

1023-G5-1714 **Heather Stevenson*** (ah2093@usma.edu), Department of Math Sciences, Thayer Hall, Room 227B, West Point, NY 10996, and **Gerald Kobylski** (gerald.kobylski@usma.edu), Department of Math Sciences, Thayer Hall, West Point, NY 10996. *Improving Student Performance in a College Core Math Program by Emphasizing Fundamental Mathematical Skills*. Preliminary report.

The math curriculum at the United States Military Academy has been changing to better meet the future needs of its students. The reformed curriculum has focused on enhancing students' problem solving skills by teaching major concepts in a problem solving environment. Many faculty members from our and other science and engineering departments have become frustrated by course progress because many of our students are arriving either without or with a weak background in the fundamental skills needed to succeed. Recently, the National Council of Teachers of Mathematics recommended that schools focus much more on teaching fundamentals as opposed to open-ended problem solving. Many mathematics teachers believe that math programs should devote a portion of the curriculum to teaching fundamentals, while others believe that this responsibility should lie on the students' shoulders. In this presentation, we will address the "balance" we have tried to achieve by presenting ideas we've implemented in our introductory math course for freshmen. Specifically, we will discuss some online resources that we make available to students prior to their arrival and during the semester. Finally, we'll address some of the things we've experienced and our strategies to improve in the coming year. (Received September 26, 2006)