

## Assessment Rubric: Intern Performance Evaluation

The College of Engineering has invested a lot of time and energy into developing the ENGR 310 course specifically to help prepare our students to function on multi-disciplinary teams, to help meet ABET Outcome D:

### D. ...an ability to function on multi-disciplinary teams.

You have had an opportunity to hear about assessment plans for that course. However, there is another piece of direct evidence of our students' ability to function on multi-disciplinary teams: the performance evaluations required of students earning credit for industrial internships.

There are pro's and con's for using intern performance evaluations as an assessment tool:

PRO: They provide direct assessment of our students' ability to perform on multidisciplinary teams in the workplace.

CON: Only a small minority of our students seek credit for internship experiences, so we only have a small sample of performance evaluations.

I am including the assessment of intern performance evaluations in part because I would like the DAC's opinion of their utility as evidence for assessment of outcome D.

### Outcome D. ... an ability to function on multi-disciplinary teams.

Outcome element	Unacceptable (0)	Marginal (1)	Acceptable (2)	Exceptional (3)	Points
Ability to function on teams in the engineering workplace.	No evidence of teamwork presented.	Poor performance on teams.	Performance on teams is rated "acceptable" or "good".	Performance on teams is rated "excellent" or "very good".	

How useful are the intern performance evaluations in assessing our students' "ability to function on multi-disciplinary teams"?

Useless ----- | Minimal Use ----- | ----- Useful ----- | ----- Highly Useful

*Sample too small - evaluation is good.*

Assignment ID: D-2, D-3

Reviewer Name: Karl Graham

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How useful are the intern performance evaluations in assessing our students' "ability to function on multi-disciplinary teams"?

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