



FOOTHILL COLLEGE

Institutional Research and Planning

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FROM: Elaine Kuo, College Researcher

RE: Math 1A tracking

Overview

Students who successfully passed Math 1A during Fall 2006, Fall 2007, Fall 2008 and Fall 2009 were tracked for two subsequent quarters to determine how many completed the entire three-quarter sequence in one academic year. The first three cohorts (F06, F07, and F08) were followed to determine how many transferred to a four-year institution.

Highlights

- The number of students enrolling in Math 1A has increased from 211 in Fall 2006 to 303 in Fall 2009.
- At least 65% of students enrolled in Math 1A are successful with a grade of C or better.
- Between 10-15% of students who enroll in Math 1A successfully complete the entire Math 1A/B/C sequence in one academic year.
- The number of students who successfully complete the Math 1A/B/C sequence increased from 21 in Spring 2007 to 41 in Spring 2010.
- A majority of students who enroll in Math 1C successfully pass the course (between 87-88% course success rates).
- The primary drop off point in the sequence occurs after the successful completion of Math 1B, and approximately half these students choose to enroll in Math 1C. Among the Fall 2006 cohort, only 32% of those who passed Math 1B enrolled in Math 1C.
- At least 50% of students who successfully complete Math 1A (F06, F07, F08 cohorts) transfer to a four-year institution.
- Approximately 33% of the students taking the Math 1A/B/C sequence are female.
- Asian students compose over 50% of students who are successful through the Math 1A/B/C sequence.

2006-07

- While 211 students enrolled in Math 1A, 160 were successful, reflecting a 76% success rate.
- Of the 160 students who passed Math 1A, 21 (13%) students successfully complete the entire Math 1A/B/C sequence in the same academic year.
- 62% of students who successfully completed Math 1A transferred to a four-year institution.
- Female students make up at least one-third of those who enroll and pass Math 1A and B, but only 19% of those who pass Math 1C.
- After three quarters, Asian, White, and Unknown students remained in the cohort that passed the entire Math 1 sequence, with Asian and White students representing 62% and 33% of those who pass Math 1C.

2007-08

- While 191 students enrolled in Math 1A, 123 were successful, reflecting a 64% success rate.
- Of the 123 students who passed Math 1A, 28 (23%) successfully completed the entire Math 1A/B/C sequence in the same academic year.
- 60% of students who successfully completed Math 1A transferred to a four-year institution.
- Female students make up one-third of students passing the Math 1A/B/C sequence.
- After three quarters, Asian, White, Other, and Unknown students remained in the cohort that passed the Math 1 sequence, with Asian students representing 57% of those who pass Math 1C.

2008-09

- While 267 students enrolled in Math 1A, 174 were successful, reflecting a 65% success rate.
- Of the 174 students who passed Math 1A, 39 (22%) successfully completed the entire Math 1A/B/C sequence in the same academic year.
- 49% of students who successfully completed Math 1A transferred to a four-year institution.
- Female students make up at least one-third of those who enroll and pass Math 1A and B, but only a quarter of those who pass Math 1C.
- After three quarters, Asian, Black, Filipino/Pacific Islander, White, and Unknown students remained in the cohort that passed the Math 1 sequence, with Asian and White students representing 54% and 28% of those who pass Math 1C.

2009-2010

- While 303 students enrolled in Math 1A, 196 were successful, reflecting a 65% success rate.
- Of the 196 students who passed Math 1A, 39 (21%) successfully completed the entire Math 1A/B/C sequence in the same academic year.

- Female students make up approximately 40% of the enrolled and successful students at each step of the sequence, but only 32% of students who successfully pass Math 1C.
- The Other and Unknown categories make up 15% and 37% of students who successfully complete the Math 1A/B/C sequence in one academic year.

Notes

Transfer data was requested for the Fall 2006, 2007, and 2008 cohorts only in order to give students time to transfer.

Source

Data was extracted from FHDA IR&P ODS. Transfer data were obtained through the National Student Clearinghouse Student Tracker. Four separate files were created for each academic year, of which three were merged with data from the National Student Clearinghouse.