

1116-R5-2811 **Edgar Fuller*** (ef@math.wvu.edu), Department of Mathematics, West Virginia University,
Morgantown, WV 26506. *Anxiety Levels of Students in a Developmental Mathematics Program.*

Students in developmental mathematics courses sometimes exhibit higher levels of stress related to mathematics courses. In this presentation we will summarize the results of the administration of a 25-item Abbreviated Mathematics Anxiety Rating Scale (A-MARS) survey (Alexander & Martray, 1989) derived from the 98-item instrument developed by Richardson and Suinn in 1972 and the Big Five Inventory (BFI) survey (John, Naumann & Soto, 2008) to students in a developmental mathematics course covering arithmetic and algebraic skills and concepts leading up to college algebra in the fall of 2015. We will discuss some interaction between the two measures and give an overview of the relative levels of anxiety and different BFI traits analyzed across some demographic subsets. (Received September 22, 2015)