

TRANSITION TO COLLEGE LEVEL MATHEMATICS



The CSUN–LAUSD–Compton–El Monte Transition to College Math and Statistics (TCMS) Project

Director:

Katherine Stevenson, Ph.D.
Professor of Mathematics
CSUN
katherine.stevenson@csun.edu

Associate Director:

Otilia Gonzales, M.A.
Lecturer in Mathematics, CSUN
K-12 to College Transition Expert
otilia.gonzales@csun.edu



Mission:

The TCMS Project seeks to ease the transition from high school to postsecondary education in math.



Student Profile:

Provide engaging and broadly applicable math options for students seeking alternatives to the existing STEM pathways.



Goal:

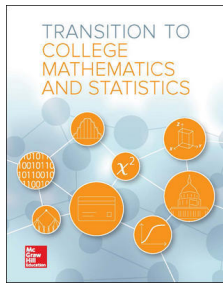
To support, sustain, and expand the professional development of teachers in fourth-year math classes in the L.A. Basin; to refine and expand curriculum supports for one particular course: Transitions to College Math and Statistics (TCMS); and to foster authentic collaboration between the CSU, K-12, and Community Colleges.

Designed for:

- ✓ High school seniors
- ✓ SBAC Level 2 or 3
- ✓ Have a C or better in algebra 2*
- ✓ Unsure about 4th-year math class
- ✓ Plan/hope to go to college/university
- ✓ Students who are willing to give math a second chance.

New EGI Assessments:

Collaborated with district leaders to reframe the assessment and grading regime to better support student learning. Created new proficiency scales and assessments aligned with LAUSD's districtwide initiative, Equitable Grading and Instruction (EGI). These new materials bring more transparency to teachers, students, and parents.



TCMS Book: Students build the mathematical practices necessary for success in life and college.

- + I can read and **interpret data from a two-way frequency table and bar graph.**
- + I can calculate the **different risks**: absolute risk, relative risk and absolute risk reduction, and interpret their **meaning in context.**
- + I can identify the **components of an experiment** and determine if it is well designed.
- + I can identify **homogenous groups by sight (chart or table) and by calculation (Chi-Square).**
- + I can calculate Chi-Square and use it to see if two groups are independent (optional).
- + I can **identify situations that are best explained by linear, polynomial or exponential models.**
- + I can use graphs, tables, and equations to better understand situations that are explained by linear, polynomial or exponential models.
- + I can **use appropriate linear, polynomial or exponential models to explain or make predictions** about situations.



Social Emotional Learning: Students learn social and emotional skills for success in and beyond college.

- ★ I know how to **work effectively and cooperatively in a group** to understand a problem, plan a course of action, implement the plan, and check the reasonableness of the answer we obtain.
- ★ I understand that **I am in control of my learning** and through reflection and communication with my teacher, **I can improve my outcomes.**
- ★ I know **how to set learning goals**, make a plan of action, follow through, check, and reassess.
- ★ I know how to **manage my time** when preparing for assessments and then to use those assessments to help me improve my learning strategies.



IXL: Custom skills plan for TCMS that covers just-in-time mathematics skills for each lesson.