

1116-VD-1447      **Perry Y.C. Lee\*** (plee@kutztown.edu), Department of Mathematics, Kutztown University of Pennsylvania, Kutztown, PA 19530, and **Padraig McLoughlin** (mcloughl@kutztown.edu), Department of Mathematics, Kutztown University of Pennsylvania, Kutztown, PA 19530. *An Assessment Study Across Multi-Sections of 'Large' College Algebra Classrooms: An On-going Report.* Preliminary report.

During the past 2014/15 academic year and this past Fall 2015 semester, an assessment study was conducted to obtain student-learned outcome data from multi-sections of 'large' College Algebra classrooms. The lead author incorporated the Flipped (or inverted) and the Inquiry-Based Learning (IBL) approaches (or the F/IBL method) into each of his large classrooms, and instructors from other multi-sections of large College Algebra classrooms taught their classes predominantly using the traditional lecture-style approach. In these 'large' multi-section classrooms, student scores were collected by administering the assessments twice during each of the three semesters: the pre-assessment and the post-assessment using Educational Testing Service's (ETS) standardized Elementary Algebra Skills Assessments (EAS). The presentation will provide how this F/IBL method is implemented and managed into his 'large' classrooms. Also, a summary of assessment data based on student-learned outcomes from those multi-sections of College Algebra classrooms that participated in this study is presented. (Received September 20, 2015)