

Curriculum Implementation Plan:  
Summer Bridge Program with Lecture Capture Video Integration for  
Incoming Developmental English College Students

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## Table of Contents

Overview and Importance.....	3
Systems-Based Implementation Plan.....	6
Evaluation Plan.....	9
Reflection.....	12
References.....	13

### Overview and Importance

Summer Bridge programs have been developed and implemented in many institutions of higher education throughout the United States. These programs are provided for students who are transitioning from secondary-level education into higher education. Bridge programs across various institutions have common characteristics and program goals. These characteristics, according to Gonzalez Quiroz and Garza (2018) include “an in-depth orientation to college life and resources, academic advising, academic coursework, academic support to prepare students for the rigors of college academics and college life, and social support to build strong networks [for] a greater sense of connection to the institution” (p. 103). The programs aim to provide students with these resources in an effort to assist students with academic success and increase retention for the institutions.

Offerings of Summer Bridge programs have been on the rise in order to address the academic needs of students and to address student attrition at minority-serving institutions. At the University of North Carolina, the existing Summer Bridge program is expanding in order to reach more students who are need in of remediation in college readiness (Slade et. al., 2013, para. 4). According to Slade et. al. (2013), the University of North Carolina is devoting additional resources to their Summer Bridge program in order to support an increased annual participation “from 300 to 1,600 participants with a projected 3,000 additional graduates over 10 years” (para. 4). These additional resources will be utilized to address the program’s goals for additional students and to improve the effectiveness and design of the program.

Summer Bridge programs are typically available to all students, but they are especially important for students who are required to enroll in remedial courses. Douglas and Attwell (2014) found that remedial students who participate in Summer Bridge programs experienced

higher academic success in their developmental course than those students who have not participated in a Summer Bridge program (p. 103). Another study conducted in 2014 has also found that 2-year colleges and 4-year minority serving institutions which have implemented Summer Bridge programs have seen a ten percent increase in students graduating within six years (“Reports on Educational Research Finding,” 2014).

Studies have found that students who are not otherwise academically prepared for college-level courses made satisfactory academic progress attributed to the college readiness skills acquired during their Summer Bridge programs (Lopez, 2016, p. 34). Additionally, this study found that students who completed a Summer Bridge program felt that it provided them with information on expectations of college students. These students were found to show academic progress in the fall semester (proceeding the Summer Bridge program) due to the skills they acquired in the program (Lopez, 2016, p. 34).

In an effort to assess the effectiveness of Summer Bridge programs, institutions have disseminated surveys and program evaluations which collect students’ perceptions of their involvement in the programs. Garcia and Paz (2009) conducted a research study which implemented this approach and found that disseminating surveys throughout the duration of the program provided an overview of students’ satisfaction of academic and social involvement throughout the program (p. 13). They explain that “while administrators of [the] summer bridge programs stated that they use evaluation procedures, they largely rely on end-of-summer evaluation questionnaires similar to course evaluations administered at the end of most undergraduate courses” (Garcia & Paz, 2009, p. 31). This provides a valuable insight to student perceptions and satisfaction of the Bridge programs.

A growing need for an effective implementation for Summer Bridge programs exists in all institutions of higher education. Properly instituting such programs can, if implemented appropriately, have the ability to provide students with valuable information on what to expect in college, campus resources and remedial course work in order to heighten the likelihood of academic success; this is especially true for first generation, low-income and minority students (Cabrera et. al., 2013, p. 494). As they explain, a challenge exists when analyzing the effectiveness of existing Bridge programs as “there is no guaranteed outcome in a program assessment, and analyses may reveal that some summer bridge programs are not effective” (Cabrera et. al., 2013, p. 494). Further research and assessment of existing programs needs to take place.

## Systems-Based Implementation Plan for Incoming Developmental English College Students

Summer Bridge Program for Incoming Developmental English Students	July 9-August 8, 2019 Mondays and Wednesdays from 10am-12pm
Location	New Jersey City University Professional Studies Building Computer Labs: A-E
Program Components	<ul style="list-style-type: none"> <li>• Accuplacer Pre- and Post-Exams</li> <li>• Personalized Learning Through On-Demand Panopto Course Lectures Videos</li> <li>• In-Person Faculty Instruction</li> <li>• Writing Assignments</li> </ul>
Program Description	<p>The English Summer Bridge Program will assess student knowledge of English composition and provide personalized learning modules based on their pre-assessment results. Recorded lectures will provide students with an opportunity to playback areas of weakness.</p> <p>Upon completion of writing assignments, a post-test will be conducted. If a grade of 80% or higher is achieved, students will be permitted to enroll in English Composition I in the fall 2019 semester. If a grade of below 80% on the post-test is achieved, students will be enrolled in remedial English for the fall 2019 semester.</p> <p>This program provides an opportunity for students who have placed into a remedial English course in their first semester, a chance to prove their understanding of the necessary content in order to succeed in English Composition I.</p>
Program Target	
Student Learning Outcomes	<ul style="list-style-type: none"> <li>• Employ the basic conventions of English grammar, syntax, mechanics, punctuation, and spelling at the sentence level and identify and correct problems with these in personal writing and in sample exercises</li> <li>• Compose non-source-based paragraphs utilizing the primary components and be able to distinguish between rhetorical formats</li> <li>• Demonstrate progress in acquiring basic academic reading skills, especially comprehension and summarizing of subject matter</li> </ul>

	<ul style="list-style-type: none"> <li>• Compose well-organized, grammatically correct paragraphs, using personal evidence as well as evidence from the assigned readings to develop a focused topic sentence.</li> <li>• Correctly identify an author’s thesis, main points and supporting details through annotation and comprehension questions.</li> <li>• Clearly explain an author’s theme and describe the main character’s conflict in a complete paragraph. (“Summer Bridge: Bridging the Gap Between High School and College,” 2015).</li> </ul> <p>(Learning Outcomes adopted from the College of the Canyons:  <a href="https://www.canyons.edu/Offices/PD/Documents/LEAP-%20Summer%20Bridge%20Program.pdf">https://www.canyons.edu/Offices/PD/Documents/LEAP-%20Summer%20Bridge%20Program.pdf</a>)</p>
Program’s Instructional Procedures	<ul style="list-style-type: none"> <li>• Accuplacer Pre-Test</li> <li>• Lecture Capture Videos</li> <li>• Group Discussions</li> <li>• Instructor Presentations</li> <li>• Written Assessments</li> <li>• Accuplacer Post-Test</li> </ul>
Course Content	<p>July 9: A review of the format and procedures for the Accuplacer Pre-Test will take place. The remainder of the time will be dedicated for the completion of the Pre-Test.</p> <p>July 11: Results on the Pre-Test will be presented to the students with a roadmap of areas which need attention. An overview of the Panopto Lecture Capture Videos (covering the various areas of the Accuplacer exam) is provided to the students.</p> <p>July 16: Instructors provide students a lesson on English grammar, syntax, mechanics, punctuation, and spelling at the sentence level, access to an on-demand Lecture capture video on the topics and a written homework assignment which is due at the next class session.</p> <p>July 18: Instructors provide students with a lesson on non-source-based paragraphs, access to an on-demand Lecture capture video on the topics and a written homework assignment which is due at the next class session.</p>

	<p>July 23: Instructors provide students with a lesson on reading comprehension and summarizing of subject matter. A lecture capture video is provided and a group discussion assignment is completed in-class.</p> <p>July 25: Instructors provide a lesson on well-organized, grammatically correct paragraphs and developing a topic sentence. A lecture capture video is provided and written assignment is provided to students which is due at the next class session.</p> <p>July 30: Instructors provide a lesson theses, main points, annotation and comprehension questions. A lecture capture video is provided and written assignment is provided to students with an in-class group project on the topic.</p> <p>August 1: Instructors provide a lesson on themes, main characters' conflicts in sample work. A lecture capture video is provided and written assignment is provided to students with an in-class group project on the topic.</p> <p>August 6: Instructors meet with students who displayed weakness in areas related to the learning objectives of the program. A review of completed in-class and take home assignments are reviewed. For outcomes which are not met to-date, instructors assign the review of lecture capture videos as needed in preparation for the Accuplacer Post-Test delivered at the next class session.</p> <p>August 8: A review of the format and procedures for the Accuplacer Post-Test will take place. The remainder of the time will be dedicated for the completion of the Post-Test.</p>
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### Evaluation Plan

Evaluation of the Summer Bridge program for incoming freshman who are enrolled in Developmental English courses will be completed by analyzing student learning outcomes achieved at the end of the program period. Variations in student achievement in the program will be likely as students involved in the program will have different learning styles and levels of existing knowledge in English composition. It is incumbent upon educators and administrators of institutions which deliver Bridge programs to evaluate student achievement in the program in order to determine the effectiveness and impact.

The College of the Canyons (2015) developed learning goals which will be used to assess the effectiveness of the Summer Bridge program. The expected learning outcomes are as follows:

- Employ the basic conventions of English grammar, syntax, mechanics, punctuation, and spelling at the sentence level and identify and correct problems with these in personal writing and in sample exercises
- Compose non-source-based paragraphs utilizing the primary components and be able to distinguish between rhetorical formats
- Demonstrate progress in acquiring basic academic reading skills, especially comprehension and summarizing of subject matter
- Compose well-organized, grammatically correct paragraphs, using personal evidence as well as evidence from the assigned readings to develop a focused topic sentence.
- Correctly identify an author's thesis, main points and supporting details through annotation and comprehension questions.

- Clearly explain an author's theme and describe the main character's conflict in a complete paragraph. ("Summer Bridge: Bridging the Gap Between High School and College," 2015).

The students' post-test results will be collected and analyzed in concert with the aforementioned student learning outcomes to determine the level of achievement for the group of enrolled students.

At the beginning of the Summer II 2019 academic semester, incoming freshman students who have placed into a Developmental English course, based on their academic achievement in secondary school, will be invited to attend the Summer Bridge program for College-Level English. Those who attend will be given a pre-test, via Accuplacer, to assess their level of knowledge in English based on the desired learning outcomes previously mentioned ("Summer Bridge: Bridging the Gap Between High School and College," 2015). The facilitators of the Bridge program will review the results of the pretest and provide the students with a roadmap for the Bridge program noting areas of concern where additional attention is required.

Throughout the next eight class meeting dates, students will be provided a lesson on various areas pertaining to English Composition (i.e., English grammar, syntax, mechanics, punctuation, spelling at the sentence level, reading comprehension, etc.). Based on the results of the pre-test, students who were flagged as needing additional review of specific areas of the discipline will be provided with on-demand lecture capture videos to reinforce the subject matter. These videos can be played back and reviewed at a time outside of the classroom that best fits the students' schedules.

Learning activities, including group discussions and written assessments, will be assigned to the students throughout the duration of the program. These learning activities will provide the

program facilitators with opportunities to assess the students' knowledge and achievement levels in the program's content modules. Group discussion will take place inside of the classroom and writing assignments will be completed outside of the classroom and submitted in the learning management system.

On the last meeting date of the Summer Bridge program, students will take a post-test via Accuplacer. The assessment will test students' knowledge of the topics covered in the instructor's lessons, learning activities and on-demand lecture capture videos throughout the duration of the program. Those students who receive a grade of 80% or better on the post-test will no longer need to enroll in an English developmental course in the fall 2019 semester and will be permitted to enroll in English Composition I, a credit-bearing college-level course.

After the completion of the Summer Bridge program, the post-test results will be collected and analyzed with the pre-test results to review the effectiveness of the newly implemented Summer Bridge program for developmental English incoming freshmen.

## Reflection

The pre- and post-tests in this Summer Bridge program provide insight on the effectiveness of the on-demand video lectures in relation to the lessons and learning activities infused in the program design. When educational technology is looked at in a systemic view, the environment of the educational settings is studied to ensure that the technologies work with all components. As Zhao and Frank (2003) explain, a system view of technology is one that “requires a comprehensive and systemic approach that takes into consideration the nature of the species, the environment, other facilitative forces, and the interactions among these components” (p. 808).

The intent of incorporating video lectures into the Bridge program is to reinforce the topics related to the areas of English Composition as needed based on student achievement. Educational technology’s purposes is to utilize technological resources in order to positively affect the field of education. Human performance technologies are purposely integrated in a systemic way by program facilitators in an effort to be successful for learning outcomes (Reiser, 2007, p.5).

Performance technologies, such as online Accuplacer assessments and online lecture capture videos, evaluate learner performance so content is delivered accurately and efficiently (Pugliese, 2016, para.8). Educational technologies also provide data to educators so the learning experience can systemically be altered to strategically adapt course content for various learner needs (Kolowich, 2013, para. 10). This was achieved in the Summer Bridge program by providing students with a curriculum roadmap personalized for their areas of need.

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