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Statistical Correlations between Introductory Physics and Performance in Engineering Courses JONATHAN PERRY, WILLIAM BASSICHIS, TATIANA ERUKHIMOVA, Texas AM University — Introductory physics forms part of the foundation of knowledge for all engineering majors, independent of field, or institution. Instruction of introductory physics courses can vary greatly due to professor, textbook, and overall course design. Using academic records for more than 50,000 engineering majors over the past two decades, this work seeks to build an understanding of the statistical correlations between performance in introductory courses, specifically physics, and the follow-on engineering courses, overall GPA, retention, and matriculation rates. This work specifically focus on variations in student performance based on whether their introductory physics credits were earned through high school credit, transfer credit from another institution, or completion of either of the two types of introductory physics offered at Texas A&M University.

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