

Academic Boot Camps

SAINT MARY'S FIRST GENERATION
INITIATIVE

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Need for boot camps: Access without support is not opportunity

By 2025, one in four H.S. students will be Latino

Only 54% finish high school

Less than 10% finish college (Bowman, 2005)

Even when SAT scores predict they are well-prepared for college, black students earn GPAs that are 2/3 letter grade below whites

58% of whites graduate in 6 years; only 38% of blacks do

President's Commission on Educational Excellence for Hispanic Americans

“By the year 2000, up to 80 percent of jobs in the United States are expected to require cognitive, rather than manual, skills, and 52 percent of jobs are expected to require at least some postsecondary education. The shortage of workers with high levels of communication, mathematics, computer and other technological skills—already a problem for employers—will become more severe, if the Hispanic population continues to be deprived of a quality education.” (1996)

First Generation Students: Conditions for success

- ❑ Institutional commitment
 - ❑ Developmental boot camps 2-4 years before entrance
 - ❑ Scholarships
 - ❑ Faculty and staff involvement in boot camps, mentoring

- ❑ Academic support
 - ❑ Before entrance (boot camps) and after entrance (tutoring)
 - ❑ Study groups

- ❑ Social support
 - ❑ Connections with faculty and staff before/after entrance
 - ❑ Involvement in student life activities

Model high school preparation programs for minority students

PUENTE

High school program—UC system sponsored

Serves over 43,000 students in CA

Puente English class for 9th-10th grade

AP or college-bound classes for 11th-12th

SOAR

Xavier University (LA)

Academic boot camp

Four week summer sessions

11th and 12th grade originally

Expanded to 9th and 10th grade

SOAR Structure

Summer program: 4 weeks after 11th and 12th grade

8:00 a.m. to 8:00 p.m. daily

Organized social activities

Quiz Bowl competitions weekly

Photographs of HS students posted on University bulletin board

Freshman and sophomore year at Xavier

- Meet with assigned advisor once a week
- Tutoring/other help provided before failure occurs
- Bombarded with info on careers, especially in science and health
- Support faded during junior and senior year

SOAR results

Xavier sends more black students to medical schools than any other US college

- 1970's: 4-5 grads accepted in medical schools
- 1996: 77 grads accepted

Now nation's leading producer of black pharmacists

Typical SOAR student gained 3 grade levels on Nelson-Denny Reading Test

- Equivalent of 120 pts. on SAT (Whimbey, 1995)

Puente (Bridge)

Mission: “to increase the number of educationally disadvantaged students who enroll in four-year colleges and universities, earn degrees, and return to the community as leaders and mentors of future generations.”

Headquarters: Office of the President for UC system, Oakland

Offered in 33 California high schools serving high percentages of Latino students

- 9th-10th grade: Puente English classes
 - Reading and writing that highlights students’ cultures
- 11th-12th grade: AP, college prep classes

Effectiveness of Puente: Magnolia HS

- 1999--Only 12.5 percent of Puente grads eligible for UC system
- 2004--43 percent of Puente grads attended a UC school; 83% a 4-year university (Magnolia High School, 2006)
- 2007--79% of Puente grads entered college; statewide only 49% of all grads go on
- 100% have passed state HS exit exam

SMU Developmental Boot Camp

Our Goals	How we can accomplish these goals
<ul style="list-style-type: none">•To provide academic and social college readiness for First Generation students•To involve their parents and home school teachers while students are still in MS-HS	<ul style="list-style-type: none">•Establish relationships with NativityMiguel schools starting in 5th grade•8th-11th grade: FGI candidates participate in SMU summer boot camps (~5 from each school)•Parents come first weekend•One teacher from each feeder school comes with group each year
<ul style="list-style-type: none">•To get us (faculty and staff) ready for First Generation students	<ul style="list-style-type: none">•Faculty and staff hired to provide academic and social activities for boot camps•Faculty and staff serve as mentors before and after entrance•C2C Coordinator provides direct service to students and assistance to faculty and staff

SMU Developmental Boot Camp: Structure and Personnel Needed

Structure

Two weeks, 8th-11th grade

8:00 a.m. to 8:00 p.m.

- classes
- study sessions
- social/sports activities
- academic contests and celebrations

Emphasis on

- Critical reading/remediation
- Writing
- VOCABULARY!
- Math, analytical thinking

Personnel

Lasallian Access Coordinator:

- Visit schools, parents
- arrange travel, lodging, on-campus activities

SMU faculty

- Year One: 4 instructors
- Year Two: 6 instructors
- Year Three: 8 instructors
- Year Four: 9 instructors

SMU staff: student services, admissions, athletics

Home school teachers

- 5 each year (20 by Year Four and beyond)

C2C Coordinator

Work with Nativity, Miguel, Lasallian and Cristo Rey schools to identify students and home school teachers

Work with parents before, during, and after Boot Camp

Follow up with home schools/parents after Boot Camp

Coordinate Boot Camp arrangements

Support students and parents during college admission process





“If ...we fail to expose students to the rigor of the writing demands of college, we are complicit in the closing of opportunities that we ought to be fighting to grant these students.” Turner, p. 63

For More Information

Puente Program

<http://www.puente.net/>

Turner, R. (2008). *Greater Expectations. Teaching academic literacy to underrepresented students.* Stenhouse Publishers.



SOAR program

<http://www.xula.edu/education/documents/ssaAPP.pdf>

Cose, E. (1997). *Color-blind (seeing beyond color in a race-obsessed world).* HarperCollins Publishers.

