The Role of Summer Bridge Programs in Equipping Students of Color for Successful Transition to College

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Goshen College
Center for Intercultural and International Education
Welcome! Session Outline

» Center for Intercultural Teaching and Learning
  [newly named: Center for Intercultural and International Education]

» S.A.L.T. Summer Academic Leadership Training

» Conceptual frameworks

» Results

» Group sharing of knowledge
Goshen College
Goshen, Indiana

The Center for Intercultural Teaching and Learning
2006

Institutional Mission Identity

Demographic Shifts
Growing Latino population

Grant Funding
Lilly Endowment, Inc.
Center for Intercultural Teaching and Learning

**RESEARCH & PRACTICE**

“...to understand how small liberal arts colleges can best serve the educational needs of rapidly increasing Latino immigrant populations...and to extend these leanings to better enroll and retain other students of color.”

**SOCIAL CONTEXT**
Engagement with:
- Community leaders
- Local schools
- Agencies

**HE EXPERIENCE**
- Latino/a Students
- Recruitment and Student Success

**ACADEMIC INNOVATION**
- Curriculum
- Faculty development
THE CENTER FOR INTERCULTURAL TEACHING AND LEARNING
FOUR-YEAR ETHNICALLY-ROOTED LEADERSHIP MODEL

S.A.L.T. Summer Academic Leadership Training

YEAR 1 Ethnic identity exploration: Who am I?

YEAR 2 Contributing to my campus as an ethnically diverse student

YEAR 3 Enacting servant leadership in the community and exploring social justice

YEAR 4 Integrating ethnic identity and leadership development for intercultural contexts beyond college

LEADERSHIP

ETHNIC IDENTITY EXPLORATION
When did you first awaken to your own ethnic identity?
SALT
Summer Academic Leadership Training

• Began in 2009 (4 cohorts)
• 3 week program
• 3 academic credits
• Development of...
  - academic skills
  - social adjustment
  - personal awareness
SALT Daily Schedule

8am    Breakfast
9am-12pm Class
12pm   Lunch
1-3pm  Proctored study time
3pm    Break
3:30-5pm Science Research Lab
5pm    Dinner
Conceptual Frameworks
» College Self-Efficacy | *Can I succeed in College?*
  > confidence in one’s ability to carry out college-related tasks (Bandura, 1994; Solberg, O’Brien, Villareal, & Davis, 1993)

» Social Connectedness | *Can I make friends?*
  > How students view themselves in relation to friends, strangers, peers, and their world (Lee & Robbins, 2000)

» Ethnic Identity Development | *Who am I?*
  > Unexamined | Exploration | Achieved
  “...one’s sense of belonging to an ethnic group and the part of one’s thinking, perceptions, feelings, and behavior that is due to ethnic group membership” (Phinney, 1996).
What contributions do self-efficacy, social connectedness, and ethnic identity development make to the experience of ethnically diverse students in their initial transition to college?
Quantitative Pre/Post-tests
  » 4 scales and inventories before and after the SALT program

Qualitative
  » 2010 – end of program interviews
  » 2011 – end of program written responses

Mixed Methods
2010

» Ethnicity
  16-Hispanic, 2-Asian, 2-African American, 2-African

» 10 CITL, 12 ALANA

» 12 women, 10 men

» 9 first-generation

2011

» Ethnicity
  14-Hispanic, 4-Asian, 2-Bi-racial

» 9 CITL, 11 ALANA

» 12 women, 8 men

» 14 first-generation

SALT Participants (n=42)
Findings...
College Self-Efficacy Inventory
(Solberg, O’Brien, Villareal & Davis, 1993)
1 = totally unconfident
9 = totally confident

INTERVENTIONS
» class design
» proctored study time
» tutoring in dorms
» RAs (role models)

Students entered SALT with high levels of self confidence:
- Make new friends in college (7.38)
- Get along with others you live with (7.90)
- Socialize with others you live with (7.90)
Talk to your professors
Ask a professor questions outside of class
Work on a group project
Talk with academic and support staff
Ask a question in class
Participate in class discussions

1=Totally Unconfident.... 9=Totally Confident
SALT class has given us an idea of what teachers are expecting from us and how to get involved in class discussions.

With the various speeches that we did and with the positive and constructive feedback that I received, I feel my confidence grew with each assignment.

...I won’t be as scared to ask teachers for help and then ask my friends or people I meet in the class, ask them for help as well.
College Self-Efficacy

All of the students, faculty, staff, RAs, professors were so welcoming and nice. I feel more confident about starting my freshman year in the fall. I can't wait! Taking the English Literature and Writing class was definitely a plus because I had been nervous about how it would be to take a college level class. I feel like I will be able to manage my time efficiently during college. I learned that college will come with some difficulties but, I will be able to work through them. I feel like I will be able to approach others when I need help.
Social Connectedness Scale

> (Lee & Robbins, 2000)

INTERVENTIONS

> Living on campus 3 weeks
> Cohort model, structured program
> Shared out-of-class experiences
> Building relationships with faculty, staff, and students

ALL items moved in the desired direction.
I see people as friendly and approachable.
I am able to connect with other people.
I feel understood by the people I know.
I find myself actively involved in people’s lives.
I feel comfortable with strangers.

Social Connectedness Scale

5 point scale: 5 = Strongly Agree
Social Connectedness

• It was nice knowing that I don’t need to be scared about making friends. That was really cool.

• Living in the dorms allowed us to hang-out and talk to everyone there so we got to make new friendships and came close together like a family.
SALT has prepared me in many different aspects, not only academically, but it has brought me new family members, and people I can rely on during the school year for a little encouragement.
Ethnic Identity
Ethnic Identity Development

Multi-group Ethnic Identity Measure (Phinney, 1992)

INTERVENTIONS:
- Course content
- Texts
- Fieldtrips
- Peer interaction

I feel as if I learned a lot of my Hispanic culture and of the African-American culture. Even more so I have a great many things to reflect upon for years to come about my own cultural identity and it's history.
I have a clear sense of my ethnic background and what it means for me.
I am happy that I am a member of the group to which I belong.
I have a strong sense of belonging to my own ethnic group.
I understand pretty well what my ethnic group membership means to me.
I have a lot of pride in my ethnic group.
I feel a strong attachment towards my own ethnic group.
I feel good about my cultural or ethnic background.

2010 - 4 point scale: 4 = Strongly Agree
It sounds cliché, but I actually felt like this awakening. Ever since the museum part of SALT....I felt more brown (laugh), not so much white.... My world has been changing and opening, and like, eating hot sauce with Doritos....
Learning and Study Strategies Inventory (LASSI)
LASSI Scales

Attitude
Motivation
Time Management
Anxiety
Concentration
Study Aids
Information Processing
Selecting Main Ideas
Self-Testing
Test Strategies

Statistical significance was found on 8 of 10 scales in pre- and post-test scores.
S.A.L.T.L. Retention
Discussion

What success are you having in helping ALANA students transition to college?

What challenges have you encountered?

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References