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Perry Y.C. Lee* (plee@kutztown.edu), Lytle Hall 267, Department of Mathematics, Kutztown University of Pennsylvania, Kutztown, PA , and **Padraig M. McLoughlin** (mclough1@kutztown.edu), Lytle Hall 265, Department of Mathematics, Kutztown University of Pennsylvania, Kutztown, PA 19530. *An Assessment Study of College Algebra Classrooms*. Preliminary report.

An assessment study to obtain student-learned outcome data from multi-sections of College Algebra for ‘large’ and ‘small’ classrooms was conducted during the past academic years (2013 – to present). The lead author incorporated active learning strategies into his ‘large’ and ‘small’ classrooms to engage students in his classrooms. Student-learned outcomes will be presented (from 2013 to present) based on his ‘large’ and ‘small’ classrooms, and compared with student-learned outcomes from other ‘large’ and ‘small’ multi-section classrooms taught by other instructors.

Also, issues in obtaining properly controlled student-learned data will be discussed and presented. (Received September 25, 2018)