



Program Review Self-Study 2013/14

Academic unit: Interdisciplinary – Business Administration

College: Business

Date of last review 2008

Date of last accreditation report (if relevant) Dec. 2012

List all degrees described in this report (add lines as necessary)

Degree: Bachelor – Business Administration CIP* code: 49.0104

Degree: Master – Business Administration CIP code: 49.0104

Degree: _____ CIP code: _____

*To look up, go to: Classification of Instructional Programs Website, <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>

Faculty of the academic unit (add lines as necessary)

Name Signature

As interdisciplinary programs, both the BBA in Business Administration and the MBA do not have a department faculty. Faculty are drawn as needed from _____ departments to teach MBA courses; the BBA in BA program consists of courses taught for other majors. _____

Submitted by: James Clark Assoc. Dean Date 4/1/13
(name and title)

1. Departmental purpose and relationship to the University mission (refer to instructions in the WSU Program Review document for more information on completing this section).

a. University Mission:

Wichita State University is committed to providing comprehensive educational opportunities in an urban setting. Through teaching, scholarship and public service the University seeks to equip both students and the larger community with the educational and cultural tools they need to thrive in a complex world, and to achieve both individual responsibility in their own lives and effective citizenship in the local, national and global community.

b. Program Mission (if more than one program, list each mission):

The objective of the Business Administration program is to provide maximum flexibility to students who wish to study business. It is a broad-based management-oriented degree which allows students to increase their knowledge in the basic business disciplines and functions. It allows a student to combine breadth of knowledge with a degree of specialization.

The Master of Business Administration degree in WSU's W. Frank Barton School of Business prepares you for responsible positions of leadership in business, government, health-related organizations, and other institutions. Particular attention is given to developing an understanding of the organization as an integrated system.

c. The role of the program (s) and relationship to the University mission: Explain in 1-2 concise paragraphs.

Both programs support the mission of the University and the Barton School through its teaching, intellectual activities of the faculty, and the service activities of the faculty to the academic, business, and university communities.

d. Has the mission of the Program (s) changed since last review? Yes No

i. If yes, describe in 1-2 concise paragraphs. If no, is there a need to change?

Mission hasn't changed for either degree. There have been major changes in the curricula of both degrees within the last several years.

e. Provide an overall description of your program (s) including a list of the measurable goals and objectives of the program (s) (both programmatic and learner centered). Have they changed since the last review?

Yes No

If yes, describe the changes in a concise manner.

2a. Describe the quality of the program as assessed by the strengths, productivity, and qualifications of the faculty in terms of SCH, majors, and graduates (refer to instructions in the WSU Program Review document for more information on completing this section). Complete a separate table for each program if appropriate.

UG

Last 3 Years	Tenure/Tenure Track Faculty (Number)	Tenure/Tenure Track Faculty with Terminal Degree (Number)	Instructional FTE (#):			Total SCH - Total SCH by FY from Su, Fl, Sp	Total Majors - From fall semester	Total Grads - by FY
			TTF= Tenure/Tenure Track	GTA=Grad teaching assist	O=Other instructional FTE			
			TTF	GTA	O			
Year 1 →	--	--	--	--	--	--	476	80
Year 2 →	--	--	--	--	--	--	454	90
Year 3 →	--	--	--	--	--	--	465	70
Total Number Instructional (FTE) – TTF+GTA+O						SCH/ FTE	Majors/ FTE	Grads/ FTE
↓								
Year 1 →					--	--	--	--
Year 2 →					--	--	--	--
Year 3 →					--	--	--	--

KBOR data minima for UG programs: Majors=25; Graduates=10; Faculty=3; KBOR data minima for master programs: Majors=20; Graduates=5; Faculty=3 additional; KBOR data minima for doctoral programs: Majors=5; Graduates=2; Faculty=2 additional.

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Last 3 Years	Tenure/Tenure Track Faculty (Number)	Tenure/Tenure Track Faculty with Terminal Degree (Number)	Instructional FTE (#):			Total SCH - Total SCH by FY from Su, Fl, Sp	Total Majors - From fall semester	Total Grads - by FY
			TTF= Tenure/Tenure Track	GTA=Grad teaching assist	O=Other instructional FTE			
			TTF	GTA	O			
Year 1 →	--	--	--	--	--	--	205	92
Year 2 →	--	--	--	--	--	--	203	52
Year 3 →	--	--	--	--	--	--	179	75
Total Number Instructional (FTE) – TTF+GTA+O						SCH/ FTE	Majors/ FTE	Grads/ FTE
↓								
Year 1 →					--	--	--	--
Year 2 →					--	--	--	--
Year 3 →					--	--	--	--

KBOR data minima for UG programs: Majors=25; Graduates=10; Faculty=3; KBOR data minima for master programs: Majors=20; Graduates=5; Faculty=3 additional; KBOR data minima for doctoral programs: Majors=5; Graduates=2; Faculty=2 additional.

2b. Describe the quality of the program as assessed by the scholarly productivity (refer to instructions in the WSU Program Review document for more information on completing this section).

Scholarly Productivity	Number Journal Articles		Number Presentations		Number Conference Proceedings		Performances			Number of Exhibits		Creative Work		No. Books	No. Book Chaps.	No. Grants Awarded or Submitted	\$ Grant Value
	Ref	Non-Ref	Ref	Non-Ref	Ref	Non-Ref	*	**	***	Juried	****	Juried	Non-Juried				
Year 1	N/A																
Year 2																	
Year 3																	

* Winning by competitive audition. **Professional attainment (e.g., commercial recording). ***Principal role in a performance. ****Commissioned or included in a collection.

- a. Provide a brief assessment of the quality of the faculty/staff using the data from the tables in section 2 as well as any additional relevant data. Programs should comment on details in regard to productivity of the faculty (i.e., some departments may have a few faculty producing the majority of the scholarship), efforts to recruit/retain faculty, departmental succession plans, course evaluation data, etc.

Because the Business Administration programs are a college-wide program, the intellectual activities of the faculty of the entire college are relevant. The intellectual activities of the faculty are two-fold. The primary focus is applied and theoretical research published in academic outlets at the national and regional level. A secondary focus is on the dissemination of research results to the practitioner community through publication in widely disseminated outlets and through participation in relevant professional organizations. Faculty are expected to contribute to both aspects of this mission by communicating their findings to appropriate academic and professional associations. The faculty frequently are able to bring their research into the classroom to enhance the learning experience of the students. The scholarly activities of the faculty are documented in the reports of the individual departments.

3. Academic Program: Analyze the quality of the program as assessed by its curriculum and impact on students. Complete this section for each program (if more than one). Attach updated program assessment plan (s) as an appendix (refer to instructions in the WSU Program Review document for more information).

a. For undergraduate programs, compare ACT scores of the majors with the University as a whole.

Last 3 Years	Total Majors - From fall semester	ACT – Fall Semester (mean for those reporting)	
		Majors	All University Students - FT
Year 1 →	476	22	22.96
Year 2 →	454	22	23.06
Year 3 →	465	22	23.11

KBOR data minima for UG programs: ACT<20 will trigger program.

b. For graduate programs, compare graduate GPAs of the majors with University graduate GPAs.*

Last 3 Years	Total Admitted - By FY	Average GPA (Admitted) – Domestic Students Only (60 hr GPA for those with ≥54 hr reported) By FY		
		GPA of those Admitted	College GPA	University GPA
Year 1 →	102	3.38	3.38	3.48
Year 2 →	94	3.27	3.36	3.48
Year 3 →	76	3.41	3.43	3.48

*If your admission process uses another GPA calculation, revise table to suit program needs and enter your internally collected data.

c. Identify the principal learning outcomes (i.e., what skills does your Program expect students to graduate with). Provide aggregate data on how students are meeting those outcomes. Data should relate to the goals and objectives of the program as listed in 1e. Provide an analysis and evaluation of the data by learner outcome with proposed actions based on the results.

In the following table provide program level information. You may add an appendix to provide more explanation/details. Definitions:

Learning Outcomes: Learning outcomes are statements that describe what students are expected to know and be able to do by the time of graduation. These relate to the skills, knowledge, and behaviors that students acquire in their matriculation through the program (e.g., graduates will demonstrate advanced writing ability).

Assessment Tool: One or more tools to identify, collect, and prepare data to evaluate the achievement of learning outcomes (e.g., a writing project evaluated by a rubric).

Criterion/Target: Percentage of program students expected to achieve the desired outcome for demonstrating program effectiveness (e.g., 90% of the students will demonstrate satisfactory performance on a writing project).

Result: Actual achievement on each learning outcome measurement (e.g., 95%).

Analysis: Determines the extent to which learning outcomes are being achieved and leads to decisions and actions to improve the program. The analysis and evaluation should align with specific learning outcome and consider whether the measurement and/or criteria/target remain a valid indicator of the learning outcome as well as whether the learning outcomes need to be revised.

Learning Outcomes (most programs will have multiple outcomes)	Assessment Tool (e.g., portfolios, rubrics, exams)	Target/Criteria (desired program level achievement)	Results	Analysis

Detailed descriptions of assessment methods and results were tabulated in the Barton School's Maintenance of Accreditation documents, available at <http://www.wichita.edu/thisis/academics/business/>

Provide aggregate data on student majors satisfaction (e.g., exit surveys), capstone results, licensing or certification examination results, employer surveys or other such data that indicate student satisfaction with the program and whether students are learning the curriculum (for learner outcomes, data should relate to the goals and objectives of the program as listed in 1e).

Student Satisfaction (e.g., exit survey data on overall program satisfaction). Percent satisfied or higher							Learner Outcomes (e.g., capstone, licensing/certification exam pass-rates) by year, for the last three years				
Year	N	Result (e.g., 4.5 on scale of 1-5, where 5 highest)					Year	N	Name of Exam	Program Result	National Comparison±
		Undergraduate	N	EMBA	N	MBA					
1	--	--	--	--	--	--	1		NA		
2	--	--	--	--	--	--	2		NA		
3	71	88.7	20	70.0	57	78.9	3		NA		

Provide aggregate data on how the goals of the *WSU General Education Program* and *KBOR 2020 Foundation Skills* are assessed in undergraduate programs (optional for graduate programs).

Goals/Skills Measurements of: Oral/written communication, Numerical literacy, Critical thinking and problem solving, Collaboration and teamwork, Library research skills, Diversity and globalization	Results	
	Majors	Non-Majors
Oral/written communication and critical thinking assessments are in the Maintenance of Accreditation documents referenced above.		

Note: Not all programs evaluate every goal/skill. Programs may choose to use assessment rubrics for this purpose. Sample forms available at:

<http://www.aacu.org/value/rubrics/>

- d. For programs/departments with concurrent enrollment courses (per KBOR policy), provide the assessment of such courses over the last three years (disaggregated by each year) that assures grading standards (e.g., papers, portfolios, quizzes, labs, etc.) course management, instructional delivery, and content meet or exceed those in regular on-campus sections.

Provide information here:

NA

- e. Indicate whether the program is accredited by a specialty accrediting body including the next review date and concerns from the last review.

AACSB visit scheduled for April 21 - 23, 2014. Concerns from last visit related to "closing the loop" in assessment of student learning. Concerns satisfied by follow-up report.

- f. Provide the process the department uses to assure assignment of credit hours (per WSU policy 2.18) to all courses has been reviewed over the last three years. Attach a few examples of course syllabi that communicates this policy to students (provide as an appendix).

Sample syllabus language for assignment of credit hours (along with ADA, academic honesty, and email policies) are distributed to faculty prior to the start of every semester; see attached. Review of syllabi show that language is actually included in syllabi. Sample syllabi are in departmental reports, since there are no separate courses.

- g. Provide a brief assessment of the overall quality of the academic program using the data from 3a – 3f and other information you may collect, including outstanding student work (e.g., outstanding scholarship, inductions into honor organizations, publications, special awards, academic scholarships, student recruitment and retention).

Provide assessment here:

The business administration major has been performing its task: provide an education for students who want a broad exposure to multiple areas of business (rather than a specific major). Student satisfaction is reasonably high, as shown by survey results. Employer satisfaction is high, as shown by graduates finding jobs. Student quality (GPA, ACT) is comparable to the average for business school students. Regents' minima are exceeded by large amounts. Costs of the major are very low, since students take classes that would already be offered for the specific majors.

4. Analyze the student need and employer demand for the program. Complete for each program if appropriate (refer to instructions in the WSU Program Review document for more information on completing this section).

a. Utilize the table below to provide data that demonstrates student need and demand for the program.

UG

Majors				Employment of Majors*										No. pursuing graduate or professional education	Projected growth from BLS**						
Last 3 YRs - Begins in fall and ends following summer	No. who enter or are admitted in the major	% enrolled one year later	1 Year Attrition %	Average Salary	Employment % In state	Employment % in the field	Employment: % related to the field	Employment: % outside the field													
Year 1→	163	44.8	55.2																		
Year 2→	90	44.4	55.6																		Current year only
Year 3→	113	52.2	47.8	\$31,600	100%	95%	na	5%	10%												22%▼
Race/Ethnicity by Major***											Race/Ethnicity by Graduate***										
	NRA	H	AI/AN	A	B	NH/PI	C	M	R	UNK	NRA	H	AI/AN	A	B	NH/PI	C	M	R	UNK	
Year 1→	6	1	2	1	1	0	18	6	16	5	2	2	6	4	0	59	0	2			
Year 2→	7	1	2	1	1	0	19	7	18	5	4	0	4	9	0	59	2	4			
Year 3→	10	1	3	1	1	1	19	10	13	3	4	0	5	2	0	51	1	4			

* No exact equivalent - Bus Admin major are qualified for many entry-level business positions. Figure is for Management Analysts.

* May not be collected every year

** Go to the U.S. Bureau of Labor Statistics Website: <http://www.bls.gov/oco/> and view job outlook data and salary information (if the Program has information available from professional associations or alumni surveys, enter that data)

*** NRA=Non-resident alien; H=Hispanic; AI/AN=American Indian/ Alaskan Native; A=Asian; B=Black; NH/PI=Native Hawaiian/Pacific Islander; C=Caucasian; MR=Multi-race; UNK=Unknown

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Provide a brief assessment of student need and demand using the data from the table above. Include the most common types of positions, in terms of employment, graduates can expect to find.

Provide assessment here:

Assessment is based on exit survey conducted by Career Services for the Barton School; information is from the AY11 survey. Students are surveyed in month before graduation.

103 - Total surveyed

3 - Not employed, not seeking employment, not additional education

10 - Attending grad. school

58 - Employed

32 - Seeking employment

Student demand is determined by: 1) number of students who want a general education in business, as opposed to a specific major; 2) number of students who want a specific major, but cannot obtain it due to schedule constraints or other reasons. Demand for graduates is substantial, and is spread out across all business areas.

5. Analyze the cost of the program and service the Program provides to the discipline, other programs at the University, and beyond. Complete for each program if appropriate (refer to instructions in the WSU Program Review document for more information on completing this section).

Percentage of SCH Taken By (last 3 years)			
Fall Semester	Year 1 - 2009	Year 2 - 2010	Year 3 - 2011
UG Majors	N/A	N/A	N/A
Gr Majors	N/A	N/A	N/A
Non-Majors	N/A	N/A	N/A

- a. Provide a brief assessment of the cost and service the Program provides. Comment on percentage of SCH taken by majors and non-majors, nature of Program in terms of the service it provides to other University programs, faculty service to the institution, and beyond.

Provide assessment here:

As an interdisciplinary major, the BBA in business administration costs very little - students in the major enroll in classes already offered for students in specific business majors, and there are no faculty teaching the BA major. As a flexible program, the BA major provides a service to business students who would prefer a more specific major, but have schedule constraints or other factors that prevent getting a specific major in a timely fashion.

6. Report on the Program’s goal (s) from the last review. List the goal (s), data that may have been collected to support the goal, and the outcome. Complete for each program if appropriate (refer to instructions in the WSU Program Review document for more information on completing this section).

(For Last 3 FYs)	Goal (s)	Assessment Data Analyzed	Outcome
	No goals in last review		

7. Summary and Recommendations

- a. Set forth a summary of the report including an overview evaluating the strengths and concerns. List recommendations for improvement of each Program (for departments with multiple programs) that have resulted from this report (relate recommendations back to information provided in any of the categories and to the goals and objectives of the program as listed in 1e). Identify three year goal (s) for the Program to be accomplished in time for the next review.

Provide assessment here:

The Business Administration major has been replaced by the General Business major, effective Fall 2013.

Goal 1: Implement new major

Goal 2: Monitor new major to make sure it serves student appropriately, and that student quality is maintained at the current level (GPA and ACT scores of current BA majors are comparable to the average of all business majors)

Statistical Software Applications for Business
Econ 232 CRN 26412 (MTR 1/7 - 1/17)
Spring Pre-session 2013
Dr. Jim Clark

This class meets from 7:00 pm (NOT 7:05) to 10:00 pm (NOT 9:45) on Monday Jan. 7, Tuesday Jan. 8, Thursday Jan. 10, Tuesday Jan. 15, Thursday Jan. 17

Text: No textbook. There is a Hints tab on every lesson that provides information.

Testing: There will be a comprehensive examination on the last evening of class.

Grading: Your course grade will be based on your performance on your comprehensive exam and a series of homework assignments. The comprehensive exam is worth 400 points. The homework assignments together are worth 200 points. Assignments are turned in through Blackboard, and are **due before the next class starts**. You lose 50% of the points for **each day** an assignment is late.

Grading Scale: A is 93 - 100%, A- is 90 - 92%
B+ is 87 - 89%, B is 83% - 86%, B- is 80 - 82%
C+ is 77 - 79%, C is 73% - 76%, C- is 70 - 72%
D+ is 67 - 69%, D is 63% - 66%, D- is 60 - 62%
F is less than 60%

Relationship of Econ 231 to Econ 232: These classes are completely independent of each other, and are graded as two separate courses. Although course material will overlap, the two courses are not intended to be synchronized. You should not expect your Econ 231 instructor to prepare you for Econ 232, nor your Econ 232 instructor to prepare you for Econ 231.

Office: 023 Clinton Hall **Office Phone:** 978-7097

E-mail: Jim.Clark@wichita.edu (put Econ 232 in the subject line)

Office Hours: 6:45 - 6:55 before class, and by appointment.

Availability: I am available everyday from 9 am-10 pm.

Hardware

You will be working problems and taking notes in class in spreadsheet files. The easiest way to save your work is to **bring a flash drive to class**. You can buy one for about \$8 in Wal-Mart - you won't need a large-capacity one. Have it with you the **first** day of class.

Blackboard

You must have access to Blackboard for this class. Homework assignments and data for exams will be delivered to you solely via Blackboard.

TIME COMMITMENT

This class is concentrated into two weeks. That means that in addition to time in class, you have to spend multiple hours **most days** doing homework and studying. You will need to turn in multiple spreadsheet-based and online homework assignments before each class - if you don't do the homework and practice tests, you won't be able to complete the final exam in the time available. The class schedule is designed to leave one or more evenings between class sessions for homework and studying.

Success in this 1 credit hour course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course for instruction and preparation/studying or course related activities.

Versions of Excel

You must use Excel to do your homework. We are using Excel 2010. You can also use Excel 2007 or Excel 2003 for Windows or Excel for Macs. ***However, the interfaces for versions before 2007, and for Macs, are very different from any previous version, and this will be a disadvantage for you in doing homework and exams.*** If you do not have Excel on your home computer, you should buy Office Professional Academic 2010. (Word, Excel, Access, PowerPoint, Outlook, Publisher, and OneNote) at <http://www.microsoft.com/student/office/en-us/default.aspx>. If you choose NOT to update, you must download and install the Microsoft Office Compatibility Pack for Word, Excel, and PowerPoint 2007 File Formats. Here is the website: <http://www.microsoft.com/downloads/details.aspx?FamilyID=941b3470-3ae9-4aee-8f43-c6bb74cd1466&displaylang=en>

Mac users: If you have a Mac with the latest version of Excel, it will NOT have the Data Analysis tool that you need for this class. Since you are going to be a business person interacting with unenlightened people who use PCs, I recommend you download either Parallels (Amazon.com for \$60 - it might be cheaper elsewhere) or VMware Fusion (Academic version at VMware.com is about \$40). These let you run Windows on a Mac (side by side if you want to). This way you have exactly what we have in class. You will need to buy the PC version of Microsoft Office applications. You can download VMware Fusion or Parallels plus Microsoft Office for PCs for about \$130. If you have questions about installing this stuff, call the Business Helpdesk at 978-4444. Mike Vaughn runs this stuff on his personal Mac laptop and can help you.

Homework Assignments

Some homework assignments are spreadsheet - based, and some assignments are Blackboard quizzes. Homework assignments are due **by the start of the next class**. This will be strictly enforced. **I only accept spreadsheet homework through Blackboard**, except under extreme conditions. Computer problems are NOT an acceptable excuse for late homework. You lose 50% of the points for **each day** an assignment is late. (If you miss the deadline you lose 50% of the points; if it's more than one day late, you get **NO** credit.)

If you turn in the spreadsheet homework by the early due date posted in Blackboard, I will have it graded and returned to you before we go over the assignment during the next class period. If you turn it in later than that, you **may** get it back before class, but no guarantees.

Spreadsheet files sent through Blackboard must be named correctly. The format is YourLastNameYourFirstNameHWx. For example, if I were getting ready to send in the spreadsheet for Homework 3, I would save the file as ClarkJimHW3 in Excel. DO NOT use the # character in the file name! Blackboard chokes on files with special characters like #.

Tardiness

You are responsible for being on time! For each day you are avoidably late, you will lose 15 points (out of 300).

Computer Labs

The West Campus facility has computers available during operating hours. Check with the West Campus staff for more information.

Clinton Hall has a computer lab in Room 212. Lab hours are posted outside the doors. Normal hours for 212 CH are

Monday - Thursday 8:00 a.m. - 10:00 p.m.

Friday 8:00 a.m. to 4:00 p.m.

These hours change. Look outside the door for posted hours.

The main campus library has a study room open 24-hours that has computers in it. It's to the left of the main lobby and says "Study Room" on it.

Academic Honesty

The following statement on Academic Honesty is taken from the WSU Policies and Procedures Manual. The complete statement may be found at the following URL:

http://webs.wichita.edu/inaudit/ch2_17.htm

“2. A standard of academic honesty, fairly applied to all students, is essential to a learning environment. Students who compromise the integrity of the classroom are subject to disciplinary action by their instructor, their department, their college and/or the University.

Violations of classroom standards of academic honesty include, but are not limited to:

- a. Cheating in any form, whether in formal examinations or elsewhere.
- b. Using or submitting the work of others as one's own original work without assigning proper credit to the source.
- c. Misrepresentation of any work done in or out of the classroom or in preparation for class.
- d. Falsification, forgery or alteration of any documents pertaining to academic records.
- e. Colluding with others in an effort to obtain a grade or credit not truly reflective of what the student knows or has learned.

Students violating such standards must accept the consequences and appropriately assessed penalties, which may include reprimand, a failing grade, or suspension or dismissal from an academic program or the University. Students accused of abridging a standard of academic honesty will be provided with mechanisms for review and appeal of decisions regarding allegations of academic misconduct.”

In addition, students should be familiar with the Student Code of Conduct found at the following URL:

http://webs.wichita.edu/inaudit/ch8_05.htm

At a minimum, a student caught behaving in a dishonest manner on a homework assignment or an examination will be given an F in the course.

If you believe you have been wrongly accused of academic dishonesty, there is an established appeal process. You can get information from the Dean's Office, room 100 Clinton Hall.

Working together on homework assignments is encouraged, but sending in another student's assignment with your name on it is dishonest and will result in **BOTH** students receiving an F for the class.

ADA

If you have a physical, psychiatric/emotional, medical, or learning disability that may impact on your ability to carry out assigned course work, you are encouraged to contact the Office of Disability Services (DS). The office is located in Grace Wilkie Annex Room 173 (phone # is 978-3309). DS will review your concerns and determine, with you, what accommodations are necessary and appropriate for you. All information and documentation of your disability is confidential and will not be released by DS without your written permission.

Email Expectations

The Barton School, and WSU in general, use email for most communications with students. These emails automatically go to your **@wichita.edu** email address.

You need to make sure you:

- Check your email every day.
- If you normally use a different email address than your @wichita.edu address, you can set up your WSU email account to automatically forward emails to your other address - details are below. **WARNING:** Hotmail, Gmail, etc. sometimes decide WSU emails are spam. **MAKE SURE** you tell your email account that email from @wichita.edu is not spam.
- If you use email forwarding, keep your forwarding address up to date.

Setting up email forwarding:

1. Log in to myWSU.
2. On the **Student Resources** tab, click **Log into Student Webmail** and log in.
3. Click **Options** near the top center in the border area.
4. Select **Settings** along the left column.
5. Near the bottom of the page that opens click **Enable forwarding**. Type the email address you wish to forward to in the rectangle that is provided.
6. Finally, click **Save Changes**. Please call the Help Desk at 978-3655 if you need further assistance.

Tentative Schedule

Monday, January 7 - in class

- Topic1.xls: Numerical/Categorical Variables
- Topic2.xls: Histograms; **Homework 1, 1A**
- Topic3.xls: Describing a Data Set; **Homework 2, 2A**

Tuesday, January 8 - before class

- **Online Extra Credit Quiz: complete by 7:00 pm**
- **Homework 1 and 2: submit through Blackboard by 7:00 pm** (submit by noon if you want it graded and returned before class)
- **Homework 1A and 2A: complete online quizzes in Blackboard by 7:00 pm**

Tuesday, January 8 - in class

- Review Homework 1 and 2
- Topic4.xls: More Describing a Data Set; **Homework 3, 3A**
- Topic5.xls: Simple Linear Regression; **Homework 4, 4A**
- Topic6.xls: Multiple Linear Regression; **Homework 5, 5A**

Thursday, January 10 - before class

- **Homework 3, 4 and 5: submit through Blackboard by 7:00 pm** (submit by 9:00 am if you want it graded and returned before class)
- **Homework 3A, 4A and 5A: complete online quizzes in Blackboard by 7:00 pm**

Thursday, January 10 - in class

- Review Homework 3, 4 and 5
- Topic7.xls: Hypothesis Testing: Differences in Means, Part 1; **Homework 6, 6A**
- Topic8.xls: Hypothesis Testing: Differences in Means, Part 2; **Homework 7, 7A**

Thursday, January 10 - after class

- **Do Homework 8 and 8A - DO 8A FIRST!** (a combination of previous lectures)
- Download PracticeExamPart1.xls. Be sure you can get the practice exam done in 60 minutes.

Tuesday, January 15 - before class

- **Homework 7 and 8: submit through Blackboard by 7:00 pm** (submit by 9:00 am Monday Aug. 13 if you want it graded and returned before class)
- **Homework 6A, 6, 7A and 8A: complete online quizzes in Blackboard by 7:00 pm**

Tuesday, January 15 - in class

- Review Homework 6, 7, and 8
- SPTE Evaluations
- Topic9.xls: Selecting A Random Sample; **Homework 9, 9A**
- Topic10.xls: Describing Categorical Variables: Pie Charts & Bar Charts: **Homework 10, 10A**

Tuesday, January 15 - after class

- Download PracticeExamPart2.xls and PracticeFinal.xls. Practice for the Final. Be sure you can do the Practice Final in 2 hours!

Thursday, January 17 - before class

- **Homework 9 and 10: submit through Blackboard by 7:00 pm** (submit by 9:00 am if you want it graded and returned before class)
- **Homework 9A and 10A: complete online quizzes in Blackboard by 7:00 pm**

Thursday, January 17 - in class

- Review Homework 9 and 10
- Questions before Final Exam
- **Final Exam**