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 College Alg	Eng 1302 Frosh Comp II	Hist 1305 U.S. Hist I
% with C or better	38.6 399/1034	54.7 386/706	57.8 529/915
% with D	12.1 125/1034	5.8 41/706	12.7 116/915
% with F/W	49.3 510/1034	39.5 279/706	29.5 270/915

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

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

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	Math 1301 College Alg	Math 1302 Trig	Math 1305 Fnte Math	Math 1306 App Calc	Math 1404 Precalc	Math 1505 Trig&Precalc
% taking course	100.0 959/959	10.4 100/959	20.0 192/959	16.7 160/959	4.5 43/959	2.4 23/959
% with C or better	54.1 519/959	64.0 64/100	77.1 148/192	71.3 114/160	65.1 28/43	82.6 19/23
% with A	7.7 74/959	14.0 14/100	16.7 32/192	22.5 36/160	14.0 6/43	21.7 5/23
% with B	19.4 186/959	24.0 24/100	29.7 57/192	21.9 35/160	16.3 7/43	21.7 5/23
% with C	27.0 259/959	26.0 26/100	30.7 59/192	26.9 43/160	34.9 15/43	39.1 9/23
% with D	10.8 104/959	6.0 6/100	8.3 16/192	8.1 13/160	11.6 5/43	4.3 1/23
% with F/W only	35.0 336/959	30.0 30/100	14.6 28/192	20.6 33/160	23.3 10/43	13.0 3/23
% with no repeats	61.3 588/959	*n/a*	*n/a*	*n/a*	*n/a*	*n/a*
% with no repeats who passed with C or better	59.4 349/588	*n/a*	*n/a*	*n/a*	*n/a*	*n/a*
% with at least 1 repeat	38.7 371/959	*n/a*	*n/a*	*n/a*	*n/a*	*n/a*
% with at least 1 repeat who passed with C or better	45.8 170/371	*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	Eng 1302 Frosh Comp II	Eng 2301 World Lit I	Eng 2302 World Lit II	Eng 2311 Amer Lit I	Eng 2312 Amer Lit II	Eng 2313 Brit Lit I	Eng 2314 Brit Lit II
% taking course	100.0 731/731	7.1 52/731	7.1 52/731	12.2 89/731	8.2 60/731	10.1 74/731	7.1 52/731
% with C or better	66.9 489/731	67.3 35/52	67.3 35/52	75.3 67/89	71.7 43/60	60.8 45/74	69.2 36/52
% with A	16.4 120/731	19.2 10/52	19.2 10/52	18.0 16/89	11.7 7/60	9.5 7/74	15.4 8/52
% with B	29.0 212/731	44.2 23/52	23.1 12/52	32.6 29/89	30.0 18/60	23.0 17/74	25.0 13/52
% with C	21.5 157/731	3.8 2/52	25.0 13/52	24.7 22/89	30.0 18/60	28.4 21/74	28.8 15/52
% with D	5.2 38/731	1.9 1/52	7.7 4/52	7.9 7/89	6.7 4/60	9.5 7/74	3.8 2/52
% with F/W only	27.9 204/731	30.8 16/52	25.0 13/52	16.9 15/89	21.7 13/60	29.7 22/74	26.9 14/52
% with no repeats	78.0 570/731	*n/a*	*n/a*	*n/a*	*n/a*	*n/a*	*n/a*
% with no repeats who passed with C or better	69.6 397/570	*n/a*	*n/a*	*n/a*	*n/a*	*n/a*	*n/a*
% with at least 1 repeat	22.0 161/731	*n/a*	*n/a*	*n/a*	*n/a*	*n/a*	*n/a*
% with at least 1 repeat who passed with C or better	57.1 92/161	*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 College Alg**	**Eng 1302 Frosh Comp II**
% with at least one recorded grade	93.9 (n=592)	91.8 (n=622)
% taking/submitting "major" assessment	68.6 (n=592)	65.8 (n=622)
% with at least grade 70 on major assessment	27.4 (n=592)	51.8 (n=622)
% below grade 50 on major assessment	14.5 (n=592)	8.2 (n=622)
Major assessment average grade	62.1 (n=406)	74.5 (n=409)
% taking/submitting major assessment who passed	74.1 (n=406)	93.9 (n=409)
% paid students who passed with C or better	36.9 (n=751)	55.9 (n=622)

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

Math 1301	**Learning Objective C.1**	**Learning Objective C.2**	**Learning Objective D.1**	**Learning Objective D.2**	**Learning Objective E.1**	**Learning Objective E.2**
*% mastery (paid students)**	*No data*	38 (n=592)	40 (n=592)	42 (n=592)	*No data*	41 (n=592)
*% mastery (students taking "major" assessment)**	*No data*	56 (n=350)	59 (n=350)	61 (n=350)	*No data*	60 (n=350)

Eng 1302	**Learning Objective A**	**Learning Objective B**	**Learning Objective C**	**Learning Objective D**	**Learning Objective E**
% of paid students mastering learning objective†	52 (n=622)	52 (n=622)	52 (n=622)	52 (n=622)	52 (n=622)
% submitting "major" assessment mastering learning objective†	79 (n=409)	79 (n=409)	79 (n=409)	79 (n=409)	79 (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.

†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
    1. Categorize functions and relations into various families by the type of expression or other key properties
    2. Recognize important common properties of function and relation families

D. Interpret results intelligently in the problem context
    1. Apply key properties of functions and relations to answer practical questions
    2. Interpret function notation properly

E. Use mathematics as a language to communicate ideas efficiently
    1. Use function notation properly
    2. Use set notation properly