



# Promoting Self-Regulated Learning in First-Year College Students: An Intervention Study

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# Academic Momentum

- The best predictor of future academic success is past academic success.
- Academic momentum serves as a driver of continued academic success.

# Measures of Academic Success

- SAT, ACT, High School Grades
- Quality of school
- Rigor of coursework
- Leadership
- Overcoming Adversity
- Motivation/Determination
- Outstanding Potential

# Transitions:

- Faculty expectations
- Realistic self-appraisal
- Appropriate work ethic
- Managing independence
- Discarding old habits and relationships while developing new ones
- Self-Regulation

# The Question

- How can we boost performance in students for whom the “achievement gap” imposes a wide range of obstacles and requires a quick transition to the demands of college?

# Summer Bridge Objectives

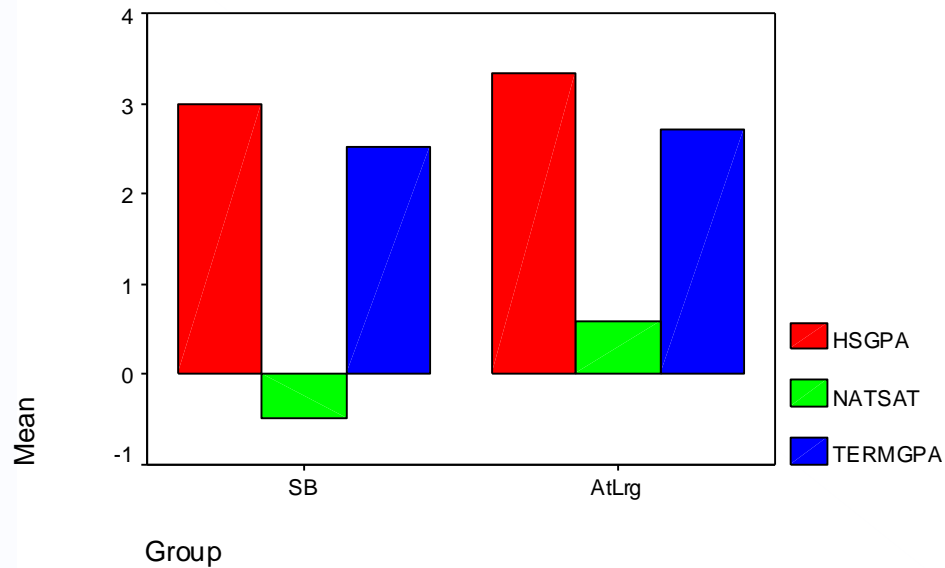
- To develop academic abilities in the content areas (i.e., bridge knowledge gaps)
- To develop knowledge about faculty expectations
- To develop insights about one's self, (particularly goals, strengths, weaknesses)
- To develop a familiarity with the campus environment
- To develop a support network

# Summer Bridge Structure

- Intensive Academic Development  
(English, Math, Computer & Study Skills)
- Developmental Advising  
(Decision-making, Conflict Management)
- Student Development Activities
  - Build Confidence in Realistic Setting
  - Gain Personal Insights

# Achievement Measures

Fig. 1 - Bar graph of academic achievement for selected groups.





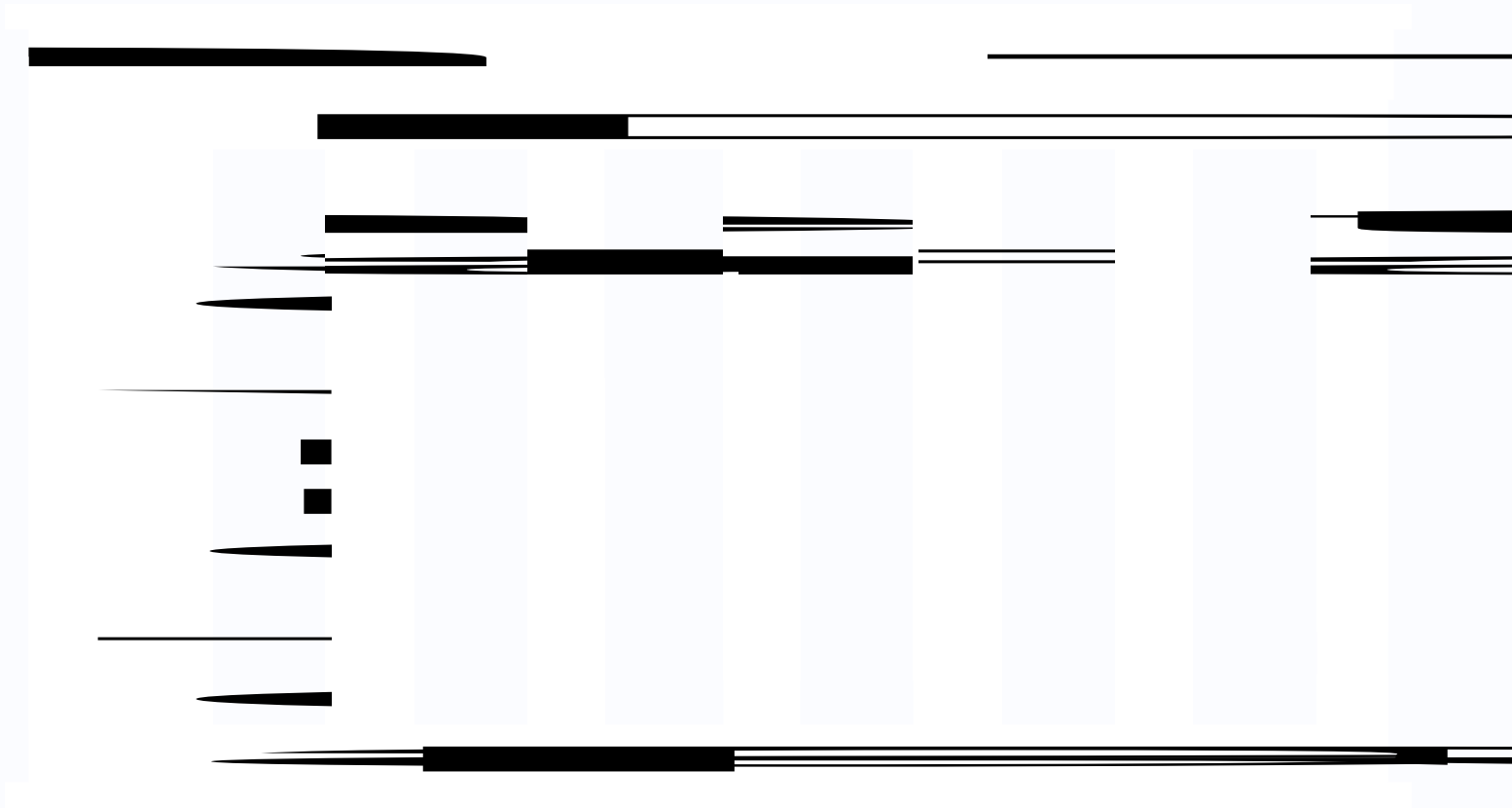
# The Summer Bridge Effect

**Coefficients<sup>a</sup>**

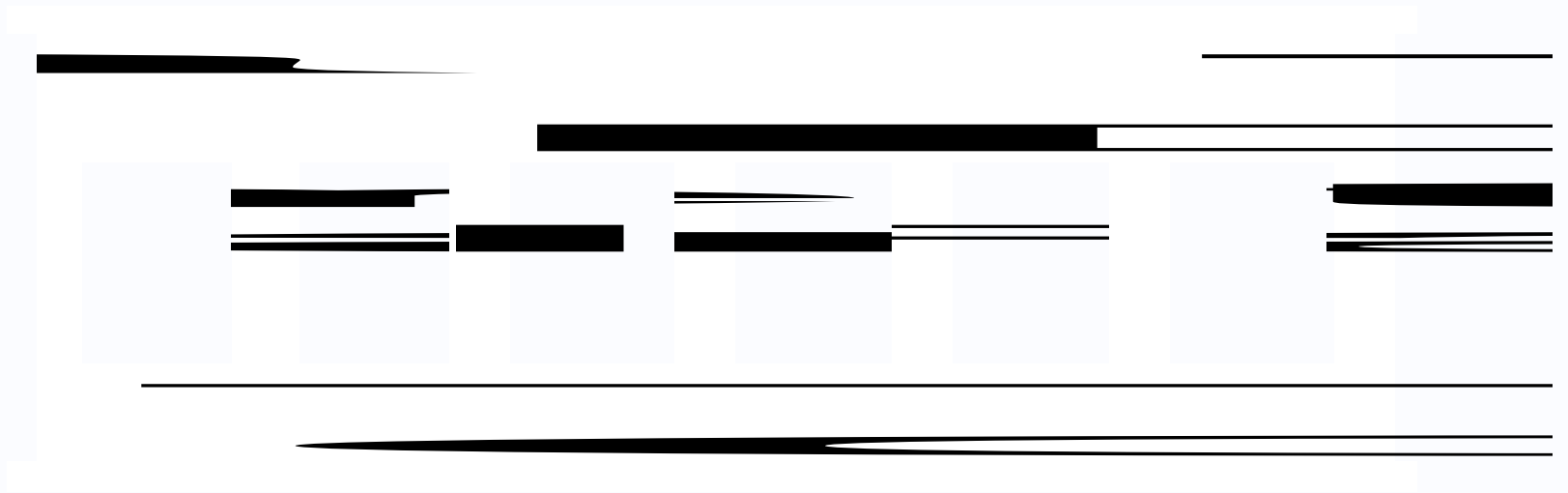
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.984	.278		3.535	.000
	HSGPA	.306	.071	.146	4.330	.000
	NATSAT	.150	.042	.137	3.557	.000
	County household income '95	1.197E-05	.000	.112	3.846	.000
	Bridge	.312	.087	.135	3.588	.000
	DMSEXF	-6.20E-02	.057	-.032	-1.093	.274

a. Dependent Variable: TERMGPA

# Covariance



# Program Effect



# Effect Size

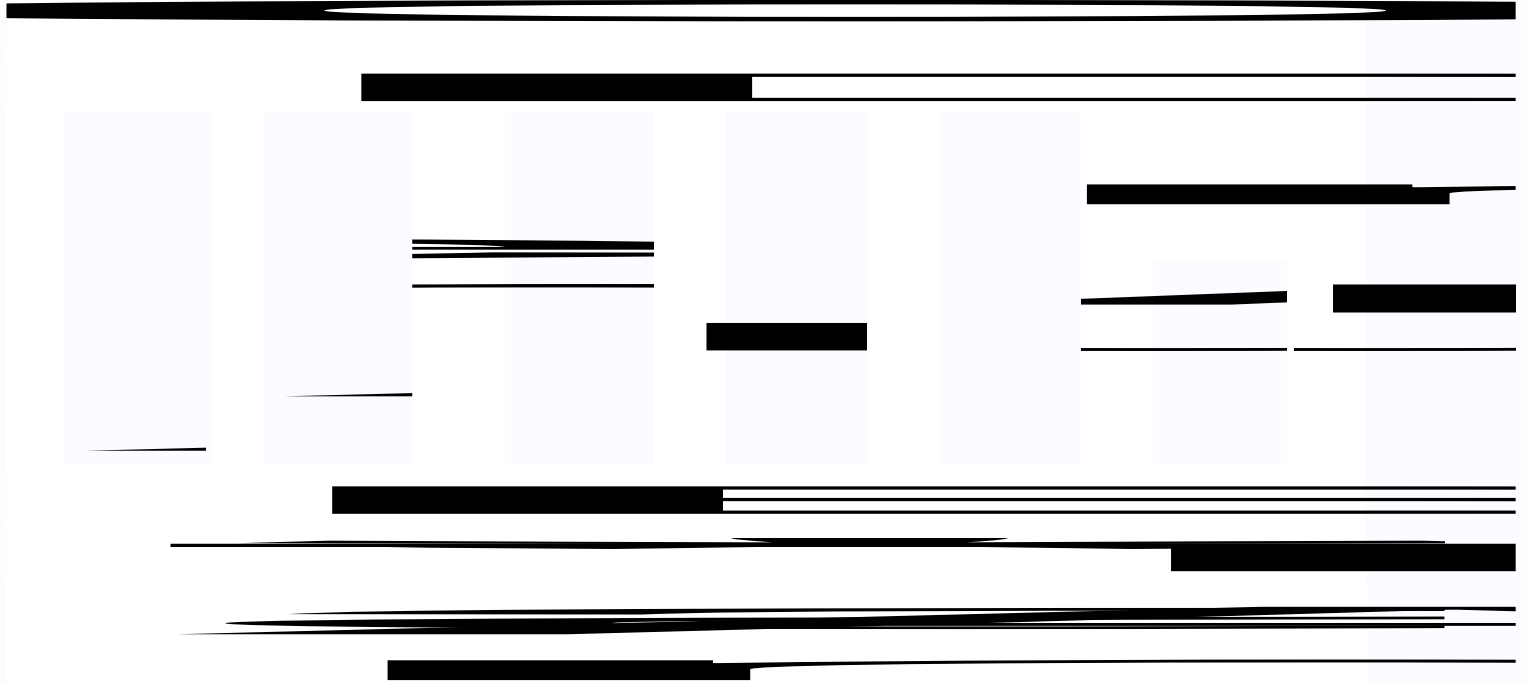
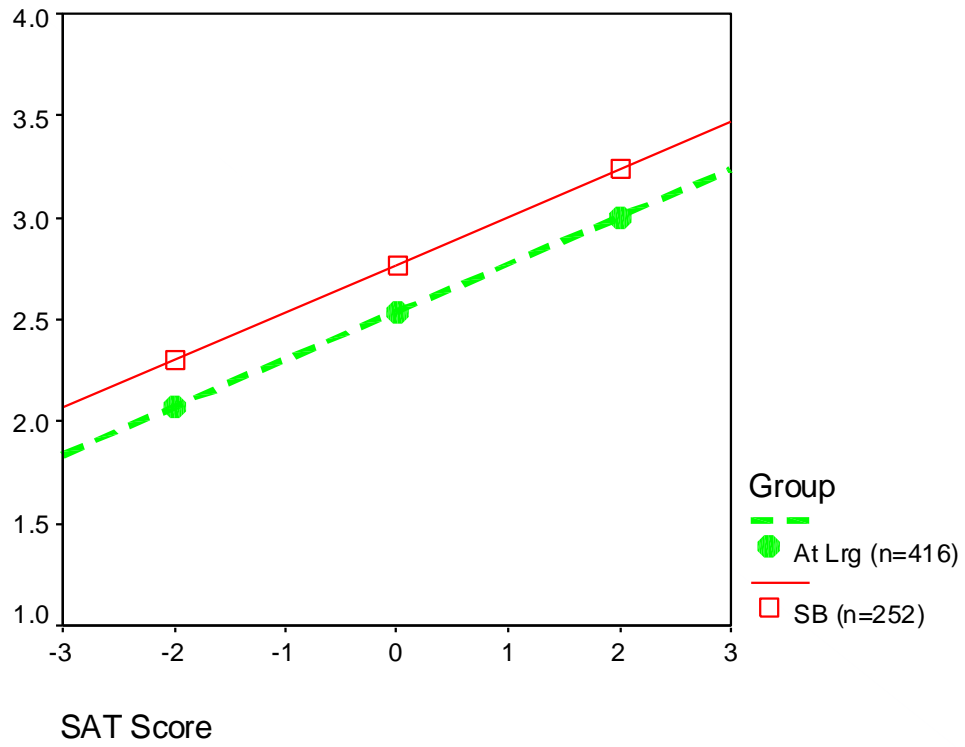
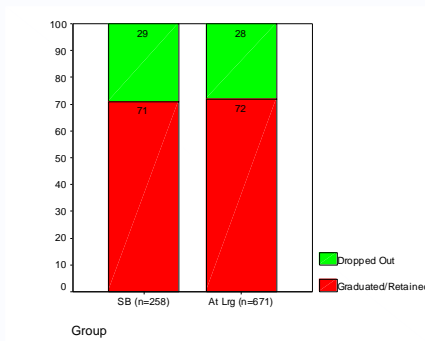


Fig. 4 - Adjusted FGPA by Test Score



**Figure 2: Graduation and Retention of Summer Bridge and At-Large Student Groups.**



# Conclusion

- An academic summer program of intensive instruction, systematic advising, and student development opportunities can help college students to perform as well as or better than peers who enter college with more affluent backgrounds and higher achievement indices.