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Recent state and national efforts to provide entry-level mathematics options relevant to diverse degree programs and replace remedial courses with corequisite support for students placed directly in credit-bearing courses have significantly improved student success rates. In addition to structural changes in course offerings, faculty have called for resource to help foster students' productive beliefs, identity, and persistence. We have engaged mathematics instructors from all 26 public institutions of higher education in Oklahoma via The Mathematical Inquiry Project, a five-year NSF-funded project that supports faculty collaboration to address the incorporation of such academic success skills in entry-level courses. Building on the outcomes of a week-long workshop of Oklahoma college mathematics faculty, this session will engage meeting participants in a conversation about goals and strategies for supporting academic success skills in entry-level mathematics courses. We will focus specifically on areas Oklahoma faculty identified as critical, including growth mindsets; problem-solving and critical thinking; productive struggle, persistence, and perseverance; lowering mathematics anxiety; motivation and interest; beliefs about mathematics; and developing classroom community. (Received August 03, 2020)