

1154-E1-1975      **Hannah Mae Lewis\*** ([hannah.lewis@usu.edu](mailto:hannah.lewis@usu.edu)), Mathematics and Statistics C/O Erin Rowley, 451 E 400 N, Price, UT 84501, and **Kady Schneiter**. *Implementation and Effects of University College Algebra Growth Mindset Structured Assessments in Large Lectures*.

Recent scientific evidence shows the incredible potential of the brain to grow and change. Students with a growth mindset view errors and obstacles as opportunities for growth. These students welcome challenges and the opportunity to learn from their mistakes. Although some university instructors are incorporating growth mindset into their lectures, attitudes, and exams in small classes, the traditional exam method used in large lecture undergraduate mathematics classrooms is a fixed mindset model.

The purpose of this study was to understand the relationship between (1) large lecture college algebra undergraduate growth mindset structured assessments and (2) students' achievement, drop/fail/withdraw rates, mindsets, and anxiety. No statistically significant difference in mean final exam scores was found, however, withdrawal and fail rates were lower for the class participating in the growth mindset structured assessments than the control classes. Lower levels of math test anxiety and higher levels of growth mindset were demonstrated in the class participating in the growth mindset structured assessments. (Received September 16, 2019)