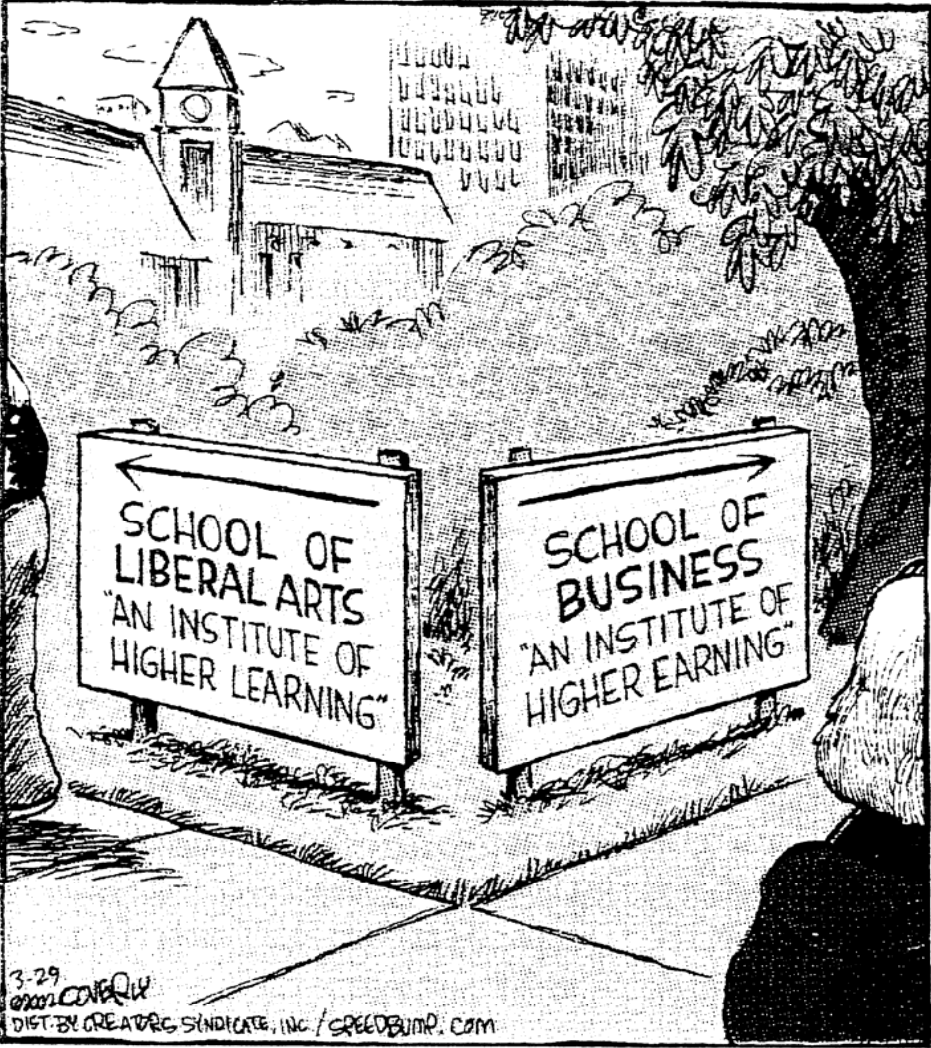
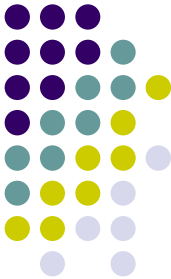


SPEED BUMP | DAVE COVERLY



COB QEP Capstone & Project Management Pilot Studies



- **Assessing Written Communication & Project Management Academic Learning Compacts in COB Capstone Course**
 - Martin J. Hornyak, University of West Florida
 - E. Brian Peach, University of West Florida
 - Stephen (LT) Snyder, University of West Florida
 - Associate and Assistant Professors in Department of Management & MIS

MAN 4720 Business Policy



- COB capstone course
- All graduating seniors must take
- Grade C or better
- Syllabus included exams & experiential efforts: indiv.written case study & simulation
- MAN4720 SLO's include Concepts, Critical Thinking, Communication & Project Mgmt
- Designated as COB's Assessment Location

Pilot Study 1 & 2: Assessment Learning Goals



- Demonstrate effectiveness in written communications (PS1)
- Demonstrate facility in use of terminology and concepts in business framework (PS1)
- Demonstrate ability to integrate knowledge across business disciplines (PS1)
- Demonstrate project management abilities (PS2)

Individual Case Analysis (PS1)



- Case Selection
 - Company “situation” is inclusive of all elements of a strategic assessment
 - Students are given a case description and are asked to conduct a strategic analysis
- Student paper length @ 20 pages
- 13 multi-part essay-type questions

Project Management (PS2)



- “One Time” only set of activities with definite start and finish
- Semester-long Capstone Simulation including individual, team practice, & team final learning events
- Three Phases of Project Management
 - Planning
 - Scheduling
 - Controlling

Standardized Expectations

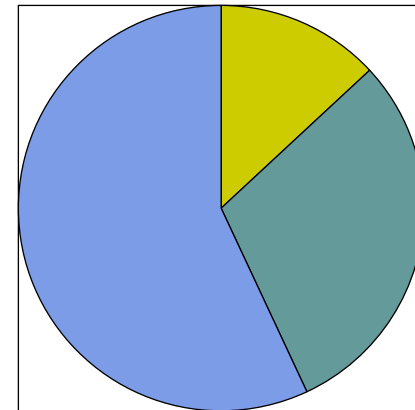


- Same rubric used across all sections
- Standardized questions
- Coordination between 3 Capstone professors both for question verbiage and rubric implementation



FINDINGS (PS1)

- Demonstrate effectiveness in written communications
 - 13% Unacceptable
 - 30% Acceptable
 - 57% Exemplary
- n=122
- Grading:
 - A= Exemplary
 - B/C=Acceptable
 - C- or lower=Unacceptable



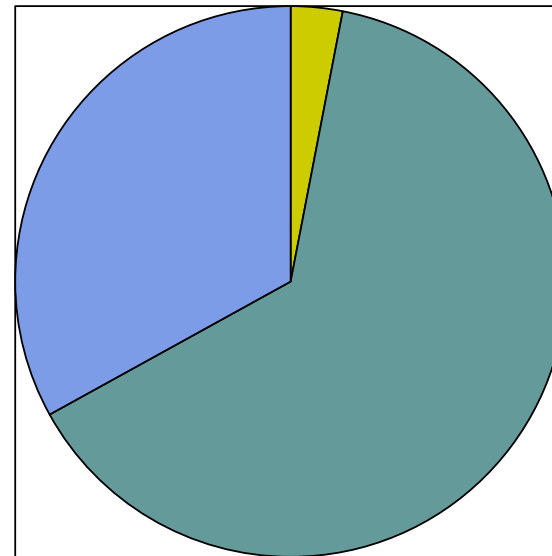
■ Unacceptable ■ Acceptable ■ Exemplary



FINDINGS (PS1)

• Demonstrate facility in use of terminology and concepts in business framework

- 3% Unacceptable
- 64% Acceptable
- 33% Exemplary



■ Unacceptable ■ Acceptable ■ Exemplary



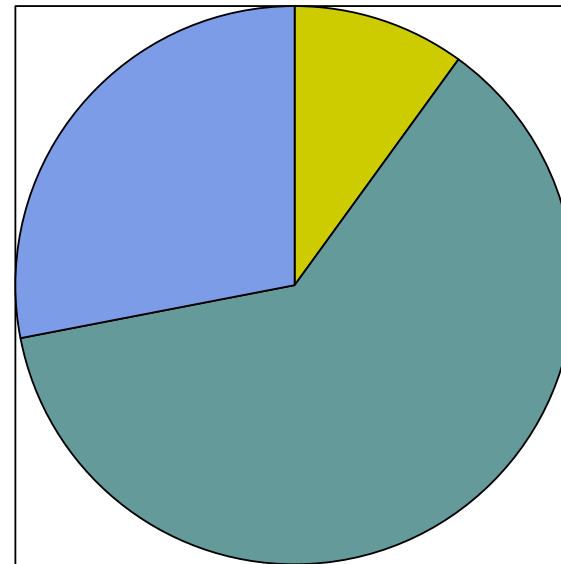
FINDINGS (PS1)

- Demonstrate ability to integrate knowledge across business disciplines

-10% Unacceptable

-62% Acceptable

-28% Exemplary



■ Unacceptable ■ Acceptable ■ Exemplary



Problems/Recommendations (PS1)

- Problem: Writing Skills
 - Grammar
 - Punctuation
 - Spelling
- Recommendation: Greater emphasis on prerequisite courses and utilization of writing lab



Problems/Recommendations (PS1)

- Problem: Terminology and Concepts
 - Financial Analysis Deficiencies
 - Balance sheet & Income statement, Financial ratio analysis
 - Holistic assessment of financial health of company
- Recommendation: Coordinate with Accounting/Finance Dept for emphasis in prerequisite courses

Problems/Recommendations (PS1)



- Problem: Lack of strategic thought and interdisciplinary integration
- Recommendation: Increase use of relevant strategic examples, both in cases and theory presentation



Interventions (PS1)

- Rubric revised in Fall 2005
- Coordination with writing prerequisite classes and writing lab to address student writing deficiencies*
- Coordination with Accounting/Finance Department to remediate student deficiencies in financial analysis⁺
- Capstone faculty meetings to coordinate class content to address Strategic/Integrative student problem



Rubric for Project Management

Pilot Study: Fall 2005

Assessment of Project Management Skills in the Capstone Course

(How students manage the simulation project)

Name of Student: _____

| Input Points: | 0 - 1 | 2 - 3 | 4 - 5 | |
|---|---------------------------|-------------------|---------------------|------------------|
| Project Planning | Fails to meet expectation | Meets Expectation | Exceeds Expectation | 25 Points |
| Appropriate team contract written & signed | | | | /5 |
| Decision work breakdown structure & timeline | | | | /10 |
| Using acceptable models (M&O, Strategy, I&CA) | | | | /10 |

Instructor/Student Input

Rubric for Project Management



Pilot Study: Fall 2005

Assessment of Project Management Skills in the Capstone Course

(How students manage the simulation project)

| Process Points: | 0 - 1 | 2 - 3 | 4 - 5 | |
|---|---------------------------|-------------------|---------------------|------------------|
| Project Process (Scheduling/Controlling) | Fails to meet expectation | Meets Expectation | Exceeds Expectation | 25 Points |
| Attends group meetings | | | | <i>/5</i> |
| Arrives on time for group meetings | | | | <i>/5</i> |
| Arrives prepared for group meetings | | | | <i>/5</i> |
| Participates in group meeting discussions | | | | <i>/5</i> |
| Works effectively as a group member | | | | <i>/5</i> |

Instructor/Student Input



Rubric for Project Management

Pilot Study: Fall 2005

Assessment of Project Management Skills in the Capstone Course

(How students manage the simulation project)

| Output Points: | 0 - 1 | 2 - 3 | 4 - 5 | |
|--|---------------------------|-------------------|---------------------|------------------|
| Project Delivery (Controlling) | Fails to meet expectation | Meets Expectation | Exceeds Expectation | 50 Points |
| Delivers complete project decisions on time | | | | /10 |
| Delivers complete project write-ups on time | | | | /10 |
| Professional strategic plan write-up & effective content | | | | /15 |
| Well-written & complete strategic plan | | | | /15 |

Final Rating (Circle the rating based on total points)

Points range

90 -100

73 – 89

less than 73

Rating

Exemplary

Acceptable

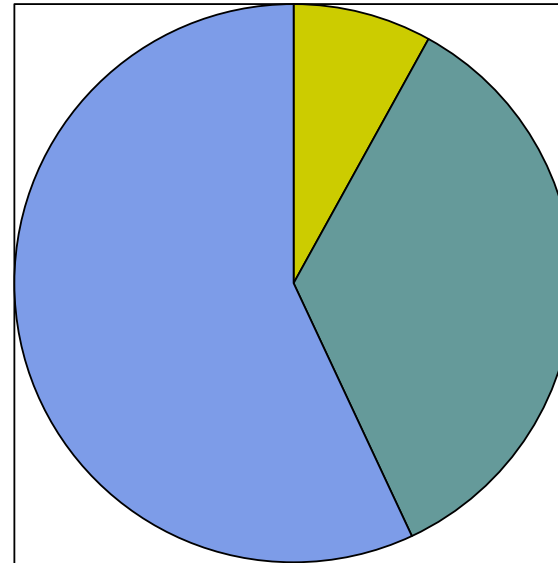
Unacceptable

Instructor/Student Input



FINDINGS (PS2)

- Demonstrate program management ability to conducting simulation project
- n=89
 - 8% Unacceptable
 - 35% Acceptable
 - 57% Exemplary

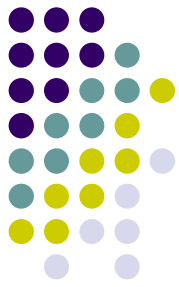


■ Unacceptable ■ Acceptable ■ Exemplary

Problems/Recommendations (PS2)



- Problems:
 - Current rubric does not adequately capture individual project mgmt skills
 - Instructors varied in data sources for capturing student performance
- Recommendation:
 - Restructure project mgmt skills rubric
 - Develop common data collection method



Interventions (PS1 & 2)

- Examine QEP Project Management Elements To Improve Program Management Rubric; To Be Tested April 2006; PS2
- Querying Outside Communities to Assess Approaches: PS1 & PS2
 - Invited speaker at South East Case Research Association (SECRA); February 2006; PS1
 - Presentation at Association of Business Simulation & Experiential Learning (ABSEL) National Meeting; March 2006; PS2

Why we do the rubric efforts?



- To ensure graduates can take advantage of UWF's schools/colleges of Higher Learning AND Earnings

Capstone's Project 1 & 2 Assessments



- Any thoughts concerning our pilot studies 1 & 2 assessment efforts?
- Thank you for your time, effort, & energy