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Lorraine F Dame* (lfdame@r.umn.edu), 111 South Broadway, Suite 300, Rochester, MN 55904, and **Aminul Huq, Bijaya Aryal** and **Xavier Prat-Resina**. *Increasing Student Knowledge Transfer from College Algebra Curriculum to Partner Disciplines*. Preliminary report.

In the Center for Learning Innovation at the University of Minnesota Rochester, mathematics and partner discipline faculty are collaboratively engaged in creating an integrated college algebra/physical sciences curriculum and using multidisciplinary teaching teams to deliver it. These efforts are strongly motivated by a need to increase the efficacy of knowledge transfer from college algebra curriculum to partner disciplines and to better prepare students identified as struggling with mathematics upon entry to a health sciences program. Evidence analyzed from this successful pilot program includes qualitative analysis of themes identified from individual student interviews during college algebra and student interviews after college algebra. Quantitative student outcomes in college algebra and outcome data from subsequent physical science courses was also collected and analyzed. Together with instructor observations, this evidence demonstrates a significant increase in college algebra knowledge transfer over a more traditional curriculum and delivery. (Received September 20, 2016)