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Students' beliefs and attitudes toward mathematics is an underlying factor that affects a course, a series of courses, and/or overall a program design. In addition to teaching content, instructors may want to shift students' views towards mathematics. This is especially important in general education courses, and required math courses for non-majors. We designed a survey that measures students' attitude towards mathematics including their overall views of mathematics, personal belief in their mathematical ability, and also their mathematical anxiety. We also included a question on their perception of factors of a good mathematics course. Our data includes results of surveys from mid-semester Spring 2010 and early Fall 2010 semester. A combination of students in calculus courses, other introductory level courses, and pre-service elementary school teacher courses were selected for participation in the survey. Comparisons of students enrolled in different levels and types of courses will be presented utilizing a variety of measures. We will discuss how the survey will proceed and how it might be useful in affecting curricular change. (Received September 13, 2010)