

**2020-2021 Senior Design 1st Semester
PRELIMINARY Presentation Evaluation Form**

Project Name:						
Project Evaluator:						
Organization: ✓ all that apply	<input type="checkbox"/> EAB Member	<input type="checkbox"/> SMU Faculty	<input type="checkbox"/> SMU CE Alumni	<input type="checkbox"/> SMU CS Alumni	<input type="checkbox"/> SMU ME Alumni	<input type="checkbox"/> Other:

Complete the assessment below. Place an "x" in or click on the appropriate box:

	Degree to Which Team Met your Expectations for a Senior Design Project				
	Does not meet	Barely meets	Meets	Exceeds	Not Applicable
Purpose:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Did the team state a clear purpose (objective) of the project, the projected outcomes for the project, and why the need for the project? Did the team indicate how they involved relevant stakeholders in defining their project objectives and outcomes?					
Organization/Teamwork:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Did the team clarify and clearly communicate individual roles and responsibilities? Did the team present as a uniform team with a balance between all members presenting?					
Engineering/Computing:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Did the team identify relevant technical or qualitative constraints to their project? Did the team present an understanding of the engineering/computing principles required to solve the problem? Was there an adequate amount of research completed to understand the problem? Did the team show their work via calculations, code understanding and other tools or other resources? What are the different codes, regulations, legalities that need to be considered for this project? What are the social and environmental impacts that this project will have? Did the team identify and explore alternatives for design?					
Risks:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Did the team identify and address any risks they saw on the project? For the risks identified, what effect will these risks have on schedule, time, and scope of the project? As the project evolved what assumptions remained the same and what assumptions changed? Has the risk evolved or changed as you progressed through the project? Are there any commonalities in your risks that were identified? What work-arounds have you needed to make to progress the project? Have these work-arounds helped or hampered the progress of the project?					
Schedule:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Did the team address the schedule they proposed during first semester and whether they were able to maintain that schedule for second semester? Did the students identify their schedule moving forward through the rest of the semester?					
Budget:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Did the team address the budgeting and the associated constraints (i.e., construction costs, design costs, software/site costs, etc.) to complete the project in the second semester? How was the budget developed or modified throughout the project?					
Next Steps:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Did the team give a clear and concise plan on their next steps to project completion for the remainder of the second semester? Did the team represent this plan using a schedule or milestones?					
Comments (project or team improvements/compliments):					