Welcome On Board
COB191 Corporation

New Employee Orientation

Division
for Quantitative Business Analysis

Division Manager: Dr. Ping Wang
Summary of Team Members’ Background

Business majors and students in: Anthropology, biotechnology, music, physics, political science, psychology, and undeclared
Quantitative Business Analysis

Mission:
- provide sound qualitative and quantitative business analysis for management through combined effort of teams and individuals

Major Features
- Marketable Career Skills – to prepare each of you for future career in business and get ready for remaining course work in college
- Projects, real business applications and hands on experience
- Enhanced Excel skills
- Improved decision making through critical thinking
- Business report writing capability

Specific knowledge and skills in data analysis
- CATALOG DESCRIPTION The application of statistical methods to business and economics. Introduces frequency distributions, measures of central tendency and dispersion, probability, sampling, estimation, hypothesis testing, and regression and correlation analysis. Prerequisite: Demonstration of a strong preparation in algebra, or Math 205 or the equivalent is a must.

Importance of statistics to decision making:
- The Cholera Epidemic in London, 1854
- The Decision to Launch the Space Shuttle Challenger, 1/28/1986
- Many more daily real business applications
Team Members’ Job Related Background

- Stay on if you have the background that show
  - Demonstration of a strong preparation in algebra, or Math 205 or the equivalent
- Go back to school to get the required background if you do not have these required courses
- Talk to me if you do not know
- Based upon COB SAC Attendance Policy, any registered student who misses the first class in the first week would be dropped out of the class.
- Any student who wants to be added to the class must attend the first class in the first week.
Projects and Project Team

- Projects – no projects for fall 2009
  - Project 1: Survey design and survey data
  - Project 2: Business data analysis – summary and presentation with Excel
  - Project 3: Business decision making supported by statistical data analysis
- Project team – may have Study Groups
  - 3 students in each team – let us form the project team now – have a catching team name to be used throughout the projects
  - Share work load, help each other, and be mutually beneficial
  - Peer evaluations as part of performance assessment
- Instructor plays the role as
  - Facilitator – open discussions on issues and encourage junior analysts to participate
  - Resource person – whatever you need related to projects, contents and technical aspects
  - Mentor – guide junior analysts through their first few months on the job
  - Manager – oversee project progress, evaluate performance and make decisions for promotion or demotion
# Performance Assessments

<table>
<thead>
<tr>
<th>Contents</th>
<th>Points 1000</th>
<th>Grade</th>
<th>Cut-off Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test 1</td>
<td>175</td>
<td>A</td>
<td>90% TOTAL and above</td>
</tr>
<tr>
<td>Comprehensive Test 2</td>
<td>175</td>
<td>B</td>
<td>80%-89.9% TOTAL</td>
</tr>
<tr>
<td>Comprehensive Test 3</td>
<td>200</td>
<td>C</td>
<td>70%-79.9% TOTAL</td>
</tr>
<tr>
<td>Comprehensive Final Exam</td>
<td>150</td>
<td>D</td>
<td>60%-69.9% TOTAL</td>
</tr>
<tr>
<td>Projects/Quizzes/HWs</td>
<td>300</td>
<td></td>
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Attendance is mandatory. The **daily class roll is the only proof** for students’ attendance. Students are responsible for signing the class roll in each class. Any dispute must be resolved within the very next class.

-20 for each class missed (**NO MATTER THE REASONS**), +30 for perfect attendance, -5 points for each 10 minutes missing of a class until -20 points for the class.

| TOTAL                          | 1000 Points |       |                                                     |
Special Notes

1. Students may bring a “formula sheet” to the tests and the final exam—one side of an 8.5” x 11” sheet of paper. You could write down whatever you want, may use a printer to do so, and may write as small as you wish, so long as you can read it without a magnifying glass. Students may use a regular calculator during the tests and the exam, but are not allowed to use cell phones, PDAs, or other radio frequency devices.
COURSE DESIGN

- Each student is assumed a role as an internal or external consultant who is working on analyzing business operations quantitatively as outlined in your Group Project. Deadlines are strictly observed. Milestones are marked by your mastery of course materials to successfully finish that portion of the Project and perform well in assigned problems, problem solving, quizzes and tests. You are the one to search for what you may need next from me or from class discussions in order for you to finish your next portion of the project or other assigned works. It is a PULL process as compared to the traditional PUSH process. I merely serve as your resource person or facilitator. Making this an effective course is a shared responsibility. Below are a summary of the things I have designed into the class and my expectations of you!
a.) Processes for conveying material and concepts: We will use a variety of approaches in class: traditional lectures, problem sessions to review and discuss assignments, videotapes, demonstrations, and interactive exercises. Expectations: Take appropriate notes. Tell me when you don't understand something or if I use terminology you aren't familiar with.

b.) Using class time effectively: We will start promptly on time. I will try to move at a pace that is good for you. If I'm going too fast; it's your responsibility to let me know. I will not move on unless I'm sure everyone understands the material. Expectations: Be in class on time. Pay attention. Prepare for class discussions.

c.) Accessibility to the instructor: Scheduled office hours are listed above. However, I encourage you to contact me either by phone or e-mail anytime you have a question or wish to make an appointment to see me another time. I will return your e-mail or phone call within 24 hours, and generally much sooner. The only exceptions are when I will be out of town on professional business. I will announce this in class. Expectations: contact me if you are having problems.

d.) Incorporation practical experience and real-life examples into classes: I am actively involved in many research and consulting activities. Many examples we will see will serve to show how the principles we discuss are applied in practice. Expectations: Freely share any personal experiences that you may have had in your job.

e.) Encouraging student interaction and participation. I like to ask a lot of questions and ask for your observations; it makes the classes much more interesting. However, this requires your willingness to share your ideas. Except for the quantitative material, there are no right answers! Expectations: Respond to questions in class. Participate in exercises and demonstrations. Demonstrate a willingness to learn. Provide honest feedback about the course. Assess and improve your own learning habits.
f.) Communicating important topics. I will provide a list of the "Review Questions and Problems" at the end of each chapter that I consider important and which will form the basis for exams and quizzes. Any examples we do in class as well as assigned problems should be considered as "important". Expectations: Ensure that you can answer the review questions and problems. Pay attention to the examples in class. Understand not just the mechanics of solving a problem, but the fundamental concepts on which they are based.

g.) Emphasizing conceptual and technical mastery. My (and your) learning objectives are two-fold. First, you should be able to define and explain all of the major concepts that we discuss in class or are included in the readings. To reinforce this, we will have several online quizzes due at the beginning of each class. These quizzes will cover definitions and concepts from the previous classes. Second, you should leave this course with some basic quantitative skills that would be valuable in an entry level job in any area of business. Thus, our second focus will be on solving problems. Expectations: Do all assigned work. Focus on learning, not grades. Go beyond minimal requirements.

h.) Quiz/Exam Policy: Quizzes cannot be made up. Exams can be made up for excused absences only, if both of the following conditions are met: (1) the instructor has been informed 24 hours in advance of the scheduled Tests or Final Exam in Email or FAX. A written document is required from DOCTOR or others involved, and (2) the instructor has provided his written approval to miss the exam. Written approval will not be granted until the instructor and student have agreed on how the exam will be made up. Unexcused absences for any exam will result in a grade of zero. It is the student's responsibility to provide a written approval if any disagreements arise concerning the enforcement of this policy. The make-up exams may not be in the same format as the normal exam and may be more difficult since the contents of the exams may be compromised.
i.) **Incomplete Policy:** No incomplete.

j.) **Withdrawal Policy:** It is the student's responsibility to withdraw the class if he/she decides to do so before the official withdraw-deadline to avoid a WF or F for the course.

k.) **Course Honor Policy:** The submittal of an assignment, project or exam is an implicit statement that the work is that of the student or team submitting the material. Any violations of this policy will result in a zero grade among members involved for that assignment, project or exam and will be turned over to JMU Honor Council.

l.) **The due dates** for any assignments and/or projects will be due at the beginning of the classes. A **50%** of the corresponding points for an assignment will be deducted for each day up to **2 days** of the delay (no matter the reasons.)

m.) **Chatting in class is strongly discouraged.** Walking in and out of classroom in the middle of a class should be limited to extremely necessary situations.

Course-wide common final Exam is scheduled on Wednesday, 5/2/2005, from 6:30pm to 8:30pm. Each COB191 student is expected to take this course-wide common final exam at this time.
Schedule and Assignments

- TENTATIVE SCHEDULE –
- HOMEWORK ASSIGNMENTS –
- One semester end comprehensive final exam with all of multiple choice questions.
- 3 comprehensive tests during the semester. Each test is a mixed of multiple choices and problem solving.
- Assigned homework problems, quizzes, sample tests and the Sample Final Exam are required for the course.
- 3 projects on real applications and analysis will benefit your future course work and career. No project for the fall 2009 semester.
Overview of Course Contents

- Introduction
- Data analysis and presentations
  - Descriptive statistics – graphs
  - Descriptive statistics – summary measures
- Understand data for decision making
  - Basic probability
  - Discrete probability
  - Continuous probability
  - Sampling distribution
- Statistical decision making
  - Confidence intervals
  - Hypothesis test for population mean and population proportion
  - Hypothesis test for two population means
  - Regressions and Statistical Quality Control
# PROFILES FOR A, and C STUDENTS - UNDERSTANDING GRADE

<table>
<thead>
<tr>
<th><strong>The &quot;A&quot; Student- An Outstanding Student</strong></th>
<th><strong>The &quot;C&quot; Student - An Average or Typical Student</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Attendance:</strong> &quot;A&quot; students have virtually perfect attendance. Their commitment to the class resembles that of the teacher.</td>
<td><strong>Attendance:</strong> &quot;C&quot; students miss class frequently. They put other priorities ahead of academic work. In some cases, their health or consistent fatigue renders them physically unable to keep up with the demands of high-level performance.</td>
</tr>
<tr>
<td><strong>Preparation:</strong> &quot;A&quot; students are prepared for class. They always read the assignments. Their attention to detail is such that occasionally catch the teacher in a mistake.</td>
<td><strong>Preparation:</strong> &quot;C&quot; students prepare their assignments consistently but in a perfunctory manner. Their work may be sloppy or careless. At times, it is incomplete or late.</td>
</tr>
<tr>
<td><strong>Curiosity:</strong> &quot;A&quot; students show interest in the class and in the subject. They look up or dig out what they don't understand. They often ask interesting questions or make thoughtful comments.</td>
<td><strong>Curiosity:</strong> “C” students show marginal interest in the class and in the subject. They do not participate in the class much and avoid even answer questions when asked.</td>
</tr>
<tr>
<td><strong>Retention:</strong> &quot;A&quot; students have retentive minds. They are able to connect past learning with the present. They bring a background with them to class.</td>
<td><strong>Retention:</strong> “C” students have their mind somewhere else, but their academic work. They could not even remember what was covered last week in the class.</td>
</tr>
<tr>
<td><strong>Attitude:</strong> &quot;A&quot; students have a winning attitude. They have both the determination and the self-discipline necessary for success. They show initiative. They do things they have not been told to do.</td>
<td><strong>Attitude</strong> &quot;C&quot; students are not visibly committed to the class. They participate without enthusiasm. Their body language often expresses boredom.</td>
</tr>
<tr>
<td><strong>Talent:</strong> &quot;A&quot; students have something special. It may be exceptional intelligence and insight commitment or a combination thereof. These gifts are evident to the teacher and usually to the other students as well.</td>
<td><strong>Talent</strong> &quot;C&quot; students vary enormously in talent. Some have exceptional ability but show undeniable signs of poor self-management or bad attitudes. Others are diligent but simply average in academic ability.</td>
</tr>
<tr>
<td><strong>Results:</strong> &quot;A&quot; students make high grades on tests - usually the highest in the class. Their work is a pleasure to grade.</td>
<td><strong>Results:</strong> &quot;C&quot; students obtain mediocre or inconsistent results in tests. They have some concept of what is going on but clearly have not mastered the material.</td>
</tr>
</tbody>
</table>
To Be Successful in COB191

- **What did others do in the past?** No short – cut
  - Don’t miss any class – rather sleep in class than miss it
  - Read text before coming to class, take good notes, seriously reread text after class, do assigned problems, and review everything before tests
  - It is better to work on it everyday than stay over night before tests
  - Ask questions any time – don’t think you are the only one who don’t know it
  - Try a few things with which [Chris Botsakos](#) excelled
  - Go to Math Learning Center in Wilson and the Statistics Lab in Burruss regularly
  - Work with others and help each other out
  - Learn the concepts over the mathematical equations
  - Read, Read, Read, Practice, Practice, Practice

- **This Is Not Your Mother Talking!**

- What do you think and what are your expectations?