1. Assessment information collected

- Course assessment based on faculty self-evaluation, performance indicators for each ABET outcomes and pre- and post-course surveys for an assigned set of ABET outcomes;
- Peer review by students in class;
- Exit interviews;
- Review by advisory board
- Reviews of alumni and employer surveys;
- FE exam results; and
- Student’s presentation in professional meetings such as the annual AEG meeting.
- ABET visit report in 2011.

2. Conclusions drawn from the information summarized above

Each of the GE faculty is tasked to make certain that the contents of his/her courses are consistent with the ABET program outcomes. Learning outcomes as defined by ABET continue to be reasonably met. Job placements are at 100%, and demand continues to be high. The following summarizes the conclusions drawn by the GE faculty group from the assessment results:

- The program needed a transfer credit mapping for transfer students.
- Continuous improvement of courses and labs needs to be done.

3. Curricular changes resulting from conclusions drawn above
• Several curricular changes are in consideration by the GE faculty to ensure continuous improvement of the curriculum and to meet the program’s educational objectives. For example,
  o Substituting GEOS 314 (Structural Geology; offered in spring) with GEOS 332 (Ore Deposits and Structure) due to its need in Field Methods class.
  o Substitution of ES 346 (Basic Thermodynamics) in lieu of ES201 (Computer Techniques).
  o Substitution of STAT 300 (Statistics) in lieu of MIN 225 (Quantitative Methods in Mining Engineering).
  o Combining some GE courses, for example: GE 375 (Principles of Engineering Geology and Terrain Analysis) and GE 371 (Remote Sensing for Engineering).

• Recommended Technical Electives have been identified for the GE students and have been included in the catalog.

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

All GE faculty members were involved in reaching the conclusions drawn above and agreeing upon the curricular changes. The GE faculty members are:

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