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Joy Moore* (moorej12@xavier.edu), Xavier University, 136 Hinkle Hall, Mail Location 4441, Cincinnati, OH 45207-4441. *Summer Bridge vs. non Summer Bridge Students' First Year Retention and Achievement in Calculus: Addressing Undergraduate Mathematics Achievement for Underrepresented Ethnic Students*. Preliminary report.

The Emerging Ethnic Engineers Program (E3) in the College of Engineering at the University of Cincinnati is a successful, comprehensive program designed to ensure the recruitment, retention, academic success, professional development, and timely graduation of underrepresented ethnic engineering students. The objectives of the E3 program are accomplished through three interrelated phases: pre-college science and mathematics programs (for grades 5-12), first-year collegiate programs, and upper-division undergraduate programs. This report will focus on the Summer Bridge experience for incoming freshman which is the initial academic component of the first-year collegiate program. Two student cohorts spend seven weeks taking calculus/pre-calculus, physics, chemistry, and English courses. This report compares the academic achievement and retention in the first year calculus experience of ethnic students who participated in the Summer Bridge Program to ethnic students who did not attend the Summer Bridge program. Initial findings indicate that Summer Bridge students have a significantly higher rate of retention than non-Summer Bridge students. Summer Bridge students also earned a higher grade point average than non-Summer Bridge students in all three quarters of calculus. (Received September 20, 2007)