

Marshall University Math Summer Bridge 2012 Student Satisfaction Survey Report

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for the degree of

Doctor of Education
in
Leadership Studies

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South Charleston, West Virginia
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Abstract

Marshall University Math Summer Bridge 2012 Student Satisfaction Survey Report

Sherri L. Stepp

The Marshall University Math Summer Bridge 2012 Student Satisfaction Survey Project's specific goal was to determine the impact of the program on the students who participated in the math portion of the program. The research design consisted of a one-time, student satisfaction and impact survey designed specifically for the math participants. The survey was distributed via Marshall University email with a link to an online survey housed in the Qualtrics survey system. The survey included nine multiple choice questions, twelve Likert Scale responses, and four open-ended questions. Respondents reflected a general agreement that the program improved their math skills, the instructors were knowledgeable and helpful, that class materials were useful and that the logistics of the program were satisfactory. Thirty-seven participants responded. Thirty-two respondents agreed or strongly agreed that they would recommend the program to other students.

Table of Contents

Abstract.....	ii
Table of Tables	iv
Table of Charts.....	iv
Introduction.....	1
Background of the Summer Bridge 2012	2
Purpose/Goals	3
Specific Questions	4
Math Summer Bridge 2013 Survey Design	5
Survey Instrument.....	5
Survey Methodology.....	6
Target Population.....	6
Delimitations.....	7
Limitations	7
Data Collection Process	7
Findings.....	8
Conclusions.....	16
Discussion/Implications/Recommendations	17
References.....	19
Appendix A: Survey Instrument	20
Appendix B: Institutional Review Board (IRB) Approval	25
Appendix C: Permission to Survey Bridge Students	26
Appendix D: Permission to use Qualtrics Survey System.....	27
Appendix E: Anonymous Survey Consent Form / First Request	28
Appendix F: Second Request for Survey Responses.....	29
Appendix G: Third Request for Survey Responses	30
Appendix H: Open-Ended Survey Responses	31

Table of Tables

Table 1 Respondents by Age Range..... 9

Table 2 Respondents by First Enrollment at Marshall University..... 9

Table 3 Grades Received in MTH 121 or MTH 127..... 10

Table 4 Grades Received in MTH 098 or MTH 099..... 11

Table 5 Summer Bridge Program Starting Time..... 12

Table 6 Summer Bridge Length of Day..... 12

Table 7 Summer Bridge Days of Instruction..... 12

Table 8 Scaled Statement Responses..... 15

Table 9 Summer Bridge Strengths..... 16

Table 10 Summer Bridge Weaknesses..... 16

Table 11 Suggested Changes..... 16

Table 12 Additional Comments..... 17

Table of Charts

Chart 1 Summer Bridge Publicity..... 13

Chart 2 Summer Bridge Campus..... 14

Introduction

Developmental education programs in higher education have become the topic of much debate. Boylan and Bonham (2007) note that legislators and policymakers have taken notice of the important role that developmental education plays in student success and are mandating that colleges and universities implement effective and efficient developmental education programs. Teaching developmental education in the traditional classroom lecture method is not producing the desired rates of persistence. For many, the traditional methods "...are not an on-ramp to college for underprepared students, but a dead end" (Charles A. Dana Center, Complete College America, Inc., Education Commission for the States, & Jobs for the Future, 2012, p. 3).

The West Virginia Higher Education Policy Commission has encouraged state colleges and universities to evaluate and reconsider their developmental education practices. Preliminary reports indicate that a significant increase in the success rate will be desired in a short period of time. All state institutions are expected to reconfigure developmental education programs in such a way that students can move directly into credit-bearing courses upon matriculation. In the near future, West Virginia colleges and universities will receive funding through a performance-based allocation model which ties funding to student graduation rates (West Virginia College Completion Task Force, 2012), thus the urgent need to support this population of students.

Background of the Summer Bridge 2012

Marshall University's Summer Bridge Program was implemented in the summer of 2012 as an alternative to the developmental classroom lecture model. The Bridge Program included intensive math and English workshops designed to help students learn or refresh the skills needed to pass a placement exam for entry into 100-level gateway courses in their first semester of enrollment at Marshall University. The target participants for the program were admitted freshmen who scheduled to enroll in fall 2012 and needed developmental math and/or English. A second group of participants included conditionally admitted students in danger of university dismissal if placement in 100-level math was not achieved by the end of the fall 2012 semester. Students successfully completing the program would be eligible to enroll in 100-level gateway courses in the fall 2012 semester.

The first session was held in June and the second in July. Lunch was provided by the university on each instructional day and, for those students who did not live locally, housing was provided in a university residence hall. The math and English programs ran concurrently. If a student needed both math and English remediation, he or she could participate in both the June and July programs. If a student only needed help in one subject area, he or she could choose June or July.

Each session consisted of 8-day workshops with intensive instruction in the morning, a break for lunch, and individual lab-type work in the afternoons. Instructors and facilitators administered placement exams to measure improvement and determine the placement level for fall enrollment on the first and last day of the sessions.

The Summer Bridge Program was implemented and managed by the Office of Academic Affairs. Dr. Rudy Pauley, Associate Vice President for Outreach and Continuing Studies, coordinated the effort. The Department of Mathematics provided developmental education instructors to teach the math workshops and the Department of English likewise provided English instructors. Amber Bentley, an Academic Counselor in University College, coordinated the placement exams.

Stakeholders in the Summer Bridge Program and this survey project included the Office of Academic Affairs which is ultimately responsible for the persistence and retention of students. The math and English departments were stakeholders because accelerated entry into the gateway courses affects their teaching assignments and the student level of success in those courses. Parents were stakeholders in that accelerated entry into gateway courses could save time and money dedicated toward their student's graduation. Additional stakeholders included the colleges and programs in which these students plan to major as accelerated entry into gateway courses increases persistence and retention rates. The ultimate stakeholder was the student when developmental education is a tipping point for future educational goals.

Purpose/Goals

Colleges and universities are currently faced with the challenge of increasing recruitment, persistence, and retention in a time when the number of high school graduates is decreasing nationwide. Coupled with potentially crippling budget cuts, this challenge is forcing college and university administrators to look for non-traditional populations of students and the support systems needed to ensure their success. Students in need of developmental education comprise one of these populations. Colleges and

universities need to evaluate the effectiveness and efficiencies of current support programs and make necessary investments to promote persistence to graduation.

Stakeholders, particularly the students, need to know if the program influenced participants in a positive way. The program would be considered successful if students passed the placement exam, entered the applicable 100-level gateway course, and were successful in that gateway course. Even in cases where the student may not immediately advance to the gateway course, the program would also be considered successful if the students improved their skill sets leading to success in subsequent courses.

Knowing whether or not this particular Summer Bridge Program at Marshall University is effective is an important key for the future of the program. This study's specific goal was to determine the impact of the program on the students who participated in the math portion of the Summer Bridge Program in Summer 2012.

Specific Questions

This survey project addressed the following questions:

- Did participation in the Summer Bridge Program allow students to place in higher level courses?
- Did participation in the Summer Bridge Program result in success in completing/passing the higher level courses?
- Did participation in the Summer Bridge Program improve math skills even when placement in a higher level course was not achieved?
- What are the barriers and supports for the program participants?

Math Summer Bridge 2013 Survey Design

Survey Instrument

The Math Summer Bridge 2012 survey project was developed, conducted, and analyzed by Ms. Sherri L. Stepp, Director of University College at Marshall University and a doctoral student. The project included the development and administration of a student satisfaction and impact survey designed specifically for the math participants in the 2012 Summer Bridge program. A printed copy of the survey instrument is available in Appendix A.

Survey questions were drafted and reviewed by several key stakeholders. Those stakeholders included Dr. Rudy Pauley, Associate Vice President for Outreach and Continuing Studies, Dr. Corley Dennison, Associate Vice President for Academic Affairs and Dean of Undergraduate Students, and Dr. Ron Childress, course instructor. Modifications were made to several questions and approved by the stakeholders prior to submission to the Marshall University Institutional Review Board (IRB) for final approval.

The IRB approval process included a review of the survey questions and proposed methodologies. Dr. Pauley granted approval to survey the Summer Bridge participants. A copy of the IRB approval letter is included in Appendix B of this document and a copy of Dr. Pauley's permission is included in Appendix C.

Upon IRB approval, the survey instrument was created in Qualtrics, an electronic survey program. The university maintains a contract for usage of Qualtrics. Dr. Mary Beth Reynolds, Associate Vice President for Assessment and Quality Initiatives granted

approval for the use of Qualtrics (Appendix D). The survey included nine multiple choice questions, twelve Likert Scale responses, and four open-ended questions.

Survey Methodology

The survey notification was sent to 120 Summer Bridge Program participants via Marshall University email accounts. The email included the IRB approved consent form (Appendix E) and an invitation to follow a link to the electronic survey created in Qualtrics. The original response time was scheduled for two weeks. A second request was sent six days after the initial request. By the two-week deadline, twenty-eight responses were received. A third request extended the response deadline an additional week. The second and third requests included the IRB approved consent form as an attachment to the email. The second and third requests are available in Appendix F and G of this document. The number of responses increased to 37, a 30.8 percent response rate. No incentives were utilized to entice participation in the survey.

The researcher conducted the survey at no expense to the university. There was no cost to establish the survey in Qualtrics and send via Marshall email. All development, implementation, and analysis was performed outside of the normal work hours allowing no peripheral costs to the university.

Target Population

The survey instrument was distributed to all participants in the math sessions in the Summer Bridge 2012. There were six separate sections of math for a total of 120 participants.

Delimitations

The Summer Bridge Program included participants needing development of math and /or English skills. For this survey, the researcher chose to survey only math participants.

Limitations

The survey project included some limitations. The method was an electronic, self-report survey. The quality of the responses may be affected by many outside factors. Some participants may not be comfortable participating in electronic surveys and may choose to ignore the request. Respondents may also attempt to complete the survey but somehow fail to negotiate the electronic process.

A self-report survey response is also reflective of the participant's frame of mind at the time the survey is received and completed. A bad day or a poor mood could easily be reflected as negativity in the responses.

The time period established for the survey project was a significant constraint. As a result of the researcher's doctoral class schedule, the survey project was conducted seven to eight months after the participation in the program. A more timely survey may have resulted in a higher survey response rate. One can also speculate that the nature of the responses might have been less neutral by the time lag.

Data Collection Process

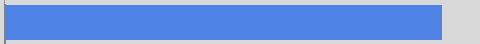


The data collection process was streamlined within the Qualtrics survey system. Data from each electronic response was readily available for export into Microsoft Excel or SPSS. Data can be viewed by individual response or in summary form. Response summaries and descriptive statistics for each individual question are available in a

Microsoft Word document with the flexibility to choose the types of charts and graphs included.

Findings

The survey instrument was distributed to 120 participants of the Math Summer Bridge 2012. Thirty-seven participants responded for a response rate of 30.8 percent. The survey sought to determine differences based on whether or not a student was a traditional-aged college student or non-traditional. Of the 37 respondents, 32 (91%) indicated they were traditional-aged in the range of 18 – 23 years old. Two (6%) respondents indicated an age range of 24 – 35 years old and one respondent (3%) indicated an age range of 46 – 55 years old. Due to the weight of responses in the traditional-aged category, the data do not lend themselves to statistical analysis by age group. Age data are summarized in Table 1.

Table 1 Respondents by Age Range: (Question: Your Current Age is:)

Answer		Response	%
18 - 23		32	91%
24 - 35		2	6%
36 - 45		0	0%
46 - 55		1	3%
55+		0	0%
Total		35	100%

The Summer Bridge Program was primarily created for entering freshmen; however, currently enrolled Marshall University students in need of developmental courses to avoid dismissal from the university were included on a space available basis.

Survey respondents were primarily freshmen (95%) matriculating in Fall 2012. First enrollment data are summarized in Table 2.

Table 2 Respondents by First Enrollment at Marshall University (*Question: When did you first enroll at Marshall University?*)

Answer		Response	%
Fall 2011		2	5%
Fall 2012		35	95%
Total		37	100%

The study also sought to determine whether or not the math participants continued in math courses in their first semester of enrollment at Marshall University. Questions were separated by 100-level, credit-bearing courses (MTH 121 or MTH 127), and developmental courses (MTH 098 or MTH 099). The survey data reflected that only 27% of respondents enrolled in MTH 121 or MTH 127 and 78% of respondents reported they enrolled in MTH 098 or MTH 099. Error in the self-reporting is evident as this would reflect that 105% of students enrolled in a math course in the fall semester. This is not possible. Two respondents also indicated enrollment in both level of courses.

Of the 10 respondents reporting enrollment in 100-level math, 6 received a grade of C or higher. There were no grades of D reported. The self-response data reflects a pass rate of 60%. Four respondents indicated a grade of F, a grade of incomplete, or a withdrawal. Of the 29 respondents reporting enrollment in a developmental course, 25 reported receiving a grade of Credit (CR), three reported a grade of No Credit (NC), and one reported a withdrawal. The pass rate for the developmental courses was self-reported at 86%. Tables 3 and 4 summarize data for reported course grades.

Table 3 Grades Received in MTH 121 or MTH 127 (Question: What grade did you receive in MTH 121 or MTH 127 during the Fall 2012 regular academic semester?)

Answer	Response	%
A	4	11%
B	0	0%
C	2	5%
D	0	0%
F	1	3%
Incomplete	2	5%
Withdrew from course	1	3%
Did not enroll in MTH 121 or MTH 127 in Fall 2012 semester	26	70%
Did not enroll in any courses in Fall 2012 semester	1	3%
Total	37	100%

Table 4 Grades Received in MTH 098 or MTH 099 (Question: What grade did you receive in MTH 098 or MTH 099 during the Fall 2012 regular academic semester?)

Answer	Response	%
CR (credit/passed)	25	68%
NC (no credit/failed)	3	8%
Incomplete	0	0%
Withdrew from course	1	3%
Did not enroll in MTH 098 or MTH 099 during the Fall 2012 regular academic semester	7	19%
Did not enroll in any courses in Fall 2012 semester	1	3%
Total	37	100%

Participants were asked to respond in regard to the logistics of the Summer Bridge Program. Seventy-seven percent of respondents indicated that the program starting time was the right time while 23% would have preferred an earlier or later time. Seventy percent of respondents indicated the length of the instructional day was the right length of

time. Sixty-five percent of respondents indicated they believed the number of instructional days was correct while 24% percent indicated the length of the program was too short and 11% indicated the program length was too long. Responses are summarized in Tables 5, 6, and 7.

Table 5 Summer Bridge Program Starting Time (Question: Each day, the Summer Bridge Program schedule started at 9:00 a.m. What that starting time:)

Answer	Response	%
Too early	7	20%
Too late	1	3%
The right time	27	77%
Total	35	100%

Table 6 Summer Bridge Length of Day (Question: Each day, the Summer Bridge Program ended around 1:30 p.m. Was the length of day:)

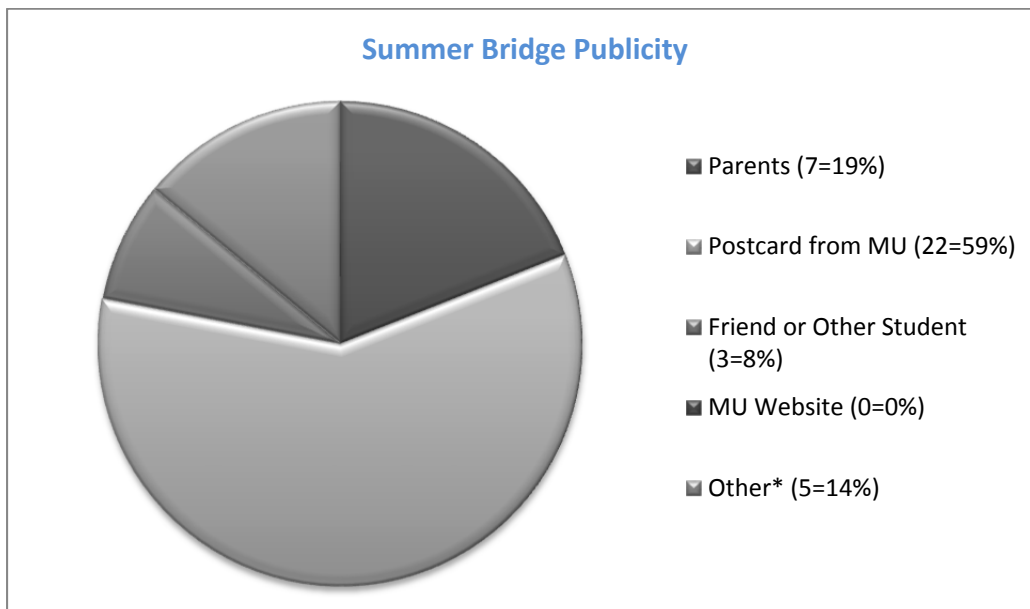
Answer	Response	%
Too short	1	3%
Too long	10	27%
The right length	26	70%
Total	37	100%

Table 7 Summer Bridge Days of Instruction (Question: The Summer Bridge Program included eight days of instruction. Was the number of days of instruction:)

Answer	Response	%
Too short	9	24%
Too long	4	11%
The right length	24	65%
Total	37	100%

Respondents were asked to identify how they found out about the Summer Bridge program. Chart 1 shows that the majority of the respondents (59%) found out about the program via a direct mail postcard from Marshall University. Parents were responsible for providing information for 19% of the respondents. Eight percent were told about the program by a friend or another student and no one found out about the program on the Marshall University Website. Fourteen percent indicated other sources including the Student Resource Center, or their college of business advisor, high school counselor, and their advisor when they received their course schedule.

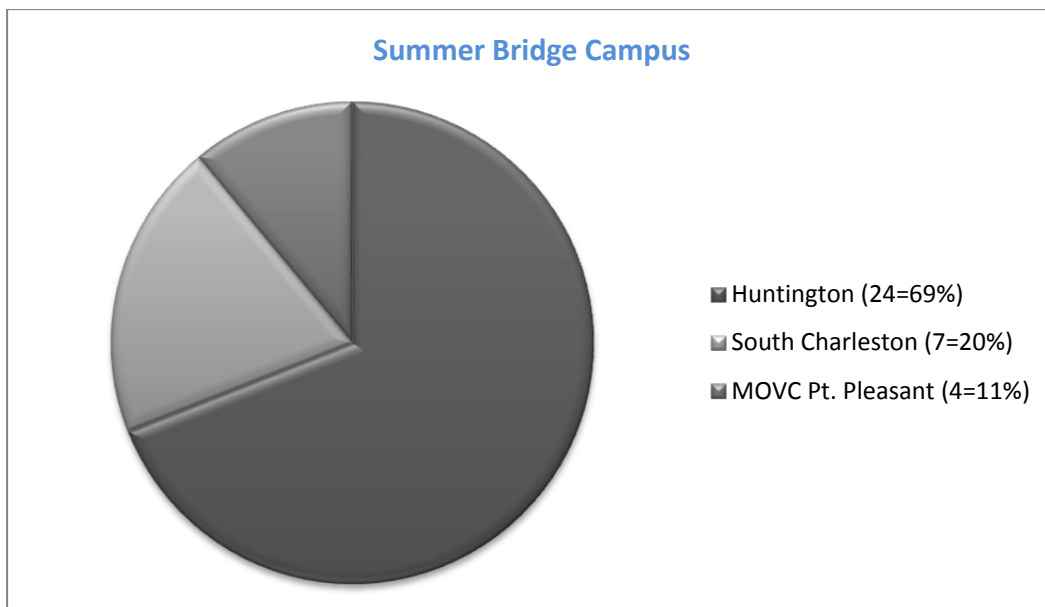
Chart 1 Summer Bridge Publicity (*Question: How did you find out about the Summer Bridge Program?*)



**Other responses included: Student Resource Center, College of Business Counselor, high school math teacher and when I came to get my schedule.*

Respondents identified the campus at which they participated in the Summer Bridge Program. The majority of respondents (69%) attended the program at the Huntington campus, 20% percent attended at the South Charleston location, and 11% attended at the Mid-Ohio Valley Campus in Pt. Pleasant. Chart 2 summarizes the responses.

Chart 2 Summer Bridge Campus (Question: Which campus did you attend?)



Participants were asked to indicate their level of agreement on twelve statements regarding elements of the Summer Bridge Program. The twelve statements and the responses are summarized in Table 8. The scale was a four-point scale in which Strongly Disagree = 1, Disagree = 2, Agree = 3, and Strongly Agree = 4. A Not Applicable option was also included for each option.

The mean values for the twelve items ranged from 2.75 to 3.54 on a 4.00 scale indicating that the majority of the respondents agreed or strongly agreed with the

statements provided. The standard deviation ranged from 0.67 to 1.08 indicating the responses hovered close to the mean for each set of responses.

Table 8 Scaled Statement Responses (*Questions included in table below.*)

Question	Strongly Disagree	Disagree	Agree	Strongly Agree	Total Responses	Mean	SD
Participation in the Summer Bridge Program improved my math skills.	4	4	17	12	37	3.00	0.94
The instructor was knowledgeable about the math skills he/she was teaching.	1	2	12	22	37	3.49	0.73
The instructor was helpful.	2	3	11	21	37	3.38	0.86
The teaching materials distributed in class were helpful.	3	6	9	19	37	3.19	1.00
Class time was well used.	3	2	14	18	37	3.27	0.90
Tutoring outside of the classroom instruction was helpful.	2	1	14	9	26	3.15	0.83
The online placement pre-test and post-test were easy to use.	5	1	18	12	36	3.03	0.97
The online placement test reflected material taught in the program.	7	5	14	10	36	2.75	1.08
The housing arrangements in the University residence halls met my needs.	2	2	9	7	20	3.05	0.94
The cafeteria lunch provided each day was good.	1	1	12	20	34	3.50	0.71
Parking was convenient.	1	0	12	19	32	3.53	0.67
I would recommend this program to other students.	3	0	7	25	35	3.54	0.89

The final four questions of the survey allowed open-ended responses. The emerging themes are identified in each Tables 9, 10, 11, and 12.

Table 9 Summer Bridge Strengths (*Question: What were the strengths of the Summer Bridge Program?*)

Emerging Themes (27 Individual Responses)	Response
The instructor, teacher, professor, etc.	12
Instructional materials	7
Improved skills, preparation for fall enrollment	3

Table 10 Summer Bridge Weaknesses (*Question: What were the weaknesses of the Summer Bridge Program?*)

Emerging Themes (25 Individual Responses)	Response
Instructional materials	5
Instructors	3
Instruction too long	3
Placement test	3

Table 11 Suggested Changes (*Question: What changes would you suggest to improve the Summer Bridge Program?*)

Emerging Themes (20 Individual Responses)	Response
Lengthen days of instruction	2
Improve instruction	2
Change the placement test	2
Group participants by ability	1
More material	1

Table 12 Additional Comments (*Question: If you have additional comments about the Summer Bridge Program, please include them here*)

Emerging Themes (8 Individual Responses)	Response
Thankful, glad for program	3
Good instructors	2
Fun and educational	1
Recommend to others	1
Waste of time	1

Conclusions

The data gathered through this survey were sufficient to support the following conclusions.

Did participation in the Summer Bridge Program allow students to place in higher level courses?

This self-report survey was not a good instrument for determining whether or not participation in the Summer Bridge Program allowed students to place in a higher level course. Marshall University's data available at the conclusion of the program would be the best source for evaluating course placement.

Did participation in the Summer Bridge Program result in success in completing/passing the higher level courses?

Survey responses indicate a pass rate of 60% in 100-level courses and a pass rate of 86% in the developmental courses. These data should be compared with University grade data available at the conclusion of the first semester of enrollment.

Did participation in the Summer Bridge Program improve math skills even when placement in a higher level course was not achieved?

The survey data do not answer this question; however 29 respondents agreed or strongly agreed that participation in the Summer Bridge Program improved their math skills.

What are the barriers and supports to the program participants?

The open-ended questions provided insight into barriers and supports for the program. Several respondents liked their teachers and the teaching materials while few reported negative responses in those areas. The majority of students responded favorably to the program starting time, daily instructional time, and length. Other respondents expressed concern about the content of the instructional material not matching the material on the placement exam.

Discussion/Implications/Recommendations

It is evident that the amateur researcher needs to better develop research questions before establishing a survey project. After a review of the survey data, the researcher was dismayed that the original survey questions could be better addressed by analyzing the Summer Bridge Program participant data available at the conclusion of the program. Additional longitudinal analysis should occur at the conclusion of the respondents' first and second semesters of enrollment to determine success rates in gateway courses.

While the survey response data do not adequately answer three of the four research questions, the impact data are still valuable. Responses reflect a general

agreement that the program improved their math skills, the instructors were knowledgeable and helpful, the usefulness of the class materials and the logistics of the program. Thirty-two respondents agreed or strongly agreed that they would recommend the program to other students.

The survey data would prove to be even more valuable if collected on the last day of class either in an electronic or paper formant. The time delay on this survey request resulted in a low response rate and the opportunity for neutralized responses. A more timely survey on the last day of class may result in a much higher response rate that would be more specific and less neutral.

References

- Boylan, H. R., & Bonham, B. S. (2007, Spring). 30 years of developmental education: A retrospective. *Journal of Developmental Education*, 30(4), 2 – 4.
- Charles A. Dana Center, Complete College America, Inc., Education Commission for the States, & Jobs for the Future. (2012, December). *Core principles for transforming remedial education: A joint statement*. Author not listed.
- West Virginia College Completion Task Force. (2012, May). *Educating West Virginia is everyone's business*. Author not listed.

Appendix A: Survey Instrument

Math Summer Bridge 2012 Student Satisfaction Survey

Q1 Marshall University Math Summer Bridge 2012 Student Satisfaction Survey
This survey contains three sections.

Section A: Please respond to each of the following questions.

Q2 Your current age is:

- 18 - 23 (1)
- 24 - 35 (2)
- 36 - 45 (3)
- 46 - 55 (4)
- 55+ (5)

Q3 When did you first enroll in Marshall University?

- Fall 2011 (1)
- Fall 2012 (2)

Q4 What grade did you receive in MTH 121 or MTH 127 during the Fall 2012 regular academic semester?

- A (1)
- B (2)
- C (3)
- D (4)
- F (5)
- Incomplete (6)
- Withdrew from course (7)
- Did not enroll in MTH 121 or MTH 127 in Fall 2012 semester (8)
- Did not enroll in any courses in Fall 2012 semester (9)

Q5 What grade did you receive in MTH 098 or MTH 099 during the Fall 2012 regular academic semester?

- CR (credit/passed) (1)
- NC (no credit/failed) (2)
- Incomplete (3)
- Withdrew from course (4)
- Did not enroll in MTH 098 or MTH 099 during the Fall 2012 regular academic semester (5)
- Did not enroll in any courses in Fall 2012 semester (6)

Q6 Each day, the Summer Bridge Program schedule started at 9:00am. What that starting time:

- Too early (1)
- Too late (2)
- The right time (3)

Q7 Each day, the Summer Bridge Program ended around 1:30pm. Was the length of the day:

- Too short (1)
- Too long (2)
- The right length (3)

Q8 The Summer Bridge Program included eight days of instruction. Was the number of days of instruction:

- Too short (1)
- Too long (2)
- The right length (3)

Q9 How did you find out about the Summer Bridge Program?

- My parents told me (1)
- Postcard from Marshall University (2)
- Friend or other student (3)
- Marshall University website (4)
- Other (5) _____

Q10 Which campus did you attend?

- Huntington (1)
- South Charleston (2)
- MOVC Pt. Pleasant (3)

Q11 Section B: Please use the following scale to indicate your level of agreement with each statement.

	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)	Not Applicable (5)
Participation in the Summer Bridge Program improved my math skills. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The instructor was knowledgeable about the math skills he/she was teaching. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The instructor was helpful. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The teaching materials distributed in class were helpful. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Class time was well used. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tutoring outside of the classroom instruction was helpful. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The online placement pre-test and post-test were easy to use. (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The online placement test reflected material taught in the program. (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The housing arrangements in the University residence halls met my needs. (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The cafeteria lunch provided each day was good. (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Parking was convenient. (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would recommend this program to other students. (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q12 Section C: Please provide your response to each of the following questions in the space provided.

Q13 What were the strengths of the Summer Bridge Program?

Q14 What were the weaknesses of the Summer Bridge Program?

Q15 What changes would you suggest to improve the Summer Bridge Program?

Q16 If you have any additional comments about the Summer Bridge Program, please include them here.

Q17 Thank you for submitting your responses. To end the survey, please click on the double arrow icon on the bottom right of this page.

Appendix B: Institutional Review Board (IRB) Approval



Office of Research Integrity
Institutional Review Board
401 11th St., Suite 1300
Huntington, WV 25701

FWA 00002704

IRB1 #00002205
IRB2 #00003206

February 8, 2013

Dr. Ron Childress
MUGC

RE: IRBNet ID# 426432-1

At: Marshall University Institutional Review Board #2 (Social/Behavioral)

Dear Dr. Childress:

Protocol Title:	[426432-1] Marshall University Math Summer Bridge 2012 Student Satisfaction Survey	
Expiration Date:	February 8, 2014	
Site Location:	MUGC	
Submission Type:	New Project	APPROVED
Review Type:	Exempt Review	

In accordance with 45CFR46.101(b)(2), the above study and informed consent were granted Exempted approval today by the Marshall University Institutional Review Board #2 (Social/Behavioral) Designee for the period of 12 months. The approval will expire February 8, 2014. A continuing review request for this study must be submitted no later than 30 days prior to the expiration date.

This study is for student Sherri Stepp.

If you have any questions, please contact the Marshall University Institutional Review Board #2 (Social/Behavioral) Coordinator Michelle Woomer, B.A., M.S at (304) 696-4308 or woomer3@marshall.edu. Please include your study title and reference number in all correspondence with this office.

Appendix C: Permission to Survey Bridge Students

Stepp, Sherri

From: Pauley, Rudy
Sent: Tuesday, January 22, 2013 8:00 AM
To: Stepp, Sherri
Cc: Dennison, Corley
Subject: RE: Permission to Survey Bridge Students

Sherri,
You have my permission to survey the Bridge students with IRB approval.
Rudy

Rudy Pauley, Ed.D.
Associate VP for Outreach and Continuing Studies
Marshall University
304.746.1920
304.696.7263

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From: Stepp, Sherri
Sent: Tuesday, January 22, 2013 7:51 AM
To: Pauley, Rudy
Cc: Dennison, Corley
Subject: Permission to Survey Bridge Students

Rudy,
I know that we had a preliminary discussion about surveying the bridge students for one of my class projects. I am beginning to work on the project and I will soon be submitting the project to the IRB. May I have your written permission to survey to these students? A reply to this email is sufficient.

I am tentatively looking at surveying only the math students as the skip logic for surveying both in one survey could get quite complex. I am also going to make sure that no one in the population is under 18 years of age. I have submitted the first draft of my questions to Dr. Childress and we will be working to refine them. At this time, it is only 9 questions and I plan to do the survey electronically via SurveyMonkey.

Thank you,

Sherri L. Stepp
Director of University College
Marshall University
One John Marshall Drive
Huntington, WV 25755
304-696-7038 or goodall@marshall.edu

Appendix D: Permission to use Qualtrics Survey System



Office of Assessment & Program Review

January 28, 2013

Ms. Sherri Stepp, Director
University College
Marshall University
Huntington, WV 25755

Dear Sherri:

As per our conversation on January 25, you may use the University's Qualtrics Survey System to conduct a survey of the Summer Bridge Students. Although you stated that your primary purpose in conducting the survey is to fulfill a requirement of your EDF 711 course, the data you collect will be useful to the ongoing assessment efforts of Marshall University, especially to those that support student success.

Please let me know if I can be of assistance as you complete this survey.

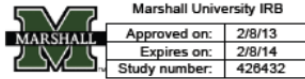
Sincerely,



Mary E. Reynolds, PhD
Associate VP for Assessment and Quality Initiatives
Marshall University

Cc: Dr. Gayle Ormiston
Dr. Corley Dennison
Dr. Rudy Pauley

Appendix E: Anonymous Survey Consent Form / First Request



Marshall University Math Summer Bridge 2012 Student Satisfaction Survey Anonymous Consent

Dear Marshall University Summer Bridge Participant:

You are invited to participate in a research survey titled “**Marshall University Summer Bridge 2012 Student Satisfaction Survey.**” This survey was developed to determine your attitudes and opinions regarding your participation in the Math Summer Bridge Program last summer. Please answer each question in a manner that honestly reflects your opinions and attitudes. We hope to use your responses in implementing a similar program for Summer 2013.

This electronic survey includes 25 questions and will take approximately 10 minutes to complete. There are no known risks involved with this study. Participation is completely voluntary and there will be no penalty or loss of benefits if you choose not to participate in this research study or to withdraw. You may choose to not answer any questions by simply leaving it blank. If you choose not to participate you may delete this email. Your replies will be anonymous. No IP addresses will be collected. Once you complete the survey, you can delete your browsing history for added confidentiality. Completing the online survey indicates your consent for use of the answers you supply.

The study is being conducted by Dr. Ron Childress (Primary Investigator), Dr. Brenda Tuckwiller (Co-Investigator), and Ms. Sherri Stepp (Co-Investigator) from Marshall University. This research is being conducted as part of class requirements for Ms. Stepp. If you have any questions about the study you may contact Dr. Childress (304-746-1904), Dr. Tuckwiller (304-667-9118) or Sherri Stepp (304-696-7038). This study has been approved by the Marshall University Institutional Review Board (IRB). If you have any questions concerning your rights as a research participant, you may contact the Marshall University Office of Research Integrity at (304) 696-4303.

By completing this survey and returning it you are also confirming that you are 18 years of age or older.

The survey is being conducted through a website called Qualtrics.com. **Please click this link to access and begin the survey:** www.qualtrics.com/xxxxxxx.

Thank you.

Ms. Sherri Stepp, Director
University College
Co-Investigator

Attached: IRB Stamped Approval for Anonymous Consent

Appendix F: Second Request for Survey Responses

Stepp, Sherri

From: Stepp, Sherri
Sent: Wednesday, February 20, 2013 4:29 PM
To: Stepp, Sherri
Subject: 2nd Request -- Please complete Summer Bridge Survey
Attachments: IRB Approved Consent.pdf

Dear 2012 Summer Bridge Program Participant:

*If you have not already completed the **Marshall University Summer Bridge 2012 Student Satisfaction Survey**, you still have time! **Please** click on the link below to take the survey. Your responses will be considered in developing the program for Summer 2013.*

The survey link is: https://marshall.qualtrics.com/SE/?SID=SV_aYkTszAtFMYZIs5.

The consent letter is attached. It includes information regarding your consent to participate in this survey. Your responses are completely anonymous. If you have any questions, please contact me.

Thank you.

Sherri L. Stepp
Director of University College
Marshall University
One John Marshall Drive
Huntington, WV 25755
304-696-7038 or goodall@marshall.edu

"Nothing so conclusively proves a man's ability to lead others as what he does from day to day to lead himself." --Thomas J. Watson

Appendix G: Third Request for Survey Responses

Stepp, Sherri

From: Stepp, Sherri
Sent: Monday, March 04, 2013 1:16 PM
To: Stepp, Sherri
Subject: SURVEY DEADLINE EXTENDED: Please complete Summer Bridge Survey
Attachments: IRB Approved Consent.pdf

Dear 2012 Summer Bridge Program Participant:

*If you have not already completed the **Marshall University Summer Bridge 2012 Student Satisfaction Survey**, you still have time! **The response deadline has been extended to Monday, March 11!** Please click on the link below to take the survey. Your responses will be considered in developing the program for Summer 2013.*

The survey link is: https://marshall.qualtrics.com/SE/?SID=SV_aYkTszAtFMYZIs5.

The consent letter is attached. It includes information regarding your consent to participate in this survey. Your responses are completely anonymous. If you have already completed the survey, thank you for your participation.

Thank you.

Sherri L. Stepp
Director of University College
Marshall University
One John Marshall Drive
Huntington, WV 25755
304-696-7038 or goodall@marshall.edu

"Nothing so conclusively proves a man's ability to lead others as what he does from day to day to lead himself." --Thomas J. Watson

Appendix H: Open-Ended Survey Responses

11. What were the strengths of the Summer Bridge Program?

Text Response
The professor knew what she was talking about and she could know how to help when a question was asked.
I really liked all the material that was reviewed in the sessions, it really helped me out.
I felt the program was really a "Ticket to Success" ...all expenses paid and a fully comprehensive jumpstart program.
It was really helpful for me.
They gave you a booklet of materials and covered the whole booklet.
My instructor, Shannon, was incredible. The binder provided for me was very useful and appreciated.
The strengths of the Summer Bridge Program were that it improved my math skills because of the way the teacher explained and taught it to me. She made it understandable.
math and English
It got me more motivated to do better in math and helped me test out of 098
The teacher was fantastic and it was incredibly nice to have free lunch every day and free parking. Fantastic!
Binder
Fun and diverse assignments during class.
The teacher was awesome she taught me a lot
The instructors.
it helped with my math skills and I met people that I would be going to school with.
None
The organization...the binders we received with information
Lunch
Everyone made me feel comfortable and welcome. I loved the math instructor they sent to MOVC she was wonderful and helped make things easy to understand.
Remembering the math that I was previously taught.
The professors,
my teacher, the binder provided, lunch
The staff was friendly
Very good teacher, and she helped me learn a lot.
Instructor knowledge
Some of the strengths of this program are that it really prepares you for what class will be like when you finally get there, and that it is the same material you go over in the real class itself.
the interaction with the instructor and it better and more useful than using aleks

Statistic	Value
Total Responses	27

12. What were the weaknesses of the Summer Bridge Program?

Text Response

it was a little short when it came to the days. I think if it was a little longer, more material would be covered and people would do a little better on the test.

Although there was a lot of material to cover, I think there could be more material squeezed into that time period.

I think the sessions were too short. I could have went for the entire day 9-4p.m. We did not really have "homework".

The length of day, it is hard to concentrate that long on a subject I'm not very good at.

N/A

I don't really think there were any weaknesses.

none

I felt like some of the material wasn't relevant to the 099 course I tested into and there wasn't a lot of usage of the material on the placement test

The test to advance was on stuff we hadn't gone over and we went over the entire packet that was given to us.

Teaching.

The paperwork in the binder that the teacher gave us did not reflect on what was actually on the Accuplacer test. The class work was not at the difficulty level that the accuplacer has for remedial math. Although graduate assistants are available to teach, they are easily distracted and get off topic. The teacher I had half assed most of the math that we did in class. I felt as if going to class was a waste of time because I could have taught myself instead of listening to pointless chatter during class time. I AM HERE TO LEARN FOR HEAVENS SAKE!!

nothing at all

Classes were too long.

none

Everything

I do not feel the material matched the test

wouldn't give teachers copies of what we missed to see what me needed to work on so they were just teaching us what they thought we might not know.

More details of where to go and things like that. Many freshman don't know how to access their mu email and most doing this program are freshman.

I'm terrible at test taking.

nothing

Lunch was to hectic

Too early and long.

N/A

I did not really notice any weaknesses

that the same method style of teaching can't be used during the school year

Statistic	Value
Total Responses	25

13. What changes would you suggest to improve the Summer Bridge Program?

Text Response
Make it around 3 or 4 weeks
I would suggest to just add more material. I really cannot think of anything in particular that I would change. I really enjoyed Bridge and would do it all again if I could. It really gave me a "sample" of college before I started. I met a lot of great people too, including my instructor.
I was placed in a class of people that had scored the full range on the initial placement exam. I think it would have been better to group those people that scored less than 50 in a class and those that scored above 50 in another class that way each of the groups would not be hampered by the outliers.
N/A
I don't have any changes for the Summer Bridge Program.
10:30am start time and 2:30pm end time
none
Changing the test.
Teach more of the content on the placement exam.
Teach in a better light classroom. Have a wider variety of math problems that are at the same level of difficulty as the accuplacer.
It was awesome people were nice
Make it ten days and shorten the daily hours.
Better teachers. It was a waste of my time.
The more details.
I think everything was great.
Let the teachers be actual teachers for that course so if you click with that teacher you can get them when you enroll for that course.
For the classes to not be as long. We could have covered what we learned in an hour or an hour and a half.
No changes necessary
none
none just do it more often for all levels of math

Statistic	Value
Total Responses	20

14. If you have any additional comments about the Summer Bridge Program, please include them here.

Text Response

I am 50 years and haven't taken an algebra course in 30+ years, and even though I was enrolling as a transfer student with junior status and a 3.8 g.p.a., math has always been a struggle for me. I cannot express how thankful I was for the Bridge Program, it really and truly did make Math 099 a better experience. The staff was extremely helpful and professional, one of the academic VP's even referred me to a math tutor so I could get more study in after the 1:30 class was out.

Thank you for the opportunity.

It was a fun, interesting, and educational experience and I would recommend it to other people if given the chance.

I'm glad that the program provided sheets.

I don't think this program was helpful at all and was a waste of my time.

Again the math instructor was a wonderful teacher enjoyed her very much!!!

Teacher was very knowledgeable.

use the same techniques during the school year

Statistic	Value
Total Responses	8

