

Making a Positive Difference

The Educational Opportunity Program's Summer Bridge is a five week (3 week residential/2 week commuter) program designed to assist incoming first generation, socio-economically disadvantaged students in their transition from high school to college.

Students are enrolled in a 4 unit course and participate in a myriad of high quality seminars, workshops, and activities geared toward strengthening their academic success skills, building confidence in establishing the student/faculty partnership, developing friendships, experiencing university life, and becoming familiar with the campus environment prior to their first term.



Desired Outcomes

The program goals are 1.) to positively impact participants' perceptions of and confidence in their own academic and social preparedness and readiness for college; 2.) to provide students the opportunity to experience and gain appreciation for the rigors and expectations of university life; and 3.) to build students' sense of belonging and confidence in their ability to be a part of the university community.

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.

Focus of Assessment

By way of our program assessment, we hope 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 successful in fulfilling our program goals and learning outcomes.

An online pre/post assessment is administered to all participants prior to and at the conclusion of the program. Students are asked to rate their level of agreement with 18 statements related to the activity learning outcomes of the program. Additionally, students are asked to indicate the three most important things they learned by way of their participation in the program.

Other modes of measurement include course grade, paper research project and oral presentation ratings, and first quarter/year persistence.

Results

	Pre-Assessment			Post-Assessment		
	Mod. Agree to Strongly Agree	Neither Agree nor Disagree	Mod. Disagree to Strongly Disagree	Mod. Agree to Strongly Agree	Neither Agree nor Disagree	Mod. Disagree to Strongly Disagree
An assessment was administered to 84 program participants. Each was instructed to identify their level of agreement with statements related to the program's learning outcomes. The same assessment was administered to the same students the last day of the program and included a section to identify the three most important things learned.						
I am confident in my ability to resolve differences with others in a university residential community.	79	3	0	81	1	0
I am able to identify the conditions that will best support my ability to study and learn in a residential community.	79	8	1	79	2	1
I feel confident about living away from home.	66	15	1	75	6	1
I am able to define three specific university academic advising resources to create my academic/course plan to meet my degree requirements.	22	41	19	74	8	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.	63	22	15	93	7	0
I am able to describe the difference between a subsidized and unsubsidized loan as part of my financial aid.	56	15	11	80	2	0
I am confident in my ability to match my skills and interests with my major and career choice.	63	17	2	67	12	3
I am able to list at least two Cal Poly Pomona campus resources to help me learn about University policy and regulations.	22	32	28	60	18	4
I am able to describe the significance of taking responsibility for my own education.	80	2	0	89	2	0
I know how to use university library resources to find high quality information to write a college level paper.	82	17	1	94	5	1
I am able to identify at least three forms of academic dishonesty.	62	17	3	76	5	1
I am able to define academic integrity and know its importance in and outside of the classroom.	65	15	2	72	10	0
I am able to define at least two elements critical for making an effective university level speech or presentation.	34	31	17	79	3	0
I am able to name and locate two campus resources that will improve my learning skills and support my academic performance.	30	29	23	76	6	0
I am able to name at least two healthy behaviors which influence college students' ability to reach and maintain optimum academic performance.	57	21	4	79	3	0
I am able to list at least two signs or behaviors for healthy emotional well-being.	53	23	6	73	8	1
I am confident in my ability to be a successful college student.	65	28	7	89	10	1
	77	3	2	79	3	0
	94	4	2	96	4	0

What Students Learned

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.

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.**



Most importantly, I learned the **importance of living on campus**. It made **homework easier, relationships easier**, and it gave me the **sense of a family**.

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 keeping a positive attitude is very important. With the **right kind of attitude you can do anything.**

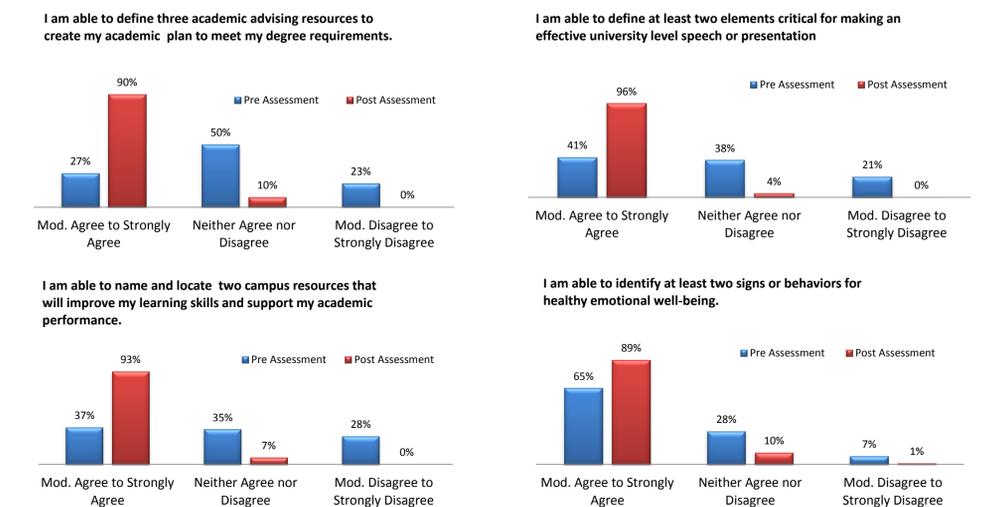
College is not all about going in and out of class; a student must **maintain a balance of studying**, participating in **campus events and clubs**, and maintaining a **supportive network** with your fellow students.

Conclusion

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

- 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.

In particular, the following learning outcomes results indicate a marked shift in the students' perceptions of their own skill and level of preparedness:



Other assessment measures include students' academic performance in courses:

- Average EWS 140 grade = B/50 students; ESM/ESE grade = CR/34 students)
- Paper Research Project – Average grade = C+
- Oral Presentation – Average score of 3.5 on a scale of 1 – 5
- 1st Quarter Persistence Rate – 82/84 students enrolled Fall 2012

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.

