In 2008, the UCI Mathematics Department began an assessment plan for our major. One of the key early findings from our major assessment was that students who took our optional Math 13-Transition to Higher Mathematics Course tended to achieve our graduating senior learning outcomes at a higher rate than those who did not take that course. We have since made that course required for all of our mathematics majors. Under this grant, we propose to focus our assessment down to the course level to identify key activities and teaching practices that lead to student success in theoretical mathematical proof writing. Specifically, we plan on looking at 5 key courses (Math 13, 120A, 140A, 205A and 206A) and do pre and post assessments with students in those courses to find the value added of each course and find ways of increasing the impact on the overall learning objectives by each core course.