

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

**2012-2013
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 ([School of Business Website at UAM](#)), and will appear in the 2013-15 University Catalog. 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 will be posted on the School of Business website, since brochures will be reprinted only when the current supply runs low.

- 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 2012 and Spring 2013 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 SLOs are consistent with the mission of UAM. The first paragraph of the UAM mission is concerned with the search for truth. This search requires 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. The School of Business SLO 1 directly supports enhancement of knowledge, and the promotion of the intellectual content of society. SLOs 3 and 5 are concerned with critical thinking and analysis of problems, directly supporting parts 2 and 3 of the mission statement.

School of Business SLOs 2, 3, 4 & 5 all support the third part of the UAM mission. 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. SLO 3, in its emphasis on analysis and presentation skills, supports the synthesis and communication portions of this portion of the mission. SLO 5 is supportive of the creativity portion of this University goal. SLO 4 contributes to building School of Business students' skills under the technology segment of this section of the mission.

The fourth section of the 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 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

Testing begins on the first day of class with the pretest. A post-exam is administered at the end of the course either as a separate post-test or as the comprehensive portion of the final examination. The pre-post examination is incorporated into the final grade with the weights 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. This statistical test is a measure of whether or not the post-test mean less pretest mean is statistically significantly greater than zero. 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 - 2013. 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 319 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, 314 of the 319 (98.4 %) are statistically significant at either the 5% or 1 % significance level. It is unclear whether the cause of the 3 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 (or will make changes in 2013-2014) changes in how pre and post tests are designed and linked to course learning objectives. Graphs of the pre/post-test results in School of Business core courses are included in Appendix C. No more than the last 14 sections for which data are available, or for all semesters the course has had pre and post-tests, are included. The reason for omitting some data is that the graphs are not readily interpreted when all sections are included and the number of sections nears 20.

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 more likely to result in a statistically significant difference. Additionally, direct comparisons between years of 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 7-8 questions over each of the twelve business core areas, except Business Communications, intended to assess student retention of core business subjects. The exam consisted of 100 questions in the first 3 versions, but is 136 questions in the fourth version (third revision). 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 2013)

Mean Score	Number of Students Tested
49.05%	93

Second Revision (Fall 2008 - Spring 2011)

Mean Score	Number of Students Tested
54.79%	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 decided rewrite the School's assessment exam to be more comparable to the ETS Major Field Test in Business. Comparison 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 *did slightly poorer on our exam than students nationally performed on the ETS exam.*

**Comparison of ETS Major Field Test in Business to UAM Business Assessment Exam
(2011 - 13 version)
Mean % Correct**

Subject Area	ETS Field Exam (2006-09)	UAM School of Business (Third Revision - pooled results – 2011-13)
Accounting	49.8	<i>51.4</i>
Economics	47.8	<i>57.6</i>
Finance	55.0	44.8
Information Systems	57.7	53.9
International	54.5	39.3
Legal Environment	45.9	51.9
Management	54.5	52.4
Marketing	51.9	64.2
QBA (Statistics and Production/Ops Mgmt)	46.1	45.6

In 5 of the 9 areas, UAM scores (numbers in *italics*) are lower than the scores on the ETS field exam, but are substantially lower (over 10 percentage points) in Finance and in International. Economics and Marketing have scores that are substantially higher than the ETS averages, about 10 - 12 percentage points better, and UAM's Legal Environment score is 6 percentage points higher than the ETS average. The other four averages are within ± 4 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 136,000 students have taken the current ETS Field Exam in Business and only 93 scores on the 2011 - 2013 exam are included above). Also, the exams are similar, but not identical. Our current test may be about the same difficulty as the ETS exam, as was the intent when it was revised. 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 have lower average GPAs than the "average" business student. According to ETS, 63% of business students tested by ETS had cumulative GPAs exceeding 3.00 at the time of the test. (source: ETS, [Demographic data at the ETS](#), accessed July 27, 2010). Only 49 of the 93 students who took the School of Business assessment exam (third revision), or 52.7%, had cumulative GPAs 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. The scores in Finance and International Business indicate that the exam may need to be changed or that the approaches to Principles of Finance and to International Business may need to be changed. 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), 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.

For the first time, we have analyzed the current exit exam (third revision, 2011) results by concentration because of the small numbers of students who have taken the exam to date. Only 93 students have taken the third revision of the exam. A detailed item analysis and other statistical analysis of the results will be conducted 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 ($\rho = 0.4315$, probability = 0.000016), meaning that students with higher GPAs made higher scores on the assessment exam.

A preliminary ANOVA using the 93 students mean scores indicates that there is no statistically significant difference in scores based on concentration, age, or gender. 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 Fall 2010, on exam 4, 70% of students had what could be considered a C or better answer on the questions covering objective 24. This objective is concerned with the role of strategic leadership and controls in determining the firm's strategic direction. In Fall 2011 and after, the topic received more emphasis in class to try to improve performance. The Fall 2012 and Spring 2013 results for exam 4 for the same objective show that 85.7% and 100.0 % of students, respectively, at least minimally satisfactorily answered this question. Results on this topic indicate that the increased emphasis has worked in this case. The same approach to increase emphasis will be used where past results show less than 80% satisfactory answers.

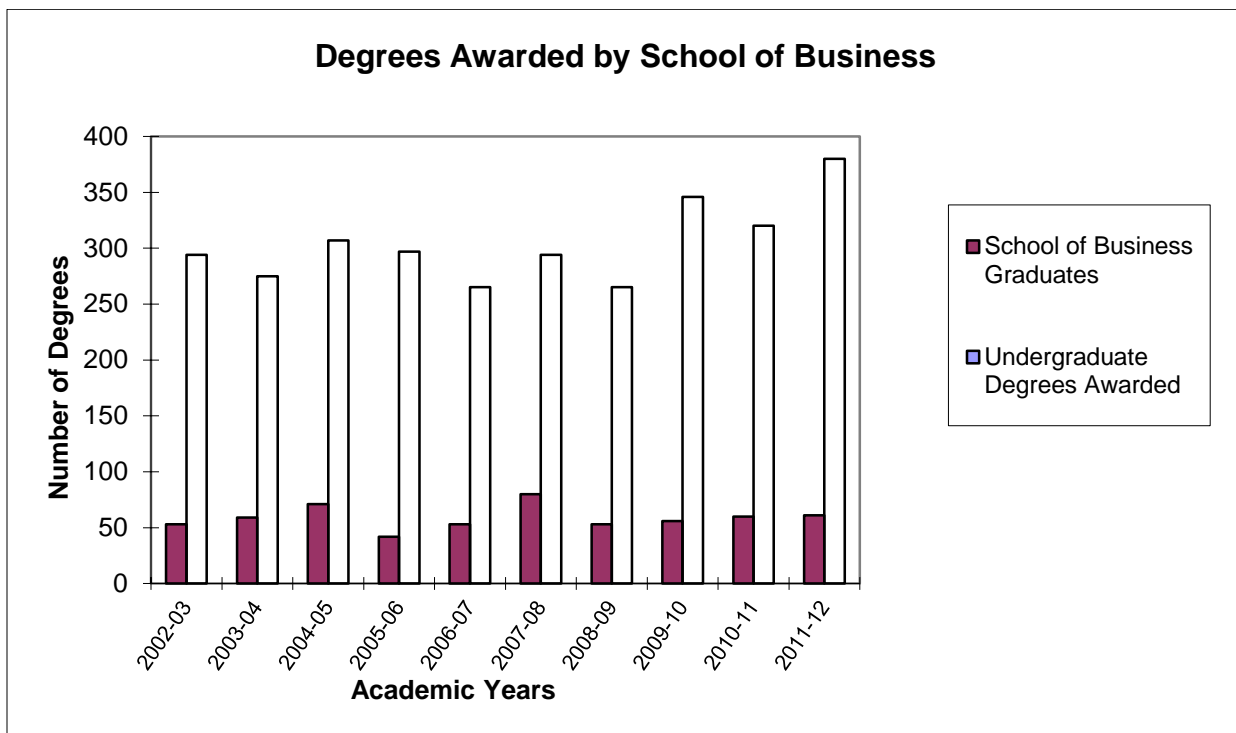
Dr. Hammett and Ms. Phillips use an assessment tool developed by Dr. Hammett to track results, by objective, on pre and post-tests in their courses. They are both using these results to modify lectures, homework assignments, and tests to strengthen those areas that show weakness. In Cost Accounting, a analysis of the assessment pre/post-test allowed Dr. Hammett to see those areas in

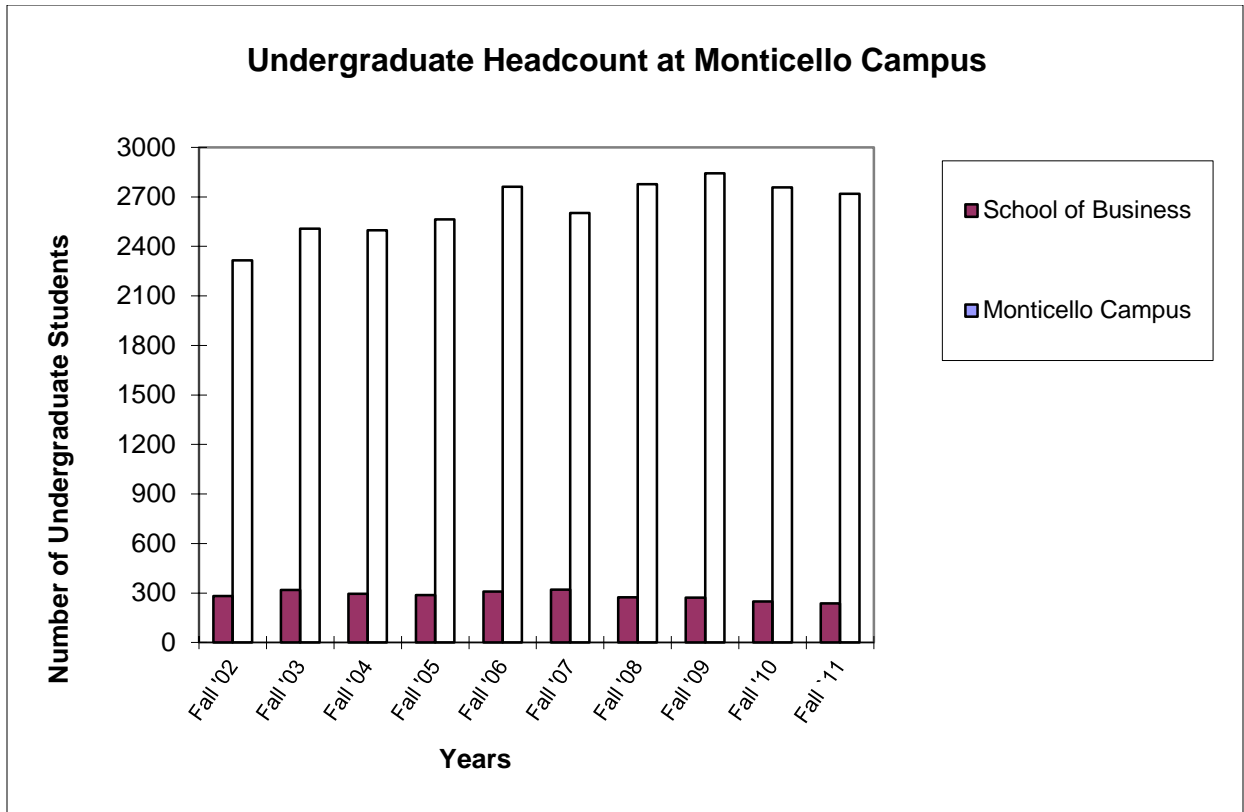
which students showed strong understanding, and a reduction in emphasis on those topics and increased emphasis on areas in which students were weaker. For Auditing and Forensic Accounting, Dr. Hammett is attempting strengthen accounting students ability to deal with abstract concepts.

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 2011-13 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.

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 headcount. The average ratio of these 2 variables over the last 10 years is 1.79; that is the School of Business produces graduates at a rate 179% greater that the School’s proportion of undergraduate headcount on the Monticello campus. Graduate students and students enrolled at McGehee and Crossett are excluded, because the School of Business does not have a graduate program, nor does it have any Associate in Applied Science programs.





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. Due to lack of *specific* information presented to the author of this report by individual faculty on how pre/post-tests, evaluations of projects and papers, or other evaluation techniques are used to improve classes, we cannot recommend changes, at this time, in the School of Business's assessment activities.

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 again in Fall 2012 and Spring 2013. All students in the capstone Strategic Management course in the 2012-2013 academic year were encouraged to complete the senior survey, with bonus points being awarded for doing so. There were 37 usable responses during the 2012-2013 academic year. The survey questions and their responses are included in Appendix E. These have not been presented to the faculty, since they were not available until July 2013. The findings and comparison to statistics from the prior year will be presented to the faculty during Professional Development Week, along with other assessment material.

Results are consistent with those achieved in 2011-2013, which gives a preliminary assessment that the survey instrument is statistically reliable. Two sample tests of hypotheses for proportions were conducted on all 41 questions. Six questions had statistically significant differences in proportions. If the instrument were perfectly reliable, there would be no statistically significant differences in proportions from one year to another, only random variation. However, when the probability of the proportion increasing and decreasing are both 50%, getting 36 of 41 results with no difference is 0.00000005, demonstrating that 2012-2013 results are consistent with 2011-2012 results.

Student responses to the survey questions were highly favorable overall. Thirty-seven of 41 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. Two are neutral (statement 28 with respect to repetition of material and 38 concerned with "boring" professors), and 2 are moderately favorable (question numbers 25 concerned with scheduling and 33 dealing with fair grading by gender).

However, the neutral finding with respect to repetition is not a 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. The issue will again be discussed in August meetings.

The scheduling issue may be of some concern, due to a slight decline in the proportion of students who believe that scheduling was effective. There were some conflicts, such as Business Stats II and Principles of Management met at the same time in one semester, and Business Stats II had a conflict with Principles of Finance in the other semester. The Business Stats II instructor is willing to adjust his class schedule to avoid such conflicts in Spring 2014 and later semesters.

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.

The information below was supplied by School of Business faculty in Spring 2013. No later information is available. When information is made available, this section will be revised.

Associate Professor Clayton

Beginning in Spring 2013, in Business Statistics I, students will do some homework sets in class. Students can work together and/or ask instructor for help with problems. Have done this in the past and found that it is a way of helping students with different skill or comfort levels in math and statistics. At least one in-class problem will be done over each major course topic: the standard deviation, binomial distribution, normal distribution, confidence intervals, and hypothesis tests.

Chapter 7 on Sampling and Sampling Distributions will no longer be treated as a lecture-only chapter. Some problems from the chapter will be worked in class to illustrate the use of the sampling distribution and to preview problems from Chapters 8 (confidence intervals) and 9 (hypothesis tests).

A simulation of sampling with a ‘population’ of poker chips or similar item and various samples from the population will be added as part of Chapter 7 or 8.

Coverage of hypothesis tests in Chapter 9 will vary the order in which some topics are. Type I and II errors in hypothesis tests will be the concluding topic in Chapter 9, after students have more experience with the concepts and mechanics of hypothesis testing.

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.

Associate Professor Patterson:

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 my Business Statistics courses, I will use the “clicker” system to give short quizzes at least once over every chapter, especially when comprehension of a particular concept is critical to understanding the concepts present in later chapters.

Assistant Professor Phillips:

In Financial, Managerial, and Tax Accounting – 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. She also monitors test results from the current and previous semesters to see what material the students find difficult, and revises questions and/or topics as needed on each exam.

Business Communications – Starting in the spring of 2012, more writing assignments were required. These assignments are closely and rigorously graded for:

- Following instructions.
- Grammar
- Spelling
- Correct format.
- Professionalism

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.

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.

Dr. Cabaniss began including quiz questions into his presentations with the intention of improving test scores, through repeated forced recall of concepts. He reports some improvement but is still gathering sufficient data to test the results statistically. He also has created a video tutorial for material that students can review to improve their understanding of concepts from prior classes that are applicable to Production-Operations Management. Again, there seems to be minor improvement, with insufficient data to perform statistical testing.

Dr. Patterson considered the use of a computerized simulation to apply strategic management theory and concepts to the operation of a fictitious international company. This option, which would have been used in lieu of two of the six written assignments in Strategic Management, was rejected for two reasons. First, too many UAM students commute long distances for course-long group projects to be feasible. Second, many UAM students need to work significant hours, and lack sufficient time to spend on a group project (a net increase of 15 or more hours spent on the class would be required for *each* student). Strategic Management is already a demanding and time consuming class, so the simulation was not undertaken.

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. One useable response was obtained. The survey will be re-administered in Fall 2013, and in alternate fall semesters after that date. Alumni were not surveyed 2012-13, but are scheduled to be surveyed

in Spring 2014, and in alternate years thereafter.

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.

Retention activities during the 2012-2013 year included:

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

- There are currently four student clubs in the School of Business. These are the Financial Management Association, the Marketing Club, Phi Beta Lambda (a business fraternity), and the student chapter of IMA (the Institute of Management Accountants
- 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 2012-13, PBL regressed further to the point the faculty are considering disbanding this organization. The number of active participants declined to 3 by Spring 2013, 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 UAM School of Business student chapter of the Institute of Management Accounts (IMA) began in 2006. In EVERY year except one since its founding, the UAM IMA chapter has been awarded the IMA Gold Certificate of Excellence.

3. To continue developing major-area student organizations, while maintaining an overall umbrella student organization, such as PBL, that includes all majors.

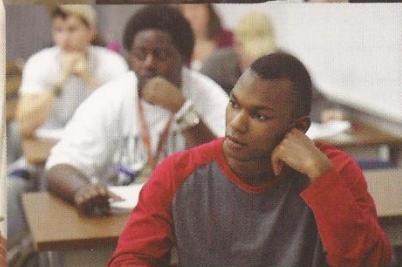
- The Marketing Club is active, with approximately 8-12.active members. The Financial Management Association is expanding. FMA members made a substantial contribution to the Drew County Humane Society in 2012-2013. The Financial Management Association has grown to eleven members. Attendance at meetings 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 or her expense. Dr. Graber has also hosted, at his expense, an annual dinner at a local restaurant open to all students in the Finance concentration. Drs. Alexander and Patterson host a dinner, at their expense, for all students in the Business Administration, Entrepreneurship, and Management concentrations, at Dr. Patterson's home. This dinner was not held in 2012, but will occur again in Fall 2013. Other retention activities include having review sessions after class, and encouraging students who have difficulty with the class to remain in the class and pull up their grades.

APPENDIX A

SCHOOL OF BUSINESS BROCHURE

UAM



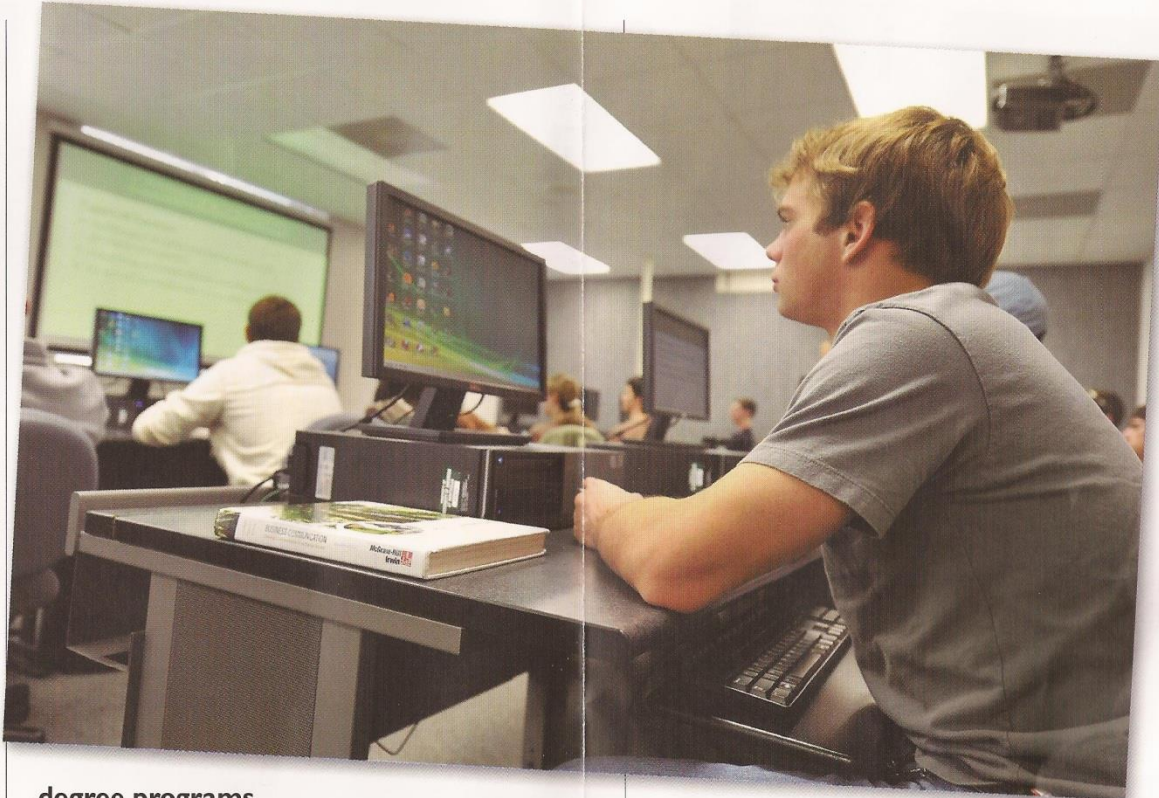
The School of
Business

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

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Stamp
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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

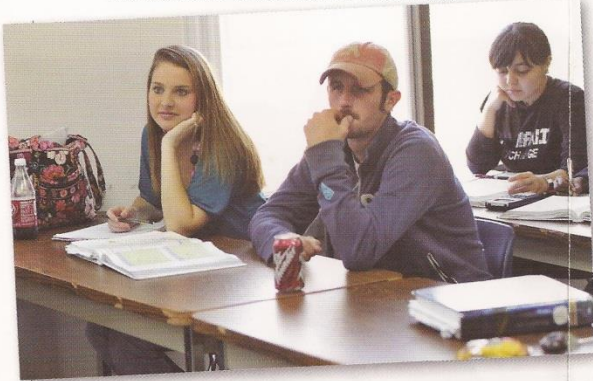
business administration

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,



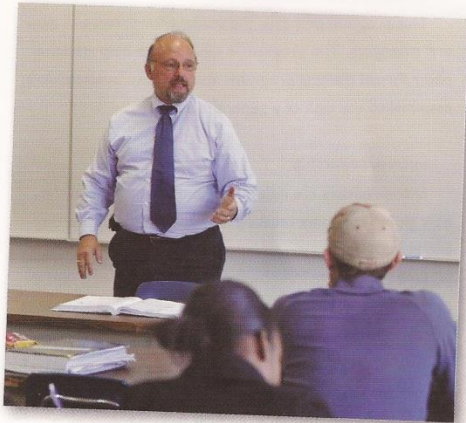
output, research, and other factors. You'll learn from your mistakes and when you graduate, you can create your own business if you choose.

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.

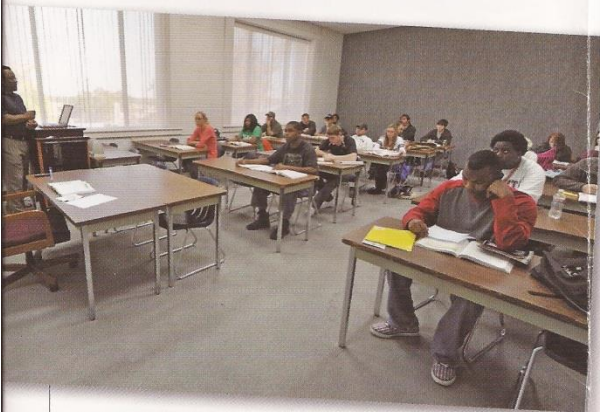
The School of Business has been accepted as a candidate for accreditation by the Association of Collegiate Business Schools and Programs, the standard of excellence for business education.

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



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 _____ Home Phone (Area Code) _____

High School _____ 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**

MGMT 4633

HUMAN RESOURCE MANAGEMENT

Spring 2013

Course Description: MGMT 4633 Human Resource Management, 3 credits: 3 hours lecture; Prerequisites: MGMT 3473 and PSY 1013, Focuses on the dynamics of human behavior in business organizations, with concentration on problems of motivation and leadership. Emphasis is on the human behavior of individuals and groups within organizations.

Course Prerequisites: MGMT 3473 and PSY 1013

Required Texts: Noe, Hollenbeck, Gerhart & Wright, **Human Resource Management: *Gaining a Competitive Advantage, 7th Edition.*** McGraw-Hill Irwin.

Requiring Clickers: We will be using the ResponseCard NXT clickers. They are available in the bookstore and you must have that particular model. If you already have one from a prior class that will be fine.

Professor: Dr. Michael Alexander Sr.
Office: 312 B Babin Business Center
Phone: (870) 460-1241
E-mail: alexander@uamont.edu
Website: www.uamont.edu/facultyweb/alexander

Office hours: 11:00am - 12:00pm MWF and 2:30 pm -3:30pm MW; 9:00am – 9:30 am and 11:00 am to 12:00pm TH: also by appointment MTWHF

Statement of Special Polices

Proper behavior is expected at all times. For MWF classes the class period is 50 minutes, for TH classes it is 75 minutes. Plan on being here the entire time. Do not ask for class to end early and do not arrive late. **All cell phone need to be turned off. Do not text message with the cell phones or any other device.** The first offense will be a verbal warning, and may be asked to leave the class; continued offenders will be subject to disciplinary action under student code of conduct. Do not eat, drink, read newspapers, make phone class or leave class during the period unless it is an emergency.

Because group settings contribute to the learning of cross cultural understanding and to the development of strategic thinking, attendance and **active** participation in class discussions are expected. It is your responsibility to sign the roster sheet each class meeting. Failure to sign in will result in an absence for the day. Excessive absences can result in your being dropped from the course with a W or F, whichever is appropriate. Excessive absences are defined as more than six (6) lecture hours. The allowable exceptions allowing late cases or makeup exams are illness or injury requiring a doctor's care, death or serious illness in your family that requires your absence from campus, unforeseen demands of your job, unavoidable transportation problems, and court appearances. Job interviews, wherever they are

conducted, *are not* legitimate excuses for presenting work late, or for makeup exams. The instructor reserves the right to verify any excuses presented by the student, to include contacting and collecting information from any party or individual.

In accordance with new federal regulations requiring 60% or greater attendance by anyone on any type of federal student aid, attendance will be taken. This will be done using a sign-in sheet at the Monticello campus, and by instructor observation of attendance at off-campus locations. Students must sign **ONLY** their own names to the sheet. Anyone signing for another student will be subject to the penalties for academic dishonesty in the UAM student code.

Cheating will not be tolerated in class. Students found cheating on projects, quiz, test or any other assigned task in the class will be given an F for the assignment and/or drop from the course, whichever is deemed appropriate.

Plagiarism is serious. You must give credit for five or more words in a sequence taken from another source by using quotation marks and indicating the source of the quote, and you must indicate the source of other factual information and ideas, **whether you are quoting or paraphrasing. Citing a source does not excuse the practice of copying and pasting text into your paper. All material must be either quoted with quotation marks or paraphrased in your own words.** Copying another student's work in part or whole is also plagiarism. Plagiarism in an assignment may result in a failing grade for the assignment. You cannot self-plagiarize by turning in papers or assignments that were prepared for other classes without prior permission from the instructor. If a student is found to have plagiarized parts of an assignment, a failing grade on the assignment may be given. If an entire assignment is found to be plagiarized the student will be given a failing grade in the course.

Electronic Policy

Clickers are Required

We will be using the ResponseCard NXT clickers. They are available in the bookstore and you must have that particular model. If you already have one from a previous class, you may use it for this class also. **Android, iPhone, and other Smartphones/devices will not work as a substitute for the clickers.**

There is a need for specific electronic devices in this course; however unauthorized use of electronic devices will not be tolerated.

Students are expressly forbidden to use the following devices/electronics in class: cellphones, pda's, laptop/computers, and music players. **No electronic device of any kind** is to be accessed during class without the professor's explicit permission. In simple terms this means the professor will tell you what you are to be doing with the any electronics in class (as in we are to use or take out your calculator etc.).

Clickers are the exception to this policy: We will be using the ResponseCard NXT clickers and **they are required for this class.** These devices can be used to take attendance, give quizzes and administer tests. The device ID is registered to your name, hence you cannot loan them in class. Every student is required to have their own clicker. **If you do not bring your clicker to class you will not be allowed to make it up and will receive a zero for the quiz/exam.**

To loan your clicker is the same as a deliberate attempt to cheat on the part of both parties. Every violation will have a penalty of 5 points being deducted from the student's semester total and may be subject of further disciplinary actions.

Special Dates

The last date to drop (regular) classes is March 27, 2013. Projects Due & Presentations: April 22, 2013; Post Test Exam: Tuesday, April 30, 2013; FINAL EXAM: Monday, May 6, 2013 at 1:00 pm to 3:00 pm

Course Objectives

The purpose of this course is primarily to provide the foundation for additional courses in Human Resource Management (HRM). My personal objectives are to introduce you to the challenging, dynamic, and potentially rewarding work of managers, to provide you with some insight about using HRM to become a strategic management partner. This course will provide information about careers in HRM, and to clear up misconceptions about HRM in a global work environment.

More specific course objectives:

1. Discuss the roles and activities of a company's human resource management function.
2. Discuss the implications of the economy, the makeup of the labor force, and ethics for company sustainability.
3. Describe the differences between strategy formulation and strategy implementation.
4. Discuss the components of the strategic management process.
5. Describe the three branches of government and the role each plays in influencing the legal environment of human resource management.
6. Describe the major federal laws that require equal employment opportunity and the protections provided by each of these laws.
7. Describe a work-flow process, identifying the output, activities, and inputs in the production of a product or service.
8. Discuss the importance of job analysis in strategic and human resource management.
9. Discuss how to align a company's strategic direction with its human resource planning.
10. Discuss the labor demand of workers in various job categories.
11. Discuss the basic scientific properties of selection methods including reliability, validity, and generalizability.
12. Discuss how the particular characteristics of a job, organization, or applicant affect the utility of any test.
13. Discuss how training can contribute to companies' business strategy.
14. Discuss the role of the manager in identifying training needs and supporting training on the job.
15. Discuss the major determinants of individual performance.
16. Discuss the three general purposes of performance management.
17. Discuss the current trend in using formal education for development.
18. Discuss how assessment of personality type, work behaviors, and job performance

- can be used for employee development.
19. Describe the difference between involuntary and voluntary turnover, and discuss how each of these forms of turnover can be leveraged for competitive advantage.
 20. Describe the major elements that contribute to perception of justice and how to apply these in organizational contexts involving discipline and dismissal.
 21. Describe the major decision areas and concepts in employee compensation management.
 22. Describe the major administrative tools used to manage employee compensation.
 23. Describe the fundamental pay programs for recognizing employees' contributions to the organization's success.
 24. Discuss the advantages and disadvantages of the pay programs.
 25. Discuss the growth in benefits costs and the underlying reasons for that growth.
 26. Describe the major provisions of employee benefits programs.
 27. Describe what is meant by collective bargaining and labor relations.
 28. Describe the labor relations, goals of management, labor unions, and society.
 29. Discuss the recent changes that have caused companies to expand into international markets.
 30. Discuss the four factors that most strongly influence HRM in international markets.
 31. Describe the roles that HR plays in firms today and the categories of HRM activities.
 32. Discuss how the HR function can define its mission and market.

COURSE OUTLINE

This outline is not a contract between the instructor and students. Additional material can be assigned for reading, and material may be omitted, or not discussed in class at the instructor's discretion. All students are responsible for all readings assigned, whether or not discussed in class.

DATES WEEKS, TOPICS AND CHAPTERS COVERED

1-9-2013

WK1 Reading:

Chapter 1. Human Resource Management: Gaining a Competitive Advantage 2

Chapter 2. Strategic Human Resource Management

Chapter 3. The Legal Environment: Equal Employment Opportunity and Safety

Chapter 4. The Analysis and Design of Work

1-16-2013

WK2 Reading:

Chapter 1. Human Resource Management: Gaining a Competitive Advantage 2

Chapter 2. Strategic Human Resource Management

Chapter 3. The Legal Environment: Equal Employment Opportunity and Safety

Chapter 4. The Analysis and Design of Work

1-23-2013

WK3 Reading:

Chapter 1. Human Resource Management: Gaining a Competitive Advantage 2

Chapter 2. Strategic Human Resource Management

Chapter 3. The Legal Environment: Equal Employment Opportunity and Safety

Chapter 4. The Analysis and Design of Work

1-30-2013

WK4 Reading:

Chapter 1. Human Resource Management: Gaining a Competitive Advantage 2

Chapter 2. Strategic Human Resource Management

Chapter 3. The Legal Environment: Equal Employment Opportunity and Safety

Chapter 4. The Analysis and Design of Work

EXAM ONE

2-6-2013

WK5 Reading:

Chapter 5. Human Resource Planning and Recruitment

Chapter 6. Selection and Placement

Chapter 7. Training

Chapter 8. Performance Management

2-13-2013

WK6 Reading:

Chapter 5. Human Resource Planning and Recruitment

Chapter 6. Selection and Placement

Chapter 7. Training

Chapter 8. Performance Management

2-20-2013

WK7 Reading:

Chapter 5. Human Resource Planning and Recruitment

Chapter 6. Selection and Placement

Chapter 7. Training

Chapter 8. Performance Management

2-27-2013

WK8 Reading:

Chapter 5. Human Resource Planning and Recruitment

Chapter 6. Selection and Placement
Chapter 7. Training
Chapter 8. Performance Management

EXAM TWO

3-6-2013

WK9 Reading:
Chapter 9. Employee Development
Chapter 10. Employee Separation and Retention
Chapter 11. Pay Structure Decisions
Chapter 12. Recognizing Employee Contributions with Pay

3-13-2013

WK10 Reading:
Chapter 9. Employee Development
Chapter 10. Employee Separation and Retention
Chapter 11. Pay Structure Decisions
Chapter 12. Recognizing Employee Contributions with Pay

SPRING BREAK

3-27-2013

WK11 Reading:
Chapter 9. Employee Development
Chapter 10. Employee Separation and Retention
Chapter 11. Pay Structure Decisions
Chapter 12. Recognizing Employee Contributions with Pay

4-3-2013

WK12 Reading:
Chapter 9. Employee Development
Chapter 10. Employee Separation and Retention
Chapter 11. Pay Structure Decisions
Chapter 12. Recognizing Employee Contributions with Pay

EXAM THREE

4-10-2013

WK13 Readings:
Chapter 13. Employee Benefits
Chapter 14. Collective Bargaining and Labor Relations
Chapter 15. Managing Human Resources Globally

4-17-2013

WK14 Readings:

Chapter 13. Employee Benefits

Chapter 14. Collective Bargaining and Labor Relations

Chapter 15. Managing Human Resources Globally

4-24-2013

WK15 Reading: :

Chapter 13. Employee Benefits

Chapter 14. Collective Bargaining and Labor Relations

Chapter 15. Managing Human Resources Globally

Special Projects

FINAL PROJECT: I will be assigning individual case assignments this semester. You will be required to synthesis the information concerning the case and submit the results to me in an APA research type format. All case studies must be submitted electronically via email to my address (alexander@uamont.edu). Case studies that are not submitted via electronically to my email will not be accepted. I expect everyone to critically look through the material and submit good substantive information. Individual projects that are not substantive in content will not receive favorable marks. Additionally, you are required to give a 3-5 minute presentation on your paper. PowerPoint presentations are not required, however If you are going to use PowerPoint, please let me know in week 14. Presentation will account for 50pts of you Final Project grade.

Test and Evaluations

Exams

There will be three regular exams, each covering between 3-4 chapters and one comprehensive final exam. Each exam will cover the readings in the text, and **any lecture material supplemental to these materials**. These may consist of a number of multiple choice and short answer essay questions, and will be written in such a manner that they can be completed in 50-55 minutes. These questions will not test your knowledge of facts, per se, but your ability to apply principles, to describe concepts and to understand limitations of particular techniques, and to explain differences and similarities between different management techniques and theories. **NO MAKEUP EXAM WILL BE GIVEN EXCEPT FOR EXTREME SITUATIONS**. The desire to leave early for a weekend, a break, or for an interview is not an extreme situation.

Quiz

During the semester a series of quizzes will be administered, in the classroom and online. In the classroom, quizzes may be given at **beginning, middle, end of class or at the discretion of the instructor**. **NO MAKE UP ON QUIZZES WILL BE ALLOWED**. Quiz point will range for 5 pts -150 pts, at the instructor discretion.

Scantron Cards

During the semester you will need one scantron card in your **possession each classes meeting MWF or TH**. Failure to bring or have a scantron in your possession will prevent you from completing the exam or quiz. You will need approximately 5 scantron cards for the semester. **The instructor will not provide scantron cards.**

Miscellaneous Points

The instructor at any given time, may add or subtract up to 25 points as necessary for class participation, quizzes, case studies and extra point projects. **The instructor is not limited to the describe list but may introduce new areas as deemed necessary.** These points will change the student's point score.

Course Grading

Students will be evaluated on the instructor's assessment of their performance on exams, quizzes, class participation, attendance and short internet and/or library projects or case studies.

Item	Possible Points
Exam One	100 points
Exam Two	100 points
Exam Three	100 points
Final Exam	100 points
Final Project	100 points
* Presentation	50 points
Quizzes	200 points
Total	750 points

Grading Standards

- A greater than or equal to 90 per cent, or outstanding work, clearly demonstrating ability to integrate material from several sources, and to apply principles.
- B between 80 and 89 per cent, or very good work. Less skilled in integration; ability to apply may be as good as above.
- C between 70 and 79 per cent, or some aspects of work good, but major flaws, weaknesses or shortcomings exists. Only limited ability to integrate, or apply concepts.
- D between 60 and 69 per cent, or major problems evident in student's ability to apply / understand material, as demonstrated by lack of ability to integrate. Can apply principles to a limited extent, knowledge of facts limited.
- F 59 per cent or less, or very poor work. Can only recall limited numbers of facts; no evidence of the ability to integrate material, or apply concepts.

Grade Report Information

UAM will no longer mail grade reports to all students. You may access your grades through Weevil Net 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.

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 121; 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. 8/9//2010

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.

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.

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 (F) failure in the course.

**UNIVERSITY OF ARKANSAS AT MONTICELLO
SCHOOL OF BUSINESS
ONLINE COURSE SYLLABUS
SPRING 2013**

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

Office Hours:

Monday & Wednesday	8:30 – 9:00 a.m. 10:30 – 11:00 a.m. 1:30 – 2:30 p.m.
Tuesday & Thursday	10:00 – 11:00 a.m. 1:30 – 2:30 p.m.
Friday	8:30 – 9:00 a.m. 10:00 – 11:00 a.m. 12:00 – 12:30 p.m.

Other times by appointment

Virtual Office Hours: Same as above
Virtual office hours will be conducted through BlackBoard email.
Other times by appointment

Course Title & Credit Hours: GB 3043 Business Communications
3 Credit Hours

Course Description: Composition and preparation of a variety of effective business letters, including good news, requests, refusals, collections, sales, and employment letters. Correct and concise use of English is stressed.

Course Prerequisites: ENGL 1013 Composition I
ENGL 1023 Composition II

Textbook: Essentials of Business Communication with Aplia 9E
Mary Ellen Guffey & Dana Loewy
South-western Cengage Learning
ISBN: 13: 978-1-133-19036-3

Other Materials:

Email address: For this course, you will need to access your **student** email address. All correspondence related to this class must come from that address and will be done through BlackBoard email.

BlackBoard Account: You will need a BlackBoard account for this course. Go to [University of Arkansas - Monticello Home Page](#) 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.)

Student Learning Outcomes: For the student to communicate in the business environment in a professional manner utilizing correct grammar, spelling, etc.

TECHNICAL SUPPORT INFORMATION

- Issues with Blackboard:
 - Contact Office of Academic Computing; phone 870-460-1663
Open Monday-Friday 8:00 a.m. – 4:30 p.m.
Help Desk at Fendley@uamont.edu or phone 870-460-1663
- The computer section in the Library is open during regular Library hours. Click here to see when the Taylor Library is open: [University of Arkansas - Monticello Library Home Page](#)
- Issues with Email: Contact the Office of Information Technology; phone 870-460-1036; open Monday-Friday 8:00 a.m. – 4:30 p.m.
- The Student Handbook for Distance Education is available at the following link: [University of Arkansas - Monticello Academic Computing home page](#)

MINIMUM TECHNOLOGY REQUIREMENTS for Blackboard Online Instruction

For minimum technology requirements, visit:
[blackboard minimum technology requirements](#)

Example: Access to a working computer with Internet capability.
Operating System: Windows 2000, XP, Vista or Macintosh OS X
Hardware: 256 MB of RAM, 1GB free hard disk space
Microsoft Office 2007 recommended
Connection to the Internet: (broadband connection, such as RoadRunner, Satellite Internet or DSL, is preferred). Broadband connections are recommended for assessments.

Feedback Schedule: Most often a student can expect a response to email within 24 hours Monday through Friday. I will try to adhere to this policy on the weekends as well, but if I am unavailable you will get a response on Monday morning.

Attendance: This is a strictly on-line class. No campus attendance is required. Your 50 points for attendance will be computed from the class discussion questions that will be posted in BlackBoard periodically. You are required to post at least one comment to the discussion in order to receive your attendance points. Saying “I agree” or similar lack of information is not posting. Your remarks should add to the course discussion.

Hybrid Course Information: This course is completely online. Attendance on campus is not required.

Discussion: Your attendance score will be comprised of course discussions. These will be listed in the “Discussion Board” section of BlackBoard.

Special projects: There are no special projects for this course.

Assessments: Quizzes will be taken through BlackBoard. It is the student’s responsibility to gain access to this website and take the quizzes before the due date. All writing assignments are provided in the course outline in this syllabus and must be completed before the due date and emailed to the instructor. Late assignments/quizzes will not be allowed.

Grades:	Final Exam	100
	Posttest	50
	Writing Assignments	100
	PowerPoint Presentation	50
	Quizzes	100 (2 lowest scores will be dropped)
	Resume	100
	Attendance/Participation	<u>50</u>
	Total	550 points
	90-100%	A
	80-89	B
	70-79	C
	60-69	D
	Below 60	F

Quizzes are 10 points each and will be taken in BlackBoard. Quizzes are found in the content area of BlackBoard. You will be allowed to drop your two lowest quiz scores – there are a total of twelve quizzes assigned. If you have computer problems and cannot submit a quiz, you can use one of your two drops for this situation.

Team Projects: none for this course

Cheating/plagiarism/dishonesty policy: Cheating, plagiarism or dishonesty of any kind will not be tolerated. This is an online course and you are expected to be ethical and honest in the completion of your assignments. You will receive a zero on an assignment that involves cheating, plagiarism or dishonesty.

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 of passages from the writings or works of others.

Method of Delivering Assignments: There are specific instructions for each assignment on how to prepare and submit it to the instructor. Please see the "Content" tab in BlackBoard for more information.

Emergency or Interruption in Computer Service Policy: Prepare for unexpected problems and emergencies. Understand that problems and glitches do occur in online learning, as they do in any learning environment. Have a back-up plan, such as using the computers at a local library, for submitting assignment in case your computer crashes or your service is interrupted.

Methods of Instruction: The method of instruction will be online asynchronous, cooperative/collaborative learning, presentations, discussions, research and use of technology such as blogs, etc. There are audio lectures for each chapter that will need to be listened to, power point slides that will need to be watched, and videos that will need to be viewed.

Student Conduct Statement:

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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.

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

Important Dates:

January 2 (Wed) - Application deadline for regular registration. Tuition and fees due for preregistered students.

January 7 (Mon) - Schedule changes. New student orientation. Night registration.

January 8 (Tues) - Open registration.

January 9 (Wed) - First day of classes (regular and first 8-week fast-track* classes).

January 16 (Wed) - Last day to register or add classes.

January 21 (Mon) - Martin Luther King Holiday. Offices and classes closed.

February 18 (Mon) – Last day to drop with a W in first 8-week fast-track* classes.

February 22 (Fri) - Deadline to apply for August and December graduation.

February 28 (Thurs) – Last day to withdraw from first 8-week fast-track* classes.

March 4 (Mon) – Last day of first 8-week fast-track* classes.

March 5 (Tues) – First day of second 8-week fast-track* classes.

March 18-22 (Mon-Fri) - Spring Break.

April 1 (Mon) - Preregistration for Summer and Fall 2013 begins.

April 3 (Wed) - Last day to drop with a W in regular classes; not applicable to fast-track* classes.

April 12 (Fri) - Preregistration for Summer and Fall 2013 ends.

April 18 (Thurs) – Last day to drop with a W in second 8-week fast-track* classes.

April 25 (Thurs) - Last day to withdraw from class (regular and second 8-week fast-track* classes).

April 30 (Tues) - Last day of classes.

May 1-7 (Wed-Tues) - Final exam period.

May 10 (Fri) - Commencement.

Course Objectives:

Chapter 1

Understand the importance of education and especially the value of communication skills in relation to your income and success in today's changing workplace.

Clarify the process of communication.

Discuss techniques for becoming an effective listener.

Analyze nonverbal communication and explain techniques for improving nonverbal communication skills.

Explain how culture affects communication and describe methods to improve intercultural communication.
Identify specific techniques that improve effective communication among diverse workplace audiences.

Chapter 2

Understand that business messages should be purposeful, persuasive, economical and audience oriented.
Identify and implement the three phases of the writing process.
Appreciate the importance of analyzing the tasks and profiling the audience for business messages.
Create messages that spotlight audience benefits and cultivate a “you” view.
Develop a conversational tone and use positive, courteous language.
Create messages that include inclusive language, plain expression, and familiar words.

Chapter 3

Contrast formal and informal methods of researching data and generating ideas for messages.
Organize information into outlines.
Compare direct and indirect patterns for organizing ideas.
Write effective sentences using four sentence types while avoiding three common sentence faults.
Understand how to emphasize ideas, use active and passive voice effectively, achieve parallelism, and avoid dangling and misplaced modifiers.
Draft powerful paragraphs that incorporate topic sentences, support sentences, and transitional expressions to build coherence.

Chapter 4

Understand the revision phase of the writing process and employ techniques that enhance message conciseness such as eliminating flabby expressions, limiting long lead-ins, dropping filters, and avoiding redundancies.
Revise messages to improve clarity by dumping trite business phrases, using jargon judiciously, avoiding slang, and dropping clichés.
Revise messages to improve vigor and directness by unburying verbs, controlling exuberance, and choosing precise words.
Understand document design and be able to use white space, margins, typefaces, fonts, numbered and bulleted lists, and headings to improve readability.
Apply effective techniques for proofreading routing and complex documents.

Chapter 5

Understand how organizations exchange paper-based and electronic messages.
Know when to send and how to organize e-mail messages and memos.

Describe appropriate formats of e-mail messages and memos.
Analyze the writing process and explain how it helps you produce effective internal messages.
Identify smart e-mail practices, including getting started; content, tone, and correctness; netiquette; reading and replying to e-mail; personal use; and other practices.
Explains the pros and cons of instant messaging and how to use it professionally.
Write information and procedure e-mail messages and memos.
Write request and reply e-mail messages and memos.

Chapter 6

Explain why business letters are important in delivering positive messages outside an organization.
Write letters that make direct requests for information or action.
Write letters that make direct claims.
Write letters that reply to requests.
Write adjustment letters to customers.
Write goodwill messages that express thanks, recognition, and sympathy.

Chapter 7

Describe the strategies and goals of business communicators in delivering bad news, including knowing when to use the direct and indirect patterns.
Explain the writing process and how to avoid legal problems related to bad-news messages.
Discuss and illustrate techniques for delivering bad news sensitively.
Outline a plan for refusing direct requests and claims.
Describe techniques for delivering bad news to customers.
Describe techniques for announcing bad news within organizations.
Distinguish between ethical and unethical use of the indirect strategy.

Chapter 8

Outline the opening, body, and closing of persuasive requests.
Request favors and action convincingly.
Write effective persuasive messages within organizations.
Make reasonable claims and request adjustments credibly.
Outline sales letters and their AIDA pattern: gaining attention, building interest, developing desire, and motivating action.
Adapt the persuasive approach to online sales messages.

Chapter 9

Describe business report basics, including functions, organizational patterns, formats, and delivery methods.
Develop informal reports, including determining the problem and purpose, and gathering data.
Select an appropriate writing style, be objective, and compose effective headings.
Describe six kinds of informal reports.

Write information and progress reports.
Write justification/recommendation reports.
Write feasibility reports.
Write minutes of meetings and summaries of longer publications.

Chapter 10

Identify and explain the parts of informal and formal proposals.
Describe the preparatory steps for writing a formal report.
Learn to collect data from secondary sources including print and electronic sources.
Understand how to use Web browsers, search tools, blogs, and other online communication tools to locate reliable data.
Discuss how to generate primary data from surveys, interviews, observation, and experimentation.
Understand the need for the accurate documentation of data.
Describe how to organize report data, create an outline, and make effective headings.
Illustrate data using tables, charts, and graphs.
Describe and sequence the parts of a formal report.

Chapter 11

Show that you understand the importance of professional behavior, business etiquette, and ethics and know what employees want.
Discuss improving face-to-face workplace communication including using your voice as a communication tool.
Specify procedures for promoting positive workplace relations through conversation.
Review techniques for responding professionally to workplace criticism and for offering constructive criticism on the job.
Explain ways to polish your professional telephone skills and practice proper cell phone and voice mail etiquette.
Describe the role of conventional and virtual teams, explain positive and negative team behavior, and identify the characteristics of successful teams.
Outline procedures for planning, leading, and participating in productive business meetings, including using professional etiquette techniques, resolving conflict, and handling dysfunctional group members.

Chapter 12

Discuss two important first steps in preparing effective oral presentations.
Explain the major elements in organizing the content of a presentation, including the introduction, body, and conclusion.
Identify techniques for gaining audience rapport, including (a) using effective imagery, (b) providing verbal signposts, and (c) sending appropriate nonverbal messages.
Discuss types of visual aids, including multimedia slides, handouts, overhead transparencies, and speaker's notes.
Explain how to design an impressive multimedia presentation, including

adapting text and color schemes; organizing, composing, and editing your slideshow; rehearsing your talk; and keeping audiences engaged.
Specify delivery techniques for use before, during, and after a presentation.

Chapter 13

Prepare for employment by identifying your interests, evaluating your assets, recognizing the changing nature of jobs, and choosing a career path.
Apply both electronic and traditional techniques in a successful job search.
Compare and contrast chronological and functional resumes.
Organize and format the parts of a resume to produce a persuasive product.
Identify techniques that prepare a resume for today's technologies, including preparing a scannable resume, a plain-text resume, and an e-portfolio.
Write a persuasive cover letter to accompany your resume.

Chapter 14

Differentiate among screening, one-on-one, panel, group, sequential and stress interviews.
Describe what to do before the interview to make an impressive initial contact.
Explain how to prepare for employment interviews, including researching the target company.
Recognize how to fight interview fears and control nonverbal messages.
Be prepared to answer common interview questions and know how to close an interview positively.
Outline the activities that take place after an interview, including thanking the interviewer and contacting references.
Write follow-up letters and other employment messages.

Course Outline

DATE	CHAPTER	ASSIGNMENT	DUE DATE
January 9-13		Print and read syllabus – Content Folder of BlackBoard	
		Read Welcome in Content Folder of BlackBoard	
		Set up BlackBoard Account	
		Take Pre-test – BlackBoard Content Tab	January 13 - midnight
		Assignment 1.3 – page 26 – 5 bonus points	January 13 – midnight
		Syllabus statement – 5 bonus points	January 13 – midnight
January 14-20	Chapter 1	Read Chapter 1	
		Quiz 1	January 20 - midnight
	Chapter 2	Read Chapter 2	
		Quiz 2	January 20 – midnight
January 21-27	Chapter 3	Read Chapter 3	
		Quiz 3	January 27 – midnight
		Discussion Question 1 – 10 points	
	Chapter 4	Read Chapter 4	
		Quiz 4	January 27 – midnight
January 28 – February 3	Chapter 5	Read Chapter 5	
		Quiz 5	February 3 – midnight
		Assignment 5.6 – page 134 – 10 points	February 3 – midnight
		Discussion Question 1 – 10 points	February 3 – midnight
February 4 – 10	Chapter 6	Read Chapter 6	
		Quiz 6	February 10 – midnight
February 11 – 17		Assignment 6.7 – page 168 – 10 points	February 17 – midnight
		Assignment 6.12 – page 170 – 10 points	February 17 – midnight
February 18 – 24		Assignment 6.17 – page 171 – 10 points	February 24 – midnight
		Assignment 6.21 – page 172 – 10 points	February 24 – midnight
	Chapter 7	Read Chapter 7	
		Quiz 7	February 24 – midnight
February 25 – March 3		Assignment 7.5 – page 203 – 10 points	March 3 – midnight
		Discussion Question 2 – 10 points	March 3 - midnight
		Assignment 7.8 – page 204 – 10 points	March 3 - midnight
March 4 – 10		Assignment 7.13 – page 206 – 10 points	March 10 – midnight
		Assignment 7.16 – Bonus – 10 points	March 10 – midnight
March 11 – 17	Chapter 8	Read Chapter 8	
		Quiz 8	March 15 – midnight
	Chapter 9	Read Chapter 9	
		Quiz 9	March 15 - midnight
		Discussion Question 3 – 10 points	March 15 – midnight

March 18 - 22		Spring Break	
March 25 – 31		Assignment 9.5 – 20 points	March 31 - midnight
DATE	CHAPTER	ASSIGNMENT	DUE DATE
March 25 – 31	Chapter 10	Read Chapter 10	
		Quiz 10	March 31 – midnight
April 1-7	Chapter 11	Read Chapter 11	
	Chapter 12	Read Chapter 12	
		Quiz 11 – Chapters 11 & 12	April 7 – midnight
April 8 – 14		PowerPoint Presentation – 50 points	April 14 – midnight
April 15 – 21		Discussion Question 4 – 10 points	April 21 – midnight
	Chapter 13	Read Chapter 13	
	Chapter 14	Read Chapter 14	
		Quiz 12 – Chapters 13 & 14	April 21 – midnight
April 22 – 28		Working on Resume	
		Discussion Question 5 – 10 points	April 28
April 29-30		Resume, Cover Letter and Reference Sheet FINAL DRAFT 100 POINTS	April 30 – midnight
May 5		Post Test - 50 points	May 5 – midnight
May 5		Final Exam – 100 points	May 5 – midnight

**UNIVERSITY OF ARKANSAS AT MONTICELLO
SCHOOL OF BUSINESS
COURSE SYLLABUS
BUSINESS STATISTICS II**

GB 3233

SPRING 2013

- Instructor:** Dr. Dennis Patterson
- Office:** 311 Babin Business Center
Phone: (870) 460-1841
Fax: (870) 460-1784
e-mail: pattersonj@uamont.edu
- Office Hours:** 9:10 to 10:00 a.m. MWF, 11:10 to 12:00 p.m. MTWHF, 1:10 to 2:00 MTWH, and by appointment
- Class Time:** Class meets 10:10 to 11:00 a.m. MWF in room 305 BBC.
- Prerequisite:** GB 2113 or PSY 2203
- Description:** G B 3233 Business Statistics II
3 credits: 3 hours lecture
Statistical topics include non-parametric statistics, ANOVA, MANOVA, simple and multiple linear regression, and statistical process control.
- Text:** *Business Statistics, A Decision-Making Approach: 8th Edition.* Authors: Groebner, Shannon, Fry, and Smith. Prentice-Hall, ISBN 0-13-224001-7.
- Learning Outcomes** The following student learning outcomes (SLOs) were adopted by the School of Business in 2010:

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 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.

- Objectives:** Students must demonstrate the following knowledge and associated skills to successfully complete GB 3233. After completing this course, students should be able to:

1. manually calculate hypothesis tests of means and proportions for one and two populations, [1]
2. use statistics software to perform hypothesis tests of means and proportions for one and two populations, [1,3]
3. explain the purpose of hypothesis testing, and the difference between Type I and Type II error, interpret results of statistical software with respect to hypothesis tests of means and proportions, [1]
4. formulate and manually calculate hypothesis tests for one population variance, and for the difference in two population variances, [1]
5. use statistics software to perform hypothesis tests for one population variance, and for the difference in two population variances, [1,3]
6. explain the meaning of analysis of variance, and be able to interpret the results of a single-factor ANOVA, [1]
7. use statistics software to perform a single factor hypothesis test of analysis of variance, and pairwise comparison procedures, [1,3]
8. use statistics software to perform two-factor hypothesis tests of analysis of variance, and interpret the results, [1,3]
9. manually calculate and use statistics software to perform a chi-square test of independence, and chi-square goodness of fit tests, and interpret the results, [1]
10. explain the application of goodness of fit tests, and of tests of independence, [1]
11. manually calculate and use statistical software to calculate \bar{X} , R , c , and p charts, [1,3]
12. interpret the meanings of the charts calculated in objective 11, and explain their applications, [1]
13. explain the meaning of correlation, use statistical software to calculate correlation coefficients, and to determine the significance of the coefficients, [1,3]
14. demonstrate understanding of the basic concepts underlying simple regression by being able to correctly answer multiple choice questions concerning these concepts, and being able to interpret the results of a simple regression model, [1]
15. use statistical software to calculate a simple linear regression between a dependent and an independent variable, and be able to write out the equation and interpret the result, [1,3]
16. explain at least one use and one misuse of regression analysis, [1]
17. demonstrate understanding of the basic concepts underlying multiple regression by being able to correctly answer multiple choice questions concerning these concepts, and being able to interpret the results of a multiple regression model, [[1,3]
18. use statistical software to calculate a multiple regression model, and be able to write out the equation, [1]

19. discuss potential problems involved in regression and the appropriate steps to deal with these problems, [1]
20. use instrumental (or dummy, or qualitative) variables in multiple linear regression. [1]

Course Grading

Students will be evaluated according to **your instructor's evaluation** of your performance on the following items.

Item	Weights	Grade
Exam One	200 Points	A greater than or equal to 891 points
Exam Two	200 Points	B between 781 and 890 points
Exam Three	200 Points	C between 661 and 770 points
Final Exam	200 Points	D between 551 and 660 points
Homework Assignments	<u>200 Points</u>	F less than or equal to 550 points
	1000 Points	
Post-test	up to 50 bonus points	

Text and Software

If you bought a new text, it includes a disk that is supplemental to the text. If you have a home computer, you may, but are not required to, install this software on your computer. The software adds functions to Excel® to enhance the statistical capabilities of this program. These macros will allow you to do all statistical procedures covered in this class. This software may or may not be installed in the lab in room 213.

In this class, most more complex homework will be done on computer, preferably using the statistics program NCSS. This program is installed in room 213, and the full program (not a shortened student version) is available for order from the bookstore for \$35. Since the program is also used in Marketing Research, some marketing students may also have the program for sale.

Attendance:

All students registered for this course are expected to attend class regularly and punctually. Because statistics cannot be learned without practice, several homework sets will be assigned, collected and graded. Success on exams will require doing ALL homework, and will also require regular study. Expect to spend a **minimum of six to eight hours a week, every week, in study and doing homework, and more for tests.** There will be no penalty for class absences except that *frequent absences greatly reduce* your understanding of statistical reasoning and methods. However, it is your responsibility to obtain copies of notes and handouts, hand in homework **before any planned absences**, and to ask questions in all cases when you do not understand. The allowable exceptions allowing late cases or makeup exams are illness or injury **requiring** a doctor's care, death or serious illness in your immediate family (immediate family includes parents, grandparents, children, siblings of all kinds) **requiring** your absence from campus. It does not include cousins, aunts, uncles, etc.) that requires your absence from campus, and court appearances. Demands of one's job, unless completely unpredictable demands are made on you, **are not** legitimate excuses for presenting work late, or for makeup exams.

Cheating and plagiarism

Engaging in of any of the following actions are considered cheating and / or plagiarism. These actions will result in a minimum of a 1 letter grade deduction on a written assignment, or failure 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, minus

a 10% penalty. For example, if a paper received a grade of 44 out of 50, and 4 students turned in identical papers 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 contents of coming examinations or the use of any such material;

- Substituting for another person during an examination or allowing such substitutions for oneself.

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.

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.

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

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 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.

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, [University of Arkansas - Monticello home page](#). 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 9 (Wednesday): First day of classes (regular and first 8-week fast-track classes).

January 9-15 (Wednesday - Tuesday): Late registration and schedule changes.

January 15 (Tuesday): Last day to register or add spring classes.

January 21 (Monday): Martin Luther King Holiday. All offices and classes closed.

February 22 (Friday): Deadline to apply for August and December graduation.

March 18-22 (Monday-Friday): Spring Break for faculty and students. All offices closed on March 22.

March 27 (Wednesday): Last day to drop a regular spring class. Grade will be W.

April 1 (Monday): Preregistration for summer and fall begins.

April 12 (Friday): Preregistration for summer and fall ends.

April 30 (Tuesday): Last day of classes.

May 1-7 (Wednesday-Tuesday): Final Exams

May 10 (Friday): Commencement.

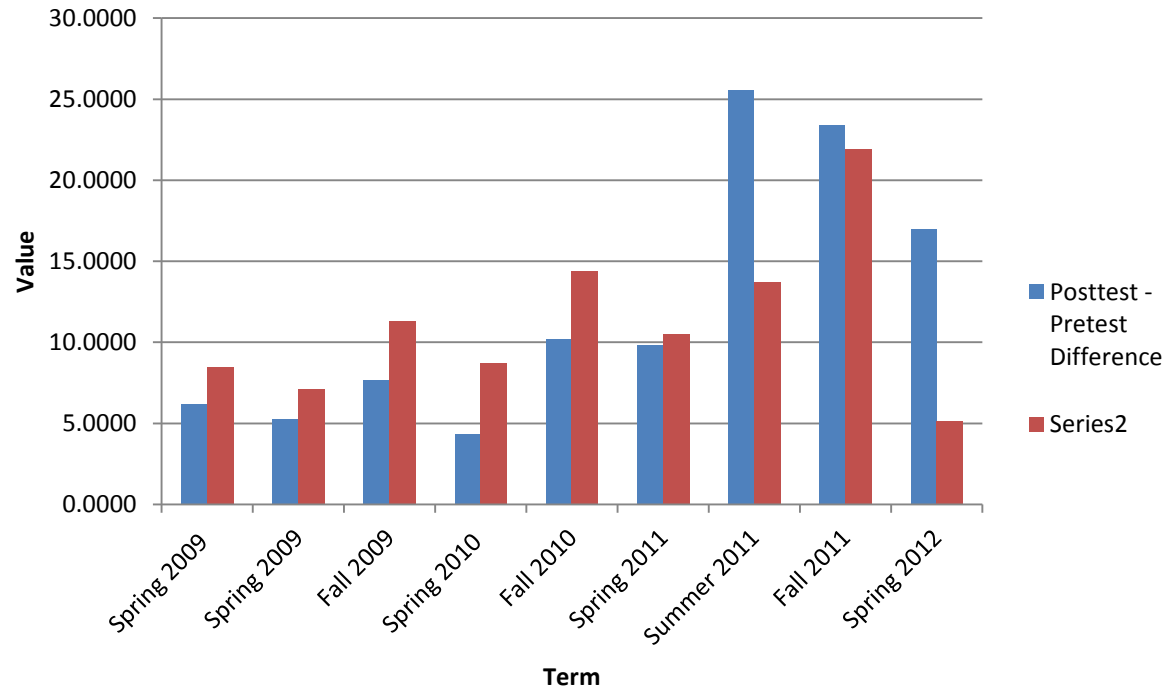
General Course Outline

January 9 - 25	Introduction and overview; pretest (for assessment only, not counted towards grade). Review of hypothesis testing for one mean and one proportion
Reading	Chapter 9, text
January 28 to Feb.14	Hypothesis tests for 2 population means or proportions
Reading	Chapter 10, text,
February 15	Exam 1
	Covers Chapters 9 & 10
February 18 – Mar. 13	tests for population variances
Reading	Chapter 11, text
	Goodness of fit and tests of independence (Chi-square)
Reading	Chapter 13, text
March 15	Exam 2
	Covers Chapters 11 and 13
March 18 -22	Spring Break
March 25 to April 5	Analysis of variance
Reading	Chapter 12, text
April 8 to 17	Simple linear regression
Reading	Chapter 14, text
April 19	Exam 3
	Covers Chapters 12 and 14
April 22 to April 30	Multiple regression
Reading	Chapter 15, text, <i>except</i> portions on interaction effects and stepwise regression
Tuesday, May 7	1:30 to 3:30 p.m.
Final Exam	Covers Chapter 15 plus comprehensive post-test

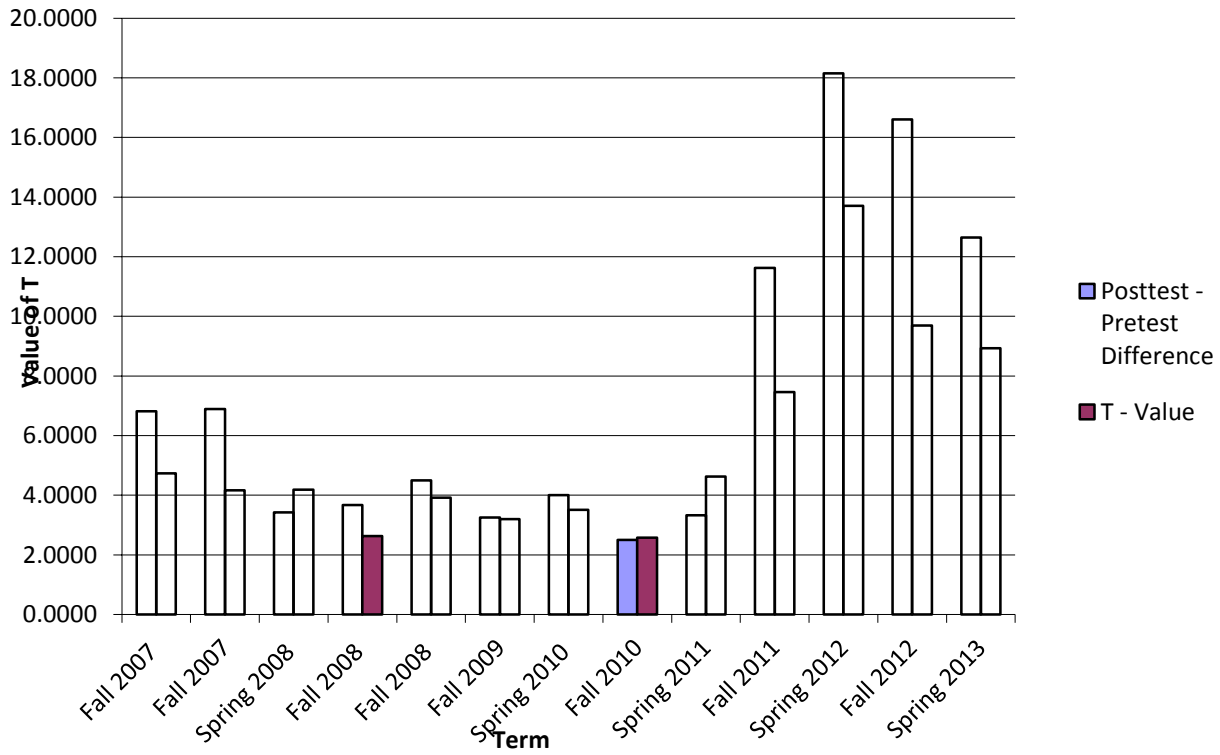
APPENDIX C

GRAPHS OF PRE-POST TEST RESULTS IN CORE COURSES

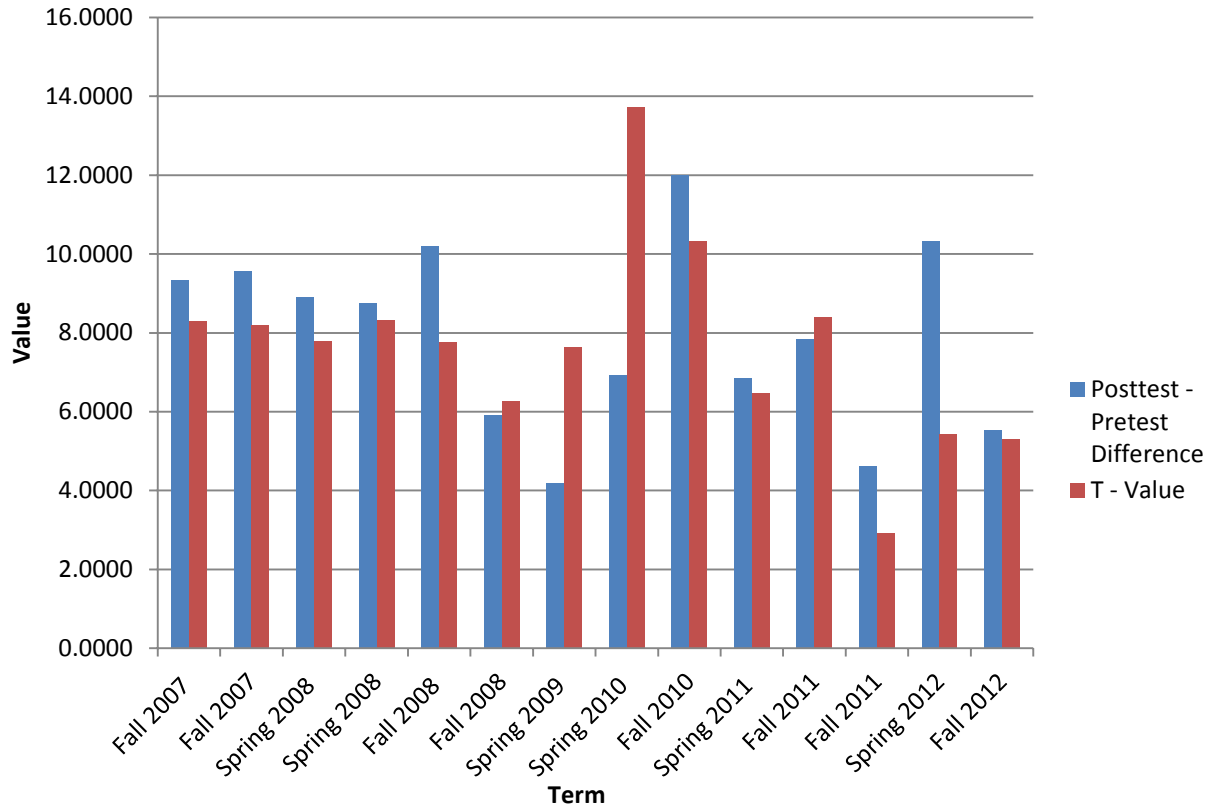
Managerial Accounting Pre and Post Test Results - Other Faculty's Classes



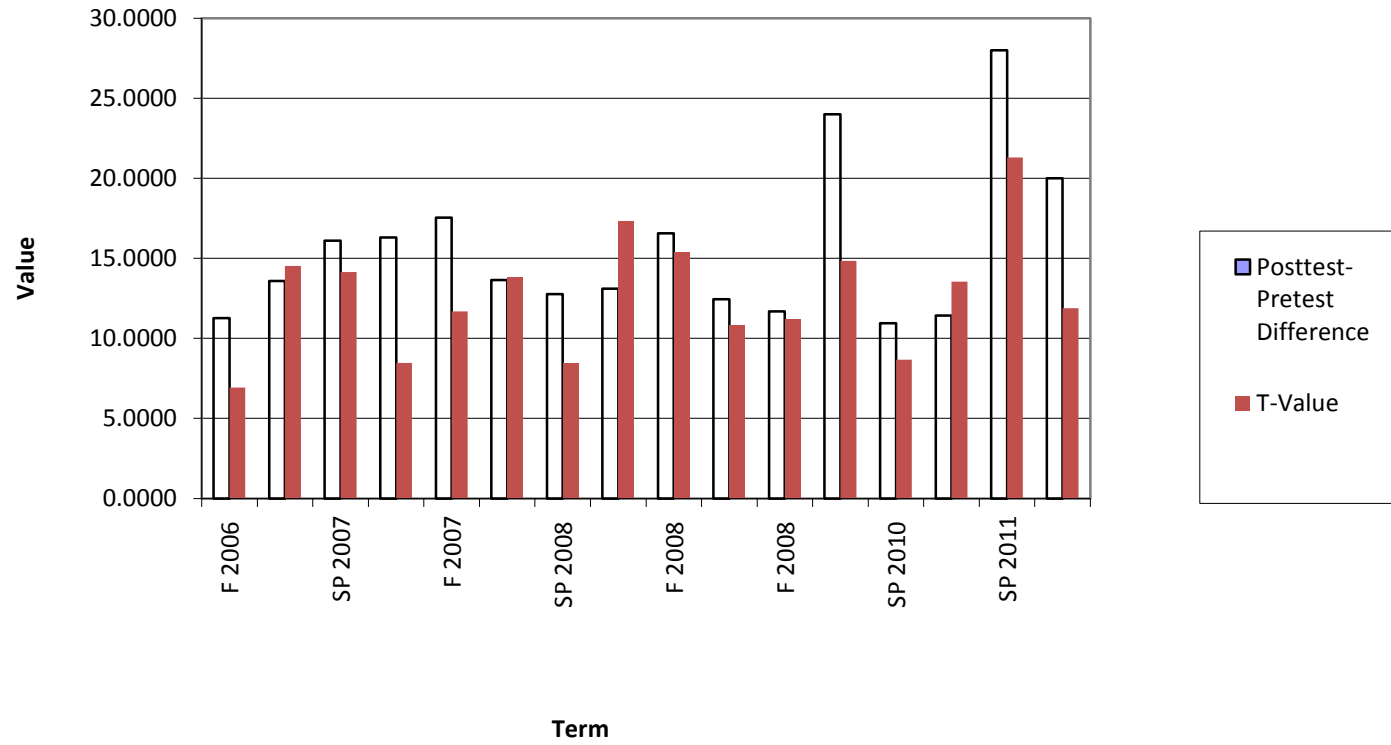
Managerial Accounting Pre and Post Test Results - Dr. Hammett Classes



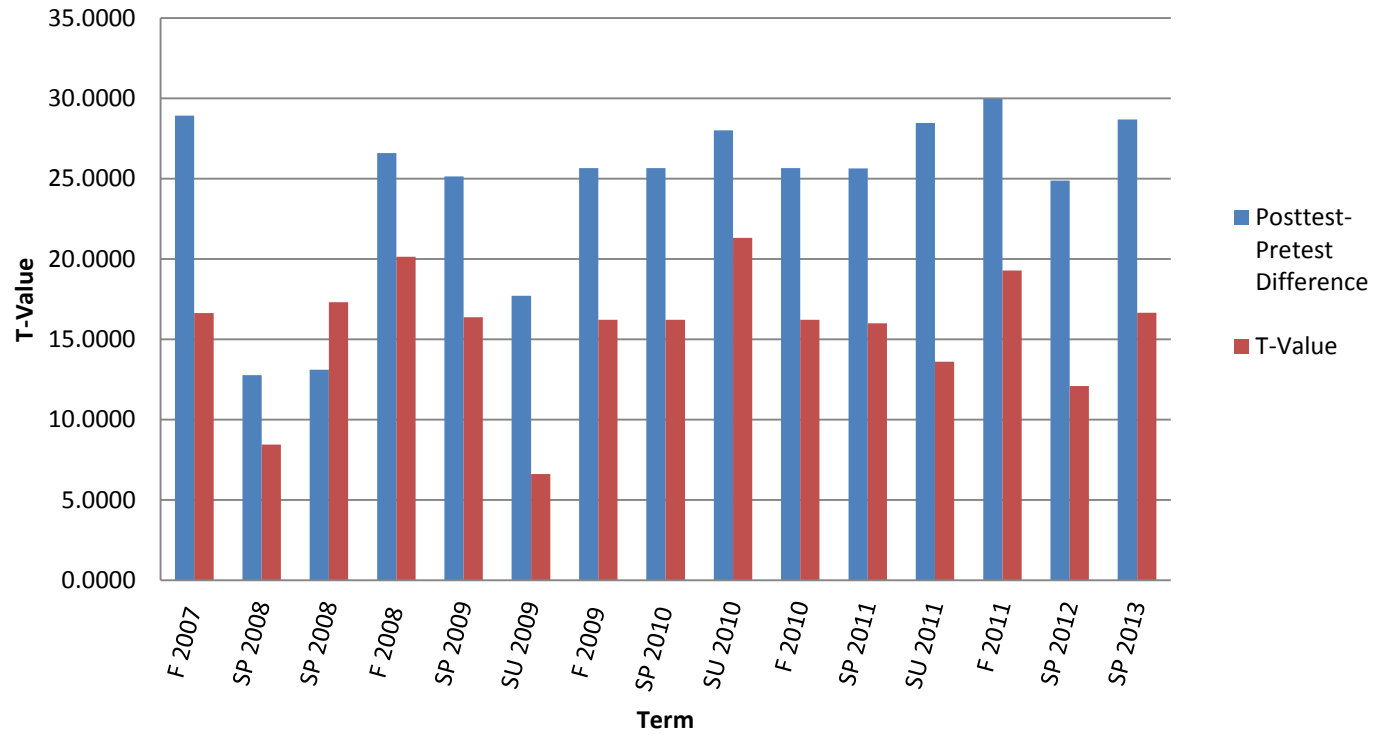
Financial Accounting Pre and Post Test Results



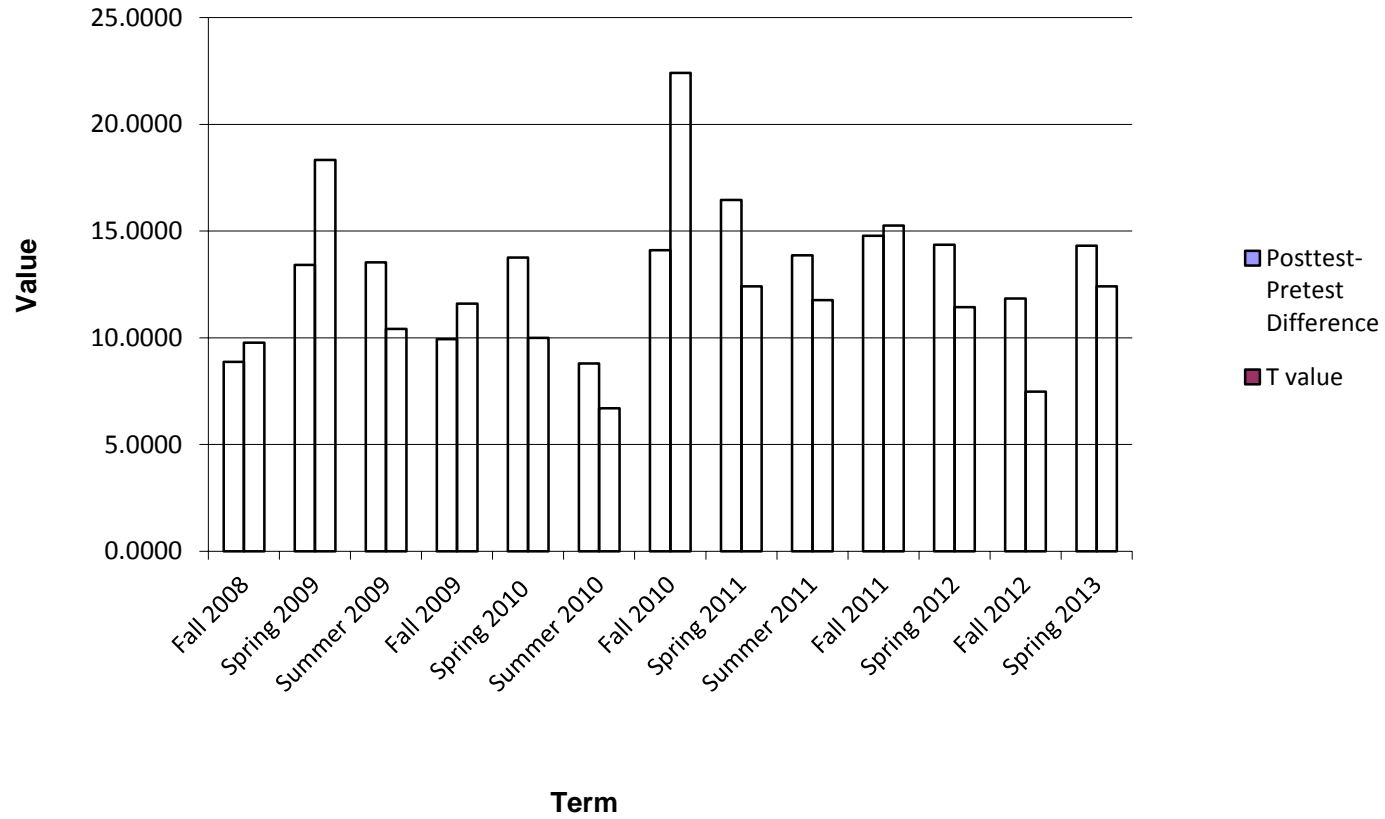
Microeconomics Pre and Post test Results



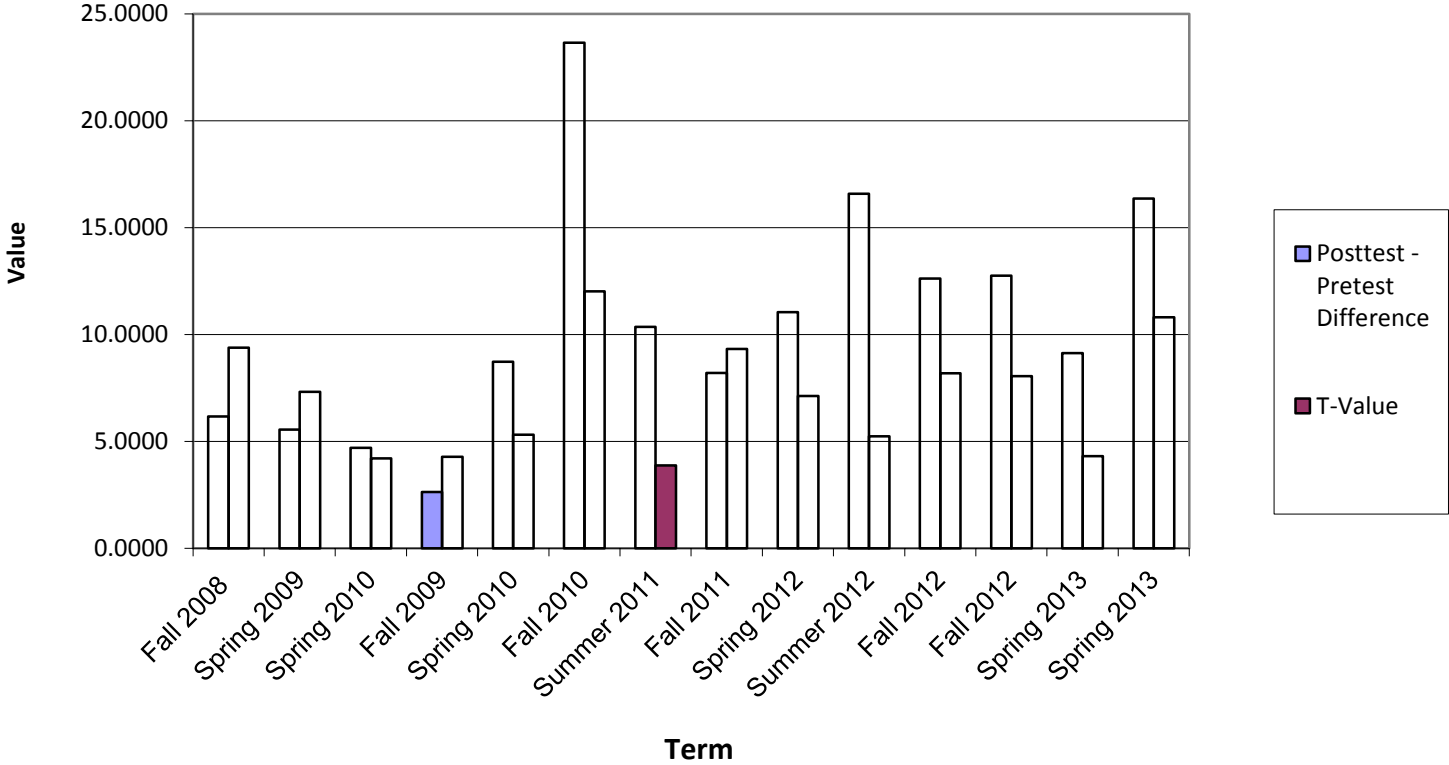
Pre and Post Test Results - Principles of Macroeconomics



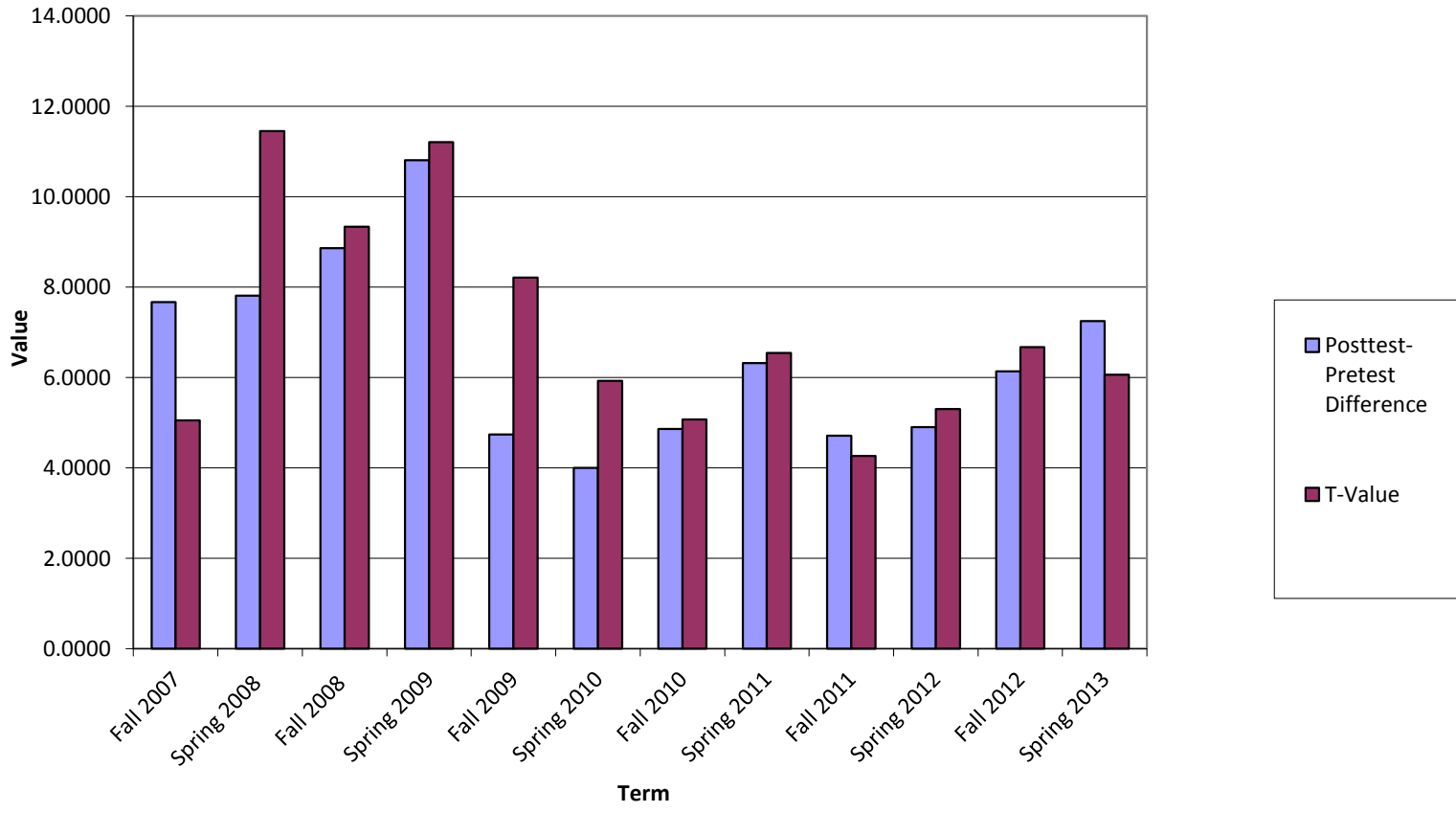
Principles of Finance Pre and Post Test Results



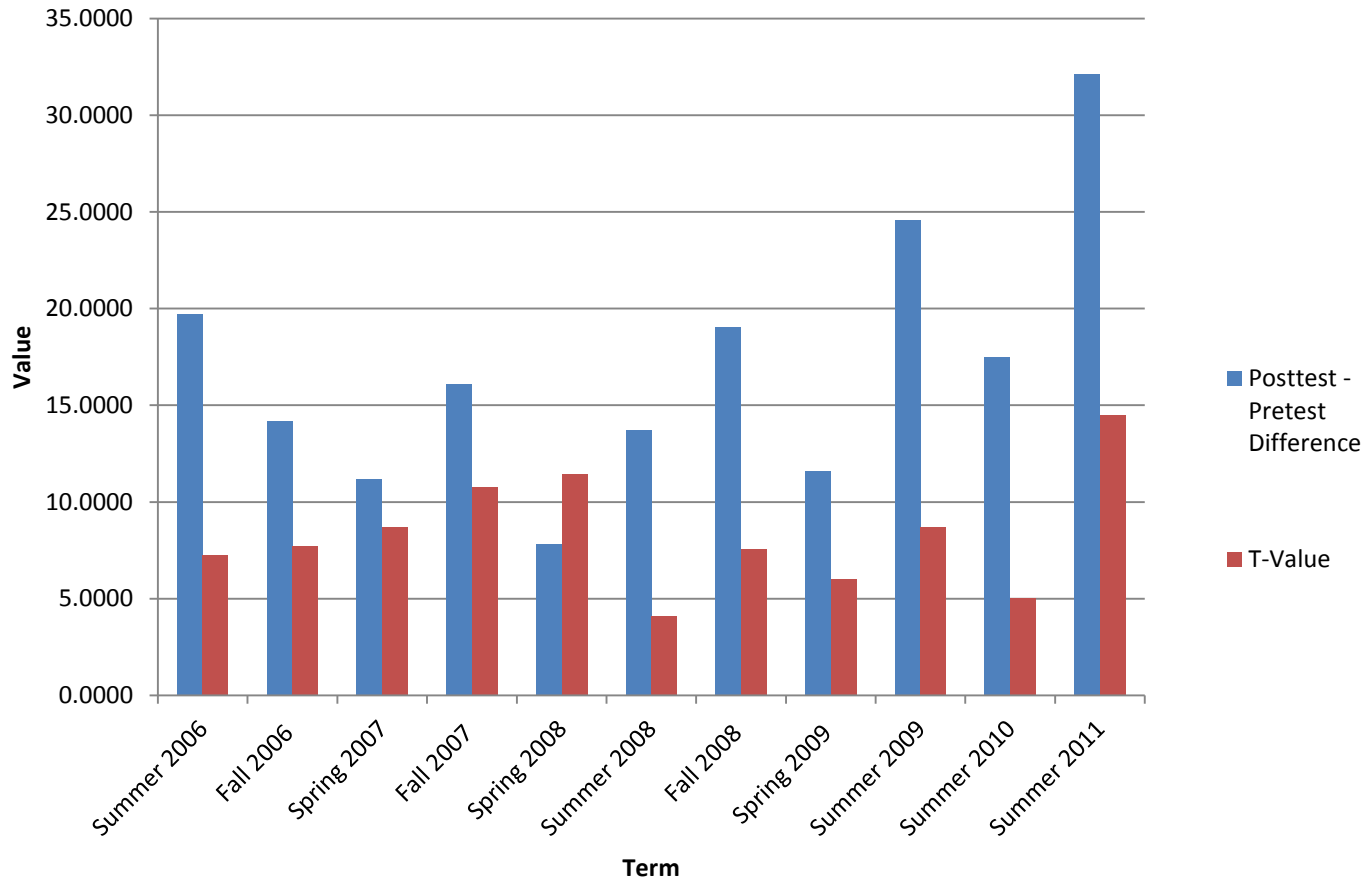
Business Communication Pre and Post Test Differences



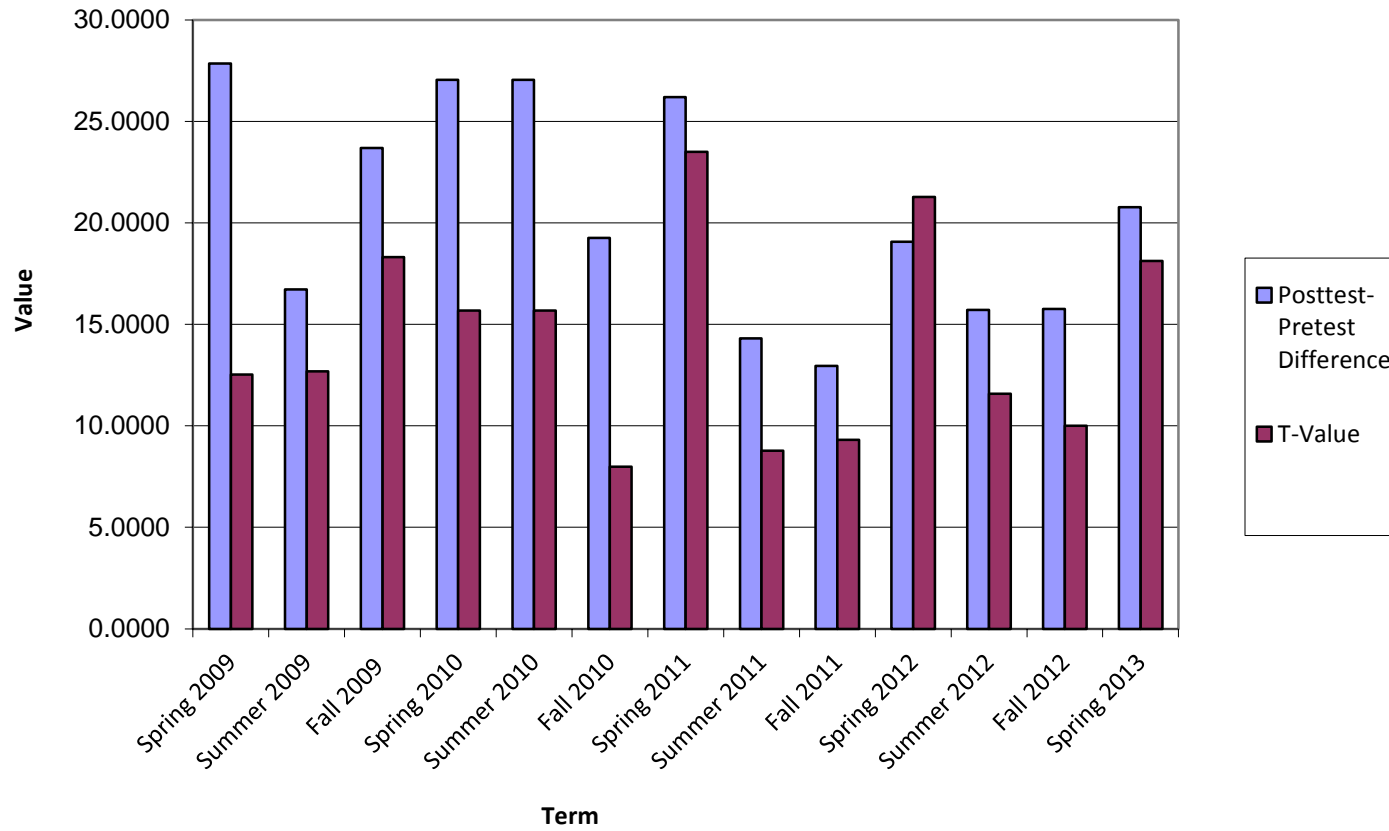
Principles Of Management and OB - Alexander - Pre and Post Test Results



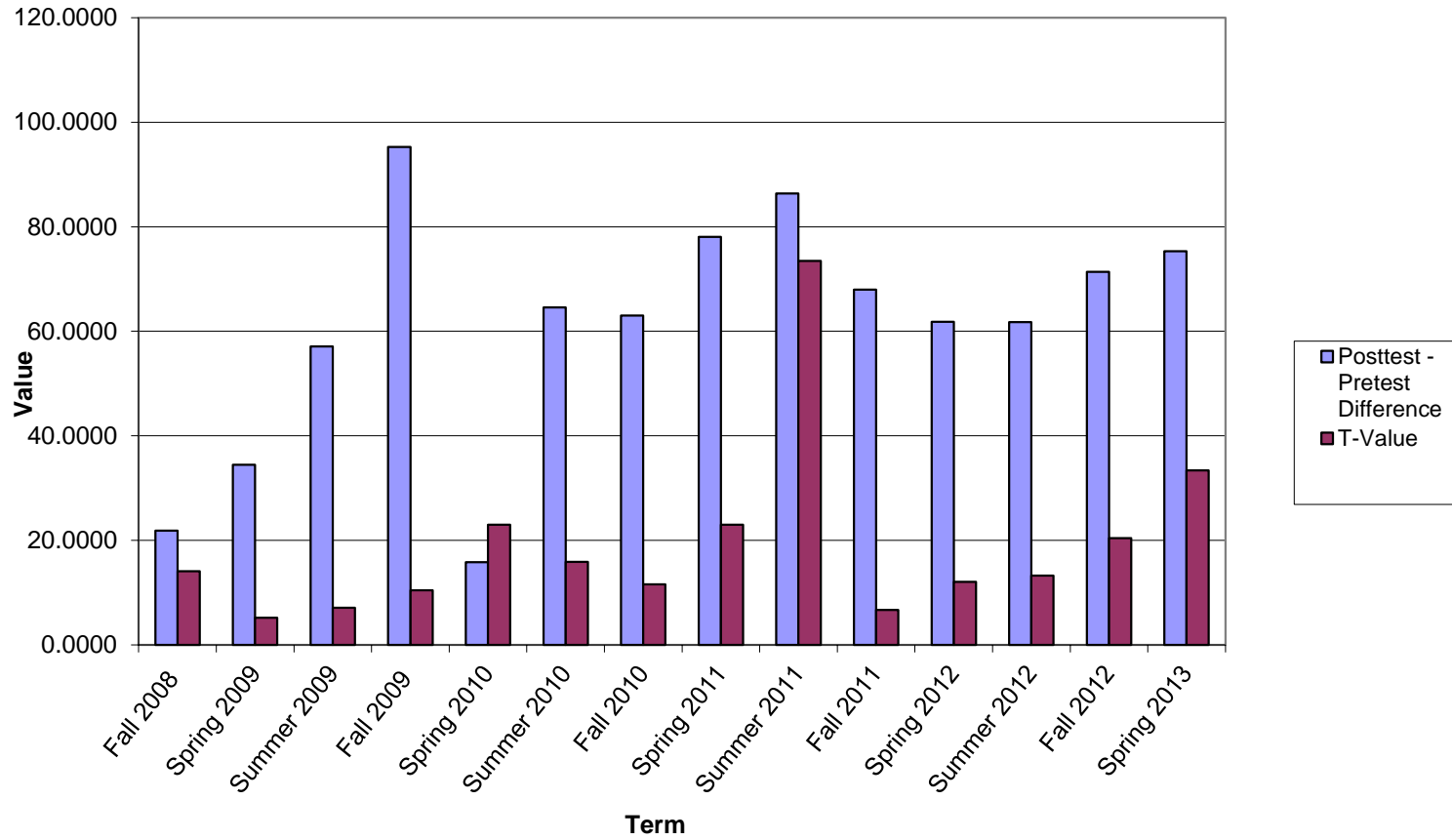
Principles of Management Pre and Post Test Results - Patterson



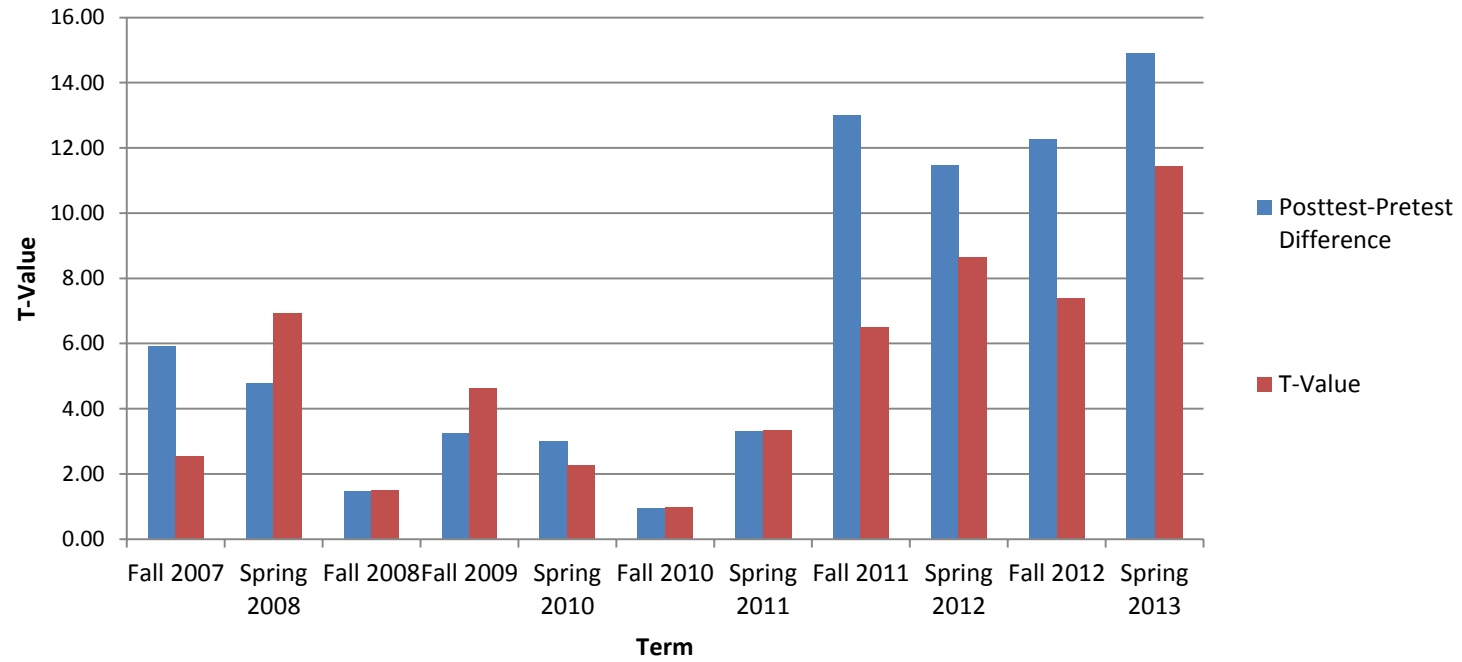
Principles of Marketing Pre and Post Test differences



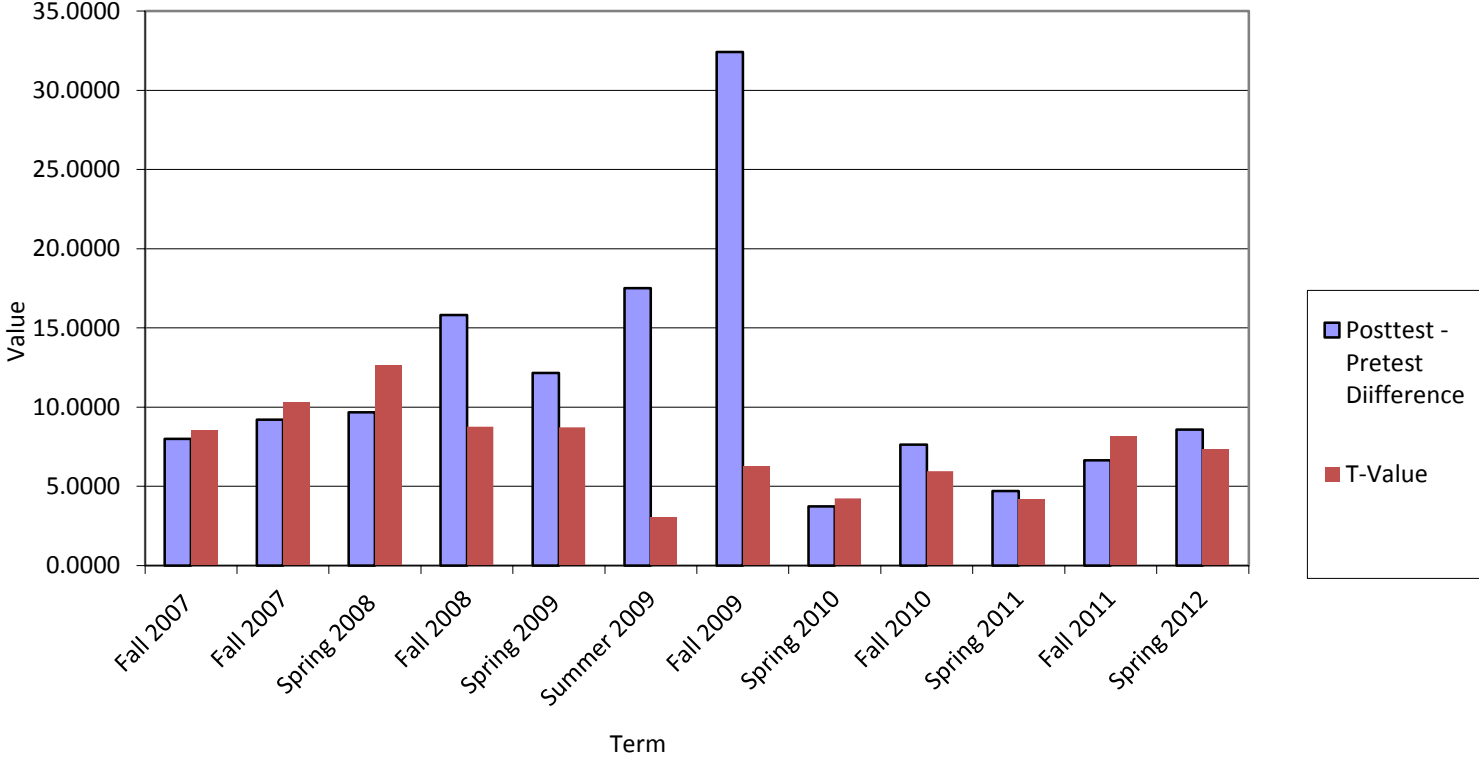
Production-Operations Management Pre and Post Test Differences



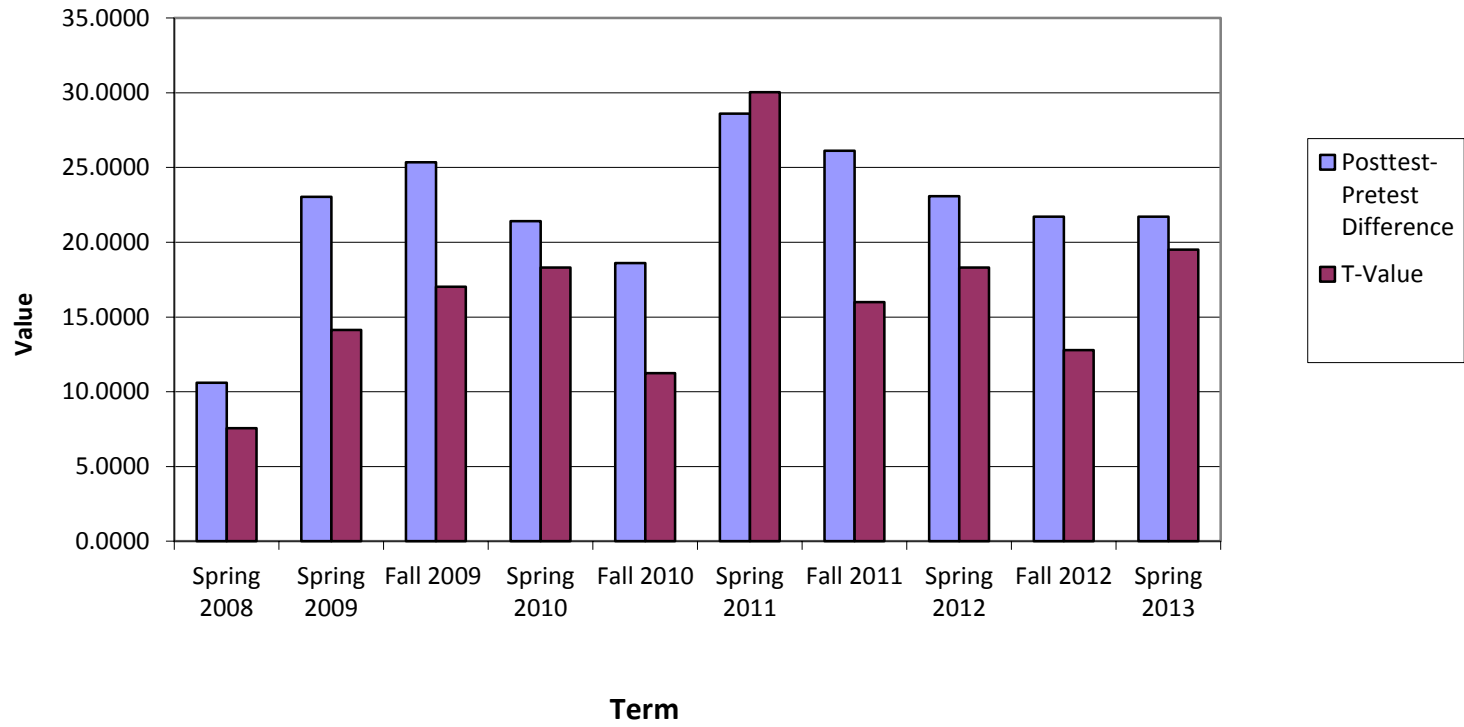
Pre and Post Test Results - Management Information Systems



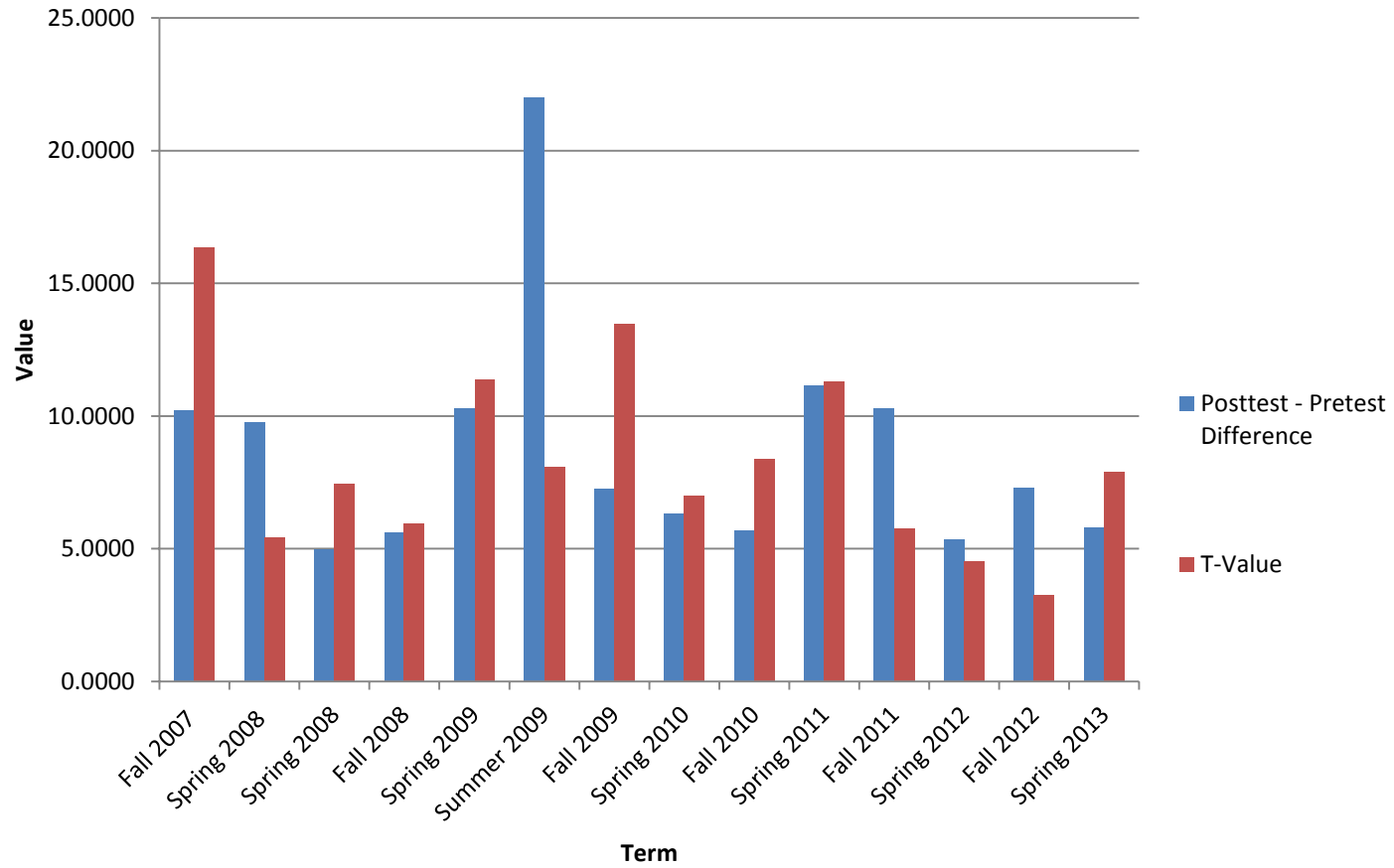
Business Statistics I Pre and Post Test Differences



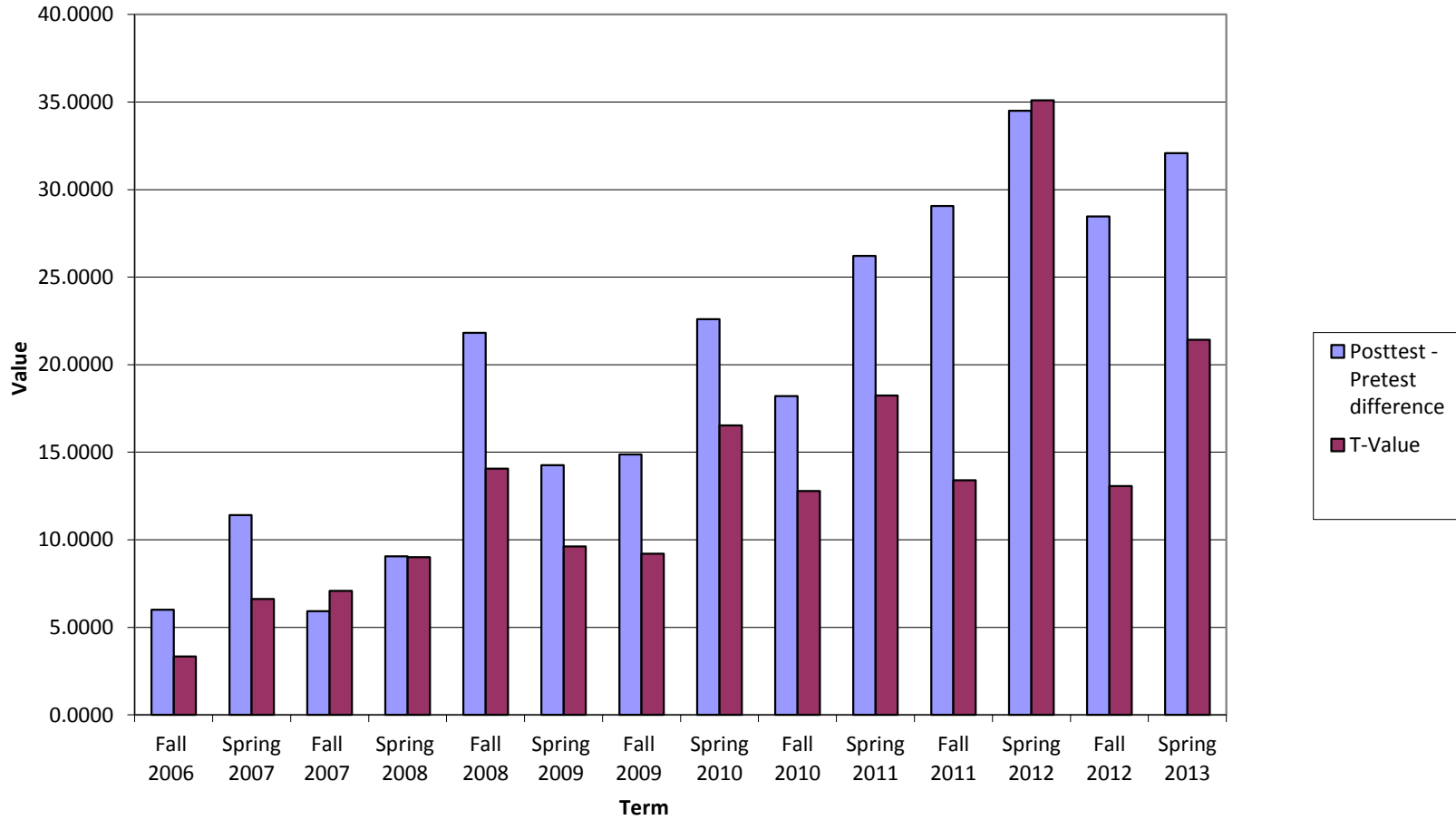
Business Statistics II Pre and Post Test Differences



International Business Pre and Post Test Differences



Strategic Management Pre and Post test Results



APPENDIX D

GRADUATING SENIOR SURVEY AND RESULTS

2012-2013

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.

37 of 41 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. Two are neutral (statement 28 with respect to repetition of material and 38 concerned with "boring" professors), and 2 are moderately favorable (question numbers 25 concerned with scheduling and 33 dealing with fair grading by gender). Results are consistent with those achieved in 2011-2013, which gives a preliminary assessment that the survey instrument is statistically reliable.

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

Disagree	Neutral	Agree	% Disagree	% Neutral	% Agree
0	3	34	0.016	0.089	0.919

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

Disagree	Neutral	Agree	% Disagree	% Neutral	% Agree
2	7	28	0.054	0.189	0.757

3. I can use computers and other technological tools.

Disagree	Neutral	Agree	% Disagree	% Neutral	% Agree
0	1	36	0.000	0.027	0.973

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

Disagree	Neutral	Agree	% Disagree	% Neutral	% Agree
0	3	34	0.000	0.081	0.919

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

Disagree	Neutral	Agree	% Disagree	% Neutral	% Agree
0	2	35	0.000	0.054	0.946

6. I can effectively communicate information and ideas orally.

Disagree	Neutral	Agree	% Disagree	% Neutral	% Agree
1	3	33	0.027	0.081	0.892

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

Disagree	Neutral	Agree	% Disagree	% Neutral	% Agree
0	6	31	0.000	0.162	0.838

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

Disagree	Neutral	Agree	% Disagree	% Neutral	% Agree
1	4	32	0.027	0.0108	0.865

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

Disagree	Neutral	Agree	% Disagree	% Neutral	% Agree
1	3	33	0.027	0.081	0.892

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

Disagree	Neutral	Agree	% Disagree	% Neutral	% Agree
1	2	34	0.027	0.054	0.919

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

Disagree	Neutral	Agree	% Disagree	% Neutral	% Agree
1	2	34	0.027	0.054	0.919

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

Disagree	Neutral	Agree	% Disagree	% Neutral	% Agree
1	4	32	0.027	0.108	0.865

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

Disagree	Neutral	Agree	% Disagree	% Neutral	% Agree
1	1	35	0.027	0.027	0.946

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

Disagree	Neutral	Agree	% Disagree	% Neutral	% Agree
1	11	25	0.027	0.297	0.676

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

Disagree	Neutral	Agree	% Disagree	% Neutral	% Agree
2	7	28	0.054	0.189	0.757

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

Disagree	Neutral	Agree	% Disagree	% Neutral	% Agree
0	2	35	0.000	0.054	0.946

16. I understand the ethical issues in business.

Disagree	Neutral	Agree	% Disagree	% Neutral	% Agree
0	0	37	0.000	0.000	1.000

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

Disagree	Neutral	Agree	% Disagree	% Neutral	% Agree
0	2	35	0.000	0.054	0.946

18. Classes are canceled frequently.

Disagree	Neutral	Agree	% Disagree	% Neutral	% Agree
30	1	6	0.811	0.027	0.162

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

Disagree	Neutral	Agree	% Disagree	% Neutral	% Agree
2	6	29	0.54	0.164	0.784

20. Professors use visual aids to help students learn

Disagree	Neutral	Agree	% Disagree	% Neutral	% Agree
5	3	29	0.135	0.081	0.784

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

Disagree	Neutral	Agree	% Disagree	% Neutral	% Agree
0	2	35	0.000	0.054	0.946

22. Teachers are equally fair to males and females

Disagree	Neutral	Agree	% Disagree	% Neutral	% Agree
9	6	22	0.243	0.162	0.595

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

Disagree	Neutral	Agree	% Disagree	% Neutral	% Agree
0	0	47	0.000	0.000	1.000

24. Scheduling works out among all classes

Disagree	Neutral	Agree	% Disagree	% Neutral	% Agree
13	2	22	0.351	0.054	0.595

25. Classroom discussions stay on track

Disagree	Neutral	Agree	% Disagree	% Neutral	% Agree
6	2	29	0.162	0.054	0.784

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

Disagree	Neutral	Agree	% Disagree	% Neutral	% Agree
4	4	29	0.108	0.108	0.784

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

Disagree	Neutral	Agree	% Disagree	% Neutral	% Agree
16	7	14	0.432	0.189	0.378

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

Disagree	Neutral	Agree	% Disagree	% Neutral	% Agree
2	2	33	0.054	0.054	0.892

29. My advisor recommends the classes needed to graduate

Disagree	Neutral	Agree	% Disagree	% Neutral	% Agree
1	1	35	0.027	0.027	0.946

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

Disagree	Neutral	Agree	% Disagree	% Neutral	% Agree
4	5	28	0.108	0.135	0.757

31. Notification is given for canceled classes

Disagree	Neutral	Agree	% Disagree	% Neutral	% Agree
3	2	32	0.081	0.054	0.865

32. Teachers encourage interaction with the entire class

Disagree	Neutral	Agree	% Disagree	% Neutral	% Agree
1	5	31	0.025	0.135	0.838

33. Some professors grade students differently depending on gender

Disagree	Neutral	Agree	% Disagree	% Neutral	% Agree
20	9	8	0.541	0.243	0.216

34. My advisor is helpful

Disagree	Neutral	Agree	% Disagree	% Neutral	% Agree
1	2	34	0.027	0.054	0.919

35. Classroom discipline is an issue

Disagree	Neutral	Agree	% Disagree	% Neutral	% Agree
32	3	2	0.865	0.081	0.054

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

Disagree	Neutral	Agree	% Disagree	% Neutral	% Agree
1	4	32	0.27	0.108	0.865

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

Disagree	Neutral	Agree	% Disagree	% Neutral	% Agree
14	6	17	0.378	0.162	0.459

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

Disagree	Neutral	Agree	% Disagree	% Neutral	% Agree
0	1	36	0.000	0.027	0.973

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

Disagree	Neutral	Agree	% Disagree	% Neutral	% Agree
3	2	32	0.081	0.054	0.865

40. My advisor did a good job.

Disagree	Neutral	Agree	% Disagree	% Neutral	% Agree
2	1	34	0.054	0.027	0.919

APPENDIX E

ATTAINMENT OF COURSE

LEARNING OBJECTIVES

**Spring 2012 - Phillips
Managerial Accounting**

By Topic	Pre	Post	Change
Ch 14 - Managerial Cost Concepts	50	62	12
Ch 15 - Job Order Costing	16	43	27
Ch 16 - Process Costing	12	29	17
Ch 17 - Activity Based Costing	19	46	27
Ch 18 - Cost Behavior Analysis	16	58	42
Ch 19 - Cost Volume Profit	1	43	42
Ch 20 - Budgetary Planning	37	54	17
Ch 21 - Budgetary Control	9	110	101
Ch 22 - Standard Costs/Bal Scorecard	9	112	103
Ch 23 - Inc Analysis/Cap Budgeting	17	73	56

By Topic	Percentage Change	% Pre Test Correct	% Post Test Correct
Ch 14 - Managerial Cost Concepts	24.0	0.385	0.477
Ch 15 - Job Order Costing	168.8	0.123	0.331
Ch 16 - Process Costing	141.7	0.092	0.223
Ch 17 - Activity Based Costing	142.1	0.146	0.354
Ch 18 - Cost Behavior Analysis	262.5	0.123	0.446
Ch 19 - Cost Volume Profit	4200.0	0.008	0.331
Ch 20 - Budgetary Planning	45.9	0.285	0.415
Ch 21 - Budgetary Control	1122.2	0.069	0.846
Ch 22 - Standard Costs/Bal Scorecard	1144.4	0.069	0.862
Ch 23 - Inc Analysis/Cap Budgeting	329.4	0.131	0.562

Assessment Matrices - Dr. Patterson

Assessment Matrix - Industrial Relations - Fall 2012

Exam One Results				Exam Two Results				
Objective	Essay Question	number satisfactory	percent satisfactory	Objective	Essay Question	number satisfactory	percent satisfactory	
	1	1, 2	17	85.0	17	1, 2	20	100.0
	4	3, 4	17	85.0	18	3, 4	20	100.0
	5	5, 6	18	90.0	19	5, 6	18	90.0
	6	7, 8	19	95.0	19	7, 8	20	100.0
	11	9, 10	18	90.0	21	9, 10	19	95.0
	12	11,12	19	95.0	22	11,12	20	100.0
	13	13,14	15	75.0	22	13,14	17	85.0
	13	15,16	20	100.0	23	15,16	20	100.0
Overall test		143	89.4	Overall test		154	96.3	

On essay questions, 7 or greater of 10 points is considered satisfactory

Exam Three Results				
Objective	Essay Question	number satisfactory	percent satisfactory	
	18	1, 2	17	94.4
	22	3, 4	17	94.4
	23	5, 6	18	100.0
	23	7, 8	16	88.9
	25	9, 10	18	100.0
	25	11,12	18	100.0
	26	13,14	18	100.0
	26	15,16	18	100.0
Overall test		140	97.2	

Assessment Matrix - Strategic Management - Fall 2012

Exam One Results				Exam Two Results			
Objective	Essay Question	number satisfactory	percent satisfactory	Objective	Essay Question	number satisfactory	percent satisfactory
1	1,2	14	100.0	7	1,2	12	92.3
2	3,4	13	92.3	8	3,4	13	100.0
3	5,6	13	92.3	9	5,6	13	100.0
4	7,8	13	92.3	10	7,8	13	100.0
5	9,10	11	78.6	11	9,10	9	69.3
6	11,12	12	85.7	12	11,12	9	69.2
Exam Three Results				Exam Four Results			
Objective	Essay Question	number satisfactory	percent satisfactory	Objective	Essay Question	number satisfactory	percent satisfactory
13	1,2	14	100.0	19	1,2	13	92.3
14	3,4	14	100.0	20	3,4	14	100.0
15	5,6	14	100.0	21	5,6	14	100.0
16	7,8	14	100.0	22	7,8	13	92.3
17	9,10	14	100.0	23	9,10	14	100.0
18	11,12	12	85.7	24	11,12	12	85.7
On essay questions, 7 or greater of 10 points is considered satisfactory							

Assessment Matrix - Strategic Management - Spring 2013

Exam One Results				Exam Two Results			
Objective	Essay Question	number satisfactory	percent satisfactory	Objective	Essay Question	number satisfactory	percent satisfactory
1	1,2	25	100.0	7	1,2	25	100.0
2	3,4	24	96.0	8	3,4	25	100.0
3	5,6	24	96.0	9	5,6	22	88.0
4	7,8	21	88.0	10	7,8	24	96.0
5	9,10	24	96.0	11	9,10	24	96.0
6	11,12	23	92.0	12	11,12	19	76.0

Exam Three Results				Exam Four Results			
Objective	Essay Question	number satisfactory	percent satisfactory	Objective	Essay Question	number satisfactory	percent satisfactory
13	1,2	22	88.0	19	1,2	25	100.0
14	3,4	24	96.0	20	3,4	25	82.1
15	5,6	25	100.0	21	5,6	22	100.0
16	7,8	25	100.0	22	7,8	25	100.0
17	9,10	25	100.0	23	9,10	25	100.0
18	11,12	25	100.0	24	11,12	25	100.0

On essay questions, 7 or greater of 10 points is considered satisfactory

APPENDIX F

SAMPLE E-MAILS TO ADVISEES

2012-2013

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

From: CLAYTON@UAMONT.EDU

Sent: Tuesday, April 02, 2013 3:44 PM

To: Clayton Marsha

Subject: <From the desk of Marsha Clayton>preregistration

Preregistration for summer 2013 and fall 2013 started Monday, April 1st, and will end on Friday, April 12th. Please come by my office (BBC 109) to preregister for summer and fall classes this week or next week. I will put a sign up sheet on my door if you want to sign up for a time period, and/or you can email me to make an appointment to preregister. Preregistration is the best way to get the courses you want at the times you want.

I will be out of the office on Friday, April 5th and Monday, April 8th. I will not be available for preregistration on either of those days.

Thanks

M. Clayton

Sent Wednesday, October 31, 2012

<From the desk of John Patterson>

Pre-registration for the Spring 2013 semester begins on Monday, November 5. I have posted a sign-up sheet on the bulletin board outside my office. Please sign up for one of the available appointment times. If you cannot meet during day of the available times, please call me at 460-1841 and we will arrange a time.

Certain classes may fill quickly, so try to register early.

Please preregister if possible, since getting a favorable schedule during regular registration in January will be very difficult, especially for freshmen and sophomores.

I'll see you soon.