Expected Outcome 1: Competence in core subjects


Assessment Method 1: Oral exam

Assessment Method Description

The exam consists of 5 parts – each covering one of the following core subjects: Thermodynamics, Crystallography, Kinetics, Mechanical Properties and Physics of Solids. For each subject, the student is given a list of 4-5 questions. The student has 30 minutes to prepare a response and then 30 minutes to answer the questions to 2 faculty members. This is repeated 5x (i.e. for each subject). At the end of the day the faculty meets, reports the results and decides on the outcome for each students.

The Oral Exam is taken by both master’s and Ph.D. students, but the criteria for passing is higher for Ph.D. students.

Findings

Pass rate for Oral Exam is 100% (2/2 in Fall 2012 and 2/2 in Spring 2013)

How did you use findings for improvement?

The student performance and associated discussions are considered both by individual faculty in modifying their courses from year to year and broader discussion of the curriculum.
Expected Outcome 2: Experimentation and Communication
The ability to independently conduct experimental and/or theoretical investigations and to effectively communicate the results of these investigations.

Assessment Method 1: Presentation assessments
Assessment Method Description
Assessment forms for evaluations oral and written presentations
Findings
No issues identified
How did you use findings for improvement?
The student performance and associated discussions are considered both by individual faculty in modifying their courses from year to year and broader discussion of the curriculum.

Expected Outcome 3: Specialization
The ability to apply the basic principles of materials engineering to specialized areas of materials engineering and/or to integrate these principles with other scientific and engineering disciplines

Assessment Method 1: Seminar
Assessment Method Description
Each student must present at least one seminar on his or her research topic
Findings
No issues identified
How did you use findings for improvement?
The student performance and associated discussions are considered both by individual faculty in modifying their courses from year to year and broader discussion of the curriculum.