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During the past academic years (2013 – to present), an assessment study to obtain student-learned outcome data to multi-sections of College Algebra for ‘large’ and ‘small’ classrooms was conducted. The lead author incorporated the Flipped (or inverted) and the Inquiry Based Learning (IBL) approaches (or the F/IBL method) into his ‘large’ and ‘small’ classrooms to engage students in the classroom. During the most recent three semesters (Fall 2016, Spring 2017 and Fall 2017), student assessment data was collected using a different assessment instrument for his ‘small’ College Algebra classrooms compared to the ‘large’ classroom.

The instrument of choice for the ‘small’ classroom assessment study will be briefly discussed, and the summary of student-learned outcome data from the most recent three semesters of College Algebra classrooms will be presented. (Received September 26, 2017)