

1077-N1-1020      **Gerald W. Kruse\*** ([kruse@juniata.edu](mailto:kruse@juniata.edu)), Juniata College, Huntingdon, PA 16652, and **David Drews**. *Assessing and Improving Quantitative Reasoning Skills with CLA Performance Tasks*. Preliminary report.

Juniata College's MA 103, Quantitative Methods, is taken by students to satisfy a quantitative skills graduation requirement, and to assess their quantitative reasoning skills, a Scholarship of Teaching and Learning (SoTL) project was implemented. The pre and post assessments used in this project are based on the performance tasks which are a component of the Collegiate Learning Assessment (CLA), and which have been identified as useful assessments of quantitative reasoning. The structure of the course is conducive to a valid design, including course time dedicated for assessment, multiple sections, and several in-depth projects. The experiment is based on Solomon's four-group design, where students in one section took the pre-assessment and post-assessment, and completed course projects during the semester which were CLA performance tasks. Students in a second section took the pre-assessment and post-assessment, but completed traditional open-ended projects, and students in a third section only took the post-assessment. The detailed scoring rubric and results of the experiment will be presented, with a focus on how completing performance tasks during the semester affected quantitative reasoning skills. (Received September 15, 2011)