

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

**2010-2011
ASSESSMENT REPORT**

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

Student Learning Outcomes are listed on the School of Business webpage (<http://www.uamont.edu/Business/>), and were submitted for inclusion in the 2011-13 University Catalog, but do not appear there. As indicated below, course objectives 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.

- In the School of Business, SLOs are required as part of the syllabus, along with course learning objectives. Several faculty link the course learning objectives to Student Learning Outcomes. Sample syllabi for three of Dr. Patterson's fall 2009 courses are attached as part of Appendix B. SLOs are linked to course learning objectives for all his classes.

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

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 SLOs 1& 2
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<p>The University seeks to enhance and share knowledge, to preserve and promote the intellectual content of society, and to educate people for critical thought.</p>	<p>School of Business SLOs 1, 2, 3 & 5</p>
<p>The University provides learning experiences that enable students to synthesize knowledge, communicate effectively, use knowledge and technology with intelligence and responsibility, and act creatively within their own and other cultures.</p>	<p>School of Business SLOs 2, 3 & 4</p>
<p>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.</p>	<p>School of Business SLOs 1, 2, 3, 4, 5</p>

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

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

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. This statistical test is a measure of whether or not the post-test mean less pretest mean is statistically significantly greater than zero. If the post-test mean is statistically greater than the pre-test mean, this indicates that, on average, significant learning has occurred during the semester in that course, and/or in concurrent courses which may have covered supplement topics.

The results of the pre-post examinations are encouraging. As shown in Appendix C, which is a summary of the t-tests given since our testing program began. Nearly all 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- 2011. There are three exceptions;

one each in 2006-7, 2008-2009, and 2009-2010, in which the t-test is significant at $p \leq 10\%$, instead of the more stringent $p \leq 5\%$, or $p \leq 1\%$. Pre and post-test results for their courses are also given to each faculty member, so that he or she can use the analysis to make changes in their courses, if necessary.

The assessment exam is administered in the capstone business course, MGMT 4653, Strategic Management. This comprehensive examination consists of 7-8 questions over each of the twelve business core areas, except Business Communications, intended to assess student retention of core business subjects. The exam (100 questions) has been given each semester that Strategic Management is offered, with 3 different exams being administered since 2001..

Original Exam(2001- Fall 2006)

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

Results for the period Spring 2006 - 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. This test was given for only 3 semesters, due to limited discriminatory ability of some questions.

First Revision

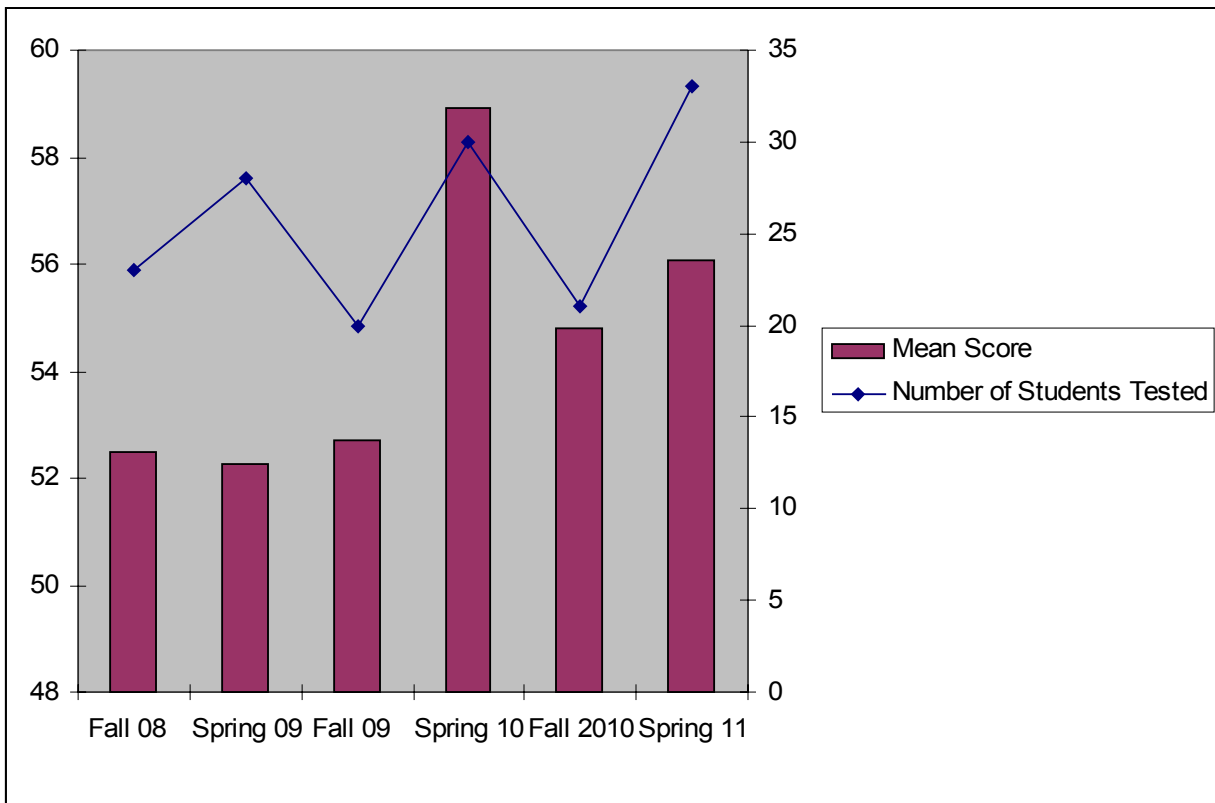
Mean Score	Median Score	Number of Students Tested
48.54	50	105

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

Second revision (Fall 2008 through Spring 2011)

	Mean Score	Number of Students Tested
Fall 08	52.48	23
Spring 09	52.25	28
Fall 09	52.70	20
Spring 10	58.93	30
Fall 2010	54.81	21
Spring 11	56.06	33
Total Sample	54.79	155

Differences in scores by semester are NOT statistically significant ($F=1.77$, $p=.1226$).



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 6 semesters the newly revised exam has been given, the correlation between the two variables was highly significant (0.520, n=150, p<0.000001), indicating that students with higher GPAs earn higher scores, as expected. Only 150 of the 155 students tested reported GPA information that was verifiable at the time this report was completed. The standardized Chronbach's alpha for the exam is 0.68446 for the new sample of 150, indicating significant validity for the overall exam.

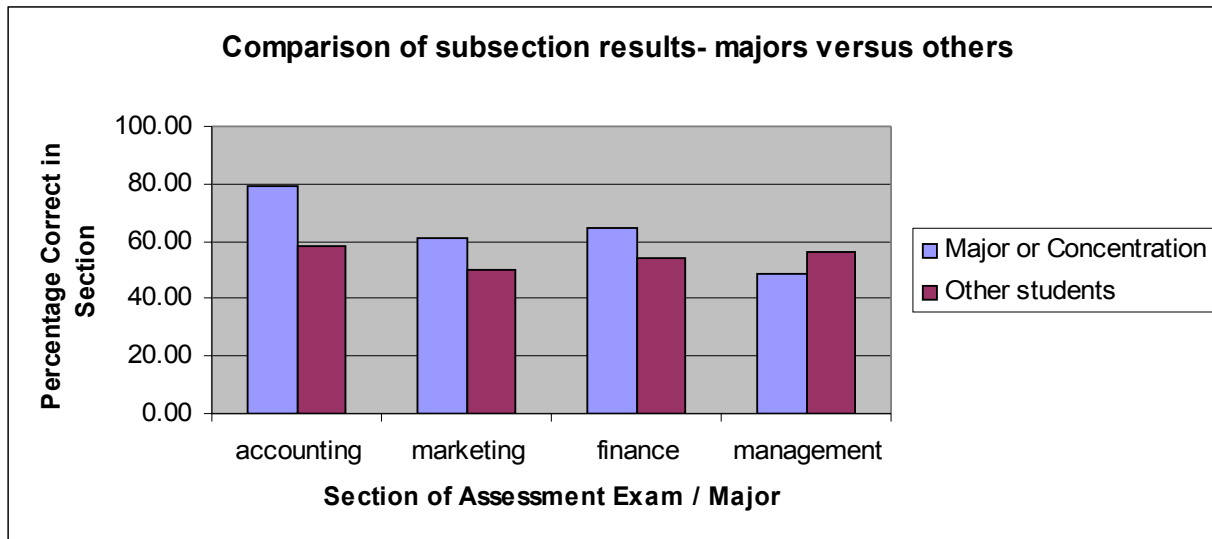
Additionally, an item response analysis was run in for all questions on the exam. Some modifications are necessary based on the item response analysis. Some questions seem to be too difficult, and some too easy. In both cases, such questions serve as poor discriminators between students who are knowledgeable about the material in question and those who lack knowledge or comprehension. However, with a sample size of 155 (all semesters pooled) in Spring 2011, the reliability statistics are more robust, since item response analysis is sensitive to sample size and the number of questions asked.

It is impossible to know from the Assessment Exam 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. The *pre and post-tests* conducted in each core class *are better indicators of problems and successful outcomes* in core classes. For the overall core curriculum, a better comparison is to 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
Mean % Correct

Subject Area	ETS Field Exam (2006-09)	UAM School of Business (Second revision - pooled results - 2008-2011)	Students in major or concentration perform better students in other
Accounting	49.8	62.2	yes (p <= 0.001)
Economics	47.8	55.1	*
Finance	55.0	46.3	no (p = 0.2207)
Information Systems	57.7	63.5	*
International	54.5	60.1	*
Legal Environment.	45.9	49.1	*
Management	54.5	59.9	no (p = 0.1660)
Marketing	51.9	51.6	no (p = 0.1653)
QBA (Statistics and Production/Ops Mgmt	46.1	45.1	*

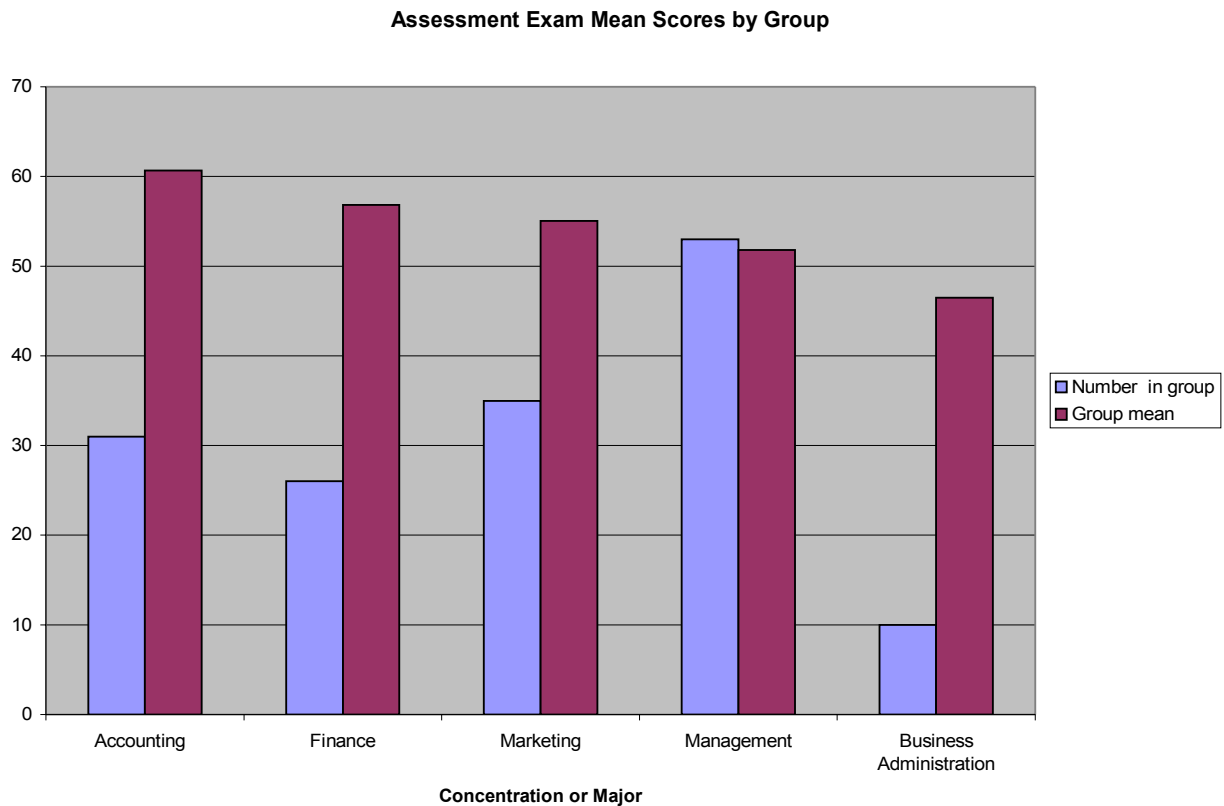
* means that the UAM School of Business has no major or concentration in this subject area.



In 6 of the 9 areas, UAM scores (numbers in *italics*) exceeded 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 155 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 than the national scores, or that Accounting, Economics, Legal Environment, International Business, MIS, or Management scores are higher. Also, the exams are similar, but not identical. Our test is probably easier than the ETS exam. We cannot be certain that all questions are good discriminators between students who are knowledgeable and those with lower comprehension of business concepts. In fact, several are too easy, and several are too hard to be good discriminators. 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 79 of the 155 students who took the School of Business assessment exam (second revision), or 51.0%, had cumulative GPAs exceeding 3.00.

Though the number of students who have taken the new exit exam is still small (n=155), 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. With the larger sample, we found that there is a statistically significant difference by sex ($F = 6.39$, $P \leq .05$), different from the prior finding that there was no significant difference in scores by sex. There were 78 males who took the exam and 77 females. The mean score of males was 55.88% and for females was 52.68%. On the new exam the middle group of students (from 23 to 26 years of age) made lower scores than younger students (≤ 22), or older students (>26), though the difference is NOT statistically significant ($F=2.13$, $p=.1221$).

When analyzing the new exit exam (revised 2008) results by concentration, there are some 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.



As shown by the graph above, Accounting students perform significantly better on the assessment exam than Management and Business Administration students. However, they do not perform significantly better than other students in Finance and Marketing. Management students, though their mean score is lower than Accounting students, cannot be considered to perform poorer than Finance and Marketing students.

The aggregate results for the exam are given to the School of Business Assessment Committee for evaluation and recommendations for needed curriculum adjustments.

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. Of the 236 pre and post tests that have been reported to the School of Business Assessment Committee, and for which a paired sample hypothesis test has been calculated, 233 of the 236 (98.7 %) are statistically significant at either the 5% or 1 % significance level. It is unclear whether the cause of the 3 that are not significant is poor test design, bad teaching, or from some other cause. The instructor involved has been informed of these results. A summary of all available pre/post-test results is included in Appendix C.

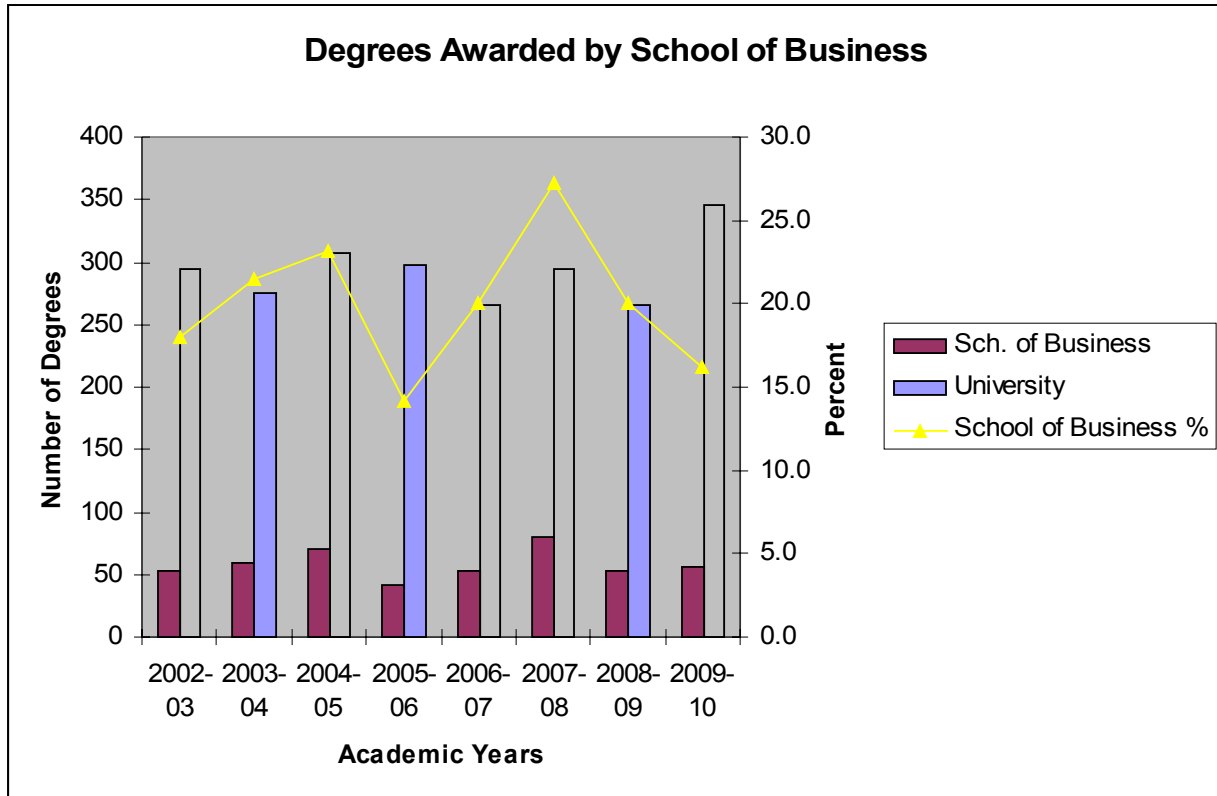
In the past year, Dr. Patterson tracked progress on attainment of course learning objective, based on test results in several, but not all courses. His assessment matrices for the current year are included in Appendix D. For example, in the Strategic Management course in Fall 2011, on exam 4, only 70% 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. At this time, the change in instruction or assignment that will be introduced to increase performance on this objective is not clear. However, a change will be made in Fall 2011 to try to improve performance. 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 D. Material from other faculty is not available at this time.

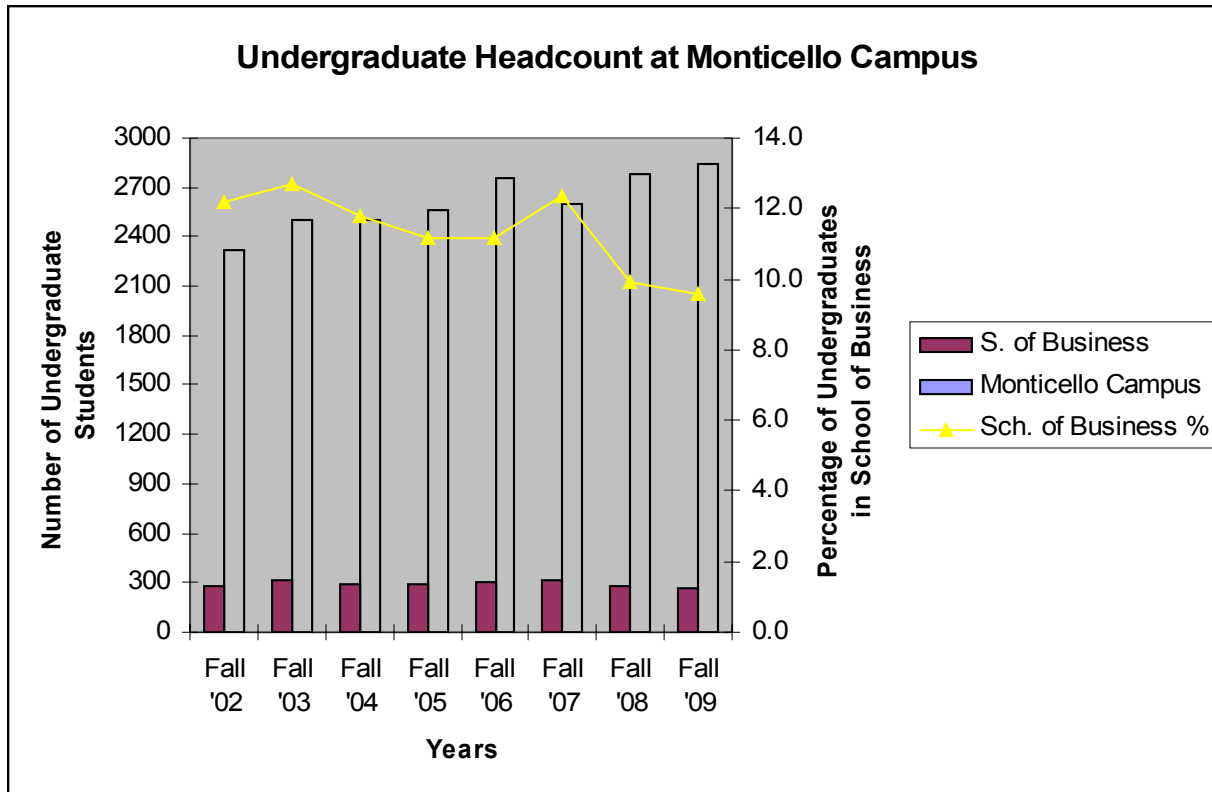
In 2008, Dr. Patterson used that data to make changes in the Strategic Management course by increasing the emphasis on 2 key concepts, and adding assignments requiring students to apply models related to these concepts to business firms. He also added an assignment in the Strategic Management class to 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. We have no examples of unit decisions as a result of student learning data in the past year. For the 2009-2011 catalog, the unit added a second course in statistics to help correct perceived weaknesses in quantitative analysis.

The School of Business provides a substantial portion of the of the University’s baccalaureate degrees. The two graphs below display the proportion of degrees awarded by the School of Business and the proportion of total Monticello campus headcount that is comprised of School of Business enrollees. The proportion of graduates is substantially greater that the School’s proportion of headcount. The average ratio of these 2 variables over the last 8 years is 1.76; that is the School of Business produces graduates at a rate 176% greater that the School’s proportion of undergraduate headcount on the Monticello campus. Graduate students and students enrolled at McGehee and Crossett are excluded, because the School of Business does not have a graduate program, nor does it have any Associate in Applied Science programs.





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 has developed alumni and employer surveys. The surveys, both for alumni and employers, will be administered in 2011-12. The surveys were not administered in 2010-11 due to a lack of a sufficient data base of alumni and employers. A graduating senior survey was also developed in Spring 2011. Data were not analyzed for this report, due to the limited number of usable responses (only 8). All students in the capstone Strategic Management course will be encouraged to complete the senior survey, with bonus points being awarded for doing so. There should be sufficient data (40 or more usable responses) in Spring 2012 to include senior survey results in the next report

Available minutes of faculty meetings where retention and assessment issues were discussed in the 2010-11 academic year are included in Appendix E.

6. As a result of the review of your student learning data in previous questions, explain what efforts you unit will make to improve student learning over the next assessment

period. Be specific by indicating when, how often, how much, and by whom these improvements will take place.

- **ISSUE:** Need to continue to improve the School of Business assessment process. During Faculty Development Week in the Fall 2011 semester, the faculty will discuss changes to the School of Business assessment exam. Also on the agenda will be the use of pre and post test results to determine weaknesses and possible strengths, and to use these tests to improve classes and student learning.
- **WHOM:** Dr. Patterson will prepare a program and lead the discussions
- **TIME:** Faculty Development Week- 2011

- **ISSUE:** Based on our discussions last year with the outside reviewer for the School's 10 year review, the School of Business will develop a formal assessment plan, outlining the tasks to be performed, who is responsible for each task, and the time by which each task is to be completed.
- **WHOM:** School of Business Assessment Committee
- **TIME:** 2011-12 academic year

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

To improve student learning and comprehension, and feedback to instructors about learning and comprehension, many School of Business faculty will begin use of "clickers" to enable students to respond to in-class questions posed by faculty in real time. The "clicker" is really not a clicker. The system includes a receiver for each faculty member, software for that faculty member's computer, a hand-held device for each student (students will purchase these devices) that are capable of communicating with the receiver and sending alpha-numeric information to the receiver. Students will be able to take quizzes, indicate their presence in class, and to respond to questions asked by faculty, such as answer a multiple choice question, provide an numeric answer, or answer "yes or no" questions. Instructors can pose questions and get immediate feedback about students' understanding of key concepts, theories, and methods. With the use of the "clicker" system, student performance, and possibly interest should increase. This system was researched during the 2010-11 academic year, tested by Dr. Cabiness in his two summer classes (a success – according to him), and will be widely used in the Fall semester.

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

Students are involved in the assessment program 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 and post examinations which are also administered in each class in the School of Business.

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

Retention activities during the 2008-2009 year included:

1. In Spring 2009, a topic of discussion at faculty meetings was to improve ‘Business Day’ and other activities to expand student exposure to speakers from the business community.

- The formal Business Day event was conducted for the entire Business School, instead of each faculty member bringing in speakers for his or her classes. Several speakers brought in to discuss topics of general interest to business students. The new format was successful and will be continued in the 2010 – 11 academic year.

2. To expand and increase student interest in new and existing School of Business organizations:

- There are currently four student clubs in the School of Business. These are the Financial Management Association, the Marketing Club, Phi Beta Lambda (a business fraternity), and the student chapter of IMA (the Institute of Management Accountants)
- All School of Business clubs or chapters are open to all UAM students with an interest in the area.
- Business students were encouraged to join one of our organizations depending on their major.
- Phi Beta Lambda has been increasingly active for several years. Since 2008, the group has been active, attending State Fall Leadership Conferences in 2009 and 2010, and the Spring Leadership Conference in 2011. The Spring Conference was the first, to the recollection of anyone of the faculty, that the UAM PBL chapter has ever attended. Two of the five participants placed in the top five in the contests in which they participated. The second club received Colony status in 2006 and became a student chapter of the Institute of Management Accounts (IMA). In EVERY year since its founding, the UAM IMA chapter has been awarded the IMA Gold Certificate of Excellence.

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

- Plans for an American Marketing Association were further explored. The Financial Management Association is expanding. FMA members made a substantial contribution to the Drew County Humane Society in 2010-2011. The Financial Management Association has grown to eleven members. Attendance at meetings reached a maximum of 18. Finance is the smallest concentration, so the numbers of members and attendees are excellent in relation to the possible number students interested.
- Three accounting faculty served as faculty advisors to the UAM Student Chapter of the Institute of Management Accountants.

- IMA has maintained its membership at about 20-25 students. We are hopeful that this trend will continue. Some students that are members of IMA are also participating in PBL.
 - One management faculty member actively revived PBL in Fall 2008. It has had 15 - 20 dues-paid members in each year since that time
4. To encourage and to help IMA Student Members attend the annual Student Leadership conference.
 - IMA has had very successful fund raisers during the last several years. The group has also had two students (in different years) win the national essay contest conducted by IMA, with the winners attending the national conference in the summer.
 5. Several faculty sent e-mails to all advisees to encourage them to preregister. Preregistration is important in ensuring that students get the right classes and schedules so that they can graduate on time. Delayed graduation would be expected to be associated with increased drop-out rates. Samples are included in Appendix F.
 6. 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 host a dinner, at their expense, for all students in the Business Administration, Entrepreneurship, and Management concentrations, at Dr. Patterson's home. All events will continue annually. Other retention activities include having review sessions after class, and encouraging students who have difficulty with the class to remain in the class and pull their grades up.

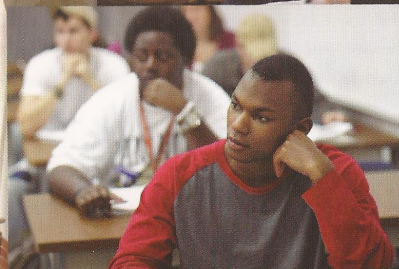
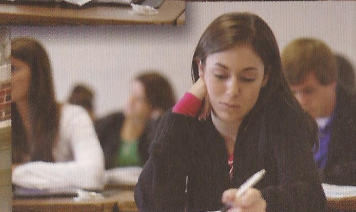
Intermediate-Range Objectives

1. To accommodate student needs by increasing student participation in regional and national PBL and other student organizations.
 - Continue fund raising activities enable continued participation at Fall and Spring conferences.
 - 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. (This was achieved – we had 5 participate)
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

UAM



The School of
Business

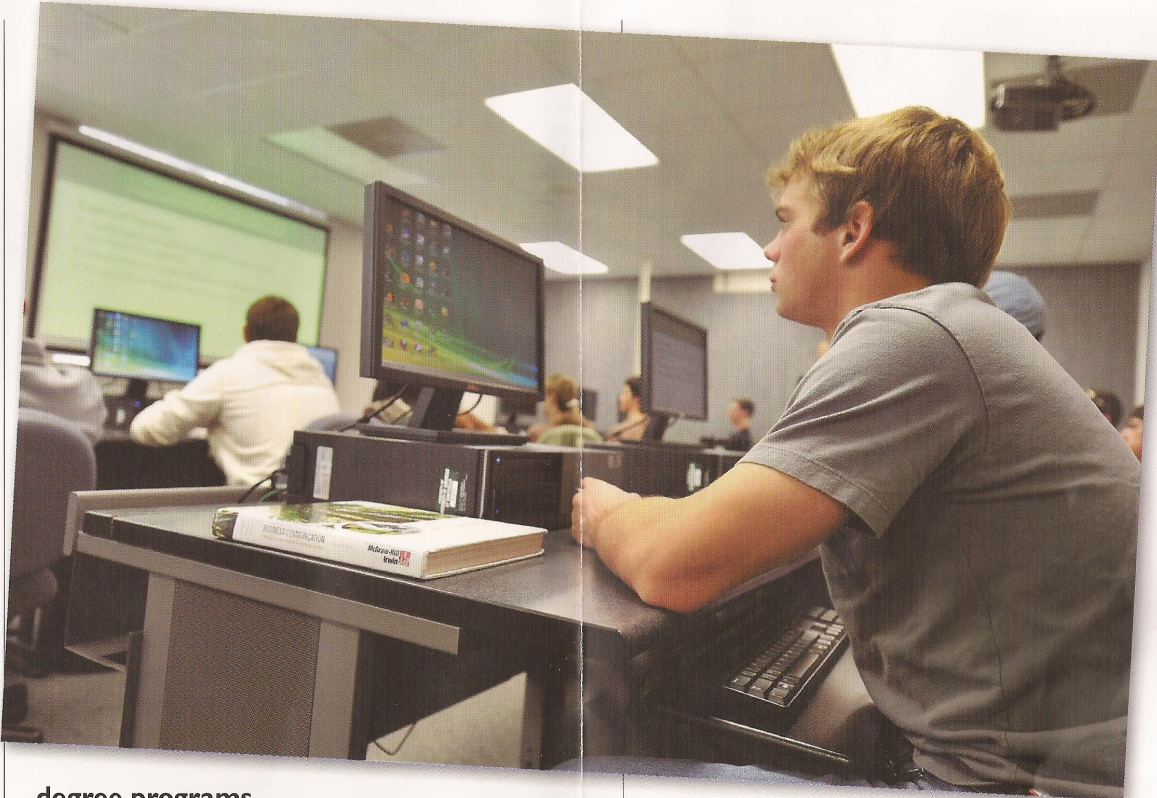
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University of Arkansas at Monticello
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Place
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degree programs

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

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

accounting

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

business administration

business administration

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

entrepreneurship

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

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



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

finance

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

management

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



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

marketing

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

our prestige is growing

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

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

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

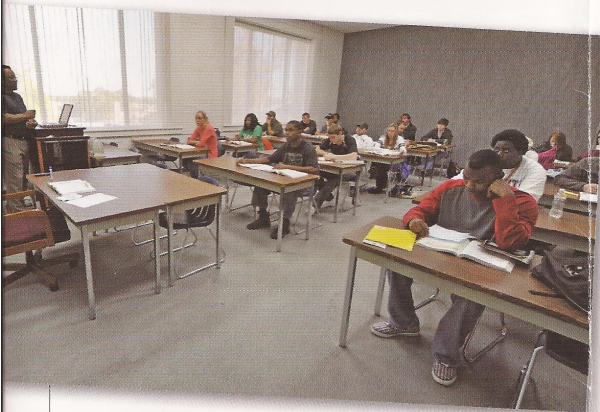
business . . . it's what we're about

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

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

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

THE UNIVERSITY OF ARKANSAS AT MONTICELLO



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

want to know more?

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



The School of Business / University of Arkansas at Monticello

Please complete and return to:

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

Name _____

Address _____

City, State, Zip _____

High School _____

Home Phone (Area Code) _____

Year of Graduation _____

Area of academic interest:

Accounting

Business Administration

Entrepreneurship

Finance

Management

Marketing

APPENDIX B

SAMPLE SYLLABI

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

MGMT 4653

STRATEGIC MANAGEMENT

FALL 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	MWF 9:10 to 10:00 a.m., M - F 11:10 a.m. to 12:30 p.m.; TH 1:10 to 3:00 p.m., and by appointment.
Class time	8:10 am MWF, in room 313 Babin Business Center
Required Text	Gregory G. Dess, G. T. Lumpkin, and Alan B. Eisner, <i>Strategic Management: Text and Cases, Fifth Edition</i> , 2010. McGraw Hill ISBN: 978-07-353041-3
Prerequisites:	Management 3473, Finance 3473, Marketing 3403, GB3353, plus 100 hours or consent of instructor Course prerequisites will be strictly enforced. Students not having all prerequisites will be administratively withdrawn from the course, unless they are taking <i>no more than one</i> prerequisite concurrently and are graduating at the end of the current semester.
Course description	Introduction to the theory and practice of strategic management. Covers internal and external analysis, competitive dynamics, international strategy, diversification and related issues, strategic leadership and governance, and implementation and control.
Learning Outcomes	The following student learning outcomes (SLOs) have been adopted by the School of Business:

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

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 Goals and Objectives:	As the capstone course in the School of Business curriculum, this course is designed to introduce the student to strategic management. We will adopt the perspective of the general manager, not any functional viewpoint such as accounting, finance, management, or marketing.
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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.

At the end of this course, students should be able to:

1. - Discuss the ability of stakeholders to influence organizations, and how firms should act with respect to these stakeholder groups. [1]
2. Describe the effects of the general environment and the industry environment on organizations and on opportunities and treats facing organizations. [1]
3. Discuss emergent and intended strategies, and explain why most firms implement emergent strategies to a greater extent than intended. [1]
4. Discuss the five competitive forces and explain how they determine an industry's profit potential[1].
5. Explain how *value-chain analysis* is used to identify and evaluate resources and capabilities, and apply the method to case analysis. [1,3,5]
6. - List and discuss at least 3 methods for measuring organizational performance, and discuss the appropriate choice, depending on type of organization, ownership, and competitive conditions.
7. Discuss the role of human capital in developing competitive organizations, and what programs or policies a firm might use to retain, motivate, compensate, and develop its staff. [1]
8. Discuss the role of technology in leveraging human capital, and the importance of protecting an organization's intellectual assets. [1]
9. Describe each of the three generic strategies, their potential rewards and risks, and the conditions under which each is effectively used. [1]
10. Use the five forces of competition model to explain how economic rents may be earned through each generic strategy. [1]
11. Discuss how the industry life cycle affects choice of strategy, and be able to describe how each different part of the life cycle affects competitive behavior . [1]
12. Describe how related diversified firms create value by sharing or transferring resources, skills, and other factors[1]
13. Describe the problems and potential rewards associated with using an acquisitions to develop competitive advantage. [1]

14. Discuss the alternative modes for entering international markets, and be able to identify the conditions under which each alternative might be appropriate. [2]
15. Explain and apply the “diamond” or four factor model of international competitiveness, at the national level[2]
16. Discuss the three international corporate-level strategies: multi-domestic, global, and transnational, including the strengths, weaknesses, and applications of each approach. [2]
17. Discuss the relative risks and rewards of strategic alliances, and the features that alliances must have to be successful. [2]
18. Discuss factors affecting the likelihood a competitor will initiate or respond to competitive actions taken against it. [1]
19. Explain competitive dynamics in slow-cycle, fast-cycle and standard-cycle markets. [1]
20. Explain how the ownership of ownership and managerial control in the modern corporation creates an agency relationship and strategic implications of this relationship. [2]
21. Explain how three internal governance mechanisms, ownership concentration, the board of directors, and executive compensation, are used to monitor and control managerial decisions. [2]
22. Describe the relationship between strategy, structure, and environment, and be able to match any particular structural form to the appropriate strategy/environment. [2]
23. Discuss the role of strategic leadership and controls in determining the firm’s strategic direction, and in achieving the goals set. [2]
24. Describe the importance of entrepreneurial opportunities, innovation, and development of entrepreneurial capabilities. [2]

Course grading

Item	Points	Course Grades
Written case analyses (2)	200 points	
Strategic management project modules (4)	200 “	A greater than or equal to 847 points
Exam one	100 “	B between 741 and 846 points
Exam two	100 “	C between 627 and 740 points
Exam three	100 “	D between 524 and 626 points
Exam four	100 “	F less than or equal to 523 points
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. The three models or techniques numbered below must be applied where appropriate. 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. [SLO 5]

For each case discussion or report, students should be able to:

1. - Use the industrial organization (I/O) model in case analysis to demonstrate how firms may earn economic rents under certain industry and environmental conditions. [3,5]
2. - Use the resource-based model in case analysis to explain how firms with unique resource endowments and capabilities may earn economic rents. [3,5]
3. Use *value-chain analysis* in case analysis to identify and evaluate organizational resources and capabilities. [3,5]

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.

Experiential Exercises

The text has a series of experiential exercises at the end of each chapter. Six of the possible 11 exercises are assigned (see Course Outline for due dates). These are all **INDIVIDUAL PROJECTS**. Each student will complete **ALL** the tasks assigned in Experiential Exercises in Chapters 2, 3, 4, 5, 9, and 11, and provide full justification for **ALL** conclusions or recommendations made. All reports must be typed, and include the complete citation of **ANY** sources used. These exercises will be graded according to the instructor's evaluation of how well the student has completed all the tasks specified in the exercise (up to 40 points). 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). [SLO 1,3,5]

Exams

There will be four exams, plus a 50 question multiple choice post-test. The exams will consist of about 6 essay questions [SLO 5}], 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 to another school. Procrastination, the demands of your job, and job interviews, wherever they are conducted, **are not** legitimate excuses for presenting work late.

Cheating and plagiarism

All written assignments, including but not limited to exams and case reports, are expected to be EACH student's original work. Students may study together for exams, and may discuss cases, but may not cooperate in writing case reports. Any incident of cheating or plagiarism will be handled according to the Academic Code Conduct Violation process discussed in the Student Handbook.

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. Use of cell phones or any electronic recording / playback device **is not permitted** during tests. 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 at Monticello to accommodate individuals with disabilities - pursuant to federal law and the University's commitment to equal educational opportunities. It is the - responsibility of the student to inform the instructor of any necessary accommodations at the beginning of - the course. Any student requiring accommodations should contact the Office of Special Student Services - located in Harris Hall Room 120; phone 870 460-1026; TDD 870 460-1626; Fax 870 460-1926. -

For assistance on a College of Technology campus contact: -

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

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

Grade Reports

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

Statement on Disruptive Behavior

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.

COURSE OUTLINE

Wednesday, August 25, 2010

Topics	Introduction and pretest
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Friday, August 27, 2010

Topics	Strategic leadership and strategic process -
Readings	Chapter 1, text. -

Monday, August 30, 2010

Topics	Emergent strategy, strategic intent, etc. -
Readings	Chapter 1, text. -

Wednesday, September 1, 2010

Topics External analysis: environment, 5-forces model -
Readings Chapter 2, text -

Friday, September 3, 2010

Topics strategic groups, life cycle and macroenvironment
Readings Chapter 2, text

Wednesday, September 8, 2010

Topics Internal factors: Company resources and capabilities, value chain
Readings Chapter 3, text
Projects Experiential Exercise 2

Friday, September 10, 2010

Case 1 Nintendo's Wii, C269+, text

Monday, September 13, 2010

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

Wednesday, September 15, 2010

Case 2 Fresh Direct, C323+, text

Friday, September 17, 2010

Topics complete material for Exam One

Monday, September 20, 2010

EXAM ONE covers Chapters 1-3

Wednesday, September 22, 2010

Topics Intellectual assets: human capital and intellectual property
Readings Chapter 4, text

Friday, September 24, 2010

Topics Continue previous discussion -
Readings Chapter 4, text -
Projects Experiential Exercise 3 -

Monday, September 27, 2010

Topics Business level strategies -
Readings Chapter 5, text -

Wednesday, September 29, 2010

Topics Business level strategies, continued -
Readings Chapter 5, text -

Friday, October 1, 2010

Case 3 Schoolhouse Lane Estates, C74+, text (**Written Case 1**)

Monday, October 4, 2010

Topics Business level strategies, continued -
Readings Chapter 5, text -

Wednesday, October 6, 2010

Topics Corporate level strategy, diversification -
Projects Experiential Exercise 4 -

Friday, October 8, 2010

Case 4 Weight Watchers International, C225+, text

Monday, October 11, 2010

Topics Corporate level strategy, diversification -
Readings Chapter 6, text -

Wednesday, October 13, 2010

Topics Corporate level strategy, diversification -
Readings Chapter 6, text -

Friday, October 15, 2010

EXAM TWO covers Chapters 4-6

Monday, October 18, 2010

Topics Strategy in the global environment -
Readings Chapter 7, text -

Wednesday, October 20, 2010

Topics Strategy in the global environment -
Readings Chapter 7, text -
Projects Experiential Exercise 5 -

Friday, October 22, 2010

Topics	Strategy in the global environment -
Readings	Chapter 7, text -

Monday, October 25, 2010

Case 5	Ford, C278+, text
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Wednesday, October 27, 2010

Topics	Competitive dynamics -
Readings	Chapter 8, text -

Friday, October 29, 2010

Topics	Competitive dynamics -
Readings	Chapter 8, text -

Monday, November 1, 2010

Case 6	Southwest Airlines, C194+, Text (Written Case 2)
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Wednesday, November 3, 2010

Topics	Competitive dynamics -
Readings	Chapter 8, text -

Friday, November 5, 2010

Topics	Corporate governance and control -
Readings	Chapter 9, text -

Monday, November 8, 2010

Topics	Corporate governance and control -
Readings	Chapter 9, text -

Wednesday, November 10, 2010

EXAM THREE covers Chapters 7-9

Friday, November 12, 2010

Topics	Organizational structure and design
Readings	Chapter 10, text

Monday, November 15, 2010

Topics	Organizational structure and design
Readings	Chapter 10, text
Projects	Experiential Exercise 9

Wednesday, November 17, 2010

Case 7 Apple Inc, C155+, text

Friday, November 19, 2010

Topics Organizational structure and design; begin leadership
Readings Chapter 10, text

Monday, November 22, 2010

Topics Leadership, ethics, and organizational learning
Readings Chapter 11, text

Monday, November 29, 2010

Case 8 Keurig Coffee, C213+, text

Wednesday, December 1, 2010

Topics Leadership, ethics, and organizational learning
Readings Chapter 11, text

Friday, December 3, 2010

Topics Innovation and entrepreneurship -
Readings Chapter 12, text
Projects Experiential Exercise 11 -

Monday, December 6, 2010

Topics Innovation and entrepreneurship -
Readings Chapter 12, text -

Wednesday, December 8, 2010

ASSESSMENT EXAM, part 1

Friday, December 10, 2010

ASSESSMENT EXAM, part 2

Thursday, December 16, 2010

1:30 TO 3:30 P. M.
Two part comprehensive final
Part 1 is Exam 4 covers Chapters 10 - 12
Part 2 is Post-test covers entire course

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

GB 3233

BUSINESS STATISTICS II

SPRING 2011

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 \bar{X} , R , c , and p charts, [1,3]
12. -interpret the meanings of the charts calculated in objective 11, and explain their applications, [1]
13. -explain the meaning of correlation, use statistical software to calculate correlation coefficients, and to determine the significance of the coefficients, [1,3]
14. -demonstrate understanding of the basic concepts underlying simple regression by being able to correctly answer multiple choice questions concerning these concepts, and being able to interpret the results of a simple regression model, [1]
15. -use statistical software to calculate a simple linear regression between a dependent and an independent variable, and be able to write out the equation and interpret the result, [1,3]
16. -explain at least one use and one misuse of regression analysis, [1]
17. -demonstrate understanding of the basic concepts underlying multiple regression by being able to correctly answer multiple choice questions concerning these concepts, and being able to interpret the results of a multiple regression model, [[1,3]
18. -use statistical software to calculate a multiple regression model, and be able to write out the equation, [1]
19. -discuss potential problems involved in regression and the appropriate steps to deal with these problems, [1]
20. -use instrumental (or dummy, or qualitative) variables in multiple linear regression. [1]

Course Grading

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

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

Text and Software

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

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

Attendance:

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

Cheating and plagiarism

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General Course Outline

January 12 - 26	Introduction and overview; pretest (for assessment only, not counted towards grade). Review of hypothesis testing for one mean and one proportion
Reading	Chapter 9, text
January 28 to Feb. 9	Hypothesis tests for 2 population means or proportions
Reading	Chapter 10, text,
February 25	Exam 1
	Covers Chapters 9 & 10
February 28 - March 16	tests for population variances
Reading	Chapter 11, text
	Goodness of fit and tests of independence (Chi-square)
Reading	Chapter 13, text
March 18	Exam 2
	Covers Chapters 11 and 13
March 21- 25	Spring Break
March 28 to April 6	Analysis of variance
Reading	Chapter 12, text
April 8 to 20	Simple linear regression
Reading	Chapter 14, text
April 22	Exam 3
	Covers Chapters 12 and 14
April 25 to May 2	Multiple regression
Reading	Chapter 15, text, except portions on interaction effects and stepwise regression
Wednesday, May 4	1:30 to 3:30 p.m.
Final Exam	Covers Chapter 15 plus comprehensive post-test

Homework Assignments

Chapter	Problems	Due Dates
9	9-30, 9-34, 9-38, 9-86, 9-88	to be announced for all chapters
10	10-20, 10-24 parts a and c, 10-26 10-10, 10-42, 10-56, 10-58 Use Excel to calculate mean paired difference and std. deviation of paired differences on problem 10-42	
11	11-10, 11-12 (calculate mean and std. deviation using spreadsheet program) 11-26, 11-28	
13	13-2, 13-10, 13-8, 13-18, 13-24, 13-26 For problem 13-10, all groupings have the same expected value of 5	
12	All homework done in lab (213) on computer	
14	All homework done in lab (213) on computer	
15	All homework done in lab (213) on computer	

UNIVERSITY OF ARKANSAS AT MONTICELLO
SCHOOL OF BUSINESS
COURSE SYLLABUS
TOPICS IN E- COMMERCE

GB 4363

FALL 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** MWF 9:10 to 10:00 a.m., M - F 11:10 a.m. to 12:30 p.m.; TH 1:10 to 3:00 p.m., and by appointment.
- Class Times** 11:10 to 12:30 TH, room 313 BBC
- Text:** NO TEXT IS REQUIRED. THE INSTRUCTOR WILL PROVIDE NOTES AND POWERPOINTS. If you wish to purchase a text as a supplement, you may do so.
- Prerequisites** MGMT 3473, Principles of Management, MKT 3403, Principles of Marketing.
- Course Description** This class concentrates on the organizational structure and design, operational, strategic, and marketing issues involved in e-commerce. Familiarity with the Internet and web browsers is assumed. Extensive use of cases, as well as project(s) dealing with e-commerce models and the use of the Internet as an information medium. This course does not cover web site design, except as related to security of customer information, site ease of use, and related topics.
- 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,
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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 Goals and Objectives

This course is primarily a course in e-commerce strategy and management. After completing the course, students should be able to:

1. - discuss features of the Internet and their effects on businesses, government, and individuals. [1]
2. - discuss features of the Internet and their effects on the so-called “5 Cs” [1]
3. - demonstrate knowledge of Internet technology from the perspectives of business users, communication servers, and suppliers of hardware and software. [1]
4. - provide evidence of their understanding of the history and growth of the Internet, and the role of standards and protocols in Internet growth. [1]
5. - discuss the features, in general, of business models, and how these features interact to create value, or the improve a firm’s competitive position. [1]
6. - discuss the major Internet business models, their characteristics, and provide examples of each. [1]
7. - discuss how each of the major Internet business models applies to particular industries or competitive environments. [1]
8. - demonstrate understanding of the differences between Internet business models and traditional business models. [1]
9. - differentiate among the three value configurations, and discuss what types of business to which each applies. [1]
10. discuss how each value configuration is associated with an underlying technology and the implications of this matching for firm structure, organization, and competitive positioning. [1]
11. explain how Internet feature affect strategic decisions and competitive dynamics. [1]
12. discuss the effects of complementary assets and processes, and the ability (or lack thereof) to imitate competitor actions of competitive strategy for Internet firms [1]
13. list and discuss at least three ways in which Internet marketing differs from marketing for “bricks and mortar” businesses. [1]
14. describe the role of market research in e-commerce, and how it differs from market research off-line. [1]
15. list and discuss at least 3 Internet marketing techniques that do not exist for physical firms, and discuss the types of business and products for which the techniques are applicable. [1,2]
16. identify and discuss the major issues involved in customer fulfillment and distribution. [1,2]
17. discuss the use of the Internet as a means to facilitate customer relationship management. [1]
18. compare and contrast the different methods of Internet advertising, and means to promote a company’s Web presence. [1]
19. define and discuss at least 2 methods of encrypting information on computer systems and on the Internet, and to what types of applications they are suited. [1]

20. discuss security issues in e-commerce from the perspectives of the customer, society, and businesses. [1,5]
21. identify and discuss major sources of fraud on the Internet and means that e-commerce firms have adopted to combat it. [1]
22. describe and discuss at least 2 methods, other than credit cards, of payment common to e-commerce. [1]
23. identify and discuss at least 2 business to business e-commerce models, the industries or products for which they are suited, and their strengths and weaknesses. [1,5]
24. identify and discuss at least 2 ways the Internet is used to facilitate supply chain management. [1]
25. discuss the use of vertical markets and exchanges in procurement and business to business marketing. [1]
26. identify and discuss at least 2 ways the Internet is used in government to cut costs and improve services to citizens. [1]
27. identify and discuss at least 2 ways the Internet is changing secondary and higher education. [1,5]
28. identify and discuss at least 2 issues relating to customer privacy in e-commerce that are greater challenges to Internet firms than to off-line firms. [1,2]

Course Grading:

Students will be evaluated based on **your instructor's evaluation** of your performance on:

Item	Weights	
Exam One	200 points	A >= 891 points
Exam Two	200 points	B between 781 and 890 points
Final Exam	300 points	C between 661 and 780 points
Projects	<u>300 points</u>	D between 551 and 660 points
Total	1000 points	F <= 550 points

Exams [SLO 1,2,3,5]

There will be three exams, each covering the lecture notes provided to all students. Exams will consist of a number of short answer essay questions, and will be written in such a manner that they can be completed in about 90 minutes. The final will also include a 50 question post-test, which will be cover the entire semester and count for 1/3 of the final's 300 points. **NO MAKEUP EXAM WILL BE GIVEN EXCEPT FOR EXTREME SITUATIONS.**

Projects [SLO 3,4,5]

There will be 3 projects assigned, each worth 100 points. Instructions will be handed out later for each project. All student papers must be the student's original work, and must be properly cited to credit the authors or copyright holders of all references used. One project will be due in early October, the second will be due in early November, and the third in early December.

Project 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 77 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 66 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.

Attendance policy and participation

Because analytical and critical thinking skills 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 to another school. Procrastination, the demands of your job, and job interviews, wherever they are conducted, **are not** legitimate excuses for presenting work late.

Cheating and plagiarism

All written assignments, including but not limited to exams and case reports, are expected to be EACH student's original work. Students may study together for exams, and may discuss cases. but may not cooperate in writing case reports. Any incident of cheating or plagiarism will be handled according to the Academic Code Conduct Violation process discussed in the Student Handbook

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. Use of cell phones or any electronic recording / playback device **is not permitted** during tests. 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 at Monticello to accommodate individuals with disabilities - pursuant to federal law and the University's commitment to equal educational opportunities. It is the - responsibility of the student to inform the instructor of any necessary accommodations at the beginning of - the course. Any student requiring accommodations should contact the Office of Special Student Services - located in Harris Hall Room 120; phone 870 460-1026; TDD 870 460-1626; Fax 870 460-1926. -

For assistance on a College of Technology campus contact: -

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

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

Grade Reports

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

Statement on Disruptive Behavior

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.

Course Outline

Wednesday, August 25

Topics	Introduction, pretest
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Monday, August 30

Topics	Introduction and Overview -
Reading	Chapter 1, instructor notes -

Wednesday, September 1

Topics	Introduction and Overview -
Reading	Chapter 1, instructor notes -

Wednesday, September 8

Topics	Internet History, Structure, and Technology
Reading	Chapter 2, instructor notes

Monday, September 13

Topics	Internet History, Structure, and Technology
Reading	Chapter 2, instructor notes

Wednesday, September 15

Topics	E-commerce Business Models and Concepts
Reading	Chapter 3, instructor notes

Monday, September 20

Topics	E-commerce Business Models and Concepts
Reading	Chapter 3, instructor notes

Wednesday, September 22

Topics	Taxonomy of Internet Business Models
Reading	Chapter 4, instructor notes

Monday, September 27

Topics	Taxonomy of Internet Business Models
Reading	Chapter 4, instructor notes

Wednesday, September 29

Exam One, covers Chapters 1-4

Monday, October 4

Topics	Creating and Capturing Value
Reading	Chapter 5, instructor notes

Wednesday, October 6

Topics	Creating and Capturing Value
Reading	Chapter 5, instructor notes
Project	Project 1 due

Monday, October 11

Topics	Strategic Issues In E-Commerce
Reading	Chapter 6, instructor notes

Wednesday, October 13

Topics	Strategic Issues In E-Commerce
Reading	Chapter 6, instructor notes

Monday, October 18

Topics	Marketing Concepts -
Reading	Chapter 7, instructor notes -

Wednesday, October 20

Topics	Marketing Concepts -
Reading	Chapter 7, instructor notes -

Monday, October 25

Topics	Marketing Communications
Reading	Chapter 8, instructor notes

Wednesday, October 27

Topics	Marketing Communications
Reading	Chapter 8, instructor notes

Monday, November 1

Topics	Complete Marketing material
Project	Project 2 due

Wednesday, November 3

Exam 2, covers Chapters 5-8

Monday, November 8

Topics	Issues in Customer Fulfillment and Support
Reading	Chapter 9, instructor notes

Wednesday, November 10

Topics	Issues in Customer Fulfillment and Support
Reading	Chapter 9, instructor notes

Monday, November 15

Topics	Complete prior material, begin Security and Payment Systems
Reading	Chapter 10, instructor notes

Wednesday, November 17

Topics -	Security and Payment Systems
Reading -	Chapter 10, instructor notes

Monday, November 22

Topics -	Security and Payment Systems
Reading -	Chapter 10, instructor notes

Monday, November 29

Topics -	B2B E-Commerce and Supply Chains
Reading -	Chapter 11, instructor notes

Wednesday, December 1

Topics	B2B E-Commerce and Supply Chains -
Reading	Chapter 11, instructor notes -
Project	Project 3 due -

Monday, December 6

Topics	Internet, Society, and Public Policy -
Reading	Chapter 12, instructor notes -

Wednesday, December 8

Topics	Internet, Society, and Public Policy -
Reading	Chapter 12, instructor notes -

Wednesday, December 15

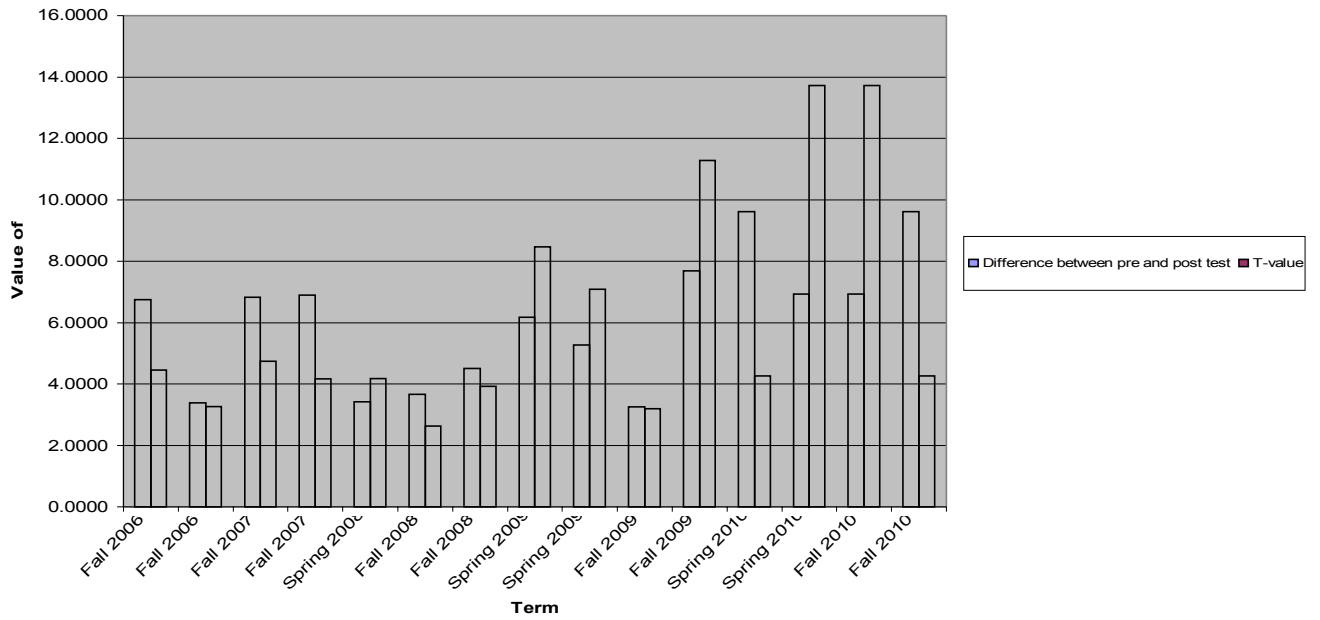
**Exam 3, covers Chapters 9-12, plus comprehensive material (Post-test)
8:00 a.m. to 10:00 a.m.**

APPENDIX C

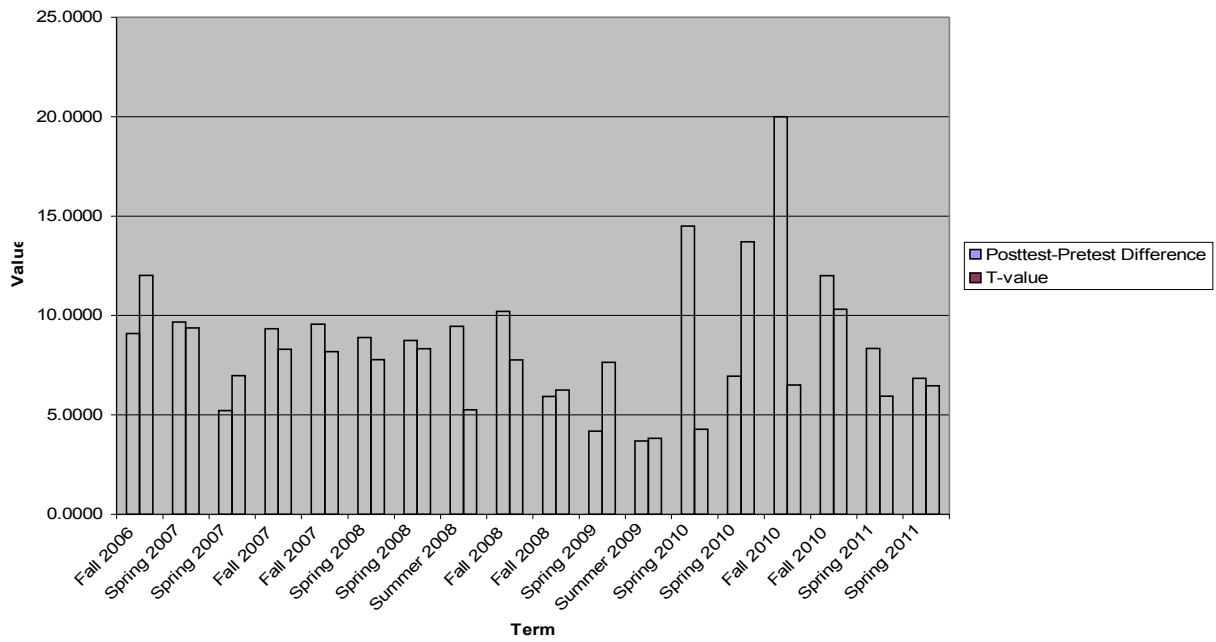
GRAPHS OF PRE-POST TEST RESULTS

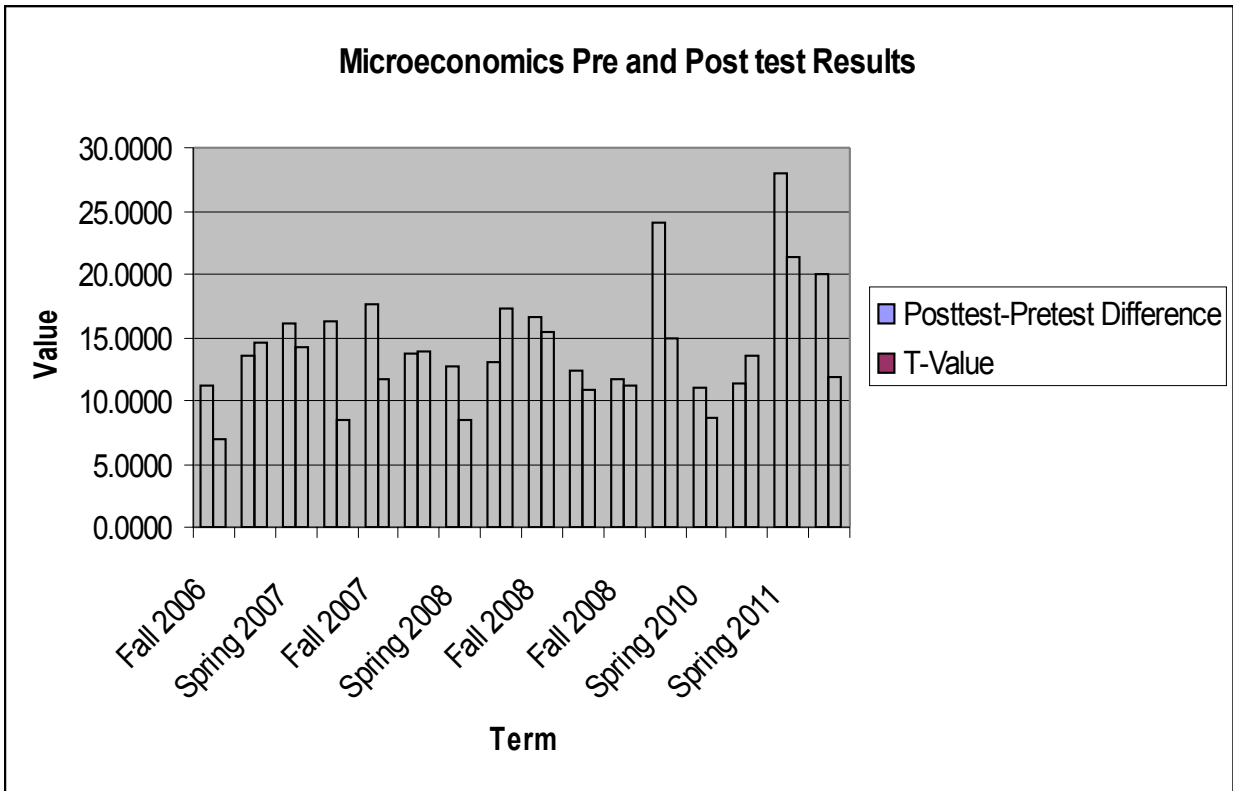
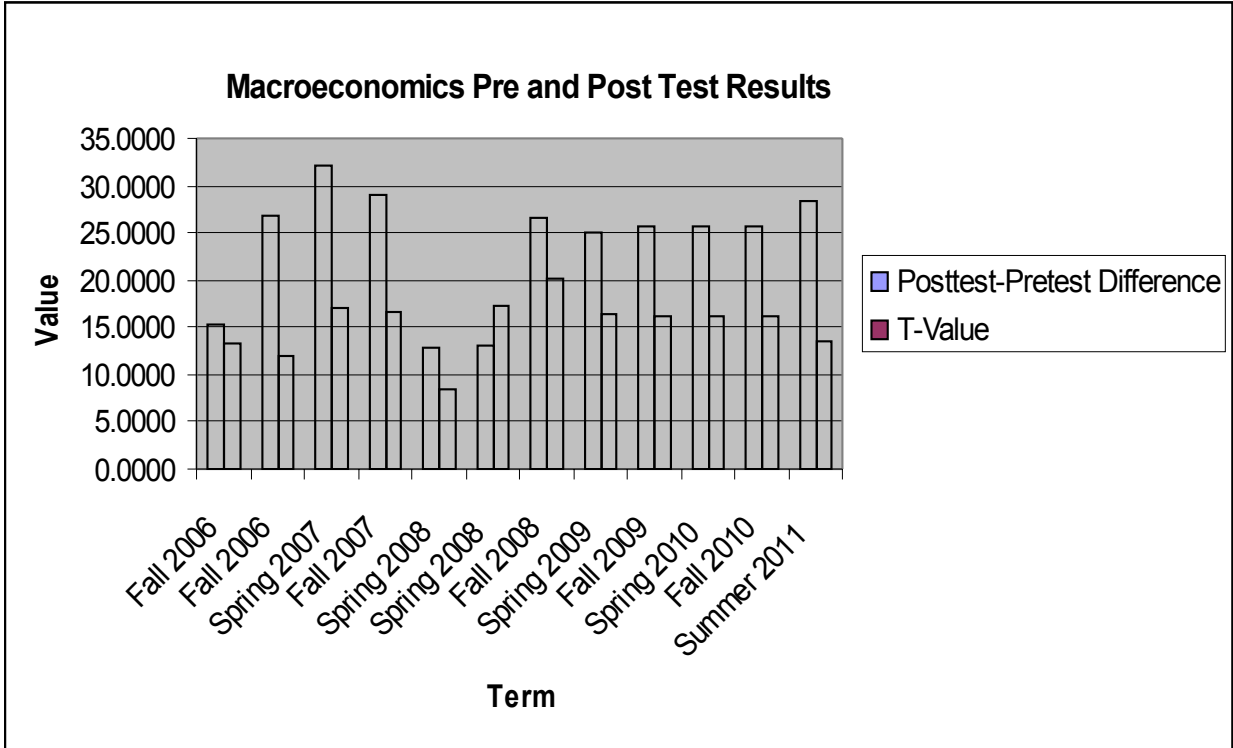
IN CORE COURSES

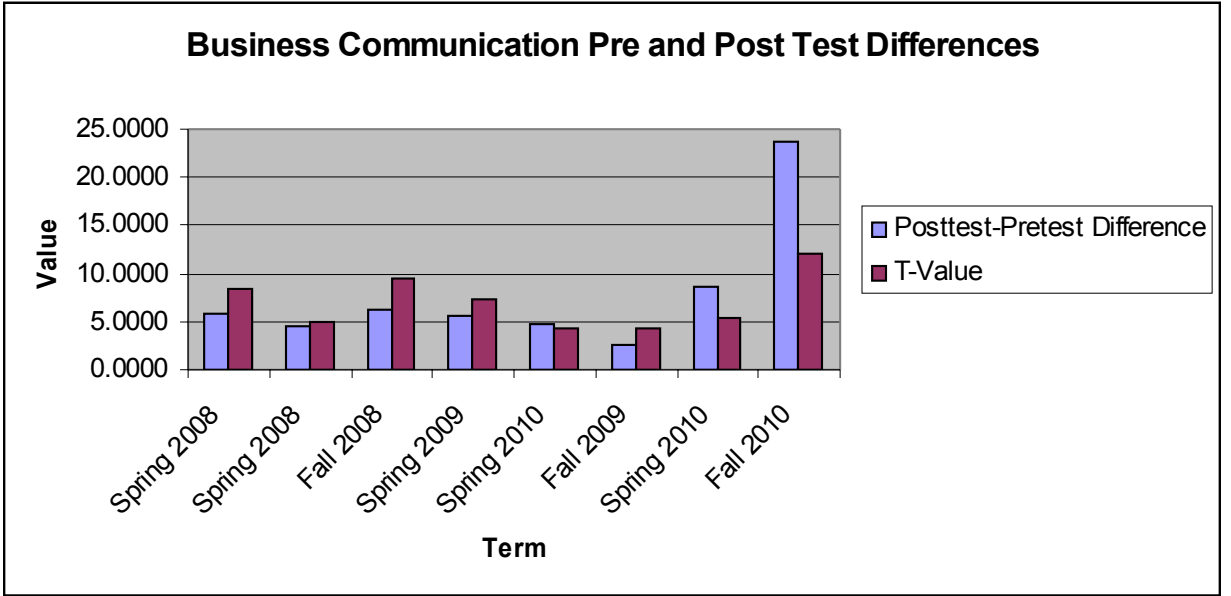
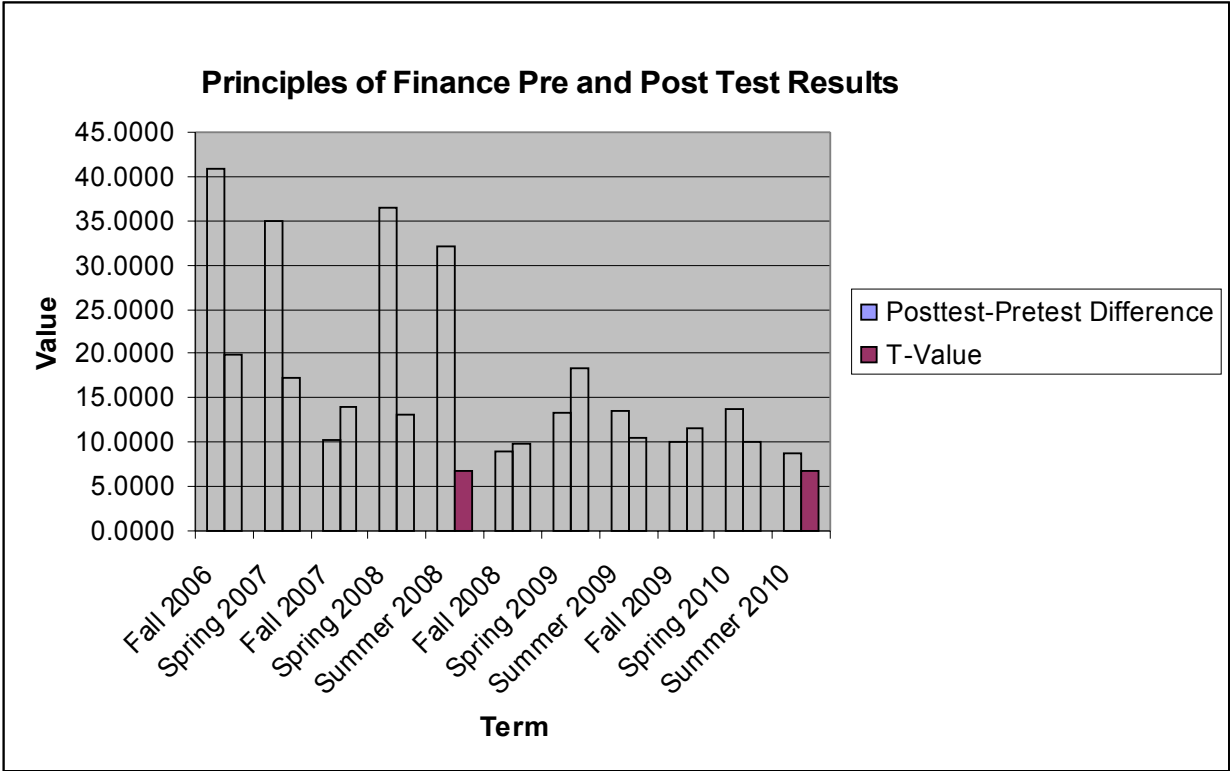
Managerial Accounting Pre and Post Test Results



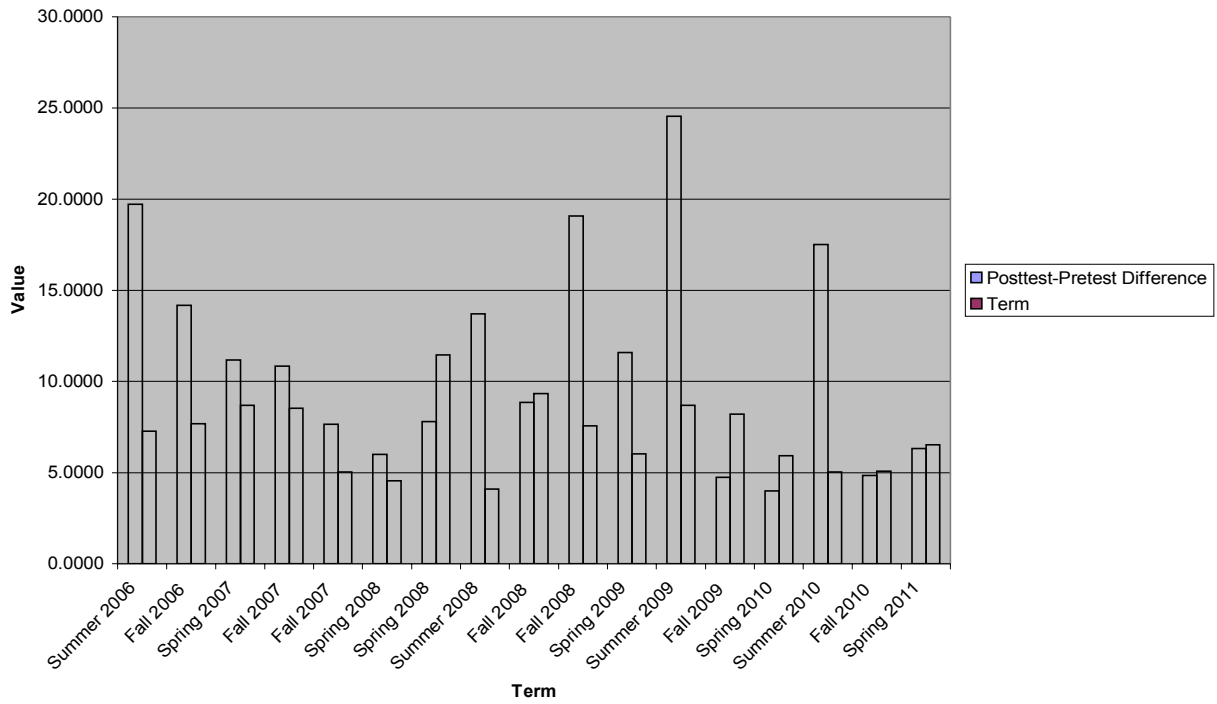
Financial Accounting Pre and Post test Results



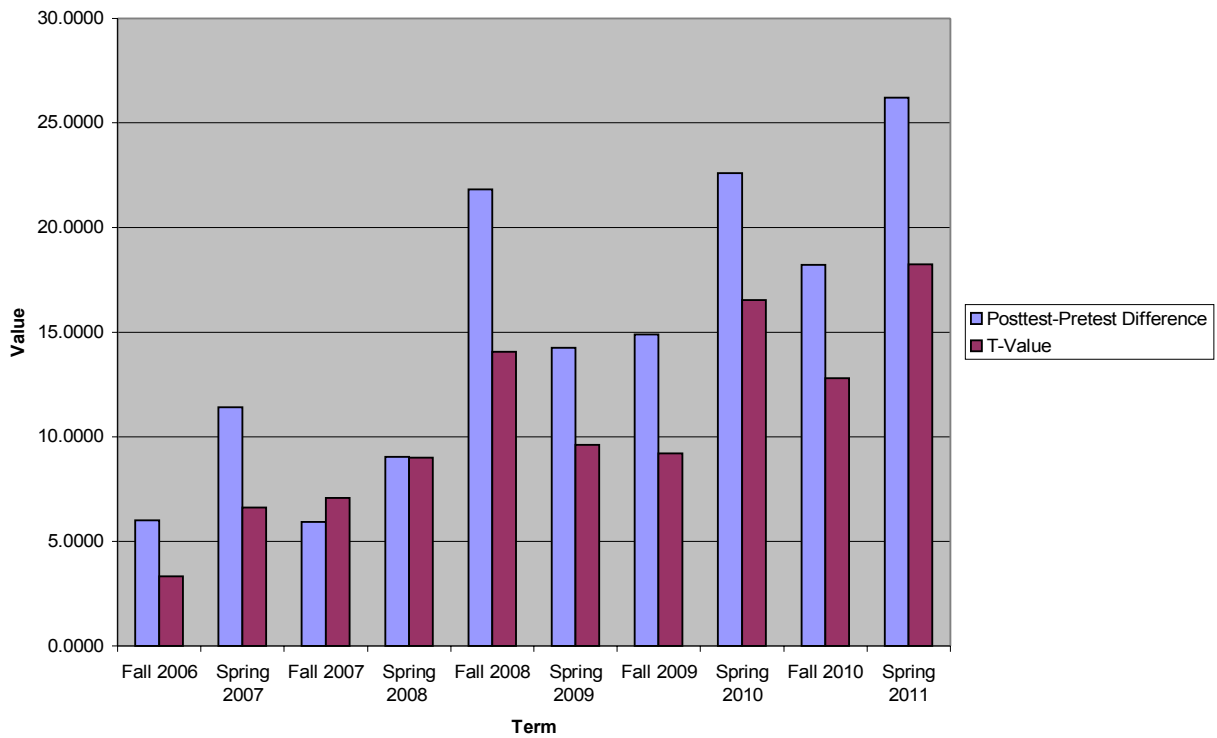




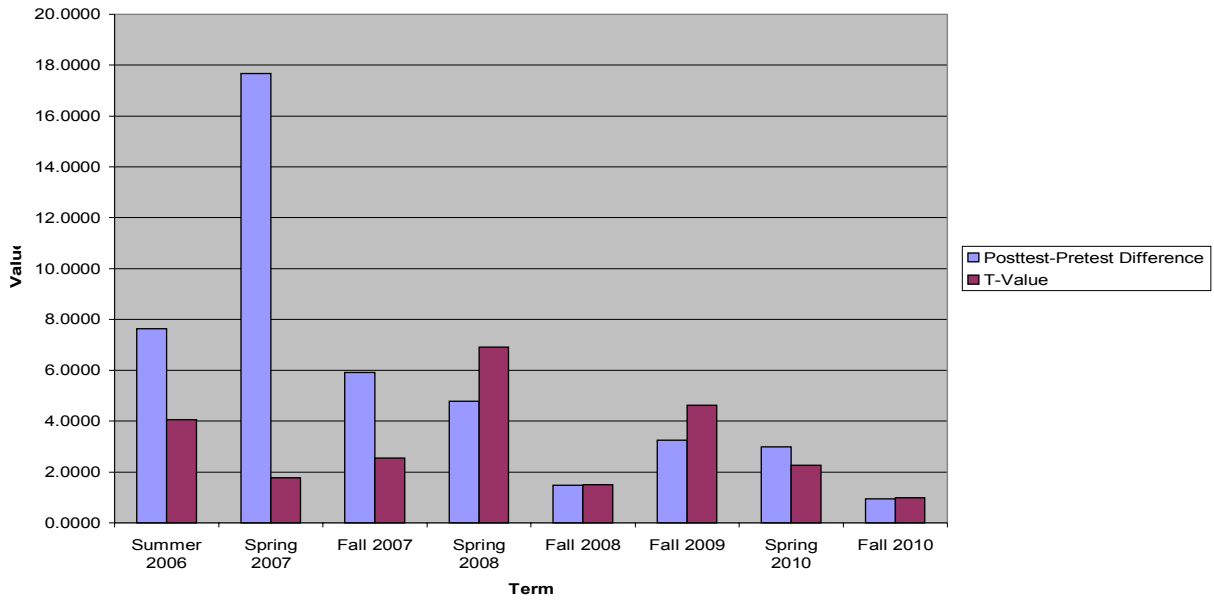
Principles Of Management and OB Pre and Post Test Results



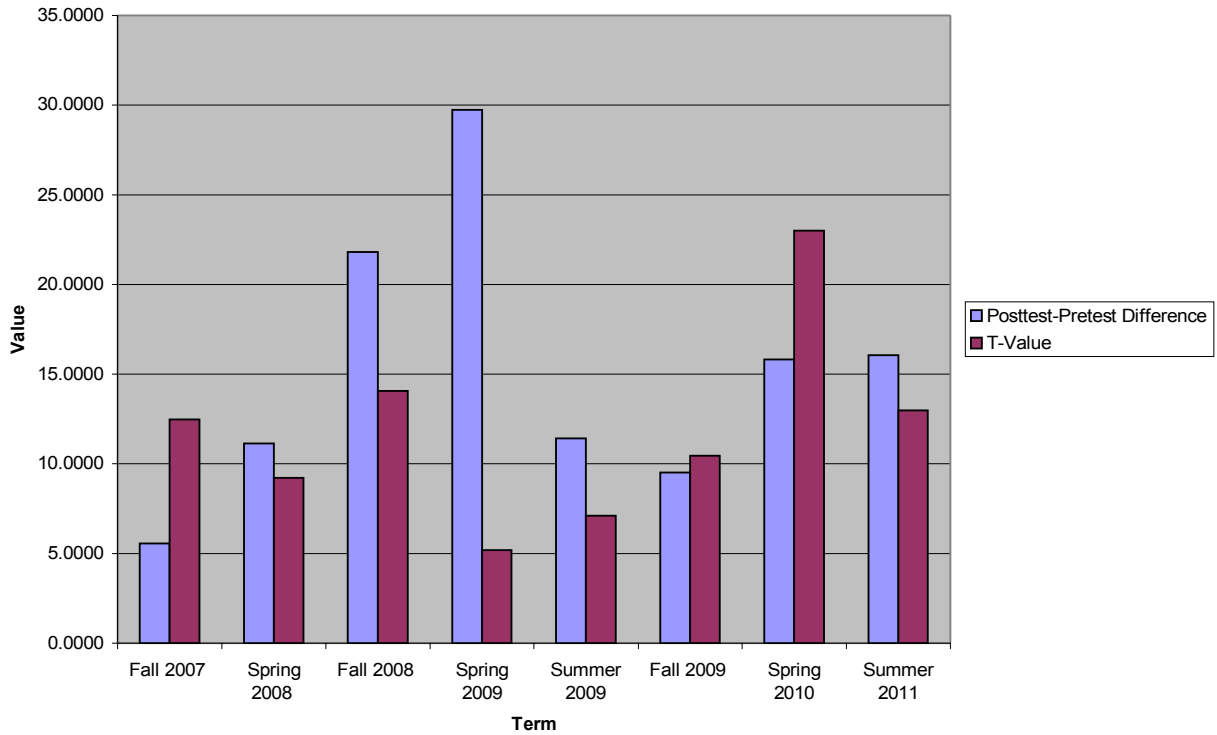
Strategic Management Pre and Post test Results



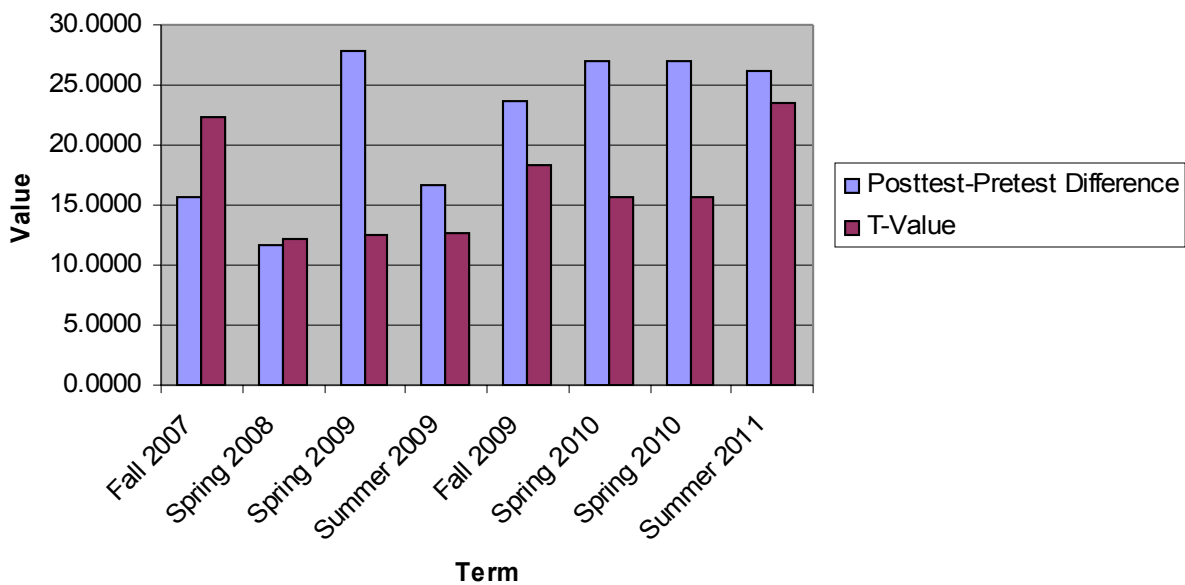
Management Information Systems Pre and Post test Differences



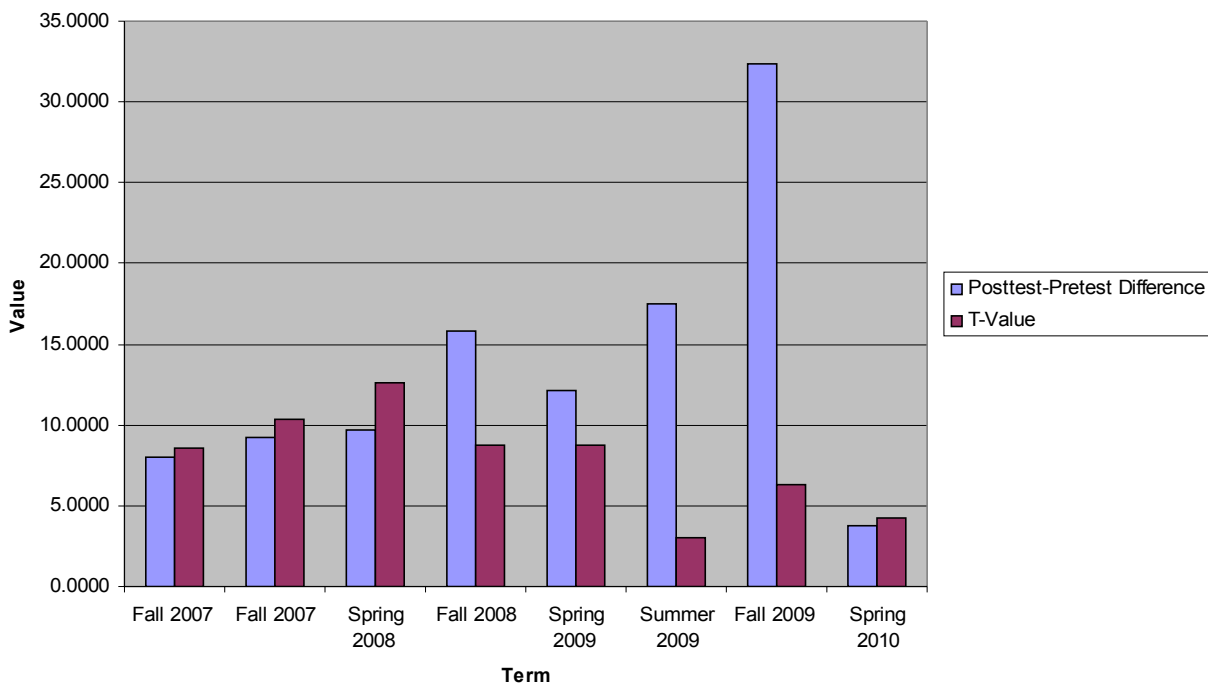
Production-Operations Management Pre and Post Test Differences

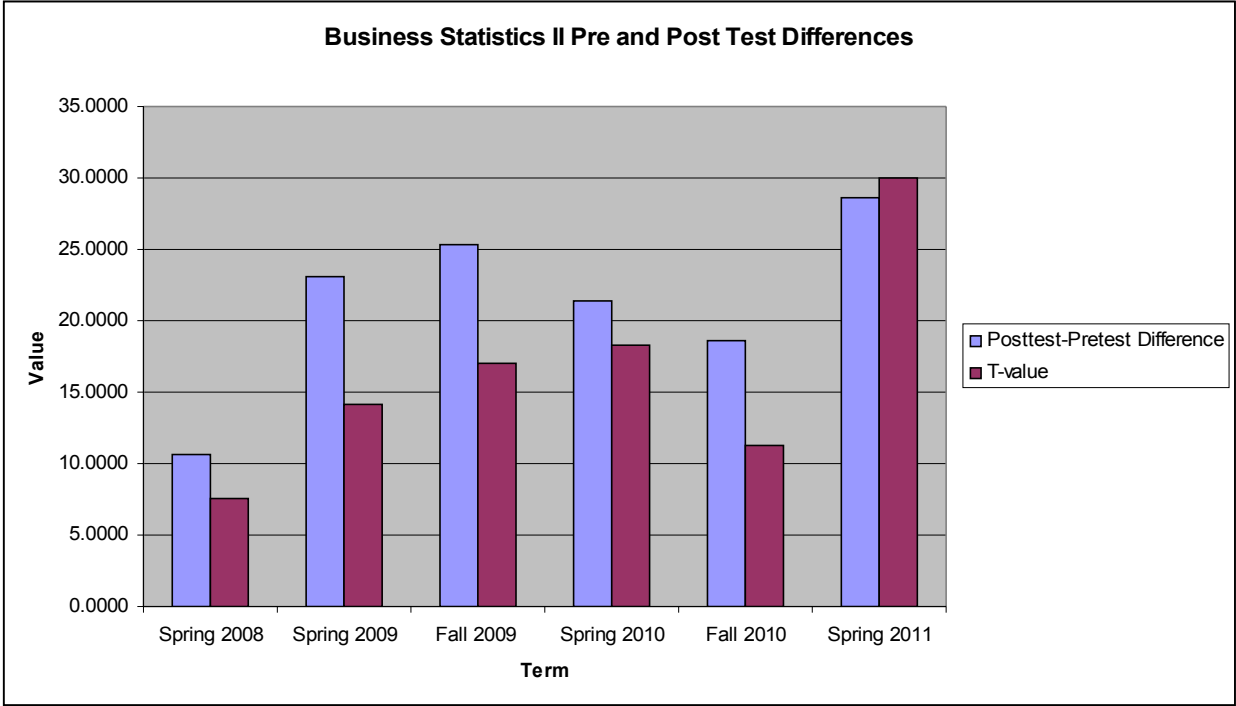


Principles of Marketing Pre and Post Test differences



Business Statistics I Pre and Post Test Differences





APPENDIX D

ATTAINMENT OF COURSE

LEARNING OBJECTIVES

1. Understanding the risk-expected return tradeoff:

Six multiple choice questions on the Final Exam dealt with the risk-expected return relationship.

Twenty students out of 22 answered the first one correctly.

18 out of 22 answered the second one correctly.

13 answered the third one (which required a calculation) correctly.

All answered the fourth one correctly.

21 out of 22 answered the 5th one correctly.

All answered the 6th one correctly.

There was also a short-answer question dealing with risk. All but one (who rarely came to class) answered correctly.

There was a fairly complex mathematical problem dealing with risk-adjusted capital budgeting decision-making. 19 out of 22 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. 18 students answered all three problems correctly. Three 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. 20 out of 22 answered the first correctly. 14 out of 22 answered the second correctly. Six out of 22 answered the third one correctly.

There was also a problem dealing with bond valuation. 20 answered the problem correctly. Of those who didn't answer correctly, one had careless arithmetic errors but essentially worked the problem in the correct manner. Only one student did not demonstrate an understanding of the problem.

4. 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. 16 students answered both correctly, 3 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 two students did neither of the problems correctly.

5. Understanding of capital budgeting decisions.

The final exam had two problems requiring capital budgeting decisions. 17 students worked both problems correctly, 4 students worked one of the two problems correctly, and one student had both problems wrong.

Assessment Matrix - Industrial Relations - Fall 2010

Exam One Results				Exam Two Results			
Objective	Essay Question	number satisfactory	percent satisfactory	Objective	Essay Question	number satisfactory	percent satisfactory
1	1, 2	14	100.0	17	1, 2	14	100.0
4	3, 4	12	85.7	18	3, 4	14	100.0
5	5, 6	14	100.0	19	5, 6	10	71.4
6	7, 8	10	71.4	19	7, 8	14	100.0
11	9, 10	12	85.7	21	9, 10	13	92.9
12	11,12	9	64.3	22	11,12	14	100.0
13	13,14	11	78.6	22	13,14	14	100.0
13	15,16	8	57.1	23	15,16	13	92.9
Overall test		90	80.4	Overall test		106	94.6

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

Exam Three Results			
Objective	Essay Question	number satisfactory	percent satisfactory
18	1, 2	14	100.0
22	3, 4	13	92.9
23	5, 6	14	100.0
23	7, 8	12	85.7
25	9, 10	14	100.0
25	11,12	13	92.9
26	13,14	14	100.0
26	15,16	13	92.9
Overall test		107	95.5

Assessment Matrix - Strategic Management - Fall 2010

Exam One Results				Exam Two Results			
Objective	Essay Questions	number satisfactory	percent satisfactory	Objective	Essay Question	number satisfactory	percent satisfactory
1	1,2	21	100.0	9	1,2	21	100.0
2	3,4	20	95.2	10	3,4	20	95.2
3	5,6	14	66.7	11	5,6	21	100.0
5	7,8	19	90.5	12	7,8	17	81.0
6	9,10	19	90.5	13	9,10	20	95.2
8	11,12	14	66.7	14	11,12	21	100.0
Total		107	84.9	Total		120	95.2

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

Assessment Matrix - Strategic Management - Fall 2010

Exam Three Results				Exam Four Results			
Objective	Essay Question	number satisfactory	percent satisfactory	Objective	Essay Question	number satisfactory	percent satisfactory
15	1,2	20	95.2	21	1,2	18	85.7
16	3,4	20	95.2	22	3,4	21	100.0
17	5,6	20	95.2	23	5,6	21	100.0
18	7,8	21	100.0	24	7,8	21	100.0
19	9,10	21	100.0	25	9,10	19	90.5
20	11,12	20	95.2	26	11,12	21	100.0
Total		122	96.8	Total		121	96.0

Assessment Matrix - Strategic Management - Spring 2011

Exam One Results				Exam Two Results			
Objective	Essay Questions	number satisfactory	percent satisfactory	Objective	Essay Question	number satisfactory	percent satisfactory
1	1,2	23	69.7	9	1,2	30	90.9
2	3,4	30	90.9	10	3,4	29	87.9
3	5,6	27	81.8	11	5,6	25	75.8
5	7,8	32	97.0	12	7,8	32	97.0
6	9,10	26	78.8	13	9,10	31	93.9
8	11,12	31	93.9	14	11,12	31	93.9
Total		169	85.4	Total		178	89.9

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

Assessment Matrix - Strategic Management - Spring 2011

Exam Three Results				Exam Four Results			
Objective	Essay Question	number satisfactory	percent satisfactory	Objective	Essay Question	number satisfactory	percent satisfactory
15	1,2	33	100.0	21	1,2	29	87.9
16	3,4	30	90.9	22	3,4	32	97.0
17	5,6	31	93.9	23	5,6	33	100.0
18	7,8	32	97.0	24	7,8	32	97.0
19	9,10	31	93.9	25	9,10	32	97.0
20	11,12	33	100.0	26	11,12	31	93.9
Total		190	96.0	Total		189	95.5

Assessment Matrix - Topics in E-commerce - Fall 2010

Exam One Results				Exam Two Results			
Objective	Essay Questions	number satisfactory	percent satisfactory	Objective	Essay Question	number satisfactory	percent satisfactory
3	1, 2	16	100.0	13	1, 2	12	80.0
4	3, 4	15	93.8	14	3, 4	11	73.3
5	5, 6	16	100.0	15	5, 6	15	100.0
6	7, 8	15	93.8	16	7, 8	15	100.0
6	9, 10	15	93.8	17	9, 10	15	100.0
7	11, 12	16	100.0	18	11, 12	15	100.0
9	13, 14	16	100.0	19	13, 14	15	100.0
11	15, 16	16	100.0	20	15, 16	13	86.7
Total for test		125	97.7			111	92.5

Exam Three Results			
Objective	Essay Question	number satisfactory	percent satisfactory
19	1, 2	15	100.0
20	3, 4	13	86.7
21	5, 6	15	100.0
23	7, 8	15	100.0
24	9, 10	13	86.7
25	11, 12	15	100.0
26	13, 14	13	86.7
28	15, 16	15	100.0
		114	95.0

APPENDIX E

Faculty Meeting Minutes
October 5, 2010

Faculty Meeting Minutes
January 28, 2011

**University of Arkansas at Monticello
Minutes**

**School of Business
October 5, 2010**

Present: Dr. James, Dr. Hammett, Dr. Alexander, Dr. Cabaniss, Dr. Patterson, Dr. Graber, Dr. Clayton and Mrs. Phillips. The meeting was called to order by Dr. James.

Dr. James will email the minutes from the prior meeting to the faculty. There was a motion & second to tentatively approve the minutes upon receipt by email. Motion carried.

Dr. James requested that we submit some nominees to him for the Alumni Scholarship that will be given away during homecoming activities. _____ and _____ were mentioned. Their advisors need to submit their information to Dr. James.

There will be a Majors Fair on October 26th from 11:00 a.m. – 2:30 p.m. The location will be determined at a later time. Please attend this event if you do not have classes during these hours.

Dr. James reported on the 10-year review that is in progress. This will need to be finalized by the end of October. Committees need to complete their respective parts and be prepared to discuss them at the next faculty meeting. Any information that you complete should be placed on the School of Business SharePoint site so that all faculty has access to it.

There were several catalogue changes that needed to be addressed for the 2011-13 catalogue. They are as follows:

ECON 1193	Offered: Fall
FIN 4623	Prerequisite change
FIN 479	Special Topics – needs to be included in the catalogue
GB 3233	Offered: Fall, Spring
GB 3443	Special Topics – needs to be included in the catalogue
MGMT 3473	Drop the words “and Organizational Behavior”
MGMT 4663	Drop the word “Advanced”
MKT 3483	Offered: Spring

There was a motion and second to accept these changes. Motion carried.

The School of Business will need to offer some of our upper level courses at night in the near future. Dr. James will be looking into this.

Mrs. Phillips passed out flyers for Business Day and reminded the faculty that all classes should meet at the Fine Arts Center Auditorium on Wednesday, October 20th. This includes all classes from 9:00 – 12:00 on this day. All faculty should be prepared to be in attendance for this event.

Dr. Hammett gave the faculty a SharePoint demonstration and reminded them how to access the site.

With no further business, the meeting adjourned.

University of Arkansas at Monticello
School of Business
Faculty Meeting Minutes
January 28, 2011

The faculty meeting was called to order by Dr. Louis James. The following faculty members were in attendance: Dr. Patterson, Dr. Hammett, Dr. Alexander, Dr. Gullledge, Dr. Clayton, Dr. Cabaniss, Ms. Phillips, and Dr. Graber.

Dr. James called the meeting to order. The first order of business was to reorganize the Management Curriculum.

1. Add Management course MGMT 3XXX Leadership to be offered spring semester odd number years. MGMT 4673 Global Organizational and Theory is offered spring even numbered years. Motion made and passed unanimously.
2. Delete MGMT 4683 Strategic Management of the Multinational Enterprise. Motion made and passed unanimously.
3. Modify Management Concentration drop MGMT 4663 Advanced Organizational Behavior and Theory. Motion made with discussion. Cabaniss wants MKT 4663 Marketing Management to be a restrictive elective for Management, Patterson was not opposed. Motion was made again and passed unanimously.
4. Modify mgmt 4693 New Venture Development to add MKT 3403 Principles of Marketing as a prerequisite. Motion made without discussion and passed unanimously.
5. Modify mgmt 4693 New Venture Development to offered fall odd numbered years.
6. Modify MGMT 3453 Industrial Relations to be offered fall semester even numbered years. Motion made and passed unanimously.
7. Modify MGMT 4673 Global Organizational Behavior and Theory change time offered to spring even numbered years. (MGMT 4673 will alternate with the proposed Leadership course in spring semester). Motion made with discussion and passed unanimously.
8. Delete MGMT 4703 Senior Entrepreneurship Practicum and to drop Entrepreneurship concentration. Motion made and passed unanimously.
9. Delete Entrepreneurship concentration. Motion made and passed unanimously.
10. Modify changes to add the School of Business learning outcomes, and to include Ms. Phillips to the listing of professors/instructors. Motion made and passed unanimously.

Dr, James brought out the Program Review Committee Report. Distributed copies to faculty and stated that each was to read over and answer the questions brought out by Reviewers. Put comments/answers in green, reviewers notes are in red. Dr. Hammett is to put tab on the SharePoint and Ms. Stanley to download Ten Year Plan.

With no further business, the meeting adjourned.

APPENDIX F
SAMPLE E-MAILS TO ADVISEES
2010-2011

Good afternoon!

I have submitted the form for you to become my advisee, but it hasn't been implemented in the system yet. I wanted you to receive the same information as my other advisees, so that is the purpose of this email.

Dates: April 11-22, 2011

Registration for summer and fall 2011. There is a sign-up sheet on my bulletin board. Time slots are available for morning and afternoon. Please choose a time that is convenient for you. If there is not a suitable time, see me and we will work out a time for us to meet.

It is very important that you take advantage of preregistration. Classes will fill up quickly, so it is to your advantage to preregister. You can view the class offerings at www.uamont.edu. Click "Academics" then "Class Schedules." It will help if you will look over the class schedules and have some idea about the times and classes you would like to take.

Please email me or call me at 460-1111 if you need additional assistance. I look forward to seeing you soon! Thank you!

Becky Phillips

Rebecca L. Phillips, CPA, MBA
Assistant Professor
School of Business
University of Arkansas at Monticello
PO Box 3616
Monticello, AR 71656
Phone: 870-460-1111
Email: phillips@uamont.edu

Do YOU have what it takes to be a Boll Weevil?

Sent 4/5/2011 @ 2:30 p. m.

Pre-registration for Summer I and II and Fall 2011 begins Monday, April 11, and ends Friday, April 22. Please come by my office (BBC 109) and preregister for your classes. Students who preregister are much more likely to get the classes they want at the times they want. If you are taking 1000 and 2000 level classes, it is particularly important that you preregister as these are the classes are most likely to close. If you are trying to fit your class schedule into certain times of the day, it will be easier to do that if you preregister for classes.

I have put a sign-up sheet with 20 minute time slots on my office door for Mon-Wed of next week. I will put up other sign-up sheets as we move through the two week preregistration period. Please come by my office and sign up for an advising/preregistration time.

Class schedules are available on the UAM homepage under the 'academics' menu.

M. Clayton

Sent Thursday, November 4, 2010

<From the desk of John Patterson>

Pre-registration for the Spring 2011 semester begins on Monday, November 8. I have posted a sign-up sheet on the bulletin board outside my office. Please sign up for one of the available appointment times. If you cannot meet during day of the available times, please call me at 460-1841 and we will arrange a time.

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

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

I'll see you soon.

Sent Monday 11/15/2010 7:43 AM

<From the desk of John Patterson>

Preregistration ends this week on Friday, November 19. Please drop by my office to pre-enroll for next semester. Some classes fill up early, and if you want to get a particular schedule, it will be hard to do during regular registration in January.

I'll see you soon