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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 graduate and undergraduate students and to develop students’ leadership potential during their college career. Combined with the quality and passion of our faculty, staff, and alumni, the Lerner College is exceeding expectations and proving why we are exceptional.

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. The fifth annual Bloomberg BusinessWeek review of the top undergraduate business programs ranked the Lerner College 25th among the nation’s top 53 public university programs, marking the fourth year in a row that the College has been recognized among the best business schools in the country. Bloomberg BusinessWeek also included the Lerner College in its ranking of the best undergraduate business programs by specialty. Out of 12 specialty categories and 139 participating schools, the Lerner College earned three top-30 rankings (19th in business law, 21st in macroeconomics and 30th in microeconomics) and five top-100 rankings (52nd in accounting, 52nd in operations management, 77th in marketing, 78th in strategy and 96th in financial management).

The part-time MBA program was ranked at the national level for the first time in the College’s history. In its 2009 part-time Master of Business Administration rankings, Bloomberg BusinessWeek placed the program 6th in the Mid-Atlantic region and 38th nationally.

We are witnessing an unprecedented undergraduate student demand as interest in the College continues to grow. For its 2010 freshman class, the Lerner College received close to 5,300 applications, with an entering class of about 10% of the applicant pool. The average SAT score for the admitted freshman students has consistently been above 1200 (math and verbal) for the past five years, with this year’s class average being 1227. Applications to our graduate programs have also increased, with over 1,500 applications and an entering class of about 12% of the applicant pool for this coming fall. In particular, the M.S. in Finance and M.S. in Accounting programs are experiencing rapid growth in graduate student demand.

As one of the best business schools in the country, we have much to celebrate. This executive summary provides highlights of this past year’s activities, accomplishments, and initiatives:

• The graduating Class of 2010 consisted of almost 1,000 students. At the undergraduate level, 793 students received degrees with 20% of those students completing two or more majors. Noteworthy is that around 60% of the graduating seniors had job offers even before they graduated this past May. At the graduate level, 182 students received degrees, with the MBA students comprising the largest group.
• Ensuring the success of our students and recognizing their accomplishments are among our highest priorities. Several students were recognized this past year for their outstanding academic performance. Jacqueline Dallaire (2010 Honors BS in Accounting) and David Gempesaw (2010 Honors BS in Finance and Accounting with minors in Economics and Jazz Studies) were honored with the Delta Sigma Pi Scholarship Key for graduating summa cum laude and having the highest cumulative grade point index in the Lerner College. Christopher Lang (2010 BS Finance and Economics and Honors BA in Political Science), was the recipient of the University’s Alexander J. Taylor Sr. Award. One student who excelled as a scholar-athlete was Pat Devlin from Downingtown, PA. A 2010 Finance graduate and quarterback for the Blue Hen football team, Pat had a record-breaking performance in the team’s season finale and earned the title of CAA Offensive Player of the Week twice, as well as the Eagles Fly for Leukemia local College Most Valuable Player Award in 2009.

• The academic programs in the Lerner College continue to provide a strong global perspective with participation in study abroad steadily increasing. In 2009-2010, 342 Lerner students studied in various study-abroad programs. This past winter, EMBA students visited Seoul, Korea and Shanghai, China. In addition to cultural tours, the EMBA students participated in meetings with executives from Kia Motors, Nalco International, IBM, Agilent Technologies, Ashland Chemical, and Vickers Financial Group.

• The Lerner College continues to develop new programs that will equip our students for success in their careers. New minors are now available in Advertising and International Business Studies. A joint MD/MBA program with Thomas Jefferson University has recently been established. Led by Professors Jack Baroudi (Accounting and MIS) and Bintong Chen (Civil and Environmental Engineering/Business Administration), a new global enterprise technology program is being developed in collaboration between the Lerner College and the College of Engineering, with support from JPMorgan Chase. The partnership will include internships, job shadowing, joint research, and a speaker series.

• Providing experiences through Discovery-Based Learning remain a key to student success. Learning opportunities include such activities as the Business Plan and MBA Case Competitions, the Executive Mentors Scholars Program, the Blue Hen Investment Club, and the continued outreach efforts of the Exelon Trading Center. Over 1,000 students came through the Exelon Trading Center this year via classes and workshops. Approximately 150 were awarded Bloomberg Certifications, and two seniors were offered jobs at Bloomberg. The Center sponsored multiple presentations from alumni and other industry professionals from various firms including Exelon Corporation, JPMorgan Chase, and TIAA CREF on such topics as portfolio construction, hedging with derivatives, alternative investments, and technical analysis.

• For the first time this year, the Venture Development Center held a highly successful “Be Your Own Boss” festival at Trabant Center attended by many students. Tim Banaszak, Haley Boyd, Lauren Henry, and Brent Treml – all seniors majoring in Accounting, Finance, or Computer Science – gained an exceptionally valuable discovery learning
experience through a project management assignment at the Delaware Museum of Natural History. The students’ work was featured in a Wilmington News Journal article as well as in the Museum’s publication, Discovery. Through the contest proposal of Accounting seniors Judith Harbzinski and Keisha Price, UD was selected as one of 19 winners from around the country in the PricewaterhouseCoopers’ “Project Make [it] count” program. The students were provided with monetary support to develop a service project to positively impact a local shelter. In addition, the MBA team of Nikhil Agrawal, Alison Gilefski, Bhaskar Ghosh, and Neha Jain, took second place at the 2010 Rutgers University MBA Supply Chain Case Competition.

• The Lerner College’s satellite Career Services Center (CSC) continues to offer an expanded internship program and enhanced employment services for our students. This year, the center hosted over 40 career programs and established new relationships with over 50 employers. In July, the Lerner CSC moved to Lerner Hall to provide a more visible location for students, alumni, and to allow collaboration with the Graduate and Executive Program office staff in enhancing corporate relationships.

• Effective July 1, 2010, the Sport Management program officially joined the Lerner College. The transition of the Sport Management program to the Lerner College offers unique opportunities for students, faculty, and alumni. The Lerner College already boasts alumni in the field, including such sport industry leaders as Larry Probst ’72, Chairman of the U.S. Olympic Committee and former CEO of Electronic Arts; Peter Johnson ’72, former CEO of IMG; and Cem Sencan ’06, World Championship Director of Operations for the Turkish Basketball Federation.

• The Center for Applied Business and Economic Research (CABER) was also established this year. Directed by Economics professors Bill Latham and Ken Lewis, the Center provides statistical data and economic impact assessment for the State and the region. CABER recently completed a report that was highlighted in the University’s Diamond Report that shows the significant financial impact of UD’s employees and alumni to the community each year.

• Faculty are a critical component in enhancing the success of our students and continue to be recognized for excellence in teaching, research, and service. This past year, Diane Wright (Accounting and MIS), received the University’s Excellence in Undergraduate Advising and Mentoring Award. College-wide awards were presented to Ken Lewis (Economics) for Outstanding Teaching; Raj Varma (Finance) for Outstanding Scholarship; and Scott Jones (Accounting and MIS) for Outstanding Outreach and Service. John Wragge (Accounting and MIS) was awarded the MBA Teaching Award and Pamela Cummings (HRIM) was presented the Leon and Margaret Slocomb Professional Excellence Award. Bonnie Meszaros (Center for Economic Education and Entrepreneurship) was presented with the Distinguished Service Award for the Advancement of Social Studies Education by the Delaware Council for the Social Studies; Ajay Manrai (Business Administration), was awarded a Fulbright-Nehru Research Scholar Award; Burt Abrams (Economics), held a visiting professorship at Shandong Economic University in China this summer; Wendy Smith (Business
Administration) received the 2010 Academy of Management MED Division Best Paper Award in Graduate Management Education; Sharon Watson (Business Administration) received the 2010 AIB Midwest Best Paper Award; Tom Becker (Business Administration) held the Mercator Visiting Professorship with the German Science Foundation; and Araya Debessay (Accounting and MIS), was selected for the 2010 Ernst & Young Inclusive Excellence Award for Accounting and Business School Faculty. We also congratulate John Sawyer (Business Administration) for his appointment last year as Associate Provost for Professional Education and Michael Arnold (Economics) for his recent selection as Director of the University’s Honors Program.

- The Lerner College is proactive in partnering with the business community in addressing the state of the economy and in creating systems to drive innovation and entrepreneurship. The January 2010 Economic Forecast Conference, co-hosted by the Center for Economic Education and Entrepreneurship and the Lyons Companies, included guest speakers Nancy Wentzler (Chief Economist of the Office of the Comptroller of the Currency); Knight Kiplinger (Kiplinger Washington Editors, Inc.); and Michael Farr (a leading financial analyst of Farr, Miller and Washington, LLC). In March, Dipak C. Jain, former dean of the Kellogg School of Management at Northwestern University, presented a lecture entitled “The Future of Business Schools in an Era of Global Economic Crisis” as part of the College’s 2009-10 Chaplin Tyler Lecture Series. In April, William Poole, former president of the Federal Reserve Bank of St. Louis and Distinguished Scholar in Residence at UD, gave the 20th annual Hutchinson Lecture entitled, “What Have We Learned from the Financial Crisis?”

- In June, led by Professor Charles Elson, the Weinberg Center for Corporate Governance co-sponsored with the Conference Board Governance Center a Directors’ Roundtable for compensation committee members. The program, described as a one and a half day “boot camp,” was designed to offer practical, real-world executive education on the issues facing directors sitting on public company compensation committees. Featured speakers included Troy A. Paredes, Securities and Exchange Commission commissioner; Chief Justice Myron T. Steele of the Delaware Supreme Court; and John W. White, partner with Cravath, Swain and Moore and former director of the SEC Division of Corporation Finance.

- As part of UD Forum and Reunion Weekend in June, we recognized and presented the following three alumni with the College’s prestigious Alumni Awards of Excellence: Edward Ratledge (’71 BS & ’72 MS Economics), director of the Center for Applied Demography and Survey Research at UD; Edmond Sannini (’78 BS Accounting), managing director at Morgan Stanley; and William Sullivan (’74 Business Administration), managing director of the Courtyard Newark at UD and instructor in the HRIM department.

- We wish to extend a sincere welcome to our new faculty who will join the College this fall:
  Accounting and MIS:
  ○ Kamile Asli Basoglu, Assistant Professor, Ph.D., Washington State University
• Chris Edmonds, Assistant Professor, Ph.D., Virginia Tech University
  Wim Laurier, Visiting Assistant Professor, Ph.D., Ghent University, Belgium

Business Administration: (transfer from College of Health Sciences)
  Matthew Robinson, Professor, Sport Management
  Tim DeSchriver, Associate Professor, Sport Management
  Edgar Johnson, Associate Professor, Sport Management

Economics:
  Olga Gorbachev, Assistant Professor, Ph.D., Columbia University

Finance:
  Fred Bereskin, Assistant Professor, Ph.D., University of Rochester

Hotel, Restaurant and Institutional Management:
  Joanne Jung-Eun, Assistant Professor, Ph.D., Hong Kong Polytech University

• We also welcome Kathryn Marrone (BA ’04 & MBA ’06) as the College’s new Marketing Manager, and Liz Cahill as Development Director. We bid farewell to some long-serving faculty and staff who retired from the College this past year: Accounting and MIS – Joseph Brady, with 24 years of service; Business Administration – Patricia McCloskey, 24 years of service; Hotel, Restaurant and Institutional Management – George Conrade, 14 years of service; Dean’s Office – Linda Dunn, 34 years of service; and Graduate and Executive Programs Office – Robert Barker, 28 years of service.

• Several new members have joined the Lerner College Advisory Board – Bart McLean (’79, Business Administration), Partner at MSouth Equity Partners; James Lisa (’80, Finance), Executive VP and COO of Penguin Real Estate Investors; David V. Elkins, (’91, Economics), Executive Vice President and CFO of Becton Dickinson & Company; Robert L. Brown III, Partner at PricewaterhouseCoopers; and Paul Kaniefski, CFO of W.L. Gore and Associates, Inc. In addition, Scott Somerville, a partner at Ernst and Young and chair of the Lerner College Advisory Board, was presented the “Alumnus of the Year” award by the Department of Accounting and MIS.

• The new members of the College Alumni Board include: Jennifer Walsh Hamrahi (’96, Accounting), Tax Partner at Ernst & Young in West Orange, NJ; Matthew Miades (’90, Business Administration), Principal at PricewaterhouseCoopers in Philadelphia; Matthew Schwartz (’01, Accounting with minors in MIS and Economics), Partner at KMPG in Philadelphia; Kevin E. Shaffer (’94, Accounting), President of Sylvan Learning Corporate Centers in Baltimore; and John Linthicum (’03, Finance with a minor in economics and certificate in Spanish), VP for Sales Performance and Planning Analytics at CapitalOne.

• We are most appreciative of the support of all of our alumni and friends, most especially to those who have contributed generously to the Lerner College, namely: John (’87BE) and Jennifer Eckerson, for the Eckerson Scholarship Fund; Thomas (’69BE) and Marna Whittington (’68AS), for the Whittington Family Scholarship; Kenneth (’80BE) and Elizabeth Whitney, for the Whitney Family Endowed Professorship; and Gordon and Linda Sweeney (both ’80BE), for their continued support of the Lerner College. Special
thanks also go to John (’80BE) and Margaret Collins (’80AS); Henri (’54BE) and Rhoda Sue Weisman Bertuch (’56ED); and Gregory (’87BE) and Ruth Lavelle (’87BE) for their helpful support. We also thank Don Puglisi for his continued support of the College, and Ernst and Young for their support of faculty scholarship and teaching in the Department of Accounting and MIS; Sue Ann Weinberg for her continued generous support of the Weinberg Center for Corporate Governance; and the Exelon Corporation for its ongoing support of the Exelon Trading Center.

- Special thanks also go to W.L. Gore and Associates, Inc., for their generous gift to endow the W.L. Gore Lecture Series in Management Science that will feature experts in the application of probability, statistics, and experimental design to business decision-making. Professor Erwin Saniga (Business Administration) and Associate Professor Darwin Davis (Business Administration) will coordinate the annual event, with the inaugural lecture scheduled for spring 2011.

- Accomplished executives from industry continue to share their expertise with our students on a number fronts—through mentorships, internships, teaching, and sponsorship of student competitions and special projects. Selected executives who have recently taught or are currently teaching courses in the College who were not mentioned in the previous annual letter include: Mark Goldfus, former Senior Vice President of Merrill Lynch; David Turner, Senior Vice President of Bank of America; Joao Pereira, a professor from ISCTE in Portugal who served as an adjunct faculty member in winter 2010; and Dan VanSciver (’90 Accounting, and member of the College Alumni Board), Senior VP and Assistant General Auditor of PNC Financial Services Group, who taught a course on Mutual Fund Management. Once again, as part of BUAD 110, a course that introduces students to the various functional areas of business, several Exelon Corporation executives guest-lectured and served as judges for a student competition.

We are presently preparing the self-study report in support of the reaffirmation of the College’s accreditation with AACSB International, the premier accrediting agency for business professional education. Less than 600 business schools in the world have earned such recognition and we are very proud to have been accredited by AACSB for over forty years. We look forward to the visit of the review team in spring 2011.

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.

Sincerely,

Bobby Gempesaw
Dean
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Department of Accounting and MIS

Executive Summary

The 2009-2010 academic year was very successful for the Department of Accounting and MIS. Two outstanding new faculty members joined the department: Kamile Asli Basoglu, who received her Ph.D. from Washington State University and specializes in accounting information systems; and Chris Edmonds, who received his Ph.D. from Virginia Tech and specializes in financial accounting.

Excellence in faculty teaching, scholarship, and service also continued this academic year as witnessed by strong teaching evaluations, the number of publications in high quality journals, extensive involvement with the profession and community, and the number of prestigious awards received.

Accounting and MIS undergraduate and graduate programs continue to attract high quality students. During this year, the department saw substantial growth in the M.S. in Accounting program, and enrolled 70 students, 13 of which were 4+1 students. The 4+1 program allows students to work towards both a B.S. degree and an M.S. degree in accounting in a five-year period, and complies with the 150 credit hours required by many states to become a certified public accountant. The department also enrolled five students in the Global Enterprise Technology (GET) Immersion Program. This program is a partnership among UD, Syracuse University, and JP Morgan Chase. The program’s goal is to better prepare students for careers in technology within large global organizations. The immersion experience offers students an eight-month paid internship while they also earn up to 15 academic credits in related coursework. The goal is to increase the number of students that participate in this program to 15 next year.

Despite tough economic times, the demand for both accounting and MIS students remains very strong. A large percentage of students have internships between their junior and senior years, and most students find a job before graduation – many who are hired by one of the big four public accounting firms. The department continues to strengthen its corporate relationships by holding regular meetings with representatives of national and regional firms. The department assists them with their recruiting efforts and in return, they provide their expertise through lectures and feedback on the curriculum. To further strengthen this relationship with the professional community, the department is in the process of establishing an Advisory Board.

As in past years, the generous contributions from alumni and friends have allowed the department to pursue many important activities that would otherwise be impossible. These initiatives include scholarship funds for students, lectures by renowned scholars, the purchase of new technology for research, and funding for faculty research and travel grants.

Guido Geerts
Professor and Chair
I. Staffing

A. Promotions
   1. Not applicable for this report

B. Departures/Retirement
   1. Joseph Brady

C. New Faculty Hires
   1. Kamile Asli Basoglu, Assistant Professor (beginning 9/1/2010)
   2. Chris Edmonds, Assistant Professor (beginning 9/1/2010)

D. Sabbaticals and Research Leaves
   1. Jack Baroudi (Fall Sabbatical)
   2. David Jenkins (Spring Sabbatical)
   3. Uma Velury (Spring Sabbatical)

II. Recognition

A. Faculty Awards, Grants, Honors and Special Recognition
   1. Jack Baroudi - Excellence in Teaching Award – Executive MBA Program
   2. Jon Blue - University of Delaware General University Research Program (GUR) grant 2010; a Capstone Experience Grant: University of Delaware, 2009
   3. Debra Dragone - Alfred Lerner College of Business & Economics Student Advisory Board Award
   4. Andrea Everard - Leon & Margaret Slocomb Professional Excellence Award – 2009
   5. Jeff Gillespie - William Markell Faculty Excellence in Service Award
   6. Scott Jones – Lerner College Outstanding Outreach/Service Award
   7. Kent St. Pierre – Lester Chadwick Faculty Excellence in Teaching Award
   8. Thomas Vermeer – Faculty Excellence in Research Award – Department of Accounting and MIS; 2009 Outstanding Research Paper Award by the American Accounting Association’s Government and Nonprofit Section; University of Delaware 2010 General University Research Program (GUR) grant
   10. Clinton White – Outstanding Educator Award – Strategic and Emerging Technology Section of the American Accounting Association
   11. John Wragge – MBA Teaching Award (MBA Student Association)
   12. Diane Wright - University Faculty Senate Excellence in Undergraduate Academic Advising and Mentoring Award

B. Publications and Presentations
   1. Books/Book Chapters
i. Sheldon Pollack

2. Journal Publications
   i. Jack Baroudi
   ii. Jon Blue
   iii. Jinwei Cao
   iv. Andrea Everard
      1. McCoy, Scott, Everard, Andrea and Eleanor Loiacono (2009) “Online Ads in Familiar and Unfamiliar Sites: Effects on

v. **David Jenkins**

vi. **Greg Kane**

vii. **Mark Serva**

viii. **Uma Velury**

ix. **Thomas Vermeer**

x. **Harry Wang**
1. Hong-Mei Chen, Harry J. Wang, and J. Leon Zhao, "Research Directions and Issues of Service Research: A Perspective of Business Information System," *Pacific Asia*

xi. **Clinton White**

3. **Publications in Refereed Conference Proceedings**
   i. **Jinwei Cao**
   
   ii. **Harry Wang**
   
   iii. **Thomas Vermeer**
   
   iv. **Clinton White**

4. **Presentations**
   i. **Thomas Vermeer**

ii. **Harry Wang**

iii. **Clinton White**
1. **Clinton White.** “XBRL Instance Document Validation,” AIS Educators Annual Meeting.
2. **Clinton White.** “XBRL Assurance: Discussion and Extension,” IS Assurance Seminar, Toronto, CA.

5. **Presentations (not printed in Proceedings)**
   i. **Guido Geerts**
   1. Frederik Gailly, **Guido Geerts,** and Geert Poels. Ontological Reengineering of the REA-EO using UFO. International Workshop on Ontology-Driven Software Engineering, October 2009, Orlando, FL

   ii. **Sheldon Pollack**

   iii. **Mark Serva**

   iv. **Harry Wang**

   v. **Clinton White**

6. **Editorial and Professional Boards**
   i. **Jack Baroudi:** Associate Editor, *Journal of Organizational Computing and Electronic Commerce.*


   iii. **Jinwei Cao:** Track chair of *Social Computing and e-Business* track, the 10th International Conference on E-Business (ICEB), Shanghai, China. 2010; Program Committee Member of the Fourth China Summer Workshop on Information Management (CSWIM’10),
Wuhan, China. 2010; Program Committee Member of the *Nineteenth Annual Workshop on Information Technologies and Systems* (WITS'09), Phoenix, AZ. 2009.

iv. **Araya Debessay**: Member of the Audit Committee, The American Red Cross, Delmarva Peninsula, 2008-present; Member of the Audit Committee, State of Delaware Pension Fund, 2008-present; Member of the Supervisory Committee, University of Delaware, Federal Credit Union, 2005-present


vi. **Brian Greenstein**: Board of Trustees (Steering Committee) Mid-Atlantic Region American Accounting Association; American Taxation Association *Journal of Legal Tax Research.*


viii. **Robert Paretta**: Member Delaware State Board of Accountancy - Since Sep. 2009

ix. **Kent St. Pierre**: Editor of *Issues in Accounting Education.*

x. **Harry Wang**: Program Committee Member: the *14th Pacific Asia Conference on Information Systems* (PACIS 2010); the *8th International Conference on Business Process Management* (BPM 2010); *Workshop on Information Technologies and Systems* (WITS), 2009; *IEEE International Conference on Web Services* (ICWS), 2009; Co-chair for Session on Research Directions and Issues of Service Research at the *International Conference on Electronic Commerce* (ICEC 2009).


7. **Workshops**

i. **Robert Paretta**: Delaware Society of CPAs DROP IN program for High School Students, Wrote the "Uncle Angelo's Pizza" Case and made a presentation on CPA’s use of technology.

ii. **Mark Serva**: “Teaching Quality Enhancement Workshop for Delaware k-12 teachers,” July 27-29; “Strategies for Improving Student Groups through the use of Collaborative Strategies,” International PBL Conference, Sao Paulo, Brazil, February 2010;
“Groups from Hell,” International PBL Conference, Sao Paulo, Brazil, February 2010, with George Watson; Coordinated campus-wide workshop highlighting UD Teaching Award Winners, spring 2010.

iii. **Clinton White:** Teaching XBRL Workshop (3-days AAA Annual meeting, San Francisco); Introduction to XBRL (AAA Annual Meeting, San Francisco); Financial Accounting with XBRL (SE AAA Regional meeting and Western AAA Regional Meeting); Introduction to XBRL (AIS Educators Annual Meeting); Advanced XBRL (AIS Educators Annual Meeting).

### III. Activities and Programs

#### A. Curriculum Changes and New Program Offerings

1. Nothing to report at this time

#### B. Study Abroad Programs

1. Australia – Ellen Monk and Rita Kingerly-Cook
2. Summer 2010: Geneva and Tuscany – Mark A. Serva
   a. MISY340 – Emerging Technologies (3cr)
3. Germany and Czech Republic – Greg Kane

#### C. Discovery Learning Experience Initiatives

The department continues to offer ACCT 363 – Service Learning and Earned Income Tax Credit and ACCT 364 – Accounting in Practice. Both of these courses fulfill the University’s Discovery Learning Experience (DLE) requirement. The ACCT 363 course requires students to take 8 hours of training in filling out tax forms for underprivileged taxpayers in New Castle County, and then spend 34 hours at various sites throughout the county volunteering their time and helping people file their taxes. There were 122 students who took this course during the winter and spring of 2010. The ACCT 364 course is for students who have had accounting-related internships. These students are required to compare and contrast their classroom experiences with their real-world experiences. There were 63 students who took this course during the fall of 2009 and spring of 2010.

### IV. Other Department Issues/Developments

None to report at this time.

### V. Program Learning Objectives and Assessment

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

The 2009-2010 academic year was a productive one for the Department of Business Administration.

With regard to staffing, four new Assistant Professors joined the department in Fall 2009: two in Marketing, Peggy Tseng (University of Maryland) and Julia Belyavsky (University of Florida); one in Management (Bernadine Dykes, Michigan State University); and one in Operations Management (Adam Fleischhacker, Rutgers University). Daniel Sullivan was promoted to Professor in Management. Ajay Manrai was awarded a Fulbright-Nehru Research Scholar Award to India for Spring 2011.

Effective July 1, 2010, the Faculty Senate approved the transfer of the Sport Management program to the department as a fifth major (joining Marketing, Management, Operations Management, and International Business Studies). Since its inception about five years ago, the Sport Management program was housed in the Department of Health, Nutrition, and Exercise Sciences in the College of Health Sciences. Currently two tenure-track faculty members, an instructor, and approximately 150 students are affiliated with the program. Business Administration faculty thoroughly revised the program of study for the Sport Management degree during the 2009-2010 academic year so that the core courses are consistent with those required by the other four majors in the Department of Business Administration. The objective of the curriculum redesign is to make the program one of the most rigorous and high-quality business-oriented sport management programs in the country. The new curriculum was approved by the Faculty Senate and is effective for incoming freshmen in Fall 2010. In addition, the Permanent Status Program Review for the Sport Management program was prepared and submitted during the 2009-2010 academic year. The results of the review are not yet known but are expected to be positive.

Looking ahead, the Lerner College of Business and Economics is in the process of preparing the self-study report required for the upcoming AACSB reaccreditation visit in early 2011. The data for the self-study report have been collected, and report preparation is in progress. The department will coordinate the inaugural W.L. Gore Lecture Series in Management Science in 2010-2011. The annual event will target participants in academia, business, government, engineering, and medicine. The department is pursuing collaborative relationships with other units on campus (e.g., College of Engineering, with the U.S. Government [Aberdeen Proving Grounds]), and with international universities (e.g., Southwestern University of Finance and Economics in China). Finally, given the strategic importance of graduate education at the University of Delaware, the department will be considering potential new graduate degree programs as well.

The Department of Business Administration has made great progress in the 2009-2010 academic year and looks to continue its momentum into 2010-2011.

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

A. Promotions
   1. Daniel Sullivan was promoted to the rank of Professor in Management

B. Departures/Retirements
   1. Patrick McClelland, Management

C. New Faculty Hires/Transfers from College of Health Sciences–Sport Management
   1. Matthew Robinson
   2. Tim DeSchriver
   3. Edgar Johnson (Sabbatical)

D. Sabbaticals and Research Leaves
   1. Thomas Becker, Spring 2010 in Germany (Sabbatical)
   2. Sandra Fields, Spring 2010 in Italy (Sabbatical)
   3. Mary Kernan, Fall 2009 (Sabbatical)
   4. Wendy Smith, Fall 2009 (Third year research leave)

II. Recognition

A. Faculty Awards, Appointments, Grants:
   
   Awards
   1. Tom Becker nominated for University Excellence in Teaching Award
   3. Chris Kydd nominated for University Excellence in Teaching Award
   4. Ajay Manrai awarded Fulbright-Nehru Scholar Award for India in Spring 2011.
   5. Ajay Manrai received an MBA Teaching Award Honorable Mention
   6. Wendy Smith received 2010 Academy of Management MED Division Best Paper Award in Graduate Management Education
   7. Wendy Smith nominated for MBA Program Best MBA Professor Award

   Appointments
   1. Ajay Manrai appointed VP of Programs and President-Elect for International Management Development Association, IMDA
   2. Tom Becker, Mercator Visiting Professorship, German Science Foundation
Grants
1. **Julia Bayuk**, General University Research grant, University of Delaware
2. **Tim DeSchriver**:
   ii. University of Delaware Center for Educational Effectiveness, 2009-10. Grant to develop capstone internship course for Sport Management program. Co-primary investigator with Nathaniel Measley, $8,000.
3. **Michal Herzenstein**, Institute for Global Studies grant, University of Delaware
4. **Ajay Manrai** received an international travel award from the Institute of Global Studies, University of Delaware
6. **Anu Sivaraman**, E-Portfolio implementation grant, University of Delaware
7. **Wendy Smith**:
   i. Center for Integrative Leadership Research Grant, University of Minnesota, 2009-2010
   ii. Institute for Global Studies Research Grant, University of Delaware, 2009-2010
   iii. Institute for Social Science Research Grant, Cornell University, 2009-2010
   iv. Women’s Affairs Faculty Travel Grant, University of Delaware, 2010
8. **Peggy Tseng**, General University Research grant, University of Delaware

B. Publications and Presentations:
1. Books/Book Chapters
   **Management**
**Marketing**


**Operations Management**


**Sport Management**


**2. Journal Publications**

**Management**


**Marketing**


**Operations Management**


3. Publications in Refereed Conference Proceedings

Marketing

i. Brucks, Merrie, Paul M. Connell and Dan Freeman (2010), "Children’s Ascribed Motivations for Smoking Learned via Associative Memory," to be presented at Society for Consumer Psychology Conference, St. Petersburg, Florida


v. Herzenstein, Michal (2009), “The Effects of Process and Outcome Mental Simulations on Decision Making” in Margaret Campbell, Jeffrey Inman, and Rik Pieters (Eds.), Advances in Consumer Research, Volume 37.

vii. Robinson, Matthew, John Antil, and Rick Burton (2009), "Guys want to be Like Mike, but Women want Mia (Hamm) to be Like Them: Exploring the Challenges Facing Female Athletes as Endorsers", Proceedings of the 2009 Sport Marketing Association Conference.

**Operations Management**


**Sport Management**


4. **Presentations**

**Management**


x. **Weaver, G. R.** (2010), European Group for Organization Studies annual meeting, Lisbon, June-July 2010; co-chair for 3-day track on leadership, responsibility and ethics.

**Marketing**


**Operations Management**

i. **Fleischhacker, A.**, “Balancing Learning and Economies of Scale: The Case of Adaptive Clinical Trials,” INFORMS Annual Conference *invited speaker*, San Diego, CA.


**Sport Management**


5. Editorial and Professional Boards
   i. **Rick Andrews:** Marketing Science
   ii. **Thomas Becker:** Organizational Behavior and Human Decision Processes, Human Performance (Associate Editor)
   iii. **Bill Gehrlein:** International Journal of Multiple Criteria Decision Making, Social Choice and Welfare
   iv. **Chris Kydd:** Decision Sciences Journal of Innovative Education (Associate Editor), International Journal of e-Collaboration
   vii. **Ernie Saniga:** Economic Quality Control, International Journal of Productivity and Quality Management
   ix. **Stewart Shapiro:** Psychology and Marketing
   x. **Daniel Sullivan:** Journal of International Business Studies, Management International Review.
   xi. **Gary Weaver:** Editor in Chief, Business Ethics Quarterly.
6. Scholarly Presentations and/or Publications by Undergraduates
   ii. Received 2010 AIB Midwest Best Paper Award

III. Activities and Programs

A. Curriculum Changes and New Program Offerings
   1. Transfer of Sport Management Degree Program to Department of Business Administration (approved by faculty senate)
      i. Formerly the Sport Management program was taught by three faculty members (Matthew Robinson, Timothy DeSchriver, and Edgar Johnson) and housed in the Department of Health, Nutrition, and Exercise Sciences in the College of Health Sciences. Generally, 60 to 70 students have been enrolled in the Sport Management program and another 30 to 50 students were enrolled as “Sport Management Interest” students.

      ii. The national trend is for sport management programs to be housed within business schools. Established sport management programs at University of Massachusetts and Temple University have moved into business schools in recent years. Other universities such as the University of Oregon, Arizona State University, University of Central Florida, and Seton Hall University house sport management programs within their schools of business. The prevailing attitude of industry leaders is that the program may lack credibility if it is not aligned with the business school. Although the existing sport management curriculum emphasized business, its perceived quality and awareness will be enhanced if it is housed within the Department of Business Administration in the Lerner College of Business & Economics.

      iii. On July 1, 2010, the Sport Management program transferred to the Department of Business Administration in the Lerner College of Business & Economics. The two top priorities will be to improve the staffing for the program and to revise the curriculum. Exact recruiting plans will depend on how enrollments are affected by the major redesign of the curriculum, as discussed below.

      iv. Revising the Sport Management curriculum has been a top priority. In the revised curriculum, which has been approved by the University Faculty Senate, the general requirements and core courses of the program conform to those for existing majors in the Department of Business Administration (Management, Operations Management, Marketing, and International Business Studies) and will include calculus, statistics, accounting, economics, and finance courses, among others. Thus, the quality of incoming students will likely increase since the standards will be higher, though enrollments may also decline. Based on the
strong interest received in the program since word of the transfer to Business Administration has spread, the enrollment targets should easily be attained.

v. Target enrollment in “Sport Management Interest” is 30 students for Fall 2010, compared to 52 for Fall 2009, 34 for Fall 2008, 53 for Fall 2007, and 39 for Fall 2006. In steady state, internal plans project enrollments of 70-80 students (majors plus interest), compared to the current 150 students. The Sport Management program would benefit from the highly effective recruiting and advising efforts of the Lerner College Undergraduate Advising Office, and these projected enrollments can be achieved while making the curriculum more rigorous and improving student quality. Placement of Sport Management graduates should also improve since some graduates will decide to pursue careers in marketing, management, international business studies, or operations management rather than careers in sport management. Thanks to the extensive business core in the curriculum, 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 current majors in the Department of Business Administration is that they will have access to elective courses in Sport Management, which could be especially popular based on informal discussions with students. The Sport Management program provides an innovative educational opportunity for students seeking to embark on careers in sport-related fields and will likely generate much interest among business students. The business core in the curriculum will provide students with an excellent background in business should their opportunities in sports-related fields not live up to their expectations.

vi. Finally, the research agendas of the sport management faculty will be more in line with those of the faculty in BUAD. The tenured faculty members in Sport Management are respected scholars in the discipline, and they welcome the opportunity to collaborate with BUAD faculty with similar research interests.

2. Breadth courses for Professional Science Master’s Programs

i. The Department of Business Administration is pleased to support breadth courses for Professional Science Master’s (PSM) degree programs. The University Faculty Senate has approved a new breadth course, BUAD500 (Survey of Business). Starting Fall 2011, one section of the course will be offered every year. The course will be available to PSM and other graduate students across campus who are not matriculated in graduate programs in the Lerner College of Business & Economics.

ii. Other courses supporting the PSM program include: BUAD840 (Ethical Issues in Domestic and Global Business Environments) is offered during Fall and Spring semesters. Three or four sections of the course are offered each year, and PSM may utilize open seats in existing classes. BUAD870 (Leadership and Organizational Behavior) is offered during Fall and Spring semesters. At least four sections of the course are offered each year, and PSM may utilize open seats in existing
classes. BUAD835 (Managing New Product Development Projects), BUAD831 (Operations Management and Management Science) and BUAD871 (Managing for Creativity and Innovation) are options among a set of five courses; demand for these courses can be spread to use seats in available sections. BUAD831 and BUAD871 are offered regularly, while BUAD835 will be offered less frequently (not more than once per year and perhaps not every year).

3. BUAD424, “Ethics in the Workplace,” was made a permanent course during 2009-2010 (approved by faculty senate).

4. Course changes to support changes to MBA curriculum (approved by faculty senate):
   i. BUAD820: Statistical Data Analysis for Business (new title)
   ii. BUAD861: Ethical Leadership Development (new course)
   iii. BUAD870: Leadership and Organizational Behavior (new title)
   iv. BUAD892: Case Study and Simulation Analysis (new title)
   v. BUAD897: Global Business Management and Practice (New course for EMBA study abroad trips, not curriculum revision)

5. Two BUAD courses, 301 (Introduction to Marketing) and 309 (Management and Organizational Behavior), will satisfy new University Breadth Requirements in effect starting 2010-2011. The courses will satisfy requirements for the “Social and Behavioral Sciences” category of breadth requirements. Previously, the Department of Business Administration had no courses that satisfied the former Arts & Sciences Breadth requirements.

6. Anu Sivaraman was awarded a grant from the University of Delaware to implement E-Portfolios for marketing students starting Fall 2010. An electronic portfolio is a collection of work developed across varied contexts over time and stored digitally. E-portfolios help students:
   i. showcase their learning outcomes
   ii. reflect on the way in which the knowledge that they gain is growing, evolving, consolidating
   iii. store their achievements in one repository from which they are able to build new portfolios for various objectives in their career
   iv. share their work with their peers and their families, friends, employers etc.
   v. They may also help faculty:
   vi. Improve student learning
   vii. Aid in departmental assessment and accreditation efforts

B. Study Abroad Programs
   1. Summer 2009
      i. Australia Internship (undergraduate), taught by Jennifer Gregan-Paxton.
         Gregan-Paxton taught BUAD364, Business Administration in Practice (3 cr.).

   2. Winter 2010
i. Europe (undergraduate), taught by Julius Anderson and Tim Detwiler. Anderson taught BUAD393-070 - Seminar on International Marketing Management (3 cr.).

ii. Australia (undergraduate), taught by Hemant Kher and Suresh Sundaram. Sundaram taught BUAD393-072 - Seminar on International Marketing Mgmt. (3 cr.). Kher taught BUAD394-070 - Seminar on International Operations Mgmt. (3 cr.).

iii. Australia/Hong Kong/Malaysia (undergraduate), taught by Carter Broach and Chris Kydd. Broach taught BUAD393-072 - Seminar on International Marketing Mgmt. (3 cr.). Kydd taught BUAD394-070 - Seminar on International Operations Mgmt. (3 cr.).

C. Discovery Learning Experience Initiatives

1. The following BUAD courses satisfy the University’s Discovery Learning Experience requirement:
   i. BUAD 364, Business Administration in Practice
   ii. BUAD 444, Entrepreneurship and Small Business Management
   iii. BUAD 448, Decision Support Systems for Operations
   iv. BUAD 468, Undergraduate Research
   v. BUAD 478, Field Projects in Marketing

2. The following BUAD course satisfies the University’s First Year Experience requirement:
   i. BUAD 110, Basics of Business

3. The Gore Endowment and the new “W.L. Gore Lecture Series in Management Science”
   i. The Division of Professional and Continuing Studies has managed the Gore endowment that sponsored the Delaware Quality Award (DQA), which is being discontinued. The Gore endowment is being transferred to Lerner College to support the new W.L. Gore Lecture Series in Management. Professors Saniga and Davis will coordinate a new lecture series on the application of probability, statistics, and experimental design in business. The annual event will target participants in academia, business, government, engineering, and medicine.

4. MBA Case Competition
   i. Thirty-nine students comprising 11 teams participated in the 2010 Carol A. Ammon MBA case competition. Each team was tasked with developing recommendations to help IMAX build on its recent successes with the film Avatar and the company’s proprietary 3D movie format. The winning team – Shweta Kaul, Kanan Raval, Chris Stine, and Drew Marshall – received a cash prize and travelled to New York city to meet with IMAX executives and view the premiere of the film How to Train Your Dragon in IMAX 3D.
IV. Other Department Issues, Developments, and Challenges

A. 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 administer the teaching loads of newly hired faculty and highly research-productive faculty without substantial increases in resource requirements and decreases in the quality of student instruction. Increased use of PhD-qualified instructors as well as voluntary changes in workload arrangements for faculty who are not research productive will certainly help in this regard.

B. Given the emphasis on graduate education in UD’s Path to Prominence strategic initiative, the Department of Business Administration needs to continue to develop ideas for expanding and improving graduate education. A 30-credit hour Master of Science degree in Marketing Research fits the profile of graduate professional degree programs that are expected to have a high industry demand. Unfortunately, the applied statistics courses needed for an MS curriculum in Marketing Research are not currently offered at the University. Thus, the department will need to continue to build the technical skills of the marketing faculty so that, if market conditions continue to warrant, the department would be in position to offer an MS program at some point in the near future. Another potential option is an MS degree in International Marketing, which would require significantly less faculty re-tooling than the MS in Marketing Research.

C. The department would also welcome the opportunity to collaborate with other units on campus in the area of cluster hiring. One cluster hire that is potentially relevant to the Department of Business Administration is in the area of Diversity Science, which examines the micro- and/or macro-level effects of gender and racial diversity on organizational culture, processes (e.g., communications, conflict, cohesion, creativity) or outcomes (e.g., performance, satisfaction, turnover) and disseminates this knowledge effectively to business and academic constituencies and to undergraduate and graduate student groups. Another potential cluster hire is in the area of Engineering Management, which is a multi-disciplinary field involving business, finance, and engineering.

D. The Department of Business Administration could be involved in other collaborative activities as well. For example, potential certificate programs for employees at Aberdeen Proving Grounds are currently being discussed along with a possible 2+2 undergraduate degree program with a 2-year community college in Maryland. Another potential collaborative effort could be in the area of Business Education. Currently there are no programs at the University of Delaware that prepare graduates to teach business courses in high schools. Such an effort would likely involve the College of Education and Human Development.

E. Having spent much of the last year preparing for the new Sport Management degree program (resulting in a total of five majors in the department) and having developed a
full complement of minors that are attractive to students both inside and outside the Lerner College of Business and Economics, the department looks forward in the coming year to strategizing about its next major curriculum development activities.

V. Program Learning Objectives and Assessment

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

Executive Summary

The Department of Economics continued to perform at a high level both within the University of Delaware and in the economics profession. Highlights of the academic year include:

Faculty: Successful recruitment of a new faculty member, Olga Gorbachev who will begin September 2010. Gorbachev will play an important role in the new graduate curriculum and also improves the department’s gender diversity and ability to continue to recruit strong faculty. The department also integrated a new faculty member, Kolver Hernandez, in September, 2009. The department now has three strong assistant professors for the first time in several decades.

Research: Department faculty members published 16 journal articles during the academic year and have another 15 forthcoming at this time. Faculty published seven articles in top general and field journals, the highest total since 2001. These journals include the Journal of Economic History, Journal of Economic Theory, International Journal of Industrial Organization, Journal of Economic Dynamics and Control (2 papers), B.E. Journal of Economic Analysis & Policy, and the Journal of Urban Economics. Fifteen faculty members had a new acceptance in this academic year, also the highest total since 2001.

Graduate Education: The department made substantial changes to its graduate programs, revising the PhD program to incorporate more advanced courses in theory, econometrics, and applied courses, as well as adding a thesis proposal development workshop. The department also established, beginning in the 2010-2011 academic year, a new graduate MS degree in Economics and Applied Econometrics; more than 20 students (tuition-paying) are enrolled for Fall, 2010. This program will emphasize skills that are particularly valuable in industry and consulting. Finally, the department established a new, unique PhD in Economic Education as a joint program administered by the Department of Economics and the School of Education. Both departments expect this to be a premiere program and believe it to be the only such PhD in the country at this time. This joint program builds on the established strength and reputation of the CEEE.

The department also completed work on the Provost Graduate Improvement Grant that enabled it to strengthen its website and recruitment efforts. The new web site, including videos, will go live by Sept 1, 2010 and is being touted as a model template for other departments. The Department will also be doing complementary recruitment activities. The goal is to upgrade the applicant pool to match the upgrading of the curriculum.

Undergraduate Education: As of spring, 2010, the department had over 350 majors including students with Economics as a double major, and nearly 330 minors, plus another 52 majors in the Math-Econ program. One new course was introduced into the curriculum, ECON320, Energy Economics, after it was taught twice as an experimental course. No further curriculum revisions are planned at this time.
Public and Professional Service: Department faculty remain active in public policy discussions. The faculty published four Op-Ed pieces in the News Journal. The department also hosted another JFDP visitor, this time an economist from Armenia.

Challenges: 1) Faculty: The department is still transitioning from an older faculty to a younger one with more research activity. There is now a critical mass and the Department is well positioned to move up substantially in national rankings if it can continue to recruit in anticipation of retirements. The greatest need is in Public Finance, a topic that is particularly well suited to the applied program the Department offers, but one where an older faculty member is no longer able to provide a course at the appropriate level. The Department also needs to address a way to handle the five-year ½ time absence of a faculty recently appointed as Honors Program director without weakening the department’s teaching capacity.

2) Program Funding: The department also would benefit from even a moderate increase in funding for the PhD program, especially if it hopes to attract stronger students. The department anticipates that it may be able to increase tuition revenues associated with the new MS program, which has attracted tuition-paying students.

Saul Hoffman
Professor and Chair
I. Staffing

A. Promotions
   1. None

B. Departures
   1. None
   2. One signed retirement: 2010-2011 will be the final teaching year for Rick Agnello

C. New Faculty Hires
   1. Kolver Hernandez (effective Fall 2009)
   2. Olga Gorbachev (effective Fall 2010)

D. Sabbaticals and Research Leaves
   1. Jeffrey Miller (Spring 2010)

II. Recognition

A. Faculty Awards, Grants, Honors and Special Recognition
   1. Kenneth Lewis, Lerner Educator Award, May, 2010
   3. Burton Abrams, invited lectures, Shandong Economic University and Beijing Institute of Technology, May-June, 2010

B. Publications and Presentations
   1. Books/Book Chapters: None
   2. Journal Publications

      Core Faculty


**Supplemental Faculty**


*Forthcoming as of July 1, 2010*

i. Burton Abrams, "A Rejoinder to 'A Commentary on Does the Fed Contribute to a Political Business Cycle?'" *Public Choice*.


xv. **David R. Stockman** and Brian E. Raines, "Fixed points imply chaos for a class of differential inclusions that arise in economic models," *Transactions of the American Mathematical Society*.


3. **Publications in Referred Conference Proceedings**: None

4. **Presentations**


   iv. **Farley Grubb**, “The Failure of the Continental Dollar: Design Flaws and the Chaos of Congressional Commitments, 1775-1797” at the conference "Questioning Credible Commitment: Re-thinking the Glorious Revolution and


x. **William Poole**, “What Have We Learned From the Financial Crisis?” 20th annual Hutchinson Lecture in Macroeconomic Policy, University of Delaware, Thursday, April 8, 2010.


5. **Presentations (not printed in Proceedings):** None

6. **Editorial and Professional Boards**
   i. **Eleanor Craig**, Board of Directors, SunTrust Bank Delaware-Based Affiliates. Member of Investment Committee.

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

7. Op-Ed Publications

III. Activities and Programs

A. Curriculum Changes and New Program Offerings
The department overhauled the PhD program in Economics and created two new degree programs, an MS in Economics and Applied Econometrics and a PhD in Economic Education.
The overhaul of the Economics PhD program was the largest revision of the program since its inception and substantially elevates the level of the program. Major curriculum changes included seven new courses: ECON803 (Applied Econometrics I), ECON804 (Applied Econometrics II), ECON813 (Microeconomic Theory II), ECON814 (Macroeconomic Theory II), ECON846 (Topics in Development Economics), ECON850 (Dissertation Workshop), ECON853 (Topics in International Macroeconomics), and ECON862 (Topics in Industrial Organization and Regulation). The new curriculum is effective September, 2010. It is expected to yield stronger students and improved student outcomes.
The PhD in Economic Education combines graduate level training in Economics and Education. It is the only program of its kind in the country and it is expected to be a premiere program. One student was enrolled despite the absence of program advertising which did not commence until May 15, 2010. The department has already received indications of substantial interest in this program for 2011-2012.

The new MS program is a more applied program than our MA program and emphasizes applied econometrics skills. It also will be a program that dovetails with the new PhD and students may migrate in both directions between the programs. The MS program is expected to enroll 20 students for 2010-2011.
B. Study Abroad Programs

The department continues to offer two winter session programs. Both were very favorably received, according to the feedback provided by CFIS:


C. Discovery Learning Experience Initiatives

Not applicable.

IV. Other Department Issues/Developments

None to report at this time.

V. Program Learning Objectives and Assessment

The assessment of the department program learning objectives may be found in Appendix C.
Department of Finance

Executive Summary

The Department of Finance faculty promotes the success of its students and the reputation of UD through research, the 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 or appointments of regular full-time faculty this year, though the department was sad to learn of Professor Biederman’s decision to start his retirement leave, effective August 2010. During the year, the Department successfully recruited Fred Bereskin (PhD, Rochester) as a new Assistant Professor with expertise in corporate governance. Fred will join the Department starting in the Fall 2010 semester. Roger Coffin, the new Associate Director of the Weinberg Center for Corporate Governance, began his time at UD in September 2009. New adjunct faculty members during 2009-2010 include Joao Pereira, ISCTE Business School, Lisbon, Portugal, and Daniel L. VanSciver, Senior V.P. and Assistant General Auditor, The PNC Financial Services Group, Inc. Andy Fields was on sabbatical during the Spring 2010 semester, and Jeff Harris continued his leave-of-absence during Fall 2009 to serve as the Chief Economist at the Commodity Futures Trading Commission.

Department faculty had three new articles accepted in refereed finance journals. The accepted articles will appear in the Corporate Boards (Campbell and Varma), the Journal of Finance (Lou), and the Review of Financial Studies (Harris). The Department also had previously accepted articles go into print this year in the following journals: Journal of Finance (Cicero), two in the Financial Analysis Journal (Lou and Varma), Journal of Financial Intermediation (Laux), Corporate Ownership and Control (Laux), and the International Journal of Management in Education (Stocker). In addition, the faculty has current revision requests at top ranked journals including the Journal of Accounting Research (Lou), Journal of Finance (Harris), and three papers at the Journal of Financial Economics (Laux (1) and Harris (2)). Finally, Finance faculty presented their research papers at conferences and workshops throughout the world (see list below), and Charles Elson served as moderator, speaker, panelist, or participant at numerous conferences and workshops (see WCCG report).

The new MS Finance program has been successful beyond initial expectations. Directed by Helen Bowers, the program is now in its second year. During 2009-2010, the Department graduated 23 students, and a joint MBA/MS Finance program was approved. For the Fall 2010 class, the MS Finance program had 468 regular and 25 dual applications, for a total of 492 applications. The department admitted 40 students (8.54%) of which 27 will enroll (a 68% acceptance yield). Of these 27, 13 are from China, 11 are from the US, and 2 are from Turkey; 11 are female; and 25 are full-time students. In sum, the MSF program will have a total of 64 continuing and new students enrolled during the Fall 2010 semester.

The undergraduate program continues to be successful. The UD census in Spring 2010 indicated that the department has 658 finance majors (compared to 738 majors in 2009, 750 in 2008, and 585 in 2007). Tim Detwiler led an undergraduate group on a study-abroad session to Europe (Winter 2010) where students toured Frankfurt, Prague, Budapest, Vienna, and Munich. Andy
Fields taught in the CIMBA Program in Italy during Winter and Spring 2010. The Finance ‘honors track,’ led by Paul Laux, continues to grow and attract great students. Although the employment opportunities for 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. According to the May 2010 graduation survey, seniors found employment with JP Morgan Chase (10 students), Trillium Trading (4), Bloomberg (3), ING Direct (2), Bank of America (2), Wells Fargo (2), PriceWaterhouse Coopers (2), Blackrock, Disney, Swarthmore Financial, NYSE-Euronext, Philadelphia Eagles, Turner Construction, Crowley Wealth Management, Northrup Grumman, and DuPont, among others.

The department continues to provide many ways for its students to interact with practicing professionals. In 2009-2010, the department led 79 students on two trips to New York where they visited many Lerner College alumni and financial firms including Morgan Stanley Smith Barney, CFTC, NYSE, NASDAQ, Bloomberg, and Protiviti. Also, as listed below, Charles Elson, Roger Coffin, and Helen Bowers have invited many outside professionals to interact with our undergraduate and graduate students.

The department continued to garner awards from inside and outside the University. The Weinberg Center was awarded a grant from the Rockefeller Foundation (along with the Columbia School of Business) to study corporate governance. Additionally, the Weinberg Center for Corporate Governance was recognized by Deal Magazine as one of the four leading corporate governance centers in academia (with Harvard, Stanford and Yale). Raj Varma received the 2009-2010 Lerner Scholar Award, and Jay Coughenour received an EMBA Class of 2010 Teaching Excellence award.

During the 2010-2011 the department will continue to teach its students, conduct research, and pursue programmatic objectives consistent with the Lerner College and University Path to Prominence. The Department thanks all of its constituents for their continuous and generous support.

_Jay F. Coughenour_
*Associate Professor and Chair*
I. Staffing

A. Promotions & Appointments - None

B. Departures/Retirements
   1. Ken Biederman announced his retirement leave, effective August 2010

C. New Faculty Hires
   1. Roger Coffin joined the Department of Finance as Associate Director of the Weinberg Center for Corporate Governance
   2. Joao Pereira, Professor, ISCTE, Portugal; was an adjunct faculty member, Winter 2010
   3. Daniel L. VanSciver, Senior VP and Assistant General Auditor, The PNC Financial Services Group, Inc; was an adjunct faculty member, Spring 2010

D. Sabbaticals, Research Leaves, and Leaves of Absence
   1. Andy Fields, sabbatical leave, Spring 2010
   2. Jeff Harris, leave-of-absence, Fall 2009

II. Recognition

A. Faculty Awards, Grants, and Honors
   1. Raj Varma was awarded the Lerner Scholar Award for 2009-10
   2. Jay Coughenour was awarded an EMBA Class of 2010 Teaching Excellence Award
   3. Terry Campbell received a grant to develop the Astra Zeneca courses for the MBA Program
   4. Andy Fields received a MBA Course Grant

B. Special Service or Special Recognition
   1. Helen Bowers offered a one-credit class entitled Career Development in Finance in Fall 2009 in which 10 undergrad FINC majors, 12 MSF students, and one doctoral student were enrolled. Included in the list of speakers to the class were:
      a. Peter Roberts, Managing Partner, FLAG International, LLC
      b. Scott Tuozzolo, Financial Advisor, Rockwell Associates
      c. John Eckerson, Portfolio Manager, Claren Asset Management
      d. Marissa A. P. Stipa, Energy Markets Research Specialist, Connectiv
         Alfred V. Gallo, Director, Natural Gas Trading, Connective
      e. Guy Haselmann, Principal, Gregoire Capital
      f. Darrell A. Clayton, CFP, Vice President, J.P. Morgan
      g. Melanie Petsch, Principal and Senior Quantitative Researcher, Petsch Analytics LLC
   2. Several references to the MSF Program were included in the April 6, 2009 BusinessWeek article entitled “Master’s of the Financial Universe.”
3. Paul Laux accepted the new created position of Honors Program Liaison, and a secondary appointment at ISCTE.

4. Bob Schweitzer served as instructor for the American Bankers Association, Stonier Graduate School of Banking, University of Pennsylvania; American Bankers Association, National Graduate School of Banking, University of Pennsylvania; Graduate School of Banking at LSU, Baton Rouge, LA; Pennsylvania Bankers Association, Advanced School of Banking, Pennsylvania State University, State College, PA; Pennsylvania Bankers Association, School of Banking, Pennsylvania State University, State College, PA.

5. David Wilk, adjunct faculty member, organized and participated in the ULI (Urban Land Institute) panel discussion held March 23, 2010 in the Center for the Arts.

6. The Weinberg Center for Corporate Governance was recognized by Deal Magazine as one of the four leading corporate governance centers in academia (with Harvard, Stanford and Yale).

7. The Weinberg Center held a successful Director’s College at UD, bringing in corporate board members from across the country, the leading experts in executive compensation, and featured a keynote address by SEC Commissioner Troy Paredes.

8. The Weinberg Center was awarded a grant from the Rockefeller Foundation (along with the Columbia School of Business) to study corporate governance. The study will be co-chaired by Professor Charles Elson.

C. Publications and Presentations

1. Journal Publications (new acceptances during 2009-2010 in refereed finance journals)

2. Other Publications (new acceptances during the 2009-2010 academic year)

3. Presentations
   i. Cicero, D. presented the following papers: "Equity Analysts affiliated with Corporate Lenders," U.S. Securities and Exchange Commission Southern Methodist University (presented by co-author); "Do Firms Adjust to a Target Board Structure?" Conference on Empirical Legal Studies (presented by co-author).
ii. Elson, C., served as moderator, speaker, panelist, or participant at 47 conferences, workshops, and other events (see report of the Weinberg Center for Corporate Governance).

iii. Harris, J., presented the following papers:
   6. “Effects of Central Bank Intervention on the Interbank Market During the Sub-Prime Crisis” University of Marche, Ancona, Italy


v. Lou, X., presented the following papers:
   1. “Do Investors Underreact to Earnings Surprises?” University of Delaware
   3. “Do Analyst Forecasts Reflect Investor Expectation” University of Delaware, Boston College, Columbia University, University of South California

III. Activities and Programs

A. Curriculum Changes and New Program Offerings
   1. The joint MBA/MSF program was approved.

B. Study Abroad Programs
   1. Europe, Tim Detwiler, Winter 2010, FINC392-071 Seminar: International Financial Management, 23 students. Students toured Frankfurt, Germany; Prague, CZ Republic; Budapest, Hungary; Vienna, Austria; Munich, Germany.
   2. Italy, Andy Fields taught in the CIMBA Program (Consortium Institute for Management and Business Analysis) during Winter 2010 and Spring 2010.
3. 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.

4. Portugal, **Paul Laux**. Our exchange program with the ISCTE Lisbon University included one ISCTE student who attended UD, and one UD student who attended ISCTE. Tentatively, two ISCTE students plan to attend UD during 2010-2011 academic year.

5. **Helen Bowers** taught a graduate course entitled “Financial Valuation Analysis with an Application to Energy Capital Projects” in which 27 students were enrolled at the Universite Paris 1, Pantheon-Sorbonne in May, 2010.

**C. New York City Trips for undergraduate and graduate students**

1. October 2, 2009: Morgan Stanley Smith Barney, CFTC, NYSE, NASDAQ, Bloomberg, and Protiviti – 49 students

**D. Discovery Learning Experience Initiatives**


2. FINC418, *Seminar in Corporate Governance*, 44 students enrolled during the Fall 2009 semester and 29 students enrolled in Spring 2010. This class allowed our undergraduate students interact in classroom and social settings with the following individuals:

The Caremark Compliance Approach to the Prevention of Corporate Fraud and Other Forms of Illegal Conduct

1. Christine Bachrach, Senior Vice President and Chief Compliance Officer, HealthSouth, Inc.
2. Christopher Bruner, Associate Professor of Law, Washington & Lee School of Law
3. Odell Guyton, Compliance Director, Microsoft
4. The Honorable Jack Jacobs, Justice, Supreme Court of Delaware
5. William Lafferty, Partner, Morris Nichols Arsht & Tunnel, LLP
6. Brady Long, Vice President, General Counsel and Secretary, Pride International
7. John Maupin, President. Morehouse School of Medicine; Director HealthSouth, Regions Financial Corp., LifePoint Hospitals, Inc.
8. Mark Mendelsohn, Deputy Chief, Fraud Section, Criminal Division, US Department of Justice
9. Alan Palmiter, Professor, School of Law-Wake Forest University
10. Roy Snell, CEO, Health Care Compliance Association

TARP, Government Ownership of Publicly Traded Companies, and Impact on Shareholder Value

1. Brandon Becker, Executive Vice President and Chief Legal Office, TIAA-CREF
The Pros and Cons of Separating the Chairman and CEO Positions
1. Jon Hanson, Founder & Chairman, The Hampshire Companies; Non-Executive Chairman, HealthSouth Corporation; Lead Director, Prudential Insurance
2. Bess Joffe, Associate Director, Hermes Investment Management Limited
3. The Honorable William Chandler, Chancellor, Court of Chancery
4. Harry Kraemer, Executive Partner, Madison Dearborn Partners
5. Reuben Mark, Former CEO, Colgate-Palmolive Company
6. Robert Monks, advisor Trucost, founder of Lens Governance Advisors, founder of Institutional Shareholder Services, Inc. et. al.
7. Ira Millstein, Senior Partner, Weil, Gotshal & Manges, Senior Associate Dean for Corporate Governance, Yale SOM
8. James D. Robinson, III, General Partner, RRE Ventures; Retired Chairman, Bristol Myers Squibb; Director, Coca-Cola, and Novell; Former Chair and CEO, American Express

Federal vs State Corporate Governance Standards
1. John Castellani, President, Business Roundtable
2. William Clark, Senior Partner, Drinker Biddle & Reath LLP
3. David Becker, General Counsel, Securities and Exchange Commission
4. John Keenen, Research Specialist, AFSCME
5. Harvey Goldschmid, Dwight Professor of Law, Columbia Law School
6. Norman Monhait, Member, Rosenthal, Monhait & Goddess, P.A.
7. A. Gilchrist Sparks, Partner, Morris, Nichols, Arsh & Tunnell LLP
8. Travis Laster, Vice Chancellor, Court of Chancery
Ann Yerger, Executive Director, Council of Institutional Investors

IV. Other Departmental Issues/Developments
None to report at this time.

V. Program Learning Objectives and Assessment
The assessment of the department’s program learning objectives may be found in Appendix D.
Department of Hotel, Restaurant and Institutional Management

Executive Summary

The Department of Hotel, Restaurant and Institutional Management (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 the Department’s Swiss Partner School, SSTH, where they spent the fall semester studying in Europe. Later in August, the department welcomed approximately 95 new undergraduate students and 3 graduate students into the HRIM family. HRIM hosted its annual Majors Meeting on September 8, 2009. Current HRIM students greeted the undergraduate class of 2013. 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.

In November, HRIM faculty and students 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. The department also held an HAA Alumni reception on Monday, November 9, 2010, where HRIM alumnus Kurt Gaston hosted approximately 30 alumni at the Hard Rock Café in Times Square, where he serves as the operations manager.

The HRIM180 Introduction to Hospitality class was visited by many hospitality executives, including Ms. Kathy Smith, Senior Vice-President, Human Resources for The Ritz Carlton Hotel Company, Mr. John Timmerman, Corporate Vice President, Operations for the Ritz-Carlton Hotel Company, Mr. Burton M. “Skip” Sack, Chairman and Partner, Classic Restaurant Concepts, Ms. Marian Jansen op de Haar, Director of Wine for Fleming’s Prime Steakhouse & Wine Bar, Mr. Sam Calagione, Founder and President of Dogfish Head, Ms. Alice Elliot, CEO of the Elliot Group, Mr. Xavier Teixido, President of Harry’s Savoy Grill & Ballroom and Mrs. Michele Rollins, Chairman of Rollins Jamaica, Ltd.

In December, the department recognized Bill Sullivan 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. Sullivan has given generously of his time and resources to this end.

Several HRIM graduate students presented their research at the Hospitality Graduate Student Research Conference in January 2010, held in Dulles, DC. At the conference, Dr. Nelson presented the University of Delaware Michael Olsen Award to Dr. Daniel Fesenmaier of Temple University. The University of Delaware provides this award annually to recognize lifetime achievement in hospitality research.
HRIM students, Roger Plourde, Dan Gerber, Jenna Ernst and Amanda Chang, volunteered 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 department’s CMAA (Club Managers Association of America) students traveled to San Diego for their annual conference where they participated in competitions and attended workshops. HRIM is pleased to report that the Blue Hen CMAA Chapter won in the Club Governance and Fitness and Wellness categories. The students then presented to the entire conference.

In March, hospitality management students from throughout the Mid-Atlantic region converged on the University of Delaware for the HRIM Metro CHRIE Hospitality Career Fair. The department was honored to have the presidents of the American Hotel & Lodging Association and the National Restaurant Association both provided the keynote address. Even during this tough economy, the fair was well stocked with 48 companies in attendance. HRIM 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 the Department’s Hospitality Club at Harry’s Savoy Grill. Approximately 200 students, parents, and faculty were in attendance.

Annually, HRIM host the Darden Restaurants Foundation Entrepreneurship Summit. April 10 and 11, 2010 marked its 4th anniversary. Ms. Velda Jones Potter, Delaware State Treasurer and Mr. John Dawkins, President and CEO of Jo-Dan Enterprises, provided the keynote address, with approximately 100 students in attendance from the University of Delaware, Delaware State University, Cheyney University, University of Maryland Eastern Shore, Howard University, Lincoln University, Morgan State University, North Carolina Central University, Richard Stockton College of New Jersey, University of the District of Columbia, and Virginia State University. High school students from the Philadelphia Academies, Inc. also participated in the summit. The summit is designed to encourage college students, especially underrepresented students, to consider hospitality business ownership as a career path.

The department held its annual advisory board meeting on Monday, April 26, 2010.

The department also published two newsletters this year, and invites you to view them online: http://www.be.udel.edu/HRIM/newsletter/hrim-newsletter-11-2009.html

http://www.be.udel.edu/hrim/newsletter/hrim-newsletter-7-2010.html

HRIM is proud of its accomplishments during its second year as a member of the Alfred Lerner College of Business and Economics. The department looks forward to moving forward with the Lerner College on its “Path to Prominence.”

Robert Nelson
Associate Professor and Chair
I. Staffing

A. Promotions
   1. Mr. Bernd Mayer was successful in his review for a new contract

B. Departures/Retirement Leaves
   1. Dr. Cihan Cobanoglu, August 2010
   3. Pamela Cummings, Retirement leave starting September 2010
   4. George Conrade completed his retirement leave

C. New Faculty Hires who started for the 2009-2010 year
   1. Dr. M. Naveed Baqir (Started 2009)
   2. Dr. Joanne Jung-Eun (will start 2010)

D. Sabbaticals and Research Leaves
   1. None

II. Recognition

A. Faculty Awards, Grants, Honors and Special Recognition
   1. Pamela Cummings was presented the Leon and Margaret Slocomb Professional Excellence Award

B. Publications and Presentations
   1. Books/Book Chapters
      i. Fred DeMicco
      ii. Brian Miller

   2. Journal Publications
      i. Sri Beldona


**ii. Cihan Cobanoglu**


**iii. Fred DeMicco**


**iv. Brian Miller**


3. **Publications in Referreed Conference Proceedings**

**i. Sri Beldona**


i. Cobanoglu, Cihan


ii. Fred DeMicco


4. Presentations

i. Naveed Baqir

ii. Cihan Cobanoglu


iii. Brian Miller


5. **Presentations (not printed in Proceedings)**

None

6. **Editorial and Professional Boards**

i. **Sri Beldona**

   1. Editorial Board Member, *Journal of Hospitality Marketing Management*
   2. Editorial Board Member, *Journal of Information Technology in Tourism*
   3. Editorial Board Member, *Journal of Hospitality and Tourism Technology*
   4. Editorial Board Member, *Journal of Conventions and Event Tourism*

ii. **Cihan Cobanoglu**

   1. Editor-In-Chief, *Journal of Hospitality and Tourism Technology* (2008- Present)

iii. **Fred DeMicco**

   2. Co-Editor, HOSTEUR tm. eZine online journal. (with Cihan Cobanoglu) International Council on Hotel, Restaurant and Institutional Education 2007- Present.
   3. Advisory Board and article, *The Hotel F & B Executive*, write monthly column, titled “Dr. Food Tech”. 2001 to present.
6. President, North East Federation of International CHRIE
   2010 to present

iv. Francis Kwansaa
   1. Homeward Bound Inc. Board
   2. Western Hospitality Institute (Montego Bay)

v. Brian Miller
   1. Editorial Board Member – Journal of Hospitality and
      Tourism Education

vi. Bob Nelson
   1. Editor, Journal of Convention & Event Tourism published
      by Taylor & Francis
   2. Editorial Board, Journal of Hospitality and Tourism
      Education
   3. Reviewer, Internal Convention & Expo Summit

vii. Ali Poorani
   1. Reviewer, Cornell Hotel and Restaurant Administration
      Quarterly
   2. Reviewer, International Journal of Hospitality
   3. Reviewer of Research Papers, Society of Franchising
      Annual Conference
   4. Reviewer of Research Papers, Journal of Hospitality
      Financial Management
   5. Reviewer of Research Papers, Hospitality Research
      Journal
   6. Editorial Board: Journal of Human Resources in
      Hospitality and Tourism
   7. UD Committees: President’s Commission to Promote
      Racial & Cultural Diversity; Luis L. Redding Award
      Nominating Committee.
   8. Board Member: Association of Hospitality Financial
      Management Educators; Philadelphia & Vicinity CMAA
      Club Foundation.
   9. Serves on Finance Committee for the Council on Hotel,
      Restaurant and Institutional Education (CHRIE).
   10. Served on ICHRIE Strategic Planning Committee

viii. Bill Sullivan
   1. Board, Greater Wilmington Convention and Visitors
      Bureau
   2. Immediate Past Chairman, Delaware Hotel and Lodging
      Association
   3. Board President, Mary Campbell Center

7. Workshops
   None

8. Other
i. Cihan Cobanoglu
   1. Invited Papers
   2. Grants proposals & Research Projects

III. Activities and Programs

   A. Curriculum Changes and New Program Offerings
      1. HRIM submitted curriculum changes to the HRIM undergraduate program. The changes were approved as submitted, with highlights as follows:
• ACCT207 in lieu of ACCT200
• ECON151 and ECON152 in lieu of ECON100
• FINC311 in lieu of FINC200

The above changes will be in effect beginning September 1, 2010. HRIM submitted a proposal for a new major, Hospitality Industry Studies. The new major will be presented to the Lerner College and the Faculty Senate if approved respectively in Fall 2010.

2. HRIM submitted a proposal for a new minor, Restaurant Management. The new minor will be presented to the Lerner College and the Faculty Senate if approved respectively in Fall 2010.

B. Study Abroad Programs
1. SSTH Exchange
   i. Fall 2009 – 8 students to SSTH
   ii. Fall 2009/Spring 2010 – 4 SSTH students to HRIM
2. Australia/New Zealand HRIM 2010 Winter Study Abroad
   i. Brian Miller and Fred DeMicco
   ii. HRIM367 Cruise Ship Management
   iii. HRIM367 Environmental Issues Related to Tourism
   iv. HRIM381 Management of Food and Beverage Operations
   v. Number of Students: 24
3. Ghana SOCI-HRIM Winter 2010 Study Abroad
   i. Ali Poorani
   ii. HRIM367 Ecotourism Entrepreneurship
   iii. Number of Students: 15
4. South Africa HDFS/HRIM 2010 Winter Study Abroad
   i. Francis Kwansa
   ii. HRIM316 Cross Cultural Etiquette and Protocol
   iii. Number of Students: 12
5. Chur Switzerland and Tuscany Italy Summer 2010 Study Abroad
   i. HRIM218 Beverage Management
   ii. HRIM367 Spa Management
   iii. Number of Students: 19

C. Discovery-Based Learning Initiatives
During the 2009-2010 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 2009
41 students enrolled in the Lodging Module
Average score on the study 89%
High score 96%
Low score 86%

Spring 2010
47 students enrolled in the Lodging Module
Average score on the study 91%
High score 95%
Low score 82%

IV. Other Department Issues/Developments

In October 2009, Dr. Bob Nelson traveled with Dean Gempesaw and President Harker to Korea, exploring the possibility of our HRIM department participating in a new Asian Global University in Songdo.
MBA Program Annual Report

Executive Summary

• Efforts on the UD-Brand Development Initiative continued during the year

• The UD-MBA Brand Promotion via
  o Billboard Media: The billboard campaign continued throughout the year with emphasis on placement in Wilmington and Chester, PA along the I-95 corridor.
  o Amtrak Train Station Media: Through placement in kiosks and outdoor billboard panels, total saturation of the Wilmington Amtrak train station with UD- MBA and EMBA brand messaging.
  o Radio: The UD MBA brand was promoted on the WSTYW and WHYY/NPR radio stations.

• George Washington University International Case Competition: Five students represented the UD MBA Program at this year’s International Case Competition on March 19-20th in Washington, D.C. Eighteen teams from U.S. and international universities participated. The Focal organization for this year’s competition was the Urban League of Washington DC.

• Carol A. Ammon Case competition at UD: The annual internal Case Competition was held on Saturday, March 13th and drew participation from 40 students on 11 teams. The focal organization was IMAX. Thirteen MBA Alumni enthusiastically volunteered to serve as preliminary-round judges. The final round was judged by local executives: Fran DiNuzzo, CEO, Strategic Diagnostics, Inc.; John H. Taylor, Jr., Senior Vice President & Executive Director, Delaware Public Policy Institute and the Delaware Chamber of Commerce; Andrew M. Weber, Global Business Director, Fluoropolymer Solutions, DuPont; and Steven Zeisler, Vice Chair, Delaware Symphony Orchestra. Although IMAX executives were unable to attend as judges, the company hosted the winning team at their New York City headquarters for the premier screening of How to Train Your Dragon.

• The Rutgers University Regional Supply Chain Case Competition: In the first time entering this competition, four UD MBA students brought home second place honors in this regional specialty competition. Five teams from regional schools such as Lehigh University, the University of Maryland, and Rutgers competed in this April event that focused on the coffee supply chain in Kenya.

• Study Abroad Program to Germany & the Czech Republic: During the Spring 2010 break week eight students took a study trip abroad to Germany and the Czech Republic, led by a UD faculty member. This effort goes to directly promote the global dimension of the UD-MBA brand.

• International Collaborations – This year saw several students embarking on international studies with informal collaborations with other universities. Two students finished up the
French portion of a year-long Masters in International Business dual degree at Grenoble Ecole de Management (France), one created his own semester abroad at ISCTE in Lisbon, Portugal, and four have just returned from an intense two-week Summer Graduate Program in Asolo, Italy, coordinated by the CIMBA based at the University of Iowa.

• Recruited and seated the 16th cohort of the Executive MBA.

• Recruited and seated the third cohort of the onsite UD MBA at Astra Zeneca program.

• Tyler Lectures fall and spring: Dipak Jain, Sandy and Morton Goldman Professor in Entrepreneurial Studies and a professor of marketing at the Kellogg School, Northwestern University gave Tyler Lecture on March 12, 2010. His lecture was titled, “The Future of Business Schools in an Era of Global Economic Crisis.” Dr. Jain was the dean of the Kellogg School of Management from July 2001 to August 2009.

• Senior Executive Speaker Series: The Senior Executive Speaker Series kicked off in September 2009 with a presentation by Mr. Bruce Hammonds, former President, Bank of America and Mr. John Cochran, former COO, MBNA Corporation, as well as Mr. Ken Boehl, former senior executive at MBNA. Their presentation focused on the MBNA story. In November 2009, Ms. Ellen Kullman, CEO, DuPont, discussed 'Positioning for Growth in a Changed Economic Landscape'. In January 2010, Mr. Louie Freeh, Senior Managing Partner, Freeh Group International presented 'Compliance in the Global Marketplace'. Rounding out the 2009/2010 Executive Speaker Series in February 2010, Mr. J Erik Fyrwald, Chairman, President and Chief Executive Officer, Nalco Company, discussed 'Nalco: Model of Profitable Growth in Green Technology - Growth of China and India'. The Executive MBA students also visited the Nalco Corporation during their visit to Shanghai China in March.

• Continued “Employer Day” at the Lerner College of Business & Economics, this year on behalf of DuPont, Hess, Black & Decker, and Bank of America.

• The 15th cohort of EMBA class graduated on March 26th in the Roselle Center for the Arts. The graduating students, families and friends enjoyed a reception in the Center’s atrium following the ceremony.

• Ninety-seven MBA students comprise the Class of 2010 (includes Summer 09-Spring 10) with another 16 MBAs planning to finish during Summer 2010

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

A. Graduate Enrollment

<table>
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<tr>
<th>Program</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
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<tr>
<td>MBA PT</td>
<td>219</td>
<td>213</td>
<td>207</td>
<td>188</td>
<td>192</td>
<td>195</td>
<td>210</td>
</tr>
<tr>
<td>MBA FT</td>
<td>131</td>
<td>110</td>
<td>81</td>
<td>71</td>
<td>75</td>
<td>74</td>
<td>90</td>
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<tr>
<td>PhD/MBA</td>
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<tr>
<td>MBA Bosnia</td>
<td>0</td>
<td>24</td>
<td>39</td>
<td>45</td>
<td>23</td>
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<tr>
<td>Pathways</td>
<td>50</td>
<td>55</td>
<td>64</td>
<td>55</td>
<td>65</td>
<td>62</td>
<td>57</td>
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<tr>
<td>EMBA</td>
<td>32</td>
<td>38</td>
<td>39</td>
<td>42</td>
<td>38</td>
<td>32</td>
<td>26</td>
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<tr>
<td>Total MBA &amp; PW</td>
<td>432</td>
<td>440</td>
<td>430</td>
<td>406</td>
<td>395</td>
<td>366</td>
<td>391</td>
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<td>IS&amp;TM</td>
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<td>23</td>
<td>21</td>
<td>19</td>
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<td>32</td>
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<td>6</td>
<td>8</td>
<td>11</td>
<td>19</td>
<td>13</td>
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<tr>
<td>HIM</td>
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<td>Economics</td>
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<td>Total</td>
<td>471</td>
<td>481</td>
<td>475</td>
<td>454</td>
<td>555</td>
<td>547</td>
<td>620</td>
</tr>
</tbody>
</table>

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

B. Summary of recruitment efforts

- Billboard campaign fall 09 through spring 10
- Radio campaign fall 09 and spring 10
- Amtrak billboard campaign Spring 09 through Spring 10
- UD Sport Marketing campaign Fall 09 through Winter10; sponsored football and basketball scoreboard statistics with signage and announcements
- Winter 10 recruiting trip to Paris, Moscow & St. Petersburg for Education Fairs; travel was partnered with UD ELI to attract MBA conditional admission students.
- Paris fair resulted in meeting with representative from MBA Institute, Paris International Business School and an agreement has been reached to award scholarships to graduates of that program in exchange for sending 5+ qualified students to the UD MBA program in a given semester.
- Spring 2010 recruiting trip to 4 cities in Brazil as part of BMI Education Fair tour; travel was partnered with UD ELI to attract MBA conditional admission students.
- Conditional Admission Program in Cooperation with UD ELI has continued to be successful and resulted in 54% of Fall 09 & Spring 10 international students applying through this program.
- Education Fairs at two different WL Gore locations, Coventry Health Care, New Castle County Chamber events, Kaplan event resulted in program awareness and applicants
  - Onsite UD MBA at Astra Zeneca - the third cohort of 12 students started the onsite MBA program at AZ and we are now taking applications for a fourth group to begin in Fall 10
- TJU MD-MBA program at UD campus has been approved
• Recruitment Issues: Economy continues to affect company reimbursements plans as they tighten budgets and cut unnecessary items. EMBA support has been particularly affected. Individuals are also stretched to the limit and have fewer dollars to invest in “extras” like continuing their education as the unemployment situation has not vastly improved.

II. Programs and Activities

A. Corporate Associates Program
   Trend in number of students involved in the Corporate Associate Programs
   Fall 2005: 10
   Fall 2006: 12
   Fall 2007: 17
   Fall 2008: 13
   Fall 2009: 12

B. Study Abroad Efforts
   • During the Spring 2010 break week eight students took a study trip abroad to Germany and the Czech Republic, led by a UD faculty member. This effort goes to directly promote the global dimension of the UD-MBA brand.
   • In February/March, EMBA-15 students traveled to Seoul, Korea and Beijing and Shanghai, China.

C. International Collaborations
   • Visits to Foreign Universities and Institutions for International Collaborations: The MBA Program visited the following Universities and institutes during 2009-10 and met with the faculty and administration at these places with the goal of setting up academic collaboration for faculty and student exchanges and starting new programs at graduate and undergraduate levels. The program is glad to report that there is a great deal of interest and will continue discussions for collaborative arrangements with these schools:
     o (1) ESAN University and (2) Universidad Perana De Ciencias Aplicadas [University of Applied Science], UPC, both in Lima, Peru, and (3) Universidad Catolica Boliviana [Catholic University of Bolivia] in La Paz, Bolivia in January 2010
     o Sejong University, Seoul, S. Korea (several times during 2009-10).
     o University of Pretoria’s Gordon Institute of Business Science, UP-GIBS, Johannesburg, South Africa (February 2010)
     o (5) WHU in Vallender, Koblenz, Germany and (6) International Institute for Leadership Education, Czech republic (met David Dvorsky, President of IILE in Frankfurt, Germany) in May 2010.
     o (8) Delhi University: Faculty of Management Studies (9) Indian Institute of Technology, Delhi (IITD), (10) Indian Institute of Foreign Trade (IIFT), (11) Knowledge Network India in July 2010.
D. Internship/Employment Related
Employer development focused outreach to small and mid-sized organizations.

1. Organized targeted outreach to the Chamber of Commerce in Delaware & Delaware Bioscience Association
2. Conducted site visits to key organizations. Examples of company visits to develop and maintain partnerships with the Lerner College include: JPMorganChase, Wilmington Trust, AAA MidAtlantic, Sequentous, Swarthmore Financial Services, Endo, AstraZeneca, Aberdeen Proving Ground, and Barclaycard US.
3. Followed-up with organizations that did not participate in on-campus recruiting activities in 2008-2009

Top employers hiring UD grad students for full-time and internships were: JP Morgan Chase, Ernst & Young, PricewaterhouseCoopers, Deloitte, KPMG, Bloomberg, Bank of America, ING Direct, AstraZeneca and Endo Pharmaceuticals.

CORPORATE ASSOCIATE PROGRAM:
Fall 2009: 12 Fall 2010: 12

Employers participating in the program: DuPont, AstraZeneca, Endo, SBDC, Ashland, AAA, SPI Pharma, Artisan’s Bank, Delaware Symphony. A lot of interest in the program, but most organizations have preferred to continue or develop a part-time internship opportunity.

Data recorded from graduation survey cards:

<table>
<thead>
<tr>
<th>Graduates</th>
<th>Salary Range</th>
<th># of Graduates with job</th>
<th>% jobs</th>
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<tbody>
<tr>
<td>Total Graduates</td>
<td>&lt;$40K</td>
<td>$40K-$50K</td>
<td>$50K-$60K</td>
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<td>69</td>
<td>1</td>
<td>2</td>
<td>4</td>
</tr>
</tbody>
</table>

E. Program Goal Assessment
See Appendix E for details on the MBA Program’s assessment of its program learning objectives.

Closing the Gap: The MBA Program plans to share the assessment of learning goals 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 goals and assessment for this year.
Executive Summary

The Office of Undergraduate Advising and Academic Services (UAAS) is responsible for the academic services associated with all undergraduates in the Lerner College. This past year, the Lerner College graduated its largest undergraduate class; almost 800 students received degrees and 20% of the graduates had two or more majors in the College. The number of students completing the Certificate of Business Essentials increased over 60%; the UAAS recorded 4,093 scheduled student appointments; the ethnic diversity increased by 2% in the college; and the College had the largest participation in study abroad programs to date (30% increase).

UAAS continues its commitment to retention efforts. In addition to advising students, UAAS performs audits for all College sophomores and completes 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. The UDREAM (yoU Develop Resources for Excellence in Academic Management) program is an academic support program offered by UAAS to help aid student retention. Recognizing that some students need extra help, UAAS pairs students with an advisor to help the students overcome obstacles that may prevent them from achieving their academic goals. Students are connected with university resources; set long-term and short-term goals; strengthen time management and study skills; and develop educational plans consistent with their values, interests, and abilities. Thirty students participated in UDREAM during 2009-2010 with a combined average GPA of 1.733 prior to participation, then a combined average GPA of 2.25 after participation – an average increase of .537.

Other areas of UAAS 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 the UAAS. The UAAS provides information about and coordination of all academic services for students on exchange programs to and from the Lerner College. UAAS works closely with Admissions, the Office for International Students and Scholars, Housing, and the English Language Institute to assist international students who are admitted to Lerner College programs. This year, UAAS saw an increase in the numbers of international students admitted, and had a total of 110 international students for the 2009-10 academic year. This has led to the development of a more focused international orientation effort and a closer look at the first year experience for these students.

Recruitment is another area of responsibility for UAAS. UAAS coordinates the Lerner College 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 departments assisted UAAS in targeted phone calls to over 200 highly talented prospective students in March. The outcome of these increased efforts in recruiting has resulted in the admission to the college for fall, 2010 of a freshmen class with higher combined Math/Verbal SAT’s than in any previous entering class.
Finally, the UAAS coordinates the Academic Orientation and Parent & Family Weekend in the fall and the Convocation programs in the spring. These events have expanded to include more opportunities to celebrate the Lerner College’s academically talented students. On May 29th, these students were recognized at the College convocation, and this October, UAAS will host a reception to honor undergraduate students during Parent and Family Weekend.

In conclusion, challenges for the coming year for the UAAS include the implementation of the new University breadth requirements, the addition of the new sport management major in recruiting/retention efforts, and the continued development of international exchanges.

Marcia Rollison  
Assistant Dean
I. Enrollment Numbers

A. Undergraduate Degrees Awarded

<table>
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<tr>
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<tbody>
<tr>
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<td>168</td>
<td>195</td>
<td>151</td>
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<tr>
<td>Totals</td>
<td>793</td>
<td>757</td>
<td>545</td>
<td>584</td>
<td>566</td>
<td>565</td>
<td>572</td>
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</tbody>
</table>

*Class of 2010 based on July 6 figures and will change slightly. Double majors have been listed separately beginning with 2006. HRIM majors are listed beginning with 2009.
SOURCE: Dean’s Office certification list
Each year includes summer, fall, winter, and spring.
### B. 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 Students</th>
<th>TOTAL # Enrolled</th>
<th># IN GRADUATING CLASS</th>
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</thead>
<tbody>
<tr>
<td>2010</td>
<td>*5311</td>
<td>*528</td>
<td>*1224</td>
<td>20.5</td>
<td>*37</td>
<td>2825</td>
<td>793</td>
</tr>
<tr>
<td>2009</td>
<td>4963</td>
<td>562</td>
<td>1214</td>
<td>25</td>
<td>43</td>
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<td>44</td>
<td>2891</td>
<td>545</td>
</tr>
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<td>51</td>
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<td>25</td>
<td>49</td>
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<td>35</td>
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<td>1189</td>
<td>26</td>
<td>52</td>
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<td>25</td>
<td>44</td>
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<td>505</td>
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*Based on July 22, 2010 Admissions Report

### C. Students Changing Majors to B&E Programs

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<td>FIN</td>
<td>MIS</td>
</tr>
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<td># Apply</td>
<td>45</td>
<td>238</td>
</tr>
<tr>
<td># Accept</td>
<td>37</td>
<td>214</td>
</tr>
<tr>
<td>% Accept</td>
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<tr>
<td>Avg GPA Accept</td>
<td>2.9</td>
<td>2.88</td>
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* These numbers are an estimate only
### D. Lerner College Freshmen Entering the Honors Program

#### Lerner College Freshmen University Honors Enrollment: 3 Years

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<th>Major</th>
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<th>Fall 2009</th>
<th>Fall 2008</th>
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<tr>
<td>Accounting</td>
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<td>9</td>
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</tr>
<tr>
<td>Economics</td>
<td>4</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>MIS</td>
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<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Bus Undeclared</td>
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<td>13</td>
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<tr>
<td>Finance</td>
<td>4</td>
<td>6</td>
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<tr>
<td>Management</td>
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<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Operations Mgmt</td>
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<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Marketing</td>
<td>4</td>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td>International Business</td>
<td>3</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>HRIM</td>
<td>2</td>
<td>6</td>
<td>N/A</td>
</tr>
<tr>
<td>Sport Management</td>
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<td>1</td>
<td>1</td>
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<tr>
<td>Totals</td>
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### E. Undergraduate Student Fall Enrollment: 5 Year Comparison

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<td>38</td>
</tr>
<tr>
<td>2009</td>
<td>2786</td>
<td>43</td>
</tr>
<tr>
<td>2008</td>
<td>2891</td>
<td>44</td>
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<tr>
<td>2007</td>
<td>2377</td>
<td>51</td>
</tr>
<tr>
<td>2006</td>
<td>2273</td>
<td>49</td>
</tr>
</tbody>
</table>
F. Students Enrolled in Business and Economics Minors
There are six minors offered in the College –Advertising, Business Administration, Economics, Entrepreneurial Studies, Management Information/Decision Support Systems (MI/DSS), and International Business. The following charts summarize information regarding the applicant pool for the 2009-2010 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.)

| Students Enrolled in Business and Economics Minors: A THREE YEAR COMPARISON |
|---------------------------------|-----------------|-----------------|-----------------|-----------------|
|                                 | BUAD | EC  | MIS | IBS | ADV | ENT | Total | BUAD | ECON | MIS | IBS | ENT | Total | BUAD | EC  | MIS | IBS | ENT | Total |
| # Apply                        | 92   | 174 | 89  | 5   | 67  | 58  | 485   | 45   | 191  | 102 | 53  | 56  | 446   | 40   | 439 | 130 | 168 | 20  | 797   |
| # Accept                       | 91   | 168 | 89  | 5   | 65  | 41  | 459   | 39   | 191  | 102 | 53  | 55  | 440   | 36   | 439 | 125 | 153 | 20  | 773   |
| % Accept                       | 99   | 96  | 100 | 100 | 98  | 71  | 95    | 87   | 100  | 100 | 100 | 98  | 99    | 90   | 100 | 96  | 91  | 100 | 97    |
| Avg. GPA Accept                | 3.3  | 3.2 | 3.14| 3.53| 3.27| 3.1  | 3.25  | 3.33 | 3.167| 3.09| 3.1 | 3.1  | 3.15  | 3.32 | 3.17| 3.1 | 3.14| 2.77| 3.1   |

G. Certificate of Business Essentials

<table>
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<tbody>
<tr>
<td>Completed</td>
</tr>
<tr>
<td>Graduated, did not complete</td>
</tr>
<tr>
<td>Not Eligible*</td>
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</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
II.  Lerner Study Abroad Participation 2009-2010

Total Lerner Students Participating:

- UD Study Abroad Programs: **342**
- Lerner Study Abroad Programs: **208**
- Non-Lerner Study Abroad Programs: **134**
- UD Summer & Winter Study Abroad Programs: **291**
- UD Semester Study Abroad Programs: **51**

Study Abroad Participation 2009-2010

<table>
<thead>
<tr>
<th><strong>Summer &amp; Winter Participation</strong></th>
<th><strong>Fall &amp; Spring Semester Participation</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Aust/ACCT</strong></td>
<td>Granada, Spain</td>
</tr>
<tr>
<td>30 students (10.3%)</td>
<td>15 students (29.4%)</td>
</tr>
<tr>
<td><strong>Aust/BUAD</strong></td>
<td>London, England</td>
</tr>
<tr>
<td>50 students (17.2%)</td>
<td>4 students (7.8%)</td>
</tr>
<tr>
<td><strong>Aust/HRIM</strong></td>
<td>Paris, France</td>
</tr>
<tr>
<td>19 students (6.5%)</td>
<td>5 students (9.8%)</td>
</tr>
<tr>
<td><strong>Aust/BUAD (intern)</strong></td>
<td>Puebla, Mexico</td>
</tr>
<tr>
<td>2 students (.07%)</td>
<td>3 students (5.9%)</td>
</tr>
<tr>
<td><strong>Europe/BUAD</strong></td>
<td>Kalmar, Sweden</td>
</tr>
<tr>
<td>23 students (7.9%)</td>
<td>1 student (2%)</td>
</tr>
<tr>
<td><strong>Argentina/ECON</strong></td>
<td>Lisbon, Portugal</td>
</tr>
<tr>
<td>17 students (5.8%)</td>
<td>1 student (2%)</td>
</tr>
<tr>
<td><strong>Geneva/ECON</strong></td>
<td>Mannheim, Germany</td>
</tr>
<tr>
<td>17 students (5.8%)</td>
<td>1 student (2%)</td>
</tr>
<tr>
<td><strong>Ghana/HRIM</strong></td>
<td>CIMBA, Italy</td>
</tr>
<tr>
<td>5 students (1.7%)</td>
<td>21 students (41.1%)</td>
</tr>
<tr>
<td><strong>S. Africa/ HRIM</strong></td>
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</tr>
<tr>
<td>2 students (.07%)</td>
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</tr>
<tr>
<td><strong>Switz/HRIM</strong></td>
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<tr>
<td>14 students (4.8%)</td>
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</tr>
<tr>
<td><strong>Geneva/MIS</strong></td>
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</tr>
<tr>
<td>5 students (1.7%)</td>
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</tr>
<tr>
<td><strong>Non-Lerner</strong></td>
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<tr>
<td>107 students (36.8%)</td>
<td></td>
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</table>

**TOTAL**                          **291 Students**

**TOTAL**                          **51 Students**
Number of Lerner Students Participating in 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.

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005-2006</td>
<td>157 students</td>
</tr>
<tr>
<td>2006-2007</td>
<td>173 students</td>
</tr>
<tr>
<td>2007-2008</td>
<td>184 students</td>
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<tr>
<td>2008-2009</td>
<td>260 students</td>
</tr>
<tr>
<td>2009-2010</td>
<td>342 students</td>
</tr>
</tbody>
</table>

There has been a continuing increase in the number of Lerner students involved in study abroad programs. Because of the new Discovery Learning Experience graduation requirement (see item V.), as well as the mandatory semester abroad for International Business Studies Majors, UAAS is likely to see a continued upward trend in student interest in these programs.

III. Excel Program

The Excel Program continues to be a comprehensive academic and financial support program for students in the Lerner College of Business and Economics. The program supports the recruitment and retention of academically talented students, provides 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), and provides assistance to underrepresented students majoring in the Lerner College. Excel supports academic advisement, career development, tutoring, mentoring and selective financial assistance from freshman through senior year for qualified students. During 2009-10, Excel sponsored or participated in the following programs to recruit or retain underrepresented students:

- Summer Enrichment Program, July 2009 – 4 Lerner students participated. The college provided 2 scholarships for this program.
- Destination Delaware overnight recruitment program, April 2010 – Sponsored by Admissions, Lerner College participated with two Excel students volunteering.
- The college departments participated in phoning and e-mailing over 200 prospective students of color and academically talented students during March 2010.
• Tutoring through the Academic Enrichment Center—28 Excel students were funded for individual tutoring sessions in Economics, Math, Finance, Statistics and Accounting classes. This was a 7% increase from last year. Excel supported 233.15 hours of tutoring for eligible students during the year.

The following were additional opportunities co-sponsored by the Excel program with Career Services for students to participate in career development activities:
• Dress for Success, September 2009
• Motivational speaker, Tim Augustine presented “How to Find a Job in a Downturned Economy”, February 2010
• Executive business panel with Philadelphia Flyers – March 2010
• Dining Etiquette, March 2010
• Multi-Ethnic Career Development Conference, March 2010
• Bus trip to New York City to visit L’Oreal and Deutsche Bank, April 2010. Thirty-three Lerner students attended.

Excel co-sponsored a community service event (food drive for the Delaware Food Bank) with other UD campus organizations in November 2009.

Scholarships for Excel Students:
• Five Excel freshmen were awarded academic scholarships of $5,000 a year each 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.
• UDREAM Scholarship of $500 was awarded to a UDREAM participant who has met all of the program requirements to an exemplary degree.

The Excel Student Advisory Board consists of 16 undergraduates who meet regularly to recommend programming, serve as student ambassadors for the College, participate in recruiting events and volunteer to create a semester 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.

![Number of Lerner Students of Color by Ethnicity, a 3 Year Comparison](chart)

* Bi-racial category for 2008 not specified, Unknown for 2009 not specified
Lerner Students of Color by Ethnicity, Fall 2009

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black/African Heritage</td>
<td>110</td>
<td>4%</td>
</tr>
<tr>
<td>Asian</td>
<td>210</td>
<td>7.5%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>175</td>
<td>6%</td>
</tr>
<tr>
<td>Non-Specified</td>
<td>114</td>
<td>4%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>8</td>
<td>.2%</td>
</tr>
<tr>
<td>Native American</td>
<td>4</td>
<td>.1%</td>
</tr>
<tr>
<td>Unknown</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

TOTAL # of minority students: 621
TOTAL # of undergrad B&E students: 2786 22%

V. 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, the recent senior class (graduating spring 2010) was the first group of students required to fulfill the 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 2009-2010 was as follows:

<table>
<thead>
<tr>
<th>Course</th>
<th>Summer 09</th>
<th>Fall 09</th>
<th>Winter 10</th>
<th>Spring 10</th>
<th>TOTAL ENROLLMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>FINC 364</td>
<td>N/A</td>
<td>28</td>
<td>N/A</td>
<td>28</td>
<td>56</td>
</tr>
<tr>
<td>ACCT 364</td>
<td>N/A</td>
<td>52</td>
<td>N/A</td>
<td>11</td>
<td>63</td>
</tr>
<tr>
<td>MIS 364</td>
<td>N/A</td>
<td>5</td>
<td>N/A</td>
<td>11</td>
<td>16</td>
</tr>
<tr>
<td>BUAD 364</td>
<td>14</td>
<td>51</td>
<td>6</td>
<td>37</td>
<td>94</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></th>
<th>Summer 09</th>
<th>Fall 09</th>
<th>Winter 10</th>
<th>Spring 10</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>115</td>
<td>115</td>
</tr>
<tr>
<td>BUAD 444</td>
<td>N/A</td>
<td>45</td>
<td>N/A</td>
<td>43</td>
<td>88</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>17</td>
<td>17</td>
</tr>
<tr>
<td>FINC 418</td>
<td>N/A</td>
<td>44</td>
<td>N/A</td>
<td>29</td>
<td>73</td>
</tr>
<tr>
<td>MISY 431</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>116</td>
<td>116</td>
</tr>
</tbody>
</table>

Taken together, the service learning, project and “in practice” courses provided students with approximately 662 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 number enrolled in these courses). This represents a 56% increase over 2008-2009’s total number of DLE opportunities:

**DLE Opportunities**

<table>
<thead>
<tr>
<th></th>
<th>2008-2009</th>
<th>2009-2010</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>424</td>
<td>662</td>
</tr>
</tbody>
</table>

VI. Special Programs

A. **Recruitment** – Throughout the year, prospective students and their families schedule appointments to meet with UAAS advisors while the students visit campus. A major function of the UAAS is to coordinate recruitment events with the University Admissions Office, and to provide updated printed materials for Admissions and for these events. The College participated in the following recruitment activities:

Discovery Days – Held during the month of July in the Bob Carpenter Center, Lerner College participated on July 10, 17, 23. Faculty representing all Lerner College 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 its programs with a faculty/student panel and a PowerPoint presentation in Mitchell Hall. These were held October 3, 24 and November 14, 2009. Hundreds of students and their families attended.

Decision Days – These events held April 10 and 17, 2010, 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 500 students attend each date.
B. **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 attended the graduation ceremony at the Tubby Raymond Stadium. Lerner Convocation followed at 11:45 a.m. in the Bob Carpenter Center where approximately 800 Lerner graduates were honored. The Convocation ceremony is coordinated by UAAS and depends on volunteer participation of staff and faculty. This year the ceremony also included honoring 39 of our graduating seniors who were recipients of college and department academic excellence awards. Fifty-three individuals from the College volunteered to help at this event. Because this was the largest number of students the College has graduated, the College went to a ticketing system to manage the attendance.

C. **New Student Orientation (NSO)** – Another responsibility of the UAAS is the coordination of the College’s participation in New Student Orientation. New students attend a day-long event for orientation to the university, academic advising and course selection for the fall semester. UAAS provides a college overview in the morning, and then individual academic advising sessions are held during the afternoons. UAAS participated in New Student Orientation (NSO) June 21 – July 19, 2010. During those dates, UAAS advised and registered 417 new B&E students. UAAS also held a one-day NSO for spring admits in January 2010.

D. **Parents and Family Weekend** – On Saturday, October 10, 2009, the College hosted an Open House where families of undergraduates were invited to meet with the Deans, faculty and advisors, participate in an interactive trading floor demonstration in the Exelon Trading Center, tour the Venture Development Center, and tour Vita Nova. There were over 300 participants who registered to take part in these events.
The John L. Weinberg Center for Corporate Governance was named in 2002 to acknowledge an 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. In addition, the Seminar in Corporate Governance was added to the MBA curriculum where it has become a popular elective.

Roger Coffin joined the Weinberg Center in 2009 as Associate Director and Associate Professor of the Practice. Roger joined the University from a distinguished business career as a senior partner at PricewaterhouseCoopers in New York.

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, Society of Corporate Secretaries & Governance Professionals, American Bar Association, the University of Pennsylvania Law School, Canada Institute of Directors, The Citadel, among others. 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.

The Center continued to build on its reputation as a nationally recognized academic center. For example:

- The John L Weinberg Center for Corporate Governance, part of the Lerner College of Business and Economics, was recently recognized by Deal Magazine as one of the four leading governance centers in academia (together with Harvard, Stanford and Yale).

- The Weinberg Center recently held a successful director’s college on campus, bringing together in partnership with the Conference Board corporate board members from across the country with the leading experts in executive compensation, and featured a keynote address by SEC Commissioner Troy Paredes.
The Weinberg Center was awarded a grant from the Rockefeller Foundation (along with the Columbia School of Business) to study corporate governance. The study will be co-chaired by Professor Charles Elson, and has the participation of a blue chip roster of experts, including former CEO and energy czar Frank Zarb, Arthur Levitt, and investor advocate Damon Silvers.

The Center instituted the John L. Weinberg Distinguished Speaker Series to honor the extraordinary contributions to corporate governance reform. In 2009-2010, the Center honored Giovanni Prezioso, Cleary Gottlieb Steen & Hamilton LLP, and former General Counsel of the Securities & Exchange Commission, and John White, Cravath, Swaine & Moore LLP, formerly Director of the Division of Corporation Finance at the Securities & Exchange Commission.

The Center established a relationship with the National Association of Corporate Directors, the leading organization of corporate directors in the United States, to provide director educational services.

Charles Elson
Professor of Finance and Edgar S. Woolard, Jr. Chair in Corporate Governance
Director, John L. Weinberg Center for Corporate Governance
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 2009-2010 academic year, the Center for Economic Education and Entrepreneurship conducted 108 programs and courses for 1632 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, Money Rules 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 Caesar Rodney, Delmar, Christina, 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 high school fiscal and monetary 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. To support the Coalition, the Center provides resources to strengthen economic content through teacher training.

Three sections of Civics and Economics for the Elementary Teacher course were offered each semester. This course is 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 Associate Director and Program Coordinator work with the writers developing units for the Delaware Recommended Curriculum in Social Studies. The Associate Director chaired the standards alignment committee for the grade 4 standards and serves on the item review committee for the state-testing program. During the past year, the Program Coordinator worked closely with the Department of Education to draft personal finance standards to be added as a fifth discipline in Social Studies. The Program Coordinator also wrote a draft of a Clarifications Document for Personal Finance to accompany the proposed standards. The State Board of Education will vote on adopting those standards in September 2010.

In June 2010, twenty-three educators began summer two of the MAEEE program. Participants are from 13 states and 2 countries, China and the Philippines.

James O’Neill
Director
I. Program Highlights

Bank at School—Forty-four schools participated in the Bank At School program. Banks partnered with elementary schools and opened non-custodial savings accounts for students in grades 3-6. Banks that participated were Artisans’, Citizen, Discover, First National Bank of Wyoming, PNC, and Wilmington Trust.

Economics for Kids—First grade teachers participated in the Economics for Kids program. Teachers received a notebook of lessons written by the Center staff. Based on the success of this program, a third set of materials, Economics for Kids—Second Grade, is in the development process. The Economics for Kids series is funded with a grant from the Bernard A. and Rebecca S. Bernard Foundation.

Freshman Year Experience—During the fall semester, the Center conducted 23 one hour sessions for 515 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. The Program Coordinator conducted nine classes and trained nine Bank of America volunteers who delivered fourteen of the sessions. Many students lacked basic knowledge about this topic, and through the evaluations, they requested more information on budgeting, saving 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 ninth year. The program was offered in twenty-three high schools (twenty public and three private) by twenty-nine teachers for 1775 students. At the Delaware Bankers Association annual dinner two students, one from Caesar Rodney High School 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 Bank of America.

ME* (Meaningful Economics and Entrepreneurship) Competition—In its 24th year, 131 teams (524 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 and Discover.

Money Rules Summit—The fifth annual Money Rules Summit 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. Funded provided by Discover Bank.

Personal Finance Challenge—Eight high schools participated in the first Personal Finance Challenge sponsored by CEEE and Bank of America. Open to schools offering the high school personal finance course, students competed in teams of four, in an online preliminary round. The top six schools were invited to the state competition held at the
University of Delaware on April 29. 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 Cab Calloway team took first and each member received a $1000 savings bond. The members of the second place team from Archmere Academy each received $500 savings bonds. The challenge was sponsored by Bank of America. The Cab Calloway team competed in the National Personal Finance Challenge on May 20 in Kansas City.

**Personal Finance Academy**—Building on the 08-09 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 K-5 teachers at Stubbs Elementary School. Teachers received background knowledge and materials to teach lessons on economics and personal finance. Three classes on budgeting were held for parents and parents and their children attended two evening events to play grade appropriate games focusing on personal finance and math. 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). A series of 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 536 teams. A total of 73 teachers of grades 4-12 from 67 schools participated. 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 12th annual Teach Children to Save Day was held on April 27 and 28, 2010. Over 560 bank volunteers went into elementary schools throughout the state to read a book and teach a lesson on saving and spending to over 10,700 students. Governor Jack Markell signed a proclamation at Fairview Elementary School declaring the week of April 26th as “Delaware Teach Children to Save Week.” This year’s lesson used the children’s book, *The Great Investo and the Disastrous Decisionator* written and illustrated by Greg Koseluk of the DBA, with Bonnie Meszaros, Associate Director of the Center for Economic Education and Entrepreneurship, serving as the education consultant. Teach Children to Save Day 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:

- Delaware First Lady, Carla Markell
- President, Chase Bank USA, N.A., Keith W. Shuck
- State Banking Commissioner, Robert Glen
International Activities—The Center Associate Director taught a Training of Writers program in Washington, DC for 12 U.S. teachers and 12 university faculty and representatives from Ministries of Education from Egypt, Indonesia, Jordan, Mexico, and South Africa.

Publications

Bonnie Meszaros


Project coordinator and writer of an online teaching module for a workshop on the curriculum package, Focus: Globalization.

Presentations

James O’Neill

Economic Overview for 2010, Moderator, (Co-Sponsored with the Lyons Company), January 2010
Economic Education Discussant, American Economic Association Meeting, January 2010
Mini-Society Webcast – Classes in Delaware, Indiana and California, April – May 2010
“Markets and Entrepreneurship,” Center for International Studies, MEPI Undergraduate Institute on Leadership and American Studies, 3 Sessions, July 2010

Bonnie Meszaros

“Getting Started; Professional Development for New Center Directors and Staff.” CEE/NAEE Annual Meeting, October 7, 2009
“Personal Finance Academy: Night for Parents and Children, CEE/NAEE Annual Meeting, October 8, 2009

Barbara Emery
“Financing Your Future Workshop,” CEE, HSBC National Center, July 15, 2009
“Financing Your Future Workshop, CEE, HSBC National Center, October. 27, 2009
“Financing Your Future Workshop,” CEE, HSBC National Center, March 18, 2010
“The Most Important Grade You’ll Ever Earn,” 2 sessions on handling credit for the Academic Advisement Center, First Generation Students, October 6 and October 15, 2009
“Economic Goals and Public Policy,” Making Sense of Money and Banking Course, July 2009
“What Does It Take to Become Independent,” STEP Program for the Center for Disabilities Studies, July 14, 2009

Service

James O’Neill
Faculty Advisor, Blue Hen Investment Board, Greater Newark Boys and Girls Club
Senior Advisory Council, Delaware Chamber of Commerce, Small Business Alliance
Board, Blood Bank of Delaware

Bonnie Meszaros
Board, Delaware Financial Literacy Institute
Education Consultant for children’s book, The Great Investo and The Disasterous Decisionater
Advisory Board, Fresh Start Scholarship Foundation
Education Committee, Kalmar Nyckel Foundation
Review Committee, Revision of National Voluntary Economic Content Standards
Item Review Committee, Delaware Comprehensive Testing Program
Advisory Board, Delaware Department of Education, Curriculum Realignment
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 and Technology Development Center, with offices in Newark, Dover, and Georgetown.

The LITSG spent the first half of 2010 migrating Lerner users to the UD centralized Microsoft Exchange server as part of the universities initiative to consolidate computing services. The first phase of the project involved migrating users on a voluntary basis. The second phase, which is now underway, involves migrating administrative staff who heavily use Exchange shared resources. Project completion should be the later part of this year.

With the Lerner College growing in size, it is becoming increasingly more important to effectively manage IT resources with the current IT staffing size. The LITSG has been investigating the possibility of moving toward virtualization. Not only does virtualization allow for the ease of management; it is a “green” solution by allowing the computer infrastructure to be reduced in size thus saving energy. Virtualization for servers can also be extended to desktops computers allowing the College to enjoy the benefit of having user data in a common area for backup/recover purposes.

The LITSG worked with the MIS department to develop a prototype card swipe system to track student usage of the services provided by the Office of Undergraduate Advising and Academic Services. The data collect can be analyzed to determine if a group of students either by major, gender, or some other attribute are not taking advantage of the services provided. Once those students are determined, e-mail and promotional material can be marketed more to those students. This system is portable which opens up other possibilities for collecting, data such as attendance data for student lecture series.

The LITSG takes pride in providing the best possible customer service to its users. The help site provides a mechanism for the Lerner users to express their IT problems, while providing a written record for each case. The number of logged help requests increased by 11% this year. This increase can be attributed to the new procedure of having student lab staff manning the helpdesk phone and documenting each case.
Venture Development Center & Entrepreneurial Studies Program

Overview
The Entrepreneurial Studies Program is the focus of academic entrepreneurship activities and development on campus. The program administers the Minor in Entrepreneurial Studies, operates the Venture Development Center, and works closely with the Office of Economic Innovation and Partnerships to promote and support entrepreneurship across campus.

Academic programs in entrepreneurship focus in two primary areas: credit based programs such as the Minor, and experiential programs such as the Entrepreneurship Club, Business Plan Competition, and the Venture Development Center.

Program Activities

Minor in Entrepreneurial Studies - The minor in Entrepreneurial Studies enrolls 65 total students (31 seniors, 19 juniors, 5 sophomores). The following table presents enrollment by majors:

<table>
<thead>
<tr>
<th>Major</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>5</td>
</tr>
<tr>
<td>Economics</td>
<td>4</td>
</tr>
<tr>
<td>Finance</td>
<td>9</td>
</tr>
<tr>
<td>Management, Marketing, OM</td>
<td>17</td>
</tr>
<tr>
<td>HRIM</td>
<td>2</td>
</tr>
<tr>
<td>Leadership</td>
<td>3</td>
</tr>
<tr>
<td>Others</td>
<td>FABM,XMI,DIET,UST, APD,PSY,HIS, FLL,COM,NSCI</td>
</tr>
</tbody>
</table>

The faculty members active in the instructional programs include:

Alfred Lerner College of Business & Economics faculty
Dan Freeman, Associate Professor of Marketing
Scott Jones, Professor of Accounting & MIS & Director of Entrepreneurial Studies
James O'Neill, Professor of Economics
John Sawyer, Professor of Management
Jiannan Wang, Assistant Professor of MIS

College of Engineering faculty
Keith Goossen, Associate Professor of Computer & Electrical Engineering
John Rabolt, Karl W. and Renate Böer Professor of Materials Science & Engineering

Adjunct & Clinical faculty
D. Bruce Chase, Founder and CSO, PAIR Technologies, LLC
John Osoinach, Director of Wilmington Delaware SBDC
Barry Williams, Director, Delaware Technology Assistance Program
Matthew Terrell, Founder, Vision Creations

**High Technology Entrepreneurship** - The high technology entrepreneurship courses (ENTR 860, ELEG 460/660) were offered for the 10th year. This cooperative program between the Lerner College and the College of Engineering analyzed markets for 6 University owned technologies and produced business plans for each inventor.

**Venture Development Center** - The Venture Development Center opened in November 2008. It currently serves as the co-working space for 12 student-run businesses. These businesses include 3 website companies, a fine arts photographer, a pedi-cab company, bakery products, and several design based businesses. The students are provided with networking opportunities, mentoring individually or in small groups, and access to space and related resources. The VDC will move from its current location in Purnell Hall to new larger and more programmatically flexible space in Fall 2010.

**Business Plan Competition** - Sixty-seven students participated in the 2010 UD Business Plan Competition. The plans were reviewed by a panel of experienced investors, entrepreneurs, and service providers. Six finalists were chosen and presentations were made on April 22, 2010 to judges and the public. In addition, noted Author David G. Thomson (Blueprint to a Billion) spoke at the competition event.

**Entrepreneurship Club** - The Entrepreneurship Club focused efforts on inviting speakers to their meetings. Monthly, a local entrepreneur would provide a brief talk and Q&A session to the students. In addition, the Club hosted noted author and entrepreneur Dr. Randall Pinkett to speak to a University Forum on November 16. Over 200 students attended his lecture and book signing. The Club collaborated with the Venture Development Center and hosted the “Entrepreneurship Festival” on May 13 in the Trabant Center Patio. The festival featured UD student businesses and offered students passing by the opportunity to learn about “Being your own boss.”

**Entrepreneur in residence:** The Office of Economic Innovation and Partnerships held three EIR programs, and invited the participation of all Entrepreneurial Studies students. The featured EIR’s were: William Mavity, President and CEO of Paracor Medical; Alan Atkinson, CEO of Xiotech; and Michael Bass, Executive VP and COO of LaDove.
Lerner College Career Services Center

Executive Summary

The Alfred Lerner College of Business and Economics is the first college at the University of Delaware to establish a satellite Career Services Center. It was established in February 2009 as a partnership between the Lerner College and UD Career Services. Its mission is to assist Lerner undergraduate and graduate students as well as alumni in all aspects of their career development process. The satellite office connects students to employers, career resources, services, and programming specific to the Business and Economics College. The office fosters strong partnerships with employers to identify opportunities for student internships and full-time employment and helps to increase their visibility on campus through the On-Campus Interview Program, career programs and events. The Center serves 2785 undergraduate and 606 graduate students in the College.

Lerner College Career Services center provides students with the following services:

- Individual career consultation appointments
- Resume reviews and mock interviews
- Job and internship postings
- Career and networking events
- Classroom presentations
- Partnerships with Business and Economics student organizations
- Employer relations and outreach
- Executive Mentor Program
- International Internships via Going Global

During the 2009-2010 academic year, there were 1263 full-time jobs and 589 internships posted in Blue Hen Jobs for all business majors. The Center hosted over 50 career programs including career workshops and employer information session and tables that resulted in 4189 students in attendance. Highlighted events include: Speed Networking which involved over 20 employers and 50 students; Sports Marketing Executive Panel with the Philadelphia Flyers and Comcast; New York City Trip to visit NYSE, Deutsche Bank and L’Oreal; Dining Etiquette; Internship Search Strategies; Employer Mock Interviews; Employer Resume Reviews.

Over 50 new employer relationships were established with organizations wanting to hire UD students for full-time jobs and internships. These partnerships provided opportunities for employers to network with faculty and students in a variety of venues including classroom visits, information tables, job postings, on campus interview program and other career related programs.

Two new handouts were specifically created for the Lerner College entitled Cover Letters for Business Students and Resume Writing for Business Students. An electronic MBA resume book was also established and created to organize eligible MBA students for Corporate Associate positions. The Center also designed and implemented “Employer of the Week” banners which acknowledged employers on campus for the day who utilizing the Lerner Atrium for events.
Over 25,000 individual hits were recorded on the Lerner College Career Services website. The Center also established and maintained the Lerner College Calendar that centralized all open events to undergraduate and graduate students within the Business College.

In the fall of 2009, responsibility for the Executive Mentor Scholars (EMS) program moved to the Center. Now in its fourth year, the EMS 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. This year, the Center managed and increased participation in the EMS program by 33.3%.

The following is a breakdown of specific career activities and number of participating students:

<table>
<thead>
<tr>
<th>CAREER ACTIVITY</th>
<th>UNDERGRADUATE STUDENTS</th>
<th>GRADUATE STUDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career Appointments</td>
<td>450</td>
<td>307</td>
</tr>
<tr>
<td>Email -Student Queries</td>
<td>1566</td>
<td>1064</td>
</tr>
<tr>
<td>Email –Document Reviews</td>
<td>208</td>
<td>315</td>
</tr>
<tr>
<td>Email – Employer /Alumni Queries</td>
<td>180</td>
<td>385</td>
</tr>
<tr>
<td>Email – Faculty &amp; Staff Queries</td>
<td>150</td>
<td>490</td>
</tr>
<tr>
<td>Classroom Presentations</td>
<td>13</td>
<td>8</td>
</tr>
<tr>
<td>Employer Development/Outreach</td>
<td>116</td>
<td>120</td>
</tr>
<tr>
<td>Career Workshops</td>
<td></td>
<td>24</td>
</tr>
<tr>
<td>Employer Information Sessions</td>
<td></td>
<td>35</td>
</tr>
<tr>
<td>Employer Information Tables</td>
<td></td>
<td>9</td>
</tr>
</tbody>
</table>

**Individual Counseling/Advising**
The Lerner College Career Services Center is responsible for providing comprehensive career services to all matriculated undergraduate and graduate students and alumni of the University of Delaware. The first step in this process is Individual Counseling and Advising, where a student comes and talks to a Career Consultant about topics which can range from resume reviews to exploring job search strategies.

Some key highlights include:

- Individual appointments increased by 35% from the Fall 2009 semester to Spring 2010 semester. This increase was due to increased outreach effort, more efficient marketing strategies and increased collaboration with the faculty and the college.
• The majority of undergraduate students who participated in Career Counseling or Advising sessions were juniors and seniors enrolled in Lerner College.
• The majority of graduate students who participated in Career Counseling or Advising Sessions were international students.
• Career Advising/Counseling was offered to students in the following areas: Resume and cover letter reviews, Exploring job-search strategies, Preparing for Interviews, Navigating career fairs, Negotiating job offers, Selecting a major, Exploring Graduate school opportunities

Employer Development & Outreach/Internships
The Center’s employer development plan increased employer outreach by 23.5%. The employer development campaign focused outreach to small and mid-sized organizations. The campaign consisted of the following actions:

4. Organized targeted outreach to the Chamber of Commerce in Delaware & Delaware Bioscience Association
5. Conducted site visits to key organizations (names available upon request)
6. Followed-up with organizations that did not participate in on-campus recruiting activities in 2008-2009

In the 2009-2010 Employer Survey, results indicated that UD students had strong verbal communication skills, are academically prepared for the workforce, and have good personal appearance for interviews. Overall, employers believed that UD applicants when compared to other schools needed additional assistance with resume preparation and needed to work on improving their knowledge about companies prior to interviews.

Top employers hiring UD undergraduate and graduate students for full-time jobs and internships are:

- JP Morgan Chase
- Ernst & Young
- PricewaterhouseCoopers
- Deloitte
- KPMG
- Bloomberg
- Bank of America
- ING Direct
- Marriott
- Macy’s
- AstraZeneca
- Endo Pharmaceuticals

Employer Relationships

- New Relationships: 29%
- Re-established Relationships: 9%
- Total Relationships: 62%
Blue Hen Jobs

Blue Hen Jobs is a database of hundreds of internships and jobs -- including full-time, part-time, volunteer, and summer jobs -- posted specifically for UD students and alumni. Over 1,400 undergraduate and graduate business students have a resume posted and are active in the system.

**All current students are automatically registered to use Blue Hen Jobs.** Student’s login will gives them access to: Campus Interview Program; Alumni Mentor Network; a Resume-building tool to get started with a resume; Career Shift for more job postings and employer contacts; Vault Career Insider for researching employers and careers; and Going Global and USA Career Guides for working abroad or for H1BVisa info.

**JOBS POSTED BY MAJOR**

<table>
<thead>
<tr>
<th>Major</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT&amp;MIS</td>
<td>21%</td>
</tr>
<tr>
<td>BUAD</td>
<td>21%</td>
</tr>
<tr>
<td>FINANCE</td>
<td>19%</td>
</tr>
<tr>
<td>ECONOMICS</td>
<td>19%</td>
</tr>
<tr>
<td>ACCT&amp;MIS</td>
<td>20%</td>
</tr>
</tbody>
</table>

**INTERNSHIPS POSTED BY MAJOR**

<table>
<thead>
<tr>
<th>Major</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT&amp;MIS</td>
<td>21%</td>
</tr>
<tr>
<td>BUAD</td>
<td>18%</td>
</tr>
<tr>
<td>FINANCE</td>
<td>20%</td>
</tr>
<tr>
<td>ACCT&amp;MIS</td>
<td>20%</td>
</tr>
</tbody>
</table>

**CORPORATE ASSOCIATES - # OF POSITIONS**

<table>
<thead>
<tr>
<th>Position Type</th>
<th>No of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marketing</td>
<td>20%</td>
</tr>
<tr>
<td>Business Research</td>
<td>33%</td>
</tr>
<tr>
<td>No of students</td>
<td>47%</td>
</tr>
</tbody>
</table>
The Center for Applied Business and Economic Research (CABER) was established in the 2008-2009 fiscal year with the help of a grant from the Unidel Foundation. The Center’s initial activity focused on the development of analytical tools, including an econometric model of Delaware and an economic impact analysis capability which was tested in one funded project. During 2009-2010, CABER developed a mission statement and undertook a number of projects as described below.

A. Mission Statement

- CABER will provide timely responses to business and community needs for economic and business policy analysis using state-of-the-art methods and tools.
- CABER will provide economic analysis expertise that can be used to guide decision-making by business and community leaders, government agencies, and policy makers.
- CABER’s services will include Forecasting and Scenario Analysis, Economic Growth and Development Analysis, Tax, Budgeting and Financial Analysis, and Economic Impact Analysis.
- CABER will draw on faculty, students and professional staff of the Lerner College of Business and Economics to the extent possible.
- CABER will maintain access to the data and research tools required to perform advanced economic and policy analysis.

B. Activities during 2009-2010

- Report completed on The Economic Impact of the University of Delaware: Contributions to Greater Newark, New Castle County, the State of Delaware, the Four-State Region and the United States
  - For the Office of the Executive Vice President
- Report completed on The Economic Impact of ARRA Funds for Research at the University of Delaware
  - For the University of Delaware Research Office
- Development completed for A University of Delaware Athletics Comparative Data Analysis Capability
  - For the University Director of Athletics
- Presentation on Economic Data and Forecasts
  - To Kent County Economic Development Council
- Development of Metrics for Measuring University Activities Related to Economic Innovation and Partnerships
  - For the Office of Economic Innovation and Partnerships
- Development of an improved capability in the How Delaware Compares project of DPPI, the State Chamber of Commerce and the Institute for Public Administration
• Presentations about CABER to the Departments of Economics and Finance and to the Council of Center Directors
• Preliminary development of a web site

C. Staff
• William Latham, Director
  Associate Professor of Economics, Associate Professor of Urban Affairs and Public Policy, Senior Fellow in the Center for Energy and Environmental Policy
• Kenneth Lewis, Director
  Professor of Economics, Chaplin Tyler Professor of Business
• Matthew Robinson, Faculty Fellow
  Professor of Sport Management
• Cong Gao, Graduate Research Assistant (UD)
• David Dong, Graduate Research Assistant (UD)
• Liang Zhong, Graduate Research Assistant (UD)
• Corey Johnson, Undergraduate Research Assistant (UNC)
### Appendix A
Department of Accounting and MIS
Assessment of Program Learning Objectives
Academic Year 2009-2010

**Undergraduate: Fall 2009**  
Program: Accounting

<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 should be able to understand proper classification and recording of transactions consistent with the conceptual framework of GAAP.</td>
<td>Test questions in ACCT 315 and 316.</td>
<td>74%</td>
<td>Results are improved from spring, particularly in ACCT 315, but this is to be expected since spring is the “off” semester for ACCT 315. Instructor is aware of results and is working for improvement.</td>
</tr>
<tr>
<td>2. Students should be able to properly apply the accrual method of accounting</td>
<td>Test questions in ACCT 315 and 316.</td>
<td>77%</td>
<td>Same comment as with objective 1.</td>
</tr>
<tr>
<td>3. Students will have a comprehensive understanding of the preparation and attestation of financial statements.</td>
<td>Test questions and overall grades in ACCT 315, 316, 415, and 417.</td>
<td>Ranges from 70.5% to 87.2% on questions</td>
<td>Need more results in both ACCT 315 and 316.</td>
</tr>
<tr>
<td>4. Students should be able to understand codes of professional conduct and ethics.</td>
<td>Test questions in ACCT 327, 413, and 417.</td>
<td>Ranges from 77% to 88%</td>
<td>No prior results in 327. Big improvement in other classes over Spring, 2009.</td>
</tr>
<tr>
<td>5. Students should be able to understand and analyze information for internal decision-making.</td>
<td>Test questions in ACCT 327.</td>
<td>Ranges from 41% to 91%</td>
<td>Almost all questions showed improvement over Spring, 2009.</td>
</tr>
<tr>
<td>6. Students should show proficiency in financial reporting using XBRL.</td>
<td>Individual projects in and 25-point final exam question in ACCT 425.</td>
<td>92.8% avg. on project, 18.27/25 on exam question.</td>
<td>Instructor increased difficulty of both project and question for this semester.</td>
</tr>
</tbody>
</table>

83
## Undergraduate: Spring 2010
### Program: Accounting

<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. Students should be able to understand proper classification and recording of transactions consistent with the conceptual framework of GAAP.</td>
<td>Test questions in ACCT 315 and ACCT 316</td>
<td>An average of 76%</td>
<td>In majority of instances, our lowest assessment results are in these two courses</td>
<td>We continue to work on enhancing the learning in the two intermediate accounting courses (looking at test questions, studying teaching techniques, etc.)</td>
</tr>
<tr>
<td>2. Students should be able to properly apply the accrual method of accounting.</td>
<td>Test questions in ACCT 315 and ACCT 316.</td>
<td>An average of 75%</td>
<td>As with objective 1, we have our lowest results in these two courses.</td>
<td>See comment above.</td>
</tr>
<tr>
<td>3. Students will have a comprehensive understanding of the preparation and attestation of financial statements.</td>
<td>Test questions/overall grades in ACCT 315, ACCT 316, ACCT 415, and ACCT 417</td>
<td>Ranges from 75% to 85%.</td>
<td>Different prof in 415 (85% average on final). 82% avg. on final exam in 417.</td>
<td>Need to strengthen results in ACCT 315 and 316. Results in ACCT 415 and 417 are acceptable.</td>
</tr>
<tr>
<td>4. Students should be able to understand codes of professional conduct and ethics.</td>
<td>Test questions in ACCT 327, ACCT 415, and ACCT 417</td>
<td>Range of 75% to 83%.</td>
<td>Need results from individual questions in ACCT 417.</td>
<td>Over 25% of the students got less than 70% in ACCT 417. Need to strengthen this lower end.</td>
</tr>
<tr>
<td>5. Students should be able to understand and analyze information for internal decision-making.</td>
<td>Test questions in ACCT 327</td>
<td>Ranges from 48% to 92%</td>
<td>Spring is the “off” semester for ACCT 327. Grades are generally lower in the spring.</td>
<td>Results for variance analysis are good. Need better coverage of outsourcing decisions and differences in cost systems.</td>
</tr>
<tr>
<td>6. Students should show proficiency in financial reporting using XBRL.</td>
<td>Individual projects and 25-point final exam question in ACCT 425</td>
<td>74% on project, 88% on exam question.</td>
<td>The average on the project moves up to 94% when disregarding the zeroes.</td>
<td>Improvement shown, even after increasing difficulty of material.</td>
</tr>
<tr>
<td>Program Objective:</td>
<td>How/When Assessed:</td>
<td>Results:</td>
<td>Comments</td>
<td>Closing the Loop: Any actions to enhance results</td>
</tr>
<tr>
<td>-------------------</td>
<td>--------------------</td>
<td>----------</td>
<td>----------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>1. Students will be able to demonstrate proficiency in interpreting and analyzing financial reporting data.</td>
<td>Analysis of student performance on targeted exam questions and projects embedded in Acct820. Assessments and graduate committee reviews were conducted in the fall semester (the course is now taught in both the fall and spring semesters).</td>
<td>82%</td>
<td>Performance evidenced improvement over earlier results. Interpretation of operating-based financial numbers needs improvement.</td>
<td>The instructor will teach operational analysis of profitability as a stand-alone module. Operations-based analysis will also be tested through specific and directed test questions, together with a case-based research project.</td>
</tr>
<tr>
<td>2. Students will be able to understand the current and historical theories, concepts and models of the discipline.</td>
<td>Analysis of student performance on targeted exam questions embedded in exams given in Acct 810. Assessments and graduate committee reviews were conducted in the fall semester (the course is currently offered only in Fall).</td>
<td>85%</td>
<td>The course has been redesigned to address current and historical theories, concepts and models. Students need to develop better research skill with respect to theoretical issues and content.</td>
<td>Students will be given group research assignments in which they have to access the FASB website and report on active projects.</td>
</tr>
<tr>
<td>3. Students will have the ability to understand the use of accounting information in systems of strategic planning and management control.</td>
<td>Case portfolios embedded in Acct801. Students were tested for their ability to integrate IT and measurement issues in an applied case context.</td>
<td>&gt;70%</td>
<td>Students are doing well at grasping business strategy and the effect of changing industry dynamics on control responses. A number of students had difficulty recognizing the contract as a management control device.</td>
<td>A course in financial management will be required as a prerequisite for the course. Most international students will be required to take US business law as a prerequisite in the MS Accounting program.</td>
</tr>
<tr>
<td>4. Students will demonstrate proficiency in analyzing business problems, and recommending, designing, and implementing IS solutions for management.</td>
<td>Evaluations of student performance on targeted exam questions embedded in exams given in ACCT 804.</td>
<td>83%</td>
<td>The major findings 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.</td>
<td>AIS and MIS professors met and determined that assessment techniques would be monitored and improved if possible. No major issues or problems were identified.</td>
</tr>
</tbody>
</table>
**MANAGEMENT INFORMATION SYSTEMS (MIS)**

**Undergraduate: FALL 2009**

Program: Management Information Systems

<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 be able to demonstrate proficiency in using relational databases to accomplish business decision support tasks.</td>
<td>Through grades on test questions and projects embedded in MISY330.</td>
<td>97%</td>
<td>Faculty determined that the change in focus implemented in 2008 should to be continued. Increasing the coverage of the SQL language in more depth will continue. The focus will continue to be on developing high quality relational databases from poorly structured data. Final project scores will focus more on decision support tasks.</td>
</tr>
<tr>
<td>2. Students will be able to demonstrate proficiency in applying information systems analysis concepts and techniques to solve business problems.</td>
<td>Grades on test questions and/or projects in MISY430.</td>
<td>100%</td>
<td>Faculty determined that the change in focus started in 2007 was appropriate. These changes were completed by fall 2009. Faculty will continue to focus more on coverage of problem-solving and decision-making. Faculty will also emphasize business writing through the use of Writing Fellows in each section.</td>
</tr>
</tbody>
</table>
### Undergraduate: SPRING 2010
**Program:** Management Information Systems

<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 be able to demonstrate proficiency in using relational databases to accomplish business decision support tasks.</td>
<td>Through grades on test questions and projects embedded in MISY330.</td>
<td>99%</td>
<td>Faculty determined that the change in focus implemented in 2008 should to be continued. Increasing the coverage of the SQL language in more depth will continue. The focus will continue to be on developing high quality relational databases from poorly structured data. Final project scores will focus more on decision support tasks.</td>
</tr>
<tr>
<td>2. Students will demonstrate an ability to identify and refine a user/client business problem, develop requirements, and propose alternative solutions for implementation.</td>
<td>Through grades on projects in MISY 431/432.</td>
<td>84.3%</td>
<td>Faculty determined that the change in focus to the mid-term proposal was appropriate. Faculty will increase the focus on writing business reports and performing quality research. Online tutorials for several key deliverables in MISY 431/2 were developed (domain research, progress reports, etc.). The MIS faculty will continue to focus on project management, team building and IT controls.</td>
</tr>
<tr>
<td>Program Objective:</td>
<td>How Assessed:</td>
<td>Results: % of students achieving objective</td>
<td>Closing the Loop: Any actions to enhance results</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------</td>
<td>---------------------------------------------</td>
<td>------------------------------------------------</td>
</tr>
<tr>
<td>1. Students will demonstrate proficiency in analyzing business problems, and recommending, designing, and implementing IS solutions for management.</td>
<td>Through grades on projects in ACCT 804. Students design, create and use a database for a business problem using a database management system (DBMS).</td>
<td>83%</td>
<td>AIS and MIS professors met in an assessment meeting and discussed these results. The focus will continue to be on developing high quality relational databases from poorly structured data.</td>
</tr>
<tr>
<td>2. Students will demonstrate knowledge of current issues in MIS.</td>
<td>The measurable learning objective is measured by way of projects and final exam questions in ACCT 805.</td>
<td>84%</td>
<td>AIS and MIS professors met in an assessment meeting and discussed these results. Current issues will continue to evolve and be prioritized and covered as determined by the instructors.</td>
</tr>
<tr>
<td>Program Objective:</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>1. Students will demonstrate proficiency in analyzing business problems, and recommending, designing, and implementing IS solutions for management.</td>
<td>The measurable learning objective is assessed by a problem on the final exam in ACCT 806 in which students analyze business problems and design solutions by developing UML diagrams, such as use case diagram, activity diagram, and class diagram, and complete multiple choice questions on concepts and methodologies on system analysis, design, and implementation.</td>
<td>87%</td>
<td>The major findings indicate that the students do well when asked to apply the techniques and tools learned during the semester. AIS and MIS professors met in an assessment meeting and discussed these results. Systems analysis is a core skill of MIS graduates. New problems and techniques will be analyzed and brought in as appropriate.</td>
</tr>
<tr>
<td>2. Students will demonstrate proficiency in applying project management concepts.</td>
<td>A project in ACCT 840 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.</td>
<td>95%</td>
<td>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. No major issues or problems were identified.</td>
</tr>
</tbody>
</table>
Appendix B
Department of Business Administration
Assessment of Program Learning Objectives
Academic Year 2009-2010

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. Tom Becker (Management faculty) is currently serving as Director of Assessment to oversee the assessment of learning.

The results for the 2009-2010 academic year are presented in tables at the end of this report, as follows:

Table 1: Management, Fall 2009  
Table 2: Management, Spring 2010  
Table 3: International Business Studies, Fall 2009  
Table 4: International Business Studies, Spring 2010  
Table 5: Marketing, Fall 2009 and Spring 2010  
Table 6: Operations Management, Fall 2009 and Spring 2010  
Table 7: Master of Science in Organizational Effectiveness, Development, and Change, Fall 2009-Spring 2010

In each table, the program goals are listed and then it is briefly described how each goal was assessed, indicating student performance on the goals (e.g., percentage of students who demonstrated achievement of each goal), and describing 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, and BUAD384, Global Business Environment). The department offers approximately 15-17 sections each of 301 and 309 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
Similarly, BUAD384 is taught overseas, and so instructors teaching the course overseas as part of the department’s study abroad programs will have a standardized set of instructional materials. 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. Teaching Business Statistics in the Lerner College would be a possible long-term solution to the problem of providing students a better foundation in statistics, which will continue to be explored.

With regard to the MS in Organizational Effectiveness, Development, and Change, based on the analysis of assurance of learning last year, it was decided to change the comprehensive exam this year. Two major changes were made. First, the exam was conducted over two weeks (just prior to the fall and spring semesters) in a take home format. The comprehensive exam was conducted as a take home exam August 21 – September 4, 2009, and January 22 through February 8, 2010.

Also, to encourage greater integration across course material, the number of items explored was reduced to three, each being an integrative question across two different course contents. Students were encouraged to do more research and to emphasize integration.

The exam still has some limitations. The exam is time consuming to prepare and administer. Since it is now a take home exam, new questions must be composed for each exam. Second the administration of the exam is very anxiety provoking, and can interrupt work on the professional project. This was observed among those students who began their professional projects in the fall and will complete them in the spring.

The faculty are considering implementing an e-portfolio in place of the comprehensive exam. The e-portfolio would have the advantage of building off of work done for the classes. Each course could have some assignment that is selected by the student for inclusion in the portfolio. A reflective writing assignment could be used as well as an integrative writing assignment for completion of the e-portfolio.
### Table 1. Undergraduate Program Goals
Department of Business Administration  
Program: Management  
Semester/Year: Fall 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>% of students obtaining C- or better (70%)</td>
<td></td>
<td></td>
<td>To ensure more uniform learning and assessment, Department is standardizing the curriculum for all adjuncts teaching BUAD309.</td>
</tr>
<tr>
<td>A. Fundamental techniques and concepts related to managing people and organizations,</td>
<td>Exam scores in BUAD309</td>
<td></td>
<td>Faculty will continue to monitor student performance to sustain high rates of achievements.</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></td>
<td>Faculty will continue to monitor student performance to sustain high rates of achievements.</td>
</tr>
<tr>
<td>C. Effective communication skills, and</td>
<td>Class participation average in BUAD441</td>
<td></td>
<td>Faculty will continue to monitor student performance to sustain high rates of achievements.</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></td>
<td>Faculty will continue to monitor student performance to sustain high rates of achievements.</td>
</tr>
<tr>
<td>This is a difficult task, and higher success rates are not expected.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Table 2.

**Undergraduate Program Goals**  
Department of Business Administration  
Program: Management  
Semester/Year: Spring 2010

<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>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A. Fundamental techniques and concepts related to managing people and organizations,</th>
<th>Exam scores in BUAD309</th>
<th>To be added*</th>
<th></th>
</tr>
</thead>
<tbody>
<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>To ensure more uniform learning and assessment, Department is standardizing the curriculum for all adjuncts teaching BUAD309.</td>
</tr>
<tr>
<td>C. Effective communication skills, and</td>
<td>Class participation average in BUAD441</td>
<td>97%</td>
<td>Faculty will continue to monitor student performance to sustain high rates of achievements.</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>95%</td>
<td>Faculty will continue to monitor student performance to sustain high rates of achievements.</td>
</tr>
</tbody>
</table>

*Faculty member who supplies data currently out on medical leave.
**Table 3.**

**Undergraduate Program Goals**  
**Department of Business Administration**  
**Program: International Business Studies**  
**Semester/Year: Fall 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></td>
</tr>
<tr>
<td></td>
<td></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*  
* changed to BUAD384 | Exam 1: 93.9%  
Exam 2: 87.8% | Faculty will continue to monitor student performance to sustain high rates of achievements. |
| B. Fundamental techniques and concepts related to managing people and organizations, | Exam scores in BUAD309 | Exam 1: 93.0%  
Exam 2: 90.0%  
Exam 3: 98.0% | 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 | 88.4% | Faculty will continue to monitor student performance to sustain high rates of achievements. |

*Exam scores in BUAD382* changed to BUAD384.
<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>A. The environmental aspects of international business and how they impact the international business activities of firms.</td>
<td>Exam scores in BUAD384</td>
<td>Exam 1: 97.4% Exam 2: 57.9% Exam 3: 84.2% Exam 4: 89.5%</td>
<td>Instructor not the same as that for Fall 2009. Faculty will continue to monitor student performance to sustain high rates of achievements.</td>
</tr>
<tr>
<td>B. Fundamental techniques and concepts related to managing people and organizations,</td>
<td>Exam scores in BUAD309</td>
<td>Exam 1:</td>
<td>To ensure more uniform learning and assessment, Department is standardizing the curriculum for all adjuncts teaching BUAD309.</td>
</tr>
<tr>
<td>C. The ability to accurately analyze and evaluate a company’s strategy</td>
<td>Grade on written case analysis in BUAD441</td>
<td>95%</td>
<td>Faculty will continue to monitor student performance to sustain high rates of achievements.</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>% of students obtaining C- or better (70%)</td>
<td>Comments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Be able to analyze and interpret data for making marketing decisions,</td>
<td>Selected exam questions in BUAD301</td>
<td>Spring 10: Exam 1: 82% Exam 2: 85% Exam 3: 64%</td>
<td>Faculty will continue to monitor student performance to sustain/improve rates of achievements.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Exam 3 is cumulative and designed to be more difficult than other exams.</td>
<td></td>
</tr>
<tr>
<td>C. Make comprehensive recommendations that are fully supported using both quantitative evaluative evidence, and</td>
<td>Data analysis exercise in BUAD302</td>
<td>82% (Spring 2010)</td>
<td>Results continue to improve compared to 2006-2007.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D. Be able to communicate the results persuasively.</td>
<td>Case analyses in BUAD479</td>
<td>100% of teams score at least C-; instructor estimates that about 90% of individuals have mastered objectives C and D.</td>
<td>Faculty will continue to monitor student performance to sustain high rates of achievements.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Table 6.

### Undergraduate Program Goals
Department of Business Administration  
Program: Operations Management  
Semester/Year: 2009-2010

<table>
<thead>
<tr>
<th>Program Goal: Students will demonstrate….</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></td>
<td>Scores</td>
</tr>
</tbody>
</table>
| A. Knowledge and understanding of operations management concepts, | Four assignments from BUAD346 | Means: Ass. I: 87.8  
Ass. II: 90.5  
Ass. III: 92.4  
Ass. IV: 92.5 | See below for assignment descriptions.  
Faculty will continue to monitor student performance to sustain high rates of achievements. |
| B. Proficiency in using applicable quantitative methods, and | Proposal scores, model scores, final project scores from BUAD449. | Means: Proposal: 92%  
Model: 100%  
Final: 93% | Course not taught in Fall 09.  
Faculty will continue to monitor when course is offered again. |
| C. The ability to apply these concepts and tools in a practical setting. | Scores on design and implementation of an actual solution, project management scores, BUAD448. | Means: Design:88.7%  
Implementation:90.5%  
Project management:86.15% | Course not taught in Fall 09.  
Faculty will continue to monitor when course is offered again. |

**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 2009-2010 Academic Year**  
**Prepared August 3, 2010 by John Sawyer, Program Director**

#### Assurance of Learning Goals

<table>
<thead>
<tr>
<th>Essential Competencies:</th>
<th>Evaluated by: Thesis/Project</th>
<th>Comp Exam</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effective Communication skills as change agents and facilitators in organizations</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>undergoing change</td>
<td></td>
<td></td>
</tr>
<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>x</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 third year that the Comprehensive Examination has been administered. Seven students took the comprehensive examination in 2009-2010 (one took it twice). Two students graduated in December and four others are anticipated to complete in May of this year. One has appeared to drop out of the programs since she has been unresponsive to attempts to contact following the fall 2009 exam.
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

<table>
<thead>
<tr>
<th>Rating</th>
<th>Item Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.81</td>
<td>Candidate demonstrates communication skills to effectively function as a change agent and facilitator in organizations undergoing change.</td>
</tr>
<tr>
<td>4.69</td>
<td>Good preparation (well organized professional presentation)</td>
</tr>
<tr>
<td>4.69</td>
<td>Spoke clearly and audibly (easy to understand)</td>
</tr>
<tr>
<td>4.56</td>
<td>Project reflects good understanding of related literature and application to the project.</td>
</tr>
<tr>
<td>4.15</td>
<td>Project reflects appropriate application of analytic, diagnostic and/or statistical tools in addressing complex issues in business and management</td>
</tr>
<tr>
<td>4.27</td>
<td>Candidate demonstrated ability to defend one's analysis and recommendations for organizational problems and situations (i.e. Answered questions and challenges effectively.)</td>
</tr>
<tr>
<td>4.38</td>
<td>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.)</td>
</tr>
<tr>
<td>4.40</td>
<td>Project and/or recommendations reflect the candidate’s skill in building strategies and plans to manage disruptions from organizational transitions and change.</td>
</tr>
<tr>
<td>4.56</td>
<td>Overall, Candidate did a good job.</td>
</tr>
</tbody>
</table>

Averages above are represent 43 rating by faculty and professional advisors across nine candidates.

ASSURANCE OF LEARNING ANALYSIS:

The average scores reported above for nine students who completed their professional projects in the fall 2009 and spring 2010. The nine students scores reported above reflect accomplishment of all competencies reflected in and assessed by the Professional Project. As a result of last year’s assurance of learning analysis, greater emphasis in the design of professional projects was be placed on applications of analytical skills. This seems to be paying off. Faculty will continue to emphasize analytical skills in recruiting and in coursework.

The aggregated data above however masks one anomaly. One of the nine students reflected above gave a mediocre performance. The weak student scored low on organizational assessment and meeting client needs. Upon reflection, this student had not taken BUAD877, a required course in the program prior to doing the project. That course focuses on consulting skills. This student also seems to be
strong at academic skills, but weak in assimilating course knowledge into practice. Students are advised to take BUAD877 early in their program, during the first winter term. However, some students put off taking the course due to other winter session plans, or due to the cost of the course (tuition scholarships do not apply to special sessions). Faculty have requested that the BUAD877 course be moved into a regular semester session and it is now planned for spring 2011.

COMPREHENSIVE EXAM DATA AND ANALYSIS

Based on the analysis of assurance of learning last year, it was decided to change the comprehensive exam this year. Two major changes were made. First, the exam was conducted over two weeks (just prior to the fall and spring semesters) in a take home format. The comprehensive exam was conducted as a take home exam August 21 – September 4, 2009, and January 22 through February 8, 2010.

Also, to encourage greater integration across course material, the number of items explored was reduced to three, each being an integrative question across two different course contents. Students were encouraged to do more research and to emphasize integration. Two graders graded each of the three items. Grading was 1=fail, 2=pass, 3=high pass. An average score of 2 is necessary to pass each item and to pass the exam. A student may fail one item as long as at least one grader assigns a 2 or greater score to the item, and as long as across the 6 grades (two graders for each item) an average grade of 2 is obtained.

Shading of cells in the table below indicates that the item was designed to assess the “Essential Competency.” The number entered is the number of students who achieved a passing score on first examination (out of 4) / second examination (out of 4).

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

Two of the four students who took the exam in August passed on first try. One of the students who failed retook the exam in January and passed. The other has not retaken the exam and apparently has dropped out of the program. That student was also having difficulty making progress on the professional project, and had been suffering from an illness for the prior several months. Three of the four students taking the exam in January passed (two were first try, one was second try). One student taking the exam in January for the first try failed. That student is continuing to work on the Professional Project and will retake the exam in summer 2010.
ASSURANCE OF LEARNING ANALYSIS

This exam has two advantages over the prior format. First, it clearly focuses on integration. The two graders agreed on the grade for their item in 19 of 24 instances. In each case where there was disagreement, the student did a good job representing material from one course but not the other. In every case where the graders agreed on a filing score, the student failed to integrate the material. The second advantage is that because students can conduct research for the take home format, there is less reliance on recently taken classes.

The student who failed on first try then retook the exam and passed recognized the failure to integrate across material. In preparation for the reexamination she reported greater focus on integration. One student failed the fall examination and has apparently dropped the program. That student was having difficulty completing the professional project and had several health concerns in the semester prior to the exam. The one student who failed the first attempt in January has also had health and personal problems that have slowed progress in the program and course grades have not been as high as the norm among students in the program. Thus, the exam seems to reflect and reinforce performance in the program overall.

The exam still has some limitations. The exam is time consuming to prepare and administer. Since it is now a take home exam, new questions must be composed for each exam. Second the administration of the exam is very anxiety provoking, and can interrupt work on the professional project. This was observed among those students who began their professional projects in the fall and will complete them in the spring.

The faculty are considering implementing an e-portfolio in place of the comprehensive exam. The e-portfolio would have the advantage of building off of work done for the classes. Each course could have some assignment that is selected by the student for inclusion in the portfolio. A reflective writing assignment could be used as well as an integrative writing assignment for completion of the e-portfolio.
# Appendix C

## Department of Economics

### Assessment of Program learning Objectives

#### Academic Year 2009-2010

Undergraduate Program Objectives  
Department of Economics  
Program: BS/BA  
Semester/Year: Fall 2009

<table>
<thead>
<tr>
<th>Program Objective:</th>
<th>How Assessed:</th>
<th>Results:</th>
<th>Closing the Loop:</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 ECON151 (Introductory Microeconomics). See questions below</td>
<td>% of students achieving objective</td>
<td>Any actions to enhance results</td>
</tr>
<tr>
<td></td>
<td></td>
<td>69.7% (Q1) 82.1% (Q2) 44.3% (Q3)</td>
<td>N= 750</td>
</tr>
<tr>
<td>2. Understand the role of monetary and fiscal policy in stabilizing the economy.</td>
<td>Final Exam questions in ECON152 (Introductory Macroeconomics). See questions below.</td>
<td>41.8% (Q1) 81.8% (Q2) 62.1% (Q3)</td>
<td>N= 240</td>
</tr>
</tbody>
</table>

Questions Used to Assess Goal #’1

1) When there is a surplus of snowboards, at a given price 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
   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 line 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
Undergraduate Program Learning Objectives

Department of Economics
Program: Undergraduate
Semester/Year: Spring, 2010

<table>
<thead>
<tr>
<th>Program Objective:</th>
<th>How Assessed:</th>
<th>Results:</th>
<th>Closing the Loop:</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 ECON151 (Introductory Microeconomics). See questions below</td>
<td>80.6% (Q1), 82.4% (Q2), 66.2% (Q3)</td>
<td>Pay more attention in class to difference between pricing in monopoly and competition (Q3)</td>
</tr>
<tr>
<td>2. Understand the role of monetary and fiscal policy in stabilizing the economy.</td>
<td>Final Exam questions in ECON152 (Introductory Macroeconomics). See questions below.</td>
<td>80.7% (Q1), 80.0% (Q2), 80.4% (Q3)</td>
<td>Faculty will continue to monitor student performance to sustain high rates of achievements.</td>
</tr>
</tbody>
</table>

Questions Used to Assess Goal #1

1. When there is a surplus of snowboards, at a given price 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
   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 line 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 decease

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: Fall 2009 – Spring 2010

<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>27 of 34 students (79%) who entered in 2009 satisfied this program objective</td>
<td>Students have a 2nd opportunity to pass comprehensive examination</td>
<td>Continue to monitor progress of students and provide appropriate advisement.</td>
</tr>
<tr>
<td>Students will develop the ability to conduct independent research in Economics and to present their research.</td>
<td>Completion of Capstone Research Paper</td>
<td>12 of 19 students who entered in 2008 satisfied this program objective</td>
<td>Students complete this at their own pace; many will finish in summer or fall, 2010.</td>
<td>Continue to monitor progress of students and provide appropriate advisement.</td>
</tr>
</tbody>
</table>
**Appendix D**

**Department of Finance**

**Assessment of Program Learning Objectives**

**Academic Year 2009-2010**

**Assessment: Program Learning Objectives**

As part of the Lerner 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, 313, 314, 416, and 418). Over the course of each year the results are culled from approximately 750 exams. ‘NA’ indicates that it was not assessed. Note that variation in results occurs, at least in part, due to the use of different questions, exams, or courses.

<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></td>
<td></td>
<td>F07</td>
<td>S08</td>
</tr>
<tr>
<td>1. Corporate Finance</td>
<td>Multiple final examination questions in FINC311</td>
<td>66.8%</td>
<td>73.6%</td>
</tr>
<tr>
<td>2. Risk Measurement</td>
<td>Multiple final examination questions in FINC314</td>
<td>78.1%</td>
<td>NA</td>
</tr>
<tr>
<td>3. Risk Management</td>
<td>Multiple final examination questions in FINC314, 415, 416</td>
<td>80.0%</td>
<td>72.6%</td>
</tr>
<tr>
<td>4. Financial Markets</td>
<td>Multiple final examination questions in FINC311 or FINC313</td>
<td>86.6%</td>
<td>84.0%</td>
</tr>
<tr>
<td>5. Corporate Governance</td>
<td>Percent of students earning an A- or higher in FINC418. (F08 and S09 used questions from FINC311 final since FINC418 was not offered.)</td>
<td>17.5%</td>
<td>17.1%</td>
</tr>
</tbody>
</table>

*submitted August 2010*
Appendix E

Assessment of MBA Program Learning Objectives

MBA Learning Goals Report: Spring 2010

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 Exhibit 1 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 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>
<th>Spring 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case Competition</td>
<td>4.10 (.87, 21/49)</td>
<td>3.72 (1.05, 29/38)</td>
<td>4.00 (1.19, 17/39)</td>
</tr>
<tr>
<td>Participants</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Goal 2: Ability to effectively work in teams.
As a result of your participation in the 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>
<th>Spring 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case Competition</td>
<td>4.14 (.83, 21/49)</td>
<td>3.86 (1.14, 29/38)</td>
<td>3.94 (1.16, 17/39)</td>
</tr>
<tr>
<td>Participants</td>
<td></td>
<td></td>
<td></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 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>
<th>Spring 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case Competition</td>
<td>4.10 (.83, 21/49)</td>
<td>3.86 (1.04, 29/38)</td>
<td>4.00 (.84, 17/39)</td>
</tr>
<tr>
<td>Participants</td>
<td></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>
<th>Fall 2009</th>
<th>Spring 2010</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>
<td>3 (1.20, 7/29)</td>
<td>4.7 (.46, 10/25)</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>
<td>4.5 (.50, 2/12)</td>
<td>4.85 (.36, 13/33)</td>
</tr>
<tr>
<td>Weighted Average</td>
<td>4.36</td>
<td>4.09</td>
<td>4.33</td>
<td>4.54</td>
<td>3.33</td>
<td>4.78</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>
<th>Fall 2009</th>
<th>Spring 2010</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>
<td>3.29 (1.16, 7/29)</td>
<td>4.6 (.49, 10/25)</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>
<td>4.5 (.50, 2/12)</td>
<td>5 (0, 13/33)</td>
</tr>
<tr>
<td>Weighted Average</td>
<td>4.45</td>
<td>4.14</td>
<td>4.33</td>
<td>4.38</td>
<td>3.56</td>
<td>4.83</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>
<th>Spring 2008</th>
<th>Fall 2008</th>
<th>Spring 2009</th>
<th>Fall 2009</th>
<th>Spring 2010</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>
<td>2.67 (1.25, 6/29)</td>
<td>3.88 (1.27, 8/25)</td>
</tr>
<tr>
<td>BUAD890051</td>
<td>N/C</td>
<td>N/C</td>
<td>N/A</td>
<td>4.00 (.63, 8/24)</td>
<td>3.5 (1.50, 2/12)</td>
<td>4 (1.10, 10/33)</td>
</tr>
<tr>
<td>Weighted Average</td>
<td>N/A</td>
<td>N/A</td>
<td>4.00</td>
<td>4.00</td>
<td>2.88</td>
<td>3.94</td>
</tr>
</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>
<th>Fall 2009</th>
<th>Spring 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT800010</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>4.38</td>
<td>(.65, 21/29)</td>
</tr>
<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>
<td>4.6 (.49, 11/22)</td>
<td>4.86 (.35, 7/12)</td>
</tr>
<tr>
<td>ACCT800051</td>
<td>N/A</td>
<td>N/A</td>
<td>4.39 (.61, 19/29)</td>
<td>4.45 (.50, 11/18)</td>
<td>4.61 (.49, 18/22)</td>
<td></td>
</tr>
<tr>
<td>ACCT800292</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/C</td>
</tr>
<tr>
<td>Weighted Average</td>
<td>N/A</td>
<td>N/A</td>
<td>4.38</td>
<td>4.43</td>
<td>4.45</td>
<td>4.68</td>
</tr>
</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>
<thead>
<tr>
<th>Measures</th>
<th>Fall 2007</th>
<th>Spring 2008</th>
<th>Fall 2008</th>
<th>Spring 2009</th>
<th>Fall 2009</th>
<th>Spring 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON503010</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>3.4</td>
<td>(1.25, 15/19)</td>
</tr>
<tr>
<td>ECON503050</td>
<td>N/C</td>
<td>N/C</td>
<td>4.64 (.50, 14/33)</td>
<td>4.41 (.73, 23/32)</td>
<td>4.45 (.50, 11/17)</td>
<td>4.29 (1.03, 14/26)</td>
</tr>
<tr>
<td>ECON503051</td>
<td>N/C</td>
<td>N/C</td>
<td>4.45 (.51, 20/30)</td>
<td>N/A</td>
<td>4.5 (.50, 16/24)</td>
<td>N/A</td>
</tr>
<tr>
<td>ECON503194</td>
<td>N/C</td>
<td>4.00 (.0, 1/6)</td>
<td>N/C</td>
<td>4.00 (N/A, 1/4)</td>
<td>4.67 (.47, 3/9)</td>
<td>N/C</td>
</tr>
<tr>
<td>ECON503195</td>
<td>N/A</td>
<td>N/A</td>
<td>N/C</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Weighted Average</td>
<td>N/C</td>
<td>4.00</td>
<td>4.53</td>
<td>4.39</td>
<td>4.13</td>
<td>4.29</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>
<th>Fall 2007</th>
<th>Spring 2008</th>
<th>Fall 2008</th>
<th>Spring 2009</th>
<th>Fall 2009</th>
<th>Spring 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>FINC850010</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>4.27 (.85, 15/34)</td>
</tr>
<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>
<td>4.11 (.80, 26/33)</td>
<td>4.44 (.68, 9/24)</td>
</tr>
<tr>
<td>FINC850051</td>
<td>N/C</td>
<td>4.24 (.81, 34/35)</td>
<td>3.75 (.62 12/21)</td>
<td>4.41 (.71, 18/23)</td>
<td>4.35 (.76, 17/20)</td>
<td>N/A</td>
</tr>
<tr>
<td>FINC850292</td>
<td>N/A</td>
<td>N/A</td>
<td>N/C</td>
<td>N/C</td>
<td>5 (N/A, 1/10)</td>
<td>N/A</td>
</tr>
<tr>
<td>Weighted Average</td>
<td>N/C</td>
<td>4.12</td>
<td>4.00</td>
<td>4.31</td>
<td>4.23</td>
<td>4.33</td>
</tr>
</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>
<th>Fall 2009</th>
<th>Spring 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>FINC850010</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>4.47 (.62, 15/34)</td>
</tr>
<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>
<td>4.42 (.57, 26/33)</td>
<td>4.44 (.68, 9/24)</td>
</tr>
<tr>
<td>FINC850051</td>
<td>N/C</td>
<td>4.24 (.81, 34/35)</td>
<td>3.92 (.79, 12/21)</td>
<td>4.47 (.51, 18/23)</td>
<td>4.59 (.49, 17/20)</td>
<td>N/A</td>
</tr>
<tr>
<td>FINC850292</td>
<td>N/A</td>
<td>N/A</td>
<td>N/C</td>
<td>N/C</td>
<td>5 (N/A, 1/10)</td>
<td>N/A</td>
</tr>
<tr>
<td>Weighted Average</td>
<td>N/C</td>
<td>4.34</td>
<td>4.16</td>
<td>4.46</td>
<td>4.50</td>
<td>4.46</td>
</tr>
</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>
<th>Fall 2009</th>
<th>Spring 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUAD840050</td>
<td>4.69 (.46, 16/25)</td>
<td>4.12 (.96, 17/28)</td>
<td>4.63 (.50, 16/29)</td>
<td>4.40 (.89, 6/19)</td>
<td>4.40 (.80, 20/31)</td>
<td>4.86 (.35, 14/34)</td>
</tr>
<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>
<td>N/A</td>
<td>4.73 (.46, 22/36)</td>
</tr>
<tr>
<td>BUAD840292</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>4.00 (0, 4/22)</td>
<td>N/A</td>
</tr>
</tbody>
</table>

*Weighted Average* 4.69 4.45 4.63 4.37 4.33 4.78

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>
<th>Fall 2009</th>
<th>Spring 2010</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>
<td>4.45 (.67, 20/31)</td>
<td>4.71 (.45, 14/34)</td>
</tr>
<tr>
<td>BUAD840051</td>
<td>N/A</td>
<td>4.75 (.43, 16/23)</td>
<td>N/A</td>
<td>4.33 (.82, 6/18)</td>
<td>N/A</td>
<td>4.55 (.58, 22/36)</td>
</tr>
<tr>
<td>BUAD840292</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>4 (0, 4/22)</td>
<td>N/A</td>
</tr>
</tbody>
</table>

*Weighted Average* 4.56 4.46 4.56 4.27 4.38 4.61

This course helped me to think about business decisions from an ethical perspective. (QID: 5069)

<table>
<thead>
<tr>
<th>Measures</th>
<th>Fall 2007</th>
<th>Spring 2008</th>
<th>Fall 2008</th>
<th>Spring 2009</th>
<th>Fall 2009</th>
<th>Spring 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUAD840050</td>
<td>4.56 (.79, 16/25)</td>
<td>4.29 (.75, 17/28)</td>
<td>4.44 (1.03, 16/29)</td>
<td>4.30 (.45, 6/19)</td>
<td>4.50 (.67, 20/31)</td>
<td>4.79 (.41, 14/34)</td>
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<tr>
<td>BUAD840051</td>
<td>N/A</td>
<td>4.75 (.43, 16/23)</td>
<td>N/A</td>
<td>4.53 (.75, 6/18)</td>
<td>N/A</td>
<td>4.68 (.55, 22/36)</td>
</tr>
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<td>BUAD840292</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>4.25 (.43, 4/22)</td>
<td>N/A</td>
</tr>
</tbody>
</table>

*Weighted Average* 4.56 4.51 4.44 4.42 4.46 4.72

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>
<th>Fall 2007</th>
<th>Spring 2008</th>
<th>Fall 2008</th>
<th>Spring 2009</th>
<th>Fall 2009</th>
<th>Spring 2010</th>
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<tbody>
<tr>
<td>BUAD870010</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>4 (.68, 13/21)</td>
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<tr>
<td>BUAD870050</td>
<td>4.32 (.86, 19/23)</td>
<td>4.00 (.74, 12/22)</td>
<td>4.00 (.73, 20/24)</td>
<td>4.25 (.97, 8/25)</td>
<td>4.15 (.96, 20/26)</td>
<td></td>
</tr>
<tr>
<td>BUAD870051</td>
<td>3.88 (1.01, 33/35)</td>
<td>3.87 (.85, 31/41)</td>
<td>4.53 (.73, 31/38)</td>
<td>N/A</td>
<td>4.42 (.59, 19/28)</td>
<td></td>
</tr>
<tr>
<td>BUAD870290</td>
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<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/C</td>
</tr>
<tr>
<td>BUAD870292</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/C</td>
</tr>
<tr>
<td>Weighted Average</td>
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<td>4.27</td>
<td>3.91</td>
<td>4.44</td>
<td>4.10</td>
<td>4.28</td>
</tr>
</tbody>
</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>
<thead>
<tr>
<th>Measures</th>
<th>Fall 2007</th>
<th>Spring 2008</th>
<th>Fall 2008</th>
<th>Spring 2009</th>
<th>Fall 2009</th>
<th>Spring 2010</th>
</tr>
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<tr>
<td>BUAD870010</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>3.77 (.80, 13/21)</td>
<td>N/A</td>
</tr>
<tr>
<td>BUAD870050</td>
<td>4.37 (.74, 19/23)</td>
<td>4.00 (.74, 12/22)</td>
<td>4.20 (.77, 20/24)</td>
<td>4.25 (.97, 8/25)</td>
<td>4.1 (.104, 20/26)</td>
<td></td>
</tr>
<tr>
<td>BUAD870051</td>
<td>3.82 (.97, 33/35)</td>
<td>3.94 (.85, 31/41)</td>
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<td>4.28</td>
</tr>
</tbody>
</table>

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

<table>
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<th>Fall 2008</th>
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</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>
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<td>4.67 (.62, 12/20)</td>
<td>4.8 (.4, 10/20)</td>
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<td>4.20 (1.17, 5/6)</td>
<td>4.67 (.47, 6/9)</td>
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<td>4.57</td>
<td>4.73</td>
<td>4.67</td>
<td>4.71</td>
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</table>

This course helped me learn application of marketing concepts to business problems in a competitive business environment. (QID: 5074)

<table>
<thead>
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<th>Measures</th>
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<th>Spring 2008</th>
<th>Fall 2008</th>
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<td>4.62</td>
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</table>

### 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)

<table>
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<td>4.50 (.50, 4/10)</td>
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This course helped me to understand and analyze complex quality management issues and choose as well as successfully apply appropriate statistical tools. (QID: 5050)

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<td>N/C</td>
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This course helped me learn to apply management science tools to analyze and address operations management issues. (QID: 5051)
<table>
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</table>

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

**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>
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<th>Fall 2008</th>
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<td>4.24 (.75, 17/29)</td>
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<td>4.3 (.78, 20/27)</td>
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<td>4.32</td>
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