

Comprehensive
Program
Of
Developmental
Mathematics
For

2019-2020

2020-2021

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Independence
COMMUNITY COLLEGE

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1.0 Program Data and Resource Repository

1.1 Program Summary

The program should provide a descriptive summary of the program.

Narrative:

The developmental math program focuses on improving the mathematical literacy of students prior to taking a college level math course (College Algebra or Statistics). There are two courses in the program that work together to accomplish this literacy task—Elementary Algebra and Intermediate Algebra. Elementary Algebra is the lowest level of math that is offered at Independence Community College (ICC). Both Elementary and Intermediate Algebras are worth four credit hours at the zero-hundred level. Students on the General Studies degree plan can graduate from ICC by passing Intermediate Algebra in addition to 60 hours of college level work.

1.2 Quantitative and Qualitative Data

All programs are provided with the most recent two years of data by the Office of Institutional Research (IR) as well as two-year budget data provided by the Business Office.

The data sets provided by the Office of Institutional Research include the following elements for the most recent two (completed) academic years:

- Number of Faculty (Full Time; Part Time; Total)
- Student Credit Hours by Faculty Type
- Enrollment by Faculty Type
- Faculty Name by Type
- Average Class Size, Completion, and Attrition
- Course Completion, Success and Attrition by Distance Learning v Face-to-Face
- Number of Degrees/Certificates Awarded
- Number of Graduates Transferring (if available from IR)
- Number of Graduates Working in Related Field (technical programs only)
- Expenditures and Revenues

Additional data may also be available for reporting from the Office of Institutional Research, as applicable. Requests for additional data must be made through a data request.

(See Section 1.2 in the Program Review Handbook for more information.)

Narrative:

DEV Math Program Review Data AY 2020

Number of Faculty:

2 full time (Shockley, Southworth)

2 part time (Hays, Stadler)

Enrollment & Student credit hours by Faculty type:

Full time: 52 total credit hours taught, with 191 total students enrolled

Part time: 8 credit hours taught, 31 total students enrolled

Average Class size:

15.1 students in Face-to-Face classes

11 students in online classes

14.8 students across all courses

Completion rates:

86.3% face-to-face

100% online

86.9% all courses

Pass ('D' or better) rates:

73.1% face-to-face

81.8% online

73.6% all courses

Pass ('C' or better) rates:

59.3% face-to-face

63.6% online

59.6% all courses

% of AY2020 Students Passing Intermediate ('C' or better):

Summer: 86.7% (26 of 30)

Fall: 40.4% (19 of 47)

Spring: 57.1% (24 of 42)

Total: 58.0% (69 of 119)

% of AY2020 Students Who Passed (with 'C') Intermediate Who Completed College Algebra as of mid-session Fall 2020:

Summer: 61.5% (16 of 26)

Fall: 57.9% (11 of 19)

Spring: 0% (0 of 24)

Total: 39.1% (27 of 69)

% of AY2020 Students Who Passed (with 'C') Intermediate & Completed College Algebra Who Passed (with 'C') College Algebra as of mid-session Fall 2020:

Summer: 68.8% (11 of 16)

Fall: 90.9% (10 of 11)

Spring: % ()

Total: 77.8% (21 of 27)

% of AY2020 Students Who Completed Any Dev Math Course & Completed College Algebra Who Passed (with 'C') College Algebra as of mid-session Fall 2020:

Summer: 60.0% (12 of 20)

Fall: 69.6% (16 of 23)

Spring: 0% (0 of 1)

Total: 63.6% (28 of 44)

% of AY2020 Students Who Completed Any Dev Math Course BUT Did Not Pass Intermediate Algebra & Completed College Algebra Who Passed College Algebra as of mid-session Fall 2020:

Summer: 50% (1 of 2)

Fall: 54.5% (6 of 11)

Spring: 0% (0 of 0)

Total: 53.8% (7 of 13)

% of AY2020 Students Who Completed & Passed College Algebra Who Hadn't Taken Any Dev Math Course in the Last 2 Academic Years

Summer: 80% (8 of 10)

Fall: 88.5% (100 of 113) without HS: 79.3% (23 of 29)

Spring: 82.8% (77 of 93) without HS: 76.9% (35 of 46)

Total: 85.6% (185 of 216) without HS: 77.3% (58 of 75)



DEV Math Program Review Data AY 2021

Number of Faculty:

2 full time (Shockley, Southworth)

0 part time ()

Enrollment & Student credit hours by Faculty type:

Full time: 60 total credit hours taught, with 194 total students enrolled

Part time: 0 credit hours taught, 0 total students enrolled

Average Class size:

12.2 students in Face-to-Face classes

17.5 students in online classes

12.9 students across all courses

Completion rates:

92.45% face-to-face

82.86% online

90.72% all courses

Pass ('D' or better) rates:

55.78% face-to-face

72.41% online

58.52% all courses

Pass ('C' or better) rates:

43.54% face-to-face

68.97% online

47.73% all courses

% of AY2021 Students Passing Intermediate ('C' or better):

Summer: 68.97% (20 of 29)

Fall: 62.5% (25 of 40)

Spring: 40% (12 of 30)

Total: 57.58% (57 of 99)

% of AY2021 Students Who Passed (with 'C') Intermediate Who Completed College Algebra as of mid-session Fall 2021:

Summer: 90% (18 of 20)

Fall: 80% (20 of 25)

Spring: 16.67% (2 of 12)

Total: 70.18% (40 of 57)

% of AY2021 Students Who Passed (with 'C') Intermediate & Completed College Algebra Who Passed (with 'C') College Algebra as of mid-session Fall 2021:

Summer: 88.89% (16 of 18)

Fall: 80% (16 of 20)

Spring: 100% (2 of 2)

Total: 85% (34 of 40)

% of AY2021 Students Who Completed Any Dev Math Course & Completed College Algebra Who Passed (with 'C') College Algebra as of mid-session Fall 2021:

Summer: 86.36% (19 of 22)

Fall: 73.91% (17 of 23)

Spring: 75% (3 of 4)

Total: 79.59% (39 of 49)

% of AY2021 Students Who Completed Any Dev Math Course BUT Did Not Pass Intermediate Algebra & Completed College Algebra Who Passed College Algebra as of mid-session Fall 2021:

Summer: 100% (2 of 2)

Fall: 0% (0 of 2)

Spring: 50% (1 of 2)

Total: 50% (3 of 6)

% of AY2021 Students Who Completed & Passed College Algebra Who Hadn't Taken Any Dev Math Course in the Last 2 Academic Years

Summer: 78.26% (18 of 23)

Fall: 81.01% (64 of 79) without HS: 63.89% (23 of 36)

Spring: 90.09% (100 of 111) without HS: 81.40% (35 of 43)

Total: 85.45% (182 of 213) without HS: 74.51% (76 of 102)

PENDING APPROVAL

2.0 Student Success

2.1 Define Student Success

The program faculty should provide a definition of how student success is defined by the program. *(See Section 2.1 in the Program Review Handbook for more information.)*

Narrative:

Student success defined as the acquisition of skills necessary to successfully complete, at a C-level (preferred) or higher, a college level mathematics course or to complete Intermediate Algebra at a C-level for General Studies students.

2.2 Achieve/Promote Student Success

The program faculty should describe how the program achieves and promotes student success. *(See Section 2.2 in the Program Review Handbook for more information.)*

Narrative:

The department promotes student success by engaging with students and improving instruction based on end-of-course surveys and collaboration among faculty members. Faculty closely align topics between College Algebra and both developmental courses to ensure student retention of material upon successful completion of the developmental math sequence.

Elementary, Intermediate, and College algebra teach many of the same topics (even the textbooks have copy/pasted sections between them) but as students move further into the progression, the content is harder and presented faster. By taking a developmental math course, students can familiarize themselves with the basic steps before moving into the more complex thought patterns that exists in College Algebra and/or Statistics.

3.0 Assessment of Student Learning Outcomes

3.1 Reflection on assessment

The program faculty should provide a narrative reflection on the assessment of program curriculum. Please provide data gathered for outcomes at both program, course, and general education levels. Please review the Assessment Handbook for resources on gathering this information provided by the Assessment Committee.

Narrative:

For 2019, the assessment methods were to assess an outcome based on three measures. The measures are averaged by each instructor and then averaged together to create a picture of how close the instructors (as a whole body) were to meeting the learning outcome. Target success for a learning outcome is that 70% of the students will score a 70% on each measure tied to the learning outcome. Learning outcomes are considered “Met” if the average score for a learning outcome is at 70% or higher. Outcomes are “Partially Met” if scored in the 60-69% range, and “Not Met” for outcomes less than 60%. The range for Partially Met is scored there to match current trends in the number of students who obtain a grade of “D” or higher.

For 2020, the assessment method changed to be the chapter/unit exams in place of averaging three measures on each exam. This was done to ease the burden of assessment and to better represent the student’s achievement. There were times that a student would “not meet” an outcome but pass the overall exam with a 70% or higher.

There were also changes in 2020 to the outcomes in Intermediate Algebra to align with KBOR and the transfer matrix. This cut the number of outcomes from 9 down to 7, matching the number of exams that are given in a semester (which was pure coincidence).

At the request of the Developmental Math Faculty, the Office of Institutional Research has included data for the success rate of students who take a developmental math course and then continue to a college level math (specifically College Algebra). This data is found in section 1.2 with a full reflection in Section 5.1 of this document.

Program Outcomes for Developmental Math are the course outcomes of Intermediate as it is the last course in the sequence. These were proposed in 2018 and reaffirmed in Spring of 2022.

3.2 Significant Assessment Findings

The program faculty should provide a narrative overview of the program's significant student learning outcomes assessment findings, any associated impact on curriculum, as well as any ongoing assessment plans. The program may attach data charts, assessment reports or other relevant materials. *(See Section 3.2 in the Program Review Handbook for more information.)*

Narrative:

Elementary: For Elementary Algebra, COVID has been a major headache for students and for teaching. When the pandemic started, ICC developmental math was fully face to face and had to quickly find a product that allowed students to take homework and exam (if necessary) online. We were lucky enough to get in contact with Hawkes Learning and have used their products ever since. The textbook that they use is perfect for our students and the online learning platform is one of the better ones available.

Looking at outcome data, there was a drop of 15% success rates across the board from the 2019-2020 school year to the 2020-2021 school year (2019 being higher). This is partly due to the second half of the school year being taught completely online versus face to face in AY20. It is also the belief of the principal writer of this review that students who have entered college post pandemic are less academically ready than those who started college pre pandemic. A comparison of test scores pre vs post would be needed to help affirm or contradict this statement, however.

For Student Learning Outcomes, as the semester progresses, the scores drop. This is mostly due to needing to know the previous material before moving on to the next topic. Students who do not understand the early material will continue to struggle (and to a more noticeable degree) than those who understand the material as it is presented.

Intermediate: Intermediate Algebra suffers from very similar issues that Elementary Algebra does. Those who know the material do better later in the semester compared to those who do not take time to learn and retain the information. The most noticeable change between AY20 and AY21 is the number of learning outcomes. KBOR aligned Intermediate Algebra during the spring of 2020 and reduced the overall number of outcomes that are being assessed. The content did not change, only the number of outcomes. Due to Intermediate Algebra being the second course in the series, it saw less of a drastic change between the academic years. Generally, the student learning outcome percentage of passing scores stayed the same though a direct comparison is not possible.

3.3 Ongoing Assessment Plans

The program faculty should describe ongoing assessment plans and attach any new assessment progress reports for the current or past academic year.

Narrative:

Current assessment plans are to continue to use Canvas to track a student's ability to pass key concepts in each chapter instead of waiting for the final to track scores.

4.0 External Constituency and Significant Trends

An important component of maintaining a superior program lies in awareness and understanding of other possible factors that may impact the program and/or student outcomes. After consideration of these other factors, program faculty should document the relevant information within this section. As applicable, this should include the following.

4.1: Program Advisory Committee:

Narrative:

- Include Advisory Member Name/ Title/ Organization/ Length of Service on committee; note the Committee Chair with an asterisk (*).
- Upload meeting minutes from the previous spring and fall semesters and attach in the appendices section (10.0).

None

4.2: Specialized Accreditation:

- Include Accrediting Agency title, abbreviation, ICC contact; Agency contact, Date of Last Visit, Reaffirmation, Next Visit, FY Projected Accreditation Budget.
- Upload the most recent self-study and site visit documents.
- Upload agency correspondence which confirm accreditation status.

Narrative:

None

4.3: Other:

Discuss any external constituencies that may apply to the program. *(See Section 4.3 in the Program Review Handbook for more information.)*

Narrative:

HLC Accreditation: The College's regional accrediting body, the Higher Learning Commission (HLC), ensures that the institution is providing high quality education. Core Components 3 and 4 are particularly relevant to ensuring classroom and programs standards in this area.

5.0 Curriculum Reflection

5.1 Reflection on Current Curriculum

The program faculty should provide a narrative reflection that describes the program's curriculum holistically. The following are prompts formulated to guide thinking/reflection on curriculum. While presented in question form, the intent of the prompts is to stimulate thought and it is not expected that programs specifically answer each and every question.

- Is the curriculum of the program appropriate to the breadth, depth, and level of the discipline?
- How does this program transfer to four-year universities? (give specific examples)
- What types of jobs can students get after being in your program? (Please use state and national data)
- How dynamic is the curriculum? When was the last reform or overhaul?
- In the wake of globalization, how “internationalized” is the curriculum?
- How does the program assess diversity?
- Does the program have any community-based learning components in the curriculum?

Narrative:

Curricula is aligned directly with outcomes listed in college algebra, though delineated and separated, to give students a chance at learning the outcomes before having to combine multiple thoughts/actions to solve complicated college algebra problems and equations.

This program does not transfer to four-year universities, though intermediate is a requirement for an AGS at the institution and is now a part of the KBOR transfer matrix. Most notably, we do have students who take intermediate algebra to satisfy the admissions requirement for CNA licensure.

A new textbook was pushed through in Spring of 2020. This textbook is currently still being used. Previous textbook usage, including an OER, have been discontinued as they did not meet the needs of our students. The information presented in the OER was higher than what we ask of our students. The OER that was used was published by Rice University and contained problems and assumptions of knowledge that were more akin to higher levels of college algebra and assumed that our students were comfortable skipping steps in a math problem that only skilled students can do. Also, the OER did not have an online component that was accessible to us and our students.

5.2 Degree and Certificate Offerings or Support

Program faculty should list what degrees and certificates are offered and/or describe how the program curriculum supports other degrees and/or certificates awarded by the college.

Narrative:

This program contributes to the AGS degree and supports the classes that are required for graduation in all other degree plans.

6.0 Faculty Success

6.1 Program Accomplishments

The program faculty should highlight noteworthy accomplishments of individual faculty.

Narrative:

For the program, increasing the success rates post-covid has been an important part of staying on track with the goals set forth in previous program reviews. While COVID has made teaching difficult, the program has kept a level of success that the lead program faculty member is proud of.

6.2 Faculty Accomplishments

The program faculty should highlight noteworthy program accomplishments.

Narrative:

The faculty that taught developmental math during this program review have done so while having to learn new learning platforms, textbooks, and ways to reach students who are not prepared to take college level courses.

6.3 Innovative Research, Teaching and Community Service

The program faculty should describe how faculty members are encouraged and engaged in promoting innovative research, teaching, and community service.

Narrative:

At least one full-time faculty member uses an iPad to stream notes to the TV in the classroom and then automatically uploads those notes online to Canvas. This allows students who did not make it to class a chance to see what was done that day and also if students are unable to take notes, a way for them to get the exact notes that were done in class.

7.0 Program Planning & Development for Student Success

7.1 Narrative Reflection on Qualitative and Quantitative Data and Trends

Provide a thoughtful reflection on the available assessment data. *(See Section 7.1 in the Program Review Handbook examples.)*

Narrative:

Between AY20 and AY21, total credit hours taught remained the same at 60 with total student enrollment dropping by 28 students. During this time, full-time faculty stayed the same at 2, while part-time faculty dropped from 2 to zero. Average class size also dropped by 2, reflecting a decrease in number of students taking developmental classes.

Pass rates for AY20 and AY21 are interesting at the “C” or better rates. In the 2019-2020 academic year, developmental math passed roughly 60% of all students. However, in the 2020-2021 academic year, that pass rate dropped to 48% of all students. Most of this reflects information from all developmental math classes including Elementary Algebra. If Elementary Algebra is removed (and only look at Intermediate Algebra), pass rates stabilize between the two academic years: 58% and 57.6% respectively. This may show that students who are entering college for the first time are less prepared to take college level classes or that the format of the 2020-2021 academic year was not conducive to learning math (all classes were taught in an 8-week format). More research would need to be done to determine this theory.

Most noteworthy of all assessment data is the comparison of students who took a developmental course vs those that did not and the pass rates they have in college algebra. Those who pass Intermediate Algebra also pass college algebra at rates of 78% and 85%, those who just take a college algebra pass at a rates of 77% and 75%. Those that score into Intermediate and pass the class, on average, succeed in college algebra more often than if they waive out of Intermediate.

7.2 Academic Program Vitality Reflection, Goals and Action Plans

The program vitality assessment, goals and action planning are documented by completing the Program Summative Assessment form.

Programs should use previous reflection and discussion as a basis for considering program indicators of demand, quality, and resource utilization and a program self-assessment of overall program vitality. *(See Section 7.2 in the Program Review Handbook for more information.)*

Narrative:

Circle One: **Maintain Current Levels of Support**

Potential Enhancement Opportunities

Revitalization Opportunities/Needs

Phase out

Explain why:

Currently, the program is supporting our student body with the skills necessary to pass college algebra at a higher percentage than if the classes were not offered.

7.3 Academic Program Goals and Action Plans

Programs will also establish or update 3 to 5 long-term and short-term goals and associated action plans which support student success. These goals should include consideration of co-curricular and faculty development activities. Long-term goals are considered to be those that extend 3 to 5 years out, while short-term goals are those that would be accomplished in the next 1 to 2 years. Additionally, programs should update status on current goals. Programs should use S.M.A.R.T. goal setting for this purpose. *(See Section 7.3 in the Program Review Handbook for more information.)*

Narrative:

Previous Goals:

- End of 2020, full-time developmental math faculty will participate in at least one professional developmental conference relating to their subject
 - This was met with success every year as the developmental math faculty member has gone to the Great Plains Conference on Developmental Education hosted by Butler County Community College.
- End of 2022, the overall success rate of developmental math courses will be 60% (up from 54% in AY2017).
 - In AY19, overall pass rate of students was just under 60%. AY20 was slightly lower at 58%. These are still higher than previous years.
- End of 2022, all faculty members teaching developmental math will receive content specific training.
 - This goal was not met due to a lack of conferences that focus on developmental math. Graduate level courses in teaching developmental math are few and far between. Those that do exist are expensive (several hundred per credit hour).

New Goals:

- End of 2024, attend different conferences on mathematics (with a focus on developmental math) other than the Great Plains Conference.
- End of 2026, have an overall pass rate of 63% in all developmental math courses.
- End of 2026, increase the modality of developmental math classes offered at ICC without compromising on the integrity of the program.

7.4 Mission and Strategic Plan Alignment

Program faculty should indicate the ways in which the program's offerings align with the ICC mission. Also, in this section program faculty should provide narrative on the ways that initiatives may be tied to the ICC Strategic Plan and to HLC accreditation criterion. It is not necessary to consider an example for each HLC category, but program faculty are encouraged to provide one or two examples of initiatives in their program that are noteworthy. These examples may be helpful and included in future campus reporting to HLC. (Refer to section 4.3 for HLC categories)

Narrative:

The Developmental Math program embraces the mission of Independence Community College by providing basic skills and college readiness to all students. “Through academic and other support services, students can achieve the proficiency required for continuance in higher education, for employment, or for day-to-day communication and computation” (Purpose Statement 4-Independence Community College).

Students who are successful completers of the Developmental Math program and choose to take a college level mathematics will successfully complete the college level course at a rate higher than those who did not take a developmental math course.

The developmental math program aligns itself with the Higher Learning Commission’s Criterion 3: Teaching and Learning: Quality, Resources, and Support. More specifically:

- 3. D. The institution provides support for student learning and effective teaching.
 - o 1. The institution provides student support services suited to the needs of its student populations.

8.0 Fiscal Resource Requests/Adjustments

8.1 Budget Requests/Adjustments

Based on program data review, planning and development for student success, program faculty will complete and attach the budget worksheets to identify proposed resource needs and adjustments. These worksheets will be available through request from the college's Chief Financial Officer. Program faculty should explicitly state their needs/desires along with the financial amount required.

Programs should include some or all of the following, as applicable, in their annual budget proposals:

- Budget Projections (personnel and operation)
- Position Change Requests
- Educational Technology Support
- Instructional Technology Requests
- Facilities/Remodeling Requests
- Capital Equipment
- Non-Capital Furniture & Equipment
- New Capital Furniture & Equipment
- Replacement Capital Furniture & Equipment
- Other, as applicable
- Accreditation Fee Request
- Membership Fee Request
- Coordinating Reports

Resource requests should follow budgeting guidelines as approved by the Board of Trustees for each fiscal year. The resource requests should be used to provide summary and detailed information to the division Dean and other decision-makers and to inform financial decisions made throughout the year.

Narrative:

Currently, developmental math does not have their own budget. Instead, it is rolled into the math department budget. The math department budget currently affords both faculty members \$1000 of travel and professional development dollars. Over the next few Academic Years, both faculty members will be attending conferences on math (new goal 1) and continued support will be necessary (\$1000 for travel and \$500 for PD). Starting 2022, both faculty are members of AMATYC (American Mathematical Association of Two-Year Colleges) and will more than likely continue that membership.

9.0 Program Planning and Development Participation

9.1 Faculty and Staff

Program faculty will provide a brief narrative of how faculty and staff participated in the program review, planning and development process. List the preparer(s) by name(s).

Narrative:

Allen Shockley authored the report. Brian Southworth and Allen Shockley collected assessment data for each semester they taught a course that was apart of the developmental math program. Anita Chappuie provided end of year academic data and additional information on student success in College Algebra.

9.2 VPAA and/or Administrative Designee Response

After review and reflection of the *Comprehensive Program Review* or the *Annual Program Review*, the Division Chair and VPAA will write a summary of their response to the evidence provided. The Division Chair and VPAA's response will be available to programs for review and discussion prior to beginning the next annual planning and development cycle.

Narrative:

Program Review Committee: The Program Review Committee agrees with the goals and data found in this review. 4.15.2022

Division Chair: Brian Southworth. Agree. 4.20.2022

Vice President for Academic Affairs: I agree with the set goals and review of data in this document. TCC 4/14/2022

10.0 Appendices

Any additional information that the programs would like to provide may be included in this section.

Appendix A

Assessment Outcome Data

Elementary Algebra							
2019	Outcome 1	Outcome 2	Outcome 3	Outcome 4*	Outcome 5*	Outcome 6*	Outcome 7*
Brian FA	85.3	89	52.3	55.7	48.3	43	48
Brian SP	100	100	0	100	100		
Allen FA	82	84	49	55	48	62	57
Allen SP	64	83	62	65	82	41	76
Average	82.8	89.0	40.8	68.9	69.6	48.7	60.3
2020	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5	Outcome 6	Outcome 7
Brian FA							
Brian SP							
Allen FA	74	57	66	51	63	37	63
Allen SP	69	75	46	48	48	39	26
Average	71.5	66	56	49.5	55.5	38	44.5

Intermediate Algebra									
2019	Outcome 1	Outcome 2	Outcome 3	Outcome 4*	Outcome 5*	Outcome 6*	Outcome 7*	Outcome 8*	Outcome 9*
Brian FA									
Brian SP									
Allen FA	64	60	36	61	37	47	64	44	55
Allen SP	67	61	54	37	49	67	55	55	40
Average	65.5	60.5	45	49	43	57	59.5	49.5	47.5
2020	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5	Outcome 6	Outcome 7		
Brian FA									
Brian SP									
Allen FA	81	72	52	44	63	61	35		
Allen SP	79	61	52	32	48	41	67		
Average	80	66.5	52	38	55.5	51	51		