

Indiana University – Purdue University, Indianapolis

Summer Success Academy (2010),

Assessment Results, Open-ended Responses

A total of 206 students were enrolled in the University College, Summer Success Academy (SSA) during the summer of 2010. Participation in SSA was required of the majority of first-time, full-time students who were conditionally admitted to IUPUI for the fall 2010 semester. Previously, SSA was known as the Summer Preparatory Program. This year, as the program expanded to include a wider range of curriculum, students also had the opportunity to voluntarily participate. Upon completion of the SSA students were asked to voluntarily participate in a post-program student satisfaction questionnaire (Appendix A). A total of 196 students completed the questionnaire. In addition to closed response items, some items allowed students to reflect on their experiences in their own words, through an open-ended response format.

Most students responded to the four open-ended items included in the questionnaire. Student participants' open-ended survey responses were analyzed and arranged into topical theme categories. These categories allowed for individual student perceptions of the SSA to be considered collectively. Topical theme categories were considered to be "emerged or notable" if 5% or more of students responded in a similar manner. It should be noted that in a number of instances a singular student comment addressed more than one topic or category. In these instances, student comments were considered in multiple areas of discussion and were included in multiple categories.

An understanding of student comments in the aggregate facilitates a greater understanding of the SSA. While this method of analysis essentially quantifies student comments, it does allow for the students' key perceptions and feelings about the program to be identified. Many of the comments are concise statements and may not fully reflect the entirety of students' opinions. The number of student responses varied depending on the question asked.

17. *In what ways did your attitude and feelings about the Summer Success Academy change over time?* (188)

18. *Please describe what you found most valuable about the Summer Success Academy sessions:* (194)

19. *Please describe what you found least valuable about the Summer Success Academy sessions:* (190)

20. *What specific suggestions do you have for improving future sessions? Please describe:* (184)

Through the examination of open-ended response feedback a wide variety of students' perceptions of the 2010 Summer Success Academy were obtained. These perceptions included students' opinions about the most and least valuable aspects of the sessions, as well as suggestions of improvement. First, a highlights section outlining notable student opinions is provided. Students' specific responses to each open-ended question are also considered (Tables 1-4). It is our hope that this method of result presentation will aide instructional teams and administrators in gaining a further understanding of the program by identifying both areas of achievement and those that may benefit from improvement. Data from previous program years is available upon request our online (<http://uc.iupui.edu/staff/assessment/index.asp>).

Highlights

[Specific Thematic Codes are in Quotations (“---”)]

Ways in which attitudes and feelings about the Summer Success Academy changed over time?

- 79% of questionnaire respondents indicated that the Summer Success Academy (SSA) changed over time to become “More Enjoyable”
- “Met New People and Formed Friendships” was the second most frequent response (12%) given by questionnaire respondents when asked to describe how the SSA changed over time.
- 7% of respondents indicated that the SSA changed over time to become “Less Enjoyable”.

Most valuable aspects about the Summer Success Academy sessions:

- “Mathematics Components” was the #1 most frequent response given (32%) by questionnaire respondents when asked to indicate the most valuable SSA session component.
- 27% of respondents indicated that “English / Writing Components” was the most valuable component of SSA sessions; the second most common response.
- 18% of participants indicated “Meeting New People & Forming Friendships” as being a most valuable session component.

Least valuable about the Summer Success Academy sessions:

- 29% of questionnaire respondents denoted “UCOL Course” as being the least valuable SSA program aspect.
- 18% of respondents indicated “N/A, None, Nothing” when prompted to describe least valuable characteristics of the SSA.
- The third most indicated least valuable sessions aspect was “Mathematics Components” (14%).

Suggestions for improving the Summer Success Academy sessions:

- The #1 most common suggestion for improvement was “Less Time Commitments and Restraints”; indicated by 28% of student respondents.
- 18% of student respondents indicated “N/A, None, Nothing” as a suggestion for improving SSA sessions.
- 11% of respondents suggested that there be “More Mentor Interaction & Support”.
- Students also suggested that SSA sessions could be improved by: “Improving UCOL Course” (9%), “More Group Activities & Discussions” (9%), “More Interaction, Fun, Socialization” (9%), and “More Program Structure and Organization” (5%), among others.

Table 1: Ways in Which Students’ Attitudes and Feelings about the Summer Success Academy Changed Over Time (N=188)

In what ways did your attitude and feelings about the Summer Success Academy change over time?

Change	N	%	Examples of Actual Student Comments
Became More Enjoyable	148	79%	<ul style="list-style-type: none"> • “I started to like it more.” • “I didn’t want to be here at first, but now I like it a lot and I had tons of fun.” • “My attitude changed a lot I went from not wanting to attend to never wanting it to end.” • “I thought it was going to be boring at first, but in the first week we were interactive which made it interesting.” • “At first I thought it was a waste of time, but I am really lucky to have had the chance to do this; I feel ahead of the other incoming freshmen.” • “At first I was upset because it took up a month of my summer, but if I wouldn’t have taken it I would not be as prepared.” • “After finishing the program, I’m now glad I was a part of it. At the very start of the program, I wasn’t as excited.”
(Positive) Met New People and Developed Friendships	23	12%	<ul style="list-style-type: none"> • “I enjoyed it after I knew everybody.” • “It changed a lot as I met to people and settled in.” • “Once I made friends I enjoyed it more.” • “When I started to meet people it got better.” • “I didn’t dread coming after meeting people.” • “I thought it would be boring but I made a lot of friends.” • “I was scared about not having friends but I made a lot.” • “After the classes started and I made friends I enjoyed coming to class more.”
Became Less Enjoyable	13	7%	<ul style="list-style-type: none"> • “I wasn’t as engaged as I was I the beginning.” • “They got worse. Being here was not an enjoyable experience for me.” • “They changed because I didn’t see the need for me to be here.” • “When I found out that we weren’t getting grades in our English and UCOL class it made me not want to work as hard.” • “At first I thought it was very beneficial, but I soon began to think some was very irrelevant.” • “As we got more into it, it got very long and boring and seemed as though we went over the same stuff every day.”
(Positive) College Transition Assistance	12	6%	<ul style="list-style-type: none"> • “At first I hated it, then I realized it was a huge help to transition into college.” • “I didn’t want to come at first, but now I have a better sense of the college & how college life will be.” • “I learned that it helped me get familiar with campus and prepared me for fall semester.” • “It help me prepare for college; Gave me information on what I need to know for college.” • “I thought this was going to be boring and stupid. It made me feel smart and ready to start the full semester.”
(Positive) English / Writing Components	11	6%	<ul style="list-style-type: none"> • “At first I did not want to write papers but I found out that they helped better my writing skills.” • “The program was very useful at helping me remember math and writing skills that needed to be refreshed.” • “I learned some new things about math and writing and I’m well aware of a lot now.” • “I enjoyed the program I learned a lot from the math and English programs over time.”

Continued

Table 1: Continued

Change	N	%	Examples of Actual Student Comments
(Positive) Mathematics Components	11	6%	<ul style="list-style-type: none"> • “At first I felt like I wasn’t going to last here because I’m not good in math but over time I became better.” • “At first, I thought it was pointless but, especially in math, I realized that it can help me for the fall semester.” • “Also, math every morning was fun/eye opening.” • “The program was very useful at helping me remember math and writing skills that needed to be refreshed.”
(Positive) Became More Comfortable / Confident	10	5%	<ul style="list-style-type: none"> • “I liked it more once I became more comfortable.” • “It changed because it made me comfortable here and I can adapt to the campus.” • “Feeling shy and then getting comfortable enough to interact a lot more with others.” • “I got more comfortable and wanted to go after I made friends and realized they are like me.” • “At first I thought it was a waste of time. SSA has made me more confident going into my freshman year.”

Note: Percentages rounded to the nearest whole.

Note: The remaining responses were so varied that no major themes emerged.

(Positive): *Indicates a response where a participant conveyed a positive attitude / feeling about the SSA through describing a specific program component.

Table 2: Most Valued Aspects of the Summer Success Academy (N=194)

Please describe what you found most valuable about the Summer Success Academy sessions:

Most Valued Aspect	N	%	Examples of Actual Student Comments
Mathematics Components	63	32%	<ul style="list-style-type: none"> • “Math class.” • “I valued the math class the most.” • “The math review helped me the most.” • “The pre Alg. helped me remember A LOT of stuff.” • “The math was most valuable because that’s what I struggle most with and we went back over the basics.” • “How I understand the basic foundation with math skills that I missed during high school.” • “The math portion was most valuable, as that’s my weakest subject.”
English / Writing Components	52	27%	<ul style="list-style-type: none"> • “My writing skills.” • “The English class.” • “The writing portion because that is where I struggle.” • “I learned new ways to write an essay.” • “The helpful small hints about writing.” • “Writing portion, I feel better about going into college writing.” • “The writing assignments because I’m not very good at writing.” • “I found writing most valuable because it taught the tools we will need in W131.”
Meeting New People & Developing Friendships	34	18%	<ul style="list-style-type: none"> • “Meeting friends.” • “Meeting new people.” • “I found that meeting new friends was the most valuable thing.” • “I learned a lot and got to meet new people.” • “I made new friends.” • “I think most valuable was meeting new friends. I found my best friend.” • “The most valuable things I developed here was bonds with my fellow peers.” • “Meeting other students in the same situation academically as ourselves.”
College Transition Assistance	28	14%	<ul style="list-style-type: none"> • “Getting ready for college.” • “The overall experience from high school to college.” • “Preparing you for college work.” • “Giving you a little preview about what college will be like.” • “The mentors preparing us for what college classes will be like.” • “The sessions were able to get me ready for classes in the fall.” • “The UCOL sessions helped out by giving us ways to help our transition from high school to college.” • “Learning what to expect in college and knowing we need to spend more time on homework.”
Review of Material & Course Work	28	14%	<ul style="list-style-type: none"> • “Refreshing my skills.” • “It gave you a great refresher.” • “It refreshed my mind on the 3 main components.” • “Refreshing of the math.” • “Math and English review.” • “I get to review all the things I did in high school and new things too.” • “Review, I have not seen this material over a year so it was good to do so before fall classes.” • “How I understand the basic foundation with math skills that I missed during high school.”

Continued

Table 2: Continued

Most Valued Aspect	N	%	Examples of Actual Student Comments
Instructional Team Interaction & Support	21	11%	<ul style="list-style-type: none"> • “Good teachers.” • “The mentors.” • “The teachers were great.” • “I was offered a lot of help when I needed it.” • “Professor (---)’ comments on papers.” • “Also, (---) college advice was very relieving.” • “And how everyone was so helpful and nice.” • “The opportunity to work with potential teachers & classmates.” • “The aim for a great education, the mentors. They are always around to help when you need it.” • “The math, Mr. (---) taught me more in this month class than I learned in 4 years of high school.”
UCOL Course	20	10%	<ul style="list-style-type: none"> • “UCOL.” • “The UCOL class was the most helpful to me.” • “UCOL and the PULs.” • “UCOL! I found it very efficient and fun.” • “The discussions we had in UCOL.” • “UCOL, learning more about the University.” • “The UCOL it helped get more interaction going with other students.” • “The UCOL sessions helped out by giving us ways to help our transition from high school to college.” • “The UCOL was most valuable because we did many activities I never did before.”
Gaining a Greater Understanding for IUPUI	15	8%	<ul style="list-style-type: none"> • “Get familiar with the campus.” • “Important facts about IUPUI.” • “Getting to know the campus and people.” • “Meeting people and getting to know the campus.” • “Everything. It helped me to understand the school more and make friends.” • “Getting a feel for the campus and how the classroom and assignments work at college.”
Group Activities & Discussion	11	6%	<ul style="list-style-type: none"> • “Group project.” • “The final group project.” • “The discussions we had in UCOL.” • “Being able to work with other students.” • “I found the group interactions valuable.” • “My classmates working as a team in group projects.”

Note: Percentages rounded to the nearest whole.

Note: The remaining responses were so varied that no major themes emerged

Table 3: Least valued aspect of the Summer Success Academy (N=190)

Please describe what you found least valuable about the Summer Success Academy sessions:

Least Valued Aspect	N	%	Examples of Actual Student Comments
UCOL Course	49	26%	<ul style="list-style-type: none"> • “UCOL.” • “The UCOL course.” • “UCOL. We didn’t do much.” • “I found the UCOL was least valuable.” • “I didn’t think the UCOL class was all that helpful.” • “UCOL seemed like it could have been left out.” • “The UCOL class really didn’t do anything for me. Sorry!” • “UCOL at some points because we learned the main things within the first week.” • “UCOL. The PUL’s were useless and the mentor was horrible.” • “UCOL was the least valuable because I felt like I knew most everything we learned in.”
N/A, None, Nothing	35	18%	<ul style="list-style-type: none"> • “N/A.” • “None.” • “Nothing.” • “Nothing at all.” • “Everything was valuable.” • “I honestly have no complaints.” • “Nothing, everything has been benefited me.” • “I thought everything was valuable because I learned a lot from each class.”
Mathematics Components	26	14%	<ul style="list-style-type: none"> • “Math.” • “The math course.” • “The math class was too easy.” • “Pre algebra.” • “Math mostly review just extremely easy.” • “Math. The class I was in wasn’t challenging enough.” • “The math class because most of it was all review.” • “Math- It was review for me so I felt it did not help at all.” • “MATH! I took that course in like eighth grade.” • “What I found least valuable was math. It was all review of what we learned in High school.”
Time Commitments & Restraints <i>Early Start Time (8)</i> <i>Long Classes (6)</i> <i>No Breaks (3)</i>	25	13%	<ul style="list-style-type: none"> • “The time.” • “The timing.” • “Not having enough time doing the papers.” • “Too early.” • “Getting up early.” • “The classes being so early took awhile to adjust.” • “Waking up at six and driving an hour to get here.” • “Length of class.” • “How long classes were.” • “Some classes were too long, when they could finish in an hour.” • “The inability to miss a day.” • “The short amount of time between class.” • “Nothing was least valuable, except the lack of breaks.”

Continued

Table 3: Continued

<p>English / Writing Components</p>	<p>18</p>	<p>9%</p>	<ul style="list-style-type: none"> • “Writing.” • “English / writing.” • “Writing assignments.” • “English class seemed like busy work.” • “The journals in English felt like high school.” • “The subjects for our essays.” • “The writing papers they were very elementary.” • “English b/c I don’t think it will be anything like the real W130/131 in the fall or Spring.”
<p>**Lack of Mentor Support</p>	<p>15</p>	<p>8%</p>	<ul style="list-style-type: none"> • “The math mentors were not very helpful.” • “The RISE mentors who came to class.” • “My least valuable was my mentor in UCOL.” • “UCOL. The PUL’s were useless and the mentor was horrible.” • “Math mentors, they weren’t helpful at all.” • “The UCOL portion, our mentor, (---) was rude, had a negative attitude and never wanted to make things fun.” • “The UCOL mentor seemed like she didn’t understand what she was telling us, the class could have been fun, but it wasn’t.”
<p>Not Helpful, Meaningful, Productive (Busy Work)</p>	<p>11</p>	<p>6%</p>	<ul style="list-style-type: none"> • “Useless assignments.” • “Some class sessions were useless.” • “UCOL. We didn’t do much.” • “English class seemed like busy work.” • “I felt like I was in third grade again at times.” • “I didn’t understand why we had to take the classes we took.”

Note: Percentages rounded to the nearest whole.

Note: The remaining responses were so varied that no major themes emerged.

** Participants’ who perceived a “Lack of Mentor Support” did not always report a specific mentoring program in their response.

Table 4: Suggestions for Improving Future Sessions (N=184)

What specific suggestions do you have for improving future sessions? Please describe:

Suggestion for Improvement	N	%	Examples of Actual Student Comments
<p>Less Time Commitments & Restraints</p> <p><i>Later Start Time (21)</i></p> <p><i>Shorter Class Times (18)</i></p> <p><i>Include More / Longer Breaks (4)</i></p>	52	28%	<ul style="list-style-type: none"> • “Start later.” • “Not so early.” • “Just start the class 1 or 2 hours later.” • “I suggest having the class later in the morning.” • “I would suggest starting class at 9:00 AM instead.” • “Make the classes later in the day.” • “Some people have really long drives to get here. A later start time would be better.” • “Not having 2 ½ hour classes.” • “Change the classes to less than 90 min.” • “Maybe make classes shorter.” • “The classes are so long it’s hard to focus the entire time.” • “I think the class times should be decreased.” • “Shorter sessions because we had a lot of extra time.” • “Personally I like the set up. Class time could be a bit shorter because we had a lot of free time.” • “A lunch break. • “Give a longer break in between classes.” • “An actual “break” between class because ten minutes is only enough time to walk from one class to the other.”
N/A, None, Nothing	34	18%	<ul style="list-style-type: none"> • “N/A.” • “None.” • “Nothing.” • “Nothing. I loved the program.” • “I don’t have any suggestions.” • “I think it is awesome. No changes needed.” • “I wouldn’t change a thing I think IUPUI is doing a great job in doing what they are doing.”
*More Mentor Interaction & Support	20	11%	<ul style="list-style-type: none"> • “Get the mentors more involved.” • “More motivated UCOL mentor!” • “Find new math mentors, (---) was good though.” • “More outgoing mentors that actually like to have fun.” • “I’ve heard some people complain about the UCOL mentors.” • “Take away the math helpers they treat us like we are 3; not helpful.” • “I think that the mentors could have been more involved in Math class.” • “Don’t let mentors teach undergraduates, we’re same age and disagree a lot.”
Improve UCOL Course	17	9%	<ul style="list-style-type: none"> • “Make UCOL more fun.” • “Do more active things in UCOL.” • “Have more fun activities in UCOL.” • “Do something different with the UCOL class.” • “I would just reduce or get rid of the UCOL session all together.” • “More time should be dedicated to math & less to UCOL b/c UCOL doesn’t take long to comprehend.”

Continued

Table 4: Continued

Suggestion for Improvement	N	%	Examples of Actual Student Comments
More Group Activities & Discussions	17	9%	<ul style="list-style-type: none"> • “More group work.” • “Have activities.” • “More group projects.” • “Maybe more activities.” • “More activities to get to know people.” • “More activities not so much busy work.” • “Make more time for people to study in groups outside.” • “The suggestion I made is to give more activities in the classroom.” • “More group activities for students to mingle and get a chance to meet other students outside their classroom.”
More Interaction, Fun, Socialization	16	9%	<ul style="list-style-type: none"> • “Make it more fun.” • “None more interaction maybe.” • “Make math more interactive.” • “More interactive classes.” • “Make it more interactive and not as lecture oriented.” • “More interaction with students from other classes.”
More Program Structure & Organization	10	5%	<ul style="list-style-type: none"> • “More organized.” • “Don’t lie just say the truth.” • “Make the class periods fit the lesson.” • “Maybe not have so many presentations of RISE all at once a little hard to get all the information at once and process.” • “Have an option to receive credit or have courses. Make UCOL more worth-while, & better explain SSA before we come, cause most of my info came from the meeting before classes began.”
More Challenging	9	5%	<ul style="list-style-type: none"> • More advance math work. • The math wasn’t challenging. • Harder math assignments and to not spend so much time in UCOL. • Make it more challenging. It seemed so easy, like I didn’t need to be here at times. • More of a challenge with math & then probably smaller math classroom size.

Note: Percentages rounded to the nearest whole.

Note: The remaining responses were so varied that no major themes emerged.

** Participants’ who suggested “More Mentor Interaction and Support” did not always report a specific mentoring program in their response.