**Math Department**

**May 2010**

**Gear Up for Success**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Math 090 | | |  | Math 110 | | |
|  | Gear Up for Success Participants | All Other Math 090 Students |  |  | Gear Up for Success Participants | All Other Math 110 Students |
| Retention | 100% | 80.3% |  | Retention | 88.9% | 82.0% |
| Success | 66.7% | 41.4% |  | Success | 72.2% | 54.8% |
| Persistence | 55.6% | 35.1% |  | Persistence | 50.0% | 29.5% |
| Persisted to Math 103 or 110 (Associate Degree Applicable) | | |  | Persisted to Math 120, 125, 160, 170, 175, 176 or 178 (transferrable) | | |

* Difference is significant for retention and success of Math 090 students

**Gear Up for Success Survey Results**

* Over 90% of students who completed the survey said the AfterMath Workshop was helpful in reducing their fears and anxieties about taking math this semester.
* Over 95% of students who completed the survey said they gained some useful information in the AfterMath Workshop that will help them be more successful in their math class.
* Over 90% of students who completed the survey said the information presented in the AfterMath Workshop was helpful in preparing them for math.

**AfterMath Workshops**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Math 088 | | |  | Math 090 | | |  | Math 110 | | |
|  | AfterMath Participants | All Other Math 088 Students |  |  | AfterMath Participants | All Other Math 090 Students |  |  | AfterMath Participants | All Other Math 110 Students |
| Retention | 90.0% | 84.9% |  | Retention | 90.1% | 73.8% |  | Retention | 84.4% | 73.8% |
| Success | 70.0% | 55.9% |  | Success | 57.0% | 44.8% |  | Success | 65.6% | 41.8% |

* Difference is significant for retention and success of Math 090 students
* Difference is significant for success of Math 110 students

**AfterMath Survey Results**

* All students who filled out a survey said the AfterMath workshops were helpful as they studied math and would recommend the workshops to others studying math.
* 80% of students who filled out a survey believe the AfterMath workshops made them more successful in their math than they would have been otherwise.

**Math Study Center**

**(STEM Achievement Center)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Math 088 | | |  | Math 090 | | |
|  | Math Study Center Users | All Other Math 088 Students |  |  | Math Study Center Users | All Other Math 090 Students |
| Retention | 100% | 92.5% |  | Retention | 91.4% | 79.3% |
| Success | 94.1% | 76.4% |  | Success | 57.1% | 39.9% |
| Persistence | 70.6% | 46.2% |  | Persistence | 40.0% | 35.9% |
| Persisted to Math 090 | | |  | Persisted to Math 103 or 110 (Associate Degree Applicable) | | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Math 103 | | |  | Math 110 | | |
|  | Math Study Center Users | All Other Math 103 Students |  |  | Math Study Center Users | All Other Math 110 Students |
| Retention | 96.6% | 86.4% |  | Retention | 90.0% | 81.4% |
| Success | 62.1% | 50.3% |  | Success | 72.5% | 53.6% |
| Persistence | 24.1% | 24.6% |  | Persistence | 52.5% | 27.8% |
| Persisted to Math 120, 125 or 160 (transferrable) | | |  | Persisted to Math 120, 125, 160, 170, 175, 176 or 178 (transferrable) | | |

* Difference is significant for retention and success of Math 090 students
* Difference is significant for persistence of Math 110 students

**Learning Community**

**(Bridging Math 088 with PDC 130)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| All Students | | |  | Underrepresented Students | | |
|  | Learning Community Participants | All Other Math 088 Students |  |  | Learning Community Participants | All Other Math 088 Students |
| Success | 64.6% | 54.7% |  | Success | 53.1% | 44.2% |
| Persistence | 66.7% | 50.0% |  | Persistence | 64.7% | 52.9% |
| Persisted to Math 090 | | |  | Persisted to Math 090 | | |

**Learning Community Survey Results**

* Students in the learning community were nearly twice as likely to state it was important for them to learn math so they could get over their fears and anxieties
* Students in the learning community listed more barriers they had in learning math, such as difficulty reading word problems, the way math was taught before coming to college, math anxiety and lack of support from the teacher.
* Students felt the learning community experience as well as the skills learned in the PDC 130 course were beneficial and will help them in their future endeavors.
* Students in the learning community believed the collaboration of the Math 088 and PDC 130 instructors was an integral part of creating the community environment for the students.
* Students in the learning community found their anxiety melting away and a sense of confidence and self assurance in its place.