



FOOTHILL COLLEGE

Institutional Research and Planning

DATE: February 15, 2017

TO: Allison Herman, Instructor, English

FROM: Joanne Du, Research Assistant
Elaine Kuo, Institutional Researcher

RE: 2016 Summer Bridge English Program (SBEP) Entrance Survey Results

Overview

Students enrolled in the Summer Bridge English Program (SBEP) (NCLA 406A) held between July 5 to July 28 were administered an entrance survey on the first day of the program. Out of the 19 students enrolled in the program, 18 respondents completed the survey, which represents a 95% response rate.

Highlights

Demographics

- Slightly less than half of the respondents (44%) graduated high school in 2016 and almost one-fourth of the respondents graduated high school in 2013 or earlier (22%).
- Half of the respondents (50%) took their last English class this year (2016), and while at least a third of the students reported receiving a letter grade of a “B” in their last English class (33%), almost half of the students reported either receiving a letter grade of an “A” (22%) or don’t remember their last English grade (22%).
- More than half of the respondents speak another language at home (61%), and the majority of these respondents primarily read and write in the English language (67%). Languages spoken at home other than English include: Spanish, Chinese, Vietnamese, Russian, and Azerbaijanian. Other languages used primarily for reading and writing include Spanish, Portuguese, and Chinese.
- A majority of the students described their primary educational goal as “transfer to a four-year college” (61%).
- Almost half of the students described themselves as “Hispanic/Latino/a” (44%), while the rest described their ethnicity as “Asian” (22%), “White” (17%), or with “Multiple Ethnicities” (17%).
- Almost a quarter of the respondents identified with being “raised by a single parent” (22%). 11% of respondents identified with having “a learning/physical disability”, and of the four that checked having a learning or physical disability, only two are registered with Foothill’s Disability Resource Center.
- A majority of the students reported that both their “Father/Guardian 1” (50%) and “Mother/Guardian 2” (63%) received less than a high school education.

Time Commitment

- A majority of the respondents do not work for pay (65%) while one-fourth reported working more than 21 hours or more a week (24%).
- About half spend 1-5 hours commuting to and from class (47%), and another one-fourth spent 6-20 hours commuting (24%).
- Over half of the respondents do not provide care for others (53%), with the rest spending either 1-10 hours (41%) or 30 or more hours (6%) providing care.
- One-fourth of the students reported they were reading “at least once a month” (25%) or “at least three times a week” (25%) outside of class assignments.

Counseling 5 (CNSL 5)

- Almost two-thirds of students enrolled in CNSL 5 (61%),
- All those who took CNSL 5 either “strongly agree” or “somewhat agree” that CNSL 5 helped them develop study skills to succeed in English courses and helped them understand how English courses will fit into their education plan.
- Almost all “strongly agree” or “somewhat agree” that CNSL 5 helped them navigate campus resources/support services to succeed in English courses (91%) and helped establish a sense of community with the SBEP students and instructors (91%).

Program Interest and Motivation

- The majority of the students chose to enroll in the SBEP because they wished to improve their reading and writing skills (30%), improve their English placement results (23%) or they were nervous about taking a college English course (21%).
- A majority of the students found out about the SBEP through a counselor (33%), the Foothill College website (13%), or the Foothill Testing Center (13%).

English Confidence Levels

- Over half of the respondents rated their reading ability (76%), reading confidence (53%), and writing ability (65%) as “average” when compared to the average student their age.
- Students appeared divided about their writing confidence level, ranking themselves as either “average” (47%) and “below average” (47%) compared to the average student their age.
- Over half of the students rated their ability to accurately summarize ideas from texts (71%), develop their own main idea(s) in their writing (56%), use context clues to understand unfamiliar words (71%), identify their strengths in reading (65%), and reflect on their challenges in reading (65%) as “average” when compared to the average student their age.
- Less than half of the students rated their ability to identify main idea(s) from texts (41%) and identify their strengths in writing (41%) as “below average” when compared to the average student their age.

Student Expectations of SBEP

Student responses include expectations related to:

- Informative and advantageous to the upcoming fall session
- A lot of work that will help improve/prepare for their next English class

- Provide the resources needed to improve one's skills in reading, writing, and speaking
- Class that will provide a taste of what a college English course is like

Methodology

The Summer Bridge English Program (SBEP) is NCLA 406A, offered between July 5-July 28, 2016 between 1:30-4:50 pm on Monday-Thursday.

Survey was created using ReMark survey software by FH IR&P. Administration of online entrance survey was conducted on Monday, July 6 as the first task of the SBEP. CNSL 5 (Introduction to College) was highly encouraged to the SBEP students, but there was no separate CNSL 5 session dedicated to the SBEP. Students who completed the SBEP and CNSL 5 received priority registration for Fall 2016.

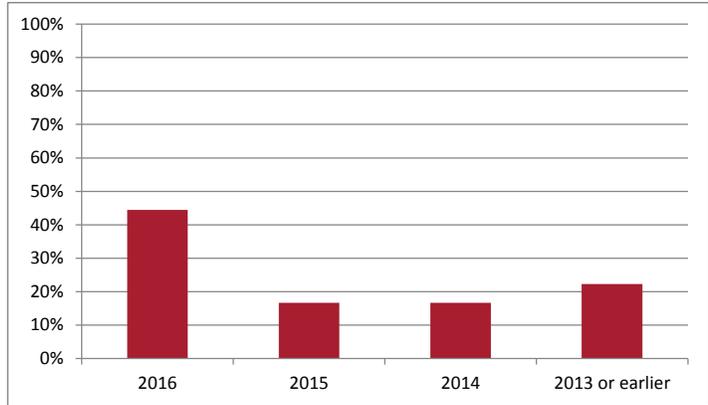
Source

FHDA IR&P [ENGLSBentrance2016.rmk]

Foothill College English Summer Bridge Entrance Survey

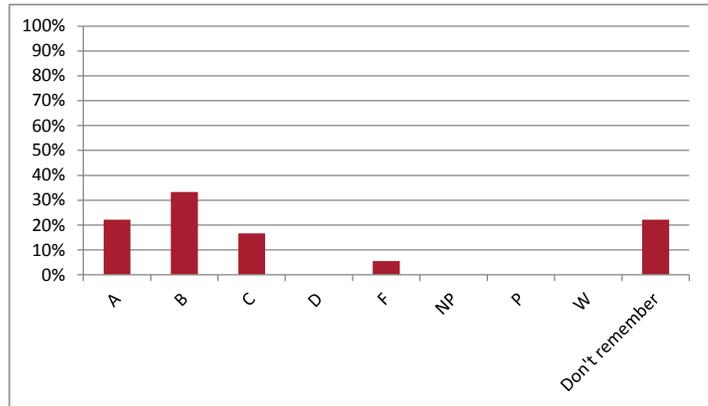
1. When did you graduate high school?

Response	N	%
2016	8	44%
2015	3	17%
2014	3	17%
2013 or earlier	4	22%
Total	18	100%



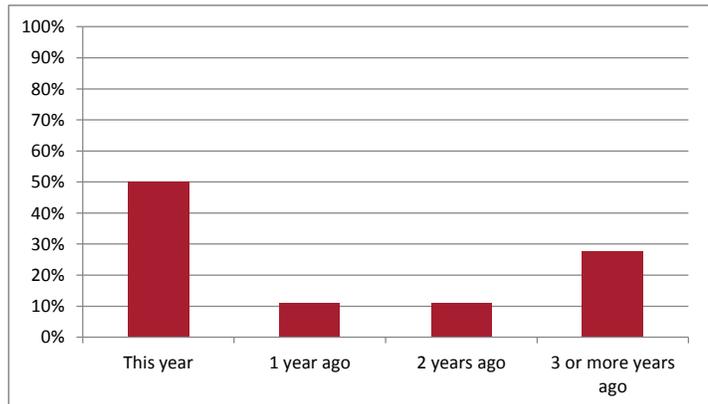
2. What grade did you receive in your last English class?

Response	N	%
A	4	22%
B	6	33%
C	3	17%
D	0	0%
F	1	6%
NP	0	0%
P	0	0%
W	0	0%
Don't remember	4	22%
Total	18	100%



3. When did you take your last English class?

Response	N	%
This year	9	50%
1 year ago	2	11%
2 years ago	2	11%
3 or more years ago	5	28%
Total	18	100%



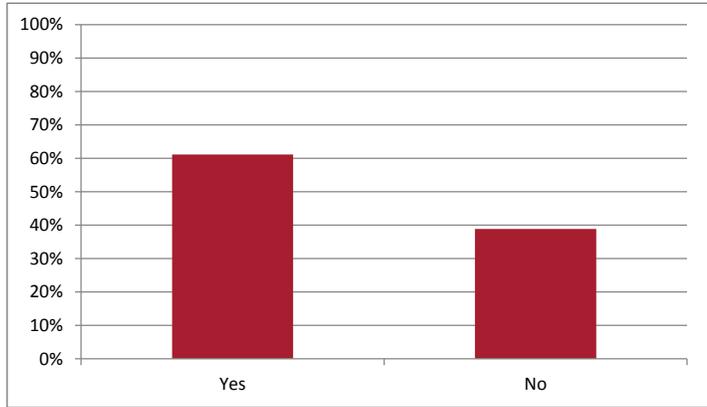
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English Summer Bridge Entrance Survey

4. Do you speak a language other than English at home?

Response	N	%
Yes	11	61%
No	7	39%
Total	18	100%

If yes, what language do you speak at home?

- Spanish
- Chinese
- Cantonese
- Vietnamese
- Russian
- Azerbaijani

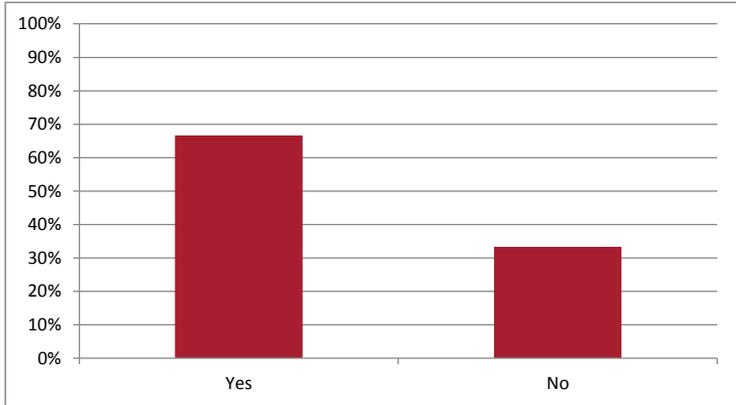


5. Do you primarily read and write in the English language?

Response	N	%
Yes	12	67%
No	6	33%
Total	18	100%

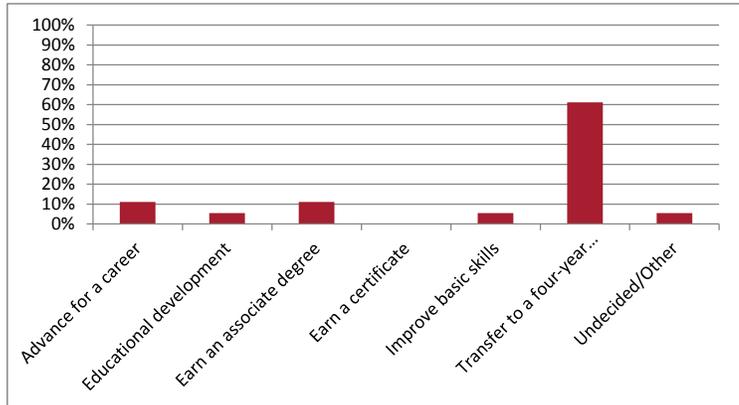
If no, what other languages do you use for reading and writing?

- Spanish
- Portuguese
- Chinese



6. What is your primary educational goal?

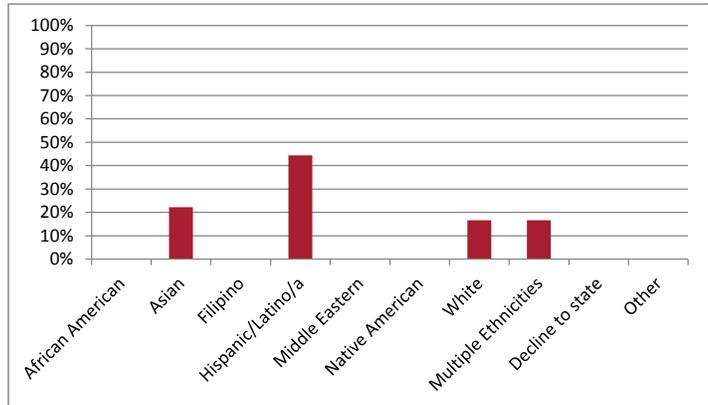
Response	N	%
Advance/prepare for a career	2	11%
Continue educational development	1	6%
Earn an associate degree	2	11%
Earn a certificate	0	0%
Improve basic skills	1	6%
Transfer to a four-year college	11	61%
Undecided/Other	1	6%
Total	18	100%



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7. How would you describe your ethnicity? (Please select all that apply)

Response	N	%
African/African American/Black	0	0%
Asian	4	22%
Filipino	0	0%
Hispanic/Latino/a	8	44%
Middle Eastern	0	0%
Native American	0	0%
White	3	17%
Multiple Ethnicities	3	17%
Decline to state	0	0%
Other	0	0%
Total	18	100%



Multiple Ethnicities:

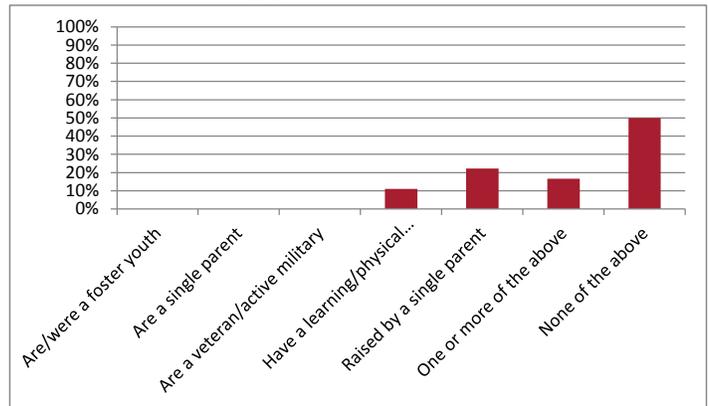
"African/African American/Black, Asian, and Filipino"

"Asian and White"

"African/African American/Black and White"

8. Identify if you identify with any of the following population groups (Please select all that apply)

Response	N	%
Are/were a foster youth	0	0%
Are a single parent	0	0%
Are a veteran/active military	0	0%
Have a learning/physical disability	2	11%
Raised by a single parent	4	22%
One or more of the above	3	17%
None of the above	9	50%
Total	18	100%



One or more of the above:

"Are a single parent and are/were a foster youth"

"Have a learning/physical disability and raised by a single parent"

"Have a learning/physical disability and raised by a single parent"

If you checked "have a learning or physical disability," are you registered with Foothill's Disability Resource center?

Yes: 2

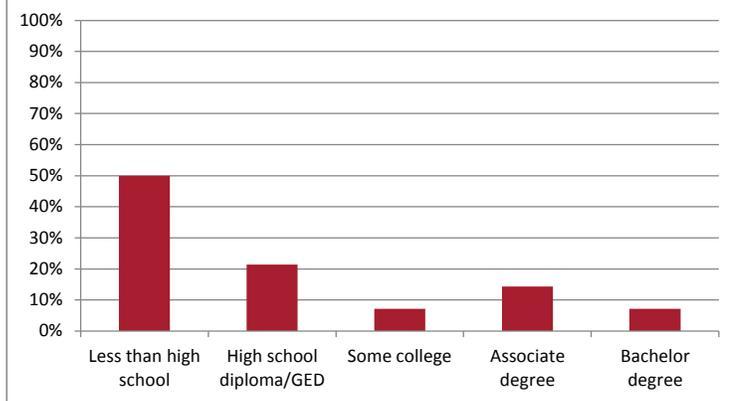
No: 2

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9. What is the highest education level obtained by your parents/guardians?

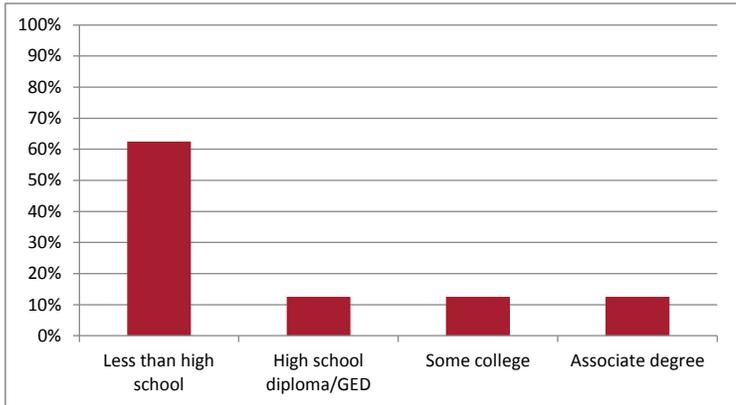
Response for Father/Guardian 1	N	%
Less than high school	7	50%
High school diploma/GED	3	21%
Some college	1	7%
Associate degree	2	14%
Bachelor degree	1	7%
Graduate degree	0	0%
Total	14	100%

Note: Four people did not respond



Response for Mother/Guardian 2	N	%
Less than high school	10	63%
High school diploma/GED	2	13%
Some college	2	13%
Associate degree	2	13%
Bachelor degree	0	0%
Graduate degree	0	0%
Total	16	100%

Note: Two people did not respond

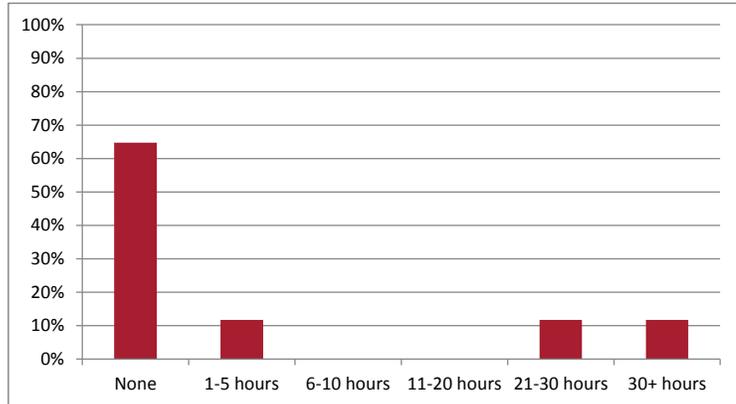


For questions 10-12, about how many hours do you spend in a typical 7-day week doing each of the following:

10. Working for pay

Response	N	%
None	11	65%
1-5 hours	2	12%
6-10 hours	0	0%
11-20 hours	0	0%
21-30 hours	2	12%
30+ hours	2	12%
Total	17	100%

Note: One person did not respond

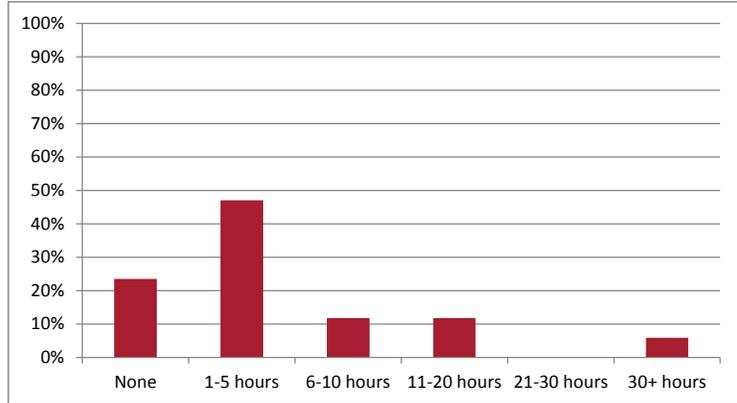


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11. Commuting to and from class

Response	N	%
None	4	24%
1-5 hours	8	47%
6-10 hours	2	12%
11-20 hours	2	12%
21-30 hours	0	0%
30+ hours	1	6%
Total	17	100%

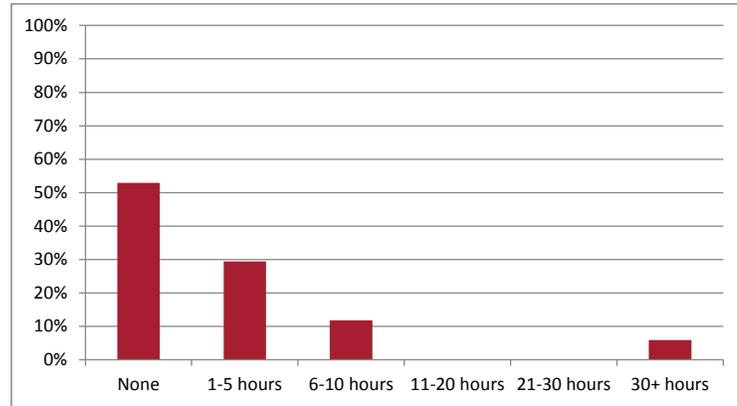
Note: One person did not respond



12. Providing care for others

Response	N	%
None	9	53%
1-5 hours	5	29%
6-10 hours	2	12%
11-20 hours	0	0%
21-30 hours	0	0%
30+ hours	1	6%
Total	17	100%

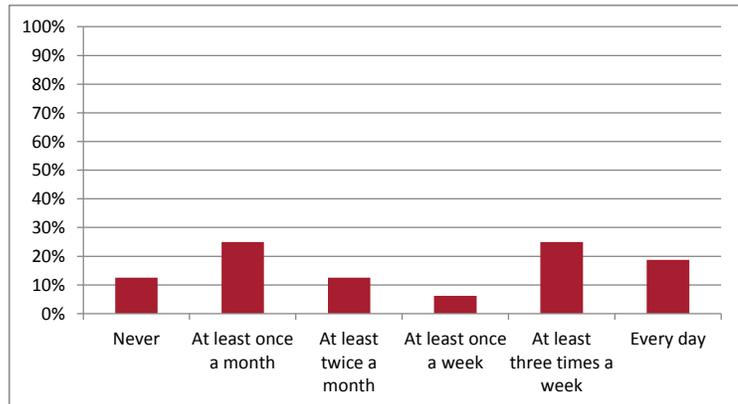
Note: One person did not respond



13. Outside of class assignments, how often do you read (newspapers, magazines, graphic novels, books, etc. in online and/or hard copy format)?

Response	N	%
Never	2	13%
At least once a month	4	25%
At least twice a month	2	13%
At least once a week	1	6%
At least three times a week	4	25%
Every day	3	19%
Total	16	100%

Note: Two people did not respond



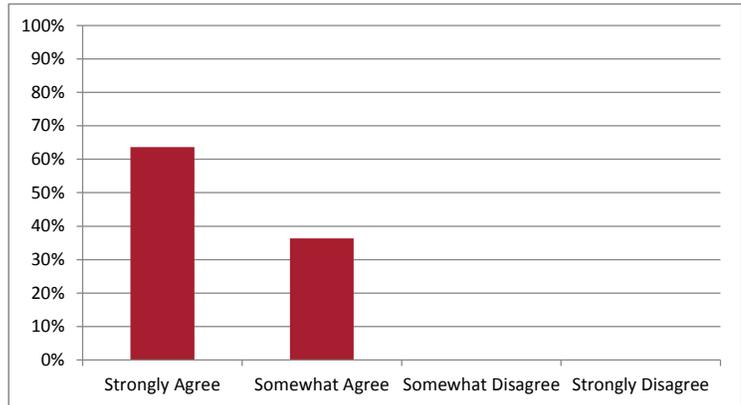
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For questions 14-17, If you enrolled in Counseling 5 (last week), indicate your level of agreement with the following statement: Taking Counseling 5 has helped me:

14. Develop study skills I need to succeed in my English courses

Response	N	%
Strongly Agree	7	64%
Somewhat Agree	4	36%
Somewhat Disagree	0	0%
Strongly Disagree	0	0%
Total	11	100%

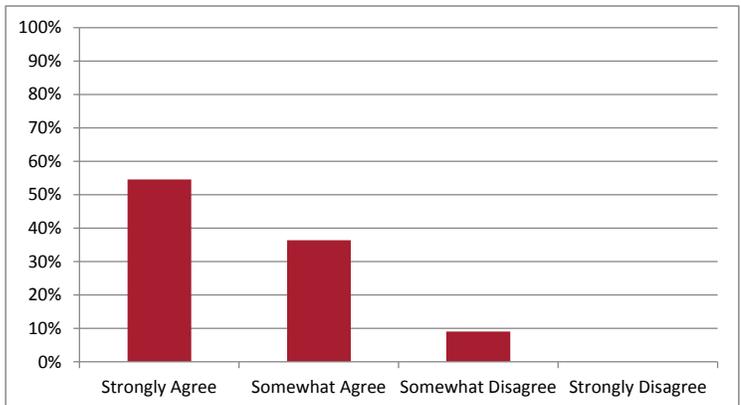
Note: One person did not respond
Six people did not take CNSL 5 (does not apply)



15. Navigate campus resources/support services to succeed in my English courses

Response	N	%
Strongly Agree	6	55%
Somewhat Agree	4	36%
Somewhat Disagree	1	9%
Strongly Disagree	0	0%
Total	11	100%

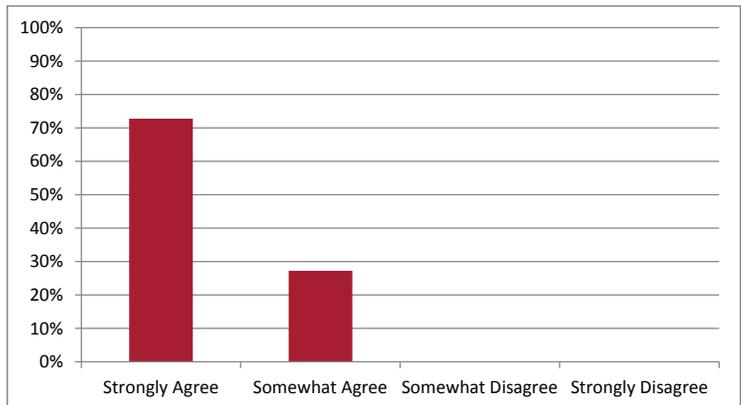
Note: One person did not respond
Six people did not take CNSL 5 (does not apply)



16. Understand how English courses will fit into my education plan

Response	N	%
Strongly Agree	8	73%
Somewhat Agree	3	27%
Somewhat Disagree	0	0%
Strongly Disagree	0	0%
Total	11	100%

Note: One person did not respond
Six people did not take CNSL 5 (does not apply)

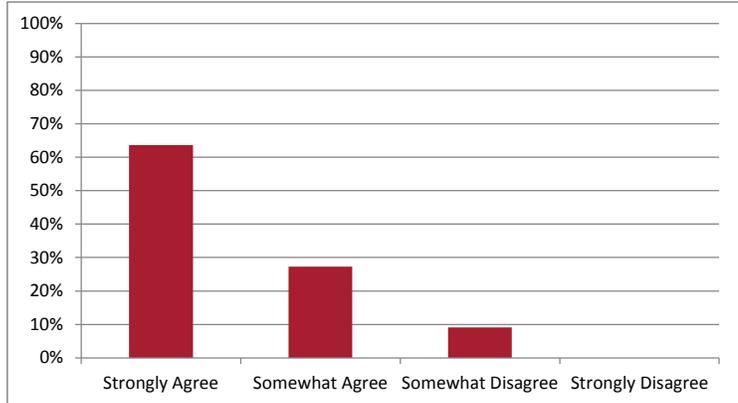


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17. Establish a sense of community with the summer Bridge English program (students and instructors)

Response	N	%
Strongly Agree	7	64%
Somewhat Agree	3	27%
Somewhat Disagree	1	9%
Strongly Disagree	0	0%
Total	11	100%

Note: One person did not respond
Six people did not take CNSL 5 (does not apply)

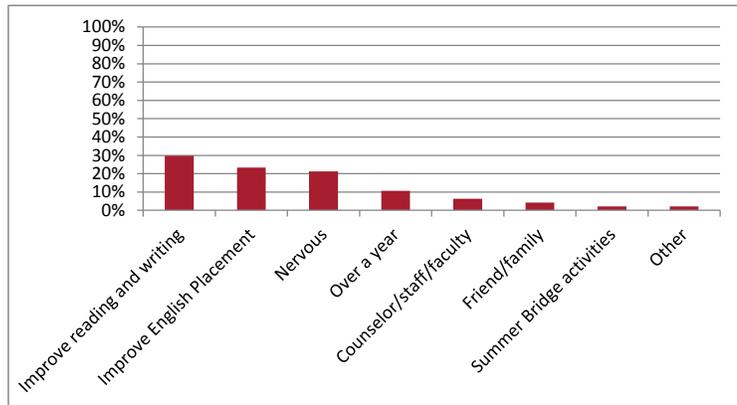


18. Why did you choose to enroll in the Summer Bridge English program? (Please select all that apply)

Response	N	%
Improve my reading and writing skills	14	30%
Improve my English placement result	11	23%
Nervous about taking a college English course	10	21%
Over a year since last English course	5	11%
Counselor/staff/faculty recommendation	3	6%
Friend/family recommendation	2	4%
Summer Bridge activities (field trips and guest speakers)	1	2%
Other	1	2%
Total	47	100%

Other:
"English is my second language."

Note: The number of responses exceeds 18, because one or more options could be selected.

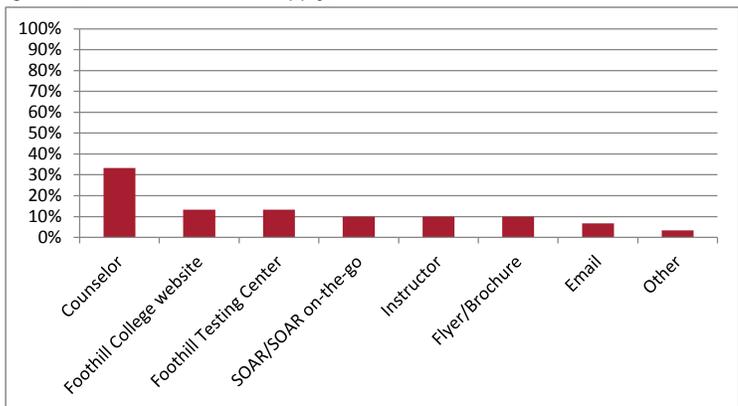


19. How did you find out about the Summer Bridge English program? (Please select all that apply)

Response	N	%
Counselor	10	33%
Foothill College website	4	13%
Foothill Testing Center	4	13%
SOAR/SOAR on-the-go	3	10%
Instructor	3	10%
Flyer/Brochure	3	10%
Email	2	7%
Other	1	3%
Total	30	100%

Other:
Counseling 5

Note: The number of responses exceeds 18, because one or more options could be selected.



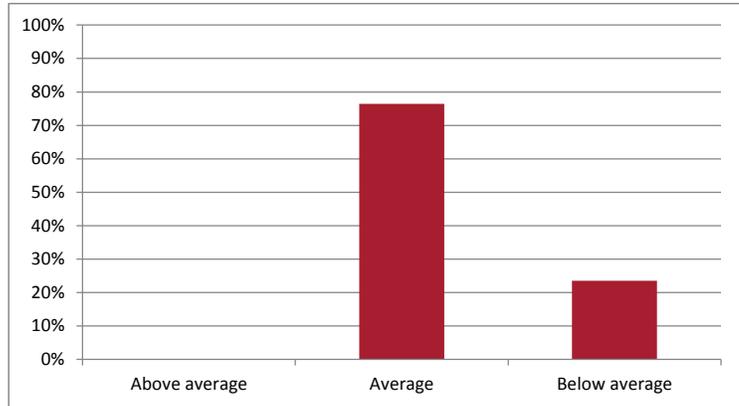
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For questions 20-23, compared to the average student your age, rate your sense of self in the following:

20. Reading ability

Response	N	%
Above average	0	0%
Average	13	76%
Below average	4	24%
Total	17	100%

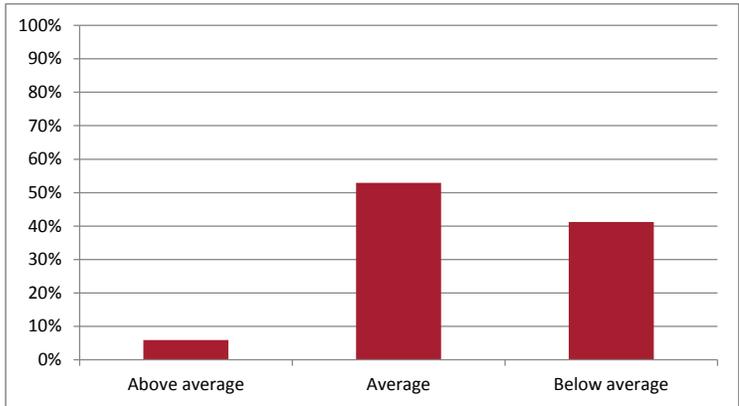
Note: One person did not respond



21. Reading confidence

Response	N	%
Above average	1	6%
Average	9	53%
Below average	7	41%
Total	17	100%

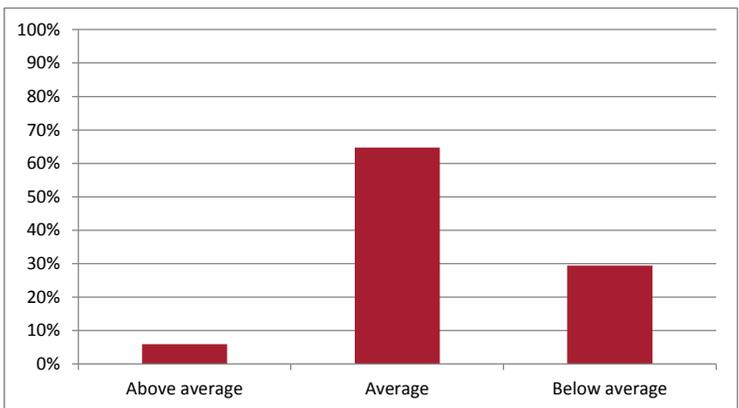
Note: One person did not respond



22. Writing ability

Response	N	%
Above average	1	6%
Average	11	65%
Below average	5	29%
Total	17	100%

Note: One person did not respond

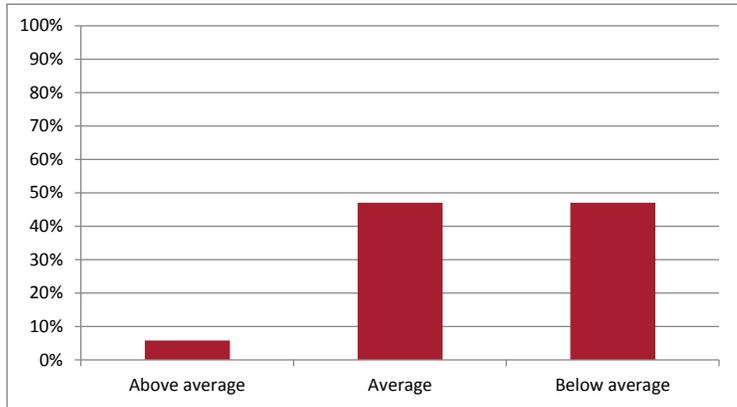


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23. Writing confidence

Response	N	%
Above average	1	6%
Average	8	47%
Below average	8	47%
Total	17	100%

Note: One person did not respond

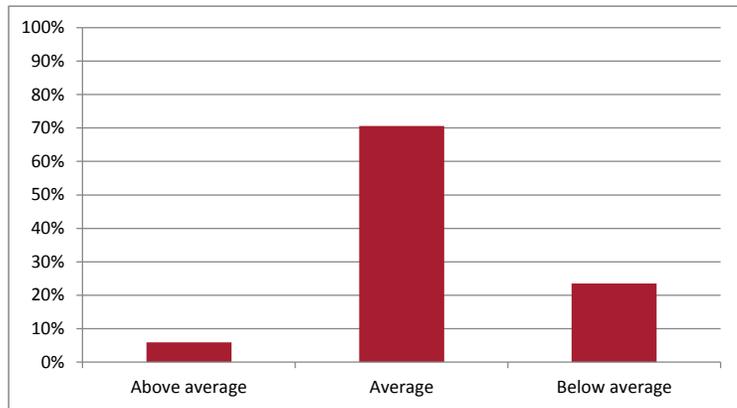


For questions 24-31, compared to the average student your age, rate your ability to perform the following skill or strategy:

24. Accurately summarizing ideas from texts

Response	N	%
Above average	1	6%
Average	12	71%
Below average	4	24%
Total	17	100%

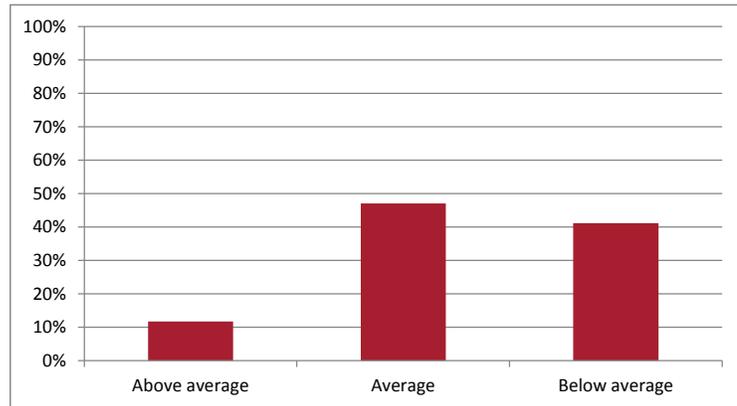
Note: One person did not respond



25. Identifying main Idea(s) from texts

Response	N	%
Above average	2	12%
Average	8	47%
Below average	7	41%
Total	17	100%

Note: One person did not respond

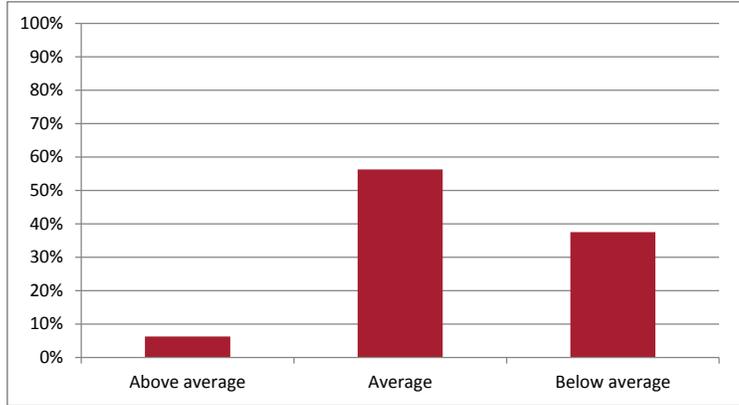


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26. Developing my own main idea(s) in my writing

Response	N	%
Above average	1	6%
Average	9	56%
Below average	6	38%
Total	16	100%

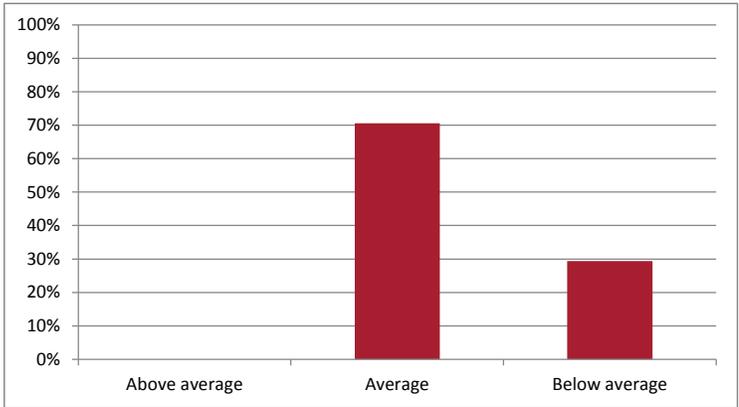
Note: Two people did not respond



27. Using context clues to understand unfamiliar words

Response	N	%
Above average	0	0%
Average	12	71%
Below average	5	29%
Total	17	100%

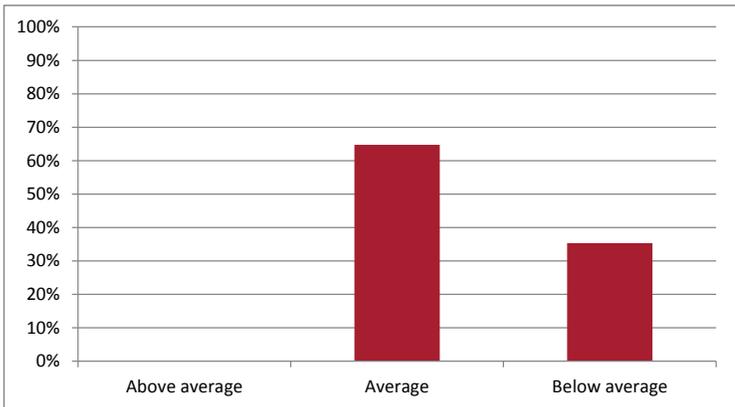
Note: One person did not respond



28. Identifying my strengths in reading

Response	N	%
Above average	0	0%
Average	11	65%
Below average	6	35%
Total	17	100%

Note: One person did not respond

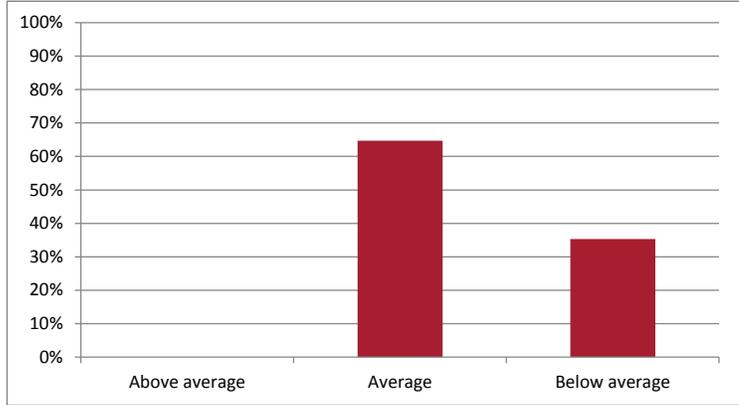


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29. Reflecting on my challenges in reading

Response	N	%
Above average	0	0%
Average	11	65%
Below average	6	35%
Total	17	100%

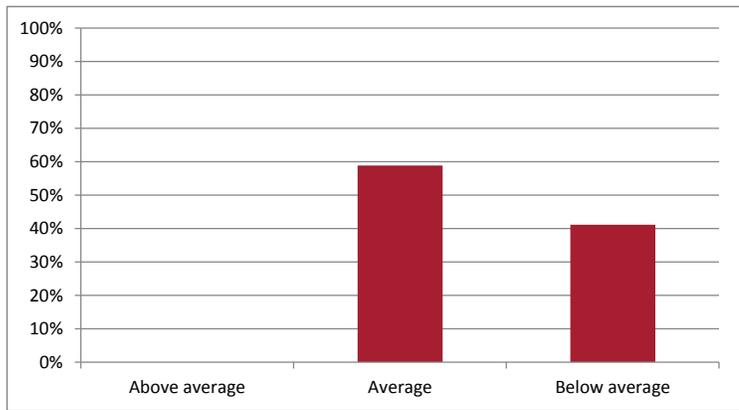
Note: One person did not respond



30. Identifying my strengths in writing

Response	N	%
Above average	0	0%
Average	10	59%
Below average	7	41%
Total	17	100%

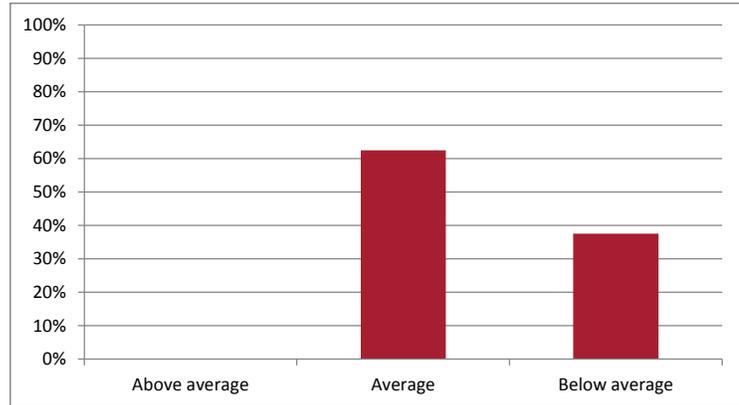
Note: One person did not respond



31. Reflecting on my challenges in writing

Response	N	%
Above average	0	0%
Average	10	63%
Below average	6	38%
Total	16	100%

Note: Two people did not respond



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32. Tell us what you think it will be like to be a student in the Summer Bridge program.

"I think it will be informative and an advantage going into the fall semester."

"Being a student in the Summer Bridge English Program, I think I will be challenged me in my English writing and reading skills."

"I think that it won't be easy but at the same time I know that just a great opportunity to improve."

"I think it will be a lot of work but i will learn a lot and be prepared for my next english class."

"Should be lot of homework and busy on it."

"To be trained and provided the resources needed to improve one's skill in reading, writing, and speaking."

"It is extremely helpful and will definatly help improve your reading and writing skills."

"It will help me imorove my writing and reading skills and it will benifit me in my future english classes. The summer Bridge english program i believe will help me improve and strengthen my some of my weaknesses in writing and reading."

"I heard Summer Bridge program is a non-credit class that wouldn't affect my grade even if I do bad in it. Therefore, I wanted to work with everything I have got without fear and stress about my grade. Also, I just want to have a taste of what college is like, since this fall will be my first time taking classes in college."

"I'm hoping to gain a better understanding of college writing and to be more cofident in what I am trying to convey."

"It will help a student better themselves on reading and writing skills and make them feel more confident on how a college english class is like. "

"I think that been a student to this program will help me find my self and help me improve in my grammer."