ANNUAL REPORT
2008-2009 ACADEMIC YEAR

Conrado (Bobby) M. Gempesaw II
Dean

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Thanks to the unfailing support of our friends, alumni and corporate partners, the hard work and dedication of our faculty and staff, and the inspiring talent of our students, this year has been an outstanding success. The University of Delaware’s Alfred Lerner College of Business and Economics has a tradition of excellence and innovation. We offer distinctive programs to attract highly qualified students and we develop their potential through rigorous curriculum, technology, global experiences and leadership opportunities. This executive summary provides highlights of this past year’s activities, accomplishments and initiatives.

- Admission to the Lerner College is highly selective. For its 2009 freshman class, the Lerner College received almost 5,000 applications for an entering class of about 533 students. The average SAT score for the admitted students has consistently been above 1200 (math and verbal) for the past four years.

- The graduating class of 2009 consisted of a record-high 937 students with 747 undergraduate students and 190 graduate students. The Lerner College graduates continue to be hired by employers into professional, career-related positions. The latest career plans survey conducted in January 2009 reported that 85% of the Class of 2008 had full-time employment with another 3% working part-time and 5% pursuing graduate education. This placement rate is highly remarkable given the economic recession, with many firms reducing their work force and/or implementing hiring freezes.

- The Lerner College established its own satellite career services center housed in Purnell Hall. The center’s staff offer enhanced employment services and internship programs for our undergraduate and graduate students. The center has mentoring rooms and office space for our corporate recruiters to use when on campus.

- 130 seniors received Bloomberg certification through the Lerner College’s Exelon Trading Center workshops. The Bloomberg data interface is heavily used by traders and portfolio managers on Wall Street and, with this certification, our students have achieved a level of expertise desirable to employers.

- The Venture Development Center (VDC) was completed and dedicated with its inaugural lecture being delivered by Charles Cawley, founder and former President of MBNA [now part of Bank of America].

- The Executive Mentors Scholars Program has successfully completed its second year with the third class to be launched in fall 2009. Through the Executive Mentors Scholars Program, business executives and professionals act as mentors and role models, helping our students gain insights and skills that prepare them for successful careers.
Accomplished executives from industry continue to share their expertise through mentorships, internships, teaching, and sponsorships of student competitions and special projects. Selected executives who have recently taught or are currently teaching courses in Business Administration include: Ralph Hall, former Chairman of GMAC Bank; Frank Bailor, President and CEO of USPoly Company; and Lance Weaver, former Executive Vice Chairman and CAO of MBNA [now part of Bank of America], who is teaching the business of ethics honors course. Barry Posner, Principal Analyst, Market Fundamentals, Exelon Corporation, taught Energy Economics and Nick Marsini, Executive Vice President & CFO at PNC Global Investments, taught a seminar course in mutual funds. Terri Holbrook, tax partner at BDO Seidman taught taxation in the Accounting and MIS department. As part of BUAD 110, a course that introduces students to the various functional areas of business, several executives from Exelon guest-lectured and also served as judges for a student competition on forecasting power needs. The Exelon executives included Frank Henshaw, David Donat, Andy Swaminathan, Jess Torpey, Steve McCullough, Ferne Rabsatt, and Brian Schopf.

This past year, 260 Lerner students studied in various UD and College-offered study-abroad programs. Student demand for the International Business Studies degree program and the International Business minor continue to increase. The Lerner College will continue its global focus. Future plans include developing educational partnerships such as the Incheon Free Economic Zone (IFEZ) and the Volterra Foundation in Italy. IFEZ plans to create a global university campus that will provide students from Asia and around the world an opportunity to get a first rate education from top U.S. universities. We are also actively exploring the feasibility of an international agreement with the Fondazione Cassa Di Risparmio Di Volterra that will bring our Hotel, Restaurant & Institutional Management program to their Learning Village in Tuscany.

The minor in Entrepreneurial Studies graduated its first class and a new minor in Advertising will be offered this fall. The MS in Finance was launched in fall 2008. For fall 2009, two hundred applications were received with an expected class of thirty-five students. The curriculum for the MS in Accounting degree was recently revised and has experienced a significant increase in applications, with 200 applicants for an expected class of 40 students this fall.

A 2009 Accounting graduate and UD pole vaulter, Kelli McDonald from Phoenixville, Pennsylvania, was named the Colonial Athletic Association Scholar-Athlete of the Year for women’s track and field, won the 2009 ECAC Medal of Merit for having the highest GPA among UD student-athletes, and has been named to the ESPN All-District 2 team.

Lerner faculty continue to be recognized for excellence in teaching, research, and service. For example, each year, four faculty are recognized university-wide for Excellence in Teaching Award. This past year, Lerner College faculty received two of these four awards—Mark Bambach (Business Administration) and Cihan Cobanoglu (HRIM). Additional faculty awards were presented at Honors Day in May to Mark Serva, Accounting and MIS, and Paul Sestak, HRIM (for the Student
Choice Excellence in Undergraduate Teaching Award); and to Andrea Everard, Accounting and MIS, (Slocomb Professional Excellence Award). The three College-wide awards for teaching, research and service included: the College’s Outstanding Teacher Award (Mark Serva, Accounting and MIS); Outstanding Scholar Award (Burt Abrams, Economics); and Outstanding Outreach/Service Award (Ali Poorani, HRIM). Clinton “Skip” White Jr., Accounting and MIS, received the 2009 Outstanding Educator Award from the Strategic and Emerging Technologies Section of the American Accounting Association.

- The College sponsored several timely conferences and discussions during the year including:
  - “Wall Street Woes, Main Street Miseries,” moderated by Finance Chairperson Jay Coughenour with a panel of experts that included William Poole, UD’s Distinguished Scholar in Residence and retired President of the Federal Reserve Bank of St. Louis; Jim Butkiewicz, Economics department; and Finance department professors Bob Schweitzer and Don Puglisi (retired).
  - The College’s Center for Economic Education and Entrepreneurship invited the founder of J.D. Power and Associates to address a gathering of 200 people on the challenges of being an entrepreneur and growing a family business. The 2009 Economic Forecast Conference was co-hosted by the College’s Center for Economic Education and Entrepreneurship with the Lyons Companies this past January. Charles Plosser, President and CEO of the Federal Reserve Bank of Philadelphia discussed the current economic recession to a packed crowd at UD’s Clayton Hall.
  - The Lerner College was a sponsor of the President’s Forum on Innovation and Entrepreneurship, held this past April entitled “Creating the Systems to Drive Innovation and Entrepreneurship,” that drew more than 300 business, government and academic leaders.

- A sincere welcome to our new faculty who are joining the College this fall:
  - Brian Greenstein joins us as an Associate Professor from Seton Hall University and will be teaching Taxation. Brian earned his doctorate from the University of Houston.
  - Thomas Vermeer was previously at the University of Baltimore and joins the department as an Associate Professor. He will be teaching Financial Accounting and earned his doctorate from the University of North Texas.
  - Julia Belyavsky Bayuk, is an Assistant Professor who previously was at Georgia Tech and earned her doctorate from the University of Florida. She will be teaching in the Marketing area.
  - Bernadine Johnson Dykes earned her doctorate from Michigan State University. She joins the department as an Assistant Professor and will be teaching in the area of Management.
Adam Fleischhacker is an Assistant Professor who earned his doctorate from Rutgers University. He will be teaching in the area of Operations Management.

Peggy Tseng earned her doctorate from the University of Maryland. She joins us as an Assistant Professor and will be teaching Marketing.

Kolver Hernandez-Arreortua earned his doctorate from Boston College. He was previously employed as a Visiting Assistant Professor at Delaware prior to returning to his homeland of Mexico for a two-year leave of absence. Kolver returns to the department in the fall as an Assistant Professor and will be teaching courses in Monetary Economics.

M. Naveed Baqir earned his doctorate from the University of North Carolina. He joins the HRIM department as an Assistant Professor and will be teaching courses in Technology and Hospitality Management.

Roger Coffin joins the Center for Corporate Governance as the Associate Director. Roger has his JD from St. John’s University School of Law in New York and was previously the Managing Partner of Financial Services at PricewaterhouseCoopers in New York.

Although not new to the College, I am pleased to announce two recent appointments within the Lerner College—Rick Andrews as the College’s Deputy Dean (also Professor and Chair of the Business Administration department) and Guido Geerts as the new chair of the department of Accounting and MIS department. Guido is currently Professor of Accounting and MIS and teaches in the area of Accounting Information Systems.

Several new members have joined the Lerner College Advisory Board: John Eckerson, a 1987 Accounting alumnus and the Portfolio Manager for Claren Road Asset Management in New York City; Michael Geltzeiler, a 1980 Accounting alumnus, the 2008 Lerner College Award of Excellence recipient, and CFO and Executive Vice President, NYSE Euronext, Inc. on Wall Street; Neil Shah, President and COO, Hersha Hospitality Trust in Philadelphia; Helen Stimson, General Manager, Consumables Division, Agilent Technologies in Newark, Delaware; Michelle Taylor, President and CEO, NYSE Euronext, Inc. on Wall Street; Neil Shah, President and COO, Hersha Hospitality Trust in Philadelphia; Helen Stimson, General Manager, Consumables Division, Agilent Technologies in Newark, Delaware; and Mark Vergnano, Group Vice President, E.I. du Pont de Nemours, Safety and Protection, also in Wilmington.

The new members of the College Alumni Board include Rich Corcoran, a 1998 Finance alumnus, Vice President, Morgan Stanley Private Wealth Management in West Conshohocken; David Ford, a 1984 Accounting alumnus, Partner, Leisure Fitness in Newark, Delaware; Jeff Mitchell, a 1994 Accounting alumnus, Principal, Parente Randolph, LLC in Wilmington; Rob Van Etten, 2003 Finance and Marketing alumnus, President, Brighton Cromwell, LLC, located in Randolph, New Jersey; and J. Jacalynn Varrasse, a 2001 HRIM alumna and formerly an executive in corporate sales with Hilton Hotels Corporation.

During Forum and Reunion Weekend in June, three of our outstanding alumni were recognized and presented the Lerner College Awards of Excellence. Barry
Crozier, a 1971 Accounting graduate, is the Managing Director, Belfint, Lyons & Shuman, PA, one of the largest CPA firms in Delaware. Matthew Martin earned his doctorate in Economics in 1998. Currently, Matt is the Senior Vice President of the Federal Reserve Bank of Richmond and Charlotte Regional Branch. Daniel Strickberger, a 1978 Business Administration graduate with a major in Finance, is the Co-Managing Partner and Co-Founder, DSM Capital Partners in Westchester, New York. They were honored for their professional accomplishments, contributions to their community and their commitment to excellence.

- I am most appreciative of the support of all of our alumni and friends. I extend a special thanks to John and Jennifer Eckerson for their generous scholarship gift to endow the Eckerson Scholarship Fund; to Ernst and Young for its gift to support faculty scholarship and teaching in Accounting and MIS; to Sue Ann Weinberg for her continued support of the Weinberg Center for Corporate Governance; and to the Exelon Corporation for its ongoing support of the Exelon Trading Center. Our accomplishments and initiatives are instrumental in earning national recognition, a distinction for which we continually strive. The Lerner College continues to gain momentum in surveys of the nation’s top business schools. For the third consecutive year, the college was recognized in BusinessWeek’s 2009 issue of the “Best Undergraduate B-Schools” where the Lerner College was ranked 26th out of the nation’s top public institutions business programs.

We invite you to take a look at the highlights presented by each unit in this annual report and to learn more about the Lerner College. You may also wish to visit the college website at www.lerner.udel.edu.

Conrado (Bobby) M. Gempesaw II
Dean
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I. Executive Summary

The 2008-2009 academic year was a very busy and successful year for the Accounting and MIS department. In addition to hiring two new Accounting faculty members, one specializing in financial accounting and one specializing in tax, a new department chair was selected. Professor Guido Geerts will assume leadership of the department on September 1, 2009.

Despite the difficult economic times, the demand for students majoring in accounting and management information systems remained strong. Over 90% of the department's Class of 2009 B.S. degree graduates received job offers prior to graduation. The Big 4 public accounting firms continued to hire a large percentage of accounting students – both management information systems and accounting majors. Over half of the students in the department had internships between their junior and senior years.

Last year the department developed a 4+1 program to allow students to work toward both a B.S. degree and an M.S. degree in accounting in a five-year period. The impetus for this program was the large number of states that require 150 credit hours for candidates to become certified (either 150 hours to sit for the CPA exam, or 120 hours to sit for the exam and 150 hours to actually get certification). The College and Department had approved this program in 2007-2008. This academic year it received final University Faculty Senate approval and the department will offer this program beginning in the fall of 2009. Heavy demand is expected for this program.

In response to the increasing demand for our M.S. in Accounting degree, the faculty made several modifications to the existing program adding more curricular flexibility as well as redesigning one of the graduate courses, ACCT840, “Contemporary Issues in Accounting,” and adding a new study abroad course, ACCT843. The Department, College and University Faculty Senate all approved these revisions during the year. The new program will be offered beginning September 2009. The department anticipates 40 new M.S. in Accounting students will be joining the program this coming September. This is a record number and far exceeded faculty expectations.

To keep the accounting curriculum in step with industry practice and to enable the department to anticipate future needs, discussions were held with representatives of the Big 4 certified public accounting firms. As a result of these discussions International Financial Reporting Standards (IFRS) was incorporated into the two intermediate accounting courses as a part of the standard curriculum. For other modifications to the accounting curriculum please see section V, subsection D.

The MIS program faculty made several modifications to the MIS curriculum this year increasing the emphasis on project management and problem solving skills.
Many of the projects have been modified so they have more of an emphasis on developing and integrating systems using the web as a development platform. Faculty anticipate making additional revisions to the MIS curriculum to further reflect the continued shift toward cloud computing as a service delivery platform.

Over the last year, Accounting and MIS Professor Scott Jones worked with Dean Gempiasaw and the University’s Office of Innovation and Economic Partnership on issues relating to encouraging and supporting entrepreneurship on campus. In November of 2008, the Venture Development Center opened, with Dr. Jones serving as its director. The VDC is home to six student businesses and also provides administrative space, resources, and mentoring to support students developing their own businesses. The Center hosted a seminar series featuring successful entrepreneurs and also hosted the University’s Entrepreneur-in-Residence program.

In its second year, the minor in Entrepreneurial Studies has more than 50 students enrolled. Dr. Jones served as Conference Chair for the University’s “President’s Forum on Entrepreneurship,” held on April 24, 2009. Entitled “Entrepreneurship: Creating the Systems to Drive Innovation and Entrepreneurship,” attendance exceeded 300 entrepreneurs, students, faculty, and government leaders. The format of the conference allowed students the opportunity to interact with leaders in the business community and included the sixth annual Business Plan Competition, featuring the talents of over 30 student entrepreneurs. These students were coached and mentored by faculty and business practitioners, and then had their business plans judged by a panel of experienced investors and entrepreneurs. Two of the courses in the new entrepreneurship minor (ENTR 410 and 411) are specifically tied to the Business Plan Competition.

The Accounting and MIS department’s internship course (ACCT 364) and its Earned Income Tax Course (ACCT 363) continue to have strong demand from the students. These courses allow students to fulfill their Discovery Learning Experience (DLE) requirement for the University. Majors and minors in MIS can also use the capstone projects course (MISY 431) to fulfill this requirement.

As in past years, the generous contributions from alumni and friends have allowed the department to pursue many important activities. These initiatives include scholarship funds for our students, the purchase of new technology for research, instruction and student use, as well as providing faculty research and travel grants. This year, through the effort of several alumni, the Ernst and Young (E&Y) Foundation made a generous contribution to the department. These funds have been used to support faculty summer research and summer curriculum development efforts. Both activities are critical to help us maintain the high quality of Accounting and MIS programs and graduates. During the summer of 2009, ten faculty members were awarded summer E&Y grants.

Jack Baroudi
Professor and Interim Chair
II. Staffing for 2008-2009

A. Promotions
   1. Andrea Everard - Associate
   2. Guido Geerts - Full
   3. Uma Velury - Full

B. Departures
   1. Joseph Brady (Faculty) - retired
   2. Donna Brenchley (Staff) - retired

C. New Faculty Hires
   1. New Department Chair- Guido Geerts (beginning 9/1/09)
   2. Brian Greenstein, Associate Professor (beginning 9/1/09)
   3. Thomas Vermeer, Associate Professor (beginning 9/1/09)

D. Sabbaticals and Research Leaves
   1. Harry Wang
   2. Jon Blue

III. Recognition

A. Faculty Awards, Grants, Honors and Special Recognition
   i. Jinwei Cao, Lester W. Chadwick Excellence in Teaching Award - Department of Accounting & MIS - Spring 2009
   ii. Andrea Everard, Leon & Margaret Slocomb Professional Excellence Award - 2009
   iii. Greg Kane and Uma Velury - were awarded a Curriculum Development Grant from the University for the MS in Accounting program
   iv. Mark Serva, Lerner College Student Choice Award, May 2009, Lerner College Outstanding Teacher Award, May 2009
   v. Kent St. Pierre, AAA Outstanding Service Award for outstanding leadership and service in Accounting education
   vi. Harry J. Wang, Awarded a SOA and BPM Software Grant from TIBCO Software Inc.
   vii. Diane Wright, Jack Baroudi and Jon Blue, were awarded a $10,000 Capstone Grant for MISY 431/432

B. Publications and Presentations
   i. Books/Book Chapters
      1. Spring Davidson
         a. Problem Solving Cases in Microsoft Access and Excel, 7th Edition, Published by Cengage, 2009, Brady, Monk and Davidson
      2. Ellen Monk

3. **Clinton White**

ii. **Journal Publications**

1. **Jack Baroudi**

2. **Jon Blue**

3. **Jinwei Cao**

4. Andrea Everard

5. Guido Geerts

6. David Jenkins

7. Greg Kane

8. Mark Serva

9. Uma Velury

10. Harry Wang

11. Clinton White

iii. Publications in Refereed Conference Proceedings
1. Jack Baroudi

2. Jon Blue


3. Jinwei Cao

4. Andrea Everard
   a. Everard, Andrea and Jones, Brian (2008) “Web-Based vs. Traditional Education: Does Distance Education at the Graduate Level Deserve a Failing Grade?” AMCIS, Toronto, Canada.

5. Mark Serva

6. Harry Wang

7. Clinton White

iv. Presentations

1. Araya Debessay
   b. CPE Sessions of the IMA Delaware Chapter

2. Mark Serva

v. Presentations (not printed in Proceedings)

1. Jon Blue

2. Jinwei Cao

3. Andrea Everard

4. Guido Geerts
5. Scott Jones
   a. Blue, Jon, Everard, Andrea and Scott Jones
      “Achieving Sustainable Competitive Advantage through Business Method Patents: Implications for IS Professionals,” invited presentation at Atkinson Graduate School of Management, Willamette University, March 2009

6. Mark Serva
   b. Keynote Presentation at University of Colima-Manzanillo.

7. Clinton White

vi. Editorial and Professional Boards
1. Jack Baroudi
   a. Associate Editor, Journal of Organizational Computing and Electronic Commerce
   b. Member of Governor Elect Jack Markell’s Transition Committee

2. Jon Blue
   a. Editorial Board, International Journal of Healthcare Delivery Reform Initiatives

3. Araya Debessay
   a. Member of the Audit Committee, The American Red Cross, Delmarva Peninsula, 2008-present
   b. Member of the Audit Committee, State of Delaware Pension Fund, 2008-present
   c. Member of the Supervisory Committee, University of Delaware, Federal Credit Union, 2005-present

4. Guido Geerts
   a. President-Elect SET Section American Accounting Association
   b. Associate Editor, Journal of Information Systems
   c. Editorial Board, Journal of Emerging Technologies in Accounting
   d. Editorial Board, Enterprise Information Systems
   e. Editorial Board, International Journal of Accounting Information Systems
5. Scott Jones  
   c. Board of Directors, Secretary/Treasurer, Blue and Gold Club, Inc., 2000-2010  
   d. VP of Finance/CFO, PAIR Technologies, LLC, 2005 - present  

6. Mark Serva  
   a. Board of Directors, Cancer Care Connection  
   b. Board of Directors, Special Interest Group on MIS Education (SIG-ED)  

7. Kent St. Pierre  
   a. Editor of Issues in Accounting Education  

8. Clinton White  
   a. Editorial Board, Issues in Accounting Information Systems  
   b. AIS Educator Journal  

vii. Workshops  

1. Jinwei Cao  
   a. Program Committee Member of the Third China Summer Workshop on Information Management (CSWIM), Guangzhou, China, June, 2009.  

2. Mark Serva  
   a. Problem Based Learning Workshop for University faculty at University of Colima-Manzanillo, Mexico; Lafayette College, Easton, PA; University of Nebraska – Omaha; Lawrence Technological Institute, Southfield, MI; Republic Polytechnic, Singapore; Delaware State K-12 Special Education Teachers; UD Faculty, Spring 2009.  

3. Clinton White  
   a. Clinton E. White, Jr. “XBRL Today and Tomorrow”, The AAA Midwest Regional Meeting, St. Louis, MO (April 2009), taught and presented.  
   d. Clinton E. White, Jr. and Roger Debreceny “The 4th American Accounting Association XBRL Teaching
IV. Activities and Programs

A. Curriculum Changes and New Program Offerings

1. 4 + 1 Program Final Approval Received
2. Revision in the Masters in Accounting Program Approved

B. Overseas Study-Abroad Programs: None

C. Discovery-Based Learning Initiatives

1. During 2008-2009, the department approved 6 courses to fulfill the University’s Discovery Learning Experience (DLE) requirement. For the DLE, students must be involved in a learning situation that is outside the traditional classroom environment. The approved DLE courses are as follows:

   - ACCT 363 Service Learning and Earned Income Tax Credit
   - ACCT 364 Accounting in Practice
   - ACCT 395 Seminar: International Accounting
   - MISY 364 Management Information Systems in Practice
   - MISY 395 Global Issues in Information Technology
   - MISY 431 Technological Problem Solving

   The ACCT 363 course requires students to prepare 1040 forms for actual taxpayers who qualify for the EITC. ACCT 364 and MISY 364 are courses based on internships, and the students must relate their classroom learning experiences to their real-world learning experiences on the internship. ACCT 395 and MISY 395 are study abroad programs (see the previous section on programs in Australia and Europe). MISY 431 is one of the MIS projects courses where students are required to work in teams and develop a solution to an actual problem for a company client.

V. Learning Objectives and Assessments

See Appendix A for the department’s assessment of its program learning objectives.
Department of Business Administration

A. Executive Summary

The 2008-2009 academic year was a productive one for the Department of Business Administration, with the successful recruitment of four new faculty, the revision of the Department’s two existing minors, the creation of two new minors, and the granting of permanent status for our graduate degree in Organizational Effectiveness, Development, and Change. In addition, Department faculty approved the transfer of the Sport Management academic program to the Department of Business Administration as a fifth major (along with Marketing, Management, Operations Management, and International Business Studies). With regard to staffing, one new Assistant Professor joined the Department in Fall 2008 (Patrick McClelland), and Dan Freeman was promoted to Associate Professor with tenure in Marketing. For 2009-2010, the department recruited two new faculty members in Marketing—Peggy Tseng (University of Maryland) and Julia Belyavsky (University of Florida). One new faculty member joins the Management faculty (Bernadine Dykes, Michigan State University), and one joins Operations Management (Adam Fleischhacker, Rutgers University).

The University Faculty Senate approved revisions to existing minors in Business Administration and International Business as well as new minors in Advertising and International Business Studies. The new minors, which are open to all University students, are expected to be very popular, with applications beginning in Fall 2009. The Faculty Senate also approved the application for permanent status for the MS degree in Organizational Effectiveness, Development, and Change (OEDC) as well as the joint MBA/MS degree in OEDC.

The Sport Management program is currently housed in the Department of Health, Nutrition, and Exercise Sciences in the College of Health Sciences. Currently two faculty members and 140 students comprise the program. The plan is to hire two new faculty members and a staff person, and to undertake a thorough revision of the curriculum with the objective of developing the Sport Management program into one of the premier programs in the country and the world. The transfer to Business Administration is tentatively scheduled to take place July 1, 2010.

Looking ahead, the Lerner College of Business and Economics is in the process of implementing its strategic plan in support of the University’s Path to Prominence strategic initiatives. Perhaps the most significant task this coming year will be the ongoing evaluation of the feasibility of a College-wide Ph.D. program in Business with concentrations in participating disciplines. In addition, the Department will conduct the self-study required for the upcoming AACSB reaccreditation visit in early 2011. We are pleased with the progress made in the 2008-2009 academic year and are looking to continue this momentum into 2009-2010.

Rick L. Andrews
Deputy Dean, Lerner College of Business and Economics
Professor and Chair, Department of Business Administration
II. Staffing

A. Promotions:
Dan Freeman was promoted to the rank of Associate Professor with tenure in Marketing.

B. Departures:
None

C. New Faculty Hires:
Patrick McClelland, University of Kansas (started Fall 2008)
Julia Belyavsky, University of Florida (starts Fall 2009)
Bernadine Dykes, Michigan State University (starts Fall 2009)
Adam Fleischhacker, Rutgers University (starts Fall 2009)
Peggy Tseng, University of Maryland (starts Fall 2009)

D. Sabbaticals and Research Leaves:
1. Sabbaticals:
   Meryl Gardner, full year
   John Preble, Fall 2008
   Richard Weiss, full year

2. Third year research sabbaticals:
   Michal Herzenstein, Fall 2008

III. Recognition

A. Faculty Awards, Appointments, Grants:

1. Awards
   Mark Bambach, 2009 University Excellence in Teaching Award
   Darwin Davis and Erwin Saniga, IIE Transactions on Quality and
   Reliability Engineering Best Paper Award
   Diane Ferry, UD Online Distinguished Teaching Award
   Ajay Manrai, received the 2009 MBA Teaching Award
   John E. Sawyer, nominated for the MBA Teaching Award
   Stewart Shapiro, nominated for the MBA Teaching Award
   Wendy Smith, received the best paper award for EGOS “Strategy as
   Practice” Division/Nomination for Best Paper Overall for
   EGOS, 2008.
   Dan Sullivan, received the 2009 EMBA Teaching Excellence Award
   Sharon Watson, UD Online Innovative Teaching Award, nominated
   for Lerner College Outstanding Teacher Award.
Nominated for University of Delaware Faculty Senate Excellence in Teaching Award: John Antil, Thomas Becker, Hemant Kher, Christine Kydd, Patrick McClelland, Stewart Shapiro, Wendy Smith, Daniel Sullivan, Sharon Watson

2. Appointments

Rick Andrews appointed Deputy Dean of the Lerner College of Business and Economics

Tom Becker appointed Director of Assessment for the Lerner College of Business and Economics

Mary Kernan appointed to the Health Services Administration Governance Committee.

3. Grants

Mary Kernan and Sharon Watson, Center for International Studies International Research Award for $10,000

B. Publications and Presentations:

1. Books/Book Chapters

i. Management


ii. Marketing


iii. Operations


2. Journal Publications

i. Management


ii. Marketing


Aquino, Karl, Dan Freeman, American Reed II, Vivian Lim, and Will Phelps (2009), "Moral Identity and the Self-Regulation of (Im)Moral Behavior," Journal of Personality and Social Psychology. (Karl Aquino and Dan Freeman are co-first authors of this article).

Freeman, Dan, Karl Aquino, and Brent McFerran (2009), "Overcoming Beneficiary Race as an Impediment to Charitable Donations: Social Dominance Orientation, the Experience of Moral Elevation, and


### iii. Operations


### 3. Publications in Referred Conference Proceedings

i. **Management**


ii. Marketing


Sivaraman, Anu, Dan Freeman, and Stewart Shapiro (2008), "Teenagers' Willingness to Share Personal Information with Marketers," presented at the annual meeting of the Association for Consumer Research, San Francisco, October.


4. Presentations

i. Management


ii. Marketing


Gardner, Meryl (2008), University of Delaware Energy Institute Symposium, December 2008. Presented marketing research methodology issues related to the Vehicle-to-Grid car to faculty working on energy-related issues across University of Delaware.


iii. Operations


5. Editorial and Professional Boards:

Rick Andrews: Marketing Science
Thomas Becker: Organizational Behavior and Human Decision Processes, Human Performance
Daniel Freeman: board member, ContactLifeline
Daniel Sullivan: Journal of International Business Studies.
Sharon Watson: Journal of Management.
Gary Weaver: Editor in Chief, Business Ethics Quarterly, board member, Academy of Management Review.

6. Scholarly Presentations and/or Publications by Undergraduates:


IV. Activities and Programs

A. Curriculum Changes and New Program Offerings

1. Revision of International Business Minor (approved by Faculty Senate)

Because Lerner College students do not have a foreign language requirement, the primary reason for having two options of the International Business (IB) Minor is to recognize those students who meet a language standard as part of their international business minor work. Currently, business students with majors in accounting, finance, management, marketing, management information systems, or operations management may elect the Minor in International Business which may include one language course at the intermediate level or above.
The revision of the International Business Minor gives business students two options: 1) an international business minor without language, i.e., the option currently available, or 2) an international business minor with language. The international business minor with language option is the only actual change in the minor.

The International Business Minor with Language option is in keeping with other collaborative efforts between the Foreign Languages and Literatures Department and the Lerner College of Business and Economics, such as the International Business Studies Major and the new International Business Studies Minor for non-business majors. An international business minor with language option gives business students an opportunity to incorporate more language courses into their programs.

2. New Minor in International Business Studies (Approved by Faculty Senate)

The Minor in International Business Studies is designed for students who may be interested in language and business, but who are not majoring in a business area. The Minor is restricted to students not majoring in the Lerner College of Business and Economics; Lerner College students who desire an international business minor must pursue the International Business Minor. The 21 credits required for the minor may also be used to meet other distribution requirements. Students electing the International Business Studies minor are encouraged to incorporate a short-term study abroad program into their courses of study, especially a Foreign Languages and Literatures trip to a country that uses the student’s target language.

3. New Minor in Advertising (Approved by Faculty Senate)

The Advertising Minor is a collaborative effort between the Department of Business Administration (Lerner College of Business and Economics) and the Departments of Art and Communication (both in the College of Arts and Sciences). Very few universities offer specialized study in advertising beyond the traditional advertising course. The advertising industry looks to fill its entry-level positions with those trained in the field, but since few universities offer this training, students majoring in fields such as Marketing, Communications, English, Psychology, Sociology, and History are often recruited. The Advertising Minor can prepare students from any discipline to enter the field of advertising. In addition, the minor contributes to a broader and more critical perspective on today’s media-saturated society.

4. Revision of Business Administration Minor (Approved by Faculty Senate)

The Minor in Business Administration provides students in degree programs other than in business with an opportunity to acquaint themselves with the
basic concepts of business administration. Completion of the requirements for
the minor provides a basic understanding of the language and major functional
areas of business. The revision of the minor reduced the number of credit
hours required from 39 to 22 (18 for Economics majors), which should make
the minor much more accessible and attractive to students.

5. **Permanent Status Program Review for MS in Organizational
   Effectiveness, Development, and Change (Approved by Faculty
   Senate)**

The Permanent Status Program Review for the MS in OEDC program was
conducted last year. The University review was very positive, and the
changes in the program have been very minor. The curricular changes made
to the program include the removal of three one-credit modules (BUAD 807,
808, 809), which were replaced with one three-credit course (BUAD 877,
Skills for Change Agents). The Faculty Senate approved the changes and
granted permanent status to the program (and also the MBA/MS in OEDC) in
Spring 2009.

6. **Transfer of Sport Management Degree Program to Department of
   Business Administration (approved by BUAD faculty)**

The Sport Management program is currently led by two Associate Professors
(Drs. Matthew Robinson and Timothy DeSchriver) and housed in the
Department of Health, Nutrition, and Exercise Sciences in the College of
Health Sciences. Currently, the program accepts 25-30 students a year with
an enrollment of about 140 students. Also, the program offers a Sport
Management specialization in the MBA program.

The plan for transferring the program to Business Administration is to hire
two tenure-track faculty to join Drs. Robinson and DeSchriver, as well as a
professional staff person to assist with the advising of students, oversight of
practicum and internship components of the program, and other tasks. Along
with recruiting new faculty, revising the SM curriculum would be a top
priority which both Dr. Robinson and Dr. DeSchriver support. In the revised
curriculum, the general requirements and core courses of the program would
conform to current department programs.

The department is confident that it can maintain current enrollments in the SM
program while making the curriculum more rigorous and improving student
quality. Placement of SM students should also improve since SM graduates
may have the option to pursue more mainstream careers in marketing,
management, international business, or operations management. With an
extensive business core in their curriculum, SM students will now have the
option of pursuing careers in business if their opportunities in the sports
management field do not meet their expectations. One potential benefit for
our current majors is that they will have access to elective courses in SM,
which could be especially popular.
Another very important dimension to hosting the SM program in Business Administration is that the department may also have the opportunity to offer the program in the Incheon Free Economic Zone (IFEZ) sponsored global university in South Korea. The University of Delaware has been selected as one of the U.S. based universities to offer undergraduate programs in South Korea. This initiative is seriously being considered by senior administration, and SM has been identified as one of the UD degrees that will be offered there.

During their freshman, sophomore and junior years, students pursuing the SM undergraduate degree in IFEZ (about 25 students per year) will attend classes at the University in IFEZ. They will then spend their senior year at the University of Delaware taking classes in business and sport management. At the completion of the four-year program, the students will receive the SM degree from the University of Delaware as the IFEZ curriculum will be the same as the curriculum used in the Newark campus.

To support the efforts in Korea, the plan is to hire additional continuing non-tenure track faculty members in Sport Management. One proposal is to spend six months to a year in Newark preparing for their IFEZ assignment prior to their assignment in Korea. Interested faculty members are also welcome to teach in South Korea on a short-term basis.

In summary, the SM program could complement existing degree offerings and even provide some benefit for our current students. More importantly, it will help to diversify the department enrollment base, offer a popular program with an increasing student and sport industry demand, and help improve the college revenue sources under the RBB model. The tentative date for the transfer is July 1, 2010.

B. Overseas Study Abroad 08-09 (all during Winter Session)

Europe (undergraduate)
Scott Wycoff taught BUAD391, Seminar on International Management (24 students)

Australia/New Zealand/Hong Kong (undergraduate)
Mary Kernan taught BUAD391, Seminar on International Management (22 students)
Sandra Fields taught BUAD393, Seminar on International Marketing Management (25 students)
Carter Broach taught BUAD393, Seminar on International Marketing Management (30 students)
Hemant Kher taught BUAD394, Seminar on International Operations Management (30 students)

China (MBA)
Daniel Sullivan taught BUAD 867, Global Marketing and Society (15 students).

**Europe (MBA)**
Gary Weaver offered BUAD 840, Ethical Issues in Domestic and Global Business Environments; BUAD 843, Special Topics in Global Business; and BUAD 867, Ethical, Social and Political Issues in Business (20 students).

**C. Discovery Learning Experience Initiatives**

The following courses have been approved by the University Faculty Senate as satisfying the **Discovery Learning Experience**:

- BUAD 364, Business Administration in Practice
- BUAD 444, Entrepreneurship and Small Business Management
- BUAD 448, Decision Support Systems for Operations
- BUAD 468, Undergraduate Research
- BUAD 478, Field Projects in Marketing

The following course has been approved for the **First Year Experience**:

- BUAD 110, Basics of Business

During the 2008-2009 course revision cycle, the Department removed ENGL 110 as a co-requisite for BUAD 110 since the latter course was moved from spring semester to fall semester to enhance freshman retention rates. Previously, BUAD 110 and ENGL 110 were offered as co-requisites in spring semesters.

**D. MBA Case Competition**

Begun in 2000 and mentored by Dan Freeman, the case competition is now endowed by Endo Pharmaceuticals in Chadds Ford, PA, and named in honor of the company’s founder and CEO, Carol A. Ammon. Wendy Smith, who helped write the case this year, focused on Digital Divide Data, a technology outsourcing company that strives to improve the lives of third-world people through training in English and computer skills.

Thirty-eight MBA/Graduate students competed on 10 teams. The three winning teams shared a purse of $3,500 and were awarded plaques commemorating their achievement.

First Place: G.A.T. - Angel Delimaris (captain), Mike Dwyer, Jack Lin and Stephanie Smith
Second Place: Newark International Consultants – Robert Ryan (captain), Abijith Devatha, Shuyu Helen Wang, and Brandon Calloway
Third Place: Abacus – Kiran Khatri (captain), Buyuan Carol Huang, Harriet Kennedy, and Jane Luke.
The team of Jonathan Katz, Arul Peter Desaraj, Fiona Wadia, Chris Joseph and Alison Gilefski represented the University of Delaware at George Washington University in the International Case Competition. Despite a solid performance, the team did not make the finals.

V. Other Department Issues, Developments, and Challenges

International competition for journal space is increasing at a rapid pace, resulting in declining research productivity for many scholars, especially in the top journals. The Department of Business Administration is making efforts to attract and retain highly-productive researchers through variable teaching loads, allowing the University of Delaware to be more competitive with other top research-oriented schools. The challenge going forward will be to lower the teaching loads of research-productive faculty without substantial increases in resource requirements. Increased use of PhD-qualified instructors (e.g., Dr. Suresh Sundaram in Marketing and Dr. Alan Fisher in Management) as well as voluntary changes in workload arrangements for faculty who are not research productive will certainly help in this regard. Currently, several faculty members have already volunteered to increase the percentage of their workload assigned to teaching.

Given the emphasis on graduate education in UD’s Path to Prominence strategic initiatives, the Department of Business Administration needs to continue to develop ideas about how graduate education can be expanded and improved. Developing a high-quality PhD program in Business, with concentrations in various participating disciplines, while operating within the resource constraints imposed by substantial budget cuts, will be a major challenge. A ad hoc committee was formed during the 2008-2009 academic year to explore a PhD in Business, but much work remains to be done. Currently, Marketing, Management, and Hotel, Restaurant, and Institutional Management have expressed interest in participating in the program.

Despite these ongoing challenges, the Department of Business Administration is anticipating another productive year in 2009-2010.

VI. Assessment of Program Learning Objectives

The assessment of the department’s program learning objectives may be found in Appendix B.
Department of Economics

I. Executive Summary

Research: Department faculty published three books, twelve journal articles, seven chapters in edited volumes and many OP-ED pieces. These scholarly contributions include two textbooks with prominent academic publishers, an edited volume published by the Urban Institute, and journal publications in the American Economics Review, the most prestigious publication in the profession, and in several top field journals. Another 12 articles were accepted for publication during this time period. Also, more than 20 new articles were added to the Economics Department Working Paper Series. That series is linked to the RePEc archive, where the articles receive hundreds of views and downloads.

Graduate Education: Our program continues to be very successful. This year the department celebrated the awarding of our 50th PhD. Seven students completed PhDs during this academic year. Three students were chosen by NSF to attend the 2008 Lindau Conference of Nobel Laureates in Economics in Lindau, Switzerland in August, 2008. Three new courses were approved for the graduate curriculum: ECON820 Economics of Education Policy, ECON829 Design of Economic Education Curriculum, and ECON826 Data Analysis and Management in Economics. The first two courses are part of the planned PhD in Economic Education; the last course will be a valuable addition to our MA and MS econometrics offerings.

Currently under review is a plan for a new PhD in Economic Education, to be offered jointly with the School of Education. This program was proposed for approval in 2008-2009, but was delayed due to difficulties in obtaining collaboration from the School of Education. This proposal is now back on track and will be submitted for approval in the 2009-2010 academic year, with a planned 2010 start date. A year-long self-study of our PhD program was completed and a plan for revision and upgrading consistent with the UD Path to Prominence was developed. As current funding issues are addressed, the proposal will move forward. Part of the proposal includes a plan to offer a new MS in Economics and Applied Econometrics.

A $20,000 grant from the UD Graduate Office to work on marketing and recruiting efforts was successfully secured. This effort is underway and should yield tangible outputs. The project complements our planned graduate program curriculum reform.

Undergraduate Education: Economics majors and minors continue to grow. As of spring, 2009, more than 300 majors and nearly 500 minors were enrolled. A new course was introduced into the curriculum: ECON410, Economics of Financial Markets, which is expected to be a very popular
offering for many Economics and Finance double majors and minors. In just its third year of competition, the department’s Fed Challenge Team won the regional competition at the Baltimore Branch of the Federal Reserve Bank of Richmond.

Public Service: The Dept of Economics took advantage of the economic crisis and the presidential election to present four large and well-received public events. In conjunction with one of the sessions, the News Journal published four separate OP-Ed pieces on the economy in its Sunday issue by our faculty. A few months later, the News Journal published a coordinated set of three papers by our faculty on financial regulation. The department also sponsored a JFDP visitor from Uzbekistan. This is the third successive year for hosting a JFDP visitor.


Saul Hoffman
Professor and Chair of Economics
I. Staffing for 2008-2009

A. Promotions: Jorge Soares from Asst. Prof. to Associate Prof. with tenure.
B. Departures (also including retirements): None.
C. New Faculty Hires who started for the 2008-2009 year: Peter Schnabl.
   Kolver Hernandez will rejoin our faculty in 2009-2010.
D. Sabbaticals and Research Leaves: Burt Abrams (sabbatical Fall 2008); Joe
   Daniel (sabbatical Spring 2009)

II. Recognition

A. Faculty Awards, Grants, Honors and Special Recognition:
   Burt Abrams, 2009 Lerner Scholar Award
B. Publications and Presentations (List by faculty member within each
   category)

1. Books/Book Chapters July 1, 2008- June 30, 2009

   **Farley Grubb** “Growth of Literacy in Colonial America: Longitudinal
   Patterns, Economic Models, and the Direction of Future Research,” in
   Harvey J. Graff, ed., Literacy and Historical Development: A Reader
   **Farley Grubb**, “Money Supply in the American Colonies,” in Steven
   N. Durlauf and Lawrence E. Blume (eds.), The New Palgrave
   **Saul D. Hoffman** and Susan L. Averett. Women and the Economy:
   **Saul D. Hoffman** and Rebecca A. Maynard (eds.). Kids Having Kids:
   **Saul D. Hoffman**, “Trends in Fertility and Sexual Activity Among
   U.S. Teenagers” and “Updated Estimates of the Consequences of
   Teenage Childbearing for Mothers” in Saul D. Hoffman and Rebecca
   A. Maynard (eds.) Kids Having Kids: Economic Costs and Social
   **Saul D. Hoffman** and Lauren S. Scher, “Consequences of Teen
   Childbearing for the Life Chances of Children, 1979-2002” and
   “Consequences of Teen Childbearing for Incarceration among Adult
   Children: Updated Estimates through 2002” in Saul D. Hoffman and
   Rebecca A. Maynard (eds.) Kids Having Kids: Economic Costs and
   **Saul D. Hoffman** and Rebecca A. Maynard, “The Costs of Adolescent
   Childbearing” in Saul D. Hoffman and Rebecca A. Maynard (eds.)


Articles Accepted July1, 2008-J une 30, 2009 and forthcoming as of July 1, 2009:


David Stockman, Judy Kennedy and Brian Raines, "Basins of measures on inverse limit spaces for the induced homeomorphism," Ergodic Theory and Dynamical Systems.


3. Publications in Referred Conference Proceedings: None. This is not a common practice in Economics.

4. Presentations: None printed in Proceedings

5. Presentations (not printed in Proceedings), July 1 2008-J une 30, 2009


David Stockman, "SRB Measures for Inverse Limits," Invited Probability Seminar, Department of Mathematical Sciences, University of Delaware, September 5, 2008.


David R. Stockman, "Expected Utility in Models with Chaos and
Backward Dynamics" at the 17th Annual Symposium of the Society for
Nonlinear Dynamics and Econometrics, Federal Reserve Bank of Atlanta,

David Stockman presented "Chaos and Sector-Specific Externalities,"
Midwest Economic Theory Conference, University of Iowa, May 1-3,
2009.

Three Graduate students also made conference presentations:

Arina Matvejeva, "Evolution of an Industry Under Alternative
Institutional Regimes: A Historical Case Study of the Fyodorov Eye
Microsurgery Complex," Economic and Business Historical Society

Jim Markham, Frontiers of Finance Conference, Ambergris Caye,
Belize, December, 2008.

Stela Stefanova, "Complements and Meat Demand in the U.S," Amercan
Agricultural Economics Association (AAEA) annual meetings Orlando,

6. Editorial and Professional Boards

Eleanor Craig, Board of Directors, SunTrust Bank Delaware-Based
Affiliates.

Saul Hoffman, Research Advisory Panel, The National Campaign to
Prevent Teen and Unplanned Pregnancy.

Ken Lewis, chair, Revenue Subcommittee of the Delaware Financial
Advisory Committee (DEFAC)

Farley Grubb, member, Editorial Board, Explorations in Economic
History, and the Administration Committee, Economic History
Association.

IV. Activities and Programs

A. Curriculum Changes and New Program Offerings

Graduate: ECON 820, ECON 829, and ECON 828 were approved for permanent
status.

Undergraduate: ECON 410 was approved for permanent status. We also
offered an experimental 300-level course in Energy Economics, taught by a
resource economist at Exelon. This course was favorably received and we
expect to seek permanent status for it in the 2009-2010 academic year.

B. Overseas Study-Abroad Programs.

We continue to offer two winter session programs. Both were very favorably
received, according to the feedback provided by CFIS. In January, 2010, we
are adding a third program, in London.

2008-2009 programs:

C. Discovery-Based Learning Initiatives: None

V. Program Learning Objectives--Assessment
   The assessment of the department program learning objectives may be found in Appendix C.
Department of Finance

I. Executive Summary

The Department of Finance faculty promotes the success of students and the reputation of UD through research, our provision of undergraduate and graduate education, and service to the finance profession and service to local and national organizations and communities.

There were no promotions, appointments, or departures of regular full-time faculty this year. Roger Coffin, the new Associate Director of the Weinberg Center for Corporate Governance, was successfully recruited to begin September 2009. New adjunct faculty members as of September 1, 2008 included Nicholas Marsini, Executive VP and CFO, PNC Global Investments, and Michael Kelsey, Managing VP of Compliance, Capital One Financial. Sabbaticals during the year included Tim Detwiler (Fall 2008), Bob Schweitzer (Spring 2009), and Charles Elson (2008-2009). Jeff Harris was on leave-of-absence during 2008-2009 as the Chief Economist, Commodity Futures Trading Commission.

Department faculty had six new articles accepted in refereed journals. The accepted articles will appear in the Journal of Finance (Cicero), Journal of Financial Intermediation (Laux), Financial Analysts Journal (Lou, Varma), Corporate Ownership and Control (Laux), and International Journal of Management in Education (Stocker). Additionally, previously accepted articles are still forthcoming or have been printed during the past year. These articles are in the Journal of Financial Economics (Lou), Journal of Finance (Coughenour), Journal of Corporate Finance (Varma), Journal of International Money and Finance (Laux), and the Quarterly Review of Economics and Finance (Campbell). Looking forward, our faculty has revision requests at top ranked journals including the Journal of Finance (Harris, Lou) and Journal of Financial Economics (Laux), and many other papers in various stages of production. Finally, Finance faculty presented their research papers at 27 conferences and workshops throughout the world (see list below), and Charles Elson served as moderator, speaker, panelist, or participant at 33 conferences and workshops.

During the past year our MSF program was launched with an initial class of 16 students in September 2008, six of whom have already graduated. The program is directed by Helen Bowers and is now growing quite rapidly. Six students were admitted for the Spring 2009 semester and 230 applications for the second class starting September 2009 were received. Of the 230 applicants, 34 are projected to begin the program September 2009 (an acceptance yield over 50%), bringing total enrollment to approximately 50 MSF. With regard to the curriculum, the new three-course sequence of required courses for MSF students (and MS/MA and PhD students in Economics) was approved and offered this year. These courses, FINC870, FINC871, and FINC872, are described below. Additionally, the Faculty Senate approved the MSF 4+1 program and a joint MSF/MBA program this past year.
The Finance undergraduate program continues to be successful. In February 2009 the UD census indicated that 738 students major in Finance (compared to 750 majors in 2008 and 585 in 2007). Due to the recent economic turmoil it appears as if the number of finance majors will decrease, but should not fall below pre-2007 numbers. In addition, the Finance department has the largest number of students in the UD Honors Program, who are increasingly choosing to enroll in our ‘honors track,’ directed by Paul Laux. Although the employment opportunities for our graduates have decreased with the economy, many nevertheless did find employment with the major financial and industrial firms in Delaware and the Mid-Atlantic region.

The Department continues to organize trips to New York City each semester where students visit Lerner College alumni and many financial firms. Additionally, individual classes travel a short distance to Kennett Square to visit the Exelon trading floor and learn about Exelon’s risk management program. Professor Andy Fields continues to coordinate the successful CFA Financial Planning Program. Dr. Fields also led an undergraduate group on a study-abroad session to Australia (Winter 2009). Finally, Tim Detwiler, Instructor of Finance, taught in the CIMBA program in Italy (Fall 2008) and led an undergraduate study-abroad session in Europe (Winter 2009).

Of special note, members of the Finance faculty were honored during the year. Jay Coughenour received the 2009 EMBA Outstanding Faculty Award and Raj Varma received a 2009 EMBA Teaching Excellence Award. Xiaoxia Lou won the best paper award at the University of Chicago CRSP Forum and received a highly prestigious “Q-Group” research grant. Jeff Harris, Bob Schweitzer, and Raj Varma were listed in the Social Sciences Research Network among the most prolific finance authors over the past 50 years.

During the 2009-2010 the Department will continue to pursue objectives consistent with the College and University Path to Prominence. Among these, the department continues with its assessment to improve its M.S in Finance program, continues to promote its ‘honors track,’ and is considering a new ‘Real Estate Certificate Program.’ Recruitment of new faculty will continue and the department hopes to seek ways to interact with communities outside UD as well as to work with units within the University community to improve educational options for Finance students - especially in the area of energy markets.

Jay F. Coughenour
Associate Professor and Department Chair
II. Staffing for 2008-2009

A. Promotions & Appointments
   None.

B. Departures (also including retirements)
   None.

C. New Adjunct Faculty who started for the 2008-2009 year
   1. Nicholas M. Marsini, Jr., Executive Vice President and CFO, PNC Global Investments, September 1, 2008.

D. Sabbaticals, Research Leaves, and Leaves of Absence
   1. Tim Detwiler was on sabbatical during the Fall 2008 semester.
   2. Charles Elson was on sabbatical during the 2008-09 academic year.
   3. Jeff Harris continued his leave of absence during the 2008-09 year to serve as Chief Economist for the U.S. Commodity Futures Trading Commission.
   4. Bob Schweitzer was on sabbatical during the Spring 2009 semester.

III. Recognition

A. Faculty Awards, Grants, and Honors
   1. Jay Coughenour received the 2009 EMBA Outstanding Faculty Award.
   2. Jeff Harris was ranked 402 (or in the top 2.3%) of authors that have published in the 7 leading finance journals and 976 (or in the top 5.5%) in the 26 core finance journals from 1959-2008, based on research released to the Social Sciences Research Newark, 2009.
5. Bob Schweitzer was ranked 975 (or in the top 5.5 %) of authors that have published in 26 core finance journals from 1959-2008, based on research released to the Social Sciences Research Newark, 2009.

6. Raj Varma was ranked 414 (or in the top 2.3%) of authors that have published in 26 core finance journals from 1959-2008, based on research released to the Social Sciences Research Newark, 2009.

7. Raj Varma received a 2009 EMBA Teaching Excellence Award in appreciation of outstanding contributions to teaching.

B. Special Service or Special Recognition

1. Ken Biederman served on the Board of Directors for Artesian Resources and the Mid-Atlantic Farm Credit Association.


3. Jay Coughenour served as moderator for the panel discussion entitled Wall Street Woes held in Amy Dupont Hall on September 25, 2008; served as the Investments Track Chair for the Southern Finance Conference, November 2008.

4. Charles Elson served on the Delaware Museum of Natural History, Board of Trustees, 2003 – Present; the Christiana Care Health System Board of Trustees, 2006 – Present; and the International Reading Association Board of Advisors, 2007-Present.

5. Charles Elson was quoted in numerous articles in the New York Times, Wall Street Journal, and other media outlets.

6. Andy Fields served as a LIFE mentor in the LIFE program in Fall 2008; served as the Certificate in Financial Planning Program Faculty Coordinator, 2007-Present; and served as a discussant at the 2008 Southern Finance Association meeting.

7. Jeff Harris was quoted in the UN Trade & Development Report at the United Nations Conference on Trade and Development (2008), and in the Washington Post, Wall Street Journal and other media outlets; provided expert testimony before the United States Senate Subcommittee on Energy and Natural Resources on “the Role of Speculative Investments in Energy Markets” on September 16, 2008.

8. Paul Laux served as a consultant to a currency, interest rate, and real estate risk-management firm, 2006-09; served as session chair at the European Finance Association, August 2008.

10. Bob Schweitzer served as a “Wall Street Woes” panelist on September 25, 2008; served as an instructor at the American Bankers Association, Stonier Graduate School of Banking, University of Pennsylvania, 1988-present; served as an instructor at the American Bankers Association, National Graduate School of Banking, University of Pennsylvania, Philadelphia, PA, 2008-present; served as an instructor at the Graduate School of Banking at LSU, Baton Rouge, LA, 1991-present; served as an instructor at the Pennsylvania Bankers Association, Advanced School of Banking, Bucknell University, Lewisburg, PA, 1989-present; served as an instructor at the America’s Community Bankers, National School of Banking, Fairfield University, Fairfield, CT, 1997-2008; served as an instructor at the School of Banking at Colorado, University of Colorado, Boulder, CO, 2007-2008; and served as Associate Editor for the Survey and Synthesis Series, Financial Management Association, 1995-present.

IV. Publications and Presentations

A. Journal Publications (new acceptances during the 2008-2009 academic year)


B. Presentations

1. Helen Bowers

2. David Cicero
   - “Do Firms Adjust Toward a Target Board Structure?”
     a. University of Missouri, November 2008
     b. Villanova University, November 2008
     c. University of Georgia, December 2008
     d. University of Kansas, January 2009

3. Charles Elson served as moderator, speaker, panelist, or participant at 33 conferences/workshops/speeches (See report of the Weinberg Center for Corporate Governance).

4. Andy Fields

5. Jeff Harris
   - “Index Trading and Speculation in Commodity Futures Markets”
     a. CFTC Agricultural Forum
     b. American Agricultural Economics Association Meeting
     c. Mid-Atlantic Farm Credit Board of Directors Annual Meeting
     d. Council on Food, Agriculture and Resource Economics
     e. Washington Area Finance Association
     f. U.S.-India Financial and Economic Forum
     g. U.S. Dept. of State Bureau of Economic and Business Affairs
     h. 2008 CFTC Symposium for International Market Authorities
     i. USDA/World Bank Food Panel
j. 2008 IOSCO Conf: Speculation & Volatility in Commodity M kts
k. Canadian Securities Administration
l. Energy Information Administration (Department of Energy)
m. 2009 NCCC-134 Meeting on Applied Commodity Price Analysis
n. Kansas City Federal Reserve Panel on Agricultural Finance
o. 2009 EIA Energy Conference
p. American Petroleum Institute
q. 2009 FIA Legal and Compliance Conference

6. Paul Laux
   • “Corporate boards and SEOs: The effect of certification and monitoring” at the European Finance Association, August 2008.

7. Xiaoxia Lou
   • “Do Short Sellers Detect overpriced Firms? Evidence from SEC
      a. Enforcement Actions"
      b. American Finance Association Annual Meeting, 2009
      c. Temple University, 2008
      e. European Finance Association Annual Meeting, 2008
      “Do Investors Underreact to Earnings Surprises?”
      University of Delaware, April 2009

8. John Stocker

9. Raj Varma

V. Activities and Programs

A. Curriculum Changes and New Program Offerings

1. FINC857 Private Equity & Venture Finance, was approved by the Faculty Senate in Spring 2009 and will be offered in Fall 2009. The course was also provided on an experimental basis during 2008-09.
2. FINC861 Financial Modeling and Valuation, was approved by the Faculty Senate in Spring 2009 and will be offered in Fall 2009. The course was also provided on an experimental basis during 2008-09.

3. FINC870 Theory of Financial Decision Making, a required course for the Master of Science in Finance, was approved by the Faculty Senate in Spring 2009 and will be offered in Fall 2009. The course was also provided on an experimental basis during 2008-09.

4. FINC871 Workshop in Finance: Seminar, a required course for the Master of Science in Finance, was approved by the Faculty Senate in Spring 2009 and will be offered in Spring 2010. The course was also provided on an experimental basis during 2008-09.

5. FINC872 Workshop in Finance: Empirical Research, a required course for the Master of Science in Finance, was approved by the Faculty Senate in Spring 2009 and will be offered in Spring 2010. The course was also provided on an experimental basis during 2008-09.

6. MSF 4+1 Program approved by College and Senate.

7. Joint MBA/MSF Program approved by College and Senate.

B. Overseas Study-Abroad Programs


3. Italy, Tim Detwiler, Fall 2008, CIMBA Program.

4. Italy, Paul Laux is working on developing an international exchange program consisting of a semester-long exchange program for undergraduate students at the University of Padova.

5. Portugal, Paul Laux, Our exchange program with the ISCTE Lisbon University included one student who attended during the fall semester and one student during the spring semester. One ISCTE student attended UD all last year. Other students will be attending next year.

C. Discovery-Based Learning Initiatives

1. FINC364, Finance in Practice, was approved by the Faculty Senate for DLE credit. 34 students enrolled during the Fall 2008 semester and 14 enrolled in Spring 2009.
2. FINC418, Seminar in Corporate Governance, was approved by the Faculty Senate for DLE credit. The course was not offered during 2008-2009, but will be offered twice during 2009-2010.

VI. Assessment: Program Learning Objectives

The assessment of the department’s program learning objectives may be found in Appendix D.
I. Executive Summary

The Department of Hotel, Restaurant and Institutional Management (HRIM) is pleased to have joined the Alfred Lerner College of Business and Economics this year. There are great synergies in our missions that will surely take both HRIM and Lerner College to even higher levels going forward. HRIM is consistently ranked among the top ten hospitality programs in the country. The curriculum is kept current with input from leading industry executives. HRIM students take what they learn in the classroom and apply it in two hospitality business operations on campus, the Vita Nova restaurant and the Courtyard Newark hotel.

Before the semester began, eight HRIM students were on their way to our Swiss Partner School, SSTH, where they spent the fall semester studying in Europe. Later in August, we welcomed approximately 95 new undergraduate students and 7 graduate students into our HRIM family. HRIM hosted its annual Majors Meeting on September 9, 2008. Our current HRIM students greeted the undergraduate class of 2012. The students quickly got involved in the community, volunteering at the Taste of Newark, Emmaus House, Delaware Food Bank, Ronald McDonald House and many more.

Dr. Francis Kwansa and Dr. Sri Beldona helped to organize the International Conference on Business, Hospitality and Tourism Management in partnership with the University of Technology, Jamaica. Dean Bobby Gempesaw traveled to Ocho Rios to attend the conference and meet with officials from HRIM’s partner school in Jamaica. Graduate students and faculty were on hand to present at the conference as well.

In November, students and faculty traveled to New York City for the International Hotel/Motel and Restaurant Show. Approximately 100 HRIM students boarded the bus early and traveled to NYC for the day to learn more about the hospitality industry. That evening, HRIM celebrated its 20th Anniversary by hosting a gathering of faculty, students, alumni, advisory board members and special friends at the Marriott Marquis. Dean Gempesaw was also on hand to celebrate and officially welcomed the HRIM community into the Alfred Lerner College.

The HRIM 180 Introduction to Hospitality class was visited by many hospitality executives, including Mr. Andrew Kerin, President of ARAMARK Domestic Food, Hospitality and Facilities, Mr. Paul Rowson, General Manager at WorldatWork, Mr. Bill Fasy, Chief Operating Officer of Delaware Park Racetrack and Slots, and Mr. Sam Calagione, Founder and President of Dogfish Head, just to name a few. In December, HRIM recognized University of Delaware Alumnus, Bob Ashby with its “Renaissance Award”. The Renaissance Award is given annually to recognize an individual who has made Newark a better place to learn and live. As a local businessman and community activist, Mr. Ashby has given generously of his time and money to this end.
Several of our graduate students presented their research at the Hospitality Graduate Student Research Conference in January 2009, held in Las Vegas. At the conference, Dr. Nelson presented the University of Delaware, Michael Olsen Award to Virginia Tech’s Dr. Muzaffer Uysal. The University of Delaware provides this award annually to recognize lifetime achievement in hospitality research.

HRIM students, Jayne Herman and Erin Parnell, were student volunteers at the ALIS (Americas Lodging Investment Summit) Conference in San Diego, CA. ALIS is the largest gathering of lodging investors. The economy’s impact on commercial real estate made this year’s summit particularly urgent.

The NSMH (National Society of Minorities in Hospitality) students then traveled to Greensboro, NC in February, where they attended workshops on a variety of topics, including Trends in 2009; Restaurants - Come Dine with Us!; Contract Services; Hospitality: Moving Away from the Norm; Women in the Hospitality Industry, Managing Different Generations. The students also attended the NSMH Career Fair. Also that month, our CMAA (Club Managers Association of America) students traveled to New Orleans for their annual conference where they participated in competitions and attended workshops.

In April, hospitality management students from throughout the Mid-Atlantic region converged on the University of Delaware for our Metro CHRIE Hospitality Career Fair. We were honored to have the presidents of the American Hotel & Lodging Association and the National Restaurant Association both come to the fair to give the opening keynote address. Even during this tough economy, the fair was well stocked with 48 companies in attendance. For the first time, we also included a panel discussion on the current economic climate and job/career search and a graduate fair.

The following week brought the HRIM Parents Day Brunch, which was hosted by our Hospitality Club at the Christiana Hilton. Approximately 200 students, parents and faculty were in attendance.

Annually, HRIM host the Darden Restaurants Foundation Entrepreneurship Summit. April 4-5, 2009 marked its 3rd anniversary. Mr. Neil Shah, President and Chief Operating Officer of Hersha Hospitality Trust and Mr. Darrell Andrews, Founder and President of Darrell Andrews Enterprises, provided the keynote address, with approximately 100 students in attendance from the University of Delaware, Delaware State University, University of Maryland Eastern Shore, Howard University, Lincoln University, Morgan State University and Virginia State University. The summit is designed to encourage college students, especially underrepresented students, to consider hospitality business ownership as a career path.

Mr. Arkadi Kuhlmann, chairman and president of ING Direct USA Bank presented at the MAX CMAA conference, which was held by HRIM’s student
organization, CMAA, on April 20, 2009. Mr. Kuhlmann founded ING Direct and led the organization to become the world's largest internet bank.

The department honored the late Mr. John W. Rollins Sr. on Saturday, April 25 with the dedication of the Rollins Conference Center in Jastak Burgess Hall. President Harker and the Rollins family were on hand to for the dedication. President Harker noted that, "(w)e are indebted to Michele Rollins and her family. Everyone who visits this space should know why this room stands for this man and what this man stood for". In her remarks, Mrs. Rollins said, "(l)adies and gentleman, we all know John Rollins and his integrity, his commitment to business, his ability to take a nickel and make it into a fortune. It's really exciting to have his board room re-created because, for all of us in the family, it's just a reminder of a setting and a wonderful moment in our time when we were exposed to the very best. So, for us to transfer that very best to UD, where our hearts are, is truly a pleasure. I couldn't be more excited." The dedication was held in conjunction with the annual UD HRIM Advisory Board meeting.

HRIM is proud of its accomplishments during its first year as a member of the Alfred Lerner College of Business and Economics. We look forward to moving forward with the College on its "Path to Prominence".

Robert Nelson
Professor and Chair, HRIM
II. Staffing for 2008-2009

A. Promotions
Dr. Sri Beldona, from Assistant Professor to Associate Professor.

B. Departures (also including retirements)
Professor George Conrade officially retires on August 31, 2009. However, he will be back in Fall 2009 to teach HRIM 382.

C. New Faculty Hires who started for the 2008-2009 year
No new hires for the 2008-2009 academic year.

D. Sabbaticals and Research Leaves
No sabbaticals or research leaves for 2009-2010.

III. Recognition

A. Faculty Awards, Grants, Honors and Special Recognition
Excellence in Faculty Teaching Award – Cihan Cobanoglu
John Wiley & Sons Innovation in Teaching Award (CHRIE) – Cihan Cobanoglu
Exemplary Use of Technology in Teaching Award – Cihan Cobanoglu
Best Application Paper Award, by Decision Science Institute – Cihan Cobanoglu
Distinguished Track Paper, Hospitality Management – Cihan Cobanoglu
2008 AHLA Educational Institute’s Lamp of Knowledge Award for Outstanding United States Educator – Fred DeMicco
Student Choice Award – Paul Sestak

B. Publications and Presentations

1. Books/Book Chapters

Cobanoglu, Cihan

Fred DeMicco
Marvin Cetron, Ph.D., Frederick J. DeMicco, Ph.D., and Owen Davies. The Educational Institute of the American Hotel & Lodging Association (Publishers). Orlando, FL.
Brian Miller


2. Journal Publications

Sri Beldona


Cihan Cobanoglu


Fred DeMicco


U.S. Consumers’ use and perceptions. Journal of Hospitality Marketing and Management. (In final review stages)

Miller, Brian

Bob Nelson

Ali Poorani

3. Publications in Referred Conference Proceedings

Sri Beldona


Technology in Tourism Workshop Series: Tourism, Search and the Internet. Modul University, Vienna, Austria, November 13-14, 2008.

**Cobanoglu, Cihan**


**Cobanoglu, C. & Bilgihan, A. (2008).** An analysis of Wi-Fi access in restaurants from customers' perspective. Proceedings of the Hospitality Information Technology Association Conference, Austin, TX.

**Fred DeMicco**


**Brian Miller**


4. **Presentations**

**Cihan Cobanoglu**


Fred DeMicco


DeMicco, F.J. "Geopolitics and Geoeconomy of Energy" che si terrà a Roma nei giorni 23 e 24 Octubre, October, 2008 Invited speaker, presentation at the University of Rome, Italy. Presented.

Cobanoglu, C., J. Sullivan, and F.J. DeMicco. An Analysis of Consumer Technology Adoption Levels for the Hotel Room of the Future. Accepted for the EuroCHRIE Conference in Dubai UAE, October, 11-14, 2008. Did Not present

DeMicco, F.J. The Microsoft Home and Hotel of the Future. Professor for a Day presentation at the Hong Kong Polytechnic University, Hong Kong, April 6, 2008. Presented

Bob Nelson

5. Presentations (not printed in Proceedings)

Bill Sullivan
Club Technology Presentation, HITEC Conference

Cihan Cobanoglu - Invited Presentations
Cobanoglu, C. (2009, April 16). Designing the Hotel Room (X-Room) of the Future through Students' Eyes. Lilly-East Conference on College and University Teaching, Newark, DE.


Brian Miller -- Invited Presentations


6. Editorial and Professional Boards

Sri Beldona
Editorial Board Member – Journal of Hospitality Management
Editorial Board Member – Journal of Information Technology in Tourism
Cihan Cobanoglu
Editor-In-Chief, Journal of Hospitality and Tourism Technology (2008- Present)
Internet Editor, International Journal of Hospitality and Tourism Administration (2008- Present)
Editorial Board Member, International Journal of Contemporary Hospitality Management, (2007-Present)
PhD. Workshop Co-Chair, International Federation for IT in Travel and Tourism ENTER Conference, Innsbruck, Austria. (2008).

Fred DeMicco
Co-Editor, HOSTEUR tm. eZine online journal. (with Cihan Cobanoglu) International Council on Hotel, Restaurant and Institutional Education 2007- Present.

Advisory Board and article, The Hotel F & B Executive, write monthly column, titled “Dr. Food Tech”. 2001 to present.

Brian Miller
Editorial Board Member - Journal of Hospitality and Tourism Education

Bob Nelson
Editor, Journal of Convention & Event Tourism published by Taylor & Francis

Ali Poorani
Reviewer, Cornell Hotel and Restaurant Administration Quarterly
Reviewer, International Journal of Hospitality
Reviewer, Journal of Management Systems
Reviewer, Journal of the International Academy of Hospitality Research
Reviewer of Research Papers, Society of Franchising Annual Conference
Reviewer of Research Papers, Journal of Hospitality Financial Management
Reviewer of Research Papers, Hospitality Research Journal
Editorial Board: Journal of Human Resources in Hospitality and Tourism
UD Committees: President’s Commission to Promote Racial & Cultural Diversity; Luis L. Redding Award Nominating Committee.

Bill Sullivan
Chairman, Delaware Tourism Alliance
Chairman, Delaware Hotel and Lodging Association

7. Other:

Sri Beldona


Cihan Cobanoglu
Nominated for the Hospitality Technology Hall of Fame

Cihan Cobanoglu
Invited Papers


Cihan Cobanoglu
Grants proposals & Research Projects


IV. Activities and Programs

A. Curriculum Changes and New Program Offerings

No curriculum changes for 2008-2009.
No new program offerings for 2008-2009.
B. Overseas Study-Abroad Programs

Location, Faculty, semester (or WS), course offered, number of students

**SSTH Exchange**
- Fall 2008 - 9 students to SSTH
- Fall 2008/Spring 2009 - 4 SSTH students to HRIM

**South Africa Winter 2009 Study Abroad**
- Ali Poorani and Pam Cummings (TA)
- HRIM 316 Cross Cultural Etiquette
- Number of Students: 11

**Jamaica Winter 2009 Study Abroad**
- Brian Miller
- HRIM 316 Cross Cultural Etiquette
- HRIM 467 Club, Spa and Resort Development and Management
- Number of Students: 16

**Chur Switzerland and Tuscany Italy Summer 2009 Study Abroad**
- HRIM 218 Beverage Management
- HRIM 367 Spa Management
- Number of Students:

**Paul Bocuse - Summer 2009 Exchange**
- Two UD students attended Paul Bocuse; Three students from Paul Bocuse attended UD.

C. Discovery-Based Learning Initiatives

During the 2008-2009 academic year, HRIM assessed the students ability to produce a comprehensive feasibility study that encompasses operations, marketing, finance and real estate. This study is assigned during the junior year in the Lodging Module. The capstone study is evaluated by the faculty and industry executives. Results are as follows:

**Fall 2008**
- 47 students enrolled in the Lodging Module
- Average score on the study: 89%
- High score: 96%
- Low score: 86%

**Spring 2009**
- 35 students enrolled in the Lodging Module
- Average score on the study: 91%
- High score: 95%
- Low score: 82%
MBA Program Annual Report

I. Executive Summary

- Efforts on the UD-Brand Development Initiative continued during this year.

- The UD-MBA Brand Promotion via
  - Billboard Media: The rotary billboard campaign continued throughout the year with emphasis on placement in Wilmington and Chester, PA along the I-95 corridor. In addition, a new billboard message was created which specifically targeted the EMBA program and was placed on Route 322 near Route 1 in PA for 8 weeks.
  - via Amtrak Station Media: Through placement in kiosks and outdoor billboard panels, total saturation of the Wilmington Amtrak station with UD-MBA and EMBA brand messaging was begun in April 2009 and will continue through November 2009.
  - Radio: The UD MBA brand was promoted on the WSTYW and WHYY/NPR radio stations.

- The “EDGE” Summer Course Improvement Grants were given to three faculty members, 2 in the Accounting and Management Information Systems department and one in the Finance department. The idea of the grant is to bring a core/required classes more in alignment with the four cornerstones of MBA program captured in acronym, EDGE.

- George Washington University International Case Competition: Five students represented the UD MBA Program at this year’s International Case Competition on March 20-21st in Washington, D.C. Eighteen teams from U.S. and international universities participated. The focal organization for this year’s competition was the United States Green Building Council (www.usgbc.org).

- Carol A. Ammon Case competition at UD: The annual internal Case Competition was held on Saturday, March 14th and drew participation from 38 students on 10 teams. The focal organization was Digital Divide Data. Thirteen MBA Alumni enthusiastically volunteered to serve as preliminary-round judges. The final round was judged by two executives from the focal company, Gordon Peters, Strategic Planning Advisor, and Linda Thomas, Senior Account Executive, from Digital Divide Data. The remaining three senior executives were from local companies: Dan Tipton, President and CEO, Tipton Communications; Helen Stimson, Vice President and General Manager, Agilent Technologies; and Rebecca Faber, Executive Director, World Trade Center Delaware.

- Study Abroad Program to China & Taiwan: During the spring 2009 break week seven students took a study trip abroad to China for the second time in the history of the MBA program. This effort goes to directly promote the global dimension of the UD-
MBA brand.

- Recruited and seated the 15th cohort of the Executive MBA.
- Recruited and seated the second cohort of 14 students in the onsite UD MBA at Astra Zeneca program.
- Tyler Lectures fall and spring: Thomas L. Saaty, Chair University Professor, Joseph M. Katz, Graduate School of Business, University of Pittsburgh, lectured on Decision Making in a Complex Environment on October 10, 2008 at the Roselle Center for the Arts. The spring 2009 lecture by Muhtar Kent, Chairman and CEO, Coca-Cola Company was re-scheduled to 2010 due to Mr. Kent’s expanded role with Coca-Cola.
- Senior Executive Seminar Series: The series will kick off in fall 2009. Four events are arranged for the new speaker series (two for fall 2009 and two for winter 2010). The series is focused on EMBA students, alumni, and faculty.
- Continued “Employer Day” at the Lerner College of Business & Economics, this year on behalf of DuPont, Hess, Black & Decker, and Bank of America.
- Capitalization on previous years’ success in strategic consulting with local companies, the MBA Capstone course, Corporate Strategy, prepared and presented strategic recommendations to upper-level executives from the Port of Wilmington.
- Eighty-four MBA students comprise the Class of 2009 (includes Summer 08-Spring 09) with another 11 MBAs looking forward to finishing over Summer 2009.
- The 14th cohort of EMBA class graduated on March 27th in the Roselle Center for the Arts. The graduating students, families and friends enjoyed a reception in the Center’s atrium following the ceremony.
- The MBA Student Council organized the 2nd Annual Golf Outing in September 2008 at Deerfield Golf and Tennis Club outside Newark. Thirty-eight golfers, including University students, parents, staff, faculty, alumni and local employers joined in to continue this new tradition of fun and networking.

Ajay Manrai
Professor and Faculty Director
II. MBA/EMBA Enrollment-Related

A. Graduate Enrollments

<table>
<thead>
<tr>
<th>Program</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
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<tr>
<td>MBA PT</td>
<td>213</td>
<td>207</td>
<td>188</td>
<td>192</td>
<td>195</td>
</tr>
<tr>
<td>MBA FT</td>
<td>110</td>
<td>81</td>
<td>71</td>
<td>72</td>
<td>74</td>
</tr>
<tr>
<td>PhD/MBA</td>
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<td>0</td>
<td>5</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>MBA Bosnia</td>
<td>24</td>
<td>39</td>
<td>45</td>
<td>23</td>
<td>0</td>
</tr>
<tr>
<td>Pathways</td>
<td>55</td>
<td>64</td>
<td>55</td>
<td>65</td>
<td>62</td>
</tr>
<tr>
<td>EMBA</td>
<td>38</td>
<td>39</td>
<td>42</td>
<td>38</td>
<td>32</td>
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<tr>
<td>Total MBA &amp; PW</td>
<td>440</td>
<td>430</td>
<td>406</td>
<td>395</td>
<td>363</td>
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<tr>
<td>IS&amp;TM</td>
<td>20</td>
<td>23</td>
<td>21</td>
<td>19</td>
<td>13</td>
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<td>ACCT</td>
<td>17</td>
<td>16</td>
<td>19</td>
<td>32</td>
<td>42</td>
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<tr>
<td>OEDC</td>
<td>4</td>
<td>6</td>
<td>8</td>
<td>11</td>
<td>18</td>
</tr>
<tr>
<td>Total</td>
<td>481</td>
<td>475</td>
<td>454</td>
<td>457</td>
<td>436</td>
</tr>
</tbody>
</table>

Note: Dual Degree MBA Students are included in MBA PT or MBA FT

B. Summary of recruitment efforts

- Billboard campaign January 09 through July 09
- Radio campaign fall 08 and spring 09
- Amtrak billboard campaign started in Spring 09
- UD Sport Marketing campaign Fall 08 through Winter 09; sponsored football and basketball scoreboard statistics with signage and announcements
- Email campaign spring 09; email sent to UD alumni promoting return to UD for MBA/EMBA
- Fall 08 recruiting trip to Thailand Royal Thai Scholars and OCSC Education Fairs
- Conditional Admission Program in Cooperation with UD ELI has resulted in 36% of international applicants applying through this program for Fall 09 admission and significantly contributed to 60% increase in foreign applicants vs. Fall 08
- Corporate visits to key contacts or Education Fairs at JP Morgan Chase, Computer Science Corp, Aberdeen Proving Ground, Edgewood, Barclay, Discover resulted in program awareness, applicants, and further discussion about relationships with College of B&E
- Onsite UD MBA at Astra Zeneca, Thomas Jefferson University, Exelon:
  - The second cohort of 14 students started the onsite MBA program at AZ and we are now taking applications for a third group to begin in Fall 09
  - A proposal was submitted to Exelon for an onsite program. They are currently reviewing the proposal and communicating with AZ participants to get feedback on success/satisfaction with program
Proposals were submitted to TJU for M D-M BA program at UD campus and UD-M BA onsite program at TJU in Philadelphia for their employees and graduate students. They are currently reviewing the proposals and seeking feedback from employees.

- Recruitment Issues; Economy continues to affect company reimbursements plans as they tighten budgets and cut unnecessary items. Individuals are also stretched to the limit and have fewer dollars to invest in “extras” like continuing their education. EM BA support has been particularly affected.
- Two EM BA scholarships were awarded to UD personnel from the Biology Department and the Office of Public Relations.

III. Programs and Activities

a. Corporate Associates Program

Trend in number of students involved in the Corporate Associate Programs

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2004</td>
<td>16</td>
</tr>
<tr>
<td>Fall 2005</td>
<td>10</td>
</tr>
<tr>
<td>Fall 2006</td>
<td>12</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>17</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>13</td>
</tr>
</tbody>
</table>

b. Study Abroad Efforts

- During Spring Break 2009, seven students and one College faculty member took a study trip abroad to China and Taiwan for the second year in a row. This effort goes to directly promote the global dimension of the UD-M BA brand.
- In February/March, EM BA-14 students traveled to Beijing and Shanghai, China.
  - EM BA students visited East China Normal University in Shanghai and were hosted by University faculty.
  - The students also visited with executives at AGilent Technologies, CAI, Rohm & Haas, IBM, GE and ChemExplorer Co.
- Twelve MBA students and one faculty member traveled to Eastern Europe during the Winter 2009 semester. This study abroad focuses on Business Ethics and practices in mature, young, and emerging economies in first, second, and third world countries from Austria to the Czech Republic to former Soviet states.

c. International Collaborations

- Visits to Foreign Universities and Institutions for International Collaborations: Visits were arranged with selected Universities and institutes during a recent trip in June and July 2009. Meetings with the faculty and administration were directed at a goal of setting up academic collaboration between UD and foreign Universities for faculty and student exchanges and starting new programs at graduate and undergraduate levels. There appears to
be a great deal of interest and plans are moving forward with collaborative arrangements with all three schools:

(i) Aston Business School, ABS, Aston University, Birmingham, UK – 6/11/09: Dr. David Bennett (head of International Liaison), Professors John Saunders and Veronica Wong, and Ms. Caroline Bowman (International coordinator)

(ii) Institute of International Business, IIB, Kiev, Ukraine – 7/7/09: Professor Alexander Mertens (President), Dr. Olga Karpova (Director, Program Administration), Professor Olexander Okunev (Director, Corporate Governance Center)

(iii) National University of Life and Environmental sciences of Ukraine, Kiev, Ukraine – 7/8/09: Professor Victor Kalensky (Vice-rector for International Affairs) and Dr. Elena Kovtun (Dean, Education and Research Institute of Business and Faculty of Agricultural Management)

d. Internship/Employment Related
   - Employer Days were held on behalf of DuPont, Hess, Black & Decker, and Bank of America.

e. Graduate Employment: See exhibit 3.

IV. Assessment of MBA Program learning objectives

- See details provided in Exhibit 4 on assessment of learning objectives.
- Closing the Gap: We plan to share the assessment of the learning objectives report presented in Appendix E with the Department Chairs and relevant faculty teaching the core and required classes to identify issues and plans to close any gap between objectives and assessment for this year.
Exhibit 1

Succeed with UD MBA

The MBA core/required curriculum will be refocused to bring it more in alignment with the four cornerstones of MBA program captured in acronym, EDGE. The four “EDGE” cornerstones are:

- **Experiential Learning** - Students engage in an activity, reflect upon the activity critically, derive useful insight from the analysis, and incorporate the result through a change in understanding and/or behavior.

- **Data-Based Approach** - Students learn management skills based on rigorous academic research and hard empirical evidence rather than on the basis of anecdotal evidence or business folklores.

- **Global Perspective** - Globalization is defined as the increasing Interdependence, Integration and Interaction (I^3) among people and corporations in disparate locations around the world.

- **Ethical Leadership** - Students learn to work with others in team settings, leadership skills, learn to deal with issues of accountability, commitment, loyalty, shared vision, and ethics in business dealings.
Exhibit 3

Class of 2009 MBA Employment Data*
(Full-time graduates only)

Average Salary: $56,000
Salary Range: $80,000 / $40,000

Companies:
- Artisans’ Bank
- AstraZeneca
- Barclaycard US
- GEICO
- J.P. Morgan

Industries:
- Manufacturing (20%)
- Insurance (20%)
- Finance (40%)
- Pharmaceutical (20%)

Job Functions:
- Marketing/Sales (20%)
- Finance/Accounting (40%)
- Research & Development (20%)
- Consulting (20%)

Locations:
- Mid Atlantic (100%)
  - Delaware (60%)
  - Washington, D.C. (20%)
  - Maryland (20%)

Salaries:

<table>
<thead>
<tr>
<th>Before MBA</th>
<th>After MBA</th>
<th>Percent increase</th>
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<tr>
<td>$0</td>
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<tr>
<td>$30,000</td>
<td>$40,000</td>
<td>33%</td>
</tr>
<tr>
<td>$46,000</td>
<td>$54,000</td>
<td>17%</td>
</tr>
<tr>
<td>$55,000</td>
<td>$80,000</td>
<td>45%</td>
</tr>
</tbody>
</table>

Average: 33%

Number of Full Time Graduates: 29
Number of Full Time Foreign Graduates: 13

* Preliminary data as of 7-28-09. Survey results will be updated 9-15-09.
Office of Undergraduate Advising and Academic Services

I. Executive Summary

The Office of Undergraduate Advising and Academic Services is responsible for all undergraduate academic services associated with the Lerner College. This was a record breaking year for the Lerner College. During the academic year of 2008-2009 the university admitted 620 students, the College’s largest B&E freshman class. The College graduated its largest class in spring 2009, reached 20% ethnic diversity, and had the largest participation in study-abroad program to date. The Advising Office recorded 4,829 scheduled student appointments (up 18% from last year).

The office continues its commitment to retaining our majors and ensuring the highest number of students complete degree requirements in 4 years. In addition to advising students, the office performed audits for all B&E sophomores and completed senior checkouts and degree clearance for all graduating seniors. Advisors review midterm grades for new students and contact all students who have posted midterm grades below C- for their coursework. Advisors also contact all students who have a previous semester grade point average below a 2.0.

Other areas of responsibility include coordination of transfer credit evaluations, transfer student advising, Lerner-sponsored exchange programs and other study abroad advising. New transfer students, or students planning on taking courses through other institutions must have their transfer credits reviewed by this office. The office provides information about and coordination of all academic services for students on exchange programs to and from our college. The assistant dean’s office works closely with Admissions, the Office of Foreign Students and Scholars, Housing and the English Language Institute to assist international students who are admitted to Lerner College programs.

In the area of recruitment, the Undergraduate Advising and Academic Services office coordinates the Lerner programs during Blue and Golden Days, Decision Days and Discovery Days, and also works closely with Admissions in diversity recruitment for the college. Efforts this spring included Destination Delaware: a Multicultural Experience. The academic departments assisted in targeted phone calls to over 250 prospective students in March. This year Admissions offered a website where prospective families could directly contact departments to set up individual meetings with faculty or arrange to “sit in” on select courses. All of the B&E departments participated in this new endeavor.

Additional programs handled by the Advising Office include the Executive Mentor Scholars Program, and Contract REAP (Reaching for Excellence in Academic Programs).* The first cohort of 24 students completed the Executive Mentor Scholars Program this spring. The second cohort will be entering its final year and the third cohort was selected this spring to begin their mentoring relationships in the fall. Contract REAP continued to provide individual support services for students on
special probation. Students work closely with an advisor to overcome obstacles that may prevent them from achieving their academic, personal and professional goals. Students build a relationship with an advisor and connect with other university resources while they set long-term and short-term goals, strengthen time management and study skills and develop educational plans that are consistent with their values, interests and abilities. Because of the individual mentoring that occurs, to assist B&E advisors, the office utilizes graduate students from the Counseling in Higher Education program who fulfill their internship requirement by participating as Contract REAP advisors. Fourteen students participated in fall, 2008 and 27 participated in spring, 2009. For both groups the average GPA of under-performing students improved from a 1.59 to a 2.36. As the program developed and became a signature B&E program, the name was changed this past spring to UDREAM (You Develop Resources for Excellence in Academic Management).

Finally, the Advising office coordinates the Academic Orientation in the fall and the Honors Day and Convocation programs in the spring. These number attending these events has increased to the point where we may need to examine alternative facility options for college-wide events.

In conclusion, the Office of Undergraduate Advising and Academic Services will continue to work with all departments within the Lerner College to meet the academic, professional, and advising goals of Lerner College undergraduate students.

Marcia Rollison
Assistant Dean

*Contract REAP was created by the CMPS College at the University of Maryland, College Park*
II. Enrollment Numbers

A. Undergraduate Degrees Awarded

<table>
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<tr>
<th></th>
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<td>140</td>
<td>135</td>
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<td>N/A</td>
</tr>
<tr>
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<td>58</td>
<td>46</td>
<td>45</td>
<td>47</td>
<td>59</td>
<td>58</td>
<td>55</td>
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<tr>
<td>IBS</td>
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<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
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<tr>
<td>HRIM</td>
<td>88</td>
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<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
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</tr>
<tr>
<td>MGT/MKT</td>
<td>17</td>
<td>24</td>
<td>53</td>
<td>50</td>
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</tr>
<tr>
<td>MGT/OM</td>
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<td>0</td>
<td>0</td>
<td>1</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>MGT/ECON</td>
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<td>1</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MGT/FINC</td>
<td>11</td>
<td>2</td>
<td>4</td>
<td>5</td>
<td></td>
<td></td>
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</tr>
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<td>MKT/ACCT</td>
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<td>0</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MKT/ACCT</td>
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<td>0</td>
<td>0</td>
<td>0</td>
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<td></td>
</tr>
<tr>
<td>MGT/OM</td>
<td>8</td>
<td>6</td>
<td>6</td>
<td>9</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>MGT/EC</td>
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<td>0</td>
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<td></td>
</tr>
<tr>
<td>MKT/FINC</td>
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<td>9</td>
<td>15</td>
<td>14</td>
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<td></td>
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<tr>
<td>OM/FINC</td>
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<td>1</td>
<td>3</td>
<td>4</td>
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<td></td>
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<tr>
<td>OM/ACCT</td>
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<td>0</td>
<td>0</td>
<td>2</td>
<td></td>
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<td>ACCT/FINC</td>
<td>17</td>
<td>11</td>
<td>6</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECON/FINC</td>
<td>18</td>
<td>5</td>
<td>10</td>
<td>6</td>
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</tr>
<tr>
<td>ECON/ACCT</td>
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<td>1</td>
<td></td>
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</tr>
<tr>
<td>FINC/IBS</td>
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<td>N/A</td>
<td>N/A</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FINC/MIS</td>
<td>5</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FINC/ECON/ACCT</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MGT/MKT/FINC</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACCT/MIS</td>
<td>2</td>
<td>7</td>
<td>2</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MGT/MIS</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
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<td>OM/MIS</td>
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<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dual Degree: Finc/BA Econ</td>
<td>N/A</td>
<td>N/A</td>
<td>0</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dual Degree: Acct/Finc</td>
<td>N/A</td>
<td>N/A</td>
<td>0</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>748</strong></td>
<td><strong>545</strong></td>
<td><strong>584</strong></td>
<td><strong>566</strong></td>
<td><strong>565</strong></td>
<td><strong>572</strong></td>
<td><strong>623</strong></td>
</tr>
</tbody>
</table>

*Class of 2009 based on July 7 figures and will change slightly. Double majors have been listed separately beginning with 2006. HRIM majors are listed beginning with 2009. The HRIM majors were cleared by the Lerner College beginning with 2008 fall.

SOURCE: Dean's Office certification list
Each year includes summer, fall, winter, and spring.
### Trends in Admissions

<table>
<thead>
<tr>
<th>FALL</th>
<th># OF APPS</th>
<th># OF ADMITS</th>
<th>AVG SAT</th>
<th>% RES.</th>
<th># NEW HONORS STUDTS</th>
<th>TOTAL # ENRLLD</th>
<th># IN GRADUATING CLASS</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>4963</td>
<td>533</td>
<td>1214</td>
<td>25</td>
<td>43</td>
<td>2786</td>
<td>747</td>
</tr>
<tr>
<td>2008</td>
<td>5253</td>
<td>620</td>
<td>1201</td>
<td>17</td>
<td>44</td>
<td>2906</td>
<td>545</td>
</tr>
<tr>
<td>2007</td>
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<td>579</td>
<td>1200</td>
<td>25</td>
<td>51</td>
<td>2377</td>
<td>584</td>
</tr>
<tr>
<td>2006</td>
<td>4023</td>
<td>532</td>
<td>1203</td>
<td>25</td>
<td>49</td>
<td>2273</td>
<td>566</td>
</tr>
<tr>
<td>2005</td>
<td>3735</td>
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<td>1206</td>
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<td>39</td>
<td>2171</td>
<td>565</td>
</tr>
<tr>
<td>2004</td>
<td>3218</td>
<td>438</td>
<td>1195</td>
<td>30</td>
<td>44</td>
<td>2098</td>
<td>572</td>
</tr>
<tr>
<td>2003</td>
<td>3211</td>
<td>446</td>
<td>1191</td>
<td>31</td>
<td>35</td>
<td>2074</td>
<td>624</td>
</tr>
<tr>
<td>2002</td>
<td>2905</td>
<td>419</td>
<td>1189</td>
<td>26</td>
<td>52</td>
<td>2108</td>
<td>545</td>
</tr>
<tr>
<td>2001</td>
<td>2613</td>
<td>410</td>
<td>1174</td>
<td>25</td>
<td>44</td>
<td>2101</td>
<td>505</td>
</tr>
<tr>
<td>2000</td>
<td>2667</td>
<td>390</td>
<td>1172</td>
<td>29</td>
<td>42</td>
<td>2007</td>
<td>535</td>
</tr>
</tbody>
</table>
C. Students Changing Majors to B&E Programs

### INTERNAL CHANGE OF MAJORS: A THREE YEAR COMPARISON

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Number Applying</strong></td>
<td>30 107 47 126 122 125 557</td>
<td>110 35 118 122 269 654 127 30 107 141 N/A 405</td>
<td></td>
</tr>
<tr>
<td><strong>Number Accepted</strong></td>
<td>24 71 42 90 90 122 439</td>
<td>95 25 87 98 265 570 74 26 78 107 61 239</td>
<td></td>
</tr>
<tr>
<td><strong>Percent Accepted Number</strong></td>
<td>80 66 89 71 75 98 79</td>
<td>86 71 74 80 98 87 58 86 73 76 N/A 72</td>
<td></td>
</tr>
<tr>
<td><strong>A v. GPA Accepted</strong></td>
<td>2.94 3.074 2.96 3.23 3.14 2.97 3.05</td>
<td>3.08 2.8 3.13 3.12 3.01 3.02 3.08 2.94 2.98 3.06 2.98 3.00</td>
<td></td>
</tr>
</tbody>
</table>

* These numbers are an estimate only
D. Lerner College Freshmen Entering the Honors Program

<table>
<thead>
<tr>
<th>Major</th>
<th>Fall 2009</th>
<th>Fall 2008</th>
<th>Fall 2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>9</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>Economics</td>
<td>3</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>MIS</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Bus Undeclared</td>
<td>10</td>
<td>13</td>
<td>20</td>
</tr>
<tr>
<td>Finance</td>
<td>6</td>
<td>10</td>
<td>11</td>
</tr>
<tr>
<td>Management</td>
<td>3</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Operations Mgmt</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Marketing</td>
<td>1</td>
<td>9</td>
<td>3</td>
</tr>
<tr>
<td>International Business</td>
<td>5</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>HRIM</td>
<td>6</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Totals</td>
<td>43</td>
<td>44</td>
<td>51</td>
</tr>
</tbody>
</table>

E. Undergraduate Student Fall Enrollment

<table>
<thead>
<tr>
<th>Fall of:</th>
<th>Total Number Enrolled</th>
<th>Number of Entering Honors Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>2786</td>
<td>43</td>
</tr>
<tr>
<td>2008</td>
<td>2906</td>
<td>44</td>
</tr>
<tr>
<td>2007</td>
<td>2377</td>
<td>51</td>
</tr>
<tr>
<td>2006</td>
<td>2271</td>
<td>49</td>
</tr>
<tr>
<td>2005</td>
<td>2171</td>
<td>39</td>
</tr>
<tr>
<td>2004</td>
<td>2098</td>
<td>48</td>
</tr>
<tr>
<td>2003</td>
<td>2074</td>
<td>35</td>
</tr>
<tr>
<td>2002</td>
<td>2108</td>
<td>52</td>
</tr>
</tbody>
</table>
F. Students Enrolled in Business and Economics Minors

There are five minors offered in the College -- Business Administration, Economics, Entrepreneurial Studies, Management Information/Decision Support Systems (M I/DSS), and International Business. The following charts summarize information regarding the applicant pool for the 2008-2009 academic year. (Note that the International Business minor has no application procedure; rather, they need only to declare their minor during the term when they are enrolled in their last course to complete it.)

<table>
<thead>
<tr>
<th>Minors in:</th>
<th>Business Administration</th>
<th>Economics</th>
<th>MIS*</th>
<th>International Business</th>
<th>Entrepreneurial Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td># applicants</td>
<td>45</td>
<td>191</td>
<td>102</td>
<td>53</td>
<td>56</td>
</tr>
<tr>
<td># admitted</td>
<td>39</td>
<td>191</td>
<td>102</td>
<td>53</td>
<td>55</td>
</tr>
<tr>
<td>% admitted</td>
<td>87</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>98</td>
</tr>
<tr>
<td>Average GPA admitted</td>
<td>3.33</td>
<td>3.167</td>
<td>3.09</td>
<td>3.08</td>
<td>3.08</td>
</tr>
</tbody>
</table>

* This number is an estimate only

G. Certificate of Business Essentials

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Completed</td>
<td>52</td>
<td>57</td>
<td>59</td>
<td>46</td>
<td>39</td>
</tr>
<tr>
<td>Graduated, did not complete</td>
<td>14</td>
<td>11</td>
<td>12</td>
<td>7</td>
<td>1</td>
</tr>
<tr>
<td>Not Eligible*</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

*Students are listed as not eligible for the Certificate of Business Essentials for the following reasons:
  - Leave of Absence
  - Change of major to Lerner College
  - Withdrawn from the University
  - Grades less than a C- in a required course
III. B&E Study Abroad Programs

Number of Business Students Involved in all UD Study Abroad Programs for 2008-09
Total of all B&E Students Traveling Abroad: 260 participants
Total of B&E students in B&E Study Abroad Programs: 133

Study Abroad Participation 2008-2009

Europe/ACCT & MIS: 23 students (8.8%)
Australia, NZ, Hong Kong/BUAD: 45 students (17.3%)
Europe/BUAD: 21 students (8.1%)
Argentina/ECON: 16 students (6.2%)
Geneva/ECON: 14 students (5.4%)
Jamaica/HRIM: 12 students (4.6%)
S. Africa/CRJU & POSC & HRIM: 2 students (0.1%)
Non- B&E: 127 students (49%)

As revealed in the following chart, there has been a continuing increase of B&E students in study abroad experiences. Because of the new Discovery Learning Experience graduation requirement (see item V.), as well as the mandatory semester abroad for International Business Studies Majors, a continued upward trend in student interest in these programs is expected.
Number of Business Students Involved in B & E Study Abroad Programs for the Last Five Years

* 2008-2009 is the first year in which the total reflects the inclusion of HRIM study abroad participants. The total without the HRIM participants is 246.

IV. International Student Exchange Programs and the CIMBA Consortium Semester Abroad

The Undergraduate Advising Office is responsible for coordinating the College’s international exchange programs. In 2008-2009 the College held active agreements with:

- MBA Institute Paris, France
- ISCTE Lisbon, Portugal (Instituto Superior de Ciências do Trabalho e da Empresa)
- Berlin School of Economics (BSE), Germany

In addition, two new exchange agreements were established in 2008-2009:

- University of Mannheim, Germany (active fall 2009)
- University of Kalmar, Sweden (anticipated active spring 2010)

The University of Delaware, along with 33 other members of the Consortium of Universities for International Studies, offers students the opportunity to study abroad in Paderno del Grappa, Italy through the CIMBA Italy fall and spring semester
undergraduate programs. The Undergraduate Advising Office coordinates this effort, providing full support services for Lerner students choosing to spend a semester abroad on the CIMBA Italy program.

For 2008-2009, the Lerner College sent 9 students abroad on consortium and exchange programs. During the same period, the College welcomed one exchange student, from ISCTE in Portugal, for 2 semesters. This activity is summarized below:

<table>
<thead>
<tr>
<th></th>
<th>MBAI Paris</th>
<th>ISCTE Portugal</th>
<th>BSE Berlin</th>
<th>CIMBA Italy</th>
<th>Total students</th>
<th>Total semesters</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Incoming Exchange Students</strong></td>
<td>0</td>
<td>One student for 2 semesters</td>
<td>0</td>
<td>N/A</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td><strong>Outgoing Exchange/Consortium Students</strong></td>
<td>2 students for fall 2008</td>
<td>1 student for spring 2009</td>
<td>2 students for spring 2009</td>
<td>2 students fall 2008, 2 students spring 2009</td>
<td>9</td>
<td>9</td>
</tr>
</tbody>
</table>

V. Excel Program

The Excel Program was expanded this year to be a comprehensive academic and financial support program for students in the Lerner College of Business and Economics. The program aims to recruit and retain academically talented students as well as to provide assistance to students who are facing challenging social, economic, educational, cultural or other life circumstances and/or need as determined by federal income guidelines (FAFSA). Excel also provides assistance to underrepresented students majoring in the Lerner College. The program provides academic advisement, career development, tutoring, mentoring and selective financial assistance from freshman through senior year for qualified students.

During 2008-09, Excel sponsored or participated in the following programs to recruit or retain underrepresented students:

- Summer Enrichment Program, July 2008 – 11 Lerner students participated. The college provided 3 scholarships for this program.
- Destination Delaware Overnight Recruitment Program, April 2009 – Sponsored by Admissions, Lerner College participated.
- Phone and e-mail contact with over 250 prospective students of color and academically talented students during March 2009.
- Tutoring through the Academic Enrichment Center: 26 Excel students were funded for individual tutoring sessions in Math, Finance, Statistics and Accounting classes. This was up 50% from last year.

The following were additional opportunities sponsored by the Excel program for students to participate in career development:

- Bus trip to New York City to visit Liz Claiborne and Goldman Sachs, October 2008. Thirty-three Lerner students attended.
- Black and Decker Day, October 15, 2008, co-sponsored by the Excel program.

Excel co-sponsored many workshops and career development programs with Career Services and other offices on campus throughout the fall and spring.

Scholarships for Excel Students:

- Five Excel freshmen were each awarded academic scholarships of $5,000 a year for four years. Student participation in the Excel program and maintaining at least a 3.0 g.p.a. determine continued eligibility for the scholarship.
- Hess Excel Scholarships of $5,000 were awarded to three sophomores in recognition of outstanding academic performance.
- FEI Community Service Award for $1,000 went to an outstanding Excel sophomore.

The Excel Student Advisory Board consists of 16 undergraduates who meet monthly to recommend programming, serve as student ambassadors for the College, participate in recruiting events and volunteer to create a monthly newsletter that is sent out electronically to the Excel Program listserv. The newsletter consists of student-written articles which include spotlights on companies, businesses, or professors in the college, a calendar of college events and other newsworthy items happening in the Lerner College.
* Bi-racial category for 2008 not specified

**Lerner Students of Color by Ethnicity, Fall 2008**

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Number</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black/African Heritage</td>
<td>121</td>
<td>21</td>
</tr>
<tr>
<td>Asian</td>
<td>152</td>
<td>26</td>
</tr>
<tr>
<td>Hispanic</td>
<td>171</td>
<td>30</td>
</tr>
<tr>
<td>Non-Specified</td>
<td>102</td>
<td>18</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>9</td>
<td>1.5</td>
</tr>
<tr>
<td>Native American</td>
<td>10</td>
<td>1.75</td>
</tr>
<tr>
<td>Unknown</td>
<td>10</td>
<td>1.75</td>
</tr>
</tbody>
</table>

TOTAL # of minority students: **575**
TOTAL # of undergrad B&E students: **2906** 20%

VI. Discovery Learning Experience (DLE)

All students who entered the University Fall 2006 or later are required to take at least three credits of DLE prior to graduation. DLE is learning that involves instructional experiences often outside of the typical classroom setting. Under faculty supervision, students participate in internship, service learning, independent study, undergraduate research, or study abroad opportunities.

In the spring of 2008, the Faculty Senate voted to delay the implementation of the DLE graduation requirement. Consequently, our current senior class (graduating spring 2010) will be the first group of students to fulfill the Discovery Learning Experience (DLE) as part of their graduation requirement.

Students in the College satisfy their DLE requirement in three primary ways: (1) study abroad, (2) internship-for-credit via each department’s “In Practice” course (course number 364), or (3) approved DLE courses. Study Abroad participation is covered in Section III.

Participation in the College’s “In Practice” courses for fiscal 2008-2009 is as follows:

<table>
<thead>
<tr>
<th>Course</th>
<th>Summer 08</th>
<th>Fall 08</th>
<th>Winter 09</th>
<th>Spring 09</th>
<th>TOTAL ENROLLMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>FINC 364</td>
<td>N/A</td>
<td>35</td>
<td>N/A</td>
<td>14</td>
<td>49</td>
</tr>
<tr>
<td>ACCT 364</td>
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<td>N/A</td>
<td>14</td>
<td>55</td>
</tr>
<tr>
<td>MIS 364</td>
<td>N/A</td>
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<td>N/A</td>
<td>10</td>
<td>17</td>
</tr>
<tr>
<td>BUAD 364</td>
<td>21</td>
<td>4</td>
<td>8</td>
<td>8</td>
<td>41</td>
</tr>
<tr>
<td>ECON 364*</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>
* ECON 364 has not yet received DLE approval

Participation in Lerner project and service learning courses which have been approved as satisfying the DLE requirement was as follows:

<table>
<thead>
<tr>
<th>Course</th>
<th>Summer 08</th>
<th>Fall 08</th>
<th>Winter 09</th>
<th>Spring 09</th>
<th>Total Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 363</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>76</td>
<td>76</td>
</tr>
<tr>
<td>BUAD 444</td>
<td>N/A</td>
<td>32</td>
<td>N/A</td>
<td>19</td>
<td>51</td>
</tr>
<tr>
<td>BUAD 448</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>BUAD 468</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>BUAD 478</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>FINC 418</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>MISY 431</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>99</td>
<td>99</td>
</tr>
</tbody>
</table>

Taken together, the service learning, project and “in practice” courses provided students with approximately 424 opportunities to satisfy the DLE requirement (note: enrollment in these courses is not mutually exclusive, and thus it’s possible that the total number of students satisfying their DLE requirement via these options is less than the total enrollment in the courses).

**VII. Special Programs**

**A. Recruitment** - Throughout the year, prospective students and their families schedule appointments to meet with our advisors while the students visit campus. A major function of the Undergraduate Advising Office is to coordinate recruitment events with the University Admissions Office. The College participated in the following main events:

Discovery Days - Held during the month of July in the Bob Carpenter Center, Lerner College participated on July 7, 14, 20, 21, 2008. Faculty representing all of our majors attended each date and provided information to prospective families. Over 2,000 prospective families attended.

Blue and Golden Days - Lerner College presented an overview of our programs with a faculty/student panel and a college PowerPoint presentation in Mitchell Auditorium. These were held September 29 – 400 attending, October 6 – 500 attending, October 20 – 500 attending.

Decision Days - These events held April 11 and 18, 2009, targeted high school seniors who were offered admission to the Lerner College. Each department held individual information sessions to highlight their programs utilizing faculty and student panels. Lerner College had over 600 students attend each date.
B. **Honors Day** - Coordinated by the Undergraduate Advising Office, the Lerner College ceremony was held on May 8, 2009 and provided the opportunity to honor and award faculty and students for academic and professional excellence. Held in 120 Smith Hall for a full capacity audience, with a separate ceremony for HRIM in 115 Purnell Hall, this year 186 students were honored through both college and departmental awards. The award ceremony was followed by a brief honors society induction ceremony where students were inducted into Alpha Mu Alpha the Financial Management Association, Omicron Delta Epsilon and Beta Gamma Sigma. Following the ceremonies, the College hosted a reception for the honorees, guests, and benefactors in the Lerner Atrium.

C. **Graduation/Convocation** - Lerner College participates in all UD graduation ceremonies. In January, at least one representative from each department and the deans attend the indoor ceremony held in the Bob Carpenter Center to honor the fall graduates. In the spring the dean and faculty representing the departments attend the graduation ceremony at the Tubby Raymond Stadium. Lerner Convocation followed at 11:30 a.m. in the Bob Carpenter Center where about 850 Lerner graduates were honored. The Convocation ceremony is coordinated by the Undergraduate Advising Office and depends on volunteer participation of staff and faculty. Fifty-six individuals from the College volunteered to help at this event.

D. **Delaworld 101** - Another responsibility of the Undergraduate Advising Office is the coordination of the College’s participation in Delaworld 101. New students attend a day-long event for orientation to the university, academic advising and course selection for the fall semester. A college overview is presented in the morning, with individual academic advising sessions held during the afternoons. The College participated in Delaworld 101 June 17 – July 15, 2008. During those dates 643 new B & E students were advised and registered. This was the largest number of new students admitted into the College. Also, a one-day Delaworld for spring admits was held in January 2009.

VIII. **Executive Mentor Scholars Program**

The business community has long recognized the value of mentoring as a means of developing both its leaders and its future workforce. Business professionals who act as mentors and role models help students gain insights that allow these students to hone their skills in preparation for successful employment.
The Lerner College is leading the way in developing this unique educational resource through its Executive Mentor Scholars Program. Now entering its third year, this initiative establishes mentor-student relationships in which the executive’s professional background is complementary to the student’s career objectives. Students apply during the spring semester of their sophomore year, begin their mentorships as juniors in the fall semester, and conclude the experience at the end of their senior year.

The first cohort of Scholars (24 students) completed the program in spring 2009 while the second cohort of Scholars (22 students) will be continuing in the program through spring 2010. The third cohort of Scholars (22 students), selected in the spring of 2009, will begin the program in fall 2009 and will continue until spring 2011.

Responsibility for the EMS program will be moving from the Undergraduate Advising Office to the Lerner Career Services Center in fall of 2009.
The John L. Weinberg Center for Corporate Governance was named in 2002 to acknowledge the generous $2 million endowment from the John L. and Sue Ann Weinberg Foundation. The endowment provides a solid base as the Center pursues a level of financial support sufficient to cover operating costs, continue current programs, and pursue new initiatives. The goal of the Center is to propose progressive changes in corporate structure and management through education and interaction. The Center continues to provide a forum for business leaders, members of corporate boards, the legal community, academics, practitioners, graduate and undergraduate students, and others interested in corporate governance issues to meet, interact, and learn.

Charles M. Elson, the Edgar S. Woolard, Jr., Chair in Corporate Governance, directs the Center. The undergraduate course “Seminar in Corporate Governance” continues to draw strong interest from UD students and the governance community alike. Approximately 40 students per semester enrolled in this unique course that incorporates panel discussions by corporate governance leaders. However, for the 2008-2009, Professor Elson was on sabbatical.

In 2008/2009, Center Director Charles Elson was either speaker, commentator, moderator, panelist or lecturer at over 30 national and international conferences and seminars, including the International Corporate Governance Network, New York City Bar, Society of Corporate Secretaries & Governance Professionals, American Bar Association, the University of Pennsylvania Law School, University of Florida Business School, University of Virginia School of Law, and Yale Law School among others. He and group of concerned executives met with Representative Barney Frank in reference to the “Say on Pay” controversy. Professor Elson also met with Senator Sheldon Whitehouse in reference to executive compensation. Professor Elson produced an article in Directorship and was appointed to National Association of Corporate Directors’ Blue Ribbon Commission on Risk Governance and the Conference Board Task Force on Executive Compensation. Professor Elson has been quoted in over ninety newspapers around the country and appeared on a number of national television programs on various topics including corporate governance, executive compensation and the TARP legislation.

Charles Elson
Professor of Finance and
Edgar S. Woolard, Jr. Chair in Corporate Governance
Director, John L. Weinberg Center for Corporate Governance
**Center for Economic Education and Entrepreneurship**

### I. Executive Summary

The Center offers in-service and pre-service programs, graduate courses and consulting services for teachers and school districts that focus on content knowledge and lessons for teachers to use with their students. During the 2008-2009 academic year, the Center for Economic Education and Entrepreneurship conducted 105 programs and courses for 1829 in-service and pre-service teachers in public, charter, parochial, and independent schools throughout the state. Six special events for K-12 students were conducted—Stock Market Game, Meaningful Economics Competition, Treasurer’s Summit, Teach Children to Save Day, Personal Finance Challenge and Chasing the Dream Summer Camp.

The Center continued its partnership with the University’s Delaware Social Studies Education Project (DSSEP) and the School of Education. With DSSEP the Center worked with the Appoquinimink, Caesar Rodney, Christina, Indian River, New Castle County Vo-Tech, and Red Clay school districts to revamp their social studies curriculum to show alignment to the state standards. Through the School of Education’s Teacher Quality Enhancement grant from the US Department of Education, the Center staff worked with teachers to write a middle school international trade unit that included differentiation strategies to address the needs of special education students. This unit will be shared with districts throughout the state. The Center also partnered with the Social Studies Coalition of Delaware. The Coalition’s mission is to support the creation of the highest quality social studies instruction for K-12 students in Delaware.

Three sections of Civics and Economics for the Elementary Teacher course were offered each semester. This course is a requirement for elementary education majors. It is offered in partnership with the University’s Political Science Department and the Democracy Project. The course is designed to provide undergraduate elementary education majors the economics and civics content required to teach the State of Delaware’s Social Studies Standards.

The Center continues to work closely with the State Department of Education. The Director and Associate Director serve on the Content Advisory Team for the State Social Studies Test. The Associate Director, Program Coordinator, plus an MAEEE graduate write the economic assessment items for the state test.

In May 2009, twenty-three educators graduated from the Center’s Masters of Arts in Economics and Entrepreneurship for Educators. In June 2009, twenty-five educators began summer one of the MAEEE program. Participants are from 13 states and 2 countries, China and the Philippines.

**James O’Neill**

**Director**
II. Program Highlights

**Bank at School**— Thirty-three schools participated in the Bank At School programs. Banks partnered with elementary schools and opened non-custodial savings accounts for students in grades 3-6. Banks that participated were Artisans’, Citizens, Commerce, Discover, First National Bank of Wyoming, PNC, and Wilmington Trust.

**Economics for Kids**— Twenty-four kindergarten teachers participated in the Economics for Kids 10-week training program. Teachers received a notebook of lessons written by the Center staff. Based on the success of this program, a second set of materials was developed, Economics for Kids—First Grade. The Economics for Kids series was funded with a grant from the Bernard A. and Rebecca S. Bernard Foundation.

**Economics Is FUNdamental**— Twenty-eight elementary teachers participated in a ten-week economics program for grades 4-5. This program was made possible with funding from the National Council on Economic Education as part of the Cooperative Education Exchange Program (CEEP). The CEEP is conducted through the United States Department of Education, in coordination with the United States Department of State.

**Entreprep**— Delaware was one of three sites nationally to offer the EntrePrep program. The program targeted twenty-eight talented students transitioning to their senior year in high school who had the personal and academic characteristics to ultimately become entrepreneurs. The program was sponsored by the Council on Economic Education and TD Bank.

**Freshman Year Experience**— During the fall semester, the Center conducted twelve one-hour sessions for 240 students taking the University of Delaware’s Freshman Year Experience. The Center developed a presentation about how to use credit responsibly and the ins and outs of credit scoring. Many students lacked basic knowledge about this topic, and through the evaluations, they requested more information on budgeting, savings, and investing. This program was made possible through a partnership with Bank of America.

**Keys to Financial Success**— The high school personal finance program completed its eighth year. The program was offered in twenty-three Delaware high schools, twenty public and three private, by twenty-nine teachers for 1778 students. At the Delaware Bankers Association annual dinner two students, one from Caesar Rodney and one from Padua Academy, were recognized. Each received a $2500 scholarship. The
personal finance course is supported through a partnership with the Delaware Bankers Association, the Federal Reserve Bank of Philadelphia, the Consumer Credit Counseling Services of Maryland and Delaware, and the Bank of America.

**ME* (Meaningful Economics and Entrepreneurship) Competition**—In its 23rd year, 112 teams (448 students) from grades 3-6 attended one of three ME* Competitions—one held at the University of Delaware campus at the Carter Center in Georgetown and two at the Delmarva Conference Center in Newark. This program is offered through a partnership with the Delaware Financial Literacy Institute with funding from Bank of America.

**Mini-Society**—Seventeen elementary teachers attended the Mini-Society course. Mini-Society is an experienced-based program where students are taught economic and entrepreneurship concepts based on their classroom markets.

**Personal Finance Challenge**—Eight high schools participated in the first Personal Finance Challenge sponsored by CEEE and the Bank of America. Open to schools offering the high school personal finance course, 261 students competed in teams of four, in an online preliminary round. The top six schools were invited to the state competition held at the Delmarva Conference Center on May 14th. Students took three rounds of tests related to income and money management, spending and credit, and savings and investing. The two teams with the top scores faced off in a quiz bowl round. The winners received a $1000 savings bond.

**Personal Finance Academy**—Building on the 07-08 Personal Finance Academy, twenty-three teachers K-5 at Bancroft Elementary School continued to meet with the Center Associate Director for professional development. The program was expanded to include the kindergarten, 4th and 5th grade teachers at Elbert-Palmer Elementary School. Teachers received background knowledge and materials to teach lessons on economics and personal finance. Two personal finance/math games were developed for each grade, K-5, that parents played with their children as part of the two Personal Family Nights held in the spring. The Academy was made possible through a grant from J P Morgan Chase.

**Social Studies Coalition for Delaware**—The mission of the Coalition is to support the highest quality social studies instruction for K-12 students in Delaware. The Coalition is a partnership that includes the Department of Education, state public school districts and other agencies involved in standards-based instruction and assessment (i.e., Center for Economic Education and Entrepreneurship, Delaware Geography Alliance, Delaware Social Studies Education Project, and the Democracy Project). Four professional development programs were conducted for educators. This
project is funded by the 19 public school districts and the State Department of Education.

**Stock Market Game**— Two games were conducted for 558 teams. A total of 2485 students and 91 teachers of grades 4-12 participated. Students represented 87 schools and 5 Boys and Girls Clubs. This program is offered through a partnership with the Securities Industry Association—Mid-Atlantic District and the Foundation for Investor Education, an affiliate of the Securities Industry Foundation for Economic Education.

**Teach Children to Save Day**— The 11th annual Teach Children to Save Day was held on April 28 and 29, 2009. Over 500 bank volunteers went into 111 public, private, and parochial elementary schools throughout the state to teach a lesson on compound interest and importance of saving for over 15,000 students. A proclamation declaring the week of April 27th as “Delaware Teach Children to Save Week” was signed by Governor Jack Markell and presented on Monday, April 27th at Highlands Elementary School in Wilmington, Delaware by State Treasurer, Velda Jones-Potter. This year’s lesson used the children’s book, The Great Investo and the Astounding, Abounding, Compounding Machine, written and illustrated by Greg Koseluk of the D B A, with Bonnie Meszaros, Associate Director of the Center for Economic Education and Entrepreneurship serving as the educational consultant. All children received “Savings Magic!” a full-color four-page activity flyer containing a lesson about why and how to save, along with puzzles and games. Teach Children to Save Day program is offered through a partnership with the Delaware Bankers Association. Over 90 percent of Delaware’s banks participate in the Teach Children to Save Day event, the highest participation rate in the nation. Special guests teaching lessons were:

- Congressman, Michael N. Castle
- State Treasurer, Velda Jones-Potter.
- President, Chase Bank USA, N.A., Keith W. Shuck
- State Banking Commissioner, Robert Glen

**Topical Seminar Series**— This year’s seminar series, “Understanding the Current Economy: Professional Perspectives,” addressed the current financial crisis. Speakers included Donald Puglisi, MBNA America Professor of Business Emeritus, James Butkewicz, Professor of Economics, William Poole Distinguished Visiting Professor and former President, Federal Reserve Bank of St. Louis, Ric Struthers, President of Bank of America Global Card Services, and Andrew Hill, Federal Reserve Bank of Philadelphia.
Treasurer’s Summit— The fourth annual Treasurer’s Summit, “Money Rules,” was held in Dover for 200 high school juniors and seniors from 18 schools and the home school network. Students participated in activities on spending, saving, and credit. The program is offered through a partnership with the Delaware Financial Literacy Institute. Presenting sponsor was Discover Bank with additional support from State Farm, and Bank of America.

International Activities— The Center Associate Director taught a course, Writing Economic Lessons, in Mexico City for 7 U.S. teachers and 14 professors from Egypt, Indonesia, Jordan, Paraguay, and South Africa.

III. Presentations

James O’Neill
- “Markets and Entrepreneurship,” Center for International Studies, M EPI Undergraduate Institute on Leadership and American Studies, 3 Sessions, July 2008
- “Building J.D. Powers and Associates: From Kitchen Table to a Global Brand,” (Co-Sponsored with Wilmington Trust), featured - J.D. and Jamey Power, October 2008
- Economic Overview with President and chief Executive Office, Charles Plosser of the Federal Reserve Bank of Philadelphia, Moderator, (Co-Sponsored with the Lyons Company), January 2009
- “The Importance of Entrepreneurship at a Early Age,” U of D Entrepreneurial Forum, Speaker, April 2009
- “Challenges of Economic Education & Entrepreneurship,” Academy of Lifelong Learning, May 2009

Bonnie Meszaros
- “Getting Started; Professional Development for New Center directors and Staff,” NCEE/NAEE Annual Meeting, Biloxi, MS, October 7, 2008.
- “Evidence of Student Achievement in a High School Personal Finance Course,” Pennsylvania Economic Association, West Chester, PA, June 5, 2009. (with Andrew Hill)

Barbara Emery
o “Financing Your Future,” Teacher Workshop, Seton Hall University, November 18 and December 9, 2008.

IV. Service
James O’Neill
o Transition Committee for Governor Markell, December 2008-January 2009
o Faculty Advisor, Blue Hen Investment
o Board, Greater Newark Boys and Girls Club
o Senior Advisory Council, Delaware Chamber of Commerce, Small Business
o Alliance
o Judge, First State Community Loan Fund, Business Plan Competition
o Board, Blood Bank of Delaware

Bonnie Meszaros
o Board, Delaware Financial Literacy Institute
o Content Consultant for the Delaware Bankers Association’s The Great Investo Public Service announcements
o Advisory Board, Fresh Start Scholarship Foundation
o Education Committee, Kalmar Nyckel Foundation
The Lerner IT Services Group (LITSG) supports over 600 systems, including fifteen servers for file, print, e-mail, database, web, application development, and disaster recovery. Desktop and laptop support is provided for all Lerner College faculty and staff, graduate teaching assistants, research labs, computing labs, and computing classrooms. Additionally, the Lerner IT Services Group supports the staff of the Delaware Small Business Development Center, with offices in Newark, Dover, and Georgetown. The Lerner IT Services Group completed several projects over the last year mainly focused on college’s web presence.

During the fall semester of 2008, there was a university initiative to make college and department website more consistent with the university website. In response to that initiative, the LITSG managed the design and implementation of the new Lerner website (http://www.lerner.udel.edu). The site was constructed on top of Drupal, an open source web content management platform system, to allow web editors to focus more on keeping the site content fresh and to harness Web 2.0 technologies such Blogs and RSS feeds. The LITSG managed to import and organize 600+ web pages from the existing website in about 2 months time. Once the Lerner website was launched, the LITSG migrated the MBA (http://www.mba.udel.edu) website to the Drupal platform to harness the power of a common platform and free itself from a yearly maintenance fee.

It is becoming increasingly more important to stretch IT resources by doing more for less, while keeping “green” solutions in mind. The LITSG has been researching solutions to meet these demands and has proposed (and approved) the use of thin client laptops at the Marriott Courtyard to replace the existing 50 outdated laptops. Software and system update management for these systems are done centrally in Purnell Hall eliminating the need for Lerner IT staff to physical touch each laptop, and software is deployed from a central server. Power consumption is 1/10th of usage of the existing laptops. While this solution is only being considered for the Marriott Courtyard, it has potential use in other areas of the college, such as the B&E Computing Lab, Exelon Trading Center, staff desktop replacements, and facilitator stations in the classrooms.

In addition to working on the Lerner websites, the LITSG coordinated the purchase and installation of 120 new systems as replacement to the existing systems in the B&E Computing Lab. These systems were upgrade from Windows XP to Windows Vista and Microsoft Office 2007, and they are managed by Microsoft Steady State to ensure that the systems are always reset to a “new” state after a day of use. This helps minimize the number of non operational systems especially in the B&E Computing classrooms.
# Appendix A

## Department of Accounting and MIS

### Assessment of Program Learning Objectives

**Academic year 2008-2009**

## Learning Objectives and Assessments

### MIS Learning Objectives for All Undergraduate Majors

<table>
<thead>
<tr>
<th>MANAGEMENT INFORMATION SYSTEMS</th>
<th>LEARNING GOAL</th>
<th>HOW ACCESSED</th>
<th>DATA COLLECTED</th>
<th>CLOSING THE LOOP</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Students will be able to demonstrate proficiency in using spreadsheets and databases to accomplish business decision support tasks</td>
<td>MISY160</td>
<td>Eight final exam questions covering Access and Excel</td>
<td>YES</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Analysis of Data</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Outcome of Analysis</td>
</tr>
</tbody>
</table>
## ACCOUNTING LEARNING OBJECTIVES FOR ALL MAJORS

<table>
<thead>
<tr>
<th>ACCOUNTING</th>
<th>LEARNING GOAL</th>
<th>HOW ACCESSED</th>
<th>DATA COLLECTED</th>
<th>CLOSING THE LOOP</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCOUNTING</td>
<td>Compile financial statements and interpret financial information</td>
<td>ACCT207 ACCT208</td>
<td>YES See section B</td>
<td>YES See section B</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Questions on final</td>
<td>YES See section B</td>
<td>YES See section B</td>
</tr>
</tbody>
</table>
## MIS Learning Objectives for MIS Majors and Minors

<table>
<thead>
<tr>
<th>LEARNING GOAL</th>
<th>HOW ACCESSED</th>
<th>DATA COLLECTED</th>
<th>CLOSING THE LOOP</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mgmt. Info. Systems</strong></td>
<td><strong>LEARNING GOAL</strong></td>
<td><strong>HOW ACCESSED</strong></td>
<td><strong>DATA COLLECTED</strong></td>
</tr>
<tr>
<td>Students will be able to demonstrate proficiency in using relational databases to accomplish business decision support tasks.</td>
<td>Misy330 Through grades on test questions and projects embedded in Misy330</td>
<td>Yes See section C</td>
<td>Yes See section C</td>
</tr>
<tr>
<td>Students will be able to demonstrate proficiency in applying information systems analysis concepts and techniques to solve business problems.</td>
<td>Misy430 Grades on test questions and/or projects in Misy430</td>
<td>Yes See section C</td>
<td>Yes See section C</td>
</tr>
<tr>
<td>Students will demonstrate an ability to identify and refine a user/client business problem, develop requirements, and propose alternative solutions for implementation.</td>
<td>Misy430 Through grades on projects in Misy 431/432</td>
<td>Yes See section C</td>
<td>Yes See section C</td>
</tr>
</tbody>
</table>
### ACCOUNTING LEARNING OBJECTIVES FOR ACCOUNTING MAJORS

<table>
<thead>
<tr>
<th>COURSE</th>
<th>METHOD</th>
<th>DATA COLLECTED</th>
<th>CLOSING THE LOOP</th>
<th>ANALYSIS</th>
<th>OUTCOME OF ANALYSIS</th>
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<tbody>
<tr>
<td>ACCT315</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>ACCT316</td>
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<tr>
<td>ACCT415</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACCT417</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Show proficiency in financial reporting using XBRL.
2. Understanding of proper classification and recording of transactions consistent with the conceptual framework of GAAP.
5. Understanding of the code of professional conduct and ethics.
6. Understanding and analyzing information for internal decision making.
A. MIS Undergraduate Learning Objectives for all students in the Lerner College

1. Assessment Information - MISY 160
   a. MISY 160 Business Computing: Tools and Concepts

2. Learning Objective
   a. Students will be able to demonstrate proficiency in using spreadsheet s and databases to accomplish business decision support tasks.

3. Assessment
   a. Through questions on the common final exam (see attached for specific questions and changes to questions from one semester to the other).

4. Analysis
   Course Description
   MISY 160, Business Computing: Tools and Concepts, is an introduction to business information systems concepts, tools, and technology. During the semester, students are exposed to a wealth of knowledge about computerized systems, their component parts, their operational characteristics, and the basic computerized business tools. They build computer competence through text material and outside reading, classroom lectures and discussion, browsing the Internet, creating web pages, and hands-on computer lab work and exercises. Students also learn to use microcomputer applications such as Microsoft's Excel 2007, Powerpoint 2007, and Access 2007, all running under Windows Vista operating system. They use electronic mail extensively in this class, as well as the Internet. By the end of the semester, we expect to see students who are computer literate and competent, who are knowledgeable about computer concepts, hardware, and software, and who can competently use the Microsoft Office Suite of application software, email and the Internet.

Discussion
Data was collected beginning in the Fall semester of 2007 and in the Spring semester of 2008 (only partial data was collected for that first semester).

Results of the early collection were:
### Fall 2007

<table>
<thead>
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<th>% correct</th>
<th>Access:</th>
<th>Excel:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q1 - 58.3%</td>
<td>Q1 - 82.8</td>
<td>Q1 - 82.8</td>
</tr>
<tr>
<td>Q2 - 71.7</td>
<td>Q2 - 65.0</td>
<td>Q2 - 65.0</td>
</tr>
<tr>
<td>Q3 - 80.5</td>
<td>Q3 - 89.7</td>
<td>Q3 - 89.7</td>
</tr>
<tr>
<td>Q4 - 82.0</td>
<td>Q4 - 89.7</td>
<td>Q4 - 89.7</td>
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</tbody>
</table>

### Spring 2008

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<th>Excel:</th>
</tr>
</thead>
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<tr>
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<td>Q1 - 83.1</td>
<td>Q1 - 83.1</td>
</tr>
<tr>
<td>Q2 - 65.4</td>
<td>Q2 - 64.4</td>
<td>Q2 - 64.4</td>
</tr>
<tr>
<td>Q3 - 72.1</td>
<td>Q3 - 84.2</td>
<td>Q3 - 84.2</td>
</tr>
<tr>
<td>Q4 - 83.8</td>
<td>Q4 - 90.1</td>
<td>Q4 - 90.1</td>
</tr>
</tbody>
</table>

All sections of MISY 160 take a common final exam. All exams were tabulated for Fall 2008 resulting in the following results:

<table>
<thead>
<tr>
<th>% correct</th>
<th>Access:</th>
<th>Excel:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q1 - 51.3%</td>
<td>Q1 - 78.6</td>
<td>Q1 - 78.6</td>
</tr>
<tr>
<td>Q2 - 60.6</td>
<td>Q2 - 62.7</td>
<td>Q2 - 62.7</td>
</tr>
<tr>
<td>Q3 - 77.3</td>
<td>Q3 - 89.2</td>
<td>Q3 - 89.2</td>
</tr>
<tr>
<td>Q4 - 85.2</td>
<td>Q4 - 85.4</td>
<td>Q4 - 85.4</td>
</tr>
</tbody>
</table>

Full time faculty met to discuss the results in March 2009. Some changes were made to the final exam questions to better ascertain students’ understanding of the concepts. One question in the Access group was
changed and one question in the Excel group was changed. The database question changed was originally testing the students on the use of wildcards which, upon reflection, did not assess the students’ understanding of databases in general. The replacement question deals with the results from running a basic query, which we felt was better at measuring the students’ general comprehension. In the replacement spreadsheet question, the original question asked the students about setting up a pivot table. Although pivot tables are important spreadsheet techniques, asking a good multiple choice question on this is quite difficult. It was determined that the question was ambiguous and difficult to answer correctly. Instead, this question was replaced by a more basic question that every student should understand if they use formulas in spreadsheets. The changed question deals with the order of operation, which is essential to good equation formulations in spreadsheets.

The results from the Spring 2009 semester were as follows:

<table>
<thead>
<tr>
<th></th>
<th>% correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Access:</td>
<td></td>
</tr>
<tr>
<td>Q1</td>
<td>75.2%</td>
</tr>
<tr>
<td>Q2</td>
<td>94.2</td>
</tr>
<tr>
<td>Q3</td>
<td>80.0</td>
</tr>
<tr>
<td>Q4</td>
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<tr>
<td>Q1</td>
<td>78.8</td>
</tr>
<tr>
<td>Q2</td>
<td>67.6</td>
</tr>
<tr>
<td>Q3</td>
<td>92.4</td>
</tr>
<tr>
<td>Q4</td>
<td>75.8</td>
</tr>
</tbody>
</table>

Full time faculty met to discuss the results in July 2009. We were pleased with the improvement in the area of databases, and feel that our teaching and assessment of this topic are hitting the desired target. In the area of spreadsheets, we changed question 4 to better reflect the students’ understanding of ordering formulas in Excel, as discussed above. As the data shows, we need significant improvement in this area. We will make it a point to teach and review this topic more thoroughly in classes this fall and we predict that the students will better understand this fundamental technique. We plan to use the same questions for assessment in the upcoming fall semester.

Database Questions:

ACCESS QUESTIONS
Given the following Access database tables:

**Figure 1**

<table>
<thead>
<tr>
<th>Aircraft</th>
<th>Model Year</th>
<th>Group</th>
<th>Model</th>
<th>Rate/Hour</th>
</tr>
</thead>
<tbody>
<tr>
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<td>1973</td>
<td>Twin</td>
<td>Beech Barson</td>
<td>$246.00</td>
</tr>
<tr>
<td>N111QA</td>
<td>2003</td>
<td>Cessna</td>
<td>Skyhawk SP</td>
<td>$125.00</td>
</tr>
<tr>
<td>N122PQ</td>
<td>1945</td>
<td>Tailwheel</td>
<td>Boeing PT-18</td>
<td>$190.00</td>
</tr>
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<td>1999</td>
<td>Tailwheel</td>
<td>Citabria</td>
<td>$85.00</td>
</tr>
<tr>
<td>N213HB</td>
<td>1978</td>
<td>Cessna</td>
<td>152</td>
<td>$69.00</td>
</tr>
<tr>
<td>N225ER</td>
<td>1999</td>
<td>Cessna</td>
<td>Stationaire</td>
<td>$199.00</td>
</tr>
<tr>
<td>N251PL</td>
<td>2003</td>
<td>Cirrus</td>
<td>SR22</td>
<td>$210.00</td>
</tr>
<tr>
<td>N234JE</td>
<td>1977</td>
<td>Piper</td>
<td>Archer</td>
<td>$103.00</td>
</tr>
<tr>
<td>N243VD</td>
<td>2004</td>
<td>Cessna</td>
<td>Skylane</td>
<td>$100.00</td>
</tr>
<tr>
<td>N245F</td>
<td>1999</td>
<td>Piper</td>
<td>Archer III</td>
<td>$128.00</td>
</tr>
<tr>
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<td>Cessna</td>
<td>Skyhawk SP</td>
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<tr>
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<td>Piper</td>
<td>Archer</td>
<td>$101.00</td>
</tr>
<tr>
<td>N3258S</td>
<td>1979</td>
<td>Cessna</td>
<td>152 II</td>
<td>$69.00</td>
</tr>
<tr>
<td>N339RD</td>
<td>1978</td>
<td>Tailwheel</td>
<td>Super Decathlon</td>
<td>$125.00</td>
</tr>
<tr>
<td>N412GO</td>
<td>1999</td>
<td>Cessna</td>
<td>Skyhawk SP</td>
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</tr>
<tr>
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<td>Warrior</td>
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**Figure 2**

<table>
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<th>First Name</th>
<th>Address</th>
<th>City</th>
<th>State</th>
<th>Zip</th>
<th>Telephone</th>
<th>Current license</th>
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<tbody>
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<td>101</td>
<td>Burham</td>
<td>Luke</td>
<td></td>
<td>212 Wedgewood Rd</td>
<td>Kennett Square</td>
<td>PA</td>
<td></td>
<td>(610)252-1779</td>
<td></td>
</tr>
<tr>
<td>102</td>
<td>Dooley</td>
<td>Leon</td>
<td></td>
<td>9 Sandelewood Dr</td>
<td>Avondale</td>
<td>PA</td>
<td></td>
<td>(610)360-1929</td>
<td></td>
</tr>
<tr>
<td>103</td>
<td>Matern</td>
<td>Luis</td>
<td></td>
<td>205 Renover Pl</td>
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<tr>
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<td></td>
<td>(610)366-9350</td>
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<tr>
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<td>Sally</td>
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<td></td>
<td>(302)738-8785</td>
<td></td>
</tr>
<tr>
<td>106</td>
<td>Ward</td>
<td>Harry</td>
<td></td>
<td>11 Chapel Rd</td>
<td>Wilmington</td>
<td>DE</td>
<td></td>
<td>(302)365-0443</td>
<td></td>
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<td>Pati</td>
<td></td>
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<td></td>
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<td></td>
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<td></td>
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<td>Marie</td>
<td></td>
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<td>Wilmington</td>
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<td></td>
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<td></td>
</tr>
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<tr>
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<tr>
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<tr>
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<td>5/13/2007</td>
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<td>5:00 PM</td>
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<td></td>
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</tr>
<tr>
<td>MAY-07</td>
<td>N111IU</td>
<td>102</td>
<td>5/13/2007</td>
<td>1:00 PM</td>
<td>6:00 PM</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Figure 3
1. Given the following query design:

What would be the output to this query?

a. 

b. Correct

b. 

c. 

Number of reservations: Reservation number  Model
Reservations  Aircraft
Count  Group By

Criteria: "Beech Baron"
2. Given the following query, how many records will show when the query is run?

```
Field: Model Year  Group
Table: Aircraft    Aircraft
Sort:            
Show: ✓           ✓
Criteria: "1999"  "cessna"
or:              
```

a. 0  
b. 2  
c. 4  
d. 11
3. Given the following query, how many records will show when the query is run?

Field: Model Year   Group
Table: Aircraft   Aircraft
Sort:            
Show:    
Criteria: "1999"      "cessna"

a. 0  
b. 2  
c. 4  
d. 11
4. Which of the following query designs would produce this query output?

a.  
<table>
<thead>
<tr>
<th>Field:</th>
<th>Last Name</th>
<th>First Name</th>
<th>Zip</th>
</tr>
</thead>
<tbody>
<tr>
<td>Table:</td>
<td>Members</td>
<td>Members</td>
<td>Members</td>
</tr>
<tr>
<td>Sort:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Show:</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Criteria:</td>
<td></td>
<td></td>
<td>&quot;19808&quot;</td>
</tr>
</tbody>
</table>

b.  
<table>
<thead>
<tr>
<th>Field:</th>
<th>Last Name</th>
<th>First Name</th>
<th>Zip</th>
</tr>
</thead>
<tbody>
<tr>
<td>Table:</td>
<td>Members</td>
<td>Members</td>
<td>Members</td>
</tr>
<tr>
<td>Sort:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
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<td>✓</td>
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<tr>
<td>Criteria:</td>
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<td></td>
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</tbody>
</table>

c.  
<table>
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<th>Last Name</th>
<th>First Name</th>
<th>Zip</th>
<th>Members.*</th>
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</thead>
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<td>Table:</td>
<td>Members</td>
<td>Members</td>
<td>Members</td>
<td>Members</td>
</tr>
<tr>
<td>Sort:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Show:</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Criteria:</td>
<td></td>
<td></td>
<td>&quot;19808&quot;</td>
<td></td>
</tr>
</tbody>
</table>

d.  
<table>
<thead>
<tr>
<th>Field:</th>
<th>Last Name</th>
<th>First Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Table:</td>
<td>Members</td>
<td>Members</td>
</tr>
<tr>
<td>Sort:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Show:</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Criteria:</td>
<td></td>
<td>Like &quot;*y&quot;</td>
</tr>
</tbody>
</table>

END ACCESS QUESTIONS
5. Assume the total number of points available in cell E16 is calculated correctly. What formula should be entered into cell F2 to calculate Ebony Black’s percentage grade? Note: this formula will be copied to calculate each student’s percentage grade.
   a. =E2/E$16
   b. =$E$2/E$16
   c. =$E$2/E16
   d. =E2/E16

6. What formula should be entered into cell G2 and copied to cells G3 through G8 to calculate the letter grade for each student with normal grading (Ebony Black through Canary Yellow)?
   a. =vlookup(F2,$I$2:$J$13,2)
   b. =vlookup(G2,$I$2:$J$13,2)
   c. =vlookup(F2,$I$2:$J$13,1)
   d. =vlookup(F2,$I$2:$J$13,2)
7. Students who sign up for Pass/Fail grading have a very simple grading scale. Students who earn 60% or higher get a grade of P (for pass), otherwise they get a grade of F (for fail). What formula should be entered into cell G12 and copied to cell G13 to calculate the letter grade for each student with pass/fail grading (Eggplant Purple and Sunshine Orange)?
   a. =if(F12>0.6,"P","F")
   b. =if(F12>0.6,P,F)
   c. =if(F12>=0.6,"P","F")
   d. =if(F12>=0.6,P,F)

8. What formula should be entered into cell B14 and copied to cells C14 and D14 to calculate the average for each exam for students with pass/fail (Eggplant Purple and Sunshine Orange)?
   a. =B12+C12/2
   b. =B12+B13/2
   c. =(B12+B13)/2
   d. both B and C will work

END EXCEL QUESTIONS

Learning Objective Questions – Used in fall 2007, Spring 2008 and fall 2008
Learning Objective Questions – MISY 160

Database Questions:
ACCESS QUESTIONS

Given the following Access database tables:

Figure 1

Figure 2
<table>
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<tr>
<th>Reservation Number</th>
<th>Tail #</th>
<th>Member ID</th>
<th>Reservation Date</th>
<th>Pickup Time</th>
<th>Return Time</th>
</tr>
</thead>
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<td>9:00 AM</td>
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<td>4/15/2007</td>
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9. Given the following query design:

![Database Design Diagram]

What would be the output to this query?

a. [Image of output showing: Number of reservations 4]

b. [Image of output showing: Number of reservations 4, Model Beech Baron]

c. [Image of output showing: Number of reservations 20]

10. Assume you found a bag with part of an address on the handle that you think says “Wedge”. You want to find the owner of that bag. Using a query, you search for the street address that matches Wedge. What do you put in the field criteria space under Address to find all those who live on a street with the word wedge in it?
   a. Like wedge
   b. *wedge*
   c. wedge*
   d. *wedge
11. Given the following query, how many records will show when the query is run?

![Query Design](image)

- a. 0
- b. 2
- c. 4
- d. 11

12. Which of the following query designs would produce this query output?

![Query Results](image)

a. Criteria: 
   - Field: Last Name
   - Table: Members
   - Sort: 
   - Show: ✓ ✓ ✓
   - Criteria: "19808"

b. Criteria: 
   - Field: Last Name
   - Table: Members
   - Sort: 
   - Show: ✓ ✓
   - Criteria: "19808"
### END ACCESS QUESTIONS

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### EXCEL QUESTIONS

#### Spreadsheet Questions:

13. Assume the total number of points available in cell E16 is calculated correctly. What formula should be entered into cell F2 to calculate Ebony Black's percentage grade? Note: this formula will be copied to calculate each student's percentage grade.
   - a. =E2/$E$16
   - b. =$E$2/$E$16
   - c. =$E$2/E16
   - d. =E2/E16

14. What formula should be entered into cell G2 and copied to cells G3 through G8 to calculate the letter grade for each student with normal grading (Ebony Black through Canary Yellow)?
   - a. =vlookup(F2,I2:J13,2)
   - b. =vlookup(G2,$I$2:$J$13,J)
   - c. =vlookup(F2,$I$2:$J$13,2)
   - d. =vlookup(F2,$I$2:$J$13,2)

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**Figure 4**
15. Students who sign up for Pass/Fail grading have a very simple grading scale. Students who earn 60% or higher get a grade of P (for pass), otherwise they get a grade of F (for fail). What formula should be entered into cell G12 and copied to cell G13 to calculate the letter grade for each student with pass/fail grading (Eggplant Purple and Sunshine Orange)?

   e. =if(F12>0.6,"P","F")
16. \(=\text{if}(F12>0.6,P,F)=\text{if}(F12>=0.6,"P","F")=\text{if}(F12>=0.6,P,F)\)

Given this spreadsheet:

And making a pivot table:
How would you create this pivot table?

17. a. Drag year to column labels, drag department to column labels, drag salesperson to column labels, drag sales to Σ Values
   b. Drag year to column labels, drag department to row labels, drag salesperson to column labels, drag sales to Σ Values
   c. Drag year to column labels, drag department to row labels, drag salesperson to row labels, drag sales to Σ Values
   d. Drag year to column labels, drag department to row labels, drag salesperson to row labels, drag sales to row labels

END EXCEL QUESTIONS
B. Undergraduate Accounting Learning Objectives for all Students in the Lerner College

1. Assessment Information - ACCT 207 and ACCT 208
   a. ACCT 207 – Accounting I Financial Management
   b. ACCT 208 – Accounting II Managerial Accounting

2. Learning Objective
   a. The learning objective for all majors (except ECON), is that students should be able to compile financial statements and interpret financial information.

3. Assessment
   a. On June 29th, Debbie Dragone, Rita Kingery Cook, Mike Van Leer, Diane Wright, and Jeff Gillespie met to discuss the results of certain final exam questions for ACCT 207 and ACCT 208. All students in these courses take a common final exam, so the results were for all students in all sections. These questions were chosen as representative questions that would assess how well students have learned the above objective. There were 12 questions chosen from the ACCT 207 final exam (questions 49-60), and 9 questions chosen from the ACCT 208 exam (questions 5-7, 10-12, 22, 23, 37). The results for these questions are shown in the attachments to this e-mail.

Most students take ACCT 207 during the Fall Semester of any academic year. For ACCT 207, results for the Fall semester of 2008 showed correct answers between 75% and 92% on all questions except 53 and 54. Given that these results are for all majors that are required to take the course rather than just accounting majors, we feel that the results for all questions except 53 and 54 are within acceptable limits. There was an error on question 53 on the Fall exam, and 2 answers were accepted, although this does not show up on the scan results. After this correction, the results fall in line with the other acceptable questions. For question 54, discussants felt that the question itself was fair, although potentially difficult. Instructors felt that the cash basis/accrual basis concepts could probably be reinforced during the beginning part of the semester with extra homework and/or quizzes, and that the concepts should be tested more heavily on
the first test given during the semester. Although no statistical analyses were done, the ACCT 207 results for the spring semester of 2009 seem to imply the common notion that students that take the course during the spring semester, on average, are not quite as strong as students who take the course during the fall semester. Instructors who teach the course during the spring should be aware of this possibility, and try to work harder with the students. For ACCT 208, we were disappointed with the results from questions 5, 6, 11, and 12. These questions have to do with Cost of Goods Manufactured and Cost of Goods Sold. These are points that everyone concentrates on early in the semester, and there was conjecture that many of the students forget these concepts by the time the final exam comes around. There was discussion about finding a way to make the students review some of these earlier concepts at some point late in the semester. One possibility would be to create a homework problem and/or take-home quiz during the chapters on standard costing and variances. This problem would require the students to do a Schedule of Cost of Goods Manufactured and income statement using normal costing (from the beginning of the semester) and then using standard costing (from near the end of the semester). Absorption vs. variable costing could also be part of the quiz/homework problem, and would help strengthen those concepts, also. During the spring semester exam, there were a number of students who had questions about numbers 11 and 12, so it was also decided that the format of the questions needed to be modified somewhat.

We were also disappointed with the results from question 37 on the ACCT 208 exam. We all felt like this was a point that we had made in class, and that it was something that the students should have known much better than the 74% who got it right. We agreed to find some way to stress this point even more in the future.
### ACCT 207 RESULTS-08F (VERSIONS 2/4 - 241 STUDENTS)

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C. Undergraduate MIS Program - Learning Objectives and Assessment Process

1. Where We Were
   a. As of the fall of 2007, the MIS faculty was largely satisfied with the content of our MIS program. Our enrollments remained high, and student placements were going well. At the same time, there was a consensus that the content of the courses needed to be updated. Programming was a large component of MISY 225, MISY 330, and MISY 430: our minors rarely accept positions, however, that require programming knowledge. We also wanted to improve coverage of problem-solving and analytical thinking concepts that would provide students with more valuable skills after graduation. As a first step toward program improvement, we focused on improving MISY 330 and MISY 430. These courses reflect the core competencies required of both MIS majors and minors. Faculty next met to discuss how these courses could be improved. The consensus was:

### ACCT 208 RESULTS FOR 09S (VERSION 1 - 432 STUDENTS)

<table>
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<tr>
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<th>Unanswer</th>
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1. To increase focus on using the systems development life cycle (SDLC) as a problem-solving framework;
2. To expand coverage of database modeling, especially entity-relationship and logical data modeling;
3. To develop examples and projects more directly applicable to real-world scenarios;
4. To decrease emphasis on system implementation (i.e., programming and database implementation) and focus more on problem definition and exploration of solutions (i.e., systems analysis and design).

2. Where We Are
   a. We continue to make incremental progress toward reaching the above goals. The following steps have been taken:

   1. Faculty met numerous times with companies such as JP Morgan Chase, Price Waterhouse Coopers, KPMG, Smart LLP, Grant Thornton, and Ernst & Young. These meetings focused on the content validity of our program—that is, the appropriateness of what we were currently covering versus what we should be covering. In general, these business professionals expressed high levels of satisfaction with our program. Suggestions for improvement included expanding coverage of understanding business processes, IT controls, ERP Systems, and project management could have greater emphasis in the program.
   2. Starting in the fall 2009, the opening module of MISY 430 will focus on the challenges of human problem-solving and as well as how problem-solving can be improved. The SDLC will continue to be used as a framework for problem-solving;
   3. Starting in spring 2008, coverage of entity-relationship modeling was more extensive and more time has been allocated for these concepts;
   4. Starting in the 2008-09 academic year, the programming requirements for the MISY 330 and MISY 430 final projects has been reduced. The final
projects now rely more on situations that relate more to the problems students are likely to face after graduation:

   a. The MISY 30 final project requires students to start with a poorly formed data set (e.g., a large spreadsheet or flat file) and re-engineer the content into a relational structure. This process parallels the type of analysis that would likely need to be completed in an actual company.
   
   b. The MISY 430 final project requires students to improve the business processes of an existing campus organization. Students interview members, define the problem, develop a web-based survey to collect data, and then analyze the results. A significant portion of their grade is based on their recommendations for improvement.

3. Where We Are Going

   a. We have made considerable progress in the past year. Given the feedback from our company meetings, we have increased the emphasis on many of the suggested topics. MISY 431/2 has added a project management component, and has added guest speakers on the importance of IT controls. All projects must address the importance of IT controls in the final deliverable. We have also added two one-credit ERP courses as MISY electives. The MISY 430 class increased its focus on the importance of business processes, including coverage of data flow diagrams. As evidenced by the data we have collected on the MISY 160, MISY 330, MISY 430, MISY 431/2 classes, the courses common to the MIS major and minor have been addressed. We have begun to collect data to confirm that this direction is achieving our objectives. In the future, we will focus on addressing the learning objectives in the courses specific to the MIS major. One preliminary decision was to increase focus on web development in the MIS major. MISY 350—Business Application Development—was added in the fall of 2008. This class covers concepts related to web application
design—XHTML, cascading style sheets, the C# programming language, object-oriented programming, service-oriented architectures, and web services. We are currently discussing possibly changing the focus of the existing emerging technologies class (MISY 340), which was last taught in the spring of 2008. Although the current version was a success, we are weighing the option of using this class to extend the topics covered in MISY 350. The new focus would be to cover emerging technologies within the context of web site design. Additional topics such as XML, data-driven web applications, AJAX, and mash-ups are possible topics. At present, this direction is preliminary and requires additional faculty discussion. During the 2009-10 academic year, we will be building on this progress by collecting data for the MISY 225 course, the only remaining course that is common for MIS majors and minors. We also plan to collect data for the courses specific to the MIS major, including CISC 250, MISY 340, and MISY 350. This additional data will help us to determine how well the learning objectives for these courses are being achieved.

4. MISY 330

a. **Assessment Information - MISY 330** focuses on the analysis and design of databases. More conceptually, students analyze the structure of data and restructure it to enhance data integrity. These data are then used for decision support tasks, such as the design and implementation of reports.

b. **Learning Objective:** Students will be able to demonstrate proficiency in using relational databases to accomplish business decision support tasks. Student proficiency is assessed through final class scores and projects embedded in MISY 330. In spring 2008, students were apparently doing very well on both the final project and in their final course grades:

c. **Assessment: MISY 330** Spring 2008 Summary Statistics:

<table>
<thead>
<tr>
<th></th>
<th>Final Project</th>
<th>Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Min</td>
<td>81.5</td>
<td>74.94</td>
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<tr>
<td>Max</td>
<td>97.5</td>
<td>98.25</td>
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<tr>
<td>Average</td>
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</table>
MISY 330 instructors were concerned, however, that the implementation of this learning objective was overly focused on programming, not on analysis and design. Of special concern was some students’ lack of competence in modeling relational databases in the subsequent MISY 430 course and their ability to develop data sets that were high in integrity for decision support tasks. The consensus was that too much course time was allocated to implementation (VB.NET programming) in MISY 330, most specially to the final web development project. Because our MIS major and minor program focuses more on the development of business analysts than technical programmers, the decision was made to reduce the final project’s emphasis on VB.NET and increase course focus on the core learning objective—developing students’ ability to accomplish decision support tasks. The instructors therefore decided that the focus of the course needed to change to focus more on the analysis and design of databases. Starting in spring 2009, more time was allocated to data modeling at the start of the course. Students were also exposed to a broader set of scenarios so that they could develop their modeling expertise to a greater degree. Coverage of the SQL language, which is critical for generating the data needed for decision support tasks, was also expanded. In the final project, students are now expected to start with a poorly designed data set (e.g., a large spreadsheet), restructure it into a relational format. Although students still implement a web-based interface that interacts with their database, the focus is now on the creation of high quality data sets that enable decision support tasks.

MISY 330 Spring 2009 Summary Statistics:

<table>
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<tr>
<th>Statistics</th>
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<th>Final Score</th>
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<tr>
<td>Stdev</td>
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</table>
The above data summary support our belief that this change in focus was appropriate. Student scores on the final project were in the A - to A range, and average scores for the class were in the B to B+ range. Perhaps more importantly, however, is that the metric for assessing the course learning objective has changed. Final project scores now focus more on decision support tasks (e.g., data modeling, developing improved data structures, implementing reports that inform business decisions) and less on programming.

We continue to reassess the efficacy of the change, however, and will be evaluating students' performance in the subsequent MISY 430 systems analysis and design class, which will be taught this fall. We plan to implement an abbreviated review of data modeling concepts in MISY 430 to determine if students can implement the desired learning objectives.

5. MISY 430

a. Assessment Information - MISY 430 focuses on the analysis and design of business systems. Traditionally, SAD has focused on the development of computer-based information systems. In the past two years, the MIS minor program has been moving toward focusing on developing the problem-solving skills of our students. This shift was deemed appropriate given that our students rarely become programmers: more often they become business analysts. The MIS discipline is increasingly looking at the systems development life cycle as a problem-solving framework, so shifting the focus of MISY 430 away from an implementation focus was also seen as timely and consistent with general trends in other institutions. In the fall of 2007, therefore, the MISY 430 instructors made major changes in the class to focus more on the analysis of business processes and systems. The focus moved away from implementing a system and toward problem definition (analysis) and examination of possible solutions (design). Students were still expected to develop a solution, but the project focused less on programming. For example, some
students developed Access databases or Excel spreadsheets with macros or VBA routines. In other sections, students developed web-based surveys for an actual campus organization, collected actual data, analyzed the results, and made recommendations for process improvement.

b. Assessment MISY 430 - Fall 2008 Summary

<table>
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<td>Max</td>
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<tr>
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<td>87.32</td>
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<tr>
<td>Stdev</td>
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The above summary supports our belief that this change in focus was appropriate. Students did very well on both the final projects and their final grades in the course. We also feel this course content is more consistent with student projects in the MISY 431/2 projects course, which provides better continuity in our program. We continue to reassess the efficacy of the change, however.

6. MISY 431 and MISY 432

a. Assessment Information - MISY 431
   Technological Problem Solving and MISY 432
   Problem Solving Project Management

b. Learning Objective - Students will demonstrate an ability to identify and refine a user/client business problem, develop requirements, and propose alternative solutions for implementation.

c. Assessment: Through grades on projects in MISY 431/432 (final course grades).

Summary Statistics

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<tr>
<td>A -</td>
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</tr>
<tr>
<td>B +</td>
<td>20%</td>
<td>2%</td>
</tr>
<tr>
<td>B -</td>
<td></td>
<td>1%</td>
</tr>
<tr>
<td>C -</td>
<td>1%</td>
<td>2%</td>
</tr>
</tbody>
</table>
i. **Analysis Course Description:** This is a six credit MIS capstone consulting project which guides an interdisciplinary student team through the process of defining, researching, analyzing, recommending, and implementing an information systems solution to a client’s business problem. These projects are intended to solve an existing business problem while challenging the students to combine their academic experience with the realities of today’s business environment. The MIS consulting project follows the stages of the systems development life cycle including: project and team organization, project definition, proposed system and system delivery.

ii. **Spring 2008:** Data was collected for spring 2008 and the MIS project faculty met at the end of the semester to discuss the results.

   a. All sections of the class met together (all faculty, all students) in a large lecture hall.
   b. Focus was on project implementation and final deliverables.
   c. A custom book that was used in MISY 430 was required for MISY 431/432

Our analysis of the final projects indicated that the students needed more project management skills in order to successfully complete the capstone course. It was also determined that the students needed to employ the systems development life cycle in a more systematic manner. We determined that team building skills were critical for the students. We also decided that more emphasis needed to be placed on using skills acquired in earlier MIS courses. The book was not an effective tool for the capstone projects.

iii. **Changes Implemented in Spring 2009**

   a. In order to more effectively manage the student teams and deliver required content to them, the classes were separated into 4 smaller sections. Each faculty met with their project teams as a separate class instead of a large lecture with all students.
   b. The course focused more heavily on project management skills, tools and techniques. A new book focused solely on managing projects was employed in all sections.
   c. More emphasis was placed on the Systems Development Life Cycle.
d. Content from MISY 430 was reviewed and referred to throughout the course.

e. Team building and team management content was integrated into the course.

f. The faculty applied for and received a grant to work with the Center for Teaching Effectiveness and the Office of Educational Assessment for improving and revising capstone experiences.

g. A learning management system, SAKAI, was employed by all project faculty to deliver common content and materials to the students to insure consistency in the capstone experience across multiple sections.

h. Rubrics were developed for key deliverables in the course (presentations, research, learning journals, reports).

i. External reviewers attended the teams’ final presentations to the MIS faculty:

   a. Other MIS faculty
      1. MIS faculty will incorporate feedback into the earlier MIS courses based upon observing project presentations. Project faculty will also incorporate comments to improve the capstone experience and maintain consistency throughout the MIS curriculum.
      2. Office of Service Learning Provides feedback on capstone projects for non-profit organizations.
      3. Center for Teaching Effectiveness. We will be receiving feedback from the Center for Teaching Effectiveness to assist us in improving the course for next spring.

4. Analysis of Results from Spring 2009

   1. The results from spring 2009 indicate that the changes implemented for the capstone projects were appropriate.

   2. It was determined that a more consistent means of assessment should be employed. We are currently evaluating final grades in the project courses. It would be more effective to evaluate the student proposal grades, which is an indicator of success for the remainder of the semester.

   3. Rubrics will be developed to assess the students’ progress via their mid-semester project proposals. The proposal includes the students’ research, evaluation of alternatives, their chosen solution and their implementation and training plans. This will more accurately measure achievement of the learning objective noted above.
4. Project faculty also decided that more review was needed for database design and development. A brief summary reviewing the process to be used for database projects will be developed in conjunction with the faculty for MISY 330. More emphasis will also be placed on the feasibility analysis as it pertains to each project. We will also continue to emphasize IT controls as they relate to each stage of the systems development life cycle.

D. Undergraduate Accounting Program

1. **Objective 1**, Students will show proficiency in financial reporting in XBRL format

**ACCT 425 - Fall 2008**

a. Program learning objective: Students will show proficiency in financial reporting in XBRL format. How assessed: A project in which students were required to access a 10-Q SEC XBRL filing and analyze it and answer questions related to understanding XBRL formatted financial statements. Results frequency distribution:

   50 (4) 48 (7) 46 (1) 45 (8) Avg: 47.1

How assessed: A final exam question in which students were asked to explain the purpose of a couple of key elements (schemaRef and context) in XBRL financial reports. Results frequency distribution:

   25 (1) 23 (1) 22 (3) 21 (1) 20 (2) 19 (2) 18 (2) 16 (2) 15 (1) 14 (2) 13 (2) 12 (4) 10 (2) 5 (1) Avg: 16.26

Feedback/Analysis: The results indicate that the students do well when asked to evaluate SEC filings in XBRL format but not as well when asked about specific technology complexities within XBRL instance documents on the final exam. AIS and MIS professors met in an assessment meeting and discussed these results. Only one professor teaches this course and it was determined that a review of the presentation of the details and technical aspects of XBRL financial reporting would be appropriate.

**ACCT 425 - Spring 2009:**

b. Program learning objective: Students will show proficiency in financial reporting in XBRL format. How assessed: A project in which students were required to access a 10-Q SEC XBRL filing and
analyze it and answer questions related to understanding XBRL formatted financial statements. Results frequency distribution:
50 (9) 49 (15) 48 (7) Avg: 49.06
How assessed: A final exam question in which students were asked to explain the purpose of a couple of key elements (schemaRef and context) in XBRL financial reports. Results frequency distribution:
25 (1) 24 (11) 22 (6) 20 (2) 19 (3) 10 (1) 2 (1) Avg: 20.8
Feedback/Analysis: The professor teaching the course implemented minor changes in his presentation of the details and technical aspects of XBRL financial reporting and the results show improvement. The results indicate that the students do well when asked to evaluate SEC filings in XBRL format and significant improvement when asked about specific technology complexities within XBRL instance documents on the final exam. AIS and MIS professors met in an assessment meeting and discussed these results. We will continue to assess results and improve our metrics.

2. **Objective 2**, Understanding of proper classification and recording of transactions consistent with the conceptual framework of GAAP.
   a. Results are needed from final exams for ACCT 315 and 316, and those results need to be discussed. The instructors of these courses are coordinating efforts for the coming fall semester.

   a. Same needs for objective 2

4. **Objective 4**, Comprehensive understanding of the preparation and attention of financial statements.
   a. Most, if not all, topics in ACCT 415 (Advanced Accounting) are somehow related to the preparation of financial statements. The attestation part of the learning objective was covered in Part 2 of the memo (ACCT 417 – Auditing). We looked at the grades on tests, the final exam, and one project for the course. Grades on the first test and the final exam were found to be acceptable (above 80%) and positive evidence of learning. However, grades on the second mid-term test were much lower and a cause for concern (roughly 59% in one class and
roughly 69% in the other). Topics on this exam included minority interest, intercompany transactions, and foreign exchange. Because of the low grades, the instructor added a case assignment to the course, hoping to strengthen the learning process. Virtually all students got either 95 or 100 on the added case, but the intent was that by performing the requirements of the case, the students were learning more about the topics. Going forward, the instructor is considering (1) adding other cases to the course and having the students hand in the cases before time for the test that covers these topics, and (2) changing the material on the first and second test so that the second test isn’t covering so many more difficult topics than the first test and the final exam.

1. See data below:

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<tr>
<td>105</td>
<td>95.1</td>
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<td>96</td>
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</tbody>
</table>
b. The ACCT 417 class (Auditing) is very involved with the attestation of financial statements. Because of this, we looked at the students’ overall grades on the comprehensive final exam in the course, plus the results of 3 questions on the exam that related specifically to attestation. The average grade on the final exam was 74.6, which we deemed to be acceptable for a senior-level accounting course. The results of the 3 chosen questions were even better, as shown below. Based on the above results, there is evidence that the “attestation” part of the learning objective is being attained.

c. Three questions taken from the final exam, along with the students’ performance on the questions, are as follows:

1. To gather evidence regarding the balance per bank in a bank reconciliation, an auditor could examine all of the following except:
   A) Cutoff bank statement.
   B) Year-end bank statement.
   C) Bank confirmation.
   D) General ledger.

   Class Score: 86.5%

2. An auditor selects a sample from the file of shipping documents to determine whether invoices were prepared (i.e., works forward through the audit trail). This test is to satisfy the audit objective of:

   A) Accuracy.
   B) Existence/occurrence.
   C) Control.
   D) Completeness.

   Class Score: 78.4%

3. Which of the following types of matters do not generally require disclosure in the financial statements?
   A) General risk contingencies.
   B) Commitments.
   C) Loss contingencies.
   D) Liabilities to related parties.
5. Objective 5, Understanding the code of professional conduct and ethics.

a. There were 2 questions on the final exam in ACCT 417 that related directly to the AICPA Code of Professional Conduct. The questions and results are shown below:

   1. Which of the following acts by a CPA would not necessarily be considered an act discreditable to the profession under Rule 501 of the AICPA Code of Professional Conduct?
      A) Prohibiting a client’s new CPA firm from reviewing the audit working papers after the client has requested the CPA to do so.
      B) Engaging in discriminatory employment practices.
      C) Robbing a convenience store.
      D) Knowingly signing a false tax return.

   Aggregate student score: 60%

2. Independence of a CPA with respect to a client is not impaired if:
   A) The CPA has a loan to an officer of the client.
   B) The CPA has an immaterial direct interest in the client.
   C) The CPA is trustee for the client's pension plan.
   D) The CPA has an immaterial joint, closely held business investment with the client.

   Aggregate student score: 60%

<table>
<thead>
<tr>
<th>Question</th>
<th>% Correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>60%</td>
</tr>
<tr>
<td>2</td>
<td>60%</td>
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</table>

We found the 2 questions to be legitimate and fair. Thus, we were somewhat disappointed by the results attained by the students. The instructor is going to strengthen a case given during the semester that relates to ethics and independence. We would like to see the grades on this case after the fall semester, as well as the results on the questions on the final exam.
6. **Objective 6**, Understanding and analyzing information for internal decision making.

<table>
<thead>
<tr>
<th>Question</th>
<th>Fall - % correct</th>
<th>Spring - % correct</th>
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<tbody>
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<td>1</td>
<td>85.7%</td>
<td>76%</td>
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<td>2 (A)</td>
<td>83.7%</td>
<td>80%</td>
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<tr>
<td>2 (B)</td>
<td>43.9%</td>
<td>46%</td>
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<tr>
<td>2 (C)</td>
<td>44.9%</td>
<td>32%</td>
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<td>10</td>
<td>73.5%</td>
<td>82%</td>
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<td>11</td>
<td>92.9%</td>
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<td>14 - 22</td>
<td>73.5%</td>
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<td>24</td>
<td>55.1%</td>
<td>42%</td>
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<td>71.4%</td>
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<tr>
<td>35 - 38</td>
<td>92.5%</td>
<td>84.6%</td>
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</table>

b. Judging from the lower percentage of correct answers on certain questions, there are indications that the students understand procedures, but that they are not as able to apply these concepts to the usage of information for the purpose of making decisions. This is an important aspect of the learning objective and of the course, and the instructor needs to consider changing the emphasis of topics that are directly related to the decision-making process.

c. It was also noted that, in most cases, results from the spring semester were lower (and in some cases, significantly so) than results from the fall semester. While this may be something that the instructor of the course should be aware of, it is not contrary to expectations. Spring semester is when almost all accounting majors take ACCT 316 – Intermediate Accounting II, which is considered to be the most difficult class in the accounting curriculum, by far. The difficulty of ACCT 316 would minimize the students’ ability to spend a lot of time on their other courses. Also, since the spring is generally the “off” semester for ACCT 327, some of the students might be taking the course for the second time, or might be behind in the curriculum for other reasons.

d. While results are only shown for the past 2 semesters, the instructor of the course has been aware of low grades on questions 14-22 in the past.
Because of this, the instructor has added a special homework problem (a take-home quiz, if you will) to the course. This assignment asks the student to do 6 income statements based on variable vs. absorption costing, and using actual, normal, and standard costing. The instructor feels that, while this may have been helpful, the results of questions 14-22 are not as strong as he would like, particularly in the Spring Semester. Thus, he is changing, hopefully strengthening, the assignment for the upcoming Fall Semester as an attempt to improve the learning in this area.

E. MS in Accounting Program
1. New learning objectives have been developed for the MS in Accounting Program. Data collected for assessment will begin in the Fall.
   a. Students will be able to demonstrate proficiency in interpreting and analyzing financial reporting data.
      1. This is assessed through grades on test questions and projects embedded in Acct820.
   b. Students will be able to identify and evaluate the theoretical basis for accounting standards. This will be evaluated through grades on test questions and projects in Acct 810.
   c. Students will be able to crucially analyze and discuss global differences in accounting systems, including an understanding of the forces and circumstances that give to such differences (e.g., political, historical, economic, etc.).
      1. This will be evaluated through grades on test questions and projects embedded in Acct883.
   d. Students will be able to demonstrate proficiency in using spreadsheets and databases to accomplish business decision support tasks.
      1. It is assessed through grades on test questions and projects embedded in ACCT 804.

F. MS in IS&TM Program - Learning Objectives and Assessment Results
1. The MS in IS&TM program has three learning objectives. The objectives, how they are assessed, and
the outcome of our assessment activities are detailed below:

a. **ACCT 806 - Spring 2008: System Analysis, Design, and Implementation**
   Program learning objective: Students will demonstrate proficiency in analyzing business problems, and recommending, designing, and implementing IS solutions for management.
   How assessed: The final exam in which students were required to develop UML diagrams, such as use case diagram, activity diagram, and class diagram, based on several cases and complete multiple choice questions on concepts and methodologies on system analysis, design, and implementation.
   Results:
   Total number of students: 35
   Average grade: 86.9 out of 100
   Standard deviation: 11.9
   Grade frequency distribution:
   [100, 90): 13  [90, 80): 17  [80, 70): 3  [70, 0): 2
   Course Description: ACCT 806, Systems Analysis, Design & Implementation, is a core course in the MS in IS&TM program. It covers IS analysis techniques, IS design tools and techniques, and IS implementation. Students work on projects to accomplish requirements gathering, learn how to use analysis and design tools and techniques, and resolve issues and problems in IS implementation.
   Feedback/Analysis: The results indicate that the students do OK when asked on a final exam to apply the techniques and tools learned during the semester. AIS and MIS professors met in an assessment meeting and discussed these results. It was determined that assessment techniques would be monitored and improved if possible.

b. **ACCT 805 - Fall 2008**:
   Program learning objective: Students will demonstrate knowledge of current issues in MIS.
   How assessed: A project in which students create a relatively complex set of financial statements in XBRL format and write the XSLT code to render them as a Web page.
   Results frequency distribution:
   50 (7)  49 (1)  48 (23)  46 (2)  44 (1)  35 (2)  30 (1)  Avg: 47
How assessed: A final exam question in which students were required to access a 10-Q SEC XBRL filing and analyze it and answer questions related to understanding XBRL formatted financial statements. Results frequency dist.: 24 (3) 23 (7) 22 (6) 21 (3) 20 (3) 19 (2) 18 (8) 17 (3) 15 (2) 0 (1) Avg: 19.8

Course Description: ACCT 805, Current Issues in MIS, is a capstone course in the MS in IS&TM program. It is a custom designed course that covers current issues related to MIS and information technology. Students read current materials and complete a number of hands-on projects using current information systems technology including financial reporting with XBRL, analysis of SEC filings in XBRL format, cloud computing, and Web services.

Feedback/Analysis: The results indicate that the students do OK when asked to evaluate a 10-Q SEC filing in XBRL format on the final exam. AIS and MIS professors met in an assessment meeting and discussed these results. Only one professor teaches this course and it was determined that more detailed coverage of the analysis of SEC filings and the technical aspects of XBRL financial reporting would be appropriate.

c. ACCT 804 - Fall 2008: Database Design, Networks & Implementation

Program learning objective: Students will demonstrate proficiency in analyzing business problems, and recommending, designing, and implementing IS solutions for management.

How assessed: A project in which students design, create and use a database for a business problem using a database management system (DBMS):
Results:
9 (1) 10(2) 11 (2) 12(3) 13 (6) 14 (15) 15(5) Max: 15 Avg: 13.2

How assessed: An exam question in which students were required to develop an Entity-Relationship Diagram (ERD) based on the given information. Results frequency distribution: 70(2) 69(1) 68(3) 66(1) 65(1) 64(1) 63(4) 61(5) 60(3) 58(4) 56(4) 54 (1) 52(2) 51(1) 45(1) Max: 70 Avg: 61
How assessed: An exam question in which students were required to create a Logical Design Model (LDM) based on a certain case.
Results frequency distribution: 30(16)  29(9)  28(3)  26(1)  25(1)  24(1)  23(1)  22(1)  21(1)
Max 30 Avg: 28.4

Course Description: ACCT 804, Database Design, Networks & Implementation, is a core course in the MS in IS&TM program. It covers data modeling and the design of database solutions to solve business problems. Students work on projects individually and in teams to using tools and techniques to analyze problems, model data and relationships, and design solutions to solve business problems.

Feedback/Analysis: The results indicate that the students do well on projects and when asked on a final exam to apply the techniques and tools learned during the semester. AIS and MIS professors met in an assessment meeting and discussed these results. It was determined that assessment techniques would be monitored and improved if possible.

d. ACCT 806 - Spring 2009: System Analysis, Design, and Implementation
Program learning objective: Students will demonstrate proficiency in analyzing business problems, and recommending, designing, and implementing IS solutions for management.
How assessed: The final project in which students working in 5-person teams were required to develop UML diagrams, including use case, activity, class, and sequence diagrams, for a sample company/case problem.
Results:
Total number of students: 30
Average grade: 89.6 out of 100
Standard deviation: 4.71
Grade frequency distribution: 84(5)  85(5)  86(5)  94(10)  95(5)

Course Description: ACCT 806, Systems Analysis, Design & Implementation, is a core course in the MS in IS&TM program. It covers IS analysis techniques, IS design tools and techniques, and IS implementation. Students work on projects to accomplish requirements gathering, learn how to use analysis and design tools and techniques, and resolve issues and problems in IS implementation.
Feedback/Analysis: The results indicate that the students do well on a large project which requires them to apply the techniques and tools learned during the semester. AIS and MIS professors met in an assessment meeting and discussed these results. It was determined that assessment techniques would be monitored and improved if possible.

e. MISY 840 – Spring 2009: Project Management and Costing
Program learning objective: Students will demonstrate proficiency in applying project management concepts.
How assessed: A project in which over the semester students develop an encompassing project plan/report consisting of project management and costing principles applied to a software development case.
Results frequency dist. (out of 20): 20(4) 19(7) 18(3) 17(0) 16(1) 15(1) Avg: 18.4

Course Description: MISY 840, Project Management and Costing, is an advanced core course in the MS in IS&T program. It covers the concepts, tools, and techniques used to plan, execute, and evaluate IT projects. Students work on small projects and a large overall project requiring the application of the majority of the materials covered during the semester.
Feedback/Analysis: The results indicate that the students do well when asked to apply the concepts, techniques, and tools learned during the semester in a large complex IS project. AIS and MIS professors met in an assessment meeting and discussed these results. It was determined that assessment techniques would be monitored and improved if possible.
Appendix B
Department of Business Administration
Program Learning Objectives Assessment
2008-2009

Program Goal Assessment

During the 2006-2007 academic year, steps were taken to create College-wide learning goals and to assess the accomplishment of those goals. First, an Assessment of Learning Steering Committee developed a set of goals for the University and College. To measure our performance on the College goals, questions were added to the end of the student course evaluation instrument, as follows:

- Did this class enable you to critically evaluate the influence of legal, ethical or cultural factors on global business or economic environments/decisions?
- Did this class enable you to present logical and persuasive oral or written arguments analyzing a current issue in topics covered in this course?
- Did this class enable you to choose and use appropriate computer applications, quantitative reasoning, or research skills to devise solutions to business or economic problems?

During the 2007-2008 academic year, specific program goals were developed, and data were collected to assess the accomplishment of these goals. The annual report for 2007-2008 contains the assessment results for that academic year. The results for the 2008-2009 academic year are presented in tables at the end of this report, as follows:

Table 1: Management, Fall 2008
Table 2: Management, Spring 2009
Table 3: International Business Studies, Fall 2008
Table 4: International Business Studies, Spring 2009
Table 5: Marketing, Fall 2008 and Spring 2009
Table 6: Operations Management, Fall 2008 and Spring 2009
Table 7: Master of Science in Organizational Effectiveness, Development, and Change, Fall 2008-Spring 2009

In each table, we list the program goals, briefly describe how each goal was assessed, indicate student performance on the goals (e.g., percentage of students who demonstrated achievement of each goal), and describe plans for taking action to enhance results for subsequent semesters (closing the loop).
As a result of the learning assessment process, the Department is working toward standardization of the curriculum for adjunct instructors teaching large-enrollment introductory courses (BUAD301, Introduction to Marketing; BUAD309, Management & Organizational Behavior). The Department offers approximately 15-17 sections of each of these courses during each academic year, a number of which are taught by adjunct instructors. (BUAD306, Operations Management, is also offered in numerous sections, but all are currently being taught by full-time staff.) Standardization of the curriculum for all sections taught by adjunct instructors should result in more uniform student learning of the core concepts in business as well as improved assessment methods.

In the Marketing program (Table 5), the student scores for “Be able to analyze and interpret data for making marketing decisions” are somewhat better than in previous years (79% scored C- or better, compared to 65% and 69% for the previous two years). It is not surprising that undergraduate students would have difficulty with the statistics involved in data analysis—this is traditionally a very difficult subject for students. To improve students’ understanding of the fundamentals of statistics, the Department is offering a new experimental course for honors students (Business & Economic Statistics I and II), which will substitute for the current statistics prerequisites offered in the Math department (Math 201/202), and its content will target Lerner College students. Depending on student feedback and performance, the Department and College could consider expanding the course to non-honors students in the future. This is a possible long-term solution to the problem of providing students a better foundation in statistics, which we will continue to explore.

With regard to the MS in Organizational Effectiveness, Development, and Change, the fact that all students failed at least one item on first sitting for the exam continues to be of some concern to the faculty. Similarly to our analysis last year, faculty grading the items indicated that there were two common problems. First, most failed responses did not adequately justify their answers by citing theory or research. Second, some of the responses were predicated upon assumptions that are not supported by theory or empirical evidence.

The faculty concluded that we need to continue to communicate strong expectations for “evidence based management” (i.e. drawing conclusions and making decisions based on strong theory and empirical evidence) in all classes and in preparation of the comprehensive examination. We also considered that most of the courses have take-home essay exams instead of in-class exams. Perhaps students are not able to prepare for the in-class format of the comp exam because they have not experienced it in classes. The faculty decided to administer the comp exam as a “take home” in the next examination, allowing students to access the library and other resources during the writing of the exam.
Table 1.

Undergraduate Program Goals  
Department of Business Administration  
Program: Management  
Semester/Year: Fall 2008

<table>
<thead>
<tr>
<th>Program Goal: Students will demonstrate an understanding of...</th>
<th>How Assessed:</th>
<th>Results:</th>
<th>Closing the Loop: Any actions to enhance results</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>% of students obtaining C- or better (70%)</td>
<td>Comments</td>
</tr>
<tr>
<td>A. Fundamental techniques and concepts related to managing people and organizations,</td>
<td>Exam scores in BUAD309</td>
<td>Exam 1: 90.3%  Exam 2: 90.7%  Exam 3: 92.7%</td>
<td>To ensure more uniform learning and assessment, Department is standardizing the curriculum for all adjuncts teaching BUAD309.</td>
</tr>
<tr>
<td>B. Including the ability to work successfully in groups,</td>
<td>Peer evaluation adjusted grade on group project in BUAD441</td>
<td>100%</td>
<td>No</td>
</tr>
<tr>
<td>C. Effective communication skills, and</td>
<td>Class participation average in BUAD441</td>
<td>93.2%</td>
<td>No</td>
</tr>
<tr>
<td>D. The ability to accurately analyze and evaluate a company’s strategy.</td>
<td>Grade on written case analysis in BUAD441</td>
<td>74.0%</td>
<td>This is a difficult task, and higher success rates are not expected.</td>
</tr>
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</table>
Table 2.

Undergraduate Program Goals
Department of Business Administration
Program: Management
Semester/Year: Spring 2009

<table>
<thead>
<tr>
<th>Program Goal: Students will demonstrate an understanding of... .</th>
<th>How Assessed:</th>
<th>Results:</th>
<th>Closing the Loop: Any actions to enhance results</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>% of students obtaining C- or better (70%)</td>
<td>Comments</td>
</tr>
<tr>
<td>A. Fundamental techniques and concepts related to managing people and organizations,</td>
<td>Exam scores in BUAD309</td>
<td>Exam 1: 97.5% Exam 2: 95.0% Exam 3: 94.5%</td>
<td>To ensure more uniform learning and assessment, Department is standardizing the curriculum for all adjuncts teaching BUAD309.</td>
</tr>
<tr>
<td>B. Including the ability to work successfully in groups,</td>
<td>Peer evaluation adjusted grade on group project in BUAD441</td>
<td>99%</td>
<td>No</td>
</tr>
<tr>
<td>C. Effective communication skills, and</td>
<td>Class participation average in BUAD441</td>
<td>86%</td>
<td>No</td>
</tr>
<tr>
<td>D. The ability to accurately analyze and evaluate a company’s strategy,</td>
<td>Grade on written case analysis in BUAD441</td>
<td>99%</td>
<td>Instructor not the same as that for Fall 2008.</td>
</tr>
</tbody>
</table>
Table 3.

Undergraduate Program Goals
Department of Business Administration
Program: International Business Studies
Semester/Year: Fall 2008

<table>
<thead>
<tr>
<th>Program Goal:</th>
<th>How Assessed:</th>
<th>Results:</th>
<th>Closing the Loop: Any actions to enhance results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will demonstrate an understanding of...</td>
<td>% of students obtaining C- or better (70%)</td>
<td>Comments</td>
<td></td>
</tr>
</tbody>
</table>
| A. The environmental aspects of international business and how they impact the international business activities of firms. | Exam scores in BUAD382              | Exam 1: 93.9%  
Exam 2: 87.8%                                                                 | No |
| B. Fundamental techniques and concepts related to managing people and organizations, | Exam scores in BUAD309              | Exam 1: 90.3%  
Exam 2: 90.7%  
Exam 3: 92.7%                                                                 | To ensure more uniform learning and assessment, Department is standardizing the curriculum for all adjuncts teaching BUAD309. |
| C. The ability to accurately analyze and evaluate a company’s strategy.       | Grade on written case analysis in BUAD441 | 74.0%  
This is a difficult task, and higher success rates are not expected.         | No |

---

B-149
<table>
<thead>
<tr>
<th>Program Goal: Students will demonstrate an understanding of...</th>
<th>How Assessed: Exam scores in BUAD 382</th>
<th>Results: Exam 1: 91.3% Exam 2: 81.3% Exam 3: 95.0%</th>
<th>Closing the Loop: Any actions to enhance results</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>% of students obtaining C- or better (70%)</td>
<td>Comments Instructor not the same as that for Fall 2008.</td>
<td>No</td>
</tr>
<tr>
<td>A. The environmental aspects of international business and how they impact the international business activities of firms.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Fundamental techniques and concepts related to managing people and organizations.</td>
<td>Exam scores in BUAD 309</td>
<td>Exam 1: 97.5% Exam 2: 95.0% Exam 3: 94.5%</td>
<td>To ensure more uniform learning and assessment, Department is standardizing the curriculum for all adjuncts teaching BUAD 309.</td>
</tr>
<tr>
<td>C. The ability to accurately analyze and evaluate a company's strategy.</td>
<td>Grade on written case analysis in BUAD 441</td>
<td>99%</td>
<td>Instructor not the same as that for Fall 2008. No</td>
</tr>
<tr>
<td>Program Goal: Students will...</td>
<td>How Assessed:</td>
<td>Results:</td>
<td>Closing the Loop: Any actions to enhance results</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>---------------</td>
<td>----------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>A. Demonstrate knowledge of marketing concepts,</td>
<td>Selected exam questions in BUAD301</td>
<td>Fall 08 Exam 1: 79% Exam 2: 91% Exam 3: 93% Spring 09: Exam 1: 88% Exam 2: 94% Exam 3: 58%</td>
<td>Comments: Assessment approach different from Fall 2007, Spring 2008—entire exams used instead of specific questions; Fall 08 and Spring 09 data not from the same instructor. Though results are improved compared to previous assessment results, Department is standardizing the curriculum for all adjuncts teaching BUAD301 to ensure more uniform learning and assessment.</td>
</tr>
<tr>
<td>B. Be able to analyze and interpret data for making marketing decisions,</td>
<td>Data analysis exercise in BUAD302</td>
<td>79% (Fall 08)</td>
<td>Results are improved compared to the last two years (65%, 69%). Department is offering a new experimental course for honors students (Business &amp; Economic Statistics), which is taken before BUAD302. Objective is to improve students’</td>
</tr>
</tbody>
</table>
C. Make comprehensive recommendations that are fully supported using both quantitative evaluative evidence, and

<table>
<thead>
<tr>
<th>C. Make comprehensive recommendations that are fully supported using both quantitative evaluative evidence, and</th>
<th>Case analyses in BUAD 479</th>
<th>100% (Spring 09)</th>
<th>No.</th>
</tr>
</thead>
</table>

D. Be able to communicate the results persuasively.

| D. Be able to communicate the results persuasively. | Case analyses in BUAD 479 | 100% (Spring 09) | No. |
### Table 6.

**Undergraduate Program Goals**  
**Department of Business Administration**  
**Program: Operations Management**  
**Semester/Year: 2008-2009**

| Program Goal: Students will demonstrate... | How Assessed: Four assignments from BUAD 346 | Results: Means: Ass. I: 92.9  
A ss. II: 94.5  
A ss. III: 96.2  
A ss. IV: 95.2 | Closing the Loop: Any actions to enhance results  
Scores | Comments: See below for assignment descriptions. |
|---|---|---|---|---|
| A. Knowledge and understanding of operations management concepts, | Proposal scores, model scores, final project scores from BUAD 449. | Means: Proposal: 85%  
Model: 95%  
Final: 90% | No |
| B. Proficiency in using applicable quantitative methods, and | Scores on design and implementation of an actual solution, project management scores, BUAD 448. | Means: Design: 90.8%  
Implementation: 90.6%  
Project management: 88.3% | No |
| C. The ability to apply these concepts and tools in a practical setting. | |

**Assignment I:** Applies a decision tree to make a decision about which of three products to introduce, and it also involved some simple sensitivity analysis.  
**Assignment II:** A full preposterior Bayesian analysis that started with a basic decision tree and went through the updating of probabilities based on a sample of additional information.
Assignment III: a Goal Programming assignment including problem formulation and a graphical solution. It also includes analyzing a problem through Markov Processes.
Assignment IV: Includes two problems, the first of which is to be solved by using dynamic programming and the second one using the Analytic Hierarchy process.
## Table 7.

**Master of Science in Organizational Effectiveness, Development and Change**  
*Report for the 2008-09 Academic Year*  
**Prepared June 30, 2009 by John Sawyer, Program Director**

Assurance of Learning Goals  
MS in Organizational Effectiveness, Development, and Change

<table>
<thead>
<tr>
<th>Essential Competencies:</th>
<th>Evaluated by:</th>
<th>Comp Exam</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Thesis/Project</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Effective Communication skills as change agents and facilitators in organizations undergoing change</th>
<th>x</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Appropriate application of statistical and diagnostics tools in addressing complex issues in business and management</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Ability to defend one's analysis and recommendations for organizational problems and situations</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Understand how individual and organizational factors influence the behavior of individuals in organizations</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Understand the multi-dimensional nature of organizational effectiveness, including task, ethical, and contextual performance</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Knowledge of how organizational ethics and employee behavior are affected by external stakeholders and internal practices and policies</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Skill in building strategies and plans to manage disruptions from organizational transitions and change</td>
<td>x</td>
<td>x</td>
</tr>
</tbody>
</table>
This year is the second year that we have administered the Comprehensive Examination. Seven students took the comprehensive examination. Five students graduated this year: four who took the comprehensive examination and one who entered the program prior to the comp exam requirement. All the five who have graduated completed the Professional Project.
**Table 7, continued**

**PROFESSIONAL PROJECT PRESENTATION
ASSURANCE OF LEARNING EVALUATION FORM**

The items below reflect the Assurance of Learning standards set forth in the OEDC Program Accreditation goals. Please use the following scale to rate how well the candidate’s Professional Project presentation reflects attainment of the goals. Put the number corresponding to your evaluation in the blank next to the statement.

1 = strongly disagree  2 = disagree  3 = neither disagree nor agree 4 = agree  5 = strongly agree
NA = not able to assess

NOTE: The numbers entered below are averages of all ratings during the evaluation year.

- **4.37** Candidate demonstrates communication skills to effectively function as a change agent and facilitator in organizations undergoing change.

- **4.25** good preparation (well organized professional presentation)

- **4.72** spoke clearly and audibly (easy to understand)

- **4.37** Project reflects good understanding of related literature and application to the project.

- **3.83** Project reflects appropriate application of analytic, diagnostic and/or statistical tools in addressing complex issues in business and management.

- **3.95** Candidate demonstrated ability to defend one's analysis and recommendations for organizational problems and situations (i.e. Answered questions and challenges effectively.)

- **4.13** Understand the multi-dimensional nature of organizational effectiveness, including task, ethical, and contextual performance. (i.e. The project was well designed and effectively implemented given the needs of the organization and situation.)

- **4.06** Project and/or recommendations reflect the candidate’s skill in building strategies and plans to manage disruptions from organizational transitions and change.

- **4.26** Overall, Candidate did a good job.

Averages above are among 19 faculty and professional advisors ratings of seven candidates.

**ASSURANCE OF LEARNING ANALYSIS:**

The average scores reported above for the seven students reflect accomplishment of all competencies reflected in and assessed by the Professional Project. In the
coming academic year, greater emphasis in the design of professional projects will be placed on applications of analytical skills.

**COMPREHENSIVE EXAM DATA AND ANALYSIS**

The comprehensive exam was conducted as an in-class closed book exam, held on February 9, 2009, in a four hour session. The exam was announced in September 2007, and a study guide was distributed to all students who indicated that they were ready to take the exam. The exam was composed of 6 items (1-6 in the table below) that were drawn directly from the study guide, and two items that were “think on your feet items.” Students were asked to select 1 of these 2 items to respond to.

In the table below, where numbers are entered in the cell it indicates that the item was designed to assess the “Essential Competency.” The number entered is the number of students (out of 7) who achieved a passing score on first examination.

<table>
<thead>
<tr>
<th>Essential Competencies:</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appropriate application of statistical and diagnostics tools in addressing complex issues in business and management</td>
<td></td>
<td></td>
<td></td>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understand how individual and organizational factors influence the behavior of individuals in organizations</td>
<td></td>
<td>3</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understand the multi-dimensional nature of organizational effectiveness, including task, ethical, and international contextual performance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Knowledge of how organizational ethics and employee behavior are affected by external stakeholders and internal practices and policies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Skill in building strategies and plans to manage disruptions from organizational transitions and change</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

One of the students passed six of the 7 items, passing the exam on the first try. The remaining six of the seven students were required to rewrite their answers to the items they failed. Two of the six students passed all items upon rewrite. Two students failed item #4 upon rewrite. This item dealt with strategic planning. These students had BUAD800 in the fall of 2008. That term BUAD800 was taught by an adjunct. There were several complaints about the course. Evidently that class did not prepare the students adequately. One student failed item #5 on
This student was a dual degree student and took BUAD 870 three years ago. It is suspected that the student did not perform well because he had the course some time ago and likely did not review the material adequately.

**ASSURANCE OF LEARNING ANALYSIS**

The fact that all students failed at least one item on first sitting for the exam continues to be of some concern to the faculty. Similarly to our analysis last year, faculty grading the items indicated that there were two common problems. First, most failed responses did not adequately justify their answers by citing theory or research. Second, some of the responses were predicated upon assumptions that are not supported by theory or empirical evidence.

The faculty concluded that we need to continue to communicate strong expectations for “evidence based management” (i.e. drawing conclusions and making decisions based on strong theory and empirical evidence) needs to be communicated through all classes and in preparation of the comprehensive examination. We also considered that most of the courses have take home essay exams instead of in-class exams. Perhaps students are not able to prepare for the in-class format of the comp exam because they have not experienced it in classes. The faculty decided to administer the comp exam as a “take home” in the next examination, allowing students to access the library and other resources during the writing of the exam.
Appendix C

Department of Economics
Assessment of Program learning Objectives, 2008-2009

Undergraduate Program Objectives
Department of: Economics
Program: BS/BA
Semester/Year: Fall 2008

<table>
<thead>
<tr>
<th>Program Objective:</th>
<th>How Assessed:</th>
<th>Results: % of students achieving objective</th>
<th>Comments</th>
<th>Closing the Loop: Any actions to enhance results</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Understand the role of markets and prices in the allocation of scarce resources.</td>
<td>Selected Questions on Final Exam in Introductory Microeconomics</td>
<td>70% of students correctly answered questions designed to assess this goal.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Understand the role of monetary and fiscal policy in stabilizing the economy.</td>
<td>Selected Questions on Final Exam in Introductory Macroeconomics</td>
<td>57.5% of students correctly answered questions designed to assess this goal.</td>
<td></td>
<td>Focus more class time on macroeconomic policy.</td>
</tr>
</tbody>
</table>
Undergraduate Program Learning Objectives  
Department of: Economics  
Program: Undergraduate.  
Semester/Year: Spring, 2009

<table>
<thead>
<tr>
<th>Program Objective:</th>
<th>How Assessed:</th>
<th>Results:</th>
<th>Comments</th>
<th>Closing the Loop: Any actions to enhance results</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Understand the role of markets and prices in the allocation of scarce resources</td>
<td>Final Exam questions in ECON 151 (Introductory Microeconomics). See questions below</td>
<td>% of students achieving objective</td>
<td>N = 132</td>
<td>Pay more attention in class to difference between pricing in monopoly and competition (Q3)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>80.1% (Q1)</td>
<td>81.7% (Q2)</td>
<td>49.4% (Q3)</td>
</tr>
</tbody>
</table>
| 2. Understand the role of monetary and fiscal policy in stabilizing the economy. | Final Exam questions in ECON 152 (Introductory Macroeconomics). See questions below. | % of students achieving objective | N = 218 | Review crowding out effect and fiscal policy (Q1)  
Pay more attention to connection between monetary expansion and inflation (Q3) |
| | | 43.6% (Q1) | 74.7% (Q2) | 54.4% (Q3) | |
Questions Used to Assess Goal #1
1. When there is a surplus of snowboards, the
   a. quantity of snowboards demanded is greater than the quantity of snowboards supplied.
   b. the price rises to restore the equilibrium.
   c. supply of snowboards is greater than the demand for snowboards.
   d. quantity of snowboards supplied is greater than the quantity of snowboards demanded.
   e. demand for snowboards is greater than the supply of snowboards.

2. Suppose the demand for rescue services in our national parks is perfectly inelastic. This fact would mean that a 31 percent increase in rescue fees leads to
   a. 31 percent increase in demand.
   b. 31 percent decrease in the quantity demanded.
   c. 31 percent decrease in demand.
   d. no change in the quantity demanded.
   e. Decrease in the quantity demanded to 0 rescues.

3. Compared to a perfectly competitive market, a single-price monopoly will charge
   a. the same price.
   b. a higher price
   c. a lower price.
   d. a price that might be higher, lower, or the same depending on whether the monopoly’s marginal revenue curve lies above, below, or on its demand curve.
   e. a price that might be higher, lower, or the same depending on whether the monopoly’s marginal cost curve lies above, below, or on its marginal revenue curve.

Questions Used to Assess Goal #2
1. The crowding-out effect suggests that expansionary fiscal policy will have what effect upon aggregate demand?
   a. increase aggregate demand further and cause a greater economic expansion than would otherwise occur; i.e., it will have a multiplier effect
   b. decrease aggregate demand partially offsetting the expected increase in real GDP
   c. leave aggregate demand unchanged as interest rates decrease

2. According to the Keynesian View, which of the following is most likely to be available to change quickly and deliberately to promote the attainment of a full-employment level of aggregate expenditures?
   a. household expenditures on consumer durable goods (e.g., housing, automobiles, major appliances)
   b. government tax and spending policies
   c. business spending on plant and equipment
3. A significant monetary expansion is least inflationary when the economy is:
   a. operating above full-employment GDP
   b. operating at full-employment GDP
   c. operating below full-employment GDP
**Graduate Program Objectives**  
Department of: Economics  
Name of Graduate Program: MA  
Semester/Year: 2008-2009

<table>
<thead>
<tr>
<th>Program Objective:</th>
<th>How Assessed:</th>
<th>Results: % of students achieving objective</th>
<th>Comments</th>
<th>Closing the Loop: Any actions to enhance results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will develop a strong background in core economic theory and quantitative research methods.</td>
<td>Course Grades in Core Courses and/or Comprehensive Examination</td>
<td>20 of 22 students satisfied this goal.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students will develop the ability to conduct independent research in Economics and to present their research.</td>
<td>Completion of Research Paper</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Graduate Program Objectives**
Department of: Economics
Name of Graduate Program: PhD
Semester/Year: 2008-2009

<table>
<thead>
<tr>
<th>Program Objective:</th>
<th>How Assessed:</th>
<th>Results:</th>
<th>Closing the Loop: Any actions to enhance results</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Students will demonstrate a comprehensive knowledge of advanced economic theory.</td>
<td>Comprehensive Examination</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>2) Students will demonstrate a comprehensive knowledge of the quantitative skills required to evaluate and conduct independent research in economics.</td>
<td>Successful completion of advanced econometrics classes</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>3) Students will demonstrate an original intellectual contribution to their field of research</td>
<td>Completion of dissertation.</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
</tbody>
</table>
Assessment: Program Learning Objectives

As part of the College program to assess student learning, our Department measures whether students are learning concepts fundamental to finance. Currently, we track performance across several courses (311, 314, 415 or 416, and 418). Over the course of each year the results are culled from approximately 750 exams. ‘NA’ indicates that it was not assessed. Variation can occur in part due to the fact that different questions are necessarily assessed (exams are not recycled by professors).

<table>
<thead>
<tr>
<th>Program Goal:</th>
<th>How Assessed:</th>
<th>Percent of students achieving goal</th>
<th>Closing the Loop: Any actions to enhance results</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Time Value of Money</td>
<td>Multiple final examination questions in FINC311</td>
<td>F07 66.8% S08 73.6% F08 63.1% S09 80.7%</td>
<td>Instructors notified</td>
</tr>
<tr>
<td>2. Risk Measurement</td>
<td>Multiple final examination questions in FINC314</td>
<td>F07 78.1% S08 NA 94.1% F08 90.9%</td>
<td>Instructors notified</td>
</tr>
<tr>
<td>3. Risk Management</td>
<td>Multiple final examination questions in FINC314, 415, 416</td>
<td>F07 80.0% S08 72.6% F08 86.1% S09 92.8%</td>
<td>Instructors notified</td>
</tr>
<tr>
<td>4. Financial Markets</td>
<td>Multiple final examination questions in FINC311 or FINC313</td>
<td>F07 86.6% S08 84.0% F08 72.9% S09 89.0%</td>
<td>Instructors notified</td>
</tr>
<tr>
<td>5. Corporate Governance</td>
<td>Percent of students earning an A- or higher on FINC418 final project. F08 and S09 used questions from FINC311 final (FINC418 not offered).</td>
<td>F07 17.5% S08 17.1% F08 89.7% S09 71.2%</td>
<td>Instructors notified</td>
</tr>
</tbody>
</table>

Assessment of learning in MSF graduate program will begin during 2009-2010.

Submitted August 2009
Appendix E
Assessment of MBA Program Learning Objectives

MBA Learning Goals Report: Spring 2009

The goals were evaluated through questions asked on online course evaluations conducted at the end of each semester for the MBA and MBA at AstraZeneca programs. Questions were asked on a traditional 5-point scale where 1 is Strongly Disagree and 5 is Strongly Agree. Higher numbers are better.

Closing the Gap: We plan to share the assessment of learning goals report presented in this exhibit with the Department Chairs and relevant faculty teaching the core and required classes to identify issues and plans to close any gap between goals and assessment for this year.

Numbers are presented as follows:

Average Response (Standard Deviation, Number of Responses/Population Size)

N/A indicates that the data is either non-applicable or the section was not offered at that time. N/C indicates that a section was offered but no goal related data was collected. All values have been rounded to two decimal places.

Goal 1: Excellent oral and written communication skills.

As a result of your participation in the 2008 Case Competition, please rate the effectiveness of the following learning outcome: Improved my oral or written communication skills. This data is only collected during the Spring term.

<table>
<thead>
<tr>
<th>Measures</th>
<th>Spring 2008</th>
<th>Spring 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case Competition Participants</td>
<td>4.10 (.87, 21/49)</td>
<td>3.72 (1.05, 29/38)</td>
</tr>
</tbody>
</table>

Goal 2: Ability to effectively work in teams.

As a result of your participation in the 2008 Case Competition, please rate the effectiveness of the following learning outcome: Enhanced my ability to effectively work in teams. This data is only collected during the Spring term.

<table>
<thead>
<tr>
<th>Measures</th>
<th>Spring 2008</th>
<th>Spring 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case Competition Participants</td>
<td>4.14 (.83, 21/49)</td>
<td>3.86 (1.14, 29/38)</td>
</tr>
</tbody>
</table>
Goal 3: Competency in finding creative, feasible solutions to problems in discovering new business opportunities.

As a result of your participation in the 2008 Case Competition, please rate the effectiveness of the following learning outcome: Increased my competency in finding creative solutions or feasible solutions or discovering new business opportunities. This data is only collected during the Spring term.

<table>
<thead>
<tr>
<th>Measures</th>
<th>Spring 2008</th>
<th>Spring 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case Competition</td>
<td>4.10 (.83, 21/49)</td>
<td>3.86 (1.04, 29/38)</td>
</tr>
<tr>
<td>Participants</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Goal 4: Capacity to integrate interdisciplinary business knowledge to address tactical and strategic organizational problems in a global environment.

This course helped me to understand how top-level managers design and implement corporate strategy. (QID: 5075)

<table>
<thead>
<tr>
<th>Measures</th>
<th>Fall 2007</th>
<th>Spring 2008</th>
<th>Fall 2008</th>
<th>Spring 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUAD890050</td>
<td>4.36 (.77, 11/38)</td>
<td>3.86 (1.25, 14/26)</td>
<td>4.33 (.82, 6/22)</td>
<td>4.2 (1.30, 5/23)</td>
</tr>
<tr>
<td>BUAD890051</td>
<td>N/A</td>
<td>4.50 (.50, 8/25)</td>
<td>N/A</td>
<td>4.75 (.46, 8/24)</td>
</tr>
<tr>
<td>Weighted Average</td>
<td>4.36</td>
<td>4.09</td>
<td>4.33</td>
<td>4.54</td>
</tr>
</tbody>
</table>

This course helped me learn about how top-level managers address strategic problems by integrating knowledge from multiple business functions. (QID: 5076)

<table>
<thead>
<tr>
<th>Measures</th>
<th>Fall 2007</th>
<th>Spring 2008</th>
<th>Fall 2008</th>
<th>Spring 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUAD890050</td>
<td>4.45 (.50, 11/38)</td>
<td>4.00 (1.20, 14/26)</td>
<td>4.33 (.82, 6/22)</td>
<td>4.2 (1.30, 5/23)</td>
</tr>
<tr>
<td>BUAD890051</td>
<td>N/A</td>
<td>4.38 (1.48, 8/25)</td>
<td>N/A</td>
<td>4.5 (.53, 8/24)</td>
</tr>
<tr>
<td>Weighted Average</td>
<td>4.45</td>
<td>4.14</td>
<td>4.33</td>
<td>4.38</td>
</tr>
</tbody>
</table>

This course helped me learn about how firms operate successfully in a global business environment. (This question is asked only of students who have taken an “international” elective.) (QID: 8629)

<table>
<thead>
<tr>
<th>Measures</th>
<th>Fall 2007</th>
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<th>Fall 2008</th>
<th>Spring 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUAD890050</td>
<td>N/C</td>
<td>N/C</td>
<td>4.00 (.71, 5/22)</td>
<td>4.00 (1.15, 5/23)</td>
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<td>BUAD890051</td>
<td>N/C</td>
<td>N/C</td>
<td>N/A</td>
<td>4.00 (.63, 8/24)</td>
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</tbody>
</table>
Goal 5: Ability to measure, use, and report financial and non-financial information in a global economy.

This course has improved my ability to measure, use, and report financial and non-financial information in a global economy. (QID: 7883)

<table>
<thead>
<tr>
<th>Measures</th>
<th>Fall 2007</th>
<th>Spring 2008</th>
<th>Fall 2008</th>
<th>Spring 2009</th>
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<tbody>
<tr>
<td>ACCT800050</td>
<td>N/C</td>
<td>N/C</td>
<td>4.38 (.71, 24/42)</td>
<td>4.6 (.55, 5/7)</td>
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<td>N/A</td>
<td>4.38</td>
<td>4.43</td>
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</tbody>
</table>

Goal 6: Competence in using basic economic models to make optimal decisions in business.

This course has helped me to understand how economics can be used to make more efficient decisions in business activities. (QID: 7885)

<table>
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<tr>
<th>Measures</th>
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<th>Fall 2008</th>
<th>Spring 2009</th>
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</thead>
<tbody>
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<td>N/C</td>
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<td>4.41 (.73, 23/32)</td>
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<td>ECON503051</td>
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<td>N/C</td>
<td>4.45 (.51, 20/30)</td>
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<tr>
<td>ECON503194</td>
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<td>4.00 (N/A, 1/4)</td>
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<tr>
<td>ECON503195</td>
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<td>N/C</td>
<td>N/A</td>
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<td>N/C</td>
<td>4.00</td>
<td>4.53</td>
<td>4.39</td>
</tr>
</tbody>
</table>

Goal 7: Understanding of agency problems in organizations and of fundamental risk and return tradeoffs.

This course introduced me to the framework used to measure asset value and helped me understand how to manage the creation of value. (QID: 7886)

<table>
<thead>
<tr>
<th>Measures</th>
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<th>Fall 2008</th>
<th>Spring 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>FINC850050</td>
<td>N/C</td>
<td>3.96 (.92, 27/36)</td>
<td>4.21 (.70, 14/16)</td>
<td>4.23 (.69, 22/27)</td>
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</tbody>
</table>
This course helped me learn the importance of risk and return and its impact on the cost of capital and corporate decision making. (QID: 7887)

<table>
<thead>
<tr>
<th>Measures</th>
<th>Fall 2007</th>
<th>Spring 2008</th>
<th>Fall 2008</th>
<th>Spring 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>FINC850050</td>
<td>N/C</td>
<td>4.41 (.73, 27/36)</td>
<td>4.36 (.74, 14/16)</td>
<td>4.45 (.51, 22/27)</td>
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<td>FINC850051</td>
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<td>3.92 (.79, 12/21)</td>
<td>4.47 (.51, 18/23)</td>
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<tr>
<td>FINC850292</td>
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<td>4.81 (.39, 16/23)</td>
<td>N/A</td>
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<td>Weighted Average</td>
<td>N/C</td>
<td>4.34</td>
<td>4.16</td>
<td>4.46</td>
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</tbody>
</table>

Goal 8: Understanding of agency problems in organizations and of fundamental risk and return tradeoffs.

This course increased my understanding of the ethical issues businesses face. (QID: 5053)

<table>
<thead>
<tr>
<th>Measures</th>
<th>Fall 2007</th>
<th>Spring 2008</th>
<th>Fall 2008</th>
<th>Spring 2009</th>
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</thead>
<tbody>
<tr>
<td>BUAD840050</td>
<td>4.69 (.50, 16/25)</td>
<td>4.12 (.96, 17/28)</td>
<td>4.63 (.50, 16/29)</td>
<td>4.40 (.89, 6/19)</td>
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<tr>
<td>BUAD840051</td>
<td>N/A</td>
<td>4.81 (.39, 16/23)</td>
<td>N/A</td>
<td>4.33 (.82, 6/18)</td>
</tr>
<tr>
<td>Weighted Average</td>
<td>4.69</td>
<td>4.45</td>
<td>4.63</td>
<td>4.37</td>
</tr>
</tbody>
</table>

This course helped me to understand the range of expectations businesses face from their various social stakeholders and constituents. (QID: 5068)

<table>
<thead>
<tr>
<th>Measures</th>
<th>Fall 2007</th>
<th>Spring 2008</th>
<th>Fall 2008</th>
<th>Spring 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUAD840050</td>
<td>4.56 (.50, 16/25)</td>
<td>4.18 (.62, 17/25)</td>
<td>4.56 (.51, 16/29)</td>
<td>4.20 (.84, 6/19)</td>
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<tr>
<td>BUAD840051</td>
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<td>4.75 (.43, 16/23)</td>
<td>N/A</td>
<td>4.33 (.82, 6/18)</td>
</tr>
<tr>
<td>Weighted Average</td>
<td>4.56</td>
<td>4.46</td>
<td>4.56</td>
<td>4.27</td>
</tr>
</tbody>
</table>

This course helped me to think about business decisions from an ethical perspective. (QID: 5069)
This course has helped me better understand how to go about solving complex organizational problems when information is limited. (QID: 5070)

<table>
<thead>
<tr>
<th>Measures</th>
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<th>Fall 2008</th>
<th>Spring 2009</th>
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</thead>
<tbody>
<tr>
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<td>4.32 (.86, 19/23)</td>
<td>4.20 (.68, 20/27)</td>
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<td>4.38 (.49, 13/27)</td>
<td>3.87 (.85, 31/41)</td>
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<td>4.27</td>
<td>3.91</td>
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</table>

After taking this course, I believe I am better equipped to solve complicated organizational problems when the conflicting needs of stakeholders pose ethical dilemmas. (QID: 5071)

<table>
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<tr>
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<th>Fall 2007</th>
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<th>Fall 2008</th>
<th>Spring 2009</th>
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<tbody>
<tr>
<td>BUAD870050</td>
<td>4.37 (.74, 19/23)</td>
<td>4.15 (.65, 20/27)</td>
<td>4.00 (.74, 12/22)</td>
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<td>3.94 (.85, 31/41)</td>
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<td>4.24</td>
<td>3.96</td>
<td>4.24</td>
</tr>
</tbody>
</table>

This course has provided me with some useful tools for resolving conflicts among organizational stakeholders. (QID: 5072)

<table>
<thead>
<tr>
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<th>Fall 2008</th>
<th>Spring 2009</th>
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</thead>
<tbody>
<tr>
<td>BUAD870050</td>
<td>4.58 (.75, 19/23)</td>
<td>4.20 (.51, 20/27)</td>
<td>4.00 (.60, 12/22)</td>
<td>4.25 (.79, 20/24)</td>
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<tr>
<td>BUAD870051</td>
<td>4.00 (.95, 33/35)</td>
<td>4.57 (.62, 14/27)</td>
<td>4.03 (.75, 31/41)</td>
<td>4.40 (.67, 31/38)</td>
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<tr>
<td>Weighted Average</td>
<td>4.21</td>
<td>4.35</td>
<td>4.02</td>
<td>4.34</td>
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</tbody>
</table>

**Goal 9: Capacity to examine the major functions comprising the marketing task and to understand and critically analyze marketing issues in contemporary contexts.**

This course helped me to understand and analyze business situations from marketing perspective. (QID: 5073)

<table>
<thead>
<tr>
<th>Measures</th>
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<td>BUAD880050</td>
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<td>4.79 (.41, 17/28)</td>
<td>4.69 (.48, 16/29)</td>
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</tbody>
</table>
This course helped me learn application of marketing concepts to business problems in a competitive business environment. (QID: 5074)

Goal 10: Skills in the proper application of management science and statistical tools to address complex issues in operations management.

This course helped me to learn the application of data analysis tools in making complex business decisions in a competitive business environment. (QID: 5049)

This course helped me to understand and analyze complex quality management issues and choose as well as successfully apply appropriate statistical tools. (QID: 5050)
BUAD 820292 | N/A | N/A | N/C | N/C  
Weighted Average | 4.25 | 4.25 | 4.06 | 4.20

This course helped me learn to apply management science tools to analyze and address operations management issues. (QID: 5051)

<table>
<thead>
<tr>
<th>Measures</th>
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<th>Spring 2008</th>
<th>Fall 2008</th>
<th>Spring 2009</th>
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</thead>
<tbody>
<tr>
<td>BUAD 831050</td>
<td>4.79 (.41, 24/30)</td>
<td>4.47 (.50, 15/17)</td>
<td>4.64 (.50, 11/17)</td>
<td>4.31 (.79, 27/34)</td>
</tr>
<tr>
<td>BUAD 831051</td>
<td>4.38 (.48, 8/14)</td>
<td>4.43 (.50, 7/8)</td>
<td>4.70 (.48, 10/14)</td>
<td>4.53 (.52, 15/22)</td>
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<tr>
<td>BUAD 831194</td>
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<td>4.71 (.45, 7/11)</td>
<td>N/C</td>
<td>N/A</td>
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<tr>
<td>Weighted Average</td>
<td>4.69</td>
<td>4.51</td>
<td>4.67</td>
<td>4.39</td>
</tr>
</tbody>
</table>

This course helped me to understand and analyze complex operations management problems. (QID: 5052)

<table>
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<tr>
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<th>Fall 2008</th>
<th>Spring 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUAD 831050</td>
<td>4.71 (.45, 24/30)</td>
<td>4.47 (.50, 15/17)</td>
<td>4.73 (.47, 11/17)</td>
<td>4.35 (.80, 27/34)</td>
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<tr>
<td>BUAD 831051</td>
<td>4.38 (.48, 8/14)</td>
<td>4.43 (.50, 7/8)</td>
<td>4.60 (.70, 10/14)</td>
<td>4.40 (.63, 15/22)</td>
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<tr>
<td>BUAD 831194</td>
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<tr>
<td>Weighted Average</td>
<td>4.62</td>
<td>4.45</td>
<td>4.67</td>
<td>4.37</td>
</tr>
</tbody>
</table>

Goal 11: Ability to understand the use of information technology in business environments.

This course increased my understanding of the role of information technology in a business environment. (QID: 9409) This question was modified in Fall 2008 and formerly read “This course improved my ability on the use of information technology in a business environment.”

<table>
<thead>
<tr>
<th>Measures</th>
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<th>Fall 2008</th>
<th>Spring 2009</th>
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<tbody>
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<td>3.71 (.95, 7/23)</td>
<td>4.43 (.53, 7/7)</td>
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<td>3.71 (.70, 21/35)</td>
<td>4.26 (.56, 19/29)</td>
<td>4.24 (.75, 17/29)</td>
</tr>
<tr>
<td>Weighted Average</td>
<td>N/C</td>
<td>3.71</td>
<td>4.11</td>
<td>4.32</td>
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