

1125-N1-1393

Naneh Apkarian*, naneh.apkarian@gmail.com, **Dana Kirin**, dhasbach@pdx.edu, **Kristen Vroom**, vroom@pdx.edu, and **Progress through Calculus team**. *Active Learning Usage in Precalculus to Calculus 2*.

Student persistence in the STEM disciplines continues to be a national problem, and experiences in introductory mathematics courses have been identified as particularly problematic. Mathematics education research has shown the potential of active learning strategies for supporting student success and providing a more equitable learning environment (e.g., Freeman et al, 2014; Kogan & Laursen, 2014), resulting in calls for active learning in mathematics (ALM) to become part of postsecondary education (e.g., CBMS, 2016; Saxe et al, 2015). But to what extent is ALM already part of the national landscape? As part of an ongoing project investigating math programs across the country, information was obtained about the current usage of ALM in the Precalculus to Calculus 2 (P2C2) sequence. Of surveyed departments, 45% report at least one ALM component in their P2C2 sequence, though the majority of courses are taught in a traditional lecture format. As part of our presentation we will provide details of where in the sequence ALM is used, to what extent, and what strategies are most common. Understanding that one size does not fit all, we will provide examples of P2C2 programs to illustrate specific ways in which departments have implemented ALM in their introductory mathematics sequences. (Received September 16, 2016)