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UC Irvine began an assessment of our undergraduate majors five years ago as part of our accreditation review process. We now have several years of student performance data on a skills based exit exam. In the intervening years, we have made changes to our major based on that assessment data. In this talk, we will discuss our decision to require an introductory proof course and the resulting effect on our student performance.

We have also recently implemented pre and post mathematical reasoning skills tests for several of our key math courses. Preliminary results on student learning growth in these courses will be shared. (Received September 25, 2012)