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by

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Assessment of the computer science curriculum was facilitated by the way in which the computer science curriculum evolved. Many years ago, Michael Breban, with the help of Arnold Lebow and other department faculty, put together a computer science program at Yeshiva College which conforms to Association for Computing Machinery (ACM) standards. In an ACM-approved curriculum, courses are designed to implement learning goals that practicing computer scientists feel are important for graduates of computer science programs. When Van Kelly joined the department in 2010, he enhanced that curriculum with courses that reflect very

major at Wilf Campus. Also, there are options for the Advanced Calculus requirement at Beren, so those options needed to be taken into account when determining the rubrics for that campus. We also found that assessment practices for the department's small doctoral program differed qualitatively from assessment of the undergraduate programs. The main difference is that on the doctoral level, quantifiable progress in student learning may not be evident for several semesters, due to the nature of advanced research in mathematics.

The adoption of rubrics for the Mathematics program required a certain amount of self-discipline. Certain of the faculty have some doubts that the standard, traditional mathematics curriculum is the best possible for majors. The adoption of such a curriculum in a mathematics department such as ours, having a very small faculty, a large number of majors, and a truly huge number of students in our many service courses, is as much a response to the expectations of other departments, professional programs, and employers as it is an expression of our shared belief about what constitutes the best preparation in mathematics. But we realized that assessment activities have to be directed at the program that we have rather than at the program that many of us would like to have under better conditions. Revisions in the program, which are instituted continually to meet changing conditions but which are subject to the usual external constraints, are only reflected in the rubrics once the revisions have been fully incorporated into program requirements. This policy allowed us to focus on the question of whether current ee