's performance does not place him/her in a competitive position required for entry into his/her first or second major preference. Students may reapply to change majors in the college after being admitted to a major.

Transfer applicants will be admitted either as “Business Preference” or “Business Admitted.” Transfer students will not be directly admitted to a Broad College major, but will enter into the competitive process.

Hospitality Business students will not participate in the Broad College’s sophomore admissions process, but will participate in a competitive and limited admissions process uniquely designed specifically for the major.

Visit www.reg.msu.edu/ for a complete statement on admission.
Admission to Broad College

Academic Factors (Required)
The minimum criteria to apply include:
1. Completion of 28 credits
2. Completion of the following college precore courses:
   • CSE 101 (Computing Concepts and Competencies)
   • MTH 103 (College Algebra) or higher course
   • WRA 110-195H (Tier One Writing Requirement)

Academic Factors Included in the Hybrid Model:
(1) college precore GPA and (2) cumulative GPA

Calculating your College Precore GPA:

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<th>Subject</th>
<th>Course</th>
<th>Credits</th>
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Non-Academic Factors (Required)
Students seeking admission must submit as part of his/her online application an experiential profile and a case study

Non-Academic Factors Included in the Hybrid Model:
An online Experiential Profile considering the following qualities:
• Level of passion demonstrated enthusiasm and sustained commitment to business
• Tangible connection made between experience and business principles
• Level of responsibility demonstrated by increased level of duties and/ or responsibilities
• Duration of experience demonstrated by total hours

A proctored Case Study considering characteristics in one of the following thematic areas which will be randomly assigned:

Integrity
• Principle-based actions; demands truth, does the right thing, courage to defend ethical practices, trustworthy, and honest

Initiative/Resourcefulness
• Drive for excellence; strong work ethic, responsibility, accountability, motivation, applies principle-based problem solving techniques

Professional Relationships/Teamwork
• Develops team members; ability to work with others, values inclusion, connection with community, strives for customer satisfaction, contributes to the wider society.

Admission to Degree Granting Major

Academic Factors (Required)
The minimum criteria to apply include:
1. Completion of 56 credits
2. Completion of the following major precore courses:
   EC 201 (Introduction to Microeconomics)
   EC 202 (Introduction of Macroeconomics)
   ACC 201 (Principles of Financial Accounting)
   ACC 202 (Principles of Management Accounting)
   BUS 250 (Business Communications)
   GBL 295 (Law, Policy and Ethics)

Academic Factors Included: (1) major precore GPA, (2) cumulative GPA, and (3) technical GPA

Technical GPA
The following majors will also use a "technical grade point average" consisting of a specific combination of courses relevant to performance in the major.

ACC: Competitive based on grades in ACC 201 and ACC 202.

Calculating your Major Precore GPA:

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<th>Course</th>
<th>Credits</th>
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Experiential Profile TIPS

YOU MUST HAVE AT LEAST ONE EMPLOYMENT EXPERIENCE AND AT LEAST ONE ACTIVITY OR YOU WILL EARN ZERO POINTS ON THE EXPERIENTIAL PROFILE!

Question #3 – Be sure to list three goals but also explain in detail why these are your goals and how they relate to your major.

Question #4 - Be sure to list three things you are proud of having done but also explain in detail why you are proud and how they have prepared you for your major.

Question #5 – Highlight 3-4 experiences and relate to major you are applying to.

Websites to review skills in business (review these before writing the answer to question #5 and the “skills” section of your experiential profile)

https://www.onetonline.org/
http://www.bls.gov/ooh/
http://www.quintcareers.com/majors/

Readers will evaluate experiential profile on the following; (Especially Question #5 and Skills)

1. Understanding business
2. Motivation/Commitment/Enthusiasm
3. Community Involvement and leadership
4. Connections (between experience and business)
5. Positive Self-Concept
6. Communication skills
7. Contributing to a larger community
8. Duration of Experience

Case Study TIPS

You will be given 1 and ½ hour to complete it. You will be scored by professional readers on the following;

1. Ability to make a decision (you need to make a decision not say well it depends…)
2. Ability to support the decision (take time to really answer why )
3. Problem solving and critical thinking (carefully explain what you would do, why you would do it, how you would do it, what resources you need and how you would get them – logically)
4. Written communication skills (Spelling – grammar – etc.)
5. BIG HINT - MAKE AN OUTLINE – to be sure you answer ALL parts of both questions!!
6. BIG HINT – More points are associated with question #1, spend more time on it!

GPA

The scale is determined by the pool of applicants. It is not set in stone. The things to remember about the GPA rating scale is that points increase with increased GPA and that there will always be a 15 point drop between a 3.0 and 2.999999 GPA on the College Precore GPA, and a 10 point drop between a 3.0 and 2.999999 GPA on the MSU Cumulative GPA
1) Review the following websites and find 10 – 20 skill sets, competencies, attributes that are expected for someone in your desired major/field of business industry.
   https://www.onetonline.org/
   http://www.bls.gov/ooh/
   http://www.quintcareers.com/majors/
   List of Qualities:

2) Question #3 Goals...
   a. What are 3-5 goals for college? for your life?
   b. How does each relate to your major/skill sets needed?

3) Question #4 Things you are Proud of...
   a. What are 3-5 proud of moments?
   b. How does each relate to your major/skill sets needed?

4) Question #5
   - Summary of experiences (Like a cover letter)
   - Talk about things you may not have included elsewhere
   - How does each relate to your major/skill sets needed?
ADMISSIONS WORKSHOP WORKSHEET

3. Please list three goals that you have for yourself right now.

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<tr>
<th>GOAL</th>
<th>WHY IT IS YOUR GOAL</th>
<th>HOW IT RELATES TO MAJOR/BUSINESS</th>
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4. Please list three things that you are proud of having done.

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<th>Proud of...</th>
<th>WHY Are You Proud?</th>
<th>HOW IT RELATES TO MAJOR/BUSINESS</th>
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5. Please write a brief summary of your experiences and how they relate to or have prepared you for the major you are applying to.

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<th>Experience</th>
<th>HOW IT RELATES TO MAJOR/BUSINESS</th>
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Case Study – Integrity – Salon Shrinkage

BACKGROUND

Lisa Elton, owner of a hair salon, was worried. Shrinkage in the hair and skin product inventory had continued to rise for the fourth consecutive month. In fact, this time it had nearly wiped out the net profit of the salon. After investigating the matter, the loss could not be attributed to damage, improper handling of markdowns, improper documentation of product sample use, or even shoplifting. The only other possibility was in-house theft.

Elton instructed her manager, Karen Young, to personally keep track of the product lines and to keep a special eye on employees as they went about their business. She also instructed Young that delivered packages, shelf stocking, and inventory be handled exclusively by her. When the shrinkage continued for another month and the measures taken failed to produce any leads, Elton consulted the salon franchise security resources for assistance. She was advised to install a hidden camera by the product display and cash register. It was also recommended that she install microphones in the restroom, stockroom and employee lounge. Elton was hesitant to snoop on her employees. She believed that if the employees found out, there would be negative ramifications. In an already transient industry of hairstyling, retaining skilled, personable, competent employees is truly difficult. By the sixth month of continued shrinkage and declining net profit, Elton was willing to snoop. The camera contributed to catching the thief. The microphones did not contribute to the apprehension of the thief but it did contribute to Elton learning that one employee was selling jewelry and Avon products to the salon clients while on-duty at the salon. Another had lost her apartment and was sleeping in the salon and using the showers at the Powerhouse Gym adjacent to the salon each morning before coming to work. She also discovered that one employee was planning to quit without notice. In solving the shrinkage issue, other issues had been raised.

INSTRUCTIONS

Please answer the following questions in 500 words or less;

1. If you were Lisa Elton, would you have decided to install the cameras and the microphones? Why or why not?
2. Do employers have the right to spy on employees?
3. What should Lisa Elton do with the information she gathered while catching the thief?
CASE STUDY WORKSHEET – For each case study, make an outline prior to answering each question.

Questions #1
OUTLINE

Answer

Questions #2
OUTLINE

Answer
CASE STUDY – Entrepreneurship – Initiative/Resourcefulness

BACKGROUND

An entrepreneur is usually described as someone who is highly ambitious, dedicated, innovative, creative, and refuses defeat. An entrepreneur not only has a vision but can develop a plan to realize their vision.

INSTRUCTIONS

To demonstrate your entrepreneurial spirit, write an essay addressing the following components:

1. Describe either a past or future entrepreneurial project of any type (real or imagined), such as starting a new business, or developing a new product or service (not to exceed 350 words).

2. Explain why it was/is innovative and provide an example of how thinking outside the box enhanced or will enhance your project (not to exceed 350 words).

3. Describe how you brought or will bring your project to fruition (not to exceed 350 words).

4. Briefly, describe your skills and how these attributes helped you or will help you carry out this project (not to exceed 350 words).

See Next Page for favorable answer points....
Completion of a presented business plan. Each student will develop their own business concept and then will negotiate with their fellow students in the class in order to put together a new venture team.

Business ownership qualities and characteristics including concepts such as Thinking like an Owner. Ownership responsibilities cross all functional areas of business.

Please cover the following themes and topics:
- Introduction to Entrepreneurship
- Recognizing Opportunities and Generating Ideas
- Feasibility Analysis
- Writing a Business Plan
- Industry & Competitor Analysis
- Developing an Effective Business Model
- Preparing the Proper Ethical & Legal Foundation
- Assessing a New Venture’s Financial Strength & Viability
- Building a New Venture Team
- Getting Financing or Funding
- Unique Marketing Issues
- The Importance of Intellectual Property
- Preparing For and Evaluating the Challenge of Growth
- Strategies for Firm Growth
- Franchising

FAVORABLE ANSWER POINTS

Essays will be reviewed for content, creativity, passion and entrepreneurial spirit. A rubric will be developed.

1. Understand the skills and characteristics necessary to become a successful entrepreneur
2. Understand how to develop a business idea
3. Understand how to develop a business idea into a business venture
4. Understand how to grow and manage a successful business venture

Requirements and grading criteria for the completed business plan will include:
- Innovation in the business concept
- Creativity in the business concept
- Market analysis
- Target market identified
- Sales and marketing strategies within the target market
- Demographic information of the target market
- Details of the selling premise
- Competitive analysis of the existing competition
- Competitive analysis of the potential competition
- Estimated market share
- Pricing and positioning within the market
- Unique selling features/benefits of your concept/product/offering
- Operational procedures
- Availability of resources
- Technology requirements
- Intellectual property issues
- Management requirements
- Staffing requirements
- Market and availability for staffing
- Addressing the relevant expertise of key individuals in the organization and how they fulfill the needs of the organization
- Organizational structure of the company
- Financial highlights communicated in a clear concise manner
- Risks addressed
- Trends discussed
- Assumptions discussed
- Income statement (monthly basis for one year, quarterly for years 2-3, and annually for years 4-5)
- Balance sheet (monthly basis for one year, quarterly for years 2-3, and annually for years 4-5)
- Cash flow analysis (monthly basis for one year, quarterly for years 2-3, and annually for years 4-5)
- Funds/capital analysis
- Breakeven analysis
- Clarity of project as presented by a well-written and concise business plan
- Market opportunity demonstrated for its demand and interest
- Professionalism of presentation – appearance, speaking skills
- Ability to adequately answer questions presented to team.
You have just transferred to the Western Sales Division of Eileen Wilson Enterprises (EWE), having accepted a promotion to Controller for your “first regional” position with the company. Assigned to you are five direct reports, who each have more years of regional experience than you with the operational and financial processes of the organization. You have been sent from EWE World Headquarters (WHQ) in East Lansing to implement a suite of new financial reporting systems and ensure that all regional processes are Sarbanes-Oxley (Sox) compliant. You are the second person to be sent from Corporate to achieve these goals, with your predecessor having been unsuccessful in this endeavor over the course of the past 18 months.

Each of your direct reports plays a different, but equally important, role in the launch of the new financial systems and the attestation of Sox compliance. Based on a briefing received from the Chief Financial Officer at EWE WHQ and another provided by the local Sales Manager, it is evident that the talent and expertise is present among your direct reports and the other functional managers to accomplish the goals — yet for reasons not altogether clear, the success of the projects have not been forthcoming. Because the new financial systems and the internal controls for the operating processes of the company impact every functional area, the success of both these projects are recognized as key goals by everyone in the Western Sales Division.

The profile of your direct reports includes a long-service (25 years) information technology manager, who launched the existing financial reporting system fifteen years earlier, and is recognized as the “go to” person for all process issues. Two CPA’s, who joined the company as accounting managers just five years ago and bring a wealth of perspective from their former positions with the public accounting company that audits the regional books of EWE. The last two direct reports are finance talents, who have been with the Western Sales Division for the last three years, but each transferred from similar positions in the Eastern and Central Sales Divisions, where similar financial systems have been launched successfully on time.

Upon further examination, you determine that your predecessor had a different management style than yourself, and was less outgoing as a communicator, found relating to the diverse experiences (and interests) of the direct reports as challenging, and did not always invite varying perspectives from the other functional groups regarding the approach to be taken to achieve the projects goals – after all, the mandate from Corporate to “get the job done” was clear. As a result of your initial (and separate) interviews with each of your direct reports, you were left questioning the overall strength of support for the projects as well as the level of cooperation between the finance function and the operational activities they serviced. Each of your direct reports offered different opinions, which you did not have an opportunity to validate, of the causal factors for the slow progress of the projects (ranging from the value of “Corporate” systems or the benefits of Sox compliance in the region to the cultural norms for information sharing with other functional groups in the Western Sales Division).

Instructions

Prepare a commentary regarding the possible inhibitor/s to the success of the projects and next steps, if any, to be taken by you as the new regional Controller.

See Next Page for favorable answer points....
Favorable Answer Points

✓ Outlines a plan to communicate clearly to the direct reports and all other functional work groups the key goals (and benefits) of the projects and the inter-dependencies that rest between each employee/work group to ensure that the overall goals of the organization are achieved.

✓ Explains qualities of leadership that are necessary to foster teamwork, such as seeking the ideas (including diverse viewpoints) of those involved to shape (launch) decisions or enlisting employees in a common vision of the organization’s goals by appealing to their values and interests.

✓ Describes an action plan that breaks down departmental, functional, or cultural boundaries that limit the team’s ability to achieve its organizational goals. Demonstrates creative ideas to motivate employees to work cross-functionally and cross-organizationally (i.e. use the successful launch experiences of the Eastern and Central Sales Divisions) to ensure the Western Sales Division’s success.

✓ Describes ways of establishing and maintaining effective working relationships to gain cooperation and commitment from others, including the strengthening of others through organizational information sharing.