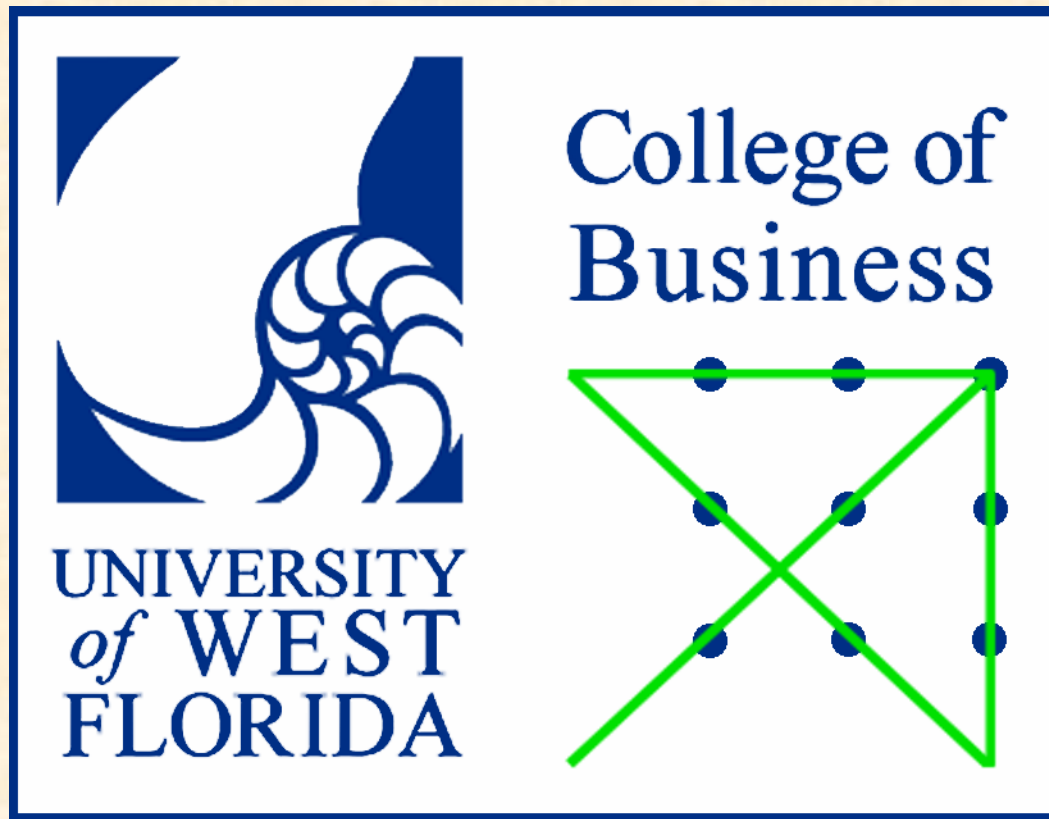


COB QEP Capstone Study



Outline

- Learning Goals
- Individual Case Analysis & Assessing Project Management
- Standardized Expectations
- Findings by Year and Category
- Problems/Recommendations/Interventions
- Conclusions

Learning Goals

- Demonstrate effectiveness in written communications
- Demonstrate ability to accomplish critical thinking
 - Facilitate using concepts in business framework
 - Ability to integrate knowledge across business disciplines
- Demonstrate learned project management skills

Individual Case Analysis

- 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
- 14 multi-part essay-type questions that cover business and course concepts

Project Management Skill Analysis

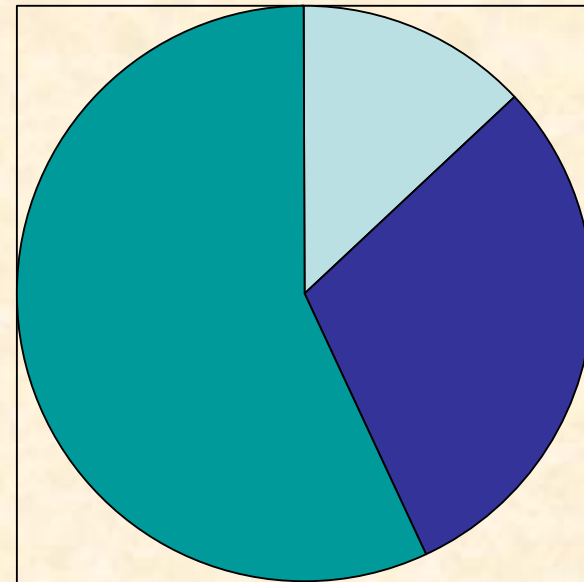
- Simulation teams evaluate each member's contribution to their effort
 - Rubric includes planning, individual work skills, team work skills, & project delivery
 - Above rubric areas sub-divided into tasks
 - Fall 2006 rubric evolved using three prior administrations
- Teams told their scores do not impact course grade

Standardized Expectations

- Same rubric used across all sections of capstone course
- Standardized questions & rubrics for all instructors and sections
- Coordination between Capstone professors both for question verbiage and rubric implementation

Findings: Spring 2005 - Communication

- 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

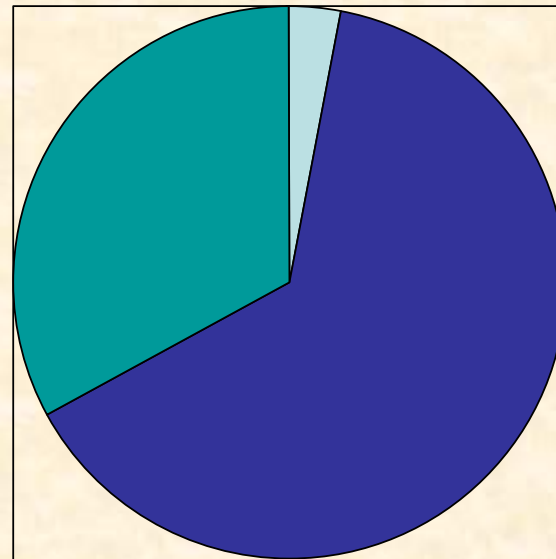
Problems/Recommendations

- Problem: Writing Skills
 - Grammar
 - Punctuation
 - Spelling
- Recommendation: Greater emphasis on prerequisite courses and utilization of writing lab
- Intervention: Coordination with writing prerequisite classes and writing lab to address student writing deficiencies*

* Coordination with Dr. Mary Lowe Evans, Dr. Judith Steele and Ms. Mamie Hixon

Findings: Spring 2005 Critical Thinking

- Objective 1: Demonstrate facility in use of terminology and concepts in business framework
 - 3% Unacceptable
 - 64% Acceptable
 - 33% Exemplary



■ Unacceptable ■ Acceptable ■ Exemplary

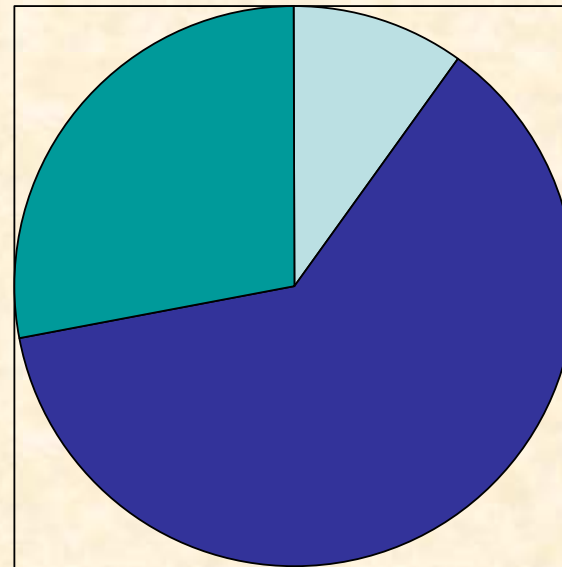
Problems/Recommendations

- Problem: Terminology and Concepts
 - Financial Analysis Deficiencies
 - Balance Sheet Ratio Analysis
 - Holistic assessment of financial health of company
- Recommendation: Coordinate with Accounting/Finance Dept for emphasis in prerequisite courses
- Intervention: Core courses coordinated & restructured*; Policy emphasize ratios

* Coordination with Dr. Chula King

Findings: Spring 2005 Critical Thinking

- Objective 2: Demonstrate ability to integrate knowledge across business disciplines
 - 10% Unacceptable
 - 62% Acceptable
 - 28% Exemplary



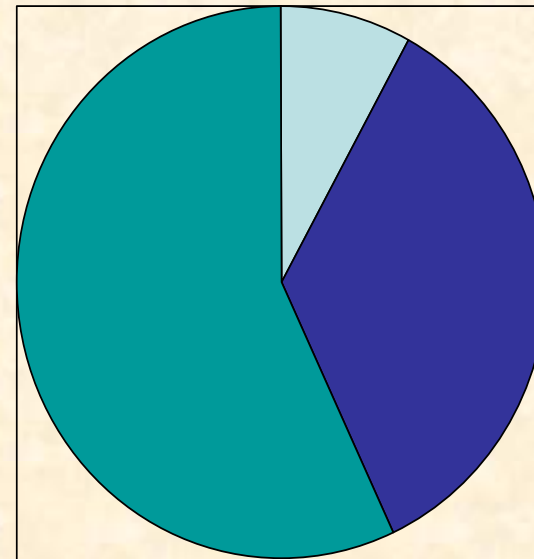
Unacceptable **Acceptable** **Exemplary**

Problems/Recommendations

- Problem: Lack of strategic thought and interdisciplinary integration
- Recommendation: Use more relevant strategic examples, both in cases and theory presentation
- Intervention: Greater in-class emphasis, use of simulation

Findings: Fall 2005 – Project Mgmt

- Demonstrate learned project management skills
 - 8% Unacceptable
 - 35% Acceptable
 - 57% Exemplary
- N = 89 students
- Grading:
 - A= Exemplary
 - B/C=Acceptable
 - C- or lower=Unacceptable



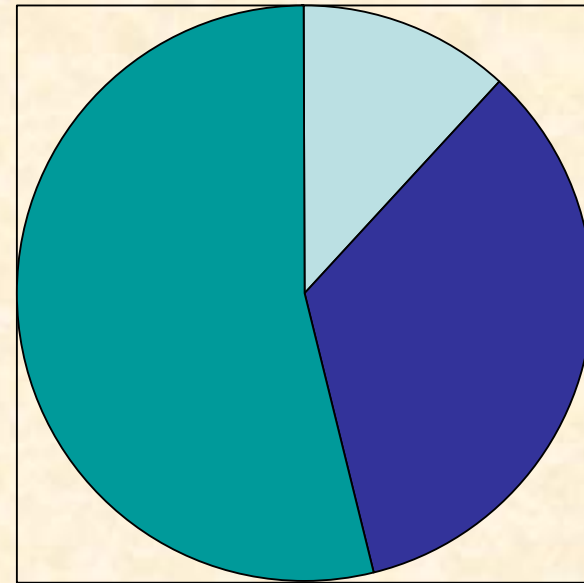
■ Unacceptable ■ Acceptable ■ Exemplary

Problems/Recommendations

- Problem: Instructors found rubric was not capturing project management skills
- Recommendation: Eliminate multiple methods of administration; Clarify tasks
- Actions Taken: Re-worked rubric and student instructions for next administration

Findings: Spring 2006 - Communication

- Demonstrate effectiveness in written communications
 - 12% Unacceptable
 - 34% Acceptable
 - 54% Exemplary
- n=132
- Grading:
 - A= Exemplary
 - B/C=Acceptable
 - C- or lower=Unacceptable



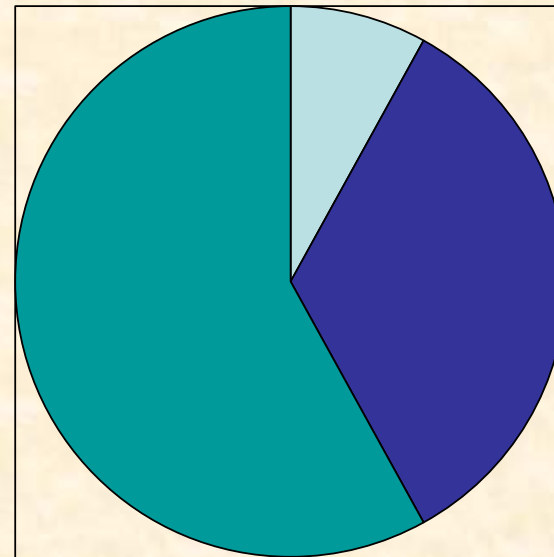
■ Unacceptable ■ Acceptable ■ Exemplary

Problems/Recommendations

- Problem: Writing Skills
 - Grammar (Antecedent mismatch)
 - Punctuation (Its versus It's)
 - Spelling (Lose versus Loose)
- Recommendation: Greater emphasis on prerequisite courses and utilization of writing lab
- Intervention: Dean met with English department chair; Grammar emphasis in ENC1101/1102; GEB3212 to require grammar handbook

Findings – 2006 – Critical Thinking

- Objective 1: Demonstrate ability to identify problems, select & apply problem solving techniques and make appropriate recommendations
 - 8% Unacceptable
 - 34% Acceptable
 - 58% Exemplary



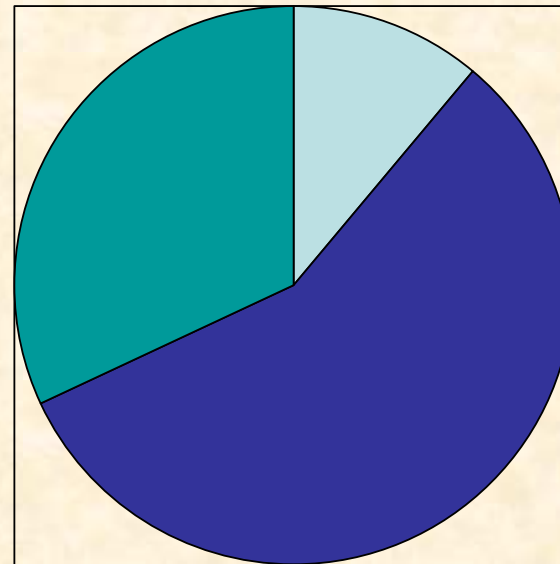
■ Unacceptable ■ Acceptable ■ Exemplary

Problems/Recommendations

- Problem: Terminology and Concepts
 - Continued Financial Analysis Deficiencies
 - Balance Sheet Ratio Analysis
 - Holistic assessment of financial health of company
- Recommendation: Continue to review in capstone course; Continue modification of core courses
- Intervention: Core courses coordinated, restructured; Policy emphasize ratios

Findings: Spring 2006 Critical Thinking

- Objective 2: Demonstrate ability to integrate knowledge across business disciplines
 - 11% Unacceptable
 - 57% Acceptable
 - 32% Exemplary



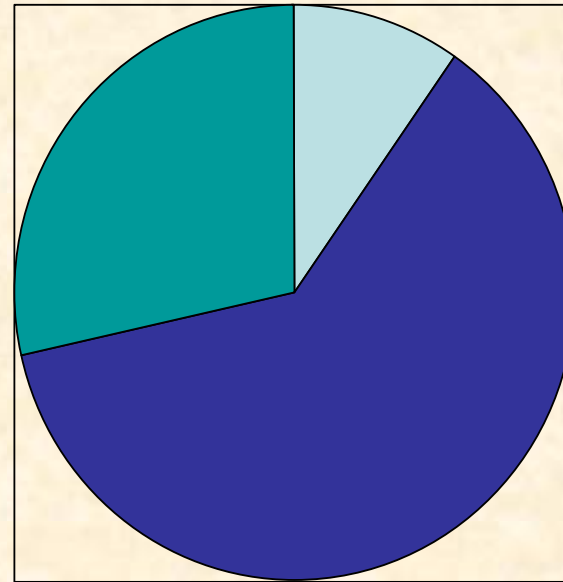
■ Unacceptable ■ Acceptable ■ Exemplary

Problems/Recommendations

- Problem: Lack of strategic thought and interdisciplinary integration
- Recommendation: Focus on clear and relevant issues and recommendations
- Intervention: Use case and simulation discussions to clarify issue identification and development of alternatives

Findings: Fall 2006 – Project Mgmt

- Demonstrate learned project management skills
 - 5% Unacceptable
 - 66% Acceptable
 - 29% Exemplary
- n=111
- Grading:
 - A= Exemplary
 - B/C=Acceptable
 - C- or lower=Unacceptable



■ Unacceptable ■ Acceptable ■ Exemplary

Problems/Recommendations

- Problem – Differences found in instructions provided to students
- Recommendation – Improve instruction mechanics process
- Actions Taken: Instructors developed a handout to help define project mgmt and expectations for students

Conclusions

- Communication: Interventions expected to improve student performance
- Critical Thinking
 - Financial interventions will take time to have an effect
 - Concept integration is a difficult ability for students to master
- Project Mgmt: Interventions expected to improve student ability to assess team members
- Assessment: Has led to clearer understanding of learning deficiencies and development of relevant interventions.