

Evaluator: Al Cline

<u>Code</u>	<u>Project Name</u>	<u>Team Members</u>	<u>Team Name (if any)</u>	<u>Sponsor</u>	<u>Instructor</u>
AC1	Team AR INDUSTRIAL AR Solution			Brad Henry	Ogle
AC2	WSO2 Integration			Glenn Donaldson & Vinatha Pattisapu (OSU)	Murthy
AC3	Neurosurgery Appointment Booking Systems (NABS)			OSU Medical Center Dr. Patrick Youssef	Ramasamy

Assessment of Poster Presentations in CSE Capstone Design Courses

Code of capstone project being evaluated: AC1

Information about person completing this rubric (check all that apply):

- CSE/CIS student
 non-CSE/CIS student
 CSE faculty member
 non-CSE faculty member
 IT professional
 other (_____)



This rubric and the assessments it provides are an important part of our continuous improvement process designed to help us identify ways to improve our BS program. The rubric includes the following dimensions: Problem formulation, Design approach, Implementation approach, Other factors, Effectiveness as a team, Communication effectiveness, and Final product along which the capstone project should be evaluated. For each dimension, there is a description of the corresponding characteristics that are expected of the capstone team and its performance. The visitor to the poster session is asked to consider the following statement for each dimension: "Based on what I saw and heard at the poster session, I would rank this project team's performance with respect to all or most of the characteristics corresponding to this dimension as:"; and then choose one of "Exemplary", "Satisfactory", "Minimally Acceptable", or "Unacceptable"; or choose "Not Applicable" if the item is not relevant to the particular project. Additional comments related to any of the dimensions or about other aspects of the project may be entered in the box at the bottom of the rubric.

Problem Formulation	Team has come up with a clear formulation of the problem based on client's goals; any changes in the project scope were clearly explained and justified. <input type="checkbox"/> Exemplary <input checked="" type="checkbox"/> Satisfactory <input type="checkbox"/> Minimally Acceptable <input type="checkbox"/> Unacceptable <input type="checkbox"/> Not Applicable
Design Approach	The team has produced a high-quality design that, for the most part, meets the client's goals; in doing so, the team has gone through a suitable iterative process considering various alternatives, including resource (memory, bandwidth, etc.) implications. <input checked="" type="checkbox"/> Exemplary <input type="checkbox"/> Satisfactory <input type="checkbox"/> Minimally Acceptable <input type="checkbox"/> Unacceptable <input type="checkbox"/> Not Applicable
Implementation Approach	The team has paid careful attention to all key performance factors that may affect the system. The team has also considered scalability issues as well as possible evolution of the system to meet changing needs. The team has, in its implementation (or plans for it), applied important lessons from key courses in the curriculum; and it has adopted and consistently followed a standard process. <input type="checkbox"/> Exemplary <input checked="" type="checkbox"/> Satisfactory <input type="checkbox"/> Minimally Acceptable <input type="checkbox"/> Unacceptable <input type="checkbox"/> Not Applicable
Other factors	The team has effectively used appropriate professional tools and systems. It has carefully analyzed its design and implementation to identify potential security holes and documented them. The team has considered the implications of various aspects of the ACM/IEEE Code as it applies to this system and appropriately discussed the relevant questions with the project client. <input checked="" type="checkbox"/> Exemplary <input type="checkbox"/> Satisfactory <input type="checkbox"/> Minimally Acceptable <input type="checkbox"/> Unacceptable <input type="checkbox"/> Not Applicable
Final product	The final system produced by the team accomplishes most or all of the client's goals. The user interface is effective and engaging; and the system performs reasonably. It can serve as a prototype for a production team to build on and/or serve as the basis for another capstone team to extend its functionality. <input checked="" type="checkbox"/> Exemplary <input type="checkbox"/> Satisfactory <input type="checkbox"/> Minimally Acceptable <input type="checkbox"/> Unacceptable <input type="checkbox"/> Not Applicable
Effectiveness as a Project Team	The students in this team seem to have worked together very effectively on various aspects of the project from initial formulation based on the client's goals/requirements, through exploring design alternatives, working on the implementation details, the documentation of the project, through the preparation of the poster. The students also worked effectively as a team in responding to questions and comments from visitors to the poster session. <input type="checkbox"/> Exemplary <input checked="" type="checkbox"/> Satisfactory <input type="checkbox"/> Minimally Acceptable <input type="checkbox"/> Unacceptable <input type="checkbox"/> Not Applicable
Communication Effectiveness	The team has produced a well-designed poster that pays careful attention to the items included and the level of detail presented. The poster effectively integrates elements related to basic background of the project with key technical factors. Responses to questions perfectly complemented the poster with the team providing the right level of detail. <input type="checkbox"/> Exemplary <input checked="" type="checkbox"/> Satisfactory <input type="checkbox"/> Minimally Acceptable <input type="checkbox"/> Unacceptable <input type="checkbox"/> Not Applicable

Comments: Good base for Quotemaker, Unity, Apple library

Assessment of Poster Presentations in CSE Capstone Design Courses

Code of capstone project being evaluated: AC2

Information about person completing this rubric (check all that apply):

- CSE/CIS student
 non-CSE/CIS student
 CSE faculty member
 non-CSE faculty member
 IT professional
 other (_____)



This rubric and the assessments it provides are an important part of our continuous improvement process designed to help us identify ways to improve our BS program. The rubric includes the following dimensions: Problem formulation, Design approach, Implementation approach, Other factors, Effectiveness as a team, Communication effectiveness, and Final product along which the capstone project should be evaluated. For each dimension, there is a description of the corresponding characteristics that are expected of the capstone team and its performance. The visitor to the poster session is asked to consider the following statement for each dimension: "Based on what I saw and heard at the poster session, I would rank this project team's performance with respect to all or most of the characteristics corresponding to this dimension as:"; and then choose one of "Exemplary", "Satisfactory", "Minimally Acceptable", or "Unacceptable"; or choose "Not Applicable" if the item is not relevant to the particular project. Additional comments related to any of the dimensions or about other aspects of the project may be entered in the box at the bottom of the rubric.

Problem Formulation	Team has come up with a clear formulation of the problem based on client's goals; any changes in the project scope were clearly explained and justified. <input type="checkbox"/> Exemplary <input checked="" type="checkbox"/> Satisfactory <input type="checkbox"/> Minimally Acceptable <input type="checkbox"/> Unacceptable <input type="checkbox"/> Not Applicable
Design Approach	The team has produced a high-quality design that, for the most part, meets the client's goals; in doing so, the team has gone through a suitable iterative process considering various alternatives, including resource (memory, bandwidth, etc.) implications. <input checked="" type="checkbox"/> Exemplary <input type="checkbox"/> Satisfactory <input type="checkbox"/> Minimally Acceptable <input type="checkbox"/> Unacceptable <input type="checkbox"/> Not Applicable
Implementation Approach	The team has paid careful attention to all key performance factors that may affect the system. The team has also considered scalability issues as well as possible evolution of the system to meet changing needs. The team has, in its implementation (or plans for it), applied important lessons from key courses in the curriculum; and it has adopted and consistently followed a standard process. <input type="checkbox"/> Exemplary <input checked="" type="checkbox"/> Satisfactory <input type="checkbox"/> Minimally Acceptable <input type="checkbox"/> Unacceptable <input type="checkbox"/> Not Applicable
Other factors	The team has effectively used appropriate professional tools and systems. It has carefully analyzed its design and implementation to identify potential security holes and documented them. The team has considered the implications of various aspects of the ACM/IEEE Code as it applies to this system and appropriately discussed the relevant questions with the project client. <input checked="" type="checkbox"/> Exemplary <input type="checkbox"/> Satisfactory <input type="checkbox"/> Minimally Acceptable <input type="checkbox"/> Unacceptable <input type="checkbox"/> Not Applicable
Final product	The final system produced by the team accomplishes most or all of the client's goals. The user interface is effective and engaging; and the system performs reasonably. It can serve as a prototype for a production team to build on and/or serve as the basis for another capstone team to extend its functionality. <input type="checkbox"/> Exemplary <input checked="" type="checkbox"/> Satisfactory <input type="checkbox"/> Minimally Acceptable <input type="checkbox"/> Unacceptable <input type="checkbox"/> Not Applicable
Effectiveness as a Project Team	The students in this team seem to have worked together very effectively on various aspects of the project from initial formulation based on the client's goals/requirements, through exploring design alternatives, working on the implementation details, the documentation of the project, through the preparation of the poster. The students also worked effectively as a team in responding to questions and comments from visitors to the poster session. <input type="checkbox"/> Exemplary <input checked="" type="checkbox"/> Satisfactory <input type="checkbox"/> Minimally Acceptable <input type="checkbox"/> Unacceptable <input type="checkbox"/> Not Applicable
Communication Effectiveness	The team has produced a well-designed poster that pays careful attention to the items included and the level of detail presented. The poster effectively integrates elements related to basic background of the project with key technical factors. Responses to questions perfectly complemented the poster with the team providing the right level of detail. <input type="checkbox"/> Exemplary <input checked="" type="checkbox"/> Satisfactory <input type="checkbox"/> Minimally Acceptable <input type="checkbox"/> Unacceptable <input type="checkbox"/> Not Applicable

Comments: Very technical, focused project, lots of backend work,

Assessment of Poster Presentations in CSE Capstone Design Courses

Code of capstone project being evaluated: **AC3**

Information about person completing this rubric (check all that apply):

- CSE/CIS student
 non-CSE/CIS student
 CSE faculty member
 non-CSE faculty member
 IT professional
 other (_____)



This rubric and the assessments it provides are an important part of our continuous improvement process designed to help us identify ways to improve our BS program. The rubric includes the following dimensions: Problem formulation, Design approach, Implementation approach, Other factors, Effectiveness as a team, Communication effectiveness, and Final product along which the capstone project should be evaluated. For each dimension, there is a description of the corresponding characteristics that are expected of the capstone team and its performance. The visitor to the poster session is asked to consider the following statement for each dimension: "Based on what I saw and heard at the poster session, I would rank this project team's performance with respect to all or most of the characteristics corresponding to this dimension as:"; and then choose one of "Exemplary", "Satisfactory", "Minimally Acceptable", or "Unacceptable"; or choose "Not Applicable" if the item is not relevant to the particular project. Additional comments related to any of the dimensions or about other aspects of the project may be entered in the box at the bottom of the rubric.

Problem Formulation	Team has come up with a clear formulation of the problem based on client's goals; any changes in the project scope were clearly explained and justified. <input type="checkbox"/> Exemplary <input checked="" type="checkbox"/> Satisfactory <input type="checkbox"/> Minimally Acceptable <input type="checkbox"/> Unacceptable <input type="checkbox"/> Not Applicable
Design Approach	The team has produced a high-quality design that, for the most part, meets the client's goals; in doing so, the team has gone through a suitable iterative process considering various alternatives, including resource (memory, bandwidth, etc.) implications. <input type="checkbox"/> Exemplary <input type="checkbox"/> Satisfactory <input type="checkbox"/> Minimally Acceptable <input type="checkbox"/> Unacceptable <input type="checkbox"/> Not Applicable
Implementation Approach	The team has paid careful attention to all key performance factors that may affect the system. The team has also considered scalability issues as well as possible evolution of the system to meet changing needs. The team has, in its implementation (or plans for it), applied important lessons from key courses in the curriculum; and it has adopted and consistently followed a standard process. <input type="checkbox"/> Exemplary <input checked="" type="checkbox"/> Satisfactory <input type="checkbox"/> Minimally Acceptable <input type="checkbox"/> Unacceptable <input type="checkbox"/> Not Applicable
Other factors	The team has effectively used appropriate professional tools and systems. It has carefully analyzed its design and implementation to identify potential security holes and documented them. The team has considered the implications of various aspects of the ACM/IEEE Code as it applies to this system and appropriately discussed the relevant questions with the project client. <input type="checkbox"/> Exemplary <input checked="" type="checkbox"/> Satisfactory <input type="checkbox"/> Minimally Acceptable <input type="checkbox"/> Unacceptable <input type="checkbox"/> Not Applicable
Final product	The final system produced by the team accomplishes most or all of the client's goals. The user interface is effective and engaging; and the system performs reasonably. It can serve as a prototype for a production team to build on and/or serve as the basis for another capstone team to extend its functionality. <input type="checkbox"/> Exemplary <input checked="" type="checkbox"/> Satisfactory <input type="checkbox"/> Minimally Acceptable <input type="checkbox"/> Unacceptable <input type="checkbox"/> Not Applicable
Effectiveness as a Project Team	The students in this team seem to have worked together very effectively on various aspects of the project from initial formulation based on the client's goals/requirements, through exploring design alternatives, working on the implementation details, the documentation of the project, through the preparation of the poster. The students also worked effectively as a team in responding to questions and comments from visitors to the poster session. <input type="checkbox"/> Exemplary <input checked="" type="checkbox"/> Satisfactory <input type="checkbox"/> Minimally Acceptable <input type="checkbox"/> Unacceptable <input type="checkbox"/> Not Applicable
Communication Effectiveness	The team has produced a well-designed poster that pays careful attention to the items included and the level of detail presented. The poster effectively integrates elements related to basic background of the project with key technical factors. Responses to questions perfectly complemented the poster with the team providing the right level of detail. <input type="checkbox"/> Exemplary <input checked="" type="checkbox"/> Satisfactory <input type="checkbox"/> Minimally Acceptable <input type="checkbox"/> Unacceptable <input type="checkbox"/> Not Applicable

Comments:
Challenge: multiple teams on project conflicted w/capstone team

Evaluator: Steve Boxwell

<u>Code</u>	<u>Project Name</u>	<u>Team Members</u>	<u>Team Name (if any)</u>	<u>Sponsor</u>	<u>Instructor</u>
SB1	Badger App iOS			Brad Henry	Ogle
SB2	Double Vision			N/A	Crawfis
SB3	Hands On Dashboard			Hands On Central Ohio (Carl Konopka)	Ramasamy

Assessment of Poster Presentations in CSE Capstone Design Courses

SBI



Code of capstone project being evaluated:

Information about person completing this rubric (check all that apply):

- CSE/CIS student
- non-CSE/CIS student
- CSE faculty member
- non-CSE faculty member
- IT professional
- other (_____)

This rubric and the assessments it provides are an important part of our continuous improvement process designed to help us identify ways to improve our BS program. The rubric includes the following dimensions: Problem formulation, Design approach, Implementation approach, Other factors, Effectiveness as a team, Communication effectiveness, and Final product along which the capstone project should be evaluated. For each dimension, there is a description of the corresponding characteristics that are expected of the capstone team and its performance. The visitor to the poster session is asked to consider the following statement for each dimension: "Based on what I saw and heard at the poster session, I would rank this project team's performance with respect to all or most of the characteristics corresponding to this dimension as:"; and then choose one of "Exemplary", "Satisfactory", "Minimally Acceptable", or "Unacceptable"; or choose "Not Applicable" if the item is not relevant to the particular project. Additional comments related to any of the dimensions or about other aspects of the project may be entered in the box at the bottom of the rubric.

Problem Formulation	Team has come up with a clear formulation of the problem based on client's goals; any changes in the project scope were clearly explained and justified. <input type="checkbox"/> Exemplary <input type="checkbox"/> Satisfactory <input checked="" type="checkbox"/> Minimally Acceptable <input type="checkbox"/> Unacceptable <input type="checkbox"/> Not Applicable
Design Approach	The team has produced a high-quality design that, for the most part, meets the client's goals; in doing so, the team has gone through a suitable iterative process considering various alternatives, including resource (memory, bandwidth, etc.) implications. <input checked="" type="checkbox"/> Exemplary <input type="checkbox"/> Satisfactory <input type="checkbox"/> Minimally Acceptable <input type="checkbox"/> Unacceptable <input type="checkbox"/> Not Applicable
Implementation Approach	The team has paid careful attention to all key performance factors that may affect the system. The team has also considered scalability issues as well as possible evolution of the system to meet changing needs. The team has, in its implementation (or plans for it), applied important lessons from key courses in the curriculum; and it has adopted and consistently followed a standard process. <input type="checkbox"/> Exemplary <input checked="" type="checkbox"/> Satisfactory <input type="checkbox"/> Minimally Acceptable <input type="checkbox"/> Unacceptable <input type="checkbox"/> Not Applicable
Other factors	The team has effectively used appropriate professional tools and systems. It has carefully analyzed its design and implementation to identify potential security holes and documented them. The team has considered the implications of various aspects of the ACM/IEEE Code as it applies to this system and appropriately discussed the relevant questions with the project client. <input type="checkbox"/> Exemplary <input checked="" type="checkbox"/> Satisfactory <input type="checkbox"/> Minimally Acceptable <input type="checkbox"/> Unacceptable <input type="checkbox"/> Not Applicable
Final product	The final system produced by the team accomplishes most or all of the client's goals. The user interface is effective and engaging; and the system performs reasonably. It can serve as a prototype for a production team to build on and/or serve as the basis for another capstone team to extend its functionality. <input type="checkbox"/> Exemplary <input checked="" type="checkbox"/> Satisfactory <input type="checkbox"/> Minimally Acceptable <input type="checkbox"/> Unacceptable <input type="checkbox"/> Not Applicable
Effectiveness as a Project Team	The students in this team seem to have worked together very effectively on various aspects of the project from initial formulation based on the client's goals/requirements, through exploring design alternatives, working on the implementation details, the documentation of the project, through the preparation of the poster. The students also worked effectively as a team in responding to questions and comments from visitors to the poster session. <input checked="" type="checkbox"/> Exemplary <input type="checkbox"/> Satisfactory <input type="checkbox"/> Minimally Acceptable <input type="checkbox"/> Unacceptable <input type="checkbox"/> Not Applicable
Communication Effectiveness	The team has produced a well-designed poster that pays careful attention to the items included and the level of detail presented. The poster effectively integrates elements related to basic background of the project with key technical factors. Responses to questions perfectly complemented the poster with the team providing the right level of detail. <input type="checkbox"/> Exemplary <input type="checkbox"/> Satisfactory <input checked="" type="checkbox"/> Minimally Acceptable <input type="checkbox"/> Unacceptable <input type="checkbox"/> Not Applicable

Comments:

Unclear from poster what was pre-existing and what the team developed, conversation helped

Assessment of Poster Presentations in CSE Capstone Design Courses

SB2



Code of capstone project being evaluated:

Information about person completing this rubric (check all that apply):

- CSE/CIS student
 non-CSE/CIS student
 CSE faculty member
 non-CSE faculty member
 IT professional
 other (_____)

This rubric and the assessments it provides are an important part of our continuous improvement process designed to help us identify ways to improve our BS program. The rubric includes the following dimensions: Problem formulation, Design approach, Implementation approach, Other factors, Effectiveness as a team, Communication effectiveness, and Final product along which the capstone project should be evaluated. For each dimension, there is a description of the corresponding characteristics that are expected of the capstone team and its performance. The visitor to the poster session is asked to consider the following statement for each dimension: "Based on what I saw and heard at the poster session, I would rank this project team's performance with respect to all or most of the characteristics corresponding to this dimension as:"; and then choose one of "Exemplary", "Satisfactory", "Minimally Acceptable", or "Unacceptable"; or choose "Not Applicable" if the item is not relevant to the particular project. Additional comments related to any of the dimensions or about other aspects of the project may be entered in the box at the bottom of the rubric.

Problem Formulation	Team has come up with a clear formulation of the problem based on client's goals; any changes in the project scope were clearly explained and justified. <input type="checkbox"/> Exemplary <input type="checkbox"/> Satisfactory <input type="checkbox"/> Minimally Acceptable <input type="checkbox"/> Unacceptable <input checked="" type="checkbox"/> Not Applicable
Design Approach	The team has produced a high-quality design that, for the most part, meets the client's goals; in doing so, the team has gone through a suitable iterative process considering various alternatives, including resource (memory, bandwidth, etc.) implications. <input checked="" type="checkbox"/> Exemplary <input type="checkbox"/> Satisfactory <input type="checkbox"/> Minimally Acceptable <input type="checkbox"/> Unacceptable <input type="checkbox"/> Not Applicable
Implementation Approach	The team has paid careful attention to all key performance factors that may affect the system. The team has also considered scalability issues as well as possible evolution of the system to meet changing needs. The team has, in its implementation (or plans for it), applied important lessons from key courses in the curriculum; and it has adopted and consistently followed a standard process. <input checked="" type="checkbox"/> Exemplary <input type="checkbox"/> Satisfactory <input type="checkbox"/> Minimally Acceptable <input type="checkbox"/> Unacceptable <input type="checkbox"/> Not Applicable
Other factors	The team has effectively used appropriate professional tools and systems. It has carefully analyzed its design and implementation to identify potential security holes and documented them. The team has considered the implications of various aspects of the ACM/IEEE Code as it applies to this system and appropriately discussed the relevant questions with the project client. <input checked="" type="checkbox"/> Exemplary <input type="checkbox"/> Satisfactory <input type="checkbox"/> Minimally Acceptable <input type="checkbox"/> Unacceptable <input type="checkbox"/> Not Applicable
Final product	The final system produced by the team accomplishes most or all of the client's goals. The user interface is effective and engaging; and the system performs reasonably. It can serve as a prototype for a production team to build on and/or serve as the basis for another capstone team to extend its functionality. <input checked="" type="checkbox"/> Exemplary <input type="checkbox"/> Satisfactory <input type="checkbox"/> Minimally Acceptable <input type="checkbox"/> Unacceptable <input type="checkbox"/> Not Applicable
Effectiveness as a Project Team	The students in this team seem to have worked together very effectively on various aspects of the project from initial formulation based on the client's goals/requirements, through exploring design alternatives, working on the implementation details, the documentation of the project, through the preparation of the poster. The students also worked effectively as a team in responding to questions and comments from visitors to the poster session. <input checked="" type="checkbox"/> Exemplary <input type="checkbox"/> Satisfactory <input type="checkbox"/> Minimally Acceptable <input type="checkbox"/> Unacceptable <input type="checkbox"/> Not Applicable
Communication Effectiveness	The team has produced a well-designed poster that pays careful attention to the items included and the level of detail presented. The poster effectively integrates elements related to basic background of the project with key technical factors. Responses to questions perfectly complemented the poster with the team providing the right level of detail. <input type="checkbox"/> Exemplary <input type="checkbox"/> Satisfactory <input checked="" type="checkbox"/> Minimally Acceptable <input type="checkbox"/> Unacceptable <input type="checkbox"/> Not Applicable

Comments: Product is great, but poster is really unclear in places

Assessment of Poster Presentations in CSE Capstone Design Courses

SB3



Code of capstone project being evaluated:

Information about person completing this rubric (check all that apply):

- CSE/CIS student
 non-CSE/CIS student
 CSE faculty member
 non-CSE faculty member
 IT professional
 other (_____)

This rubric and the assessments it provides are an important part of our continuous improvement process designed to help us identify ways to improve our BS program. The rubric includes the following dimensions: Problem formulation, Design approach, Implementation approach, Other factors, Effectiveness as a team, Communication effectiveness, and Final product along which the capstone project should be evaluated. For each dimension, there is a description of the corresponding characteristics that are expected of the capstone team and its performance. The visitor to the poster session is asked to consider the following statement for each dimension: "Based on what I saw and heard at the poster session, I would rank this project team's performance with respect to all or most of the characteristics corresponding to this dimension as:"; and then choose one of "Exemplary", "Satisfactory", "Minimally Acceptable", or "Unacceptable"; or choose "Not Applicable" if the item is not relevant to the particular project. Additional comments related to any of the dimensions or about other aspects of the project may be entered in the box at the bottom of the rubric.

Problem Formulation	Team has come up with a clear formulation of the problem based on client's goals; any changes in the project scope were clearly explained and justified. <input checked="" type="checkbox"/> Exemplary <input type="checkbox"/> Satisfactory <input type="checkbox"/> Minimally Acceptable <input type="checkbox"/> Unacceptable <input type="checkbox"/> Not Applicable
Design Approach	The team has produced a high-quality design that, for the most part, meets the client's goals; in doing so, the team has gone through a suitable iterative process considering various alternatives, including resource (memory, bandwidth, etc.) implications. <input type="checkbox"/> Exemplary <input checked="" type="checkbox"/> Satisfactory <input type="checkbox"/> Minimally Acceptable <input type="checkbox"/> Unacceptable <input type="checkbox"/> Not Applicable
Implementation Approach	The team has paid careful attention to all key performance factors that may affect the system. The team has also considered scalability issues as well as possible evolution of the system to meet changing needs. The team has, in its implementation (or plans for it), applied important lessons from key courses in the curriculum; and it has adopted and consistently followed a standard process. <input type="checkbox"/> Exemplary <input checked="" type="checkbox"/> Satisfactory <input type="checkbox"/> Minimally Acceptable <input type="checkbox"/> Unacceptable <input type="checkbox"/> Not Applicable
Other factors	The team has effectively used appropriate professional tools and systems. It has carefully analyzed its design and implementation to identify potential security holes and documented them. The team has considered the implications of various aspects of the ACM/IEEE Code as it applies to this system and appropriately discussed the relevant questions with the project client. <input type="checkbox"/> Exemplary <input checked="" type="checkbox"/> Satisfactory <input type="checkbox"/> Minimally Acceptable <input type="checkbox"/> Unacceptable <input type="checkbox"/> Not Applicable
Final product	The final system produced by the team accomplishes most or all of the client's goals. The user interface is effective and engaging; and the system performs reasonably. It can serve as a prototype for a production team to build on and/or serve as the basis for another capstone team to extend its functionality. <input type="checkbox"/> Exemplary <input checked="" type="checkbox"/> Satisfactory <input type="checkbox"/> Minimally Acceptable <input type="checkbox"/> Unacceptable <input type="checkbox"/> Not Applicable
Effectiveness as a Project Team	The students in this team seem to have worked together very effectively on various aspects of the project from initial formulation based on the client's goals/requirements, through exploring design alternatives, working on the implementation details, the documentation of the project, through the preparation of the poster. The students also worked effectively as a team in responding to questions and comments from visitors to the poster session. <input type="checkbox"/> Exemplary <input checked="" type="checkbox"/> Satisfactory <input type="checkbox"/> Minimally Acceptable <input type="checkbox"/> Unacceptable <input type="checkbox"/> Not Applicable
Communication Effectiveness	The team has produced a well-designed poster that pays careful attention to the items included and the level of detail presented. The poster effectively integrates elements related to basic background of the project with key technical factors. Responses to questions perfectly complemented the poster with the team providing the right level of detail. <input type="checkbox"/> Exemplary <input checked="" type="checkbox"/> Satisfactory <input type="checkbox"/> Minimally Acceptable <input type="checkbox"/> Unacceptable <input type="checkbox"/> Not Applicable

Comments: *Poster is unclear on several issues, but product demo helped a lot*

Evaluator: Roger Crawfis

<u>Code</u>	<u>Project Name</u>	<u>Team Members</u>	<u>Team Name (if any)</u>	<u>Sponsor</u>	<u>Instructor</u>
RC1	Digital Butler			N/A	Boxwell
RC2	Jetson			N/A	Boxwell
RC3	Alexa			Cloud and Beyond (Balaji Charavarthy)	Murthy

Assessment of Poster Presentations in CSE Capstone Design Courses

Code of capstone project being evaluated: RCI



Information about person completing this rubric (check all that apply):

- CSE/CIS student
 non-CSE/CIS student
 CSE faculty member
 non-CSE faculty member
 IT professional
 other (_____)

This rubric and the assessments it provides are an important part of our continuous improvement process designed to help us identify ways to improve our BS program. The rubric includes the following dimensions: Problem formulation, Design approach, Implementation approach, Other factors, Effectiveness as a team, Communication effectiveness, and Final product along which the capstone project should be evaluated. For each dimension, there is a description of the corresponding characteristics that are expected of the capstone team and its performance. The visitor to the poster session is asked to consider the following statement for each dimension: "Based on what I saw and heard at the poster session, I would rank this project team's performance with respect to all or most of the characteristics corresponding to this dimension as:"; and then choose one of "Exemplary", "Satisfactory", "Minimally Acceptable", or "Unacceptable"; or choose "Not Applicable" if the item is not relevant to the particular project. Additional comments related to any of the dimensions or about other aspects of the project may be entered in the box at the bottom of the rubric.

Problem Formulation	Team has come up with a clear formulation of the problem based on client's goals; any changes in the project scope were clearly explained and justified. <input checked="" type="checkbox"/> Exemplary <input type="checkbox"/> Satisfactory <input type="checkbox"/> Minimally Acceptable <input type="checkbox"/> Unacceptable <input type="checkbox"/> Not Applicable
Design Approach	The team has produced a high-quality design that, for the most part, meets the client's goals; in doing so, the team has gone through a suitable iterative process considering various alternatives, including resource (memory, bandwidth, etc.) implications. <input checked="" type="checkbox"/> Exemplary <input type="checkbox"/> Satisfactory <input type="checkbox"/> Minimally Acceptable <input type="checkbox"/> Unacceptable <input type="checkbox"/> Not Applicable
Implementation Approach	The team has paid careful attention to all key performance factors that may affect the system. The team has also considered scalability issues as well as possible evolution of the system to meet changing needs. The team has, in its implementation (or plans for it), applied important lessons from key courses in the curriculum; and it has adopted and consistently followed a standard process. <input checked="" type="checkbox"/> Exemplary <input type="checkbox"/> Satisfactory <input type="checkbox"/> Minimally Acceptable <input type="checkbox"/> Unacceptable <input type="checkbox"/> Not Applicable
Other factors	The team has effectively used appropriate professional tools and systems. It has carefully analyzed its design and implementation to identify potential security holes and documented them. The team has considered the implications of various aspects of the ACM/IEEE Code as it applies to this system and appropriately discussed the relevant questions with the project client. <input type="checkbox"/> Exemplary <input checked="" type="checkbox"/> Satisfactory <input type="checkbox"/> Minimally Acceptable <input type="checkbox"/> Unacceptable <input type="checkbox"/> Not Applicable
Final product	The final system produced by the team accomplishes most or all of the client's goals. The user interface is effective and engaging; and the system performs reasonably. It can serve as a prototype for a production team to build on and/or serve as the basis for another capstone team to extend its functionality. <input checked="" type="checkbox"/> Exemplary <input type="checkbox"/> Satisfactory <input type="checkbox"/> Minimally Acceptable <input type="checkbox"/> Unacceptable <input type="checkbox"/> Not Applicable
Effectiveness as a Project Team	The students in this team seem to have worked together very effectively on various aspects of the project from initial formulation based on the client's goals/requirements, through exploring design alternatives, working on the implementation details, the documentation of the project, through the preparation of the poster. The students also worked effectively as a team in responding to questions and comments from visitors to the poster session. <input checked="" type="checkbox"/> Exemplary <input type="checkbox"/> Satisfactory <input type="checkbox"/> Minimally Acceptable <input type="checkbox"/> Unacceptable <input type="checkbox"/> Not Applicable
Communication Effectiveness	The team has produced a well-designed poster that pays careful attention to the items included and the level of detail presented. The poster effectively integrates elements related to basic background of the project with key technical factors. Responses to questions perfectly complemented the poster with the team providing the right level of detail. <input checked="" type="checkbox"/> Exemplary <input checked="" type="checkbox"/> Satisfactory <input type="checkbox"/> Minimally Acceptable <input type="checkbox"/> Unacceptable <input type="checkbox"/> Not Applicable

Comments: Poster needed more tech details

Assessment of Poster Presentations in CSE Capstone Design Courses

Code of capstone project being evaluated: *RC2*

Information about person completing this rubric (check all that apply):

- CSE/CIS student
 non-CSE/CIS student
 CSE faculty member
 non-CSE faculty member
 IT professional
 other (_____)



This rubric and the assessments it provides are an important part of our continuous improvement process designed to help us identify ways to improve our BS program. The rubric includes the following dimensions: Problem formulation, Design approach, Implementation approach, Other factors, Effectiveness as a team, Communication effectiveness, and Final product along which the capstone project should be evaluated. For each dimension, there is a description of the corresponding characteristics that are expected of the capstone team and its performance. The visitor to the poster session is asked to consider the following statement for each dimension: "Based on what I saw and heard at the poster session, I would rank this project team's performance with respect to all or most of the characteristics corresponding to this dimension as:"; and then choose one of "Exemplary", "Satisfactory", "Minimally Acceptable", or "Unacceptable"; or choose "Not Applicable" if the item is not relevant to the particular project. Additional comments related to any of the dimensions or about other aspects of the project may be entered in the box at the bottom of the rubric.

Problem Formulation	Team has come up with a clear formulation of the problem based on client's goals; any changes in the project scope were clearly explained and justified. <input checked="" type="checkbox"/> Exemplary <input type="checkbox"/> Satisfactory <input type="checkbox"/> Minimally Acceptable <input type="checkbox"/> Unacceptable <input type="checkbox"/> Not Applicable
Design Approach	The team has produced a high-quality design that, for the most part, meets the client's goals; in doing so, the team has gone through a suitable iterative process considering various alternatives, including resource (memory, bandwidth, etc.) implications. <input checked="" type="checkbox"/> Exemplary <input type="checkbox"/> Satisfactory <input type="checkbox"/> Minimally Acceptable <input type="checkbox"/> Unacceptable <input type="checkbox"/> Not Applicable
Implementation Approach	The team has paid careful attention to all key performance factors that may affect the system. The team has also considered scalability issues as well as possible evolution of the system to meet changing needs. The team has, in its implementation (or plans for it), applied important lessons from key courses in the curriculum; and it has adopted and consistently followed a standard process. <input checked="" type="checkbox"/> Exemplary <input type="checkbox"/> Satisfactory <input type="checkbox"/> Minimally Acceptable <input type="checkbox"/> Unacceptable <input type="checkbox"/> Not Applicable
Other factors	The team has effectively used appropriate professional tools and systems. It has carefully analyzed its design and implementation to identify potential security holes and documented them. The team has considered the implications of various aspects of the ACM/IEEE Code as it applies to this system and appropriately discussed the relevant questions with the project client. <input checked="" type="checkbox"/> Exemplary <input type="checkbox"/> Satisfactory <input type="checkbox"/> Minimally Acceptable <input type="checkbox"/> Unacceptable <input type="checkbox"/> Not Applicable
Final product	The final system produced by the team accomplishes most or all of the client's goals. The user interface is effective and engaging; and the system performs reasonably. It can serve as a prototype for a production team to build on and/or serve as the basis for another capstone team to extend its functionality. <input checked="" type="checkbox"/> Exemplary <input type="checkbox"/> Satisfactory <input type="checkbox"/> Minimally Acceptable <input type="checkbox"/> Unacceptable <input type="checkbox"/> Not Applicable
Effectiveness as a Project Team	The students in this team seem to have worked together very effectively on various aspects of the project from initial formulation based on the client's goals/requirements, through exploring design alternatives, working on the implementation details, the documentation of the project, through the preparation of the poster. The students also worked effectively as a team in responding to questions and comments from visitors to the poster session. <input checked="" type="checkbox"/> Exemplary <input type="checkbox"/> Satisfactory <input type="checkbox"/> Minimally Acceptable <input type="checkbox"/> Unacceptable <input type="checkbox"/> Not Applicable
Communication Effectiveness	The team has produced a well-designed poster that pays careful attention to the items included and the level of detail presented. The poster effectively integrates elements related to basic background of the project with key technical factors. Responses to questions perfectly complemented the poster with the team providing the right level of detail. <input checked="" type="checkbox"/> Exemplary <input type="checkbox"/> Satisfactory <input type="checkbox"/> Minimally Acceptable <input type="checkbox"/> Unacceptable <input type="checkbox"/> Not Applicable

Comments: *Seemed well thought & done*

Assessment of Poster Presentations in CSE Capstone Design Courses

Code of capstone project being evaluated: RC3

Information about person completing this rubric (check all that apply):

- CSE/CIS student
 non-CSE/CIS student
 CSE faculty member
 non-CSE faculty member
 IT professional
 other (_____)



This rubric and the assessments it provides are an important part of our continuous improvement process designed to help us identify ways to improve our BS program. The rubric includes the following dimensions: Problem formulation, Design approach, Implementation approach, Other factors, Effectiveness as a team, Communication effectiveness, and Final product along which the capstone project should be evaluated. For each dimension, there is a description of the corresponding characteristics that are expected of the capstone team and its performance. The visitor to the poster session is asked to consider the following statement for each dimension: "Based on what I saw and heard at the poster session, I would rank this project team's performance with respect to all or most of the characteristics corresponding to this dimension as:"; and then choose one of "Exemplary", "Satisfactory", "Minimally Acceptable", or "Unacceptable"; or choose "Not Applicable" if the item is not relevant to the particular project. Additional comments related to any of the dimensions or about other aspects of the project may be entered in the box at the bottom of the rubric.

Problem Formulation	Team has come up with a clear formulation of the problem based on client's goals; any changes in the project scope were clearly explained and justified. <input type="checkbox"/> Exemplary <input checked="" type="checkbox"/> Satisfactory <input type="checkbox"/> Minimally Acceptable <input type="checkbox"/> Unacceptable <input type="checkbox"/> Not Applicable
Design Approach	The team has produced a high-quality design that, for the most part, meets the client's goals; in doing so, the team has gone through a suitable iterative process considering various alternatives, including resource (memory, bandwidth, etc.) implications. <input type="checkbox"/> Exemplary <input checked="" type="checkbox"/> Satisfactory <input type="checkbox"/> Minimally Acceptable <input type="checkbox"/> Unacceptable <input type="checkbox"/> Not Applicable
Implementation Approach	The team has paid careful attention to all key performance factors that may affect the system. The team has also considered scalability issues as well as possible evolution of the system to meet changing needs. The team has, in its implementation (or plans for it), applied important lessons from key courses in the curriculum; and it has adopted and consistently followed a standard process. <input checked="" type="checkbox"/> Exemplary <input type="checkbox"/> Satisfactory <input type="checkbox"/> Minimally Acceptable <input type="checkbox"/> Unacceptable <input type="checkbox"/> Not Applicable
Other factors	The team has effectively used appropriate professional tools and systems. It has carefully analyzed its design and implementation to identify potential security holes and documented them. The team has considered the implications of various aspects of the ACM/IEEE Code as it applies to this system and appropriately discussed the relevant questions with the project client. <input checked="" type="checkbox"/> Exemplary <input type="checkbox"/> Satisfactory <input type="checkbox"/> Minimally Acceptable <input type="checkbox"/> Unacceptable <input type="checkbox"/> Not Applicable
Final product	The final system produced by the team accomplishes most or all of the client's goals. The user interface is effective and engaging; and the system performs reasonably. It can serve as a prototype for a production team to build on and/or serve as the basis for another capstone team to extend its functionality. <input checked="" type="checkbox"/> Exemplary <input checked="" type="checkbox"/> Satisfactory <input type="checkbox"/> Minimally Acceptable <input type="checkbox"/> Unacceptable <input type="checkbox"/> Not Applicable
Effectiveness as a Project Team	The students in this team seem to have worked together very effectively on various aspects of the project from initial formulation based on the client's goals/requirements, through exploring design alternatives, working on the implementation details, the documentation of the project, through the preparation of the poster. The students also worked effectively as a team in responding to questions and comments from visitors to the poster session. <input checked="" type="checkbox"/> Exemplary <input type="checkbox"/> Satisfactory <input type="checkbox"/> Minimally Acceptable <input type="checkbox"/> Unacceptable <input type="checkbox"/> Not Applicable
Communication Effectiveness	The team has produced a well-designed poster that pays careful attention to the items included and the level of detail presented. The poster effectively integrates elements related to basic background of the project with key technical factors. Responses to questions perfectly complemented the poster with the team providing the right level of detail. <input type="checkbox"/> Exemplary <input checked="" type="checkbox"/> Satisfactory <input type="checkbox"/> Minimally Acceptable <input type="checkbox"/> Unacceptable <input type="checkbox"/> Not Applicable

Comments: Poster problem was not well stated

Evaluator: Murthy Narasimhan

<u>Code</u>	<u>Project Name</u>	<u>Team Members</u>	<u>Team Name (if any)</u>	<u>Sponsor</u>	<u>Instructor</u>
MN1	Journey			N/A	Boxwell
MN2	Powersage		Butterfly Bandits	Tom Roberts	Cline
MN3	Wrist-worn Accelerometer		Cache Money	OSU Medical Center (Dr. Daniel Vasquez)	Cline

M)

Assessment of Poster Presentations in CSE Capstone Design Courses

Code of capstone project being evaluated:

Information about person completing this rubric (check all that apply):

- CSE/CIS student
 non-CSE/CIS student
 CSE faculty member
 non-CSE faculty member
 IT professional
 other (_____)



This rubric and the assessments it provides are an important part of our continuous improvement process designed to help us identify ways to improve our BS program. The rubric includes the following dimensions: Problem formulation, Design approach, Implementation approach, Other factors, Effectiveness as a team, Communication effectiveness, and Final product along which the capstone project should be evaluated. For each dimension, there is a description of the corresponding characteristics that are expected of the capstone team and its performance. The visitor to the poster session is asked to consider the following statement for each dimension: "Based on what I saw and heard at the poster session, I would rank this project team's performance with respect to all or most of the characteristics corresponding to this dimension as:"; and then choose one of "Exemplary", "Satisfactory", "Minimally Acceptable", or "Unacceptable"; or choose "Not Applicable" if the item is not relevant to the particular project. Additional comments related to any of the dimensions or about other aspects of the project may be entered in the box at the bottom of the rubric.

Problem Formulation	Team has come up with a clear formulation of the problem based on client's goals; any changes in the project scope were clearly explained and justified. <input type="checkbox"/> Exemplary <input checked="" type="checkbox"/> Satisfactory <input type="checkbox"/> Minimally Acceptable <input type="checkbox"/> Unacceptable <input type="checkbox"/> Not Applicable
Design Approach	The team has produced a high-quality design that, for the most part, meets the client's goals; in doing so, the team has gone through a suitable iterative process considering various alternatives, including resource (memory, bandwidth, etc.) implications. <input type="checkbox"/> Exemplary <input checked="" type="checkbox"/> Satisfactory <input type="checkbox"/> Minimally Acceptable <input type="checkbox"/> Unacceptable <input type="checkbox"/> Not Applicable
Implementation Approach	The team has paid careful attention to all key performance factors that may affect the system. The team has also considered scalability issues as well as possible evolution of the system to meet changing needs. The team has, in its implementation (or plans for it), applied important lessons from key courses in the curriculum; and it has adopted and consistently followed a standard process. <input checked="" type="checkbox"/> Exemplary <input type="checkbox"/> Satisfactory <input type="checkbox"/> Minimally Acceptable <input type="checkbox"/> Unacceptable <input type="checkbox"/> Not Applicable
Other factors	The team has effectively used appropriate professional tools and systems. It has carefully analyzed its design and implementation to identify potential security holes and documented them. The team has considered the implications of various aspects of the ACM/IEEE Code as it applies to this system and appropriately discussed the relevant questions with the project client. <input type="checkbox"/> Exemplary <input checked="" type="checkbox"/> Satisfactory <input type="checkbox"/> Minimally Acceptable <input type="checkbox"/> Unacceptable <input type="checkbox"/> Not Applicable
Final product	The final system produced by the team accomplishes most or all of the client's goals. The user interface is effective and engaging; and the system performs reasonably. It can serve as a prototype for a production team to build on and/or serve as the basis for another capstone team to extend its functionality. <input type="checkbox"/> Exemplary <input checked="" type="checkbox"/> Satisfactory <input type="checkbox"/> Minimally Acceptable <input type="checkbox"/> Unacceptable <input type="checkbox"/> Not Applicable
Effectiveness as a Project Team	The students in this team seem to have worked together very effectively on various aspects of the project from initial formulation based on the client's goals/requirements, through exploring design alternatives, working on the implementation details, the documentation of the project, through the preparation of the poster. The students also worked effectively as a team in responding to questions and comments from visitors to the poster session. <input type="checkbox"/> Exemplary <input checked="" type="checkbox"/> Satisfactory <input type="checkbox"/> Minimally Acceptable <input type="checkbox"/> Unacceptable <input type="checkbox"/> Not Applicable
Communication Effectiveness	The team has produced a well-designed poster that pays careful attention to the items included and the level of detail presented. The poster effectively integrates elements related to basic background of the project with key technical factors. Responses to questions perfectly complemented the poster with the team providing the right level of detail. <input checked="" type="checkbox"/> Exemplary <input type="checkbox"/> Satisfactory <input type="checkbox"/> Minimally Acceptable <input type="checkbox"/> Unacceptable <input type="checkbox"/> Not Applicable

Comments: Team presented well and worked as a team in dividing the work among the team.

M2

Assessment of Poster Presentations in CSE Capstone Design Courses

Code of capstone project being evaluated:

Information about person completing this rubric (check all that apply):

- CSE/CIS student non-CSE/CIS student CSE faculty member non-CSE faculty member
- IT professional other (_____)



This rubric and the assessments it provides are an important part of our continuous improvement process designed to help us identify ways to improve our BS program. The rubric includes the following dimensions: Problem formulation, Design approach, Implementation approach, Other factors, Effectiveness as a team, Communication effectiveness, and Final product along which the capstone project should be evaluated. For each dimension, there is a description of the corresponding characteristics that are expected of the capstone team and its performance. The visitor to the poster session is asked to consider the following statement for each dimension: "Based on what I saw and heard at the poster session, I would rank this project team's performance with respect to all or most of the characteristics corresponding to this dimension as:"; and then choose one of "Exemplary", "Satisfactory", "Minimally Acceptable", or "Unacceptable"; or choose "Not Applicable" if the item is not relevant to the particular project. Additional comments related to any of the dimensions or about other aspects of the project may be entered in the box at the bottom of the rubric.

Problem Formulation	Team has come up with a clear formulation of the problem based on client's goals; any changes in the project scope were clearly explained and justified. <input type="checkbox"/> Exemplary <input checked="" type="checkbox"/> Satisfactory <input type="checkbox"/> Minimally Acceptable <input type="checkbox"/> Unacceptable <input type="checkbox"/> Not Applicable
Design Approach	The team has produced a high-quality design that, for the most part, meets the client's goals; in doing so, the team has gone through a suitable iterative process considering various alternatives, including resource (memory, bandwidth, etc.) implications. <input type="checkbox"/> Exemplary <input checked="" type="checkbox"/> Satisfactory <input type="checkbox"/> Minimally Acceptable <input type="checkbox"/> Unacceptable <input type="checkbox"/> Not Applicable
Implementation Approach	The team has paid careful attention to all key performance factors that may affect the system. The team has also considered scalability issues as well as possible evolution of the system to meet changing needs. The team has, in its implementation (or plans for it), applied important lessons from key courses in the curriculum; and it has adopted and consistently followed a standard process. <input type="checkbox"/> Exemplary <input checked="" type="checkbox"/> Satisfactory <input type="checkbox"/> Minimally Acceptable <input type="checkbox"/> Unacceptable <input type="checkbox"/> Not Applicable
Other factors	The team has effectively used appropriate professional tools and systems. It has carefully analyzed its design and implementation to identify potential security holes and documented them. The team has considered the implications of various aspects of the ACM/IEEE Code as it applies to this system and appropriately discussed the relevant questions with the project client. <input type="checkbox"/> Exemplary <input checked="" type="checkbox"/> Satisfactory <input type="checkbox"/> Minimally Acceptable <input type="checkbox"/> Unacceptable <input type="checkbox"/> Not Applicable
Final product	The final system produced by the team accomplishes most or all of the client's goals. The user interface is effective and engaging; and the system performs reasonably. It can serve as a prototype for a production team to build on and/or serve as the basis for another capstone team to extend its functionality. <input type="checkbox"/> Exemplary <input checked="" type="checkbox"/> Satisfactory <input type="checkbox"/> Minimally Acceptable <input type="checkbox"/> Unacceptable <input type="checkbox"/> Not Applicable
Effectiveness as a Project Team	The students in this team seem to have worked together very effectively on various aspects of the project from initial formulation based on the client's goals/requirements, through exploring design alternatives, working on the implementation details, the documentation of the project, through the preparation of the poster. The students also worked effectively as a team in responding to questions and comments from visitors to the poster session. <input type="checkbox"/> Exemplary <input checked="" type="checkbox"/> Satisfactory <input type="checkbox"/> Minimally Acceptable <input type="checkbox"/> Unacceptable <input type="checkbox"/> Not Applicable
Communication Effectiveness	The team has produced a well-designed poster that pays careful attention to the items included and the level of detail presented. The poster effectively integrates elements related to basic background of the project with key technical factors. Responses to questions perfectly complemented the poster with the team providing the right level of detail. <input type="checkbox"/> Exemplary <input checked="" type="checkbox"/> Satisfactory <input type="checkbox"/> Minimally Acceptable <input type="checkbox"/> Unacceptable <input type="checkbox"/> Not Applicable

Comments: Team used IBM Watson Services and ~~the~~ presented the work well. one of the services 'rank & retrieve' is deprecated during the project and could have used discovery. ~~The~~ Team did a good work.

Assessment of Poster Presentations in CSE Capstone Design Courses



Code of capstone project being evaluated:

Information about person completing this rubric (check all that apply):

- CSE/CIS student
- non-CSE/CIS student
- CSE faculty member
- non-CSE faculty member
- IT professional
- other (_____)

This rubric and the assessments it provides are an important part of our continuous improvement process designed to help us identify ways to improve our BS program. The rubric includes the following dimensions: Problem formulation, Design approach, Implementation approach, Other factors, Effectiveness as a team, Communication effectiveness, and Final product along which the capstone project should be evaluated. For each dimension, there is a description of the corresponding characteristics that are expected of the capstone team and its performance. The visitor to the poster session is asked to consider the following statement for each dimension: "Based on what I saw and heard at the poster session, I would rank this project team's performance with respect to all or most of the characteristics corresponding to this dimension as:"; and then choose one of "Exemplary", "Satisfactory", "Minimally Acceptable", or "Unacceptable"; or choose "Not Applicable" if the item is not relevant to the particular project. Additional comments related to any of the dimensions or about other aspects of the project may be entered in the box at the bottom of the rubric.

Problem Formulation	Team has come up with a clear formulation of the problem based on client's goals; any changes in the project scope were clearly explained and justified. <input checked="" type="checkbox"/> Exemplary <input type="checkbox"/> Satisfactory <input type="checkbox"/> Minimally Acceptable <input type="checkbox"/> Unacceptable <input type="checkbox"/> Not Applicable
Design Approach	The team has produced a high-quality design that, for the most part, meets the client's goals; in doing so, the team has gone through a suitable iterative process considering various alternatives, including resource (memory, bandwidth, etc.) implications. <input type="checkbox"/> Exemplary <input checked="" type="checkbox"/> Satisfactory <input type="checkbox"/> Minimally Acceptable <input type="checkbox"/> Unacceptable <input type="checkbox"/> Not Applicable
Implementation Approach	The team has paid careful attention to all key performance factors that may affect the system. The team has also considered scalability issues as well as possible evolution of the system to meet changing needs. The team has, in its implementation (or plans for it), applied important lessons from key courses in the curriculum; and it has adopted and consistently followed a standard process. <input checked="" type="checkbox"/> Exemplary <input type="checkbox"/> Satisfactory <input type="checkbox"/> Minimally Acceptable <input type="checkbox"/> Unacceptable <input type="checkbox"/> Not Applicable
Other factors	The team has effectively used appropriate professional tools and systems. It has carefully analyzed its design and implementation to identify potential security holes and documented them. The team has considered the implications of various aspects of the ACM/IEEE Code as it applies to this system and appropriately discussed the relevant questions with the project client. <input type="checkbox"/> Exemplary <input checked="" type="checkbox"/> Satisfactory <input type="checkbox"/> Minimally Acceptable <input type="checkbox"/> Unacceptable <input type="checkbox"/> Not Applicable
Final product	The final system produced by the team accomplishes most or all of the client's goals. The user interface is effective and engaging; and the system performs reasonably. It can serve as a prototype for a production team to build on and/or serve as the basis for another capstone team to extend its functionality. <input type="checkbox"/> Exemplary <input checked="" type="checkbox"/> Satisfactory <input type="checkbox"/> Minimally Acceptable <input type="checkbox"/> Unacceptable <input type="checkbox"/> Not Applicable
Effectiveness as a Project Team	The students in this team seem to have worked together very effectively on various aspects of the project from initial formulation based on the client's goals/requirements, through exploring design alternatives, working on the implementation details, the documentation of the project, through the preparation of the poster. The students also worked effectively as a team in responding to questions and comments from visitors to the poster session. <input type="checkbox"/> Exemplary <input type="checkbox"/> Satisfactory <input type="checkbox"/> Minimally Acceptable <input type="checkbox"/> Unacceptable <input type="checkbox"/> Not Applicable
Communication Effectiveness	The team has produced a well-designed poster that pays careful attention to the items included and the level of detail presented. The poster effectively integrates elements related to basic background of the project with key technical factors. Responses to questions perfectly complemented the poster with the team providing the right level of detail. <input type="checkbox"/> Exemplary <input checked="" type="checkbox"/> Satisfactory <input type="checkbox"/> Minimally Acceptable <input type="checkbox"/> Unacceptable <input type="checkbox"/> Not Applicable

Comments: Nice job. and the work will help the Medical Center

Evaluator: Dave Ogle

<u>Code</u>	<u>Project Name</u>	<u>Team Members</u>	<u>Team Name (if any)</u>	<u>Sponsor</u>	<u>Instructor</u>
DO1	Battlement Blast			N/A	Crawfis
DO2	Mental Health Game		Viper Raptors	OSU Psychology Dr. Mark Pitt	Cline
DO3	Virtual Chemistry Agent			Brad Henry	Murthy

Assessment of Poster Presentations in CSE Capstone Design Courses

Code of capstone project being evaluated: *101*



Information about person completing this rubric (check all that apply):

- CSE/CIS student
 non-CSE/CIS student
 CSE faculty member
 non-CSE faculty member
 IT professional
 other (_____)

This rubric and the assessments it provides are an important part of our continuous improvement process designed to help us identify ways to improve our BS program. The rubric includes the following dimensions: Problem formulation, Design approach, Implementation approach, Other factors, Effectiveness as a team, Communication effectiveness, and Final product along which the capstone project should be evaluated. For each dimension, there is a description of the corresponding characteristics that are expected of the capstone team and its performance. The visitor to the poster session is asked to consider the following statement for each dimension: "Based on what I saw and heard at the poster session, I would rank this project team's performance with respect to all or most of the characteristics corresponding to this dimension as:"; and then choose one of "Exemplary", "Satisfactory", "Minimally Acceptable", or "Unacceptable"; or choose "Not Applicable" if the item is not relevant to the particular project. Additional comments related to any of the dimensions or about other aspects of the project may be entered in the box at the bottom of the rubric.

Problem Formulation	Team has come up with a clear formulation of the problem based on client's goals; any changes in the project scope were clearly explained and justified. <input type="checkbox"/> Exemplary <input checked="" type="checkbox"/> Satisfactory <input type="checkbox"/> Minimally Acceptable <input type="checkbox"/> Unacceptable <input type="checkbox"/> Not Applicable
Design Approach	The team has produced a high-quality design that, for the most part, meets the client's goals; in doing so, the team has gone through a suitable iterative process considering various alternatives, including resource (memory, bandwidth, etc.) implications. <input checked="" type="checkbox"/> Exemplary <input type="checkbox"/> Satisfactory <input type="checkbox"/> Minimally Acceptable <input type="checkbox"/> Unacceptable <input type="checkbox"/> Not Applicable
Implementation Approach	The team has paid careful attention to all key performance factors that may affect the system. The team has also considered scalability issues as well as possible evolution of the system to meet changing needs. The team has, in its implementation (or plans for it), applied important lessons from key courses in the curriculum; and it has adopted and consistently followed a standard process. <input checked="" type="checkbox"/> Exemplary <input type="checkbox"/> Satisfactory <input type="checkbox"/> Minimally Acceptable <input type="checkbox"/> Unacceptable <input type="checkbox"/> Not Applicable
Other factors	The team has effectively used appropriate professional tools and systems. It has carefully analyzed its design and implementation to identify potential security holes and documented them. The team has considered the implications of various aspects of the ACM/IEEE Code as it applies to this system and appropriately discussed the relevant questions with the project client. <input checked="" type="checkbox"/> Exemplary <input type="checkbox"/> Satisfactory <input type="checkbox"/> Minimally Acceptable <input type="checkbox"/> Unacceptable <input type="checkbox"/> Not Applicable
Final product	The final system produced by the team accomplishes most or all of the client's goals. The user interface is effective and engaging; and the system performs reasonably. It can serve as a prototype for a production team to build on and/or serve as the basis for another capstone team to extend its functionality. <input checked="" type="checkbox"/> Exemplary <input type="checkbox"/> Satisfactory <input type="checkbox"/> Minimally Acceptable <input type="checkbox"/> Unacceptable <input type="checkbox"/> Not Applicable
Effectiveness as a Project Team	The students in this team seem to have worked together very effectively on various aspects of the project from initial formulation based on the client's goals/requirements, through exploring design alternatives, working on the implementation details, the documentation of the project, through the preparation of the poster. The students also worked effectively as a team in responding to questions and comments from visitors to the poster session. <input checked="" type="checkbox"/> Exemplary <input type="checkbox"/> Satisfactory <input type="checkbox"/> Minimally Acceptable <input type="checkbox"/> Unacceptable <input type="checkbox"/> Not Applicable
Communication Effectiveness	The team has produced a well-designed poster that pays careful attention to the items included and the level of detail presented. The poster effectively integrates elements related to basic background of the project with key technical factors. Responses to questions perfectly complemented the poster with the team providing the right level of detail. <input checked="" type="checkbox"/> Exemplary <input type="checkbox"/> Satisfactory <input type="checkbox"/> Minimally Acceptable <input type="checkbox"/> Unacceptable <input type="checkbox"/> Not Applicable

Comments: *Only met 1 team member. Not sure if that was intentional, but he was very articulate & explained the project well*

Assessment of Poster Presentations in CSE Capstone Design Courses

Code of capstone project being evaluated: D02

Information about person completing this rubric (check all that apply):

- CSE/CIS student
 non-CSE/CIS student
 CSE faculty member
 non-CSE faculty member
 IT professional
 other (_____)



This rubric and the assessments it provides are an important part of our continuous improvement process designed to help us identify ways to improve our BS program. The rubric includes the following dimensions: Problem formulation, Design approach, Implementation approach, Other factors, Effectiveness as a team, Communication effectiveness, and Final product along which the capstone project should be evaluated. For each dimension, there is a description of the corresponding characteristics that are expected of the capstone team and its performance. The visitor to the poster session is asked to consider the following statement for each dimension: "Based on what I saw and heard at the poster session, I would rank this project team's performance with respect to all or most of the characteristics corresponding to this dimension as:"; and then choose one of "Exemplary", "Satisfactory", "Minimally Acceptable", or "Unacceptable"; or choose "Not Applicable" if the item is not relevant to the particular project. Additional comments related to any of the dimensions or about other aspects of the project may be entered in the box at the bottom of the rubric.

Problem Formulation	Team has come up with a clear formulation of the problem based on client's goals; any changes in the project scope were clearly explained and justified. <input checked="" type="checkbox"/> Exemplary <input type="checkbox"/> Satisfactory <input type="checkbox"/> Minimally Acceptable <input type="checkbox"/> Unacceptable <input type="checkbox"/> Not Applicable
Design Approach	The team has produced a high-quality design that, for the most part, meets the client's goals; in doing so, the team has gone through a suitable iterative process considering various alternatives, including resource (memory, bandwidth, etc.) implications. <input checked="" type="checkbox"/> Exemplary <input type="checkbox"/> Satisfactory <input type="checkbox"/> Minimally Acceptable <input type="checkbox"/> Unacceptable <input type="checkbox"/> Not Applicable
Implementation Approach	The team has paid careful attention to all key performance factors that may affect the system. The team has also considered scalability issues as well as possible evolution of the system to meet changing needs. The team has, in its implementation (or plans for it), applied important lessons from key courses in the curriculum; and it has adopted and consistently followed a standard process. <input checked="" type="checkbox"/> Exemplary <input type="checkbox"/> Satisfactory <input type="checkbox"/> Minimally Acceptable <input type="checkbox"/> Unacceptable <input type="checkbox"/> Not Applicable
Other factors	The team has effectively used appropriate professional tools and systems. It has carefully analyzed its design and implementation to identify potential security holes and documented them. The team has considered the implications of various aspects of the ACM/IEEE Code as it applies to this system and appropriately discussed the relevant questions with the project client. <input checked="" type="checkbox"/> Exemplary <input type="checkbox"/> Satisfactory <input type="checkbox"/> Minimally Acceptable <input type="checkbox"/> Unacceptable <input type="checkbox"/> Not Applicable
Final product	The final system produced by the team accomplishes most or all of the client's goals. The user interface is effective and engaging; and the system performs reasonably. It can serve as a prototype for a production team to build on and/or serve as the basis for another capstone team to extend its functionality. <input checked="" type="checkbox"/> Exemplary <input type="checkbox"/> Satisfactory <input type="checkbox"/> Minimally Acceptable <input type="checkbox"/> Unacceptable <input type="checkbox"/> Not Applicable
Effectiveness as a Project Team	The students in this team seem to have worked together very effectively on various aspects of the project from initial formulation based on the client's goals/requirements, through exploring design alternatives, working on the implementation details, the documentation of the project, through the preparation of the poster. The students also worked effectively as a team in responding to questions and comments from visitors to the poster session. <input checked="" type="checkbox"/> Exemplary <input type="checkbox"/> Satisfactory <input type="checkbox"/> Minimally Acceptable <input type="checkbox"/> Unacceptable <input type="checkbox"/> Not Applicable
Communication Effectiveness	The team has produced a well-designed poster that pays careful attention to the items included and the level of detail presented. The poster effectively integrates elements related to basic background of the project with key technical factors. Responses to questions perfectly complemented the poster with the team providing the right level of detail. <input checked="" type="checkbox"/> Exemplary <input type="checkbox"/> Satisfactory <input type="checkbox"/> Minimally Acceptable <input type="checkbox"/> Unacceptable <input type="checkbox"/> Not Applicable

Comments: All members PARTICIPATED when explaining the project

Assessment of Poster Presentations in CSE Capstone Design Courses

Code of capstone project being evaluated: D03

Information about person completing this rubric (check all that apply):

- CSE/CIS student
 non-CSE/CIS student
 CSE faculty member
 non-CSE faculty member
 IT professional
 other (_____)



This rubric and the assessments it provides are an important part of our continuous improvement process designed to help us identify ways to improve our BS program. The rubric includes the following dimensions: Problem formulation, Design approach, Implementation approach, Other factors, Effectiveness as a team, Communication effectiveness, and Final product along which the capstone project should be evaluated. For each dimension, there is a description of the corresponding characteristics that are expected of the capstone team and its performance. The visitor to the poster session is asked to consider the following statement for each dimension: "Based on what I saw and heard at the poster session, I would rank this project team's performance with respect to all or most of the characteristics corresponding to this dimension as:"; and then choose one of "Exemplary", "Satisfactory", "Minimally Acceptable", or "Unacceptable"; or choose "Not Applicable" if the item is not relevant to the particular project. Additional comments related to any of the dimensions or about other aspects of the project may be entered in the box at the bottom of the rubric.

Problem Formulation	Team has come up with a clear formulation of the problem based on client's goals; any changes in the project scope were clearly explained and justified. <input type="checkbox"/> Exemplary <input checked="" type="checkbox"/> Satisfactory <input type="checkbox"/> Minimally Acceptable <input type="checkbox"/> Unacceptable <input type="checkbox"/> Not Applicable
Design Approach	The team has produced a high-quality design that, for the most part, meets the client's goals; in doing so, the team has gone through a suitable iterative process considering various alternatives, including resource (memory, bandwidth, etc.) implications. <input type="checkbox"/> Exemplary <input checked="" type="checkbox"/> Satisfactory <input type="checkbox"/> Minimally Acceptable <input type="checkbox"/> Unacceptable <input type="checkbox"/> Not Applicable
Implementation Approach	The team has paid careful attention to all key performance factors that may affect the system. The team has also considered scalability issues as well as possible evolution of the system to meet changing needs. The team has, in its implementation (or plans for it), applied important lessons from key courses in the curriculum; and it has adopted and consistently followed a standard process. <input checked="" type="checkbox"/> Exemplary <input type="checkbox"/> Satisfactory <input type="checkbox"/> Minimally Acceptable <input type="checkbox"/> Unacceptable <input type="checkbox"/> Not Applicable
Other factors	The team has effectively used appropriate professional tools and systems. It has carefully analyzed its design and implementation to identify potential security holes and documented them. The team has considered the implications of various aspects of the ACM/IEEE Code as it applies to this system and appropriately discussed the relevant questions with the project client. <input checked="" type="checkbox"/> Exemplary <input type="checkbox"/> Satisfactory <input type="checkbox"/> Minimally Acceptable <input type="checkbox"/> Unacceptable <input type="checkbox"/> Not Applicable
Final product	The final system produced by the team accomplishes most or all of the client's goals. The user interface is effective and engaging; and the system performs reasonably. It can serve as a prototype for a production team to build on and/or serve as the basis for another capstone team to extend its functionality. <input checked="" type="checkbox"/> Exemplary <input type="checkbox"/> Satisfactory <input type="checkbox"/> Minimally Acceptable <input type="checkbox"/> Unacceptable <input type="checkbox"/> Not Applicable
Effectiveness as a Project Team	The students in this team seem to have worked together very effectively on various aspects of the project from initial formulation based on the client's goals/requirements, through exploring design alternatives, working on the implementation details, the documentation of the project, through the preparation of the poster. The students also worked effectively as a team in responding to questions and comments from visitors to the poster session. <input checked="" type="checkbox"/> Exemplary <input type="checkbox"/> Satisfactory <input type="checkbox"/> Minimally Acceptable <input type="checkbox"/> Unacceptable <input type="checkbox"/> Not Applicable
Communication Effectiveness	The team has produced a well-designed poster that pays careful attention to the items included and the level of detail presented. The poster effectively integrates elements related to basic background of the project with key technical factors. Responses to questions perfectly complemented the poster with the team providing the right level of detail. <input checked="" type="checkbox"/> Exemplary <input type="checkbox"/> Satisfactory <input type="checkbox"/> Minimally Acceptable <input type="checkbox"/> Unacceptable <input type="checkbox"/> Not Applicable

Comments: Team did a good job explaining project. they unfortunately pointed out Design flaws as they presented.

Evaluator: ~~Ramasamy~~ *Jeremy Morris*

<u>Code</u>	<u>Project Name</u>	<u>Team Members</u>	<u>Team Name (if any)</u>	<u>Sponsor</u>	<u>Instructor</u>
PR1	Project Maximo			Ellen Feaheny	Ogle
PR2	Digiclips Media Search Engine		Team 404	Robert Shapiro	Cline
PR3	Conversational Assistant for Google Home			Nationwide Insurance (Jawahar Talluri)	Murthy

Assessment of Poster Presentations in CSE Capstone Design Courses

Code of capstone project being evaluated: PR1 (JM)



Information about person completing this rubric (check all that apply):

- CSE/CIS student
 non-CSE/CIS student
 CSE faculty member
 non-CSE faculty member
 IT professional
 other (_____)

This rubric and the assessments it provides are an important part of our continuous improvement process designed to help us identify ways to improve our BS program. The rubric includes the following dimensions: Problem formulation, Design approach, Implementation approach, Other factors, Effectiveness as a team, Communication effectiveness, and Final product along which the capstone project should be evaluated. For each dimension, there is a description of the corresponding characteristics that are expected of the capstone team and its performance. The visitor to the poster session is asked to consider the following statement for each dimension: "Based on what I saw and heard at the poster session, I would rank this project team's performance with respect to all or most of the characteristics corresponding to this dimension as:"; and then choose one of "Exemplary", "Satisfactory", "Minimally Acceptable", or "Unacceptable"; or choose "Not Applicable" if the item is not relevant to the particular project. Additional comments related to any of the dimensions or about other aspects of the project may be entered in the box at the bottom of the rubric.

Problem Formulation	Team has come up with a clear formulation of the problem based on client's goals; any changes in the project scope were clearly explained and justified. <input type="checkbox"/> Exemplary <input checked="" type="checkbox"/> Satisfactory <input checked="" type="checkbox"/> Minimally Acceptable <input type="checkbox"/> Unacceptable <input type="checkbox"/> Not Applicable
Design Approach	The team has produced a high-quality design that, for the most part, meets the client's goals; in doing so, the team has gone through a suitable iterative process considering various alternatives, including resource (memory, bandwidth, etc.) implications. <input type="checkbox"/> Exemplary <input checked="" type="checkbox"/> Satisfactory <input type="checkbox"/> Minimally Acceptable <input type="checkbox"/> Unacceptable <input type="checkbox"/> Not Applicable
Implementation Approach	The team has paid careful attention to all key performance factors that may affect the system. The team has also considered scalability issues as well as possible evolution of the system to meet changing needs. The team has, in its implementation (or plans for it), applied important lessons from key courses in the curriculum; and it has adopted and consistently followed a standard process. <input type="checkbox"/> Exemplary <input checked="" type="checkbox"/> Satisfactory <input type="checkbox"/> Minimally Acceptable <input type="checkbox"/> Unacceptable <input type="checkbox"/> Not Applicable
Other factors	The team has effectively used appropriate professional tools and systems. It has carefully analyzed its design and implementation to identify potential security holes and documented them. The team has considered the implications of various aspects of the ACM/IEEE Code as it applies to this system and appropriately discussed the relevant questions with the project client. <input type="checkbox"/> Exemplary <input checked="" type="checkbox"/> Satisfactory <input type="checkbox"/> Minimally Acceptable <input type="checkbox"/> Unacceptable <input type="checkbox"/> Not Applicable
Final product	The final system produced by the team accomplishes most or all of the client's goals. The user interface is effective and engaging; and the system performs reasonably. It can serve as a prototype for a production team to build on and/or serve as the basis for another capstone team to extend its functionality. <input type="checkbox"/> Exemplary <input checked="" type="checkbox"/> Satisfactory <input type="checkbox"/> Minimally Acceptable <input type="checkbox"/> Unacceptable <input type="checkbox"/> Not Applicable
Effectiveness as a Project Team	The students in this team seem to have worked together very effectively on various aspects of the project from initial formulation based on the client's goals/requirements, through exploring design alternatives, working on the implementation details, the documentation of the project, through the preparation of the poster. The students also worked effectively as a team in responding to questions and comments from visitors to the poster session. <input type="checkbox"/> Exemplary <input checked="" type="checkbox"/> Satisfactory <input type="checkbox"/> Minimally Acceptable <input type="checkbox"/> Unacceptable <input type="checkbox"/> Not Applicable
Communication Effectiveness	The team has produced a well-designed poster that pays careful attention to the items included and the level of detail presented. The poster effectively integrates elements related to basic background of the project with key technical factors. Responses to questions perfectly complemented the poster with the team providing the right level of detail. <input type="checkbox"/> Exemplary <input checked="" type="checkbox"/> Satisfactory <input type="checkbox"/> Minimally Acceptable <input type="checkbox"/> Unacceptable <input type="checkbox"/> Not Applicable

Comments: Client for this project had murky goals - ~~stated~~ or ~~stated~~ articulation of goals not clear. (that had trouble proxy the software he wanted the students to use, so much of project is a work-around). From student description, project goals shifted due to this.

Assessment of Poster Presentations in CSE Capstone Design Courses

Code of capstone project being evaluated: PRZ (JM)

Information about person completing this rubric (check all that apply):

- CSE/CIS student
 non-CSE/CIS student
 CSE faculty member
 non-CSE faculty member
 IT professional
 other (_____)



This rubric and the assessments it provides are an important part of our continuous improvement process designed to help us identify ways to improve our BS program. The rubric includes the following dimensions: Problem formulation, Design approach, Implementation approach, Other factors, Effectiveness as a team, Communication effectiveness, and Final product along which the capstone project should be evaluated. For each dimension, there is a description of the corresponding characteristics that are expected of the capstone team and its performance. The visitor to the poster session is asked to consider the following statement for each dimension: "Based on what I saw and heard at the poster session, I would rank this project team's performance with respect to all or most of the characteristics corresponding to this dimension as:"; and then choose one of "Exemplary", "Satisfactory", "Minimally Acceptable", or "Unacceptable"; or choose "Not Applicable" if the item is not relevant to the particular project. Additional comments related to any of the dimensions or about other aspects of the project may be entered in the box at the bottom of the rubric.

Problem Formulation	Team has come up with a clear formulation of the problem based on client's goals; any changes in the project scope were clearly explained and justified. <input type="checkbox"/> Exemplary <input checked="" type="checkbox"/> Satisfactory <input type="checkbox"/> Minimally Acceptable <input type="checkbox"/> Unacceptable <input type="checkbox"/> Not Applicable
Design Approach	The team has produced a high-quality design that, for the most part, meets the client's goals; in doing so, the team has gone through a suitable iterative process considering various alternatives, including resource (memory, bandwidth, etc.) implications. <input type="checkbox"/> Exemplary <input checked="" type="checkbox"/> Satisfactory <input type="checkbox"/> Minimally Acceptable <input type="checkbox"/> Unacceptable <input type="checkbox"/> Not Applicable
Implementation Approach	The team has paid careful attention to all key performance factors that may affect the system. The team has also considered scalability issues as well as possible evolution of the system to meet changing needs. The team has, in its implementation (or plans for it), applied important lessons from key courses in the curriculum; and it has adopted and consistently followed a standard process. <input type="checkbox"/> Exemplary <input checked="" type="checkbox"/> Satisfactory <input type="checkbox"/> Minimally Acceptable <input type="checkbox"/> Unacceptable <input type="checkbox"/> Not Applicable
Other factors	The team has effectively used appropriate professional tools and systems. It has carefully analyzed its design and implementation to identify potential security holes and documented them. The team has considered the implications of various aspects of the ACM/IEEE Code as it applies to this system and appropriately discussed the relevant questions with the project client. <input checked="" type="checkbox"/> Exemplary <input type="checkbox"/> Satisfactory <input type="checkbox"/> Minimally Acceptable <input type="checkbox"/> Unacceptable <input type="checkbox"/> Not Applicable
Final product	The final system produced by the team accomplishes most or all of the client's goals. The user interface is effective and engaging; and the system performs reasonably. It can serve as a prototype for a production team to build on and/or serve as the basis for another capstone team to extend its functionality. <input type="checkbox"/> Exemplary <input checked="" type="checkbox"/> Satisfactory <input type="checkbox"/> Minimally Acceptable <input type="checkbox"/> Unacceptable <input type="checkbox"/> Not Applicable
Effectiveness as a Project Team	The students in this team seem to have worked together very effectively on various aspects of the project from initial formulation based on the client's goals/requirements, through exploring design alternatives, working on the implementation details, the documentation of the project, through the preparation of the poster. The students also worked effectively as a team in responding to questions and comments from visitors to the poster session. <input type="checkbox"/> Exemplary <input checked="" type="checkbox"/> Satisfactory <input type="checkbox"/> Minimally Acceptable <input type="checkbox"/> Unacceptable <input type="checkbox"/> Not Applicable
Communication Effectiveness	The team has produced a well-designed poster that pays careful attention to the items included and the level of detail presented. The poster effectively integrates elements related to basic background of the project with key technical factors. Responses to questions perfectly complemented the poster with the team providing the right level of detail. <input type="checkbox"/> Exemplary <input checked="" type="checkbox"/> Satisfactory <input type="checkbox"/> Minimally Acceptable <input type="checkbox"/> Unacceptable <input type="checkbox"/> Not Applicable

Comments:

Assessment of Poster Presentations in CSE Capstone Design Courses

Code of capstone project being evaluated: PR3 (JM)



Information about person completing this rubric (check all that apply):

- CSE/CIS student
 non-CSE/CIS student
 CSE faculty member
 non-CSE faculty member
 IT professional
 other (_____)

This rubric and the assessments it provides are an important part of our continuous improvement process designed to help us identify ways to improve our BS program. The rubric includes the following dimensions: Problem formulation, Design approach, Implementation approach, Other factors, Effectiveness as a team, Communication effectiveness, and Final product along which the capstone project should be evaluated. For each dimension, there is a description of the corresponding characteristics that are expected of the capstone team and its performance. The visitor to the poster session is asked to consider the following statement for each dimension: "Based on what I saw and heard at the poster session, I would rank this project team's performance with respect to all or most of the characteristics corresponding to this dimension as:"; and then choose one of "Exemplary", "Satisfactory", "Minimally Acceptable", or "Unacceptable"; or choose "Not Applicable" if the item is not relevant to the particular project. Additional comments related to any of the dimensions or about other aspects of the project may be entered in the box at the bottom of the rubric.

Problem Formulation	Team has come up with a clear formulation of the problem based on client's goals; any changes in the project scope were clearly explained and justified. <input type="checkbox"/> Exemplary <input checked="" type="checkbox"/> Satisfactory <input type="checkbox"/> Minimally Acceptable <input type="checkbox"/> Unacceptable <input type="checkbox"/> Not Applicable
Design Approach	The team has produced a high-quality design that, for the most part, meets the client's goals; in doing so, the team has gone through a suitable iterative process considering various alternatives, including resource (memory, bandwidth, etc.) implications. <input type="checkbox"/> Exemplary <input checked="" type="checkbox"/> Satisfactory <input type="checkbox"/> Minimally Acceptable <input type="checkbox"/> Unacceptable <input type="checkbox"/> Not Applicable
Implementation Approach	The team has paid careful attention to all key performance factors that may affect the system. The team has also considered scalability issues as well as possible evolution of the system to meet changing needs. The team has, in its implementation (or plans for it), applied important lessons from key courses in the curriculum; and it has adopted and consistently followed a standard process. <input type="checkbox"/> Exemplary <input checked="" type="checkbox"/> Satisfactory <input type="checkbox"/> Minimally Acceptable <input type="checkbox"/> Unacceptable <input type="checkbox"/> Not Applicable
Other factors	The team has effectively used appropriate professional tools and systems. It has carefully analyzed its design and implementation to identify potential security holes and documented them. The team has considered the implications of various aspects of the ACM/IEEE Code as it applies to this system and appropriately discussed the relevant questions with the project client. <input type="checkbox"/> Exemplary <input checked="" type="checkbox"/> Satisfactory <input type="checkbox"/> Minimally Acceptable <input type="checkbox"/> Unacceptable <input type="checkbox"/> Not Applicable
Final product	The final system produced by the team accomplishes most or all of the client's goals. The user interface is effective and engaging; and the system performs reasonably. It can serve as a prototype for a production team to build on and/or serve as the basis for another capstone team to extend its functionality. <input type="checkbox"/> Exemplary <input checked="" type="checkbox"/> Satisfactory <input type="checkbox"/> Minimally Acceptable <input type="checkbox"/> Unacceptable <input type="checkbox"/> Not Applicable
Effectiveness as a Project Team	The students in this team seem to have worked together very effectively on various aspects of the project from initial formulation based on the client's goals/requirements, through exploring design alternatives, working on the implementation details, the documentation of the project, through the preparation of the poster. The students also worked effectively as a team in responding to questions and comments from visitors to the poster session. <input type="checkbox"/> Exemplary <input checked="" type="checkbox"/> Satisfactory <input type="checkbox"/> Minimally Acceptable <input type="checkbox"/> Unacceptable <input type="checkbox"/> Not Applicable
Communication Effectiveness	The team has produced a well-designed poster that pays careful attention to the items included and the level of detail presented. The poster effectively integrates elements related to basic background of the project with key technical factors. Responses to questions perfectly complemented the poster with the team providing the right level of detail. <input checked="" type="checkbox"/> Exemplary <input type="checkbox"/> Satisfactory <input type="checkbox"/> Minimally Acceptable <input type="checkbox"/> Unacceptable <input type="checkbox"/> Not Applicable

Comments: