The CBMS statement “Active Learning in Post-Secondary Mathematics Education” (2016) and the MAA Instructional Practices Guide (2018) include strong recommendations for active learning. Active learning works very well for many students. But what about the students who are left behind because of sickness, weaker backgrounds, or various other reasons? What works to help struggling students engage in active learning, what are their demographics, and how can we still encourage on-time work for most?

In linear algebra, I am investigating the use of technology to cultivate multiple access points in interactive homework that I have designed. This includes a second chance homework that is repeatable and builds in my hints to common errors. This may concern some instructors, since it could be seen as a pathway to procrastination. However, most students still meet initial due dates because the second chance homework has a higher bar. We’ll compare the participation of groups underrepresented in mathematics to their classmates and discuss survey data and student comments. Appalachian State University’s Institutional Review Board (IRB) has determined that this research is exempt from IRB oversight. (Received June 29, 2019)