

1135-L5-2563

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Transitioning Learners to Calculus in Community Colleges (TLC3, NSF IUSE 1625918, 1625387, 1625946, 1625891) aims to improve the transition of underrepresented minority (URM) students to and through calculus in two-year colleges by identifying programs, structures, instructional strategies, and key transition points within the mathematics curriculum that influence the success of URM students. Project results are disseminated to a networked community of two-year colleges to increase their readiness to facilitate URM student success in courses leading to calculus. This presentation focuses on findings derived from data collected through a census survey of mathematics department chairs in two-year colleges that captured mathematics course offerings and sequencing, instruction, math placement, in-and-out-of-class student support, use of local data, and faculty professional development. The survey responses are linked to a college's MSI (minority-serving institution) designation. The presentation will highlight various approaches taken by mathematics programs in two-year colleges to improve the success of URM students by two-year institutional type. Findings suggest differences within and between those with an MSI designation in contrast to predominately white institutions (PWIs). (Received September 26, 2017)