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Executive Summary

The Alfred Lerner College of Business and Economics has a tradition of excellence and innovation, which it marked most notably this year by its receipt of maintenance of accreditation by the Association to Advance Collegiate Schools of Business. This continuing accreditation validates the hard work and dedication of the faculty and staff to ensure the success of all Lerner College students; it is also reinforced by the Lerner College’s continued ranking in BusinessWeek’s review of the nation’s top business schools, which again placed the college among the top 26 public university business schools in the country.

In addition to continued accreditation of both business and accounting programs, the Lerner College has much to celebrate this year. This updated executive summary includes highlights of activities, accomplishments and initiatives of the faculty, students, staff and alumni, as well as some hyperlinks to more detailed coverage on the University’s main newsletter, UDaily:

- Student demand remains high, and undergraduate interest in the Lerner College continues to grow. For its 2011 freshman class, the Lerner College received just over 4,900 applications, with an entering class of about 11% of the applicant pool. The average SAT score for admitted freshman students is now above 1200 (math and verbal), with this year’s class average being 1230.

- The graduating Class of 2011 consisted of our largest class yet, with over 1,000 students. At the undergraduate level, 827 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, and 7% were accepted into graduate programs. At the graduate level, 262 students received degrees, with the MBA students comprising the largest group. Of note, the Department of Economics graduated a record number of PhDs, with 12 students awarded degrees between June 2010 and May 2011.

- Ensuring the success of our students and recognizing their accomplishments are among our highest priorities. Several students were recognized this past year, both at the college and University levels for outstanding service and academic performance:
  - Kevin J. Pisciotta, who graduated with a B.S. in Finance and minors in economics and mathematics, was 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. We are pleased that Kevin will continue his studies at UD as a student in the M.S. in Finance program.
  - At the University level, Paul Larson, a PhD candidate in the Department of Economics, received the UD Excellence in Teaching Award for graduate students. This is a great honor for Paul, and the second time a Department of Economics TA has won such an award (Stela Stefanova won the award in 2008).

- The academic programs in the Lerner College continue to provide a strong global perspective with participation in study abroad steadily increasing. In 2010-11, 300 Lerner undergraduate students studied in various study-abroad programs. This past winter,
eleven MBA students accompanied Professor Gary Weaver on a 15-day tour of Eastern Europe; in the spring, 13 graduate students visited Athens, Greece, and Istanbul, Turkey with Professor Greg Kane for a behind-the-scenes look at local businesses and the Greek and Turkish economies.

• The Lerner College continues to develop new programs that will equip our students for success in their careers. This year the Global Enterprise Technology (GET) minor, a collaboration between the Lerner College and the College of Engineering, with support from JPMorgan Chase, was formally established along with the JPMorgan Chase Innovation Center in Purnell Hall. The goal of the GET minor is to better prepare students for careers in technology within large global organizations by focusing on five key areas: enterprise systems knowledge and skills; large-scale software development and project management; data management and modeling; problem-solving skills; and virtual teamwork, collaboration and communication. The Innovation Center serves as the campus hub for the collaborative effort.

• Providing experiences through Discovery-Based Learning remain a key to student success – 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, including classes, workshops, and presentations from alumni and industry professionals, all served to enrich Lerner College students’ academic experiences. Of note:
  o Delaware Today magazine’s Best of Delaware 2010 awarded Vita Nova, the student-operated restaurant that is part of the HRIM Department, best in service, marking the first time the restaurant has been recognized for service and the second time the restaurant has been recognized by Delaware Today.
  o This year marked the highest participation in the Carol A. Ammon MBA Case Competition, with 55 students on 14 teams. Brett Weber, Jialu Liu, Adrian Farrar and Navid Khabazian of Team NBAC were this year’s winners; Sandeep Rath, Kunal Dusia and Neha Pandit of Team NKS placed second; and Yu Zhu, Weiming Zhou, Yi Wang and Aron Megyeri representing Team Wika came in third.
  o In April, senior Mary Claire Whisler received high marks for her Swap Shop venture as a finalist at this year’s Business Plan Competition. Other finalists included Hairline Hat Company, led by sophomores Mark Bailey and Kai Hadaway; Voltaic Coatings, run by Keith Modzelewski, an MBA student; Rick Walsh, also an MBA student; Pat Lowry, a master's degree student; Chelsea Haughn, a doctoral student; and Nandita Bhagwat, also a doctoral student; and Tim Walsh, a computer science major, and Greg Truono, co-founders of 12 Mile Radius.
  o Xiaobo Chen, a PhD candidate in economics, and Susan Steward, a master’s student in economics and applied econometrics, received QE Foundation fellowship grants to research “Concepts of Economics and Work Productivity,” featuring the QE Principle and the QE Staffing and Scheduling Methods.
• In September, Charles Elson, Edgar S. Woolard Jr. Chair and director of the John L. Weinberg Center for Corporate Governance (WCCG), and Roger Coffin, associate director of the WCCG, were named in the National Association of Corporate Directors (NACD) fourth-annual Directorship 100, a who's who of the most influential corporate governance professionals in the nation.

• The Lerner College’s satellite Career Services Center (CSC) continues to offer an expanded internship program and enhanced employment services for our students and has thrived in its new location in Lerner Hall. This year, the center hosted over 80 undergraduate student career programs that attracted 3,823 students. The CSC also conducted employer outreach with approximately 75 employers. Of note, the Executive Mentor Scholars program gave students the opportunity to learn directly from business executives by matching executives and their professional backgrounds with students and their career objectives.

• Faculty are a critical component in enhancing the success of our students and continue to be recognized for excellence in teaching, research, and service. College-wide awards were presented to Michael Arnold (Economics) for Outstanding Teaching; Stewart Shapiro (Business Administration) for Outstanding Scholarship; and Andrea Everard (Accounting and MIS) and Dan Freeman (Business Administration) for Outstanding Outreach and Service. John Wragge (Accounting and MIS) and John Stocker (Finance) were awarded the MBA Teaching Award and Kim Wilson (Office of Undergraduate Advising and Academic Services) was presented the Leon and Margaret Slocomb Professional Excellence Award. The Lerner College Student Advisory Board awarded Rich Jakotowicz (Exelon Center Director) the Lerner College Student Choice Teaching Award. Ajay Manrai was the recipient of a Fulbright-Nehru award to study in India in Spring 2011. Other faculty honors and distinctions may be found in the departmental and center reports that follow.

• 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:
  o In September, events focused on the economy, including an appearance by Laurence Seidman, Chaplin Tyler Professor of Economics, on C-SPAN, and a discussion by William Poole, Distinguished Scholar in Resident in the Department of Economics, on Fannie Mae and Freddie Mac.
  o Frank Zarb, one of America’s most respected corporate leaders, delivered a keynote address at the Weinberg Center’s annual Corporate Governance Conference in November.
  o In March, Alice Rivlin, senior fellow of economic studies at the Brookings Institution, delivered the annual Hutchinson Lecture in macroeconomics. Lerner students also met with alumni and visited NYC’s financial districts, including the New York Stock Exchange, JPMorgan Private Bank, and the Federal Reserve Bank of New York.
  o Throughout the year, the Department of HRIM sponsored the Paul Wise Executive in Residence Speaker Series, which involved presentations by a
number of corporate leaders including retired Disney executive Lee Cockerell, Neil Shah, CEO of Hersha Hospitality Trust, and Michael C. Shindler, executive VP of hotels and casinos for Hard Rock International. The full list from 2010-11, as well as upcoming speakers, may be viewed at the link above.

• Lerner College centers continue to enrich the academic experience for undergraduates and graduates and provide connections to the business community.
  • Weinberg Center: Craig Ferrere, a 2011 graduate, joined the WCCG in July 2011 as the first Edgar Woolard Fellow to research and examine a new approach to executive compensation. The Weinberg Center also celebrated its tenth anniversary with an event and dinner held in Wilmington with approximately 135 national and local leaders in business, law and politics, and keynote speaker Indra K. Nooyi, chairman and CEO of Pepsi Co.
  • Center for Economic Education & Entrepreneurship: In 2010-11, the CEEE conducted 104 programs, workshops and courses for 1,184 in-service and pre-service teachers in schools throughout the state. The Center also held six special events for K-12 students, including the annual Stock Market Game, Meaningful Economics Competition, Money Rules Summit, Teach Children to Save Day, Personal Finance Challenge and Chasing the Dream Summer Camp.
  • Venture Development Center: In October, the VDC officially relocated from Purnell Hall to 196 S. College Ave and was converted to a truly entrepreneurial space that plays host not only to venture development, but also to the Entrepreneurship Club, the entrepreneurship speaker series and various annual events. Students now have a centralized location to partake in a wide range of activities as well as obtain professional and peer-to-peer mentoring.
  • Center for Applied Business and Economic Research: In September, the center released a study showing UD’s economic impact on the region is $6.2 billion, including 46,000 jobs. In April, CABER unveiled a new interactive website, How Delaware Compares, which boasts an extensive inventory of key quality-of-life and economic indicators.

• As part of UD’s Alumni Weekend in June, we recognized and presented the following alumni with the College’s prestigious Alumni Awards of Excellence: Robert F. Deutsch (’80 BS Business Administration), managing director and head of the global liquidity business for JPMorgan Asset Management; E. Thomas Harvey, III (’75 BS Operations Management), president of Harvey, Hanna & Associates; Andrew R. Jordan, III (’91 BS Accounting), assurance partner with Ernst and Young; and William A. Santora (’73 BS Accounting), co-founder of Santora CPA Group.

• 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: Scott Somerville, partner at Ernst & Young Tax Services; and Neil Schubert, Marriott International’s vice president of IT strategy. We
also look forward to the expertise of UD’s own President Pat Harker, who will be teaching in the Department of Business Administration this fall.

• We wish to extend a sincere welcome to our new faculty who will join the College this fall:

  **Business Administration:**
  - Kati Haynes, Assistant Professor, Management
  - Ryan Lowe, Instructor
  - Ji Kyung Park, Assistant Professor, Marketing
  - Anu Sivaraman, CNTT Assistant Professor, Marketing

  **Economics:**
  - Adrienne Lucas, Assistant Professor
  - Vince Marra, CNTT Instructor

  **Finance:**
  - Revansiddha “Jayesh” Khanapure, Assistant Professor
  - John Stocker, CNTT Assistant Professor

• We bid farewell to some long-serving faculty and staff who retired from the College this past year: Hotel, Restaurant and Institutional Management – Pamela Cummings, 17 years of service; and Finance – Ken Biederman, 21 years of service.

• 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:
  - Mr. Kenneth C. Whitney (’80/BE) and Mrs. Elizabeth K. Whitney for the Whitney Family Endowed Scholarship and Whitney Family Endowed Professorship
  - John Antil, Associate Professor of Business Administration, for student scholarships
  - Mr. Michael S. Geltzeiler (’80/BE) and Mrs. Rosann F. Geltzeiler for the Michael and Rosann Geltzeiler Scholarship
  - DE Council on Economic Education for the Center for Economic Education and Entrepreneurship
  - ARAMARK Corporation for the Aramark Entrepreneurship Summits in HRIM
  - Mr. Robert F. Deutsch (’80/BE) and Mrs. Kathy M. Deutsch (’80/AS), for the Robert and Kathy Deutsch Endowed Scholarship
  - Mr. John E. Eckerson (’87/BE) and Mrs. Jennifer Eckerson for the John and Jennifer Eckerson Scholarship
  - Donald Puglisi, MBNA Professor Emeritus of Business, for continued support of the college
  - Santora CPA Group and William A. Santora (’73/BE) for the Santora CPA Group Scholarship
  - A. Gilchrist Sparks III, Esq. (TR) and Mrs. Mimi Sparks for the Weinberg Center for Corporate Governance
  - The Honorable Vance A. Funk III and the Taste of Newark (HRIM)
o Mr. John R. Collins (’80/BE) and Mrs. Margaret P. Collins (’80/AS) for the Collins/Pierce Endowed Scholarship in memory of Gerden Collins and Carl Pierce

o Mr. Martin S. Micklin (’96/BE) and Mrs. Terri E. Micklin for the Micklin Family Endowed Scholarship

Special thanks also go to Mr. Gordon P. Sweeney, Jr. (’80/BE) and Mrs. Linda Lawler Sweeney (’80/BE); Mrs. Jacqueline Winn-O'Neill (’01/HP) and Dr. James B. O'Neill; Mr. Steven C. Beattie (’87/BE) and Mrs. Kimberly A. Beattie (’87/BE); Mr. Gerard J. Emery (’86/BE) and Mrs. Donna M. Emery; Mr. Gregory G. Doyle (’96/BE) and Mrs. Catherine C. Doyle; Mr. Andrew R. Jordan III (’91/BE) and Mrs. Stacey F. Jordan (’92/HP); Thomas D. Whittington, Jr., Esq. (’69/BE) and Dr. Marna C. Whittington (’68/AS); Mr. Matthew C. Cohen (’89/BE) and Mrs. Beth M. Cohen (’89/AS); and Mr. Henri L. Bertuch (’54/BE) and Mrs. Henri L. Bertuch (’56/HP).

- The college would also like to thank the following foundations and organizations for their support of Lerner students, programs, and centers: the Donner Canadian Foundation for supporting the CEEE; the Ernst & Young Foundation Fund for Excellence for supporting the Department of Accounting; ExxonMobil Foundation for supporting various programs; Discover Financial Services, Inc. for supporting the CEEE’s MAEEE program; the Banfi Vintners Foundation for supporting HRIM; the Hess Foundation, Inc. for Hess Scholars; the Wachovia Wells Fargo Foundation; and the Henry Topel Foundation.

In addition to the above activities and accomplishments of the Lerner College, we would also like to take a moment to recognize one individual in particular: Bobby Gempesaw. **Bobby served as dean** of the Lerner College through April 30, 2011 and was a member of the University’s faculty since 1985. This spring marked the completion of Bobby’s five-year term as dean and of 25 years of service to the University. We congratulate **Bobby on his new appointment** as provost and executive vice president for academic affairs at Miami University in Oxford, Ohio, and thank him for his dedication and leadership of the Lerner College.

We also look forward to the arrival of our new dean, **Bruce Weber**. Bruce is an authority on information technology management and comes to the Lerner College from his position as a top administrator at the London School of Business. He will take the helm just prior to the start of the Fall semester.

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 by visiting us at [www.lerner.udel.edu](http://www.lerner.udel.edu).

Sincerely,

Rick L. Andrews
Interim Dean
Executive Summary

The 2010-2011 academic year was very successful for the Accounting and MIS department. The faculty continues to do well in the teaching, scholarly, and service categories as witnessed by strong teaching evaluations, the number of publications in high quality journals, strong involvement with the profession and community, and the number of prestigious awards received this academic year. Also, our accounting programs were re-accredited. This is a very important accomplishment. Only 177 accounting programs are accredited worldwide. Being accredited since 1984 is a testimony to the excellence of our students, programs and faculty and the department is immensely proud of being a member of the elite group of AACSB-accredited accounting programs.

Accounting and MIS undergraduate and graduate programs continue to attract high quality students. Last year, the department saw additional growth in our M.S. in Accounting program. Hundred and one students were enrolled, with 15 of them being 4+1 students. The average GMAT score of admitted students increased to about 660. Further, the Global Enterprise Technologies (GET) minor was approved by the Faculty Senate. This program is a partnership between UD, Syracuse University, and JP Morgan Chase. The program’s goal is to better prepare students for careers in technology within large global organizations. Several faculty members have been developing new courses to be offered in the GET Minor.

Despite tough economic times, the demand for our students – both accounting and MIS – remains very strong. A large percentage of our students have internships between their junior and senior years. Most of our students find a job before graduation and many of them are hired by one of the Big 4 public accounting firms.

The department keeps strengthening its relationships with the firms. Through regular meetings with representatives of national and regional firms, the department assists with recruiting efforts and the firms provide their expertise to the department through lectures and feedback on the curriculum. To further strengthen its relationship with the professional community, the department established an Advisory Board with representatives from firms such as Deloitte & Touche, DuPont, Ernst & Young, JPMorgan Chase, KPMG, PricewaterhouseCoopers, and Santora CPA Group.

As in past years, the generous contributions from our alumni and friends have allowed the department to pursue many important activities that would otherwise be impossible. These initiatives include scholarship funds for our 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
II. Staffing for 2009-2010

A. Promotions
1) Jinwei Cao was promoted to Associate Professor with tenure.
2) Mark Serva was promoted to Associate Professor without tenure.

B. Departures
1) Not applicable for this report.

C. New Faculty Hires
1) Not applicable for this report.

D. Sabbaticals and Research Leaves
1) Rita Kingery (Fall Sabbatical)
2) Ellen Monk (Spring Sabbatical)
3) Robert Paretta (Spring Sabbatical)
4) Sheldon Pollack (Spring Sabbatical)

III. Recognition

A. Faculty Awards, Grants, Honors and Special Recognition

Awards
1) Asli Basoglu

2) Jack Baroudi
   a) EMBA Award for Outstanding Teaching

3) Jinwei Cao
   a) Faculty Excellence in Research Award – Department of Accounting and MIS

4) Araya Debessay
   a) 2010 Ernst & Young Inclusive Excellence Award for Accounting & Business School Faculty

5) Chris Edmonds

6) Andrea Everard
   a) Outstanding Outreach/Service Award, Lerner College of Business.
   b) “YoUDee” Leadership Award – Outstanding RSO (Registered Student Organization) Advisor (Gamma Sigma Sigma), Spring 2011
   c) Nominated for Excellence in Undergraduate Academic Advising and Mentoring Award, 2011
   d) Nominated for Excellence in Teaching Award

7) Robert Paretta
a) Nominated for University Excellence in Teaching Award

8) **Thomas Vermeer**
a) 2011 Lester W. Chadwick Faculty Excellence in Teaching Award – Department of Accounting and MIS

9) **Harry Wang**
a) Best Innovation in Technology Instruction – the 20th Workshop on Information Technologies and Systems, St. Louis, Missouri, December 11-12, 2010
b) Nominated for Excellence in Teaching Award, University of Delaware

10) **Skip White**

11) **John Wragge**
a) MBA Teaching Award, presented by the Lerner MBA Student Association, 2011.

12) **Diane Wright**
a) William Markell Faculty Excellence in Service Award

**Grants**

1) **Asli Basoglu**
a) PwC Inquires Research Grant, 2011

2) **Harry Wang**
   b) Cloud Computing Teaching Grant, Amazon.com

3) **Scott Jones**

**Honors**

1) **Scott Jones**
a) Service to University Entrepreneurial Studies Program, April 29, 2011.

2) **Araya Debessay**
a) Appointed by President Harker to be Co-Chair of the University of Delaware Diversity and Equity Commission, September 2010.

**B. Publications and Presentations**

**Books/Book Chapters/Book Reviews**

1) **Ellen Monk**

2) **Sheldon Pollack**
   b) *The Permanent Tax Revolt: How the Property Tax Transformed American Politics*, by Isaac William Martin, and *After the Tax Revolt: California’s...*
Proposition 13 Turns 30, edited by Jack Citrin and Isaac William Martin, in Perspectives on Politics (APSA), Vol. 8, No. 2 (June 2010)

3) Skip White

Journal Publications
1) Jon Blue

2) Jinwei Cao

3) Chris Edmonds
   a) Edmonds, C. T. and T. P. Edmonds, “An Examination of the Links between SRS Technology and an Active Learning Environment in a Managerial Accounting Course”, Advances in Accounting Education 11.81-100. 2010.

4) Andrea Everard

5) Guido Geerts

6) Brian Greenstein

7) David Jenkins

8) Sheldon Pollack
   a) “Revenge of the 80th Congress,” 129 Tax Notes 819 (November 15, 2010).

9) Mark Serva
a) Kher, H., Serva, M., and Laurenceau, J., “Leveraging Latent Growth Models to Better Understand MIS Theory: A Primer,” accepted to the Communications of the AIS.

10) Uma Velury


c) U. Velury & Dave Jenkins, “Auditor Tenure and the Pricing of Discretionary Accruals in the Post-SOX Era”, Accounting and Public Interest (forthcoming)

11) Thomas Vermeer


12) Harry Wang


13) Skip White

14) John Wragge

Publications in Refereed Conference Proceedings
1) Jack Baroudi
a) Serva, Mark, Benamati, John F., Blue, Jon, Baroudi, Jack, “In Times of Stress, Be Bold and Valiant”: A Preliminary Exploration of the Psychosocial and Physiological Measures of Stress and Suggestion for Future MIS Research,”
Association for Computing Machinery Special Interest Group on Computer Personnel Research (ACM SIGCPR), San Antonio, Texas, May 2011.

2) **Asli Basoglu**

3) **Jon Blue**

4) **Mark Serva**

5) **Thomas Vermeer**

6) **Harry Wang**

7) **Skip White**

**Presentations**

1) **Guido Geerts**

2) **Scott Jones**
   a) “Startup Companies: Taking your idea from Lab to Commercialization” Pittsburgh Conference on Analytical Chemistry, March 13, 2011, Atlanta, GA. (Invited Presentation)

3) **Mark Serva**
   a) “Improving Teaching,” invited presentation given at the UD Summer Faculty Institute, June 2011.
   c) **Serva, M.**, “Strategies for Improving Student Groups through the Use of Collaborative Strategies,” presented at the PBL2010 International Conference, Sao Paulo, Brazil.

4) **Uma Velury**
   a) Key Note Inaugral Speaker, Dhruva Institute of Management, Hyderabad, India, August 2010

5) **Thomas Vermeer**

6) **Skip White**
   a) “XBRL Today & Tomorrow”, Philadelphia XBRL Users Group, Penn State Great Valley (June 2010).

**Editorial and Professional Boards**

1) **Jack Baroudi**
   a) Associate Editor, Journal of Organizational Computing and Electronic Commerce
   b) Treasurer and Member of the Board of Director, Cancer Care Connection, Newark, DE

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

3) **Jinwei Cao**
   c) Program Committee, The 5th China Summer Workshop on Information Management (CSWIM 2011).

4) **Guido Geerts**
   b) Associate Editor Journal of Information Systems
   c) Editorial Board Journal of Emerging Technologies in Accounting
   d) Editorial Board Enterprise Information Systems
   e) Editorial Board AIS Educator Journal
   f) Editorial Board International Journal of Accounting Information Systems

5) **Brian Greenstein**
   a) Editorial Board, Journal of Forensic & Investigative Accounting
b) Ad Hoc Reviewer, Journal of Legal Tax Research

6) **Scott Jones**
   a) Elected to Board of Directors, Junior Achievement of Delaware, Inc.
   b) Elected Chairman of the Board of Directors, Delaware Innovation Fund, Wilmington, DE.

7) **Robert Paretta**
   a) Member of the Delaware State Board of Accountancy

8) **Mark Serva**
   a) Associate Director for the Institute for Transforming Undergraduate Education (ITUE).

9) **Uma Velury**
   a) Associate Editor Journal of Accounting, Auditing and Performance Evaluation
   b) Editorial Review Board Research in Accounting Regulation
   c) Chair, PCAOB Audit Quality Indicator Research Group

10) **Thomas Vermeer**

11) **Harry Wang**
    a) Editorial Board Member for Journal of Database Management
    b) Program Committee Member for the following conferences:
       1) China Summer Workshop on Information Management (CSWIM), 2011
       2) Associate Editor for BPM track at European Conference on Information Systems (ECIS), 2011
       3) The 9th International Conference on Business Process Management (BPM 2011)
       4) Workshop on E-business (WeB), 2010
       5) Workshop on Information Technologies and Systems (WITS), 2010

12) **Skip White**
    a) Board member for AIS Educator’s Association
    b) Editorial Board member: Issues in Accounting Education and AIS Educator Journal

**Workshops**

1) **Brian Greenstein**
   a) Discussion Leader, AICPA National Tax Education Program Weeks One-Four.

2) **Mark Serva**
   a) Coordinated the June 2011 STEM Workshop on Active Learning on the UD Campus.
   b) Coordinated the Spring 2011 “Speaking of Teaching” series, which highlighted excellent teachers on the UD Campus
   c) Conducted a workshop on Program-based Learning for K-12 Delaware Teachers on the UD Campus, July 2011, under the State’s Teaching Quality Enhancement Grant.
   d) Conducted a one-day workshop on Improving Student Learning at University of Michigan-Dearborn, April 2011.
   e) Conducted a three-day workshop on Improving Student Learning at Georgia College, January 2011.
f) Conducted a three-day workshop on Improving Student Learning at Georgia College, May 2011.
g) Conducted a three-day workshop on Improving Student Learning at Middle Tennessee State University, June 2011.

3) **Skip White**
   a) “Financial Reporting with XBRL”, The AAA Southeast Regional Meeting, Mobile, AL (April, 2010).
   b) “Financial Reporting with XBRL”, The AAA Western Regional Meeting Portland, OR (April, 2010).
   c) “Introduction to XBRL,” The AIS Educators Conference, Estes Park, CO (June, 2010)
   d) “Advanced XBRL,” The AIS Educators Conference, Estes Park, CO (June 2010).
   e) **Clinton E. White, Jr.** and Stephanie Farwell “The 6th American Accounting Association XBRL Teaching Workshop,” San Francisco (July 2010).
   f) **Clinton E. White, Jr.** and Glen Gray “Introduction to XBRL: Current events and classroom applications,” The AAA Annual Meeting, San Francisco (August, 2010).

B. Others

**Patents**

1) **Scott Jones**

IV. Activities and Programs

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

1) New Minor in Global Enterprise Technologies (GET)

The objective of the Global Enterprise Technologies (GET) Minor is to extend the education of undergraduate students, in all majors across the University of Delaware, in the use and deployment of large scale systems in global organizations to solve complex problems. The GET Minor was developed in consultation with collaborators at JPMorgan Chase as part of an ongoing partnership with the company. The GET Minor offers two options: a paid 8 month immersion internship where students work in one of several global organizations while earning 12 credits or a non-immersion option where students participate in a 2 semester consulting project (3 credits in the fall and 3 credits in the spring) with a large organization in the area.

*The GET curriculum focuses on five key areas:*
1. Enterprise systems knowledge and skills
2. Large-scale software development and project management
3. Data management and modeling
4. Problem-solving skills, and
5. Virtual teamwork, collaboration, and communication

2) Breadth Requirements
The department changed the curricula for the accounting and MIS majors to be more in line with the new University breadth requirements. All UD students are now required to take one course in each of the following breadth areas:

(1) Creative Arts and Humanities
(2) History and Cultural Change
(3) Social and Behavioral Sciences
(4) Mathematics, Natural Sciences, and Technology

B. Overseas Study-Abroad Programs
1. Greece and Turkey – Greg Kane.

C. Discovery-Based Learning Initiatives
1. Accounting:
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 100 students who took this course during the winter and spring of 2011. 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 87 students who took this course during the fall of 2010 and spring of 2011.

2. MIS:
The department continues to offer Misy 364 – MIS in Practice and Misy 431 – MIS Project Management (co-requisite Misy 432 MIS Projects). Both of these courses fulfill the University’s Discovery Learning Experience (DLE) requirement. These courses are taken by MIS majors, MIS minors, and Information Systems majors. The Misy 364 course is for students who have had MIS-related internships or MIS service learning projects. Students are required to spend a minimum of 120 hours with the internship or project. These students are required to compare and contrast their classroom experiences with their real-world experiences through reflective weekly learning journals, discussions with the faculty advisor, and a final paper. There were 21 students who took this course during the summer and fall of 2010 and the spring of 2011. Misy 431 is taken at the same time as Misy 432. Interdisciplinary student teams work with companies in the area to solve a business problem that has a technology component or solution. There were 121 students who took this course during the spring of 2011.
Executive Summary

The 2010-2011 academic year was a productive one for the department. Departmental faculty published 39 journal articles, participated in 29 presentations, served as editors or on the editorial board of 19 journals, published 9 books/book chapters, received or were nominated for awards in research, teaching, and service, and obtained external grants from JP Morgan Chase, the Delaware Department of Transportation, and the U.S. Olympic Committee.

With regard to staffing, Christine Kydd was promoted to the rank of professor in operations management, Stewart Shapiro was promoted to the rank of professor in marketing, and Thomas Becker was appointed acting chairperson. Ji Kyung Park and Kati Haynes were hired as assistant professors, Anu Sivaraman was hired as a continuing, non-tenure track (CNTT) assistant professor, and Ryan Lowe was hired as temporary instructor. William Gehrlein, Daniel Freeman, Ajay Manrai, and Timothy DeSchrider were on sabbatical.

With respect to academic programs, curriculum changes included additional breadth requirements for incoming marketing, management, operations management, sport management, and international business studies majors. Also, the department assumed responsibility for the Entrepreneurial Studies Program and major changes in the minor in entrepreneurship were proposed. Twelve study abroad courses were provided, including classes in Australia, New Zealand, Hong Kong, China, Italy, Spain, England, Turkey, and Greece. Five courses were offered as part of our discovery learning experience initiative, including project classes in business administration, entrepreneurship, operations management, and marketing.

In April, a team of MBA students participated in a supply chain case competition at Rutgers University. Judges to the competition complemented the team on their performance, saying there was a “McKinsey quality” about their analysis and presentation. Undergraduate business students and MBAs participated in this year’s college business plan competition and entrepreneur showcase. Winning teams in the business plan competition split $10,000 in prize money. Top political and business leaders attended the entrepreneur showcase, with a keynote address by U.S. Senator Chris Coons.

The Department of Business Administration looks forward to working with Dean Weber in fostering excellence in the department. Anticipated initiatives include a faculty input survey and enhancing the recognition of faculty performance and performance improvement. The department will also strengthen its assurance of learning process by identifying and implementing additional action steps to meet department goals.

Thomas E. Becker
Professor and Acting Chair, Department of Business Administration

(Special thanks to Cindy Walkusky in the preparation of this report.)
I. Staffing

A. Promotions:
   1. Christine Kydd was promoted to the rank of professor in operations management
   2. Stewart Shapiro was promoted to the rank of professor in marketing

B. Departures:
   None.

C. New Faculty Hires:
   1. Kati Haynes, assistant professor of management
   2. Ryan Lowe, instructor
   3. Ji Kyung Park, assistant professor of marketing
   4. Anu Sivaraman, continuing, non-tenure track (CNTT) assistant professor of marketing

D. Sabbaticals and Research Leaves:
   (all sabbaticals, no leaves)
   1. Timothy DeSchriver, Spring 2011
   2. Daniel Freeman, full academic year
   3. William Gehrlein, full academic year
   4. Ajay Manrai, Spring 2011

II. Recognition

A. Faculty Awards, Appointments, Grants:

   Awards
   1. John Antil nominated for University Excellence in Advising and Mentoring Award
   2. Mark Bambach nominated for University Excellence in Teaching Award
   3. Bernadine Dykes nominated for Academy of Management Journal Best Paper Award
   4. Diane Ferry was nominated for College Outstanding Outreach/Service Award
   5. Daniel Freeman received College Outstanding Outreach/Service Award
   6. Michal Herzenstein nominated for the University Excellence in Teaching Award
   7. Ajay Manrai nominated for University Excellence in Teaching Award
   8. Stewart Shapiro received Lerner College Outstanding Scholar Award
   9. Anu Sivaraman received University Exemplary Service Award
   10. Gary Weaver received Scholarly Impact Award from the Journal of Management

   Appointments
   1. Thomas Becker appointed acting chairperson
   2. Howard Garland appointed professor emeritus

   Grants
   1. Bintong Chen received a grant from Delaware Department of Transportation for 2010 – 2011
2. **Bintong Chen** received a grant from JP Morgan Chase for 8/1/10-12/31/10
3. **Michal Herzenstein** received a grant from U.D. Center for International Studies
4. **Matthew Robinson** received a grant from International Olympic Solidarity and United States Olympic Committee (2010-11) for International Coaching Enrichment Certificate Program

B. Publications and Presentations:

1. **Books/Book Chapters**

   **Management**

   **Marketing**

   **Operations Management**
1. Sport Management

2. Journal Publications
   Management


Marketing


**Operations Management**


**Sport Management**


3. **Publications in Refereed Conference Proceedings**

**Management**


**Operations Management**


4. **Presentations**

**Management**


iv. **Becker, Thomas E.** (2010, November), (Facilitator), “Construct distinctions and redundancy among commitment, engagement, embeddedness, satisfaction, and others,” panel discussion conducted at the 2010 Conference on Commitment, Columbus, OH.

v. **Becker, Thomas E.** (2010), “A theory of within-person variation in employee commitment,” colloquia conducted in Germany at Goethe University (Frankfurt), Helmut Schmidt University (Hamburg), the Technical University of Dresden, and in Austria at the University of Vienna. Sponsored by the German Science Foundation.


ix. **Dykes, B.**, (2011), “To enter a market or not: A focus on the opportunity,” presented at the Atlanta Competitive Advantage Conference, Atlanta, GA.


xvii. **Weaver, G. R.** (2011, March), Seminar on publishing business ethics and organizational science, Solvay Brussels School of Economics and Management, Brussels, Belgium.

**Marketing**


**Operations Management**

i. Fleischhacker, A. (2011, March), "Inventory positioning in global clinical trial supply chains," presented at the POMS Annual Conference, Reno, NV.

ii. Fleischhacker, A. (2010, November), "Inventory positioning in global clinical trial supply chains," presented at the INFORMS Annual Conference, Austin, TX.

iii. Fleischhacker, A. (2010, November), "Supply chain design when demand and/or supply uncertainty is high," presented at the National Association of Procurement Managers: Delaware Valley Chapter Meeting, Wilmington, DE.


**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. **Bintong Chen:** Production and Operations Management (Editor)

iv. **Timothy DeSchriver:** International Journal of Sport Finance, Sport Marketing Quarterly, Journal of Sport Management (Book Review Editor, board member)

v. **William Gehrlein:** Social Choice and Welfare, International Journal of
Multiple Criteria Decision Making

vi. **Christine Kydd:** Decision Sciences Journal of Innovative Education (Associate Editor)

vii. **John Preble:** Journal of Business and Management, Journal of Managerial Issues

viii. **Matthew Robinson:** Delaware Sport Commission (President)


xi. **Gary Weaver:** Business Ethics Quarterly (Editor)

6. **Scholarly Presentations and/or Publications by Undergraduates:**

III. **Activities and Programs**

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

1. **Changes in Undergraduate Breadth Requirements**
   Starting in the Fall of 2011 our incoming marketing, management and operations management majors will complete breadth requirements that are in-line with those suggested by the University of Delaware’s “Ad Hoc Committee on University Breadth Requirements.” The changes were adopted by the department faculty to make it easier for students who move from one college or department to another within the University. All departments within the university were encouraged to make this change and the hope remains that other departments will follow so there will be a smooth transition when students change majors.

2. **New Initiatives for the Entrepreneurial Studies Program.**
   i. **Daniel Freeman,** associate professor of marketing, succeeded Scott Jones, professor of accounting, as faculty director of the Entrepreneurial Studies Program.
   
   ii. Proposal to revamp the undergraduate minor in entrepreneurship by making it more accessible to students from outside the Lerner College, and more focused on learning by doing.
   
   iii. Creation of an Entrepreneurial Support Network consisting of venture capitalists, experienced entrepreneurs, and consultants.
   
   iv. Launch of a weekly Free Lunch Friday workshop series.
   
   v. Publication of a new educational and inspirational magazine about university entrepreneurship, *E-Inspired.*
   
   vi. Implementation of the program’s first video pitch competition.
vii. Development of an internship program to provide small startups the means to grow their enterprises by adding technical and business student talent. The program will offer students paid internship experiences.

viii. Creation of UDseed, a first of its kind crowd funding portal for student projects, including student startups. Participation will give students experience in pitching their projects and furnish needed resources to execute projects.

ix. Planning for next year’s Startup Weekend Delaware, the development of a proposal for revising the MBA concentration in Entrepreneurial Studies, and the creation of the Idea Lab, a dedicated creative and brainstorming space to be housed within the Venture Development Center.

B. Study Abroad Programs
1. Fall, 2010
   i. Spain and France, taught by foreign instructors, BUAD384, Global Business Environments (3 cr.) (Spain: 9 students, France: 5 students)

2. Winter, 2011
   i. Australia/New Zealand/Hong Kong (undergraduate), taught by Hemant Kher and Suresh Sundaram. Kerr taught BUAD394 – Seminar on International Operations Management (3 cr.) (37 students). Sundaram taught BUAD393 – Seminar on International Marketing Management (3 cr.) (37 students).
   ii. China (undergraduate), taught by Julius Anderson, BUAD384 – Global Business Environments (3 cr.) (6 students).
   iii. Italy (undergraduate), taught by Timothy Detwiler, BUAD 391 – Seminar on International Management (35 students)
   iv. Europe (graduate), taught by Gary Weaver, BUAD840 – Ethical Issues in Domestic & Global Business Environments (3 cr.) (6 students), BUAD 843 – Special Topics in Global Business (3 cr.) (11 students), and BUAD 867 – Ethical, Social & Political Issues in International Business (3 cr.) (5 students).

3. Spring, 2011
   i. Spain, taught by foreign instructors, BUAD384 – Global Business Environments (3 cr.) (10 students).
   ii. England, taught by foreign instructors, BUAD471 – Advertising Management (3 students), BUAD475 – International Marketing (3 cr.) (4 students).
   iii. Greece and Turkey, taught by foreign instructors, BUAD843 – Special Topics in Global Business (13 students)

C. Discovery Learning Experience Initiatives
1. The department offered the courses that were approved last year:
   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. BUAD110, Basics of Business

D. **New Capstone Course**
   i. BUAD 464, Internship in Sport Management (9 cr.)

E. **Supply Chain Competition**
   In late April, a team of MBAs travelled to Rutgers University for a regional Supply Chain Case Competition. The team, advised by **Adam Fleischacker**, consisted of Bhaskar Ghosh, Alison Gilefski, Dong Guo, and Jieqiong Xu. The judges noted a “McKinsey quality” to their analysis and presentation, and team members enjoyed networking with industry judges and students from other schools.

F. **Business Plan Competition**
   Held on April 29 at Clayton Hall on UD’s Laird campus, the competition was sponsored by the Entrepreneurial Studies Program. The program aims to strengthen connections between campus-based stakeholders and the entrepreneurial community. Business students involved in the team competition included Mary Claire Whisler (minoring in entrepreneurial studies), Mark Bailey (majoring in sport management), Keith Modzelewski and Rick Walsh (MBAs). Teams were awarded $10,000 in prize money, made available by UD alumni, partner organizations, and friends of the entrepreneurial studies program.

G. **Entrepreneur Showcase**
   The Entrepreneurial Studies Program partnered with First State Innovation for the presentation of its Spring Entrepreneur Showcase, featuring keynote speaker U.S. Senator Chris Coons (D-Del.). Coons has assisted the growth of small businesses, especially in the manufacturing sector. Heads of companies, including the CEOs of HeMemics Biotechnologies, Sun Edge, and SevOne, were also present to discuss new venture funding with students.

IV. **Other Department Issues, Developments, and Challenges**

A. The department is currently conducting searches for a continuing non-tenure track assistant professor and a tenure track assistant professor. As noted last year, attracting top talent is a priority, and administering teaching loads for new faculty is one means of achieving this goal. The challenge is to do so while treating all faculty fairly and promoting performance. A promising method for this is more effectively recognizing faculty accomplishments without requiring large sums of money. Toward this end an ad hoc committee has been created, composed of Professors Kernan and Fleischacker and chaired by Sandy Fields. The charge to the committee is to, first, arrange for a display of faculty and staff accomplishments. This display will be prominently located and include one accomplishment for each faculty and staff member. The accomplishments will be identified by the faculty/staff themselves, and can pertain to research, teaching, service, or other related duties. The committee will
also provide recommendations regarding other ways for how significant accomplishments of faculty and staff can be meaningfully recognized.

B. Important initiatives, including the creation of new department graduate programs and a Ph.D. program, have been widely discussed and debated. These programs cannot succeed without faculty commitment, and commitment will be difficult to obtain without faculty input and participation. Further, although relevant insights have been offered regarding how the department can contribute to UD’s Path to Prominence, other ideas would be helpful. As a step in this direction, an annual faculty feedback survey will be implemented this Fall. The survey will encourage faculty to voice their opinions on departmental initiatives, to comment on other issues as they see fit, and to provide suggestions regarding departmental objectives and strategies. The purpose is to gauge faculty satisfaction, identify concerns, and make use of the creative ideas within the department.

C. The business school and this department is fortunate to be relatively well off financially. Nonetheless, there are challenges associated with a general environment of heightened expectations and stagnant or declining resources. One possible way of addressing this is through encouraging faculty grant writing. Writing external grant proposals can be as demanding as producing a top tier research article, and the odds of obtaining the grant can be as small. Therefore, offering incentives to write and submit high quality proposals is likely necessary to convince faculty to do so. The acting chair aims to discuss this possibility with the Dean’s office and, if the Dean is supportive, a specific plan for encouraging grant writing will be created and implemented.

D. In the upcoming year the department plans to conduct a comprehensive review of its undergraduate curricula in order to maintain state of the art programs, and a Permanent Status Program Review for the International Business Studies major.

E. As shown in the department appendix, standards for some of the learning goals need to be revised, particularly those with a success rate of 100%. For purposes of continuous improvement, standards which allow room for improvement are needed. Also, particularly in the operations management area, steps for closing the loop need to identified and implemented. It is not credible that perfection has already been achieved.
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: The department successfully recruited a new faculty member, Adrienne Lucas, who will begin September, 2011. Lucas will teach Economic Development at the graduate level and econometrics at the undergraduate level. The department has successfully recruited women faculty two years in a row and now has a critical mass of strong assistant professors for the first time in two decades. The department also filled a newly created CNTT position with an on-going faculty member, Vince Marra. This will enable the department to meet teaching needs in a cost-effective manner.

Special Honors: Michael Arnold was appointed Director of the University of Delaware Honors Program and also was the winner of the 2011 Lerner Educator Award for his distinguished teaching contributions. Bonnie Meszaros was awarded the Patricia K. Elder International Award by the National Association of Economic Educators for “Extraordinary commitment and dedication to the advancement of international economic education.” Graduate student Paul Larson was the recipient of a University of Delaware Excellence in Teaching Award for Graduate Teaching Assistants for his teaching in ECON151.

Research: Department faculty members published two chapters in books and 17 refereed journal articles during the academic year and have another 19 articles forthcoming at this time. Associated faculty with primary appointments in other units added another ten publications. Among the publications were eight in top general and field journals; the forthcoming articles include one in the American Economic Review, the top journal in the field, and in three other very strong journals. I expect research output to increase as our young faculty reach their potential. The department continues to have a few research-inactive or unproductive faculty; they have assumed increased teaching loads.

Graduate Education: In 2010-2011, the department began the implementation of the broad-based curriculum changes that were approved the previous year. This involved substantial upgrading of courses in Economic Theory and Econometrics, plus PhD-only courses in selected fields. The department also completed work on the Provost Graduate Improvement Grant that enabled it to strengthen website and recruitment efforts. The new web site, including three videos, went live in June 2011. The department will also be doing complementary recruitment activities. The goal is to upgrade the applicant pool to match the upgrading of the department curriculum. The 2010-2011 academic year was the most productive ever in terms of the number of PhD students completing their degrees. Between June 1, 2010 and May 31, 2011, 12 students completed their PhD degrees. This is undoubtedly one of the highest numbers at the University of Delaware. Job placements were strong, despite the still weak market.
Undergraduate Education: As of spring, 2011, the department had more than 435 majors and nearly 330 minors. The department has had continued growth in the number of majors. The quality of majors is very strong.


Challenges:
1) Faculty: The department is beginning the process of transitioning from an older faculty to a younger one. This creates both opportunities and challenges. Replacing senior faculty with junior will increase research productivity and in most cases provide genuine budget relief. There is now a critical mass of young faculty and the department is well positioned to move up substantially in reputation if it can continue to recruit as retirements occur. The greatest needs are in Applied fields such as Public Finance, Labor Economics, and Health Economics. The downside is that the department is or will soon be losing its senior faculty leadership. The department does not yet have in place the next generation of department leaders and administrators.

The department will need to find a way to either turn over Chaired Professorships to younger faculty or provide at least one new one.

One junior faculty is performing below criteria. It is very likely that he will not be recommended for a third two-year contract when his current contract expires in August 2012.

The department also needs to address a way to handle the five-year half-time absence of Michael Arnold without weakening the department’s teaching capacity.

2) Program Funding: The department would benefit from even a moderate increase in funding for the PhD program, especially if it hopes to attract stronger students. Much graduate student support is used to fund TAs who actually generate substantial tuition surpluses by teaching their own sections on Introductory Economics. Any further reductions in support would result in reducing the number of sections offered in the introductory classes. The department has had to be very creative in finding support for its students.

The department anticipates that it may be able to increase tuition revenues associated with the new MS program which seems to be attracting tuition-paying students. Unlike many academic graduate programs, the department does have a substantial number of tuition-paying students. More than half of the students are either self-supporting or are supported by their home country.

Saul Hoffman
Professor and Chair
II. Staffing for 2010-2011
A. Promotions: David Stockman to Full Professor.
B. Departures: Rick Agnello (retirement).
C. New Faculty Hires (2010-2011): Olga Gorbachev
D. Sabbaticals and Research Leaves: Sabbaticals: Jeff Miller (10f), Larry Seidman (11s), Siyan Wang (10f), Farley Grubb (10f, 11s); Research Leave: Peter Schnabl (11s).

III. Recognition
A. Faculty Awards, Grants, Honors and Special Recognition
   Michael Arnold was appointed Director of the University of Delaware Honors Program
   Michael Arnold, Lerner Educator Award, May, 2011
   Bonnie Meszaros, Patricia K. Elder International Award at the annual meeting of the National Association of Economic Educators, October, 2010. The award is given for “Extraordinary commitment and dedication to the advancement of international economic education.”
   Graduate student Paul Larson was the recipient of a University of Delaware Excellence in Teaching Award for Graduate Teaching Assistants for his teaching in ECON151.

B. Publications and Presentations
   1. Books/Book Chapters
      CORE FACULTY
      SUPPLEMENTAL FACULTY

   2. Journal Publications
      CORE FACULTY


SUPPLEMENTAL FACULTY


FORTHCOMING AS OF JULY 1, 2011

**Burton Abrams**, “A Rejoinder to ‘A Commentary on Does the Fed Contribute to a Political Business Cycle?’” *Public Choice*.


John C. Bernard and Na He, “Confounded by the Field: WTP in Food Auctions when Field Prices are Increasing,” Agricultural and Resource Economics Review.


Olga Gorbachev, “Did Household Consumption Become More Volatile?” American Economic Review.

Farley Grubb, German Immigration and Servitude in America, 1709-1920, Routledge Explorations in Economic History Series.


Kent Messer, Collin Payne and Harry Kaiser, “Identifying Characteristics that Predict Changes in Beef Demand After a Media-Induced Food Scare,” Agricultural and Resource Economics Review.


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


5. Presentations (not printed in Proceedings): NONE

6. Editorial and Professional Boards  
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)  
Laurence Seidman was appointed an editor of the Social Security, Pensions & Retirement Income eJournal. The journal is sponsored by the Social Insurance Research Network.  
John Ying, member editorial board, Journal of Regulatory Economics.

7. Op-Ed Publications  
Laurence Seidman and Jeff Miller, “Raise the debt ceiling to avoid a new, even worse recession,” News-Journal, April 3, 2011.

8. Graduate Student Awards and Activities
Paul Larson won a University of Delaware Excellence in Teaching Award for Graduate Teaching Assistants for his teaching in ECON151. Larson also received a UD Teaching Conference Travel Fellowship to attend the Lilly Conference on College and University Teaching in June, 2011.
Xiaobo Chen and Susan Steward won QE Foundation fellowship grants to research “Concepts of Economics and Work Productivity,” featuring the QE Principle and the QE Staffing and Scheduling Methods.
Laura Cojocaru received a $750 travel grant from the University of Delaware Alumni Association to support presentations of her dissertation research on financial development and economic growth in Eastern Europe at the European Economics and Finance Society Conference in London and at the Conference on Privatization and Reform in Stockholm. Both conferences are in June, 2011.
Mihaela Solcan was awarded a UD Dissertation Fellowship for the 2011-2012 academic year.

IV. Activities and Programs
D. Curriculum Changes and New Program Offerings.
Effective September, 2010, 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 2010-2011 year was the 1st year of implementation. On the whole, the changes to the Economics PhD and MS programs were very positive and, with experience, will continue to improve. The department now has in place the curriculum necessary to strengthen its graduate program.

The PhD in Economic Education combines graduate level training in Economics and Education. The first student enrolled in the 2010-2011 academic year and another will enter in 2011-2012. The department intends to maintain this program at a small scale, believing it can be a well-known niche program.

E. Overseas Study-Abroad Programs
1. The department offered two winter session programs: Buenos Aires, Argentina (Vera Brusentsev and Jeff Miller, WS 2011, ECON332 and ECON367, 25 students); Geneva, Switzerland (Burt Abrams WS 2011, ECON340, ECON341, 25 students). The Argentina program will not continue in 2012 and the Geneva program will soon need a new faculty sponsor. Its future is not assured.

F. Discovery-Based Learning Initiatives - NA

V. Other Department Issues/Developments

Faculty Recruitment: The department is beginning the process of replacing senior faculty, a process that is a challenge and an opportunity. The department has now had announced future or actual retirements three years in a row and more are just ahead. Within the next 5-10 years, the department will likely lose to retirement almost all senior faculty. The department has had two consecutive very successful recruitment efforts, leading to the hiring of two young women as assistant professors. The department has another retirement effective August 2012 (Jeff Miller). It is important that the department continues to build on its current momentum and critical mass of young faculty by filling this position. Moving forward, the department will soon need to replace Jim O’Neill as Director of the Center for Economic Education.

Faculty Leadership: The terms of the department chair and the associate chair for the undergraduate program will end in August 2012. At that time, Saul Hoffman will have been chair for 11 years. The department needs to identify new senior leadership. At this time, there is no clear succession for either position. The department may need to consider an external search for a department chair. It is in a much better position for leadership of the graduate program.

Chaired Professors: The department needs to consider ways to either redistribute the chaired professorships or expand the number. Farley Grubb has an international reputation as an economic historian and it is unacceptable that he does not have a chaired professorship. Just behind him are others for whom a chaired professorship may be critical to retention.

Undergraduate Program: Now that the Faculty Senate has eliminated the requirement that double majors both be the same degree, the department is considering whether it may eliminate our BA major and consolidate all majors in our BS major. This would simplify advisement and course offerings. It would also enable us to offer another intermediate theory course designed specifically for students in the Public Policy program. (The Public Policy program had proposed that they offer such a course, but the department has indicated its intention to do this; it is important that it do so). The department is now reviewing whether the removal of the BA major would reduce the number of majors significantly by raising the quantitative skills necessary to complete the major.
**Executive Summary**

The Department of Finance faculty promotes the success of our students and the University of Delaware through our research, our undergraduate and graduate education, and our service to the finance profession and to other organizations and communities throughout the region and globe.

The Department of Finance had several personnel changes during the 2010-2011 academic year. Professor Biederman retired effective August 2010 (after 21 years); Professor Jeff Harris resigned effective May 2011 (after 10 years), and Assistant Professor David Cicero resigned effective August 2011 (after 4 years). Fred Bereskin (PhD, University of Rochester) joined our faculty as an Assistant Professor, effective September 2010. John Stocker (PhD, Kent State University) was promoted from a visiting position to a continuing non-tenure track Assistant Professor, effective September 2011. Revansiddha “Jayesh” Khanapure (PhD, University of Chicago) will be joining our faculty as an Assistant Professor in September 2011.

The Department faculty had seven new articles accepted in refereed finance journals during the 2010-2011 year. The accepted articles will appear in the Business Review (Varma), Journal of Alternative Investments (Harris), Journal of Finance (Harris), Journal of Futures Markets (Harris), Research Journal of Applied Finance (Fields), Review of Futures Markets (Harris), and The Energy Journal (Harris). Our Department also had previously accepted articles go into print this year in the following journals: Financial Analysts Journal (Lou), the International Review of Business Research Papers (Varma), and the Journal of Financial Intermediation (Laux). In addition, our faculty has current revision requests at top ranked journals including the Journal of Finance, Journal of Financial Economics, Journal of Accounting and Economics, and the Review of Financial Studies. Finally, as listed in detail below, our faculty presented their research papers at many conferences and seminars throughout the world.

The MS Finance program continues to be very successful. Directed by Associate Professor Helen Bowers, the program completed its third year in May 2011. During 2010-2011 the department graduated 28 students. For the incoming Fall 2011 class, the MS Finance program had 521 regular and 9 dual applicants. Of these, the department admitted 103 students (19% admission rate) of which 36 are currently scheduled to enroll (35% acceptance yield). The department program continues to attract a diverse set of students. Of 36 new students starting Fall 2011, 24 are from China and 12 are from the US; 19 are female; and 33 are full-time students. In sum, the MSF program will have a total of 66 continuing and new graduate students enrolled during the Fall 2011 semester.

The BS Finance program also continues to be very successful. The UD census in Spring 2010 indicated that the department has 675 finance majors (compared to 658 in 2010, 738 majors 2009, 750 in 2008, and 585 in 2007). Considering double-majors, the department is now handling approximately 1,170 majors. These students encounter a diverse and rigorous curriculum, becoming well-versed in many areas of finance before graduation. Upon graduation, the May 2011 graduation survey of seniors indicates that they have found employment with JP Morgan (5 students), ING (4), Bank of America (3), Black Rock Financial (2), T. Rowe Price...
Our Department continues to provide many opportunities for our students to interact with practicing professionals. The department accomplished this by taking students off-campus to New York on day-trips and on study-abroad programs, as well as by inviting professionals to our classrooms on campus. This year the department led 79 students on two trips to New York City where they visited many Lerner College alumni and financial firms. In September 2010 students visited with Goldman Sachs, Bloomberg, First Investors, the CFTC, NYSE, and NASDAQ. In March 2011 students visited JP Morgan Chase, the NYSE, and the Federal Reserve Bank of New York. On a much longer trip, Tim Detwiler led a group of 35 students to Italy during the 2011 Winter semester, where they learned corporate finance while visiting firms in Tuscany, Florence, Sienna, Venice, Asolo, and Bassano del Grappa. Finally, as listed below in detail, Charles Elson and Roger Coffin invited 33 outside individuals to interact with undergraduate students in corporate governance seminars, and Helen Bowers invited 14 professionals to interact with a mix of undergraduate and graduate finance students in our new ‘Meet the Market’ seminar.

Our Department continued to garner awards from inside and outside the University. Rich Jakotowicz was awarded the 2011 Undergraduate Student Choice Teaching Award, John Stocker (tied with John Wragge from ACCT) was awarded the 2011 MBA Teaching Award, and Jay Coughenour was awarded an EMBA Class of 2011 Teaching Excellence Award. Charles Elson and Roger Coffin were named in the National Association of Corporate Directors “Directorship 100,” a list of the most influential people in corporate governance in September 2010. Additionally, the Weinberg Center for Corporate Governance was awarded a grant from the Investor Responsibility Research Center for the establishment of the Edgar Woolard Fellowship program to promote research and study in corporate governance. The inaugural fellowship was awarded to undergraduate senior Mr. Craig Ferrere.

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

Jay F. Coughenour
Associate Professor and Chair
II. Staffing for 2010-2011

• Promotions & Appointments
  a. Revansiddha B. Khanapure, Assistant Professor, effective September 2011
  b. John Stocker, continuing non-tenure track, effective September 2011

• Departures (also including retirements)
  b. David Cicero resigned, effective August 2011.
  c. Jeff Harris resigned, effective May 2011.

• New Faculty who started during 2010-2011
  a. Fred Bereskin, Assistant Professor, effective September 2010.

• Sabbaticals, Research Leaves, and Leaves of Absence
  a. David Cicero, sabbatical leave, Fall 2010.
  b. Paul Laux, sabbatical leave, Fall 2010.
  c. Xiaoxia Lou, sabbatical leave, Spring 2011.

III. Recognition

• Faculty Grants
  a. Fred Bereskin received a 2011 GUR grant.
  b. Charles Elson and the Weinberg Center for Corporate Governance were awarded a grant from the Investor Responsibility Research Center for the establishment of the Edgar Woolard Fellowship program to promote research in the field of corporate governance.
  c. Charles Elson and Roger Coffin were named in the National Association of Corporate Directors (NACD) fourth-annual Directorship 100, a list of the most influential corporate governance professionals on September 9, 2010.
  d. Xiaoxia Lou received a 2011 GUR grant.
• Faculty Awards

a. **Jay Coughenour** was awarded the 2011 EMBA Teaching Excellence Award.

b. **Rich Jakotowicz** was awarded the 2011 Undergraduate Student Choice Teaching Award.

c. **John Stocker** was awarded the 2011 MBA Teaching Award (tied with John Wragge).

• Special Service or Special Recognition

a. **Helen Bowers** offered a one-credit class entitled Meet the Market in Fall 2010 in which 20 undergraduates, of which 18 were FINC majors, and 9 graduates, of which 5 were MSF students, were enrolled. Included in the list of speakers were:
   1. Darrell Clayton, *Wealth Manager and Vice President, JP Morgan Private Bank*
   2. Marc Dinacci, *Global Investment Specialist and Vice President, JP Morgan Private Bank*
   3. Scott Ellman, Eastdil Secured
   4. Richard J. Fagan, *Co-Founder & Managing Director, Intellectual Value Creation Services, LLC*
   5. Dave Faschetti, *Partner, Globespan Capital Partners*
   6. Jeffrey Fitts, *Managing Director, Alvarex & Marsal*
   7. Guy Haselmann, *Director of US Rate Sales & Strategy, Scotia Capital*
   8. Frank Henshaw, *Lead Regional Trader, Exelon Energy*
   9. Raj Khullar, *Partner, Creative Financial Group*
  10. Melanie Petsch, *Principal and Senior Quantitative Researcher, Petsch Analytics, LLC*
  11. John Peruzzi, *Managing Director, Global head of Credit Operations, CITIGROUP*
  12. Thomas Nelson, *Franklin Templeton Managed Investment Solutions*
  13. Scott Walter, *Asset-Backed Securities Syndicate Desk, Head, Goldman Sachs*
  14. Mark Williams, *Senior Lecturer of Finance, Boston University*

b. **Paul Laux** was appointed a Visiting Scholar at the Department of Economics, University of Padua, Italy, for the month of June 2011.

c. **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.

d. **Bob Schweitzer** was appointed as an inaugural member of the “Faculty Board on Athletics” at the University of Delaware for a two year term ending June 30, 2013.
board will review and provide advice on proposed and current UD Athletic Program policies.

e. Roger Coffin
   a. Reached SSRN Top Ten List for Corporate Governance for three weeks in March 2011
   b. Cited in the National Association of Corporate Directors On-Line Magazine
   c. Cited in the Society for Corporate Secretaries Website for Distribution to member general counsels and corporate secretaries
   d. Cited, summarized and put in a briefing package for interested parties and members of Campaign Freedom Org.

IV. Publications and Presentations

• Journal Publications (new acceptances during 2010-2011 in refereed finance journals)


• Other Publications (new acceptances during the 2010-2011 academic year)

  b. Elson, C., The Three Elements of Effective Governance Reform, Institutional Shareholder Services, Winter 2011

  c. Elson, C., Why Directors Need Delaware, Directorship, December 2010/January 2011


• Presentations of faculty research
  a. Bereskin, F. presented:
     i. “New Dogs New Tricks: CEO Turnover, CEO-related Factors, and Innovation Performance”
        (i) 2011 European Financial Management Alternative Investments Symposium
        (ii) 2011 Eastern Finance Association Conference
     ii. “CEO Compensation Contagion: Evidence from an Exogenous Shock”
        (i) Villanova University
        (ii) 2011 Eastern Finance Association Conference
        (iii) University of Delaware

  b. Bowers, H. presented:
     i. “CEO Entrenchment and Turnover: Why Don’t Bad CEOs Get Fired” with William Latham and James Markham, Financial Management Association Meetings, October 21, 2010.

c. **Elson, C.** served as moderator, speaker, panelist, or participant at 34 conferences, workshops, and other events (see report of the Weinberg Center for Corporate Governance).

d. **Laux, P.** presented the following papers:
   i. “Opacity and Executive Compensation” at the American Accounting Association meeting in August 2010.
   ii. “Corporate Boards and SEOs: The Effect of Certification and Monitoring” at the Centro Studi Economici di Banca Antonveneta Corporate Governance Conference in Italy, September 2010, where it won a best paper award.

e. **Lou, X.** presented “On the Predictability of Analysts-Forecast Errors and the Post-Earnings-Announcement Drift, with Yaniv Konchitchki, Gil Sadka, and Ronnie Sadka at:
   i. University of Delaware
   ii. Boston College
   iii. Columbia University
   iv. University of Southern California


* Other special conferences or presentations

  a. The Weinberg Center for Corporate Governance hosted its annual corporate governance conference on November 12, 2010. The Center hosted students, business leaders and academics from across the country to study the effects of the financial crisis and regulatory reforms on U.S. business and markets.

  b. The Weinberg Center for Corporate Governance celebrated its 10th year anniversary on April 12, 2011. The event featured a keynote address by Indra Nooyi, Chairman and CEO of Pepsi Inc. In addition, remarks were made by Chad Holliday, Chairman of Bank of America, William Chandler, Chancellor of the Delaware Court of Chancery, and Charles Elson, Weinberg Center Director. The attendees included over 125 national and Delaware business leaders in recognizing the Weinberg Center’s contribution to the field.

V. Other Activities and Programs

• Curriculum Changes and New Program Offerings

  a. FINC100 Introduction to Investments – This course provides non-business majors with an overview of financial markets and the principles and theory of investments.

  b. FINC420/FINC620 Meet the Market – The objective of this course is to educate students intending to pursue careers in finance markets about the latest innovations in the practice of finance and consists primarily of seminars delivered by leading finance professionals.

• Overseas Study-Abroad Programs

  a. Italy, Tim Detwiler, Winter 2011, FINC312-070 Seminar: International Financial Management, 35 students and a TA. This new program--split between Volterra, Tuscany, and Pedermo del Grappa, Veneto--follows a different format from past programs, focusing on a higher degree of academic performance and less travel. The two courses taught were Intermediate Financial Management, and Business, Culture, and Society of Western Europe (emphasis on Italy). In addition to traditional classroom instruction, the program included four company visits and tours (eg Piaggio - manufacturer of the Vespa motor scooter and small three wheeled trucks) and four lectures by visiting Business managers and Professors (eg., "The Current Debt Crisis in the EU - Dr. Dennis O'Tool, Virginia Commonwealth University). Students were also introduced to and visited Florence, Sienna, Venice, Asolo, and Bassano del Grappa as a group. Several weekends allowed the students to travel to destination of their choice (eg. Rome, Bologna, Milan). This program not only gave students necessary course credit towards graduation, but also help them to complete their University Discovery Learning Experience (DLE) requirement.


  c. Portugal, Paul Laux. Our exchange program with the ISCTE Lisbon University included two ISCTE students who attended UD. Tentatively, two ISCTE student plans to attend UD during 2011-2012 academic year.

  d. France, Helen Bowers taught a graduate course entitled “Financial Valuation Analysis with an Application to Energy Capital Projects” in which 15 students were enrolled at the Universite Paris 1, Pantheon-Sorbonne in December, 2010.

  e. UD-ISCTE Microstructure Program – Paul Laux, Jay Coughenour and Rich Jakotowicz hosted 20 Master of Finance students from Lisbon University Institute for two weeks on the UD campus in January 2011. The program consisted of 10 hours of instruction in microstructure theory and empirical evidence and 15 hours instruction in the basics of Bloomberg and trading exercises. The students also attended a one-day trip
to the New York financial district where they visited the NYSE, Morgan Stanley, and the CFTC.

• New York City Trips for undergraduate and graduate students
  a. September 10, 2010: Goldman Sachs, CFTC, NYSE, NASDAQ, Bloomberg, and First Investors—49 students

• Discovery-Based Learning Initiatives
  f. FINC364, Finance in Practice, 30 students enrolled during the Fall 2010 semester and 20 enrolled in Spring 2011.
  g. FINC418, Seminar in Corporate Governance, 39 students enrolled during the Fall 2010 semester and 18 students enrolled in Spring 2011. This class allowed our undergraduate students interact in classroom and social settings with the following individuals:

Citizen’s United – The Impact on Corporate Governance of Corporate Political Contributions
1. Lydia Beebe, Corporate Secretary and Chief Governance Officer, Chevron Corporation
2. Donald Correll, President & CEO, American Water (Director, HealthSouth, New Jersey Resources Corporation et al)
3. Bruce Freed, President, Center for Political Accountability
4. The Honorable, Jack Jacobs, Justice, Supreme Court of Delaware
5. Jon Hanson, Founder & Chairman, The Hampshire Companies (Director, HealthSouth, Prudential, et al)
6. Tom Sager, General Counsel, DuPont
7. John Whittington, General Counsel, HealthSouth

“Dodd-Frank and the New Corporate Board”
1. Frank Zarb, Managing Director, Hellman & Friedman, Former Chairman & CEO of NASDAQ, Former Chairman & CEO of Smith Barney, and “Energy Czar” under President Ford
2. There du Pont, President, Longwood Foundation, Board Member, DuPont Corporation
3. Harvey Goldschmid, Columbia University School of Law, Former SEC Commissioner
4. Ken Daly, CEO, National Association of Corporate Directors
6. Ann Yerger, Executive Director, Council of Institutional Investors
Principals-Based Governance of Executive Compensation: Problem or Solution?
1. Brad Anderson, Former CEO and Vice Chairman, Best Buy
2. Pastora Cafferty, Professor Emerita, University of Chicago; Director, Harris Bankcorp, Inc., Waste Management, Inc. et al
3. The Honorable William Chandler, Chancellor, Delaware Court of Chancery
4. Donald Delves, Founder and President, Delves Group
5. Ronald James, President and CEO Center for Ethical Business Cultures; Director, Best Buy, Travelers Foundation, et al
6. Ric Marshall, Chief Analyst | GovernanceMetrics International
7. Gregg Passin, a Partner, Mercer
8. Christianna Wood, ICGN Chairman, International Corporate Governance Network; Director, H&R Block, the International Corporate Governance Network, Capital Z Asset Management, Cevian Capital Limited, et al

Directors as Guardians of Compliance and Ethics Within the Financial Institution Citadel
1. Keith Darcy, Executive Director, Ethics and Compliance Officer Association
2. Thomas Day, Managing Director, Sungard Inc., Chair, DC Chapter Professional Risk Management Association of America
3. Pat Gnazzo, Principal, Better Business Practices LLC
4. Michael Greeenberg, Director, Rand Center for Corporate Governance and Ethics
5. The Honorable Randy Holland, Justice, Delaware Supreme Court
6. David Koenig, CEO, The Governance Fund
7. Donald Langevoort, Professor of Law, Georgetown University Law Center
8. Joseph Murphy, CCEP, Director, Public Policy, Society of Corporate Compliance and Ethics
9. Charles Thayer, Chairman and Managing Director, Chartwell Capital Ltd.
10. Mindy West, Chief, Policy and Program Development, Division of Risk Management Supervision, FDIC
11. Larry Zicklin, Director, Neuberger Berman LLC

Circon: Pills, Takeovers and Dissidents
1. Guest: Richard Auhll, Former CEO, Circon
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 our Courtyard by Marriott hotel.

Before the academic year began, two 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 75 new undergraduate students and 15 graduate students. This represents the department’s largest intake of graduate students since our Masters of Science in Hospitality Information Science began in 2001.

The HRIM majors meeting on September 13 got our students off to a fast start by encouraging them to sign up for a range of department and club activities. Students also learned of community service opportunities. The HRIM Department is very proud of the impact that our students made this year by committing a total of almost 10,000 hours of community service benefiting a range of individuals and organizations. Among them were community activities sponsored by the Downtown Newark Partnership, Emmaus House, Delaware Food Bank, Ronald McDonald House, various food drives, Habitat for Humanity and many more. The Humanitarian Hospitality Society is now a recognized leader in connecting students across campus (not just HRIM students) to community service activities.

In October HRIM students played a lead role in executing the Taste of Newark food festival on the lawn of Old College. This event raised more than $57,000 for various charitable causes and provided funds to enable our students to participate in scholarly and industry events. October also saw our Club Managers Association of America student chapter host their Annual Appreciation Dinner, where they presented Mr. Jeffrey McFadden, General Manager of the Union League of Philadelphia, with the Champion of Club Education Award. This event was held at the storied Merion Golf Club, which will host the U.S. Open for a record fifth time in 2013 and attended by club managers from as far away as Colorado.

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 buses early in the morning and traveled to New York City for a day that included tours of the Waldorf Astoria and Eataly in addition to the International Hotel/Motel and Restaurant Show. The department also held its Hospitality Alumni Association reception in conjunction with the show. This year’s reception was hosted by HRIM alumnus Kurt Gaston at the Hard Rock Café in Times Square, where he serves as the operations manager.

The HRIM Department’s Professor Paul E. Wise Executive Speakers Series brought an impressive line-up of hospitality innovators to campus throughout the fall semester. This year’s “Wise Professors” included:
Mark Eason, President and COO of Firebirds Wood Fired Grill
Lee Cockerell, Executive VP of Operations at Walt Disney World, retired
Skip Fox, President of Fleming’s Prime Steakhouse and Wine Bar
Neil Shah, President and COO of Hersha Hospitality Trust
John Russell, President and CEO of Advaya Hospitality
John Dawkins, President and CEO of Jo-Dan Enterprises
Robin Lee Allen, Executive Editor of Nation’s Restaurant News
Bobby Pancake, Buffalo Wild Wings Franchisee and winner of the SBA’s Entrepreneurial Success Award
Andrew Kerin, Executive Vice President of ARAMARK

In December, the department recognized Alfred Lerner College alumnus and owner of Café Gelato, Ryan German, with its “Renaissance Award”. The Renaissance Award is given annually to recognize an individual who makes the City of Newark a better place to live and learn.

Several HRIM graduate students presented their research at the Hospitality Graduate Student Research Conference in January 2011, in Houston. At the conference, Dr. Nelson presented the University of Delaware Michael Olsen Award to Dr. Peter L.M. Jones of the University of Surrey. The HRIM Department provides this award annually to recognize lifetime achievement in hospitality research.

Later that month HRIM students Drew DiFonzo, Carley Beckner, Isabel Graf and Roger Plourde volunteered at the Americas Lodging Investment Summit (ALIS) Conference in San Diego, CA. ALIS is the largest gathering of investors in hotel real estate. The conference enabled our student to learn firsthand how lodging investors are preparing to position themselves coming out of an history making recession.

Our Club Managers Association of America student chapter traveled to Orlando, FL for their annual conference where they participated in competitions and attended workshops.

In March, hospitality management students from throughout the Mid-Atlantic region converged on the University of Delaware for the HRIM CHRIE Hospitality Career Fair. The department was honored to have the top executive officers of both the American Hotel & Lodging Association and the National Restaurant Association on hand to deliver the keynote address. Hannah Dentry attended the Hunter Hotel Investment Conference, which was held in Atlanta, GA. 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. The students donated a portion of the proceeds to Share Our Strength, an organization that fights childhood hunger in America.

Annually, HRIM hosts the Hospitality Entrepreneurship Summit. This April HRIM was honored to have Governor Jack Markell provide the keynote address for this year’s event. Summit Co-Chairs, Francis Kwansa and Lozelle DeLuz, presented the Governor with a copy of The Audacity of Hope personally signed by President Obama that the White House gave to support our Entrepreneurship Summit.
Both our new major in Hospitality Industry Studies and minor in Restaurant Management were approved by the faculty senate this academic year. The Restaurant Management minor meets a market demand on campus, while enabling us to more fully utilize available capacity in our Vita Nova Restaurant. It also better aligns us with other majors in the Alfred Lerner College of Business & Economics, all of which offer minors that are popular options for those within the College who want to enhance their degrees. The major in Hospitality Industry Studies builds upon existing academic offerings in the College of Business & Economics and the HRIM Department to provide an option for students who aspire to careers in analytical and support functions such as consulting, real estate transaction services, sales and marketing, revenue management, e-business and hospitality information technology.

The 2010/11 academic year was very productive for our faculty and staff. The pages that follow list many of their accomplishments and recognitions. HRIM is proud of the progress that our department continues to make as a globally recognized leader in hospitality business education, service and scholarship.

Robert R. Nelson, Ph.D.
Associate Professor and Chair
I. Staffing
A. Promotions
1. Professors Ron Cole and Debbie Ellingsworth were successful in their reviews for new contracts.

B. Departures/Retirement Leaves
1. Dr. Pamela Cummings completed her retirement leave.

C. New Faculty Hires who started for the 2009-2010 year
1. Dr. Joanne Jung-Eun Yoo (Started 2010)

D. Sabbaticals and Research Leaves
1. None

II. Recognition
A. Faculty Awards, Grants, Honors and Special Recognition

Bill Sullivan was awarded the Roy Klein Hall of Fame Award from Governor Jack Markell for his service to Delaware’s Tourism Industry.

Naveed Baqir received the Global Information Technology Management Association (GITMA) Fellow Award at the GITMA Conference, held in Las Vegas, June 2011.

B. Publications and Presentations
1. Books/Book Chapters
2. Journal Publications
i. Naveed Baqir


ii. Sri Beldona


iii. Fred DeMicco


iv. Francis Kwansa


v. Brian Miller


information security breach on hotel guest perception of service quality, satisfaction, revisit intentions and word-of-mouth. Cornell Hospitality Quarterly


vi. Robert Nelson

vii. Joanne Yoo


3. Publications in Referred Conference Proceedings
i. Naveed Baqir


ii. Ali Poorani


iii. Joanne Yoo


4. Presentations
i. Fred DeMicco


ii. Francis Kwansa


iii. Brian Miller

5. Presentations (not printed in Proceedings)

6. Editorial and Professional Boards
i. Naveed Baqir
1. Board of Global Information Technology Management Association
2. Board of International Hospitality Information Technology Association
3. Board of the Journal of Global Information Technology Management
4. Board of the International Journal of E-Politics

ii. Sri Beldona
Editorial Board Member
1. Journal of Hospitality Marketing & Management
2. Journal of Information Technology and Tourism
3. Journal of Hospitality and Tourism Technology
4. Journal of Conventions and Event Tourism
5. International Journal of Tourism Sciences
6. Journal of Hospitality Application Research
7. External Examiner – University of Technology, Jamaica

iii. Fred DeMicco
2. The Hotel F & B Executive, on Advisory Board and write monthly column, “Dr. Food Tech”. 2001 to present.
6. The Journal of Recipe and Menu Development, Editorial Board, 1998-

iv. Francis Kwansa
2. Journal of Hospitality, Tourism and Leisure Science, Editorial Board

v. Robert Nelson
1. Board of Directors Delaware Hotel & Lodging Association
2. Board of Directors Delaware Restaurant Association
3. Board of Directors Ronald McDonald House of Delaware

vi. Joanne Yoo
1. Journal of Travel & Tourism Marketing
2. Journal of Convention and Event Tourism

7. Workshops

8. Other

i. Naveed Baqir
1. Program Co-Chair: 2012 International Hospitality Information Technology Association (IHIITA) conference. Baltimore, MD.
2. President in 2013 - Global Information Technology Management Association (GITMA).
3. President-Elect in 2012 - Global Information Technology Management Association (GITMA).
4. Received a grant of approximately Pak Rupees 500,000 from the Higher Education Commission (HEC) in Pakistan for a 4 week visit during Fall 2011 for capacity development of PhD students at Allama Iqbal Open University in Pakistan.

ii. Fred DeMicco
1. GRANTS AND GIFTS OBTAINED AND PROPOSALS SUPPORTED AND PENDING
Recycling and Waste Material Management through Hybrid Pyrolysis (food oil and Starbucks' coffee grounds for Bio-Diesel)
Dr. James C. Seferis, Principal Investigator; Dr. Frederick J. DeMicco Co-Principal Investigator. 2010. $900,000

iii. Francis Kwansa
1. Financial Management Committee, American Hotel and Lodging Association, Member
2. Adjunct Professor in Finance, School of Business Administration, Program, University of Technology, Jamaica
3. Adjunct Professor, School of Business, GIMPA Greenhill College, Ghana.
Graduate and Executive Programs Office

Executive Summary

This was a productive year for the Graduate and Executive Programs Office (GEP). Beginning in September 2010 this office and the Lerner College Career Services Center were combined under a single Director. The GEP Office has increased services to graduate programs while continuing to provide administrative management for the MBA program. The Class of 2011 consists of 262 students earning 276 degrees (includes Summer 10-Spring 11).

Providing and supporting opportunities for our students to demonstrate and apply their academic achievements is an important activity for the GEP Office. The annual Carol A. Ammon Case Competition provides the largest venue for participation. The competition, started in 2000 by Professor Dan Freeman and advised by him until 2011, was endowed by Endo Pharmaceuticals in Chadds Ford, PA, and named in honor of the company’s founder and CEO. This year, Professors Andrea Everard and Mark Serva served as faculty advisors. The focal case was B Lab, the suburban Philadelphia-based non-profit that seeks to certify beneficial corporations.

Fifty-four graduate students competed on 14 teams. The three winning teams shared a purse of $3,500 and were awarded plaques commemorating their achievement. Students ranged from first to final semester students, part-timers, full-timers, and represented nearly every graduate program in the College. For the first time, the competition was structured around three checkpoints during the preparation period.

- Case Q&A: An hour-long session moderated by the faculty advisors and open to all participants that encouraged discussion about the facts of the case. This process ensured that everyone had the same understanding of the industry and starting point.
- Faculty Roundtable: Faculty members debated the issue of Corporate Social Responsibility. This conversation provided context for the situation B Lab was facing. Lerner faculty from four departments participated and the discussion was moderated by Stephan Zweidler (MBA ’09). Faculty members were: Professors John Antil, Stacie Beck, Fred Bereskin, Roger Coffin, Jay Coughenour, Paul Laux, Robert Schweitzer, and Kent St. Pierre.
- Alumni Coaching: Following the roundtable, students were able to meet as teams with alumni who had participated in past case competitions. These alums were able to provide insights into the mechanics of the competition and to serve as sounding boards for ideas and presentations.

According to returning preliminary round judges, these activities greatly increased the quality of the competition. The Final Round judges included Bart Houlahan, a co-founder of the focal company, B Lab; Tom Ferro, V. P., Market Information, Bank of America; and Stephanie Toland, Principal/Consultant, Athena Business Services, LLC.

1st Place: NBAC – Brett Weber, Jialu Liu, Adrian Farrar, Navid Khabazian
2nd Place: NKS – Sandeep Rath, Kunal Dusia, Neha Pandit
3rd Place: Wika – Yu Zhu, Weiming Zhou, Yi Wang, Aron Megyeri
At the same time as the Carol A. Ammon Case Competition, the inaugural ACG Philadelphia Cup qualifier was held in the Exelon Trading Center. The ACG Cup is a private equity/M&A case competition open to MBA and MS Finance students. Dr. Helen Bowers served as the UD coordinator for this competition. The case, which was prepared by Houlihan Lokey, focused on the valuation of a target firm and the deal terms offered by the pre-IPO acquirer. The judges representing ACG’s Philadelphia chapter were Ken Jones, Managing Partner, Boathouse Capital and Michael J. McAleer, KPMG, who after qualifying a Penn State team on live video, were joined by our own Donald J. Puglisi, MBNA America Professor Emeritus of Finance and John Stocker, Assistant Professor of Finance to judge the three UD teams vying to make the ACG Cup Finals. The winning team, which represented UD in the ACG Cup final round on April 7th at KPMG’s office in downtown Philadelphia, was comprised of Kevin Flammia, MS Finance, Richard Essig, MS Finance and Swetha Tonupunuri, MBA.

Three weeks later, a team of MBAs travelled to Rutgers University for a regional Supply Chain Case Competition. Bhaskar Ghosh, Alison Gilefnski, Dong Guo, and Jieqiong Xu. Although they did not place in the top two, the judges noted a "McKinsey quality" to their analysis and presentation. In addition, the team enjoyed the networking opportunities with both industry judges (from Panasonic, Verizon, Johnson & Johnson, Novartis, and other top-notch companies) and students from other schools.

Sending a UD team to the George Washington University International Case Competition, typically a high point of the competition season, was suspended while the GWU organizers put a temporary hold on evaluation and redesign.

The annual Chaplin Tyler Lecture was held on April 15, 2011. This year’s speaker was John Partilla, Chief Operating Officer of Dentsu Network West. Mr. Partilla provided an understanding of global marketing practice, spoke of his experiences in the marketing industry and helped our students understand how to best position themselves for future success. Mr. Partilla, formerly of Clear Channel Media Holdings, Time Warner, and Young & Rubicam Inc., has over 25 years of experience in Marketing and Media management.

The Senior Executive Speaker Series continued with the following speakers:

- Mr. Paul Drees, Chief Executive Officer of Market Edge, gave a talk entitled “Entrepreneurship & Innovation in a Crisis Market” on September 25, 2010.
- John R. Collins, Senior Vice President of Constellation Energy Group, gave a talk entitled “Managing Growth and Succession in Times of Crisis” on January 15, 2011.
- Michael S. Geltzeiler, Chief Financial Officer and Group Executive Vice President of NYSE Euronext, gave a talk entitled “Role of Finance in Well-run Organizations” on February 5, 2011.

Brian Exelbierd
Director, Graduate and Executive Programs
I. Enrollment Report

a. Graduate Enrollment

Fall Enrollments

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<th>Program</th>
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<th>2007</th>
<th>2008</th>
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<th>2010</th>
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<td>MBA Full-Time</td>
<td>110</td>
<td>81</td>
<td>71</td>
<td>75</td>
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<td><strong>Total MBA/Pathways</strong></td>
<td><strong>440</strong></td>
<td><strong>430</strong></td>
<td><strong>406</strong></td>
<td><strong>395</strong></td>
<td><strong>366</strong></td>
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<td><strong>Total Enrollment</strong></td>
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<td><strong>500</strong></td>
<td><strong>479</strong></td>
<td><strong>580</strong></td>
<td><strong>572</strong></td>
<td><strong>645</strong></td>
<td><strong>688</strong></td>
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1 Unduplicated headcounts by primary major; Dual Degree MBA students are counted with MBA; Includes students on sustaining and leave status; 2 The Bosnia Program ended in 2007; 3 Economics includes Economics Education MA and PhD; This program was not reported prior to 2007; 4 EEE = Economics and Entrepreneurship for Educators; HIM=Hospitality Information Management, ISTM=Information System & Technology Management, OEDC = Organizational Development Effectiveness and Change; 5 The Finance MS began in 2008; 6 The Hospitality Information Management Major joined the College in 2007; 6 The EEE MA program enrolls only in Summers and Winters

b. Summary of Recruitment Efforts

i. Marketing Campaign Details

1. The Marketing Budget was $114,000
2. Billboard Campaign concluded in Summer 10
3. Radio Campaign run in Fall 10 and Spring 11
4. UD Sport Marketing campaign Fall 10 through Winter 11; sponsored football and basketball scoreboard statistics with signage and announcements
5. Conducted 18 Information Sessions Fall 10 and Spring 11
6. New Castle County Chamber events, Onsite recruitment at AstraZenea, Americorp Opportunities Fair, UD Engineering & IT
Fair, UD Graduate Expo resulted in program awareness and applicants

ii. Conditional Admission Program in Cooperation with UD ELI has continued to be strong with 42.6% of international students applying through this program.

iii. Onsite UD MBA at Astra Zeneca – the 4th cohort of 15 students started the onsite MBA program at AZ and the program is now taking applications for a 5th group to begin in Fall 2011.

iv. Executive MBA – the 17th cohort of the Executive MBA was recruited and seated and the 16th cohort graduated on March 25, 2010. The program has been suspended for the 2011-2012 academic year.

II. Programs and Activities
a. Study Abroad Programs
   i. During Winter 2011, eleven MBA students accompanied Dr. Gary Weaver on a fifteen-day tour in Eastern Europe. This six-credit experience examines the ethical and cultural issues around conducting business on a continuum of mature to emerging economies by touring local businesses, financial centers, and the local headquarters of US-based businesses.

   ii. During the week of Spring Break in Spring 2011, thirteen graduate business students visited Athens, Greece, and Istanbul, Turkey with Professor Greg Kane. This three-credit class took students behind the scenes in numerous local businesses, brought the Greek economic woes into sharp focus, and highlighted Turkey’s emerging roles as a player in both the European and Middle Eastern economies.

b. Graduation Convocations
   i. In January 2010, the GEP Office hosted a Friday-evening reception to recognize those who finished graduate degrees in Fall 2009. Forty-six degree recipients representing nearly all Masters programs in Lerner College gathered with friends and family to commemorate their accomplishments. Among these were the first class of graduates from the on-site MBA Program at AstraZeneca.

   ii. Starting in Spring 2010, the GEP Office coordinates and produces the Lerner College Graduate Convocation for students receiving graduate degrees in a ceremony separate from the Lerner Undergraduate Convocation. Held the night before the University Commencement, the 2011 convocation was attended by 117 students representing all graduate degrees in Lerner College gathered in cap and gown to celebrate their achievements. A capacity crowd of family and friends, many from other countries, packed Mitchell Hall to honor their graduates in the formal
ceremony and at a reception that followed in the beautiful Puglisi Concert Hall inside the Center for the Arts. During the ceremony, each Department presented awards to their outstanding scholars and recognized each graduating student individually, nine new PhDs were introduced, and two dual degree PhD/MBA recipients were honored for their outstanding accomplishments.

iii. 276 Graduate Degrees were granted to 262 students from Summer 2010 – Spring 2011. Degrees were granted in every program as follows:

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<tr>
<td>Economics and Entrepreneurship for Educators MA</td>
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</tr>
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<td>Finance MS</td>
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<td>Masters in Business Administration¹</td>
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<td>Organizational Effectiveness, Development &amp; Change MS</td>
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¹ MBA includes Executive MBA and MBA at AstraZeneca graduates.

c. Graduate Orientation:
The GEP Office convenes a College-level Orientation program for incoming graduate students in February and August. The various graduate degree programs work with their new students to orient them to departmental concerns and provide scheduling assistance. Once together, new students from nearly every graduate program in the Lerner College hear from College and University administration and are presented with the wide array of opportunities available such as Career Services, Case Competition, Study Abroad, Faculty Expectations, and a panel discussion staffed by current students from various graduate programs. A reception and poster session follow in the Lerner Atrium with staff from the UD Library, the Wall Street Journal, the Graduate Student Senate, and other programs that provide assistance or opportunities for graduate students. Approximately 50-60 students attend the Spring Graduate Orientation and about 120 join us for the Fall event.

d. Program Goal Assessment
See details in Exhibit 1

Note: The Corporate Associates Program and other employment and internship information is now reported with the Lerner College Career Services Center.
Executive Summary

The Office of Undergraduate Advising and Academic Services (OUAAS) is responsible for the academic services associated with all undergraduates in the Lerner College. This past year the college graduated the largest undergraduate class, with almost 900 students awarded degrees and 20% of the graduates earning two or more majors in the college. The advising office recorded 6493 student appointments which is a 63% increase over the number of students met with last year; in addition, the ethnic diversity increased by 2% in the college.

The office continues its commitment to retention efforts. In addition to advising students, the OUAAS performs audits for all B&E sophomores and complete 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. At the end of the spring semester, the OUAAS decided to combine the Excel and UDREAM programs into one academic support program under the UDREAM banner. The UDREAM (yoU Develop Resources for Excellence in Academic Management) program continues to provide the same services offered through both earlier programs - in addition to the programming for students in academic difficulty, or who are struggling, 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.

Other areas of responsibility include coordination of transfer credit evaluations, transfer student advising, Lerner-sponsored exchange programs and other study abroad advising. New transfer students, or current students planning on taking courses through other institutions must have their transfer credits reviewed by our office. The office provides information about and coordination of all academic services for students on exchange programs to and from our college. The OUAAS 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 college programs. This year saw an increase in the numbers of international students admitted. There was a total of 130 international students for the 2010/11 academic year. This has led to the development of an on-line orientation process to assist the students who cannot come to the summer NSO program for course selection.

Recruitment is another area of responsibility for the office. The OUAAS coordinates the Lerner programs during Blue and Golden Days, Decision Days and Discovery Days, and also works closely with Admissions in diversity recruitment for the college. Efforts this spring included Destination Delaware: a Multicultural Experience. The outcome of these increased efforts in recruiting has resulted in the admission to the college for fall, 2011 of a freshmen class with higher combined Math/Verbal SAT’s than for any previous entering class.

Finally, the undergraduate advising office 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 our academically talented students. On
October 15th OUAAS hosted its first reception to honor undergraduate students during Parent and Family Weekend and on May 28th recognized the graduating students at the college convocation.

In conclusion, challenges for the coming year for the Office of Undergraduate Advising and Academic Services will include changing convocation ceremonies to meet the increasing size of graduating classes; and to continue to find ways to expand the student support services to offer undergraduates, while continuing to monitor their degree progress and provide interventions when necessary.

Marcia Rollison
Assistant Dean
II. Enrollment Numbers

A. Undergraduate Degrees Awarded

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*Data for 2011 is preliminary.
| Dual Degree: |
|-----------------|----------------|----------------|----------------|------------------|----------------|----------------|
| Acct/Finc       | N/A            | N/A            | N/A            | N/A              | 0              | 2              |
| **Totals**      | **827**        | **793**        | **757**        | **545**          | **584**        | **566**        |

*Class of 2011 based on July 6 figures and will change slightly. HRIM majors are listed beginning with 2009 and Sport Management majors are listed beginning 2011.

SOURCE: Dean’s Office certification list

*Each year includes summer, fall, winter, and spring.*

### B. Trends in Admissions

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<tr>
<th>FALL</th>
<th># OF APPS</th>
<th># OF ADMITS</th>
<th>AVG SAT</th>
<th>% RES.</th>
<th># NEW HONORS STUDTS</th>
<th>TOTAL # ENRLLD</th>
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*Based on June 24, 2011 Admissions Report*
C. Students Changing Majors to B&E Programs

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

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* These numbers are an estimate only
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<td>4</td>
<td>1</td>
</tr>
<tr>
<td>International Business</td>
<td>7</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>HRIM</td>
<td>2</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>Sport Management</td>
<td>3</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Totals</td>
<td>41</td>
<td>38</td>
<td>43</td>
</tr>
</tbody>
</table>
E. 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 2010-2011 academic year. (Note that the International Business minor has no application procedure; rather, they need only to declare their minor during the term when they are enrolled in their last course to complete it.)

<table>
<thead>
<tr>
<th></th>
<th>2010-2011</th>
<th></th>
<th></th>
<th>2009-2010</th>
<th></th>
<th></th>
<th>2008-2009</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>BUA D</td>
<td>EC</td>
<td>MIS</td>
<td>IB S</td>
<td>ADV</td>
<td>EN T</td>
<td>Total</td>
<td>BUA D</td>
<td>EC</td>
</tr>
<tr>
<td>Numbe r Applyi ng</td>
<td>124</td>
<td>19</td>
<td>10</td>
<td>6</td>
<td>149</td>
<td>38</td>
<td>629</td>
<td>92</td>
<td>17</td>
</tr>
<tr>
<td>Numbe r Accept ed</td>
<td>121</td>
<td>19</td>
<td>91</td>
<td>14</td>
<td>69</td>
<td>37</td>
<td>528</td>
<td>91</td>
<td>16</td>
</tr>
<tr>
<td>Percent Numbe r Accept ed</td>
<td>97.5</td>
<td>99</td>
<td>86</td>
<td>10</td>
<td>60</td>
<td>38</td>
<td>84</td>
<td>99</td>
<td>96</td>
</tr>
<tr>
<td>Ave. GPA Accept ed</td>
<td>3.25</td>
<td>3.0</td>
<td>3.1</td>
<td>3.2</td>
<td>3.2</td>
<td>3.1</td>
<td>3.1</td>
<td>3.3</td>
<td>3.1</td>
</tr>
</tbody>
</table>
F. Certificate of Business Essentials

CERTIFICATE OF BUSINESS ESSENTIALS

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Completed</td>
<td>51</td>
<td>83</td>
<td>52</td>
<td>57</td>
<td>59</td>
</tr>
<tr>
<td>Graduated, did not complete</td>
<td>11</td>
<td>17</td>
<td>14</td>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td>Not Eligible*</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>1</td>
</tr>
</tbody>
</table>

*Students are listed as not eligible for the Certificate of Business Essentials for the following reasons:

- Leave of Absence
- Change of major to Lerner College
- Withdrawn from the University
- Grades less than a C- in a required course
III. Lerner Study Abroad Participation 2010-2011

Total Lerner Students Participating On:

- **UD Study Abroad Programs**: 300 (291 undergraduate, 9 MBA)
  - *Lerner UD Study Abroad Programs*: 175 (150 winter session, 15 summer session, 7 CIMBA semester program, 2 Swiss School of Hospitality and Tourism semester exchange, 1 Berlin School of Economics semester exchange)
  - *Non-Lerner UD Study Abroad Programs*: 125 (78 winter session, 19 summer session, 18 fall semester, 10 spring semester)

- **UD Summer & Winter Study Abroad Programs**: 262

- **UD Semester Study Abroad Programs**: 38

Number of Lerner Students Participating in Study Abroad Programs for the Past Five Years

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-07</td>
<td>173 students</td>
</tr>
<tr>
<td>2007-08</td>
<td>184 students</td>
</tr>
<tr>
<td>2008-09</td>
<td>260 students</td>
</tr>
<tr>
<td>2009-10</td>
<td>342 students</td>
</tr>
<tr>
<td>2010-11</td>
<td>300 students</td>
</tr>
</tbody>
</table>

- 2008-2009 is the first year in which the total reflects the inclusion of HRIM study abroad participants.
- 2010-2011 is the first year in which the total reflects the inclusion of SPMT study abroad participants.

As this data reveals, demand for study abroad programs of all types (winter, summer, semester) remains strong. Because of the Discovery Learning Experience graduation requirement (see item V.), as well as the mandatory semester abroad for International Business Studies Majors, there will likely be sustained interest in these programs.
IV. EXCEL/UDREAM PROGRAM

The UDREAM Program (formerly Excel), 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. The office utilized 3 graduate student interns from the MA in Counseling in Higher Education program during the past academic year.

During 2010-11, Excel sponsored or participated in the following programs to recruit or retain underrepresented students:

- Summer Enrichment Program, July 2010 – 4 Lerner students participated. The college provided 3 scholarships for this program.
- Destination Delaware overnight recruitment program, April 2011 – Sponsored by Admissions, Lerner College participated.
- 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.
- UDREAM program had 21 students participate. On average, students who participated saw a GPA increase of .421 for the semester.

The following were additional opportunities hosted by Excel or co-sponsored by the Excel program with Career Services for students to participate in career development activities:

- Excel information table in the Purnell Lobby, fall, 2010
- Welcome Back, October, 2010
- Speed Networking, October, 2010
- Employer Speakers Panel, February, 2011
- Multi-Ethnic Career Development Conference, March, 2011

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 junior.
- 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 consisted of 14 undergraduates who met periodically over the academic year to recommend programming, serve as student ambassadors for the College,
participate in recruiting events and promote the program. The students also designed a t-shirt for the Excel program at the end of last year. To increase communication with the students, an Excel Facebook page was created to promote events and share information pertinent to Excel students.

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

* Non-Specified for 2010 not specified

### Lerner Students of Color by Ethnicity, Fall 2010

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Number</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black/African Heritage</td>
<td>96</td>
<td>3.3</td>
</tr>
<tr>
<td>Asian</td>
<td>271</td>
<td>9.6</td>
</tr>
<tr>
<td>Hispanic</td>
<td>127</td>
<td>4.5</td>
</tr>
<tr>
<td>Native Hawaiian/ Pacific Islander</td>
<td>5</td>
<td>.1</td>
</tr>
<tr>
<td>Non-Specified</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Multi-Ethnic</td>
<td>71</td>
<td>2.5</td>
</tr>
<tr>
<td>American American/Alaskan Native</td>
<td>1</td>
<td>.03</td>
</tr>
<tr>
<td>Unknown</td>
<td>102</td>
<td>3.6</td>
</tr>
</tbody>
</table>

TOTAL # of minority students: **673**
TOTAL # of undergrad B&E students: **2825** 24%

### 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.
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 2010-2011 was as follows:

<table>
<thead>
<tr>
<th>Course</th>
<th>Summer 10</th>
<th>Fall 10</th>
<th>Winter 11</th>
<th>Spring 11</th>
<th>TOTAL ENROLLMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>FINC 364</td>
<td>N/A</td>
<td>30</td>
<td>N/A</td>
<td>20</td>
<td>50</td>
</tr>
<tr>
<td>ACCT 364</td>
<td>N/A</td>
<td>74</td>
<td>N/A</td>
<td>13</td>
<td>87</td>
</tr>
<tr>
<td>MIS 364</td>
<td>N/A</td>
<td>6</td>
<td>N/A</td>
<td>12</td>
<td>18</td>
</tr>
<tr>
<td>BUAD 364</td>
<td>20</td>
<td>52</td>
<td>N/A</td>
<td>57</td>
<td>129</td>
</tr>
<tr>
<td>ECON 364*</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

* ECON 364 has not yet received DLE approval

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Summer 10</th>
<th>Fall 10</th>
<th>Winter 11</th>
<th>Spring 11</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>96</td>
<td>96</td>
</tr>
<tr>
<td>BUAD 444</td>
<td>N/A</td>
<td>43</td>
<td>N/A</td>
<td>35</td>
<td>78</td>
</tr>
<tr>
<td>BUAD 448</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>16</td>
<td>16</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>16</td>
<td>16</td>
</tr>
<tr>
<td>FINC 418</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>MISY 431</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>121</td>
<td>121</td>
</tr>
</tbody>
</table>

Taken together, the service learning, project and “in practice” courses resulted in the completion of 629 DLEs (note: enrollment in these courses is not mutually exclusive, thus it’s possible that the total number of students satisfying their DLE requirement via these options is less than the total number of DLEs completed). This represents a slight decrease over 2009-2010’s total:

<table>
<thead>
<tr>
<th>DLE Completions</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-2009</td>
</tr>
<tr>
<td>2009-2010</td>
</tr>
<tr>
<td>2010-2011</td>
</tr>
</tbody>
</table>
VI. Special Programs

A. Recruitment – Throughout the year, prospective students and their families schedule appointments to meet with our advisors while the students visit campus. A major function of the Undergraduate Advising Office is to coordinate recruitment events with the University Admissions Office, 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, 2010 in the Bob Carpenter Center, Lerner College participated on July 10, 17, 23. Faculty representing all of our majors attended each date and provided information to prospective families. Over 2,000 prospective families attended. This coming July there will be changes in the venue for this event.

*Blue and Golden Days* - Lerner College presented an overview of our programs with a faculty/student panel and a college PowerPoint presentation in Mitchell Auditorium. These were held October 2, 23 and November 13, 2010. Hundreds of students and their families attended.

*Decision Days* – These events held April 9 and 16, 2011, 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 just under 900 Lerner graduates were honored. The Convocation ceremony is coordinated by the Undergraduate Advising Office and depends on volunteer participation of staff and faculty. This year the ceremony also included honoring 46 of our graduating seniors who were recipients of 56 college and department academic excellence awards. Fifty-two individuals from the College volunteered to help at this event.

C. New Student Orientation (NSO) – Another responsibility of the Undergraduate Advising Office 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. Our office provides a college overview in the morning, and then individual academic advising sessions are held during the afternoons. The OUAAS is participating in New Student Orientation (NSO) June 21 – July 20, 2011. During these dates the OUAAS will advise most of the entering new B&E students for their fall courses. The OUAAS also held a one-day NSO for spring
admits in January 2011. This year a parent information session was added, in which the Assistant Dean will be meeting with the parents of Lerner freshmen to inform them about the Lerner College academics.

D. **International New Student Orientation (NSO)** – During 2010-2011, the Undergraduate Advising Office took on the responsibility of coordinating a significant portion of the New Student Orientation process for Lerner College International Students. Recognizing the need to begin communicating with Lerner’s international student population before they arrive on campus for their international orientation (held the Friday before classes start), our office created and implemented a “virtual International NSO.” The purpose of the virtual International NSO is to establish a personalized, ongoing dialogue with international students early in the matriculation process, thus providing an opportunity to obtain timely and continuous support as students prepare to enter the US culture and begin their studies at UD. Similar to the day-long campus-based NSO held every June-July, which features group information sessions and individual advising appointments, our virtual International NSO provides international freshman and transfer students with the information, guidance and personal attention needed to ease their transition to college life. Through guided on-line presentations, international students are introduced to the requirements of their major, the policies of the college, the resources available on campus, and more. And through one-on-one email conversations, international students are able to receive personalized academic advising during the normal NSO period (June-July), just as our domestic students do. This aspect of our virtual International NSO is critical, as it ensures that our international students are able to enroll in courses appropriate for their first semester as a Lerner student. For fall 2010, our office provided virtual International NSO services to approximately 94 incoming freshmen and 12 transfer students. For spring 2011, our office provided virtual International NSO services to approximately 24 incoming freshmen.

E. **Parents and Family Weekend** – On Friday, October 15, 2010, the college hosted our first Recognition of Academic Honors & Achievement. The college recognized 66 individual students who received a total of 80 awards. On Saturday of that weekend, 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 360 participants who registered to take part in these events.
Center for Applied Business and Economic Research (CABER)

Overview
CABER was established in the 2008-2009 fiscal year with the help of a grant from the Unidel Foundation. Its 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.

History
For many years there was a Bureau of Business and Economic Research which was supposed to be a college-wide unit but actually did relatively little other than funneling the small amount of work that came to it to individual faculty members who did is as private consulting. In the early 1990s it became the Bureau of Economic Research, administratively housed in the Economics Department with a full-time Director who moved it in the direction of providing policy-related analysis using faculty, a professional staff member and graduate students. Among other things it published regular analysis and forecasts of the Delaware economy. Unfortunately the director was quite outspoken regarding his views, and a conflict with the University president in 1995 led to the firing of the director and the elimination of the BER as a unit. After that there was no such unit in the college, even though most US Business Schools have such units. The kind of work that is often done in such business school units has been done by the Center for Applied Demography and Survey Research, now in the College of Arts and Sciences, whose very capable director has his MA from the Economic Department. He has employed and continues to employ one of our Economics PhD graduates to assist him along with a large staff of individuals who support the survey and routine analysis components of the unit.

A few years ago Dean Bobby Gempesaw began exploring the feasibility of resurrecting a unit in the Lerner College. Ken Lewes and Bill Latham both agreed to serve as directors of the unit while attempting to determine whether such a unit should be a continuing part of the College. Bobby was able to obtain $150,000 from the University’s Unidel Foundation to underwrite the first few years of the new unit. CABER initially spent time developing what it thought would be important analytical tools to use in the kinds of analysis it anticipated it would be asked to do (an econometric forecasting model of Delaware’s economy and an economic impact model for the State). CABER has not found a market for using the econometric model, but has found a market for a limited amount of impact analysis. CABER has also become involved in a variety of different kinds of projects which have in common the assembly and analysis of data, as described in the summary above.

CABER is uncertain regarding what the future prospects of the center can or should be. For the time being it will continue to take on the kinds of projects that it can identify and keep the graduate students busy.

William Latham and Kenneth Lewis
Co-directors
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.

Staff: 2009-2010

- 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, Economics PhD Student, Graduate Research Assistant (UD)
- Zairan Zhou, Economics PhD Student, Graduate Research Assistant (UD)
- Liang Zhong, Economics PhD Student, Graduate Research Assistant (UD)
- Corey Johnson, MBA Student, Graduate Research Assistant (UD)
- Megan Ellis, Economics MA Student, Miscellaneous wage worker
- Alexander Vallens, Economics MA Student, Miscellaneous wage worker and now, after completing his MA, Staff Economist

To learn more about CABER’s activities and products, visit the links on CABER’s web page on the Lerner College site at [http://www.lerner.udel.edu/CABER](http://www.lerner.udel.edu/CABER).
Center for Economic Education and Entrepreneurship

Executive Summary

The Center offers in-service and pre-service programs, graduate courses and consulting services for teachers and school districts that focus on content knowledge and lessons for teachers to use with their students. During the 2010-2011 academic year, the Center for Economic Education and Entrepreneurship conducted 104 programs, workshops, and courses for 1,184 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 the Caesar Rodney, Colonial, Christina, Lake Forest, and Red Clay school districts to revamp their social studies curriculum to align with the state standards. The Center also partnered with the Social Studies Coalition of Delaware and provided training for Lead Teachers. The Coalition’s mission is to support the creation of the highest quality social studies instruction for K-12 students in Delaware.

Three sections of the 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. An additional seven classes were conducted for undergraduate students in EDUC 346: Elementary Curriculum: Social Studies.

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 DCAS Confirmation Standard Setting Committee for grades 4 and 7 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 high school personal finance standards. These standards were passed by the State Board of Education on September 16.

In May 2011, twenty-three educators, representing 13 states, China and the Philippines, graduated from the Center’s Masters of Arts in Economics and Entrepreneurship for Educators.

James O’ Neill
Director
I. Program Highlights

**Bank at School**—Fifty-five 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, Wells Fargo and Wilmington Trust. This program is offered through a partnership with the Delaware Financial Literacy Institute with support from United Way of Delaware.

**EntrePrep**—Twenty three high schools students attended a six-day residential program where they were introduced to the fundamentals of starting and operating a business, called upon to recognize opportunities, formulated a business idea, wrote a business plan and launched their Business-for-a-Day. This program was made possible with support from Delaware Department of Labor.

**Freshman Year Experience**—During the fall semester, the Center conducted 25 one hour sessions for 561 students taking the University of Delaware’s First Year Experience. The Center developed a presentation about how to use credit responsibly and the ins and outs of credit scoring. Many students lacked basic knowledge about this topic, and through the evaluations, they requested more information on budgeting, savings and investing. The Program Director trained Bank of America volunteers who delivered the sessions. This program was made possible through a partnership with Bank of America. Additional sessions were offered by the Center’s Program Coordinator for members of the University’s National Society of Black Engineers and for students with disabilities who were part of the University’s STEP program.

**Gallaher School Takeover**—Twenty-five employees from JPMorgan’s Global Technology & Operations GoodWorks Team took over Gallaher Elementary School on June 7 and 8 to teach two lessons on spending and saving to 507 students in 23 K-5 classrooms. CEEE trained the volunteers and provided them with grade appropriate lessons.

**Keys to Financial Success**— The high school personal finance program completed its ninth year. The program was offered in twenty-eight Delaware high schools, twenty public and three private, by twenty-nine teachers for 1832 students. At the Delaware Bankers Association annual dinner, two students, one from Caesar Rodney High School and one from Padua Academy, were recognized for their winning essays. 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 25th year, 145 teams (580 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 sixth annual Money Rules Summit was held in Dover for 177 high school juniors and seniors from 17 schools. Students worked with volunteers from Discover Bank, State Farm, and the Delaware State Treasury’s Office to learn about spending, saving, and credit. The program is offered through a partnership with the Delaware Financial Literacy Institute. Funding provided by Discover Bank.

Personal Finance Challenge—Eight high schools participated in the second Personal Finance Challenge. Open to schools offering the high school personal finance course, 261 students competed in teams of four, in an online preliminary round. The schools’ top teams were invited to the state competition held at the University of Delaware on April 16th. 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 team from Cab Calloway School of the Arts took first place and each member plus their teacher received a $1,000 savings bond. The second place team from Mt. Pleasant High School received $500 savings bonds. The Cab Calloway team competed in the National Personal Finance Challenge on May 16 in St. Louis and placed fourth nationally. This program is supported by Bank of America.

Personal Finance Academy—Building on the 09-10 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 18 K-5 teachers at Stubbs Elementary School. Teachers received background knowledge and materials to teach lessons on economics and personal finance. Students at Elbert Palmer Elementary School participated in Mini-Society. 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.

Personal Finance Posters—CEEE partnered with students from Cab Calloway School of the Arts to design posters for each of the 9 themes in the Center’s High School Personal Finance course. All “Keys” teachers will receive a set of these posters for the classroom. This project was made possible through a grant from the Financial Literacy Education Fund administered by the Office of the State Bank Commissioner.

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 479 teams. A total of 77 teachers of grades 4-12 from 67 schools participated. This program is made possible through support from the Securities Industry Association—Mid-Atlantic District, Puglisi and Associates, and Delaware Department of Justice.
**Teach Children to Save Day**—More than 460 banker volunteers taught an estimated 12,500 students in over 110 public, private, and parochial schools throughout Delaware as part of Delaware’s 13th annual Teach Children to Save Day. Over 90 percent of Delaware’s banks participate in this event, the highest participation rate in the nation. Governor Jack Markell proclaimed the week of April 11th “Delaware Teach Children to Save Week” in a ceremony held at Campus Community Charter School in Dover. Several Bank presidents and dignitaries volunteered as guest teachers including Arkadi Kuhlmann, President & Chief Executive Officer, ING DIRECT; Keith W. Schuck, President, Chase Bank USA, N.A; Randy Taylor, President, Delaware National Division, Fulton Bank; and Robert Glen, Delaware Bank Commissioner.

**Virtual Economics**—Center conducted a series of workshops for 68 K-12 teachers on how to use Virtual Economics, a CD ROM containing 79 publications with over 1200 lessons and activities to target the Delaware Economic Standards in Social Studies. Teachers received a copy of this resource through funding from the Council on Economic Education.

**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 Argentina, Egypt, Indonesia, Jordan, Mexico, and South Africa.

**II. Publications**

**A) James O’Neill**

**B) Bonnie Meszaros**

**III. Presentations**

**C) James O’Neill**
6) “Markets and Entrepreneurship,” Center for International Studies, MEPI Undergraduate
7) Institute on Leadership and American Studies, 3 Sessions, July 2010.

D) Bonnie Meszaros

E) Barbara Emery

IV. Service

F) James O’Neill
1) Senior Advisory Council, Delaware Chamber of Commerce, Small Business Alliance
2) Board, Blood Bank of Delaware
3) Cab Calloway School for the Arts, Middle States Evaluation

G) Bonnie Meszaros
1) Board, Delaware Financial Literacy Institute
2) Education Consultant for CD series, Money Magic!
3) Advisory Board, Fresh Start Scholarship Foundation
4) Education Committee, Kalmar Nyckel Foundation
5) DOE Item Review Committee, Delaware Comprehensive Testing Program
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 LITSG supports the staff of the Delaware Small Business Development Center, with offices in Newark, Dover, and Georgetown.

The LITSG welcomed John McMillan, a UD Alum and MSISTM student, in March 2011. Since his arrival, John has been a valuable asset to the LITSG, especially with his work with the Lerner website. Pete Siegel left the LITSG in December 2010, after almost 10 years of excellent service, to pursue a position with the Tepper School of Business at Carnegie Melon. In addition, two highly qualified student assistants graduated and moved onto full-time positions. One new student was hired during the summer and the LITSG plans to bring on a new student in the fall.

The LITSG completed the final phase of the migration of Lerner users to the UD centralized Microsoft Exchange server. The centralized server allows for more storage space for the Lerner users shared calendars and folders with colleagues across campus.

The University Graduate Office initiated a project where graduate information on college websites would be more interactive. The Lerner College Department of Economics and the LITSG implemented the first set of designs on the Economics Graduate Studies webpages. The LITSG modified webpages to include testimonial videos in low, high, and mobile formats. In addition, the LITSG worked with the Office of Communication and Marketing to create an image scroller with text that could be easily managed through Drupal. The end result was an area of the Lerner website that invited potential students to explore the site, which a text-only set of pages could not do.

The LITSG takes pride in providing the best possible customer service to its users. The help site provides a mechanism for Lerner users to express their IT problems, while providing a record for each case. The number of logged help requests increased 44% from last year (405) to 605 cases.

### Documented Trouble Tickets
**Fiscal Year 2010/2011**

<table>
<thead>
<tr>
<th>Month</th>
<th>Tickets</th>
</tr>
</thead>
<tbody>
<tr>
<td>July</td>
<td>34</td>
</tr>
<tr>
<td>August</td>
<td>34</td>
</tr>
<tr>
<td>September</td>
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</tr>
<tr>
<td>October</td>
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<tr>
<td>November</td>
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<td>December</td>
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<tr>
<td>January</td>
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<tr>
<td>February</td>
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<td>March</td>
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<td>April</td>
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<tr>
<td>May</td>
<td>45</td>
</tr>
<tr>
<td>June</td>
<td>46</td>
</tr>
</tbody>
</table>

88
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 and incorporates panel discussions by corporate governance leaders, academics and the Delaware judiciary in a classroom environment. In addition, the Advanced Seminar in Corporate Governance, taught by Weinberg Center Associate Director Roger Coffin, has been added as an elective in the MBA program.

Recent UD 2011 graduate Craig Ferrere joined the Weinberg Center in July of 2011 as the first Edgar Woolard Fellow. Craig will spend a year at the Center researching and preparing a paper on a new approach to executive compensation. The Weinberg Center applied for, and was awarded, a grant from the IRRC Center for Corporate Responsibility to finance the fellowship.

Center Director Charles Elson was a speaker, commentator, moderator, panelist or lecturer at over 45 national and international conferences and seminars, including the Financial Management Association, National Association of Corporate Directors, The Conference Board, American Bar Association, the University of Pennsylvania Law School, and The Citadel, among others. Prof 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 and executive compensation. Associate Director Roger Coffin also appeared as a speaker at several national conferences and seminars including the US Chamber of Commerce, the FDIC, and the Professional Risk Managers International Association, and spoke at a public meeting of the Public Company Accounting Oversight Board on issues relating to audit committees.

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

- The Weinberg Center celebrated its Tenth Anniversary with an event and dinner in Wilmington, attended by approximately 135 national and local leaders in business, law and politics. The event featured addresses by the Honorable William Chandler, Bank of America Chairman Chad Holliday, and a keynote address by PepsiCo Chair and CEO Indra Nooyi.

- The Weinberg Center, together with the Columbia School of Business, with funding provided by the Rockefeller Foundation, put together a blue ribbon commission of business leaders, investors, current and former regulators, the judiciary and academics
called the Study Group on Corporate Boards. The Group’s Report, Bridging Board Gaps, was released in April of 2011, and contains practical recommendations for boards of directors to improve oversight and shareholder protection. The Study Group was chaired by Frank Zarb, Glenn Hubbard and Charles Elson, and featured members including Former Treasury Secretary Paul O’Neill, investor Ralph Whitworth, corporate director Jon Hanson, former CEO Reuben Mark, SEC Chair Arthur Levitt, and former Delaware Supreme Court Chief Justice Norman Veasey.

- The Weinberg Center held its Annual Corporate Governance Conference, together with the Finance Department of the Lerner College. The event, led by Associate Director Roger Coffin, featured approximately 100 participants, with contributions from Professors Jeff Coles, Ken Lehn, Rohan Williamson, Laura Fields, Harvey Goldschmid, Jim Cox, Guhan Subramanian, and Alan Palmiter.

- The Weinberg Center, together with the Conference Board, held a director’s college on executive compensation. Coordinated by Roger Coffin, the event hosted directors from public companies across the country, who were taught by a faculty of the leading experts on executive compensation, including compensation consultants Steven Hall and James Reda, legal experts from Cravath Swaine and Moore and Cleary Gottlieb, investors from CalSTRS and AFL-CIO, and a keynote address from SEC Commissioner Troy Paredes.

- The Weinberg Center, led by Center Associate Director Roger Coffin, put together a Round Table Group on Governance Issues relating to proxy voting. The group was comprised of senior members of all elements of the shareholder voting chain, including Goldman Sachs, Bank of America, TIAA-CREF, American Express, United Health Group, DTC, and FINRA. The group’s report, Report of the Round Table on Proxy Governance, contains specific recommendations that will have an impact on, and improve the manner in which shareholder votes are processed and counted.

- The Weinberg Center hosted the National Association of Corporate Directors director’s college on campus, bringing together corporate board members from across the country with the leading experts in executive compensation, and featured a keynote address by the Honorable William Chandler.

- The Weinberg Center held governance seminars as a part of FINC 418 on the impact of Citizens United (featuring the chief governance officer of Chevron, the CEO of American Water, the Honorable Jack Jacobs, Delaware Supreme Court and DuPont General Counsel Tom Sager); executive compensation (featuring the former CEO of Best Buy, the head of the compensation committee of Best Buy, a director of Waste Management and Harris Bankcorp, and the chairman of the International Corporate Governance Network); and on the role of directors in ethics and risk management, co-sponsored with the Rand Corporation and the Professional Risk Managers International Association (featuring Larry Zicklin, Neuberger Berman, Zicklin School
of Business, the Chief of the Policy Section at the FDIC, bank director Charles Thayer and the Hon. Jack Jacobs).

• The Center’s John L. Weinberg Distinguished Speaker Series honored former House member and founding member of the Public Company Accounting Oversight Board Bill Gradison.

Charles Elson
Professor of Finance
Edgar S. Woolard, Jr. Chair in Corporate Governance
Director, John L. Weinberg Center for Corporate Governance
Executive Summary

The Lerner College Career Services Center was the first satellite Career Services Center at UD. Established in February 2009, its mission is to assist Lerner undergraduate and graduate students as well as alumni in all aspects of their career development process. The Lerner College Career Services Center provides students with the following services: individual career consultation appointments, resume reviews and interview preparation, job and internship postings, career and networking events, classroom presentations, partnerships with business student organizations, employer relations and outreach, and managing the Executive Mentor Scholars Program.

During the 2010-2011 academic year, there were approximately 2400 full-time jobs (1700 undergrad, 700 grad) and 1400 internships (110 undergrad, 300 grad) posted in Blue Hen Jobs for all business majors which was over a 50% increase from FY 2009-2010. The Center hosted over 80 undergraduate student career programs including career workshops and employer information sessions and tables that attracted n 3823 student attendees. Highlighted events include: Executive Panel Series, Using LinkedIn in the Job Search, The Money Game, Speed Networking, Dining Etiquette, Dress for Success, Employer Mock Interviews, and Employer Resume Reviews.

Employer outreach was conducted with approximately 75 employers (as compared to 50 in FY 2009-2010) that generated over 200 new internships and full-time jobs for undergraduate business students. These partnerships also 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.

Jill Panté
Assistant Director

Paul Rollison
Assistant Director
INDIVIDUAL CONSULTATION

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 consultation, where a student can meet one-on-one with a Career Consultant and discuss topics that can range from resume reviews to exploring job search strategies.

Some key highlights include:

- Individual appointments increased by 14% from FY 2009-2010. 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 consultation sessions were juniors and seniors enrolled in Lerner College, however, there was a 30% increase in sophomores and freshman who participated compared to FY 2009-2010.
- The majority of graduate students who participated in career consultation sessions were international students.
- Career Consultation 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, assessment interpretation and general career counseling.

EMPLOYER DEVELOPMENT & OUTREACH

In conjunction with the main Career Services Center, our mission is to identify career opportunities to include internships, full, part-time and summer jobs for undergraduate, graduate, and alumni within small, medium and large organizations. The campaign consists of the following actions: Utilize Business Week, US World Report, LinkedIn, etc. to identify large, medium and small companies; Re-establish relationships with companies that have not been
active on campus for 5 or more years; Retain a high percentage of employers who have had an active presence on Campus; Respond to referrals from faculty, department chairs and Deans within 1-2 working days; Increase the number of international opportunities for international students and domestic students; Create a step-by-step employer outreach and branding plan; and Define and develop criteria for corporate sponsorship

In the 2010-2011 Employer Survey, results indicated that UD students had strong computer literacy 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 interview preparation, were not good at sending thank you notes following the interview 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: JPMorgan Chase, Ernst & Young, PricewaterhouseCoopers, Deloitte, KPMG, Bloomberg, Bank of America, Citigroup, Morgan Stanley, Macy’s, AstraZeneca, Endo Pharmaceuticals.

**BLUE HEN JOBS**

Blue Hen Jobs is a database of full-time jobs, internships, part-time jobs and volunteer and summer opportunities posted specifically for UD students and alum. The system also allows students to access several databases and services including Campus Interview Program; Alumni Mentor Network; Career Shift for more job postings, employer contacts and researching employers; and Going Global and USA Career Guides for working abroad or for international students seeking opportunities in the USA. **1449 undergraduate and graduate business students have a resume posted and are active in the system.**

### Full Time Jobs posted by Majors

<table>
<thead>
<tr>
<th>Major</th>
<th>Jobs</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT</td>
<td>414</td>
</tr>
<tr>
<td>BUAD</td>
<td>438</td>
</tr>
<tr>
<td>ECON</td>
<td>359</td>
</tr>
<tr>
<td>FINC</td>
<td>423</td>
</tr>
<tr>
<td>HRIM</td>
<td>315</td>
</tr>
<tr>
<td>MIS</td>
<td>358</td>
</tr>
</tbody>
</table>
Note: ACCT = Accounting; BUAD = Business Administration (Marketing, Management, Operations Management, International Business Studies, Sport Management); ECON = Economics; FINC = Finance; HRIM = Hotel, Restaurant and Institutional Management; MIS = Management Information Systems

CORPORATE ASSOCIATES

Lerner College Career Services Center took over Corporate Associates starting June 2010 and increased the number of companies and students participating from the previous year. The top employers offering Corporate Associate positions to Lerner students include: AstraZeneca, DuPont, AAA Mid-Atlantic, Ashland, Endo Pharmaceuticals, Siegfried Group, Artisan’s Bank.
Executive Summary

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

New Website – The Venture Development Center and E-Studies program launched a new, interactive website this spring. The site features upcoming events and activities; academic program information including internships, scholarships, faculty, the e-studies minor and the MBA concentration; a list of partners and links; and engagement information.

E-Inspired – In March 2011, the newsletter E-Inspired was launched. Produced by E-studies and VDC students, each issue highlights the work of a student entrepreneur, an entrepreneurial alumnus, and offers entrepreneurial insights and a program spotlight.

Venture Development Center- In October, the VDC officially relocated from Purnell Hall to 196 S. College Ave and was converted to a truly entrepreneurial space that plays host not only to venture development, but also to the Entrepreneurship Club, the entrepreneurship speaker series and various annual events. Students now have a centralized location to partake in a wide range of activities as well as obtain professional and peer-to-peer mentoring.

Business Plan Competition – The finals of this annual event were held April 29 at Clayton Hall, where student teams presented their business plans to a panel of experienced investors, entrepreneurs, and service providers. Senior Mary Claire Whisler received high marks for her Swap Shop venture as a finalist; other finalists included Hairline Hat Company, led by sophomores Mark Bailey and Kai Hadaway; Voltaic Coatings, run by Keith Modzelewski, an MBA student; Rick Walsh, also an MBA student; Pat Lowry, a master's degree student; Chelsea Haughn, a doctoral student; and Nandita Bhagwat, also a doctoral student; and Tim Walsh, a computer science major, and Greg Truono, co-founders of 12 Mile Radius.
Appendix A

Department of Accounting and MIS

Program Learning Objectives Assessment
<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 316.</td>
<td>Ranged from 60% to 97%</td>
<td>New tenure-track faculty teaching 315. Moved a senior faculty member into 316.</td>
<td>Studied questions for content and difficulty (since both instructors were first-timers in these classes). Committee felt questions were fair, even the one with 60% results.</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>Ranged from 74% to 96%</td>
<td>Same comment as with objective 1.</td>
<td>As with objective 1, looked at content and difficulty. Committee was pleased with questions and results.</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>76%-87% on questions, 80% on final exam in 415, 81% on final in 417</td>
<td>Same comment with objective 1 for intermediate accounting classes. Faculty member in 417 is also fairly new to the course.</td>
<td>All results are considered to be very good. We will continue to closely monitor faculty members who are teaching courses that are new to them.</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>84% and 91% in 413, 90% in 417</td>
<td>No ethics questions were asked in 327.</td>
<td>Results are good. Instructor in 327 needs to ask ethics questions on test.</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 44% to 95%</td>
<td>Results are commensurate with prior semesters.</td>
<td>Still need improvement in some questions. Instructor will strengthen take-home quizzes on low topics.</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>92% avg. on project, 90% on exam question.</td>
<td>Instructor changed material to reflect current events in XBRL reporting.</td>
<td>Results show that students do well with mapping exercises and XBRL instance documents.</td>
</tr>
</tbody>
</table>
# Undergraduate Program Objectives
*Department of Accounting and MIS*

**Program: Accounting**

**Year: Spring 2011**

<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>A range of 74% to 95%</td>
<td>It is still the first year for faculty teaching both of these courses.</td>
<td>Much overall improvement compared to the fall semester. Faculty seems to be adapting well to their courses.</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>A range of 77% to 94%</td>
<td>Problems requiring knowledge of end-of-year accruals are used.</td>
<td>Results are much better than in prior years.</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, 316, 415, and 417</td>
<td>Ranges from 72% to 95% on questions. 83% on final in 415, 80% in 417</td>
<td>Lots of data here, but it all implies that we are doing well with this objective.</td>
<td>Improvement shown in results in ACCT 315 and 316 from prior years. Results in ACCT 415 and 417 are still 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 56% in 413 to 83% in 417.</td>
<td>No questions asked in 327. New, more technical question asked in 413.</td>
<td>Improvement shown in 417 results. In 413, need to determine whether low results are related to the ethical aspect or the technical aspect of the question.</td>
</tr>
<tr>
<td>5. Students should be able to understand and analyze information for internal decision-making.</td>
<td>Final exam questions in ACCT 327</td>
<td>Ranges from 46% to 92%</td>
<td>Overall, grades were a little lower than fall, which is normal.</td>
<td>Results for variance analysis are still good, but need improvement in 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>88% on project, 88.4% on exam question.</td>
<td>New instructor in this course during the spring semester.</td>
<td>Results commensurate with prior semesters. Instructors added XBRL taxonomies in both IFRS and 2011 GAAP. Instructors will continue to improve metrics.</td>
</tr>
<tr>
<td>Program Objective</td>
<td>How Assessed</td>
<td>Results</td>
<td>Comments</td>
<td>Closing the Loop: Any actions to enhance results</td>
</tr>
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</tr>
<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>93%</td>
<td>Faculty determined that the change in focus implemented in 2008 should be continued.</td>
<td>Faculty will increase the coverage of the SQL language in more depth. The emphasis will be on developing high quality relational databases from poorly structured data. Final project scores will focus more on management reporting.</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.</td>
<td>Faculty will discuss scalability of solutions and consider having a case study where the responsibilities for the analysis, design and implementation can be assigned according to the students’ academic focus.</td>
</tr>
</tbody>
</table>
Undergraduate Program Objectives  
Department of Accounting and MIS  
Program: Management Information Systems  
Year: Spring 2011

<table>
<thead>
<tr>
<th>Program Objective:</th>
<th>How Assessed:</th>
<th>Results: % of students achieving objective</th>
<th>Comments</th>
<th>Closing the Loop: Any actions to enhance results</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 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>89.5%</td>
<td>Faculty will be revising the course over the summer (2011) to integrate more enterprise level content. Full implementation of the revisions will take place in fall 2012.</td>
<td>Faculty will continue expansion of SQL coverage to include more complex queries and sub queries. Faculty will increase coverage of denormalization and reporting. Faculty will increase the students’ awareness of other relational systems including Oracle and Sybase.</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>90.23%</td>
<td>Faculty determined that the change in focus to the mid-term proposal was appropriate.</td>
<td>Faculty will continue to increase the focus on writing business reports and performing quality best practice research. The MIS faculty will continue to focus on project management, increasing the coverage and examination of this material. We may need to reevaluate some of the accreditation metrics for this course as the types of projects we are working on have more variability than in the past.</td>
</tr>
</tbody>
</table>
## Graduate Program Objectives

**Department of Accounting and MIS**  
**Program:** Accounting  
**Year:** Fall 2010

<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 interpreting and analyzing financial reporting data.</td>
<td>Exam questions in ACCT-820. Assessments and graduate committee reviews were conducted in fall semester (the course is now taught in both the fall and spring semesters)</td>
<td>86.7% Performance evidenced improvement, in terms of averages, over earlier results. Operational analysis needs improvement.</td>
<td>Operational analysis will be integrated into all components of the course and tested in integrated fashion. More accounting analysis will be emphasized.</td>
</tr>
<tr>
<td>2. Students will be able to understand the current and historical theories, concepts and models of the discipline.</td>
<td>Exam questions in ACCT-810. Assessment and graduate committee reviews were conducted in the fall – course currently offered in Fall only.</td>
<td>83% Students have done much better in developing research skills with respect to theoretical issues and content. A number of international students, however, performed below average on both exams, suggesting that their accounting background might be a problem.</td>
<td>International students will take Acct 567, Intermediate topics, before taking Theory in the future.</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 ACCT-801. Students were tested to their ability to integrate IT and measurement issues in an applied case context.</td>
<td>85% Students are struggling with the importance of the contract as a management control device and exhibited some problems with the strategy concepts.</td>
<td>A greater emphasis will be placed on strategy concepts early in the course. Students will continue to be screened before enrollment to be sure their business law background is adequate.</td>
</tr>
<tr>
<td>4. Students will demonstrate proficiency in analyzing business problems, and recommending, designing, and implementing IS solutions for mgmt.</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). ACCT 804 is offered in Fall only.</td>
<td>91% The major findings indicate that the students do very well on projects and when asked on a final exam to apply the techniques and tools learned during the semester.</td>
<td>The focus of this course is to develop high quality relational databases from poorly structured data. The results show that we are accomplishing our goals. We will continue to improve our measures and adjust when needed.</td>
</tr>
<tr>
<td>Program Objective:</td>
<td>How Assessed:</td>
<td>Results:</td>
<td>Comments</td>
</tr>
<tr>
<td>--------------------</td>
<td>---------------</td>
<td>-----------</td>
<td>----------</td>
</tr>
<tr>
<td>Students will be able to demonstrate proficiency in interpreting and analyzing financial reporting data.</td>
<td>Exam questions in ACCT-820. Assessments and graduate committee reviews were conducted in fall semester (the course is now taught in both the fall and spring semesters)</td>
<td>84%</td>
<td>Performance evidenced improvement, in terms of averages, over earlier results. There were, however, a larger number of Cs on exams I and II than during fall, 2010. Basic accounting skills need strengthening.</td>
</tr>
<tr>
<td>Students will be able to understand the current and historical theories, concepts and models of the discipline.</td>
<td>Exam questions and class presentations in ACCT-810 (the course is now taught in both the fall and spring semesters).</td>
<td>80%</td>
<td>The course has been redesigned to address current and historical theories, concepts and models.</td>
</tr>
<tr>
<td>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 ACCT-801. Students were tested to their ability to integrate IT and measurement issues in an applied case context.</td>
<td>86%</td>
<td>Students are doing well at grasping business strategy and the effect of changing industry dynamics on control responses. Students are still struggling with understanding “real world” situations and instead are appealing to textbook answers.</td>
</tr>
<tr>
<td>Program Objective:</td>
<td>How Assessed:</td>
<td>Results:</td>
<td>Closing the Loop:</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>91%</td>
<td>The focus of this course is to develop high quality relational databases from poorly structured data. The results show that we are accomplishing our goals. We will continue to improve our measures and adjust when needed.</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>86%</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>
</tbody>
</table>
### Graduate Program Objectives
#### Department of Accounting and MIS
**Program:** MS in Information Systems and Technology Management  
**Year:** Spring 2011

<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 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>96%</td>
<td>The major findings indicate that the students do well when asked to apply the techniques and tools learned during the semester.</td>
<td>Since systems analysis is a core skill of MIS graduates, we often discuss the contents of and the goals and objectives of this course. Multiple instructors teach this course but our objectives are being met as demonstrated by the results.</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.</td>
<td>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
Program Learning Objectives Assessment
During the 2010-2011 academic year, the Department of Business Administration did its part in helping the college maintain its AACSB accreditation. The department collected data for our self-study report and completed the report on time. Our Faculty Director for AACSB Accreditation worked with the other departments and the Dean’s Office to prepare for the AACSB team visit in the spring. Major activities included ensuring that the department’s assurance of learning data were current, accurate, and available on the accreditation website; meeting with faculty to inform and educate them regarding the accreditation goals and process; and meeting with the visiting team to discuss departmental and college goals, data, and action steps (steps taken to “close the loop.”) The outcome, the five-year extension of accreditation, was gratifying.

Additional data were collected during the 2010-2011 academic year. These are presented in the tables beginning on the next page, as follows:

**Table 1:** Management, Fall 2010  
**Table 2:** Management, Spring 2011  
**Table 3:** International Business Studies, Fall 2010  
**Table 4:** International Business Studies, Spring 2011  
**Table 5:** Marketing, Fall 2010 and Spring 2011  
**Table 6:** Operations Management, Fall 2010 and Spring 2011  
**Table 7:** Master of Science in Organizational Effectiveness, Development, and Change, Fall 2010-Spring 2011
Table 1.

Undergraduate Program Goals  
Department of Business Administration  
Program: Management  
Semester/Year: Fall 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></td>
</tr>
</tbody>
</table>
| A. Fundamental techniques and concepts related to managing people and organizations, | Exam scores in BUAD309 | Exam 1: 87.0%  
Exam 2: 85.2%  
Exam 3: 90.7% | To ensure more uniform learning and assessment, Department is standardizing the curriculum for all adjuncts teaching BUAD309. |
| B. Including the ability to work successfully in groups, | Peer evaluation adjusted grade on group project in BUAD441 | 100% | No |
| C. Effective communication skills, and | Class participation average in BUAD441 | 97.25% | No |
| D. The ability to accurately analyze and evaluate a company’s strategy. | Grade on written case analysis in BUAD441 | 83.3% | This is a difficult task, and higher success rates are not expected. |
Table 2.

<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. Fundamental techniques and concepts related to managing people and organizations,</td>
<td>BUAD309</td>
<td>Q1-3: 83.77% Q4-6: 85.70% Q7-10: 86.66% (Scores across weekly quizzes)</td>
<td>Instructors not the same as that for Fall 2010. To ensure more uniform learning and assessment, Department is standardizing the curriculum for all adjuncts teaching BUAD309.</td>
</tr>
<tr>
<td>B. Including the ability to work successfully in groups,</td>
<td>Peer evaluation adjusted grade on group project in BUAD441</td>
<td>100%</td>
<td>No</td>
</tr>
<tr>
<td>C. Effective communication skills, and</td>
<td>Class participation average in BUAD441</td>
<td>93%</td>
<td>No</td>
</tr>
<tr>
<td>D. The ability to accurately analyze and evaluate a company’s strategy.</td>
<td>Grade on written case analysis in BUAD441</td>
<td>87%</td>
<td>This is a difficult task, and higher success rates are not expected. No</td>
</tr>
</tbody>
</table>
## Table 3.

**Undergraduate Program Goals**

**Department of Business Administration**

**Program: International Business Studies**

**Semester/Year: Fall 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>% of students obtaining C- or better (70%)</td>
<td>% of students obtaining C- or better (70%)</td>
<td>Comments</td>
<td>No</td>
</tr>
</tbody>
</table>

A. The environmental aspects of international business and how they impact the international business activities of firms.

Exam scores in BUAD384

Exam 1: 93.9%
Exam 2: 87.8%

B. Fundamental techniques and concepts related to managing people and organizations,

Exam scores in BUAD309

Exam 1: 87.0%
Exam 2: 85.2%
Exam 3: 90.7%

To ensure more uniform learning and assessment, Department is standardizing the curriculum for all adjuncts teaching BUAD309.

C. The ability to accurately analyze and evaluate a company’s strategy.

Grade on written case analysis in BUAD441

83.3%

This is a difficult task, and higher success rates are not expected.

No
<table>
<thead>
<tr>
<th>Program Goal: Students will demonstrate an understanding of….</th>
<th>How Assessed: Exam scores in BUAD384</th>
<th>Results: Exam 1: 100% Exam 2: 100%</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></td>
<td>% of students obtaining C- or better (70%)</td>
<td>Comments</td>
</tr>
<tr>
<td>B. Fundamental techniques and concepts related to managing people and organizations,</td>
<td>BUAD309</td>
<td>Instructor not the same as that for Fall 2010.</td>
<td>No</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>87%</td>
<td>No</td>
</tr>
<tr>
<td></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>
</tbody>
</table>
### Undergraduate Program Goals

**Department of Business Administration**  
**Program: Marketing**  
**Semester-Year: Fall 2010, Spring 2011**

<table>
<thead>
<tr>
<th>Program Goal: Students will….</th>
<th>How Assessed:</th>
<th>Results:</th>
<th>Closing the Loop: Any actions to enhance results</th>
</tr>
</thead>
</table>
| **A. Demonstrate knowledge of marketing concepts,** | Selected exam questions in BUAD301 | Fall 10: Exam 1: 78.2%, Exam 2: 85.5%, Exam 3: 50.0%  
Spring 11: Exam 1: 94.44%, Exam 2: 94.44%, Exam 3: 55.56% | Fall 10 is for two regular sections; Spring 11 is for an honors section. Michal has taught 301 pretty consistently, so we’ve used her data except when she has been on leave.  
Provided a review session before the final for the regular sections, and invited honors students with questions to see the professor in her office. |
| **B. Be able to analyze and interpret data for making marketing decisions,** | Data analysis exercise in BUAD302 | Spring 22: 71% | Data is provided from my two sections. I didn’t teach in Fall 11.  
Next semester data analysis will be integrated into the course and assessed differently. Students will provide an analysis plan as part of a marketing research proposal and will complete data analysis problems on an in-class exam. |
| **C. Make comprehensive Case analyses in BUAD479** | Fall 10 Case 1: 100% | John has taught 479 pretty | Introduced a computer simulation |
recommendations that are fully supported using both quantitative evaluative evidence, and

<table>
<thead>
<tr>
<th>Course</th>
<th>Fall 10</th>
<th>Spring 11</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case 1: 100%</td>
<td>Case 1: 90%</td>
<td>Case 2: 100%</td>
<td>that required students to analyze and synthesize quantitative and qualitative data to make decisions in a competitive environment. Intentionally let students struggle with the many uncertainties and to learn on their own how to develop a structure to determine the best decisions given the ever changing economic and competitive environment. Continually reinforced throughout the entire semester the highly unstructured nature of cases and the necessity to apply newly developed creative thinking skills.</td>
</tr>
<tr>
<td>Case analyses in BUAD479</td>
<td></td>
<td></td>
<td>No.</td>
</tr>
<tr>
<td>D. Be able to communicate the results persuasively.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Table 6.

**Undergraduate Program Goals**  
**Department of Business Administration**  
**Program: Operations Management**  
**Semester/Year: Fall 2010, Spring 2011**

<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>Scores</td>
<td>Comments</td>
</tr>
</tbody>
</table>
| A. Knowledge and understanding of operations management concepts, | Four assignments from BUAD346 | Means:  
  Ass. I: 86%  
  Ass. II: 94%  
  Ass. III: 92%  
  Ass. IV: 94% | See below for assignment descriptions. | No |
| B. Proficiency in using applicable quantitative methods, and | Proposal scores, model scores, final project scores from BUAD449. | Means:  
  Proposal: 87%  
  Model: 93%  
  Final: 92% | | No |
| 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: 89.25%  
  Implementation: 89.75%  
  Project management: 87.60% | | No |

**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 2010-11 Academic Year
Prepared July 12, 2011 by John Sawyer, Program Director

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

<table>
<thead>
<tr>
<th>Essential Competencies:</th>
<th>Evaluated by:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Thesis/Project</td>
<td>Comp Exam</td>
</tr>
<tr>
<td>Effective Communication skills as change agents and facilitators in organizations</td>
<td></td>
<td>x</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</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>in business and management</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Ability to defend one's analysis and recommendations for organizational problems and situations</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Understand how individual and organizational factors influence the behavior of individuals in organizations</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Understand the multi-dimensional nature of organizational effectiveness, including task, ethical, and contextual performance</td>
<td></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></td>
<td>x</td>
</tr>
<tr>
<td>Skill in building strategies and plans to manage disruptions from organizational transitions and change</td>
<td></td>
<td>x</td>
</tr>
</tbody>
</table>

This year is the fourth year that we have administered the Comprehensive Examination. Five students took the comprehensive examination in September 2010 and three students took the exam in February 2011. Six of the eight students have graduated. One is working on his thesis. One student failed the fall exam and was relocated to Chicago prior to completing the professional project or retaking the 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 across the six candidates completing the Professional Project.

4.46 Candidate demonstrates communication skills to effectively function as a change agent and facilitator in organizations undergoing change.
4.69 good preparation (well organized professional presentation)
4.15 spoke clearly and audibly (easy to understand)
4.46 Project reflects good understanding of related literature and application to the project.
4.38 Project reflects appropriate application of analytic, diagnostic and/or statistical tools in addressing complex issues in business and management
4.38 Candidate demonstrated ability to defend one's analysis and recommendations for organizational problems and situations (i.e. Answered questions and challenges effectively.)
4.31 Understand the multi-dimensional nature of organizational effectiveness, including task, ethical, and contextual performance. (i.e. The project was well designed and effectively implemented given the needs of the organization and situation.)
4.38 Project and/or recommendations reflect the candidate’s skill in building strategies and plans to manage disruptions from organizational transitions and change.
4.62 Overall, Candidate did a good job.

Averages above are among 13 faculty and professional advisors ratings of six candidates.

ASSURANCE OF LEARNING ANALYSIS:

The average scores reported above for the six students reflect accomplishment of all competencies reflected in and assessed by the Professional Project. The numbers above are at or above the scores achieved in the program last year, indicating that efforts to provide more guidance and direction to the professional project, as well as more effort to integrate both quantitative and qualitative research methods into the projects are having a positive impact.
The comprehensive exam was conducted as a take home exam over two weeks (just prior to the fall and spring semesters (August 20 – September 5, 2010 and January 28 – February 11, 2011).

To encourage integration across course material, three questions were presented, each being an integrative question across two different course contents. Students were encouraged 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 which item assessed each “Essential Competency.” The number entered is the number of students who achieved a passing score on each item.

<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 complex issues in business and management</td>
<td></td>
<td></td>
<td>7</td>
</tr>
<tr>
<td>Ability to defend one’s analysis and recommendations for organizational problems and situations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understand how individual and organizational factors influence the behavior of individuals in organizations</td>
<td></td>
<td></td>
<td>7</td>
</tr>
<tr>
<td>Knowledge of how organizational ethics and employee behavior are affected by external stakeholders and internal practices and policies</td>
<td></td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Understand the multi-dimensional nature of organizational effectiveness, including task, ethical, and international contextual performance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skill in building strategies and plans to manage disruptions from organizational transitions and change</td>
<td></td>
<td></td>
<td>7</td>
</tr>
</tbody>
</table>

One of the students achieved a high pass score from both graders on each item. This is a first in the history of the comprehensive exam. All three items appeared to be of equal difficulty since each item had at least one failing grade from at least one of the two graders.
Prior year’s concerns about the difficulty of the exam and proper emphasis in courses on evidence based management and integration appear to be addressed in this year. The fact that one student received high passes from all graders (graded blind to the identity of the examinee) suggests that the program is meeting and exceeding learning goals.

There does appear to be a correlation between comprehensive exam scores and grades in classes. This suggests that student competence is important and the comp exam is assessing material and skills covered in the course work. One student failed the exam on the first testing due to failure to proper cited sources and to integrate material across courses. This student retook the exam and passed. One student took the exam, but has not retaken it. This student failed to provide justification for responses and did not integrate across courses. This suggests that will there is improvement, faculty need to continue to communicate strong expectations for “evidence based management” (i.e. drawing conclusions and making decisions based on strong theory and empirical evidence) and integrative critical thinking.
Appendix C
Department of Economics
Program Learning Objectives Assessment
### Undergraduate Program Goals and Objectives

**Department of Economics**  
**Semester/Year:** Fall 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>69.7% (Q1) 82.1% (Q2) 44.3% (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>93.2% (Q1) 87.9% (Q2) 93.2% (Q3)</td>
<td>Apparently successful. Will continue to monitor.</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 Goals and Objectives

**Department of Economics**

**Semester/Year: Spring 2011**

<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>N= 171</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>N= 270</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
Graduate Program Goals and Objectives  
Department of Economics  
Program: MA  
Semester/Year: Fall 2010, Spring 2011

Note: All results pertain to class entering fall, 2009

<table>
<thead>
<tr>
<th>Program Objective:</th>
<th>How Assessed:</th>
<th>Results:</th>
<th>Comments</th>
<th>Closing the Loop:</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>24 of 27 students (89%) satisfied this program objective</td>
<td>Students have a 2\textsuperscript{nd} 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>14 of 27 students satisfied this program objective as of June 30, 2011.</td>
<td>Students complete this at their own pace; many will finish in summer or fall, 2011.</td>
<td>Continue to monitor progress of students and provide appropriate advisement.</td>
</tr>
</tbody>
</table>
# Graduate Program Goals and Objectives

**Department of Economics**  
**Program: PhD**  
**Semester/Year: Fall 2010, Spring 2011**

<table>
<thead>
<tr>
<th>Program Learning Objective:</th>
<th>How Assessed:</th>
<th>Results:</th>
<th>Comments</th>
<th>Closing the Loop:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students will demonstrate a comprehensive knowledge of advanced economic theory.</td>
<td>Comprehensive Examination</td>
<td>Class entering fall, 2009: 4 of 9 students passed Microeconomics: exam on 1st attempt, 6 of 9 students passed Macroeconomics: exam</td>
<td>Some will pass on 2nd attempt, some will take terminal MA degree instead</td>
<td>1) Students are given feedback to assist them in re-taking exam; 2) review admissions qualifications of students to identify possible predictors of success</td>
</tr>
</tbody>
</table>
| 2. Students will demonstrate a comprehensive knowledge of the quantitative skills required to evaluate and conduct independent research in economics. | Successful completion of advanced econometrics classes. Student must receive B or higher grade in two 2nd year econometrics classes. | ECON824: 8 of 9 students met grade requirement  
ECON825: 6 of 9 students met grade requirement | NA | This learning objective was satisfactorily met. We will continue to monitor, since results can vary from year to year. |
| 3. Students will demonstrate an original intellectual contribution to their field of research. | Completion of dissertation. | 4 of 6 students completed degree within 5 years | | Continue to monitor time to degree completion. Work on regular advisement. |
Appendix D

Department of Finance

Program Learning Objectives Assessment
Undergraduate Program Goals  
Department of Finance  
Semester/Year: Fall 2010, Spring 2011

As part of the Lerner College program to assess student learning, the Department of Finance measures whether students are learning concepts fundamental to finance. Currently, performance is tracked 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 data 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>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>F07</td>
</tr>
<tr>
<td>1. Time Value of Money</td>
<td>Multiple final examination questions in FINC311</td>
<td>66.8</td>
</tr>
<tr>
<td>2. Risk Measurement</td>
<td>Multiple final examination questions in FINC314</td>
<td>78.1</td>
</tr>
<tr>
<td>3. Risk Management</td>
<td>Multiple final examination questions in FINC314, 415, 416</td>
<td>80.0</td>
</tr>
<tr>
<td>4. Financial Markets</td>
<td>Multiple final examination questions in FINC311 or FINC313</td>
<td>86.6</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>
</tr>
</tbody>
</table>
Appendix E

MBA Program

Program Learning Objectives Assessment
MBA Learning Goals Report: Fall 2010-Spring 2011

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.

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>
<th>Spring 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case Competition Participants</td>
<td>4.10 (.87, 21/49)</td>
<td>3.72 (1.05, 29/38)</td>
<td>4.00 (1.19, 17/39)</td>
<td>4.00 (1.04 52/54)</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>
<th>Spring 2011</th>
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</thead>
<tbody>
<tr>
<td>Case Competition Participants</td>
<td>4.14 (.83, 21/49)</td>
<td>3.86 (1.14, 29/38)</td>
<td>3.94 (1.16, 17/39)</td>
<td>4.13 (0.90, 52/54)</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>
<th>Spring 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case Competition Participants</td>
<td>4.10 (.83, 21/49)</td>
<td>3.86 (1.04, 29/38)</td>
<td>4.00 (.84, 17/39)</td>
<td>4.12 (.78, 52/54)</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 2008</th>
<th>Spring 2009</th>
<th>Fall 2009</th>
<th>Spring 2010</th>
<th>Fall 2010</th>
<th>Spring 2011</th>
</tr>
</thead>
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<tr>
<td>BUAD890050</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>
<td>4.4 (.7, 10/35)</td>
<td>3.92 (1.19,13/21)</td>
</tr>
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<td>BUAD890051</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>
<td>4.38 (.52, 8/20)</td>
<td>4.13 (1.15,16/32)</td>
</tr>
<tr>
<td>Weighted Average</td>
<td>4.33</td>
<td>4.54</td>
<td>3.33</td>
<td>4.78</td>
<td>4.39</td>
<td>4.04</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 2008</th>
<th>Spring 2009</th>
<th>Fall 2009</th>
<th>Spring 2010</th>
<th>Fall 2010</th>
<th>Spring 2011</th>
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<tbody>
<tr>
<td>BUAD890050</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>
<td>4.3 (.68,10/35)</td>
<td>4 (1.22,13/31)</td>
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<tr>
<td>BUAD890051</td>
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<td>4.5 (.53, 8/24)</td>
<td>4.5 (.50, 2/12)</td>
<td>5 (0, 13/33)</td>
<td>4.25 (.46, 8/20)</td>
<td>4 (1.15,16/32)</td>
</tr>
<tr>
<td>Weighted Average</td>
<td>4.33</td>
<td>4.38</td>
<td>3.56</td>
<td>4.83</td>
<td>4.27</td>
<td>4</td>
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</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 2008</th>
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<th>Fall 2009</th>
<th>Spring 2010</th>
<th>Fall 2010</th>
<th>Spring 2011</th>
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</thead>
<tbody>
<tr>
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<td>4.00 (1.15, 5/23)</td>
<td>2.67 (1.25, 6/29)</td>
<td>3.88 (1.27, 8/25)</td>
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<td>3.38 (1.51,8/31)</td>
</tr>
<tr>
<td>BUAD890051</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>
<td>4.33 (.52, 6/20)</td>
<td>3.47 (1.25,15/32)</td>
</tr>
<tr>
<td>Weighted Average</td>
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<td>4.00</td>
<td>2.88</td>
<td>3.94</td>
<td>4.07</td>
<td>3.44</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 2008</th>
<th>Spring 2009</th>
<th>Fall 2009</th>
<th>Spring 2010</th>
<th>Fall 2010</th>
<th>Spring 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT800010</td>
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<td>N/A</td>
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<td>ACCT800050</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>
<td>4.52 (.51, 21/25)</td>
<td>4.46 (.66, 13/16)</td>
</tr>
<tr>
<td>ACCT800051</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>4.55 (1.21, 11/13)</td>
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<tr>
<td>ACCT800292</td>
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<td>N/A</td>
<td>N/A</td>
<td>N/C</td>
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<td>Weighted Average</td>
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<td>4.45</td>
<td>4.68</td>
<td>4.44</td>
<td>4.49</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 2008</th>
<th>Spring 2009</th>
<th>Fall 2009</th>
<th>Spring 2010</th>
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<th>Spring 2011</th>
</tr>
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<tr>
<td>ECON503010</td>
<td>N/A</td>
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<td>3.4 (1.25, 15/19)</td>
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<tr>
<td>ECON503050</td>
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<td>4.41 (.73, 23/32)</td>
<td>4.45 (.50, 11/17)</td>
<td>4.29 (1.03, 14/26)</td>
<td>4.9 (.31, 20/31)</td>
<td>4.67 (.59, 18/31)</td>
</tr>
<tr>
<td>ECON503051</td>
<td>4.45 (.51, 20/30)</td>
<td>N/A</td>
<td>4.5 (.50, 16/24)</td>
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<td>4.38 (.51, 13/20)</td>
<td>N/A</td>
</tr>
<tr>
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<td>N/C</td>
<td>4.67 (.58, 3/6)</td>
<td>4 (0,1/6)</td>
</tr>
<tr>
<td>ECON503195</td>
<td>N/C</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
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<td>Weighted Average</td>
<td>4.53</td>
<td>4.39</td>
<td>4.13</td>
<td>4.29</td>
<td>4.62</td>
<td>4.63</td>
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</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 2008</th>
<th>Spring 2009</th>
<th>Fall 2009</th>
<th>Spring 2010</th>
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<td>(.85, 15/34)</td>
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<td>4.23 (.69, 22/27)</td>
<td>4.11 (.80, 26/33)</td>
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<td>4.08 (.88, 24/30)</td>
<td>4.43 (.63, 30/33)</td>
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<tr>
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<td>4.41 (.71, 18/23)</td>
<td>4.35 (.76, 17/20)</td>
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<td>4.2 (.61, 30/40)</td>
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<td>FINC850292</td>
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<td>N/C</td>
<td>5 (N/A, 1/10)</td>
<td>N/A</td>
<td>N/A</td>
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</tr>
<tr>
<td>Weighted Average</td>
<td>4.00</td>
<td>4.31</td>
<td>4.23</td>
<td>4.33</td>
<td>4.15</td>
<td>4.42</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 2008</th>
<th>Spring 2009</th>
<th>Fall 2009</th>
<th>Spring 2010</th>
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<tr>
<td>FINC850010</td>
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<td></td>
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<td></td>
<td>(.62, 15/34)</td>
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<td></td>
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<tr>
<td>FINC850050</td>
<td>4.36 (.74, 14/16)</td>
<td>4.45 (.51, 22/27)</td>
<td>4.42 (.57, 26/33)</td>
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<td>4.17 (.76, 24/30)</td>
<td>4.67 (.48, 30/33)</td>
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<td>FINC850051</td>
<td>3.92 (.79, 12/21)</td>
<td>4.47 (.51, 18/23)</td>
<td>4.59 (.49, 17/20)</td>
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<td>4.4 (.5, 30/40)</td>
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<td>N/C</td>
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<td>N/A</td>
<td>4.4 (.5, 30/40)</td>
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<tr>
<td>Weighted Average</td>
<td>4.16</td>
<td>4.46</td>
<td>4.50</td>
<td>4.46</td>
<td>4.3</td>
<td>4.58</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 2008</th>
<th>Spring 2009</th>
<th>Fall 2009</th>
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<th>Spring 2011</th>
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<tr>
<td>BUAD840050</td>
<td>4.63 (.50, 69/19)</td>
<td>4.40 (.89, 6/19)</td>
<td>4.40 (.80, .35, 14/34)</td>
<td>4.86 (.48, 10/37)</td>
<td>4.7</td>
<td>4.8 (.41, 25/44)</td>
</tr>
<tr>
<td>Measures</td>
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<td>Spring 2009</td>
<td>Fall 2009</td>
<td>Spring 2010</td>
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</tr>
<tr>
<td>BUAD840050</td>
<td>4.56</td>
<td>4.20</td>
<td>4.45</td>
<td>4.71</td>
<td>4.7</td>
<td>4.76</td>
</tr>
<tr>
<td></td>
<td>(.51, 16/29)</td>
<td>(.84, 6/19)</td>
<td>(.67, 20/31)</td>
<td>(.45, 14/34)</td>
<td>(.48,10/37)</td>
<td>(.44,25/44)</td>
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<td></td>
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<td>(.82, 6/18)</td>
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<td>(.63,15/38)</td>
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<td>N/A</td>
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<td>N/A</td>
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<tr>
<td></td>
<td></td>
<td>(0, 4/22)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Weighted Average</td>
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<td>4.27</td>
<td>4.38</td>
<td>4.61</td>
<td>4.64</td>
<td>4.74</td>
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</table>

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

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

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This course has helped me better understand how to go about solving complex organizational problems when information is limited. (QID: 5070)
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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)

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*Weighted Average* 3.96 4.24 3.95 4.28 4.49 4.52

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

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*Weighted Average* 4.02 4.34 4.10 4.37 4.59 4.67
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)

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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>
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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)

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

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

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</table>
Goal 11: Ability to understand the use of information technology in business environments.

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

<table>
<thead>
<tr>
<th>Measures</th>
<th>Fall 2008</th>
<th>Spring 2009</th>
<th>Fall 2009</th>
<th>Spring 2010</th>
<th>Spring 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT801050</td>
<td>3.71 (.95, 7/23)</td>
<td>4.43 (.53, 7/7)</td>
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<tr>
<td>ACCT801051</td>
<td>4.26 (.56, 19/29)</td>
<td>4.24 (.75, 17/29)</td>
<td>4.22 (.85, 18/29)</td>
<td>4.3 (.78, 20/27)</td>
<td>4.38 (.65,13/33)</td>
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<td>ACCT801052</td>
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<td>4.3 (.84, 20/36)</td>
<td>4.1 (1.04,21/40)</td>
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<td>4.32</td>
<td>4.22</td>
<td>4.3</td>
<td>4.2</td>
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