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Strong evidence in research literature points to the success of active learning in the mathematics classroom Treisman (2009), Freeman et al. (2014), Levi et al. (2016). This research suggests that active learning has a disproportionately beneficial effect on members of minority groups and has the greatest effects in small ($n \leq 50$) classes. Being a regional, commuter institution with a strategic goal of improving retention and graduation rates (45% minority students), it was natural that we developed active learning activities for general education and developmental courses.

We introduced an intervention in classes with 20 to 35 students. In activities that we created, students are required to explore problems in groups, test conjectures, develop equations and solutions, and explain their results. Instructors provide limited feedback on the spot and collect and grade one student's work, representative of the entire group.

In this paper we will share some of the activities we developed and show comparisons of DFW rates, scores on common midterm and final exams, class grades, and grades in the next STEM course between intervention classes and classes that did not use active learning. We will also compare intervention cohorts with previous semesters' cohorts. (Received September 18, 2016)