



*When answering the following questions, think about your experiences within your [insert course name] class and your instructor teaching this course. Before you begin, please print your name, email, and student ID below:*

Name: \_\_\_\_\_

College Email: \_\_\_\_\_

Student ID: \_\_\_\_\_

1. In <u>this</u> course, how often does the instructor...	Never	Rarely	Sometimes	Often	Very often
a. ...talk to students about math using real-life examples?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. ...suggest ways to solve math problems using real-life examples?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. ...ask students to explain ideas/solutions using real-life examples?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. ...work with students in small groups using real-life examples?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. In <u>this</u> course, how often does the instructor...	Never	Rarely	Sometimes	Often	Very often
a. ...use worksheets that include real-life examples?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. ...use technology or media (video, online media, etc.) that include real-life examples?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. ...give tests using a computer or other technology?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. ...give paper tests?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**3. In this course, how often does the instructor...**

	Never	Rarely	Sometimes	Often	Very often
a. ...give students suggestions on how to improve their work?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. ...invite students to participate in class?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. ...praise or acknowledge students' efforts?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. ...praise or acknowledge students' achievements?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**4. In this course, how often does the instructor...**

	Never	Rarely	Sometimes	Often	Very often
a. ...encourage students to put in time and effort toward learning?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. ...tell students that mistakes are part of the learning process?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. ...guide students' problem-solving rather than giving the right answer?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. ...ask students how they might use math in real-life situations?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**5. In this course, how much...**

	Not at all	A little	Some	A lot	A great deal
a. ...excitement does the instructor show over the subject matter?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. ...interest does the instructor show in the subject matter?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**6. How often does this course require you to...**

	Never	Rarely	Sometimes	Often	Very often
a. ...apply math concepts you have learned to real-life situations?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. ...present math concepts or solutions to your instructor and peers?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. ...identify what you already know, what you need to know, and how and where to access new information in order to solve a given problem?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**7. In this course, how often do you...**

	Never	Rarely	Sometimes	Often	Very often
a. ...refer to real-life examples to ask the instructor how to solve math problems?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. ...refer to real-life examples to ask other students how to solve a problem?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. ...have discussions with other students about math using real-life examples?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. ...lead in-class activities using a real-life example or problem you encountered?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**8. In this course, how often do you...**

	Never	Rarely	Sometimes	Often	Very often
a. ... refer to real-life examples to suggest math topics for discussion?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. ...give suggestions to other students on how to improve their work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. ...take the advice of other students when it comes to solving math problems?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. ...take the advice of the instructor when it comes to solving math problems?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**9. In this course, how often do you...**

	Never	Rarely	Sometimes	Often	Very often
a. ...get frustrated with the instructor?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. ...praise or acknowledge other students' efforts?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. ...praise or acknowledge other students' achievements?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**10. How much has this course helped you with regard to each of the following?**

	Not at all	A little	Somewhat	Very	Extremely
a. Understand how math concepts relate to one another	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Explain math concepts to other people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Figure out what information is needed to solve a given math problem	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Apply math concepts to real-life situations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**11. As a result of this course, how confident are you that you...**

	Not at all	A little	Somewhat	Very	Extremely
a. ...have the ability to master the material taught in <u>math</u> ?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. ...can do well on <u>math</u> exams?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. ...can complete <u>math</u> assignments successfully?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. ...can achieve a good grade in college <u>math</u> courses?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. ...can perform well in course activities in <u>math</u> classes?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**12. As a result of this course, how confident are you that you...**

	Not at all	A little	Somewhat	Very	Extremely
a. ...will advance toward your educational goals?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. ...will advance toward your career goals?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**13. How accurately does each of the following describe your current belief about yourself as a result of this course?**

	Not at all	A little	Somewhat	Very	Extremely
a. My math ability is not fixed; it is something I can change.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. I am capable of learning any math concept if I put effort into my work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Struggling with difficult math problems is an opportunity to improve my math skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. If I keep practicing math, I will become better at it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. My success in math is the result of hard work and helpful learning strategies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. If I work hard to solve a math problem, I will find the answer.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. I can face new challenges in math.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. I keep trying in math even if others have given up.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. I will achieve the goals I set related to math despite potential obstacles.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. How much has this course made you aware of the following learning strategies?

	Not at all	A little	Some	A lot	A great deal
a. Reviewing learning materials ahead of class meeting time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Identifying places to study that allow you to do your best work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Managing time (e.g., scheduling techniques to ensure timely completion of academic activities)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Clarifying larger goals associated with a learning activity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Staying focused on learning tasks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Connecting course information (notes or resources) to homework assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Connecting what you have learned with what you are learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Distinguishing between important and less important information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Identifying additional resources and/or people to help you learn (e.g., writing centers, tutoring, peer groups)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Coming back to hard problems to keep working on them	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Preparing for and taking tests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Determining your level of understanding as you learn new materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. Using feedback from others to improve your work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. Connecting what you learn in class to other goals you have in life (e.g., getting a particular job)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o. Sharing your ideas with others to help you understand materials better	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p. Trying out different ways to solve problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
q. Checking your work to make sure your answers make sense	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15. How often do you use the following learning strategies?

	Never	Rarely	Sometimes	Often	Very often
a. Reviewing learning materials ahead of class meeting time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Identifying places to study that allow you to do your best work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Managing time (e.g., scheduling techniques to ensure timely completion of academic activities)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Clarifying larger goals associated with a learning activity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Staying focused on learning tasks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Connecting course information (notes or resources) to homework assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Connecting what you have learned with what you are learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Distinguishing between important and less important information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Identifying additional resources and/or people to help you learn (e.g., writing centers, tutoring, peer groups)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Coming back to hard problems to keep working on them	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Preparing for and taking tests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Determining your level of understanding as you learn new materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. Using feedback from others to improve your work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. Connecting what you learn in class to other goals you have in life (e.g., getting a particular job)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o. Sharing your ideas with others to help you understand materials better	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p. Trying out different ways to solve problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
q. Checking your work to make sure your answers make sense	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**16. Have you done any of the following in your previous math courses before taking [course title]?**

	Yes	No
a. Learned how math concepts or problems are related to the field of your current/future career	<input type="radio"/>	<input type="radio"/>
b. Worked on real-life problems in groups	<input type="radio"/>	<input type="radio"/>
c. Discussed math problems or concepts using real-life examples	<input type="radio"/>	<input type="radio"/>
d. Applied math to real-life situations or careers	<input type="radio"/>	<input type="radio"/>
e. Developed multiple solutions to a math problem	<input type="radio"/>	<input type="radio"/>
f. Used media, technology, course materials, or other items that use real-life examples	<input type="radio"/>	<input type="radio"/>

*Now we would like to know a bit more about you as an individual. Please rest assured that the information you share with us will only be used to help the college(s) you have attended better serve you and others like you. Any personal information you share with us will be kept completely confidential.*

**17. What is your primary goal in attending this college? Please choose only one.**

- Transferring to a four-year college or university
- Earning a degree, a diploma, or a certificate to gain entry or reentry into the workforce
- Taking a few courses to gain entry or reentry into the workforce
- Enhancing performance in current employment position
- Taking courses for self-improvement—not seeking a credential or for employment-related purposes
- Other. Please describe:

**18. Which one of the following is the highest level of math you completed during high school?**

- Algebra or Geometry
- Trigonometry or Algebra II
- Pre-Calculus
- Calculus
- I completed none of these

**19. How supportive of your school work are your...**

	Not at all	A little	Somewhat	Very	Extremely
a. ...instructors?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. ...others at your college (faculty, advisors, or other college staff)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. ...family members?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. ...friends?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**20. How supportive of your career goals are your...**

	Not at all	A little	Somewhat	Very	Extremely
a. ...instructors?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. ...others at your college (faculty, advisors, or other college staff)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. ...family members?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. ...friends?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**21. How much financial support do you have to attend this college?**

- None
- A little
- Some
- A lot
- A great deal

**22. Are you considered financially dependent on your parents or legal guardians?**

- Yes
- No

**23. Considering income from all sources, what was your family's total income in 2017? Family income refers to your parents' income if you are still considered their dependent. Otherwise, this refers to your own income and that of your spouse, if applicable.**

- Less than \$30,000
- \$30,000 to \$59,999
- \$60,000 to \$89,999
- \$90,000 to \$119,999
- \$120,000 to \$149,999
- \$150,000 and above

**24. What is your current employment status?**

- Employed full-time, including multiple part-time jobs that add up to full-time
- Employed part-time
- Not employed

**25. On average, how many hours a week are you working for pay?**

Hours



**26. What is your current marital status?**

- Single and never married
- Married
- Separated
- Divorced
- Widowed

**27. Do you have children who live with you?**

- Yes
- No → Go to Question 30

**28. Are you a single parent with at least one dependent child?**

- Yes
- No

**29. On average, how many hours a week do you spend taking care of children?**

Hours

**30. Do you have a documented or diagnosed disability?**

- Yes
- No → Go to question 32
- Prefer not to answer → Go to question 32

**31. Please indicate which of the following applies to you (*choose all that apply*):**

- Mobility impairment
- Chronic illness or medical disability
- Visual impairment or blindness
- Deaf or hard of hearing
- Speech or language disability
- Autism spectrum disorder
- Learning disability
- Attention deficit disorder (ADD/ADHD)
- Psychological disability
- Other disability → Please tell us:

**32. Within the last 12 months, have you received psychological or mental health services?**

- Yes
- No

**33. How would you rate the overall level of stress you experience?**

- None
- A little
- Some
- A lot
- A great deal

**34. Please list any additional comments you have regarding your experiences in this course or the survey.**

**35. If you would be interested in a follow-up interview to share more about your experiences in this class, please provide what you believe is the best contact information for us to reach you in the future:**

Phone

(       )       -

Email