



## **Stillman School of Business**

# **UNDERGRADUATE ASSESSMENT ACADEMIC YEAR 2004/2005**

*Our mission is to be the school of choice for business education in the state of New Jersey and to be known nationally as among the best business schools within a Catholic university.*

## **TABLE OF CONTENTS**

Section 1:	Introduction
Section 2:	List of Assessors & Affiliations
Section 3:	Summary of Results – Senior Assessment Panels
Section 4:	Summary of Results – Sophomore Assessment Panels
Section 5:	Results of Students' Critiques
Section 6:	Summary of Senior Satisfaction Survey
Section 7:	Summary of Vocabulary Test Results
Section 8:	Modifications for 2005-2006
Section 9:	Recommendations for 2005-2006

## SECTION 1: INTRODUCTION

This document provides a summary and discussion of the results of the Stillman School's Senior and Sophomore Assessment Panels.

Section 2 provides a list of the assessors who participated in this year's panels and their affiliations. Sections 3 and 4 provide a summary of the results from the Senior and Sophomore Assessment Panels. Section 5 provides a summary of the students' evaluations. Section 6 provides a brief synopsis of the results of the Senior Satisfaction Survey, which was administered in July 2004. Section 8 describes several modifications that will be implemented during the 2005-2006 academic year. Finally, Section 9 provides conclusions and recommendations.

I would like to take this opportunity to thank those individuals at the university whose efforts helped make this year's Assessment Panels a success. First, I would like to thank Ms. Carol Flynn for her invaluable assistance and support in arranging the many logistical aspects of the Assessment Panels, including the formation of student teams, scheduling of assessors and greeting of the students. Her attention to detail and sincere dedication to the students helped make this year's panels both enjoyable and successful. I would like to thank the faculty who took the time and energy to grade the individual assignments for the Sophomore and Senior Assessment Panels. I would also like to extend my gratitude to Dr. Héctor Lozada who continually updated the Assessment Web site. In addition, I would like to thank the members of the IT Department who assisted with the technological issues that arose during the Senior and Sophomore Assessment Panels. I would especially like to thank Dr. Joyce Strawser for her support, guidance and friendship during the past year. Finally, I would like to extend my gratitude to Dr. Karen Boroff for giving me the opportunity to take on such a challenging and rewarding role.

A special thanks to our assessors, whose expertise, enthusiasm and devotion to the program has been invaluable. Their feedback and observations during the team presentations continue to provide an excellent learning experience for our students. I would especially like to thank John O'Connor and Jules Marckmann for their insights and recommendations during the past year.

**SECTION 2: ASSESSORS & AFFILIATIONS**  
**AY 04/05**

Mr. Peter Aprahamian	Manager – Pharmaceutical Industry
Mr. James Baccaro	Adjunct Faculty – County College of Morris – Retired from Xerox
Ms. Stephanie Burk	Office Manager
Mr. Jim Clifford	Sales Manager – Oil
Mr. Peter De Nigris	Retired
Ms. Elaine Dwyre	Career Development Specialist – Survivor’s Resources Inc.
Mr. Dennis Falci	Senior Manager, Customer Development – Pharmaceutical Industry – Sanofi-Aventis Pharmaceuticals
Ms. Carrie Falci	Homemaker – Former Guidance Counselor
Mr. Mark Gallagher	Physician Practice Administrator/Healthcare
Mr. Robert Hall	Retired C.I.O.
Mr. Winston Jackson	Vice Principal – Elementary School
Mr. Brian Joho	AVP – Conversion Account Manager – Pershing LLC, Financial Services
Mr. William Kenney	Retired Engineering Manager/Consultant
Mr. Adrian Kole	Consultant
Mr. Alfred Lies, Jr.	Retired
Mr. Robert Lowe	Mortgage Industry
Mr. John Lukanski	Lawyer
Ms. Michaela Lukanski	Manager – US Managed Markets Finance – Pharmaceutical
Mr. Jules Marckmann	Consultant
Mr. Homer Mosley, Jr.	EEO Mgm’t 4 Consultant/Telecommunications
Mr. Verick Northrup	Manager – Prudential Financial
Mr. John O’Connor Jr.	Senior Manager – Charles River Development
Mr. John O’Connor Sr.	Retired
Mr. Nicholas Russo	Sr. Manager, Formosa Plastic Corporation
Ms. Harpreet Sandhu	Project Manager – Pharmaceutical Research
Mr. Leonard Saul	Retired – President of Child’s Wear Mfg. Co.
Mr. Douglas Steenhuisen	Attorney
Mr. Ray Tabib	Full-time MBA Student at Columbia
Ms. Amy Brown	Senior Claims Officer, Chubb & Son
Mr. John Mancuso	Project Director, Healthcare
Mr. James Bressi	Retired from Lucent Technologies – Management
Mr. Stephen Lalor	Partner at Ernst & Young
Ms. Annaliese Rush	VP, Mgr – Retirement Investment Consulting Services
Mr. Eric Rush	Insurance Underwriter
Mr. Craig Parles	Attorney
Ms. Donna Mugavero	VP, VIA Data & Marketing Services
Ms. Susan Williams	Senior Underwriter/Insurance
Mr. Jason Lane	Compliance – Credit Suisse First Boston
Mr. Tom Ettz	Managing Broker/Real Estate
Mr. Joseph Ciccolini	Vice-President, Nordea Bank Finland

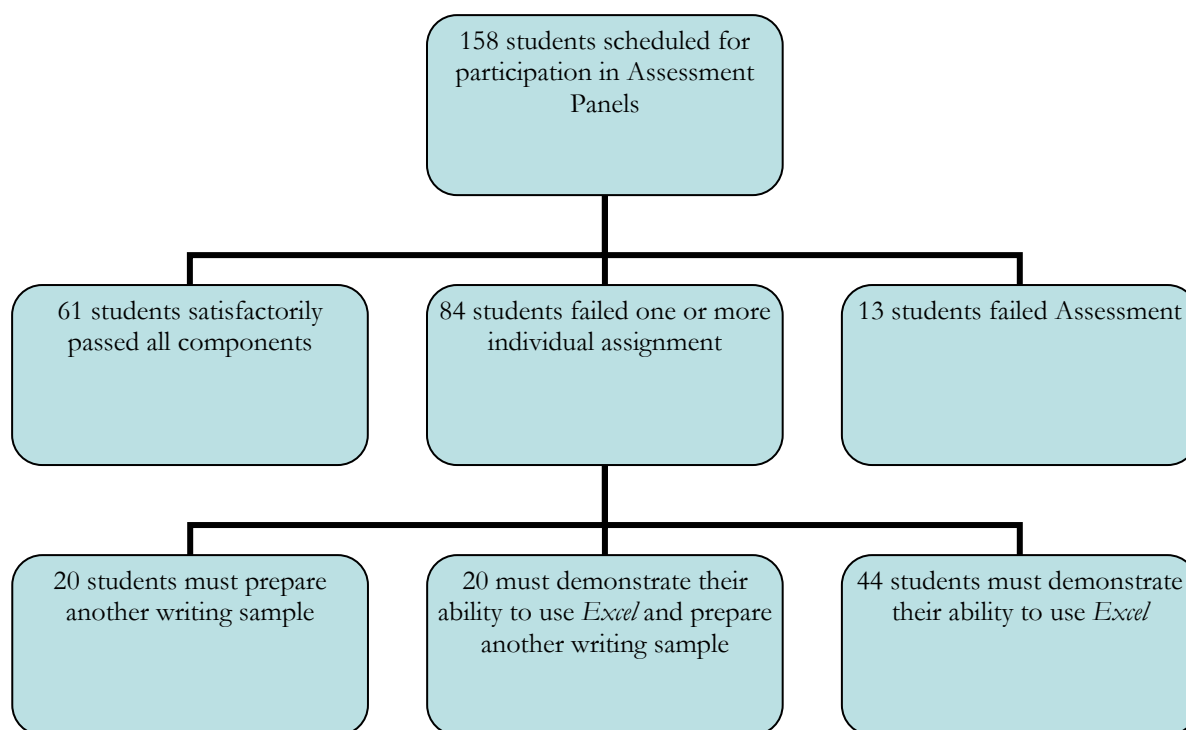
## SECTION 3: OVERALL SUMMARY OF RESULTS SENIOR ASSESSMENT PANELS

### Assessment Outcomes

This section summarizes the outcomes achieved by the seniors who were scheduled to participate in the November 2004 Senior Assessment Panels.

In August 2004, 158 students were assigned to participate in the November 2004 Assessment Panels. These students were assigned to 28 teams with five or six other students. The specific outcomes for these students are depicted below.

**Figure 1**



### Assessment Results

In order to complete the Assessment requirement, a student must pass: (1) the team case analysis and presentation, (2) an individual writing assignment, and (3) an individual spreadsheet assignment. As shown above, there are three distinct outcomes possible for each student: 1) pass all components of the Assessment Panel; 2) fail one or more individual component; or 3) fail the entire Assessment Panel.

As the figure above indicates, 39% (61 out of 158) of the students scheduled to participate, passed all components of Assessment. This number is significantly lower than it has been in the past because more students failed one or more of the individual components.

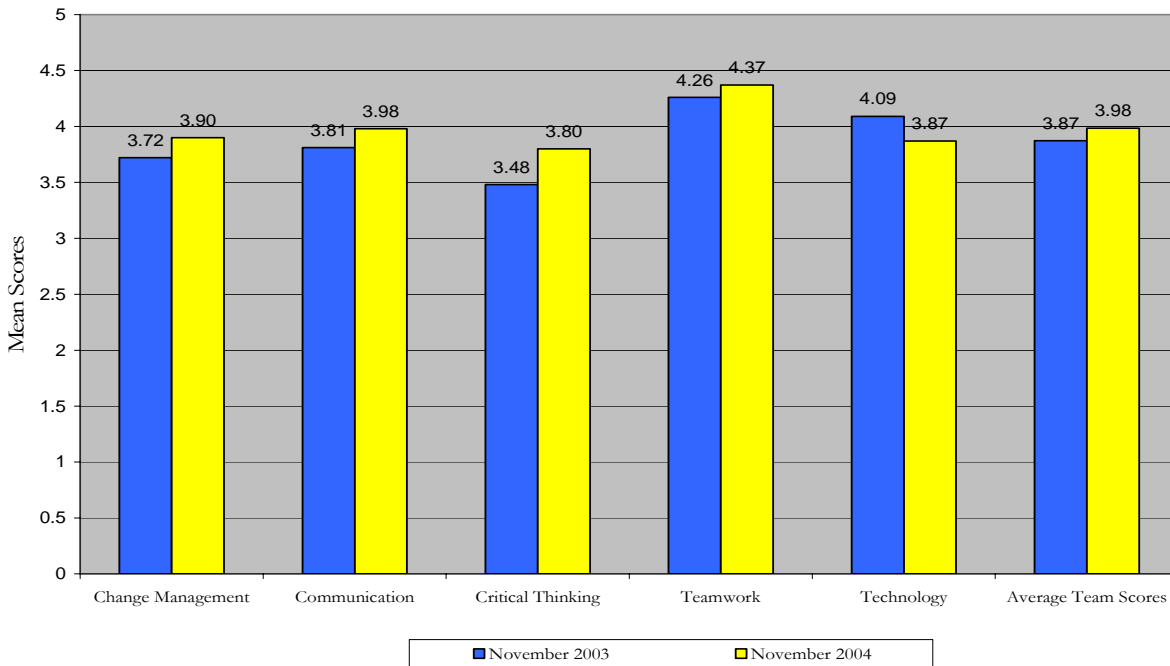
Next, 53% (84 out of 158) of the students scheduled to participate in this year's Senior Assessment Panels passed the team presentation, but failed one or both of the individual assignments. These students are given one year to repeat the assignment(s) they failed. As in the past, the letter to these students encouraged them to review their results with me and seek help from outside sources if needed.

Finally, 8% (13 out of 158) of the students scheduled to participate in this year's Senior Assessment Panels completely failed Assessment. Of the thirteen students who failed Assessment, three students were "no shows" or did not participate in the Assessment process. These students were contacted on several occasions by e-mail and certified letter about the importance of the Assessment requirement. The remaining ten students who failed were all members of the two teams that failed the team presentation component of Assessment. Based on the comments from the assessors and the scores these teams received on the competency evaluations, the teams were failed and asked to repeat the team presentation component during the February 2005 panels. Of these ten students, eight successfully passed the team presentation component during the February 2005 panels. The remaining two students did not participate in the February panels.

Figure 2 below is a graphic representation of the average score, by competency, earned by students in the teams in both the 2003 and 2004 Senior Assessment Panels. Assessors evaluate student mastery of each competency using a 5-point numerical scale, with a score of "1" indicating no mastery of the competency and a score of a "5" indicating complete mastery of the competency.

For both years, assessors' scores suggest students achieved the greatest level of competency in teamwork and the lowest level of competency in critical thinking. It is worth noting that there was a slight decrease in the average score for technology from 2004 to 2005.

**Figure 2**  
**Senior Assessment**  
**Assessors' Evaluation**  
**Results by Competency**  
**2004 and 2005**



## Change Management

The assessors received the following criteria to evaluate the students' command of this competency:

This competency refers to the ability to respond to and/or initiate change. The competency is focused on the students' skills in: managing change within organizations, understanding and responding to the dynamic domestic and global business environment, and creatively solving business problems generated by a changing environment. The *Martha Stewart Omnimedia* (MSO) case does not specifically focus on the issue of change management; however, given the recent legal proceedings against Martha Stewart, the issue of change management becomes central to the understanding of the current state of MSO.

1. Change within an organization and the business environment – Case Question 3: How effective were the students in identifying the significant changes implemented by *Martha Stewart Omnimedia, Inc.* (MSO) in response to the legal proceedings against Martha Stewart?
2. Creatively solving business problems generated by change – Case Questions 3: (a) Did the students discuss the effectiveness of MSO's response? (b) To what extent did the students discuss the broader issue of the company's future, given the loss of Martha Stewart's services for the next five months?

### Mean Score – Change Management

The mean score on this competency was 3.90. This was slightly higher than the mean score for the 2003 Senior Panels. The following is a sample of the assessors' comments regarding the students' command of change management. As you will see, the scores and comments reflect a wide range of understanding and demonstration of our students' command of change management. This year, as in the past, many assessors have commented that this is a difficult competency to evaluate and quantify.

#### Team 16      Assessor 1      5.00

The team did a great job in addressing change management and provided creative alternatives that MSO can implement given the loss of Martha Stewart's services. These ideas included branching out into new television shows such as Wedding, Everyday Foods and Pet Keeping. From a management perspective, they also addressed how the existing CEO, Sharon Patrick was resigning and how Susan Lyne would become the new CEO. They also identified how the K-Mart contract with MSO has been extended to 2009 and how the merger between K-Mart and Sears will offer MSO with increased distribution channels.

#### Team 23      Assessor 3      3.00

Overall, presentation addressed the concept of change management reasonably well. Certain team members seemed to have a reasonable understanding of issues and action items taken by management in reaction to what has happened to Martha Stewart and MSO. Additionally, the team was fairly effective in identifying the significant changes implemented by *Martha Stewart Omnimedia, Inc.* (MSO) in response to the legal proceedings against Martha Stewart and the company's poor performance. The presentation also contained a recommendation of additional steps management could take, but most ideas were not inspiring nor did the ideas reflect any ingenuity or original thought provoking concepts. The team understood and identified a multitude of action items taken by management to distance the company from sole reliance on M. Stewart, i.e. disclosed that MSO has applied/obtained 12 new patents/trademarks – none of which has the "Martha Stewart" name attached to them. The team could have focused more on effectiveness of change management initiatives taken. The presentation lacked focus as to impact-to-date of these changes.

#### Team 28      Assessor 1      2.00

Team 28 made a presentation in which they stated the "obvious" changes made by MSO without discussing the potential effectiveness or rationale for the changes. There was no discussion or knowledge of "brand equity" and its importance to this case. A discussion at the end of the presentation revealed all were finance majors with little marketing knowledge. Perhaps a better balance of majors on a team should be considered. The team failed to discuss the positive and negative images that the MS brand brings to the market.

**Team 25      Assessor 2      1.00**

The students did identify some of the changes that were going on at the company but they did it in a very disjointed way. They failed to mention many of the key points in the case and those that were mentioned were not penetrated thoroughly.

**Communication**

The assessors used the following criteria for evaluating the students' command of this competency:

Observation of the Presentation:

Overall, the group presentation should reflect confidence in expressing and presenting data, facts, opinions and conclusions, both in writing and verbally. The assessor should consider the quality of the written materials presented by the team (grammar, clarity, logic, focus, layout, etc.) as well as the quality of the oral presentations delivered by the students (enthusiasm, keeping the audience interested, timeline, etc.).

**Mean Score – Communication**

The mean score of this competency for the Senior Panels was 3.98. Again, the mean for this competency was slightly higher than the previous year. The following is a sample of the assessors' comments regarding the students' command of this competency.

**Team 2      Assessor 2      5.00**

I was amazed at how cohesive the team was. They communicated very well with us and gave a very organized, well-structured presentation. They stated that they communicated via the internet as they have diverse schedules. Two students were athletes and this made it more difficult to meet. They were very smooth in transitioning to one another as they discussed the issues. They also responded well to our questions as well as suggestions. I was impressed with how comfortable they were with presenting the facts.

**Team 18      Assessor 2      5.00**

Outstanding. I was very impressed with each of the students in their ability to present effectively. Each student spoke clearly and effectively, relied on note cards appropriately, and was able to articulate his/her thoughts well. The *PowerPoint* presentation was very clear and supported the speakers appropriately. They did an excellent job transitioning from speaker to speaker and they supported each other during the Q&A.

**Team 1      Assessor 1      3.00**

The students divided up the questions and presented each independently. While each student did a nice job presenting this material, there could have been more interaction among the team members throughout the presentation. The presentation itself was nicely prepared – it was clear, logical and easy to read. The team did a good job of using outlines,

graphs and charts to present their ideas and materials. The team shared ideas and opinions during the Q&A with each member participating equally.

**Team 25      Assessor 3      2.00**

Written materials contained great information and all had a similar look. However, the type was way too small. I had difficulty seeing the *PowerPoint* presentation, and the handout was just as difficult. The students overall did not display confidence. Some read from their notes, and, with one exception, did not appear to be comfortable with the subject matter. Although they just lost a group member, I would expect that they would have been prepared to cover for one another in case of this type of event.

**Team 25      Assessor 2      1.00**

This was terrible. Four of the five students stood up and read their reports. Each of the sections were stand alone sections and not integrated at all. I could barely decipher the few main points that were actually mentioned because this group simply read out loud. None of the students had a good presence with the audience. None of the students seemed like they cared about this project or about one another and it showed.

### **Critical Thinking**

The assessors used the following criteria for evaluating the students' command of this competency:

Critical thinking underlies the entire analysis of the case by the students and each one of the five case questions includes a component of this dimension. Assessors should use the provided Answers to the case questions to determine the following:

1. Case Question 1: Did the students acknowledge and understand that there are both positive and negative associations with the Martha Stewart brand name?
2. Case Question 2: Did the students provide unique options for how companies can guard against unethical behavior?
3. Case Question 3: How much additional information did the students collect in order to understand the changes implemented in response to Martha Stewart's legal situation? Were the students able to integrate this information to provide a "big picture" understanding of the MSO response?
4. Case Question 4: Did the students provide an insightful interpretation of the trend analysis? Did the students understand what the results of the trend analysis mean for MSO?
5. Case Question 5: How much additional information did the students collect in order to understand the "big picture" better of the financial health of MSO? Were they able to integrate effectively the information in the case with the additional information that they collected? Were they able to provide an insightful response regarding the financial health of MSO? Did the students integrate appropriate graphs and charts to illustrate their response?

### Mean Score – Critical Thinking

The mean score for this competency for the Senior Assessment Panels was 3.80. While this is slightly higher than the previous year, the assessors again indicated that it is difficult to measure this competency. As in previous years, the mean score for critical thinking is lower than that of the other competencies. The following is a sample of the assessors' comments regarding the students' command of this competency.

#### **Team 24      Assessor 1      5.00**

The team provided an insightful presentation with positive and negative association with Martha's brand name, and provided options to guard against unethical behaviors. They conducted a thorough research of laws/various Acts impacting the business conduct, ethical behavior and positive and negative impact of those acts on Corporate America. They demonstrate a clear understanding of "big picture" of the MSO response. The team did a GREAT job of trend analysis, collected sufficient information (provided assessors with bibliography), incorporated graphs and charts to illustrate their responses. They demonstrated clear understanding of EPS, debt/asset ratio analysis, impact on revenues, profit margins and overall financial performance of the company.

#### **Team 8      Assessor 2      4.00**

The team identified all the critical issues pertaining to the questions asked. At times, they went above and beyond what was expected and cited outside information. For example, they incorporated the legislative statute of Sarbanes-Oxley in an effort to ensure accuracy and completeness regarding a company's financial statement information. Given the financial health of the company, they also provided a well thought-out analysis focusing on the income statement for the past four years. The team did a great job in terms of identifying the brand name and how sales are closely tied into the personal name of Martha Stewart.

#### **Team 7      Assessor 2      3.00**

Students thoroughly discussed positive and negative associations with Martha Stewart brand name. The team collected additional information to understand and provide a "big picture" understanding. However, they were not as prepared to answer how to guard against unethical behavior.

#### **Team 25      Assessor 2      1.00**

Terrible. The financial analysis section was comprised of one slide and about 20 seconds of discussion. There was no analysis done to understand the business drivers and how each is impacted by the scandal. They were aware of general knowledge but that just isn't enough. I expect these students to penetrate behind the issues to understand the big picture and the long-term impacts to the brand and company overall. Simply put, there was nothing in the presentation that came from them. It seemed as though it was a cut and paste job from a few internet sites.

## Teamwork

The assessors used the following criteria for evaluating the students' command of this competency:

Assessors should use their own observations as well as follow-up questions to determine the following:

- 1) Did the group select a leader?
- 2) Was there a clear division of labor?
- 3) Were individual tasks clearly defined?
- 4) Did the team function as a cohesive unit in performing the task?
- 5) Was everyone in the team given an adequate opportunity to participate and contribute?
- 6) Were the team dynamics positive?
- 7) Did the team members appear motivated?
- 8) Identify and rate the interrelationships within the student group and look for evidence of consensus and effective conflict management.

### Mean Score – Teamwork

The mean score for this competency for the Senior Assessment Panels was 4.37. Students have consistently scored the highest in this area. The following is a sample of the assessors' comments regarding the students' command of this competency.

#### **Team 9      Assessor 2      5.00**

This is the first team in the 4 years I've been assessing where each member appears to have contributed equally – equal face time, equal complexity of content and equal depth of knowledge. The team functioned cohesively, and had a palpable positive energy for the content and follow-up questions.

#### **Team 13      Assessor 2      4.00**

The group had two leaders who took the initiative to send e-mails and arrange meetings. The group said the two "just emerged" as the leaders for the team. Based upon the presentation, Student 1 and Student 2 have strong outgoing personalities which would help define them as leaders in a group setting. The group interacted well and showed respect for each other when speaking and answering questions. They did a good job at dividing the sections of their presentation. The team had to complete one member's section at the last minute when she failed to participate.

#### **Team 11      Assessor 2      3.00**

All parties to the team split the assignments evenly and all contributed their proportionate share. It was hard to determine whether the team was motivated because as mentioned earlier they were not relaxed. There didn't appear to be anyone specific leader in the group. Overall, they did OK, but their performance could have been significantly better.

**Team 28      Assessor 1      2.00**

Team 28 appeared to be five individuals.....not a team of five united for a common goal. They stood by and watched members make poor presentations with unclear info and did nothing to change it before presenting.....I question if a “dry run” was done for the final presentation as it was full of deficiencies that could have been corrected. Teamwork means helping members get better for the common good of the team. Due to no enthusiasm, no group dynamics, and no visible motivation I have to comment the group needs much improvement.....verbal skills lacking on one member who needs additional support prior to graduation.

**Team 25      Assessor 2      1.00**

Awful. The group had one member drop out four days prior to the assessment and thus was at a slight disadvantage. However, there is no excuse for the lack of integration and team work that these students displayed. Again, there was no cohesion and no story telling. The sections were not integrated and the presentation itself could have been given by anyone.

**Technology**

The assessors used the following criteria for evaluating the students’ command of this competency:

Observation of the Presentation:

Assessors should look for evidence of information literacy and management, including preparedness for the technological aspects of the oral presentation, ability to use the presentation software, the quality of the visuals including any special features used to enhance the audience’s interest and attentiveness, and the congruency between the visuals and other written materials distributed and submitted by the students.

**Mean Score – Technology**

The mean score of this competency for the Senior Assessment Panels was 3.87. The mean score for this competency was slightly lower than previous years. Several assessors commented that there is an expectation that undergraduates will be competent in this area. Therefore, in order to achieve a high score, a team must far exceed the normal skill level in this area. The following is a sample of the assessors’ comments regarding the students’ command of technology.

**Team 16      Assessor 1      5.00**

The team did an excellent job in terms of incorporating new ideas and visuals to enhance their presentation. For example, they used (i.e. Magazines and Martha Stewart products such as a Christmas wreath). They also incorporated a video clip into their presentation that was taken from the news which showed Martha Stewart’s comment immediately following her sentencing. The team also did a great job of incorporating graphs when addressing trend analysis, which made it easier for the audience members to follow along.

**Team 22      Assessor 2      4.00**

Choppy. It's nice you separated the work for presentation however the final product needed integration. Consequently, I thought I was sitting through four presentations instead of one. From the group's presentation, it does appear that they did meet an adequate number of times to prepare and did communicate regularly. They just did not integrate the presentation.

**Team 8      Assessor 2      3.00**

The team did a good job in terms of using *PowerPoint* to facilitate their presentation. The presentation would have been enhanced if they used graphs and charts to help illustrate their points especially for the numeric type of information. For example, they could have used bar graphs to graphically represent sales from one year to the next. This would have made it a little bit easier for the audience members to follow.

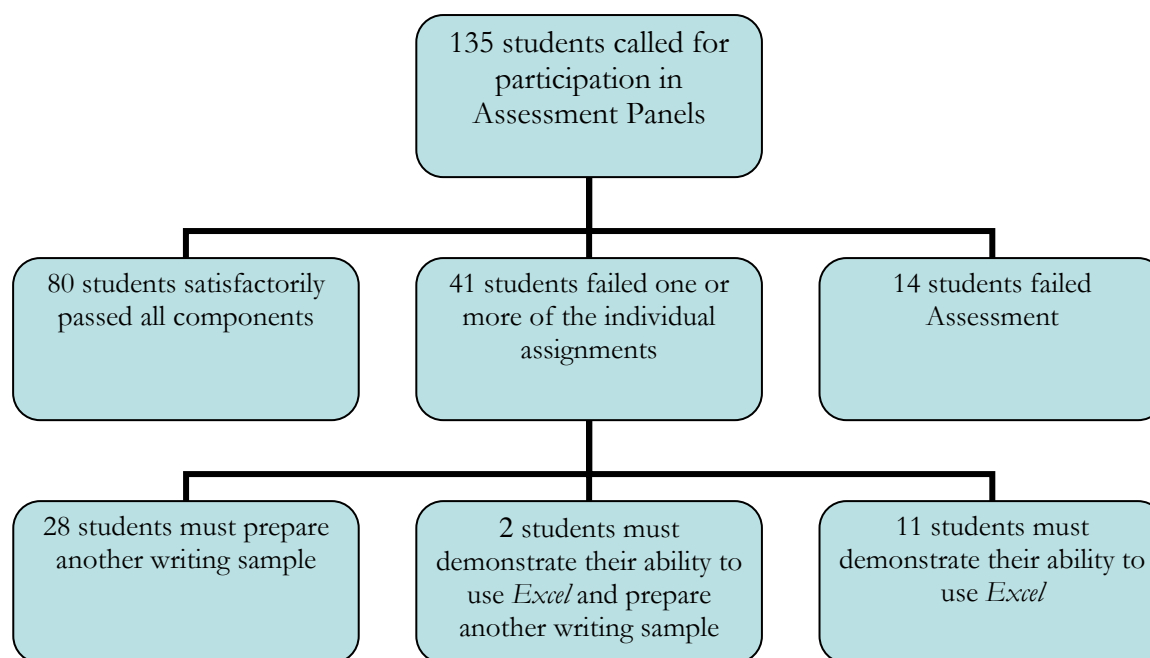
**Team 28      Assessor 1      2.00**

It appeared Team 28 "just learned" *PowerPoint*. Its features were not utilized and resulted in flat, uninteresting visuals. The sources for their financials seemed adequate, and not current thru 9/30/04. I questioned their extent of research done when the team said "Colgate-Palmolive" was a direct competitor of MSO ?.....because they make towels and sheets also? I would suggest classes in effective use of presentation media be required....it will help students in their careers.

## SECTION 4: OVERALL SUMMARY OF RESULTS SOPHOMORE ASSESSMENT PANELS

In October of 2004, 137 students were randomly selected to participate in the February 2005 Sophomore Assessment Panels. These students were assigned to 25 teams with five or six other students. After subsequently eliminating students who were not registered for classes in Spring 2004, who had left the Business School to study in other academic units or who were excused from participation in Assessment Panels for various reasons, 135 students were included on the final roster for participation in the February panels. The specific outcomes for these students are depicted below in Figure 3.

**Figure 3**



### Results

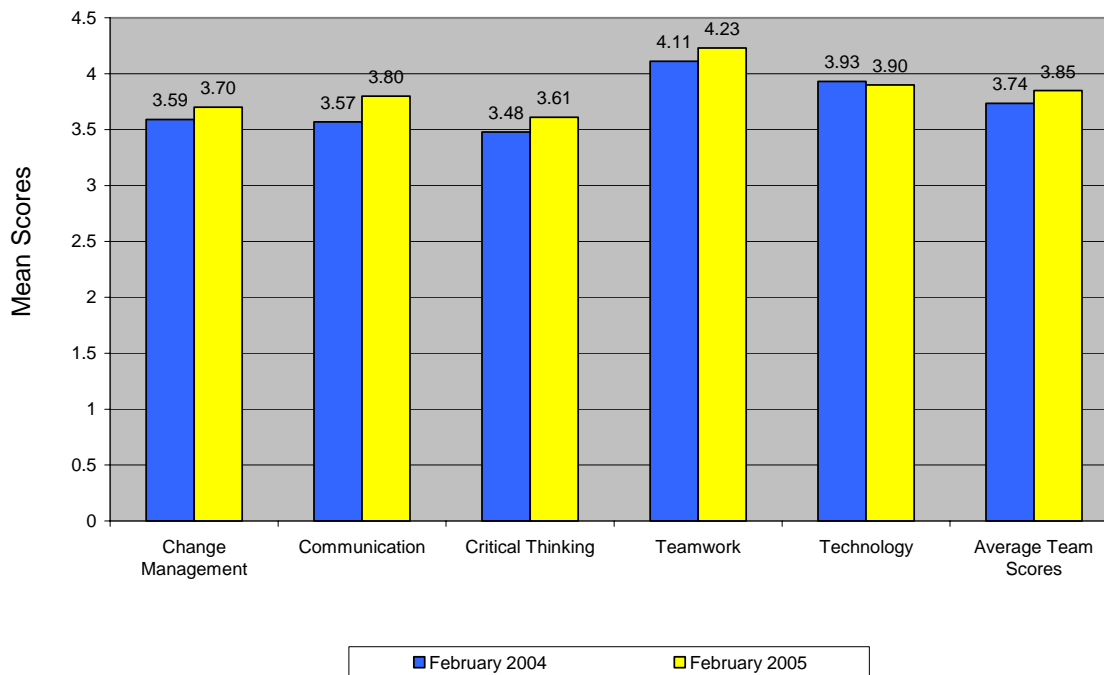
As the figure above indicates, 59% (80 out of 135) of the students selected to participate in the Sophomore Assessment Panels passed all three components of the Assessment requirement. Approximately 30% (41 out of 135) of the students passed the team presentation component, but failed one or both of the individual assignments. Finally, 10% (14 out of 135) of the students selected to participate in this year's Sophomore Assessment Panels completely failed Assessment.

The fourteen students who failed the Assessment requirement did not participate in the process. These students were either “fired” by their teams or did not participate in the Assessment requirement.

Figure 4 is a graphic representation of the average score, by competency, earned by students in the teams in both the 2004 and 2005 Sophomore Assessment Panels. Assessors evaluated student mastery of each competency using a 5-point numerical scale. Beginning with the Sophomore 2005 Panels, the grading system was modified to include half-points. The assessors indicated in a survey distributed in summer 2004 that 0.5 intervals would assist in more accurately scoring the student teams. Again, a score of “1” represents no mastery of the competency and a “5” represents complete mastery of the competency. In both years, the assessors’ scores suggest students achieved the greatest level of mastery in teamwork and the lowest level in critical thinking.

**Figure 4**

**Sophomore Assessment  
Assessors' Evaluation  
Results by Competency  
2004 and 2005**



## Change Management

The assessors received the following criteria to evaluate the students’ command of this competency:

1. Change within an organization and the business environment – Law Case Question 4: How effective were the students in identifying the potential changes to the role of the Food and

- Drug Administration? How well were the students able to articulate potential changes in the pharmaceutical industry as a result of the Merck suits?
2. Creatively solving business problems generated by change – Case Questions 1: Did students discuss how government regulation of the pharmaceutical industry would impact consumers? Did students recognize the need for change within the pharmaceutical industry to make prescription drugs more affordable? Did students discuss how the elimination of patent protection might discourage research and development?
  3. How well did the students respond to change within their team? Did the students manage changes such as a “missing” team member effectively?

### **Mean Score – Change Management**

The mean score for change management for the students who participate in the Sophomore Assessment Panels was 3.70. The following is a sample of the assessors’ comments regarding the students’ command of this competency. As you will see, there was a wide range of scores and comments on the students’ command and understanding of change management.

#### **Team 23      Assessor 2      5.00**

The team did an excellent job of addressing change and provided several solutions to the business problems identified. The team identified issues/solutions impacting the FDA, the pharmaceutical industry, the consumers and R&D within the industry. The team clearly did much research in addressing this question and answered it quite thoroughly. Lastly, the team utilized most recent current events (as of yesterday) regarding the FDA rulings surrounding the COX2 market and addressed the potential impact of these recommendations. I was happy to see that this information was mentioned – another example of monitoring change within their own project.

#### **Team 8      Assessor 1      4.00**

The group did a very good job in showing change management. They demonstrated the role of the FDA in chastising Merck for minimizing the cardiovascular safety profile of Vioxx. The group also gave details on what they thought the changes at the FDA would be due to this case such as the creation of the Drug Safety Board. The group showed they could handle change well when they had a last minute room change for the presentation. The group pointed out that patent protection encourages R&D for other drugs and allows for a new product pipeline. The students did not discuss how government regulation of the pharmaceutical industry would impact consumers.

#### **Team 7      Assessor 1      3.50**

The students raised good issues in their presentation. All argued that changes were needed in the pharmaceutical industry as well as government regulations of the industry. However, the changes they suggested were not viable and not thought out. The most promising suggestions were made on the basis of patent lengths – but that alone could not be the sole basis of change for the industry or the regulators. They needed to explore the merits of other strategies (possibly along with patent lengths). Also, a suggestion was made to eliminate the industry’s participation or connection to the regulators, i.e., to end self-

regulation. It would have been helpful in that regard, if the students, in addition to outlining the history of pharmaceutical regulation, also presented the operation of the FDA, e.g., commissioners, departments, etc. and explained how the FDA's policies are made and how the FDA is affected by President, Congress, Courts, lobbyist and public opinion.

**Team 19      Assessor 2      2.50**

The students were capable of identifying specific facts which they read or extrapolated from articles. However, they were unable to identify the necessary depth of the change or issues relevant to the case. The material was very segmented and did not have unified story or tone. Instead, each member basically stated specific facts on the topic he was presenting on and the entirety of the case.

**Team 24      Assessor 1      2.50**

Team 24 was forced to manage personnel changes as 2 of the 5 members were not participating....and eventually dropped out, thus causing reallocation of tasks. Regarding content of their presentation, they did not utilize the reference material as thoroughly as they could have to support their opinions. The role of the FDA was defined by historical events, but what their future efforts should involve was not proposed....and would have added insight to their presentation. The group did not seem to have an appreciation for the high cost of drugs and who bears the burden of these costs (seniors)....and that would have influenced them more. More in-depth research would have highlighted this. The group missed any discussion as to what the "industry" must change as a result of Merck event.

## Communication

The assessors used the following criteria for evaluating the students' command of this competency:

Observation of the Presentation:

Overall, the group presentation should reflect confidence in expressing and presenting data, facts, opinions and conclusions, both in writing and verbally. The assessor should consider the quality of the written materials presented by the team (grammar, clarity, logic, focus, layout, etc.) as well as the quality of the oral presentations delivered by the students (enthusiasm, keeping the audience interested, timeline, etc.).

### Mean Score – Communication

The mean score for this competency for the Sophomore Assessment Panels was 3.8. The following is a sample of the assessors' comments regarding the students' command of this competency:

**Team 3      Assessor 1      5.00**

The presentation was very well-prepared and organized. The group effectively identified the key points essential to the presentation. Overall, they were above average with regard to

presentation skills. However, I do think that the conclusion was a bit weak and they did not comprehensively bring together the presentation. Three to four of the members were very responsive when asked questions. It is important that all group members respond to additional ad-hoc questions.

**Team 17      Assessor 1      4.75**

I was very impressed with the students using the visuals only as a guide and explaining in detail all of the major points – using examples outside the regular information.

All did an excellent job. (Student #1) was outstanding. I can't believe they were sophomores and not seniors.

**Team 20      Assessor 3      3.50**

The team members all held up their assignments and were willing to help out a colleague with questions and/or additional information. The transition from one team member to the next was acceptable. The presentation at times seemed choppy. This may have been caused by the team following the question format rather than developing one of their own. Team members mentioned that they met, divided the work, went off and did their assignment and then met often to put the presentation together. They seemed like a good team. They did not elect a leader. However, in my view (Student # 1) emerged as the leader during the presentation. She was articulate, well prepared and confident. The students had some problems in responding to questions but eventually got there.

**Team 23      Assessor 1      2.50**

On balance, materials presented did not clearly address many of the case questions with the appropriate level of detail. At times, ideas presented lacked clarity and focus or appeared misplaced or inapplicable. Marginal interaction and transition between team members, presentation was not smooth, was rather choppy and disjointed. Overall, team lacked effective communication skills; several (at least 3 of 5 team members) lacked effective communication skills, poor articulation, soft spoken, little eye contact and team members essentially “read” from note cards. The team demonstrated only a moderate ability to think on feet and answer follow-up questions. Team's lack of effective preparation became even more evident.

**Team 19      Assessor 2      2.00**

Communication for the group overall was lacking. There were no transitions from presenter to presenter. The flow of the presentation seemed reversed. They spoke on the legal side first without giving much of a synopsis of the economic foundation. I believe that the students did not handle the follow up questions too well. Again, they all needed to have more detailed grasp of the case. No financial information or competitive analysis was conducted.

## Critical Thinking

The assessors used the following criteria for evaluating the students' command of this competency:

Critical thinking underlies the entire analysis of the case by the students and each of the case questions includes a component of this dimension. Assessors should use the provided answers to the case questions to determine the following:

### *Economics Case*

1. Case Question 1: Did the students provide a strong argument about whether Merck appropriately warned of the potential dangers associated with Vioxx? Did they give examples to support their argument? Were the examples appropriate?
2. Case Question 2: Did the students acknowledge and understand that patents can be seen as both encouraging and discouraging research and development? Did the students have an overall understanding about the impacts that patents have on the economy?
3. Case Question 3: Did the students identify viable alternatives for patent protection? Were the students able to articulate how the alternatives would impact the pharmaceutical industry?

### *Law Case*

4. Case Question 1: Were the students able to articulate the duties that a manufacturer of a prescription drug has to consumers? Did students recognize the fact that there has been a change in how pharmaceutical companies need to warn patients about potential risks?
5. Case Question 4: Did students recognize the notion that pharmaceutical companies may change the way they do business as a result of the recent scandals with Vioxx and Celebrex?
6. Case Question 5: Did the students identify the tension between the pressure from investors to have a big-name drug and generate significant profits and the legal and ethical responsibility to keep dangerous products off the market?

\*\* Were the students able to merge the economics and law questions to present a unified presentation?

### **Mean Score – Critical Thinking**

The mean score of this competency for the Sophomore Assessment Panels was 3.61. As in the previous year, this was the lowest mean score for the Sophomore Panels. The following is a sample of the assessors' comments regarding the students' command of this competency.

### **Team 15      Assessor 1      5.00**

The team did an excellent job in terms of presenting all the pertinent issues, as well as in providing viable solutions for both the economics and law questions of the case. For example, the team did an excellent job in terms of citing regulations of the past such as the Food and Drug Act of 1906 and the Kefauver-Harris Amendment of 1962 as a way to better understand how we've arrived at today's food and drug regulations. The team also addressed the pros and cons to patent protection, as well as, the issues facing pharmaceutical

companies between generating revenue and income and their legal and ethical responsibilities.

**Team 26      Assessor 2      4.00**

The students presented all pertinent issues as to whether or not there should be more regulation in the pharmaceutical industry. They correctly identified the issue of a pharmaceutical company's goal to profit from the introduction of a new drug (i.e. Vioxx) versus their legal and ethical responsibility. The students also provided a good overview of patents and how they motivate pharmaceutical companies to innovate new products. As mentioned by the team, the pharmaceutical companies don't necessarily always focus their efforts on developing life enhancing drugs, but rather slight modifications to existing patented drugs in order to receive approval for another patent (money vs. moral and ethical obligations).

**Team 9      Assessor 1      3.00**

Team provided strong arguments that Merck did not properly warn consumers about the heart attack dangers. They discussed the alternative options of Government patent buyout and government research only. Team took a stance on the latter option but did not balance the option with the potential impact on innovative research. Team clearly identified the duties that the manufacturers has in notifying the risks of side effects to consumers and that more should be done. Team did not address what companies may do as a result of the *Vioxx* case including the most current FDA hearing. Clear presentation given on the tension of short-term stock pressures. Not considered were the long-term implications to Merck and as a result to investors. Economic and Law questions were melded together into an effective cohesive presentation. In general, the team took the view that Government should do research and that Merck was wrong in putting *Vioxx* on the market. The alternative views were not considered or explained as being inadequate.

**Team 19      Assessor 1      2.00**

This left the most to be desired. I don't think the students really did anything beyond the bare minimum. They left critical components about the FDA out of the presentation and they also didn't penetrate enough behind the issues at hand. Some of the members simply stated issues and offered no analysis. I'm disappointed that this team didn't have a mastery of the material.

## **Teamwork**

The assessors used the following criteria for evaluating the students' command of this competency:

Assessors should use their own observations as well as follow-up questions to determine the following:

1. Did the group select a leader?
2. Was there a clear division of labor?
3. Were individual tasks clearly defined?

4. Did the team function as a cohesive unit in performing the task?
5. Was everyone in the team given an adequate opportunity to participate and contribute?
6. Were the team dynamics positive?
7. Did the team members appear motivated?
8. Identify and rate the interrelationships within the student group and look for evidence of consensus and effective conflict management.
9. How did they handle individual differences in work styles and opinions among the team members?

### Mean Score – Teamwork

The mean score on teamwork for the Sophomore Assessment Panels was 4.23. As with the Senior Assessment Panels, the student teams scored higher on this competency than the other competencies. The following is a sample of the assessors' comments regarding the students' command of this competency. This mean score for this competency was the highest of all the competencies.

members?

#### **Team 23      Assessor 2      5.00**

The team provided several arguments for the economic case questions with several ideas to support their arguments. The team addressed the dangers associated with Vioxx and the understanding of the pros and cons of patents, as well as alternatives to patent protection. The team effectively addressed each of the law case questions and provided adequate support for each of their points. The team adequately identified the relevant issues, analyzed their relationships to each other and identified solutions. The team demonstrated their understanding of how the issues relate to the big picture.

#### **Team 18      Assessor 1      4.00**

The students did a good job of discussing the pressure from investors to continue selling the blockbuster drug, Vioxx, as it was so profitable. They also understood and explained very well how Merck did not live up to their ethical responsibility to the consumers. They discussed how Merck did not properly notify doctors of the risks associated with Vioxx. They also discussed the effect of advertising on customers. They explained how the direct-to-consumer advertising impacted patient decisions. It was interesting to see that the students realized that consumers came to doctors and specifically requested drugs, by name. They also responded well to questions posed by the assessors with regard to their thoughts, individually.

#### **Team 16      Assessor 2      3.50**

The students provided a very strong argument that Merck did not provide appropriate warnings. They gave appropriate examples. They had a solid understanding of the impact of patents on the economy and their relationship to research and development (with and without them, should they be eliminated). They identified different alternatives to patent protection. They did not thoroughly articulate the impact these alternatives might possibly have on the industry. They articulated the responsibilities a manufacturer has to consumers and they recognized the change of responsibility the industry has relative to consumers. They did not cover well how the industry will be run differently as a result of the recent cases.

They delved into the pressure from investors and the need to make a profit and took a position on that being a valid reason for Merck's non-actions.

**Team 19      Assessor 1      2.00**

This left the most to be desired. I don't think the students really did anything beyond the bare minimum. They left critical components about the FDA out of the presentation and they also didn't penetrate enough behind the issues at hand. Some of the members simply stated issues and offered no analysis. I'm disappointed that this team didn't have a mastery of the material.

## Technology

The assessors used the following criteria for evaluating the students' command of this competency:

Observation of the Presentation:

Assessors should look for evidence of information literacy and management, including preparedness for the technological aspects of the oral presentation, ability to use the presentation software, the quality of the visuals including any special features used to enhance the audience's interest and attentiveness, and the congruency between the visuals and other written materials distributed and submitted by the students.

### Mean Score – Technology

The mean score of this competency for the Sophomore Assessment Panels was 3.90. The following is a sample of the assessors' comments regarding the students' command of this competency.

**Team 11      Assessor 2      5.00**

Lots of data were obtained from outside sources and converted into good slides. In addition, slides incorporated background changes, sidebars, and colors to enhance interest. Graphs were clear and colorful and included outside research data. No distracting music or gimmicks. There was a lot to cover in this case and it was summarized well in slides and a handout.

**Team 15      Assessor 1      4.50**

The students did an excellent job utilizing *PowerPoint* to enhance their presentation. They also provided a sample the warning label from Vioxx evidencing any lack of warnings pertaining to cardiovascular health. All the slides were formatted in a similar manner which helped to convey the appearance of one cohesive unit as the team members transition from one member to the next.

**Team 25      Assessor 2      3.00**

The use of *PowerPoint* helped in presenting the material because of the sheer volume of information that needed to be quantified and captured. However, during the presentation

when speaking to alternatives to the patent system; this group presented three alternatives and highlighted the pros' and cons' for each alternative. On their next slide they displayed the best alternative as Number 2, but didn't highlight what that alternative was! Generally, the use of technology was "fair."

**Team 5      Assessor 1      2.50**

There were no charts, graphs, or similar tables to support the presentation. The slides were filled with words. It would have been beneficial to use more color, bolder letters, and some illustrations. They also needed to proofread a few of them. Few quoted items included their speaker. They did not cite their sources in a few instances. The members relied upon the slides for their material. I believe more visually stimulating slides would have distracted the audience enough so the "reading" would have been less evident.

## SECTION 5: RESULTS OF STUDENTS' CRITIQUES

After participating in the Assessment Panels, students are asked to complete an evaluation of the assessment process. This questionnaire queries students on variety of topics including: how they worked with their team members, how they felt about their performance, how they felt about their team members' performance and whether they perceive the Assessment Panels to be a valuable experience. Based on the results of this survey, I can conclude that the students perceived that the Assessment Panel was a worthwhile experience for them and that the questions posed to them were fair.

Below is a snapshot of the students' responses to the questions posed. A score of "1" represents "strongly disagree" and a score of "5" represents "strongly agree."

All members of our team contributed equally to preparing for assessment.	4.11
A MAJORITY of our team contributed equally to preparing for assessment.	4.55
There was ample time to prepare for assessment	4.33
There was a high degree of trust on our team.	4.47
Our teammates were usually interested in what others were saying as we prepared for our presentation.	4.59
Our team managed its time well.	4.50
In considering how our presentations went, I felt our team met its goal.	4.39
I felt at ease in making my presentation to assessors.	4.60
I felt at ease in responding to the questions posed by assessors.	4.39
I am satisfied with my performance at assessment.	4.50
The Assessment Panel is a valuable educational experience for students.	4.28
The preparatory workshop that I attended in January helped me prepare for the assessment.	4.28
The assessment materials posted online helped me prepare for the assessment.	3.91

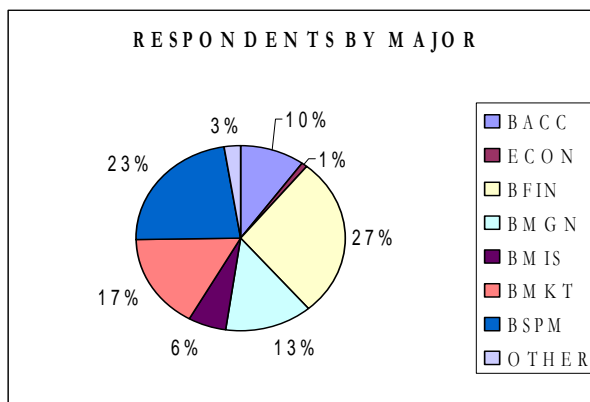
The students' responses to the evaluation questions reveal several important points. Overall, students feel that the Assessment Panel is a valuable educational experience reflected with an average response of 4.28 out of 5.0 (strongly agree). In addition, students are generally satisfied with their performance at the Assessment Panels reflected by an average response of 4.5 out of 5.0 (strongly agree).

One of the most pervasive problems I have seen in the past year has been the lack of motivation among the seniors participating in assessment. Anecdotally, seniors are not as motivated to do well during the Assessment Panels and merely see this as “just another graduation requirement.” Sophomores, on the other hand, are eager to demonstrate their skills and achieve higher scores on the team presentation.

## SECTION 6: SUMMARY OF SENIOR SATISFACTION SURVEY

Each year, the School administers a satisfaction survey to all of the “rising” seniors. The survey is used to determine students’ satisfaction with the development of the respective competencies and other aspects of academic life both within the Stillman School, and more broadly, at the University. This year’s response rate was slightly lower than in the past. Of the 274 students who were surveyed, approximately fifty-six percent (n=153) responded. The specific results of this year’s survey were presented at the Annual Teaching Workshop in January by Ms. Janet Easterling. This report includes highlights from the results.

	N	%
Gender		
Male	81	53
Female	72	47
<b>Total</b>	<b>153</b>	<b>56%</b>
No response	121	44%



### Snapshot of Responses regarding competencies

Students were asked to indicate the degree to which the Stillman School improved their competencies. A response of a “1” represents “Not at all” and a score of a “5” represents “Extremely.” The survey provided significant information regarding students’ satisfaction with the development of the five competencies. Overall, students are satisfied with the degree to which the Stillman School has contributed to the development of the five competencies

Survey question	2004 average response	2003 average response
To what degree does the Stillman School improve your ability to work on teams?	3.6	3.4
To what degree does the Stillman School improve your ability to make oral presentations?	3.8	3.6
To what degree does the Stillman School improve your ability to lead teams?	3.5	3.3
To what degree does the Stillman School improve your ability to use technology to make you more productive?	4.0	4.1
To what degree does the Stillman School improve your ability to be analytical in solving problems?	3.4	3.3
To what degree does the Stillman School improve your ability to think in abstract terms?	3.1	3.0

Some of the most significant information gleaned from the Senior Summer Survey helps to identify the predictors of academic satisfaction. This year's survey results reflect that the following are the greatest predictors of academic satisfaction:

1. Extent to which the School is preparing students for professional career
2. Advisor help in selecting courses
3. Academic challenge from fellow students
4. Quality of teaching

Two of the main predictors of students' satisfaction with their academic experience at the Stillman School relate to their satisfaction with academic and career advising. In response to the results of the 2003 and 2004 Senior Satisfaction Survey and concerns raised by members of the Dean's Advisory Committee, the advising procedures for undergraduate students are being modified for the 2005-2006 academic year. Several changes are being made to improve procedures and quality of the advising Stillman students receive. Among other things, these changes include the implementation of an "*Easy Pass*" system for juniors and seniors and the development of "Career Week" which will include career workshops for students in each concentration.

## SECTION 7: RESULTS OF COMPETENCY VOCABULARY TESTS

The second measure of students' mastery of the five competencies is the pre and post-assessment Vocabulary Test. The complete list of the key terms and the definitions for change management, communications, teamwork and technology are included in the *Competency Assessment for Undergraduate Business Students* manual (March 2001; Revised March 2002; July 2004; July 2005).

Currently, the vocabulary test consists of 25 terms selected from the *Competency Assessment for Undergraduate Business Students* manual. Students are asked to provide the definition of each term. The number of terms for each competency ranges from 5 to 9. Each correct answer receives one point, a partially correct answer receives a half a point, and an incorrect or blank answer receives no points. The highest total score a student can receive is 25 points.

The assessment includes pre and post-measures. The pre-measure consists of the average scores for each competency of the freshman class. The pre-test is administered during Freshman Orientation. The post-test measure consists of the average scores for each competency for the senior class. Currently, the post-test is administered each fall in BINT 5001.

### Performance Comparison: Fall 2004 Entering Class (Freshmen) and Spring 2005 Graduating Class (Seniors)

	Pre-Test (n=242) Mean Scores	Post-Test (n=189) Mean Scores
Change Management	1.0	1.7
Communications	1.1	1.8
Teamwork	1.2	2.1
Technology	2.4	3.1

As you can see, the seniors had the highest mean score in technology and lowest mean score in change management. The same trend holds true for the freshman class. Based on the results, it appears the students are learning some of the terminology associated with the Stillman competencies, however, the scores for the seniors are surprisingly low. One reason for this may be that the seniors do not take the test seriously since it is not graded or factored into their performance on Assessment.

## SECTION 8: MODIFICATIONS FOR 2005-2006

In an effort to continually improve the assessment process, several changes will be implemented during the 2005-2006 academic year.

### Competency Vocabulary Tests.

As suggested in the *2005 UEPC Assessment Review*, several changes have been made to the pre and post-assessment vocabulary tests. The exam was modified so that the terms are no longer isolated by competency. In addition, writing vocabulary terms have been added to the Competency Handbook. The terms will be included on the vocabulary tests beginning with the Class of 2009.

### Updating Assessment Web page to include rubrics.

The Assessment Web site will be updated to include the rubrics for the two individual assignments that students are required to complete. The rubrics will also be discussed at the preparatory workshops to make students fully aware of expectations.

### Increase the use of Blackboard.

During the 2004-2005 Assessment Panels, students utilized Blackboard to stay informed about important dates, instructions and tips for the team presentation. The use of Blackboard will be continued and expanded to keep the lines of communication open with the students participating in the panels.

### Use example of past team presentation during workshops.

During the Sophomore 2005 Panels, two teams which were identified as extremely well-prepared during practice presentations were videotaped during the Assessment Panels. Small segments of these high-quality presentations will be shown during the preparatory workshops for students participating in 2005-2006 Assessment Panels and will be digitized for the Assessment Web site.

### Improvement of Assessment Web site.

Many colleges and universities that are known for their assessment practices have an extensive Web site which is used as a resource for other schools. During the 2005-2006 academic year, the current Assessment Web site will be updated to include additional resource information for students and visitors.

### Assessors.

Seven new assessors were recruited during the past year. As suggested by the Faculty, the School will continue to recruit additional business practitioners to serve as assessors.

## SECTION 9: RECOMMENDATIONS

This section presents recommendations on improving the assessment process and our students' mastery of the five competencies.

### Increase time for financial analysis assignment for seniors:

Many of the seniors who failed the financial analysis assignment reported that they did not have enough time to complete the assignment. In addition, many assessors mentioned this after the Assessment Panels. The UEPC Assessment Report included the recommendation to increase the time allocated for this assignment.

### Make Assessment a 1-credit course:

This year, there were three seniors and fourteen sophomores who were called to participate in the Assessment Panels who were reported by their teams as non-participants or "no shows." This continues to be a pervasive problem, especially for the Sophomore Assessment Panels. Currently, if a student is chosen randomly to participate as a sophomore and does not participate as a sophomore, he or she is placed on a team again during his or her senior year. There is no penalty on a student's audit sheet or transcript. I am currently working with the Registrar to put in place a notation on a student's audit sheet if he falls into this category. If this is not possible, at minimum, I plan to delay putting these students on a team in the fall of senior year. I plan to put these students on a team in February of senior year during the Sophomore Assessment Panels. If a senior fails in February, he or she must return after graduating and be placed on a team in November.

I propose, as the previous Director of Assessment did, to create a 1-credit course for Assessment, which would be graded on a Pass/Fail basis. This approach would re-emphasize to students the importance of the requirement and would allow for the implementation of an academic consequence to students who choose not to participate.

### Implement a minimum score requirement for the Post-Assessment Vocabulary Test:

As it stands now, the results from the vocabulary tests are used for statistical purposes. The results help to inform the Faculty on our students' knowledge at the start and completion of their program. One of the problems that has been identified over the years, is the lack of importance students, especially Seniors, place on the test. If greater emphasis was placed on the test, seniors would take the requirement more seriously and the School would get a better picture of students' mastery of the competency terms.

In order to achieve this, I recommend implementing a minimum score requirement for the vocabulary tests for seniors and administering the vocabulary tests during the assessment panels. Students who do not achieve the minimum score would be required to repeat the test.