Summer Bridge Programs: Developing Connections for At-Risk Students

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Admissions Selection Factors

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

Power of the HS Curriculum

- Adelman (1999) has shown that the quality high school curriculum is the single most important factor contributing to college success and ultimately graduation.

- The impact of the intensity and quality of high school curriculum is even more pronounced for African American and Latino students.

Educational Inequalities

- Kozol's *Savage Inequalities*
- Conley's *Honky*
- According to *Educational Trust:*

-science teachers in racially isolated schools have less educational training

-high poverty high schools have more underqualified teachers

-poorer school districts have fewer Math resources (textbooks, calculators, computers)

-poorer school districts offer fewer advanced math and science courses

Educational Inequalities

- Minorities are less likely to own a computer and have internet access at home

  (NTIA, 1998)

- Schools with larger minority student populations have fewer computers and less Internet access than other schools

  (Coley, et al, 1997)

- Teachers in minority, poor, or urban schools are less likely to ask students to solve complex problems.

Risky Effects

- Statewide 950 schools failed to meet MEAP achievement standards.

- According to the Detroit News, 37% of Michigan's "failing schools" located in southeast Michigan.

- Nearly half the schools in Detroit were "at-risk" for state accreditation because more than 75% of their students were not passing state mandated tests (MEAP).

How to Improve Prospects for Success of At-Risk Students?

- Early Intervention (DAPCEP/KCP)
- Community (Favorable "climate")
- Involvement (Living Learning Programs)
- Faculty Contact (Mentoring)
- Comprehensive Advising & Instruction
- Summer Bridge Programs

Adjustment Challenges

- New college students need to be open to novel experiences, including different ways to learn and to grow

- This often includes reflecting on just how they learn best, but this is not something they do naturally

- Students may need to develop academic self-understanding

Student Transitions:

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

Philosophical Orientation

- Importance of time-on-task
- In the confrontation between the rock and the stream, the stream always wins - not through strength of force, rather through perseverance.

   -sustained effort smoothes rough edges
   -polishing of diamonds in the rough

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

The Summer Bridge Effect

		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
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

Coefficients[a]

a. Dependent Variable: TERMGPA

Impact on Students

95% report that they feel they have gotten a head start on other incoming freshmen

- 88% recommend attending Bridge to friends

- 85% made friends they expect to keep

- 85% are more encouraged about their ability to handle the academic demands of college.

- 75% learned new and useful study skills in Summer Bridge.

U-M Bridge Enrollment

- – 2001 - 135
- – 2000 - 123
- – 1999 - 83
- – 1998 - 81
- – 1997 - 78
- – 1996 - 60
- – 1995 - 68
- – 1994 - 47

http://www.lsa.umich.edu/csp/

- University of Michigan

Summer Bridge Program

References

- Adelman, C. (1999) *Answers in the Tool Box: Academic Intensity, Attendance Patterns, and Bachelor's Degree Attainment*. Washington, DC: US Dept. Of Education

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