

Foothill College Summer Bridge Math Program

Outtake Survey Results Overview

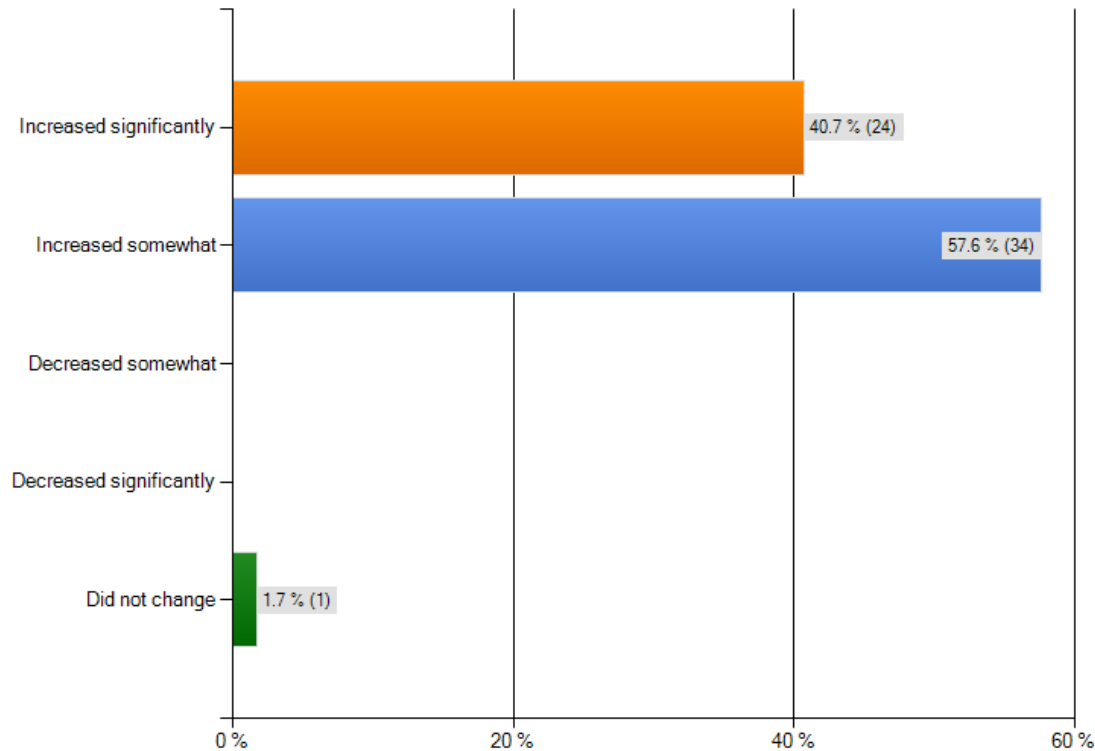
July 30, 2012

Survey Respondents

- 59 students filled out exit survey (89% response rate)
- 66 students took placement exam on last day
- 73 students or 78% attended program (out of 93 registered)
- 7 students or 10% did not complete program

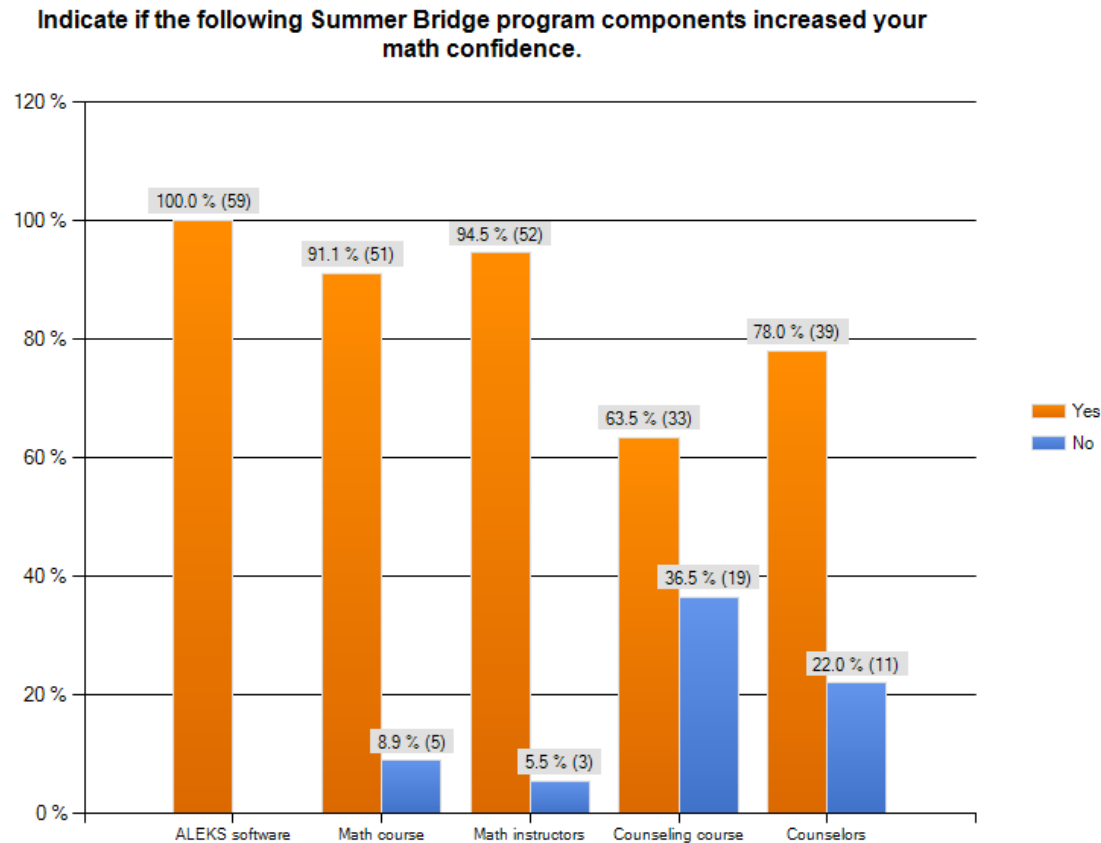
Math Confidence after Bridge Program

Please rate your overall math confidence level after completing the Summer Bridge program.



98% of students indicated that their math confidence increased somewhat or increased significantly.

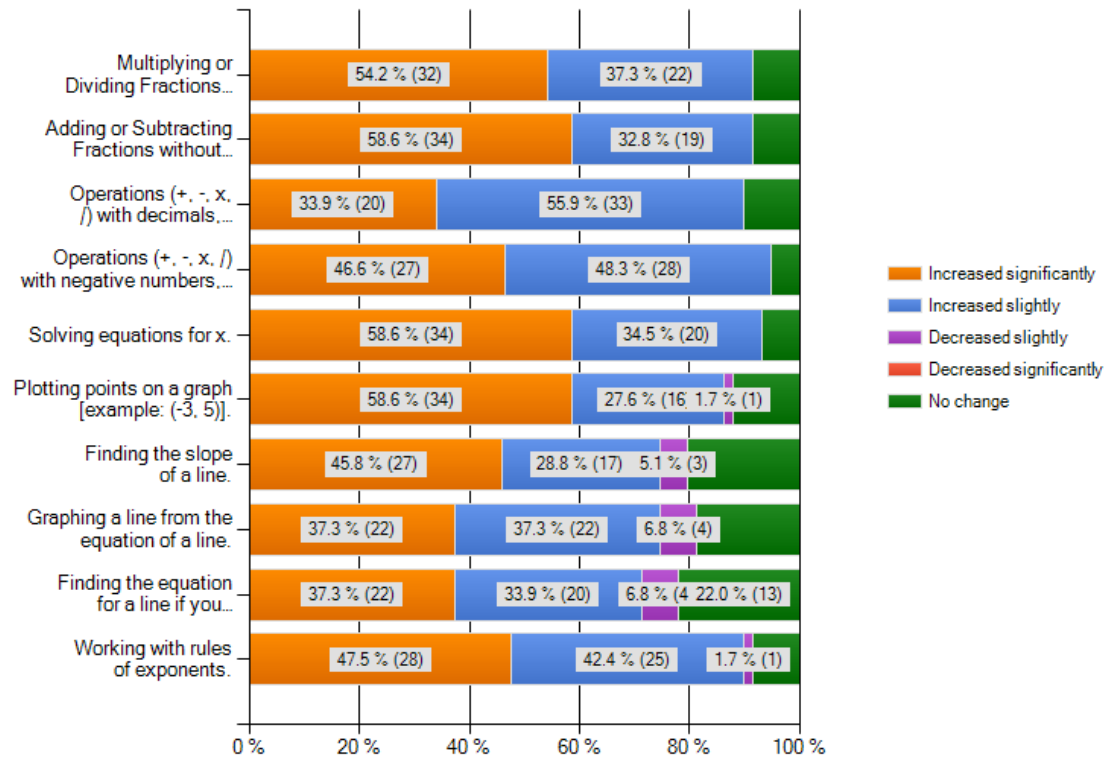
Contributors to Math Confidence



All program components were reported to increase students' math confidence. The positive impact of the ALEKS software was noted by all students (100%) while roughly a third indicated that the counseling course had no effect on increasing their math confidence (37%). The influence of the counseling course and faculty on increasing math confidence may be indirect and partially masked as not all students participated in the counseling component.

Performing Math Concepts

Please rate your confidence level regarding your ability to perform the following math concepts.



Almost all students noted a slight or significant increase in ability to perform operations with negative numbers (95%); solving equations for x (91%); multiplying or dividing fractions (92%); and adding and subtracting fractions without a calculator (91%). Almost three-fourths reported at least a slight increase in their ability to find the equation of a line (71%); 46% indicated no confidence in performing this operation at the beginning of the program. About one-fifth indicated no change in their ability to find the equation for a line (22%) or the slope of a line (20%), and graphing a line from the equation of a line (19%).

Program Expectations

Components	Exceeded Expectations		Met Expectations		Total Responses
	Students	Percent	Students	Percent	
Math faculty	26	48%	26	48%	54
Foothill campus	23	47%	26	53%	49
Counseling faculty	19	41%	26	56%	46
Field trip	11	39%	16	57%	28
Math topics	21	38%	31	55%	56
Counseling topics	17	36%	28	60%	47
Meeting others	16	30%	31	58%	53
Program length	15	26%	38	67%	57

Aspects of the program that exceeded students' expectations include the interaction with math faculty (48%) and getting familiar with the campus (47%). Almost all the students (90% or above) reported that the program components met or exceeded their expectations, the exception being meeting others (88%). Note that "does not apply" responses were removed for analysis purposes.

Field Trip Experiences

Outcome	Yes		Total Responses
	Students	Percent	
Learned about transferring	26	90%	29
Learned about the difference between high school and college courses	26	90%	29
Learned about the importance completing math requirements for transfer	25	86%	29
Learned about other students in program	23	82%	28
Talked to other students in program about math and/or attending Foothill	22	76%	29
Talked to a UCSC student about attending a four-year institution	18	62%	29

Almost half of the program participants reported attended the field trip (44%). These students reported learning about transferring (90%), the difference between high school and college courses (90%) and the importance of completing math requirements for transfer (86%). Field trip nonattendance was primarily due to work (46% or 11) and family (21% or 5) obligations.

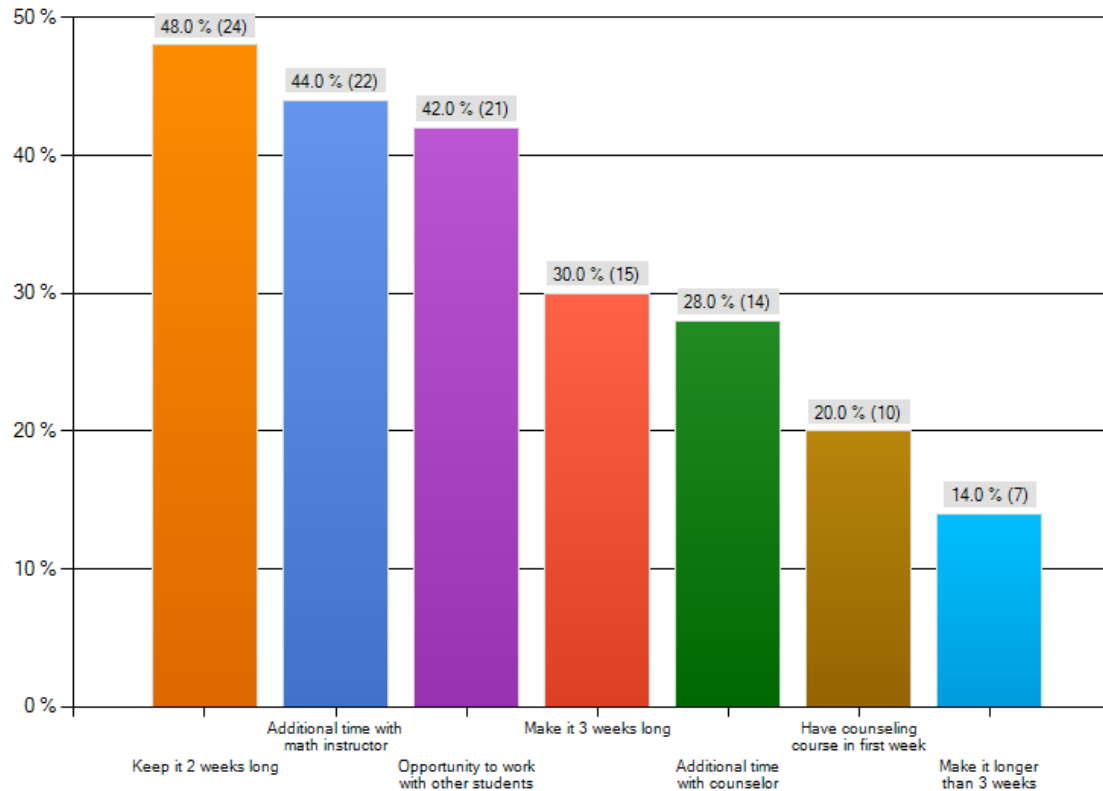
Future Plans

Question	Yes		No		Total	
	Students	Percent	Students	Percent	Students	Percent
Plan on using ALEKS after today?	52	90%	6	10%	58	100%
Interested in August follow-up meeting?	42	72%	16	18%	58	100%

Almost all students indicated an interest to continue to use the ALEKS software (90%) and a majority would consider a follow-up meeting in August (72%). As this survey was administered before the placement test, it is possible that those who were satisfied with their placement would be less interested to meet, especially for retesting.

Program Suggestions

What improvements or suggestions do you have for the Summer Bridge Math program?



Almost half of the survey respondents would prefer to keep the program two weeks long (48%) even though just as many would like to spend more time working with the math instructor or other students (44% and 42%). These results suggest that the program may consider extending the amount of time spent each day but not the number of days of the program.



Program Feedback

- “Using the ALEKS website in addition to being in a classroom setting where I could ask questions was the most helpful math experience I’ve ever had.”
- “It really helped me remember about things I forgot, helped job [sic] my memory and even gave me new ways to solve a few problems (or helped me learn things that I don’t even remember learning.”