



Generating Momentum for College Success

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Bridge (*n*; *vt*)

- (*n*) A structure carrying a pathway over a gap or an obstacle (structural)
- (*vt*) A means of connection or of transition from one thing to another (experiential)

Obstacles:

- Family income
- Quality of prior learning
- Breadth of exposure
- Competition level
- Achievement Gap

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

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

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?

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 results in a smoothing of 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

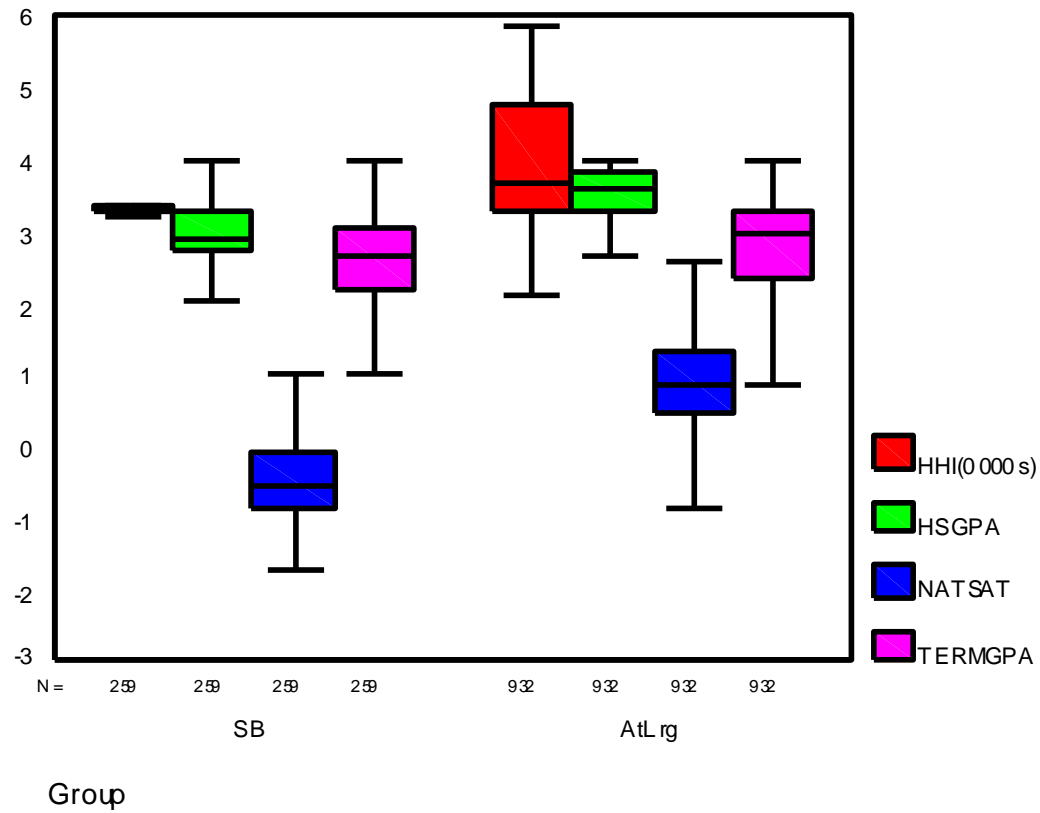
Academic Advising

- 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

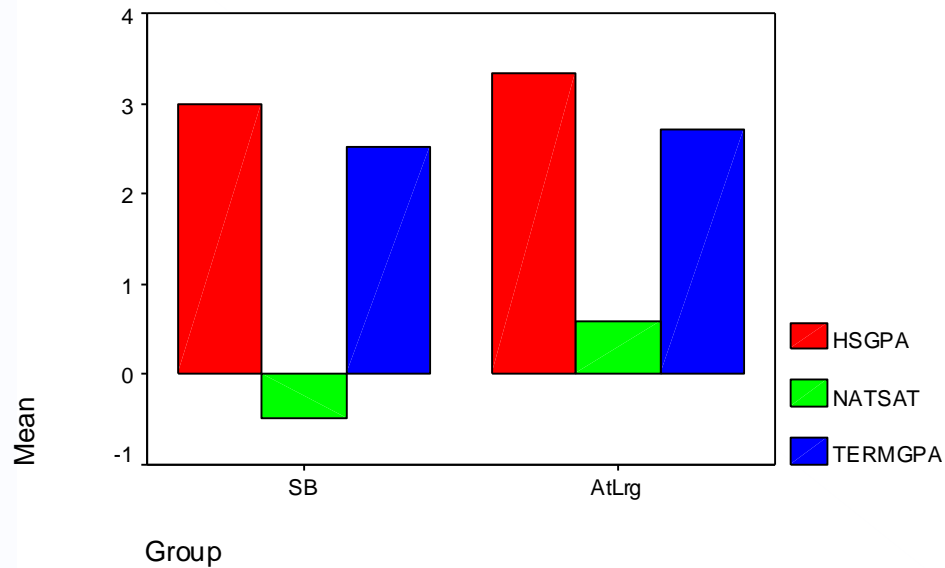
- Role Modeling
- Study Groups/Collaborative Learning
- CSP 100 - Academic Socialization
- Enrichment Activities
- Socio-cultural events
- Development Workshops

HHI & Achievement by Group



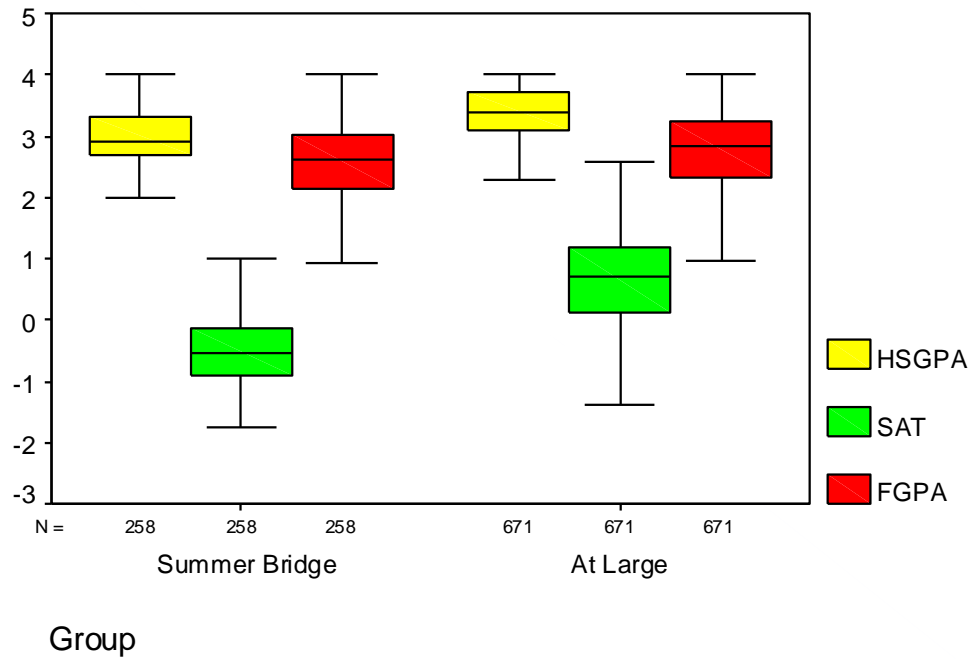
Achievement Measures

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



Achievement Measures

Figure 1. Box Plots of Performance on Academic Achievement Variables by Group.



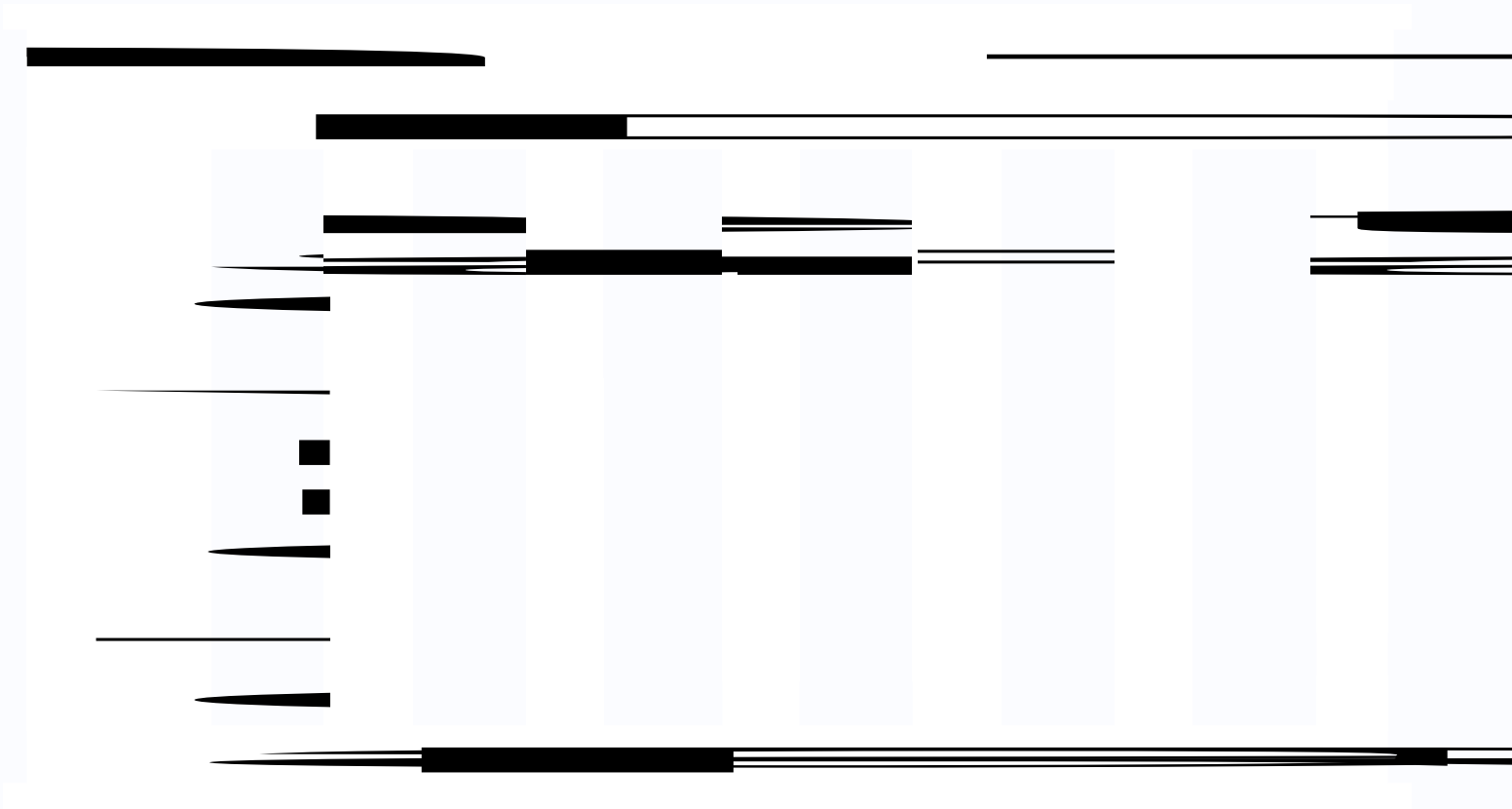
The Summer Bridge Effect

Coefficients^a

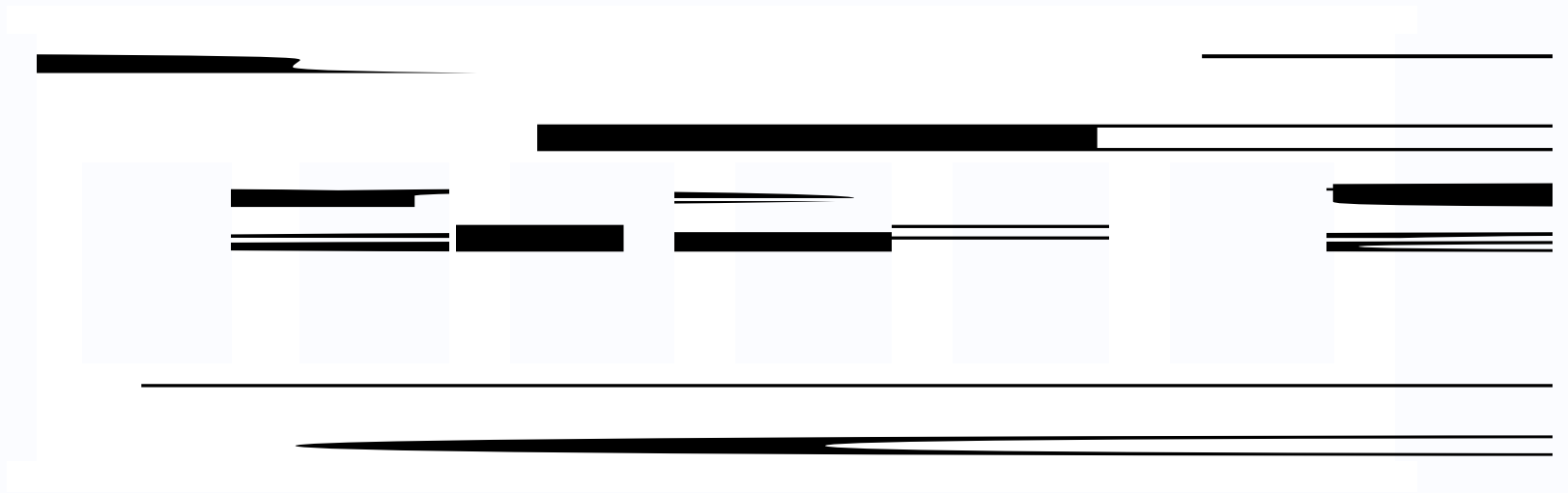
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.984	.278		3.535	.000
	HSGPA	.306	.071	.146	4.330	.000
	NATSAT	.150	.042	.137	3.557	.000
	County household income '95	1.197E-05	.000	.112	3.846	.000
	Bridge	.312	.087	.135	3.588	.000
	DMSEXF	-6.20E-02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

a. Dependent Variable: TERMGPA

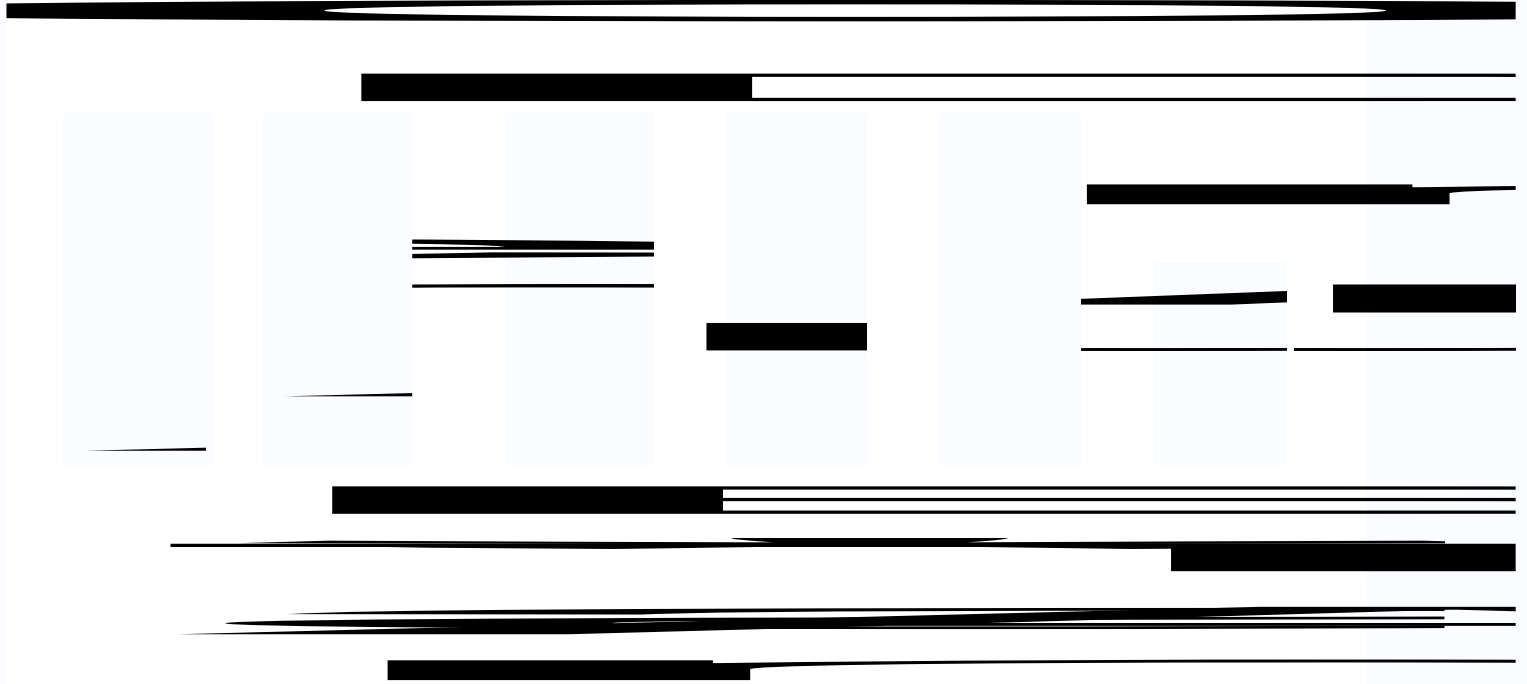
Covariance



Program Effect



Effect Size



SB Overall FGPA (1991-96)

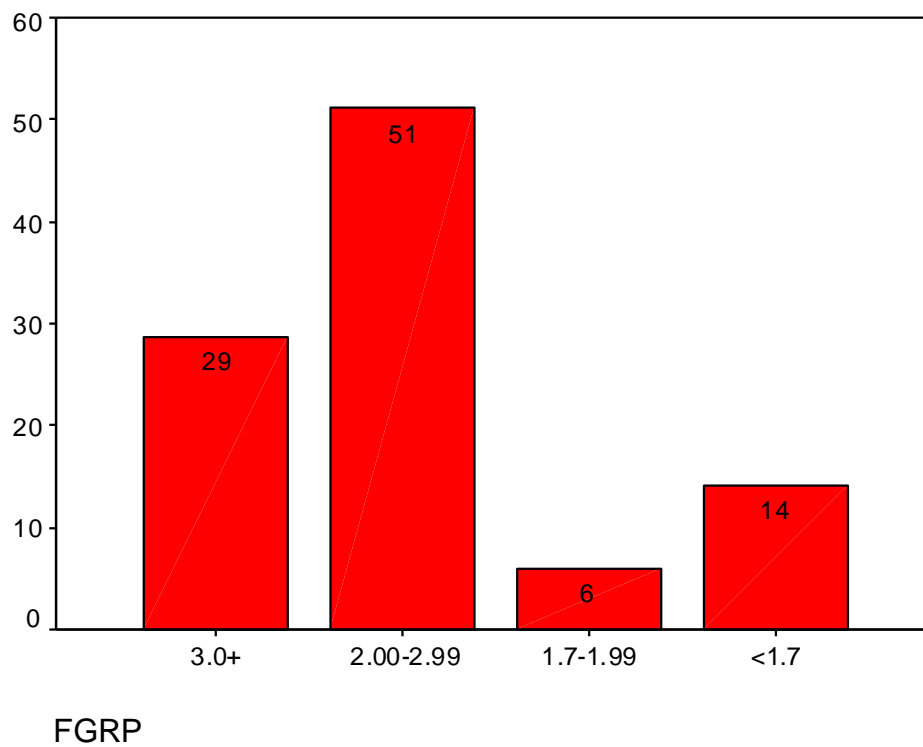
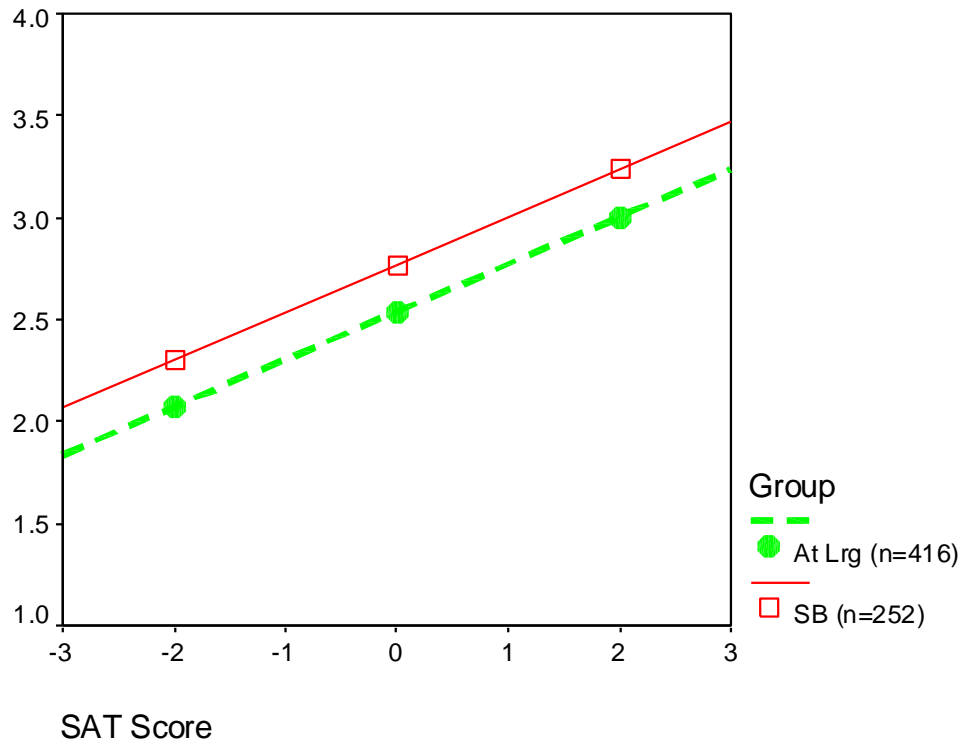
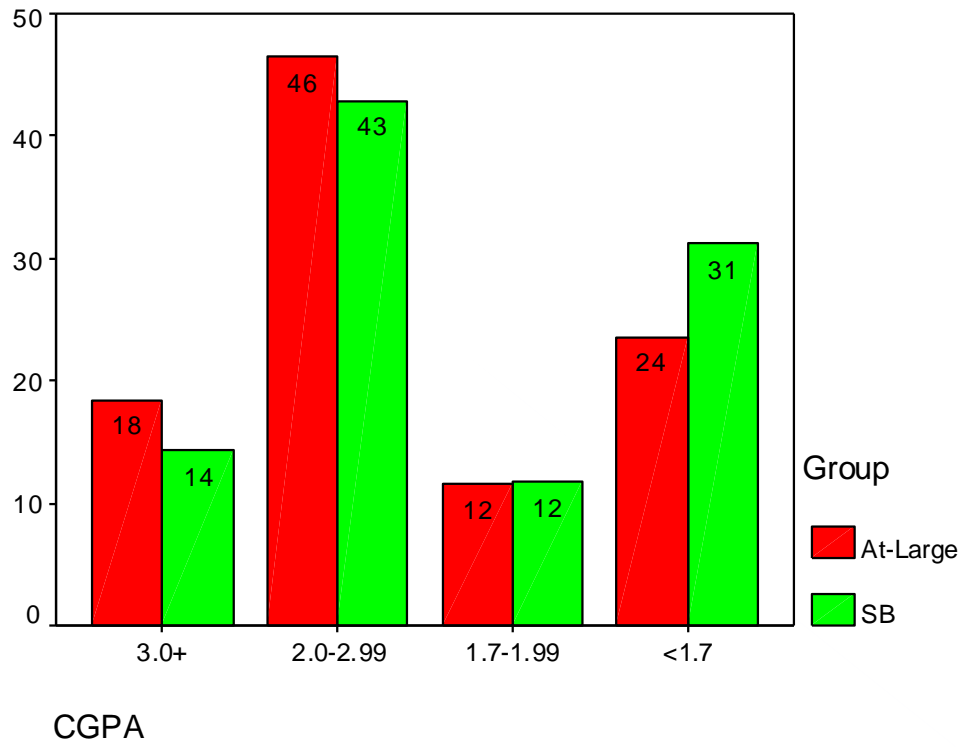


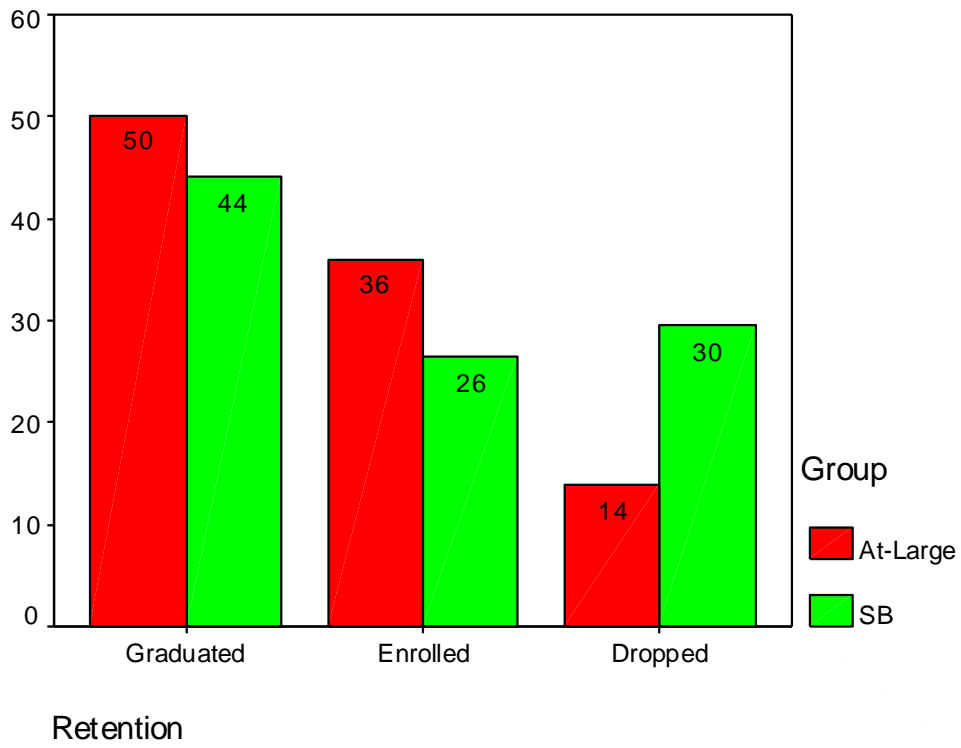
Fig. 4 - Adjusted FGPA by Test Score



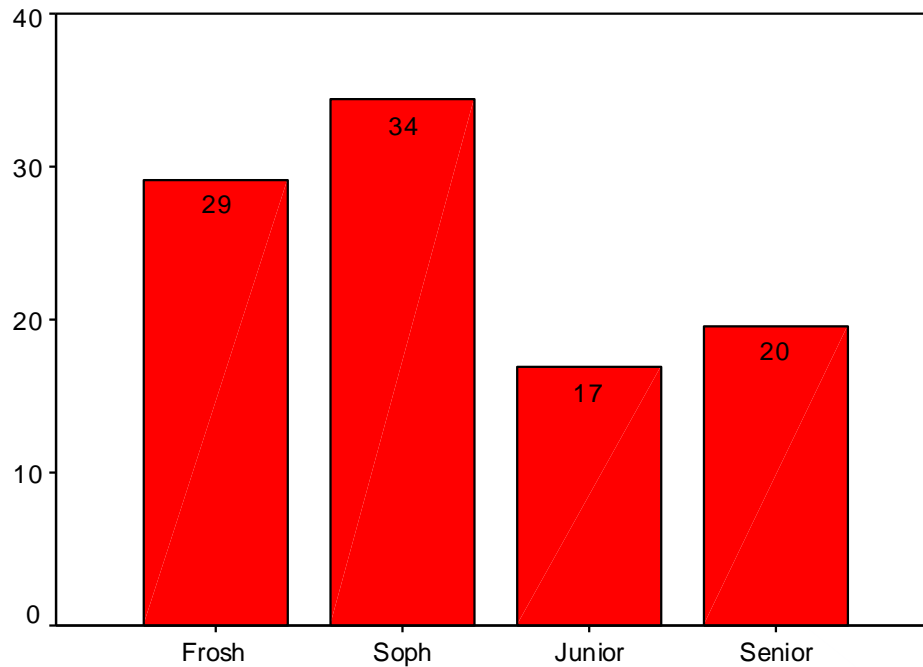
CGPA of students who "Dropped"



Black Retention (1991-96)



Status of (Blk) Students who "Dropped"



Cum. Credits/Standing (N=471)

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

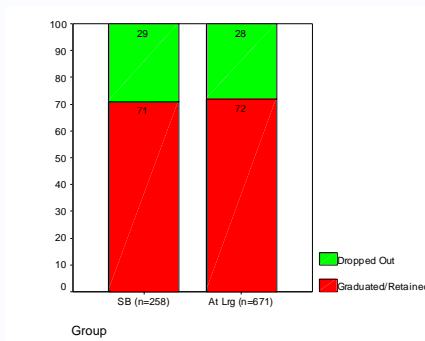
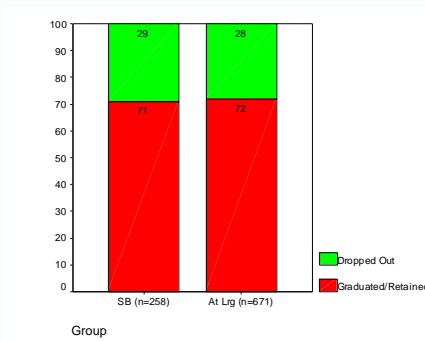


Figure 2: Graduation and Retention of Summer Bridge and At-Large Student Groups.



The BIG Question

- How can we promote academic achievement in college students and, in particular, among those who help to make our campuses the intellectually stimulating places we want them to be? (i.e.) Students who by their very presence underscore diversity in experience and viewpoints.

Intervention Models

- Early Intervention (DAPCEP/KCP)
- Community (Favorable “climate”)
- Involvement (Living Learning Programs)
- Faculty Contact (Mentoring)
- AND...

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.

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Bridge Enrollment

– 2000 - 123

– 1999 - 83

– 1998 - 81

– 1997 - 78

– 1996 - 60

– 1995 - 68

– 1994 - 47