A Comprehensive Model for Promoting Opportunity and Facilitating Academic Success at a Selective University

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Challenges
General Model of Educational Attainment
-adapted from Blau and Duncan (1967) and Sewell and Hauser (1975)
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The College Experience

- Adjustment to new academic demands
- New level of competition
- Independence
- Self-regulation – motivation, effort, persistence
- Expectancy
- Self-confidence and self-esteem
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).
The Achievement Gap

- Blacks score one standard deviation lower than whites on standardized achievement tests
- Fewer minority students enroll in advanced mathematics courses in high school
Race

White

Black

N = 12430

SATTOT2

1800

1600

1400

1200

1000

800

600

400

200

0

5584

4438

3328

3419

3850

4398
Academic Momentum

- The best predictor of future academic success is past academic success.

- Academic momentum serves as a driver of continued academic success.
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.
Factors Affecting Achievement

- Household Income
- Parental Education/Occupation
- Quality of Prior Schooling/Competition
- Prior Levels of Achievement
- College “Climate”/ “Fit”
- Campus support and resources
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
A Related Issue

• There are many students with outstanding potential for college success, but who do not have the advantages of affluence that are known to be related to graduation.

• These students are often highly motivated to succeed and will make significant contributions to society if afforded access to college and early support.
The Retention Issue

- 63% of 4-year college students earn a bachelor’s degree by age 30 (within 11 years of high school graduation)
- 6-year graduation rate is about 50%
- Mean “time-to-completion” of bachelor’s degree is about 5 years

How can we bolster academic achievement and social adaptation among college students so as to promote academic success, retention, and graduation; particularly for students affected by the achievement gap?
Comprehensive Model

-Support Network
  students, faculty, staff
-Strategies for Goal Attainment
-Skill Building Opportunities
-Leadership Opportunities
-Mentoring
Intervention Strategies
Intervention Models

- Early Intervention (DAPCEP/KCP)
- Community (Favorable “climate”)
- Involvement (Living Learning Programs)
- Faculty Contact (Mentoring)
- The Comprehensive Model
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
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
Comprehensive Structure
A Comprehensive Model

- Summer Bridge Program
- Summer Orientation
- Developmental Academic Advising
- Intensive Course Instruction
- Tutoring
- Study Groups
- Mentoring Program
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)
- Establishment of Support Network
  (Faculty, Staff, Students)
- Student Development Activities
  - Build Confidence in Realistic Setting
  - Gain Personal Insights
Summer Orientation

- Placement Testing
- Course Selection
- Academic Advising
- Introduction to Support Network
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)
Intensive Course Instruction

- Extended Meeting Time
- Smaller class size
- Collaborative Learning
- Active Learning
- Focus on Effectiveness Strategies
- Departmental Testing/Grading
Student Development

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

- Tutoring
- Mentoring Program
- Study Groups
- CSP 100 - Academic Socialization
- Summer Scholarship Program
- Campaign Excel
Outcomes
CSP Students by Ethnicity (Fall, 2001)
CSP Students by Gender (Fall, 2001)

- Male: 685
- Female: 1007
U-M Bridge Enrollment

- 2001 - 135
- 2000 - 123
- 1999 - 83
- 1998 - 81
- 1997 - 78
- 1996 - 60
- 1995 - 68
- 1994 - 47
Fig. 4 - Adjusted FGPA by Test Score

SAT Score

FGPA

Group

At Lrg (n=416)
SB (n=252)
The Summer Bridge Effect

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Model: 1

a. Dependent Variable: TERMGPA
CSP Performance Measures

- Graduation Rate: 6-yr: 70%; overall: 76%
  (Ten-year total: 3,546)
- Overall GPA: 2.6
- New Freshmen: 505
- Seniors: 523
- All CSP Students: 1,790
- Advising Contacts: 7,016
- Intensive Course Enrollment: 1,102
- Students in Good Academic Standing: 96%
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.
Conclusion

- A comprehensive program that includes summer development, intensive instruction, systematic advising, and student development not only promotes opportunity, but also facilitates academic achievement, retention, and graduation in college students.
Achievement Status


References (cont.)

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

- University of Michigan

![Summer Bridge Program logo](image)