1. Assessment information collected

   a. Annual progress reports and GPA.
   b. Graduate advisory committee (GAC) evaluation at time of thesis defense.
   c. Post-defense Student Assessment Form (available in Google Drive) filled up by committee chair.
   d. Authorship in journal manuscripts, reports, and technical documents.

2. Conclusions drawn from the information summarized above

   a. Each graduate student initiated a meeting with GAC at least once a semester, to (1) orally report a summary of his/her work, (2) outline the near-term work schedule, and (3) obtain an agreement with the GAC for the scheduled work.

   b. During this review cycle, nine graduate students admitted in the MS program; 10 students enrolled in AY14 and AY 15, respectively; and 4 graduated. Their accumulated GPA was in the B range (1 student), A-range or higher (3 students).

   c. All the MS graduates were able to defend their thesis/project during the scheduled defense date.

   d. The Post-defense Student Assessments by the GAC chair showed that all the MS graduates performed “acceptable” or “excellent” in (1) all the graduates have a broad range of skills necessary to succeed in the engineering profession, (2) an ability to perform independent research, and (3) an ability to convey scientific/technical information in the oral and written formats.
   (The assessment form is available at: https://docs.google.com/a/alaska.edu/forms/d/1UiKyxwacSmw8LrCNg9yX8OOGOg6Gk8c9E5kQ5mP5o/viewform?c=0&w=1)
e. A journal paper first-authored by a graduate was published. One manuscript is under preparation as of May, 2016. Two graduates’ applications to the NASA internship were accepted. However, submission and publication of thesis research before or after graduation is not wide spread.

3. Curricular changes resulting from conclusions drawn above

a. Possible avenues for (1) publication/presentation of research and (2) time to graduate should be included in Post-defense Student Assessments.

b. Possible rubric should be developed in Google Drive for the GAC chair to quantify the annual progress of each graduate student.

4. Identify the faculty members involved in reaching the conclusions drawn above and agreeing upon the curricular changes resulting

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