RPC Examiner Instructions (May 2015 Exam):

1) At the end of the exam, you will be asked to evaluate the student being examined along three dimensions: a) presentation effectiveness, b) technical comprehension, and c) conceptual insight into open problems.

2) When evaluating presentation effectiveness, we would like you to use as evidence: a) the written report submitted by the student and b) the thirty-minute presentation at the beginning of the oral exam. Factors that you may want to consider include (but are not limited to): organization of report, organization of presentation, quality of writing in report, quality of slides used in the presentation, quality of speaking during presentation, cogency of explanations, etc.

3) When evaluating technical comprehension, we would like you to use as evidence a) the written report submitted by the student, b) the thirty-minute presentation at the beginning of the oral exam, and c) the student’s performance during the discussion period. Factors that you may want to consider include (but are not limited to): student’s proficiency in the technical fundamentals underlying the assigned article, the student’s ability to understand the major technical ideas presented in the article and their interrelatedness, the student’s ability to carry out an in-depth technical analysis/critique of certain aspects of the article that were selected by the student.

4) When evaluating conceptual insight into open problems, we would like you to use as evidence a) the written report submitted by the student, b) the thirty-minute presentation at the beginning of the oral exam, and c) the student’s performance during the discussion period. By “open problems” we mean problems for which satisfactory solutions are not yet known or published in the literature. Factors that you may want to consider in evaluating this category of student performance include (but are not limited to): the student’s ability to identify the open problems that are fully or partially addressed in the selected article, b) the student’s ability to evaluate how well the open problems were addressed by the selected article, c) the student’s ability to suggest alternative approaches to address the open problems addressed in the selected article, and d) the student’s ability to identify alternative open problems that might be worth addressing in future research.

5) Please remember that your most important objective during the exam should be to give the student as many opportunities as possible to show off his/her strengths as opposed to turning the exam into a session of “lets beat up and humiliate this research novice.” Remember also that many of the students will be quite nervous during the exam and anything you can do to reduce the resultant tension would be very helpful.

6) Based on the results from the 2013 RPC Exam, the ECE Graduate Committee anticipates that ~75% will pass the 2014 RPC Exam on their first attempt, and that ~80% of those making a second attempt pass the exam.

7) Please submit your evaluation form to either Austin Alexander or Cali Stephens in the ECE office by 5:00pm on the Monday immediately following the exam.
RPC Exam Chair Instructions (May 2015 Exam):

1) The Exam Chair is also an examiner. Please refer to the Examiner Instructions for further details on that aspect of being a chair.

2) The Exam Chair is responsible for ensuring that the proceedings take place in an orderly fashion and that appropriate time limits are enforced.

3) The Exam Chair should ensure that the only people present during the RPC exam are the student being examined and the three faculty examiners.

4) The Exam Chair must ensure that the student’s presentation is not more than 30 minutes long. We recommend that you provide the student a five-minute warning prior to the presentation time expiring.

5) The Exam Chair is responsible for ensuring that the post-presentation discussion is no longer than 60 minutes.

6) The Exam Chair should ensure that the student gets sufficient opportunities to defend his/her position on any point that arises during the discussion period.

7) The Exam Chair has the authority to ask the student being examined to leave the room for any period during which the examiners wish to privately discuss any matter related to the examination process.

8) The Exam Chair should report any irregularities that take place during the RPC Oral Exam to the Chair of the ECE Graduate Committee.