

Second year Science Survey

Question #	Question
Attitude	
1	How much fun is math or science for you?
2	How likely are you to do math or science problems that are not assigned?
3	How likely are you to read about math or science in your spare time?
4	How likely are you to talk about math or science outside of work you need to do for class?
5	How easy is it for you to get absorbed in solving math or science problems?
6	How much do you enjoy solving problems using mathematics?
7	How much do you like the hierarchical nature of math or science?
8	How confident are you in your ability to do math or science?
9	How curious are you about math or science problems?
10	To what extent do you consider yourself a mathematician or scientist?
11	How much math and science do you know?
Community	
12	My level of knowledge about math and science is:
13	I know where to find research resources.
14	I feel comfortable in approaching faculty members when I need help.
15	I am interested in talking about math or science outside of the work I do for my courses.
16	I have confidence in my ability to get involved with student study groups.
17	I have a sense of belonging at Grinnell.
18	I have a sense of belonging in the Grinnell science and math departments.
19	I am interested in taking more classes in math or science.
20	I am interested in majoring in a math or science discipline. (n=102)
21	I am interested in a career in math or science.
22	I see the value of math and science in everyday life.
Identity	
23	Even if I forget the facts; I'll still be able to use the thinking skills I learn in science and math.
24	The process of writing in math and science is helpful for understanding mathematical and scientific ideas.
25	I wish math and science instructors would just tell us what we

	need to know so we can learn it.
26	Creativity does not play a role in math or science.
27	Science and math are not connected to non-science fields such as history; literature; economics; or art.
28	I get personal satisfaction when I solve a scientific or mathematical problem by figuring it out myself.
29	Science and math are essentially an accumulation of facts; rules; and formulas.
30	I can do well in math or science courses.
31	There is too much emphasis in math and science classes on figuring things out for yourself.
32	Explaining science ideas or math ideas to others has helped me understand the ideas better.
33	If an experiment shows that something doesn't work; the experiment was a failure.

Questions from:

Renninger, K. A. & Schofield, L. S. (2014, April). Assessing STEM Interest as a Developmental Motivational Variable. Poster presented as part of a structured poster session (K. A. Renninger & S. Hidi, Chairs), Current approaches to interest measurement. American Educational Research Association, Philadelphia, PA

Gross, D., Iverson, E., Willett, G., Manduca, C., (2015) "Broadening Access to Science With Support for the Whole Student in a Residential Liberal Arts College Environment," Journal of College Science Teacher, 44, 99-107.

Lopatto D, <https://www.grinnell.edu/academics/areas/psychology/assessments/cure-survey>.