

A Means for Updating and Validating Mathematics Programs

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This article describes how to design program assessment for mathematics departments, in two-year and four-year colleges across the Midwest, based on a set of components that was generated from a Delphi survey. An example is provided to illustrate how this was done at a small four-year college. There is an alignment between these components and a set of questions that was independently generated by the Mathematical Association of America's Committee on the Undergraduate Program in Mathematics. This alignment serves as a form of validation for the worth of the components and the questions. The survey process that generated the components is described. Also discussed is the growing importance of program reform and how this process can be extrapolated to design program assessment for departments in other disciplines.