



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 2012

**Date of Report:** February 2013

**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 (LO's) were addressed at varying degrees throughout the five week (three week residential/two week commuter) program including Self-Determination; Social & Civic Engagement; Diversity & Global Consciousness; Professionalism & Ethics; and Intellectual & Practical Competencies.

**Targeted Learning Outcome:**

After participating in the five week residential/commuter 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 "Moderately Agree" and "Strongly Agree" categories.

These specific learning outcomes include: 1.) identify the conditions that will best support student's ability to study and learn in a residential community; 2.) define three specific university academic advising resources to create an academic/course plan to meet degree requirements; 3.) read and interpret Award Summary on Bronco Direct to determine how much financial aid student is eligible to receive; 4.) describe the difference between a subsidized and unsubsidized loan; 5.) match skills and interests with major and career choice; 6.) list at least two Cal Poly Pomona campus resources that will help in learning about University policy and regulations; 7.) describe the significance of taking responsibility for one's education.; 8.) describe the actions to take to meet faculty expectations in a university course; 9.) use university library resources to find high quality information to write a college level paper; 10.) identify at least three forms of academic dishonesty; 11.) define academic integrity and know its importance in and outside of the classroom; 12.) define at least two elements critical for making an effective university level speech or presentation; 13.) name and locate two campus resources that will improve learning skills and support academic performance; 14.) name at least two healthy behaviors which influence students' ability to reach and maintain optimum academic performance; 15.) list at least two signs or behaviors for healthy emotional well-being.

### **Assessment Methodology:**

All program participants completed an *online* pre and post assessment which asked respondents to rate their level of agreement with statements related to the activity level learning outcomes of the program (“activity level” learning outcomes are those evaluated at specific activities within the program, versus the program level learning outcomes, which are generally broader). For those statements rated as “moderately agree” or “strongly agree”, respondents were asked to “list, define, or describe” what they believed to be the correct response based on what they already knew (pre) and what they believed they had learned (post). Respondents were also asked to rate their level of confidence about living away from home and their confidence in their ability to be a successful college student. Additionally, respondents 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 review of the pre/post assessment data, 13 of the 15 activity level learning outcomes achieved an 85% or higher response rate of “moderately agree” or “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 level learning outcomes indicated a 45% or greater increase in the ratings from the pre to post assessment results. 1.) Defining **three** specific university academic advising resources to use to create an academic/course plan to meet degree requirements (27% to 90%), 2.) Defining at least **two** elements critical for making an effective university level speech or presentation (42% to 96%), 3.) Utilizing university library resources to find high quality information to write a college level paper (39% to 85%), 4.) Naming and locating **two** campus resources that will improve learning skills to support academic performance. (37% to 93%).

Other assessment measures included students’ academic performance in courses and first quarter retention. The average grade for the 50 EWS 140 participants was a B; the average grade for the 34 enrolled ESM/ESE was a CR (course passed successfully); the average score on the oral presentation including all students was 3.5 on a scale of 1 – 5; and 82 of the original 84 program participants actually enrolled in and completed a full-time course load in Fall 2012.

### **Conclusion:**

Based on the results of the pre/post assessment, students participating in Summer Bridge 2012 demonstrated:

- 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.

Most of the program’s activity level learning outcomes were achieved to a satisfactory degree and some were achieved to a high degree.

### **Implications for Practice:**

In general, this summer transition program successfully introduced students to the rigors and expectations of university life increasing their personal sense of belonging and belief in their readiness for the college experience.

Areas for improvement:

- Provide instructors and facilitators with the pre assessment data as early as possible to allow adjustments in teaching and facilitation based on what students indicate they know as well as need to know.
- Identify specific learning rubrics to better determine the level of learning that has taken place.
- Incorporate periodic “one-minute” assessment activities during seminars and lectures to gain immediate feedback on student learning.