

1135-J5-1510 **Jessica Ellis Hagman*** (jess.ellis@colostate.edu), Fort Collins, CO 80524, and **Matt Voigt** (mkvoigt@gmail.com), **Nancy Kress** (nancy.kress@colorado.edu) and **Jessica Gehrtz** (jrgehrtz@gmail.com). *Exploring the inequitable experiences of students in Calculus II.*

While active learning has been shown to support students from some marginalized populations, little research has been done to actually understand the experiences of students from marginalized populations in active learning undergraduate mathematics classes. In this presentation, we will investigate the experiences of students in Calculus II at one highly selective and technical campus. Half of the calculus II courses were taught using a traditional, lecture approach while the other half were taught using a more active approach. We will compare the experiences of students from the two approaches, and will focus on the experiences related to equitable engagement among students from historically marginalized populations in mathematics, including racial and ethnic minorities, women and gender diverse students, first-generation students, low-income students, and queer students. Specifically, we will analyze survey responses from 40 students who reported they were given less opportunity to learn in class compared to other students. We will use thematic analysis to identify commonalities and patterns among students' experience in Calculus II, attending to patterns related to course approach (traditional or active) and student identities. (Received September 22, 2017)