2012 Summer Bridge Math Program: Enrollment and Course Success Rates

Basic Skills Workgroup

February 7, 2013
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)
Out of 61 students, roughly half of student enrollment were in PSME and LA divisions (53%)

35 students enrolled in English and Math (57%)

FOOTHILL COLLEGE
Fall 2012 Course Success

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

3 PHED courses were excluded due to missing grades.
Fall 2012 English

- 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%)

English 242A is corequisite with English 1S, so two students were double counted.
Fall 2012 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%

Charts include all students who finished the SB program and enrolled in math.
## Math Course Success

### 2012 Foothill College Summer Bridge Program Cohort (N=42)

<table>
<thead>
<tr>
<th>Math Course</th>
<th>Success N</th>
<th>%</th>
<th>NonSuccess N</th>
<th>%</th>
<th>Withdrew N</th>
<th>%</th>
<th>Total N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>F010.</td>
<td>3</td>
<td>27%</td>
<td>4</td>
<td>36%</td>
<td>4</td>
<td>36%</td>
<td>11</td>
<td>100%</td>
</tr>
<tr>
<td>F048A</td>
<td>0</td>
<td>0%</td>
<td>1</td>
<td>100%</td>
<td>0</td>
<td>0%</td>
<td>1</td>
<td>100%</td>
</tr>
<tr>
<td>F105.</td>
<td>4</td>
<td>44%</td>
<td>3</td>
<td>33%</td>
<td>2</td>
<td>22%</td>
<td>9</td>
<td>100%</td>
</tr>
<tr>
<td>F108.</td>
<td>2</td>
<td>100%</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
<td>2</td>
<td>100%</td>
</tr>
<tr>
<td>F217.</td>
<td>2</td>
<td>100%</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
<td>2</td>
<td>100%</td>
</tr>
<tr>
<td>F220.</td>
<td>7</td>
<td>58%</td>
<td>5</td>
<td>42%</td>
<td>0</td>
<td>0%</td>
<td>12</td>
<td>100%</td>
</tr>
<tr>
<td>F235.</td>
<td>3</td>
<td>60%</td>
<td>2</td>
<td>40%</td>
<td>0</td>
<td>0%</td>
<td>5</td>
<td>100%</td>
</tr>
</tbody>
</table>

• 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

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

Students with no pretest data were excluded.
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%).
• 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

66 enrolled
61 completed
Summer Bridge
42 enrolled in Math
6 Fall only
3 with Math,
3 without Math

5 non-completers enrolled in fall and winter (same students),
No math. One enrolled & successfully
Passed English 1A in fall

55 students enrolled in fall and winter

27 students enrolled in Math in fall and winter

61 enrolled
56 completed
Summer Bridge
1 Winter only

34 enrolled in Math

The three who enrolled in math were unsuccessful (10, 220, 235)

Enr. In Eng 209, no math
Math placement: NCBS 401A

Fall 2012
Winter 2013
Summer Bridge Cohort
Math Course Progress

<table>
<thead>
<tr>
<th></th>
<th>Enrolled in next course</th>
<th>Repeated fall course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math 10</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Math 48A</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Math 57</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Math 105</td>
<td>7</td>
<td>4</td>
</tr>
<tr>
<td>Math 108</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Math 217</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Math 220</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Math 230</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Math 235</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>17</td>
<td>10</td>
</tr>
</tbody>
</table>

- Completers: 73
- Enrolled in the program: 66
- Enrolled in math: 42
- Success: 21
- Non Success: 17
- Winter only: 7
- Repeaters: 10
- Next course enr.: 17
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