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Xuhui Li* (xli2@csulb.edu), 1250 Bellflower Blvd, Department of Mathematics, Long Beach, CA 90840. *Designing Benchmarks for Assessing Undergraduate Students' Mathematics Performances in General Education*. Preliminary report.

California State University Long Beach (CSULB) has a highly diverse student population of nearly 38,000. More than one-third of the academic majors require their students to take at least one of the 13 General Education (GE) mathematics courses. Each semester around 100 sections of GE mathematics courses are offered. To re-vision the values and goals of GE, and enforce its cohesion, quality, and sustainability, CSULB is developing student performance benchmarks for each of its four foundation areas, including mathematics.

This presentation focuses on a set of newly drafted benchmarks for assessing student achievements in GE mathematics. The benchmarks encompass six major expected learning outcomes: 1. Recalling and performing technical skills; 2. Recognizing mathematical structures for further study of mathematics; 3. Recognizing mathematical structures arising outside mathematics classrooms; 4. Organizing and analyzing data; 5. Synthesizing ideas and generating questions; and 6. Evaluating and critiquing information, statements, arguments, and reasoning.

The presenter will provide a detailed description for each learning outcome, summarize campus-wide responses to the draft benchmark, and report the on-going design of pilot assessment items and rubrics. (Received August 29, 2008)