Numerous reports, including the recent National Study of Calculus I, have highlighted calculus as a major stumbling block for college students who aspire to earn a STEM degree, especially for those from historically underrepresented groups. This presentation will focus on the large and increasing role of high school calculus in preparing students for post-secondary mathematics-intensive degree programs. The presentation will include an original analysis of the High School Longitudinal Study (HSLS:09) data set, including proportional flow diagrams of course taking patterns and logistic regression analysis of the likelihood of students earning credit for calculus in high school. The statistical results will highlight differences in calculus completion associated with non-malleable student characteristics such as race, sex, and socioeconomic status (SES), as well as malleable student characteristics, such as knowledge of mathematics in 9th grade, the level of mathematics course they take in 9th grade, and self-efficacy. Implications for higher education will also be considered.

**Time:** Friday, 04/08/2016, 3:00-3:50pm

**Location:** ILC403

**Refreshments:** at 2:40pm in MB226