

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

**2015-2016
ASSESSMENT REPORT**

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

The following student learning outcomes have been adopted by the School of Business.

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

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

Student Learning Outcomes are listed on the School of Business webpage (<http://www.uamont.edu/pages/department/school-business/>), and appear on page 79 of the University Catalog for 2013-15 (http://issuu.com/brewerjl/docs/uam_catalog?e=0/5851136). 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. A revised brochure listing the SLOs is not currently planned, due to students' preference for obtaining information online instead of via print media. The School of Business website lists SLOs, provides descriptions of each program, and the University Catalog provides the same information. Both are available at any time to anyone with on-line access.

- In the School of Business, SLOs are required as part of the syllabus, along with course learning objectives. Several faculty members link the course learning objectives to Student Learning Outcomes. Sample syllabi for three different instructors' Fall 2015 or Spring 2016 courses are attached as part of Appendix B.

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

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

The mission statement of the University of Arkansas at Monticello is as presented below. Each of the mission statement goals is addressed by one or more of the School of Business learning objectives.

The mission the University of Arkansas at Monticello shares with all universities is the commitment to search for truth, understanding through scholastic endeavor. The University seeks to enhance and share knowledge, to preserve and promote the intellectual content of society, and to educate people for critical thought. The University provides learning experiences that enable

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

All School of Business Student Learning Outcomes are consistent with the mission of UAM. The first School of Business SLO addresses portions of the UAM mission concerned with the search for truth, and academic achievement. The School of Business SLO 1 directly supports enhancement of knowledge, and the promotion of the intellectual content of society. These goals require that School of Business students develop 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.

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. School of Business students meeting the standards of this outcome should be able to work effectively with people from other cultural traditions and be sensitive to the effects of cultural and economic diversity on business practice. Our SLO 3, in its emphasis on students' abilities to gather, analyze, and present the results of their research, supports the synthesis and communication, and critical thought portions of the UAM mission. SLO 4 contributes to building School of Business students' skills with respect to the technology segment of this section of the mission. Graduates are expected to have competence in the use of commonly used business software and other technology. SLO 5 requires School of Business graduates to communicate effectively and clearly, as well as to apply critical thinking to analysis of problems. This SLO is clearly supportive of the University mission's emphasis on communication effectiveness, use of knowledge, and critical thought. The penultimate sentence of the University mission is primarily related to providing educational opportunities in the professions (such as accounting). SLO 1 supports this University goal. Students meeting all five SLOs will have experienced considerable personal development and academic success during their years in the School of Business. Finally, our SLOs do not directly address non-traditional students. This issue is primarily dealt with in our retention efforts and scholarships for non-traditional students.

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 three 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

Pretests are administered in all core courses taught by regular faculty, and at the discretion of the instructor, in many other classes. A post-test is administered at the end of the course. The post test result is incorporated into the final grade with the weight given to that test 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. A paired

sample hypothesis test is a measure of whether or not the post-test mean is statistically significantly greater than the pretest mean. For the difference in means to be statistically significant, the t-value calculated must have a probability of occurring through random variation of less than 5% (0.05). 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 - 2016. There are five exceptions; one each in 5 separate academic years, in which the t-test is significant at $p \leq 10\%$, instead of the more stringent $p \leq 5\%$, or $p \leq 1\%$. Pre and post-test results for their courses are also given to each faculty member.

Faculty can take the results of the post-test and analyze them to help determine what topics might need more attention in class discussions, additional assignments, or a different approach to teaching or learning. Of the 502 pairs of 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, 497 of the 502 (99.0%) are statistically significant at either the 5% or 1 % significance level. It is unclear whether the cause of the 5 that were not significant is poor test design or from some other cause. The instructors involved have been informed of these results and have made changes in how pre and post tests are designed and linked to course learning objectives. The Dean of the School of Business has discussed these outcomes with the faculty involved, who will NOT be identified in a public report. Graphs of the pre/post-test results in School of Business core courses are included in Appendix C. No more than the last 15 sections for which data are available, or for all semesters (if less than 15) the course has had pre and post-tests, are included. The reasons for omitting some data are that the graphs are not readily interpreted when the number of sections exceeds 20, and that older data may not be relevant due to changes in course content, different faculty teaching the course, and different pretests and posttests used.

Care should be taken when comparing years or semesters on the graphs. All hypothesis tests are sensitive to the size of the sample, with larger sample sizes resulting in a stronger result, for a given mean difference and standard deviation. Additionally, direct comparisons between years or between instructors would be *valid if and only if* sample sizes are identical, sample standard deviations are identical, and there are no differences in the pre and post-test content across instructors or semesters. In any case, any t-value above 5.00 is statistically significant at a probability of 0.01, provided the sample size is 4 or greater.

Assessment Exam

The assessment exam is administered in the capstone business course, MGMT 4653, Strategic Management. This comprehensive examination consists of 12 to 18 questions over each of the nine business core areas, except Business Communications, intended to assess student retention of core business subjects. Business Communications is not tested because the ETS Field Exam in Business which we use as a benchmark does not include Business Communications. The exam is 136 questions in the fourth version (third revision), increased from 100 questions in the first 3 versions of the exam. The test has been given each semester that Strategic Management is offered, with 4 different exams being administered since 2001.

School of Business Assessment Exam Results

	Mean Score	Number of Students Tested
Third Revision (Fall 2011 - Spring 2016)	50.8%	211
Second Revision (Fall 2008 - Spring 2011)	54.8%	155

	Mean Score	Number of Students Tested
First Revision (Spring 2006 – Spring 2007)	48.5%	105
Original Exam (2001- Fall 2006)	51.3%	274

During the 2011-12 academic year, the School of Business faculty rewrote the School’s assessment exam to be more comparable to the Educational Testing Service (ETS) Major Field Test in Business (2006-2009 version). Faculty comparisons of question difficulty and coverage showed that our exam appeared to be significantly easier than the ETS exam and coverage of each exam was somewhat different. Questions were added to each section of the exam to ensure important topics in each area were tested, and other questions dropped. As shown in the table below which is based on the third revision of our assessment exam, UAM students achieve scores *somewhat higher than the averages on the ETS exam (2013-15 version)*.

Comparison of ETS Major Field Test in Business to UAM School of Business Assessment Exam (2011 - 16 version)

Mean % Correct

Subject Area	ETS Field Exam (2013-2015 version)	UAM School of Business Third Revision - pooled results - 2011-16	Point Difference
Accounting	41.5	52.2	10.7
Economics	39.8	52.6	12.8
Finance	42.4	43.8	1.4
Information Systems	50.1	54.6	4.5
International	40.3	41.3	1.0
Legal Environment	59.5	48.1	- 11.4
Management	54.3	52.0	-2.3
Marketing	55.0	65.6	10.6
QBA (Statistics and Prod./Ops Mgmt.)	36.4	45.4	9.0

(Source: ETS: http://www.ets.org/s/mft/pdf/acdg_business.pdf).

In only two of the 9 areas, Legal Environment, are UAM students’ scores (numbers in ***bold italics***) lower than the scores on the ETS field exam. UAM students’ scores are substantially higher than the ETS averages, about 9- 13 percentage points better, by section on Accounting, Economics, Marketing, and Quantitative Business Analysis. The other three UAM averages are within ± 3 percentage points of the ETS average. However, one cannot make the claim, without further data and knowledge that changes in the exit exam have actually made the test poorer or better. Over 80,700 students have taken the 2009-2012 ETS Field Exam in Business which is the latest test for which demographic data are publicly available, and only 211 scores on the 2011 - 2016 exam are included above. Also, the exams have similar coverage, but not identical. Our current test seems to be less difficult than the ETS exam though the intent when our exam was revised was to approximate the difficulty and coverage of the ETS Field Exam in Business. The ETS exam seems also to have been made more rigorous in the last revision, in that average scores for most sections have declined by 6 or more points from the 2006-2009 version of 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/or English, and have lower cumulative GPAs than the “average” business student. According to ETS, 67% of business students

tested by ETS had cumulative GPAs equal to or exceeding 3.00 at the time of the test. (Source: http://www.ets.org/Media/Tests/MFT/pdf/mft_demographic_data.pdf). Only 113 of the 211 students who took the School of Business assessment exam (third revision), or 53.6%, had cumulative GPAs equal or exceeding 3.00.

It is impossible to know from the limited results to date on the Assessment Exam if a course may need to be strengthened, unless the questions asked on the exit exam are good discriminators, **and** are linked to course learning objectives. However, asking 8 - 12 questions about each core class, as much as 3 to 5 years after the course may have been taken (especially for Accounting and Economics which are normally taken in the sophomore year), 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.

The results of detailed item analysis and other statistical analysis of the results show that the test questions are, for the most part, effective at discriminating between students with different “abilities”. That is, students with higher scores on the exam are more likely to answer questions correctly than students who make poor scores on the exam. A question with no discriminatory power would have all students equally likely to get the correct answer. A question with negative discriminatory power would have low scoring students more likely to get the correct answer than students who score higher on the exam. Most questions demonstrate significant discriminatory power. Eight questions demonstrate negative discriminatory power, while five questions demonstrate no ability to discriminate. Thus 13 of 136 (9.6%) questions lack sufficient discriminatory power to tell us anything useful. When the School of Business began its testing process, 61 of 98 (63.3%) questions did not effectively discriminate among students by their scores on the test given at that time. The School of Business Assessment Committee will make minor revisions during the Fall 2016 semester to attempt to replace those questions that are poor discriminators with better questions.

A Pearson product moment correlation was run on the scores, correlating cumulative GPA and test score. As expected, the correlation is positive and significant ($\rho = 0.486$, probability = 0.000000), meaning that students with higher GPAs tended to make higher scores on the assessment exam.

ANOVA results using the 211 students mean scores indicates that there is no statistically significant difference in scores based on gender. There is a difference by age, with more mature students (28 or older) making slightly higher scores on average than students in the two younger groupings by age (between 22 and 28 years of age, and less than or equal to 22 years of age) $F = 7.29$, probability < 0.01 . Accounting students obtained higher mean scores than did students in the Management and Marketing concentrations, but not statistically different than students in the Finance and General Business concentrations ($F = 6.76$, probability < 0.01). The differences between the mean scores of all concentrations in the Business Administration major are not statistically significant. The School of Business does not keep records of assessment exam scores based on students' race.

The aggregate results for the exam are given to the School of Business Assessment Committee for evaluation and recommendations for needed curriculum adjustments. Exit exam results, for each subject area, are given to the appropriate faculty member to use to determine if the results indicate need to increase emphasis on particular central issues for their subject(s).

Other Data

In the past year, Dr. Patterson tracked progress on attainment of course learning objective, based on test results in several, but not all courses. His assessment matrices for the current year are included in Appendix

F. For example, in the Strategic Management course in Spring 2015, on exam 2, 58.6% of students had what could be considered a C or better answer on the questions covering objective 10. This objective is concerned with the responses to competitive challenges by other firms, especially challenges to incumbent firms posed by new entrants. After analyzing the results, the probable reason for the weak result was that a very hard question was posed in 2015, versus a somewhat easier question in 2014. A different pair of questions will be used in Fall 2015, and the topic will be carefully explained in the lecture – discussion over this topic. In Fall 2015, students achieved 81.3% satisfactory results on questions covering the same objective.

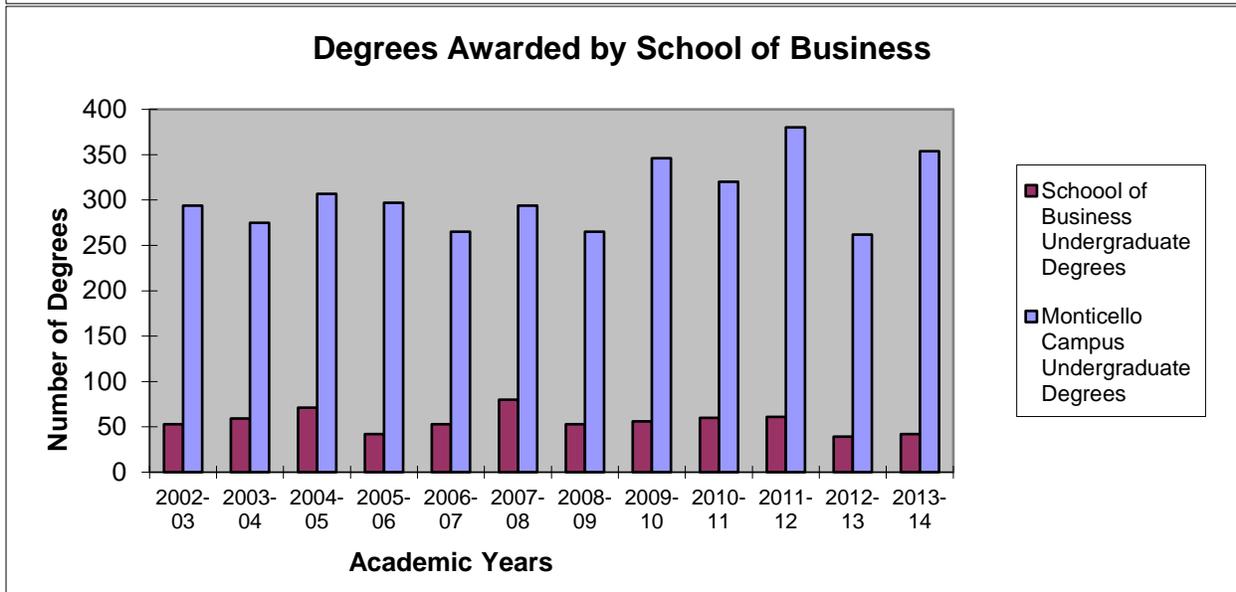
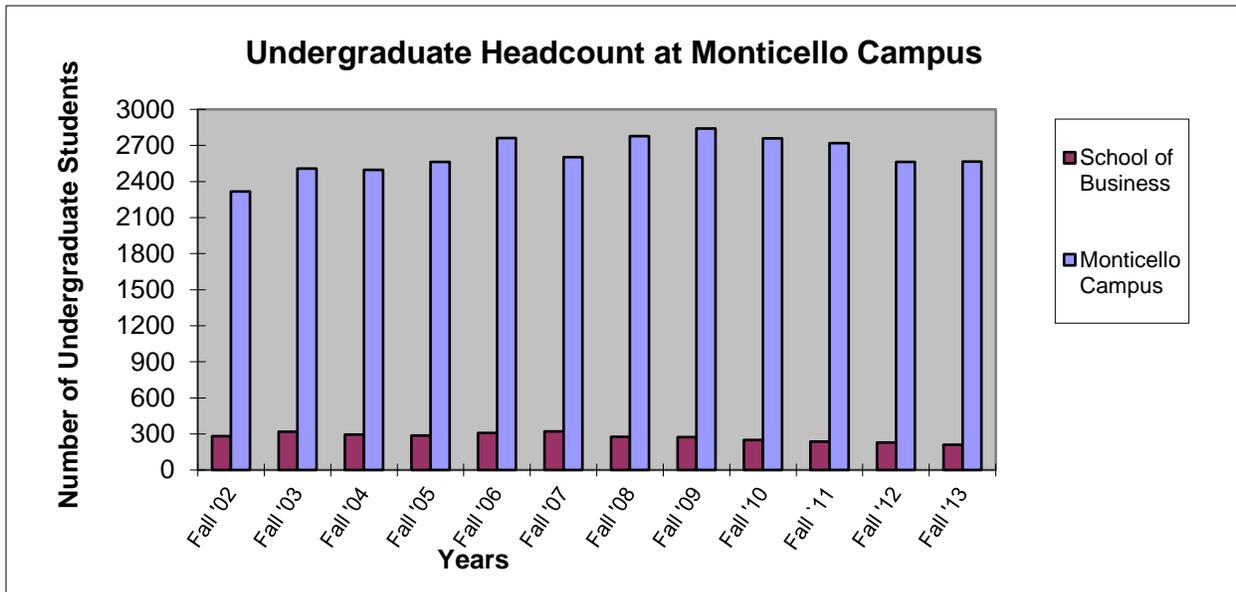
Dr. Hammett and Ms. Phillips use a spreadsheet developed by Dr. Hammett to track results by objective on pre and post-tests in their courses. The spreadsheet allows them to determine to what extent students have achieved the learning objectives for the class (See Appendix F for examples of Dr. Hammett's results). They are both using these results to modify lectures, homework assignments, and tests to strengthen those areas that show weakness. In Cost Accounting, an 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 2015-16 academic year, we have no evidence of UNIT decisions made based on the assessment exam or on individual faculty assessment activities, but individual decisions about course material did occur, as indicated above.

Mrs. Phillips collects information concerning pass rates on the national Certified Public Accountancy exam. The national pass rate for this exam is slightly under 50%; the pass rate for UAM graduates taking the exam is about 25-30%. First-time CPA candidates can take 1 to 4 parts of the 4 part CPA exam. If a candidate fails any or all parts, he or she must take at least part one of the exam the next time that person sits for the exam. If that part is passed, the candidate can take additional part(s) on later exam dates. Because the reported pass rate is not restricted to first-time test takers, and includes all test takers during that year (pass rate = total number of parts passed for all candidates / the total number of candidates), it is impossible to isolate the proportion of candidates who have passed all 4 parts of the CPA exam from any given cohort from any given school. All we know is how the total number of parts passed and the total number of test takers in a given year. Given this information, it is true that UAM graduates have a lower pass rate than most other Arkansas universities. Comparable schools such as SAU and Arkansas Tech have about 28-29% pass rates, with all other state schools except UA-Fayetteville and UCA having pass rates less than 42%. The Accounting faculty are aware of these pass rates.

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 than the School's proportion of undergraduate, bachelor's degree seeking students. The average ratio of these 2 variables over the last 12 years is 1.75; that is the School of Business produces graduates at a rate 75% greater than the School's proportion of undergraduate headcount on the Monticello campus. Graduate students, pre-freshmen, non-degree seeking students, and students enrolled at McGehee and Crossett are excluded. The School of Business does not have a graduate program, nor does it have any Associate in Applied Science programs, and the other groups of students are not currently seeking degrees.



the exam being just as likely to answer the question wrong as students who make poor scores on the exam.

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

The School of Business Assessment Committee developed graduating senior and employer surveys in 2010-11. The graduating senior survey was administered every semester to graduating seniors from Spring 2011 through Spring 2016. Results have not been forwarded from Dr. Cabiness to the report's author at this time. This portion of the report will be updated as information becomes available. Students in the capstone

Strategic Management course were encouraged to complete the senior survey, with bonus points being awarded for doing so. In 2015-2016, 41 out of 41 students enrolled in the fall and spring sections of MGMT 4653, Strategic Management, completed the survey. There have been XXX usable responses before the 2014-15 academic year. Responses for 2011-2014 are aggregated for this report, because there are no statistically significant differences between responses by year, and the survey was consistent during that period. Additional questions were added in Spring 2014 and for the 2014-2015 academic year. The responses to the new questions are presented separately. The survey questions and their responses are included in Appendix D. The findings are presented to the faculty each year during Professional Development Week, along with other assessment material.

Student responses to the survey questions were highly favorable overall. Thirty-six of 40 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 27 with respect to repetition of material), and 2 are moderately favorable (question number 24 concerned with scheduling and 37 concerned with "boring" professors).

At one time, there was a problem in that a significant minority of respondents (57 of 129) either agree or strongly agree that at least one professor grades differently based on gender (Question 33). The identity of the professor or professors cannot be determined from the survey and would not be revealed in a public document, in any case. The Dean of the School of Business has been informed of this finding. The topic was discussed in Fall 2014 and 2015 Development Week meetings. Those discussions appear to have led to a reduction in perceived gender bias. In the table below, the proportion of students agreeing that professors may grade differently by gender *has declined from about 25% of students to about 12% of students* over the last 3 years.

The neutral finding (82 students report no concern, 22 are neutral, and 87 say courses are repetitive) with respect to repetition of material is not a serious concern. All upper level classes in a given concentration build on material presented in the Principles class taken in the junior year, or in the sophomore year for accounting majors. Senior accounting classes build on the material learned in the three Intermediate Accounting classes and in Cost Accounting I. If a large majority believed classes are repetitious, then it would be a cause for concern. However, the proportion of students believing that classes are repetitious is something that will have to be looked into with respect to the curriculum. The issue will again be discussed in August meetings.

The scheduling issue is no longer a serious concern, as it was in 2012-2013. One factor contributing to students' scheduling issues is that most classes have only one section, creating conflicts for students who intend to take a double concentration. There have been some conflicts, primarily in 2012-13 when some class times were switched to accommodate a few students with double majors. The proportion of students having difficulty with scheduling fell from 0.351 in the academic year 2012-2013 to the 0.138 in 2013-2014 and to 0.098 in 2014-15. This indicates that the scheduling problem was most likely due to the changes made in 2012-2013. In addition, if students decide late in their college career to double major in Accounting and Business Administration, or take 2 concentrations in Business Administration, scheduling all required classes may not be possible. If the decision is made by the second semester of the junior, careful selection of course options in consultation with the adviser should eliminate the problem.

In 2014-2015, the proportion of students who believed that their professors were "boring" declined from 0.326 (cumulative 2011-2014) to 0.146. The difference in proportions is statistically significant ($Z = 2.2444$, $p < 0.05$).

Trends with respect to the 4 questions discussed above are presented in the table, Trends in Student Attitudes on Questions of Concern, on the table below.

Trends In Student Attitudes On Questions of Concern								
Question 24. Scheduling works out among all classes.								
Number of respondents	Academic Year (s)	Disagree	Neutral	Agree	Proportion Disagree	Proportion Neutral	Proportion Agree	
63	2010-2012	10	5	48	0.159	0.079	0.762	
37	2012-2013	13	2	22	0.351	0.054	0.595	
29	2013-2014	4	1	24	0.138	0.034	0.828	
129	2010-2014	27	8	94	0.209	0.062	0.629	
41	2014-2015	4	3	34	0.098	0.073	0.829	
Question 27. My business classes are a repeat of the same information.								
Number of respondents	Academic Year (s)	Disagree	Neutral	Agree	Proportion Disagree	Proportion Neutral	Proportion Agree	
63	2010-2012	28	7	27	0.444	0.111	0.429	
37	2012-2013	16	7	14	0.432	0.189	0.378	
29	2013-2014	8	4	18	0.276	0.138	0.586	
129	2010-2014	72	18	59	0.403	0.140	0.457	
41	2014-2015	10	4	27	0.244	0.098	0.658	
Question 33. Some professors grade students differently depending on gender.								
Number of respondents	Academic Year (s)	Disagree	Neutral	Agree	Proportion Disagree	Proportion Neutral	Proportion Agree	
63	2010-2012	33	14	16	0.524	0.222	0.254	
37	2012-2013	20	9	8	0.541	0.243	0.216	
29	2013-2014	19	6	4	0.655	0.207	0.138	
129	2010-2014	72	29	28	0.558	0.225	0.237	
41	2014-2015	29	7	5	0.707	0.171	0.122	
Question 37. The teacher's presentation of their material is boring.								
Number of respondents	Academic Year (s)	Disagree	Neutral	Agree	Proportion Disagree	Proportion Neutral	Proportion Agree	
63	2010-2012	32	14	17	0.508	0.222	0.270	
37	2012-2013	14	6	17	0.378	0.162	0.459	
29	2013-2014	18	3	8	0.621	0.103	0.276	
129	2010-2014	64	23	42	0.496	0.178	0.326	
41	2014-2015	25	10	6	0.610	0.244	0.146	

Employer Survey

The questions asked on the 2014 UAM School of Business Employer Survey are listed in Appendix E. This Survey will be conducted again in 2017. Data are not compiled and statistics have not been calculated for the results of this survey. Only 9 UAM students were evaluated by their employers, out of 22 total responses concerned with the recent hires. The results were presented to faculty at Fall 2014 meetings. Employers

were asked to evaluate their most recent hire, whether or not a college graduate or a UAM graduate. As more data are gathered, statistical analysis (chi-square tests of independence and ANOVA) may be performed. Neither method provides any validity and reliability with very small sample sizes. The survey will be repeated in the 2015-2016 academic year.

There are some preliminary findings that are important to the School of Business. One is that employers want staff to be highly skilled at using spreadsheet software. Most School of Business faculty members are aware of this and have incorporated one or more spreadsheet assignments, or group activities to which spreadsheet skills are necessary. However, student perceptions of their skills with spreadsheets don't seem to match their employers' perception of the same skills. Weakness in using spreadsheets or accounting software was the only significant (the only 2 *listed* complaints) criticism of UAM School of Business graduates. This topic will be addressed in faculty meetings during the Fall 2015 semester.

The only other listed comment was to praise a management graduate employed by a manufacturing firm. Quote: "More of the same. He really made us a bunch of money by knowing how to do something he learned at UAM."

The median response by employers to the evaluation statement to estimate the relative quality of UAM accounting graduates as compared to all recent hires in accounting (only 4 graduates) was 2.7, meaning that half the ratings were below this value and one half of the ratings were above this rating. Thus accounting graduates were rated at slightly less than the midpoint on a 5 point scale. For marketing (3) and management (2) graduates, the medians were 3.9 and 3.7, respectively. These ratings indicate that for the employees evaluated, their supervisors rated them significantly above the midpoint for all recent graduates. Given that the sample is quite small (9, and no more than 4 in any major or concentration), one cannot rely on the results as being typical.

Alumni Survey

In Spring 2016 a survey was sent via e-mail to several hundred UAM graduates for whom the School of Business faculty have e-mail addresses. Results have not been forwarded to the author of this report. When results are available, the report will be updated. The only thing known is that at least 47 usable responses were received. The survey asks exactly the same questions as the graduating senior survey, so statistical tests of differences in proportions between alumni and seniors will be possible.

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 Hammett

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. More emphasis will be given to in-class problems in Managerial Accounting. In addition, the use of videos to demonstrate solutions to complex Cost Accounting and other problems will be undertaken in 2016-17.

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. Dr. Hammett used Peachtree Accounting in 2013-14, but has reverted to QuickBooks, due to the complexity of Peachtree.

Associate Professor Patterson:

Continued improvement of assessment methods. I have used an assessment matrix listing objectives on one axis and the number and percent of students achieving success (C or better) on assignments and exam questions dealing with each objective. These matrices and the post test results will be used to evaluate the quality of test questions, and the extent to which students have met the objectives in each class. The outcomes of this analysis will be used to make appropriate changes in class assignments or approaches to the less well understood topics or concepts. In advanced Management Classes, we will attempt to engage students in more experiential and “hands on” experiences to attempt to increase understanding of applications of important concepts

Assistant Professor Phillips:

Continue to incorporate more research into Tax I and Tax II and increase the number of tax returns prepared. Currently, students prepare one research assignment and one tax return. Most of the other schools require more tax returns and research assignments in their undergraduate tax course(s). This will better prepare them for the real world and the CPA Exam.

She will also continue the use of supplemental tutorial sessions in her Principles of Financial Accounting class.

Ms. Phillips began using WileyPLUS in Principles of Financial Accounting in the spring semester of 2014, and will continue this through 2016-2017. WileyPLUS is an online homework management tool. The students completed all of their homework assignments and one half of their quizzes using this tool. She reports improved results in the number of students who attempted their homework this semester higher class grades. WileyPLUS also provides video tutorials for problems that students can access outside of class if they need additional assistance with some of the topics. If they miss a question on a quiz, immediate feedback is provided and a link to the electronic version of the textbook is also given so that the students can identify what they missed and why.

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.

The material presented above has been provided by individual faculty members to the School of Business Assessment Committee. Only a few of the faculty members have complied with the request for information. One should not construe inclusion or omission from this section as requiring improvement (inclusion) or exhibiting exemplary performance (omission) with no improvement needed.

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

Only a few faculty members in the School of Business have introduced, experimented, researched or reviewed new tactics. Ms. Phillips began using a homework management tool supplied by the book publisher in ACCT 2213, Financial Accounting. Students can log on to the Wiley student website, watch tutorial videos, take practice multiple choice tests, and prepare homework assignments. The biggest advantage is that students get immediate feedback about their answers. Ms. Phillips reports that preliminary results indicate more homework assignments being completed. Since completion of homework assignments is strongly

correlated with exam success, student performance should improve. More data will be gathered during the next academic year.

Dr. Hammett's Accounting Information Systems students began using accounting software to understand how information systems apply to real world general ledger systems.

In Production-Operations Management (POM), Dr. Cabaniss has added assignments and lectures to improve students' ability to use spreadsheets to solve problems, and to improve understanding of profit calculation (last covered in Financial Accounting). In Market Research, students write formal research proposals intended to improve their ability to define a research question, and to argue for why that question is important. In Principles of Marketing, his students perform a self-marketing project designed to evaluate their own skills and the "fit" between those skills and job requirements.

In Microeconomics, Dr. Clayton has experimented with including some of the more involved graphs in the powerpoints. She asked some of the stronger students for their opinion and they said it was easier to follow the graphs on the powerpoint, and believes that having the graphs in the powerpoint allows students to focus on the interpretation and concepts illustrated in the graph rather than trying to copy it correctly. She did this in both Spring 2015 and Fall 2015 and believes it is an improvement. Use of the slides allows her to introduce an involved development of the graph and do quick 'on the board' simplified versions of the graphs later as needed

In Business Statistics Dr. Clayton has realized that a significant number of students do not buy the book. Students who do not have the book do not have copies of the statistical tables, the problems at the ends of the sections or chapters, or the formulas at the ends of the chapters. Some students work with other students who have a book, but the lack of a textbook is a problem in this course. After hearing some of the discussions on retention she began adding material on statistics to the content pages of Blackboard. She has loaded copies of all the statistical tables we use in Business Statistics I and summary sheets of the formulas from each chapter. The intent is to help students who do not have a textbook, and some students who do have a textbook may prefer being able to access and print some of the material.

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

Students are involved in the assessment program in three ways. First, they provide major input into the Teacher Evaluations which are administered on the university schedule. The evaluation is given to all classes each semester including the summer sessions unless exempted. Second, they provide input through the pre-post-examinations which are also administered in each class in the School of Business. Third, graduating seniors provide feedback via the senior exit survey.

Faculty members participate in assessment through using pre/post-test results to improve their classes, their own assessment tools (Dr. Patterson's assessment matrix, Dr. Hammett's assessment tool), evaluation of test results, student papers, student projects, and via participation in discussions of assessment and curriculum development in faculty meetings during Professional Development Week, and throughout the year, and through the School of Business Assessment Committee and the Curriculum Committee.

Employers provide input through an employer survey, administered periodically. This survey was placed on line in Fall 2012, and e-mails were sent to hundreds of employers. The survey was re-administered in the fall

of 2013, and will be administered alternate fall semesters after that date (odd numbered years) and thus reported in even numbered years. Fall 2013 results (22 usable responses; 9 of which were for UAM graduates) have been discussed earlier under our response to Question 5. Alumni were not surveyed 2013-14, but were scheduled to be surveyed in Spring 2016, and in alternate years (even numbered springs) beginning in 2018. Survey results were not available at this report's deadline.

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.

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

- There are currently three student clubs in the School of Business. These are the Financial Management Association, Phi Beta Lambda (a business fraternity), and the student chapter of IMA (the Institute of Management Accountants). The Marketing Club was disbanded due to advisor concerns about personal liability.
- 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 2013-14, PBL regressed further to the point the faculty considered disbanding this organization. The number of active participants rose slightly to 7 by Spring 2016, with 9 total members. Low participation is most likely due to conflicts with work and other organizational commitments among the group's officers. Also, it was discovered that there is misunderstanding about student eligibility for PBL. Many students believed that the group is an honorary fraternity requiring grades above a 3.0, or that because it is a business fraternity, there is a pledge process. The current president of PBL and the advisors will be taking steps to clarify misunderstandings and actively recruit members in Fall 2016, beginning with the Freshmen Orientation period in August 2016.
- The UAM School of Business student chapter of the Institute of Management Accounts (IMA) began in 2006. In EVERY year for which results are available, the UAM IMA chapter has been awarded the IMA Gold Certificate of Excellence, at least through Spring 2015. 2016 Gold Chapter awards will be announced in the Fall 2016 semester. Annually, IMA conducts a Fall Festival at the Vera Lloyd Presbyterian Home, an Easter egg hunt at the Arkansas Baptist Children's Home, tailgates at a football game, among other activities

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

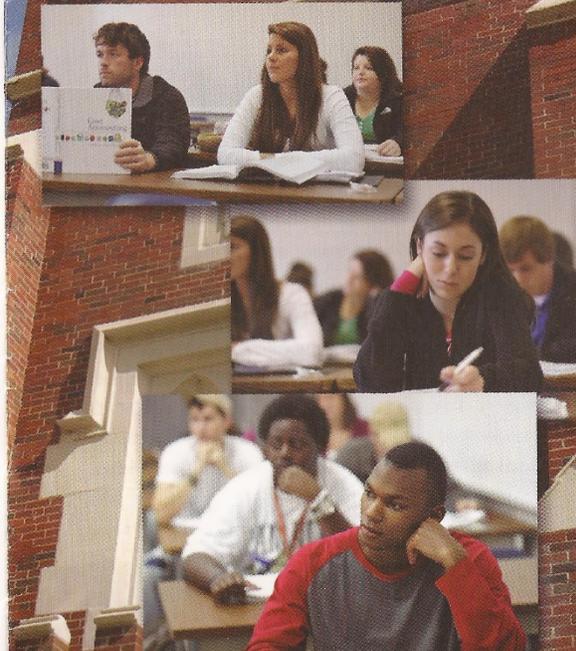
- The Financial Management Association is expanding. FMA members made a substantial contribution to the Drew County Humane Society in 2015-16. The Financial Management Association has grown to eleven members. Attendance at meetings reached a maximum of 18. Finance is the smallest concentration, so the numbers of members and attendees are excellent in relation to the possible number students interested.
- Three accounting faculty served as faculty advisor to the UAM Student Chapter of the Institute of Management Accountants.

- IMA has maintained its membership at about 20-25 students. We are hopeful that this trend will continue. Some students that are members of IMA are also participating in PBL.
4. To encourage and to help IMA Student Members attend the annual Student Leadership conference.
 - IMA has had very successful fund raisers during the last several years. The group has also had two students (in different years) win the national essay contest conducted by IMA, with the winners attending the national conference in the summer.
 5. Several faculty sent e-mails to all advisees to encourage them to preregister. Preregistration is important in ensuring that students get the right classes and schedules so that they can graduate on time. Delayed graduation would be expected to be associated with increased drop-out rates. Samples are included in Appendix G.
 6. At least one faculty member has an annual social event at his home open to all students in his or her concentration (Dr. Cabaniss), and at his expense. Dr. Graber has also hosted, at his expense, an annual dinner at a local restaurant open to all students in the Finance concentration. Other retention activities include having review sessions after class, and encouraging students having difficulty with the class to remain and improve their grades.
 7. Several faculty members (at least Dr. James, Dr. Patterson, and Mrs. Philips) have met with prospective student- athletes when requested by coaches during the student – athlete’s official visit to campus and actively encouraged these students to attend UAM. Dr. Cabiness has spoken each year for the last several years to seniors at Warren High School about UAM and the School of Business.

APPENDIX A

SCHOOL OF BUSINESS BROCHURE

UAM

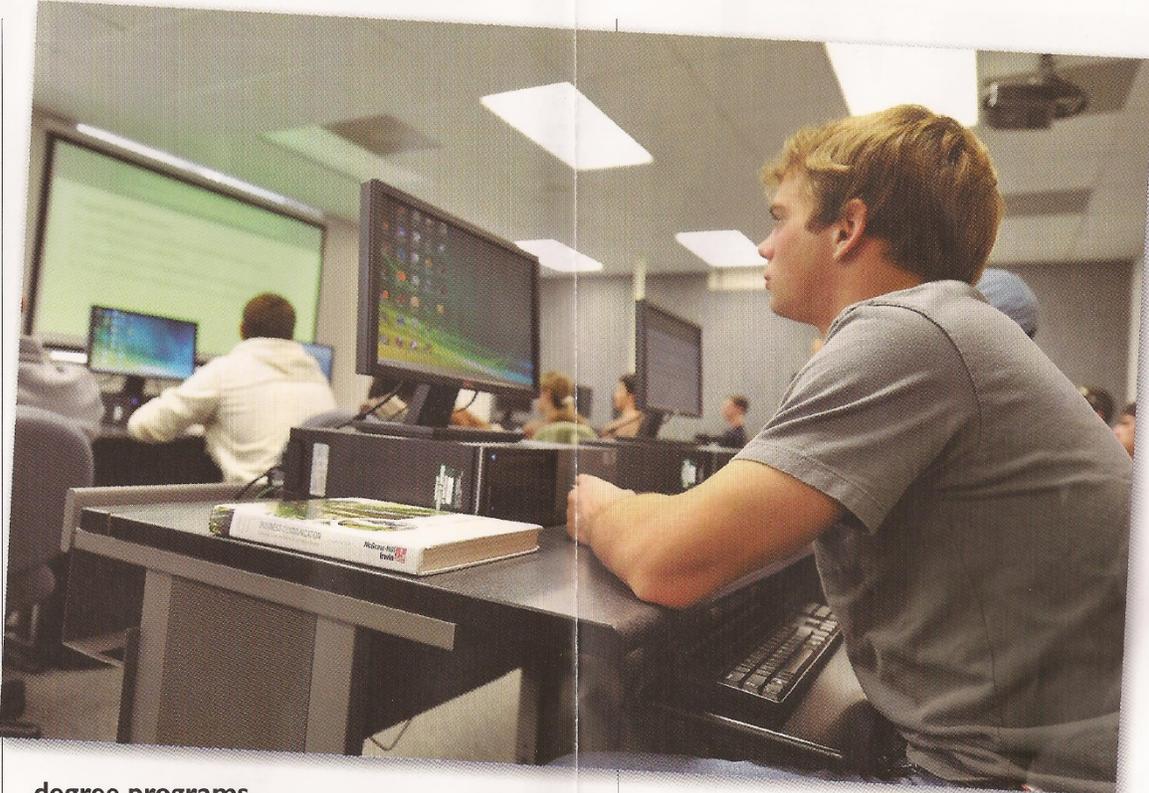


The School of
Business

THE UNIVERSITY OF ARKANSAS
MONTICELLO
WWW.UAMONT.EDU
MONTICELLO • CROSSETT • MCGHEE

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

Place
Stamp
Here



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,



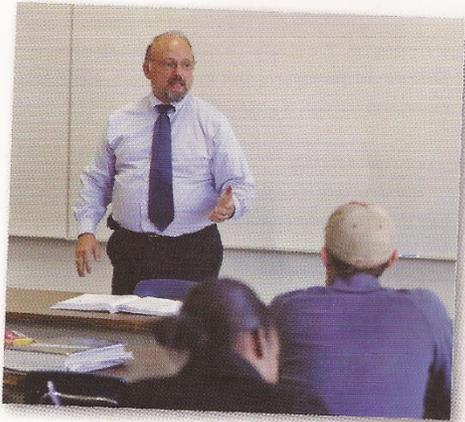
output, research, and other factors. You'll learn from your mistakes and when you graduate, you can create your own business if you choose.

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.

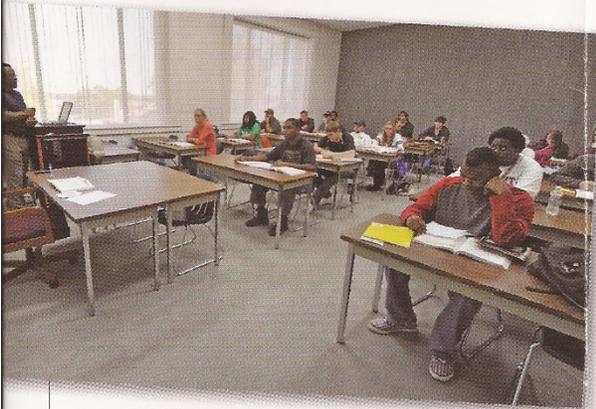
business . . . it's what we're about

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 _____ Home Phone (Area Code) _____

High School _____ Year of Graduation _____

Area of academic interest: Accounting Business Administration Entrepreneurship Finance Management Marketing

APPENDIX B

SAMPLE SYLLABI

UNIVERSITY OF ARKANSAS AT MONTICELLO
SCHOOL OF BUSINESS
COURSE SYLLABUS
Spring 2015 TT 8:10-9:30 a.m. BBC 307

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

Office Hours:

Monday	1:30 – 3:30 pm
Tuesday	9:30 – 10:30 am 2:00 – 3:00pm
Wednesday	10:00 – 11:00 am 1:30 – 2:30 pm
Thursday	10:00 – 11:00 am 2:00 – 3:00 pm
Friday	10:00 – 11:00 am 1:00 – 2:00 pm
	Other times by appointment

**Required Text &
Other Materials**

**Accounting: Tools for Business Decision Making with Wiley Plus;
Fifth Edition**

Paul D. Kimmel, Jerry J. Weygandt, and Donald E. Kieso
ISBN: 9781118571309
Publisher: Wiley

Clickers: ResponseCard NXT Clickers

We will be using these clickers for quizzes following each chapter. They are available in the bookstore and you must have the NXT model. If you already have one from a prior class, you do not have to purchase a new one. You must have your clicker by January 15, 2015.

BlackBoard Account: You will need a BlackBoard account for this course. Go to www.uamont.edu click on “Student Life” and click on “BlackBoard.” You will either need to create a new account or log in. Once you’ve logged in this course should be listed on your homepage. I will use BlackBoard to post your grades and other course materials (solutions to problems, PowerPoint slides, etc.)

Course Title and Credit Hours: ACCT 2213 Principles of Financial Accounting 3 Credit Hours

Course Description: Fundamental accounting issues and concepts, interpretation and classification of accounts, and composition and analysis of financial statements.

Student learning outcomes: Students should have a general knowledge of the principles of accounting according to Generally Accepted Accounting Principles (GAAP).

Prerequisites: None for this course.

Special Projects/Assignments/ Fieldtrips: None for this course.

Attendance: You are expected and encouraged to attend class every day. I am required to keep attendance records for the Office of Academic Affairs and/or the Registrar's office. You will start the term with 50 attendance points, for each unexcused absence I will deduct 5 points from your attendance grade. If you have in excess of 10 unexcused absences, you will receive a negative score for attendance out of the possible 50 points. The instructor has the right to give unannounced in-class assignments. These assignments will not be made up if you are absent, resulting in a zero for the assignment. Attendance is very important to your success in this course.

Homework: Homework should be prepared neatly and turned in at the beginning of class. Homework will not be accepted late for any reason! Homework is a significant portion of your grade and therefore should be completed to the best of your ability. There is a schedule of assignments included at the end of this syllabus. If you are sick or unable to attend class, you should email the homework or get it to me before noon on the due date.

Cheating/Plagiarism: Cheating/plagiarism will not be tolerated for any reason. If you are caught cheating on an exam or any other in-class assignment you will receive a zero for that exam/assignment. No headphones or earphones are allowed in class during an exam or at any other time. If you are caught plagiarizing someone else's work, you will receive a zero on that assignment. Using another student's clicker constitutes cheating and the same penalties apply.

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.

The first instance of academic dishonesty will result in a zero on the assignment. The second instance will result in an F for the course.

Cell Phone Policy:

All cell phones are to be turned off and put away during class time.

If you are expecting an important phone call, please contact me before class begins and I will give you permission to leave your phone on. If you are caught with your cell phone out during an exam you will receive a zero for that exam. Texting will not be tolerated.

Thorough Explanation of Grading Policy:

Exam I (Chapters 1-3)	100 points
Exam II (Chapters 4-6)	100 points
Exam III (Chapters 7-9)	100 points
Final Exam (Chapters 10-13)	100 points
Post Test	50 points
Clickers	100 points (drop one grade and one for bonus)
Homework	200 points (drop one grade and one for bonus)
Attendance	<u>50 points</u>
Total Points	800 points

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

Provision for Tests & Evaluations: All exams will be administered in the classroom. If you miss an exam, it is the student's responsibility to contact the instructor to schedule a make-up exam. The instructor reserves the right to give a different exam when a student is taking a make-up exam. The exam will be made up at the convenience of the instructor. The student should contact the instructor prior to missing the exam to inform her as to the reason for missing the exam.

The "Clickers" will be used at the end of every other chapter. I will give multiple choice quizzes in class for the odd numbered chapters after it has been covered through lecture and problems. Even numbered chapters will be administered in BlackBoard using WileyPLUS. The student is responsible for any information provided through the class discussions as well as information from the text – therefore you will need to read each chapter to prepare for the clicker points and the exams. You must be in class to receive these points. It is the student's responsibility to ensure that they have their clickers with them in class. There will not be any clickers available to borrow.

Students with Disabilities:

It is the policy of the University of AR at Monticello to accommodate individuals with disabilities pursuant to federal law and the University's commitment to equal educational opportunities. It is the responsibility of the student to inform the instructor of any necessary accommodations at the beginning of the course. Any

student requiring accommodations should contact the Office of Special Student Services located in Harris Hall Room 120; phone 870 460-1026; TDD 870 460-1626; Fax 870 460-1926.

For assistance on a College of Technology campus contact:

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

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

AA Doc. 1/05/09

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.

Important Dates:

January 2 (Fri) - Tuition and fees due for preregistered students.

January 5 (Mon) - Schedule changes. New student orientation.

January 6 (Tues) - Open registration.

January 7 (Wed) - First day of classes for. Admission application deadline.

January 9 (Fri) - Last day to register or add classes.

January 19 (Mon) - Martin Luther King Holiday. Offices and classes closed.

March 18 (Wed) - Last day to drop a class or withdraw from the term (not applicable to other sessions).
Grade(s) will be W.

March 23-27 (Mon-Fri) - Spring Break.

April 6 (Mon) - Preregistration for Summer and Fall 2015 begins.

April 17 (Fri) - Preregistration for Summer and Fall 2015 ends.

April 29 – May 5 (Wed-Tues) - Final exam period.

May 8 (Fri) – Commencement

CHAPTER	COURSE OBJECTIVES & GOALS
Chapter 1	Describe the primary forms of business organization.
	Identify the users and uses of accounting information.
	Explain the three principal types of business activity.
	Describe the content and purpose of each of the financial statements.
	Explain the meaning of assets, liabilities, and stockholders' equity, and state the basic accounting equation.
	Describe the components that supplement the financial statements in an annual report.
Chapter 2	Identify the selections of a classified balance sheet.
	Identify and compute ratios for analyzing a company's profitability.
	Explain the relationship between a retained earnings statement and a statement of stockholder's equity.
	Identify and compute ratios for analyzing a company's liquidity and solvency using a balance sheet.
	Use the statement of cash flows to evaluate solvency.
	Explain the meaning of generally accepted accounting principles (GAAP).
	Discuss financial reporting concepts.

CHAPTER	COURSE OBJECTIVES & GOALS
Chapter 3	Analyze the effect of business transactions on the basic accounting equation.
	Explain what an account is and how it helps in the recording process.
	Define debits and credits and explain how they are used to record business transactions.
	Identify the basic steps in the recording process.
	Explain what a journal is & how it helps in the recording process.
	Explain what a ledger is and how it helps in the recording process.
	Explain what posting is and how it helps in the recording process.
	Explain the purpose of a trial balance.
	Classify cash activities as operating, investing, or financing.
Chapter 4	Explain the revenue recognition principle and the expense recognition principle.
	Differentiate between the cash basis and the accrual basis of accounting.
	Explain why adjusting entries are needed, and identify the major types of adjusting entries.
	Prepare adjusting entries for deferrals.
	Prepare adjusting entries for accruals.
	Describe the nature and purpose of the adjusted trial balance.
	Explain the purpose of closing entries.
	Describe the required steps in the accounting cycle.
	Understand the causes of differences between net income and cash provided by operating activities.
Chapter 5	Identify the differences between a service company and a merchandising company.
	Explain the recording of purchases under a perpetual inventory system.
	Explain the recording of sales revenues under a perpetual inventory system.
	Distinguish between a single-step and a multiple-step income statement.
	Determine cost of goods sold under a periodic system.
	Explain the factors affecting profitability.
	Identify a quality of earnings indicator.
Chapter 6	Describe the steps in determining inventory quantities.
	Explain the basis of accounting for inventories and apply the inventory cost flow methods under a periodic inventory system.
	Explain the financial statement and tax effects of each of the inventory cost flow assumptions.
	Explain the lower-of-cost-or-market basis of accounting for inventories.
	Compute and interpret the inventory turnover ratio.
	Describe the LIFO reserve and explain its importance for comparing results of different companies.
Chapter 7	Define fraud and internal control.
	Identify the principles of internal control activities.
	Explain the applications of internal control principles to cash receipts.
	Explain the applications of internal control principles to cash disbursements.
	Prepare a bank reconciliation.
	Explain the reporting of cash.
	Discuss the basic principles of cash management.
	Identify the primary elements of a cash budget.
Chapter 8	Identify the different types of receivables.
	Explain how accounts receivable are recognized in the accounts.
	Describe the methods used to account for bad debts.

CHAPTER	COURSE OBJECTIVES & GOALS
	Compute the interest on notes receivable.
	Describe the entries to record the disposition of notes receivable.
	Explain the statement presentation of receivables.
	Describe the principles of sound accounts receivable management.
	Identify ratios to analyze a company's receivables.
	Describe methods to accelerate the receipt of cash from receivables.
Chapter 9	Describe how the cost principle applies to plant assets.
	Explain the concept of depreciation.
	Compute periodic depreciation using the straight-line method, and contrast its expense pattern with those of other methods.
	Describe the procedure for revising periodic depreciation.
	Explain how to account for the disposal of plant assets.
	Describe methods of evaluating the use of plant assets.
	Identify the basic issues related to reporting intangible assets.
	Indicate how long-lived assets are reported in the financial statements.
Chapter 10	Explain a current liability and identify the major types of current liabilities.
	Describe the accounting for notes payable.
	Explain the accounting for other current liabilities.
	Identify the types of bonds.
	Prepare the entries for the issuance of bonds and interest expense.
	Describe the entries when bonds are redeemed.
	Identify the requirements for the financial statement presentation and analysis of liabilities.
Chapter 11	Identify and discuss the major characteristics of a corporation.
	Record the issuance of common stock.
	Explain the accounting for the purchase of treasury stock.
	Differentiate preferred stock from common stock.
	Prepare the entries for cash dividends and understand the effect of stock dividends and stock splits.
	Identify the items that affect retained earnings.
	Prepare a comprehensive stockholders' equity section.
	Evaluate a corporation's dividend and earnings performance from a stockholder's perspective.
Chapter 12	Indicate the usefulness of the statement of cash flows.
	Distinguish among operating, investing, and financing activities.
	Explain the impact of the product life cycle on a company's cash flows.
	Prepare a statement of cash flows using the indirect method.
	Use the statement of cash flows to evaluate a company
Chapter 13	Understand the concepts of sustainable income.
	Indicate how irregular items are presented.
	Explain the concept of comprehensive income.
	Describe and apply horizontal analysis.
	Describe and apply vertical analysis.
	Identify and compute ratios used in analyzing a company's liquidity, solvency, and profitability.

TENTATIVE CLASS SCHEDULE FOR FALL 2015

This is a tentative schedule. Every attempt will be made to stay on schedule, but this schedule may be changed as deemed necessary by the instructor. Changes will be made in the classroom and posted to the copy posted in BlackBoard.

DATE	CHAPTER	TOPIC	ASSIGNMENT	DUE DATE
January 8		Introduction & Pre-test		
January 13	Chapter 1	Intro. To Financial Statements	Problem 1-3A	January 15 before midnight
January 15		Clicker Quiz Chapter 1	This clicker quiz is for bonus points.	
	Chapter 2	The Classified Balance Sheet	Problems 6A	January 22 before midnight
January 20	Chapter 2	Using Financial Statements		
		Quiz Chapter 2 – Wiley Plus		January 22 before midnight
January 22	Chapter 3	Accounting Transactions	Problems 3-4A & 5A	February 1 before midnight
January 27	Chapter 3	The Recording Process		
January 29	Chapter 3	Finish chapter 3 and review for exam 1 Clicker Quiz Chapter 3		
February 3		Exam 1 (Chapters 1-3)		
February 5	Chapter 4	Adjusting Entries	Problems 4-2A & 8A	February 11 before midnight
February 10	Chapter 4	Trial Balance & Closing Entries		
		Quiz Chapter 4-WileyPlus		February 11 before midnight
February 12	Chapter 5	Merchandising Operations & Transactions	Problems 5-1A	February 18 before midnight
February 17	Chapter 5	Multiple-Step Income Statement		
February 19		Clicker Quiz Chapter 5		
	Chapter 6	Inventory Costing & Methods	Problems 6-2A & 7A	February 25 before midnight
February 24	Chapter 6	Inventory Analysis		
		Quiz Chapter 6 - WileyPLUS		February 25 before midnight
February 26		Exam 2 (Chapters 4-6)		
March 3	Chapter 7	Fraud & Internal Control	Problems 7-4A & 6A	March 8 before midnight
March 5	Chapter 7	Cash		
March 10		Clicker Quiz Chapter 7		
	Chapter 8	Accounts Receivable	Problems 8-3A & 9A Bonus Points	March 15 before midnight
March 12	Chapter 8	Managing Receivables		

DATE	CHAPTER	TOPIC	ASSIGNMENT	DUE DATE
		Quiz Chapter 8 - WileyPLUS		March 17 before midnight
March 17	Chapter 9	Long Lived Assets	Problems 9-6A & 7A	March 30 before midnight
March 19	Chapter 9	Depreciation & Amortization		
		Clicker Quiz Chapter 9		
March 23-27		SPRING BREAK		
March 31		Exam 3 (Chapters 7-9)		
April 2	Chapter 10	Current Liabilities	Problems 10-1A & 5A	April 8 before midnight
April 7	Chapter 10	Long-Term Liabilities		
		Quiz Chapter 10- WileyPLUS		April 8 before midnight
April 9	Chapter 11	Stockholder's Equity	Problems 11-1A & 7A	April 15 before midnight
April 14	Chapter 11	Treasury & Preferred Stock		
		Clicker Quiz Chapter 11		
April 16	Chapter 12	Statement of Cash Flows	Problem 12-7A	April 26 before midnight
April 21		Thanksgiving Holiday		
April 23	Chapter 12	Ratios		
		Quiz Chapter 12- WileyPLUS		April 26 before midnight
April 27	Chapter 13	Financial Analysis	No homework for chapter 13	
April 30		Post Test	8:00-10:00 am	
April 30		Final Exam (Chapters 10-13)	8:00-10:00 am	

**UNIVERSITY OF ARKANSAS AT MONTICELLO
SCHOOL OF BUSINESS
COURSE SYLLABUS
SPRING 2016**

GB 3233

BUSINESS STATISTICS II

3 CREDIT HOURS

Instructor:	Dr. Dennis Patterson
Office:	311 Babin Business Center Phone: (870) 460-1841 Fax: (870) 460-1784 E-mail: pattersonj@uamont.edu
Office Hours:	9:10 to 10:00 a.m. M-F, 11:10 to 12:00p.m. MTWH, 1:30 to 3:00 TH, and by appointment.
Class Time:	Class meets 10:10 to 11:00 a.m. MWF in room 307 BBC.
Prerequisite:	GB 2113 Business Statistics I (ACTS Equiv. Course GB 2103), or PSY 2203
Description:	G B 3233 Business Statistics II 3 credits: 3 hours lecture Statistical topics include non-parametric statistics, ANOVA, simple and multiple linear regression, and statistical process control.
Text:	<i>Business Statistics, A Decision-Making Approach: 9th Edition.</i> Authors: Groebner, Shannon, and Fry. Pearson, 2014. ISBN 0-13-302184-4.
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 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.

Student Learning Outcomes

After completing this course, students should be able to:

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

Academic Alert:

The Academic Alert System is a retention program that puts students in contact with the appropriate campus resources to assist them in meeting their educational goals at UAM. If you are doing poorly in your academic work, are chronically absent from class, are exhibiting disruptive behavior or are having difficulty adjusting to campus life, University faculty, staff or a fellow student may report you to the Office of Academic Affairs through the Academic Alert system.

Technical Support Information:

Blackboard Assistance: Contact Office of Instructional Technology; phone 870-460-1663; open Monday-Friday, 8 a.m. – 4:30 p.m. Online Help Desk: <http://www.uamont.edu/pages/resources/academic-computing/>

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Feedback Schedule

Student e-mails will be answered within 48 hours, or earlier if possible. I will respond to e-mails received on the weekend (after 4:00 pm Friday) or at night (after 4:00 pm) the next business day. If you need to call me in case of an emergency, my home number is listed in the Monticello directory. I will not supply my cell phone number.

Work Required

Course: Business Statistics II, GB 3223

Activity	Assignments and Participation	Estimated hours required for the average student
Academic Engagement	Listening to and participating in lecture-discussions	37 hours
	Taking exams	5 hours
	In class homework (computer lab) for ANOVA and regression	3hours
Engagement Subtotal		45 hours
Preparation Outside of Class		
	Calculate homework problems and answer homework questions	24 hours
	Prepare for exams (4)	40 hours
	Read required chapters and handouts (7 chapters & 2 handouts)	26 hours
Preparation Subtotal		90 hours
Grand total		135 hours

Course Grading

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

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

Text and Software

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

In this class, more complex homework will be done using statistical computer software, preferably using the statistics program NCSS. This program is installed in room 213 and in the student lounge. A 6 month license for the complete program (not a simplified student version) is available for order from \$19.95 from EHub.com at the URL:

<http://e5.onthehub.com/WebStore/ProductsByMajorVersionList.aspx?ws=49c547ba-f56d-dd11-bb6c-0030485a6b08&vsro=8&pc=aec7066b-c560-e211-a88c-f04da23e67f4>. I am not endorsing EHub; it's just that they have the program available. Since the program is also used in Marketing Research, some marketing students may also have the program for sale.

Provision for Tests and Evaluations

There will be 4 tests, each covering 2 chapters, except the final, which covers Chapter 15 and comprehensive material. Each test consists of several problems and a number of multiple choice questions. Tests are scheduled as listed in the General Course Outline later in this syllabus. Homework assignments are listed after the general outline. All homework will be graded, and is collectively worth 200 points as indicated above. Due dates will be announced in class. Make-up tests, or tests given early, are allowed for University business or for circumstances beyond your control, as indicated in the attendance section below.

Proposed UAM Attendance Policy:

Students are expected to attend all required class sessions during the semester. The University does not allow for unexcused absences. Each faculty member will determine his or her individual policies regarding excused absences, except in the case of a University sponsored event. Students involved in University sponsored events should be considered excused unless the proper notifications were not delivered to the instructor according to Policy XV on page 71 of the UAM Faculty Handbook.

Regardless of the reasons for a student missing, a faculty member may determine that the student cannot complete the course requirements or demonstrate the expected student learning outcomes within the timeframe of the course. The faculty member may recommend that the student withdraw, award the student a failing grade (at end of term) or, if warranted, assign the student an Incomplete.

Course-Specific Attendance Policy

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

Cheating and plagiarism

Engaging in any of the following actions are considered cheating and / or plagiarism. These actions will result in a minimum of a 1 letter grade deduction on a written assignment, or failure on the assignment. Unintentional plagiarism will receive the lowest penalty, with cheating on exams receiving a grade of 0 on the exam. When collaboration on written work, is discovered, the students involved will share one grade, minus a 10% penalty. For example, if a paper received a grade of 44 out of 50, and 4 students turned in identical papers except for the name, the overall grade would be reduced to 40, and each student involved would receive 10 points of 50 possible.

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.

Policy on Cellular Phones

All cell phones ***must be turned off*** during class and placed in a pocket, purse, backpack, or otherwise made inaccessible during class. Use of cell phones and any other electronic recording devices **is not permitted** during exams. Students are not to leave phones on silent, play games, or send text messages during class. Violators will be warned and asked to follow the policy. Repeat violators phones will be confiscated during the class period, and returned at the end of class.

Students with Disabilities

It is the policy of the University of 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 approved accommodations at the beginning of the course. Any student with questions regarding accommodations should contact the Office of Special Student Services located in Harris Hall Room 120; phone 870 460-1026; TDD 870 460-1626; fax 870 460-1926.

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

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

Grade Reports

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

Statement on Disruptive Behavior

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

Disclaimer

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

Special Dates of Concern to this Class

- January 6 (Wed) – Admission application deadline. First day of class.
- January 8 (Fri) - Last day to register or add classes.
- January 18 (Mon) – Martin Luther King, Jr. Day Holiday. Offices and classes closed.
- March 16 (Wed) – Last day to drop a 16 week class.
- March 21-25 (Mon-Fri) – Spring Break.
- April 4 (Mon) – Preregistration begins for Summer and Fall 2016.
- April 15 (Fri) – Preregistration ends.
- April 26 (Tues) – Last day of classes.
- April 27 – May 3 (Wed-Tues) Final Exams.
- May 6 (Fri) – Commencement.

General Course Outline

January 6 - 20	Introduction and overview; pretest (for assessment only, not counted towards grade). Review of hypothesis testing for one mean and one proportion
Reading	Chapter 9, text
Jan. 22 – Feb 5	Hypothesis tests for 2 population means or proportions
Reading	Chapter 10, text,
February 5 or 8 Exam 1	
	Covers Chapters 9 & 10
February 11 – Mar. 5	tests for population variances
Reading	Chapter 11, text
Reading	Goodness of fit and tests of independence (Chi-square)
	Chapter 13, text
March 7 or 9	Exam 2
	Covers Chapters 11 and 13
March 21 - 25	Spring Break
March 9 or 11 - 30	Analysis of variance
Reading	Chapter 12, text
April 1 to 13	Simple linear regression
Reading	Chapter 14, text
April 15	Exam 3
	Covers Chapters 12 and 14
April 18 to April 25	Multiple regression
Reading	Chapter 15, text, <i>except</i> portions on non-linear regression, interaction effects, and stepwise regression
Friday, April 29	1:30 to 3:30 p.m.
Final Exam	Covers Chapter 15 plus comprehensive post-test

Homework Assignments

Chapter	Problems	Due Dates
	to be announced for all chapters	
9	9-18, 9-14 a. and b., 9-16 a., b., c., 9-32, 9-36, 9-64	
10	10-22, 10-26, 10-28, 10-46, 10-58, 10-74	
11	11-10, 11-12, 11-14 (for 11-10, calculate mean and standard deviation using a spreadsheet program, or from formulas in Chapter 3)	
	11-26, 11-42, 11-44	
13	13-2, 13-6, 13-8, 13-20, 13-22, 13-24	
12	All homework done in lab (213) on computer	
14	All homework done in lab (213) on computer	
15	All homework done in lab (213) on computer	

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

MGMT 4653

STRATEGIC MANAGEMENT

FALL 2015

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., MTWH 11:10 a.m. to 12:00 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	Frank T. Rothaermel, <i>Strategic Management: Concepts and Cases, First Edition</i> , 2013. McGraw Hill: ISBN: 978-07-811273-7. For additional textbook information, you may go to the online bookstore: http://www.uamont.edu/student.htm
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.
Contact Hours	Students are expected to spend a minimum of 2 hours in reading, preparing for exams, and homework for each hour spent in class.

Learning Outcomes

The following student learning outcomes (SLOs) have been adopted by the School of Business:

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

6. demonstrate familiarity with theory and practice in the business core and in a chosen area of concentration,
7. demonstrate understanding of international business and international effects on US firms in an interdependent world,
8. be able to gather, analyze, and present results of research and business analysis,
9. demonstrate competence in the use of common business application software and an understanding of the role of information systems in business,.

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

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

Course Goals and Objectives

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

More specific objectives include:

1. Discuss the differences between emergent and deliberate strategies and how these are affected by industry environments [1,2]
2. Use the industrial organization (I/O) model in case analysis to demonstrate how firms may earn economic rents. under certain industry and environmental conditions. [1,3,5]
3. Use the resource-based model in case analysis to explain how firms with unique resource endowments and capabilities may earn economic rents. [1,3,5]
4. Discuss the ability of stakeholders to influence organizations, and how firms should act with respect to these stakeholder groups. [1]
5. Describe the effects of the general environment and the industry environment on organizations and on opportunities and treats facing organizations. [1]
6. Discuss the five competitive forces and explain how they determine an industry's profit potential[1].
7. Explain how *value-chain analysis* is used to identify and evaluate resources and capabilities, and apply the method to case analysis. [1,3,5]
8. Describe each of the three generic strategies, their potential rewards and risks, and the conditions under which each is effectively used. [1]
9. Use the five forces of competition model to explain how economic rents may be earned through each generic strategy. [1]

10. Discuss factors affecting the likelihood a competitor will initiate or respond to competitive actions taken against it. [1]
11. Explain how industry dynamics affect a firm's ability to maintain or achieve a competitive advantage. [1]
12. Explain three primary reasons why firms move from single and dominant business strategies to more diversified strategies. [1]
13. Describe how related diversified firms create value by sharing or transferring resources, skills, and other factors[1]
14. Discuss fundamental arguments underlying diversification and the strengths and weaknesses of these arguments [2]
15. Describe the problems and potential rewards associated with using an acquisitions to develop competitive advantage. [1]
16. Discuss the alternative modes for entering international markets, and be able to identify the conditions under which each alternative might be appropriate. [2]
17. Explain and apply the "diamond" or four factor model of international competitiveness, at the national level[2]
18. Discuss the three international corporate-level strategies: multi-domestic, global, and transnational, including the strengths, weaknesses, and applications of each approach. [2]
19. Explain why firms have begun to frequently use alliances and joint ventures to achieve their international competitive goals. [2]
20. Discuss the relative risks and rewards of strategic alliances, and the features that alliances must have to be successful. [2]
21. Explain how the ownership of ownership and managerial control in the modern corporation creates an agency relationship and strategic implications of this relationship. [2]
22. Explain how three internal governance mechanisms, ownership concentration, the board of directors, and executive compensation, are used to monitor and control managerial decisions. [2]
23. Describe the relationship between strategy, structure, and environment, and be able to match any particular structural form to the appropriate strategy/environment. [2]
24. Discuss the role of strategic leadership and controls in determining the firm's strategic direction, and in achieving the goals set. [2]
25. Describe the importance of strategic leaders in managing the firm's resources, with emphasis on developing and maintaining core competencies, human capital, and social capital. [2]
26. Describe the importance of entrepreneurial opportunities, innovation, and development of entrepreneurial capabilities. [2]

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Course grading

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

Item	Points	Course Grades
Written case analyses (2)	200 points	
Term Project Exercises (3)	300 “	A greater than or equal to 891 points
Exam one	100 “	B between 781 and 890 points
Exam two	100 “	C between 661 and 780 points
Exam three	100 “	D between 551 and 660 points
Exam four	100 “	F less than or equal to 550 points
Post-test	50 “	
Assessment exam	<u>50</u> “ plus up to 50 bonus points	
Total	1000 “	

Case Reports

All students must present two written case analyses, in which you will be required to write answers to 3 or more questions assigned to you by your instructor. In these reports, your recommendations are not necessarily expected to conform to those in the instructor's manual. Opinions and belief are insufficient arguments and must be supported by analysis, evidence, theory, and examples of current good practice. However, you should recognize the same important factors, but you may treat them differently. Since there

are several feasible answers to each question, your grade will not depend on obtaining the "ideal" solution, but on how well you have applied underlying theory, how well you have applied the analytical techniques presented in the text, how well you have presented and defended your case, and how thorough and logical you have been in your analysis. Unless valid excuses are presented and verified, CASES WILL NOT BE ACCEPTED AFTER CLASS THE DAY THEY ARE DUE. ALL CASE REPORTS MUST BE TYPED: NO EXCEPTIONS ALLOWED. Students are expected to be prepared for discussion on all days on which cases are discussed.

Case Grading Standards

Grade awarded	Criteria
96-100	clearly outstanding work, all major points thoroughly covered, no major analytical errors; clear, concise, interesting, and insightful.
89-95	no major analytical weaknesses, most major points covered, some very minor omissions, superior analysis.
85-88	at least one major point omitted, some inconsistencies in analysis, at least one major analytical weakness.
80-84	one or more major inconsistencies or analytical weaknesses, 1 or more major points not covered well or omitted.
76-79	two or more analytical weaknesses, at least two major issues omitted, others not covered thoroughly.
72-75	about half major points covered well, generally weaker than average analysis.
66-71	less than half major points covered well, generally weaker than average analysis.
56-65	Student paper is basically a rehash of case, major analytical weaknesses.
<= 55	Submission shows minimal effort, handed in something concerning case assigned.

Strategy Term Project Exercises

In the text, each chapter presents students with exercises that are part of a "Strategy Term Project". The exercises, or modules, are intended to be done by a team of 2 – 3 students. However, the exercises assigned for this class are to be done as *individual* projects, so only 4 are required. The modules for Chapters 3 and 4 are *required* of all students and scores on these exercises *cannot* be dropped. Modules 6 and 12 are also assigned, of which the lower score will be dropped. All students must provide full justification for ALL conclusions, statements of opinion, 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 80 points). Additional factors considered in grading are organization, format, grammar, spelling, and lack of typos (20 points). All scores will be recorded and the lower of the scores on modules from Chapters 6 and 12 will be dropped (3 exercises x 100 points each = maximum of 300 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, 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.

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. The survey link on Dr. Cabiness's web page is <http://cabanisspc.uamont.edu/~moodle/mod/feedback/view.php?id=385>. I will award 18 bonus points to each student who completes the survey before the end of final week. Please send me an e-mail confirming your completion of the survey.

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not include cousins, aunts, uncles, etc. Demands of one's job, unless completely unpredictable demands are made on you, **are not** legitimate excuses for presenting work late, or for makeup exams.

Cheating and plagiarism

Engaging in any of the following actions are considered cheating and / or plagiarism. These actions will result in a minimum of a 10% deduction on a written assignment, to a maximum deduction of 100% (grade of zero) on the assignment. Unintentional plagiarism will receive the lowest penalty, with cheating on exams receiving a grade of 0 on the exam. When collaboration on written work, is discovered, the students involved will share one grade divided in as many ways as the number of students who corroborated on the assignment, minus a 10% penalty. For example, if a paper received a grade of 44 out of 50, and 4 students turned in papers identical except for the name, the overall grade would be reduced to 40, and each student involved would receive 10 points of 50 possible.

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Students are expressly forbidden to use any of these electronic devices in class: PDAs, laptop computers, and music players. No electronic device of any kind is to be accessed during class without the professor's explicit permission.

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 approved accommodations at the beginning of the course. Any student with questions regarding accommodations should contact the Office of Special Student Services located in Harris Hall Room 120; phone 870 460-1026; TDD 870 460-1626; fax 870 460-1926.

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

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

Grade Reports

UAM will no longer mail grade reports to all students. You may access your grades through WeevilNet on the UAM homepage, <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

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

Disclaimer

This syllabus IS NOT a contract. All statements made herein about exam length, material covered, and other related matters are **statements of intent**. As stated in the grading section, the **instructor's** evaluation of essay exams, case reports, and projects determines grades awarded to each assignment or exam. I will make efforts to be fair and unbiased in grading, applying the stated case and project standards uniformly to all students. If students do not wish to abide by the syllabus as written, they may withdraw from the class without penalty.

Special Dates Of Concern:

August 19 (Wed) - Admission application deadline. First day of class.

August 21 (Fri) – Last day to register or add classes.

September 7 (Mon) - Labor Day Holiday. Offices and classes closed.

October 2 (Fri) - Deadline to apply for May graduation.

November 2 (Mon) - Preregistration for Spring begins.

November 13 (Fri) - Preregistration for Spring ends.

November 25 (Wed) - Classes closed.

November 26 - 27 (Thurs- Fri) - Thanksgiving Holiday. Offices and classes closed.

December 4 (Fri) - Last day of classes.

December 7-11 (Mon - Fri) - Final exam period.

COURSE OUTLINE

Wednesday, August 19, 2015

Topics Introduction and pretest

Friday, August 21, 2015

Topics The nature of strategy
Readings Chapter 1, What Is Strategy and Why Is It Important?, text

Monday, August 24, 2015

Topics Continue August 21 discussion
Readings Chapter 1, text.

Wednesday, August 26, 2015

Topics The strategic management process
Readings Chapter 2, The Strategic Management Process, text

Friday, August 28, 2015

Topics Continue August 26 discussion
Readings Chapter 2, text.

Monday, August 31, 2015

Topics External analysis
Readings Chapter 3, External Analysis: Industry Structure, Competitive Forces and Strategic Groups, text

Wednesday, September 2, 2015

Topics Internal factors: Company resources and capabilities, value chain
Readings Chapter 3, External Analysis: Industry Structure, Competitive Forces and Strategic Groups, text

Friday, September 4, 2015

Case 1 Geox: Breathing Innovation Into Shoes, page C87+, text

Wednesday, September 9, 2015

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

Friday, September 11, 2015

Topics	Continue chapter 3 material
Projects	Experiential Exercise, Chapter 2, pg. 73 (REQUIRED)

Monday, September 14, 2015

Topics	Complete material for Exam One
Projects	Module 3 report due. Perform all tasks required on page 80, Chapter 3, for the “Strategy Term Project”.

Wednesday, September 16, 2015

EXAM ONE covers Chapters 1-3

Friday, September 18, 2015

Topics	Internal Analysis
Readings	Chapter 4, Internal Analysis: Resources, Capabilities, and Activities, text

Monday, September 21, 2015

Topics	Continue September 21 discussion
Readings	Chapter 4, text

Wednesday, September 23, 2015

Topics	Continue September 23 discussion
Readings	Chapter 4, text

Friday, September 25, 2015

Topics	Competitive advantage
Readings	Chapter 5, Competitive Advantage and Firm Performance, text

Monday, September 28, 2015

Case 2	Infosys Consulting in the U. S., C303+, text
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Wednesday, September 30, 2015

Topics	Competitive advantage
Readings	Chapter 5, text
Projects	Module 4 report due. Perform all tasks required on page 109, Chapter 4, for the “Strategy Term Project”

Friday, October 2, 2015

Topics	Competitive advantage
Readings	Chapter 5, text

Monday, October 5, 2015

Case 3 Siemens Energy: How to Engineer a Green Future, C281+, text (**Written Case 1**)

Wednesday, October 7, 2015

Topics Business strategy: generic strategies
Readings Chapter 6, Business Strategy: Differentiation, Cost Leadership, and Integration, Text

Friday, October 9, 2015

Topics Business strategy: generic strategies
Readings Chapter 6, text

Monday, October 12, 2015

EXAM TWO Covers Chapters 4-6

Wednesday, October 14, 2015

Topics Business strategy: innovation and entrepreneurship
Readings Chapter 7, Business Strategy: Innovation and Entrepreneurship, text

Friday, October 16, 2015

Topics Business strategy: innovation and entrepreneurship
Readings Chapter 7, text
Projects Module 6 report due. Perform all tasks required on page 166, Chapter 6, for the “Strategy Term Project”.

Monday, October 19, 2015

Topics Corporate strategy: vertical integration and diversification
Readings Chapter 8, Corporate Strategy: Vertical Integration and Diversification, text

Wednesday, October 21, 2015

Topics Continue October 19 discussion
Readings Chapter 8, text

Friday, October 23, 2015

Case 4 Cola Wars in China, p. C368+, text

Monday, October 26, 2015

Topics	Corporate Strategy
Readings	Chapter 9, Corporate Strategy: Acquisitions, Alliances, and Networks, text

Wednesday, October 28, 2015

Topics	Continue October 26 topics
Readings	Chapter 9, text

Friday, October 30, 2015

Topics	Continue October 28 topics
Readings	Chapter 9, text

Monday, November 2, 2015

EXAM THREE covers Chapters 7-9

Wednesday, November 4, 2015

Topics	Global strategy
Readings	Chapter 10, Global Strategy: Competing around the World, text

Friday, November 6, 2015

Topics	Continue November 4 discussion
Readings	Chapter 10, text

Monday, November 9, 2015

Topics	Continue November 6 discussion
Readings	Chapter 10, text

Wednesday, November 11, 2015

Case 5	Merck: Open for Innovation?, page C228+, text (Written Case 2)
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Friday, November 13, 2015

Topics	Organizational design
Readings	Chapter 11, Organizational Design: Structure, Culture and Control, text

Monday, November 16, 2015

Topics	Continue November 13 discussion
Readings	Chapter 11, text

Wednesday, November 18, 2015

Case 6 Apple after Steve Jobs, page C455+, text (discussion only)

Friday, November 20, 2015

Topics Corporate governance, leadership, and ethics,
Readings Chapter 12, Corporate Governance, Business Ethics, and Strategic Leadership, text

Monday, November 23, 2015

Topics Continue 11/20 discussion
Readings Chapter 12, text

Monday, November 30, 2015

Topics Continue 11/20discussion
Readings Chapter 12, text
Projects Module 12 report due. Perform all tasks, except for question 5, required on page 361, Chapter 12, for the “Strategy Term Project”. This project is optional, if the 3 prior ones have been completed.

Wednesday, December 2, 2015

ASSESSMENT EXAM, part 1

Friday, December 4, 2015

ASSESSMENT EXAM, part 2

Wednesday, December 9, 2015

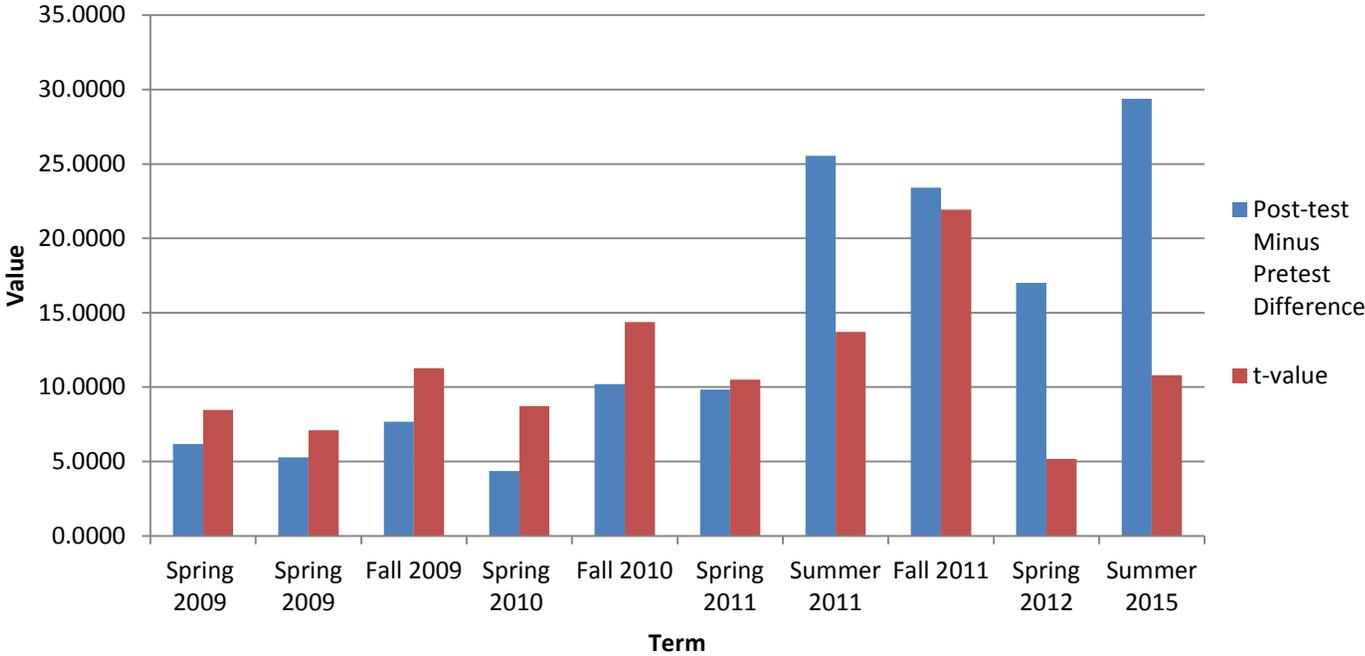
1:30 TO 3:30 P. M.
Two part comprehensive final
Part 1 is Exam 4 covers Chapters 10 - 12
Part 2 is Post-test covers entire course

APPENDIX C

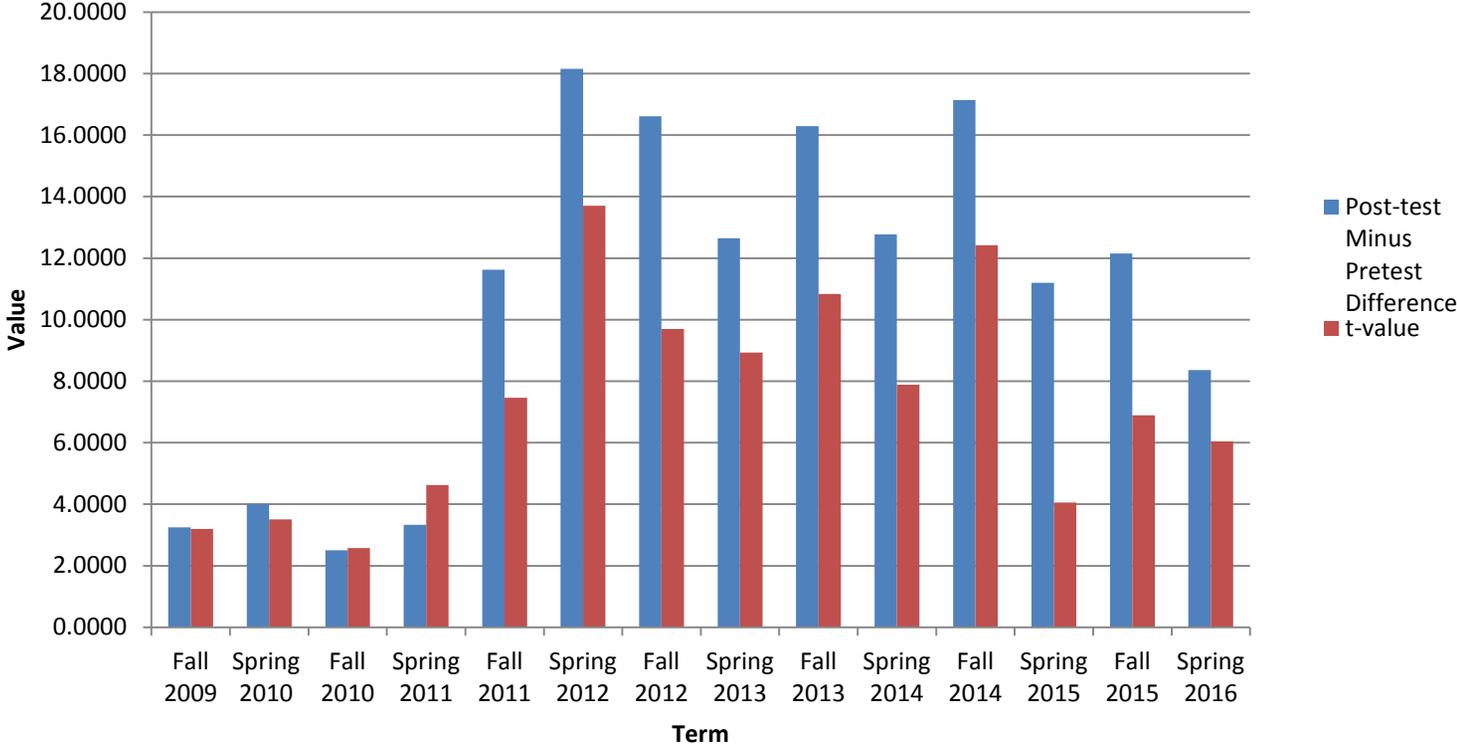
**GRAPHS OF PRE-POST TEST
RESULTS**

IN CORE COURSES

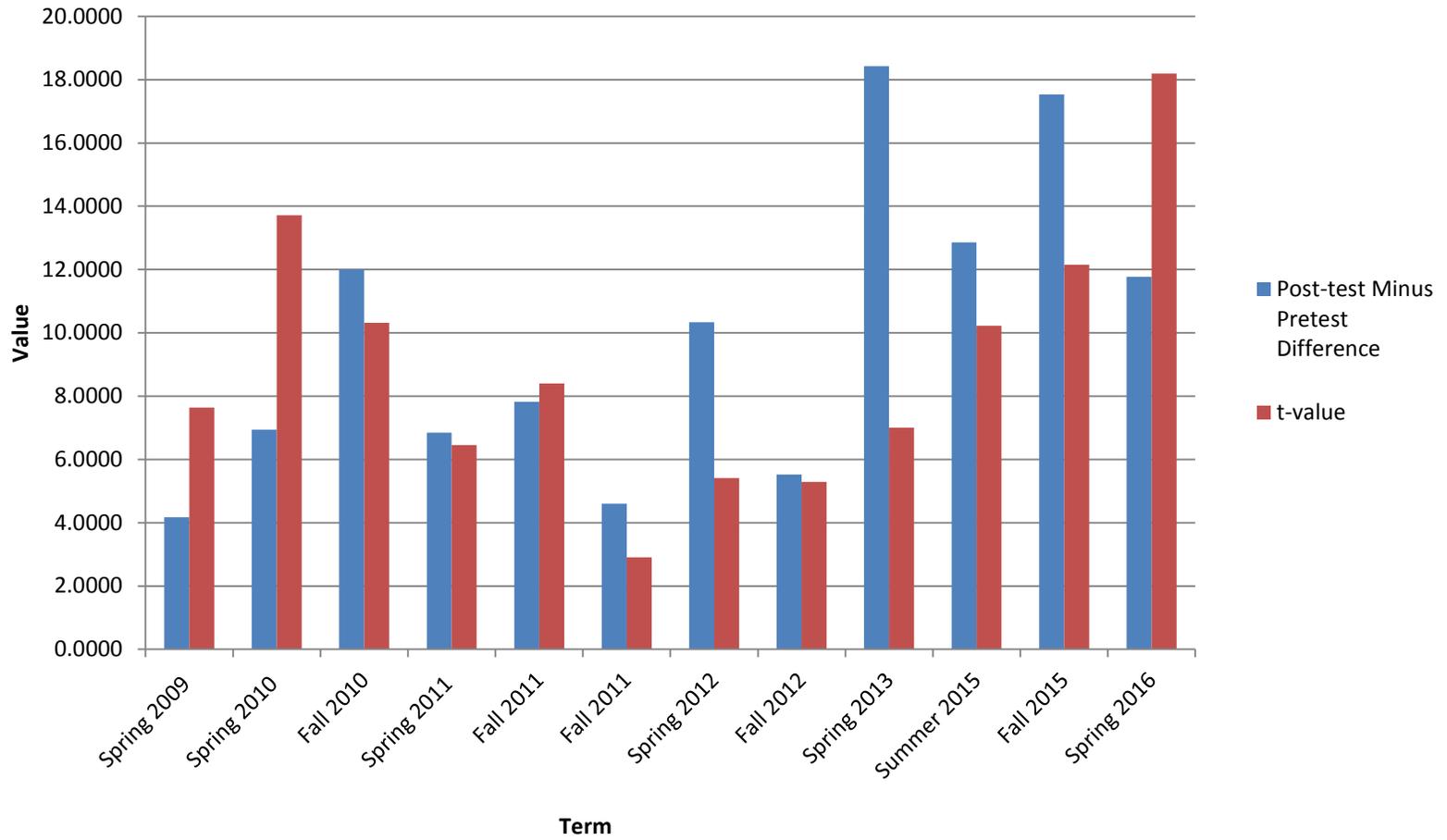
Managerial Accounting Pre and Post Test Results - Other Faculty 's Classes



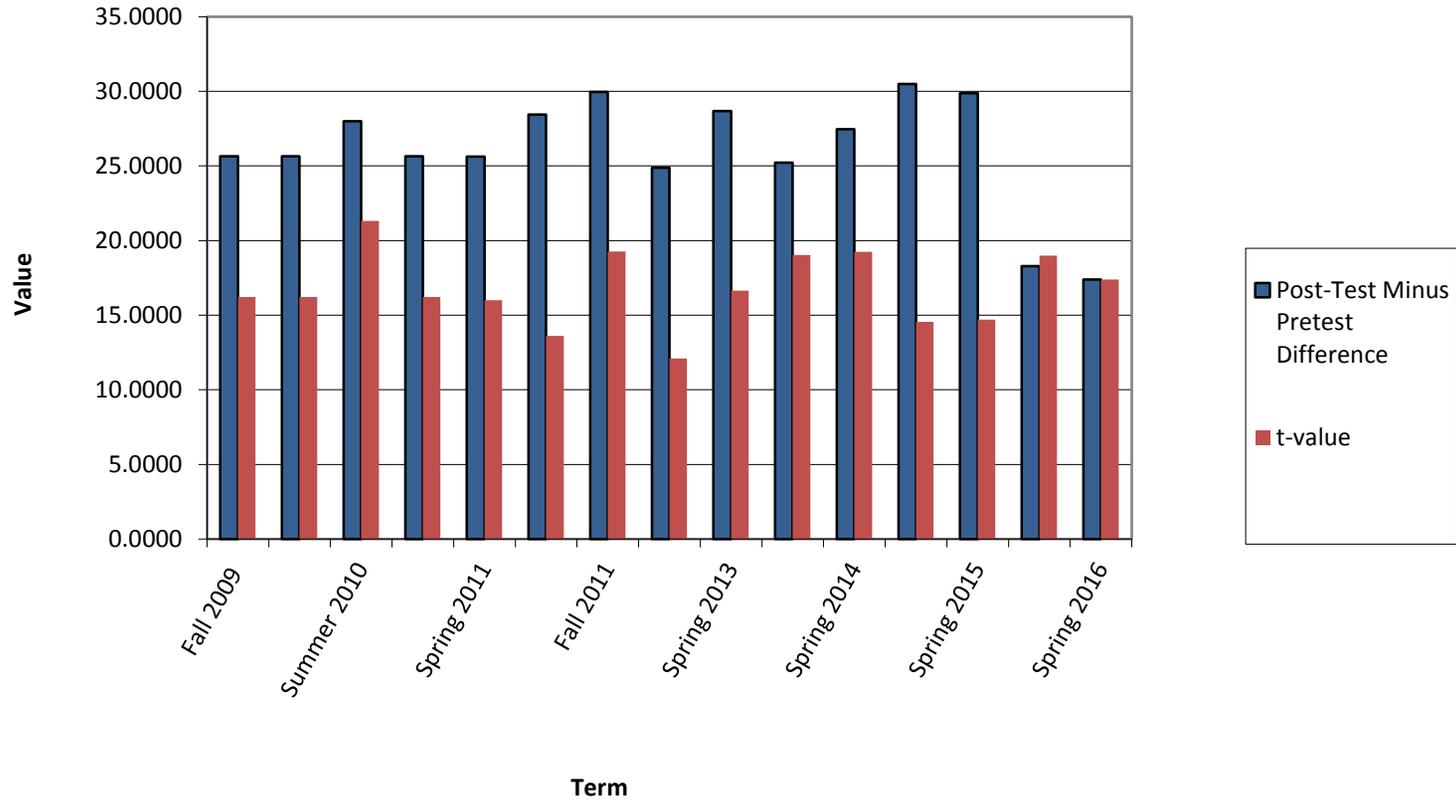
Managerial Accounting Pre and Post Test Results - Dr. Hammett



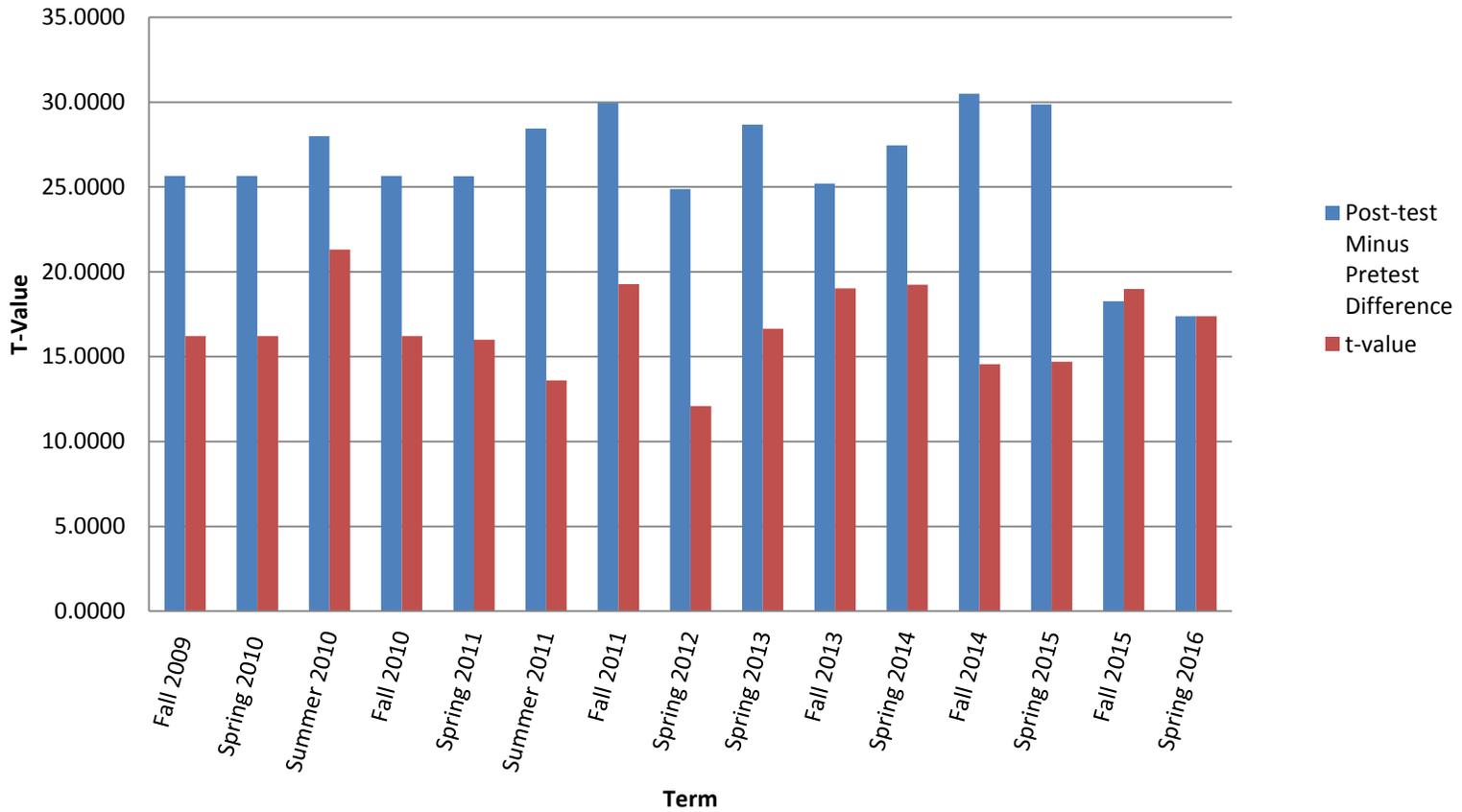
Financial Accounting Pre and Post Test Results



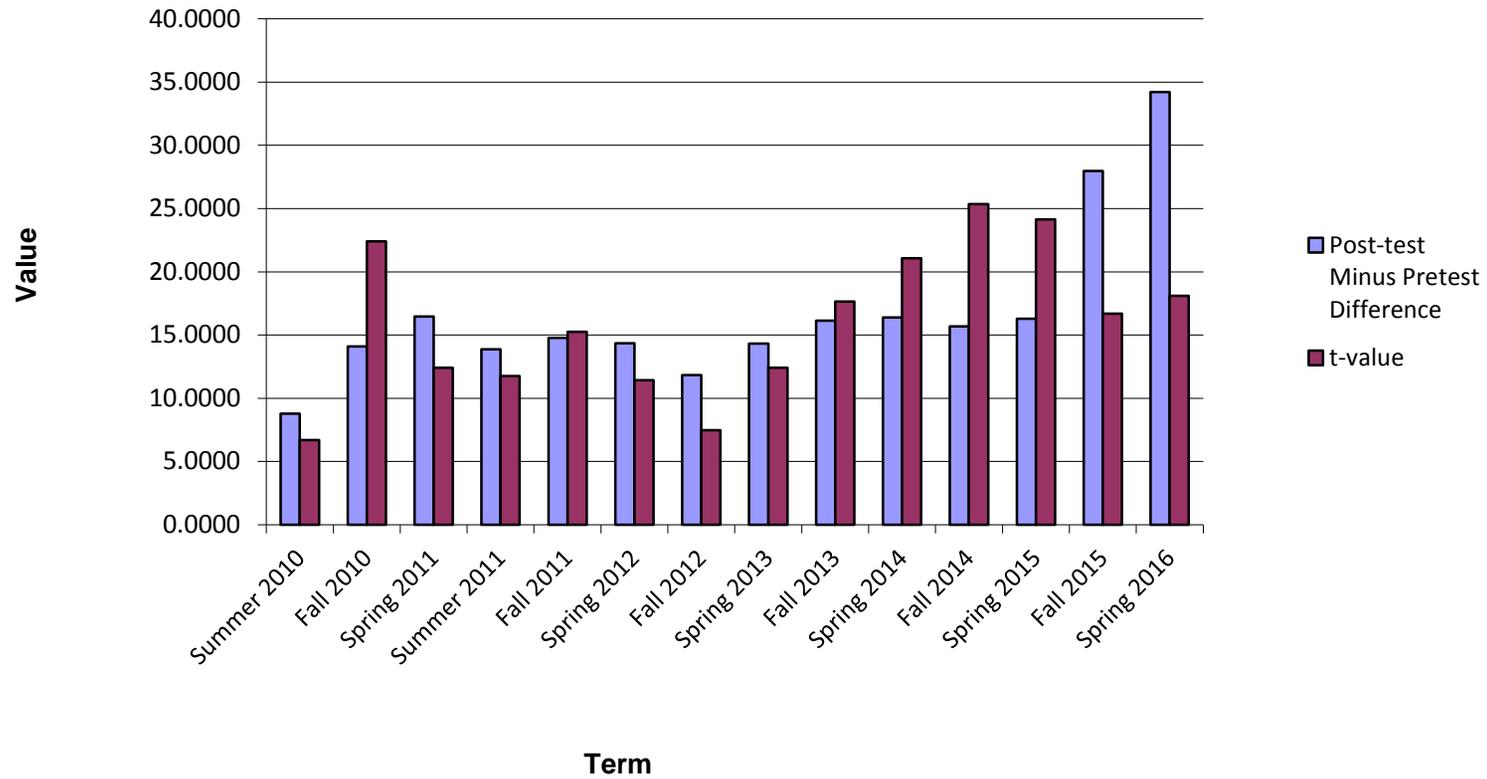
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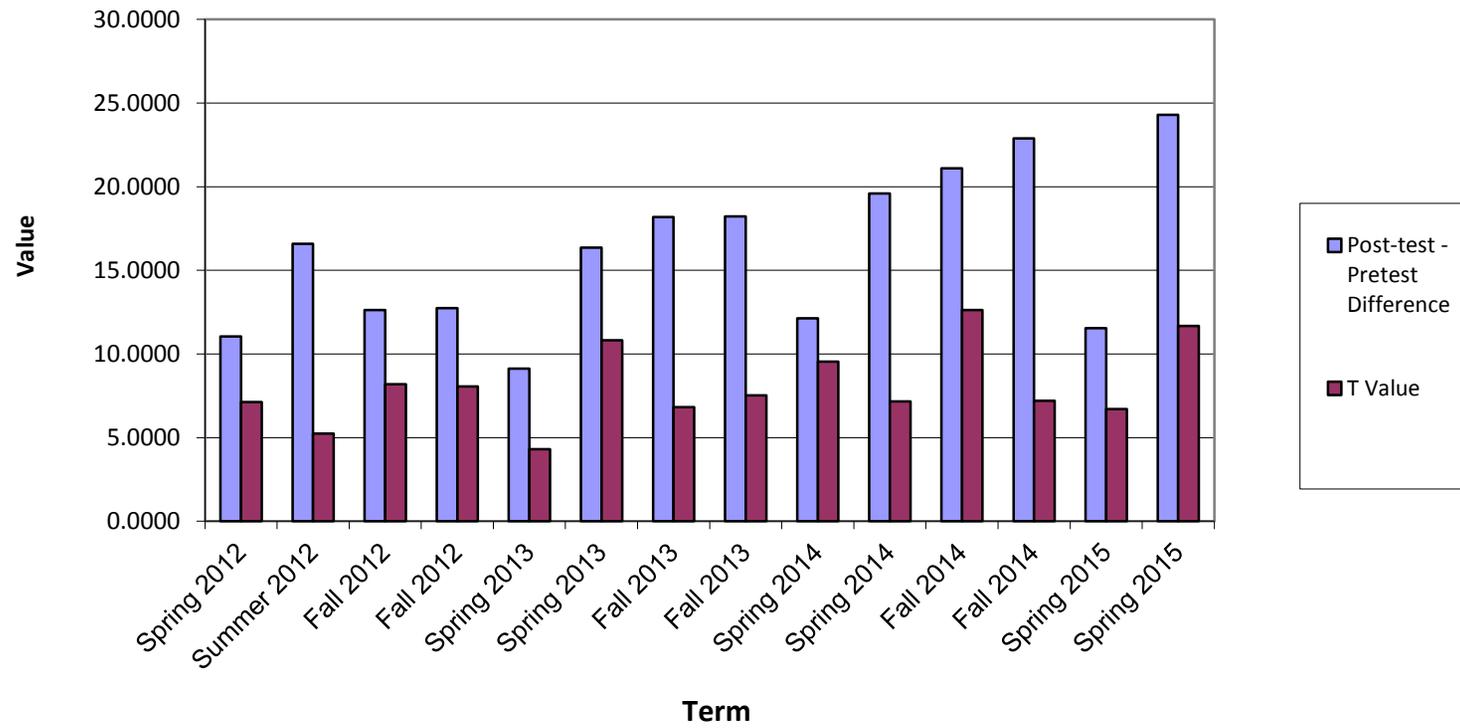
Principles of Macroeconomics Pre and Post Test Results



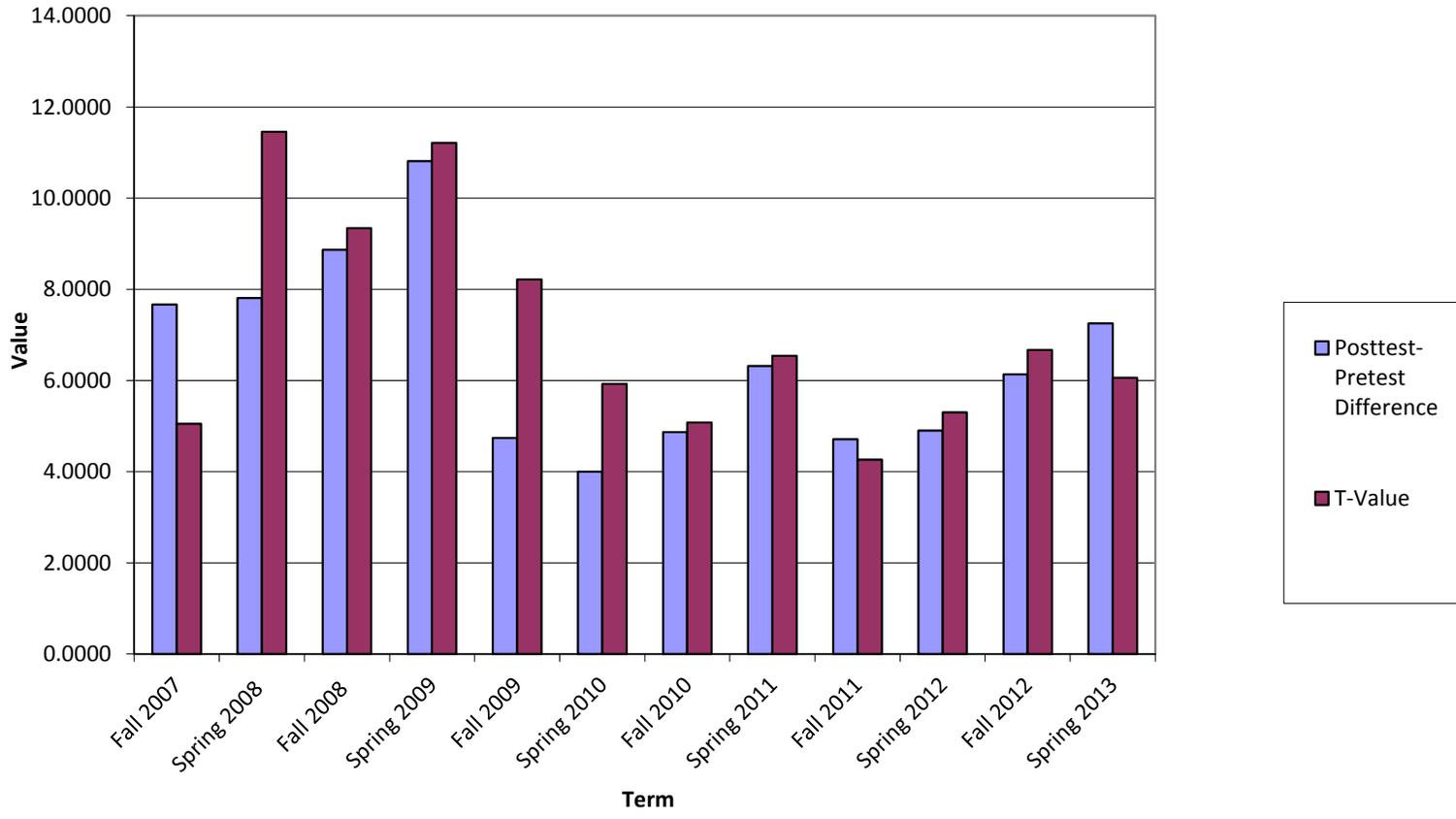
Principles of Finance Pre and Post Test Results



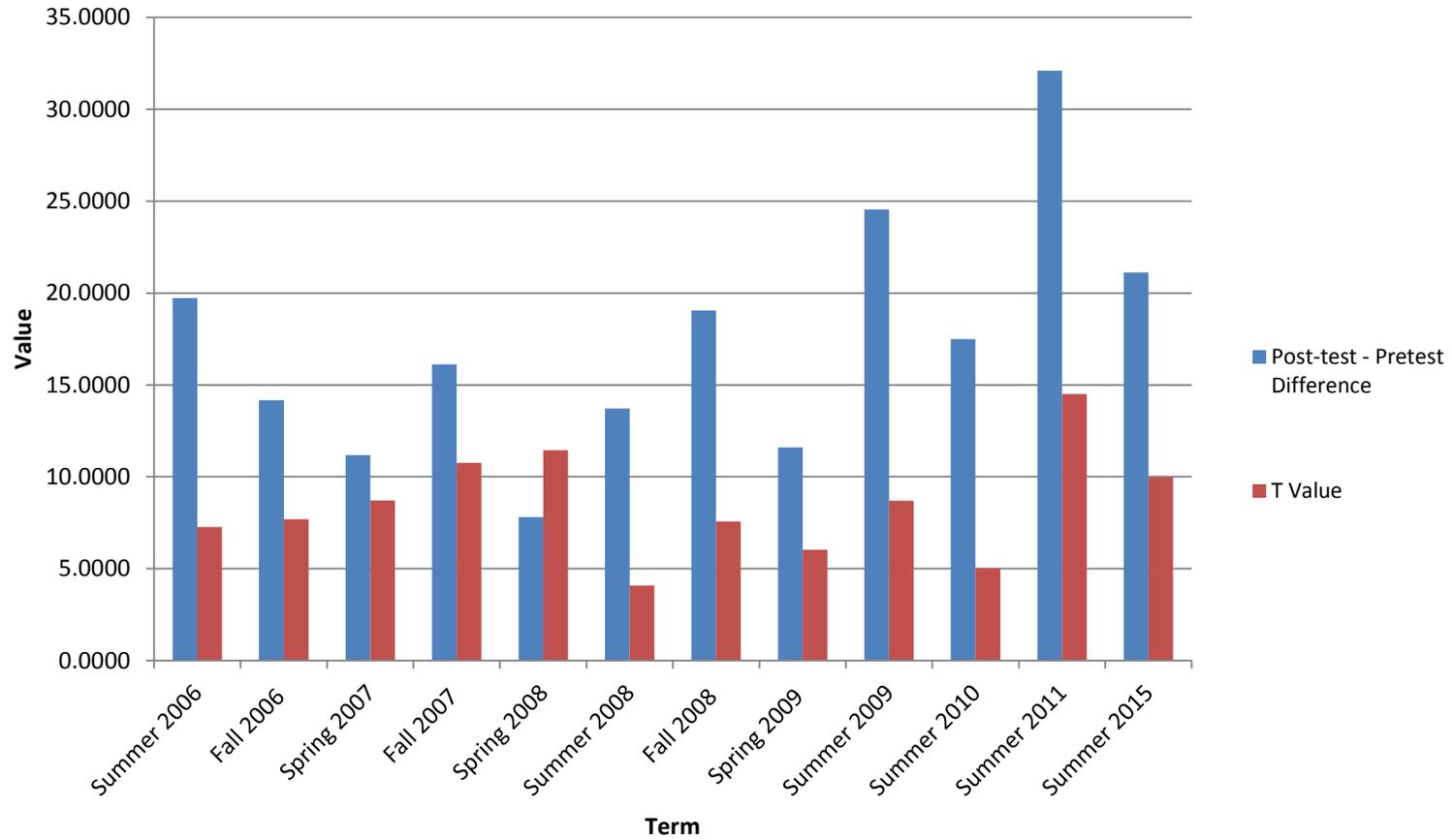
Business Communication Pre and Post Test Differences



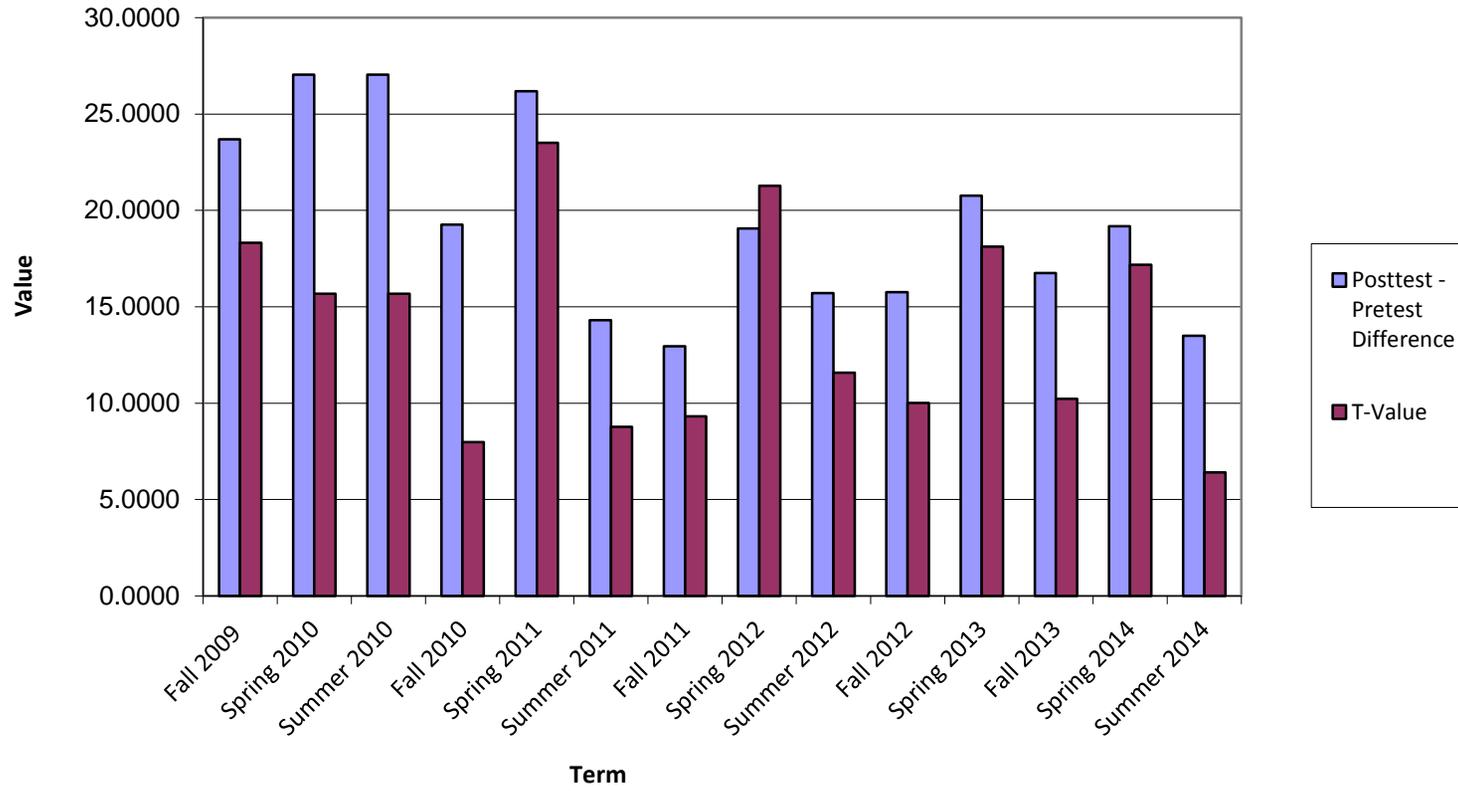
Principles Of Management - Alexander - Pre and Post Test Results



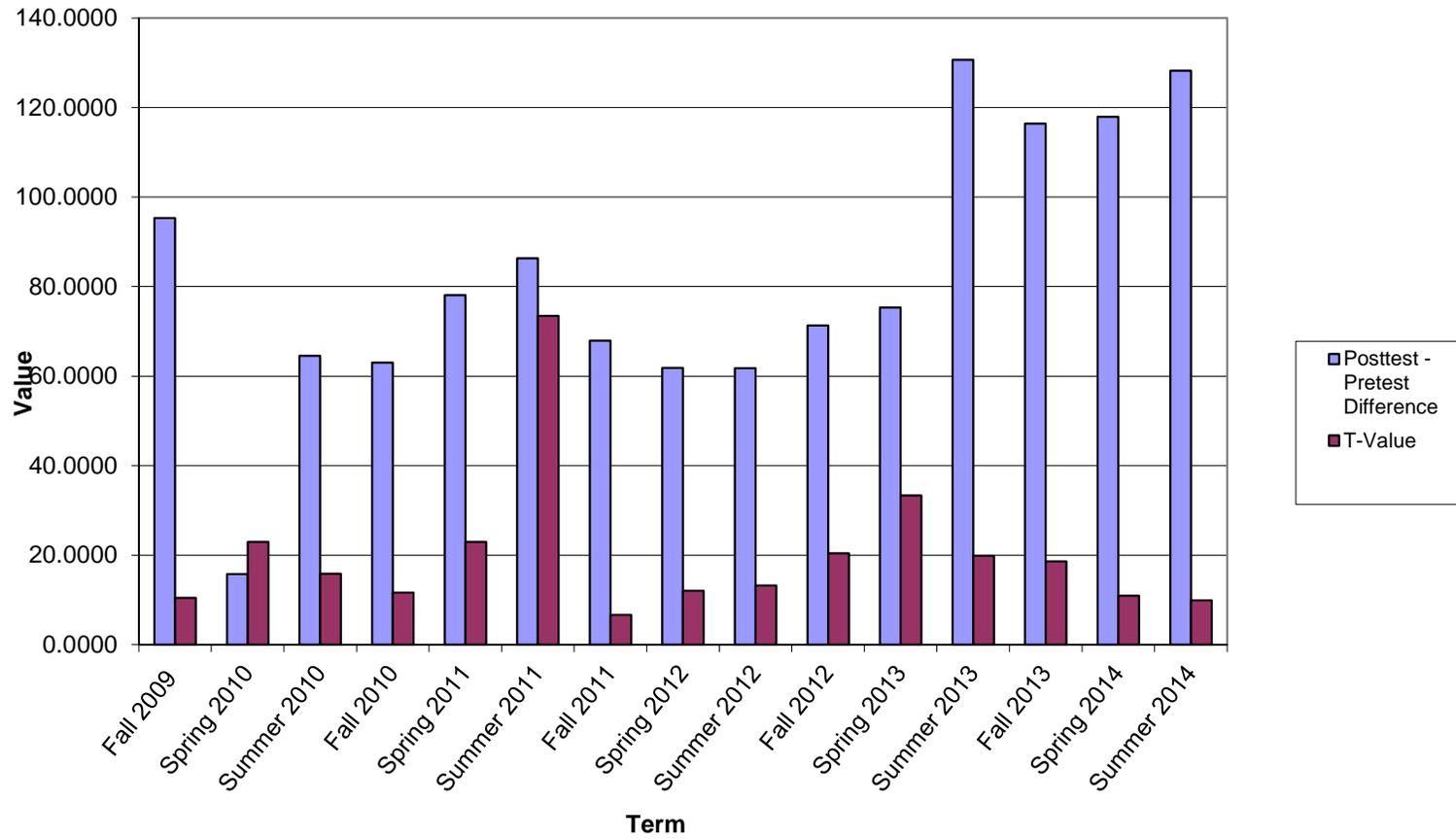
Principles of Management Pre and Post Test Results - Patterson



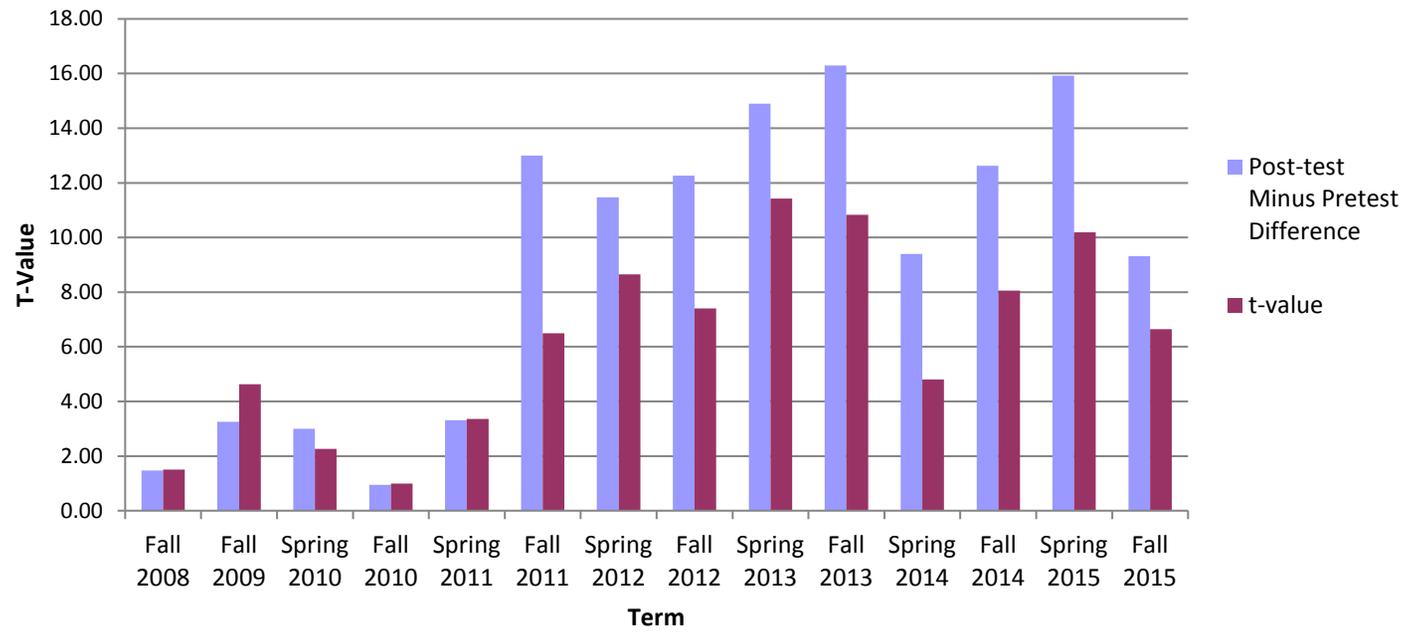
Principles of Marketing Pre and Post Test Results



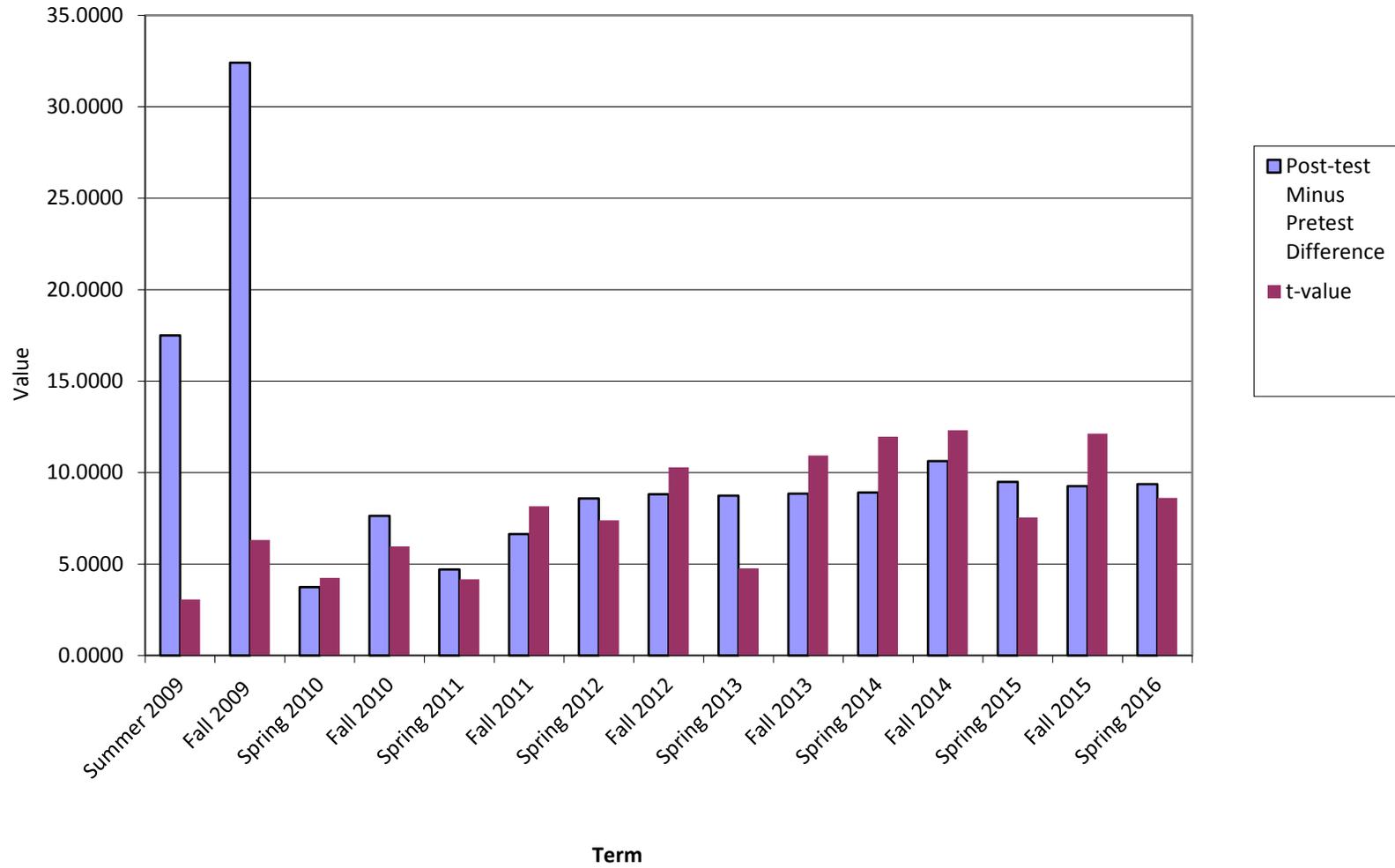
Production-Operations Management Pre and Post Test Differences



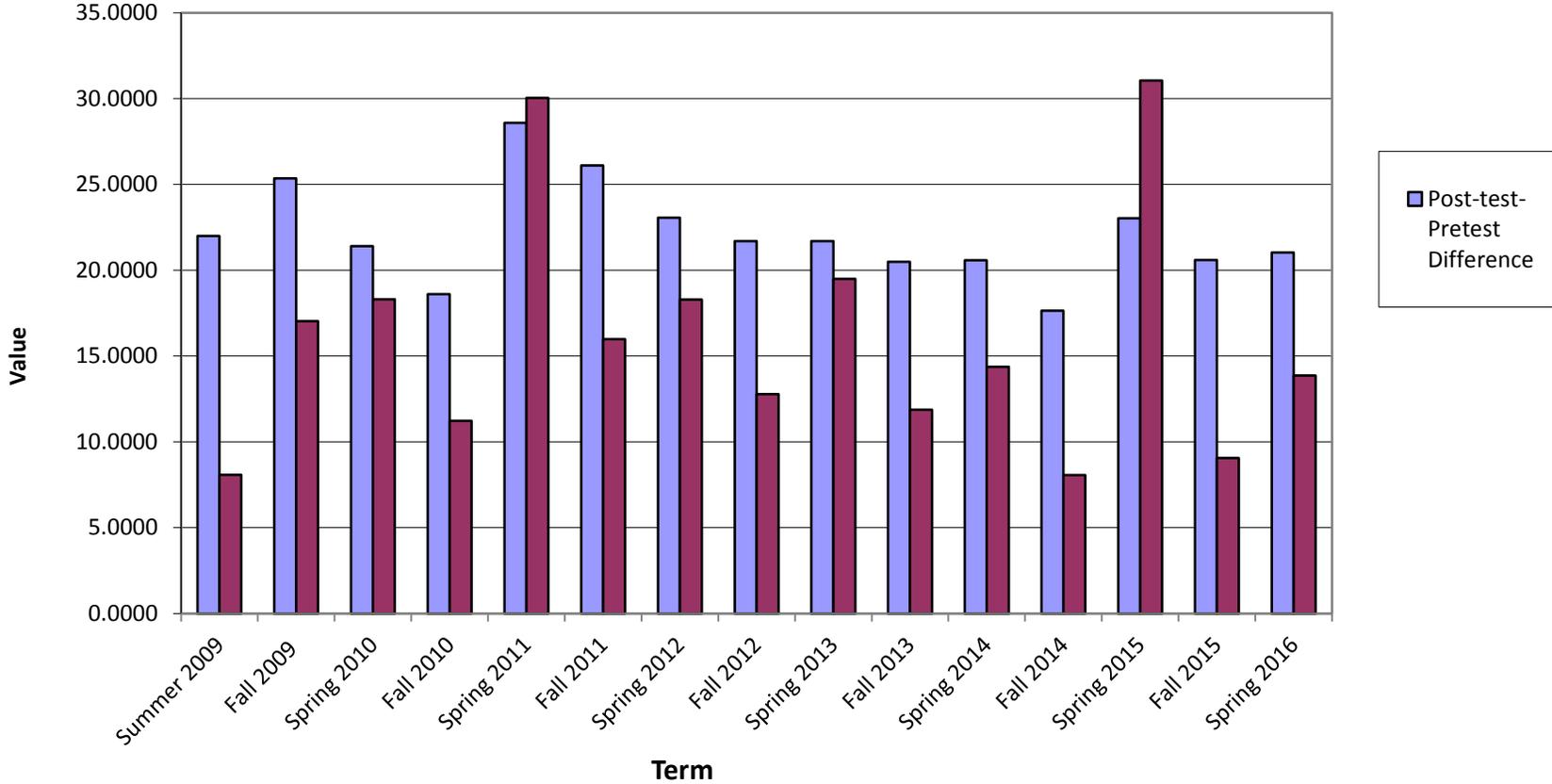
Management Information Systems Pre and Post Test Results



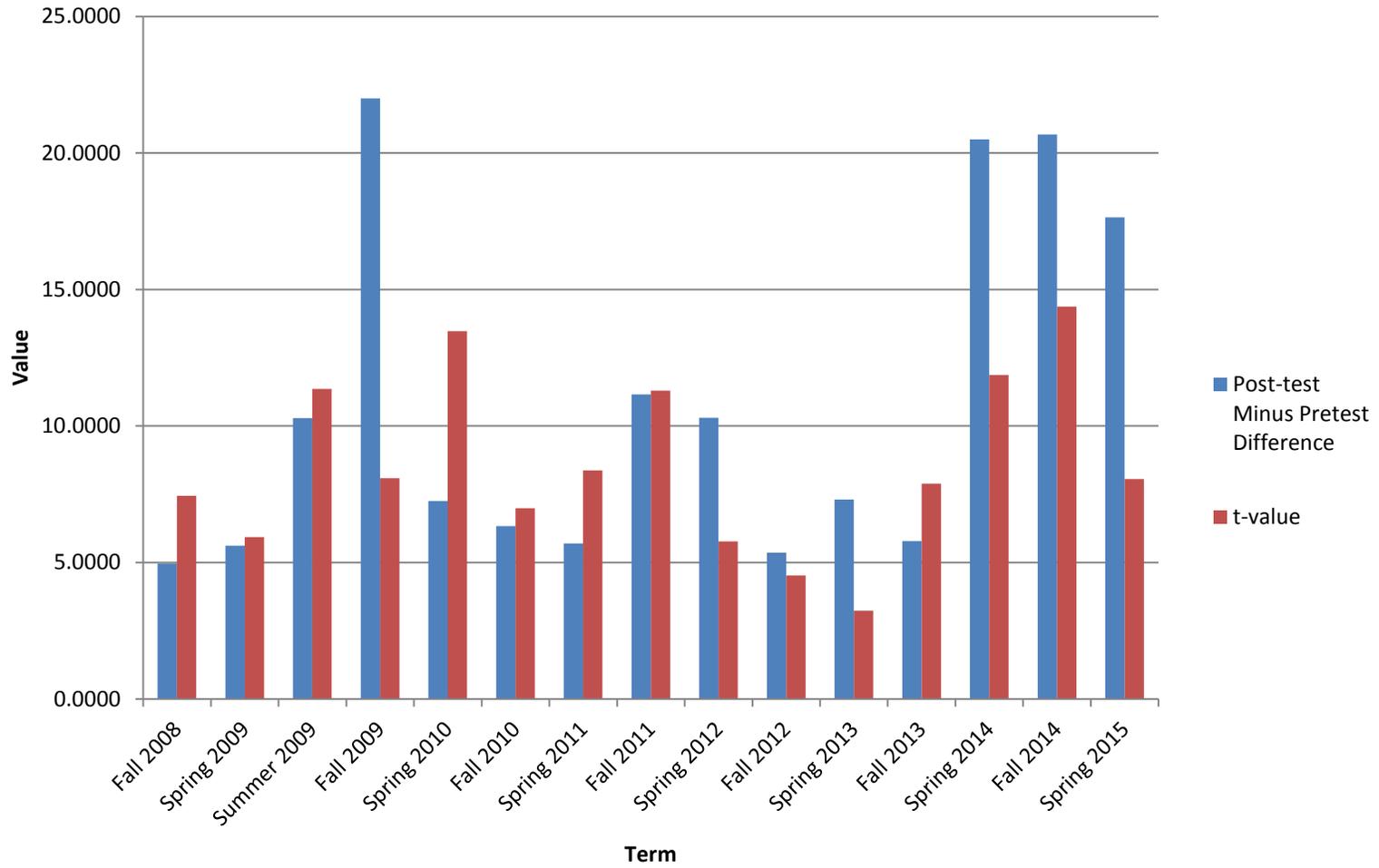
Business Statistics I Pre and Post Test Results



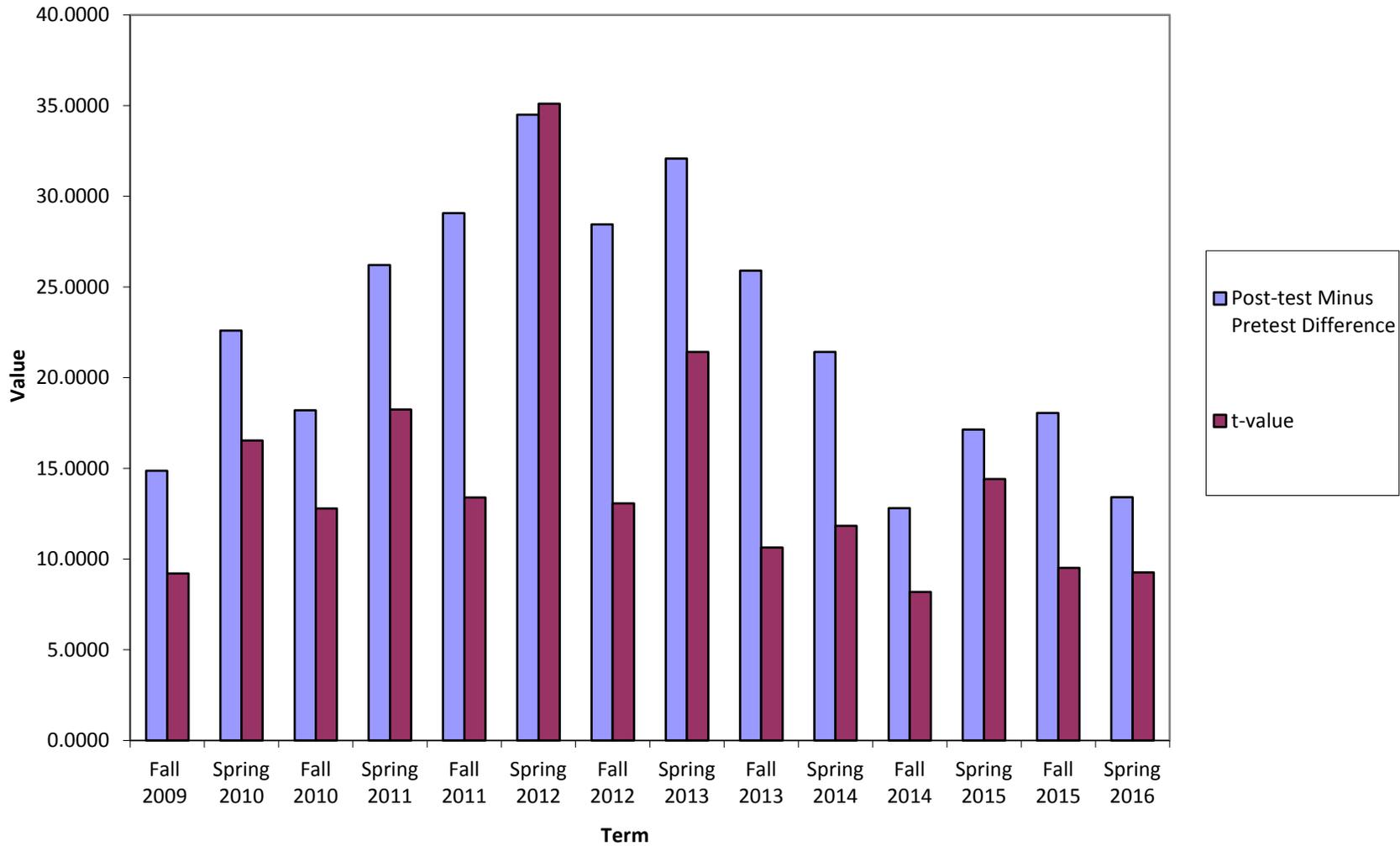
Business Statistics II Pre and Post Test Results



International Business Pre and Post Test Differences



Strategic Management Pre and Post Test Results



APPENDIX D

**GRADUATING SENIOR SURVEY
AND RESULTS**

2014-2015

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.

Results are consistent with those achieved in 2011-2014, which gives a preliminary assessment that the survey instrument is statistically reliable. 2014-15 data are presented separately, due to several new questions being asked, and to allow comparisons between earlier years and the current year. Academic Year ar.

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

Disagree	Neutral	Agree	Prop Disagree	Prop Neutral	Prop Agree	Academic Year
20	62	121	0.016	0.047	0.937	2011-14
0	2	39	0.000	0.049	0.951	2014-15

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

Disagree	Neutral	Agree	Prop Disagree	Prop Neutral	Prop Agree	Academic Year
81	25	96	0.062	0.194	0.744	2011-14
1	11	29	0.024	0.268	0.617	2014-15

3. I can use computers and other technological tools.

Disagree	Neutral	Agree	Prop Disagree	Prop Neutral	Prop Agree	Academic Year
11	1	127	0.008	0.008	0.984	2011-14
0	0	41	0.000	0.000	1.000	2014-15

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

Disagree	Neutral	Agree	Prop Disagree	Prop Neutral	Prop Agree	Academic Year
11	10	118	0.008	0.078	0.914	2011-14
0	5	36	0.000	0.122	0.878	2014-15

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

Disagree	Neutral	Agree	Prop Disagree	Prop Neutral	Prop Agree	Academic Year
22	10	117	0.016	0.078	0.906	2011-14
0	4	39	0.000	0.098	0.902	2014-15

6. I can effectively communicate information and ideas orally.

Disagree	Neutral	Agree	Prop Disagree	Prop Neutral	Prop Agree	Academic Year
22	3	124	0.016	0.023	0.961	2011-14
1	2	38	0.024	0.048	0.928	2014-15

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

Disagree	Neutral	Agree	Prop Disagree	Prop Neutral	Prop Agree	Academic Year
5	7	117	0.039	0.054	0.907	2011-14
1	1	39	0.024	0.024	0.952	2014-15

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

Disagree	Neutral	Agree	Prop Disagree	Prop Neutral	Prop Agree	Academic Year
6	12	111	0.045	0.095	0.860	2011-14
0	6	35	0.000	0.146	0.854	2014-15

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

Disagree	Neutral	Agree	Prop Disagree	Prop Neutral	Prop Agree	Academic Year
3	26	100	0.023	0.202	0.775	2011-14
0	7	34	0.000	0.171	0.829	2014-15

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

Disagree	Neutral	Agree	Prop Disagree	Prop Neutral	Prop Agree	Academic Year
3	11	115	0.023	0.085	0.892	2011-14
0	4	37	0.000	0.098	0.902	2014-15

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

Disagree	Neutral	Agree	Prop Disagree	Prop Neutral	Prop Agree	Academic Year
5	12	112	0.039	0.095	0.868	2011-14
0	5	36	0.000	0.122	0.878	2014-15

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

Disagree	Neutral	Agree	Prop Disagree	Prop Neutral	Prop Agree	Academic Year
5	13	111	0.023	0.101	0.876	2011-14
0	5	36	0.000	0.122	0.878	2014-15

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

Disagree	Neutral	Agree	Prop Disagree	Prop Neutral	Prop Agree	Academic Year
10	15	104	0.077	0.116	0.803	2011-14
1	7	33	0.024	0.171	0.805	2014-15

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

Disagree	Neutral	Agree	Prop Disagree	Prop Neutral	Prop Agree	Academic Year
1	28	100	0.008	0.217	0.775	2011-14
1	7	33	0.024	0.171	0.805	2014-15

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

Disagree	Neutral	Agree	Prop Disagree	Prop Neutral	Prop Agree	Academic Year
3	21	105	0.054	0.189	0.757	2011-14
0	6	35	0.000	0.146	0.854	2014-15

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

Disagree	Neutral	Agree	Prop Disagree	Prop Neutral	Prop Agree	Academic Year
1	7	121	0.008	0.054	0.938	2011-14
0	3	38	0.073			2014-15

16. I understand the ethical issues in business.

Disagree	Neutral	Agree	Prop Disagree	Prop Neutral	Prop Agree	Academic Year
0	0	129	0.000	0.000	1.000	2011-14
0	3	38	0.000	0.073		2014-15

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

Disagree	Neutral	Agree	Prop Disagree	Prop Neutral	Prop Agree	Academic Year
3	3	123	0.023	0.023	0.954	2011-14
1	3	37	0.024	0.48	0.928	2014-15

18. Classes are canceled frequently.

Disagree	Neutral	Agree	Prop Disagree	Prop Neutral	Prop Agree	Academic Year
119	3	7	0.922	0.023	0.055	2011-14
35	4	2	0.854	0.098	0.048	2014-15

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

Disagree	Neutral	Agree	Prop Disagree	Prop Neutral	Prop Agree	Academic Year
16	10	103	0.124	0.077	0.791	2011-14
3	4	34	0.073	0.098	0.829	2014-15

20. Professors use visual aids to help students learn

Disagree	Neutral	Agree	Prop Disagree	Prop Neutral	Prop Agree	Academic Year
18	8	105	0.124	0.062	0.814	2011-14
0	3	38	0.000	0.073	0.927	2014-15

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

Disagree	Neutral	Agree	Prop Disagree	Prop Neutral	Prop Agree	Academic Year
0	8	121	0.000	0.062	0.938	2011-14
0	5	36	0.000	0.122	0.878	2014-15

Teachers are equally fair to males and females

Disagree	Neutral	Agree	Prop Disagree	Prop Neutral	Prop Agree	Academic Year
19	15	95	0.147	0.116	0.736	2011-14
3	4	34	0.073	0.098	0.829	2014-15

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

Disagree	Neutral	Agree	Prop Disagree	Prop Neutral	Prop Agree	Academic Year
0	3	126	0.000	0.023	0.977	2011-14
0	3	38	0.000	0.073	0.927	2014-15

23. Scheduling works out among all classes

Disagree	Neutral	Agree	Prop Disagree	Prop Neutral	Prop Agree	Academic Year
27	8	94	0.209	0.062	0.729	2011-14
4	3	34	0.098	0.073	0.829	2014-15

24. Classroom discussions stay on topic

Disagree	Neutral	Agree	Prop Disagree	Prop Neutral	Prop Agree	Academic Year
17	10	102	0.132	0.077	0.791	2011-14
3	1	37	0.073	0.024	0.303	2014-15

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

Disagree	Neutral	Agree	Prop Disagree	Prop Neutral	Prop Agree	Academic Year
10	12	107	0.077	0.093	0.830	2011-14
1	4	36	0.024	0.073	0.878	2014-15

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

Disagree	Neutral	Agree	Prop Disagree	Prop Neutral	Prop Agree	Academic Year
52	18	59	0.403	0.140	0.457	2011-14
10	4	27	0.244	0.098	0.658	2014-15

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

Disagree	Neutral	Agree	Prop Disagree	Prop Neutral	Prop Agree	Academic Year
8	15	106	0.062	0.116	0.822	2011-14
2	3	36	0.049	0.073	0.878	2014-15

28. My advisor recommends the classes needed to graduate

Disagree	Neutral	Agree	Prop Disagree	Prop Neutral	Prop Agree	Academic Year
7	2	120	0.054	0.016	0.930	2011-14
0	1	40	0.000	0.024	0.976	2014-15

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

Disagree	Neutral	Agree	Prop Disagree	Prop Neutral	Prop Agree	Academic Year
15	21	104	0.116	0.163	0.721	2011-14
1	4	36	0.024	0.098	0.902	2014-15

30. Notification is given for canceled classes

Disagree	Neutral	Agree	Prop Disagree	Prop Neutral	Prop Agree	Academic Year
17	8	104	0.132	0.062	0.806	2011-14
1	2	38	0.024	0.048	0.926	2014-15

31. Teachers encourage interaction with the entire class

Disagree	Neutral	Agree	Prop Disagree	Prop Neutral	Prop Agree	Academic Year
5	8	116	0.039	0.062	0.899	2011-14
1	0	40	0.024	0.000	0.976	2014-15

32. Some professors grade students differently depending on gender

Disagree	Neutral	Agree	Prop Disagree	Prop Neutral	Prop Agree	Academic Year
72	29	28	0.558	0.225	0.217	2011-14
29	7	5	0.707	0.171	0.122	2014-15

33. My advisor is helpful

Disagree	Neutral	Agree	Prop Disagree	Prop Neutral	Prop Agree	Academic Year
8	4	117	0.062	0.031	0.907	2011-14
0	1	40	0.000	0.024	0.976	2014-15

34. Classroom discipline is an issue

Disagree	Neutral	Agree	Prop Disagree	Prop Neutral	Prop Agree	Academic Year
114	8	8	0.884	0.062	0.062	2011-14
40	1	0	0.976	0.024	0.000	2014-15

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

Disagree	Neutral	Agree	Prop Disagree	Prop Neutral	Prop Agree	Academic Year
13	11	105	0.101	0.085	0.814	2011-14
0	12	29	0.000	0.293	0.703	2014-15

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

Disagree	Neutral	Agree	Prop Disagree	Prop Neutral	Prop Agree	Academic Year
64	23	42	0.496	0.178	0.326	2011-14
25	10	6	0.610	0.244	0.146	2014-15

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

Disagree	Neutral	Agree	Prop Disagree	Prop Neutral	Prop Agree	Academic Year
3	7	118	0.008	0.055	0.937	2011-14
0	3	38	0.000	0.073	0.927	2014-15

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

Disagree	Neutral	Agree	Prop Disagree	Prop Neutral	Prop Agree	Academic Year
14	6	109	0.109	0.046	0.845	2011-14
1	6	34	0.024	0.146	0.830	2011-15

39. My advisor did a good job.

Disagree	Neutral	Agree	Prop Disagree	Prop Neutral	Prop Agree	Academic Year
10	3	116	0.077	0.023	0.900	2011-14
0	2	39	0.000	0.049	0.951	2014-15

New Questions Asked Beginning in the Spring 2014 Semester. (First line is SP2014, 2nd line is 2014-15)

41. I have the interpersonal skills necessary for job performance.

Disagree	Neutral	Agree	Prop Disagree	Prop Neutral	Prop Agree
0	2	17	0.000	0.105	0.895
0	1	40	0.000	0.024	0.976

42. I can work effectively on my own.

Disagree	Neutral	Agree	Prop Disagree	Prop Neutral	Prop Agree
0	0	19	0.000	0.000	1.000
0	2	39	0.000	0.049	0.951

43. I can work effectively as a member of a team.

Disagree	Neutral	Agree	Prop Disagree	Prop Neutral	Prop Agree
0	0	19	0.000	0.000	1.000
0	1	40	0.000	0.024	0.976

44. I can manage time and resources effectively to complete projects or goals successfully.

Disagree	Neutral	Agree	Prop Disagree	Prop Neutral	Prop Agree
0	1	18	0.000	0.053	0.947
0	2	39	0.000	0.049	0.951

45. I can improvise to find solutions to problems.

Disagree	Neutral	Agree	Prop Disagree	Prop Neutral	Prop Agree
0	0	19	0.000	0.000	1.000
0	3	38	0.000	0.073	0.927

46. I can take initiative or demonstrate leadership.

Disagree	Neutral	Agree	Prop Disagree	Prop Neutral	Prop Agree
1	0	18	0.053	0.000	0.947
0	3	38	0.000	0.073	0.927

47. I can follow directions effectively.

Disagree	Neutral	Agree	Prop Disagree	Prop Neutral	Prop Agree
0	0	0	0.000	0.000	0.000
0	0	41	0.000	0.000	1.000

48. My knowledge in my field is extensive.

Disagree	Neutral	Agree	Prop Disagree	Prop Neutral	Prop Agree
0	0	0	0.000	0.000	0.000
1	9	31	0.024	0.220	0.756

Disagree	Neutral	Agree	Prop Disagree	Prop Neutral	Prop Agree
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49. I am able to adapt to change and be flexible.

Disagree	Neutral	Agree	Prop Disagree	Prop Neutral	Prop Agree
0	0	0	0.000	0.000	0.000
0	3	38	0.000	0.073	0.927

50. My productivity is above other employees.

Not Employed	Disagree	Neutral	Agree	Prop Disagree	Prop Neutral	Prop Agree
9	0	5	5	0.000	0.500	0.500
0	1	8	7	0.063	0.500	0.437

51. Compared to other employees, my educational preparation is excellent.

Not Employed	Disagree	Neutral	Agree	Prop Disagree	Prop Neutral	Prop Agree
4	1	4	5	0.100	0.400	0.500
0	1	7	7	0.063	0.375	0.562

52. I have been able to do the job for which I was hired quite well.

Not Employed	Disagree	Neutral	Agree	Prop Disagree	Prop Neutral	Prop Agree
9	0	5	5	0.000	0.500	0.500
0	4	3	8	0.267	0.200	0.533

APPENDIX E

SCHOOL OF BUSINESS EMPLOYER SURVEY

2014

UAM School of Business Employer Survey

This survey was conducted online, so the questions are listed only and the survey is not in the online format. Response formats are as given, but the check boxes are omitted. No employer survey was administered in 2015. The survey will be re-administered in 2016.

Question

1. Type of organization
 - a) Manufacturing
 - b) Insurance/Real Estate
 - c) Professional Service
 - d) Health Care
 - e) Government
 - f) Transportation
 - g) Academic
 - h) Hotel - Restaurant
 - i) Religious - Non-profit
 - j) Accounting
 - k) Information Systems
 - l) Retail - Wholesale
 - m) Other (to specify use text field below)
 - n) Other type of organization: _____

1. Approximately how many people are employed in your organization?

2. Mark the degree program of your most recent UAM hire.
 - a) Accounting from UAM
 - b) Finance from UAM
 - c) Management from UAM)
 - d) Marketing from UAM
 - e) General Business Administration from UAM (0)
 - f) A degree from UAM but NOT a Business Graduate
 - g) A Business Degree but NOT from UAM
 - h) A Non-Business degree from some college other than UAM
 - i) No College graduates employed (please continue the survey; we are interested in the skills, not their source.)

(If you do not have an employee from UAM there is an answer for that also.)

3. Please rate your overall level of satisfaction with your most recent hire.

Very dissatisfied
Dissatisfied
Neither satisfied nor dissatisfied
Satisfied
Very satisfied

4. Their ability to use spreadsheets is:

Unacceptable
Poor
Average
Good
Excellent
Unable to rate

5. Their ability to use statistical software is:

(Statements 5 through 23 are rated in the same manner as statement 4)

6. Their ability to use computers and technology is:

7. Their ability to use information from within a firm to make good business decisions is:

8. Their ability to interact effectively with individuals from different cultures or backgrounds is:

9. Their ability to effectively communicate information and ideas orally is:

10. Their ability to effectively communicate information and ideas in writing is:

11. They know how to gather information for the business to use in later decisions.

12. They can analyze the data gathered so that the employer can understand what was found.

13. They can present the results of their research so it can be used by the firm.

14. Their ability to understand the influence of political and social issues on business decisions is:

15. Their ability to understand ethical issues in business is:

16. Their interpersonal skills necessary for job performance are:

17. Their ability to understand the influence of law and administrative regulations on business decisions is:

18. Their ability to work effectively on their own (independently) is:

19. Their ability to work effectively as a member of a team is:

20. Their ability to manage time and resources effectively to complete projects or goals successfully is:

21. Their ability to improvise in finding solutions to problems is:

22. Their ability to take initiative (i.e., demonstrate leadership) is:

23. Their ability to follow directions effectively is:

24. How well would you evaluate their knowledge in their field (accounting, marketing, finance, management)?

Statements 24-27 rated in the same manner.

Unacceptable

Poor

Average

Good

Excellent

25. Their ability to adapt to change and be flexible is:

26. Please compare your UAM graduate's productivity to that of your other recent employees.
27. Overall, how well has your most recent hire been able to do the job for which they were hired?
28. Compared to other employees, what is your general assessment of the educational preparation of your employee(s)?
- Much better preparation
 - Somewhat better preparation
 - About the same preparation
 - Somewhat poorer preparation
 - Much poorer preparation
 - Not applicable
 - Unable to evaluate (no UAM graduate)
29. What is the most important attribute you or your organization looks for when hiring Business graduates?

This question asked for employer responses only, with no prompts

APPENDIX F

ATTAINMENT OF COURSE

LEARNING OBJECTIVES

Dr. Hammett Other Data - By Course						
Accounting Information Sys.	Spring 2016			Answers Correct		
By Topic	Pre	Post	Change	Percentage Change	% Pre Test Correct	% Post Test
Accounting Databases	2	22	20	1000.00%	4.76%	52.50%
Accounting Interface	1	5	4	400.00%	2.38%	11.90%
Accounting Systems & Bus. Proc.	4	14	10	250.00%	9.52%	33.33%
Business Processes	7	18	11	157.14%	25.00%	64.29%
Integrated Enterprise Systems	1	15	14	1400.00%	3.57%	53.57%
Accounting & Bus. Intelligence	5	21	16	320.00%	11.90%	50.00%
Accounting & Sustainability Intel.	3	23	20	666.67%	5.36%	41.67%
XBRL: Intelligent Business Rep.	1	19	18	1800.00%	1.79%	33.33%
Fraud and Internal Control	2	17	15	750.00%	7.14%	60.71%
Cybersecurity	14	45	31	221.43%	10.00%	32.14%
Risk Intelligent Enterprise	6	31	25	416.67%	7.14%	36.90%
Accounting System Development	3	27	24	800.00%	5.36%	48.15%
Database Design: ERD, REA, & SQL	4	27	23	575.00%	7.14%	48.15%

Forensic Accounting	Answers Correct					
By Topic	Pre	Post	Change	Percentage Change	% Pre Test Correct	% Post Test C
Legal Environment	1	3	2	200.00%	6.25%	18.75%
Fraud Detection	6	7	1	16.67%	30.00%	35.00%
Investigation & Engagement Process	2	8	6	300.00%	10.00%	40.00%
Evidence Collection Process	3	10	7	233.33%	15.00%	50.00%
Physical, Document, Observ. Evidence	4	10	6	150.00%	25.00%	62.50%
Interview and Interrogation Techniques	10	12	2	20.00%	50.00%	60.00%
Forensic Science and Comp. Forensics	1	1	0	0.00%	6.25%	6.25%
Reports, Litigation and Recovery Proces	3	8	5	166.67%	18.75%	50.00%
SOX Compliance	1	5	4	400.00%	5.00%	25.00%
Business Valuation	3	14	11	366.67%	15.00%	70.00%
Dispute Resolution Services	3	11	8	266.67%	18.75%	68.75%

Managerial Accounting MWF	Answers Correct			Percentage Change	% Pre Test Correct	% Post Test Correct
	Pre	Post	Change			
By Topic						
Managerial Accounting Introduction	20	27	7	35.00%	47.62%	64.29%
Job Order Costing	12	17	5	41.67%	28.57%	40.48%
Process Costing	14	21	7	50.00%	33.33%	50.00%
Activity Based Costing	14	28	14	100.00%	16.67%	33.33%
Cost - Volume - Profit Analysis	5	22	17	340.00%	8.93%	39.29%
Cost - Volume - Profit Additional topics	10	17	7	70.00%	23.81%	40.48%
Budgetary Planning	16	22	6	37.50%	22.86%	31.43%
Budgetary Control & Responsibility Acctg.	19	33	14	73.68%	22.62%	39.29%
Standard Costing and Balance Scorecard	19	50	31	163.16%	19.39%	51.02%
Incremental Analysis Capital Budgeting	41	59	18	43.90%	29.29%	42.14%

Assessment Matrices - Dr. Patterson

Assessment Matrix - Strategic Management - Fall 2015

Exam One Results			
Objective	Essay Question	number satisfactory	percent satisfactory
1	1,2	16	100.0
2	3,4	16	100.0
3	5,6	14	87.5
4	7,8	11	68.8
5	9,10	13	81.3
6	11,12	14	87.5
Overall test		84	87.5
Exam Two Results			
Objective	Essay Question	number satisfactory	percent satisfactory
7	1,2	14	87.5
8	3,4	13	81.3
9	5,6	16	100.0
10	7,8	13	81.3
11	9,10	14	87.5
12	11,12	13	81.3
Overall test		83	86.5
Exam Three Results			
Objective	Essay Question	number satisfactory	percent satisfactory
13	1,2	14	87.5
14	3,4	13	81.3
15	5,6	13	81.3
16	7,8	16	100.0
17	9,10	15	93.8
18	11, 12	16	100.0
Overall test		87	90.6
Exam Four Results			
Objective	Essay Question	number satisfactory	percent satisfactory
30	1,2	16	100.0
30	3,4	15	93.8
31	5,6	15	93.8
32	7,8	16	100.0
34	9,10	16	100.0
27	11, 12	16	100.0
Overall test		94	97.9

APPENDIX G

SAMPLE E-MAILS TO ADVISEES

2015-2016

From: PATTERSONJ@UAMONT.EDU
Sent: Wednesday, March 30, 2016 12:40 PM
To: Patterson John Dennis
Subject: Preregistration beginning April 4

Preregistration begins on Monday, April 4. Monday is reserved for seniors, and Tuesday is reserved for juniors and seniors. All students may enroll on April 6 through April 15.

If you are graduating in May, please disregard this message.

Otherwise, please stop by my office (room 311 BBC) to sign up for an appointment, if it is possible for you to do so. I will not make appointments for you by e-mail or by phone. You must visit the BBC and sign your name to the appropriate time slot.

If your job or some other factor entirely beyond your control prevents you coming to campus, I'll accept an e-mail from you about the courses you want/need, especially if I have already done so in the past. Please try to enroll early, since many freshman or sophomore level classes may fill quickly.

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

From: CLAYTON@UAMONT.EDU
Sent: Tuesday, March 29, 2016 2:09 PM
To: Clayton Marsha
Subject: <From the desk of Marsha Clayton>Preregistration Sign up

Preregistration for the fall semester and summer terms will begin Monday, April 4 and end on Friday, April 11. If you want to be sure of getting the classes you want at the times you want, the sooner you preregister the better. If you are still taking 1000-level and 2000-level classes, please be aware that these are the classes that are most likely to fill up the first few days of preregistration.

I have put a sign up sheet on my office door (Babin Business Center room 109) for the first three days of preregistration. I will put sign up sheets for the other days of preregistration later. Please come by my office and sign up for an advising time slot.

M. Clayton
460-1673