## Course Grade Outcomes Data for Bottleneck Courses, Fall 2003 through Fall 2005

- Statistics in these tables are based on all students enrolled in the selected bottleneck courses in Fall 2003-04. These statistics are not cumulative.

| Fall 2003 | Math 1301 <br> College Alg | Eng 1302 <br> Frosh Comp II | Hist 1305 <br> U.S. Hist I |
| :---: | :---: | :---: | :---: |
| \% with C or better | 38.6 | 54.7 | 57.8 |
|  | $399 / 1034$ | $386 / 706$ | $529 / 915$ |
| \% with $D$ | 12.1 | 5.8 | 12.7 |
|  | $125 / 1034$ | $41 / 706$ | $116 / 915$ |
| \% with $F / W$ | 49.3 | 39.5 | 29.5 |
|  | $510 / 1034$ | $279 / 706$ | $270 / 915$ |


| Fall 2004 | $\begin{array}{\|c\|} \hline \text { Math } 1301 \\ \text { College Alg } \\ \hline \end{array}$ | Eng 1302 Frosh Comp II | $\begin{aligned} & \hline \text { Hist } 1305 \\ & \text { U.S. Hist I } \end{aligned}$ |
| :---: | :---: | :---: | :---: |
| \% with C or better | $\begin{array}{c\|} \hline 38.1 \\ 401 / 1053 \end{array}$ | $\begin{gathered} 53.1 \\ 402 / 757 \end{gathered}$ | $\begin{array}{c\|} \hline 53.6 \\ 501 / 934 \\ \hline \end{array}$ |
| \% with $A$ | $\begin{gathered} \hline 8.4 \\ 88 / 1053 \\ \hline \end{gathered}$ | $\begin{gathered} \hline 11.9 \\ 90 / 757 \end{gathered}$ | $\begin{gathered} 8.5 \\ 79 / 934 \end{gathered}$ |
| \% with B | $\begin{gathered} \hline 13.3 \\ 140 / 1053 \end{gathered}$ | $\begin{gathered} 21.7 \\ 164 / 757 \end{gathered}$ | $\begin{array}{c\|} \hline 21.3 \\ 199 / 934 \end{array}$ |
| \% with C | $\begin{array}{\|c\|} \hline 16.4 \\ 173 / 1053 \\ \hline \end{array}$ | $\begin{gathered} 19.6 \\ 148 / 757 \end{gathered}$ | $\begin{array}{\|c\|} \hline 23.9 \\ 223 / 934 \\ \hline \end{array}$ |
| \% with D | $\begin{array}{\|c\|} \hline 11.7 \\ 123 / 1053 \end{array}$ | $\begin{gathered} \hline 4.4 \\ 33 / 757 \end{gathered}$ | $\begin{gathered} \hline 13.6 \\ 127 / 934 \\ \hline \end{gathered}$ |
| \% with F/W | $\begin{array}{\|c\|} \hline 50.2 \\ 529 / 1053 \end{array}$ | $\begin{gathered} 42.5 \\ 322 / 757 \\ \hline \end{gathered}$ | $\begin{gathered} \hline 32.8 \\ 306 / 934 \\ \hline \end{gathered}$ |
| \% with no repeats | $\begin{array}{c\|} \hline 69.4 \\ 731 / 1053 \\ \hline \end{array}$ | $\begin{gathered} 69.4 \\ 525 / 757 \end{gathered}$ | $\begin{gathered} \hline 81.3 \\ 759 / 934 \\ \hline \end{gathered}$ |
| \% with no repeats who passed with C or better | $\begin{gathered} \hline 43.8 \\ 320 / 731 \\ \hline \end{gathered}$ | $\begin{gathered} 58.5 \\ 307 / 525 \end{gathered}$ | $\begin{gathered} 56.3 \\ 427 / 759 \\ \hline \end{gathered}$ |
| \% with at least 1 repeat | $\begin{gathered} \hline 30.6 \\ 322 / 1053 \end{gathered}$ | $\begin{gathered} 30.6 \\ 232 / 757 \end{gathered}$ | $\begin{gathered} \hline 18.7 \\ 175 / 934 \end{gathered}$ |
| \% with at least 1 repeat who passed with C or better | $\begin{gathered} 25.2 \\ 81 / 322 \end{gathered}$ | $\begin{gathered} 40.9 \\ 95 / 232 \end{gathered}$ | $\begin{gathered} \hline 42.3 \\ 74 / 175 \end{gathered}$ |
| \% continuing from prereq. course | $\begin{array}{\|c\|} \hline 42.4 \\ 446 / 1053 \\ \hline \end{array}$ | $\begin{gathered} 69.9 \\ 529 / 757 \end{gathered}$ | $\begin{array}{\|c\|} \hline 30.0 \\ 280 / 934 \\ \hline \end{array}$ |
| \% continuing from prereq. who passed with C or better | $\begin{gathered} \hline 26.9 \\ 120 / 446 \end{gathered}$ | $\begin{gathered} 51.4 \\ 272 / 529 \end{gathered}$ | $\begin{gathered} \hline 50.7 \\ 142 / 280 \end{gathered}$ |
| \% placed or transfer | $\begin{array}{\|c\|} \hline 57.6 \\ 607 / 1053 \\ \hline \end{array}$ | $\begin{gathered} \hline 30.1 \\ 228 / 757 \\ \hline \end{gathered}$ | $\begin{gathered} \hline 70.0 \\ 654 / 934 \\ \hline \end{gathered}$ |
| \% placed or transfer who passed with C or better | $\begin{gathered} 46.3 \\ 281 / 607 \end{gathered}$ | $\begin{gathered} 57.0 \\ 130 / 228 \end{gathered}$ | $\begin{gathered} 54.9 \\ 359 / 654 \\ \hline \end{gathered}$ |

- Statistics in this table are based on all students enrolled in the selected bottleneck courses in Fall 2005. These statistics are not cumulative.

| Fall 2005 | $\begin{gathered} \hline \text { Math } 1301 \\ \text { College Alg } \\ \hline \end{gathered}$ | $\begin{array}{\|c\|} \hline \text { Eng } 1302 \\ \text { Frosh Comp II } \\ \hline \end{array}$ | $\begin{aligned} & \hline \text { Hist } 1305 \\ & \text { U.S. Hist I } \end{aligned}$ |
| :---: | :---: | :---: | :---: |
| \% with C or better | $\begin{array}{\|c\|} \hline 44.1 \\ 451 / 1023 \end{array}$ | $\begin{gathered} 48.3 \\ 350 / 724 \end{gathered}$ | $\begin{array}{\|c\|} \hline 48.0 \\ 341 / 711 \\ \hline \end{array}$ |
| \% with $A$ | $\begin{array}{\|c\|} \hline 11.9 \\ 122 / 1023 \\ \hline \end{array}$ | $\begin{gathered} 12.8 \\ 93 / 724 \end{gathered}$ | $\begin{gathered} 8.0 \\ 57 / 711 \\ \hline \end{gathered}$ |
| \% with $B$ | $\begin{array}{\|c\|} \hline 13.8 \\ 141 / 1023 \\ \hline \end{array}$ | $\begin{gathered} 18.6 \\ 135 / 724 \end{gathered}$ | $\begin{array}{\|c\|} \hline 18.7 \\ 133 / 711 \\ \hline \end{array}$ |
| \% with C | $\begin{array}{\|c\|} \hline 18.4 \\ 188 / 1023 \\ \hline \end{array}$ | $\begin{gathered} \hline 16.9 \\ 122 / 724 \end{gathered}$ | $\begin{array}{\|c\|} \hline 21.2 \\ 151 / 711 \\ \hline \end{array}$ |
| \% with D | $\begin{array}{\|c\|} \hline 12.0 \\ 123 / 1023 \end{array}$ | $\begin{gathered} 4.0 \\ 34 / 724 \end{gathered}$ | $\begin{array}{c\|} \hline 13.1 \\ 93 / 711 \end{array}$ |
| \% with F | $\begin{array}{\|c\|} \hline 31.3 \\ 320 / 1023 \\ \hline \end{array}$ | $\begin{gathered} \hline 31.9 \\ 231 / 724 \end{gathered}$ | $\begin{array}{\|c\|} \hline 24.9 \\ 177 / 711 \\ \hline \end{array}$ |
| \% with W | $\begin{array}{\|c\|} \hline 12.6 \\ 129 / 1023 \\ \hline \end{array}$ | $\begin{gathered} \hline 15.1 \\ 109 / 724 \end{gathered}$ | $\begin{array}{\|c\|} \hline 14.1 \\ 100 / 711 \end{array}$ |
| \% with no repeats | $\begin{array}{\|c\|} \hline 70.1 \\ 717 / 1023 \\ \hline \end{array}$ | $\begin{gathered} 69.1 \\ 500 / 724 \end{gathered}$ | $\begin{array}{\|c\|} \hline 81.7 \\ 581 / 711 \\ \hline \end{array}$ |
| \% with no repeats who passed with C or better | $\begin{array}{c\|} \hline 47.3 \\ 339 / 717 \\ \hline \end{array}$ | $\begin{gathered} \hline 52.2 \\ 261 / 500 \end{gathered}$ | $\begin{array}{\|c\|} \hline 51.5 \\ 299 / 581 \\ \hline \end{array}$ |
| $\%$ with at least 1 repeat | $\begin{array}{\|c\|} \hline 29.9 \\ 306 / 1023 \end{array}$ | $\begin{gathered} \hline 30.9 \\ 224 / 724 \end{gathered}$ | $\begin{array}{\|c\|} \hline 18.3 \\ 130 / 711 \end{array}$ |
| \% with at least 1 repeat who passed with C or better | $\begin{gathered} \hline 36.6 \\ 112 / 306 \end{gathered}$ | $\begin{gathered} \hline 39.7 \\ 89 / 224 \end{gathered}$ | $\begin{array}{\|c\|} \hline 32.3 \\ 42 / 130 \end{array}$ |
| \% continuing from prereq. course | $\begin{array}{c\|} \hline 43.9 \\ 449 / 1023 \\ \hline \end{array}$ | $\begin{gathered} 64.8 \\ 469 / 724 \end{gathered}$ | $\begin{array}{\|c\|} \hline 31.9 \\ 227 / 711 \\ \hline \end{array}$ |
| \% continuing from prereq. who passed with C or better | $\begin{array}{c\|} \hline 35.6 \\ 160 / 449 \\ \hline \end{array}$ | $\begin{gathered} \hline 48.8 \\ 229 / 469 \\ \hline \end{gathered}$ | $\begin{array}{\|c\|} \hline 37.9 \\ 86 / 227 \\ \hline \end{array}$ |
| \% placed or transfer | $\begin{array}{\|c\|} \hline 56.1 \\ 574 / 1023 \\ \hline \end{array}$ | $\begin{gathered} 35.2 \\ 255 / 724 \end{gathered}$ | $\begin{array}{\|c\|} \hline 68.1 \\ 484 / 711 \\ \hline \end{array}$ |
| \% placed or transfer who passed with C or better | $\begin{array}{c\|} \hline 50.7 \\ 291 / 574 \\ \hline \end{array}$ | $\begin{gathered} \hline 47.5 \\ 121 / 255 \end{gathered}$ | $\begin{array}{\|c\|} \hline 52.7 \\ 255 / 484 \\ \hline \end{array}$ |

## Course Grade Outcomes Data for Subsequent Courses, Fall 2002 through Fall 2005

- Statistics in this table are based on the cohort of 959 students enrolled in Math 1301 in Fall 2002, tracked through Fall 2005. These statistics are therefore cumulative (i.e. a student may have attempted the same course more than once during this time period).

| Math 1301 | $\begin{array}{\|c\|} \hline \text { Math } 1301 \\ \text { College Alg } \\ \hline \end{array}$ | $\begin{gathered} \hline \text { Math } 1302 \\ \text { Trig } \end{gathered}$ | Math 1305 Fnte Math | Math 1306 App Calc | Math 1404 Precalc | Math 1505 <br> Trig\&Precalc |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| \% taking course | $\begin{gathered} \hline 100.0 \\ 959 / 959 \end{gathered}$ | $\begin{array}{\|c\|} \hline 10.4 \\ 100 / 959 \\ \hline \end{array}$ | $\begin{gathered} \hline 20.0 \\ 192 / 959 \end{gathered}$ | $\begin{gathered} 16.7 \\ 160 / 959 \end{gathered}$ | $\begin{gathered} \hline 4.5 \\ 43 / 959 \end{gathered}$ | $\begin{gathered} 2.4 \\ 23 / 959 \end{gathered}$ |
| \% with C or better | $\begin{gathered} \hline 54.1 \\ 519 / 959 \end{gathered}$ | $\begin{gathered} \hline 64.0 \\ 64 / 100 \end{gathered}$ | $\begin{gathered} \hline 77.1 \\ 148 / 192 \end{gathered}$ | $\begin{gathered} \hline 71.3 \\ 114 / 160 \end{gathered}$ | $\begin{gathered} \hline 65.1 \\ 28 / 43 \end{gathered}$ | $\begin{gathered} \hline 82.6 \\ 19 / 23 \end{gathered}$ |
| \% with $A$ | $\begin{gathered} \hline 7.7 \\ 74 / 959 \end{gathered}$ | $\begin{gathered} \hline 14.0 \\ 14 / 100 \end{gathered}$ | $\begin{gathered} \hline 16.7 \\ 32 / 192 \end{gathered}$ | $\begin{gathered} \hline 22.5 \\ 36 / 160 \\ \hline \end{gathered}$ | $\begin{aligned} & 14.0 \\ & 6 / 43 \end{aligned}$ | $\begin{aligned} & 21.7 \\ & 5 / 23 \end{aligned}$ |
| \% with B | $\begin{gathered} \hline 19.4 \\ 186 / 959 \\ \hline \end{gathered}$ | $\begin{gathered} \hline 24.0 \\ 24 / 100 \\ \hline \end{gathered}$ | $\begin{gathered} \hline 29.7 \\ 57 / 192 \\ \hline \end{gathered}$ | $\begin{gathered} \hline 21.9 \\ 35 / 160 \\ \hline \end{gathered}$ | $\begin{aligned} & \hline 16.3 \\ & 7 / 43 \\ & \hline \end{aligned}$ | $\begin{array}{r} \hline 21.7 \\ 5 / 23 \\ \hline \end{array}$ |
| \% with C | $\begin{gathered} 27.0 \\ 259 / 959 \end{gathered}$ | $\begin{gathered} \hline 26.0 \\ 26 / 100 \\ \hline \end{gathered}$ | $\begin{gathered} \hline 30.7 \\ 59 / 192 \\ \hline \end{gathered}$ | $\begin{gathered} \hline 26.9 \\ 43 / 160 \\ \hline \end{gathered}$ | $\begin{gathered} \hline 34.9 \\ 15 / 43 \\ \hline \end{gathered}$ | $\begin{aligned} & \hline 39.1 \\ & 9 / 23 \\ & \hline \end{aligned}$ |
| \% with D | $\begin{gathered} \hline 10.8 \\ 104 / 959 \\ \hline \end{gathered}$ | $\begin{gathered} 6.0 \\ 6 / 100 \\ \hline \end{gathered}$ | $\begin{gathered} \hline 8.3 \\ 16 / 192 \end{gathered}$ | $\begin{gathered} 8.1 \\ 13 / 160 \\ \hline \end{gathered}$ | $\begin{aligned} & \hline 11.6 \\ & 5 / 43 \end{aligned}$ | $\begin{gathered} \hline 4.3 \\ 1 / 23 \\ \hline \end{gathered}$ |
| \% with F/W only | $\begin{gathered} \hline 35.0 \\ 336 / 959 \end{gathered}$ | $\begin{gathered} \hline 30.0 \\ 30 / 100 \end{gathered}$ | $\begin{gathered} \hline 14.6 \\ 28 / 192 \end{gathered}$ | $\begin{gathered} \hline 20.6 \\ 33 / 160 \\ \hline \end{gathered}$ | $\begin{gathered} \hline 23.3 \\ 10 / 43 \end{gathered}$ | $\begin{aligned} & 13.0 \\ & 3 / 23 \end{aligned}$ |
| \% with no repeats | $\begin{gathered} \hline 61.3 \\ 588 / 959 \end{gathered}$ | $n / a$ | $n / a$ | $n / a$ | $n / a$ | $n / a$ |
| $\%$ with no repeats who passed with C or better | $\begin{gathered} \hline 59.4 \\ 349 / 588 \end{gathered}$ | $n / a$ | $n / a$ | $n / a$ | $n / a$ | $n / a$ |
| \% with at least 1 repeat | $\begin{gathered} 38.7 \\ 371 / 959 \\ \hline \end{gathered}$ | $n / a$ | $n / a$ | $n / a$ | $n / a$ | $n / a$ |
| $\%$ with at least 1 repeat who passed with C or better | $\begin{gathered} \hline 45.8 \\ 170 / 371 \end{gathered}$ | $n / a$ | $n / a$ | $n / a$ | $n / a$ | $n / a$ |

- Statistics in this table are based on the 731 students enrolled in Eng 1302 Fall 2002, tracked through Fall 2005. These statistics are therefore cumulative (i.e. a student may have attempted the same course more than once during this time period).

| Eng 1302 | $\begin{array}{\|c\|} \hline \text { Eng } 1302 \\ \text { Frosh Comp II } \\ \hline \end{array}$ | $\begin{array}{\|c\|} \hline \text { Eng } 2301 \\ \text { World Lit I } \end{array}$ | $\begin{array}{\|c\|} \hline \text { Eng } 2302 \\ \text { World Lit II } \\ \hline \end{array}$ | $\begin{aligned} & \hline \text { Eng } 2311 \\ & \text { Amer Lit I } \end{aligned}$ | $\begin{array}{\|l\|} \hline \text { Eng } 2312 \\ \text { Amer Lit II } \end{array}$ | $\begin{array}{\|c\|} \hline \text { Eng } 2313 \\ \text { Brit Lit I } \end{array}$ | Eng 2314 <br> Brit Lit II |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| \% taking course | $\begin{gathered} 100.0 \\ 731 / 731 \\ \hline \end{gathered}$ | $\begin{gathered} 7.1 \\ 52 / 731 \\ \hline \end{gathered}$ | $\begin{gathered} 7.1 \\ 52 / 731 \\ \hline \end{gathered}$ | $\begin{gathered} 12.2 \\ 89 / 731 \end{gathered}$ | $\begin{gathered} 8.2 \\ 60 / 731 \end{gathered}$ | $\begin{gathered} \hline 10.1 \\ 74 / 731 \end{gathered}$ | $\begin{gathered} 7.1 \\ 52 / 731 \end{gathered}$ |
| \% with C or better | $\begin{gathered} 66.9 \\ 489 / 731 \end{gathered}$ | $\begin{gathered} \hline 67.3 \\ 35 / 52 \end{gathered}$ | $\begin{gathered} \hline 67.3 \\ 35 / 52 \end{gathered}$ | $\begin{gathered} \hline 75.3 \\ 67 / 89 \end{gathered}$ | $\begin{gathered} \hline 71.7 \\ 43 / 60 \end{gathered}$ | $\begin{gathered} 60.8 \\ 45 / 74 \end{gathered}$ | $\begin{gathered} \hline 69.2 \\ 36 / 52 \end{gathered}$ |
| $\%$ with $A$ | $\begin{gathered} 16.4 \\ 120 / 731 \\ \hline \end{gathered}$ | $\begin{gathered} \hline 19.2 \\ 10 / 52 \\ \hline \end{gathered}$ | $\begin{gathered} \hline 19.2 \\ 10 / 52 \end{gathered}$ | $\begin{gathered} \hline 18.0 \\ 16 / 89 \end{gathered}$ | $\begin{aligned} & 11.7 \\ & 7 / 60 \\ & \hline \end{aligned}$ | $\begin{gathered} 9.5 \\ 7 / 74 \\ \hline \end{gathered}$ | $\begin{array}{r} \hline 15.4 \\ 8 / 52 \\ \hline \end{array}$ |
| \% with $B$ | $\begin{gathered} 29.0 \\ 212 / 731 \\ \hline \end{gathered}$ | $\begin{gathered} \hline 44.2 \\ 23 / 52 \\ \hline \end{gathered}$ | $\begin{gathered} \hline 23.1 \\ 12 / 52 \\ \hline \end{gathered}$ | $\begin{gathered} \hline 32.6 \\ 29 / 89 \end{gathered}$ | $\begin{gathered} \hline 30.0 \\ 18 / 60 \\ \hline \end{gathered}$ | $\begin{gathered} \hline 23.0 \\ 17 / 74 \\ \hline \end{gathered}$ | $\begin{gathered} \hline 25.0 \\ 13 / 52 \\ \hline \end{gathered}$ |
| \% with C | $\begin{gathered} \hline 21.5 \\ 157 / 731 \end{gathered}$ | $\begin{gathered} \hline 3.8 \\ 2 / 52 \end{gathered}$ | $\begin{gathered} \hline 25.0 \\ 13 / 52 \end{gathered}$ | $\begin{gathered} 24.7 \\ 22 / 89 \end{gathered}$ | $\begin{gathered} \hline 30.0 \\ 18 / 60 \end{gathered}$ | $\begin{gathered} \hline 28.4 \\ 21 / 74 \end{gathered}$ | $\begin{gathered} \hline 28.8 \\ 15 / 52 \end{gathered}$ |
| \% with D | $\begin{gathered} 5.2 \\ 38 / 731 \\ \hline \end{gathered}$ | $\begin{gathered} \hline 1.9 \\ 1 / 52 \\ \hline \end{gathered}$ | $\begin{gathered} \hline 7.7 \\ 4 / 52 \\ \hline \end{gathered}$ | $\begin{gathered} 7.9 \\ 7 / 89 \end{gathered}$ | $\begin{gathered} \hline 6.7 \\ 4 / 60 \\ \hline \end{gathered}$ | $\begin{gathered} 9.5 \\ 7 / 74 \\ \hline \end{gathered}$ | $\begin{gathered} \hline 3.8 \\ 2 / 52 \\ \hline \end{gathered}$ |
| \% with F/W only | $\begin{gathered} 27.9 \\ 204 / 731 \\ \hline \end{gathered}$ | $\begin{gathered} \hline 30.8 \\ 16 / 52 \\ \hline \end{gathered}$ | $\begin{gathered} \hline 25.0 \\ 13 / 52 \\ \hline \end{gathered}$ | $\begin{gathered} \hline 16.9 \\ 15 / 89 \\ \hline \end{gathered}$ | $\begin{gathered} \hline 21.7 \\ 13 / 60 \\ \hline \end{gathered}$ | $\begin{gathered} 29.7 \\ 22 / 74 \\ \hline \end{gathered}$ | $\begin{gathered} \hline 26.9 \\ 14 / 52 \\ \hline \end{gathered}$ |
| \% with no repeats | $\begin{gathered} 78.0 \\ 570 / 731 \end{gathered}$ | $n / a$ | $n / a$ | $n / a$ | $n / a$ | $n / a$ | $n / a$ |
| $\%$ with no repeats who passed with C or better | $\begin{gathered} 69.6 \\ 397 / 570 \\ \hline \end{gathered}$ | $n / a$ | $n / a$ | $n / a$ | $n / a$ | $n / a$ | $n / a$ |
| \% with at least 1 repeat | $\begin{gathered} 22.0 \\ 161 / 731 \\ \hline \end{gathered}$ | $n / a$ | $n / a$ | $n / a$ | $n / a$ | $n / a$ | $n / a$ |
| $\%$ with at least 1 repeat who passed with C or better | $\begin{gathered} 57.1 \\ 92 / 161 \end{gathered}$ | $n / a$ | $n / a$ | $n / a$ | $n / a$ | $n / a$ | $n / a$ |

## Learning Outcomes Data for Initial Bottleneck Courses, Spring 2006

- Statistics in these tables are based on samples of students enrolled in either Math 1301 or Eng 1302 in Spring 2006. The sample size is denoted by $n$. The major assessment for Math 1301 is a comprehensive, multiple-choice final exam. The major assessment for Eng 1302 is a college-level research paper.

| Spring 2006 | Math 1301 <br> College Alg | Eng 1302 <br> Frosh Comp II |
| :---: | :---: | :---: |
| \% with at least one recorded grade | 93.9 <br> $(n=592)$ | 91.8 <br> $(n=622)$ |
| \% taking/submitting "major" assessment | 68.6 <br> $(n=592)$ | 65.8 <br> $(n=622)$ |
| \% with at least grade 70 on major assessment | 27.4 <br> $(n=592)$ | 51.8 <br> $(n=622)$ |
| \% below grade 50 on major assessment | 14.5 | 8.2 |
| $(n=592)$ | $(n=622)$ |  |
| Major assessment average grade | 62.1 | 74.5 |
| $(n=406)$ | $(n=409)$ |  |
| \% taking/submitting major assessment | 74.1 <br> who passed | 93.9 <br> $(n=409)$ |
| \% paid students | $(n=406)$ | 36.9 |
| who passed with C or better | $(n=751)$ | $(n=622)$ |
|  |  |  |
|  |  |  |


| Math 1301 | Learning <br> Objective A | Learning <br> Objective B.1 | Learning <br> Objective B.2 | Learning <br> Objective B.3 | Learning <br> Objective B. 4 |
| :---: | :---: | :---: | :---: | :---: | :---: |
| \% mastery <br> (paid students)* | 45 <br> $(n=592)$ | 45 <br> $(n=592)$ | 38 <br> $(n=592)$ | 36 <br> $(n=592)$ | 42 <br> $(n=592)$ |
| \% mastery (students <br> taking "major" assessment)* | 66 <br> $(n=350)$ | 66 <br> $(n=350)$ | 56 <br> $(n=350)$ | 53 <br> $(n=350)$ | 61 <br> $(n=350)$ |


| Math 1301 | Learning <br> Objective C.1 | Learning <br> Objective C.2 | Learning <br> Objective D.1 | Learning <br> Objective D.2 | Learning <br> Objective E. $\mathbf{1}$ | Learning <br> Objective E. 2 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| \% mastery <br> (paid students)* | No data | 38 <br> $(n=592)$ | 40 <br> $(n=592)$ | 42 <br> $(n=592)$ | No data | 41 <br> $(n=592)$ |
| \% mastery, (students <br> taking "major" assessment)* | No data | 56 <br> $(n=350)$ | 59 <br> $(n=350)$ | 61 <br> $(n=350)$ | No data | 60 <br> $(n=350)$ |


| Eng 1302 | Learning <br> Objective $\mathbf{A}$ | Learning <br> Objective $\mathbf{B}$ | Learning <br> Objective $\mathbf{C}$ | Learning <br> Objective $\mathbf{D}$ | Learning <br> Objective $\mathbf{E}$ |
| :---: | :---: | :---: | :---: | :---: | :---: |
| \% of paid students mastering <br> learning objective $\dagger$ | 52 <br> $(n=622)$ | 52 |  |  |  |
| $(n=622)$ | 52 | 52 |  |  |  |
| $(n=622)$ | $(n=622)$ | 52 |  |  |  |
| $(n=622)$ |  |  |  |  |  |
| \% submitting " major" assessment <br> mastering learning objective $\dagger$ | 79 <br> $(n=409)$ | 79 <br> $(n=409)$ | 79 <br> $(n=409)$ | 79 <br> $(n=409)$ | 79 <br> $(n=409)$ |

*Each question on the comprehensive final exam was mapped to one of the Math 1301 learning objectives. The number of students mastering a particular objective is estimated as follows. The total points awarded to all students for all questions corresponding to the given objective was divided by the total points available for the corresponding questions (assuming everyone initially enrolled had taken the final exam). This ratio was then multiplied by the number of paid students. Estimates in the second row are computed in a corresponding manner.
$\dagger$ Estimates based on the number of students who scored a cumulative grade of 70 or better on the research paper.

## TABLE OF ENG 1302 LEARNING OBJECTIVES

A. Develop a unified, organized, coherent argument
B. Critically analyze and evaluate five to ten sources
C. Integrate ideas from sources through effective summary, paraphrase, and quotation
D. Document ideas in MLA style, accurately acknowledging sources and avoiding plagiarism
E. Use language appropriate for academic writing at the college level

## TABLE OF MATH 1301 LEARNING OBJECTIVES

A. Model problems using elementary mathematical tools such as functions, relations, and equations
B. Manipulate and examine these models effectively

1. Determine key properties of functions and relations from various representations
2. Evaluate function notation properly
3. Convert functions and relations between various representations
4. Solve equations, inequalities, and linear systems
C. Reason appropriately from models to draw conclusions
5. Categorize functions and relations into various families by the type of expression or other key properties
6. Recognize important common properties of function and relation families
D. Interpret results intelligently in the problem context
7. Apply key properties of functions and relations to answer practical questions
8. Interpret function notation properly
E. Use mathematics as a language to communicate ideas efficiently
9. Use function notation properly
10. Use set notation properly
