2012 Summer Bridge Math Program: Enrollment and Course Success Rates

Basic Skills Workgroup

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E. Kuo and M. Navi
FHDA IR&P
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
Fall 2012, Winter 2013 and Spring 2013 Enrollment

- **Fall 2012:**
  - 66 enrolled
  - 61 completed
  - 42 enrolled in Math
    - 6 Fall only
      - 3 with Math
      - 3 without Math
  - The three who enrolled in math were unsuccessful (10, 220, 235)

- **Winter 2013:**
  - 61 enrolled
  - 56 completed
  - 34 enrolled in Math
    - 1 Winter only

- **Spring 2013:**
  - 59 enrolled
  - 1 enrolled in Math
    - 1 Spring only*

* No enrollment in fall and winter; taking English 1A
Overview Fall 2012 to Spring 2013 Enrollment

- Compared to Fall 2012, where enrollment was centered in the Language Arts and PSME divisions, in Winter enrollment was more evenly distributed among Language Arts, Social Sciences and PSME divisions and in Spring enrollment is now more evenly among Social Sciences and Language Arts and Physical Education.
At the department level, enrollment is more concentrated in ENGL, MATH and PHED.

However, the enrollment in above mentioned departments had declined from fall 2012 to spring 2013.
Summer Bridge Cohort Math Course Progress

**Winter 2013 Math Course Enrollment (N=27)**

- Enrolled in next course from Fall: 17
- Repeated Fall course: 10
- Winter (No Math in Fall): 7

<table>
<thead>
<tr>
<th>Course</th>
<th>Enrolled next course</th>
<th>Repeated Fall course</th>
<th>Winter (No Math in Fall)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math 10</td>
<td>4</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Math 48A</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Math 57</td>
<td>2</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Math 105</td>
<td>7</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Math 108</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Math 217</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Math 220</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Math 230</td>
<td>3</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Math 235</td>
<td>0</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>17</td>
<td>10</td>
<td>7</td>
</tr>
</tbody>
</table>

**Spring 2013 Math Course Enrollment (N=21)**

- Enrolled in next course from Winter: 17
- Repeated Winter course: 10
- Repeated Fall course: 7

<table>
<thead>
<tr>
<th>Course</th>
<th>Enrolled next course</th>
<th>Repeated Winter course</th>
<th>Repeated Fall course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math 10</td>
<td>3</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Math 48A</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Math 11</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Math 108</td>
<td>1</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Math 105</td>
<td>1</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Math 220</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Math 230</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Math 235</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>9</td>
<td>4</td>
<td>4</td>
</tr>
</tbody>
</table>

- Fall enrollment: 2 x Math 220, passed with a “B” and “C”
- Fall enrollment: 2 x Math 220, passed with a “C”
- Fall enrollment: 2 x Math 105, withdrew
- Fall enrollment: 2 x Math 105, didn’t pass

**Total number enrolled in the program: 73**

- Completers: 66
- Enrolled in math: 42
- Success: 21
- Non Success: 21
- Spring only: 4
- Winter Repeaters: 4
- Fall Repeaters: 4
- Next course enr.: 9

**2012 Foothill College Summer Bridge Program Cohort**

**Spring 2013 Math Course Enrollment (N=21)**

**Fall 2012**

**Winter 2013**

**Spring 2013**
Students continuously enrolled in Math (N=8)

2012 Foothill College Summer Bridge Program
Math placement level change of 8 students who continuously enrolled in Fall 2012, Winter and Spring 2013 (N=6)

- No level change, 2, 33%
- 1 level increase, 2, 33%
- 2 levels increase, 1, 17%
- 3 levels increase, 1, 17%

Taking Math 105 since F12; repeating it in W13 and S13

Note: 6 out of 8 students have pre and post placement data

Students achieved college level:
- One has 2 level increase
- One has 1 level increase
- One has no level increase
- One doesn’t have pre and post data
Summary

• Majority of students are enrolled in Spring 2013 (N=56, 92%)
• Math enrollment has dropped (F12 N=42, W13 N=34, S13 N=21).
• 53% of students who succeeded in their math course in Winter are taking next level math in Spring.
• Math passing rate is consistent in fall and winter (50%)
• Increase in Math placement levels does not appear to necessarily translate into higher success at the math courses.
• For statistical analysis bigger group is needed.
Fall 2012 & Winter 2013 Course Success

- LA had 88% course success rate in F12
- PE had 96% course success rate in W13
- PSME had 50% course success rate in F12 and W13

3 PHED courses were excluded due to missing grades.
Fall 2012, Winter 2013 & Spring 2013 Math

2012 Foothill College Summer Bridge Program
Fall 2012 Enrollment in Math Department (N=42)

- Math-F108: 4%
- Math-F235: 10%
- Math-F220: 24%
- Math-F010: 22%
- Math-F105: 18%
- NCBS 401A: 16%
- Math-F048A: 2%

2012 Foothill College Summer Bridge Program
Winter 2013 Enrollment in Math Department (N=34)

- Math-F220: 35%
- Math-F010: 24%
- Math-F057: 6%
- Math-F235: 18%
- Math-F230: 9%
- Math-F235: 10%
- Math-F105: 6%
- Math-F230: 3%

2012 Foothill College Summer Bridge Program
Spring 2013 Enrollment in Math Department (N=21)

- Math-F230: 20%
- Math-F010: 20%
- Math-F048A: 10%
- Math-F105: 15%
- Math-F230: 10%
- Math-F220: 20%
- Math-F235: 6%

½ of NCBS401A students in F12 enrolled in MATH 235 in W13
Fall 2012, Winter 2013 & Spring 2013 English

Notes: 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. And one student was double counted in spring. Note that out of the 7 students enrolled in ENGL 209 in W13, 3 are repeating the course and out of 9 students enrolled in ENGL 110 in S13, 2 are repeating the course.
Summer Bridge Placement Methodology

• Summer Bridge Completers with Pre and Post test data (N=44)
  – For analysis purposes, two students with “review and retest” placement result either before or after the program were excluded (N=42)

• Students’ pre-test placement were based on the date closest to the start of the program to capture the most immediate effect of the program

• Students’ post-test placement were taken at the end of the program (on 7.19.2012)

• Placement level increase was calculated as follows:
  – Math 10: college level
  – Math 105, 108: One level below college
  – Math 220: Two levels below college
  – Math 230, 235: Three levels below college
  – NCBS 401A: Four levels below college
### Fall 2012 Math Course Success

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

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