

		$y - (-2) = \frac{2}{3}(x - (-3)) \checkmark$ $y + 2 = \frac{2}{3}x + 2$ $y = \frac{2}{3}x \checkmark\checkmark$ OR $m_{AC} = \frac{2 - 2}{3 - 3}$ $m_{AC} = \frac{4 - 2}{6 - 3} \checkmark$ $y = mx + c$ $2 = \frac{2}{3}(3) + c \checkmark$ $c = 0 \checkmark$ $y = \frac{2}{3}x \checkmark$	\checkmark sub B OR C coordinates $\checkmark \frac{2}{3}x$ $\checkmark c = 0$
	2.4	Prove that AC is NOT perpendicular to BC.	(3)
	2.4	Bewys dat AC NIE loodreg is op BC nie.	(3)
		$m_{AC} = \frac{8 - 2}{-5 - 3}$ $m_{AC} = \frac{10}{-8} = -\frac{5}{4} \checkmark$ $m_{BC} \times m_{AC} = -\frac{5}{4} \times \frac{2}{3} = -\frac{10}{12} = -\frac{5}{6} \checkmark$ $m_{AC} \times m_{BC} \neq -1 \checkmark$ $\therefore AC$ not perpendicular to BC / AC nie loodreg op BC nie	$\checkmark m_{AC}$ $\checkmark m_{AC} \times m_{BC}$ \checkmark conclusion $\neq -1$
	2.5	Calculate the coordinates of D such that ABCD forms a parallelogram.	(4)
	2.5	Bereken die koördinate van D sodat ABCD 'n parallellogram vorm.	(4)
		Using translation: $x_D = -5 + 6 \checkmark = 1$ $y_D = 2 + 10 \checkmark = 12$ $\therefore D(1; 12) \checkmark\checkmark$	\checkmark 6 units left \checkmark 12 units up $\checkmark\checkmark$ D(1; 12)

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2020 ASHE Council for the Advancement of Higher Education Programs CAHEP Barbara Townsend Lecture Award 2021 Transfer Champion Catalyst Award from the National Institute for the Study of Transfer Students NISTS 2021 Outstanding Publication Award AERA Division J Publication and Research On My Own The Challenge and Promise of Building Equitable STEM Transfer Pathways is the first book of its kind to provide a detailed on the ground examination of the difficult paths curricular interpersonal and institutional that students must chart through community college The book follows 1 670 two year college students over four years as they begin STEM programs in the Midwest and documents their educational and life experiences as they moved toward or away from the prospect of transfer to a four year institution Their stories reveal that they were on their own left to navigate the pathways to transfer without meaningful institutional support The students pursued one of four pathways or momentum trajectories linear upward detoured deferred or taking a break The preexisting and lasting disparities in their access to education and financial resources their experiences with teaching and advising and the conundrum between support from and for family among others propelled them onto different trajectories in their quest for transfer As this book makes painfully clear the current state of transfer acts as a mechanism that perpetuates and worsens inequities in educational outcomes As Xueli Wang argues to cultivate an equitable STEM transfer pathway culturally relevant and responsive supports that are accessible welcoming and validating must be put in place at the institutional level and appeal to the talent motivation and unique needs of historically marginalized students In doing so postsecondary institutions will be better positioned to fulfill their promise as an equitable pathway to bachelor s degrees and beyond

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