



FOOTHILL COLLEGE

2012 Summer Bridge Math Program: Enrollment and Course Success Rates

Basic Skills Workgroup

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FHDA IR&P

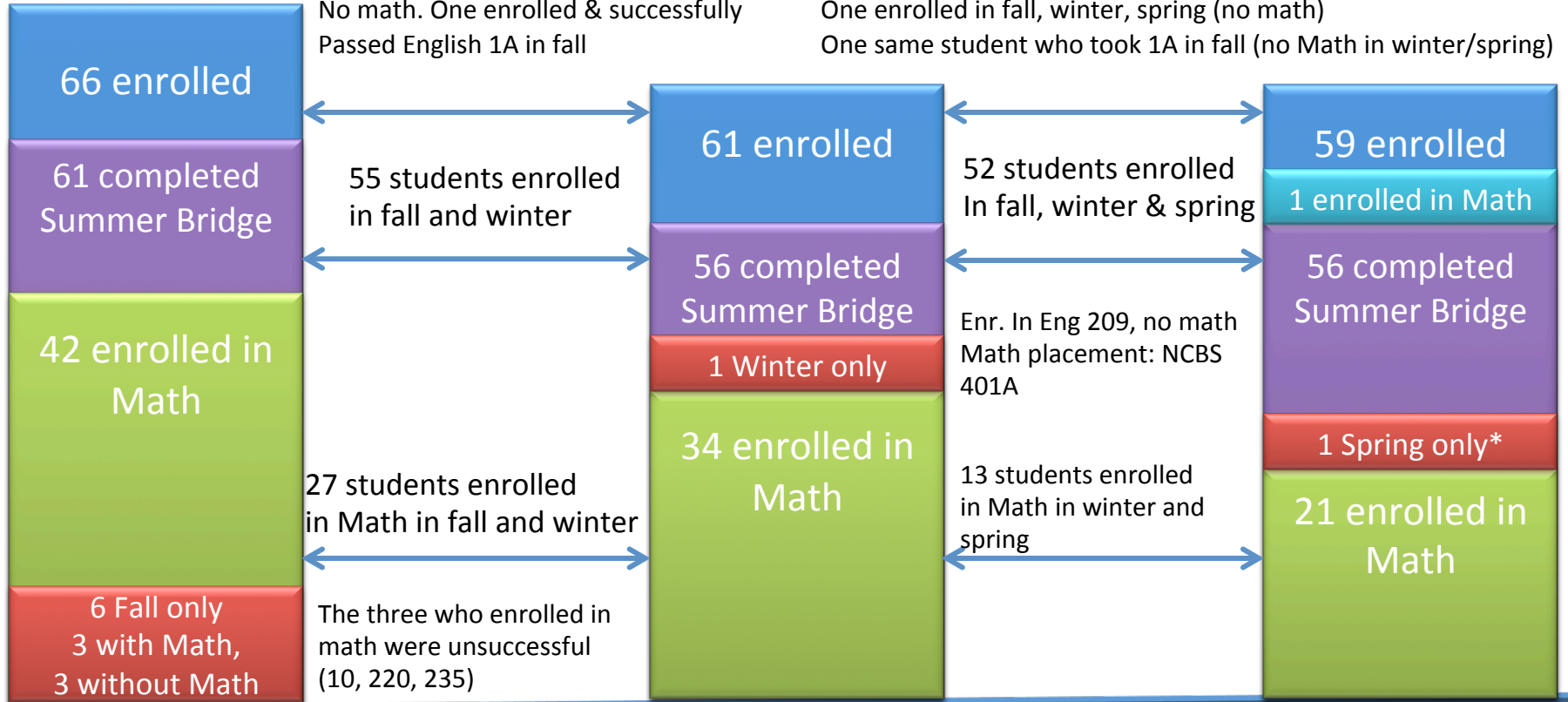
Overview

- 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

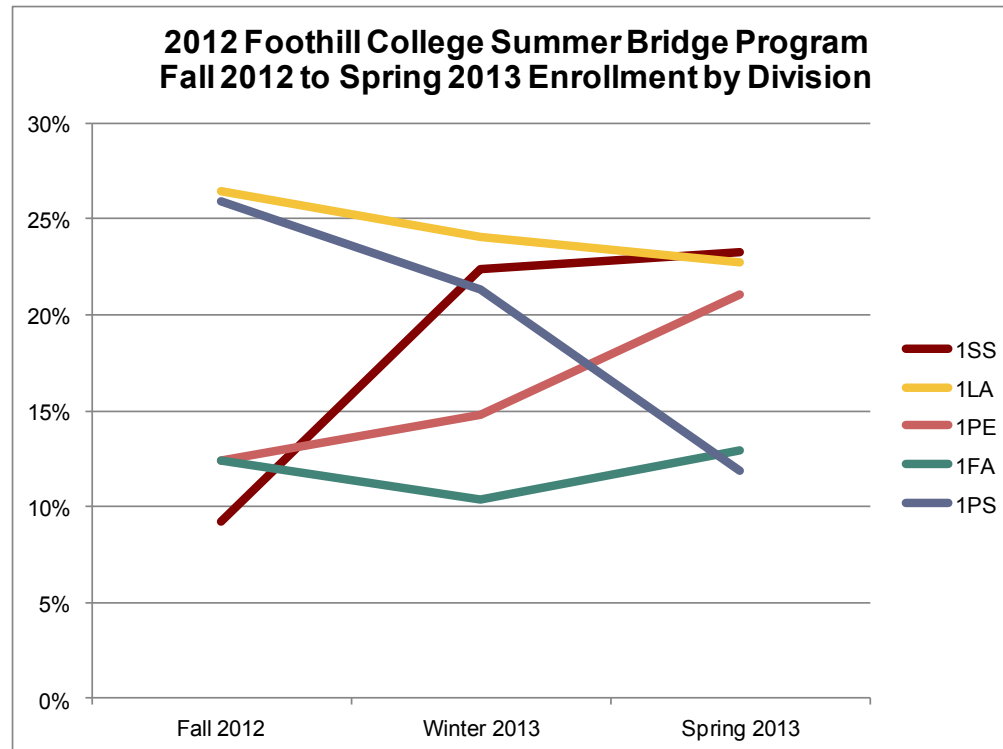
5 non-completers enrolled in fall and winter (same students), No math. One enrolled & successfully Passed English 1A in fall

3 non-completers enrolled in spring (also enrolled in fall and winter): One is taking Math 220 in spring (no Math in fall/winter) One enrolled in fall, winter, spring (no math) One same student who took 1A in fall (no Math in winter/spring)



* No enrollment in fall and winter; taking English 1A

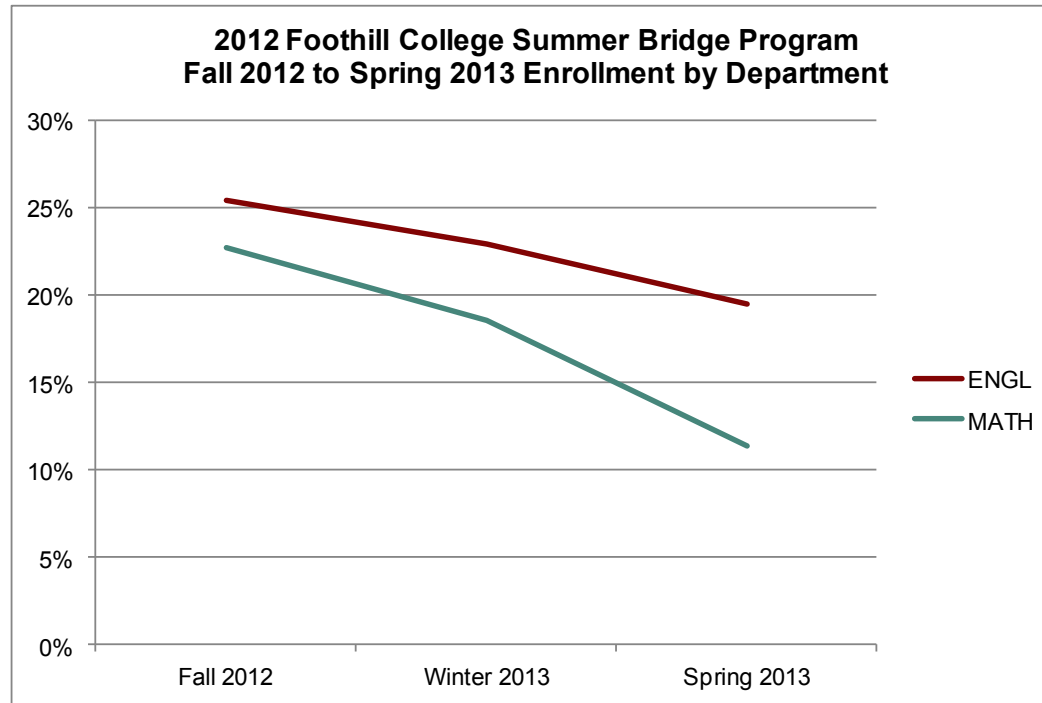
Overview Fall 2012 to Spring 2013 Enrollment



Success
Rate

- 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.

Overview Fall 2012 to Spring 2013 Enrollment



Math
Enr.

ENGL
Enr.

- 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

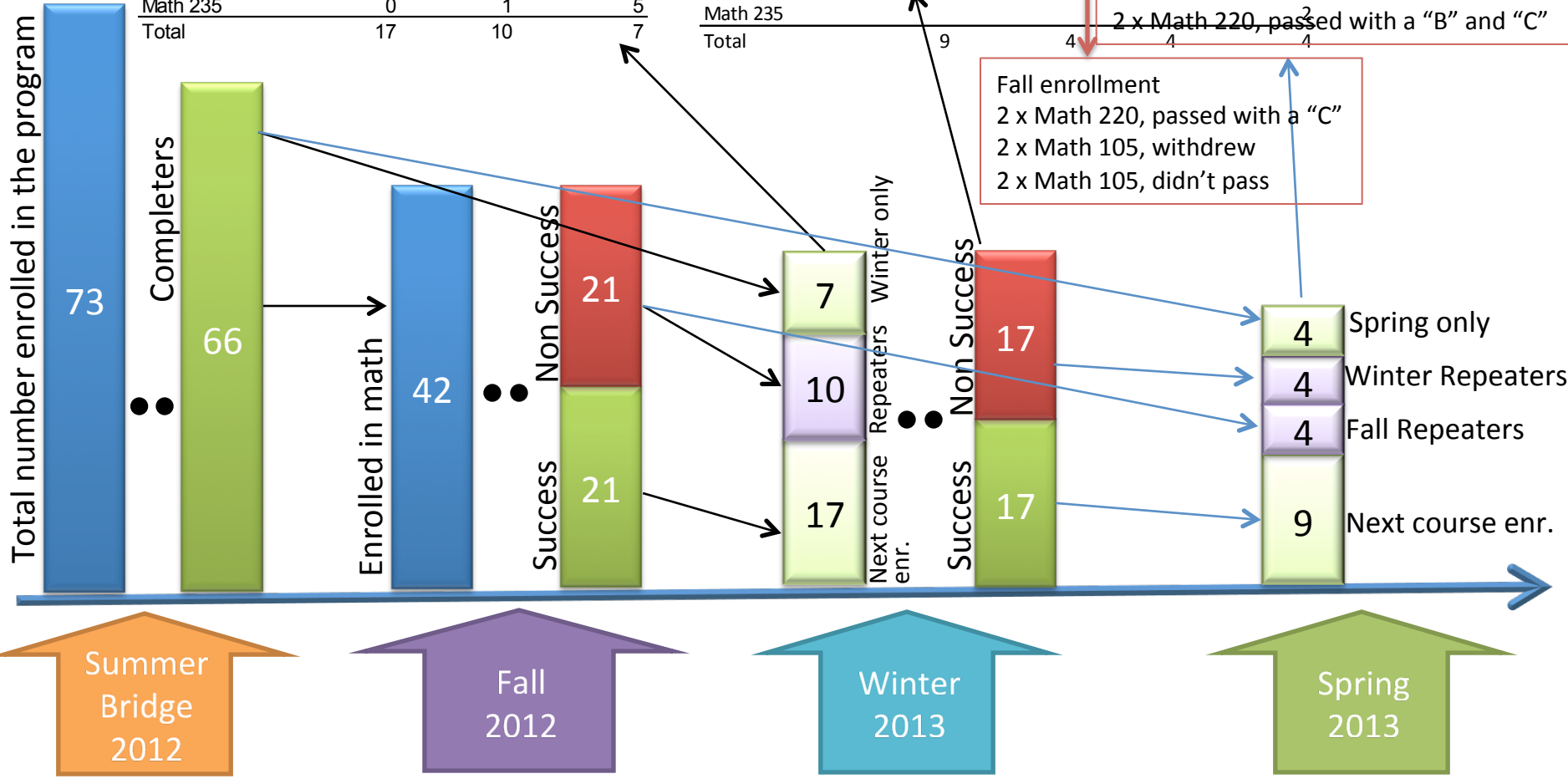
2012 Foothill College Summer Bridge Program Cohort

Winter 2013 Math course Enrollment (N=27)

	Enrolled in next course from Fall	Repeated Fall course	Winter (No Math in Fall)
Math 10	4	4	
Math 48A	1	0	
Math 57	2	0	
Math 105	7	4	1
Math 108	0	0	
Math 217	0	0	
Math 220	0	1	1
Math 230	3	0	
Math 235	0	1	5
Total	17	10	7

Spring 2013 Math Course Enrollment (N=21)

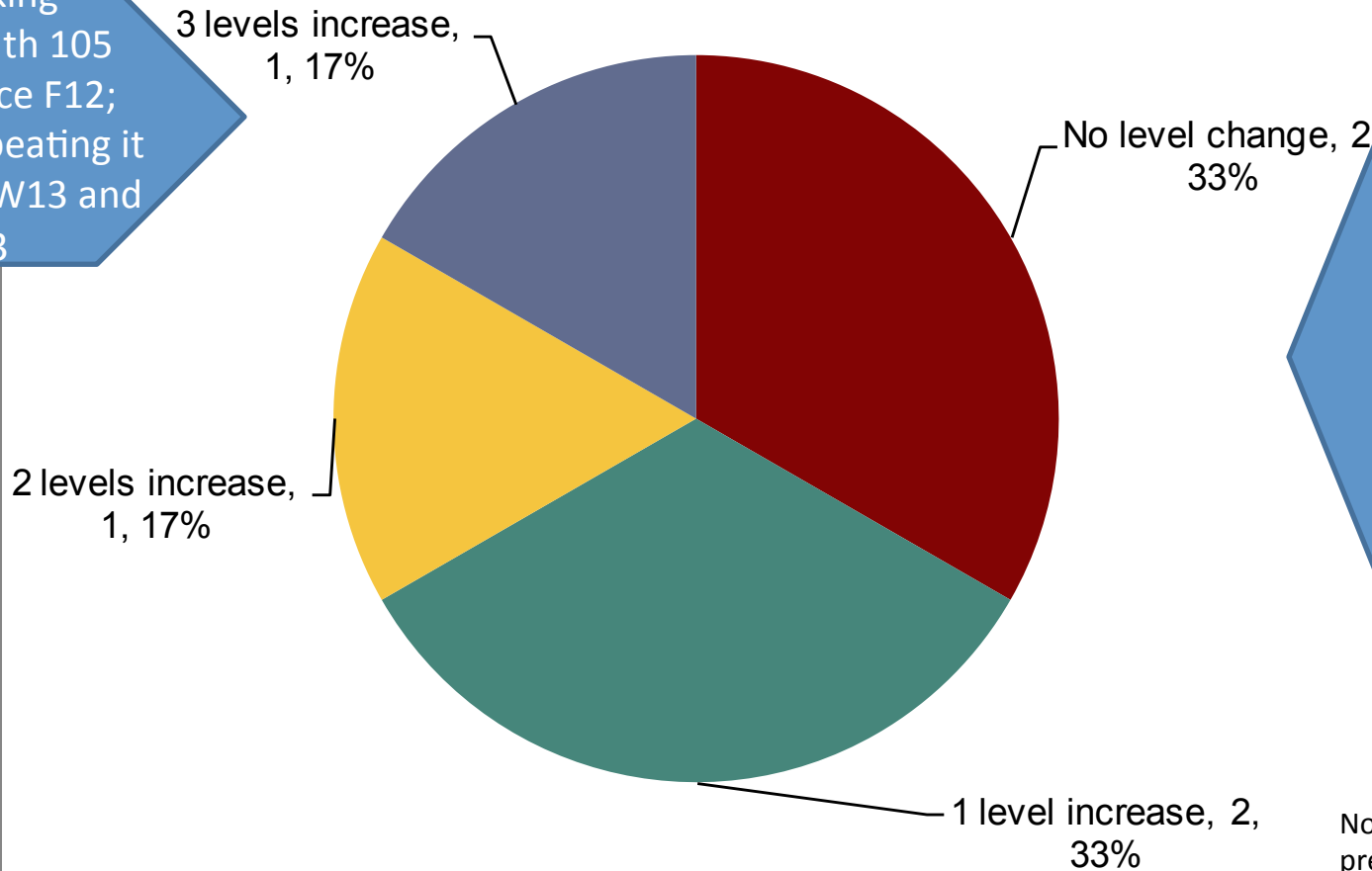
	Enrolled in next course from Winter	Repeated Winter course	Repeated Fall course	Spring (No math in fall & winter)	Total N	Total %
Math 10	3		1		8	100%
Math 48A	1				1	100%
Math 11	1				2	100%
Math 108				1	2	100%
Math 105	1	3			3	100%
Math 220			3	1	6	100%
Math 230	3					
Math 235						
Total	9	4	4	4		



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)

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



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

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

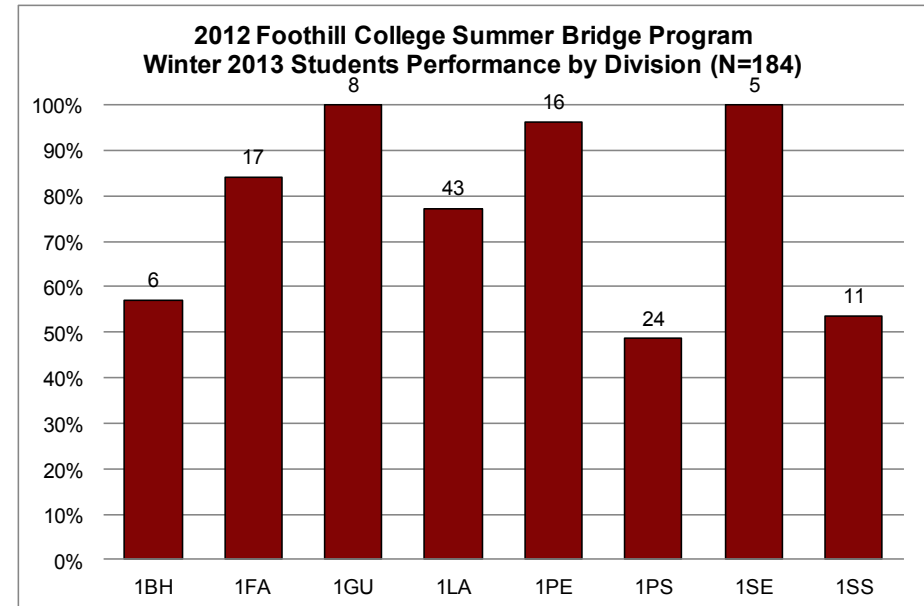
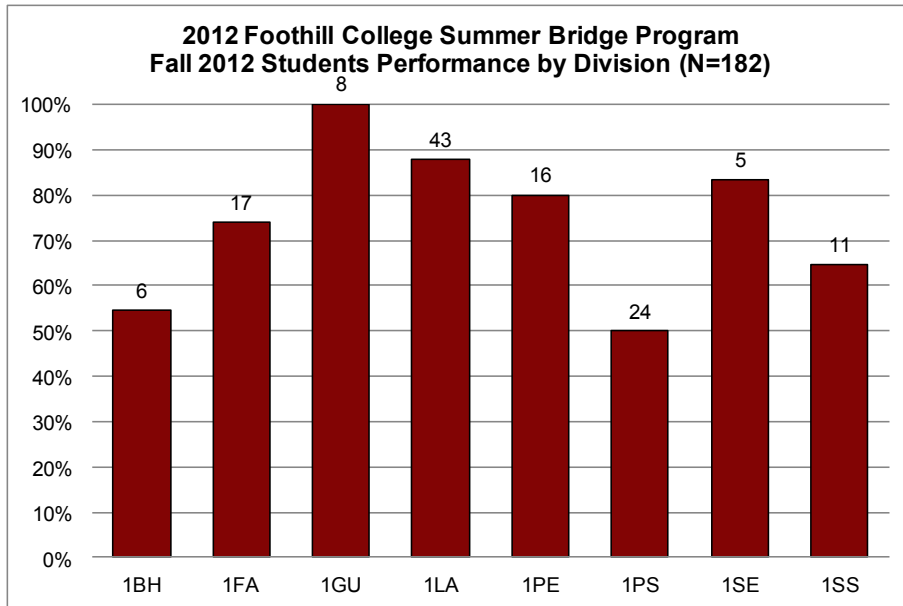


Summary

- 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



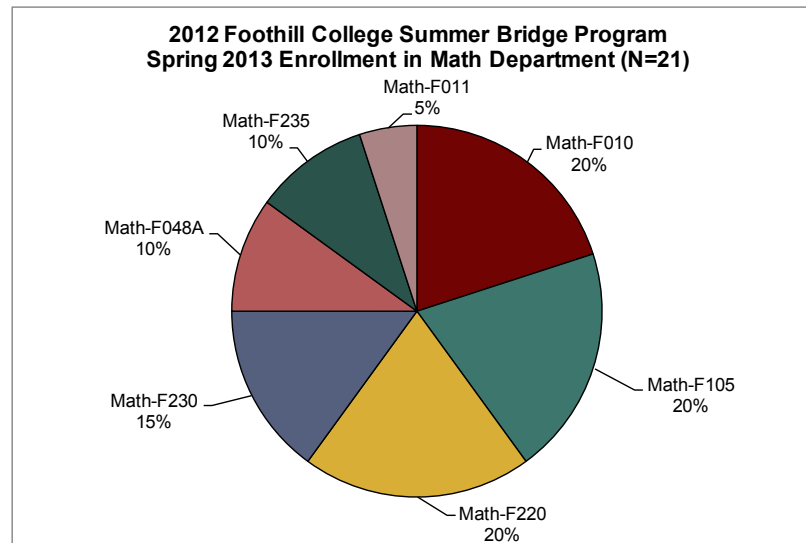
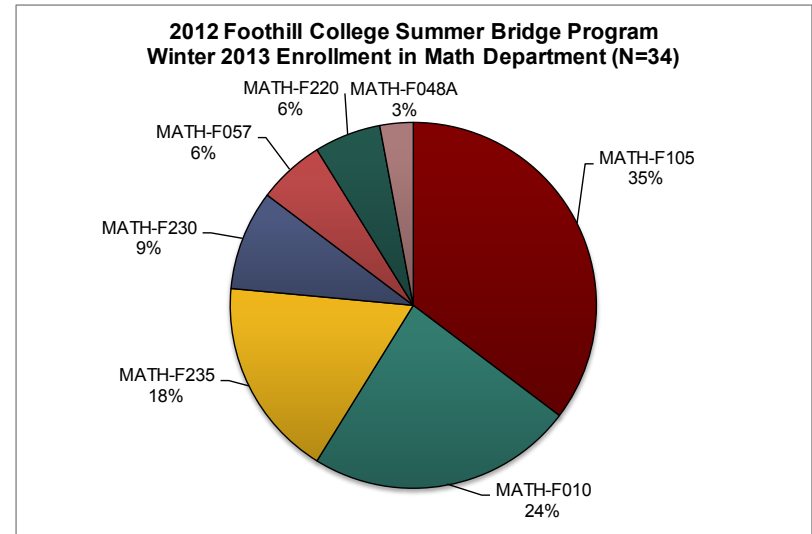
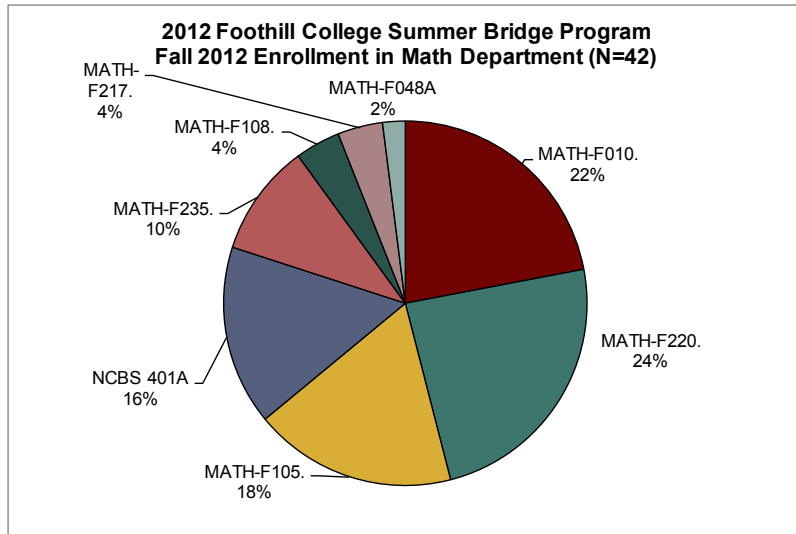
3 PHED courses were excluded due to missing grades.

- 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

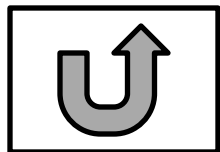


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Fall 2012, Winter 2013 & Spring 2013 Math

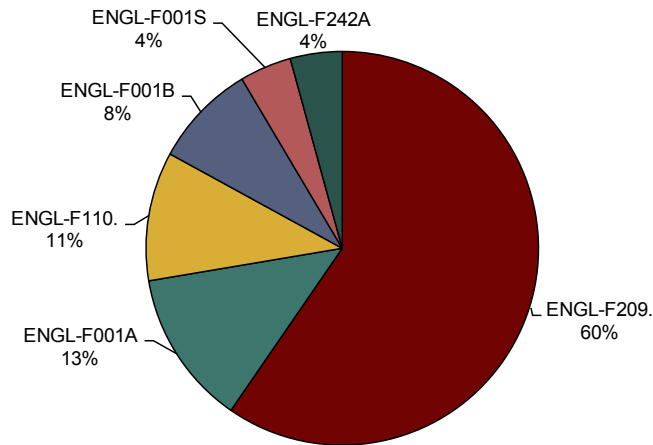


½ of NCBS401A students in F12 enrolled in MATH 235 in W13

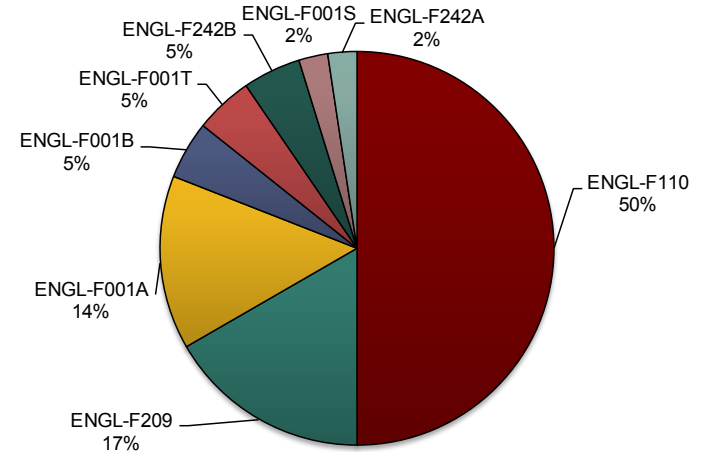


Fall 2012, Winter 2013 & Spring 2013 English

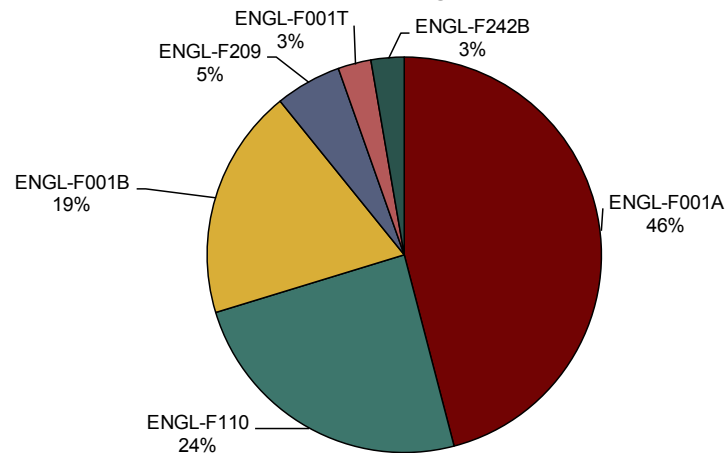
**2012 Foothill College Summer Bridge Program
Fall 2012 Enrollment in English Department (N=47)**



**2012 Foothill College Summer Bridge Program
Winter 2013 Enrollment in English Department (N=42)**



**2012 Foothill College Summer Bridge Program
Winter 2013 Enrollment in English Department (N=37)**



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)

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).

