

1116-Q5-421      **Jessica Ellis** and **Rebecca Cooper\***, cooperbecca314@yahoo.com. *Gender, switching, and student perceptions of Calculus I.*

We analyze survey data to explore how students' reported perceptions of their Calculus I experiences relate to their gender and persistence in calculus. We draw from student free-responses from universities involved in a comprehensive US national study of Calculus I. We perform a thematic analysis on the data, identifying quantitative patterns within themes and analyzed student responses to better understand these patterns. Our analyses indicate that female students report negative affect towards themselves more often than males, and that female students discuss their high school preparation differently than males. We discuss how these potential factors may influence student persistence in calculus. (Received August 31, 2015)