Mindfulness and Transition: The Impact of Summer Bridge Experiences on Faculty, Staff and Students

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Mindfulness

- Be aware of; notice; be attentive; be wary; follow instructions
- Students often take for granted that they will perform well in school
- As a result they sometimes are not mindful of what needs to be done to succeed/excel
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.
The Role of Metacognition

- The feeling of knowing (pre-retrieval)
- Knowing that you know
- Structure a framework for academic learning
- Develop academic self-understanding
- Self-efficacy: feeling competent and confident about what you know
The Metacognitive Process

- Plan
- Self-monitor
- Self-regulate
Measures of Academic Success

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

- Extended Meeting Time
- Smaller class size
- Collaborative Learning
- Active Learning
- Effective Learning Strategies
- College Level Grading & Assessment
Academic Advising

- Developmental Advising
- Academic Progress Monitoring System (Mid-term Estimate, Student Progress Report)
- Problem-Solving Strategies (Roommate, finances, peer expectations)
- Academic-Career Explorations (freshmen interest groups)
- Personal Adjustment Issues (existential crises)
Student Development

- Role Modeling
- Study Groups/Collaborative Learning
- CSP 100 - Academic Socialization
- Enrichment Activities
- Socio-cultural events
- Development Workshops
Achievement Measures

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

<table>
<thead>
<tr>
<th>Group</th>
<th>AtLrg</th>
<th>SB</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSGPA</td>
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<td>NATSAT</td>
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<td>TERMGPA</td>
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## The Summer Bridge Effect

<table>
<thead>
<tr>
<th>Model</th>
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<th>Standardized Coefficients</th>
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<th>Sig.</th>
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<tbody>
<tr>
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<td>B</td>
<td>Std. Error</td>
<td>Beta</td>
<td></td>
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<td>(Constant)</td>
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<td>.278</td>
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<tr>
<td></td>
<td>HSGPA</td>
<td>.306</td>
<td>.071</td>
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<tr>
<td></td>
<td>NATSAT</td>
<td>.150</td>
<td>.042</td>
<td>3.557</td>
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<td>County household income '95</td>
<td>1.197E-05</td>
<td>.000</td>
<td>3.846</td>
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<tr>
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<td>DMSEXF</td>
<td>-6.20E-02</td>
<td>.057</td>
<td>-1.093</td>
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</table>

a. Dependent Variable: TERMGPA
Program Effect

Univariate Tests

Dependent Variable: TERMGPA

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<tr>
<th>Contrast</th>
<th>Error</th>
<th>Sum  of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
<th>Eta Squared</th>
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<td>663</td>
<td>663</td>
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<td>.436</td>
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The F tests the effect of Group. This test is based on the linearly independent pairwise comparisons among the estimated marginal means.
### Effect Size

#### Pairwise Comparisons

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<th>.072</th>
<th>.001</th>
<th>9.275E-02</th>
<th>.374</th>
<th>-.233</th>
<th>.072</th>
<th>.001</th>
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<th>9.27E-02</th>
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<tbody>
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**Mean Difference**

<table>
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<tr>
<th>(I-J)</th>
<th>Std. Error</th>
<th>Sig.</th>
<th>95% Confidence Interval for Difference</th>
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*Based on estimated marginal means*

The mean difference is significant at the .05 level.

*Adjustment for multiple comparisons: Least Significant Difference (equivalent to no adjustments).*

a
Fig. 4 - Adjusted FGPA by Test Score

SAT Score
3 2 1 0 -1 -2 -3
FGPA
4.0 3.5 3.0 2.5 2.0 1.5 1.0
Group
At Lrg (n=416) SB (n=252)
U-M Bridge Enrollment

- 2001 - 135
- 2000 - 123
- 1999 - 83
- 1998 - 81
- 1997 - 78
- 1996 - 60
- 1995 - 68
- 1994 - 47
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.
Impact on Faculty and Staff

- Faculty need to structure a framework for teaching that promotes metacognitive development.
- Staff (e.g., advisors) need to assist students to develop skills and insights that will help them navigate the institutional setting.
- Faculty & staff need to be open to the personal transformations that emerge when they reflect upon the effect they can have on the academic enterprise and student development.
Conclusion

- Summer Bridge Programs affect students in a positive way that improves their mindfulness of the college environment as well as their academic performance.
- Summer Bridge Programs also affect faculty and staff by causing them to reflect upon the academic enterprise and the variety of transformations required.
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