

**Plan 2008 Phase II Programs & Initiatives  
Outcomes Reporting Form  
January 2007**

<b>Your Institution:</b> University of Wisconsin-Milwaukee	
<b>Program/Initiative:</b> AOC Summer Bridge Program	<b>Year Established:</b> 1995
<b>Target Audience (check all that apply):</b> Administration: <input type="checkbox"/> Faculty: <input type="checkbox"/> Academic Staff: <input type="checkbox"/> Classified Staff: <input type="checkbox"/> Students: <input checked="" type="checkbox"/> Campus Community: <input type="checkbox"/> Other: <input type="checkbox"/> If other, please specify: _____	
<b>Race/Ethnic Groups Affected by this Program/Initiative (check all that apply):</b> African American/Black: <input checked="" type="checkbox"/> American Indian: <input checked="" type="checkbox"/> Latino/Hispanic: <input checked="" type="checkbox"/> Southeast Asian: <input checked="" type="checkbox"/> Other Asian: <input checked="" type="checkbox"/> European American: <input checked="" type="checkbox"/> Other: <input checked="" type="checkbox"/> If other, please specify: International and NA students	
<b>Cost of Program/Initiative:</b> \$21,100.00	<b>Funding Sources:</b> A portion of the AOC base budget
<b>Description:</b> The Academic Opportunity Center (AOC) accepts students to UWM through its discretionary admissions process. It offers a bridge program to those admitted students who need additional preparation with math, English, reading and study skills courses during the summer prior to their first fall semester at UWM. For some students, successful completion of the program is essential for their acceptance into AOC. The program runs for four weeks, Monday through Friday beginning at 8:00 am until 12:00 noon. Students are in concentrated coursework all morning long.  On the first day of the program students are engaged in an orientation. The orientation establishes the expectations for the students regarding course work and classroom decorum. In addition, they are given a pre-test in math to discern their math competence. Students must attend every day and are expected to be on time. Only extenuating circumstances that are approved by the Director of the program become excused absences. At the conclusion of the program, students are given a posttest in math to see if their level has increased from that determined by their placement exams given during registration. The posttest in math is not the placement exam offered by UWM. All students are evaluated individually by the instructors. After the Director reads the evaluations and discusses them with the instructors, a recommendation is made on each student's enrollment for that fall.  For the first time in 2005, participants were assessed a \$10 fee. When reviewing previous programs, it was determined that a nominal fee should be assessed to give students more ownership to the program. Monies received from the students were returned to them during the activity that ended the program.	
<b>Point Person(s):</b> Dr. Ruth Russell, Director	<b>Department/Unit(s):</b> Academic Opportunity Center
<b>Departments/Units/Groups Involved:</b> Department of Enrollment Services, Math Department and Housing	
<b>Goals &amp; Expected Outcomes:</b> The assessment measures for the AOC Summer Bridge Program are: <ul style="list-style-type: none"> <li>• Number of students participating</li> <li>• Placement levels of students entering and completing the program</li> <li>• Retention rates of students in the program</li> </ul>	
<b>Actual Measurable Outcomes for Plan 2008 Goals, Including Impact on Enrollment, Retention, and/or Graduation, and/or long term potential thereof:</b> In summer 2005, a total of 45 targeted AOC students of color participated in the summer bridge program. Their first-year retention rate was an incredible 75.6%, as compared to 49.1% for the 116 targeted AOC students who did not participate in the program. This percentage difference is a lot more than the percentage difference for the non-targeted AOC students, i.e., 69.4% for bridge program participants v.	

60.1% for non-participants.

Therefore, the fall 2005 data seemed to suggest that the AOC Summer Bridge Program was more effective in retaining targeted students of color than non-targeted students. Additional information on the summer 2005 bridge program participants include:

- 25% of students enrolled in bridge English program (n=11) advanced at least one course.
- 62% of students enrolled in bridge reading program (n=28) advanced at least one grade level.
- 36% of students enrolled in bridge math program (n=16) advanced at least one course.
- 62% of bridge program participants (n=28) satisfactorily completed the spring 2006 semester; 72% of these students were enrolled in fall 2006.
- 64% of targeted students of color bridge participants (n=29) satisfactorily completed the spring 2006 semester; 76% of these students were enrolled in fall 2006.

#### **Intersections Across Plan 2008 Goals:**

Goal 1: recruitment and enrollment. Some prospective students who apply to UWM are admitted to the university through AOC and its Summer Bridge Program. The bridge program facilitates access of students to UWM.

Goal 3: closing the achievement gap. The AOC Summer Bridge Program assists students in improving retention rate at UWM.

Goal 6: campus climate. Students who participate in the summer program are more likely to get connected to the university, their peers, and their advisors earlier than other students. This facilitates their acclimation to the university and its services.

Goal 7: accountability. Students who participate in the Summer Bridge Program are tracked and closely monitored to ensure their success at AOC and UWM.

#### **Assessment Practices and Program Changes in Response to Challenges:**

A major challenge of the program is to continuously offer feedback to the students to get them to understand the importance of this experience and its impact on their future success at UWM. Because students are recent high school graduates, some do not take the program seriously. For the next program, we will screen the students more closely by not placing students in a cohort group with too many of their former high school classmates. In addition, we recognize that the students need five days of increased coursework. In 2005, although the students met five days a week, Friday was an educational experience day. During that day, students meet and talk to speakers from different areas on campus, i.e., Career Development, Tutoring, etc. As a result, students lost one full day of class instruction. More time needs to be devoted to have students meet with their AOC academic advisors. We are placing special times throughout the four weeks for students to meet with their advisors.

**Prepared by:** Ruth Russell

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