

*Flipping College Algebra: Perceptions, Engagement, and Grade Outcome*  
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College algebra is a required course for various majors, but is viewed by many as a gatekeeper course, controlling student access to degree completion. A national survey sponsored by the Conference Board of Mathematical Sciences indicated that each year, approximately 849,600 students enroll in college algebra, and about half of those students eventually withdraw from the course or receive a grade of D or F. In response to this issue, a relatively new approach to instruction was investigated at a large public university in central Texas in which content was provided outside class allowing time in class for other activities. The research involved the teaching of college algebra in a flipped classroom.



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