Correlations and Predictability of Undergraduates’ Attitude toward Mathematics Scores and Mathematics Class Placement.

In this two-semester study, we aim at investigating correlation between undergraduates’ attitude toward mathematics scores and their mathematics class placement. In other terms, our goal is to examine how the undergraduates’ attitude toward mathematics scores compare between their ending scores of one class and the beginning scores of another, for example, end of Pre-Algebra and start of Intermediate Algebra. Students enrolled in mathematics classes ranging between Pre Algebra and Calculus 1 are part of this study. Tapia’s (1996) Attitudes Toward Mathematics Inventory (ATMI) will be used to obtain attitudes toward mathematics scores. The ATMI forms include information about the last mathematics class student completed, either in high school or college and their grade they earned in their last math class. The data obtained from the ATMI will be used to answer the following research question: Does a student’s ATMI score correlate to mathematics course they are enrolled in? If so, how do grades factor into this relationship? This presentation will expand upon the preliminary findings and the future direction of this project. (Received September 17, 2019)