

**Modesto Junior College**

**Comprehensive  
Assessment Report**

**MJC Assessment Workgroup**



**2010**

## **Background**

In an effort to improve facilitation of assessment processes and activities, the Accreditation/Institutional Effectiveness Committee established the Assessment Workgroup in the fall of 2009, and the workgroup began bi-monthly meetings in January, 2010. The 18-member workgroup consists of two co-chairs and representatives from instructional divisions, service areas, and student services (See Appendix A for a complete list of members). Over the course of the spring semester, the workgroup developed a mission statement, clarified its charge, collected assessment data, and developed a comprehensive annual report summarizing the assessment activities from spring, summer, and fall 2009.

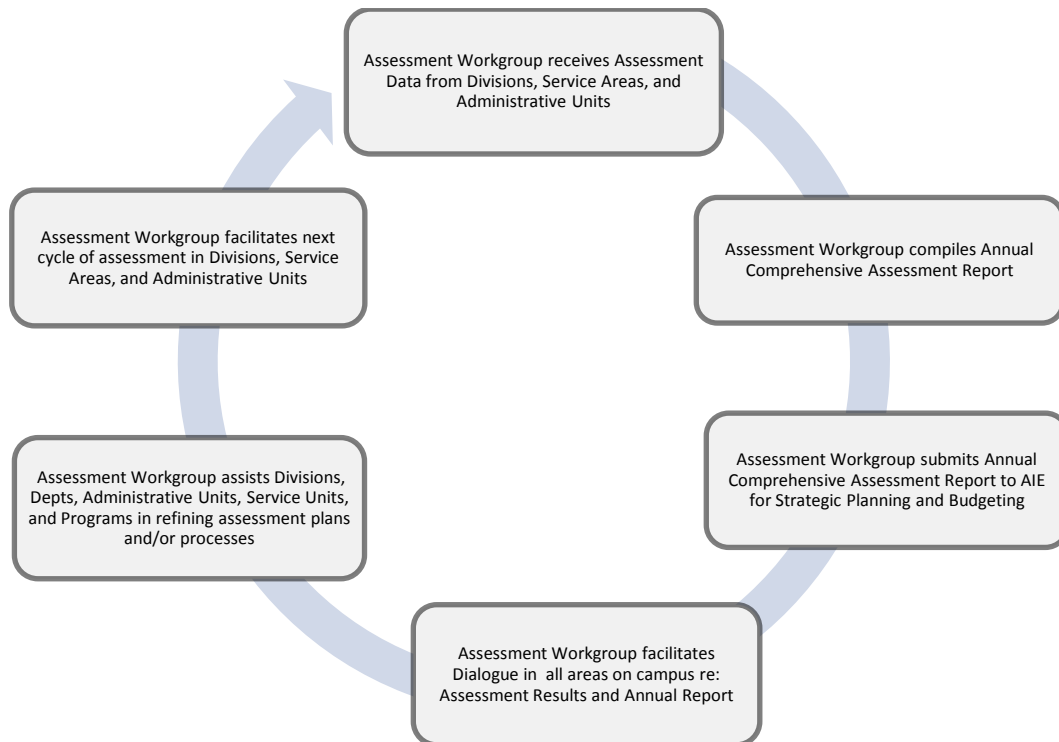
### **Mission Statement**

The Assessment Work Group promotes a culture of evidence by facilitating and coordinating an ongoing process of establishing expected outcomes (Student Learning Outcomes, Service Area Outcomes, and Administrative Unit Outcomes), collecting assessment results, analyzing and discussing their implications, reporting them, and responding to them. Our membership of campus-wide representatives fulfills this mission by gathering, sharing, reviewing, and dispersing the latest information about the assessment process to all areas of the college. We also accomplish our mission by forwarding suggestions, based on outcomes data from the Program Review process, to the Accreditation/Institutional Effectiveness Committee, which informs strategic planning for the college.

### **Charge**

- A. Facilitate assessment processes
  1. Train faculty/staff in writing SLOs, SAOs, and AUOs
  2. Train faculty/staff in assessing SLOs, SAOs, and AUOs
- B. Receive assessment data from electronic program review reports at the division, service area, and administrative unit levels
- C. Compile, organize, and summarize report data and findings (including best practices and/or changes from divisions, service areas, administrative units, and programs) in an annual Comprehensive Assessment Report
- D. Submit Annual Comprehensive Report to Accreditation/Institutional Effectiveness Committee for use in strategic planning and resource allocation
- E. Facilitate dialogue in divisions, departments, programs, service areas, and administrative units
  1. On SLO, SAO, AUO assessment results
  2. On Annual Comprehensive Assessment Report
- F. Assist divisions, departments, administrative units, service units, and programs in refining assessment plans and/or processes

## Cycle of Outcomes Assessment at Modesto Junior College



## Data Findings

- Of the 1,322 courses reported, 258 courses (19.5%) were scheduled to be assessed in 2009 (Spring, Summer, Fall). (See Appendix B.)
- Of the 258 courses scheduled to be assessed, 163 courses (63.2%) were assessed.
- Of the 163 courses assessed, 52 courses (31.9%) also included action plans.
- There were significant gaps in data reporting from several areas. (See Appendix B.)
- Student services began the SLO process in 2008-09 with the development of several SLOs in each department area. Each area was required to assess at least one SLO.
- SLOs were incorporated into the Program Review format for student services and linked to goal and objective development. It was agreed that student services Program Review would be conducted over a four-year cycle.
- In 2009-10, student services transitioned into the development of Service Area Outcomes (SAOs) and modified and simplified its Program Review process.
- Four student services program areas are currently under review for 2009-2010.
- The AIO assessment process was incomplete in 2009, so the findings are inconclusive. (See Appendix C.)

## Process Findings/Action Plans

Finding	Action Plan
<ul style="list-style-type: none"> <li>• Data reported in multiple formats</li> </ul>	<ul style="list-style-type: none"> <li>• Create standardized templates for collecting data</li> </ul>
<ul style="list-style-type: none"> <li>• Confusion over expected data               <ul style="list-style-type: none"> <li>◦ assessment of “those who passed” vs. all students</li> <li>◦ identification and reporting of action plans</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Create standardized templates for collecting data</li> <li>• Ensure that SLO, AUO, and SAO action plans inform Program Review</li> </ul>
<ul style="list-style-type: none"> <li>• Complications with multiple sections (decision making, data collecting, and missing data, etc)</li> </ul>	<ul style="list-style-type: none"> <li>• Create a template of scheduled meetings, outgoing notifications, etc.</li> <li>• Assign more point people to collect data</li> <li>• Create standardized templates for collecting data</li> </ul>
<ul style="list-style-type: none"> <li>• Outcomes assessment remains undervalued, which inhibits comprehensive, informed, active participation in the assessment process</li> </ul>	<ul style="list-style-type: none"> <li>• Facilitate ongoing dialogue to inform and encourage participation in the assessment process</li> <li>• Assign more point people to collect data</li> <li>• Emphasize the cyclical nature of the assessment process and its role in institutional planning and effectiveness</li> </ul>
<ul style="list-style-type: none"> <li>• Lag time between assessment and discussion of results inhibits productive dialogue</li> </ul>	<ul style="list-style-type: none"> <li>• Allow opportunity for brief narrative within the standardized templates for collecting data</li> </ul>
<ul style="list-style-type: none"> <li>• Institutional processes and forms do not successfully integrate AUOs and SAOs</li> </ul>	<ul style="list-style-type: none"> <li>• Use institutional timeline to integrate outcome assessment processes</li> <li>• Suggest changes to Program Review documents to integrate all service areas more fully.</li> </ul>
<ul style="list-style-type: none"> <li>• Outcomes assessment schedule required greater flexibility to accommodate changes in course offerings</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor offerings and adjust assessment schedule as necessary</li> </ul>

## Conclusion

Working through this first annual cycle of institutional assessment, the Assessment Workgroup has realized the benefits that institution-wide assessment grants MJC.

- Standardizing a timeline and creating unified processes for assessment of SLOs, AUOs, and SAOs has brought together all areas of the institution, whether instruction, administration, or service area.
- Institution-wide review of SLO, AUO, and SAO results has allowed dialogue to take place with regard to effective assessment, beneficial data, and efficient processes.
- While all areas can report standardized data, the Assessment Workgroup has found a way to facilitate the idiosyncrasies of different divisions, departments, and service areas, allowing for the natural diversity of each area.
- Institution-wide review of assessment data unifies MJC, facilitating communication between areas which might not interact on a regular basis.
- Assessment of the various departments and divisions allows leaders to rely on evidence for decision making, budgeting, and planning for institutional effectiveness.

The workgroup is aware that as the culture of evidence based decision making matures at MJC, participation in the assessment processes, analysis of the data, and application of the results will benefit both programs and learners. MJC will be a stronger institution for these efforts.

## APPENDIX A

### Assessment Workgroup

Adrienne Peek.....	English Faculty – Literature & Language Arts Division; President-elect of Academic Senate
Ken Hart.....	Director of MJC Research and Planning
Gerald Wray.....	Automotive Technology Faculty – Agriculture, Environmental Sciences & Technical Education Division
Iris Carroll.....	Librarian – Library & Information Technology Division
Jeremy Wilson.....	Engineering Faculty – Science, Math & Engineering Division
Jason Wohlstadter.....	English Faculty – Literature & Language Arts Division
Jennifer Hamilton.....	English Faculty – Literature & Language Arts Division
Pedro Mendez.....	Director of Technical Education – Agriculture, Environmental Sciences & Technical Education Division
Antoinette Herrera.....	Director of MJC Health Services
Kamran Payvar.....	Math Faculty – Science, Math & Engineering Division
Charles Mullins.....	Speech Faculty – Arts, Humanities & Communications Division
Steve Aristotelous.....	Physical Education Faculty – Physical, Recreation & Health Education Division
Steven Miller.....	Political Science Faculty – Business, Behavioral & Social Sciences Division
Teryl Ward.....	Nursing Faculty – Allied Health, Family & Consumer Sciences Division
Laurie Prusso.....	Child Development Faculty – Allied Health, Family & Consumer Sciences Division
Bronda Nidey.....	Dental Assisting Faculty – Allied Health, Family & Consumer Sciences Division
David Baggett.....	Agriculture Faculty – Agriculture, Environmental Sciences & Technical Education Division
Milan Motroni.....	Adaptive Physical Education Faculty – Physical, Recreation & Health Education Division

## APPENDIX B

### MJC Course SLOs (Summary by Division)

	Total number of Courses	Number of Courses Scheduled to Be Assessed	Number of Courses Actually Assessed	Number of Courses Assessed with an Action Plan	% of Courses Scheduled for Assessment from the Total Number of Courses	% of Courses Actually Assessed from Courses Scheduled for Assessment	% of Courses Assessed with an Action Plan Submitted from Courses Assessed
<b>TOTALS</b>	<b>1322</b>	<b>258</b>	<b>166</b>	<b>52</b>	<b>19.5%</b>	<b>64.3%</b>	<b>31.3%</b>
Agriculture & Environmental Science	179	34	22	15	20.4%	64.7%	68.2%
Allied Health and Family & Consumer Sciences	106	0	3	0	0.0%	0.0%	0.0%
Arts, Humanities & Communications	196	41	13	3	20.9%	31.7%	23.1%
Business, Behavioral & Social Sciences	264	74	34	13	28.0%	45.9%	38.2%
Community Education & Economic Development	53	0	0	0	0.0%	0.0%	0.0%
Counseling	20	0	0	0	0.0%	0.0%	0.0%
Library & Information Technology	2	1	1	1	50.0%	100.0%	100.0%
Literature & Language Arts	102	27	21	3	26.5%	77.8%	14.3%
Physical, Recreation & Health Education	125	31	28	0	24.8%	90.3%	0.0%
Science, Math & Engineering	136	19	19	6	14.0%	100.0%	31.6%
Technical Education	139	31	25	11	22.3%	80.6%	44.0%

(Please see Assessment website for course SLO data.)

APPENDIX C

MJC AUOs

	Total number of Admin. Unit Goals	Number of Admin. Unit Goals Scheduled to Be Assessed	Number of Admin. Unit Goals Actually Assessed	Number of Admin. Unit Goals Assessed with an Action Plan	% of Admin. Unit Goals Scheduled for Assessment from the Total AUO's	% of Admin. Unit Goals Actually Assessed from those Scheduled	% of Admin. Unit Goals Assessed with an Action Plan Submitted
TOTALS	25	4	5	5			
Agriculture & Environmental Science	0	0	0	0			
Allied Health and Family & Consumer Sciences	0	0	0	0			
Arts, Humanities & Communications	4	1	1	1	25.0%	100.0%	100.0%
Business, Behavioral & Social Sciences	0	0	0	0			
Community Education & Economic Development	0	0	0	0			
Counseling	0	0	0	0			
Library & Information Technology	15	3	4	4	20.0%	133.3%	100.0%
Literature & Language Arts	0	0	0	0			
Physical, Recreation & Health Education	0	0	0	0			
Public Safety	0	0	0	0			
Science, Math & Engineering	0	0	0	0			
Technical Education	6	0	0	0			

MJC SAOs

(Please see 2008 data at Assessment website.)





	Total Number of Courses	Number of Courses Scheduled to Be Assessed	Number of Courses Actually Assessed	Number of Courses Assessed with an Action Plan	Of Courses Actually Assessed % of Students who passed the class that met the SLO	% of Courses Scheduled for Assessment from the Total Number of Courses	% of Courses Actually Assessed from Courses Scheduled for Assessment	% of Courses Assessed with an Action Plan Submitted from Courses Assessed
TOTALS	167	34	22	15		20.4%	64.7%	68.2%
MAG	11	3	2	0		27.3%	66.7%	0.0%
MAGEC	10	2	2	2		20.0%	100.0%	100.0%
MAGGE	3	1	1	1		33.3%	100.0%	100.0%
MAGM	24	5	4	3		20.8%	80.0%	75.0%
MANSC	45	9	8	7		20.0%	88.9%	87.5%
MDAIND	12	3	0	0		25.0%	0.0%	
MEHS	22	3	2	1		13.6%	66.7%	50.0%
MENSCI	3	0	0	0		0.0%		
MFDP	13	3	0	0		23.1%	0.0%	
MNR	11	2	1	0		18.2%	50.0%	0.0%
MPLSC	13	3	2	1		23.1%	66.7%	50.0%

MAG 115 84.0%  
MAG 120 80.0%  
  
MAGEC 200 73.0%  
MAGEC 210 76.0%  
  
MAGGE 146 61.3%  
  
MAGM 200 85.0%  
MAGM 210 Data not available  
MAGM 225 90.0%

MAGM 241	90.0%
MAGM 251	93.0%
MANSC 200	Data not available
MANSC 207	85.0%
MANSC 210	100.0%
MANSC 220	96.0%
MANSC 226	95.0%
MANSC 230	86.0%
MANSC 232	100.0%
MANSC 250	70.0%
MANSC 251	90.0%
MDAIND 307	Class cancelled
MDAIND 308	Class cancelled
MDAIND 309	Class cancelled
MEHS 201	60.0%
MEHS 280	100.0%
MFDP 200	Class cancelled
MFDP 380	Class cancelled
MFDP 382	Class cancelled
MNR 220	Data not available
MNR 230	83.5%
MPLSC 200	85.0%
MPLSC 215	95.0%
MPLSC 250	Data not available

	Total Number of Courses	Number of Courses Scheduled to Be Assessed	Number of Courses Actually Assessed	Number of Courses Assessed with an Action Plan	Of Courses Actually Assessed % of Students who passed the class that met the SLO	% of Courses Scheduled for Assessment from the Total Number of Courses	% of Courses Actually Assessed from Courses Scheduled for Assessment	% of Courses Assessed with an Action Plan Submitted from Courses Assessed
TOTALS	196	41	13	3		20.9%	31.7%	23.1%
MART	44	10	0	0	0.0%	22.7%	0.0%	#DIV/0!
MFILM	6	2	2	0	0.0%	33.3%	100.0%	0.0%
MHUMA	6	3	3	0	85.0%	50.0%	100.0%	0.0%
MJRNA	4	2	2	0	0.0%	50.0%	100.0%	0.0%
MMUSI	73	9	0	0	0.0%	12.3%	0.0%	#DIV/0!
MRATV	16	2	2	0	0.0%	12.5%	100.0%	0.0%
MSPCO	18	4	4	3	80.0%	22.2%	100.0%	75.0%
MTHET	29	9	0	0	0.0%	31.0%	0.0%	#DIV/0!

ART 120  
ART 109  
ART 110  
ART 120  
ART 123  
ART124  
ART 141  
ART 142  
ART 147  
ART 150  
ART 163

FILM 154

FILM 155

HUMAN 106

HUMAN 140

JRNL 100

JRNL 179

MUST 121

MUST 131

MUSG 111

MUSA 131

MUSA 161

MUSA 173

MUSA 183

MUSA 145

MUSC 111

RATV 134

RATV 172

SPCOM 105

SPCOM 120

SPCOM 123

SPCOM 125

THETR 150

THETR 161

THETR 175

THETR 178

THETR 182

THETR 185

THETR 194

	Total Number of Courses	Number of Courses Scheduled to Be Assessed	Number of Courses Actually Assessed	Number of Courses Assessed with an Action Plan	Of Courses Actually Assessed % of Students who passed the class that met the SLO	% of Courses Scheduled for Assessment from the Total Number of Courses	% of Courses Actually Assessed from Courses Scheduled for Assessment	% of Courses Assessed with an Action Plan Submitted from Courses Assessed
TOTALS	0	0	3	0		#DIV/0!	#DIV/0!	0.0%
MALHE	0	0	0	0		#DIV/0!	#DIV/0!	#DIV/0!
MDTAS	0	0	0	0		#DIV/0!	#DIV/0!	#DIV/0!
MMDAS	0	0	0	0		#DIV/0!	#DIV/0!	#DIV/0!
MNURS	0	0	3	0		#DIV/0!	#DIV/0!	0
MNURW	0	0	0	0		#DIV/0!	#DIV/0!	#DIV/0!
MNUSK	0	0	0	0		#DIV/0!	#DIV/0!	#DIV/0!
MRSCR	0	0	0	0		#DIV/0!	#DIV/0!	#DIV/0!
MCLAR	0	0	0	0		#DIV/0!	#DIV/0!	#DIV/0!
MCLDD	0	0	0	0		#DIV/0!	#DIV/0!	#DIV/0!
MFAML	0	0	0	0		#DIV/0!	#DIV/0!	#DIV/0!
MFNTD	0	0	0	0		#DIV/0!	#DIV/0!	#DIV/0!
MINTD	0	0	0	0		#DIV/0!	#DIV/0!	#DIV/0!

MNURS 260  
 MNURS 261  
 MNURS 350

100.0%  
 96.0%  
 100.0%

	Total Number of Courses	Number of Courses Scheduled to Be Assessed	Number of Courses Actually Assessed	Number of Courses Assessed with an Action Plan	Of Courses Actually Assessed % of Students who passed the class that met the SLO	% of Courses Scheduled for Assessment from the Total Number of Courses	% of Courses Actually Assessed from Courses Scheduled for Assessment	% of Courses Assessed with an Action Plan Submitted from Courses Assessed
<b>TOTALS</b>	245	74	34	13		<b>30.2%</b>	<b>45.9%</b>	<b>38.2%</b>
MADJU	25	11	3	0		44.0%	27.3%	0.0%
MANTHR	9	3	3	3		33.3%	100.0%	100.0%
MECON	3	3	0	0		100.0%	0.0%	
MGEOG	6	1	1	0		16.7%	100.0%	0.0%
MHIST	17	6	2	0		35.3%	33.3%	0.0%
MHUMS	15	5	2	0		33.3%	40.0%	0.0%
MPHIL	13	3	1	0		23.1%	33.3%	0.0%
MPOLS	10	4	4	0		40.0%	100.0%	0.0%
MPSYC	11	3	1	1		27.3%	33.3%	100.0%
MSOCI	5	2	1	0		40.0%	50.0%	0.0%
MSOSC	5	2	0	0		40.0%	0.0%	
BUSAD	38	9	6	3		23.7%	66.7%	50.0%
MCMPG	23	5	4	0		21.7%	80.0%	0.0%
MCMPS	26	7	4	4		26.9%	57.1%	100.0%
MOFAD	33	7	2	2		21.2%	28.6%	100.0%
MRLES	3	2	0	0		66.7%	0.0%	
MSUPR	3	1	0	0		33.3%	0.0%	

ADJU 201 95.0%  
ADJU 212 95.0%  
ADJU 217 95.0%

MANTHR 105 100.0%  
MANTHR 102 94.0%  
MANTHR 107 57.1%

MGEOG 101 79.0%

MHIST 101	88.0%	
MHIST 102	91.0%	
MHUMSR 101	100.0%	
MHUMSR 120	100.0%	
MPHIL 101	100.0%	
MPOLSC 101	96.0%	
MPOLSC 102	97.0%	
MPOLSC 110	100.0%	
MPOLSC 140	100.0%	
MPSYC 101	67.0%	
MSOCI 101	quantitative data not produced	
MBUSAD 201	84.0%	
MBUSAD 202	97.0%	
MBUSAD 310	57.0%	
MBUSAD 320	67.0%	
MBUSAD 230	98.0%	
MBUSAD 203	results being retrieved	
MCMPGR 202	97.0%	
MCMPGR 235	100.0%	
MCMPGR 225	100.0%	
MCMPGR 268	100.0%	
MCMPSC 201*	90.8%	*Data from MCMPSK considers all of the students assessed in the class, not only the students who passed the class
MCMPSC 202*	49.3%	
MCMPSC 204*	75.0%	
MCMPSC 263*	66.7%	

MOFADM 303  
MOFADM 375

84.0%  
76.0%







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TOTALS	89	27	21	3		30.3%	77.8%	14.3%
MENGL	40	8	8	1		20.0%	100.0%	12.5%
MESL	13	5	5	2		38.5%	100.0%	40.0%
MFREN	6	2	1	0		33.3%	50.0%	0.0%
MGERM	6	2	1	0		33.3%	50.0%	0.0%
MITAL	3	2	1	0		66.7%	50.0%	0.0%
MREAD	5	2	1	0		40.0%	50.0%	0.0%
MSIGN	3	3	3	0		100.0%	100.0%	0.0%
MSPAN	11	3	1	0		27.3%	33.3%	0.0%
MSPEL	2	0	0	0		0.0%		

ENGL 49	82.0%
ENGL 105	100.0%
ENGL 106	100.0%
ENGL 156	86.0%
ENGL 161	92.0%
ENGL 163	100.0%
ENGL 169	58.0%
ENGL 175	100.0%
ESL 24	94.0%
ESL 34	84.0%
ESL 44	92.0%
ESL 46	75.0%

ESL 48	70.0%
FREN 51	75.0%
GER 51	66.0%
ITAL 51	100.0%
READ 40	75.0%
READ 82	Data not available
SIGN 125	56.0%
SIGN 126	88.0%
SIGN 127	100.0%
SPAN 51	91.0%

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TOTALS	125	31	28	0		24.8%	90.3%	0.0%
MHE	5	2	2	0		40.0%	100.0%	0.0%
MPE	25	5	5	0		20.0%	100.0%	0.0%
MPEA	9	1	1	0		11.1%	100.0%	0.0%
MPEC	49	11	10	0		22.4%	90.9%	0.0%
MPEM	9	1	1	0		11.1%	100.0%	0.0%
MPEVM	12	6	4	0		50.0%	66.7%	0.0%
MPEVW	11	5	5	0		45.5%	100.0%	0.0%
MPEW	5	0	0	0		0.0%	0.0%	0.0%
REC	0	0	0	0		0.0%	0.0%	0.0%

MHE 101					91.0%
MHE 110					90.0%
MPE 100					83.0%
MPE 108					99.0%
MPE 115					85.0%
MPE 130					82.0%
MPE 194					70.0%
MPEA 194					70.0%
MPEC 102		NOT ASSESSED			N/A
MPEC 111					82.0%

MPEC 122		82.0%
MPEC 128		95.0%
MPEC 148		73.0%
MPEC 165		100.0%
MPEC 168		92.0%
MPEC 174		100.0%
MPEC 175		87.0%
MPEC 183		100.0%
MPEC 187		100.0%
MPEM 112		88.0%
MPEVM 100		100.0%
MPEVM 106		94.0%
MPEVM 120		87.0%
	NOT	
MPEVM 125	ASSESSED	N/A
MPEVM 130		88.0%
MPEVM 135		92.0%
MPEVW 101		100.0%
MPEVW 120		89.0%
MPEVW 125		100.0%
MPEVW 130		80.0%
	NOT	
MPEVW 135	ASSESSED	N/A



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<b>TOTALS</b>	98	19	19	6		<b>19.4%</b>	<b>100.0%</b>	<b>31.6%</b>
MAP	7	1	1	1		14.3%	100.0%	100.0%
MARCH	12	1	1	1		8.3%	100.0%	100.0%
MASTRO	3	0	0	0		0.0%		
MBIO	16	4	4	0		25.0%	100.0%	0.0%
MCHEM	8	2	2	0		25.0%	100.0%	0.0%
MEASC	3	1	3	3		33.3%	300.0%	100.0%
MENGR	9	2	1	1		22.2%	50.0%	100.0%
MGEOL	6	1	1	0		16.7%	100.0%	0.0%
MMATH	22	4	3	0		18.2%	75.0%	0.0%
MPHYS	12	3	3	0		25.0%	100.0%	0.0%

**MAP**

MICRO 101

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\*Data from SME considers all of the students assessed in the class, not only the students who passed the class

**MARCH**

ARCH 131

71.0%

**MASTRO**

**MBIO**

BIO 101

91.0%

BIO 111

83.0%

BOT 101

94.0%

ZOOL 101

86.0%

**MCHEM**

CHEM 142

93.0%

CHEM 143	83.0%
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**MEASC**

EASCI 161	--
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EASCI 162	--
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METEO 161	--
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**MENGR**

ENGR 127	75.0%
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**MGEOL**

GEOL 161	64.0%
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**MMATH**

MATH 70	56.0%
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MATH 101	85.0%
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MATH 171	80.0%
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**MPHYS**

PHYS 101	78.0%
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PHYS 103	96.0%
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PHYS 143	59.0%
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