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The present study investigated differences in students' attitudes toward mathematics with respect to students' gender, college-year, major area of study, and residency status. The students were either enrolled in an undergraduate or a graduate program in the spring semester of 2014 in a large doctoral granting university in the Rocky Mountain region of the US. The sample consisted of 51 students who volunteered to participate in this non-experimental survey study. Participants completed attitudes toward mathematics survey that was developed and pilot tested by the researcher. The internal consistency of the survey items were tested using Cronbach's alpha and were found to be extremely reliable. Independent samples t-tests were conducted to see the differences between students' attitudes toward mathematics with respect to their gender, degree-level, major field of study, and residency status. A one-way ANOVA was conducted to examine the difference between students' attitudes toward mathematics and their college-year. This presentation will expand upon the results and future directions for this study. (Received August 12, 2014)