

Summer Bridge Programs

October 2012



In the following report, Hanover Research investigates best practices in summer bridge programs. The first section reviews the available literature on best practices in provisional admissions programs and identifies the components of summer bridge programs that have the most positive impact on participants. The second section provides benchmarking information on summer bridge programs at seven universities and one university system. In the programs profiled, participants must successfully complete the summer bridge program in order to gain full admission to the institution. Finally, the report concludes with brief snapshots of several summer bridge programs offered as an optional head start to higher education, instead of through provisional admissions.

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EXECUTIVE SUMMARY AND KEY FINDINGS

In the following pages, Hanover Research investigates best practices in summer bridge programs in an effort to help our member make its own summer bridge program as effective as possible. This report comprises three parts. In **Section I**, we review the available literature on best practices in provisional admissions programs and components of summer bridge programs that have a positive impact on participants. In **Section II**, we provide benchmarking information on summer bridge programs at seven universities and one university system. The profiles offer intelligence on how other institutions structure their programs. The programs profiled were selected because participants are required to successfully complete the bridge program in order to gain full admission to the institution. Finally, in **Section III**, the report concludes with brief snapshots of summer bridge programs that are not offered through provisional admissions programs, but are instead offered as an optional head start to higher education.

KEY FINDINGS

Our review of the available literature and research on summer bridge programs offered by other institutions revealed the following key findings:

LITERATURE REVIEW

- A recent survey of colleges and universities by the National Association for College Admission Counseling (NACAC) found that 57 percent offer some form of provisional admission program. Provisional admission programs typically assume one of the following three forms: supplemental tutoring, cohort-based curricular instruction, and summer bridge programs. Only 23 percent of the surveyed institutions require provisionally-accepted students to attend a summer bridge program.
- Most institutions rely on one or more methods to monitor and evaluate the success of provisionally-admitted students, including first-to-second year retention rate, first-year and cumulative grade-point averages (GPAs), and four- and six-year graduation rates.
- Research indicates that summer bridge programs represent promising ways to prepare students academically and socially for college. However, the effects of such programs remain difficult to measure, and several recent studies appear to present inconsistent results.

SUMMER BRIDGE PROGRAM PROFILES

- Some programs are offered to participants at no cost, while others charge full tuition and room and board.

- Housing is required as part of some programs – often accompanied by extensive rules and regulations about visitors, cars, curfews, and off-campus trips – while other programs either do not provide housing or offer housing at an additional cost. When housing is provided, it is usually a central component of the program, such that students actively participate in residential life as a social experience.
- Most programs award college credit for all courses taken as part of the bridge program, while others award credit only for college-level courses and not for remedial coursework.
- In general, summer bridge programs require completion of two or three courses, typically in the areas of reading, writing, and mathematics. Some programs only require courses in specific areas in which students' skills are deficient. Specific courses may be determined by placement tests or ACT/SAT scores, though some programs allow students to choose their own courses. Many also require completion of a special seminar that introduces students to the university.
- Successful completion of the program usually means receiving a C or better in all courses and/or a 2.5 GPA, though post-program test scores can be used to gauge academic growth.

Figure 1: Summary of Profiled Summer Bridge Programs with Provisional Admission

INSTITUTION	COST	DURATION	COURSES	REQUIREMENTS FOR FULL ADMISSION	HOUSING
California State University System ¹	No cost	4 to 8 weeks	2 or 3 courses – mathematics, English, freshman seminar	Successful completion not specified	Optional or not provided
Chaminade University	\$1,000 to \$3,300 (depending on room/board)	5 weeks	2 courses from 1 area – mathematics, English, or general	C or better in each course	Optional
Fayetteville State University	No cost	4 weeks	2 courses – 1 English and 1 mathematics (<i>for credit</i>)	C or better in each course	Required
Georgia State University	\$2,600 plus housing	8 weeks	3 courses – Orientation, English, and one additional course (<i>some for credit</i>)	GPA 2.5 or better	Optional
Hampton University	\$2,100	5 weeks	2 courses – mathematics and English (<i>some for credit</i>)	GPA 2.5 or better	Required
University of Michigan, Ann Arbor	\$6,090 in-state/ \$12,377 out-of-state	8 weeks	3 courses – English, mathematics, freshman seminar (<i>for credit</i>)	Successful completion not specified	Required
Temple University	No cost	6 weeks	Several classes – mathematics, English, other skills (<i>not for credit</i>)	GPA 2.0 or better, passing grade in all courses	Not provided
University of Texas, Brownsville	\$840 per course	7 weeks	Developmental education in 1 subject area – reading, writing, or mathematics (<i>not for credit</i>)	98% attendance rate and satisfactory academic progress	Information not provided

¹ Specific components of summer bridge programs vary at each campus.

SECTION I: LITERATURE REVIEW

In the following pages, we briefly review available literature on best practices in summer bridge programs and research on the benefits for participants. **Overall, we found that this is not a heavily-researched topic. However, bridge programs do seem to be attracting more attention** due to the increasing “demand for pathways that feed into the college pipeline that allow students the time and knowledge to catch up to others who were born into families who had gone to college and were exposed to that culture,” according to David Hawkins, director of public policy and research for the National Association for College Admission Counseling (NACAC).²

In fact, a recent survey conducted by the NACAC found that 148 colleges and universities (constituting 57 percent of survey respondents) offer some form of provisional admission program. The NACAC identified three different kinds of provisional admissions models: the supplemental tutoring model, the cohort-based curricular instruction model, and the summer bridge program model.³ While only the third model is directly relevant to our member, all three have been found to provide considerable benefits to students including providing educational opportunity, promoting academic success (specifically academic skills, study and time management skills, and confidence), and helping students build relationships with their peers and faculty.⁴

Roughly 57 percent of colleges and universities surveyed offer a provisional admissions program.

The NACAC survey revealed that **these programs impose a number of requirements on students**, including completion of specific courses (62 percent of respondent institutions), reduced course load (61 percent), a minimum GPA (50 percent), attendance at orientation (48 percent), and full-time attendance (63 percent). Of note, just 18 percent of respondent institutions indicate that they offer additional financial support to provisionally-accepted students. Other programs or services that may be required as part of provisional admissions include regular meetings with an advisor (88 percent), mandated tutoring (67 percent), and peer mentoring (36 percent).⁵ However, **just one quarter of the respondent institutions (23 percent) require that provisionally accepted students attend a summer bridge program.**⁶

² Adams, C. “Colleges Offer Incoming Freshmen a Summer ‘Bridge.’” *Education Week*, May 8, 2012.

<http://www.edweek.org/ew/articles/2012/05/09/30bridge.h31.html?tkn=TMWFQze9hgP0iK5W6FSFr%2F%2FCa%2BDpqqqEDPYJ&cmp=clp-edweek>

³ Nichols, A. 2011. “Provisional Admission: Enhancing College Opportunity for Academically Underprepared Students.” The Pell Institute, p. 16. http://www.pellinstitute.org/downloads/sfarn_2011-Nichols_060411.ppt

⁴ *Ibid.*, p. 17.

⁵ *Ibid.*, p. 10.

⁶ Adams. Op. cit.

The NACAC further examined **methods used by institutions for evaluating the success of provisional admissions**: 72 percent of survey respondents indicated that they continue to evaluate some aspect of student success, with the most frequently reported measures being first-year GPA (84 percent of respondent institutions) and first-to-second year retention (82 percent). Cumulative GPA (58 percent), four-year graduation rate (51 percent), and six-year graduation rate (67 percent among public institutions and 34 percent among private institutions) were also noted as common measures of student success.⁷

As a result of the survey, the NACAC outlined several recommendations for colleges and universities offering provisional admission programs:⁸

- There is no “best” provisional model
- Require that students receive academic support
- Clearly outline policies and requirements
- Involve faculty
- Establish early contact
- Encourage engagement
- Monitor student performance
- Maintain contact with students
- Evaluate success of the program

The effects of summer bridge programs often prove difficult to measure.

Other research has also demonstrated that summer bridge programs may be “a promising way to prepare students academically and socially for college,”⁹ though the exact impacts of these programs relative to non-participants are difficult to measure and at times inconsistent. First, a 2011 study by the National Center for Postsecondary Research used data from the Texas Higher Education Coordination Board to analyze “the overall effectiveness of the developmental summer bridge program model, comparing outcomes for program and control group students” among eight colleges in Texas with summer bridge programs.¹⁰ The programs included in the study “targeted students in need of remedial instruction in math, reading, or writing. Many of them also covered college-success topics, such as time management and note-taking.”¹¹

The study found that summer bridge programs did not have a statistically-significant effect on enrollment rates for fall or spring semester courses – both summer bridge program

⁷ Nichols. Op. cit., p. 11.

⁸ Ibid., p. 18.

⁹ Adams. Op. cit.

¹⁰ Wathington, H., Barnett, E., Weissman, E., Teres, J., Pretlow, J., and Nakanishi, A. 2011. “Getting Ready for College: An Implementation and Early Impacts Study of Eight Texas Developmental Summer Bridge Programs.” National Center for Postsecondary Research, pp. ES4-ES5. <http://www.tc.columbia.edu/i/a/document/DSBReport.pdf>

¹¹ Adams. Op. cit.

participants and the control group had indistinguishably high enrollment rates. However, the authors did report that “there is evidence that the program students were more likely to pass college-level courses in math and writing in the fall semester following the summer programs. The findings also suggest that program students were more likely to attempt higher level reading, writing, and math courses compared with control group students.”¹²

The authors of the studies further noted that “the best predictors of success were faculty members interested in working with younger students, the availability of trained peer mentors, extra academic support, organization of students into cohorts to encourage one another, and a champion on campus.”¹³

The two-year follow-up analysis, however, revealed that the summer bridge programs had no effect on the average number of credits attempted or earned, no impact on first college-level completion in reading during the first year, and no impact on future persistence (enrollment over the two-year period).¹⁴

Next, a 2009 “quasi-experimental, action-research” study¹⁵ that evaluated Arizona State University’s Pathways Summer Bridge (PSB) found that program participants were more likely to stay at ASU and re-enroll during the following spring semester than non-participants.¹⁶ The bridge program, which aimed “to improve the re-enrollment and retention rates of academically underprepared freshmen who were predominantly from first generation and underrepresented populations and usually both,”¹⁷ reportedly impacted students’ decision to remain at ASU for several reasons, most notably that participants “felt more confident about what to expect freshman year” than non-participants.¹⁸ Program goal survey results further revealed that, as a result of PSB, students “were more familiar with campus resources, developed a sense of community and felt comfortable” beginning their freshman year at ASU. Additional interviews with participants also demonstrated that the PSB program helped participants develop friendships, learn successful college student characteristics, feel secure at ASU, and become more self-confident.¹⁹

Finally, a 2011 study that used focus groups to examine the importance of a summer bridge program for highly-talented African-American students in science, technology, engineering, and mathematics (STEM) revealed that three general aspects of summer bridge were

¹² Wathington, H., Barnett, E., Weissman, E., Teres, J., Pretlow, J., and Nakanishi, A. 2011. “Getting Ready for College: An Implementation and Early Impacts Study of Eight Texas Developmental Summer Bridge Programs.” National Center for Postsecondary Research, pp. ES4-ES5. <http://www.tc.columbia.edu/i/a/document/DSBReport.pdf>

¹³ Adams. Op. cit.

¹⁴ Barnett, E., Bork, R., Mayer, A., Pretlow, J., Wathington, H., and Weiss, M. 2012. “Bridging the Gap: An Impact Study of Eight Developmental Summer Bridge Programs in Texas – Executive Summary.” National Center for Postsecondary Research, p. iii. <http://www.mdrc.org/publications/638/execsum.pdf>

¹⁵ Suzuki, A. 2009. “No Freshmen Left Behind: An Evaluation of the Pathways Summer Bridge Program.” Arizona State University, p. iii. Retrieved from ProQuest.

¹⁶ Ibid., pp. 44-45.

¹⁷ Ibid., p. iii.

¹⁸ Ibid., pp. 44-45.

¹⁹ Ibid.

particularly helpful to participants: academic, social, and professional. First, participants remarked on how the program reinforced multiple academic skills, such as effective classroom strategies, learning how to work with study groups, and learning how to interact with professors. Social skills, such as leadership training, conflict resolution, communication skills, and diversity training, also were reported to be beneficial, but the most important aspect in this area was the “development of a strong support system that carries them through their college years.” Finally, research site visits provided participants with professional skills, particularly with regard to “early exposure to research, [clarifying] differences between fields, [giving] them an idea of what a career in research might involve, and [giving] them the push to get started in research early in their undergraduate careers.”²⁰

²⁰ Stole-McAllister, K. 2011. “The Case for Summer Bridge: Building Social and Cultural Capital for Talented Black STEM Students.” *Science Educator*, 20:2. Retrieved from ProQuest.

SECTION II: SUMMER BRIDGE PROGRAM PROFILES

In the following pages, we profile summer bridge programs offered by seven universities and one university system. Each program included in this section was selected because successful completion of the program is required of students with provisional acceptance to the institution.

CALIFORNIA STATE UNIVERSITY

The California State University's (CSU) Educational Opportunity Program (EOP) provides a number of services to low-income and educationally-disadvantaged students such as admissions counseling, mentoring, success workshops, tutoring, test preparation, and financial assistance.²¹ Prospective students who apply to a CSU campus through its EOP office are reviewed by an EOP campus selection committee. Additional consideration is then given to factors such as "historically disadvantaged background, financial need, academic performance, motivation, and potential for success in college." Students admitted through EOP may, depending on the campus, be required to enroll in a summer bridge program to complete coursework in math, reading, or other academic areas.²² Specific EOP offerings vary at each CSU campus. Three programs that include mandatory summer coursework are profiled here.

CALIFORNIA STATE UNIVERSITY, CHICO

Chico State's Summer Bridge program serves as "a transition program for invited EOP first-time freshmen [and] is designed to help students acquire the skills and knowledge necessary to build a bridge from high school to a successful college experience."²³ The program is offered at no charge to participants. Summer Bridge provides incoming freshmen with the opportunity to experience lectures, attend workshops and presentations, meet with mentors and faculty, finalize housing plans, complete financial aid paperwork, and register for fall semester courses.²⁴ Summer Bridge participants are invited to the program based on GPA, standardized test scores, and English Placement Test (EPT) and Entry Level Mathematics Test (ELM) results (both of which must be completed prior to attending Summer Bridge). Attendance is only required of certain admitted EOP students who are notified separately by the EOP office of their status.²⁵

²¹ "Educational Opportunity Program Contributes to California's Economic Success." The California State University. <http://www.calstate.edu/sas/eop/>

²² "Educational Opportunity Program (EOP) – Information and Application Forms." 2012. The California State University, pp. 1, 3. <http://www.calstate.edu/sas/publications/documents/EOPapplicationbooklet.pdf>

²³ "Summer Bridge." California State University, Chico.

<http://www.csuchico.edu/eop/admissions/summerbridge.shtml>

²⁴ Ibid.

²⁵ "Admissions FAQ's." California State University, Chico.

<http://www.csuchico.edu/eop/admissions/admissionsfaq.shtml>

CALIFORNIA STATE UNIVERSITY, LONG BEACH

The Summer Bridge Program (SBP) at CSU Long Beach is a four-week program that allows first-time freshmen to experience the campus prior to the fall semester. The program provides students with enrichment activities; opportunities to build relationships and network with students, faculty and staff; and tutoring.²⁶ Participants take two courses during the program, in mathematics and English.²⁷

Students with an ELM score of less than 50 or an EPT score of less than 138 are eligible to apply for the Summer Bridge Program.²⁸ Acceptance into SBP does not guarantee admission into the University.²⁹ It also appears that select students with academic need who have been accepted to CSU Long Beach through EOP are invited to attend SBP, if there is available program space. Consideration is given to EPT/ELM and SAT/ACT scores to identify students who will benefit from this program.³⁰

SBP is offered at no cost to participants, including the program itself, housing and meals during the first week, and educational materials.³¹ Students are required to live in campus residence halls for the first week of Summer Bridge and then commute to campus during the remaining three weeks.³²

CALIFORNIA STATE UNIVERSITY, LOS ANGELES

Summer Bridge at Cal State L.A. provides “a developmental transition from high school life to university life for about 150 first generation, low-income, first year college students, of diverse ethnicity and cultures.” The program aims to close the gap between the skills acquired in high school and what is required for university study. Therefore, instruction is provided to students at their current skill level, “gradually [raising] them to university level over six to eight weeks (depending on their progress in Math).”³³

The following courses are offered through Summer Bridge at Cal State L.A.:³⁴

- *Summer Bridge Seminar*: This seminar is designed to facilitate the transition from high school to college for students participating in the Summer Bridge Program. In accordance with the mission of Summer Bridge, the course will concentrate on the development of

²⁶ “Summer Bridge Program.” California State University, Long Beach. http://www.csulb.edu/divisions/students/summer_bridge/

²⁷ “Frequently Asked Questions.” California State University, Long Beach. http://www.csulb.edu/divisions/students/summer_bridge/faq.htm

²⁸ “Eligibility and Admission.” California State University, Long Beach. http://www.csulb.edu/divisions/students/summer_bridge/eligibility.htm

²⁹ “Summer Bridge Program.” Op. cit.

³⁰ “Frequently Asked Questions.” Op. cit.

³¹ “Summer Bridge Program.” Op. cit.

³² “Frequently Asked Questions.” Op. cit.

³³ “Summer Bridge.” California State University, Los Angeles. <http://instructional1.calstatela.edu/steixeira/index.htm>

³⁴ Bullets quoted verbatim from: “Summer Bridge Courses.” California State University, Los Angeles. <http://instructional1.calstatela.edu/steixeira/courses.htm>

personal and academic skills that will empower and enable EOP students to be successful in their first year at Cal State L.A.

- *Kinesiology*: Students will enjoy a wide variety of activities where development and refinement of motor skills is encouraged, inclusion is practiced, health maintenance is enhanced, and the enjoyment and benefits of physical activities throughout a lifetime is reinforced.
- *Mathematics*: Students will improve their skills and understanding of math concepts in preparation for their first university mathematics courses. They will practice effective learning and problem-solving strategies, and be helped to develop confidence in their abilities.
- *Pan-African Studies 180: "Race and Ethnicity in American Society"*, a regular general education course in which students can earn four units of credit. Through lectures, readings, and class discussions students develop critical thinking skills and an awareness of their role in society and the university. They also produce written exams and a research paper.
- *University 60*: This course ensures student discussion and examination of ideas raised in the Pan-African Studies 180 course, as well as specifically addressing study skills that will enhance success in the GE Course.
- *Reading*: A course that helps students learn and develop critical reading skills that will help them to better understand the Pan-African Studies 180 material.
- *Writing*: The course essays and research paper assignment draw from the ideas developed in the Pan-African Studies 180 course in addition to other readings. Further, the writing skills developing through the Writing Component should aid students in improved communication on short and long essay questions on the Pan-African Studies 180 tests.

The Summer Bridge Seminar, in particular, helps students develop the personal and academic skills necessary for success as freshmen at Cal State L.A. Through this seminar, students are introduced to the following aspects of the University:³⁵

- Academic and Career Planning
- University Structure
- Policies and Procedures
- Faculty and Student Expectations
- Student Services and Academic Resources
- History and Purpose of the Educational Opportunity Program
- Educational Equity

Mentoring is a central component of Summer Bridge. Because many Summer Bridge participants need early intervention to address barriers and learn critical thinking skills, the

³⁵ Bullets quoted verbatim from: "Summer Bridge Seminar." California State University, Los Angeles. <http://instructional1.calstatela.edu/steixeira/sbs.htm>

Mentoring Team serves students by assisting “in the resolution of behavioral impediments to student success.” Goals of the mentoring component include the following:³⁶

- Helping students problem solve their own issues using critical thinking
- Implementing a line of effective communication between students and staff
- Building college survival skills and encouraging self-esteem
- Facilitating conflict resolution and problem solving skills
- Personalizing the university experience
- Strengthening student accountability and “ownership” of their educational goals
- Promoting an environment of open communication and mutual respect

The housing component of Summer Bridge supplements the program’s formal education elements by providing “informal education” experiences. Of the approximately 150 Summer Bridge participants, 48 live in student housing during the program in order to experience college life before the academic year begins. The Housing Team resides in campus housing with Summer Bridge participants and includes a Housing Team leader, a senior resident advisor, and eight additional resident advisors. Team members oversee evening activities and provide overnight supervision to students. Particular goals of the housing program include the following:³⁷

- Providing students with an atmosphere that supports academic success and social interaction amongst the students in Housing
- Assisting students in embracing diversity through structured programming and informal interactions
- Encouraging leadership development by exposing students to resources on CSULA’s campus
- Encouraging students to be accountable for their behavior by familiarizing them with University wide policies and procedures
- Re-enforcing time management, and the importance of it
- Assisting in any logistics in preparation for their first year of college.

Finally, Summer Bridge holds “Accountability Sessions” twice weekly during lunch (and after school when necessary). Students who are absent or tardy to class are required to attend.³⁸

CHAMINADE UNIVERSITY (HONOLULU, HAWAII)

Chaminade University’s five-week Summer Bridge is mandatory for students with conditional acceptance to the University, based on high school GPA and SAT/ACT scores.

³⁶ Bullets quoted almost verbatim from: “Mentoring.” California State University, Los Angeles.
<http://instructional1.calstatela.edu/steixeira/mentoring.htm>

³⁷ Bullets quoted almost verbatim from: “Housing.” California State University, Los Angeles.
<http://instructional1.calstatela.edu/steixeira/housing.htm>

³⁸ “Accountability Sessions.” California State University, Los Angeles.
<http://instructional1.calstatela.edu/steixeira/accountability.htm>

The program provides these conditionally-accepted students with the opportunity to take remedial and/or college-level courses to better prepare for their first semester. Students must complete Summer Bridge coursework with a C or better in order to enroll at Chaminade in the fall.³⁹ The program provides tutors, advisors, and peer mentors to assist participants in successfully completing the program.⁴⁰

Participants complete two courses as part of a single bridge program (English, math, or general), which are chosen based on students' SAT/ACT scores. Descriptions of the courses included in each bridge are as follows:⁴¹

English Bridge

- *Reading Improvement I*: This basic course in the key skills is necessary for the successful study and comprehension of academic textbooks. Skills highlighted are: building vocabulary through context clues, finding main ideas, determining significant details and relationships of ideas, outlining, understanding graphic material and interpreting figurative language. Weekly timed readings encourage increased proficiency.
- *Essentials of English Composition*: This course offers practice in writing short essays and prepares students for success in Introduction to Communication while offering elective credit toward a degree. Emphasis is on paragraph and essay organization and on identifying ideas which support the writer's central purpose.

Math Bridge

- *Basic Mathematics*: Improvement of basic arithmetic skills and introduction to algebra. Required of all entering students as determined by performance on the mathematics placement examination.
- *Introduction to Communication*: Introduction to major forms of communication. Activities for students to learn effective communication skills for two-person, small groups and public speech. Examination and application of basic principles of message development for personal and public speech.

General Bridge

- *Psychology 101*: Survey of the major theories and concepts in the study of behavior. Introduction to the psychological aspects of sensory processes, normal and abnormal development, learning, drives, emotions, and social behavior.
- *Introduction to Communication*: Introduction to major forms of communication. Activities for students to learn effective communication skills for two-person, small groups and public speech. Examination and application of basic principles of message development for personal and public speech.

The cost of attending Summer Bridge ranges from \$1,000 to \$3,300, depending on housing and meal plans. Fees include:⁴²

³⁹ "Summer Bridge Program 2012." Chaminade University. https://www.chaminade.edu/advising/summer_bridge/

⁴⁰ "The Program." Chaminade University. https://www.chaminade.edu/advising/summer_bridge/program.php

⁴¹ Bullets quoted almost verbatim from: "Course Descriptions." Chaminade University. https://www.chaminade.edu/advising/summer_bridge/course_descriptions.php

- Summer Bridge Tuition
- Textbooks
- Housing, meal plans (housing on campus is not mandatory)
- Activity fee
- Living expenses

FAYETTEVILLE STATE UNIVERSITY (FAYETTEVILLE, NORTH CAROLINA)

FSU's summer bridge program, known as the CHEER Scholars Program, is a four-week program "that includes courses in English and mathematics, comprehensive academic support activities, and programs that promote personal development."⁴³ Participants take the first of the required English composition courses (English 110) and one math course, with math placement determined by test scores. Students receive credit toward graduation for all courses taken. The program includes classes and activities all day and in the evenings, Monday through Saturday and part of Sunday.⁴⁴

The CHEERS Scholars Program offers the following benefits to students:⁴⁵

- Earning eight hours of academic credit toward graduation
- Meeting other students and faculty and becoming familiar with campus before other freshmen arrive
- Receiving eight hours of free education, paid for by a grant from the University of North Carolina system
- Receiving a special scholarship (\$500) by maintaining a GPA of at least 2.5 with 30 hours of credit per year
- Receiving special recognition as a CHEER Scholar at commencement by graduating in four years

Students are invited to participate in the CHEER Scholars Program, if their high school GPA and SAT scores are not high enough to gain regular admission to the University. As part of the conditional admission agreement, participants must successfully complete the CHEER program "to gain unconditional admission to the university."⁴⁶ Successful completion requires a grade of C in both classes taken during the summer program. Additionally, students may not miss any of the required activities and must stay overnight on campus. Participants are only permitted to leave campus on Sundays, when there are no activities scheduled.⁴⁷

⁴² Bullets quoted verbatim from: "Summer Bridge Cost Information." Chaminade University. https://www.chaminade.edu/advising/summer_bridge/cost_info.php

⁴³ "Cheer Scholars." Fayetteville State University. <http://www.uncfsu.edu/cheer-scholars>

⁴⁴ "Cheer FAQ." Fayetteville State University. <http://www.uncfsu.edu/cheer-scholars/cheer-faq>

⁴⁵ "Why Cheer?" Fayetteville State University. <http://www.uncfsu.edu/cheer-scholars/why-cheer>

⁴⁶ "Admission to CHEER." Fayetteville State University. <http://www.uncfsu.edu/cheer-scholars/admission-to-cheer>

⁴⁷ "Cheer FAQ." Op. cit.

CHEER Scholars are housed in on-campus dormitories, and students keep the same room through freshman year.⁴⁸ The program is offered at no cost to students, including tuition and fees, housing, meals, and books.⁴⁹

GEORGIA STATE UNIVERSITY (ATLANTA, GEORGIA)

Georgia State University's Summer Success Academy welcomed its first cohort of students in May 2012.⁵⁰ The program is offered only to specifically invited students and provides the following services and activities:⁵¹

- Individualized study skills and learning-style assessments
- Academic skills workshops including time management, memory and concentration, how to read a textbook, how to talk to your professor
- Tutoring
- Peer Mentoring
- Leadership development
- Introduction to key faculty and staff
- Individualized guidance and support from Financial Aid, Student Advisement Center, Scholarship Resource Center, and more
- Social and networking events including leadership retreat, and civic engagement opportunities
- Residential Living-Learning Community (optional)

Students enroll in six or seven credit hours over the summer, though the specific courses taken depend on the particular section of Success Academy. All sections include:⁵²

- New Student Orientation: This course is required for everyone in this program. The class is not part of the Core Curriculum, but it counts in the institutional and HOPE GPA. This is the course that will provide us with the opportunity to assist you in developing solid academic skills and to aid in your college transition. We have dedicated resources for this class to provide study skills and learning styles assessments for students, as well as hired a peer mentor to be in the class to help you with your transition.
- English Composition I: Required course for all students.
- Third course to be chosen from: American Government, Survey of U.S. History, History of Motion Pictures, or Introduction to World Religions.

⁴⁸ "Housing." Fayetteville State University. <http://www.uncfsu.edu/cheer-scholars/housing>

⁴⁹ "Cheer FAQ." Op. cit.

⁵⁰ "Success Academy Newsletter." Georgia State University. May 29, 2012.

http://www.gsu.edu/enrollment/images/Student_Success/Success_Academy_Newsletter_May_29.pdf

⁵¹ Bullets quoted verbatim from: "Success Academy." Georgia State University.

<http://www.gsu.edu/success/academy.html>

⁵² Bullets quoted almost verbatim from: "Success Academy FAQ." Georgia State University.

http://www.gsu.edu/enrollment/images/Student_Success/Success_Academy_FAQ.pdf

Students must remain on campus from 9:30am to 4pm, Monday to Friday, in order to fully participate in all offerings of Success Academy. Courses are staggered throughout the day to allow time for study skills workshops, tutors, and other academic support, in addition to guest speakers from the community and across campus.⁵³

Participating students must fulfill the following requirements over the summer and during the following academic year:⁵⁴

- On-campus hours from 9:30 am to 4:00 pm, Monday through Friday
- GPA of at least 2.5 following summer 2012 (students who do not meet this requirement will be asked to register for less than 11 hours in the fall and spring semesters)
- Mandatory attendance at selected academic and co-curricular events throughout the year
- One overnight leadership retreat
- Commitment to enroll in designated Core Curriculum classes in summer 2012, fall 2012, and spring 2013

Students who fulfill all requirements of Success Academy over the summer do not need to reapply for admission to the University.⁵⁵

The cost of Success Academy is approximately \$2,600, including tuition and other fees. Students who choose to live in on-campus housing pay an additional \$1,650 to \$1,850, depending on the type of dormitory and meal plan. Financial aid is available to cover all parts of the program and housing.⁵⁶

The application for admission to Success Academy is available [here](#).

HAMPTON UNIVERSITY (HAMPTON, VIRGINIA)

Hampton University's Pre-College/Summer Bridge Program was established in 1953 with the goal of enrolling promising students from outstanding secondary schools whose potential may have been inhibited by lack of economic, social, and/or educational opportunity.⁵⁷ This five-week, residential program offers mandatory mathematics tutorials; weekly enrichment seminars on topics such as "Test Taking and Time Management Skills," "Library Orientation," "Career Counseling," and "The Freshman Experience;" and social activities such as intramural sports, a talent show, and a field trip to Paramount's Kings Dominion.⁵⁸ Additionally, the program concludes with an Annual Pre-College Banquet, during which

⁵³ Ibid.

⁵⁴ Bullets quoted almost verbatim from: "Success Academy." Op. cit.

⁵⁵ "Success Academy FAQ." Op. cit.

⁵⁶ "Success Academy Additional Information." Georgia State University.

http://www.gsu.edu/success/success_academy_additional_information.html

⁵⁷ "Pre-College Summer Program." Hampton University.

<http://www.hamptonu.edu/academics/summer/precollege/index.cfm>

⁵⁸ Ibid.

exceptional students are recognized for being “the perfect example of a successful Pre-College/Summer Bridge participant.”⁵⁹

Summer Bridge serves students who are trying to earn acceptance into Hampton University. Only students with conditional acceptance to the University may participate. To gain full admission, students must successfully complete the program by taking two courses (specifically mathematics and English unless otherwise instructed) and earn a cumulative grade point average of 2.5 or higher by the end of the summer. Some students may be placed into a third course, if they demonstrate a deficiency in mathematics, reading, or English. All courses labeled “freshman entry-level” earn credits toward graduation, while 100-level preparatory courses are non-degree credit courses. Course placement is determined by high school GPA, SAT/ACT scores, high school transcript, and, in some cases, additional placement tests.⁶⁰

Descriptions of individual courses available through the Summer Bridge Program are provided below.⁶¹

- *Oral Communications*: A one semester laboratory in oral communications integrated with the freshman communications program. Emphasis on principles of reasons, arrangement of ideas, establishment of personal style, discovery of material and investigation of various techniques of expression. Presentation of carefully prepared classroom assignments. Must receive a passing grade of C or better.
- *Introduction to Computers*: This course helps the student understand how computers can be used to enhance his or her personal, academic, or professional life. A hands-on approach is used to introduce students to various software packages for word processing, spreadsheet applications, and database management. Students also learn how to conduct searches on the Internet and to communicate via electronic mail.
- *Learning to Learn*: Designed to enhance student’s skills in generating questions, reading for comprehension, scheduling core work, developing strategies for studying for examinations, writing to answer questions, and writing term papers. Skills taught in the course are expected to be applied to other academic courses. This course is not a free elective.
- *Fundamental Writing*: A concentrated review of fundamental writing skills, including organization and development of ideas, grammar, mechanics, and style. This course is offered only on an S/U basis and cannot count toward the English requirement in General Education and does not count toward graduation.
- *Written Communications*: Introductory sequence in composition, contributing to the liberal education of students, regardless of their majors. Approaches writing as a process and provides experience in writing with various aims and rhetorical strategies. ENG 101 emphasizes the expressive and expository aims. (Satisfactory completion must be with a “C” or better).

⁵⁹ Ibid.

⁶⁰ “F.A.Q.” Hampton University. <http://www.hamptonu.edu/academics/summer/precollege/faq.cfm>

⁶¹ Bullets quoted verbatim from: “Pre-College Program Curriculum.” Hampton University. <http://www.hamptonu.edu/academics/summer/precollege/curriculum.cfm>

- *World Civilizations*: Surveys the period from the French Revolution (1789) to the present, years when many aspects of the contemporary world were shaped. Themes emphasized include economic, religious, social (gender, race, age, families, communities), ecological, political, and military history. Selected historical events in Asia, Africa, Europe, and the Americas will be considered.
- *Survey of African-American History*: Part of the World Civilization sequence, a survey of the experience of Blacks in America from 1500 to the present. Includes material about peoples and institutions of pre-colonial Africa and the Atlantic slave trade.
- *Elementary Algebra*: For students whose background and placement indicate a need for basic work. This course does not carry credit toward any degree at the University. Concepts to be covered include arithmetic review, linear equations and inequalities, polynomials, rational expressions and graphing.
- *Intermediate Algebra*: This course is for students whose background and/or placement indicates a need for algebra. It may be taken as an elective course, but will not count towards the mathematical competency requirements. Concepts to be covered include linear equations and inequalities, polynomial and rational expressions, radicals, complex numbers, quadratics and graphing exponential and logarithmic functions.
- *College Mathematics*: Sets and simple logic. Solving linear, rational and quadratic equations, inequalities. Graphing linear equations and inequalities, quadratic equations. Exponential and logarithmic functions. Solving systems of equations. Linear programming.
- *Pre-calculus Mathematics I*: Functions and their graphs. Polynomial and rational functions, exponential and logarithmic functions. Systems of linear and nonlinear equations. Sequences and series.
- *Pre-calculus Mathematics II*: Trigonometric functions and their inverses. Analytic trigonometry. Applications of trigonometry. Fundamentals of analytic geometry. Complex numbers. Polar coordinates.
- *Introduction to Political Science*: Critical examination of the nature of politics, subject matters, basic concepts, approaches, problems, and research methods.
- *Reading Skills*: This course emphasizes analytical thinking and reading skills that are essential for interpreting college-level material. It is designed to strengthen the ability of students to think and read analytically, to promote and stimulate conscious thinking, and to mentally organize information read in order to see the relationship between ideas and apply them effectively.
- *Introduction to Sociology*: Introduction to the scientific study of society and social behavior. Emphasis on culture, social structure, social inequality, social institutions and social change.

Students are required to live in on-campus housing, and students must adhere to several rules:⁶²

- A curfew is enforced at 11:00pm Sunday to Thursday and 1:00am Friday and Saturday.
- Opposite-sex visitors in the dormitories are not permitted.

⁶² "F.A.Q." Op. cit.

- Students may not bring cars to Summer Bridge.
- Students must sign out for off-campus visits.

The total cost of the program is \$2,100, including tuition and room and board. Informational materials from the Pre-College Program director are available [here](#) and [here](#).

UNIVERSITY OF MICHIGAN (ANN ARBOR, MICHIGAN)

The University of Michigan has offered its Summer Bridge Program since 1975. The program is available only to a “select group of students” and provides “intensive academic preparation, highly individualized academic advising, and the personal attention of faculty in an intensive, yet nurturing environment.”⁶³ The Summer Bridge Program is not intended to be a remedial program: the courses offered are college-level, and all give degree credit toward a bachelor’s degree.⁶⁴

Students are admitted to the Summer Bridge Program by the Office of Undergraduate Admissions, which makes admissions decisions based on a review of several criteria including GPA, standardized test scores, grades in college preparatory courses, writing samples, and letters of recommendation. Consideration is also given to first-generation status, socio-economic status, underrepresented minority status, geographical location, family, or other personal challenges. Students given a Summer Bridge start date are required to participate. These students “are on the margins of the admissions criteria, and thus their admission to Michigan is tied to successful completion of Bridge.”⁶⁵

Participants enroll in three courses (six to nine credit hours), which typically include an English course, a mathematics course, and a freshman seminar.⁶⁶ Placement into specific courses depends on results of both on-line placement exams and placement exams given during Bridge orientation.⁶⁷ Bridge Program participants meet with their academic advisor (who remains with them during their time at UM) to receive “guidance on course selection, career planning, and progress towards fulfilling degree requirements.”⁶⁸ The following placement tests must be completed prior to orientation:⁶⁹

- *Academic Integrity Quiz*: The intention of this quiz is to prompt students to think about what the College expects in terms of academic integrity.
- *Academic Interests Survey*: This is a short-answer questionnaire to help students’ CSP Academic Advisor understand their academic interests and concerns as they prepare to start college.

⁶³ “Summer Bridge Program.” University of Michigan.

<http://www.lsa.umich.edu/csp/studentprograms/summerbridgeprogram>

⁶⁴ “FAQs.” University of Michigan. <http://www.lsa.umich.edu/csp/studentprograms/summerbridgeprogram/faqs>

⁶⁵ Ibid.

⁶⁶ “Summer Bridge Program.” Op. cit.

⁶⁷ “FAQs.” Op. cit.

⁶⁸ “Summer Bridge Program.” Op. cit.

⁶⁹ Bullets quoted almost verbatim from: “Orientation and Placement.” University of Michigan.

<http://www.lsa.umich.edu/csp/studentprograms/summerbridgeprogram/orientationplacement>

- *Writing Directed Self-Placement*: All students are required to take a First Year Writing Course. This writing exercise and questionnaire will help place students into the appropriate course; therefore it needs to be done before orientation. Students discuss this in greater detail with their academic advisor at orientation.
- *Math Placement Test*: The Mathematics Placement Test is combined with several other factors to predict the mathematics course in which new students at the University will have the greatest success. Students discuss this in greater detail with their academic advisor at orientation.

Before enrolling in the Summer Bridge Program, students must sign a contract that affirms their commitment to full participation in all components of the program. Specific points outlined on the contract include:⁷⁰

- Attending all scheduled class sessions and reporting to class on time
- Attending and actively participating in all Bridge Program activities including evening and weekend events
- Completing and submitting all course and Bridge Program assignments as required
- Working diligently to achieve academic excellence and success, and realizing that the goal of becoming an excellent student lies within
- Assuming responsibility for all actions and being considerate of other students, staff, and instructors, and being sensitive to the feelings and values of other individuals and conducting themselves in a respectful manner that does not infringe upon the rights of others
- Adhering to the rules and regulations governing student conduct at the University of Michigan – provided in The University of Michigan’s Code of Student Conduct as well as the rules and regulations of the Residence Hall contract – and understanding that a violation of any of these rules may lead to dismissal from the Bridge Program

Additional requirements and regulations of the program are as follows:⁷¹

- All students are required to **live on campus for the duration of the program** in order to form connections with other students and faculty and gain the skills to ensure their success at Michigan. The Summer Bridge Program also has tutoring and workshop sessions that last until 10:00 PM. The distractions of home and family often impede success in the program, so it is best for students to live on campus to make full use of the resources UM has to offer.
- Students are required to **stay on campus during the weekends**, as that is when most of the academic work at Michigan is done. Weekend time can be used to catch up on readings or homework. In the past, students have done very little work when they went home for the weekends, so all students are required to remain on campus for each weekend of the program. Exceptions to this policy are made on a case-by-case basis.

⁷⁰ Bullets quoted almost verbatim from: “Bridge Program Student Contract.” 2012. University of Michigan. <http://www.lsa.umich.edu/UMICH/csp/Home/Student%20Programs/Summer%20Bridge%20Program/Communications/2012%20SBP%20Student%20Contract.pdf>

⁷¹ “FAQs.” Op. cit.

- Students are **not permitted to work** during the program. Summer Bridge Students attend class for 16 to 20 hours per week and required study sessions for 12 hours per week. Therefore, it is difficult for students to successfully complete Summer Bridge (and thus be admitted to the University of Michigan in the fall term) while working.
- Students are **not permitted to bring a car** to Summer Bridge. Parking is a major concern on campus: there is no parking lot near the residence hall and parking on the street can lead to multiple parking tickets for which the program will not be responsible. Bringing a car is also a big distraction for students and prevents them from fully attending to their academic work.

In 2012, the total cost for the summer, including tuition, fees, room, board, and books, was \$6,090 for in-state students and \$12,377 for out-of-state students. Financial aid is available to eligible students.⁷²

Important documents, including the student contract and two welcome letters, are available [here](#).

TEMPLE UNIVERSITY (PHILADELPHIA, PENNSYLVANIA)

Temple University's Summer Bridge Program provides students with small-sized classes in mathematics, writing/reading, academic skills, and other areas to better prepare for university study. Students are assigned to their classes based on the results of the University Placement Test, taken by all Temple University students.⁷³ Bridge Program courses are offered at a number of skill levels, including high levels for top-performing students.⁷⁴ Students have the opportunity to retake the University Placement Test at the end of the program in order to place into a higher course during the following semester. Temple University notes that more than 75 percent of students test up after the program.⁷⁵ Additional information about the University Placement Test is available [here](#).

Students invited to the Summer Bridge Program are typically "very motivated, have performed well academically from 9th to 12th grade in high school, are in the top third of their graduating class, but their standardized test scores (ACT/SAT) may not reflect their academic ability or meet the University's minimum requirements for admission."⁷⁶ Thus, attendance at Summer Bridge is mandatory for students invited to the program. These students must attend Summer Bridge before enrolling in fall classes. In addition, they are admitted to the University for the upcoming fall semester only, with future status pending successful completion of the program.⁷⁷

⁷² Ibid.

⁷³ "Frequently Asked Questions." Temple University.
http://www.temple.edu/rcc/site/SummerBridge/summer_bridge_faqs.html

⁷⁴ Ibid.

⁷⁵ "Welcome to the Russell Conwell Center Summer Bridge Program." Temple University.
http://www.temple.edu/rcc/site/SummerBridge/summerbridge_main.html

⁷⁶ "Frequently Asked Questions." Op. cit.

⁷⁷ Ibid.

While students complete a midterm exam and receive a final grade for each Bridge Program course, no academic credits are awarded. Students must maintain a minimum 2.0 GPA without failing any Bridge Program course.⁷⁸ A sample schedule is available [here](#).

Participants do not pay tuition to attend the Summer Bridge Program. Housing is not provided, though housing arrangements can be made for approximately \$1,200.⁷⁹

In preparation for the Bridge Program, the Russell Conwell Center (RCC) sends future participants bi-monthly assignments to better prepare students for the summer and provide instructors with information about students' interests and abilities. All assignments are required and are not intended to take long to complete.⁸⁰ Some assignments are tasks (e.g., the Study Skills Inventory and the College Expectations questionnaire), while others are information that must be read. All completed assignments must be submitted electronically by the due date.⁸¹ Examples of assignments and readings are available [here](#).

Additionally, the RCC offers Pre-Bridge Workshops, which are informational workshops for incoming students and their parents to learn more about what is required of Bridge Program participants. These sessions typically explain program aspects such as placement testing, course registration, the requirements to successfully complete the Bridge Program and attend Temple University, the policies and procedures, and activities to be held during the Bridge Program.⁸²

Temple University's Bridge Program was the only program identified in Hanover's research that publicizes satisfaction ratings and changes in pre- and post-test achievement. Satisfaction and academic growth data for the 2010 cohort are available [here](#).

THE UNIVERSITY OF TEXAS AT BROWNSVILLE AND TEXAS SOUTHMOST COLLEGE (BROWNSVILLE, TEXAS)

Rather than focusing on all academic areas, UT Brownsville's Summer Bridge Program provides 100 entering students with developmental education in only one subject area – reading, writing, or mathematics.⁸³ Students are eligible for the program, if they have a COMPASS score of between 71 and 80 in reading, between 29 and 38 in math, or 5 in writing.⁸⁴

⁷⁸ Ibid.

⁷⁹ Ibid.

⁸⁰ Ibid.

⁸¹ "Assignments and Readings." Temple University.

http://www.temple.edu/rcc/site/SummerBridge/summerbridge_assignments.html

⁸² "RCC Receptions and Workshops." Temple University.

http://www.temple.edu/rcc/site/SummerBridge/reception_workshops.html

⁸³ "Summer Bridge Program." The University of Texas at Brownsville and Texas Southmost College.

<http://www.utb.edu/vpaa/universitycollege/sbp/Pages/default.aspx>

⁸⁴ "Eligibility." The University of Texas at Brownsville and Texas Southmost College.

<http://www.utb.edu/vpaa/universitycollege/sbp/Pages/Eligibility.aspx>

Participants must satisfy the following criteria to remain in the program:⁸⁵

- Have 98 percent attendance rate
- Maintain satisfactory academic progress
- Demonstrate genuine effort to improve skills in the targeted subject area

The Summer Bridge Program offers numerous benefits to participants. The program provides students with COMPASS test and college-level course preparation. At the end of the summer, students have the opportunity to retake the COMPASS test, with test fees covered by the University. Enrollment at UT Brownsville in the fall depends on end-of-summer test results. Finally, the University buys general education course textbooks for all students who pass the COMPASS test at the end of the summer.⁸⁶

The Eligibility Application for the Summer Bridge Program is available [here](#).

⁸⁵ Bullets quoted verbatim from: "Criteria for Remaining in the Program." The University of Texas at Brownsville and Texas Southmost College. <http://www.utb.edu/vpaa/universitycollege/sbp/Pages/Criteria.aspx>

⁸⁶ "Benefits." The University of Texas at Brownsville and Texas Southmost College. <http://www.utb.edu/vpaa/universitycollege/sbp/Pages/Benefits.aspx>

SECTION III: ADDITIONAL SUMMER PROGRAMS

Below, we provide a table summarizing summer bridge programs offered by other universities.⁸⁷ These programs were not profiled in Section II because we could not find evidence that students were required to successfully complete summer coursework in order to gain full admission. In many cases, the bridge programs listed below are only available to incoming freshmen who are required to apply directly to the summer program. Such programs are offered as enrichment experiences for students who wish to get an early start on their university experience.

Figure 3.1: Summer Programs without Provisional Admissions

UNIVERSITY	DESCRIPTION
University of Arizona	New Start is a comprehensive, six-week summer bridge program designed to help incoming freshmen succeed in the transition from high school to college. Through academic classes, college success workshops, tutoring and peer mentoring, program participants are able to experience the expectations and opportunities of being a University student in a fun and comfortable environment. Students must have been admitted to the University of Arizona and plan to enroll in the fall.
University of Arkansas at Little Rock	The Summer Bridge Program serves as an introduction to the college experience for recently graduated high school students. Students selected to participate will be introduced to the skills necessary to be successful in college and individualized support in adjusting to the college environment. Students enroll in two of the following: College Reading, Composition Fundamentals, Elementary or Intermediate Algebra, or Speech Communication.
University of California, Berkeley (similar programs offered at other UC campuses)	The Summer Bridge Program provides students with a rich academic curriculum. Students will be placed in two credit-bearing university classes, based on their high school coursework, test scores, and intended academic and career path. This curriculum maximizes students' success as they transition to Cal. Additionally, students attend a weekly advising seminar designed to facilitate their successful navigation of faculty expectations and university culture.
Florida State University	The Summer Bridge Program (SBP) is an alternative admission program for first-generation college students, and students who are disadvantaged by economic or educational circumstances. This high school to college bridge program is designed to help ease students' adjustment to college life and build a foundation for academic success. Students will be required to apply for financial aid, and those with financial need will have 100% of their need for the summer term met from non-loan sources.
Indiana University – Purdue University Indianapolis	The IUPUI Summer Bridge Program is a special opportunity designed to prepare students to be successful in college. All incoming freshmen in participating schools or majors are eligible. Recipients of the IUPUI Twenty-first Century Scholars Grant are required to participate in the Summer Bridge Program (or a similar intervention) to meet the requirements of their grant.

⁸⁷ Table contents quoted verbatim or with slight variation from sources.

UNIVERSITY	DESCRIPTION
Minnesota State University Moorhead	<p>The Summer Bridge Program enables incoming freshmen who qualify as underrepresented students to become familiar with campus life and the student support programs and services available at MSU Moorhead. Classes offered during the Summer Bridge Program help students learn the necessary skills to excel in the University setting. Living on campus during the program enables students to build a sense of community.</p>
University of North Carolina at Chapel Hill	<p>Summer Bridge at UNC Chapel Hill provides top instructional and counseling staff to help its participants make the transition from high school to college during a rigorous, seven-week academic program. The program targets incoming first-year NC students from small/rural high schools that may lack AP or other college preparatory courses, however, any student that has been admitted to UNC and plans to enroll in the fall semester can apply. Students take a college-level English course, along with a math or science course, depending on availability. In addition, students attend various workshops and presentations that introduce them to UNC Chapel Hill's many resources. Upon completion of Summer Bridge, students can earn up to 6.0 academic credit hours and they enter the fall semester equipped with the tools to continue their academic success.</p>
Texas A&M International University	<p>University College provides first year students with their “roots and wings” - roots that are strengthened and deepened by strong academic support and wings that allow them to experience academic success and turn their career dreams into reality. University College accomplishes this by providing a full array of academic support services: 1) UNIV 1101 and 1102 freshmen seminars connected to learning communities and the Reading the Globe freshman common read, 2) peer mentoring and academic advising through the Advising and Mentoring Center, 3) tutoring services through the University Learning Center and the Writing Center, 4) student support services through the TRIO grant program, 5) student support services through the Title V: Sophomore Success grant, 6) testing services offered through the Testing Center, and 7) developmental coursework in mathematics, reading and writing.</p>
West Texas A&M University	<p>The Summer Bridge Program allows students to get an early start on their college education. Completion of six hours of transferable coursework from a regionally accredited college with at least a 2.0 GPA during a single summer session guarantees admission to WTAMU for the following fall.</p>

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