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*Supporting pre-calculus teaching and learning through mentorship and problem-solving: a collaboration focused on better outcomes for 2-year HSI students and 4-year transfers.* Preliminary report.

Evidence Based Pedagogies (EBPs), specifically peer-collaborative problem-solving courses, have been particularly successful in improving performance of engineering STEM majors at our university. Spurred by this success, we explore the impact of such pedagogies in supporting the mathematics performance and persistence of the growing population of transfer students from 2-year Hispanic Serving Institutions (HSIs). Working in collaboration with community college faculty, we focus mostly on pre-calculus level students before and after transfer. In this talk I will describe successful elements of this project from various perspectives, including addressing the transition from 2-year to 4-year colleges, supporting undergraduates' success in pre-calculus/calculus, and growing internal capacity to teach mathematics using EBPs, at various levels. (Received September 04, 2017)