Trinity

EXECUTIVE SUMMARY

Most important findings

- Students are very successful in the foundational mathematics courses
- During Spring 2013, gaps in pass rates for all enrolled and those who finished, became smaller in specialist courses where a different homework plan was implemented
- During Fall 2012, attrition rates for Math 060-101S courses doubled that of Math 100 and Math 109
- During both Fall 2012 and Spring 2013, attrition is highest for students taking Math 060, 101, or 101S

Overview of the most important recommendations

- Homework should be administered via text book rather than via MyMathLab
- Math 030 and 060 should be offered with mandatory labs
- Offer alternatives to 060-101S which integrate this content with 108 content
- Extend Math Center hours so that students can have Saturday evening and Sunday afternoon access

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Introduction

This report will provide a comprehensive overview of findings for each of 16 courses taught by mathematics teaching faculty across Fall 2012 and Spring 2013 semesters. More specifically, it will discuss information for 4 sections of Math 100, 1 section of Math 030, 2 sections of Math 101, 2 sections of Math 101S, 2 sections of Math 060, 2 sections of Math 108, 2 sections of Math 109, and 1 section of Math 112. Course content is the same for Math 030 and 100, Math 060, 101, and 101S, and Math 108 and 112. Math 030, 060, and 112 are taught at THEARC while Math 100, 101, 101S, 108, and 109 are taught on Main campus. The primary sources of data used in this report are Power Campus data and course statistics calculated by MyMathLab. The main goal of this report is to describe courses outcomes, highlight student strengths and weaknesses, identify courses that need modifications, and offer suggestions for ensuring the success of students who will take these courses in the future.

Profile of SPS students

School of Professional Studies math learners are students who typically enter Trinity not having taken a mathematics course in 5-10 years or more. These students tend to carry more anxieties and phobias surrounding mathematics than College of Arts of Sciences students (CAS) (many of whom have just matriculated from high school and recently completed Algebra I or II), and thus require specialized attention. Some of these students were registered with Disabilities services and received accommodations. Demographically, the majority of students were of African/African American descent, female, older adults, and juggling responsibilities of family, full time employment, and school.

Topics of report

The report will begin with an overview of success in the courses for the Fall and Spring 2010-2013 semesters and a discussion of repeaters. Next, I discuss changes that took effect in my Spring 2013 classes and how these changes may have positively influenced student outcomes. Third, summaries of the Fall 2012 are Spring 2013 data and provided. Finally, more detailed information is provided for each specific course regarding enrollment, pass rates, grade distributions, repeating students, class performance by chapter and homework section, and attendance rates. I conclude the report with recommendations.

Overview

Table 1: Overview of Fall 2012

Type	Course	Total Enrollment	Regular Attendees	% Withdrew or did not finish	Passing Rate (Original Roster)	Passing Rate (Regular Attendees)
Pre-Foundational	**All sections of Math 100**	33	26	21%	58%	73%
	All sections of Math 060, 101, and 101S	41	24	41%	32%	54%
Foundational	**All sections of Math 109**	26	21	19%	65%	81%
	Total	**100**	**71**	**29%**	**49%**	**69%**

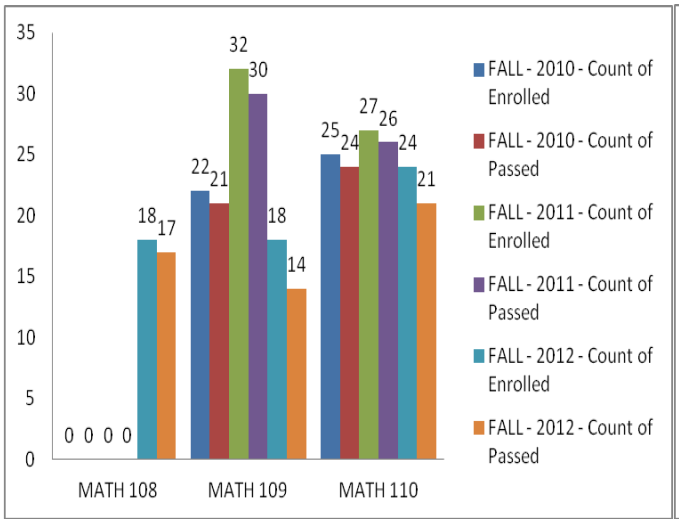
*Note: Math 030 data was not available. "Did not finish" is defined as stopped attending class or not taking the final exam.

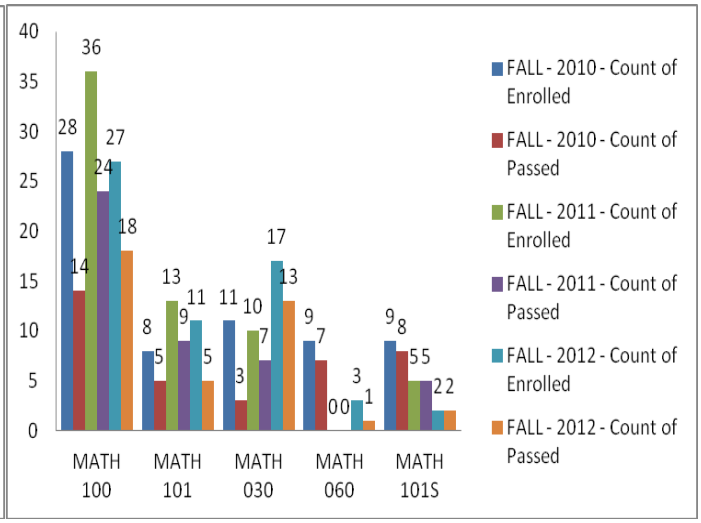
Table 2: Overview of Spring 2013

Type	Course	Total Enrollment	Regular Attendees	% Withdrew or did not finish	Passing Rate (Original Roster)	Passing Rate (Regular Attendees)
Pre-Foundational	**All sections of Math 030 and 100**	49	33	15%	45%	67%
	All sections of Math 060, 101, and 101S	50	41	18%	48%	59%
Foundational	**All sections of Math 108 and 112**	47	40	15%	79%	93%
	Total	**146**	**114**	**22%**	**57%**	**73%**

If we think of attrition in terms of a student withdrawing or not finishing a math course, in Fall 2012, the rate is doubled for Math 060,101, and 101S in comparison to Math 100 and 109. There is 20 percentage point increase in attrition rate from Math 100 to Math 060-101S. Enrollment and pass rates are better for the foundational math courses during both Fall and Spring. During the Spring, there is only a 3percentage point increase in attrition rate from Math 030-100 to Math 060-101S. The most notable finding is that during Fall 2012 pass rates for all enrolled are higher for Math 100 than 060-101S, while in the Spring of 2013, pass rates for all enrolled are slightly higher for Math 060-101S than Math 030-100.

A look at success in foundational mathematics courses and pre-foundational mathematics courses from Fall semesters 2010-2012

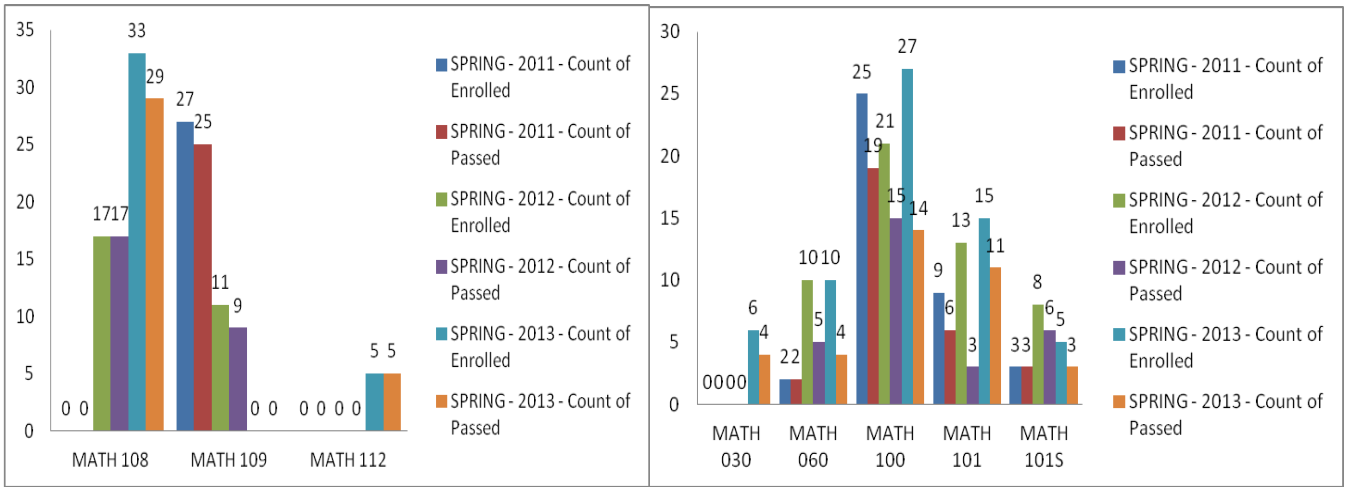




The number of students that passed the foundational math courses during these 3 years practically mirrors the number of students that enrolled in these courses. This suggests that students are consistently very successful in these courses. A total of 148 students enrolled in a foundational math course during the Fall of 2010, 2011, and 2012. 13 of these students did not pass. The failure rate is approximately 9%.

In contrast, students that take the pre-foundational courses are less successful, where exactly half of students taking Math 100 in the Fall of 2010 for example, would have to repeat. A total of 189 students enrolled in a pre-foundational math course during the Fall of 2010, 2011, and 2012. 68 of these students did not pass. The failure rate is approximately 36%, 4 times the rate of the foundational math courses.

A look at success in foundational mathematics courses and pre-foundational mathematics courses from the Spring of 2011- Spring 2013

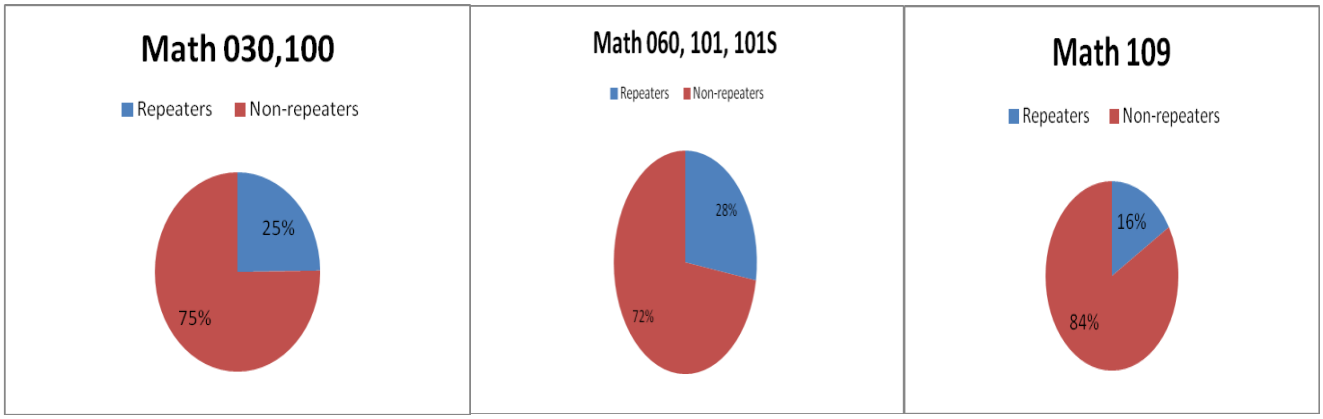


The number of students that passed the foundational math courses during these 3 years again practically mirrors the number of students that enrolled in these courses. This suggests that regardless of whether students take the course during the spring or fall, they will likely be successful in these courses. A total of 93 students enrolled in a foundational math course (Excludes Math 110 and 111 as data was not available) during the Fall of 2010, 2011, and 2012. 8 of these students did not pass. The failure rate is approximately 9%, which is identical to the rate in the Fall semesters.

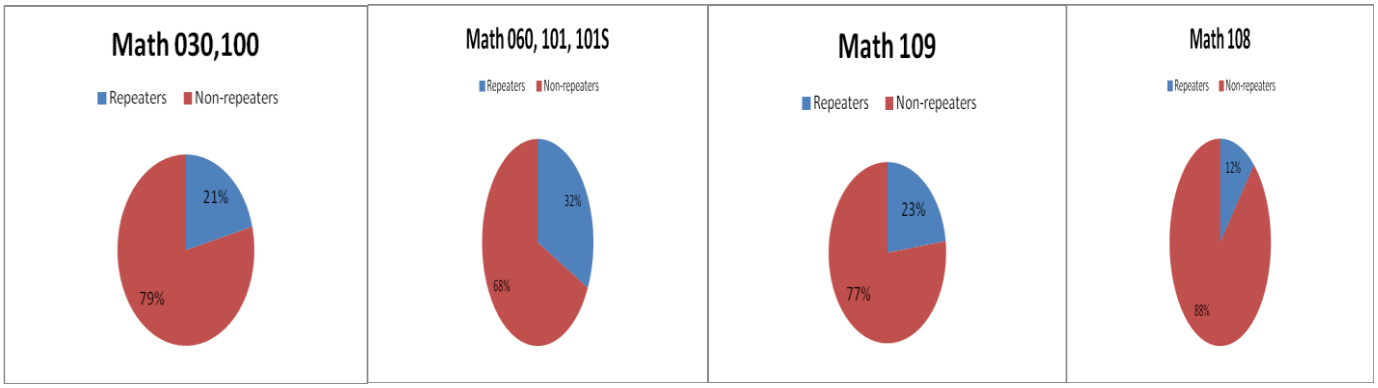
In contrast, students that take the pre-foundational courses are less successful, where exactly half of students taking Math 060 in the Spring of 2012 for example, would have to repeat. A total of 154 students enrolled in a pre-foundational math course during the Spring of 2011, 2012, and 2013. 59 of these students did not pass. The failure rate is approximately 38%, which is 2 percentage points higher than in the Fall, and still about 4 times the rate of the foundational math courses.

Repeats

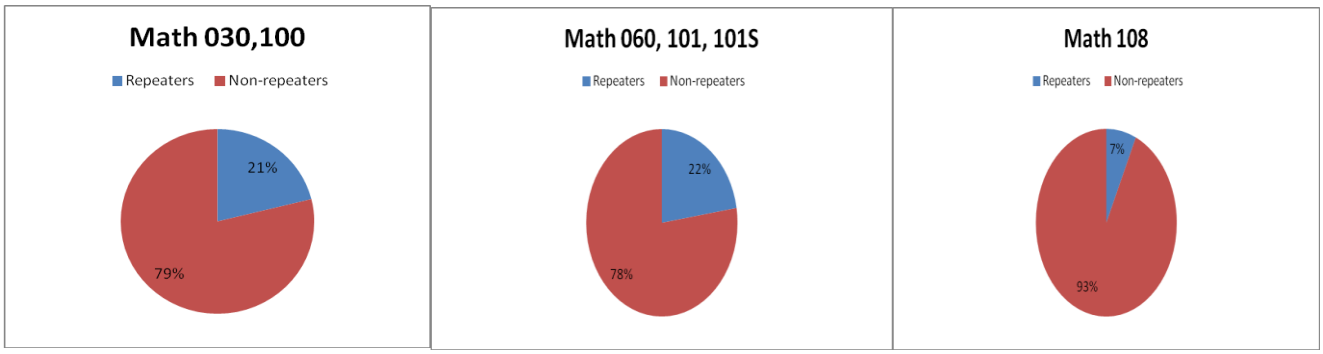
2011 Academic Year (Spring, Summer, and Fall combined)



2012 Academic Year (Spring, Summer, and Fall combined)



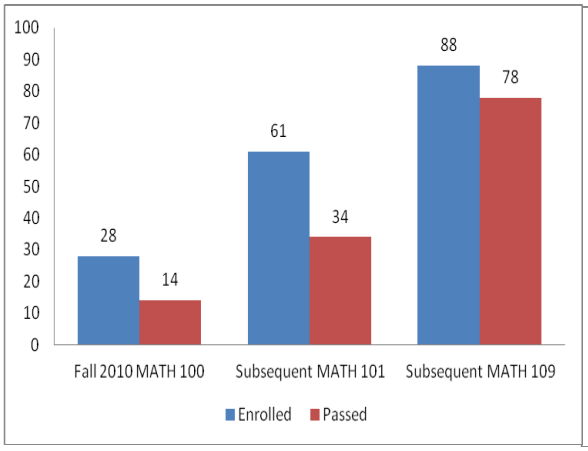
2013 Academic Year (Spring)



Looking at the pre-foundational to foundational math sequence across 3 academic years (2011-2013), it can be seen that Math 060, 101, and 101S combined, consistently from academic year to year, have disproportionate percentages (in some cases close to a quarter or more) of students who are repeating the course. Math 030 and 100 trail closely behind. Math 108 on the other hand had much smaller percentages of students who are repeating the course.

What becomes evident from looking at the number of students who enroll and subsequently pass along with the proportions of students who must repeat a course is that prefoundational courses, Math 060-101S in particular, are barrier courses.

When parsed out by type, striking differences can be seen between Math 101 and Math101S.


100
90
80
70
60
50
40
30
20
10
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28
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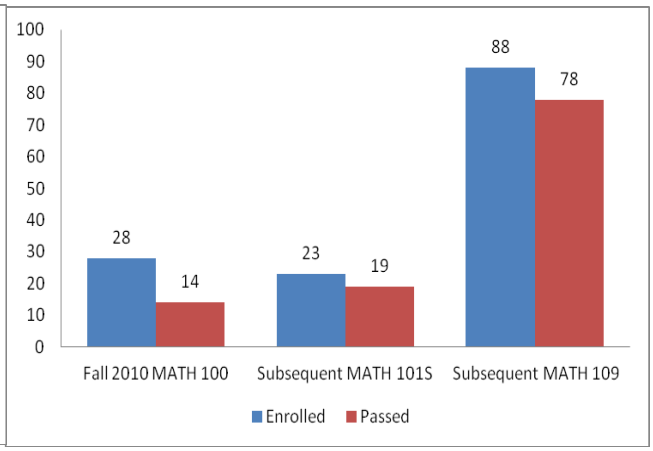
61
34
88
78
Fall 2010 MATH 100
Subsequent MATH 101
Subsequent MATH 109
Enrolled
Passed


100
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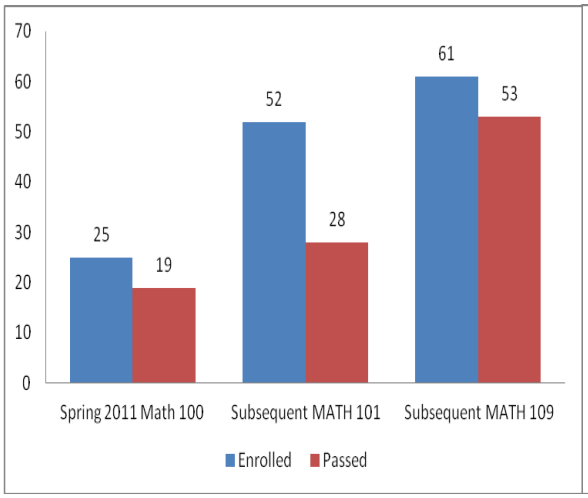
Fall 2010 MATH 100
Subsequent MATH 101S
Subsequent MATH 109
Enrolled
Passed


70
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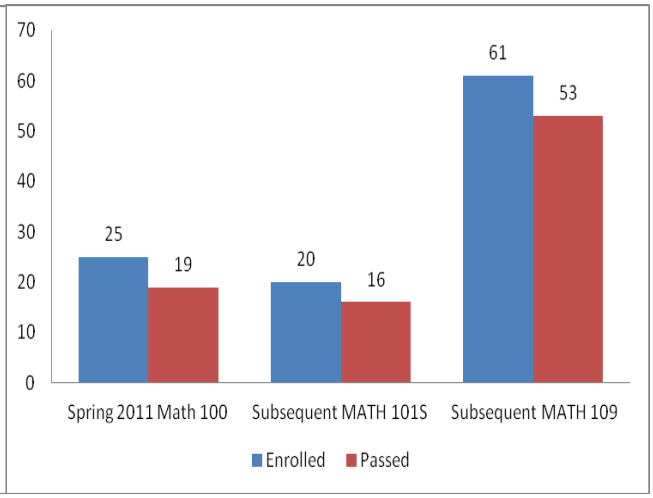
Spring 2011 Math 100
Subsequent MATH 101
Subsequent MATH 109
Enrolled
Passed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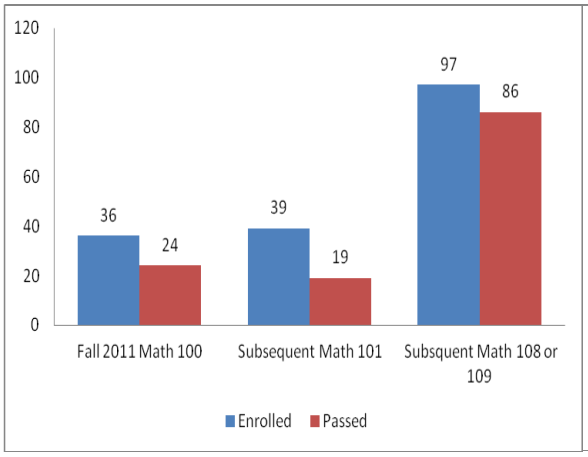
Spring 2011 Math 100
Subsequent MATH 101S
Subsequent MATH 109
Enrolled
Passed


120
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36
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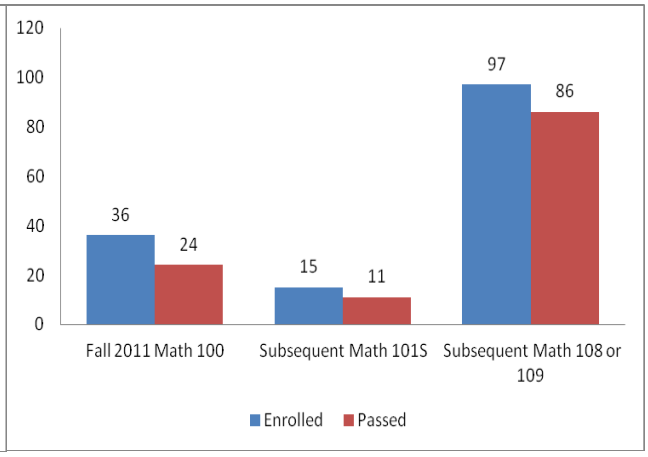
39
19
97
86
Fall 2011 Math 100
Subsequent Math 101
Subsqunt Math 108 or 109
Enrolled
Passed


120
100
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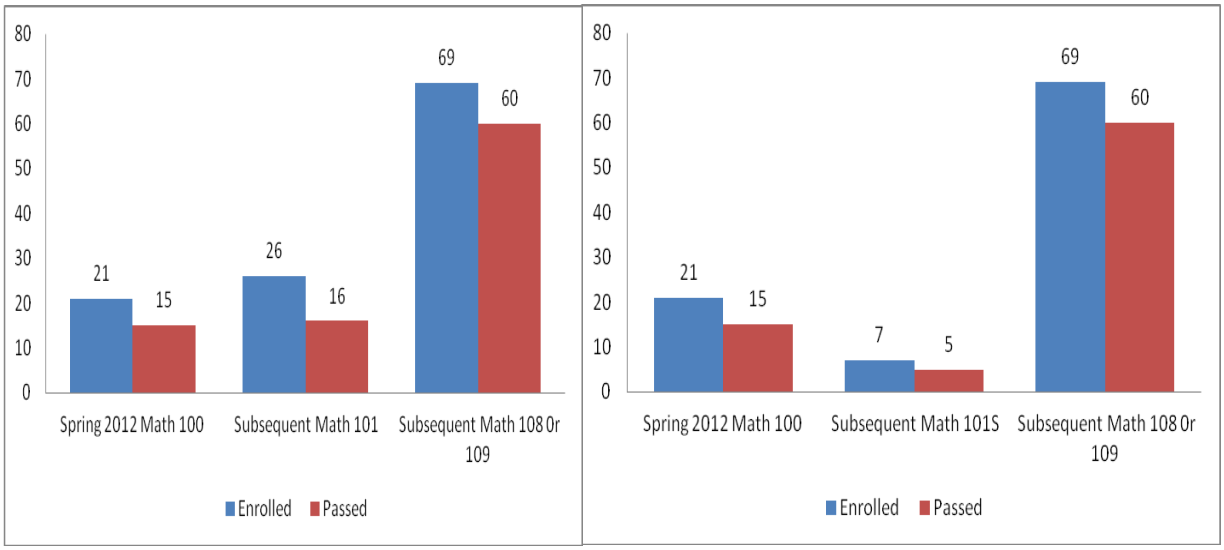
97
86
Fall 2011 Math 100
Subsequent Math 101S
Subsequent Math 108 or 109
Enrolled
Passed



The above graphs illustrate math sequences from different starting points. It becomes clearer that students who enroll in Math 101S rather than Math 101 will be more successful. The gap between numbers enrolled and passed, decreases for the Math 101S, in comparison to the Math 101. These graphs also further emphasize that Math 100 and 101 are barrier courses. Disproportionately high enrollments in the 108 and 109 are likely due to the large numbers of nursing students who take these courses and potentially transfer in the prerequisite math course.

Further exploration of the data shows that students who do well in 101 or 101S also did well in Math 108 or 109. Students who earned C's or below in Math 101 or 101S, typically got similar or lower grades in Math 108 or 109. This suggests that the course sequence is fairly accurate.

Spring 2012 to Spring 2013 changes for specialist courses

During Spring 2012 and 2013 the specialist Math 101-108 courses homework was administered in MML and students had access to the help me solve and view an example tools in MML (the specialist did not have a Math 100 course during the Spring of 2012). Quizzes were also administered during the first 10 minutes of class. In the pre-foundational classes, all exams combined made up 65% of their overall grade.

During the Spring of 2013, changes were made for these courses. One change was that homework for 030-101S was assigned strictly from the textbook and had to be turned in every week for point credit. In the 108 course, homework was assigned from textbook as problem sets, and were graded out of a set number of points. Problem sets were designed to set students up for success on exams. Another change that occurred in the 030 and 100 classes, was that all exams combined now made up 70% of their overall grade with much less emphasis on homework. The

rationale behind this was that exams should have a heavier weight in a pre-foundational course and that homework should be part of what students do anyway as a part of studying.

One major change that occurred during the Spring of 2013was that the exams in the 108 course were administered as take-home exams as opposed to in class exams. The rationale for this was that a. the content was more difficult than that of the pre-foundational math content and thus warranted "at home status" and b. students could minimize the anxiety associated with taking a slightly more challenging course by taking the exams at home and having more time that an in class exam environment would allow c. it allowed me as the instructor to utilize the class time for lecture rather than administering an exam. The final change that occurred for all courses was that quizzes were now assigned in MML rather than taken in class. In essence, more explicit emphasis was placed on reading the text and truly understanding the material in all courses and students were held to a higher level of accountability for their learning.

Below we can see how these changes may have potentially influenced students' success. Improvements in Spring 2013, could however also be attributed to the characteristics of the student population in the Spring of 2013 and or other factors.

Figure 1: Spring 2012 and Spring 2013 Math 060-101S comparisons of pass rates

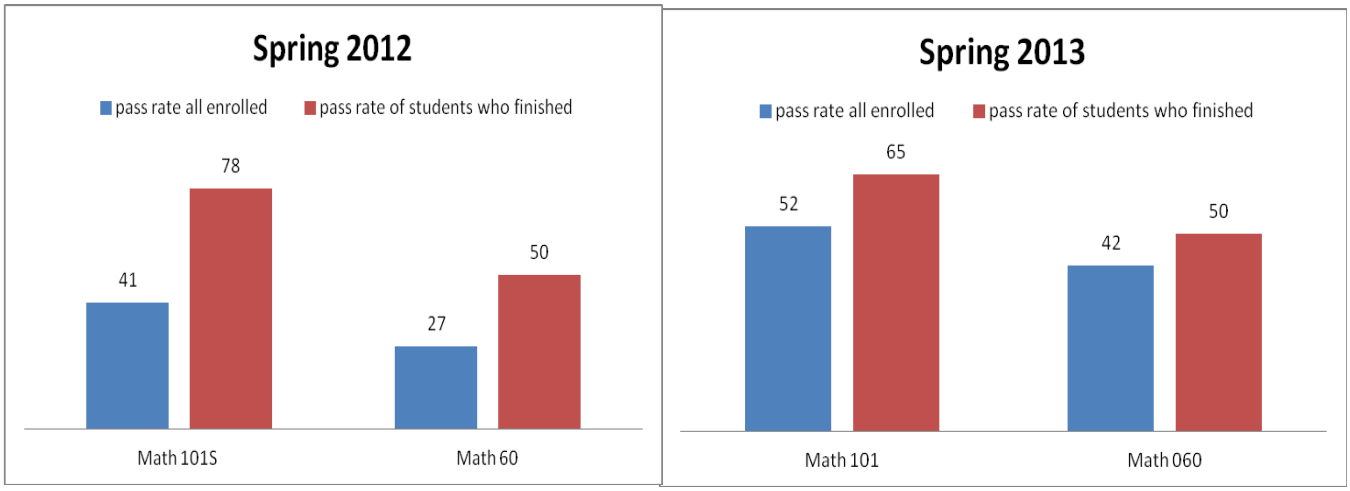
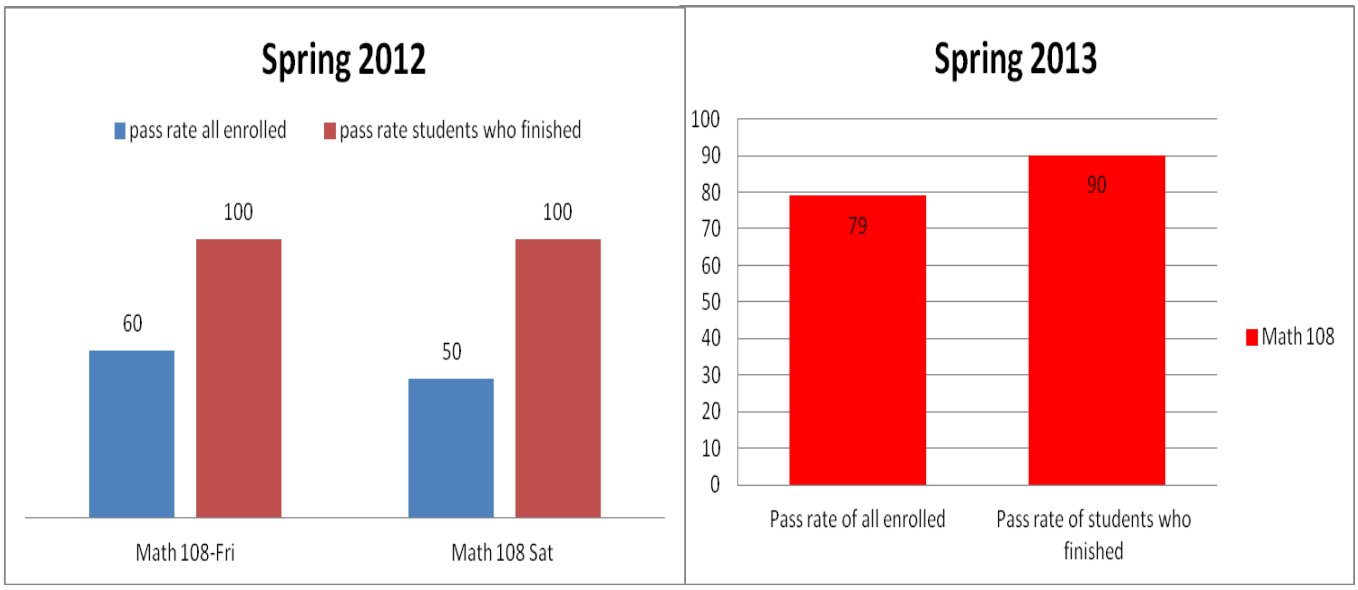
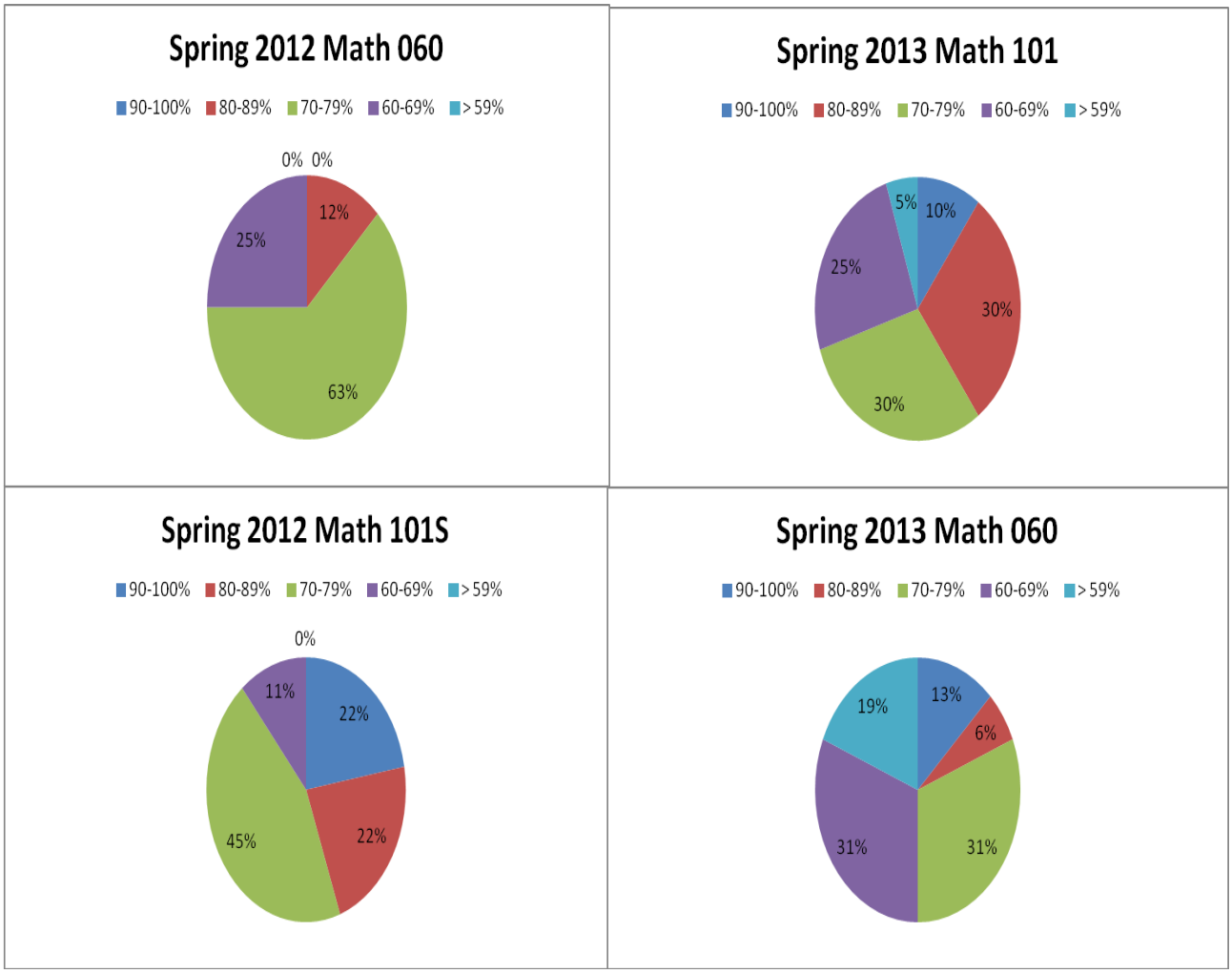


Figure 2: Spring 2012 and Spring 2013 Math 108 comparisons of pass rates



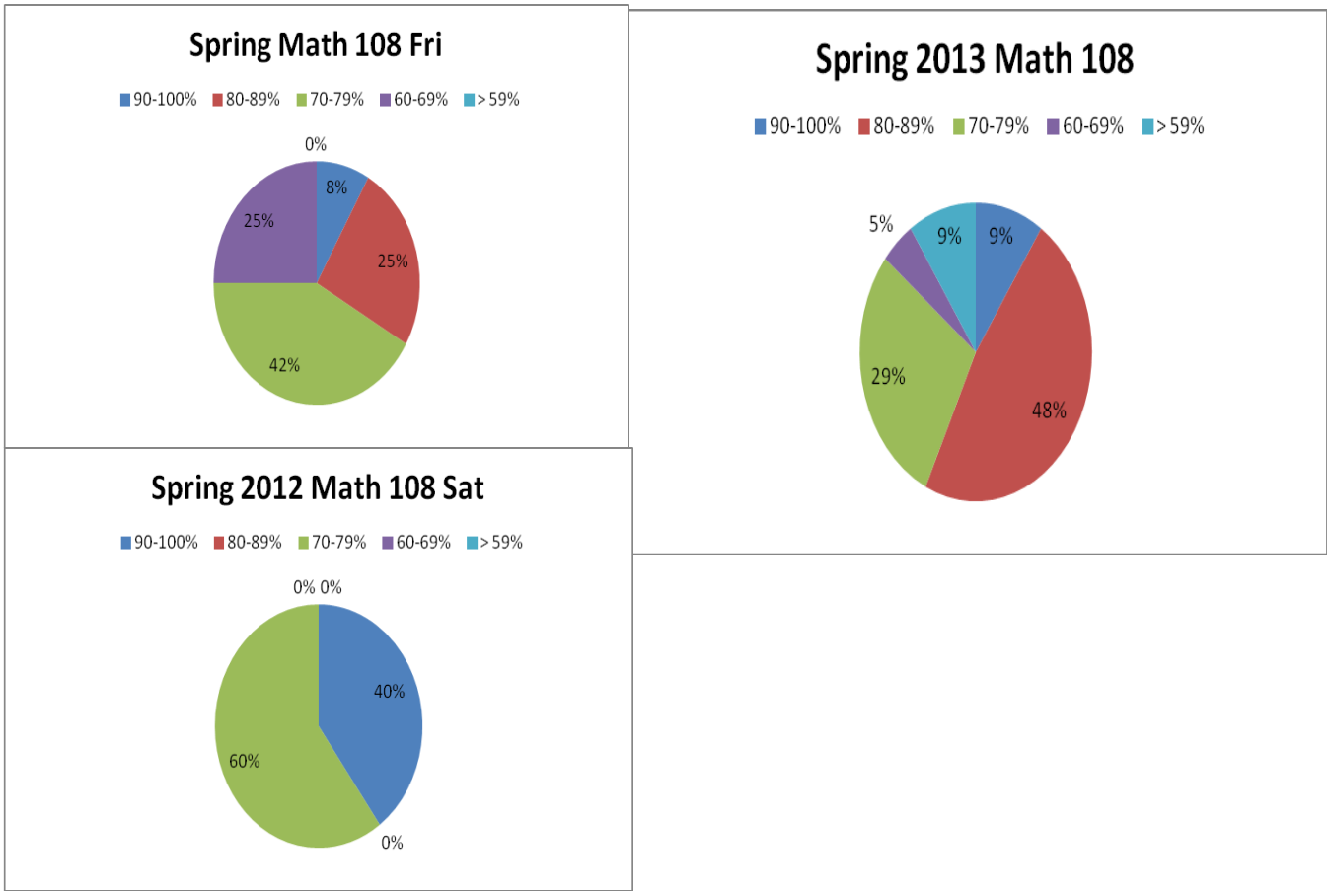
In Spring 2013, pass rates are lower, however, what is fascinating is that the gap between the pass rate of all enrolled and of students who finish, closes for all classes in Spring 2013. This suggests that the number of students who enroll becomes closer to the number of students who finish in the Spring 2013, i.e. less students are withdrawing or not finishing.

Figure 3: Spring 2012 and Spring 2013 Math 060-101S comparisons of overall grade averages



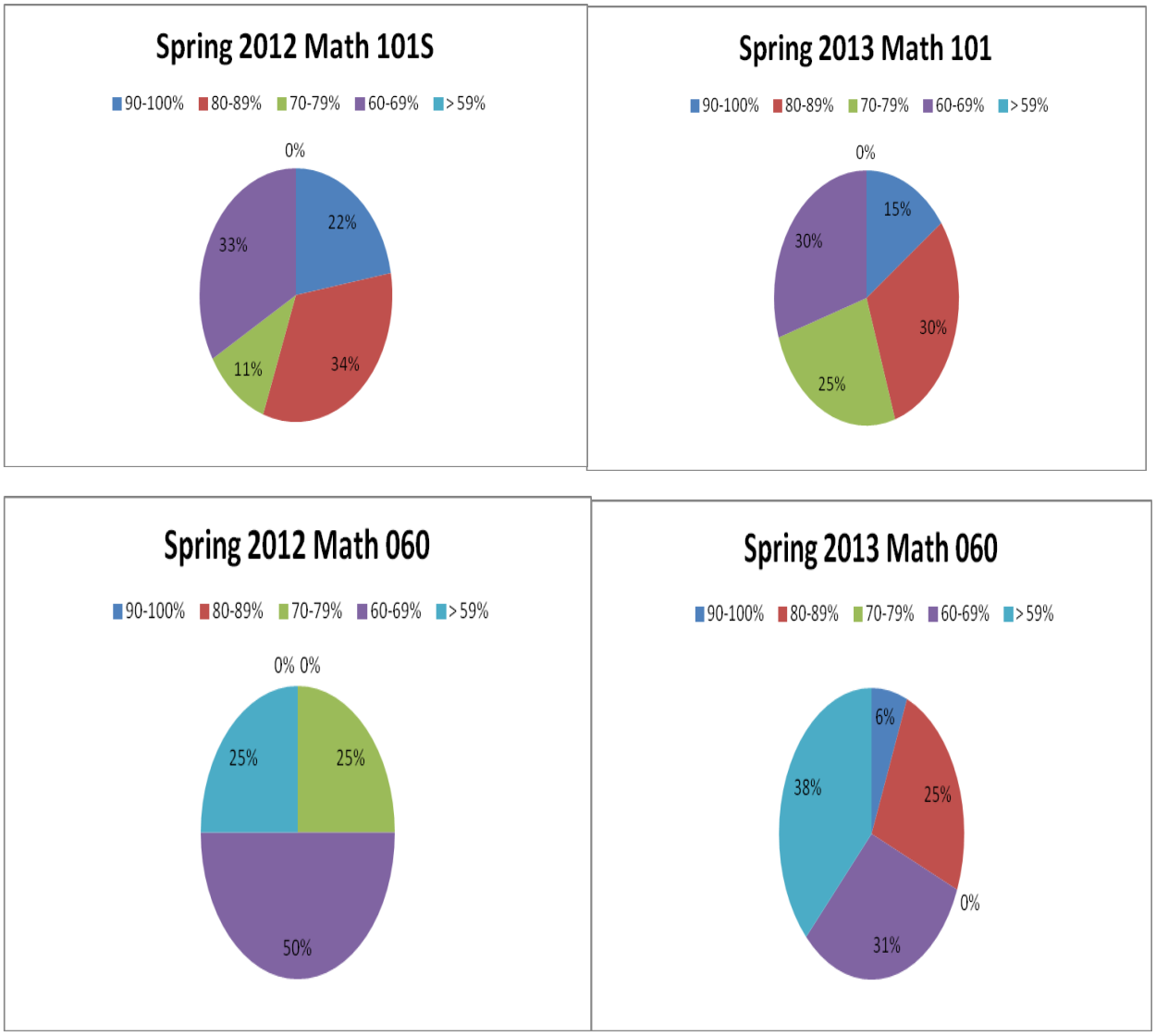
In the Spring of 2013 it became more difficult for students to earn A's and B's due to the more challenging nature of homework. Students in Math 060 earned A's in Spring 2013, while in Spring 2012, no students earned A's in the course.

Figure 4: Spring 2012 and Spring 2013 Math 108 comparisons of overall grade averages



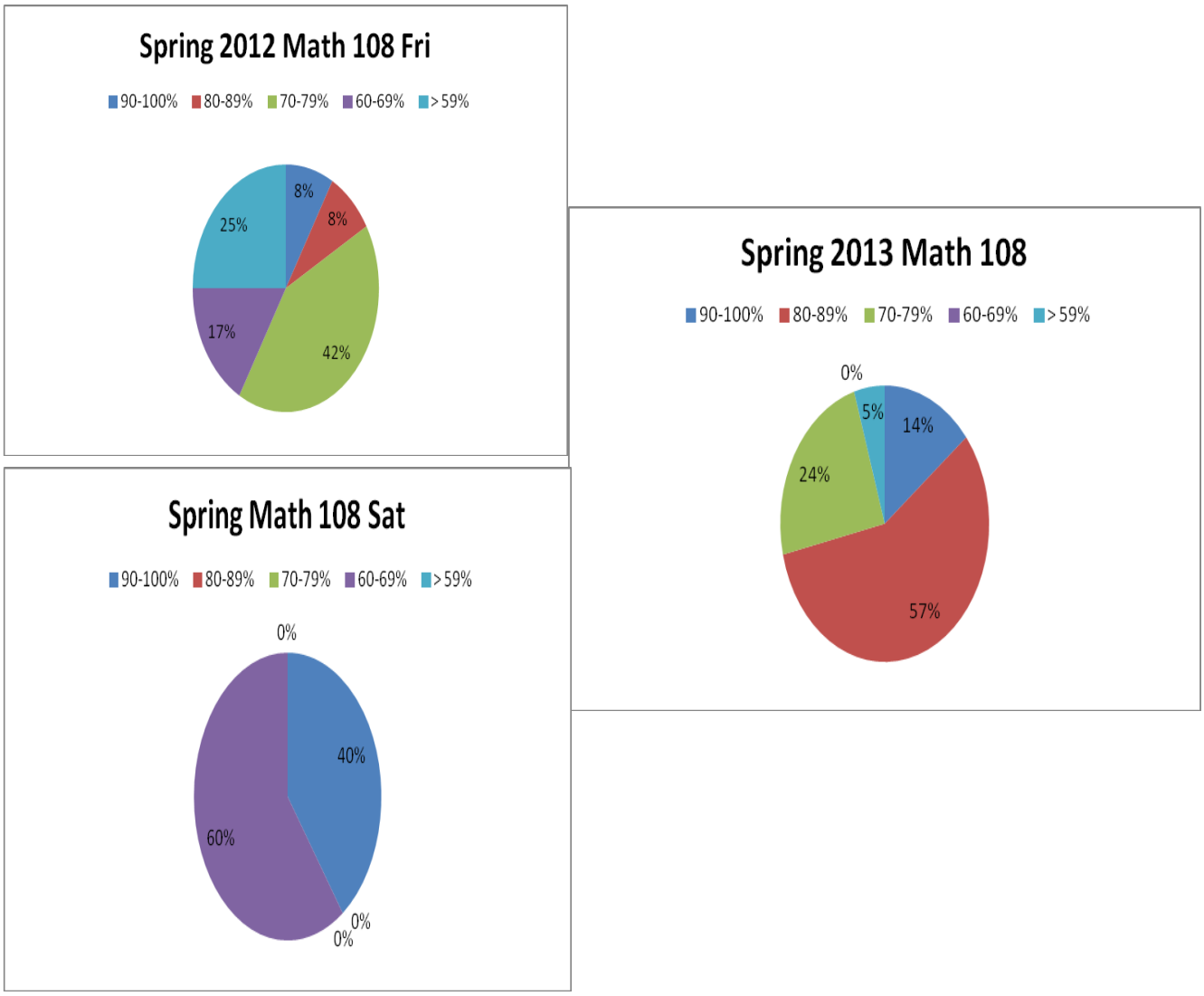
In the Spring 2013, there is a sizeable increase in the percentage of students earning A and B grade averages combined.

Figure 5: Spring 2012 and Spring 2013 Math 060-101S comparisons of overall test averages



During Spring 2013 the most noticeable differences are found in the Math 060 course, with students earning A and B overall test averages. A and B test averages were non-existent during Spring 2012. This important to note and possibly linked to the different way that students had to now approach homework.

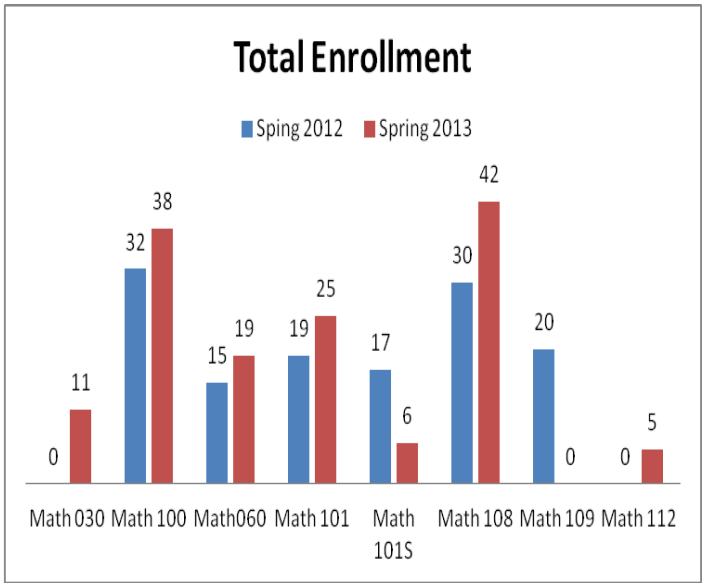
Figure 6: Spring 2012 and Spring 2013 Math 108 comparisons of overall test averages

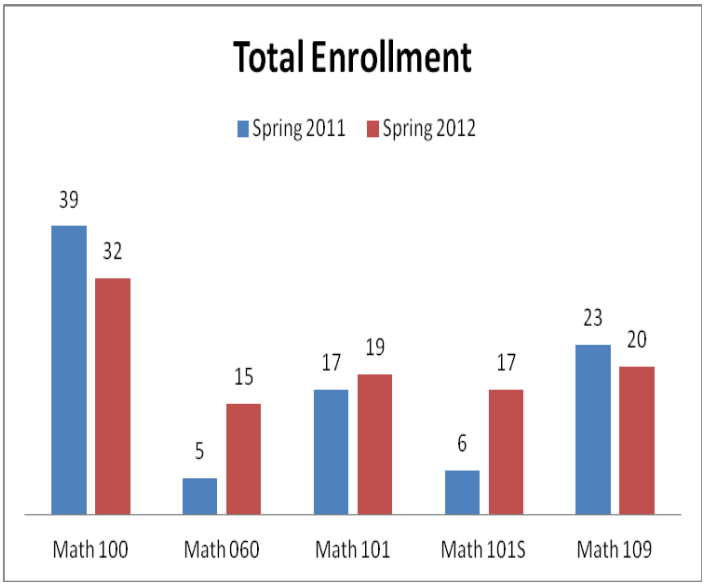


During Spring 2013, there is a 55 percentage point increase (if we compare with the Friday class in 2012) in students who attain test averages of 80% and above and very small failure rates. This is likely connected to the use of graded problem sets from the text (rather than MML), as well as the administering of take home exams.

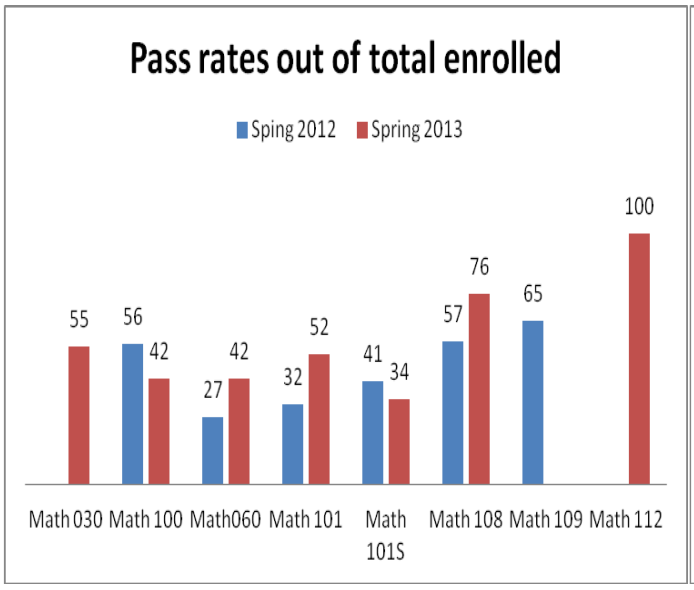
Below are figures illustrating similarities and differences between total enrollment, pass rates, and withdrawal rates for all Math courses in the Spring of 2012 and the Spring of 2013 (from data that was available).

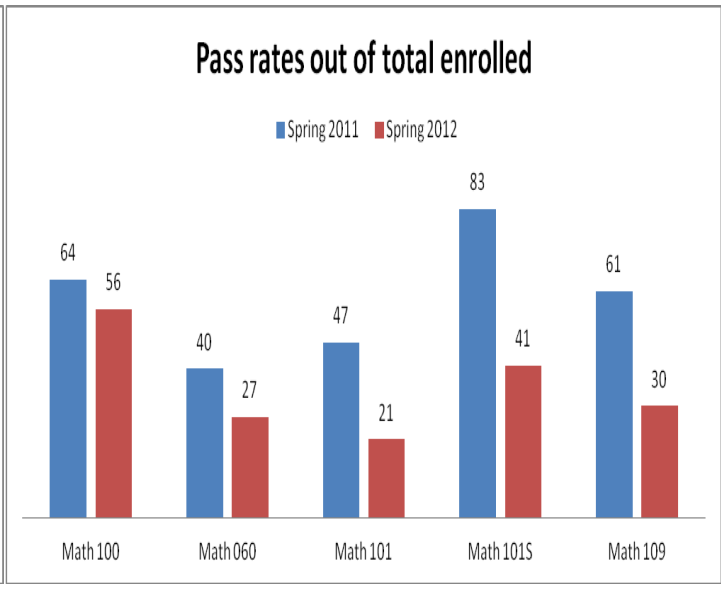
Figure 7: Spring 2012 to Spring 2013 comparisons juxtaposed with Spring 2011/2012 comparisons



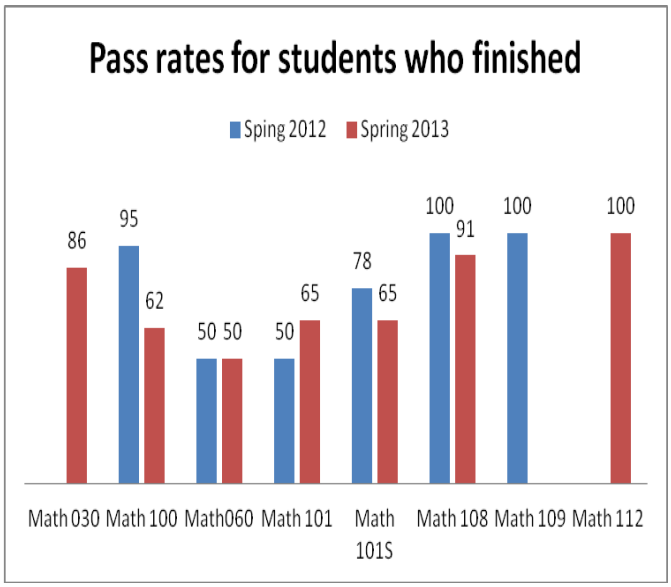


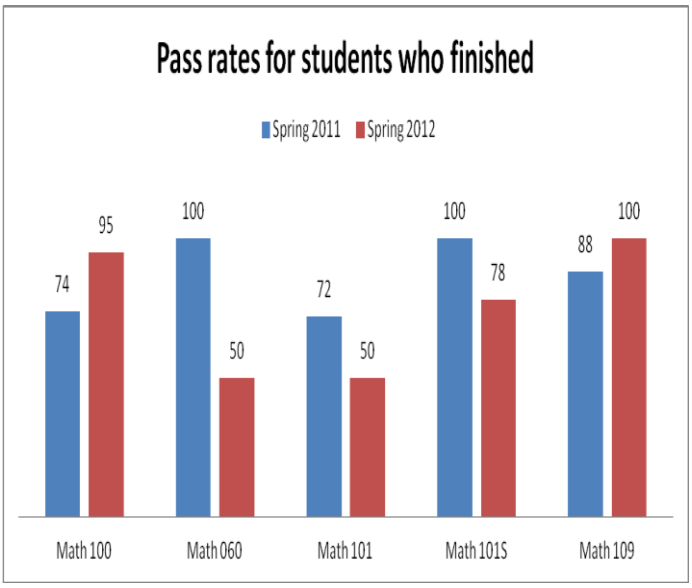
Whereas there was a decrease in enrollment from Spring 2011 to Spring 2012 for Math 100, there is an increase from 2012 to 2013. Increases remained for Math 060, and 101. One major change is a decrease in Math 101S enrollment from Spring 2012 to Spring 2013, whereas the prior year comparison shows and increase.



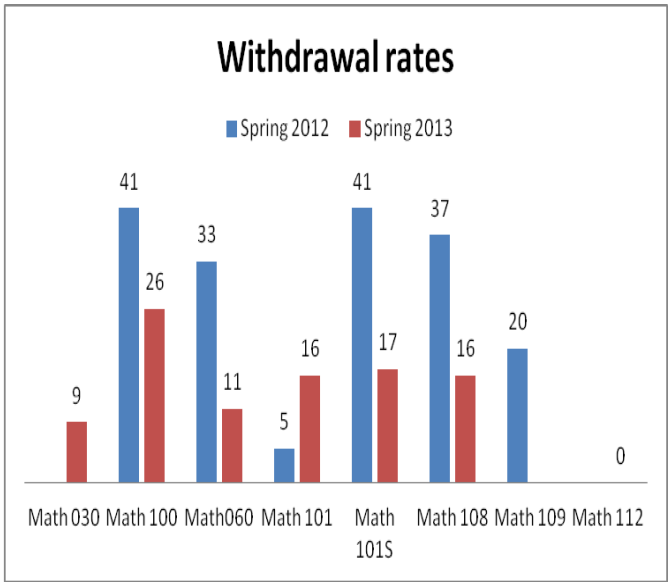


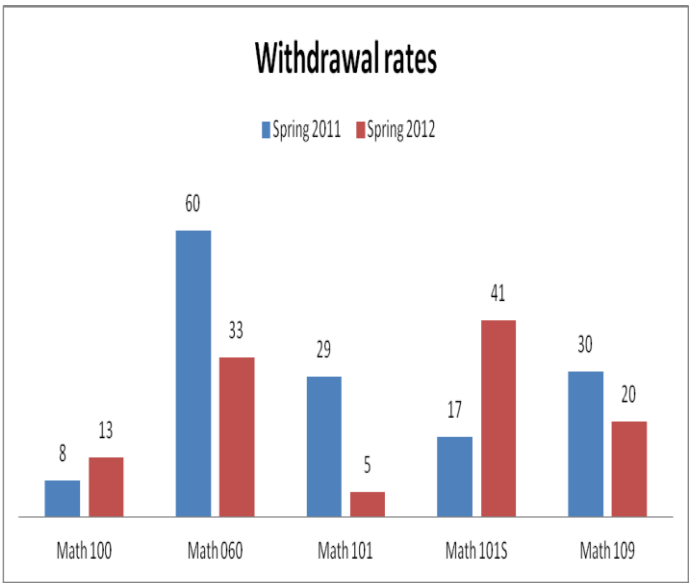
Pass rates show declines in Spring 2011 and 2012 for Math 060 and 101, but showed increases in the Spring 2012 and 2013 comparisons. Math 100 rates were similar. In Math 101S, we see less of a gap in the Spring 2012 and 2013 comparison than in the prior year comparison.





Pass rates declined for Math 100 in the Spring 2012 and 2013 as compared to the prior year. For Math 060 we see a leveling of rates. In the 2011 and 2012 comparisions there is an decrease in rates for the Math 101 course, but an increase in the Spring 2012 and 2013 comparison. Math 101S remained fairly similar.

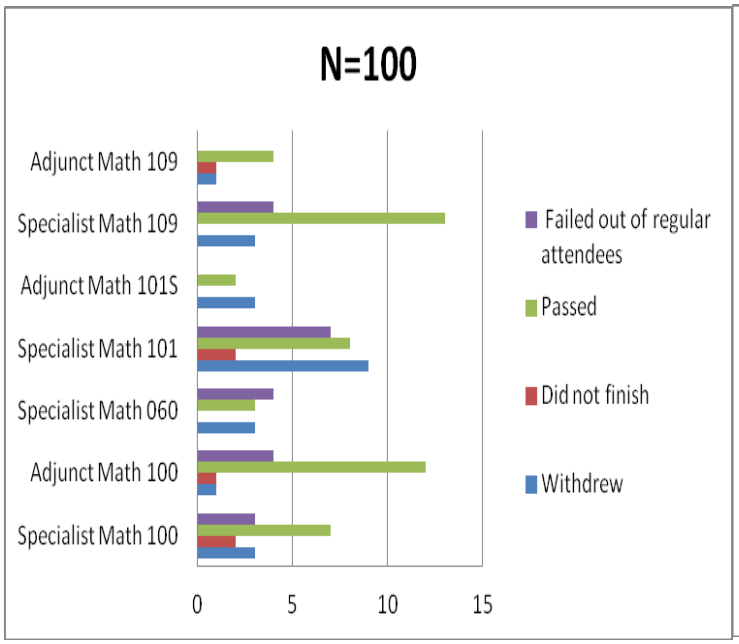


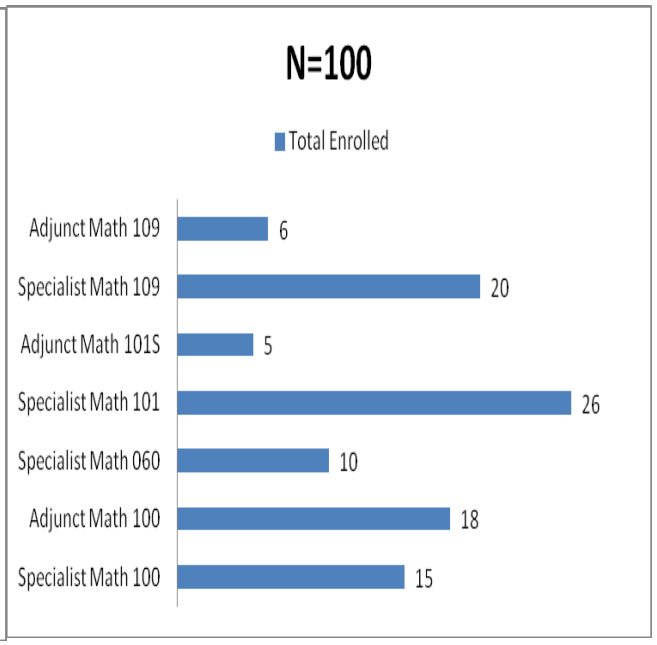


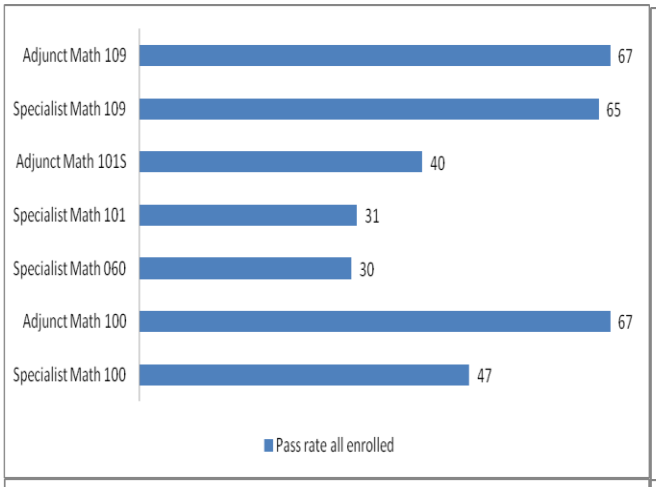
There is a reversal for Math 101, where in 2011 and 2012 we see a decrease in withdrawal rates, but an increase in 2012 and 2013. The reversal for Math 100 and Math 101S is positive, with less students withdrawing in Spring 2013. Math 060 consistently shows decreases in withdrawal rates from year to year.

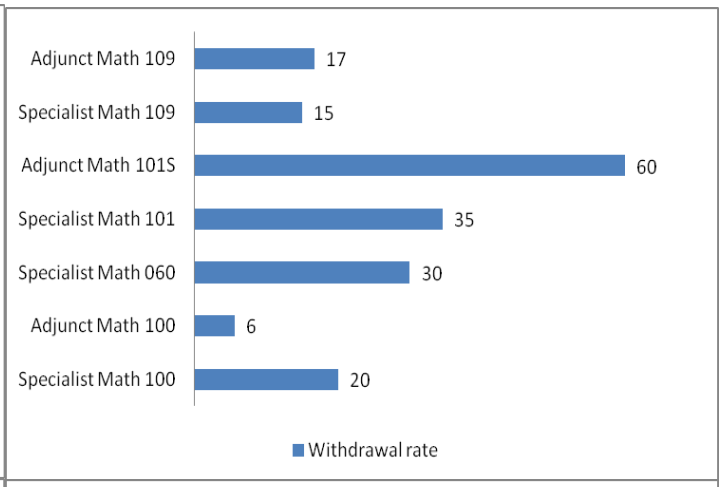
Part I: Snapshot of data for all Fall 2012 courses

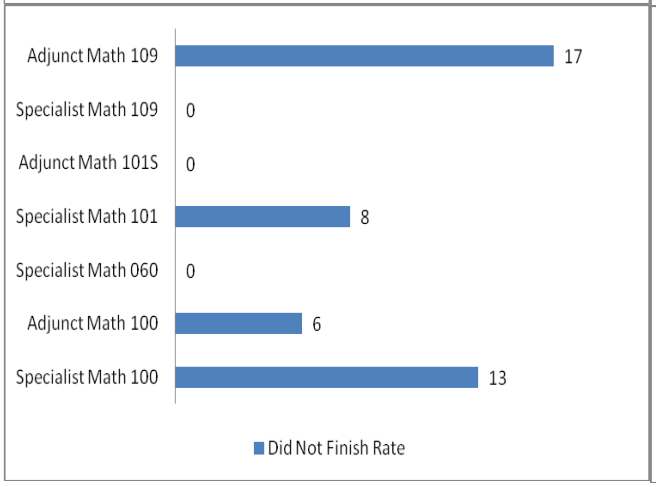
Figure 8: Fall 2012 Data (Math 100-109)

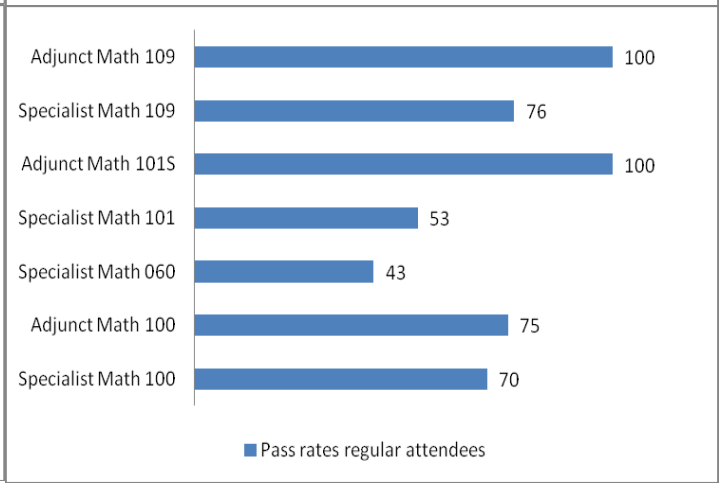


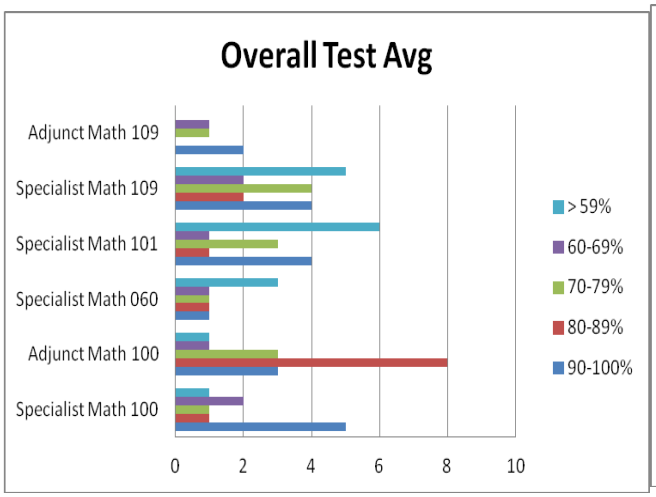


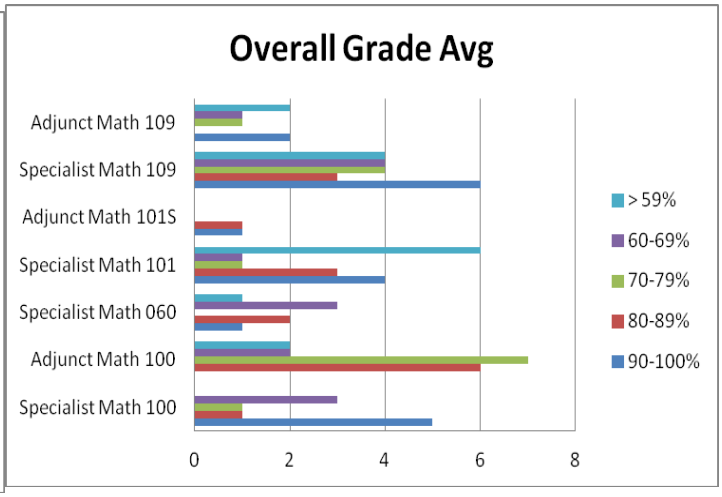








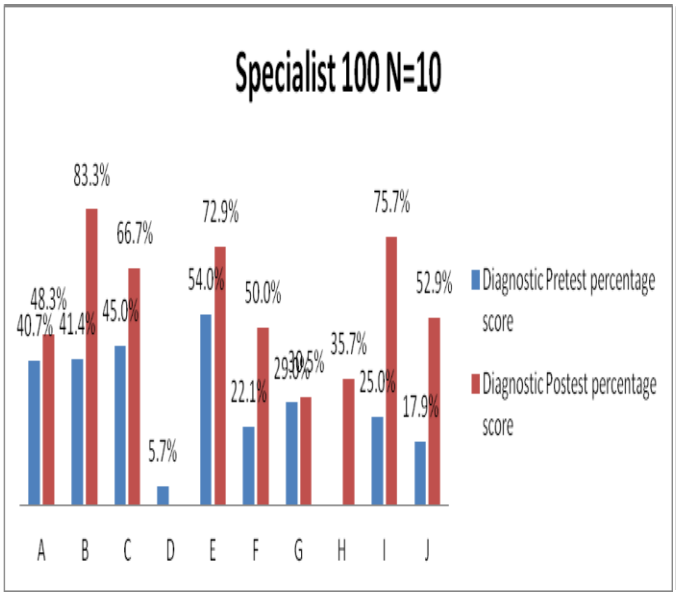


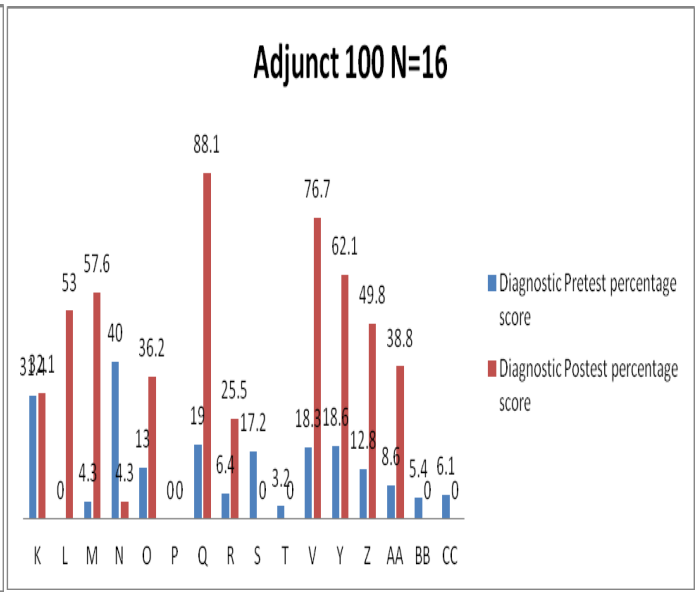


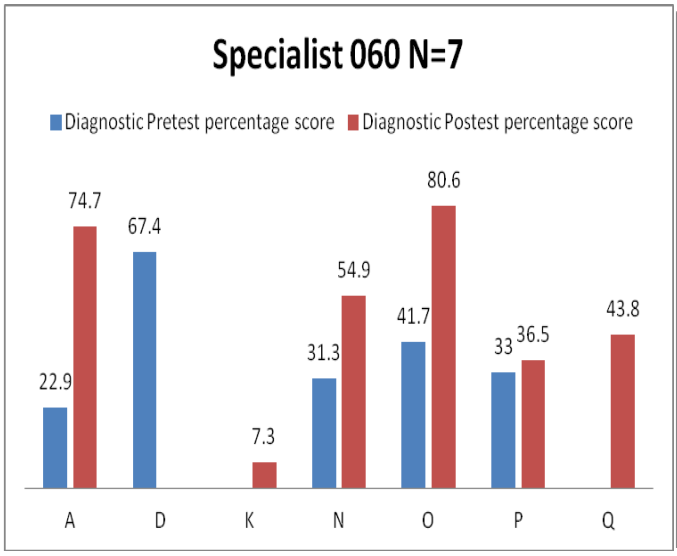
Results of diagnostic pre and post tests for all courses

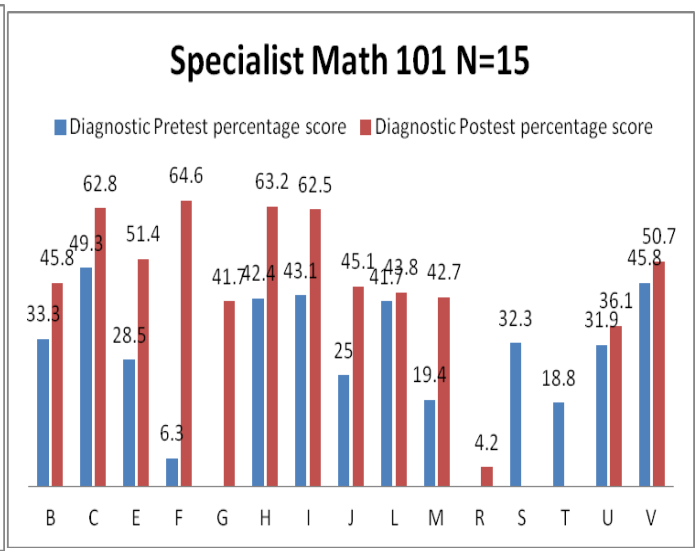
Students took a diagnostic test via MyMathLab (MML) at the beginning of the semester, and then again at the end of the semester. Both tests contained the exact same items. Below are the results for regular attendees on the diagnostic tests for each course in the Fall of 2012.

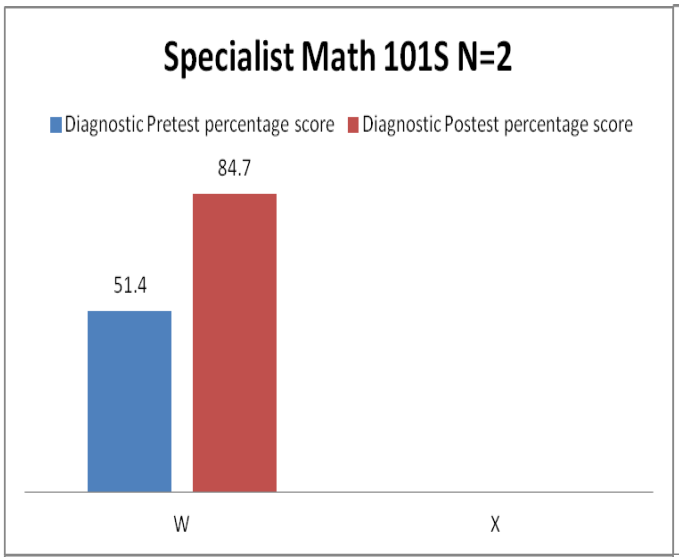
Figure 9: Fall 2012 Math 100-108 diagnostic test results parsed out by section

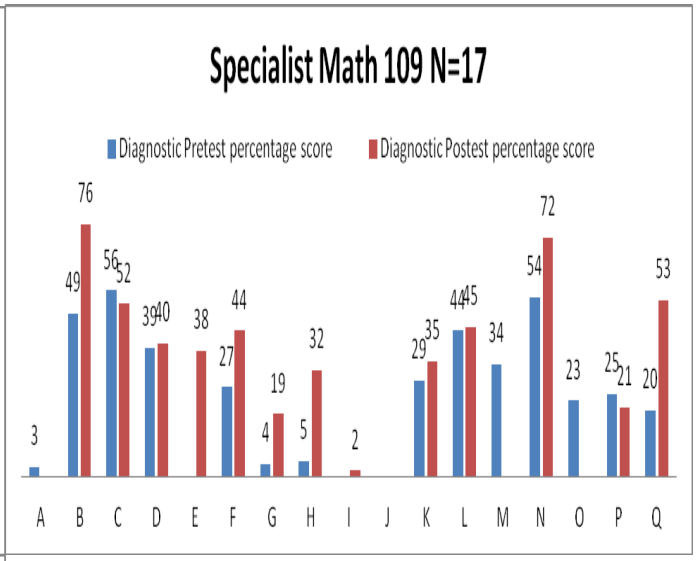


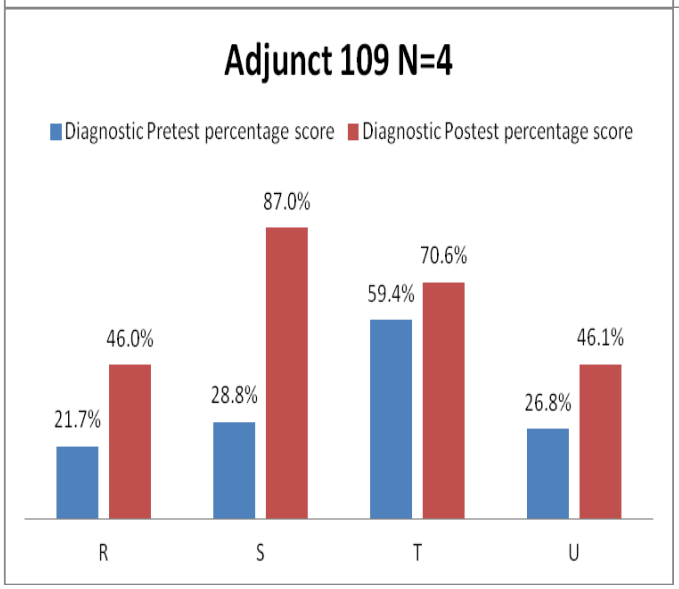








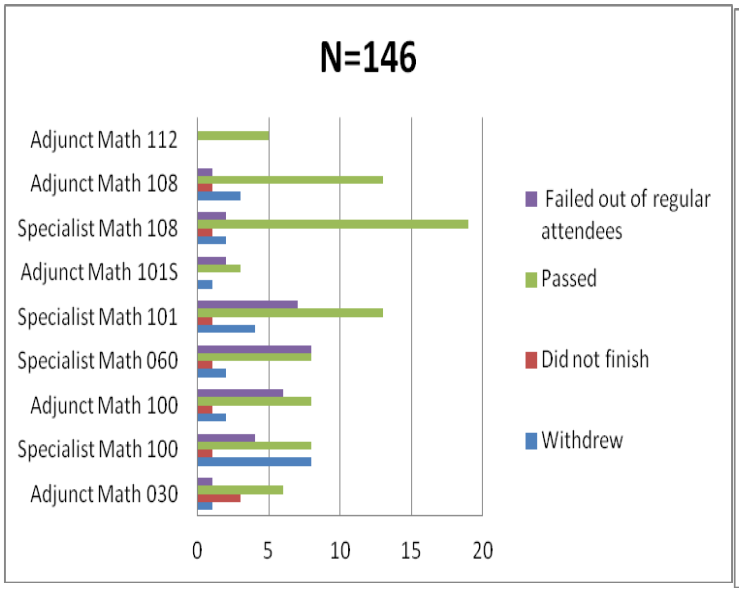


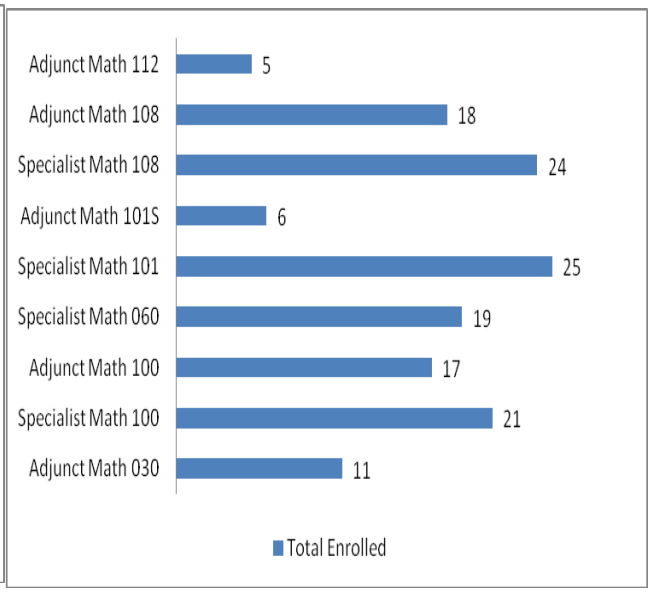


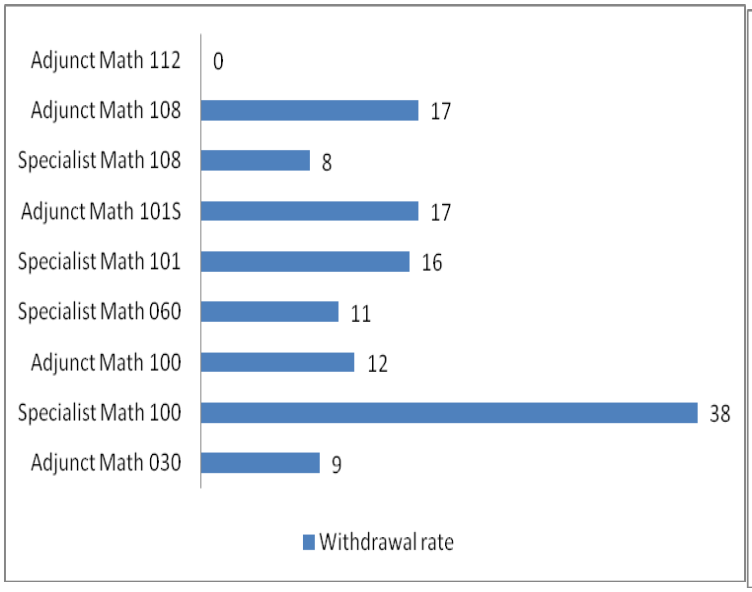
With the exception of 3, students who took *both* tests made gains across all classes.

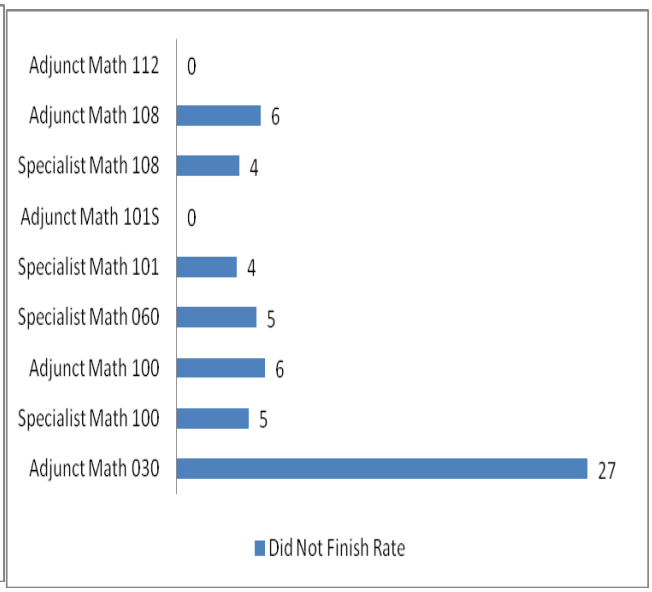
Part II: Snapshot of data for all Spring 2013 courses

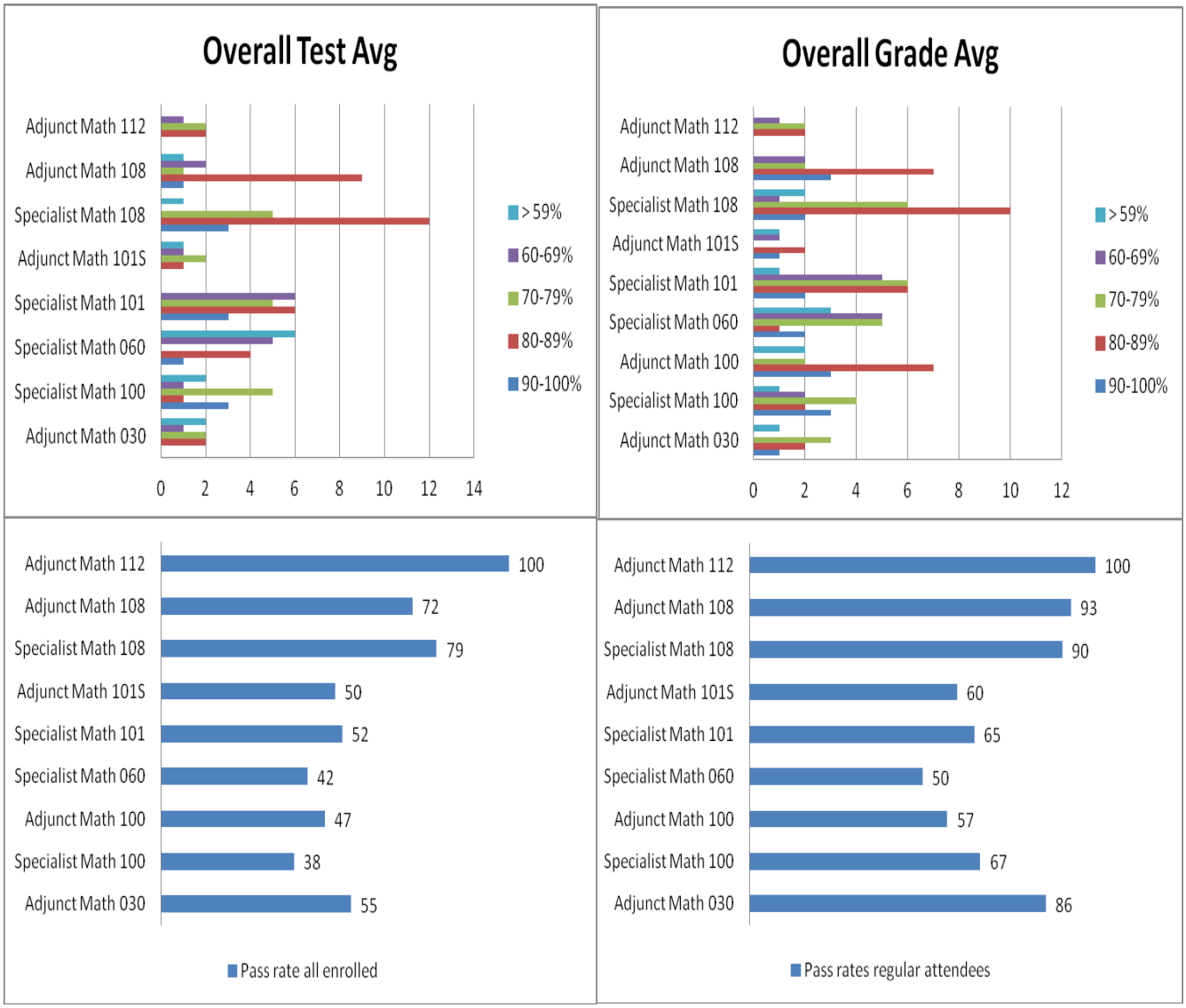
Figure 10: Spring 2013 data (Math 030-109)







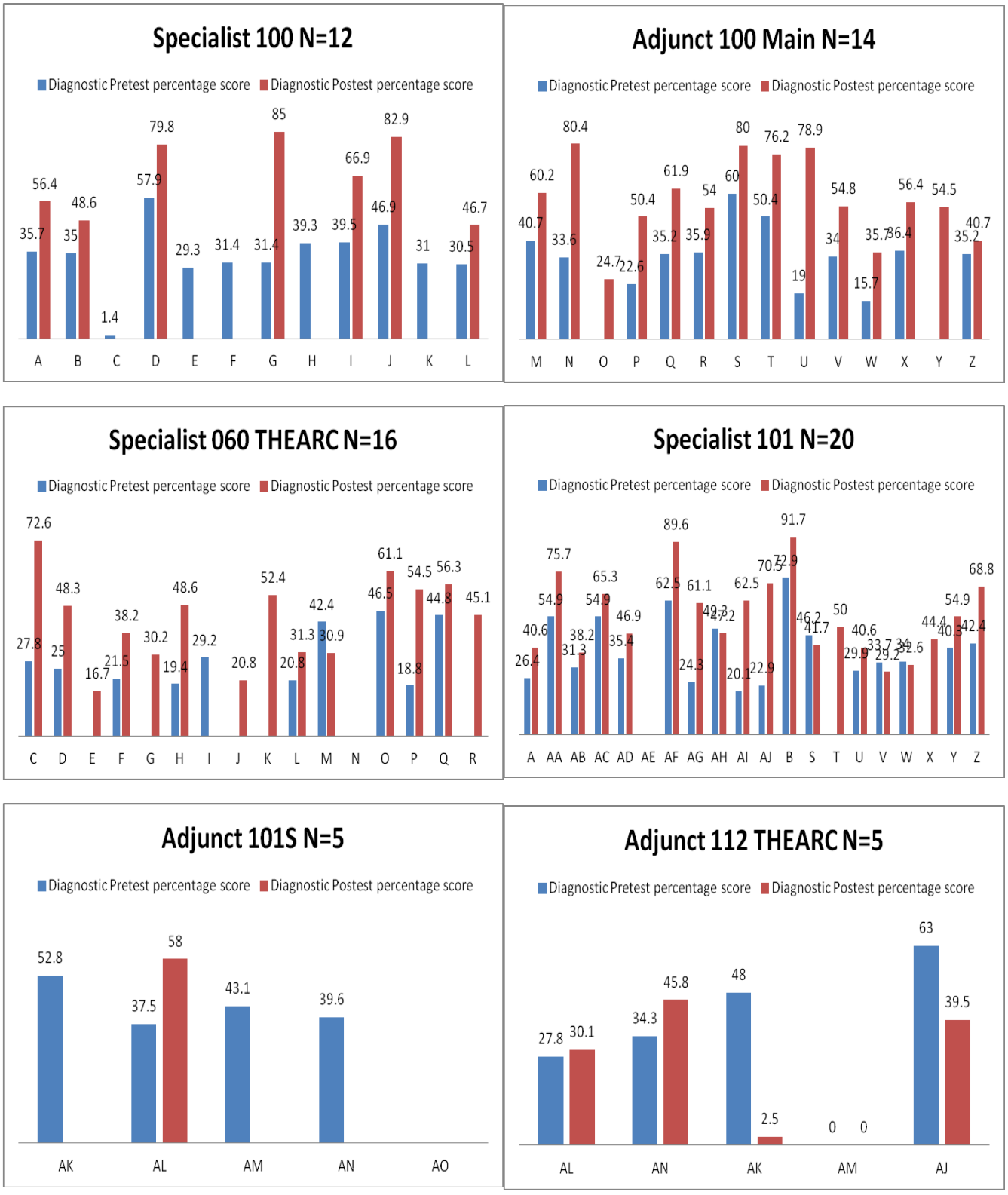


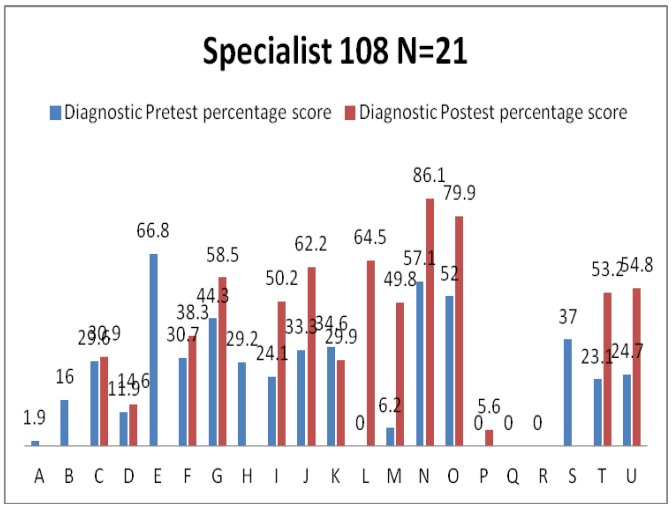


Results of diagnostic pre and post tests for all courses

Math 030 and adjunct 108 results were not available here.

Figure 11: Spring 2013 Math 100-108 diagnostic test results parsed out by section





With the exception of 7 students, all students who took *both* tests made gains.

Part III: General findings

Fall 2012 Math 100 findings

Course description

Math 100 Introduction to Pre-Algebra is designed for students with little or no high school algebra, or those who have not taken high school algebra in a number of years. It provides a comprehensive overview of basic computational skills and their applications, such as fractions, decimals, ratios and proportions, percentages, measurement, and an introduction to algebra.

Figure 12: All Fall 2012 Math 100 enrollment

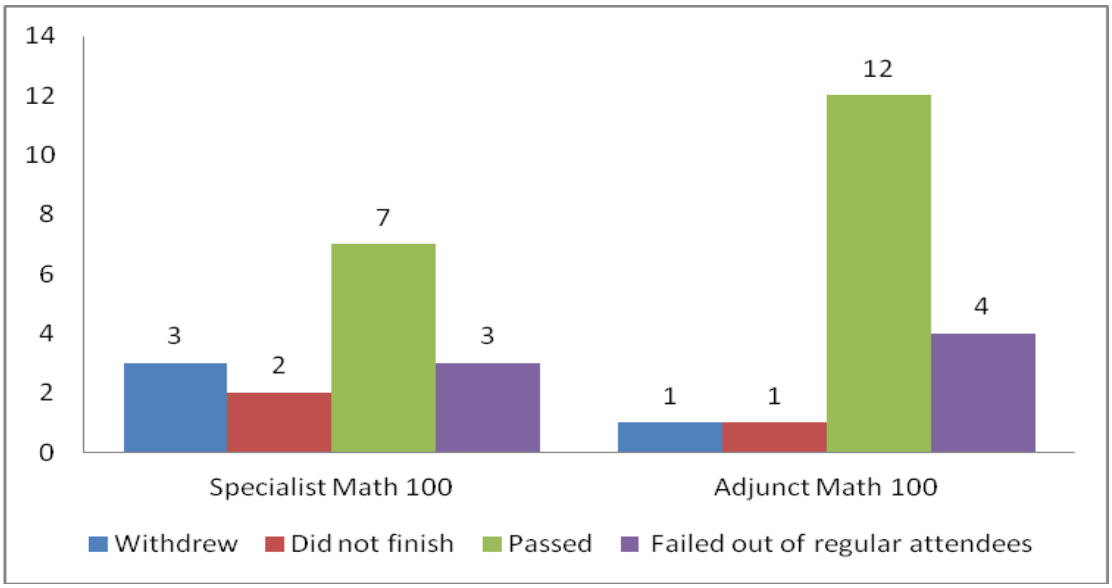


Figure 13: All Fall 2012 Math 100 grade distribution

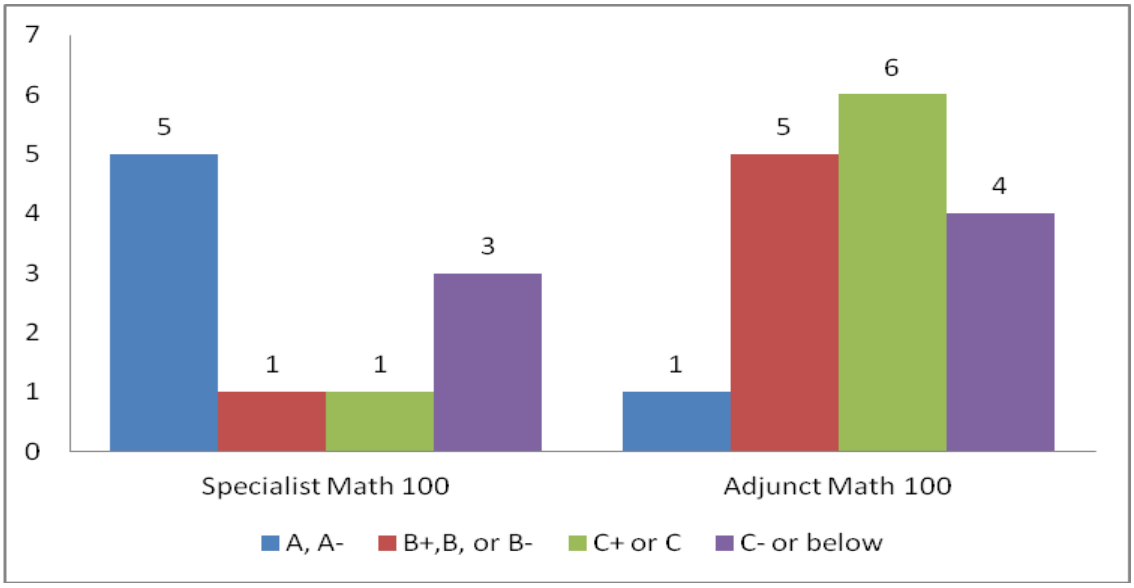


Figure 14: All Fall 2012 Math 100 overall grade averages of students who finished

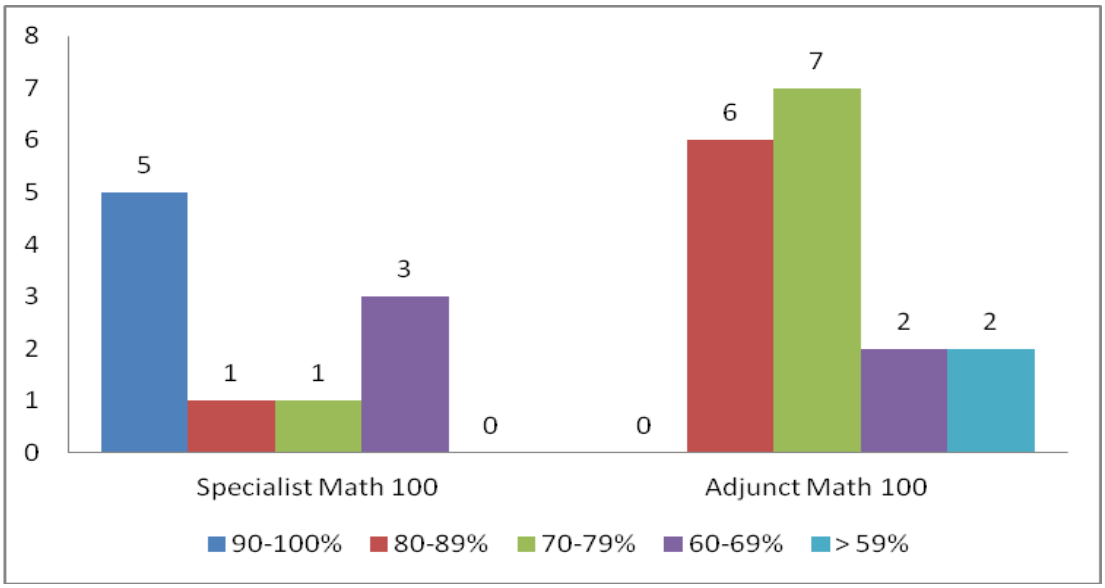


Figure 15: All Fall 2012 Math 100 test averages of students who finished (*the adjunct test average does not include the Final exam)

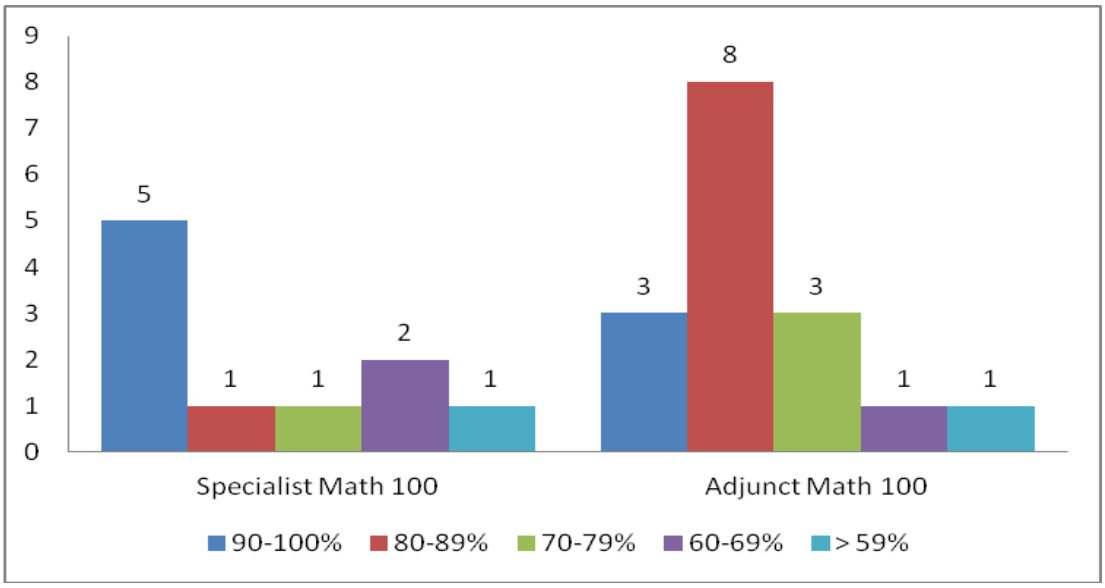


Figure 16: All Fall 2012 Math 100 pass rates of students for all enrolled

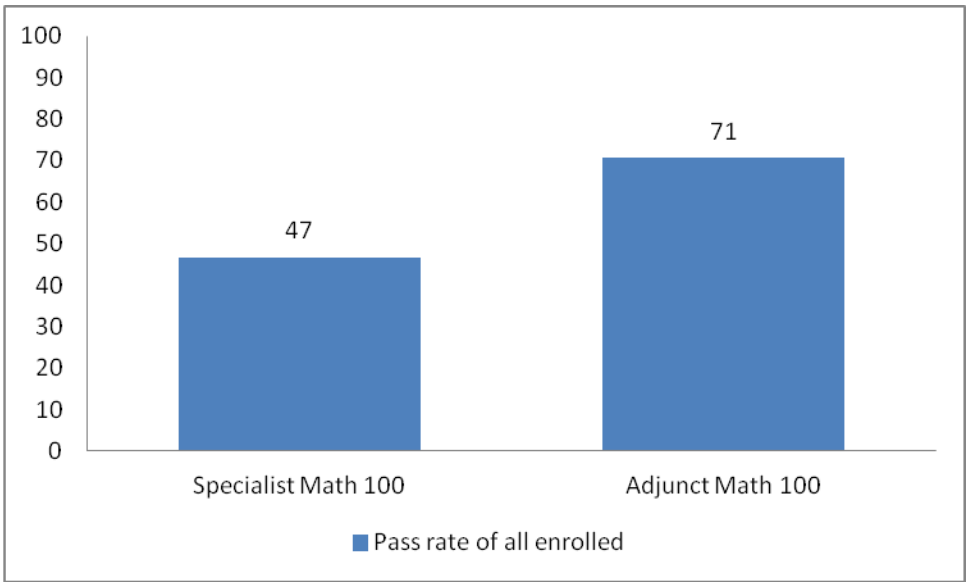
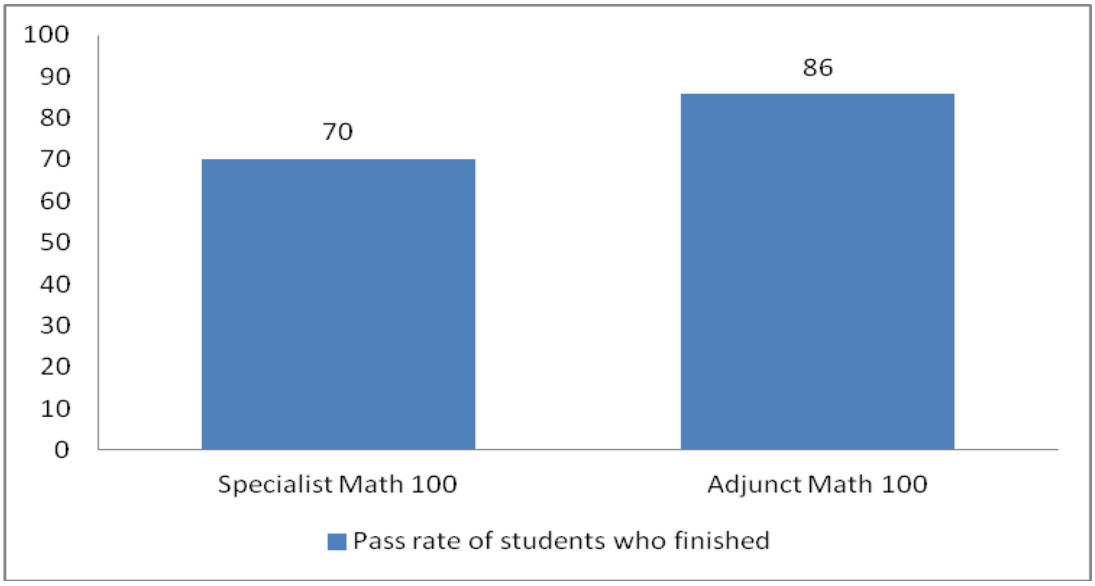


Figure 17: All Fall 2012 Math 100 pass rates for students who finished the course



Summary

Data for Math 100 is good when looking at pass rates for students who finished the course. The final grade for a student taking this course was varied.

Fall 2012 Math 060-101S findings

Course description

Math 060/101/101S, Introductory Algebra, is a course intended to provide students with an intensive review of high school algebra (060 is taught at THEARC). Topics include a review of basic arithmetic operations, the real number system, algebraic expression and exponents with basic rules of algebra, linear equations and inequalities with applications, and graphs of equations and inequalities. The S in Math 101S indicates that this course is paired with a 2 hour block of supplementary lab time. During lab, students took opportunities to gain clarity on certain topics, engage in group activity, and become more proficient through extensive practice problems. Labs varied in nature from intense group work to less formal math jeopardy.

Figure 18: All Fall 2012 Math 060-101S enrollment

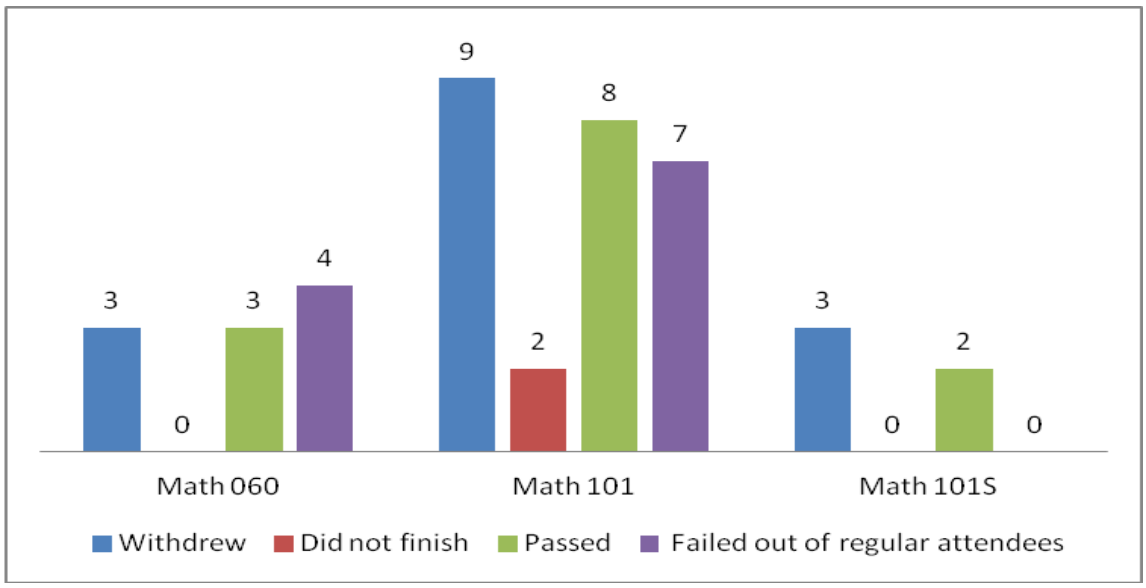


Figure 19: All Fall 2012 Math 060-101S grade distribution

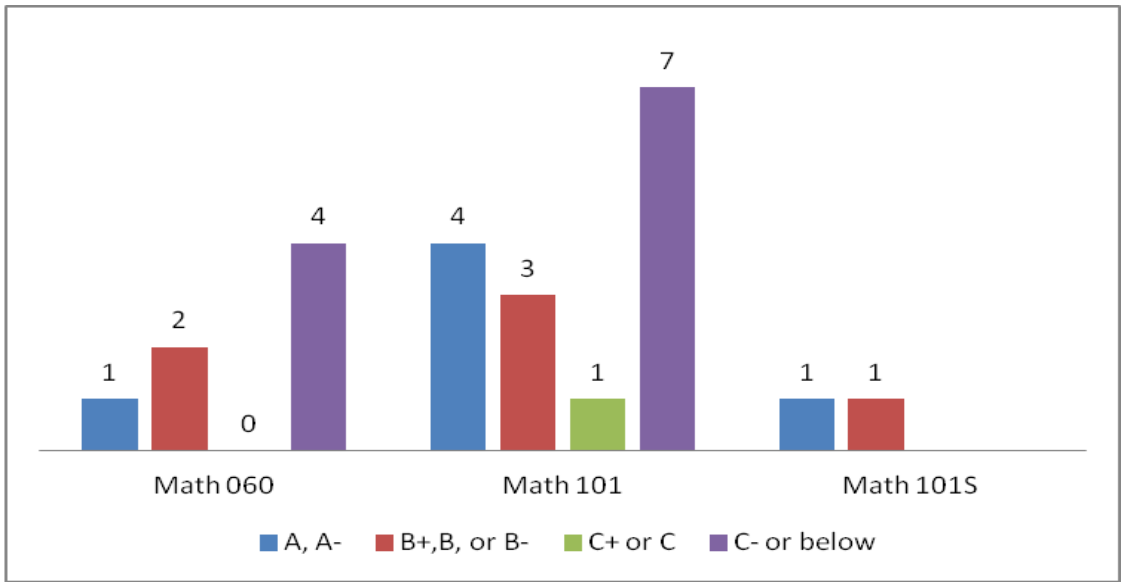


Figure 20: All Fall 2012 Math 060-101S overall grade averages for students who finished

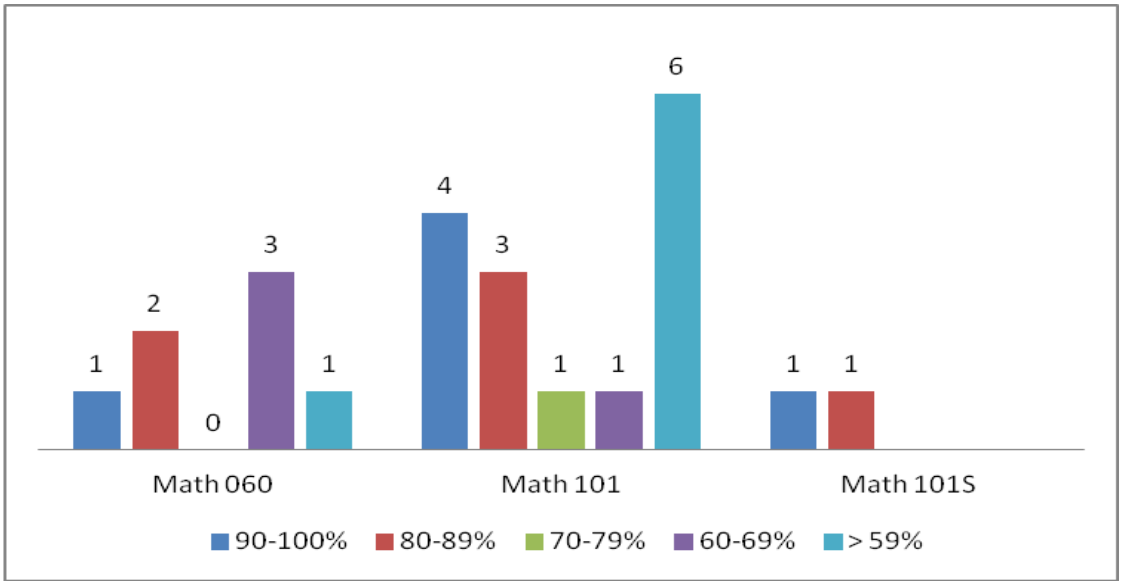


Figure 21: All Fall 2012 Math 060-101S pass rates of students for all enrolled

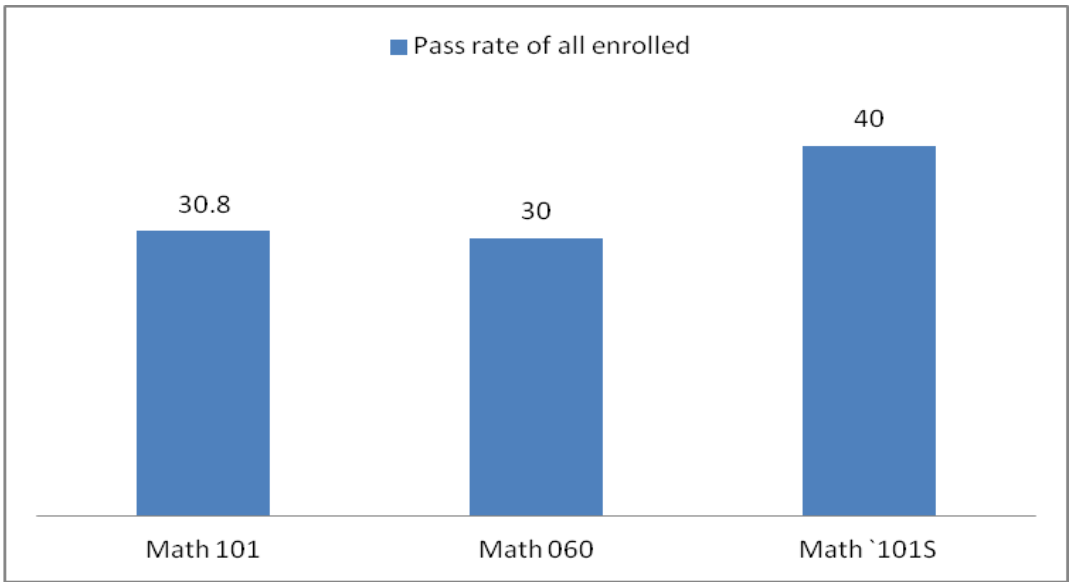
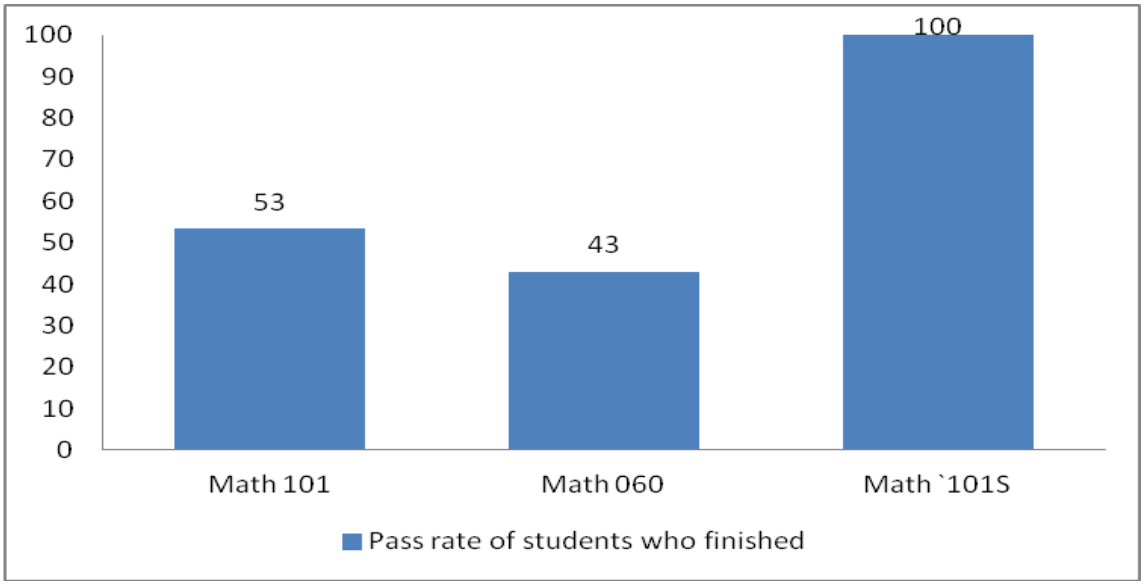


Figure 22: All Fall 2012 Math 060-101S pass rates for students who finished the course



Summary

Pass rates were low for 060 and 101 and 101 had a high number of withdrawals. On average, students who finished earned some variation of a C across the courses.

Fall 2012 Math 109 findings

Course description

Math 109, Foundations of Mathematics, is a non-traditional, application-driven course that focuses on teaching students how to think critically with numerical or mathematical information. The course is designed to teach quantitative reasoning by emphasizing topics, both useful and relevant to a liberal arts program, that enable students to become quantitatively literate. These mathematical topics include the concepts of logic, set theory, finance, probability theory, and linear models of growth.

Figure 23: All Fall 2012 Math 109 enrollment

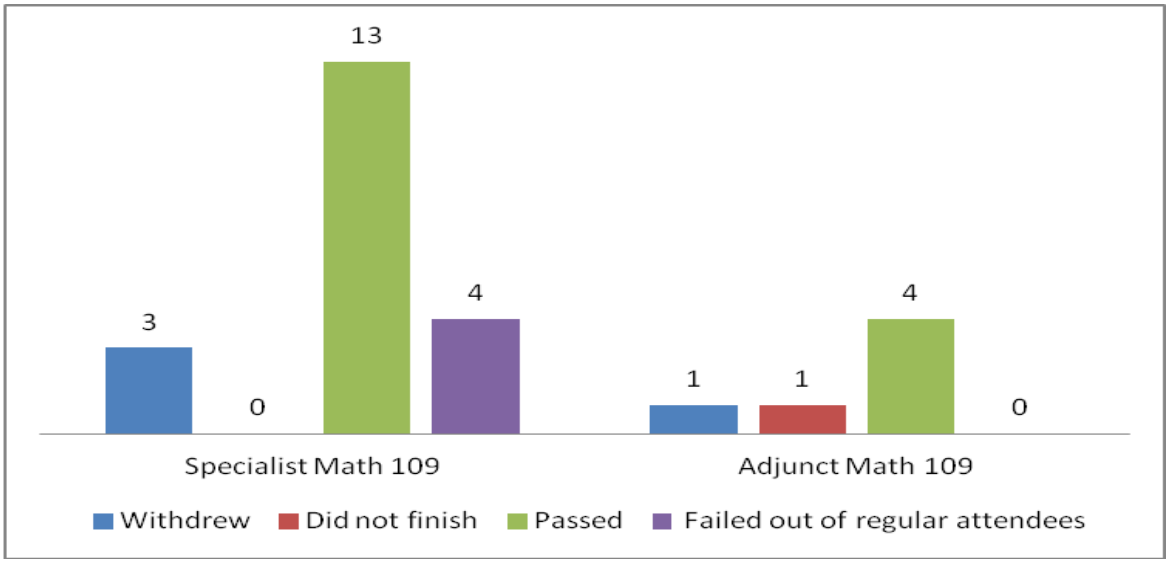


Figure 24: All Fall 2012 Math 109 grade distribution

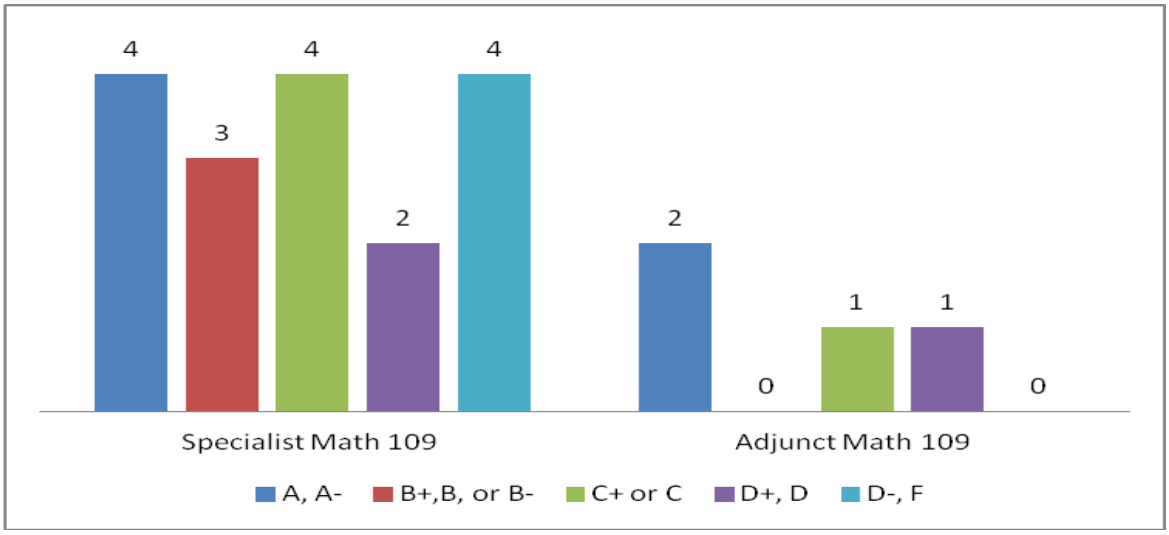


Figure 25: All Fall 2012 Math 109 overall grade averages of students who finished

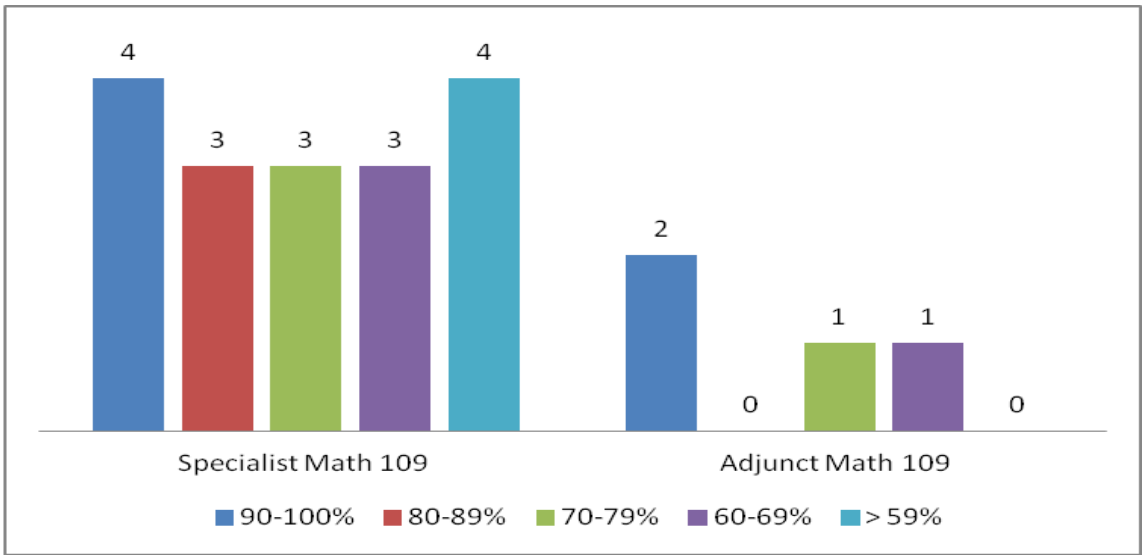


Figure 26: All Fall 2012 Math 109 test averages of students who finished

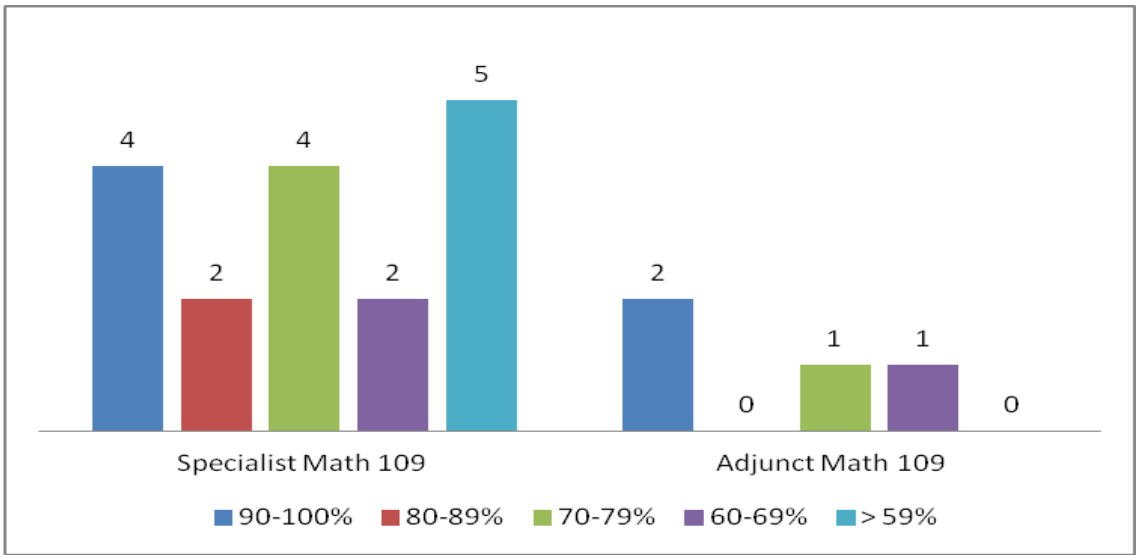


Figure 27: All Fall 2012 Math 109 pass rates of students for all enrolled

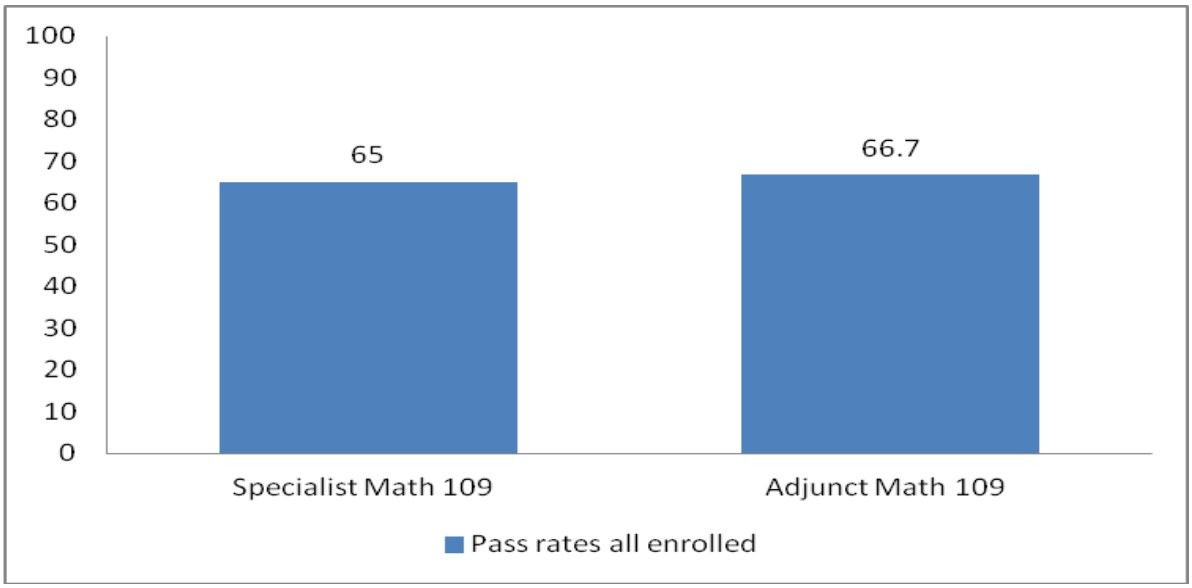
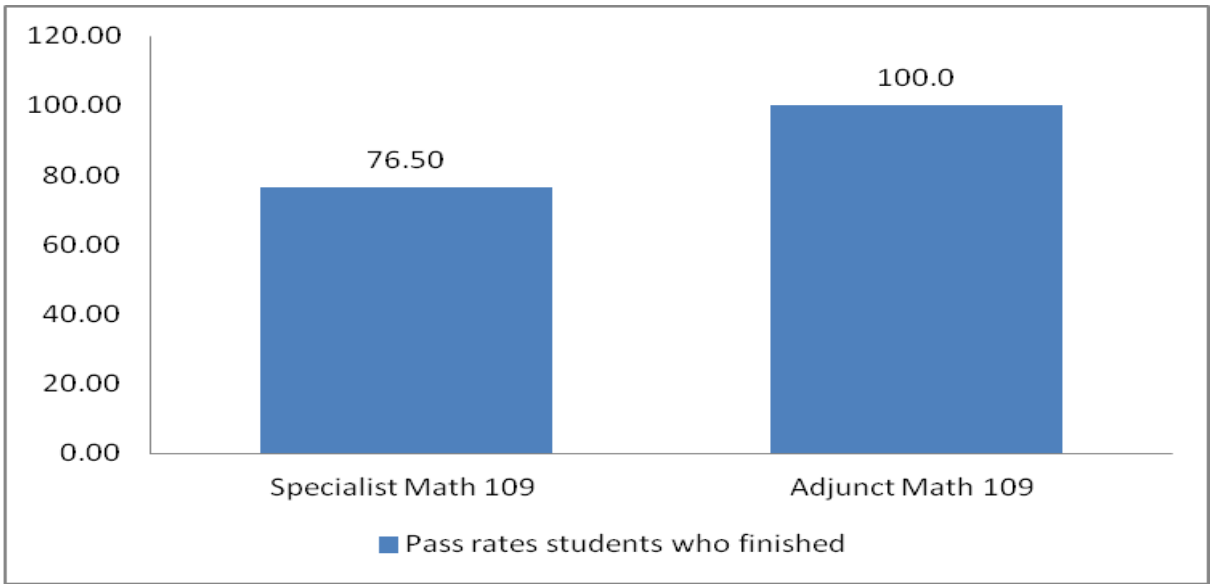


Figure 28: All Fall 2012 Math 109 pass rates for students who finished the course



Summary

Grades for Math 109 were fair. Pass rates are above average when looking students who finished. The final grade for a student taking this course was varied.

Spring 2013 Math 030-100 findings

Figure 29: All Spring 2013 Math 030-100 enrollment

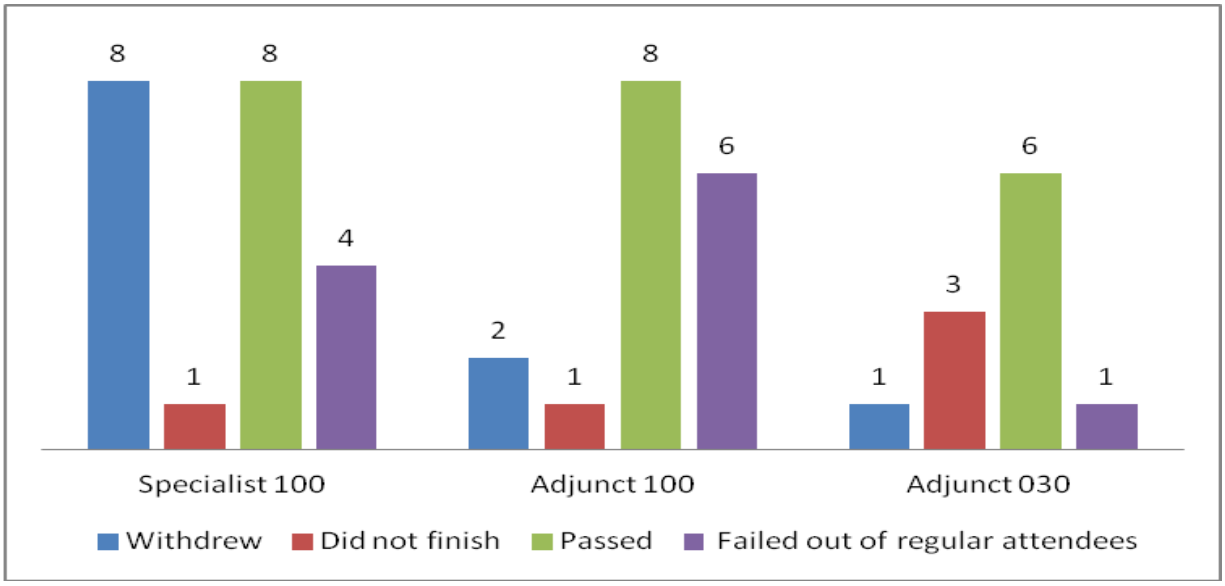


Figure 30: All Spring 2013 Math 030-100 grade distribution

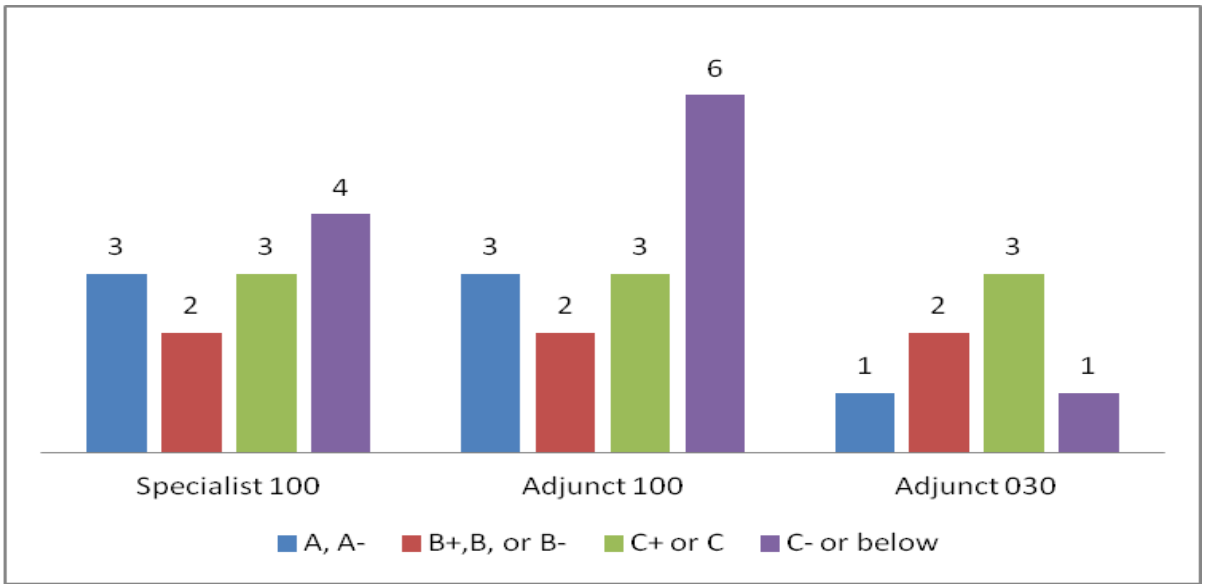


Figure 31: All Spring 2013 Math 030-100 overall grade averages of students who finished

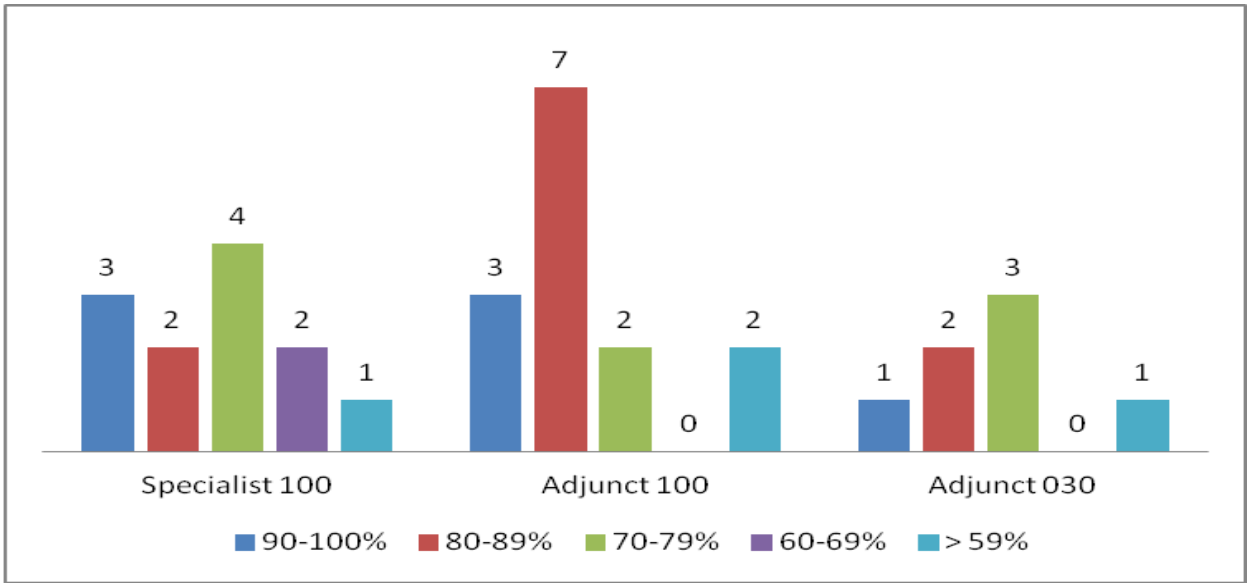


Figure 32: All Spring 2013 Math 030-100 test averages of students who finished

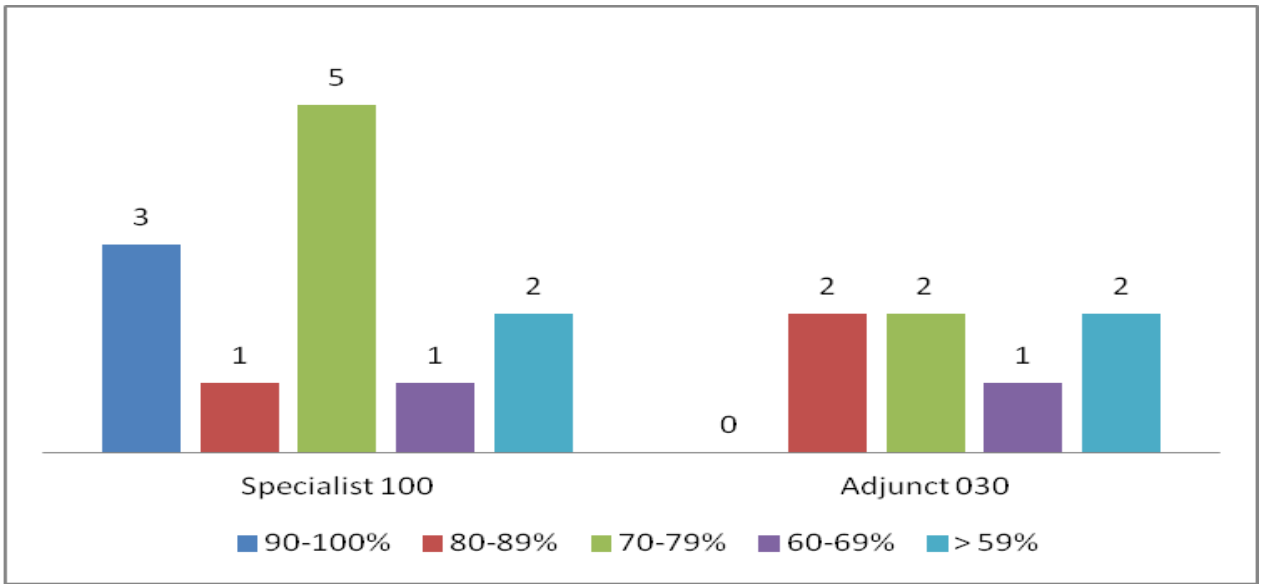


Figure 33: All Spring 2013 Math 030-100 pass rates of students for all enrolled

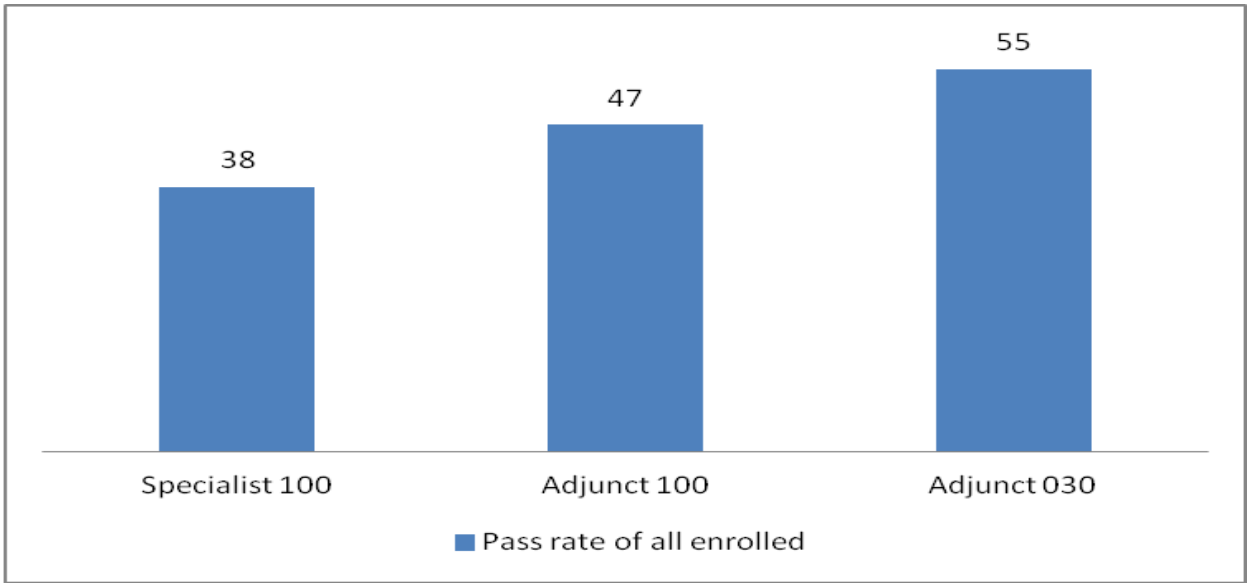
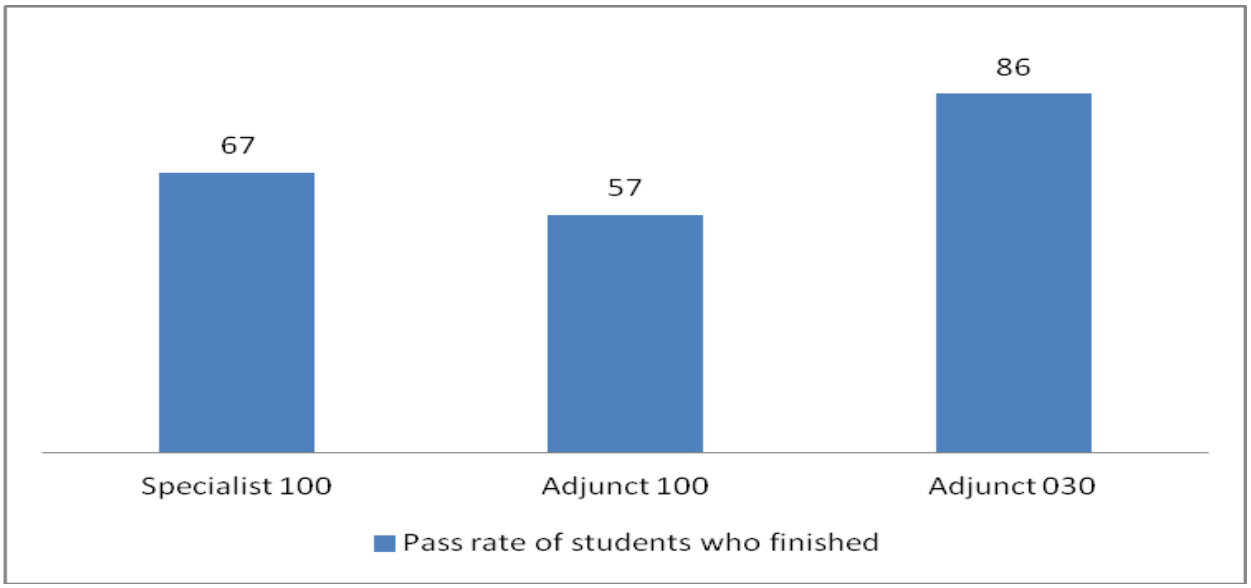


Figure 34: All Spring 2013 Math 100 pass rates of students who finished the course



Summary

The 100 course had high numbers of students who withdrew and pass rates were low. Math 030 had the highest pass rates for students who finished the course. Grades were average across both sections.

Spring 2013 060-101S findings

Figure 35: All Spring 2013 Math 060-101S enrollment

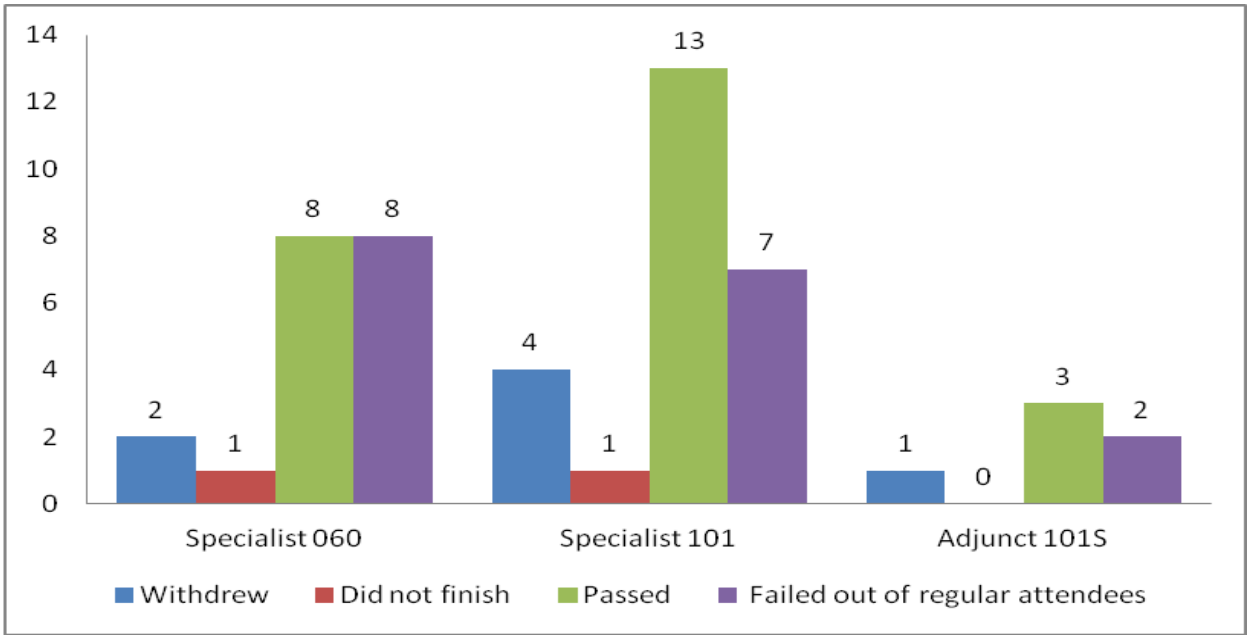


Figure 36: All Spring 2013 Math 060-101S overall grade distribution

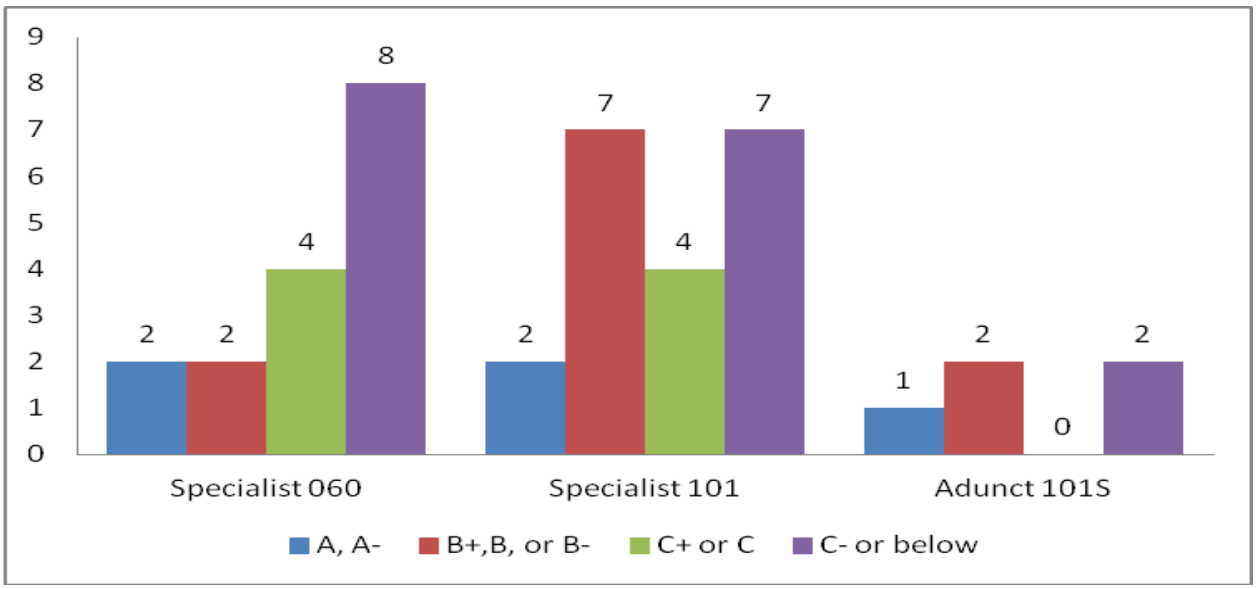


Figure 37: All Spring 2013 Math 060-101S overall grade averages for students who finished

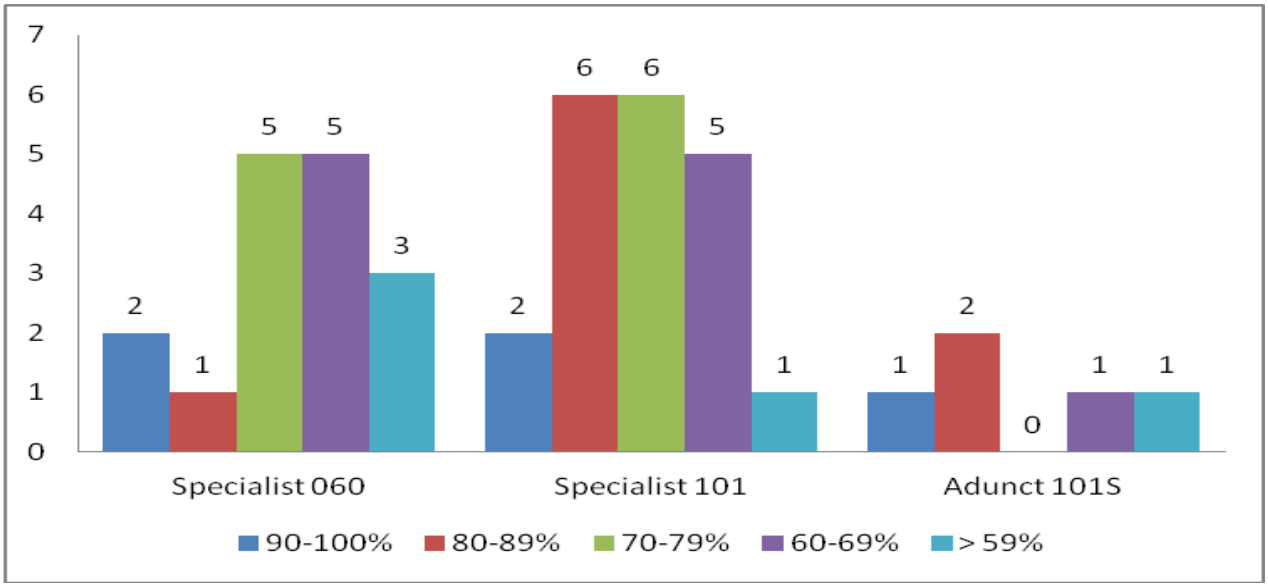


Figure 38: All Spring 2013 Math 060-101S pass rates of students for all enrolled

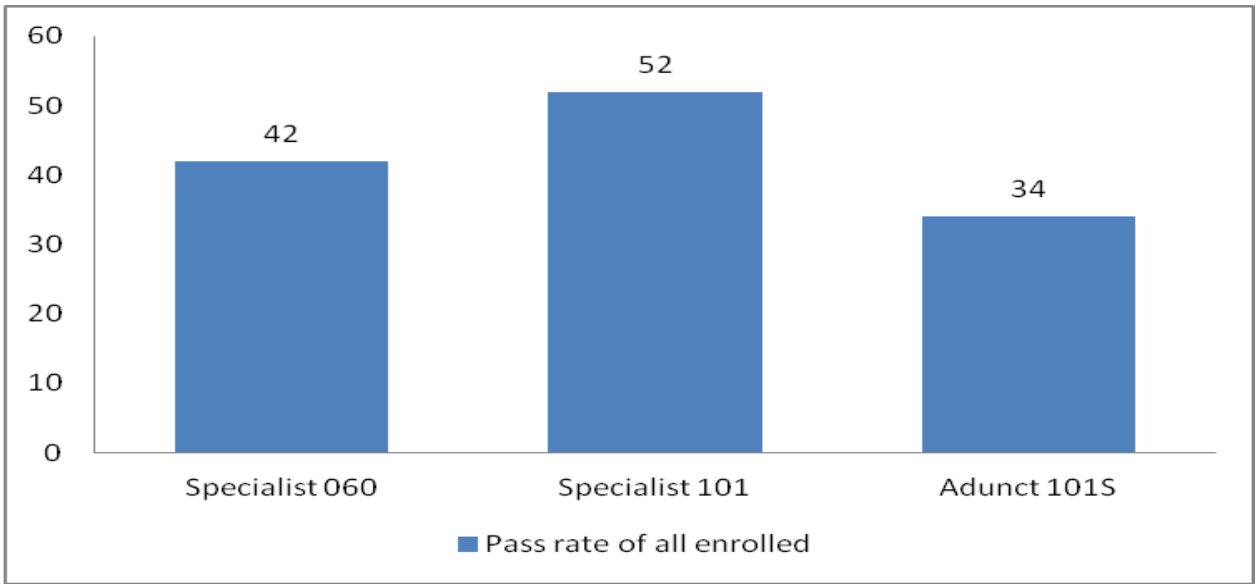
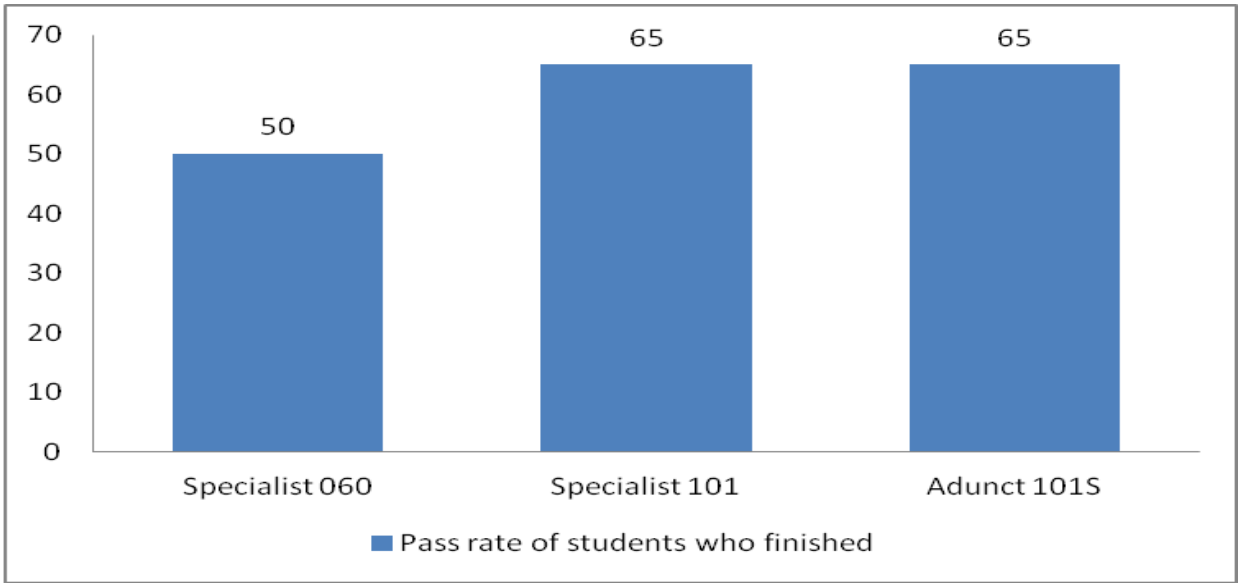


Figure 39: All Spring 2013 Math 060-101S pass rates for students who finished the course



Summary

Pass rates are poor. Overall grade averages tend to be skewed left with more students earning lower grades.

Spring 2013 Math 108 findings

Course description

Math 108/112, Foundations of Mathematics, is a non-traditional, application-driven course that focuses on teaching students how to think critically with numerical or mathematical information (112 is taught at THEARC). The course is designed to teach quantitative reasoning by emphasizing topics, both useful and relevant to a liberal arts program, and that enable students to become quantitatively literate. These mathematical topics include the concepts of logic, set theory, reasoning, real numbers, the metric system, linear equations and inequalities, and systems of equation.

Figure 40: All Spring 2013 Math 108 and 112 enrollment

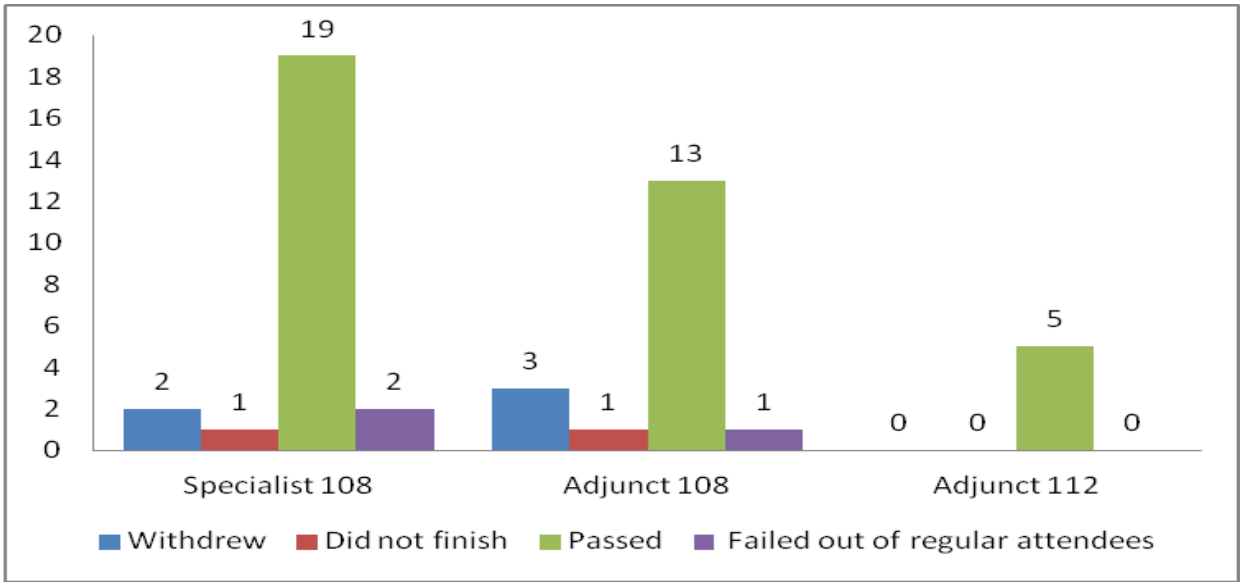


Figure 41: All Spring 2013 Math 108 and 112 grade distribution

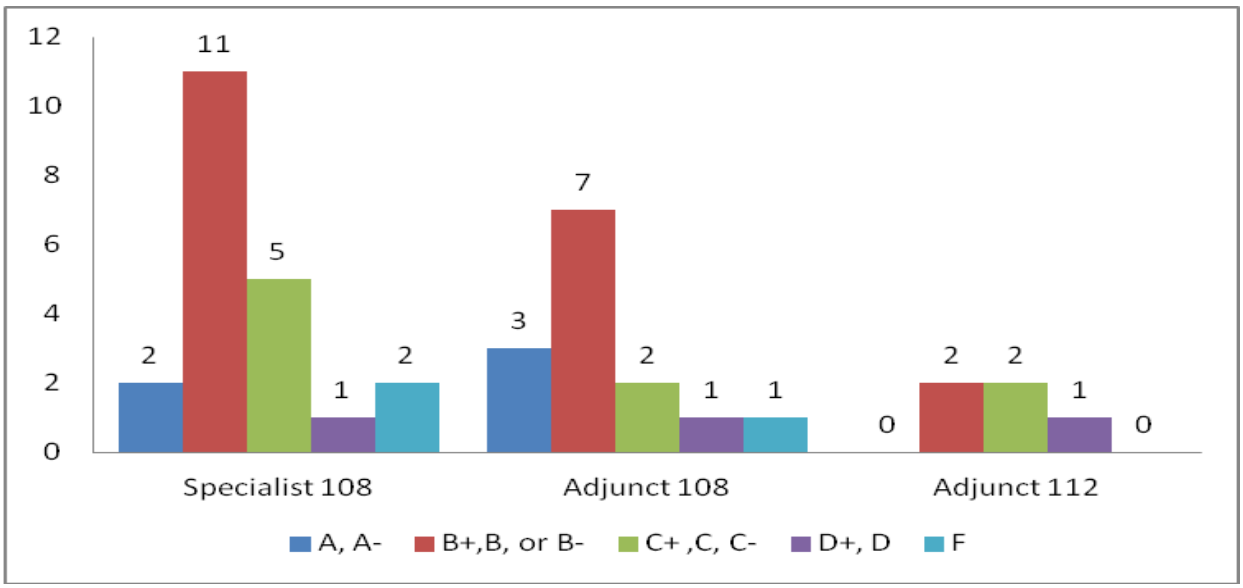


Figure 42: All Spring 2013 Math 108 and 112 overall grade averages of students who finished

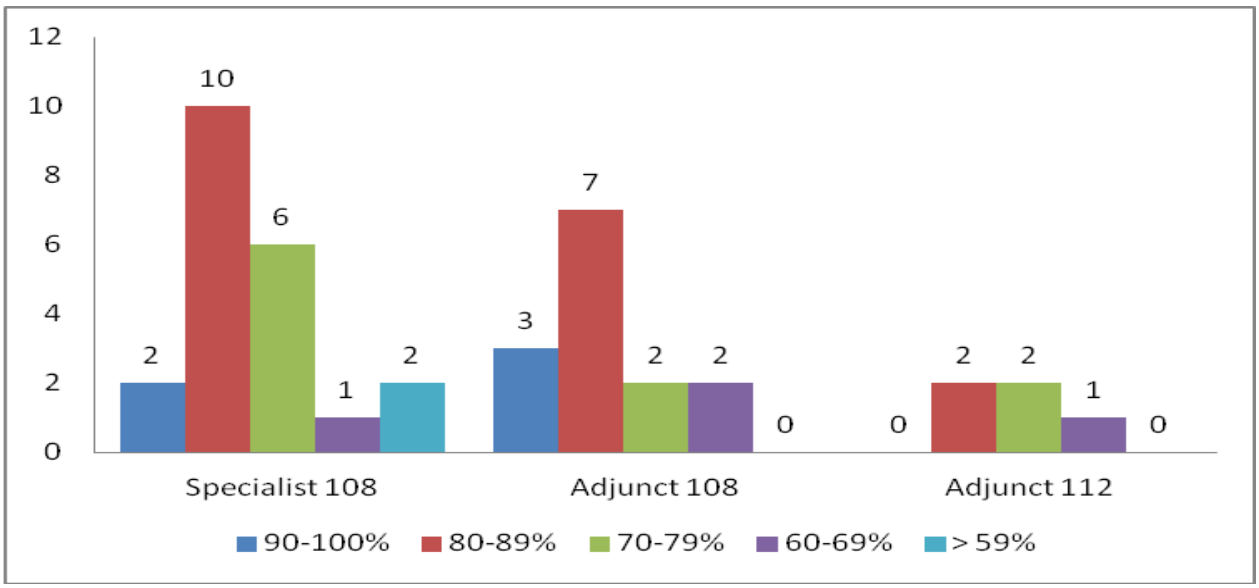


Figure 43: All Spring 2013 Math 108 and 112 test averages of students who finished

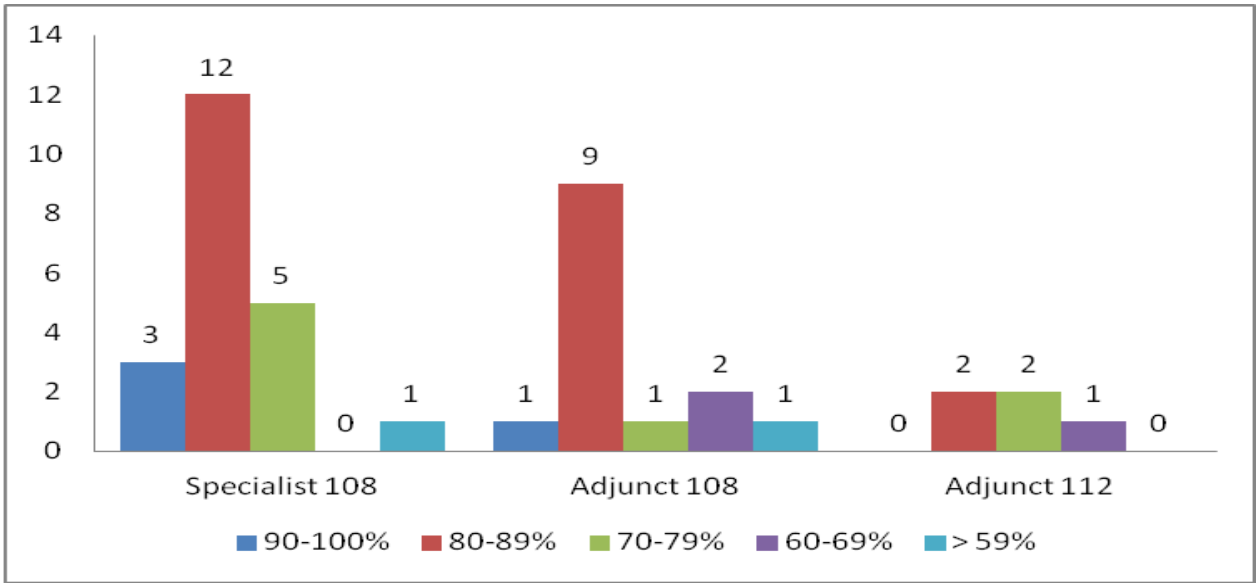


Figure 44: All Spring 2013 Math 108 and 112 pass rates of students for all enrolled

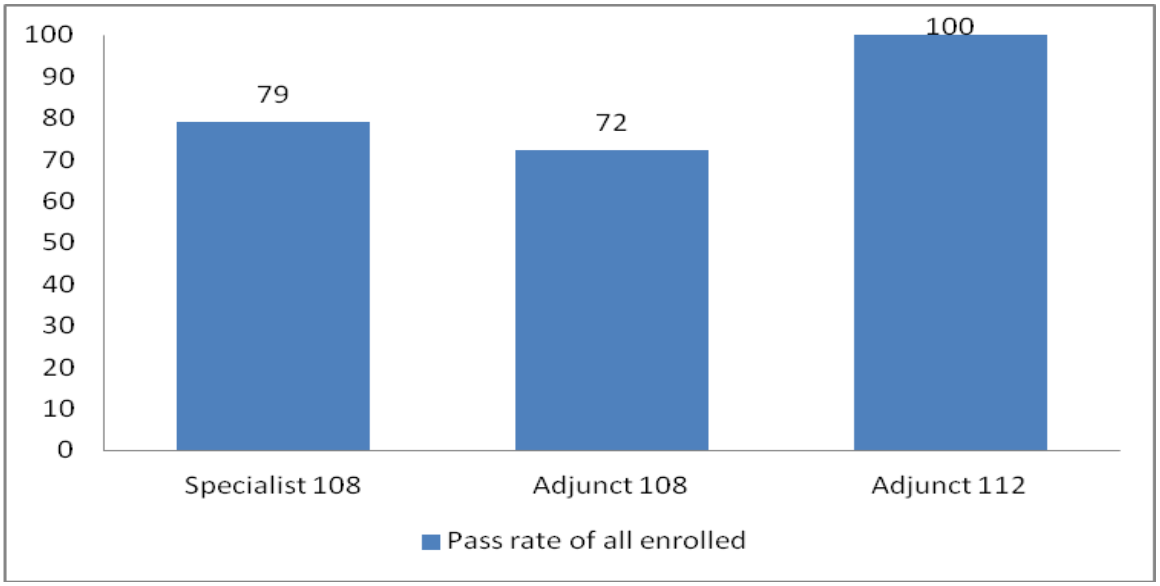
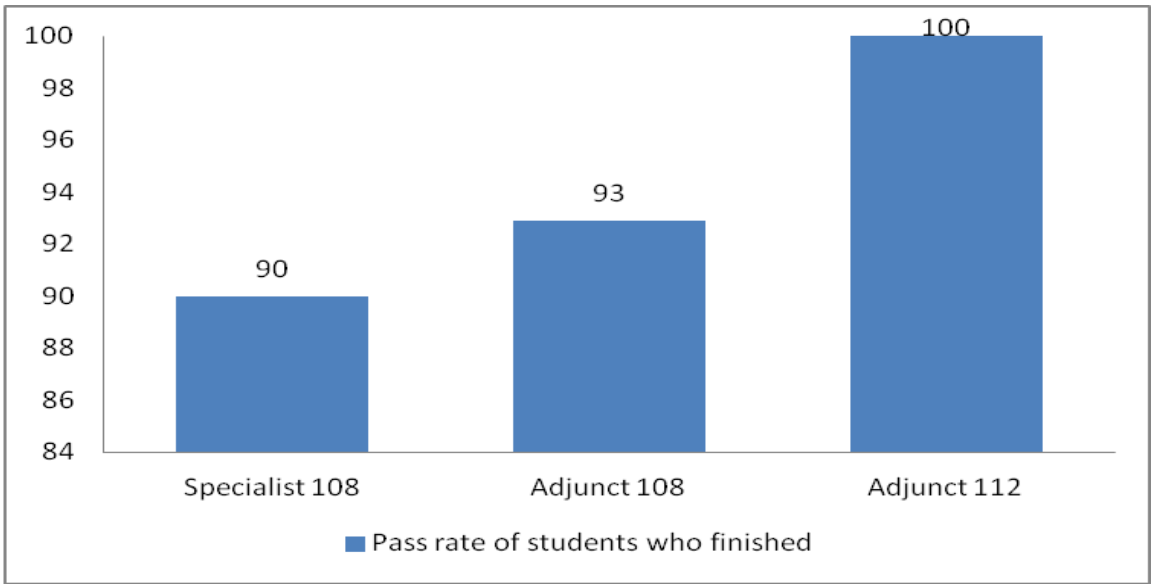


Figure 45: All Spring 2013 Math 108 and 112 pass rates for students who finished the course



Summary

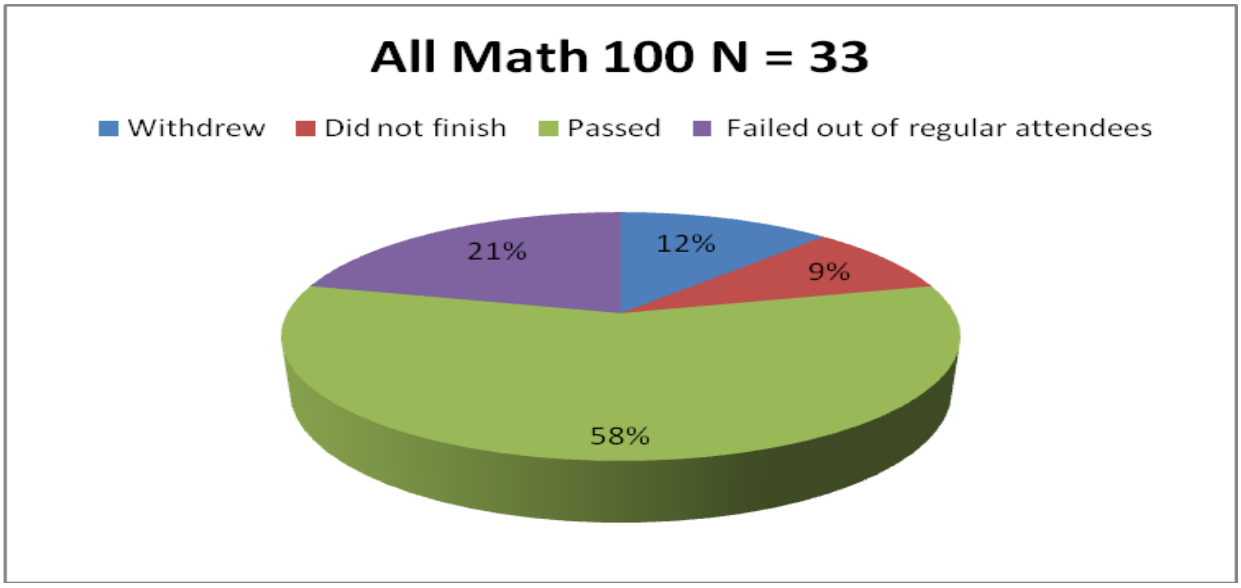
Pass rates were excellent when looking at students who finished and average-excellent when looking at all enrolled. Overall grade averages were also excellent.

Part IV: Detailed findings

Detailed Findings-Fall 2012 Math 100 sections

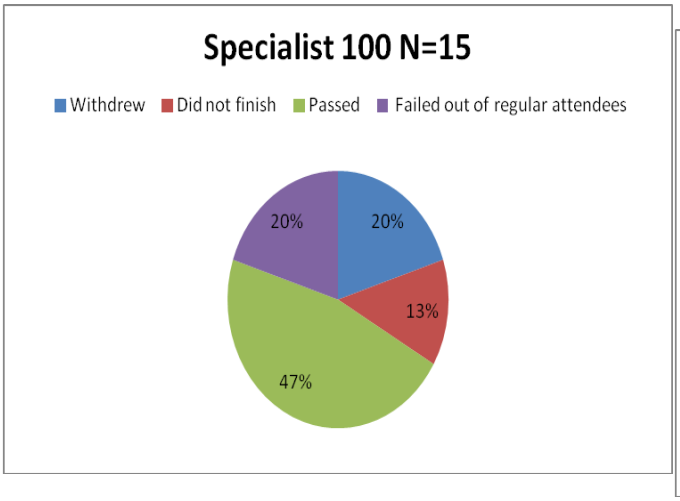
A total of 33 students enrolled in these courses. 4 students (12% of the total) withdrew, 3 did not finish (9%), leaving a total of 26 students (79%) who actually finished the course. Of the students that finished, 8 failed. Withdrawals *and* students who do not finish account for 21% of Math 100 enrollment status. More than half of all students enrolled passed.

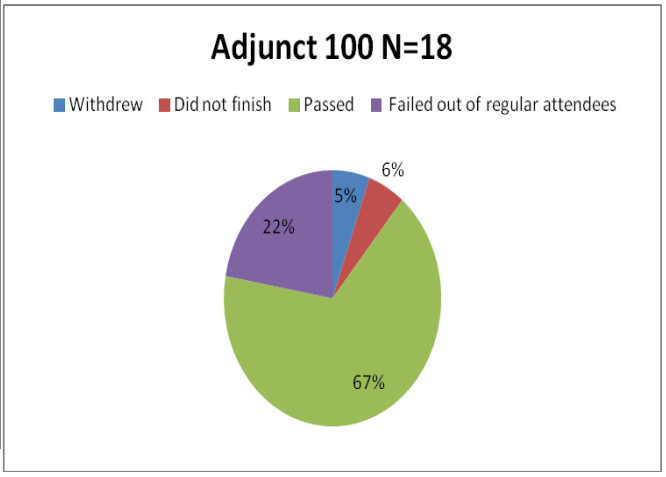
Figure 46: Fall 2012 Math 100 enrollment status



Below are the findings for each course taught.

Figure 47: Fall 2012 Math 100 enrollment status parsed out by section



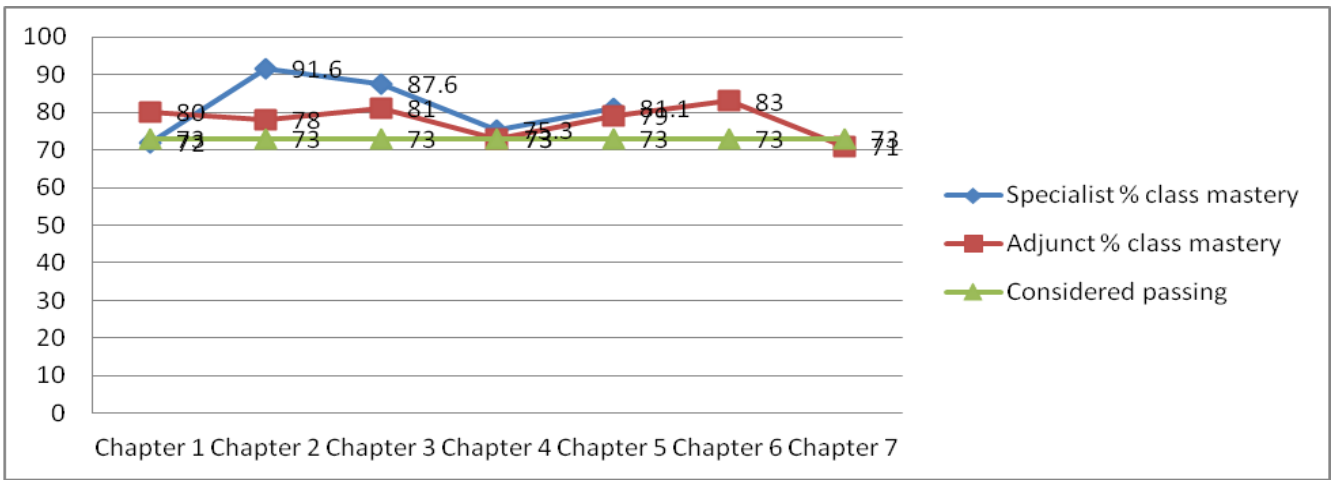


When parsed out by respective sections, the majority of withdrawals and students who do not finish come from students in the specialist taught class. The adjunct taught Math 100 had the highest pass rate as well as the highest rate of students who failed.

Performance by chapter-Math 100 sections

Below is an illustration of how all classes performed on each chapter.

Figure 48: Fall 2012 Math 100 classes performance by chapter



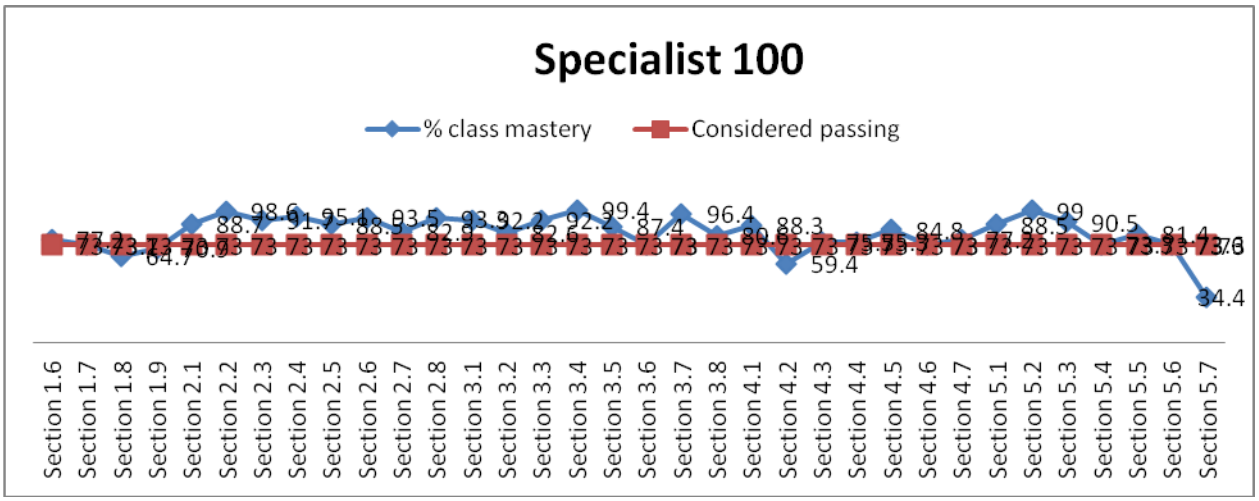
Both classes maintained averages above the minimum standards for passing throughout the whole semester. For the specialist class, peaks occurred in Chapters 2 and 5 on integers and decimals. A decline in average occurs in both classes in Chapter 4 on operations on mixed numerals. In the adjunct class an additional peak occurs in Chapter 6 on percent notation and then drops in Chapter 7 on data and graphs. The specialist class stopped at Chapter 5 in order to spend more time on Chapters 3 and 4.

****It should be noted that in the specialist class, students acquired these high averages without the help of the learning tools in MML (aids like help me solve and show me an example were disabled on the graded hw sets).**

Performance by homework section-specialist

Data was not available for the adjunct section. The illustration below conveys more detailed information about sections within chapters that had variation in performance for the specialist taught section.

Figure 49: Fall 2012 Math 100 class performance by chapter section for the specialist section

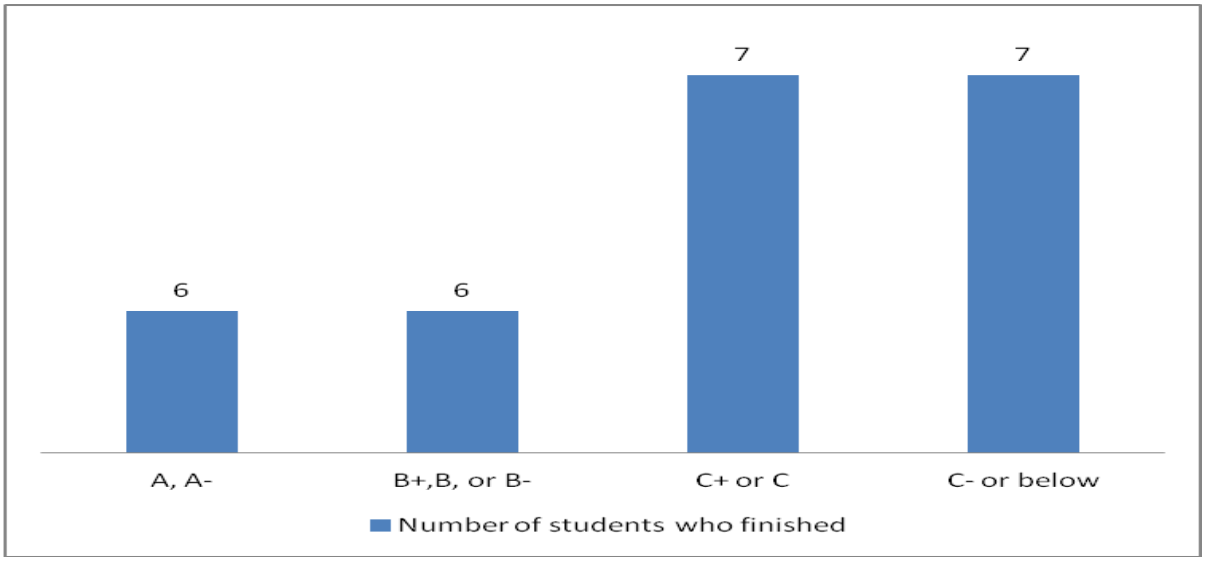


Students struggled in sections 1.8, 4.2, 5.7. These sections covered applications and problem solving, adding fractions with different denominators, and solving equations. These are typically the most challenging topics for learners of arithmetic and basic skills, thus the dips in performance make sense. What is fascinating is that they maintained high scores in virtually every other section.

Repeaters-all sections

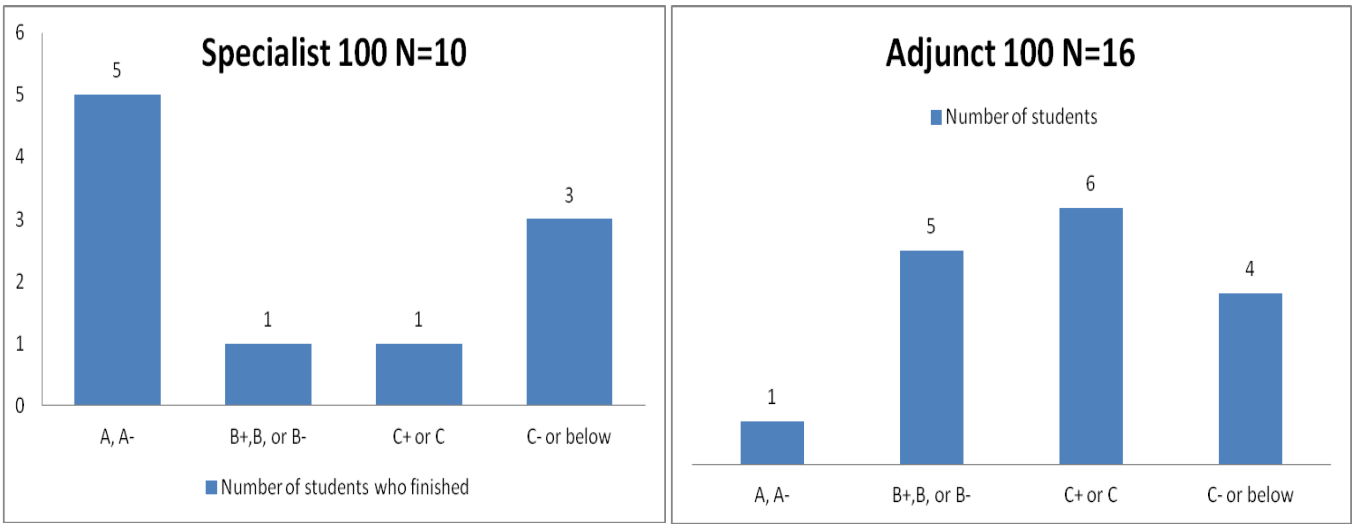
Of the 33 students enrolled in the courses, 3 (9%) were repeating. One (3%) passed, one (3%) did not finish, and one (3%) withdrew.

Figure 50: Fall 2012 Math 100 overall grade distribution



Of the twenty-six students who finished the course, six students earned grades of A or A-, six students earned grades of B+, B or B-, seven students earned grades of C+ or C, and seven students earned a C- or lower. In other words, 23% earned some variation of an A, 23% earned some variation of a B, 27% of the classes earned C or C+, and 27% earned a failing grade. Failing was defined as attaining an overall average of less than a C. Below are the grade distributions for each individual section.

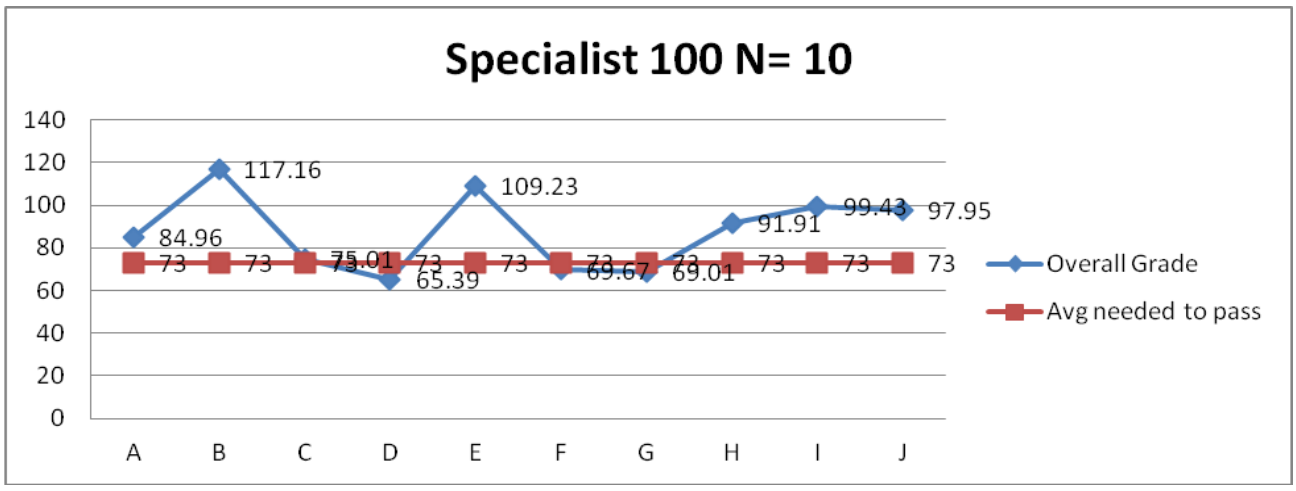
Figure 51: Fall 2012 Math 100 overall grade distribution parsed out by section

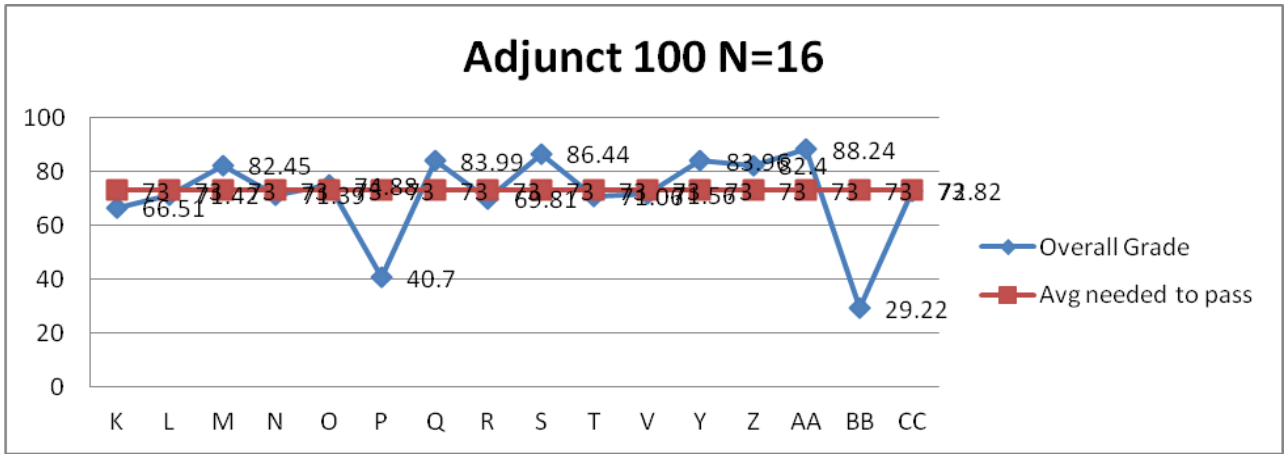


In the specialist class, grades peak in the A's and in the C-s and below. In the adjunct class, grades are fairly symmetric.

Below are the distributions of overall grade averages by student for each section of Math 100

Figure 52: Fall 2012 Math 100 overall student grade average distribution by student parsed out by section



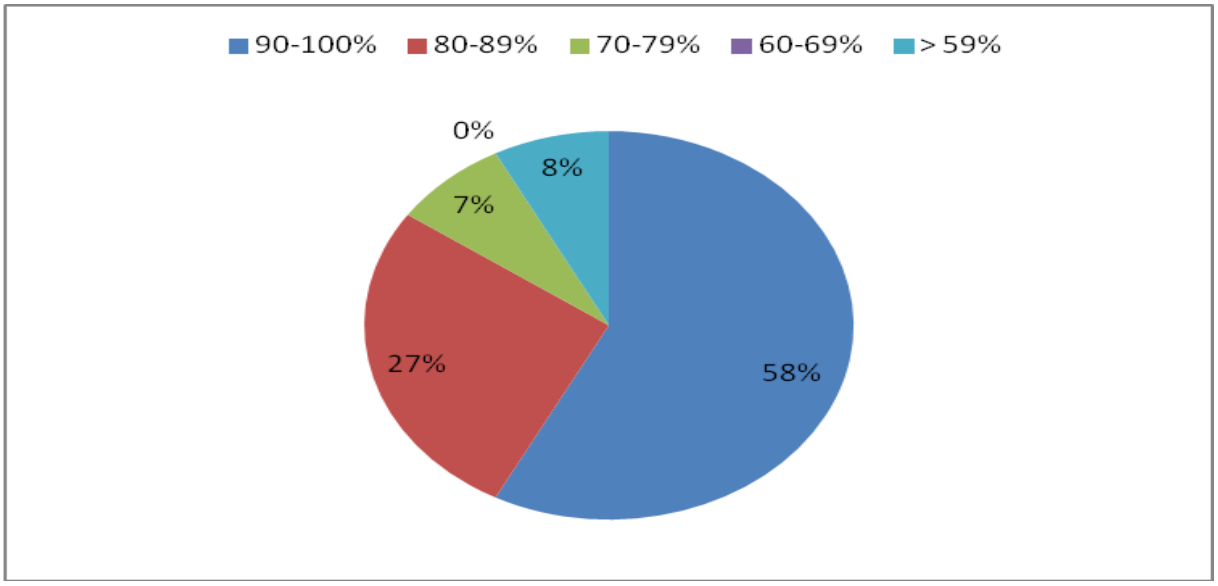


*Note: Averages in the specialist sections may exceed 100 due to bonus points from student homework which were applied to their exams. Across both sections, most students seemed to perform above the minimum standards for passing. The specialist section had 2 outliers with averages of 117.16 and 109.23 respectively. The adjunct section had two outliers with averages of 40.7 and 29.22 respectively. As calculated by Mymathlab, the overall class average and median for the specialist class was 82.3% and 85%. The overall class average and median for the adjunct class was 67% and 69%

Math 100 attendance-all sections

Of the 26 students that finished the course, 22 (85%) had attendance rates of 80% or higher. Attendance is illustrated below.

Figure 53: Fall 2012 Math 100 attendance rates

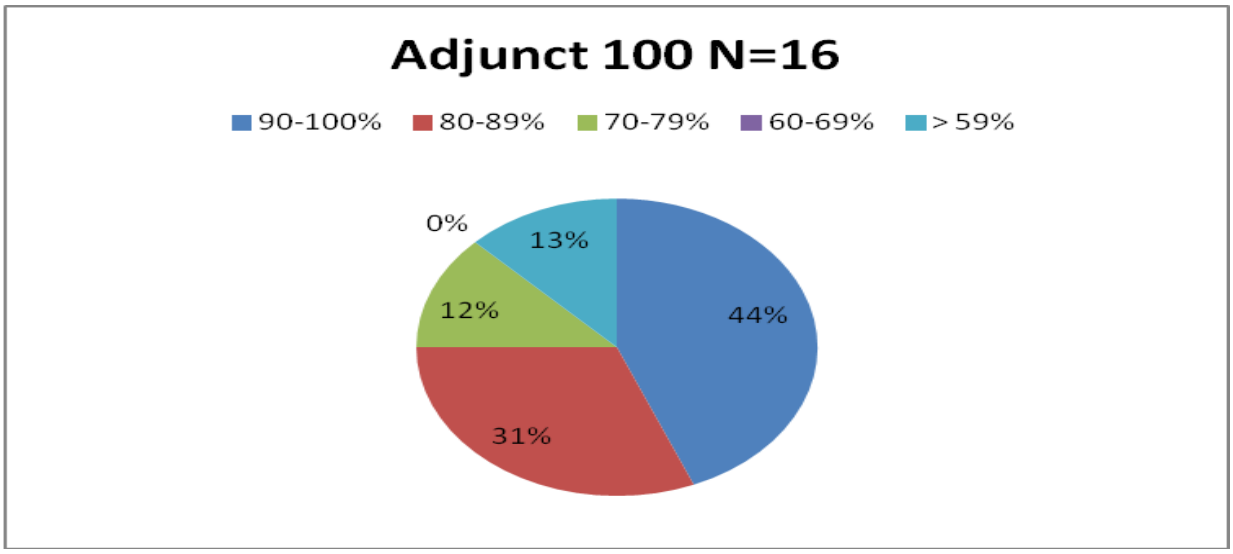


Attendance was excellent.

Math 100 attendance-adjunct section

7 (44%) of the 16 students who finished the course, had an attendance rate of 90% or higher. 5 (31.2%) of these 16 had an attendance rate of 80% -89% , 2 (12.5%) had an attendance rate 70%-79%, and 2 had a rate below 59%. The attendance rate is illustrated below.

Figure 54: Fall 2012 Math 100 attendance rates-adjunct section

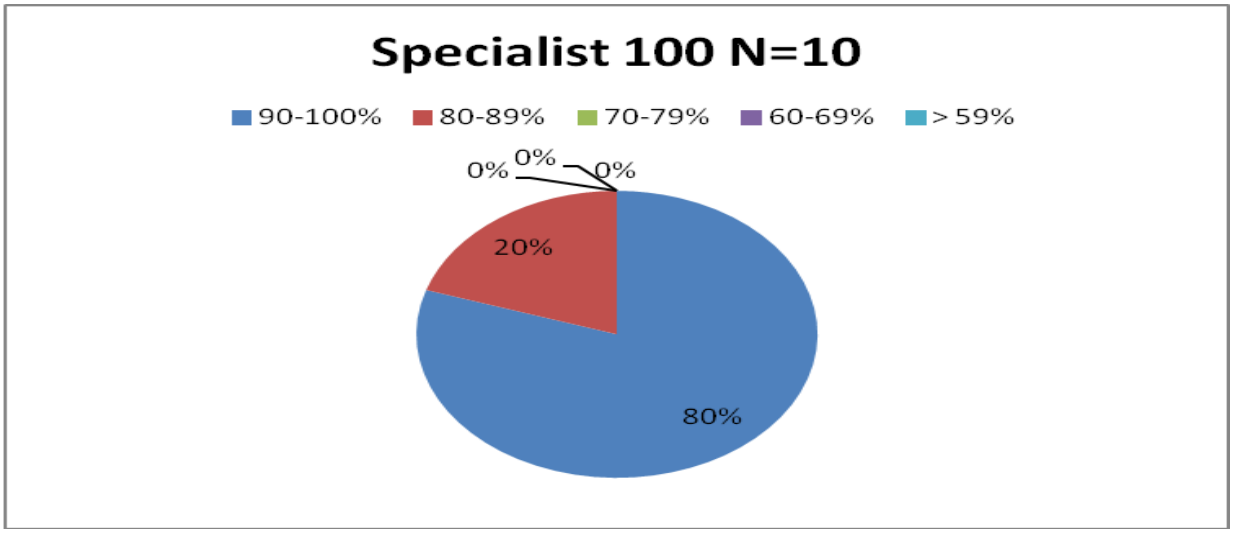


Attendance was average.

Math 100 attendance-specialist section

8 (80%) of the 10 students who finished the course, had an attendance rate of 90% or higher and 2 (20%) of these 10 had an attendance rate of 80% -89%. The attendance rate is illustrated below.

Figure 55: Fall 2012 Math 100 attendance rates-specialist section

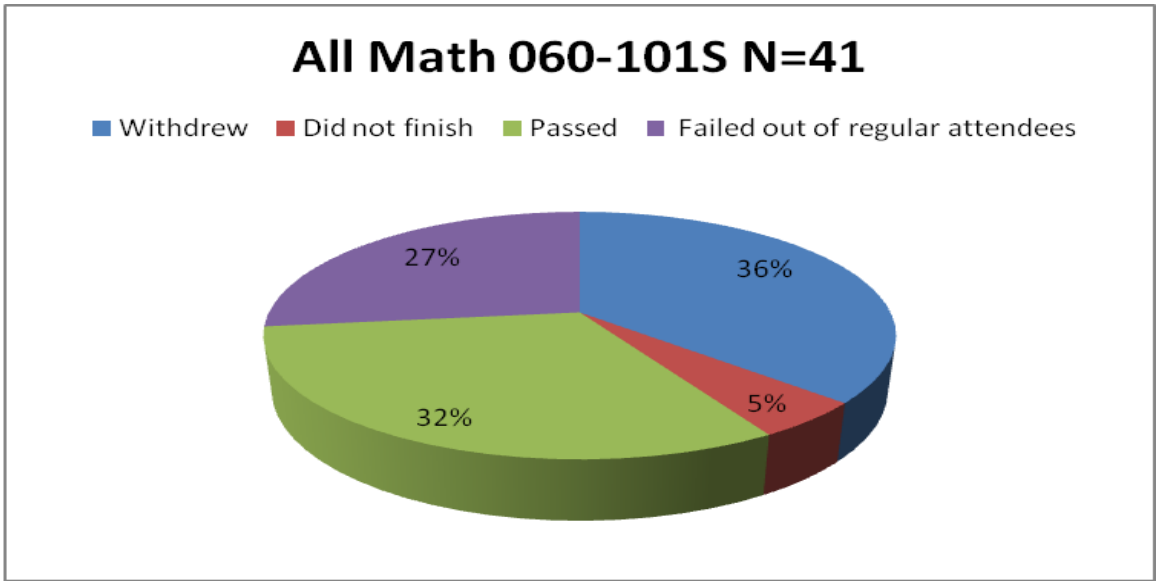


In conclusion, 42% of students will need to retake this course. Attendance and class mastery overall were excellent. Findings from 1 specialist taught section of Math 060, 1 specialist taught section of Math 101, and 1 adjunct taught section of Math 101S are presented in the next section.

Detailed findings-Fall 2012 Math 060-101S sections

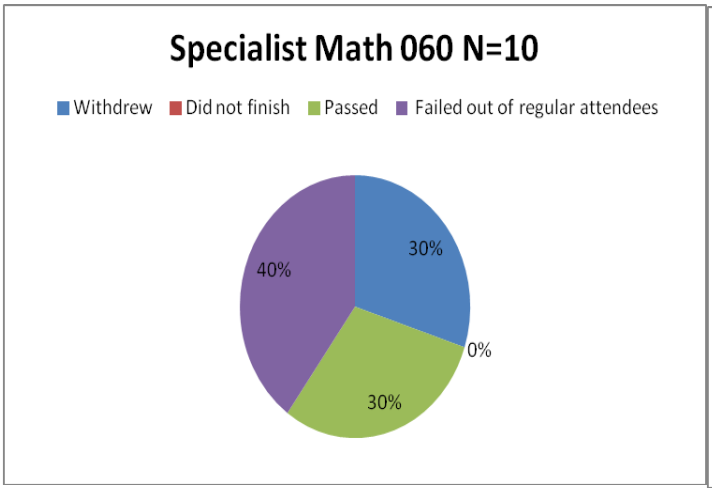
A total of 41 students enrolled in these courses. Fifteen students (36%) withdrew, two students (5 %) did not finish, and twenty-four remained (59%). Of the 24 that remained, 11 failed the course. Findings are illustrated below.

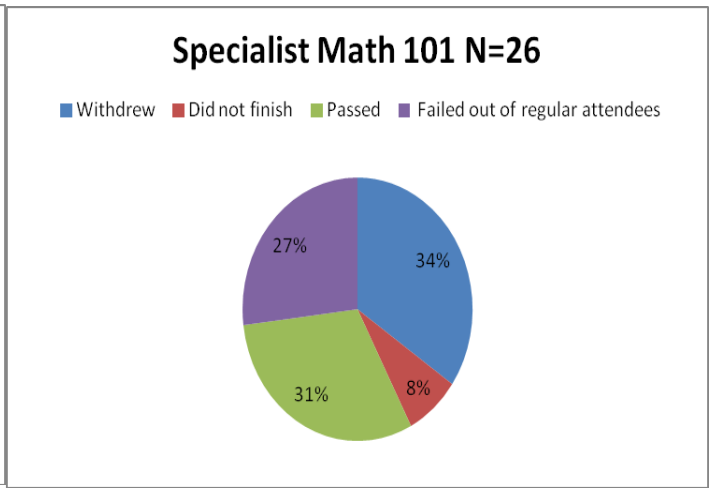
Figure 56: Fall 2012 Math 060-101S enrollment status

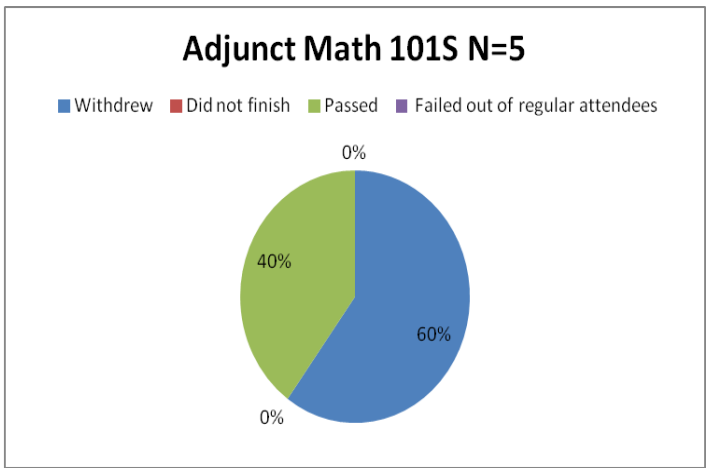


Withdrawals account for the largest portion of enrollment. Withdrawals and students who do not finish account for 41%, close to half of Math 060, 101 and 101S enrollment status. 27% of student failed (regular attendees and students who did not finish). Below are the enrollment figures for each individual section.

Figure 57: Fall 2012 Math 060-101S enrollment status parsed out by section





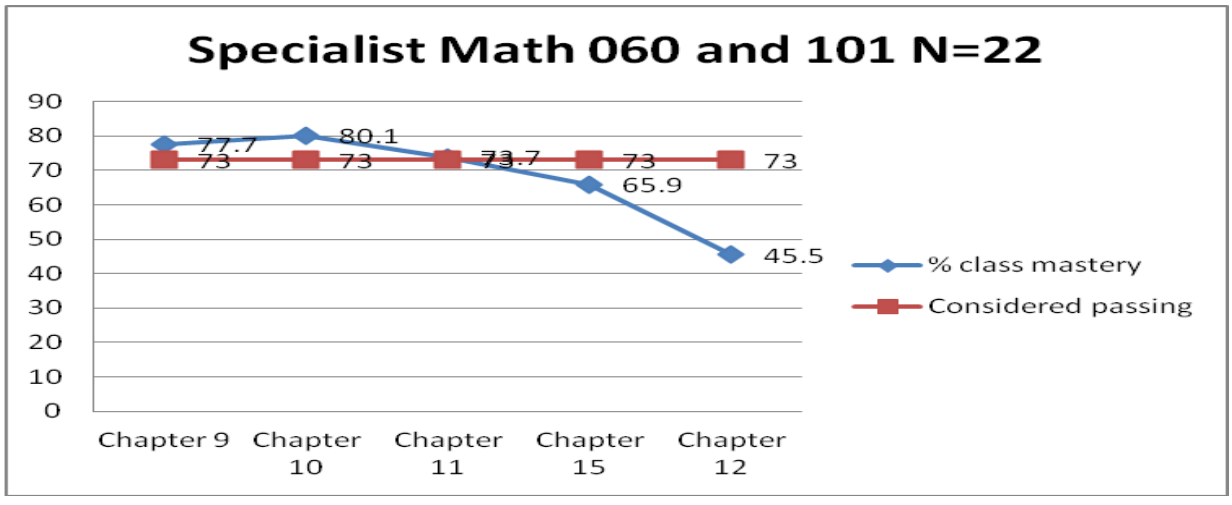


When parsed out by respective sections, the majority of withdrawals come from students in the 101S course. The majority of the number students who failed come from the Math 060 course.

Performance by chapter-Math 060/101 sections

Below is an illustration of how two classes combined (060 and 101) performed on each chapter. Data was not available for the adjunct class.

Figure 58: Fall 2012 Math 060 and 101 performance by chapter

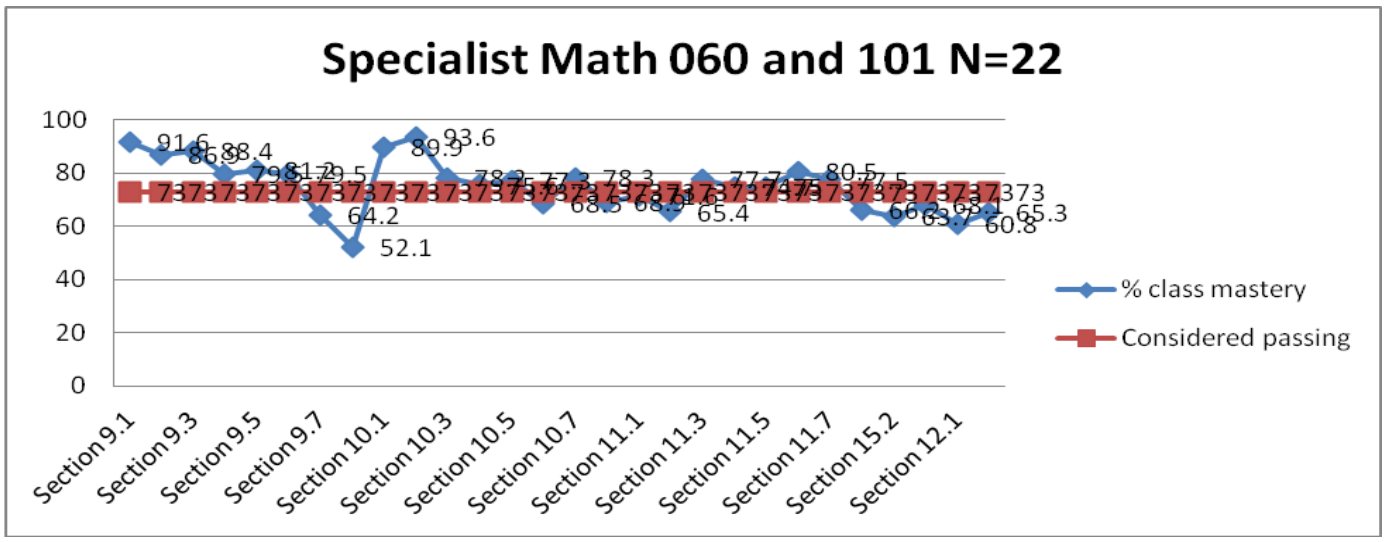


Scores remained above average in chapters 9-10. The average stayed aboved the minimum barely, (by only 7 tenths of a point) for Chapter 11, and fell below in Chapters 15 and 12. The decline begins to occur after Chapter 10. After Chapter 10, students are introduced to graphing lines, finding slopes, writing equations, and solving systems of equations. Chapter 12 scores can be attributed to students focusing less on Chapter 12, and more on studying for the cumulative final examination.

Performance by homework section-specialist section

Data was not available for the adjunct section. The illustration below conveys more detailed information about sections within chapters that had variation in performance.

Figure 59: Fall 2012 Math 101S class performance by section

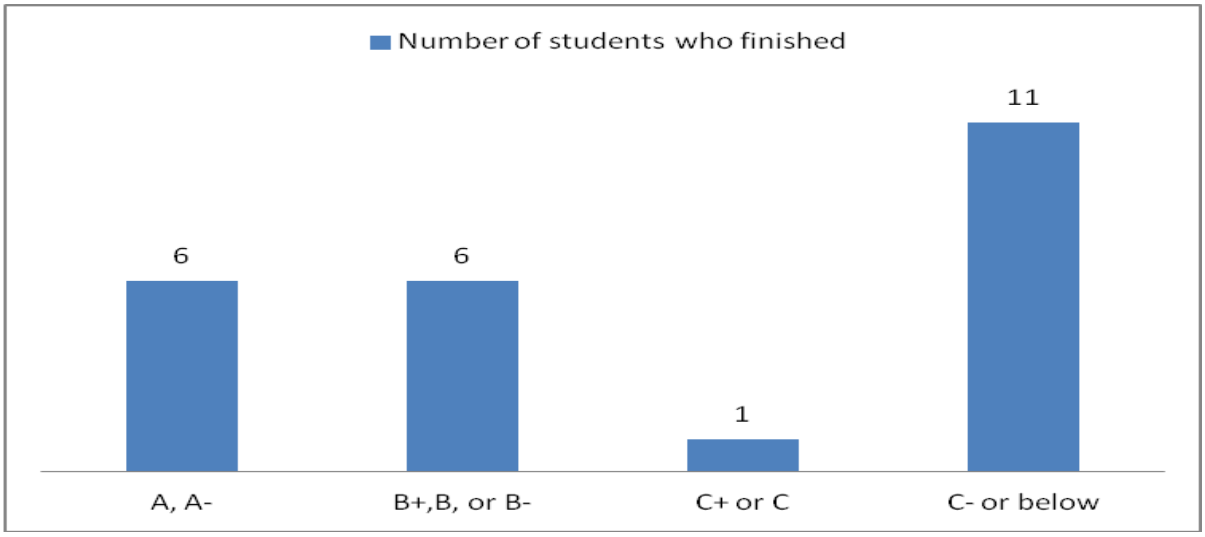


The sharpest declines in class performance occurred in sections 9.7-9.8 and 15.2, and 12.1. These sections covered solving equations , order of operations, solving systems of equations by the substitution method and polynomials. These dips make sense as these topics tend to be some of the most challenging topics for algebra learners because of the abstract nature of equations and expressions.

Repeaters- all sections

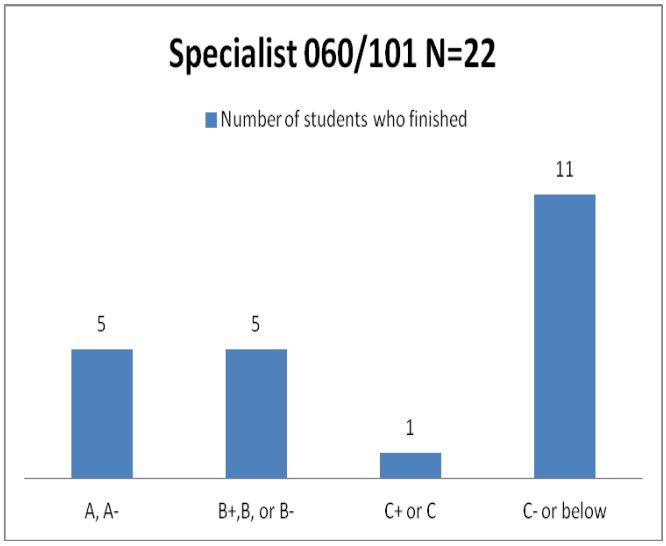
Of the 41 students who enrolled in these courses, approximately 19 (46%) were repeating. 7 (37%) of the nineteen who were repeating withdrew, 6 (32%) passed the course, and 6 (32%) failed. Below is an illustration of how grades were distributed across both sections for students who finished the course.

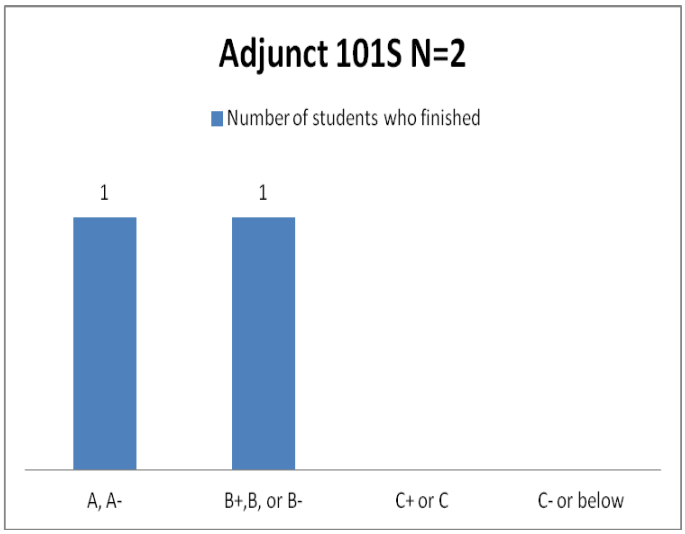
Figure 60: Fall 2012 Math 060/101/101S overall grade distribution



Of the twenty-four students who finished the course, six students earned grades of A or A-, six students earned grades of B+, B or B-, 1 student earned grades of C+ or C, and eleven students earned a C- or lower. In other words, 25% earned some variation of an A, 25% earned some variation of a B, 4.2% of the classes earned C or C+, and 45.8% earned a failing grade. Failing was defined as attaining an overall average of less than a C. Below are the grade distributions for each individual section.

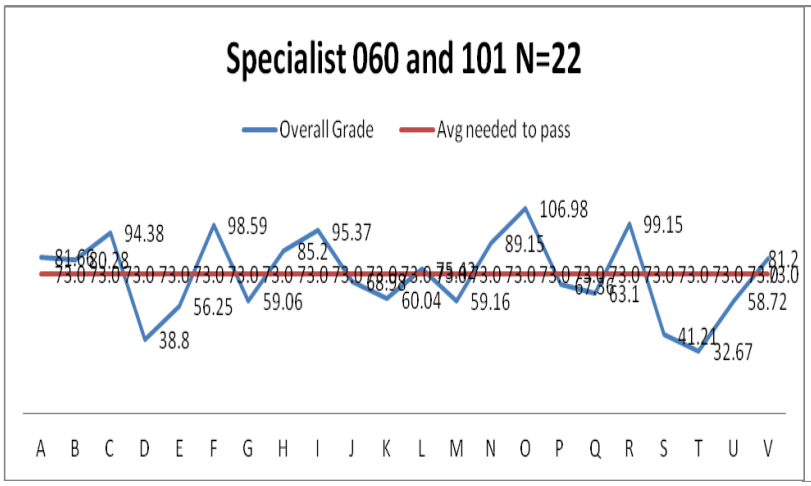
Figure 61: Fall 2012 Math 060-101S overall grade distribution parsed out by section

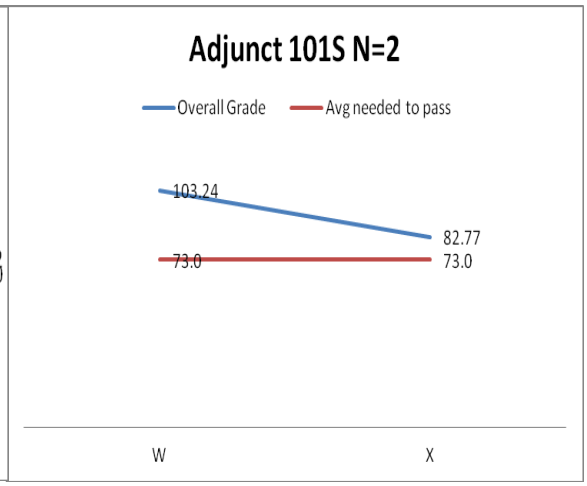




In the 060 and 101 class the majority of the grades were C's . Below are the distributions of overall grade averages by student who finished the course for each section of Math 060/101 and 101S.

Figure 62: Fall 2012 Math 060-101S overall grade distribution by student parsed out by section





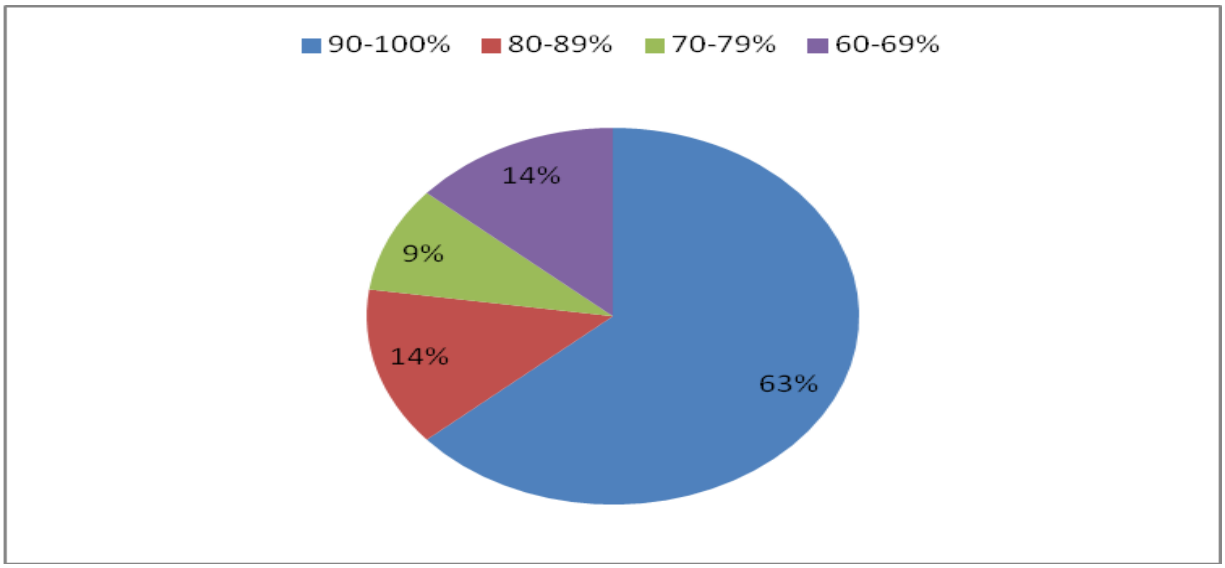
As calculated by MML, the overall class average for 060/101 was 72.4% and the class median was 72.2%. For the 101S class, the overall class average was 93% and the class median was 93%.

Math 060 and 101 attendance-specialist section

Data was not available for the adjunct section. Attendance ranged from 65-100%. Fourteen of the 22 students (63% of the class) had attendance percentage within 90% - 100% range. Three students (14% of the class) were within the 80-89% range, 2 students (9% of the class) were

between 70-79%, and 3 students (14% of the class) were between the 60-69% ranges. The attendance rates for this class are illustrated below.

Figure 63: Fall 2012 Math 060 and 101 (combined) attendance rates

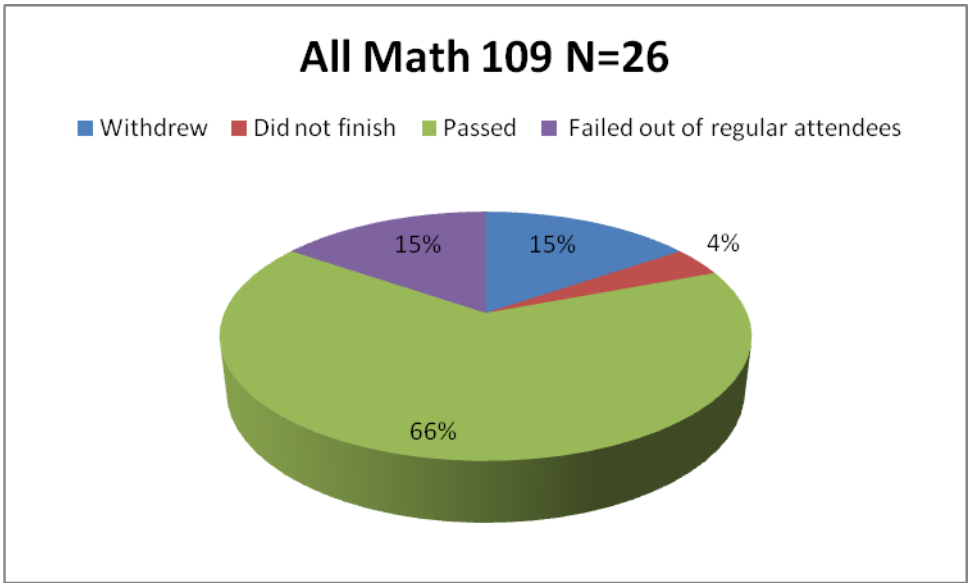


In conclusion, attendance was excellent for the specialist classes with 77% of students attending class most of the time. Approximately half of the students taking one of these courses were repeating. 61% of students will need to re-take Math 060, 101, or 101S. This is problematic and will be addressed in the recommendations section of the report. In the next section findings from 1 specialist section and 1 adjunct section are presented.

Detailed findings- Fall 2012 Math 109 sections

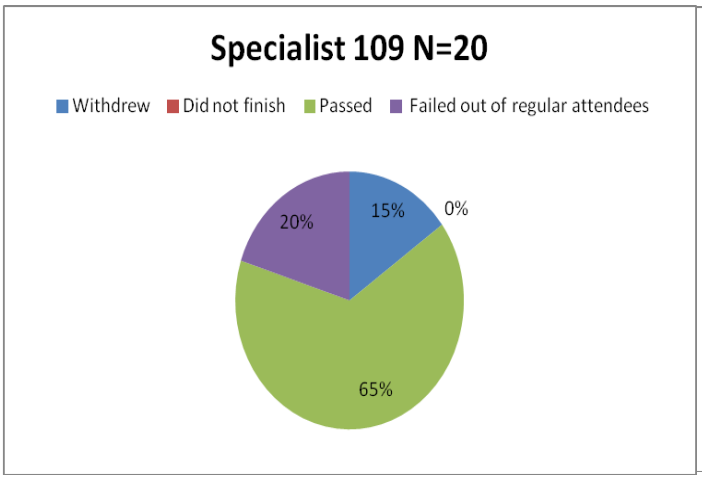
A total of 26 students enrolled in these courses. 4 students (15% of the total) withdrew, 1 did not finish (4%), leaving a total of 21 students (81%) who actually finished the course. Of the students that finished, 4 failed. Withdrawals *and* students who do not finish account for 19% of Math 109 enrollment status. More than half of all students enrolled passed. Findings are illustrated below.

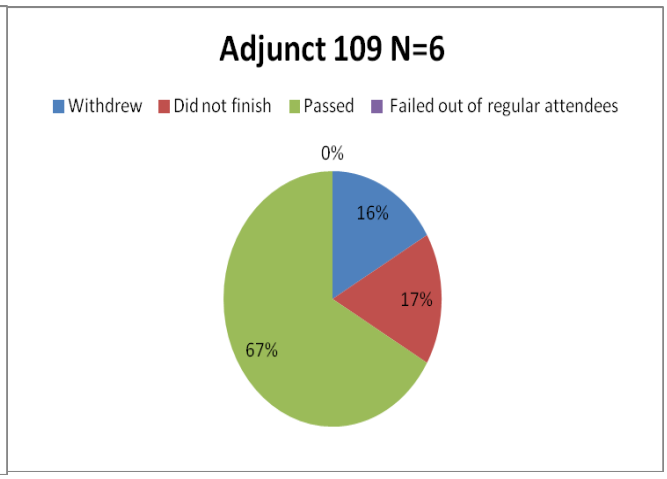
Figure 64: Fall 2012 Math 109 enrollment status



Below are the enrollment findings for each individual class.

Figure 65: Fall 2012 Math 109 enrollment status parsed out by section



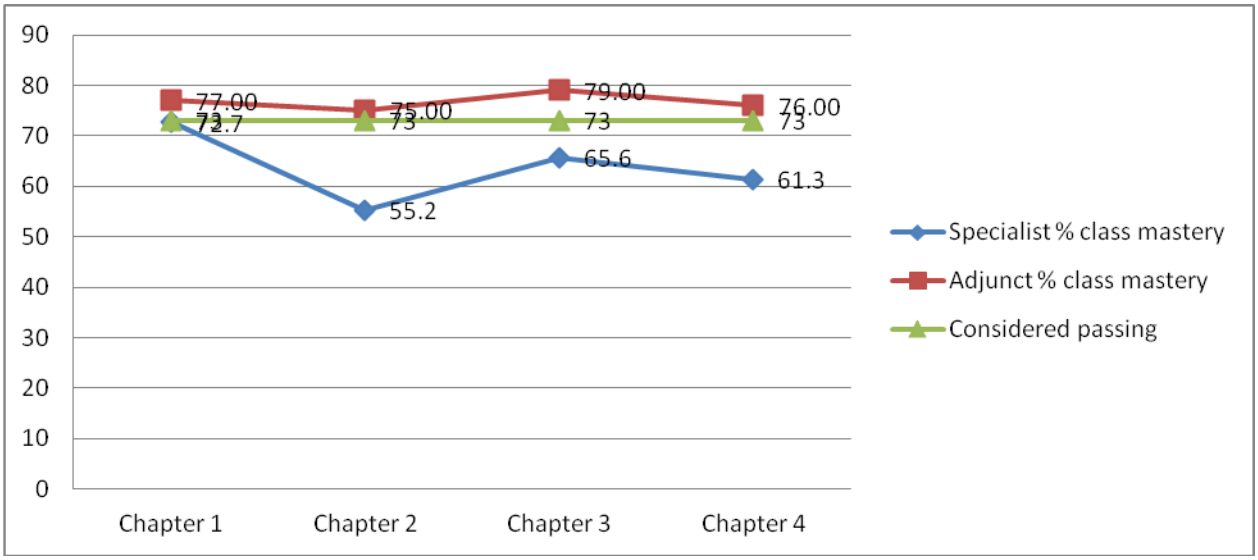


When parsed out by respective sections, the majority of withdrawals and students who do not finish come from students in the ajdunct taught class. The adjunct taught Math 109 had the highest pass rate, while the specialist taught 109 had the highest rate of students failed.

Performance by chapter-Math 109 sections

Below is an illustration of how all classes performed on chapters that were covered by both instructors. Instructors had more lee-way in content coverage that came after Chapter 4, and thus there was variation which is not reflected below. The adjunct proceeded with Chapters 7 and 9, while the specialist proceeded with Chapters 5 and 6.

Figure 66: Fall 2012 Math 109 classes performance by chapter



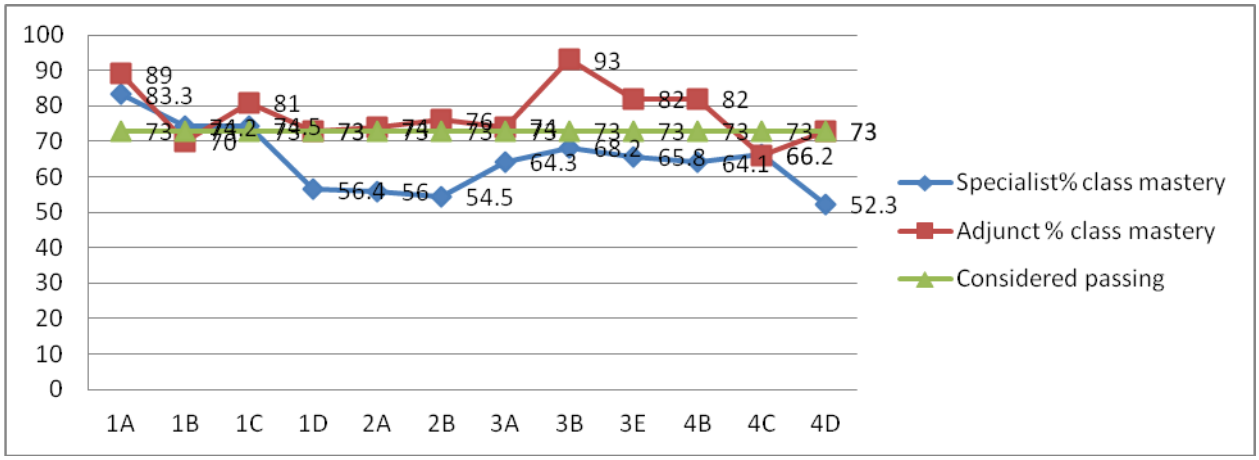
The adjunct class maintained averages above the minimum standards for passing throughout while the specialist class fell below. For the adjunct class, a peak occurred in Chapter 3, while for the specialist class, peaks occurred in Chapters 1 and 3 which covered critical thinking and numbers in the real world. A decline in average occurs in both classes in Chapter 2 on problem solving

****It should be noted that in the specialist class, students acquired these averages without the help of the learning tools in MML on the graded hw sets (aids like help me solve and show me an example were disabled on the graded hw sets). This might account for the lower scores.**

Performance by homework section-all sections

The illustration below conveys more detailed information about sections within chapters that had variation in performance for the sections that both instructors covered.

Figure 67: Fall 2012 Math 109 class performance by Chapter section

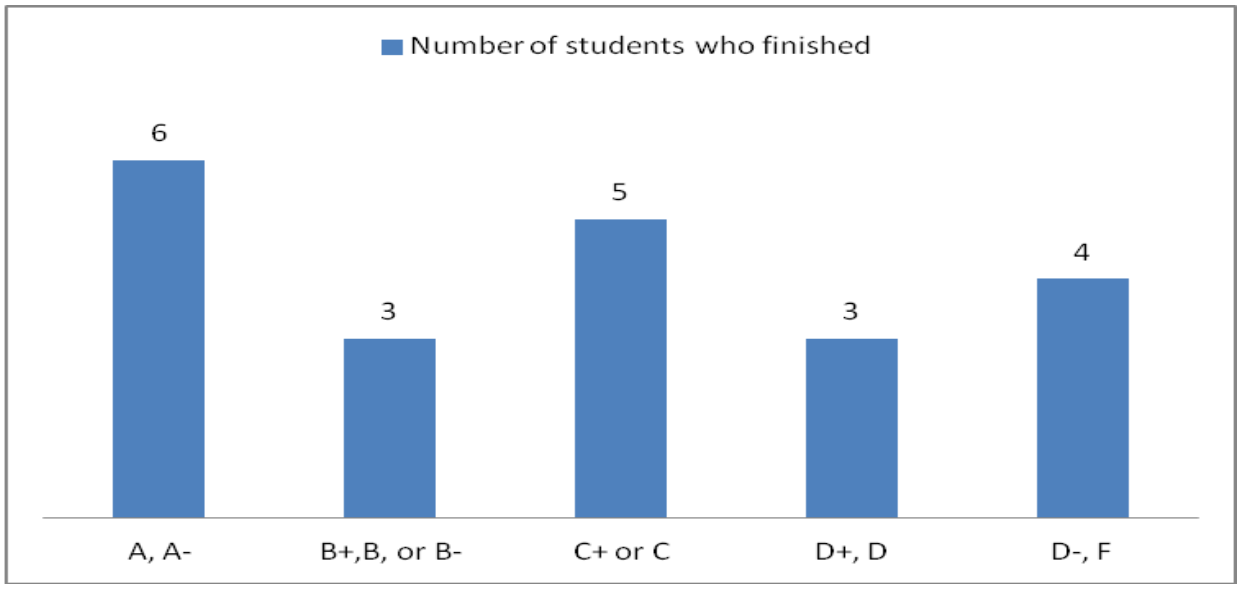


Students struggled with sections 1D, 2A, 2B,and 4D. These sections covered analyzing arguments, problem solving with units and metric conversions, and loan payment, credit card, and mortgage calculations.

Repeaters-all sections

Of the 26 students enrolled in the course, 4 (15%) were repeating. None of these repeaters withdrew or did not finish the course, 3(75%) passed and 1(25%) failed.

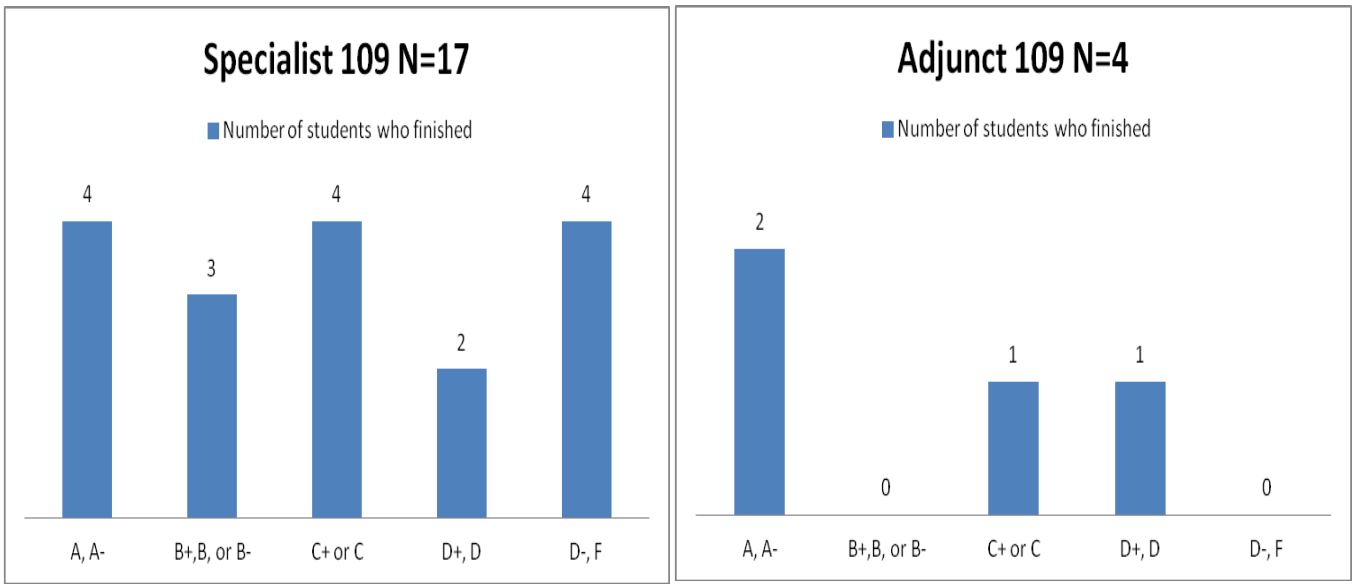
Figure 68: Fall 2012 Math 109 overall grade distribution



Of the twenty-one students who finished the course, six students earned grades of A or A-, three students earned grades of B+, B or B-, five students earned grades of C+ or C, three students earned a D+ or D, and four students earned a D- or F. In other words, 29% earned some variation of an A, 14% earned some variation of a B, 24% of the classes earned C or C+, 14%

earned some variation of a D and 19% earned a failing grade. Failing was defined as attaining an overall average of less than a D. Below are the grade distributions for each individual section.

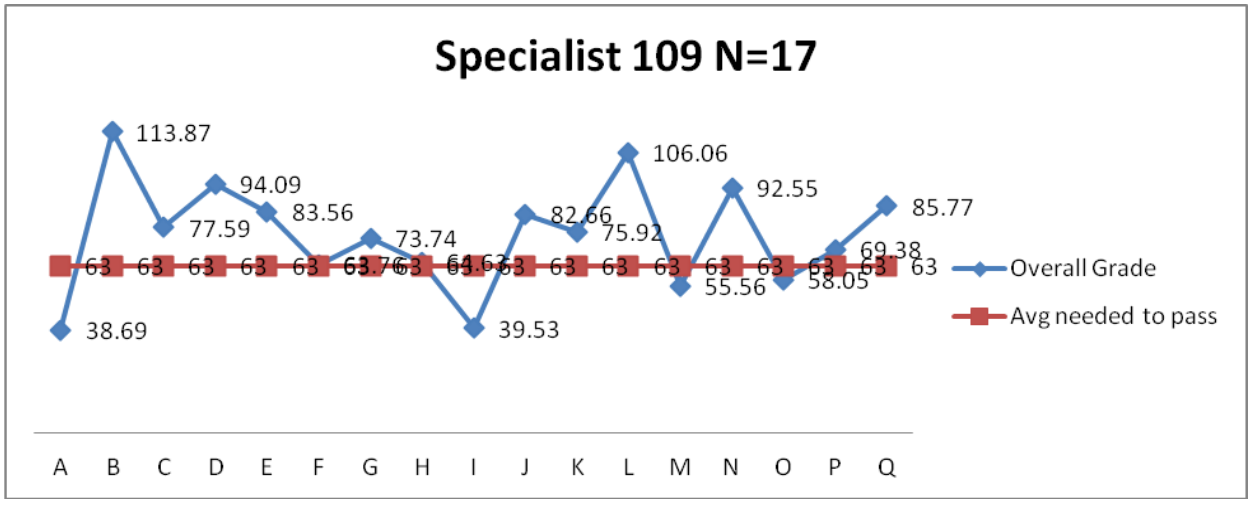
Figure 69: Fall 2012 Math 109 overall grade distribution parsed out by section

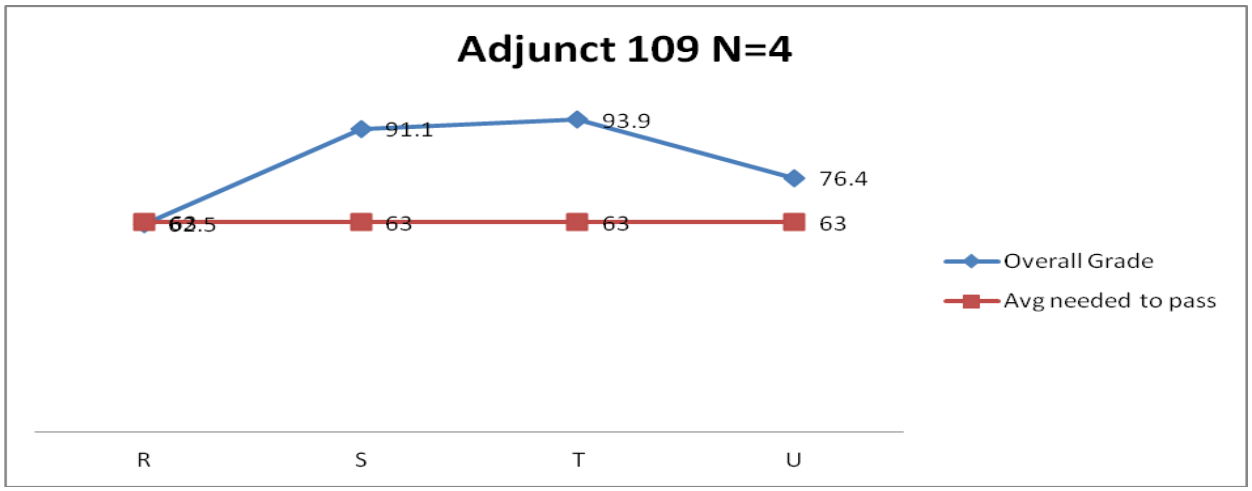


The specialist section grades were tri-modal at grades of A, C, and F. Analysis of the adjunct's grade distribution is difficult due to the small class size.

Below are the distributions of overall grade averages by student for each section of Math 109

Figure 70: Fall 2012 Math 109 overall student grade average distribution by student parsed out by section



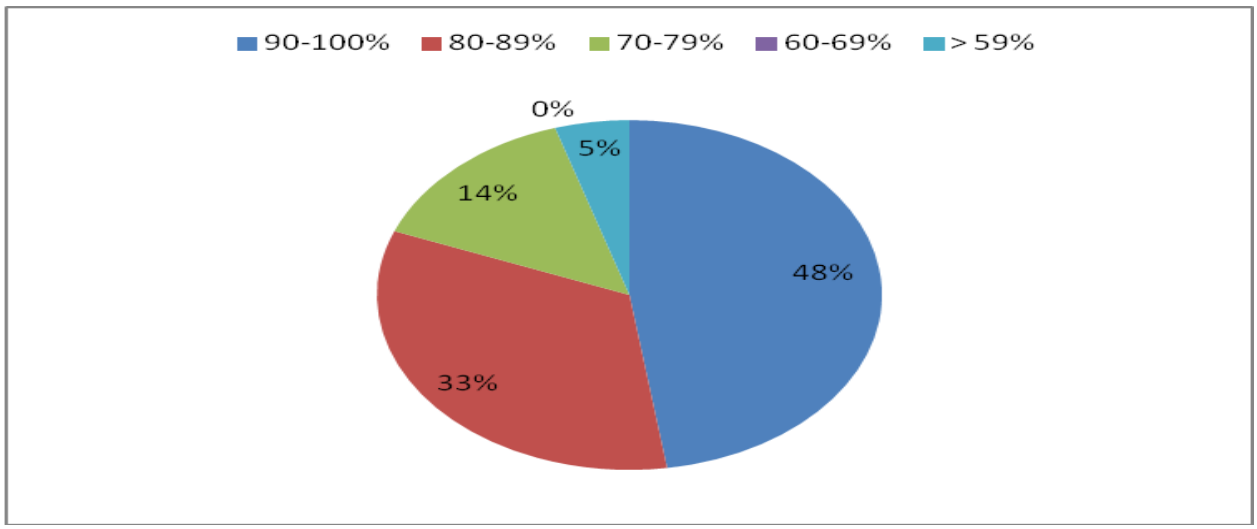


Looking at the data this way we can see that there were many students in the specialist class who excelled. Scores are even above the 100% for some students due to extra credit assignments or bonus points on exams. As calculated by Mymathlab, the overall class average for the specialist class was 75% and 70.6% for the adjunct taught class. The overall class median for each class respectively was 75.9% and 76.3%.

Math 109 attendance-all sections

10 (48%) of the 21 students who finished the course, had an attendance rate of 90% or higher. 7 (33%) of these X had an attendance rate of 80% -89%. 3 (14%) of these 21 students had an attendance rate of 70%-79%, and 1 (5%) student had an attendance rate of 59% or below. The attendance rate is illustrated below.

Figure 71: Fall 2012 Math 109 attendance rates-both sections

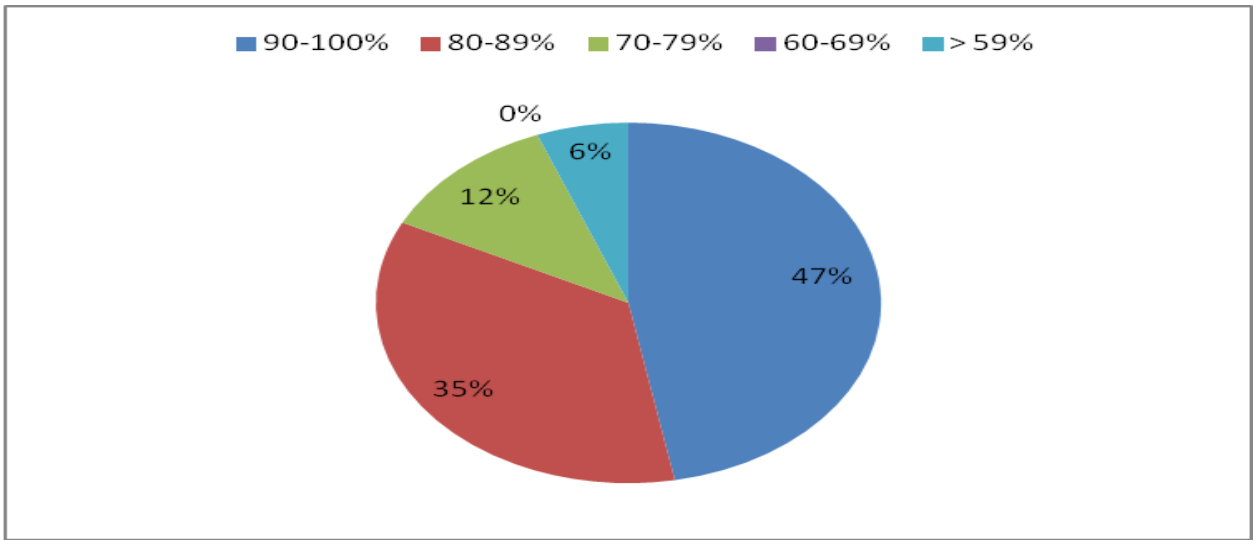


Attendance was excellent with 81% of students attending class most of the time.

Math 109 attendance-specialist section

8 (47%) of the 17 students who finished the course, had an attendance rate of 90% or higher. 6 (35%) of these had an attendance rate of 80% -89%. 2 (12%) of these 21 students had an attendance rate of 70%-79%, and 1 (6%) student had an attendance rate of 59% or below. The attendance rate is illustrated below.

Figure 72: Fall 2012 Math 109 attendance rates-specialist section

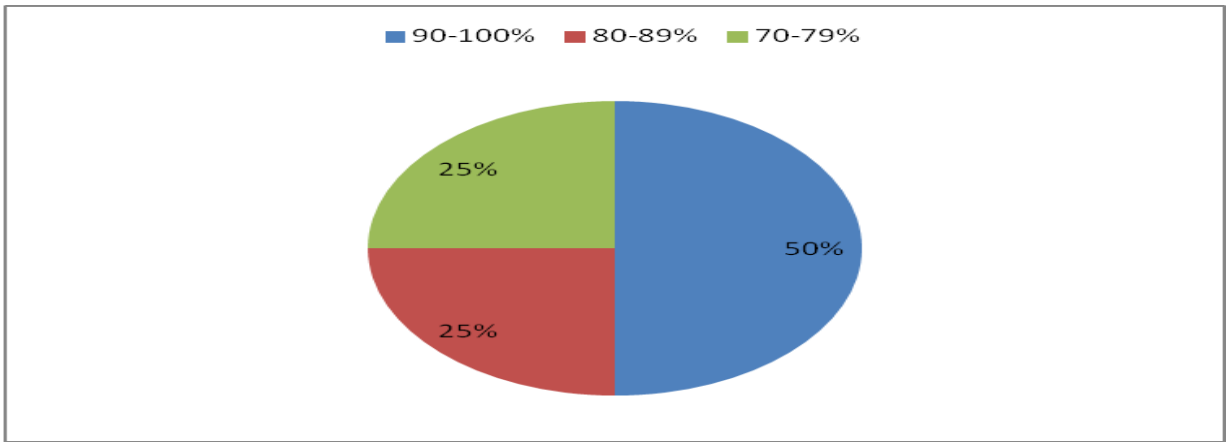


Attendance was good with approximately 82% of students attending class most of the time.

Math 109 attendance-adjunct section

2 (50%) of the 4 students who finished the course, had an attendance rate of 90% or higher. 1 (25%) of these had an attendance rate of 80% -89% and 1 (25%) of these 4 students had an attendance rate of 70%-79%. The attendance rate is illustrated below.

Figure 73: Fall 2012 Math 109 attendance rates-adjunct section

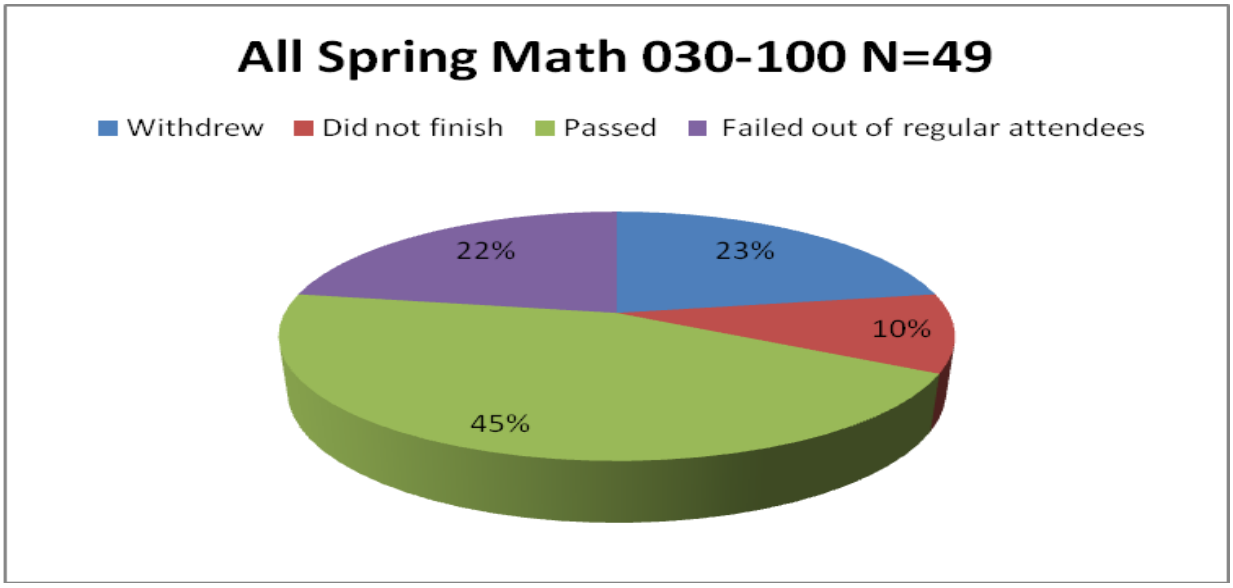


Attendance was good with approximately 75% of students attending class most of the time. In conclusion, attendance overall was excellent. Approximately 15% of students who were enrolled in this course were repeating. 34 % of students will need to retake this course. In the next section, findings from 1 specialist class and 2 adjunct classes are presented.

Detailed Findings-Spring 2013 Math 100 sections

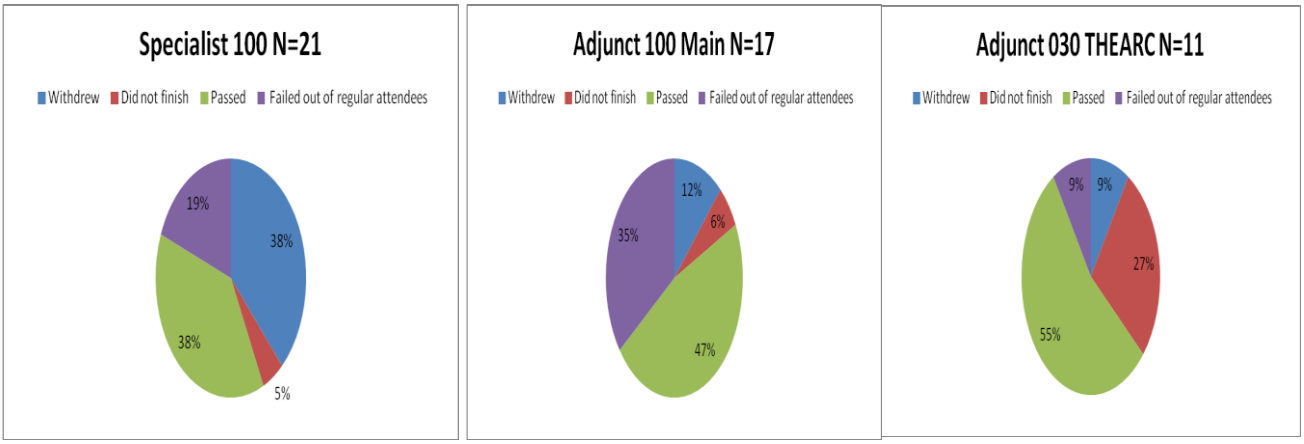
A total of 49 students enrolled in these courses. 11 students (23% of the total) withdrew, five did not finish the course (10%), leaving a total of thirty-three students (67%) who actually finished the course. Of the students that finished, 11 failed. Withdrawals and students who do not finish account for 33% of Spring 2013 Math 100 enrollment status. 32% of students failed (regular attendees and students who did not finish). Almost half of all students enrolled passed. Findings are presented below.

Figure 74: Spring 2013 Math 030-100 enrollment status



Findings for each individual class are presented below.

Figure 75: Spring 2013 Math 030-100 enrollment status parsed out by section

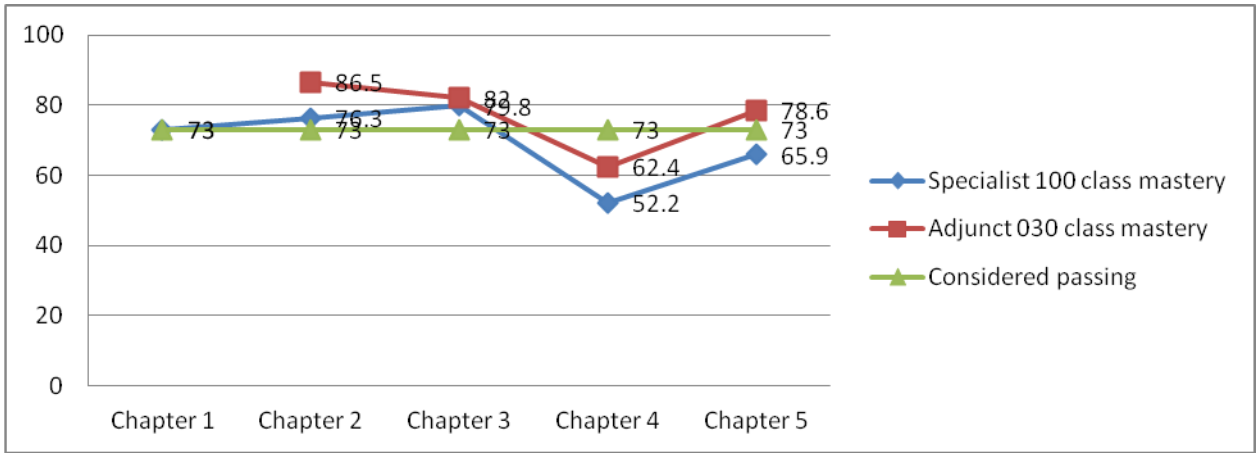


When parsed out by respective sections, the majority of withdrawals and students who do not finish come from students in the specialist class. THEARC section had the highest pass rate while the adjunct Main campus class had the highest failure rates.

Performance by chapter-Math 030-100 sections

Below is an illustration of how all classes performed on each chapter. Data could not be attained for the Adjunct 100 Main class.

Figure 76: Spring 2013 Math 030-100 classes performance by chapter

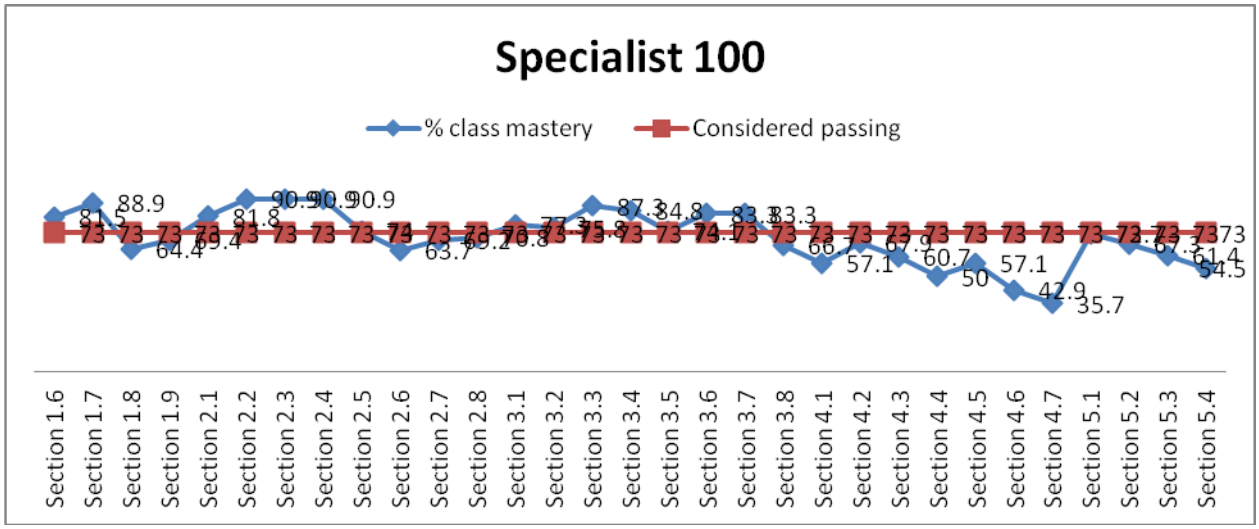


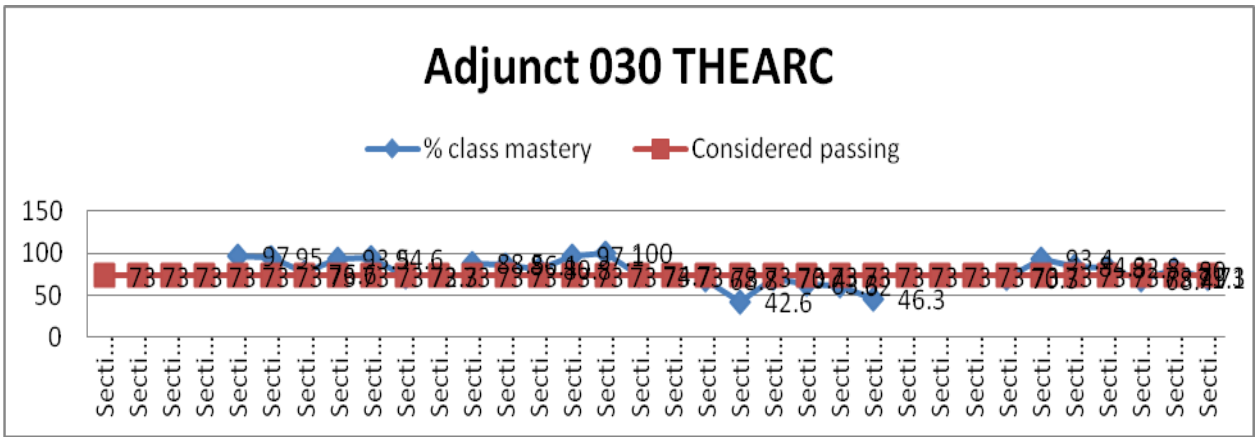
Dips in performance occurred in both of the above classes in Chapter 4, the Chapter on fractions. Lower performance in the specialist class can be attributed to the fact that chapter data in MML was based on quizzes rather than on homework with learning aids.

Performance by homework section-specialist

Data was not available for the adjunct 100 Main section.

Figure 77: Spring 2013 Math 030-100 class performance by chapter section parsed out by class



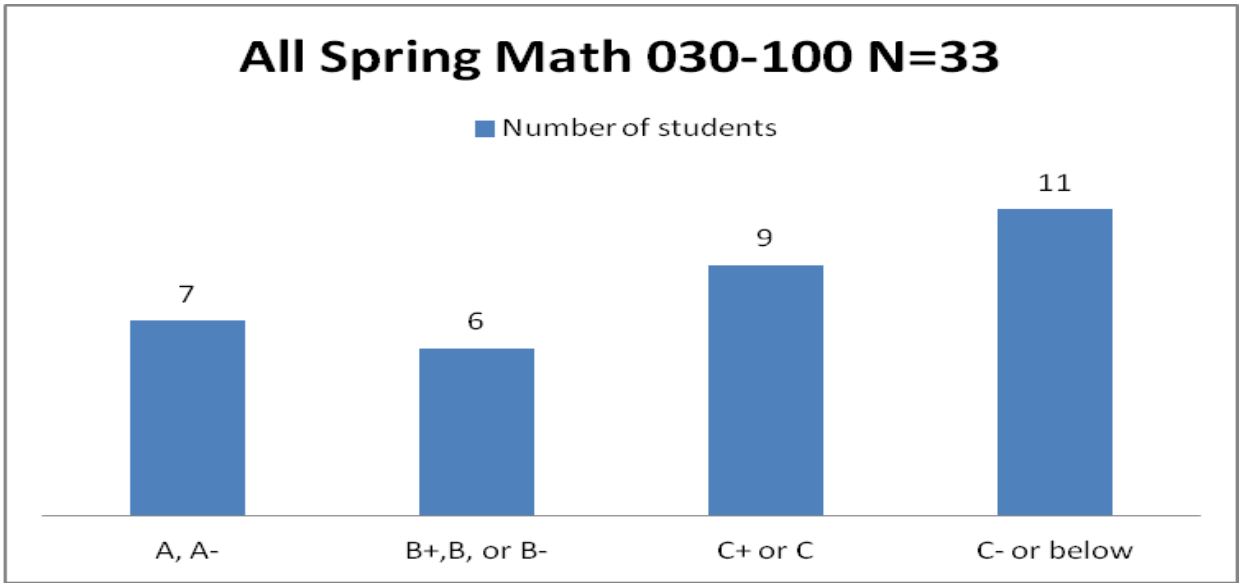


Students struggled in sections 1.8-1.9, 2.6-2.8, 3.7-3.8, 4.1-4.7, and 5.1-5.4. These sections covered applications and problem solving, solving equations, multiplying and dividing fractions, operations on mixed numerals, and operations on decimals. These are typically the most challenging topics for learners of arithmetic and basic skills.

Repeaters- all sections

Of the 49 students enrolled in the course, 10 (20%) were repeating. Of these 10 repeaters, 3 (30%) withdrew from the courses, and 2 (20%) did not finish the course, 4 (40%) passed the course and 1 (10%) did not pass.

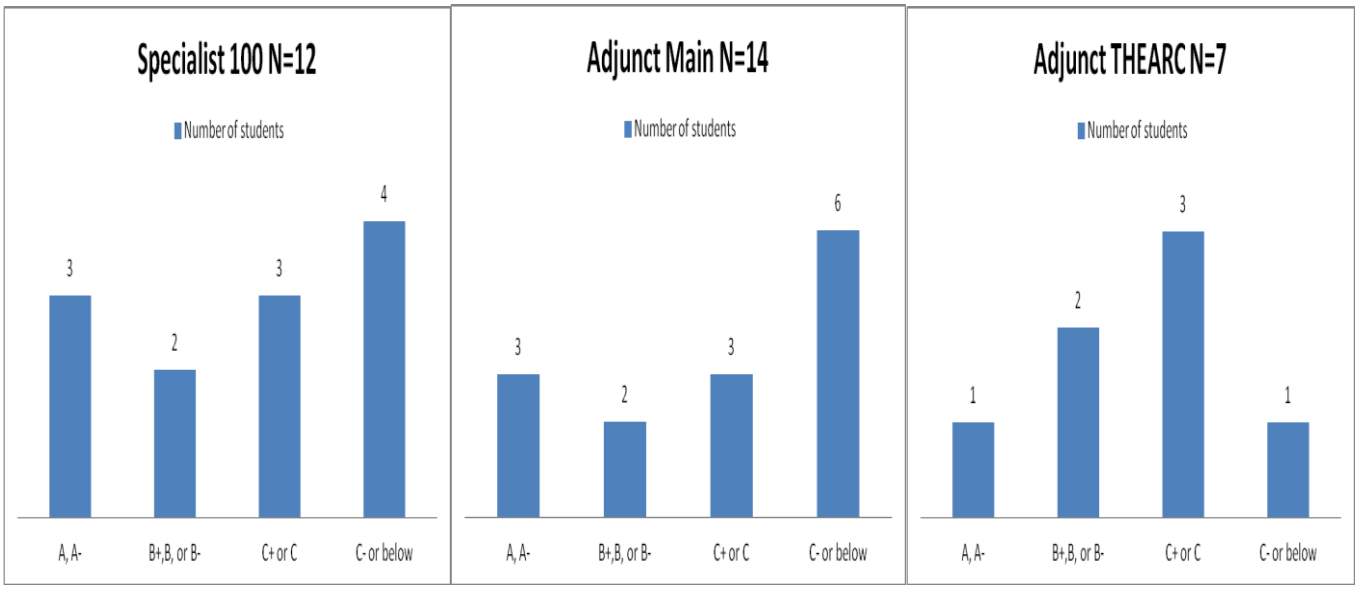
Figure 78: Spring 2013 Math 030-100 overall grade distribution



Of the thirty-three students who finished the course, seven students earned grades of A or A-, six students earned grades of B+, B or B-, nine students earned grades of C+ or C, and eleven student earned a C- or lower. In other words, 21% earned some variation of an A, 18% earned

some variation of a B, 27% of the classes earned C or C+, and 33% earned a failing grade. Failing was defined as attaining an overall average of less than a C. The distribution of grades is somewhat uniform. Below are the grade distributions for each individual section.

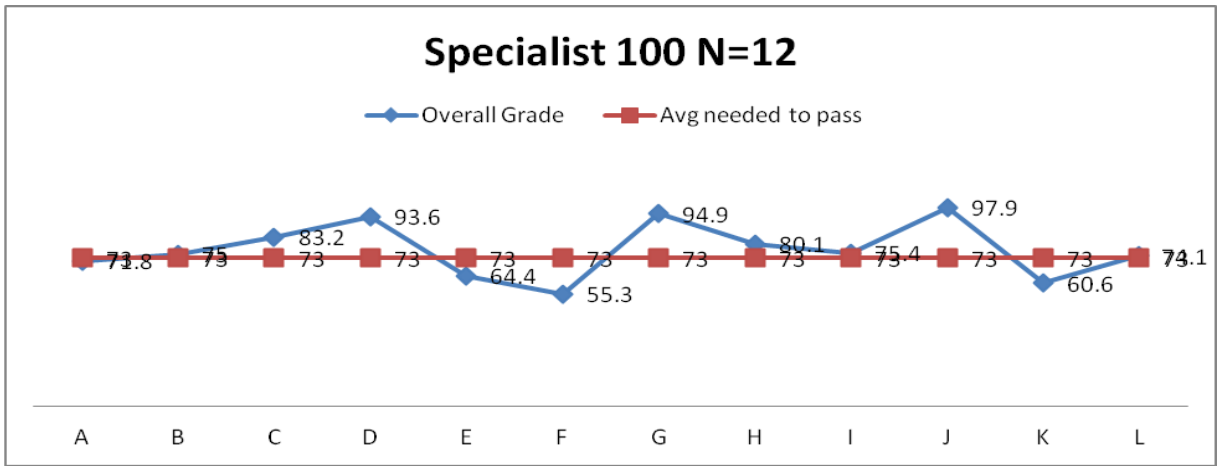
Figure 79: Spring 2013 Math 030-100 overall grade distribution parsed out by section

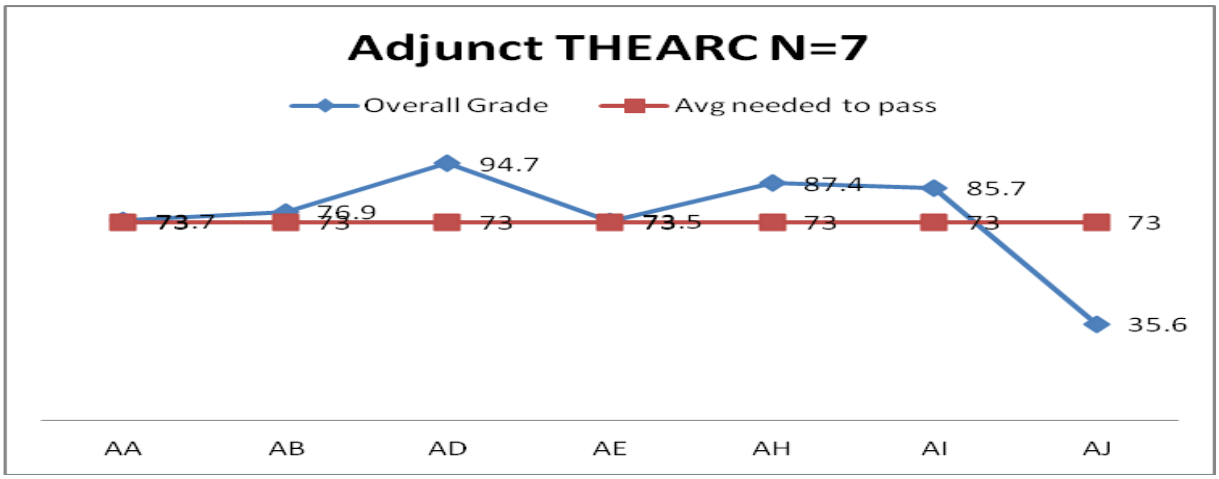


Grades in the specialist and adjunct Main class were skewed left somewhat with a handful of students earning A's and more people earning B's C's and D's and. Grades in the adjunct THEARC class were a bit more symmetric.

Below are the distributions of overall grade averages by student for each section of Math 030 and the specialist section of 100. Data was not available for the adjunct section of 100.

Figure 80: Spring 2013 Math 030-100 overall grade average distribution by student parsed out by section





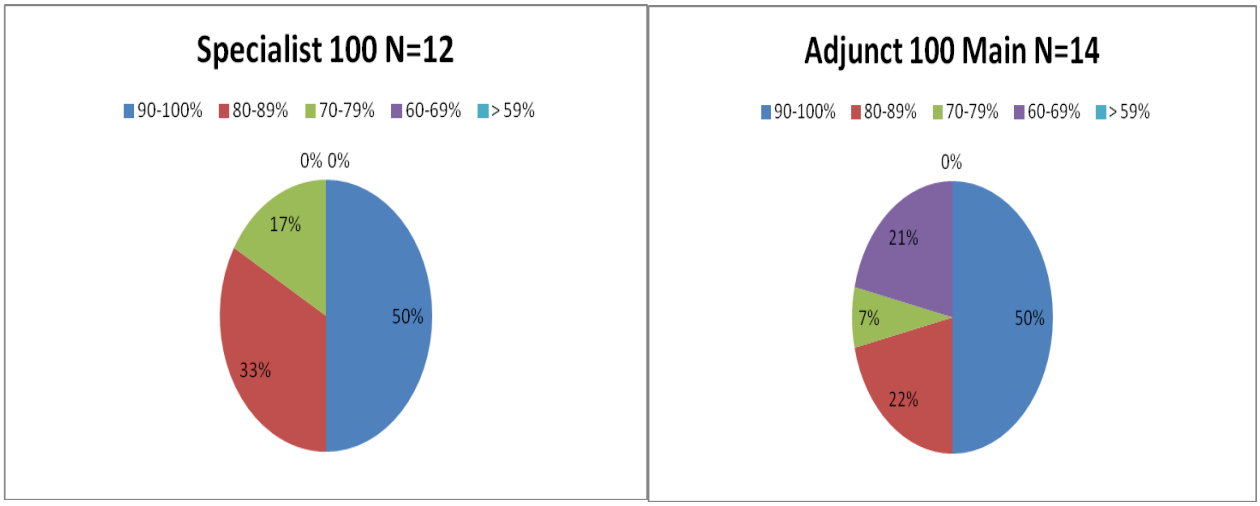
What is clear from these graphs, is that both classes had good-high performance levels with a small number of students who were underforming.

The MML class average for specialist class was 76% and 75% was the class median. The MML class averages for the adjunct classes were not available.

Math 030-100 attendance- Parsed out by section

Data for Math 030 was not available. 10 (83%) of the 12 students who finished the specialist course, had an attendance rate of 80% or higher. 10 (72%) of the 14 students who finished the adjunct Main course, had an attendance rate of 80% or higher.

Figure 81: Spring 2013 Math 030-100 attendance rates



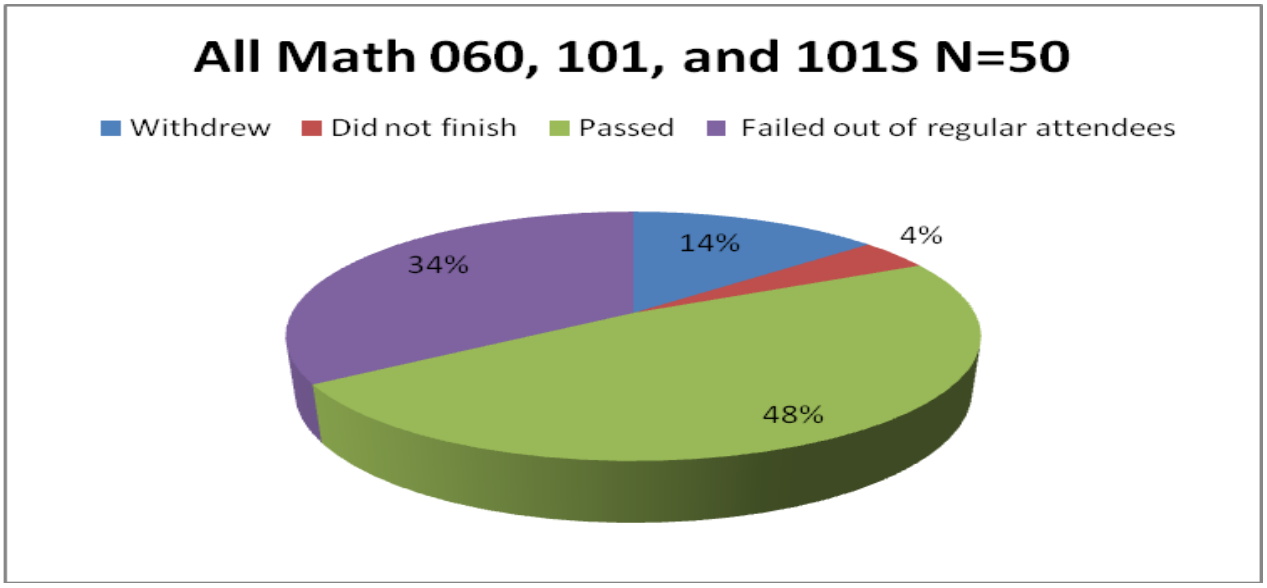
In conclusion, Attendance was relatively good. Almost one quarter of students who took this course was repeating. X% will need to repeat the course. 55% of students enrolled in these courses will need to repeat. This is problematic and will also be addressed in the

reccommendations section. In the next section, findings from 2 specialist classes and 1 adjunct class are presented.

Detailed Findings- Spring 2013 Math 060-101S sections

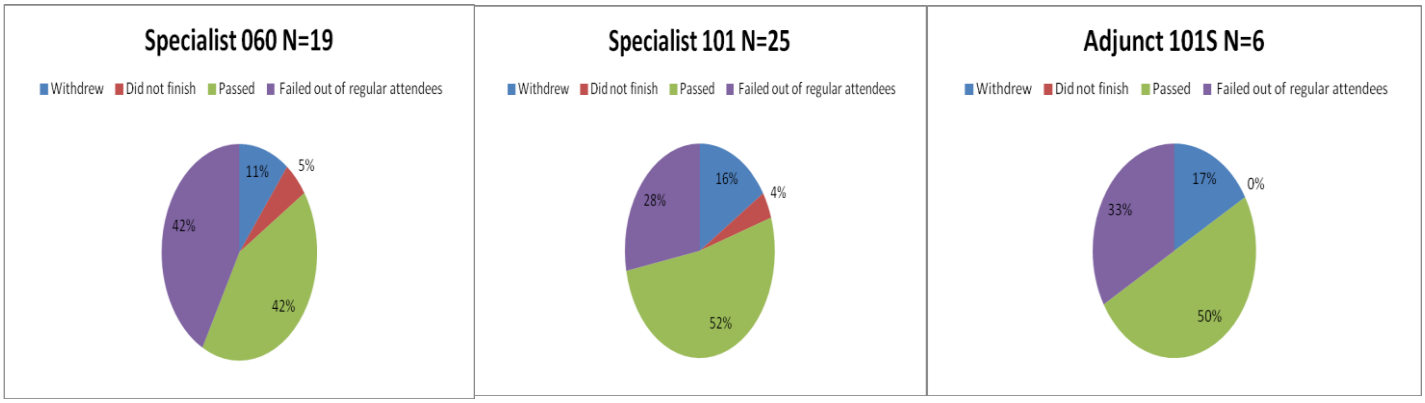
Fifty students enrolled in these three courses. Seven students (14% of the class) withdrew, two (4%) did not finish the course, leaving a total of forty-one students (82%). Of the 41 that remained, 17 failed the course. Withdrawals and students who did not finish account for 18% of all enrolled. Students who failed (regular attendees and students who did not finish) account for 38% of all enrolled. Almost half of all students enrolled passed. Findings are illustrated below.

Figure 82: Spring 2013 Math 060- 101S enrollment status



Below are the enrollment figures for each individual section.

Figure 83: Spring 2013 Math 060-101S enrollment status parsed out by section

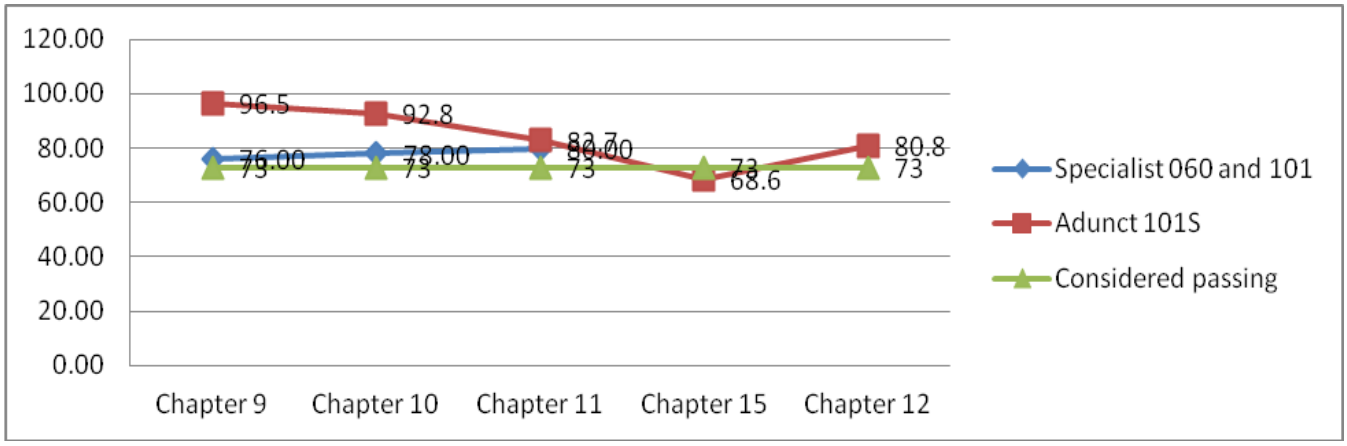


When parsed out by respective sections, the majority of withdrawals come from students in the 101S course with the fewest coming from the 060 course. The 060 course had the highest rate of students who did not finish and regular attendees who failed the course. The 101course had the highest rate of students who passed with the lowest coming from the 060 course.

Performance by chapter- 060-101S sections

Below is an illustration of how the various classes performed on each chapter (the specialist courses were combined for ease.
*Note: In the specialist class, chapter performance was based on MML quizzes, not MML hw.

Figure 84: Spring 2013 Math 060-101S class performance by chapter



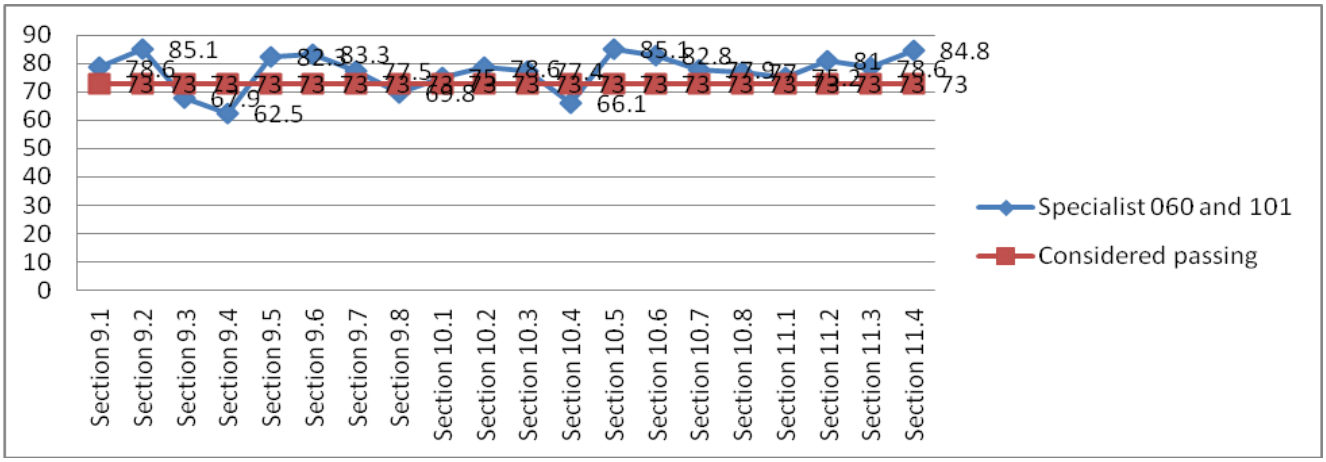
Students struggled with Chapter 15 in particular on systems of equations.

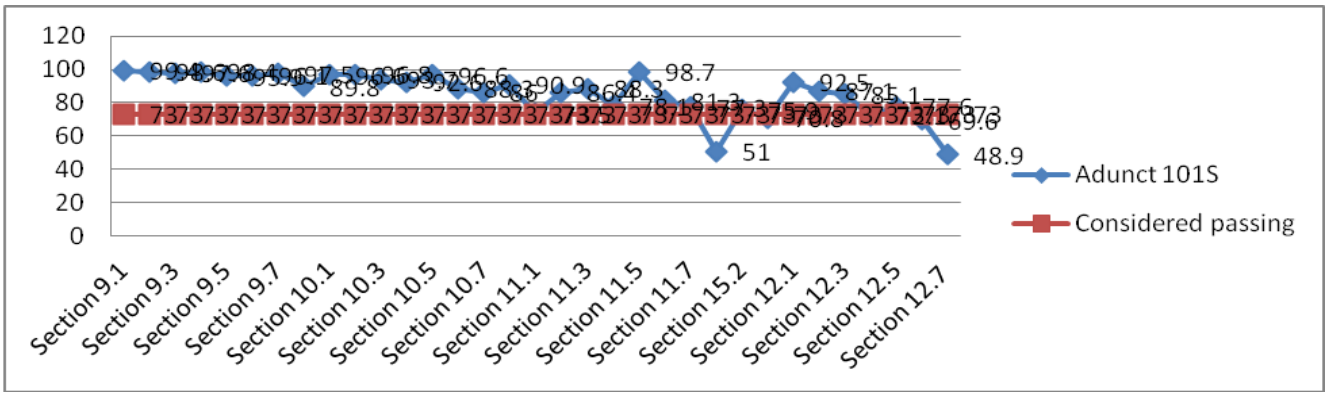
Performance by homework section- all sections

The illustration below conveys more detailed information about sections within chapters that had variation in performance.

*Note: In the specialist sections of the courses, the hw for each section was assigned from the textbook rather than via MML, and section performance was based on quizzes in MML rather than hw in MML.

Figure 85: Spring 2013 Math 060 -101S class performance by section





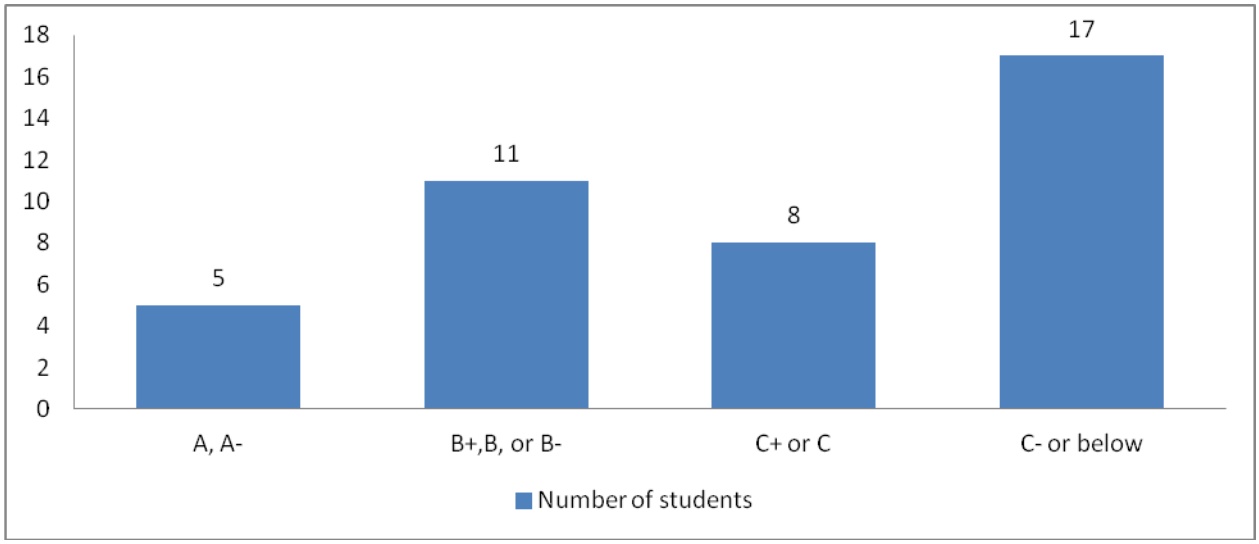
Students struggled with sections 9.3-9.4, 9.8, 10.4, and 15.3. These sections covered solving equations, order of operations, solving literal equations, and solving systems of equations by elimination. Section 12.7 in the adjunct section was likely low due to students preparing for their final exams.

Repeaters- all sections

Of the 50 students who enrolled in the course, 14 were repeating. 8 (57%) failed, and 6 (43%) passed.

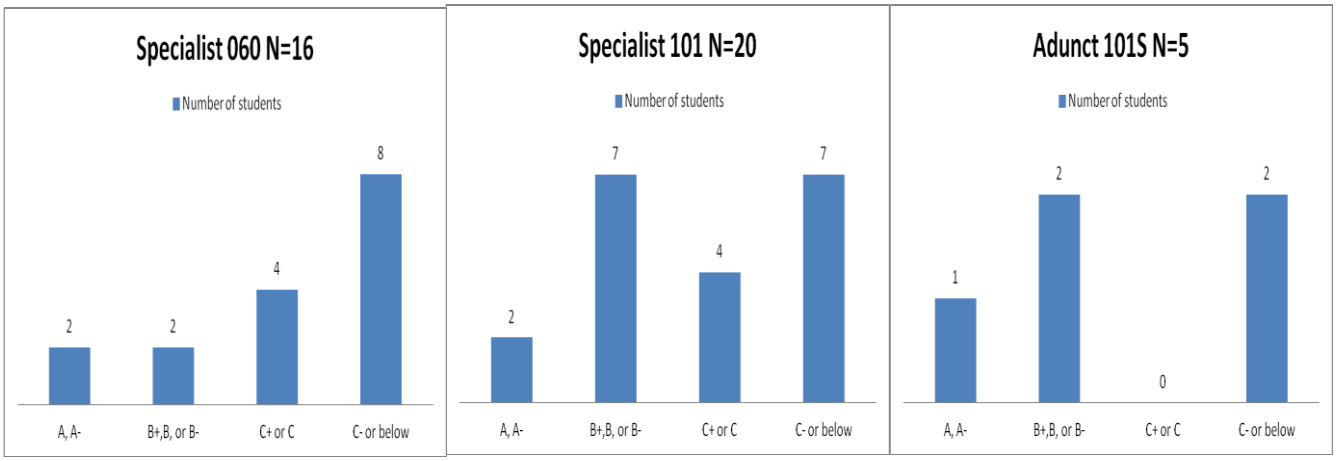
Below is an illustration of how grades were distributed across both sections for students who finished the course.

Figure 86: Spring 2013 Math 060-101S overall grade distribution



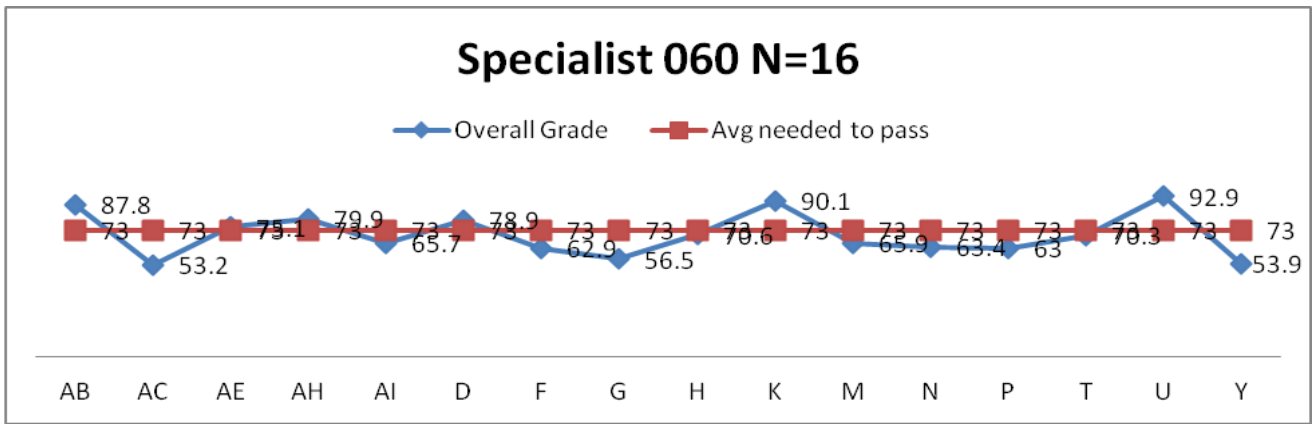
Of the forty-one students who finished the course, five students earned grades of A or A-, eleven students earned grades of B+, B or B-, eight students earned grades of C+ or C, and seventeen students earned a C- or lower. In other words, 12% earned some variation of an A, 26.8% earned some variation of a B, 19.5% of the classes earned C or C+, and 41.5% earned a failing grade. Failing was defined as attaining an overall average of less than a C. Below are the grade distributions for each individual section.

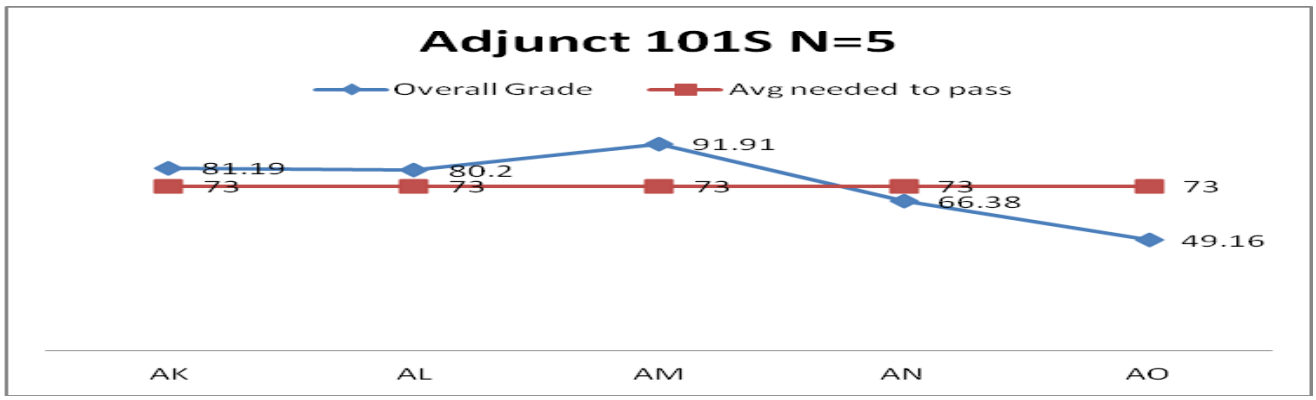
Figure 87: Spring 2013 Math 060-101S overall grade distribution parsed out by section



In the 060 class grades were skewed left, with more people earning low grades. In the 101 and 101S class, grades were bi-modal, where students earned mainly B's or C-'s and below.
Below are the distributions of grades by student who finished the course for each section of Math 060, 101, and 101S as it would be difficult to show all students across all three classes in one graph.

Figure 88: Spring 2013 Math 060-101S overall grade distribution by student parsed out by section



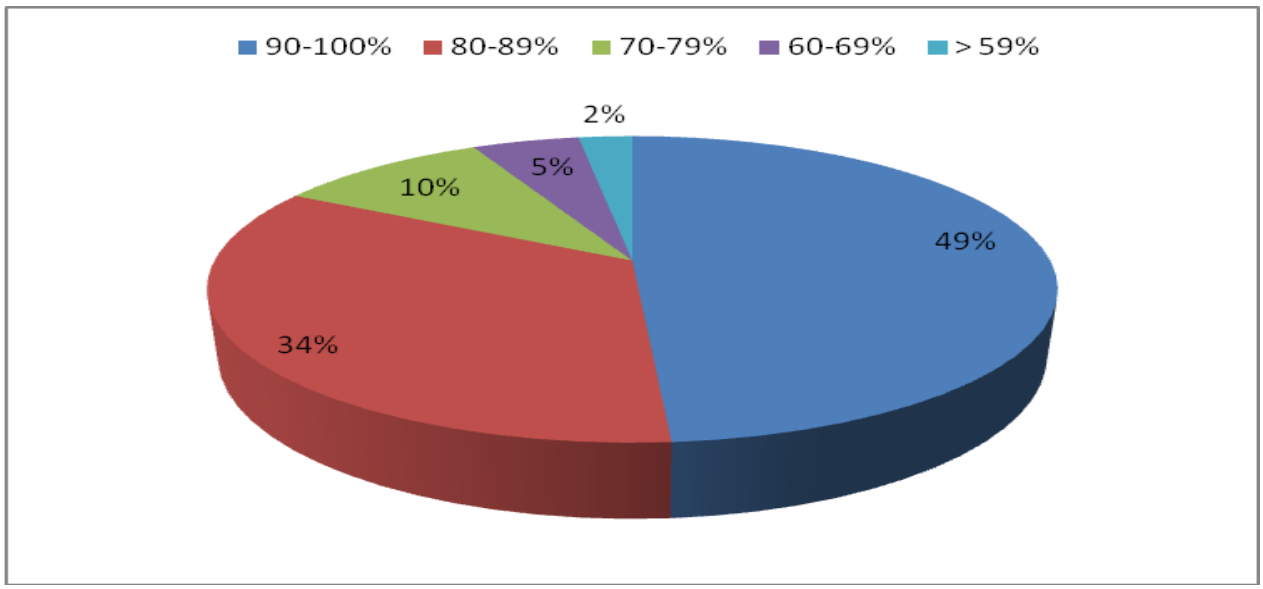


In comparison, students in the 060 class had more scores below the minimum for passing. As calculated by MML, the overall class average for 060/101 was 80.1% and the class median was 84.2%. For the 101S class, the overall class average was 78.3% and the class median was 76.6%.

Math 060-101S attendance- all sections

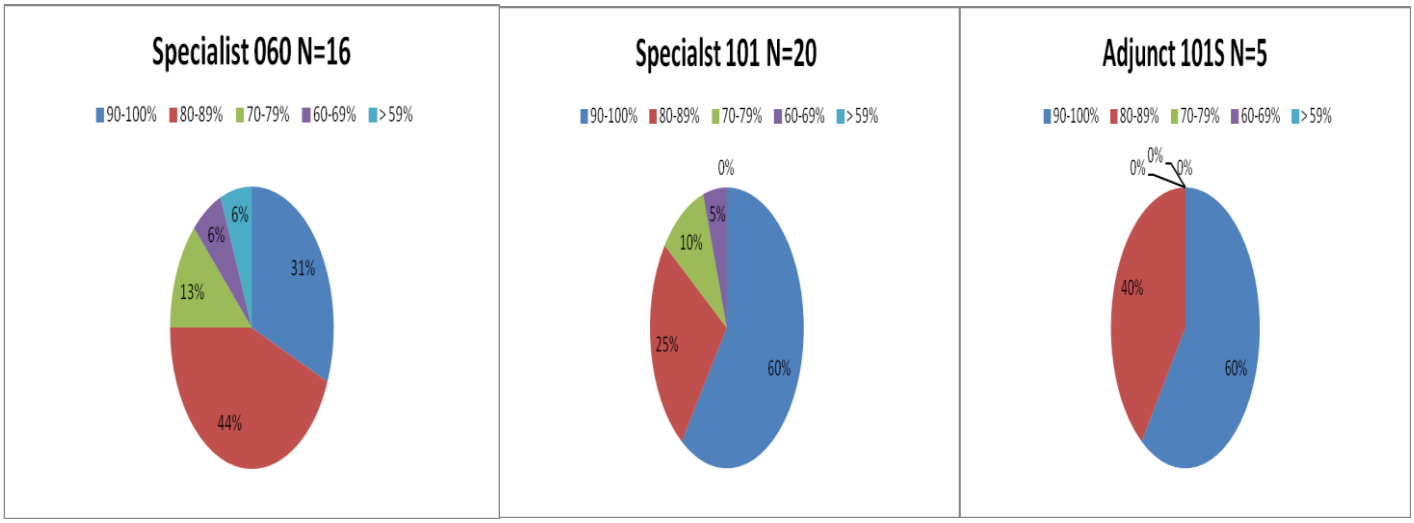
34 of the 41 students who finished (83%) across both sections had an attendance rate of 80% or higher. The attendance rates are illustrated below.

Figure 89: Spring 2013 Math 060-101S attendance rates



Attendance was great across all sections. Below are the attendance rates for each individual course.

Figure 90: Spring 2013 Attendance rates parsed out by section



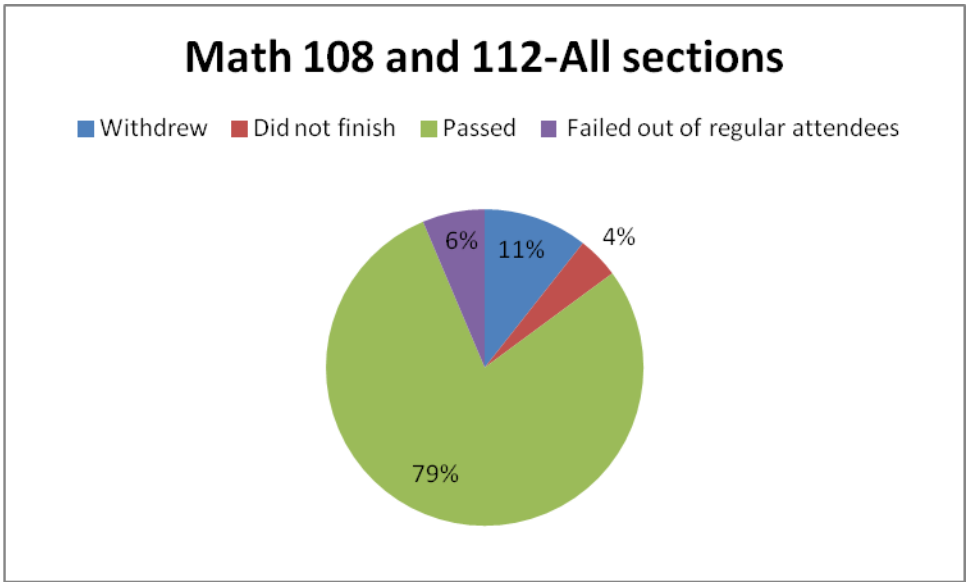
In conclusion, attendance rates for students who finished the course, were best for the 101S course and lowest for the 060 course. 52% of students enrolled in this course will need to repeat

(to be addressed in the recommendations). Findings from 1 specialist class and 1 adjunct class are presented in the next section.

Detailed Findings- Math 108 and Math 112 sections

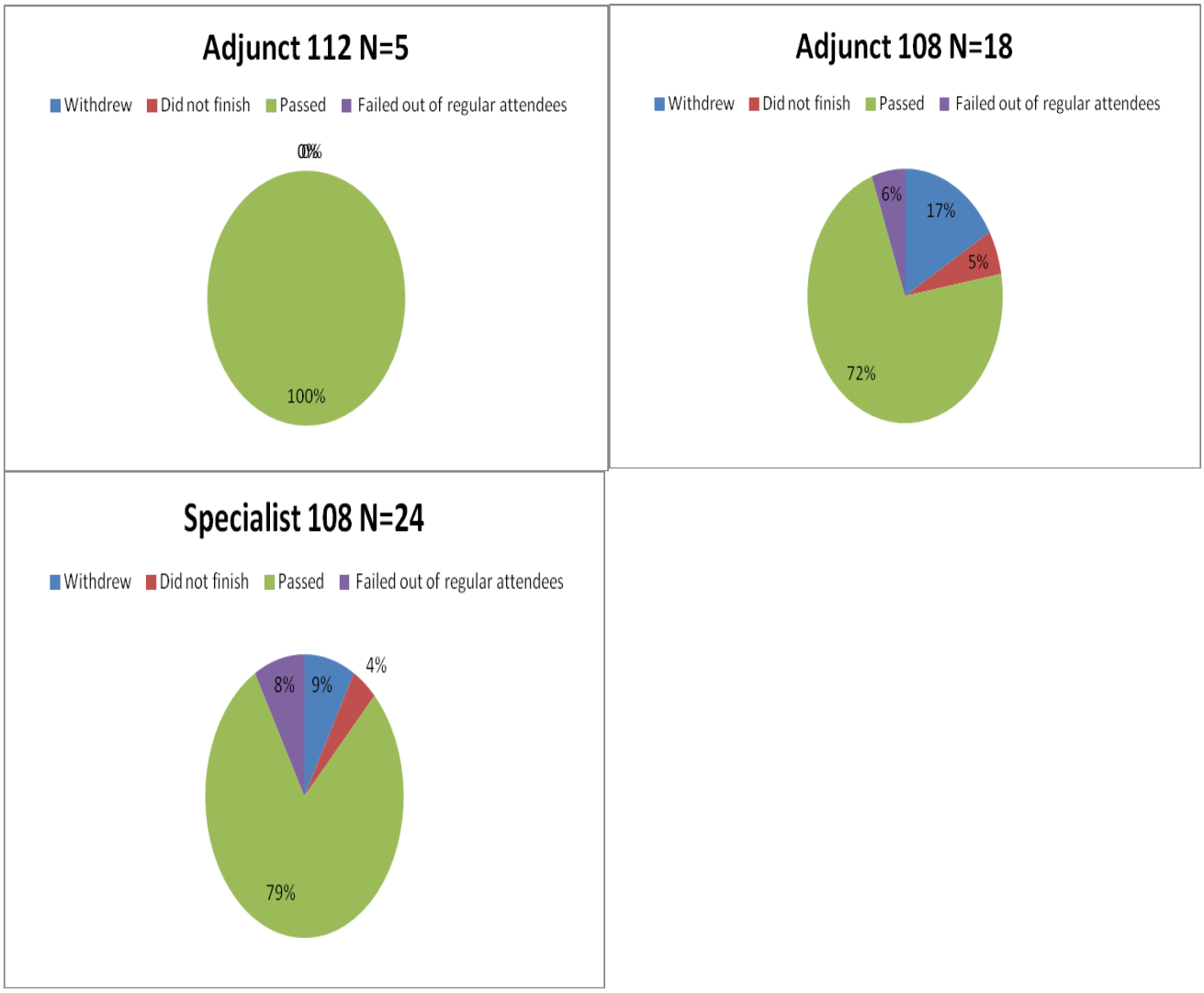
47 students enrolled in the three sections of this course. 5 students (10.6% of the sections) withdrew while 2 (4.3%) did not finish the course. 40 students (85%) finished the course. This is illustrated below. No student that finished the course failed. Withdrawals and not finishing the course, account for 15%, of enrollment across all sections. Findings are illustrated below.

Figure 91: Spring 2013 Math 108 and 112 total enrollment status



Below are the enrollments by individual class section.

Figure 92: Spring 2013 Math 108 and 112 enrollment parsed out by section

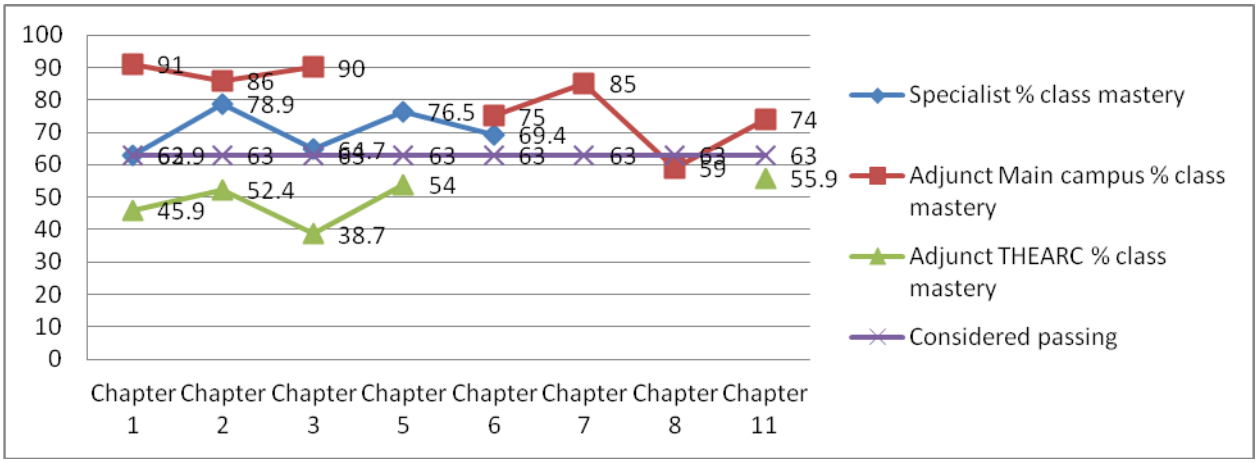


Pass rates were highest for THEARC students followed by the math specialist, with the adjunct 108 following closely behind. Overall, outcomes were excellent.

Performance by chapter-Math 108 and 112

Below is an illustration of how the classes performed on each chapter. Depending on the instructor, performance could be with respect to hw or quizzes in MML. For the specialist class, performance was with regard to quizzes.

Figure 93: Spring 2013 Math 108 class performance by chapter



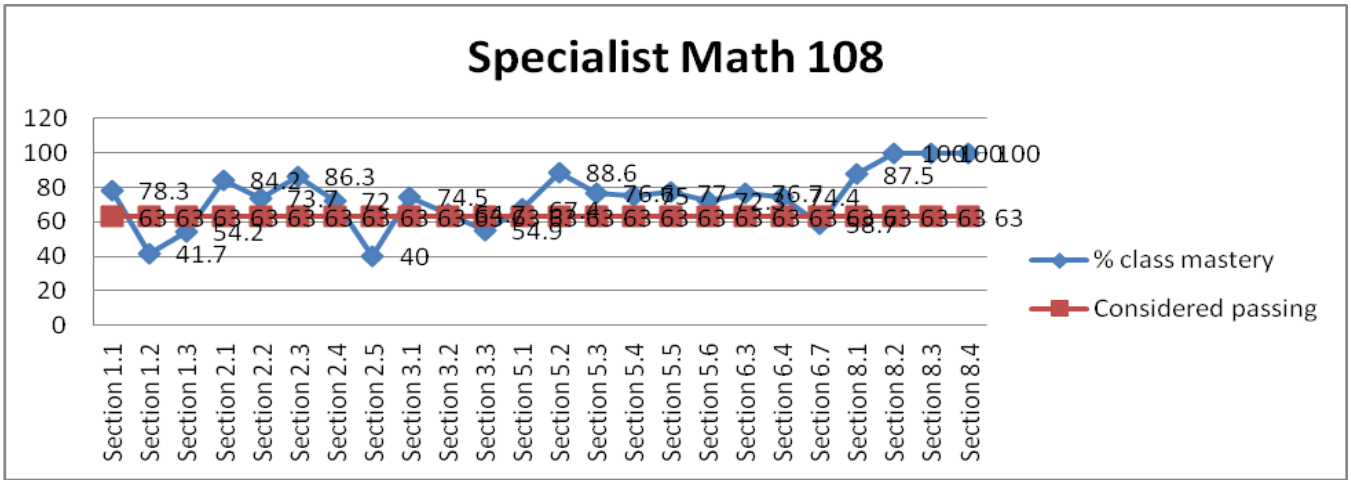
The class averages for the 2 Math 108 courses were for the most part, above the minimum standards for comprehension throughout all Chapters. Class averages were below minimum in MML homework for the Math 112 class. The lowest average occurred in Chapter 3, the chapter on Logic for the Math 112 class, in Chapter 1 on problem solving for the specialist class, and in Chapter 8 on unit conversions for the adjunct 108 course.

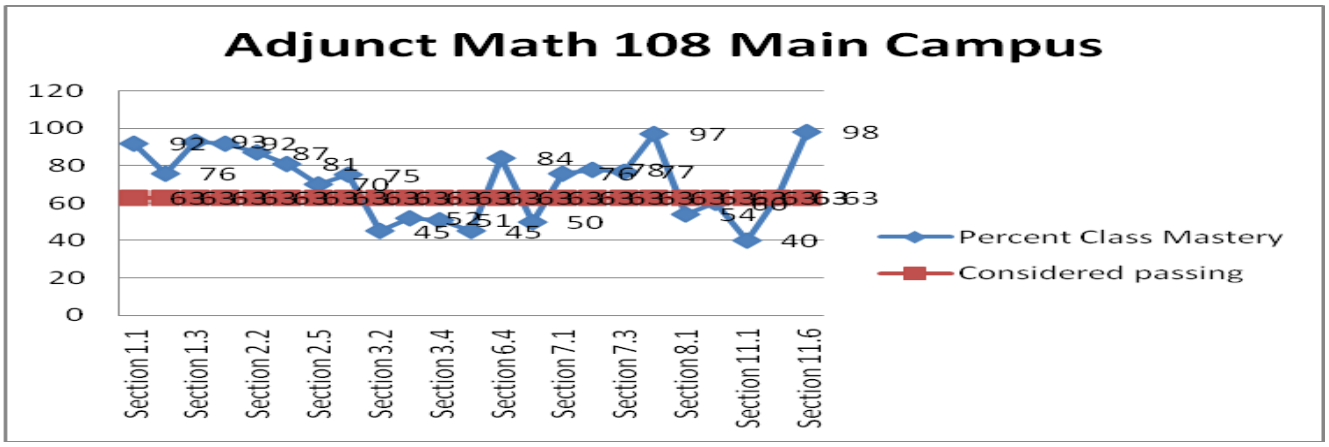
Performance by homework section-all sections

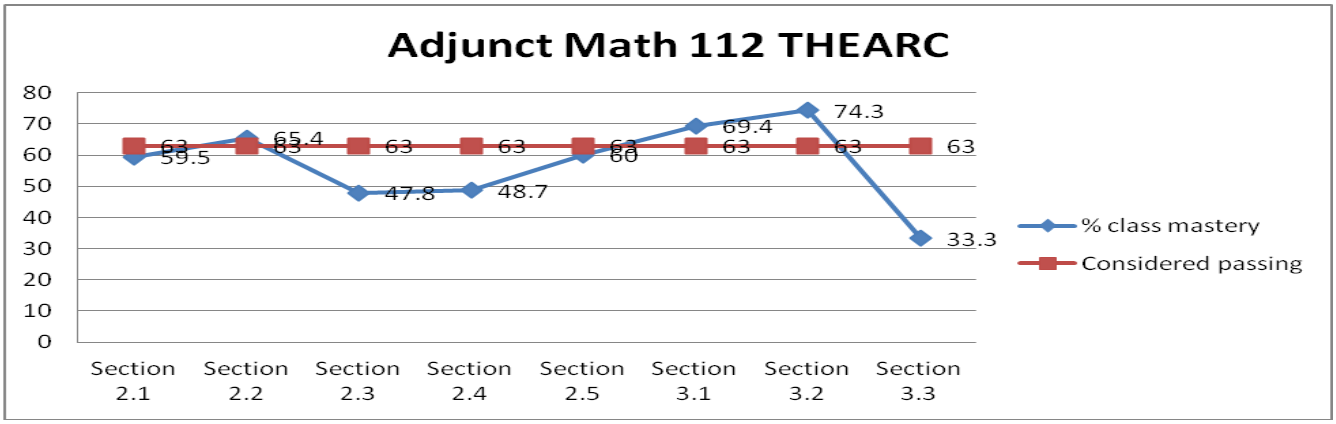
The illustration below conveys more detailed information about sections within chapters.

*Note: In the specialist sections of the courses, the hw was assigned from the textbook rather than via MML, and section performance was based on quizzes in MML rather than hw in MML.

Figure 94: Spring 2013 Math 108 and 112 class performance by book section parsed out by class





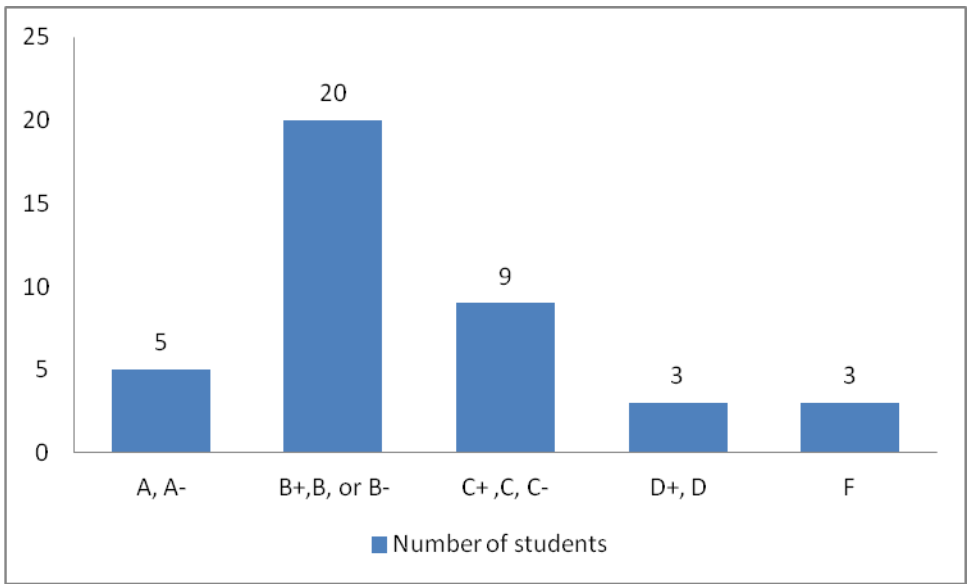


As a whole, students struggled with sections 1.2, 1.3, 2.5, 3.3, 6.3, 6.7, 11.1, and 12.7. These sections pertained to estimating and problem solving, understanding bi-conditional statements and truth tables in logic, solving literal equations, graphing linear equations, percent problems, and conditional probability.

Repeaters-all sections

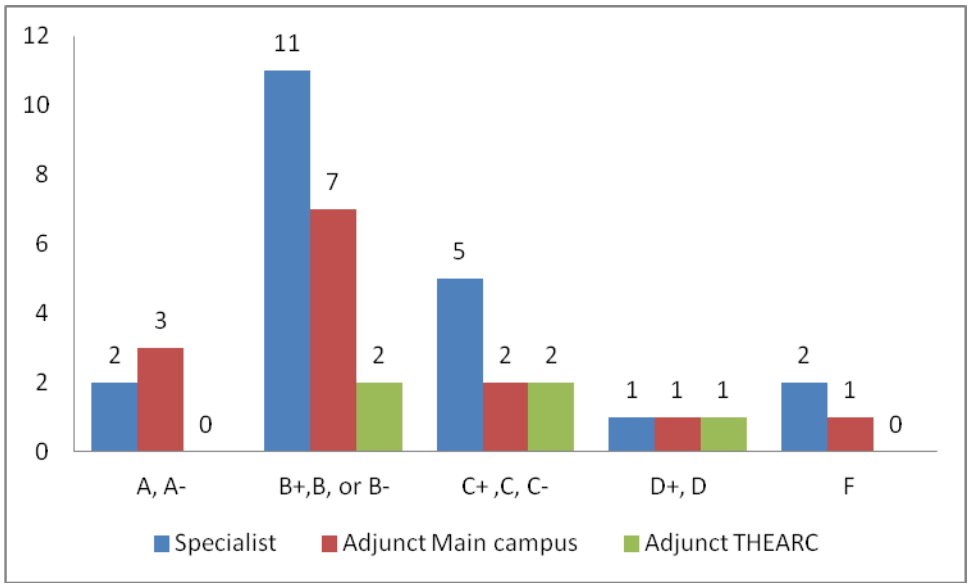
Of the 46 students enrolled in the course, 3 (6.5%) were repeating. All 3 passed.

Figure 95: Spring 2013 Math 108 and 112 total overall grade distribution (students who finished)



Of the 40 students who finished the course, five earned grades of A's or A-s. 20 students earned B+, B, or B-, 9 earned C+, C, or C-, three students earned a D+ or D and 3 earned and F. In other words, 12.5% earned some variation of an A. 50% earned some variation of a B. 22.5% earned C+,C, or C- , 7.5% of the classes earned a D+ or D, and 7.5% earned an F. Below is an illustration of how the grades of each of these 40 students were distributed.

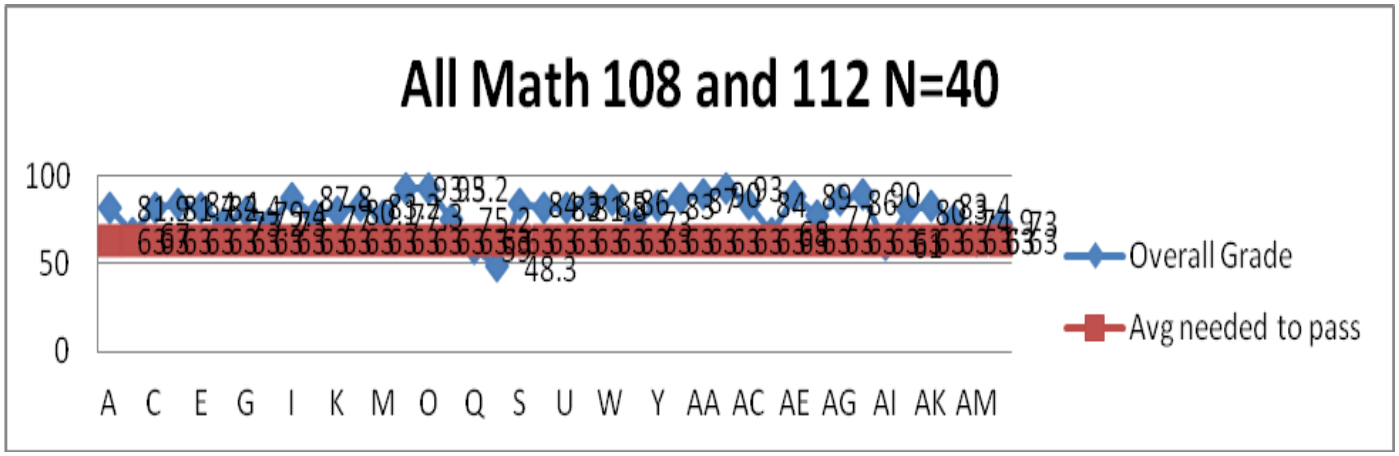
Figure 96: Spring 2013 Math 108 and 112 overall grade distribution parsed out by section



Grades in both the specialist and adjunct main campus sections were skewed right, with the majority of the class having B's. THEARC section grades were more uniformly distributed with

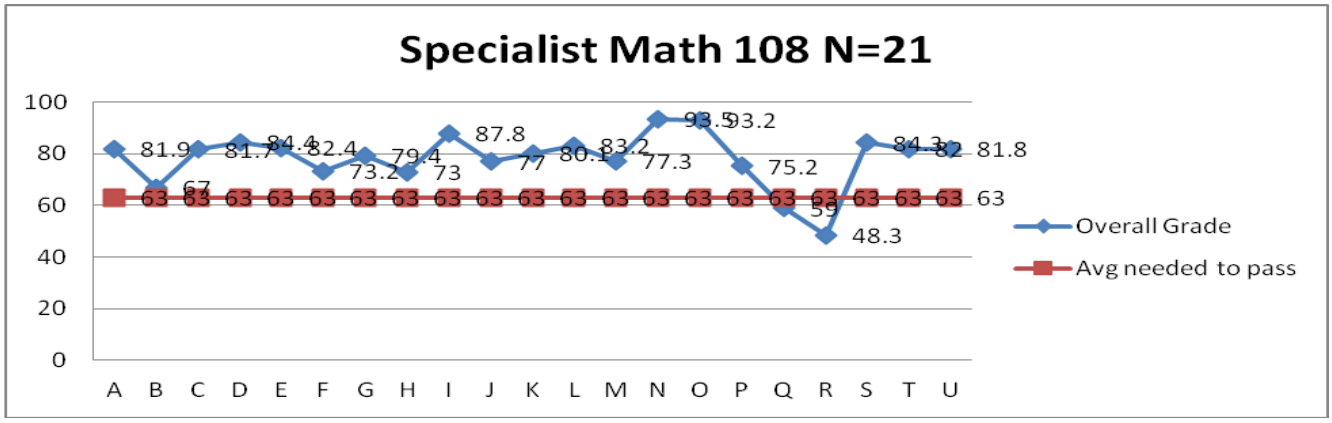
students earning primarily Bs or Cs. Looking across all classes, Bs seemed to be the most frequent grade. This is fantastic! Below are the distributions of overall grade averages by student across all sections.

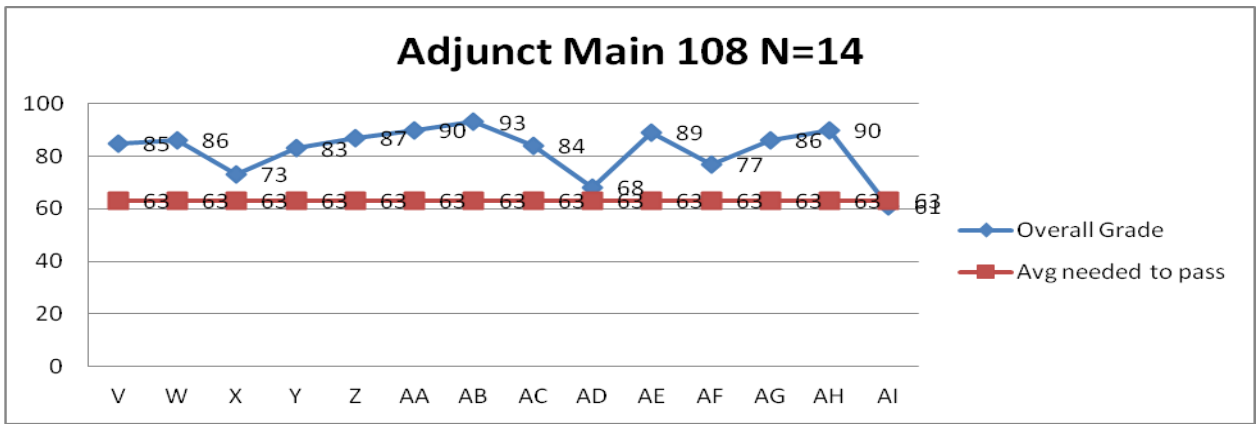
Figure 97: Spring 2013 Math 108 and 112 overall grade average distribution by student

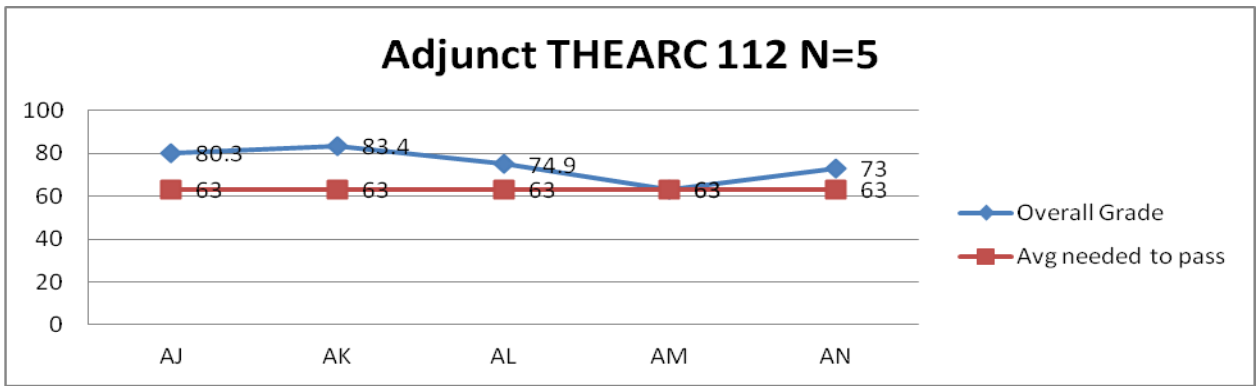


The majority of students performed within a 80-89% range.

Figure 98: Spring 2013 Math 108 and 112 overall grade average distribution by student parsed out by section





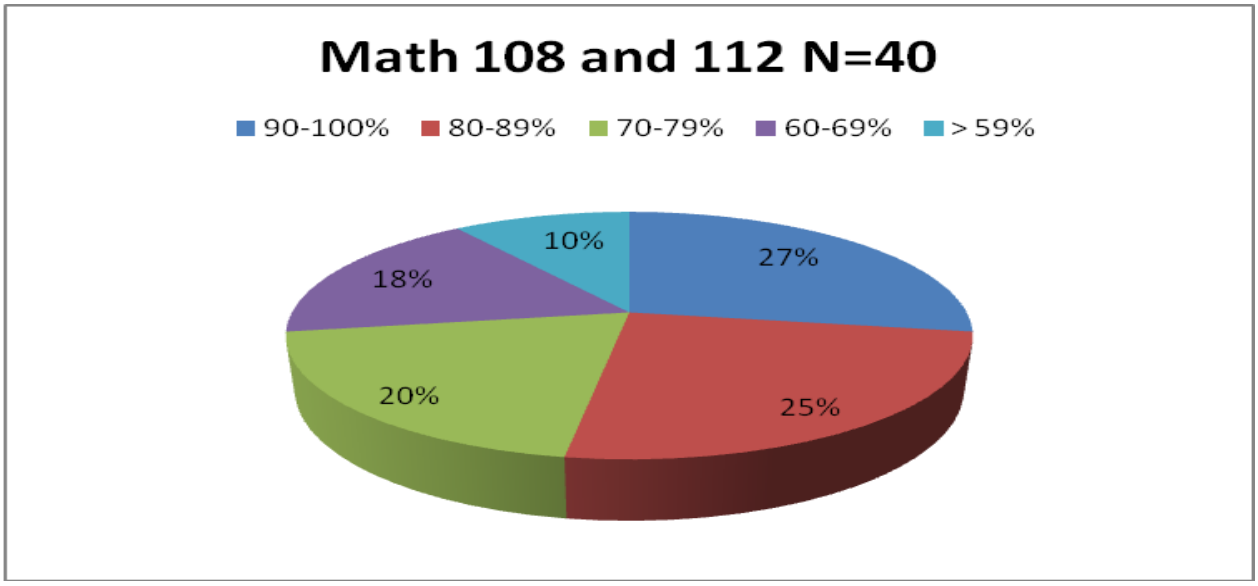


The overall class average for the specialist class as calculated by MML was 78.4 % and the overall class median was 81.7%. The overall class average for the adjunct main campus class was 77% and the overall class median was 84%. The overall class averages and median for the Math 112 class was not available.

Math 108 and 112 attendance- all sections

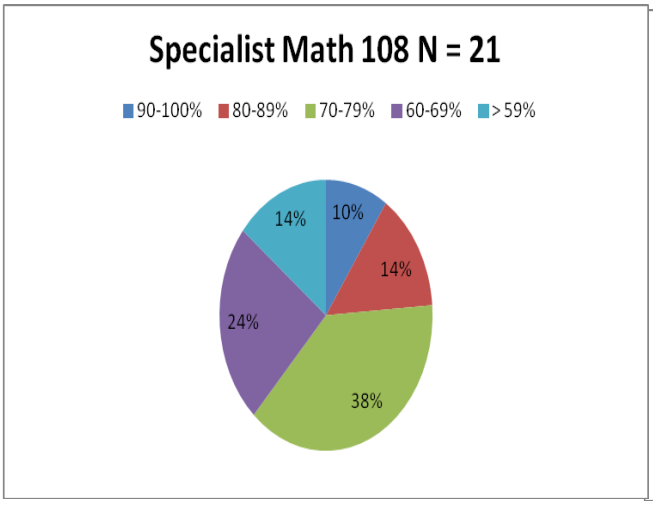
21 of the 40 students who finished (52.5%) across all sections had an attendance rate of 80% or higher. The attendance rates are illustrated below.

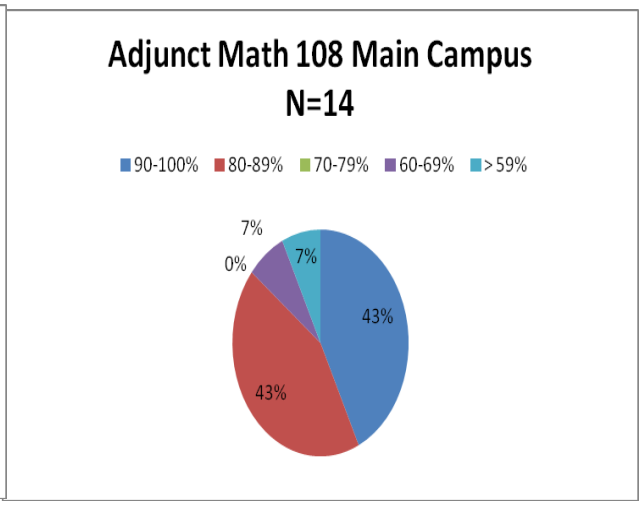
Figure 99: Spring 2013 Math 108 and 112 total attendance rates

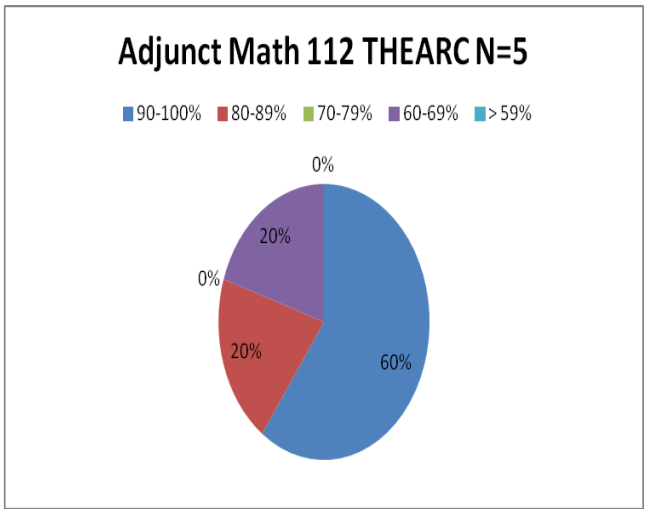


Overall, attendance was good.

Figure 100: Spring 2013 Math 108 and 112 attendance parsed out by section







Attendance for each section was also good. In conclusion, performance in these classes was good. 21% of the students enrolled will need to repeat.

Recommendations

On a macro-level, the most critical need that must be addressed is the absence of full time mathematics faculty. Having full time faculty would allow for smaller class sizes of 10-12 students rather than the current sizes of 18-22 or more students. Smaller classes means more personalized attention, increased learning, and ultimately better learning outcomes. Second, although having a mathematics center is a start, the current structure meets the needs of the daytime college students and does not support fully the needs of the evening School of Professional Studies students. Having Saturday hours of 10:00-6:00 p.m for example and Sunday from 4:00-7:00 p.m. would help to meet these needs. This would also allow students from THEARC to receive the support they desperately need and want.

On a micro-level, the Math 030 and 100 courses should probably be offered with a mandatory Lab. The data in this preliminary report strongly support that the Lab has been beneficial for the Math 101 course.

Two strategies could be implemented for improving pass rates in Math 060 and 101. One is too offer both Math 060 and 101 with a mandatory lab (Math 060S and 101S) and eliminate Math 060 and 101entirely. The second is to remove Math 101 from the curriculum and instead integrate its content into a new Math 108 course (which already has some of the 101 content embedded). The rationale behind this is that unlike the day time students, who may be majoring in mathematics, biology, or chemistry, the SPS student population, most of who are already working, will never be asked to find the slope of a line, or combine polynomials, and thus cannot see the connection between the mathematics as it is currently presented, and their lives.

Through the integration of 101 with 108, students would potentially get to explore the content in a more applicable and real world rather than its current abstract and highly procedural way, as the 108 course deals with more concrete topics. Additionally, this unique adult student population might benefit from graduating a bit more quickly. This has several benefits. One, it might attract more students to attend the University. Second, it might boost completion rates. Third, it may reduce the number of students who avoid taking their math classes until their senior year. If the students know that there are fewer courses to complete, it may motivate them to complete them sooner. A pilot could be done next Spring to see how students who take the Math 100S, the new Math 108, and Math 110 fare in comparison to those who take the 100S, 101S, 108, 110 sequence.

Systemically, to reduce the number of students who must repeat courses and increase learning, two pathways to graduating could potentially be offered to SPS students with respect to the math sequence. The first might look like the following: Math 100S, Math 101S, Math 108, and Math 110. The second pathway might be the following: Math 100S, the new Math 108 (some 101 content embedded), and Math 110. In this way, if a student is on the first pathway to graduation and fails Math 101S, they can switch to pathway 2, and take the New 108, in which a passing grade would replace the failing 101S grade. If a student is on pathway 2, and fails the new math 108, they can switch to pathway 1 and take Math 101S, and this grade would replace the failing new math 108 grade. This strategy of offering multiple pathways could boost morale and ultimately improve retention. In particular, it would be extremely beneficial for students who have had the negative experiences of failing one or more pre-foundational courses more than one time.

With respect to how courses are taught, my own experimentation suggests that having students do homework directly from the textbook exercises is more beneficial to their learning than having them do homework exercises from MyMathLab. More of the onus for learning is placed on the student. Several have stated that they have actually learned more mathematics by doing problems directly from the textbook rather than in MML. The MyMathLab is a useful tool however, in that it provides an extra set of practice exercises to draw upon, as well as video and animation, and test prep tools that are all important resources. Additionally, I recommend that exams in Math 108 and Math 110 be given as take home examinations and that homework is also assigned from the textbook rather than in MML.

Appendices

Appendix A

Spring 2013 030-100 data

Math 100	Diagnostic Pretest percentage score	Diagnostic Postest percentage score	Attendance/participation rate	MML Hw or Quiz avg
Alexander, Maurice	(blank)	(blank)	(blank)	(blank)
			(blank) Total	
		(blank) Total		
	(blank) Total			
Alexander, Maurice Total				
Anthony, Heaven Jamicia	40.7	60.2	92.3	82.4
			92.3 Total	
		60.2 Total		
	40.7 Total			
Anthony, Heaven Jamicia Total				
Battle, Robert Titus	(blank)	(blank)	(blank)	(blank)
			(blank) Total	
		(blank) Total		
	(blank) Total			
Battle, Robert Titus Total				
Blanding, Tashika Teresa	33.6	80.4	84.6	80.2
			84.6 Total	
		80.4 Total		
	33.6 Total			
Blanding, Tashika Teresa Total				
Boateng, Shirley	(blank)	(blank)	(blank)	(blank)
			(blank) Total	
		(blank) Total		
	(blank) Total			
Boateng, Shirley Total				
Bonner, Sabrina Sherrie	(blank)	24.7	69.2	53.1
			69.2 Total	

		24.7 Total		
	(blank) Total			
Bonner, Sabrina Sherrie Total				
Bryan, Joseph	(blank)	(blank)	(blank)	(blank)
			(blank) Total	
		(blank) Total		
	(blank) Total			
Bryan, Joseph Total				
Campbell, Iden	(blank)	(blank)	(blank)	(blank)
			(blank) Total	
		(blank) Total		
	(blank) Total			
Campbell, Iden Total				
Caroll, Catrina	(blank)	(blank)	(blank)	(blank)
			(blank) Total	
		(blank) Total		
	(blank) Total			
Caroll, Catrina Total				
Carter, Denita Franchestca	22.6	50.4	100	78
			100 Total	
		50.4 Total		
	22.6 Total			
Carter, Denita Franchestca Total				
Catherine Gamble	(blank)	(blank)	(blank)	12.53076923
			(blank) Total	
		(blank) Total		
	(blank) Total			
Catherine Gamble Total				
Edwards, Joyce Shawanda	35.2	61.9	69.2	94.4
			69.2 Total	
		61.9 Total		
	35.2 Total			
Edwards, Joyce Shawanda Total				
Eric Mullen	(blank)	(blank)	(blank)	0.038461538

			(blank) Total	
		(blank) Total		
	(blank) Total			
Eric Mullen Total				
Etheridge-Bey, LaShawna	35.7	56.4	85.2	68.1
			85.2 Total	
		56.4 Total		
	35.7 Total			
Etheridge-Bey, LaShawna Total				
Fok, Connie	35	48.6	100	58.9
			100 Total	
		48.6 Total		
	35 Total			
Fok, Connie Total				
Garcia, Olga M	35.9	54	69.2	87.8
			69.2 Total	
		54 Total		
	35.9 Total			
Garcia, Olga M Total				
Green, Rosa D	60	80	92.3	93.8
			92.3 Total	
		80 Total		
	60 Total			
Green, Rosa D Total				
Henry, Evangeline	(blank)	(blank)	(blank)	(blank)
			(blank) Total	
		(blank) Total		
	(blank) Total			
Henry, Evangeline Total				
Hodge, Michael	1.4	(blank)	87.2	92.3
			87.2 Total	
		(blank) Total		
	1.4 Total			
Hodge, Michael				

Total				
Hounyo, Maryse	57.9	79.8	100	97.2
			100 Total	
		79.8 Total		
	57.9 Total			
Hounyo, Maryse Total				
Hughes, Rhonda Cecilia	(blank)	(blank)	(blank)	(blank)
			(blank) Total	
		(blank) Total		
	(blank) Total			
Hughes, Rhonda Cecilia Total				
JD Lewis	(blank)	(blank)	(blank)	19.52692308
			(blank) Total	
		(blank) Total		
	(blank) Total			
JD Lewis Total				
Joanne Paylor	(blank)	(blank)	(blank)	92.95
			(blank) Total	
		(blank) Total		
	(blank) Total			
Joanne Paylor Total				
Jones, Natalie	(blank)	(blank)	(blank)	(blank)
			(blank) Total	
		(blank) Total		
	(blank) Total			
Jones, Natalie Total				
Kanesha Honemond	(blank)	(blank)	(blank)	8.396153846
			(blank) Total	
		(blank) Total		
	(blank) Total			
Kanesha Honemond Total				
Kelsey, Kwanise	(blank)	(blank)	(blank)	(blank)
			(blank) Total	
		(blank) Total		

	(blank) Total			
Kelsey, Kwanise Total				
Kevin Arnold	(blank)	(blank)	(blank)	71.37307692
			(blank) Total	
		(blank) Total		
	(blank) Total			
Kevin Arnold Total				
King, Charis	29.3	(blank)	73.6	32.2
			73.6 Total	
		(blank) Total		
	29.3 Total			
King, Charis Total				
Kitt, Crystal	31.4	(blank)	84.8	51.8
			84.8 Total	
		(blank) Total		
	31.4 Total			
Kitt, Crystal Total				
Kyomi Allen	(blank)	(blank)	(blank)	26.34615385
			(blank) Total	
		(blank) Total		
	(blank) Total			
Kyomi Allen Total				
Lum, Julia Boeyed	50.4	76.2	100	97.2
			100 Total	
		76.2 Total		
	50.4 Total			
Lum, Julia Boeyed Total				
Macick, Anatalia	31.4	85	94	91.5
			94 Total	
		85 Total		
	31.4 Total			
Macick, Anatalia Total				
McCorkle, Angel	39.3	(blank)	100	91

			100 Total	
		(blank) Total		
	39.3 Total			
McCorkle, Angel Total				
Mona Matthews	(blank)	(blank)	(blank)	56.06153846
			(blank) Total	
		(blank) Total		
	(blank) Total			
Mona Matthews Total				
Morse, Sna'keeshia	(blank)	(blank)	(blank)	(blank)
			(blank) Total	
		(blank) Total		
	(blank) Total			
Morse, Sna'keeshia Total				
Napier, Lakesha	39.5	66.9	87.2	83.2
			87.2 Total	
		66.9 Total		
	39.5 Total			
Napier, Lakesha Total				
Octavia Thomas	(blank)	(blank)	(blank)	53.63846154
			(blank) Total	
		(blank) Total		
	(blank) Total			
Octavia Thomas Total				
Oduk, Eno	46.9	82.9	99.6	95.9
			99.6 Total	
		82.9 Total		
	46.9 Total			
Oduk, Eno Total				
Olawumi, Ester	31	(blank)	79.2	64.4
			79.2 Total	
		(blank) Total		
	31 Total			

Olawumi, Ester Total				
Phillips, Shirley	30.5	46.7	92.8	71
			92.8 Total	
		46.7 Total		
	30.5 Total			
Phillips, Shirley Total				
Pittman, Shenita Lawane	19	78.9	76.9	55.1
			76.9 Total	
		78.9 Total		
	19 Total			
Pittman, Shenita Lawane Total				
Proctor, Yvette	(blank)	(blank)	(blank)	(blank)
			(blank) Total	
		(blank) Total		
	(blank) Total			
Proctor, Yvette Total				
Randall, Nishey Nicole	34	54.8	92.3	87.5
			92.3 Total	
		54.8 Total		
	34 Total			
Randall, Nishey Nicole Total				
Shanquette Dannah	(blank)	(blank)	(blank)	23.50769231
			(blank) Total	
		(blank) Total		
	(blank) Total			
Shanquette Dannah Total				
Smith, Gwendolyn Anita	15.7	35.7	84.6	81.3
			84.6 Total	
		35.7 Total		
	15.7 Total			
Smith, Gwendolyn Anita Total				
Sylla, Abdoul Karime	36.4	56.4	100	76.4
			100 Total	

		56.4 Total		
	36.4 Total			
Sylla, Abdoul Karime Total				
Vanessa Bowers-Colclough	(blank)	(blank)	(blank)	67.11538462
			(blank) Total	
		(blank) Total		
	(blank) Total			
Vanessa Bowers-Colclough Total				
Villatoro, Kayley L	(blank)	54.5	84.6	86.9
			84.6 Total	
		54.5 Total		
	(blank) Total			
Villatoro, Kayley L Total				
Watters-Johnson, Della	35.2	40.7	100	89.9
			100 Total	
		40.7 Total		
	35.2 Total			
Watters-Johnson, Della Total				
Grand Total				

Math 100	Test avg (including Final Exam)	Letter Grade in Course	Overall Grade Average	Avg needed to pass	passed	Repeating
Alexander, Maurice	(blank)	W	(blank)	(blank)	(blank)	Y
					(blank) Total	
				(blank) Total		
			(blank) Total			
		W Total				
	(blank) Total					
Alexander, Maurice Total						
Anthony, Heaven Jamicia	NA	B	(blank)	73	Y	N
					Y	

					Total	
				73 Total		
			(blank) Total			
		B Total				
	NA Total					
Anthony, Heaven Jamicia Total						
Battle, Robert Titus	(blank)	DNF	(blank)	(blank)	(blank)	N
					(blank) Total	
				(blank) Total		
			(blank) Total			
		DNF Total				
	(blank) Total					
Battle, Robert Titus Total						
Blanding, Tashika Teresa	NA	A	(blank)	73	Y	N
					Y Total	
				73 Total		
			(blank) Total			
		A Total				
	NA Total					
Blanding, Tashika Teresa Total						
Boateng, Shirley	(blank)	W	(blank)	(blank)	(blank)	N
					(blank) Total	
				(blank) Total		
			(blank) Total			
		W Total				
	(blank) Total					
Boateng, Shirley Total						
Bonner, Sabrina Sherrie	NA	F	(blank)	73	N	N
					N Total	
				73 Total		
			(blank) Total			
		F Total				

	NA Total					
Bonner, Sabrina Sherrie Total						
Bryan, Joseph	(blank)	DNF	(blank)	(blank)	(blank)	N
					(blank) Total	
				(blank) Total		
			(blank) Total			
		DNF Total				
	(blank) Total					
Bryan, Joseph Total						
Campbell, Iden	(blank)	W	(blank)	(blank)	(blank)	N
					(blank) Total	
				(blank) Total		
			(blank) Total			
		W Total				
	(blank) Total					
Campbell, Iden Total						
Caroll, Catrina	(blank)	W	(blank)	(blank)	(blank)	N
					(blank) Total	
				(blank) Total		
			(blank) Total			
		W Total				
	(blank) Total					
Caroll, Catrina Total						
Carter, Denita Franchestca	NA	C	(blank)	73	Y	N
					Y Total	
				73 Total		
			(blank) Total			
		C Total				
	NA Total					
Carter, Denita Franchestca Total						
Catherine	16.7	DNF	50.664	73	(bla	N

Gamble					nk)	
					(blank) Total	
				73 Total		
			50.664 Total			
		DNF Total				
	16.7 Total					
Catherine Gamble Total						
Edwards, Joyce Shawanda	NA	D+	(blank)	73	N	N
					N Total	
				73 Total		
			(blank) Total			
		D+ Total				
	NA Total					
Edwards, Joyce Shawanda Total						
Eric Mullen	44	F	35.6	73	N	N
					N Total	
				73 Total		
			35.6 Total			
		F Total				
	44 Total					
Eric Mullen Total						
Etheridge-Bey, LaShawna	69.8	F	71.8	73	N	N
					N Total	
				73 Total		
			71.8 Total			
		F Total				
	69.8 Total					
Etheridge-Bey, LaShawna Total						
Fok, Connie	75	C	75	73	Y	Y
					Y Total	
				73 Total		
			75 Total			

		C Total				
	75 Total					
Fok, Connie Total						
Garcia, Olga M	NA	C-	(blank)	73	N	N
					N Total	
				73 Total		
			(blank) Total			
		C- Total				
	NA Total					
Garcia, Olga M Total						
Green, Rosa D	NA	A	(blank)	73	Y	N
					Y Total	
				73 Total		
			(blank) Total			
		A Total				
	NA Total					
Green, Rosa D Total						
Henry, Evangeline	(blank)	W	(blank)	(blank)	(blank)	N
					(blank) Total	
				(blank) Total		
			(blank) Total			
		W Total				
	(blank) Total					
Henry, Evangeline Total						
Hodge, Michael	85.8	B	83.2	73	Y	N
					Y Total	
				73 Total		
			83.2 Total			
		B Total				
	85.8 Total					
Hodge, Michael Total						
Hounyo, Maryse	93.3	A	93.6	73	Y	N

					Y Total	
				73 Total		
			93.6 Total			
		A Total				
	93.3 Total					
Hounyo, Maryse Total						
Hughes, Rhonda Cecilia	(blank)	W	(blank)	(blank)	(blank)	N
					(blank) Total	
				(blank) Total		
			(blank) Total			
		W Total				
	(blank) Total					
Hughes, Rhonda Cecilia Total						
JD Lewis	11.7	DNF	49.11142857	73	(blank)	Y
					(blank) Total	
				73 Total		
			49.1114285714286 Total			
		DNF Total				
	11.7 Total					
JD Lewis Total						
Joanne Paylor	67.7	B+	85.6672	73	Y	Y
					Y Total	
				73 Total		
			85.6672 Total			
		B+ Total				
	67.7 Total					
Joanne Paylor Total						
Jones, Natalie	(blank)	W	(blank)	(blank)	(blank)	Y
					(blank) Total	
				(blank) Total		
			(blank) Total			
		W Total				

	(blank) Total					
Jones, Natalie Total						
Kanesha Honemond	13.3	(blank)	50.70666667	73	(blank)	Y
					(blank) Total	
				73 Total		
			50.7066666666667 Total			
		(blank) Total				
	13.3 Total					
Kanesha Honemond Total						
Kelsey, Kwanise	(blank)	W	(blank)	(blank)	(blank)	N
					(blank) Total	
				(blank) Total		
			(blank) Total			
		W Total				
	(blank) Total					
Kelsey, Kwanise Total						
Kevin Arnold	70	C+	76.87304348	73	Y	Y
					Y Total	
				73 Total		
			76.8730434782609 Total			
		C+ Total				
	70 Total					
Kevin Arnold Total						
King, Charis	74.3	D	64.4	73	N	N
					N Total	
				73 Total		
			64.4 Total			
		D Total				
	74.3 Total					
King, Charis Total						
Kitt, Crystal	51.7	F	55.3	73	N	Y
					N Tota	

					I	
				73 Total		
			55.3 Total			
		F Total				
	51.7 Total					
Kitt, Crystal Total						
Kyomi Allen	80	C+	73.67692308	73	Y	N
					Y Total	
				73 Total		
			73.6769230769231 Total			
		C+ Total				
	80 Total					
Kyomi Allen Total						
Lum, Julia Boeyed	NA	A	(blank)	73	Y	N
					Y Total	
				73 Total		
			(blank) Total			
		A Total				
	NA Total					
Lum, Julia Boeyed Total						
Macick, Anatalia	97.5	A	94.9	73	Y	N
					Y Total	
				73 Total		
			94.9 Total			
		A Total				
	97.5 Total					
Macick, Anatalia Total						
McCorkle, Angel	77.2	B-	80.1	73	Y	N
					Y Total	
				73 Total		
			80.1 Total			
		B- Total				

	77.2 Total					
McCorkle, Angel Total						
Mona Matthews	52.7	B+	87.44	73	Y	N
					Y Total	
				73 Total		
			87.44 Total			
		B+ Total				
	52.7 Total					
Mona Matthews Total						
Morse, Sna'keeshia	(blank)	W	(blank)	(blank)	(blank)	N
					(blank) Total	
				(blank) Total		
			(blank) Total			
		W Total				
	(blank) Total					
Morse, Sna'keeshia Total						
Napier, Lakesha	73.6	C	75.4	73	Y	N
					Y Total	
				73 Total		
			75.4 Total			
		C Total				
	73.6 Total					
Napier, Lakesha Total						
Octavia Thomas	39.3	DNF	60.99111111	73	(blank)	Y
					(blank) Total	
				73 Total		
			60.9911111111111 Total			
		DNF Total				
	39.3 Total					
Octavia Thomas Total						
Oduk, Eno	97.9	A	97.9	73	Y	N
					Y Total	
				73 Total		

			97.9 Total			
		A Total				
	97.9 Total					
Oduk, Eno Total						
Olawumi, Ester	57.1	F	60.6	73	N	N
					N Total	
				73 Total		
			60.6 Total			
		F Total				
	57.1 Total					
Olawumi, Ester Total						
Phillips, Shirley	73.8	C	74.1	73	Y	N
					Y Total	
				73 Total		
			74.1 Total			
		C Total				
	73.8 Total					
Phillips, Shirley Total						
Pittman, Shenita Lawane	NA	D	(blank)	73	N	N
					N Total	
				73 Total		
			(blank) Total			
		D Total				
	NA Total					
Pittman, Shenita Lawane Total						
Proctor, Yvette	(blank)	W	(blank)	(blank)	(blank)	N
					(blank) Total	
				(blank) Total		
			(blank) Total			
		W Total				
	(blank) Total					
Proctor, Yvette Total						

Randall, Nishey Nicole	NA	B	(blank)	73	Y	N
					Y Total	
				73 Total		
			(blank) Total			
		B Total				
	NA Total					
Randall, Nishey Nicole Total						
Shanquette Dannah	76.7	C+	73.548	73	Y	N
					Y Total	
				73 Total		
			73.548 Total			
		C+ Total				
	76.7 Total					
Shanquette Dannah Total						
Smith, Gwendolyn Anita	NA	C-	(blank)	73	N	N
					N Total	
				73 Total		
			(blank) Total			
		C- Total				
	NA Total					
Smith, Gwendolyn Anita Total						
Sylla, Abdoul Karime	NA	C-	(blank)	73	N	N
					N Total	
				73 Total		
			(blank) Total			
		C- Total				
	NA Total					
Sylla, Abdoul Karime Total						
Vanessa Bowers-Colclough	87.7	A	94.73684211	73	Y	N

					Y Total	
				73 Total		
			94.7368421052632 Total			
		A Total				
	87.7 Total					
Vanessa Bowers-Colclough Total						
Villatoro, Kayley L	NA	C	(blank)	73	Y	Y
					Y Total	
				73 Total		
			(blank) Total			
		C Total				
	NA Total					
Villatoro, Kayley L Total						
Watters-Johnson, Della	NA	C	(blank)	73	Y	N
					Y Total	
				73 Total		
			(blank) Total			
		C Total				
	NA Total					
Watters-Johnson, Della Total						
Grand Total						

Appendix B

Spring 2013 Math 060-101S data

Math060-101S	Diagnostic Pretest percentage score	Diagnostic Postest percentage score	Attendance/participation rate	MML hw or Quiz avg
abina ,odalisa	26.4	40.6	100	75.8
			100 Total	
		40.6 Total		
	26.4 Total			
Archie, Chequita Sade	(blank)	(blank)	(blank)	(blank)
			(blank) Total	
		(blank) Total		
	(blank) Total			
Arias ,Jana	72.9	91.7	95.8	97.1
			95.8 Total	
		91.7 Total		
	72.9 Total			
Boone ,Ashley	46.2	41.7	81.3	85.3
			81.3 Total	
		41.7 Total		
	46.2 Total			
brown ,lakendra	(blank)	52.4	93.8	89.7
			93.8 Total	
		52.4 Total		
	(blank) Total			
Cato, Jessica	(blank)	(blank)	(blank)	(blank)
			(blank) Total	
		(blank) Total		
	(blank) Total			
Cheung ,Eileen	42.4	68.8	87.9	94.7
			87.9 Total	
		68.8 Total		
	42.4 Total			
Clinton ,La Tarcha	27.8	72.6	87.1	75.1
			87.1 Total	
		72.6 Total		

	27.8 Total			
DAY ,ADRIENNE	25	48.3	89.2	59.1
			89.2 Total	
		48.3 Total		
	25 Total			
Dunn ,Devoria	20.8	31.3	89.2	77
			89.2 Total	
		31.3 Total		
	20.8 Total			
Foster, Lamesia	(blank)	(blank)	(blank)	(blank)
			(blank) Total	
		(blank) Total		
	(blank) Total			
Garner ,Erika	54.9	75.7	87.5	91.6
			87.5 Total	
		75.7 Total		
	54.9 Total			
Harper ,Oneeka	(blank)	50	93.8	40.7
			93.8 Total	
		50 Total		
	(blank) Total			
Hatton ,Tracy	42.4	30.9	94.2	92.8
			94.2 Total	
		30.9 Total		
	42.4 Total			
Hunt ,Tierra	(blank)	(blank)	(blank)	(blank)
			(blank) Total	
		(blank) Total		
	(blank) Total			
Jackson, Makisha	(blank)	(blank)	(blank)	(blank)
			(blank) Total	
		(blank) Total		
	(blank) Total			
James ,Tyshelle	29.9	40.6	71.7	91.8
			71.7 Total	
		40.6 Total		
	29.9 Total			

Johnson ,Corissa	(blank)	16.7	73.8	82
			73.8 Total	
		16.7 Total		
	(blank) Total			
Jones ,Arnette	21.5	38.2	100	85.8
			100 Total	
		38.2 Total		
	21.5 Total			
Kamara, Sama	(blank)	(blank)	(blank)	(blank)
			(blank) Total	
		(blank) Total		
	(blank) Total			
Lyle ,Rosalind	31.3	38.2	97.1	82
			97.1 Total	
		38.2 Total		
	31.3 Total			
mack ,ashley	(blank)	30.2	89.6	84.6
			89.6 Total	
		30.2 Total		
	(blank) Total			
Maka ,Eva	54.9	65.3	100	86.3
			100 Total	
		65.3 Total		
	54.9 Total			
Marshall ,Emily	33.7	29.2	88.8	60.6
			88.8 Total	
		29.2 Total		
	33.7 Total			
Mesfin, Yanit A	52.8	(blank)	92	79.7
			92 Total	
		(blank) Total		
	52.8 Total			
Moulden ,KaMaria	35.4	46.9	77.1	80.3
			77.1 Total	
		46.9 Total		
	35.4 Total			
Nelson, Diane Vanessa	37.5	58	100	97.5

			100 Total	
		58 Total		
	37.5 Total			
Nunez, Ingrid A	43.1	(blank)	100	98.3
			100 Total	
		(blank) Total		
	43.1 Total			
Ody, Serena	(blank)	(blank)	(blank)	(blank)
			(blank) Total	
		(blank) Total		
	(blank) Total			
Pinilla ,Elka	(blank)	(blank)	82.5	93.5
			82.5 Total	
		(blank) Total		
	(blank) Total			
pinkney ,eugenia	46.5	61.1	86.7	98.5
			86.7 Total	
		61.1 Total		
	46.5 Total			
Pitts ,Robert	(blank)	(blank)	60.8	92.6
			60.8 Total	
		(blank) Total		
	(blank) Total			
Quitiquit ,Alvin	62.5	89.6	95.8	100
			95.8 Total	
		89.6 Total		
	62.5 Total			
Ragins ,Erica	24.3	61.1	92.5	91
			92.5 Total	
		61.1 Total		
	24.3 Total			
Reese ,Rachel	19.4	48.6	67.1	44.2
			67.1 Total	
		48.6 Total		
	19.4 Total			
Richardson ,Russell	49.3	47.2	97.1	72.6
			97.1 Total	

		47.2 Total		
	49.3 Total			
Rodriguez ,Amy	34	32.6	90.8	76.6
			90.8 Total	
		32.6 Total		
	34 Total			
Seresa ,Plush	18.8	54.5	97.9	95
			97.9 Total	
		54.5 Total		
	18.8 Total			
Simon, Vanessa	(blank)	(blank)	(blank)	(blank)
			(blank) Total	
		(blank) Total		
	(blank) Total			
smith ,lisa	29.2	(blank)	74.2	53
			74.2 Total	
		(blank) Total		
	29.2 Total			
Smith ,Tenisha	20.1	62.5	95.8	96.3
			95.8 Total	
		62.5 Total		
	20.1 Total			
stewart ,deborah	44.8	56.3	100	94.4
			100 Total	
		56.3 Total		
	44.8 Total			
Thornton ,Samantha	(blank)	44.4	82.1	51.5
			82.1 Total	
		44.4 Total		
	(blank) Total			
Tillman, Natasha Lynn	39.6	(blank)	88	71.2
			88 Total	
		(blank) Total		
	39.6 Total			
toliver ,adrienne	40.3	54.9	97.1	42.5
			97.1 Total	

		54.9 Total		
	40.3 Total			
Walker ,Deja	(blank)	45.1	84.6	82.5
			84.6 Total	
		45.1 Total		
	(blank) Total			
Webb ,Nichelle	(blank)	20.8	58.3	83.6
			58.3 Total	
		20.8 Total		
	(blank) Total			
Wesley ,Lynda	22.9	70.5	100	83.9
			100 Total	
		70.5 Total		
	22.9 Total			
Wilson, Crystal Melissa	(blank)	(blank)	84	70.3
			84 Total	
		(blank) Total		
	(blank) Total			
Woodard, Ronda	(blank)	(blank)	(blank)	(blank)
			(blank) Total	
		(blank) Total		
	(blank) Total			
Grand Total				

Math060-101S	Test avg (including Final Exam)	Letter Grade in Course	Overall Grade Average	Avg needed to pass	passed	Repeating
abina ,odalisa	79.4	B-	79.6	73	Y	N
					Y Total	
				73 Total		
			79.6 Total			
		B- Total				
	79.4 Total					
Archie, Chequita Sade	(blank)	W	(blank)	(blank)	(blank)	(blank)

					(blank) Total	
				(blank) Total		
			(blank) Total			
		W Total				
	(blank) Total					
Arias ,Jana	96.9	A	97.2	73	Y	N
					Y Total	
				73 Total		
			97.2 Total			
		A Total				
	96.9 Total					
Boone ,Ashley	64.4	D+	68.8	73	N	N
					N Total	
				73 Total		
			68.8 Total			
		D+ Total				
	64.4 Total					
brown ,lakendra	80	C+	78.9	73	Y	N
					Y Total	
				73 Total		
			78.9 Total			
		C+ Total				
	80 Total					
Cato, Jessica	(blank)	W	(blank)	(blank)	(blank)	(blank)
					(blank) Total	
				(blank) Total		
			(blank) Total			
		W Total				
	(blank) Total					
Cheung ,Eileen	86.8	B+	88.5	73	Y	N
					Y Total	
				73 Total		

			88.5 Total			
		B+ Total				
	86.8 Total					
Clinton ,La Tarcha	58.4	D	62.9	73	N	N
					N Total	
				73 Total		
			62.9 Total			
		D Total				
	58.4 Total					
DAY ,ADRIENNE	53.9	F	56.5	73	N	N
					N Total	
				73 Total		
			56.5 Total			
		F Total				
	53.9 Total					
Dunn ,Devoria	63.7	C	70.6	73	Y	Y
					Y Total	
				73 Total		
			70.6 Total			
		C Total				
	63.7 Total					
Foster, Lamesia	(blank)	W	(blank)	(blank)	(blank)	(blank)
					(blank) Total	
				(blank) Total		
			(blank) Total			
		W Total				
	(blank) Total					
Garner ,Erika	90	B+	89	73	Y	N
					Y Total	
				73 Total		
			89 Total			
		B+ Total				

	90 Total					
Harper ,Oneeka	60.8	F	58.9	73	N	N
					N Total	
				73 Total		
			58.9 Total			
		F Total				
	60.8 Total					
Hatton ,Tracy	89.7	A-	90.1	73	Y	Y
					Y Total	
				73 Total		
			90.1 Total			
		A- Total				
	89.7 Total					
Hunt ,Tierra	(blank)	DNF	(blank)	(blank)	(blank)	(blank)
					(blank) Total	
				(blank) Total		
			(blank) Total			
		DNF Total				
	(blank) Total					
Jackson, Makisha	(blank)	DNF	(blank)	(blank)	(blank)	(blank)
					(blank) Total	
				(blank) Total		
			(blank) Total			
		DNF Total				
	(blank) Total					
James ,Tyshelle	64	C-	70.4	73	N	Y
					N Total	
				73 Total		
			70.4 Total			
		C- Total				
	64 Total					
Johnson ,Corissa	65.6	D	65.9	73	N	Y

					N Total	
				73 Total		
			65.9 Total			
		D Total				
	65.6 Total					
Jones ,Arnette	53.7	D	63.4	73	N	N
					N Total	
				73 Total		
			63.4 Total			
		D Total				
	53.7 Total					
Kamara, Sama	(blank)	W	(blank)	(blank)	(blank)	(blank)
					(blank) Total	
				(blank) Total		
			(blank) Total			
		W Total				
	(blank) Total					
Lyle ,Rosalind	76.5	C+	78.9	73	Y	Y
					Y Total	
				73 Total		
			78.9 Total			
		C+ Total				
	76.5 Total					
mack ,ashley	57.4	D	63	73	N	Y
					N Total	
				73 Total		
			63 Total			
		D Total				
	57.4 Total					
Maka ,Eva	88.8	B+	88.8	73	Y	N
					Y Total	

				73 Total		
			88.8 Total			
		B+ Total				
	88.8 Total					
Marshall ,Emily	77.4	F	74.3	73	N	Y
					N Total	
				73 Total		
			74.3 Total			
		F Total				
	77.4 Total					
Mesfin, Yanit A	76.75	B-	81.19	73	Y	N
					Y Total	
				73 Total		
			81.19 Total			
		B- Total				
	76.75 Total					
Moulden ,KaMaria	82.7	C+	78.6	73	Y	N
					Y Total	
				73 Total		
			78.6 Total			
		C+ Total				
	82.7 Total					
Nelson, Diane Vanessa	73	B-	80.2	73	Y	N
					Y Total	
				73 Total		
			80.2 Total			
		B- Total				
	73 Total					
Nunez, Ingrid A	89.75	A-	91.91	73	Y	N
					Y	

					Total	
				73 Total		
			91.91 Total			
		A- Total				
	89.75 Total					
Ody, Serena	(blank)	W	(blank)	(blank)	(blank)	(blank)
					(blank) Total	
				(blank) Total		
			(blank) Total			
		W Total				
	(blank) Total					
Pinilla ,Elka	65.3	C	70.3	73	Y	Y
					Y Total	
				73 Total		
			70.3 Total			
		C Total				
	65.3 Total					
pinkney ,eugenia	91.2	A	92.9	73	Y	N
					Y Total	
				73 Total		
			92.9 Total			
		A Total				
	91.2 Total					
Pitts ,Robert	80.2	C+	78.6	73	Y	N
					Y Total	
				73 Total		
			78.6 Total			
		C+ Total				
	80.2 Total					
Quitiquit ,Alvin	93.8	A	93.1	73	Y	N
					Y Total	
				73 Total		

			93.1 Total			
		A Total				
	93.8 Total					
Ragins ,Erica	77.9	B-	81.4	73	Y	N
					Y Total	
				73 Total		
			81.4 Total			
		B- Total				
	77.9 Total					
Reese ,Rachel	59.1	F	53.9	73	N	N
					N Total	
				73 Total		
			53.9 Total			
		F Total				
	59.1 Total					
Richardson ,Russell	73	C	69.9	73	Y	N
					Y Total	
				73 Total		
			69.9 Total			
		C Total				
	73 Total					
Rodriguez ,Amy	63.3	D+	68	73	N	N
					N Total	
				73 Total		
			68 Total			
		D+ Total				
	63.3 Total					
Seresa ,Plush	85.8	B+	87.8	73	Y	N
					Y Total	
				73 Total		
			87.8 Total			

		B+ Total				
	85.8 Total					
Simon, Vanessa	(blank)	W	(blank)	(blank)	(blank)	(blank)
					(blank) Total	
				(blank) Total		
			(blank) Total			
		W Total				
	(blank) Total					
smith ,lisa	54.6	F	53.2	73	N	N
					N Total	
				73 Total		
			53.2 Total			
		F Total				
	54.6 Total					
Smith ,Tenisha	81.7	B	84.3	73	Y	N
					Y Total	
				73 Total		
			84.3 Total			
		B Total				
	81.7 Total					
stewart ,deborah	68.2	C	75.1	73	Y	Y
					Y Total	
				73 Total		
			75.1 Total			
		C Total				
	68.2 Total					
Thornton ,Samantha	67.4	D+	66.5	73	N	Y
					N Total	
				73 Total		
			66.5 Total			
		D+ Total				
	67.4 Total					

Tillman, Natasha Lynn	60.4	D	66.38	73	N	Y
					N Total	
				73 Total		
			66.38 Total			
		D Total				
	60.4 Total					
toliver ,adrienne	67.7	D	63.7	73	N	Y
					N Total	
				73 Total		
			63.7 Total			
		D Total				
	67.7 Total					
Walker ,Deja	85.6	B-	79.9	73	Y	N
					Y Total	
				73 Total		
			79.9 Total			
		B- Total				
	85.6 Total					
Webb ,Nichelle	68	D	65.7	73	N	Y
					N Total	
				73 Total		
			65.7 Total			
		D Total				
	68 Total					
Wesley ,Lynda	85.6	B	83.6	73	Y	Y
					Y Total	
				73 Total		
			83.6 Total			
		B Total				
	85.6 Total					

Wilson, Crystal Melissa	39.5	F	49.16	73	N	N
					N Total	
				73 Total		
			49.16 Total			
		F Total				
	39.5 Total					
Woodard, Ronda	(blank)	W	(blank)	(blank)	(blank)	(blank)
					(blank) Total	
				(blank) Total		
			(blank) Total			
		W Total				
	(blank) Total					
Grand Total						

Appendix C

Spring 2013 Math 108 and 112 data

Math 108	Diagnostic Pretest percentage score	Diagnostic Postest percentage score	Attendance	MML hw or Quiz avg
Abdullah , Faisal	1.9	(blank)	90.9	92.8
			90.9 Total	
		(blank) Total		
	1.9 Total			
Abdullah , Faisal Total				
Alajiki , Barbara	16	(blank)	80.9	75.7
			80.9 Total	
		(blank) Total		
	16 Total			
Alajiki , Barbara Total				
Anderson	N/A	DNC	84	98
			84 Total	
		DNC Total		
	N/A Total			
Anderson Total				
Beverly	N/A	DNC	84	99
			84 Total	
		DNC Total		
	N/A Total			
Beverly Total				
Blue	N/A	20	84	99
			84 Total	
		20 Total		
	N/A Total			
Blue Total				
Bowden	N/A	DNC	100	93
			100 Total	
		DNC Total		
	N/A Total			
Bowden Total				
Bowman , Yolanda	29.6	30.9	89.1	85.6

			89.1 Total	
		30.9 Total		
	29.6 Total			
Bowman , Yolanda Total				
Brannock , Lisa	11.9	14.6	90	69.6
			90 Total	
		14.6 Total		
	11.9 Total			
Brannock , Lisa Total				
Brown	N/A	48	84	93
			84 Total	
		48 Total		
	N/A Total			
	(blank)	(blank)	(blank)	(blank)
			(blank) Total	
		(blank) Total		
	(blank) Total			
Brown Total				
Cheryl Monroe	27.8	30.1	100	86.1
			100 Total	
		30.1 Total		
	27.8 Total			
Cheryl Monroe Total				
Coley	N/A	DNC	84	100
			84 Total	
		DNC Total		
	N/A Total			
Coley Total				
Cooper	N/A	DNC	67	94
			67 Total	
		DNC Total		
	N/A Total			
Cooper Total				
Cristy Norman	34.3	45.8	86	85.2
			86 Total	
		45.8 Total		

	34.3 Total			
Cristy Norman Total				
Dalkero , wondimu	66.8	(blank)	96.4	84
			96.4 Total	
		(blank) Total		
	66.8 Total			
Dalkero , wondimu Total				
Dunn , Kimberly	30.7	38.3	82.7	78.9
			82.7 Total	
		38.3 Total		
	30.7 Total			
Dunn , Kimberly Total				
Fuentes, Cynthia	(blank)	(blank)	(blank)	(blank)
			(blank) Total	
		(blank) Total		
	(blank) Total			
Fuentes, Cynthia Total				
GREENE , SHIRLETTA	44.3	58.5	88.2	80.8
			88.2 Total	
		58.5 Total		
	44.3 Total			
GREENE , SHIRLETTA Total				
Griffiths , Danancia	29.2	(blank)	94.5	72.7
			94.5 Total	
		(blank) Total		
	29.2 Total			
Griffiths , Danancia Total				
Hamlet , Renita	24.1	50.2	100	92.7
			100 Total	

		50.2 Total		
	24.1 Total			
Hamlet , Renita Total				
Hammond , Danielle	(blank)	(blank)	(blank)	(blank)
			(blank) Total	
		(blank) Total		
	(blank) Total			
Hammond , Danielle Total				
Harris	N/A	DNC	100	96
			100 Total	
		DNC Total		
	N/A Total			
Harris Total				
Hayes	N/A	DNC	92	98
			92 Total	
		DNC Total		
	N/A Total			
Hayes Total				
Howard , Charlene	33.3	62.2	100	71.3
			100 Total	
		62.2 Total		
	33.3 Total			
Howard , Charlene Total				
Jalill Gamble	48	2.5	92	89.9
			92 Total	
		2.5 Total		
	48 Total			
Jalill Gamble Total				
JOHNSON	(blank)	(blank)	(blank)	(blank)
			(blank) Total	
		(blank) Total		
	(blank) Total			
JOHNSON Total				
Johnson , Joyce	34.6	29.9	100	67.7

			100 Total	
		29.9 Total		
	34.6 Total			
Johnson , Joyce Total				
Kinch	(blank)	(blank)	(blank)	(blank)
			(blank) Total	
		(blank) Total		
	(blank) Total			
Kinch Total				
mason , janice	0	64.5	72.7	93.1
			72.7 Total	
		64.5 Total		
	0 Total			
mason , janice Total				
McCampbell	N/A	DNC	92	93
			92 Total	
		DNC Total		
	N/A Total			
McCampbell Total				
Mimms	N/A	DNC	84	81
			84 Total	
		DNC Total		
	N/A Total			
Mimms Total				
Murphy , Joseph	6.2	49.8	96.4	58.2
			96.4 Total	
		49.8 Total		
	6.2 Total			
Murphy , Joseph Total				
Myeeka Mullins	0	0	65	23.6
			65 Total	
		0 Total		
	0 Total			
Myeeka Mullins Total				

Neal	N/A	DNC	92	99
			92 Total	
		DNC Total		
	N/A Total			
Neal Total				
Peters , Marybeth	57.1	86.1	100	92.3
			100 Total	
		86.1 Total		
	57.1 Total			
Peters , Marybeth Total				
Powell , Ama	52	79.9	99.1	93.5
			99.1 Total	
		79.9 Total		
	52 Total			
Powell , Ama Total				
Richardson	N/A	DNC	92	99
			92 Total	
		DNC Total		
	N/A Total			
Richardson Total				
Tania Benton	63	39.5	100	83.6
			100 Total	
		39.5 Total		
	63 Total			
Tania Benton Total				
Thomas , LaShay	0	5.6	81.8	70.9
			81.8 Total	
		5.6 Total		
	0 Total			
Thomas , LaShay Total				
Thompson , Rakeda	0	(blank)	81.8	34
			81.8 Total	
		(blank) Total		

	0 Total			
Thompson , Rakeda Total				
Tindal , Camille	(blank)	(blank)	(blank)	(blank)
			(blank) Total	
		(blank) Total		
	(blank) Total			
Tindal , Camille Total				
Ward , Calvin	0	(blank)	83.6	54.4
			83.6 Total	
		(blank) Total		
	0 Total			
Ward , Calvin Total				
Watson , LaQuania	37	(blank)	100	85.6
			100 Total	
		(blank) Total		
	37 Total			
Watson , LaQuania Total				
Watts	N/A	DNC	59	72
			59 Total	
		DNC Total		
	N/A Total			
Watts Total				
Wilson , Jade	23.1	53.2	98.2	79.4
			98.2 Total	
		53.2 Total		
	23.1 Total			
Wilson , Jade Total				
Wright , Keisha	24.7	54.8	95.5	77.3
			95.5 Total	
		54.8 Total		
	24.7 Total			
Wright , Keisha				

Total
Grand Total

Math 108	Test avg (including Final Exam)	Letter Grade in Course	Overall Grade Average	Avg needed to pass	passed	Repeating
Abdullah , Faisal	81.8	B-	81.9	63	Y	N
					Y Total	
				63 Total		
			81.9 Total			
		B- Total				
	81.8 Total					
Abdullah , Faisal Total						
Alajiki , Barbara	70.1	D+	67	63	Y	Y
					Y Total	
				63 Total		
			67 Total			
		D+ Total				
	70.1 Total					
Alajiki , Barbara Total						
Anderson	62	C	73	63	Y	N
					Y Total	
				63 Total		
			73 Total			
		C Total				
	62 Total					
Anderson Total						
Beverly	82	B	83	63	Y	N
					Y Total	
				63 Total		

			83 Total			
		B Total				
	82 Total					
Beverly Total						
Blue	82	B	85	63	Y	N
					Y Total	
				63 Total		
			85 Total			
		B Total				
	82 Total					
Blue Total						
Bowden	82	B	87	63	Y	N
					Y Total	
				63 Total		
			87 Total			
		B Total				
	82 Total					
Bowden Total						
Bowman , Yolanda	87.9	B-	81.7	63	Y	N
					Y Total	
				63 Total		
			81.7 Total			
		B- Total				
	87.9 Total					
Bowman , Yolanda Total						
Brannock , Lisa	92.3	B	84.4	63	Y	N
					Y Total	
				63 Total		
			84.4 Total			
		B Total				
	92.3 Total					
Brannock , Lisa Total						

Brown	85	B	86	63	Y	N
					Y Total	
				63 Total		
			86 Total			
		B Total				
	85 Total					
	(blank)	W	(blank)	(blank)	(blank)	N
					(blank) Total	
				(blank) Total		
			(blank) Total			
		W Total				
	(blank) Total					
Brown Total						
Cheryl Monroe	72.9	C	74.9	63	Y	N
					Y Total	
				63 Total		
			74.9 Total			
		C Total				
	72.9 Total					
Cheryl Monroe Total						
Coley	82	A-	90	63	Y	N
					Y Total	
				63 Total		
			90 Total			
		A- Total				
	82 Total					
Coley Total						
Cooper	90	A	93	63	Y	N
					Y Total	
				63 Total		
			93 Total			
		A Total				

	90 Total					
Cooper Total						
Cristy Norman	69.6	C	73	63	Y	N
					Y Total	
				63 Total		
			73 Total			
		C Total				
	69.6 Total					
Cristy Norman Total						
Dalkero , wondimu	85	B-	82.4	63	Y	N
					Y Total	
				63 Total		
			82.4 Total			
		B- Total				
	85 Total					
Dalkero , wondimu Total						
Dunn , Kimberly	73.9	C	73.2	63	Y	N
					Y Total	
				63 Total		
			73.2 Total			
		C Total				
	73.9 Total					
Dunn , Kimberly Total						
Fuentes, Cynthia	(blank)	W	(blank)	(blank)	(blank)	N
					(blank) Total	
				(blank) Total		
			(blank) Total			
		W Total				
	(blank) Total					
Fuentes, Cynthia Total						
GREENE , SHIRLETTA	84.3	B-	79.4	63	Y	Y
					Y	

					Total	
				63 Total		
			79.4 Total			
		B- Total				
	84.3 Total					
GREENE , SHIRLETTA Total						
Griffiths , Danancia	77.9	C	73	63	Y	N
					Y Total	
				63 Total		
			73 Total			
		C Total				
	77.9 Total					
Griffiths , Danancia Total						
Hamlet , Renita	87.3	B+	87.8	63	Y	N
					Y Total	
				63 Total		
			87.8 Total			
		B+ Total				
	87.3 Total					
Hamlet , Renita Total						
Hammond , Danielle	(blank)	DNF	(blank)	(blank)	(blank)	N
					(blank) Total	
				(blank) Total		
			(blank) Total			
		DNF Total				
	(blank) Total					
Hammond , Danielle Total						
Harris	81	B	84	63	Y	N
					Y Total	
				63 Total		
			84 Total			
		B Total				

	81 Total					
Harris Total						
Hayes	60	D	68	63	Y	N
					Y Total	
				63 Total		
			68 Total			
		D Total				
	60 Total					
Hayes Total						
Howard , Charlene	76.4	C+	77	63	Y	N
					Y Total	
				63 Total		
			77 Total			
		C+ Total				
	76.4 Total					
Howard , Charlene Total						
Jalill Gamble	83	B	83.4	63	Y	N
					Y Total	
				63 Total		
			83.4 Total			
		B Total				
	83 Total					
Jalill Gamble Total						
JOHNSON	(blank)	W	(blank)	(blank)	(blank)	N
					(blank) Total	
				(blank) Total		
			(blank) Total			
		W Total				
	(blank) Total					
JOHNSON Total						
Johnson , Joyce	83.4	B-	80.1	63	Y	N
					Y	

					Total	
				63 Total		
			80.1 Total			
		B- Total				
	83.4 Total					
Johnson , Joyce Total						
Kinch	(blank)	W	(blank)	(blank)	(blank)	N
					(blank) Total	
				(blank) Total		
			(blank) Total			
		W Total				
	(blank) Total					
Kinch Total						
mason , janice	80.6	B	83.2	63	Y	N
					Y Total	
				63 Total		
			83.2 Total			
		B Total				
	80.6 Total					
mason , janice Total						
McCampbell	89	B+	89	63	Y	N
					Y Total	
				63 Total		
			89 Total			
		B+ Total				
	89 Total					
McCampbell Total						
Mimms	71	C	77	63	Y	N
					Y Total	
				63 Total		
			77 Total			
		C Total				

	71 Total					
Mimms Total						
Murphy , Joseph	84.5	C+	77.3	63	Y	N
					Y Total	
				63 Total		
			77.3 Total			
		C+ Total				
	84.5 Total					
Murphy , Joseph Total						
Myeeka Mullins	78.9	D	63	63	Y	N
					Y Total	
				63 Total		
			63 Total			
		D Total				
	78.9 Total					
Myeeka Mullins Total						
Neal	86	B+	86	63	Y	Y
					Y Total	
				63 Total		
			86 Total			
		B+ Total				
	86 Total					
Neal Total						
Peters , Marybeth	94.7	A	93.5	63	Y	N
					Y Total	
				63 Total		
			93.5 Total			
		A Total				
	94.7 Total					
Peters , Marybeth Total						
Powell , Ama	93	A	93.2	63	Y	N
					Y	

					Total	
				63 Total		
			93.2 Total			
		A Total				
	93 Total					
Powell , Ama Total						
Richardson	88	A-	90	63	Y	N
					Y Total	
				63 Total		
			90 Total			
		A- Total				
	88 Total					
Richardson Total						
Tania Benton	80.3	B-	80.3	63	Y	N
					Y Total	
				63 Total		
			80.3 Total			
		B- Total				
	80.3 Total					
Tania Benton Total						
Thomas , LaShay	80	C	75.2	63	Y	N
					Y Total	
				63 Total		
			75.2 Total			
		C Total				
	80 Total					
Thomas , LaShay Total						
Thompson , Rakeda	71.2	F	59	63	N	N
					N Total	

				63 Total		
			59 Total			
		F Total				
	71.2 Total					
Thompson , Rakeda Total						
Tindal , Camille	(blank)	W	(blank)	(blank)	(blank)	N
					(blank) Total	
				(blank) Total		
			(blank) Total			
		W Total				
	(blank) Total					
Tindal , Camille Total						
Ward , Calvin	48.9	F	48.3	63	N	N
					N Total	
				63 Total		
			48.3 Total			
		F Total				
	48.9 Total					
Ward , Calvin Total						
Watson , LaQuania	87.3	B-	84.3	63	Y	N
					Y Total	
				63 Total		
			84.3 Total			
		B- Total				
	87.3 Total					
Watson , LaQuania Total						
Watts	42	F	61	63	N	N
					N Total	
				63 Total		
			61 Total			
		F Total				
	42 Total					
Watts Total						

Wilson , Jade	85	B-	82	63	Y	N
					Y Total	
				63 Total		
			82 Total			
		B- Total				
	85 Total					
Wilson , Jade Total						
Wright , Keisha	85.4	B-	81.8	63	Y	N
					Y Total	
				63 Total		
			81.8 Total			
		B- Total				
	85.4 Total					
Wright , Keisha Total						
Grand Total						

Appendix D

Fall 2012 Math 100 data

Math 100	Diagnostic Pretest percentage score	Diagnostic Postest percentage score	Attendance/participation rate	MML Hw avg
abina,odalisa	41	48	100	82.46
			100 Total	
		48 Total		
	41 Total			
abina,odalisa Total				
Adrienne Patterson	0	0	0	0
			0 Total	
		0 Total		
	0 Total			
Adrienne Patterson Total				
Althea Carter	31	32	0.9444	0.35
			0.9444 Total	
		32 Total		
	31 Total			
Althea Carter Total				
Amy Rodriguez	19	62	94.44	0.93
			94.44 Total	
		62 Total		
	19 Total			
Amy Rodriguez Total				
Arias,Jana	41	83	100	98.58
			100 Total	
		83 Total		
	41 Total			
Arias,Jana Total				
Boone,Ashley	45	67	87.5	89.24
			87.5 Total	
		67 Total		
	45 Total			
Boone,Ashley Total				
Briaunna O'	18	77	0.7778	0.3

Neill-Dozier				
			0.7778 Total	
		77 Total		
	18 Total			
Briaunna O' Neill-Dozier Total				
Britney Fortune	40	4	0.7778	0.46
			0.7778 Total	
		4 Total		
	40 Total			
Britney Fortune Total				
Chrystal Hunter	0	0	0.5556	0.1
			0.5556 Total	
		0 Total		
	0 Total			
Chrystal Hunter Total				
Crystal Wilson	6	(blank)	0.8889	0.83
			0.8889 Total	
		(blank) Total		
	6 Total			
Crystal Wilson Total				
Eileen Cheung	4	58	89	0.77
			89 Total	
		58 Total		
	4 Total			
Eileen Cheung Total				
Eva Maka	17	(blank)	100	0.9
			100 Total	
		(blank) Total		
	17 Total			
Eva Maka Total				
folk,conniefolk DSS	6	(blank)	100	46.07
			100 Total	
		(blank) Total		
	6 Total			
folk,conniefolk DSS Total				
Garner,Erika	54	73	93.75	88.21
			93.75 Total	

		73 Total		
	54 Total			
Garner,Erika Total				
hernandez,stefany	6	(blank)	56.25	80.83
			56.25 Total	
		(blank) Total		
	6 Total			
hernandez,stefany Total				
Jessica Cato	(blank)	53	0.8333	0.6
			0.8333 Total	
		53 Total		
	(blank) Total			
Jessica Cato Total				
Jones,Natalie	22	50	100	73.07
			100 Total	
		50 Total		
	22 Total			
Jones,Natalie Total				
Kayley Vilatoro	5	0	0.4444	0.22
			0.4444 Total	
		0 Total		
	5 Total			
Kayley Vilatoro Total				
lisane,courtney	29	31	81.25	39.05
			81.25 Total	
		31 Total		
	29 Total			
lisane,courtney Total				
Maria Leiva	6	26	0.8889	0.2
			0.8889 Total	
		26 Total		
	6 Total			
Maria Leiva Total				
McBride,Shemeka	11	(blank)	23.75	34.3
			23.75 Total	

		(blank) Total		
	11 Total			
McBride,Shemeka Total				
Mieya Timmons	9	39	100	0.6
			100 Total	
		39 Total		
	9 Total			
Mieya Timmons Total				
Moulden,KaMaria	(blank)	36	93.75	53.82
			93.75 Total	
		36 Total		
	(blank) Total			
Moulden,KaMaria Total				
PS student	(blank)	(blank)	(blank)	(blank)
			(blank) Total	
		(blank) Total		
	(blank) Total			
PS student Total				
Ragins,Erica	25	76	99.38	95.65
			99.38 Total	
		76 Total		
	25 Total			
Ragins,Erica Total				
RaShawn Mayberry	3	(blank)	0.8333	0.3
			0.8333 Total	
		(blank) Total		
	3 Total			
RaShawn Mayberry Total				
Richardson,Russell	18	53	99.38	89.48
			99.38 Total	
		53 Total		
	18 Total			
Richardson,Russell Total				
Sama Kamara	19	88	100	0.99
			100 Total	
		88 Total		
	19 Total			

Sama Kamara Total				
small,shari	24	(blank)	37.5	75.58
			37.5 Total	
		(blank) Total		
	24 Total			
small,shari Total				
Tenisha Smith	13	50	94.44	0.83
			94.44 Total	
		50 Total		
	13 Total			
Tenisha Smith Total				
Thorne, Sherrell	0	0	0	0
			0 Total	
		0 Total		
	0 Total			
Thorne, Sherrell Total				
Tierra Hunt	13	36	0.9444	0.33
			0.9444 Total	
		36 Total		
	13 Total			
Tierra Hunt Total				
Winslow,Davina	17	(blank)	18.75	0
			18.75 Total	
		(blank) Total		
	17 Total			
Winslow,Davina Total				
Grand Total				

Math 100	Test avg (including Final Exam)	Letter Grade in Course	Overall Grade Average	Avg needed to pass	passed	Repeating
abina,odalisa	81.2	B	84.96	73	Y	N
					Y Total	
				73 Total		
			84.96 Total			

		B Total				
	81.2 Total					
abina,odalisa Total						
Adrienne Patterson	(blank)	DNF	0	73	N	N
					N Total	
				73 Total		
			0 Total			
		DNF Total				
	(blank) Total					
Adrienne Patterson Total						
Althea Carter	(blank)	D	0.6651	73	N	N
					N Total	
				73 Total		
			0.6651 Total			
		D Total				
	(blank) Total					
Althea Carter Total						
Amy Rodriguez	(blank)	B	0.8396	73	Y	N
					Y Total	
				73 Total		
			0.8396 Total			
		B Total				
	(blank) Total					
Amy Rodriguez Total						
Arias,Jana	121.45	A	117.16	73	Y	N
					Y Total	
				73 Total		
			117.16 Total			
		A Total				
	121.45 Total					
Arias,Jana Total						

Boone,Ashley	71.88	C	75.01	73	Y	N
					Y Total	
				73 Total		
			75.01 Total			
		C Total				
	71.88 Total					
Boone,Ashley Total						
Briaunna O' Neill-Dozier	(blank)	C	0.7156	73	Y	N
					Y Total	
				73 Total		
			0.7156 Total			
		C Total				
	(blank) Total					
Briaunna O' Neill-Dozier Total						
Britney Fortune	(blank)	C	0.7139	73	Y	N
					Y Total	
				73 Total		
			0.7139 Total			
		C Total				
	(blank) Total					
Britney Fortune Total						
Chrystal Hunter	(blank)	F	0.407	73	N	N
					N Total	
				73 Total		
			0.407 Total			
		F Total				
	(blank) Total					
Chrystal Hunter Total						
Crystal Wilson	(blank)	C	0.7282	73	Y	N

					Y	
					Total	
				73 Total		
			0.7282 Total			
		C Total				
	(blank) Total					
Crystal Wilson Total						
Eileen Cheung	(blank)	B	0.8245	73	Y	N
					Y	
					Total	
				73 Total		
			0.8245 Total			
		B Total				
	(blank) Total					
Eileen Cheung Total						
Eva Maka	(blank)	B+	0.8644	73	Y	N
					Y	
					Total	
				73 Total		
			0.8644 Total			
		B+ Total				
	(blank) Total					
Eva Maka Total						
folk,conniefolk DSS	56.74	D	65.39	73	N	N
					N	
					Total	
				73 Total		
			65.39 Total			
		D Total				
	56.74 Total					
folk,conniefolk DSS Total						
Garner,Erika	113.1	A	109.23	73	Y	N
					Y	
					Total	

				73 Total		
			109.23 Total			
		A Total				
	113.1 Total					
Garner,Erika Total						
hernandez,stefany	25.58	DNF	31.71	73	N	Y
					N Total	
				73 Total		
			31.71 Total			
		DNF Total				
	25.58 Total					
hernandez,stefany Total						
Jessica Cato	(blank)	C	0.7142	73	Y	N
					Y Total	
				73 Total		
			0.7142 Total			
		C Total				
	(blank) Total					
Jessica Cato Total						
Jones,Natalie	62.08	C-	69.67	73	N	N
					N Total	
				73 Total		
			69.67 Total			
		C- Total				
	62.08 Total					
Jones,Natalie Total						
Kayley Vilatoro	(blank)	F	0.2922	73	N	N
					N Total	
				73 Total		
			0.2922 Total			
		F Total				

	(blank) Total					
Kayley Vilatoro Total						
lisane,courtney	65.95	D+	69.01	73	N	N
					N Total	
				73 Total		
			69.01 Total			
		D+ Total				
	65.95 Total					
lisane,courtney Total						
Maria Leiva	(blank)	C-	0.6981	73	N	N
					N Total	
				73 Total		
			0.6981 Total			
		C- Total				
	(blank) Total					
Maria Leiva Total						
McBride,Shemeka	22.22	W	22.53	73	N	N
					N Total	
				73 Total		
			22.53 Total			
		W Total				
	22.22 Total					
McBride,Shemeka Total						
Mieya Timmons	(blank)	A-	0.8824	73	N	N
					N Total	
				73 Total		
			0.8824 Total			
		A- Total				
	(blank) Total					
Mieya						

Timmons Total						
Moulden,KaMaria	91.45	A-	91.91	73	Y	N
					Y Total	
				73 Total		
			91.91 Total			
		A- Total				
	91.45 Total					
Moulden,KaMaria Total						
PS student	(blank)	(blank)	(blank)	(blank)	(blank)	N
					(blank) Total	
				(blank) Total		
			(blank) Total			
		(blank) Total				
	(blank) Total					
PS student Total						
Ragins,Erica	99.45	A	99.43	73	Y	N
					Y Total	
				73 Total		
			99.43 Total			
		A Total				
	99.45 Total					
Ragins,Erica Total						
RaShawn Mayberry	(blank)	C	0.7106	73	Y	Y
					Y Total	
				73 Total		
			0.7106 Total			
		C Total				
	(blank) Total					
RaShawn Mayberry Total						
Richardson,Russell	97.6	A	97.95	73	Y	N
					Y	

					Total	
				73 Total		
			97.95 Total			
		A Total				
	97.6 Total					
Richardson,Russell Total						
Sama Kamara	(blank)	B	0.8399	73	Y	N
					Y Total	
				73 Total		
			0.8399 Total			
		B Total				
	(blank) Total					
Sama Kamara Total						
small,shari	51.88	W	49	73	N	Y
					N Total	
				73 Total		
			49 Total			
		W Total				
	51.88 Total					
small,shari Total						
Tenisha Smith	(blank)	B	0.824	73	Y	N
					Y Total	
				73 Total		
			0.824 Total			
		B Total				
	(blank) Total					
Tenisha Smith Total						
Thorne, Sherrell	0	DNF	0	73	N	N
					N Total	

				73 Total		
			0 Total			
		DNF Total				
	0 Total					
Thorne, Sherrell Total						
Tierra Hunt	(blank)	C+	0.7488	73	Y	N
					Y Total	
				73 Total		
			0.7488 Total			
		C+ Total				
	(blank) Total					
Tierra Hunt Total						
Winslow,Davina	26.98	W	25.34	73	N	N
					N Total	
				73 Total		
			25.34 Total			
		W Total				
	26.98 Total					
Winslow,Davina Total						
Grand Total						

Appendix E

Fall 2012 Math 060-101S data

Math 060 and 101	Diagnostic Pretest percentage score	Diagnostic Postest percentage score	Attendance rate	MML Hw avg
Beltran,Maria	14.6	(blank)	0.4063	0.485
			0.4063 Total	
		(blank) Total		
	14.6 Total			
Beltran,Maria Total				
benton,tania	22.9	74.7	0.95	0.8778
			0.95 Total	
		74.7 Total		
	22.9 Total			
benton,tania Total				
Blue,Brandi	33.3	45.8	0.9813	0.7157
			0.9813 Total	
		45.8 Total		
	33.3 Total			
Blue,Brandi Total				
Brown,Michele	49.3	62.8	0.7188	0.9565
			0.7188 Total	
		62.8 Total		
	49.3 Total			
Brown,Michele Total				
Cooper, Latoya Nicole	51.4	84.7	100	96.2
			100 Total	
		84.7 Total		
	51.4 Total			
Cooper, Latoya Nicole Total				
Dunn,Devoria	67.4	(blank)	0.6563	0.4919
			0.6563 Total	
		(blank) Total		

	67.4 Total			
Dunn,Devoria Total				
foster,javerlyn	28.5	51.4	0.875	0.6638
			0.875 Total	
		51.4 Total		
	28.5 Total			
foster,javerlyn Total				
George,Michelle	29.9	(blank)	0.6875	0.7975
			0.6875 Total	
		(blank) Total		
	29.9 Total			
George,Michelle Total				
Hamlet,Renita	6.3	64.6	1	0.9115
			1 Total	
		64.6 Total		
	6.3 Total			
Hamlet,Renita Total				
Harrigan,Shannon	19.4	(blank)	0.5938	0.7348
			0.5938 Total	
		(blank) Total		
	19.4 Total			
Harrigan,Shannon Total				
Harris,Fran	18.8	(blank)	0.6813	0.3317
			0.6813 Total	
		(blank) Total		
	18.8 Total			
Harris,Fran Total				
Harrison,Vonda	(blank)	(blank)	0.1875	0
			0.1875 Total	
		(blank) Total		
	(blank) Total			
Harrison,Vonda Total				
Hatton,Tracy	(blank)	41.7	0.9375	0.5852
			0.9375	

			Total	
		41.7 Total		
	(blank) Total			
Hatton,Tracy Total				
Howard,Charlene	42.4	63.2	1	0.8948
			1 Total	
		63.2 Total		
	42.4 Total			
Howard,Charlene Total				
Johnson,Joyce	43.1	62.5	1	0.8801
			1 Total	
		62.5 Total		
	43.1 Total			
Johnson,Joyce Total				
Lacey,Brittany	25	45.1	0.875	0
			0.875 Total	
		45.1 Total		
	25 Total			
Lacey,Brittany Total				
Lewis,Wendy	(blank)	25.7	0.375	0.6696
			0.375 Total	
		25.7 Total		
	(blank) Total			
Lewis,Wendy Total				
Lyle,Rosalind	13.2	(blank)	0.5	0.5819
			0.5 Total	
		(blank) Total		
	13.2 Total			
Lyle,Rosalind Total				
mack,ashley	(blank)	7.3	1	0.6094
			1 Total	
		7.3 Total		
	(blank) Total			
mack,ashley Total				
Marshall,Emily	15.3	(blank)	0.6875	0.6554
			0.6875 Total	
		(blank) Total		
	15.3 Total			

Marshall,Emily Total				
mason,janice	41.7	43.8	0.9375	0.8617
			0.9375 Total	
		43.8 Total		
	41.7 Total			
mason,janice Total				
Matthews, Keyonna	(blank)	(blank)	(blank)	(blank)
			(blank) Total	
		(blank) Total		
	(blank) Total			
Matthews, Keyonna Total				
McKnight-Johnson,Yvette	19.4	42.7	1	0.6362
			1 Total	
		42.7 Total		
	19.4 Total			
McKnight-Johnson,Yvette Total				
monroe,cheryl	31.3	54.9	1	0.8581
			1 Total	
		54.9 Total		
	31.3 Total			
monroe,cheryl Total				
Mooney,Christian	(blank)	(blank)	0.1875	0.1785
			0.1875 Total	
		(blank) Total		
	(blank) Total			
Mooney,Christian Total				
Morgan,Cher	12.5	(blank)	0.25	0.8289
			0.25 Total	
		(blank) Total		
	12.5 Total			
Morgan,Cher Total				
Perry, Debra	(blank)	(blank)	(blank)	(blank)
			(blank) Total	
		(blank) Total		

	(blank) Total			
Perry, Debra Total				
Sears,Deona	41.7	80.6	0.8438	0.9406
			0.8438 Total	
		80.6 Total		
	41.7 Total			
Sears,Deona Total				
Stewart,Chekeen	33	36.5	0.7563	0.5903
			0.7563 Total	
		36.5 Total		
	33 Total			
Stewart,Chekeen Total				
stewart,deborah	(blank)	43.8	1	0.7793
			1 Total	
		43.8 Total		
	(blank) Total			
stewart,deborah Total				
Thomas,LaShay	(blank)	4.2	0.6875	0.8718
			0.6875 Total	
		4.2 Total		
	(blank) Total			
Thomas,LaShay Total				
Thornton,Samantha	32.3	(blank)	0.9188	0.7962
			0.9188 Total	
		(blank) Total		
	32.3 Total			
Thornton,Samantha Total				
Tillman,Natasha	18.8	(blank)	0.6563	0.4933
			0.6563 Total	
		(blank) Total		
	18.8 Total			
Tillman,Natasha Total				
Titus,Tia	31.9	36.1	0.9313	0.5449
			0.9313	

			Total	
		36.1 Total		
	31.9 Total			
Titus,Tia Total				
toliver,adrienne	(blank)	(blank)	0.6875	0
			0.6875 Total	
		(blank) Total		
	(blank) Total			
toliver,adrienne Total				
Watts, Devin Lynette	(blank)	(blank)	100	80.5
			100 Total	
		(blank) Total		
	(blank) Total			
Watts, Devin Lynette Total				
Waugh, Paris	(blank)	(blank)	(blank)	(blank)
			(blank) Total	
		(blank) Total		
	(blank) Total			
Waugh, Paris Total				
Webb,Nichelle	18.1	(blank)	0.5375	0.3582
			0.5375 Total	
		(blank) Total		
	18.1 Total			
Webb,Nichelle Total				
wilson,jade	45.8	50.7	0.9688	0.6637
			0.9688 Total	
		50.7 Total		
	45.8 Total			
wilson,jade Total				
Wise,Claudia	4.2	(blank)	0.5625	0.5599
			0.5625 Total	
		(blank) Total		
	4.2 Total			
Wise,Claudia Total				
Grand Total				

Math 060 and 101	Test avg (including Final Exam)	Letter Grade in Course	Overall Grade Average	Avg needed to pass	passed	Repeating
Beltran,Maria	0.2086	W	0.2482	73	N	N
					N Total	
				73 Total		
			0.2482 Total			
		W Total				
	0.2086 Total					
Beltran,Maria Total						
benton,tania	0.7832	B-	0.8166	73	Y	Y
					Y Total	
				73 Total		
			0.8166 Total			
		B- Total				
	0.7832 Total					
benton,tania Total						
Blue,Brandi	0.7581	B-	0.8028	73	Y	Y
					Y Total	
				73 Total		
			0.8028 Total			
		B- Total				
	0.7581 Total					
Blue,Brandi Total						
Brown,Michele	1.0001	A	0.9438	73	Y	Y
					Y Total	
				73 Total		
			0.9438 Total			
		A Total				
	1.0001 Total					
Brown,Michele Total						
Cooper, Latoya Nicole	(blank)	A	103.24	73	Y	N
					Y Total	
				73 Total		
			103.24 Total			
		A Total				

	(blank) Total					
Cooper, Latoya Nicole Total						
Dunn,Devoria	0.321	F	0.388	73	N	Y
					N Total	
				73 Total		
			0.388 Total			
		F Total				
	0.321 Total					
Dunn,Devoria Total						
foster,javerlyn	0.4844	F	0.5625	73	N	Y
					N Total	
				73 Total		
			0.5625 Total			
		F Total				
	0.4844 Total					
foster,javerlyn Total						
George,Michelle	0.3783	W	0.4402	73	N	Y
					N Total	
				73 Total		
			0.4402 Total			
		W Total				
	0.3783 Total					
George,Michelle Total						
Hamlet,Renita	0.9824	A	0.9859	73	Y	N
					Y Total	
				73 Total		
			0.9859 Total			
		A Total				
	0.9824 Total					
Hamlet,Renita Total						
Harrigan,Shannon	0.253	W	0.3211	73	N	Y
					N Total	
				73 Total		
			0.3211 Total			
		W Total				
	0.253 Total					
Harrigan,Shannon Total						
Harris,Fran	0.4246	W	0.476	73	N	N

					N Total	
				73 Total		
			0.476 Total			
		W Total				
	0.4246 Total					
Harris,Fran Total						
Harrison,Vonda	0.1029	W	0.1199	73	N	N
					N Total	
				73 Total		
			0.1199 Total			
		W Total				
	0.1029 Total					
Harrison,Vonda Total						
Hatton,Tracy	0.5038	F	0.5906	73	N	Y
					N Total	
				73 Total		
			0.5906 Total			
		F Total				
	0.5038 Total					
Hatton,Tracy Total						
Howard,Charlene	0.815	B	0.852	73	Y	Y
					Y Total	
				73 Total		
			0.852 Total			
		B Total				
	0.815 Total					
Howard,Charlene Total						
Johnson,Joyce	0.9422	A	0.9537	73	Y	N
					Y Total	
				73 Total		
			0.9537 Total			
		A Total				
	0.9422 Total					
Johnson,Joyce Total						
Lacey,Brittany	0.6435	D+	0.6898	73	N	Y
					N Total	
				73 Total		
			0.6898 Total			

		D+ Total				
	0.6435 Total					
Lacey,Brittany Total						
Lewis,Wendy	0.2464	DNF	0.2721	73	N	N
					N Total	
				73 Total		
			0.2721 Total			
		DNF Total				
	0.2464 Total					
Lewis,Wendy Total						
Lyle,Rosalind	0.1763	W	0.2411	73	N	Y
					N Total	
				73 Total		
			0.2411 Total			
		W Total				
	0.1763 Total					
Lyle,Rosalind Total						
mack,ashley	0.5005	F	0.6004	73	N	N
					N Total	
				73 Total		
			0.6004 Total			
		F Total				
	0.5005 Total					
mack,ashley Total						
Marshall,Emily	0.42	W	0.4735	73	N	N
					N Total	
				73 Total		
			0.4735 Total			
		W Total				
	0.42 Total					
Marshall,Emily Total						
mason,janice	0.7084	C	0.7542	73	Y	Y
					Y Total	
				73 Total		
			0.7542 Total			
		C Total				
	0.7084 Total					
mason,janice						

Total						
Matthews, Keyonna	(blank)	W	(blank)	(blank)	(blank)	N
					(blank) Total	
				(blank) Total		
			(blank) Total			
		W Total				
	(blank) Total					
Matthews, Keyonna Total						
McKnight-Johnson,Yvette	0.4895	F	0.5916	73	N	N
					N Total	
				73 Total		
			0.5916 Total			
		F Total				
	0.4895 Total					
McKnight-Johnson,Yvette Total						
monroe,cheryl	0.8644	B+	0.8915	73	Y	Y
					Y Total	
				73 Total		
			0.8915 Total			
		B+ Total				
	0.8644 Total					
monroe,cheryl Total						
Mooney,Christian	0	W	0.0375	73	N	N
					N Total	
				73 Total		
			0.0375 Total			
		W Total				
	0 Total					
Mooney,Christian Total						
Morgan,Cher	0.3382	W	0.3206	73	N	Y
					N Total	
				73 Total		
			0.3206 Total			
		W Total				
	0.3382 Total					
Morgan,Cher Total						

Perry, Debra	(blank)	W	(blank)	(blank)	(blank)	Y
					(blank) Total	
				(blank) Total		
			(blank) Total			
		W Total				
	(blank) Total					
Perry, Debra Total						
Sears,Deona	1.1264	A	1.0698	73	Y	N
					Y Total	
				73 Total		
			1.0698 Total			
		A Total				
	1.1264 Total					
Sears,Deona Total						
Stewart,Chekeen	0.653	D+	0.6736	73	N	N
					N Total	
				73 Total		
			0.6736 Total			
		D+ Total				
	0.653 Total					
Stewart,Chekeen Total						
stewart,deborah	0.5387	D	0.631	73	N	Y
					N Total	
				73 Total		
			0.631 Total			
		D Total				
	0.5387 Total					
stewart,deborah Total						
Thomas,LaShay	1.0675	A	0.9915	73	Y	N
					Y Total	
				73 Total		
			0.9915 Total			
		A Total				
	1.0675 Total					
Thomas,LaShay Total						
Thornton,Sama	0.2854	F	0.4121	73	N	N

ntha						
					N Total	
				73 Total		
			0.4121 Total			
		F Total				
	0.2854 Total					
Thornton,Samantha Total						
Tillman,Natasha	0.2443	F	0.3267	73	N	N
					N Total	
				73 Total		
			0.3267 Total			
		F Total				
	0.2443 Total					
Tillman,Natasha Total						
Titus,Tia	0.5012	F	0.5872	73	N	Y
					N Total	
				73 Total		
			0.5872 Total			
		F Total				
	0.5012 Total					
Titus,Tia Total						
toliver,adrienne	0.3184	W	0.3922	73	N	Y
					N Total	
				73 Total		
			0.3922 Total			
		W Total				
	0.3184 Total					
toliver,adrienne Total						
Watts, Devin Lynette	(blank)	B	82.77	73	Y	N
					Y Total	
				73 Total		
			82.77 Total			
		B Total				
	(blank) Total					
Watts, Devin Lynette Total						
Waugh, Paris	(blank)	DNF	(blank)	73	N	N
					N Total	
				73 Total		

			(blank) Total			
		DNF Total				
	(blank) Total					
Waugh, Paris Total						
Webb,Nichelle	0.3385	W	0.3783	73	N	N
					N Total	
				73 Total		
			0.3783 Total			
		W Total				
	0.3385 Total					
Webb,Nichelle Total						
wilson,jade	0.7729	B-	0.812	73	Y	N
					Y Total	
				73 Total		
			0.812 Total			
		B- Total				
	0.7729 Total					
wilson,jade Total						
Wise,Claudia	0.481	W	0.4973	73	N	Y
					N Total	
				73 Total		
			0.4973 Total			
		W Total				
	0.481 Total					
Wise,Claudia Total						
Grand Total						

Appendix F

Fall 2012 Math 109 data

Math 109	Diagnostic Pretest percentage score	Diagnostic Postest percentage score	Attendance rate	MML Hw avg
Ables, Tameka	0.217	0.46	1	0.966915
			1 Total	
		0.46 Total		
	0.217 Total			
Ables, Tameka Total				
Adenikinju,jadesola	0.033	(blank)	77.5	64.04
			77.5 Total	
		(blank) Total		
	0.033 Total			
Adenikinju,jadesola Total				
Anderson, Taji	0	0	0.067	0
			0.067 Total	
		0 Total		
	0 Total			
Anderson, Taji Total				
Barrow,Sherletta	0.488	0.761	93.75	94.35
			93.75 Total	
		0.761 Total		
	0.488 Total			
Barrow,Sherletta Total				
Brown,LaWana	0.562	0.52	91.88	(blank)
			91.88 Total	
		0.52 Total		
	0.562 Total			
Brown,LaWana Total				
Fields,Lolita	0.392	0.403	100	89.73
			100 Total	
		0.403 Total		
	0.392 Total			
Fields,Lolita				

Total				
Gayden,LaKiesha	(blank)	0.377	86.88	80.99
			86.88 Total	
		0.377 Total		
	(blank) Total			
Gayden,LaKiesha Total				
Glass,Kendra	0.27	0.437	85.63	78.74
			85.63 Total	
		0.437 Total		
	0.27 Total			
Glass,Kendra Total				
Hall, Dewitt	(blank)	(blank)	(blank)	(blank)
			(blank) Total	
		(blank) Total		
	(blank) Total			
Hall, Dewitt Total				
Hazel,Ericka	0.04	0.193	81.25	34.48
			81.25 Total	
		0.193 Total		
	0.04 Total			
Hazel,Ericka Total				
Johnson,Sabrina	0.05	0.322	91.25	89.38
			91.25 Total	
		0.322 Total		
	0.05 Total			
Johnson,Sabrina Total				
Kinney,Tawana	(blank)	(blank)	59.38	54.4
			59.38 Total	
		(blank) Total		
	(blank) Total			
Kinney,Tawana Total				
Lynch,Jadon	(blank)	0.02	59.38	6.25
			59.38 Total	
		0.02 Total		
	(blank) Total			

Lynch,Jadon Total				
Marshall, Stephanie	0.288	0.87	0.714	0.909725
			0.714 Total	
		0.87 Total		
	0.288 Total			
Marshall, Stephanie Total				
Mathis,Markquonda	(blank)	(blank)	100	74.08
			100 Total	
		(blank) Total		
	(blank) Total			
Mathis,Markquonda Total				
McNeil,Inga	0.286	0.349	93.13	13.89
			93.13 Total	
		0.349 Total		
	0.286 Total			
McNeil,Inga Total				
Mendoza,Irma	0.438	0.452	100	84.68
			100 Total	
		0.452 Total		
	0.438 Total			
Mendoza,Irma Total				
Mikan, Joseph	0.594	0.706	1	0.996105
			1 Total	
		0.706 Total		
	0.594 Total			
Mikan, Joseph Total				
Patterson,wanda	0.344	(blank)	79.38	63.69
			79.38 Total	
		(blank) Total		
	0.344 Total			
Patterson,wanda Total				
Pickarski, Rachel	0.268	0.461	0.843	0.849955
			0.843 Total	
		0.461 Total		

	0.268 Total			
Pickarski, Rachel Total				
Pierce,Ashley	0.542	0.723	88.13	60.86
			88.13 Total	
		0.723 Total		
	0.542 Total			
Pierce,Ashley Total				
Pittman,Tonya	(blank)	(blank)	12.5	70.83
			12.5 Total	
		(blank) Total		
	(blank) Total			
Pittman,Tonya Total				
Ross,Rochelle	0.229	(blank)	87.5	54.21
			87.5 Total	
		(blank) Total		
	0.229 Total			
Ross,Rochelle Total				
Sears,Talishia	0.246	0.206	97.5	76.7
			97.5 Total	
		0.206 Total		
	0.246 Total			
Sears,Talishia Total				
Sellu, Mathew	0.142	0	0.7	0.43311
			0.7 Total	
		0 Total		
	0.142 Total			
Sellu, Mathew Total				
Shelton,Jasmine	0.203	0.525	81.25	84.69
			81.25 Total	
		0.525 Total		
	0.203 Total			
Shelton,Jasmine Total				
Grand Total				

Math 109	Test avg (including Final Exam)	Letter Grade in Course	Overall Grade Average	Avg needed to pass	passed	Repeating
Ables, Tameka	0.505	D	0.624837056	0.6	Y	N
					Y Total	
				0.6 Total		
			0.624837055555555 Total			
		D Total				
	0.505 Total					
Ables, Tameka Total						
Adenikinju,jadesola	32.27	F	38.69	63	N	N
					N Total	
				63 Total		
			38.69 Total			
		F Total				
	32.27 Total					
Adenikinju,jadesola Total						
Anderson, Taji	0	W	0	0.6	(blank)	N
					(blank) Total	
				0.6 Total		
			0 Total			
		W Total				
	0 Total					
Anderson, Taji Total						
Barrow,Sherletta	118.5	A	113.87	63	Y	N
					Y Total	
				63 Total		
			113.87 Total			
		A Total				
	118.5 Total					
Barrow,Sherletta Total						
Brown,LaWa	77.97	C+	77.59	63	Y	N

na						
					Y	
					Total	
				63 Total		
			77.59 Total			
		C+ Total				
	77.97 Total					
Brown,LaWana Total						
Fields,Lolita	94.24	A	94.09	63	Y	Y
					Y	
					Total	
				63 Total		
			94.09 Total			
		A Total				
	94.24 Total					
Fields,Lolita Total						
Gayden,LaKiesha	83.54	B	83.56	63	Y	N
					Y	
					Total	
				63 Total		
			83.56 Total			
		B Total				
	83.54 Total					
Gayden,LaKiesha Total						
Glass,Kendra	61.44	D	63.76	63	Y	Y
					Y	
					Total	
				63 Total		
			63.76 Total			
		D Total				
	61.44 Total					
Glass,Kendra Total						
Hall, Dewitt	(blank)	W	(blank)	(blank)	(blank)	N
					(blank) Total	

				(blank) Total		
			(blank) Total			
		W Total				
	(blank) Total					
Hall, Dewitt Total						
Hazel,Ericka	74.66	C	73.74	63	Y	N
					Y Total	
				63 Total		
			73.74 Total			
		C Total				
	74.66 Total					
Hazel,Ericka Total						
Johnson,Sabrina	59.91	D	64.63	63	Y	N
					Y Total	
				63 Total		
			64.63 Total			
		D Total				
	59.91 Total					
Johnson,Sabrina Total						
Kinney,Tawana	7.49	W	14.9	63	(blank)	N
					(blank) Total	
				63 Total		
			14.9 Total			
		W Total				
	7.49 Total					
Kinney,Tawana Total						
Lynch,Jadon	38.1	F	39.53	63	N	N
					N Total	
				63 Total		
			39.53 Total			
		F Total				
	38.1 Total					

Lynch,Jadon Total						
Marshall, Stephanie	0.95	A-	0.910810119	0.6	Y	N
					Y Total	
				0.6 Total		
			0.910810119047619 Total			
		A- Total				
	0.95 Total					
Marshall, Stephanie Total						
Mathis,Markquonda	79.34	B	82.66	63	Y	N
					Y Total	
				63 Total		
			82.66 Total			
		B Total				
	79.34 Total					
Mathis,Markquonda Total						
McNeil,Inga	73.61	C	75.92	63	Y	N
					Y Total	
				63 Total		
			75.92 Total			
		C Total				
	73.61 Total					
McNeil,Inga Total						
Mendoza,Irma	109.12	A	106.06	63	Y	N
					Y Total	
				63 Total		
			106.06 Total			
		A Total				
	109.12 Total					
Mendoza,Irma Total						

Mikan, Joseph	0.92	A	0.939392722	0.6	Y	N
					Y Total	
				0.6 Total		
			0.939392722222222 Total			
		A Total				
	0.92 Total					
Mikan, Joseph Total						
Patterson,wanda	52.3	F	55.56	63	N	Y
					N Total	
				63 Total		
			55.56 Total			
		F Total				
	52.3 Total					
Patterson,wanda Total						
Pickarski, Rachel	0.755	C+	0.764490579	0.6	Y	N
					Y Total	
				0.6 Total		
			0.764490579365079 Total			
		C+ Total				
	0.755 Total					
Pickarski, Rachel Total						
Pierce,Ashley	93.88	A	92.55	63	Y	N
					Y Total	
				63 Total		
			92.55 Total			
		A Total				
	93.88 Total					
Pierce,Ashley Total						
Pittman,Tonya	0	W	1.88	63	(blank)	N

					(blank) Total	
				63 Total		
			1.88 Total			
		W Total				
	0 Total					
Pittman,Tonya Total						
Ross,Rochelle	53.43	F	58.05	63	N	N
					N Total	
				63 Total		
			58.05 Total			
		F Total				
	53.43 Total					
Ross,Rochelle Total						
Sears,Talishia	64.66	C-	69.38	63	Y	Y
					Y Total	
				63 Total		
			69.38 Total			
		C- Total				
	64.66 Total					
Sears,Talishia Total						
Sellu, Mathew	0.308	DNF	0.351441	0.6	(blank)	N
					(blank) Total	
				0.6 Total		
			0.351441 Total			
		DNF Total				
	0.308 Total					
Sellu, Mathew Total						
Shelton,Jasmine	87.29	B	85.77	63	Y	N
					Y Total	
				63 Total		

			85.77 Total
		B Total	
	87.29 Total		
Shelton,Jasmine Total			
Grand Total			