

1014-S1-572

Joan E Brown* (joan.brown@enmu.edu), ENMU Station 18, Portales, NM 88130. *The effects of exam retakes on mathematics anxiety levels of college students enrolled in developmental mathematics.*

If mathematics anxiety simply made students miserable when encountering mathematics but did not affect their performance in mathematics, less research would have been devoted to treatments for mathematics anxiety. Since students seemed to perform less well when suffering from mathematics anxiety, research on causes of mathematics anxiety and treatments for mathematics anxiety was needed. Researchers reported successes with group therapy and workshops, yet mathematics anxiety remains a problem for students. Presumably students with mathematics anxiety do not have access to group therapy or workshops geared to reducing mathematics anxiety or they do not have the desire to participate in such solutions. This lack of access or reluctance to participate in group therapy or workshops necessitates further research into classroom strategies. This study compared beginning of semester mathematics anxiety and achievement levels to end of the semester mathematics anxiety and achievement levels for students who were allowed to retake regular exams and students who were allowed to revise incorrect portions of their regular exams. Three intermediate algebra classes were chosen to participate in the study. One class used exam revisions, two classes used exam retakes. (Received September 20, 2005)