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Cinnamon Hillyard* (ch7@uw.edu), 18115 Campus Way NE, Bothell, WA 98072, and **Emily Gismervig, Alex Musselman** and **Robin Angotti**. *Bridging the Gap: What Non-Cognitive Strategies are Effective in a College Algebra Course?* Preliminary report.

We have been successfully teaching the Carnegie Foundation's Quantway course as our entry level mathematics course. As students transitioned to their subsequent math and science courses, however, they faced challenges with changing pedagogy and expectations. To bridge this gap, we developed a college algebra course that would not only give them the necessary math skills, but also support them through this transition. We included activities that ask students to rethink their mindsets about mathematics, reframe their test anxiety, and learn how to access mathematics materials outside of the classroom. Additionally, we have thoughtfully integrated active learning pedagogies and technology to enhance student learning. We are investigating: How does our student-centered pedagogy in our college algebra course impact students' beliefs about and future engagement with mathematics? To answer this question, we will present evidence from Carnegie's productive persistence survey, student reflections on our stress reappraisal activity, end-of-course interviews, and comparative pass and retention rates for this course. (Received September 22, 2015)