

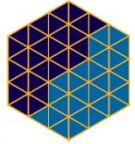


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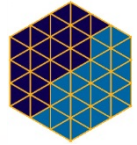
BRIDGING THE GAP: THE IMPACT OF DEVELOPMENTAL SUMMER BRIDGE PROGRAMS ON STUDENT SUCCESS

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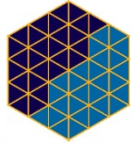
THE DEVELOPMENTAL SUMMER BRIDGE STUDY

- Implemented by NCPR -- CCRC, MDRC, and UVA
- Conducted in cooperation with the Texas Higher Education Coordinating Board
- Funded by the IES-US ED with supplemental funding from the Houston Endowment
- Dates of research: 2008-2012
- Two reports
 - Implementation and 1st year impact results
 - Final impact analyses



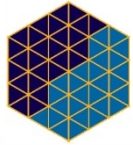
PURPOSE OF THE STUDY

- Assess the effectiveness of a summer bridge model in improving college preparation and success for students in need of remediation



PROGRAMS IN THE DEVELOPMENTAL SUMMER BRIDGE STUDY

- 8 open access institutions in Texas
- Programs (2009) consisted of:
 - Student cohorts of recent high school graduates
 - Four to five weeks (64 -100 hours)
 - Accelerated instruction in developmental math, English, and/or reading at the college
 - Academic and student services support
 - “College knowledge” component
 - Student stipend of up to \$400 for completers



THE RESEARCH

Implementation

- What do the programs and students look like?
- What are the challenges in implementation?
- What program design elements show promise?

Cost Study

- What are the costs – and the cost effectiveness – of developmental summer bridge programs?

Impacts

- Do summer bridge programs reduce the need for developmental education, and improve college outcomes *over and above* how students perform without these programs?



PARTICIPATION AND ATTRITION

College	Students in Program Sample	Control	Number of Students Who Ever Attended Program	Number of Students Who Completed Program	Percentage Enrolled at End of Program
El Paso	165	108	139	138	99%
Lone Star-CyFair	75	48	65	64	98%
Lone Star-Kingwood	51	35	51	41	80%
Palo Alto	52	35	52	35	67%
San Antonio	89	58	58	47	81%
St. Phillips	153	102	146	139	95%
South Texas	83	54	72	63	88%
TAMIU	126	85	113	111	98%
TOTAL	793	525	689	638	93%



SELECT STUDENT CHARACTERISTICS

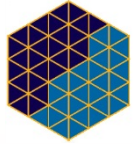
- 84% Hispanic, 8.7% White, 6.6% African American
- 50% Speak English only at home
- 62% Female
- 95% Age 19 and below
- 41% First in family to attend college
- 61% qualified for free/reduced lunch



IMPACT FINDINGS

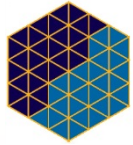
Texas Developmental Summer Bridge programs:

- Did not impact college enrollment.
- Did not impact credits earned over 2 years.
- Accelerated students' initial progress through the developmental course sequence in the first year.

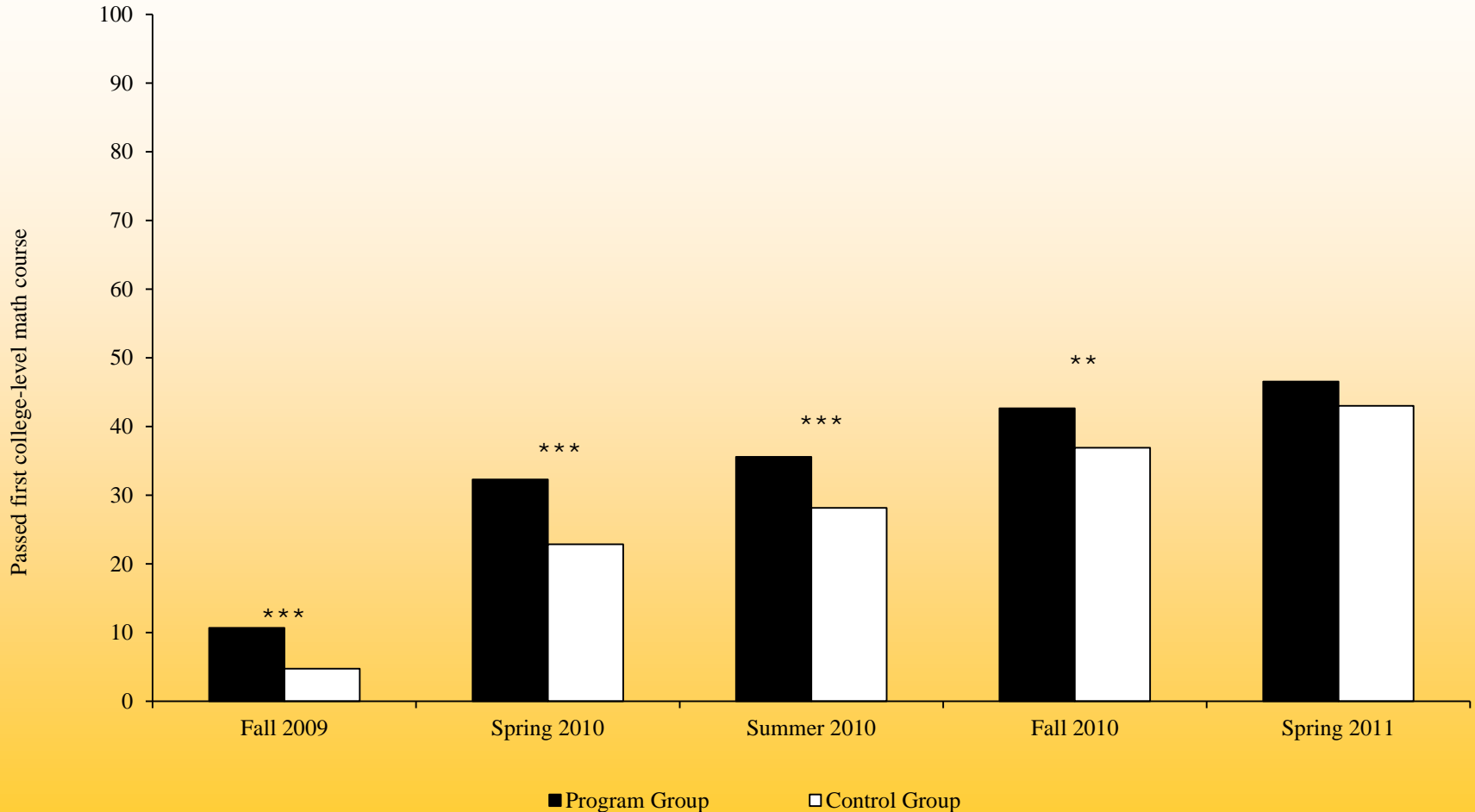


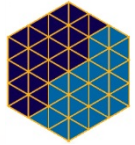
KEY OUTCOMES AFTER TWO YEARS

Outcome	Program Group	Control Group	Difference (Impact)	p value	Std Error
<u>Cumulative Measures</u>					
Semesters registered at any college	3.3	3.4	-0.1	0.37	0.1
Total credits attempted	30.3	30.3	0.0	0.98	1.2
College-level credits	24.2	23.5	0.7	0.54	1.1
Developmental credits	6.1	6.7	-0.6*	0.09	0.4
Total credits earned	19.4	19.9	-0.5	0.59	1.0
College-level credits	15.9	15.9	0.0	0.97	0.9
Developmental credits	3.5	4.0	-0.6**	0.03	0.3
Passed first college-level math course	46.5	43.0	3.5	0.19	2.7
Passed first college-level reading course	72.6	71.6	1.0	0.68	2.4
Passed first college-level writing course	71.7	68.3	3.3	0.18	2.5
Sample size (total = 1,318)	793	525			

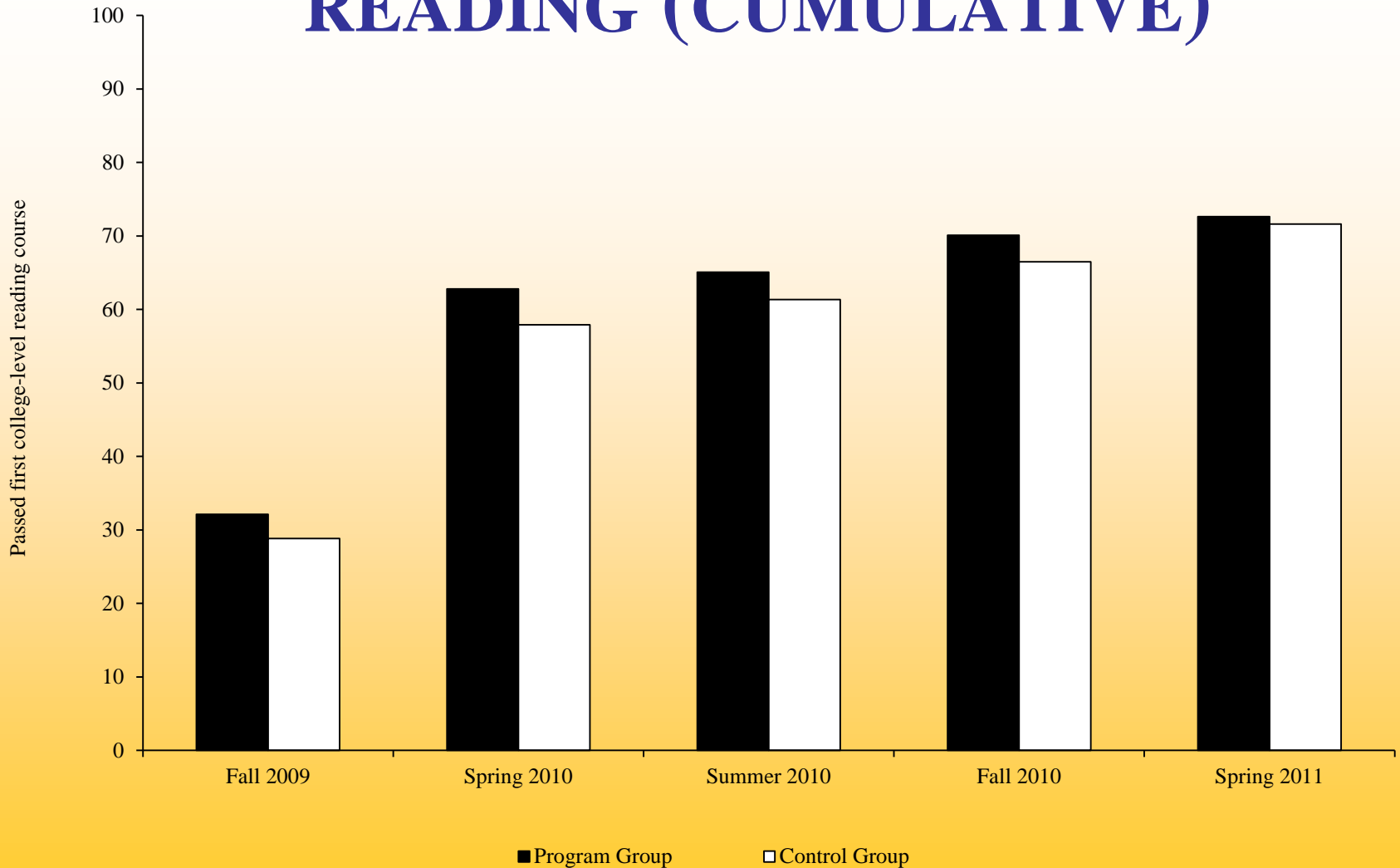


STUDENTS PASSING COLLEGE-LEVEL MATH (CUMULATIVE)



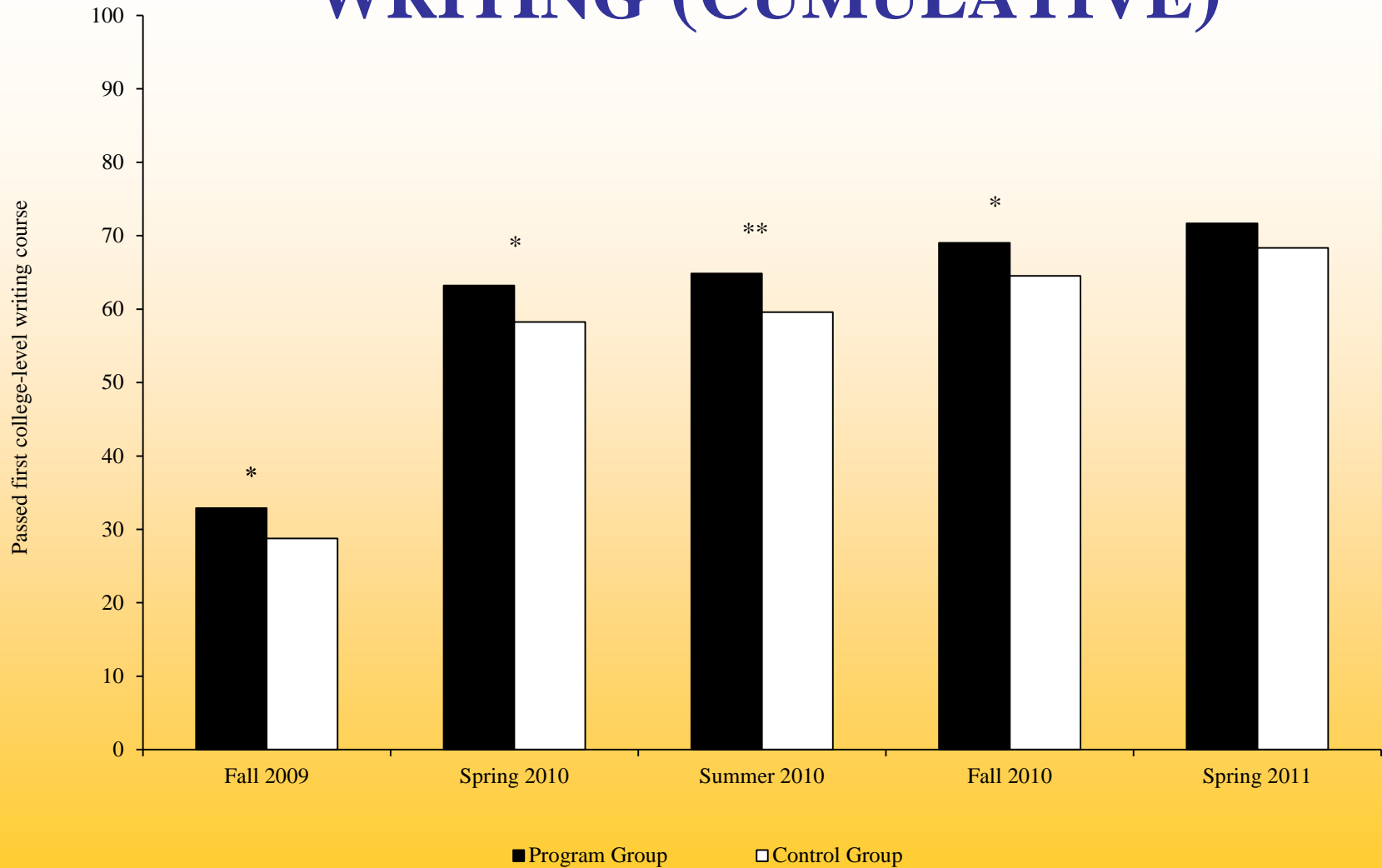


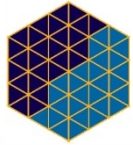
STUDENTS PASSING COLLEGE LEVEL READING (CUMULATIVE)





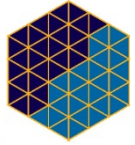
STUDENTS PASSING COLLEGE LEVEL WRITING (CUMULATIVE)





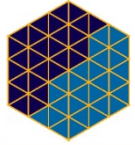
COST STUDY

- Sites varied in terms of program duration, intensity, and enrollment
 - Enrollment was the largest driver of costs
 - Average cost of program \$1291
- Break even analysis
 - Additional number of college credits program group students *would have had* to earn for the program to “break even”
 - Society’s “Willingness to Pay” (WTP) for a college credit is \$338 (from IPEDS data)
 - Avg. Cost of program/WTP for a credit
 - $\$1,291/\$338 = 3.8$ additional college level credits



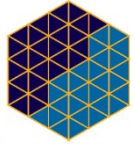
IMPLICATIONS & RECOMMENDATIONS I

- Programs accelerated students' progress into college math and writing in the first year
- Similar programs could continue to be offered to achieve this impact, and/or similar approaches could be implemented at high schools for rising seniors



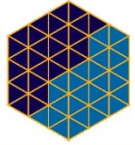
IMPLICATIONS & RECOMMENDATIONS II

- Quicker progress into college math and writing did not lead to increased cumulative college credits
- Additional supports, programs or approaches in subsequent terms (and/or partnerships with high school interventions) may be needed to impact longer term outcomes



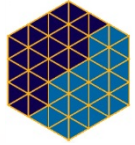
IMPLICATIONS & RECOMMENDATIONS III

- Programs did not impact college enrollment or persistence for these students who were likely motivated to attend college
- Students less likely to attend college might have different enrollment experiences



IMPLICATIONS & RECOMMENDATIONS IV

- Programs were relatively expensive to run
- Funding sources matter; funds may be available in existing funding streams for developmental courses, reducing the net cost to college



MORE INFORMATION

Download event materials and learn more at
www.PostsecondaryResearch.org

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