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Darlene M Olsen* (dolsen1@norwich.edu), 158 Harmon Drive, Northfield, VT 05663, and **Christine Latulippe** and **Joe Latulippe**. *Promoting Success of Undergraduate STEM Students Through Scholarships, Mentoring and Curricular Improvements in First-year Mathematics Courses*. Preliminary report.

Norwich University, a private military college that serves both civilian and Corps of Cadets students, secured a NSF S-STEM award to develop a program to attract and retain highly talented, low-income students who are pursuing baccalaureate degrees in biochemistry, biology, chemistry, mathematics, neuroscience, and physics. Norwich recognizes that students who enter college with less experience in mathematics are less likely to graduate with a degree in a STEM discipline. With that in mind, the research aims of the program are to: 1) measure the benefits of corequisite implementation of precalculus and calculus to help students complete the required calculus sequence by the end of their first year; 2) implement and assess a leadership training program to improve the communication and leadership skills of peer tutors in mathematics courses; and 3) measure the effect of improved academic, financial, and career support for the students across their academic career at Norwich. The two topics of this presentation are: 1) the lessons learned in the process of securing and implementing the NSF S-STEM award; and 2) the content, delivery, and outcomes of the first semester offering of the corequisite implementation of precalculus and calculus. (Received September 15, 2020)