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Developmental Math Students' Dispositions Towards Mathematics.

Students enrolled in a developmental mathematics course comprise a large portion of many American college and university student bodies. Despite this, there is no clear consensus – among instructors and administrators, but also in the literature – of what constitutes an effective developmental mathematics curriculum, nor of how to deliver such a curriculum. I propose that this lack of consensus exists because we do not yet understand who takes developmental math courses. We do know that these students were deemed insufficiently prepared for college study, perhaps by failing an entrance exam or by not having the requisite courses, but can we say anything deeper? Specifically, how do these students compare to their regular-stream college colleagues in terms of their dispositions and attitudes towards mathematics? In this talk I will present results from a survey offered at San Jose State University intended to address these questions above. It is hoped that these results can inform the design of effective developmental math curriculae and instruction. (Received September 20, 2016)