Bridge Program Meeting

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Miami, FL

What is the APS Bridge Program
Bridge Program Best Practices

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Staff

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Leadership / Oversight

National Advisory Committee
- J.D. Garcia (Arizona)
- Yolanda George (AAAS)
- Paul Gueye (NSBP)
- Wendell Hill (UMCP)
- Anthony Johnson (Chair, UMBC)
- Brittany Kamai (Grad student)
- Ramon Lopez (UT Arlington)
- Luz Martinez-Miranda (NSHP)
- James Mathis (Grad student)
- Steve McGuire (Southern University)
- Ritchie Patterson (Cornell)

Architect’s Council
- Marcel Agüeros (Columbia)
- Ed Bertschinger (MIT)
- Andreas Bill (CSU Long Beach)
- Simon Capstick (Florida State)
- Cagliyan Kurdak (Michigan)
- Garrett Matthews (USF)
- Jon Pelz (Ohio State)
- Talat Rahman (UCF)
- Keivan Stassun (Fisk/Vanderbilt)
- Jon Urheim (Indiana)

Research / Assessment
- Geoff Potvin (FIU-Research advisor)
- Rachel Scherr (SPU-Project evaluator)
- Postdoc <OPEN>
8.2 JOINT DIVERSITY STATEMENT

(Adopted by Council on November 16, 2008)

To ensure a productive future for science and technology in the United States, we must make physics more inclusive. The health of physics requires talent from the broadest demographic pool. Underrepresented groups constitute a largely untapped intellectual resource and a growing segment of the U.S. population.

Therefore, we charge our membership with increasing the numbers of underrepresented minorities in physics in the pipeline and in all professional ranks, with becoming aware of barriers to implementing this change, and with taking an active role in organizational and institutional efforts to bring about such change. We call upon legislators, administrators, and managers at all levels to enact policies and promote budgets that will foster greater diversity in physics. We call upon employers to pursue recruitment, retention, and promotion of underrepresented minority physicists at all ranks and to create a work environment that encourages inclusion. We call upon the physics community as a whole to work collectively to bring greater diversity wherever physicists are educated or employed.
Physics / STEM Bachelor Degrees

Source: IPEDS Completion Survey

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High School Physics Enrollments

Source: AIP Statistical Research Center
Hispanic American Bachelor Degrees

Sources: IPEDS Completion survey by race, US Census
African American Bachelor Degrees

Sources: IPEDS Completion survey by race, US Census
9-10% of BS degrees in physics are granted to underrepresented minorities

52 PhDs awarded to minorities in 2010

Only ~30 students!

Sources: IPEDS Completion survey by race, US Census
APS Bridge Program: Key Features

- **Recruit** through graduate programs (unaccepted students), undergrad programs (promising students)
- **Establish** Bridge Sites (6):
  - Year 1: Advanced undergraduate or grad courses, introduction to grad-level research, active mentoring, progress monitoring, social integration into grad school (Project funds)
  - Year 2: Take 1st year grad courses, apply to PhD program, research underway (Department funds)
- **Place** additional students (at Partnership Institutions):
  - 46 graduate programs looked at “other” applications (2015), recruited additional students; No direct support, some travel
  - “COM approved” Partnership Institutions; national recognition of program
- **Monitor** student/site progress
- **Research**
- **Disseminate / Advocate**
Student Eligibility

• Bachelor’s degree in physics or closely related discipline
• US citizen or permanent resident
• Either:
  • Applied but was not accepted
  • Did not apply to graduate program this year
• Be committed to improving diversity in physics
• Meet individual requirements of the institution
• Students may not be currently enrolled in a graduate program

We review applications AFTER April 15
Bridge Programs in Physics

APS Sites:
- Cal State Long Beach
- Florida State University
- Indiana University
- Ohio State University
- University of Central Florida
- University of South Florida

Non-APS Sites:
- Columbia University
- Fisk / Vanderbilt
- MIT
- Princeton University
- University of Chicago
- University of Michigan
Bridge Program Achievements

- 6 Bridge Sites (2 others self-funded)
- 95% retention rate
- 5+ institutions self-fund extra students from our pool
- Increasing by ~30/yr answers national need
- Research into admissions: how are departments using GRE and other measures, correlations with outcomes
- Lots of interest by departments and students
Bridge Sites and Partnership Institutions

• Admission decisions ("holistic" criteria)
• Financial support (timing)
• Coursework (induction advising critical, allow advanced undergrad courses, alternative plan)
• Progress monitoring (timing, tutors if needed)
• Multiple mentors (intervention, peer involvement)
• Research (appropriate match)
What we didn’t know…

…and learning this surprised us!

1. Aggregating applications is a powerful tool
2. Graduate programs (most) want to do better
3. Admissions are not what they seem
4. Applications are expensive
5. Importance of graduate student groups
Some reasons students are not admitted

**Students:**
- Low Physics GRE scores
- Apply to too few places
- Apply to wrong places
- “Feel” unprepared (self-esteem)
- Inadequate preparation: will fail in grad courses
- Application materials do not tell a predictive story

**Admissions Committees:**
- Members overwhelmed
- Members unaware of scholarship
Research Efforts

• Graduate admissions study
  • Doctoral institutions
  • Master’s institutions

• GRE (and other) admissions data: Correlations with student success; impact on diversity

• Holistic admissions practices: practical use of non-cognitive measures or other practical techniques for use by physics graduate admissions faculty (parallel effort by CGS)

Considering:
• Student perspective on admissions
Physics GRE: Impact of Cutoff Scores

![Graph showing the impact of cutoff scores on the fraction of different ethnic groups.

- Fraction (White): 0.44 at 650
- Fraction (Hispanic): 0.34 at 650
- Fraction (Black): 0.09 at 650
- Fraction (Asian): 0.61 at 650]
Next Steps…

• Long-term sustainability of advances made by Bridge Program
• Interface with APS National Mentoring Community
• Better understand graduate admissions and advocate for a better informed process

Happy Physicists ⇒ Great Physics
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