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There are many studies that address differences in achievement in STEM between students of color and white students. It is potentially detrimental to continue to emphasize only those who are not succeeding and why, or in other words, coming from a deficit orientation. In order to improve both the success and the experience of students of color in STEM, we need to figure out what have been the factors that have helped students of color who have succeeded and how we can learn from them, in other words, looking at the problem at hand from an asset orientation. In this study, we seek to understand more about the population of students of color who persist in Calculus, and use descriptive analysis to answer the following questions: (1) Among students of color who persist through Calculus I to Calculus II, what are the characteristics of students who thrive versus those who survived?, (2) What enabled the thrivers to thrive?, and (3) What supports the survivors to survive? (Received September 17, 2019)