

1077-N1-2660      **Anne Albert\*** ([albert@findlay.edu](mailto:albert@findlay.edu)), Mathematics Department, The University of Findlay,  
1000 N. Main Street, Findlay, OH 45840. *Role of Prerequisite Knowledge in Student Learning in  
Lower Level Mathematics Courses.*

The mathematics department at the University of Findlay is investigating ways to improve student success in lower level mathematics classes. Raising the prerequisite and enforcing the prerequisite are parts of the changes being proposed for fall 2012. Our goal will be to improve student learning in the courses.

A fall 2011 study was completed on the the algebra preparedness of the students in four mathematics courses, Intermediate Mathematics, Elementary Statistics, Precalculus, and Applied Mathematical Analysis. Their previous mathematics courses were reviewed, a brief algebra pretest was given at the beginning of the four courses, and exam grades in the course were analyzed. Enrollment (including number withdrawn) and course final grades were also collected for use in comparison with 2012 and 2013. The study involved 25 classes.

The algebra pretest and exam data was paired by student. The variability of the student's exam score was reviewed based on their algebra prerequisite. A separate analysis was done for each section of each course. The results of this first semester of the study will be presented along with plans for the future. (Received September 22, 2011)