

1135-VE-2565      **Emily Gismervig\*** (emilyg27@uw.edu), **Cinnamon Hillyard** (ch7@uw.edu) and **Kathryn Mitchell** (kmm1101@uw.edu). *A Peer Facilitation Model in Precalculus for Increasing Participation in STEM Fields*. Preliminary report.

The entering freshman class at UW Bothell is very diverse: 49% of first year students will be the first in their families to earn a college degree, and 70% are from diverse backgrounds. Additionally, 45% of entering students indicate an interest in pursuing a STEM degree. Many of these students, however, are unable to successfully progress through the math prerequisites needed to be admitted into a STEM degree program. To increase access to STEM degrees, we are starting to require all students taking precalculus to register for a peer-led support course. This course has three main components. First, math content is covered in parallel with the main precalculus course. Second, the peer facilitators also cover non-math topics like how to study for exams, how to get help with coursework, learning mindsets, and how to choose and apply for a major. Third, the precalculus faculty, peer facilitators and an academic advisor work as a team to identify at risk students and provide additional support. We will present preliminary data on the effectiveness of this program. (Received September 26, 2017)