Traditionally, Business Policy has been taught utilizing small classes (25-30 students). The alternate method investigated by the authors utilized the traditional smaller classes for case analysis, as well as mass (large section with 100-150 students) lecture for coverage of the theory material. This approach provides a uniform and efficient way to cover the growing body of theory in Policy, while allowing the usual small-class approach for case analysis instruction. Statistical treatment produced conflicting results as to the benefit of the administration of an exam over the theory portion to increase students’ case analysis skills.

ABSTRACT
Traditionally, Business Policy has been taught utilizing small classes (25-30 students). The alternate method investigated by the authors utilized the traditional smaller classes for case analysis, as well as mass (large section with 100-150 students) lecture for coverage of the theory material. This approach provides a uniform and efficient way to cover the growing body of theory in Policy, while allowing the usual small-class approach for case analysis instruction. Statistical treatment produced conflicting results as to the benefit of the administration of an exam over the theory portion to increase students’ case analysis skills.

PURPOSE
The purpose of this article is two-fold. First the authors wish to present an alternative method of teaching the Business Policy course. Second, the authors wish to determine whether class time is better spent administering an exam covering the growing body of theory material or whether that time would be better spent in developing the students’ analytical tools for case analysis.

INTRODUCTION
Over the years, discussions have been held among the Business Policy instructors at Southwest Missouri State University regarding how the Policy course should be taught. During a recent discussion, the point was raised that maybe better case analysis would result if the theory portion were stressed more, culminating with an exam over the material.

METHODOLOGY
The decision was made to experiment with a different approach to teaching the Policy course. Specifically, the theory portion would be taught via a mass lecture (large section) for the first six weeks of the semester, while case analysis would be taught in smaller case lab classes for the remaining ten weeks of the semester.

At the conclusion of the mass lecture, student feedback was secured through the administration of a student evaluation form. Results indicated that 70 percent preferred the mass lecture approach, while 30 percent indicated they would prefer the traditional small class approach for the entire semester.

STATISTICAL ANALYSIS
To evaluate the effectiveness of the exam and its impact on case analysis, correlation analysis was used to determine if a relationship exists between the exam scores and the first case scores. The resulting correlation coefficient (.325) was judged significant at the .05 level. In other words, the higher the exam score, the higher the first case score.

DISCUSSION
To further determine the impact of the exam, first case scores of policy students who were required to take a written exam and students (from a previous semester) who were not required to do so were analyzed. The data were subjected to analysis of variance; the resulting F (1.241) was not judged significant. In other words, the case scores did not differ between the two groups (those taking an exam versus those who did not).

To control for potential teacher differences and possible contamination of results, data was limited to scores of those students who had the same instructor for both the mass lecture and case lab.