

1145-B1-1182 **Maria M Franco***, mfranco@qcc.cuny.edu. *Student Learning Gains Derived from Research embedded in a Statistics and Probability Course*. Preliminary report.

In this talk, I will present an overview of the impact of a research-like project embedded in an Intro to Statistics & Probability course for non-majors. Student learning outcomes were assessed using varied tools during three runs of the course. On one hand, student responses to Lopatto's CURE survey showed significant gains in course-specific learning outcomes (e.g. ability to collect and analyze data, presenting results in written papers or reports, using technology) and in outcomes specific to the research experience (e.g. tolerance for obstacles faced in research, self-confidence, working independently, understanding the research process). On the other hand, student artifacts were included in college-wide assessments of general education learning outcomes. Student artifacts from this course fared well on these college assessment. One semester in particular, the student artifacts from this class scored, on the average, the highest in all dimensions of the rubric for analytic reasoning (the highest among 478 student artifacts from 39 courses across levels and disciplines). Instructor-designed reflections and tests questions showed gains consistent with the above assessments and offer additional insights about the gains for students who engage in classroom research. (Received September 19, 2018)