



Unprepared Students: The Impact of Learning Support on Success in Math

Presentation to MPC Board of Trustees
June 22, 2016

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Last month:

→ We examined Math enrollments in 1st year for Unprepared students in 2011-12 cohort

A question from the previous presentation:

Does participation in Math Learning Center help students succeed?





Today we will examine data on:

Participation in Math Learning Center from Fall
2011 through Spring 2014

(Subset of data previously analyzed by Math Dept.)



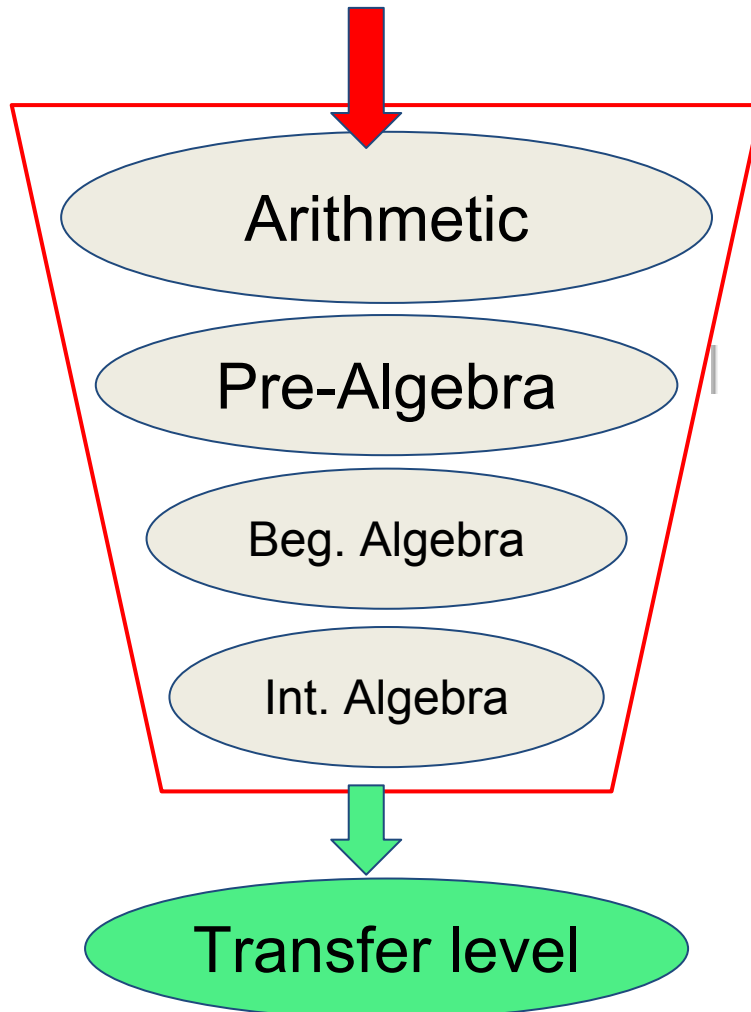


Successful Completion of Math Courses





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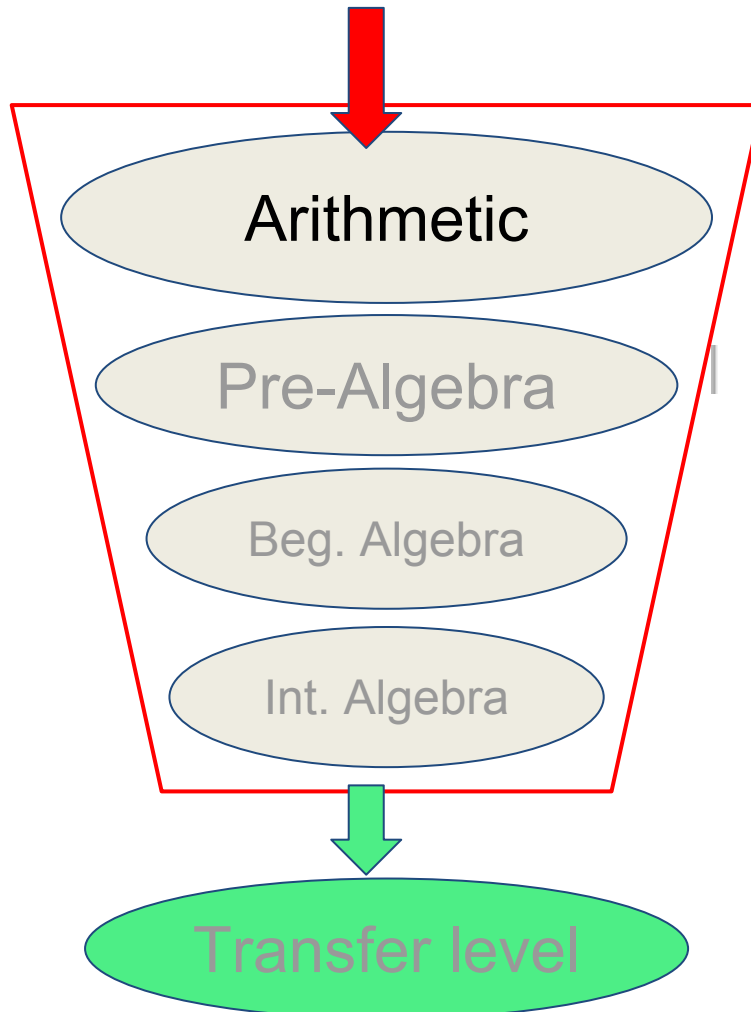
74% of students who spent **>8 hours** in MLC successfully completed math course

VS

53% of students who spent **<=8 hours** in MLC successfully completed math course



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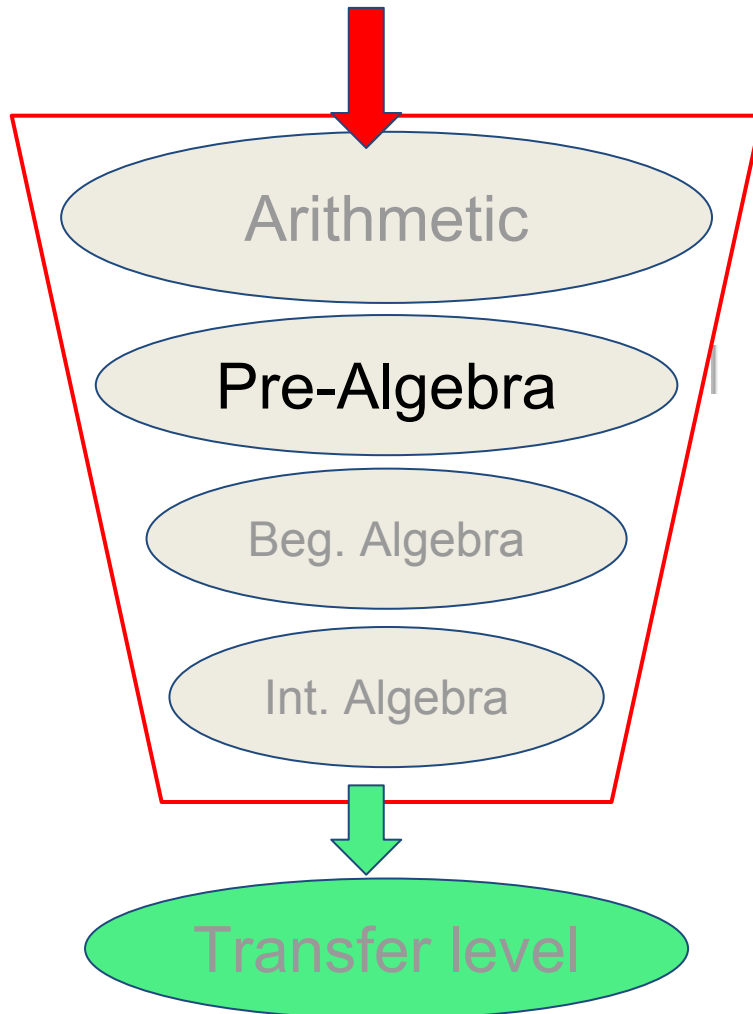
78% of students who spent **>8 hours** in MLC successfully completed math course

VS

67% of students who spent **<=8 hours** in MLC successfully completed math course



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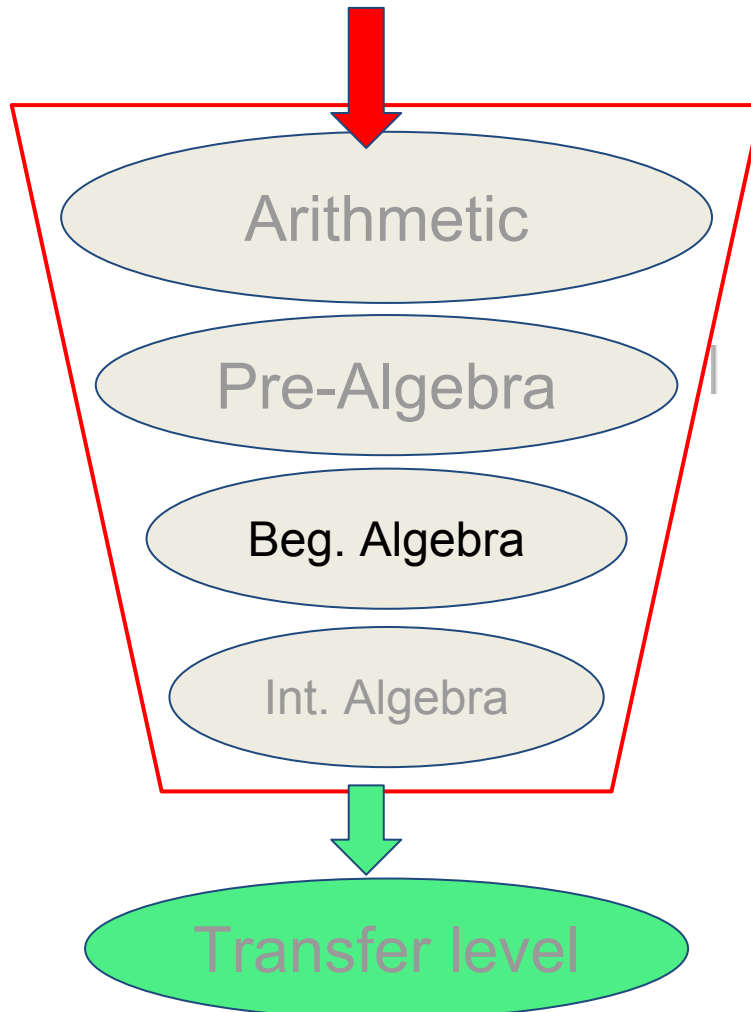
89% of students who spent **>8 hours** in MLC successfully completed math course

VS

75% of students who spent **<=8 hours** in MLC successfully completed math course



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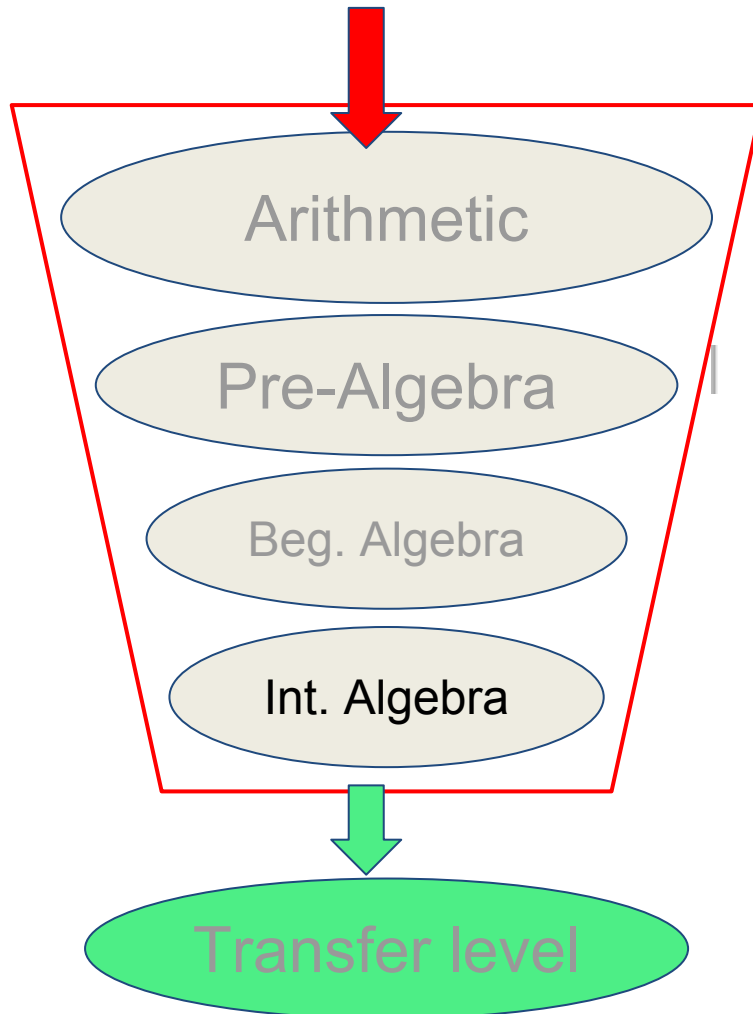
74% of students who spent **>8 hours** in MLC successfully completed math course

VS

47% of students who spent **<=8 hours** in MLC successfully completed math course



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72% of students who spent **>8 hours** in MLC successfully completed math course

VS

49% of students who spent **<=8 hours** in MLC successfully completed math course

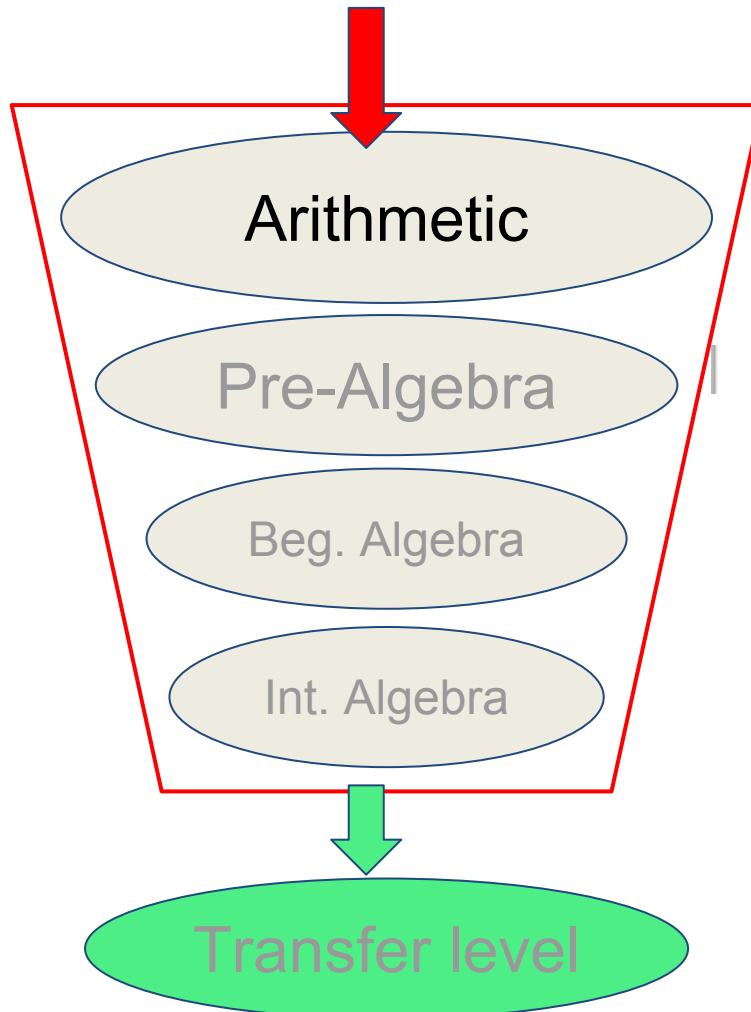


Persistence in Math the following semester
(Fall 2011 → Spring 2012)





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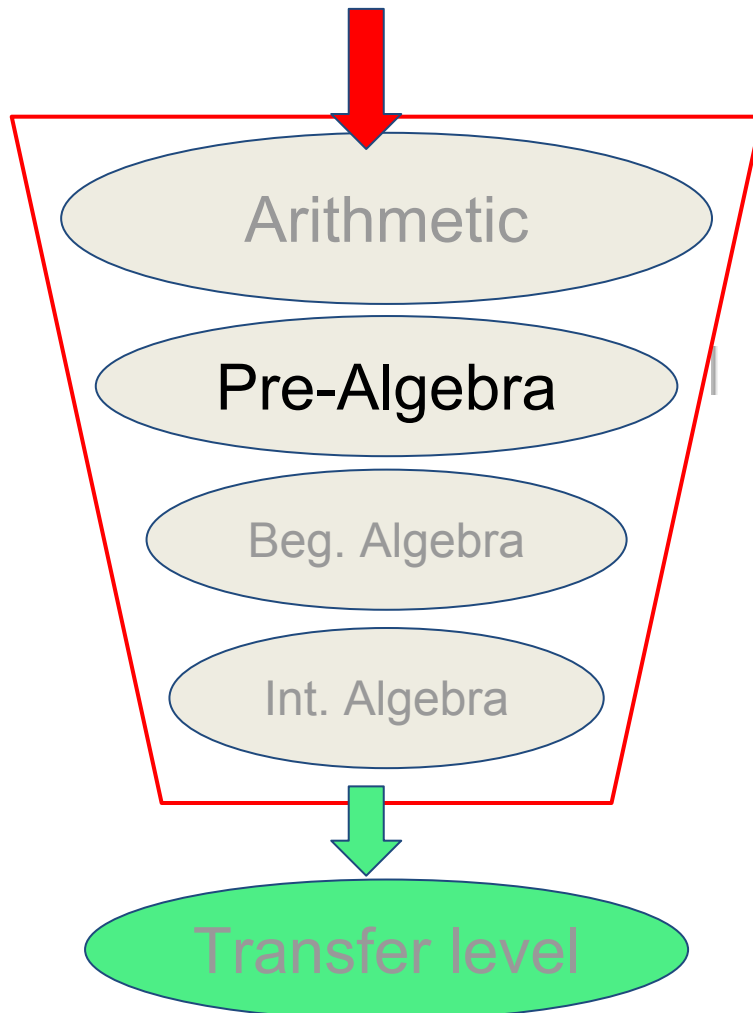
63% of students who spent **>8 hours** in MLC persisted in math the following semester

VS

44% of students who spent **<=8 hours** in MLC persisted in math the following semester



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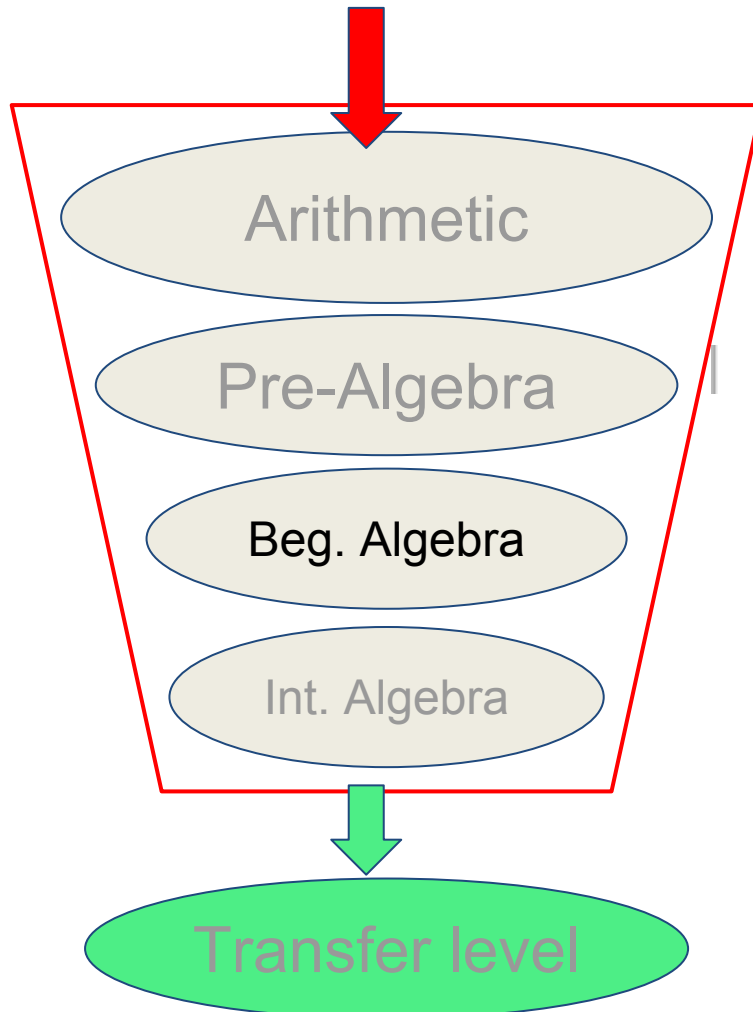
55% of students who spent **>8 hours** in MLC persisted in math the following semester

VS

40% of students who spent **<=8 hours** in MLC persisted in math the following semester



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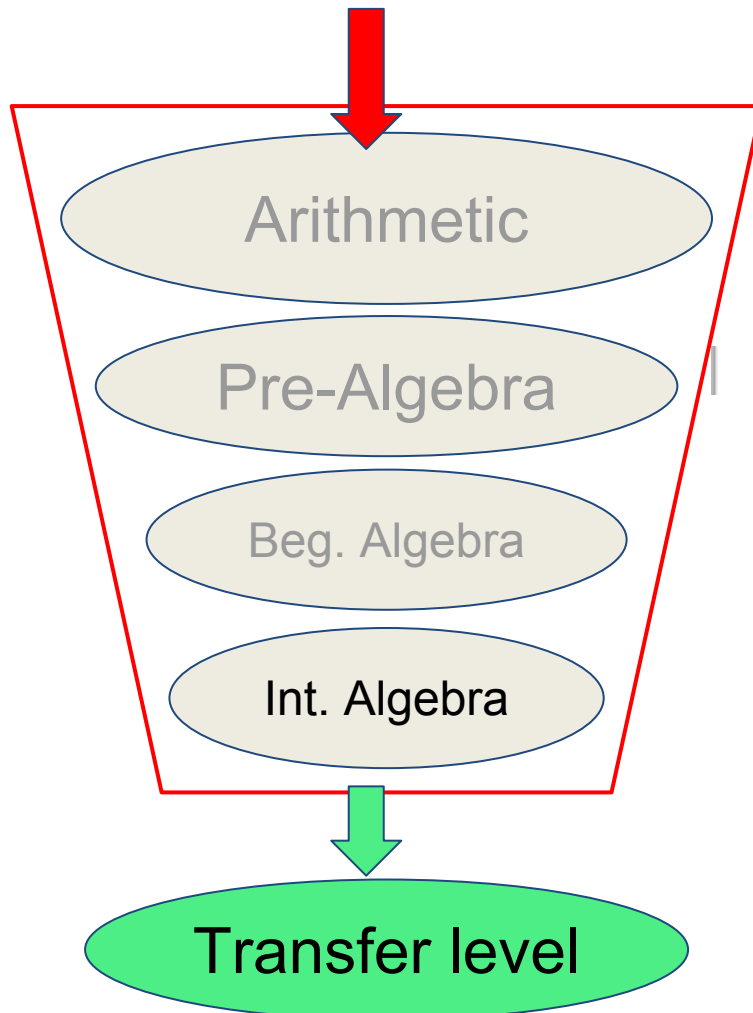
43% of students who spent **>8 hours** in MLC persisted in math the following semester

VS

20% of students who spent **<=8 hours** in MLC persisted in math the following semester



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44% of students who spent **>8 hours** in MLC persisted in math the following semester

VS

23% of students who spent **<=8 hours** in MLC persisted in math the following semester



In conclusion:

Across all levels of basic skills math, participation in MLC (more than 8 hours a semester) is associated with:

- Higher **successful course completion rates**
- Higher **persistence rates** in math

An important caveat:

We cannot infer causality!





Questions?

