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**Summer Bridge Program (2010)
Qualitative Report**

Daniel Trujillo, M.S.
Michele J. Hansen, Ph.D.

University College Assessment
Indiana University Purdue University, Indianapolis (IUPUI)

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Introduction

The IUPUI Summer Bridge is a program for incoming freshmen held in August before fall classes begin. “Students are divided into groups of 25 based on their interest in pursuing a particular major or in exploring various major options. Bridge participants establish networks for success with faculty, advisors, student mentors, and librarians; make friends with other freshmen; learn to handle college-level expectations for reading and writing; receive individualized support for math; begin connecting with a school and major; become acquainted with the campus; and gain experience in using instructional technology” (bridge.uc.iupui.edu). The goal of this assessment report is to identify student participants’ opinions and perceptions of the program through examining open-ended questionnaire response feedback.

Sample

During the summer of 2010 a total of 436 First-Time, Full-time IUPUI students participated in the Summer Bridge program. Students were asked to voluntarily participate in a questionnaire at the conclusion of the program. The questionnaire consisted of questions that were both quantitative and qualitative in design. Three open-ended questions were included in the questionnaire in a further effort to gather students’ perceptions and opinions of the program. The number of student responses varied depending on the question asked:

Questions:

- 1.) Please describe what you found most valuable about the Summer Bridge program. (n = 390)
- 2.) Please describe what you found least valuable about the Summer Bridge program. (n = 380)
- 3.) What specific suggestions do you have for improving the Summer Bridge program? (n = 361)

Method

End-of-Course Questionnaire data was first uploaded into ATLAS-TI; a software program that assists in the management and analysis of qualitative data. A *coding* process was then employed as the primary means of examination. Through an *open coding* process student responses were arranged into specific topical theme categories. The topical theme categories allowed for individual student perceptions of the 2010 Summer Bridge program to be considered collectively. Theme categories were considered to be “emerged or notable” if 5% or more of students responded in a similar manner. 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.

In a number of instances a singular student comment addressed more than one thematic category. The concept of *Co-Occurrence* best explains this phenomenon. For example, a singular student response could address the topical theme categories of “Meeting New People and Developing Friendships” and “Group Activities and Discussions”, simultaneously. In these instances student comments were considered in multiple analyses, areas of discussion, and accompanied tables. It is important that the entirety of a student’s response is considered. Listed below is the total number of individual student responses and the average number of codes assigned to those comments.

| | |
|--|-------------|
| Total Individual Student Comments: | <u>1131</u> |
| Total Codes Assigned: | <u>1676</u> |
| Average Number of Codes Assigned to Individual Student Comments: | <u>1.48</u> |

Results

Through the examination of open-ended response feedback a wide variety of students' perceptions of the 2010 Summer Bridge program were obtained. These perceptions included students' opinions about the most and least valuable aspects of the program, as well as suggestions for improvement. First, a highlights section outlining notable student opinions is provided. Students' specific responses to each open-ended question are also considered (Tables 1-3). It is our hope that this method of result presentation will aide Summer Bridge instructional teams and administrators in gaining a further understanding of the program by identifying both areas of achievement and those areas that may benefit from improvement.

Highlights

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

Most Valued Aspects of the 2010 Summer Bridge Program:

- “Meeting New People and Developing Friendships” was the most common response (42%) given by student questionnaire respondents when they were prompted to describe the most valuable aspect of the 2010 Summer Bridge program.
- 38% of respondents thought that “Campus Navigation (Tours)” was the most valuable aspect of the Summer Bridge program. 14% of students denoted “College Transition Assistance” as being the most valuable program component.
- Students also considered several other components of Summer Bridge to be the most valuable program aspects: “Instructional Team Interaction & Support” (13%), “Gaining an Understanding for Campus Resources” (11%), “Gaining a Greater Understanding for IUPUI” (10%), and “Group Activities and Discussions” (6%) among many others.

Least Valued Aspects of the 2010 Summer Bridge Program:

- “N/A, None, Nothing” was the most common response (29%) provided by students when they were asked to indicate the least valuable component of the 2010 Summer Bridge program.
- 22% of student respondents considered the “Mathematics Components” to be the least valuable aspect of the Summer Bridge program. 10% of students indicated that “Time Commitments & Restraints” was the least valuable program component.
- Students also considered two other components of Summer Bridge to be the least valuable program aspects: “Journal Assignments” (5%), and “Group Activities and Discussions” (5%).

Suggestions for Improving the Summer Bridge Program:

- 28% of students provided a response of “N/A, None, Nothing” when prompted to provide suggestions for improving the Summer Bridge Program.
- 11% of students suggested the program could be improved by adding “More Group Activities & Discussions. 10% of respondents suggested that there be “Less Time Commitments & Restraints”.
- 9% of respondents provided the suggestion to “Improve Mathematics Components”.

Comparison Highlights: 2007-2010 Summer Bridge Program
Specific Thematic Codes are in Quotations (“---”)

Most Valued Aspects of the Summer Bridge Program (2007-2010)

- “Meeting New People and Developing Friendships” was the most common response provided across Summer Bridge cohorts when students were asked for their opinions of most valuable program aspects. It ranked as the #1 most frequent response given by the 2010 cohort (42%), 2009 cohort (39%), 2008 cohort (41%) and 2007 cohort (41%).
- Student participants across all cohorts indicated “Campus Navigation (Tours)” as a most valuable program aspect. It ranked as the #2 most common response provided for the 2010 cohort (38%), 2009 cohort (32%), 2008 cohort (29%), and 2007 cohort (34%).
- “College Transition Assistance” was the #3 most valuable program aspect identified by the 2010 cohort (14%). “College Transition Assistance” was also the #4 most common response by the 2009 cohort (18%) and 2008 cohort (16%).

Least Valued Aspects of the Summer Bridge Program (2007-2010)

- Students often responded “N/A, None, Nothing” when prompted to describe least valuable components of the Summer Bridge program. It ranked as the #1 most common response for the 2010 cohort (29%), 2009 cohort (19%), 2008 cohort (25%), and 2007 cohort (18%).
- In 2010 student respondents (22%) indicated that “Mathematics Components” was the #2 least valuable program aspect. “Mathematics Components” was also the #2 most given least valuable aspect by the 2009 cohort (14%) and was also identified by the 2008 cohort (6%) and 2007 cohort (9%).
- “Time Commitments and Restraints” was the #3 most frequently provided least valuable program aspect by the 2010 cohort (10%). It was also the #4 most common responses given by the 2009 cohort (10%).

Suggestions for Improving the Summer Bridge Program (2007-2010)

- “N/A, None, Nothing” was the #1 most common suggestion indicated for Summer Bridge Program improvement given by the 2010 (28%), 2008 (28%) and 2007 (20%) cohorts. It was also the #2 most common suggestion for improvement provided by the 2009 cohort (21%).
- “More Group Activities and Discussions” was the #2 most common suggestion for Summer Bridge Program improvement provided by the 2010 cohort (11%). It was the #3 most frequent suggestion given by the 2009 cohort (10%) and 2007 cohort (12%).
- “Less Time Commitments and Restraints” was the #3 most frequent suggestion for improvement given by the 2010 cohort (10%). It was the #1 most common suggestion for improvement in 2009 (27%) and the #2 most common suggestion given by the 2008 cohort (15%) and 2007 cohort (14%).

Table 1: Most Valuable Aspects of the 2010 Summer Bridge Program (n = 390)

Please describe what you found most valuable about the Summer Bridge program:

| Most Valued Aspect | N | % | Examples of Actual Student Comments |
|--|------------|------------|---|
| Meeting New People & Developing Friendships | <u>162</u> | <u>42%</u> | <ul style="list-style-type: none"> • “Meeting new people!” • “Making friends.” • “Building relationships.” • “Meeting great people.” • “Creating friendships.” • “Making connections with new people.” • “Networking and meeting new people.” • “The new people that I built relationships with.” • “Making friends that I would have classes with the whole first semester.” • “Meeting new people and making those close friendships.” • “I thought that the most valuable part was making friends.” |
| Campus Navigation (Tours) | <u>149</u> | <u>38%</u> | <ul style="list-style-type: none"> • “Touring campus...” • “Learning my way around campus.” • “Getting to know the campus...” • “The scavenger hunt.” • “The tours, or scavenger hunt.” • “Getting to know my way around campus.” • “Taking a schedule tour and the scavenger hunt.” • “It helped me find my classes for the upcoming school year.” • “Learning where everything is located.” • “Being able to navigate the campus successfully.” • “I found being on campus and walking around eased a ton of anxiety.” |
| College Transition Assistance | <u>54</u> | <u>14%</u> | <ul style="list-style-type: none"> • “Adjusting to college.” • “Getting acclimated to college.” • “The transition between college and high school.” • “Adjusting to the college work load, and expectations.” • “The Summer Bridge Program exposes you to the transition of high school to college life. It also informs you of the many helpful resource.” • “It helped me adjust to college life rather than being thrown into college my first day of classes.” |
| Instructional Team Interaction & Support *Faculty (33) *Mentors (20) *Staff (14) | <u>52</u> | <u>13%</u> | <ul style="list-style-type: none"> • “Talking to the professors.” • “Meeting most of the faculty members.” • “Meeting faculty and older students (student instructors).” • “I enjoyed the ability to engage in one-on-one interaction w/ the instructor to ask questions!” • “Helpful mentors.” • “Having a good mentor.” • “Having an awesome student mentor.” • “I loved meeting new people and I loved my mentor/advisors, librarian.” • “Talking with an advisor.” • “And meeting the staff.” • “That we had a mentor, professor, and academic advisor full of information to help answer any questions we had.” |

Continued

Table 1: (Continued)

| Most Valued Aspect | N | % | Examples of Actual Student Comments |
|--|-----------|------------|---|
| Gaining an Understanding for Campus Resources | <u>43</u> | <u>11%</u> | <ul style="list-style-type: none"> • “Learning all the resources available to us.” • “To know about all of the campus resources.” • “Learning what this campus has to offer and all the resources.” • “Learning about the different centers to go to for help and the variety of programs offered.” • “Getting to know the students and the school campus and knowing where to go to when/if I need help.” • “I now know how to get around campus and where/how to find help for different problems.” |
| Gaining a Greater Understanding for IUPUI | <u>38</u> | <u>10%</u> | <ul style="list-style-type: none"> • “Learning a lot about IUPUI.” • “Understanding campus.” • “Helped me get to know the campus a lot better.” • “The ability to meet new people and become familiar with IUPUI.” • “Learned so much more about IUPUI.” • “Becoming very familiar with everything that is on campus...” |
| Group Activities & Discussions | <u>23</u> | <u>6%</u> | <ul style="list-style-type: none"> • “Student panel.” • “I loved the team building and social interaction.” • “Interaction with other students.” • “Ice breaker activities. It helped me with many new people.” • “I found the bonding games to be most valuable because it opened your eyes to the friendships that can be made.” |
| Became “More Comfortable / Confident” | <u>18</u> | <u>5%</u> | <ul style="list-style-type: none"> • “Now I am more comfortable on campus.” • “Feeling confident to be a college student.” • “You feel so much more confident on your first day of classes.” • “I am mostly being connected to IUPUI and feeling comfortable.” • “Meeting new people and feeling more comfortable being in college.” • “I found being on campus and walking around eased a ton of anxiety.” |
| Learning College / Teacher “Expectations” | <u>18</u> | <u>5%</u> | <ul style="list-style-type: none"> • “Expectations.” • “The expectations of teachers.” • “Learning what profs. expect from students.” • “It helped me to adjust to college expectations and build friendships.” • “What I most found valuable at Summer Bridge is how they prepare us for the expectations of college.” |
| Feelings of a “Head Start” | <u>18</u> | <u>5%</u> | <ul style="list-style-type: none"> • “Getting a head start. Pre-knowledge.” • “Being able to be on campus before the upperclassmen.” • “Meeting new people and getting a jump on everyone starting out.” • “I really like having a head start compared to the incoming freshman.” • “Being able to have a head start about what to expect from college.” • “I found that letting us get a head start and meet new people was very valuable to me.” |

Notes: Percentages are rounded to the nearest whole.

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

(N) indicates the number of student responses included in analysis; percentages (%) are based on the number of question respondents.

(*) indicates a sub-code of the larger thematic category; percentages (%) are based on the total number of question respondents.

Table 2: Least Valued Aspects of the 2010 Summer Bridge Program (n = 380)

Please describe what you found least valuable about the Summer Bridge program:

| Least Valued Aspect | N | % | Examples of Actual Student Comments |
|--|------------|------------|---|
| N/A, None, Nothing | <u>111</u> | <u>29%</u> | <ul style="list-style-type: none"> • “n/a.” • “None.” • “Nothing.” • “I enjoyed it all.” • “I found everything valuable.” • “Overall great experience, nothing was least valuable.” • “Nothing really all we did was extremely awesome.” • “I really can’t think of anything that wasn’t helpful.” |
| Mathematics Components | <u>84</u> | <u>22%</u> | <ul style="list-style-type: none"> • “Math.” • “The math.” • “Math class, felt like a joke.” • “The math sessions didn’t seem to help much.” • “Math was not helpful because there was no professor.” • “The math portion because it lacked the personal attention that the rest of the program had.” • “Some of the math. Sometimes we would sit there for half an hour and do nothing.” • “The math sessions were very unstructured and I didn’t learn as much as I did in summer success academy.” |
| Time Commitments & Restraints *Length of Day (18) *Length of Program (4) *Lack of Breaks (2) | <u>37</u> | <u>10%</u> | <ul style="list-style-type: none"> • “The long hours.” • “The long days.” • “It consist of long days 8-4.” • “That you had to be in class 9-4, it was like high school.” • “All of the lectures for so long. The 9 to 4 straight days it should be split up like college.” • “I thought the program was a bit long.” • “It’s too long. It should not last 2 weeks.” • “The second week almost felt unnecessary at times.” • “How long it was. I wish we had longer breaks.” • “I did not like the full day schedule. I wish it was more broken up like real college will be.” |
| Journal Assignments | <u>20</u> | <u>5%</u> | <ul style="list-style-type: none"> • “Journals.” • “Journal entries.” • “Writing journals.” • “The journals were a bit monotonous.” • “I found the similar journal topics the least valuable. If they would be varied it would be better.” |
| Group Activities & Discussions | <u>18</u> | <u>5%</u> | <ul style="list-style-type: none"> • “Ice Breakers.” • “Kindergarten games.” • “And discussions. The semi-unnecessary activities.” • “The same ice breaker games over and over.” • “Some of the activities and games were not very helpful.” |

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Table 3: Suggestions for Improving the Summer Bridge Program (n = 361)

What specific suggestions do you have for improving the Summer Bridge program?

| Suggestion for Improvement | N | % | Examples of Actual Student Comments |
|---|------------|------------|---|
| N/A, None, Nothing | <u>101</u> | <u>28%</u> | <ul style="list-style-type: none"> • “n/a.” • “None.” • “Nothing.” • “Nothing, it was fantastic.” • “None I was very satisfied.” • “I honestly think it’s great the way it is.” • “I wouldn’t really change anything about bridge.” • “Everything was fine it’s a good experience to have.” • “Nothing at all. This Summer Bridge was perfect.” |
| More Group Activities & Discussions | <u>40</u> | <u>11%</u> | <ul style="list-style-type: none"> • “More group activities.” • “More meaningful discussions.” • “More fun activities.” • “More team building activities.” • “I think we should have had class discussions in the mornings instead of writing journals.” • “More class discussions about common fears would help us understand we are not alone.” • “Have a big block party for all the students.” |
| Less Time Commitments & Restraints *Shorter Days (18) *Shorter Program (3) *More “Breaks” (3) | <u>35</u> | <u>10%</u> | <ul style="list-style-type: none"> • “Make it a shorter day.” • “Don’t make it 9-4 p.m.” • “Not have so long of days.” • “A shorter day, perhaps 9-2.” • “Not have it so late in the afternoon.” • “The days are very long! I’m exhausted after class, and then I have to go home and do homework. Maybe end at 2 or 3.” • “Making the program a week long two weeks dragged on a bit too long.” • “Only a week program a lot was dragged out.” • “Make it shorter and more people will want to do it.” • “Breaks between activities or a period other than lunch to relax.” • “Have more breaks throughout the day so that students can have time to refresh themselves.” |
| Improve Mathematics Components | <u>34</u> | <u>9%</u> | <ul style="list-style-type: none"> • “Better math class.” • “Make math fun.” • “A better planed Math course.” • “The Math sessions. More interesting.” • “More math preparation.” • “Make the math more challenging.” • “Have less math classes because they really were not that helpful.” • “Better Math instructors and math assignments.” • “I think that there needs to be a professor instead of students teaching the math.” |

Continued

Table 3: (Continued)

| Suggestion for Improvement | N | % | Examples of Actual Student Comments |
|--|-----------|-----------|--|
| More Peer / Social Interaction | <u>31</u> | <u>9%</u> | <ul style="list-style-type: none"> • “Meeting more people.” • “More interaction, fewer lectures.” • “They should establish more specific way for people to get to know each other better.” • “Maybe adding an extra day or hour so that the group can get to know each other better and sooner.” • “Bring more diversity to it and let us interact with real college students.” |
| More Interaction with Other Bridge Sections | <u>26</u> | <u>7%</u> | <ul style="list-style-type: none"> • “More interaction with other groups.” • “More interacting with other Bridge groups.” • “More group activities with people outside of just your class.” • “Do more large group activities so you can meet people in other bridges more easily.” • “More connecting with other Bridge groups (activities, lunch, etc.). It’s nice to know more than the 20 in your class.” |
| More Program Structure & Organization | <u>22</u> | <u>6%</u> | <ul style="list-style-type: none"> • “Explain at orientation more about it.” • “Do not overwhelm students with assignments the first day!” • “Make sure the time schedule is the same so there will be no mix ups between students and teachers.” • “Too much technology info. in one day. It should be spread out throughout a week.” • “Have bridge operate on a college schedule where the classes are spaced out instead of consistent class like high school.” |
| Improve / More Instructional Team Support | <u>17</u> | <u>5%</u> | <ul style="list-style-type: none"> • “More mentors.” • “Find better math teacher.” • “New English instructor!” • “Have better math leaders.” • “Making sure math mentors focus more on the students than themselves.” • “I think that there needs to be a professor instead of students teaching the math.” |
| More Campus Navigation (Tours) | <u>17</u> | <u>5%</u> | <ul style="list-style-type: none"> • “Getting to know the campus better, more tours.” • “There should be more touring campus.” • “Show the locations of more resource rooms like the writing labs.” • “Really make sure everyone knows where everything is.” • “Maybe a little more time spent in the tours. The tours helped me find my way around.” |

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