

1067-D1-2023 **Kathryn T Ernie*** (kathryn.t.ernie@uwrf.edu), University of Wisconsin - River Falls, 206E North Hall, River Falls, WI 54022, and **Erick B Hofacker** and **Sherrie Serros**. *Improving the Transition from High School to College Mathematics*.

During the 2009-10 school year, with funding by the University of Wisconsin System, we developed a project to increase the percentage of college freshman from Wisconsin High Schools ready to enter credit-granting courses in mathematics in the UW-System. All incoming freshman in the system take a common placement exam to determine where they will be placed in mathematics at each institution.

To meet the goals of the grant, we conducted multiple workshops with 16 high school math teachers in our area to discuss the transition for students from high school to collegiate mathematics. During the course of our workshops, mathematical threshold concepts which impede student progress were identified by the group.

Groups of teachers then engaged in Lesson Studies to focus on identified threshold concepts. These high school teachers also had their students take an early math placement exam to determine and address areas in math where students may have difficulty in the future.

The project was evaluated by an outside evaluator. Assessment designs included initial perceptions and practices of the teachers, curriculum strengths and weaknesses, student readiness for the placement exam, and other qualitative data to evaluate the usefulness of the program. (Received September 22, 2010)