



FOOTHILL COLLEGE

Institutional Research and Planning

DATE: July 13, 2015

TO: Allison Herman, Instructor, English
Stephanie Tran, Instructor, English
Katie Ha, Instructor, Supplemental Learning-English/ESLL

FROM: Elaine Kuo, Institutional Researcher

RE: 2015 Summer Bridge English Program (SBEP) Entrance Survey Results

Overview

Students enrolled in the Summer Bridge English Program (SBEP) (NCLA 406A) held on July 6-August 6, 2015 were administered an entrance survey on the first day of the program. There were 38 respondents who completed the survey.

Highlights

Demographics

- While over half the students reported being recent high school graduates (2015: 61%), at least one-fourth graduated in 2011 or earlier (26%).
- About three-fourths of the students reported enrolling in their last English class this year or in the past year (75%); half of the students reported earning a “B” or “C” grade (58%).
- While a majority of students reported speaking a language other than English at home (73%), almost all the students reported reading and writing primarily in English (89%).
- Two-thirds of the students reported wanting to transfer to a four-year college or university as their primary educational goal (66%).
- Half of the students would describe themselves as Latino/a (50%), while the remaining students identified being Asian (24%), White (11%), African-American/Black (8%), multiple ethnicity (6%) and Filipino (3%).
- One-third of the students identify with being part of a special population group (32%). Of those who identify with a special population group, those raised by a single parent represent the largest group (27%).
- Over half of the students reported that their parents’/guardians’ highest educational level is having earned a high school diploma or less (Father/Guardian 1: 63%; Mother/Guardian 2: 64%).

Time commitment

- Over half the students reported spending 5 hours or less a week working for pay (58%), commuting to and from campus (83%), and providing care for others (80%).
- Students reported reading outside of class at least once a week (29%), followed by every day (22%), and at least three times a week (19%).

Program interest and motivation

- Two-thirds of students reported finding out about the Summer Bridge English Program through SOAR, a counselor and the campus testing center (67%).
- The top three reasons students indicated for their enrollment in the SBEP include: improving their placement result (38%), improving their reading and writing skills (29%), and recommendation from counselor/staff/faculty (11%).

English self-concept

- A smaller percentage of students self-reported being “above average” in their writing ability and confidence compared to their reading ability and confidence (a difference of over 20-percentage points). At least one-fourth of students rated themselves as being “below average” in writing ability (24%) and confidence (30%) while at least one-fourth reported being “above average” in reading ability (29%) and confidence (27%).
- The four skills that students had the highest self-reported “below average” ratings were: “Identifying my strengths in writing” (24%); “Using context clues to understand unfamiliar words” (19%); “Identifying my strengths in reading” (19%); and “Reflecting on my challenges in reading” (19%).
- The two skills that students had the highest self-reported “above average” ratings were in “Developing my own idea(s) in my writing” (27%) and “Identifying my strengths in writing” (22%).

Student expectations

Students’ responses include expectations related to:

- Placing higher in the English pathway (into ENGL 1A)
- Improving English skills (such as grammar, writing)
- Re-establishing study skills (after not taking courses over 1 year)
- Increasing confidence in reading and writing skills
- Identifying strengths and weakness (in reading and writing)
- Increasing awareness and access to resources
- Developing and reach one’s own potential
- Concern over long class hours
- SBEP being a challenging experience
- SBEP being a fun experience

Methodology

The Summer Bridge English Program (SBEP) is NCLA 406A, offered between July 6-August 6 between 1:30-4:50 pm on Monday-Thursday.

Survey was created using ReMark survey software by FH IR&P. Administration of online entrance survey was conducted on Monday, July 6 as the first task of the SBEP. Note there was a CNSL 5 section dedicated to the SBEP and was offered to students between June 29 to July 2; this was optional and not required.

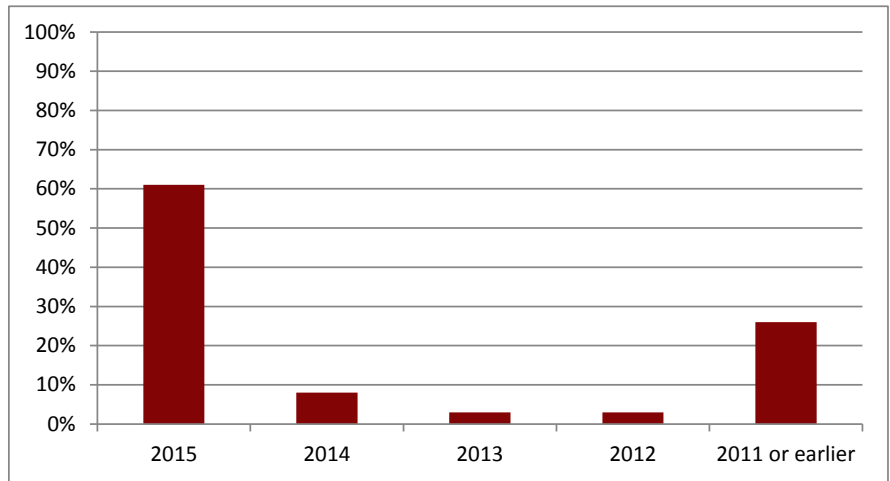
Source

FHDA IR&P [ENGLSBentrance.rmk]

**2015 Summer Bridge English Program
Entrance Survey**

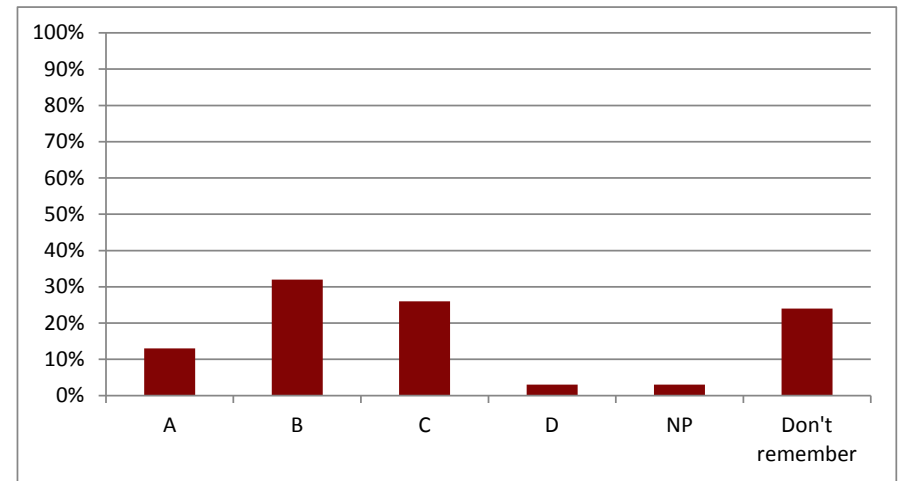
Q2: When did you graduate from high school?

Year	N	Percent
2015	23	61%
2014	3	8%
2013	1	3%
2012	1	3%
2011 or earlier	10	26%
Total	38	100%



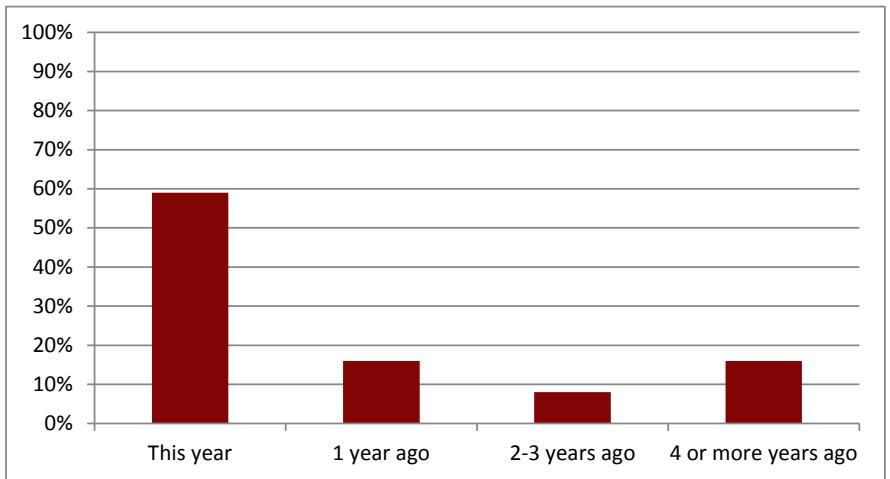
Q3: What grade did you receive in your last English class?

Grade	N	Percent
A	5	13%
B	12	32%
C	10	26%
D	1	3%
NP	1	3%
Don't remember	9	24%
Total	38	100%



Q4: When did you take your last English class?

Response	N	Percent
This year	22	59%
1 year ago	6	16%
2-3 years ago	3	8%
4 or more years ago	6	16%
Total	37	100%



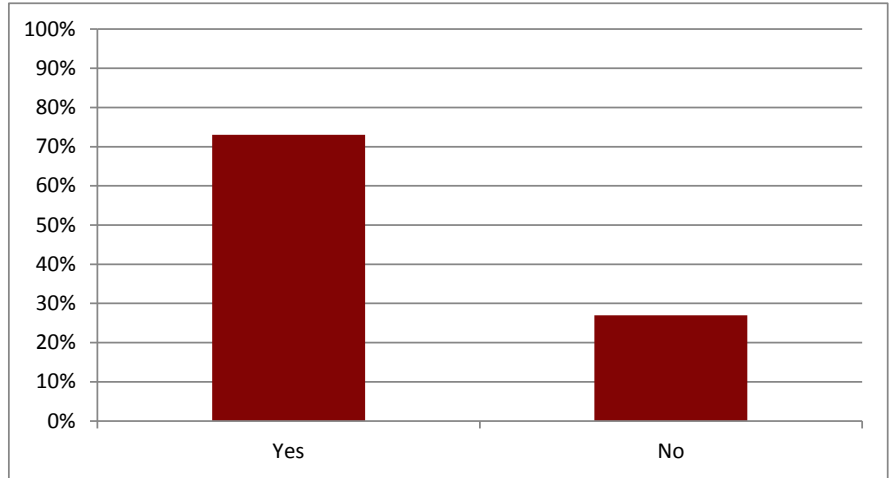
**2015 Summer Bridge English Program
Entrance Survey**

Q5: Do you speak a language other than English at home?

Response	N	Percent
Yes	27	73%
No	10	27%
Total	37	100%

Other languages spoken at home:

Cantonese, Chinese, Korean, Mandarin, Punjabi,

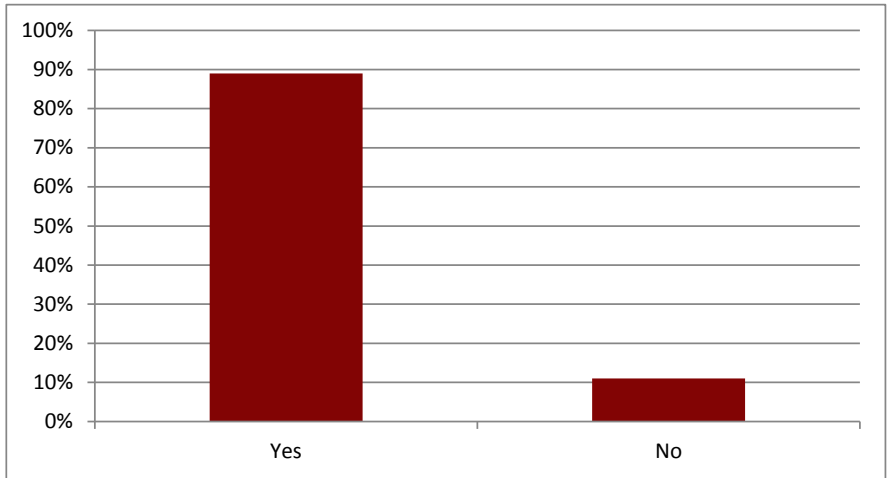


Q6: Do you primarily read and write in the English language?

Response	N	Percent
Yes	33	89%
No	4	11%
Total	37	100%

Other languages used for reading and writing:

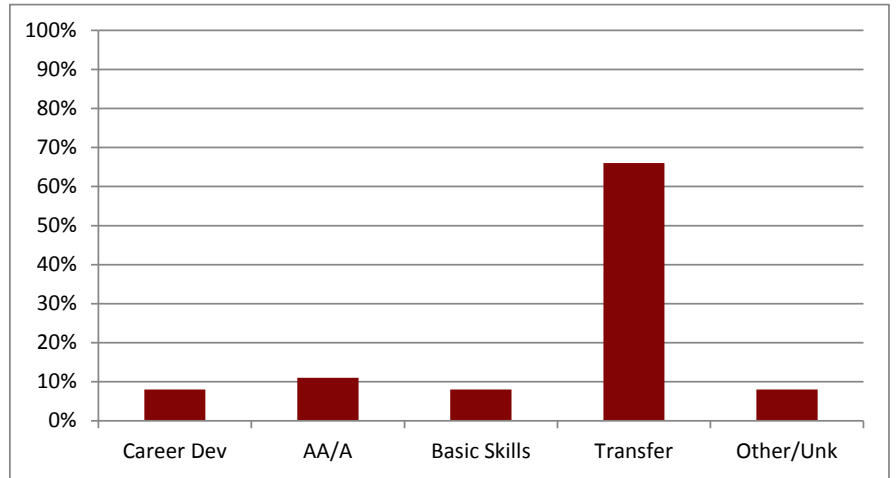
Chinese, Russian, Spanish (2)



**2015 Summer Bridge English Program
Entrance Survey**

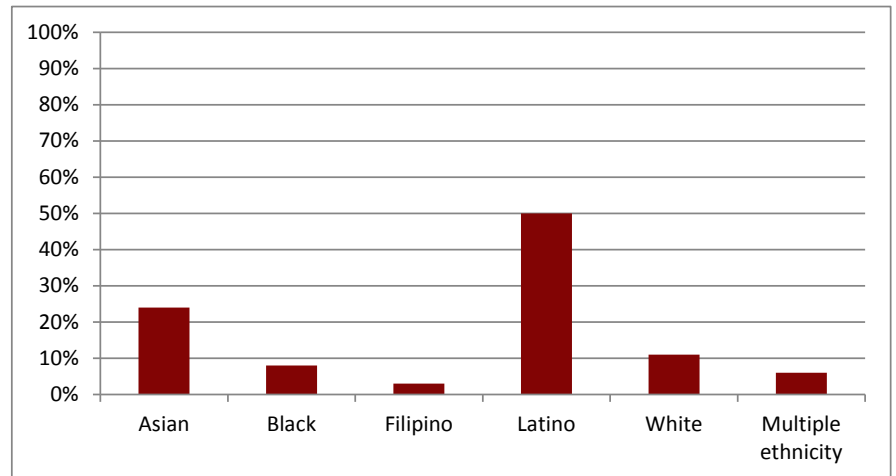
Q7: What is your primary educational goal?

Educational Goal	N	Percent
Advance/Prepare for a career	3	8%
Earn an associate degree	4	11%
Improve basic skills	3	8%
Transfer to a four-year college	25	66%
Undecided/Other	3	8%
Total	38	100%



**Q8: How would you describe your ethnicity?
(Please select all that apply)**

Ethnicity	N	Percent
African/African American/Black	3	8%
Asian	9	24%
Filipino	1	3%
Hispanic/Latino/a	19	50%
White	4	11%
Multiple ethnicity	2	6%
Total	38	100%



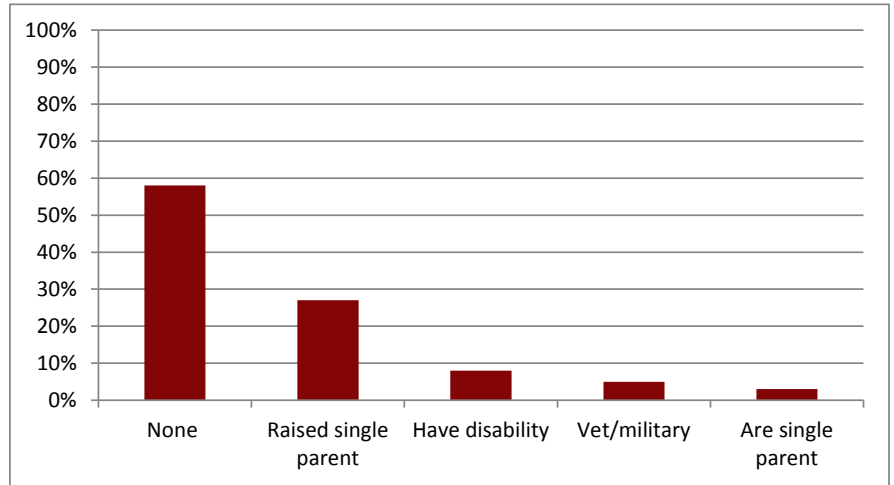
Multiple ethnicities selected include:

African/African American/Black and White (1); Asian and Other (Taiwanese) (1)

**2015 Summer Bridge English Program
Entrance Survey**

**Q9: Indicate if you identify with any of the following population groups.
(Please select all that apply)**

Response	N	Percent
None	21	58%
Raised by a single parent	10	27%
Have a learning/physical disability	3	8%
Veteran/active military	2	5%
Are a single parent	1	3%
Total	37	100%



Students could select multiple responses.

Total counts include:

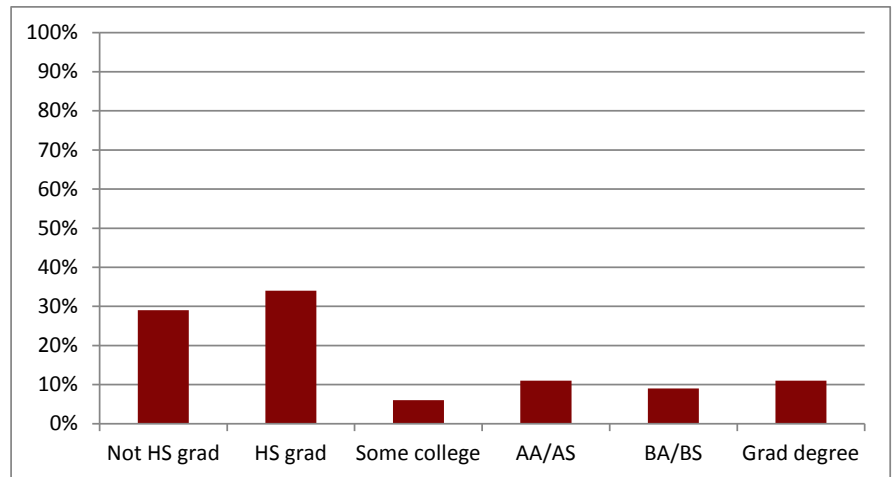
Raised by single parent (7); Raised by single parent and have a learning/physical disability (1); Raised by a single parent and Veteran/active military (1); Raised by single parent and Are a single parent (1); Have a learning disability (1); Have a learning/physical disability and Veteran/active military (1)

If checked "have disability," register with Foothill's Disability Resource Center?

Yes: 2

Q10: What is highest education level obtained by your parents/guardians?

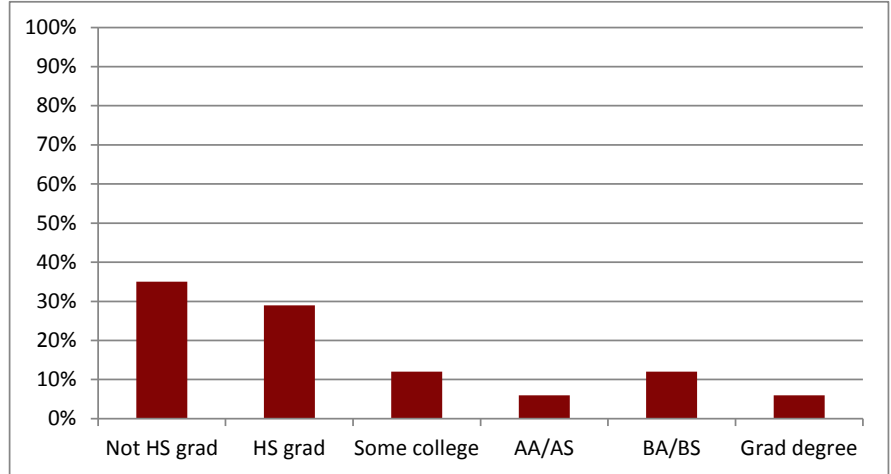
Father/Guardian1	N	Percent
Less than high school	10	29%
High school diploma/GED	12	34%
Some college	2	6%
Associate degree AA/AS	4	11%
Bachelor degree BA/BS	3	9%
Graduate degree Masters Doc	4	11%
Total	35	100%



**2015 Summer Bridge English Program
Entrance Survey**

Q10: What is highest education level obtained by your parents/guardians?

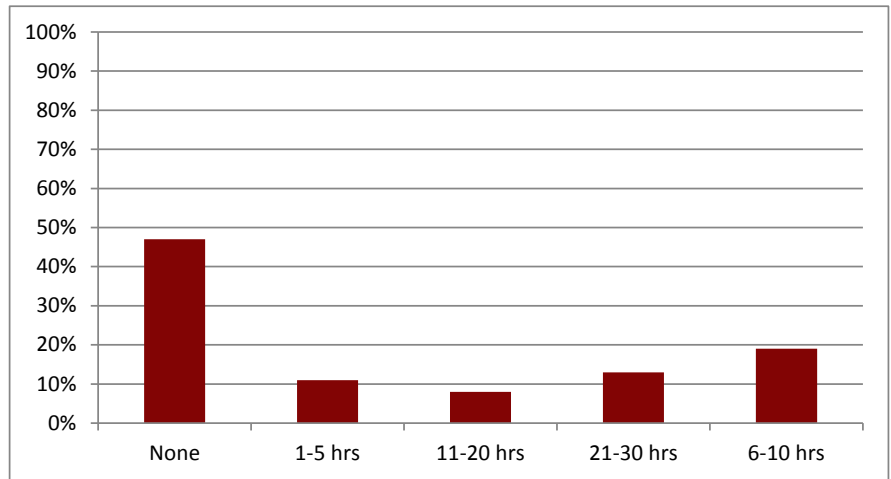
Mother/Guardian2	N	Percent
Less than high school	12	35%
High school diploma/GED	10	29%
Some college	4	12%
Associate degree AA/AS	2	6%
Bachelor degree BA/BS	4	12%
Graduate degree Masters Doc	2	6%
Total	34	100%



Q11: About how many hours do you spend in a typical 7-day week doing each of the following:

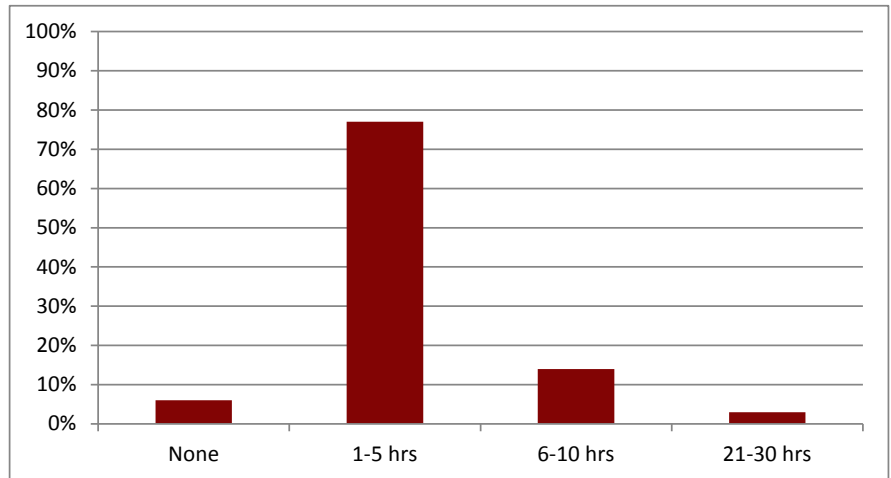
Q11a: Working for pay

Hours	N	Percent
None	17	47%
1-5 hours	4	11%
11-20 hours	3	8%
21-30 hours	5	13%
6-10 hours	7	19%
Total	36	100%



Q11b. Commuting to and from class

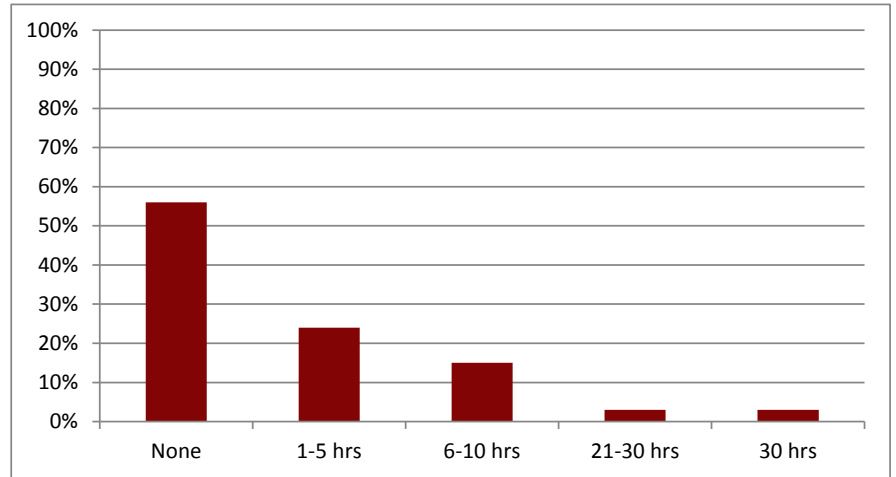
Hours	N	Percent
None	2	6%
1-5 hours	27	77%
6-10 hours	5	14%
21-30 hours	1	3%
Total	35	100%



**2015 Summer Bridge English Program
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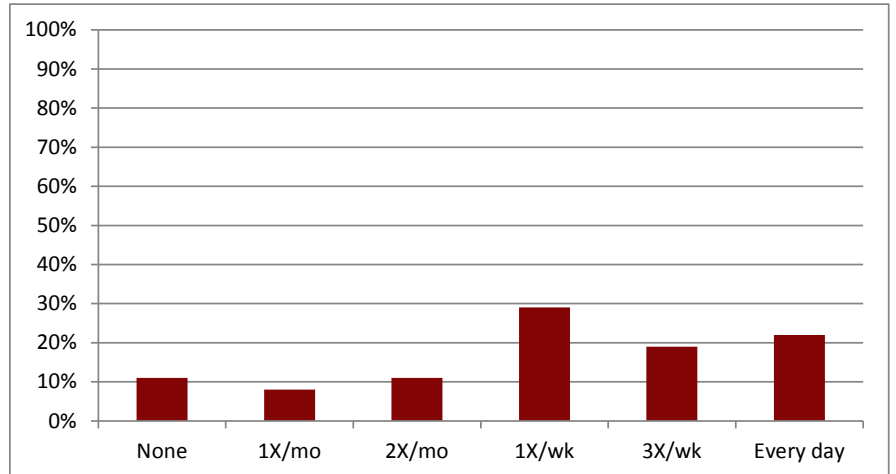
Q11c: Providing care for others

Hours	N	Percent
None	19	56%
1-5 hours	8	24%
6-10 hours	5	15%
21-30 hours	1	3%
30 hours	1	3%
Total	34	100%



**Q12: Outside of class assignments, how often do you read?
(newspapers, magazines, graphic novels, books, etc. in online and/or hard copy format)**

Response	SID	Percent
None	4	11%
At least once a month	3	8%
At least twice a month	4	11%
At least once a week	11	29%
At least three times a wk	7	19%
Every day	8	22%
Total	37	100%



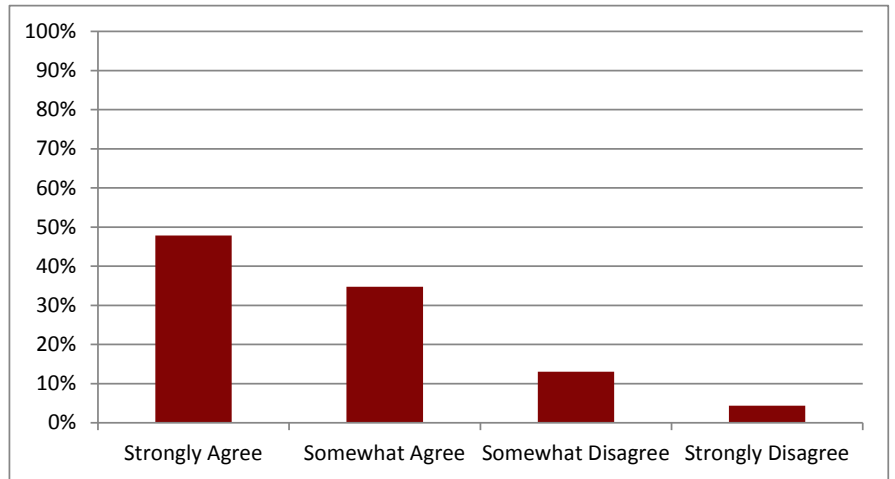
**2015 Summer Bridge English Program
Entrance Survey**

Q13: Taking Counseling 5 has helped me:

Q13a: Develop study skills I need to succeed in my English courses

Response	N	Percent
Strongly Agree	11	48%
Somewhat Agree	8	35%
Somewhat Disagree	3	13%
Strongly Disagree	1	4%
Total	23	100%

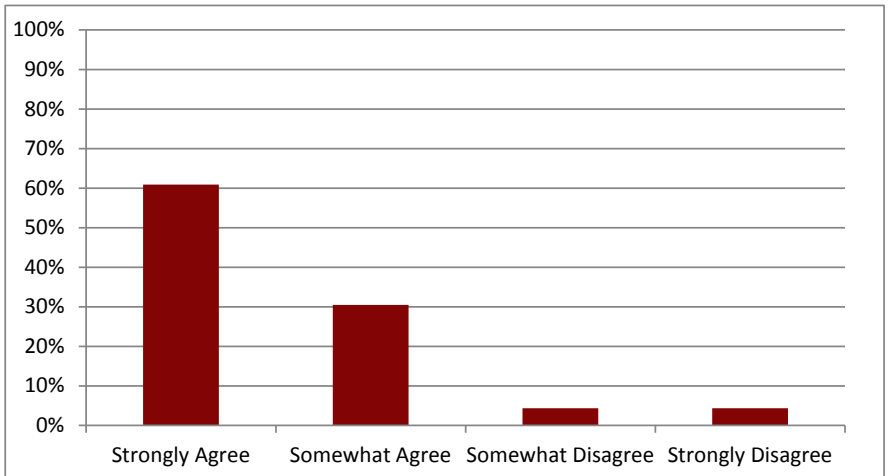
Did not take CNSL 5: 10; No response: 5
These students were removed from analysis
about students' CNSL 5 experiences



Q13b: Navigate campus resources/support services to succeed in my English courses

Response	N	Percent
Strongly Agree	14	61%
Somewhat Agree	7	30%
Somewhat Disagree	1	4%
Strongly Disagree	1	4%
Total	23	100%

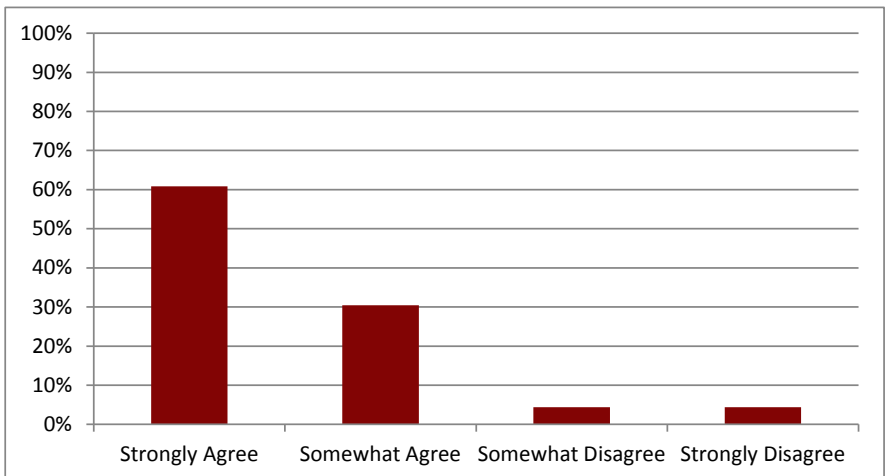
Did not take CNSL 5: 10; No response: 5
These students were removed from analysis
about students' CNSL 5 experiences



Q13c: Understand how English courses will fit into my education plan

Response	N	Percent
Strongly Agree	14	61%
Somewhat Agree	7	30%
Somewhat Disagree	1	4%
Strongly Disagree	1	4%
Total	23	100%

Did not take CNSL 5: 10; No response: 5
These students were removed from analysis
about students' CNSL 5 experiences

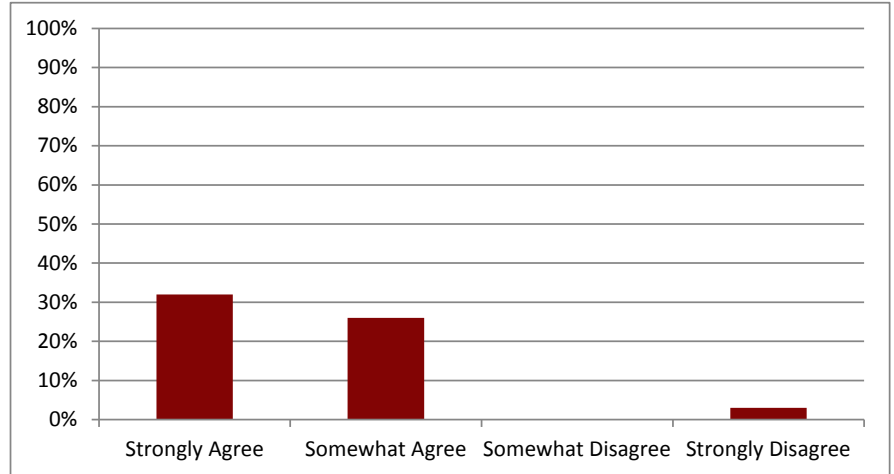


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Entrance Survey**

Q13d: Establish a sense of community with the Summer Bridge English program (students and instructors)

Response	N	Percent
Strongly Agree	12	32%
Somewhat Agree	10	26%
Somewhat Disagree	0	0%
Strongly Disagree	1	3%
Total	23	100%

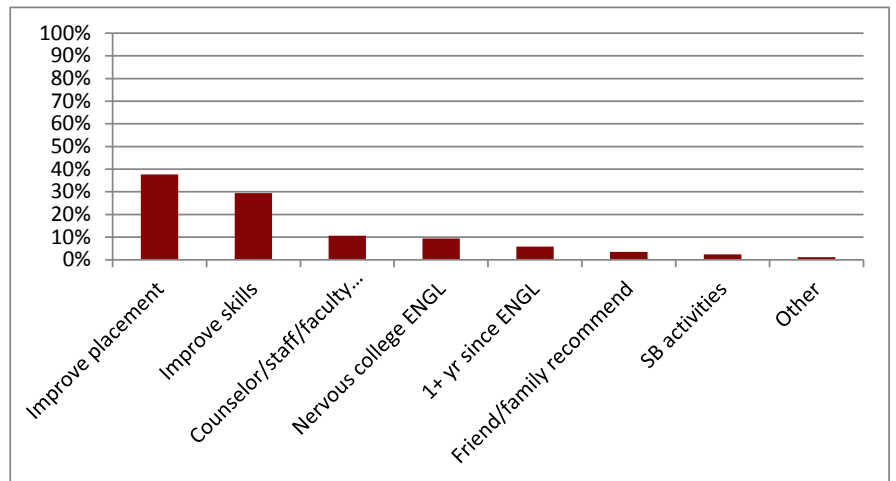
Did not take CNSL 5: 10; No response: 5
These students were removed from analysis
about students' CNSL 5 experiences



Q14: Why did you choose to enroll in the Summer Bridge English program?

(Please select all that apply)

Responses	N	Percent
Improve my English	32	38%
Improve my reading and	25	29%
Counselor/staff/faculty	9	11%
Nervous about taking a	8	9%
Over a year since last English	5	6%
Friend/family	3	4%
Summer Bridge activities	2	2%
Other	1	1%
Total	85	100%



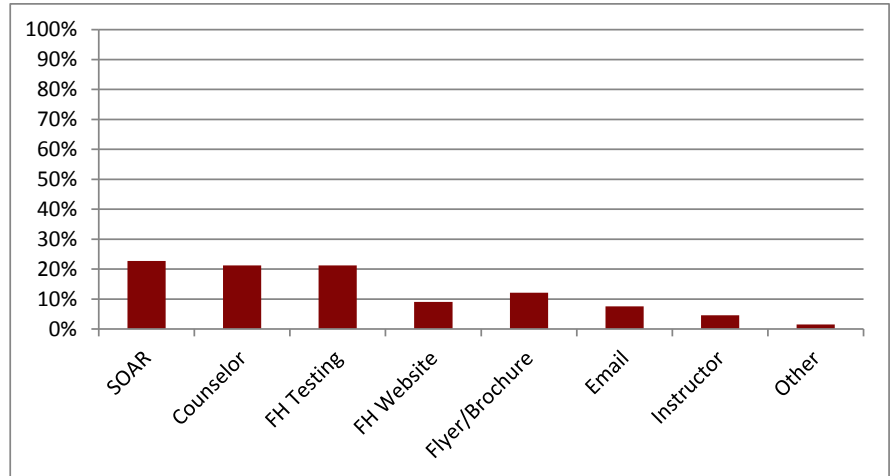
Other: Boost into higher ENGL class so I could be done with college sooner

Students could select multiple responses so total responses will be greater than number of respondents.

**2015 Summer Bridge English Program
Entrance Survey**

**Q15: How did you find out about the Summer Bridge English program?
(Please select all that apply)**

Responses	N	Percent
SOAR/SOAR on-the-go	15	23%
Counselor	14	21%
Foothill Testing Center	14	21%
Foothill College Website	6	9%
Flyer/Brochure	8	12%
Email	5	8%
Instructor	3	5%
Other	1	2%
Total	66	100%



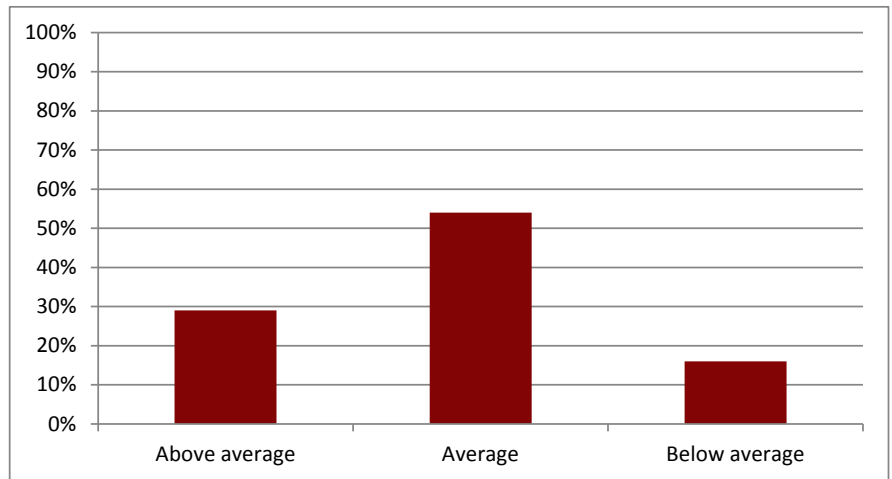
Other: Counseling Department

Students could select multiple responses so total responses will be greater than number of respondents.

Q16: Compared to the average student your age, rate your sense of self in the following:

Q16a: Reading ability

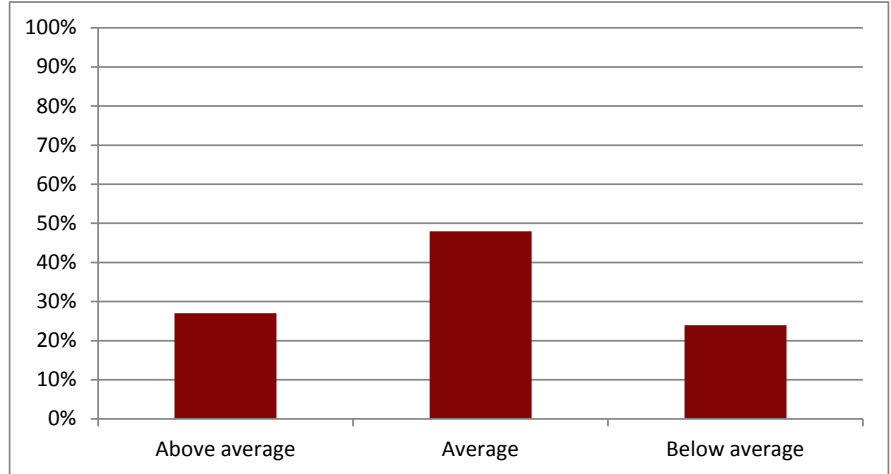
Response	N	Percent
Above average	11	29%
Average	20	54%
Below average	6	16%
Total	37	100%



2015 Summer Bridge English Program
Entrance Survey

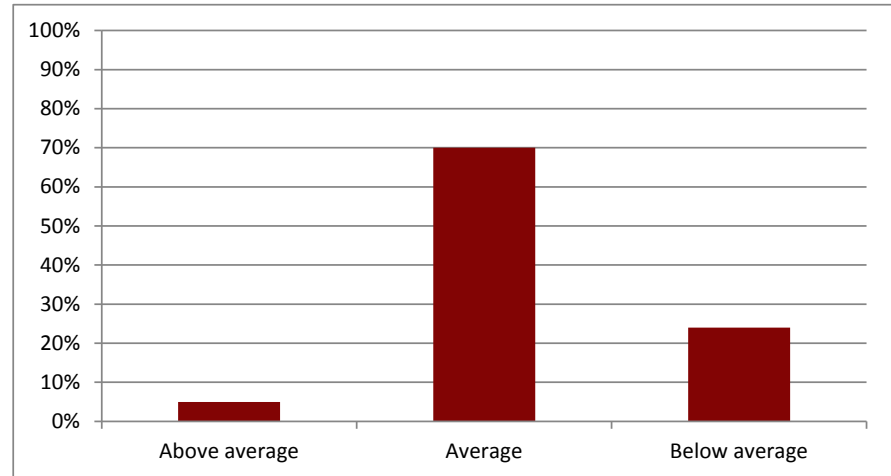
Q16b: Reading confidence

Response	N	Percent
Above average	10	27%
Average	18	48%
Below average	9	24%
Total	37	100%



Q16c: Writing ability

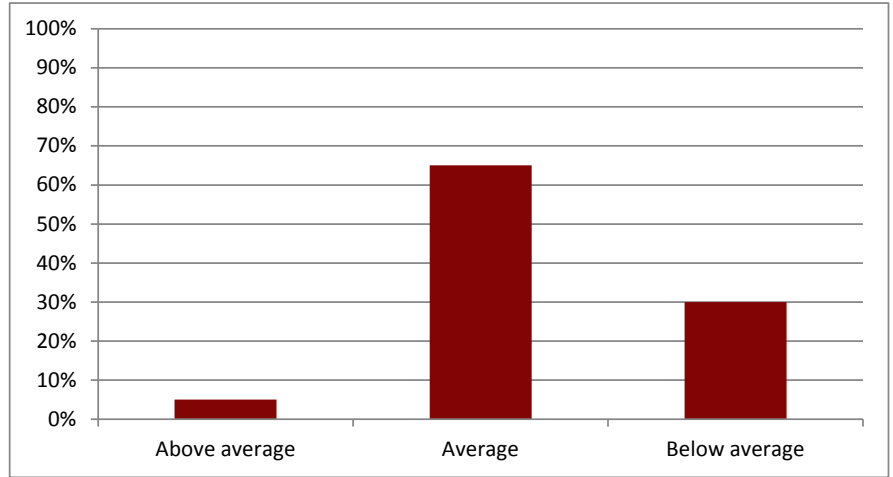
Response	N	Percent
Above average	2	5%
Average	26	70%
Below average	9	24%
Total	37	100%



**2015 Summer Bridge English Program
Entrance Survey**

Q16d: Writing confidence

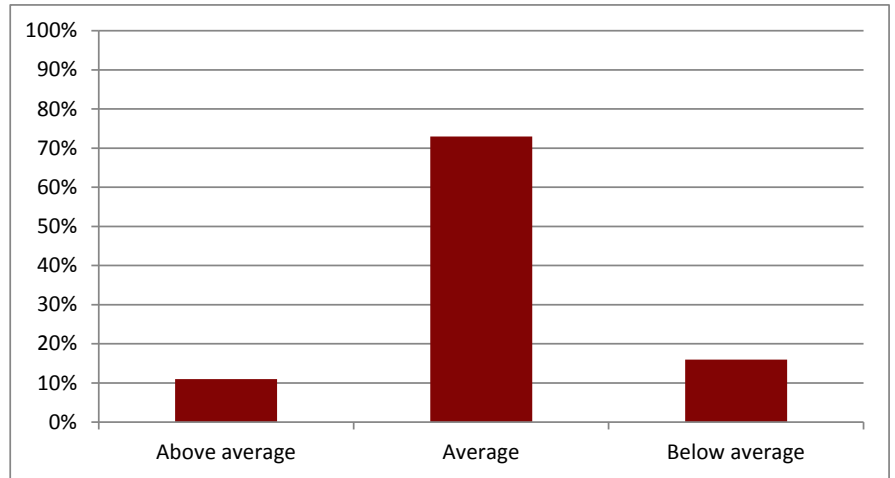
Response	N	Percent
Above average	2	5%
Average	24	65%
Below average	11	30%
Total	37	100%



Q17: Compared to the average student your age, rate your ability to perform the following skill or strategy:

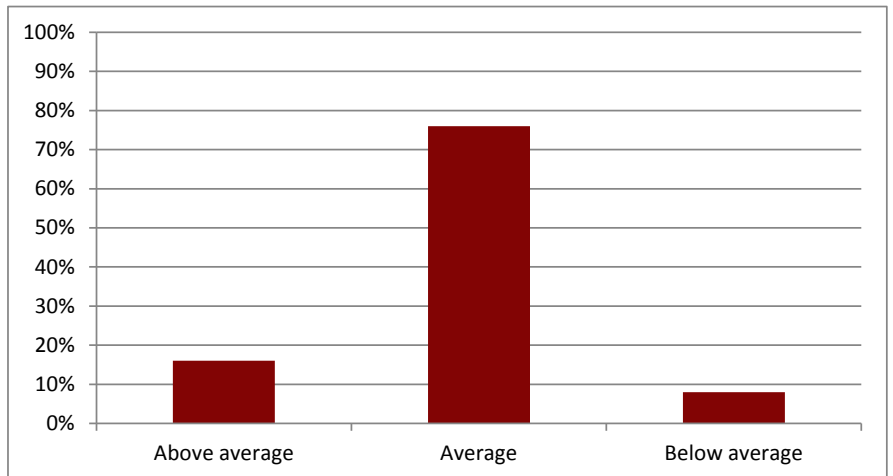
Q17a: Accurately summarizing ideas from texts

Response	N	Percent
Above average	4	11%
Average	27	73%
Below average	6	16%
Total	37	100%



Q17b: Identifying main idea(s) from texts

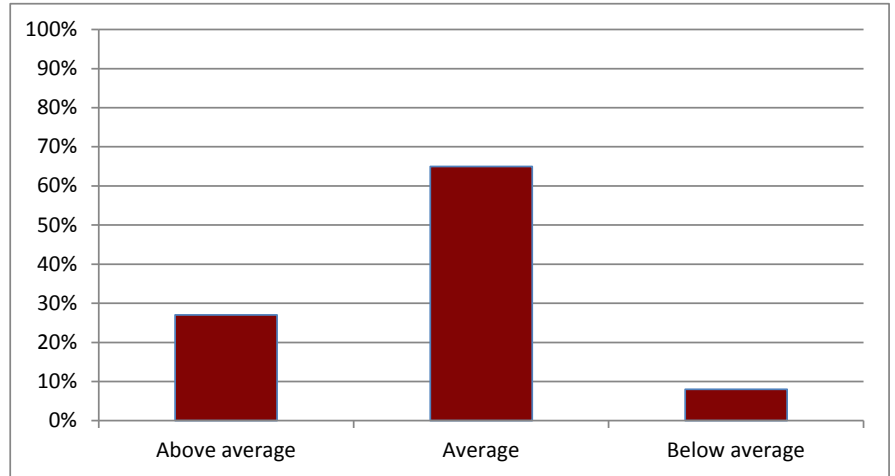
Response	N	Percent
Above average	6	16%
Average	28	76%
Below average	3	8%
Total	37	100%



**2015 Summer Bridge English Program
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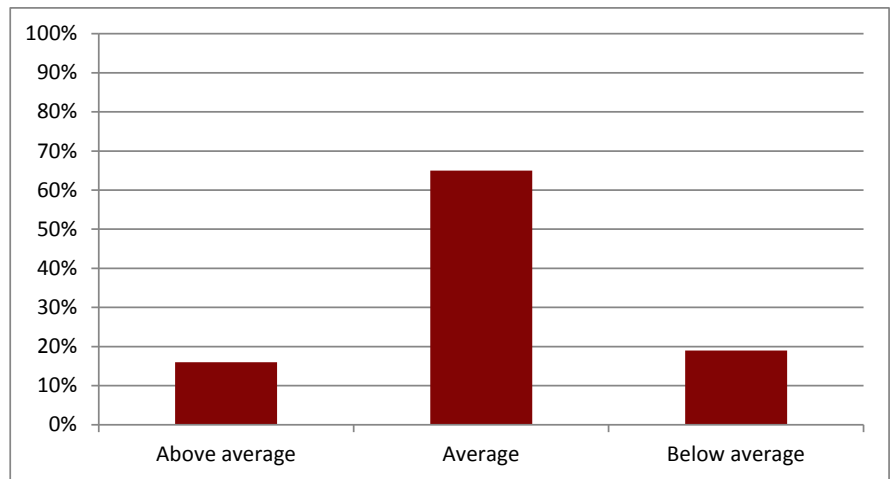
Q17c: Developng my own idea(s) in my writing

Response	N	Percent
Above average	10	27%
Average	24	65%
Below average	3	8%
Total	37	100%



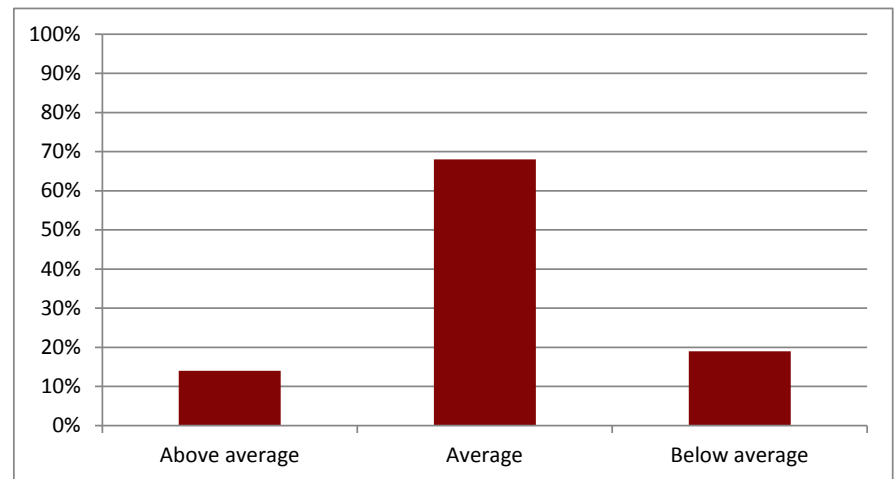
Q17d: Using context clues to understand unfamiliar words

Response	N	Percent
Above average	6	16%
Average	24	65%
Below average	7	19%
Total	37	100%



Q17e: Identifying my strengths in reading

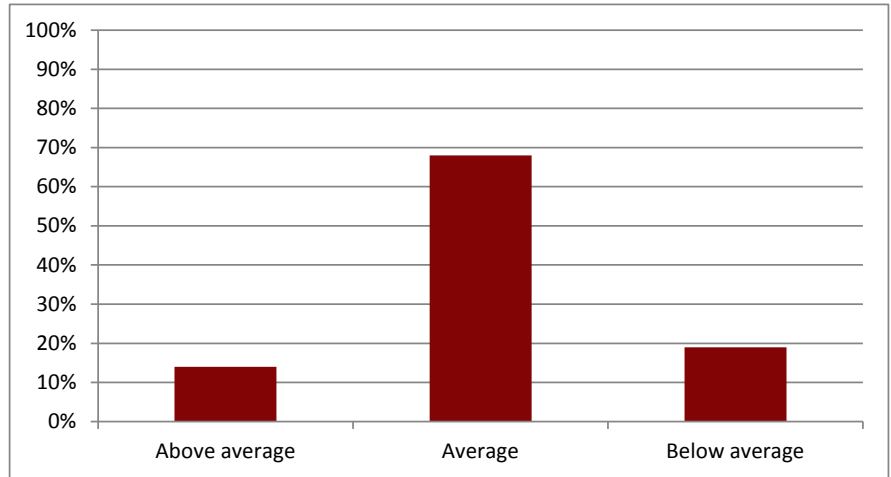
Response	N	Percent
Above average	5	14%
Average	25	68%
Below average	7	19%
Total	37	100%



**2015 Summer Bridge English Program
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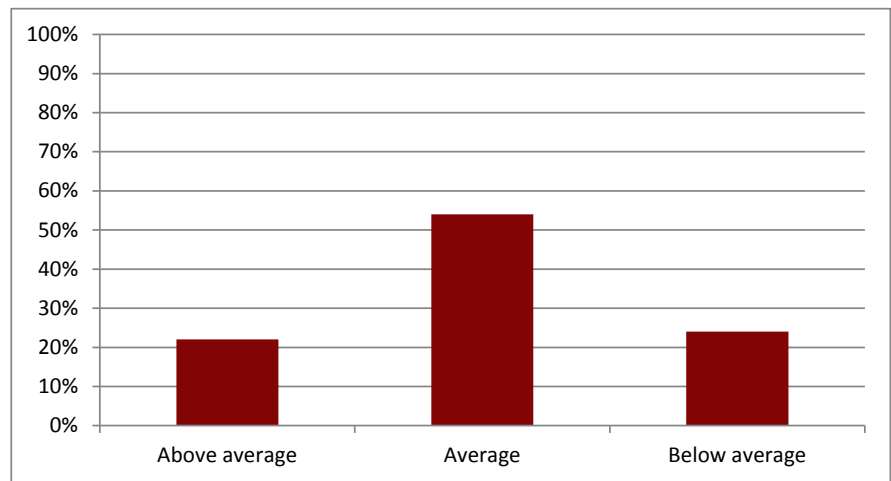
Q17f: Reflecting on my challenges in reading

Response	N	Percent
Above average	5	14%
Average	25	68%
Below average	7	19%
Total	37	100%



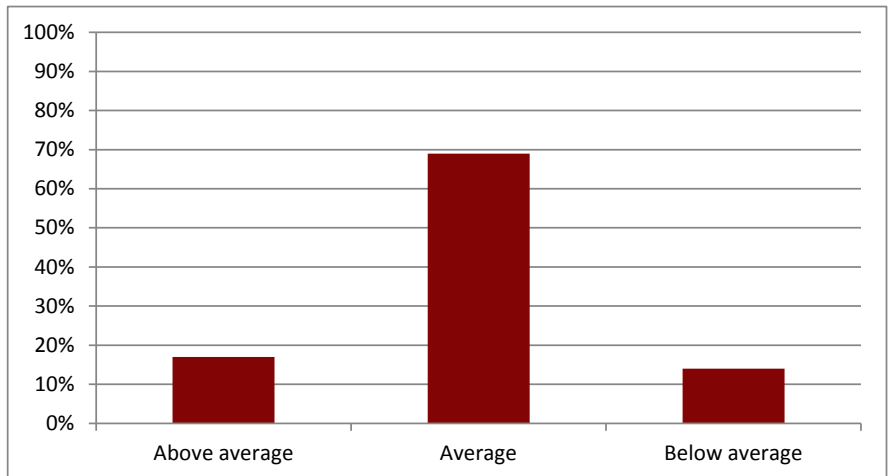
Q17g: Identifying my strengths in writing

Response	N	Percent
Above average	8	22%
Average	20	54%
Below average	9	24%
Total	37	100%



Q17h: Reflecting on my challenges in writing

Response	N	Percent
Above average	6	17%
Average	25	69%
Below average	5	14%
Total	36	100%



**2015 Summer Bridge English Program
Entrance Survey**

Q18: Tell us what you think it will be like to be a student in the Summer Bridge English program.

I believe it will be a unique experience for me to actually learn to become a better writer

(I) think it will help me with my grammar.

A student in the Summer Bridge English program will be similar to a college level english class, but improving on english skills.

As a student, I believe the purpose of the Summer Bridge English program is to improve my reading and writing abilities so I may place a higher test score on the placement test.

Being a student in the Summer Bridge English program will help me improve my english skills and allow me to place into English 1A by the end of this course.

Hard.

I expect to identify any areas of improvement in my writing skills, self assessment is my primary goal. Also, I have not taken a college course in over 1 year. Utilizing the summer bridge program for re-establish study skills prior to school beginning in the fall, I think would benefit me greatly.

I feel that I will accomplish some learning skills that were in some of my hidden dimensions. That being said, this program should be able to show me what are some of the accommodations I could explore during my time here at foothill.

I hope I will have the chance to improve my reading and writing in this 5 week program. I hope I am able to feel more comfortable in the class.

I hope to find confidence in my reading and writing skills. I am sure that I will be receiving a lot of help and given many resources. I think it will be an overall positive experience.

I think everyone is here for the same reason, and are willing to help each other on the subject of English.

I think it will be a good course for me, so I can have an opportunity to improve better reading and writing skills.

I think it will be a new experience and will be difficult because of my need of improving my writing and reading.

I think it will be a very positive environment

I think it will be useful for me because it'll improve my writing and reading skills in order for me to take the classes that I need to transfer.

I think it will be very resourceful and helpful because it offers students a chance to improve their reading and writing comprehension. It also prepares them to succeed in college English courses.

I think it will definitely help, however I feel like the class hours are very long.

I think it will help me to better place in the english program. I think it will help me adjust to college and how the learning system is.

I think it's going to be very fun and hard. I'm very excited to see what my instructor has in store for us. I also believe that we are going to meet our own "max" levels and try to break that barrier.

I think that it will be a really productive summer for me. In the summer bridge program I am expecting to improve my writing and reading skills.

I think the Summer Bridge English program will be a challenging experience because my english skills are average, but I hope throughout this program I will learn how to improve my skills and be able to take English 1A to be ahead or catch up so I can transfer to a 4 year in 2-3 years.

I will have improved my reading and writing skills, in order to place higher in my English placement test.

I'm guessing it would be hard and would require a lot of reading and writing and lots of homework, but it will be worth it (to get boosted).

It will be a different learning experience from what I am currently used to. I am hoping that this will be able to help me better my studying techniques and make me a better student overall.

Summer Bridge English will be helping me with identifying my strengths and weaknesses in writing and reading.

**2015 Summer Bridge English Program
Entrance Survey**

This is an excellent opportunity to brush up our English skills to be ready for the placement test. We can learn various language skills during summer time intensively, at the same time, we can be placed on a higher level on the placement test so that we can save time to move on the next path more rapidly. ex) Transfer plan Overall, amazing program! I really appreciate the school and the professors who provide this program to us!

Challenging and enriching

It will be a good learning experience

Learning new things, improving in reading and writing, and maybe grammar. To strengthen the English language, to help us move to a higher English level

No response (9)



33% Complete



FOOTHILL COLLEGE

SUMMER BRIDGE ENGLISH PROGRAM

The Summer Bridge English Program at Foothill College provides students a unique opportunity to review and improve their English skills. This program helps students save time, money, and energy to prepare for their English classes, and also other classes that require reading, writing and study skills.

Survey results will be used to ensure that the program's curriculum fits students' needs in preparation for the English placement test.

What is your student identification number? (required)

When did you graduate high school?

What grade did you receive in your last English class?

When did you take your last English class?

Do you speak a language other than English at home?

- Yes
- No

If yes, what language do you speak at home?

Do you primarily read and write in the English language?

- Yes
- No

If no, what other languages do you use for reading and writing?

What is your primary educational

goal?

How would you describe your ethnicity? (Please select all that apply)

- African/African American/Black
- Asian

Outside of class assignments, how often do you read (newspapers, magazines, graphic novels, books, etc. in online and/or hard copy format)?

**If you enrolled in Counseling 5 (last week), indicate your level of agreement with the following statement:
Taking Counseling 5 has helped me:**

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	Does Not Apply (did not take CNSL 5)
Develop study skills I need to succeed in my English courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Navigate campus resources/support services to succeed in my English courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understand how English courses will fit into my education plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Establish a sense of community with the Summer Bridge English program (students and instructors)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

FOOTHILL INSTITUTIONAL RESEARCH AND PLANNING