

SCHOOL OF BUSINESS
University of
Arkansas at
Monticello

2007-2008
ASSESSMENT REPORT

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

The student learning outcomes adopted by the School of Business in 2000 and appearing in the UAM catalog since 2001-2003 continues to be reviewed as part of the revision process started during the AY 2006. Several remaining items remain to be brought fully in line with the School of Business’ stated mission.

Currently, student learning outcomes are as follows:

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

1. Demonstrate knowledge of contemporary academic thought and practice in the business core and in a chosen area of concentration
2. Demonstrate a solid foundation of the functional areas of business while recognizing the international dimension of business in an increasingly interdependent world
3. Demonstrate knowledge and understanding of business analysis, communications leadership, and interpersonal relations within a business context
4. Demonstrate computer skills necessary to proficiency in the application of software and an understanding of the role of information systems within the business organization (This was included when CIS was part of the School of Business)
5. Have exposure to a broader perspective that significantly expands the range of personal and professional choices well beyond those perceived upon entering the university, otherwise known as a general education
6. Have exposure for recognition, rewards, and experience through participation in student organizations and School of Business recognition ceremonies

Due to objections by CASAA, these outcomes will be revised by the faculty during the 2008-2009 academic year, To date they have not been revised. The following set will be proposed in Fall 2008 to be voted on by faculty.

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

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,*
6. *have opportunities for recognition, rewards, and experience through participation in student organizations and School of Business recognition ceremonies.*

The School of Business Mission Statement is available as a menu item on the School of Business master webpage, <http://www.uamont.edu/Business/mission.htm>.

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

The following matrix relates the six School of Business Goals with the mission statement of the University of Arkansas at Monticello. Each of the mission statement goals is addressed by one or more of the School of Business learning objectives.

<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>School of Business Goals 1 & 2</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>School of Business Goals 1, 2, 3 & 5</p>
<p>The University provides learning experiences that enable students to synthesize knowledge, communicate effectively, use knowledge and technology with intelligence and responsibility, and act creatively within their own and other cultures.</p>	<p>School of Business Goals 2, 3 & 4</p>
<p>The University strives for excellence in all its endeavors. Educational opportunities encompass the liberal arts, basic and applied sciences, selected professions, and vocational/ technical preparation. These opportunities are founded in a strong program of general education and are fulfilled through contemporary disciplinary curricula, certification programs, and vocational/technical education or workforce training. The University assures opportunities in higher education for both traditional and non-traditional students and strives to provide an environment that fosters individual achievement and personal development.</p>	<p>School of Business Goals 1, 2, 3, 4, 5 & 6</p>

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

During the AY 2006, the decision was made that for an effective assessment program in the School of Business it would necessitate measurement of our students at the beginning and at the end. While assessment is an ongoing process, we decided to measure the change in students during all steps in the process. To do this we decided the following:

- Beginning with the fall 06 semester, all course syllabi contain a detailed list of Course Learning Objectives.
- The tradition of handing out the course syllabus to all students on the first class day continues.
- Copies of all course syllabi since 2000 are always available to students, current and prospective, at the School of Business Office in BBC 216. Some syllabi prior to that time are also available.
- Syllabus posting on the faculty member's webpage is optional and 60 percent of the fulltime faculty post class materials, including syllabi, on the web. No action was taken regarding mandatory posting of syllabi on the web. However, syllabi are given to all students, in all classes, and made available to students who lose or misplace their syllabus.
- Faculty members utilize the School of Business website in several different ways.

All faculty members are identified on the School of Business website at <http://www.uamont.edu/Business/> At this site some faculty members maintain links to personal pages. Some faculty link to course materials

- Some faculty, listed below, use the web as a password link to course materials including syllabus, copies of PowerPoint lecture notes, handouts, supplemental materials, and examination guides.
- The following faculty have syllabi and other learning information available at these websites:

- Dr. Michael Alexander Management www.uamont.edu/facultyweb/alexander
- Dr. Roy Cabaniss Marketing <http://cabanisspc.uamont.edu/osca/moodle>
- Dr. Dexter Gullede Accounting <http://www.uamont.edu/FacultyWeb/Gullede/>
- Dr. Ted Hammett Accounting <http://www.uamont.edu/FacultyWeb/Hammett/>
- Dr. Louis James Economics and Finance
<http://cabanisspc.uamont.edu/~moodle/>
- Dr. Grace Ke Management <http://www.uamont.edu/FacultyWeb/ke/>

- All course syllabi are maintained in the School of Business Office. Hardcopies are kept for a minimum of one year.
- Electronic versions of all course syllabi for the past eight years are available and are made available to interested students upon request.
- This assessment report will be linked to the Assessment link on the webpage of Academic Affairs upon acceptance by CASSA.
- The current informational, recruitment brochures for the School of Business are dated in that the Learning Objectives are not a part of the brochure. This will be remedied when the current supply is exhausted and new brochures are ordered.

APPENDIX A, LEARNING OBJECTIVES BY COURSE, lists each course offered in the School of Business during the fall 2006 semester (first semester of implementation) with a brief identification of each specific School of Business Learning Objectives addressed by that course and the specific ways in which the Learning Objectives is addressed. All courses continue to have detailed learning objectives, with pre-and post-test questions linked to these objectives.

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

METHOD OF MEASUREMENT:

The methodology used in 2007-2008 combines the traditional method which was used in the School of Business. The measurement of learning took place in the capstone business course, MGMT 4653 Strategic Management. The final assessment was in the last semester of the program. The comprehensive examination consisted of questions over each of the business core areas. The data on student learning were measured, statistically evaluated, and results were used to address necessary curriculum adjustments and to recommend curriculum changes.

It was determined during the 2006-2007 AY that the School of Business would obtain a quantitative measure the learning that was taking place as the student progressed through the curriculum. Given the preponderance of students graduating in more than the traditional four years, it was determined that the only methodology that would yield planning information for future curriculum improvements would be to assess learning within all classes in the school.

The net result is a measurement during the educational process and a final assessment on the cumulative learning and retention at the end of the process. The evolution of our assessment practices will continue based upon this foundation.

The first year experience with this process has revealed several issues which will be addressed during the 2007-2008 AY. The testing begins on the first day of class with the pretest. It ends either during the last week of the semester or during the final examination. A post-exam is to be administered at the end of the course either in the form of a final examination or a 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 pos-test is written to address the published learning objectives of the course and the School of Business Learning Objectives. These pre and post test results are used to calculate paired sample t-tests, which are reported in Appendix B for all classes for which data are available at the time this report was prepared. The resulting assessment measure shows the gain in absolute and statistical terms (post-test mean less pretest mean is significantly different, in the statistical sense) that indicates a measure of the learning that takes place during the semester in either: a) the specific course, and/or b) other semester courses which may have covered supplement topics. The initial results of the pre-post examinations are encouraging. As shown in the APPENDIX B, all of the T tests show a statistically significant measurement that show learning did in fact take place in all of the business courses during the years 2006-2008. There is one exception in 2006-7, in which the t-test is significant at $p \leq 10\%$, instead of the more stringent $p \leq 5\%$. All available paired sample t-test for 2007-2008 demonstrate significant differences between pre and post test scores. Pre-post-test results are also given to the faculty member, so that he or she can use the analysis to make changes in their courses, if necessary.

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

Prior Exam

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

Revised Exam

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

* No mode could be calculated

The following discussion applies only to the new exam, although similar analysis was conducted on the previous exam. The analysis of the prior exam appears in the 2006-2007 report.

Tests were run to determine if the scores, now that sufficient data have been collected, are normally distributed. The results indicate that scores are approximately normally distributed.

GPA, however, is not normally distributed. A probability plot of test scores against Z-values shows that all values lie within the confidence interval boundaries, indicating a normal distribution. All statistical tests of normality indicate that the scores are a random normal variable.

Additionally, the Pearson product moment correlation between cumulative GPA and the exit exam score was calculated. The correlation between the two variables (0.542482, $n=105$, $p<0.0001$), indicating that students with higher GPAs earn higher scores, as expected. The standardized Chronbach's alpha for the exam is 0.703388 for the new sample of 105, indicating significant validity for the overall exam.

Using the demographic variables of age, sex, and concentration, ANOVAs were run using each demographic variable for the "treatments" and score as the dependent variable. There is still no statistical difference in scores by gender, and also no statistically significant difference in scores by age. On this exam, males made marginally higher average scores than females, and older (> 26 years old) students made higher scores than younger students, but the differences are not statistically significant.

When analyzing exit exam results by concentration, Accounting and Finance students were found to score significantly higher than students in the Business Administration concentration, who had the lowest average scores (40.75 of 100). Unlike the prior exam, correlation between scores of students in a concentration or major and GPA is relatively consistent with the ranking of scores; groups with higher mean scores had higher correlations between GPA and score. Accounting (mean of 54.61) and Finance (mean of 52.88) students also scored significantly higher than Management (mean of 45.05), though there was no significant difference in all other comparisons. That is, there is no significant difference among students in any concentrations except Accounting and Finance versus Business Administration and Management. Mean scores of students in the Business Administration, Management, and Marketing concentrations displayed no statistically significant differences.

Correlations between test score and GPA by concentration

Concentration	correlation
Accounting	0.557027
Business Administration	0.415033
Finance	0.559835
Management	0.467858
Marketing	0.557027

Additionally, an item response analysis was run for all questions on the exam. Results of this analysis will be given in the Fall 2008 semester to the specific faculty member(s) responsible for the core course being tested on the exit exam. Some modifications are necessary, due to some questions being too difficult, and some too easy. In both cases, the question serves as a poor discriminator between students who are knowledgeable about the material in question and those who lack knowledge or comprehension. It is impossible to know if a course may need to be strengthened, unless the questions asked on the exit exam are good discriminators. However,

asking 7 or 8 questions about each core class, as much as 3 to 5 years after the course may have been taken (Accounting and Economics), provides only extremely limited information about student learning in the UAM School of Business Curriculum. A better comparison is with the means of our exam to the mean scores on the Educational Testing Service (ETS) Major Field Test in Business.

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

Mean % Correct

Subject Area	ETS Field Exam	UAM School of Business
Accounting	50.7	58.3
Economics	48.0	38.6
Management	55.4	56.7
QBA (Stats/POM)	47.0	35.9
Finance	55.7	35.6
Marketing	53.1	38.6
Legal Env.	46.7	31.3
Information Sys.	58.7	63.4
International	54.4	55.0

One cannot make the claim, without further data (tens of thousands take the ETS exam and we have had only 105 take our exam), and improvements in the exit exam, that Statistics, Finance, Legal Environment, and Marketing scores are significantly poorer than the national scores, or that Accounting and Management scores are higher. Some sections on this exam had several questions that were poor discriminators between students who are knowledgeable and those with lower comprehension of business concepts, notably Legal Environment and QBA. Additional factors that must be taken into account is 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, over 72 % of business students tested had GPAs exceeding 3.0 at the time of the test. Only 58 of 105, or 55.3% of UAM students had cumulative GPAs equal to or exceeding 3.00.

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

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

The primary source of assessment information for the past several years has been the capstone class, MGMT 4653 Strategic Management. A single comprehensive examination has been given during the course which is designed to be taken during the last semester before graduation. The

examination covers significant questions from each of the business core areas and tests the learning and comprehension obtained in the business core. One major concern with the examination process is that we had only a total measure of the final result and assessment was limited to a trend analysis only. A second significant issue was that there was not a beginning examination or starting point so that any measurement of learning that had occurred during the business core courses was not possible. In addition there remain other issues dealing with transfer students, students beginning business core courses at different stages of their academic careers, and students beginning the business core with a nonstandard set of core courses. All of these issues pose questions regarding when to initially test students for a comparative measure of learning. Some of these issues remain to be resolved or addressed. The pre-post examination helps minimize the impact on assessment. Some of the items may not yield a workable solution. Efforts will be made to resolve them if possible via the School of Business Assessment Committee's research and recommendations.

The School of Business Assessment Plan will address evaluation in a qualitative and a quantitative approach. The Matrix shown in Appendix A is a qualitative measure of the methods currently being used in each of the classes in the School of Business to address the current Learning Objectives. The quantitative portion of the data to (Appendix B) be given to the School of Business Assessment Committee will be the statistical analysis of the quantitative information obtained from the pre- and post-examinations from each of the courses offered in the School of Business.

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

The use of the Senior Survey has not been utilized by the School of Business in the past because of the lack of specific questions relating to business students and our programs. It is now being considered as an option because of changes in the methodology of the senior survey will not permit anonymous surveys. We will be construction a very short supplement relating to business questions that will provide assessment information useful to the school.

The School of Business Assessment Committee will develop alumni and employer surveys in 2008-2009. We intend to survey alumni in Spring 2009, and employers in Fall 2010. Given that the unit is short one faculty member, and 5 faculty members are teaching an additional course in the Fall term, and could also teach an additional course in the Spring 2009 semester, this schedule seems realistic.

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

- ISSUE: Need to continue to improve the School of Business assessment process. During Faculty Development Week in the fall 2006 and 2007 semesters, the faculty did address major assessment issues and implement solutions.
- WHOM: The faculty
- TIME: Annually at Faculty Development Week
- ISSUE: Assessment is ongoing project and will be under review by the faculty during the academic year. At present, the new program has not yet revealed any issues that will require known future changes.
- WHOM: School of Business faculty
- TIME: Faculty meetings during the year
- ISSUE: One faculty member has suggested that the requirement that every class will have a pre- and a post-examination be changed to a less frequent schedule.
- WHOM: The curriculum committee will consider after more experience is obtained with the present system
- TIME: The curriculum committee reviews the curriculum on periodically each year and will continue to do so.
- ISSUE: Lack of student involvement in the assessment process
- WHOM: The dean and faculty
- TIME: each semester until resolved.

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

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

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

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

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

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

And second, they provide input through the pre-post-examinations which are also administered in each class in the School of Business.

There are currently two student clubs in the School of Business. Phi Beta Lambda has been marginally active for several years; however, last year all of the active members graduated and this year no new member has joined. The second club received Colony status in 2006 and became a student chapter of the Institute of Management Accounts (IMA). In its first year the new chapter of approximately 15 members was awarded the IMA Gold Certificate of Excellence.

With Learning Objectives # 6 and the success of the IMA, additional effort will be made to try to get additional student interest in a Student Advisory Group.

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

The School of Business does not currently have this information. A retention program will be developed in Fall 2008 by the School of Business Assessment Committee, and submitted to the full faculty and Dean for approval.

APPENDIX A
LEARNING OBJECTIVES
BY COURSE

School of Business Learning Objectives

LO_	AREA	#	COURSE NAME	HOW LEARNING OBJECTIVE DONE
Learning Objective #1				
1	ACCT	2213	Principles of Accounting I	Assign problems for homework and class discussion. Homework is graded. Knowledge is assessed through examinations. Students analyze the business transactions and demonstrate understanding with journal entries and preparing financial statements.
1	ACCT	3403	Intermediate Accounting I	Assign problems for homework and class discussion. Homework is graded. Knowledge is assessed through examinations. Particular attention is paid to Statements issued by the FASB and its predecessor organizations, the APB and the CAP of the AICPA
1	ACCT	3413	Intermediate Accounting II	Assign problems for homework and class discussion. Homework is graded. Knowledge is assessed through examinations. Particular attention is paid to Statements issued by the FASB and its predecessor organizations, the APB and the CAP of the AICPA
1	ACCT	3523	Intermediate Accounting III	Assign problems for class discussion. Knowledge is assessed through examinations. International coverage includes material on foreign currencies translation and exchange contracts.
1	ACCT	4633	Governmental Accounting	Assign problems for homework and class discussion. Homework is graded. Knowledge is assessed through examinations.
1	ACCT	2223	Principles of Accounting II	Through testing and homework assignments which are required and graded
1	ACCT	3433	Cost Accounting I	Through testing and homework assignments which are required and graded
1	ACCT	4323	Accounting Information System	Through testing and homework assignments which are required and graded
1	ACCT	4333	Fraud Examination	Through testing and homework assignments which are required and graded

1	ACCT	4673	Cost Accounting II	Through testing and homework assignments which are required and graded
1	ACCT	4773	Auditing	Through testing and homework assignments which are required and graded
1	ACCT	4613	Advance Accounting	Strongly encourage taking a leadership role in the ACCT Club
1	ACCT	4613	Advance Accounting	Assignments; tests; pre/post tests
1	ACCT	4683	Federal Tax I	Assignments; personal income tax returns; tests; pre/post tests
1	ACCT	4683	Federal Tax I	Assign major personal income tax return project
1	ACCT	4683	Federal Tax I	Strongly encourage ACCT Club membership & leadership opportunities
1	ACCT	4693	Federal Tax II	Assignments; corporate income tax returns; tests; pre/post tests
1	ACCT	4693	Federal Tax II	Assign major corporate income tax return project
1	ACCT	4693	Federal Tax II	Strongly encourage ACCT Club membership & leadership opportunities
1	ACCT	2223	Principles of Accounting II	One paper reacting to The Goal - applying to personal, work student life
1	ACCT	2223	Principles of Accounting II	One written group project evaluating a local company and making suggestions
1	ACCT	2223	Principles of Accounting II	Encourage ACCT Club membership; business speakers; leadership; awards
1	ACCT	2213	Principles of Accounting I	Encourage ACCT Club membership; business speakers; leadership; awards
1	ACCT	2213	Principles of Accounting I	Two written group projects evaluating two companies and communicating results
1	ACCT	2213	Principles of Accounting I	Assignments; tests; pre/post tests
1	ECON	2203	Principles of Macroeconomics	Discusses techniques used to validate hypotheses, such as the scientific method, as it applies to economics. Discusses common fallacies in reasoning, such as <i>post hoc, ergo propter hoc</i> , the fallacy of composition (fallacy of the common), the assumption of <i>ceteris paribus</i> , etc. Explains the difference between positive (testable) and normative (value judgment) statements. Discusses the idea of marginal thinking, rather than thinking in terms of "all or nothing."

1	FIN	3473	Principles of Finance	Introduce students to various theoretical models of evaluating securities, such as the Capital Asset Pricing Model, the Dividend Discount Model, the Efficient Market Hypothesis, the various term structure hypotheses, etc.
1	FIN	4603	Financial Policy & Plan	Discusses financial models in greater detail, including counter-arguments. Also introduces more sophisticated financial models, such as various theories (e.g., Modigliani-Miller) of optimal capital structure and optimal dividend policy.
1	GB	4363	Topics in E-Commerce	course applies to management, business administration, and marketing concentrations; 26 learning objectives covered dealing with main issues of management of e-commerce firms
1	GB	1023	Introduction to Business	This class introduces students to the dynamics of the business environment. Students get a synopsis of how different types of business operate. These businesses range from small sole proprietary companies to large corporations employing tens of thousands employees. The class is very interactive, so student have many opportunities to introduce new ideas on current topics into the classroom discussion. These ideas are integrated and the relevance of the ideas are compared to current literature and research.
1	MGMT	4633	Human Resource Mgmt	In this class students form "Dynamic Teams" in the classroom environment. I assign each team a project, which reviews some aspect of the Human Resource environment of management. These projects are dispensed every 4 weeks, so by end of the semester each team will have written 4 papers using the APA format. This teaches the class valuable problem solving and team building skill that can be used outside of the classroom environment.

1	MGMT	3453	Industrial Relations	course applies to management concentration; 40 learning objectives covered dealing with main issues and supporting knowledge in industrial relations
1	MGMT	3473	Principles of Management/Organizational Behavior	Course applies to business core. A number of learning objectives covered dealing with knowledge needed for further courses such as Advanced OB&T, Human Resources Management, Production Mgmt, and Strategic Management
1	MGMT	4673	Organizational Behavior & Theory	Course applies to management concentration; 7 learning objectives covered dealing with main issues and supporting knowledge in international OB&T
1	MGMT	4613	Mgmt Information System	Course applies to business core. About 35 specific learning objectives covering body of knowledge required to understand application of IT to management, finance, and marketing.
1	MGMT	4613	Mgmt Information System	pretest and post-test given. Statistically significant results obtained for the hypothesis that post-test scores exceed pretest scores ($p < 0.00000$)
1	MKT	3403	Principles of Marketing	Neolithic model and cultural antecedents for shopping behavior which leads to market segmentation.
1	MKT	3443	Selling and Sales	Sales projects Students must: Design and do a cold call. Design and present a canned sales pitch. Design and present a adaptive presentation.
1	MKT	3453	Marketing Communications	Current advertising analysis. Students analyze current ads to determine their target market and how they are supposed to be working.
1	MKT	3463	Consumer Behavior	Organized the class around the tripartite structure for consumer behavior proposed by Hawkins, Best and Cooney.
1	MKT	3463	Consumer Behavior	Neolithic model and cultural antecedents for shopping behavior are analyzed and then tied to specific market segments. Students then make predictions and see if those predictions are correct.

1	MKT	4473	Special Topics (Internet Mktg	A entire class based on marketing in the internet. You can't get much more current than that.
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Learning Objective #2

2	ACCT	3403	Intermediate Accounting I	Assigned homework related to political dimensions of the process of setting accounting standards in both the United States and various other countries.
2	ACCT	4773	Auditing	Through testing and homework assignments which are required and graded
2	ACCT	2223	Principles of Accounting II	Through testing and homework assignments which are required and graded
2	ECON	3453	Money Banking Credit	Students prepare a series of article summaries (8-10)from newspapers, periodicals, and the internet relating to current issues in banking & financial institutions, macroeconomics, or economics
2	ECON	2203	Principles of Macroeconomics	class material cover topics and student oral participation in class is solicited
2	ECON	2203	Principles of Macroeconomics	Discusses the importance of foreign trade, by using the Law of Comparative Advantage, The Law of Increasing Opportunity Cost, etc. Using visual techniques, such as production possibility curves, demonstrates how government interference with free trade can result in suboptimal utilization of resources.
2	FIN	3473	Principles of Finance	Discusses the impact of globalization on financial decision-making, including special risks (e.g., exchange rate risk) as well as benefits (e.g., greater diversification).
2	ACCT	4613	Advance Accounting	Strongly encourage taking a leadership role in the ACCT Club
2	ACCT	4613	Advance Accounting	Assignments; tests; pre/post tests
2	ACCT	4683	Federal Tax I	Assignments; personal income tax returns; tests; pre/post tests
2	ACCT	4683	Federal Tax I	Assign major personal income tax return project
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2	ACCT	2223	Principles of Accounting II	Encourage ACCT Club membership; business speakers; leadership; awards
2	ACCT	2213	Principles of Accounting I	Encourage ACCT Club membership; business speakers; leadership; awards
2	ACCT	2213	Principles of Accounting I	Two written group projects evaluating two companies and communicating results
2	ACCT	2213	Principles of Accounting I	Assignments; tests; pre/post tests
2	GB	3353	International Business	Through interactive media and classroom materials, students are engaged in a number of exercise that broaden their prospective on the (global) international environment. Students learn of different cultures and the dynamics in which those cultures operate. They are assigned activities to complete outside of the classroom environment, in which they learning of other countries, cultures, currency, and social function. Each student collects this information on the country of their choosing and submit them to me in a written paper. The paper is also presented by the student in the classroom.
2	GB	4363	Topics in E-Commerce	International aspects of e-commerce covered, many cases have international dimensions
2	MGMT	4633	Human Resource Mgmt	In this class students form "Dynamic Teams" in the classroom environment. I assign each team a project, which reviews some aspect of the Human Resource environment of management. These projects are dispensed every 4 weeks, so by end of the semester each team will have written 4 paper using the APA format. This teaches the class valuable problem solving and team building skill that can be used outside of the classroom environment.
2	MGMT	3453	Industrial Relations	3 objectives cover international issues in labor relations

2	MGMT	3473	Principles of Management/ Organizational Behavior	Two chapters covered deal with international issues; Global chapter and Strategic Management chapter.
2	MGMT	4673	Organizational Behavior & Theory	Entire course is explicitly international, dealing with how culture, religion, legal, and economic factors affect organizational behavior and structure.
2	MGMT	4613	Mgmt Information System	Course applies to business core. About 35 specific learning objectives covering body of knowledge required to understand application of IT to management, finance, and marketing.
2	MGMT	4613	Mgmt Information System	Pre-test and post-test given. Statistically significant results obtained for the hypothesis that post-test scores exceed pretest scores ($p < 0.00000$)
2	MGMT	3473	Principles of Management/ Organizational Behavior	Pretest and post-test given in summer and fall. Statistically significant results obtained for the hypothesis that post-test scores exceed pretest scores ($p < 0.00000$). No pretest/ post-test in Spring 2006
2	MGMT	3453	Industrial Relations	pretest and post-test given. Statistically significant results obtained for the hypothesis that post-test scores exceed pretest scores ($p < 0.00000$)
2	MGMT	4643	Production/Operations Management	Obtain practice and experience in formulating realistic linear programming models by giving PowerPoint lectures and assigning problem-solving questions every week.
2	MKT	4623	Marketing Research	Student project: Students create a survey, administer it, enter the data, analyze the data and present the results.
3	ACCT	2223	Principles of Accounting II	Through testing and homework assignments which are required and graded
3	ACCT	3413	Intermediate Accounting II	Students demonstrate advanced understanding of business events by analyzing events and preparing journal entries and financial statements that present fairly the results operations for an economic entity

Learning Objective #3

3	ACCT	3403	Intermediate Accounting I	Students demonstrate advanced understanding of business events by analyzing events and preparing journal entries and financial statements that present fairly the results operations for an economic entity
3	ACCT	3413	Intermediate Accounting II	Students demonstrate advanced understanding of business events by analyzing events and preparing journal entries and financial statements that present fairly the results operations for an economic entity
3	ACCT	3523	Intermediate Accounting III	Students demonstrate advanced understanding of business events by analyzing events and preparing journal entries and financial statements that present fairly the results operations for an economic entity
3	ACCT	4633	Governmental Accounting	Students demonstrate understanding of financial transactions affecting governmental and non-profit enterprises through homework and examinations.
3	ACCT	4773	Auditing	Through testing and homework assignments which are required and graded
3	ACCT	2223	Principles of Accounting II	Through testing and homework assignments which are required and graded
3	FIN	3473	Principles of Finance	Assigns problem sets in order to familiarize students with the use of quantitative techniques to make efficient and cost-effective business decisions.
3	ACCT	4613	Advance Accounting	Strongly encourage taking a leadership role in the ACCT Club
3	ACCT	4613	Advance Accounting	Assignments; tests; pre/post tests
3	ACCT	4683	Federal Tax I	Assignments; personal income tax returns; tests; pre/post tests
3	ACCT	4683	Federal Tax I	Assign major personal income tax return project
3	ACCT	4683	Federal Tax I	Strongly encourage ACCT Club membership & leadership opportunities
3	ACCT	4693	Federal Tax II	Assignments; corporate income tax returns; tests; pre/post tests
3	ACCT	4693	Federal Tax II	Assign major corporate income tax return project
3	ACCT	4693	Federal Tax II	Strongly encourage ACCT Club membership & leadership opportunities
3	ACCT	2223	Principles of Accounting II	One paper reacting to The Goal - applying to personal, work student life

3	ACCT	2223	Principles of Accounting II	One written group project evaluating a local company and making suggestions
3	ACCT	2223	Principles of Accounting II	Encourage ACCT Club membership; business speakers; leadership; awards
3	ACCT	2213	Principles of Accounting I	Encourage ACCT Club membership; business speakers; leadership; awards
3	ACCT	2213	Principles of Accounting I	Two written group projects evaluating two companies and communicating results
3	ACCT	2213	Principles of Accounting I	Assignments; tests; pre/post tests
3	GB	4363	Topics in E-Commerce	Essay tests requiring the ability to recall and integrate material from multiple perspectives
3	FIN	4603	Financial Policy Plan	By requiring a paper and a presentation, helping students to develop skills at written and oral communication.
3	GB	4363	Topics in E-Commerce	Written cases analyses (4)
3	GB	4363	Topics in E-Commerce	pretest and post-test given. Statistically significant results obtained for the hypothesis that post-test scores exceed pretest scores ($p < 0.00000$)
3	MGMT	4633	Human Resource Mgmt	In this class students form "Dynamic Teams" in the classroom environment. I assign each team a project, which reviews some aspect of the Human Resource environment of management. These projects are dispensed every 4 weeks, so by end of the semester each team will have written 4 paper using the APA format. This teaches the class valuable problem solving and team building skill that can be used outside of the classroom environment.
3	MGMT	3473	Principles of Management/ Organizational Behavior	This course gives students an understanding of business analysis, communications, leadership, and interpersonal relations within a business environment. Theories of management are explored and challenged in the classroom. Students are asked to complete an analytical journal at the end of the semester. This journal is a collection of their insight, after completing a battery of assessment exercises. Students become self-aware of possible flaws in logic and learn new ways of thinking critically in business scenarios.

3	MGMT	3453	Industrial Relations	Written cases analyses (4)
3	MGMT	3453	Industrial Relations	Essay tests requiring the ability to recall and integrate material from multiple perspectives
3	MGMT	3453	Industrial Relations	team mock bargaining exercise
			Principles of Management/	
3	MGMT	3473	Organizational Behavior	Written cases analyses (4)
3	MGMT	4673	Organizational Behavior	Written cases analyses (4)
3	MGMT	4673	Organizational Behavior	Essay tests requiring the ability to recall and integrate material from multiple perspectives
			Management Information	
3	MGMT	4613	System	cases and exercises
			Production/Operations	
3	MGMT	4643	Management	The course provides students with a conceptual framework and a set of analytical tools which are useful in evaluating productive processes and for analyzing the problems and decisions that arise in managing operations. Assign homework requiring students formulate the business problem, solve the problem and conduct sensitivity analysis.
			Production/Operations	
3	MGMT	4643	Management	The course provides students with a conceptual framework and a set of analytical tools which are useful in evaluating productive processes and for analyzing the problems and decisions that arise in managing operations. Assign homework requiring students formulate the business problem, solve the problem and conduct sensitivity analysis.
3	MKT	3403	Principles of Marketing	Best ads: The best ads for the previous year are presented to class and the students are to analyze what made these ads so effective.
3	MKT	3453	Marketing Communications	Promotional Mix projects: Students are to create the following: product /people pictures, Film / Radio ad, Flyer, Greenscreen, Bill board, Web site, UAM video commercial, Public service video commercial, and Product TV ad
3	MKT	3483	Channels of Distribution	Sensitivity analysis: Students are to do one from scratch in creating and managing a fictional trucking company.

3	MKT	4623	Marketing Research	Statistical Analysis: Among the statistical techniques used will be Chi-square, Cronbach's α , T-Tests, ANOVA, Multiple regression, sample size calculation and others.
3	MKT	4663	Marketing Management	Students are assigned daily readings reflecting current events reported in the Wall Street Journal. These events reflect marketing activities as they relate to the topics being discussed in class.
3	MKT	4473	Special topics (international)	Wall street journal assignments. Students are assigned daily readings reflecting current events reported in the Wall Street Journal. These events reflect marketing activities on an international basis and are discussed in class. Students are randomly called upon to discuss the articles as they relate to the topics being lectured over in class.

Learning Objective #4

4	ACCT	4673	Cost Accounting II	Through online quizzers that students take for extra credit
4	ACCT	4773	Auditing	Through online quizzers that students take for extra credit
4	ACCT	4683	Federal Tax I	Assignments; personal income tax returns; tests; pre/post tests Assign major personal income tax return project
4	ACCT	4683	Federal Tax I	Strongly encourage ACCT Club membership & leadership opportunities
4	ACCT	4683	Federal Tax I	
4	GB	1023	Introduction to Business	Each class has a specific webpage that is accessed through my faculty website in the university main page. These websites give the students access to their individual class information, using personal codes which are collected at the beginning of class. These website helps students to interact with the companion sites for the textbook, as well as increase there ability to interact in the online environment. Also, quizzes and make-up exams are administered in this environment.

4	GB	3353	International Business	Each class has a specific webpage that is accessed through my faculty website in the university main page. These websites give the students access to their individual class information, using personal codes which are collected at the beginning of class. These website helps students to interact with the companion sites for the textbook, as well as increase there ability to interact in the online environment. Also, quizzes and make-up exams are administered in this environment.
4	MGMT	3473	Principles of Management/ Organizational Behavior	Each class has a specific webpage that is accessed through my faculty website in the university main page. These websites give the students access to their individual class information, using personal codes which are collected at the beginning of class. These website helps students to interact with the companion sites for the textbook, as well as increase there ability to interact in the online environment. Also, quizzes and make-up exams are administered in this environment.
4	MGMT	3473	Principles of Management/ Organizational Behavior	Each class has a specific webpage that is accessed through my faculty website in the university main page. These websites give the students access to their individual class information, using personal codes which are collected at the beginning of class. These website helps students to interact with the companion sites for the textbook, as well as increase there ability to interact in the online environment. Also, quizzes and make-up exams are administered in this environment.
4	MGMT	3453	Industrial Relations	mock bargaining exercise requires use of spreadsheet software to calculate costs of management and labor proposals
4	MGMT	4613	Management Information System	specific exercises using database software to design small database, retrieve information. Also exercise to apply Excel Pivot Table function for data analysis

4	MGMT	4643	Production/Operations Management	Conduct paired sample test for the results of pre/post tests. It turns out that students knowledge of this course has significantly improved.
4	MGMT	4613	Management Information System	Conduct paired sample test for the results of pre/post tests. It turns out that students knowledge of this course has significantly improved.
4	MGMT	4613	Management Information System	Lecture notes and syllabus are published on the webpage for students to download
4	MGMT	4643	Production/Operations Management	Lecture notes and syllabus are published on the webpage for students to download
4	MKT	3453	Marketing Communications	Promotional Mix projects: The software used for developing the student projects is Gimp, Audacity, Pinnacle, Ulead, Linux, Kino, Openoffice Draw, Impress, PowerPoint, Bluefish.
4	MKT	3483	Channels of Distribution	Transportation problems: Utilize the following software, Linear programming, integer linear programming, pert, cpm, economic order quantity, spreadsheet based sensitivity analysis
4	MKT	4623	Marketing Research	NCSS & SPSS software is used to perform statistical analysis.
4	MKT	4473	Special Topics (Internet Marketing)	Student project: Students must create a ecommerce database and website. Then create a customer set of customer tables so that a customer can login, purchase with correct billing and inventory controls.

Learning Objective #5

5	ACCT	2213	Principles of Accounting I	Text and class discussion and the variety of companies used in illustrations make students aware the many different types of organizations which employ individuals possessing skills in accounting.
5	ACCT	3403	Intermediate Accounting I	Text and class discussion and the variety of companies used in illustrations make students aware of the many different types of organizations which employ individuals possessing skills in accounting.

5	ACCT	3413	Intermediate Accounting II	Text and class discussion and the variety of companies used in illustrations make students aware of the many different types of organizations which employ individuals possessing skills in accounting.
5	ACCT	3523	Intermediate Accounting III	Text and class discussion and the variety of companies used in illustrations make students aware of the many different types of organizations which employ individuals possessing skills in accounting.
5	ACCT	4633	Governmental Accounting	Text and class discussion and the variety of companies used in illustrations make students aware of the many different types of organizations which employ individuals possessing skills in accounting.
5	ACCT	2213	Principles of Accounting I	Students are offered the opportunity to earn extra points by attending a UAM Music Department event, usually the Jazz Band Show, & bringing up to 3 quests with them. This encourages exposure to music with which most of our students are not familiar.
5	ACCT	3403	Intermediate Accounting I	Students are offered the opportunity to earn extra points by attending a UAM Music Department event, usually the Jazz Band Show, & bringing up to 3 quests with them. This encourages exposure to music with which most of our students are not familiar.
5	ACCT	3413	Intermediate Accounting II	Students are offered the opportunity to earn extra points by attending a UAM Music Department event, usually the Jazz Band Show, & bringing up to 3 quests with them. This encourages exposure to music with which most of our students are not familiar.
5	ACCT	3523	Intermediate Accounting III	Students are offered the opportunity to earn extra points by attending a UAM Music Department event, usually the Jazz Band Show, & bringing up to 3 quests with them. This encourages exposure to music with which most of our students are not familiar.
5	ACCT	4633	Governmental Accounting	Students are offered the opportunity to earn extra points by attending a UAM Music Department event, usually the Jazz Band Show, & bringing up to 3 quests with them. This encourages exposure to music with which most of our students are not familiar.

5	ACCT	3403	Intermediate Accounting I	Students are encouraged to attend, join and participate in meetings of the Student Chapter of the Institute of Management Accountants.
5	ACCT	3413	Intermediate Accounting II	Students are encouraged to attend, join and participate in meetings of the Student Chapter of the Institute of Management Accountants.
5	ACCT	3523	Intermediate Accounting III	Students are encouraged to attend, join and participate in meetings of the Student Chapter of the Institute of Management Accountants.
5	ACCT	4633	Governmental Accounting	Students are encouraged to attend, join and participate in meetings of the Student Chapter of the Institute of Management Accountants.
5	ACCT	4773	Auditing	Offering students practical lectures on topics from personal experiences in the profession (I am a former auditor)
5	ACCT	4673	Cost Accounting II	Taking students on a fieldtrip during the semester to see a manufacturer and the issues that arise in the business
5	ACCT	4613	Advance Accounting	Strongly encourage taking a leadership role in the ACCT Club
5	ACCT	4613	Advance Accounting	Assignments; tests; pre/post tests
5	ACCT	4683	Federal Tax I	Assignments; personal income tax returns; tests; pre/post tests
5	ACCT	4683	Federal Tax I	Assign major personal income tax return project
5	ACCT	4683	Federal Tax I	Strongly encourage ACCT Club membership & leadership opportunities
5	ACCT	4693	Federal Tax II	Assignments; corporate income tax returns; tests; pre/post tests
5	ACCT	4693	Federal Tax II	Assign major corporate income tax return project
5	ACCT	4693	Federal Tax II	Strongly encourage ACCT Club membership & leadership opportunities
5	ACCT	2223	Principles of Accounting II	One paper reacting to The Goal - applying to personal, work student life
5	ACCT	2223	Principles of Accounting II	One written group project evaluating a local company and making suggestions
5	ACCT	2223	Principles of Accounting II	Encourage ACCT Club membership; business speakers; leadership; awards
5	ACCT	2213	Principles of Accounting I	Encourage ACCT Club membership; business speakers; leadership; awards
5	ACCT	2213	Principles of Accounting I	Two written group projects evaluating two companies and communicating results
5	ACCT	2213	Principles of Accounting I	Assignments; tests; pre/post tests

5	ECON	1193	Personal Financial Econ	prepare a complete personal financial plan with a future orientation
5	FIN	3473	Principles of Finance	Discusses different careers in Finance, and how the knowledge and skills acquired in Finance classes are applicable to such careers.
5	FIN	4613	Investments	Introduces students to a variety of financial instruments and to the mechanics of investing, thus making students more aware of the various career opportunities in the areas of finance and investments.
5	GB	3353	International Business	Through interactive media and classroom materials, students are engaged in a number of exercise that broaden their prospective on the (global) international environment. Students learn of different cultures and the dynamics in which those cultures operate. They are assigned activities to complete outside of the classroom environment, in which they learning of other countries, cultures, currency, and social function. Each student collects this information on the country of their choosing and submits them to me in a written paper. The paper is also presented by the student in the classroom.
5	MGMT	4613	Mgmt Information System	Projects are assigned in MIS course to improve students' information system knowledge required to solve real business problems.
5	MKT	3403	Principles of Marketing	Brand You project: The brand you project is designed to get you, the student, to begin thinking of yourself as a product suitable for sale (being hired). It is to make you aware of skills which you possess which are applicable towards a specific job as opposed to a "generic" job. The purpose is to create target marketing opportunities for the student with regards to their job searches.
5	MKT	3463	Consumer Behavior	Cultural analysis: Students trace the derivation of American culture and compare it to extant subcultures within America.
5	MKT	4473	Special topics (international)	Cultural analysis: Students have a set of films (most of which are foreign) which they are to watch and analyze. The purpose of which is to expose the student to a foreign culture and to compare and contrast the foreign culture to that of the student.

Learning Objective #6

6	ACCT	3403	Intermediate Accounting I	Students are encouraged to file applications for private money scholarships. Separate applications are needed as these are not administered by the UAM Financial Aid Office.
6	ACCT	3413	Intermediate Accounting II	Students are encouraged to file applications for private money scholarships. Separate applications are needed as these are not administered by the UAM Financial Aid Office.
6	ACCT	3523	Intermediate Accounting III	Students are encouraged to file applications for private money scholarships. Separate applications are needed as these are not administered by the UAM Financial Aid Office.
6	ACCT	4633	Governmental Accounting	Students are encouraged to file applications for private money scholarships. Separate applications are needed as these are not administered by the UAM Financial Aid Office.
6	ACCT	3403	Intermediate Accounting I	Students are encouraged to attend, join and participate in meetings of the Student Chapter of the Institute of Management Accountants.
6	ACCT	3413	Intermediate Accounting II	Students are encouraged to attend, join and participate in meetings of the Student Chapter of the Institute of Management Accountants.
6	ACCT	3523	Intermediate Accounting III	Students are encouraged to attend, join and participate in meetings of the Student Chapter of the Institute of Management Accountants.
6	ACCT	4633	Governmental Accounting	Students are encouraged to attend, join and participate in meetings of the Student Chapter of the Institute of Management Accountants.
6	ACCT	4613	Advance Accounting	Strongly encourage taking a leadership role in the ACCT Club
6	ACCT	4613	Advance Accounting	Assignments; tests; pre/post tests
6	ACCT	4683	Federal Tax I	Assignments; personal income tax returns; tests; pre/post tests
6	ACCT	4683	Federal Tax I	Assign major personal income tax return project
6	ACCT	4683	Federal Tax I	Strongly encourage ACCT Club membership & leadership opportunities
6	ACCT	4693	Federal Tax II	Assignments; corporate income tax returns; tests; pre/post tests

6	ACCT	4693	Federal Tax II	Assign major corporate income tax return project
6	ACCT	4693	Federal Tax II	Strongly encourage ACCT Club membership & leadership opportunities
6	ACCT	2223	Principles of Accounting II	One paper reacting to The Goal - applying to personal, work student life
6	ACCT	2223	Principles of Accounting II	One written group project evaluating a local company and making suggestions
6	ACCT	2223	Principles of Accounting II	Encourage ACCT Club membership; business speakers; leadership; awards
6	ACCT	2213	Principles of Accounting II	Encourage ACCT Club membership; business speakers; leadership; awards
6	ACCT	2213	Principles of Accounting II	Two written group projects evaluating two companies and communicating results
6	ACCT	2213	Principles of Accounting I	Assignments; tests; pre/post tests
6	MKT	ALL		Distributed buttons which said: the "The Few, the Proud, the "A"s in Marketing Research.

APPENDIX B

PRE-POST TEST RESULTS

BY SEMESTER

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

Term	Summer 2006	Summer 2006	Fall 2006	Fall 2006	Fall 2006
Class	MGMT 3473	MGMT 4613	MGMT 3473	FIN 3473	ECON220302
Post-test Minus Pretest Difference	19.72727	7.636364	14.16667	40.78368%	26.73077%
T-value	7.2690	4.06361	7.6901	19.8067	11.8612
Significant at p <= 5%	Yes	Yes	Yes	Yes	Yes
Term	Fall 2006	Fall 2006	Fall 2006	Fall 2006	Fall 2006
Class	GB4363	MGMT 4653	MGMT 3453	ACCT2213	ACCT4633
Post-test Minus Pretest Difference	9.20000	6.00000	8.91176	9.078947	23.71428
T-value	5.5467	3.3365	5.4844	12.0153	9.9067
Significant at p <= 5%	Yes	Yes	Yes	Yes	Yes
Term	Fall 2006	Fall 2006	Fall 2006	Fall 2006	Fall 2006
Class	ACCT3523	ECON1193	ECON221301	ECON220301	ECON220302
Post-test Minus Pretest Difference	10.0000	25.0000	11.25926	13.59091	15.37838
T-value	6.3656	12.2967	6.9260	14.5331	13.2044
Significant at p <= 5%	Yes	Yes	Yes	Yes	Yes

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

Term	Fall 2006	Fall 2006	Fall 2006	Fall 2006	
Class	ACCT222301	ACCT222302	ACCT3433	ACCT 4773	
Post-test Minus Pretest Difference	6.75000	3.388889	1.94444	1.230769	
T-value	4.4607	3.2719	2.2780	1.5198	
Significant at p <= 5%	Yes	Yes	Yes	No (significant at p<=10%)	
Term	Spring 2007	Spring 2007	Spring 2007	Spring 2007	Spring 2007
Class	MGMT4643	MGMT 4653	MGMT 3473	MGMT4693	MGMT3433
Post-test Minus Pretest Difference	30.9524%	11.41379	11.17391	8.00000	13.73684
T-value	1.76393	6.6156	8.7072	2.5923	6.8894
Significant at p <= 5%	Yes Null is 22% gain	Yes	Yes	Yes	Yes
Term	Spring 2007	Spring 2007	Spring 2007	Spring 2007	Spring 2007
Class	ECON2203	FIN3473	FIN4613	ACCT2213	ACCT3403
Post-test Minus Pretest Difference	32.05882%	34.88288%	39.55968%	9.657895	6.545455
T-value	16.9600	17.3105	21.0332	9.38000	7.7370
Significant at p <= 5%	Yes	Yes	Yes	Yes	Yes

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

Term	Spring 2007	Spring 2007	Spring 2007	Spring 2007	Spring 2007
Class	ACCT3403	ACCT2213	ACCT4673	ACCT4333	ECON3543
Post-test Minus Pretest Difference	6.058824	5.208333	5.428571	5.00000	12.80645
T-value	4.8135	6.9730	6.9378	5.4772	13.7322
Significant at $p \leq 5\%$	Yes	Yes	Yes	Yes	Yes
Term	Spring 2007	Spring 2007	Spring 2007	Spring 2007	Spring 2007
Class	ECON221301	ECON221302	GB347301	GB347302	MGMT4613
Post-test Minus Pretest Difference	16.10256	16.3000	36.66666%	33.57413%	17.6715%
T-value	14.1560	8.4673	1.86189	1.781044	1.76393
Significant at $p \leq 5\%$	Yes	Yes	Yes null is gain of 30%	Yes null is gain of 24.5 %	Yes null is gain of 12%

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

Term	Fall 2007	Fall 2007	Fall 2007	Fall 2007	Fall 2007
Class	ECON1193	ECON 221301	ECON221302	FIN3473	MGMT3453
Post-test Minus Pretest Difference	17.65000	17.54545	13.64647	10.30435	16.12000
T-value	7.2948	11.6860	13.8287	13.9302	10.7681
Significant at p <= 5%	Yes	Yes	Yes	Yes	Yes
Term	Fall 2007	Fall 2007	Fall 2007	Fall 2007	Fall 2007
Class	GB4363	MGMT347301	MGMT4653	ECON2203	FIN4603
Post-test Minus Pretest Difference	6.83333	10.84615	5.9253	28.9333%	10.86667
T-value	6.5114	8.5281	7.078948	16.6396	6.4955
Significant at p <= 5%	Yes	Yes	Yes	Yes	Yes
Term	Fall 2007	Fall 2007	Fall 2007	Fall 2007	Fall 2007
Class	MKT3403	MKT3463	MKT3483	MKT4623	MGMT4663
Post-test Minus Pretest Difference	15.6000	21.73077	73.81286	53.6875	9.225806
T-value	22.3145	14.8649	5.9170	27.2779	9.1990
Significant at p <= 5%	Yes	Yes	Yes	Yes	Yes

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

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

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

Term	Fall 2007	Fall 2007	Fall 2007	Fall 2007	Fall 2007
Class	MGMT4643	MGMT4613	ACCT3433	ACCT222301	ACCT222302
Post-test Minus Pretest Difference	5.55174	5.916667	1.705882	6.818182	6.888889
T-value	12.4612	5.2537	5.5682	4.7396	4.1659
Significant at p <= 5%	Yes	Yes	Yes	Yes	Yes

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

Term	Spring 2008	Spring 2008	Spring 2008	Spring 2008	Spring 2008
Class	MKT3403	MKT4663	FIN3473	GB353360	ECON1193
Post-test Minus Pretest Difference	11.73333	19.59445	36.4894%	9.750001	7.6500
T-value	12.1983	4.6959	13.0610	5.4257	7.2948
Significant at $p \leq 5\%$	Yes	Yes	Yes	Yes	Yes
Term	Spring 2008	Spring 2008	Spring 2008	Spring 2008	Spring 2008
Class	ECON221301	ECON221302	ECON3453	GB2113	GB3233
Post-test Minus Pretest Difference	12.77419	13.11111	9.588235	9.67742	10.6000
T-value	8.4459	17.3115	6.7177	12.6442	7.5714
Significant at $p \leq 5\%$	Yes	Yes	Yes	Yes	Yes
Term	Spring 2008	Spring 2008	Spring 2008	Spring 2008	Spring 2008
Class	MGMT4643	MGMT4613	ACCT4693	GB304301	GB304302
Post-test Minus Pretest Difference	11.14286	4.783333	3.555556	5.850000	4.56250
T-value	9.2266	6.9187	1.9301	8.4869	5.0239
Significant at $p \leq 5\%$	Yes	Yes	Yes	Yes	Yes

Term	Spring 2008	Spring 2008	Spring 2008	Spring 2008	Summer 2008
Class	ACCT221301	ACCT221302	ACCT3523	ACCT3403	ACCT 2213
Post-test Minus Pretest Difference	8.904762	8.750000	7.800000	7.208333	9.454545
T-value	7.7829	8.3270	6.7104	5.3081	525201
Significant at $p \leq 5\%$	Yes	Yes	Yes	Yes	Yes
Term	Spring 2008	Spring 2008	Spring 2008	Spring 2008	Spring 2008
Class	MGMT347302	MGMT3433	MGMT4653	MGMT4633	MGMT347302
Post-test Minus Pretest Difference	6.00000	7.710762	9.051282	3.50000	7.809524
T-value	4.5548	6.1149	9.0091	5.3152	11.4543
Significant at $p \leq 5\%$	Yes	Yes	Yes	Yes	Yes
Term	Spring 2008	Spring 2008	Spring 2008	Spring 2008	Spring 2008
Class	GB1023	GB353301	ACCT2223	ACCT4673	ACCT4323
Post-test Minus Pretest Difference	8.421053	4.958333	3.422222	5.10000	5.00000
T-value	7.5933	7.4432	4.1835	4.9151	6.0381
Significant at $p \leq 5\%$	Yes	Yes	Yes	Yes	Yes

APPENDIX C

Faculty Meeting Minutes
August 17, 2006

Faculty Meeting Minutes
August 18, 2006

Faculty Meeting Minutes
September 21, 2007

Faculty Meeting Minutes
February 28, 2008

Assessment Committee Reports
September 6, 2006
March 27, 2007

Faculty Meeting Minutes
August 17, 2006

BBC 305

Present: Dr. James, Dr. Alexander, Dr. Cabaniss, Dr. Clayton, Mr. Eichelberger, Dr. Graber, Dr. Gullede, Dr. Hammett, Dr. Ke, and Dr. Patterson. Reporter: Ms. Jan Stanley.

Dr. James started discussion on Pre-Test and Post Test. That they were to start next week with the beginning of the Fall semester. Dr. Patterson " Pre-Test and Post-Test are good for assessment with this you can see what students are/not learning. Use the objectives at end of each chapter modified for assessment on students, and to compile for assessment report."

Dr. James "Compile information and send to me and Jan electronically for me to put together, so I can put in assessment report at end of year. Include how students did coming in and going out. And how can we fix?" This is for our help as a School of Business and your help as an instructor.

Dr. Hammett "This summer I took the questions from the objectives at the end of each chapter to compile the objectives that I want to try and teach and to make up my Pre-Test and then gave the same test as my final."

Dr. Gullede "Do we change Pre-Test from semester to semester?"

Dr. Hammett and Dr. Patterson said No, you change only if the objectives change."

Dr. Hammett "Do we make our final comprehensive for accreditation?"

Dr. James "No did not think that was going to be required. Need to start now preparing the Pre-Test and Post-Post."

Include learning objectives in syllabi for each class. Do them Chapter by chapter.

- § If not included in the syllabi then append them and give a copy to Jan so that it can be put with syllabi we have and next year can all be put together.
- § You can put your learning objectives on your website for students but still give a copy to Jan.
- § On housekeeping - Post your office hours on your door and send a copy to Jan so that she will know where you are

- § Send everything to Jan email including syllabi so that she has an electronic record.
- § You need to have a minimum of 10 hours per week for office time split between MWF and TH, morning and afternoon.
- § If you can not keep office hours put a note on the door and send Jan an email to let her know so that if a student comes by and you are not there she will know.
- § Anything that you have done through the year send to Jan email for assessment report at end of the year. Positive reflections on the School of Business.
- § **New Advising Process** - Run a degree audit on student.

Committees need to met tomorrow and report to Dr. James. And need to met and report about every 2-3 weeks.

We will start having faculty meetings every 2 weeks at first, Mondays after 2:00pm
Registration for CIV classes there is a problem for now with scheduling.

Check the roll everyday for a while until registration is fixed. Keep following up on students that are not on role. The 11th class day is when the official class numbers are sent to the registrar's office. Notify Debbie Bryant by email of any problems with students not being on roster. Need to check attendance every class period to prove attendant.

Check pre-requisites for class when registering students. Run transcript to see if student has the pre-requisites for the class.

Econ and Acct - seniors taking a principles class. As advisors, get students into these early on.

Do not ignore the pre-requisites!

Registrars Check Sheet (handed out each one the check sheet that Carol Dolberry uses with each degree audit) this is the sheet that is attached to degree audit after the Registrars Office and it needs to be looked at!

Public Safety said that on security issues that if there is a shooter lock the door and then call security if you can get the students out do so.

If a students states that "I will kill myself if I don't make a good grade.", or any kind of suicide comment, alert Student Services and they will contact Delta Counseling.

On the Smart Room usage lock it up when finished and when not in use.

This is the catalog year and we need to make some deletions. Dr. Gullledge made the motion that any all deletions in the School of Business be done by Dr. James, Dr. Cabansis accepted, Dr. Alexander seconded and everyone voted yes. Passed

Voted to delete the concentration of Administrative Support.

Dr. Patterson brought up to rewrite the description of Strategic Management in the new Catalog

Dr. Cabaniss suggested that it be changed to offer Fall and Spring. Was accepted, seconded and passed. Change in Pre-Requisites to include Principle of Finance, Principle of Management, Principle of Marketing and International Business. Make it where student has to have 100 hours in classes 1000 level or higher going in. Dr. Patterson wants Strategic Management to be taken last semester of students senior year. This is for the assessment process. Will be in affect Fall 2007 It was accepted, seconded and passed.

It was proposed that we add a Business Stats II class and possible to include this into the business core. Dr. James suggested to table this until next faculty meeting to give him a chance to contact Forestry Division in regards to this.

Students with disability will be issued a card by the Office of Special Student Services that they will be required to present to the instructor.

Dr. James brought out the idea of Merit Money and how do we want to set this up - teaching, advising? Think about before next faculty meeting.

When you do advising, run a degree audit even if you are advising for another professor. If you advise another professor's advisee let that professor know what was done.

Faculty Meeting Minutes
August 18, 2006

BBC 305

Present: Dr. James, Dr. Alexander, Dr. Cabaniss, Dr. Clayton, Dr. Graber, Dr. Gullledge, Dr. Hammett, Dr. Ke, and Dr. Patterson. Reporter: Ms. Jan Stanley.

Dr. James said that objectives need to be a part of the syllabus this semester. At least have first few chapters to Jan by the first day of class. Then add more during the semester and get a copy to Jan to add to the School of Business syllabus file to be a part of official syllabus.

Dr. Clayton "Do we give the Pre-Test on the first day or wait. There will be some that add how do we do those?"

Dr. James "Give on the first day and any adds or late comers give the Pre-Test on their first day."

Dr. James also said not to give the test back that they could be used again and can or not give score."

NCA is looking for evidence of faculty interacting and having discussions and keeping minutes of meetings.

Dr. James stated that Learning Objectives need to be incorporated into syllabus.

Form I is an example of Objectives from Murray State where Dr. James taught.

This information should be shared with the student.

Form II is Depth of Coverage - How much do you expect the students to learn.

Rate your students. This information is for the instructor only.

Form III is an example on what is needed for the Assessment Report.

All new business students will take a pre-test and then at end of students school year (senior year) will take a post-test to see what has been learned and to find out where we have failed the students in learning. The Pre-Test and Post-Test will include all divisions in the core (accounting, marketing, management, economics).

Post-Test (exit exam) is a test covering core classes not a field of study.

The two biggest problems with Degree Audits

Humanities electives make sure it is a Humanities elective.

Social Science Elective economics is not counted as elective for business students only!

CStudents can take any elective they want.

CAdvisor that refuse to sign schedule changes DO NOT DO THIS!!

CAdvisors that refuse to advise students. This is to stop. You DO NOT have that choice
CDo not let students out of class early

COMMITTEES:

Curriculum & Standards Committee

Dr. Clayton
Dr. Hammett
Dr. Alexander

Assessment Committee

Dr. Cabaniss
Dr. Patterson
Dr. Hammett
Dr. Clayton

Research Committee

Dr. Ke
Dr. Cabaniss
Dr. Graber

Faculty Development
Committee

Dr. Gullledge
Dr. Graber

Instructional./Resource

Dr. Hammett
Dr. Patterson

Students

Dr. Graber

FACULTY MEETING MINUTES
September 21, 2007
BBC 305

Present: Dr. James, Dr. Patterson, Dr. Hammett, Dr. Ke, Dr. Clayton, Dr. Alexander, Dr. Gulledge, Dr. Cabaniss, Ms. Phillips. Reporter: Jan Stanley

Dr. James handed out Student Alumni Scholarship forms, which are due September 24, 2007. Professors fill them out or let the students, but the professors turn them in. Dr. James will find out to whom we are to send them.

Dr. James handed out an email he had received from Mary Whiting, with the regulations and rules on Special Student Testing. Need to let Mary Whiting's office know 2-3 days ahead when scheduling a test to be taken.

Dr. Clayton (Assessment Committee) said she needed data in two more classes in order to have all she needs on the ACBSP matrix. Dr. Clayton said that she needed one for Legal Environment and that she would send an example to Bill Daniels. She also said that we were going to have to do an abbreviated syllabus for Micro Computer Apps, as that is a course in School of Business core. Dr. Clayton said that she would get copies of syllabi from the CIS department. Dr. Clayton said that the committee would meet Monday or Tuesday of next week.

ACBSP – Dr. James said that he had heard from ACBSP and that we have a mentor. Dr. James handed out copies of the 2007-2008 Strategic Plan, wants everyone to review the plan. We need to meet next week to go over your plan for your 2007-2008 Plan involving the School of Business Strategic Plan.

Dr. Cabaniss (Research Committee) gave a report on his committee. Dr. Cabaniss said that he has computations of the last five years for everyone. Passed out a handout of what he has done so far, stated that what ACBSP wants is the numbers & full citation. Said if anyone has done anything to email it to him or Dr. Hammett and Dr. Cabaniss will plug it in.

Dr. James said for everyone to get used to sending research that they have done to Dr. Cabaniss. Please send it electronically.

Dr. Cabaniss said that he needed to add the following to the matrix: Becky Phillips, and Dr. Hammett and Dr. Gulledge's as faculty advisors of the IMA Club; Dr. Alexander's program meeting and conference; and, Joe Fakouri and Becky Phillips both have MBAs and Bill Daniels has a JD.

Dr. James brought up the travel money budget and said that we have forms in the office that need to be filled out for Academic Affairs when you have been accepted to present a paper; this form has to be filled out in advance of approval by Dr. James.

Dr. Patterson asked if there was a deadline for assessment table.

Dr. James said no at this time there was not a deadline. But please send Pre and Post test scores to Dr. Patterson. This is just an estimate but our students did have better scores at the end of the semester than at the beginning of the semester. Dr. James told Dr. Patterson to send an email to those he did not have the pre and post test scores and also an email to those he did have the information that they were ok.

Dr. Patterson said that CASA will hammer us that we have not done an Employers Survey, Graduate Survey or Alumni Survey. We have not historically done an exiting

exam. Dr. Cabaniss noted that he has completed an exit survey and is seeking approval to include in on the UAM exit survey.

Dr. Gulledge has started a database called “Byts and Bytes” on Accounting Alumni. Dr. Cabaniss has an email database on his Marketing Alumni.

Dr. James suggested that each one hand out a form for the students to put their permanent address, phone number and email address on when the student comes in for advising or last class as a senior (like in Strategic Management, Tax II).

Dr. Patterson said that a Employer Survey and a Graduate Survey do not need to be done in the same year.

Dr. Patterson also said the ACBSP requires that we need to do an employers and graduate survey periodically.

Dr. James said that that School of Business needs to do a general employer survey to local area businesses like “Is UAM graduating what you need?”

Dr. James said that we need to set up a system to find out where out alumni are and then keep up with the current ones.

Dr. Gulledge suggested that we develop a committee to track the alumni students, Dr. James said that was a good idea and put Dr. Gulledge on the committee and named it “Student Tracking Committee”; Becky Phillips offered to help Dr. Gulledge. Dr James said that all of the alumni need to be entered into the computer. Dr. James said that this needed to be an ongoing Data Committee task and Dr. Cabaniss said that he would work on this.

Dr. James said that this Saturday was Parent Family Day and that there would be free goodies and that it started at 1:00 in the Green Room. Dr. Clayton, Dr. Alexander, Dr. Hammett and Becky Phillips agreed to be there for the School of Business table.

Meeting Adjourned without a date set for the next meeting.

FACULTY MEETING MINUTES
February 28, 2008
BBC 305

Dr. James handed out the minutes from January 16, 2008 faculty meeting, Dr. Hammett made a move to accept Dr. Cabaniss seconded, passed unanimous.

Dr. James handed out the agenda for faculty meeting.

1. Cell phone alert – Public safety will contact individuals when there is a threat of bad weather or other threats, for those that want to participate either by email or cell phone.

Patterson	Email	Ke	Cell Phone
Graber	Email	Hammett	Cell Phone
Cabaniss	Email	Alexander	Cell Phone
Gulledge	Email	James	Cell Phone

Send an email copy of list to John Kidwell with Public Safety.

2. Hand gun policy – violates state law concealed or unconcealed on any Campus. Contact Public Safety if you see any guns.
3. Budget Requests – Dr. James stated that he would be working on budget during Spring Break. Notify by email, put “Budget Request” in the subject line if there is anything you would like or need by March 7, 2008. Becky stated that she needed a monitor, Dr. Patterson needs a chair, Dr. Ke and Dr. Clayton both need a printer.
4. Dr. James read quotes from Academic Council that Arkansas would move toward Performance Based formula.
5. Student Visitation Week – Spring Break March 24 – 28 for Monticello Public School and Drew Central. You may have students that have to bring children to class, tolerate them as long as they are good.
6. Retention & Recruitment are the big names this year. There is a big campaign in the Governors Office to hold each university accountable for retention. We must keep retention as high as possible. We all need to work on ways to retain students to keep students. Dr. James said that possibly limiting the students drop to 15 per their college career. Texas has already adopted this as a way to keep retention high. UA CT Crossett and McGehee have adopted a One Semester Certificate Program Associate Degree which is a count for UAM as a success.
7. Dr. Patterson reported for the Assessment Committee that we need a report of what we as a faculty are doing, if any of you are doing anything to report send it to Dr. Patterson electronically.

8. Dr. Gulledge suggested that each faculty encourage their advisees to take only 12 hours if the students GPA is lower than a 3.0 and the students work, Dr. Gulledge has been practicing this and it seems to work. Dr. James told the faculty that Dr. Gulledge has started a tutor session on MWF from 1:00 – 2:00 for students in Principles of Accounting I.
9. Dr. James stated that in Academic Council it was brought up that if any faculty wants to teach a Summer Session Class at CT Crossett or McGehee that the University would pay their travel. Also if any of the faculty wants to teach an online class during the Summer Sessions, the class has to make and go beyond the two class limit. Dr. James said that any faculty could try a night class in the Summer Sessions, can do an 8 week summer session but this would have to be class that we would offer, but Dr. James must be notified by Friday the 14th.
10. The suggestion of a Satellite TV was brought out in Academic Council but would have to have in writing what it would be used for and any ideas as to how it would be used.
11. Bobby Hoyle is trying to get the information together to get cabling to the BBC for Broad Band, possibly turn the wireless internet back on to the BBC. Dr. Cabaniss said that there was a questionnaire on video streaming as to uses for internet and if you would like for the internet process to be faster.
12. Dr. James said that he wanted to start the School of Business Appeals and Student Advisory Group. Each faculty needs to pick a couple of their better students to serve on these committees, would like to have students from every level. We need this for our Accreditation and Assessment. Email the names to me in the next week. Dr. Hammett asked if there was a limit. Dr. James said that he would like to have 10-20 students.

Meeting adjourned.

Assessment Committee Report

The Assessment Committee met during the first week of September (9-06-2006). During the meeting, we decided to:

- Include Production/Operations Management, MIS, and International Business questions in the Assessment Exam.
- The number of questions will remain at 100, meaning that the number of questions covered in each core subject will be 7 or 8.
- Dr. Patterson will provide each faculty member with an updated item analysis each semester.

We discussed when to give the Assessment Exam as a pre-test, but came to no conclusion with respect to a recommended time, or to give the test to transfer students, and to students who change majors. Options for giving the pretest include giving it in Economics and Accounting courses, or to have all students declaring a major or concentration in the School of Business to take the exam at the time they declare a major.

Pre and post tests were also discussed. Dr. Patterson will run paired sample t-tests for all courses, provided other faculty present the data in a properly formatted Excel spreadsheet. (a sample is available as a handout).

We also discussed, but have no recommendations, on a graduating student survey, and a periodic employer survey (every 5 years), and a periodic survey (also every 5 years) of past graduates.

Report of Assessment Committee

The School of Business Assessment Committee met on Tuesday, March 27, 2007, with Drs. Clayton, Hammett, and Patterson present. Dr. Cabaniss did not attend due to class obligations.

The committee discussed the current and revised assessment exam given to seniors in the Strategic Management class. Because this exam is capable of giving data about the core courses, and CASAA views it favorably, the committee decided to recommend keeping the exam. We would prefer using the ETS field exam in Business, due to its nationally administered and normed test, but lack the funds to do this.

The current exam has been given to 274 students over the period Spring 2001 to Fall 2007.

The mean score for all students is 51.288, with a standard deviation of 10.594. The range is 57, which is about 5.4 standard deviations. Some research indicates that this is the appropriate range for an n of 274 (5 std. deviations for n=100, 6 std. deviations for n=500). The scores for all students who have taken the exam fall in the range of the mean \pm 3 standard deviations.

The revised exam, which is broadened to include MIS, P/OM, and International Business, will be given to students beginning in late April of this year. At that time, we will begin a new database, and when numbers of test scores is sufficient, begin analysis of the new data (after 3 semesters). The new test is complete, except for 7 questions in P/OM.

We also discussed several other issues with respect to assessment.

Pre-test and post-test results for each class will be more valuable than the assessment exam for improving classes. Pre and post-tests may have up to 50 questions; the exam given to seniors has no more than 8 per core class.

Faculty need to make achievement on the post-test a significant portion of the course grade for students to take post-tests seriously.

Test results should be used to try to improve classes. However, this depends on developing a pre-and post-test that are of the appropriate difficulty, and that cover course learning objectives adequately.

If other means of assessment are used, they must be documented (samples and measurement criteria).

The School of Business must begin scheduled assessments of outside stakeholders and of alumni. We must develop survey instruments, and administer them based

on a predetermined schedule, and develop and document a process to use this information.

Assessment reports must be made easily accessible to interested parties (alumni, employers, prospective students). This means placing them online, probably both at Academic Affairs, and on the School of Business website.

Active learning tasks and measurement criteria need to be developed for each class for which active learning is appropriate. Active learning involves such things as case analysis, papers, presentations, and other means of applying classroom learning. Measurement criteria are up to faculty, but need to be documented.

APPENDIX D

School of Business

CIV and Distance Education Enrollment History

Off-Campus Online and CIV enrollments for Business School courses, all locations

Course	Fall 2001	Spring 2002	Fall 2002	Spring 2003	Fall 2003	Spring 2004	Fall 2004	Spring 2005	Fall 2005	Spring 2006	Fall 2006	Spring 2007	Fall 2007	Spring 2008	Total
MGMT 3473	4		8		3		5		1		0		0		21
FIN 3473	3		6		3		7		1		0		0		20
GB3353		3		6		3		1		2					15
MKT3403		6		3		4		4		2					19
GB4363			9							5					14
MGMT 4653						9				2		4			15
ACCt3433					8				6						14
MKT3463					9				4						13
MGMT3433						7						4			11
MGMT4613							9				2				11
MGMT4643							11				2				13
FIN4603				1				11							12
MGMT4633								13							13
FIN4683				3											3
Total	7	9	23	13	23	23	32	29	12	11	4	8	0	0	194