Department of Computer Science
COSC 499 Capstone Software Engineering Project

Instructor: Bowen Hui (SCI 257), bowen.hui@ubc.ca
Duration: Winter 2017 term 1-2, 6 credits
Laboratory: Wed and Fri 2:00-3:30
Course website: https://people.ok.ubc.ca/bowenhui/499/

Academic Calendar Entry
COSC 499 (3) Capstone Software Engineering Project
A capstone project requiring team software development for an actual client. Students must produce comprehensive reports and deliver presentations. Credit will not be granted for both COSC 499 and COSC 319.

Prerequisite: COSC 341 and 60%+ in COSC 310.

Course Format
This entire course is a group project that will consist of labs supported by the instructor, independent research, client meetings, and group work. Midterm break and other calendar dates can be found at http://okanagan.students.ubc.ca/calendar/

Learning Outcomes
Upon completion of this course, students will be able to:

• Apply software engineering principles in a real world project
• Research the needs and interests of a particular target group
• Determine key elements in complex issues, problems, and questions
• Collect, synthesize, and evaluate reliable information or data from relevant sources
• Manage, mitigate, and resolve conflicts
• Anticipate likely problems, consider unanticipated outcomes, propose the means by which resolutions may be attained
• Gain a deeper understanding on key design and implementation issues
• Acquire experience on working with clients and professionals in industry

Evaluation Criteria
Team marks:
- Assignment 1: Requirements document 5%
- Assignment 2: Design document and presentation 5%
- Assignment 3: Final prototype and presentation 25%

Individual marks:
- Professionalism 10%
- Planning and management 5%
- Individual project contributions 30%

Client feedback:
- Evaluation 1: Midterm review 10%
- Evaluation 2: Final review 10%

Overall: 100%

Team marks component: Assignments 1, 2, and 3 are team marks assigned by the instructor based on the quality of the submitted reports and presentations. The criteria and expectations for these milestones are provided in Appendix A. This team mark is then used in combination with peer evaluation reviews so
that each individual will receive a mark calculated based on the group mark of the submission and the input made by their peers (see Appendix B).

**Individual marks component:** Each student is expected to report on his/her progress weekly. This information will be used to provide a mark on the individual’s professionalism, planning and management, as well as the level of contributions made to the design, implementation, and testing aspects of the project. The specific rubric for each of these components are provided in Appendix C. Based on the presentations made in class, students are also asked to submit an evaluation of the presentations made by other groups (see Appendix D). This information serves as feedback for the other groups and will contribute to the professionalism part of the individual marks component.

**Client feedback component:** Project clients complete a questionnaire (see Appendix E) that provides input for a group mark assigned by the instructor. This is done twice throughout the project.

**Late Policy**
All deliverables and presentations are due at the beginning of class. No late work without a valid medical note will be accepted. Presentations must be done on the scheduled date and time slot unless prior arrangements have been made with the instructor.

**Passing Criteria**
In order to pass the course:
- Students MUST achieve a passing grade in the client feedback component.
- Students MUST achieve a passing grade in the team marks component.
- Students MUST achieve a passing grade in the individual marks component.
Failure to satisfy *all* of the above clauses will result in a maximum of 45% for the course.

**Expectations**
- Attend all classes and prepare before attending class.
- Be professional in interacting with your instructor, teammates, and client(s).
- Be prepared before attending meetings with your team and with your clients.
- **I want all students to pass the course, receive a good grade, produce a great project for the client, and feel the course was beneficial.**
- For this course, it is expected that you will spend *at least 8 hours per week* on out-of-class preparation.

**Required Readings and Videos**
- Independent research depending on project needs

**Tentative Course Schedule**
See the updated schedule on the course website.

<table>
<thead>
<tr>
<th>Semester 1</th>
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<tr>
<td><strong>Week</strong></td>
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### Semester 1

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<tr>
<th>Week</th>
<th>Date</th>
<th>Notes/Readings/Additional Materials</th>
<th>Milestones</th>
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<tbody>
<tr>
<td>1</td>
<td>09/27-29</td>
<td>Individual Weekly Progress Measures</td>
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<td>2</td>
<td>10/04-06</td>
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<td>4</td>
<td>10/18-20</td>
<td>Requirements Presentations</td>
<td>• Requirements doc due</td>
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<td>• Complete the peer and group evals online</td>
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<td>7</td>
<td>11/08-10</td>
<td>Design Presentations</td>
<td>• Design Document due</td>
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<td>• Complete the peer and group evals online</td>
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<td>11/15-17</td>
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<td>9</td>
<td>11/22-24</td>
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<td>10</td>
<td>11/29-12/01</td>
<td>Prototype Demo #1 + Test Report: How it works</td>
<td>• Test report due</td>
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<td>• Client feedback form due online</td>
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#### “Empty” blocks indicate classes used for project support and weekly progress monitoring.

### Plagiarism and Collaboration

The "default" assumption is that students will work on assignments independently. Students who complete assignments with the aid of collaborators or other sources (e.g. other textbooks) must:
(i) acknowledge this fact (including the name(s) of other sources) at the start of their homework submission (see above),
(ii) produce an independent write-up (copied submissions are not permitted),
(iii) be prepared to explain their solutions in further detail, if asked, and
(iv) be prepared to have the assignment grade adjusted accordingly.

Collaborating in groups of size greater than four is not permitted.

Plagiarism (the submission of work of another person as your own) and other anti-intellectual behaviour will not be tolerated. Your attention is directed to the "Student Discipline" section of the University Calendar as well as the UBC-V computer science Department Policy on "Plagiarism and Collaboration", available through the Undergraduate Web Page at [http://www.cs.ubc.ca/our-department/administration/policies/collaboration](http://www.cs.ubc.ca/our-department/administration/policies/collaboration). In particular, note that **it is not acceptable to make a solution available as an aid to others.**

**Cooperation vs. Cheating**

Working with others on assignments is a good way to learn the material and we encourage it. However, there are limits to the degree of cooperation that we will permit. Any level of cooperation beyond what is permitted is considered cheating.

When working on programming assignments, you must work only with others whose understanding of the material is approximately equal to yours. In this situation, working together to find a good approach for solving a programming problem is cooperation; listening while someone dictates a solution is cheating. You must limit collaboration to a high-level discussion of solution strategies, and stop short of actually writing down a group answer. Anything that you hand in, whether it is a written problem or a computer program, must be written by you, from scratch, in your own words. If you base your solution on any other written solution, you are cheating.

There will be random audit of assignment solutions through internet-based source code search engine: Any assignment found to be significantly similar to a publicly available source code without the proper acknowledgment will trigger an investigation for academic dishonesty in addition to any copyright violation.

If you have any doubt that an action you are considering might be construed, by anyone, as cheating, DON'T DO IT. Ask for permission first.

**Grievances and Complaints Procedures**

A student who has a complaint related to this course should follow the procedures summarized below:

- The student should attempt to resolve the matter with the instructor first. Students may talk first to someone other than the instructor if they do not feel, for whatever reason, that they can directly approach the instructor.
- If the complaint is not resolved to the student's satisfaction, the student should go to the departmental chair John Braun at SCI 388, 807-8032.

**Academic Integrity**

The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also
means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating usually result in a failing grade or mark of zero on the assignment or in the course. Careful records are kept to monitor and prevent recidivism.

A more detailed description of academic integrity, including the University’s policies and procedures, may be found in the Academic Calendar at http://okanagan.students.ubc.ca/calendar/index.cfm?tree=3,54,111,0.

**Disability Assistance**

If you require disability-related accommodations to meet the course objectives, please contact the Diversity Advisor of Disability Resources located in the University Centre, Room 227. For more information about Disability Resources or academic accommodations, please visit the website at: [http://students.ok.ubc.ca/drc/welcome.html](http://students.ok.ubc.ca/drc/welcome.html)

**Equity, Human Rights, Discrimination and Harassment**

UBC Okanagan is a place where every student, staff and faculty member should be able to study and work in an environment that is free from human rights based discrimination and harassment. If you require assistance related to an issue of equity, discrimination or harassment, please contact the Equity Office, your administrative head of unit, and/or your unit’s equity representative.

UBC Okanagan Equity Advisor: ph. 250-807-9291; email equity.ubco@ubc.ca
Web: [www.ubc.ca/okanagan/equity](http://www.ubc.ca/okanagan/equity)

**Health & Wellness**

SAFEWALK

Don't want to walk alone at night? Not too sure how to get somewhere on campus? Call Safewalk at 250-807-8076. For more information, see: [http://www.ubc.ca/okanagan/students/campuslife/safewalk.html](http://www.ubc.ca/okanagan/students/campuslife/safewalk.html)
APPENDIX A: Criteria for Project Milestones

There are three major milestones in this project focusing on requirements, design, and final prototype. These milestones are due approximately in early October, early December, and mid April respectively. While your software lifecycle may not align exactly this way, you will need to produce the necessary planning documents that allow us to monitor your progress. The criteria for evaluating each of these milestones are tentatively as follows. For updated information, please refer to the course website.

Requirements Milestone
Report (80%):
Each group submits one PDF:

- (5%) A description of the software you are building
- (5%) A precise set of the criteria that your client deems as successful project outcomes
- (10%) A list of functional requirements
- (10%) A list of non-functional requirements
- (5%) A list of environmental constraints
- (20%) Identification of user groups and a complete set of UML use case diagrams
- (25%) A simplified work breakdown structure

Presentation (20%):
Each group gets 10 minutes to present a subset of the material from the report. You will be evaluated based on:

- (5%) Clarity in content and organization, use of diagrams, general aesthetics
- (5%) Clarity in speech and description of work
- (5%) Preparedness, professionalism, timeliness, display of teamwork
- (5%) Ability to answer questions intelligibly

Design Milestone
Report (80%):
Each group submits one PDF:

- (5%) A description of the software you are building
- (15%) A system architecture diagram documented as a data flow diagram (Level 0 and 1)
- (20%) All the GUI mockups needed and any feedback you’ve gotten from the client to modify your design thus far. If your project has no GUI component, talk to me and we will discuss an alternative for you.
- (20%) All the technical specification of what will be used to build the software (e.g., programming language, database, etc.). You will need to provide a short rationale of why you made your decisions as such, by comparing your choice with at least two alternatives. The rationale needs to make sense for the client (beyond “I know X and don’t want to learn Y”).
- (20%) A detailed test plan explaining the type of testing you will be doing for each feature/component, as well as when those activities will take place. For each type of test you identify, you must provide one specific example.

Presentation (20%):
Each group gets 10 minutes to present a subset of the material from the report. You will be evaluated based on the same criteria as in the presentation in the requirements milestone.
Final Milestone

Report and code (75%):
Each group submits one PDF:

- (25%) A report consisting of revised content of the previous submissions, including:
  - A brief description of the software you are building
  - A list of user groups for your software, along with an example scenario for each user group of how they will use the software
  - The DFD diagrams (level 0 and level 1, level 2 if appropriate) for the software -- fix all indicated mistakes from the previous submission
  - The functional requirements of the software that was built
  - A list of technical specifications that the software was built on and runs on

- (30%) An update on the status of the software implementation
  - Include an updated test report
  - Indicate which features have been implemented fully
  - Indicate which features have been tested fully, and how that testing was done (e.g., script testing, testing within the group (and in what ways), informal usability testing with friends, usability testing by how many people, etc.)
  - Indicate any known bugs in the software

- (15%) A step-by-step guide for handing over the project that includes:
  - Where the client can find your code
  - Any installation details needed
  - Any testing of existing features remaining that have not been done
  - Any features remaining that have not been implemented

- (5%) A link to your github repo you used to build the project

Presentation (25%):
Each group gets 10 minutes to present a subset of the material from the report. You will be evaluated based on:

- (5%) Clarity in content and organization, use of diagrams, general aesthetics
- (5%) Clarity in speech and description of work
- (5%) Preparedness, professionalism, timeliness, display of teamwork
- (5%) Ability to answer questions intelligibly
- (5%) A 2-minute video in .mov or m4v format
APPENDIX B: Peer Evaluation Form

Evaluator (Your Name): ______________________________

**Part I: Instructions**
Write the name of your teammates in the column header. Then write the number score for each category in the spaces provided in the table (rubric provided below). Sum up the scores for each individual column and submit this form to the instructor. These scores will be used to calculate the peer evaluated group mark for the course. Note that any unjustified scoring will be reviewed and possibly overridden by the instructor.

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<th>Category</th>
<th>1.</th>
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<tbody>
<tr>
<td>Contribution to Group Goals</td>
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<tr>
<td>Quality of Individual Contributions</td>
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<td>Effort and Participation</td>
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<td>Consideration of Others</td>
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<td>Contribution of Knowledge</td>
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These scores *will not* be shared with your team.
Evaluation Rubric

Contribution to Group Goals:
5 = (Bonus marks) Actively takes a leadership role or supports the team leader; creates a positive example and makes others want to help out.
4 = Consistently and actively works toward group goals; willingly accepts and fulfills individual role within the group
3 = Works toward group goals without occasional prompting; accepts and fulfills individual role within the group
2 = Works toward group goals with occasional prompting
1 = Works toward group goals only when prompted

Quality of Individual Contributions
5 = (Bonus marks) Always finishes individual work in advance and spends time to help others out to support them in finishing their work successfully. (Note: This is not the same as taking someone else’s work and doing it for them. Here, the person would be supporting the individual and helping the individual to achieve his/her own goals. Taking work away from someone else does NOT help any individual.)
4 = Did fair share of work and helped others in the group be successful; met criteria for outstanding quality of work; always put in extra effort to get the best work done in time.
3 = Did assigned work and helped others when prompted; work done carefully and followed industry standards; dedicates time and effort into producing high quality work.
2 = Did assigned work but needed a reminder or two at times; work quality could use improvement; more time and effort needed to produce better quality work.
1 = Attempted assigned work but results were incomplete; work done in a rush; failed to produce quality work.

Effort and Participation
4 = Contributed positively to group discussions. Always well-prepared and brought forth ideas to the table. Always considered feedback from others and did independent research before meetings.
3 = Positive contributions to group discussions. Brings new ideas at times, and is generally well-prepared for meetings.
2 = Passive attendance at meetings and group discussions. Seems to be absent-minded at meetings. Always need to be reminded what is expected for the next meeting.
1 = Missed meetings or was often late to them. Does not contribute positively to discussions, or always goofing off. Not well-prepared and did not always do the assigned work in between meetings.

Consideration of Others
4 = Shows sensitivity to the feelings and learning needs of others; values the knowledge, opinion, and skills of all group members.
3 = Shows and expresses sensitivity to the feelings of others; encourages the participation of others.
2 = Show sensitivity to the feelings of others.
1 = Needs occasional reminders to be sensitive to the feelings of others.

Contribution of Knowledge
4 = Consistently and actively contributes knowledge, opinions, and skills without prompting or reminding.
3 = Contributes knowledge, opinions, and skills without prompting or reminding.
2 = Contributes information to the group with occasional prompting and reminding.
1 = Contribute Information to the group only when prompted.

Working and Sharing with Others
5 = (Bonus marks) Establishes common repositories and actively maintains it for the group. Always completes assigned work without reminders.
4 = Helps the group identify necessary changes and encourages group action for change; does assigned work without reminders.
3 = Willingly participates in needed changes; usually does the assigned work and rarely needs reminding.
2 = Participates in needed changes with occasional prompting; often needs reminding to do the assigned work.
1 = Participates in needed changes when prompted and encouraged; always or often relies on others to do the work.
Part II: Comments
Write comments to help your teammates work better with you. Note that your individual mark for writing effective and meaningful peer reviews come from these comments. These comments should support the scores you provided on the previous page. These comments *will* be shared with your team.

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<th>4.</th>
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<tr>
<td>Comments</td>
<td>Indicate outstanding qualities about this team member (give specific examples to support your comments)</td>
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<td></td>
<td>Indicate areas of improvement for this team member (give specific examples to support your comments)</td>
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APPENDIX C: Evaluation Rubric for Individual Marks
The following rubric is used to evaluate your individual weekly contributions toward the project:

**Professionalism (10%)**
- Demonstrates collegiality (consider, compassionate, respectful)
- Demonstrates a positive attitude toward learning (participates, shows enthusiasm, uses constructive criticism to improve)
- Possesses integrity, maintains high personal standards, strives for excellence
- Reliable, punctual, accountable, attends required activities, follows stated rules
- Demonstrates maturity in response to challenges, willingness to ask for help
- Demonstrates honest and ethical behaviour

**Planning and management (5%)**
- Documents time regularly
- Avoids getting side-tracked and losing focus
- Manages time effectively
- Accomplishes day-to-day tasks as assigned
- Develops specific plans, perhaps with the help of others, of how to accomplish milestones
- Evaluate plans so that improvements and adjustments can be made

**Individual Contribution (30%)**
- Number of commits made to team repo
- Number of tests written, passed and failed
- Number of issues created/worked on
- Amount of time spent in the past week
APPENDIX D: Group Evaluation Form

Evaluator (Your Name): ______________________________

Part I: Instructions
For each team, write down the team name and the questions you have based on the presentation. Select the best question you have to ask the team during the Q&A period. These questions you write down will be used towards the peer reviews component of your course grade. Thus, be sure your questions/notes make sense to someone else.

Team 1: ______________________________

Team 2: ______________________________

Team 3: ______________________________

Team 4: ______________________________
Part II: Instructions
Write the name of the team in the column header. Then write the number score for each category in
the spaces provided in the table (rubric provided below). Sum up the scores for each individual
column and submit this form to the instructor. These scores will be used to calculate the peer
evaluated group mark for the course. Note that any unjustified scoring will be reviewed and possibly
overridden by the instructor.

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<th>1.</th>
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<tr>
<td>Presentation</td>
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<td>Ability to answer questions</td>
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<td>Quality of Contributions</td>
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These scores *will not* be shared with your team.
Evaluation Rubric

Presentation
5 = Extremely intuitive; content is easy to understand even without prior knowledge of the work; interaction/graphics/sounds are used effectively to engage the audience; use of graphics make concepts easier to follow; slides are clean aesthetically; slides are easy to read and follow; slides are not overcrowded; different team members took turns presenting; speakers clearly practiced to produce a smooth talk delivery; all the members presented and everyone was well spoken.
4 = Excellent presentation; slides are clear and content is well organized; some slides could be cleaned up for improved delivery and more audience engagement; most members did a great job and presenting.
3 = Generally well delivered talk; all members took turns but some lacked effort/practice; content needs better organization; some slides could benefit from graphics for improved delivery; minor mistakes lurking in the slides.
2 = Some effort put into the presentation; content lacks structure and slides are not clear; many slides of mistakes or not meaningful distractions (e.g., graphics that don’t serve a purpose).
1 = Slides do not make sense; talk was incomprehensible and lack logical order; content is full of errors; speakers did not practice the talk and just read off of the slides or personal notes.

Ability to Answer Questions
5 = Clear and precise answers for the most part; demonstrates knowledgeable members and effective information sharing; took turns answering questions.
4 = Consistently good answers but were always provided by one person.
3 = Solid attempt at answering questions; responses were generally satisfactory.
2 = Attempt at answering questions; responses were sometimes satisfactory.
1 = Little or no attempt to answer questions; responses did not make sense; failed to answer questions in a meaningful way.

Quality of Contributions
5 = Contributed a great amount of work; exceeded my expectations or what I could have done with that particular project and with that particular client; more time and effort was dedicated than expected.
4 = Did fair share of work; work done carefully and followed industry standards; dedicated time and effort to produce high quality work.
3 = Reasonable amount of work was completed; some mistakes still need to be fixed; more time and effort needed.
2 = Did minimal work as required; clear gaps missing from final product; work quality could use improvement; more time and effort needed to produce better quality work.
1 = Attempted assigned work but results were incomplete and/or full of mistakes; work done in a rush; failed to produce quality work.
Part III: Comments
Write comments to help your classmates work better on their project. Note that your individual mark for writing effective and meaningful peer reviews come from these comments. These comments should support the scores you provided on the previous page. These comments will be shared with other teams.

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APPENDIX E: Client Evaluation Form

Client Company: ____________________

Would you like to share your responses with the students? _____ Yes _____ No

Instructions

There are three parts (a total of two pages) to this survey. Please complete it as honestly and as accurately as you can to help us evaluate the project course. If more than one person from your company interacted with the students, please ask the person who has interacted with them the most to complete this survey, or collectively complete this survey and “average out” your responses.

Part 1.

Please indicate your level of agreement with each of the following statements by circling the appropriate number.

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<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
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1. Project expectations have been clearly communicated to the students.
2. Considering the number of fourth year Computer Science students assigned to the project, the requirements do not demand too much or too little work of them.
3. You are happy with the quantity and quality of work based on what you have seen the students produce.
4. You are confident that the project will be completed on time and with high quality in April.
5. All the students in the group work well together and you would be happy to hire all of them as future employees.
Part 2.
Please indicate your level of agreement with each of the following statements by circling the appropriate number.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The students treat you with respect and courteousness.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>The students are doing what is expected of them.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>The students keep you up-to-date with their progress regularly.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4</td>
<td>The students follow through with what they say they would do.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>5</td>
<td>When the students have questions or concerns, they are raised and communicated clearly with you.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6</td>
<td>The students have been proactive in addressing your concerns.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

Part 3.
Please answer the following open-ended questions.

1. What are the strengths the students have displayed? If there are specific students who demonstrated outstanding qualities, please list them individually. (If no names are listed, we will assume the strengths apply to the entire team.)

2. How could the students improve their service?

3. Is there anything that you would like to see the students stop doing?