

These are instructions that are distributed to, and filled out by, evaluators of the posters, not by the students. However, they are being furnished to students so that they understand the various aspects that the poster should cover.

Outcomes: 6, 7, 8, 9, 10

Evaluator: _____

Date: _____

Projects

Evaluated:

Project Number	WIP or Final Results	Project Name

Instructions

Please fill out the following rubrics for each project by giving 0, 1, 2, or 3 points. You will have to read and familiarize yourself with the form prior to the presentations, as it is rather verbose. If you are unable to judge a project on a criteria, enter "N." Not all projects are required to consider all outcomes. For example, some projects need to consider engineering standards, while others do not. For the latter just enter "N." However, it is your responsibility as a judge to evaluate if the project topic involves engineering standards. If the project should have considered engineering standards, but the poster or presentation does not address it, the right grade is 0, not "N."

The purpose of the form is to evaluate the teaching of the department, not to evaluate individual students. The evaluation will not influence the students' grades, which are determined by the faculty advisors. The evaluation will be used in the ABET process to improve the teaching of the department.

In addition to the form, you can enter comments on the project below. These will be shared with the project team.

The EE and CENG curricula have objectives and outcomes listed at <http://www.ee.hawaii.edu/content.php?pag=5>. EE 496 posters should cover outcomes 2, 3, 4, 5, 6, 7, 8, 9, 10 and 11.

Outcomes: 6, 7, 8, 9, 10

Outcome 6. Demonstrated an understanding of professional and ethical responsibility.

Topic (Weight)	Unacceptable (0)	Marginal (1)	Acceptable (2)	Excellent (3)	Project Number & Score					
Demonstrate knowledge of ethical dilemmas and resolution approaches	Cannot recognize ethical dilemmas.	Recognizes dilemmas but cannot indicate any path to resolution	Recognizes dilemmas and can describe general dilemma resolution approaches.	Can clearly apply a resolution approach to a particular ethical dilemma.						

Outcome 7. Demonstrated an ability to communicate effectively.

Performance (Weight)	Unsatisfactory (0)	Developing (1)	Satisfactory (2)	Exemplary (3)	Project Number & Score					
Oral presentation content	Does not meet half of the hallmarks at a high level or there is at least one hallmark with no effort.	Meets at least half the hallmark at a high level and has some effort in the remaining hallmarks.	Meets all nearly all hallmarks at a high level and has some effort in the remaining hallmarks.	Meets all hallmarks at a high level						
Oral presentation delivery	Does not meet half of the hallmarks at a high level or there is at least one hallmark with no effort.	Meets at least half the hallmark at a high level and has some effort in the remaining hallmarks.	Meets all nearly all hallmarks at a high level and has some effort in the remaining hallmarks.	Meets all hallmarks at a high level						

<p><u>Oral Presentation Content Hallmarks</u></p> <ol style="list-style-type: none"> 1. Clear, strong thesis statement 2. Main points were clear 3. Main points were substantive 4. Supporting evidence was provided when necessary 5. Sources of information were cited. 6. Review of main points were included in conclusion 7. Concluding statement was clear - presentation ended smoothly 	<p><u>Oral Presentation Delivery Hallmarks</u></p> <ol style="list-style-type: none"> 1. Extemporaneous delivery 2. Effective eye contact 3. Clear vocal delivery 4. Appropriate and effective language use 5. Effective articulation and pronouncement of words 6. Well prepared slides (if appropriate) with sufficient figures and tables and/or other appropriate visual and audio aids. 7. Provides clear and appropriate answers
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Outcome 8. Demonstrated the broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context.

Topic (Weight)	Unacceptable (0)	Marginal (1)	Acceptable (2)	Excellent (3)	Project Number & Score					
Global Economy	Does not understand that engineering is in a global economy	Understands EE is in a global economy but does not understand how engineering solutions affect the economy and vice versa	Can identify how engineering solutions affect the global economy.	Can discuss how engineering solutions in a technical field might affect the global economy in the future.						
Societal	Is unaware that engineering solutions can impact the society.	Is aware that engineering solutions can impact the society.	Is aware that engineering solutions can impact the society, and can discuss how a specific engineering solution may impact the society.	Can analyze comprehensively how an engineering solution might impact the society both positively and negatively. Can discuss the tradeoffs						
Environment	Is unaware that engineering solutions can impact the environment.	Is aware that engineering solutions can impact the environment.	Is aware that engineering solutions can impact the environment, and can discuss how a specific engineering solution may impact the environment.	Can analyze comprehensively how an engineering solution might impact the environment, including some quantitative estimates of the impact.						

Outcome 9: Demonstrated a recognition of the need for, and an ability to engage in life-long learning.

Topic (Weight)	Unacceptable (0)	Marginal (1)	Acceptable (2)	Excellent (3)	Project Number & Score					
Recognition of the need for life-long learning	Not aware of the need, and wait for someone to tell them what to do	Aware of the need, but do not actively search and learn new tools and methods	Aware of the need, and actively search and learn new tools and methods	Aware of the need, actively search and learn new tools and methods, and show the potential to learn beyond the project need						
Ability to engage in life-long learning	Cannot identify deficiencies and new tools/methods needed for the project	Able to identify deficiencies and new tools/methods needed, but is not able to use them very well	Can identify deficiencies and new tools/methods needed in research, apply them in projects, with limited understanding of the theory or method behind the tools/techniques	Can identify deficiencies and new tools/techniques needed in research, is able to master the use of them, and is able to explain the basic concepts and theory behind them						

Outcome: 10. Demonstrated a knowledge of contemporary issues.

Performance (Weight)	Unacceptable (0)	Marginal (1)	Acceptable (2)	Excellent (3)	Project Number & Score					
Contemporary Technical Issues	Has poor knowledge of current technical issues	Has some knowledge of current technical issues, but not well articulated	Has reasonable knowledge of current technical issues and can discuss these issues	Has very good knowledge of current technical issues and has some vision.						
Contemporary Political, Economic, and Social Issues	Has little or no understanding of current political, economic, and social issues	Has some understanding of current political, economic, and social issues, but does not connect well to engineering problems	Has understanding of current political, economic, and social issues and makes some connection to engineering problems	Has in depth understanding of current political, economic, and social issues and makes good connection to engineering problems						

Project Number/ Project Name	Comments