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Award Abstract #1140584

### Collaborative Research: Quantitative Literacy and Reasoning Assessment (QLRA)

NSF Org: [DUE](#)  
[Division of Undergraduate Education](#)

Initial Amendment Date: February 21, 2012

Latest Amendment Date: February 21, 2012

Award Number: 1140584

Award Instrument: Standard Grant

Program Manager: Ron Buckmire  
DUE Division of Undergraduate Education  
EHR Directorate for Education & Human Resources

Start Date: February 15, 2012

Expires: January 31, 2014 (Estimated)

Awarded Amount to Date: \$28,094.00

Investigator(s): Semra Kilic-Bahi skilic-bahi@colby-sawyer.edu (Principal Investigator)

Sponsor: Colby-Sawyer College  
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NSF Program(s): S-STEM: SCHLR SCI TECH ENG&MATH,  
TUES-Type 1 Project

Program Reference Code(s): 9178, 9150, SMET

Program Element Code(s): 1536, 7513

#### ABSTRACT

The Quantitative Literacy Reasoning Assessment (QLRA) project is developing a non-proprietary QLR instrument, piloting it at several participating institutions across the country to begin the creation of a database of QLR abilities, and establishing an online resource portal for QLR assessment. Quantitative Literacy/Reasoning is a relatively new and growing field, with many institutions replacing traditional math requirements with various introductory QLR-requirements such as Liberal Arts Mathematics and Finite Math. The current developmental/introductory math program in this country is undergoing a profound paradigm shift, as focus moves from traditional algebra based curricula to the development of the quantitative skills and habits of mind required for decision making in our personal, civic and workplace lives. Underrepresented groups in STEM (minorities and women) are often disproportionately overrepresented in these traditional developmental courses. The mathematics point-of-entry for these underrepresented groups is a crucial time to nurture interest and engagement with mathematics that could lead to further STEM involvement. The QLRA project provides the needed assessment for curriculum innovation and coherence of these

point-of-entry courses. Dissemination via the online portal allows institutions to easily adapt the non-proprietary instrument to their own needs. The QLRA Project provides the necessary assessment infrastructure and a collaborative platform as QLR requirements evolve around the nation.

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