This talk will focus on improving inclusive excellence in Pre-Calculus and first semester Calculus. Efforts have been focused on both curriculum design and creating a supportive culture in the department. Curriculum design changes include course modification, by using backward design, to align knowledge and skills required in STEM fields with the learning outcomes of our courses. Emphasis is also being placed on meaningful active student participation in class through redesigned class activities. Given that this work is supported by an HHMI Inclusive Excellence initiative and a FIRST grant from the NSF, we are particularly interested in assessing the impact of such changes on first generation college goers and minority students in STEM. Beyond curricular changes, the department is implementing cultural changes, which include creating self-identifying mechanisms for faculty being first-generation college goers (or being supportive of first generation college goers), and including senior students in supportive roles. (Received September 16, 2019)