SCHOOL OF BUSINESS UNIVERSITY OF ARKANSAS AT MONTICELLO

2009-2010 ASSESSMENT REPORT

1. **List the student learning outcomes (goals) for your unit. Include the specific website address where the learning outcomes can be accessed. An example of a student learning outcome is: "A student who graduates from the School/Department of _____ should be able to ……." If your unit has specific accreditation standards, please attach these standards; include the name of the accrediting body and the term of the accreditation.**

The following student learning outcomes were adopted by the School of Business in 2008.

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

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

The School of Business Mission Statement, which includes the Student Learning Outcomes) is available on the School of Business master webpage, http://www.uamont.edu/Business/.

2. Demonstrate how your unit's specific student learning outcomes (goals) are linked to the mission of UAM. Please use your enumerated list from Question 1 to complete the section to the right.

The following matrix relates the five School of Business Goals with the mission statement of the University of Arkansas at Monticello. 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.	School of Business Goals 1& 2
The University seeks to enhance and share knowledge, to preserve and promote the intellectual content of society, and to educate people for critical thought.	School of Business Goals 1, 2, 3 & 5
The University provides learning experiences that enable students to synthesize knowledge, communicate	School of Business Goals 2, 3 & 4

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.	School of Business Goals 1, 2, 3, 4, 5

3. Provide specific evidence of the ways that your unit communicates student learning outcomes to prospective and current students (Examples: website, catalog, syllabi, and brochures).

Student Learning Outcomes are listed on the School of Business webpage (http://www.uamont.edu/Business/), and will appear in the 2011-13 University Catalog.
As indicated below, course objectives (not the 5 SLOs) are included in all syllabi. The School of Business has an updated brochure (attached as Appendix A) that is made available to all prospective students and the Office of Admissions. It does not list SLOs, but is intended to provide information about the School's programs, examples of its outstanding graduates, provide information about how to contact the school.

Beginning with the fall 06 semester, all course syllabi contain a detailed list of Course Learning Objectives.
- APPENDIX B, LEARNING OBJECTIVES BY COURSE, lists each course offered in the School of Business during the Fall 2009 semester and Spring 2010 with a brief identification of each specific School of Business Learning Objectives addressed by that course and the specific ways in which the Learning Objectives is addressed. All courses continue to have detailed learning objectives, with pre-and post-test questions linked to these objectives
- At the instructor's discretion, course learning objectives are linked to Student Learning Outcomes. Sample syllabi for three of Dr. Patterson's fall 2009 courses is attached as part of Appendix C. SLOs are linked to course learning objectives for all his classes.
- The course syllabus is provided to all students on the first class day.
- Copies of all course syllabi since 2000 are always available to students, current and prospective, at the School of Business Office in BBC 216. Some syllabi prior to that time are also available.
- Syllabus posting on the faculty member's webpage is optional and 60 percent of the fulltime faculty post class materials, including syllabi, on the web. No action was taken

regarding mandatory posting of syllabi on the web. However, syllabi are given to all students, in all classes, and made available to students who lose or misplace their syllabus.

- Faculty members utilize the School of Business website in several different ways.

  All faculty members are identified on the School of Business website at http://www.uamont.edu/Business/   At this site some faculty members maintain links to personal pages. Some faculty link to course materials
  - Some faculty, listed below, use the web as a password link to course materials including syllabus, copies of PowerPoint lecture notes, handouts, supplemental materials, and examination guides.
  - The following faculty have syllabi and other learning information available at these websites:

  - Dr. Michael Alexander http://www.uamont.edu/facultyweb/alexander

  - Dr. Roy Cabaniss

  - Dr. Marsha Clayton

  - Dr. Dexter Gulledge   http://www.uamont.edu/FacultyWeb/Gulledge/

  - Dr. Ted Hammett   http://www.uamont.edu/FacultyWeb/Hammett/

  - Ms. Becky Phillips

- Electronic versions of all course syllabi for the past eight years are available and are made available to interested students upon request.
- This assessment report will be linked to the Assessment link on the webpage of Academic Affairs upon acceptance by CASSA.

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4. Provide specific evidence of how your unit assesses whether students have achieved your unit's student learning outcomes. (Examples: pre/post tests, post tests, capstone courses, surveys, graduation rates, etc.) Address historical patterns or trends.

METHOD OF MEASUREMENT:

The School of Business continues the use of pre and post tests in most classes and an assessment exam, written by faculty. 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.

Testing begins on the first day of most classes 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, which are reported in Appendix D for all classes for which data are available at the time this report was prepared. The resulting assessment measure shows the gain in absolute and statistical terms (post-test mean less pretest mean is significantly different, in the statistical sense) that indicates a measure of the learning that takes place during the semester in either: a) the specific course, and/or b) other semester courses which may have covered supplement topics.

The results of the pre-post examinations are encouraging. As shown in APPENDIX D, all of the t-tests show a statistically significant increase in post-test scores over pre-test scores, demonstrating learning did in fact take place in all of the business courses during the years 2006-2009. There are three exceptions; one each in 2006-7, 2008-2009, and 2009-2010, in which the t-test is significant at $p<=10\%$, instead of the more stringent $p<=5\%$. All other available paired sample t-tests for 2008-2009 demonstrate significant differences between pre and post test scores. Pre and post-test results for their courses are also given to each faculty member, so that he or she can use the analysis to make changes in their courses, if necessary.

The School of Business conducts exit exams every semester, in its capstone strategic management class, to assess student retention of core business subjects. The exam (100 questions) has been given each semester that Strategic Management is offered, with the following results through Fall 2006. Results for Spring 2007 are reported separately below, because the test was rewritten to include more material (production-operations management, international business, and management information systems), so the tests are not comparable. We now have results of 3 semesters with the second exam, so that the sample size is sufficient for statistical validity and reliability.

The test was revised again in Fall 2008, due to some significant problems for some sections with reliability and the ability to discriminate between knowledgeable and weak students, particularly

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in the areas of Legal Environment, and Statistics. These areas had some questions that were either poorly written or that covered material not covered (Statistics I does not cover regression, which was included on the assessment exam). Results for the second revision are included in the third portion of the table below. Comparisons of the three exams should not be made, due to revisions being made in the exams, and new content added to later exams.

Prior Exam

Mean Score	Median Score	Mode	Number of Students Tested
51.3	51	55	274

Revised Exam

Mean Score	Median Score	Mode*	Number of Students Tested
48.54	50	NA	105

 * No mode exists

Second revision (Fall 2008 through Spring 2010 only)

	Mean Score	Median Score	Mode	Number of Students Tested
Total Sample	54.38	56	60	101
Fall 08	52.48			23
Spring 09	52.25			28
Fall 09	52.70			20
Spring 10	58.93			30

The following discussion applies only to the second exam revision, although similar analyses were conducted on the previous exams. The analysis of the original exam appears in the 2006-2007 report. The analysis of the first revised exam appears in the 2007-2008 report.

Tests were run to determine if the scores, now that sufficient data have been collected, are normally distributed. The results indicate that scores are approximately normally distributed. GPA, however, is not normally distributed, whether at UAM or any other school.   A probability plot of test scores against Z-values shows that all values lie within the confidence interval boundaries, indicating a normal distribution. All statistical tests of normality indicate that the exam scores are a random normal variable.

Additionally, the Pearson product moment correlation between cumulative GPA and the exit exam score was calculated. For the 4 semesters the newly revised exam has been given, the correlation between the two variables was highly significant (0.563, n=101, p<0.001), indicating that students with higher GPAs earn higher scores, as expected. The standardized Chronbach's alpha for the exam is 0.720445 for the new sample of 101, indicating significant validity for the

overall exam. As the number of tested students rises, the correlation and Chronbach's alpha are also expected to rise.

Additionally, an item response analysis was run in 2009, and will be repeated in 2010, for all questions on the exam. Some modifications *may* be necessary based on the prior item analysis. Some questions seem to be too difficult, and some too easy. In both cases, such questions serve as poor discriminators between students who are knowledgeable about the material in question and those who lack knowledge or comprehension. However, with only a sample size of 51 in Spring 2009, the reliability statistics are not necessarily robust. After more data are collected, it will be easier to determine if the 2008-2010 version of the exit exam is more valid and reliable than prior versions.

It is impossible to know if a course may need to be strengthened, unless the questions asked on the exit exam are good discriminators. However, asking 7 or 8 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. A better comparison is with the means of our exam to the mean scores on the Educational Testing Service (ETS) Major Field Test in Business.

Comparison of ETS Major Field Test in Business to UAM Business Assessment Exam (Old)

Mean % Correct

Subject Area	ETS Field Exam (2006-09)	UAM School of Business (Second revision, 2008)
Accounting	49.8	*58.1*
Economics	47.8	*59.2*
Management	54.5	*58.0*
QBA (Stats/POM)	46.1	43.8
Finance	55.0	40.0
Marketing	51.9	*53.9*
Legal Environment.	45.9	42.6
Information Systems	57.7	*63.6*
International	54.5	*58.3*

In 6 of the 9 areas, UAM scores (numbers in *italics*) exceed the scores on the ETS field exam. However, one cannot make the claim, without further data and knowledge that improvements in the exit exam have actually made the test better (over 136,000 students have taken the current ETS Field Exam in Business and only 51 scores on the newly revised exam are included above), that Statistics, and Production-Operations Management (the Quantitative Business Analysis section), and Finance scores are significantly poorer that the national scores, or that Accounting, Economics, Legal Environment, Marketing, International Business, or Management scores are higher. Also, the exams are similar, but not identical. Given the small numbers of students tested, we cannot be certain that all questions are good discriminators between students who are knowledgeable and those with lower comprehension of business concepts. 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, www.ets.org/Media/Tests/MFT/pdf/mft_demographic_data.pdf, accessed July 27, 2010). Only 54 of the 101 students who took the School of Business assessment, or 53.5%, had cumulative GPAs equal to or exceeding 3.00.

Though the number of students who have taken the new exit exam is still small (n=101), analysis of variance was performed on the pooled results. Using the demographic variables of age, sex, and concentration, ANOVAs were run using each demographic variable for the "treatments" and score as the dependent variable. There is *no statistical difference in scores by gender*. On the new exam older ($\geq$23 years old) students made lower scores than younger students, and the difference is statistically significant ($F=7.89$, $p<0.01$).

When analyzing the new exit exam (revised 2008) results by concentration, t*here are no statistically significant differences in mean score by concentration.* Unlike the prior exam, correlation between scores of students in a concentration or major and GPA is not consistent across groups, with Accounting having the lowest correlation between GPA and exam score. This correlation is not statistically significant, probably due to the small sample size (n=17). The correlation between GPA and score are listed in the table below. Business Administration and Management were combined, due to only 5 Business Administration students being tested.

Correlations between test score and GPA by concentration

Concentration	correlation	Number in group	significant at p=5%?	Group mean
Accounting	0.381	17	no	58.65
Business Administration and Management	0.574	37	yes	51.95
Finance	0.659	17	yes	55.71
Marketing	0.488	30	yes	54.20

The aggregate results for the exam are given to the School of Business Assessment Committee for evaluation and recommendations for needed curriculum adjustments. The report of the Assessment Committee to the full Business faculty for the 2009-2010 Academic year will b presented to the faculty in Fall 2010, and will be made available a an addendum to this report, as Appendix E.

The School of Business graduates a significant proportion of UAM undergraduates. Below is a table listing the numbers of School of Business graduates by academic year in Accounting and Business Administration. The numbers are relatively stable, except for a large group in 2007-2008.

School of Business Graduates by Major and Year

Year	Accounting	Business Administration	Total
2005-6	9	38	43
2006-7	14	38	52
2007-8	18	64	82
2008-9	6	43	49
2009-10	14	40	54

5. Provide evidence of the measures of student performance that your unit collects and analyzes regularly (Examples: retention rates/pass rate for classes, teacher made tests, research papers, recitals, field experiences, etc.). Give specific examples of how analyses of student performance have been used to improve unit decisions.

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).

Faculty are provided results of paired sample t-tests, based on a pre-test and post-test for all core classes and most other classes, to use for the same purpose. The results of these t-tests indicate whether or not students have progressed satisfactorily. 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. A summary of all available pre/post-test results is included in Appendix D.

In the past year, Dr. Patterson tracked progress on attainment of course learning objective, based on test results in several, but not all courses. The assessment matrices for the current year are included in Appendix E. For example, in the Strategic Management course in Fall 2009, on exam 4, only 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 the Industrial Relations class in the same semester, students had the greatest difficulty with objective 12, dealing with union organization and elections, their processes, and rules, and oversight by the NLRB. In Fall 2010, more attention will be given to this topic in class, and perhaps an additional case assigned that deals with these issues. In Spring 2010, Drs. Clayton and Graber also began to track student progress towards objectives, and to determine the reasons why the objectives may or may not have been reached. Copies of their reports are also included in Appendix F. Material from other faculty is not available at this time.

In 2008, Dr. Patterson used that data to make changes in the Strategic Management course by increasing the emphasis on 2 key concepts, and adding assignments requiring students to apply

models related to these concepts to business firms. He also added an assignment in the Strategic Management class to require students to calculate net present value, based on results from the exit exam which showed some confusion on this topic.

In prior years, such information has been used to strengthen prerequisites for the capstone Strategic Management course. During the 2009-2010 academic year, we have no evidence of UNIT decisions, but individual decisions about course material did occur, as indicated above. (Also see retention activities under question 10 in this report)

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.

6. Provide specific evidence of how your unit utilizes information, other than student performance, to determine necessary unit decisions. Describe how your unit analyzes and selects a course of action. Attach documentation that supports your determination. (Examples: senior surveys, alumni surveys, professional meetings, minutes from faculty or committee meetings, etc.).

The use of the University's Senior Survey has not been utilized by the School of Business in the past because of the lack of specific questions relating to business students and our programs.

The School of Business Assessment Committee will develop alumni and employer surveys in 2008-2009. We intended to survey alumni in Fall 2009 (pushed back from Spring 2009), and employers in Fall 2010. Given that the unit is still short one faculty member, this schedule seemed realistic. Administration of the survey was not undertaken in 2009-2010. The surveys, both for alumni and employers, will be administered in 2010-2011.

Available minutes of faculty meetings where retention and assessment issues were discussed in the 2009-2010 academic year are included in Appendix G.

7. Based on your answers to Questions 5 and 6 regarding student learning outcomes, prioritize your unit's future course of action. Include plans for what will be done, by whom, to what extent, and how often.

- ISSUE: Need to continue to improve the School of Business assessment process. Faculty compliance with recording student attainment of course learning objectives is poor (3 of 8 submitted any type of report to the Assessment Committee)
- WHOM: Dr. Patterson and School of Business Assessment Committee
- TIME: Academic year, 2010-2011

- ISSUE: Improvement of assessment exam for 2011-12 academic year, when additions to core curriculum require broadening of exam. At this time, the intent is to modify the UAM School of Business Assessment exam to closely approximate the ETS Field Exam in Business

- WHOM: School of Business Assessment Committee, remainder of faculty
- TIME: 2010-2011 academic year

- ISSUE: Lack of student involvement in the assessment process
- WHOM: The dean and faculty
- TIME: each semester until resolved.

- ISSUE: To adopt and implement a continuous improvement assessment program for the School of Business.
- ACTION TAKEN: Feedback from the evaluations and faculty comments lead to the modification of the final examination for POM. The final is now far more comprehensive and detailed and requires the students to work the problems they have encountered throughout the semester.
- Pre- and post- tests are given in all School of Business classes.
- A faculty member specializing in statistical analysis calculated paired sampled t-tests on all pre and post test results submitted to him by all School of Business faculty, and provided the results of these tests to the faculty. 2009 - 2010 results are included in this report.
- Preparing draft of alumni and employer surveys to be submitted in Fall 2010 (Employer) and Spring 2011 (alumni).
- TIME: results expected in Spring and Summer 2011.
- WHOM; Assessment Committee

8. Specifically describe how your unit is making student learning accessible, including, if applicable, alternative modes of instruction (CIV, WebCT, weekend, Early College High School, etc.). Address historical patterns and trends.

Historically, the School of Business did not offer a night schedule. With the introduction of the CIV program in 2001, it was possible for a business student to complete all of the upper level business courses required for a BBA in Business Administration on the UAM campus.

In the fall of 2001, the School of Business implemented a CIV program through the Phillips Community College, now PCCUA, which offered a Bachelor of Business Administration (BBA) with a concentration in Business Administration to holders of the Associate of Arts in the central delta region of Arkansas. At the end of the Spring 2007 semester, the last student graduated, and there were no further enrollments in Fall/Spring 2007-2008.

The School of Business continues to offer some night classes that are Monticello only, and other night classes offered via CIV to McGehee and Crossett (See CIV and distance education enrollment history in Appendix H). Enrollments in these classes are small.

FIN3413, FIN 3483, FIN4683 are offered only once per year, and only at night, due to being taught by an adjunct faculty member. GB3533, Legal Environment, is taught on-line, also by an adjunct, as is ECON399V, Business Ethics. Students have no other alternative to take these

courses on-line or at night, with the exception of Legal Environment, of which another section is typically taught at 8:10 am TH.

9. Specifically describe how your unit involves students directly in the assessment process.

Students are involved in the assessment program via two major areas. 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. And second, they provide input through the pre-post-examinations which are also administered in each class in the School of Business.

There are currently two student clubs in the School of Business. Phi Beta Lambda has been marginally active for several years; however, in 209-2010 there were 17 dues-paid members. A number of these will be members in 2010-2011. The second club received Colony status in 2006 and became a student chapter of the Institute of Management Accounts (IMA). In each of the first three years, the new chapter of approximately 15 members was awarded the IMA Gold Certificate of Excellence.

10. Describe and provide evidence of the efforts your unit is making to retain students in your unit and/or the University. (A statement indicating that "we are improving advising" is NOT evidence. Copies of letters to students, telephone logs, e-mails, documentation of advising sessions may be considered as evidence.)

Retention activities during the 2009-2010 year included:

1. Club activities: IMA activities included:

   - Holiday Party – Dr. Hammett's home
   - School of Business Christmas Party – provided snacks for all students to enjoy
   - Polar Bear Plunge – fundraiser for the Arkansas Special Olympics
   - Held the 2nd Annual Arkansas Baptist Home for Children Easter Egg Hunt
   - Speaker: Jerry Woodall, Arkansas Division of Legislative Audit – Fall 2009
   - Speaker: Craig Kaminicki, CPA and owner Richard Maxwell & Associates – Spring 2010
   - Mill Tour: Hood Packaging
   - A party honoring our seniors and celebrating the end of the school year was held at Lone Sassafras Hunting Lodge in May
   - During each semester we also had a bowling night and dinner at a local restaurant
   - Lauren Robinson won the Manuscript Award at the National Level – this is the second consecutive year that UAM IMA has won this award. Lauren and Kelli Jo Pierce attended the national convention in Baltimore, MD in June.

2. To expand and increase student interest in new and existing School of Business organizations:
   - Preliminary inquiries were made to establish an AMA chapter at UAM.

- The Financial Management Association is open to all members of the UAM Community, and is advertised via Netlist as such. Several non-business students attended during the past year.
- IMA held a membership drive in the fall and spring semesters to encourage students to join.
- Business students were encouraged to join one of our organizations depending on their major.
- Participated in the Christmas Tree canned food drive with Phi Beta Lambda and the Financial Management Association – won 1st place
- PBL was revived in Fall 2008. It had 17 dues-paid members in 2009-2010 and sent 3 officers and one other member to the 2009 Fall Leadership Conference.

3. To improve student placement through alumni and industry contacts.
- The Social Security Office in Little Rock hired 2 management graduates making a total of three former students employed by them in the last 2 years.
- One function of the Financial Management Association chapter is to facilitate student placement. Speakers come from the Monticello business community, and this provides students with an excellent opportunity for networking.
- Alumni were contacted in our area concerning many former students. IMA also had speakers from various businesses address our members concerning their business/industry. We have had CPAs, a local business owner, and a representative from a state agency.
- Interested students were taken to the Annual Fall Arkansas Society of Certified Public Accountants Interview Day at their offices in Little Rock. Ten students from each University are invited to participate. It is a great opportunity for students to make contacts and gain experience with the interview process.

4. To continue developing major-area student organizations, while maintaining an overall umbrella student organization such as PBL that includes all majors.
- Plans for an American Marketing Association were further explored.
- The Financial Management Association is expanding, and new projects are being discussed.
- Three accounting faculty served as faculty advisor to the UAM Student Chapter of the Institute of Management Accountants.
- IMA increased its membership in 2008-09 to 25 students. We are hopeful that this trend will continue. Some students that are members of IMA are also participating in PBL.
- One management faculty member actively revived PBL in Fall 2008. It had 17 dues-paid members and began fund raising to send next year's officers to Fall Leadership Conference.

5. To continue developing major-area student organizations, while maintaining an overall umbrella student organization such as PBL that includes all majors.
- The three business student organizations all advertised all meeting times and dates. All students are welcome.

- The Student IMA Chapter had at least four speakers during the 2008-09 academic year who presented programs open to the general public.
- Two CPAs with Searcy and Associates spoke to the Principles of Accounting I class and the Federal Tax II class during the Spring 2009 semester.

6. To encourage and to help IMA Student Members attend the annual Student Leadership conference.
   - IMA has had very successful fund raisers during the last three years. Three students (Amber Reaves, Amanda Keithley, and Catherine Glass) and a sponsor attended the student leadership conference in St Louis in October 2009. This was the first student leadership conference that UAM IMA has attended.

7. 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 by associated with increased drop-out rates. Samples are included in Appendix I.

8. At least one faculty member has an annual social event at his home open to all students in his/her concentration (Dr. Cabaniss), and at his/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 hosted a dinner, at their expense, for all students in the Business Administration, Entrepreneurship, and Management concentrations, at Dr. Patterson's home in October 2009. Attendance at the initial dinner was low. The dinner will be continued this fall, earlier in October or late September, and on a different day of the week to try to increase attendance.

Intermediate-Range Objectives

1. To accommodate student needs by increasing student participation in regional and national PBL and other student organizations.
   - Four PBL member attended the State Fall Leadership Conference in Harrison, Arkansas in Fall 2009.
   - A faculty member initiated steps to work with marketing students and PBL members to develop recruiting campaign for PBL with the goal of having at least 2 students participate in spring contests in 2010. No students participated. The problems seem to be related to the heavy class, work, and activities load of many PBL members that makes it difficult to participate. Additionally, funding was not sufficient to send members and the sponsor without School of Business or University support.

2. To develop a program of junior and senior student participation in research activities.
   - Marketing research requires a research project from each student. This project starts with a research question proposed by an independent client (a business or organization) from which the students write surveys, administer them, analyze the results and write a final report to present to the client.

APPENDIX A

SCHOOL OF BUSINESS BROCHURE

APPENDIX B
LEARNING OBJECTIVES
BY COURSE

SCHOOL OF BUSINESS LEARNING OBJECTIVES

SLO	AREA	#	COURSE NAME	HOW LEARNING OBJECTIVE DONE

Student Learning Outcome #1

Demonstrate familiarity with theory and practice in the business core and in a chosen area of concentration

SLO	AREA	#	COURSE NAME	HOW LEARNING OBJECTIVE DONE
1	ACCT	2213	Principles of Accounting I	Assign problems for homework and class discussion. Homework is graded. Knowledge is assessed through examinations. Students analyze the business transactions and demonstrate understanding with journal entries and preparing financial statements.
1	ACCT	3403	Intermediate Accounting I	Assign problems for homework and class discussion. Homework is graded. Knowledge is assessed through examinations. Particular attention is paid to Statements issued by the FASB and its predecessor organizations, the APB and the CAP of the AICPA
1	ACCT	3413	Intermediate Accounting II	Assign problems for homework and class discussion. Homework is graded. Knowledge is assessed through examinations. Particular attention is paid to Statements issued by the FASB and its predecessor organizations, the APB and the CAP of the AICPA
1	ACCT	3523	Intermediate Accounting III	Assign problems for class discussion. Knowledge is assessed through examinations. International coverage includes material on foreign currencies translation and exchange contracts.
1	ACCT	4633	Governmental Accounting	Assign problems for homework and class discussion. Homework is graded. Knowledge is assessed through examinations.
1	ACCT	3433	Cost Accounting I	Through testing and homework assignments which are required and graded
1	ACCT	4323	Accounting Information Systems	Through testing and homework assignments which are required and graded
1	ACCT	4333	Fraud Examination	Through testing and homework assignments which are required and graded

1	ACCT	4673	Cost Accounting II	Through testing and homework assignments which are required and graded
1	ACCT	4773	Auditing	Through testing and homework assignments which are required and graded
1	ACCT	4613	Advanced Accounting	Assignments; tests; pre/post tests
1	ACCT	4683	Federal Tax I	Assignments; personal income tax returns project; tests; pre/post tests
1	ACCT	4693	Federal Tax II	Assignments; corporate income tax returns project; tests; pre/post tests
1	ACCT	2223	Principles of Accounting II	One written group project evaluating a local company and making suggestions
1	ACCT	2213	Principles of Accounting I	Two written group projects evaluating two companies and communicating results
1	ECON	2203	Principles of Macroeconomics	Discusses techniques used to validate hypotheses, such as the scientific method, as it applies to economics. Discusses common fallacies in reasoning, such as *post hoc, ergo propter hoc*, the fallacy of composition (fallacy of the common), the assumption of *ceteris paribus*, etc. Explains the difference between positive (testable) and normative (value judgment) statements. Discusses the idea of marginal thinking, rather than thinking in terms of "all or nothing."
1	FIN	3473	Principles of Finance	Introduce students to various theoretical models of evaluating securities, such as the Capital Asset Pricing Model, the Dividend Discount Model, the Efficient Market Hypothesis, the various term structure hypotheses, etc.
1	FIN	4603	Financial Policy & Plan	Discusses financial models in greater detail, including counter-arguments. Also introduces more sophisticated financial models, such as various theories (e.g., Modigliani-Miller) of optimal capital structure and optimal dividend policy.
1	GB	4363	Topics in E-Commerce	course applies to management, business administration, and marketing concentrations; 26 learning objectives covered dealing with main issues of management of e-commerce firms

1	GB	1023	Introduction to Business	This class introduces students to the dynamics of the business environment. Students get a synopsis of how different types of business operate. These businesses range form small sole proprietary companies to large corporations employing tens of thousands employees. The class is very interactive, so student have many opportunities to introduce new ideas on current topics into the classroom discussion. These ideas are integrated and the relevance of the ideas are compared to current literature and research.
1	MGMT	4633	Human Resource Mgmt	In this class students form "Dynamic Teams" in the classroom environment. I assign each team a project, which reviews some aspect of the Human Resource environment of management. These projects are dispensed every 4 weeks, so by end of the semester each team will have written 4 papers using the APA format. This teaches the class valuable problem solving and team building skill that can be used outside of the classroom environment.
1	MGMT	3453	Industrial Relations	course applies to management concentration; 40 learning objectives covered dealing with main issues and supporting knowledge in industrial relations
1	MGMT	3473	Principles of Management/Organizational Behavior	Course applies to business core. A number of learning objectives covered dealing with knowledge needed for further courses such as Advanced OB&T, Human Resources Management, Production Mgmt, and Strategic Management
1	MGMT	4673	Organizational Behavior & Theory	Course applies to management concentration; 7 learning objectives covered dealing with main issues and supporting knowledge in international OB&T
1	MGMT	4613	Mgmt Information System	Course applies to business core. About 35 specific learning objectives covering body of knowledge required to understand application of IT to management, finance, and marketing.

1	MGMT	4613	Mgmt Information System	pretest and post-test given. Statistically significant results obtained for the hypothesis that post-test scores exceed pretest scores (p<0.00000)
1	MKT	3403	Principles of Marketing	Neolithic model and cultural antecedents for shopping behavior which leads to market segmentation.
1	MKT	3443	Selling and Sales	Sales projects Students must: Design and do a cold call, design and present a canned sales pitch, and design and present a adaptive presentation.
1	MKT	3453	Marketing Communications	Current advertising analysis. Students analyze current ads to determine their target market and how they are supposed to be working.
1	MKT	3463	Consumer Behavior	Organized the class around the tripartite structure for consumer behavior proposed by Hawkins, Best and Cooney.
1	MKT	3463	Consumer Behavior	Neolithic model and cultural antecedents for shopping behavior are analyzed and then tied to specific market segments. Students then make predictions and see if those predictions are correct.
1	MKT	4473	Special Topics (Internet Mktg	A entire class based on marketing in the internet. You can't get much more current than that.

Student Learning Outcome #2

Demonstrate understanding of international business and international effects on US firms in an interdependent world

2	ACCT	3403	Intermediate Accounting I	Assigned homework related to political dimensions of the process of setting accounting standards in both the United States and other countries.
2	ECON	2203	Principles of Macroeconomics	Discusses the importance of foreign trade, by using the Law of Comparative Advantage, The Law of Increasing Opportunity Cost, etc. Using visual techniques, such as production possibility curves, demonstrates how government interference with free trade can result in suboptimal utilization of resources.
2	FIN	3473	Principles of Finance	Discusses the impact of globalization on financial decision-making, including special risks as well as benefits

2	GB	3353	International Business	Through interactive media and classroom materials, students are engaged in a number of exercise that broaden their prospective on the (global) international environment. Students learn of different cultures and the dynamics in which those cultures operate. They are assigned activities to complete outside of the classroom environment, in which they learning of other countries, cultures, currency, and social function. Each student collects this information on the country of their choosing and submit them to me in a written paper. The paper is also presented by the student in the classroom.
2	GB	4363	Topics in E-Commerce	International aspects of e-commerce covered, many cases have international dimensions
2	MGMT	3453	Industrial Relations	3 objectives cover international issues in labor relations
2	MGMT	3473	Principles of Management/ Organizational Behavior	Two chapters covered deal with international issues; Global chapter and Strategic Management chapter.
2	MGMT	4673	Global Organizational Behavior & Theory	Entire course is explicitly international, dealing with how culture, religion, legal, and economic factors affect organizational behavior and structure.
5	MKT	3463	Consumer Behavior	Cultural analysis: Students trace the derivation of American culture and compare it to extant subcultures within America.
5	MKT	4473	Special topics (international)	Cultural analysis: Students have a set of films (most of which are foreign) which they are to watch and analyze. The purpose of which is to expose the student to a foreign culture and to compare and contrast the foreign culture to that of the student.

Student Learning Outcome #3 and Student Learning Outcome 5

3. Be able to gather, analyze, and present results of research and business analysis.

5. Demonstrate critical thinking and communication skills by analyzing business problems, and clearly presenting solutions to those problems, either orally or in writing

3	ACCT	3403	Intermediate Accounting I	Students demonstrate advanced understanding of business events by analyzing events and preparing journal entries and financial statements that present fairly the results operations for an economic entity
3	ACCT	3413	Intermediate Accounting II	Students demonstrate advanced understanding of business events by analyzing events and preparing journal entries and financial statements that present fairly the results operations for an economic entity
3	ACCT	3523	Intermediate Accounting III	Students demonstrate advanced understanding of business events by analyzing events and preparing journal entries and financial statements that present fairly the results operations for an economic entity
3	ACCT	4633	Governmental Accounting	Students demonstrate understanding of financial transactions affecting governmental and non-profit enterprises through homework and examinations.
3	ACCT	4773	Auditing	Through testing and homework assignments which are required and graded
3	ACCT	2223	Principles of Accounting II	Through testing and homework assignments which are required and graded
3	FIN	3473	Principles of Finance	Assigns problem sets in order to familiarize students with the use of quantitative techniques to make efficient and cost-effective business decisions.
3	GB	4363	Topics in E-Commerce	Essay tests requiring the ability to recall and integrate material from multiple perspectives
3	FIN	4603	Financial Policy Plan	By requiring a paper and a presentation, helping students to develop skills at written and oral communication.
3	GB	4363	Topics in E-Commerce	Written cases analyses (4)
3	GB	4363	Topics in E-Commerce	pretest and post-test given. Statistically significant results obtained for the

				hypothesis that post-test scores exceed pretest scores (p<0.00000)
3	MGMT	4633	Human Resource Mgmt	In this class students form "Dynamic Teams" in the classroom environment. I assign each team a project, which reviews some aspect of the Human Resource environment of management. These projects are dispensed every 4 weeks, so by end of the semester each team will have written 4 paper using the APA format. This teaches the class valuable problem solving and team building skill that can be used outside of the classroom environment.
3	MGMT	3473	Principles of Management/ Organizational Behavior	This course gives students an understanding of business analysis, communications, leadership, and interpersonal relations within a business environment. Theories of management are explored and challenged in the classroom. Students are asked to complete an analytical journal at the end of the semester. This journal is a collection of their insight, after completing a battery of assessment exercises. Students become self-aware of possible flaws in logic and learn new ways of thinking critically in business scenarios.
3	MGMT	3453	Industrial Relations	Written cases analyses (4)
3	MGMT	3453	Industrial Relations	Essay tests requiring the ability to recall and integrate material from multiple perspectives
3	MGMT	3453	Industrial Relations	team mock bargaining exercise
3	MGMT	3473	Principles of Management/ Organizational Behavior	Written cases analyses (4)
3	MGMT	4673	Organizational Behavior	Written cases analyses (4)
3	MGMT	4673	Organizational Behavior	Essay tests requiring the ability to recall and integrate material from multiple perspectives
3	MGMT	4613	Management Information System	cases and exercises
3	MGMT	4643	Production/Operations Management	The course provides students with a conceptual framework and a set of analytical tools which are useful in evaluating productive processes and for analyzing the problems and decisions that arise in managing

				operations. Assign homework requiring students formulate the business problem, solve the problem and conduct sensitivity analysis.
3	MKT	3403	Principles of Marketing	Best ads: The best ads for the previous year are presented to class and the students are to analyze what made these ads so effective.
3	MKT	3453	Marketing Communications	Promotional Mix projects: Students are to create the following: product /people pictures, Filk / Radio ad, Flyer, Greenscreen, Bill board, Web site, UAM video commercial, Public service video commercial, and Product TV ad
3	MKT	3483	Channels of Distribution	Sensitivity analysis: Students are to do one from scratch in creating and managing a fictional trucking company.
3	MKT	4623	Marketing Research	Statistical Analysis: Among the statistical techniques used will be Chi-square, Cronbach's α, T-Tests, ANOVA, Multiple regression, sample size calculation and others.
3	MKT	4663	Marketing Management	Students are assigned daily readings reflecting current events reported in the Wall Street Journal. These events reflect marketing activities as they relate to the topics being discussed in class.
3	MKT	4473	Special topics (international)	Wall street journal assignments. Students are assigned daily readings reflecting current events reported in the Wall Street Journal. These events reflect marketing activities on an international basis and are discussed in class. Students are randomly called upon to discuss the articles as they relate to the topics being lectured over in class.

Student Learning Outcome #4

Demonstrate competence in the use of common business application software and an understanding of the role of information systems in business

4	GB	1023	Introduction to Business	Each class has a specific webpage that is accessed through my faculty website in the university main page. These websites help students to interact with the companion sites for
4	GB	3353	International Business	
4	MGMT	3473	Principles of Management/	

			Organizational Behavior	the textbook, as well as increase there ability to interact in the online environment. Also, quizzes and make-up exams are administered on-line.
4	MGMT	3453	Industrial Relations	mock bargaining exercise requires use of spreadsheet software to calculate costs of management and labor proposals
4	MGMT	4613	Management Information System	specific exercises using database software to design small database, retrieve information. Also exercise to apply Excel Pivot Table function for data analysis
4	MGMT	4613	Management Information System	Lecture notes and syllabus are published on the webpage for students to download
4	MGMT	4643	Production/Operations Management	Lecture notes and syllabus are published on the webpage for students to download
4	MKT	3453	Marketing Communications	Promotional Mix projects: The software used for developing the student projects is Gimp, Audacity, Pinnacle, Ulead, Linux, Kino, Openoffice Draw, Impress, PowerPoint, Bluefish.
4	MKT	3483	Channels of Distribution	Transportation problems: Utilize the following software, Linear programming, integer linear programming, pert, cpm, economic order quantity, spreadsheet based sensitivity analysis
4	MKT	4623	Marketing Research	NCSS & SPSS software is used to perform statistical analysis.
4	MKT	4473	Special Topics (Internet Marketing)	Student project: Students must create a ecommerce database and website. Then create a customer set of customer tables so that a customer can login, purchase with correct billing and inventory controls.
4	GB	3223	Business Statistics II	Students use statistical software (NCSS) to calculate ANOVAs, hypothesis tests, Chi-square, regression, and statistical process control charts

APPENDIX C

SAMPLE SYLLABI

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UNIVERSITY OF ARKANSAS AT MONTICELLO
SCHOOL OF BUSINESS
SYLLABUS

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MGMT 4653　　　　　　**STRATEGIC MANAGEMENT**　　　　　　**SPRING 2010**

Instructor:　　　　Dr. Dennis Patterson, Ph. D.
　　　　　　　　　Office: 311 Babin Business Center
　　　　　　　　　E-mail: pattersonj@uamont.edu
　　　　　　　　　Phone: (870) 460-1841 (office)
　　　　　　　　　Fax:　　(870) 460-1784

Office Hours:　　　9:10 to 10:00 a.m., 11:10 to 12:00 p.m. MWF, 1:10 to 2:00 MW, and 1:10 to 3:00
　　　　　　　　　TH, and by appointment

Class Time:　　　8:10 am MWF, in room 313 Babin Business Center

Required Text　　　Charles W. L. Hill and Gareth R. Jones, **Strategic Management: An Integrated
　　　　　　　　　Approach, Eighth Edition**, 2008. Houghton Mifflin ISBN: 0-618-89469-1

Optional but　　　Six month subscription to *Business Week* or *Fortune* magazine.
recommended

Prerequisites:　　　Management 3473, Finance 3473, Marketing 3403, GB3353, plus 100 hours or
　　　　　　　　　consent of instructor
　　　　　　　　　Course prerequisites will be strictly enforced. Students not having all prerequisites
　　　　　　　　　will be administratively withdrawn from the course, unless they are taking **no more
　　　　　　　　　than one** prerequisite concurrently and are graduating at the end of the current
　　　　　　　　　semester.

Course description　　Introduction to the theory and practice of strategic management. Covers internal
and

　　　　　　　　　external analysis, competitive dynamics, international strategy, diversification and
　　　　　　　　　related issues, strategic leadership and governance, and implementation and control**.**

Learning Outcomes　The following student learning outcomes (SLOs) were adopted by the School of
　　　　　　　　　Business in 2008:

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

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

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

Course objectives

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

More specific objectives include:

1. Discuss the differences between emergent and deliberate strategies and how these are affected by industry environments [1,2]

2. Use the industrial organization (I/O) model in case analysis to demonstrate how firms may earn economic rents. under certain industry and environmental conditions. [1,3,5]

3. Use the resource-based model in case analysis to explain how firms with unique resource endowments and capabilities may earn economic rents. [1,3,5]

4. Discuss the ability of stakeholders to influence organizations, and how firms should act with respect to these stakeholder groups. [1]

5. Describe the effects of the general environment and the industry environment on organizations and on opportunities and treats facing organizations. [1]

6. Discuss the five competitive forces and explain how they determine an industry's profit potential[1].

7. Explain how *value-chain analysis* is used to identify and evaluate resources and capabilities, and apply the method to case analysis. [1,3,5]

8. Describe each of the three generic strategies, their potential rewards and risks, and the conditions under which each is effectively used. [1]

9. Use the five forces of competition model to explain how economic rents may be earned through each generic strategy. [1]

10. Discuss factors affecting the likelihood a competitor will initiate or respond to competitive actions taken against it. [1]

11. Explain how industry dynamics affect a firm's ability to maintain or achieve a competitive advantage. [1]

12. Explain three primary reasons why firms move from single and dominant business strategies to more diversified strategies. [1]

13. Describe how related diversified firms create value by sharing or transferring resources, skills, and other factors[1]

14. Discuss fundamental arguments underlying diversification and the strengths and weaknesses of these arguments [2]

15. Describe the problems and potential rewards associated with using an acquisitions to develop competitive advantage. [1]

16. Discuss the alternative modes for entering international markets, and be able to identify the conditions under which each alternative might be appropriate. [2]

17. Explain and apply the "diamond" or four factor model of international competitiveness, at the national level[2]

18. Discuss the three international corporate-level strategies: multi-domestic, global, and transnational, including the strengths, weaknesses, and applications of each approach. [2]

19. Explain why firms have begun to frequently use alliances and joint ventures to achieve their international competitive goals. [2]

20. Discuss the relative risks and rewards of strategic alliances, and the features that alliances must have to be successful. [2]

21. Explain how the ownership of ownership and managerial control in the modern corporation creates an agency relationship and strategic implications of this relationship. [2]

22. Explain how three internal governance mechanisms, ownership concentration, the board of directors, and executive compensation, are used to monitor and control managerial decisions. [2]

23. Describe the relationship between strategy, structure, and environment, and be able to match any particular structural form to the appropriate strategy/environment. [2]

24. Discuss the role of strategic leadership and controls in determining the firm's strategic direction, and in achieving the goals set. [2]

25. Describe the importance of strategic leaders in managing the firm's resources, with emphasis on developing and maintaining core competencies, human capital, and social capital. [2]

26. Describe the importance of entrepreneurial opportunities, innovation, and development of entrepreneurial capabilities. [2]

Course grading

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

Item	Points		Course Grades	
Written case analyses (2)	200 points			
Strategic management			A	greater than or equal to 847 points
project exercises (4)	200 "		B	between 741 and 846 points
Exam one	100 "		C	between 627 and 740 points
Exam two	100 "		D	between 524 and 626 points
Exam three	100 "		F	less than or equal to 523 points
Exam four	100 "			
Post-test	100 "			
Assessment exam	50 " plus up to 50 bonus points			
Total	950 "			

Case Reports

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

Case Grading Standards

Grade awarded   **Criteria**

96-100   clearly outstanding work, all major points thoroughly covered, no major analytical errors; clear, concise, interesting, and insightful.

89-95   no major analytical weaknesses, most major points covered, some very minor omissions, superior analysis.

85-88   at least one major point omitted, some inconsistencies in analysis, at least one major analytical weakness.

80-84   one or more major inconsistencies or analytical weaknesses, 1 or more major points not covered well or omitted.

76-79   two or more analytical weaknesses, at least two major issues omitted, others not covered thoroughly.

72-75   about half major points covered well, generally weaker than average analysis.

66-71   less than half major points covered well, generally weaker than average analysis.

56-65   basically a rehash of case, major analytical weaknesses.

<= 55   minimal effort, handed in something concerning case assigned.

Strategic Management Project

The text has a series of Strategic Management projects at the end of each chapter. Six of the possible 13 exercises are assigned (see Course Outline for due dates). These are all INDIVIDUAL PROJECTS. Each assignment requires the student to research the recent popular business literature about a particular company. No companies studied by students in the prior semester may be used in this semester. The SAME COMPANY will be used of all parts of the continuing project. Each student will complete ALL the tasks assigned in Strategic Management Projects 1, 2, 3, 5, 6, and 7. All reports must be typed, and include the complete citation of ANY sources used. These exercises will be graded according to the instructor's evaluation of how well the student has completed all the tasks specified in the exercise. Additional factors considered in grading are organization, format, grammar, spelling, and lack of typos (10 points). All scores will be recorded and the lowest 2 dropped (4 x 50 points each = maximum of 200 points).

Exams

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

Attendance policy and participation

Because analytical skills and sound strategic thinking are best learned in a group setting, attendance and **active** participation in class discussions are expected. No penalty will be assessed for missed classes, nor will you be expected to notify me in advance of absences. Frequent absences, however, **significantly** reduce your chances for understanding the material. It is your responsibility to obtain copies of notes and handouts, and to keep up. The allowable exceptions to this are official university business (athletic events), illness or injury requiring a doctor's care, death or serious illness in your family that requires your absence from campus, court appearances, and other reasons resulting from **factors beyond your control**. The key phrase here is "beyond your control". Normally, athletes are expected to submit work before trips, not after the completion of a trip. Procrastination, the demands of your job, and job interviews, **are not** legitimate excuses for presenting work late.

Assessment Exam

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

Student score in lowest quintile   no additional points
Student score in second quintile   12 additional points
Student score in third quintile   25 additional points
Student score in fourth quintile   37 additional points
Student score in fifth quintile   50 additional points

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. Students are not to leave phones on silent, play games, or send text messages during class. During exams, all cell phones and electronic recording devices will be placed on the instructor's desk

and be picked up when the exam is completed. 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 Arkansas--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.

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

Disclaimer

This syllabus IS NOT a contract. All statements made herein about exam length, material covered, and other related matters are **statements of intent** and are subject to modification at the discretion of the instructor. Grading and any other policies may be modified at the discretion of the instructor, if the outcomes and/or intent of the modifications are to assist students in achieving the course goals. 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.

<div align="center">**COURSE OUTLINE**</div>

January 13 to February 12, 2010

Topics	Introduction; strategic leadership. Mission, goals, and stakeholders. External analysis: environment, 5-forces model, strategic groups External analysis: economic forces and strategy. Internal factors: Company resources and capabilities.
Readings	Chapters 1 - 4, text
Projects	Strategic Management Project One **(Due January 27)** Strategic Management Project Two **(Due February 3)**
Case One	The Home Videogame Industry: Pong to Xbox 360, p. C70+

February 12, 2010   **Exam One**   (Covers Chapters 1-4)

February 15 to March 5, 2010

Topics	Business level strategy Business level strategy and industry environments Strategy and technology.
Readings	Chapters 5 - 7, text
Projects	Strategic Management Project Three **(Due February 13)** Strategic Management Project Five **(Due March 3)**
Case 2	Amazon.com, p. C115+
Case 3	American Airlines, p. C234+

March 8, 2010   **Exam Two**   (Covers Chapters 5-7)

March 12 to March 19, 2010

Topics	Strategy and global environment Horizontal and vertical integration, outsourcing Diversification
Readings	Chapters 8 - 10, text.
Case 4	Cola Wars Continue: Coke and Pepsi in 2006 **(Written Case 1, due March 19)**
Case 5	Staples, p.C273+
Projects	Strategic Management Project Six **(Due April 2)** Strategic Management Project Seven **(Due April 9)**

April 9, 2010   **Exam 3** (covers Chapters 8-10)

April 12 to April 28, 2010

      Topics   Corporate governance and ethics
                      Strategy implementation in single business firms
                      Implementation in multinational and multi-industry firms

      Readings   Chapters 11 - 13, text.

      Case 6   From Silver Halide to Digital Imaging at Eastman Kodak, p. C482+
                      (Written Case 2, due April 16)

Friday, April, 2008

      ASSESSSMENT EXAM, part 1

Monday, May 3, 2008

      ASSESSSMENT EXAM, part 2

Friday, May 7 , 2010

    1:30 TO 3:30 P. M.
    Two part comprehensive final
    part 1 is Exam 4   covers Chapters 11-13
    part 2 is Post-test   covers entire course

UNIVERSITY OF ARKANSAS AT MONTICELLO
SCHOOL OF BUSINESS
GB 3233 – BUSINESS STATISTICS II
COURSE SYLLABUS

SPRING 2010

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:

11. demonstrate familiarity with theory and practice in the business core and in a chosen area of concentration,
12. demonstrate understanding of international business and international effects on US firms in an interdependent world,
13. be able to gather, analyze, and present results of research and business analysis,
14. demonstrate competence in the use of common business application software and understanding of the role of information systems in business,.
15. 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 3223. 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 X-bar, 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	200 Points	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 labs, because it consists of a series of macros, which may interfere with the security software installed by IT.

In this class, much 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.

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**.

Attendance:

All students registered for this course are expected to attend class regularly and punctually. 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.

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.

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Required Statement on Disruptive Behavior

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

Disclaimer

This syllabus IS NOT a contract. All statements made herein about exam length, material covered, and other related matters are **statements of intent** and are subject to modification at the discretion of the instructor. Grading and any other policies may be modified at the discretion of the instructor, if the outcomes and/or intent of the modifications are to assist students in achieving the course goals. As stated in the grading section, the **instructor'**s evaluation of exams, homework, and projects determines grades awarded to each assignment or exam. I will make efforts to be fair and unbiased in grading. If students do not wish to abide by the syllabus as written, they may withdraw from the class without penalty.

General Course Outline

Homework for will be assigned for all chapters and will be announced in class.

January 13 - 20	Introduction and overview; pretest (for assessment only, not counted towards grade). Review of hypothesis testing for one mean and one proportion
Reading	Chapter 9.
January 22 - 29	Hypothesis tests for 2 population means or proportions
Reading	Chapter 10, text,
February 1	**Exam 1**
	Covers Chapters 9 & 10
February 3 - 10	tests for population variances
Reading	Chapter 11, text
February 12 - 26	Analysis of variance
Reading	Chapter 12, text
March 1	**Exam 2** covers Chapters 11 and 12
March 3 to March 15	Goodness of fit and tests of independence (Chi-square)
Reading	Chapter 13, text
March 17 to April 2	Statistical process control
Reading	Chapter 18, text, pages 862 to 881
March 22- 26	**Spring Break**
April 5	**Exam 3** covers Chapters 13 and 14
April 7 to 19	Simple linear regression
Reading	Chapter 14, text
April 21 to May 3	Multiple regression
Reading	Chapter 15, text, ***except*** portions on interaction effects and stepwise regression
Final Exam	Covers Chapters 14 and 15 plus comprehensive post-test
	Monday, May 10, 2009 1:30 to 3:30 p.m.

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COURSE SYLLABUS
UNIVERSITY OF ARKANSAS AT MONTICELLO
SCHOOL OF BUSINESS
SYLLABUS

</div>

MGMT 4673   GLOBAL ORGANIZATIONAL BEHAVIOR AND THEORY   SPRING 2010

Professor:	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 a.m. to noon MTWHF; 1:10 to 2:00 TH and by appointment.
Class times:	8:10 to 9:30 TH. Class meets in room 313 Babin Business Center.
Required Text:	Deresky, Helen, ***International Management: Managing Across Borders and Cultures, Text and Cases, 6th Edition***. 2008. Upper Saddle River, NJ: Prentice Hall, ISBN-10: 0-13-615418-2 (ISBN-13: 978-0-13-615418-1)
Optional but recommended:	Six month subscription to either *The Economist* or *World Business* magazines.
Prerequisites:	Management 3473, Principles of Management and Organizational Behavior, and Psychology 1013, Introduction to Psychology.
Course Description:	This course concentrates on the cultural and social differences among major regions of the world and how they affect management practices. Problems of organization structure, motivation, leadership, HRM, and others are addressed. Extensive use of cases and in-class exercises.
Learning Outcomes	The following student learning outcomes (SLOs) were adopted by the School of Business in 2008:

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

16. demonstrate familiarity with theory and practice in the business core and in a chosen area of concentration,
17. demonstrate understanding of international business and international effects on US firms in an interdependent world,
18. be able to gather, analyze, and present results of research and business analysis,
19. demonstrate competence in the use of common business application software and an understanding of the role of information systems in business,.
20. 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, or exams, exercises, or cases to which these SLOs are linked are indicated by a bracketed number at the end of each of the course objectives below.

Course Objectives:

As the only course in the School of Business focusing on organizational behavior, theory, and management in the international context, this course is designed to introduce you to cultural, environmental, technical, and economic problems of managers of multinational enterprises. The course emphasizes management, organizational behavior, cultural issues, and organizational structure, strategy, and design issues in multinational businesses.

At the completion of the first section of the course, students should be able to:

1. Discuss major political, social, legal, economic and technological factors and/or trends affecting international businesses[1, 2],
2. Discuss how social responsibility and ethical behavior differentially affect managerial actions, depending on region[1, 2],
3. Explain the effects of interdependence among subsidiaries and organizational headquarters on managerial decision making[1, 2],
4. Define organizational culture, and discuss its relationship to national culture and to subcultures within the national cultur[1, 2]e,
5. Identify and explain the meaning and importance of the Hofstede and Tropenaar dimensions of national culture[1, 2],
6. Thoroughly discuss the changes in management style required for any particular cluster of dimensions of national culture[1, 2],
7. Explain and discuss how cultural and language differences complicate the communication process[1, 2],
8. Discuss mechanisms for reducing communication problems caused by cultural and language differences[1, 2],

At the completion of the middle section of the course, students should be able to:

9. Explain how cultural factors affect negotiation styles and affect negotiation success, [1, 2]
10. List and fully discuss several mechanisms or actions that American negotiators need to take to overcome misunderstandings caused by cultural differences in negotiating style[1, 2],
11. List and fully discuss motivations for firms to expand operations internationally, and the factors that affect choice of international strategy[1, 2],
12. List and fully discuss several entry strategies, and identify conditions under which each is favorable[1, 2],
13. List and fully discuss several motivations for entry into strategic alliances and joint ventures[1, 2],
14. Identify and discuss management issues in strategic alliances, and the effects of national culture on alliances[1, 2],
15. Explain the relationship between organizational structure and strategy, and how a particular structure would be favored as a means to help implement a particular generic strategy[1, 2],
16. Discuss the use of control systems in international operations, potential problems, and the role of control systems in strategy implementation, [1, 2]

At the completion of the third section of the course, students should be able to:

17. Explain and discuss the variables associated with selection of the best candidate for an international assignment[1, 2],
18. Discuss the types, thoroughness, and intensity of training necessary for expatriate managers and their families so that there is a high likelihood of success in an international assignment, [1, 2]
19. Compare and contrast compensation schemes for expatriate managers and discuss the linkage between compensation scheme and the firm's chosen strategy[1, 2],
20. Identify and discuss major issues in developing a global management cadr[1, 2]e,

21. Discuss the major differences existing among labor relations systems in different regions, or among major nations, [1, 2]
22. Identify and discuss major trends in cross cultural research on motivation, especially with respect to how motivation is affected by national culture, economics, and politic[1, 2]s,
23. Identify and discuss major trends in cross cultural research on leadership, especially with respect to how motivation is affected by national culture, [1, 2]
24. Discuss how cultural factors affect direct work behaviors, and subordinate-superior relationships[1, 2].

Course Grading

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

Item	Weights		Grades
Paper	200 points		
Written case reports (4)	300 points	A	greater than or equal to 891 points
Exam One	150 points	B	between 781 and 890 point
Exam Two	150 points	C	between 661 and 780 points
Final	200 points	D	between 551 and 660 points
Total	1000 points	F	less than or equal to 550 points

Grading Standards

A   greater than or equal to 89 per cent, or outstanding work, clearly demonstrating
        ability to synthesize, integrate material from several sources, and to apply principles.

B   between 77 and 88 per cent, or very good work. Less skilled in synthesis and integration;
         ability to apply may be as good as above.

C   between 66 and 76 per cent, or some aspects of work good, but major flaws, weaknesses or
        shortcomings exist. Only limited ability to synthesize, integrate, or apply concepts.

D   between 55 and 65 per cent, or major problems evident in student's ability to apply /
        understand material, as demonstrated by lack of ability to integrate or synthesize. Can apply
        principles to a limited extent, knowledge of facts limited.

F   less than or equal to 55 per cent, or very poor work. Can only recall limited numbers of
        facts; no evidence of the ability to synthesize, integrate material, or apply concepts.

Case Reports

[SLOs 3 & 5] All students must present four written case analyses. In these written reports, you will answer 3-4 questions concerning the case. Since there are several feasible solutions to each case, your grade will not depend on obtaining the "ideal" solution, but on how well you have applied the theory and principles discussed in the text, how well you have presented your case, and how thorough and logical you have been in your analysis. ABSOLUTELY NO CASE WILL BE ACCEPTED AFTER CLASS THE DAY IT IS DUE. ALL CASE REPORTS MUST BE TYPED: NO EXCEPTIONS ALLOWED. Students are expected to be prepared for discussion on all days on which cases are discussed. Failure to be prepared for more than two sessions will reduce participation grades. Use standard page margins (e.g. 1 inch on all sides), and a type face

no smaller than 10 point. You may single space. Try to limit your analysis to no more than 4 pages, NOT INCLUDING exhibits. Unlimited charts and exhibits are allowed.

Exams

There will be three exams, each covering about one third of the material. Exams will cover the readings in the text, and ***any lecture material supplemental to these materials***. Exams will consist of about 8 essay questions, for which you will have the full class period to complete. About 25 to 30 sample questions, from which the exam questions **may** be taken, will be distributed about a week before each exam. These questions will not test your knowledge of facts, per se, but your ability to apply principles, to understand limitations of particular techniques, to explain differences and similarities between the perspectives taken by various authors, and similar types of questions. NO MAKEUP EXAM WILL BE GIVEN EXCEPT FOR EXTREME SITUATIONS. The desire to leave early for a weekend, a break, or for an interview, or holding non-refundable airline tickets for any day before the official date a break begins, are not extreme situations.

Attendance Policy and Participation

It is your responsibility to obtain copies of notes and handouts, hand in cases ***before any planned absences***, and to fully participate in group projects. The exceptions allowing late cases or makeup exams (though others may be considered) are illness or injury requiring a doctor's care, death or serious illness in your immediate family that requires your absence from campus, and court appearances. Job interviews, wherever they are conducted, ***are not*** legitimate excuses for presenting work late, or for makeup exams. Because much of what you will learn will come from discussions of cases and readings, and much learning may result from class attendance and listening, you are expected to attend ***all classes***.

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COURSE OUTLINE

January 14 to February 19

Topics	Introduction, pretest
	Global Environment
	Social Responsibility and Ethics
	The Role of Culture
	Communication Across Cultures
Readings	Chapters 1 to 4, text
Written Case	The Careless Collaborators
Exercises	As assigned (Done in class)
Cases	Coca-Cola in Chin: The Big Disconnect
	Allure Cruise Line. Part 1 **(Written Case 1) Due February 4**
	Allure Cruise Line. Part 2 **(Written Case 2) Due February 16**

February 22

      EXAM ONE   Covers Chapters 1-4

February 24 to April 6

Topics	Cross Cultural Negotiation and Decision Making
	Strategy Formulation
	Alliances and Strategy Implementation
	Organizational Structure and Control Systems
Readings	Chapters 5-8 , text
Exercises	As assigned (Done in class)
Cases	Dell's Problems in China
	Renault – Nissan: The Paradoxical Alliance
	Allure Cruise Lines, Part 3 **(Written Case 3) Due April 1**

April 8   **EXAM TWO**   Covers Chapters 5-8

April 13 to May 4

    Topics   Staffing, Training and Motivation
                         Developing a Global Management Cadre (staff)
                         Motivation and Leadership

    Readings   Chapters 9 - 11 , text

    Exercises   As assigned (Done in class)

    Cases   A First Time Expatriate's Experience in a JV in China
                         Allure Cruise Lines, Part 4 **(Written Case 4) Due April 28**

Wednesday, May 5

    FINAL EXAM   1**0:30 to 12:30**
    Covers Chapters 9-11 plus comprehensive post-test

APPENDIX D

PRE-POST TEST RESULTS

BY SEMESTER

Results of Paired Sample T-Tests, 2006-2007 Academic Year

Term	Summer 2006	Summer 2006	Fall 2006	Fall 2006	Fall 2006
Class	MGMT 3473	MGMT 4613	MGMT 3473	FIN 3473	ECON220302
Post-test Minus Pretest Difference	19.72727	7.636364	14.16667	40.78368%	26.73077%
T-value	7.2690	4.06361	7.6901	19.8067	11.8612
Significant at p <= 5%	Yes	Yes	Yes	Yes	Yes

Term	Fall 2006	Fall 2006	Fall 2006	Fall 2006	Fall 2006
Class	GB4363	MGMT 4653	MGMT 3453	ACCT2213	ACCT4633
Post-test Minus Pretest Difference	9.20000	6.00000	8.91176	9.078947	23.71428
T-value	5.5467	3.3365	5.4844	12.0153	9.9067
Significant at p <= 5%	Yes	Yes	Yes	Yes	Yes

Term	Fall 2006	Fall 2006	Fall 2006	Fall 2006	Fall 2006
Class	ACCT3523	ECON1193	ECON221301	ECON220301	ECON220302
Post-test Minus Pretest Difference	10.0000	25.0000	11.25926	13.59091	15.37838
T-value	6.3656	12.2967	6.9260	14.5331	13.2044
Significant at p <= 5%	Yes	Yes	Yes	Yes	Yes

Results of Paired Sample T-Tests, 2006-2007 Academic Year

Term	Fall 2006	Fall 2006	Fall 2006	Fall 2006	
Class	ACCT222301	ACCT222302	ACCT3433	ACCT 4773	
Post-test Minus Pretest Difference	6.75000	3.388889	1.94444	1.230769	
T-value	4.4607	3.2719	2.2780	1.5198	
Significant at p <= 5%	Yes	Yes	Yes	No (significant at p<=10%)	

Term	Spring 2007	Spring 2007	Spring 2007	Spring 2007	Spring 2007
Class	MGMT4643	MGMT 4653	MGMT 3473	MGMT4693	MGMT3433
Post-test Minus Pretest Difference	30.9524%	11.41379	11.17391	8.00000	13.73684
T-value	1.76393	6.6156	8.7072	2.5923	6.8894
Significant at p <= 5%	Yes Null is 22% gain	Yes	Yes	Yes	Yes

Term	Spring 2007	Spring 2007	Spring 2007	Spring 2007	Spring 2007
Class	ECON2203	FIN3473	FIN4613	ACCT2213	ACCT3403
Post-test Minus Pretest Difference	32.05882%	34.88288%	39.55968%	9.657895	6.545455
T-value	16.9600	17.3105	21.0332	9.38000	7.7370
Significant at p <= 5%	Yes	Yes	Yes	Yes	Yes

Results of Paired Sample T-Tests, 2006-2007 Academic Year

Term	Spring 2007	Spring 2007	Spring 2007	Spring 2007	Spring 2007
Class	ACCT3403	ACCT2213	ACCT4673	ACCT4333	ECON3543
Post-test Minus Pretest Difference	6.058824	5.208333	5.428571	5.00000	12.80645
T-value	4.8135	6.9730	6.9378	5.4772	13.7322
Significant at p <= 5%	Yes	Yes	Yes	Yes	Yes

Term	Spring 2007	Spring 2007	Spring 2007	Spring 2007	Spring 2007
Class	ECON221301	ECON221302	GB347301	GB347302	MGMT4613
Post-test Minus Pretest Difference	16.10256	16.3000	36.66666%	33.57413%	17.6715%
T-value	14.1560	8.4673	1.86189	1.781044	1.76393
Significant at p <= 5%	Yes	Yes	Yes null is gain of 30%	Yes null is gain of 24.5 %	Yes null is gain of 12%

Results of Paired Sample T-Tests, 2007-2008 Academic Year

Term	Fall 2007	Fall 2007	Fall 2007	Fall 2007	Fall 2007
Class	ECON1193	ECON 221301	ECON221302	FIN3473	MGMT3453
Post-test Minus Pretest Difference	17.65000	17.54545	13.64647	10.30435	16.12000
T-value	7.2948	11.6860	13.8287	13.9302	10.7681
Significant at p <= 5%	Yes	Yes	Yes	Yes	Yes

Term	Fall 2007	Fall 2007	Fall 2007	Fall 2007	Fall 2007
Class	GB4363	MGMT347301	MGMT4653	ECON2203	FIN4603
Post-test Minus Pretest Difference	6.83333	10.84615	5.9253	28.9333%	10.86667
T-value	6.5114	8.5281	7.078948	16.6396	6.4955
Significant at p <= 5%	Yes	Yes	Yes	Yes	Yes

Term	Fall 2007	Fall 2007	Fall 2007	Fall 2007	Fall 2007
Class	MKT3403	MKT3463	MKT3483	MKT4623	MGMT4663
Post-test Minus Pretest Difference	15.6000	21.73077	73.81286	53.6875	9.225806
T-value	22.3145	14.8649	5.9170	27.2779	9.1990
Significant at p <= 5%	Yes	Yes	Yes	Yes	Yes

Results of Paired Sample T-Tests, 2007-2008 Academic Year

Term	Fall 2007	Fall 2007	Fall 2007	Fall 2007	Fall 2007
Class	ACCT22131	ACCT22132	ACCT3403	ACCT4633	ACCT 4773
Post-test Minus Pretest Difference	9.333333	9.571428	11.52941	6.692307	5.5625
T-value	8.3033	8.1894	8.8062	5.5753	9.4058
Significant at p <= 5%	Yes	Yes	Yes	Yes	Yes

Term	Fall 2007	Fall 2007	Fall 2007	Fall 2007	Fall 2007
Class	GB 3533	MGMT347302	GB1023	GB211301	GB211302
Post-test Minus Pretest Difference	10.21622	7.66667	8.636364	8.00000	9.20000
T-value	16.3486	5.0492	3.7211	8.5790	10.3352
Significant at p <= 5%	Yes	Yes	Yes	Yes	Yes

Term	Fall 2007	Fall 2007	Fall 2007	Fall 2007	Fall 2007
Class	MGMT4643	MGMT4613	ACCT3433	ACCT222301	ACCT222302
Post-test Minus Pretest Difference	5.55174	5.916667	1.705882	6.818182	6.888889
T-value	12.4612	.2537	5.5682	4.7396	4.1659
Significant at p <= 5%	Yes	Yes	Yes	Yes	Yes

Results of Paired Sample T-Tests, 2007-2008 Academic Year

Term	Spring 2008	Spring 2008	Spring 2008	Spring 2008	Spring 2008
Class	MKT3403	MKT4663	FIN3473	GB353360	ECON1193
Post-test Minus Pretest Difference	11.73333	19.59445	36.4894%	9.75000	7.6500
T-value	12.1983	4.6959	13.0610	5.4257	7.2948
Significant at p <= 5%	Yes	Yes	Yes	Yes	Yes

Term	Spring 2008	Spring 2008	Spring 2008	Spring 2008	Spring 2008
Class	ECON221301	ECON221302	ECON3453	GB2113	GB3233
Post-test Minus Pretest Difference	12.77419	13.11111	9.588235	9.67742	10.6000
T-value	8.4459	17.3115	6.7177	12.6442	7.5714
Significant at p <= 5%	Yes	Yes	Yes	Yes	Yes

Term	Spring 2008	Spring 2008	Spring 2008	Spring 2008	Spring 2008
Class	MGMT4643	MGMT4613	ACCT4693	GB304301	GB304302
Post-test Minus Pretest Difference	11.14286	4.783333	3.555556	5.850000	4.56250
T-value	9.2266	6.9187	1.9301	8.4869	5.0239
Significant at p <= 5%	Yes	Yes	Yes	Yes	Yes

Results of Paired Sample T-Tests, 2007-2008 Academic Year

Term	Spring 2008	Spring 2008	Spring 2008	Spring 2008	Summer 2008
Class	ACCT221301	ACCT221302	ACCT3523	ACCT3403	ACCT 2213
Post-test Minus Pretest Difference	8.904762	8.750000	7.800000	7.208333	9.454545
T-value	7.7829	8.3270	6.7104	5.3081	525201
Significant at p <= 5%	Yes	Yes	Yes	Yes	Yes

Term	Spring 2008	Spring 2008	Spring 2008	Spring 2008	Spring 2008
Class	MGMT347302	MGMT3433	MGMT4653	MGMT4633	MGMT347302
Post-test Minus Pretest Difference	6.00000	7.710762	9.051282	3.50000	7.809524
T-value	4.5548	6.1149	9.0091	5.3152	11.4543
Significant at p <= 5%	Yes	Yes	Yes	Yes	Yes

Term	Spring 2008	Spring 2008	Spring 2008	Spring 2008	Spring 2008
Class	GB1023	GB353301	ACCT2223	ACCT4673	ACCT4323
Post-test Minus Pretest Difference	8.421053	4.958333	3.422222	5.10000	5.00000
T-value	7.5933	7.4432	4.1835	4.9151	6.0381
Significant at p <= 5%	Yes	Yes	Yes	Yes	Yes

Results of Paired Sample T-Tests, 2008-2009 Academic Year

Term	Fall 2008	Fall 2008	Fall 2008	Fall 2008	Fall 2008
Class	MGMT347302	MGMT4663	GB1023	GB3533	ECON1193
Post-test Minus Pretest Difference	8.86207	5.00000	8.583333	5.612903	13.50000
T-value	9.3373	4.1421	11.1719	5.9294	3.0985
Significant at p <= 5%	Yes	Yes	Yes	Yes	Yes

Term	Fall 2008	Fall 2008	Fall 2008	Fall 2008	Fall 2008
Class	ECON221301	ECON221302	ECON221390	GB2113	GB4363
Post-test Minus Pretest Difference	16.57143	12.45000	11.68966	15.8125	11.6000
T-value	15.3741	10.8434	11.1895	8.7687	10.9517
Significant at p <= 5%	Yes	Yes	Yes	Yes	Yes

Term	Fall 2008	Fall 2008	Fall 2008	Fall 2008	Fall 2008
Class	MGMT4643	MGMT3453	MGMT347301	GB304301/2	ACCT4683
Post-test Minus Pretest Difference	21.82609	12.00000	19.0625	6.170732	6.3333333
T-value	14.0603	5.4875	7.5783	9.3929	7.3131
Significant at p <= 5%	Yes	Yes	Yes	Yes	Yes

Results of Paired Sample T-Tests, 2008-2009 Academic Year

Term	Fall 2008	Fall 2008	Fall 2008	Fall 2008	Fall 2008
Class	ACCT4723	ACCT3433	ACCT222302	ACCT222301	ACCT4773
Post-test Minus Pretest Difference	4.428571	1.473684	3.6666667	4.500000	5.285714
T-value	2.7914	1.5031	2.6327	3.9228	3.0110
Significant at p <= 5%	Yes	No	Yes	Yes	Yes

Term	Fall 2008	Fall 2008	Fall 2008	Fall 2008	Fall 2008
Class	ECON220301/2	FIN3473	FIN4603	ACCT221301	ACCT221301
Post-test Minus Pretest Difference	26.59575	8.875000	7.555555	7.758621	6.250000
T-value	20.1476	9.7772	3.8857	8.9419	5.6291
Significant at p <= 5%	Yes	Yes	Yes	Yes	Yes

Term	Fall 2008	Fall 2008
Class	ACCT4633	ACCT3413
Post-test Minus Pretest Difference	7.6666667	19.95000
T-value	4.4679	12.5454
Significant at p <= 5%	Yes	Yes

Results of Paired Sample T-Tests, 2008-2009 Academic Year

Term	Spring 2009	Spring 2009	Spring 2009	Spring 2009
Class	ACCT222301	ACCT222302	ACCT3523	ACCT3403
Post-test Minus Pretest Difference	6.173913	5.277778	5.388889	5.333333
T-value	8.4628	7.0890	6.5635	5.9046
Significant at p <= 5%	Yes	Yes	Yes	Yes

Term	Spring 2009	Spring 2009	Spring 2009	Spring 2009
Class	MGMT347302	MGMT3433	MGMT4653	GB3223
Post-test Minus Pretest Difference	11.60000	15305882	14.25926	23.04762
T-value	6.0205	14.8173	9.6174	14.1330
Significant at p <= 5%	Yes	Yes	Yes	Yes

Term	Spring 2009	Spring 2009	Spring 2009	Spring 2009
Class	FIN4613	GB2113	FIN3473	ECON2203
Post-test Minus Pretest Difference	16.00000	12.16216	13.41667	25.1282
T-value	11.5799	8.7269	18.3270	16.3832
Significant at p <= 5%	Yes	Yes	Yes	Yes

Results of Paired Sample T-Tests, 2009-2010 Academic Year

Term	Fall 2009	Fall 2009	Fall 2009	Fall 2009	Fall 2009
Class	MGMT 3473	GB1023	GB3533	MKT 3403	MKT3463
Post-test Minus Pretest Difference	4.73913	6.4000	7.258065	23.69565	65.515
T-value	8.2141	10.1595	13.4720	18.3162	16.8162
Significant at p <= 5%	Yes	Yes	Yes	Yes	Yes

Term	Fall 2009	Fall 2009	Fall 2009	Fall 2009	Fall 2009
Class	MKT3483	MGMT 4643	ECON 2213	GB 2113	FIN3473
Post-test Minus Pretest Difference	109.6154	95.29412	24.01429	32.40741	9.944445
T-value	7.5684	10.4605	14.8488	6.3076	11.5985
Significant at p <= 5%	Yes	Yes	Yes	Yes	Yes

Term	Fall 2009	Fall 2009	Fall 2009	Fall 2009	Fall 2009
Class	FIN 4603	ECON2203	ACCT 2223	ACCT3433	ACCT4773
Post-test Minus Pretest Difference	7.2000	25.65217	3.25000	3.33333	5.176471
T-value	3.1031	16.2097	3.1989	5.6027	6.5007
Significant at p <= 5%	Yes	Yes	Yes	Yes	Yes

Results of Paired Sample T-Tests, 2009-2010 Academic Year

Term	Fall 2009	Fall 2009	Fall 2009	Fall 2009	Fall 2009
Class	MGMT4613	ECON1193	MGMT3453	MGMT4653	GB 4363
Post-test Minus Pretest Difference	3.2500	39.0000	20.95000	14.87500	18.73913
T-value	4.6253	5.5154	11.6306	9.2122	9.6440
Significant at p <= 5%	Yes	Yes	Yes	Yes	Yes

Term	Fall 2009	Fall 2009	Fall 2009	Fall 2009	Fall 2009
Class	ACCT4723	ACCT4683	ACCT222301	GB 3233	GB 3043
Post-test Minus Pretest Difference	10.25000	10.89474	7.687500	25.36000	2.63333
T-value	9.6459	14.1834	11.2817	17.0348	4.2824
Significant at p <= 5%	Yes	Yes	Yes	Yes	Yes

Term	Spring 2010	Spring 2010	Spring 2010	Spring 2010
Class	FIN 4603	ECON2203	ACCT 2223	
Post-test Minus Pretest Difference	7.2000	25.65217	3.25000	
T-value	3.1031	16.2097	3.1989	
Significant at p <= 5%	Yes	Yes	Yes	

Results of Paired Sample T-Tests, 2009-2010 Academic Year

Term	Spring 2010	Spring 2010	Spring 2010	Spring 2010	Spring 2010
Class	MGMT 3473	GB1023	GB3533	MGMT4633	MKT4663
Post-test Minus Pretest Difference	4.0000	6.636364	6.333333	7.222222	110.9091
T-value	5.9245	8.2869	6.9913	7.1627	9.3460
Significant at p <= 5%	Yes	Yes	Yes	Yes	Yes

Term	Spring 2010	Spring 2010	Spring 2010	Spring 2010	Spring 2010
Class	MGMT4643	MKT3453	GB2113	ECON221301	ECON221302
Post-test Minus Pretest Difference	158.1746	27.04348	3.72973	10.95238	11.43333
T-value	23.0082	15.6820	4.2387	8.6654	13.5506
Significant at p <= 5%	Yes	Yes	Yes	Yes	Yes

Term	Spring 2010	Spring 2010	Spring 2010	Spring 2010	Spring 2010
Class	ECON2213	FIN3473	FIN4613	Int Acct III	Int Acct I
Post-test Minus Pretest Difference	28.00000	13.76471	16.20000	9.352942	8.086957
T-value	21.31000	10.0028	11.9428	6.8582	7.1582
Significant at p <= 5%	Yes	Yes	Yes	Yes	Yes

Results of Paired Sample T-Tests, 2009-2010 Academic Year

Term	Spring 2010	Spring 2010	Spring 2010	Spring 2010	Spring 2010
Class	ACCT 221301	ACCT 221302	MGMT 4613	ACCT 222301	ACCT 4323
Post-test Minus Pretest Difference	14.50000	6.935484	3.000000	2.333333	6.90000
T-value	4.2692	13.7135	2.2629	1.6058	3.9919
Significant at p <= 5%	Yes	Yes	Yes	No	Yes

Term	Spring 2010	Spring 2010	Spring 2010	Spring 2010	Spring 2010
Class	ACCT 222301	GB3223	MGMT4653	MGMT3433	MGMT4693
Post-test Minus Pretest Difference	4.000000	21.40909	22.59259	16.33333	18.0000
T-value	3.5082	18.3145	16.5353	15.2287	12.0858
Significant at p <= 5%	Yes	Yes	Yes	Yes	Yes

Term	Spring 2010	Spring 2010	Spring 2010
Class	GB3043	ACCT2223	ACCT4693
Post-test Minus Pretest Difference	8.727273	4.350000	20.05263
T-value	5.3135	8.7207	15.4927
Significant at p <= 5%	Yes	Yes	Yes

APPENDIX E

ASSESSMENT COMMITTEE REPORT

FALL 2010

A 2009-2010 report will follow as it is available

Dr. James

What follows is as close to a Retention Plan as we have. I'm not sure that this was formalized and adopted.

Because CASAA has included a new question concerning retention for every unit's assessment report, the committee discussed development of a retention program that all faculty will be required to participate in some way.

Proposals include:

1. Faculty, at each member's discretion, provide extra credit for attendance at University functions, including but not limited to athletics, concerts, recitals, plays, sponsored speeches, and participation in student organizations, especially in Phi Beta Lambda, and the student chapters of the Financial Management Association, and the Institute of Management Accountants.

2. The Dean will organize a monthly luncheon program including faculty, the Dean, and area alumni to keep them informed of activities at the UAM School of Business, and to increase interaction with alumni and local businesses.

3. The faculty and Dean will organize a faculty - student luncheon at least once per semester, preferably twice or more. The format is flexible, and the site would be determined. Agriculture has begun an annual Faculty-Student Picnic for the same purpose; improved interaction and relationships between students and faculty.

4. Improve, and/or increase, participation in PBL, FMA, and IMA through more activities, and interaction with local businesses. This requires more participation from students and greater emphasis and motivation by faculty sponsors of students to participate. (PBL has met twice, and the number of members is 27, provided all pay dues).

5. Make advising more consistent by uniformly following the guidelines agreed upon in Academic Year 2007-2008, and by following the advising session checklist attached.

6. Faculty, at each member's discretion, write letters to all advisees praising the advisee's achieving Chancellor's list, or achieving and maintaining a 3.00 GPA, or substantially improving their GPA (>0.25 points if above 2.0, or obtaining 2.0, if below 2.0).

7. Faculty, at each member's discretion, write letters to all advisees in advance of preregistration urging each advisee to preregister, and to write letters to all students who have been put on conditional status or suspended to discuss how the advisee can improve grades, or to re-enroll in 6 hours in the following semester to remove suspension or conditional status.

APPENDIX F

ATTAINMENT OF COURSE

LEARNING OBJECTIVES

GB 2113 01 Business Statistics I
Course Learning Outcomes, Spring 2010

The course objectives for Business Statistics I are linked most closely to School of Business Learning Outcomes (1), demonstrate familiarity with theory and practice in the business core, (3) analyzing results of business research, and (5) demonstrate critical thinking and communication skills by analysis of business problems.

Upon completion of GB 2113, students should be able to

1.   Appropriately define important statistical terms for the topics covered

2.   Describe the 3 different data measurement levels and identify what general types of statistical procedures are appropriate for each measurement level

3.   Differentiate between samples and populations.

4.   Calculate descriptive statistics, including but not limited to mean, median, standard deviation, variance, and coefficient of variation, and to describe what these values represent

5.   Calculate a z-score and demonstrate understanding of its application in statistical decision making

6.   Differentiate between conditional, joint, and marginal probability, and to be able to calculate each correctly

7.   Calculate the mean, variance, and standard deviation of a discrete random variable

8.   Define a binomial, correctly calculate binomial probabilities using tables or statistical software, and use the outcomes to support business decision-making

9.   Define a Poisson distribution, correctly calculate Poisson probabilities using tables or statistical software, and use the outcomes to support business decision-making

10.   Convert a normal distribution to a standard normal distribution (z-scores)

11.   Use the standard normal distribution (table) to calculate the probability of an outcome

12.   Demonstrate understanding of sampling error and the Central Limit Theorem

13.   Calculate confidence intervals for means and proportions

14.   Determine the required sample size for estimating a population mean or proportion

15.   Explain the significance and use of confidence intervals in decision making

16.   Demonstrate the ability to manually calculate and perform hypothesis tests of means and proportions for one population

17.   Explain the purpose of hypothesis testing, and the differences between Type I and Type II errors

Test One: Chapters 1, 3, 4 Spring 2010 Problem Sets		
Problem & Points	Learning Outcome	# and % of students scoring 70% or better
1, 14 pts	4- standard deviation & variance	33, 80%
2, 10 pts	5- Z scores	35, 85%
3, 10 pts	4- coefficient of variation	39, 95%
4, 12 pts	6-probabilities, joint and marginal probability,	33, 80%
5, 10 pts	6-conditional probability	19, 46%
6, 10 pts	6–joint and conditional probability	21, 51%
Note: 33 or 80% made 70% or better on problem part of exam		

Test Two: Chapters 5, 6 Spring 2010 Problem Sets		
Problem & Points	Learning Outcome	# and % of students scoring 70% or better
1, 16 pts	7, descriptive statistics, discrete variale	36, 88%
2, 10 pts	8- binomial	35, 85%
3, 6 pts	8-binomial	23, 56%
4, 10 pts	9- Poisson	33, 80%
5, 20 pts	10, 11–normal distribution	22, 54%
6, 10 pts	11- normal distribution	15, 37%
Note: 31 or 76% made 70% or better on problem part of exam		

Test Three: Chapters 7,8 Spring 2010 Problem Sets		
Problem & Points	Learning Outcome	# and % of students scoring 70% or better
1, 16	13, confidence interval, mean	35, 92%
2, 16	13, confidence interval, mean	37, 97%
3, 16	13, confidence interval, proportion	26, 68%
4, 12	14, sample size	30, 79%
5, 12	14, sample size	32, 84%
Note: 34 or 89% made 70% or better on problem part of exam		

Final Exam, Chapter 9 Spring 2010 Chapter 9 Problem Sets		
Problem & Points	Learning Outcome	# and % of students scoring 70% or better
6, 10	16, hypothesis test	21, 57%
7, 10	16, hypothesis test	12, 31%
Note: 25 or 68% made 70% or better on problem part of exam		

Note: There were approximately 30 points on each exam from multiple choice/true false questions.

ECON 2213 Principles of Microeconomics
Course Learning Objectives/Outcomes by Chapter

The course objectives for Principles of Microeconomics are linked most closely to School of Business Learning Outcome (1), demonstrate familiarity with theory and practice in the business core.

Test Unit One: (Chapters 1-6)
The Student Should be Able to
Introductory Material, Chapters 1-3
1. Recognize the economic problem–scarcity and unlimited wants
2. Identify the three fundamental economic questions any society faces, and distinguish between the three methods societies use to resolve these questions
3. Define the different types of resources, and the ways in which the quality/quantity dimensions of resources determine our present and future productive capacity
4. Recognize how scarcity leads to choice, trade-offs, and opportunity cost
5. Identify the role of assumptions and causation in economic reasoning
6. Distinguish between positive and normative aspects of economic issues and questions

Markets, Supply and Demand, Chapters 4-5
1. Demonstrate an understanding of the laws of demand and supply, and distinguish demand from supply data by applying these laws
2. Demonstrate an understanding of the difference between an increase in demand and an increase in quantity demanded
3. Describe the effects of an increase in demand and a decrease in demand, and identify the factors that can lead to an increase or decrease in demand
4. Perform the equivalent for supply
5. Identify equilibrium, shortages, and surpluses in a graph or table, and predict what will happen to price if the market is not in equilibrium
6. Predict the new equilibrium if there is a change in supply or a change in demand
7. Identify which changes in demand or supply will result in a shortage/higher equilibrium price, and which will result in a surplus/lower equilibrium price

Elasticities, Chapter 6
1. Describe the general concept of elasticity and the specific concept of price elasticity of demand
2. Recognize and describe the three general categories of elasticity–elastic, unit, and inelastic
3. Interpret the basic elasticity coefficient and perform basic predictive calculations using the coefficient
4. Apply the elasticity-total revenue relation, by identifying which price changes will result in increases, decreases, or no change in total revenue or total spending, depending on the elasticity category
5. Describe how elasticity varies along the typical demand curve
6. Interpret cross-price and income elasticity

Test Unit Two: (Chapters 7-12)
Market Efficiency and Market Failures, Chapters 7-8

1. Define externalities and recognize examples of positive and negative externalities
2. Predict whether the market will overproduce or underproduce a good when externalities are present
3. Demonstrate an understanding of why the market either overproduces or underproduces a good when externalities are associated with its production or consumption
4. Identify corrective approaches to externalities

5. Define a pubic good and recognize its characteristics
6. Recognize the 'free rider' problem associated with a public good, and other reasons for government provision of public goods

Total-Marginal Relation, Consumer Behavior Theory Chapter 10
1. Define the concept of a marginal value in economics
2. Calculate a marginal value from the corresponding total value
3. Interpret the relationship between the total and marginal values by identifying the patterns of behavior exhibited by the two values
4. Define the concepts of utility and diminishing marginal utility
5. Define the concept of consumers' surplus
6. Demonstrate an understanding of the law of diminishing marginal utility through recognition of examples of the concept
7. Relate the law of diminishing marginal utility to the law of demand

Production and Cost, Chapter 12
1. Define the short run and long run time frames in economics, and identify examples of each
2. Distinguish between the short run/long run on a conceptual, rather than a calendar, basis
3. Define fixed and variable inputs in the short run, and identify which inputs are most likely to be fixed
4. Define and demonstrate an understanding of the law of diminishing returns by being able to (a) recognize the relationship, (b) describe why it occurs, and recognize its implications for the returns from fixed inputs
5. Define, identify, and interpret the categories of costs in the short run, in terms of the overall categories of fixed, variable, and total costs, and average, marginal, and total costs.
6. Demonstrate an understanding of patterns of behavior in the short run cost measures, and the relation between production and costs.
7. Define and demonstrate an understanding of the concept of returns to scale, the factors leading to economies and diseconomies of scale, and the behavior of costs in the long run.

Test Unit Three: (Chapters 13-16)
Perfect Competition, Chapter 13
1. Demonstrate an understanding of the concept of market structure/competitive environment and its characteristics, particularly the factors that give an individual firm control over the price it can charge for its product, and the factors that affect ease or difficulty of entry in the long run.
2. Demonstrate an understanding of the concept of comparing marginal revenue and costs to arrive at the profit-maximizing output for the firm
3. Identify the profit maximizing output in tabular data form and in graphs.
4. Describe the market structure perfect competition and its characteristics, and describe why individual firms under perfect competition have no control over the price they can charge for their product.
5. Describe the implications of a horizontal demand curve at the firm level.
6. Apply the profit-maximizing model to firms with no control over price.
7. Recognize and interpret three situations the firm may encounter in the short run: earning economic profits, operating at a loss, or temporarily shutting down and producing no output.
8. Demonstrate an understanding of why firms sometimes operate at a loss in the short run, and are sometimes better off to produce nothing.
9. Demonstrate an understanding of the concept of normal profit vs. economic profit, and that normal profits are a part of the cost to society of having the good produced.
10. Demonstrate an understanding of entry conditions under the long run under perfect competition–

why economic profits are eroded in the long run by entry of new firms, driving price and profits down to the normal profit point.

Monopoly and Firms with Monopoly Power–Chapters 14-16
1. Distinguish between firms with no control over price and firms with monopoly power or some control over price.
2. Distinguish between firms with monopoly power and a firm that is a monopoly.
3. Describe the implications of a downward-sloping demand curve at the firm level.
4. Apply the profit-maximizing model to firms with some control over price.
5. Recognize the three short-run situations for firms with downward sloping demand curves.
6. Recognize that most firms do not operate under conditions of perfect competition or monopoly– they operate under the conditions of monopolistic competition and oligopoly.
7. Relate the monopolistic competition and oligopoly market structures to perfect competition and monopoly, in terms of similarities and differences.
8. Describe the characteristics of monopolistic competition and oligopoly, and their profit/entry situation in the long run.
9. Recognize the concept of mutual interdependence, and why it is unique to oligopoly.
10. Describe the market structure monopoly and its characteristics.
11. Identify and describe conditions that make entry of new firms impossible or difficulty in the long run, and recognize that a change in these conditions can result in competition becoming a possibility.
12. Recognize the implications of blocked or difficulty entry in the long run, in terms of the firm being able to earn economic profits and the prices consumers pay for the product.
13. Identify and analyze government approaches to monopoly power

Input Markets, Chapter 17
1. Identify factors that affect the demand for inputs.

Question	Objective (Chapters or Chapter and number)	Number, Percent Correct	Question	Objective (Chapters or Chapter and number)	Number, Percent Correct
Principles of Microeconomics Spring 2010, ECON 2213 01, 02 Test One, Chapters1-6 66 multiple choice, true false questions Note: 1,2,3 refers to objectives for the first two chapters, etc, with the number after the dash showing the specific objective/outcome					
1	1,2,3-1	42, 82%	34	4,5-5	45, 88%
2	1,2,3-3	40, 78%	35	4,5-5	49, 96%
3	1,2,3-3	48, 94%	36	4,5-5	40, 78%
4	1,2,3-2	49, 96%	37	4,5-5	49, 96%
5	1,2,3-2	key error	38	1,2,3-6	46, 90%
6	1,2,3-2	24, 47%	39	4,5-6	39, 76%
7	1,2,3-2	36, 71%	40	4,5-6	32, 63%
8	1,2,3-2	45, 88%	41	4,5-6	38, 75%
9	1,2,3-3	38, 75%	42	4,5-7	45, 88%
10	1,2,3-4	51,100%	43	4,5-7	36, 71%
11	1,2,3-4	49, 96%	44	4,5-7	36, 71%
12	1,2,3-4	32, 63%	45	4,5-7	28, 55%
13	1,2,3-5	50, 98%	46	4,5-7	46, 90%
14	1,2,3-5	41, 80%	47	4,5-7	40, 78%
15	1,2,3-5	39, 76%	48	6-2	40, 78%
16	1,2,3-6	42, 82%	49	6-2	41, 80%
17	1,2,3-6	51, 100%	50	6-1	31, 61%
18	1,2,3-6	48, 94%	51	6-3	25, 49%
19	4,5-1	35, 69%	52	6-3	34, 67%
20	4,5-1	22, 43%	53	6-1	35, 69%
21	4,5-2	38, 75%	54	6-1	28, 55%

Question	Objective (Chapters or Chapter and number)	Number, Percent Correct	Question	Objective (Chapters or Chapter and number)	Number, Percent Correct
22	4,5-2	43, 84%	55		Error on Key
23	4,5-2	45, 88%	56	6-1	28, 55%
24	4,5-2	47, 92%	57	6-1	45, 88%
25	4,5-2	42, 82%	58	6-4	28, 55%
26	4,5-2	44, 86%	59	6-4	36, 71%
27	4,5-3	51, 100%	60	6-5	27, 53%
28	4,5-3	45, 88%	61	6-5	28, 55%
29	4,5-4	34, 67%	62	6-4	40, 78%
30	4,5-4	49, 96%	63	6-4	43, 84%
31	4,5-4	43, 84%	64	6-5	38, 75%
32	4,5-2	42, 82%	65	6-4	36, 71%
33	4,5-5	50, 98%	66	6-4	44, 86%

Principles of Microeconomics Spring 2010, ECON 2213 01, 02
Test One, Chapters 1-6
Continued

Question	Objective (Chapters or Chapter and number)	Number, Percent Correct	Question	Objective (Chapters or Chapter and number)	Number, Percent Correct
1	10-1	39, 78%	34	12-2	46, 92%
2	10-1	36, 72%	35	12-2	43, 86%
3	10-1	30, 60%	36	12-2	44, 88%
4	7,8-1	48, 96%	37	10-2	45, 90%
5	7,8-2	33, 66%	38	10-2	43, 86%
6	7,8-1	50, 100%	39	12-4	39, 78%
7	7,8-2	37, 74%	40	12-4	30, 60%
8	7,8-3	43, 86%	41	12-4	33, 66%
9	7,8-2	36, 72%	42	10-3	38, 76%
10	7,8-2	26, 52%	43	10-3	31, 62%
11	7,8-6	48, 96%	44	12-4	43, 86%
12	7,8-5	45, 90%	45	12-5	39, 78%
13	7,8-5	45, 90%	46	12-6	22, 44%
14	7,8-5	31, 62%	47	12-6	36, 72%
15	7,8-5	30, 60%	48	12-6	26, 52%
16	7,8-5	35, 70%	49	12-5	15, 30%
17	7,8-6	46, 92%	50	12-5	20, 40%
18	10-7	39, 78%	51	12-5	31, 62%
19	10-7	42, 84%	52	12-6	24, 48%
20	10-6	50, 100%	53	12-6	37, 74%
21	10-6	50, 100%	54	12-6	49, 98%

Principles of Microeconomics Spring 2010, ECON 2213 01, 02
Test Two, Chapters 7-12
66 multiple choice, true false questions
Note: 7,8 refers to objectives for the first two chapters, etc, with the number after the dash showing the specific objective/outcome

Question	Objective (Chapters or Chapter and number)	Number, Percent Correct	Question	Objective (Chapters or Chapter and number)	Number, Percent Correct
22	10-6	48, 96%	55	12-6	47, 94%
23	10-4	49, 98%	56	12-6	38, 76%
24	10-7	42, 84%	57	12-7	44, 88%
25	10-7	45, 90%	58	12-6	38, 76%
26	10-5	50, 100%	59	12-7	32, 64%
27	10-5	44, 88%	60	12-7	40, 80%
28	10-5	38, 76%	61	12-7	41, 42%
29	12-2	45, 90%	62	12-7	43, 86%
30	12-2	48, 96%	63	12-7	45, 90%
31	12-3	41, 82%	64	12-7	29, 58%
32	12-3	43, 86%	65	12-7	45, 90%
33	12-1	47, 94%	66	12-5	45, 90%

Principles of Microeconomics Spring 2010, ECON 2213 01, 02
Test Two, Chapters 7-12
Continued

Question	Objective (Chapters or Chapter and number)	Number, Percent Correct	Question	Objective (Chapters or Chapter and number)	Number, Percent Correct
				Principles of Microeconomics Spring 2010, ECON 2213 01, 02 Test Three, Chapters 13-16 66 multiple choice, true false questions Note: Number/numbers before dash refer to objectives for chapter/chapters, with the number after the dash showing the specific objective/outcome	
1	13-1	44, 94%	34	13-8	39, 83%
2	13-1	46, 98%	35	13-8	32, 68%
3	13-1	42, 89%	36	13-9	28, 60%
4	13-1	33, 70%	37	13-10	44, 94%
5	13-1	40, 85%	38	13-10	42, 89%
6	13-1	47, 100%	39	13-10	43, 91%
7	13-4	36, 77%	40	13-10	46, 98%
8	13-4	40, 85%	41	13-10	33, 70%
9	13-5	42, 89%	42	13-10	35, 74%
10	13-5	45, 96%	43	113-10	42, 89%
11	13-3	37, 79%	44	13-10	45, 96%
12	13-5	46, 98%	45	13-10	44, 94%
13	13-5	43, 91%	46	13-10	33, 70%
14	13-5	41, 87%	47	14,15,16-1	42, 89%
15	13-2	32, 68%	48	14,15,16-2	40, 85%
16	13-3, 13-6	42, 89%	49	14,15,16-3	46, 98%
17	13-7	45, 96%	50	14,15,16-1	39, 83%
18	13-9	44, 94%	51	14,15,16-3	42, 89%
19	13-7	40, 85%	52	14,15,16-3	38, 81%
20	13-8	36, 77%	53	14,15,16-3	27, 57%
21	13-7	39, 83%	54	14,15,16-3	34, 72%

Question	Objective (Chapters or Chapter and number)	Number, Percent Correct	Question	Objective (Chapters or Chapter and number)	Number, Percent Correct

Principles of Microeconomics Spring 2010, ECON 2213 01, 0218 Test Three, Chapters 13-1631 Continued					
Question	Objective (Chapters or Chapter and number)	Number, Percent Correct	Question	Objective (Chapters or Chapter and number)	Number, Percent Correct
22	13-9	29, 62%	55	14,15,16-4	18, 38%
23	13-8	42, 89%	56	14,15,16-4	31, 66%
24	13-8	39, 83%	57	14,15,16-5	24, 51%
25	13-9	36, 77%	58	14,15,16-4, 14,15,16-5	22, 47%
26	13-9	38, 81%	59	14,15,16-8	32, 68%
27	13-9	40, 85%	60	14,15,16-8	27, 57%
28	13-9	40, 85%	61	14,15,16-8	36, 77%
29	13-8	41, 87%	62	14,15,16-8	39, 83%
30	13-2	29, 62%	63	14,15,16-8	33, 70%
31	13-3	46, 98%	64	14,15,16-8	37, 79%
32	13-7	39, 83%	65	14,15,16-8	44, 94%
33	13-3, 13-7	43, 91%	66	14,15,16-8	37, 79%
Final Exam , chapters 15-16					
Question	Objective	Number, Percent Correct	Question	Objective	Number, Percent Correct
92	14,15,16-11	40, 83%	97	14,15,16-9	25, 52%
93	14,15,16-7	18, 38%	98	14,15,16-9	36, 75%
95	14,15,16-7	36, 75%	99	14,15,16-12	46, 96%
96	14,15,16-9	39, 81%	100	14,15,16-8	42, 88%

FIN 3473 – Achievement of Learning Objectives – Spring 2010

1.   Understanding the risk-expected return tradeoff:
   - Six multiple choice questions on the Final Exam dealt with the risk-expected return relationship.
   - Ten out of 19 students had all six correct. Another 5 students missed only one out of six. 2 students missed 2 out of 6.
   - There was also a short-answer question dealing with risk. All 19 students answered correctly.
   - There was a fairly complex problem dealing with risk-adjusted capital budgeting decision-making. 14 out of 19 students answered it correctly.

2.   Understand the time value of money.

The final exam contained three problems requiring (among other things) students to find the present value of cash flows.   12 students answered all three problems correctly. Six answered most of the problems correctly, showing a general understanding of the time value of money and of discounting, although there were some mistakes dealing with other components of the problem . Only one student answered all three questions incorrectly.

3.   Valuation of bonds and other financial assets.

   - There were three multiple choice questions dealing with bond valuation. Ten students had all three correct. Another five students missed only one question.
   - There was also a problem dealing with bond valuation.   13 answered the problem correctly. Of those who didn't answer correctly, two had careless arithmetic errors but essentially worked the problem in the correct manner.
   - Understanding and computing the weighted average cost of capital.

The final exam had two problems dealing with computing the weighted average cost of capital, and using that cost to find the present value   of two projects, and choose the one with the higher present value. 12 students answered both correctly, 5 students had a minor arithmetic mistake on one of the problems but knew how to work both of them (one was answered correctly), one student worked only one of the problems correctly, and one student did neither of the problems correctly.

4.   Understanding of capital budgeting decisions.

The final exam had two problems requiring capital budgeting decisions. 11 students worked both problems correctly, 4 students worked one of the two problems correctly, and three students made an arithmetic error on one problem, but worked both essentially correctly. Only one student had both problems wrong.

 I should point out that the one student who had several problems wrong had nine absences over the course of the semester.

Assessment Matrix - Industrial Relations - Fall 2009

	Exam One Results				Exam Two Results				Exam Three Results		
Objective	Essay Question	number satisfactory	percent satisfactory	Objective	Essay Question	number satisfactory	percent satisfactory	Objective	Essay Question	number satisfactory	percent satisfactory
1	1,4	13	72.2	17	1,2	22	100.0	18	1,2	18	81.8
4	2,3	23	79.3	18	3,4	22	100.0	22	3,4	20	90.9
5	6,8	11	91.7	19	5,6	21	95.5	23	5,6	22	100.0
6	7	13	81.3	19	7,8	22	100.0	23	7,8	22	100.0
11	9,10	14	63.6	21	9,10	18	81.8	25	9,10	20	90.9
12	11,12	13	59.1	22	11,12	20	90.9	25	11,12	21	95.5
13	13,14	19	86.4	22	13,14	19	86.4	26	13,14	17	77.3
13	15,16	21	95.5	23	15,16	22	100.0	26	15,16	19	86.4
Overall test		127	72.2	Overall test		166	94.3	Overall test		159	90.3

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

Assessment Matrix - Strategic Management - Fall 2009

	Exam One Results				Exam Two Results		
Objective	Essay Questions	number satisfactory	percent satisfactory	Objective	Essay Question	number satisfactory	percent satisfactory
1	1,2	18	85.7	8	1,2	19	95.0
2	5,6	12	57.1	9	9,10	18	90.0
3	7,8	19	90.5	10	3,4	20	100.0
5	9,10	18	85.7	11	5,6	18	90.0
6	3,4	15	71.4	12	7,8,11,12	37	92.5
7	11,12	20	95.2				
		102	81.0			112	93.3

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

Assessment Matrix - Strategic Management - Fall 2009

	Exam Three Results				Exam Four Results		
Objective	Essay Question	number satisfactory	percent satisfactory	Objective	Essay Question	number satisfactory	percent satisfactory
13	1,2	13	65.0	21	1,2	20	100.0
13	3,4	17	85.0	22	3,4	19	95.0
14	5,6	19	95.0	23	5,6	20	100.0
15	7,8	16	80.0	24	7,8	14	70.0
19	9,10	17	85.0	25	9,10	18	90.0
16	11,12	20	100.0	26	11,12	20	100.0
		102	85.0			111	92.5

Assessment Matrix - Topics in E-commerce - Fall 2009

	Exam One Results				**Exam Two Results**				**Exam Three Results**		
tive	Essay Questions	number satisfactory	percent satisfactory	Objective	Essay Question	number satisfactory	percent satisfactory	Objective	Essay Question	number satisfactory	percent satisfactory
3	1, 2	24	85.7	13	5, 6	27	96.4	19	1, 2	28	100.0
4	3, 4	23	82.1	14	7, 8	26	92.9	20	3, 4	28	100.0
5	15, 16	27	96.4	15	9, 10	27	96.4	21	5, 6	28	100.0
6	7, 8	28	100.0	16	13, 14	28	100.0	23	7, 8	28	100.0
6	9, 10	26	92.9	17	15, 16	28	100.0	24	9, 10	28	100.0
7	5, 6	27	96.4	18	11, 12	26	92.9	25	11, 12	28	100.0
9	13, 14	28	100.0	19	1, 2	28	100.0	26	13, 14	25	89.3
11	11, 12	26	92.9	20	3, 4	28	100.0	28	15, 16	25	89.3
Total for test		209	93.3			218	97.3			218	97.3

say questions, 7 or greater of 10 points is considered satisfactory

Assessment Matrix - Statistics II - Fall 2009

Exam One Results

Objective	M . C. Question	number correct	percent correct	Problem	number satisfactory	percent satisfactory
3	1	22	84.6	1	24	92.3
3	2	24	92.3			
3	3	22	84.6	2	26	100.0
3	4	21	80.8			
3	5	22	84.6	3	26	100.0
3	6	20	76.9			
3	7	16	61.5	4	23	88.5
3	8	11	42.3			
3	9	10	38.5	5	23	88.5
3	10	17	65.4			
		185	71.2			

>50% answering
correctly   8 of 10
of 10 points is considered satisfactory

Exam Two Results

Objective	M . C. Question	number correct	percent correct	Problems	number satisfactory	percent satisfactory	Objective
4	1	20	74.1	1	22	81.5	4
4	2	17	63.0	2	23	85.2	4
4	3	25	92.6	3	21	77.8	4
4	4	19	70.4	4	17	63.0	4
4	5	24	88.9		83	0.769	
4	6	23	85.2				
4	7	20	74.1				
4	8	14	51.9				
4	9	22	81.5				
4	10	5	18.5				
6	11	20	74.1				
6	12	6	22.2				
6	13	23	85.2				
6	14	21	77.8				
6	16	16	59.3				
6	17	15	55.6				
6	18	17	63.0				
6	20	16	59.3				
6	21	13	48.1				
6	22	18	66.7				
6	23	16	59.3				
6	24	10	37.0				
6	25	10	37.0				
6	26	23	85.2				
6	27	12	44.4				
6	28	18	66.7				
4	29	16	59.3				
4	30	12	44.4				
	Total	471	62.3				
4	Total	217	66.9753				
6	Total	254	58.7963				

Exam Three Results

Objective	M . C. Question	number correct	percent correct	Problem	number satisfactory	percent satisfactory
19	2	16	66.7	2	24	100.0
	3	20	83.3			
20	4	12	50.0			
21	5	21	87.5	1	24	100.0
22	6	16	66.7	4	23	95.8
	7	21	87.5			
23	8	14	58.3			
	10	17	70.8			
24	9	6	25.0			
25	11	14	58.3	5	21	87.5
26	12	22	91.7	6	24	100.0

APPENDIX G

APPENDIX H

SCHOOL OF BUSINESS

CIV AND DISTANCE EDUCATION ENROLLMENT HISTORY

Off-Campus Online and CIV enrollments for Business School courses, all locations   Fall 2002 - Spring 2010

Course	Fall 2002	SP 2003	Fall 2003	SP 2004	Fall 2004	SP 2005	Fall 2005	SP 2006	Fall 2006	SP 2007	Fall 2007	SP 2008	Fall 2008	SP 2009	Fall 2009	SP 2010	Total
MGMT 3473	8		3		5		1						5				22
FIN 3473	6		3		7		1										17
GB3353		6		3		1		2									12
MKT3403		3		4		4		2									13
GB4363	9							5									14
MGMT4653				9				2		4							15
ACCT3433			8				6										14
MKT3463			9				4										13
MGMT3433				7						4							11
MGMT4613					9				2								11
MGMT4643					11				2								13
FIN4603						11								4			16
MGMT4633						13											13
FIN4683		1													20		23
FIN3413															26		26
ECON2213		3											12				12
FIN3483													2		20		22
GB3533														10		27	37
ECON399V																40	40
Total	23	13	23	23	32	29	12	11	4	8	0	0	19	14	46	87	344

FIN3413, FIN 3483, FIN4683 are offered only once per year, and only at night, due to being taught by an adjunct faculty member. GB3533, Legal Environment, is taught on-line, also by an adjunct, as is ECON399V, Business Ethics. Students have no other alternative to take these courses on-line or at night, with the exception of Legal Environment, of which another section is typically taught at 8:10 am TH.

APPENDIX I

E-MAILS TO ADVISEES

2009-2010

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