

1106-VU-2365 **Nihan S. Er*** (nihaner@akdeniz.edu.tr), Antalya, Turkey. *Faculty Perspectives on College Readiness and Remedial Courses.*

The purpose of this study is to investigate college mathematics professors' perspectives on college-readiness of freshmen throughout the United States of America. The study also aims to display information on topics that students need to have mastered before entering college. A survey, prepared based on the Common Core State Standards, was disseminated to mathematics faculty in 48 states. The survey instrument included five demographic questions, 38 scaled items with 6 subscales (Basics: Number sense, logic, and set theory, Algebra, Functions, Geometry, Statics and Probability, and Reasoning and Generalization), and five open response items. Data were gathered from 737 mathematics faculty. The descriptive statistics of the data indicates that a majority of mathematics faculty think that the freshmen have poor mathematical ability on important topics of college mathematics. For all of the subscales, the means of abilities for institutions that offer remedial courses were lower than that for the institutions that do not offer such courses. (Received September 16, 2014)