6-2014

The Role of Intrinsic and Extrinsic Motivation Focusing on Self-Determination Theory in Relation to Summer Bridge Community College Students

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THE ROLE OF INTRINSIC AND EXTRINSIC MOTIVATION FOCUSING ON
SELF-DETERMINATION THEORY IN RELATION TO SUMMER
BRIDGE COMMUNITY COLLEGE STUDENTS

A Dissertation
Presented to the
Faculty of
California State University,
San Bernardino

In Partial Fulfillment
of the Requirements for the Degree
Doctor of Education
in
Educational Leadership

by
Cynthia Jenina Spence
June 2014
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Approved by:

Bonnie Piller, Chair, Department of Education
Marita Mahoney, Educational Leadership and Curriculum
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ABSTRACT

The student population of the Southern California community college used for this study was just over 10,000 students in 2011. While retention rates for all community college students are a matter of concern, retention rates for Basic Skills students are particularly alarming. The college used for this study reports that 97% of their students assessed into developmental education courses. Currently, California community colleges are working towards implementing several types of intervention strategies with the objective of positively influencing Basic Skill student persistence. Summer bridge programs are one of these strategies. Students completing summer bridge programs are showing signs of immediate academic improvement. However, there is a gap in knowledge regarding the continuing retention rates for students participating in the programs and the motivational factors that influenced the students to participate in, and complete, the programs to begin with. This study focused on student retention and motivational factors through the lens of Self-Determination Theory. While external motivation factors are sometimes viewed as a means to an end and not necessarily conducive to long-range success, Self-Determination Theory supports the concept that extrinsic motivation factors can merge into intrinsic motivation and can therefore be productive. Researchers have suggested summer bridge programs should be evaluated over a longer period of time and should incorporate additional measures rather than relying solely on pre-test/post-test data. With this in mind, this study examined one summer bridge
program over a four-year period and focused on student survey data and interview data, which asked students to self-report their motivational influences for attending one of four summer bridge programs. Using the lens of Self-Determination Theory, the researcher analyzed the data looking for intrinsic and extrinsic motivational factors. One of the significant outcomes of the study is that the researcher was able to identify motivational factors relating specifically to one summer bridge program. Some eternal factors reported included retaking the assessment test, receiving school supplies, and meeting the requirements of specific scholarships. Intrinsic motivational factors focused on building relationships and improved academic competence. Finally, continued research regarding intrinsic and extrinsic motivational factors can also expand to the larger community college student body since motivation in higher education is a multilayered concept.
ACKNOWLEDGEMENTS

Dr. Bonnie Piller, Committee Chair

I would like to express my sincere appreciation for your unwavering support, your unceasing patience, and your enthusiastic motivation. I would never have completed this journey without you.

Dr. Marita Mahoney, Committee Member

Thank you for your focusing, and sometimes difficult, questions, they helped to guide and improve this project.

Dr. Doris Wilson, Committee Member

Thank you for inspiring me to have a “strategic plan” for both my professional and personal life.

A special thank you to Cohort Two

You made this adventure fun and I will be forever grateful to have shared this experience with you.

My children, Garrett, Quintin, Roarke, Bowen, and Lara,

You are the joy of my life and my hope for the future.

My husband, Larry,

Thank you for being the firm foundation I can build my life upon.
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CHAPTER ONE
INTRODUCTION TO THE STUDY

Community colleges throughout the United States are beginning to develop summer bridge programs in order to prepare incoming freshman for their new academic environment. Adams (2012) reported that the typical summer bridge program runs four to five weeks, offers intensive academic instruction, and is directed towards at-risk students. Previous research also suggested that summer bridge programs should be evaluated over a longer period of time and should incorporate additional measures rather than relying solely on pre-test/post-test data (Garcia 2009, Taylor 2009). This current study conducted at a community college in Southern California, contributes to the previous research by examining four summer bridge programs. The first cohort of summer bridge students enrolled in 2010, followed by additional cohorts in 2011, 2012, and 2013. This study examined intrinsic and extrinsic motivational factors that may be a determining factor in student success. Previous research has relied on faculty interpretation of student motivation and success. In contrast, this current research asked students to self-report the motivational factors they believe led to their participation in the summer bridge program. While it is important to establish that summer bridge programs are successful through retention and persistence data, and while the structure of the programs should be evaluated, the students' voices should also be included in order to
design summer bridge programs to meet the needs of the student population being served.

Background

Schneider (2011), the Vice President of American Institutes for Research, reported the cost of developmental education to state and local governments between the years 2004 and 2009 to be close to $3 billion (p. 2). Schneider expressed concern that approximately $240 million of state funds and approximately $660 million in federal funds were being spent to support Basic Skills students who do not return for a second year of community college (p. 2). Bailey (2010) also discussed the financial and emotional costs of developmental education at the community college level. According to Bailey, the annual cost of community college remediation ranges from $1.9 – 2.3 billion dollars (p. 257).

The student population of the Southern California community college used for this study was just over 10,000 students in 2011. Over half the college’s students list themselves as Hispanic, 25% are white, and 4% are African American. While retention rates for all community college students are a matter of concern, retention rates for Basic Skills students are particularly alarming. The college used for this study reports that 97% of their students assessed into developmental education courses. Researchers have identified several factors that increase retention such as increased levels of faculty-student engagement through learning communities (Engstrom, 2008; Livingston, 2010; Mills, 2009; Smith, 2010; Tao, 2007), student-student engagement through supplemental
instruction and cohort models (Bueschel, 2009; Bradley, 2007; Gabriel 1999; Witkow, 2012) and counselor-student engagement directed towards goal setting and increasing student self-efficacy (Golden, 2003; Locke, 2002; Nutt, 2003).

Another important element of summer bridge programs is the accelerated format. Sheldon (2010) reported, “Students were more successful and less likely to withdraw from classes in compressed versus regular-length courses” (p. 41). McCurrie (2009) reported while the research indicated that students who successfully complete summer bridge programs are retained in greater numbers, it also showed that these students’ GPAs were lower than their non-bridged peers. Still Columbia’s 61% retention rate is above the national average (p.33).

Statement of the Problem

Researchers have suggested that summer bridge programs are producing the immediate desired effect (Adams 2012, Garcia 2009, Keim 2010, Kezar 2001, McCurrie 2009, Strayhorn 2011, Taylor 2009, & Wathingon 2011). However, there is a gap in knowledge regards to the continuing retention rates of students who participated in the programs and the motivational factors that influenced the students to participate in and complete the programs to begin with.

Purpose of the Study

Using a mixed methods design, this study tracked students from four previous summer bridge programs to investigate if the students were still in
college and if they were progressing through their academic program as expected. Additionally, students were surveyed regarding the motivational factors, both intrinsic and extrinsic, that influenced their decision to participate in and complete the summer bridge programs. The purpose was to identify motivational factors, both intrinsic and extrinsic, that contributed to student success in summer bridge programs and to possibly identify interventions or motivational strategies that can be transferred to the overall community college academic experience.

Theoretical Bases of the Study

Ryan and Deci (2000) added two sub-categories to their previously discussed Self-Determination Theory (Deci & Ryan 1985). These two sub-categories are Cognitive Theory and Organismic Theory. Cognitive Theory focuses on intrinsic motivation formed through self-efficacy, relationships, and autonomy. Organismic Theory focuses on extrinsic motivation, which can have both positive and negative motivational influences. Ryan and Deci (2000) suggested that Organismic Theory has four categories. The first category is External Motivation. This is the type of motivation previously used in lab rat studies focusing on punishment/reward and is usually viewed as being an ineffective form of motivation once the punishment and reward have been removed. The second category is Introjection which is defined as motivation based on how the individual believes they are perceived by others. The third category is Identification, which is when the individual sees value in what they
are doing and is therefore positively motivated. The final category is Integration, which is when the external motivation has become internalized and is now on an equal motivational level as intrinsic motivation. Traditionally, intrinsic motivation has been the standard of motivation strived for by the academic community. Recently however, researchers (Baker 2004, Hardre & Reeves 2003) have reported that extrinsic motivation can also be a positive factor in student success. This study focused on both intrinsic and extrinsic motivation and the possible factors that led to internalization of both forms of motivation.

Significance of the Study

It is important to determine if the immediate success reported by the summer bridge students continued once the students returned to a traditional college program. Additionally, it is important to understand the intrinsic and extrinsic motivational factors that lead to student success in order to improve the intervention programs currently being offered and intervention programs under future consideration.

Primary Research Questions

RQ1: Are the students who completed the four summer bridge programs still enrolled at the community college?

RQ2: What forms of intrinsic motivation do students report as being factors for attending summer bridge programs?
RQ3: What forms of extrinsic motivation do students report as being factors for attending summer bridge programs?

RQ4: Are the extrinsic motivational factors reported being internalized by students?

Hypotheses

H1: There is no statistical or practical difference in persistence and retention rates across the four summer bridge cohorts.

Definitions

Basic Skills students and developmental students both refer to students who tested below college level in reading, math, or English. According to the California Community Colleges Research and Planning Group’s 2007 report, “More than one in every three students in California Community Colleges enroll in a basic skills class: nearly one-half million in English and mathematics” (Boroch et al., p. 12). Summer bridge programs typically run four to five weeks, offer intensive academic instruction in math, reading, and English and are usually directed towards at-risk students. Intrinsic and extrinsic motivations are elements of Self-Determination Theory (SDT) which was initially developed by Deci and Ryan in the 1970’s. Intrinsic motivation refers to internalized goal setting based on the tendency to behave in healthy ways and for inward satisfaction. Extrinsic motivation refers to goal setting for external reasons such as receiving a tangible reward or for external recognition (Ryan & Deci, 2000).
CHAPTER TWO

REVIEW OF RELATED LITERATURE REVIEW

Long before they open the door and walk into their first community college class, students manage to complete the traditional academic obstacle course of assessment tests, application forms, financial aid questioners, student orientation, parking permits, course registration, registration fees, and mile long book lines. After enduring all this, why would a student feel compelled to drop the class they have just exerted so much effort to enter? According to one community college student, she just did not feel she could keep up with the academic game of “catch” her instructor threw at her. Sadly, after just a few days on campus, this student became a negative number on the college’s retention report.

Retention rates for all community college students are a matter of concern. However, retention rates for Basic Skills students are particularly alarming. According to the California Community Colleges Research and Planning Group 2007, “More than one in every three students in California Community Colleges enroll in a basic skills class: nearly one-half million in English and mathematics” (Boroch et al., p. 12). The following are basic skills reading, math, and English classes that must be completed before the Basic Skills student can advance to college credit transferable courses:
Basic Reading - This course is designed to provide extensive study and practice of basic reading skills including vocabulary development, comprehension improvement, and oral reading ability (p. 216).

Analytical Reading - This course is for students who have a vocabulary base for college-level reading but need practice in analytical reading and critical thinking skills. The focus of this course is on improving comprehension. Students read college-level selections from different disciplines and content areas (p. 217).

Arithmetic – This is a course in the basic operations of arithmetic. Topics include adding, subtracting, multiplying, and dividing rational numbers, with an emphasis on whole numbers, integers, and rational numbers written in fraction form. Additional emphasis includes memorization of the basic number facts.

A Preparation for the Study of Algebra – This is a course in the elementary operations required for algebra. Topics include adding, subtracting, multiplying, and dividing whole numbers, decimals, and fractions with an introduction to the concept and uses of variables. Other topics include arithmetic with signed numbers, percents, ratios and proportions, the metric and American system of measurement, including the conversion of units, simplifying algebraic expressions and elementary geometry concepts such as perimeter, area, and volume.
Beginning Algebra - This course is an introduction to the real number system and to the use of variable expressions and equations in problem solving. Topics include properties of the real numbers, square roots, arithmetic of variable expressions including polynomials and algebraic fractions, solving linear equations and inequalities in one variable, factoring, and an introduction to the Cartesian coordinate system and the equations and graphs of linear equations in two variables. Also, the proper use of math notations is emphasized along with an introductions to the Pythagorean Theorem and basic geometric formulas, some dimensional analysis with modeling applications is included (p. 205).

Basic Writing Skills – This course provides extensive study of basic writing skills in preparation for higher level writing courses. Students write paragraphs and short essays and develop an awareness of correct grammar usage, and mechanical skills.

Introduction to Expository Writing – This course helps students improve their skills in expository writing, including a review of grammar and sentence skills to prepare them for college courses.

ENG-061 Accelerated English for College Success – Preparations for academic writing and critical thinking expected in transfer and associate-degree classes. Strongly recommended: participation in the English placement process.
Academic English I – This course will introduce students to writing and reading academic texts in preparation for transfer and associate-degree classes by focusing on basic essay structure, beginning research skills, and critical reading strategies with integrated practice and reinforcement in writing and reading.

Academic English II – This course will continue to prepare students for writing and reading academic texts in preparation for transfer and associate-degree classes by focusing on essay structure, research skills, and critical reading strategies with integrated practice and reinforcement in writing and reading (p. 183).

From the above course descriptions, these courses might not appear to be overwhelming. However, these are the equivalent sequence of courses that Bailey (2010) reported many Basic Skills students, somewhere between 33 and 46 percent depending on the subject area, are failing to complete (p. 256).

Bailey (2010) discusses the financial and emotional costs of developmental education at the community college level. According to Bailey, the annual cost of community college remediation ranges from $1.9 – 2.3 billion dollars (p. 257). Schneider (2011) also reported the cost to state and local governments to be close to $3 billion (p. 2). Schneider expressed his concern that approximately $240 million of state funds and approximately $660 million in federal funds are being spent to support students who do not return for a second year of community college (p. 2).
While the financial outlay from academic institutions is sizable, Basic Skills students are also paying a price. Bailey (2010) calculated these costs as accumulated debt to additional course fees and books, the added loss of time and potential earnings, and the emotional disappointment associated with testing into high school level courses when the student has already graduated from high school (p. 257). Similarly, Schneider (2011) feared “These students have paid tuition, borrowed money, and changed their lives in pursuit of a degree they will likely never earn” (p. 4). Schneider indicated that improving the efficiency and effectiveness of community colleges is becoming increasingly important and community colleges must endeavor to identify avenues that will increase student success (p. 14). Bailey (2010) suggested community colleges need to accelerate the remediation process and should consider combining levels of instruction to provide more intensive, accelerated courses (p. 268). Schneider suggested, “Harnessing technology is commonly called upon as a way forward” (p. 14). Both Bailey and Schneider agreed that the cost of continuing the same approach to basic skills education is much too high for all parties involved. The Board of Governors of California Community Colleges has moved forward to address this problem.

According to the California Community Colleges Chancellor’s Office, with 444,078 students in Fall 2012, California has the largest community college enrollment in the nation (http://datamart.cccco.edu/Students/Enrollment). To meet the needs of these students, according to the Center for Student Success,
“In 2004, the California Community College System Office began a comprehensive strategic planning process for the purpose of improving student access and success” (Boroch et al., 2007, p.3). In 2006, the Board of Governors of the California Community Colleges unanimously adopted a strategic plan that includes the following five steps: College awareness, college access, student success, student readiness, and resource development (Boroch et al., 2007, p.3). According to Mills (2009), the state of California, in order to provide support for the strategic plan, allocated 33.1 million dollars “Making it an annual program for research and for implementing changes” (p. 34). Fully funded, in 2012 the Board of Governors of California Community Colleges continued to offer resources to select community colleges in order to “Ensure that basic skills development is a major focus and an adequately funded activity of the Community Colleges” (Boroch et al., 2007, p. 3).

Typically, California community colleges identify and research intervention strategies in order to implement the changes needed to help students progress through basic skills courses. These interventions include forming Collaborative Learning Communities, providing various options for tutoring, encouraging student involvement in campus activities, providing academic counseling, using student success strategies to build self-efficacy, changing course design, and implementing summer bridge programs. These programs are designed to help motivate students, both intrinsically and extrinsically, to complete specific
courses, specific programs, and eventually specific certificates and degrees.  

Self-Determination Theory

Intrinsic and extrinsic motivations are elements of Self-Determination Theory (SDT) which was initially developed by Deci and Ryan in the 1970’s. SDT is concerned with our natural or internal tendency to behave in healthy ways based on competence (experiencing mastery, building self-efficacy), relatedness (our positive interaction with others), and autonomy (behavior that is self-determined). Beginning in the 1980s, SDT has been elaborated on and refined by researches in the disciplines of Health Care, Sports and Exercise, Relationships, Psychotherapy, Psychopathology, and Education (http://selfdeterminationtheory.org).

According to Baker (2004), because intrinsic motivation has been found to contribute positively to the learning process and the quality of learning, this form of motivation has been widely studied. However, Baker reported that much less research has been directed to extrinsic motivation in determining educational outcomes (p. 190). Baker defined intrinsic motivation as an activity or behavior engaged in voluntarily for the inherent pleasure and satisfaction derived from participation. In contrast, extrinsic motivation refers to activities engaged in to receive a reward or to avoid being criticized (p. 189). Deci’s early work in the 1970s demonstrated that extrinsic rewards often undermined intrinsic motivation and was therefore discouraged. However, more recent research (Deci 2000 & Reiss 2012) put forth that human motives are too diverse to fall into just two
categories of motivation: Intrinsic and extrinsic. In fact, Deci (2000) divided external motivation into four categories: External regulation, Introjection, Identification, and Integration (p. 61). Deci defined external regulation as the type of extrinsic motivation most frequently used in lab studies and is focused solely on reward and punishment. Introjection is focused on approval from self or others. Identification is somewhat internalizing the goal or consciously valuing the goal. Integration is internalizing the goal and is on the same level as intrinsic motivation because both are autonomous and un-conflicted (p. 61).

Deci and Ryan (1985) eventually added two sub categories to Self-Determination Theory: Cognitive Evaluation Theory (CET) and Organismic Integration Theory (OTE). CET is intrinsic and builds feelings of competence/self-efficacy. Self-efficacy is related to the student’s belief and confidence in their own ability to succeed. OTE is extrinsic motivation that can promote or hinder internalization (p. 58). The central component to both CET and positive OTE is that they are internalized by the individual being motivated. Baker (2004) also reports, “Extrinsic and intrinsic motivational processes are not necessarily antagonistic, rather it is the extent to which behaviors are self-determined” (p. 190). This was also supported by Reiss (2012) who stated, “All human motivation arises from an intrinsic source. Moreover, extrinsic motivation (a means to an end) arises from the pursuit of the intrinsically valued goal it produces…(p. 153). Therefore, motivation should not be solely focused on
intrinsic vs. extrinsic influences. Instead, both forms of motivation should focus on fostering internalization.

According to Hardre & Reeve (2003), interventions are essential to student motivation based on Self-Determination Theory, which advances the belief, that “Students become engaged in school-related activity when instructional activities are interesting, relevant to their lives, and affirm their competencies. That is, perceptions of self-determination and competence constitute students’ internal motivational resources that support their engagement and persistence in school” (p. 353). Intervention strategies are designed to identify and meet the students’ internal needs and to foster student engagement. Student engagement, according to Crone (2007), is often the first step on the path to student motivation (p. 21). By increasing student engagement, self-efficacy, and internal and external motivation, community colleges hope to also increase student persistence. Kaufman, Agars, and Lopez-Wagner (2008) believed interventions could be developed to maximize student success. Specifically mentioned were programs tailored to improve individual student characteristics such as time management and the ability to create and follow a schedule (p. 495). Several of these intervention strategies, such as Learning Communities, tutoring, student involvement in campus activities, academic counseling, and summer bridge programs are currently being applied to motivate students at a Southern California Community College.
Intervention Strategies

Collaborative Learning

Dowson (2001), who conducted an observational study on student motivation, interviewed 64 middle-school students. Dowson was concerned that previous research had focused on researchers’ preconceived categories of motivational goals and wanted to conduct a research project focused on student perspectives. While many students reported their parent’s expectations played an important role in their motivation to succeed, social affiliation was reported to be equally important. In fact, Dowson reported, “Social goals may actually be more salient and predictive of students’ global motivation and achievement than either mastery or performance goals” (p. 40). Students in Dowson’s study reported an increase in academic efficacy when working in a group setting with their peers (p.38). Students also reported seeing their own academic achievement as a means of assisting others and reported feeling excited about the possibility of being able to help other students. One student was quoted as saying, “If I know my work well, then I can help my friends if they need it. I like to help when I can” (p. 39).

Crone (2007) reported the preference for working in social groups is also conveyed by community college students. Crone believed that today’s undergraduates are very accustomed to group activity and prefer to work and socialize in groups. Crone suggested one simple way to encourage greater student motivation is to use a student’s relationship with the group to focus his or her attention (p. 20). Dean (2007) reported, “Most students have the desire to fit
into a social environment and achieve such things as acceptance and validation, and that this desire is what motivates them to learn” (p. 154). One way that community colleges are supporting collaborative learning is by creating learning communities.

Tai (2007) defined learning communities as, “A group of students and teachers engaged in intellectual interaction for the purpose of gaining knowledge…A learning community encourages active learning instead of rote, passive learning. It does this by emphasizing cooperation and community instead of competition and isolation” (p. 105). Often learning communities are staffed by specific instructors who have received additional training on how to address the needs of Basic Skills students. Learning communities often blend two community college courses into a shared learning environment. For instance, a basic skills writing course can be blended with a sociology class, a speech class, or in Tai’s example, a Western Civilization class. Learning community students advance from class-to-class as a cohort in order to help establish relationships between the students for study group purposes. Smith (2010) stated learning communities were created to, “Help students make connections to course material, between courses, to their peers, and to the faculty and staff members themselves. These methods may include team-teaching, collaborative learning strategies, problem-based learning, and service learning. All have in common the goal of creating a collaborative, coherent learning environment in which formerly atomized content and students are
brought tighter into a whole” (p. 263). Tai stated the reward for the collaboration between faculty and students is an increase in “retention, graduation rates, grades, and earned credit hours” (p. 106) with minimal financial support from the academic institution. Mills (2009) reported 60% of community colleges surveyed are using learning community programs (p. 34).

Engstrom (2008) viewed learning communities as “particularly promising” efforts (p. 47). Engstrom who carried out a systematic, multi-institutional, longitudinal four-year study of the impact of learning communities, found that students in learning communities “Perceived themselves as having experienced significantly more encouragement, support, and intellectual gain than did similar students not enrolled in those programs” (p. 47). Students surveyed by Engstrom stated that students “Got to know each other, trusted and respected each other, took risks, and really participated” (p. 48). Engstrom reported the student reflections collected “Shed light on the many ways in which their involvement in learning communities eradicated fears and anxieties, developed their sense of belonging, increased their confidence in their abilities, enhanced their self-esteem, and reinforced their belief that they were on the ‘right track’” (p. 49). The findings of Engstrom’s study, which addressed the previous concerns of Bailey and Schneider, is that “Students in the learning-community programs were more apt to persist to the following academic year than their institutional peers” (p. 47).

Engstrom (2008) also pointed out another positive aspect of collaborative learning communities is the opportunity to link students directly to support
services such as academic counseling. Often, learning communities will have a specific counselor assigned to the cohort to help reinforce critical habits and skills and to provide guidance through the community college experience. Another example of learning community collaboration is presented by Roselle (2008). Roselle suggested librarians should actively participate in basic skills programs. Roselle stated that simply having a library, or simply introducing students to the campus library, is often meaningless to students (p. 30) Therefore, librarians are encouraged to actively engage instructors and students in educational activities. By actively collaborating with educators to design specialized instruction sessions and class assignments, Roselle believed librarians would help to reduce student anxiety and build student self-confidence in learning.

Livingston (2010) was also interested in engaging students and focusing on collaboration opportunities. According to Livingston, college students were already, “researchers at heart” (p. 59), and are already experienced collaborators. Examples of youth oriented collaboration include text messaging, playing interactive games on the internet, Facebook, YouTube, and blogging. Livingston stated that today’s students are rarely more than a few seconds away from any website connection and are instantaneously connected on a global scale (p. 59). Therefore, a collaboration-based environment, such as a learning community, should be a natural fit. Livingston suggested, “Our students investigate all manner of diverse topics without being trapped by discipline-
based limitations” (p. 60), and that students need time and space to mentor each other (p. 61). Collaborative learning and learning communities are utilizing both intrinsic and extrinsic motivation by following Ryan & Deci’s (2000) Self-Determination Theory, which includes providing an environment that encourages “relatedness” or positive interaction with others. These types of programs also follow Hardre & Reeves (2003) suggestion to keep learning interesting, relevant, and to foster environments that affirm student competencies. Students also self-enroll in learning communities which fosters autonomy. As suggested by Engstrom (2008), Crone (2007), Dean (2007), Dowson (2001), and Tai (2007), learning communities are an intervention that helps to increase student motivation, which has been shown to positively affect student persistence.

Supplemental Instruction/Peer Relationships

Along with the traditional collaboration within learning communities, Bueschel (2009) reported Supplemental Instruction (SI), defined as peer facilitated academic support, is also finding success on community colleges. This program targeted courses that have historically been difficult for students and provides the class with a student tutor who has already completed the course successfully. According to Bueschel, the student tutor attends all the class meetings and holds additional voluntary meetings with students outside of class. The student tutor not only offers additional support outside of class, but also models successful student behavior inside the class as well (p. 8). Bradley (2007) also discussed the success of Supplemental Instruction programs. Instead of asking students to visit a tutoring center outside of class, several
community colleges are now providing “in class” student tutors. Bradley reported these tutors are paid $10.00 an hour and commit to the program for the entire semester. Similar to Bueschel, Bradley stated that providing students with successful student models “to rub shoulders with” (p. 7) is just as important as the additional academic instruction.

Gabriel (1999), in a report on best practices to improve student retention stated, “There are many factors that have been found to influence retention and to be strongly associated with student persistence. These factors include initial student commitments, peer support, involvement in the institution’s academic life, and frequency and quality of faculty-student interactions” (p. 4). Gabriel reported that peer and faculty mentoring programs have increased student retention rates by more than 10% (p. 5). Witkow (2012) surveyed 373 college students in order to examine social engagement indicators that could be relevant for both community and four-year college students (p. 250). Witkow found that even though community colleges are “commuter institutions” they can still promote social engagement, in addition to their remedial works aimed at student retention, by offering more extracurricular activities and increasing the participation in activities they already have. Witkow also suggested that since many community college students live at home, activities that engage the entire family might be particularly well received (p. 249). Similar to collaborative learning and earning communities, supplemental instruction follows the tenants of Self-Determination Theory by fostering motivation through relatedness.
Additionally, since students self-select to work with the tutor, autonomy is also fostered. By promoting social engagement, peer-to-peer programs are increasing student motivation, and by increasing motivation these programs are successfully addressing the concerns of Bailey and Schneider regarding improving community college student retention rates.

**Counseling/Program – Plans**

In addition to establishing peer-to-peer relationships, enhancing student interactions with campus counselors is also highly recommended. Crone (2007) discussed how to motivate today’s college students and suggested, “Frequent communication and an engaged academic adviser or student organization adviser are among the keys to maintaining student initiative and effort” (p. 19). Nutt (2003) stated, “Academic advisors provide students with the needed connection to various campus services and supply the essential academic connection between these services and the students. In addition, academic advisors offer students a personal connection to the institution that the research indicates is vital to student retention and student success” (para. 4). Along with guiding students through the initial enrollment and college orientation process, college counselors cooperate with the financial aid department, guide students toward career objectives, and offer experienced guidance in regards to which courses will successfully lead students to their ultimate career objective. At the community college level, navigating between the requirements for an associate’s degree, certification, and transferring to a state college or university can be
particularly challenging making collaboration between the college counselor and the student even more essential for student success.

One possible explanation for an increase in student retention (the percentage of students that re-enroll the next semester) and IEPs relates to student self-efficacy and goal setting. Locke (2002) stated, “Assigning a challenging goal alone raises self-efficacy because this is an implicit expression of confidence by a leader that the employee can attain the goal” (p. 709). When a college counselor sits down with a student and develops a plan for graduation or transfer, the counselor has implicitly expressed their belief that the student is capable of meeting the objective. Locke reported, “High goals lead to greater effort than low goals” (p. 706) and that “Tight deadlines lead to a more rapid work pace than loose deadlines” (p. 707). An IEP sets a high goal and a specific timeline for a student. Additionally, as the student completes the set objectives for each semester, their confidence in their ability to achieve their ultimate goal increases.

Golden (2003), believed there is a direct connection between goal setting and a student’s self-efficacy and intrinsic motivation. Golden reported that adult students are “often driven by determination, self-survival skills, and/or perseverance to achieve their goal” (p. 15). Golden went on to state that educators “Can be instrumental in how adult students approach new content areas by facilitating and encouraging a learning environment that provides positive reinforcements…Students that possess strong beliefs about themselves
and their learning will be academically successful” (p. 16). Even though adult students may be capable of following the college catalog, meeting with a college counselor and setting specific goals will offer important reinforcement from the college regarding the student’s ability to be successful and helps to focus the student’s efforts on a specific and conceivably speedier path.

In January of 2012, The California Community Colleges Student Success Task Force presented the California Chancellor’s Office a report containing nine recommendations for student success. Recommendation Two, designed to strengthen support for incoming students, calls for every community college student to create an Individual Education Plan (IEP). It is the belief of the task force, that having students create IEPs will allow colleges to more accurately align their course offerings based on student need (http://californiacommunitycolleges.cccco.edu). As an external reward, designed to increase extrinsic motivation, students who successfully follow their IEP will be rewarded with priority enrollment. Students who do not successfully follow the plan will lose their priority and may even lose their financial aid. Another advantage to students meeting with a counselor to create an IEP is directing students toward a specific career at the beginning of their academic program. The task force believes that helping students focus their course selections on only those classes needed to complete their stated goals will move the student through the community college system and on to their intended objectives sooner, which will ultimately increase retention rates. Even though the college is
providing an external reward, if the student feels self-determined in the process, and if the student builds self-efficacy through success, the program plan becomes internalized and the extrinsic reward has the same positive effect as an intrinsic reward.

**Changing Course Design**

Another way colleges are trying to extrinsically motivate students is to reward students with shorter semesters if they are willing to spend more time in class and to produce more work in a shorter period of time. Compressed courses offer the same number of units but in a shorter amount of time, often six or eight weeks in length opposed to sixteen or more. Sheldon (2010) reported, “Students were more successful and less likely to withdraw from classes in compressed versus regular-length courses” (p. 41). Sheldon went on to state, “While the authors note that better students tended to enroll in the compressed courses, even those students with lower cumulative grade point average or probationary status achieved higher success rates in aggregate than their counterparts enrolled in traditional-length courses” (p. 43). Finally, Sheldon suggested that since developmental students are successful in completing compressed courses, it would be more beneficial for students and colleges to change from the traditional semester offerings to compressed offerings.

In California, community college students generally have three or four levels of math to complete to receive an Associate of Arts Degree or to transfer to a state college or university. This usually means at least two full years of math. For students beginning at the basic skill level, the math requirement can
mean three or four years before reaching their academic objective. Wilburn (2012) reported, the state of Virginia is implementing a new condensed course approach that only requires students to take nine one-unit modules instead of traditional semester-length courses. Additionally, students only have to enroll in the modules that focus on the content they missed on their assessment test. According to Wilburn, this new course design means, “students spend no more than a single year in these more basic courses” (para. 11). Students seem to be responding positively with the external reward of a shorter duration in college in exchange for more effort upfront.

Freedberg (2011) discussed the California Community College Student Success Task Force recommendation that colleges improve student retention by designing and offering 16-week Student Success courses. Students who have taken these courses report the “time management’ and ‘goal setting’ portions of the class most valuable” (para. 11). Kaufman, Agars, and Lopez-Wagner (2008) also suggested developing programs tailored to improving individual student characteristics, such as time management and the ability to create and follow a schedule (p. 495). However, Freedberg points out that the costs of adding multiple new courses would cause an additional burden to a community college system already under financial stress.

One possible way of dealing with the financial stress of adding additional courses is to imbed the student success components in other course offerings. Downing (1998) has written a student success book titled On Course: Strategies
for Creating Success in College and in Life. In the preface of his book, Downing states, “While goals are very personal, there are common strategies for reaching goals that can be used successfully by most people” (p. ix). Downing focused on increasing student success through self-efficacy, self-discipline, self-motivation, self-management, and self-awareness, which all fall under Self-Determination Theory. Another form of course redesign that imbeds almost all of the elements of learning communities, supplemental instruction, academic advising, student self-efficacy, and course compression, are summer bridge programs.

**Bridge Programs**

Summer bridge programs combine several of the intervention strategies mentioned previously to help increase student motivation such as utilizing the collaboration and cohort model found in learning communities, providing individualized tutoring and student/student mentoring, providing awareness of on campus activities, and providing individual academic counseling. All these elements are combined in one program to promote student engagement through intrinsic and extrinsic motivation.

Garcia (2009) gathered data on four summer bridge programs. Garcia explained, “The primary goal of these programs is to promote college retention and improve completion rates by providing students with the academic and social tools needed to succeed in college prior to beginning their undergraduate studies” (p. 30). The programs Garcia surveyed were structured and administered in a variety of ways. Differences included the student population being served and the program fees. Some programs charged while others were
free. However, Garcia noted that all four programs plan “To increase the quantity and quality of their evaluation efforts” (p. 31). Garcia had participated in a summer bridge program as a student and, “Found the program’s student affairs advisors, faculty members, and peer mentors committed to the retention of first-generation and historically underserved students…. The program also brought us together with peers who were experiencing similar adjustment anxieties” (p. 30). This form of relatedness is a component of Self-Determination Theory. Garcia expresses concern that we all have a “Stake in assisting the academic community in meeting students’ needs via summer bridge programs” (p. 32) and challenges educators to continue “…this important work” (p. 32).

Adams (2012) reported the typical summer bridge program runs four to five weeks, offers intensive academic instruction, and is usually directed towards at-risk students. The programs Adams surveyed in Texas and Connecticut typically pay for all the costs and are free to students. Adams stated, “Students in the programs were more likely to pass college-level courses in math and writing the following fall” (p. 8). Adams shared the story of Mr. Ortiz, a student who participated in the El Paso Community College Bridge Program who moved up a level in math and avoided having to take remedial courses in the fall. Adams closed the article by suggesting summer bridge programs start students out on the right foot for their college careers.

Keim (2010), reported on a summer bridge program in Arizona directed towards serving the Hispanic student population. The program was funded by a
U.S. Department of Education, Title V grant to a Hispanic Serving community college. Keim stated the students shared feelings of fear, insecurity, and detrimental self-doubts before entering the program (p. 772). The Arizona bridge program had 20 participating students and consisted of two major components. The first component trained students to act as peer mentors for incoming bridge students. There were five sessions held on Saturdays. The second component was the summer bridge. The focus of the summer bridge program was to build a climate of trust and respect with the expectation of student success (p. 777). Students attended six workshops focused on in-depth writing skills, understanding the university experience, reading and writing skills for the university student, personal perspectives about their cultural understandings, personal writing, and a special workshop conducted by renowned author and poet Luis Rodriguez. At the end of the program, students reported valuing the connections to mentors and peers and being surprised by “The changes that occurred for them in such a short period of time” (p. 781). An evaluation of the program reported “Changes in both self-efficacy and self-esteem in the students’ narrative discourse” (p. 780). Keim stated that two semesters following the program, all participants remained in school and reported success.

Wathington (2011) surveyed six community colleges in Texas that offered summer bridge programs in 2009. Wathington’s research focused on pre-test and post-test scores, course completion rates, and retention. Students who participated in the bridge programs attended three to six hours a day, four or five
days a week, for six weeks. The students received accelerated instruction in
math, reading, or writing. Students who successfully completed the program
were paid a stipend of $400.00 to help compensate for lost wages incurred by
attendance. Two of the colleges charged $150.00 for the program the other
colleges offered the program free of cost. Evaluation of the program found,
“Summer bridge participants, on average, attempted a greater number of
college-level credits than the control group, suggesting that the program group
had a reduced need for developmental courses because of their program
participation” (p. 5).

The Illinois Community College Board (2009) defined the goal of a bridge
program as sequentially bridging the gap between the initial skills of individuals
and what they need to enter and succeed in postsecondary education and
career-path employment. In 2010, Taylor, under the direction of The Office of
Community College Research and Leadership, administered an online Illinois
Bridge Status Survey. Thirty existing bridge programs and 33 bridge programs
under development were identified in the survey. All of the programs had three
main design elements: Contextualized instruction in reading, math, and language
skills and industry or occupational knowledge, career development, and
transition services (p.iii). The survey found the most common source of funding
is adult education grants; however, private foundation grants and general
revenue were also used (p. 5). The bridge programs varied in design providing
single course instruction and multiple course instruction. 97% of students
completed the bridge programs. 60% enrolled in general credit course that led to the completion of an approved certificate, AAS, AA, or AS program. Taylor stated the goal of the survey was to determine compliance with the state’s bridge objectives and to establish a baseline for future surveys. The state of Illinois initiated bridge programs in 2007 and believes bridge programs to be an emerging education concept.

Strayhorn (2011) conducted a study to measure the effect of participating in a summer bridge program on student self-efficacy and academic skills. The student sample consisted of 55 first year freshman at a highly selective, predominantly white, research university located in the southeastern region of the United States (p. 147). The students were required to participate in a 5-week bridge program designed to enhance their college readiness (p. 147). The students spent most of the day in academic classes but also attended seminars focused on leadership and money management. Additionally, the students went on field trips to encourage peer engagement. At the end of the first semester, all participants were invited via e-mail to participate in an online survey. $25.00 dollar prizes were raffled for completing the survey, which resulted in a 100% response rate (p. 148). Strayhorn reported the results indicated that the students’ mean academic self-efficacy and their mean academic skills at the end of the program were significantly higher than the mean academic self-efficacy and academic skills prior to the program (p. 151). Strayhorn’s study offers support for
the hypothesis that summer bridge programs positively influence student motivation, self-efficacy, and academic skills.

McCurrie (2009) reported that summer bridge programs were an economical way to increase retention of non-traditional, first-generation, or at-risk students (p. 28). Columbia University has been supporting summer bridge programs for ten years. And while the college’s data show that students who successfully complete summer bridge programs are retained in greater numbers, it also revealed that these students GPAs are lower than non-bridged peers. Still Columbia’s 61% retention rate is above the national average (p.33). In addition to the higher retention rates, Columbia Administrators concluded that the summer bridge programs also provided guidance in applying for financial aid, grants, and scholarships. The Columbia summer bridge program met Monday through Friday and included both English and math classes. Each week students also visited a gallery or one of Columbia’s other cultural venues. Students reported feeling “like a student, like a reader and writer” as successful aspects of the program (p. 44). Additionally, teachers and administrators felt that the summer bridge program fully represented the Columbia College experience.

McCurrie suggested the larger academic community develop a more comprehensive definition of success and that these types of programs be opened to the larger academic community (p. 47).

Kezar (2001) suggested that every summer bridge program, “Should begin by developing a mission statement and goals, as these are the foundation
on any evaluation” (para. 14). Kezar also stated that program evaluation is important since many programs find that they are missing a needed component (para.13). Kezar also mentioned several objectives that should be included to promote student success: teaching study strategies, providing career counseling, providing academic support in writing, mathematics, and reading, helping students to develop relationships on campus, providing instruction in computer literacy, and introducing students to campus offices and potential mentors (para.3). Kezar pointed out that model summer bridge programs should be individualized and innovative in order to meet the targeted needs of their student population and to increase student motivation.

The summer bridge programs listed above used both intrinsic and extrinsic motivation strategies. Self-Determination Theory was applied by building student competence. The students were encouraged to master the subjects taken and were given tutors and counselors to foster self-efficacy and mastery. Relatedness was applied and students were able to build personal relationships and make important scholastic connections. The students were also autonomous. Each student self-selected into the program and had the freedom to withdraw at any time. Even without the possibility of penalty, most programs retained over 90% of the students. Extrinsic motivational factors were also present. Some students were paid for their attendance and almost all of the students were able to eliminate basic skills classes from their future program plan. If these extrinsic motivational factors had not been present, the outcomes
might have been negatively affected. As put forward by Ryan & Deci (2000), internalization is the key factor to both intrinsic and extrinsic motivation. However, when examining summer bridge programs, it would be important to identify which motivational factors, intrinsic or extrinsic, were reported as being the greater incentive to participate and complete the summer bridge program. Garcia (2009) and Kezar (2001) both stated summer bridge program evaluations are essential. Garcia expressed concern that we all have a “…stake in assisting the academic community in meeting students’ needs via summer bridge programs” (p. 32) and challenges educators to continue “…this important work” (p. 32). Previous research has focused on motivational factors defined by the researcher (Adams 2012, Garcia 2009, Keim 2010, McCurrie 2009, Strayhorn 2011, & Wathington 2011). However, Reiss (2012) stated that he believed researchers, when examining intrinsic-extrinsic motivation should only focus on the results of self-reported measures (p. 153). With this in mind, future research looking at Self-Determination Theory, as it applies to summer bridge programs, should ask students to self-report their motivational influences.
CHAPTER THREE

METHODOLOGY

Design of Study

Problem

Using funds from the Title V HSI-Student Affairs grant, a Southern California community college piloted four summer bridge programs in 2010, 2011, 2012, and 2013. These summer bridge programs were designed to reduce the number of remedial courses needed and to augment the academic readiness of entering students in order to help these students succeed in college. Students from all four summer bridge programs were allowed to retake the assessment placement exam at the completion of the program if they wanted to. All of the students in the four summer bridge programs selected to re-test. The post-test scores were compared to the students’ original test scores. Of the 36 students who completed the 2010 summer bridge program five students scored high enough to move into higher math course levels. In the 2011 summer bridge program, twelve of the fifteen English students increased their scores and six students moved up into higher-level English courses. In the 2012 summer bridge program, 21 students were able to remove more than 40 courses in English, reading, and math from their academic plan. In 2013, 30 students enrolled in the summer bridge program. This data, along with previous research on summer bridge programs, supports the premise that summer bridge programs are producing the immediate desired effect (Adams 2012, Garcia 2009, Keim 2010,
Kezar 2001, McCurrie 2009, Strayhorn 2011, Taylor 2009, & Wathingon 2011). However, there is a gap in knowledge regarding the continuing retention rates of students who participated in these programs and the motivational factors that influenced the students to participate in and complete these programs. This study focuses on the intrinsic and extrinsic motivational factors students self-report as being influential in choosing to participate in and complete summer bridge programs.

Primary Research Questions

RQ1: Are the students who completed the four summer bridge programs still enrolled at the community college?

RQ2: What forms of intrinsic motivation do students report as being factors for attending summer bridge programs?

RQ3: What forms of extrinsic motivation do students report as being factors for attending summer bridge programs?

RQ4: Are the extrinsic motivational factors reported being internalized by students?

Hypotheses

H1: There is no statistical or practical difference in persistence and retention rates across the four summer bridge cohorts.

Research Design

Participants. Participants included 36 adult community college students who participated in the 2010 summer bridge program, 34 adult community college students who participated in the 2011 summer bridge program, 21 adult
community college students who participated in the 2012 summer bridge program, and 30 adult community college students who participated in the 2013 summer bridge program. All students who participated in the 2010, 2011, 2012, and 2013 programs filled out a Summer Bridge application and were screened by the Title V committee overseeing the program. In order to be selected into the summer bridge program, students must have tested into basic skills courses, must have been over the age of 18, and must have been an American citizen. Students also agreed to attend each class and complete all assignments in order to re-take the assessment exam.

Data Collection

Archived Data. Archived data provided by the community college included the summer bridge students’ retention rate, the number of courses taken in Spring 2014, and the students’ age and gender. While the college had access to the students’ personal information, the reports provided did not include students’ names or any identifying information, the students remained anonymous. The participating community college has an Information Technology and Institutional Research department. The community college’s website has an Information Technology and Institutional Research link available to the public. Public information includes student characteristics and enrollment numbers. This department also assists faculty or researchers in creating detailed reports on targeted student populations. The Information Technology and Institutional Research department helps faculty and researchers to create surveys, deploys the surveys to the target population, and compiles and analyzes the results. A
department administrator approved and issued a letter of support of the research requests for this study (See Site Permission Letter Appendix A). The researcher, based on the role of faculty member, was authorized to submit a request for data from the Information Technology and Institutional Research Department (See Research Request Form Appendix B and Research Request Letter Appendix C). The data for this study were requested using the Research Request Online form in both a printed and an electronic form. For this project, the Information Technology and Institutional Research Department was asked to create a report focusing on the four summer bridge programs. Questions asked were: “Are the students still enrolled?” and “How many credits is the student currently enrolled in?” The electronic report was saved on the researcher’s personal computer and is password protected; the printed report is stored in a locked filing cabinet at the researcher’s home. However, there is no personal identifying data on the research reports.

**Survey Data.** Additional data were collected through administering an online survey sent to participating students’ school email using Survey Monkey (See Online Summer Bridge Student Survey Appendix D). Permission to administer the survey was granted by the CSUSB Institutional Review Board (See IRB Approval Letter Appendix E) The participating community college’s Information Technology and Institutional Research department forwarded the survey to the students identified as participating in the four summer bridge programs. Each summer bridge cohort had access to a Blackboard shell, which
included their school email and allowed the college to send emails to all the students easily. An introductory email was sent to the students to inform the students they were being asked to participate in a research project with a link to the survey attached (See Survey Participant Recruitment Email Appendix J). The survey was sent by the Information Technology and Institutional Research Department to the students’ school email accounts and therefore was not sent to SPAM. The email assured students that all information would be confidential. The email also announced that participating students could enter into a drawing for ten $10.00 iTunes gift cards, four $25.00 Amazon gift cards and two $50.00 Amazon gift cards. The students were able to enter the drawing without revealing their responses to the survey. The survey was sent out with the original email and again with a reminder email. The students were asked to complete the survey within two weeks.

Survey Monkey collected participant responses on its webpage and does not identify individual students. The first page of the survey asked students to confirm their informed consent before responding to the survey questions (See Online Survey Consent Form Appendix F). The second question asked students to report their age and gender. The survey included 16 questions related to intrinsic and extrinsic motivation and two open-ended questions to allow students to contribute information they felt was relevant to their experience with the summer bridge program. Of the 121 total summer bridge participants, 112 students still had an active student email and were asked to complete the
survey. Of the 112 students contacted, 46 students completed the survey. This was a 41% response rate.

**Interview Data.** The survey included a question asking students if they were willing to participate in a follow-up interview. The willing students provided the interviewer with their personal email and phone number with the understanding that their interview responses would remain anonymous. No mechanism was in place to link survey responses with participants who indicated they would be willing to be interviewed. Each student interviewed was assigned a letter of the alphabet as an identifier and was only referred to by the alphabet letter in order to protect their identity. Each student who participated in an interview was asked to sign an informed consent form (See Online Student Informed Consent Form Appendix F). The researcher emailed students and asked for a meeting the end of February and the beginning of March 2014. Eight students responded to the interview invitation and all eight students were interviewed. The students met the researcher in a conference room on the community college campus during school hours. The interviews lasted approximately 30 minutes and focused on the students’ motivation for attending the summer bridge program.

Before the interview began, students were asked to sign the Informed Consent Interview Form (See Informed Consent Interview Form Appendix G). The researcher used an interview instrument (See Interview Instrument Appendix H) to guide the interview. The Opening Question was, “What drove you
to attend summer bridge program?” This was followed by two additional questions. Follow-up question One, “Which of the following incentives, if any, motivated you to attend the program and why?

- Retaking the assessment test
- Receiving college credit
- Receiving books and school supplies
- The beach trip

In addition, follow-up question Two, “What would you tell other students about the program?” The interviews were recorded using a hand held audio recorder. The researcher played the recording of the MP3 computer files and typed the transcriptions.

Instrumentation

Archived Data Instrument. Microsoft Excel 2010 and SPSS version 27.0.0 were used for descriptive data including measures of central tendency. Data included how many students were still attending the college and how many units the students were currently enrolled in.

Survey Instrument. Several variations of the 30-item Work Preference Inventory (WPI; Amabile, Hill, Hennessy, & Tighe, 1994) which focuses on intrinsic and extrinsic motivation in the work place have been used when studying Self-Determination Theory. However, the questions were not adaptable when trying to measure why a student participates in a summer bridge program. Additionally, the Students’ Motivation towards Science Learning (SMTSL) survey
(Tuan, Chin, Chung, & Feycheng 2005) has been adapted by researchers measuring intrinsic and extrinsic motivation in relation to academic success. Again, this survey instrument does not adapt to measuring the intrinsic and extrinsic motivation influencing participation in summer bridge programs. However, the Situational Intrinsic and Extrinsic Motivational Scale (SIMS) was adaptable for this study (Guay, 2000).

According to Guay (2000), the purpose of the SIMS instrument is to develop and validate a situational measure of motivation focusing on four internally consistent motivational factors based on the work of Deci and Ryan: Intrinsic motivation, identified regulation, external regulation, and amotivation (p. 175). The original 16 item scale was created in French and has been adapted to English (See Original French SIMS Survey Appendix H). For this project, the original SIMS adapted slightly to ask the questions in the past tense and to specifically name the summer bridge program instead of the more general term “activities.” However, since summer bridge programs are relatively new, and since current research has mainly focused on the academic success of the programs, five questions were slightly modified a second time to narrow the motivational factors directly related to the summer bridge program. For example, question number four on the original SIMS, which measures external motivation, states: “Because I am supposed to do it.” This question was modified to focus on one of the external rewards for participating in the summer bridge program, which is a requirement to participate in the summer bridge in order to retake the
assessment test. The survey title for this study is “Online Summer Bridge Student Survey.” Participants were asked to self-report the following demographic information: age and gender. Participants self-reported attendance in the community college bridge program. Instructions for the survey were written at an average ninth grade reading level according the Coleman-Liau Reading Index.

The following is a description of the questions asked and the research focus of the question:

Table 1

<table>
<thead>
<tr>
<th>Survey question</th>
<th>Research focus of question</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Was an open-ended question asking the students to discuss their overall experience in the summer bridge program. This data was analyzed using the MAXQDA software program which codes using designated themes and phrases</td>
</tr>
<tr>
<td>2</td>
<td>Was an open-ended question asking students why they participated in the summer bridge program? This data was analyzed using the MAXQDA software program coding for intrinsic and extrinsic motivational factors</td>
</tr>
<tr>
<td>3</td>
<td>Used a modified Situational Intrinsic and Extrinsic Motivational Scale (SIMS) created by F. Guay (2000). The SIMS asked students to rate 16 items on a scale of 1-7; 1 = Does not relate at all; 2 = Relates very little = Relates a little; 5 = Relates enough; 6 = Relates a lot; 7 = Relates exactly. The questions were phrased to measure Intrinsic, External, Identified Regulation, and Amotivation motivational factors</td>
</tr>
</tbody>
</table>

Note. See SIMS Scale Item Conversion Chart Appendix K.
According to Guay, “The subscales internal consistency values (Cronbach’s $\alpha$) were: intrinsic motivation D.95, identified regulation D .80, external regulation D 86, and amotivation D .77. Nunnally (1978) has suggested that self-report scales with internal consistencies in the .70–.80 range are acceptable for research purposes. The SIMS subscales meet this criterion” (Guay, Vallerand, & Blanchard, 2000, p. 184).

**Interview Instrument.** A semi-structured interview was used to focus on intrinsic and extrinsic motivation and additional follow-up questions related to the same theme. At the beginning of the interview the researcher re-confirmed the purpose of the interview, asked the participate to read and sign the informed consent form, and then turned on the digital RCA 128M tape recorder which created an MP3 file of the audio. The interviews were transcribed by playing the MP3 file on a computer that allowed the researcher to stop and start the file as needed. Each transcription was clearly marked with the students’ randomly assigned alphabet letter and the date and time of the interview.

**Data Analysis**

Data analysis was completed in a systematic approach by searching and arranging archived data, survey responses, interview transcripts, and other material the researcher accumulated in such a format that the researcher identified themes as the major means of gaining understanding. As suggested by Saldana (2012) in *The Coding Manual for Qualitative Researchers*, the researcher first transcribed the interviews and open survey questions by hand using Microsoft Word creating a data corpus for a “First Cycle coding” (p. 3).
Before coding the data, the researcher created a document to guide coding decisions. This document included three central research questions and nine additional questions suggested by Emerson, Fretz, & Shaw (1995) and Saldana (2012) (See Questions to Consider When Coding Appendix L). In addition to the guiding questions, the researcher created an analytic memo to create reflective data.

The data corpus were separated into three columns. The first column contained the researcher’s questions, the second column contained preliminary codes and researcher reflective data, and the third column contained the In Vivo Coding student data. As outlined by Saldana (2012) the researcher used a hierarchical coding scheme. The first category being Self-Determination Theory, Subcategory 1: Intrinsic Motivation, Subcategory 2: Extrinsic Motivation, and Subcategory 3: Internalized Extrinsic Motivation. Descriptive and In Vivo Codes were then listed under the three subcategories. The researcher used Descriptive Code, which summarizes the primary topic of the excerpt, and In Vivo Code, which are the exact words or phrases stated by the participant placed in quotation marks. Saldana (2012) explains this First Cycle coding allows the researcher to “Touch the data” and better facilitates the researcher’s memory being entered into the record.

During the First Cycle coding process, when looking for themes, four qualitative identification methods defined by Ryan and Bernard (2003), were used: repetitions, metaphors and analogies, similarities and differences, and
missing data (words intentionally or unintentionally avoided by the participants). During the identification process, the transcripts were reviewed as individual data units allowing for themes to emerge across all data sources. By identifying themes, the researcher created a “picture” that the transcribed data represent. Data displays including tables and graphics were created to present a visualized relationship. In addition to the stated coding techniques, during the First Cycle coding process the researcher used several techniques defined by Ryan and Bernard (2003). One technique used was Pawing (marking data with different colored highlighter pens) until themes have been identified. Another technique used involved cutting and sorting text pertaining to major themes, in this study the two major themes are intrinsic and extrinsic motivation.

After the First Cycle coding the researcher completed a Second Cycle coding by entering the First Coding data into Computer Assisted Qualitative Data Analysis Software program (CAQDAS). The software program selected for this project was MAXQDA. The MAXQDA CAQDAS program allowed the researcher to code the data using themes and designated color highlights. The program also allowed the researcher to visualize code frequencies by generating configuration tables to explore how often combinations of codes appear in specified documents, and produced graphs and charts based on the designated coding. This Second Cycle coding allowed the researcher to compare and contrast the coding from the First Cycle and the coding from the Second Cycle to validate the coding results. Similar to the pawing technique used in the First Cycle...
Cycle, the MAXQDA program color-codes data and the program generates codes and themes that were then compared to the original codes created in the Cycle One coding process.

The final coding process, Cycle Three, involved “Member Checking” (Saldana, 2013), which asked two volunteers to validate the results from Cycle One and Cycle Two. The researcher contacted two colleagues who had previously worked on summer bridge programs and asked them to review the codes for repetitive patterns and consistencies. Both colleagues believed the coding to be an accurate reflection of student responses. Validation meant the same codes would be found repeatedly throughout. Saldana stated this process is both natural and deliberate because the coder’s primary goal is to find repetitive patterns of action and consistencies documented in the data (p. 5). These three coding cycles allowed the researcher to rigorously study how the codes and themes fit together in a meaningful way.

Assumptions, Limitations, Scope, and Delimitations

Assumptions. The students who participated in 2010, 2011, 2012, and 2013 programs did not receive any college credit. However, the students were given the opportunity to re-take the college assessment test in the hope of increasing their individual scores and thereby eliminating basic skills courses from their college plan. It is assumed that college students who are willing to attend a three-week or four-week session already demonstrate a desire to be successful students. However, since these students also tested into basic skills courses research suggests only 51.9% of these students will persist from Fall-to-
In regards to the Likert survey, since the students participated voluntarily, and were not identified individually, it is assumed that they answered honestly.

**Limitations/Scope/Delimitations.** Before presenting results from this analysis, limitations should be noted. First, data were drawn from a relatively small sample of basic skills students from a single community college in Southern California. One hundred twenty-one basic skills students participated in four summer bridge programs. Therefore, findings may have limited generalizability. Secondly, this analysis relied on student self-assessments in regards to intrinsic and extrinsic motivation. However, self-reports are widely used in educational research and are generally considered valid if the questions are phrased clearly, if the students know their responses are confidential, and if the students believe the question is worthy of a response.
CHAPTER FOUR

REPORT OF RESEARCH FINDINGS

Overview

This study examined the intrinsic and extrinsic motivational factors that influence student participation in summer bridge programs. Previous research has relied on faculty interpretation of student motivation and success. In contrast, this study asked students to self-report the motivational factors they believe led to their participation in a summer bridge program designed to improve student academic success. While it is important to establish that summer bridge programs are successful through retention and persistence data, the students’ voices should also be included in order to design summer bridge programs to meet the needs of the student population being served.

Participants

The original number of students participating in the summer bridge program was 121. Students participated in 2010, 2011, 2012, and 2013. In the Spring of 2014, 112 summer bridge students were still actively enrolled at the college and had access to a student email account. Email invitations to complete the survey were sent to all 112-student email accounts. Of the 112 students still enrolled at the college, 46 students responded to the survey. This was a response rate of 41%. The student population invited to complete the survey included 63 females (56.25%) and 49 males (43.75%) for a total of 112 students.
The participants who actually completed the online survey consisted of 33 females (71.74%) and 13 (28.26%) males for a total of 46. An invitation to participate in an interview was sent to all 46 students who completed the survey. Nine students agreed to be interviewed. The interview participants included 6 females (67%) and 3 males (33%) for a total of 9 students.

Of the 46 students completing the online survey, 16 students were age eighteen (34.78%), 20 students were age nineteen (43.48%), 4 students were age twenty (8.70%), and 4 students were twenty-one (8.70%). No students reported being 22 or 23 and 2 students reported being over 23 (4.34%).

Student Persistence

Research Question 1 asked if the students who completed the four summer bridge programs were still enrolled at the community college. Of the 121 participants in summer bridge programs from 2010-2013, 112 of the original students were currently enrolled. There were 63 females (56.25%) and 49 males (43.75%). Collectively, during the Spring 2014 semester, the active summer bridge student population were enrolled in 1342 units for an average of 11.98 units. A student needs to enroll in 12 units to be considered a full-time student. 93% of the summer bridge students were still enrolled. Hypothesis 1 stated, “There is no statistical or practical difference in persistence and retention rates across the four summer bridge cohorts.” Only 9 students were no longer attending the community college and the drop off numbers were spread across all four cohorts.
Student Reported Intrinsic and Extrinsic Motivational Factors

Research Question 2 asked what forms of intrinsic motivation students report as being factors for attending summer bridge programs. Research Question 3 asked what forms of extrinsic motivation students report as being factors for attending summer bridge programs. To answer the questions, the researcher sent out a survey with two open-ended questions asking the students why they attended the summer bridge program and to report their overall experience, 42 of the 46 surveyed students responded to the open-ended questions. The researcher also interviewed 9 students, asking the students to report on the same questions. Audiotaped interviews were conducted by the researcher and took place at the community college of the participants.

Survey Open Ended Questions Analysis

The student survey open-ended responses were combined to form one document (See Appendix N Survey Questions One and Two Data). The researcher created a three-column data table. The first column contained the researcher’s questions, the second column contained identified themes and categories, and the final column contained In Vivo Code student data. The first question asked, “In your own words please discuss your overall experience with the summer bridge program?” The second question asked, “Why did you participate in the summer bridge program?” For question one, the researcher focused on identifying independent themes or categories. For question two, the researcher focused solely on intrinsic and extrinsic motivation categories.
During the First Cycle coding process of the open-ended survey question one, the researcher used several techniques defined by Ryan and Bernard (2003). One technique used was “pawing” (marking data with different colored highlighter pens) until themes or categories have been identified. Another method was conducting a lexical search of the data and identifying words or phrases that were repeated frequently.

The researcher identified 7 important themes when “pawing” through the open-ended survey question one data. The first theme identified by the researcher was “Hospitality.” This theme was drawn from student responses that referred to the food, school supplies, and gifts provided to the students. “Hospitality” was coded 3 times (1.96%) and was mentioned by 3 of the 42 students. “Hospitality” was categorized as extrinsic motivation since the students were receiving an external benefit. The color designated for this theme was yellow.

The second theme identified by the researcher was “Relationship.” Several students mentioned forming relationships with faculty, counselors, and other students as being an important motivational factor. “Relationship” was coded 18 times (11.76%) and was mentioned by 12 of the 42 students. “Relationship” was categorized as intrinsic motivation since the students were receiving an internal benefit. The color designated for “Relationships” was green.

The third theme identified by the researcher was “Support.” Students mentioned receiving “help” from faculty and feeling “supported” throughout the
program. “Support” was coded 42 times (27.45%) and was mentioned by 28 of the 42 students. “Support” was categorized as intrinsic motivation since the students were receiving an internalized benefit. The color designated for “Support” was light blue.

The fourth theme was “Contact.” Students mentioned that they still receive emails and phone calls from the college and the students felt free to contact the faculty members who participated in the summer bridge program the students attended. “Contact” was coded 6 times (3.92%) and was mentioned by 6 of the 42 students. “Contact” was categorized as intrinsic motivation since the students reported contact as helping to build relationships with the faculty and staff. The designated color for “Contact” was pink.

The fifth category was “Learning.” “Learning” was coded 26 times (16.99%) and was mentioned by 22 of the 42 students. “Learning” was categorized as intrinsic motivation since the students were receiving an internalized benefit. The sixth category was “Benefit.” “Benefit” was coded 22 times (14.38%) and was mentioned by 20 of the 42 students. “Benefit” was categorized as extrinsic motivation since the students were receiving an external benefit. “Test” and “Assessment,” which were placed under the theme of “Benefit,” were mentioned 87 times. This term was also taken from student comments and the designated color was olive green. The seventh and final category was “Feelings.” “Feelings” was coded 36 times (23.53%) and was mentioned by 20 of the 42 students. “Feelings” was categorized as intrinsic...
motivation since the students were receiving an internalized benefit of feeling more confident and positive regarding their college experience. This theme focused on student-identified emotions and the designated color was purple (see Table 2, Survey Question One Coding Categories).

Table 2

<table>
<thead>
<tr>
<th>Title</th>
<th>Frequency of code</th>
<th>Students ($n = 42$)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hospitality (EX)</td>
<td>18</td>
<td>12</td>
</tr>
<tr>
<td>Relationship (IN)</td>
<td>18</td>
<td>12</td>
</tr>
<tr>
<td>Support (IN)</td>
<td>42</td>
<td>28</td>
</tr>
<tr>
<td>Contact (IN)</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Learning (IN)</td>
<td>26</td>
<td>22</td>
</tr>
<tr>
<td>Benefit (EX)</td>
<td>22</td>
<td>20</td>
</tr>
<tr>
<td>Feelings (IN)</td>
<td>36</td>
<td>20</td>
</tr>
</tbody>
</table>

*Note. IN = intrinsic motivation; EX = extrinsic motivation*

Open ended survey question number two asked the students “Why did you participate?” Using the categories previously designated intrinsic and extrinsic motivation factors, the researcher coded the responses in light blue for intrinsic and green for extrinsic. There were 26 (56.52%) highlighted extrinsic factors and 20 (43.48%) highlighted intrinsic factors. In order to create an image of the data, the researcher used the MAXQDA software program to create a code line diagram and a concept map.
Figure 1. MAXQDA intrinsic and extrinsic motivational code line.

Figure 2. MAXQDA intrinsic and extrinsic concept map.
Interview Data Analysis

After the interviews were transcribed by the researcher, the student responses were combined to form one document (See Complete Interview Responses Appendix O). In order to determine percentage of inter-rater agreement, the researcher followed the method outlined by Flanagan (2006). The phrases separated into categories were counted, as well as the phrases not attributed to categories. Next, the researcher combined and counted the categorized and non-categorized phrases. Finally, each separated category was divided by the total number of phrases in order to achieve percent inter-rater agreement. This procedure was repeated by a colleague, with a mean inter-rater reliability figure of 75% achieved.

When combining the interview data, the researcher created a three-column data table. The first column contained the researcher’s questions, the second column contained identified themes and codes, and the final column contained In-vivo student data. During the First Cycle coding process of the combined interview questions, the researcher followed the same process used to code the open-ended survey question data. As defined by Ryan and Bernard (2003), the researcher “pawed” through the data and marked the data with different colored highlighter pens until themes or categories were identified. Similar to the open-ended survey question data, the researcher conducted a lexical search of the data and identifying words or phrases that were repeated frequently.
While examining the interview data, the researcher identified 8 important themes. Seven of the themes matched the themes found in the open-ended survey question one data, however an additional category “Requirement” was added. The researcher used the same color-coding for the interview data as the open-ended survey question one data. The themes were also listed under the same intrinsic and extrinsic categories. The new theme “Requirement” was categorized as extrinsic motivation since the students reported they attended the summer bridge program to receive a specific benefit that required attendance. The color code for “Requirement” was red.

The first theme, “Hospitality” was coded 22 times (9.12%) and mentioned by 7 of the 9 students. Interview G reported, “Another reason why I also joined the summer bridge program, was to receive books and school supplies” (Participant G, Interview #7, March 2014). Interview C stated, “Receiving books and school supplies, for me it was this one,” repeated this theme (Participant C, Interview #3, March 2014). Along with school supplies, food was mentioned as a hospitality incentive. Interview A mentioned, “They gave us breaks and always gave us snacks, one day they brought food from the outside, Del Taco or something, pizza too, and a good amount of it too” (Participant A, Interview #1, March 2014). Interview D stated, “I loved that it was really nice to get food days, they always had snacks” (Participant D, Interview #4, March 2014).

The second theme, “Relationship” was coded 31 times (12.86%) and was mentioned by 7 of the nine students. Interview D stated, “I got to know some of
the others in this class so that the first day of school wasn’t as crazy, I knew people, got me to really get to know the women in the program, who I still go to ask for help” (Participant D, Interview #4, March 2014). Interview C answered, “For me it was getting to know a few members of the faculty and other students I would be with during school” (Participant C, Interview #3, March 2014). This thought was repeated by Interview H who stated, “The number one thing I remember is being in a great learning environment with instructors who really seemed to care about students benefiting from the program” (Participant H, Interview #8, March 2014).

The third theme, “Support” was coded 46 times (19.07%) and was mentioned by all 9 students. The “Support” theme included the terms, help, helped, helpful, and helping. “Help” and “Helpful” were mentioned 63 times. Interview B stated, “I did the math, they were very helpful, if we didn’t understand a certain topic the professor or tutors went over it again until they made sure that we knew certain topics” (Participant B, Interview #2, March 2014). Interview F mentioned “I remember it was a pleasant program, there was many people helping us students with our student education plans, and any other questions” (Participant F, Interview #6, March 2014). Interview A repeated the theme of feeling supported with the statement, “They could have been relaxing at home but they were there helping us” (Participant A, Interview #1, March 2014).

Theme four was “Contact” and was coded 8 times (3.32%) and mentioned by 3 of the 9 students. Interview A stated, “Yea, even after the program was
done they like always sent me emails” (Participant A, Interview #1, March 2014). Interview B shared, “They help me still to this day, they email me” (Participant B, Interview #2, March 2014). The students mentioned receiving phone calls from office staff and being told they could always feel free to contact the support staff.

The fifth theme “Learning” was coded 36 times (14.94%) and was mentioned by 8 of the 9 students. Interview D stated, “I remember going in every day and learning something new along with the activities that were always different and sometimes even fun” (Participant D, Interview #4, March 2014). Interview H shared, “The number one thing I remember is being in a great learning environment … also that it was very fast paced but the instructors made sure to cover just about everything perfectly” (Participant H, Interview #8, March 2014).

Theme six was the new concept “Requirement.” Requirement was coded 3 times (1.24%) and was mentioned by 3 of the 9 students. However, since the research questions focus on intrinsic and extrinsic motivational factors, and since making the program mandatory for scholarships creates a strong extrinsic motivation, it was important to note this specific theme. Interview E stated, “I remember I didn’t care to be there, I was just fulfilling a requirement for a scholarship” (Participant E, Interview #5, March 2014). Interview F also mentioned attending the program in order to receive a scholarship (Participant F, Interview #6, March 2014). The final theme, “Feelings” was coded 47 times (19.50%) and was mentioned by 8 of the 9 students. Interview I stated, “I feel that if I had never gone to this summer program, I would have been lost and
confused about the process of registering for classes or how to correctly complete my FASFA” (Participant I, Interview #9, March 2014). Interview C shared when asked why the student attended the program, “Fear of being alone in a new school in a completely different environment than I was used to” (Participant C, Interview #3, March 2014) (see Table 3, Interview Coding Categories).
Table 3

*Interview Coding Categories*

<table>
<thead>
<tr>
<th>Title</th>
<th>Frequency of code</th>
<th>Students (n = 9)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hospitality (EX)</td>
<td>22</td>
<td>7</td>
</tr>
<tr>
<td>Relationship (IN)</td>
<td>31</td>
<td>7</td>
</tr>
<tr>
<td>Support (IN)</td>
<td>46</td>
<td>9</td>
</tr>
<tr>
<td>Contact (IN)</td>
<td>8</td>
<td>3</td>
</tr>
<tr>
<td>Learning (IN)</td>
<td>36</td>
<td>8</td>
</tr>
<tr>
<td>Requirement (EX)</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Benefit (EX)</td>
<td>48</td>
<td>9</td>
</tr>
<tr>
<td>Feelings (IN)</td>
<td>47</td>
<td>8</td>
</tr>
</tbody>
</table>

*Note.* IN = intrinsic motivation; EX = extrinsic motivation

In order to create a picture of the data that included all 8 categories, the researcher used the Code Line feature of the MAXQDA software, which creates a line graph of the designated color codes. The color patterns display the frequency of the color codes. The One Case MAXQDA Code Line showed that external motivational factors were the most repeated theme. With olive green, “benefits” being the most repeated code.
In order to create an additional image of the data the researcher used a concept map feature of the MAXQDA software. The line moving from the center to the codes becomes thicker as the terms repeat. The MAXQDA concept map also showed that “benefits” an external motivational factor, received the most student responses. 

*Figure 3. data code line for interview questions.*
Figure 4. Code frequency for interview questions. The Thicker Line is for “benefits” an extrinsic motivation factor. However, “Requirement,” another extrinsic factor, has the least response.

Research question four asked, “Are the extrinsic motivational factors reported by students being internalized by the students?” Creating a chart based on research conducted by Ryan & Deci (2000), the researcher took excerpts from the interview responses that served as representative motivational examples. The first category was Self-Determination Theory, Subcategory 1:

Figure 5. Self-determination theory chart.

Situational Intrinsic and Extrinsic Motivational Scale Analysis

Focusing on Research Question 4, which asked if the students were internalizing external motivational factors, the researcher asked students to complete the Situational Intrinsic and Extrinsic Motivational Scale (SIMS) created by Guay (2000). Students responded to 16 items on the SIMS survey. The students were asked to rate the questions on a scale of 1-7: 1= Does not relate
at all; 2 = Relates very little; 3 = Relates a little; 4 = Relates moderately; 5 = Relates enough; 6 = Relates a lot; 7 = Relates exactly. Cronbach’s alpha was .779.

Table 4

Reliability Statistics

<table>
<thead>
<tr>
<th>Cronbach's alpha based on standardized items</th>
<th>Number of items</th>
</tr>
</thead>
<tbody>
<tr>
<td>.710</td>
<td>16</td>
</tr>
<tr>
<td>.799</td>
<td></td>
</tr>
</tbody>
</table>

Questions 1, 5, 9, 13 on the SIMS scale focused on Intrinsic Motivation. Question 1’s highest rating was 7 at 39.13% with a mean of 5.54. Question 5’s highest rating was 7 at 43.48 % with a mean of 5.80. Question 9’s highest rating was 7 at 31.11% with a mean of 5.04, and question 13’s highest rating was 7 at 65.22 % with a mean of 6.39. Questions 2, 6, 10, and 14 focused on Identified Regulation. Question 2’s highest rating was 7 at 71.74% with a mean of 6.52. Question 6’s highest rating was 7 at 71.11% with a mean of 6.63. Question 10’s highest rating was 7 at 67.39 % with a mean of 5.96 and Question 14’s highest rating was 7 at 63.04% with a mean of 6.24. Questions 3, 7, 11, and 15 focused on external reasons. Question 3’s highest rating was 7 at 60.87% with a mean of 5.52. Question 7’s highest rating
was 1 at 54.35% with a mean of 2.76. Question 11’s highest rating was 1 at 86.67% with a mean of 1.57 and Question 15’s highest rating 1 at 44.44% with a mean of 2.17. However, these external factors did not represent the external factors relating to the summer bridge program. Question 11 states “Because I had no choice.” The program is voluntary for the majority of students. A few students were required to attend in order to receive scholarships.

The final category was Amotivation, which means no motivation one way or the other. These questions were 4, 8, 12, and 16. Questions 4, 8, and 16 had the highest rating of 1 at 91.11%, 97.83%, and 97.78%. Question 12’s highest rating was 7 at 32.61%. Using descriptive data to determine the means a Slightly Modified Situational Motivation Scale (SIMS) table was created. Identified Regulation had a mean of 6.33 on a scale of 1-7. Intrinsic Motivation had a mean of 5.69 on a scale of 1-7. Eternal Regulation had a mean of 3.1 on a scale of 1-7 and Amotivation had a mean of 2.18 on a scale of 1-7 (see Table 5, Online Survey item Statistics Table).
Table 5

*Online Survey Item Statistics Table*

<table>
<thead>
<tr>
<th>Question number</th>
<th>M</th>
<th>SD</th>
<th>Number of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 (IM)</td>
<td>5.54</td>
<td>1.588</td>
<td>46</td>
</tr>
<tr>
<td>2 (IM)</td>
<td>5.80</td>
<td>1.408</td>
<td>46</td>
</tr>
<tr>
<td>9 (IM)</td>
<td>5.04</td>
<td>1.966</td>
<td>46</td>
</tr>
<tr>
<td>13 (IM)</td>
<td>6.39</td>
<td>1.022</td>
<td>46</td>
</tr>
<tr>
<td>2 (ID)</td>
<td>6.52</td>
<td>1.049</td>
<td>46</td>
</tr>
<tr>
<td>6 (ID)</td>
<td>6.63</td>
<td>0.679</td>
<td>46</td>
</tr>
<tr>
<td>10 (ID)</td>
<td>5.96</td>
<td>1.897</td>
<td>46</td>
</tr>
<tr>
<td>14 (ID)</td>
<td>6.24</td>
<td>1.353</td>
<td>46</td>
</tr>
<tr>
<td>3 (EX)</td>
<td>5.52</td>
<td>2.278</td>
<td>46</td>
</tr>
<tr>
<td>7 (EX)</td>
<td>2.76</td>
<td>2.223</td>
<td>46</td>
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<tr>
<td>15 (EX)</td>
<td>2.17</td>
<td>1.717</td>
<td>46</td>
</tr>
<tr>
<td>11 (EX)</td>
<td>1.57</td>
<td>1.601</td>
<td>46</td>
</tr>
<tr>
<td>4 (AM)</td>
<td>1.41</td>
<td>1.408</td>
<td>46</td>
</tr>
<tr>
<td>8 (AM)</td>
<td>1.13</td>
<td>0.885</td>
<td>46</td>
</tr>
<tr>
<td>12 (AM)</td>
<td>4.98</td>
<td>2.027</td>
<td>46</td>
</tr>
<tr>
<td>16 (AM)</td>
<td>1.13</td>
<td>0.885</td>
<td>46</td>
</tr>
</tbody>
</table>

*Note.* IM = intrinsic motivation; ID = identified regulation; EX = external regulation; AM = amotivation.
Table 6

*Slightly Modified Situational Motivation Scales*

<table>
<thead>
<tr>
<th>Question number</th>
<th>Question</th>
<th>$M$</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Intrinsic Motivation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>I feel good when I participate in these type of activities</td>
<td>6.39</td>
</tr>
<tr>
<td>9</td>
<td>I attended the Summer Bridge program because I thought it would be fun</td>
<td>5.04</td>
</tr>
<tr>
<td>1</td>
<td>Because I thought the Summer Bridge Program would be interesting</td>
<td>5.54</td>
</tr>
<tr>
<td>5</td>
<td>Because I thought that the Summer Bridge program would be pleasant</td>
<td>5.80</td>
</tr>
<tr>
<td><strong>Identified Regulation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Because I feel these interventions are important for me</td>
<td>6.24</td>
</tr>
<tr>
<td>6</td>
<td>Because I thought the Summer Bridge program would be good for me</td>
<td>6.60</td>
</tr>
<tr>
<td>10</td>
<td>It was my personal decision to attend the Summer Bridge Program</td>
<td>5.96</td>
</tr>
<tr>
<td>2</td>
<td>I want to improve academically</td>
<td>6.51</td>
</tr>
<tr>
<td><strong>External Regulation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>I participated because my parents wanted me to attend</td>
<td>5.52</td>
</tr>
<tr>
<td>7</td>
<td>I participated in the Summer Bridge program because it was what I had to do to retake the assessment test</td>
<td>2.76</td>
</tr>
<tr>
<td>15</td>
<td>Because I felt I had to do it</td>
<td>2.17</td>
</tr>
<tr>
<td>11</td>
<td>I didn’t feel I had a choice to attend the Summer Bridge Program</td>
<td>1.57</td>
</tr>
<tr>
<td><strong>Amotivation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>I attended the Summer Bridge Program but I’m not sure it was worth it</td>
<td>1.13</td>
</tr>
<tr>
<td>16</td>
<td>I did this activity, but I am not sure it was a good thing to pursue</td>
<td>1.10</td>
</tr>
<tr>
<td>4</td>
<td>There may be good reasons to attend the Summer Bridge Program but, personally, I didn’t see any</td>
<td>1.41</td>
</tr>
<tr>
<td>12</td>
<td>I wasn’t sure about the Summer Bridge program but I wanted to see what the activity would bring me</td>
<td>4.98</td>
</tr>
</tbody>
</table>

Figure 6. Situational Intrinsic and Extrinsic Motivational Scale survey results to question 3: Read each item carefully. Using the scale below, please select the number that best describes the reasons you attended the Summer Bridge program. Answer each item according to the following scale: 1 = Does not relate at all; 2 = Relates very little; 3 = Relates a little; 4 = Relates moderately; 5 = Relates enough; 6 = Relates a lot; 7 = Relates exactly. Answered (46). Skipped (0).
Because my parents want...

I attended, but I am not...

Because I could skip...
CHAPTER FIVE
FINDINGS, CONCLUSIONS, AND IMPLICATIONS

Introduction

Community colleges throughout the United States are implementing summer bridge programs in order to prepare incoming freshman for their new academic environment. Summer bridge programs are an emerging intervention strategy that applies important elements found in Deci and Ryan’s (1985) Self-Determination Theory that focuses on intrinsic and extrinsic motivation. This research study examined the intrinsic and extrinsic motivational factors that influenced student participation in one specific summer bridge program. This chapter focuses on the structure of the study, the findings of the study, the researcher’s conclusions, implications of the study, and suggestions for future research.

Summary of the Study

Summer bridge programs were designed to reduce the number of remedial courses needed and to augment the academic readiness of entering students in order to help these students succeed in college. Previous research has focused on motivational factors defined by the researcher (Adams 2012, Garcia 2009, Keim 2010, McCurrie 2009, Strayhorn 2011, & Wathington 2011). However, Reiss (2012) stated that he believed researchers, when examining intrinsic-extrinsic motivation should only focus on the results of self-reported
measures (p. 153). With this in mind, this research study focused on student survey data and interview data, which asked students to self-report their motivational influences for attending the summer bridge program. Using the lens of Self-Determination Theory, the researcher analyzed the data looking for intrinsic and extrinsic motivational factors.

Specific research questions focused on whether or not the summer bridge students were still enrolled in college and what forms of intrinsic and extrinsic motivational factors were self-identified. An additional research question focused on whether or not the extrinsic motivational factors reported by students were being internalized. This question is based on Deci’s (2000) theory of external regulation, Introjection, Identification, and Integration (p. 61). Introjection is focused on approval from self or others. Identification is somewhat internalizing the goal or consciously valuing the goal. Integration is internalizing the goal and is on the same level as intrinsic motivation because both are autonomous and un-conflicted (p. 61).

Finally, the researcher asked if there was a statistical or practical difference in persistence and retention rates across the four summer bridge cohorts. Summer bridge students at one Southern California community college were contacted for this study. Originally, 121 students attended one of four summer bridge program conducted in 2010, 2011, 2012, and 2013. At the time of the research project, 112 students were still actively enrolled and were assigned college email addresses. The researcher contacted the students 77
through their school email addresses and asked students to complete a survey and agree to be interviewed. Forty-six students responded to the survey and nine students agreed to be interviewed.

Student Persistence

Research Question 1 asked if there was a statistical or practical difference in persistence and retention rates across the four summer bridge cohorts. The answer to whether or not the students were enrolled was yes, most of them were. Of the 121 students, only nine students were not currently enrolled in college, the number of drop-outs were spread evenly across the four cohorts so the answer is no, there is no statistical or practical difference in persistence and retention rates across the four summer bridge cohorts.

Student Reported Intrinsic and Extrinsic Motivational Factors

Survey Open Ended Questions. Using the survey data collected in the Survey Monkey online program, the researcher created a three-column data table. The first column contained the researcher's questions, the second column contained identified themes and codes, and the final column contained In Vivo Code student data. For the first question, which was similar to the first interview question, the researcher continued using the same coding themes and colors identified in the interview First Coding. However, for the second question “Why did you participate in the Summer Bridge program” the researcher focused solely on intrinsic and extrinsic motivational factors

Similar to the interview data, In order to create a picture of the survey data the researcher used the Code Line feature of the MAXQDA software to create a
table of the designated color codes. The color patterns display the frequency of the color codes. The One Case Model MAXQDA feature allowed the researcher to create a concept map of the designated codes. The line moving from the center to the codes becomes thicker as the terms repeat. The MAXQDA Code Line and the MAXQDA One Case Model Concept Maps showed that external motivational factors were the most repeated theme.

**Interview Data Analysis.** Using the transcribed interview data, the researcher created a three-column data table. The first column contained the researcher’s questions, the second column contained identified themes and codes, and the final column contained In Vivo Code student data. During the First Cycle coding process of the interview data, the researcher used several techniques defined by Ryan and Bernard (2003). One technique used was “pawing” (marking data with different colored highlighter pens) until themes have been identified. The researcher identified eight important themes when “pawing” through the interview data: “Hospitality,” “Relationship, “Support,” “Contact,” “Learning,” “Requirement,” “Benefit,” and “Feelings.”

Focusing on the Interview Data, the researcher used a hierarchal coding scheme as outlined by Saldana (2012). The first category was Self-Determination Theory, Subcategory 1: Intrinsic Motivation, Subcategory 2: Extrinsic Motivation, and Subcategory 3: Internalized Extrinsic Motivation. In order to create a picture of the data the researcher used the Code Line feature of the MAXQDA software, to create a table of the designated color codes. The
color patterns display the frequency of the color codes. The One Case Model MAXQDA feature allowed the researcher to create a concept map of the designated codes. The line moving from the center to the codes becomes thicker as the terms repeat. The MAXQDA Code Line and the MAXQDA One Case Model Concept Maps showed that external motivational factors were the most repeated theme.

**Sims Survey Analysis**

Using the Survey Monkey data, the researcher created a descriptive statistics table focusing on Intrinsic, External, Identified Regulation, and Amotivation motivational factors. The students answered sixteen questions from the SIMS survey and five additional questions created by the researcher. The students were asked to rate the questions on a scale of 1-7: 1 = Does not relate at all; 2 = Relates very little; 3 = Relates a little; 4 = Relates moderately; 5 = Relates enough; 6 = Relates a lot; 7 = Relates exactly. Questions 1, 5, 9, 13 on the SIMS scale focus on Intrinsic Motivation. Question 1’s highest rating was 7 at 39.13%, Question 5’s highest rating was 7 at 43.48%. Question 9’s highest rating was 7 at 31.11%, and question 13’s highest rating was 7 at 65.22%.

Questions 3, 7, 11, and 15 focused on external reasons. Question 3’s highest rating was 7 at 60.87%. Question 7’s highest rating was 1 at 54.35%. Question 11’s highest rating was 1 at 86.67% and Question 15’s highest rating 1 at 44.44%. However, these external factors did not represent the external factors relating to the summer bridge program. Question 11 states “Because I had no
choice." The program is voluntary for the majority of students. A few students were required to attend in order to receive scholarships.

Questions 2, 6, 10, and 14 focused on Identified Regulation. Question 2’s highest rating was 7 at 71.74%. Question 6’s highest rating was 7 at 71.11%. Question 10’s highest rating was 7 at 67.39% and Question 14’s highest rating was 7 at 63.04%.

The final category was Amotivation, which means no motivation one way or the other. These questions were 4, 8, 12, and 16. Questions 4, 8, and 16 had the highest rating of 1 at 91.11%, 97.83%, and 97.78%. Question 12’s highest rating was 7 at 32.61%. Identified Regulation had a mean of 6.33 on a scale of 1-7. Intrinsic Motivation had a mean of 5.69 on a scale of 1-7. Eternal Regulation had a mean of 3.1 on a scale of 1-7 and Amotivation had a mean of 2.18 on a scale of 1-7. In order to make a picture of the data, the researcher incorporated a table from the Survey Monkey online program.

Conclusions

One of the significant outcomes of the present study is that the researcher was able to identify motivational factors relating specifically to one summer bridge program. One research question asked if students were attending for extrinsic reasons and if so, what reasons were given. Some eternal factors listed included retaking the assessment test, receiving school supplies, and meeting the requirements of specific scholarships. Students who attended one of four summer bridge programs were allowed to retake the assessment placement
exam at the completion of the program, whereas, usually students are not allowed to re-test and are often required to enroll in remedial courses.

Students mentioned retaking the assessment test 87 times. One student shared how excited he was when he received a phone call from the college explaining he could retake the assessment test if he participated in the summer bridge program (Participant 14, Online Survey, March 2014). A female student stated, “The big drive was to retake the test and get a better chance of taking higher classes to start off with” (Participant D, Interview #4, March 2014). Several students also viewed receiving school supplies as important. One male student remarked when asked what incentives motivated him to participate that “Receiving books and school supplies – for me it was this one” (Participant C, Interview #3, March 2014). Another male student explained how grateful he was for the opportunity to receive free supplies because “…that costs money too all that does, they gave us a lot of stuff…” (Participant A, Interview #1, March 2014).

Regarding the program being a requirement for some student’s, a student shared, “I remember I didn’t care to be there, I was just fulfilling a requirement for a scholarship” (Participant E, Interview #5, March 2014). However, the student went on to share that after attending the program they “more and more” realized how helpful the program was. This is an example of Identified Regulation, which relates to an additional research question focused on whether or not the extrinsic motivational factors reported by students were being internalized? This question was based on Deci’s (2000) theory of External Regulation, Introjection,
Identification, and Integration (p. 61). introjection focused on approval from self or others. Identification is somewhat internalizing the goal or consciously valuing the goal. Integration meant internalizing the goal and was on the same level as intrinsic motivation because both are autonomous and un-conflicted (p. 61). When completing the survey, student responses to Identified Regulation questions scored high at 71.74%, 71.11%, 67.39%, and 63.04%. The mean score for Identified Regulation was 6.33 based on a scale of 1-7 with 7 being “relating exactly” as a motivational factor. 6 = Relates a lot. Another important factor revealed in the student survey is that extrinsic rewards did not undermine intrinsic motivation or identified regulation. Many students who reported attending for external reasons, such as re-taking the assessment test, also identified intrinsic rewards as a motivational factor.

Another extrinsic motivational factor that the researcher identified as “Hospitality,” was the food and snacks provided to students by the college. One student remarked, “They were considerate and gave us snacks and an actual meal on Wednesday for the people who were there for Math and English (Participant 1, Online Survey, March 2014). Another student shared, “Free food and snacks was a great addition” (Participant H, Interview #8, March 2014), and a male student remarked how awesome it was the school provided snacks and brought food from the outside listing Del Taco and pizza as examples (Participant A, Interview #1, March 2014). Although these were extrinsic motivators, the offering of food contributed to the intrinsic motivational factor of
building relationships. Building relationships was one of the identified themes in the survey and interview data. One male student stated, “For me it was getting to know a few members of the faculty and other students I would be with during school” (Participant 9, Online Survey, March 2014). Another female student shared, “I got to know some of the others in this class so that the first day of school wasn’t as crazy, I knew people, and got to know the women in the program” (Participant D, Interview #4, March 2014). The students reported the faculty to be “friendly,” “really nice,” “wonderful,” and “caring.”

Another research question focused on whether or not the summer bridge students were attending for intrinsic reasons, and if so, what were they. Along with building relationships, “learning” was identified as an intrinsic motivational factor. One student reported “It helped me get to know math again after not being exposed to it for about 2 years” (Participant 21, Online Survey, March 2014). One more student shared that his reason for continuing the summer bridge program for the entire three weeks was due to the staff being “Extremely nice and caring, with so much information to share and prepare me and the rest of the students for college” (Participant 9, Online Survey, March 2014). An additional student stated he continued with the program because they were “Teaching students step-by-step how to use the college website which includes: Web Advisor, Blackboard, School Email, etc. They even taught us how to sign up for classes” (Participant 11, Online Survey, March 2014). The mean for intrinsic motivation was 5.69 on a scale of 1-7 with 7 “relating exactly” as a
motivational factor. 5 = Relates enough and 6 = Relates a lot. Amotivation, considered “no” motivation, was one of the four categories on the Modified Situational Motivation Scale. The mean of Amotivation was 2.18 on a scale of 1-7. 2 = Relates very little.

Implications

The summer bridge program at this particular college appears to be achieving its objectives according to the student survey and interview data. Of the 46 students who responded to the survey and the 9 students who agreed to be interviewed, not one reported that they regretted attending. One particular point mentioned by several students was the personal contact by faculty and staff and the personal relationships developed with faculty and staff. Students mentioned receiving phone calls and emails even after the program ended just to make sure they were doing well and asking if they had any questions. This is a concept that could extend to other programs as well and is supported by research. Engstrom (2008) pointed out another positive aspect of collaborative learning communities is the opportunity to link students directly to support services such as academic counseling. Often learning communities, and the summer bridge program included in this research, have a specific counselor assigned to the cohort to help reinforce student success habits and skills and to provide guidance through the community college experience. Another example of collaboration is presented by Roselle (2008). Roselle suggested librarians should actively participate in basic skills programs. Having a specific counselor
assigned to each summer bridge cohort and also having a specific tutor assigned, allowed for contact that was more personal. “Hospitality” held important value with a focus on providing food and school supplies.

Suggestions for Future Research

The concept of community college programs and events that help to build relationships between faculty and students and students with other students deserves more research. Additionally, continued research regarding intrinsic and extrinsic motivational factors can also expand to the larger community college student body since motivation in higher education is a multilayered concept.
APPENDIX A

SITE PERMISSION LETTER
December 23, 2013

Subject: Site permission – College of the Desert

I am writing to indicate my permission for Cynthia Spence to conduct research at our community college as part of her research project focusing on intrinsic and extrinsic motivation as it relates to student participation in summer bridge programs. I understand that Cynthia will be sending former summer bridge students a survey and conducting interviews with students on site. Cynthia has informed us that she will begin collecting data beginning in January 2014 and will finish collecting data by March 2014.

Sincerely,

Daniel Martinez
Daniel Martinez, PhD
Director, Institutional Research
43500 Monterey Avenue
Palm Desert, CA 92260
APPENDIX B

RESEARCH REQUEST FORM
Online Research Request Form
Office of Institutional Research Ext. 7257

Requestor Information
Date:
Name:
Title:
Division/Department/Committee:
Supervisor:
Phone:
Email:

Request/Project Information
Request/Project
Title:
Request/Project Brief Description (What question(s) are you trying to answer?)
Completion Timeframe:
To Whom Do You Intend to Distribute Information?
Submit Request
APPENDIX C

RESEARCH REQUEST LETTER
Nov 23, 2013

Subject: Research Request Attn: Bina Isaac

I am an adjunct professor in the communications department. My supervisor is Tony DiSalvo. I am currently working towards completing my dissertation at CSUSB and I would like to include some data regarding COD’s Summer Bridge programs. Neither the college or the students participating will be identified in the project. My goal is to better understand the Intrinsic and Extrinsic motivations that encourage students to enroll in the programs. I would like to know what courses have the students taken and what grade did they receive? Have any of the students finished their college program? Have any of the students transferred to a University? I would also like you to compare the four Summer Bridge cohorts against their peers who also tested at basic skills levels and entered the same year, to see if there is a significant difference in retention, persistence, and GPA. I would like to have the information in a hard copy as well as an Excel file.

Sincerely,

Cynthia Spence M.A. Adjunct Instructor
College of the Desert
43-500 Monterey Ave
Palm Desert, CA 92260 760-799-5596 cjnfamily@msn.com
APPENDIX D

ONLINE SUMMER BRIDGE STUDENT SURVEY
Online Student Survey: Intrinsic and Extrinsic Motivational Factors for Attending
Summer Bridge Programs

In your own words, please discuss your overall experience with the summer bridge program.

In your own words, please discuss why you participated in the summer bridge program.

3. Read each item carefully. Using the scale below, please select the number that best describes the reasons you attended the summer bridge program. Answer each item according to the following scale: 1= Does not relate at all; 2 = Relates very little = Relates a little; 5 = Relates enough; 6 = Relates a lot; 7 = Relates exactly.

Because I

* 

1 2 3 4 5 6 7
Because I thought the summer would be interesting, I attended for my own good. Because I needed to do attend to retake the assessment test, there may have been good reasons to attend, but I didn't see any. I thought the program would be pleasant. Because I thought it would be good for me, I attended for my own good.
<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>me</strong></td>
<td>it would be good for me 1</td>
<td>it would be good for me 2</td>
<td>it would be good for me 3</td>
<td>it would be good for me 4</td>
<td>it would be good for me 5</td>
<td>it would be good for me 6</td>
</tr>
<tr>
<td><strong>Because it was something I had to do to receive credit, or other rewards</strong></td>
<td>Because it was something it was something it was something it was something it was something it was something</td>
<td>Because it was something it was something it was something it was something it was something it was something</td>
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<tr>
<td><strong>I attended but I am not sure if it was worth it.</strong></td>
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<td>attended</td>
<td>attended</td>
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<td>attended</td>
<td>attended</td>
</tr>
<tr>
<td><strong>I thought it would be fun</strong></td>
<td>because</td>
<td>because</td>
<td>because</td>
<td>because</td>
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<td>because</td>
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<tr>
<td><strong>It was my personal decision to attend</strong></td>
<td>because</td>
<td>because</td>
<td>because</td>
<td>because</td>
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<td>because</td>
</tr>
<tr>
<td><strong>Because I didn't have a choice</strong></td>
<td>because</td>
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<td><strong>I wanted to see what it would bring me</strong></td>
<td>because</td>
<td>because</td>
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<td>Item</td>
<td>1</td>
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<tr>
<td><strong>I felt good about attending</strong></td>
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<td></td>
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<td></td>
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<tr>
<td>Because it was important for me</td>
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<tr>
<td>Because my parents wanted me to attend</td>
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<tr>
<td>I attended, but I am not sure it was a good thing to do</td>
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<tr>
<td>Because I could skip classes if I retested higher</td>
<td></td>
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<tr>
<td>Because I could increase my academic knowledge</td>
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<td></td>
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<tr>
<td>I wanted</td>
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<td></td>
</tr>
</tbody>
</table>

1. I felt good about attending
2. Because it was important for me
3. Because my parents wanted me to attend
4. I attended, but I am not sure it was a good thing to do
5. Because I could skip classes if I retested higher
6. Because I could increase my academic knowledge
7. I wanted
I wanted to become more familiar with the college campus and programs. I wanted to get to know college instructors and counselors. The program was free.

1. What is your gender? Female
   - Male

2. What is your age? 18
   - 19
   - 20
   - 21
   - 22
   - 23
   - older than 23

3. Are you still attending College of the Desert? Yes
   - No
7. If you are willing to participate in a short interview in person or online, please provide your name, phone number, and email address in this box. The survey is anonymous, answers to questions are grouped together in categories, therefore, providing your information here will not reveal your previous answers.

8. If you would like to participate in a sweepstakes for students who participated in the survey, provide your name and email address here. If your name is selected by the randomizer program, I will contact you for your address in order to mail you your gift card.

(Developed by Cynthia Spence)
APPENDIX E

INSTITUTIONAL REVIEW BOARD APPROVAL LETTER
January 30, 2014

Ms. Cynthia J. Spence
c/o: Prof. Bonnie Piller
Department of Education – Leadership and Curriculum
California State University, San Bernardino
5500 University Parkway
San Bernardino, California 92407

Dear Ms. Spence:

Your application to use human subjects, titled “The Role of Intrinsic and Extrinsic Motivation Focusing on Self-Determination Theory in Relation to Summer Bridge Community College Students” has been reviewed and approved by the Institutional Review Board (IRB). The attached informed consent document has been stamped and signed by the IRB chairperson. All subsequent copies used must be this officially approved version. A change in your informed consent (no matter how minor the change) requires resubmission of your protocol as amended. Your application is approved for one year from January 23, 2014 through January 22, 2015. One month prior to the approval end date you need to file for a renewal if you have not completed your research. See additional requirements (Items 1 – 4) of your approval below.

Your responsibilities as the researcher/investigator reporting to the IRB Committee include the following 4 requirements as mandated by the Code of Federal Regulations 45 CFR 46 listed below. Please note that the protocol change form and renewal form are located on the IRB website under the forms menu. Failure to notify the IRB of the above may result in disciplinary action. You are required to keep copies of the informed consent forms and data for at least three years. Please notify the IRB Research Compliance Officer for any of the following:

1) Submit a protocol change form if any changes (no matter how minor) are proposed in your research prospects/protocol for review and approval of the IRB before implemented in your research.
2) If any unanticipated/adverse events are experienced by subjects during your research,
3) To renew your protocol one month prior to the protocols end date,
4) When your project has ended by emailing the IRB Research Compliance Officer.

The CSUSB IRB has not evaluated your proposal for scientific merit, except to weigh the risk to the human participants and the aspects of the proposal related to potential risk and benefit. This approval notice does not replace any departmental or additional approvals which may be required.

If you have any questions regarding the IRB decision, please contact Michael Gillespie, the IRB Compliance Officer. Mr. Michael Gillespie can be reached by phone at (909) 537-7588, by fax at (909) 537-7028, or by email at mgillespie@csusb.edu. Please include your application approval identification number (listed at the top) in all correspondence.

Best of luck with your research.

Sincerely,

Sharon Ward, Ph.D.
Chairperson
Institutional Review Board

cc: Prof. Bonnie Piller, Department of Education – Leadership and Curriculum

909.537.7588 • fax: 909.537.7028 • http://irb.csusb.edu/
5500 UNIVERSITY PARKWAY, SAN BERNARDINO, CA 92407-2393
APPENDIX F

ONLINE STUDENT SURVEY CONSENT LETTER
Informed Consent Form for an Online Survey

Purpose of the Study:
This is a study in Self-Determination Theory Extrinsic and Intrinsic Motivation that is being conducted by Cynthia J. Spence, English/Reading Instructor at College of the Desert Palm Desert, California. The purpose of this study is to examine the motivational influences of Summer Bridge Students.

What will be done:
You will complete a survey, which will take 15-20 minutes to complete. The survey includes questions about your motivational influences for attending a Summer Bridge Program.
We also will ask for some demographic information (e.g., age and gender) so that we can accurately describe the general traits of the students who participate in the study.

Benefits of this Study:
You will be contributing to knowledge about Extrinsic and Intrinsic motivational factors that contribute to students attending and completing Summer Bridge Programs. If you choose to participate, you will be entered in a drawing for one of ten $10.00 iTunes gift cards, one of ten $25.00 Amazon gift cards, one of two $50.00 Amazon gift cards (121 students are being invited to participate in the study). After we have finished data collection, we will conduct the drawing.
Winners will receive the gift certificate via mail. After we have finished data collection, we also will provide you with more detailed information about the purposes of the study and the research findings.

Risks or discomforts:
No risks or discomforts are anticipated from taking part in this study. If you feel uncomfortable with a question, you can skip that question or withdraw from the study altogether. If you decide to quit at any time before you have finished the questionnaire, your answers will NOT be recorded.

Confidentiality:
Your responses will be kept completely confidential. We will NOT know your IP address when you respond to the Internet survey. All students will be assigned a participant number, and only the participant number will appear with your survey responses. The list of e-mail addresses of our participants will be stored electronically in a password protected folder; a hard copy will be stored in a locked filing cabinet. After we have finished data collection and have sent you a copy of the results of the study, we will destroy the list of participants’ e-mail addresses.

Decision to quit at any time:
Your participation is voluntary; you are free to withdraw your participation from this study at any time. If you do not want to continue, you can simply leave the website. If you do not click on the "submit" button at the end of the survey, your answers and participation will not be recorded. You also may choose to skip any questions that you do not wish to answer. Before you click on the "submit" button at the end of the survey, you will be asked if you want to be entered in the drawing. The number of questions you answer will not affect your chances of winning the gift certificate.

How the findings will be used:
The results of the study will be used for scholarly purposes only. The results from the study will be presented in educational settings and at professional conferences, and the results might be published in a professional journal in the field of Education.

Contact information:
If you have concerns or questions about this study, please contact Cynthia Spence at cjnfamily@msn.com or her faculty advisor, Dr. Bonnie Piller, at 909-537-5651 or bonniepiller@yahoo.com. If you have any questions about your rights as a research participant, please contact the California State University San Bernardino IRB Board at Prof. Deborah Stine, IRB Member Email: debstine@csusb.edu?

By beginning the survey, you acknowledge that you have read this information and agree to participate in this research, with the knowledge that you are free to withdraw your participation at any time without penalty.
APPENDIX G

STUDENT INTERVIEW CONSENT LETTER
INFORMED CONSENT FORM CONFIDENTIAL INTERVIEWS

You are invited to participate in a research study titled “The Role of Intrinsic and Extrinsic Motivation Focusing on Self-Determination Theory in Relation to Summer Bridge Students and Community College Retention and Persistence Rates.” This study is being conducted by Cynthia Spence English/Reading Instructor at College of the Desert, Palm Desert, CA. This project surveys students who participated in three Summer Bridge programs in order to examine the intrinsic and extrinsic motivational factors that students self-report as being influential in their completing the Summer Bridge programs and persisting with their education. Data collected while conducting this project may be used when developing Summer Bridge Programs in the future.

Participation in this study is entirely voluntary at all times. You can choose not to participate at all or to leave the study at any time. Regardless of your decision, there will be no effect on your relationship with the researcher or any other consequences.

You are being asked to take part in this study because you participated in one of four College of the Desert Summer Bridge Programs.

If you agree to participate, you will be asked to take part in one interview regarding Intrinsic and Extrinsic Motivation. This interview should last around 15 minutes. The interview will take place in the College of the Desert Faculty Conference Room on either December 19th or 20th. The researcher will take notes during the interview and your interview will be audio recorded. If you would rather not have your interview recorded please inform the researcher and only notes will be taken. The audio recording will generate an MP3 file that will be stored on the researcher’s computer in a password protected file. After the research has been conducted the files will be deleted.

What you say during this interview will remain anonymous and cannot be linked to you in any way. No identifying information about you will be collected at any point during the study, and your recording will be identified only with a random number. If you say something during the interview that may identify you, it will be removed during the transcription of the interview. Once your interview is over, there will be no way to withdraw your responses from the study because the interview will contain no identifying information.
Study data will be kept in a Microsoft Word file and on a computer audio file. Access to Microsoft Word transcription and the audio file will be protected by a password only the researcher will have access to and only the researcher will have access to the data.

There are no risks associated with this study. While you will not experience any direct benefits from participation, information collected in this study may benefit others in the future by helping to understand the Extrinsic and Intrinsic motivational influences that contribute to attending Summer Bridge programs and the information may be used when developing these types of programs in the future.

If you have any questions regarding the interview or this research project in general, please contact the principal investigator, Cynthia Spence, at 760-799-5596 or cjnfamily@msn.com. or her faculty advisor, Dr. Bonnie Piller, at 909-537-5651 or bonniepiller@yahoo.com. If you have any questions about your rights as a research participant, please contact the California State University San Bernardino IRB Board at Prof. Deborah Stine, IRB Member Email: debstine@csusb.edu?

By taking part in this interview, you are indicating your consent to participate in this study.
APPENDIX H

INTERVIEW INSTRUMENT
Opening Question: “What drove you to attend summer bridge program?”

Follow-up question One: Which of the following incentives, if any, motivated you to attend the program and why?

- Retaking the assessment test
- Receiving college credit
- Receiving books and school supplies
- The beach trip

Follow-up question Two: What would you tell other students about the program?

Researcher Notes:

(Developed by Cynthia Spence)
APPENDIX I

ORIGINAL FRENCH SITUATIONAL INTRINSIC AND EXTRINSIC MOTIVATIONAL SCALE SURVEY
APPENDIX J

SURVEY PARTICIPANT RECRUITMENT EMAIL
Hello Students,

You are receiving this email because you participated in a summer bridge program in 2010, 2011, 2012, or 2013. A study in Self-Determination Theory Extrinsic and Intrinsic Motivation is being conducted by Cynthia J. Spence, an English/Reading Instructor at College of the Desert Palm Desert, California. The purpose of this study is to examine the motivational influences of Summer Bridge Students.

You are being asked to complete a survey, which will take 15-20 minutes to complete. The survey includes questions about your motivational influences for attending a Summer Bridge Program. You will also be asked for some demographic information (e.g., age and gender) so that we can accurately describe the general traits of the students who participate in the study.

If you choose to participate, you will be entered in a drawing for one of ten $10.00 iTunes gift cards, one of four $25.00 Amazon gift cards, one of two $50.00 Amazon gift cards (121 students are being invited to participate in the study). After we have finished data collection, we will conduct the drawing. Winners will receive the gift certificate via mail.

If you are willing to participate, please click on the link below that will take you the survey on the Survey Monkey website

https://www.surveymonkey.com/s/83N5CNZ
APPENDIX K

SITUATIONAL INTRINSIC AND EXTRINSIC MOTIVATIONAL SCALE ITEM CONVERSION CHART
<table>
<thead>
<tr>
<th></th>
<th>Original SIMS</th>
<th>Current Instrument</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Because I think this activity is interesting. (Intrinsic motivation)</td>
<td>Because I thought the Summer Bridge Program would be interesting</td>
</tr>
<tr>
<td>2</td>
<td>I am doing it for my own good (Identified Regulation)</td>
<td>I want to improve academically</td>
</tr>
<tr>
<td>3</td>
<td>Because I am supposed to do it (External Motivation)</td>
<td>I participated because my parents wanted to me attend</td>
</tr>
<tr>
<td>4</td>
<td>There may be good reasons to do this activity, but personally I don't see any (Amotivation)</td>
<td>There may have been good reasons to attend the Summer Bridge program, but personally I didn’t see any</td>
</tr>
<tr>
<td>5</td>
<td>Because I think that this activity is pleasant (Intrinsic motivation)</td>
<td>Because I think that the Summer Bridge program would be pleasant</td>
</tr>
<tr>
<td>6</td>
<td>Because I think this activity is good for me (Identified Regulation)</td>
<td>Because I thought the Summer Bridge program would be good for me</td>
</tr>
<tr>
<td>7</td>
<td>Because it is something that I have to do. (External Motivation)</td>
<td>I participated in the Summer Bridge program because it was what I had to do to retake the assessment test</td>
</tr>
<tr>
<td>8</td>
<td>I do this activity but I am not sure if it is worth it (Amotivation)</td>
<td>I attended the Summer Bridge program but I’m not sure it was worth it.</td>
</tr>
<tr>
<td>9</td>
<td>Because this activity is fun (Intrinsic motivation)</td>
<td>I attended the Summer Bridge program because I thought it would be interesting.</td>
</tr>
<tr>
<td>10</td>
<td>By personal decision (Identified Regulation)</td>
<td>It was my personal decision to attend the Summer Bridge Program</td>
</tr>
</tbody>
</table>
11. Because I don’t have any choice (External Motivation)  I didn’t feel I had a choice to attend the Summer Bridge program
12. I don’t know; I don’t see what this activity brings me (Amotivation)  I wasn’t sure about the Summer Bridge program but I wanted to see what the activity would bring me.
13. Because I feel good when doing this activity. (Intrinsic motivation)  I feel good when I participate in these type of activities
14. Because I believe this activity is important for me (Identified Regulation)  Because I believe these type of activities are important for me
15. Because I feel that I have to do it. (External Motivation)  Because I felt I had to do it.
16. I do this activity, but I am not sure it is a good thing to pursue it. (Amotivation)  I did this activity, but I am not sure it was a good thing to pursue.
APPENDIX L

QUESTIONS TO CONSIDER WHEN CODING
1. What forms of intrinsic motivation do students report as being factors to his or her academic success?

2. What forms of extrinsic motivation do students report as being factors to his or her academic success?

3. Are the extrinsic motivational factors reported being internalized by students?

4. What are people doing?

5. What are they trying to accomplish?

6. How, exactly, do they do this?

7. What specific means and/or strategies do they use?

8. How do members talk about, characterize, and understand what is going on?

9. What assumptions are they making?

10. What do I see going on here?

11. What strikes me?

12. What did I learn from my notes?
APPENDIX M

SURVEY MONKEY SURVEY PERCENTAGES
<table>
<thead>
<tr>
<th>SIMS Survey Questions</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>Total Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Because I thought the summer bridge would be interesting - Intrinsic</td>
<td>2.17%</td>
<td>2.17%</td>
<td>8.70%</td>
<td>10.87%</td>
<td>17.39%</td>
<td>19.57%</td>
<td>39.13%</td>
<td>46</td>
</tr>
<tr>
<td>2. I attended for my own good – Identified Regulation</td>
<td>2.17%</td>
<td>2.17%</td>
<td>2.17%</td>
<td>0%</td>
<td>6.52%</td>
<td>15.22%</td>
<td>71.74%</td>
<td>46</td>
</tr>
<tr>
<td>3. Because I needed to do attend to retake the assessment test External</td>
<td>15.22%</td>
<td>2.17%</td>
<td>4.35%</td>
<td>2.17%</td>
<td>6.52%</td>
<td>8.70%</td>
<td>60.87%</td>
<td>46</td>
</tr>
<tr>
<td>4. There may have been good reasons to attend, but I didn’t see any Amotivation</td>
<td>91.11%</td>
<td>0%</td>
<td>0%</td>
<td>2.22%</td>
<td>2.22%</td>
<td>0%</td>
<td>4.44%</td>
<td>45</td>
</tr>
<tr>
<td>5. I thought the program would be pleasant Intrinsic</td>
<td>0%</td>
<td>4.35%</td>
<td>2.17%</td>
<td>10.87%</td>
<td>15.22%</td>
<td>23.91%</td>
<td>43.48%</td>
<td>46</td>
</tr>
<tr>
<td>6. Because I thought it would be good for me Identified Regulation</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>2.22%</td>
<td>4.44%</td>
<td>22.22%</td>
<td>71.11%</td>
<td>45</td>
</tr>
<tr>
<td>7. Because it was something I had to do to receive credit or other rewards External</td>
<td>54.35%</td>
<td>0%</td>
<td>10.87%</td>
<td>10.87%</td>
<td>2.17%</td>
<td>4.35%</td>
<td>17.39%</td>
<td>46</td>
</tr>
<tr>
<td>8. I attended but I am not sure if it was worth it. Amotivation</td>
<td>97.83%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>2.17%</td>
<td>46</td>
</tr>
<tr>
<td>9. Because I thought it would be fun - Intrinsic</td>
<td>8.89%</td>
<td>4.44%</td>
<td>11.11%</td>
<td>8.89%</td>
<td>17.78%</td>
<td>17.78%</td>
<td>31.11%</td>
<td>45</td>
</tr>
<tr>
<td>10. It was my personal decision to attend Identified Regulation</td>
<td>8.70%</td>
<td>0%</td>
<td>4.35%</td>
<td>6.52%</td>
<td>2.17%</td>
<td>10.87%</td>
<td>67.39%</td>
<td>46</td>
</tr>
<tr>
<td>11. Because I didn’t have a choice</td>
<td>86.67%</td>
<td>0%</td>
<td>4.44%</td>
<td>0%</td>
<td>0%</td>
<td>4.44%</td>
<td>4.44%</td>
<td>46</td>
</tr>
<tr>
<td>SIMS Survey Questions</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>Total Students</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>----</td>
<td>----</td>
<td>----</td>
<td>----</td>
<td>----</td>
<td>----</td>
<td>----</td>
<td>----------------</td>
</tr>
<tr>
<td><strong>External</strong></td>
<td>39</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>45</td>
</tr>
<tr>
<td>12. I wanted to see what it would bring me</td>
<td>8.70%</td>
<td>10.87%</td>
<td>2.17%</td>
<td>10.87%</td>
<td>19.57%</td>
<td>15.22%</td>
<td>32.61%</td>
<td>46</td>
</tr>
<tr>
<td>Amotivation</td>
<td>4</td>
<td>5</td>
<td>1</td>
<td>5</td>
<td>9</td>
<td>7</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>13 I felt good about attending - Intrinsic</td>
<td>0%</td>
<td>0%</td>
<td>4.35%</td>
<td>0%</td>
<td>13.04%</td>
<td>17.39%</td>
<td>65.22%</td>
<td>46</td>
</tr>
<tr>
<td>14. Because it was important for me Identified Regulation</td>
<td>2.17%</td>
<td>0%</td>
<td>4.35%</td>
<td>6.52%</td>
<td>8.70%</td>
<td>15.22%</td>
<td>63.04%</td>
<td>46</td>
</tr>
<tr>
<td>Identified Regulation</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>7</td>
<td>29</td>
<td></td>
</tr>
<tr>
<td>15. Because my parents wanted me to attend</td>
<td>44.44%</td>
<td>8.89%</td>
<td>4.44%</td>
<td>11.11%</td>
<td>8.89%</td>
<td>6.67%</td>
<td>15.56%</td>
<td>46</td>
</tr>
<tr>
<td>External</td>
<td>20</td>
<td>4</td>
<td>2</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>16. I attended, but I am not sure it was a</td>
<td>97.78%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>2.22%</td>
<td>45</td>
</tr>
<tr>
<td>good thing to do Amotivation</td>
<td>44</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX N

SURVEY QUESTION 1 AND 2 DATA
<table>
<thead>
<tr>
<th>Survey question</th>
<th>Themes and codes</th>
<th>Survey responses</th>
</tr>
</thead>
</table>
| **1** In your own words, please discuss your overall experience with the summer bridge program | **Hospitality**  
Gave us snacks and an actual meal  
The hospitality is what I liked best | 1 The program was very helpful. The staff was super nice. They gave us a lot of information about college and helped us with our fafsa. They were considerate and gave us snacks and an actual meal on Wednesdays for the people who were there for Math and English. The students were also great. |
| **Relationship**  
Super nice  
Students were great  
Got to meet teachers and counselors  
Super nice and helpful  
Staff were unbelievable  
Staff were wonderful  
Met a lot of people  
A lot of new friends  
Very friendly  
Cheerful and nice  
Helped me interact with other students  
Meet new people I am friends with now  
They were there for me  
Staff were friendly and helpful  
Showed how much the staff cares about the students  
Introduce me to other students | 2 I help me do better on my assessment test. I had a great experience in the math section, because the instructor help me so much. |
| **Support**  
Helpful  
Helped with my adjustment  
Helped me succeed  
Helped me make correct choices  
Counselors were helpful  
Program was helpful | 3 It was wonderful actually. I got to meet a handful of teachers and counselors that helped me with my adjustment period. |
| **Contact**  
Same counselor for two years  
Help I still receive  
I can still go back and ask for help | 4 It was great. The staff was amazing. They did everything they could to make our time with them comfortable. They were also very helpful with the teachings. I'm glad I attended the program because I was much more prepared for my first semester at C.O.D. |
|  | 5 I liked it. The instructors were very helpful and professional. This program saved me at least 1 year of classes. |
|  | 6 I participated in the Accelerated Student Assistance Program in the summer of 2012. My experience with this program was great, it help me learn how to succeed in college as an incoming freshman with guidance from one specific counselor. I've kept this same counselor for the past two years which has helped me make the correct class choices and succeed in transferring within two years. |
|  | 7 To be honest, I started out with a positive attitude and was extremely grateful for this opportunity. I actually jumped from Math 60 to Math 40. It was an overall an amazing experience! If I had the choice to do it all over again I would, and even if I did score in Math 60 again, at least I learned something. Everyone was super nice and helpful! I have to say it was a great experience and I'm so glad I was selected to be in the summer bridge program. |
|  | 8 I liked the bridge program. The counselors gave me much insight on what was expected and what I can do to be able to make the most out of being at College of the Desert. |
|  | 9 Being part of the Summer Bridge Program was very |
Help even after we let the program

**Learning**
- Much more prepared
- At least I learned something
- Gave me insight
- Receive information
- Practice my writing
- Best math teacher ever
- Learn about essential programs
- Better prepared

**Requirement**

**Benefit**
- Better on assessment test
- Jumped from math 60 to 40
- Beneficial
- Testing higher in Math
- Able to pass the test
- Got a better score
- Become familiar with college
- Able to skip two classes
- Higher in both English and math
- Did extremely well on assessment test
- Jumped an English class
- Place into higher math
- Chance to retake assessment
- Able to get much better placement on the assessment

**Feelings**
- Comfortable
- Positive attitude
- Extremely grateful
- Fortunate
- Would have been very confused

useful for me. I had a great and nice experience having to not only meet College of the Desert members but the opportunity to receive information that was very important for me. I, who had graduated from High School, and entering a community college, was a bit of a challenge for me, because I really was not sure what steps to take, in order to be ready for college. And although it was during the summer, I have to say, it certainly was worth going. The staff there, were extremely nice and caring, with so much information to share and prepare me and the rest of the students for college and everything that we needed to know. Many of my questions were answered, such as: what classes I needed to take, after receiving my assessment test, what programs did the school offer, what was financial aid and many other necessary information about college. We were also not empty handed, since we were provided with snacks and folders, which was very generous from their part. Also because of this program, I was able to meet directly with the school counselor, name Cynthia. She was an excellent counselor, that without her help, I would have been very confused about my classes and where I stand, entering as a freshman in the fall of 2012. Now, that I am in my one semester and a half, I am more informed about what is necessary to enter a college, it has built my knowledge. That is why I believe in this program, because as a student I can understand the difficulties of other students that may not be clear on what steps they need to take. Some may become confused and make unnecessarily adjustment to their student plans of the college, which could have been easily avoided if they were to attend this program. The information provided was beneficial to me but also their advice, which I know would be practical for other students. Therefore, I greatly appreciate the opportunity I was given to be part of program and I certainly believe the Summer Bridge Program should continue.

10 the summer bridge program was a wonderful experience and it helped improve my education tremendously. It also gave me the opportunity to become familiar with the college and its programs.

11 I really enjoyed the program from day one to the very last day. I didn't want it to end! The counselors, staff, professor, and tutors were unbelievable. They all made you feel very welcome, and didn't take failure as an option. The math professor was one of the best
<table>
<thead>
<tr>
<th>Survey question</th>
<th>Themes and codes</th>
<th>Survey responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appreciate</td>
<td>Enjoyed</td>
<td>Math teachers I've ever had. He always made sure</td>
</tr>
<tr>
<td>Enjoyed</td>
<td>Made you feel</td>
<td>EVERYONE was on the right page during a new</td>
</tr>
<tr>
<td>Made you feel</td>
<td>welcome</td>
<td>chapter else he would literally walk around and watch</td>
</tr>
<tr>
<td>Weren't afraid</td>
<td>Would have been</td>
<td>you do your work and he made sure we understood</td>
</tr>
<tr>
<td>Stress Free</td>
<td>lost</td>
<td>the material and weren't afraid of asking for his help.</td>
</tr>
<tr>
<td>Grateful</td>
<td></td>
<td>He made math very clear for me. The counselors and</td>
</tr>
<tr>
<td>Loved it</td>
<td></td>
<td>staff were</td>
</tr>
<tr>
<td>Enjoyed being a part of it</td>
<td></td>
<td>wonderful. I really liked the fact that they took their</td>
</tr>
<tr>
<td>Able to have fun</td>
<td></td>
<td>own time on making powerpoint presentations</td>
</tr>
<tr>
<td>I'm happy</td>
<td></td>
<td>teaching us students step by step on how to use the</td>
</tr>
<tr>
<td>I feel comfortable</td>
<td></td>
<td>website which includes: Web Advisor, Blackboard,</td>
</tr>
<tr>
<td>Would be very lost</td>
<td></td>
<td>School Email, etc. They even taught us how to sign up for</td>
</tr>
<tr>
<td>Fun</td>
<td></td>
<td>classes and gave us really great advice for our first</td>
</tr>
<tr>
<td>Motivated</td>
<td></td>
<td>year of college. If it wasn't for this program, I wouldn't</td>
</tr>
<tr>
<td>Felt Amazed</td>
<td></td>
<td>have known what classes to sign up for, how to even</td>
</tr>
<tr>
<td>Happy</td>
<td></td>
<td>sign up for my classes to begin with. I would've been</td>
</tr>
<tr>
<td>Probably one of the best and rewarding experiences of my life.</td>
<td></td>
<td>completely lost entering my first year of college. They</td>
</tr>
<tr>
<td>Rewarding</td>
<td></td>
<td>guided us and made it very stressful for our first</td>
</tr>
<tr>
<td>Very grateful</td>
<td></td>
<td>year entering college. The program made me feel very</td>
</tr>
<tr>
<td>I loved the EDGE program</td>
<td></td>
<td>confident entering my first year because I had learned</td>
</tr>
<tr>
<td>Delightful experience</td>
<td></td>
<td>such great tips and advice that I wouldn't have known</td>
</tr>
<tr>
<td>Was amazing</td>
<td></td>
<td>of if I didn't join the program. The counselors were helpful</td>
</tr>
<tr>
<td>Would have been completely clueless</td>
<td></td>
<td>explaining to me detail by</td>
</tr>
<tr>
<td>Especially happy</td>
<td></td>
<td>detail on what courses I will need to get my AA degree</td>
</tr>
<tr>
<td>Very happy</td>
<td></td>
<td>and what the UC's or Cal's want me to take in order to</td>
</tr>
<tr>
<td></td>
<td></td>
<td>attend the universities when I do transfer. The staff</td>
</tr>
<tr>
<td></td>
<td></td>
<td>were always positive and wanted every student to</td>
</tr>
<tr>
<td></td>
<td></td>
<td>succeed. I loved how they</td>
</tr>
<tr>
<td></td>
<td></td>
<td>always kept tabs on how we're doing and making sure</td>
</tr>
<tr>
<td></td>
<td></td>
<td>we had our FAFSA completed on time. Till this day</td>
</tr>
<tr>
<td></td>
<td></td>
<td>they still email me and want to know how everything is</td>
</tr>
<tr>
<td></td>
<td></td>
<td>going. The entire program motivated me for getting my</td>
</tr>
<tr>
<td></td>
<td></td>
<td>education and to stay positive along the road. I was so</td>
</tr>
<tr>
<td></td>
<td></td>
<td>grateful for the program and the talented staff which</td>
</tr>
<tr>
<td></td>
<td></td>
<td>resulted in me testing higher for my reassessment for</td>
</tr>
<tr>
<td></td>
<td></td>
<td>math.</td>
</tr>
</tbody>
</table>

12 The summer bridge program gave me the chance to practice my writing while on summer break and because of this, I was able to pass my assessment test and I started my first semester of college at the English 1A level.

13 I enjoyed the program. I learned a lot.

14 The program was helpful. Everyday I attended I learned something new and felt more confident about retaking the test and passing. Not only was the teaching great but the enthusiasm of all the teachers and counselors was helpful. ANY question I had, either Jenna, Cynthia, and or Katie helped me right away. Im
Survey question | Themes and codes | Survey responses
--- | --- | ---
really grateful for the program because it was a stepping stone before college and I met a lot of people who have still to this day helped me in my college career. It was also awesome because I made a lot of new friends, and when my first semester came up I seen them around and said what's up. I'm truly grateful for the help i received and still receive.

15 It was in my opinion, one of the best programs I've been in for school. It's a great refreshment especially for those of us who have been out of school for a while or didn't really understand some subjects in high school. To this date it has helped me get through classes and my experience was unforgettable.

16 I loved it! Felix was the best math teacher ever!! It helped me out a lot and I got to get a better score.

17 My experience with the summer bridge program was great. When I first heard that I had the opportunity to attend the program I wasn't sure what to expect. Throughout the two weeks that I was in the program I received the help that I needed in order to do better in my placement test, the instructors covered all of the material that was needed. Also the people in charge did great by also providing other information, such as financial aid.

18 My overall experience with the summer bridge program was that it was very helpful and although I did not get out of math 60, I was able to understand the material better and prepare myself for the course.

19 I have to say I had a wonderful experience in the summer bridge program. Not only was I able to retake my assessment tests, but I gained a lot from this program. The facilitators of the summer bridge program were very helpful, and I truly believe that if I hadn't been in the summer program I would be having a hard time this school year. The facilitators of the summer bridge program helped me familiarize with how College of the Desert works and helped me with everything I needed regarding the school year. I have to say it is a very good program.

20 The summer bridge program was an awesome experience I really enjoyed being part of. I was able to learn and have fun at the same time.

21 After a year off from school this program helped me get back into the groove of things. I got back into the
habit of waking up early and going to class. It helped me get to know math again after not being exposed to it from about 2 years. In regards to math during the second part of the day was nice and a change of space from being on a computer first thing in the morning. I really enjoyed the help I receive from them when signing up for classes my first semester. I'm very grateful that I got into this program.

22 I really enjoyed my experience during the summer bridge program, the staff there were very friendly and helpful. Coming fresh out of high school they helped me get the hang of college life and how it was going to be while I was attending College Of the Desert.

23 In my experience it was a lot of help. Really enjoyed the activities we did when we interact with each other. Also I liked how the teacher discussed the math. Overall my experience was great and I think it should be always an option for student like me. That scored low on the assessment and want to improve.

24 My overall experience with the program was a good one. The staff and faculty were very helpful, cheerful and nice. The professors wanted to help and prepare the students for the assessment test for when they retook it. I was able to review many things that I had forgotten and was able to score higher on the assessment test and skip two classes. I also learned new information about other programs COD offers, scholarships and classes. I was very grateful to have learned these things through the counselor at the summer program. Feel comfortable with all the staff at the Eastern Valley Campus.

25 It was the greatest opportunity I was given thus far. Everyone was very nice and the teachers helped a lot. Well executed program.

26 If it wasn't for the program I would have no idea. It helped me get on the right track and set my goals now I’m doing more classes then kids I graduated with. I’m more decide to getting good grades and the best part is that I can go back to all the people in the program and always ask or help.

27 I personally found it to be very educational. Although it was very fast paced, the instructors were amazing. They helped me learn the material needed in
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<th>Survey question</th>
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<td>a timely matter that didn't even too much stress.</td>
<td>really enjoyed</td>
<td>it was a good way to spend a month of summer.</td>
</tr>
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<td>28 I really enjoyed the summer bridge program, it not only help prepare me for the future college courses I was about to enter but it also helped me interact with fellow students.</td>
<td>help prepare me</td>
<td>help me interact with fellow students.</td>
</tr>
<tr>
<td>29 The program i remember doing was both fun and informative. i learned a lot and was still able to have fun while doing so. The staff of the program helped me become a level higher in both English and mathematics. So my overall experience was amazing and i thank them because even to this day they try above and beyond to help their students, even after we have left the program.</td>
<td>fun and informative</td>
<td>help me become a level higher in both English and mathematics.</td>
</tr>
<tr>
<td>30 The summer bridge program was extremely helpful thanks to that I did extremely well on my assessment again.</td>
<td>extremely helpful</td>
<td>did extremely well on my assessment again.</td>
</tr>
<tr>
<td>31 I can honestly say my overall experience with the summer bridge program was amazing. It helped me a lot that once i retook the assessment test I scored high enough to jump an English class. They did some of the games to help us get motivated was just great. I got to meet new people which I am really good friends with now. The people that work on the program did such a great job at it i believe that they wanted to help they were there for me as well as for the other students. I am so glad programs like this exist and i would recommend it 100% to anybody who needs it and most important its free for the people who do not have money to pay for it.</td>
<td>extremely helpful</td>
<td>did extremely well on my assessment again.</td>
</tr>
<tr>
<td>32 I had a wonderful experience with the summer bridge program, they helped me a lot with my math, reading, and English. At the end of the program I was really happy to see that I at least moved up a level from where I originally placed.</td>
<td>helped me</td>
<td>helped me a lot with my math, reading, and English.</td>
</tr>
<tr>
<td>33 The whole summer bridge program experience was incredible! I was able to learn new math skills that helped me place into a higher math class. As well as it being extremely educational, i was taught how to proper use the resources provided by the College of the Desert website, for students, to my full advantage.</td>
<td>helped me</td>
<td>help me place into a higher math class.</td>
</tr>
<tr>
<td>34 Personally, the EDGE program was probably one</td>
<td>probably one</td>
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Survey responses

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<tr>
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<tr>
<td>Of the best and rewarding experiences of my life. After graduating from high school, I was not looking forward to enter College of the Desert; especially when I had no idea what college life was truly like. However, thankfully I was chosen to enter the bridge program and I truly benefited from the overall lectures and services. The chance to retake my entrance assessment and learn from the essential programs (i.e. financial aid, Student Education plans, counseling) was what made the experience with the summer bridge program rewarding. In addition, the hospitality and genuine services brought forward by the counselors, personal assistants, and teachers was what I liked best. Ultimately, if it wasn't for the summer bridge program, I don't think I would be where I am today at College of the Desert.</td>
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<tr>
<td>35 It was very helpful and introduced me to the right path to take, I am very satisfied to have been a part of it.</td>
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<tr>
<td>36 Overall I loved the Edge program because it truly did help me out so much! The professors they had were amazing and helped the students out so much! The counselors they had for us were so useful!</td>
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<tr>
<td>37 I had a great time attending the summer bridge program. It helped me a lot academically. All the staff members were very friendly and helpful. It was a good environment to learn.</td>
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<tr>
<td>38 My experience at the program was not disappointing! After attending the whole time, I was able to retake my assessment and get much better placement thanks to the instructors.</td>
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<tr>
<td>39 It helped me prepare for the next semester.</td>
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<tr>
<td>40 The summer bridge program was the best thing I could have done. It taught me many things to improve my education and it showed how much the staff cares about the students who enroll into their college. The overall experience was delightful and helpful.</td>
<td></td>
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<tr>
<td>41 the summer bridge program was amazing. The program provided me with the tools to succeed when I entered college. I would have been complete clueless if I didn't have this program to explain how to spend money wisely and introduce me to other students. I am especially happy with the work they did to help get a higher grade on my placement.</td>
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Q2 In your own words, please discuss why you participated in the summer bridge program

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<tr>
<td>In your own words, please discuss why you participated in the summer bridge program</td>
<td></td>
<td>42 My experience was extremely positive. I was better prepared for some of the challenges I faced in my Math class last semester. I have found that I am not beginning from scratch this semester either. The summer program was one of the best opportunities I could have asked for. I am very happy that I was selected to participate.</td>
</tr>
<tr>
<td></td>
<td>Intrinsic</td>
<td>43 Without getting into details, my experience with the summer bridge program was simply good and helpful.</td>
</tr>
<tr>
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<td>1 I participated in the program so I could retake my assessment test so I wouldn't have to take prerequisite classes.</td>
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<td>2 I participated in the program because I needed a refresher on the math portion the assessment test tested us on in order to get a much better score the next time I took the test.</td>
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<td>3 Honestly there was a mixup and I was wrongly emailed the invitation to participate. I'm happy to report it was a good thing that happened.</td>
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<td>4 I participated in the program because I was nervous about going to college after graduating from high school.</td>
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<td>5 I was interested in getting into better courses.</td>
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<td></td>
<td>6 I participated in this program because I was nervous about going to college after graduating from high school.</td>
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<tr>
<td></td>
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<td>7 I participated in the summer bridge program because I received an email about the summer bridge program. I was immediately interested, especially since I knew it was to my advantage, and could possibly help me score better, and refresh on my math skills, since I took a year off.</td>
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<td>8 I believed it would help me become more knowledgeable when it came to the requirements needed to transfer and take advantage of every unit I received.</td>
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<td>9 I participated to be informed on what classes I need to take, about financial aid, school programs, and scholarships.</td>
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<td>Survey question</td>
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<td>Survey responses</td>
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<tr>
<td>skills</td>
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<td>10 I participated in the bridge program to <strong>improve my math assessment score</strong>.</td>
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<td>11 I participated in the summer program for my own good, I wanted to better my score and in the hopes of placing higher would shorten a semester or two of math for me and also <strong>saving me money</strong> since I don't qualify for any financial aid. I wanted to challenge myself and to have great assistance on helping me with my one difficult subject which is math.</td>
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<td>12 <strong>To pass my assessment test</strong>.</td>
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<td>13 I participated in the program <strong>because I was new to college</strong>.</td>
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<td></td>
<td></td>
<td>14 I participated in the edge program because I did pretty bad on the assessment test so I got a call asking if I wanted the opportunity to retake the test and also be tutored for two week before I took the test. No one in their right mind would deny that opportunity.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>15 I participated because in the EDGE program because I knew I needed some help with my English and Math since I had been out of school for about 3 years.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>16 <strong>In order to achieve a better score on my assessment test</strong>.</td>
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<td>17 I participated because it was a <strong>requirement for my pathways scholarship</strong>.</td>
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<td></td>
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<td>18 I participated in the summer bridge program so I could be able to retake my assessment tests.</td>
</tr>
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<td></td>
<td>19 I participated in the summer bridge program because I wanted to improve some of my skills.</td>
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<td></td>
<td></td>
<td>20 I hadn't been in school in a year and I didn't want to be in remedial math and the fact that I had a friend going to helped me want to go each morning.</td>
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<td>21 I participated in the summer bridge program because after I took the accuplacer I had tested into a lower English class then what I was suppose to. I participated to take the accuplacer again and <strong>hopefully test into a higher English class</strong> which I ended up achieving at the end of the program.</td>
</tr>
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<td>Survey question</td>
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<tr>
<td>22 I participated because I scored <strong>low in my assessment</strong> and I wanted to improve.</td>
<td><strong>Extrinsic</strong></td>
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</table>
I could retake my assessment test 
To improve my scores on the assessment test. 
In order to get a much better score the next time I took the test. 
Getting into better courses 
Possibly help me score better 
Improve my math assessment score. 
To pass my assessment test 
I wanted to better my score 
Saving me money 
I did pretty bad on the assessment test 
Requirement for my pathways scholarship. 
I could be able to retake my assessment tests. 
I didn't want to be in remedial math 
I had tested into a lower English class 
Low in my assessment 
Review the questions |
<p>| 23 I participated in the program so that I could <strong>review the questions that would be on the assessment test and score higher</strong>, so that I wouldn't take classes that I didn't need. |
| 24 <strong>To score higher in the Assessment Exam.</strong> |
| 25 <strong>To help with my test to take higher classes</strong> in the end it really did help me out to move forward in my studies. |
| 26 I participated because I scored <strong>low on my first assessment test</strong>, But it improved my math score. |
| 27 I participated in the summer bridge program so I <strong>could have a head start over the other students attending my school.</strong> It did help me get an advantage and also helped me get information that I wouldn't have received or understand if I didn't participate in the program. |
| 28 My sister had received an email informing her about the program, and I wondered how it was that I did not get a call. They loved that I followed through, and showed how much I <strong>really wanted to be there</strong> and in doing so allowed me access into the summer program. |
| 29 <strong>I really needed the help.</strong> |
| 30 I participated in the summer brigade program because I received a call from a nice lady whom I cannot remember her name but she was very kind and very clear on what she wanted to tell me. I am very glad. she told me I would qualify for the English portion of the bridge program because I <strong>scored low on the assessment test the first time</strong>, so I decided to go on and try to get a better score which I did. |
| 31 I participated in the summer bridge program because I <strong>placed very low on the college placement test</strong>, and this was a way to help me with the skills I was not strong in, also to prepare for college course work. |
| 32 I participated in this summer program so that I could get a better understand of how to correctly enroll and register myself into college and <strong>improve my</strong> |</p>
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<td>that would be on the assessment test and score higher</td>
<td>Assessment Test scores.</td>
<td>33 I participated in the summer bridge program, because I was selected and invited to attend. In addition, I also thought it would be a really interesting experience to learn first-hand about college.</td>
</tr>
<tr>
<td>To score higher in the Assessment Exam.</td>
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<td>35 I heard that the program could potentially help <strong>bump up the classes you placed in</strong> by allowing you to retake your assessment test at the end of the program.</td>
</tr>
<tr>
<td>To help with my test to take higher classes</td>
<td></td>
<td>36 I attended the summer program because first of all, I was happy to have been invited. And second because <strong>I helped me with my assessment test scores.</strong></td>
</tr>
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<td>low on my first assessment test</td>
<td></td>
<td>37 I participated in the program because <strong>I felt it would be benefit me in the long run.</strong></td>
</tr>
<tr>
<td>Because I scored low on the assessment test the first time.</td>
<td></td>
<td>38 I needed the <strong>extra help to remember math</strong></td>
</tr>
<tr>
<td>Because I placed very low on the college placement test</td>
<td></td>
<td>39 I participated in the program <strong>to improve my education and get ahead as much as I could.</strong></td>
</tr>
<tr>
<td>Improve my Assessment Test scores.</td>
<td></td>
<td>40 my dad got the email. He told me about it and we both jumped at the opportunity</td>
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<td>Bump up the classes you placed in</td>
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<td>It helped me with my assessment test scores.</td>
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<tr>
<td>Mandatory for Pathways scholarship</td>
<td></td>
<td>41 I am a Pathways to Success Scholarship recipient. This program was a mandatory class for recipients who had low assessment test results in Math.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>42 I participated in the summer bridge program because I believed the program would be fun and help me <strong>experience a college class before college began; also, there is down side to participate on the program.</strong></td>
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APPENDIX O

COMPLETE INTERVIEW RESPONSES
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<th>Survey question</th>
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<tr>
<td>1 Would you share with me what you remember about your summer program?</td>
<td><strong>Hospitality</strong>&lt;br&gt;Free Food, Snacks, meals&lt;br&gt;Del Taco, Pizza&lt;br&gt;Blue Folder&lt;br&gt;Use of Lap Tops&lt;br&gt;Free books, planners, school supplies&lt;br&gt;Orientation on site, parents welcome</td>
<td><strong>Interview A Male</strong>&lt;br&gt;They had food for us. I liked that, and they also cared, they told us that the program was going to be fast but they also did their best to help us, that stood out the most, they told us this was a summer program, they could have been relaxing at home but they were there helping us. Yea, even after the program was done they like always sent me emails, there’s the FAFSA do this, there are classes opening, other students don’t get that opportunity and I was really grateful!</td>
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<td><strong>Relationship</strong>&lt;br&gt;Asking (conversation)&lt;br&gt;Cared&lt;br&gt;Getting to know&lt;br&gt;Friendly&lt;br&gt;Being part of&lt;br&gt;Familiarized myself with faculty and counselors&lt;br&gt;Heard from a friend&lt;br&gt;Everybody is awesome&lt;br&gt;Felix checked on us&lt;br&gt;Wonderful people&lt;br&gt;Really nice&lt;br&gt;Cool counselors&lt;br&gt;Really care</td>
<td><strong>Interview B Female</strong>&lt;br&gt;I did the math, they were very helpful, if we didn’t understand a certain topic the professor or tutors went over it again until they made sure that we knew certain topics so they don’t go on and we are confused. The counselors helped me asking about what school I’m trying to transfer into letting me know what classes I’m going to need, they help me still to this day they email me</td>
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<td></td>
<td><strong>Support</strong>&lt;br&gt;Helping&lt;br&gt;Education Plan&lt;br&gt;Prepare&lt;br&gt;College ready&lt;br&gt;Help for what I needed&lt;br&gt;Tutors came around</td>
<td><strong>Interview C Male</strong>&lt;br&gt;For me it was getting to know a few members of the faculty and other students I would be with during school.</td>
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<td></td>
<td><strong>Contact</strong>&lt;br&gt;Emails&lt;br&gt;Phone call&lt;br&gt;You can always ask&lt;br&gt;You can meet the staff</td>
<td><strong>Interview D Female</strong>&lt;br&gt;I remember going in everyday and learning something new along with the activities that were always different and sometimes even fun. I got to know some of the others in this class so that the first day of school wasn’t as crazy I knew people got me to really get to know the women in the program who I still go to ask for help. I really enjoyed the program.</td>
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<td><strong>Learning</strong>&lt;br&gt;Fun&lt;br&gt;New&lt;br&gt;Understanding</td>
<td><strong>Interview E Female</strong>&lt;br&gt;I remember I didn’t care to be there. I was just fulfilling a requirement for a scholarship I received but the more and more I attended the better understanding I had of math. It really helped!</td>
</tr>
<tr>
<td></td>
<td><strong>Learning</strong>&lt;br&gt;Fun&lt;br&gt;New&lt;br&gt;Understanding</td>
<td><strong>Interview F Male</strong>&lt;br&gt;I remember it was a pleasant program, there was many people helping us students with our student education plans, and any other questions we had learning experience and professors were amazing.</td>
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Survey question | Themes and codes | Survey responses
--- | --- | ---
Information | Cover everything | Interview G Female
Interesting | Know more | What I remembered about the Summer Bridge Program when I joined in the summer of 2012, turned out to be very educational. In many ways, it focused on the college life experience, such as the requirements and expectations. It explained the important and necessary information a student should know in entering college as a way to better prepare ourselves. The staff there were incredibly kind and even provided us with snacks and a nice blue folder with abundance of information about financial aid. It became a helpful program, which I greatly appreciate for the time and the friendly environment that I received in being part of the program.

Requirement | Scholarship/Pathways | Expectations
Benefit | Blessing | Second Chance
Opportunity | Less years here | Higher classes
Skip classes | Improve my results | Retake test
Profitable | Receiving college credit | Improve math skills
College a little easier | Save you time in the long run | Improve future
Good advice | Moved up a level | Provided tools I need to succeed

Feelings | Grateful | Would have been lost, confused
Comfortable | Fear | Excited
Motivated | Enjoyed | Liked
Loved | Lucky | Happy
Not regret

Interview H Female
The number one thing I remember is being in a great learning environment with instructors who really seemed to care about the students benefiting from the program. Also that it was very fast paced but the instructors made sure to cover just about everything perfectly.

Interview I Female
I remember that the staff were people who worked directly from COD and that they were very informative about the Summer Bridge Program. They were very energetic and did everything in their power to make this program fun and interesting. They also provided us with laptops and special programs to work with to advance our Math and English skills. I also remember that at the end of the program they helped the students who were in the program set up an organized Student Educational Plan, choose our major, complete FASFA and informed us about other scholarships available, and made sure we registered on time. What I would also like to share is that this program was a true blessing because feel that if I had never gone to this summer program, I would have been lost and confused about the process of registering for classes or how to correctly complete my FASFA. I know that this program helped me familiarize myself with the staff and counselors so I know feel more comfortable with any questions I have and I know who I can talk to about specific topics.
Survey question | Themes and codes | Survey responses
---|---|---
Interview Question 2 | What drove you to attend summer bridge program? |

**Interview A Male**
Because I got a phone call from Jenna she said that I could take the assessment test over, and a lot of people told me that what you got on the test is what you had to deal with, I never knew about that so when she told me of course I was going to take the opportunity, no one in their right mind would deny that.

**Interview B Female**
I wanted a second chance to get a better score on the test. That was the number one factor, the test to get higher and less years here.

**Interview C Male**
Fear of being alone in a new school in a completely different environment than what I was used to. It did honestly help.

**Interview D Female**
The want to test again on the assessment and get a better grade so that I could take higher classes.

**Interview E Female**
It was a requirement for my scholarship.

**Interview F Male**
I was interested to improve my results on my placement test. Also I was offer to attend by pathways.

**Interview G Female**
What really caught my attention in wanting to be in this program, was because I really wanted to be college ready. I, like many of the students there were in the process of entering college, it would be our first semester, so I was excited but I also wanted to know more about college before I entered. I had several questions that I was not really clear at, such as my classes, what steps to take in order to receive financial aid, what programs did the school offer and other similar questions.

**Interview H Female**
What drove me to attend was the opportunity to retake my assessment.

**Interview I Female**
What drove me to attending the summer program was mainly the opportunity to improve my assessment scores so that I could be able to skips classes and
Survey question | Themes and codes | Survey responses
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Interview Question 3 | Which of the following incentives, if any, motivated you to attend the program and why? | Retaking the assessment test, receiving college credit, receiving books and school supplies, The beach trip? Was one more important than another?
Interview A Male | How short the list of classes that could have to take every semester. | The test, books, and knowledge. They gave us the composition notebook for math, and they gave us a couple of planners all that costs money too all that does, they gave us a lot of stuff, and the catalog that has all the rules of COD, and a binder, and a lot of financial aid advising and all kinds of information. I am not really good at math, they put me at the math thing, I didn’t go up any in math but it still helped, I tested out of reading but no matter what it was still profitable. Even though I didn’t test higher in math it was worth it.
Interview B Female | The text, I got a planner. They gave us snacks, and meals, Del Taco, they made us feel comfortable. | Receiving books and school supplies - for me it was this one. Yes, for me it was the fact that I would receive help for what I needed.
Interview C Male | Receiving books and school supplies - for me it was this one. Yes, for me it was the fact that I would receive help for what I needed. | Retaking the assessment test. The big drive was to retake the test and get a better chance of taking higher classes to start off with. I had one major reason which was stuck out in the beginning and the end the reason to me going was to retake the test and get an opportunity to try and do better.
Interview D Female | Retaking the assessment test. | Retaking the assessment test. The big drive was to retake the test and get a better chance of taking higher classes to start off with. I had one major reason which was stuck out in the beginning and the end the reason to me going was to retake the test and get an opportunity to try and do better.
Interview E Female | Retaking the assessment test: I thought a second shot at the math assessment couldn’t hurt. The second shot became more important as the program progressed. | Retaking the assessment test. It made me realize it was an opportunity that I couldn’t let it go. The benefits and help in granted me was amazing, it help me throughout my semester.
Interview F Male | Retaking the assessment test. It made me realize it was an opportunity that I couldn’t let it go. The benefits and help in granted me was amazing, it help me throughout my semester. | Another reason why I also joined the Summer Bridge Program, was to receive books and school supplies. Since it was my summer and meanwhile as I waited for my semester to start as a freshman in college, I thought it would be a great opportunity to go and get free school supplies. This motivated me more in deciding to attend this summer program in which I did.
Interview H Female
Retaking the assessment test was the biggest incentive for me, otherwise I’d still be trying to get math 60 classes. I had also heard from a friend that it was such a great program that really does help. The main one was retaking the test, everything else was kind of unimportant to me. But that free food and snacks was a great addition.

Interview I Female
Retaking the assessment test was the main aspect that motivated me to attend the program. Receiving college credit was also a positive aspect to attending this program but it did not catch my attention as much as the opportunity of retaking the assessment test. Receiving books and school supplies did motivate me to attend the program because I know that college books and supplies can add up quickly. Books especially because they are very pricy. The beach trip was not that big of a motivator for me but as I mentioned earlier, this was one of the many ways the staff running the program used to make it fun and exciting for the students. I definitely had many incentives that were more important than the others. For example, the beach trip. Most students would claim this to be a huge motivator for them because who doesn’t love the beach? However, I was more focused on improving my math skills before the assessment retake.

Interview A Male
Everybody in the edge program is awesome, why wouldn’t you want to do it, that is what I would tell somebody. They gave us breaks and always gave us snacks, one day they brought food from the outside Del Taco or something, pizza too, and a good amount of it too, I remember when my parents came to the
Survey question | Themes and codes | Survey responses
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orientation and the orientation was **on site**, sometimes you have to go to Palm Desert for that stuff. That was important because I live in Indio

**Interview B Female**
It's very **helpful**, you learn a lot in those little three weeks, you gain **counselors and supervisors at COD**. I really liked Felix, he is an awesome math professor, I learned certain ways how to do problems and stuff. I like the whole concept of **letting kids have a second try**, they are very **helpful**, they want you to score higher, they try everything in their will to make you **feel comfortable**. Felix would **check on us** to make sure you had done your homework, the **tutors came around and helped**.

**Interview C Male**
I would tell them, look this is a **fun** way to get ahead a little in the career path. You get to do a few activities that if you are like me will make **college a little easier**.

**Interview D Female**
I would tell them to stick it out that this class really helps it’s a great program with **wonderful people** and wonderful programs to get you in and **help** you be fully ready for classes and teachers and even the study system you need to stay up in your classes. I **loved** that it was **really nice to get food days they always had snacks**. I really appreciate everything they did for me and everyone else.

**Interview E Female**
If they get the chance to participate in the program, definitely take it! Yes, it's a few weeks out of your summer **but it’s worth giving up in the long run**.

**Interview F Male**
To not take this opportunity for granted it can save you time in the long run if you try hard. The **staff was excellent** always willing to **help** on anything they can. I would say who ever attends to this program in the future is a very **lucky** person to **improve their future**.

**Interview G Female**
Based on my experience in being in the program, I have to say it’s a **great opportunity** a student should attend too. I honestly recommend attending this program, especially if you are not certain or **confused**.
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<td>where you stand as a freshman entering college and to get to know more about the real college life based on the school you will be attending which is College of the Desert. The staff there really made it clear, and if you have further question you can always ask during or after their explanation. You also get to meet the staff there who are really nice and introduces you to cool counselors that can help you in arranging your classes and much more. I also basically enjoyed it because they give good advice in which steps to take for anything relating to college from financial aid information to what major you should consider. The program is really good at that, therefore I really recommend it.</td>
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**Interview H Female**
I would tell them that if they have the opportunity to attend the program to do it. It was such a great help. My score for math went from math 60 to math 40. My English didn’t bump me up to 1A but I got a way better score than I did the first time. Also that the instructors who participate in the program are great, they seem to really care. Overall it’s such a great environment with great instructors that you’d be happy by the end of the program that you took a chance and went ahead and attended. It beats laying around at home being lazy during the summer.

**Interview I Female**
What I would tell other students is that they would not regret going to this program. I would also tell them that this program is a great opportunity to get to know other programs the college provides and this program also provides them with step by step instructions on planning out their educational future.
REFERENCES


