



# STUDENT SUPPORT & EQUITY PROGRAMS

## *Summer Bridge 2012*

**A**TTITUDE **R**ESPECT **R**ESPONSIBILITY **M**ATURITY

Yourselves for the College Challenge



TLG Assessment Spotlight  
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# SUMMER BRIDGE FIRSTS

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Summer Bridge 2012 (June 17 – July 19, 2012) was a program of many “Firsts”.

- First year program was **not entirely residential** (3 weeks residential/2 weeks commuter)
- First year we held pre-program **Information Meetings**
- First year we incorporated a morning **Summer Bridge Roundtable** session
- First year we incorporated a **Student Academic Success Challenge**
- First year we conducted an **online pre/post assessment**





# Program Design/Model



- Grounded in Student Development theory
- Incorporates the Six Student Development Domains important for successful transition

**Academic  
Vocational**

**Emotional  
Physical**

**Social  
Spiritual**



- Requires year round planning and a myriad of campus partner involvement



# PROGRAM COMPONENTS

## *Residential*

Build a strong social network  
Become a part of a diverse community  
Take responsibility for OWN education

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## *Academic*

EWS 140 or Early Start Math or English  
Common Faculty Lecture; Academic Expectations  
Research Paper/Oral Presentation & Skill Development

## *Advising Seminar/Self-Development*

Navigating Campus & University Expectations;  
Social Awareness; Personal/Social Transition;  
Physical & Emotional Well Being

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# PURPOSE OF ASSESSMENT

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Transitioning to college can be a daunting task for first generation college students.

There are many new things to know, understand, and interpret when entering university life which can overwhelm a new college student and impact their perceptions of their own level of preparedness for college.

In an effort to assess whether or not SSEP's Summer Bridge program is meeting its objective to positively impact participants' perceptions of their own preparedness for college the following ***Program Learning Outcome*** was measured during the Summer Bridge program of 2012.



# PROGRAM LEARNING OUTCOME

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After participating in the five week Summer Bridge program students will indicate an increased confidence in their knowledge, skill, and ability related to 18 specific learning outcome elements, with a minimum 85% frequency in the combined Moderately Agree to Strongly Agree category.





# ASSESSMENT METHODS



All participants of the Summer Bridge program are asked to complete an online assessment two days prior to Opening Day arrival. Students indicate their level of agreement with 18 ***Activity Level Learning Outcome*** specific statements related to the **Program Learning Outcome**.



The same assessment is re-administered to all participants the day before the program Closing. Students are also asked to identify the three most important things they learned during Summer Bridge on this post assessment.



# ASSESSMENT RESULTS

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- The Program concluded July 19<sup>th</sup>
- We are still in preliminary stages of synthesizing the data.
- For the purpose of this presentation we will focus on 9 of the 18 activity level learning outcomes that show the greatest impact.





# I AM ABLE TO:

**Define three academic advising resources to create my academic plan to meet my degree requirements.**

	Pre		Post	
Moderately to Strongly Agree	22	27%	74	90%
Neither Agree or Disagree	41	50%	8	10%
Moderately to Strongly Disagree	19	23%	0	0%



**List at least two Cal Poly Pomona campus resources to help me learn about University policy and regulations.**

	Pre		Post	
Moderately to Strongly Agree	22	27%	60	73%
Neither Agree or Disagree	32	39%	18	22%
Moderately to Strongly Disagree	28	34%	4	5%





# I AM ABLE TO:

Use university library resources to find high quality information to write a college level paper.

	Pre		Post	
Moderately to Strongly Agree	32	39%	69	84%
Neither Agree or Disagree	31	38%	11	14%
Moderately to Strongly Disagree	19	23%	2	2%

Define at least two elements critical for making an effective university level speech or presentation.

	Pre		Post	
Moderately to Strongly Agree	34	41%	79	96%
Neither Agree or Disagree	31	38%	3	4%
Moderately to Strongly Disagree	12	21%	0	0%



# I AM ABLE TO:

Read and interpret my Award Summary on Bronco Direct to determine how much financial aid I am eligible to receive.

	Pre		Post	
Moderately to Strongly Agree	52	63%	76	93%
Neither Agree or Disagree	18	22%	6	7%
Moderately to Strongly Disagree	12	15%	0	0%



Describe the difference between a *subsidized* and *unsubsidized* loan as part of my financial aid.

	Pre		Post	
Moderately to Strongly Agree	56	68%	80	98%
Neither Agree or Disagree	15	18%	2	2%
Moderately to Strongly Disagree	11	14%	0	0%





# I AM ABLE TO:

Name at least two healthy behaviors which influence college students' ability to reach and maintain optimum academic performance.

	Pre		Post	
Moderately to Strongly Agree	57	70%	79	96%
Neither Agree or Disagree	21	26%	3	4%
Moderately to Strongly Disagree	4	5%	0	0%

List two signs or behaviors for healthy emotional well-being.

	Pre		Post	
Moderately to Strongly Agree	53	65%	73	89%
Neither Agree or Disagree	23	28%	8	10%
Moderately to Strongly Disagree	6	7%	1	1%



# I AM ABLE TO:

Name and locate two campus resources that will improve my learning skills and support my academic performance.



	Pre		Post	
Moderately to Strongly Agree	30	37%	76	93%
Neither Agree or Disagree	29	35%	6	7%
Moderately to Strongly Disagree	23	28%	0	0%



# STUDENT REFLECTIONS

I have learned that it is ***okay to ask help from others*** and that study groups allow you to discuss and understand whatever material you are learning better.

Most importantly, I learned the ***importance of living on campus***. I really wish we lived here for 5 weeks. It made ***homework easier, relationships easier***, and it gave me the ***sense of a family***. It's funny because before I came here I believed there was no point of living on campus unless you were here to party.

***We are responsible for our own actions.*** We have to mature. We have to have the right attitude in order to survive. ***We have to respect ourselves and others.***

I learned that you ***have to take turns using the shower*** and be courteous to others and not take long. You basically have to know that you are not the only one in the room.



# STUDENT REFLECTIONS

*College is not all about going in and out of class; a student must maintain a balance of studying, participating in campus events and clubs, and maintaining a supportive network with your fellow students.*



I learned that keeping a positive attitude is very important. With the **right kind of attitude you can do anything**. A negative attitude will only worsen things. Maintaining a positive attitude towards others as well and making yourself accessible to others.



Although you may live on different floors from others, **living in the dorms creates a sense of family** because we were altogether under one roof.



Everyone has their own opinions as you do too, **you are not judged for what you believe in, you are judged for how you act upon it.**

# STUDENT REFLECTIONS

I have learned that ***responsibility is key to succeeding in college. Slacking in school work is a recipe for failure.*** You must be responsible and accountable for your actions. If you make a mistake or fail a class realize that you brought it upon yourself but learn from it as well.

I also learned that maturity is very important. We have ***to know when it is time to work and when it is time to have fun.*** I think maturity and respect can be tied together and play a big role as well in university life.

Last but not least I learned that ***college is no joke. Life in the university is intense*** and I have learned ***how to use my time wisely and structure my agenda*** to where I have the most and efficient time to study.





# PRELIMINARY CONCLUSIONS

Based on the results of the pre & post assessment and these nine activity level learning outcomes in particular, students participating in Summer Bridge 2012 have:

- an increased confidence in their level of preparedness and readiness for college;
- an appreciation for the rigors and expectations of university life;
- an increased sense of belonging and ability to be a part of the university community.



# IMPLICATIONS FOR PRACTICE

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These results are just a snapshot of the data we have reviewed thus far.

We will continue to synthesize the data and complete a full analysis including the pre/post assessment open-ended questions as well as other assessment measures.





# OTHER ASSESSMENT MEASURES

## Academic Performance – Course Grade

(Average EWS 140 grade = B/50 students;  
ESM/ESE grade = CR/34 students)



## Paper Research Project – Tutor Ratings

(Average Recommended Grade = C+; tutors were exceptionally tough on grading per our request)



## Oral Presentation – Assessor Ratings

(Average = 3.5 on a scale of 1 – 5)

## Study/Tutor Time - % of hours logged weekly

(TBD)



## Persistence Rate – First Quarter and Year

(TBD)

# STUDENT SUPPORT & EQUITY PROGRAMS

## *Summer Bridge 2012*



*Thank You*

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