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Stephanie A Blanda* (sab466@psu.edu). *Increasing mathematics self-efficacy in calculus students using study packets*. Preliminary report.

Mathematics is a content area recognized as a gatekeeper to college retention and degree completion. As such, it is vital to student success that we promote their mathematical self-efficacy, that is, the confidence in their mathematical ability. In data collected via clicker questions in our calculus classes, more students reported using paid tutoring services as opposed to the free tutoring available at campus learning centers. This is problematic because the material generated by for-profit centers often is not consistent with current syllabus content or uses techniques not covered/approved for use in the given course. In addition, access to these review materials is limited to residential students who can afford to purchase them. Our current project makes superior review materials available to all students. The goal is to enhance student learning outcomes in undergraduate mathematics courses, giving resident and online students free access to practice problem sets aligned with current exams as well as study advice written by peer tutors and vetted by faculty members. We will discuss the results of our limited roll-out taking place during the fall 2017 semester (and welcome feedback for the full pilot set for spring 2018). (Received September 22, 2017)