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Jim Fulmer* (jrfulmer@ualr.edu), Mathematics Department, University of Arkansas at Little Rock, 2801 South University, Little Rock, AR 72204, and **Tom McMillan**. *Program Assessment - What Worked and What Did Not Work.*

What we value is what we assess and what we assess defines what we value. Our case study involves program assessment of the undergraduate mathematics major at the University of Arkansas at Little Rock. Program assessment has been an ongoing campus-wide project in all colleges for several years. This talk will describe WHAT WORKED AND WHAT DID NOT WORK, as we have adapted our assessment process to make it work. We participated in the 2002 year of Project SAUM (Supporting Assessment in Undergraduate Mathematics), which was the first year of the project. As a result of participation in Project SAUM, we extensively revised our assessment plan. This talk will focus on the following specifics: What is program assessment

- Need assessment plan

- Too many objectives

- Goals and objectives sound the same

- Portfolios

- ETS-MFT

- Definite timeline

- Objectives must be measurable

- Objectives must measure only one thing

- Senior seminar

- Lack of faculty involvement

- Assessment Central website

To make it work, keep it simple

Our commitment is to a cycle of assessment activity to find out: What should our students learn, how well are they learning, and what should we change so that future students will learn more and understand better. (Received September 26, 2006)