

1086-G1-2099      **Barbara Moskal\*** (bmoskal@mines.edu) and **Lyndsey Wright**. *A Comprehensive Assessment Program*.

All effective collegiate assessment programs share certain characteristics: quantitative data collection, well-defined goals, and adjustment when a goal is not met. Some assessment programs, however, reach further. The assessment of our Mathematical and Computer Sciences Department (MACS) has over the last 15 years evolved to include much more than just the basic standards.

Our program has collected quantitative data in the form of exam and assignment grades. We have also collected qualitative data in the forms of surveys (student and faculty), focus groups and exit interviews. This extra data has led to revisions within and outside of the MACS department. Examples include collaboration with the Physics Department and the development of a joint program with another college to offer a requested new minor. We assess both the undergraduate and graduate programs.

More importantly, our assessment program assesses itself. We seek external feedback, which led to our participation with SAUM. We also compare our program against ABET standards. We qualitatively self-analyze our assessment methods, which has led to four major program revisions. The proposed presentation will describe in further detail our methods and the outcomes we've seen. (Received September 24, 2012)