

WHAT PEOPLE SAY ABOUT **Mathematics for Business Decisions**

Students.

"I really enjoyed your class. I felt like I learned so much. It is such a different feeling coming out of Mathematics for Business Decisions than when I finished other math classes. I am really glad that I got the chance to take Mathematics for Business Decisions."

A student in Part 2

"Finally a math class has been created that has useful applications towards the future."

A student in Part 1

"I can't believe how much I have learned in this class. I work at A G Edwards & Sons and some of the brokers are amazed at this class and its usefulness. Others also say how great of an idea it is to create this class and how lucky I am to be in it because it will benefit me in real life." (*Note: This student was an undergraduate intern with the brokerage.*)

A student in Part 1

"I am working at my internship at Sony Studies, ... You have no idea how much that project [*Marketing Computer Drives*] helped me for what I am doing now for my job."

A student in Part 2

Teachers At the University of Arizona.

"It's a great learning experience for both instructors and students - students learn the essential skills of teamwork, and instructors learn the fundamentals of structuring an environment in which teams will be successful. I have learned more about group dynamics from this course than from any other course that I've taught."

*Tina Deemer, Department of Mathematics,
University of Arizona*

"I think the Mathematics for Business Decisions courses are a remarkable example of collaboration between a mathematics department and a department whose students it teaches, and should serve as a model for the way mathematics departments handle their service teaching."

*Dr. William McCallum, Department of
Mathematics, University of Arizona*

"Mathematics for Business Decisions represents an innovative approach to the presentation of mathematics in the context of technology now widely available. Although it is a challenging course for both instructor and student, it rewards able students. They acquire a synthesized knowledge of mathematical tools, implemented by computer in a business setting."

*Dr. Edward Alexander, Department of
Mathematics, University of Arizona*

Teachers at Other Institutions.

"The material is focused on very rich projects, which draw the students into substantial engagement with ideas and applications of real value. ... My impression is that the students found the primary projects and smaller application features to be very interesting, and that they had a genuine sense of accomplishment upon completion of the projects. I was impressed with the enthusiasm the students displayed in their presentations and the level of technical skills displayed in their oral and written reports."

*Dr. John Hagood, Department of Mathematics
Northern Arizona University*

"Its [*Mathematics for Business Decisions*] unique blend of communication of quantitative concepts, computer skills, mathematical tools and ideas, and business concepts renders this course sequence a much more interesting educational experience for both myself and my students than any other course that I have taught."

*Julie Tarr, Mathematics Department, Pima
Community College*

"I have never had so many students return [*from statistics*] with such positive attitudes. Mathematics for Business Decisions has prepared them to understand the probability, and the ability to use Excel, so that they could concentrate on learning the new material."

*Cal Stanley, Chair, Mathematics Department, Pima
Community College*

". . . all three of our sections of Mathematics for Business Decisions have completed the first project. We were all very impressed with the quality of presentations and reports. It was amazing how well they pulled it all together. Mid quarter evaluations have proven to be very positive, with no complaints at all about the material itself, or its applicability."

*Lawrence Morales, Mathematics Department,
Seattle Central Community College*

Business Faculty at University of Arizona.

"In fact, they [*students*] have a much better awareness of mathematical concepts and are ready to apply what they've learned in a new setting. Now I can teach finance instead of reteaching business mathematics. It's made my job much easier, and it's certainly improved the learning process for students."

*Dr. Sharon Garrison, Department of Finance,
University of Arizona*

Business Faculty at Other Institutions.

"It is very exciting for me to see that first year math could be reformed and made more useful to business students. You gave me the courage and energy to go back to our Math Department and attempt to initiate constructive dialogue."

*Dr. Erhan Erkut, Faculty of Business, University of
Alberta*

Administrators.

"... stunning success. I'm proud of you and Chris, and I'm proud of the Math Department for its contribution to the success of Eller [*business*] College students."

Dr. Peter Likins, President, University of Arizona

"I am particularly delighted by ... the way in which subsequent generations of students are now afforded a concrete and very immediate example of the symbiotic relationship between research and teaching."

Dr. George Davis, Provost, University of Arizona

"Fantastic. You have clearly improved greatly the approach to the material and the tools are superb."

*Dr. Michael Gottfredson, Vice President, University
of Arizona*

"Thank you for all that you have done to bring the Mathematics for Business Decisions program to life"

*Dr. Mark Zupan, Dean, Eller College of Business
and Public Administration, University of Arizona*

"I have heard only good things from everybody about Mathematics for Business Decisions."

*Dr. Joaquin Ruiz, Dean, College of Science,
University of Arizona*

MAA Workshop Participants.

"Very effective. Good Graphics. Beautiful spreadsheets."

Faculty Member in Florida Section

"Students will actually understand why they are studying these topics. Very well motivated."

Faculty Member in Oklahoma-Arkansas Section

"I am excited about the approach – would enjoy teaching such a course."

Faculty Member in Oklahoma-Arkansas Section

"Students may appreciate the underlying mathematics a great deal more than in a traditional course."

Mathematician at MathFest 2003

"Very impressive applications, exciting and well written standard topics as well."

Mathematician at MathFest 2003

"Animation makes concepts more clear than any static diagram could possibly do."

Mathematician at 2004 Joint Mathematics Meetings

"I am excited to go back to my school and show the materials to our business faculty."

Mathematician at 2004 Joint Mathematics Meetings

"Great! Finally a way for student s to apply what they learn."

Faculty Member in Kentucky Section

Congressman.

"Frankly, I was blown away by the projects of your two students. I only hope that I faked it well when I pretended to understand what they were doing. But what I DID understand is how you can really make math relevant to every day business decisions, and I think that is terrific."

Congressman James Kolbe (R, Tucson)