

El Camino College

Math Progression & Completion – Accelerated Math

Fall 2011 – Summer 2014 (summer data pending)

This report summarizes two-year progression for two accelerated math courses at El Camino College:

- 1) Basic Accelerated Mathematics (BAM) – Math-37¹
- 2) General Education Algebra (GEA) – Math-67²

Progression Tracking

Each BAM/GEA cohort was tracked for a two-year period (7 terms total) for the following cohort years.

- BAM – Fall 2011
- BAM – Spring 2012
- BAM – Fall 2012
- GEA – Spring 2012
- GEA – Fall 2012

Comparison Courses & Group

BAM and GEA course sections are daytime, weekday, on-campus and *not* large-lecture sized. For non-accelerated comparable courses (see table below), only sections meeting the above criteria were included in the comparison group.

Group	Accelerated Course	Comparison Course
BAM	Math-37	Math-12
GEA	Math-67	Math-40

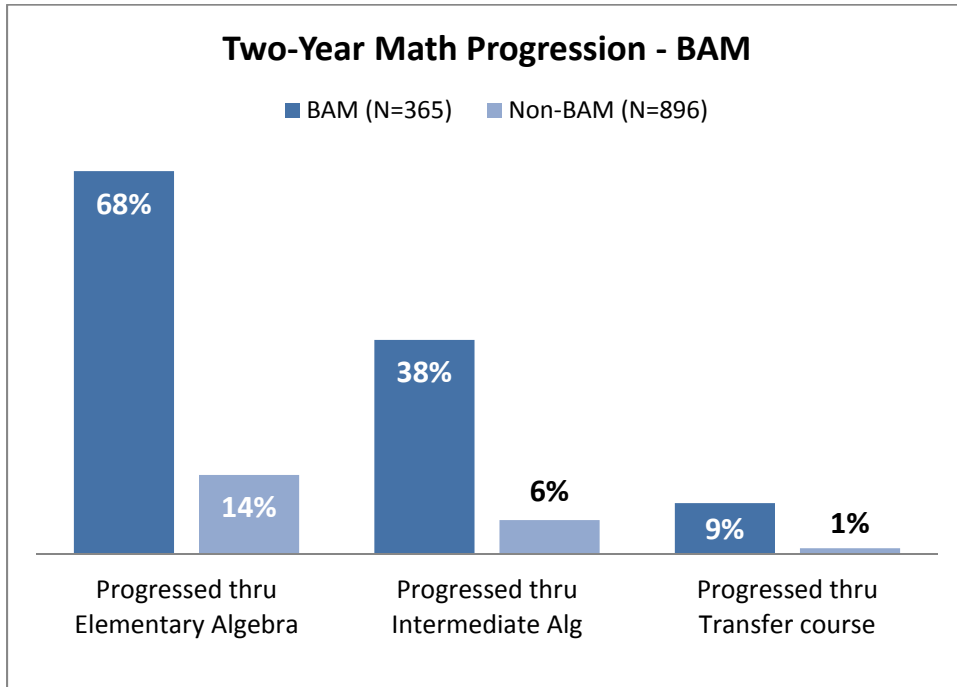
Summary Findings – BAM Progression

Progression is defined as the percentage of the original cohort that enrolls and successfully completes the indicated higher math course. Considering the first three cohorts of BAM combined, Students in BAM sections were much more likely to progress through levels of math courses up through transfer-level compared to students in non-BAM sections (Math-12). Over 68% of BAM students completed the equivalent of Elementary Algebra within two years compared with only 14% of the comparison Math-

¹ Effective Fall 2013, the *BAM* course number is Math-37. The previous numbering for this course was Math-50D.

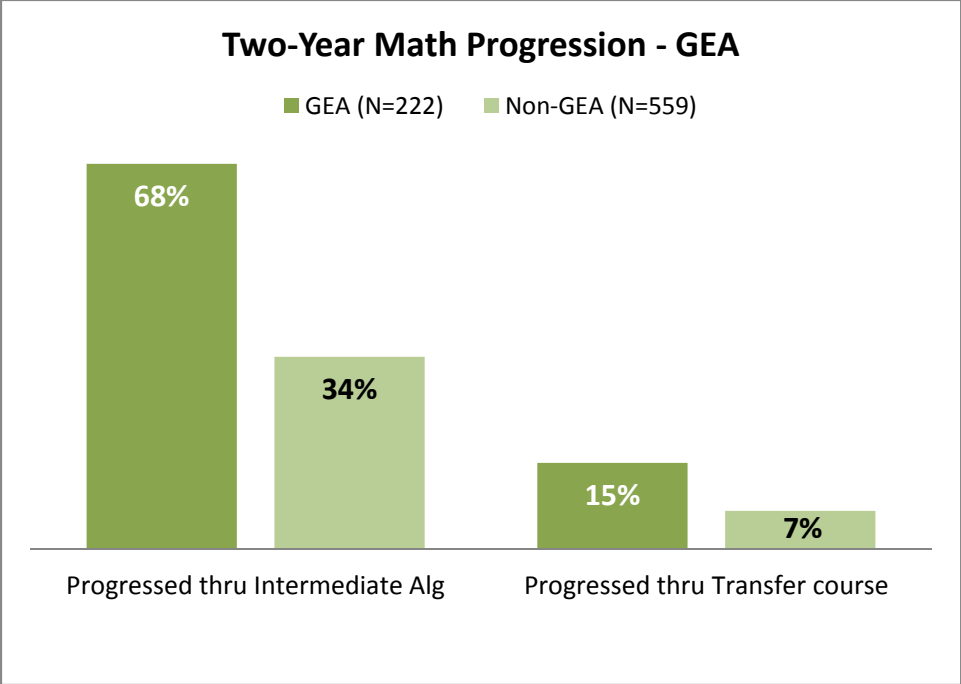
² Effective Fall 2013, the *GEA* course number is Math-67. The previous numbering for this course was Math-50C.

12 students. Likewise, 38% of BAM students progressed through Intermediate Algebra and 9% successfully completed a Transfer-level course (Math-130, 150, or 170), compared to rates of 6% and 1%, respectively, for the comparison group.



Summary Findings – GEA Progression

Again, *progression* is defined as the percentage of the original cohort that enrolls and successfully completes the indicated higher math course. Considering the first two cohorts of GEA combined, Students in GEA sections were twice as likely to progress through levels of math courses up through transfer-level compared with students in non-GEA sections (Math-40). Over 68% of GEA students completed the equivalent of Intermediate Algebra within two years compared with only 34% of the comparison Math-40 students. Similarly, 15% of GEA students progressed to and successfully completed a Transfer-level course (Math-130, 150, or 170), compared to 7% for the comparison group.

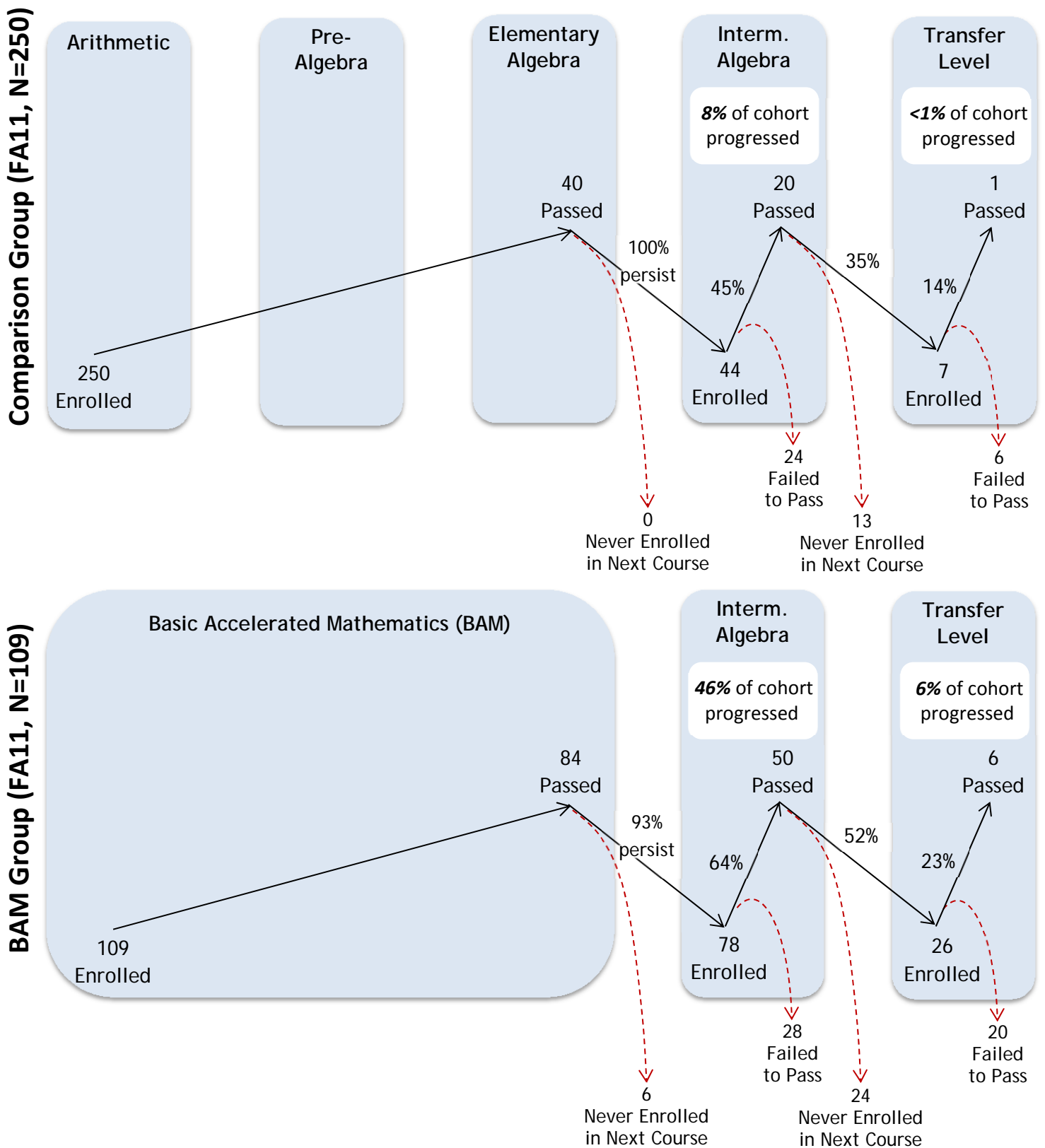


Tracking Charts

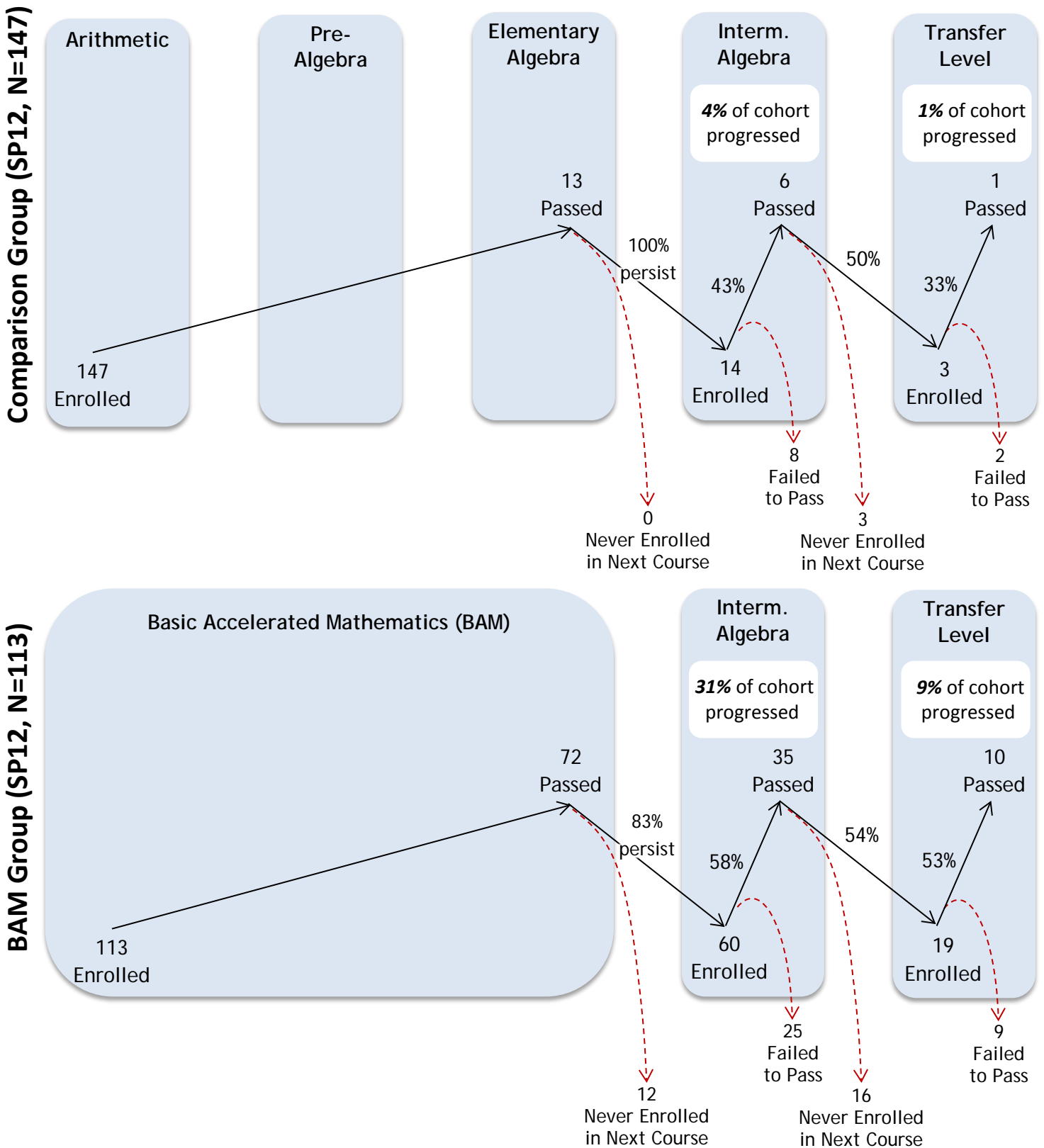
The following pages display tracking charts³ for accelerated and comparison courses for three separate cohorts of BAM (students enrolled in Fall 2011, Spring 2012, and Fall 2012 sections), and two separate cohorts of GEA (students enrolled in Spring 2012 and Fall 2012). *Passed* is defined as the number and percentage of enrolled students who complete a course with a C or better, or the equivalent. *Persisted* indicates the percentage of passing students who enroll in the next level of math. A student is counted if he or she *ever enrolled* or *ever passed* any course at the level indicated during the tracking period.

³ Tracking chart graphs were created by Marci Myers, Research Analyst, Institutional Research & Planning, based on a concept developed by Dr. Lars Kjeseth, Professor of Mathematics.

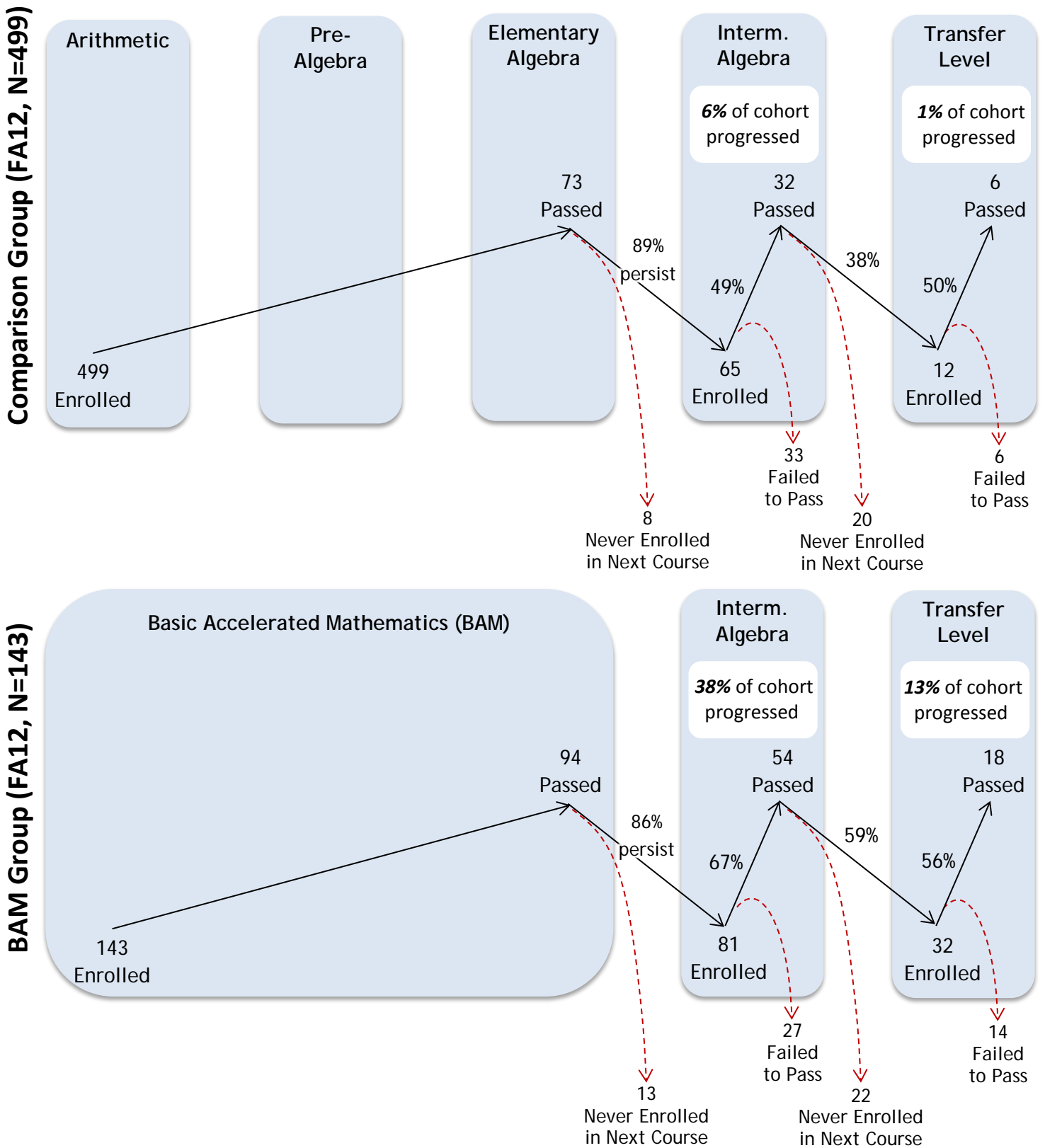
Basic Accelerated Math (BAM), Two-Year Progression in Math Fall 2011 BAM Cohort (and Comparison Group)



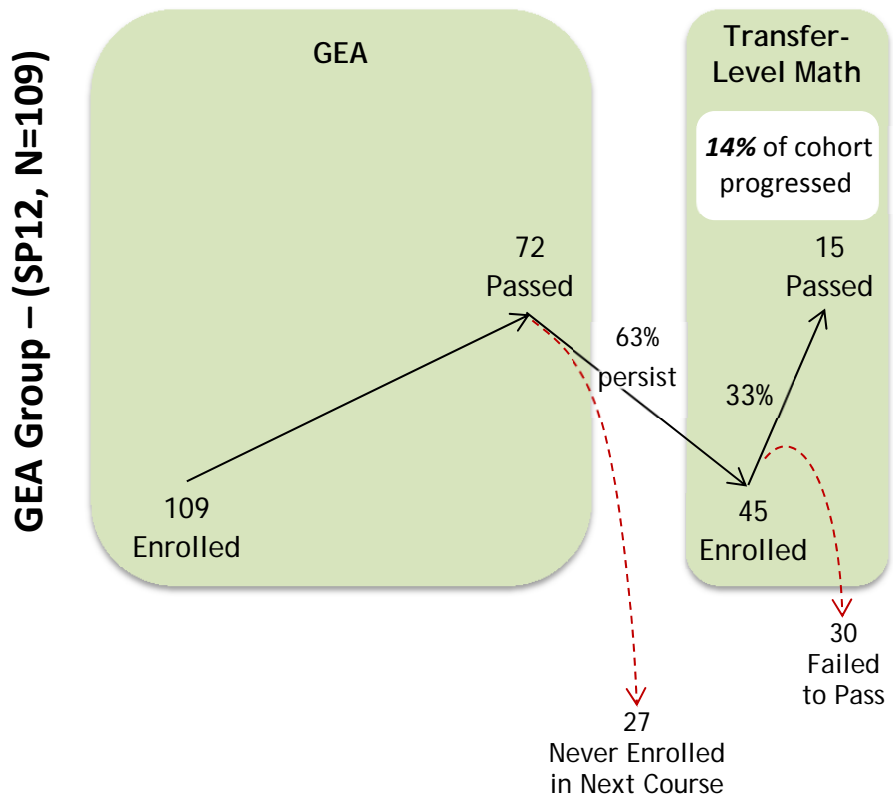
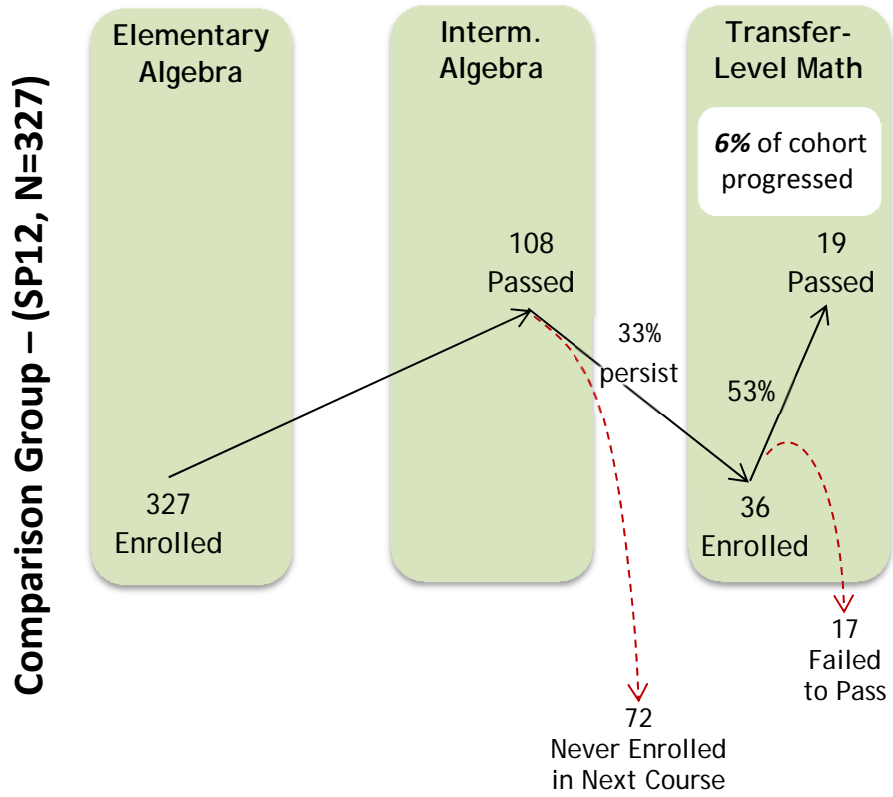
Basic Accelerated Math (BAM), Two-Year Progression in Math Spring 2012 BAM Cohort (and Comparison Group)



Basic Accelerated Math (BAM), Two-Year Progression in Math Fall 2012 BAM Cohort (and Comparison Group)



General Education Algebra (GEA), Two-Year Progression in Math Spring 2012 GEA Cohort (and Comparison Group)



General Education Algebra (GEA), Two-Year Progression in Math Fall 2012 GEA Cohort (and Comparison Group)

