

Promising Practices in Developmental Summer Bridge Programs

Elisabeth Barnett

and

Aki Nakanishi

Teachers College, Columbia University

League for Innovation in the Community College
March 29 2010



National Center for Postsecondary Research
www.PostsecondaryResearch.org

NCPN PARTNERS:
Community College Research Center,
Teachers College, Columbia University
MDRC
Curry School of Education,
University of Virginia

About the Center

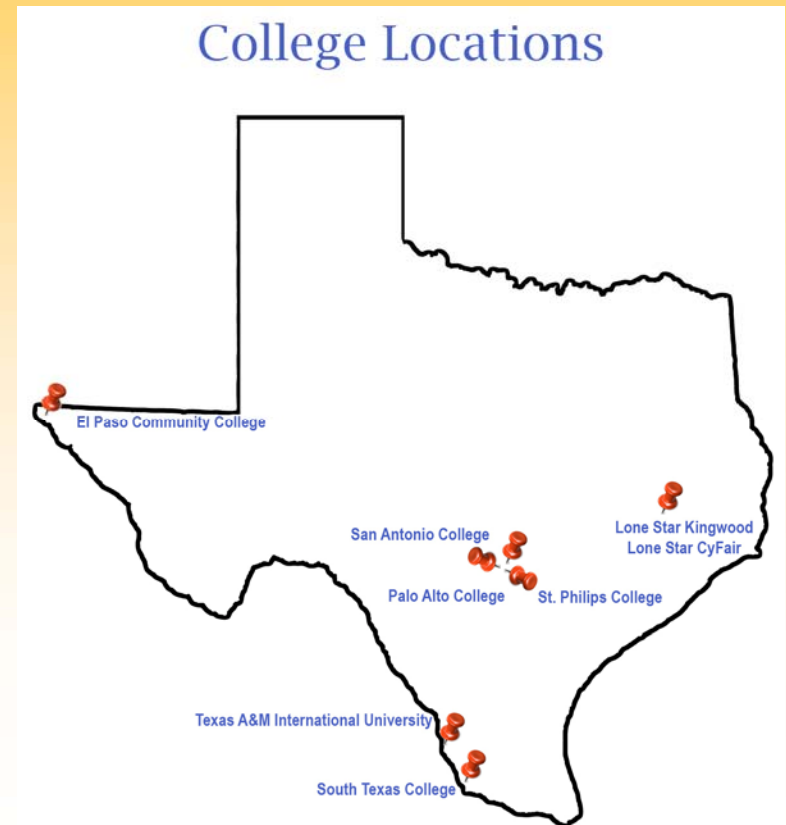
The National Center for Postsecondary Research focuses on measuring the effectiveness of programs designed to help students make the transition to college and master the skills needed to advance to a degree.

- 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

College	Math only	ELAonly	Both
El Paso			X
Lone Star- Cyfair			X
Lone Star- Kingwood			X
PaloAlto	X		
San Antonio			X
St. Philips			X
South Texas	X		
TAMU	X		



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

College	Total hours	Weeks
El Paso	100	5
Lone Star- Cyfair	67	4
Lone Star- Kingwood	64/52	4
Palo Alto	64	4
San Antonio	97.5	5
St. Philips	varied	4
South Texas	100	5
TAMIU	100	5



SUMMER 2009 BRIDGES:

Students

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



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

Elisabeth Barnett

CCRC Senior Research Associate

National Center for Postsecondary Education

barnett@tc.columbia.edu

Aki Nakanishi

CCRC Senior Research Assistant

National Center for Postsecondary Education

nakanishi@tc.edu



For more information:

Please visit us on the web at

www.PostsecondaryResearch.org

to learn more about our latest research
and sign-up for electronic announcements.

National Center for Postsecondary Research

Teachers College, Columbia University

525 West 120th Street, Box 174, New York, NY 10027

E-mail: ncpr@columbia.edu

Telephone: (212) 678-3091



NCPR is funded by the Institute of Education Sciences of the U.S. Department of Education