

1096-B1-2424 **Maura B. Mast*** (maura.mast@umb.edu). *Three Approaches to Assessment in the Quantitative Reasoning Classroom.*

For more than a decade, the University of Massachusetts Boston has offered a quantitative reasoning course as part of its general education program. Based on assessment and faculty feedback, the course has evolved over this time. Students in the current version of the course use common sense, common knowledge and relevant mathematics and technology in real contexts to understand quantitative information and solve problems. As the course has evolved, the assessment of the course has also evolved. The original assessment consisted of student surveys designed to collect student reflections on how they were using the course material and approach. We then introduced holistic grading of common final exam questions to assess student learning outcomes. With funding from a National Science Foundation grant, we began to administer pre- and post-semester surveys (adapted from the Dartmouth Mathematics Across the Curriculum Project) to capture attitudinal change. In this talk we present an overview of these three approaches and their merits. (Received September 17, 2013)