

## **ACADEMIC BRIDGE PROGRAM SCHOOL OF GENERAL STUDIES**

The following data is computed at the end of the spring semester for each year that the Academic Bridge Program (ABP) has been in existence. The ABP began in the summer of 2000.

- Number and percent of students recruited from each school district
- Ethnicity distribution for each annual cohort
- Gender distribution for each annual cohort
- SAT distribution for each annual cohort
- Class rank distribution for each annual cohort
- Major departments for all enrolled ABP students
- Grade point average for cohort for each semester
- Grade point average for each discipline for enrolled ABP students
- Retention rate for each annual cohort
- Graduation rate for each annual cohort

In addition to the above statistics, data is collected from interviews with at least 25% of the ABP students annually, two meetings per semester of the enrolled ABP students and individual counseling sessions that are conducted by the project supervisors. Some examples of the types of changes and improvements that have been made as a result of this data collection are presented below.

- At the end of the 2004 spring semester, students enrolled in Computer Science and Engineering classes indicated that tutoring in these classes was less than adequate. The GPA's for all students in Computer Science was 2.3, which was less than majors in other disciplines. To address this situation a 50% computer science tutor with a master's degree in computer science was hired to assist all ABP students enrolled in computer science classes.
- At the end of the 2006 spring semester, the GPA of students enrolled in chemistry and physics classes was less than the target GPA for these disciplines. To address this situation, tutoring supervision and responsibility was assigned to a different staff member and advanced undergraduate students were hired, hourly, to provide tutoring sessions to individual ABP students.
- In the area of recruitment, the percentage of students recruited from target high schools for the 2005 cohort was less than the targeted percentages. To address this situation, an additional project supervisor was hired full time and all project supervisors were assigned full responsibility for recruiting from a designated group of schools.
- In the area of student leadership training, the percent of students taking part in Comet Camp, Leadershape, and attending student leadership conferences was less than the targeted percent. Additional funds for conference sponsorships, travel

expenses and membership fees have been made available. The task of the identification of leadership opportunities has been assigned to project supervisors. As a result of these focused efforts the percentage of ABP students participating in leadership activities has increased.

- In 2005 the number of graduates of the ABP and UTD attending graduate program was less than the targeted percentage. On aspect of acceptance into graduate programs is performance on achievement tests such as the GRE, MCAT, GMAT and LSAT. To assist our prospective graduates, enrollment in test preparation programs is now provided by the ABP for all students who are applying for graduate program admission. The rate of admission to graduate programs has increased for ABP graduates who enroll in test preparation courses.
- The number of students who qualify for admission to UTD from the ABP target high schools has always been limited. An important variable in the admission process is the SAT score of the applicant. To increase the number of students who qualify for admission, SAT preparation courses were instituted at several of the DISD high schools to assist students in achieving higher SAT scores. The increase in scores was minimal. A more comprehensive approach was begun in the spring of 2006. The ABP purchased a license from The College Board for SAT preparation for 400 students at the ABP targeted high schools. This license enables students to take practice tests, diagnose their weaknesses, work online to improve their scores, and to practice particular sections of the test. The purchase of the license was a direct result of the data obtained from current and future ABP students.