FOOTHILL COLLEGE
Institutional Research and Planning

DATE: September 12, 2013

TO: Sarah Munoz, Instructor, Mathematics
Kathy Perino, Instructor, Mathematics
Tilly Wu, Counselor
Peter Murray, Dean, Physical Sciences, Mathematics & Engineering

FROM: Elaine Kuo, College Researcher
Thomas Margesson, Student Assistant

RE: 2013 Summer Bridge Math Program Exit Survey – Session Two

Overview

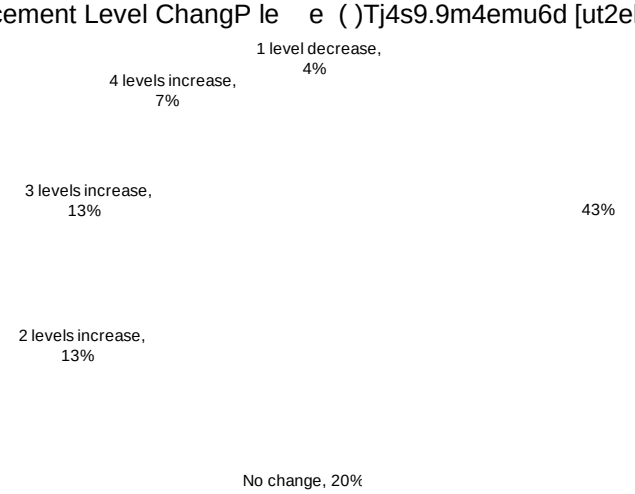
Students who completed the first session of the Summer Bridge Math Program (August 19 – August 29, 2013) were asked to complete an exit survey. While 57 students started the program, 52 completed the program (91%) and 50 responded to the exit survey (96% among program completers).

Some highlights:

Placement Level Change

- Chart 1 shows the placement level change among students who completed the Summer Bridge Program and had pre and post math placement data (n=46). About 76% (35/46) of students increased their math placement from their pretest level (one to four levels increase), over 40% of those students who experienced a placement level increase moved up one level (20/46). About one-fourth of the students experienced no change or a decrease in their math placement (20% and 4% respectively).

Chart 1. Math Placement Level Change



- Table 1 shows that over one-fourth of students raised their placement one level from NCBS 401A to Math 235, which represents the largest change in placement by course among all students with pre and post placement data. About two-thirds of students initially placed at the lowest math level (30/46) and over 80% of these students experienced an increase in math placement. Note that one-fifth of all students either did not experience any placement change, remaining at NCBS 401A.

Table 1. Math Placement Level Change by Course among Summer Bridge Students, August 29, 2013 (Session 2).

Initial placement	Final Placement	Levels Change	Students	% of Total (n=45)
NCBS 401A	Math 235	1	13	29%
NCBS 401A	NCBS 401A	0	5	11%
NCBS 401A	Math 220/217	2	5	11%
Math 235	Math 220/217	-1	4	
NCBS 401A	Math 105/108	3	4	
NCBS 401A	Mah 235	4	3	

- Math concepts where less than one-third of students indicated a significant increase in their ability to perform the following math concepts included: Finding the slope of a line (22%), graphing a line from the equation of a line (30%), and Finding the equation for a line if you are given a line (30%).

Program Expectations

- Most of the students reported that the Summer Bridge Program components met their expectations. The highest ratings were for Math faculty (48% exceeded expectations) and Math topics reviewed (38% exceeded expectations)

Program Improvements

- 100% of students reported that they would recommend the program to other students.
- 48% of the students suggested increasing the length of the program to 3 weeks long.
- 30% of the students suggested additional time with math faculty and counselors.
- 28% of the students suggested increasing opportunities to work with other students.
- 16% of the students suggested adding an English/ESLL component to the program.

Methodology

Students who participated in the Summer Bridge program were asked to fill out the exit survey

Q4. After participating in the Summer Bridge program, how prepared do you feel about the next math you will take?

Response	N	%
Very prepared	20	40%
Somewhat prepared	30	60%
Not prepared	0	0%
No change	0	0%
Total	50	100%

Q5. 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?

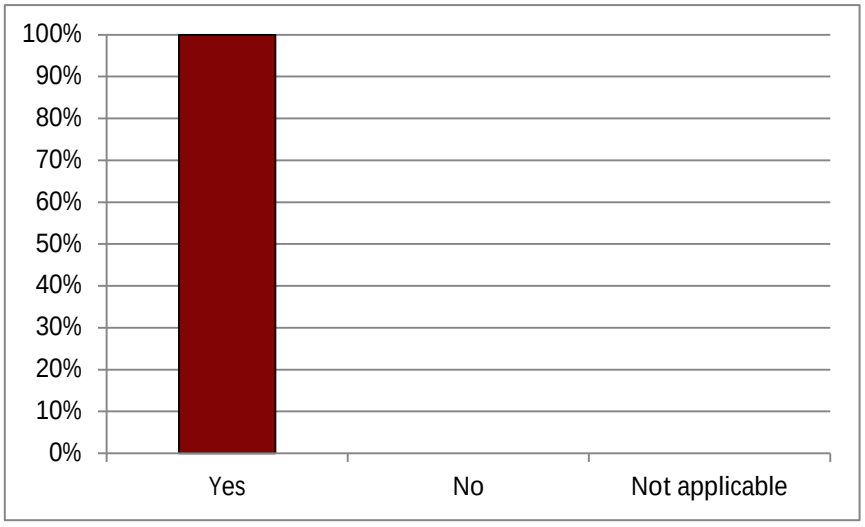
Response	N	%
Very prepared	22	44%Very prepare
Somewhat prepared	25	50%
Not prepared	2	4%
No change	1	2%
Total	50	100%

Q6. Please rate your overall math confidence level after cong in the Summer Bred

Q7. Indicate if the following Summer Bridge program components increased your math confidence.

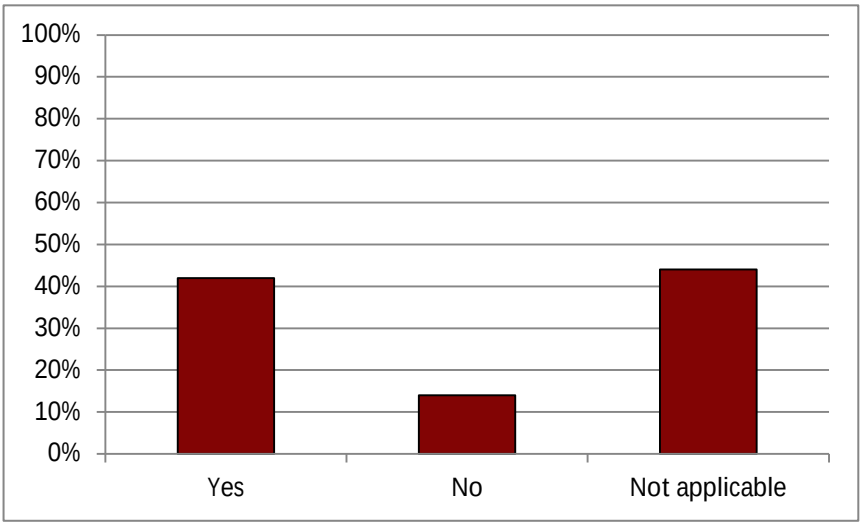
ALEKS software

Response	N	%
Yes	50	100%
No	0	0%
Not applicable	0	0%
Total	50	100%



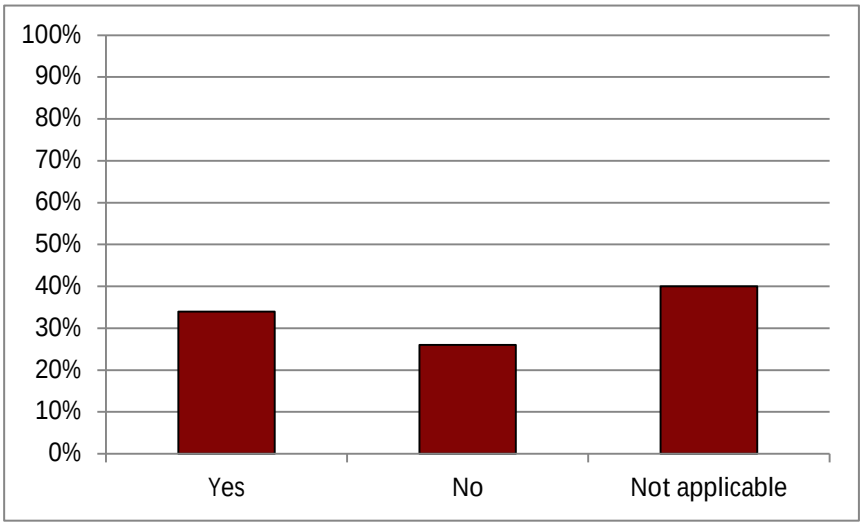
Counselors

Response	N	%
Yes	21	42%
No	7	14%
Not applicable	22	44%
Total	50	100%



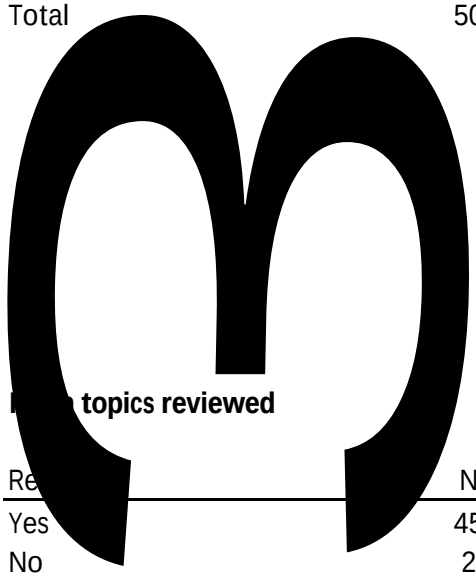
Counseling course

Response	N	%
Yes	17	34%
No	13	26%
Not applicable	20	40%
Total	50	100%



Math faculty

Response	N	%
Yes	41	82%
No	4	8%
Not applicable	5	10%
Total	50	100%



topics reviewed

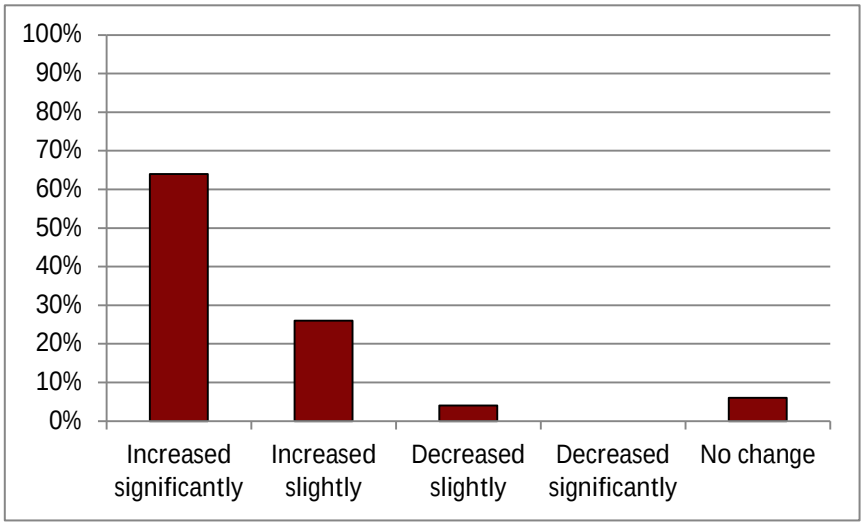
Re	N	%
Yes	45	90%
No	2	4%
Not applicable	3	6%
Total	50	100%

Pace of program

Response	N	%
Yes	44	88%
No	3	6%
Not applicable	3	6%
Total	50	100%

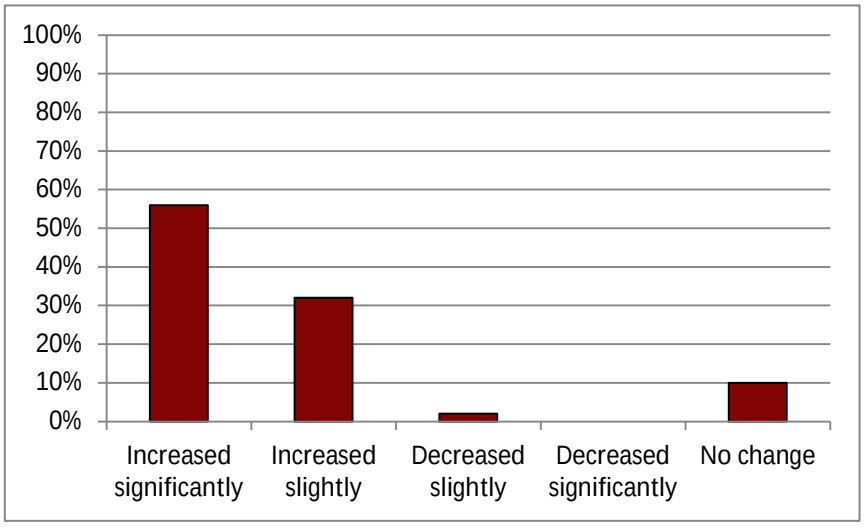
Adding or Subtracting fractions without a calculator.

Response	N	%
Increased significantly	32	64%
Increased slightly	13	26%
Decreased slightly	2	4%
Decreased significantly	0	0%
No change	3	6%
Total	50	100%



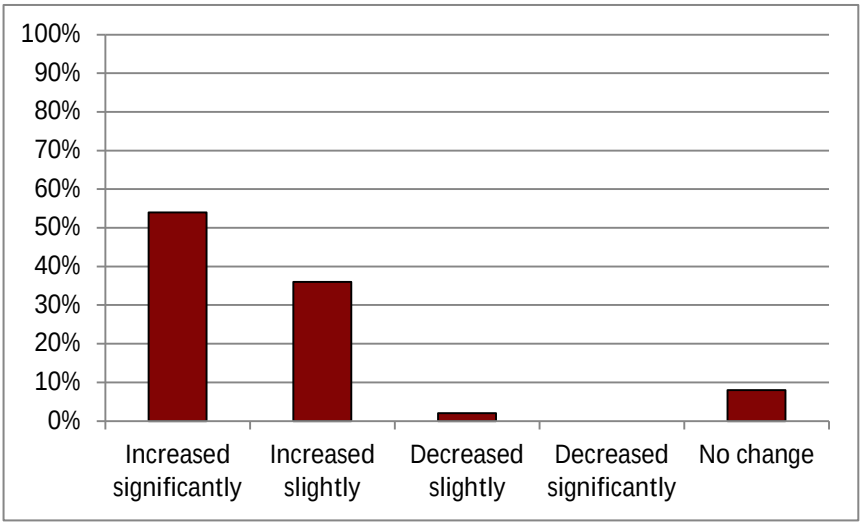
Operations (+, -, x, /) with decimals, without a calculator.

Response	N	%
Increased significantly	28	56%
Increased slightly	16	32%
Decreased slightly	1	2%
Decreased significantly	0	0%
No change	5	10%
Total	50	100%



Operations (+, -, x, /) with negative numbers, without calculator.

Response	N	%
Increased significantly	27	54%
Increased slightly	18	36%
Decreased slightly	1	2%
Decreased significantly	0	0%
No change	4	8%
Total	50	100%



Solving equations for x.

Response	N	%
Increased significantly	24	48%
Increased slightly	17	34%
Decreased slightly	1	2%
Decreased significantly	0	0%
No change	8	16%
Total	50	100%

Plotting points on a graph [example: (-3, 5)].

Response	N	%
Increased significantly		

Graphing a line from the equation of a line.

Response	N	%
Increased significantly	15	30%
Increased slightly	22	44%
Decreased slightly	1	2%
Decreased significantly	0	0%
No change	12	24%
Total	50	100%

Finding the equation for a line if you are given the graph.

Response	N	%
Increased significantly	15	30%
Increased slightly	23	46%
Decreased slightly	1	2%
Decreased significantly	0	0%
No change	11	22%
Total	50	100%

Working with rules of exponents.

Response	N	%
Increased significantly	21	42%
Increased slightly	21	42%
Decreased slightly	2	4%
Decreased significantly	0	0%
No change	6	12%
Total	50	100%

33% Complete

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Summer Bridge Math Program

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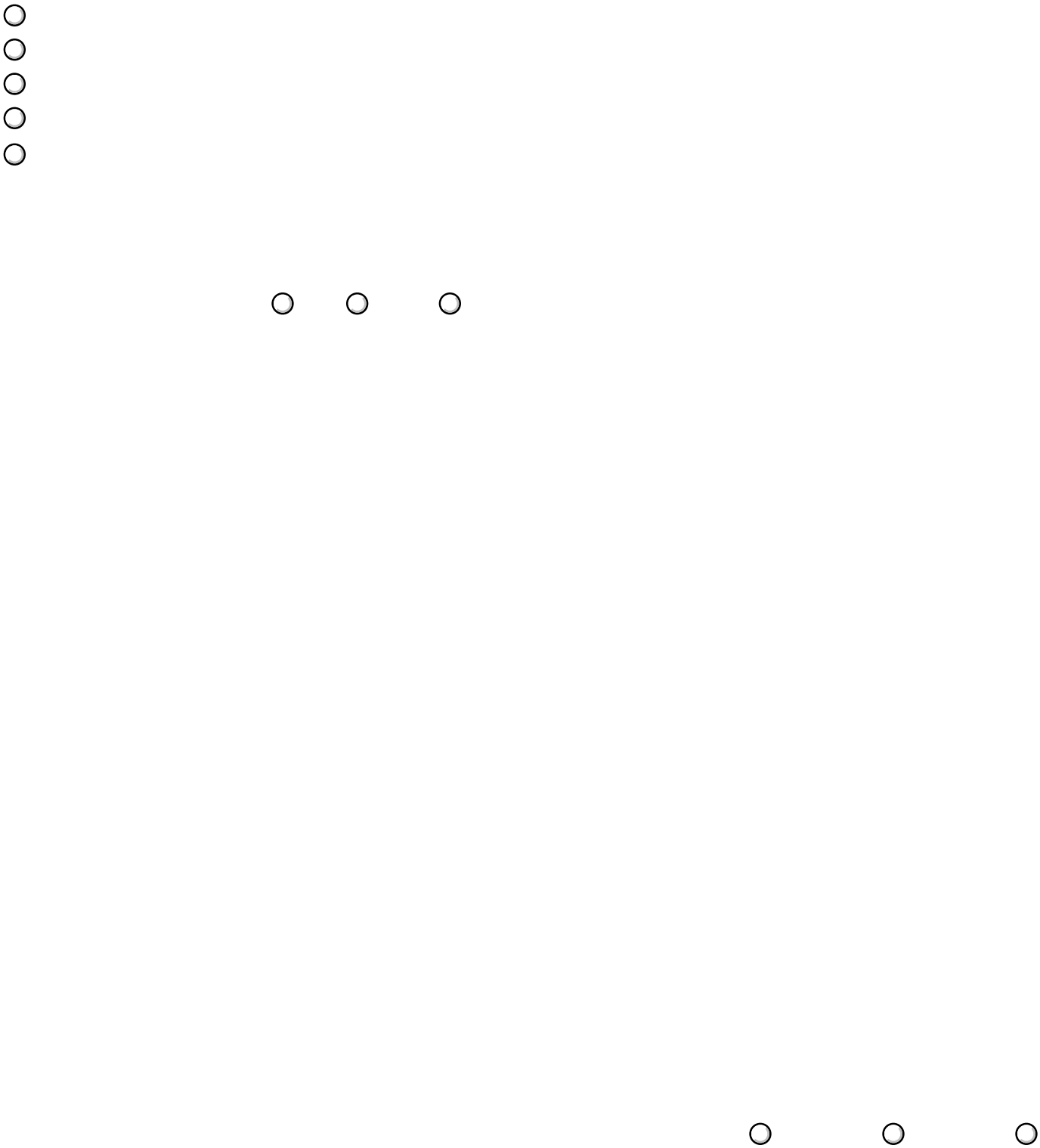

Graphing a line from the equation of a line.	○	○	○	○	○
Finding the equation for a line if you are given the graph.	○	○	○	○	○
Working with rules of exponents.	○	○	○	○	○

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Updated 07/17/2013

100% Complete

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Summer Bridge Math Program

All questions require a response.

Q9. Please indicate whether the following program components met your expectations:

	Exceeded expectations	Met expectations	Did not meet expectations	Not applicable
Counseling topics covered				
Counseling faculty				
Getting familiar with Foothill campus				
Length of program				
Math topics reviewed				
Math faculty				
Meeting other students				

Q10. What improvements or suggestions do you have for the Summer Bridge program? (check all boxes that apply)

- Add English/ESLL component to the program
- Additional time with math faculty
- Additional time with counselor
- Have counseling course in first week
- Keep it 2 weeks long
- Make it 3 weeks long
- Make it longer than 3 weeks
- Opportunity to work with other students
- Other
- None

Q11. Would you recommend the Summer Bridge program to other students?

- Yes
- No
- Depends

Please explain: