The EE and CENG curricula have "**Objectives and Outcomes"** listed on the EE main web page at http://ee.hawaii.edu
EE 496 posters should cover outcomes 1, 2, 3, 4, 5, 6, 7.

Instructions

If you are unable to judge a project on a criterion, enter "N/A." Not all projects are required to consider all outcomes. For example, some projects require use of lab equipment, while others do not. For the latter just enter "N/A." However, it is your responsibility as a judge to evaluate if lab equipment is relevant to the project. If the project should have considered use of lab equipment, but the poster or presentation does not address it, the right grade is 0, not "N/A."

Student outcomes describe what students are expected to know and be able to do by the time of graduation. These relate to the skills, knowledge, and behaviors that students acquire as they progress through the program.

The purpose of the form is to assess the attainment of these outcomes. 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 continuously improve its curriculum.

Outcome 3. An ability to communicate effectively with a range of audiences.

Performance (Weight)	Unsatisfactory (0)	Marginal (1)	Satisfactory (2)	Exemplary (3)
c) 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 hallmarks 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.
d) 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 hallmarks 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 Content Hallmarks	Oral Presentation Delivery Hallmarks
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	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

Outcome 4. An ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts.

Performance (Weight)	Unsatisfactory (0)	Marginal (1)	Satisfactory (2)	Exemplary (3)
d) **Makes ethical and professional judgments while considering global, economic, environmental and societal impact**	Unable to understand the impact in a global, economic, environmental and societal context.	Able to understand a few impacts, but unable to make informed judgments consistent with ethical and professional practice	Able to understand most impacts, and is able to make informed judgments consistent with ethical and professional practice	Able to understand, and can comprehensively analyze how an engineering solution might impact the global, economic, environment, and society; Is able to make judgments consistent with ethical and professional practice

Outcome 5. An ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives.

Performance (Weight)	Unsatisfactory (0)	Marginal (1)	Satisfactory (2)	Exemplary (3)
a) Team Organization	Not organized as a team; no clear roles or tasks are defined.	Loosely organized with some leadership; not well-defined team roles.	Tightly organized with leadership; clear-defined team roles.	Well organized as a team with strong leadership; clear-defined team roles.
b) Team Collaborations	Show almost no collaboration.	Very little collaboration; everyone performs individually.	Show clear collaboration among members.	Well-planned strong collaboration, and active interactions among members; show team effect.
c) Project Goals	No clear goals are defined.	Goals are defined but vague and not well-justified.	Clear goals are defined.	Clear goals are defined with strong motivations.
d) Project Plans	No concrete plans are given.	Plans are given but not-well-justified.	Clear plans are defined.	Clear plans are defined with solid ideas to achieve goals.
e) Project Evaluation	No justified evaluation to measure the achievement.	Some evaluation but not clearly measure if the objectives are achieved.	Good evaluation to measure if the objectives are achieved.	Carefully-designed evaluation methods to measure how well the objectives are achieved.

a) **Team Organization**: The project team is organized with different roles, including team lead, role for regular progress reporting, role for final written reporting, roles for oral presentation, etc.
b) **Team Collaborations:** The project tasks are divided among team members, and team members work on the different parts of projects and integrate their work as a unified project.
c) **Project Goals:** The team should identify the main project goals at different phases of the project (such as the beginning and the end of the project) in both written reports and oral presentations; the team also need to specify sub-goals in each task (or phase) of a project.
d) **Project Plans:** The team should outline the overall plan for the project, and also draft concrete plans for each subtask (or phase)
e) **Project Evaluation:** The team should identify evaluation methods and apply corresponding analysis to check if the project meets the goals.

Outcome 7: An ability to acquire and apply new knowledge as needed, using appropriate learning strategies.

Performance (Weight)	Unsatisfactory (0)	Marginal (1)	Satisfactory (2)	Exemplary (3)
a) Acquiring new knowledge using appropriate learning strategies.	Not aware of the need for new knowledge, and wait for someone to tell them what to do.	Aware of the need for new knowledge, but do not actively search and learn new tools and methods	Actively search and learn new tools and methods.	Actively search and learn new tools and methods, and have a strategy for effective learning.
b) Applying new knowledge.	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.