

1159-97-102

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To address the systemic gap between Whites and students of color in STEM degree attainment, The University of Texas at El Paso (UTEP) implemented an intervention in its pre-calculus course to shift the course from a gatekeeper to gateway course over a 3-year period. With funding from the U.S. Department of Education, a team of researchers and practitioners focused on the 2-hour workshop of the 5-hour pre-calculus course in order to promote the creation of learning communities, which was especially critical for UTEP, a minority-serving institution with over 85% of its undergraduate population being of Hispanic origin. This presentation presents the qualitative and quantitative findings of the project, which indicate the intervention had a positive effect on student pass rates, their sense of belonging, and their success in the subsequent Calculus 1 course. (Received August 01, 2020)