Summer Bridge Program: Holistic, High Impact Student Development Program

Presented by:
Dwight Fontenot, Ph.D.
Margaret Noori, Ph.D.
Makeda Turner, M.A.
University of Michigan Ann Arbor
High Impact Practices (HIP) Effect on Student Development

• George Kuh (2008) summarized widely used educational practices that proved beneficial to student success.
• HIP improve student engagement and success.
• Use of these practices remains haphazard, especially with marginal populations.
List of High Impact Practices

1. First-Year Seminars and Experiences
2. Common Intellectual Experiences
3. Learning Communities
4. Writing-Intensive Courses
5. Collaborative Assignments and Projects
6. Undergraduate Research
7. Diversity/Global Learning
8. Service Learning, Community-Based Learning
9. Internships
10. Capstone Courses and Projects
Research on High Impact Practices

• Brownell & Swaner, 2009
  – Reviewed research on four HIP
    • First-year seminars, learning communities, undergraduate research, service learning
    • Increased student retention with modest impact on grades
    • Increased faculty-student interaction and student engagement
    • Increased critical thinking and writing skills
    • Greater exposure to diversity
<table>
<thead>
<tr>
<th>Research on High Impact Practices</th>
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<tbody>
<tr>
<td>• Little research on underserved student population, especially underrepresented minority students, first generation college students, and low-income students</td>
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<tr>
<td>• Little longitudinal research on HIP</td>
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<td>• Only 4 HIP regularly studied</td>
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<td>• Focus not only on persistence but student learning</td>
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University of Michigan Summer Bridge Program (SBP)

• History and Scope of Program
  – Originated in 1975
  – SBP limited to select group of incoming freshman

• 7 week living learning program
  – Offers intensive academic preparation
  – Transition
  – Individualized advising

• How students are selected
  – Admissions process
  – Number of students selected
  – Characteristics of students
University of Michigan
Summer Bridge Program (SBP)

• High-impact intervention program for underserved students
• Use of multiple HIP in one seven-week period
• Consistent follow-up throughout academic career
HIP in Summer Bridge

• First – Year Seminar and Experiences
  – CSP 100 – discussion based
  – Small class of 18 students
  – Co-teaching: Instructor, Academic Advisor, and Peer Advisor
  – Discussion of transition issues

• Common Intellectual Experiences
  – All students take 3 classes: Writing, math, CSP 100
  – Common class times
  – Required evening study sessions
  – Common reading assignment

• Learning Communities
  – Summer Bridge Program is the ideal living-learning community
  – Faculty, advisors, and students in residence hall daily
  – Meals with instructors, advisors and peer advisors
HIP in Summer Bridge

• Writing – Intensive Courses
  – Writing courses require development of portfolio
  – Bi-weekly meetings with writing faculty and course assistants
  – Research paper for CSP 100
  – Reflective writing assignments

• Collaborative Assignments and Projects
  – CSP 100 common reading with assignments (Freakonomics, S. D. Levitt & S. J. Dubner – 2006)
  – Group projects for CSP 100
  – Group assignments for math
  – Challenge course
  – Group educational and social activities
HIP in Summer Bridge

• Undergraduate Research
  – Introduced to students in SBP in CSP 100
  – Presentation from Undergraduate Research Opportunity Program (UROP)

• Diversity/Global Learning
  – Discussions in CSP 100
  – Friday Lectures
  – The Program on Intergroup Relations (IGR) dialogue with students
  – Value of diversity supported in all classes
HIP in Summer Bridge

• Service Learning, Community-Based Learning
  – Presentations from Michigan Learning Communities and service learning units

• Internships
  – Presentations from career center

• Capstone Courses and Projects
  – CSP 100 – Four year plans
  – Reflective assignments
  – Math post-test/writing portfolio assignment
2006 SBP Demographic Data

• 140 students
  – 1 withdrew on day one of program
• 56% Female/44% Male
• 87% Michigan students
  – 5 students from PR
  – 79.1% from urban areas
2006 SBP Demographic Data

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Income Level (SR)</th>
<th>Number of Students</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>&gt; $25,000</td>
<td>27</td>
<td>19.4</td>
</tr>
<tr>
<td>Latina/o</td>
<td>$25,000 - $49,999</td>
<td>28</td>
<td>20.1</td>
</tr>
<tr>
<td>Caucasian</td>
<td>$50,000 - $74,999</td>
<td>19</td>
<td>13.7</td>
</tr>
<tr>
<td>Asian</td>
<td>$75,000 - $99,999</td>
<td>10</td>
<td>7.2</td>
</tr>
<tr>
<td>Native Am</td>
<td>$100,000 or more</td>
<td>30</td>
<td>21.6</td>
</tr>
<tr>
<td>Multi Racial</td>
<td>No Report</td>
<td>25</td>
<td>18.0</td>
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## 2006 SBP Demographic Data

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
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<tbody>
<tr>
<td>HSGPA</td>
<td>139</td>
<td>2.1000</td>
<td>4.0000</td>
<td>3.279137</td>
<td>.4027937</td>
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<tr>
<td>ACT English</td>
<td>124</td>
<td>14</td>
<td>34</td>
<td>21.19</td>
<td>3.363</td>
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<tr>
<td>ACT Math</td>
<td>124</td>
<td>15</td>
<td>29</td>
<td>21.21</td>
<td>3.299</td>
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<tr>
<td>ACT Composite</td>
<td>124</td>
<td>16</td>
<td>29</td>
<td>21.75</td>
<td>2.405</td>
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<tr>
<td>SAT Quant</td>
<td>56</td>
<td>390</td>
<td>640</td>
<td>524.11</td>
<td>62.429</td>
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<tr>
<td>SAT Verbal</td>
<td>56</td>
<td>340</td>
<td>660</td>
<td>522.68</td>
<td>68.370</td>
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<tr>
<td>SAT Total</td>
<td>56</td>
<td>870</td>
<td>1260</td>
<td>1046.79</td>
<td>92.954</td>
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</table>

Predicted graduation rates for students with similar characteristics is 46% (Reference)
# 2006 SBP Academic Progress

<table>
<thead>
<tr>
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<th>Summer 2006</th>
<th>Fall 2006</th>
<th>Winter 2007</th>
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</thead>
<tbody>
<tr>
<td>Students Registered</td>
<td>139</td>
<td>136</td>
<td>133*</td>
</tr>
<tr>
<td>Credits Earned</td>
<td>7.12 (0.996)</td>
<td>13.49 (3.406)</td>
<td>14.71 (1.66)</td>
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<tr>
<td>CTP</td>
<td>7.12 (0.996)</td>
<td>19.34 (3.96)</td>
<td>32.05 (5.96)</td>
</tr>
<tr>
<td>GPA</td>
<td>3.00 (0.622)</td>
<td>2.53 (0.78)</td>
<td>2.65 (0.579)</td>
</tr>
</tbody>
</table>

95% Retention Rate after year 1
2006 SBP Graduation Data

• Four – year graduation rate = 44.85 %
• Six – year graduation rate = 71.2 %
  – National average graduation rate = 46%
• Average time to completion = 4.75 years
• Average CTP for Graduates = 129.93 (2.89)
• Average CGPA for Graduates = 2.86 (0.368)
Current Student Data

- 3 students currently enrolled
- 13 student not enrolled but with more than 105 CTP
- 16 students in poor academic standing
- 20 students are not enrolled but in good academic standing
- Current student progress -
Summary

• Use of HIP can help student achievement
  – Great success in organized environment such as SBP
  – Use of multiple HIP in organized fashion
  – Increased student engagement and success

• Future research
  – Reflective feedback
  – Academic engagement/efficacy
Questions?