

# Summer Bridge

## IUPUI HIGH-IMPACT PRACTICE TAXONOMY

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### Description

The IUPUI Summer Bridge Program is an intensive two-week pre-semester program for incoming freshmen delivered through an instructional team approach. The Summer Bridge student cohorts continue into the fall semester as first-year seminar classes. The program's mission is to support entering students to make a successful transition into the life and community of IUPUI and enhance rates of retention and persistence by providing early academic and social support. The program mission aligns with the missions of IUPUI and University College to support teaching, academic excellence, and student persistence.

### Purpose

- Provide opportunities for intensive community building and institutional connection
- Facilitate an understanding of college-level expectations
- Deliver first-year seminar (FYS) content early and intensively (see FYS Template and Taxonomy)
- Strengthen students' college-level academic skills (e.g., math, writing, reading, public speaking)

### Suggested Citation:

Bowman, H., Sabol, D., Baker, S., (2018). IUPUI High Impact Taxonomy for Summer Bridge. Retrieved from: [scholarworks.iupui.edu/handle/1805/21503](https://scholarworks.iupui.edu/handle/1805/21503).

### ABOUT IUPUI TAXONOMIES

The IUPUI high-impact practice taxonomies support instructors in the iterative development and improvement of courses that engage students in active learning.

Download all of the taxonomies at [scholarworks.iupui.edu/handle/1805/21503](https://scholarworks.iupui.edu/handle/1805/21503)

## Levels of Impact

ATTRIBUTE	HIGH IMPACT	HIGHER IMPACT	HIGHEST IMPACT
<b>Intensive community building and institutional connection</b>	Daily community building such as ice breakers and energizers during the two week program; periodic meetings in the fall semester	Daily community building such as ice breakers and energizers during the two week program and periodically through the fall semester; weekly in-class fall semester meetings and at least one out-of-class experience during the two-week program or the fall semester; development of pride and recognition of a connection to a major/school	Daily community building such as ice breakers and energizers during the two week program and regularly through the fall semester; weekly in-class fall semester meetings and periodic out-of-class experiences both during the two-week program and fall semester; participation in multiple structured co-curricular events during both the two-week program and the fall semester
<b>Understanding of college-level expectations</b>	Introduction and discussion of both academic and non-academic college expectations.	Exploration of both academic and non-academic college expectations through in-class activities and/or assignments.	Critical reflection on both academic and non-academic college expectations and development of an understanding of roles and responsibilities in the academic community.
<b>First-Year Seminar (FYS) content delivered early and intensively (see FYS Template and Taxonomy)</b>	Delivery of elements of FYS content aligned with the high intensity category of the FYS Taxonomy	Delivery of elements of FYS content aligned with the higher intensity category of the FYS Taxonomy	Delivery of elements of FYS content based on the highest intensity category of the FYS Taxonomy
<b>Students develop college-level academic skills (e.g., math, writing, reading, public speaking)</b>	Students are introduced to academic skills and sources of support necessary for their success in college	Students are provided with opportunities to practice and improve academic skills; students are introduced to the concept of growth mindset	Students are provided with opportunities to apply academic skills in real world settings; students develop a growth-mindset approach to overcoming obstacles to success