



Statistics (Core business program)

Martin, E.T.

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Business Statistics Core Business Program

Rismon Hasiholan Sianipar



Business Statistics Core Business Program:

Basic Business Statistics: Concepts and Applications Mark Berenson, David Levine, Kathryn A Szabat, Timothy C Krehbiel, 2012-08-24 Student friendly stats Berenson's fresh conversational writing style and streamlined design helps students with their comprehension of the concepts and creates a thoroughly readable learning experience Basic Business Statistics emphasises the use of statistics to analyse and interpret data and assumes that computer software is an integral part of this analysis Berenson's real world business focus takes students beyond the pure theory by relating statistical concepts to functional areas of business with real people working in real business environments using statistics to tackle real business challenges

Advances in Business Statistics, Methods and Data Collection Ger Snijkers, Mojca Bavdaz, Stefan Bender, Jacqui Jones, Steve MacFeely, Joseph W. Sakshaug, Katherine J. Thompson, Arnout van Delden, 2023-02-07 ADVANCES IN BUSINESS STATISTICS METHODS AND DATA COLLECTION Advances in Business Statistics Methods and Data Collection delivers insights into the latest state of play in producing establishment statistics obtained from businesses farms and institutions Presenting materials and reflecting discussions from the 6th International Conference on Establishment Statistics ICES VI this edited volume provides a broad overview of methodology underlying current establishment statistics from every aspect of the production life cycle while spotlighting innovative and impactful advancements in the development conduct and evaluation of modern establishment statistics programs Highlights include Practical discussions on agile timely and accurate measurement of rapidly evolving economic phenomena such as globalization new computer technologies and the informal sector Comprehensive explorations of administrative and new data sources and technologies covering big organic data sources and methods for data integration linking machine learning and visualization Detailed compilations of statistical programs responses to wide ranging data collection and production challenges among others caused by the Covid 19 pandemic In depth examinations of business survey questionnaire design computerization pretesting methods experimentation and paradata Methodical presentations of conventional and emerging procedures in survey statistics techniques for establishment statistics encompassing probability sampling designs and sample coordination non probability sampling missing data treatments small area estimation and Bayesian methods Providing a broad overview of most up to date science this book challenges the status quo and prepares researchers for current and future challenges in establishment statistics and methods Perfect for survey researchers government statisticians National Bank employees economists and undergraduate and graduate students in survey research and economics Advances in Business Statistics Methods and Data Collection will also earn a place in the toolkit of researchers working with data in industries across a variety of fields

Proceedings ,1996 **Northeast Multispecies Fishery, Fisheries Management Plan (FMP)** ,1986 **Visual Models for Software Requirements** Anthony Chen, Joy Beatty, 2012-07-15 Apply best practices for capturing analyzing and implementing software requirements through visual models and deliver better results

for your business The authors experts in eliciting and visualizing requirements walk you through a simple but comprehensive language of visual models that has been used on hundreds of real world large scale projects Build your fluency with core concepts and gain essential scenario based context and implementation advice as you progress through each chapter Transcend the limitations of text based requirements data using visual models that more rigorously identify capture and validate requirements Get real world guidance on best ways to use visual models how and when and ways to combine them for best project outcomes Practice the book s concepts as you work through chapters Change your focus from writing a good requirement to ensuring a complete system

GIBRAN'S END GAME: THE VICE PRESIDENT WITHOUT A HIGH SCHOOL DIPLOMA Rismon Hasiholan Sianipar, 2026-01-22 This book originates from an effort to disentangle the complex interplay of facts documents and policies that have shaped the controversy surrounding the educational background of Gibran Rakabuming Raka In Indonesia s political trajectory toward the 2024 General Election questions concerning diploma equivalency and the validity of the vice presidential candidate s overseas education emerged as a matter of public debate This book presents an in depth investigation of official state documents cross national education systems and the legal framework that enabled Gibran to be accepted as a vice presidential candidate while leaving numerous unresolved academic questions The first chapter outlines the foundations of the controversy through a close examination of documents issued by the General Elections Commission Komisi Pemilihan Umum KPU that record Gibran s educational history According to these official records Gibran attended Elementary School SD Negeri Mangkubumen Kidul 16 Junior High School SMP Negeri 1 Surakarta and subsequently transferred to Orchid Park Secondary School in Singapore from 2002 to 2004 before continuing his studies at UTS Insearch Sydney from 2004 to 2007 At a glance this educational sequence appears legitimate however when assessed in relation to the education systems of Singapore and Australia significant anomalies emerge regarding level equivalency and duration of study The second chapter further examines the position of Orchid Park Secondary School within Singapore s education framework The school operates at the Secondary 3 4 level which is broadly equivalent to Grades 9 10 in the Indonesian system Upon completion students are expected to proceed to Junior College or a Polytechnic Foundation Program to fulfill upper secondary education The fact that Gibran is not recorded as having undertaken these additional two years constitutes the starting point of the academic problem how could an individual who had not completed full upper secondary education be directly admitted to an institution equivalent to an Australian diploma pathway The third chapter focuses on the certificate of equivalency issued by the Directorate General of Primary and Secondary Education Direktorat Jenderal Pendidikan Dasar dan Menengah of the Ministry of Education and Culture on 6 August 2019 This document states that Gibran had completed Grade 12 at UTS Insearch Sydney and was deemed equivalent to a graduate of an Indonesian vocational high school SMK with a specialization in Accounting and Finance This chapter argues that such a characterization is not supported by academic facts as UTS Insearch is not a secondary education institution but rather a pathway or

transition provider leading to university level study The fourth chapter presents a structural analysis of UTS Insearch based on official archival materials from 2004 including brochures handbooks and curriculum documents The Business that Diplomas including the Diploma of Business offered by UTS INSEARCH are positioned at AQF Level 5 and that language or preparatory programs such as the Academic English Program AEP and the Direct Entry English Program DEEP are non AQF non award programs intended as academic support rather than substitutes for formal qualifications By comparing learning outcomes notional study hours and pedagogical objectives across Year 12 AEP DEEP and Diploma programs this chapter demonstrates that a Diploma constitutes an entry level higher education qualification broadly comparable to the first year of university study rather than a replacement for senior secondary completion The analysis underscores the categorical distinction between secondary certification and higher education credentials within the AQF architecture thereby rejecting any interpretation that conflates the two levels The chapter then critically examines the Certificate of Equivalency issued by the Directorate General of Primary and Secondary Education Reference No 1454 D D5 DM 2019 which declared the combination of Gibran Rakabuming Raka s educational experiences namely Secondary 3 4 at Orchid Park Secondary School and subsequent studies at UTS INSEARCH as equivalent to Grade 12 SMA SMK Drawing on AQF level descriptors and established international equivalency practices the author concludes that this determination functioned primarily as an administrative and instrumental measure for document verification purposes rather than as the outcome of a rigorous academic assessment comparing curricula and learning outcomes Fundamentally the aggregation of two distinct and non equivalent levels lower secondary education and a higher education diploma does not conform to formal equivalency principles under either the AQF or UNESCO s International Standard Classification of Education ISCED Accordingly the equivalency letter is more accurately understood as a limited form of administrative recognition rather than as evidence that the individual concerned formally completed senior secondary education The ninth opens a space for testimonies from various parties who have questioned the legitimacy of Gibran Rakabuming Raka s overseas educational record particularly the claim of having completed Grade 12 at UTS INSEARCH Sydney Testimony from Ikhsan Katonde an Indonesian citizen residing in Sydney states that Gibran attended an English language course at the Insearch Language Centre for approximately six months and did not complete the program This account directly contradicts official documentation issued by the Ministry of Education which assessed Gibran as possessing knowledge equivalent to that of a graduate of an Indonesian vocational high school SMK specializing in Accounting and Finance Additional accounts from members of the Indonesian diaspora in Sydney as conveyed through interviews conducted by Roy Suryo further reinforce these doubts by emphasizing that UTS INSEARCH is not a secondary education institution delivering Year 12 but rather a pathway or diploma provider designed to prepare students for entry into higher education At the same time an official statement by Dr Eko Susanto a senior official within the Directorate General of Primary and Secondary Education explained that the

equivalency letter for Gibran was issued on the basis of a combination of his education at Orchid Park Secondary School Grades 9 10 and his enrollment in the Diploma of Business program at UTS INSEARCH However academic analysis reveals a fundamental misalignment between these educational levels and the standards governing senior secondary curricula in both Indonesia and Australia The Diploma of Business is classified at AQF Level 5 corresponding to early stage higher education rather than to Grade 12 which is situated at AQF Level 3 Consequently this chapter presents a comprehensive account of the contradictions between educational facts equivalency policy decisions and their broader implications for the integrity of state administration within Indonesia s national political context

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N.A.R.D. Notes ,1912 Catalogue for the Year ... University of Oregon,1967 *Management and Administration in Manufacturing Industries* Leon Pratt Alford,1921 *The Open Shelf* ,1918

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