

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

**2011-2012
ASSESSMENT REPORT**

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

The following student learning outcomes 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 will appear in the 2013-15 University Catalog. Because the SLOs are available on the School of Business web site, they are available to the general public, potential employers, and to prospective students. As indicated below, course objectives are included in all syllabi. The School of Business has a brochure (attached as Appendix A) that is made available to all prospective students and the Office of Admissions. The brochure is intended to provide information about the School's programs, its faculty, examples of its outstanding graduates, and to provide information about how to contact the school. SLOs are not included currently, but will be included in this brochure when it is reprinted.

- 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 2011 and Spring 2012 courses are attached as part of Appendix B. SLOs are linked to course learning objectives for all his classes.

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

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

The following matrix relates the five School of Business Student Learning Outcomes (SLOs) 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.

<p>The mission the University of Arkansas at Monticello shares with all universities is the commitment to search for truth, understanding through scholastic endeavor.</p> <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>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>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>All School of Business SLOs are consistent with the mission of UAM. The first paragraph of the UAM mission is concerned with the search for truth. This search requires understanding of theory and practice in a chosen field and in an area of concentration. Without basic knowledge, the ability to analyze, evaluate, and extend knowledge is not achievable. The School of Business SLO 1 directly supports enhancement of knowledge, and the promotion of the intellectual content of society. SLOs 3 and 5 are concerned with critical thinking and analysis of problems, directly supporting parts 2 and 3 of the mission statement.</p> <p>School of Business SLOs 2, 3, 4 & 5 all support the third part of the UAM mission. SLO 2 is intended to develop understanding of international business and its effects on organizations in the US, as well as increasing cultural understanding of School of Business students. SLO 3, in its emphasis on analysis and presentation skills, supports the synthesis and communication portions of this portion of the mission. SLO 5 is supportive of the creativity portion of this University goal. SLO 4 contributes to building School of Business students’ skills under the technology segment of this section of the mission.</p> <p>The fourth section of the mission is primarily related to providing educational opportunities in the professions (such as accounting). SLO 1 supports this University goal.</p>
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3. Provide an analysis of the student learning data from your unit. How is this data used as evidence of learning?

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

Pre and Post Tests

Testing begins on the first day of 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. Nearly all show a statistically significant increase in post-test scores over pre-test scores, demonstrating *significant* learning did in fact take place in the business courses tested during the years 2006 - 2012. 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.

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 279 pre and posttests that have been reported to the School of Business Assessment Committee, and for which a paired sample hypothesis test has been calculated, 276 of the 279 (98.9 %) are statistically significant at either the 5% or 1 % significance level. It is unclear whether the cause of the 3 that are not significant is poor test design or from some other cause. The instructor involved has been informed of these results and has made changes in how pre and post tests are designed and linked to course learning objectives. A summary of all available pre/post-test results is included in Appendix C.

Assessment Exam

The assessment exam is administered in the capstone business course, MGMT 4653, Strategic Management. This comprehensive examination consists of 7-8 questions over each of the twelve business core areas, except Business Communications, intended to assess student retention of core business subjects. The exam (100 questions) has been given each semester that Strategic Management is offered, with 4 different exams being administered since 2001.

Original Exam (2001- Fall 2006)

Mean Score	Number of Students Tested
51.3	274

First Revision (Spring 2006 – Spring 2007)

Mean Score	Number of Students Tested
48.5	105

Second revision (Fall 2008 - Spring 2011)

Mean Score	Number of Students Tested
54.79	155

During the 2011-12 Academic year, the School of Business faculty decided rewrite the School's assessment exam to be more comparable to the ETS Major Field Test in Business. Comparison of question difficulty and coverage showed that our exam appeared to be significantly easier than the ETS exam, and coverage of each exam was somewhat different. Questions were added to each section of the exam to ensure important topics in each area were tested, and other questions dropped. As shown in the table below which is based on the second revision of our assessment exam, UAM students did somewhat better on our exam than students nationally performed on the ETS exam.

Comparison of ETS Major Field Test in Business to UAM Business Assessment Exam (2007-11 version) Mean % Correct

Subject Area	ETS Field Exam (2006-09)	UAM School of Business (Second revision - pooled results - 2008-2011)
Accounting	49.8	62.2
Economics	47.8	55.1
Finance	55.0	46.3
Information Systems	57.7	63.5
International	54.5	60.1
Legal Environment.	45.9	49.1
Management	54.5	59.9

Marketing	51.9	51.6
QBA (Statistics and Production/Ops Mgmt)	46.1	45.1

In 6 of the 9 areas, UAM scores (numbers in *italics*) exceed the scores on the ETS field exam. However, one cannot make the claim, without further data and knowledge that improvements in the exit exam have actually made the test better (over 136,000 students have taken the current ETS Field Exam in Business and only 155 scores on the 2008-2011 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 previous test was easier than the ETS exam. Additional factors that must be taken into account are that UAM is an open admission university and UAM students, as a whole, scored lower than national averages on the ACT test, often required remediation in mathematics, and 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.

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, *and* are linked to course learning objectives. However, asking 9 - 14 questions about each core class, as much as 3 to 5 years after the course may have been taken (especially for Accounting and Economics), 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.

We have not analyzed the current exit exam (third revision, 2011) results by concentration because of the small numbers of students who have taken the exam to date. Only 54 students took the exam in the Fall 2011 and Spring 2012 semesters. A detailed item analysis and other statistical analysis of the results will be conducted when the number of students who have taken the exam equals or exceeds 150. The reason for delaying analysis is that the statistical procedures (analysis of variance, and item response analysis) are very sensitive to sample size, with large samples being required to effectively measure item validity and reliability. Inferences that are based on small samples are not likely to be statistically robust. However, a Pearson product moment correlation was run on the scores, correlating cumulative GPA and test score. As expected, the correlation is positive and significant ($\rho = 0.4899$, probability = 0.00017), meaning that students with higher GPAs made higher scores on the assessment exam.

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

Exit exam results, for each subject area, are given to the appropriate faculty member to use to determine if the results indicate need to increase emphasis on particular central issues for their subject(s).

Other Data

In the past year, Dr. Patterson tracked progress on attainment of course learning objective, based on test results in several, but not all courses. His assessment matrices for the current year are included in Appendix D. For example, in the Strategic Management course in Fall 2010, on exam 4, 70% of students had what could be considered a C or better answer on the questions covering objective 24. This objective is concerned with the role of strategic leadership and controls in determining the firm's strategic direction. In Fall 2011, the topic received more emphasis in class to try to improve performance. The Fall 2011 and Spring 2012 results for exam 4 for the same objective show that 73.3% and 74.4 % of students, respectively, at least minimally satisfactorily answered this question. Results on this topic and others where past results show less than 80% satisfactory answers will continue to get more emphasis in class

Past changes made were to include assignments in the Strategic Management class requiring students to apply models related to 2 core concepts to business firms, and an assignment to require students to calculate net present value, based on results from the exit exam which showed some confusion on this topic. Another improvement was to strengthen prerequisites for the capstone Strategic Management course.

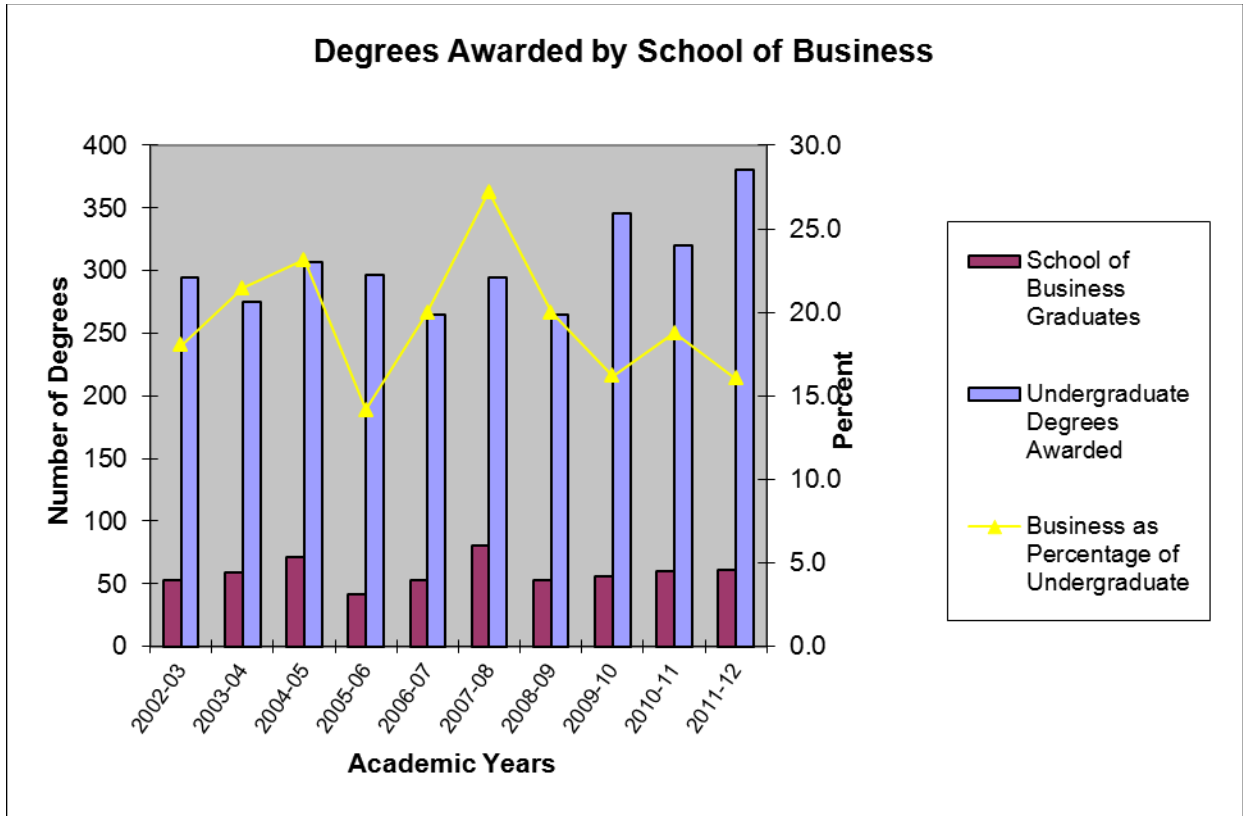
Dr. Hammett and Ms. Phillips use an assessment tool developed by Dr. Hammett to track results, by objective, on pre and post tests in their courses. They are both using these results to modify lectures, homework assignments, and tests to strengthen those areas that show weakness. In Cost accounting, a analysis of the assessment pre/post-test allowed Dr. Hammett to see those areas in which students showed strong understanding, and a reduction in emphasis on those topics and increased emphasis on areas in which students were weaker. For Auditing and Forensic Accounting, Dr. Hammett is attempting strengthen accounting students ability to deal with abstract concepts.

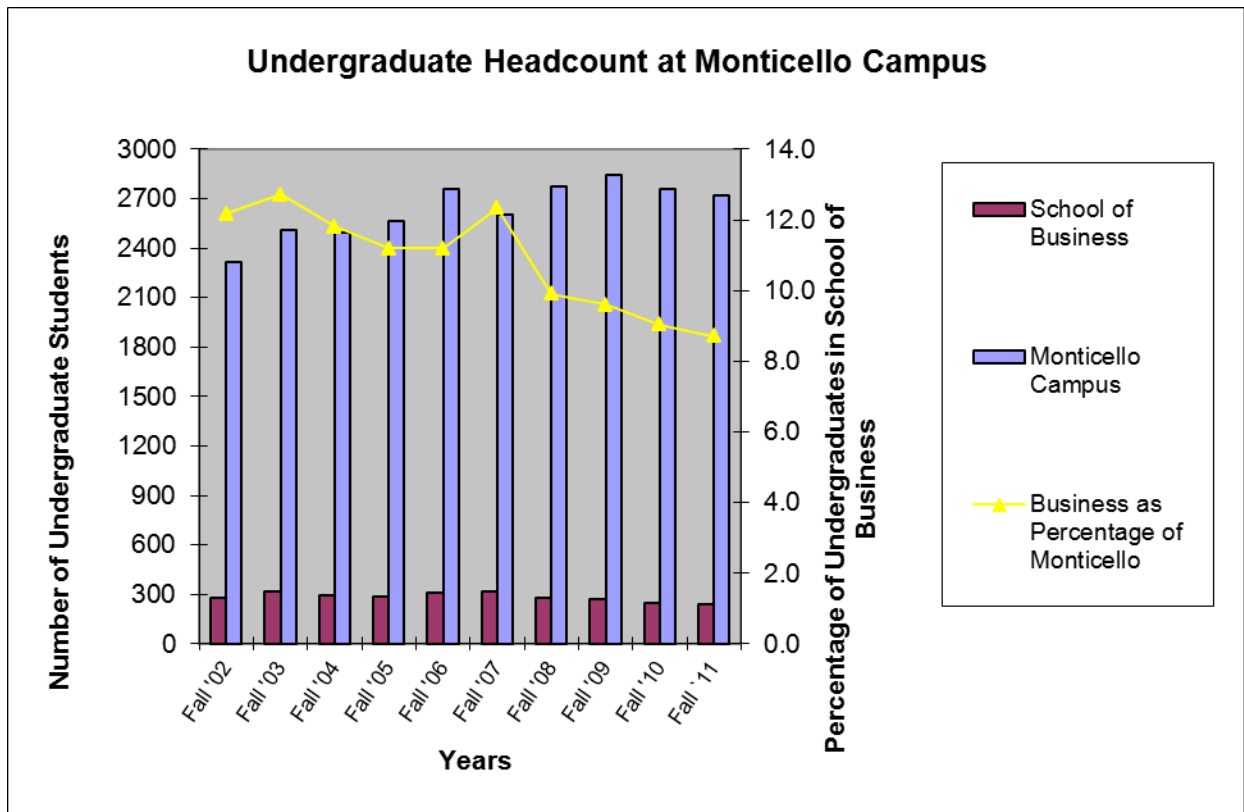
Individual faculty members assign papers, give essay and multiple choice tests, portfolios, and project assignments, but these are not evaluated by the entire faculty or by the School of Business Assessment Committee. During the 2011-12 academic year, we have no evidence of UNIT decisions made based on the assessment exam, but individual decisions about course material did occur, as indicated above.

Graduation

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

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





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

Based on the information analyzed in the section above, there is no statistically significant evidence of increased or decreased student performance. Assessment exam scores have risen over time, but the differences between scores for pairs of years are not statistically significant. Changes made to classes, such as in Strategic Management, may have improved student achievement with respect to the topics covered by the changed assignments, but 3 years is too short a period to establish a verifiable trend. Other faculty began tracking student progress towards achieving course level objectives only after 2009, so identification of trends is not possible. The pre-post test scores, and analysis of student outcomes with respect to individual course objectives seems most likely to generate improvements in course methods and content. At this time, there is no evidence to support changes in the School of Business’s assessment activities.

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

Senior Survey

The School of Business Assessment Committee developed graduating senior and employer surveys in 2010-11. The graduating senior survey was first administered in Spring 2011. Data were not analyzed for the prior report, due to the limited number of usable responses (only 8). All students in the capstone Strategic Management course in the 2011-2012 academic year were encouraged to complete the senior survey, with bonus points being awarded for doing so. There were 63 usable responses by Spring 2012. The survey questions and their responses are included in Appendix E. These have not been presented to the faculty, since they were not available until mid-May 2012. The findings will be presented to the faculty during Professional Development Week, along with other assessment material.

Student responses to the survey questions were highly favorable overall. Thirty-eight of 41 statements have response patterns that are very positive (greater than or equal to 65% favoring the statement) with respect to the School of Business and its faculty and programs. One is neutral (statement 28), and 2 are moderately favorable (numbers 34 and 38 dealing with fair grading by gender, and some students reported "boring" professors). Statement 28 is concerned with repetition of material across classes. About 44.4% (28 of 63) of respondents disagreed that there was a lot of repetition of material, 11.1% (7 of 63) were neutral, and the remainder (27 of 63) believed that there is repetition of material across classes. However, this essentially neutral finding is not a concern. All upper level classes in a given concentration build on material presented in the Principles class taken in the junior year, or in the sophomore year for accounting majors. Advanced Accounting classes build on the material learned in Intermediate Accounting. If a large majority believed classes are repetitious, then it would be a cause for concern. The issue will be discussed in August meetings.

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

Associate Professor Clayton

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

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

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

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

The Principles of Microeconomics class will use clips from several films to illustrate selected economic concepts such as productivity, scarcity, opportunity cost, incentives, increase in demand, consumers’ surplus, pricing

Dr. Clayton (as well as Dr. James) will give more quizzes to encourage attendance and to address comprehension of material between exams. Will give quizzes every fifth class day (MWF classes) over what has been covered since the last quiz or other selected material.

She will e-mail reminders to the class before every quiz and exam. More frequent e-mails are intended to help students be ready for quizzes, submit timely assignments, and keep on track, particularly if students miss class.

Associate Professor Hammett

In Financial, Managerial, Cost Accounting, Auditing, and Fraud Examination – Introduced the use of clickers in the classroom, either in Fall or Spring 2012. A ten question quiz is administered after the lecture and discussion of each chapter to give immediate feedback as to whether or not the students understand the material and to encourage the students to read the material in the textbook. The total of all quizzes is counted as a test grade, or each quiz is weighted the same as a single homework grade.

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

Beginning in Spring 2012, in Accounting Information Systems, the students do a QuickBooks practice set, intended to teach how Information Systems work using a small general ledger software system.

Associate Professor Patterson:

In Business Statistics II, Dr. Patterson will use the “clicker” system to test students’ comprehension of basic concepts so that a new concept is introduced only when a majority of the class has grasped the prior supporting concept. This will be accomplished by inserting a number of multiple choice questions into each lecture that covers theory

and practice. Students will use the “clicker” to answer the question, and will get immediate feedback about their knowledge of the concept, and why they were right or wrong.

Assistant Professor Phillips:

In Financial, Managerial, and Tax Accounting – Introduced the use of clickers in the classroom, either in Fall or Spring 2012. A ten question quiz is administered after the lecture and discussion of each chapter to give immediate feedback as to whether or not the students understand the material and to encourage the students to read the material in the textbook. The total of all quizzes is counted as a test grade. She also monitors test results from the current and previous semesters to see what material the students find difficult, and revises questions and/or topics as needed on each exam.

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

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

No faculty members have reported any prior belief with respect to the expected increase in student performance, only the expectation that some degree of improved performance will occur. Material for other faculty members not listed is unavailable, or the faculty members did not indicate that significant changes were to be made in their classes.

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 members 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 a 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. Dr. Cabaniss used the system in most of his classes in the last academic year, and reports a statistically significant increase in test scores in the Principles of Marketing course. No other faculty members reported a statistically significant increase in test scores, but only Dr. Cabaniss

gave quizzes at the beginning of every class. As indicated above, several faculty members have adopted Dr. Cabaniss' method for the 2012-2013 academic year.

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-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 2011-2012 year included:

1. The formal Business Day event was conducted for the entire Business School in October of 2012 . Several speakers brought in to discuss topics of general interest to business students. The new format in Fall 2010 was successful and has been continued in the 2011 – 12 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 was increasingly active for several years, for the period 2008-2011. In 2011-12, PBL regressed. The number of active participants declined to 5, most likely due to conflicts with work and other organizational commitments among the group's officers. Also, it was discovered that there is misunderstanding about student eligibility for PBL. Many students believed that the group is an honorary fraternity requiring grades above a 3.0, or that because it is a business fraternity, there is a pledge process. Neither are true, and the misunderstandings will be corrected in Fall 2012. However, for the first time in its history, 3 PBL members participated in the National Fall Leadership Conference, held in Little Rock in November, 2011.
 - The UAM School of Business student chapter of the Institute of Management Accounts (IMA) began in 2006. 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.
 - The Marketing Club is active, with approximately 8-12 active members. The Financial Management Association is expanding. FMA members made a substantial contribution to the Drew County Humane Society in 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 advisor to the UAM Student Chapter of the Institute of Management Accountants.
 - IMA has maintained its membership at about 20-25 students. We are hopeful that this trend will continue. Some students that are members of IMA are also participating in PBL.
4. To encourage and to help IMA Student Members attend the annual Student Leadership conference.
 - IMA has had very successful fund raisers during the last several years. The group has also had two students (in different years) win the national essay contest conducted by IMA, with the winners attending the national conference in the summer.
5. Several faculty sent e-mails to all advisees to encourage them to preregister. Preregistration is important in ensuring that students get the right classes and schedules so that they can graduate on time. Delayed graduation would be expected to be associated with increased drop-out rates. Samples are included in Appendix F.
6. At least one faculty member has an annual social event at his home open to all students in his or her concentration (Dr. Cabaniss), and at his or her expense. Dr. Graber has also hosted, at his expense, an annual dinner at a local restaurant open to all students in the Finance concentration. Drs. Alexander and Patterson host a dinner, at their expense, for all students in the Business Administration, Entrepreneurship, and Management concentrations, at Dr. Patterson's home. This dinner was not held in 2011, but will occur again in Fall 2012. Other retention activities include having review sessions after class, and encouraging students who have difficulty with the class to remain in the class and pull up their grades.

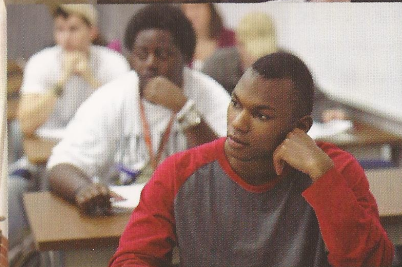
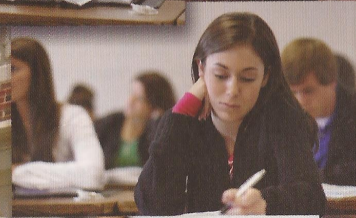
Intermediate-Range Objectives

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.
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

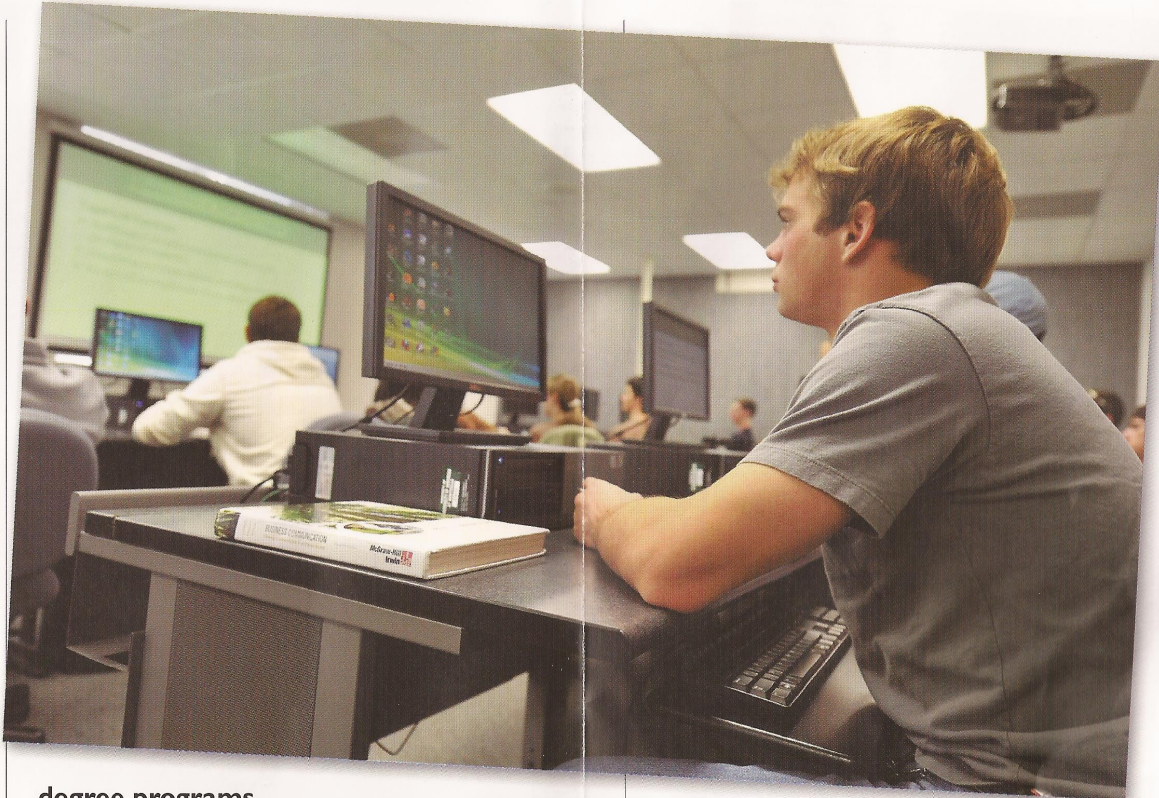
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degree programs

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.

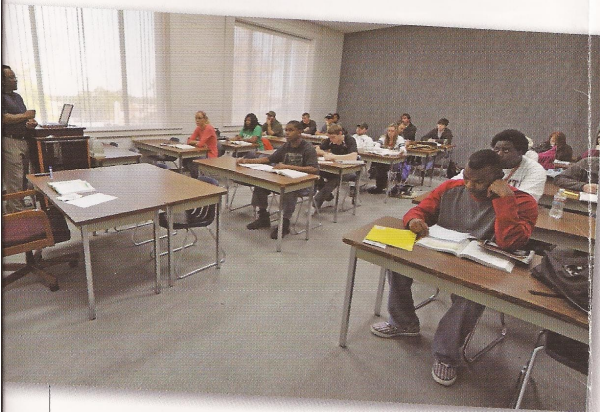
business . . . it's what we're about

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

Examination:

After Chapter – 2
After Chapter – 4
After Chapter – 6

After Chapter 8
After Chapter 10 (Final Exam)
Note: Post Test Counts as 20% of final

Grading Policy:

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

100 - 90 = A

89 - 80 = B

Below 60 = F

79 - 70 = C

69 - 60 = D

Bonus Opportunity:

Bonus points are possible with a bonus question on all in-class tests including the final. 3 points per test. In addition, there is an opportunity to take quizzes on-line which will provide 3 points added to the average for a perfect score, (you can receive a prorated portion of these points)

NOTE: The testing policy is – if you have take a test late you will forfeit 10 points for each day late that you take the test late (not counting weekends or legitimate exceptions). More than three days late in taking the test will result in a grade of zero (“0”).

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

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

Attendance Policy:

As part of the requirement of the University I will be taking attendance for each class period. I have an attendance policy as documented in the "absence and Grading Policy" attached to this outline. You are all adults and have paid for this course, don't cheat yourself by not attending class. As a professional, you will be expected to be responsible for showing up for work and accomplishing the tasks required of you. ***LAST DATE TO DROP WITH A “W” November 9, 2011.***

Clicker Rule (Attendance):

You are absent if you do not bring your clicker to class the quizzes in class count as part of your homework grade.

Student Conduct Statement:

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.

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

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

Academic dishonesty:

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

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

Clicker Rules (Cheating):

You are not to use another person's clicker to answer quizzes for them, if caught you will earn a zero for the quiz as will the person whose clicker you used, in addition 10 points will

be deducted from both your subsequent tests. I consider this cheating and I won't tolerate this any more than catching you copying off someone's test.

Students with Disabilities:

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

For assistance on a College of Technology campus contact:

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

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

Class Schedule:

August	24	Introduction and administrative matters.
	26	Chapter 1 "Introduction to Cost Management" – <i>No Homework for this Chapter</i>
	29	Chapter 2— "Basic Cost Management Concepts" <i>Homework Cornerstone Exercises 2-1 through 2-4; Problems 2-30</i>
	31	Chapter 2 lecture
September	2	Chapter 2 lecture
	7	Chapter 2 lecture
	9	Examination Chapter 1-2
	12	Homework from Chapter 2 due– Chapter 3 "Cost Behavior" <i>Cornerstone Exercises 3-1 through 3-5; Problem 3-30 .</i>
	14	Chapter 3 lecture
	16	Chapter 3 lecture
	19	Chapter 3 lecture
	21	Homework from Chapter 3 due–Chapter 4 "Activity-Based Costing" <i>Cornerstone Exercises 4-1 through 4-5; Problem 4-26.</i>

	23	Chapter 4 lecture
	26	Chapter 4 lecture
	28	Chapter 4 lecture
	30	Examination Chapters 3-4
October	3	Homework from Chapter 4 due–Chapter 5 “Product and Service Costing Job-Order System” <i>Cornerstone Exercises 5-2 through 5-5; Problem 5-24.</i>
	5	Chapter 5 lecture
	7	Chapter 5 lecture
	10	Chapter 5 lecture
	12	Homework from Chapter 5 due–Chapter 6 “Process Costing” <i>Cornerstone Exercises 6-1 through 6-10; Problem 6-31, 6-32.</i>
	14	Chapter 6 lecture
October	17	Chapter 6 lecture
	19	Chapter 6 lecture
	21	Chapter 6 lecture
	24	Examination Chapters 5-6
	26	Homework from Chapter 6 due–Chapter 7 “Allocating Costs of Support Departments and Joint Products” <i>Cornerstone Exercises 7-3 through 7-5; Problem 7-22 through 7-24.</i>
	28	Chapter 7 lecture
	31	Chapter 7 lecture
November	2	Chapter 7 lecture
	4	Homework from Chapter 7 due–Chapter 8 “Budgeting for Planning and Control” <i>Cornerstone Exercises 8-1 through 8-14; Problems 8-22</i>
	7	Chapter 8 lecture
	9	Chapter 8 lecture (<i>LAST Date to Drop with a “W”</i>)
	11	Chapter 8 lecture
	14	Chapter 8 lecture

	16	Examination Chapters 7-8
	18	Homework from Chapter 8 due–Chapter 9 “Standard Costing: A Functional Based Control Approach” <i>Cornerstone Exercises 9-1 through 9-11; Problems 9-14, 9-15</i>
	21	Chapter 9 lecture
	28	Chapter 9 lecture
	30	Chapter 9 lecture
December	2	Homework from Chapter 9 due–Chapter 10 “Decentralization: Responsibility Accounting, Performance Evaluation, and Transfer Pricing” <i>Exercises 10-1 through 10-4; Problem 10-20</i>
	5	Chapter 10 lecture
	7	Chapter 10 lecture
	9	Chapter 10 lecture
	13	Final (1:30 – 3:30)

Chapter	Learning objectives
1 Introduction to Cost Management	<ol style="list-style-type: none">1. Be able to describe cost management and explain how it differs from financial accounting.2. Be able to identify the current factors affecting cost management.3. Be able to describe how management accountants function within an organization.4. Understand the importance of ethical behavior for management accountants.5. Be able to identify the three forms of certification available to internal accountants.
2 Basic Cost Management Concepts	<ol style="list-style-type: none">1. Be able to describe a cost management information system, its objective, and its major subsystems, and indicate how it relates to other operating and information systems.2. Be able to explain the cost assignment process.3. Be able to define tangible and intangible products and explain why there are different product cost definitions.4. Be able to prepare income statements for manufacturing and service organizations.5. Be able to explain the differences between traditional and contemporary cost management systems.
3 Cost Behavior	<ol style="list-style-type: none">1. Be able to define and describe fixed, variable, and mixed costs.2. Be able to explain the use of resources and activities and their relationship to cost behavior.3. Be able to explain how several methods of cost estimation can be used.4. Be able to separate mixed costs into their fixed and variable components using the high-low method, the scatter-plot method, and the method of least squares.5. Be able to evaluate the reliability of the cost formula.6. Be able to explain how multiple regression can be used to assess cost behavior.7. Be able to define the learning curve, and discuss the impact on cost behavior.8. Be able to discuss the use of managerial judgment in determining cost behavior.

Chapter	Learning objectives
4 Activity Based Costing	<ol style="list-style-type: none"> 1. Be able to describe the basics of plant-wide and departmental overhead costing. 2. Be able to explain why plant-wide and departmental overhead costing may not be accurate. 3. Be able to provide a detailed description of the activity-based product costing. 4. Be able to explain how ABS can be simplified.
5 Product and Service Costing: Job-Order System	<ol style="list-style-type: none"> 1. Be able to differentiate the cost accounting systems of service and manufacturing firms and of unique and standardized products. 2. Be able to discuss the interrelationship of cost accumulation, cost measurement, and cost assignment. 3. Be able to identify the source documents used in job-order costing. 4. Be able to describe the cost flows associated with job-order costing, and prepare the journal entries. 5. Be able to explain how activity-based costing is applied to job-order costing. 6. Be able to explain how spoiled units are accounted for in a job-order costing system.
6 Process Costing	<ol style="list-style-type: none"> 1. Be able to describe the basic characteristics of process costing, including cost flows, journal entries, and the cost of production report. 2. Be able to describe process costing for settings without work-in-process inventories. 3. Be able to describe the process costing for settings with ending work-in-process inventories. 4. Be able to prepare a departmental production report using the FIFO method. 5. Be able to prepare a departmental production report using weighted average method. 6. Be able to prepare a departmental production report with transferred-in goods and changes in output measures. 7. Be able to describe the basic features of operation costing. 8. Be able to explain how spoilage is treated in a process-costing system.

Chapter	Learning objectives
7 Allocating Costs of Support Departments and Joint Products	<ol style="list-style-type: none">1. Be able to describe the difference between support departments and producing departments.2. Be able to calculate charging rates, and distinguish between single and dual charging rates.3. Be able to allocate support center costs to producing departments using the direct method, the sequential method, and the reciprocal method.4. Be able to calculate departmental overhead rates.5. Be able to identify the characteristics of the joint production process, and allocate joint costs to products.
8 Budgeting for Planning and Control	<ol style="list-style-type: none">1. Be able to define budgeting, and discuss its role in planning, controlling and decision making.2. Be able to prepare the operating budget, identify its major components, and explain the interrelationships of the various components.3. Be able to identify the components of the financial budget, and prepare a cash budget.4. Be able to define flexible budgeting, and discuss its role in planning, control, and decision making.5. Be able to define activity-based budgeting, and discuss its role in planning, control, and decision making.6. Be able to identify and discuss the key features that a budgetary system should have to encourage managers to engage in goal-congruent behavior.
9 Standard Costing: A functional-Based Control Approach	<ol style="list-style-type: none">1. Be able to describe how unit input standards are developed and explain why standard costing systems are adopted.2. Be able to explain the purpose of a standard cost sheet.3. Be able to compute and journalize the direct materials and direct labor variances and explain how they are used for control.4. Be able to compute overhead variances three different ways, and explain overhead accounting.5. Be able to calculate mix and yield variances for direct materials and direct labor.

Chapter	Learning objectives
10 Decentralization: Responsibility Accounting, Performance Evaluation, and Transfer Pricing	<ol style="list-style-type: none">1. Be able to define responsibility accounting, and describe the four types of responsibility centers.2. Be able to explain why firms choose to decentralize.3. Be able to compute and explain return on investment (ROI), residual income (RI), and economic value added (EVA).4. Be able to discuss methods of evaluating and rewarding managerial performance.5. Be able to explain the role of transfer pricing in a decentralized firm.6. Be able to discuss the methods of setting transfer prices.

**UNIVERSITY OF ARKANSAS AT MONTICELLO
SCHOOL OF BUSINESS
COURSE SYLLABUS
FALL 2011 MWF 9:10 A.M.**

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

Office Hours: Monday 1:00 – 3:00 p.m.
Tuesday 9:30 – 11:30 a.m.
Wednesday 1:00 – 3:00 p.m.
Thursday 9:30 – 11:30 a.m.
Friday 8:00 – 9:00 a.m.
10:00 – 11:00 a.m.
Other times by appointment.

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

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

Course Prerequisites: There are no prerequisites for this course.

Textbook: Essentials of Business Communication with Aplia 8E, Mary Ellen Guffey
South-western Cengage Learning
ISBN: 13: 9781111287382

Other Materials:

Email address: You will need to use your official University email account for this class. That is the email that I will use to contact you regarding class work and unexpected absences for me – i.e. sickness. You will need to check your email regularly. -

Flash drive: Some assignments will not be completed in class. Please have a flash drive so that you can save these assignments to the drive to complete on your own. The lab computers do not allow documents to be saved and accessed later. -

Aplia: You will need to access www.aplia.com to take the quizzes for each chapter of the text. These quizzes will be due on or before Sunday nights at 11:45 p.m. See class schedule for more detailed information. Textbooks purchased in the UAM bookstore will have this feature included, if you purchase your textbook from another vendor, you may have to pay an additional \$80 to access the Aplia website.

Student Learning Outcomes: To be able to communicate in the business environment in a professional manner.

Attendance: A majority of your assignments will be completed in the classroom. These assignments cannot be made up if you are absent. You will begin the semester with 50 attendance points that will be used to calculate your final grade. Each day you are absent you will lose 5 points from this grade. If you miss more than 10 days, you will receive a negative score out of 50. Attendance is critical to your success in this class.

Special projects: none

Provisions for Tests & Evaluations: All exams/quizzes will be taken online through the Aplia website. It will be the student's responsibilities to gain access to this website and take exams before the due date. Writing assignments will be completed in class or as assigned by the instructor. Quizzes must be taken prior to the due date. The due date will not be extended under any circumstances. Your lowest two quiz scores will be dropped at the end of the semester, so if you miss a quiz it will count as one of your drops.

Thorough Explanation of Grading Policy:

Writing Assignments	100
Quizzes	100
Resume	100
Speech	50
Final Exam	100
Posttest	50
Attendance	<u>50</u>
Total	550 points

90-100%	A
80-89	B
70-79	C
60-69	D
Below 60	F

Quizzes are 10 points each and must be taken on the website www.aplia.com. There should be some instructions with your textbook and I will provide others in the very near future. You will be allowed to drop your two lowest quiz scores – there are a total of twelve quizzes assigned. If you have computer problems and cannot submit a quiz, you can use one of your two drops for this situation. You must have an Aplia code that comes with your textbooks. Only new textbooks available in the bookstore have this code – used textbooks do not have this code and you will have to pay an additional \$80 for the use of the Aplia website.

Computer Use: You will not be allowed to use the lab computers for personal use during class. If you are caught on the internet, playing games, or anything else not related to course materials, you will lose 10 points from your grade. I will not tolerate this behavior for any reason and this policy will be enforced from the very first day of class!

Cheating/plagiarism/dishonesty policy: Cheating, plagiarism, or dishonesty of any kind will not be tolerated. You will receive a zero on that assignment or exam.

Academic dishonesty:

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

Cell Phone Use: Cell phones must be turned off and put away before entering the classroom. Any student using a phone or in possession of a ringing cell phone will be told to leave and will be counted as absent from the class. Any student seen with a cell phone during an exam will receive a zero on that exam. There will be no exceptions. Earphones of any design are not

permitted in the class and must be removed. All other electronic equipment (iPods, etc.) should be put away when the lecture begins.

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

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

AA Doc. 1/05/09

Important Dates:

August 15 (Mon) - Application deadline for regular registration. Tuition and fees due for - preregistered -

students. Schedule changes for preregistered students. -

August 16-19 (Tues-Fri) - Professional Development for faculty and staff. -

August 22 (Mon) - Schedule changes. New student orientation. Night registration. -

August 23 (Tues) - Open registration. -

August 24 (Wed) - First day of classes (regular and first 8-week fast-track* classes). -

August 30 (Tues) - Last day to register or add classes. -

September 5 (Mon) - Labor Day Holiday. Offices and classes closed. -

October 3 (Mon) – Last day to drop with a W in first 8-week fast-track* classes. -

October 7 (Fri) - Deadline to apply for May graduation. -

October 12 (Wed) – Last day to withdraw from first 8-week fast-track* classes. -

October 17 (Mon) – Last day of first 8-week fast-track* classes. -

October 18 (Tues) – First day of second 8-week fast-track* classes. -

November 7 (Mon) - Preregistration for Spring 2012 begins. -

November 9 (Wed) - Last day to drop with a W in regular classes; not applicable to fast-track* - classes. -

November 18 (Fri) - Preregistration for Spring 2012 ends. -

November 23 (Wed) - Classes closed. -

November 24-25 (Thurs-Fri) - Thanksgiving Holiday. Offices and classes closed. -

November 28 (Mon) – Last day to drop with a W in second 8-week fast-track* classes. -

December 6 (Tues) - Last day to withdraw from class (regular and second 8-week fast-track* - classes). -

December 9 (Fri) - Last day of classes. -

December 12-16 (Mon-Fri) - Final exam period. -

December 21 (Wed) - Fall conferral of degrees. -

Course Objectives:

Chapter 1

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

Clarify the process of communication.

Discuss techniques for becoming an effective listener.

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

Explain how culture affects communication and describe methods to improve intercultural communication.

Identify specific techniques that improve effective communication among diverse workplace audiences.

Chapter 2

Understand that business messages should be purposeful, persuasive, economical and audience oriented.

Identify and implement the three phases of the writing process.

Appreciate the importance of analyzing the tasks and profiling the audience for business messages.

Create messages that spotlight audience benefits and cultivate a "you" view.

Develop a conversational tone and use positive, courteous language.

Create messages that include inclusive language, plain expression, and familiar words.

Chapter 3

Contrast formal and informal methods of researching data and generating ideas for messages.

Organize information into outlines.

Compare direct and indirect patterns for organizing ideas.

Write effective sentences using four sentence types while avoiding three common sentence faults.

Understand how to emphasize ideas, use active and passive voice

effectively, achieve parallelism, and avoid dangling and misplaced modifiers. -

Draft powerful paragraphs that incorporate topic sentences, support sentences, and transitional expressions to build coherence. -

Chapter 4

Understand the revision phase of the writing process and employ techniques that enhance message conciseness such as eliminating flabby expressions, limiting long lead-ins, dropping filters, and avoiding redundancies.

Revise messages to improve clarity by dumping trite business phrases, using jargon judiciously, avoiding slang, and dropping clichés.

Revise messages to improve vigor and directness by unburying verbs, controlling exuberance, and choosing precise words.

Understand document design and be able to use white space, margins, typefaces, fonts, numbered and bulleted lists, and headings to improve readability.

Apply effective techniques for proofreading routing and complex documents.

Chapter 5

Understand how organizations exchange paper-based and electronic messages.

Know when to send and how to organize e-mail messages and memos.

Describe appropriate formats of e-mail messages and memos.

Analyze the writing process and explain how it helps you produce effective internal messages.

Identify smart e-mail practices, including getting started; content, tone, and correctness; netiquette; reading and replying to e-mail; personal use; and other practices.

Explains the pros and cons of instant messaging and how to use it professionally.

Write information and procedure e-mail messages and memos.

Write request and reply e-mail messages and memos.

Chapter 6

Explain why business letters are important in delivering positive messages outside an organization.

Write letters that make direct requests for information or action.

Write letters that make direct claims.

Write letters that reply to requests.

Write adjustment letters to customers.

Write goodwill messages that express thanks, recognition, and sympathy.

- Chapter 7** Describe the strategies and goals of business communicators in delivering bad news, including knowing when to use the direct and indirect patterns.
Explain the writing process and how to avoid legal problems related to bad-news messages.
Discuss and illustrate techniques for delivering bad news sensitively.
Outline a plan for refusing direct requests and claims.
Describe techniques for delivering bad news to customers.
Describe techniques for announcing bad news within organizations.
Distinguish between ethical and unethical use of the indirect strategy.
- Chapter 8** Outline the opening, body, and closing of persuasive requests.
Request favors and action convincingly.
Write effective persuasive messages within organizations.
Make reasonable claims and request adjustments credibly.
Outline sales letters and their AIDA pattern: gaining attention, building interest, developing desire, and motivating action.
Adapt the persuasive approach to online sales messages.
- Chapter 9** Describe business report basics, including functions, organizational patterns, formats, and delivery methods.
Develop informal reports, including determining the problem and purpose, and gathering data.
Select an appropriate writing style, be objective, and compose effective headings.
Describe six kinds of informal reports.
Write information and progress reports.
Write justification/recommendation reports.
Write feasibility reports.
Write minutes of meetings and summaries of longer publications.
- Chapter 10** Identify and explain the parts of informal and formal proposals.
Describe the preparatory steps for writing a formal report.
Learn to collect data from secondary sources including print and electronic sources.
Understand how to use Web browsers, search tools, blogs, and other online communication tools to locate reliable data.
Discuss how to generate primary data from surveys, interviews, observation, and experimentation.
Understand the need for the accurate documentation of data.
Describe how to organize report data, create an outline, and make effective headings.

Illustrate data using tables, charts, and graphs.
Describe and sequence the parts of a formal report.

Chapter 11

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

Chapter 12

Discuss two important first steps in preparing effective oral presentations.
Explain the major elements in organizing the content of a presentation, including the introduction, body, and conclusion.
Identify techniques for gaining audience rapport, including (a) using effective imagery, (b) providing verbal signposts, and (c) sending appropriate nonverbal messages.
Discuss types of visual aids, including multimedia slides, handouts, overhead transparencies, and speaker's notes.
Explain how to design an impressive multimedia presentation, including adapting text and color schemes; organizing, composing, and editing your slideshow; rehearsing your talk; and keeping audiences engaged.
Specify delivery techniques for use before, during, and after a presentation.

Chapter 13

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

Chapter 14

Differentiate among screening, one-on-one, panel, group, sequential and stress interviews.
Describe what to do before the interview to make an impressive initial contact.
Explain how to prepare for employment interviews, including researching the

target company. -

Recognize how to fight interview fears and control nonverbal messages. -

Be prepared to answer common interview questions and know how to close an -
interview positively. -

Outline the activities that take place after an interview, including thanking the -
interviewer and contacting references. -

Write follow-up letters and other employment messages. -

**BUSINESS COMMUNICATIONS
TENTATIVE COURSE SCHEDULE**

DATE	CHAPTER	TOPIC	ASSIGNMENT
August 24			Introduction, Aplia enrollment
August 26			Pretest
August 29	Chapter 1	Communicating in the workplace	Lecture
August 31	Chapter 1 & 2	Workplace diversity Planning Business Messages	Lecture
September 2	Chapter 2	Adapting to the Audience	Lecture and Videos
September 4	Quizzes 1 & 2		Due by 11:45 p.m.
September 5	Labor Day Holiday		
September 7	Chapter 3	Composing Business Messages	Lecture
September 9	Chapter 4	Revising Business Messages	Lecture
September 11	Quiz 3		Due by 11:45 p.m.
September 12	Chapter 4	Designing Documents for Readability	Lecture
September 14	Chapter 5	Electronic Messages	Lecture
September 16	Chapter 5	Preparing an Electronic Message	Writing Assignment
September 18	Quiz 4		Due by 11:45 p.m.
September 19	Chapter 5	Paper Based Messages	
September 21	Chapter 6	Direct Requests & Direct Replies	Lecture
September 23	Chapter 6	Preparing a Direct Request Letter	Writing Assignment
September 25	Quiz 5		Due by 11:45 p.m.
September 26	Chapter 6	Adjustments & Goodwill Messages	Lecture
September 28	Chapter 6	Preparing an adjustment letter	Writing Assignment

September 30	Chapter 7	Bad News Messages	Lecture
October 2	Quiz 6		Due by 11:45 pm.
October 3	Chapter 7	Bad News Messages	
October 5	Chapter 7	Preparing bad news messages	Writing assignment
October 7	Chapter 7	Bad News Within Organizations	Lecture
October 9	Quiz 7		Due by 11:45 p.m.
October 10	Chapter 7	Preparing bad news messages	Writing assignment
October 12	Chapter 8	Persuasive Messages	Lecture
October 14	Chapter 8	Persuasive Messages	Lecture
October 16	Quiz 8		Due by 11:45 p.m.
October 17	Chapter 9	Informal Reports	Lecture
October 19	Chapter 9	Prepare short report	Writing assignment
October 21	Chapter 10	Formal Reports	Writing assignment
October 23	Quizzes 9 & 10		Due by 11:45 p.m.
October 24	Chapter 11	Business Etiquette	Lecture
October 26	Chapter 11	Group Activities in the Workplace	Lecture
October 28	Chapter 12	Business Presentations	Lecture
October 31	Chapter 12	Business Presentations	Lecture
November 2	Speeches	Business Presentations	
November 4	Speeches	Business Presentations	
November 6	Quiz 11(Ch 11 & 12)		Due by 11:45 p.m.
November 7	Speeches	Business Presentations	
November 9	Chapter 13	Resumes	Lecture
November 11	Chapter 13	Resumes	Lecture
November 14	Chapter 13	Resumes	Work on resume in class
November 16	Chapter 13	Cover Letters	Lecture
November 18	Chapter 13	Cover Letters	Work on cover letters in class
November 21	Chapter 13	References	Lecture
November 23	Thanksgiving Holiday		
November 25	Thanksgiving Holiday		
November 28	Chapter 14	Interviewing	Lecture
November 30	Chapter 14	Interviewing	Lecture
December 2	Chapter 14	After the interview	Lecture
December 5	This day will be used in the event that we		

	need an extra day for speeches or at the discretion of the instructor.		
December 7	This day will be used in the event that we need an extra day for speeches or at the discretion of the instructor.		
December 7	Final Resume, Cover Letter and Reference Sheet Due		All 3 parts of this project must be turned in at the beginning of class.
December 9	Posttest		
December 14	Final Exam	Wednesday	8:00 – 10:00 a.m.

UNIVERSITY OF ARKANSAS AT MONTICELLO
SCHOOL OF BUSINESS
SYLLABUS

MGMT 4653

STRATEGIC MANAGEMENT

FALL 2011

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:

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

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

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

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	
Strategic management project modules (4)	200	“
Exam one	100	“
Exam two	100	“
Exam three	100	“
Exam four	100	“
Post-test	100	“
Assessment exam	50	“ plus up to 50 bonus points
Total	950	“

Case Reports

All students must present two written case analyses, in which you will be required to write answers to 3 or more questions assigned to you by your instructor. In these reports, your recommendations are not necessarily expected to conform to those in the instructor's manual. Opinions and belief are insufficient arguments and must be supported by analysis, evidence, theory, and examples of current good practice. However, you should recognize the same important factors, but you may treat them differently. Since there are several feasible answers to each question, your grade will not depend on obtaining the "ideal" solution, but on how well you have applied underlying theory, how well you have applied the analytical techniques presented in the text, how well you have presented and defended your case, and how thorough and logical you have been in your analysis. 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 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 32 additional points will be awarded as follows:

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

Senior Exit Survey

All students are expected to complete the senior exit survey. See Dr. Cabiness for details. I will award 18 bonus points to each student who completes the survey before the end of final week.

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. 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, 2011

Topics Introduction and pretest

Friday, August 27, 2011

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

Monday, August 30, 2011

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

Wednesday, September 1, 2011

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

Friday, September 3, 2011

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

Wednesday, September 8, 2011

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

Friday, September 10, 2011

Case 1 Nintendo's Wii, C269+, text

Monday, September 13, 2011

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

Wednesday, September 15, 2011

Case 2 Fresh Direct, C323+, text

Friday, September 17, 2011

Topics complete material for Exam One

Monday, September 20, 2011

EXAM ONE covers Chapters 1-3

Wednesday, September 22, 2011

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

Friday, September 24, 2011

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

Monday, September 27, 2011

Topics	Business level strategies -
Readings	Chapter 5, text -

Wednesday, September 29, 2011

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

Friday, October 1, 2011

Case 3	Schoolhouse Lane Estates, C74+, text (Written Case 1)
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Monday, October 4, 2011

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

Wednesday, October 6, 2011

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

Friday, October 8, 2011

Case 4	Weight Watchers International, C225+, text
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Monday, October 11, 2011

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

Wednesday, October 13, 2011

Topics	Corporate level strategy, diversification
Readings	Chapter 6, text

Friday, October 15, 2011

EXAM TWO covers Chapters 4-6

Monday, October 18, 2011

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

Wednesday, October 20, 2011

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

Friday, October 22, 2011

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

Monday, October 25, 2011

Case 5	Ford, C278+, text
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Wednesday, October 27, 2011

Topics	Competitive dynamics -
Readings	Chapter 8, text -

Friday, October 29, 2011

Topics	Competitive dynamics -
Readings	Chapter 8, text -

Monday, November 1, 2011

Case 6	Southwest Airlines, C194+, Text (Written Case 2)
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Wednesday, November 3, 2011

Topics	Competitive dynamics -
Readings	Chapter 8, text

Friday, November 5, 2011

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

Monday, November 8, 2011

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

Wednesday, November 10, 2011

EXAM THREE covers Chapters 7-9

Friday, November 12, 2011

Topics	Organizational structure and design -
Readings	Chapter 10, text -

Monday, November 15, 2011

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

Wednesday, November 17, 2011

Case 7	Apple Inc, C155+, text
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Friday, November 19, 2011

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

Monday, November 22, 2011

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

Monday, November 29, 2011

Case 8	Keurig Coffee, C213+, text
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Wednesday, December 1, 2011

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

Friday, December 3, 2011

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

Monday, December 6, 2011

Topics	Innovation and entrepreneurship
Readings	Chapter 12, text

Wednesday, December 8, 2011

ASSESSMENT EXAM, part 1

Friday, December 10, 2011

ASSESSMENT EXAM, part 2

Thursday, December 16, 2011

1:30 TO 3:30 P. M.

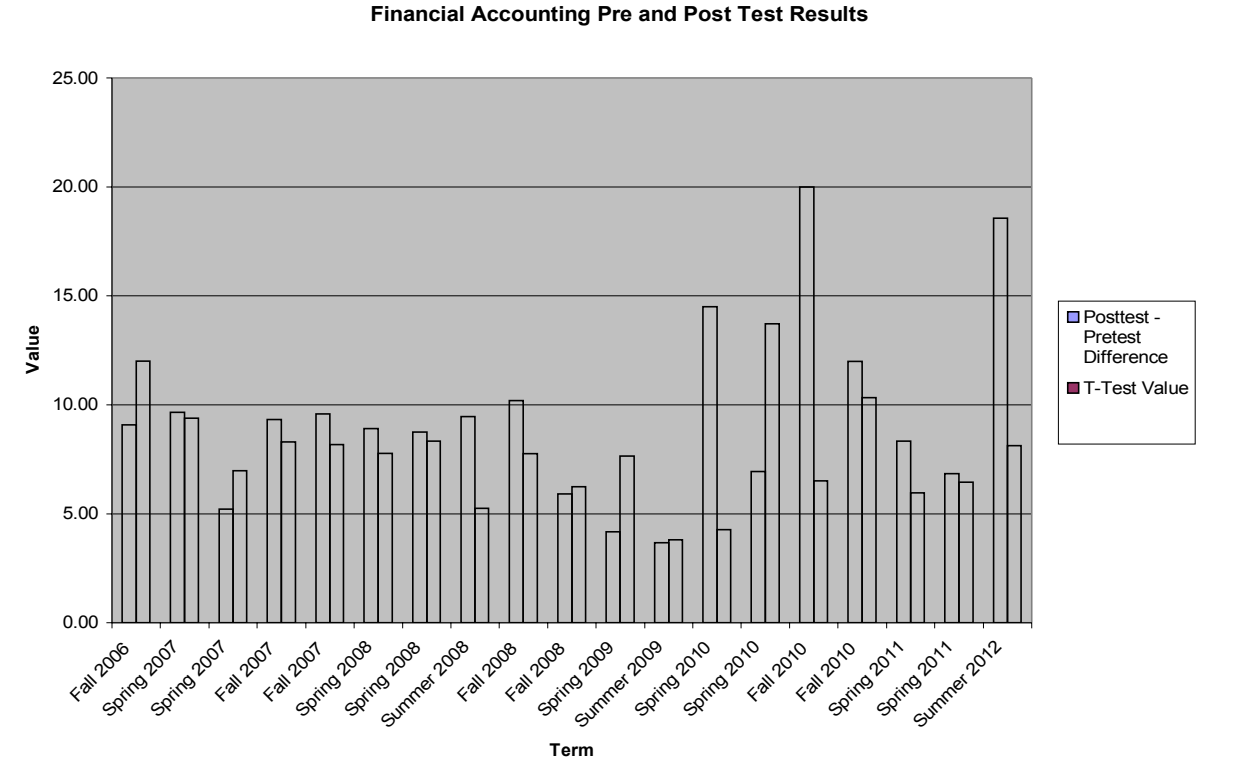
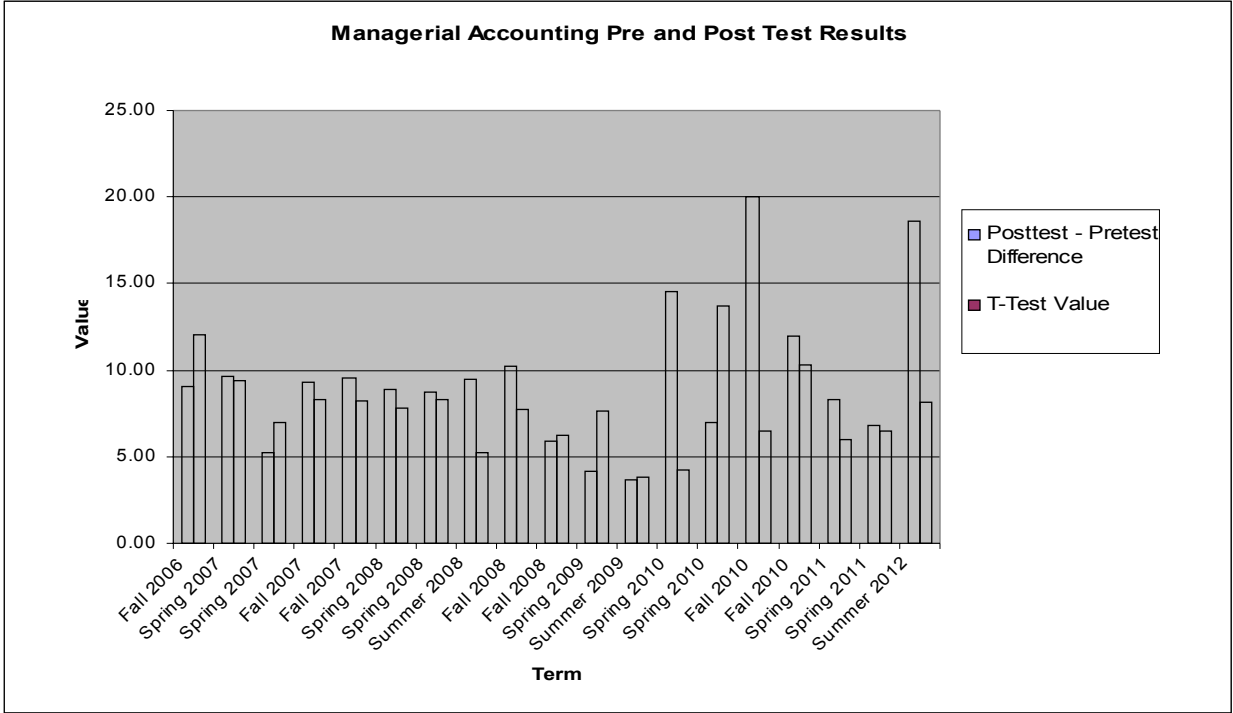
Two part comprehensive final

Part 1 is Exam 4 covers Chapters 10 - 12

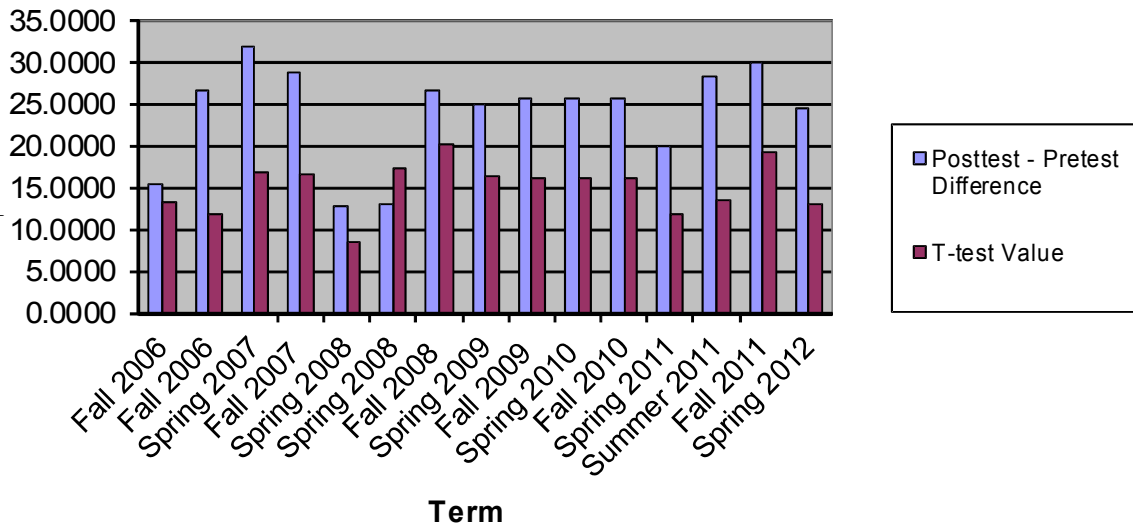
Part 2 is Post-test covers entire course

APPENDIX C

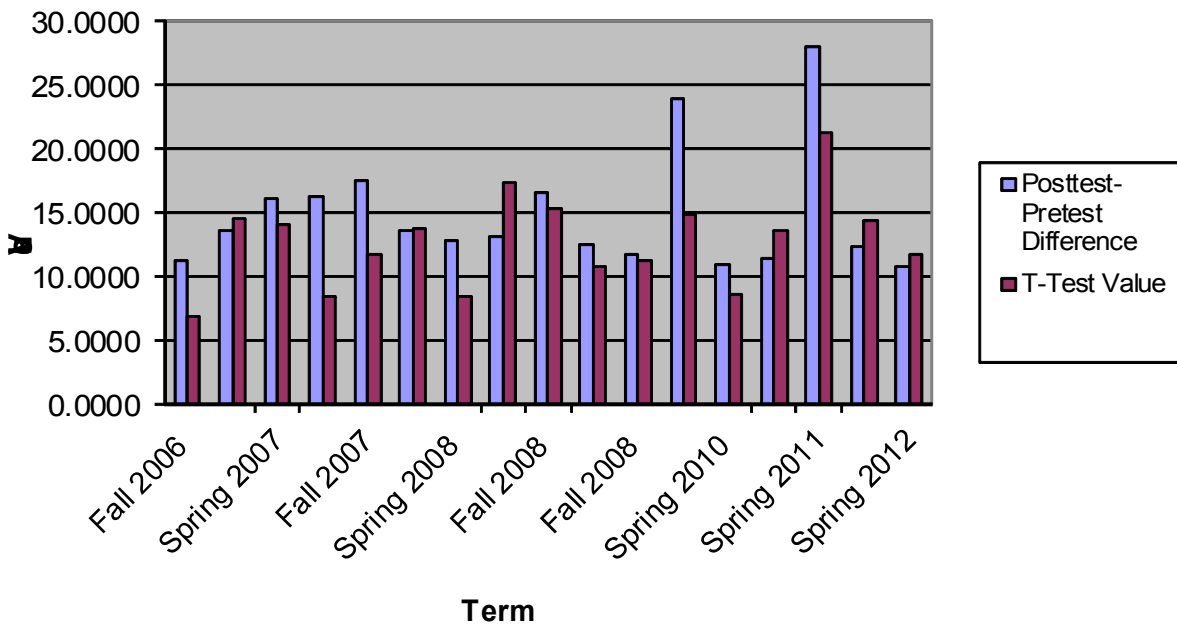
GRAPHS OF PRE-POST TEST RESULTS IN CORE COURSES



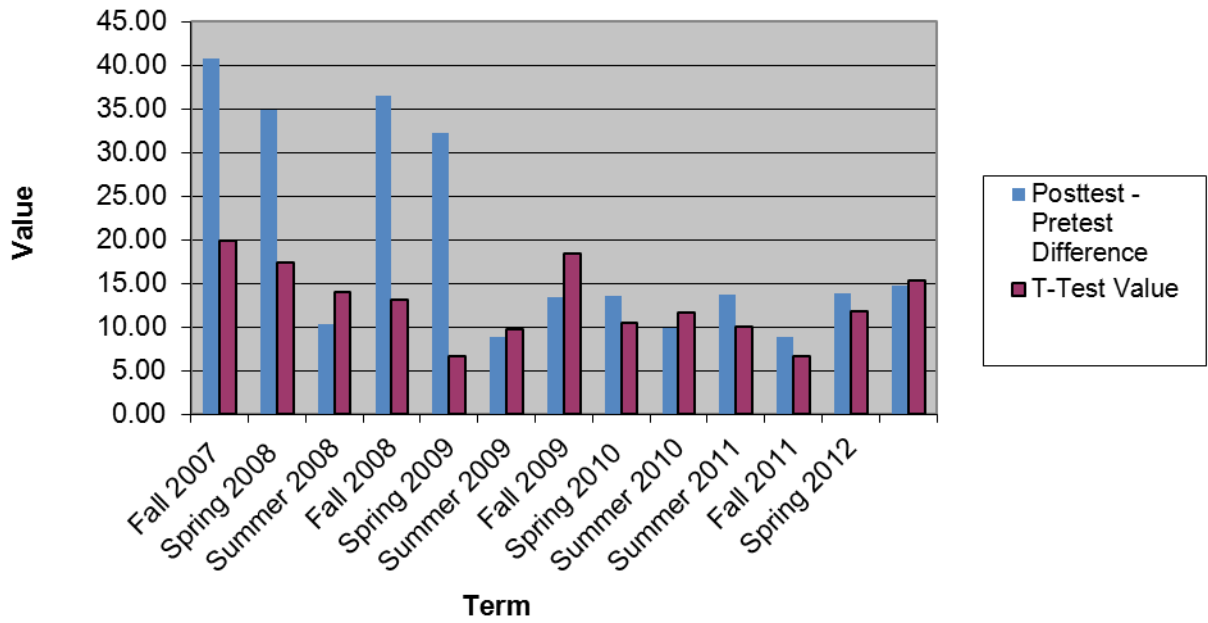
Macroeconomics Pre and Post Test Results



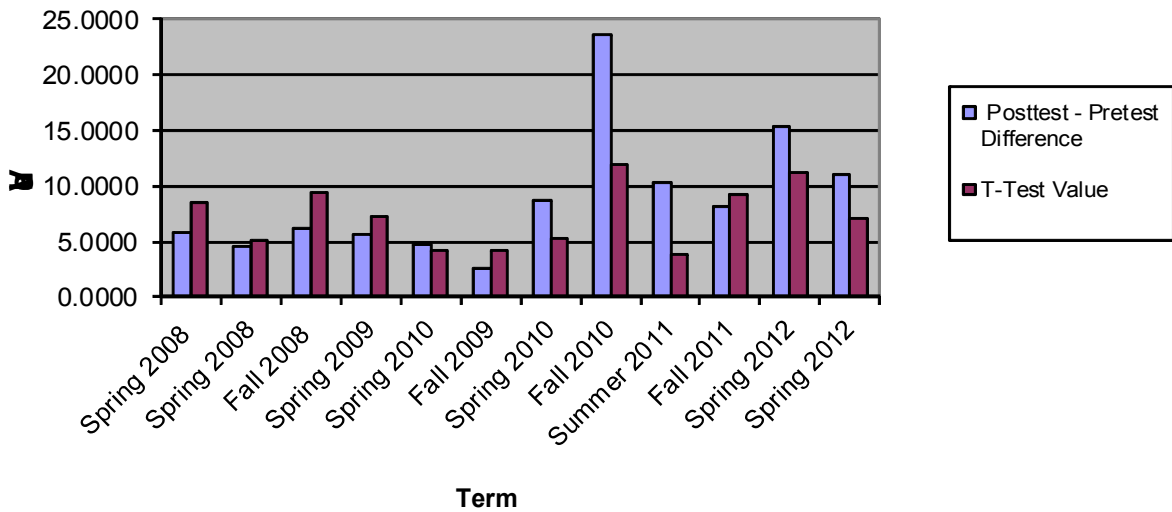
Microeconomics Pre and Post test Results



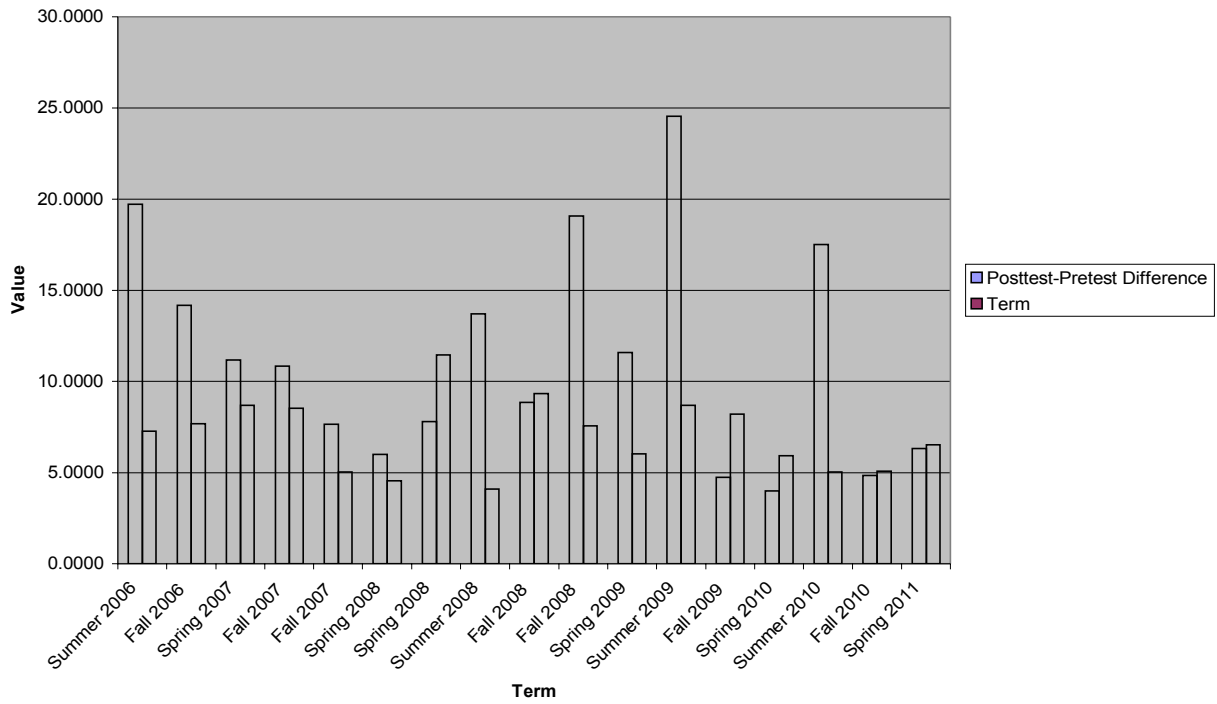
Principles of Finance Pre and Post Test Results



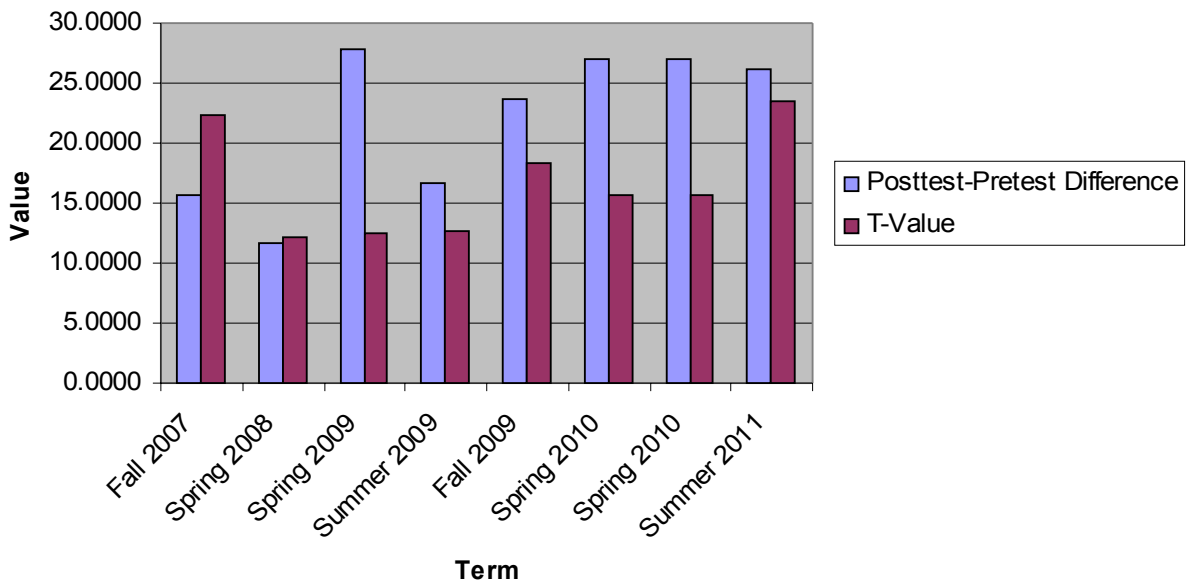
Business Communication Pre and Post Test Differences



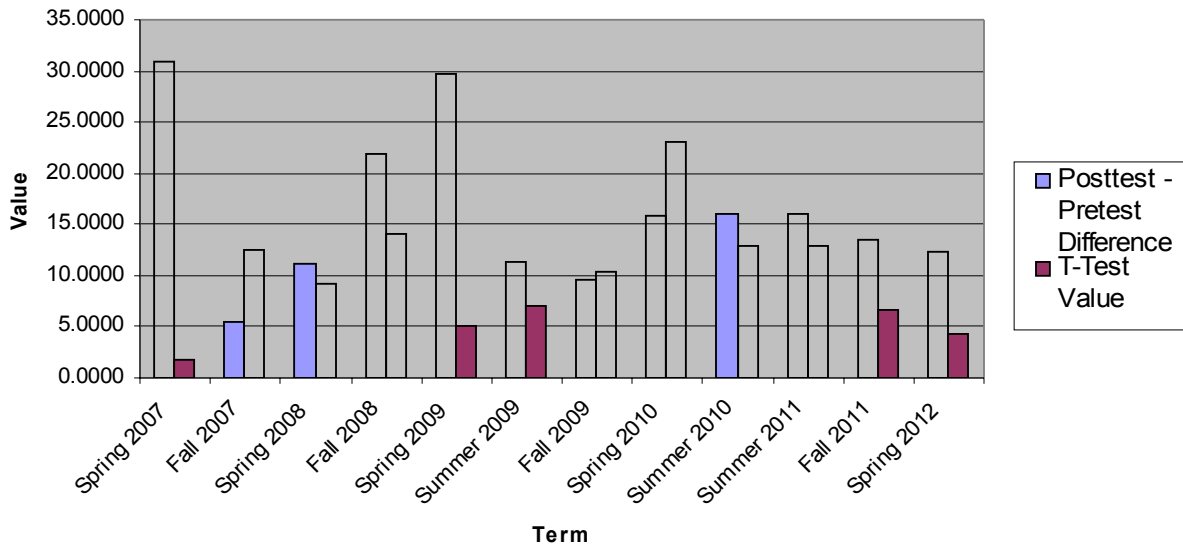
Principles Of Management and OB Pre and Post Test Results



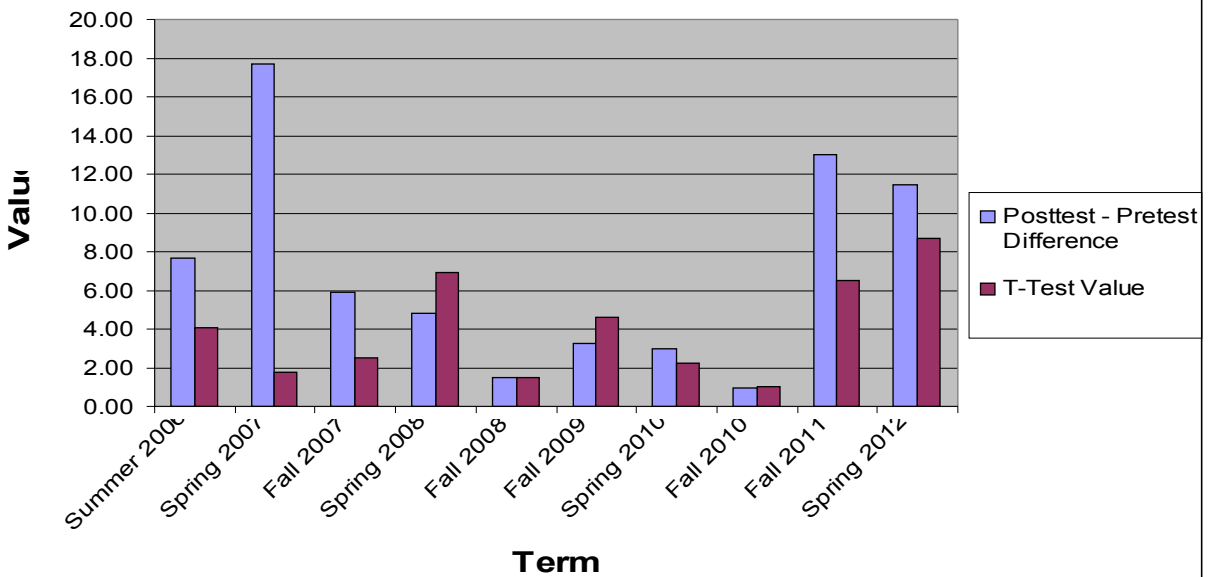
Principles of Marketing Pre and Post Test differences

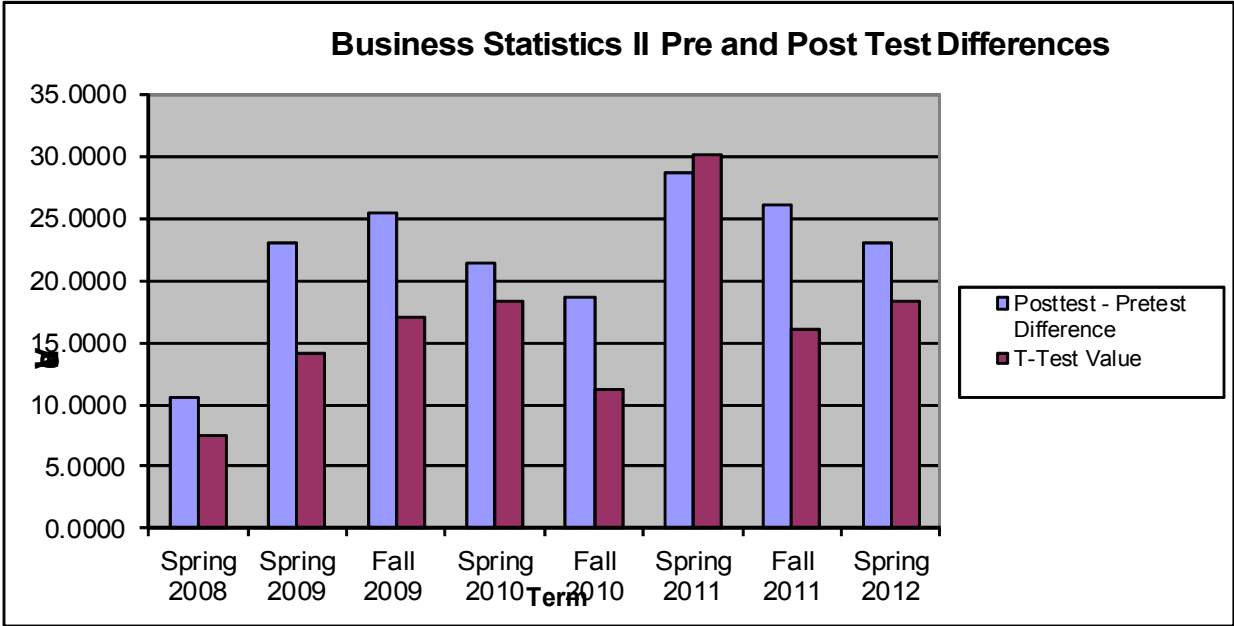
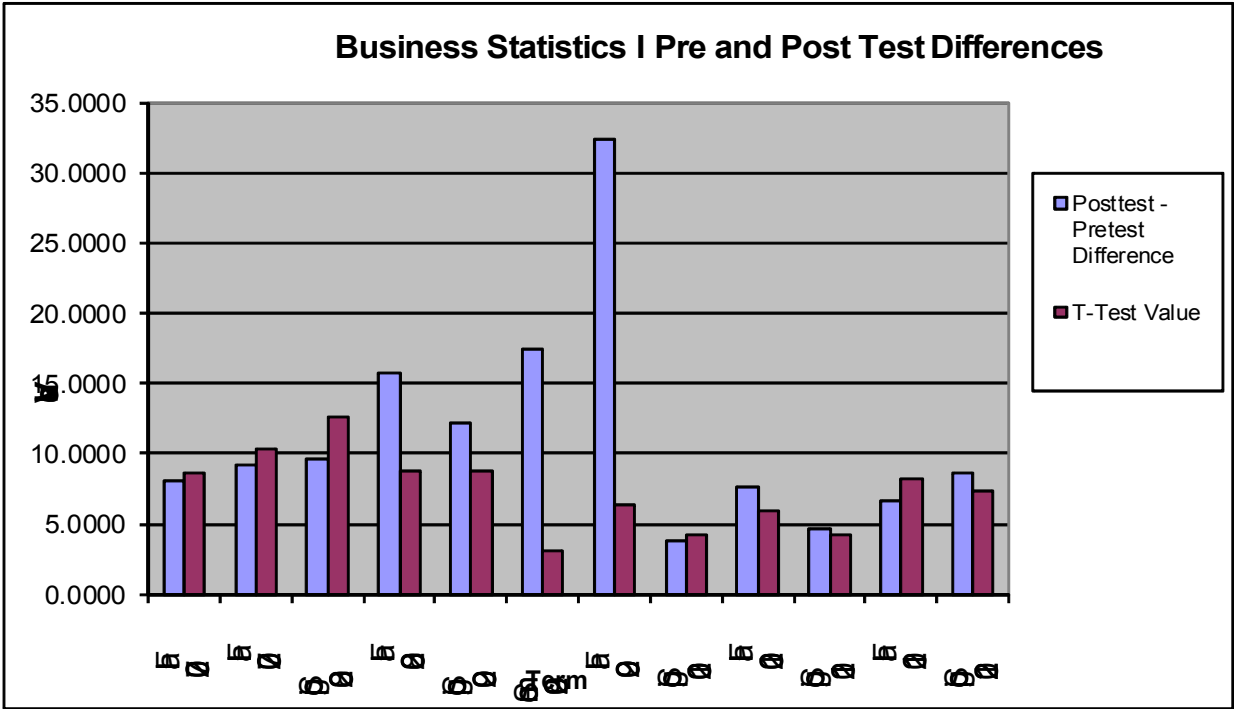


Production-Operations Management Pre and Post Test Results

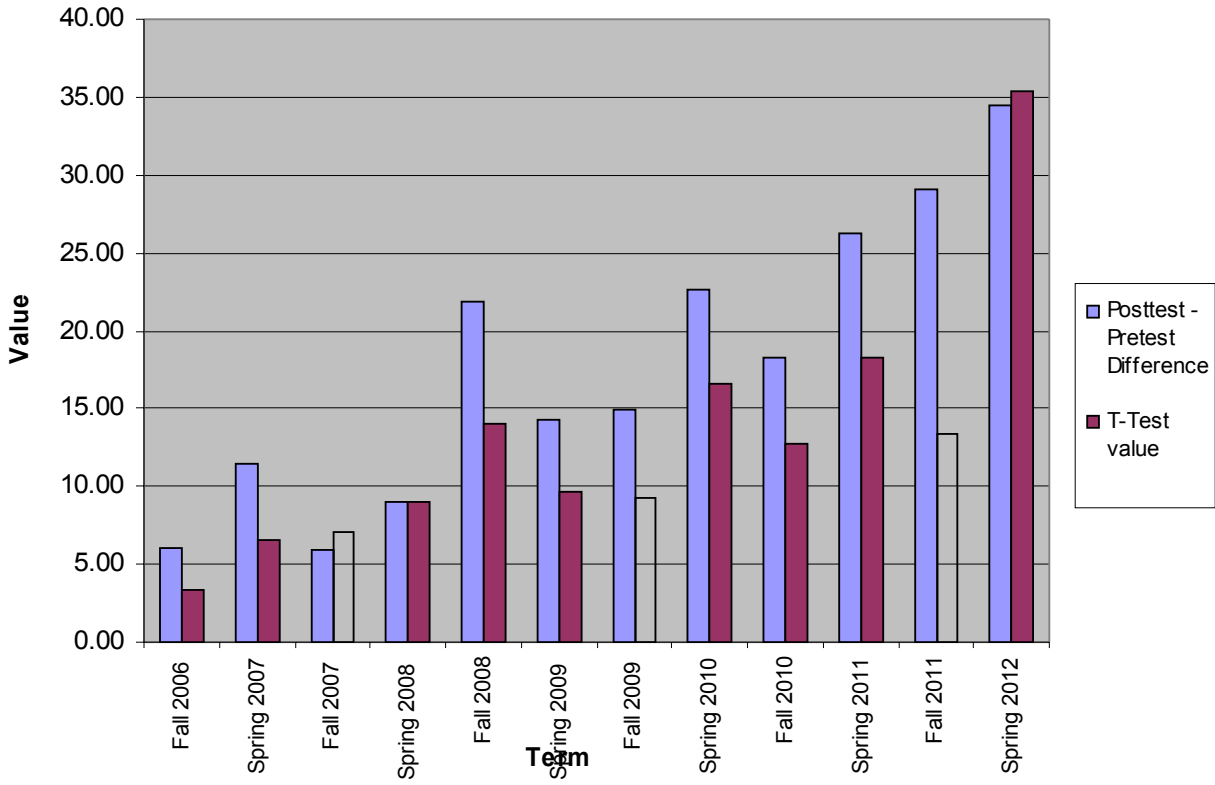


Management Information Systems Pre and Post Test Results





Strategic Management Pre and Post Test Results



APPENDIX D

GRADUATING SENIOR SURVEY AND RESULTS

2011-2012

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

38 of 41 statements have response patterns that are very positive (greater than or equal to 65% favoring the statement) with respect to the School of Business and its faculty and programs. One is neutral (statement 28), and 2 are moderately favorable (numbers 34 and 38 dealing with fair grading by gender, and with "boring" professors).

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

Disagree	Neutral	Agree	% Disagree	% Neutral	% Agree
1	2	60	0.016	0.032	0.952

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

Disagree	Neutral	Agree	% Disagree	% Neutral	% Agree
4	12	47	0.063	0.190	0.746

3. I can use computers and other technological tools.

Disagree	Neutral	Agree	% Disagree	% Neutral	% Agree
0	0	63	0.000	0.000	1.000

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

Disagree	Neutral	Agree	% Disagree	% Neutral	% Agree
1	4	58	0.016	0.063	0.921

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

Disagree	Neutral	Agree	% Disagree	% Neutral	% Agree
2	3	58	0.032	0.048	0.921

6. I can effectively communicate information and ideas orally.

Disagree	Neutral	Agree	% Disagree	% Neutral	% Agree
0	1	62	0.000	0.016	0.984

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

Disagree	Neutral	Agree	% Disagree	% Neutral	% Agree
2	3	58	0.032	0.048	0.921

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

Disagree	Neutral	Agree	% Disagree	% Neutral	% Agree
1	1	58	0.016	0.016	0.921

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

Disagree	Neutral	Agree	% Disagree	% Neutral	% Agree
0	19	44	0.000	0.302	0.698

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

Disagree	Neutral	Agree	% Disagree	% Neutral	% Agree
0	6	55	0.000	0.095	0.873

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

Disagree	Neutral	Agree	% Disagree	% Neutral	% Agree
2	8	52	0.032	0.127	0.825

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

Disagree	Neutral	Agree	% Disagree	% Neutral	% Agree
0	7	53	0.000	0.111	0.841

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

Disagree	Neutral	Agree	% Disagree	% Neutral	% Agree
4	10	46	0.063	0.159	0.730

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

Disagree	Neutral	Agree	% Disagree	% Neutral	% Agree
0	13	50	0.000	0.206	0.794

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

Disagree	Neutral	Agree	% Disagree	% Neutral	% Agree
0	11	52	0.000	0.175	0.825

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

Disagree	Neutral	Agree	% Disagree	% Neutral	% Agree
0	2	60	0.000	0.032	0.952

17. I understand the ethical issues in business.

Disagree	Neutral	Agree	% Disagree	% Neutral	% Agree
0	0	63	0.000	0.000	1.000

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

Disagree	Neutral	Agree	% Disagree	% Neutral	% Agree
1	0	62	0.016	0.000	0.984

19. Classes are canceled frequently.

Disagree	Neutral	Agree	% Disagree	% Neutral	% Agree
62	0	1	0.984	0.000	0.016

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

Disagree	Neutral	Agree	% Disagree	% Neutral	% Agree
7	5	49	0.111	0.079	0.778

21. Professors use visual aids to help students learn

Disagree	Neutral	Agree	% Disagree	% Neutral	% Agree
8	4	51	0.127	0.063	0.810

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

Disagree	Neutral	Agree	% Disagree	% Neutral	% Agree
0	4	59	0.000	0.063	0.937

23. Teachers are equally fair to males and females

Disagree	Neutral	Agree	% Disagree	% Neutral	% Agree
6	5	52	0.095	0.079	0.825

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

Disagree	Neutral	Agree	% Disagree	% Neutral	% Agree
0	3	60	0.000	0.048	0.952

25. Scheduling works out among all classes

Disagree	Neutral	Agree	% Disagree	% Neutral	% Agree
10	5	48	0.159	0.079	0.762

26. Classroom discussions stay on track

Disagree	Neutral	Agree	% Disagree	% Neutral	% Agree
4	3	56	0.063	0.048	0.889

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

Disagree	Neutral	Agree	% Disagree	% Neutral	% Agree
4	5	54	0.063	0.079	0.857

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

Disagree	Neutral	Agree	% Disagree	% Neutral	% Agree
28	7	27	0.444	0.111	0.429

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

Disagree	Neutral	Agree	% Disagree	% Neutral	% Agree
4	8	51	0.063	0.127	0.810

30. My advisor recommends the classes needed to graduate

Disagree	Neutral	Agree	% Disagree	% Neutral	% Agree
4	0	59	0.063	0.000	0.937

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

Disagree	Neutral	Agree	% Disagree	% Neutral	% Agree
9	12	42	0.143	0.190	0.667

32. Notification is given for canceled classes

Disagree	Neutral	Agree	% Disagree	% Neutral	% Agree
10	4	49	0.159	0.063	0.778

33. Teachers encourage interaction with the entire class

Disagree	Neutral	Agree	% Disagree	% Neutral	% Agree
3	2	58	0.048	0.032	0.921

34. Some professors grade students differently depending on gender

Disagree	Neutral	Agree	% Disagree	% Neutral	% Agree
33	14	16	0.524	0.222	0.254

35. My advisor is helpful

Disagree	Neutral	Agree	% Disagree	% Neutral	% Agree
4	2	57	0.063	0.032	0.905

36. Classroom discipline is an issue

Disagree	Neutral	Agree	% Disagree	% Neutral	% Agree
55	4	4	0.873	0.063	0.063

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

Disagree	Neutral	Agree	% Disagree	% Neutral	% Agree
7	4	50	0.111	0.063	0.794

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

Disagree	Neutral	Agree	% Disagree	% Neutral	% Agree
32	14	17	0.508	0.222	0.270

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

Disagree	Neutral	Agree	% Disagree	% Neutral	% Agree
1	3	57	0.016	0.048	0.905

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

Disagree	Neutral	Agree	% Disagree	% Neutral	% Agree
6	2	54	0.095	0.032	0.857

41. My advisor did a good job.

Disagree	Neutral	Agree	% Disagree	% Neutral	% Agree
5	1	57	0.079	0.016	0.905

APPENDIX E

ATTAINMENT OF COURSE

LEARNING OBJECTIVES

**Spring 2012 - Phillips
Managerial Accounting**

By Topic	Pre	Post	Change
Ch 14 - Managerial Cost Concepts	50	62	12
Ch 15 - Job Order Costing	16	43	27
Ch 16 - Process Costing	12	29	17
Ch 17 - Activity Based Costing	19	46	27
Ch 18 - Cost Behavior Analysis	16	58	42
Ch 19 - Cost Volume Profit	1	43	42
Ch 20 - Budgetary Planning	37	54	17
			10
Ch 21 - Budgetary Control	9	110	1
Ch 22 - Standard Costs/Bal Scorecard			10
	9	112	3
Ch 23 - Inc Analysis/Cap Budgeting	17	73	56

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

Assessment Matrices - Dr. Patterson

Exam One Results				Exam Two Results			
Objective	Essay Question	number satisfactory	percent satisfactory	Objective	Essay Question	number satisfactory	percent satisfactory
1	1,2	24	96.0	9	1,2	23	95.8
2	3,4	19	76.0	10	3,4	20	83.3
3	5,6	24	96.0	11	5,6	23	95.8
4	7,8	24	96.0	12	7,8	22	91.7
5	9,10	25	100.0	13	9,10	23	95.8
6	11,12	25	100.0	14	11,12	23	95.8
7	13,14	25	100.0	15	13,14	24	100.0
8	15,16	23	92.0	16	15,16	24	100.0
On essay questions, 7 or greater of 10 points is considered satisfactory							

Assessment Matrix - Strategic Management - Fall 2011							
Exam One Results				Exam Two Results			
Objective	Essay Question	number satisfactory	percent satisfactory	Objective	Essay Question	number satisfactory	percent satisfactory
1	1,2	12	75.0	7	1,2	12	75.0
2	3,4	14	87.5	8	3,4	14	87.5
3	5,6	12	75.0	9	5,6	16	100.0
4	7,8	12	75.0	10	7,8	14	87.5
5	9,10	16	100.0	11	9,10	16	100.0
6	11,12	10	62.5	12	11,12	12	75.0
Exam Three Results				Exam Four Results			
Objective	Essay Question	number satisfactory	percent satisfactory	Objective	Essay Question	number satisfactory	percent satisfactory
13	1,2	16	100.0	19	1,2	11	73.3
14	3,4	12	75.0	20	3,4	15	100.0
15	5,6	14	87.5	21	5,6	15	100.0
16	7,8	14	87.5	22	7,8	15	100.0
17	9,10	16	100.0	23	9,10	15	100.0
18	11,12	16	100.0	24	11,12	15	100.0
On essay questions, 7 or greater of 10 points is considered satisfactory							

Assessment Matrix - Strategic Management - Spring 2012

Exam One Results				Exam Two Results			
Objective	Essay Question	number satisfactory	percent satisfactory	Objective	Essay Question	number satisfactory	percent satisfactory
1	1,2	38	97.4	7	1,2	34	87.2
2	3,4	39	100.0	8	3,4	37	94.9
3	5,6	35	89.7	9	5,6	34	87.2
4	7,8	35	89.7	10	7,8	38	97.4
5	9,10	37	94.9	11	9,10	38	97.4
6	11,12	36	92.3	12	11,12	36	92.3

Exam Three Results				Exam Four Results			
Objective	Essay Question	number satisfactory	percent satisfactory	Objective	Essay Question	number satisfactory	percent satisfactory
13	1,2	34	87.2	19	1,2	29	74.4
14	3,4	39	100.0	20	3,4	32	82.1
15	5,6	37	94.9	21	5,6	33	84.6
16	7,8	31	79.5	22	7,8	32	82.1
17	9,10	39	100.0	23	9,10	32	82.1
18	11,12	38	97.4	24	11,12	31	79.5

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

APPENDIX F

**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. Gullede, 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 G
SAMPLE E-MAILS TO ADVISEES
2011-2012

Preregistration

phillips@uamont.edu

Sent: Monday, October 31, 2011 8:52 AM

To: Phillips Becky L.

Cc: Patterson John Dennis

Good morning!

Preregistration is November 7-18. I have a sign up sheet posted on my bulletin board. Stop by and make an appointment at your earliest convenience.

If you don't find a time that is suitable for you, please see me to set up an appointment.

It is very important that you preregister so that you have your choice of classes and times.

Thank you! Happy Halloween!

Mrs. Phillips

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 Wednesday, November 2, 2011

<From the desk of John Patterson> -

Pre-registration for the Spring 2012 semester begins on Monday, November 7. 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. -