Promising Practices in Developmental Summer Bridge Programs

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League for Innovation in the Community College
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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

- 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 six 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
- Stipends to offset costs
The Research

- Qualitative
  - What do the programs and students look like?
  - What are the challenges in implementation?
  - What program 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
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>TAMU</td>
<td>x</td>
<td></td>
<td></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?
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?
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>TAMIU</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>TOTALS</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?
Contact Information

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