Promising Practices in Developmental Summer Bridge Programs

Elisabeth Barnett
and
John Wachen
Teachers College, Columbia University

Conchita Hickey
Texas A&M International University

Matea Vazquez
South Texas College

National Association for Developmental Education
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1:30pm - Session E
About the Center

The National Center for Postsecondary Research focuses on measuring the effectiveness of programs designed to help students make the transition to college and master the skills needed to advance to a degree.

- Primary funding from IES of the U.S. Dept. of Education
- Housed at CCRC, Teachers College, Columbia University
- Partners
  - MDRC
  - Curry School of Education, UVa
Developmental Summer Bridge Study

Purpose: Assess the effectiveness of the summer bridge model in improving college preparation and success for students in need of remediation.

- Eight colleges and universities around Texas
  - Two programs funded in part by THECB grants
  - All contribute some college funds and received NCPR funding

- Students
  - Just completed high school
  - Need remediation
Bridge Programs in the Study

- Four to five weeks
- Accelerated instruction in developmental math, English, and/or reading
- Academic and student services support
- "College knowledge"
- Student stipends for completers
Potential Benefits of Developmental Summer Bridge Programs

- Reduce need for developmental education
- Exposure to college and academic expectations
- Contact with college faculty and administrators
- Small cohorts of students
The Research

- Qualitative
  - What do the programs and students look like?
  - What are the challenges in implementation?
  - What program design choices may be best suited for developmental summer bridges?
    - Interviews, classroom observations, focus groups, surveys

- Quantitative
  - Do summer bridge programs reduce the need for developmental education and improve other outcomes?
    - Student data from Fall 2009 to Spring 2011
Random Assignment Design

1. Targeted students invited to participate in study
2. Students give consent
3. Baseline data collected
4. Random Assignment

- **Program group**: Enrolled in enhanced programs and services
- **Control group**: Received regular courses and services
Outcomes of Interest

- College enrollment rates
- Need for developmental coursework
- GPA
- Persistence
- Credit accumulation

Subgroup analyses will also be done.
## SUMMER 2009 BRIDGES: Subjects Studied

<table>
<thead>
<tr>
<th>College</th>
<th>Math only</th>
<th>ELA only</th>
<th>Both</th>
</tr>
</thead>
<tbody>
<tr>
<td>El Paso</td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Lone Star- Cyfair</td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Lone Star- Kingwood</td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Palo Alto</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>San Antonio</td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>St. Philips</td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>South Texas</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TAMIU</td>
<td></td>
<td></td>
<td>x</td>
</tr>
</tbody>
</table>
Subjects Studied

- 3 offered math; 5 both or either math and English
- Taught by regular faculty
- Curriculum generally based on existing developmental education.

INTERESTING QUESTIONS

- Should classes be leveled?
- Should learning be accelerated?
- What happens if students miss?
### SUMMER 2009 BRIDGES: College Knowledge

<table>
<thead>
<tr>
<th>Location</th>
<th>Program Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>El Paso</td>
<td>Dream class (writing); college knowledge presentations</td>
</tr>
<tr>
<td>Lone Star- Cyfair</td>
<td>Career assessment, PEEPS learning style, &amp; orientation</td>
</tr>
<tr>
<td>Lone Star- Kingwood</td>
<td>Provided in 4 workshops and individually by mentors</td>
</tr>
<tr>
<td>Palo Alto</td>
<td>Student Development Course; assistance with financial aid; use of <em>Que Pasa</em> text</td>
</tr>
<tr>
<td>San Antonio</td>
<td>Abbreviated Student Success course (1 credit)</td>
</tr>
<tr>
<td>St. Philips</td>
<td>Student Development course (1 credit)</td>
</tr>
<tr>
<td>South Texas</td>
<td>4 presentations on college success</td>
</tr>
<tr>
<td>TAMU</td>
<td>4 presentations on college success; assistance with applications and financial aid</td>
</tr>
</tbody>
</table>
College Knowledge

- 3 used abbreviated student success courses
- Mentors were also common
- Many offered presentations

INTERESTING QUESTIONS
- How much explicit instruction is best?
- What are multiple ways to involve older college students?
## SUMMER 2009 BRIDGES: Student Support

<table>
<thead>
<tr>
<th>Location</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>El Paso</td>
<td>Mentoring program</td>
</tr>
<tr>
<td>Lone Star- Cyfair</td>
<td>Mentoring; Tutor assigned to each class for 4 hrs/wk</td>
</tr>
<tr>
<td>Lone Star- Kingwood</td>
<td>Tutors in classes entire time; Structured mentor time.</td>
</tr>
<tr>
<td>Palo Alto</td>
<td>Tutors in class; mandatory daily tutoring session</td>
</tr>
<tr>
<td>San Antonio</td>
<td>Tutoring and lab use is voluntary.</td>
</tr>
<tr>
<td>St. Philips</td>
<td>Use of labs and tutoring</td>
</tr>
<tr>
<td>South Texas</td>
<td>3 tutors; about 3 hours a week in the lab (MyMathLab)</td>
</tr>
<tr>
<td>TAMIU</td>
<td>Lots of involvement with mentors, tutors, Academic Support Advisor, Program Director, and others</td>
</tr>
</tbody>
</table>
Student Supports

- Colleges used mentors, tutors and/or lab time.
- Lab time had different degrees of structure.
- Mentors and tutors were generally impressive, but sometimes stretched thin.

INTERESTING QUESTIONS
- What’s the best way to train and oversee tutors and mentors?
- How do you keep the faculty and mentors/tutors connected?
- How do you keep lab and class work connected?
## SUMMER 2009 BRIDGES: Contact Hours

<table>
<thead>
<tr>
<th>College</th>
<th>Total hours</th>
<th>Weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>El Paso</td>
<td>100</td>
<td>5</td>
</tr>
<tr>
<td>Lone Star- Cyfair</td>
<td>67</td>
<td>4</td>
</tr>
<tr>
<td>Lone Star- Kingwood</td>
<td>64/52</td>
<td>4</td>
</tr>
<tr>
<td>Palo Alto</td>
<td>64</td>
<td>4</td>
</tr>
<tr>
<td>San Antonio</td>
<td>97.5</td>
<td>5</td>
</tr>
<tr>
<td>St. Philips</td>
<td>varied</td>
<td>4</td>
</tr>
<tr>
<td>South Texas</td>
<td>100</td>
<td>5</td>
</tr>
<tr>
<td>TAMU</td>
<td>100</td>
<td>5</td>
</tr>
</tbody>
</table>
### SUMMER 2009 BRIDGES: Students

<table>
<thead>
<tr>
<th>College</th>
<th>Program</th>
<th>Control</th>
<th>Started</th>
<th>Finished</th>
<th>% done of starters</th>
</tr>
</thead>
<tbody>
<tr>
<td>El Paso</td>
<td>165</td>
<td>108</td>
<td>141</td>
<td>138</td>
<td>98%</td>
</tr>
<tr>
<td>Lone Star- Cyfair</td>
<td>75</td>
<td>50</td>
<td>65</td>
<td>64</td>
<td>98%</td>
</tr>
<tr>
<td>Lone Star- Kingwood</td>
<td>52</td>
<td>35</td>
<td>49</td>
<td>47</td>
<td>96%</td>
</tr>
<tr>
<td>Palo Alto</td>
<td>53</td>
<td>35</td>
<td>54</td>
<td>45</td>
<td>83%</td>
</tr>
<tr>
<td>San Antonio</td>
<td>91</td>
<td>61</td>
<td>52</td>
<td>48</td>
<td>92%</td>
</tr>
<tr>
<td>St. Philips</td>
<td>154</td>
<td>104</td>
<td>146</td>
<td>139</td>
<td>95%</td>
</tr>
<tr>
<td>South Texas</td>
<td>83</td>
<td>55</td>
<td>70</td>
<td>64</td>
<td>91%</td>
</tr>
<tr>
<td>TAMIU</td>
<td>126</td>
<td>85</td>
<td>114</td>
<td>109</td>
<td>96%</td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td>799</td>
<td>533</td>
<td>691</td>
<td>654</td>
<td>95%</td>
</tr>
</tbody>
</table>
Other Interesting Questions

- When are student stipends a good idea?
- How do you get good faculty involved?
- Why are these programs often under-utilized?
- What’s the right length program?

- How much of an impact do these programs have?
Texas A&M International University
Intensive College Math Prep

Conchita Hickey
Executive Director
University College
Student Population

- Freshmen 95% Hispanic
- Recent graduates = 18 yrs old
- 90% qualify for financial aid
- First generation
Texas A&M International University
Intensive College Math Prep

- Program Design
  - 5 weeks/4 days a week,
  - Morning or afternoon 9 a.m. to 3 p.m. or 10 a.m. to 4 p.m.
  - No placement- all in the same class with tutors
  - 3 hours of instruction, 2 hour lab with tutors
  - Weekly meetings with peer mentors
  - 1 hour a week on College Readiness topics
  - Daily lunch provided
  - $400 stipend for completion
Successes

What made it work?
- Instructor training
- Tutors in the classroom that allowed effective group work participation
- Student mentors
- Formative assessments ongoing - daily communication to address issues and improve program delivery
- Fun was part of the equation
Challenges

- Recruitment in the high schools
  - End of year deadlines
  - Scheduling tight
- Some counselors hard to access
  - Overworked/ other priorities
- Establish good relationship with Office of Public Information
- Students’ change of plans
Results

- Of the 108 students who completed the program
  - 48 students reached our College Algebra placement level, which is higher than Texas’ minimum college level score. 230 vs. 250
  - 83 students (77%) advanced one level
Lessons Learned

- Invest time in staff training - half day training
- Communication among staff critical
- Have Directors of Tutoring Centers organize tutor work teams so that they can focus on assigned students and their progress
South Texas College
Jumpstart Summer Bridge Program
Matea Vazquez
Developmental Mathematics Instructor
Contact Information

**Elisabeth Barnett**
National Center for Postsecondary Research
barnett@tc.columbia.edu

**Conchita Hickey**
Texas A&M International University
chickey@tamiu.edu

**Matea Vazquez**
South Texas College
matea@southtexascollege.edu

Please visit us on the web at www.PostsecondaryResearch.org to learn more about our latest research.

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