Overview
This document describes how the capstone instruction team assigns students to project teams.

Factors used to Assign Students to Teams
- Preference of student
- Technical strengths
- Perceived teaming skills
- Constraints
  - no-way list
  - faculty recommendations
- Project priority from faculty (put high performers on teams with high $ investment)

Methodology
1. Facilitate Assembly of Student Bid Portfolios
   a. Assign the Personnel Survey on the first day of class
   b. Request a couple appropriate faculty to file out a survey ranking students team performance ability
   c. “How would you expect this person to perform on a design team?”
   d. Send out Team Performance Rubric to the faculty along with the survey.
   e. Record team performance ranking on each student’s Personnel Survey and review the Personnel Survey looking for significant issues that would effect a students performance and ranking other commitments; e.g., outside issues, new children
   f. Set up and have personal conferences with students that have significant issues that would effect performance
   g. Assign creation of the Student Bid Portfolio as a home work after projects have been presented to the students

2. Make Preliminary Team Assignments
   a. Sort by discipline
   b. Sort by 1st or 2nd preference
   c. Remove projects w/ minimal interest from students
   d. Accommodate faculty advisor requests

3. Consider Constraints & Modify Team Assignments
   a. Reconcile the “no-way” list
   b. Place “problem children” on teams with strong performers in collaboration (mentoring help). Or equalize hardship

4. Balance Teams
   a. Adjust files so that there is technical strength on each team
   b. Adjust files for teaming strength (ME & EE). Look for pairs, etc.
c. Use team strength projector to help identify any weak teams. If weak teams exist, modify teams and go back to stage III.
d. Consult with faculty advisors on proposed teams

5. Reflect on Assignments
   a. Reflect on teams for weekend after browsing logbook.
   b. Modify teams and go back to Stage III if deemed necessary.

6. Communicate to Students
   a. Prepare a manilla folder for each team that contains IPS information, team contract, list of projects & team members, and other relevant documents.
   b. During class, set up team & collect key information from each team (team name, team weekly meeting time, key roles (project manager, webmaster, etc.)
PROJECT BID PORTFOLIO
(maintain an electronic copy for use in multiple submissions)

PART 1: (on single page)
Your Name
Your Major
Digital Photo Close-Up
Top Four Project Choices (including Project Names and Reference Numbers)

PART 2:
Answer the following about your top TWO project choices.
a) How are these choices related to your goals for course, your design philosophy, and your long-term professional aspirations?
b) What special skills does each project require? What special skills do you have that would benefit this project? What complementary skills would you like to see in other team members?
c) What insights about the technologies underlying these projects were you able to gain through an internet search?

PART 3:
Updated Resume

PART 4:
Personnel Survey
PART 4: Personnel Survey

Your Name_____________________  Dept/Major______________________
Home Town__________            GPA __________  Graduation Date ______

The following personal material will help us to know you better and to make an appropriate capstone design assignment for you. Please respond honestly, thoroughly, and thoughtfully. Use a Word Processor, providing ample supporting discussion for each of your answers.

1. Please provide the semester and grade you received in each of prereq courses.

2. What major obligations do you have this year (job, family, health, military, course load etc.)?

3. What are your plans after graduation?

4. To what extent is your technical performance on in engineering project environment reflected by your performance in traditional engineering coursework? What special skills and/or experiences do you have that greatly benefit your design team? How were these skills developed?

5. What has been your level of commitment to previous design projects? What is your level of commitment toward meeting the challenges of this course? Refer to the commitment rubric in the syllabus. What new and different actions do you intend to implement in your capstone design project?

6. List your closest friends in this class.

7. List anyone in this class with whom you feel there is NO POSSIBLE WAY that you could work with on an extended project. Please provide an explanation for each individual you name. Restrict your list to no more than three people. If you feel that your list needs to be longer than this, we will need to schedule a special instructor/student conference.