

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

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William Collins

Liese Hull

University of Michigan

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

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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

Transition

- 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

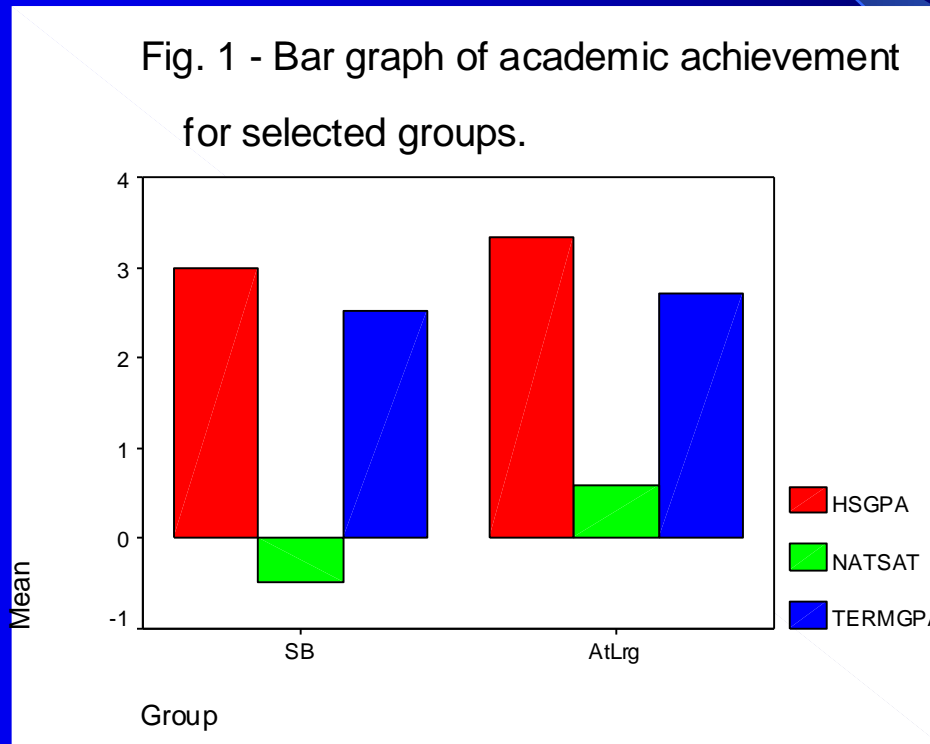
Academic Advising

- 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



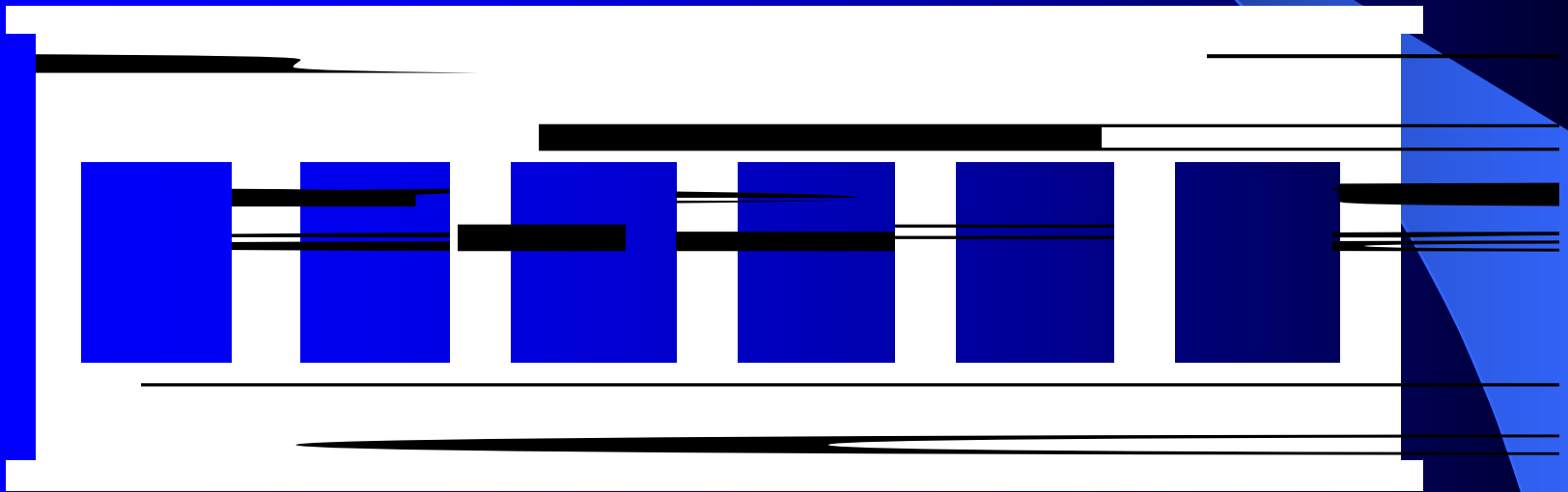
The Summer Bridge Effect

Coefficients^a

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

Program Effect



Effect Size

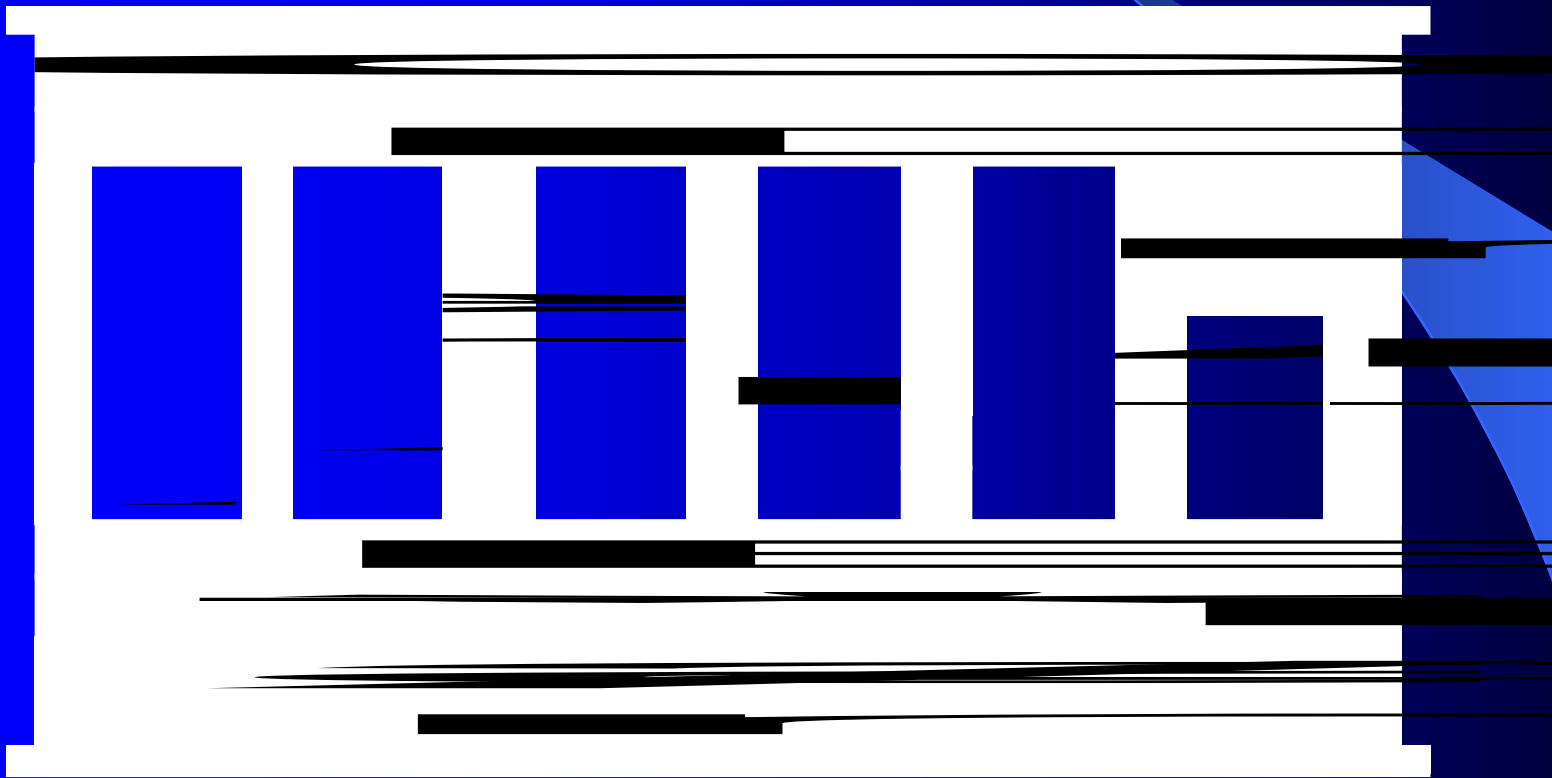
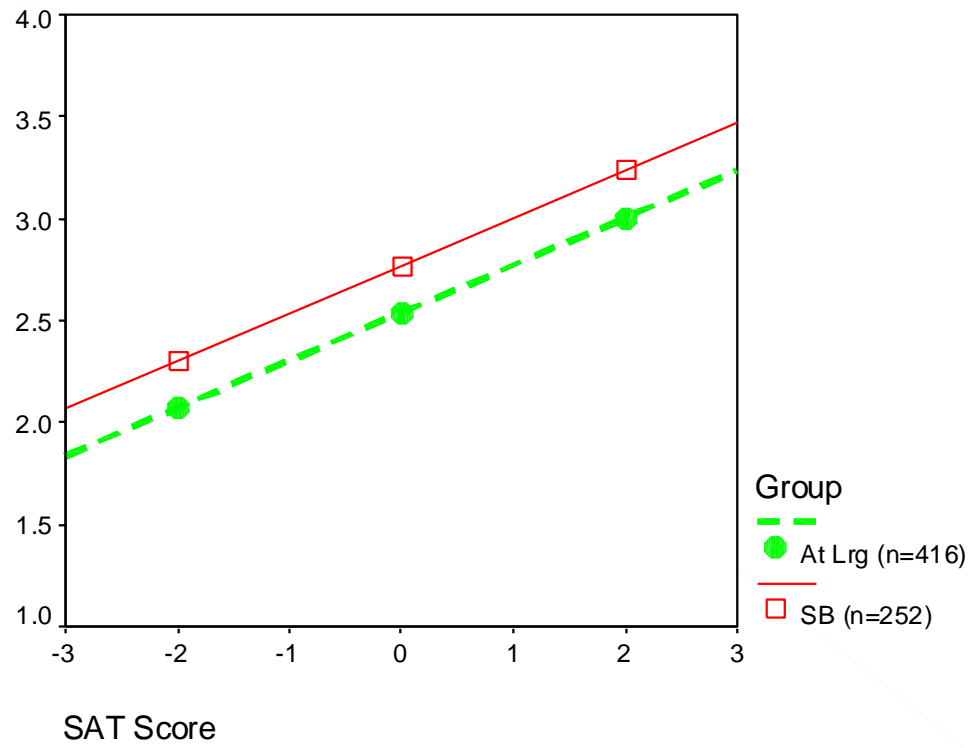


Fig. 4 - Adjusted FGPA by Test Score



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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