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NEXT ISSUE

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CMP 2009 Report Released

The final report of CMP 2009 was released at a press conference on March 9, 2010 by the President of Seneca College, David Agnew (see picture). There was some good media coverage including the Toronto Star, CBC radio, and some other news outlets. The report is available in both English and French on the CMP web site and can be downloaded and circulated freely. Some of the research highlights are included in this issue of CMP News; the conclusions and recommendations will be discussed further in the next issue.



CMP 2010 Launched

At the same time that the results of CMP 2009 were being released, the Ministry of Education and the Ministry of Training, Colleges and Universities committed support to the College Mathematics Project for a further two years. The CMP team has been very grateful not only for the financial support of the two Ministries but also the personal commitment of Ministry officials to the success of the Project. While the Ministries have been supportive and have suggested research questions and ideas for enhancing the forums, they recognise the CMP as an independent body and have respected the project goals and methodology.

CMP 2010 will continue the pattern set in CMP 2009 with all colleges participating, research into further aspects of student achievement in mathematics, and plans for a range of forums in all parts of the province in the Fall – once again to be organised by SCWI regional planning teams.

CMP 2009 Research Highlights

- 67% of students achieved “good grades” (A, B or C) in first-semester mathematics in college, while 33% received grades of D or F or withdrew from the course, placing them at risk of not completing their chosen program. This represents a small improvement over last year’s results.
- Recent Ontario graduates (students under the age of 23 on December 31, 2008 *and* who graduated from an Ontario secondary school) formed 69% of first-semester mathematics students.
- 65% of recent Ontario graduates (ROGs) achieved good grades, compared with 72% of older students or those from outside Ontario.
- While males outnumber females in first-semester mathematics by almost 2:1, females out-perform males in all age groups.
- The proportion of students attaining good grades rises sharply with age, with 79% of males in their 30s and 87% of females in the 40s obtaining good grades.
- Choices of school mathematics courses and achievement in the chosen courses have a major impact on first-semester college achievement. For example:
 - The proportion of students taking MCT4C has increased significantly over last year, particularly among those students who had taken the revised mathematics curriculum.
 - Achievement levels of those who have taken both MAP4C and MCT4C have also improved, relative to last year.
 - Students with high marks in MAP4C also tend to be successful in college; 78% of those scoring over 80% in MAP4C obtained good grades in college.
 - Choice of course in Grade 11 is also very important; the most commonly taken sequence (MBF3C + MAP4C) led to 55% good grades in college, compared with the less commonly taken sequence (MCF3M+MCT4C) which led to 70% good grades.
 - The recently revised curriculum opened up a pathway from Grade 10 Applied Mathematics (MFM2P) to MCF3M; 289 students followed this path (compared with none last year) and 66% of them obtained good grades in college.

Rendement en mathématiques des étudiants franco-ontariens

Même si nous n'avons pas pu les inclure dans le rapport du PMC 2009, nous avons su établir des données séparées en ce qui concerne le rendement en mathématiques au niveau collégial des diplômés des 8 conseils scolaires de langue française. La base de données du PMC compte 2 474 étudiantes et étudiants diplômés de ces conseils; de ce nombre, 1 411 (57 %) étaient inscrits aux collèges de langue française, c'est-à-dire au collège Boréal et à la Cité collégiale. Le reste, quelque 1 063 (soit 43 %) fréquentaient des collèges de langue anglaise, pour la plupart les collèges Algonquin et Cambrian, mais quelques-uns se trouvaient répartis entre tous les 20 autres collèges. Parmi les 2 474 étudiantes et étudiants, 803 étaient inscrits dans des cours de mathématiques de premier semestre: 367 (46 %) dans les collèges de langue française et 436 (54 %) dans les collèges de langue anglaise. Ce qui ressort des données sur le rendement de ces étudiantes et étudiants francophones, c'est que sur le plan global 72% ont eu de bonnes notes en mathématiques et que seulement 28 % étaient “à risque”. Ce niveau élevé de réussite varie peu, quel que soit le collège fréquenté par les étudiantes et étudiants en question. Ceux des conseils scolaires et collèges qui s'intéressent à étudier les données pertinentes en plus grand détail peuvent le faire en accédant à la base de données du PMC.