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*Transition to college: Focus on curriculum and pedagogy*

Student success rates in first year mathematics courses in Ontario Colleges of Applied Arts & Technology are often unacceptably low. This is cause for concern because students who have difficulty in these initial mathematics courses are unlikely to graduate from their chosen program. To research the issues and facilitate deliberations over ways to increase student success at college, the York/Seneca Institute for Mathematics, Science and Technology Education (YSIMSTE) developed the College Mathematics Project (CMP). Following two pilot projects in 2004–05 and 2005–06, CMP grew in 2007 to include 6 colleges and 10 school boards in the Greater Toronto Area and in 2008 to include 11 colleges across Ontario. The goals of CMP are:

- to analyse the mathematics achievement of first-semester college students, particularly in relation to their secondary school mathematics backgrounds,
- and to deliberate with members of both college and school communities about ways to increase student success in college mathematics.

The results of the research are informing policies and regulations, program and curriculum development, and decisions around assessment, pedagogy, counselling and recruitment.

This presentation will provide an overview of the results of the CMP research, and will then focus on the discussions and recommendations emerging from the CMP 2008 forum around issues of curriculum and pedagogy. Specifically, it will consider a number of identified disconnects between secondary and college curriculum and pedagogy both in terms of practice and perception, and present some of the recommendations for addressing these disconnects to provide a better future for college students.