1. **Assessment information collected:**
   - Course assessment based on faculty self-evaluation, performance indicators for each for ABET outcomes and pre- and post-course surveys for assigned set of ABET outcomes;
   - Peer review by students in class;
   - Exit interviews;
   - Review by Departmental Advisory Board
   - Reviews of alumni and employer surveys;
   - FE exam results;
   - Student presentations in professional meetings such as the Association of Environmental and Engineering Geologists and the American Institute of Professional Geologists Annual Meetings.

2. **Conclusions drawn from the information summarized above:**
   - Each of the Geological Engineering faculty is tasked to make certain that the contents of his/her courses are consistent with the ABET program outcomes. The following summarizes the conclusions drawn by faculty as a group from the assessment results:
     o Continuous improvement of courses and laboratory facilities need to be accomplished.

3. **Curricular changes resulting from conclusions drawn above:**
   - The following curricular changes have been implemented during this assessment period:
     o Replacement of GEOS 332 Ore Deposits and Structure with GEOS 314 Structural Geology to ensure adequate background geological structures;
     o Replacement of ES 201 Computer Techniques with ES 346 Basic Thermodynamics.
   - The following curricular changes under consideration by the faculty to ensure continuous improvement of the program’s educational objectives:
o Replacement of MIN 225 Quantitative Methods in Mining Engineering with STAT 300 Statistics.

o Substitution of GEOS 320 Sedimentology for Geological Engineers with GEOS 322 Stratigraphy and Sedimentation.

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

All Geological Engineering faculty members were involved in reaching the above decisions, conclusions, and actions resulting in the changes to the curriculum and are listed as follows:

- Professor Margaret M. Darrow
- Professor Scott L. Huang
- Professor Paul A. Metz
- Professor Debasmita Misra