

Dr. Burris,

As for ABET purposes, we need to evaluate some of the student outcomes during the final project presentations in Software Engineering class. The rubrics are attached to the email. The first two will be filled out by faculty members who join to the presentations and the last one is a peer-evaluation that needs to be filled out by the students. Typically, we would like to come as a group of 3 to 4 faculty for the presentations. Therefore, I appreciate if you let me know when the presentations will take place so that we can arrange who is coming for those.

Project Rubric

Name:

Mapping		Below Expectations – 1.0	Evolving – 2.0	Proficient – 3.0	Outstanding – 4.0	Grade
(b,c,i) (a) (b)	Functionality Value: 45% <ul style="list-style-type: none">• Works as described in assignment• Solves the given problem in a legitimate way• Operates in a reasonable amount of time and space	Does not operate; many bugs that prevent usage; unnecessarily large resource consumption; solution is flawed or extremely suboptimal	Operates with bugs that can be worked around; larger than expected resource consumption; solution is a typical but not more efficient than prescribed solution	No obvious bugs; only moderate resource consumption; problem is solved in the manner intended or an equivalent; no “hacks” or workarounds	No obvious or semiobvious bugs; highly efficient utilization of CPU, memory and other resources; problem is solved in the prescribed fashion or one that is superior	
(j,k) (k) (k)	Architecture Value: 35% <ul style="list-style-type: none">• Demonstrates understanding of software engineering principles• Demonstrates consideration towards future needs• Design is modifiable where needed	Non-factored solution; no clear separation of program components; very difficult to make modifications or extensions	Semi-factored solution that separates some concerns and muddles others; not easily changed or modified; related concepts are entangled	Factored solution that separates major concerns; utilizes appropriate techniques to support organization of program code; moderately easy to change or modify components of the program	Well factored solution that affords flexibility but not at the expense of complexity; utilizes advanced techniques for organization of program code; clear base for making modifications or changes	
(k) (i,k) (k)	Technique Value: 20% <ul style="list-style-type: none">• Applies standard methodologies for code formatting and structure• Applies standard naming conventions• Easily read by fellow programmers	Non or poorly formatted program code; indentation is missing or misapplied; names are frequently ambiguous or misleading; program structure is highly difficult to read	Mostly formatted program code; some lack of indentation or line structure; mildly ambiguous names; program structure is somewhat difficult to read	Straightforward program code; names generally indicate their purpose unambiguously; mostly free of confusing program structures or formatting	Highly readable program code; names clearly distinguish their intended purpose; absence of confusing program structures or formatting	

Presentation Evaluation

Name:

Mapping	Presentation Component	Below Expectations – 1.0	Evolving – 2.0	Proficient – 3.0	Outstanding – 4.0	Grade
(d,f)	Overview Value: 20% Introduction of presenters, appropriate problem definition, related work and methodology is described	No introduction or overview, related work or methodology	Introduction of presenters but awkward, sketchy or unclear related work and methodology	Confident and fluent introduction; clear related work and methodology, but could be more complete or polished	Confident introduction of roles and contribution; clear purpose, overview, related work and methodology	
(d,f)	Style Value: 15% Use effective verbal and nonverbal communication skills (e.g., voice volume, inflection, eye contact, etc.)	Poor style (long pauses, reading speech, "Umm..." and other mannerisms, poor eye contact, monotone, etc.)	Either fluent delivery but reading, or awkward delivery but spontaneous	Generally good delivery and spontaneity but could improve	Excellent style involving matching verbal and nonverbal style, good projection with inflection, spontaneous speaking	
(i)	Related Work Coverage Value: 15% Used up to date relevant studies, including their advantages and disadvantages	Very incomplete, old material and not relevant	Either new material but biased, or incomplete and balanced	Generally up-to date information, but needs more evidence or better sequencing for advantages or disadvantages	Thorough coverage of related work, including their advantages and disadvantages	
(k)	Methodology Value: 20% Appropriate and insightful application of procedures and practices	Little or no inclusion of techniques, application, or practices	Inaccurate or incomplete use of techniques	Generally good application, but lack polish, fluency, or originality	Strong application with good fit, rationale, fluency, and originality	
(f)	Graphics Value: 15% Attractive & balanced layout, legible font	No graphics (may be appropriate in some cases)	Graphics present but poor quality (illegible, inconsistent, etc.)	Well done graphics but too much or too little, and not on key points	Well-designed and attractive graphics that simplify or summarize key ideas; original graphics	
(d)	Reflection Value: 15% Team can identify what it would do differently to improve	Little or no reflection	Ask for feedback; some defensiveness	Ask for feedback and clarify responses; generally non-defensive	Request feedback, clarify responses and link to performance changes; positive & curious	

Group Member Evaluation

Mapping		Below Expectations – 1.0	Evolving – 2.0	Proficient – 3.0	Outstanding – 4.0
(d,f)	Contributes to Team Meetings <i>Value: 30%</i>	Shares ideas but does not advance the work of the group	Offers new suggestions to advance the work of the group.	Offers alternative solutions or courses of action that build on the ideas of others	Helps the team move forward by articulating the merits of alternative ideas or proposals
(d,f)	Facilitates the Contributions of Team Members <i>Value: 10%</i>	Engages team members by taking turns and listening to others without interrupting.	Engages team members in ways that facilitate their contributions to meetings by restating the views of other team members and/or asking questions for clarification	Engages team members in ways that facilitate their contributions to meetings by constructively building upon or synthesizing the contributions of others.	Engages team members in ways that facilitate their contributions to meetings by both constructively building upon or synthesizing the contributions of others as well as noticing when someone is not participating and inviting them to engage.
(d,k)	Individual Contributions Outside of Team Meetings <i>Value: 10%</i>	Completes all assigned tasks by deadline.	Completes all assigned tasks by deadline; work accomplished advances the project.	Completes all assigned tasks by deadline; work accomplished is thorough, comprehensive, and advances the project.	Completes all assigned tasks by deadline; work accomplished is thorough, comprehensive, and advances the project. Proactively helps other team members complete their assigned tasks to a similar level of excellence
(d)	Fosters Constructive Team Climate <i>Value: 20%</i>	Supports a constructive team climate by doing any one of the following: <ul style="list-style-type: none"> • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by 	Supports a constructive team climate by doing any two of the following: <ul style="list-style-type: none"> • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team 	Supports a constructive team climate by doing any three of the following: <ul style="list-style-type: none"> • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive 	Supports a constructive team climate by doing all of the following: <ul style="list-style-type: none"> • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates

		<p>expressing confidence about the importance of the task and the team's ability to accomplish it.</p> <ul style="list-style-type: none"> • Provides assistance and/or encouragement to team members 	<p>and its work. Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it.</p> <ul style="list-style-type: none"> • Provides assistance and/or encouragement to team members 	<p>attitude about the team and its work.</p> <ul style="list-style-type: none"> • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members 	<p>by expressing confidence about the importance of the task and the team's ability to accomplish it.</p> <ul style="list-style-type: none"> • Provides assistance and/or encouragement to team members
(d)	Responds to Conflict Value: 10%	Passively accepts alternate viewpoints/ideas/opinions.	Redirecting focus toward common ground, toward task at hand (away from conflict).	Identifies and acknowledges conflict and stays engaged with it	Addresses destructive conflict directly and constructively, helping to manage/resolve it in a way that strengthens overall team cohesiveness and future effectiveness.
(d)	Leadership Value: 10%	Poor	Fair	Good	Excellent
(d)	Work habit Value: 10%	Poor	Fair	Good	Excellent