Abstract: Student Success in Math at Los Angeles Mission College

In an attempt to evaluate the success of math students at community college, we evaluated the success of students placed into higher courses and also evaluated student success in an online math course. We addressed two questions in this research: (1) How did the Multiple Measures Assessment Project affect student success? And (2) Can a student's success be predicted in the first two weeks of an online math course.

To evaluate the Multiple Measures Assessment Project, we isolated two sets of data for similar students before and after the implementation. We evaluated totals for students attempting courses, passing courses, passing higher level courses, and whether the groups as wholes were more likely or less likely to achieve success within four semesters. To predict student success in an online course, we evaluated data in the first two weeks of a semester and used various logistic regressions on different factors to evaluate the likelihood that a student would receive a passing grade at the end of the semester.

Our research indicates that the students who were received a higher placement due to the implementation of the Multiple Measures Assessment project were more likely to achieve success within four semesters compared to the group unaffected by the implementation. We were also able to predict a student's success based on early semester performance with different models with accuracies between 60 and 80 percent.

This research could indicate that a student allowed to take higher level math courses is more likely to succeed in community college than students not given the opportunity. The success rates of early online class is important for identifying students unlikely to pass the course. This information can be used by students, professors, and college faculty in evaluating the best course of action for that student and the class.