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Susan Hammond Marshall* (smarshal@monmouth.edu), Monmouth University, and **Bonnie Gold** (bgold@monmouth.edu), Monmouth University. *Revising a Portfolio Assessment Program to Make It Work.*

Eight years ago, Monmouth University's mathematics department put together its first assessment plan. However, the process proved very unwieldy: it was not clear to many faculty members what was to be collected when, nor what to do with it once it was collected. Problems were also encountered when the department attempted to examine the items collected. While we did gain some information that resulted in changes to our program, we primarily learned that what we were collecting was so disparate that it was hard to determine whether there had been growth. We decided to modify our plan throughout, from focusing our goals more clearly, to being more specific about what would be collected when, to developing rubrics that the faculty members collecting the items could use at the time of collection. In our presentation we will discuss briefly the changes we have already made in our program as a result of our first attempts, and then look at our new goals, objectives, items to be collected, and rubrics for evaluating them. Some rubrics have already been used this past spring, and the rest will be put in use this academic year. (Received September 13, 2007)