Volume 8, Number 1 *2004*

Allied Academies
International Conference

New Orleans, Louisiana
April 7-10, 2004

Academy of Free Enterprise Education

PROCEEDINGS

Volume 8, Number 1 *2004*

Table of Contents

TEACHING ENTREPRENEURSHIP TO AT-RISK STUDENTS IN THE MISSISSIPPI DELTA

Larry R. Dale, Arkansas State University
dalex@astate.edu
Patricia Toney-McLin, Arkansas State University
Mclin@astate.edu
Henry G. Torres, Arkansas State University
htorres@astate.edu
Jeff Pittman, Arkansas State University
pittman@astate.edu
Carleen Marburger, Arkansas State University
marburger@astate.edu

ABSTRACT

The ASU SIFE Team participated in a program that was funded by a grant from the Horizon Institute of Technology. This program offered 28 at-risk students from two Arkansas delta school districts, Osceola and Forrest City, an opportunity to explore the role of technology in a free market economic system and to motivate them to pursue careers in the areas of math, science, business, entrepreneurship and technology. We examined the results to determine the effectiveness of the program using raw data, standard regression analysis and loglinear models and determine the significance of 6 factors on success in the program; gender, race, parental income, access to home computer, parental education level, hours of computer use at school, and hours of play on computer video games as dependent variables. The independent variable was the score on the MAME Standardized Test. Of the 6 factors tested on success in the program; race, parental income, parental education level, hours of computer use at school, and hours of play on computer video games were all significant at the .01 level. Only gender and access to a computer at home were not significant at the ,01 level of significance.

INTRODUCTION

An opportunity exists to "brand" the minds of area school children with collegiate aspirations in a hands-on environment. The focus was on children that are from low income, disadvantaged and minority backgrounds and expose them to an educational experience that will promote continued investments in their own human capital by seeking a higher education. The students are frequently left behind unless some intervention takes place. We also planned to help them explore the world of entrepreneurship by making them real decision makers in a business simulation.

This collaborative effort offered a variety of distinct venues that encompass technology and education. Each venue will focus on attracting middle school aged students (6th - 8th graders) within

the Northeast Arkansas area and exposing them to a unique educational experience. Including exposure to math, science, business and technology. Emphasis will be placed on these topics as life and career choices.

We began by selecting two of our more progressive area school districts with a high percentage of at-risk children and asking them to identify and contact children for the program. The two districts selected the participants, provided chaperons and bus drivers for the 4 weekend excursions. A team of 38 SIFE members provided additional chaperons and program coordinators who helped plan and execute the camp. Together these teams planned and executed a program on each of four consecutive Saturdays running beginning February 7,14,21, and ending on the 28, 2004. Module #1 began with students taking a pretest version of the test of Marketing. Accounting, Management and Economics [MAME], which became the basic instrument for our study. This session was under the guidance of Dr. Larry R. Dale Sam Walton fellow from the department of economics in conjunction with SIFE student Chris Sanders. We then proceeded to present a SIFE developed Power point presentation called " Economics and Free Enterprise", which provided basic information on the free enterprise economy. We introduced the concept of economics and then proceeded to explore the market, command and traditional economic systems. Our focus quickly turned to the Market system, where consumers and producers interact to determine prices and quantities sols through something called "dollar voting". Next we introduced students to the natural, capital and human resources used to produce goods or services. Then we talked about the mixed nature of the economy of the USA with input from government and traditions, but a dominance of consumers led production through various markets

We ended the first program by showing the film "The Kingdom of Mocha", which reviewed all of the concepts previously covered. Mocha has a maturing market economy. Cousin Henry's invention of the automobile is the rage. Demand escalates and a big boom begins on Mocha. Everything is going great until the village is ravaged by a storm which causing inflation as supplies become scarce. Big Daddy interferes by imposing a price and wage freezes, which causes a recession. Neighboring countries take advantage of the recession and lack of production by selling Mocha its exports. The islanders convince Big Daddy that if the freeze is lifted that Mohan's will start producing and selling goods again in a free market. Pablo has to go further and further to find sources of wood fuel. This causes his prices to escalate making villagers angry. Pablo convinces Big Daddy that taxing him more will actual reduce fuel supplies and Pablo finds ways to cut costs bringing supplies in line with incomes again.

The film covers basic economic vocabulary such as: Supply, demand, markets, Price, Productive resources [natural, capital, human], entrepreneur, production, consumer, producer, goods and services. It also reviews the basic tenants of a free enterprise economic system with producers providing a good or service that consumer's need or want; with vary little interference from government.

Module #2 Finance under the leadership of Mrs. Patricia Toney-McLin, instructor in the Accounting department and Sam Walton Fellow. Modules 2 and 4 were both designed to aid students in development of their Annual Report. Mrs. Toney-Mclin and her team were in charge of the Accounting and bookkeeping records of the camp. The Finance module included a balance sheet and income statement using computer software. Students learned about assets, liabilities and stockholders equity as part of a balance sheet. The wide use of Accounting Information Systems

were described with general examples such as using spreadsheets for small businesses to Quickbooks and the more advanced systems such as PeoplsSoft Accounting and Finance software. While learning the basics of accounting, students were introduced to MicroSoft Excel spreadsheets used as a means of technology in the workplace for bookkeeping. A spreadsheet was created by each student allowing them to make entries ending in calculated sums to feed the income statement. The income statement included: revenue from sales, costs of goods sold and operating items covered. Once complete, this became a series of presentations created by using MicroSoft Power Point developed by the students.

Module #3 Business law was led by Dr. Jeff Pitman professor of Business Law. The overall purpose of this section was to expose the participants to the concept of legal regulation of business, with a particular focus on regulation and technology issues. We wanted to show that the rule of law was designed to protect business from unethical practices of competitors as well as to protect consumers and investors.

The first concept in this section was the definition of the law, essentially asking the participants to consider the question, "What is the law?" This initial inquiry lead to a discussion of related questions, "What purpose does the law serve?" and "Where does the law come from?" Answers offered by the participants included "our courts, legislatures, and executives (President Bush and the Arkansas governor)." After the legal introduction, attention was turned to business technology and the law. Here participants examined how businesses are legally organized. This included a discussion of the legal considerations involved in naming a business and its products, and in acquiring a website. We took the time to design a legal website for our corporation www.crazyshirt.com which was attached to the college of business website at ASU.

The participants next examined the online tools available for organization of a business in Arkansas. The main government agency related to business organization is the office of the Arkansas Secretary of State. We examined the tools available through the Secretary of State's web site, http://www.sosweb.state.ar.us/. Several of the specific areas analyzed included the following: Entity Online Filing Fees, Entity Forms, and Entity Filing. We went through the process of filing out these forms but did not submit them to the appropriate agency.

More in-depth coverage of business names was presented by visiting the website for the United States Patent and Trademark Office, http://www.uspto.gov/. There the participants used several online tools from the following areas: Trademark search, new user form search, and Check status of search results - TARR. Finally we exposed the camp participants to the United States Copyright Office, http://lcweb.loc.gov/copyrightl, with a continued examination of intellectual property. On this web site the participants searched copyright records. Last, we presented the process of registering a web page and address. This concluded the Law and Technology section.

Module #4 Planning and Management was directed by Mr. Henry G. Torres instructor of Management Information Systems. This module included learning to create a forecast budget to use as a working tool to plan and manage day-to-day operations. Participants studied how materials planning and labor forecasting are used to create a daily and weekly work schedule. Additional information and a continued review of Accounting Information Systems and how they feed work plans was discussed. Coverage of how software modules are designed to help managers perform daily activities was shown. To describe how technology helps manage the workplace, students created basic management tools using the excel program to calculate budgets and create graphs that

would later appear in our annual report. All of this led to individualized help in producing and printing our professional looking annual report.

Module #4 was directed by Mrs. Carleen Marburger in a Marketing /management presentation that looked at the role of advertising in getting consumers to notice your product. The best product in the world is a flop if nobody knows about it. Students used MicroSoft Publisher software to create an advertising brochure about their company and the great product that it produced and sold. Teams of two students each were created to compete for the best brochure design award. Teams used graphics, colors and typesetting to create a company logo and the winning brochure.

Each module of instruction was conducted in a computer lab setting where students would take a business scenario of a real business and expand it into a fully assorted real company that made and sold Tye Dye T-shirts, socks and shoelaces with the use of basic technology business solutions. The experience was fun, profitable and memorable for the attendees. Students developed an annual report, kept track of their income and eventually showed a profit of 14% on sales of over $4,000 in sales. We pointed out that corporations would have paid half of their profit, on average, for corporate taxes. We gave half our profit to the two school districts for a total of $600 to provide technology software for the schools involved in the project. The rest was returned to the students in one of three forms wages, commissions and dividends. By a vote of all stockholders wages were set at $1 per Saturday, $2 for officers. Commission equal to 25% of sales on each item for every student. Dividends were awarded each stockholder. Everyone in the group was provided with 10 shares of stock at $1.00, which they paid back from their income. In addition students bought an additional 121 shares when they found out that they would in all likely hood receive dividends on each share of stock they owned. Ownership of stock. Shares in the company, entitled then to one vote. Thus every share they owned gave them some decision making power in the company. We also had awards for the top three sales persons and other productivity awards for individual performance and creativity.

Students spent half their time in learning modules and half their time creating their product; Tye- Dye T -Shirts, socks and shoelaces. Students learned how to create a PowerPoint presentation for the Stockholders meeting and closing ceremonies of the camp.

The class consisted of 61 % Female students, 39% Male students. The racial mix was 78.7% African-American Students, 18% Caucasian students and 3.3% Hispanic. Despite the fact that almost all of the children came from low-income families with 83% eligible for the free lunch program, 42% had and used a computer at home. In parental education level 18 % of the children's father and 35% of the mothers had a college education. The average education of the mothers was 14.5 years and the fathers 13 years. In terms of computer use at school 61 % of the children said they spent more than two hours per week on the school computer, with 11 % more than 6 hours per week.

Our students showed a marked improvement that was statistically significant at the .01 level as compared to the national norm on the test. The pretest mean performance at the 58 percentile was well below the national norm of 72 percentile, but well above the posttest performance at the 89th percentile. They also showed greater interest in technology. Most important students over whelming expressed interest in obtaining a higher education 83%, and a willingness to study hard to make that dream possible by 77%. This was a marked improvement over the pre-camp survey with only 22% saying they planned to go to college. We believe that our project succeeded in training students to

be skilled entrepreneurs and taught them to appreciate the economic system that makes such a dream possible. We also ran a standard regression analysis and a loglinear model to examine the following 8 independent variables to see which were significant predictors of success on the MAME [y-dependent variable]; gender [GEN], race [RC], age [AG], fathers education [FE], mothers education [ME], owned a home computer [HC], use of a computer at school [SC], hours playing video games [HV]. This is expressed in the functional relationship;

$$Y=Xl\ GEN+X2\ RC+X3\ AG+X4FE+X5\ ME+X6HC+X7\ SC+X8\ HV$$

Of the independent variables examined we discovered that the following were significant at the .01 level of significance; age, mother's education level, owning a home computer, use of a computer at school. Some of these elements were expected. Age should prove to be a factor with older students doing better on the test than younger students. The students ranged in age from 10 to 14. Owning a computer would improve scores on computer and technology questions. We pulled those and looked at them separately. Students with home computers had a mean score on those questions of 83% as compared to 71 % for those without a computer. A similar pattern existed in students who spent more time playing video games or using the computer at school.

The one surprise is that the mother's level of education was significant but not the father's. One explanation is that the mother has more influence over a child's attitude toward education and there fore toward their achievement level.

REFERENCES

Becker, W. E., Jr. (1990). Determinants of academic performance: A multinomial logit approach. *Journal of Economic Education 21* (Spring): 101-11.

Becker, W. E., Jr. (1990). Loglinear models and student course evaluations. *Journal of Economic Education 21* (Winter): 7-20.

De Canio, S. J. (1986). Student evaluations of teaching: a muitinominal logit approach. *Journal of Economic Education 17* (Summer): 165-76.

Feinberg. S. E. (1983). *The analysis of cross-classified categorical data*. (2nd Ed.) Cambridge, Mass.: MIT Press.

Glaser, R. (1988). Cognitive and environmental perspectives on assessing achievement. In *Assessment in the Service of Learning: Proceedings of the 1987 ETS Invitational Conference*. Princeton, NJ: Educational Testing Service.

Harris, N. D. (1988). Where do the learners figure in the design? In W. H. Mathias (Ed.), *Aspects of Educational Technology* XX. London: Kogan Page.

Harris, N. D. & Bell, C. D. (1986). *Evaluating and assessing for learning.* London: Kogan Page.

National Center for Research on Teacher Education (1988). Teacher education and learning to teach: A research agenda. *Journal of Teacher Education, 39*(6), 27-32.

Table 1: Raw Data and Regression Statistics		
Factor	Raw Data	Correlation
Gender [Dummy Variable]	Female 61% Male 39%	.135
Age	10 7.7%; 11 19.2%; 12 34.6%; 13 23.0%; 14 15.3%	0
Race	African-American 78.7% White 18.0% Hispanic 3.3%	.270
Mothers education in years	Mean 14.33 yrs 85% completed High School 35% College Graduate	0
Fathers education in years	Mean 13 82% Completed High School 18% College Graduate	.09
Uses Computer at home	42% Use home Computers	0
Hours spent on School computer	Less than 1 38% 2-5 hrs- 50% More than 6 11%	0
Plays Video Games	28% more than 2 hrs per week 24% less than 2hrs per week , more than 1	0
Pretest Mean on MAME	58%	
Post Test Mean on MAME	72	
Difference between pre and post test means	0.14	
No significant difference exists between the data derived by using the standard correlation matrix or he F and T-tests, and that derived from the loglinear model.		
*significant at the .01 level		

BEGINNING AND ENDING PROGRAM TECHNIQUES IN SELECTED TRAINING AND DEVELOPMENT TEXTS

C. W. Von Bergen, Southeastern Oklahoma State University
cvonbergen@sosu.edu
Barlow Soper, Louisiana Tech University
soper@woodard.LaTech.edu
Buddy Gaster, Southeastern Oklahoma State University
bgaster@sosu.edu

ABSTRACT

Across a variety of activities it appears that individuals should take particular care with endings, for they affect memory of the entire experience. Training and development professionals, while acknowledging the importance of endings (e.g., seminar closures, class conclusions), often place greater emphasis on seminar, workshop, or classroom openers, icebreakers, and starters than on program closing or ending activities. A sample of trade publications in the training and development field as well as professional publications were reviewed. It was found that such resources had significantly higher numbers of articles/exercises and pages devoted to beginning activities as opposed to articles/exercises addressing closing activities. A number of suggestions were offered on how closing activities could be better incorporated in training and development programs so as to improve the training experience.

Authors' Index