

ACCESS AGENDA
Minneapolis, Minnesota
October 31 – November 4, 2007

2006-2007 Cohort

Wednesday, October 31

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| 5:30-7:00 | Cohort 3 shares projects with Cohort 4
(snack provided) | Lake Superior A |
| 7:45-9:00 | On own | |

Thursday, November 1

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| 7:00-8:15 | ACCESS Continental Breakfast with Cohort 4 | Lake Superior A |
| 8:15-9:15 | Cohort 3 continues project sharing session with Cohort 4 | Lake Superior A |
| 9:15-12:00 | On own at conference | |
| 12:00-12:50 | ACCESS Boxed Lunch with Cohort 4 | Lake Superior A |
| 1:00-2:45 | <i>Assessment in the Community College
Mathematics Classroom</i> – Gallo, Mackey, Ham, Buller, Savage | Lake Superior A |
| 3:00-4:15 | AMATYC Opening Session | Nicollet Grand Ballroom |
| 4:30-7:00 | On own at conference | |
| 7:00-9:00 | ACCESS Dinner with Cohort 4 | Lake Superior A |

Friday, November 2

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| 7:45-9:45 | AMATYC Regional breakfast and meetings
See AMATYC Program for locations | |
| 10:00-1:00 | AMATYC sessions on own | |
| 1:00-1:45 | Keynote Address: <i>Retention, Retention,
Retention</i> – Anne Dudley with Laura Watkins | Lake Superior A |
| 1:45-2:00 | Break | |
| 2:00-3:30 | <i>Awesome Activities</i> – Pete Wildman | Lake Superior A |

3:30-4:00	Break	
4:00-?	Reception/Reunion with all Cohorts	Lake Superior A
Saturday, November 3		
7:45-10:00	AMATYC Awards Breakfast and General Session	Nicollet Grand Ballroom
10:00-2:30	AMATYC sessions on own	
2:30-4:00	<i>Mathematics Across the Community College Curriculum</i> – Rebecca Hartzler (with Cohort 4)	Lake Superior A
4:00-4:15	Break	
4:15-5:45	<i>Patterns and Connections from the Spiral of Roots to the Chaos Game</i> – Pat McKeague (with Cohort 4)	Lake Superior A
5:45-6:45	Break on your own	
6:45-8:30	ACCESS dinner & Celebration for Cohort 3 (with Cohort 4)	Lake Superior A

Sunday, November 4

8:30-10:15	AMATYC sessions on own
10:30-11:15	AMATYC Closing Session

Session Descriptions

Thursday

Assessment in the Community College Mathematics Classroom

Ed Gallo: Assessment of an Intermediate Algebra Course with a Study Skills Component
 Could you imagine having two extra hours of study skills and review time for your Intermediate Algebra class? This presentation describes how we did it and what the results were.

Wayne Mackey: Why Aren't Grades Adequate for Assessment of Student Learning?
 In Chapter 5 of *Beyond Crossroads*, it is correctly stated that grades do not generally provide the necessary information for assessing courses or programs. Can anything be done about that rather glaring disconnect?

Jim Ham: Using the *Beyond Crossroads* Assessment cycle: An Example from Elementary Algebra
Course assessment, as described in AMATYC's *Beyond Crossroads*, can provide useful information about students' learning in a course. This presentation provides an example of how a mathematics department completed one assessment cycle in an elementary algebra course.

Connie Buller: Happy Quiz – A Student Self Assessment
About mid-term, students get a take-home quiz on whether they are happy with their grade, and what they plan to do to improve if unhappy. Spelling and grammar count.

John Savage: Assessing a Developmental Math Program
This presentation reports on recent experience in designing and implementing an assessment program for a new developmental math program at the College of Technology at Montana State University in Bozeman. Both program assessment and course assessment will be addressed.

Friday

Dudley/Watkins. *Retention, Retention, Retention*

In this session we will discuss the many different ways that can be used to help retain students. We will share our thoughts and encourage the participants to share theirs. We will examine retention efforts at the college, department, classroom, and individual levels. We hope that participants will take home many new ideas to improve retention in their classes.

Wildman. *Awesome Activities*

During this session ACCESS Fellows will have the opportunity to explore a number of hands on classroom tested activities and projects covering topics traditionally taught in the Intermediate Algebra and Pre-Calculus Curriculum. There will be time at the end of the session to share reactions to the activities. Each fellow will leave the workshop with copies all activities.

Saturday

Hartzler. *Mathematics Across the Community College Curriculum*

The session will begin with a brief history of the MAC and MAC³ projects. Specific examples of faculty projects will be shown. A short excerpt from the MAC³ DVD will be shown of MAC³ participants discussing the faculty development that they have experienced. After this the larger group will be divided into smaller discussion groups. Finally opportunities to participate in MAC³ Curriculum Institutes and Traveling Workshops will be described.

McKeague. *Patterns and Connections from the Spiral of Roots to the Chaos Game*

This talk is about my two favorite topics: patterns, and connections between seemingly unrelated items. We start with simple sequences and end with fractals and chaos. The journey takes us by Pascal's triangle, the Fibonacci sequence, and the Sierpinski triangle. We connect each item with a topic in developmental mathematics.