

2012 Mathematics Lost in Transition Institute

Student Engagement, Motivation, and Persistence

Western Wyoming Community College, Rock Springs, Wyoming
Thursday, March 29 - Friday, March 30, 2012

Agenda

Room 1003

Thursday, March 29, Working Dinner
Summer Bridge Programs: a case study presented
by Northwest College mathematics faculty

6:00-6:30 pm Registration

6:30-8:30 pm Working Dinner Summer Bridge Programs: a case study

The Case:

Recently, members of the Northwest College mathematics faculty have been working through the planning and development of a residential summer bridge program for underprepared mathematics students. This two-week program will include up to 25 first-year students. The program is intended to improve students' basic skills in algebra to a point where they would place into a college-level, credit-bearing mathematics course as opposed to developmental courses. Some research suggests that students do not persist in college if they are advised into developmental courses. The NWC faculty will share their plans, questions, and concerns in a 20-30 minute overview. They also will pose some questions for small and large group discussion. These are some of the questions they will address:

- How students would be selected or recruited to participate.
- What role high school faculty in the region might take in helping design the experience.
- What the curriculum and instruction might look like.
- What components need to be included for a successful academic and social residential program.
- What kind of funding would be required.
- How student success would be monitored and assessed.

Friday, March 30, Student Engagement, Motivation, and Persistence

7:30-8:00 am Breakfast sponsored by the Wyoming School-University Partnership

8:00-8:15 Welcomes, the day's agenda

8:15-8:45 Updates about the UW Calculus sequence, Farhad Jafari, Professor and Chair, UW Department of Mathematics

8:45-10:00 Student Engagement, Motivation and Persistence: Taking a close look at representative assignments (course from Algebra II through Calculus) and three Common Core Process Standards to improve the teaching and learning environment:

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Model with mathematics.

Bernie Schnorenberg, facilitator, assisted by Jayne Wingate, Michelle Chamberlin, David Anton, and Lloyd Meredith.

10:00-10:15 Mid-morning break

10:15-11:15 Small and large group work continued

11:15-11:30 Wrap up and evaluation of the day's work

11:30-12:00 UW graduate programs: Outreach Ph.D. program in mathematics (Farhad Jafari) and the mathematics education Ph.D. (Larry Hatfield)

12:00 pm Adjournment to attend the articulation luncheon

Co-Sponsoring the Institute



Wyoming School-University Partnership - www.uwyo.edu/wsups
Western Wyoming Community College - <http://www.wycc.wy.edu>

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