

1056-F1-1308 **Miriam Harris-Botzum*** (mharrisbotzum@lccc.edu), 4525 Education Park Dr., Schnecksvillw, PA 18069. *Assessing Critical Thinking Throughout the Mathematics Curriculum*. Preliminary report.

Many colleges and universities list a set of competencies that must be addressed by every program, and presumably mastered by every student. Specific courses or course groupings in each program of study are supposed to address these competencies. For most non-STEM majors, the role of the mathematics requirement within the program is to address quantitative reasoning and critical thinking skills. How well are we doing our job in addressing these competencies? This year, our division decided to take a college-mandated requirement to assess one of these competencies and make it truly meaningful by creating critical thinking assessment tools for every course we offer, and administering them in every section of every course taught by our department. This paper is a look at the assessments we created, the preliminary results, and how the existence of these assessments has influenced teaching at our institution. (Received September 21, 2009)