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Student placement in calculus courses. A case study. Preliminary report.

Placement of students in classes at the proper level and content is a single most important factor in their success in those courses; complementarily, improper placement of students results in failures and frustrations both on the side of students and faculty (and inevitably the administrators).

It has been shown by the author and other researchers that traditional canned tests (such as SAT) are not good predictors of students' performance in mathematics classes.

The author has constructed course specific diagnostic tests that are highly reliable in determining the level of mathematics preparation for particular courses.

This is a study of placement in calculus classes at a specific institution. Comparison and relationship with previous author's study of placement in statistics classes is explored and contrasted with. (Received July 18, 2007)