National Center for Postsecondary Research

DEVELOPMENTAL SUMMER BRIDGE PROGRAMS: IMPLEMENTATION AND EARLY EVIDENCE FROM A RANDOM ASSIGNMENT STUDY

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PRESENTATION OVERVIEW

- Introduction to developmental summer bridge programs
- Purpose of the study
- Research design
- Implementation findings
- Early impact findings
- Implications and conclusion

A WELL-KNOWN CHALLENGE

- Evidence suggests that the current developmental education system does not work well (Bailey, 2009; Pusser & Levin, 2009)

- Most students do not complete their developmental sequences (Calcagno, Crosta, Bailey, & Jenkins, 2007)

- Students placed into developmental education are less likely to complete college (Adelman, 2006)

DEVELOPMENTAL SUMMER BRIDGE PROGRAMS

What are they?

- College-sponsored summer programs designed to provide graduating high school seniors with academic and college-going skills

- Design is grounded in literature on acceleration (Wlodkowski & Kasworm, 2003), social know-how (Deil-Amen & Rosenbaum, 2003), college knowledge (Conley, 2005), and contextualization (Perin, 2007).

DEVELOPMENTAL SUMMER BRIDGE PROGRAMS

Why might they work?

- Reduced need for developmental courses in college

- Exposure to college and academic expectations

- Contact with college faculty and administrators

- Small cohorts of students

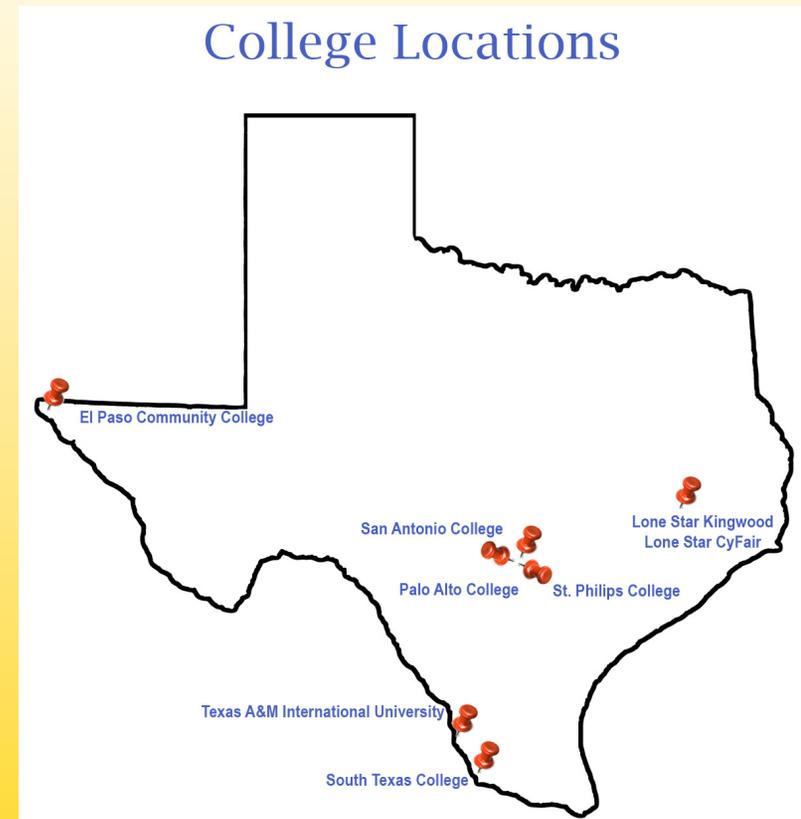- Stipends to reduce need for summer jobs.

TEXAS DEVELOPMENTAL SUMMER BRIDGE STUDY

- Conducted in cooperation with the Texas Higher Education Coordinating Board, with principal funding from IES and supplemental funding from the Houston Endowment.

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

DEVELOPMENTAL SUMMER BRIDGE PROGRAMS

- Four to five weeks (64 -100 hours)

- Accelerated instruction in developmental math, English, and/or reading

- Academic and student services support

- "College knowledge" component

- Student cohorts

- Student stipend for completers

College Locations

El Paso Community College

San Antonio College

Lone Star Kingwood
Lone Star CyFair

Palo Alto College   St. Philips College

Texas A&M International University

South Texas College

THE RESEARCH

Implementation (data sources: interviews, classroom observations, focus groups, surveys)

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

Impact (student-level data from the colleges and the THECB from Fall 2009 to Spring 2011)

- Do summer bridge programs reduce the need for developmental education and improve other college-related outcomes?
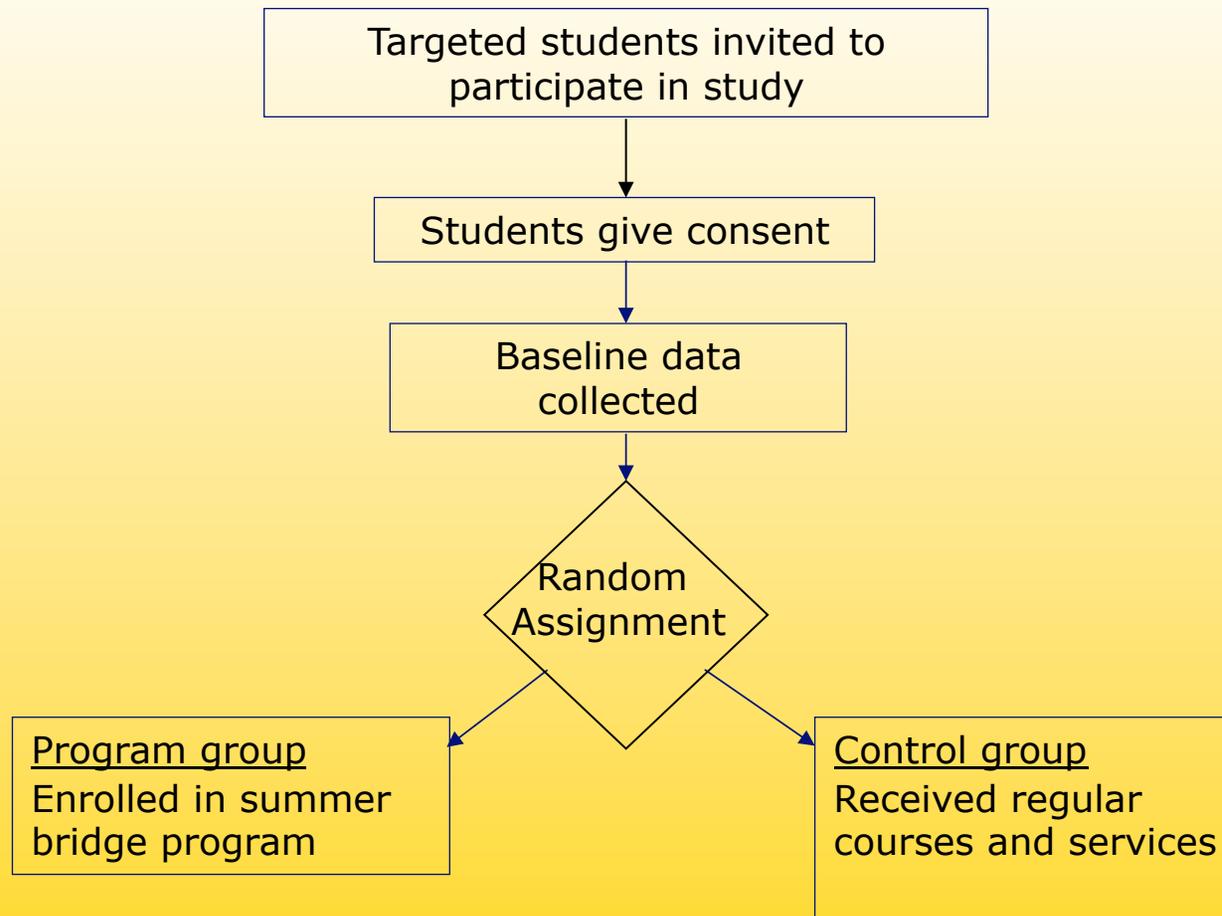
RANDOM ASSIGNMENT DESIGN

- Why random assignment?
  - Many studies suffer from methodological problems that prevent causal estimates of program effectiveness.
  - Random assignment studies generate internally valid estimates of program effects.

- Associated qualitative research
  - Understand implementation and treatment variability.
  - Site selection

Random Assignment Design

Targeted students invited to participate in study

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Students give consent

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Baseline data collected

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Random Assignment

Program group
Enrolled in summer bridge program

Control group
Received regular courses and services

OUTCOMES OF INTEREST

- College enrollment rates

- Faster completion of developmental coursework

- College credit accumulation

- Completion of gatekeeper courses (such as College Algebra)

- Persistence

- Enrollment status (Full or part time)

SUMMER BRIDGES 2009: PARTICIPATION

College	Eligible for Program	Control	Started Program	Finished Program	% of starters who finished program
El Paso	165	108	139	138	99%
Lone Star-CyFair	74	48	65	64	98%
Lone Star-Kingwood	51	35	51	41	80%
Palo Alto	52	35	52	35	67%
San Antonio	89	58	51	47	92%
St. Phillips	153	102	146	139	95%
South Texas	83	54	72	63	88%
TAMIU	126	85	113	111	98%
TOTALS	793	525	689	638	93%

SELECTED STUDENT SAMPLE CHARACTERISTICS

- 84% Hispanic
- 62% Female
- Mean age - 19
- 61% qualified for free/reduced lunch
- Motivations for applying to DSB: attaining college level standing, improving skills, experiencing college

IMPLEMENTATION FINDINGS

- Sites were considered to be well-implemented and a fair test of the program.

- Multiple challenges and promising practices were identified across all 8 sites.

RECRUITMENT

Challenges

- Colleges had to recruit more students than before (more time and $)
- Swine flu, floods…..

Promising practices

- Relationships with counselors
- Stipend: hooked attention and attracted lower income students

INSTRUCTION

Challenges

- Mixed ability classes
- Acceleration

Promising practices

- Use of mentors and tutors in classrooms and labs
- Varied pedagogical techniques

COLLEGE KNOWLEDGE

<u>Challenges</u>

- Presenters who weren't well connected to the program

<u>Promising practices</u>

- Intentional, informal sharing of information
- Location on campus (power of the site)

STUDENT SUPPORTS

<u>Challenges</u>

- Using lab time effectively
- Finding the right mentors and tutors

<u>Promising practices</u>

- Highly trained and structured tutoring/mentoring
- Integration of lab work and class work

PRELIMINARY OUTCOMES

Impacts have been estimated for four key outcomes from the fall 2009 term:

- Registration at any college in Texas

- Total number of credits attempted

- Number of regular college-level credits attempted

- Number of developmental credits attempted
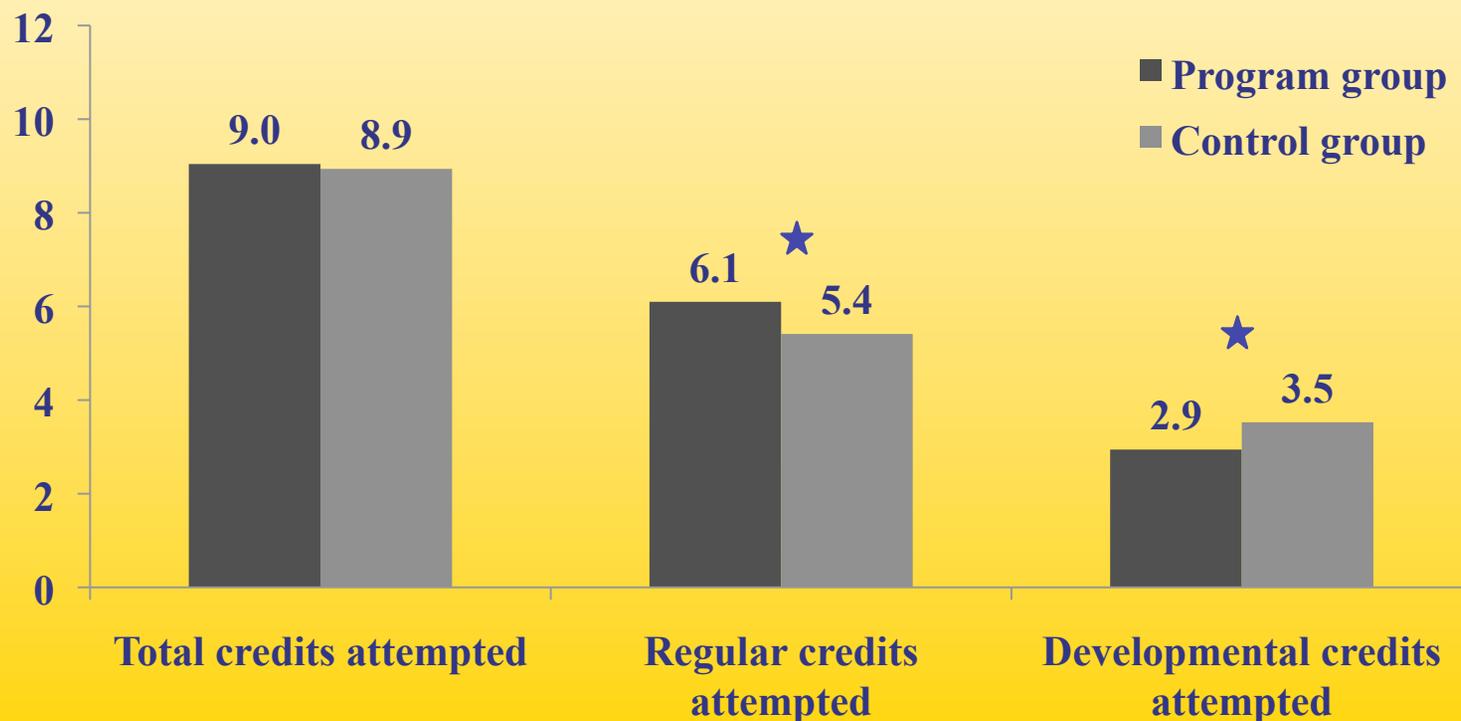
EARLY IMPACT FINDINGS

- No program impacts on college enrollment
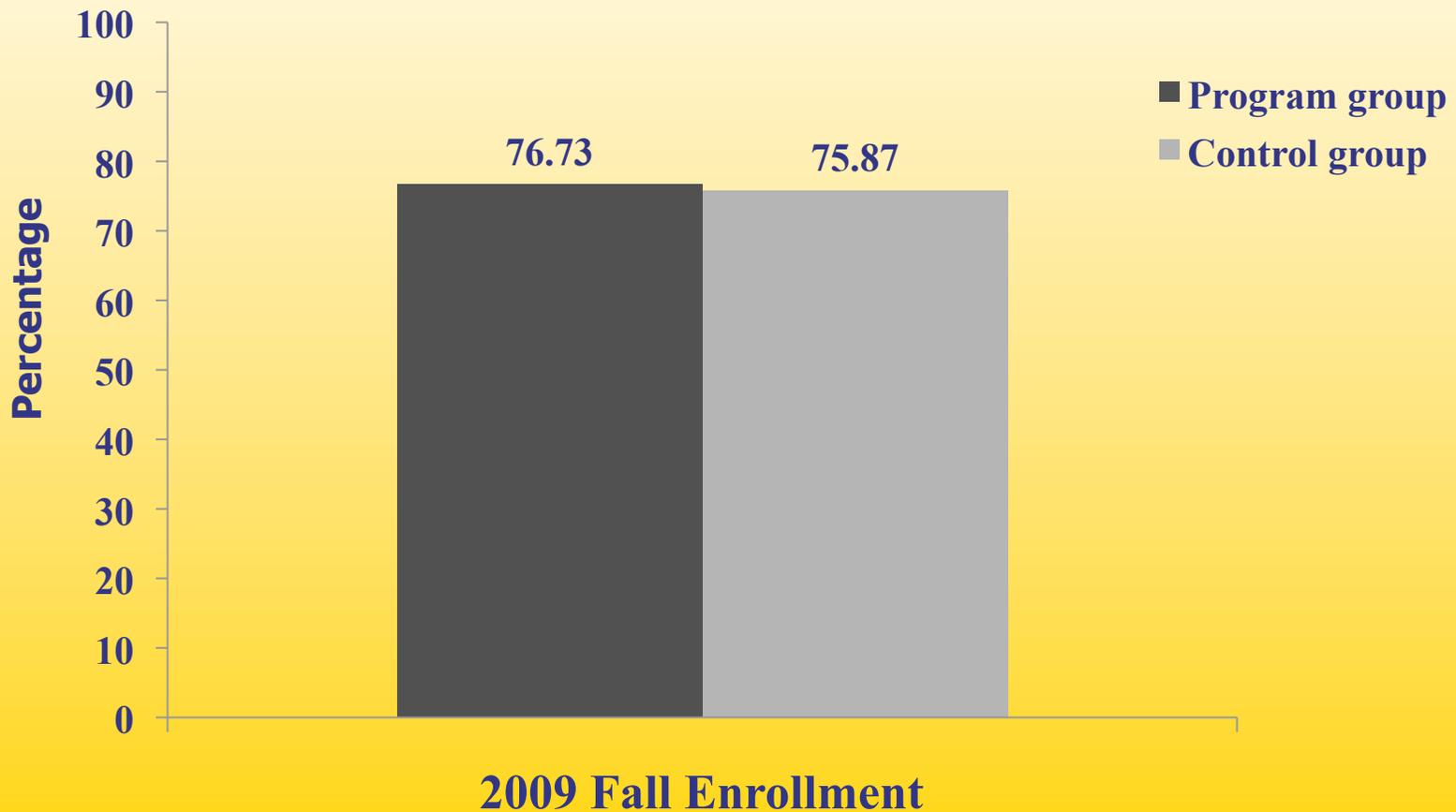
EARLY IMPACT FINDINGS

- Program impacts on number of credits attempted <u>by type</u>, but no impacts on total number of credits attempted

IMPLICATIONS OF EARLY FINDINGS

- While findings are very preliminary, results suggest the summer bridge program
    - Does not impact whether a student enrolls in college in Texas.
    - Increases college credits attempted; decreases developmental credits attempted.
- Additional outcomes will be presented in future reports, as will longer follow-up to determine whether these results are sustained.

DEVELOPMENTAL SUMMER BRIDGE STUDY NEXT STEPS

- Interim report on implementation and early impacts will be released winter, 2010-11.

- Final report with 2 years of follow-up to be released winter, 2011-12.

MORE INFORMATION

Download event materials and learn how to participate in the online follow-up discussion:
www.PostsecondaryResearch.org/conference/afterevent.html