

1106-R1-2374 **Perry Y.C. Lee*** (plee@kutztown.edu), Lytle Hall 267, Kutztown University of Pennsylvania, Kutztown, PA 19530, and **Padraig McLoughlin** (mcloughl@kutztown.edu), Lytle Hall 265, Kutztown, PA 19530. *A Comparison of Student-Learned Outcomes in Multi-Sections of ‘Large’ College Algebra Classrooms: A Preliminary Study.* Preliminary report.

For the past three semesters, one author implemented a method which uses both the Flipped and the IBL methods (or the F/IBL method) into his ‘large’ College Algebra classrooms for managing and engaging students both inside and outside the classroom setting.

During this past 2014 Fall semester, student-learned outcomes were assessed to determine the effectiveness of this F/IBL approach in his ‘large’ College Algebra classroom compared to multiple sections other ‘large’ College Algebra classrooms that were taught using the traditional lecture-style methods. In these large multi-section classrooms, student scores were collected by prescribing two assessments during the past Fall 2014 semester: the pre-assessment and the post-assessment using Educational Testing Service’s (ETS) standardized Elementary Algebra Skills Assessments (EAS).

A summary of assessment data based on student learned outcomes from these multi-sections of College Algebra classrooms is presented. (Received September 16, 2014)