



# Student Support and Equity Programs Summer Transition Program: High School to College Assessment Report

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**Type of Assessment:** Learning Outcome(s) Assessment

**Date of Assessment Implementation:** June – July 2011

**Date of Report:** February 2012

**Purpose of Assessment:**

To identify students' perceptions and level of confidence in their own understanding and abilities to meet the expectations of university life and to determine if we are reaching our objectives through the Summer Bridge Program.

**Division Learning Outcome:**

Based on the comprehensive nature of the Summer Bridge program, all five of the Student Affairs Divisional learning outcomes were addressed at varying degrees throughout the three week program including Self-Determination; Social & Civic Engagement; Diversity & Global Consciousness; Professionalism & Ethics; Intellectual & Practical Competencies.

**Targeted Learning Outcome**

After participating in the three week residential Summer Bridge transition program, students will indicate an increased confidence in their knowledge, skill, and ability related to specific learning outcomes with a minimum of 85% frequency in the "Agree to Strongly Agree" category.

Specific learning outcomes include: 1.) Use library resources to find high quality information to write a college level research paper; 2.) Incorporate effective strategies to learn in environments different from their own learning style; 3.) Describe the actions to take to meet faculty expectations in a college course; 4.) Define at least two elements critical for making an effective college level speech/presentation; 5.) Determine the costs involved in paying for college; 6.) Read and interpret an Award Summary on Bronco Direct; 7.) Identify at least one campus resource to learn more about university policy and regulations; 8.) Incorporate effective strategies for making informed decisions about a major based on MBTI personality type indicators; 9.) Describe the significance of taking responsibility for one's own education; 10.) Identify three healthy signs/symptoms of stress which could negatively impact one's physical well being and academic progress; 11.) Identify at least three forms of academic dishonesty; 12.) Describe two strategies to apply in one's life to have healthy relationships; 13.) Identify strategies to use to respond responsibly to social injustice; 14.) List three university advising resources to use to create an academic/course plan to meet degree requirements. Additionally, students are asked to rate their level of confidence about living away from home and their confidence in their ability to be a successful college student.

**Assessment Methodology**

All student participants completed a pre and post assessment which asked them to rate their level of agreement with statements related to the learning outcomes (LO's) of the program. Additionally, students were asked to identify up to three things they hoped to learn (pre) and up to three things they actually learned (post) about university life from their Summer Bridge experience.

**Results**

Based on analysis of the pre/post assessment data, 8 of the 14 main activity learning outcomes achieved an 85% or higher response rating of “Agree to Strongly Agree” at the conclusion of the program. Students indicated positive growth and confidence with all learning objectives at varying degrees, but the following activity learning outcomes indicate a 50% or greater increase from the pre to post assessment results. These include: 1.) Utilizing library and other reference materials to meet the expectations of college level research papers and presentations (**23% pre to 92% post**), 2.) Appreciating and valuing faculty expectations and taking responsibility for their own education (**51% pre to 94% post**), 3.) Defining and incorporating critical elements for making an effective college level speech/presentation (**36% pre to 92% post**), and 4.) Incorporating effective strategies for making informed decisions about a major based on MBTI personality type indicators (**24% pre to 85% post**). While the following two activities based learning outcomes did not reach the 85% frequency of “Agree to Strongly Agree” in post ratings, there is still marked demonstrated growth of 50% or more between the pre and post assessment. These include: 1.) Determining the costs of and means to pay for their education (**31% pre to 82% post**), and 2.) (Knowing specific academic advising resources to use to develop an academic/graduation plan (**14% pre to 76% post**).

## **Conclusion**

In general, the three week summer transition program fulfilled its objective of assisting incoming freshmen EOP with the transition from high school to college by introducing students to the rigors and expectations of university life and increasing their personal sense of belonging and belief in their readiness for the college experience. Moving back to a three week program positively impacted students sense of knowing and being able to navigate the campus a bit better than last year's one week program as it allowed both the residential staff, department staff and students more time to explore the campus and to discuss in greater detail as well as experience first-hand various aspects of university life. It can be concluded that learning has taken place and students feel a greater confidence in their skill, knowledge, or application of information introduced during the Summer Bridge program.

## **Implications for Practice**

While the students indicate getting a great deal from this three week experience, there are a few things which should be considered when planning future summer transition experiences for this specific student population.

- Expand length of program to allow for more in depth learning experiences.
- Consider assigning actual letter grades to the paper research assignment reflective of college level expectations and incorporate this as another specific learning outcome measurement.
- Identify specific expected learning outcome responses for those LO's in which a student response is required on the assessment instrument to compare pre and post knowledge.
- Consider reducing the amount of information covered in specific program sessions to ensure greater comprehension of most pertinent material.
- Incorporate more specific measurement tools throughout the program to best determine students' grasp of information and/or skill development.
- Calculate results of pre assessment early on to inform facilitators and advisors of the student cohort needs and level of knowledge prior to activities and seminars to allow more focused learning experiences.
- Consider creating an electronic version of the pre/post assessment to reduce the time for inputting and analyzing the data.