

***Title: Bridging the gap between achievement and excellence: The Skidmore College Summer Academic Institute and the Skidmore College Opportunity Programs***

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**INTRODUCTION**

The academic achievement of poor, minority, and working-class students at elite institutions of higher education is a topic of increasing concern. While there is evidence that these students are graduating at higher rates than they have historically, gaps persist between the levels of academic achievement of these students and the achievement levels of well-prepared, more affluent majority students at the same institutions (Bowen and Bok, 1998; College Board, 1999; Miller, 1999). While the Black-White achievement gap narrowed between 1960 and the early 1980's, there has been a reversal in that trend since the late 1980's (Lee, 2002). For example, Bowen and Bok (1998), in a sample of 28 selective colleges, found that the average graduating GPA for White students was 3.15 while the average graduating GPA for Black students was 2.61.<sup>1</sup> Standardized tests, which are accurate predictors for majority students, consistently over-predict the academic performances of minority students in college and professional schools (Bok, 2003). Cole and Barber (2003) suggest that the over-prediction gap for minority students is largest at our nation's small liberal arts colleges.

Why is this so? It is true that these institutions take chances on students whose admissions profiles represent significant deviations from the central enrollee.<sup>2</sup> This means that elite colleges admit students who may be under-prepared for the selective college setting. In taking these risks, these institutions must still meet these students' needs, just as they meet the needs of the general population. As the competitive context post-graduation is only likely to increase over the next decade, it is imperative that administrators and faculty learn ways to maximize the academic performance of the poor, working-class, and minority students who do make it through the gates of our elite institutions. This is the challenge.

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<sup>1</sup> Prestigious colleges are just now facing accusations that they have been ignoring these egregious gaps in achievement and thus working to reproduce the inequalities of American society (Bok, 2003; Richards, 2002; Shireman, 2003; Clayton, 2003).

<sup>2</sup> This chapter focuses on under-represented students, but elite colleges also enroll many other students whose entering profiles differ substantially from the median, in order to address the expressed concerns of athletics, alumni and development offices. Some of these students may also need assistance, and perhaps some of the measures discussed here can be helpful. The overall point is that the issue of under-preparedness is complex, even when it is concentrated on the under-represented population of Skidmore College's HEOP/AOP. This can be more fully illustrated by the case of two sophomore program students, both with honors-level GPA's, enrolled in the same literature class. A black male from a mid-western state, Jay (not his real name), and a white female from a rural upstate New York farm community, Francine (not her real name) both experienced the same anxiety as they faced creative response papers and a high expectation for class participation. They each, however, gave this anxiety a different name. Jay felt that he wasn't as smart as the white students in the class, and Francine told her staff advisor that she felt her ideas were not as good as those of the more affluent students. Both of these students under-estimated their talents. It is the role of the HEOP/AOP staff, and of the campus as a whole, to dispel this myth of the wiser, more imaginative "other," whatever name a student may give it.

Skidmore College offers a select group of its underrepresented students a coordinated system of support through the auspices of its Opportunity Programs (HEOP/AOP). These students are deemed “inadmissible” to the College due to their status as academically and economically disadvantaged students, and the College admits them with the recognition that they will require additional support. A crucial piece of this support is a summer bridge program. In addition, and in contrast to many other elite institutions, Skidmore College maintains achievement data for its students; this allows the College to compare the achievement and retention outcomes for students receiving support to the outcomes for those students not receiving support, and helps demonstrate the success of our Opportunity Programs. Findings indicate that Opportunity Program students at Skidmore achieve, are retained, and graduate at higher rates than students who do not receive Opportunity Program support.

This chapter will outline the development and characteristics of the Skidmore College Opportunity Program and its comprehensive system of academic and personal support. Central to this discussion is a description of the Summer Academic Institute, a four-and-one-half-week bridge program for Opportunity Program students.

## **BACKGROUND**

The overall goal of the Higher Education Opportunity Program and the Academic Opportunity Program (HEOP and AOP) is to guide underrepresented and disadvantaged students through a successful college experience, thus allowing them to earn a Bachelor’s Degree. The Higher Education Opportunity Program developed from a series of statutes written and approved by the New York State Legislature during the late 1960s. Skidmore College was one of 27 founding institutions in New York State, establishing its HEOP in 1969. Skidmore provided fertile ground for the growth of its program and the eventual creation, in 1999, of a connected program for students who reside outside of New York State or do not meet the strict economic eligibility guidelines articulated in the State grant partially supporting HEOP.

The Skidmore College Summer Academic Institute originated in a consortium-based bridge program, called the Academic Opportunity Consortium (AOC) initiated in the early 1970s. The original impetus for the AOC and continued source of its maintenance is found in the New York State Education Department grant directing the partial funding of the Higher Education Opportunity Program (HEOP) at Skidmore College. During its first summers, the AOC involved a consortium of regional colleges offering one summer bridge program for students who would then attend area colleges in the fall. The primary issues directing the creation of the bridge program were the under-preparation of minority and other under-represented students for the rigor of college-level work, particularly their weak writing and mathematics skills, and their social transition to college life in a selective, affluent, and predominantly white context. The move to campus-based bridge programs occurred as sources of funding increased and as colleges recognized the need to tailor the bridge program design. A student enrolling in Engineering at Rensselaer Polytechnic Institute will need a different set of skills than a student expected to perform well in the writing -across-the-curriculum courses at Skidmore. The present form of the College’s bridge program, the Summer Academic Institute, is a result of efforts to refine our

campus-based mechanism during the last ten years. Of particular emphasis in this restructuring is the curriculum at Skidmore College.

Students who are admitted to HEOP/AOP are inadmissible to the College under regular admissions guidelines. They are, by definition, “academically and economically disadvantaged.” Skidmore’s Opportunity Programs are therefore not affirmative action programs, as income and academic preparation and not race determine eligibility; however, because of the correlations among race, income, and attendance at weak schools, recruiting yields a high percentage of minority students. Skidmore uses an objective criteria chart to guide the decision-making process. The basic distinction considers testing and rigor of high school preparation: HEOP and AOP students come primarily from inner city and rural schools, and are typically high-achieving, high-ranking students who present low SAT and ACT profiles. Subjective criteria, such as teacher and counselor recommendations, a demonstration of a student's willingness to work hard and take responsibility, and a judgment about the academic environment of a student's high school also play a significant role in the admissions decision. HEOP/AOP has had remarkable success with students who presented a modest admission profile accompanied by other crucial factors such as exceptional energy and motivation.

Some students are from private or strong public high schools, but their course preparation and testing demonstrate that they are not prepared to meet the demands of Skidmore’s curriculum. Other students are from weak high schools, where they may have taken the most demanding course loads and may have earned a high class ranking, but their skills measured against their Skidmore peers are not yet developed enough to take Skidmore courses without support. SAT’s for both of these groups of students are lower than the median of the enrolled class of first-year students, and on-campus testing confirms lower-skill levels. During the 2004 admissions cycle, the HEOP/AOP office received over 280 referrals from the office of admissions; these were applicants who would be denied admission based on objective criteria but whom admissions officers felt presented HEOP- and AOP-like profiles. Skidmore’s HEOP/AOP subsequently made 45 offers of admission for 24 spots, a competitive process with a less than 20% acceptance rate. While the process is competitive, it is clear that students who enroll face a considerable risk. The summer bridge program is designed to overcome this risk.

### **DESCRIPTION OF THE SUMMER ACADEMIC INSTITUTE**

I have a great respect for the support the HEOP staff provides because without it I really would not be different than what I was the summer of 2001 when I graduated high school. During the summer, I realized that I had learned more about writing then than in my whole high school career. It may have been the way my school was teaching writing or my own disengagement from classes, but I really learned the basics for writing a good college paper during the summer (Female student, Class of 2007).

The strength of HEOP/AOP is first demonstrated in the unique Summer Academic Institute. Convinced that academic success lies in having high standards and expectations (Cohen, Steele, & Ross, 1999; Welch & Hodges, 1997; Kuh, et al., 1991; Chickering & Gamson, 1987), the HEOP staff works extensively with Skidmore faculty and the Registrar to design an intense

academic summer program. To guide program design, the HEOP/AOP staff pays careful attention to its summer program objectives, which are as follows:

- Assessing academic strengths and weaknesses for placement in summer courses and for fall course selection.
- Preparing students for and familiarizing them with Skidmore's academic expectations and procedures in order to help them feel both confident and informed in the fall.
- Broadening their academic experiences and preparing them for participation in the process of becoming liberally educated.
- Introducing students to the process of self-inquiry and self-discovery preparatory to choosing a major, enrolling in courses, and reviewing career options.
- Helping students develop time-management skills.
- Introducing students to the use of the computer as a vital tool in college work.
- Introducing students to cultural and social events that they can benefit from and contribute to in the Skidmore community.
- Addressing personal anxieties through counseling and introductions to Skidmore students, administrators, and faculty, thus helping students develop relationships with faculty, staff, and friends that will nourish both spirit and intellect in the four years to come.
- Introducing students to the culture and language of the College.
- Acquainting students with the academic and personal services available through the HEOP/AOP office.
- Raising students' expectations for themselves as first-year college students.

The HEOP staff requires that all students will be enrolled in either **HPB** (Basic Math) or **MA 100 (QR)**; **HPG** (Pre-LS/Study Skills Workshop); and either **HPC** (Basic Writing) or **HE 100** (Academic Writing) (See Appendix A). In this way three principal areas of academic preparation for the Skidmore curriculum are addressed: quantitative reasoning, expository writing, and liberal studies. There are two sections of the writing course and two sections of the quantitative reasoning course; for each area, one course is credit-bearing and the other is credit-advancing. Placement for the writing and mathematics course are determined by testing when the students arrive on campus for the summer program. The Pre-LS1/Study Skills course carries credit-equivalent status. The two credit-bearing courses, MA 100 and HE 100, meet daily each week. MA 100 meets 2 hours each day, five days a week, for a four-and-one-half week total of 44 contact hours (this exceeds the Carnegie requirement of 37.5 hours and has been approved by the appropriate faculty curriculum committee at the college). HE 100 meets for 1.75 hours, five days a week, a four-and-one-half week total of 40.25 hours (this, again, has been approved by the appropriate faculty Curriculum Committee at the college and exceeds the Carnegie requirement).

The Liberal Studies course proves to have the strongest correlation with academic achievement, and this is a product of the course's emphasis on reading, writing, critical and interdisciplinary thinking, and the fact that it provides students with a common learning experience (See Appendix B). While the quantitative reasoning and writing courses are designed to build students' skills in these areas, the Pre-LS1 course purports to do more. As it is designed to mirror Skidmore's interdisciplinary emphasis, Pre-LS1 introduces HEOP/AOP students to new ways of thinking and new disciplines. Students come to understand the epistemologies of philosophers, psychologists, sociologists, scientists, and historians, and this initial exposure to different ways of knowing and understanding proves invaluable as students move through the

Skidmore curriculum. Pre-LS1 also provides a model for excellence. Faculty and staff teaching this course are often heard saying, “If you can do this, you can do anything.” The structure and content of the course and the faculty and staff teaching in it who work as “critical” mentors (Cohen, Steele, & Ross, 1999) push HEOP/AOP students to move beyond the all too common college student “getting by and getting B’s” mentality. High expectations combine with access to high-quality academic support to produce an intellectual community—students come to see themselves as capable of academic excellence.

All grades appear on the students’ Skidmore transcript; only the credit-bearing courses are averaged into students’ cumulative grade point averages. While other summer bridge programs often use non-credit bearing or pass/fail options, HEOP/AOP is committed to replicating the fall semester as accurately as it can. In allowing students to earn actual grades, the program accomplishes two important objectives: first, it raises standards and expectations; second, it helps the students to understand the seriousness of the work in front of them. The HEOP/AOP staff believes that the seeming disparity of academic skills levels of inadmissible students is best served by holding these students to the highest of academic standards and expectations. The staff also believes that rigor and high expectations lead to greater student engagement and commitment to their academic success. As the president noted in his comments to the Skidmore faculty, HEOP/AOP “...students also mention that the expectations they feel upon arrival are at a level they never expected; yet they accept the challenge from the minute they arrive” (Skidmore Faculty Meeting minutes, 2 April 2004). It should be noted that since moving to this model the program has enjoyed a dramatic increase in the mean GPA earned for HEOP students during their first semester in college (2.48 for Fall 1992 as compared to 3.0 for Fall 2002).

The summer program helped to build up my confidence and willpower. It also helped me realize the potential I had never thought I ever had (Female student, Class of 2007).

The staffing in HEOP/AOP is unique in that all four professional staff members have academic backgrounds and are therefore qualified to offer academic support across the disciplines at the College. The structure of the summer program places HEOP/AOP staff in advising, faculty, tutoring, and counseling roles with the students. The relationships the HEOP/AOP staff and students build during the summer program are significant. The balance between rigor and nurture is a delicate one, but the intensity of the summer program actually works to produce close mentoring and advising relationships that will sustain students across their time at Skidmore. Students who have not even begun to consider why the program needs to be so intense come to appreciate it. They see the dedication of the faculty and staff and begin to carve out relationships with them, taking them as role models. This relationship becomes apparent at the summer graduation celebration when students take time to voice their sentiments about their summer experience. One student stated, “From the beginning the staff believed in my capabilities before they met me. They chose me for their program and insured that I would find a community here just like the one I left at home...I made it because they pushed me and believed in me” (Female student, Class of 2005).

## *Summer Schedule*

Students attend courses from 8:15 am until 4:30 pm on most days with a short break for lunch. In addition, they are required to participate in mandatory study hours from 7-10pm five days each week (See Appendix C). During study hours, professional tutors meet with the students to provide assistance with their coursework for the writing, mathematics, and liberal studies course. This is labor-intensive work: the Summer 2001 contact hours averaged over 30 contact hours/student. This means that each week each student received an average of 7 hours of support outside of class time. Students also participate in co-curricular activities, workshops, and events planned in an effort to introduce students to important resources on our campus, faculty, and, perhaps most importantly, to help students come to see the HEOP/AOP staff as a significant resource in their success. Last summer, co-curricular activities included a kick-off barbecue and pool party at the director's house, bowling, roller skating and go-cart racing, fireworks in the park on the fourth of July, a hike up Hadley Mountain in the Adirondacks, movie night at the local mall, mini-golf, and other on-campus activities planned by the student staff. The value of these events cannot be underestimated. Students in HEOP/AOP come to know the staff; they come to believe in the staff and the positive role they play in their success at Skidmore. Many come to view the HEOP/AOP community as an extension of their families. As one student states:

To me HEOP is not simply a program but a true family. Faculty and Staff are like my nice and most supporting parents. Fellow students are like my helpful and friendliest sisters and brothers. I can always turn to them whenever I have any difficulty, either personal or academic, and will always get the support that I need. I am very lucky and glad that I am involved in this family (Female Student, Class of 2007).

This type of intervention is important if colleges are committed to building significant relationships with students, relationships that will be sustained across each student's years at the college, and, more often than not, relationships that extend beyond graduation.

## **DESCRIPTION OF ACADEMIC-YEAR SUPPORT**

Support for HEOP/AOP students at Skidmore does not end with the summer program; rather, the summer program serves as a point of departure for four years of academic and personal support. While the greatest academic support is offered in the first year, the nature of this support changes as students move through their college years. Success in the first year of college is the strongest indicator of both retention and achievement (Ting & Robinson 1998; Graham 1997; Babaoye 2001), thus the staff in HEOP/AOP targets the first two semesters in college for the most intensive intervention. One student explains:

... the year I received the most attention and help so far was my first year. I remember telling someone on the staff that I thought they were weird people because they were too nice and helpful. I had never encountered people like

that before. The staff at the HEOP office is warm and always there if you need help. They have helped me a lot with my writing skills; every time I go to them I learn something new about the way I process information and how it affects my writing. This makes me conscious of the way I write and how I can better it... (Female student, Class of 2005).

The staff in HEOP/AOP is committed to interdisciplinary study and research. This is important because on any given day, they will find themselves offering support to program students in Sociology, Anthropology, Social Work, Psychology, Economics, Neuroscience, Government, Religion, Philosophy, Business, or Biology courses. For the 2002-2003 academic year, staff/student academic contact hours averaged over 25 hours per staff member of one-on-one academic support each week. The greatest percentage of this time is spent with first-year students.

To offer the best possible support to program students, student progress and achievement in their courses is assessed as the semester progresses. The HEOP/AOP office sends out Academic Evaluations to each faculty member instructing HEOP/AOP students (See Appendix D). Evaluations are sent out during the fourth and eighth week of the semester for first- and sophomore-year students, and during the eighth week for juniors and seniors. This feedback from faculty is critical in shaping the support HEOP/AOP offers its students. Whether positive or negative, these reports allow staff members to provide either encouragement or necessary academic assistance in a timely fashion. It is not difficult to imagine what student achievement might look like if all students had faculty advisors who were tuned in to their students' progress and work; this knowledge helps HEOP/AOP staff provide academic support, connect students with faculty mentors, and make informed recommendations about future coursework and study. One student's comments capture HEOP/AOP efforts in this area:

The staff's main concern and goal is that their students stay on top of their studies and have a healthy semester. They understand that most of the HEOP students have to go through a difficult transition in their first year. They are very welcoming, understanding and compassionate. A student can even call the staff at home outside of school hours. They actually encourage students to call them whenever a problem comes up (Male student, Class of 2006).

As students move through their undergraduate years and experience academic success, efforts to support them academically will shift as staff members work to assist them in developing mentoring relationships with faculty. One such recent collaboration resulted in one of our sophomores being named a National Institute of Health Scholar, one of only 16 selected nationally and the only sophomore. HEOP/AOP also helps students locate outside scholarships, and, if they are planning on pursuing graduate school, assists them through this process.

The personal support offered to students continues throughout their time at Skidmore and is buoyed by academic-year special events such as get-togethers, dinners at staff members' homes, and other social events. The HEOP/AOP office serves as a home base on our campus. The HEOP/AOP administrative assistant is the point-person here, providing a welcoming atmosphere for students-- her candy bowl is always filled. One student writes:

I have worked closely with the HEOP staff during my stay at Skidmore. The best thing about the staff is their love and dedication to this program. They know that the students they recruit have the potential to do well in a private school and become successful in life... the staff devotes a lot of energy and time in making the students discover their aptitudes and believe that they can reverse the academic disparities they experienced before coming to Skidmore.... (Male student, Class of 2006).

## **OUTCOMES**

Analysis of graduation rates shows that Skidmore's HEOP/AOP has moved from a program with most students graduating in five years to a program with students graduating in four years. This provides substantial financial aid savings to the college, and allows the program to offer access to more students. In addition to our high graduation and retention rates (average graduation rate for the last five classes is 94%), we have succeeded in narrowing the achievement gap: for Spring 2003, the mean GPA for HEOP/AOP students was 3.01 compared to 3.29 for non-HEOP/AOP students.<sup>3</sup>

When comparing student outcomes across populations at Skidmore, it is important to note the significance of HEOP/AOP support for under-represented students. Students who enter the college through the auspices of its opportunity programs, despite weaker entering profiles and their "inadmissible" label, achieve at higher levels than comparable regular admit populations—particularly at the 80<sup>th</sup> percentile (a comparison of the highest quintile of entering students) (See Appendix E). Despite entering profiles that show SAT gaps of approximately 200 points, HEOP/AOP students' cumulative GPA's are higher than the GPA's found in non-HEOP/AOP student comparison groups. HEOP/AOP students' entering profiles under-predict for GPA outcomes; this is remarkable but not surprising given their motivation to succeed and the support they have available to them at Skidmore.

HEOP/AOP demonstrates to the college community that Opportunity Program students can excel, both academically and personally, if provided guidance and support. Evidence of their ability to compete with non-HEOP/AOP peers for academic awards and student leadership positions is ample. Skidmore's HEOP/AOP students have earned international (e.g., Fulbright, Omicron Delta Epsilon, Phi Alpha Theta), national (e.g., National Hispanic Scholarship, National Institute of Health Scholarship, Phi Beta Kappa, Pi Mu Epsilon, Sigma Delta Pi, Psi Chi), and campus (e.g., Periclean Honors Society and other Academic and Leadership prizes) recognition for academic commitment and performance. Currently, over fifty percent of HEOP/AOP students at Skidmore participate in leadership roles throughout the College community (e.g., in residential halls, athletic programs, and various student clubs and

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<sup>3</sup> While the GPA's are not the same when we compare the approximately 100 students enrolled in HEOP/AOP to the approximately 2100 non-HEOP/AOP students at our College, we have achieved a substantial narrowing in the achievement gap; with greater resources, we believe we might succeed in eliminating this gap entirely. For the classes entering 1993, 1994, 1995, and 1996, the mean GPA for HEOP/AOP students was 2.87; the mean GPA for non-HEOP/AOP students for these same classes was 3.1 (N for HEOP/AOP was 61 students; N for non-HEOP/AOP was 2,403 students).

organizations) while maintaining a satisfactory cumulative GPA. These figures reflect only a few of the accomplishments that have encouraged an appreciation for achievement and diversity in our community.

The support Skidmore offers to its HEOP/AOP students is responsible for this under-prediction pattern and may be central to overcoming the obstacles minority and other under-represented students face when they enter predominantly white contexts. Massey et al. (2003) find support for Claude Steele's argument that minority students on college campuses often work under the belief that they are academically inferior to other students—or at least that others on their campuses think that they are inferior. This has implications for their academic performance. There is also ample evidence that minority students feel that they are reminded on a daily basis that they are minorities and thus feel alienated from their campus communities (Oliver, M.L., Rodriguez, C.J., & Mickelson, R.A., 1985; Fisher, B.J. & Hartman, D.J., 1995). Being a member of HEOP/AOP at Skidmore mitigates these experiences. Students are reminded on a daily basis that they are expected to do well, that there are individuals who care about them, and that they are members of a community. Many students describe their relationships with HEOP/AOP in ways that emphasize this connection to a community they feel cares about them and their success. One student, in a paper about “community” for her English course, writes:

The H.E.O.P staff helps students in many ways. They offer tutoring, counseling, study skills, and their friendship. The staff has a special interest in their students that goes beyond academics (Female student, Class of 2006).

Another student, also writing a paper on “community” for this same course, writes:

Together we go through the many stages, like the fear of beginning a new life or experiencing the stressfulness of school. When we are not studying, we try to spend a lot of time together as a big family. On Sunday, all freshmen, sophomores, and the HEOP staff went to Sue's house for dinner. We arrived together in a pre-arranged bus. The program came together not just as one small group of freshmen, but as a close-knit community of all classes, bonding together over food and laughter. All these significant situations have made this program mean a lot to me (Female student, Class of 2005).

## **RECOMMENDATIONS**

How do elite institutions of higher education deal with diversity in ways that highlight academic achievement and excellence? Increasing pressures to diversify elite campuses are aggravated by the pool problem: there are too few students achieving at the levels that allow them entrance to elite colleges without “stretching” for these students. In 2000, among high school seniors who took the SAT, 25% of the white students and 23% of the Asian students scored at least 600 on the verbal section, while only 6% of the Black students did so (College Board, 2000). Clearly, elite colleges compete for the same (small) pool of Black students. Where these institutions are lucky enough to enroll them, they must commit to supporting them.

Higher education is still focused on increasing admission, retention and graduation rates; this is important work, but it is not the only work. If higher education is to be a truly democratic and equalizing factor, then campus communities must address the achievement gap. It is also important if those working in higher education truly care about diversifying the faculties at our nation's best colleges and universities: it is impossible to get enough Black PhDs from a pool wherein the mean GPA is 2.61. If elite colleges start to create, refine, and discuss bridge programs across the country, they can get more underrepresented students to that PhD—and back on to their campuses again as professors.

Bridge programs have the potential to assist elite colleges in promoting a high-achievement agenda for under-represented students, and to help place our institutions in the position of setting the standard for other institutions to follow. These programs, however, must be a part of a more comprehensive system of support, emphasize the importance of academic advising, mentoring, relationships with faculty and staff, and exhibit rigor and high expectations for all students. At Skidmore, HEOP/AOP is fortunate in having broad support from the President, from Deans across the College, and from the faculty. Within the program, the staff works as a team, constantly keeping in touch about new ideas, new developments, student achievement and crises, and changes in approaches as needed to address individual students and trends seen within groups of students. The staff feels that their flexibility and visibility within the College lends them particular credibility as they work with students.

Bridge programs must also respond to the specific needs of their students and the curriculum at their college; a substantial reason for the success of the Skidmore Summer Academic Institute is that it is designed using the College's curriculum as a guide. This must also be a flexible process, as programs must respond to changes at their institutions and changes in students' needs. The evolving quality of successful bridge programs necessitates the use of good assessment. Elite colleges must collect and investigate the outcomes for their support mechanisms, and this assessment needs to extend beyond traditional measures of graduation and retention; it needs to include achievement data.

In addition, faculty and administrators working in higher education need to interrogate institutional discourse and practices around diversity and disadvantage; they need to understand the psychology of the "fewness" problem (Miller, 2003); they need to understand the academic and social peer context in which these students labor; they need to understand their relationships with faculty and staff on our campuses. Colleges need to bring more students to the point where they can say, as one Skidmore program student did about what the bridge program here meant, "I was going to start a new phase in my life, and I was going to become a new person, the person that I am now" (Female student, Class of 2005).

## APPENDIX A

### *Summer Academic Institute Course Descriptions*

*HPC: Language Skills* is a remedial course providing instruction in both basic grammatical skills and the writing of one- to two-page essays. The instructor reviews sentence structure, usage, paragraph development, and progresses with the students to longer essays and the creation of a portfolio of their best work. Some non-traditional techniques used in this class include seminar discussions, debates, and peer-critiquing. This class meets for one-and-three-quarter hours each day, five days a week, for the four-and-half weeks of the summer session, and also for at least two hours of required tutorial each week. This course carries three credit equivalents.

*HE 100: Academic Writing* is a writing course focusing on short essays plus documentation, building from one-page essays to longer assignments. The student learns to define and improve introductions, conclusions, and the body of the essay. The course focuses on skills required to paraphrase, summarize and use quoted materials successfully. The Documentation Guide to Modern Language Association is introduced. Some non-traditional techniques of this class include seminar discussions and peer critiquing. Offered during the summer, the class meets for one-and-three quarter hours each day, five days a week, and for at least two hours of required tutorial each week. This course is also offered in the fall term of the year for three hours each week. This course carries three credits.

*HPB: Basic Mathematics* is a remedial course focusing on quantitative skills such as number reactions, computation, percentages, statistics, and interpretation of graphs. This course meets two hours per day for five days a week, and for two hours of tutorial each week. This course carries three credit equivalents.

*MA 100: Quantitative Reasoning* is a developmental course involving the study of practical arithmetic and geometry, data gathering and analysis, introductory probability and statistics, size and bias in sampling, hypothesis testing, confidence intervals and their use in statistical analysis, linear and exponential growth with practical applications, mathematical modeling using graph theory and set theory. The course is primarily intended to fulfill the first half of the Quantitative Reasoning requirement (QR1), and is a regular offering of the Department of Mathematics. When offered during the summer, the class meets for two hours per day for five days a week, and for at least two hours of required tutorial each week. This class carries three credit hours.

*HPG: Pre- Liberal Studies/Study Skills Workshop* is a remedial course following the format of LS I: Human Dilemmas, a course all Skidmore first-year students take during their first term at the college. Students are introduced to standard lectures, guest lectures, discussion meetings, and performances. Assigned reading material is similar to that found in LS I, and provides the content for the study skills component of the course, which focuses on reading comprehension, vocabulary, analysis, listening, note-taking and test-testing skills. Students work towards synthesizing all of these skills to produce a one-to-two page paper, a three- to five-page paper, and two essay exams. This course meets for 75-minute lectures twice a week, 75 minutes of discussion twice a week, and 90 minutes of study skills each week. This course carries three credit equivalents.

## APPENDIX B

### HEOP/AOP SUMMER 2004 Pre-LS1 Schedule

Students read Ahmed pp.3-134 and Shelley prior to arriving

TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	6/30 LECTURE: EDUCATION  <b>BLOOM; PLATO</b>	7/1 DISCUSSION  <i>-get writing assignment on Plato and Bloom</i>	7/2 LECTURE: QUESTIONING AND UNDERSTANDING 1  <b>PEIRCE</b>  <b>WRITING ASSIGNMNET DUE</b>  <i>-get paper assignment on Frankenstein relative to Plato, Bloom &amp; Peirce</i>
7/6 DISCUSSION  <i>-get writing assignment back with our assessment and comments</i>	7/7 LECTURE: QUESTIONING AND UNDERSTANDING 2  <b>AHMED</b> Chapter 1-5	7/8 DISCUSSION	7/9 LECTURE: QUESTIONING AND UNDERSTANDING 3  <b>HERSKOVITS; FREY</b>  <b>PAPER DRAFT DUE</b>
7/13 DISCUSSION	7/14 LECTURE: HUMAN ORIGINS  <b>DARWIN</b>	7/15 DISCUSSION	7/16 LECTURE: IDENTITIES- MUSICAL <b>*In Filene 207</b>  <b>PREPARE FOR MIDTERM EXAM</b>
7/20 MID-TERM  <i>-get paper drafts back</i>	7/21 LECTURE: IDENTITIES- SELF  <b>DUBOIS</b>	7/22 DISCUSSION	7/23 LECTURE: SOCIAL JUSTICE  <b>KING; LOCKE</b>
7/27 DISCUSSION  <b>FINAL PAPER DRAFT DUE</b>	7/28 ANCHOR TEXT 1	7/29 ANCHOR TEXT 2	7/30 FINAL EXAM  (revised midterm with additional course materials)

All classes meet in LADD 206, Tuesday –Friday 3:15-4:30 **except Friday 7/16 in FI 207**

**Addition: Sundays, 3:30-5:30, 7/18 Mid-term Review**

Office Hours: Sheldon Solomon TLC 129, x 5312, Wednesdays after class

**APPENDIX C**

**2004 SUMMER ACADEMIC INSTITUTE**

**~ CLASS SCHEDULE WEEK 2-5 ~**

	<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>	<b>FRIDAY</b>
<b>8:15 - 10:00</b>	HE100-PAL 302 HPC-LADD 106	HE100-PAL 302 HPC-LADD 106	HE100-PAL 302 HPC-LADD 106	HE100-PAL 302 HPC-LADD 106	HE100-PAL 302 HPC-LADD 106
<b>10:15 - 11:15</b>	Writing Faculty Office Hours PAL 302 / LADD 106				Workshop Block PAL 302
<b>11:30 - 12:15</b>	WORKSHOP BLOCK LADD 206	HPG: Study Skills LADD 206	WORKSHOP BLOCK LADD 206	HPG: Study Skills LADD 206	MA 100/HPB Tutoring LADD 206
<b>12:15 - 1:00</b>	~~~~~ <b>LUNCH</b> ~~~~~				
<b>1:00 - 3:00</b>	MA100/HPB LADD 206	MA100/HPB LADD 206	MA100/HPB LADD 206	MA100/HPB LADD 206	MA100/HPB LADD 206
<b>3:15 - 4:30</b>	WORKSHOP BLOCK LADD 206	HPG: Pre-LS Discussion LADD 206	HPG: Pre-LS Lecture LADD 206	HPG: Pre-LS Discussion LADD 206	HPG: Pre-LS Lecture LADD 206
<b>3:15 - 4:30</b>	Faculty/Staff Meeting ICC				
<b>4:45 - 5:30</b>	Sheldon Solomon's Office Hours - Wednesday				

STUDY HOURS: SUNDAY – THURSDAY 7:00-10:00 PM

**APPENDIX D**

*Academic Evaluation Form*

To: Professor \_\_\_\_\_, Dance

From: Lewis Rosengarten, Assistant Director, HEOP/AOP

**Re:** \_\_\_\_\_ **Course:** \_\_\_\_\_

Date: March 23, 2004

**We solicit and obtain these reports because they are required by New York State law and more importantly, whether positive or negative, they allow for the opportunity to provide either encouragement or necessary academic assistance in a timely fashion. Without these reports, our funding is in jeopardy.**

Please provide information on:

**Current grade(s) in course:**

Quizzes _____	Tests/Exams _____
Papers _____	Class Participation _____
Overall Standing _____	

**Attendance:**       perfect       acceptable       unacceptable

**Assignments:**       up to date       missing       late

Level of preparedness for this course:       excellent       average       below average

**Student's academic strengths:**

**Student's academic weaknesses:**

**Comments (Please feel free to use the back if additional space is needed):**

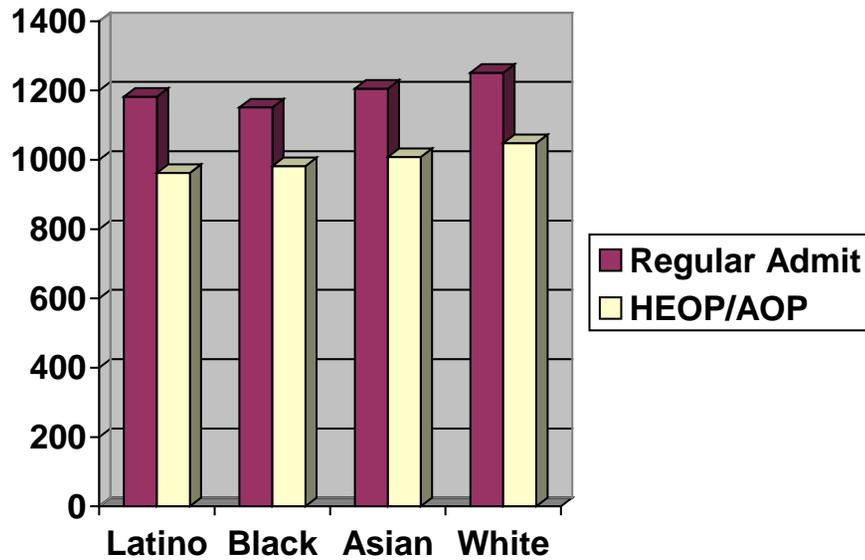
**HEOP/AOP students attend Skidmore with the understanding that they utilize the academic support provided by our office. We appreciate the time you take to assist us in the process of supporting our students. This support comes in many forms, but can only be directed properly when we are kept aware of their class progress. Professors are integral in this process. These reports are indispensable to us! Thank You.**

**Return to:** HEOP/AOP, Starbuck 202, by phone, x5770, or by email, lrosenga.

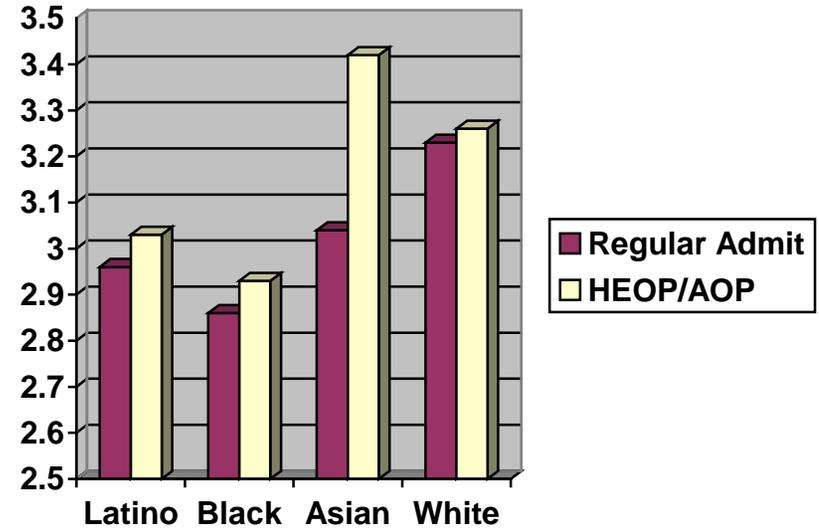
## APPENDIX E

### Comparison of Entering SAT's and Final Cumulative GPA's for HEOP/AOP versus non-HEOP/AOP Students<sup>4</sup>

#### SAT SCORES



#### CUMULATIVE GPA AVERAGE



<sup>4</sup> Scores and GPA's reported here are aggregate comparisons for the classes entering 1993, 1994, 1995, and 1996 (N for HEOP/AOP was 61 students; N for non-HEOP was 2403 students). Reprinted with permission from Mille, Ozturk, and Chavez (2005).

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