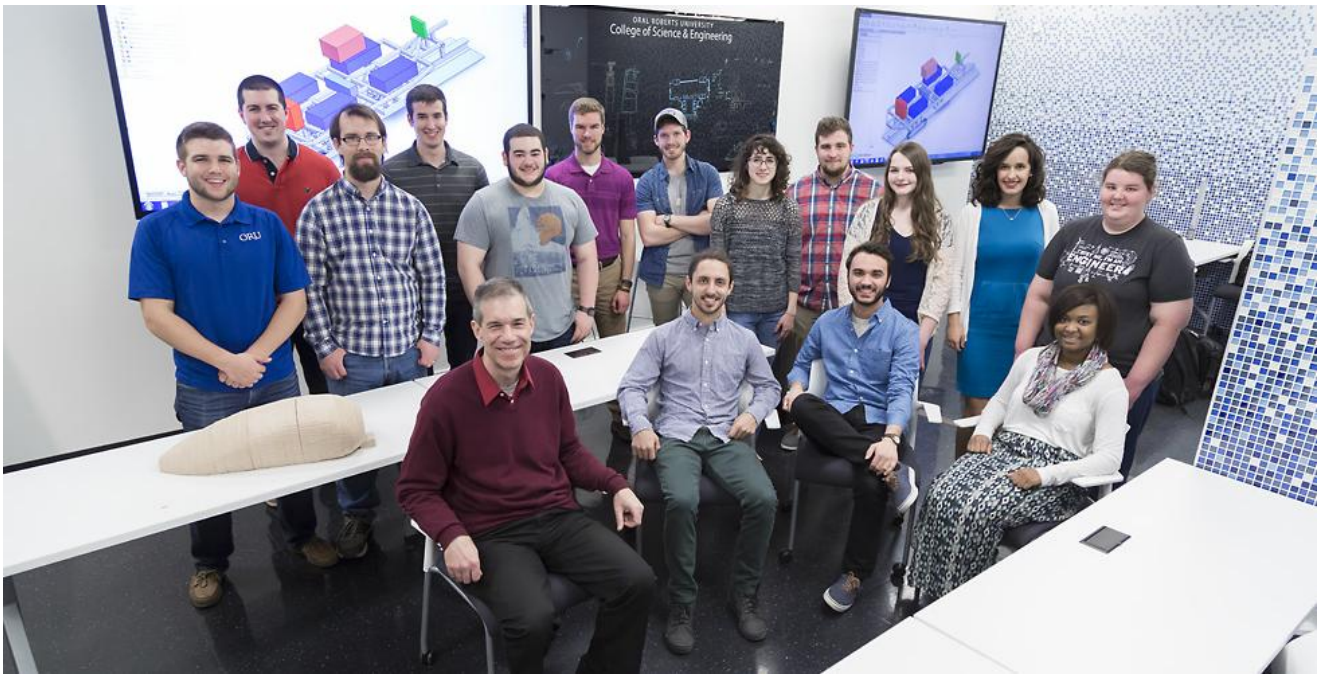
**Oral Roberts University**
**Engineering Department**
Whole Person Assessment Handbook




**ORU Hyperloop Team Codex**

## *Welcome*

*The Engineering Department faculty members have a sincere desire to help you succeed in your education, profession and life. The Engineering ePortfolio is a wonderful tool we will use to help you assess your progress in pursuit of an Engineering Education.*

*The following handbook is designed to simplify and clarify the requirements of your Engineering Whole Person Assessment (WPA). It is arranged in a step-by-step order, beginning with the entry level requirements through the intermediate to the professional level.*

*Your Engineering Department Chairman*

**Oral Roberts University**
**Engineering Department**
Whole Person Assessment Handbook

# Table of Contents

(CTRL Click to jump to section)


**INTRODUCTION** ..... **3**

ORU's Founding Mission and Vision Statements ..... 3
Engineering Department Purpose and Goals ..... 3
Mission Statement ..... 3
Engineering Portfolio Philosophy ..... 4

**EDUCATIONAL OUTCOMES** ..... **6**

**PORTFOLIO ASSESSMENT** ..... **7**

**DESCRIPTION OF ARTIFACTS** ..... **8**

Entry Level Artifacts ..... 8
*Freshman Interview* ..... *8*
*Stewardship Paper* ..... *8*
*Initial Resume* ..... *9*
*Freshman Project* ..... *9*
*Engineering Graphics Exam* ..... *10*
*Sophomore Interview* ..... *10*
Intermediate Level Artifacts ..... 10
*Electronics I Lab Report* ..... *10*
*Network Analysis Exam* ..... *11*
*Network Analysis II Exam* ..... *11*
*Mechanics I: Statics Exam* ..... *11*
*Dynamics Exam* ..... *11*
*Principles of Design Assignment* ..... *12*
*Control Systems Exam* ..... *12*
*Finite Element Analysis Using ANSYS* ..... *12*
*Digital Systems Mini-Project* ..... *12*
*Computational Methods C Programming Project* ..... *12*
Capstone Level Artifacts ..... 12
*Resume* ..... *12*
*Senior Design Project* ..... *13*
*Economics Paper* ..... *13*
*Design Paper* ..... *14*
*Ethics Quiz* ..... *14*
*Snr. Project 498 Research Paper* ..... *14*
Professional Level Artifacts ..... 14
*Exit Interview Questionnaire* ..... *14*
*Alumni Survey* ..... *14*
*Employer/Advisor Survey* ..... *14*

**FORMS** ..... **16**

Engineering Candidate E-Portfolio Agreement Form ..... 16
Freshman Project Oral Presentation Reflection ..... 17
Senior Project Oral Presentation Reflection ..... 18

**RUBRICS** ..... **19**

**FREQUENTLY ASKED QUESTIONS** ..... **42**

# Introduction

In accordance with the recommendations of the Accreditation Board for Engineering and Technology (ABET), the Department of Engineering at Oral Roberts University requires students in all engineering programs to prepare an electronic portfolio. A portfolio can be defined as follows: A documented profile of an individual's accomplishments, learning, and strengths related to the competencies, standards, and outcomes established by accrediting agencies, the institution (ORU), and its constituencies.

## ORU's Founding Mission and Vision Statements

**FOUNDING VISION**

Oral Roberts University is a charismatic university, founded in the fires of evangelism and upon the unchanging precepts of the Bible. The university was founded as a result of the evangelist Oral Roberts' obeying God's mandate to build a university on God's authority and the Holy Spirit.

God's commission to Oral Roberts was to "Raise up your students to hear My voice, to go where My light is dim, where My voice is heard small, and My healing power is not known, even to the uttermost bounds of the earth. Their work will exceed yours, and in this I am well pleased."

**MISSION**

To build Holy Spirit-empowered leaders through whole person education to impact the world with God's healing.

## Engineering Department Purpose and Goals

The department is vigorously engaged in the God-given calling to prepare professional engineers and physicists for service in industry, research laboratories, and academia. The theme of the department, *Students of the Creator and Stewards of Creation*, summarizes our dual passion for unlocking the mysteries of the universe for young minds, and also helping them discover how to appropriately harness the resources of the creation, and the power of their own creativity.

The department has also incorporated departmental standards which have been aligned with ABET competencies and standards to reflect engineering knowledge, professional commitments, dispositions, and performance standards which serve as departmental goals in the support of developing qualified, competent, professional engineering candidates for service to God and the engineering/scientific community.

## Mission Statement

The Engineering Department seeks to provide students with the knowledge, skills, and experiences that will prepare them to enter directly into professional practice as Christian engineers, or into advanced studies in engineering, or other professional areas. This training equips students in the application of science and mathematics for the improvement of the physical world, and enables graduates to enter the engineering and scientific communities, and contribute to the healing of the human condition. The department supports the overall university mission by the development of analytical thinking and problem solving in science and

engineering, and promotes understanding and reconciliation between the fields of science and theology.

## Engineering Portfolio Philosophy

The engineering portfolio is a collection of artifacts which reflect the competencies recommended by the Oral Roberts University Engineering, Physics, and Physical Science Department and its constituencies, including the Accreditation Board for Engineering and Technology (ABET). The Engineering, Physics, and Physical Science Department believes that the benefits of the engineering portfolio include the opportunity for candidates to demonstrate growth and development toward mastery of these competencies, and for candidates to engage in self and peer-reflection. Additionally, the portfolio serves as the foundation of the department's assessment system and is used for program improvement.

# Educational Outcomes

The following are the Engineering, Physics, and Physical Science Department's educational outcomes, which reflect the engineering knowledge, the professional commitments, dispositions, and performance outcomes adopted by the departmental faculty in support of the development of engineering candidates. It is the goal of the Oral Roberts University Engineering, Physics, and Physical Science Department to achieve the following:

| Outcome | Keywords |
|---|---|
| 1. Graduates are able to apply knowledge of mathematics, science, and engineering. | Knowledge |
| 2. Graduates are able to design and conduct experiments, as well as analyze and interpret data. | Experiment |
| 3. Graduates are able to design a system, component, or process to meet desired needs. | Design |
| 4. Graduates are able to function on multi-disciplinary teams. | Teamwork |
| 5. Graduates are able to identify, formulate, and solve engineering problems. | Problem Solving |
| 6. Graduates understand professional and ethical responsibility. | Ethics |
| 7. Graduates are able to communicate effectively. | Communication |
| 8. Graduates have a broad education necessary to understand the impact of engineering solutions in a global and societal context. | Broader Impact |
| 9. Graduates recognize the need for, and are able to engage in life-long learning. | Life Long Learning |
| 10. Graduates have knowledge of contemporary issues. | Contemporary Issues |
| 11. Graduates are able to use the techniques, skills, and modern tools necessary for engineering practice. | Tools |
| 12. Graduates are able to apply Christian principles of stewardship. | Stewardship |

# Portfolio Assessment

All Engineering, Engineering Physics, and Biomedical Engineering Majors will be required to compile and maintain an electronic, developmental portfolio. This allows the department accessibility to candidates' portfolios for the purposes of aggregating and disaggregating data, which leads to program improvement. Candidates will be evaluated on portfolio artifacts: supporting documents, evaluations and recommendations, evidence of competencies, written samples and projects to support competencies, evidence of creativity and performance.

**Artifacts and Educational Outcomes**

| Name of Artifact | Outcomes Assessed | Course |
|---|---|---|
| **Entry Level Artifacts** | | |
| Freshman Interview | | |
| Stewardship Paper | Communication, Broader Impact, Stewardship, Life-Long Learning | EGR 101 |
| Initial Resume | Communication | EGR 101 |
| Freshman Project | | |
| *Intro Video Clip* | Communication | EGR 101 |
| *Intro Project Oral Presentation Reflection* | Life-Long Learning | EGR 101 |
| *Intro Project Report* | Communication | EGR 101 |
| Engineering Graphics Exam | Tools | EGR 140 |
| Sophomore Interview | | |
| **Intermediate Level Artifacts** | | |
| Electronics I Lab Report | Experiment | EE 321L |
| Network Analysis I Exam | Knowledge, Problem Solving | EGR 210 |
| Network Analysis II Exam* | Problem Solving | |
| Mechanics I: Statics Exam | Problem Solving | EGR 221 |
| Dynamics Exam* | Knowledge, Problem Solving | EGR 222 |
| Principles of Design Exam/Assignment* | Problem Solving | ME 381 |
| Control Systems Exam* | Knowledge | EGR 330 |
| Finite Element Analysis Using ANSYS* | Tools | ME 447 |
| Digital Systems Mini Project* | Knowledge | CMPE 340 |
| Computational Methods C Programming Project* | Tools | EGR 252 |
| **Capstone Level Artifacts** | | |
| Resume | Communication | EGR 498 |
| Senior Design Project | | |
| *Senior Project Video Clip* | Communication | EGR 499 |
| *Senior Project Oral Presentation Reflection* | Life-Long Learning | EGR 499 |
| *Senior Project Report* | Knowledge, Design, Teamwork, Communication, Life Long Learning | EGR 499 |
| Economics Paper | Broader Impact, Stewardship, Communication | EGR 461 |
| Design Process Paper | Design | EGR 498 |

| | | |
|---|---|---|
| Ethics Quiz | Ethics | EGR 498 |
| Senior Project Research Paper | Life-Long Learning | EGR 498 |
| **Professional Level** | | |
| Exit Interview Questionnaire | All | |
| Alumni Survey | Broader Impact | |
| Employer Survey | Teamwork, Problem Solving, Ethics, Life-Long Learning, Tools, Stewardship | |
| Advisor Survey | Teamwork, Problem Solving, Ethics, Life-Long Learning, Tools, Stewardship | |

*Starred artifacts are required for students in specific concentrations, and are not required of all engineering students.

# Description of Artifacts

The artifacts are designated as Entry Level, Intermediate Level, Capstone Level, or Professional Level depending on the point in your academic career when they are submitted. Instructions for the artifacts in all four levels are given below, along with the rubrics that will be used to evaluate the artifact.

Assessor's Response
PLEASE NOTE: THE ITEMS CONTAINED IN THE BOXES ARE AN EXPLANATION OF WHAT THE FACULTY MEMBER AND/OR ADVISOR WILL DO WHEN ASSESSING THE ARTIFACT.

## Entry Level Artifacts

The following is a description of each of the portfolio artifacts that are to be placed in your portfolio prior to the completion of the first benchmark, the Entry Level. This portion of the portfolio must be completed by the candidate and approved by the candidate's advisor prior to scheduling the candidate's second-year interview for admission to the engineering program. The artifacts are completed as a required assignment as part of the coursework or independently with the assistance of the advisor.

**Freshman Interview—** Each student will be interviewed by a faculty member in the department, typically their advisor. Candidates will be asked a series of questions designed to encourage reflection on their own experience in the program.

Assessor's Response:
The department head will review the candidate's portfolio and determine that the student has completed the interview and uploaded the transcript.

**Stewardship Paper**—This paper is a description of the candidate's concepts of stewardship and ethics as would be practiced by a Christian engineer. It should also include an explanation of why the candidate desires to become an engineer. This artifact is completed as an assignment in the EGR 101 Introduction to Engineering course and is graded by the professor of record. A

rubric is provided for use as a reference when completing the assignment. Upload the completed stewardship/ethics paper into the portfolio and share it with the professor for it to be assessed (please use the "help" feature in e-Portfolio for assistance with this process).

Assessor's Response:
The professor will use the scoring rubric, which is a duplicate of the rubric the candidate used, to grade the completed assignment. Candidates can access the scoring rubric to view the scores obtained for each of the areas as well as the overall grade for the paper.

**Initial Resume**--The candidate is required to complete an initial resume in preparation for summer internships and other job opportunities. Resume samples are available in the portfolio resource website. This artifact is completed as an assignment in the EGR 101 Introduction to Engineering course and is graded by the professor of record. A rubric is provided for use as a reference when completing the assignment. Upload the completed resume into the portfolio and share it with the professor for it to be assessed (please use the "help" feature in e-Portfolio for assistance with this process).

Assessor's Response:
The professor will use the scoring rubric, which is a duplicate of the rubric the candidate used, to grade the completed assignment. Candidates can access the scoring rubric to view the scores obtained for each of the areas as well as the overall grade for the resume.

**Freshman Project—** The following is a description of each of the artifacts required for this section of the portfolio:

**Intro Video Clip-**The candidate is required to submit a video of a presentation of design work conducted during the freshman project in EGR 101. This video clip must be between one and two minutes in length and can be extracted from the video files of the group presentations made in class.. Once this process has been completed, upload the video clip in the appropriate section of the portfolio (please use the "help" feature in e-Portfolio for assistance with this process).

Assessor's Response:
The professor will use the scoring rubric to evaluate the quality of the speaker, slides and content.

**Intro Project Oral Presentation Reflection—**The student is to use the form for this reflection to evaluate their own presentation performance and make concrete plans for improvement.

Assessor's Response:
The advisor will use the scoring rubric to evaluate the student's reflection and plans for improvement.

**Intro Project Report**—This report is a written description of the candidate's design work conducted during the freshman project. This artifact is completed as an assignment in the EGR 101 Introduction to Engineering course and is graded by the professor in charge of the project. A rubric is provided for use as a reference when completing the assignment. Upload the completed report into the portfolio and share it with the professor for it to be

assessed (please use the "help" feature in e-Portfolio for assistance with this process). The report must be submitted twice, once to ePortfolio, and once to the professor.

| Assessor's Response: |
| --- |
| The professor will use the scoring rubric, which is a duplicate of the rubric the candidate used, to grade the completed assignment. Candidates can access the scoring rubric to view the scores obtained for each of the areas as well as the overall grade for the report. |

**Engineering Graphics Exam**—This electronic file is an exam for a course on computer-aided-drafting. This artifact is completed as an assignment in the EGR 141 Engineering Graphics course and is graded by the professor of record. A rubric is provided for use as a reference when completing the assignment. Upload the completed exam into the portfolio and share it with the professor for it to be assessed (please use the "help" feature in e-Portfolio for assistance with this process).

| Assessor's Response: |
| --- |
| The professor will use the scoring rubric, which is a duplicate of the rubric the candidate used, to grade the completed assignment. Candidates can access the scoring rubric to view the scores obtained for each of the areas as well as the overall grade for the exam. |

**Sophomore Interview—** Each student will be interviewed by a faculty member in the department, typically their advisor. Candidates will be asked a series of questions designed to encourage reflection on their own experience in the program. Successful completion is a requirement for formal admission to the engineering program.

| Assessor's Response: |
| --- |
| The department head will review the candidate's portfolio and determine that the student has completed the interview and uploaded the transcript. |

## Intermediate Level Artifacts

The following is a description of each of the portfolio artifacts that are to be placed in your portfolio prior to completion of the second benchmark, the Intermediate Level. This portion of the portfolio should be completed and approved by the candidate's advisor prior to completion of the Application for Candidacy (graduation) Form. The artifacts are completed as a required assignment as part of the coursework or independently with the assistance of the advisor.

**Electronics I Lab Report**—This artifact describes laboratory work conducted in the area of introductory electronics. This artifact is completed as an assignment in the EE 321 Electronics I Laboratory course and is graded by the professor of record. A rubric is provided for use as a reference when completing the assignment. Upload the completed lab into the portfolio and share it with the professor for it to be assessed (please use the "help" feature in e-Portfolio for assistance with this process).

Assessor's Response:
The professor will use the scoring rubric, which is a duplicate of the rubric the candidate used, to grade the completed assignment. Candidates can access the scoring rubric to view the scores obtained for each of the areas as well as the overall grade for the lab report.

**Network Analysis Exam**—This artifact presents solutions to problems in the area of introductory circuit analysis. This artifact is completed as an assignment in the EGR 210 Network Analysis I course and is graded by the professor of record. A rubric is provided for use as a reference when completing the assignment. Upload the returned and graded exam into the portfolio and share it with the professor for it to be assessed (please use the "help" feature in e-Portfolio for assistance with this process).

Assessor's Response:
The professor will use the scoring rubric, which is a duplicate of the rubric the candidate used, to grade the completed assignment. Candidates can access the scoring rubric to view the scores obtained for each of the areas as well as the overall grade for the exam.

**Network Analysis II Exam**—This artifact presents solutions to problems in the area of electrical circuit analysis. This artifact is completed as an assignment in the EE 311 Network Analysis II course and is graded by the professor of record. A rubric is provided for use as a reference when completing the assignment. Upload the returned and graded exam into the portfolio and share it with the professor for it to be assessed (please use the "help" feature in e-Portfolio for assistance with this process).

Assessor's Response:
The professor will use the scoring rubric, which is a duplicate of the rubric the candidate used, to grade the completed assignment. Candidates can access the scoring rubric to view the scores obtained for each of the areas as well as the overall grade for the exam.

**Mechanics I: Statics Exam**—This artifact presents solutions to problems in the area of simple mechanics of particles and rigid bodies with zero acceleration. This artifact is completed as an assignment in the EGR 221 Mechanics I: Statics course and is graded by the professor of record. A rubric is provided for use as a reference when completing the assignment. Upload the returned and graded exam into the portfolio and share it with the professor for it to be assessed (please use the "help" feature in e-Portfolio for assistance with this process).

Assessor's Response:
The professor will use the scoring rubric, which is a duplicate of the rubric the candidate used, to grade the completed assignment. Candidates can access the scoring rubric to view the scores obtained for each of the areas as well as the overall grade for the exam.

**Dynamics Exam**— This artifact consists of scanned pages from one or more midterm exams in EGR 222 Mechanics II: Dynamics.

Assessor's Response: The assessor will use the scoring rubric to evaluate the student's ability to apply engineering concepts and solve problems based on the graded exam.

**Principles of Design Assignment**—This artifact consists of scanned pages from one or more assignments/exams in ME 381 Principles of Design.

| |
|---|
| Assessor's Response: The assessor will use the scoring rubric to evaluate the student's ability to formulate and solve engineering problems in mechanical engineering. |

**Control Systems Exam—**This artifact consists of scanned pages from an exam in EGR 330 Control Systems.

| |
|---|
| Assessor's Response: The assessor will use the scoring rubric to evaluate the student's ability to use modern engineering tools.. |

**Finite Element Analysis Using ANSYS—**This artifact consists of a finite element analysis conducted in ANSYS as part of ME 447 Finite Element Method.

| |
|---|
| Assessor's Response: The assessor will use the scoring rubric to evaluate the student's ability to use modern engineering tools.. |

**Digital Systems Mini-Project**—This artifact consists of a short project in digital systems.

| |
|---|
| Assessor's Response: The assessor will use the scoring rubric to evaluate the student's ability to apply engineering concepts. |

**Computational Methods C Programming Project**—This artifact consists of a C programming project.

| |
|---|
| Assessor's Response: The assessor will use the scoring rubric to evaluate the student's ability to apply engineering concepts. |

## Capstone Level Artifacts

The following is a description of each of the portfolio artifacts that are to be placed in your portfolio prior to the completion of the third benchmark, the Capstone Level. The artifacts are completed during the final year in the Engineering Program as part of the coursework or independently with the assistance of the advisor.

**Resume –** Update the resume completed at the Entry Level to include any internship or other work experiences. A rubric is provided for use as a reference when completing the assignment. Once completed, upload the revised resume to the portfolio and share it with the advisor (please use the "help" feature in e-Portfolio for assistance with this process).

| |
|---|
| Assessor's Response:<br>The professor will use the scoring rubric, which is a duplicate of the rubric the candidate used, to grade the completed assignment. Candidates can access the scoring rubric to view the scores obtained for each of the areas as well as the overall grade for the resume. |

**Senior Design Project—** The following is a description of each of the artifacts required for this section of the portfolio:

**Senior Project Video Clip**-The candidate is required to submit a video of a presentation of design work conducted during the Senior Design Project. This video clip must be between one and two minutes in length. The candidate will need to compress the video using software called Cleaner 5. Go to the Second Floor Technology lab in the Graduate Center for assistance with this process. Once this process has been completed, upload the video clip in the appropriate section of the portfolio (please use the "help" feature in e-Portfolio for assistance with this process).

Assessor's Response:
The advisor is to determine if the video has been submitted and select met or not met in the appropriate location.

**Senior Project Oral Presentation Reflection—**

Assessor's Response:
The advisor will use the scoring rubric which is a duplicate of the rubric the candidate uses to complete the reflection portion of the assignment to grade that part of the Reflection. The advisor will then record the reflection grade.

**Senior Project Report**—This report is a written description of the candidate's design work conducted during the Senior Design Project. This artifact is completed as an assignment in the EGR 499 Senior Design and Research II course and is graded by the professor of record. A rubric is provided for use as a reference when completing the assignment. Upload the completed report into the portfolio and share it with the professor for it to be assessed (please use the "help" feature in e-Portfolio for assistance with this process).

Assessor's Response:
The professor will use the scoring rubric, which is a duplicate of the rubric the candidate used, to grade the completed assignment. Candidates can access the scoring rubric to view the scores obtained for each of the areas as well as the overall grade for the report.

**Economics Paper**—This paper is a description of the candidate's concepts of stewardship and ethics from the perspective of Engineering Economics. This artifact is completed as an assignment in the EGR 461 Engineering Management and Economy course and is graded by the professor of record. A rubric is provided for use as a reference when completing the assignment. Upload the completed stewardship/ethics paper into the portfolio and share it with the professor for it to be assessed (please use the "help" feature in e-Portfolio for assistance with this process).

Assessor's Response:
The professor will use the scoring rubric, which is a duplicate of the rubric the candidate used, to grade the completed assignment. Candidates can access the scoring rubric to view the scores obtained for each of the areas as well as the overall grade for the paper.

**Design Paper**—This artifact consists of scanned pages from a quiz in EGR 498 in which students must describe the design process and answer questions about it.

| |
|---|
| Assessor's Response: The assessor will use the scoring rubric to evaluate the student's ability to describe the design process. |

**Ethics Quiz**—This artifact consists of scanned pages from a quiz in EGR 498 in which students must demonstrate an understanding and ability to apply principles of engineering ethics.

| |
|---|
| Assessor's Response: The assessor will use the scoring rubric to evaluate the student's ability to apply concepts of engineering ethics. |

**Snr. Project 498 Research Paper**—This artifact consists of the student's background research paper for their senior project from EGR 498.

| |
|---|
| Assessor's Response: The assessor will use the scoring rubric to evaluate the student's ability to utilize print and online resources. |

## Professional Level Artifacts

**Exit Interview Questionnaire**--Candidates are expected to complete the Exit Interview Questionnaire received from The Department of Engineering, Physics and Physical Science during the last few weeks of the senior year. Scan and upload the completed questionnaire in the appropriate area of the portfolio (please use the "help" feature in e-Portfolio for assistance with this process).

| |
|---|
| Assessor's Response:<br>The advisor will record whether or not the candidate placed the document in the portfolio. |

**Alumni Survey—**After graduation, alumni are encouraged to complete the Alumni Survey Form and enter it as an artifact in their portfolio. This form will be sent out periodically to assist with program assessment and improvement.

| |
|---|
| Assessor's Response:<br>The advisor will review and record the artifact at the level in which the candidate met the requirement. |

**Employer/Advisor Survey—**After graduation, alumni are encouraged to deliver the Employer/Advisor Survey Form to their current employment supervisor or graduate school advisor. Once they have completed and returned the survey to the department, it will be

uploaded as an artifact in the alumnus' portfolio. This form will be sent out periodically to assist with program assessment and improvement.

| Assessor's Response: |
| --- |
| The advisor will review and record the artifact at the level in which the candidate met the requirement. |

# Forms

## Oral Roberts University
## Engineering, Physics, and Physical Science Department
## Engineering Candidate E-Portfolio Agreement Form

By signing this statement, I understand the Oral Roberts University Department of Engineering, Physics, and Physical Science leadership will access my E-Portfolio as presented on-line with the use of an on-line assessment instrument. I understand that my demographic information, artifacts, and written documents will be used by the department for assessment purposes to inform program improvement and to prepare for accreditation.

I understand that my information will be held in confidence between the Department of Engineering, Physics, and Physical Science and accrediting associations. I also understand that artifacts in my portfolio may be used as samples or for demonstration purposes.

I understand that the use of my E-Portfolio for program evaluation or accreditation review will in no way affect my grades on individual projects, artifacts, or the final over-all portfolio assessment. Grades and assessment of portfolios and individual artifacts will be determined and rest solely with the assessors to be determined by the Engineering, Physics, and Physical Science Department.

_____

Print Name

_____ Date _____

Signature

# Freshman Project Oral Presentation Reflection

Name: _____ Date: _____

## Part I – Evaluation (To be completed by student)

| Characteristics | Exemplary | Competent | Acceptable | Unacceptable |
|---|---|---|---|---|
| **TOPIC –** complete description of speakers portion of the project | | | | |
| **PREPARATION -** organized meaningfully, adequately supported, materials ready, fluent presentation | | | | |
| **ATTENTIVE -** aware of self and audience, attentive to audience, flexible, minimal distractions, real contact with audience | | | | |
| **ENTHUSIASM -** show interest in audience, topic and prepared message | | | | |
| **LOOK -** professional appearance, facial expression matches message, smile, helpful gestures, confident posture, meaningful movement, direct and inclusive eye contact | | | | |
| **SOUND -** appropriate volume, varied pitch and rate, pleasant quality, correct enunciation and clarity. | | | | |
| **LANGUAGE -** appropriate vocabulary, no extraneous word fillers or jargon, clarity of construction, concrete and completed thoughts | | | | |
| **CONVERSATIONAL -** attitude of sharing, inclusive language, active and present tense language, personal and fluent delivery | | | | |
| **PRESENTATIONAL AIDS -** visuals simple, legible, speaker controlled, enhance message, maintains attention, aids understanding and retention, clarifies and supplements | | | | |

## Part II- Reflection (To be completed by student)

| I thought I did well… |
|---|
| |

| I think I could improve… |
|---|
| |

| Plan of Improvement (How I plan to improve…) | |
|---|---|
| Characteristic(s) you wish to improve: | Steps I will take to improve this item: |
| | |

## Senior Project Oral Presentation Reflection

Identify what you did well and what can be improved. Then list characteristics you wish to improve and the steps you will take after graduation to achieve the desired improvement.

| I thought I did well… |
| --- |
| |

| I think I could improve… |
| --- |
| |

| Plan of Improvement (How I plan to improve…) | |
| --- | --- |
| Characteristic(s) you wish to improve: | Steps I will take to improve this item: |
| | |

# Rubrics

Most artifacts will be evaluated according to a rubric that scores the quality of various aspects of the artifact. The rubrics for evaluation are collected below.

**Assessment Rubric for EGR 101 Stewardship Essay**

| Category | Exemplary | Competent | Acceptable | Unacceptable | Unattempted |
|---|---|---|---|---|---|
| Content | Subject knowledge is evident throughout the report. All information is clear, accurate and relevant. | Appropriate content is evident throughout the report. Most information is clear accurate and relevant. | Appropriate content is insufficient in parts of the report. A majority of the information is clear accurate and relevant. | Little evidence of appropriate content. Much of the information is confusing or flawed. | No evidence of appropriate content. |
| Stewardship | The implications of good engineering practices as they relate to the stewardship of time, natural resources, human resources, financial resources, and the environment are clearly addressed. | The implications of good engineering practices as they relate to the stewardship of the listed categories are addressed, but with some obvious omissions of content. | The implications of good engineering practices as they relate to the stewardship of most of the listed categories are addressed or all categories are addressed, but considerable content is omitted. | The implications of good engineering practices as they relate to the stewardship of some of the listed categories are addressed, or all categories are addressed, but content is not acceptable. | Does not address stewardship. |
| Biblical References for Stewardship | Uses appropriate biblical references for all listed stewardship categories with appropriate discussion. | Uses appropriate biblical references for three of the listed stewardship categories with appropriate discussion or presents limited discussion for all listed categories. | Uses appropriate biblical references for two of the listed stewardship categories with appropriate discussion or presents limited discussion for three of the listed categories. | Uses appropriate biblical references for one of the listed stewardship categories with appropriate discussion or presents limited discussion for two of the listed categories. | No biblical references are used. |
| Research | Clear evidence of the thorough use of research resources to | Clear evidence of the adequate use of research resources to | Clear evidence of the use of some research resources to | Evidence of the use of some research resources to | No evidence of research presented. |

| | | | | | |
|---|---|---|---|---|---|
| | gain background and additional technical knowledge for project. All research information is properly referenced in the paper using correct format. | gain background and additional technical knowledge for project. All research information is properly referenced in the paper using correct format with only minor errors. | gain background and additional technical knowledge for project. All research information is properly referenced in the paper using correct format with only some errors. | gain background and additional technical knowledge for project. Research information is referenced in the paper. Multiple formatting errors are present. | |
| Organization | The sequence of information is logical and intuitive. Paths to all information are clear and direct. | The sequence of information is logical. Lacks some clarity and consistency. | The sequence of information is somewhat logical. Some ideas seem disconnected. | The sequence of information is mostly illogical. Ideas seem scrambled or disconnected. | The sequence of information is not logical. |

**Assessment Rubric for EGR 101 Initial Resume**

| Category | Exemplary | Competent | Acceptable | Unacceptable | Unattempted |
|---|---|---|---|---|---|
| Work Experience | Concise statement of experience that clearly identifies employer, location, position, duties and beginning and ending dates of employment. The list is in reverse chronological order with no missing periods of time. | Statement of experience that identifies employer, location, position, duties and beginning and ending dates of employment. The list is in reverse chronological order with no missing periods of time. | Statement of experience that identifies employer, location, position, duties and beginning and ending dates of employment. The list is in reverse chronological order with no missing periods of time with minor omissions. | Statement of experience that identifies employer, location, position, duties and beginning and ending dates of employment. The list is in reverse chronological order with no missing periods of time with major omissions. | Multiple omissions of required items. Little evidence that any effort was made to follow instructions. |
| Education | A concise listing of institutions attended, including the name of the institution, the location, the dates attended, the degree or course of study, graduation date and GPA. | A listing of institutions attended, including the name of the institution, the location, the dates attended, the degree or course of study, graduation date and GPA with minor omissions. | A listing of institutions attended, including the name of the institution, the location, the dates attended, the degree or course of study, graduation date and GPA with major omissions. | Little evidence that careful consideration has been given to preparing an adequate education summary. | No Education Summary is included. |
| Spelling and Grammar | The resume honors all rules of spelling and grammar. | The resume adequately honors the rules of spelling and/or grammar. (3 or less). | The resume minimally honors the rules of spelling and/or grammar. (6 or less). | The resume has multiple errors in spelling and/or grammar. (7 or more). | The resume has multiple errors in spelling and/or grammar. (10 or more). |
| Format | Contact Information, Work Experience, and Education are present with no errors. | Contact Information, Work Experience, and Education are present with minor errors. | Contact Information, Work Experience, and Education are present with multiple errors. | Contact Information, Work Experience, and Education are not all present and contain multiple errors. | Multiple omissions of required items. Little evidence of any effort to follow formatting instructions. |

**Assessment Rubric for EGR 101 Freshman Project Oral Presentation**

| Category | Exemplary | Competent | Acceptable | Unacceptable | Unattempted |
|---|---|---|---|---|---|
| Speaking and Audience Engagement | Speaker presents clearly and engages the audience (e. g. eye contact). | Speaker presents clearly and engages the audience some of the time. | Speaker presents fairly clearly but does not engage the audience. | Speaker does not present clearly. | Not attempted. |
| Slide Quality | Slides communicate clearly and hold audience interest. | Slides communicate clearly, and most slides hold audience interest. | Slides communicate clearly. | Slides do not communicate clearly. | Not attempted. |
| Organization of Ideas | Organizes all ideas in a logical sequence. | Organizes most ideas in a logical sequence. | Organizes some ideas in a logical sequence. | Does not organize ideas. | Not attempted. |
| Technical Content | Technical content is evident and presented clearly in an audience appropriate manner. | Technical content is evident, presented clearly, and mostly appropriate for the audience. | Technical content is evident, mainly presented clearly and somewhat appropriate for the audience. | Technical content is lacking or not presented clearly. | Not attempted. |

**Assessment Rubric for EGR 101 Freshman Project Oral Presentation Reflection**

| Category | Exemplary | Competent | Acceptable | Unacceptable | Unattempted |
|---|---|---|---|---|---|
| Implications for Professional Development | Presents learning goals that clearly emerge from the insights and experiences described in this section. Describes plans for meeting these goals. | Development goals are appropriate and based on insights described in this section; however, the student does not describe plans to meet the goals. | The student presents development goals, that are either vague or not strongly related to the insights and experiences described in this section. | The student provides implications for personal development, however no goals are included, nor are the insights and experiences based on information provided in this section. | The student does not address implications for professional development. |

**Assessment Rubric for EGR 101 Freshman Project Report**

| Category | Exemplary | Competent | Acceptable | Unacceptable | Unattempted |
|---|---|---|---|---|---|
| Content | Subject knowledge is evident throughout the report. All information is clear, accurate and relevant. | Appropriate content is evident throughout the report. Most information is clear accurate and relevant. | Appropriate content is insufficient in parts of the report. A majority of the information is clear accurate and relevant. | Little evidence of appropriate content. Much of the information is confusing or flawed. | No evidence of appropriate content. |
| Style and Vocabulary | Articulates appropriate vocabulary and terms associated with subject. Style enhances the readability of the paper. | Some inappropriate vocabulary. Minor errors in style that do not detract from paper. | Limited use of appropriate vocabulary. Errors in style that limit readability of paper. | Inappropriate vocabulary and use occurs. Poor style. Paper has poor readability. | No evidence of correct style. |
| Organization | The sequence of information is logical and intuitive. Paths to all information are clear and direct. | The sequence of information is logical. Lacks some clarity and consistency. | The sequence of information is somewhat logical. Some ideas seem disconnected. | The sequence of information is mostly illogical. Ideas seem scrambled or disconnected. | The sequence of information is not logical |
| Spelling and Grammar | The project honors all rules of spelling and grammar. | The project adequately honors the rules of spelling and/or grammar. (3 or less). | The project minimally honors the rules of spelling and/or grammar. (6 or less). | The project has multiple errors in spelling and/or grammar. (7 or more). | The project has multiple errors in spelling and/or grammar. (10 or more). |
| Format and Appearance | Title page with no errors and individual sections as assigned are present. Uses headings to organize the material logically. | Title page with minor errors and individual sections as assigned are present. Uses headings to visually organize the material. | Title page with some errors and individual sections as assigned are present. Formatting does not help visually organize the material. | Title page or individual sections are missing. Formatting does not help visually organize the material. | Multiple omissions of required items. Little evidence that any effort was made to follow formatting instructions. |

**Assessment Rubric for EGR 140 Graphics Exam**

| Category | Exemplary | Competent | Acceptable | Unacceptable | Unattempted |
|---|---|---|---|---|---|
| Basic Modeling Requirements | Builds the model with correct orientation using a logical order for construction of features and names all features. | Builds the model with correct orientation using a logical order for construction of features and omits no more than one feature name. | Builds the model with correct orientation with less than a logical order for construction of features or omits no more than two feature names. | Builds the model with incorrect orientation or does not demonstrate any logic in the order of construction of features or omits more than two feature names. | Not applicable. |
| Use of SolidWorks Features | Makes use of SolidWorks appropriate features to complete a model using the minimum number of steps. | Makes use of SolidWorks appropriate features to complete a model using a minor number of steps in addition to the minimum required. | Is able to apply SolidWorks features to complete a model, but does not demonstrate knowledge of efficient use of the features. | Is unable to apply SolidWorks features to fully develop a part. | Not applicable. |
| Dimensioning of Sketches | Applies all required dimensions to the feature sketches in the appropriate locations to define the sketches. | Omits no more than two dimensions from the feature sketches to define the sketches. | Omits no more than three dimensions from the feature sketches to define the sketches. | Omits more than three dimensions from the feature sketches. | Is unable to demonstrate the ability to apply dimensions to the parts. |
| Use of specified Features | Uses all specified features. | Omits the use of one specified feature to complete the part. | Omits the use of two specified feature to complete the part. | Omits the use of more than two specified feature to complete the part. | Not applicable. |
| Interpretation of Drawings | Constructs the solid part by correctly utilizing all of the dimensions provided by the part drawing. | Constructs the solid part by correctly utilizing all but one of the dimensions provided by the part drawing. | Constructs the solid part by correctly utilizing all but three of the dimensions provided by the part drawing. | Constructs the solid part by not correctly utilizing more than three of the dimensions provided by the part drawing. | Is unable to demonstrate the ability to interpret the drawing |
| Appropriate Feature Application and Location. | All features are applied correctly and are in the | One feature is not applied correctly or is not in the | Two features are not applied correctly or are not in the | More than Two features are not applied correctly or are | Not applicable |

| | | | | | |
|---|---|---|---|---|---|
| | specified location. | specified location. | specified location. | not in the specified location. | |

**Assessment Rubric for EGR 210 Network Analysis I Exam**

| Category | Exemplary | Competent | Acceptable | Unacceptable | Unattempted |
|---|---|---|---|---|---|
| Information | Problems are accurately interpreted and clearly restated. Given Information is correctly applied with appropriate units. | Problems are accurately interpreted and given information is correctly applied. | Given information is correctly applied. | Incorrect or irrelevant information is applied. | Given information is not applied. |
| Schematics diagrams and waveforms | Circuit schematics, diagrams and waveforms are correctly and neatly drawn, and labeled in consistent with the symbols and values used. | Circuit schematics, diagrams and waveforms are correctly drawn and labeled in consistent with the symbols and values used. | Circuit schematics, diagrams and waveforms are correctly drawn and labeled with symbols or values used. | Incorrect or illegible circuit schematics, diagrams and waveforms are drawn or acceptable drawing but with no labeling at all. | No circuit schematic, diagram and waveform are drawn |
| Theories and assumptions | Appropriate laws and rules are applied. Proper and consistent assumptions are made following universally accepted standards. | Appropriate laws and rules are applied. Proper assumptions are made and listed. | Appropriate laws and rules are applied with primary assumptions listed. | Incorrect or irrelevant laws and rules are applied, and incomplete assumptions are applied. | No law and assumption are applied. |
| Formulas | Appropriate, concise, and direct formulas are accurately applied in a logical sequence. | Correct formulas are accurately applied in a logical sequence. | Correct formulas are properly applied. | Incorrect or irrelevant formulas are applied or formulas are misapplied. | No formula is applied. |
| Solutions | Solutions are worked out in details and concise steps with appropriate units. High accuracy is maintained by retaining adequate decimal points. A check is conducted. | Solutions are correctly worked out with appropriate units. High accuracy is maintained by retaining adequate decimal points. | Solutions are correctly worked out with correct units. Reasonable accuracy is maintained. | Solutions are incorrect or incomplete with incorrect units. | No attempt is made to solve for the desired quantities. |

**Assessment rubric for EE 311 Network Analysis II Exam**

| Category | Exemplary | Competent | Acceptable | Unacceptable | Unattempted |
|---|---|---|---|---|---|
| Information | Problems are accurately interpreted and clearly restated. Given Information is correctly applied with appropriate units. | Problems are accurately interpreted and given information is correctly applied. | Given information is correctly applied. | Incorrect or irrelevant information is applied | Given information is not applied. |
| Schematic Diagrams and Waveforms | Circuit schematics, diagrams and waveforms are correctly and neatly drawn, and labeled in consistent with the symbols and values used. | Circuit schematics, diagrams and waveforms are correctly drawn and labeled in consistent with the symbols and values used. | Circuit schematics, diagrams and waveforms are correctly drawn and labeled with symbols or values used. | Incorrect or illegible circuit schematics, diagrams and waveforms are drawn or acceptable drawing but with no labeling at all. | No circuit schematic, diagram and waveform are drawn. |
| Theories | Appropriate laws and rules are applied. Proper and consistent assumptions are made following universally accepted standards | Appropriate laws and rules are applied. Proper assumptions are made and listed. | Appropriate laws and rules are applied with primary assumptions listed. | Incorrect or irrelevant laws and rules are applied, and incomplete assumptions are applied. | No law and assumption are applied. |
| Solutions | Solutions are worked out in details and concise steps with appropriate units. High accuracy is maintained by retaining adequate decimal points. A check is conducted. | Solutions are correctly worked out with appropriate units. High accuracy is maintained by retaining adequate decimal points. | Solutions are correctly worked out with correct units. Reasonable accuracy is maintained. | Solutions are incorrect or incomplete with incorrect units. | No attempt is made to solve for the desired quantities. |

**Assessment Rubric for EE 321 Electronics I Lab**

| Category | Exemplary | Competent | Acceptable | Unacceptable | Unattempted |
|---|---|---|---|---|---|
| Experiment Preparation | Circuits are clearly understood and accurately related to the theory. Proper components and equipments are identified and selected with correct rating. | Circuits are clearly understood. Proper components and equipments are identified and selected. | Proper components and equipments are selected with help | Incorrect or irrelevant components or equipments are selected even with help. | No attempt to select components and equipment. |
| Circuit Assembly | Circuits are correctly and neatly assembled independently. The right measurement equipments are correctly connected to the circuit with right convention | Circuits are correctly assembled independently. The right measurement equipments are correctly connected to the circuit. | Circuits are correctly assembled and the right measurement equipments are correctly connected to the circuit with help. | Failed to assemble the circuit and connect the measurement equipments even with help. | No attempt to assemble the circuits and connect the measurement equipment. |
| Data Measurement | The measurement equipments are correctly set and the required data are correctly measured with appropriate units and polarity all independently. | The measurement equipments are correctly set and the required data are correctly measured. | The measurement equipments are correctly set and the required data are correctly measured with help. | Failed to measure the required data or wrong data are recorded even with help. | No attempt to measure the required data but simply copy the data from others. |
| Data analysis | Appropriate, concise and direct formulas are accurately applied. Waveforms and characteristic curves are correctly drawn and fully labeled with correct units and convention. | Correct formulas are accurately applied in a logic sequence. Waveforms and characteristic curves are correctly drawn and labeled. | Correct formulas are properly applied. Waveforms and characteristic curves are correctly drawn. | Incorrect or irrelevant formulas are applied. Wrong waveforms and characteristic curves are drawn. | No formula is applied. No waveforms and characteristic curves are drawn. |
| Data Interpretation | Precise and correct conclusions are reached from the data. Discrepancy, if any, is correctly discovered and interpreted with convincing reasoning. Questions are correctly answered with convincing reasoning. | Correct conclusions are reached from the data. Discrepancy, if any, is correctly discovered and interpreted with reasoning. Questions are correctly answered. | Correct conclusions are reached from the data. Questions are correctly answered. | Conclusions and answers to the question are wrong or irrelevant. | No attempt to reach any conclusion and to answer any question. |

**Assessment Rubric for CMPE 340 Digital Systems Mini Project**

| Category | Exemplary | Competent | Acceptable | Unacceptable | Unattempted |
|---|---|---|---|---|---|
| Problem Formulation: Binary representation of engineering problem, translation from problem to state space representation, State transition, and binary truth table. | Formulates problem correctly, completely and in a way that will lead to a solution. | Formulates problem correctly, but not completely. | Formulates problem with minor errors. Incomplete formulation. | Formulates problem with significant errors. | Not Attempted |
| Application of Karnaugh Map to design combinational digital system with a minimum of hardware | Applies concept of Karnaugh Map with no errors | Applies concept of Karnaugh Map with one error. | Applies concept of Karnaugh Map with multiple errors. | Shows no understanding of how to use Karnaugh Map. | Not Attempted. |
| Application of Finite State Machine (FSM) and Implication Chart Method (ICM) to design sequential logic circuit with minimum configuration. | Applies concept of FSM and ICM with no errors | Applies concept of FSM and ICM with one error. | Applies concept of FSM and ICM with multiple errors. | Shows no understanding of how to use FSM and ICM. | Not Attempted. |

**Assessment Rubric for EGR 252 – Engineering Computational Methods C Programming Final Project**

| Category | Exemplary | Competent | Acceptable | Unacceptable |
|---|---|---|---|---|
| **Specifications** | The program works and meets all of the specifications. | The program works and produces the correct results and displays them correctly. It also meets most of the other specifications. | The program produces correct results but does not display them correctly. | The program is producing incorrect results. |
| **Readability** | The code is exceptionally well organized and very easy to follow. | The code is fairly easy to read. | The code is readable only by someone who knows what it is supposed to be doing. | The code is poorly organized and very difficult to read. |
| **Reusability** | The code could be reused as a whole or each routine could be reused. | Most of the code could be reused in other programs. | Some parts of the code could be reused in other programs. | The code is not organized for reusability. |
| **Efficiency** | The code is extremely efficient without sacrificing readability and understanding. | The code is fairly efficient without sacrificing readability and understanding. | The code is brute force and unnecessarily long. | The code is huge and appears to be patched together. |
| **Delivery** | The program was delivered on time | The program was delivered within three days of the due date. | The code was within 1 week of the due date | The code was more than 1 week overdue. |

**Assessment Rubric for EGR 221 – Mechanics I: Statics Final Examination**

| Category | Exemplary | Competent | Acceptable | Unacceptable | Unattempted |
|---|---|---|---|---|---|
| Information | Problem is completely and clearly restated, and necessary information is accurately applied. | Problem is partially restated, and necessary information is accurately applied. | Necessary information is accurately applied. | Incorrect or inappropriate information is applied. | Information is not applied. |
| Assumptions | Appropriate assumptions are applied and listed along with explanations of relevant implications. | Appropriate assumptions are applied, with the primary assumptions listed. | Appropriate assumptions are applied. | Incorrect or incomplete assumptions are applied. | Assumptions are not applied. |
| Diagrams | All pertinent diagrams are neatly and correctly drawn to assist in the solution procedure | All pertinent diagrams are correctly drawn to assist in the solution procedure | Diagrams are correctly drawn to assist in the solution procedure | Incorrect or illegible diagrams are drawn | Diagrams are not drawn. |
| Formulas | Governing mathematical and physical relations are accurately & efficiently applied in a logical sequence. | Governing mathematical and physical relations are accurately applied in a logical sequence. | Governing mathematical and physical relations are accurately applied. | Incorrect or incomplete mathematical and physical relations are applied, or correct relations are misapplied. | Mathematical and physical relations are not applied. |
| Solution | Governing relations are quickly solved for the desired quantities, and a check is conducted. | Governing relations are quickly solved for the desired quantities. | Governing relations are solved for the desired quantities. | Attempts to solve for the desired quantities are unsuccessful. | No attempt is made to solve for the desired quantities. |

**Assessment Rubric for EGR 222 Dynamics Exam**

| Category | Exemplary | Competent | Acceptable | Unacceptable | Unattempted |
|---|---|---|---|---|---|
| Student is able to formulate dynamics problems involving rigid bodies, translation and rotation | Formulates problem correctly, completely and in a way that will lead to a solution. | Formulates problem correctly, but not completely. | Formulates problem with minor errors. Incomplete formulation. | Formulates problem with significant errors. | Does not formulate problem. |
| Application of Energy Methods to solve problems in Rigid Body Dynamics | Applies concept of energy with no errors. | Applies concept of energy with one error. | Applies concept of energy with multiple errors. | Shows no understanding of how to use energy methods. | Not attempted. |
| Application of Momentum to solve problems in Rigid Body Dynamics | Applies concept of momentum with no errors. | Applies concept of momentum with one error. | Applies concept of momentum with multiple errors. | Shows no understanding of how to use momentum methods. | Not attempted. |
| Apply vectors to analyze dynamic motion. | Applies vectors with no errors. | Applies vectors with one minor error. | Applies vectors with one error or two minor errors. | Applies vectors with multiple errors. | Use of vectors not attempted. |

**Assessment Rubric for ME 381 Principles of Design Exam/Assignment**

| Category | Exemplary | Competent | Acceptable | Unacceptable | Unattempted |
|---|---|---|---|---|---|
| Problem Formulation: Ball Bearing Analysis | Identifies an appropriate solution method with no errors. | Identifies an appropriate solution method with one minor error. | Identifies an appropriate solution method with two minor or one significant error. | Does not identify an appropriate solution method. | Not attempted. |
| Problem Formulation: Journal Bearing Analysis | Identifies an appropriate solution method with no errors. | Identifies an appropriate solution method with one minor error. | Identifies an appropriate solution method with two minor or one major error. | Does not identify an appropriate solution method. | Not attempted. |
| Gear Force Analysis | Identifies an appropriate solution method with no errors. | Identifies an appropriate solution method with one minor error. | Identifies an appropriate solution method with two minor or one major error. | Does not identify an appropriate solution method. | Not attempted. |

**Assessment Rubric for EGR 330 Control Systems Exam**

| Category | Exemplary | Competent | Acceptable | Unacceptable | Unattempted |
|---|---|---|---|---|---|
| Information | Problems are accurately interpreted and clearly restated. Necessary information is correctly applied | Problems are partially restated and necessary information is correctly applied. | Necessary information is correctly applied. | Incorrect or irrelevant information is applied. | Information is not applied. |
| Assumptions | Appropriate assumptions are made and listed along with explanations of relevant implications. | Appropriate assumptions are made with the primary assumptions listed. | Correct assumptions are made. | Incorrect or incomplete assumptions are applied. | Assumptions are not applied. |
| Theories | Knowledge from mathematics and physics are fully and accurately applied for system modeling and analysis. | Knowledge from mathematics and physics are accurately applied. | Knowledge from mathematics and physics are applied with minor errors. | Incorrect or irrelevant knowledge from mathematics and physics are applied. | No knowledge from mathematics and physics is applied. |
| Formulas | Appropriate, concise and direct, formulas are accurately applied in a logical sequence. | Correct formulas are accurately applied in a logical sequence. | Correct formulas are properly applied. | Incorrect or irrelevant formulas are applied or formulas are misapplied. | No formula is applied. |
| Diagrams and Curves | Pertinent diagrams and curves are neatly and correctly drawn, and clearly and appropriately labeled to assist in the solution procedure. | Pertinent diagrams and curves are correctly drawn and clearly labeled to assist in the solution procedure. | Diagrams and curves are correctly drawn and labeled to assist in the solution procedure. | Diagrams and curves are incorrect or illegible or not labeled at all. | Neither diagram nor curve is drawn. |
| Solutions | Solutions are worked out in details and concise steps with appropriate units. High accuracy is maintained. | Solutions are correctly worked out with appropriate units. High accuracy is maintained. | Solutions are correctly worked out with correct units and reasonable accuracy. | Solutions are incorrect or incomplete with incorrect units. | No attempt is made to solve for the desired quantities. |

**Assessment Rubric for ME 447 Finite Element Analysis Using ANSYS**

| Category | Exemplary | Competent | Acceptable | Unacceptable | Unattempted |
|---|---|---|---|---|---|
| Software Use | Software used correctly, efficiently, and in an organized manner. | Software used correctly. | Software used with minor errors. | Software used with significant errors, or without success. | Not attempted. |

**Assessment Rubric for EGR 498 Resume**

| Category | Exemplary | Competent | Acceptable | Unacceptable | Unattempted |
|---|---|---|---|---|---|
| Job Objective | Concise and clear description of the position the applicant is seeking and the applicant's expectations for the position. | Clear description of the position the applicant is seeking and the applicant's expectations for the position. | Clear description of the position the applicant is seeking. | Little evidence that careful consideration has been given to the position the applicant is seeking. | No Job Objective is stated. |
| Other (Extra-Curricular Activities, skills, volunteer work, etc.) | Concise and organized description of other items that will enhance the applicant's ability to obtained the position listed in the Job Objective. | Description of other items that will enhance the applicant's ability to obtain the position listed in the Job Objective with minor inclusions of non-relevant material. | Description of other items that will enhance the applicant's ability to obtain the position listed in the Job Objective with major inclusions of non-relevant material. | Little evidence that careful consideration has been given to other appropriate items to enhance the ability of the applicant to gain position the applicant is seeking. | No Summary is included. |
| Professional Experience | Concise statement of experience that clearly identifies employer, location, position, duties and beginning and ending dates of employment. The list is in reverse chronological order with no missing periods of time. | Statement of experience that identifies employer, location, position, duties and beginning and ending dates of employment. The list is in reverse chronological order with no missing periods of time. | Statement of experience that identifies employer, location, position, duties and beginning and ending dates of employment. The list is in reverse chronological order with no missing periods of time with minor omissions. | Statement of experience that identifies employer, location, position, duties and beginning and ending dates of employment. The list is in reverse chronological order with no missing periods of time with major omissions | Multiple omissions of required items. Little evidence that any effort was made to follow instructions |

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|---|---|---|---|---|---|
| Education Summary | A concise listing of institutions attended, including the name of the institution, the location, the dates attended, the degree or course of study, graduation date and GPA | A listing of institutions attended, including the name of the institution, the location, the dates attended, the degree or course of study, graduation date and GPA with minor omissions. | A listing of institutions attended, including the name of the institution, the location, the dates attended, the degree or course of study, graduation date and GPA with major omissions. | Little evidence that careful consideration has been given to preparing an adequate education summary. | No Education Summary is included. |
| Spelling and Grammar | The resume honors all rules of spelling and grammar. | The resume adequately honors the rules of spelling and/or grammar. (3 or less). | The resume minimally honors the rules of spelling and/or grammar. (6 or less). | The resume has multiple errors in spelling and/or grammar. (7 or more). | The resume has multiple errors in spelling and/or grammar. (10 or more). |
| Format | Contact Information, Job Objective, Summary of Qualifications, Professional Experience, and Education are present with no errors. | Contact Information, Job Objective, Summary of Qualifications, Professional Experience, and Education are present with minor errors. | Contact Information, Job Objective, Summary of Qualifications, Professional Experience, and Education are present with multiple errors. | Contact Information, Job Objective, Summary of Qualifications, Professional Experience, and Education are not all present and contain multiple errors. | Multiple omissions of required items. Little evidence that any effort was made to follow formatting instructions. |

**Assessment Rubric for EGR 499 Senior Project Oral Presentation**

| Category | Exemplary | Competent | Acceptable | Unacceptable | Unattempted |
|---|---|---|---|---|---|
| Speaking and Audience Engagement | Speaker presents clearly and engages the audience (e. g. eye contact). | Speaker presents clearly and engages the audience some of the time. | Speaker presents fairly clearly but does not engage the audience. | Speaker does not present clearly. | Not attempted. |
| Slide Quality | Slides communicate clearly and hold audience interest. | Slides communicate clearly, and most slides hold audience interest. | Slides communicate clearly. | Slides do not communicate clearly. | Not attempted. |
| Organization of Ideas | Organizes all ideas in a logical sequence. | Organizes most ideas in a logical sequence. | Organizes some ideas in a logical sequence. | Does not organize ideas. | Not attempted. |
| Technical Content | Technical content is evident and presented clearly in an audience appropriate manner. | Technical content is evident, presented clearly, and mostly appropriate for the audience. | Technical content is evident, mainly presented clearly and somewhat appropriate for the audience. | Technical content is lacking or not presented clearly. | Not attempted. |

**Assessment Rubric for EGR 499 Senior Project Oral Presentation Reflection**

| Category | Exemplary | Competent | Acceptable | Unacceptable | Unattempted |
|---|---|---|---|---|---|
| Implications for Professional Development | Presents learning goals that clearly emerge from the insights and experiences described in this section. Describes plans for meeting these goals. | Development goals are appropriate and based on insights described in this section; however, the student does not describe plans to meet the goals. | The student presents development goals, that are either vague or not strongly related to the insights and experiences described in this section. | The student provides implications for personal development, however no goals are included in the discussion, nor are the insights and experiences based on information provided in this section. | The student does not address implications for professional development. |

**Assessment Rubric for EGR 499 Senior Project Report**

| Category | Exemplary | Competent | Acceptable | Unacceptable | Unattempted |
|---|---|---|---|---|---|
| Content | Subject knowledge is evident throughout the report. All information is clear, accurate and relevant. | Appropriate content is evident throughout the report. Most information is clear accurate and relevant. | Appropriate content is insufficient in parts of the report. A majority of the information is clear accurate and relevant. | Little evidence of appropriate content. Much of the information is confusing or flawed. | No evidence of appropriate content. |
| Depth and Breadth of Project Content | Clear evidence that higher level thinking skills were used in the creation of this project. | Some evidence that higher level thinking skills were used in the creation of this project. | Little evidence that higher level thinking skills were used in the creation of this project. | No evidence of higher level thinking skills was used in the creation of this project. | No evidence of higher level thinking skills was used in the creation of this project. |
| Style and Vocabulary | Articulates appropriate vocabulary and terms associated with subject. Style enhances the readability of the paper. | Some inappropriate vocabulary. Minor errors in style that do not detract from paper. | Limited use of appropriate vocabulary. Errors in style that limit readability of paper. | Inappropriate vocabulary and use occurs. Poor style. Paper has poor readability. | No evidence of correct style. |
| Research | Clear evidence of the thorough use of research resources to gain background and additional technical knowledge for project. All research information is properly referenced in the paper using correct format. | Clear evidence of the adequate use of research resources to gain background and additional technical knowledge for project. All research information is properly referenced in the paper using correct format with only minor errors. | Clear evidence of the use of some research resources to gain background and additional technical knowledge for project. All research information is properly referenced in the paper using correct format with only some errors. | Evidence of the use of some research resources to gain background and additional technical knowledge for project. Research information is referenced in the paper. Multiple formatting errors are present. | No evidence of research presented. |
| Organization | The sequence of information is logical and intuitive. Paths to all information are clear and direct. | The sequence of information is logical. Lacks some clarity and consistency. | The sequence of information is somewhat logical. Some ideas seem disconnected. | The sequence of information is mostly illogical. Ideas seem scrambled or disconnected. | The sequence of information is not logical. |

| | | | | | |
|---|---|---|---|---|---|
| Spelling and Grammar | The project honors all rules of spelling and grammar. | The project adequately honors the rules of spelling and/or grammar. (3 or less). | The project minimally honors the rules of spelling and/or grammar. (6 or less). | The project has multiple errors in spelling and/or grammar. (7 or more). | The project has multiple errors in spelling and/or grammar. (10 or more). |
| Format | Title page, abstract, table of contents, list of references researched, appendices and in-text references are present with no errors. Individual sections as assigned are present. | Title page, abstract, table of contents, list of references researched, appendices and in-text references are present with minor errors. Individual sections as assigned are present. | Title page, abstract, table of contents, list of references researched, appendices and in-text references are present with multiple errors. Individual sections as assigned are present. | Title page, abstract, table of contents, list of references researched, appendices and in-text references are not all present and contain multiple errors. Individual sections as assigned are missing. | Multiple omissions of required items. Little evidence that any effort was made to follow formatting instructions. |
| Application of Engineering Concepts | Engineering concepts were applied creatively and correctly. | Engineering concepts were applied correctly. | Little application of engineering concepts. | No understanding of engineering concepts demonstrated. | Not Attempted. |
| Design Problem Statement | Problem statement shows full understanding of the problem and clearly includes the definition of completeness. | Problem statement shows some understanding of the problem and includes a fairly clear definition of completeness. | Problem statement shows some understanding of the problem, but the definition of completeness is vague. | Problem statement does not show an understanding of the problem. | Problem statement is not included. |
| Response to Customer Needs | Design clearly meets the need of a real or hypothetical customer. | Design is responsive to customer needs. | Design minimally benefits the customer. | The design does not have a customer. | Not attempted. |
| Consideration of Alternatives | Design process considers several alternatives and explains the selection. | Design process considers several alternatives, but does not explain the selection. | Little consideration of alternatives. | No consideration of alternatives. | Not attempted. |
| Teaming | Demonstrates an understanding of good teaming, with | Demonstrates an understanding of good teaming, not | Reports team's experience only. | No understanding of good teaming demonstrated. | Not attempted. |

| | | | | | |
|---|---|---|---|---|---|
| | reference to team's experience | connected to team's experience | | | |
| Realistic Constraints | Considers realistic constraints and design successfully addresses them | Considers realistic constraints that are partially addressed by the design | Considers realistic constraints, but these are not addressed by the design | Does not consider realistic constraints | Not attempted |
| Engineering Standards | Identifies and clearly discusses relevant engineering standards | Identifies relevant engineering standards | Identifies somewhat relevant engineering standards | Does not identify relevant engineering standards | Not attempted |

**Assessment Rubric for EGR 498 Design Process Paper**

| Category | Exemplary | Competent | Acceptable | Unacceptable | Unattempted |
|---|---|---|---|---|---|
| Student is able to describe the design process: | Completely | With one omission | With multiple omissions | Not at all. | Not attempted |

**Assessment Rubric for EGR 498 Ethics Quiz**

| Category | Exemplary | Competent | Acceptable | Unacceptable | Unattempted |
|---|---|---|---|---|---|
| Identification and Description of Conflict of Interest | Correctly identifies and describes conflicts of interest. | Correctly identifies conflicts of interest, however their description is inadequate. | Correctly identifies but does not describe the conflict of interest. | Does not correctly identify the conflict of interest. | Not attempted. |
| Disclosure | Correctly describes when and to whom disclosure should be made. | Describes both when and to whom disclosure should be made with minor errors or omissions. | Correctly describes either when or to whom disclosure should be made but not both. | Gives incorrect or no descriptions of both when or to whom disclosure should be made. | Not attempted. |
| Responsibilies of Engineers | Correctly describes the responsibilites of engineers to customers, employers, the public, and regulatory agencies. | Correctly describes the responsibilities of engineers to all but one of: customers, employers, the public, and regulatory agencies. | Correctly describes the responsibilities of engineers to all but two of: customers, employers, the public, and regulatory agencies. | Incorrectly describes the responsibilities of engineers to at least three of: customers, employers, the public, and regulatory agencies. | Not attempted. |

**Assessment Rubric for EGR 498 Senior Project Research Paper**

| Category | Exemplary | Competent | Acceptable | Unacceptable | Unattempted |
|---|---|---|---|---|---|
| Use of online and print media, as well as published patents. | All three media used. | Online and print media used, but no patents. | Only one medium used. | Inadequate references. | Not attempted. |

**Assessment Rubric for EGR 461 Economics Paper**

| Category | Exemplary | Competent | Acceptable | Unacceptable | Unattempted |
|---|---|---|---|---|---|
| Content | Subject knowledge is evident throughout the report. All information is clear, accurate and relevant. | Appropriate content is evident throughout the report. Most information is clear accurate and relevant. | Appropriate content is insufficient in parts of the report. A majority of the information is clear accurate and relevant. | Little evidence of appropriate content. Much of the information is confusing or flawed. | No evidence of appropriate content. |

| | | | | | |
|---|---|---|---|---|---|
| Stewardship | The implications of good engineering practices as they relate to the stewardship of time, natural resources, human resources, financial resources, and the environment are clearly addressed. | The implications of good engineering practices as they relate to the stewardship of the listed categories are addressed, but with some obvious omissions of content. | The implications of good engineering practices as they relate to the stewardship of most of the listed categories are addressed or all categories are addressed, but considerable content is omitted. | The implications of good engineering practices as they relate to the stewardship of some of the listed categories are addressed, or all categories are addressed, but content is not acceptable. | Does not address stewardship. |
| Biblical References for Stewardship | Uses appropriate biblical references for all listed stewardship categories with appropriate discussion. | Uses appropriate biblical references for three of the listed stewardship categories with appropriate discussion or presents limited discussion for all listed categories. | Uses appropriate biblical references for two of the listed stewardship categories with appropriate discussion or presents limited discussion for three of the listed categories. | Uses appropriate biblical references for one of the listed stewardship categories with appropriate discussion or presents limited discussion for two of the listed categories. | No biblical references are used. |
| Research | Clear evidence of the thorough use of research resources to gain background and additional technical knowledge for project. All research information is properly referenced in the paper using correct format. | Clear evidence of the adequate use of research resources to gain background and additional technical knowledge for project. All research information is properly referenced in the paper using correct format with only minor errors. | Clear evidence of the use of some research resources to gain background and additional technical knowledge for project. All research information is properly referenced in the paper using correct format with only some errors. | Evidence of the use of some research resources to gain background and additional technical knowledge for project. Research information is referenced in the paper. Multiple formatting errors are present. | No evidence of research presented |

| | | | | | |
|---|---|---|---|---|---|
| Organization | The sequence of information is logical and intuitive. Paths to all information are clear and direct. | The sequence of information is logical. Lacks some clarity and consistency. | The sequence of information is somewhat logical. Some ideas seem disconnected. | The sequence of information is mostly illogical. Ideas seem scrambled or disconnected. | The sequence of information is not logical |
| Spelling and Grammar | The project honors all rules of spelling and grammar. | The project adequately honors the rules of spelling and/or grammar. (3 or less). | The project minimally honors the rules of spelling and/or grammar. (6 or less). | The project has multiple errors in spelling and/or grammar. (7 or more). | The project has multiple errors in spelling and/or grammar. (10 or more). |
| Format | Title page, table of contents, list of references researched and in-text references are present with no errors. | Title page, table of contents, list of references researched and in-text references are present with minor errors. | Title page, table of contents, list of references researched and in-text references are present with multiple errors. | Title page, table of contents, list of references researched and in-text references are not all present and contain multiple errors. | Multiple omissions of required items. Little evidence that any effort was made to follow formatting instructions. |
| Contemporary Issues | Shows thorough understanding of contemporary issues related to the topic, and can critically discuss them. | Shows understanding of contemporary issues related to the topic, and can discuss them somewhat. | Shows knowledge of contemporary issues related to the topic. | Treatment of contemporary issues related to the topic is inadequate. | Contemporary issues are not treated. |
| Broader Impact | Identifies the impact of engineering solutions/technology/economic activity on the public, environment and society thoroughly and with insight. | Identifies the impact of engineering solutions/technology/economic activity on the public, environment and society with insight. | Identifies the impact of engineering solutions/technology/economic activity on the public, environment and society with little insight. | Identifies the impact of engineering solutions/technology/economic activity on the public, environment and society with no insight. | Not attempted. |

# Frequently Asked Questions

Here are some frequently asked questions about ePortfolio and related services.

**What is an ePortfolio?**
An ePortfolio (electronic portfolio) is a student's personal website dedicated to presenting a selection of the student's course work and faculty assessment of that work. It is a secure Internet site. The University collects data from all student ePortfolios to be used in preparing accreditation reports and in evaluating student achievement and the effectiveness of the University's programs and curriculum.

**What is an artifact?**
An "artifact" is another name for an assignment that you upload to your ePortfolio. These assignments are required for everyone taking a particular course. Students with ePortfolio accounts turn in the assignment in class and through their ePortfolio.

**What is a rubric?**
A rubric is a chart used to help a professor assess artifacts fairly and consistently. The left-hand column lists the different criteria being graded. For each criterion, the rubric presents a horizontal breakdown of what qualifies as Exemplary, Competent, Acceptable, Unacceptable, and Not Attempted work. See the sample below.

| Criteria | Exemplary | Competent | Acceptable | Unacceptable | Not Attempted |
|---|---|---|---|---|---|
| Logical organization of ideas for thesis development | Organizes all ideas in logical sequence for clear thesis development | Organizes most ideas in logical sequence for clear thesis development | Organizes some ideas in logical sequence for clear thesis development | Organizes ideas illogically for thesis development | Does not organize ideas for thesis development |
| Creativity of expression | Presents the material effectively and creatively with originality | Presents the material effectively and creatively | Presents the material creatively | Presents the material with little creativity | Does not present the material creatively |

Rubrics help students to know what is expected of them, and rubrics help professors evaluate students' work based on clearly defined criteria.

**What is Chalk & Wire?**
Chalk & Wire is a Canadian educational research-based company that specializes in Internet technology, high-performance networking, and user interface components. ORU has been a research and development partner with Chalk & Wire since February 2003 and is currently utilizing two Internet-based programs (ePortfolio™ and RubricMarker™) as support for the University's electronic portfolio system.

**What is assessment?**
Assessment is not a grade. Rather, it is your professor's evaluation of the quality of your work when compared with a consistent standard. For instance, if you are submitting an artifact under the Intellectual Creativity student learning outcome proficiency, your professor is assessing how well your work demonstrates your attainment of the criteria chosen by the ORU faculty to be a significant component of Intellectual Creativity.

**Why is it possible to receive a Whole Person Assessment that is either higher or lower than my grade for the assignment?**
When a professor grades an assignment, he or she takes into account such factors as appropriate format, proper grammar and usage, and acceptable logic, essentially asking the question, "How good is this paper?" When a professor assesses an assignment for ePortfolio, he or she is focusing on the specific criteria on the rubric. In this situation, the professor asks the question, "How well does this paper demonstrate that the student has attained the qualities outlined for this particular outcome or proficiency?" Therefore, a student may write an A paper (a paper that demonstrates technical proficiency and scholarly research) that does not fulfill all of the criteria on the rubric—thus receiving a poor assessment. Or a student may write a C paper (a paper demonstrating technical problems) that completely covers the rubric criteria—thus receiving a high assessment. Therefore, it is very important for students to compose/create their artifact assignments knowing both the criteria for ePortfolio assessment and the criteria for grading. Also, rubrics do not usually include late penalties, etc.

**Why do I need to complete a demographic survey when I set up my ePortfolio?**
ORU does not discriminate on the grounds of race, color, sex, age, national origin, disability, or veteran status. However, the demographic information that you provide is very useful to us as we analyze our student data. These surveys help us understand our student body so that we can better understand and meet the needs of our incoming students. We also use them to collect data for reporting purposes.

**How do I know what artifact is required for each course?**
Consult the General Education Whole Person Assessment Handbook available online at wpahandbook.oru.edu for a comprehensive list of all artifacts for general education courses. Also, consult this Behavioral Sciences Department's ePortfolio Handbook on pp. 10-13 for a comprehensive list of artifacts for your Psychology or Social Work Major.

**What ePortfolio requirements do I need to complete if I am a transfer student?**
You will need to fulfill all applicable ePortfolio requirements for classes taken at ORU. There may be gaps in your ePortfolio from the classes you took elsewhere.

**Do I have to complete ePortfolio artifacts if I'm taking summer school or online courses?**
Yes. Regardless of the course format, artifacts are still required.

**Can I get specific, personal feedback from my professor through ePortfolio?**
Yes! When your professor assesses your artifact, you will automatically get a colored bar graph designating how you scored on the various areas listed on the rubric. In addition, your professor has the option to insert specific comments next to each criterion.

**Does it matter what I name my artifact?**
Currently, the ePortfolio default setting is to give your artifact the name of your document file with X's between the words. (For instance, if your file is named "Honor Code Reflection Paper.doc," it will be given the name of "(HonorXCodeXReflectionXPaper.doc)" unless you rename it. We suggest that you name each artifact clearly so that your professor will be able to distinguish it from other artifacts that are in the same ePortfolio sub-folder.

**What will happen if I don't upload my artifacts to my ePortfolio and send them to my professor for assessment?**
The consequence for not submitting your ePortfolio artifact is usually a grade penalty (often receiving a zero for that assignment).

**Is anyone ever going to look at my ePortfolio?**
Many people will look at your ePortfolio over the course of your college career (and beyond). First, every time you submit an artifact to one of your professors, he or she will look at it before assessing it. Second, since your ePortfolio is a bona fide website, you can send the link to friends, family, or future employers as well.

**Can I use my ePortfolio after I graduate?**
Yes! Students may opt to retain their ePortfolio by paying a yearly $15 renewal fee to Chalk & Wire. This is a wonderful opportunity for students to create personal portfolios to show potential employers. For more information, contact ePortfolio@oru.edu.

**Why can't I upload documents saved in Microsoft Works or WordPerfect?**
Artifacts must be uploaded in a format that professors can open and read. ORU's computer network is equipped with Microsoft Office. Thus, documents saved in Works or WordPerfect often do not open or become jumbled when opened in Word. Appropriate file types are as follows: HTML, PDF, Word.

**What should I do if my course requires a Pre/Post-Test score but I haven't received one?**
Unless otherwise instructed by your professor, you do not need to submit anything for Pre/Post-Test scores. Your professor or teacher's assistant (TA) will upload and assess these scores automatically.

**Will I receive an extension if Chalk & Wire is not working on the day that my artifact is due?**
It is up to the discretion of the faculty whether students are given extensions for late artifacts. Recently, ORU has upgraded to a new Chalk & Wire server that should have no problem handling the number of hits that the site receives, even at peak times. However, as server difficulties cannot always be forecasted, it is important to get your artifacts submitted early in order to avoid technical glitches.

**Do I have to pay an ePortfolio fee every year?**
Included in your General Fees will be an initial $70 fee to activate your Chalk & Wire account during your first year at ORU. The renewal fee, also included in your General Fees, will be $20 each additional year at ORU.

**Should I be receiving administrative emails regarding ePortfolio?**
Yes! ORU ePortfolio administrators will occasionally send important emails to the email address that you have listed in your ePortfolio contact information. It is important that you read these emails. If you use an outside email provider, such as Hotmail or Yahoo, you may need to adjust your bulk mail settings to make sure that you receive these emails.

**What should I do if I'm not receiving ePortfolio emails?**
Check your bulk mail settings to make sure your account will let you receive emails from ePortfolio@oru.edu. If you still cannot receive emails from ePortfolio, contact the ePortfolio Help Line (ePortfolio@oru.edu or 918-495-7356) or go to the IT Concierge Help Desk on LRC 3rd Floor for assistance.

**What are the steps for uploading an artifact and sending it for assessment?**
There are three main steps in the process. First, the artifact must be uploaded to your ePortfolio. Second, the artifact must be submitted for assessment. Third, you must choose the professor who will assess the artifact. For step-by-step instructions on this process, consult the video instructions at http://www.oru.edu/current_students/my_academics/resources/whole_person_assessment/instructions.php.

**Where can I go if I need to scan an artifact and don't have a scanner?**
- 2nd Floor (GC) Academic Computing Lab, 8:00 a.m. to 10:30 p.m. most days. There are 8 dedicated ePortfolio computers and scanners, and the staff are helpful.
- The IT Concierge Help Desk (3rd Floor, LRC, next to the Java Stop).
- Ask a fellow student if you can use his or her scanner. Avoid saving scanned items as TIFF files.

**How do I know where in my ePortfolio to place my artifact?**
It is very important that you upload your artifact into the correct place in your ePortfolio. Each artifact is connected to a certain proficiency/capacity and a specific assessment rubric. Consult the General Education Handbook or the individual artifact description in this handbook to determine the location in your ePortfolio. Most classes that require the submission of an ePortfolio artifact now have a link in the D2L course shell that aids in uploading the artifact to the correct location in your ePortfolio. Always look for this link in your courses to insure that your artifact is being submitted correctly. If you have any questions, please contact your course professor or the ePortfolio Help Line (ePortfolio@oru.edu or 918-495-7356) for assistance.

**What if I don't know my professor's name?**
Minimize the Internet window that has your ePortfolio open. Open a new Internet browser. Go to www.oru.edu, click on "Academics," then click on "VISION: Enrollment and Registration System." Log in to VISION, click "Student Services and Financial Aid," click "Registration," click "Student Detail Schedule," and choose the correct term. You should then see your entire schedule including your professor's name. When you have obtained the necessary information, log out of VISION, maximize the Internet browser with your ePortfolio, and continue the artifact submission process. [If you are submitting your artifact to a TA, you should follow the instructions given to you in your discussion group. Most TAs share generic Chalk & Wire accounts (for example, "2 BibLit").]

**How can I find the results of my professor's assessment of my submitted artifact?**
Once you have submitted your artifact for assessment, you can click on the "Menu" button on the main ePortfolio page and choose "Work" and "My Results" to view your assessment scores. There you will see a listing of all artifacts that you have submitted for assessment. You can click on the artifact and choose "View Details" in the drop-down menu to see how you scored on each criterion of the rubric. You can also view your composite results in a dashboard format in VISION by going to "Student Services", "Student Records", and clicking on "Whole Person Assessment Scores".

**Can I remove an artifact from my ePortfolio once I have successfully submitted it for assessment?**
You should not remove an artifact from your ePortfolio unless (a) you are replacing it with a corrected version of the same document, (b) you have uploaded it in the wrong place and are correcting the error, or (c) you are deleting multiple versions of the same artifact. Your artifacts should remain in your ePortfolio for the duration of your time at ORU. If you remove them, then faculty will not be able to view them, and this may cause problems when your ePortfolio is audited at the end of a semester and prior to graduation.

**How do I create my major ePortfolio?**
Your major ePortfolio will be automatically created when you submit your first artifact in your major. You can also create other portfolios within your Chalk & Wire account. Follow the video instructions for at ePortfolio.oru.edu and click on "Instructions" to see how you can create portfolios for purposes other than General Education and your major.

**Do I need to upload artifacts for electives or classes taken for my minor?**
No. You are only required to submit artifacts for your general education classes and for the designated classes in your major.

**What should I do when I think I uploaded my artifact correctly but I received communication from ORU that something with my ePortfolio was incomplete?**
Follow the directions given in the letter/email/voice message that you received. If you are instructed to contact a specific individual, please do it as soon as you get the message. You are also welcome to contact the individuals monitoring the ePortfolio Help Line at 495-7356 (x7356 on campus) or ePortfolio@oru.edu and ask them to check your status in the Chalk & Wire system. Sometimes there is a problem with your actual ePortfolio account, and in these cases we need to fix it to avoid future problems. Other times, you may have inadvertently missed a step in the process. Often these things can be cleared up quickly and easily.

**Where can I go to get ePortfolio help?**
- ePortfolio Help Line at x7356 (918-495-7356) or ePortfolio@oru.edu
- IT Helpdesk, 3rd floor LRC, Front Doors
- Assessment Coordinator in your major department
- Website: www.ePortfolio.oru.edu (many helpful resources)

- Your Academic Peer Advisor