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**Title: Transitioning to Higher Education and Gateway Mathematics Course Outcomes  
(Perspective from a Large USA Public Research University)**

**Abstract:**

Students arrive at university with diverse mathematical backgrounds. This results in a diversity of mathematical knowledge, augmented by the fact that what constitutes previous mathematical coursework at the various institutions varies greatly, as do grading procedures used by different secondary schools, confounding traditional indicators of students' mathematical knowledge and maturity. Getting students started, and retaining them, in the appropriate mathematics course is important for their mathematical success and success on campus in general. Thus, there is a great need to evaluate preparedness precisely and to implement placement policies, best educational practices, learning supports, and course designs effectively.

Alison Reddy's talk aims to spark conversations around the critical issues of a successful transition to higher education mathematics courses at a large USA public research university. Collected data will be shared.