

1125-O1-1954      **Laura J Schmidt\***, 410 10th Ave. E, University of Wisconsin - Stout, MSCS Department, Menomonie, WI 54751, and **Matt Corne** and **Todd Zimmerman**. *Effect of Belongingness Intervention on Student Performance*. Preliminary report.

Our investigation aims to determine whether addressing student issues of not feeling like they belong in a math or physics course will improve student performance in their course and subsequent courses. The courses studied are a remedial algebra course, an integrated pre-calculus/calculus course, and a statics course. Current research indicates that such interventions significantly impact student performance as well as increase usage of student support services. This research shows that low income, first generation, and minority students gain the largest benefits from belongingness interventions. In our investigation we will give students a series of quotes from previous students about how they coped with not feeling like they belonged and then ask the current students to write a short description of how they are dealing with their feelings of belonging in their course. We will look at student math/physics anxiety as well as self-efficacy by administering a survey at the beginning and end of the semester. If the belongingness intervention is shown to have significant impact on student performance after a single intervention, the intervention can be used in other classes to a similar end. Our presentation will discuss the details of our investigation and preliminary results. (Received September 19, 2016)