CAPSTONE PEER REVIEW

Personal reflection and professional development planning are needed for lifelong productivity and continued growth. Our ABET accreditation process requires us to collect data on your ability to recognize the need for diverse skills, the ability to self-direct their development, and the ability to productively apply these skills in your capstone project. Complete the table below following the instructions. Refer to the course syllabus and learning contract on the web. Staple your table and supporting analysis together in a separate document, sliding this is inside your logbook when you turn it in for the semester.

1) List all team members. Include yourself in this list.
2) Among your team members, apportion contribution to actual project achievement this term. Consider literature reviewing, prototyping, modeling, experimenting, documentation, and project management. Use a total number of points equal to the number of team members multiplied by 100.
3) Score the level of commitment displayed by each team member. Refer to the rubric associated with the course syllabus. Note that 5 = commitment, 4 = enrollment, 3 = formal compliance, 2 = oppositional, and 1 = apathy.
4) Write a paragraph about EACH INDIVIDUAL in your table. Justify your scoring by explaining the two greatest strengths and two greatest improvements for each person. Clearly explain why all strengths are valuable and how to implement improvements.

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DESIGN TEAM PERFORMANCE RUBRIC

Commitment: Identifies with the vision. Provides leadership for others to realize the vision.

Produces functioning hardware/software that exceeds customer expectations. Enjoys assuming even ill defined roles in a team environment. Can be counted on to organize and carry out almost any work assignment with a high level of quality. Provides timely and well-received feedback to self, team members, customer, and advisor/mentor. Regularly makes, rereads, and reflects on logbook entries. Devotes considerable energy to leadership and self-improvement.

Enrollment: Sees the benefits and wants the vision. Willing to be a good soldier in realizing the vision, provided that someone else provides the leadership.

Produces functioning hardware/software that meets all customer expectations. Enjoys assuming a well-defined role in a team environment. Can be counted on to accomplish most assignments with good quality. Interacts frequently with customer and mentor. Regularly makes logbook entries.

Formal Compliance: Sees some of the benefits of the vision, but skeptical of the magnitude of personal changes required. Willing to do what is necessary within one’s job description.

Produces functioning hardware/software that meets most customer expectations. Praises team, customer, and advisor/mentor solidarity in public. Privately criticizes other’s performance but assumes no responsibility for negative results. Motivated to do the bare minimum on documentation.

Oppositional: Sees few, if any, benefits of the vision. Requires constant supervision to do what is expected. Vocally is not on board.

Produces hardware/software that meets some customer expectations. Displays fearful or angry relations toward team members, customer, and advisors/mentors in public. Must be prompted by a supervisor to complete most tasks. Maintains personal documentation only under duress and resents doing it.

Apathy: Cannot see the vision and is unable to help realize the vision. Is often tardy or absent.

Produces only untested, underdeveloped paper designs. Is indifferent toward team members, customer, and advisors/mentors. Devotes no time or energy to personal documentation.