

Table of Contents

Chapter 1: Introduction to the Volume Assessment in College Mathematics: Many Options by Bernard L. Madison, University of Arkansas	1
Chapter 2: Assessing Introductory Mathematics: Partnering with Faculty from Other Disciplines by William O. Martin, North Dakota State University	14
Chapter 3: Success with Assessment: Responding to a System Mandate by Philip Cheifetz, Paula Kreinbihl, Gregory Spengler and Joan Tomaszewski, Nassau Community College	30
Chapter 4: A Crawl, Walk, Run Approach to Assessment by Dick Jardine, Keene State College	44
Chapter 5: Assessment in Mathematics: A Collegial Effort by Susan Pustejovsky, Alverno College	62
Chapter 6: The Impact of Assessing Introductory Mathematics Courses by Aimee J. Ellington and William E. Haver, Virginia Commonwealth University	76
Chapter 7: Teaching and Assessing Quantitative Literacy by Suzanne Mente, Alverno College	97
Chapter 8: Assessment of the Core Mathematics Program by Alex Heidenberg, Mike Huber and Mike Phillips, The United States Military Academy	114
Chapter 9: Assessing Core Courses: Effects of Multi-Section Coordination by Barbara M. Moskal, Scott Strong and Graeme Fairweather, Colorado School of Mines	131
Chapter 10: Ensuring Learning in Gateway Mathematics Through Assessment: Student-Centered, Cost-Effective, and Successful by Nancy C. Marcus and Sally J. Andrade, The University of Texas at El Paso	144
Chapter 11: Three Reform Initiatives: Restructuring Entry-Level Courses by Dan Madden, Richard Thompson and Elias Toubassi, University of Arizona	167
Chapter 12: Assessment: The Burden of a Name by Bernard L. Madison, University of Arkansas	177