

# Summer Bridge Program 2014

## End of Project Report

Celeste Mazur, Reading Instructor

Linda Kingston, Dean of STEM and Liberal Arts

In July 2014 Saint Paul College piloted two sections of a summer bridge program, a 3-week “mini-course” for READ0721/ENGL1410 students the opportunity to learn, refresh, and practice skills required to be a successful college student. Courses were held July 14-30, meeting for 2 hour sessions twice per week. There were 40 registration openings (20 per section), and students registered through Customized Training with the help of academic success coordinators Tam Knapton and Trumanue Lindsay following their Saint Paul College orientation. There were 32 registrants, of which 25 attended and completed the program. At the end of the program students retook the Accuplacer and these retest scores, combined with instructor recommendation, determined final fall placement. The last day of the program was an advising day, in which all students met with Celeste and either Tam or Trumanue to discuss performance and final placement, and complete fall registration. Of the 25 participants who originally tested into the first level of developmental coursework (READ0721/ENGL1410):

- **2 were college ready** and placed out of developmental coursework
- **18 “moved up”** and were placed into the second developmental coursework level (READ0722/ENGL1415)
- **5 remained** in READ0721/ENGL1410

### Course Materials and Activities

Celeste used a course text collection of developmental reading level articles on study skills topics such as school-life balance, sleep deprivation and learning, setting academic and career goals. Also utilized were nonfiction book choices and handouts. The course included a D2I shell, and Celeste provided a syllabus with course and grading system so students could have an as authentic a college class experience as possible. Students in the program:

- Learned and implemented active reading strategies to have improved comprehension and retention of material
- Completed a weekly schedule of school and life activities, reflecting on required time for homework and on campus time
- Researched their major/career area on [iseek.org](http://iseek.org) and reflected on their plans and choices
- Learned about, tried out, and reflected on study strategies for college success

- Read their choice of 4 nonfiction books of ~100 pages and responded, discussed, and answered questions
- Wrote three 1-page journal entries, reflecting on topics such as Saint Paul College resources, time management, study and college success strategies, and academic and career goals
- Learned academic vocabulary and planned vocabulary acquisition strategies
- Prepared for the Accuplacer retest by refreshing test taking vocabulary and taking a practice test
- Completed three multi-part homework assignments
- Wrote a 2-page typed final reflection paper, submitted formally in a portfolio with other work
- Utilized D2L to monitor grades/course performance
- Met one-on-one the last day of the program with me about course performance, and also with Tam or Trumanue for final fall semester advising and registration assistance.

#### Accuplacer Retest – Reading Comprehension and Math

Students retested the reading comprehension portion of the Accuplacer as part of the Summer Bridge Program. Of the 25 participants who successfully finished the course:

- 14 increased their Accuplacer reading score from pre- to post-testing
- 1 scored 93 on her retest, and bypassed developmental coursework altogether
- 6 scored 60+in their reading retest, or into the second level of developmental coursework
- 10 decreased in their reading score pre- to post-testing
- 1 didn't retest

Student	Pre-test	Post-test	Placement
1	59	93	College Level
2	38	47	College Level**
3	49	64	READ0722
4	43	66	READ0722
5	40	61	READ0722
6	53	70	READ0722
7	51	61	READ0722
8	39	64	READ0722
9	47	58	READ0722
10	39	44	READ0722
12	39	46	READ0722
13	50	53	READ0722
14	46	56	READ0722

Student	Pre-test	Post-test	Fall Placement
15	38	48	READ0722
16	59	34	READ0722
17	50	46	READ0722
18	46	42	READ0722
19	59	48	READ0722
20	59	46	READ0722
21	56	44	READ0721
22	59	51	READ0721
23	57	36	READ0721
24	51	50	READ0721
25	53	Didn't retest	READ0721

\*\*Special case of student with 3 years of university study, international transcript evaluation in process, and high level of ability in the course work and writing assignments

Math pre- and post-test scores were also recorded. Only 9 participants opted to retake the math portion, all nine increased their math scores, and four placed into a higher level.

Student	Pre-test	Post-test	Placement
1	48	85/59	1510
2	118/119/91	-/-/109	2749
3	28	75	1510
4	87/112/49	-/-/53	1520
5	48	51	---
6	60	93	1510
7	34	41	---
8	77/52	82/65	1510
9	25	28	---

### Course grades and Placement Recommendations

Participants earned a calculated grade in the program “mini-course”, for which there was a 70% minimum to pass. At the end of the course each registered student received a Pass/Fail grade through Customized Training. All 25 students who completed the 3- week course passed, with course averages ranging from 74% to 99%. Based on coursework performance and demonstration of college readiness components such as punctuality, motivation, thoroughness, professionalism, etc., Celeste recommended Reading 1, Reading 2 or college ready for fall placement.

### Student Feedback

Each student completed a customized training course evaluation at the end of the summer bridge program. Repeated comments and themes were the appreciation of learning about and addressing time management and scheduling for college life; enjoyment of increasing reading skills; and the ability to “think better and think more” while reading. Eight students suggested adding on a similar program for writing, and five suggested a similar program for math. Five students said more time in the program would be beneficial. One student explicitly thanked the college for considering “more than just test scores” when determining placement.

### Instructor Impressions and Observations

Celeste observed high levels of engagement and motivation; students were very aware that retesting and possible placement into a higher level was on the line. There were twelve students who, placed into READ0721 when they retested, but because of their course performance, bypassed READ0721/ ENGL1410. For these students, this bridge course work saved them a semester of developmental education and its associated costs.

Celeste was surprised by the number of students who hadn’t heard of differences between high school and college expectations and experience. Also surprising that only one student of 25 had prepared for the Accuplacer the first time by doing practice questions or learning about the format of the test beforehand. Could a more engaging and interactive website or web activities in this area (instead of a text-only page) could be helpful for students? At the beginning of the program, nearly all students reported being surprised by the amount of time and homework required, but once they started, all completed the work and formed a solid community of learners.

### Cost to the College

The College incurred the following costs for running this bridge program.

Textbook costs	\$15/student	\$375
Book – Reader	\$2/student	\$50
Copy costs	\$1/student	\$25
Faculty cost	\$50/hour (40 hrs)	\$2000
<b>Total Cost</b>		<b>\$2450</b>

## Benefit to Students

Students saw many benefits in the summer bridge program. In addition to the positive student comments noted above, students benefitted from a real savings in time and money. At the completion of the bridge program, students were placed as follows:

- **2 were college ready** and placed out of developmental coursework
- **18 “moved up”** and were placed into the second developmental coursework level (READ0722/ENGL1415)
- **5 remained** in READ0721/ENGL1410

Those students who eliminated the need for developmental work and were placed into college level composition saved a total of **14 credits each**. Those students who placed into the second level of developmental coursework saved a total of **7 credits each**. Those students who remain in the first developmental coursework level will potentially save time by being able to enroll in an accelerated version of the fundamentals 1 and 2 series.

Mathematically, using a tuition rate of \$162 per credit, we see the following savings for these students:

- **2 were college ready**                      14 credits x 2 students x 162 = \$4536.00
- **18 “moved up”**                              7 credits x 18 students x 162 = \$20,412.00

This equates to a **total student savings of \$24,948**

## Suggestions for Follow up and Summer 2015 Offering

The following suggestions were made for further review and to improve the summer bridge program.

1. Deliver the reading bridge with fundamental writing skills. This session would be 4 hours twice a week.
2. Deliver a math bridge. This session would be 2 hours twice a week on opposite days of the reading/writing bridge.
3. Streamline the registration process by listing the bridge courses in ISRS with appropriate edits. Students could be funneled into the bridge course by Tam and Trumaune as was done this past year.
4. Continue to track students who participated in the summer bridge to determine their success and retention.