1. Assessment information collected

TOEFL scores, Student Background, Instructor Opinions, Graduate Committee Reports, Project/Thesis Reports and Presentations

2. Conclusions drawn from the information summarized above

Assessment at admission stage indicated that some students needed remedial coursework to prepare them for graduate work in mining engineering. Remedial coursework, therefore, became part of the graduate study plan for these students. Remedial coursework is sometimes in a specialized skill that a student may not have. Student learning outcomes continue to be met. All students passed their defense in the first attempt. Students were in the program approximately 2.5 years. Communication skills of non-English speaking students improved markedly during their education. Students also conducted research at the graduate level, with some being able to publish their work in peer reviewed journals. Placement was appropriate to their education in all cases. All of these indicate that the curriculum and advising is helping achieve necessary outcomes including timely graduation. The mining engineering research endowment is having a significant impact by providing support for new & continuing students, and boosting enrollment.

Faculty workload and space challenges continue to constrain the program.

3. Curricular changes resulting from conclusions drawn above

Remedial coursework will be required of some incoming students who do not have proper academic background for graduate education and research, even if they meet admission standards. Remedial coursework will be specified by the student’s graduate committee.

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

All members of the mining engineering faculty.