Elsa Q Villa* (evilla@utep.edu), Center for Educ Research & Policy Studies, College of Education, 500 W. University, El Paso, TX 79968, M. Christina Mariani, Department of Mathematical Sciences, College of Science, 500 W. University, El Paso, TX 79968, Erika Mein, College of Education, 500 W. University, El Paso, TX 79968, Christina Convertino, College of Education, 500 W. University, El Paso, TX 79968, and Nada Al-Hanna, Department of Mathematical Sciences, College of Science, 500 W. University, El Paso, TX 79968. Findings from a Pre-Calculus Intervention to Shift Pre-Calculus to a Gateway Course.

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)