



FOOTHILL COLLEGE

Institutional Research and Planning

DATE: September 17, 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) Exit Survey Results

Overview

Students enrolled in the Summer Bridge English Program (SBEP) (NCLA 406A) held on July 6-August 6, 2015 were administered an exit survey on the last day of the program. There were 21 respondents who completed the survey.

All students reported they would recommend the program to others, and among those who enrolled in CNSL 5 before NCLA 406A, the majority would encourage future participants to do the same. Many of the student comments reflected that the course was “very helpful,” helping them to “remember and relearn reading and writing skills,” and “to make stronger connections with other students.” While almost all the students anticipate enrolling in an English course this fall (90%), only 22 of 28 students registered for a course (81%). More students registered for ENGL 110 than other courses along the ENGL pathway (40%).

While student satisfaction was high, almost half of the students did not change their ENGL placement level (43%) (Table 1). However, an equal number of the students moved up at least one placement level (43% or 12). Among students who did not experience an improvement in their placement generally decreased one level (3 out of 4 students).

Table 1. Summer Bridge English Program ENGL Placement Level Change, Summer 2015.

Placement Change	Students	Percent
Up 4 levels	1	4%
Up 3 levels	4	14%
Up 2 levels	3	11%
Up 1 level	4	14%
No change	12	43%
Down 1 level	3	11%
Down 2 levels	1	4%
Total	28	100%

Table 2 shows that among those who did not see any changes in their ENGL placement at the end of the program, more students remained at the ENGL 110-1A (4) and “see counselor” (4) levels.

Table 2. Summer Bridge English Program Placement among “No Level Increase” Students, Summer 2015.

Placement Level	Students	Percent
ENGL 1A	1	8%
ENGL 110-1A	4	33%
ENGL 209-110 OR 1S	3	25%
See counselor	4	33%
Total	12	100%

Additional Highlights

- The majority of students felt “very knowledgeable” about accessing campus resources (76%) and almost two-thirds would “very likely” use the tutoring services offered by the Teaching and Learning Center (62%).
- All students rated that their overall reading and writing ability “increased significantly” or “increased somewhat.”
- Components of the program that were viewed as strengths include: sentence skills topics, reading process topics, writing process topics, summary and response essay.
- Top reading strategies that students now use include: identify the important concepts, preview the text and annotate the text.
- Top writing strategies that students now use include: brainstorm ideas and write multiple drafts.
- At least half of the students reported that their ability to accurately summarize/paraphrase ideas from text (52%); formulate own ideas in their writing (55%); outline ideas to develop main ideas (62%); reflect on own reading and writing process to identify strengths and challenges (both 62%).
- More students selected “No improvement needed” to the program than any other option (43%).
- Students selected “more time” with bridge/enrichment activities and with faculty as well as “less time” reducing the program to three weeks as possible program component changes (43%).
- Other recommendations include having more presentations; more practice tests; more depth into a curriculum; more writing practice.

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 the online exit survey was conducted on Thursday, August 6 and the survey remained open through Friday, August 14.

Source

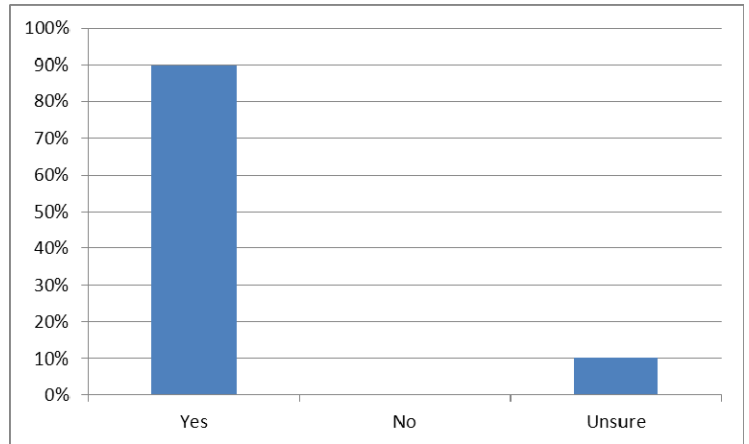
FHDA IR&P [ENGLSBEPexit.rmk]

FHDA IR&P, ODS [Test, Registration Analysis]

**2015 Summer Bridge English Program
Exit Survey**

Q2: Do you plan to enroll in an English course at Foothill this fall?

Response	N	Percent
Yes	19	90%
No	0	0%
Unsure	2	10%
Total	21	100%



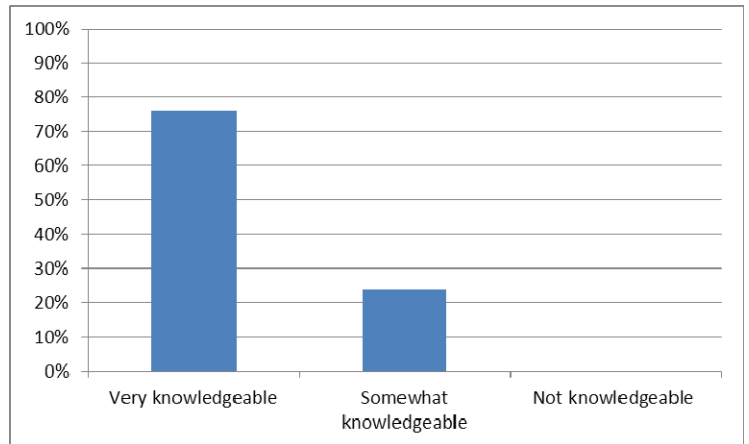
Write-in:

“Not this year. I will plan to go the next year.”

“My whole academic plan is not determined yet.”

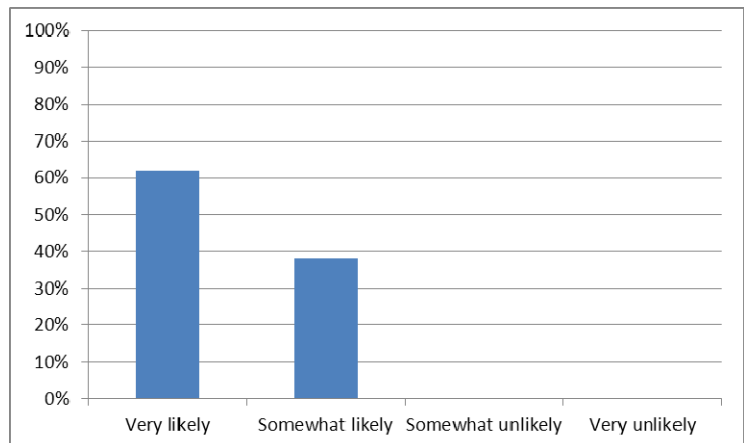
Q3: After participating in the Summer Bridge English Program, how knowledgeable do you feel about accessing campus resources when faced with an academic challenge?

Response	N	Percent
Very knowledgeable	16	76%
Somewhat knowledgeable	5	24%
Not knowledgeable	0	0%
Total	21	100%



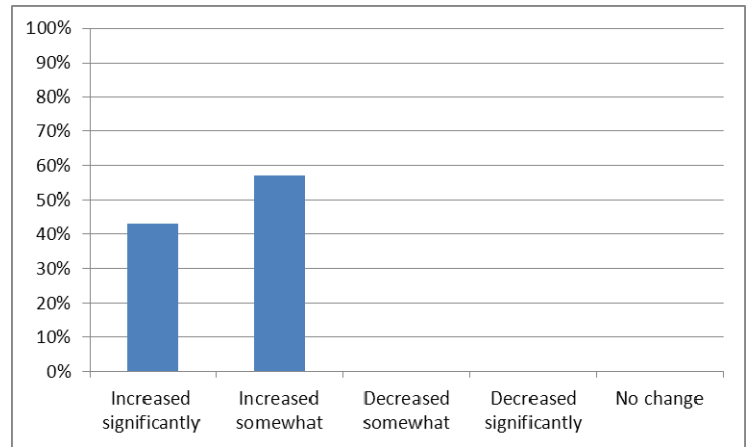
Q4: If you enrolled in an English course at Foothill and encountered challenges and/or difficulties in that course, how likely are you to use the tutoring services offered by the Teaching and Learning Center (TLC)?

Response	N	Percent
Very likely	13	62%
Somewhat likely	8	38%
Somewhat unlikely	0	0%
Very unlikely	0	0%
Total	21	100%



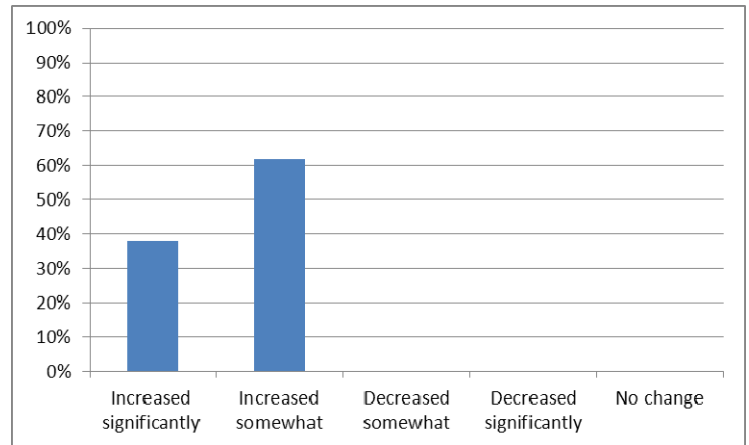
Q5: Rate your overall reading ability after completing the Summer Bridge English Program

Response	N	Percent
Increased significantly	9	43%
Increased somewhat	12	57%
Decreased somewhat	0	0%
Decreased significantly	0	0%
No change	0	0%
Total	21	100%



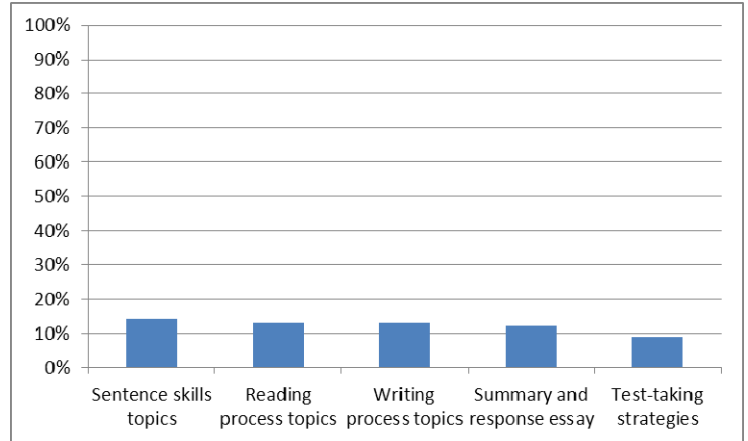
Q6: Rate your overall writing ability after completing the Summer Bridge English Program

Response	N	Percent
Increased significantly	8	38%
Increased somewhat	13	62%
Decreased somewhat	0	0%
Decreased significantly	0	0%
No change	0	0%
Total	21	100%



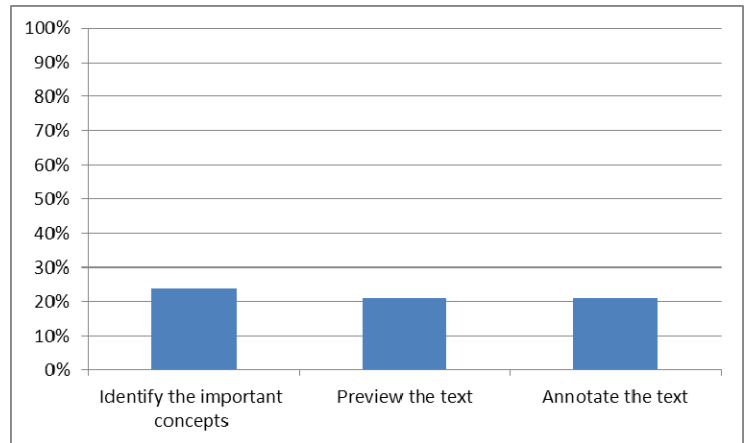
Q7: Select the FIVE (5) strongest components of the Summer Bridge English Program that helped increase your reading and/or writing abilities

Response	N	Percent
Sentence skills topics	16	14%
Reading process topics	15	13%
Writing process topics	15	13%
Summary and response essay	14	12%
Test-taking strategies	11	9%
English faculty	10	8%
Strategies for tackling difficult or high-stakes assignments	10	8%
Embedded peer tutors	9	8%
Timed in-class essay	5	4%
TLC tutoring and/or workshops	4	3%
Journals/reflections	3	3%
Capstone project	3	3%
Program pace	2	2%
Other students	1	1%
Total	118	100%



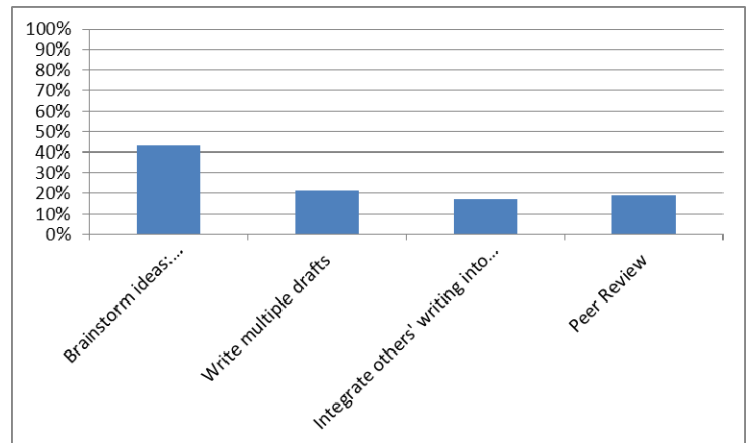
Q8: As a result of participating in the Summer Bridge English Program, what are the top THREE (3) strategies you now use to read critically?

Response	N	Percent
Identify the important concepts	15	24%
Preview the text	13	21%
Annotate the text	13	21%
Discuss the readings	10	16%
Outline the important concepts	6	10%
Agree/disagree with the author	4	6%
Debates to understand both sides of an issue	2	3%
Total	63	100%



Q9: As a result of participating in the Summer Bridge English Program, what are the top TWO (2) strategies you now use for writing assignments?

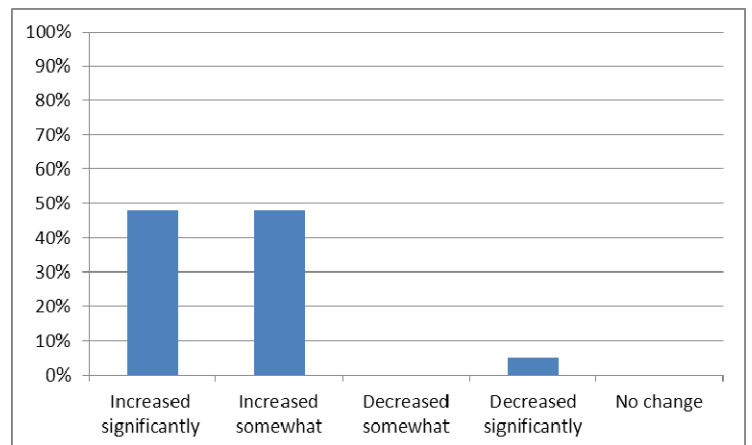
Response	N	Percent
Brainstorm ideas	18	43%
Write multiple drafts	9	21%
Peer Review	8	19%
Integrate others' writing into your own writing	7	17%
Total	42	100%



Q10: As a result of participating in the Summer Bridge English Program, rate your ability to perform the following skill or strategy

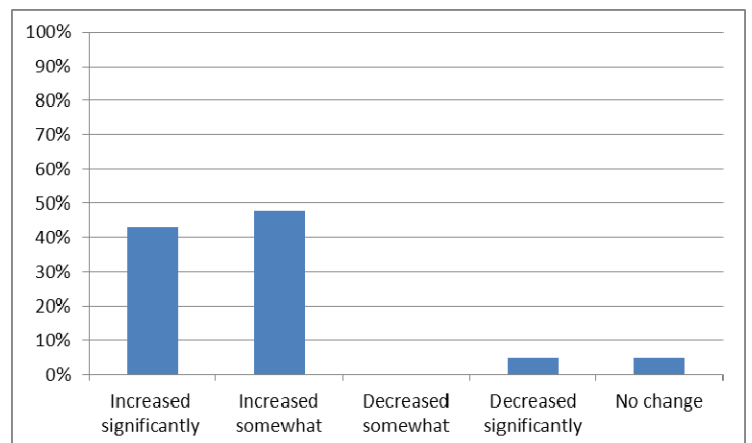
Q10a: Collaborate with others during the reading process

Response	N	Percent
Increased significantly	10	48%
Increased somewhat	10	48%
Decreased somewhat	0	0%
Decreased significantly	1	5%
No change	0	0%
Total	21	100%



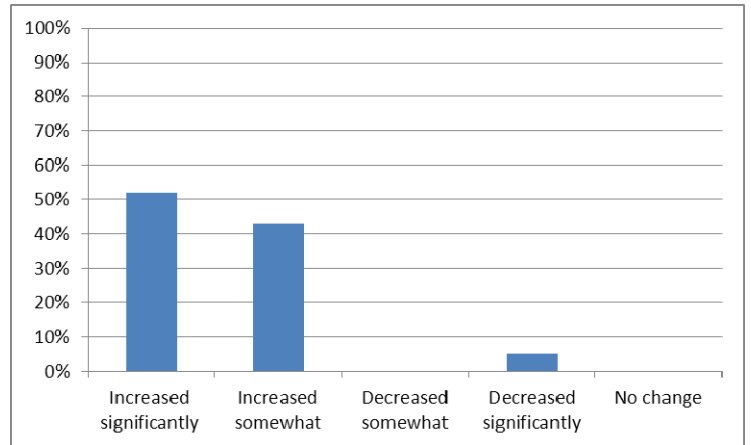
Q10b: Collaborate with others during the writing process

Response	N	Percent
Increased significantly	9	43%
Increased somewhat	10	48%
Decreased somewhat	0	0%
Decreased significantly	1	5%
No change	1	5%
Total	21	100%



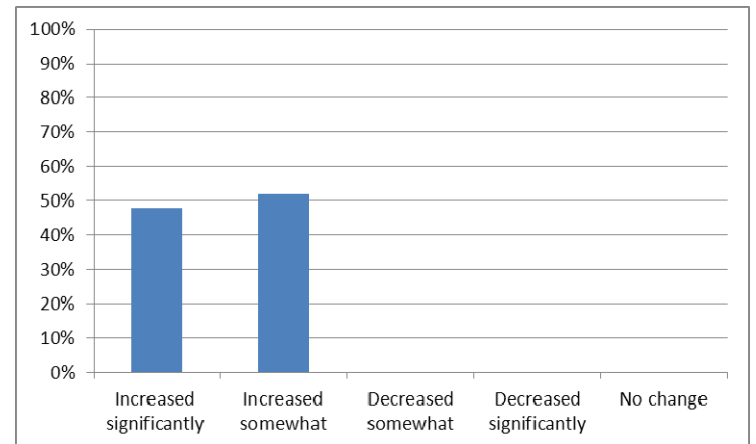
Q10c: Accurately summarize/paraphrase ideas from a text

Response	N	Percent
Increased significantly	11	52%
Increased somewhat	9	43%
Decreased somewhat	0	0%
Decreased significantly	1	5%
No change	0	0%
Total	21	100%



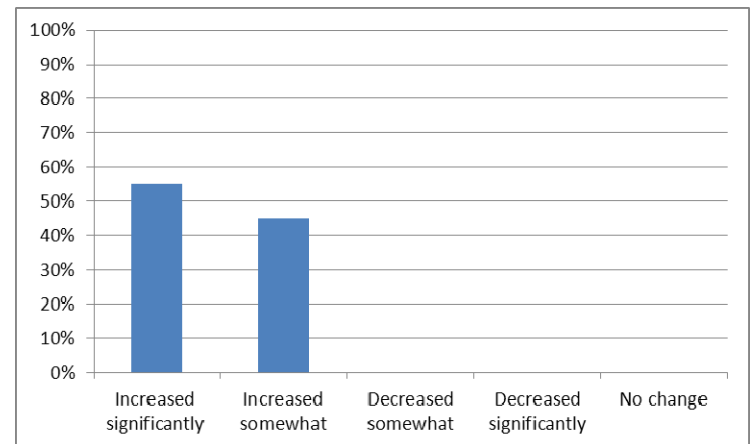
Q10d: Identify main idea(s) in texts

Response	N	Percent
Increased significantly	10	48%
Increased somewhat	11	52%
Decreased somewhat	0	0%
Decreased significantly	0	0%
No change	0	0%
Total	21	100%



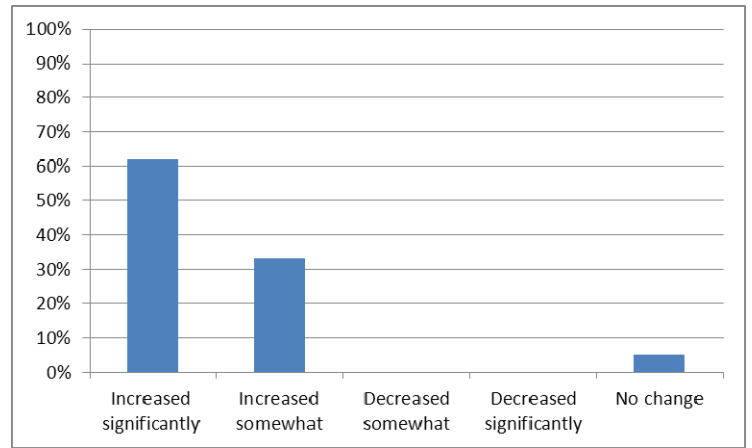
Q10e: Formulate your own idea(s) in your writing

Response	N	Percent
Increased significantly	11	55%
Increased somewhat	9	45%
Decreased somewhat	0	0%
Decreased significantly	0	0%
No change	0	0%
Total	20	100%



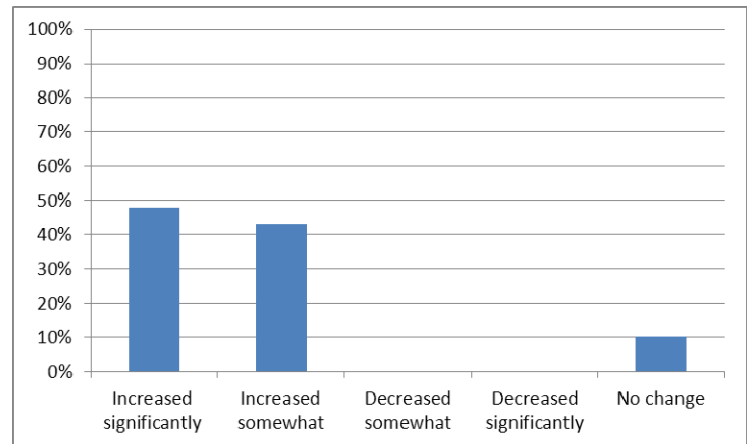
Q10f: Outline your ideas to develop your main idea(s)

Response	N	Percent
Increased significantly	13	62%
Increased somewhat	7	33%
Decreased somewhat	0	0%
Decreased significantly	0	0%
No change	1	5%
Total	21	100%



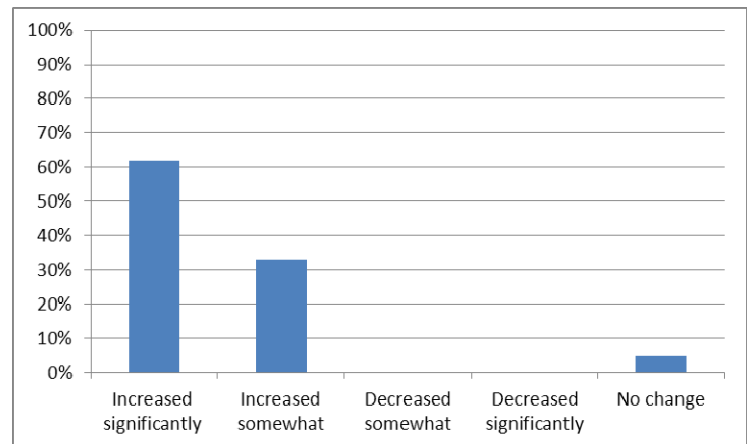
Q10g: Use context clues to understand unfamiliar words

Response	N	Percent
Increased significantly	10	48%
Increased somewhat	9	43%
Decreased somewhat	0	0%
Decreased significantly	0	0%
No change	2	10%
Total	21	100%



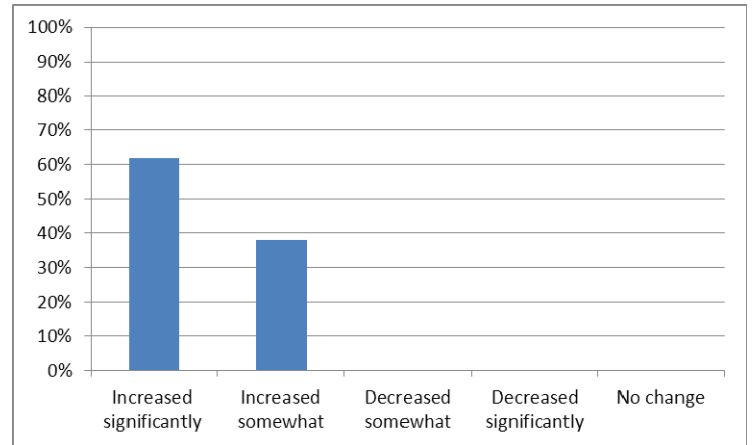
Q10h: Reflect on your own reading process to identify your challenges and strengths

Response	N	Percent
Increased significantly	13	62%
Increased somewhat	7	33%
Decreased somewhat	0	0%
Decreased significantly	0	0%
No change	1	5%
Total	21	100%



Q10i: Reflect on your own writing process to identify your challenges and strengths

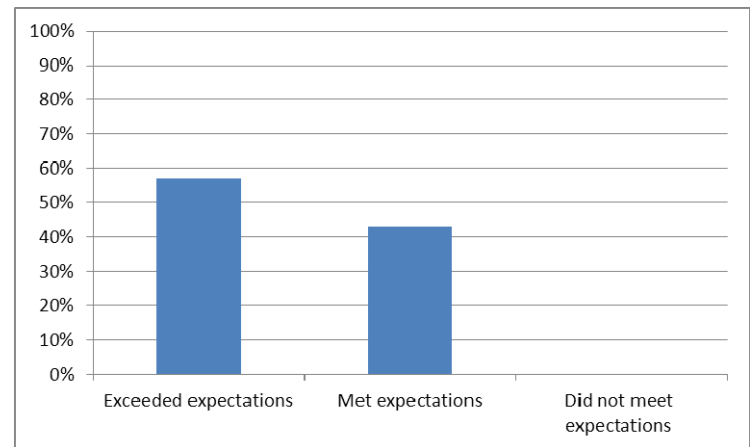
Response	N	Percent
Increased significantly	13	62%
Increased somewhat	8	38%
Decreased somewhat	0	0%
Decreased significantly	0	0%
No change	0	0%
Total	21	100%



Q11: Indicate whether the program components met your expectations for improving your reading and writing skills

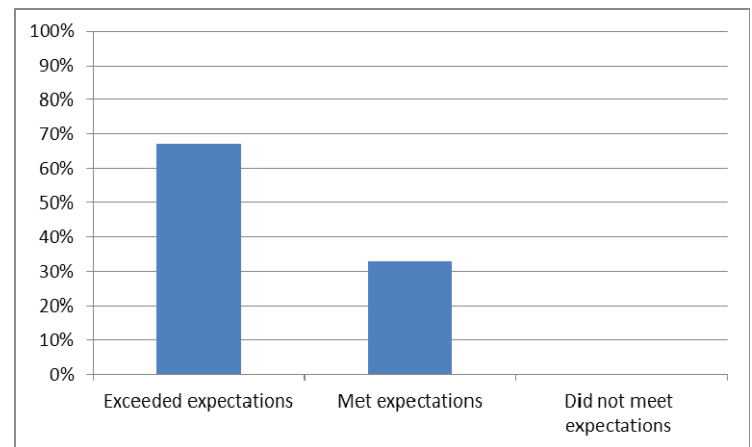
Q11a: Reading process topics

Response	N	Percent
Exceeded expectations	12	57%
Met expectations	9	43%
Did not meet expectations	0	0%
Total	21	100%



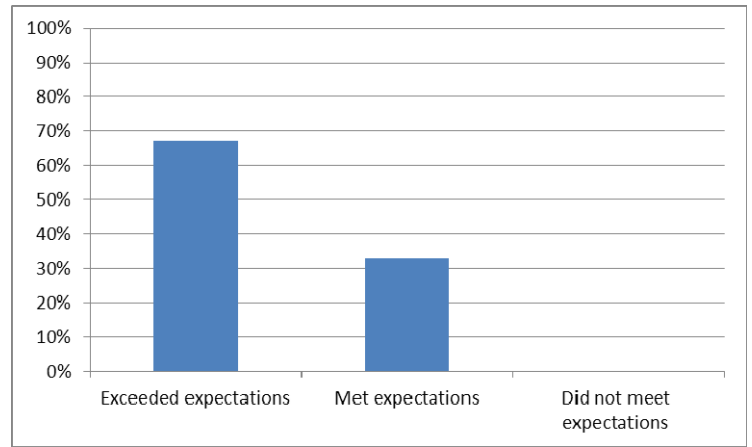
Q11b: Writing process topics

Response	N	Percent
Exceeded expectations	14	67%
Met expectations	7	33%
Did not meet expectations	0	0%
Total	21	100%



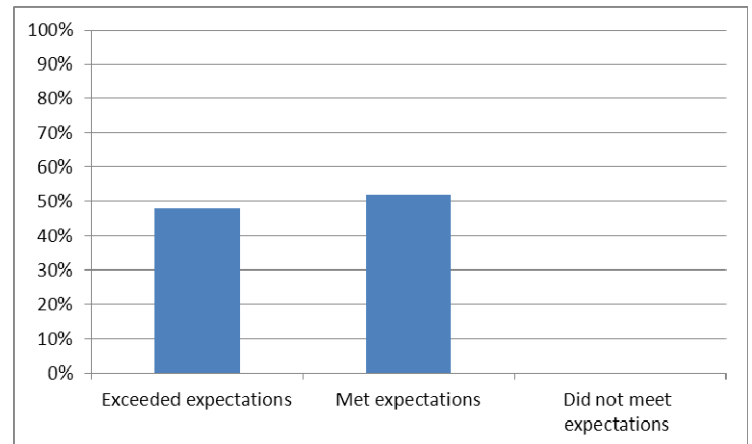
Q11c: Sentence skills topics

Response	N	Percent
Exceeded expectations	14	67%
Met expectations	7	33%
Did not meet expectations	0	0%
Total	21	100%



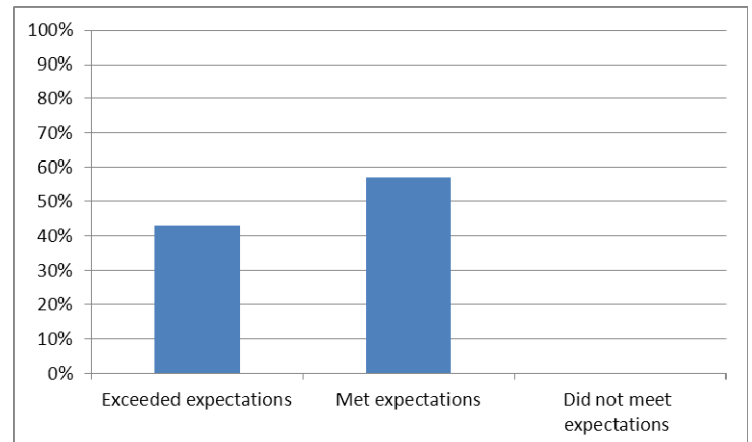
Q11d: Strategies for tackling difficult or high-stakes assignments

Response	N	Percent
Exceeded expectations	10	48%
Met expectations	11	52%
Did not meet expectations	0	0%
Total	21	100%



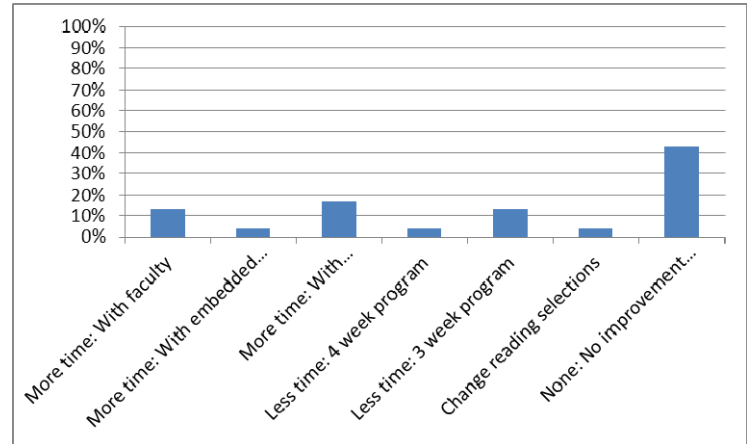
Q11e: Test-taking strategies

Response	N	Percent
Exceeded expectations	9	43%
Met expectations	12	57%
Did not meet expectations	0	0%
Total	21	100%



Q12: Would any of the program component changes improve the Summer Bridge English Program? (select all that apply)

Response	N	Percent
None: No improvement needed	10	43%
More time: With bridge/enrichment activities	4	17%
More time: With faculty	3	13%
Less time: 3 week program	3	13%
More time: With embedded tutors	1	4%
Less time: 4 week program	1	4%
Change reading selections	1	4%
Total	23	100%



Write-in:

Less time: 3 week program

“It’s too long and last too late in the day.”

Less time: 4 week program

“I feel like people tend to zone out, but honestly it was pretty fun.”

More time: With bridge/enrichment activities

“I feel more time would prepare students better for retaking the placement test.”

“I wanted to be more engaged in activities because I loved working with others.”

“The longer, the better for me. But the length of the program was appropriate for students who just start the college.”

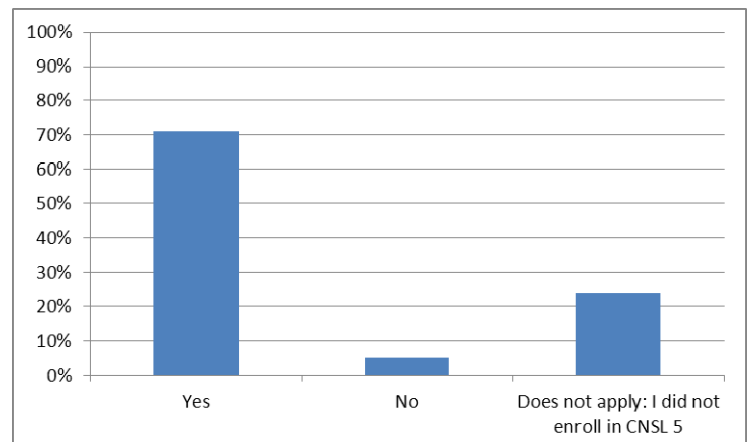
None: No improvement needed

“Everything was well balanced and I know that I will be able to take a lot away from this program.”

“This program did a great job in helping me understand.”

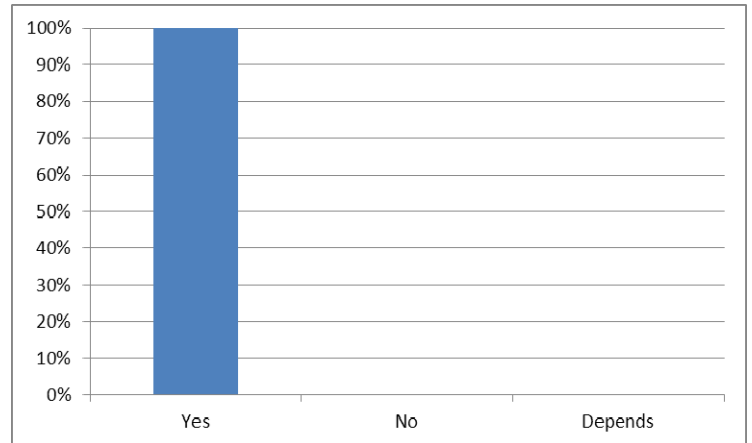
Q13: Would you recommend for future Summer Bridge English Program students to take CNSL 5 at the beginning of the program?

Response	N	Percent
Yes	15	71%
No	1	5%
Does not apply: I did not enroll in CNSL 5	5	24%
Total	21	100%



Q14: Would you recommend the Summer Bridge English Program to other students?

Response	N	Percent
Yes	21	100%
No	0	0%
Depends	0	0%
Total	21	100%



Q15: This is the first year the Summer Bridge English Program was offered at Foothill. Do you have any suggestions that might have further increased your reading and writing skills?

Write-in:

“I don’t think this course should have been carried out for an entire month, however it was very helpful.”

“The program was great, it helped me remember and relearn my reading and writing skills.”

“I loved the Summer Bridge English Program. We had awesome teachers and we were able to make stronger connections with other students.”

“Everything was well explained. A lot of the group work was very helpful, and it opened me up to meet new people. Thanks to this program I have made three friends.”

“I enjoyed the program and had not issues with it. Professor Herman was on top of everything and had many ideas, for here there was no wrong answer.”

“Reviewing essays with my peers and my professors increased my writing.”

“I thought it was a good class. The only thing I would have preferred more of would be practice tests.”

“More depth into a curriculum should have lasted a little longer so that everyone is on board. Overall, it was fun.”

“I don’t think that anything should change, I really enjoyed the class.”

“One suggestion is to have more presentations.”

“I think it would be wonderful if students are encouraged to use the writing center to the maximum to improve our reading and writing skills continuously. (It would be great if Faculty in various departments give information about TLC center in their classes. Not only for English classes but for all classes, we need to write well.) I really appreciate the college for providing this program to us. The summer bridge program was a perfectly well designed for us who wanted to build up their language skills and resource using skills at the same time: specifically, a strong language skill guarantees a student's academic success to some extent for sure. Also, the

capstone project was incredible. It taught us how to set strategies for completing projects of various subject matters. Most of all, we had a lot of fun through learning with supportive peers from ambitious professors: professors gave us specific feedbacks on our writings, and we could learn our weaknesses and strengths in our writing. Overall, through this program, My English reading and writing improved a lot, and I feel more confident with my future learning.”

“I needed more practice on writing.”



33% Complete



FOOTHILL COLLEGE

SUMMER BRIDGE MATH PROGRAM

Thank you for your participation in Foothill College's Summer Bridge Math Program! We hope you had the opportunity to review your math skills and improve your math placement. Any feedback you have about the program would be greatly appreciated.

Survey results will be used to evaluate and enhance the Summer Bridge Math Program.

All questions require a response.

Q1. What is your student identification number?

(If you do not know your ID#, please enter 87654321)

Q2. What is your current or intended

major?

Please Select One



If other:

Please specify

Q3. Have you taken courses at Foothill prior to the Summer Bridge program?

- Yes
- No

Q4. If you were to enroll in a Foothill math class this fall, would you use the tutoring services offered by PSME center?

- Yes
- No

Q5. After participating in the Summer Bridge program, how prepared do you feel about the next math you will take?

- Very prepared
- Somewhat prepared
- Not prepared
- No change

Q6. After participating in the Summer Bridge program, how prepared do you feel about where to go to access Foothill resources and services when faced with an academic challenge?

- Very prepared
- Somewhat prepared
- Not prepared
- No change