

2011 Program Report Card: Curricular alignment efforts with K-12: Building a Bridge to the Baccalaureate (Connecticut State University System)

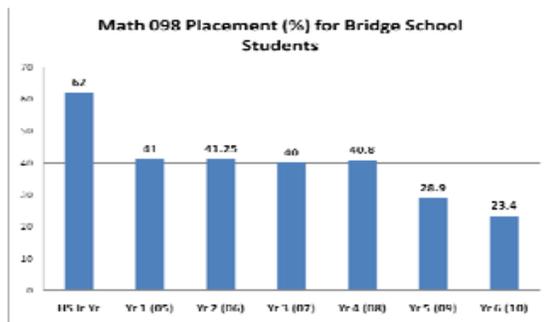
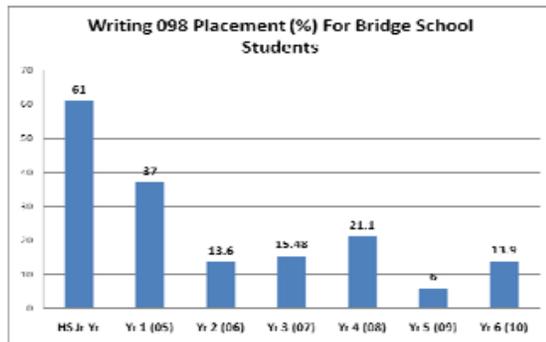
*Quality of Life Result:* All Connecticut students graduate from high school prepared and ready for college

*Contribution to Result:* Aligns secondary education curriculum with CSUS admission standards by working with secondary school faculty and administrators to test students early, identify deficiencies, and adjust curriculum prior to the student’s graduation from high school so that students are prepared for college-level work and do not pay college tuition for courses that should have been taken in high school.

*Total Program Funding (FY10 Estimate):* \$320,424 *State Funding:* \$271,194 *Federal Funding:* \$0 *Private Funding:* \$0 *Institutional Funding:* \$49,230

*Partners:* School districts, State Department of Education, Department of Higher Education, Department of Correction, Department of Public Health, KnowHow2GoConnecticut Statewide Partners

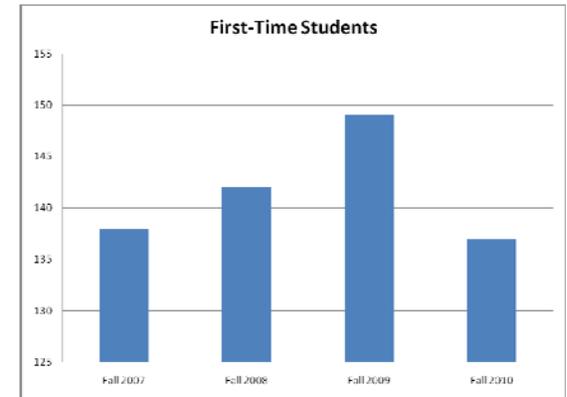
**Performance Measure 1:** The number of students coming from high schools participating in Bridges program needing remediation in English and math



**Story behind the baseline:** This measure demonstrates that generally, the number of students requiring remediation in Math and Writing has declined substantially since the implementation of the Bridges program at WCSU. However, this number did not decline consistently year to year. This is due to the fact that, when the program first began, we worked mainly with Junior and Senior year high school teachers. It has become apparent that that is too late to make a real difference in students’ skill levels in Math and Writing.

**Proposed actions to turn the curve:** We have now begun to work with middle school teachers and administrators, so that students will receive the preparatory course work that they need earlier on.

**Performance Measure 2:** The number of students from Bridges high schools admitted to Western Connecticut State University



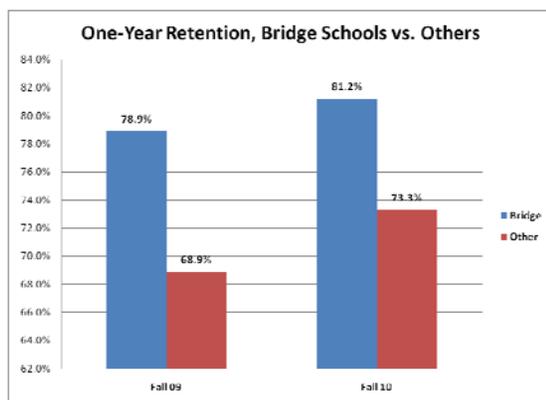
**Story behind the baseline:** As the graphic shows, the number of students from the Bridges high schools admitted to WCSU increased steadily for three years, and before declining this year. It is important to note, however, that the number of first-time full-time freshmen admitted to WCSU demonstrated a similar pattern over this same timeframe. The proportion of admitted students from Bridges high schools as a percentage of total admitted first-time full-time freshmen has remained relatively steady. The general pattern demonstrates the program’s effectiveness in preparing students for college-level courses. One of the challenges to continuing this trend into the future, as the program expands to the other CSUS

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universities, is the fact that not all of the universities have specific “feeder” high schools, as does WCSU. However, for those universities that do have “feeder” schools, we will begin to track their admission trends as their Bridge programs progress.

**Proposed actions to turn the curve:** As Bridges and Bridges-type programs are initiated and expand, we are working to overcome the challenge by partnering with the SDE to implement a standardized high school curriculum in Connecticut, so that students coming from any high school will be as prepared as those coming from WCSU's feeder schools.

**Performance Measure 3:** First-to-second year retention of students from Bridges high schools



**Story behind the baseline:** The number of students in the WCSU Bridges program who continue on to their second year of college continues to be substantially greater than for those who have not undergone this program.

**Proposed actions to turn the curve:** We are working with our partners in the school districts and the SDE to integrate the curricular and teacher training improvements that take place in high

schools as part of the Bridges program into all high schools across the state.

**Future Performance Measures:** Future performance measures of success will include percent of participants that go on to college, the number that remain in college beyond the first year and the percent of Bridges participants that graduate from college on time. At this time, it is too early in the program to provide these measures. In addition, WCSU has now expanded the Bridges program to include Science; as this aspect of the program progresses, the data will be incorporated into this report.

