

Knowledge Survey Items for Notes: California State University - Channel Islands EOP Summer Bridge Program

Knowledge Survey of General EOP Summer Bridge Items

1. I can name two resources available to me through EOP, and I can explain the benefits of participating in each of them.
2. I can explain two benefits that can come with my establishing a sense of my belonging to the EOP community and to the greater campus community.
3. I can name three actions that I learned from the summer Bridge program that I am going to employ in order to make my first year of college a successful experience.

Knowledge Survey Items for EOP Summer Bridge Math Academy Sessions

4. I can explain why having confidence in myself is important when engaging coursework in mathematics.
5. I can explain how having confidence in others could be of importance when I am striving to learn mathematics.
6. I can list three learning skills that I can develop that will increase my ability to master college-level mathematics.
7. Of the three math skills that I listed, I can select the one that is most important for me to start to practice and develop RIGHT NOW, and I can explain the actions I will take to ensure that I develop this specific skill as soon as possible.

8. I have support that will ensure my success in mastering college-level mathematics. I can identify three resources that I have for support to assist with my math homework and coursework.
9. Of the resources that I listed above, I can name the one that I am going to access first, even if it is only to introduce myself and meet some of the people who are committed to helping me succeed.

Knowledge Survey Items for EOP Bridge English Workshops

10. I can explain why maintaining confidence in myself is important when engaging coursework in college-level English.
11. I can recall some specific experience (or experiences) that I may have had that might have undermined my confidence to succeed when engaging coursework in college-level English.
12. I can describe some proven effective tactics that I will use during the coming year to maintain and increase my confidence for engaging in college-level English coursework.
13. I can name three skills that I can develop to make me better able to successfully engage with challenging college-level writing assignments.
14. Of the three skills that I listed above, I can name the one that I am going to concentrate on first to develop.
15. I have support that will ensure my success in mastering college-level writing assignments. I can identify three of these resources that I have to assist with my success in writing.

16. Of the resources that I listed above, I can name the one that I am going to access first, even if it is only to introduce myself and meet some of the people who are committed to helping me succeed.

17. Writing for self-understanding is one of the most powerful of all learning strategies. I can explain how I might employ writing as a tactic to help me succeed in my math homework and coursework.

18. I can articulate three skills that I can develop to better prepare me to succeed in doing group work.

19. I can articulate three skills that I can develop to better prepare me to succeed in doing classroom presentations.

Knowledge Survey Items for Metacognition Sessions

20. I can explain why the resources available to me can allow me to get as good an education at this school as is available in a more expensive institution.

21. If I hear that "Metacognition is thinking about thinking," I can name one or two things that I should be thinking about while using metacognition effectively.

22. I can give an example of how striving to make connections between two things that seem unrelated can increase my capacity for creativity.

23. I can explain by diagram the nature of a fractal form and name two examples of such forms in nature.

24. I can explain what occurs in my brain as it changes as the result of my effort to learn.
25. I can explain why learning something new might feel uncomfortable, and therefore, why I might be initially reluctant to overcome that discomfort.
26. I can explain why "active learning" could help me overcome the discomfort of learning something new or difficult.
27. I can explain how my affective domain (my feelings) are important to my efforts to gain knowledge and skills.
28. "If I have the belief that I can do it, I shall surely acquire the capacity to do it, even if I may not have it at the beginning." I can determine whether this is an example of self-assessment or self-efficacy, and I can explain why.
29. Self-efficacy is an important metacognitive capacity to develop. I can explain how repeated practice in self-assessment can help me develop this capacity.
30. I can name two good listening practices that I can use to harness some of the brainpower of others to help me to learn and to understand whenever I have the opportunity for a group discussion.
31. One way to study is to simply to read something again and again. Another way is to read reflectively by asking three questions: (a) "What is the main point that the writer is trying to communicate in this reading?" (b) "What did I find surprising and why?" and (c) "What did I find confusing and why?" I have tried both ways myself, and I can explain to a new student in next year's Bridge program why reflective reading is superior.

32. I can describe two substantial differences between lower order and higher order thinking. One of these differences involves cognitive functioning and the other involves affective functioning.
33. If I start now at the level of thinking of the average high-school graduate, and I work to achieve higher order thinking, I can likely achieve the ability to use evidence well across different contexts within: (a) one course (b) one semester, (c) one year, (d) two years (e) four years.
34. I can explain why it is necessary to know why my experiencing coaching and correction must not be confused with an assault on my self-esteem.
35. Self-regulation differs from self-esteem, self-assessment, and self-efficacy. I can describe the nature of self-regulation and the sequence of achieving capacity to self-regulate by a sequence of practice that occurs by my achieving proficiency in the other three.

Knowledge Survey Items for Inclusivity and Diversity Workshop

36. I can explain the meaning of "social construction" and the role that social construction has played up to the present in the development of my own identity.
37. Within this Inclusivity and Identity Workshop, I can describe something I learned that surprised me that expanded my awareness about social construction and its role in identity development.
38. Sometimes, conversations about inclusion and identity are difficult. I can name two strategies that I will employ when I encounter and need to navigate difficult conversations.
39. Being able to communicate well with others who have different ways of knowing and different experiences from our own is quite valuable. That helps us expand our

understanding and our capacity to understand. However, we need strategies to communicate well when we interact with diverse populations. I can name two strategies that I will now start to practice whenever I interact with diverse populations so that, over time, I will increase my capacity to have successful interactions.

Knowledge Survey Items for History of EOP Session

40. I can describe the history of EOP at the statewide level and at the local level of CSU Channel Islands.

41. I can describe the purpose of EOP at the statewide level and give some examples of how that purpose is enacted at CSU Channel Islands.

42. I can articulate how the work of EOP has relevance to me and to my community.

43. There is a connection between the Chicano/a and Ethnic Studies programs within the Cal State University System and the EOP programs. I can describe this connection in terms of the creation and development of Chicano/a and Ethnic Studies programs in the CSU System.

44. After the EOP was established, evidence from studies revealed that it has had significant, beneficial effects. I can describe some of the evidence for EOP's positive impacts on students.

Knowledge Survey Items: Final Bridge Takeaways - Thoughtful Reflections

45. When I took the SLCI and learned my "score," I recorded my feeling and then connected with a brief article on "Fixed" and "Growth" mindsets. I can describe some specific takeaway in learning or attitude from the EOP Bridge Summer Program that helped encourage me to develop capacity to work to learn within the Growth mindset.

46. I learned about the affective domain and the importance of feelings in making my learning successful. I can articulate: (a) how my learning is enhanced by my helping others, (b) how my learning is enhanced by my enlisting and accepting others help, and (c) how doing both "a" and "b" should make learning more fun!
47. We learned that our ways of thinking and knowing arise from our experiences, and no two brains, not even the brains of identical twins, are "wired" alike to perceive and think in the same ways. I can connect this fact to describe why a diverse team of problem solvers could likely produce more creative solutions to a complex, important challenge than would a team of problem solvers that come from similar backgrounds and experiences.
48. Suppose that I find myself a member of a diverse group of problem-solvers as described above. I can name one or two behaviors of my own that I should regulate in order to prevent my behavior from short-circuiting the ability of my group to draw on using the potential of the mental resources that each member brings to the group.
49. I can name three students I have met in this EOP Summer Bridge program with whom I believe I can be partners to help each other succeed in our learning and personal growing.
50. When my group meets with our mentor later this term, I am able to share one aspect of my initial college learning experience that surprised me, and one aspect of that experience that seems confusing.