



STILLMAN SCHOOL
OF BUSINESS

SETON HALL UNIVERSITY

Stillman School of Business

**UNDERGRADUATE ASSESSMENT
ACADEMIC YEAR 2005/2006**

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.

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SECTION 1: INTRODUCTION

This document provides a summary and discussion of the results of the Stillman School's Senior and Sophomore Assessment Panels for the 2005-2006 academic year.

Section 2 provides a list of the assessors who participated in this year's panels and their affiliations. Section 3 provides a summary of the modifications made to the assessment process during the 2005-2006 academic year. Sections 4 and 5 provide a summary of the results from the Senior and Sophomore Assessment Panels. Section 6 provides a brief synopsis of the results of the Senior Satisfaction Survey, which was administered in July 2005. Section 7 describes several modifications that will be implemented during the 2006-2007 academic year. Finally, Section 8 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, especially Dr. David Rosenthal and Professor Patrice Thoms-Capello for coordinating the grading for the individual assignments. 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. A special thank you to the faculty members who contributed to the development of the team case questions including Drs. Tony Loviscek, John Dall and Joyce Strawser. 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 continue with 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 Steve Lalor for his contribution to the Council for Higher Education Administration award application.

SECTION 2: ASSESSORS & AFFILIATIONS
AY 05/06

Mr.	Peter	Aprahamian	Manager – Pharmaceutical Industry
Mr.	James	Baccaro	Adjunct Faculty – County College of Morris – Retired from Xerox
Mr.	James	Bressi	Retired from Lucent Technologies – Management
Ms.	Amy	Brown	Senior Claims Officer, Chubb & Son
Ms.	Stephanie	Burk	Office Manager
Mr.	Peter	DeNigris	Retired
Ms.	Elaine	Dwyre	Career Development Specialist – Survivor’s Resources Inc.
Mr.	Tom	Ettz	Managing Broker/Real Estate
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.	Winston	Jackson	Vice Principal – Elementary School
Mr.	Brian	Joho	AVP – Conversion Account Manager – Pershing LLC, Financial Services
Ms.	Shannon	Keim	Attorney, Wolf & Samson PC
Mr.	James	Keim	Tax Manager, Ernst & Young, LLP
Mr.	William	Kenney	Retired Engineering Manager/Consultant
Mr.	Adrian	Kole	Consultant – AGK Associates - President
Mr.	Steve	Lalor	Partner, Ernst & Young, LLP
Mr.	Alfred	Lies	Retired
Mr.	Robert	Lowe	Mortgage Industry
Mr.	John	Lukanski	Attorney, Wolf & Samson PC
Mr.	James	Malespina	Retired
Mr.	John	Mancuso	Project Director, Healthcare
Mr.	Jules	Marckmann	Consultant
Mr.	Homer	Mosley	EEO Mgm’t 4 Consultant/Telecommunications
Ms.	Donna	Mugavero	Vice President – VIA Data & Marketing Services
Mr.	Verick	Northrup	Manager – Prudential Financial
Mr.	John	O’Connor	Retired
Mr.	Craig	Parles	Attorney
Mr.	Eric	Rush	Insurance Underwriter
Mr.	Nicholas	Russo	Senior Manager, Formosa Plastic Corporation
Ms.	Harpreet	Sandhu	Project Manager – Pharmaceutical Research
Mr.	Leonard	Saul	Retired – President of Child’s Wear Manufacturing Company
Mr.	Angelo	Stio	Attorney
Mr.	Ray	Tabib	Full-time MBA Student at Columbia

SECTION 3: MODIFICATIONS DURING THE 2005-2006 ACADEMIC YEAR

Several changes were implemented during the 2005-2006 academic year to improve the assessment process for students and the feedback loop for Stillman faculty.

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 were added to the Competency Handbook. These terms were included on the vocabulary tests beginning with the Class of 2009.

Grading of Individual Assignments (Writing and Financial Analysis)

As suggested by the Stillman Faculty, I arranged for members of the English department to grade the students' individual writing assignments. This project was led by Patrice Thoms-Cappello, who coordinated members of the English department to grade the Senior and Sophomore writing assignments. This change not only allowed for immediate feedback to those who teach this portion of the curriculum, but also provided additional input on the assignment and rubric currently being used.

Members of the Computing & Decision Sciences, Accounting and Finance Departments continued grading the financial analysis/*Excel* assignments. A mid-year meeting with these individuals confirmed the usefulness of grading these assignments in providing important feedback to improve and enhance teaching effectiveness in these areas. The faculty members agreed that the current assignment continues to be a useful tool in measuring the technology and financial analysis skills the School is interested in measuring. The area that appears to be lacking in the students' assignments is the interpretation of the ratio results. The faculty graders agreed that this type of interpretation would be focused on more in course assignments and tests. In addition, the faculty graders suggested that the timeframe to complete the *Excel*/financial analysis assignment be extended to forty-five minutes and also discussed the possibility that students be given an unlimited amount of time to complete the assignment. The faculty graders discussed the possibility of creating a standard for all *Excel* assignments submitted in Stillman courses.

Practice Presentations

Based on the feedback from students in the 2004-2005 Assessment Panels, I continued to offer the option of scheduling practice presentations before the Assessment Panels. This process was set up with several purposes. Practice presentations keep students engaged in the process and in communication with me. In addition, it encourages students not to wait until the last minute to complete their team presentations. This year, nineteen senior teams and six sophomore teams participated in practice presentations and received general feedback on their team presentation.

Assessors.

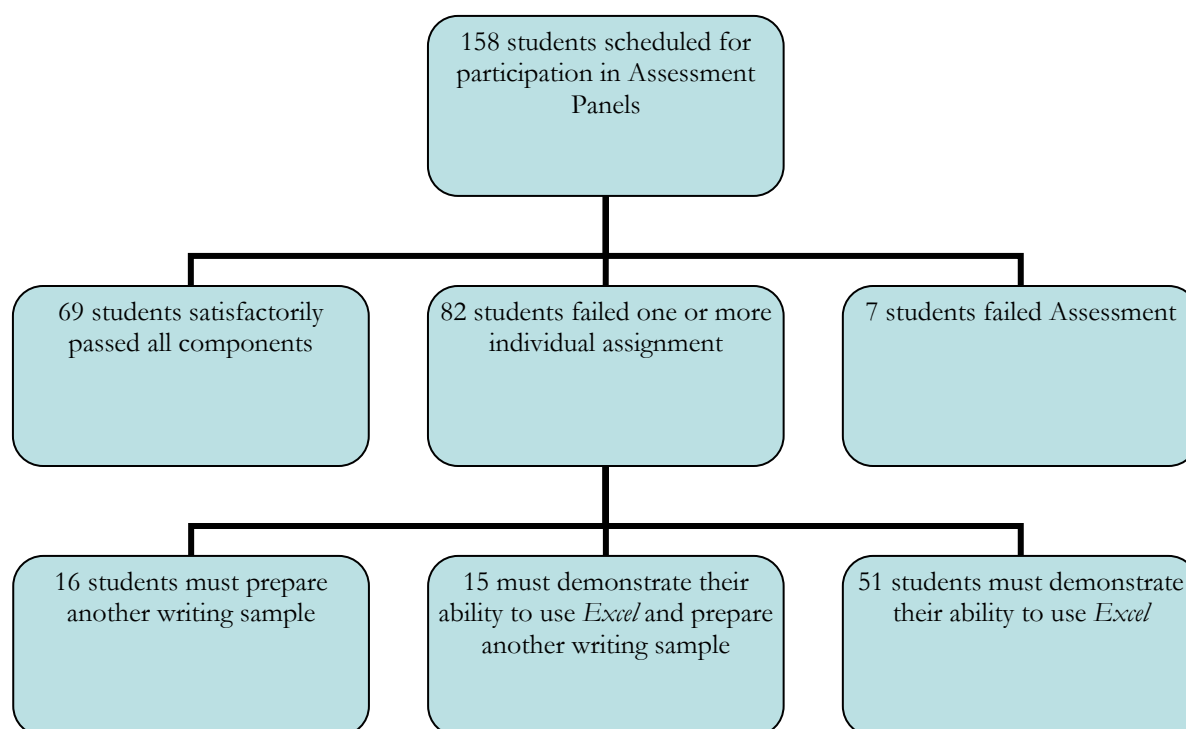
Seven new assessors were recruited during the past year. As suggested by the Faculty, the School will continue to recruit additional business practitioners to serve as assessors.

SECTION 4: OVERALL SUMMARY OF RESULTS SENIOR ASSESSMENT PANELS

This section summarizes the outcomes achieved by the seniors who were selected to participate in the November 2005 Senior Assessment Panels.

In August 2005, 158 students were assigned to participate in the November 2005 Assessment Panels. The students were assigned to twenty-six teams of four or five other students. The specific outcomes for these students are depicted below in Figure 1.

Figure 1



Assessment Results

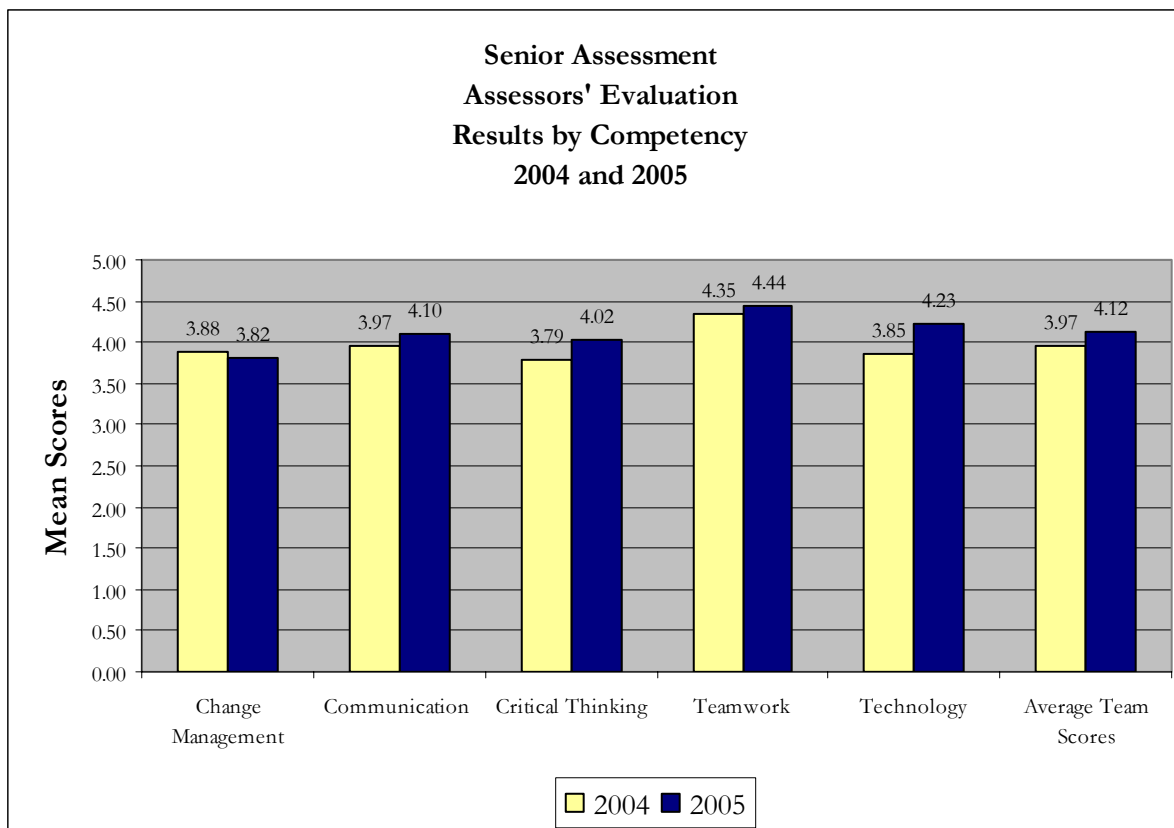
In order to complete the Assessment requirement, a student must pass: (1) the team case analysis and presentation, (2) an individual writing assignment, and (3) an individual spreadsheet assignment. As shown above, there are three distinct outcomes possible for each student: 1) pass all components of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

As the figure above indicates, 44% (69 out of 158) of the students scheduled to participate passed all components of Assessment. This percentage was slightly higher than last year's figure of 39%. Next, 52% (82 out of 158) of the students scheduled to participate in this year's Senior Assessment Panels passed the team presentation, but failed one or more 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, 4% (7 out of 158) of the students scheduled to participate in this year's Senior Assessment Panels completely failed Assessment. All of the seven students who failed were "no shows" or were fired by their teams. These students were contacted on several occasions by e-mail and certified letter about the importance of Assessment. In addition, if a team went through the process of firing a student from the group, the students were required to first meet with me to discuss the procedure and consequences of such an action. Student teams were required to make several attempts to reach out to the student and document those attempts before firing the individual.

Figure 2 below is a graphical representation of the average score, by competency, earned by students in both the 2004 and 2005 Senior Assessment Panels. Assessors evaluate student mastery of each competency using a 5-point numerical scale, with a score of a "1" indicating no mastery of the competency and a score of a "5" indicating complete mastery of a competency. In the 2005 panels, 0.5 intervals were added to the assessors' scoring sheets to more accurately reflect the teams' performance.

Figure 2



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 *Saving Disney* case does not specifically focus on the issue of change management; however, given the recent changes within the company and its governance procedures, the issue of change management becomes central to the understanding of the current state of Disney.

1. Change within an organization and the business environment – Case Question 1: How effective were the students in identifying the significant changes implemented by Disney in response to the criticism about its corporate governance? Case Questions 4 & 5: Did the students identify economic downturn and the September 11th terrorist attacks as factors in the revenue decline of Disney in 2001?
2. Creatively solving business problems generated by change – Case Question 4: (a) Did the students discuss the need for Disney's board to take a more active role in the governance of the company after the Comcast bid? Case Question 5: (a) To what extent did the students discuss the broader issue of the company's future given its recent financial difficulties?

Mean Score – Change Management

The mean score on this competency was 3.82. This was slightly lower than the mean score (3.90) for the 2004 Senior Panels. Unlike prior years in which the mean score for critical thinking had been lower than the other competencies, in this year's results, the mean score for change management was the lowest average competency score.

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.

Assessor 1 4.50

I thought they did a great job in this aspect. Not only did they discuss the impact of terrorism and 9/11 on Disney (theme parks), but they also brought in the impact of oil/gas prices after the recent hurricanes, etc. They pointed out that gas and oil are a bit lower; hopefully this translates into more consumer dollars being spent on recreation. They also briefly discussed how the upcoming change in the Federal Reserve could impact the economy as a whole and Disney in particular. They were able to discuss the Comcast bid and its implications for Disney's board. I liked that they didn't just bash Eisner. They did present the things he did well and did point out that some of the positive things happening at Disney right now were conceived of during his tenure. One young man led an interesting discussion on the impact of the Disney theme park in Hong Kong, how it affected tourism in the region (another company had to make improvements and innovations to compete), how they responded to complaints, how they are spreading the Disney image to another part of the world. Overall, they did a very nice job.

Assessor 1 4.00

The students addressed changes made to the Board as a result of criticism of corporate governance. They had specific recommendations and potential solutions to problems discussed. The downturn caused by a global recession and 9/11 were discussed. They addressed the impact on the Disney financials. The students discussed the need for the Board to be independent so that they could make more decisions that protected the shareholders. They acknowledged that the pre-change Board was strictly in Eisner's pocket and his puppets. The financial analysis of Disney's past and future was excellent. Charts and graphs were presented with detailed reasons for what they saw and presented.

Assessor 1 3.50

Team 15 touched on the key points mentioned within the case material. I feel outside research was minimal which lead to somewhat superficial answers. Overall, the group was able to identify the economic effect 9/11 had on Disney, present the governance issues discussed in the case, address the Comcast offer, and address the future of Disney as a company and stock investment. This assessor would have liked more details and facts to lend credibility to the team's presentation. The Q&A period did allow the assessor to get a better feel for the group's competency as they had intelligent and thoughtful answers.

Assessor 2 3.00

The solutions presented by the team to the corporate governance issue were somewhat superficial. Not many specifics such as Director term limits, evaluation of directors etc. The economic downturns were explained, but the presenter indicated that revenues were not affected. This was not the case. The need for the Board to take more responsibility was clearly stated. The role of the Board in future directions regarding Comcast or other improvements in revenue growth were discussed.

Communications

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 4.10. Here, the mean for this competency was slightly higher than the previous year (3.98). By a student's senior year, he or she has likely completed the required Oral Communications class as well as the two required communication electives.

The following is a sample of the assessors' comments regarding this competency.

Assessor 2 5.00

The team used the individual members' strengths to their advantage. In addition to communicating via e-mail, the team met on many occasions to perfect their performance. In addition, the team took measures to ensure that if one member fell ill or wasn't able to present, the others would be able to present in his/her place. The extra time taken by the team to perfect their presentation was well worth the effort, as the final result was a through, concise and well thought out presentation.

Assessor 1 4.00

The team developed a process of mostly joint meetings to develop their presentation. Each member gravitated naturally to their assignment by way of study major or interest in the subject. They found multiple joint meetings to be the best. The team appeared to be able to solve differences of opinion on a consensus basis.

The quality of the presentation was excellent. It flowed smoothly and the team was well rehearsed in the tempo and style of presentation. The presentation held our interest at all times.

Assessor 2 3.50

Team 10 delivered an overall acceptable presentation. However, several members of the team delivered a flat, monotone section which contained good information but was hampered by poor delivery. These members should have read the resource material on the web...specifically Steve Adubato's article on "get rid of the cards" ... or they read directly from cards and that is unacceptable. Several team members referred to "excessive salaries," when they really were referring to "total compensation," which included stock options. Verbal skills for some team members need additional work so they can be more competitive in the upcoming job market. They admitted the early stage of the project was difficult to mesh each member's schedules but did overcome this as time went on. The team could have provided feedback to weaker member re: verbal skills improvement.

Assessor 2 3.50

I think the presentation was good. Layout, timeline and clarity was well managed. They did not all have the type of enthusiasm for the subject matter, several of them looked at their notes too much, thus losing eye contact with the audience and several members were talking on the side while their team member was presenting. Very distracting.

Assessor 1 2.50

The team appeared to get along well and divided up the work equally. The discussion corresponded to the written materials we were given and fortunately was reflected on the screen, as the written pamphlet was difficult to read, i.e. small printing on a black background. While the verbal presentation was understandable, this was the weakest part of the presentation.

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:** Were the students able to identify the major deficiencies with the composition of Disney's board of directors? Did the students suggest unique procedures for companies to ensure independence with directors?
2. **Case Question 2:** Did the students identify the problems in the procedure Disney's board followed in its evaluation of the Comcast bid? Were students able to identify what the bid signaled for the future of the company and its leadership (Eisner)?
3. **Case Question 3:** Did the students demonstrate an understanding of the advantages and disadvantages of issuing stock options as compensation? Were the students able to tie these advantages and disadvantages back to Disney's specific financial situation?
4. **Case Question 4:** Did the students provide an insightful interpretation of the trend analysis? Did the students identify causes for the trends in each segment?
5. **Case Question 5:** How much additional information did the students collect in order to better understand the "big picture" of the financial health of Disney? 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 Disney? 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 4.02. Unlike previous years, the mean score for critical thinking was not the lowest competency score. In fact, the average score for critical thinking increased significantly over last year's average score (3.79) and is the highest it has been since the School's Senior Assessment Panels began in 2001. This provides substantial evidence for the development of this competency in the School's curriculum. The development of the critical thinking competency has been an important focus of faculty discussion at the School's Annual Teaching Workshop. Faculty members have talked about ways to increase the academic rigor of their classes and how to continue to do so in meaningful ways to further develop this important competency.

In addition, in the past several years students have been taking part in competitive case competitions such as the Federal Reserve Challenge, New York Society of Security Analysts Competition and the Johnson & Johnson Case Competition that have given them the opportunity to shape this and other competencies during their experiences. Assessors and employers of our students have often commented that critical thinking is essential to succeeding in the business world and that it is one of the most important skills a student can develop in his or her college career.

The following is a sample of the assessors' comments regarding the students' command of this competency.

Assessor 1 5.00

The team did a great job in terms of addressing all the key points of the case and then drawing their own conclusions regarding the financial strength of the company. The trend analysis on the various segments of the company was excellent. The team also identified the major deficiencies with Disney's board of directors as well as the advantages and disadvantages of issuing stock options. It was evident by content of the information presented that the team did an excellent job not only in understanding the key issues but also by going above and beyond what was expected and learning more about the inner workings of Disney via outside readings and other informational sources.

The team also did an excellent job in terms of identifying the increasing cost of energy and gas as significant factors which will tend to decrease people's discretionary income. This, in turn, may negatively impact revenues from Disney's theme parks. However, the team also pointed out how a decrease in discretionary income may impact the studio entertainment favorably as people look for less expensive forms of entertainment (i.e. movies).

Assessor 2 4.00

The team did a very good job in pointing out the major deficiencies on the Disney board. Renee discussed how Eisner had surrounded himself with a bunch of "yes" men and women. She also made good points on how the board failed in meeting the fiduciary responsibility to the stockholders. Santino went over the good, the bad and the ugly of issuing stock options as compensation to top executives. He showed a very dramatic data slide comparing the average Americans' annual income to the nation's top CEOs, including Eisner. He had a good slide on the obscene compensation Eisner was getting. Anthony pointed out that the board had brought him in to turn the company around and no one had foreseen what could happen with his stock options. The group obtained additional financial data and presented it in a clear fashion i.e.: charts which clearly outlined the financial health of Disney. Adrian and John looked very comfortable in presenting it.

Assessor 1 3.00

Although the students were clearly prepared for their presentation, the students' insight into the case materials and "big picture" for Disney was somewhat limited. To the credit of the students, they clearly did outside research, which they presented in well-prepared graphs and charts. However, such research appeared to be somewhat restricted to internet pages which may not have clearly addressed some of the issues facing Disney or which may have been slanted in their view. It may have been beneficial to the team if they also consulted recent publications such as the *Forbes* Magazine article relating to Michael Eisner. These publications may have been able to help the students better understand how the Comcast bid affected Disney and how the Sarbanes-Oxley Act affected executive compensation. Additionally, although the students acknowledged that the recession following September 11, 2001, affected Disney, they were reluctant to believe that the most recent natural disasters and rising fuel costs will have any effect on Disney. Given all of the recent discussion regarding the impact of rising fuel costs (which will have an impact on every aspect of the economy due to increased production costs), the students could have given this more thought and consideration.

Assessor 2 2.50

Case Question 1: The major deficiencies were identified, but unique solutions such as director review, director term limits etc. were not offered.

Case Question 2: The Comcast bid discussion was presented in a superficial manner. The issue that the BOARD is responsible for shareholder value was not emphasized enough.

Case Question 3: This question was understood and answered in a satisfactory manner.

Case Question 4: An explanation of the potential growth in each market segment was presented. The potential was not tied into financial projections or impact such as increased revenues, EPS growth etc.

Case Question 5: The weakest part of the presentation. No significant additional financial material, graphs or illustrations were presented.

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 4.44. This too was slightly higher than the prior year's mean score of 4.37. Students have consistently scored the highest in this area and have opportunities to work in teams both inside and outside of the classroom.

The following is a sample of the assessors' comments regarding the students' command of this competency.

Assessor 2 5.00

The team dynamic appears to be strong. While the group did not select a leader, they instead had a team or group dynamic that allowed each of them to participate in all the decision-making for the group as well as give input to others. Additionally, as mentioned earlier, when it became necessary to fire a member of the team, Lissette stepped up to the task, and the others admitted that the experience showcased each of their different strengths.

They selected their areas for discussion based upon their expertise, personal experience, and courses of study. Their individual tasks were clearly defined, yet they were not all islands

existing without knowledge of each other or any overlap at all. Amanda, Scott, and Jonathan in particular seemed to overlap in their understanding of each others' presentations. Everyone was given an adequate opportunity to participate and contribute, and the dynamics were positive. I saw obvious motivation in the presentations of Amanda, Natalie, and Scott. Lissette and Jonathan were weaker and appeared to be going through the motions a bit. I think Lissette had that motivation but was afraid to deviate from her notes and express it. The one time she did give an example that wasn't in her notes I saw some motivation that I wished I saw more of throughout her presentation. The interrelationships within the group seemed strong. For example, when asked if they all supported the "Hold" recommendation, they all responded in kind with their reasons for supporting it. Consensus was apparent here; there was no evidence of conflict resolution.

Assessor 2 3.50

The team leader was selected by default (the one who sent the original email), nonetheless, work was divided among team members and assigned keeping each other's comfort level/expertise in mind. They functioned as a cohesive group, not sure however, if they challenged each other's decision/recommendation. They appeared enthusiastic and referred to each other's presentation. If they had challenged each other a bit more, they would have had a more dynamic presentation.

Assessor 1 3.00

Although the team adequately prepared for their presentation by dividing the task at hand into various sections, this division ended up not serving them very well due to the lack of a team member for the actual presentation. Additionally, the team appeared to be distracted, as at points they were talking amongst themselves during their colleague's presentation. This talking may have been due to the team's distraction due to a lack of a team member. Although each student clearly prepared for his/her presentation with the use of charts and graphs, the inter-team dynamics appeared to be strained. The students may have been able to benefit by working more closely as a team as opposed to individual members of a team. This may have been accomplished by additional meetings as a group. In closing, it is very difficult to evaluate the team's ability to work together, as they unexpectedly found themselves missing a member the day of the presentation. This was beyond the remaining members' control, and they should be commended for their performance under this stress.

Technology

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 for this competency for the Senior Assessment Panels was 4.23. The mean score for this competency was slightly higher than the 2004 mean score of 3.85. 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 this competency.

Assessor 1 5.00

It was evident by the overall quality of the material presented that the team used various outside resources to obtain their financial information including trend analysis. The team did an excellent job by benchmarking Disney's key financial figures and ratios to Time Warner as well as the industry standards.

The students showed their enthusiasm when presenting the material and made good use of slides, charts and handouts.

Assessor 2 4.00

There was a long list of outside references, all but one on internet. Data were incorporated into presentation as graphs and charts well. Lots of financial ratios included, but understanding was limited and consisted of one line verbal explanations which we were asked to accept. Only 1 original calculation was done. The rest of the data were simply collected and used to reach their conclusions. Could not explain PEG for me. Slides could have benefited from drop-in technique of key points in some cases, but were generally well organized and had a couple of eye-catching Disney graphics, which were well placed.

Assessor 2 3.00

Although they used 10-K and other company reports, the team failed to provide the resource during the presentation. The quality of the graphs was not that good and attention to detail as far as printed material was not paid to ensure audience's ability to read information from hard copy.

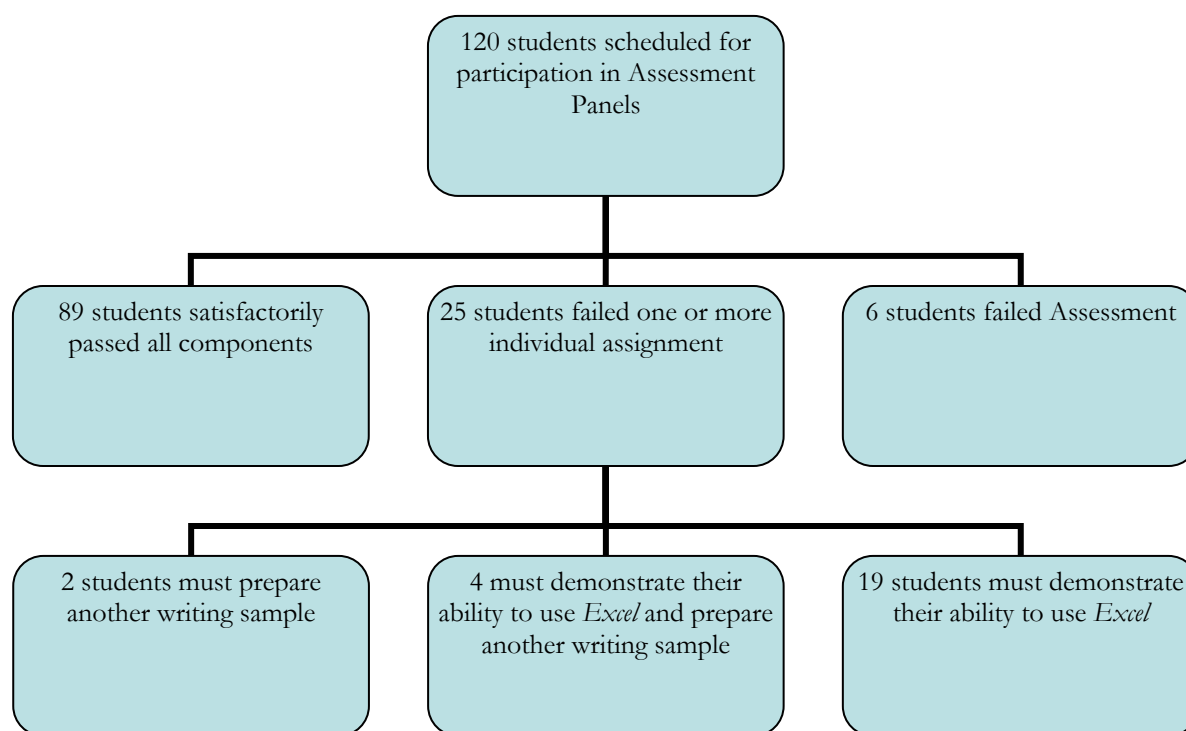
Assessor 2 2.50

The technical presentation was basic and could have used more creativity with the inclusion of more graphics. In some cases the slides were too crowded.

SECTION 5: OVERALL SUMMARY OF RESULTS SOPHOMORE ASSESSMENT PANELS

In October 2005, 125 students were randomly selected to participate in the February 2006 Sophomore Assessment Panels. These students were randomly assigned to twenty teams with four or five other students. After subsequently eliminating students who were not registered for classes in the Spring 2006 semester, who had left the Business School to study in other academic units or who were excused from participation in Assessment Panels for various reasons, 120 students were included in the roster for participation in the February panels. The specific outcomes for these students are depicted below in Figure 3.

Figure 3



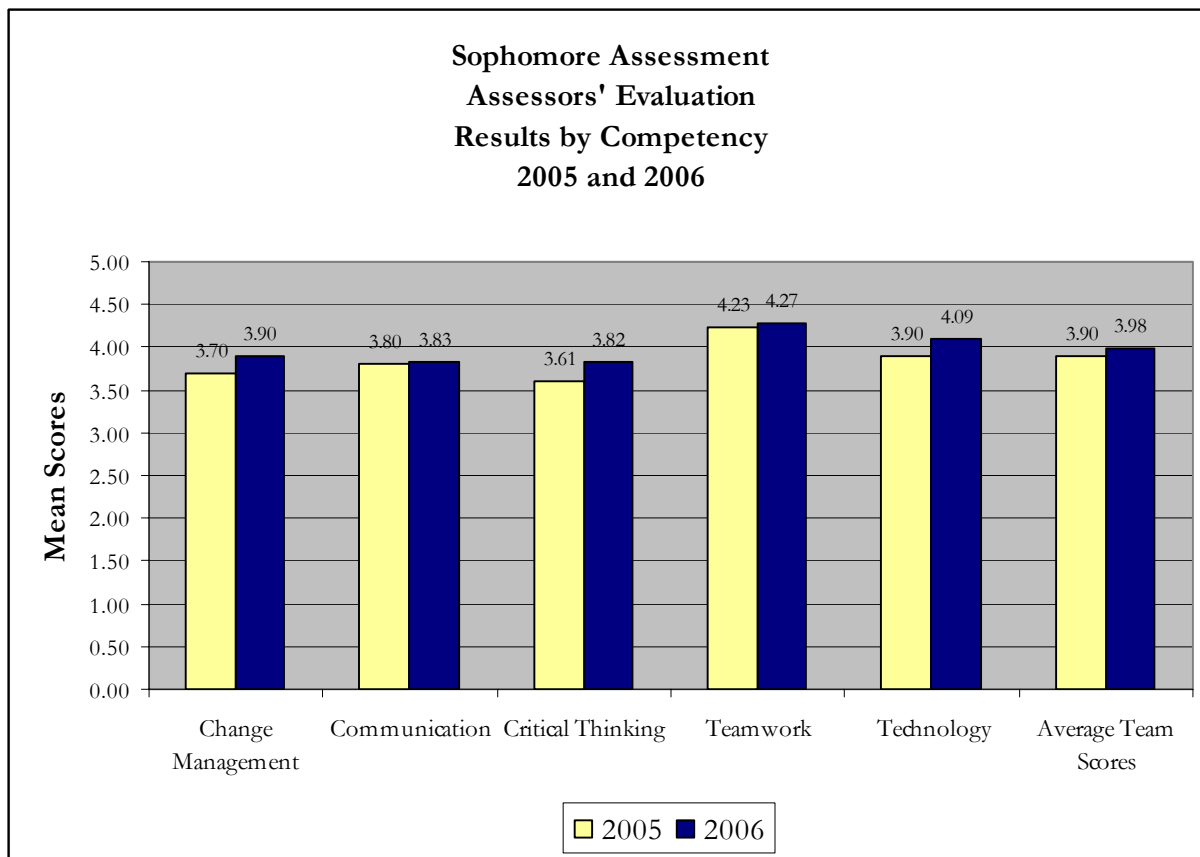
Assessment Results

As the figure above indicates, 74% (89 out of 120) of the students selected to participate in the Sophomore Assessment Panels passed all three components of the Assessment requirement. Approximately, 21% (25 out of 120) of the students passed the team presentation component, but failed one of more of the individual assignments. Finally, approximately 5% (6 out of 120) of the students selected to participate in the Sophomore Assessment Panels completely failed Assessment. The six students who failed the Assessment requirement did not participate in the process. These students were either “fired” by their teams or did not participate from the beginning of the process. This percentage is down significantly from last year’s percentage of students who failed (10%). This

indicates that more sophomores are taking the requirement seriously and realize they will not automatically be put on a team during their senior year if they do not participate as sophomores.

Figure 4 below is a graphical representation of the average score, by competency, earned by students in both the 2005 and 2006 Sophomore Assessment Panels. Assessors evaluate student mastery of each competency using a 5-point numerical scale, with a score of a “1” indicating no mastery of the competency and a score of a “5” indicating complete mastery of a competency. In the 2005 panels, 0.5 intervals were added to the assessors’ scoring sheets to more accurately reflect the teams’ performance.

Figure 4



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 case does not specifically focus on the issue of change management; however, given the recent increases in gasoline prices and the economic outlook, the issue of change management becomes central to the understanding of the current state of the gasoline/oil industry.

1. Change within the business environment– Case Question 1: How effective were students in identifying the reasons behind the increase in gasoline prices? Were they effective in identifying the changes in the overall economy that have impacted energy prices?
Case Question 2: Did the student team identify how Hurricanes Rita and Katrina impacted the economy?
2. Creatively solving business problems generated by change – Case Question 3: How well did the students identify changes in consumer spending patterns?

Mean Score – Change Management

The mean score for change management for the students who participated in the Sophomore Assessment Panels was 3.90, which is slightly higher than the mean score (3.70) for this competency during the 2005 Sophomore Panels.

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.

Assessor 1 5.00

The team did an excellent job addressing all critical issues regarding the gasoline prices, consumer spending patterns and the impact of Hurricanes Rita and Katrina. They presented the case in an easy-to-follow format and used excellent visuals, including photos and charts. More importantly, based on the information they presented, they were able to draw excellent conclusions and a recommended course of action. They also demonstrated the various supply demand relationships and were able to correlate the consumer confidence index to the price of gas.

Assessor 2 3.50

If anything needs a “change” in energy management it is the lack of “engagement” in the process. No evidence of “fire or passionate” involvement ideas. WE (THE USA) NEED THIS! The team was lackluster in its responsibility as future managers in the business aspect of energy use and development. Only Syed A. seemed to take an active approach to possible non-politically or profit motivated propositions.

Assessor 1 2.50

The students were extremely limited in the scope of their presentation. They focused on generic explanations for gasoline price fluctuations such as supply and demand instead of looking at ethical considerations and other, more esoteric issues that this fact pattern raised. There was little or no discussion of creatively solving business problems identified by change. Overall, the performance in these areas was mediocre.

Communications

The assessors received the following criteria to evaluate 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 3.83. As expected, students participating in Assessment as seniors generally score higher on the communication competency than sophomores.

The following is a sample of the assessors' comments regarding the students' command of this competency:

Assessor 1 5.00

The team did an excellent job presenting the case. There was a smooth transition from one team member to the next. They were able to use outside references and resources which helped strengthen the content of their material. There was a seamless transition from one agenda item to the next. After the presentation, each member was able to answer any follow up questions in an articulate manner. It was evident by the content of the material as well as the overall presentation that the team spent a considerable amount of time researching and preparing for the presentation. Great Job!!

Assessor 3 4.00

The team members addressed the case questions thoroughly. Presentation was conducted in a very positive manner; transitions were made smoothly for the most part. Resources were provided for information, flow was easy to follow, except – they probably could have tied the flow to the sequence of case questions. Follow up questions were handled fairly well for the most part.

Assessor 1 3.50

I think this team did a better job with the question and answer period than they did with the presentation. Some of the segments of this presentation were at odds with each other. One team member would state something that contradicted something that was told before. During the presentation, they jumped around a bit and didn't always seem to answer the question. But then when we asked them questions, they were able to answer pretty well. Their understanding was actually better than the original presentation indicated. The team communicated with each other via phone, e-mails and twice weekly meetings.

Assessor 2 2.50

No introduction to problem. All of them talked too fast and several got out of sync with the slides, which were generally very good. There were grammatical errors and lots of throw away phrases in their talk (you know, hopefully etc.) There was a lot of enthusiasm and conviction. Presentation was logical and transitions were good. Anthony and Matt took the lead on most questions. Jennifer had to be dragged into discussion by direct question. Trish did a lot of hand waving while she talked. Assessors spent some time giving advice on improving presentation skills.

Critical Thinking

The assessors received the following criteria to evaluate 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 Questions

1. Case Question 1: Did the students understand that there are several reasons behind the recent gasoline price surges? Did they appropriately discuss how supply and demand are overarching factors in any price change?
2. Case Question 2: Were the students able to identify several impacts that Hurricanes Katrina and Rita had on the overall economy?
3. Case Question 3: Did the students identify appropriate outside sources to support their argument regarding consumer spending? Did they discuss whether the increases in gasoline prices have impacted students' spending?

Law Questions

4. Case Question 4: Did the students identify appropriate distinctions among the state price-gouging statues? Did they analyze the type of protection consumers should be afforded? Did the student team identify key characteristics of a "good" state statute?
5. Case Question 5: Did the student team identify the tension associated with imposing a federal price-gouging statute?

** 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 3.82. While there was a slight increase over the prior year's average of 3.61, as in previous years, this was the lowest mean score for the Sophomore Panels. As evidenced by the higher average for seniors, this competency is one that students tend to develop as they advance in their curriculum at the Stillman School. As students take upper-level courses, more emphasis is placed on critical thinking skills and students are given increased opportunities to exercise these skills in competitions such as the New York Society of Security Analysts Competition, the Johnson & Johnson Case Competition and others.

The following is a sample of the assessors' comments regarding the students' command of this competency.

Assessor 1 4.50

The students explained that there are several reasons behind the gas price surges; and they stated clearly that supply and demand are the critical factors in any price change. Used good references and graphs to demonstrate what they stated. The team cited effects that the hurricanes had on the overall economy. They identified two or three sources and surveys that supported their position on consumer spending; they also discussed the impact of gasoline prices on their own spending patterns.

Distinctions between NJ's and Georgia's price gouging statutes were made including the advantages and disadvantages of each. They also presented a model of the best statute, however then took the position that a Federal law would be best for consistency.

The students analyzed the economic and gas supply (negative) impacts of legislation and recommended against it. Very good job of analysis.

Assessor 2 3.50

They identified several reasons why prices went up, why any price goes up. They also had data on the impact of the hurricanes on gasoline supply. They also pointed out that many other products are derived from crude oil and would be impacted. They did not discuss the role of futures traders on the price of crude, but did point out that crude costs were only about 45% of gasoline costs. They knew nothing about how oil companies make profit. They did observe that price and supply are related, and demand is affected by price. During questions they seemed to agree that maybe the oil companies took advantage of the situation, but did not see an ethics issue. They came out against federal price gouging laws, preferring to let the market work. Did compare 2 laws and suggest improvements, including the NJ rule on 1/day price increases.

Assessor 2 3.00

The Team did a "fact dump" relative to the reasons behind the gas prices and the effects of the hurricanes as well as states with gouging statutes....facts, facts, facts....what was missing was their proposed **SOLUTIONS!** Their research was adequate....but lacked the bigger picture of... **What Now?** What should be done **now** to prevent future repeats of this situation was missed or at least not visible.

The law questions, as well, discussed "facts" on each of the four states they chose, but did not propose what should be included in a good statute, or a Federal one.

Identifying causes is only half the task....SOLUTIONS must also be provided!

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 4.27. 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.

Assessor 2 4.50

This as well as communication were their greatest assets. A clear division of labor was evident, all team members contributed, tasks were defined, a leader was selected (emerged), and you could tell that adequate preparation and study was put into this assignment. Team dynamics were positive and I got a sense that the group enjoyed the assignment and each other.

Assessor 2 3.50

Selection of topic for each team member sensibly approached. Several meetings to monitor assigned topic and audio visuals seemed to have occurred.

This was an example of the overall impression and performance being less than the total of the individual presentation.

Question: Was the team alerted in advance that there would be two non-participating guest/observers? (for leadership lessons at high school level?)

NOTE: This would have been a good opportunity for an improvisational "hiccup" in presenting a highly topical and sensitive subject. Not grasped. Only one team member made eye contact with the observers.

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 4.09, slightly higher than last year's average score (3.90) for sophomores.

The following is a sample of the assessors' comments regarding the students' command of this competency.

Assessor 1 5.00

The team did an excellent job using charts, outside sources, graphs, photos and articles in their *PowerPoint* slides to enhance the overall quality of their presentation. All their slides were formatted in a consistent fashion, none deviated from another. They even went as far as to correlate one graph with another and provide financial information for the major gas companies. Overall, the team presented the case in a professional manner. A+

Assessor 3 4.00

The presentation itself was flawless. No glitches, typos or clerical errors. The team had an effective, but not super, presentation as the slides were solid. They presented slides, graphs and charts and also were effective in how they handled the text. A 5 rating would have meant a bit less text and more emphasis on the main bullet points.

Assessor 1 3.50

The team demonstrated effective use of the computer for both their presentation as well as their research. The slides could have been more interesting (in design). More color and a few visual effects would have enhanced the look of the presentation. Handouts were provided and proved to be useful for note taking. The slides were well formatted and provided the right amount of information on each. The presentation flowed nicely and the slides were easy to read and understand. My recommendation would be to add more color and visual interest to the *PowerPoint* presentation. Having new ideas/points fade in or slide in would be one such suggestion.

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. While this is an indirect assessment measure, the results of the survey have helped the School to make positive changes in the curriculum, advising procedures, career opportunities and social events for students.

This year’s response rate was slightly higher than in the past. Of the 274 students who were surveyed, approximately fifty-nine percent (n=162) responded. The specific results of this year’s survey were prepared by Ms. Janet Easterling and discussed at the Annual Teaching Workshop in January. This report includes highlights from the results.

	N	%
Gender		
Male	107	66
Female	55	34
Total	162	59
No response	112	41

Snapshot of Responses Regarding Competencies

Students were asked to indicate the degree to which the Stillman School improved their mastery of the competencies included in the undergraduate core curriculum. 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. As you can see below, for the most part, there has been an upward trend in the satisfaction level of students with the degree to which the School has contributed to the development of the five competencies.

Survey question	2005 average	2004 average	2003 average
To what degree does the Stillman School improve your ability to work on teams?	3.77	3.6	3.4
To what degree does the Stillman School improve your ability to make oral presentations?	3.95	3.8	3.6
To what degree does the Stillman School improve your ability to lead teams?	3.54	3.5	3.3
To what degree does the Stillman School improve your ability to use technology to make you more productive?	3.96	4.0	4.1

To what degree does the Stillman School improve your ability to be analytical in solving problems?	3.55	3.4	3.3
To what degree does the Stillman School improve your ability to think in abstract terms?	3.18	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. Satisfied with quality of teaching
2. Courses in major are challenging
3. Students in Stillman School of Business challenge each other
4. Grades reflect performance
5. Business core is foundation for higher-level business courses

As in previous years, at this year's Teaching Workshop, Stillman faculty members discussed the results of the survey. Among other items, faculty discussed ways to continue to enhance the sense of community at the School. Faculty members also discussed ways to further develop students' critical thinking competency in the School's curriculum.

It is becoming increasingly evident that Stillman students enjoy a challenging academic environment. This year, probably more than in any other year, Stillman students participated in case competitions and outside presentations offered for credit. The opportunities have established a more competitive environment at the School. Students who have participated in such competitions have commented that these opportunities have enabled them to use what they have learned in the classroom about technology, communications and critical thinking and apply those competencies to real-world cases. As such, these competitive opportunities have made the issue of challenging one another in the classroom more important to Stillman students. Faculty members continue to discuss and take advantage of these opportunities for our students both in and outside the classroom.

SECTION 7: MODIFICATIONS FOR THE 2006-2007 ACADEMIC YEAR

Team Learning Assistant

During the 2006-2007 Academic Year, I plan to pilot the use of the Team Learning Assistant Software with sophomores participating in assessment in Spring 2007. The Team Learning Assistant is a software program that assists students in identifying individual characteristics they bring to a team assignment, how to effectively divide tasks, how to provide feedback to team members and how to hold team members accountable for portions of the team assignment. I will hold several mandatory workshops to explain how the software functions and collect data on the students' performance with this software. At the end of the year, I will provide a comprehensive summary of the results to the Stillman faculty.

Increase the number of Assessors

As suggested by the Stillman faculty, I will continue to recruit individuals to participate as assessors for the Senior and Sophomore Assessment Panels. The contributions and expertise that the assessors bring to the process remains central to the success of the program.

Hold at least one meeting per with faculty graders

This past year, I met with members of Computing & Decision Sciences, Accounting and Finance Departments who participated in the grading of the financial analysis/*Excel* assignments. This meeting allowed for an important dialogue with these individuals and confirmed the usefulness of grading these assignments in providing important feedback to improve and enhance teaching effectiveness in these areas. In addition, I met informally with Professor Patrice Thoms-Cappello regarding the individual writing assignments. During the 2006-2007 academic year, I plan to meet at least once with all of the faculty graders to continue the important discussion of our students performance on the individual assessment assignments.

Develop a standard for *Excel* assignments

At this year's meeting with graders of the *Excel*/financial analysis assignment, the faculty suggested the possibility of developing a standard for all *Excel* assignments for Stillman students. This standard would establish uniform expectations for all *Excel* assignments submitted in the Stillman School. I will work with Dr. David Rosenthal during the 2006-2007 academic year, to work on implementing this in the near future.

SECTION 8: RECOMMENDATIONS

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

Review the Writing Assignment and Writing Rubric

Based on feedback from English Department faculty members who graded the writing assignments during the past year, I recommend that the UEPC review the writing assignment and rubric for the upcoming Senior and Sophomore Assessment Panels. I will coordinate a meeting of UEPC members and English Department faculty graders to discuss how we can improve the assignment and/or rubric to better assess our students' writing skills.

Below is an excerpt of the feedback provided by Patrice Thoms-Cappello who led the grading of the writing assignments:

“The template idea is a good one, but the disconnect between the list (rubric) and the assignment tends to skew the results so that the results so that the readers often have to grade around or in spite of the template. For example, not many people can do all of the things equally that are listed, and not all papers should emphasize things equally – creativity or originality and punctuation; critical thinking and a thesis statement.”

Increase opportunities for underclassmen to participate in challenges/competitions

As previously mentioned in this report, during the past year students participated in several challenges and competitions outside of their traditional classroom assignments. These opportunities have given students additional venues to develop the important competencies integrated in the School's curriculum. In addition, these competitions have created a more competitive and collegial atmosphere for our students. Many of these competitions are only available to upperclassmen. I suggest giving students more of these types of opportunities earlier on in their curriculum. Even if students serve as observers for these competitions, it will give them the opportunity to see first-hand how skills such as critical thinking and communication are used effectively outside of traditional classroom assignments.

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

As it stands now, the results from the vocabulary tests are used for informational and statistical purposes. If there was a greater emphasis 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.