Blugold Beginnings Summer Camp: An Evaluation of Outcomes for STEM, Transition, and Academic Pre-college Summer Camps
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Background
Access to summer camp programming has recently been a challenge for traditionally underrepresented students due to the summer learning gap (Alexander et al., 2007). Researchers suggested that some differences in academic attainments were due, at least in part, to learning during the summer months (Alexander, Entwisle, & Olson, 2007). Students who reported that they participated in summer programs that included academic enrichment activities showed higher achievement at the end of the school year, in comparison to students who did not participate (Alexander, Entwisle, & Olson, 2007). The Blugold Beginnings: College and Career Readiness Program works with local schools to provide summer programming for underrepresented students. This study examined the outcomes of the Blugold Beginnings: College and Career Readiness Program in the areas of STEM, transition, and academic pre-college summer camps.

Method

Survey 1

Among students who participated in the STEM summer camp (n=57), students reported significantly higher levels of 3 of the 5 measures at T2 vs T1: self-efficacy in science (p= .001), self-efficacy in technology (p= .004), and self-efficacy in math (p= .001). However, students who participated in the STEM summer camp did not report significantly higher levels of 3 of the 5 measures. Among students who participated in the Blugold Beginnings: Pre-college Summer Camp (n=22), students reported significantly higher levels of 3 of the 5 measures at T2 vs T1: self-efficacy in science (p= .004), self-efficacy in technology (p= .004), and self-efficacy in math (p= .004). However, students who participated in the Pre-college summer camp did not report significantly higher levels of 3 of the 5 measures.

Survey 2

Among students who participated in the STEM summer camp (n=57) and the Blugold Beginnings: Pre-college Summer Camp (n=22), students reported significantly higher levels of 3 of the 5 measures at T2 vs T1: self-efficacy in science (p= .001), self-efficacy in technology (p= .004), and self-efficacy in math (p= .001). However, students who participated in the STEM summer camp did not report significantly higher levels of 3 of the 5 measures. Among students who participated in the Pre-college summer camp did not report significantly higher levels of 3 of the 5 measures.

Discussion

Overall, researchers found that students who attended the Blugold Beginnings: Pre-college Summer Camp reported significantly higher levels of 3 of the 5 measures at T2 vs T1: self-efficacy in science (p= .001), self-efficacy in technology (p= .004), and self-efficacy in math (p= .001). However, students who participated in the STEM summer camp did not report significantly higher levels of 3 of the 5 measures.

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