



2012 Summer Bridge Math Program: Enrollment and Course Success Rates

Basic Skills Workgroup

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Overview

- Two week summer program: July 9-19, 2012
 - Emphasis on Math
 - Goal: provide a refresher course to help boost math placement
 - Coupled with Counseling 50
- 73 students began program
- 66 completed program

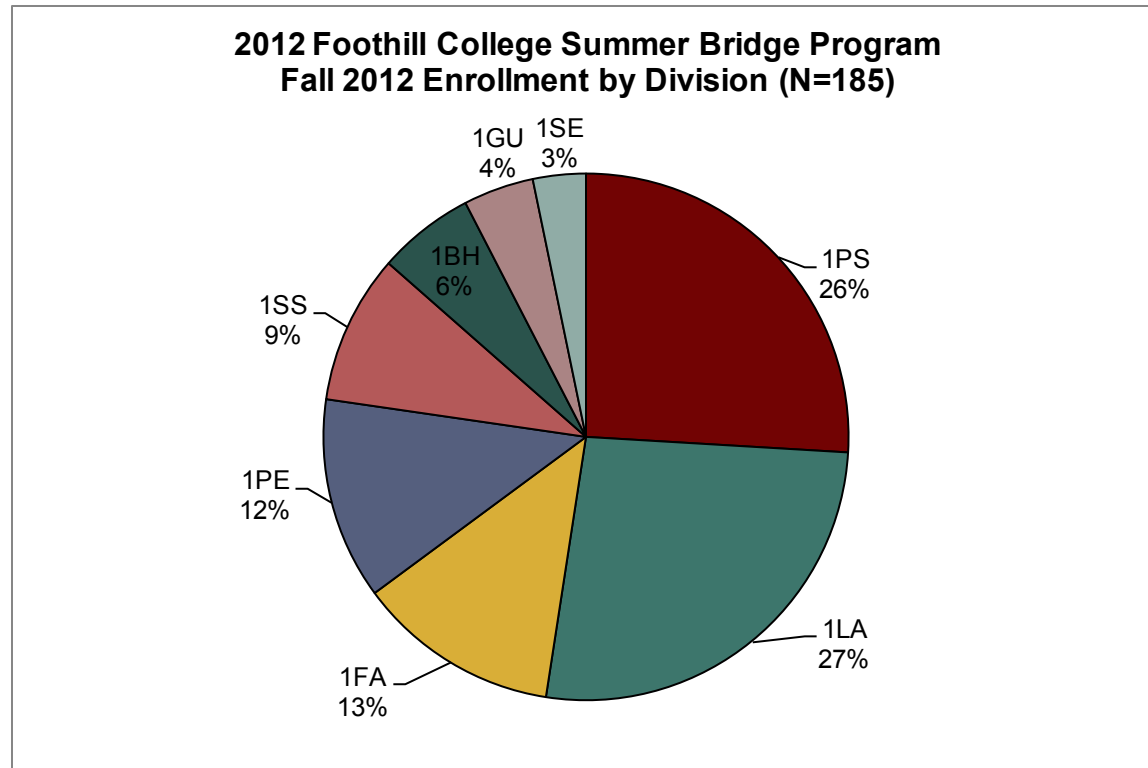


Overview

- 66 enrolled in fall 2012
 - 61 completed Summer Bridge
 - 42 enrolled in a math course (69%)
 - NCBS takers (N=13) have been omitted from success rate data analysis because there were no final grades
 - 8 took NCBS 401A
 - 5 took NCBS 405
 - None of the non completers enrolled in math (N=5)

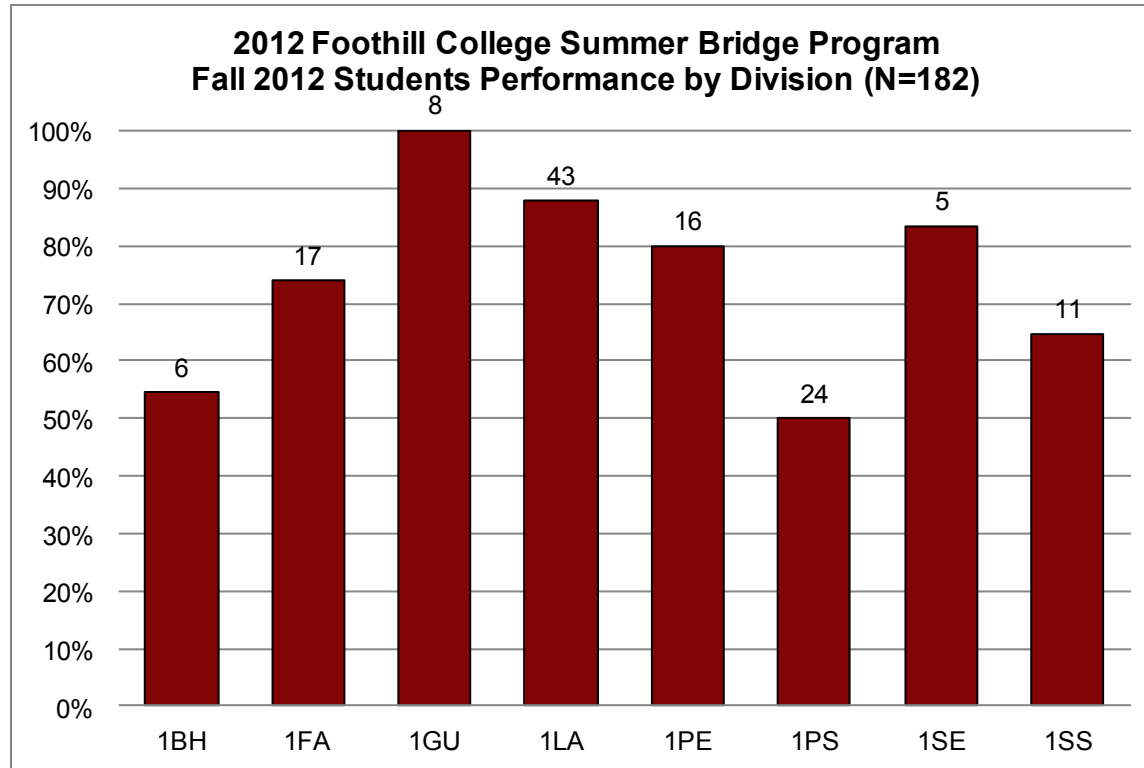


Overview Fall 2012 Enrollment



- Out of 61 students, roughly half of student enrollment were in PSME and LA divisions (53%)
- 35 students enrolled in English and Math (57%)

Fall 2012 Course Success



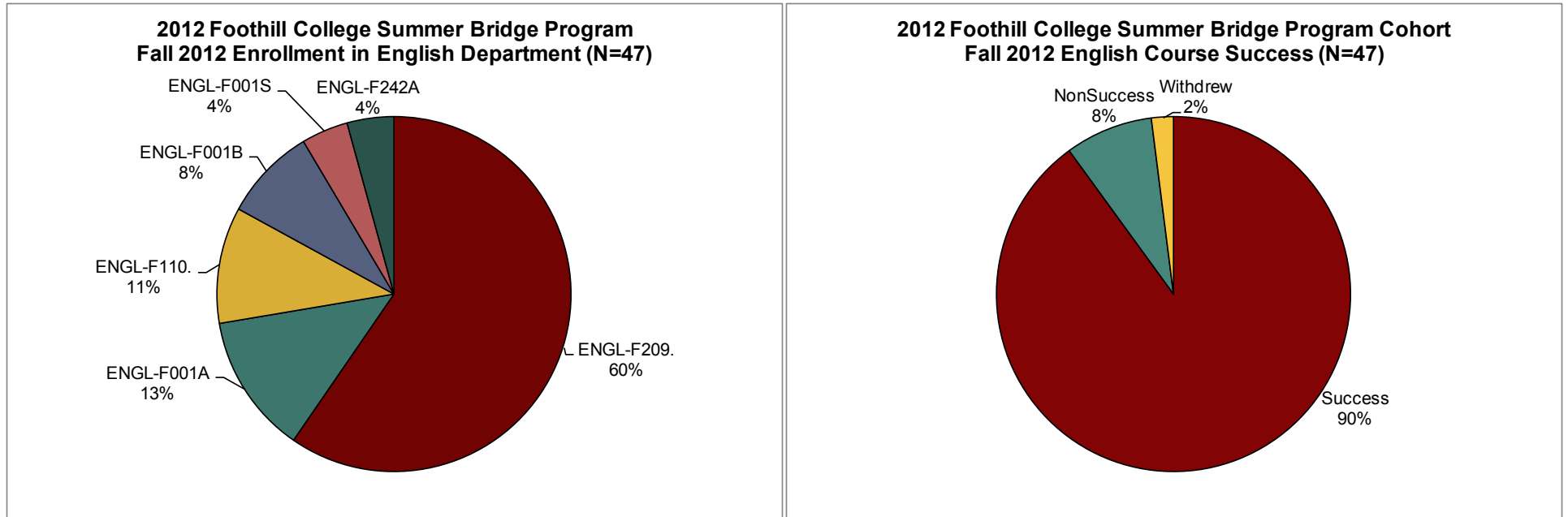
3 PHED courses were excluded due to missing grades.

- LA had 88% course success rate
- PSME had 50% course success rate



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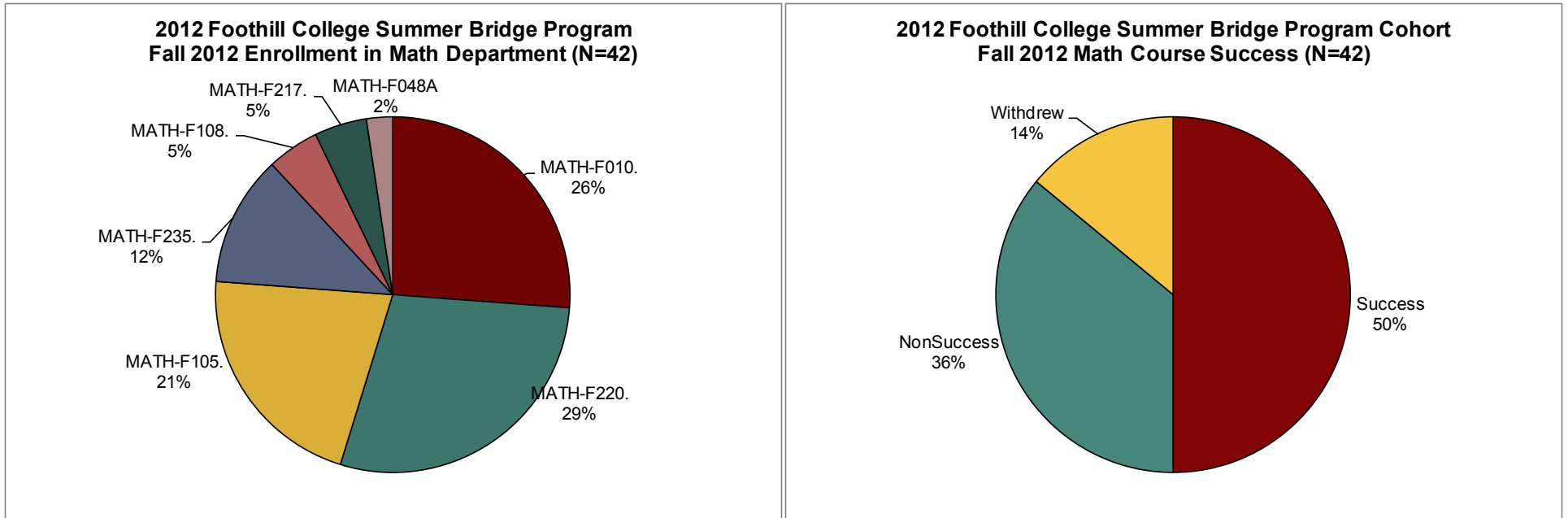
Fall 2012 English



English 242A is corequisite with English 1S, so two students were double counted.

- 45 students out of the 61 students who completed Summer Bridge enrolled in an English course (74%)
- Majority of students passed their English course (90%)

Fall 2012 Math



Charts include all students who finished the SB program and enrolled in math.

- Out of the 21 students who didn't pass their math course, the highest nonsuccess rates were in:
Math 10: 38% Math 105: 24% Math 220: 24%

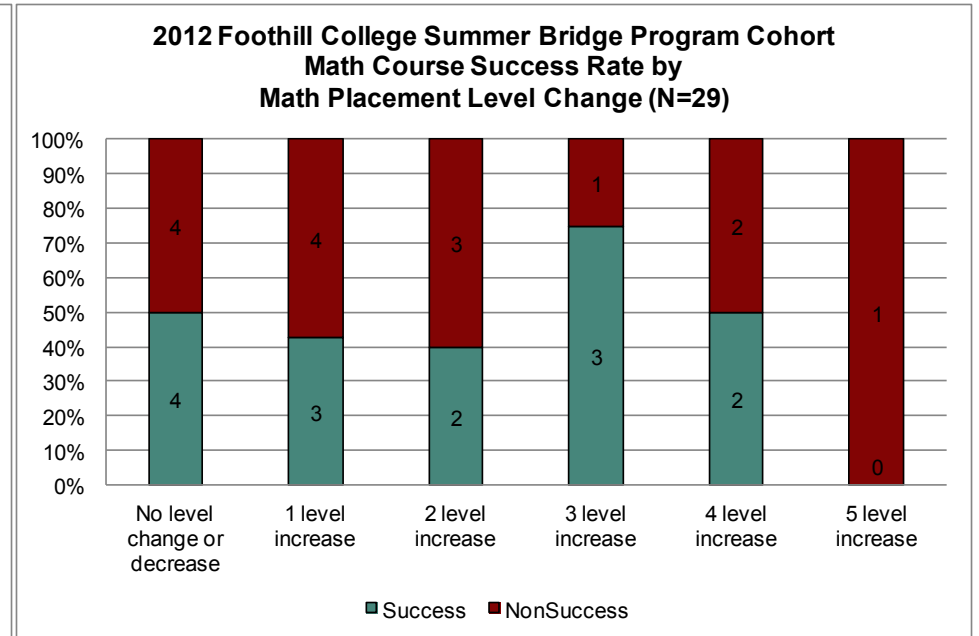
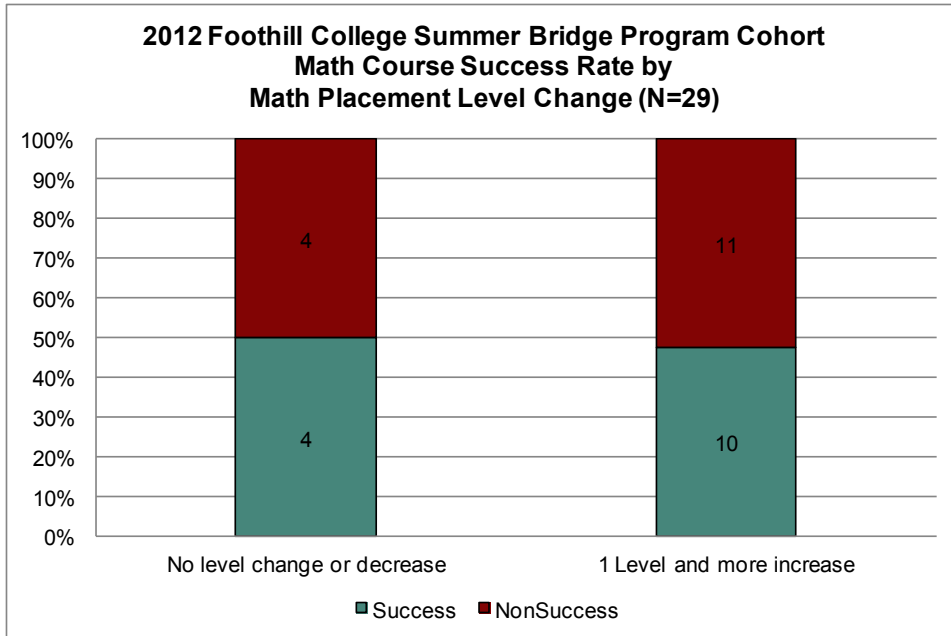
Math Course Success

2012 Foothill College Summer Bridge Program Cohort (N=42)								
Math Course Success Rate								
Math Course	Success		NonSuccess		Withdrew		Total	
	N	%	N	%	N	%	N	%
F010.	3	27%	4	36%	4	36%	11	100%
F048A	0	0%	1	100%	0	0%	1	100%
F105.	4	44%	3	33%	2	22%	9	100%
F108.	2	100%	0	0%	0	0%	2	100%
F217.	2	100%	0	0%	0	0%	2	100%
F220.	7	58%	5	42%	0	0%	12	100%
F235.	3	60%	2	40%	0	0%	5	100%

- Students enrolled in Math 108, 217, 220 and 235 had higher success rates, where over half of students passed the course.
- Over half of the students who were not successful in their math course experienced success in their other courses (13 out of 19 students).



Course Success by Placement



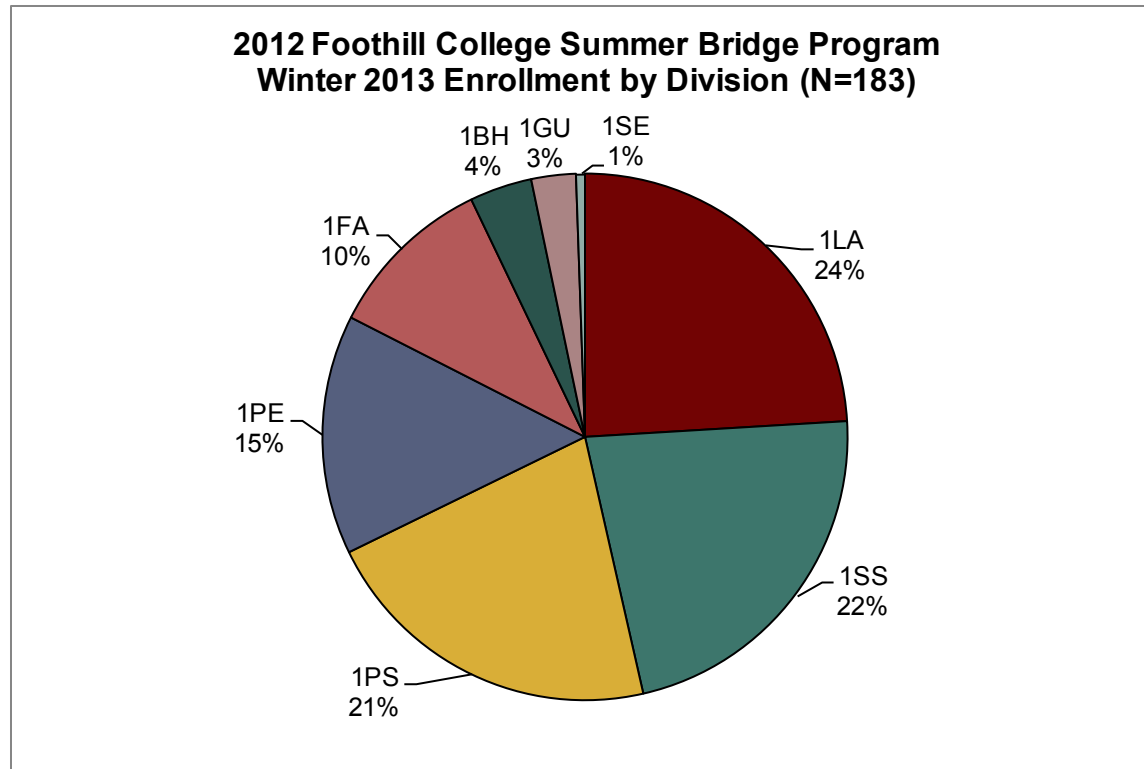
Students with no pretest data were excluded.

- Half the students were successful in the math course, regardless of whether their placement level increased.

NCBS 405

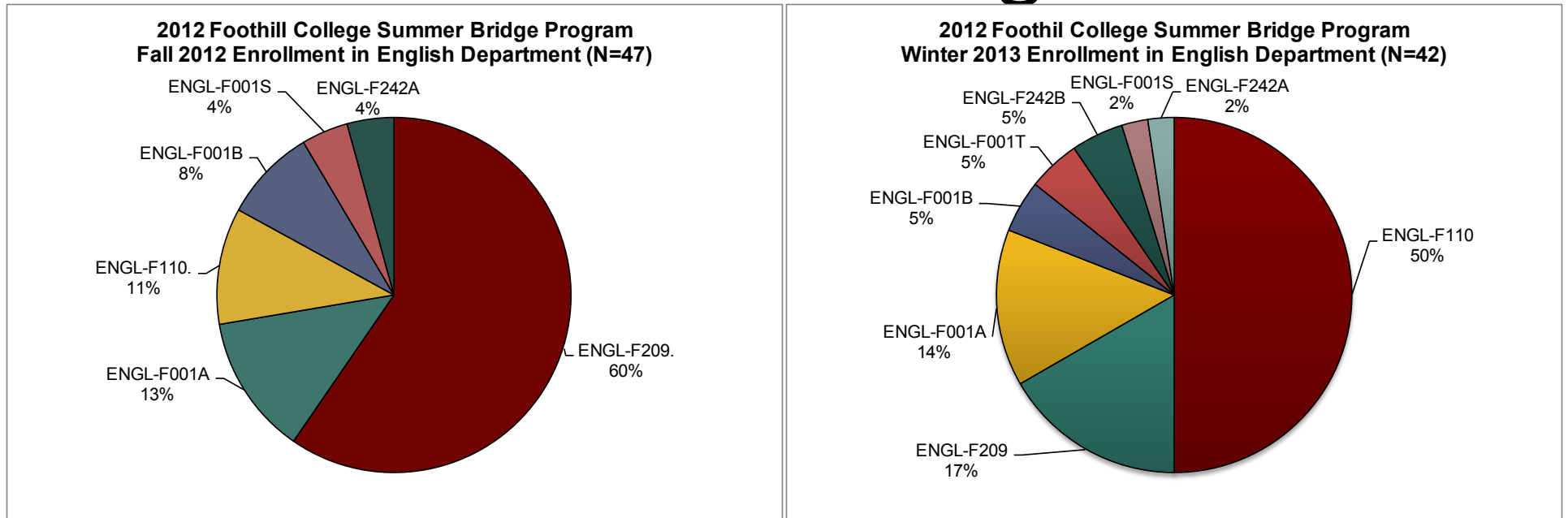
- 5 Students enrolled in NCBS 405
 - 4 students took NCBS 405 and F010 concurrently with:
 - 50% Success
 - 25% Nonsuccess
 - 25% Withdrew
 - 1 student didn't take any Math course

Overview Winter 2013 Enrollment



- Compared to Fall 2012, where enrollment was centered in the Language Arts and PSME divisions, enrollment is now more evenly distributed among Language Arts, Social Sciences and PSME divisions.
- At the department level, enrollment is more concentrated in ENGL (23%), MATH (19%) and PHED (12%).

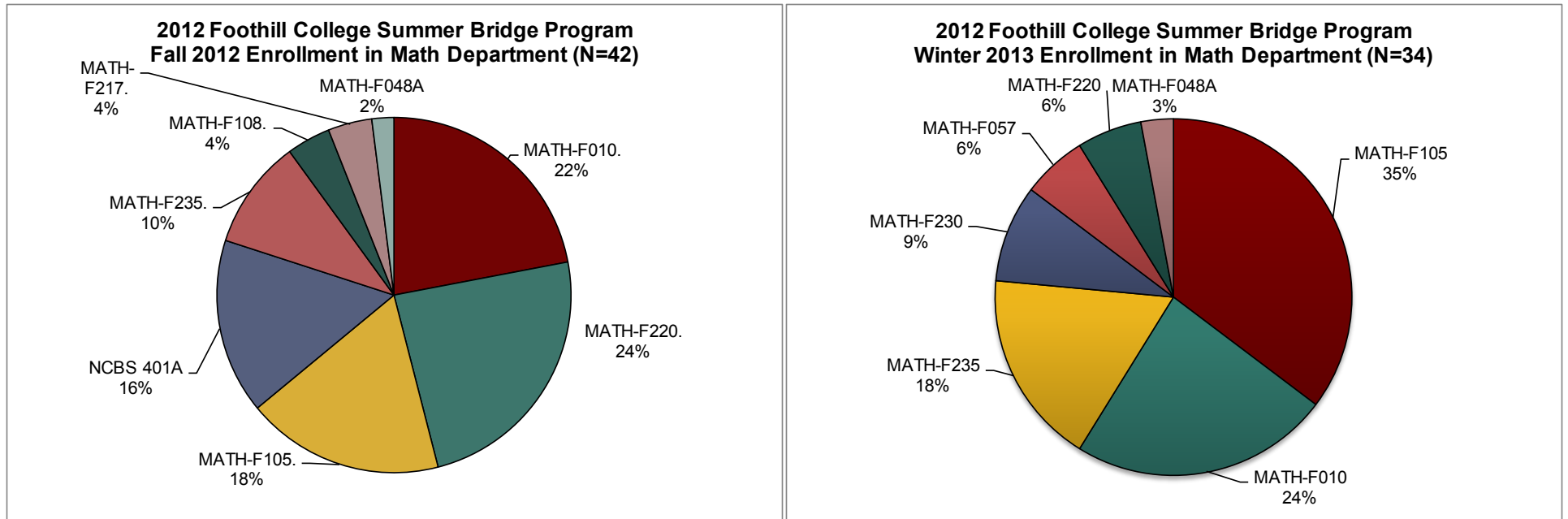
Winter 2013 English



ENGL242A is a corequisite with ENGL1S, and ENGL242B is a corequisite with ENGL1T, so two students are double counted in fall and three students were double counted in winter. Note that out of the 7 students enrolled in ENGL 209 in W13, 3 are repeating the course.

- 45 students out of the 61 students who completed Summer Bridge enrolled in an English course in fall (74%).
- 39 students out of 56 students who completed Summer Bridge enrolled in an English course in winter (70%).
- Students appear to be progressing through English sequence.

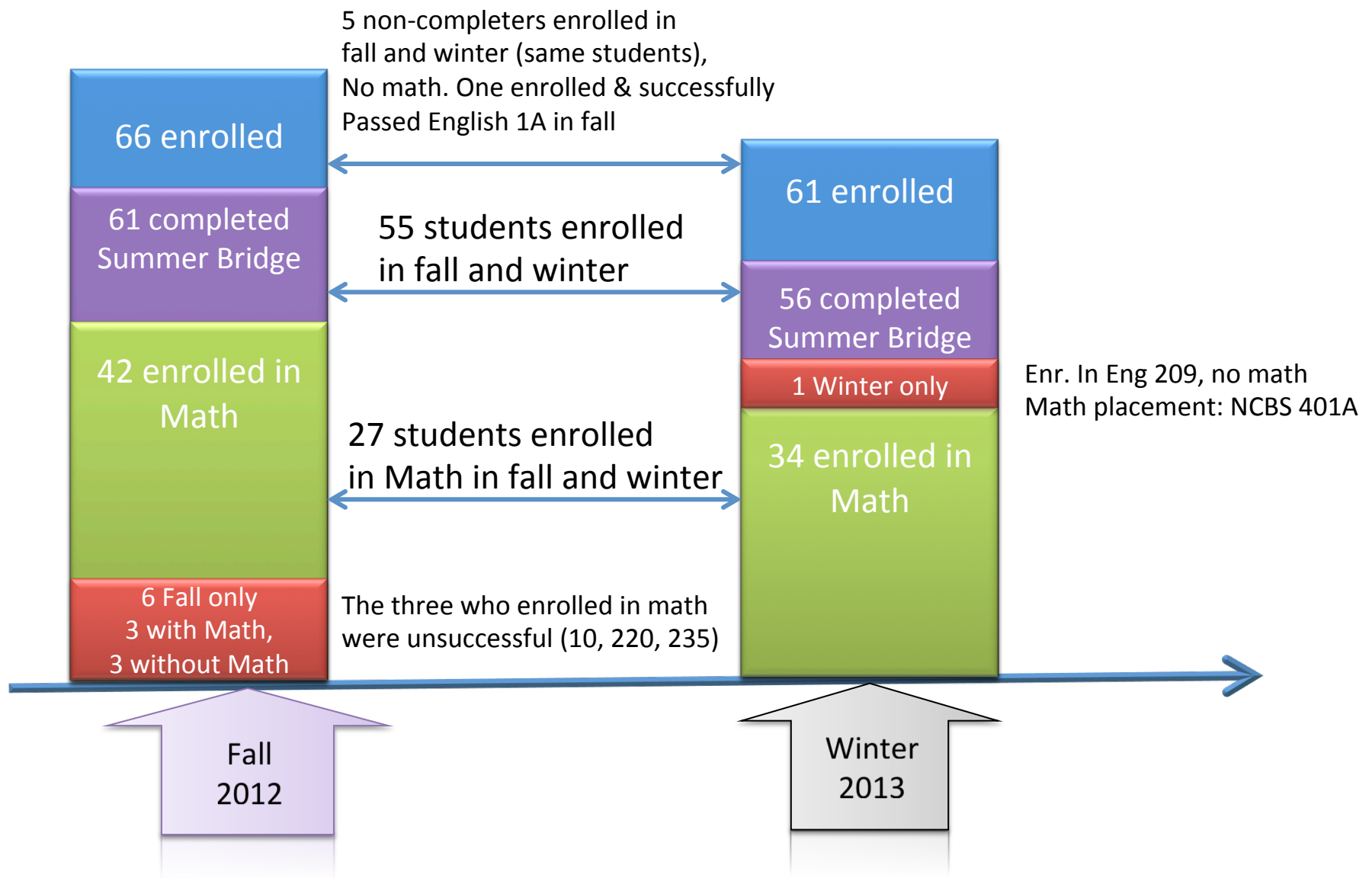
Winter 2013 Math



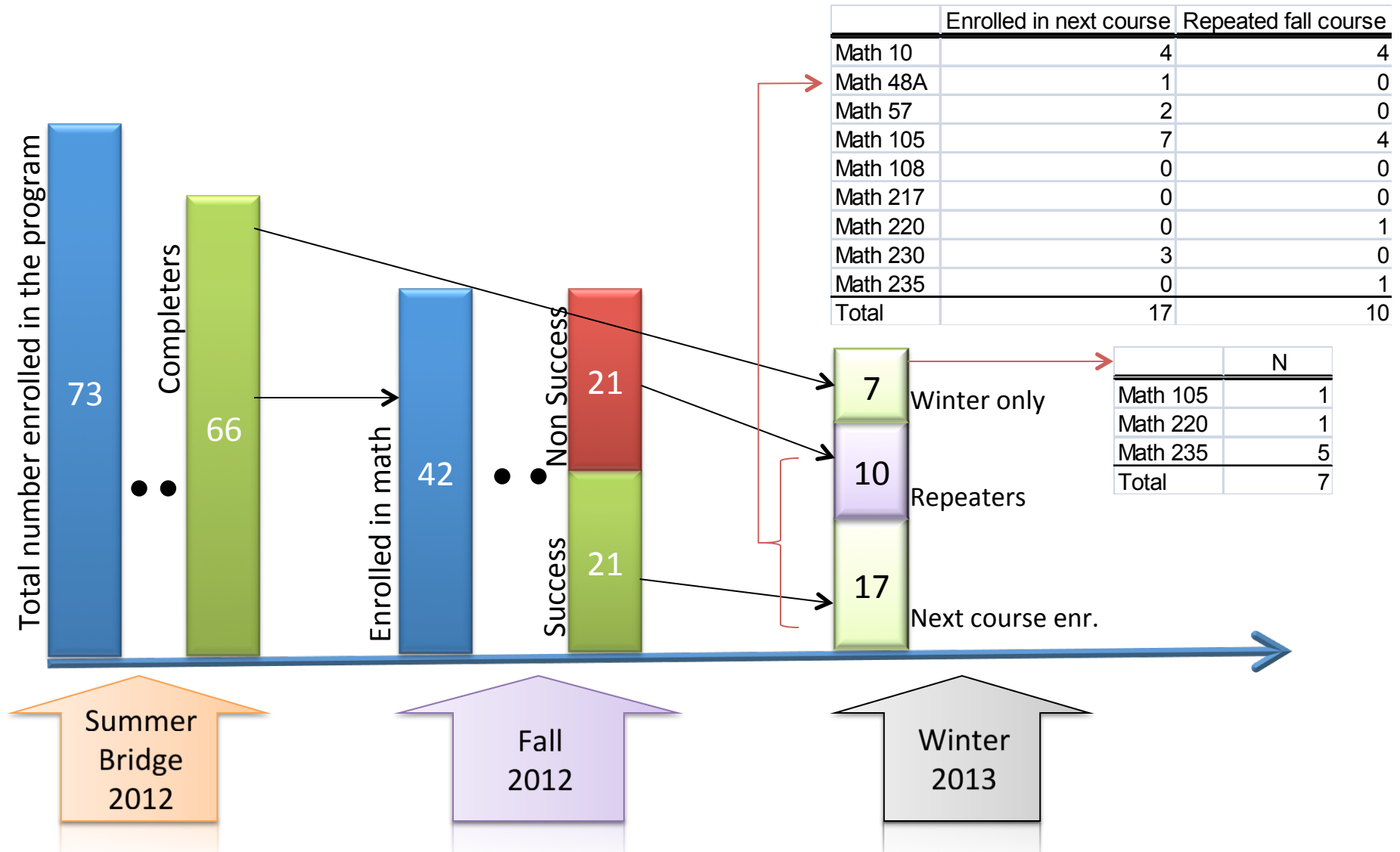
- Fall 2012: 42 students out of the 61 students who completed Summer Bridge enrolled in a Math course (69%)
 - 35 students enrolled in English and Math (57%)
- Winter 2013: 34 students out of the 56 students who completed Summer Bridge enrolled in a Math course (61%)
 - 24 students enrolled in English and Math (43%)

½ of NCBS401A students in F12 enrolled in MATH 235 in W13

Fall 2012 and Winter 2013 Enrollment



Summer Bridge Cohort Math Course Progress



Summary

- Majority of students who succeeded in their math course are taking next level math in winter (81%).
- Almost half of the students who didn't pass their math course are repeating in winter (48%).
- Increase in Math placement levels does not appear to necessarily translate into higher success at the math courses.
- Lower level math courses had higher level of success.



Implications

- Consider the effect of placing students at a higher math level and whether they are successful in this course
- Consider intervention after Summer Bridge
- Consider math skills needed in Math 10 (statistics) compared to other math courses
- Consider students who only need Math 105/108