Survey Respondents

• 68 out of 70 students (97% response rate)

• High schools districts include:
  – Campbell, East Side, Fremont, Mt. View-Los Altos, San Jose, Santa Clara, San Mateo

• High schools with most representation:
  – Los Altos, Palo Alto, Homestead, Mountain View, Henry M. Gunn, Fremont

• Majority graduated from high school in 2012 (67%) or between 2005-10 (19%)
At least half of the program participants reported taking Algebra 2 as their highest math class (55%). Another quarter (26%) reported taking Algebra 1 or Geometry as their highest math class.

The majority of students completed their last math class either this year (30%) or last year (36%). Roughly 12% finished their last math class at least six years ago.
Most students expressed the desire to transfer to a four-year institution (72%). Math completion will be an integral component to their success.
Time Demands

Approximately half of the program participants are not currently working (47%). About 30% are working over 20 hours a week, with 17% working at least 30 hours a week. The percentage of students who anticipate working this fall will increase dramatically compared to the summer (82% vs. 53%). Over 40% believe they will work part-time between 11-30 hours a week.
All program participants, except one, plan to enroll at Foothill in the upcoming fall term. Note that at least half of the students plan on enrolling in three to four classes, which suggests that they would be attending at least at half-time status.
Summer Bridge Motivation

Top responses include length of time since last math course (67%), unhappy with placement test results (65%) and nervousness taking math (59%).
Compared to their ability to perform other math concepts, students felt most confident adding or subtracting fractions without a calculator (48%). Students also seem to have more confidence in plotting points on a graph (84% confident or some confidence) and operations with negative numbers (79% confident or some confidence) or decimals (82% confident or some confidence).

Students seem to have less confidence in finding the equation for a line (96% some or no confidence) and graphic a line from the equation of a line (90% some or no confidence). At least a third of responses indicate no confidence in working with rules of exponents and finding the slope of a line.