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The present study investigated differences in statistics and mathematics anxiety levels based on students' gender, college-year, major area of study, and mathematics background of undergraduates enrolled either in introductory statistics course or in college algebra in a mid-sized doctoral granting university in the Rocky Mountain region of the US. The sample consisted of 309 students who volunteered to participate in this non-experimental survey study. Two modified versions of Mathematics Attitudes Scale (Fennema & Sherman, 1976) were used to measure students' statistics and mathematics anxiety levels. The internal consistencies of the survey items were tested using Cronbach's alpha and split-half reliability coefficients and were found to be extremely reliable. Statistical methods, such as, a one-way ANOVA and regression analysis were performed to analyze the data. The results revealed no statistically significant college-year differences on anxiety towards statistics and mathematics. However, mathematics background was found to be highly significant on both mathematics and statistic anxiety scores. Also, females indicated higher anxiety towards mathematics than males. This presentation will expand upon the results and future directions for this study. (Received September 12, 2013)