MEMO
February 17, 2006

TO: Ed Ranelli, Dean
    College of Business

FROM: Arup Mukherjee, Chairman
      Management and MIS

SUBJECT: Pilot Study on Assessment of Student Ability in Project Management

A pilot study was conducted in Fall 2005 to assess student ability to manage projects. The attachments to this memo include a summary report on student performance, major problems identified in this area and recommendations about actions that may be taken to improve student performance.
Name of Program: Bachelor of Science in Business Administration

A] Learning Goal
Demonstrate effectiveness in Project Management.

B] Measurement & Reporting
A pilot study was conducted in Fall 2005 to assess the above mentioned learning goal. Instructors of each of the three sections of MAN 4720 (Business Policy) assigned a Business Policy game to be completed in a group setting. This game is a simulated strategy competition where groups of students compete with other groups in a computer simulated market place. Groups turn in 12 decision reports for their company over the semester. At the end of the Policy game, the groups turn in a Top Management Team Report that details the logic behind the management decisions and the group’s plans for the next planning period. Effectiveness in management of these course projects has been assessed using a standardized rubric developed by the instructors (Appendix 1). Each instructor provided to the Chair of the Management/ MIS department a report summarizing results on a standard form. Copies of the individual instructor reports along with an aggregation spreadsheet are shown in Appendix 2. For details of the Business Policy game see Appendix 3. The summary report on student performance is shown below.

C] Summary Report on Student Performance:

<table>
<thead>
<tr>
<th>Rating</th>
<th>Unacceptable</th>
<th>Acceptable</th>
<th>Exemplary</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>7</td>
<td>31</td>
<td>51</td>
<td>89</td>
</tr>
<tr>
<td>%</td>
<td>8%</td>
<td>35%</td>
<td>57%</td>
<td>100%</td>
</tr>
</tbody>
</table>

Note: A grade of “A” was treated as Exemplary performance; Grades of “B” or “C” were considered Acceptable performance; Grades lower than C were considered to be Unacceptable performance.

D] Major Problems identified and Action Recommended:
The instructors have identified the following two major problems and recommended intervention plans.

1. It was found that the current rubric does not adequately capture individual project management skills. It is recommended that instructors of the capstone course discuss this issue with the goal of improving the rubric.

2. It was found that the two instructors used different sources of data for capturing student performance on the rubric elements. It is recommended that capstone instructors develop a common method for data collection for use in the rubric.
APPENDIX 1

RUBRIC FOR ASSESSMENT OF PROJECT MANAGEMENT
**Assessment of Project Management Skills in the Capstone Course**

(How students manage the simulation project)

**Name of Student:**

<table>
<thead>
<tr>
<th>Input Points:</th>
<th>0 - 1</th>
<th>2 - 3</th>
<th>4 - 5</th>
<th>25 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Project Planning</strong></td>
<td>Fails to meet expectation</td>
<td>Meets Expectation</td>
<td>Exceeds Expectation</td>
<td>/5</td>
</tr>
<tr>
<td>Appropriate team contract written &amp; signed</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Decision work breakdown structure &amp; timeline</td>
<td></td>
<td></td>
<td></td>
<td>/10</td>
</tr>
<tr>
<td>Using acceptable models (M&amp;O, Strategy, I&amp;CA)</td>
<td></td>
<td></td>
<td></td>
<td>/10</td>
</tr>
</tbody>
</table>

**Instructor Input**

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

***Individual Student Input***

<table>
<thead>
<tr>
<th>Output Points:</th>
<th>0 - 1</th>
<th>2 - 3</th>
<th>4 - 5</th>
<th>50 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Project Delivery</strong> (Controlling)</td>
<td>Fails to meet expectation</td>
<td>Meets Expectation</td>
<td>Exceeds Expectation</td>
<td>/10</td>
</tr>
<tr>
<td>Delivers complete project decisions on time</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Delivers complete project write-ups on time</td>
<td></td>
<td></td>
<td></td>
<td>/10</td>
</tr>
<tr>
<td>Effective professional content &amp; well-written</td>
<td></td>
<td></td>
<td></td>
<td>/15</td>
</tr>
<tr>
<td>Effective professional content &amp; well-written</td>
<td></td>
<td></td>
<td></td>
<td>/15</td>
</tr>
</tbody>
</table>

**Instructor Input**

**Final Rating (Circle the rating based on total points)**

<table>
<thead>
<tr>
<th>Points range</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>90 -100</td>
<td>Exemplary</td>
</tr>
<tr>
<td>73 - 89</td>
<td>Acceptable</td>
</tr>
<tr>
<td>less than 73</td>
<td>Unacceptable</td>
</tr>
</tbody>
</table>
APPENDIX 2

AGGREGATION SHEET AND INDIVIDUAL INSTRUCTOR REPORTS
Goal: Demonstrate Effectiveness in Project Management

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Section</th>
<th>Unacceptable</th>
<th>Acceptable</th>
<th>Exemplary</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hornyak</td>
<td>TR 1:00 - 12:15</td>
<td>2</td>
<td>11</td>
<td>12</td>
<td>25</td>
</tr>
<tr>
<td>Hornyak</td>
<td>W 5:30 - 8:25</td>
<td>2</td>
<td>9</td>
<td>22</td>
<td>33</td>
</tr>
<tr>
<td>Peach</td>
<td>W 5:30 - 8:25 [FWB]</td>
<td>3</td>
<td>11</td>
<td>17</td>
<td>31</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>7</td>
<td>31</td>
<td>51</td>
<td>89</td>
</tr>
<tr>
<td>%</td>
<td></td>
<td>8%</td>
<td>35%</td>
<td>57%</td>
<td>100%</td>
</tr>
</tbody>
</table>

Note: FWB = Fort Walton Beach Campus
A] Learning Goal:
Demonstrate effectiveness in Project Management.

B] Report on Student Performance:

Course number: MAN 4720
Semester and year: Fall 2005
Section (meeting times): TR 11:00-12:15, W: 5:30-8:20
Instructor: [Signature]

Summary of Performance

<table>
<thead>
<tr>
<th>Rating</th>
<th>Unacceptable</th>
<th>Acceptable</th>
<th>Exemplary</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>2</td>
<td>10(9)</td>
<td>12(2)</td>
<td>34</td>
</tr>
<tr>
<td>%</td>
<td>7%</td>
<td>34.5%</td>
<td>58.6%</td>
<td></td>
</tr>
</tbody>
</table>

Note: A grade of ‘A’ is Exemplary performance; Grades of “B” or “C” are Acceptable performance; Grades lower than C are Unacceptable performance.

C] Documentation:
1. The pilot study rubric used for assessment of this learning goal is attached.
2. Performance data about each individual student will be maintained by the faculty member for a period of three years

D] Submitted by:

Signature: [Signature] Date: 16 Feb 2005
A) Learning Goal:
Demonstrate effectiveness in Project Management.

B) Report on Student Performance:

Course number: MAN 4720
Semester and year: Fall 2005
Section (meeting times): 1085
Instructor: PEACH

Summary of Performance

<table>
<thead>
<tr>
<th>Rating</th>
<th>Unacceptable</th>
<th>Acceptable</th>
<th>Exemplary</th>
<th>Total</th>
</tr>
</thead>
<tbody>
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<td>Number</td>
<td>3</td>
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<td>17</td>
<td>31</td>
</tr>
<tr>
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D) Submitted by:

Signature: [Signature] Date: 2-15-06
APPENDIX 3

DETAILS ABOUT THE BUSINESS POLICY GAME
Capstone Business Simulation
Manager Guide

VERSION 2006

IN-DEPTH MANAGER GUIDE AVAILABLE
The following is your "Quick Search" version of the Capstone Business Simulation Manager Guide.
You can find the full, in-depth version of the Capstone Manager Guide after you log on at www.capsim.com. Look for it under "Support & Materials."
BACKGROUND 2
   YOUR CUSTOMERS 2
   BUYING CRITERIA 2
   POSITIONING 3
   PRICE, AGE AND RELIABILITY (MTBF) 4
   SEGMENT CRITERIA 4

THE CAPSTONE COURIER 5
   FRONT PAGE, STOCK & BOND SUMMARIES, FINANCIAL
   ANALYSIS AND PRODUCTION ANALYSIS 5
   SEGMENT ANALYSES 5
   MARKET SHARE, PERCEPTUAL MAP
   AND HR/TQM REPORT 6

THE PURCHASE DECISION 7
   THE ROUGH CUT 7
      POSITIONING IN THE ROUGH CUT 7
      PRICE IN THE ROUGH CUT 7
      RELIABILITY IN THE ROUGH CUT 7
   THE FINE CUT 7
      POSITIONING IN THE FINE CUT 8
      RELIABILITY IN THE FINE CUT 8
      AGE IN THE FINE CUT 8
      PRICE IN THE FINE CUT 9
   BUYER'S & SELLER'S MARKETS 9
   MARKET SIZES AND GROWTH 10

OPERATIONS 11
   R&D 11
      REPOSITIONING 11
      MTBF ADJUSTMENT 11
      PRODUCT INVENTION 11
      PROJECT MANAGEMENT 11
      A PRODUCT'S AGE 12

MARKETING 12
   PRICE 12
   PROMOTION (PROMO BUDGET) 12
   PLACE (SALES BUDGET) 13
   PRODUCT 13
   SALES FORECASTING 14

PRODUCTION 14
   PURCHASING CAPACITY 14
   SELLING CAPACITY 14
   DISCONTINUING A PRODUCT 14
   AUTOMATION 14
   CHANGING AUTOMATION 15

FINANCE 15
   CURRENT DEBT 15
   BONDS 16
   STOCK 16
   EMERGENCY LOANS 17
   CREDIT POLICY 17

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   INCOME STATEMENT 18

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   R&D 19
   MARKETING 19
   PRODUCTION 19
   FINANCE 20

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   COMPETITION ROUNDS 21

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