

Please specify the following information:

1. Age:

2. Sex:

Male Female

3. Racial or ethnic identification (select all that apply):

American Indian or other Native American Asian or Pacific Islander Black or African American
 Caucasian (other than Hispanic) Mexican-American Puerto Rican Other Hispanic
 Other

4. Classification in college:

Freshman/first-year Sophomore Junior Senior Unclassified

5. Number of college mathematics classes you have previously completed:

By each statement, mark Strongly Agree, Agree, Somewhat Agree, Somewhat Disagree, Disagree, or Strongly Disagree. There is no “neutral” or “I don’t know” – deal with it!

Statement	Strongly agree	Agree	Somewhat Agree	Somewhat Disagree	Disagree	Strongly Disagree
1. You have a certain amount of math ability and can't do much to change it.						
2. How intelligent you are mostly determines how well you can do math.						
3. How well you can memorize mostly determines how well you can do math.						
4. Learning new math does not mean you are changing your math ability.						
5. You can greatly change how intelligent you are.						
6. You can greatly change your ability to do math.						
7. How fast you can get a correct answer is a good measure of math ability.						
8. The percent of correct answers on a test is a good measure of math ability.						
9. Practice exercises are the best way to learn new math.						
10. Watching an instructor do examples is the best way to learn new math.						
11. Trying a problem I don't know how to solve is the best way to learn new math.						

Statement	Strongly agree	Agree	Somewhat Agree	Somewhat Disagree	Disagree	Strongly Disagree
12. Getting an answer on the calculator isn't really doing math.						
13. I often worry that it will be difficult for me in mathematics classes.						
14. I get very nervous doing mathematics problems.						
15. I feel helpless when doing a mathematics problem.						
16. I worry that I will get poor grades in mathematics classes.						
17. Mathematics is a subject that is equally accessible to men and women.						
18. The presence of male students might inhibit me from participating in a math class.						
19. There is a kernel of truth in the stereotype that women are less likely to be naturally good at math than men.						
20. The people I have encountered who have claimed to be good at math have mostly been male.						
21. I am very scared to present a math problem in front of a class.						
22. I am comfortable working with complex ideas.						
23. I am confident that I am capable of developing logical arguments.						
24. I use a critical approach to analyze data and arguments in my daily life.						

25. What do you expect to be able to do at the end of the course that you cannot do now?

26. Please comment on your present level of interest in this subject.

27. Please comment on how you expect this material to integrate with your studies, career, and/or life.