

# 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%).

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%

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]





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%

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?

<u>Response</u>	<u>N</u>	<u>Percent</u>
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

<u>Response</u>	<u>N</u>	<u>Percent</u>
Increased significantly	10	48%
Increased somewhat	10	48%
Decreased somewhat		

Q10c:Accuratelysummarize/paraphraseideasfrom a text

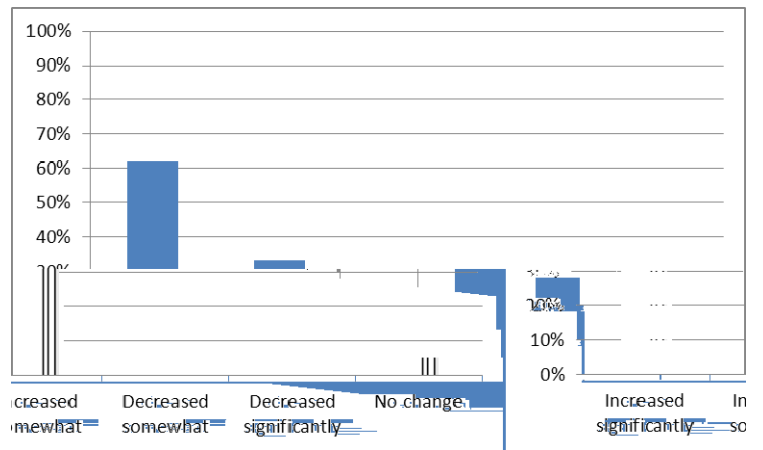
Response	N	Percent
Increasedsignificantly	11	52%
Increasedsomewhat	9	43%
Decreasedsomewhat	0	0%
Decreasedsignificantly	1	5%
No change	0	0%
Total	21	100%

Q10d:Identify main idea(s)in texts

Response/paraphraseideas

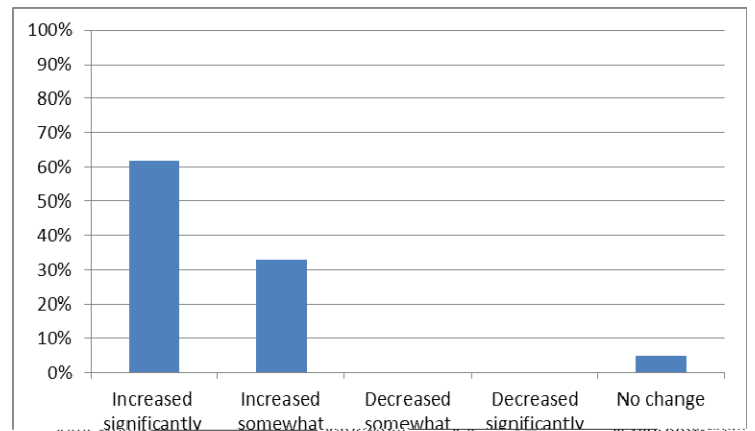
Q10f: Outline your ideas to develop your main idea(s)

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%



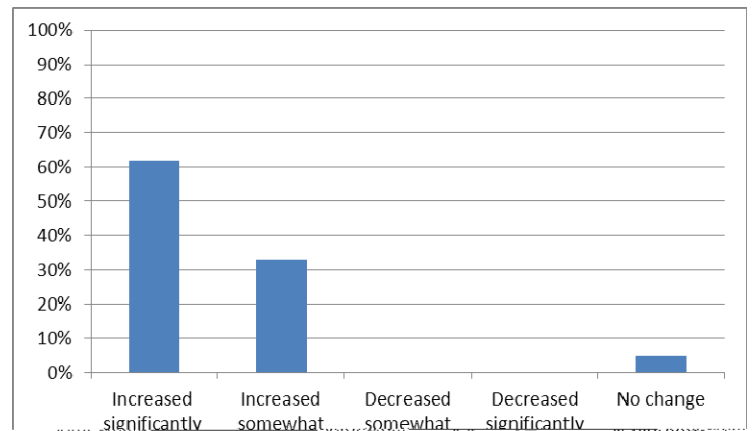
Q10g: Use context clues to understand unfamiliar words

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%

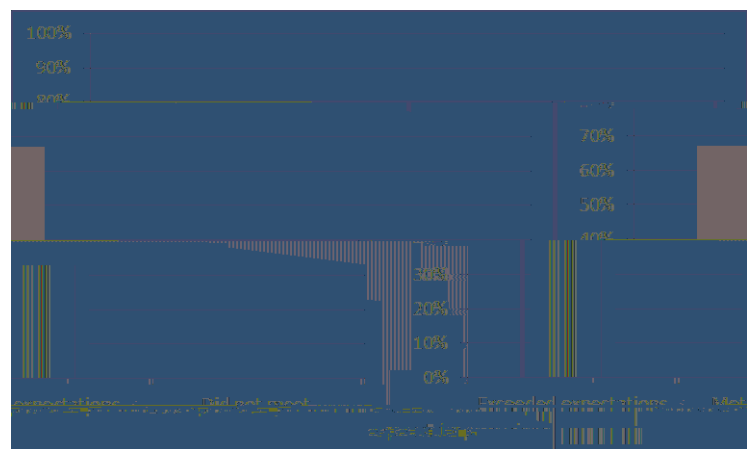
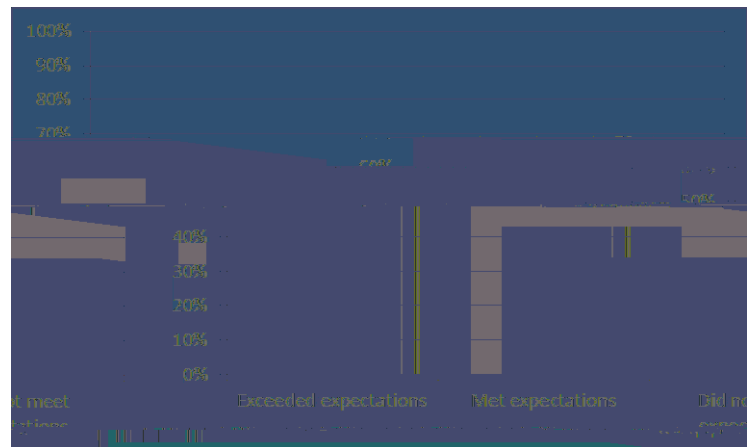
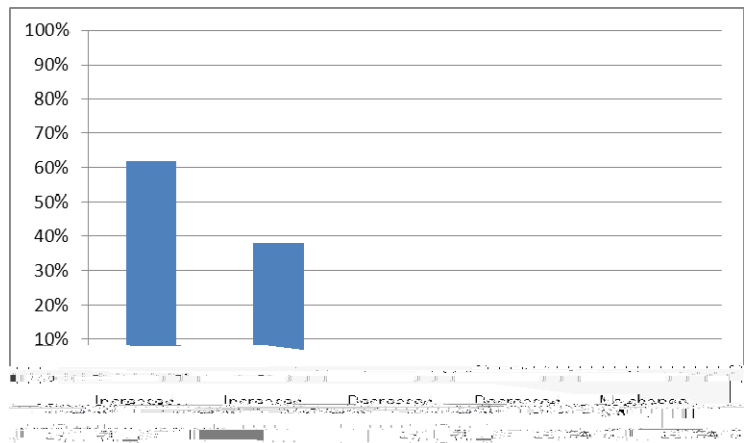


Q10h: Reflect on your own reading process to identify your challenges and strengths

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%

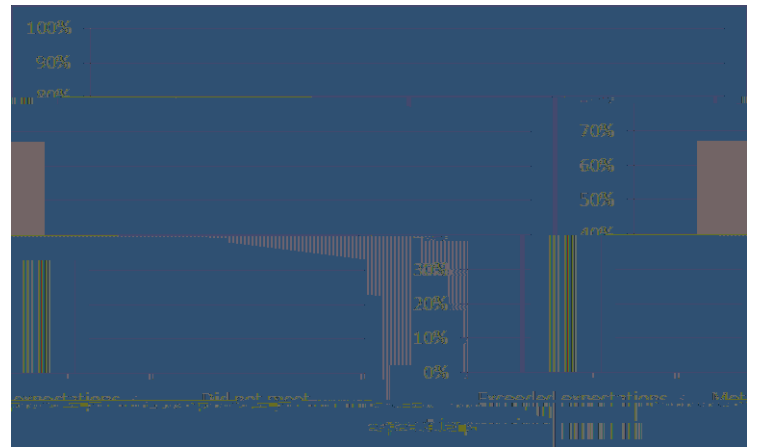




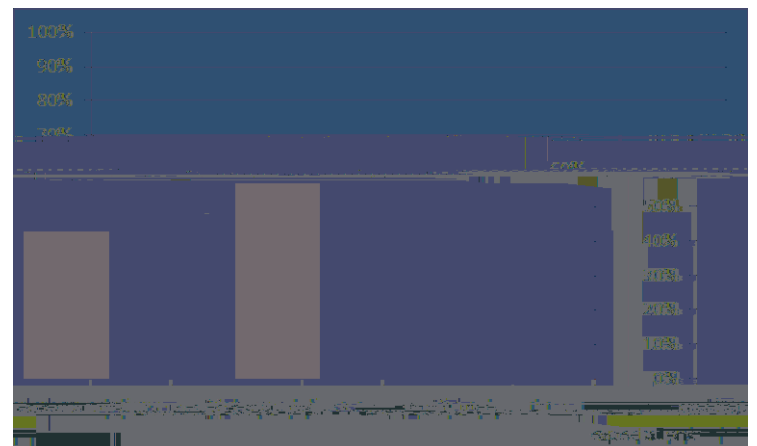
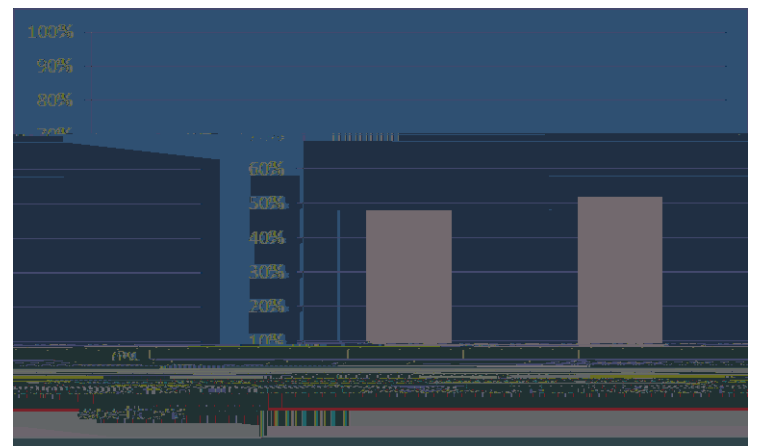


### Q11c: Sentences skill topics

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



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. Better 3 weeks is better than 4 weeks." (out,)



capstoneprojectwasincredible.It taught us how to set strategiesfor



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?