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Anne Cawley* (acawley@umich.edu). *Classroom Instructional Experiences of Latinx Students in a Community College Intermediate Algebra Course*. Preliminary report.

There is little understanding of the ways in which Latinx students experience mathematics courses at community colleges. Latinx students are more likely to enroll in community colleges, have lower success rates in mathematics, and even lower numbers of degree attainment as compared to their White peers (NCES, 2015). Given that the classroom is one of the most important spaces in community colleges (Wood & Harris III, 2015), little research has been done to look within the mathematics classroom to understand Latinx student experience (Crisp, Reyes, & Doran, 2015). Instruction is an important feature of classroom experiences (Cohen, Raudenbush, & Ball, 2003). This study investigates the instructional experiences of Latinx students in a developmental mathematics course using qualitative methods that rely on interviews, diary entries, classroom observations and classroom artifacts. I aim to understand (1) what is the quality of instruction within a developmental mathematics class at a community college, (2) how Latinx students make sense of particular instructional experiences, and (3) how these experiences shape students' mathematical understanding. (Received September 06, 2017)