

**SCHOOL OF BUSINESS
UNIVERSITY OF ARKANSAS AT
MONTICELLO**

**2014-2015
ASSESSMENT REPORT**

1. What are the Student Learning Outcomes (SLOs) for your unit? How do you inform the public and other stakeholders (students, potential students, the community) about your SLOs? If your unit is accredited by an outside source, please attach the letter verifying your accreditation.

The following student learning outcomes have been adopted by the School of Business.

The student graduating from the School of Business at the University of Arkansas at Monticello will be able to:

1. demonstrate familiarity with theory and practice in the business core and in a chosen area of concentration,
2. demonstrate understanding of international business and international effects on US firms in an interdependent world,
3. be able to gather, analyze, and present results of research and business analysis,
4. demonstrate competence in the use of common business application software and an understanding of the role of information systems in business,.
5. demonstrate critical thinking and communication skills by analyzing business problems, and clearly presenting solutions to those problems, either orally or in writing.

Student Learning Outcomes are listed on the School of Business webpage (<http://www.uamont.edu/Business/>), and appear on page 79 of the University Catalog for 2013-15 (http://issuu.com/brewerjl/docs/uam_catalog?e=0/5851136). Because the SLOs are available on the School of Business web site, they are available to the general public, potential employers, and to prospective students. As indicated below, course objectives are included in all syllabi. The School of Business has a brochure (attached as Appendix A) that is made available to all prospective students and the Office of Admissions. The brochure is intended to provide information about the School's programs, its faculty, examples of its outstanding graduates, and to provide information about how to contact the school. SLOs are not included currently, but will be included in this brochure when it is reprinted. A revised brochure listing the SLOs is not currently planned. The School of Business website lists SLOs, provides descriptions of each program, and the University Catalog provides the same information. Both are available at any time to anyone with on-line access.

- In the School of Business, SLOs are required as part of the syllabus, along with course learning objectives. Several faculty members link the course learning objectives to Student Learning Outcomes. Sample syllabi for three different instructors' Fall 2014 or Spring 2015 courses are attached as part of Appendix B.

The UAM School of Business is not accredited by any agency other than the University's accreditation from the Higher Learning Commission.

2. Describe how your unit's Student Learning Outcomes fit into the mission of the University.

The mission statement of the University of Arkansas at Monticello is as presented below. Each of the mission statement goals is addressed by one or more of the School of Business learning objectives.

The mission the University of Arkansas at Monticello shares with all universities is the commitment to search for truth, understanding through scholastic endeavor. The University seeks to enhance and share knowledge, to preserve and promote the intellectual content of society, and to educate people for critical thought. The University provides learning experiences that enable students to synthesize knowledge, communicate effectively, use knowledge and technology with intelligence and responsibility, and act creatively within their own and other cultures. The University strives for excellence in all its endeavors. Educational opportunities encompass the liberal arts, basic and applied sciences, selected professions, and vocational/technical preparation. These opportunities are founded in a strong program of general education and are fulfilled through contemporary disciplinary curricula, certification programs, and vocational/technical education or workforce training. The University assures opportunities in higher education for both traditional and non-traditional students and strives to provide an environment that fosters individual achievement and personal development.

All School of Business Student Learning Outcomes are consistent with the mission of UAM. The first School of Business SLO addresses portions of the UAM mission concerned with the search for truth. The School of Business SLO 1 directly supports enhancement of knowledge, and the promotion of the intellectual content of society. These goals require that School of Business students develop understanding of theory and practice in a chosen field and in an area of concentration. Without basic knowledge, the ability to analyze, evaluate, and extend knowledge is not achievable.

SLO 2 is intended to develop understanding of international business and its effects on organizations in the US, as well as increasing cultural understanding of School of Business students. School of Business students meeting the standards of this outcome should be able to work effectively with people from other cultural traditions and be sensitive to the effects of cultural and economic diversity on business practice. Our SLO 3, in its emphasis on students' abilities to gather, analyze, and present the results of their research, supports the synthesis and communication, and critical thought portions of the UAM mission. SLO 4 contributes to building School of Business students' skills under the technology segment of this section of the mission. Graduates are expected to have competence in the use of commonly used business software and other technology. SLO 5 requires School of Business graduates to communicate effectively and clearly, as well as to apply critical thinking to analysis of problems. This SLO is clearly supportive of the University mission's emphasis on communication effectiveness, use of knowledge, and critical thought. The penultimate sentence of the University mission is primarily related to providing educational opportunities in the professions (such as accounting). SLO 1 supports this University goal.

3. Provide an analysis of the student learning data from your unit. How is this data used as evidence of learning?

Faculty within the School of Business use at least three data sources for measuring student performance; 1) pre and post-tests in all core courses and in many specialty courses, 2), an assessment exam given over the core curriculum, administered in the capstone course, and 3) evaluation of individual exams and other assignments to determine the extent to which students achieve learning objectives.

Pre and Post Tests

Pretests are administered in all core courses taught by regular faculty, and at the discretion of the instructor, in many other classes. A post-test is administered at the end of the course. The post test result is incorporated into the final grade with the weight given to that test determined by the instructor. Each pre and post-test is written to address the published learning objectives of the course and the School of Business Learning Outcomes. These pre and post test results are used to calculate paired sample t-tests. A paired sample hypothesis test is a measure of whether or not the post-test mean is statistically significantly greater than the pretest mean. For the difference in means to be statistically significant, the t-value calculated must have a probability of occurring through random variation of less than 5% (0.05). If the post-test mean is statistically greater than the pre-test mean, this indicates that, on average, significant learning has occurred during the semester in that course, and/or in concurrent courses which may have covered supplement topics.

The results of the pre-post examinations are encouraging. Nearly all show a statistically significant increase in post-test scores over pre-test scores, demonstrating *significant* learning did in fact take place in the business courses tested during the years 2006 - 2015. There are five exceptions; one each in 5 separate academic years, in which the t-test is significant at $p \leq 10\%$, instead of the more stringent $p \leq 5\%$, or $p \leq 1\%$. Pre and post-test results for their courses are also given to each faculty member.

Faculty can take the results of the post-test and analyze them to help determine what topics might need more attention in class discussions, additional assignments, or a different approach to teaching or learning. Of the 467 pairs of pre and posttests that have been reported to the School of Business Assessment Committee, and for which a paired sample hypothesis test has been calculated, 462 of the 467 (98.9%) are statistically significant at either the 5% or 1 % significance level. It is unclear whether the cause of the 5 that are not significant is poor test design or from some other cause. The instructors involved have been informed of these results and have made changes in how pre and post tests are designed and linked to course learning objectives. The Dean of the School of Business has discussed these outcomes with the faculty involved, who will NOT be identified in a public report. Graphs of the pre/post-test results in School of Business core courses are included in Appendix C. No more than the last 15 sections for which data are available, or for all semesters the course has had pre and post-tests, are included. The reasons for omitting some data are that the graphs are not readily interpreted when

the number of sections exceeds 20, and that older data may not be relevant due to changes in course content, different faculty teaching the course, and different pretests and posttests used.

Care should be taken when comparing years or semesters on the graphs. All hypothesis tests are sensitive to the size of the sample, with larger sample sizes resulting in a stronger result, for a given mean difference and standard deviation. Additionally, direct comparisons between years or between instructors would be valid if and only if sample sizes are identical, sample standard deviations are identical, and there are no differences in the pre and post-tests across instructors or semesters. In any case, any t-value above 5.00 is statistically significant at a probability of .05, provided the sample size is 5 or greater.

Assessment Exam

The assessment exam is administered in the capstone business course, MGMT 4653, Strategic Management. This comprehensive examination consists of 12 to 18 questions over each of the nine business core areas, except Business Communications, intended to assess student retention of core business subjects. Business Communications is not tested because the ETS Field Exam in Business which we use as a benchmark does not include Business Communications. The exam is 136 questions in the fourth version (third revision), increased from 100 questions in the first 3 versions of the exam. The test has been given each semester that Strategic Management is offered, with 4 different exams being administered since 2001.

Third Revision (Fall 2011 - Spring 2015)

Mean Score	Number of Students Tested
50.1%	171

Second Revision (Fall 2008 - Spring 2011)

Mean Score	Number of Students Tested
54.8%	155

First Revision (Spring 2006 – Spring 2007)

Mean Score	Number of Students Tested
48.5%	105

Original Exam (2001- Fall 2006)

Mean Score	Number of Students Tested
51.3%	274

During the 2011-12 academic year, the School of Business faculty rewrote the School's assessment exam to be more comparable to the Educational Testing Service (ETS) Major Field Test in Business (2006-2009 version). Faculty comparisons of question difficulty and coverage showed that our exam appeared to be significantly easier than the ETS exam and coverage of each exam was somewhat different. Questions were added to each section of the exam to ensure important topics in each area were tested, and other questions dropped. As shown in the table

below which is based on the third revision of our assessment exam, UAM students achieve scores *somewhat higher than the averages on the ETS exam (2013-15 version)*.

Comparison of ETS Major Field Test in Business to UAM Business Assessment Exam (2011 - 15 version)

Subject Area	Mean % Correct		
	ETS Field Exam (2013-2015 version)	UAM School of Business (Third Revision - pooled results – 2011-15)	Point Difference
Accounting	41.5	49.2	7.7
Economics	39.8	56.5	16.7
Finance	42.4	46.9	4.7
Information Systems	50.1	57.8	7.7
International	40.3	42.0	1.7
Legal Environment	59.5	57.5	- 2.0
Management	54.3	56.9	2.6
Marketing	55.0	64.2	9.2
QBA (Statistics and Production/Ops Mgmt	36.4	46.4	10.0

(Source:

http://search.ets.org/cs.html?url=http%3A//www.ets.org/mft/scores/compare_data/&qt=demographic+data+business&col=etsorg10&n=2).

In only one of the 9 areas, Legal Environment, are UAM students’ scores (numbers in ***bold italics***) lower than the scores on the ETS field exam. UAM students’ scores are substantially higher than the ETS averages, about 8 - 17 percentage points better. The other three UAM averages are within ± 3 percentage points of the ETS average. However, one cannot make the claim, without further data and knowledge that changes in the exit exam have actually made the test poorer or better. Over 80,700 students have taken the 2009-2012 ETS Field Exam in Business which is the latest test for which demographic data are publicly available, and only 171 scores on the 2011 - 2015 exam are included above. Also, the exams have similar coverage, but not identical. Our current test seems to be less difficult than the ETS exam though the intent when our exam was revised was to approximate the difficulty and coverage of the ETS Field Exam in Business. The ETS exam seems also to have been made more rigorous in the last revision, in that average scores for most sections have declined by 6 or more points from the 2006-2009 version of the ETS exam. Additional factors that must be taken into account are that UAM is an open admission university and UAM students, as a whole, scored lower than national averages on the ACT test, often required remediation in mathematics and/or English, and have lower cumulative GPAs than the “average” business student. According to ETS, 67% of business students tested by ETS had cumulative GPAs equal to or exceeding 3.00 at the time of the test. (Source: http://www.ets.org/Media/Tests/MFT/pdf/mft_demographic_data.pdf).

Only 88 of the 171 students who took the School of Business assessment exam (third revision), or 51.5%, had cumulative GPAs equal or exceeding 3.00.

It is impossible to know from the limited results to date on the Assessment Exam if a course may need to be strengthened, unless the questions asked on the exit exam are good discriminators, *and* are linked to course learning objectives. However, asking 9 - 14 questions about each core class, as much as 3 to 5 years after the course may have been taken (especially for Accounting and Economics which are normally taken in the sophomore year), provides only extremely limited information about student learning in the UAM School of Business Curriculum. The *pre and post-tests* conducted in each core class *are better indicators of problems and successful outcomes* in core classes.

The results of detailed item analysis and other statistical analysis of the results will be reported when the number of students who have taken the exam equals or exceeds 200. The reason for delaying an item response analysis is that this statistical procedure is very sensitive to sample size, with large samples being required to effectively measure item validity and reliability. Inferences that are based on small samples are not likely to be statistically robust. However, a Pearson product moment correlation was run on the scores, correlating cumulative GPA and test score. As expected, the correlation is positive and significant ($\rho = 0.4497$, probability = 0.000000), meaning that students with higher GPAs tended to make higher scores on the assessment exam.

ANOVA results using the 171 students mean scores indicates that there is no statistically significant difference in scores based on gender. There is a difference by age, with more mature students (28 or older) making slightly higher scores on average than students in the middle grouping by age (between 22 and 28 years of age). The oldest and youngest groups of students have no statistically significant difference in scores, nor do the youngest group of students (less than or equal to 22 years old) have scores significantly different from the mean or from any other group of students by age. Accounting students obtained higher mean scores than did students in the Management and Marketing concentrations, but not statistically different than students in the Finance and General Business concentrations. The differences between the mean scores of all concentrations in the Business Administration are not statistically significant. The School of Business does not keep records of assessment exam scores based on students' race.

The aggregate results for the exam are given to the School of Business Assessment Committee for evaluation and recommendations for needed curriculum adjustments. Exit exam results, for each subject area, are given to the appropriate faculty member to use to determine if the results indicate need to increase emphasis on particular central issues for their subject(s).

Other Data

In the past year, Dr. Patterson tracked progress on attainment of course learning objective, based on test results in several, but not all courses. His assessment matrices for the current year are included in Appendix D. For example, in the Strategic Management course in Spring 2015, on

exam 2, 58.6% of students had what could be considered a C or better answer on the questions covering objective 10. This objective is concerned with the responses to competitive challenges by other firms, especially challenges to incumbent firms posed by new entrants. After analyzing the results, the probable reason for the weak result was that a very hard question was posed in 2015, versus a somewhat easier question in 2014. A different pair of questions will be used in Fall 2015, and the topic will be carefully explained in the lecture – discussion over this topic.

Dr. Hammett and Ms. Phillips use a spreadsheet developed by Dr. Hammett to track results by objective on pre and post-tests in their courses. The spreadsheet allows them to determine to what extent students have achieved the learning objectives for the class (See Appendix D for examples of their results). They are both using these results to modify lectures, homework assignments, and tests to strengthen those areas that show weakness. In Cost Accounting, a analysis of the assessment pre/post-test allowed Dr. Hammett to see those areas in which students showed strong understanding, and a reduction in emphasis on those topics and increased emphasis on areas in which students were weaker. For Auditing and Forensic Accounting, Dr. Hammett is attempting strengthen accounting students ability to deal with abstract concepts.

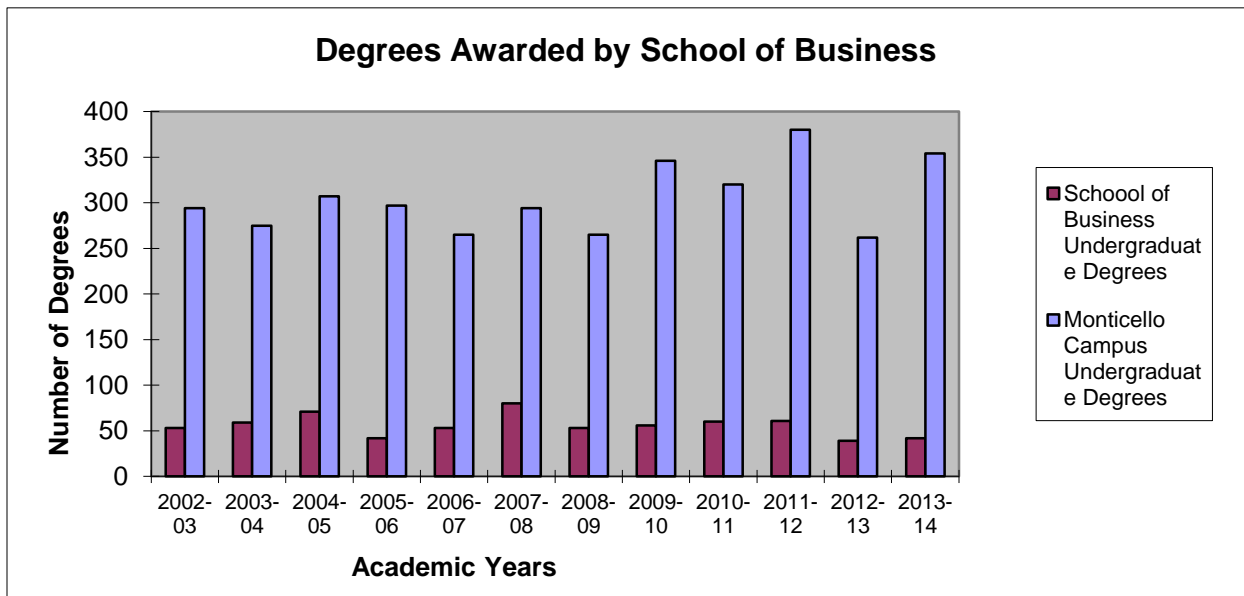
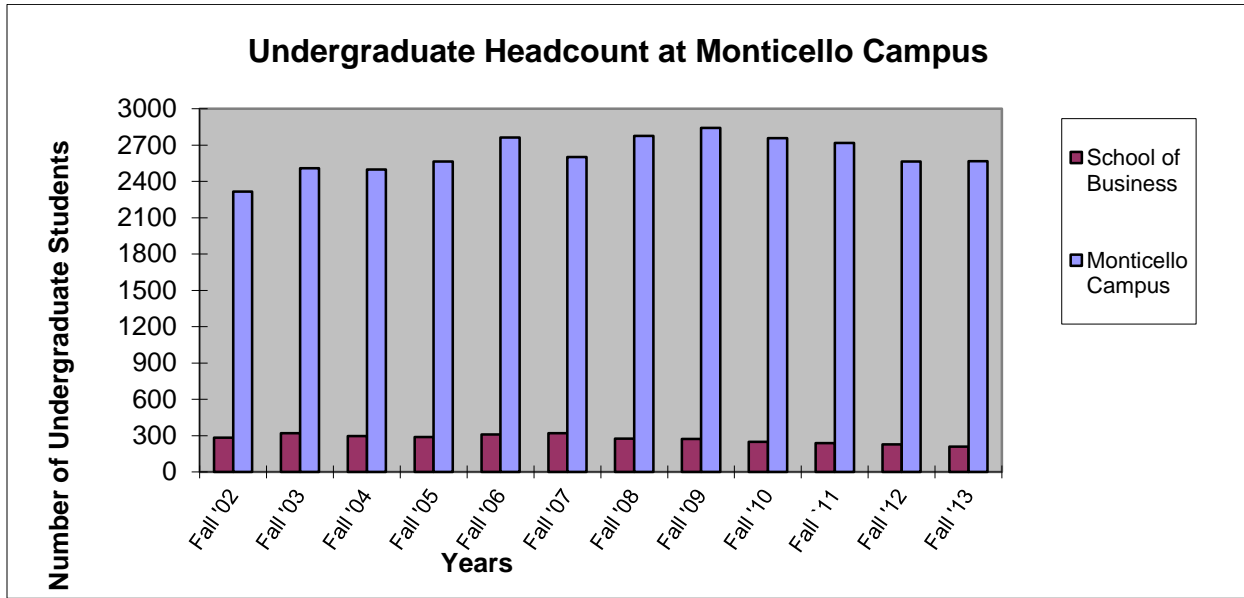
Individual faculty members assign papers, give essay and multiple choice tests, portfolios, and project assignments, but these are not evaluated by the entire faculty or by the School of Business Assessment Committee. During the 2014-15 academic year, we have no evidence of UNIT decisions made based on the assessment exam or on individual faculty assessment activities, but individual decisions about course material did occur, as indicated above.

Mrs. Phillips collects information concerning pass rates on the national Certified Public Accountancy exam. The national pass rate for this exam is slightly under 50%; the pass rate for UAM graduates taking the exam is about 25-30%. First-time CPA candidates can take 1 to 4 parts of the 4 part CPA exam. If a candidate fails any or all parts, he or she must take at least part one of the exam the next time that person sits for the exam. If that part is passed, the candidate can take additional part(s) on later exam dates. Because the reported pass rate is not restricted to first-time test takers, and includes all test takers during that year (pass rate = total number of parts passed for all candidates / the total number of candidates), it is impossible to isolate the proportion of candidates who have passed all 4 parts of the CPA exam from any given cohort from any given school. All we know is how the total number of parts passed and the total number of test takers in a given year. Given this information, it is true that UAM graduates have a lower pass rate than most other Arkansas universities. Comparable schools such as SAU and Arkansas Tech have about 28-29% pass rates, with all other state schools except UA-Fayetteville and UCA having pass rates less than 42%. The Accounting faculty are aware of these pass rates.

Graduation

The School of Business provides a substantial portion of the of the University's baccalaureate degrees. The two graphs below display the proportion of degrees awarded by the School of Business and the proportion of total Monticello campus headcount that is comprised of School of Business enrollees. The proportion of graduates is substantially greater that the School's

proportion of undergraduate, bachelor's degree seeking students. The average ratio of these 2 variables over the last 12 years is 1.75; that is the School of Business produces graduates at a rate 175% greater than the School's proportion of undergraduate headcount on the Monticello campus. Graduate students, pre-freshmen, non-degree seeking students, and students enrolled at McGehee and Crossett are excluded. The School of Business does not have a graduate program, nor does it have any Associate in Applied Science programs, and the other groups of students are not currently seeking degrees.



4. Based on your analysis of student learning data in Question 3, include an explanation of what seems to be improving student learning and what should be revised.

Based on the information analyzed in the section above, there is no statistically significant evidence of increased or decreased student performance. Assessment exam scores have risen over time, but the differences between scores for pairs of years are not statistically significant. Lack of statistical significance DOES NOT mean that it is impossible to determine if student performance is improving. Changes made to classes, such as in Strategic Management, have improved student achievement with respect to the topics covered by the changed assignments. The pre-post test scores and analysis of student outcomes with respect to individual course objectives seems most likely to generate improvements in course methods and content. For example, the pre and post-test differences in Business Communications, Management Information Systems, and Strategic Management all show improvement in the pre-post test results over time. Other courses mostly indicate stability in pre and post-test differences. However, changes in instructor, how well the pre and post-tests cover course objectives, and variability in student's interest in the topic, and preparation for the class in question all can affect the pre/post difference.

Based on the findings with respect to the School of Business Assessment Exam (several questions with poor ability to differentiate between knowledgeable students and those lacking comprehension on a topic), the School of Business Assessment Committee will meet in Fall 2015 to address improvements in the Assessment exam. At a minimum, the improvements will include rewriting the 15-18 questions of 136 that are poor discriminators in cooperation with the faculty members responsible for that area of the exam. Questions that discriminate poorly result in students who score high on the exam being just as likely to answer the question wrong as students who make poor scores on the exam.

5. Other than course level/grades, describe/analyze other data and other sources of data whose results assist your unit to improve student learning.

Senior Survey

The School of Business Assessment Committee developed graduating senior and employer surveys in 2010-11. The graduating senior survey was administered every semester to graduating seniors from Spring 2011 through Spring 2015. Students in the capstone Strategic Management course were encouraged to complete the senior survey, with bonus points being awarded for doing so. In 2014-2015 41 out of 44 students enrolled in the fall and spring sections of MGMT 4653, Strategic Management, completed the survey. There have been 129 usable responses before the 2014-15 academic year. Responses for 2011-2014 are aggregated for this report, because there are no statistically significant differences between responses by year, and the survey was consistent during that period. Additional questions were added in Spring 2014 and for the 2014-2015 academic year. The responses to the new questions are presented separately. The survey questions and their responses are included in Appendix D. The findings are presented to the faculty each year during Professional Development Week, along with other assessment material.

Student responses to the survey questions were highly favorable overall. Thirty-six of 40 statements have response patterns that are very positive (greater than or equal to 65% favoring the statement) with respect to the School of Business and its faculty and programs. One is neutral (statement 27 with respect to repetition of material), and 2 are moderately favorable (question number 24 concerned with scheduling and 37 concerned with "boring" professors).

At one time, there was a problem in that a significant minority of respondents (57 of 129) either agree or strongly agree that at least one professor grades differently based on gender (Question 33). The identity of the professor or professors cannot be determined from the survey and would not be revealed in a public document, in any case. The Dean of the School of Business has been informed of this finding. The topic was discussed in Fall 2014 and 2015 Development Week meetings. Those discussions appear to have led to a reduction in perceived gender bias. In the table below, the proportion of students agreeing that professors may grade differently by gender *has declined from about 25% of students to about 12% of students* over the last 3 years.

The neutral finding (82 students report no concern, 22 are neutral, and 87 say courses are repetitive) with respect to repetition of material is not a serious concern. All upper level classes in a given concentration build on material presented in the Principles class taken in the junior year, or in the sophomore year for accounting majors. Senior accounting classes build on the material learned in the three Intermediate Accounting classes and in Cost Accounting I. If a large majority believed classes are repetitious, then it would be a cause for concern. However, the proportion of students believing that classes are repetitious is something that will have to be looked into with respect to the curriculum. The issue will again be discussed in August meetings.

The scheduling issue is no longer a serious concern, as it was in 2012-2013. One factor contributing to students' scheduling issues is that most classes have only one section, creating conflicts for students who intend to take a double concentration. There have been some conflicts, primarily in 2012-13 when some class times were switched to accommodate a few students with double majors. The proportion of students having difficulty with scheduling fell from 0.351 in the academic year 2012-2013 to the 0.138 in 2013-2014 and to 0.098 in 2014-15. This indicates that the scheduling problem was most likely due to the changes made in 2012-2013. In addition, if students decide late in their college career to double major in Accounting and Business Administration, or take 2 concentrations in Business Administration, scheduling all required classes may not be possible. If the decision is made by the second semester of the junior, careful selection of course options in consultation with the adviser should eliminate the problem.

In 2014-2015, the proportion of students who believed that their professors were "boring" declined from 0.326 (cumulative 2011-2014) to 0.146. The difference in proportions is statistically significant ($Z = 2.2444$, $p < 0.05$).

Trends with respect to the 4 questions discussed above are presented in the table, Trends in Student Attitudes on Questions of Concern, on the table below.

Trends In Student Attitudes On Questions of Concern

Question 24. Scheduling works out among all classes.

Number of respondents	Academic Year (s)				Proportion	Proportion	Proportion
		Disagree	Neutral	Agree	Disagree	Neutral	Agree
63	2010-2012	10	5	48	0.159	0.079	0.762
37	2012-2013	13	2	22	0.351	0.054	0.595
29	2013-2014	4	1	24	0.138	0.034	0.828
129	2010-2014	27	8	94	0.209	0.062	0.629
41	2014-2015	4	3	34	0.098	0.073	0.829

Question 27. My business classes are a repeat of the same information.

Number of respondents	Academic Year (s)				Proportion	Proportion	Proportion
		Disagree	Neutral	Agree	Disagree	Neutral	Agree
63	2010-2012	28	7	27	0.444	0.111	0.429
37	2012-2013	16	7	14	0.432	0.189	0.378
29	2013-2014	8	4	18	0.276	0.138	0.586
129	2010-2014	72	18	59	0.403	0.140	0.457
41	2014-2015	10	4	27	0.244	0.098	0.658

Question 33. Some professors grade students differently depending on gender.

Number of respondents	Academic Year (s)				Proportion	Proportion	Proportion
		Disagree	Neutral	Agree	Disagree	Neutral	Agree
63	2010-2012	33	14	16	0.524	0.222	0.254
37	2012-2013	20	9	8	0.541	0.243	0.216
29	2013-2014	19	6	4	0.655	0.207	0.138
129	2010-2014	72	29	28	0.558	0.225	0.237
41	2014-2015	29	7	5	0.707	0.171	0.122

Question 37. The teacher's presentation of their material is boring.

Number of respondents	Academic Year (s)				Proportion	Proportion	Proportion
		Disagree	Neutral	Agree	Disagree	Neutral	Agree
63	2010-2012	32	14	17	0.508	0.222	0.270
37	2012-2013	14	6	17	0.378	0.162	0.459
29	2013-2014	18	3	8	0.621	0.103	0.276
129	2010-2014	64	23	42	0.496	0.178	0.326
41	2014-2015	25	10	6	0.610	0.244	0.146

Employer Survey

The questions asked on the 2014 UAM School of Business Employer Survey are listed in Appendix E. Data are not compiled and statistics have not been calculated for the results of this survey. Only 9 UAM students were evaluated by their employers, out of 22 total responses concerned with the recent hires. The results were presented to faculty at Fall 2014 meetings. Employers were asked to evaluate their most recent hire, whether or not a college graduate or a UAM graduate. As more data are gathered, statistical analysis (chi-square tests of independence and ANOVA) may be performed. Neither method provides any validity and reliability with very small sample sizes. The survey will be repeated in the 2015-2016 academic year.

There are some preliminary findings that are important to the School of Business. One is that employers want staff to be highly skilled at using spreadsheet software. Most School of Business faculty members are aware of this and have incorporated one or more spreadsheet assignments, or group activities to which spreadsheet skills are necessary. However, student perceptions of their skills with spreadsheets don't seem to match their employers' perception of the same skills. Weakness in using spreadsheets or accounting software was the only significant (the only 2 *listed* complaints) criticism of UAM School of Business graduates. This topic will be addressed in faculty meetings during the Fall 2015 semester.

The only other listed comment was to praise a management graduate employed by a manufacturing firm. Quote: "More of the same. He really made us a bunch of money by knowing how to do something he learned at UAM."

The median response by employers to the evaluation statement to estimate the relative quality of UAM accounting graduates as compared to all recent hires in accounting (only 4 graduates) was 2.7, meaning that half the ratings were below this value and one half of the ratings were above this rating. Thus accounting graduates were rated at slightly less than the midpoint on a 5 point scale. For marketing (3) and management (2) graduates, the medians were 3.9 and 3.7, respectively. These ratings indicate that for the employees evaluated, their supervisors rated them significantly above the midpoint for all recent graduates. Given that the sample is quite small (9, and no more than 4 in any major or concentration), one cannot rely on the results as being typical.

6. As a result of the review of your student learning data in previous questions, explain what efforts you unit will make to improve student learning over the next assessment period. Be specific by indicating when, how often, how much, and by whom these improvements will take place.

Associate Professor Hammett

In Financial, Managerial, Cost Accounting, Auditing, and Fraud Examination – Introduced the use of clickers in the classroom, either in Fall or Spring 2012. A ten question quiz is administered after the lecture and discussion of each chapter to give

immediate feedback as to whether or not the students understand the material and to encourage the students to read the material in the textbook. The total of all quizzes is counted as a test grade, or each quiz is weighted the same as a single homework grade.

In Management Information Systems, each student is required to do two presentations during the semester to help them develop skills in oral presentations and language skills.

Beginning in Spring 2012, in Accounting Information Systems, the students do a QuickBooks practice set, intended to teach how Information Systems work using a small general ledger software system. Dr. Hammett used Peachtree Accounting in 2013-14, but will revert to QuickBooks, due to the complexity of Peachtree.

Associate Professor Patterson:

Continued improvement of assessment methods. I have used an assessment matrix listing objectives on one axis and the number and percent of students achieving success (C or better) on assignments and exam questions dealing with each objective. These matrices and the post test results will be used to evaluate the quality of test questions, and the extent to which students have met the objectives in each class. The outcomes of this analysis will be used to make appropriate changes in class assignments or approaches to the less well understood topics or concepts. In Business Statistics II, I will use some class time for group work on sample problems (NOT homework). Groups will then share their solutions with the rest of the class. The purpose of this method is to build understanding and competence in the calculation of statistical measures, in the hope of achieving better test scores.

Assistant Professor Phillips:

Continue to incorporate more research into Tax I and Tax II and increase the number of tax returns prepared. Currently, students prepare one research assignment and one tax return. Most of the other schools require more tax returns and research assignments in their undergraduate tax course(s). This will better prepare them for the real world and the CPA Exam.

She will also continue the use of supplemental tutorial sessions in her Principles of Financial Accounting class.

Ms. Phillips began using WileyPLUS in Principles of Financial Accounting in the spring semester of 2014, and will continue this through 2015-2016. WileyPLUS is an online homework management tool. The students completed all of their homework assignments and one half of their quizzes using this tool. She reports improved results in the number of students who attempted their homework this semester higher class grades. WileyPLUS also provides video tutorials for problems that students can access outside of class if they need additional assistance with some of the topics. If they miss a question

on a quiz, immediate feedback is provided and a link to the electronic version of the textbook is also given so that the students can identify what they missed and why.

No faculty members have reported any prior belief with respect to the expected increase in student performance, only the expectation that some degree of improved performance will occur.

The material presented above has been provided by individual faculty members to the School of Business Assessment Committee. Only a few of the faculty members have complied with the request for information. One should not construe inclusion or omission from this section as requiring improvement (inclusion) or exhibiting exemplary performance (omission) with no improvement needed.

7. What new tactics to improve student learning has your unit considered, experimented with, researched, reviewed or put into practice over the last year?

Only a few faculty members in the School of Business have introduced, experimented, researched or reviewed new tactics. Ms. Phillips began using a homework management tool supplied by the book publisher in ACCT 2213, Financial Accounting. Students can log on to the Wiley student website, watch tutorial videos, take practice multiple choice tests, and prepare homework assignments. The biggest advantage is that students get immediate feedback about their answers. Ms. Phillips reports that preliminary results indicate more homework assignments being completed. Since completion of homework assignments is strongly correlated with exam success, student performance should improve. More data will be gathered during the next academic year.

Dr. Hammett's Accounting Information Systems students began using accounting software to understand how information systems apply to real world general ledger systems.

In Production-Operations Management (POM), Dr. Cabaniss has added assignments and lectures to improve students' ability to use spreadsheets to solve problems, and to improve understanding of profit calculation (last covered in Financial Accounting). In Market Research, students write formal research proposals intended to improve their ability to define a research question, and to argue for why that question is important. In Principles of Marketing, his students perform a self-marketing project designed to evaluate their own skills and the "fit" between those skills and job requirements.

In Business Statistics II, Dr. Patterson is considering assigning cases to small student groups (2-3 students per group; all students assigned to a group). The cases require students to apply the knowledge and skills they should have learned in the chapter to short case problems and to prepare a report of their findings, especially what the statistical outcomes mean for the business in question. The cases would constitute part of the assigned homework for this class.

8. How do you ensure shared responsibility for student learning and assessment among students, faculty, and other stakeholders?

Students are involved in the assessment program in three ways. First, they provide major input into the Teacher Evaluations which are administered on the university schedule. The evaluation is given to all classes each semester including the summer sessions unless exempted.

Second, they provide input through the pre-post-examinations which are also administered in each class in the School of Business. Third, graduating seniors provide feedback via the senior exit survey.

Faculty members participate in assessment through using pre/post-test results to improve their classes, their own assessment tools (Dr. Patterson's assessment matrix, Dr. Hammett's assessment tool), evaluation of test results, student papers, student projects, and via participation in discussions of assessment and curriculum development in faculty meetings during Professional Development Week, and throughout the year, and through the School of Business Assessment Committee and the Curriculum Committee.

Employers provide input through an employer survey, administered periodically. This survey was placed on line in Fall 2012, and e-mails were sent to hundreds of employers. The survey was re-administered in the fall of 2013, and will be administered alternate fall semesters after that date (odd numbered years). Fall 2013 results (22 usable responses; 9 of which were for UAM graduates) have been discussed earlier under our response to Question 5. Alumni were not surveyed 2013-14, but are scheduled to be surveyed in Spring 2016, and in alternate years (even numbered springs) beginning in 2018.

9. Describe and provide evidence of the efforts your unit is making to recruit / retain / graduate students in your unit / at the University. A generalized statement such as "we take a personal interest in our students" is not evidence.

1. The School of Business encourages participation in student organizations.

- There are currently three student clubs in the School of Business. These are the Financial Management Association, Phi Beta Lambda (a business fraternity), and the student chapter of IMA (the Institute of Management Accountants. The Marketing Club was disbanded due to advisor concerns about personal liability.
- All School of Business clubs or chapters are open to all UAM students with an interest in the area.
- Business students were encouraged to join one of our organizations depending on their major.
- Phi Beta Lambda was increasingly active for several years, for the period 2008-2011. In 2013-14, PBL regressed further to the point the faculty are considering disbanding this organization. The number of active participants rose slightly to 5 by Spring 2015. Low participation is most likely due to conflicts with work and other organizational commitments among the group's officers. Also, it was discovered that

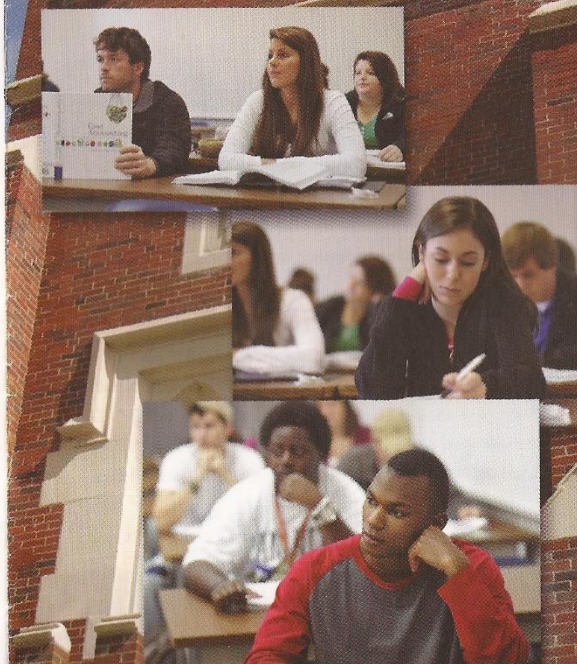
- there is misunderstanding about student eligibility for PBL. Many students believed that the group is an honorary fraternity requiring grades above a 3.0, or that because it is a business fraternity, there is a pledge process. The current president of PBL and the advisors will be taking steps to clarify misunderstandings and actively recruit members in Fall 2015, beginning with the Freshmen Orientation period in August 2015.
- The UAM School of Business student chapter of the Institute of Management Accounts (IMA) began in 2006. In EVERY year for which results are available, the UAM IMA chapter has been awarded the IMA Gold Certificate of Excellence. 2015 Gold Chapter awards will be announced in the Fall 2015 semester. Annually, IMA conducts a Fall Festival at the Vera Lloyd Presbyterian Home, an Easter egg hunt at the Arkansas Baptist Children's Home, tailgates at a football game, among other activities
3. To continue developing major-area student organizations, while maintaining an overall umbrella student organization, such as PBL, that includes all majors.
 - The Financial Management Association is expanding. FMA members made a substantial contribution to the Drew County Humane Society in 2014-15. The Financial Management Association has grown to eleven members. Attendance at meetings reached a maximum of 18. Finance is the smallest concentration, so the numbers of members and attendees are excellent in relation to the possible number students interested.
 - Three accounting faculty served as faculty advisor to the UAM Student Chapter of the Institute of Management Accountants.
 - IMA has maintained its membership at about 20-25 students. We are hopeful that this trend will continue. Some students that are members of IMA are also participating in PBL.
 4. To encourage and to help IMA Student Members attend the annual Student Leadership conference.
 - IMA has had very successful fund raisers during the last several years. The group has also had two students (in different years) win the national essay contest conducted by IMA, with the winners attending the national conference in the summer.
 5. Several faculty sent e-mails to all advisees to encourage them to preregister. Preregistration is important in ensuring that students get the right classes and schedules so that they can graduate on time. Delayed graduation would be expected to be associated with increased drop-out rates. Samples are included in Appendix G.
 6. At least one faculty member has an annual social event at his home open to all students in his or her concentration (Dr. Cabaniss), and at his expense. Dr. Graber has also hosted, at his expense, an annual dinner at a local restaurant open to all students in the Finance concentration. Other retention activities include having review sessions after class, and encouraging students having difficulty with the class to remain and improve their grades.

7. Several faculty members (at least Dr. James, Dr. Patterson, and Mrs. Philips) have met with prospective student-athletes when requested by coaches during the student-athlete's official visit to campus and actively encouraged these students to attend UAM. Dr. Cabiness has spoken each year for the last several years to seniors at Warren High School about UAM and the School of Business.

APPENDIX A

SCHOOL OF BUSINESS BROCHURE

UAM



The School of
Business

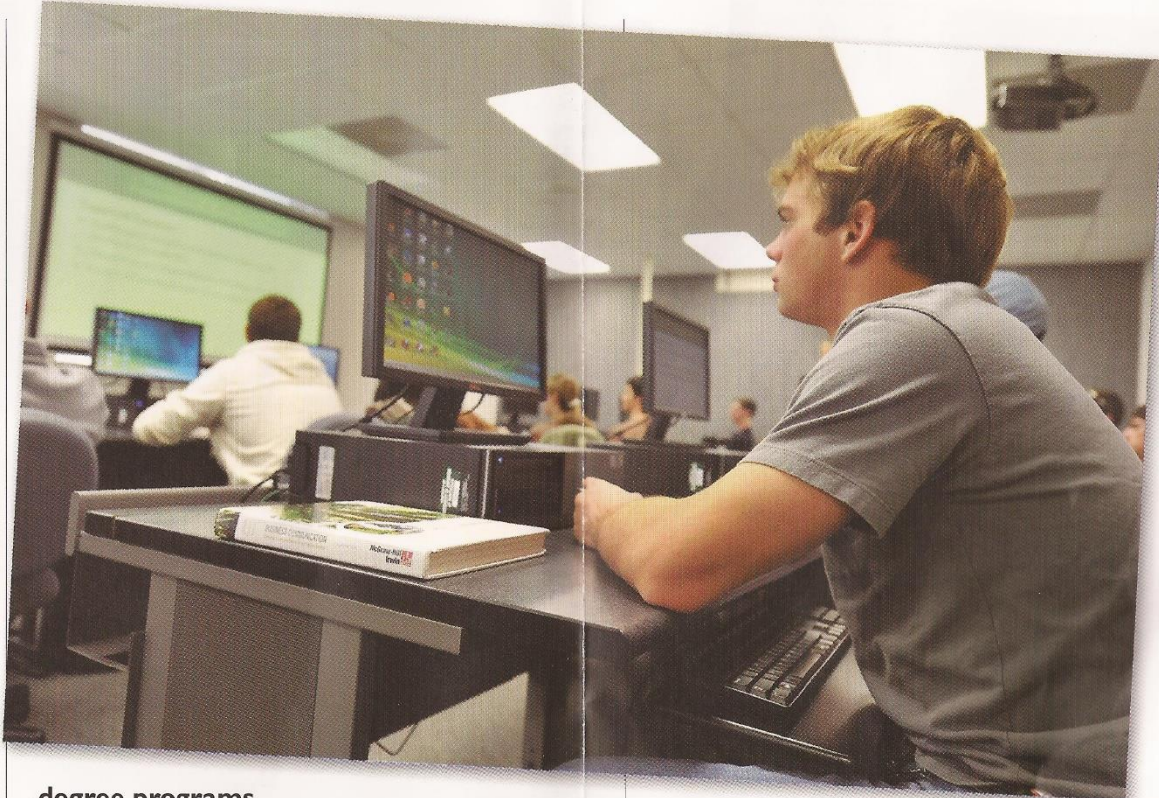
THE UNIVERSITY OF ARKANSAS
MONTICELLO

WWW.UAMONT.EDU

MONTICELLO • CROSSETT • MCGHEE

The School of Business
University of Arkansas at Monticello
UAM Box 3616
Monticello, AR 71656

Place
Stamp
Here



degree programs

The UAM School of Business offers the bachelor of business administration degree with majors in **accounting** and **business administration**. Business administration majors may choose from five different areas of concentration:

- **Business Administration**
- **Entrepreneurship**
- **Finance**
- **Management**
- **Marketing**

accounting

You'll learn from the best. All of our accounting faculty are CPAs with experience in both the classroom and the business world. The employment opportunities are excellent in this field.

business administration

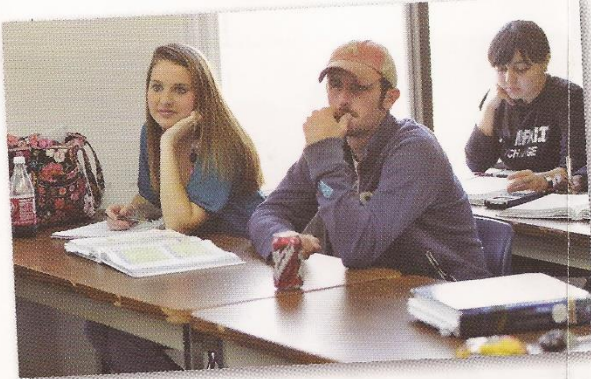
business administration

This program prepares the student for careers as general managers. The program is designed to help students enter formal training programs and improve business skills essential to the task of a general manager.

entrepreneurship

Entrepreneurs are risk-takers and the engines of the new global economy, creating jobs and capital by starting and building new businesses.

UAM's program in entrepreneurship includes a senior practicum in which students conduct a rigorous computer simulation, making decisions about pricing, marketing,



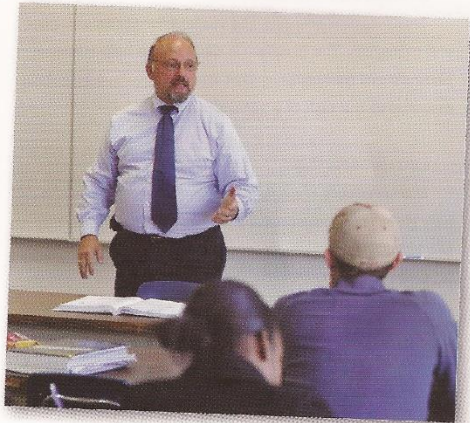
output, research, and other factors. You'll learn from your mistakes and when you graduate, you can create your own business if you choose.

finance

The financial services industry is a vital part of our economy. The finance concentration will provide you with a foundation for a variety of careers, including banking, investments, money management, stock brokerage, insurance, and real estate.

management

The management concentration will open a wide variety of career options, including production management, human resource management, and quality control manage-



ment. This concentration will also prepare you for executive training programs and as an account representative.

marketing

The ability to market and sell a product or service is an invaluable skill in high demand in the business world. This concentration prepares you to work as a sales representative, customer service representative, or for an advertising, marketing, or public relations agency.

our prestige is growing

The UAM School of Business is building a reputation for excellence. Our graduates include such successful businessmen and women as:

- Bobby Brown, former president of Remington Arms and Consolidated Coal;
- Tommy Maxwell, founder and CEO of Maxwell Hardwood Flooring;
- Lesa Handley, vice president of Verizon Corporation;
- John and Jerry Gibson, founders of TSC Communications Corporation of Dallas, Tex.

The School of Business has been accepted as a candidate for accreditation by the Association of Collegiate Business Schools and Programs, the standard of excellence for business education.

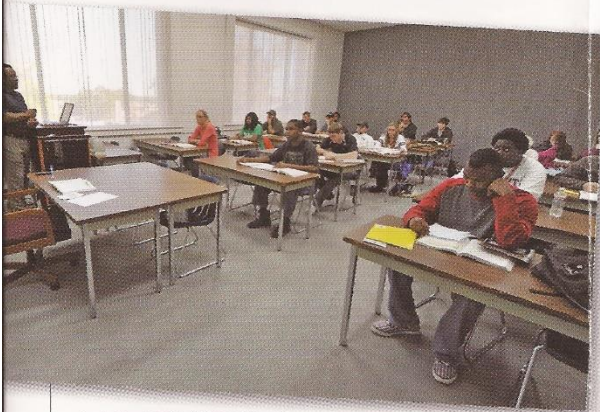
business . . . it's what we're about

That's why we believe the study of business should be more than classroom lectures and information from textbooks. The successful business executive of the 21st century must have a working knowledge of the latest technological advances in business, an understanding of the business world on a global scale, and the practical, hands-on experience to make a business work.

The School of Business at the University of Arkansas at Monticello offers a wide variety of programs in a technology-focused environment that will prepare you for the business world.

- Study e-commerce and learn about the exploding business opportunities on the internet;
- Prepare to do business in a global economy through

THE UNIVERSITY OF ARKANSAS AT MONTICELLO



our courses in international management, marketing, finance, and accounting.

want to know more?

If you want more information about the UAM School of Business, contact the School of Business at (870) 460-1041, or drop us an e-mail at business@uamont.edu. Or visit the UAM website at www.uamont.edu or the School of Business website at: www.uamont.edu/Business/index.



The School of Business / University of Arkansas at Monticello

Please complete and return to:

School of Business, UAM Box 3616, Monticello, AR 71656
Phone: (870) 460-1041; E-Mail: business@uamont.edu; Website: www.uamont.edu/Business/index

Name _____

Address _____

City, State, Zip _____

High School _____

Home Phone (Area Code) _____

Year of Graduation _____

Area of academic interest:

Accounting

Business Administration

Entrepreneurship

Finance

Management

Marketing

APPENDIX B

SAMPLE SYLLABI

UNIVERSITY OF ARKANSAS AT MONTICELLO
SCHOOL OF BUSINESS
COURSE SYLLABUS
Spring 2015 TT 8:10-9:30 a.m. BBC 307

Instructor: Becky L. Phillips
Office: BBC 312-A
Phone: 870-460-1111
Email Address: phillips@uamont.edu

Office Hours:

Monday	1:30 – 3:30 pm
Tuesday	9:30 – 10:30 am 2:00 – 3:00pm
Wednesday	10:00 – 11:00 am 1:30 – 2:30 pm
Thursday	10:00 – 11:00 am 2:00 – 3:00 pm
Friday	10:00 – 11:00 am 1:00 – 2:00 pm

Other times by appointment

**Required Text &
Other Materials**

**Accounting: Tools for Business Decision Making with Wiley Plus;
Fifth Edition**

Paul D. Kimmel, Jerry J. Weygandt, and Donald E. Kieso
ISBN: 9781118571309
Publisher: Wiley

Clickers: ResponseCard NXT Clickers

We will be using these clickers for quizzes following each chapter. They are available in the bookstore and you must have the NXT model. If you already have one from a prior class, you do not have to purchase a new one. You must have your clicker by January 15, 2015.

BlackBoard Account: You will need a BlackBoard account for this course. Go to www.uamont.edu click on “Student Life” and click on “BlackBoard.” You will either need to create a new account or log in. Once you’ve logged in this course should be listed on your homepage. I will use BlackBoard to post your grades and other course materials (solutions to problems, PowerPoint slides, etc.)

Course Title and Credit Hours: ACCT 2213 Principles of Financial Accounting
3 Credit Hours

Course Description: Fundamental accounting issues and concepts, interpretation and classification of accounts, and composition and analysis of financial statements.

Student learning outcomes: Students should have a general knowledge of the principles of accounting according to Generally Accepted Accounting Principles (GAAP).

Prerequisites: None for this course.

Special Projects/Assignments/ Fieldtrips: None for this course.

Attendance: You are expected and encouraged to attend class every day. I am required to keep attendance records for the Office of Academic Affairs and/or the Registrar's office. You will start the term with 50 attendance points, for each unexcused absence I will deduct 5 points from your attendance grade. If you have in excess of 10 unexcused absences, you will receive a negative score for attendance out of the possible 50 points. The instructor has the right to give unannounced in-class assignments. These assignments will not be made up if you are absent, resulting in a zero for the assignment. Attendance is very important to your success in this course.

Homework: Homework should be prepared neatly and turned in at the beginning of class. Homework will not be accepted late for any reason! Homework is a significant portion of your grade and therefore should be completed to the best of your ability. There is a schedule of assignments included at the end of this syllabus. If you are sick or unable to attend class, you should email the homework or get it to me before noon on the due date.

Cheating/Plagiarism: Cheating/plagiarism will not be tolerated for any reason. If you are caught cheating on an exam or any other in-class assignment you will receive a zero for that exam/assignment. No headphones or earphones are allowed in class during an exam or at any other time. If you are caught plagiarizing someone else's work, you will receive a zero on that assignment. Using another student's clicker constitutes cheating and the same penalties apply.

Academic dishonesty:

1. Cheating: Students shall not give, receive, offer, or solicit information on examinations, quizzes, etc. This includes but is not limited to the following classes of dishonesty:
 - a. Copying from another student's paper;
 - b. Use during the examination of prepared materials, notes, or texts other than those specifically permitted by the instructor;

- c. Collaboration with another student during the examination;
 - d. Buying, selling, stealing, soliciting, or transmitting an examination or any material purported to be the unreleased contents of coming examinations or the use of any such material;
 - e. Substituting for another person during an examination or allowing such substitutions for oneself.
2. Collusion: Collusion is defined as obtaining from another party, without specific approval in advance by the instructor, assistance in the production of work offered for credit to the extent that the work reflects the ideas of the party consulted rather than those of the person whose name is on the work submitted.
 3. Duplicity: Duplicity is defined as offering for credit identical or substantially unchanged work in two or more courses, without specific advanced approval of the instructors involved.
 4. Plagiarism: Plagiarism is defined as adopting and reproducing as one's own, to appropriate to one's use, and to incorporate in one's own work without acknowledgement the ideas or passages from the writings or works of others.

The first instance of academic dishonesty will result in a zero on the assignment. The second instance will result in an F for the course.

Cell Phone Policy: All cell phones are to be turned off and put away during class time. If you are expecting an important phone call, please contact me before class begins and I will give you permission to leave your phone on. If you are caught with your cell phone out during an exam you will receive a zero for that exam. Texting will not be tolerated.

Thorough Explanation of Grading Policy:

Exam I (Chapters 1-3)	100 points
Exam II (Chapters 4-6)	100 points
Exam III (Chapters 7-9)	100 points
Final Exam (Chapters 10-13)	100 points
Post Test	50 points
Clickers	100 points (drop one grade and one for bonus)
Homework	200 points (drop one grade and one for bonus)
Attendance	<u>50 points</u>
Total Points	800 points
90% or more	A
80-89%	B
70-79%	C
60-69%	D
Below 60%	F

Provision for Tests & Evaluations: All exams will be administered in the classroom. If you miss an exam, it is the student's responsibility to contact the instructor to schedule a make-up exam. The instructor reserves the right to give a different exam when a student is taking a make-up exam. The exam will be made up at the

convenience of the instructor. The student should contact the instructor prior to missing the exam to inform her as to the reason for missing the exam.

The “Clickers” will be used at the end of every other chapter. I will give multiple choice quizzes in class for the odd numbered chapters after it has been covered through lecture and problems. Even numbered chapters will be administered in BlackBoard using WileyPLUS. The student is responsible for any information provided through the class discussions as well as information from the text – therefore you will need to read each chapter to prepare for the clicker points and the exams. You must be in class to receive these points. It is the student’s responsibility to ensure that they have their clickers with them in class. There will not be any clickers available to borrow.

Students with Disabilities:

It is the policy of the University of AR at Monticello to accommodate individuals with disabilities pursuant to federal law and the University’s commitment to equal educational opportunities. It is the responsibility of the student to inform the instructor of any necessary accommodations at the beginning of the course. Any student requiring accommodations should contact the Office of Special Student Services located in Harris Hall Room 120; phone 870 460-1026; TDD 870 460-1626; Fax 870 460-1926.

For assistance on a College of Technology campus contact:

McGehee: Office of Special Student Services representative on campus; phone 870 222-5360; fax 870 222-1105.

Crossett: Office of Special Student Services representative on campus; phone 870 364-6414; fax 870 364-5707.

AA Doc. 1/05/09

Student conduct statement: Students at the University of Arkansas at Monticello are expected to conduct themselves appropriately, keeping in mind that they are subject to the laws of the community and standards of society. The student must not conduct him/herself in a manner that disrupts the academic community or breaches the freedom of other students to progress academically.

Important Dates:

January 2 (Fri) - Tuition and fees due for preregistered students.

January 5 (Mon) - Schedule changes. New student orientation.

January 6 (Tues) - Open registration.

January 7 (Wed) - First day of classes for. Admission application deadline.

January 9 (Fri) - Last day to register or add classes.

January 19 (Mon) - Martin Luther King Holiday. Offices and classes closed.

March 18 (Wed) - Last day to drop a class or withdraw from the term (not applicable to other sessions).
Grade(s) will be W.

March 23-27 (Mon-Fri) - Spring Break.

April 6 (Mon) - Preregistration for Summer and Fall 2015 begins.

April 17 (Fri) - Preregistration for Summer and Fall 2015 ends.

April 29 – May 5 (Wed-Tues) - Final exam period.

May 8 (Fri) – Commencement

CHAPTER	COURSE OBJECTIVES & GOALS
Chapter 1	Describe the primary forms of business organization.
	Identify the users and uses of accounting information.
	Explain the three principal types of business activity.
	Describe the content and purpose of each of the financial statements.
	Explain the meaning of assets, liabilities, and stockholders' equity, and state the basic accounting equation.
	Describe the components that supplement the financial statements in an annual report.
Chapter 2	Identify the selections of a classified balance sheet.
	Identify and compute ratios for analyzing a company's profitability.
	Explain the relationship between a retained earnings statement and a statement of stockholder's equity.
	Identify and compute ratios for analyzing a company's liquidity and solvency using a balance sheet.
	Use the statement of cash flows to evaluate solvency.
	Explain the meaning of generally accepted accounting principles (GAAP).
	Discuss financial reporting concepts.
Chapter 3	Analyze the effect of business transactions on the basic accounting equation.
	Explain what an account is and how it helps in the recording process.
	Define debits and credits and explain how they are used to record business transactions.
	Identify the basic steps in the recording process.
	Explain what a journal is & how it helps in the recording process.
	Explain what a ledger is and how it helps in the recording process.
	Explain what posting is and how it helps in the recording process.
	Explain the purpose of a trial balance.
	Classify cash activities as operating, investing, or financing.
Chapter 4	Explain the revenue recognition principle and the expense recognition principle.
	Differentiate between the cash basis and the accrual basis of accounting.
	Explain why adjusting entries are needed, and identify the major types of adjusting entries.
	Prepare adjusting entries for deferrals.
	Prepare adjusting entries for accruals.
	Describe the nature and purpose of the adjusted trial balance.
	Explain the purpose of closing entries.
	Describe the required steps in the accounting cycle.
	Understand the causes of differences between net income and cash provided by operating activities.
Chapter 5	Identify the differences between a service company and a merchandising company.
	Explain the recording of purchases under a perpetual inventory system.
	Explain the recording of sales revenues under a perpetual inventory system.
	Distinguish between a single-step and a multiple-step income statement.

	Determine cost of goods sold under a periodic system.
	Explain the factors affecting profitability.
	Identify a quality of earnings indicator.
Chapter 6	Describe the steps in determining inventory quantities.
	Explain the basis of accounting for inventories and apply the inventory cost flow methods under a periodic inventory system.
	Explain the financial statement and tax effects of each of the inventory cost flow assumptions.
	Explain the lower-of-cost-or-market basis of accounting for inventories.
	Compute and interpret the inventory turnover ratio.
	Describe the LIFO reserve and explain its importance for comparing results of different companies.
Chapter 7	Define fraud and internal control.
	Identify the principles of internal control activities.
	Explain the applications of internal control principles to cash receipts.
	Explain the applications of internal control principles to cash disbursements.
	Prepare a bank reconciliation.
	Explain the reporting of cash.
	Discuss the basic principles of cash management.
	Identify the primary elements of a cash budget.
Chapter 8	Identify the different types of receivables.
	Explain how accounts receivable are recognized in the accounts.
	Describe the methods used to account for bad debts.
	Compute the interest on notes receivable.
	Describe the entries to record the disposition of notes receivable.
	Explain the statement presentation of receivables.
	Describe the principles of sound accounts receivable management.
	Identify ratios to analyze a company's receivables.
	Describe methods to accelerate the receipt of cash from receivables.
Chapter 9	Describe how the cost principle applies to plant assets.
	Explain the concept of depreciation.
	Compute periodic depreciation using the straight-line method, and contrast its expense pattern with those of other methods.
	Describe the procedure for revising periodic depreciation.
	Explain how to account for the disposal of plant assets.
	Describe methods of evaluating the use of plant assets.
	Identify the basic issues related to reporting intangible assets.
	Indicate how long-lived assets are reported in the financial statements.
Chapter 10	Explain a current liability and identify the major types of current liabilities.
	Describe the accounting for notes payable.
	Explain the accounting for other current liabilities.
	Identify the types of bonds.
	Prepare the entries for the issuance of bonds and interest expense.
	Describe the entries when bonds are redeemed.

	Identify the requirements for the financial statement presentation and analysis of liabilities.
Chapter 11	Identify and discuss the major characteristics of a corporation.
	Record the issuance of common stock.
	Explain the accounting for the purchase of treasury stock.
	Differentiate preferred stock from common stock.
	Prepare the entries for cash dividends and understand the effect of stock dividends and stock splits.
	Identify the items that affect retained earnings.
	Prepare a comprehensive stockholders' equity section.
	Evaluate a corporation's dividend and earnings performance from a stockholder's perspective.
Chapter 12	Indicate the usefulness of the statement of cash flows.
	Distinguish among operating, investing, and financing activities.
	Explain the impact of the product life cycle on a company's cash flows.
	Prepare a statement of cash flows using the indirect method.
	Use the statement of cash flows to evaluate a company
Chapter 13	Understand the concepts of sustainable income.
	Indicate how irregular items are presented.
	Explain the concept of comprehensive income.
	Describe and apply horizontal analysis.
	Describe and apply vertical analysis.
	Identify and compute ratios used in analyzing a company's liquidity, solvency, and profitability.

TENTATIVE CLASS SCHEDULE FOR FALL 2015

This is a tentative schedule. Every attempt will be made to stay on schedule, but this schedule may be changed as deemed necessary by the instructor. Changes will be made in the classroom and posted to the copy posted in BlackBoard.

DATE	CHAPTER	TOPIC	ASSIGNMENT	DUE DATE
January 8		Introduction & Pre-test		
January 13	Chapter 1	Intro. To Financial Statements	Problem 1-3A	January 15 before midnight
January 15		Clicker Quiz Chapter 1	This clicker quiz is for bonus points.	
	Chapter 2	The Classified Balance Sheet	Problems 6A	January 22 before midnight
January 20	Chapter 2	Using Financial Statements		
		Quiz Chapter 2 – Wiley Plus		January 22 before midnight
January 22	Chapter 3	Accounting Transactions	Problems 3-4A & 5A	February 1 before midnight
January 27	Chapter 3	The Recording Process		
January 29	Chapter 3	Finish chapter 3 and review for exam 1 Clicker Quiz Chapter 3		
February 3		Exam 1 (Chapters 1-3)		
February 5	Chapter 4	Adjusting Entries	Problems 4-2A & 8A	February 11 before midnight
February 10	Chapter 4	Trial Balance & Closing Entries		
		Quiz Chapter 4-WileyPlus		February 11 before midnight
February 12	Chapter 5	Merchandising Operations & Transactions	Problems 5-1A	February 18 before midnight
February 17	Chapter 5	Multiple-Step Income Statement		
February 19		Clicker Quiz Chapter 5		
	Chapter 6	Inventory Costing & Methods	Problems 6-2A & 7A	February 25 before midnight
February 24	Chapter 6	Inventory Analysis		
		Quiz Chapter 6 - WileyPLUS		February 25before midnight
February 26		Exam 2 (Chapters 4-6)		
March 3	Chapter 7	Fraud & Internal Control	Problems 7-4A & 6A	March 8 before midnight
March 5	Chapter 7	Cash		

March 10		Clicker Quiz Chapter 7		
	Chapter 8	Accounts Receivable	Problems 8-3A & 9A Bonus Points	March 15 before midnight
March 12	Chapter 8	Managing Receivables		
		Quiz Chapter 8 - WileyPLUS		March 17 before midnight
March 17	Chapter 9	Long Lived Assets	Problems 9-6A & 7A	March 30 before midnight
March 19	Chapter 9	Depreciation & Amortization		
		Clicker Quiz Chapter 9		
March 23-27		SPRING BREAK		
March 31		Exam 3 (Chapters 7-9)		
April 2	Chapter 10	Current Liabilities	Problems 10-1A & 5A	April 8 before midnight
April 7	Chapter 10	Long-Term Liabilities		
		Quiz Chapter 10-WileyPLUS		April 8 before midnight
April 9	Chapter 11	Stockholder's Equity	Problems 11-1A & 7A	April 15 before midnight
April 14	Chapter 11	Treasury & Preferred Stock		
		Clicker Quiz Chapter 11		
April 16	Chapter 12	Statement of Cash Flows	Problem 12-7A	April 26 before midnight
April 21		Thanksgiving Holiday		
April 23	Chapter 12	Ratios		
		Quiz Chapter 12-WileyPLUS		April 26 before midnight
April 27	Chapter 13	Financial Analysis	No homework for chapter 13	
April 30		Post Test	8:00-10:00 am	
April 30		Final Exam (Chapters 10-13)	8:00-10:00 am	

University of Arkansas – Monticello
School of Business
ACCT 2223 - Principles of Managerial Accounting – 3 hours Credit

Spring 2015 – Section 100401 10:10-11:00 MWF Room 305

Dr. Ted M. Hammett
Office – 317 BBC
(870) 460-1641 Office
(870) 367-3857 Home
E-Mail - hammett@uamont.edu
Web Page - <http://www.uamont.edu/Facultyweb/Hammett>

Prerequisite:
ACCT 2213 – Financial Accounting

Office Hours:

Day →	Monday	Tuesday	Wednesday	Thursday	Friday
Mornings	8:00-10:00	9:40-12:00	8:00-10:00	9:40-12:00	8:00-10:00
Afternoons	2:45-3:00	1:00-3:00	2:45-3:00	1:00-3:00	By Appoint.

Purpose & Objective:

The principles of managerial accounting is to provide students with the tools to become intelligent users and developers of financial information within a corporate setting. This course is designed to provide students with diverse backgrounds, the opportunity to succeed in business and management today. This course is intended to address the following objectives:

1. Provide an understanding of accounting information by management.
2. Reflect business practice as it is today in a context that is relevant to today's business people

Required Textbook:

Kimmel, Paul D, Jerry J. Weygandt, Donald E. Kieso. Accounting: tools for business decision making. 4th. Edition, John Wiley & Sons, Inc., 2013. ISBN: 13-978-1-118-34276-3

Requirements for Evaluation: All parts have equal weight - Homework that is taken up will be the Problems, exercises are done in class but you are encouraged to do them in advance. **For every hour of class time two hours of homework yields the best results.** Examinations are as follows:

- After Chapter – 15
- After Chapter – 18
- After Chapter – 21
- After Chapter – 23 (Final Exam) Post Test represents 20% of the final

Grading Policy:

Because of the bonus opportunities and take-home portions on all tests except the final the following grades are given *without appeal*:

100 - 90 = A

89 - 80 = B

Below 60 = F

79 - 70 = C

69 - 60 = D

Bonus Opportunity:

Bonus points are possible with a bonus question on all in-class tests including the final. 3 points per test. In addition, there is an opportunity to take quizzers on-line which will provide 3 points added to the average for a perfect score, (you can receive a prorated portion of these points) **NOTE: The testing policy is – if you have take a test late you will forfeit 10 points for each day late that you take the test late (not counting weekends or legitimate exceptions). More than three days late in taking the test will result in a grade of zero (“0”).**

There is no exemption for the final exam in this class, so don't even ask.

Your performance in this subject is directly related with your doing the homework and all class assignments. Homework will be taken up at random during the semester, and graded. This grade is applied as an additional test grade.

Attendance Policy:

As part of the requirement of the University I will be taking attendance for each class period. I have an attendance policy as documented in the "absence and Grading Policy" attached to this outline. You are all adults and have paid for this course, don't cheat yourself by not attending class. As a professional, you will be expected to be responsible for showing up for work and accomplishing the tasks required of you. *LAST DATE TO DROP WITH A "W" March 18, 2015.*

Statement of Disruptive Behavior:

The following action is prohibited under the Student Conduct Code: Disorderly Conduct: Any behavior which disrupts the regular or normal functions of the University community, including behavior which breaches the peace or violates the rights of others.

Warning: I will not tolerate phone texting in my class. The first time is a warning after that you will lose points off of your test average (All Tests) at the rate of 5 points for each infraction.

Students at the University of Arkansas at Monticello are expected to conduct themselves appropriately, keeping in mind that they are subject to the laws of the community and standards of society. The student must not conduct him/herself in a manner that disrupts the academic community or breaches the freedom of other students to progress academically.

Academic dishonesty:

5. Cheating: Students shall not give, receive, offer, or solicit information on examinations, quizzes, etc. This includes but is not limited to the following classes of dishonesty:
 - a. Copying from another student's paper;
 - b. Use during the examination of prepared materials, notes, or texts other than those specifically permitted by the instructor;
 - c. Collaboration with another student during the examination;
 - d. Buying, selling, stealing, soliciting, or transmitting an examination or any material purported to be the unreleased contents of coming examinations or the use of any such material;
 - e. Substituting for another person during an examination or allowing such substitutions for oneself.
6. Collusion: Collusion is defined as obtaining from another party, without specific approval in advance by the instructor, assistance in the production of work offered for credit to the extent that the work reflects the ideas of the party consulted rather than those of the person whose name is on the work submitted.
7. Duplicity: Duplicity is defined as offering for credit identical or substantially unchanged work in two or more courses, without specific advanced approval of the instructors involved.
8. Plagiarism: Plagiarism is defined as adopting and reproducing as one's own, to appropriate to one's use, and to incorporate in one's own work without acknowledgement the ideas or passages from the writings or works of others.

For any instance of academic dishonesty that is discovered by the instructor, whether the dishonesty is found to be cheating, collusion, duplicity, or plagiarism, the result for the student(s) involved will be a zero on that specific project and if it happens a second time a zero in the course.

Students with Disabilities:

It is the policy of the University of Arkansas at Monticello to accommodate individuals with disabilities pursuant to federal law and the University's commitment to equal educational opportunities. It is the responsibility of the student to inform the instructor of any necessary accommodations at the beginning of the course. Any student requiring accommodations should contact the Office of Special Student Services located in Harris Hall Room 120; phone 870 460-1026; TDD 870 460-1626; Fax 870 460-1926; email: whitingm@uamont.edu.

For assistance on a College of Technology campus contact:

McGehee: Office of Special Student Services representative on campus; phone 870 222-5360; fax 870 222-1105.

Crossett: Office of Special Student Services representative on campus; phone 870 364-6414; fax 870 364-5707.

Special Dates:

January 7	First day of classes (regular and first 8-week fast-track* classes).
January 9	Last day to register or add classes.
January 19	Martin Luther King Holiday. Offices and classes closed.
February 27	Deadline to apply for August and December graduation.
March 18	Last day to drop with a “W”
March 23-27	Spring Break
April 6	Preregistration for Summer and Fall 2015 begins.
April 17	Preregistration for Summer and Fall 2015 ends.
April 28	Last day of classes
Apr 29-May 4	Final exam period.
May 8	Commencement.

Schedule:

January 7

Introduction and administrative matters.

Chapter-14 lecture *Managerial Accounting* – Exercises 14-7, 8, *9, *10, *12; Problem 14-5A. *time permitting

9 Chapter-14 lecture

12 Chapter-14 lecture

14 Chapter-14 lecture

16 **Homework from Chapter-14 due**–Chapter-15
Job Order Costing Exercises 15-2, 4, 5, 7, 9, 10, 11, 12, 13;
Problems 15-2A, 15-4A

21 Chapter-15 lecture

23 Chapter-15 lecture

26 Chapter-15 lecture

28 **Examination Chapter 14-15**

30 **Homework from Chapter-15 due**–Chapter-16
Process Costing Exercises 16-5, 6, 7, 9, 11, 12, 15;
Problems 16-1A, 16-3A

February 2 Chapter-16 lecture

February	4	Chapter-16 lecture
	6	Chapter-16 lecture
	9	Chapter-16 lecture
	11	Homework from Chapter-16 due –Chapter-17 <i>Activity Based Costing</i> Exercises 17-1, 3, 6, 10; Problem 17-3A
	13	Chapter-17 lecture
	16	Chapter-17 lecture
	18	Chapter-17 lecture
	20	Homework from Chapter-17 due –Chapter-18 <i>Cost Volume-Profit</i> Exercises 18-3, 5, 6, 9, 11, 13; Problem 18-2A, 18-4A
	23	Chapter-18 lecture
	25	Chapter-18 lecture
	27	Chapter-18 lecture
March	2	Examination Chapter 16-18
	4	Homework from Chapter-18 due –Chapter-19 <i>Cost Volume-Profit Analysis: Additional Issues</i> Exercises 19-2, 6, 9, 12; Problems 19-1A, 19-2A
	6	Chapter-19 lecture
	9	Chapter-19 lecture
	11	Chapter-19 lecture
	13	Homework from Chapter-19 due –Chapter-20 <i>Budgetary Planning</i> Exercises 20-3, 5, 7, 15; Problems 20-2A

	16	Chapter-20 lecture
March	18	Chapter-20 lecture (Last Day to drop with a “W”)
	20	Chapter-20 lecture
	30	Homework from Chapter-20 due –Chapter-21 <i>Budgetary Control and Responsibility Accounting</i> Exercises 21-3, 4, 8, 11, 13, 14, 16; Problems 21-3A
April	1	Chapter-21 lecture
	3	Chapter-21 lecture
	6	Chapter-21 lecture

8 Examination Chapters 19 – 21

	10	Homework from Chapter-21 due –Chapter-22 <i>Standard Costs and Balanced Scorecard</i>
		Exercises 22-2, 3, 5, 6, 7, 10, 11; Problem 22-2A
	13	Chapter-22 lecture
	15	Chapter-22 lecture
	17	Chapter-22 lecture
	20	Homework from Chapter-22 due –Chapter-23 <i>Incremental Analysis and Capital Budgeting</i> Exercises 23-2, 4, 5, 7, 8, 10; Problem 23-4A
	22	Chapter-23 lecture
	24	Chapter-23 lecture
	27	Chapter-23 lecture
May	5	Final Room 305 (1:30 – 3:30)

Chapter	Learning objectives
14 Managerial Accounting	<ol style="list-style-type: none">1. Be able to explain the distinguishing features of managerial accounting.2. Be able to identify the three broad functions of management.3. Be able to define the three classes of manufacturing costs.4. Be able to Distinguish between product and period costs.5. Be able to explain the difference between a merchandising and manufacturing income statement.6. Be able to indicate how cost of goods manufactured is determined.7. Be able to explain the difference between a merchandising and manufacturing balance sheet.8. Be able to identify trends in managerial accounting.
15 Job Order Costing	<ol style="list-style-type: none">1. Be able to explain the characteristics and purposes of cost accounting.2. Be able to describe the flow of costs in a job order costing system.3. Be able to explain the nature and importance of a job cost sheet.4. Be able to indicate how the predetermined overhead rate is determined and used.5. Be able to prepare entries for jobs completed and sold.6. Be able to distinguish between under and overapplied manufacturing overhead.
16 Process Costing	<ol style="list-style-type: none">1. Be able to understand who uses process cost systems.2. Be able to explain the similarities and differences between job order cost and process cost system.3. Be able to explain the flow of costs in process cost system.4. Be able to make the journal entries to assign manufacturing costs in a process cost system.5. Be able to compute equivalent units.6. Be able to explain the four steps necessary to prepare a production cost report.7. Be able to prepare a production cost report.

Chapter	Learning objectives
17 Activity Based Costing	<ol style="list-style-type: none">1. Be able to recognize the difference between traditional costing and activity based costing.2. Be able to identify the steps in the development of an activity-based costing system.3. To know how companies identify the activity cost pools used in activity-based costing.4. To know how companies identify and use cost drivers in activity-based costing.5. To understand the benefits and limitations of activity-based costing.6. Be able to differentiate between value-added and non-value added activities.7. To understand the value of using activity levels in activity-based costing.8. Be able to apply activity-based costing to service industries.
18 Cost-Volume-Profit	<ol style="list-style-type: none">1. Be able to distinguish between variable and fixed costs.2. Be able to significance of the relevant range.3. Be able to explain the concept of mixed costs.4. Be able to list the five components of cost-volume-profit analysis.5. Be able to indicate what contribution margin is and how it can be expressed.6. Be able to identify the three ways to determine the bread-even point.7. Be able to give the formulas for determining sales required to earn target net income.8. Define Margin of safety, and give the formulas for computing it.
19 Cost-Volume-Profit Analysis: Additional Issues	<ol style="list-style-type: none">1. Be able to describe the essential features of a cost-volume-profit income statement.2. Be able to apply basic CVP concepts.3. Be able to explain the term sales mix and its effects on break-even sales.4. Be able to determine sales mix when a company has limited resources.5. Be able to understand how operating leverage affects profitability.

Chapter	Learning objectives
20 Incremental Analysis	<ol style="list-style-type: none">1. Be able identify the steps in management's decision-making process.2. Be able to describe the concept of incremental analysis.3. Be able to identify the relevant costs in accepting an order at a special price.4. Be able to identify the relevant cost in a make or buy decision.5. Be able to identify the relevant costs in determining whether to sell or process materials further.6. Be able to identify the relevant costs to be considered in repairing, retaining, ore replacing equipment.7. Be able to identify the relevant costs in deciding whether to eliminate an unprofitable segment or product.
21 Budgetary Planning	<ol style="list-style-type: none">1. Be able to describe the concept of budgetary control.2. Be able to evaluate the usefulness of static budget reports.3. Be able to explain the development of flexible budgets and usefulness of flexible budget reports.4. Be able to describe the concept of responsibility accounting.5. Be able to indicate the features of responsibility reports for cost centers.6. Be able to identify the content of responsibility reports for profit centers.
22 Standard Costs and Balanced Scorecard	<ol style="list-style-type: none">1. Be able to describe the concept of budgetary control.2. Be able to evaluate the usefulness of static budget reports.3. Be able to explain the development of flexible budgets and usefulness of flexible budget reports.4. Be able to describe the concept of responsibility accounting.5. Be able to indicate the features of responsibility reports for cost centers.6. Be able to identify the content of responsibility reports for profit centers.7. Be able to explain the basis and formula used in evaluating performance in investment centers.

Chapter	Learning objectives
23 Incremental Analysis and Capital Budgeting	<ol style="list-style-type: none">1. Be able to distinguish between a standard and a budget.2. Be able to identify the advantages of standard costs.3. Be able to describe how companies set standards.4. Be able to state the formulas for determining direct materials and direct labor variances.5. Be able to state the formula for determining the total manufacturing overhead variance.6. Be able to discuss the reporting of variances.7. Be able to prepare an income statement for management under a standard costing system.8. Be able to describe the balanced scorecard approach to performance evaluation.
24 Planning for Capital Investments	<ol style="list-style-type: none">1. Be able to discuss capital budgeting evaluation, and explain inputs used in capital budgeting.2. Be able to describe the cash payback technique.3. Be able to explain the net present value method.4. Be able to identify the challenges presented by intangible benefits in capital budgeting.5. Be able to describe the profitability index.6. Be able indicate the benefits of performing a post-audit.7. Be able to explain the internal rate of return method.8. Be able to describe the annual rate of return method.

UNIVERSITY OF ARKANSAS AT MONTICELLO
SCHOOL OF BUSINESS
SYLLABUS

MGMT 4653

STRATEGIC MANAGEMENT

SPRING 2015

Instructor	Dr. Dennis Patterson, Ph. D. Office: 311 Babin Business Center E-mail: pattersonj@uamont.edu Phone: (870) 460-1841 (office) Fax: (870) 460-1784
Office Hours:	9:10 to 10:00 a.m. M-F, 11:10 to 12:00p.m. MTWH, 2:30 to 3:30 MW, 8:30 to 9:30 TH, and by appointment
Class time	8:10 am MWF, in room 313 Babin Business Center
Required Text	Frank T. Rothaermel, <i>Strategic Management: Concepts and Cases, First Edition</i> , 2013. McGraw Hill: ISBN: 978-07-811273-7
Prerequisites:	Management 3473, Finance 3473, Marketing 3403, GB3353, plus 100 hours or consent of instructor. Course prerequisites will be strictly enforced. Students not having all prerequisites will be administratively withdrawn from the course, unless they are taking <i>no more than one</i> prerequisite concurrently and are graduating at the end of the current semester.
Course description	Introduction to the theory and practice of strategic management. Covers internal and external analysis, competitive dynamics, international strategy, diversification and related issues, strategic leadership and governance, and implementation and control.
Contact Hours	Students are expected to spend a minimum of 2 hours in reading, preparing for exams, and homework for each hour spent in class.

Learning Outcomes

The following student learning outcomes (SLOs) have been adopted by the School of Business:

The student graduating from the School of Business at the University of Arkansas at Monticello will be able to:

1. demonstrate familiarity with theory and practice in the business core and in a chosen area of concentration,
2. demonstrate understanding of international business and international effects on US firms in an interdependent world,
3. be able to gather, analyze, and present results of research and business analysis,
4. demonstrate competence in the use of common business application software and an understanding of the role of information systems in business,.
5. demonstrate critical thinking and communication skills by analyzing business problems, and clearly presenting solutions to those problems, either orally or in writing,

The specific course objectives to which these SLOs are linked are indicated by a bracketed number at the end of each of the course objectives below.

Course Goals and Objectives

As the capstone course in the School of Business curriculum, this course is designed to introduce the student to strategic management. We will adopt the perspective of the general manager, not any functional viewpoint such as accounting, finance, management, or marketing. This course makes no explicit attempt to integrate the various functional areas of business. Students must draw on their knowledge of these disciplines, but an integration of these topics and the considerable body of strategic management theory in such a short time as a semester is impossible. Rather, you will be introduced to the theory and practice of strategic management, using a variety of readings and cases. Strategic problems are by nature ill-defined problems, with solutions requiring attention to all parts of the organization and to all relevant external variables in order to arrive at an effective solution. Case analysis requires the use of your prior knowledge obtained from other classes, **and** your own knowledge of business, industry, science, technology, economics, politics, history, geography, and current affairs.

More specific objectives include:

1. Discuss the differences between emergent and deliberate strategies and how these are affected by industry environments [1,2]
2. Use the industrial organization (I/O) model in case analysis to demonstrate how firms may earn economic rents under certain industry and environmental conditions. [1,3,5]
3. Use the resource-based model in case analysis to explain how firms with unique resource endowments and capabilities may earn economic rents. [1,3,5]
4. Discuss the ability of stakeholders to influence organizations, and how firms should act with respect to these stakeholder groups. [1]
5. Describe the effects of the general environment and the industry environment on organizations and on opportunities and treats facing organizations. [1]
6. Discuss the five competitive forces and explain how they determine an industry's profit potential[1].
7. Explain how *value-chain analysis* is used to identify and evaluate resources and capabilities, and apply the method to case analysis. [1,3,5]
8. Describe each of the three generic strategies, their potential rewards and risks, and the conditions under which each is effectively used. [1]
9. Use the five forces of competition model to explain how economic rents may be earned through each generic strategy. [1]
10. Discuss factors affecting the likelihood a competitor will initiate or respond to competitive actions taken against it. [1]

11. Explain how industry dynamics affect a firm's ability to maintain or achieve a competitive advantage. [1]
12. Explain three primary reasons why firms move from single and dominant business strategies to more diversified strategies. [1]
13. Describe how related diversified firms create value by sharing or transferring resources, skills, and other factors[1]
14. Discuss fundamental arguments underlying diversification and the strengths and weaknesses of these arguments [2]
15. Describe the problems and potential rewards associated with using an acquisitions to develop competitive advantage. [1]
16. Discuss the alternative modes for entering international markets, and be able to identify the conditions under which each alternative might be appropriate. [2]
17. Explain and apply the "diamond" or four factor model of international competitiveness, at the national level[2]
18. Discuss the three international corporate-level strategies: multi-domestic, global, and transnational, including the strengths, weaknesses, and applications of each approach. [2]
19. Explain why firms have begun to frequently use alliances and joint ventures to achieve their international competitive goals. [2]
20. Discuss the relative risks and rewards of strategic alliances, and the features that alliances must have to be successful. [2]
21. Explain how the ownership of ownership and managerial control in the modern corporation creates an agency relationship and strategic implications of this relationship. [2]
22. Explain how three internal governance mechanisms, ownership concentration, the board of directors, and executive compensation, are used to monitor and control managerial decisions. [2]
23. Describe the relationship between strategy, structure, and environment, and be able to match any particular structural form to the appropriate strategy/environment. [2]
24. Discuss the role of strategic leadership and controls in determining the firm's strategic direction, and in achieving the goals set. [2]
25. Describe the importance of strategic leaders in managing the firm's resources, with emphasis on developing and maintaining core competencies, human capital, and social capital. [2]
26. Describe the importance of entrepreneurial opportunities, innovation, and development of entrepreneurial capabilities. [2]

Course grading

Students will be evaluated according to your instructor's assessment of performance on:

Item	Points		Course Grades
Written case analyses (2) Strategy Term Project	200 points	A	greater than or equal to 891 points
Exercises (3)	300 “	B	between 781 and 890 points
Exam one	100 “	C	between 661 and 780 points
Exam two	100 “	D	between 551 and 660 points
Exam three	100 “	F	less than or equal to 550 points
Exam four	100 “		
Post-test	50 “		
Assessment exam	50 “	plus up to 50 bonus points	
Total	1000 “		

Case Reports

All students must present two written case analyses, in which you will be required to write answers to 3 or more questions assigned to you by your instructor. In these reports, your recommendations are not necessarily expected to conform to those in the instructor's manual. Opinions and belief are insufficient arguments and must be supported by analysis, evidence, theory, and examples of current good practice. However, you should recognize the same important factors, but you may treat them differently. Since there are several feasible answers to each question, your grade will not depend on obtaining the "ideal" solution, but on how well you have applied underlying theory, how well you have applied the analytical techniques presented in the text, how well you have presented and defended your case, and how thorough and logical you have been in your analysis. Unless valid excuses are presented and verified, CASES WILL NOT BE ACCEPTED AFTER CLASS THE DAY THEY ARE DUE. ALL CASE REPORTS MUST BE TYPED: NO EXCEPTIONS ALLOWED. Students are expected to be prepared for discussion on all days on which cases are discussed.

Case Grading Standards

Grade awarded	Criteria
96-100	clearly outstanding work, all major points thoroughly covered, no major analytical errors; clear, concise, interesting, and insightful.
89-95	no major analytical weaknesses, most major points covered, some very minor omissions, superior analysis.
85-88	at least one major point omitted, some inconsistencies in analysis, at least one major analytical weakness.
80-84	one or more major inconsistencies or analytical weaknesses, 1 or more major points not covered well or omitted.
76-79	two or more analytical weaknesses, at least two major issues omitted, others not covered thoroughly.
72-75	about half major points covered well, generally weaker than average analysis.
66-71	less than half major points covered well, generally weaker than average analysis.
56-65	Student paper is basically a rehash of case, major analytical weaknesses.
<= 55	Submission shows minimal effort, handed in something concerning case assigned.

Strategy Term Project Exercises

In the text, each chapter presents students with exercises that are part of a “Strategy Term Project”. The full set of exercises, or modules, is intended to be done by a team of 2 – 3 students. However, the exercises assigned for this class are to be done as *individual* projects, so only 4 are required. The modules for Chapters 3 and 4 are *required* of all students and scores on these exercises *cannot* be dropped. Modules 6 and 12 are also assigned, of which the lower score will be dropped. All students must provide full justification for ALL conclusions, statements of opinion, or recommendations made. All reports must be typed, and include the complete citation of ANY sources used. These exercises will be graded according to the instructor’s evaluation of how well the student has completed all the tasks specified in the exercise (up to 80 points). Additional factors considered in grading are organization, format, grammar, spelling, and lack of typos (20 points). All scores will be recorded and the lower of the scores on modules from Chapters 6 and 12 will be dropped (3 exercises x 100 points each = maximum of 300 points). [SLO 1, 3, 5]

Exams

There will four exams, plus a 50 question, multiple choice post-test. The exams will consist of about 6 essay questions, and are intended to be completed in 50 minutes. Each exam will cover the readings in the text and any supplementary lecture material presented in class. The instructor reserves the right to substitute multiple choice exams for essay exams.

11. Assessment Exam

All students taking Strategic Management are required to take the assessment exam covering the core courses as part of this course. The test will be administered near the end of the semester. The time for the test has not been determined. The test has been allotted 50 points, or 5 % of the total points. Students awarded 50 points for taking the exam, or 0 points if they fail to take the exam. No make-up will be allowed for this exam. Up to 32 additional points will be awarded as follows:

Student score in lowest quintile	no additional points
Student score in second quintile	8 additional points
Student score in third quintile	16 additional points
Student score in fourth quintile	24 additional points
Student score in fifth quintile	32 additional points

Senior Exit Survey

All students are expected to complete the senior exit survey. The survey link on Dr. Cabiness’s web page is <http://cabanisspc.uamont.edu/~moodle/mod/feedback/view.php?id=385>. I will award 18 bonus points to each student who completes the survey before the end of final week. Please send me an e-mail confirming your completion of the survey.

Cheating and plagiarism

Engaging in any of the following actions are considered cheating and / or plagiarism. These actions will result in a minimum of a 10% deduction on a written assignment, to a maximum deduction of 100% (grade of zero) on the assignment. Unintentional plagiarism will receive the lowest penalty, with cheating on exams

receiving a grade of 0 on the exam. When collaboration on written work, is discovered, the students involved will share one grade divided in as many ways as the number of students who corroborated on the assignment, minus a 10% penalty. For example, if a paper received a grade of 44 out of 50, and 4 students turned in papers identical except for the name, the overall grade would be reduced to 40, and each student involved would receive 10 points of 50 possible.

Cheating: Students shall not give, receive, offer, or solicit information on examinations, quizzes, etc. This includes but is not limited to the following classes of dishonesty:

- Copying from another student's paper;
- Use during the examination of prepared materials, notes, or texts other than those specifically permitted by the instructor;
- Collaboration with another student during the examination;
- Buying, selling, stealing, soliciting, or transmitting an examination or any material purported to be the unreleased content of coming examinations or the use of any such material;
- Substituting for another person during an examination or allowing such substitutions for oneself.
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- Plagiarism: Plagiarism is defined as adopting and reproducing as one's own, to appropriate to one's use, and to incorporate in one's own work without acknowledgement the ideas or passages from the writings or works of others.

Policy on Cellular Phones and Electronic Devices

All cell phones ***must be turned off*** during class and placed in a pocket, purse, backpack, or otherwise made inaccessible during class. Use of cell phones and any other electronic recording devices **is not permitted** during exams. Students are not to leave phones on silent, play games, or send text messages during class. Violators will be warned and asked to follow the policy. Repeat violators' phones will be confiscated during the class period, and returned at the end of class.

Students are expressly forbidden to use any of these electronic devices in class: PDAs, laptop computers, and music players. No electronic device of any kind is to be accessed during class without the professor's explicit permission.

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McGehee: Office of Special Student Services representative on campus; phone 870 222-5360; fax 870 222-1105.

Crossett: Office of Special Student Services representative on campus; phone 870 364-6414; fax 870 364-5707.

Grade Reports

UAM will no longer mail grade reports to all students. You may access your grades through WeevilNet on the UAM homepage, <http://www.uamont.edu/>. To have your grades mailed to you, complete the grade request form available in the Registrar's Office in Monticello or the Student Services offices in Crossett and McGehee.

Statement on Disruptive Behavior

Students at the University of Arkansas at Monticello are expected to conduct themselves appropriately, keeping in mind that they are subject to the laws of the community and standards of society. The student must not conduct him/herself in a manner that disrupts the academic community or breaches the freedom of other students to progress academically.

Disclaimer

This syllabus IS NOT a contract. All statements made herein about exam length, material covered, and other related matters are **statements of intent**. As stated in the grading section, the **instructor's** evaluation of essay exams, case reports, and projects determines grades awarded to each assignment or exam. I will make efforts to be fair and unbiased in grading, applying the stated case and project standards uniformly to all students. If students do not wish to abide by the syllabus as written, they may withdraw from the class without penalty.

Special Dates Of Concern:

January 7 (Wednesday): First day of classes (regular and first 8-week fast-track classes).

January 9 (Friday): Last day to register or add spring classes.

January 19 (Monday): Martin Luther King Holiday. All offices and classes closed.

February 27 (Friday): Deadline to apply for August and December graduation.

March 23-27 (Monday-Friday): Spring Break for faculty and students.

March 18 (Wednesday): Last day to drop a regular spring class. Grade will be W.

April 6 (Monday): Preregistration for summer and fall begins.

April 17 (Friday): Preregistration for summer and fall ends.

April 28 (Tuesday): Last day of classes.

April 29-May 5 (Wednesday-Tuesday): Final Exams

May 8 (Friday): Commencement

COURSE OUTLINE

Wednesday, January 7, 2015

Topics Introduction and pretest

Friday, January 9, 2015

Topics The nature of strategy
Readings Chapter 1, What Is Strategy and Why Is It Important?, text

Monday, January 12, 2015

Topics Continue Jan. 9 discussion
Readings Chapter 1, text.

Wednesday, January 14, 2015

Topics The strategic management process
Readings Chapter 2, The Strategic Management Process, text

Friday, January 16, 2015

Topics Continue Jan. 14 discussion
Readings Chapter 2, text.

Wednesday, January 21, 2015

Topics External analysis
Readings Chapter 3, External Analysis: Industry Structure, Competitive Forces and Strategic Groups, text

Friday, January 23, 2015

Topics Internal factors: Company resources and capabilities, value chain
Readings Chapter 3, External Analysis: Industry Structure, Competitive Forces and Strategic Groups, text

Monday, January 26, 2015

Case 1 Geox: Breathing Innovation into Shoes, page C87+, text

Wednesday, January 28, 2015

Topics Internal factors: factors supporting competitive advantage
Readings Chapter 3, text

Friday, January 30, 2015

Topics	Continue chapter 3 material
Projects	Experiential Exercise, Chapter 2, pg. 73 (REQUIRED)

Monday, February 2, 2015

Topics	Complete material for Exam One
Projects	Module 3 report due. Perform all tasks required on page 80, Chapter 3, for the “Strategy Term Project”.

Wednesday, February 4, 2015

EXAM ONE covers Chapters 1-3

Friday, February 6, 2015

Topics	Internal Analysis
Readings	Chapter 4, Internal Analysis: Resources, Capabilities, and Activities, text

Monday, February 9, 2015

Topics	Continue Feb. 6 discussion
Readings	Chapter 4, text

Wednesday, February 11, 2015

Topics	Continue Feb. 6 discussion
Readings	Chapter 4, text

Friday, February 13, 2015

Topics	Competitive advantage
Readings	Chapter 5, Competitive Advantage and Firm Performance, text

Monday, February 16, 2015

Case 2	Infosys Consulting in the U. S., C303+, text
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Wednesday, February 18, 2015

Topics	Competitive advantage
Readings	Chapter 5, text
Projects	Module 4 report due. Perform all tasks required on page 109, Chapter 4, for the “Strategy Term Project”

Friday, February 20, 2015

Topics	Competitive advantage
Readings	Chapter 5, text

Monday, February 23, 2015

Case 3	Siemens Energy: How to Engineer a Green Future, C281+, text (Written Case 1)
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Wednesday, February 25, 2015

Topics	Business strategy: generic strategies
Readings	Chapter 6, Business Strategy: Differentiation, Cost Leadership, and Integration, Text

Friday, February 27, 2015

Topics	Business strategy: generic strategies
Readings	Chapter 6, text

Monday, March 2, 2015

EXAM TWO Covers Chapters 4-6

Wednesday, March 4, 2015

Topics	Business strategy: innovation and entrepreneurship
Readings	Chapter 7, Business Strategy: Innovation and Entrepreneurship, text

Friday, March 6, 2015

Topics	Business strategy: innovation and entrepreneurship
Readings	Chapter 7, text
Projects	Module 6 report due. Perform all tasks required on page 166, Chapter 6, for the "Strategy Term Project".

Monday, March 9, 2015

Topics	Corporate strategy: vertical integration and diversification
Readings	Chapter 8, Corporate Strategy: Vertical Integration and Diversification, text

Wednesday, March 11, 2015

Topics	Continue March 9 discussion
Readings	Chapter 8, text

Friday, March 13, 2015

Case 4	Cola Wars in China, p. C368+, text
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Monday, March 16, 2015

Topics	Corporate Strategy
Readings	Chapter 9, Corporate Strategy: Acquisitions, Alliances, and Networks, text

Wednesday, March 18, 2015

Topics	Continue March 16 topics
Readings	Chapter 9, text

Friday, March 20, 2015

Topics	Continue March 16 topics
Readings	Chapter 9, text

Monday, March 30, 2015

EXAM THREE covers Chapters 7-9

Wednesday, April 1, 2015

Topics	Global strategy
Readings	Chapter 10, Global Strategy: Competing around the World, text

Friday, April 3, 2015

Topics	Continue April 1 discussion
Readings	Chapter 10, text

Monday, April 6, 2015

Topics	Continue April 1 discussion
Readings	Chapter 10, text

Wednesday, April 8 2015

Case 5	Merck: Open for Innovation?, page C228+, text (Written Case 2)
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Friday, April 10, 2015

Topics	Organizational design
Readings	Chapter 11, Organizational Design: Structure, Culture and Control, text

Monday, April 13, 2015

Topics	Continue April 10 discussion
Readings	Chapter 11, text

Wednesday, April 15, 2015

Case 6 Apple after Steve Jobs, page C455+, text (discussion only)

Friday, April 17, 2015

Topics Corporate governance, leadership, and ethics,
Readings Chapter 12, Corporate Governance, Business Ethics, and Strategic Leadership, text

Monday, April 20, 2015

Topics Continue 4/17 discussion
Readings Chapter 12, text

Wednesday, April 22, 2015

Topics Continue 4/17 discussion
Readings Chapter 12, text
Projects Module 12 report due. Perform all tasks, except for question 5, required on page 361, Chapter 12, for the "Strategy Term Project". This project is optional, if the 3 prior ones have been completed.

Friday, April 24, 2015

ASSESSMENT EXAM, part 1

Monday, April 27, 2015

ASSESSMENT EXAM, part 2

Monday, May 4, 2015

1:30 TO 3:30 P. M.

Two part comprehensive final

Part 1 is Exam 4 covers Chapters 10 - 12

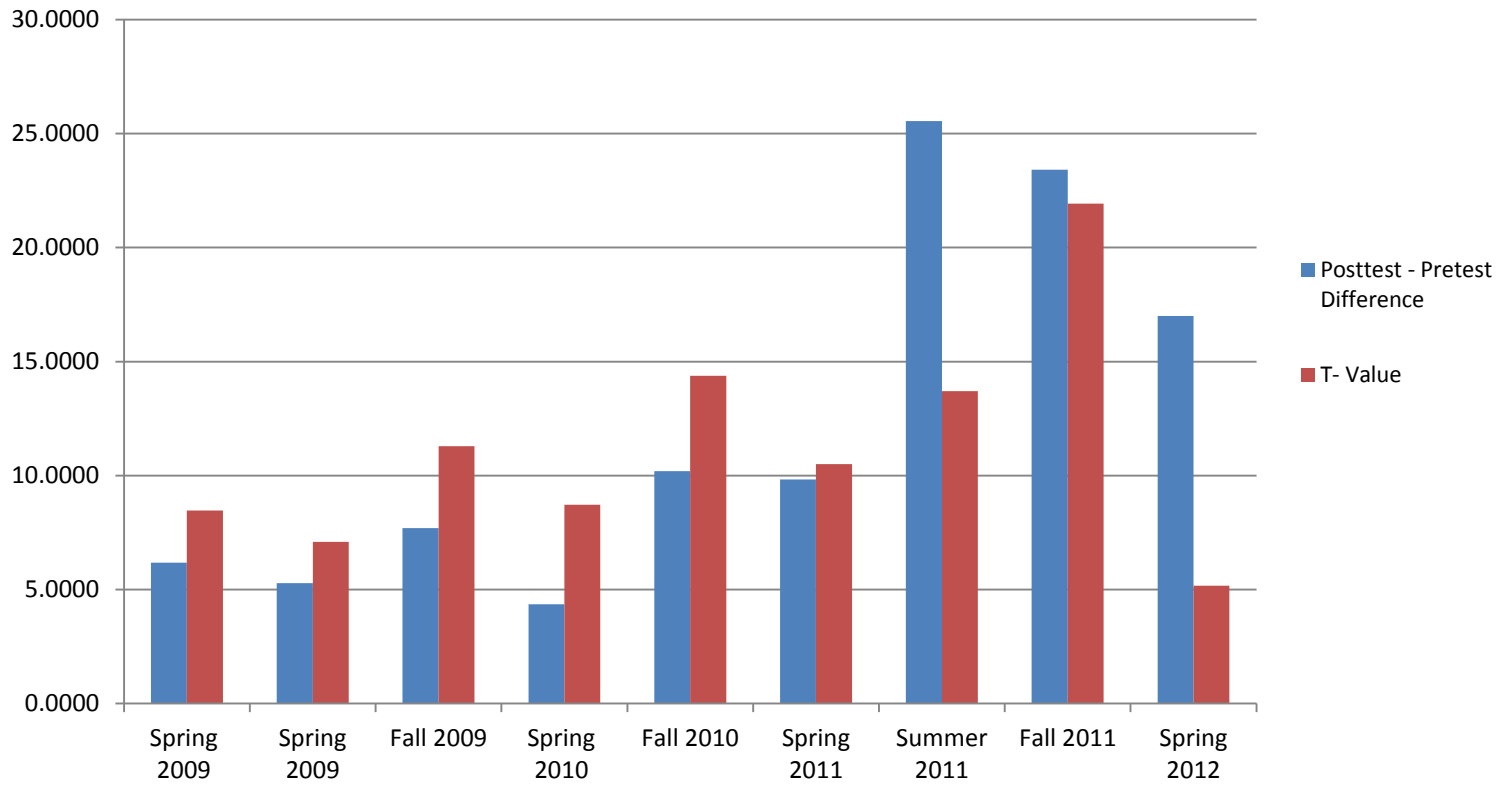
Part 2 is Post-test covers entire course

APPENDIX C

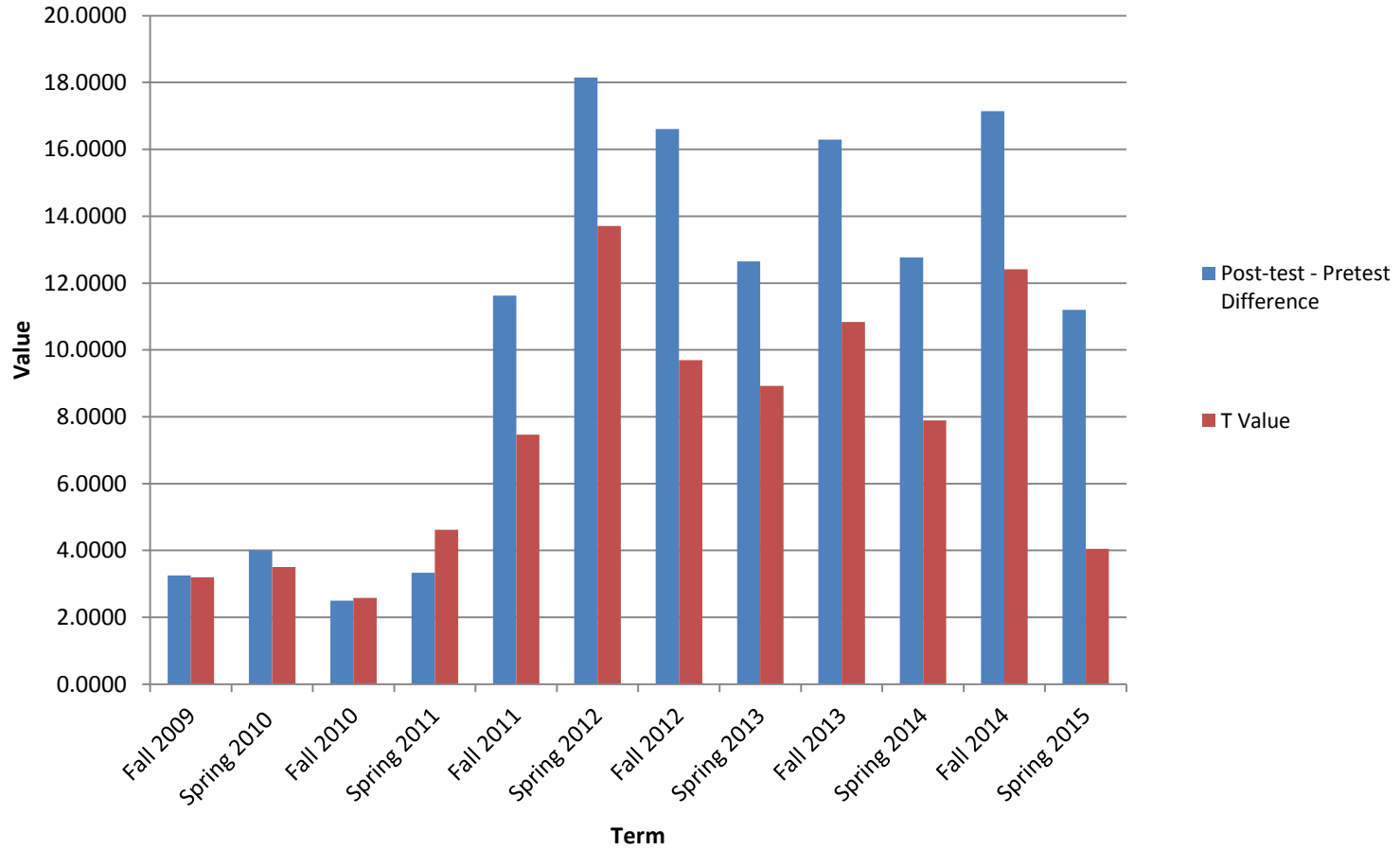
GRAPHS OF PRE-POST TEST RESULTS

IN CORE COURSES

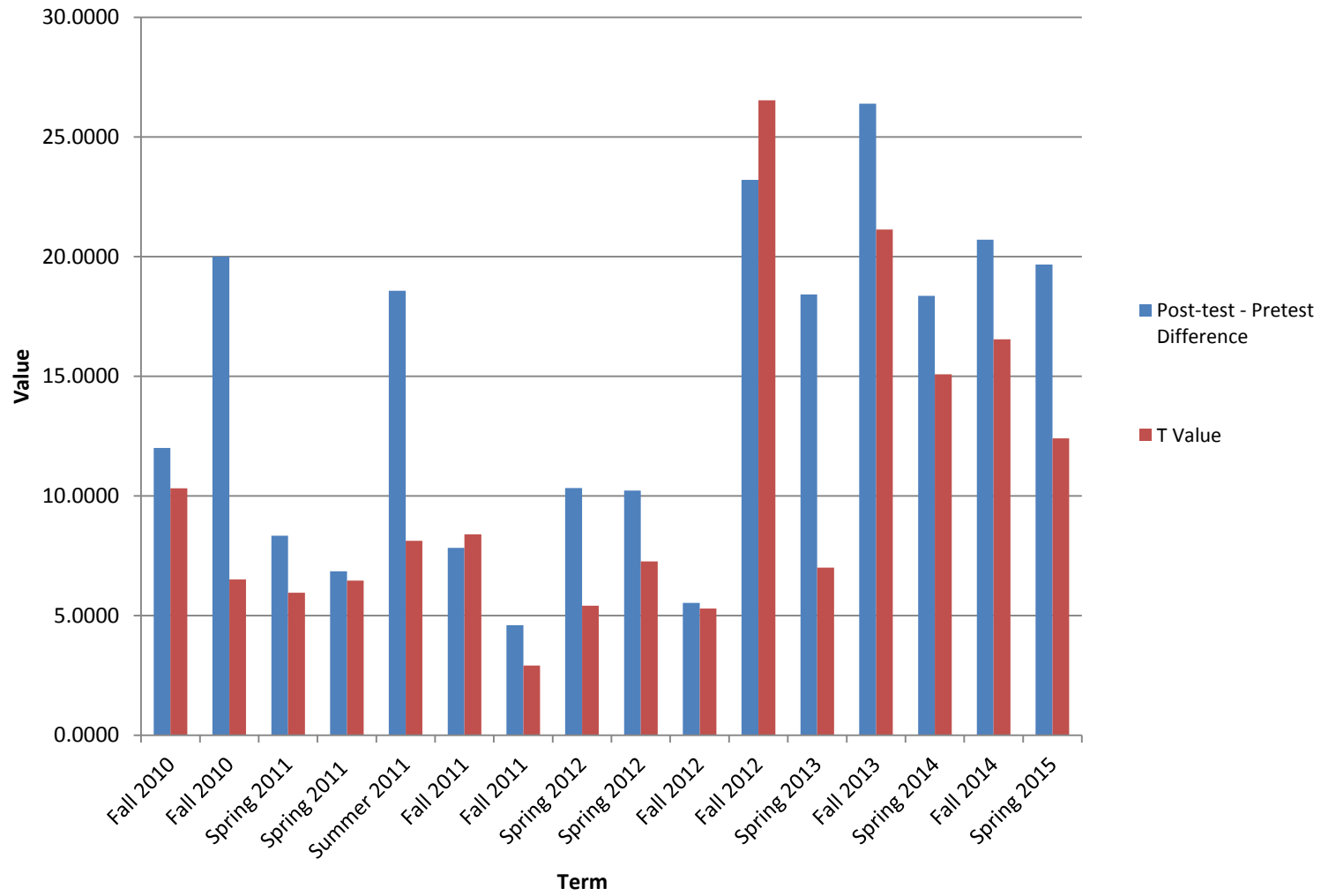
Managerial Accounting Pre and Post Test Results - Other Faculty 's Classes



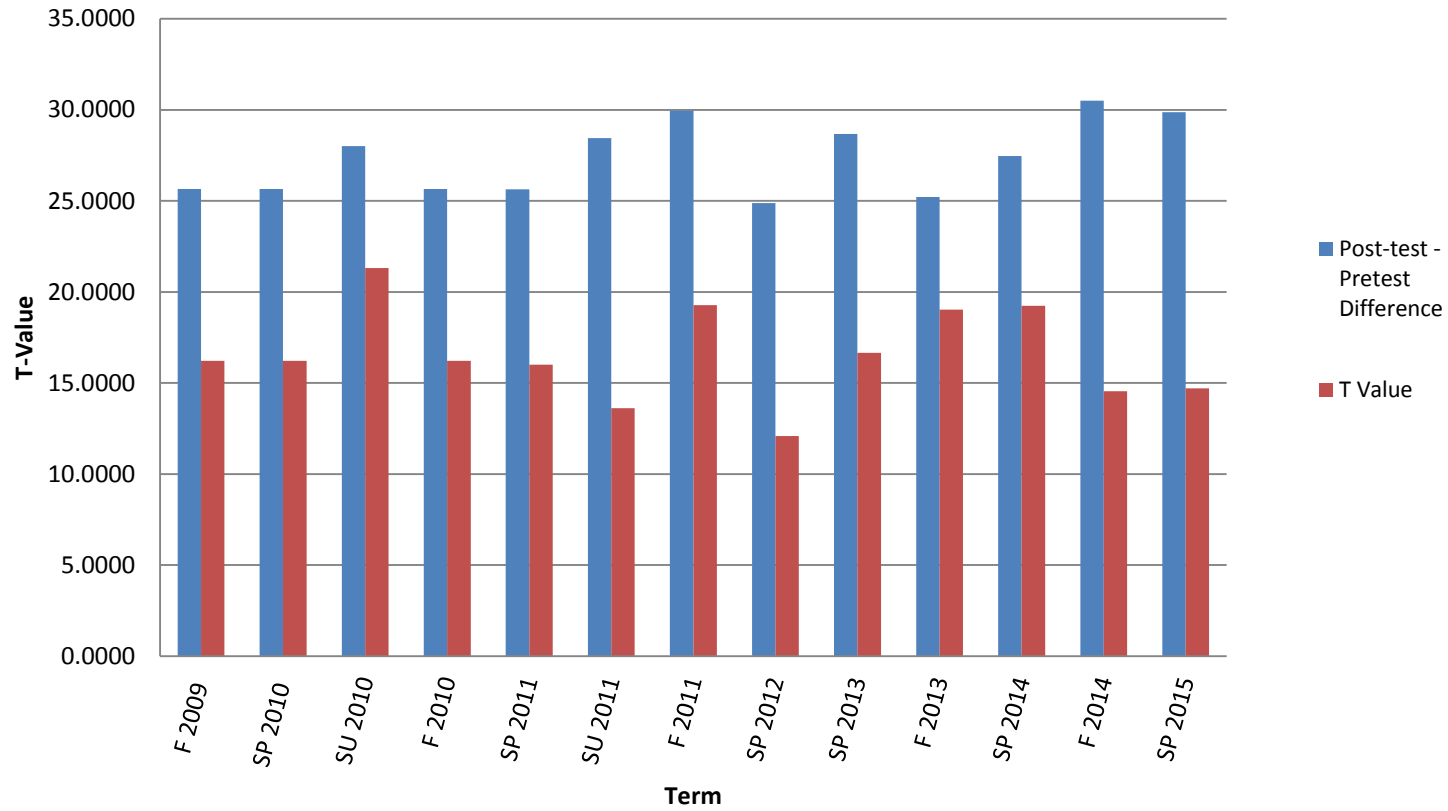
Managerial Accounting Pre and Post Test Results - Dr. Hammett



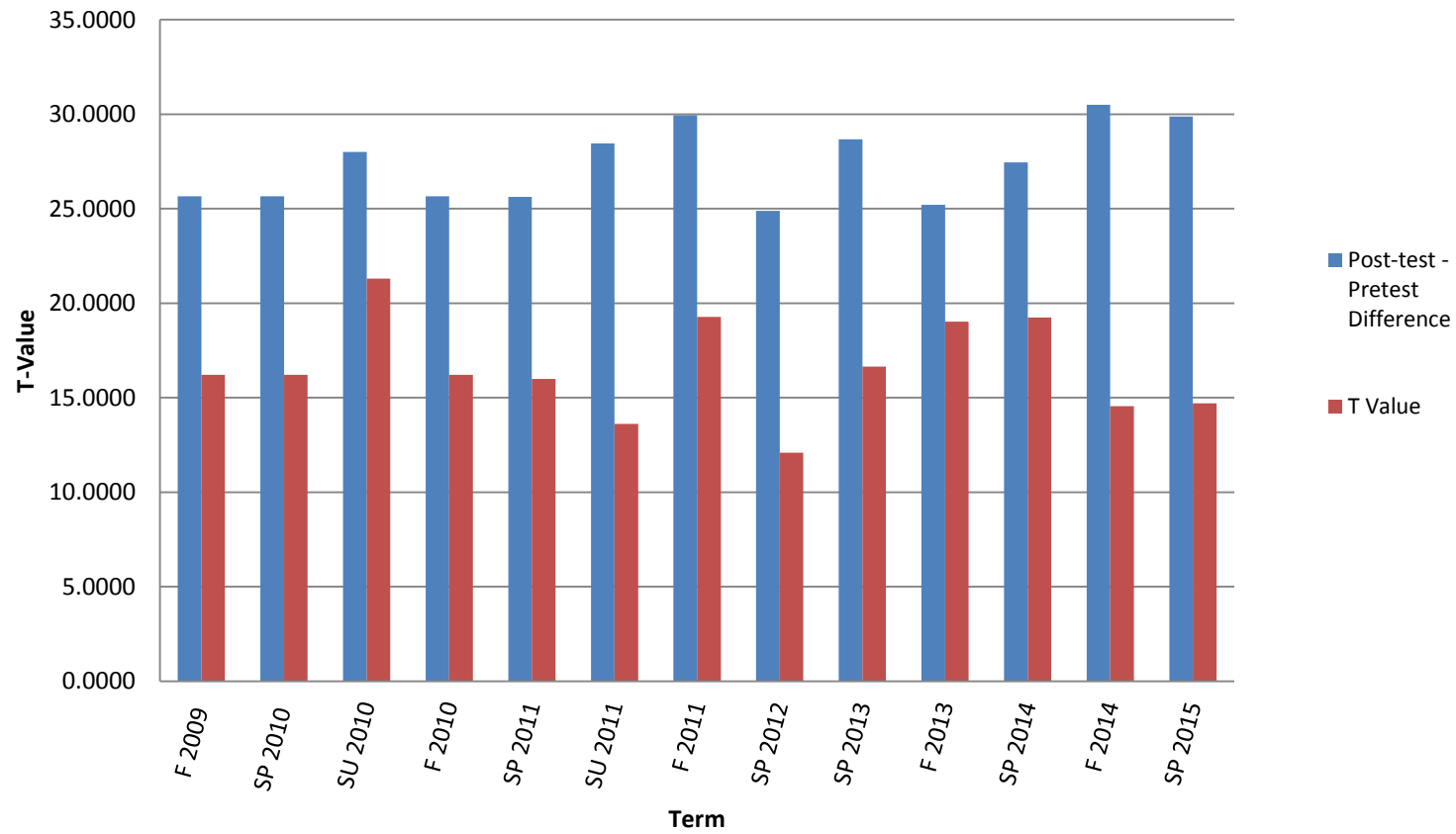
Financial Accounting Pre and Post Test Results



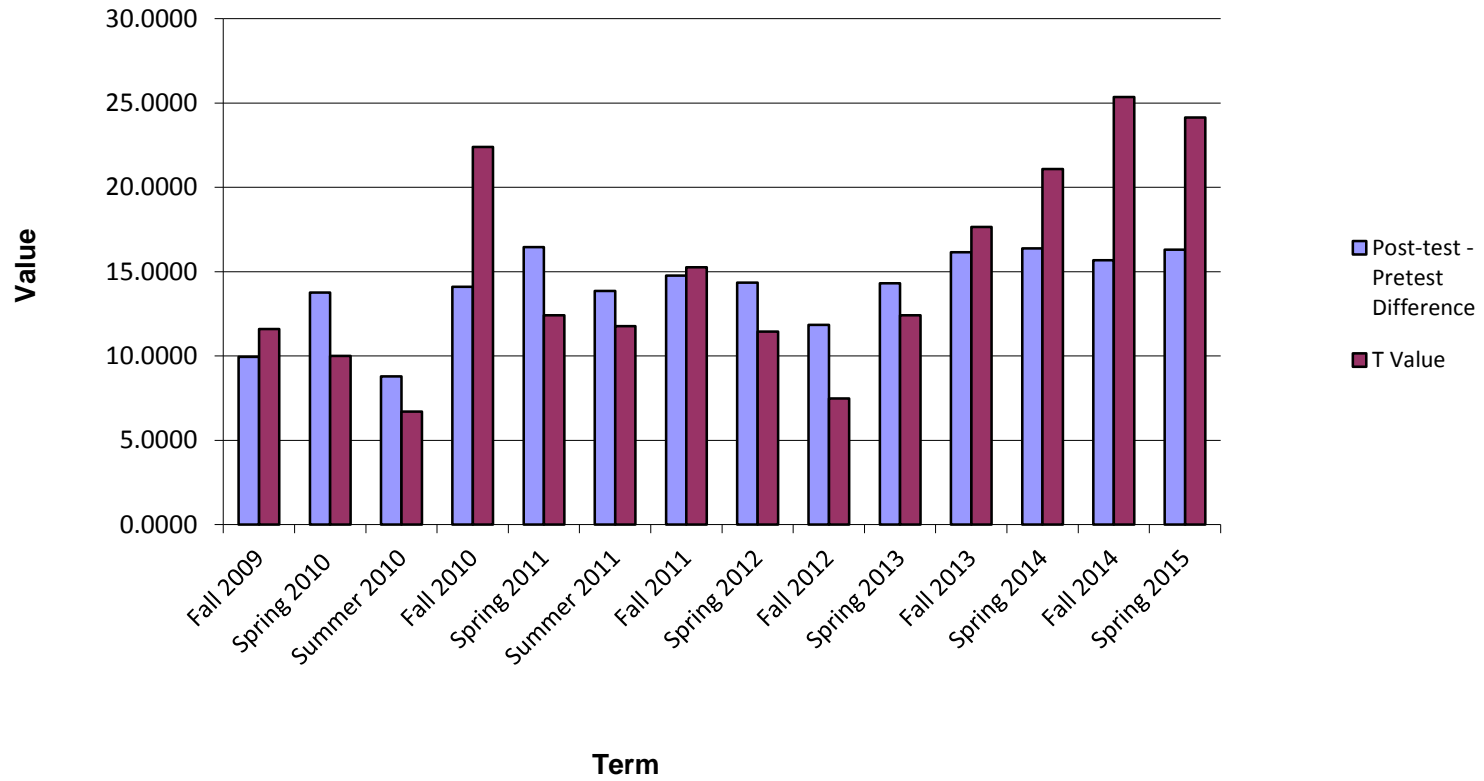
Principles of Macroeconomics Pre and Post Test Results



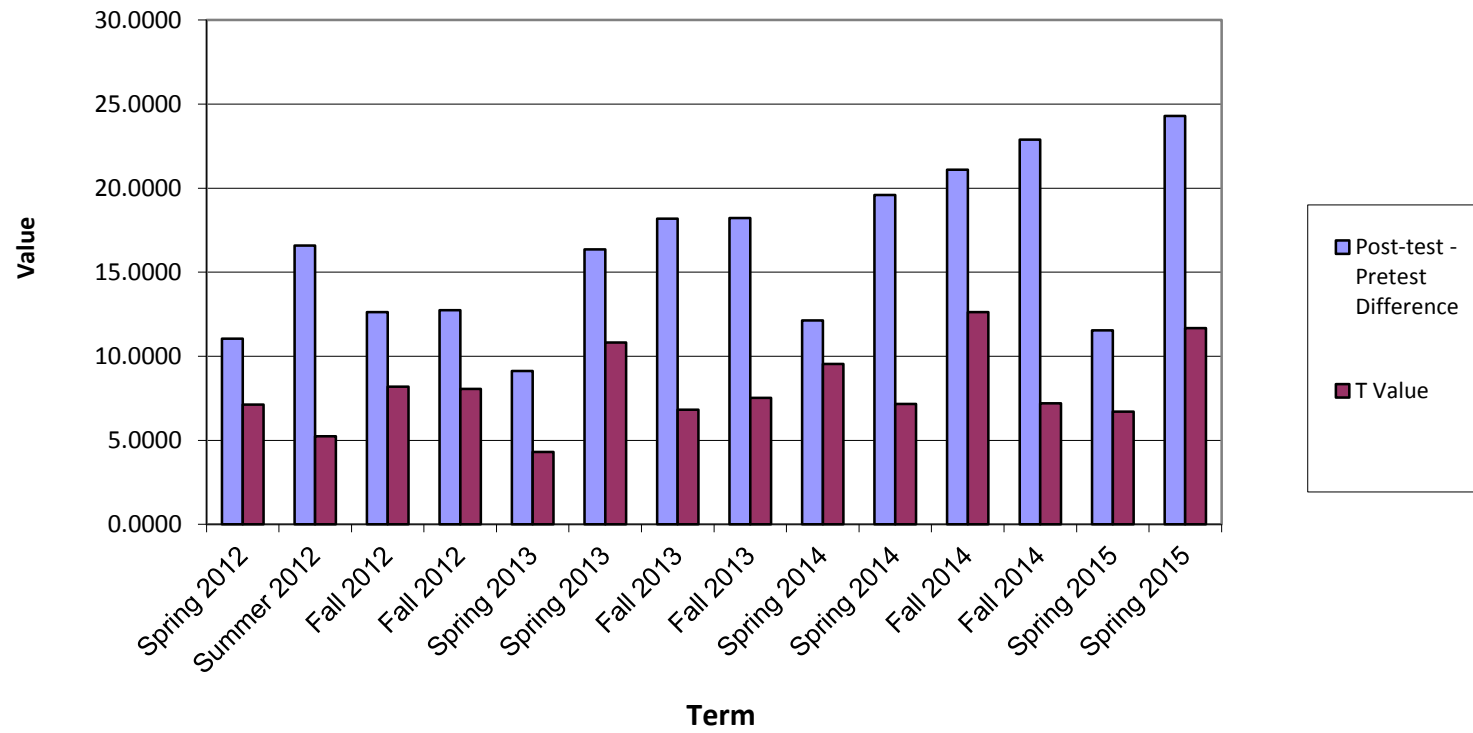
Principles of Macroeconomics Pre and Post Test Results



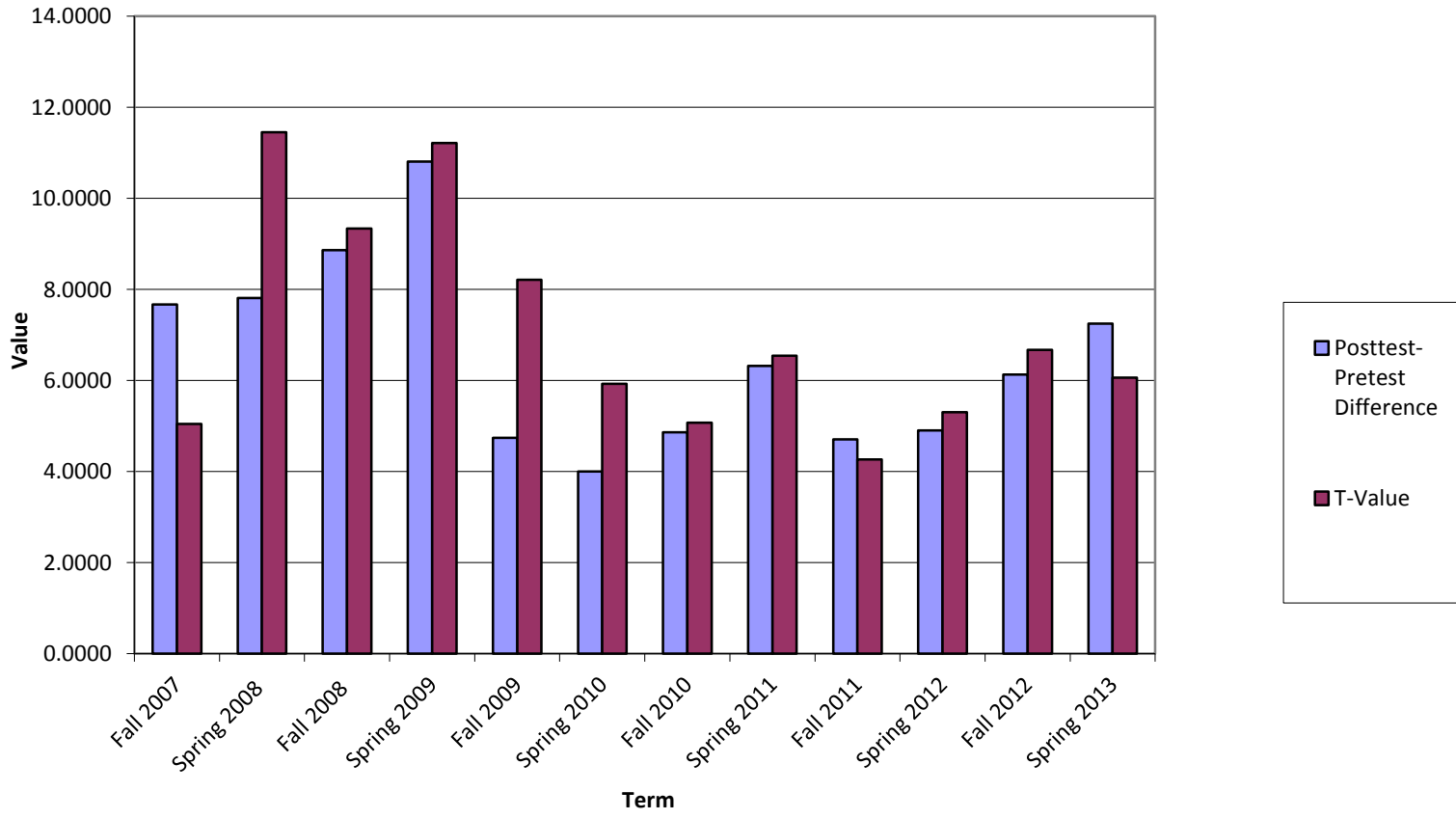
Principles of Finance Pre and Post Test Results



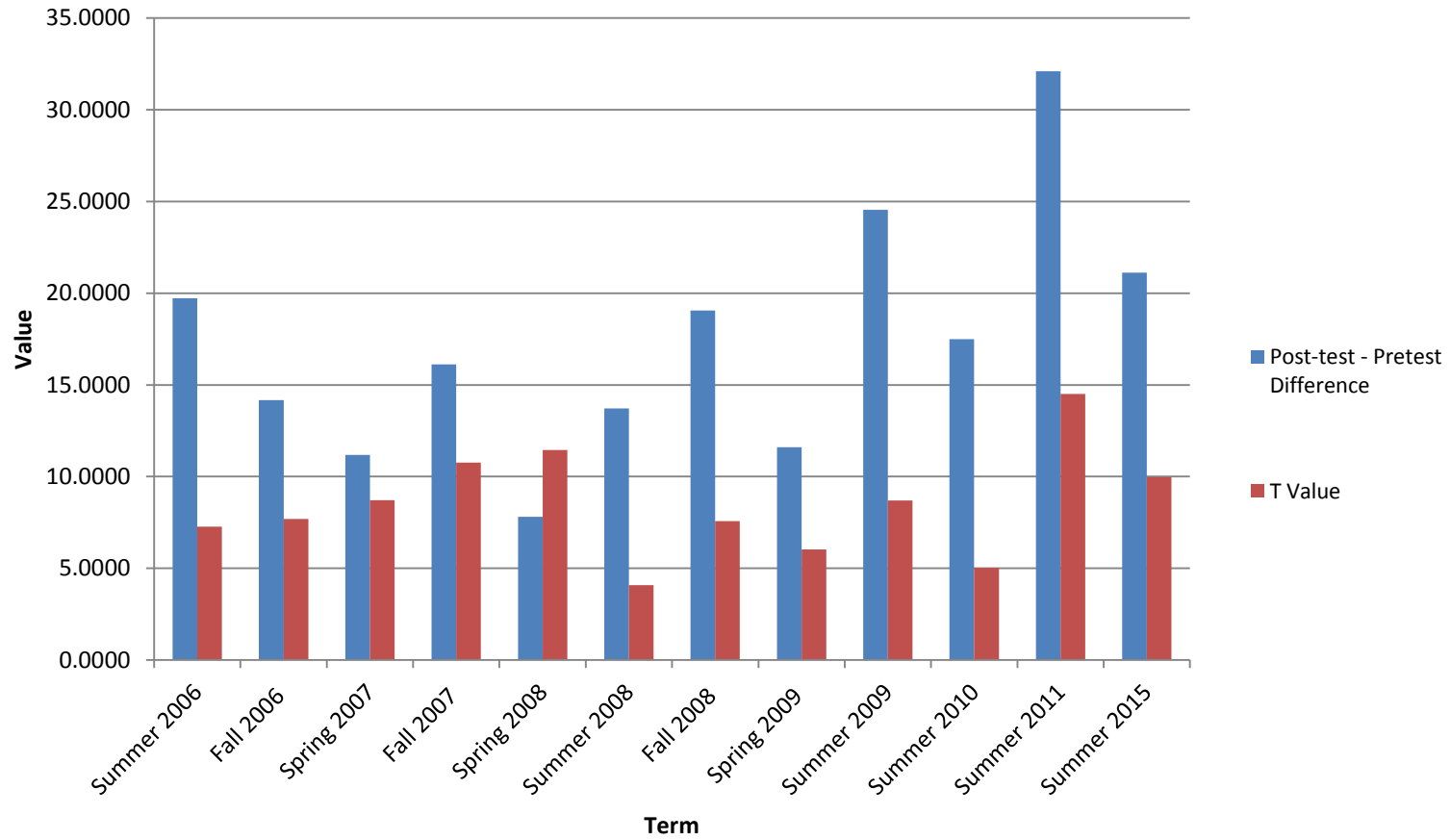
Business Communication Pre and Post Test Differences



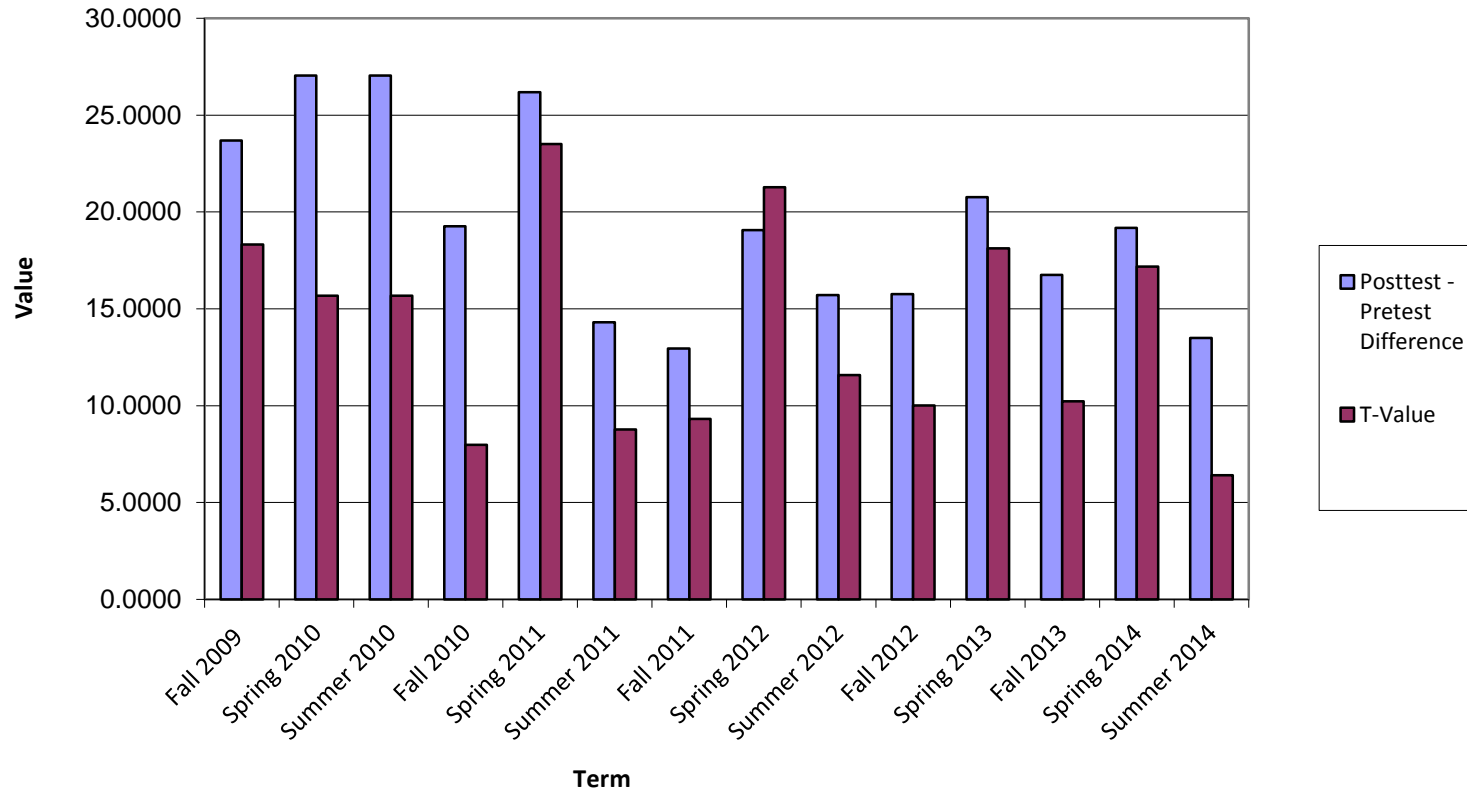
Principles Of Management and OB - Alexander - Pre and Post Test Results



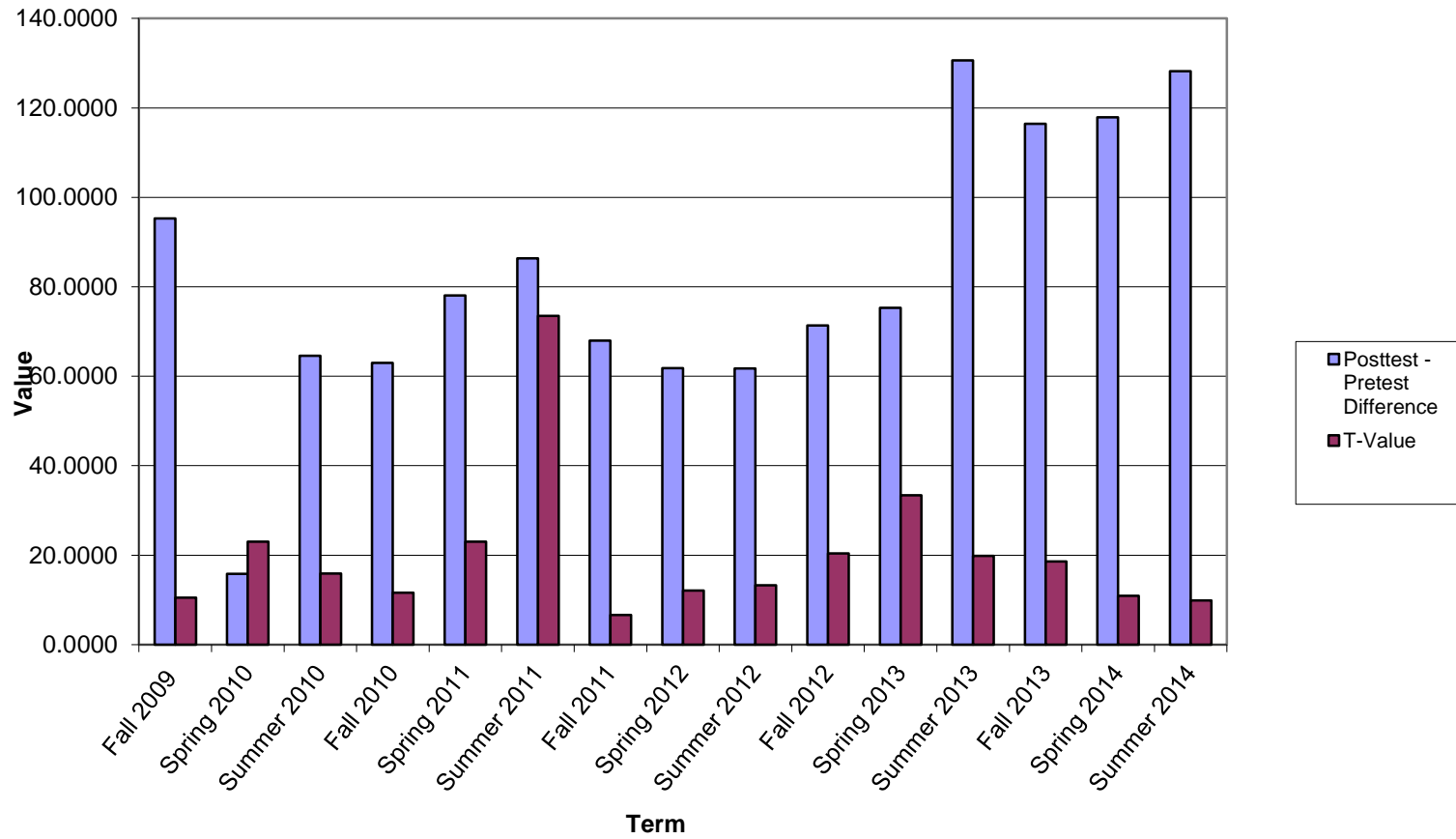
Principles of Management Pre and Post Test Results - Patterson



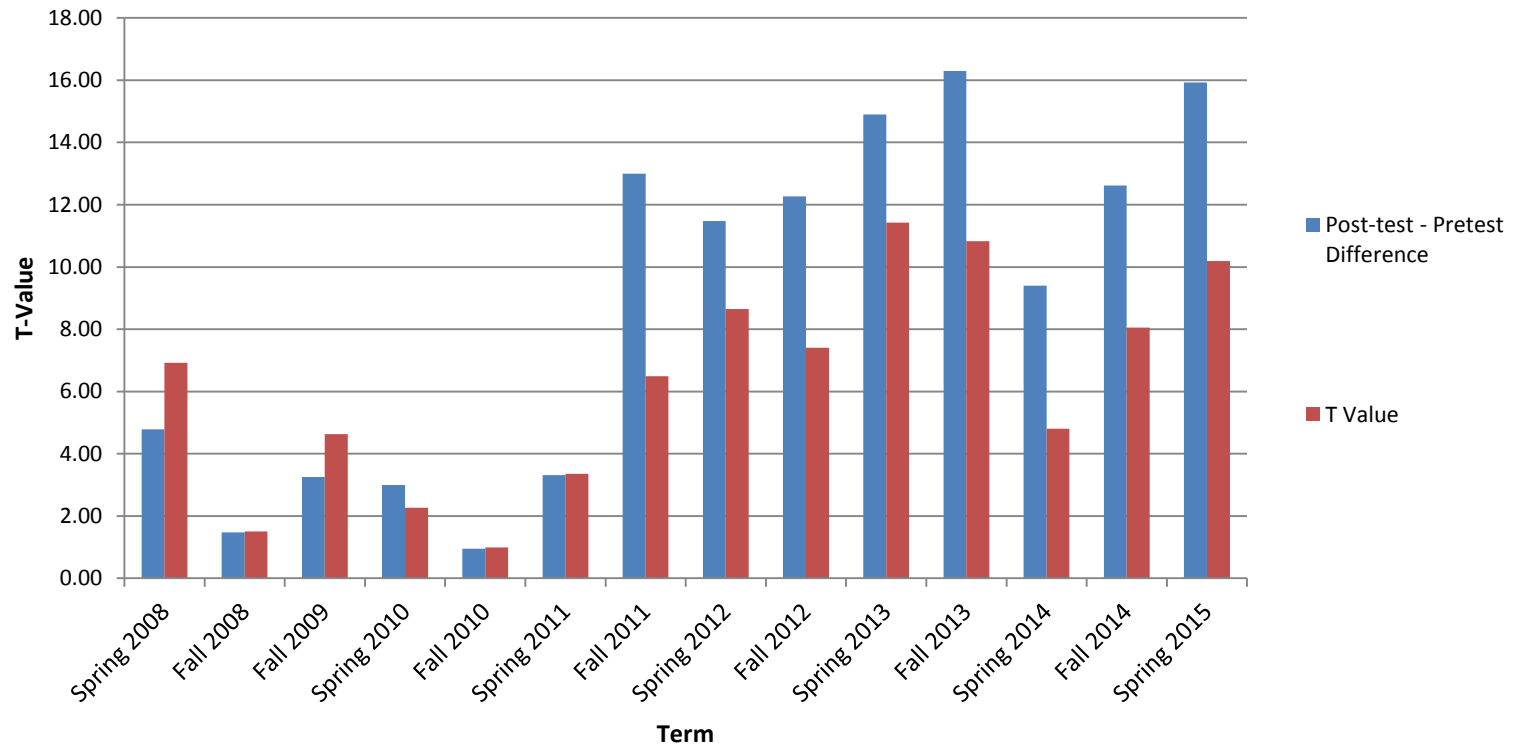
Principles of Marketing Pre and Post Test Results



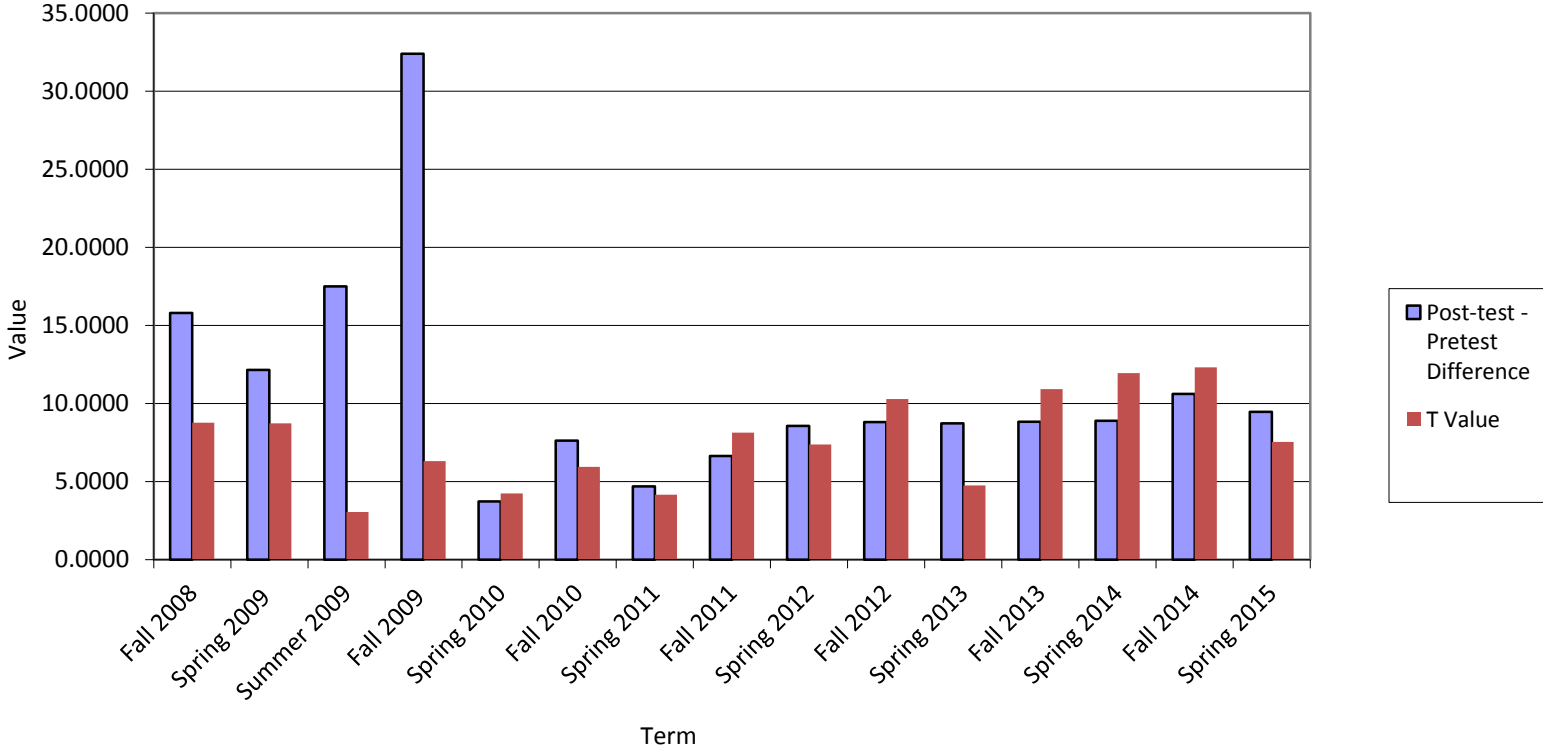
Production-Operations Management Pre and Post Test Differences



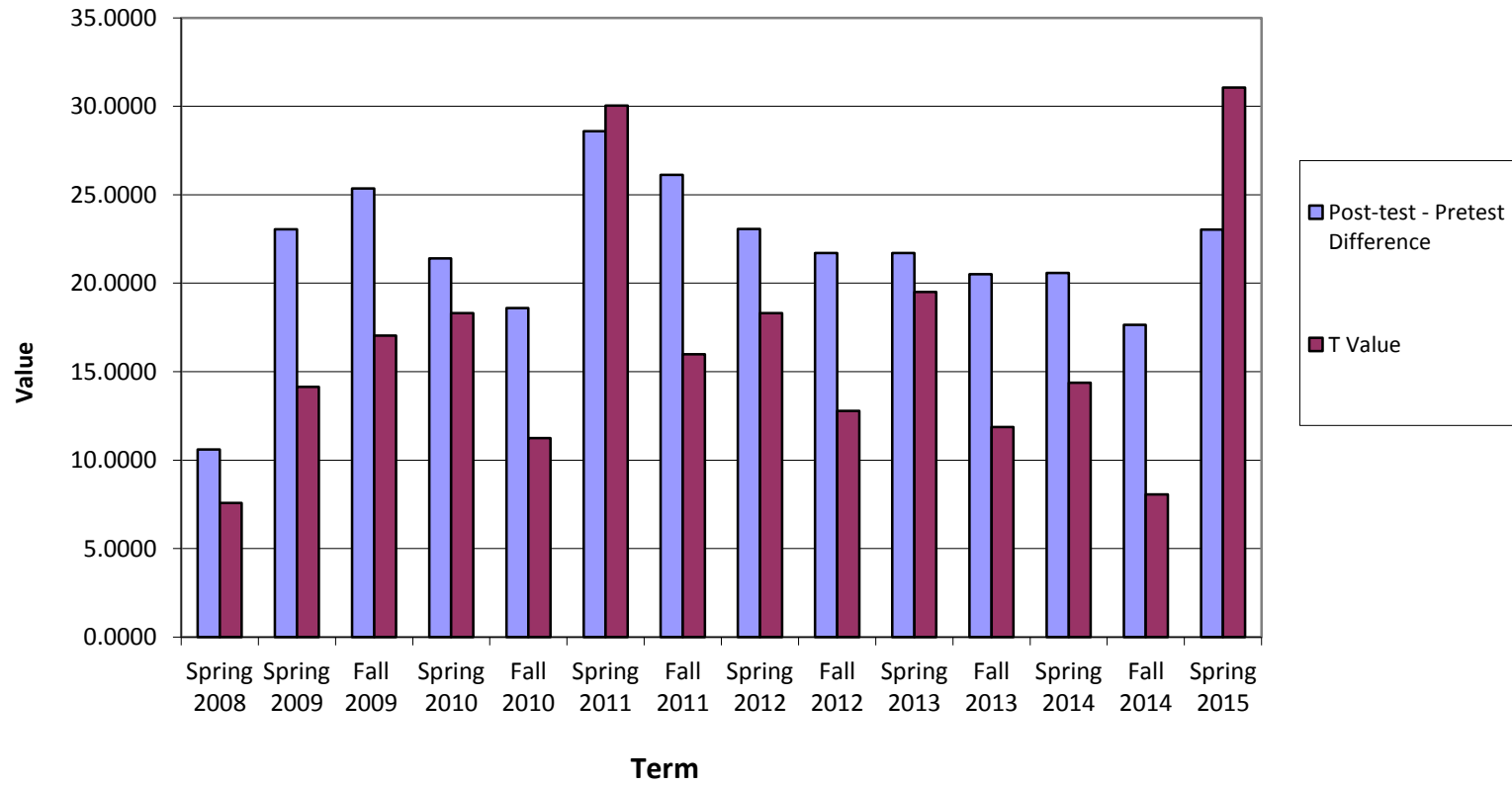
- Management Information Systems Pre and Post Test Results



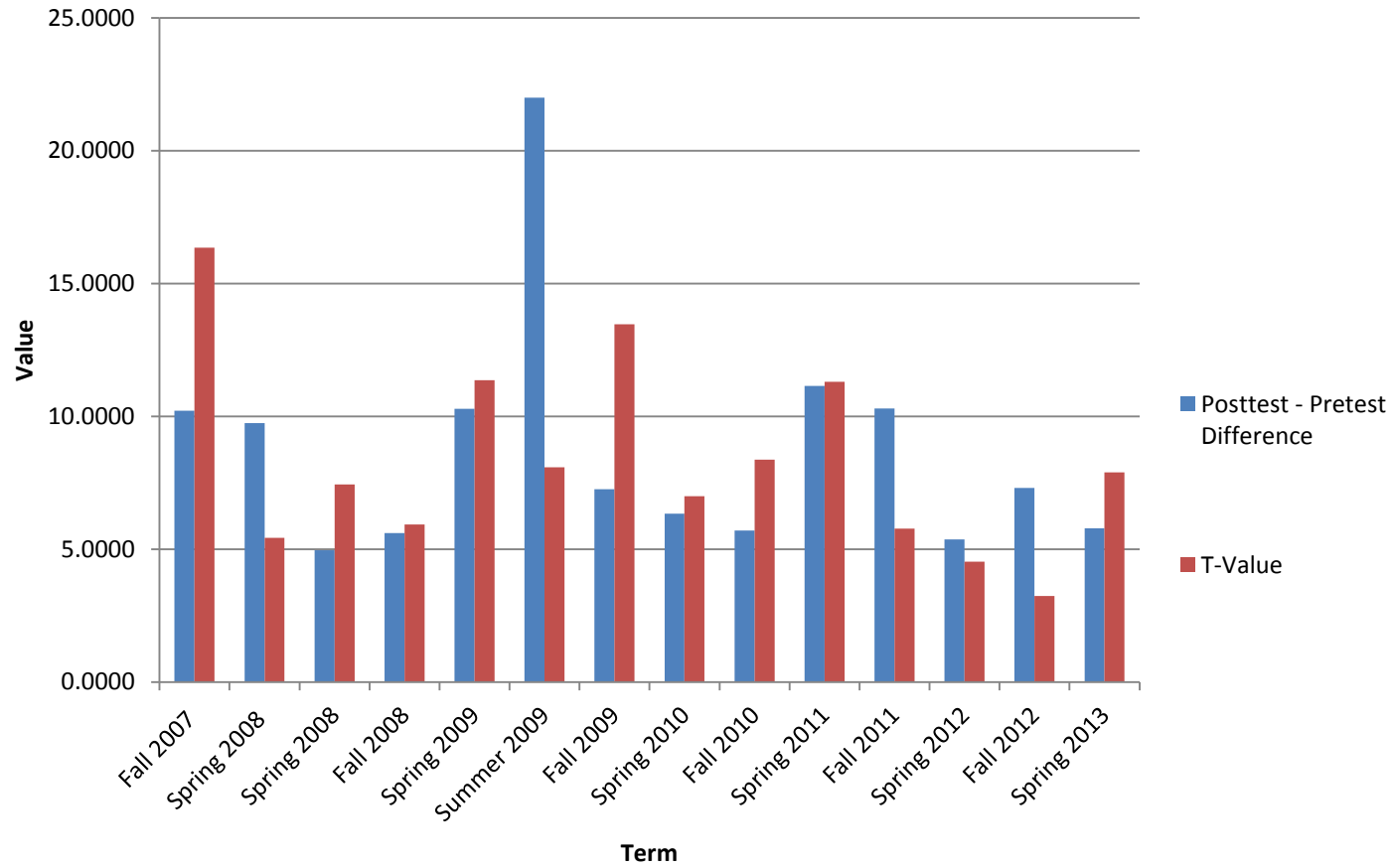
Business Statistics I Pre and Post Test Results



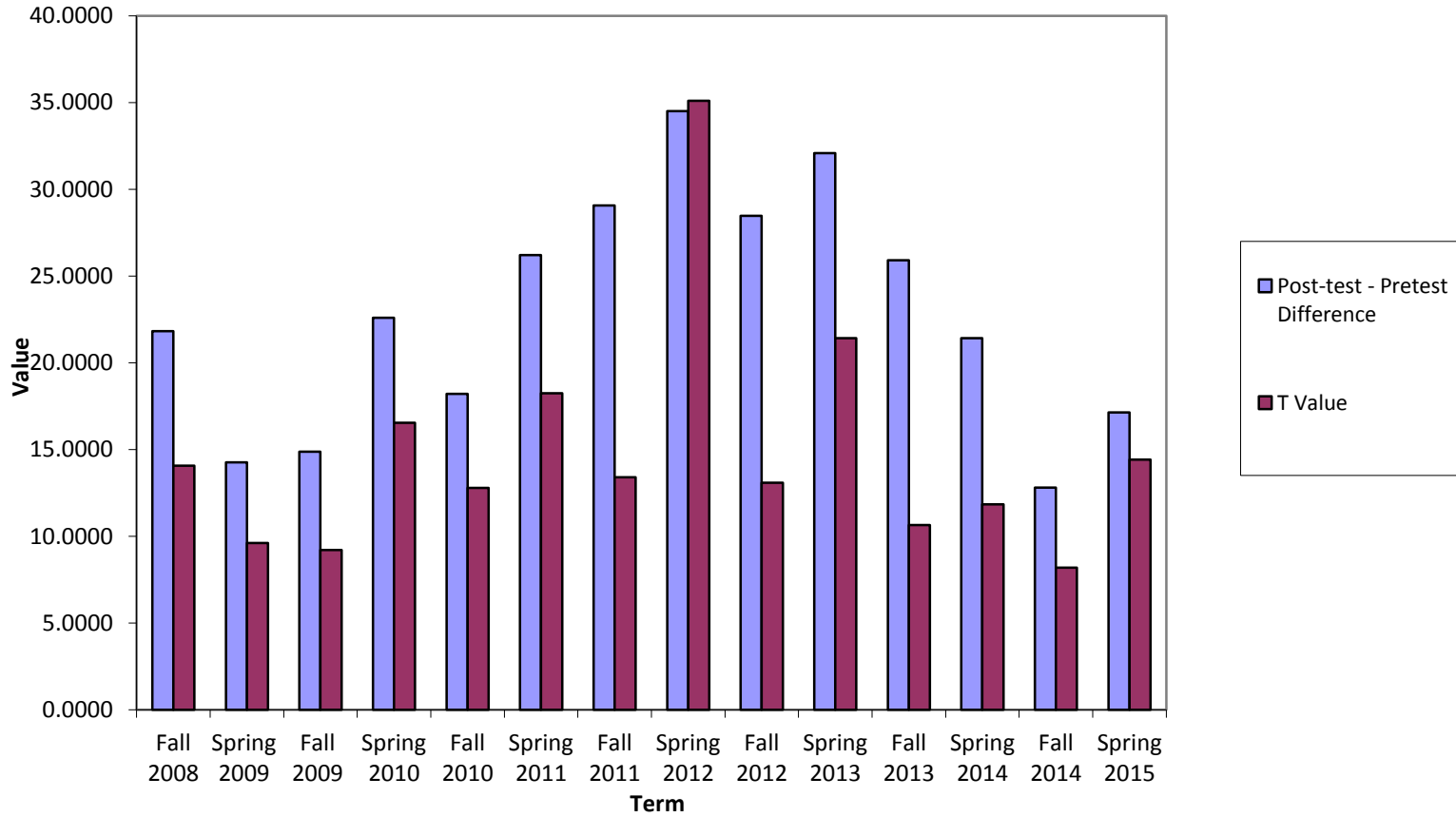
Business Statistics II Pre and Post Test Results



International Business Pre and Post Test Differences



Strategic Management Pre and Post Test Results



APPENDIX D

**GRADUATING SENIOR SURVEY AND
RESULTS**

2014-2015

The following are the questions asked on the UAM School of Business graduating senior survey. The number that disagree with the statement (Strongly Disagree and Disagree numbers are aggregated), the number that are neutral with respect to the statement, and the number that agree with the statement (Strongly Agree and Agree numbers are aggregated) follow the question. The proportions of respondents in each category are listed to the right of the numerical values.

Results are consistent with those achieved in 2011-2014, which gives a preliminary assessment that the survey instrument is statistically reliable. 2014-15 data are presented separately, due to several new questions being asked, and to allow comparisons between earlier years and the current ye Academic Year ar.

1. I have the ability to use a spreadsheet for analysis.

Disagree	Neutral	Agree	Prop Disagree	Prop Neutral	Prop Agree	Academic Year
2	6	121	0.016	0.047	0.937	2011-14
0	2	39	0.000	0.049	0.951	2014-15

2. I can use statistical software to answer business questions.

Disagree	Neutral	Agree	Prop Disagree	Prop Neutral	Prop Agree	Academic Year
8	25	96	0.062	0.194	0.744	2011-14
1	11	29	0.024	0.268	0.617	2014-15

3. I can use computers and other technological tools.

Disagree	Neutral	Agree	Prop Disagree	Prop Neutral	Prop Agree	Academic Year
1	1	127	0.008	0.008	0.984	2011-14
0	0	41	0.000	0.000	1.000	2014-15

4. I know how to use information from within a firm to make good business decisions.

Disagree	Neutral	Agree	Prop Disagree	Prop Neutral	Prop Agree	Academic Year
1	10	118	0.008	0.078	0.914	2011-14
0	5	36	0.000	0.122	0.878	2014-15

5. I can interact effectively with individuals from different cultures or backgrounds.

Disagree	Neutral	Agree	Prop Disagree	Prop Neutral	Prop Agree	Academic Year
2	10	117	0.016	0.078	0.906	2011-14
0	4	39	0.000	0.098	0.902	2014-15

6. I can effectively communicate information and ideas orally.

Disagree	Neutral	Agree	Prop Disagree	Prop Neutral	Prop Agree	Academic Year
2	3	124	0.016	0.023	0.961	2011-14
1	2	38	0.024	0.048	0.928	2014-15

7. I can effectively communicate information and ideas in writing.

Disagree	Neutral	Agree	Prop Disagree	Prop Neutral	Prop Agree	Academic Year
5	7	117	0.039	0.054	0.907	2011-14
1	1	39	0.024	0.024	0.952	2014-15

8. I can analyze a business problem and come to a correct solution.

Disagree	Neutral	Agree	Prop Disagree	Prop Neutral	Prop Agree	Academic Year
6	12	111	0.045	0.095	0.860	2011-14
0	6	35	0.000	0.146	0.854	2014-15

9. I understand how business interacts with firms outside the United States.

Disagree	Neutral	Agree	Prop Disagree	Prop Neutral	Prop Agree	Academic Year
3	26	100	0.023	0.202	0.775	2011-14
0	7	34	0.000	0.171	0.829	2014-15

10. I know how to gather information for my business to use in later decisions.

Disagree	Neutral	Agree	Prop Disagree	Prop Neutral	Prop Agree	Academic Year
3	11	115	0.023	0.085	0.892	2011-14
0	4	37	0.000	0.098	0.902	2014-15

11. I know how to analyze the data I have gathered so that we can understand what we have found.

Disagree	Neutral	Agree	Prop Disagree	Prop Neutral	Prop Agree	Academic Year
5	12	112	0.039	0.095	0.868	2011-14
0	5	36	0.000	0.122	0.878	2014-15

12. I can present the results of my research so an outside person can understand what I have found out.

Disagree	Neutral	Agree	Prop Disagree	Prop Neutral	Prop Agree	Academic Year
5	13	111	0.023	0.101	0.876	2011-14
0	5	36	0.000	0.122	0.878	2014-15

13. I understand the influence of political and social issues on business decisions.

Disagree	Neutral	Agree	Prop Disagree	Prop Neutral	Prop Agree	Academic Year
10	15	104	0.077	0.116	0.803	2011-14
1	7	33	0.024	0.171	0.805	2014-15

13. My degree at UAM prepared me for effective performance in my chosen career field.

Disagree	Neutral	Agree	Prop Disagree	Prop Neutral	Prop Agree	Academic Year
1	28	100	0.008	0.217	0.775	2011-14
1	7	33	0.024	0.171	0.805	2014-15

14. I can effectively perform in my chosen career field.

Disagree	Neutral	Agree	Prop Disagree	Prop Neutral	Prop Agree	Academic Year
3	21	105	0.054	0.189	0.757	2011-14
0	6	35	0.000	0.146	0.854	2014-15

15. I can understand theories and the subject matter in my field of study.

Disagree	Neutral	Agree	Prop Disagree	Prop Neutral	Prop Agree	Academic Year
1	7	121	0.008	0.054	0.938	2011-14
0	3	38	0.073	2014-15		

16. I understand the ethical issues in business.

Disagree	Neutral	Agree	Prop Disagree	Prop Neutral	Prop Agree	Academic Year
0	0	129	0.000	0.000	1.000	2011-14
0	3	38	0.000	0.073	2014-15	

17. My advisor is available during his/her office hours

Disagree	Neutral	Agree	Prop Disagree	Prop Neutral	Prop Agree	Academic Year
3	3	123	0.023	0.023	0.954	2011-14
1	3	37	0.024	0.48	0.928	2014-15

18. Classes are canceled frequently.

Disagree	Neutral	Agree	Prop Disagree	Prop Neutral	Prop Agree	Academic Year
119	3	7	0.922	0.023	0.055	2011-14
35	4	2	0.854	0.098	0.048	2014-15

19. My professor explains the concepts that I do not understand

Disagree	Neutral	Agree	Prop Disagree	Prop Neutral	Prop Agree	Academic Year
16	10	103	0.124	0.077	0.791	2011-14
3	4	34	0.073	0.098	0.829	2014-15

20. Professors use visual aids to help students learn

Disagree	Neutral	Agree	Prop Disagree	Prop Neutral	Prop Agree	Academic Year
18	8	105	0.124	0.062	0.814	2011-14
0	3	38	0.000	0.073	0.927	2014-15

21. Any student can join/be a part of an organization/activity.

Disagree	Neutral	Agree	Prop Disagree	Prop Neutral	Prop Agree	Academic Year
0	8	121	0.000	0.062	0.938	2011-14
0	5	36	0.000	0.122	0.878	2014-15

22. Teachers are equally fair to males and females

Disagree	Neutral	Agree	Prop Disagree	Prop Neutral	Prop Agree	Academic Year
19	15	95	0.147	0.116	0.736	2011-14
3	4	34	0.073	0.098	0.829	2014-15

23. My professors' attendance policies are outlined in their syllabi

Disagree	Neutral	Agree	Prop Disagree	Prop Neutral	Prop Agree	Academic Year
0	3	126	0.000	0.023	0.977	2011-14
0	3	38	0.000	0.073	0.927	2014-15

24. Scheduling works out among all classes

Disagree	Neutral	Agree	Prop Disagree	Prop Neutral	Prop Agree	Academic Year
27	8	94	0.209	0.062	0.729	2011-14
4	3	34	0.098	0.073	0.829	2014-15

25. Classroom discussions stay on topic

Disagree	Neutral	Agree	Prop Disagree	Prop Neutral	Prop Agree	Academic Year
17	10	102	0.132	0.077	0.791	2011-14
3	1	37	0.073	0.024	0.303	2014-15

26. I am comfortable in applying for any job in my degree field after I graduate

Disagree	Neutral	Agree	Prop Disagree	Prop Neutral	Prop Agree	Academic Year
10	12	107	0.077	0.093	0.830	2011-14
1	4	36	0.024	0.073	0.878	2014-15

27. My business classes are a repeat of the same information.

Disagree	Neutral	Agree	Prop Disagree	Prop Neutral	Prop Agree	Academic Year
52	18	59	0.403	0.140	0.457	2011-14
10	4	27	0.244	0.098	0.658	2014-15

28. The computers have programs students need to do their assignments

Disagree	Neutral	Agree	Prop Disagree	Prop Neutral	Prop Agree	Academic Year
8	15	106	0.062	0.116	0.822	2011-14
2	3	36	0.049	0.073	0.878	2014-15

29. My advisor recommends the classes needed to graduate

Disagree	Neutral	Agree	Prop Disagree	Prop Neutral	Prop Agree	Academic Year
7	2	120	0.054	0.016	0.930	2011-14
0	1	40	0.000	0.024	0.976	2014-15

30. Labs/Classrooms are available to students during reasonable times.

Disagree	Neutral	Agree	Prop Disagree	Prop Neutral	Prop Agree	Academic Year
15	21	104	0.116	0.163	0.721	2011-14
1	4	36	0.024	0.098	0.902	2014-15

31. Notification is given for canceled classes

Disagree	Neutral	Agree	Prop Disagree	Prop Neutral	Prop Agree	Academic Year
17	8	104	0.132	0.062	0.806	2011-14
1	2	38	0.024	0.048	0.926	2014-15

32. Teachers encourage interaction with the entire class

Disagree	Neutral	Agree	Prop Disagree	Prop Neutral	Prop Agree	Academic Year
5	8	116	0.039	0.062	0.899	2011-14
1	0	40	0.024	0.000	0.976	2014-15

33. Some professors grade students differently depending on gender

Disagree	Neutral	Agree	Prop Disagree	Prop Neutral	Prop Agree	Academic Year
72	29	28	0.558	0.225	0.217	2011-14
29	7	5	0.707	0.171	0.122	2014-15

34. My advisor is helpful

Disagree	Neutral	Agree	Prop Disagree	Prop Neutral	Prop Agree	Academic Year
8	4	117	0.062	0.031	0.907	2011-14
0	1	40	0.000	0.024	0.976	2014-15

35. Classroom discipline is an issue

Disagree	Neutral	Agree	Prop Disagree	Prop Neutral	Prop Agree	Academic Year
114	8	8	0.884	0.062	0.062	2011-14
40	1	0	0.976	0.024	0.000	2014-15

36. The teacher adds information to the material in the book.

Disagree	Neutral	Agree	Prop Disagree	Prop Neutral	Prop Agree	Academic Year
13	11	105	0.101	0.085	0.814	2011-14
0	12	29	0.000	0.293	0.703	2014-15

37. The teacher's presentation of their material is boring.

Disagree	Neutral	Agree	Prop Disagree	Prop Neutral	Prop Agree	Academic Year
64	23	42	0.496	0.178	0.326	2011-14
25	10	6	0.610	0.244	0.146	2014-15

38. Faculty are available for helping me when I don't understand something.

Disagree	Neutral	Agree	Prop Disagree	Prop Neutral	Prop Agree	Academic Year
3	7	118	0.008	0.055	0.937	2011-14
0	3	38	0.000	0.073	0.927	2014-15

39. I feel comfortable asking a faculty member for help outside the classroom.

Disagree	Neutral	Agree	Prop Disagree	Prop Neutral	Prop Agree	Academic Year
14	6	109	0.109	0.046	0.845	2011-14
1	6	34	0.024	0.146	0.830	2011-15

40. My advisor did a good job.

Disagree	Neutral	Agree	Prop Disagree	Prop Neutral	Prop Agree	Academic Year
10	3	116	0.077	0.023	0.900	2011-14
0	2	39	0.000	0.049	0.951	2014-15

New Questions Asked Beginning in the Spring 2014 Semester. (First line is SP2014, 2nd line is 2014-15)

41. I have the interpersonal skills necessary for job performance.

Disagree	Neutral	Agree	Prop Disagree	Prop Neutral	Prop Agree
0	2	17	0.000	0.105	0.895
0	1	40	0.000	0.024	0.976

42. I can work effectively on my own.

Disagree	Neutral	Agree	Prop Disagree	Prop Neutral	Prop Agree
0	0	19	0.000	0.000	1.000
0	2	39	0.000	0.049	0.951

43. I can work effectively as a member of a team.

Disagree	Neutral	Agree	Prop Disagree	Prop Neutral	Prop Agree
0	0	19	0.000	0.000	1.000
0	1	40	0.000	0.024	0.976

44. I can manage time and resources effectively to complete projects or goals successfully.

Disagree	Neutral	Agree	Prop Disagree	Prop Neutral	Prop Agree
0	1	18	0.000	0.053	0.947
0	2	39	0.000	0.049	0.951

45. I can improvise to find solutions to problems.

Disagree	Neutral	Agree	Prop Disagree	Prop Neutral	Prop Agree
0	0	19	0.000	0.000	1.000
0	3	38	0.000	0.073	0.927

46. I can take initiative or demonstrate leadership.

Disagree	Neutral	Agree	Prop Disagree	Prop Neutral	Prop Agree
1	0	18	0.053	0.000	0.947
0	3	38	0.000	0.073	0.927

47. I can follow directions effectively.

Disagree	Neutral	Agree	Prop Disagree	Prop Neutral	Prop Agree
0	0	0	0.000	0.000	0.000
0	0	41	0.000	0.000	1.000

48. My knowledge in my field is extensive.

Disagree	Neutral	Agree	Prop Disagree	Prop Neutral	Prop Agree
0	0	0	0.000	0.000	0.000
1	9	31	0.024	0.220	0.756

Disagree	Neutral	Agree	Prop Disagree	Prop Neutral	Prop Agree
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49. I am able to adapt to change and be flexible.

Disagree	Neutral	Agree	Prop Disagree	Prop Neutral	Prop Agree
0	0	0	0.000	0.000	0.000
0	3	38	0.000	0.073	0.927

50. My productivity is above other employees.

Not Employed	Disagree	Neutral	Agree	Prop Disagree	Prop Neutral	Prop Agree
9	0	5	5	0.000	0.500	0.500
0	1	8	7	0.063	0.500	0.437

51. Compared to other employees, my educational preparation is excellent.

Not Employed	Disagree	Neutral	Agree	Prop Disagree	Prop Neutral	Prop Agree
4	1	4	5	0.100	0.400	0.500
0	1	7	7	0.063	0.375	0.562

52. I have been able to do the job for which I was hired quite well.

Not Employed	Disagree	Neutral	Agree	Prop Disagree	Prop Neutral	Prop Agree
9	0	5	5	0.000	0.500	0.500
0	4	3	8	0.267	0.200	0.533

APPENDIX E

SCHOOL OF BUSINESS EMPLOYER SURVEY

2014

UAM School of Business Employer Survey

This survey was conducted online, so the questions are listed only and the survey is not in the online format. Response formats are as given, but the check boxes are omitted. No employer survey was administered in 2015. The survey will be re-administered in 2016.

Question

1. Type of organization
 - a) Manufacturing
 - b) Insurance/Real Estate
 - c) Professional Service
 - d) Health Care
 - e) Government
 - f) Transportation
 - g) Academic
 - h) Hotel - Restaurant
 - i) Religious - Non-profit
 - j) Accounting
 - k) Information Systems
 - l) Retail - Wholesale
 - m) Other (to specify use text field below)
 - n) Other type of organization:_____

1. Approximately how many people are employed in your organization?

2. Mark the degree program of your most recent UAM hire.
 - a) Accounting from UAM
 - b) Finance from UAM
 - c) Management from UAM)
 - d) Marketing from UAM
 - e) General Business Administration from UAM (0)
 - f) A degree from UAM but NOT a Business Graduate
 - g) A Business Degree but NOT from UAM
 - h) A Non-Business degree from some college other than UAM
 - i) No College graduates employed (please continue the survey; we are interested in the skills, not their source.)

(If you do not have an employee from UAM there is an answer for that also.)

3. Please rate your overall level of satisfaction with your most recent hire.

Very dissatisfied
Dissatisfied
Neither satisfied nor dissatisfied
Satisfied
Very satisfied

4. Their ability to use spreadsheets is:

Unacceptable
Poor
Average

Good
Excellent
Unable to rate

5. Their ability to use statistical software is:

(Statements 5 through 23 are rated in the same manner as statement 4)

6. Their ability to use computers and technology is:

7. Their ability to use information from within a firm to make good business decisions is:

8. Their ability to interact effectively with individuals from different cultures or backgrounds is:

9. Their ability to effectively communicate information and ideas orally is:

10. Their ability to effectively communicate information and ideas in writing is:

11. They know how to gather information for the business to use in later decisions.

12. They can analyze the data gathered so that the employer can understand what was found.

13. They can present the results of their research so it can be used by the firm.

14. Their ability to understand the influence of political and social issues on business decisions is:

15. Their ability to understand ethical issues in business is:

16. Their interpersonal skills necessary for job performance are:

17. Their ability to understand the influence of law and administrative regulations on business decisions is:

18. Their ability to work effectively on their own (independently) is:

19. Their ability to work effectively as a member of a team is:

20. Their ability to manage time and resources effectively to complete projects or goals successfully is:

21. Their ability to improvise in finding solutions to problems is:

22. Their ability to take initiative (i.e., demonstrate leadership) is:

23. Their ability to follow directions effectively is:

24. How well would you evaluate their knowledge in their field (accounting, marketing, finance, management)?

Statements 24-27 rated in the same manner.

Unacceptable

Poor
Average
Good
Excellent

25. Their ability to adapt to change and be flexible is:
26. Please compare your UAM graduate's productivity to that of your other recent employees.
27. Overall, how well has your most recent hire been able to do the job for which they were hired?
28. Compared to other employees, what is your general assessment of the educational preparation of your employee(s)?
- Much better preparation
 - Somewhat better preparation
 - About the same preparation
 - Somewhat poorer preparation
 - Much poorer preparation
 - Not applicable
 - Unable to evaluate (no UAM graduate)
29. What is the most important attribute you or your organization looks for when hiring Business graduates?

This question asked for employer responses only, with no prompts

APPENDIX F

ATTAINMENT OF COURSE

LEARNING OBJECTIVES

Other Data - By Course

Dr. Hammett

Accounting Information Sys.	Spring 2015		Answers Correct				% Pre	% Post
	Pre	Post	Change	Percentage Change	Test Correct	Test Correct		
By Topic								
Accounting Databases	6	32	26	433.33%	14.29%	76.19%		
Accounting Interface	1	17	16	1600.00%	2.38%	40.48%		
Accounting Systems & Bus. Proc.	5	19	14	280.00%	11.90%	45.24%		
Business Processes	5	24	19	380.00%	17.86%	85.71%		
Integrated Enterprise Systems	2	13	11	550.00%	7.14%	46.43%		
Accounting & Bus. Intelligence	4	32	28	700.00%	9.52%	76.19%		
Accounting & Sustainability Intel.	6	44	38	633.33%	10.71%	78.57%		
XBRL: Intelligent Business Rep.	2	37	35	1750.00%	3.57%	66.07%		
Fraud and Internal Control	4	12	8	200.00%	14.29%	42.86%		
Cybersecurity	9	70	61	677.78%	6.43%	50.00%		
Risk Intelligent Enterprise	5	45	40	800.00%	5.95%	53.57%		
Accounting System Development	6	27	21	350.00%	10.71%	48.21%		
Database Design: ERD, REA, & SQL	6	32	26	433.33%	10.71%	57.14%		

Cost II	Spring 2015		Answers Correct				% Pre	% Post
	Pre	Post	Change	Percentage Change	Test Correct	Test Correct		
By Topic								
Strategic Cost Management	8	19	11	137.50%	53.33%	126.67%		
Activity Based Management	2	21	19	950.00%	10.00%	105.00%		
Balanced Scorecard: Strategic-Based Control	1	8	7	700.00%	6.67%	53.33%		
Quality and Environmental Cost Management	2	14	12	600.00%	10.00%	70.00%		
Lean Accounting and Productivity Measures	1	6	5	500.00%	5.00%	30.00%		
Cost-Volume-Profit Analysis	2	14	12	600.00%	13.33%	93.33%		
Activity Resource Usage Model & Tac. Dec. Making	3	21	18	600.00%	20.00%	140.00%		
Price and Profitability Analysis	1	15	14	1400.00%	2.50%	37.50%		
Capital Investment	3	15	12	400.00%	6.67%	33.33%		
Inventory Management: OQ, JIT Theory of Constraints	1	10	9	900.00%	4.00%	40.00%		

MIS	Spring 2015		Answers Correct				
	By Topic	Pre	Post	Change	Percentage Change	% Pre	% Post
						Test Correct	Test Correct
The Information Age in which you live	10	19	9	90.00%	19.23%	36.54%	
Major Business Initiatives	21	45	24	114.29%	26.92%	57.69%	
Databases and Data Warehouses	6	37	31	516.67%	6.59%	40.66%	
Decision Support and artificial Intelligence	17	54	37	217.65%	16.35%	51.92%	
Electronic Commerce	18	53	35	194.44%	23.08%	67.95%	
Systems Development	18	48	30	166.67%	19.78%	52.75%	
Protecting People and information	29	53	24	82.76%	37.18%	67.95%	
Emerging trends and technology	5	22	17	340.00%	9.62%	42.31%	

Managerial Accounting	Spring 2015		Answers Correct				
	By Topic	Pre	Post	Change	Percentage Change	% Pre	% Post
						Test Correct	Test Correct
Managerial Accounting Introduction	10	18	8	80.00%	27.78%	50.00%	
Job Order Costing	8	10	2	25.00%	22.22%	27.78%	
Process Costing	7	13	6	85.71%	19.44%	36.11%	
Activity Based Costing	9	19	10	111.11%	12.50%	26.39%	
Cost - Volume - Profit Analysis	4	15	11	275.00%	8.33%	31.25%	
Cost - Volume - Profit Additional topics	7	18	11	157.14%	19.44%	50.00%	
Budgetary Planning	12	15	3	25.00%	20.00%	25.00%	
Budgetary Control & Responsibility Acctg.	10	23	13	130.00%	13.89%	31.94%	
Standard Costing and Balance Scorecard	10	38	28	280.00%	11.90%	45.24%	
Incremental Analysis Capital Budgeting	22	39	17	77.27%	18.33%	32.50%	

Assessment Matrices - Dr. Patterson

Assessment Matrix - Leadership - Spring 2015							
Exam One Results				Exam Two Results			
Objective	Essay Question	number satisfactory	percent satisfactory	Objective	Essay Question	number satisfactory	percent satisfactory
1	1, 2	12	92.3	9	1, 2	13	100.0
2	3, 4	12	92.3	10	3, 4	13	100.0
3	5, 6	12	92.3	11	5, 6	13	100.0
4	7, 8	13	100.0	12	7, 8	13	100.0
5	9, 10	12	92.3	13	9, 10	13	100.0
6	11,12	12	92.3	14	11,12	13	100.0
7	13,14	12	92.3	15	13,14	13	100.0
8	15,16	12	92.3	16	15,16	13	100.0
Overall test		97	93.3	Overall test		104	100.0
On essay questions, 7 or greater of 10 points is considered satisfactory							
Exam Three Results							
Objective	Essay Question	number satisfactory	percent satisfactory				
17	1, 2	13	100.0				
18	3, 4	12	92.3				
19	5, 6	13	100.0				
20	7, 8	13	100.0				
21	9, 10	13	100.0				
22	11,12	13	100.0				
23	13,14	12	92.3				
24	15,16	13	100.0				
Overall test		102	98.1				

Assessment Matrix - Topics in E-Commerce - Fall 2014

Exam One Results								Exam Two Results			
Objective	Essay Question	number satisfactory	percent satisfactory	Objective	Essay Question	number satisfactory	percent satisfactory				
1	1, 2	17	89.5	9	1, 2	16	84.2				
2	3, 4	19	100.0	10	3, 4	18	94.7				
3	5, 6	17	89.5	11	5, 6	19	100.0				
4	7, 8	18	94.7	12	7, 8	18	94.7				
5	9, 10	17	89.5	13	9, 10	19	100.0				
6	11,12	19	100.0	14	11,12	19	100.0				
7	13,14	19	100.0	15	13,14	19	100.0				
8	15,16	16	84.2	16	15,16	19	100.0				
Overall test		142	93.4	Overall test		147	96.7				
On essay questions, 7 or greater of 10 points is considered satisfactory											
Exam Three Results											
Objective	Essay Question	number satisfactory	percent satisfactory								
17	1, 2	19	100.0								
18	3, 4	19	100.0								
19	5, 6	19	100.0								
0	7, 8	19	100.0								
21	9, 10	17	89.5								
22	11,12	19	100.0								
23	13,14	16	84.2								
24	15,16	17	89.5								
Overall test		145	95.4								

Assessment Matrix - Strategic Management - Fall 2014							
Exam One Results				Exam Two Results			
Objective	Essay Question	number satisfactory	percent satisfactory	Objective	Essay Question	number satisfactory	percent satisfactory
1	1,2	12	80.0	7	1,2	14	93.3
2	3,4	15	100.0	8	3,4	13	86.7
3	5,6	14	93.3	9	5,6	14	93.3
4	7,8	15	100.0	10	7,8	15	100.0
5	9,10	14	93.3	11	9,10	14	93.3
6	11, 12	13	86.7	12	11, 12	15	100.0
Overall test		83	92.2	Overall test		85	94.4
Exam Three Results				Exam Four Results			
Objective	Essay Question	number satisfactory	percent satisfactory	Objective	Essay Question	number satisfactory	percent satisfactory
13	1,2	13	86.7	30	1,2	15	100.0
14	3,4	14	93.3	30	3,4	14	93.3
15	5,6	13	86.7	31	5,6	14	93.3
16	7,8	15	100.0	32	7,8	15	100.0
17	9,10	15	100.0	34	9,10	15	100.0
18	11, 12	14	93.3	27	11, 12	15	100.0
Overall test		84	93.3	Overall test		88	97.8
On essay questions, 7 or greater of 10 points is considered satisfactory							

Assessment Matrix - Strategic Management - Spring 2015							
Exam One Results				Exam Two Results			
Objective	Essay Question	number satisfactory	percent satisfactory	Objective	Essay Question	number satisfactory	percent satisfactory
1	1,2	27	93.1	7	1,2	28	96.6
2	3,4	28	96.6	8	3,4	28	96.6
3	5,6	28	96.6	9	5,6	26	89.7
4	7,8	29	100.0	10	7,8	17	58.6
5	9,10	29	100.0	11	9,10	29	100.0
6	11, 12	26	89.7	12	11, 12	29	100.0
Overall test		167	96.0	Overall test		157	90.2
Exam Three Results				Exam Four Results			
Objective	Essay Question	number satisfactory	percent satisfactory	Objective	Essay Question	number satisfactory	percent satisfactory
13	1,2	28	96.6	30	1,2	29	100.0
14	3,4	26	89.7	30	3,4	29	100.0
15	5,6	27	93.1	31	5,6	27	93.1
16	7,8	27	93.1	32	7,8	29	100.0
17	9,10	28	96.6	34	9,10	29	100.0
18	11, 12	24	82.8	27	11, 12	29	100.0
Overall test		160	92.0	Overall test		172	98.9
On essay questions, 7 or greater of 10 points is considered satisfactory							

APPENDIX G

SAMPLE E-MAILS TO ADVISEES

2014-2015

-----Original Message-----

From: PATTERSONJ@UAMONT.EDU [<mailto:PATTERSONJ@UAMONT.EDU>]

Sent: Thu 4/9/2015 7:25 AM

To: Patterson John Dennis

Subject: Preregistration

To date, you have not made an advising appointment with me. It is very important to preregister to get the schedule you want or need, especially if you wish to take classes with limited times or limits on the number of enrollees.

Please drop by my office (311 BBC) and sign up for an appointment as soon as possible. Preregistration ends next Friday, April 17. The next opportunity to register will be in August for the Fall semester, or just before each summer session begins

-----Original Message-----

From: CLAYTON@UAMONT.EDU [<mailto:CLAYTON@UAMONT.EDU>]

Sent: Thursday, April 02, 2015 2:09 PM

To: Clayton Marsha

Subject: <From the desk of Marsha Clayton>Preregistration Sign up

Preregistration for the fall semester and summer terms will begin Monday, April 6 and end on Friday, April 17. If you want to be sure of getting the classes you want at the times you want, the sooner you preregister the better. If you are still taking 1000-level and 2000-level classes, please be aware that these are the classes that are most likely to fill up the first few days of preregistration.

I have put a sign up sheet on my office door (Babin Business Center room 109) for the first three days of preregistration. I will put sign up sheets for the other days of preregistration later. Please come by my office and sign up for an advising time slot.

M. Clayton
460-1673

-----Original Message-----

From: CLAYTON@UAMONT.EDU [mailto:CLAYTON@UAMONT.EDU]

Sent: Thursday, October 30, 2014 12:13 PM

To: Clayton Marsha

Subject: <From the desk of Marsha Clayton>preregistration starts Monday

Preregistration for the spring semester begins Monday, November 3. I will put a sign up sheet on my office door, BBC 109, so you can sign up for an appointment. I will put up a sign up sheet tomorrow for Monday-Wednesday, and will put up sign up sheets for other days later. Preregistration ends on Friday November 14.

You are more likely to get the classes you want at the times you want if you preregister, the earlier the better. Freshmen and sophomore classes are more likely to fill up, so if you still need 1000 and 2000 level courses it will be better if you preregister during the early part of next week.

M. Clayton
460-1673