



Grade Distribution Report of Core Curriculum Classes 2003 - 2008

Institutional Research, Planning,
and Assessment

About the Authors

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EXECUTIVE SUMMARY

The Office of Institutional Research, Planning, and Assessment looked at all core curriculum classes within each of the four Core Competencies and compared trends to the UNA Employer Survey and the CAAP exam. This report outlines the following areas of concern:

- With the exception of Math 227, which is an upper level calculus course, none of the math core curriculum courses have an average Quality Point Average (QPA) above 2.49 for the past five years.
- Within the past 12 years, UNA students have never scored above the national average on the mathematics portion of the CAAP exam.
- While UNA students have scored close to or slightly higher than the national average on the writing and reading portion of the CAAP exam, they are still not meeting employer expectations regarding communication skills.
- Many of the core curriculum courses within Area II focus on critical thinking and UNA students have consistently scored above the national average on the critical thinking portion of the CAAP exam. However, employers still see areas for improvement.
- The two major areas of concern for employers of UNA students are interpersonal skills and ethics and responsibility.

INTRODUCTION

General Education at the University of North Alabama is designed to offer all students a broad, objective education and make available an intellectual basis for their approaching scholastic, professional, and personal endeavors. Focused learning requires not only committed study but also reflection concerning the objectives and outcomes of that study. By promoting serious and fervent scholarship; the University of North Alabama aspires to infuse the importance of scholarly interest and continuing education within its learners. Prepared with the principles and tradition of learning, students should be better equipped to accomplish their ambitions as trustworthy citizens and competent leaders in a disparate society (UNA, 2008).

To attain these objectives, UNA's General Education Program courses have been chosen to offer students knowledge in the following areas: written composition; humanities and fine arts; natural sciences and mathematics; and history, social, and behavioral sciences. The General Education Program establishes a basis for achievement in the major programs and ensures that graduates will acquire a breadth of knowledge and expertise essential for success in their professions. More specifically, the General Education Program is critical to students' achievement in the following five Core Competencies:

“The General Education Program establishes a basis for achievement in the major programs and ensures that graduates will acquire a breadth of knowledge and experience essential for success in their professions.”

UNA's Core Competencies

1. **Effective Communication** – The ability to communicate orally, aurally, and/or in writing in a variety of contexts
2. **Critical Thinking** – The ability to state, understand, and evaluate arguments and evidence
3. **Use of Existing and New Technologies** – The ability to incorporate and use cutting-edge/modern tools of the discipline
4. **Analysis and Reasoning** – The ability to understand and evaluate complex data, information, or arguments
5. **Seeking out and Acquiring Knowledge** – The ability to understand and employ various discipline-appropriate methodologies for the purpose of seeking out and acquiring knowledge

This current white paper focuses on the courses integrated within these themes and attempts to draw some conclusions concerning the alignment of grade distribution trends of UNA's General Education Program against comparable analysis from external survey and assessment data.

METHODOLOGY

The grade distribution analysis presented in this paper captures each General Education course (all sections included) and includes a trend represented in graph form that observes the quality point averages (QPA) for the past five academic years. QPA is defined as the average grade the class received in a given course. Specifically, individual grades for a course (all sections included) were assigned a numerical score where A = 4, B = 3, C = 2, D = 1, and F = 0. Only students who received a letter grade were used in the study, so students who withdrew from a class were not used. After numerical values were assigned to all letter grades, an arithmetic mean was computed for the course. The report also includes a grand mean which is the average QPA for the past five academic years for each course. The highest mean for a given course would be a 4, indicating that all students received a letter grade of A. The lowest mean for a given course would be a 0, indicating that all students received a letter grade of F. The median or middle score for a given course would be a 2.5.

Grades and assessment are attempts to ascertain what students learned; so grades are a significant component of an assessment program. However, grades alone are not enough to assess student learning due to the following reasons (Suskie, 2004):

“...grades are a significant component of an assessment program. However, grades alone are not enough to assess student learning...”

- Grades include student behaviors that may or may not be related to course goals (i.e. class attendance, participation, late submission of assignments). These practices can help a student earn a fairly high grade even though they did not achieve the learning goal.
- Grades do not differentiate between those students who are academically prepared to take the course or not.
- Grading standards may be vague or inconsistent between and among sections and may not correspond to major learning goals.
- Grades alone may give insufficient information on student strengths and weaknesses.
- Grades do not reflect all learning experiences taken from the course.

Observing grades over time, however, allows the researcher to detect trends that may assist in isolating aggregate learning behavior. Trends will present either increased, decreased, or flat responses indicating some pattern of learning by students during the period for which the scores are being analyzed.

When observing trends, an assumption is made that increased and/or flat trends are better than decreased trends. For example, negative trends could indicate that, over a period of time, students are not prepared, the course content had significantly changed, or the way in which the course content is taught has significantly changed. Slight positive or flat trends would indicate a steady state of aggregate learning – whether that learning was either high or low. To the contrary, slight to moderate increases could indicate, over a period of time, more prepared students, improved teaching skills, and/or better

“Observing grades over time...allows the researcher to detect trends that may assist in isolating aggregate learning behavior.”

mastery of content. However, the higher trends could also indicate a decrease in robustness of the curriculum or could signal grade inflation.

The results of this trend analysis can be viewed in many different ways depending upon the department's design of curriculum, academic preparedness of its students, and/or teaching changes in the past five years. It should be noted, however, that significant decreased trends, random spikes (downward or upward), or periodicity (a pattern of change that is not a trend) indicate non-desirable conditions and should be further investigated. This paper will examine each Area within the core curriculum and will provide additional evidence of deficiencies in certain courses or departments as they relate to the Core Competencies by utilizing the Collegiate Assessment of Academic Proficiency (CAAP) exam scores and the University of North Alabama's Employer Survey.

RESULTS

Results of the grade distribution study for each of the core curriculum areas are contained in chart form in **Appendices I– IV** and contain the course description, the department in which the course resides, a five-year QPA average, as well as a trend chart of grade distribution of each course for the past five years. **Appendices V–VI** contains the results of UNA’s Employer Survey for the past three iterations. The results of the Employer Survey are demonstrated through the use of radar charts.

A radar chart, sometimes called a star or spider graph, is laid out in a circular fashion, rather than the more common linear arrangement, and consists of axis lines that start in the center of a circle and extend to its periphery. These graphs are mainly used to measure the relationship of two variables on a single attribute. In this case, two groups of variables were reported. The first group consisted of the grouped mean scores of how employers believed UNA students fared with each of the attributes and how employers believed graduates from other schools fared with the same attributes. The second group consisted of how important an employer believed an attribute to be as well as how satisfied the employer was with the performance of UNA graduates on this attribute. An example of the second group can be seen in **Figure 1**.

Each axis represents an attribute within the Employer

Survey and is arranged to begin in the center with the lowest value and extend toward the outside with increasing value. The mean of each group, as it relates to a particular attribute, is plotted on the axis of that attribute.

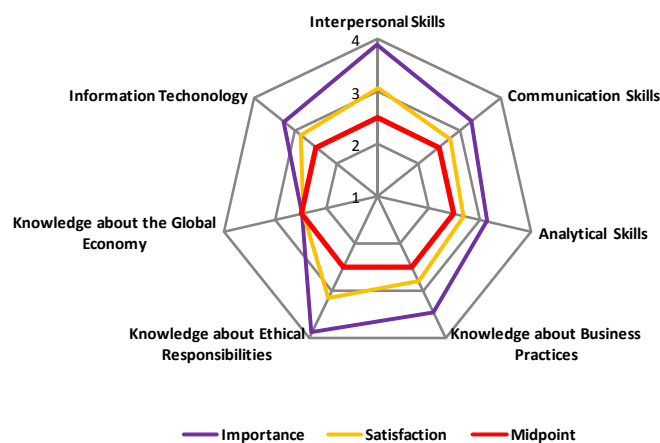
How to read the Radar chart

On the first set of charts in **Appendix V**, the purple line going across each axis represents how employers believed UNA graduates ranked on each attribute while the gold line represents how employers believed graduates from schools other than UNA performed. The lines of UNA Graduates and

Other Graduates are plotted on each axis to correspond to the mean for each group. The midpoint is plotted as a reference to the average of the response options. From this graph, three environments exist.

Any environment where the purple and gold lines are either touching or are very close to each other indicate that there is no difference between employers' perception of UNA students as compared to graduates from other universities. Where the purple mean was higher than the gold mean, employers believed UNA graduates were performing better than

Figure 1
UNA Employers of Graduates Survey 2006
Employers Importance/Level Possessed by UNA graduates



other graduates. This represents a positive gap. Where the purple mean was less than the gold mean, employers believed UNA graduates were not performing as well as other graduates, representing a negative gap.

On the second set of charts in **Appendix VI**, the purple line represents the importance an employer placed on a particular subscale (the mean combination of similar attributes), with the gold line representing how satisfied employers were with the performance of new UNA graduates on this subscale. Any environment where the purple and gold lines are either touching or are very close to each other indicates that there is no difference between employers' importance and satisfaction of a particular subscale. This means that the UNA graduate is meeting employer expectations. When the purple mean was higher than the gold mean, a performance gap occurs indicating where UNA graduates were not meeting employer expectations. Where the purple mean was less than the gold mean, graduates out-performed the expectations of employers. However, this type of performance could be considered overkill, in that the skills learned by UNA graduates may not carry the same level of importance with employers.

Area I Results

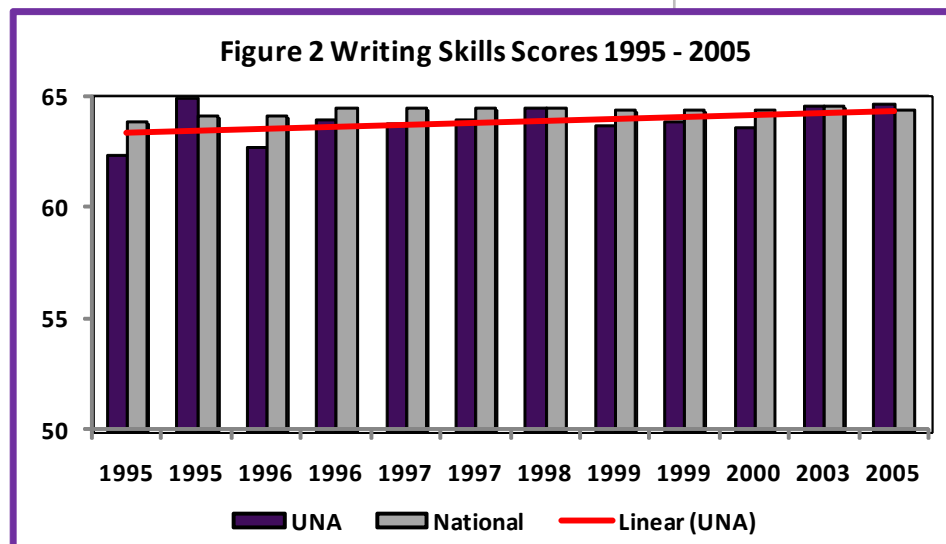
Area I, Written Composition, consists of a total of four courses all within the English department. Among these courses, English 111 had the lowest overall QPA for the past five years (Mean = 3.08), with English 121, an honors course, having the highest average (Mean = 3.65). A positive trend

“A positive trend was found for English 111, 112, and 121 (honors)...for the past five academic years.”

was found for English 111, 112 and 121 (honors) with English honors 122 exhibiting a slightly negative trend for the past five academic years (**Appendix I**). The majority of UNA's students take English 111 and 112, and although the QPA for English 111 is higher than the median score of 2.5, scores on the CAAP exam reflect a needed improvement in Area I. The past 12 administrations of the writing skills portion of the CAAP exam have resulted in below average outcomes 58.3 percent of the time when compared to the national average (**Figure 2**). However, out of the past three administrations UNA has risen above the

national average on two of the administrations. The most recent CAAP writing results from the spring 2008 semester

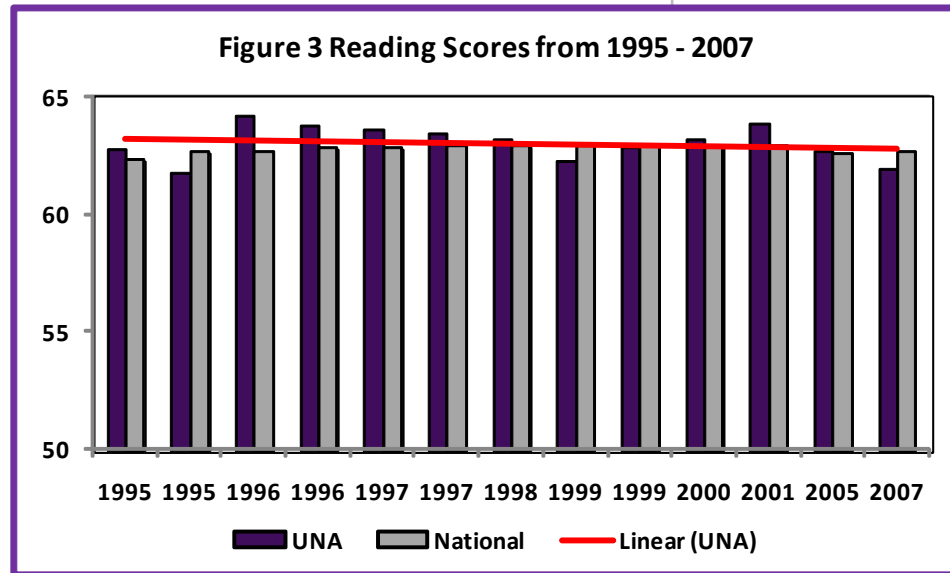
demonstrated a decline in writing scores when compared to previous years and UNA fell below the national average once again. CAAP also contains a reading component. According to the chart in **Figure 3**, the past 13 administrations of the Reading exam have displayed above average scores on nine exams (69.2% of the time UNA has scored above the national average). However, UNA's scores on the reading section have



remained relatively stable over time, with the last administration in 2007 presenting the poorest results since 1995. Within the workplace, employers believed that communication skills

are important to their organizations. UNA graduates did not meet employer's expectations over the past three admin-

istrations of the Employer Survey. However, UNA graduates are rated higher in this category than their peers from other universities/colleges, and UNA graduates have shown consistent improvement in the area of communication skills over the past three survey cycles. Employers stated that communication skills ranked fourth out of seven skills that they believed were crucial for their employees to possess (Interpersonal skills, knowledge concerning ethical responsibilities, knowledge concerning business practices, communication skills, information technology, analytical skills, and knowledge about the global economy). UNA's averages within these categories ranged consistently with the importance to the organization, meaning UNA graduates' communication skills ranked fourth out of the seven skills as well. Effective Communication is one



of UNA's five Core Competencies, and given these results, this competency may need to be evaluated further as the university moves toward continuous improvement.

Area II Results

Area II, Humanities and Fine Arts, consists of 33 courses associated with communication, theatre, foreign language, English, art, philosophy, religion, and music. The five courses with the lowest QPA over the past five years were: English 231 (Mean = 2.80), Music 222 (Mean = 2.76), French 201 (Mean = 2.75), German 101 (Mean = 2.35), and German 111 (Mean = 2.32). The five courses with the highest QPA for the past five years were: English 234 (Mean = 3.48), Spanish 111 (Mean = 3.50), French 112 (Mean = 3.59), Religion 221 (Mean = 3.62), and Religion 231 (Mean = 3.64).

Communication and Theatre

Communication 201 and Theatre 210 displayed slightly negative trends over the past five years. The Employer Survey has a sub-section within communication skills: presentation skills, multi-media presentation skills, and oral communication. Communication skills did not meet employer expectations, but have remained stable over the past three administrations of the survey. However, UNA graduates scored higher in communication skills than non-UNA graduates. Presentation skills and multi-media presentation skills has shown improvement as well.

Foreign Languages

Positive trends existed for all six of the French courses

and five of the six German courses. Although German had two courses with the lowest overall QPA's for the past five years, the grades are improving over time. Contrary to the increase in QPA's for the two foreign languages listed above five of the Spanish courses displayed negative trends (**Appendix II**). The foreign language component of Area II should instill in students a knowledge concerning global issues. Employers rank this as the least important skill desired in their organization. However, the global knowledge desired over the past three administrations of the Employer Survey has increased and UNA graduates show a positive trend in this area and scored higher than graduates of other universities.

English

English 231, as stated above, had one of the lowest five-year QPA's, but grades have increased within those years. English 232 displays a slightly negative trend and English 233 and 234 are honors courses and have two of the highest five-year QPA's of all courses within Area II. These English courses deal with listening and critical thinking skills. Employers stated that UNA graduates have improved their listening skills since 2003, and have consistently attained higher scores than non-UNA graduates. Critical thinking skills will be discussed latter in this paper.

Art

The trend analysis results revealed that the four art courses included in Area II all display negative trends for the past five years. Art 281 (Mean = 2.81) had the lowest five-year QPA of all four art courses. Art focuses on multi-cultural appreciation and

critical thinking skills. The Employer Survey evaluates multi-cultural appreciation within its communication skills component. Employers stated that UNA graduates have developed a greater appreciation for multi-cultural affairs over the past six years and have consistently scored higher than graduates from other universities. Critical thinking skills will be discussed later in this paper.

Philosophy and Religion

Philosophy 201 displayed a positive trend over the past five years and had a five-year QPA of 2.99. Religion 221 (Mean = 3.62) and 231 (Mean = 3.64) had the highest QPA's of all the courses within Area II, and the grades within the two courses remained relatively stable over the past five years. These courses could potentially benefit the student's ability to work with others, influence multi-cultural appreciation and increase understanding of global cultural differences and diversity. The Employer Survey evaluates each of these skills. Ability to work with others was the only skill where UNA did not score higher than its peers. However, this skill has improved over time. As stated earlier, the area of multi-cultural and diversity awareness has shown improvement in the past three administrations of the survey and has been higher than non UNA graduates each time as well. In addition, ethical responsibility can be established within these courses. Employers listed ethical responsibility second on the list of important skills desired from employees and honesty and integrity are among the skills evaluated in the Employer Survey. These two skills scored

the lowest of all skills listed within the survey. UNA graduates regressed in the area of honesty and integrity and scored below its peers on two of the past three administrations. Taking responsibility has shown improvement over time. However, it's only a slight improvement and narrowly exceeded that of its peers two of the past three administrations.

Music

Music 222 and 244 have shown a positive trend within the past five years. Music 222 (Mean = 2.76) had one of the lowest five-year QPA's of all the courses in Area II. Listening skills is vital in music and employers stated that UNA's graduates consistently possessed better listening skills than their peers. Also, UNA graduates improved in skill over time. In addition, global cultural differences and diversity play a great role in music education. UNA students consistently showed improvement in this area as well and UNA graduates displayed higher awareness than their peers.

Overall analysis of Area II

Many of the courses within Area II focus on critical thinking, ethics, and interpersonal skills. Critical thinking is thought of, to some, as the most important skill students need to have acquired upon graduation. The grade distributions for most of these courses in Area II imply that they are doing fairly well in this area. According to the CAAP; students scored above the national average 75 percent of the time on the critical thinking component of the exam (**Figure 4**), but UNA scores have been on the decline since 2000 in this area. The most recent

administration of the critical thinking component of the CAAP demonstrated scores below the national average for the first time since 2000. In addition, Area II focuses on interpersonal competence and ethical responsibilities. These two skills were

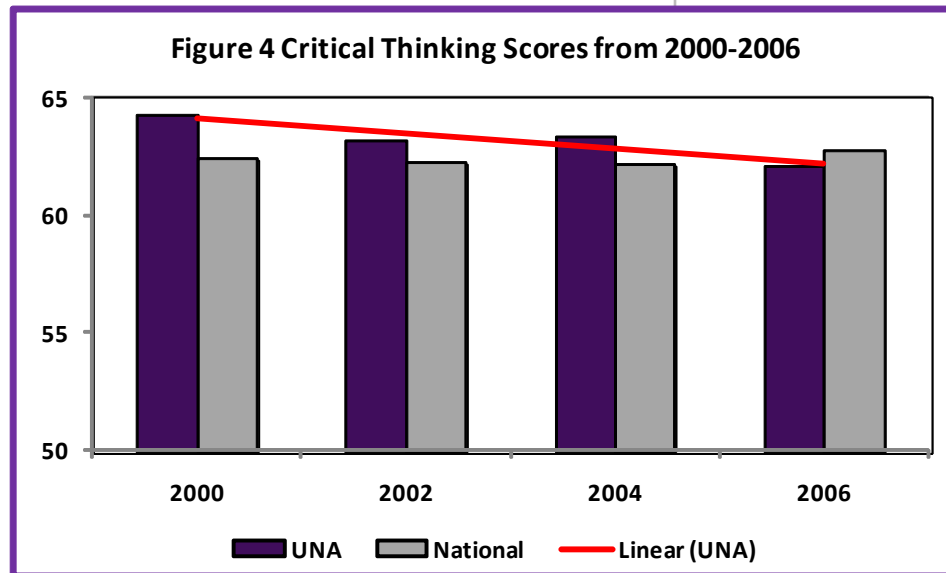
ranked by employers as the most important for their employees to possess.

Although UNA students surpassed graduates of other

universities on these two skills in 2006, they did not meet the expectation of employers. Within these categories employers have stated that UNA graduates have regressed in the area of honesty and integrity since 2003 and peers have outscored UNA graduates two of the past three administrations. Also, diligence in completing tasks has dropped since 2003. These findings are significantly related to the critical thinking component of the Core Competencies. Even though UNA is doing relatively well on the CAAP exam, the employer survey shows areas of needed improvement.

Area III Results

Area III, Natural Sciences and Mathematics, indicates an area where students are experiencing the most difficulty. This area



includes mathematics, biology, chemistry, earth science, physics, and geography courses. The six courses with the lowest QPA over the past five years were: Math 125 (Mean = 2.25), Biology 112 (Mean = 2.28), Math 115 (Mean = 2.35), Physics 125 (Mean = 2.35), and Math 113 and 126 (Mean = 2.36). The six courses with the highest QPA for the past five years were: Chemistry 102 (Mean = 3.26), Physics 121 (Mean = 3.12), Physics 242 (Mean = 3.10), Physics 101 (Mean = 3.08), Physics 251 (Mean = 3.00), and Physics 241 (Mean = 2.99).

Mathematics

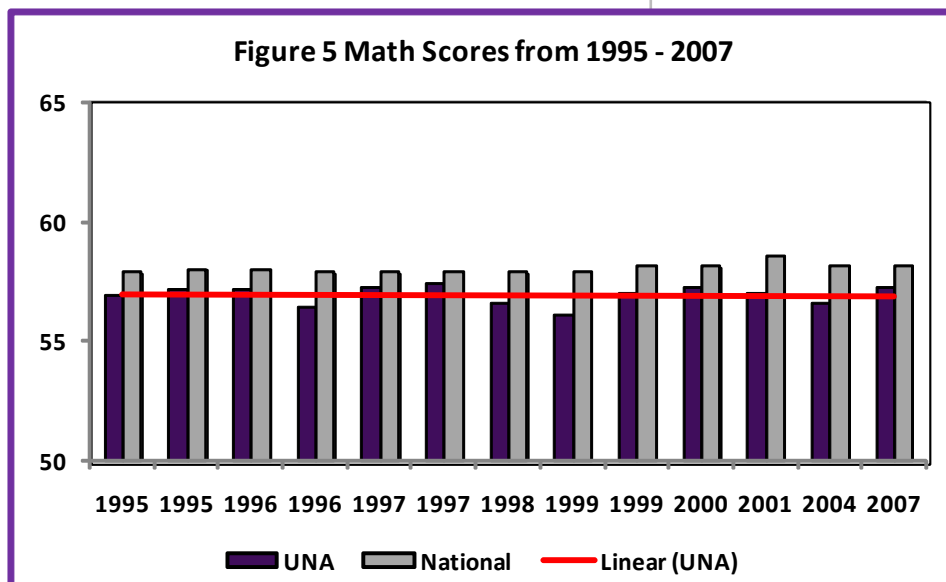
All mathematics courses with the exception of 110 and 238 displayed negative trends. Math 125 (calculus) had the lowest overall QPA in Area III (Mean = 2.25). With the omission of Math 227 (Mean = 2.75), which is an upper level calculus course, none of the math courses had an average QPA above

2.49 for the past five years.

The CAAP scores shown in **Figure 5** correlate to these findings.

Within the past 12 years, UNA has never

scored above the national average on the mathematics portion of the CAAP exam. Furthermore, UNA's CAAP scores have



remained constant in mathematics over the past 12 years. The flat trend line indicates that UNA's students have not improved mathematics scores in 12 years. Of the seven main skill areas desired by employers, analytical skills were ranked sixth. UNA students scored better on this competency than its peers, and have shown improvement over the years. However, the scores UNA graduates received were significantly lower than the importance level chosen by employers. The CAAP exam clearly illustrates a need for improvement within the mathematics core.

Natural Sciences

Biology courses seem to be steady in their grade distribution for the past five years with slight increases in biology 112. However, Biology 112 (Mean = 2.28) had the second lowest QPA of all courses in Area III. Chemistry demonstrated positive or stable trends for the past five years with the lowest QPA in Chemistry 101 (Mean = 2.64) and the highest in Chemistry 102 (Mean = 3.26). Earth Science 132 exhibited the greatest negative decline of all the General Education courses at UNA. The overall QPA for Earth Science 132 was 2.70. Furthermore, over the past five years Earth Science 132 has declined from having a 3.00 QPA in 2003-2004 to a QPA of 1.91 in 2007-2008. Physics courses appear relatively stable with some slight increases in the past five years (**Appendix III**). The CAAP exam correlates with these findings as well. UNA students have only scored above the national average 15.4% of the time on the Science

Reasoning portion of the CAAP exam (**Figure 6**). However, there is a slight positive trend since 1995 in the area of science

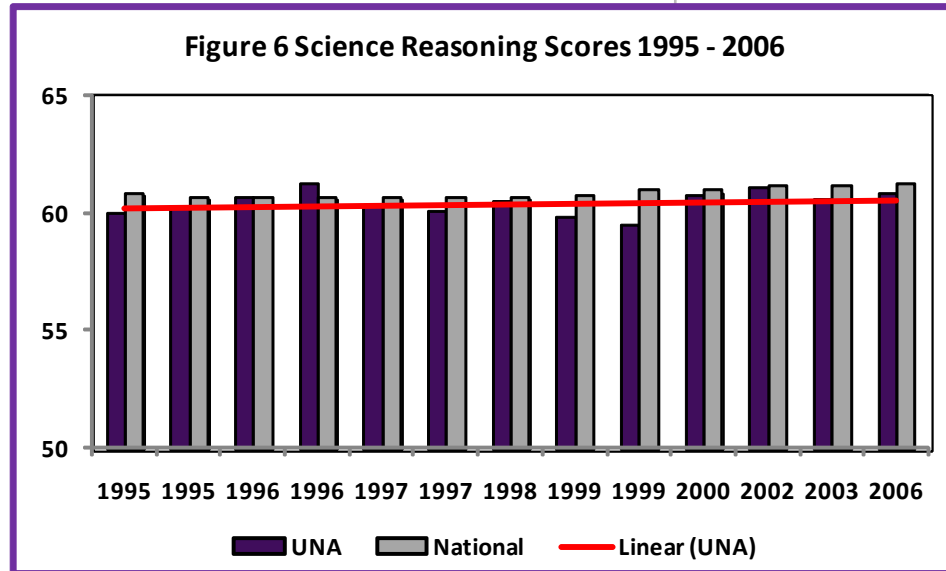
reasoning on the CAAP exam. The employer survey evaluates technical report writing skills which is

crucial in

the natural sciences. UNA graduates demonstrated continued improvement in this area and rated higher than their peers on each administration.

Overall analysis of Area III

Area III seems to encompass all five of the Core Competencies but two are clearly represented. Clearly the Analysis and Reasoning element of the Core Competencies is deficient in relation to UNA's negative decline and poor QPA's within Area III. Even though UNA graduates are scored higher than their peers on analytical skills, their knowledge is still not where employers would desire it to be. Effective communication (technical report writing), according to employers, seems to be satisfactory.



Area IV Results

Area IV relates to History, Social, and Behavioral Sciences. Area IV includes courses in history, economics, education (human growth and development), geography, political science, psychology, and sociology. The three courses within Area IV with the highest five-year QPA's are Education 299 (Mean = 3.10), Geography 260 (Mean = 2.81), and Geography 102 (Mean = 2.72). The courses with the lowest five-year QPA's are Psychology 201 (Mean = 2.20), Sociology 221 (Mean = 2.29), and Economics 251 (Mean = 2.30).

History

The four history courses in Area IV closely resemble one another in relation to their five-year QPA's and their trends. The trends stayed relatively stable for the past five years and the QPA's ranged from 2.46 to 2.56. History courses tend to be lecture-intensive and the employer survey indicates that graduates of UNA have listening skills that far exceed those of their peers. Also, critical thinking is involved within history courses. As stated earlier, critical thinking is the one component of the CAAP exam where UNA students are consistently scoring above the national average.

Social & Behavioral Sciences

Economics 251 (Mean = 2.30) and 252 (Mean = 2.48) are the only business courses within the general education curriculum. The trends for both of these courses remained stable for the past five years. These courses are required of business majors but serve as electives for other disciplines. Most students at

UNA, who are not required to take these two courses, opt out and take other courses within Area IV. The lack of business knowledge UNA graduates possess can be best expressed by the Employer Survey. Employers stated that UNA graduates did not meet expectations in the amount of knowledge possessed concerning business practices (planning management, decision-making skills, and leadership skills) and, as stated above, the global economy (global business awareness and global cultural differences and diversity).

Geography 102 (Mean = 2.72) and 260 (Mean = 2.81) exhibited the only negative trends from Area IV. However, these declines were negligible. Political science 241 (Mean = 2.35) had a relatively low five-year QPA when compared to the other general education courses. However, the trend has remained stable over time. Psychology 201 had the lowest QPA of Area IV as well as the lowest for all the General Education courses (Mean = 2.20). Sociology 221 (Mean = 2.29) had the third lowest five-year QPA of all the General Education courses (third to Math 125 and Psychology 201). However, both psychology and sociology exhibited constant trends. Seeking out and acquiring knowledge seem to be the Core Competency that correlates with Area IV. Due to the low QPA's in Area IV, UNA's students appeared to be deficient in regards to understanding and employing various discipline-appropriate methodologies.

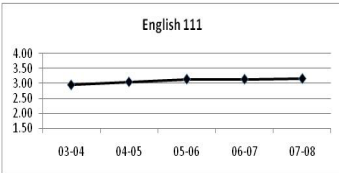
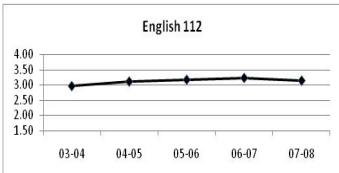
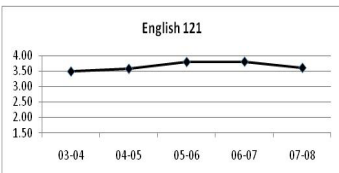
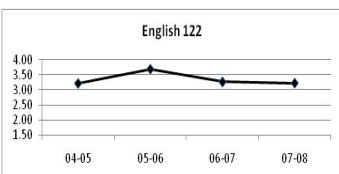
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University of North Alabama (2008). *Catalog*. Florence, AL: University of North Alabama.

Grade Distribution of Core Curriculum Classes, 2003 - 2008

Appendix I: Grade Distributions for Area I Courses

Course	Department	5-Year QPA *	Trend												
EN 111	English	3.08	<div><p>English 111</p><table><thead><tr><th>Year</th><th>Grade</th></tr></thead><tbody><tr><td>03-04</td><td>3.00</td></tr><tr><td>04-05</td><td>3.05</td></tr><tr><td>05-06</td><td>3.10</td></tr><tr><td>06-07</td><td>3.15</td></tr><tr><td>07-08</td><td>3.25</td></tr></tbody></table></div>	Year	Grade	03-04	3.00	04-05	3.05	05-06	3.10	06-07	3.15	07-08	3.25
Year	Grade														
03-04	3.00														
04-05	3.05														
05-06	3.10														
06-07	3.15														
07-08	3.25														
EN 112	English	3.12	<div><p>English 112</p><table><thead><tr><th>Year</th><th>Grade</th></tr></thead><tbody><tr><td>03-04</td><td>3.00</td></tr><tr><td>04-05</td><td>3.10</td></tr><tr><td>05-06</td><td>3.15</td></tr><tr><td>06-07</td><td>3.20</td></tr><tr><td>07-08</td><td>3.25</td></tr></tbody></table></div>	Year	Grade	03-04	3.00	04-05	3.10	05-06	3.15	06-07	3.20	07-08	3.25
Year	Grade														
03-04	3.00														
04-05	3.10														
05-06	3.15														
06-07	3.20														
07-08	3.25														
EN 121	English	3.65	<div><p>English 121</p><table><thead><tr><th>Year</th><th>Grade</th></tr></thead><tbody><tr><td>03-04</td><td>3.50</td></tr><tr><td>04-05</td><td>3.55</td></tr><tr><td>05-06</td><td>3.65</td></tr><tr><td>06-07</td><td>3.70</td></tr><tr><td>07-08</td><td>3.75</td></tr></tbody></table></div>	Year	Grade	03-04	3.50	04-05	3.55	05-06	3.65	06-07	3.70	07-08	3.75
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EN 122	English	3.34	<div><p>English 122</p><table><thead><tr><th>Year</th><th>Grade</th></tr></thead><tbody><tr><td>04-05</td><td>3.50</td></tr><tr><td>05-06</td><td>3.60</td></tr><tr><td>06-07</td><td>3.30</td></tr><tr><td>07-08</td><td>3.25</td></tr></tbody></table></div>	Year	Grade	04-05	3.50	05-06	3.60	06-07	3.30	07-08	3.25		
Year	Grade														
04-05	3.50														
05-06	3.60														
06-07	3.30														
07-08	3.25														

*Some courses were not offered every year during the five-year period and, therefore, have less than a five-year trend

Grade Distribution of Core Curriculum Classes, 2003 - 2008

Appendix II: Grade Distribution for Area II Courses

Course	Department	5-Year QPA*	Trend												
COM 201	Communication and Theatre	3.06	<div><p>Communications 201</p><table><thead><tr><th>Year</th><th>Grade</th></tr></thead><tbody><tr><td>03-04</td><td>3.25</td></tr><tr><td>04-05</td><td>3.10</td></tr><tr><td>05-06</td><td>3.00</td></tr><tr><td>06-07</td><td>3.00</td></tr><tr><td>07-08</td><td>3.00</td></tr></tbody></table></div>	Year	Grade	03-04	3.25	04-05	3.10	05-06	3.00	06-07	3.00	07-08	3.00
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06-07	3.00														
07-08	3.00														
EN 231	English	2.80	<div><p>English 231</p><table><thead><tr><th>Year</th><th>Grade</th></tr></thead><tbody><tr><td>03-04</td><td>2.50</td></tr><tr><td>04-05</td><td>2.60</td></tr><tr><td>05-06</td><td>2.80</td></tr><tr><td>06-07</td><td>2.70</td></tr><tr><td>07-08</td><td>2.80</td></tr></tbody></table></div>	Year	Grade	03-04	2.50	04-05	2.60	05-06	2.80	06-07	2.70	07-08	2.80
Year	Grade														
03-04	2.50														
04-05	2.60														
05-06	2.80														
06-07	2.70														
07-08	2.80														
EN 232	English	2.99	<div><p>English 232</p><table><thead><tr><th>Year</th><th>Grade</th></tr></thead><tbody><tr><td>03-04</td><td>3.00</td></tr><tr><td>04-05</td><td>3.10</td></tr><tr><td>05-06</td><td>3.00</td></tr><tr><td>06-07</td><td>3.00</td></tr><tr><td>07-08</td><td>2.80</td></tr></tbody></table></div>	Year	Grade	03-04	3.00	04-05	3.10	05-06	3.00	06-07	3.00	07-08	2.80
Year	Grade														
03-04	3.00														
04-05	3.10														
05-06	3.00														
06-07	3.00														
07-08	2.80														
EN 233	English	3.43	<div><p>English 233</p><table><thead><tr><th>Year</th><th>Grade</th></tr></thead><tbody><tr><td>03-04</td><td>3.50</td></tr><tr><td>04-05</td><td>3.00</td></tr><tr><td>05-06</td><td>3.80</td></tr><tr><td>06-07</td><td>3.00</td></tr><tr><td>07-08</td><td>3.50</td></tr></tbody></table></div>	Year	Grade	03-04	3.50	04-05	3.00	05-06	3.80	06-07	3.00	07-08	3.50
Year	Grade														
03-04	3.50														
04-05	3.00														
05-06	3.80														
06-07	3.00														
07-08	3.50														
EN 234	English	3.48	<div><p>English 234</p><table><thead><tr><th>Year</th><th>Grade</th></tr></thead><tbody><tr><td>03-04</td><td>3.50</td></tr><tr><td>04-05</td><td>3.40</td></tr><tr><td>05-06</td><td>3.70</td></tr><tr><td>06-07</td><td>3.20</td></tr><tr><td>07-08</td><td>3.20</td></tr></tbody></table></div>	Year	Grade	03-04	3.50	04-05	3.40	05-06	3.70	06-07	3.20	07-08	3.20
Year	Grade														
03-04	3.50														
04-05	3.40														
05-06	3.70														
06-07	3.20														
07-08	3.20														
AR 170	Art	3.32	<div><p>Art 170</p><table><thead><tr><th>Year</th><th>Grade</th></tr></thead><tbody><tr><td>03-04</td><td>3.20</td></tr><tr><td>04-05</td><td>3.50</td></tr><tr><td>05-06</td><td>3.30</td></tr><tr><td>06-07</td><td>3.00</td></tr><tr><td>07-08</td><td>3.00</td></tr></tbody></table></div>	Year	Grade	03-04	3.20	04-05	3.50	05-06	3.30	06-07	3.00	07-08	3.00
Year	Grade														
03-04	3.20														
04-05	3.50														
05-06	3.30														
06-07	3.00														
07-08	3.00														
AR 180	Art	2.82	<div><p>Art 180</p><table><thead><tr><th>Year</th><th>Grade</th></tr></thead><tbody><tr><td>03-04</td><td>2.80</td></tr><tr><td>04-05</td><td>3.50</td></tr><tr><td>05-06</td><td>2.50</td></tr><tr><td>06-07</td><td>2.50</td></tr><tr><td>07-08</td><td>3.00</td></tr></tbody></table></div>	Year	Grade	03-04	2.80	04-05	3.50	05-06	2.50	06-07	2.50	07-08	3.00
Year	Grade														
03-04	2.80														
04-05	3.50														
05-06	2.50														
06-07	2.50														
07-08	3.00														

*Some courses were not offered every year during the five-year period and, therefore, have less than a five-year trend 23

Grade Distribution of Core Curriculum Classes, 2003 - 2008

Area II Grade Distribution (Cont.)

Course	Department	5-Year QPA*	Trend												
AR 281	ART	2.81	<div><p>Art 281</p><table><thead><tr><th>Year</th><th>QPA</th></tr></thead><tbody><tr><td>03-04</td><td>3.5</td></tr><tr><td>05-06</td><td>2.8</td></tr><tr><td>06-07</td><td>2.6</td></tr><tr><td>07-08</td><td>2.6</td></tr></tbody></table></div>	Year	QPA	03-04	3.5	05-06	2.8	06-07	2.6	07-08	2.6		
Year	QPA														
03-04	3.5														
05-06	2.8														
06-07	2.6														
07-08	2.6														
AR 282	Art	3.18	<div><p>Art 282</p><table><thead><tr><th>Year</th><th>QPA</th></tr></thead><tbody><tr><td>03-04</td><td>3.5</td></tr><tr><td>05-06</td><td>2.9</td></tr><tr><td>06-07</td><td>3.5</td></tr><tr><td>07-08</td><td>3.1</td></tr></tbody></table></div>	Year	QPA	03-04	3.5	05-06	2.9	06-07	3.5	07-08	3.1		
Year	QPA														
03-04	3.5														
05-06	2.9														
06-07	3.5														
07-08	3.1														
FR 101	Foreign Language	2.95	<div><p>French 101</p><table><thead><tr><th>Year</th><th>QPA</th></tr></thead><tbody><tr><td>03-04</td><td>2.5</td></tr><tr><td>04-05</td><td>3.5</td></tr><tr><td>05-06</td><td>3.2</td></tr><tr><td>06-07</td><td>3.0</td></tr><tr><td>07-08</td><td>3.4</td></tr></tbody></table></div>	Year	QPA	03-04	2.5	04-05	3.5	05-06	3.2	06-07	3.0	07-08	3.4
Year	QPA														
03-04	2.5														
04-05	3.5														
05-06	3.2														
06-07	3.0														
07-08	3.4														
FR 102	Foreign Language	3.08	<div><p>French 102</p><table><thead><tr><th>Year</th><th>QPA</th></tr></thead><tbody><tr><td>03-04</td><td>2.9</td></tr><tr><td>04-05</td><td>2.8</td></tr><tr><td>05-06</td><td>3.5</td></tr><tr><td>06-07</td><td>3.1</td></tr><tr><td>07-08</td><td>3.2</td></tr></tbody></table></div>	Year	QPA	03-04	2.9	04-05	2.8	05-06	3.5	06-07	3.1	07-08	3.2
Year	QPA														
03-04	2.9														
04-05	2.8														
05-06	3.5														
06-07	3.1														
07-08	3.2														
FR 111	Foreign Language	3.37	<div><p>French 111</p><table><thead><tr><th>Year</th><th>QPA</th></tr></thead><tbody><tr><td>03-04</td><td>3.1</td></tr><tr><td>04-05</td><td>3.8</td></tr><tr><td>05-06</td><td>3.2</td></tr><tr><td>06-07</td><td>3.5</td></tr><tr><td>07-08</td><td>3.4</td></tr></tbody></table></div>	Year	QPA	03-04	3.1	04-05	3.8	05-06	3.2	06-07	3.5	07-08	3.4
Year	QPA														
03-04	3.1														
04-05	3.8														
05-06	3.2														
06-07	3.5														
07-08	3.4														
FR 112	Foreign Language	3.59	<div><p>French 112</p><table><thead><tr><th>Year</th><th>QPA</th></tr></thead><tbody><tr><td>03-04</td><td>3.5</td></tr><tr><td>04-05</td><td>3.6</td></tr><tr><td>05-06</td><td>3.7</td></tr><tr><td>06-07</td><td>3.8</td></tr><tr><td>07-08</td><td>3.6</td></tr></tbody></table></div>	Year	QPA	03-04	3.5	04-05	3.6	05-06	3.7	06-07	3.8	07-08	3.6
Year	QPA														
03-04	3.5														
04-05	3.6														
05-06	3.7														
06-07	3.8														
07-08	3.6														
FR 201	Foreign Language	2.75	<div><p>French 201</p><table><thead><tr><th>Year</th><th>QPA</th></tr></thead><tbody><tr><td>03-04</td><td>3.0</td></tr><tr><td>04-05</td><td>2.7</td></tr><tr><td>05-06</td><td>2.2</td></tr><tr><td>06-07</td><td>2.8</td></tr><tr><td>07-08</td><td>3.2</td></tr></tbody></table></div>	Year	QPA	03-04	3.0	04-05	2.7	05-06	2.2	06-07	2.8	07-08	3.2
Year	QPA														
03-04	3.0														
04-05	2.7														
05-06	2.2														
06-07	2.8														
07-08	3.2														
FR 202	Foreign Language	3.01	<div><p>French 202</p><table><thead><tr><th>Year</th><th>QPA</th></tr></thead><tbody><tr><td>03-04</td><td>2.9</td></tr><tr><td>04-05</td><td>2.8</td></tr><tr><td>05-06</td><td>3.3</td></tr><tr><td>06-07</td><td>2.9</td></tr><tr><td>07-08</td><td>3.2</td></tr></tbody></table></div>	Year	QPA	03-04	2.9	04-05	2.8	05-06	3.3	06-07	2.9	07-08	3.2
Year	QPA														
03-04	2.9														
04-05	2.8														
05-06	3.3														
06-07	2.9														
07-08	3.2														

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Grade Distribution of Core Curriculum Classes, 2003 - 2008

Area II Grade Distribution (Cont.)

Course	Department	5-Year QPA*	Trend												
GR 101	Foreign Language	2.35	<div><p>German 101</p><table><thead><tr><th>Year</th><th>QPA</th></tr></thead><tbody><tr><td>03-04</td><td>1.8</td></tr><tr><td>04-05</td><td>2.5</td></tr><tr><td>05-06</td><td>2.2</td></tr><tr><td>06-07</td><td>2.8</td></tr><tr><td>07-08</td><td>2.9</td></tr></tbody></table></div>	Year	QPA	03-04	1.8	04-05	2.5	05-06	2.2	06-07	2.8	07-08	2.9
Year	QPA														
03-04	1.8														
04-05	2.5														
05-06	2.2														
06-07	2.8														
07-08	2.9														
GR 102	Foreign Language	2.55	<div><p>German 102</p><table><thead><tr><th>Year</th><th>QPA</th></tr></thead><tbody><tr><td>03-04</td><td>3.0</td></tr><tr><td>04-05</td><td>2.2</td></tr><tr><td>05-06</td><td>1.8</td></tr><tr><td>06-07</td><td>3.0</td></tr><tr><td>07-08</td><td>3.0</td></tr></tbody></table></div>	Year	QPA	03-04	3.0	04-05	2.2	05-06	1.8	06-07	3.0	07-08	3.0
Year	QPA														
03-04	3.0														
04-05	2.2														
05-06	1.8														
06-07	3.0														
07-08	3.0														
GR 111	Foreign Language	2.32	<div><p>German 111</p><table><thead><tr><th>Year</th><th>QPA</th></tr></thead><tbody><tr><td>03-04</td><td>1.8</td></tr><tr><td>04-05</td><td>2.5</td></tr><tr><td>05-06</td><td>2.2</td></tr><tr><td>06-07</td><td>2.8</td></tr><tr><td>07-08</td><td>2.9</td></tr></tbody></table></div>	Year	QPA	03-04	1.8	04-05	2.5	05-06	2.2	06-07	2.8	07-08	2.9
Year	QPA														
03-04	1.8														
04-05	2.5														
05-06	2.2														
06-07	2.8														
07-08	2.9														
GR 112	Foreign Language	2.55	<div><p>German 112</p><table><thead><tr><th>Year</th><th>QPA</th></tr></thead><tbody><tr><td>03-04</td><td>3.0</td></tr><tr><td>04-05</td><td>2.2</td></tr><tr><td>05-06</td><td>1.8</td></tr><tr><td>06-07</td><td>3.0</td></tr><tr><td>07-08</td><td>3.0</td></tr></tbody></table></div>	Year	QPA	03-04	3.0	04-05	2.2	05-06	1.8	06-07	3.0	07-08	3.0
Year	QPA														
03-04	3.0														
04-05	2.2														
05-06	1.8														
06-07	3.0														
07-08	3.0														
GR 201	Foreign Language	3.17	<div><p>German 201</p><table><thead><tr><th>Year</th><th>QPA</th></tr></thead><tbody><tr><td>04-05</td><td>3.8</td></tr><tr><td>05-06</td><td>3.0</td></tr><tr><td>06-07</td><td>3.0</td></tr><tr><td>07-08</td><td>3.0</td></tr></tbody></table></div>	Year	QPA	04-05	3.8	05-06	3.0	06-07	3.0	07-08	3.0		
Year	QPA														
04-05	3.8														
05-06	3.0														
06-07	3.0														
07-08	3.0														
GR 202	Foreign Language	3.71	<div><p>German 202</p><table><thead><tr><th>Year</th><th>QPA</th></tr></thead><tbody><tr><td>04-05</td><td>3.5</td></tr><tr><td>05-06</td><td>3.4</td></tr><tr><td>06-07</td><td>3.9</td></tr><tr><td>07-08</td><td>3.9</td></tr></tbody></table></div>	Year	QPA	04-05	3.5	05-06	3.4	06-07	3.9	07-08	3.9		
Year	QPA														
04-05	3.5														
05-06	3.4														
06-07	3.9														
07-08	3.9														
MU 222	Music	2.76	<div><p>Music 222</p><table><thead><tr><th>Year</th><th>QPA</th></tr></thead><tbody><tr><td>03-04</td><td>2.8</td></tr><tr><td>04-05</td><td>2.9</td></tr><tr><td>05-06</td><td>2.8</td></tr><tr><td>06-07</td><td>2.8</td></tr><tr><td>07-08</td><td>2.9</td></tr></tbody></table></div>	Year	QPA	03-04	2.8	04-05	2.9	05-06	2.8	06-07	2.8	07-08	2.9
Year	QPA														
03-04	2.8														
04-05	2.9														
05-06	2.8														
06-07	2.8														
07-08	2.9														

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Grade Distribution of Core Curriculum Classes, 2003 - 2008

Area II Grade Distribution (Cont.)

Course	Department	5-Year QPA*	Trend												
MU 244	Music	2.97	<div><p>Music 244</p><table><thead><tr><th>Year</th><th>QPA</th></tr></thead><tbody><tr><td>03-04</td><td>2.8</td></tr><tr><td>04-05</td><td>2.9</td></tr><tr><td>05-06</td><td>2.9</td></tr><tr><td>06-07</td><td>3.0</td></tr><tr><td>07-08</td><td>3.1</td></tr></tbody></table></div>	Year	QPA	03-04	2.8	04-05	2.9	05-06	2.9	06-07	3.0	07-08	3.1
Year	QPA														
03-04	2.8														
04-05	2.9														
05-06	2.9														
06-07	3.0														
07-08	3.1														
PHL 201	History and Political Science	2.99	<div><p>Philosophy 201</p><table><thead><tr><th>Year</th><th>QPA</th></tr></thead><tbody><tr><td>03-04</td><td>2.6</td></tr><tr><td>04-05</td><td>3.2</td></tr><tr><td>05-06</td><td>3.3</td></tr><tr><td>06-07</td><td>2.9</td></tr><tr><td>07-08</td><td>2.9</td></tr></tbody></table></div>	Year	QPA	03-04	2.6	04-05	3.2	05-06	3.3	06-07	2.9	07-08	2.9
Year	QPA														
03-04	2.6														
04-05	3.2														
05-06	3.3														
06-07	2.9														
07-08	2.9														
RE 221	History and Political Science	3.62	<div><p>Religion 221</p><table><thead><tr><th>Year</th><th>QPA</th></tr></thead><tbody><tr><td>03-04</td><td>3.7</td></tr><tr><td>04-05</td><td>3.4</td></tr><tr><td>05-06</td><td>3.7</td></tr><tr><td>06-07</td><td>3.4</td></tr><tr><td>07-08</td><td>3.7</td></tr></tbody></table></div>	Year	QPA	03-04	3.7	04-05	3.4	05-06	3.7	06-07	3.4	07-08	3.7
Year	QPA														
03-04	3.7														
04-05	3.4														
05-06	3.7														
06-07	3.4														
07-08	3.7														
RE 231	History and Political Science	3.64	<div><p>Religion 231</p><table><thead><tr><th>Year</th><th>QPA</th></tr></thead><tbody><tr><td>03-04</td><td>3.5</td></tr><tr><td>04-05</td><td>3.7</td></tr><tr><td>05-06</td><td>3.7</td></tr><tr><td>06-07</td><td>3.8</td></tr><tr><td>07-08</td><td>3.7</td></tr></tbody></table></div>	Year	QPA	03-04	3.5	04-05	3.7	05-06	3.7	06-07	3.8	07-08	3.7
Year	QPA														
03-04	3.5														
04-05	3.7														
05-06	3.7														
06-07	3.8														
07-08	3.7														
SP 101	Foreign Language	2.85	<div><p>Spanish 101</p><table><thead><tr><th>Year</th><th>QPA</th></tr></thead><tbody><tr><td>03-04</td><td>3.0</td></tr><tr><td>04-05</td><td>2.6</td></tr><tr><td>05-06</td><td>2.6</td></tr><tr><td>06-07</td><td>3.2</td></tr><tr><td>07-08</td><td>2.8</td></tr></tbody></table></div>	Year	QPA	03-04	3.0	04-05	2.6	05-06	2.6	06-07	3.2	07-08	2.8
Year	QPA														
03-04	3.0														
04-05	2.6														
05-06	2.6														
06-07	3.2														
07-08	2.8														
SP 102	Foreign Language	2.93	<div><p>Spanish 102</p><table><thead><tr><th>Year</th><th>QPA</th></tr></thead><tbody><tr><td>03-04</td><td>3.4</td></tr><tr><td>04-05</td><td>2.4</td></tr><tr><td>05-06</td><td>2.8</td></tr><tr><td>06-07</td><td>3.0</td></tr><tr><td>07-08</td><td>2.8</td></tr></tbody></table></div>	Year	QPA	03-04	3.4	04-05	2.4	05-06	2.8	06-07	3.0	07-08	2.8
Year	QPA														
03-04	3.4														
04-05	2.4														
05-06	2.8														
06-07	3.0														
07-08	2.8														
SP 111	Foreign Language	3.50	<div><p>Spanish 111</p><table><thead><tr><th>Year</th><th>QPA</th></tr></thead><tbody><tr><td>03-04</td><td>3.6</td></tr><tr><td>04-05</td><td>3.7</td></tr><tr><td>05-06</td><td>3.4</td></tr><tr><td>06-07</td><td>3.5</td></tr><tr><td>07-08</td><td>3.2</td></tr></tbody></table></div>	Year	QPA	03-04	3.6	04-05	3.7	05-06	3.4	06-07	3.5	07-08	3.2
Year	QPA														
03-04	3.6														
04-05	3.7														
05-06	3.4														
06-07	3.5														
07-08	3.2														

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Grade Distribution of Core Curriculum Classes, 2003 - 2008

Area II Grade Distribution (Cont.)

Course	Department	5-Year QPA*	Trend												
SP 112	Foreign Language	3.42	<div><p>Spanish 112</p><table><thead><tr><th>Year</th><th>QPA</th></tr></thead><tbody><tr><td>03-04</td><td>3.50</td></tr><tr><td>04-05</td><td>3.40</td></tr><tr><td>05-06</td><td>3.50</td></tr><tr><td>06-07</td><td>3.40</td></tr><tr><td>07-08</td><td>3.00</td></tr></tbody></table></div>	Year	QPA	03-04	3.50	04-05	3.40	05-06	3.50	06-07	3.40	07-08	3.00
Year	QPA														
03-04	3.50														
04-05	3.40														
05-06	3.50														
06-07	3.40														
07-08	3.00														
SP 201	Foreign Language	2.95	<div><p>Spanish 201</p><table><thead><tr><th>Year</th><th>QPA</th></tr></thead><tbody><tr><td>03-04</td><td>2.75</td></tr><tr><td>04-05</td><td>3.25</td></tr><tr><td>05-06</td><td>3.35</td></tr><tr><td>06-07</td><td>3.00</td></tr><tr><td>07-08</td><td>2.50</td></tr></tbody></table></div>	Year	QPA	03-04	2.75	04-05	3.25	05-06	3.35	06-07	3.00	07-08	2.50
Year	QPA														
03-04	2.75														
04-05	3.25														
05-06	3.35														
06-07	3.00														
07-08	2.50														
SP 202	Foreign Language	2.93	<div><p>Spanish 202</p><table><thead><tr><th>Year</th><th>QPA</th></tr></thead><tbody><tr><td>03-04</td><td>2.90</td></tr><tr><td>04-05</td><td>3.25</td></tr><tr><td>05-06</td><td>3.15</td></tr><tr><td>06-07</td><td>2.75</td></tr><tr><td>07-08</td><td>2.75</td></tr></tbody></table></div>	Year	QPA	03-04	2.90	04-05	3.25	05-06	3.15	06-07	2.75	07-08	2.75
Year	QPA														
03-04	2.90														
04-05	3.25														
05-06	3.15														
06-07	2.75														
07-08	2.75														
TH 210	Communication and Theatre	3.17	<div><p>Theatre 210</p><table><thead><tr><th>Year</th><th>QPA</th></tr></thead><tbody><tr><td>03-04</td><td>3.25</td></tr><tr><td>04-05</td><td>3.20</td></tr><tr><td>05-06</td><td>3.35</td></tr><tr><td>06-07</td><td>3.20</td></tr><tr><td>07-08</td><td>3.00</td></tr></tbody></table></div>	Year	QPA	03-04	3.25	04-05	3.20	05-06	3.35	06-07	3.20	07-08	3.00
Year	QPA														
03-04	3.25														
04-05	3.20														
05-06	3.35														
06-07	3.20														
07-08	3.00														

*Some courses were not offered every year during the five-year period and, therefore, have less than a five-year trend

Grade Distribution of Core Curriculum Classes, 2003 - 2008

Appendix III: Grade Distribution of Area III Courses

Course	Department	5-Year QPA*	Trend												
MA 110	Mathematics	2.41	<div><p>Math 110</p><table><thead><tr><th>Year</th><th>QPA</th></tr></thead><tbody><tr><td>03-04</td><td>2.40</td></tr><tr><td>04-05</td><td>2.40</td></tr><tr><td>05-06</td><td>2.42</td></tr><tr><td>06-07</td><td>2.41</td></tr><tr><td>07-08</td><td>2.40</td></tr></tbody></table></div>	Year	QPA	03-04	2.40	04-05	2.40	05-06	2.42	06-07	2.41	07-08	2.40
Year	QPA														
03-04	2.40														
04-05	2.40														
05-06	2.42														
06-07	2.41														
07-08	2.40														
MA 112	Mathematics and Computer Science	2.40	<div><p>Math 112</p><table><thead><tr><th>Year</th><th>QPA</th></tr></thead><tbody><tr><td>03-04</td><td>2.40</td></tr><tr><td>04-05</td><td>2.40</td></tr><tr><td>05-06</td><td>2.42</td></tr><tr><td>06-07</td><td>2.41</td></tr><tr><td>07-08</td><td>2.40</td></tr></tbody></table></div>	Year	QPA	03-04	2.40	04-05	2.40	05-06	2.42	06-07	2.41	07-08	2.40
Year	QPA														
03-04	2.40														
04-05	2.40														
05-06	2.42														
06-07	2.41														
07-08	2.40														
MA 113	Mathematics and Computer Science	2.36	<div><p>Math 113</p><table><thead><tr><th>Year</th><th>QPA</th></tr></thead><tbody><tr><td>03-04</td><td>2.35</td></tr><tr><td>04-05</td><td>2.30</td></tr><tr><td>05-06</td><td>2.30</td></tr><tr><td>06-07</td><td>2.35</td></tr><tr><td>07-08</td><td>2.30</td></tr></tbody></table></div>	Year	QPA	03-04	2.35	04-05	2.30	05-06	2.30	06-07	2.35	07-08	2.30
Year	QPA														
03-04	2.35														
04-05	2.30														
05-06	2.30														
06-07	2.35														
07-08	2.30														
MA 115	Mathematics and Computer Science	2.35	<div><p>Math 115</p><table><thead><tr><th>Year</th><th>QPA</th></tr></thead><tbody><tr><td>03-04</td><td>2.30</td></tr><tr><td>04-05</td><td>2.20</td></tr><tr><td>05-06</td><td>2.40</td></tr><tr><td>06-07</td><td>2.30</td></tr><tr><td>07-08</td><td>2.25</td></tr></tbody></table></div>	Year	QPA	03-04	2.30	04-05	2.20	05-06	2.40	06-07	2.30	07-08	2.25
Year	QPA														
03-04	2.30														
04-05	2.20														
05-06	2.40														
06-07	2.30														
07-08	2.25														
MA 125	Mathematics and Computer Science	2.25	<div><p>Math 125</p><table><thead><tr><th>Year</th><th>QPA</th></tr></thead><tbody><tr><td>03-04</td><td>2.30</td></tr><tr><td>04-05</td><td>2.20</td></tr><tr><td>05-06</td><td>2.25</td></tr><tr><td>06-07</td><td>2.25</td></tr><tr><td>07-08</td><td>2.20</td></tr></tbody></table></div>	Year	QPA	03-04	2.30	04-05	2.20	05-06	2.25	06-07	2.25	07-08	2.20
Year	QPA														
03-04	2.30														
04-05	2.20														
05-06	2.25														
06-07	2.25														
07-08	2.20														
MA 126	Mathematics and Computer Science	2.36	<div><p>Math 126</p><table><thead><tr><th>Year</th><th>QPA</th></tr></thead><tbody><tr><td>03-04</td><td>2.30</td></tr><tr><td>04-05</td><td>2.40</td></tr><tr><td>05-06</td><td>2.35</td></tr><tr><td>06-07</td><td>2.35</td></tr><tr><td>07-08</td><td>2.30</td></tr></tbody></table></div>	Year	QPA	03-04	2.30	04-05	2.40	05-06	2.35	06-07	2.35	07-08	2.30
Year	QPA														
03-04	2.30														
04-05	2.40														
05-06	2.35														
06-07	2.35														
07-08	2.30														
MA 227	Mathematics and Computer Science	2.75	<div><p>Math 227</p><table><thead><tr><th>Year</th><th>QPA</th></tr></thead><tbody><tr><td>03-04</td><td>2.75</td></tr><tr><td>04-05</td><td>2.75</td></tr><tr><td>05-06</td><td>2.75</td></tr><tr><td>06-07</td><td>2.75</td></tr><tr><td>07-08</td><td>2.75</td></tr></tbody></table></div>	Year	QPA	03-04	2.75	04-05	2.75	05-06	2.75	06-07	2.75	07-08	2.75
Year	QPA														
03-04	2.75														
04-05	2.75														
05-06	2.75														
06-07	2.75														
07-08	2.75														

*Some courses were not offered every year during the five-year period and, therefore, have less than a five-year trend

Grade Distribution of Core Curriculum Classes, 2003 - 2008

Area III Grade Distribution (Cont.)

Course	Department	5-Year QPA*	Trend												
MA 237	Mathematics and Computer Science	N/A	N/A												
MA 238	Mathematics and Computer Science	2.49	<div><p>Math 238</p><table><thead><tr><th>Year</th><th>Grade</th></tr></thead><tbody><tr><td>03-04</td><td>2.4</td></tr><tr><td>04-05</td><td>2.3</td></tr><tr><td>05-06</td><td>2.6</td></tr><tr><td>06-07</td><td>2.5</td></tr></tbody></table></div>	Year	Grade	03-04	2.4	04-05	2.3	05-06	2.6	06-07	2.5		
Year	Grade														
03-04	2.4														
04-05	2.3														
05-06	2.6														
06-07	2.5														
BI 101	Biology	2.55	<div><p>Biology 101</p><table><thead><tr><th>Year</th><th>Grade</th></tr></thead><tbody><tr><td>03-04</td><td>2.4</td></tr><tr><td>04-05</td><td>2.6</td></tr><tr><td>05-06</td><td>2.4</td></tr><tr><td>06-07</td><td>2.6</td></tr><tr><td>07-08</td><td>2.4</td></tr></tbody></table></div>	Year	Grade	03-04	2.4	04-05	2.6	05-06	2.4	06-07	2.6	07-08	2.4
Year	Grade														
03-04	2.4														
04-05	2.6														
05-06	2.4														
06-07	2.6														
07-08	2.4														
BI 102	Biology	2.57	<div><p>Biology 102</p><table><thead><tr><th>Year</th><th>Grade</th></tr></thead><tbody><tr><td>03-04</td><td>2.5</td></tr><tr><td>04-05</td><td>2.4</td></tr><tr><td>05-06</td><td>2.6</td></tr><tr><td>06-07</td><td>2.4</td></tr><tr><td>07-08</td><td>2.5</td></tr></tbody></table></div>	Year	Grade	03-04	2.5	04-05	2.4	05-06	2.6	06-07	2.4	07-08	2.5
Year	Grade														
03-04	2.5														
04-05	2.4														
05-06	2.6														
06-07	2.4														
07-08	2.5														
BI 111	Biology	2.38	<div><p>Biology 111</p><table><thead><tr><th>Year</th><th>Grade</th></tr></thead><tbody><tr><td>03-04</td><td>2.3</td></tr><tr><td>04-05</td><td>2.2</td></tr><tr><td>05-06</td><td>2.2</td></tr><tr><td>06-07</td><td>2.3</td></tr><tr><td>07-08</td><td>2.4</td></tr></tbody></table></div>	Year	Grade	03-04	2.3	04-05	2.2	05-06	2.2	06-07	2.3	07-08	2.4
Year	Grade														
03-04	2.3														
04-05	2.2														
05-06	2.2														
06-07	2.3														
07-08	2.4														
BI 112	Biology	2.28	<div><p>Biology 112</p><table><thead><tr><th>Year</th><th>Grade</th></tr></thead><tbody><tr><td>03-04</td><td>2.2</td></tr><tr><td>04-05</td><td>2.3</td></tr><tr><td>05-06</td><td>2.2</td></tr><tr><td>06-07</td><td>2.4</td></tr><tr><td>07-08</td><td>2.3</td></tr></tbody></table></div>	Year	Grade	03-04	2.2	04-05	2.3	05-06	2.2	06-07	2.4	07-08	2.3
Year	Grade														
03-04	2.2														
04-05	2.3														
05-06	2.2														
06-07	2.4														
07-08	2.3														
CH 101	Chemistry and Industrial Hygiene	2.64	<div><p>Chemistry 101</p><table><thead><tr><th>Year</th><th>Grade</th></tr></thead><tbody><tr><td>03-04</td><td>2.5</td></tr><tr><td>04-05</td><td>2.5</td></tr><tr><td>05-06</td><td>2.6</td></tr><tr><td>06-07</td><td>2.5</td></tr><tr><td>07-08</td><td>2.4</td></tr></tbody></table></div>	Year	Grade	03-04	2.5	04-05	2.5	05-06	2.6	06-07	2.5	07-08	2.4
Year	Grade														
03-04	2.5														
04-05	2.5														
05-06	2.6														
06-07	2.5														
07-08	2.4														
CH 102	Chemistry and Industrial Hygiene	3.26	<div><p>Chemistry 102</p><table><thead><tr><th>Year</th><th>Grade</th></tr></thead><tbody><tr><td>03-04</td><td>3.2</td></tr><tr><td>04-05</td><td>3.3</td></tr><tr><td>05-06</td><td>3.0</td></tr><tr><td>06-07</td><td>3.5</td></tr><tr><td>07-08</td><td>3.2</td></tr></tbody></table></div>	Year	Grade	03-04	3.2	04-05	3.3	05-06	3.0	06-07	3.5	07-08	3.2
Year	Grade														
03-04	3.2														
04-05	3.3														
05-06	3.0														
06-07	3.5														
07-08	3.2														

*Some courses were not offered every year during the five-year period and, therefore, have less than a five-year trend

Grade Distribution of Core Curriculum Classes, 2003 - 2008

Area III Grade Distribution (Cont.)

Course	Department	5-Year QPA *	Trend												
CH 111	Chemistry and Industrial Hygiene	2.75	<div>Chemistry 111</div> <table><thead><tr><th>Year</th><th>QPA</th></tr></thead><tbody><tr><td>03-04</td><td>2.6</td></tr><tr><td>04-05</td><td>2.7</td></tr><tr><td>05-06</td><td>2.6</td></tr><tr><td>06-07</td><td>2.7</td></tr><tr><td>07-08</td><td>2.8</td></tr></tbody></table>	Year	QPA	03-04	2.6	04-05	2.7	05-06	2.6	06-07	2.7	07-08	2.8
Year	QPA														
03-04	2.6														
04-05	2.7														
05-06	2.6														
06-07	2.7														
07-08	2.8														
CH 112	Chemistry and Industrial Hygiene	2.83	<div>Chemistry 112</div> <table><thead><tr><th>Year</th><th>QPA</th></tr></thead><tbody><tr><td>03-04</td><td>2.9</td></tr><tr><td>04-05</td><td>2.8</td></tr><tr><td>05-06</td><td>2.9</td></tr><tr><td>06-07</td><td>2.8</td></tr><tr><td>07-08</td><td>2.8</td></tr></tbody></table>	Year	QPA	03-04	2.9	04-05	2.8	05-06	2.9	06-07	2.8	07-08	2.8
Year	QPA														
03-04	2.9														
04-05	2.8														
05-06	2.9														
06-07	2.8														
07-08	2.8														
ES 121	Physics and Earth Science	2.45	<div>Earth Science 121</div> <table><thead><tr><th>Year</th><th>QPA</th></tr></thead><tbody><tr><td>03-04</td><td>2.3</td></tr><tr><td>04-05</td><td>2.4</td></tr><tr><td>05-06</td><td>2.5</td></tr><tr><td>06-07</td><td>2.4</td></tr><tr><td>07-08</td><td>2.5</td></tr></tbody></table>	Year	QPA	03-04	2.3	04-05	2.4	05-06	2.5	06-07	2.4	07-08	2.5
Year	QPA														
03-04	2.3														
04-05	2.4														
05-06	2.5														
06-07	2.4														
07-08	2.5														
ES 131	Physics and Earth Science	2.76	<div>Earth Science 131</div> <table><thead><tr><th>Year</th><th>QPA</th></tr></thead><tbody><tr><td>03-04</td><td>2.4</td></tr><tr><td>04-05</td><td>3.2</td></tr><tr><td>05-06</td><td>2.7</td></tr><tr><td>06-07</td><td>2.8</td></tr><tr><td>07-08</td><td>2.7</td></tr></tbody></table>	Year	QPA	03-04	2.4	04-05	3.2	05-06	2.7	06-07	2.8	07-08	2.7
Year	QPA														
03-04	2.4														
04-05	3.2														
05-06	2.7														
06-07	2.8														
07-08	2.7														
ES 132	Physics and Earth Science	2.70	<div>Earth Science 132</div> <table><thead><tr><th>Year</th><th>QPA</th></tr></thead><tbody><tr><td>03-04</td><td>3.3</td></tr><tr><td>04-05</td><td>3.0</td></tr><tr><td>05-06</td><td>2.8</td></tr><tr><td>06-07</td><td>2.5</td></tr><tr><td>07-08</td><td>2.0</td></tr></tbody></table>	Year	QPA	03-04	3.3	04-05	3.0	05-06	2.8	06-07	2.5	07-08	2.0
Year	QPA														
03-04	3.3														
04-05	3.0														
05-06	2.8														
06-07	2.5														
07-08	2.0														
GE 111	Geography	2.80	<div>Geography 111</div> <table><thead><tr><th>Year</th><th>QPA</th></tr></thead><tbody><tr><td>03-04</td><td>2.6</td></tr><tr><td>04-05</td><td>2.9</td></tr><tr><td>05-06</td><td>2.8</td></tr><tr><td>06-07</td><td>3.0</td></tr><tr><td>07-08</td><td>2.6</td></tr></tbody></table>	Year	QPA	03-04	2.6	04-05	2.9	05-06	2.8	06-07	3.0	07-08	2.6
Year	QPA														
03-04	2.6														
04-05	2.9														
05-06	2.8														
06-07	3.0														
07-08	2.6														
GE 112	Geography	2.55	<div>Geography 112</div> <table><thead><tr><th>Year</th><th>QPA</th></tr></thead><tbody><tr><td>03-04</td><td>2.8</td></tr><tr><td>04-05</td><td>2.6</td></tr><tr><td>05-06</td><td>2.5</td></tr><tr><td>06-07</td><td>2.4</td></tr><tr><td>07-08</td><td>2.4</td></tr></tbody></table>	Year	QPA	03-04	2.8	04-05	2.6	05-06	2.5	06-07	2.4	07-08	2.4
Year	QPA														
03-04	2.8														
04-05	2.6														
05-06	2.5														
06-07	2.4														
07-08	2.4														

*Some courses were not offered every year during the five-year period and, therefore, have less than a five-year trend

Grade Distribution of Core Curriculum Classes, 2003 - 2008

Area III Grade Distribution (Cont.)

Course	Department	5-Year QPA*	Trend												
PH 101	Physics and Earth Science	3.08	<div>Physics 101</div> <table><thead><tr><th>Year</th><th>Grade</th></tr></thead><tbody><tr><td>03-04</td><td>3.0</td></tr><tr><td>04-05</td><td>3.2</td></tr><tr><td>05-06</td><td>3.2</td></tr><tr><td>06-07</td><td>2.5</td></tr><tr><td>07-08</td><td>3.2</td></tr></tbody></table>	Year	Grade	03-04	3.0	04-05	3.2	05-06	3.2	06-07	2.5	07-08	3.2
Year	Grade														
03-04	3.0														
04-05	3.2														
05-06	3.2														
06-07	2.5														
07-08	3.2														
PH 121	Physics and Earth Science	3.12	<div>Physics 121</div> <table><thead><tr><th>Year</th><th>Grade</th></tr></thead><tbody><tr><td>03-04</td><td>3.0</td></tr><tr><td>04-05</td><td>3.5</td></tr><tr><td>05-06</td><td>3.2</td></tr><tr><td>06-07</td><td>3.1</td></tr><tr><td>07-08</td><td>3.1</td></tr></tbody></table>	Year	Grade	03-04	3.0	04-05	3.5	05-06	3.2	06-07	3.1	07-08	3.1
Year	Grade														
03-04	3.0														
04-05	3.5														
05-06	3.2														
06-07	3.1														
07-08	3.1														
PH 125	Physics and Earth Science	2.35	<div>Physics 125</div> <table><thead><tr><th>Year</th><th>Grade</th></tr></thead><tbody><tr><td>03-04</td><td>2.2</td></tr><tr><td>04-05</td><td>2.6</td></tr><tr><td>05-06</td><td>2.0</td></tr><tr><td>06-07</td><td>2.4</td></tr><tr><td>07-08</td><td>2.3</td></tr></tbody></table>	Year	Grade	03-04	2.2	04-05	2.6	05-06	2.0	06-07	2.4	07-08	2.3
Year	Grade														
03-04	2.2														
04-05	2.6														
05-06	2.0														
06-07	2.4														
07-08	2.3														
PH 241	Physics and Earth Science	2.99	<div>Physics 241</div> <table><thead><tr><th>Year</th><th>Grade</th></tr></thead><tbody><tr><td>03-04</td><td>3.0</td></tr><tr><td>04-05</td><td>3.2</td></tr><tr><td>05-06</td><td>2.7</td></tr><tr><td>06-07</td><td>3.1</td></tr><tr><td>07-08</td><td>2.9</td></tr></tbody></table>	Year	Grade	03-04	3.0	04-05	3.2	05-06	2.7	06-07	3.1	07-08	2.9
Year	Grade														
03-04	3.0														
04-05	3.2														
05-06	2.7														
06-07	3.1														
07-08	2.9														
PH 242	Physics and Earth Science	3.10	<div>Physics 242</div> <table><thead><tr><th>Year</th><th>Grade</th></tr></thead><tbody><tr><td>03-04</td><td>3.0</td></tr><tr><td>04-05</td><td>3.2</td></tr><tr><td>05-06</td><td>3.1</td></tr><tr><td>06-07</td><td>2.9</td></tr><tr><td>07-08</td><td>2.9</td></tr></tbody></table>	Year	Grade	03-04	3.0	04-05	3.2	05-06	3.1	06-07	2.9	07-08	2.9
Year	Grade														
03-04	3.0														
04-05	3.2														
05-06	3.1														
06-07	2.9														
07-08	2.9														
PH 251	Physics and Earth Science	3.00	<div>Physics 251</div> <table><thead><tr><th>Year</th><th>Grade</th></tr></thead><tbody><tr><td>03-04</td><td>3.5</td></tr><tr><td>04-05</td><td>2.8</td></tr><tr><td>05-06</td><td>2.8</td></tr><tr><td>06-07</td><td>2.8</td></tr><tr><td>07-08</td><td>3.0</td></tr></tbody></table>	Year	Grade	03-04	3.5	04-05	2.8	05-06	2.8	06-07	2.8	07-08	3.0
Year	Grade														
03-04	3.5														
04-05	2.8														
05-06	2.8														
06-07	2.8														
07-08	3.0														
PH 252	Physics and Earth Science	2.74	<div>Physics 252</div> <table><thead><tr><th>Year</th><th>Grade</th></tr></thead><tbody><tr><td>03-04</td><td>2.8</td></tr><tr><td>04-05</td><td>2.9</td></tr><tr><td>05-06</td><td>2.8</td></tr><tr><td>06-07</td><td>2.2</td></tr><tr><td>07-08</td><td>2.9</td></tr></tbody></table>	Year	Grade	03-04	2.8	04-05	2.9	05-06	2.8	06-07	2.2	07-08	2.9
Year	Grade														
03-04	2.8														
04-05	2.9														
05-06	2.8														
06-07	2.2														
07-08	2.9														

*Some courses were not offered every year during the five-year period and, therefore, have less than a five-year trend

Grade Distribution of Core Curriculum Classes, 2003 - 2008

Appendix IV: Grade Distribution of Area IV Courses

Course	Department	5-Year QPA *	Trend												
HI 101	History and Political Science	2.52	<table><caption>History 101 QPA Trend</caption><tr><th>Year</th><th>QPA</th></tr><tr><td>03-04</td><td>2.4</td></tr><tr><td>04-05</td><td>2.5</td></tr><tr><td>05-06</td><td>2.6</td></tr><tr><td>06-07</td><td>2.5</td></tr><tr><td>07-08</td><td>2.6</td></tr></table>	Year	QPA	03-04	2.4	04-05	2.5	05-06	2.6	06-07	2.5	07-08	2.6
Year	QPA														
03-04	2.4														
04-05	2.5														
05-06	2.6														
06-07	2.5														
07-08	2.6														
HI 102	History and Political Science	2.56	<table><caption>History 102 QPA Trend</caption><tr><th>Year</th><th>QPA</th></tr><tr><td>03-04</td><td>2.4</td></tr><tr><td>04-05</td><td>2.5</td></tr><tr><td>05-06</td><td>2.6</td></tr><tr><td>06-07</td><td>2.4</td></tr><tr><td>07-08</td><td>2.4</td></tr></table>	Year	QPA	03-04	2.4	04-05	2.5	05-06	2.6	06-07	2.4	07-08	2.4
Year	QPA														
03-04	2.4														
04-05	2.5														
05-06	2.6														
06-07	2.4														
07-08	2.4														
HI 201	History and Political Science	2.46	<table><caption>History 201 QPA Trend</caption><tr><th>Year</th><th>QPA</th></tr><tr><td>03-04</td><td>2.3</td></tr><tr><td>04-05</td><td>2.4</td></tr><tr><td>05-06</td><td>2.4</td></tr><tr><td>06-07</td><td>2.5</td></tr><tr><td>07-08</td><td>2.4</td></tr></table>	Year	QPA	03-04	2.3	04-05	2.4	05-06	2.4	06-07	2.5	07-08	2.4
Year	QPA														
03-04	2.3														
04-05	2.4														
05-06	2.4														
06-07	2.5														
07-08	2.4														
HI 202	History and Political Science	2.55	<table><caption>History 202 QPA Trend</caption><tr><th>Year</th><th>QPA</th></tr><tr><td>03-04</td><td>2.5</td></tr><tr><td>04-05</td><td>2.5</td></tr><tr><td>05-06</td><td>2.5</td></tr><tr><td>06-07</td><td>2.6</td></tr><tr><td>07-08</td><td>2.5</td></tr></table>	Year	QPA	03-04	2.5	04-05	2.5	05-06	2.5	06-07	2.6	07-08	2.5
Year	QPA														
03-04	2.5														
04-05	2.5														
05-06	2.5														
06-07	2.6														
07-08	2.5														
EC 251	Economics and Finance	2.30	<table><caption>Economics 251 QPA Trend</caption><tr><th>Year</th><th>QPA</th></tr><tr><td>03-04</td><td>2.0</td></tr><tr><td>04-05</td><td>2.5</td></tr><tr><td>05-06</td><td>2.3</td></tr><tr><td>06-07</td><td>2.2</td></tr><tr><td>07-08</td><td>2.3</td></tr></table>	Year	QPA	03-04	2.0	04-05	2.5	05-06	2.3	06-07	2.2	07-08	2.3
Year	QPA														
03-04	2.0														
04-05	2.5														
05-06	2.3														
06-07	2.2														
07-08	2.3														
EC 252	Economics and Finance	2.48	<table><caption>Economics 252 QPA Trend</caption><tr><th>Year</th><th>QPA</th></tr><tr><td>03-04</td><td>2.4</td></tr><tr><td>04-05</td><td>2.4</td></tr><tr><td>05-06</td><td>2.5</td></tr><tr><td>06-07</td><td>2.4</td></tr><tr><td>07-08</td><td>2.4</td></tr></table>	Year	QPA	03-04	2.4	04-05	2.4	05-06	2.5	06-07	2.4	07-08	2.4
Year	QPA														
03-04	2.4														
04-05	2.4														
05-06	2.5														
06-07	2.4														
07-08	2.4														
ED 299	Education	3.10	<table><caption>Education 299 QPA Trend</caption><tr><th>Year</th><th>QPA</th></tr><tr><td>03-04</td><td>3.1</td></tr><tr><td>04-05</td><td>3.1</td></tr><tr><td>05-06</td><td>3.1</td></tr><tr><td>06-07</td><td>3.0</td></tr><tr><td>07-08</td><td>3.0</td></tr></table>	Year	QPA	03-04	3.1	04-05	3.1	05-06	3.1	06-07	3.0	07-08	3.0
Year	QPA														
03-04	3.1														
04-05	3.1														
05-06	3.1														
06-07	3.0														
07-08	3.0														

*Some courses were not offered every year during the five-year period and, therefore, have less than a five-year trend

Grade Distribution of Core Curriculum Classes, 2003 - 2008

Area IV Grade Distribution (Cont.)

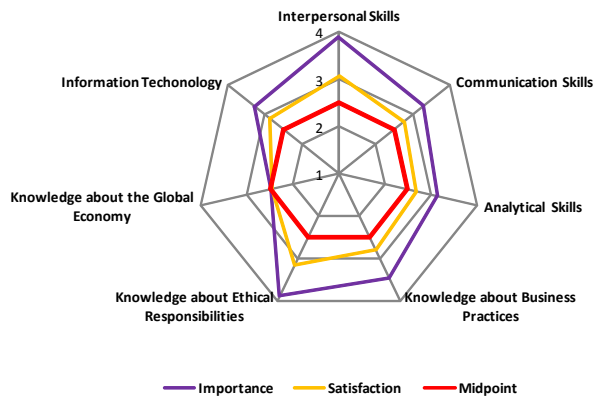
Course	Department	5-Year QPA*	Trend												
GE 102	Geography	2.72	<div><p>Geography 102</p><table><thead><tr><th>Year</th><th>QPA</th></tr></thead><tbody><tr><td>03-04</td><td>2.6</td></tr><tr><td>04-05</td><td>2.8</td></tr><tr><td>05-06</td><td>2.7</td></tr><tr><td>06-07</td><td>2.6</td></tr><tr><td>07-08</td><td>2.6</td></tr></tbody></table></div>	Year	QPA	03-04	2.6	04-05	2.8	05-06	2.7	06-07	2.6	07-08	2.6
Year	QPA														
03-04	2.6														
04-05	2.8														
05-06	2.7														
06-07	2.6														
07-08	2.6														
GE 260	Geography	2.81	<div><p>Geography 260</p><table><thead><tr><th>Year</th><th>QPA</th></tr></thead><tbody><tr><td>03-04</td><td>3.3</td></tr><tr><td>04-05</td><td>2.9</td></tr><tr><td>05-06</td><td>2.6</td></tr><tr><td>06-07</td><td>2.3</td></tr><tr><td>07-08</td><td>2.9</td></tr></tbody></table></div>	Year	QPA	03-04	3.3	04-05	2.9	05-06	2.6	06-07	2.3	07-08	2.9
Year	QPA														
03-04	3.3														
04-05	2.9														
05-06	2.6														
06-07	2.3														
07-08	2.9														
PS 241	History and Political Science	2.35	<div><p>Political Science 241</p><table><thead><tr><th>Year</th><th>QPA</th></tr></thead><tbody><tr><td>03-04</td><td>2.2</td></tr><tr><td>04-05</td><td>2.4</td></tr><tr><td>05-06</td><td>2.5</td></tr><tr><td>06-07</td><td>2.3</td></tr><tr><td>07-08</td><td>2.2</td></tr></tbody></table></div>	Year	QPA	03-04	2.2	04-05	2.4	05-06	2.5	06-07	2.3	07-08	2.2
Year	QPA														
03-04	2.2														
04-05	2.4														
05-06	2.5														
06-07	2.3														
07-08	2.2														
PY 201	Psychology	2.20	<div><p>Psychology 201</p><table><thead><tr><th>Year</th><th>QPA</th></tr></thead><tbody><tr><td>03-04</td><td>2.1</td></tr><tr><td>04-05</td><td>2.2</td></tr><tr><td>05-06</td><td>2.2</td></tr><tr><td>06-07</td><td>2.0</td></tr><tr><td>07-08</td><td>2.1</td></tr></tbody></table></div>	Year	QPA	03-04	2.1	04-05	2.2	05-06	2.2	06-07	2.0	07-08	2.1
Year	QPA														
03-04	2.1														
04-05	2.2														
05-06	2.2														
06-07	2.0														
07-08	2.1														
SO 221	Sociology	2.29	<div><p>Sociology 221</p><table><thead><tr><th>Year</th><th>QPA</th></tr></thead><tbody><tr><td>03-04</td><td>2.3</td></tr><tr><td>04-05</td><td>2.4</td></tr><tr><td>05-06</td><td>2.4</td></tr><tr><td>06-07</td><td>2.1</td></tr><tr><td>07-08</td><td>2.3</td></tr></tbody></table></div>	Year	QPA	03-04	2.3	04-05	2.4	05-06	2.4	06-07	2.1	07-08	2.3
Year	QPA														
03-04	2.3														
04-05	2.4														
05-06	2.4														
06-07	2.1														
07-08	2.3														

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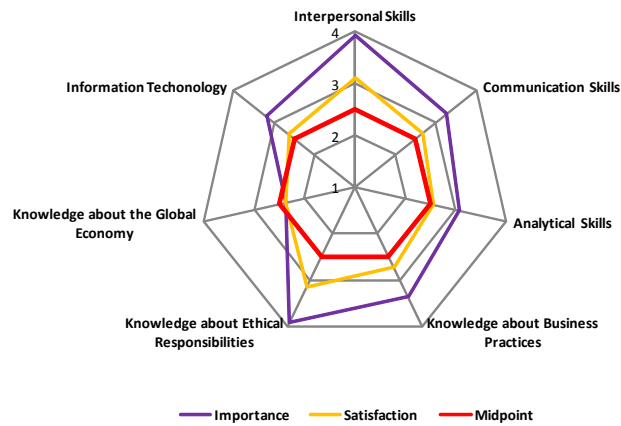
Appendix V

Results of Employer Survey - Importance/Satisfaction Measures

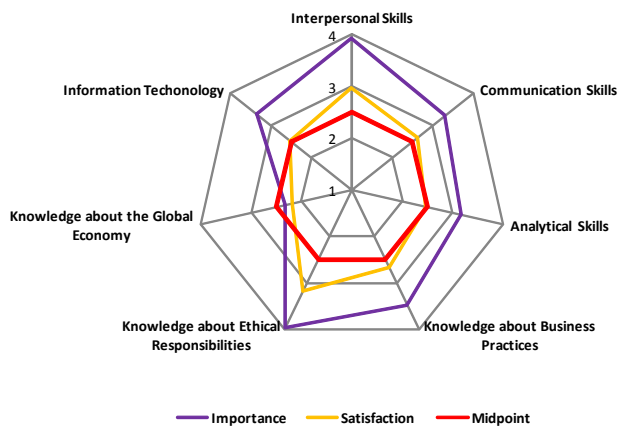
Figure 1
Employers of UNA Graduates Survey 2006
Employers Importance/Level Possessed by UNA graduates



Employers of UNA Graduates Survey 2003
Employers Importance/Level Possessed by UNA graduates



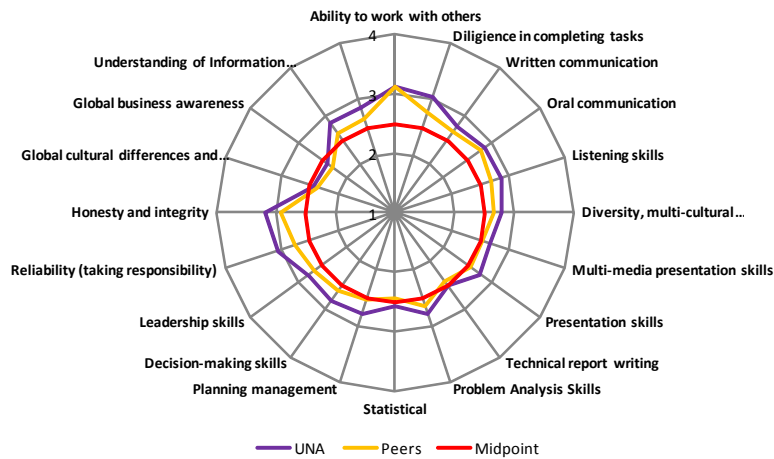
Employers of UNA Graduates Survey 2000
Employers Importance/Level Possessed by UNA graduates



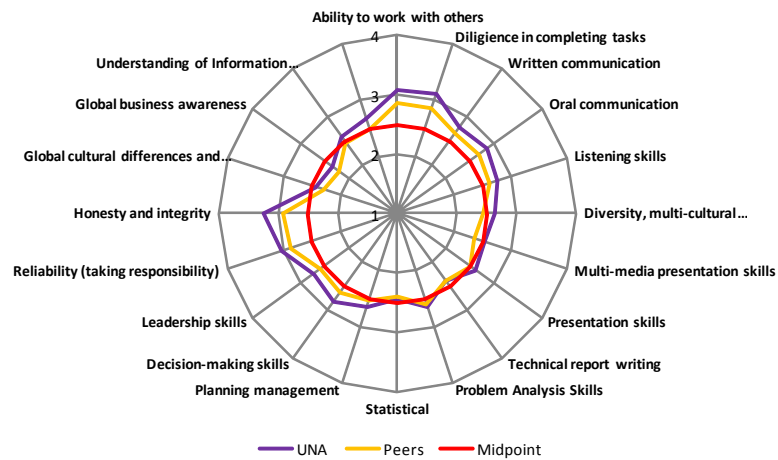
Appendix VI

Results of Employer Survey - Comparison of UNA Students to Other Students

**Employers of UNA Graduates Survey 2006
UNA compared to Peers**



**Employers of UNA Graduates Survey 2003
UNA compared to Peers**



**Employers of UNA Graduates Survey 2000
UNA compared to Peers**

