

1145-Q1-313      **Helen Burn\*** (hburn@highline.edu), 2400 S. 240th Street, MS 18-1, Des Moines, WA 98198,  
and **Vilma Mesa, J. Luke Wood** and **Eboni Zamani-Gallaher**. *Dimensions of an  
Equity-Based Mathematics Program*.

Transitioning Learners to Calculus in Community Colleges (NSF IUSE 1625918) is a research project aimed at improving the transition of historically underserved 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. This paper draws from data collected from a National Survey of mathematics chairs and case studies of Minority Serving Institutions and presents dimensions and indicators for the TLC3 Model for an equity-minded mathematics program. (Received August 30, 2018)