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In 2013-14, Hawaii Pacific University piloted four Institutional Learning Outcomes. One of these outcomes was Quantitative Reasoning-Students will interpret, calculate, analyze, represent, and clearly communicate quantitative information through Mathematical tools (e.g. equations, graphs, or diagrams).

The authors were tasked with this pilot. 279 signature assignments in five different math courses were collected and assessed. We will discuss the details of the pilot from inception to completion, including the choice of courses, development of a RUBRIC and signature assignments, the strategy for gaining faculty buy-in, and the evaluation of the artifacts through norming sessions and faculty grading sessions. Both the signature assignments and the assessment plan were analyzed for effectiveness and efficiency.

We concluded that our teaching of interpretation, calculation and analysis, particularly in Pre-Calculus and Calculus needs improvement. The department decided to conduct the assessment annually, planning to implement improvements on an iterative basis. The true value of this pilot came from the realization of an assessment strategy from a non-existent state. This presentation will also address specific obstacles we encountered as a result of our assessment ignorance. (Received September 04, 2014)