

# SUMMER BRIDGE



Bridging the Gap between High School and College



## LEAP 2015 TEAM MEMBERS

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## **ACKNOWLEDGEMENT**

The Summer Bridge LEAP Solution Team would like to thank Denee for her infinite wisdom and overwhelmingly positive attitude!

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## EXECUTIVE SUMMARY

According to the 2015 California Community College Student Success Scorecard (see Appendix 4), 51.4% of all College of the Canyons students who start in remedial English go on to pass a transfer level English course within a six year period. For math, only 38.9% successfully complete the sequence and pass a transfer level math course within six years. Looking at the disaggregated data, it is apparent that there is a major gap in success for historically underrepresented and underserved students. The Summer Bridge Program is a way to help first-time college students transition to COC, setting them on a path toward continued success.

Currently, both the Math and English departments are redesigning their curriculum to increase the success of students in basic skills classes. In addition, the departments have worked with the Assessment Center to adjust cut scores, which will allow many students to start their educational path in a higher level course than before. Based on Assessment Center data, there were 4421 math placements between the months of May through September in 2014. Approximately 34% of these students placed into Math 025. With the elimination of Math 025, and with the new placement cut scores, many students who place into Math 058 will greatly benefit from additional academic support. Similarly, students who would have previously tested into English 071 or 081, will now be placed in English 089, where extra support would be extremely valuable.

### **The Summer Bridge Program**

Initially in 2016, Summer Bridge will consist of an eight-week program, open to first-time college students who place into either Math 058 or English 089. The three major components of the Summer Bridge Program include academics, campus resources and social development. All students will register for one of the Summer Bridge learning communities, which combine Counseling 150 with either Math 058 or English 089. The program will connect students to essential campus resources including The Learning Center (TLC), Financial Aid, Counseling, Student Health & Wellness, Transfer Center, Job and Career Center, Personalized Accelerated Learning (PAL), Extended Opportunity Programs & Services (EOPS), Disabled Students Program & Services (DSPS), and Associated Student Government (ASG).

According to educational research, learning is constructed largely through a social process, and collaboration is a more inclusive pedagogy that helps students to build cultural capital. Thus, the program will include academic group projects, community building activities, and field trips, in order to help students to create long-lasting connections with their peers, faculty and staff, increasing students' sense of belonging to the college and in higher education in general.

### **Summer Bridge Program Goals**

Students will...

- Build a supportive peer network
- Establish relationships with college faculty and staff
- Become familiar with and utilize campus resources
- Better understand academic expectations and college culture
- Complete one Basic Skills class and one transferrable Counseling class
- Learn or improve important transferrable skills
  - Study Skills, Test Taking Skills, Time Management, Stress Management, Critical Thinking, Reasoning, Problem Solving, Computer Literacy, Financial Literacy, Goal Setting, Resume and Interviewing

## **Summer Bridge Program Outcomes**

Summer Bridge students will demonstrate:

- Higher retention rates
- Higher BSI completion rates
- Higher graduation & transfer rates
- Shorter time to graduation & transfer

Summer Bridge fits within the California Community College mission and has the potential to impact statewide goals including:

- Increasing overall completion rates
- Increasing completion rates in disadvantaged populations
- Increasing community college participation rates of Californians ages 18-24, especially those from disadvantaged populations, and the number of students developing education plans.

Summer Bridge will initially open to all first-time college students, but there will be marketing efforts in collaboration with COC Outreach to recruit applicants who are first-generation college students, low income students, and students from historically underrepresented backgrounds.

Initially, Summer Bridge will look to multiple sources for funding, including Student Equity, Basic Skills Initiative, and the COC Foundation. The 2016 Summer Bridge Program will begin with 60 students and will generate approximately 14 FTES during the summer session. This equates to approximately \$55k in year one costs, generating approximately \$65k in revenue during the summer. The real financial value added is through the persistence of Summer Bridge students as they become full time students and succeed at COC. Perhaps more importantly, connecting them to so many campus resources will engage Summer Bridge students to become more involved on campus and to contribute to the campus community.

Through program assessment, the Summer Bridge staff will determine when and how to expand the program to include additional pathways for students entering COC. Additionally, there are opportunities to partner with campus departments to have a Summer Bridge Learning Community for different student populations, as well as areas of focus, such as an EOPS, re-entry student, or STEM cohort.

## **The Summer Bridge LEAP Solution Team**

Balbir Chandi, Director of Fiscal Services

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Marilyn Ingram, Associate Director of Upward Bound, West LA College – Crenshaw/Dorsey High School

Katherine Kirst, Academic Counselor, International Services & Programs and Adjunct Faculty, Psychology

Sylvia Tran, Counseling Faculty, Veterans Counselor

Team Mentor: Denee Pescarmona, Dean of Instructional Support and Student Success

## MISSION STATEMENT

The Summer Bridge Program's mission is to help first-time college students in their successful academic, social, and personal transition to College of the Canyons. This is achieved through working collaboratively with diverse students, staff, and faculty across campus departments to create a community of learning for Summer Bridge participants.

### Vision

Through participation in Summer Bridge, students utilize campus resources and develop skills necessary to thrive academically in order to reach their personal goals of certification, graduation, and transfer.

### Philosophy

We possess the following core values:

- **Academic Excellence**
  - We challenge students academically and firmly believe in all students' ability to succeed in higher education.
- **Equity, Diversity & Inclusion**
  - We respect and appreciate identities of all people and promote educational equity.
- **Collaboration**
  - We follow the research that shows learning is a social process, and that working with others increases the potential for collective success.
- **Mentorship**
  - We strongly support student mentorship throughout their entire educational career.
- **Community**
  - We encourage students' commitment to contributing to both the Summer Bridge community and the community from which they came.



## PROJECT SUMMARY

The College of the Canyons Summer Bridge Program begins with a rigorous, eight-week summer program which provides a diverse group of first-time college students a head start in their transition to college. It introduces students to the academic expectations of higher education, familiarizes them to valuable campus resources, and provides opportunities to foster social and academic relationships with peers, staff and faculty. Although the Summer Bridge Program takes place during the summer, it would be a great lead-in to a First Year Experience Program (see Appendix 3 for a sample first-year schedule).

Summer Bridge consists of three major components:

1. **Academic** – Bridge scholars enroll in two credit bearing courses. The first course is either Math 058 (5 units) or English 089 (3 units), depending on the results of their placement exams. The second course is or Counseling 150 (3 units).
2. **Campus Resources** – Summer Bridge collaborates with departments across campus to provide informational workshops to teach students what services are available for them. These departments include Financial Aid Office, Extended Opportunity Programs & Service, The Learning Center, Personalized Accelerated Learning, Counseling, Student Health & Wellness, Disabled Students Program & Services, Transfer Center, Job & Career Center, and Associated Student Government.
3. **Social Development** – Students will participate in study groups, cultural activities, field trips, and peer mentoring, providing opportunities to make connections with students who have similar backgrounds, majors, and career goals.

### Academics

In the summer of 2016, the Summer Bridge Program will pilot two academic tracks, one for Math 058 and the other for English 089. All Bridge students will also take Counseling 150.

#### **COUNSELING 150 (3 units)**

Student Success (CSU & UC transferable - CSU GE Area E)

This course is designed for new students as a complete orientation of the responsibilities and benefits of higher education. Educational planning, goal setting, and career choices are examined. Study and life survival skills are provided to ensure a successful academic experience.

#### **MATH 058 (5 units)**

Algebra Preparation

Introduces the basic elements of algebra for those who need a preparatory course before enrolling in elementary algebra.

Learning Outcome: Use linear equations to analyze and solve elementary word problems.

Math 058 is the prerequisite for Math 060 (for STEM majors) and Math 075 (for non-STEM majors).

\*See Appendix 2 for the Mathematics Department course sequence.

#### **ENGLISH 089 (3 units)**

This will be a new course starting fall, 2015. It will be the prerequisite course for English 091 and 096. English 089 builds writing skills at the sentence level and improves reading comprehension through the study of nonfiction pre-college level texts. The course also introduces the writing process and the basics of paragraph structure. It improves writing at the paragraph level by focusing on structure, mechanics,

and editing. It familiarizes students with source-based compositions and emphasizes pre-college level reading of fiction and nonfiction.

The Student Learning Outcomes for English 089 may include any of the following:

- 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.

\*See Appendix 3 for the English Department course sequence.

**Academic support** will be provided by **The Learning Center (TLC)** in a variety of forms. Drop-in tutoring for both math and English will be available Monday through Thursday, until 5:00 or 7:00 PM each day. Supplemental Learning will accompany the coursework and help students with both a conceptual understanding of the materials, as well as how to apply that knowledge. Supplemental Learning Workshops are instructor-led group activities, designed to provide students with a detailed, interactive group activity to enhance student comprehension on a particular topic or skill. Guided Learning Activities are self-paced computer activities for students to complete individually, then review with a tutor. These workshops and activities will also help develop students' time management and study skills. For students who cannot come to our physical locations, The Learning Center offers online tutoring in math, writing, and study skills. Tutoring takes place through Blackboard, where students can ask a question or submit a paper for feedback. Online workshops are available through Blackboard Collaborate. Students can participate in a workshop by logging in from anywhere through a computer or internet device that is compatible with Blackboard Collaborate.

## Campus Resources

Throughout the Summer Bridge program, students will participate in informational workshops to learn about campus resources that will contribute to their success as a scholar and prepare them for their future careers. Examples of these workshops include:

- **Financial aid** – The Financial Aid Office offers a complete array of financial support services which are designed to help students with the educational related expenses involved in obtaining their educational goal.
- **Counseling** – This workshop will welcome new students to the college and teach them what factors to consider when planning their schedules to meet their academic goals. The counselor will help students begin developing their student education plan.
- **Student Health & Wellness** – This workshop will provide an overview of the services in the Student Health and Wellness Center, as well as educate students with helpful tips related to general wellness of the mind and body.

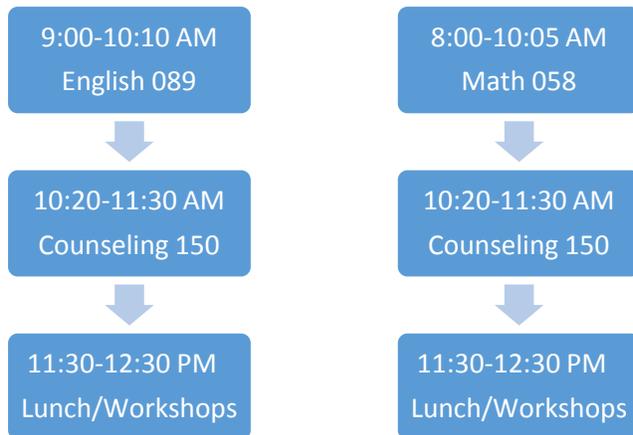
- **Transfer Center** – This workshop will provide an overview of the transfer requirements and processes for both the University of California and the California State University systems.
- **Job and Career Center** – This workshop will provide an overview of the Job and Career Center’s services which include career assessment, resume building, interview preparation, job fairs, and job searches. It will also include an activity to teach students the basics of starting a resume.
- **Personalized Accelerated Learning (PAL)** – Students will complete the PAL Orientation to learn how to use accelerated classes to maximize their long-term success at the college.
- **Extended Opportunity Programs & Service (EOPS)** – Students will learn about the eligibility requirements and the services of EOPS which may include priority registration, book vouchers, computer supplies, cultural awareness activities, meal ticket subsidy, school supplies, academic counseling, peer advising, transfer assistance, tutoring, study skills workshops, and more.
- **Disabled Students Program & Services (DSPS)** – Students will learn about the program eligibility requirements, accommodations, and other services DSPS provides students with disabilities.
- **Associated Student Government (ASG)** – Representatives from the college student government will talk about how to become actively involved in campus life by participating in social, cultural, educational, and services programs at the college. They will also share what it means to be in student government and how to apply.

## Social Development

Research shows that learning is largely constructed through a social process and that students succeed most, when they are challenged, supported, and when learning is shared collaboratively. The Summer Bridge Program offers students many opportunities to collaborate on academic assignments and to build long-lasting friendships which are integral to the success of college students.

- **Academic assignments** – Many of the assignments in the Summer Bridge courses are collaborative group projects, which helps students connect on an academic level. Students learn how to contribute in academic group setting, and apply that knowledge on some of the assignments in each of their courses.
- **Community building** – Making connections outside of the classroom is just as essential as within the classroom. Students will have the opportunity to get to know each other through team building activities and social networking.
- **Field Trips** – Students will be given the opportunity to tour a local university and learn more about the student experience of transfer students at the university.

### Sample Day in Summer Bridge: Monday-Friday



## Summer Bridge Program Goals, Objectives, and Outcomes

### Summer Bridge Program Goals

Students will...

- Build a supportive peer network
- Establish relationships with college faculty and staff
- Become familiar with and utilize campus resources
- Better understand academic expectations and college culture
- Complete one Basic Skills class and one transferrable Counseling class
- Learn or improve important transferrable skills
  - Study Skills, Test Taking Skills, Time Management, Stress Management, Critical Thinking, Reasoning, Problem Solving, Computer Literacy, Financial Literacy, Goal Setting, Resume and Interviewing

### Summer Bridge Objectives/Milestones

Summer Bridge students will:

- Show a commitment to their education through involvement at the college (student organizations, on-campus jobs, learning communities, etc.)
- Develop skills through The Learning Center's Supplemental Learning Program.
- Develop a Comprehensive Ed Plan through the Counseling Department
- Seek faculty mentorship through office hours and college programs that connect faculty and students outside of the classroom.
- Meet with a Peer Mentor throughout their entire first year of college.

### Summer Bridge Program Outcomes

Summer Bridge students will demonstrate:

- Higher retention rates
- Higher BSI completion rates
- Higher graduation & transfer rates
- Shorter time to graduation & transfer

**Assessment Plan**

The Summer Bridge Program would be assessed in multiple measures:

1. Student surveys – All Summer Bridge students would complete a program evaluation near the end of the program in the summer. This evaluation would include elements of satisfaction and student learning outcomes.
2. Student focus groups – After the students return to COC in the fall semester, they would be invited to take part in focus groups which would give students time to reflect on their experience over the summer. They would be asked to share how their summer experience has helped them transition into their first fall semester and what they would have changed about their summer experience.
3. Faculty/staff reflection – All Summer Bridge faculty and staff will be asked to reflect on their experiences working for the program.
4. Student Learning Outcomes from each Summer Bridge course – Each course has defined Student Learning Outcomes and methods to assess student learning.
5. Campus data on program outcomes – The Office of Institutional Effectiveness will conduct an assessment of program outcomes after year one, two and three, outcomes include retention, basic skills completion, graduation, transfer, and time to graduation/transfer.

**S.W.O.T. Analysis**

<p><b>Strengths</b></p> <ol style="list-style-type: none"> <li>1. Internal partnerships between academic departments</li> <li>2. Campus Resources to holistically support first-time college students</li> <li>3. External partnerships with Hart District</li> <li>4. Dedicated faculty to basic skills classes</li> <li>5. Counseling faculty enhancing student development</li> <li>6. Possible student equity funding for initial pilot</li> <li>7. FTES gains during the Summer Bridge and beyond</li> <li>8. Commitment to diversity and equity</li> </ol>	<p><b>Weaknesses</b></p> <ol style="list-style-type: none"> <li>1. There is currently no Summer Bridge Coordinator</li> <li>2. Facilities in CCC for expansion (but the potential is there)</li> <li>3. Summer staffing for workshops may be difficult</li> </ol>
<p><b>Opportunities</b></p> <ol style="list-style-type: none"> <li>1. Summer Bridge could expand to a First-Year Experience, Second-Year Experience, Pathways Program</li> <li>2. Simultaneous Summer Bridge Programs at Valencia and Canyon Country Campuses</li> <li>3. Summer Bridge partnerships for a variety of pathways</li> <li>4. Summer Bridge cohort with a STEM emphasis</li> <li>5. Increase in retention, persistence, basic skills completion, graduation, and transfer</li> </ol>	<p><b>Threats</b></p> <ol style="list-style-type: none"> <li>1. Lack of long term funding for institutionalization and expansion</li> <li>2. Possible duplication of services with EOPS in Counseling 150</li> <li>3. Marketing the program and reaching local populations can be a challenge</li> </ol>

With a core value of innovation, College of the Canyons is very good at developing new programs to best support students. There is an embedded campus culture of collaboration that will ensure strong partnerships between campus departments. COC faculty and staff have a firm commitment to diversity and equity, and with the available student equity funding, this is a perfect time to pilot the Summer Bridge Program.

Although, there is not currently a Summer Bridge Coordinator, there are many COC faculty who have the knowledge and experience of bringing together departments to holistically serve students. The Canyon Country campus could support a small program with the current facilities which include classrooms, TLC, and the Skills4Success Lab. With future plans of permanent building, there is great potential of scaling up the program at the Canyon Country Campus. Staffing is limited at COC during the summer, which can make it challenging to find staff from each campus resource to present workshops to Bridge students.

A Summer Bridge Program brings forth a variety of opportunities to enhance the student experience. Different pathways could be developed based on into math and English courses students initial place, as well as possible pathways for specific populations including EOPS students and re-entry students. The program could also develop a cohort with an emphasis on STEM, for students majoring in STEM fields. It is possible to run simultaneous programs at both COC's physical campuses, and after Canyon Country has permanent facilities, the program could potentially expand the number of students served at that location. Summer Bridge is a great lead-in to a First-Year Experience Program keeping together and building on the relationships built in the summer. To continue the students' involvement on campus, a Second-Year Experience would be a great way for Summer Bridge students to give back to a program that benefited them. Summer Bridge has the potential to increase the retention, persistence, basic skills completion, graduation, and transfer rates for underrepresented and underprepared students.

In order to avoid duplication of services, the Summer Bridge Program will partner with EOPS and the Adult Re-entry Program, offering Summer Bridge pathways with emphases in these areas. The Summer Bridge pathways may include access to an Academic Mentor or Counselor. One of the biggest challenges will be to market the program throughout the local community. In order to ensure target populations are reached, Summer Bridge will partner with COC Outreach and possibly hold info sessions at each local high school. Although, COC hasn't had a long-standing Summer Bridge Program, there are a great deal of faculty and staff on campus who are committed to goals similar to those of Bridge.

## MARKETING ANALYSIS

The Summer Bridge Program provides community based learning to increase student success, retention, access, and completion. The learning community model profoundly involves coordinated studies, linked courses and learning clusters that actively works together to support the success of our students. Students who meet the criteria to participate in the program will begin their college experience during the summer prior to starting their first semester at College of the Canyons. The Summer Bridge Program will provide participants with the necessary academic tools and support services to help them successfully transition from high school to college.

### Target Population

The target populations are first time college students who are low income, first-generation, and underprepared. These in-coming students are high school students who have placed in remedial (also known as developmental) Math and/or English. They have high potential, however, due to circumstances, have limited access to be more successful in college. Therefore, the Summer Bridge Program will create the bridge for success by providing these students with access, resources, community, and support, assisting them in their transition to college.

### Target Geographic

The target geographic areas are high schools in the William S. Hart District: Academy of the Canyons, Bowman, Canyon, Castaic, Golden Valley, Hart, Learning Post, Saugus, Valencia, and West Ranch High Schools. These are local high schools in the Santa Clarita Valley. High school students that decide to attend a community college will likely choose College of the Canyons.

### Marketing Strategies and Implementation

The Summer Bridge Faculty (SB Faculty) will collaborate with high school counselors, faculty, and various departments at College of the Canyons to seek their facilitation with marketing and implementation of the program. The SB Faculty will work closely with the Outreach Coordinator in establishing a timeline to market the program to the high schools such as High School Seniors Workshop Series and College Day, as well as assist in providing information to the high school counselors. The SB Faculty will work with the Public Information Office (PIO) to create flyers and brochures of the Summer Bridge Program. Also, PIO can assist with marketing of the program to the community via website and newsletter. The SB Faculty will also work closely with the Assessment Center. As students complete their assessments, those who are placed into developmental Math and/or English, the Assessment Coordinator will have a brief dialogue with the student about the Summer Bridge Program and provide the student with a Summer Bridge flyer. The SB Faculty will work with Extended Opportunity Program and Services (EOPS) for marketing and encourage their students to participate in the program as appropriate. The SB Faculty will work with counselors in the Counseling Department. Distributions of flyers will be passed out in New Student Orientation. The SB Faculty will also provide a brief presentation (5-10 minutes) in the workshops. The SB Faculty will also work with other programs such as TRIO/Upward Bound to inform them of the program and provide them with the Summer Bridge flyers as well. Lastly, the flyer will be posted all over campus, especially in The Learning Center, Admissions & Records, Financial Aid, and Student Business Office, and other high student traffic areas.

Faculty who participate in the SB program during the summer will receive a stipend for their time. Also, any SB training will be eligible for flex credit.

### Marketing Investment

The SB Faculty will work closely with Foundation for donations and Grant Developments for the program. A portion of the money raised will be used towards Marketing. Majority of marketing will consist through word of mouth (collaborations with the high schools and various departments at COC). The cost associated with marketing will consist of printing: flyers, brochures, SB application and development of the SB webpage.

### Milestone table

	<b>PIO</b>	<b>Outreach Coordinator</b>	<b>HS Counselor</b>	<b>Counseling</b>	<b>Assessment Center</b>	<b>Trio/Upward Bound</b>
<b>September</b>	SB Faculty begins to work with PIO to develop flyers, brochures, SB application and website.	SB Faculty begins to work with Outreach Coordinator to inform him/her about the SB Program.				
<b>October</b>	Continue to work on flyers, brochures, and SB application	Begin to develop marketing strategies/events to HS.				
<b>November</b>	Continue to work on flyers, brochures, and SB application	Have Outreach Coordinator introduce you to HS Counselor	Meet HS Counselor and provide information about SB Program	Inform Counselors of SB program.	Meet with Assessment Center to inform them about the SB program	Meet with Trio/Upward Bound Coordinators and inform of SB program
<b>December</b>	Finalize flyers, brochures, and SB application	Provide SB marketing materials	Give out flyers, brochures and SB application to HS Counselor to begin to market the program.	Provide SB marketing materials	Provide marketing materials to Assessment Center	Provide SB marketing materials

<b>January</b>	Market SB program on newsletter, website	Continue to Market to HS students.	HS counselor continues marketing efforts.	Promote SB program	Post SB program all over campus (A&R, Student Business Office, etc.)	Promote SB program to prospective students.
<b>February</b>	Market SB program on newsletter, website	Increase marketing efforts to HS students	Increase marketing efforts to HS students	Promote SB program	Pass out SB flyer and brochures to qualified students.	Highly promote SB program to prospective students.
<b>March</b>	Market SB program on newsletter, website  SB application due	SB Faculty /Outreach participate in College Now  SB application due	SB application due	SB application due  Counselors market SB Program in New Student Orientation.	SB application due  Pass out SB flyer and brochures to qualified students.	SB application due  Promote SB program to students.
<b>April</b>	Market SB program on newsletter, website	SB Faculty participate in College Day  SB Faculty/Outreach market SB program at Senior HS Series (If needed)	HS Counselor continue to market SB program to HS students (If needed).	Counselors market SB Program in the New Student Orientation. (If needed)	Pass out SB flyer and brochures to qualified students. (If needed)	Continue to market SB program to HS students (If needed).
<b>May</b>	Market SB program on newsletter, website (If needed)	SB Faculty/Outreach market SB program at Senior HS Series (If needed)	HS Counselor continue to market SB program to HS students (If needed).	Counselors market SB Program in the New Student Orientation. (If needed)	Assessment Center: Pass out SB flyer and brochures to qualified students. (If needed)	Continue to market SB program to HS students (If needed).

<b>June</b>	Market SB program on newsletter, website (If needed)	SB Faculty/Outreach market SB program at Senior HS Series (If needed)	HS Counselor continue to market SB program to HS students (If needed).	Counselors market SB Program in the New Student Orientation. (If needed)	Assessment Center: Pass out SB flyer and brochures to qualified students. (If needed)	Continue to market SB program to HS students (If needed).
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## OPERATIONAL PLAN

Summer Bridge is an 8 week program consisting of two linked/clustered classes. The program will offer a cohort of 30 students who assessed in remedial Math 058 and a cohort of 30 students who assessed in English 089. Each remedial course will be paired with a Counseling class. Math 058 will be paired with Counseling 150 (totaling 8 units) and English 089 will be paired with Counseling 150 (totaling 6 units). Students must take the clustered classes in order to participate in the program. An in-class tutor will be designated for each English 089 and Math 058 to provide support services to students before, during, and after class. Additionally, books and a daily lunch will be provided to students at no cost during their participation in the Summer Bridge Program. Students who complete the Summer Bridge Program will receive a book voucher in the amount of \$100 to be used toward their fall classes. Field trips and workshops will be provided during the summer program to provide access, resources, and support services to Summer Bridge students. Faculty and staff will be able to nominate Summer Bridge students for a Summer Bridge Scholarship. A selection team will be formed and the team will establish the criteria for the Summer Bridge Scholarships. A total of four scholarships in the amount of \$500 dollars each will be announced at the Summer Bridge closing ceremony.

There will be a Summer Bridge Orientation to welcome the students to the program. Students will be provided information about the mission of the program, rules and expectation, and rewards/benefits of the program. In addition, students will receive a goodie bag containing an agenda of the 8 week program, a notebook, sticky pad, pen/pencils, and highlighter to kick start their first summer at College of the Canyons. Lastly, students will be given the opportunity to meet their peers, faculty, and the support staff. Light refreshments will be provided.

There will also be a Summer Bridge closing ceremony to celebrate the students' success and completion of the Summer Bridge Program. Families will be invited to see their student walk across the "Bridge of Success" and receive their Certificate of Success and book voucher. Additionally, the four Summer Bridge Scholarship recipients will be announced and they have their scholarship sponsors to congratulate the students and have their photo taken. All support staff, departments, and faculty will be invited to participate in this event. Light refreshment and cake will be provided.

### Summer Bridge Class Schedule

Math (cohort size: 30 students): Monday-Friday

<i>Class</i>	<i>Time</i>
MATH 058 (5 units)	8:00-10:10AM
COUNS 150 (3 unit)	10:20-11:30AM
Lunch/Workshops	11:30-1:00PM

English (cohort size: 30 students): Monday-Friday

<i>Class</i>	<i>Time</i>
ENGL 089 (3 units)	9:00-10:10AM
COUNS 150 (3 units)	10:20-11:30AM
Lunch/Workshops	11:30-1:00PM

The 11:30-12:30PM timeslot will be used for workshops about campus resources, supplemental learning, and community building activities. Tutoring will be available from 12:30-5:00PM Monday/Thursday and 12:30-7:00pm Tuesday/Wednesday located at the The Learning Center.

### **Quality Control**

The Summer Bridge Faculty (SB Faculty) will train all staff and faculty about the mission, vision, and goals of the Summer Bridge program. The SB Faculty will educate the staff and faculty about the summer bridge student population to ensure sensitivity, equality, access, and diversity when working with these students. The SB Faculty will create training manual that will be distributed to all individuals working with summer bridge students.

### **Facility location**

The SB Faculty will work closely with the English, Math, and Counseling Departments. The SB Faculty will work with the Department Chairs and Division Deans to ensure they submit the Summer Bridge courses for Summer 2016 and make appropriate classroom reservation, preferably in Mentry Hall. The same classroom will be used for the linked classes: MATH/COUNS and ENGL/COUNS. Lunch will be served outside of Mentry Hall.

### **Personnel**

The SB Faculty will work closely with The Learning Center to establish academic support for Math and English summer courses and introduce students to the facilities and services. The SB Faculty will work closely with Distance Learning introducing students to PAL, Online, and Hybrid courses as well as Blackboard (or another Learning Management System). The SB faculty will work closely with Counseling for a workshop in Student Education Plan, transfer services, and other support services offered. The SB Faculty will work closely with Extended Opportunity Program and Services (EOPS) to introduce students to their program and services. The SB Faculty will work closely with Financial Aid for a workshop on Scholarship, grants, work study, loans, and Board of Governors Waiver. The SB Faculty will work closely with Disabled Students Program & Services (DSPS) for a workshop about their program, services, edibility, and access. The SB Faculty will work with Student Health and Wellness for a workshop in Body, Mind, and Wellness, nutrition, mental health, mental health, etc. The SB Faculty will work with Jobs and Career Services for majors, career, and employment guidance. The SB Faculty will work with Associated Student Government (ASG) to provide Summer Bridge students information about student government and student organizations.

### **Technology**

The SB Faculty will need a laptop/computer to coordinate the program, create training manual, flyers, and to communicate to students, staff, faculty, community partners. A printer will also be required for printed materials. A phone will be necessary as another mean of communication and to be reached by prospective students and staff/faculty.

## Operational Timeline

Month	Tasks for SB Faculty
September 2015	<p>Develop Summer Bridge Application</p> <p>Begin to reach out to faculty/departments for potential workshops</p> <p>Preliminary Marketing- getting in contact with Outreach Coordinator at COC and PIO- draft flyer, brochures, marketing materials</p> <p>Discuss with Skills4Success regarding donation of pens, notepad, bags, etc.</p> <p>Work on Budget (Discuss scholarships/donations with Foundation/Grant Development)</p>
October 2015	<p>Work on training manual for staff/faculty/participating departments</p> <p>Work on SB power point presentation.</p> <p>And continue to work on tasks listed in the month of September.</p>
November 2015	<p>Confirm with Dept. Chairs regarding instructors teaching for Math, English, and Counseling.</p> <p>Have Department Deans/Chair submit schedule request.</p> <p>Confirm room reservation.</p>
December 2015	<p>Finalize Marketing flyer, Summer Bridge Website, FAQ</p> <p>Finalize Summer Bridge Application</p>
January 2016	<p>Confirm with departments on workshops</p> <p>Work closely with Outreach, HS Counselor, TRiO Upward Bound to advertise the Summer Bridge Program</p> <p>Train all staff/faculty/tutors about the Summer Bridge program and its students.</p>
February 2016	<p>High volume of Marketing with Outreach, HS Counselor, TRiO Upward Bound, Counseling, and Assessment Center</p>
March 2016	<p>Provide brief presentation (5-10 min.) in New Student Orientation</p> <p>Market SB Program at the COC College Now</p> <p>Summer Bridge Application due</p>
April 2016	<p>Follow up with applicants and assist them in class registration for the summer.</p> <p>Continue to market program in College Day (if short students)</p>
May 2016	<p>Finalize Summer Bridge Agenda, Opening Day, Food</p> <p>Participate SB Program at Senior HS Series (if short applicants)</p>
June 2016	<p>Participate SB Program at Senior HS Series (if short applicants)</p>
July 2016	<p>Summer Bridge Program Begins</p> <p>Begin to work on Summer Bridge Agenda for Closing Ceremony</p>

## MANAGEMENT SUMMARY

The Summer Bridge Program will operate under the direction of Denee Pescarmona, Dean of Instructional Support and Student Success in Academic Affairs. Summer Bridge Program Coordinator will manage the program and will be responsible for its day to day operations.

The ideal candidate for SBC will be a college counselor/faculty who is already an employee of the college and is willing to take on extra responsibilities at this time. In the first year of the program the Coordinator will be paid a stipend to work on the project. As the program expands in future, the Program Coordinator's position will become a full time position at the college. Some of the responsibilities of the Program Coordinator will include development of budget, working with PIO office to design program web page, collaborate with the Outreach Program to reach out to the potential students at local high schools and collaborate with others partners at the college. The Program Coordinator will serve as liaison between students, faculty, PIO office, parents, Outreach and other partners on and off campus.

The major startup cost for Summer Bridge includes: student meals, stipend for the Program Coordinator, and faculty stipend. Possible funding sources for this program will be Student Equity Programs, Basic Skills Initiative (BSI), and the COC Foundation. The Summer Bridge staff will apply for Mini Grant with the College Foundation and will seek further funding as appropriate.

The Summer Bridge Program will generate approximately 14 FTES in the first summer. But in the future years, program will generate higher FTES through expansion, creating a supportive environment for Bridge students increasing student success. Additional revenue will be generated through student persistence as Summer Bridge students become full time students at COC.

Support for this project will come from:

- COC Foundation
- Financial Aid
- Counseling
- Student Health & Wellness
- Transfer Center
- Job & Career Center
- Personalized Accelerated Learning (PAL)
- Extended Opportunity Programs & Services (EOPS)
- Disabled students Program & Services (DSPS)
- Associated Student Government (ASG)
- TLC (The Learning Center)

## Summer Bridge Program Detailed Budget -First Year

### Expenses

Budget Items	Total
Coordinator Stipend	\$ 8,500
English Faculty Stipend	\$ 1,000
Math Faculty Stipend	\$ 1,000
Counseling Faculty Stipend	\$ 1,000
Counseling Faculty Stipend	\$ 1,000
English Tutor	\$ 800
Math Tutor	\$ 800
Brochures	\$ 250
Opening Day cost	\$ 1,000
Closing day cost	\$ 1,000
Supplies	\$ 1,200
Book Vouchers for Fall Semester for all students	\$ 6,000
Food	\$ 28,000
Scholarships (4 Students)	\$ 2,000
Bus cost -CSUN	\$ 800
CCC Campus Tour	\$ 200
Focus Group Lunch	\$ 250
<b>Total Expenses</b>	<b><u><u>\$ 54,800</u></u></b>

### Revenue for FTES

**\$ 65,450**

### Other Funding Sources

Foundation

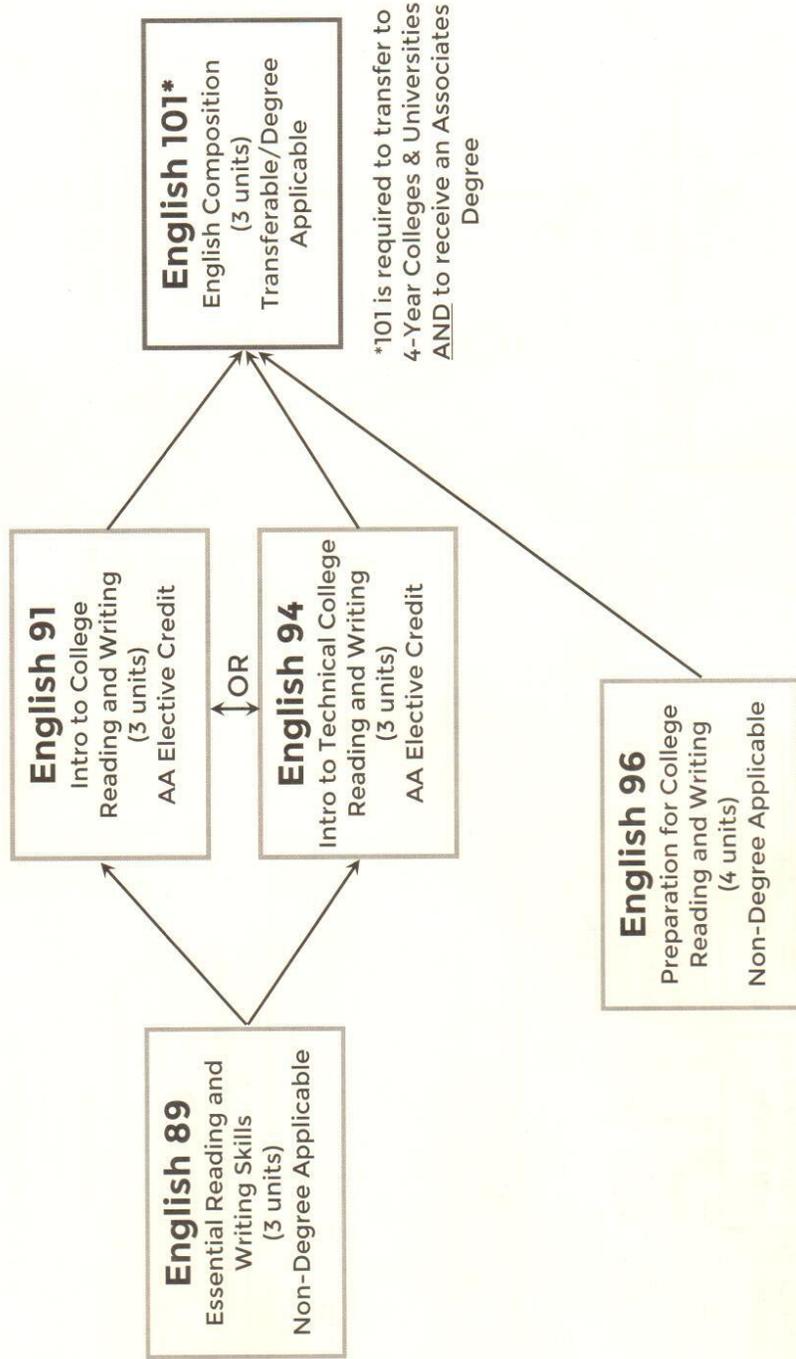
Student Equity Programs

Basic Skills Initiative (BSI)

<b>Budget Summary</b>	
Revenue from FTES	\$ 65,450
Program Cost	\$ 54,800

Appendix 1: English Placement Chart:

# ENGLISH PLACEMENT CHART

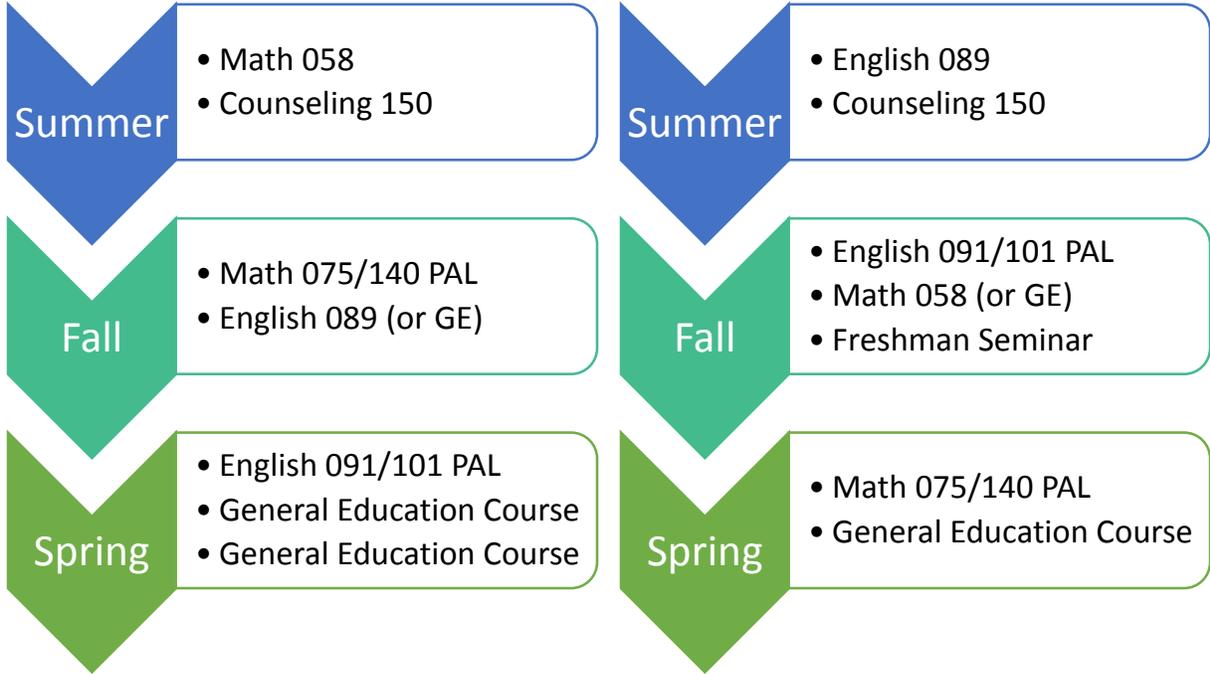


You may not need to take the English assessment test if you are **EAP Prepared/College ready**, have passed the **AP Literature or Language Exam**, or have taken **English classes at another college**. If you have questions please call the Assessment Center at 661-362-3457.

Rev 3.17.15



**Appendix 3: Sample first-year educational plans:**



#### Appendix 4: Remedial Math/English Success Rates

<b>Ethnicity</b>	<b>Remedial Math</b>	<b>Remedial English</b>
African-American	23.4%	30.9%
American Indian/ Alaskan Native	50.0%	60.0%
Asian	44.4%	64.3%
Filipino	46.6%	66.1%
Hispanic	36.1%	46.7%
Pacific Islander	33.3%	55.0%
White Non-Hispanic	41.7%	53.6%
<b>Cohort Total</b>	<b>38.9%</b>	<b>51.4%</b>

Percentage of credit students tracked for six years through 2014-15 who first enrolled in a course below transfer level in English and/or mathematics during 2009-10 and completed a college-level course in the same discipline.

Source: 2015 California Community Colleges Student Success Scorecard

## Appendix 5: Summer Bridge Flyer



# Summer Bridge

### Program Benefits

Students will...

- ♦ Earn up to 8 units of academic credit
  - ♦ Receive priority registration for fall and spring semester classes
  - ♦ Build a supportive peer network
  - ♦ Establish relationships with college faculty and staff
  - ♦ Become familiar with and utilize campus resources
  - ♦ Better understand academic expectations and college culture
  - ♦ Complete one Basic Skills class and one transferrable Counseling class
- FREE!!!**
- ♦ Free tuition and fees
  - ♦ Free daily lunch
  - ♦ Free \$100 fall book voucher



**Summer Bridge 2016 Begins  
June 13th through August 5th**

### Who is eligible?

All students who are attending college for the first time

Students must be planning on attending College of the Canyons in the fall, 2016 semester

### How to apply?

Complete the College of the Canyons enrollment process including the:

- ♦ Online Application
- ♦ Online Orientation
- ♦ Assessment Testing
- ♦ New Student Advisement Workshop

Complete the Summer Bridge application available at [www.canyons.edu/Offices/SummerBridge/](http://www.canyons.edu/Offices/SummerBridge/)

Deadline for Summer Bridge Program is **March 28, 2016**

Admitted students will be provided with information on how to enroll in Summer Bridge classes.

## College of the Canyons SUMMER BRIDGE 2016 APPLICATION



The Summer Bridge Program at College of the Canyons is an 8 week program consisting of 6 to 8 course units. Students who participate in this program will be able to accomplish greater academic success by establishing peer and staff relationships, familiarizing and using campus resources, and learning how to navigate their academic and college success.

Summer Bridge courses meet June 13 through August 5, 2016.

Please complete this form in black or blue ink. All information provided will be used to determine admission into the Summer Bridge Program at College of the Canyons. All information will be kept CONFIDENTIAL.

Completing and submitting this application indicates that, *If Selected*: I understand the requirements and I am able to commit to the entire 8-week Summer Bridge Program 2016.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Application Deadline: March 28, 2016**

# 1. Student Information

## PLEASE PRINT CLEARLY

First: \_\_\_\_\_ Middle: \_\_\_\_\_ Last: \_\_\_\_\_

Address: \_\_\_\_\_ Apt/Unit: \_\_\_\_\_

City: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Phone Number: (H) \_\_\_\_\_ (W) \_\_\_\_\_ (C) \_\_\_\_\_

E-mail: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

COC I.D. #: \_\_\_\_\_ Major: \_\_\_\_\_

## PLEASE ANSWER

1. Will you attend College of the Canyons in the fall semester?  **YES**  **NO**
  - a. If yes, have you applied to the college for the **summer 2016** semester?  
 **YES**  **NO**
  - b. What is your summer registration date? \_\_\_\_\_
2. Have you applied for Free Application for Federal Student Aid (FAFSA) for the following years?
  - a. 2015/2016:  **YES**  **NO** 2016/2017:  **YES**  **NO**
  - b. Check this box if you are not applying for financial aid or if you do not qualify:
3. Have you already taken the English and Math placement tests at College of the Canyons?  **YES**  **NO**
  - a. If yes, when did you take the test: \_\_\_\_\_
4. High School Attended: \_\_\_\_\_ Graduation Date: \_\_\_\_\_
5. Do you plan on working over the summer?  **YES**  **NO**
  - a. If yes, how many hours? \_\_\_\_\_

*For the following questions, you may answer on another sheet of paper if needed:*

How did you hear about the Summer Bridge Program at College of the Canyons?

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Why do you want to join the Summer Bridge Program at College of the Canyons?

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What are your educational, career, and personal goals at College of the Canyons?

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Please discuss your personal or academic strengths and challenges that you think you may face in college:

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What are your expectations and what do you hope to achieve by participating in the Summer Bridge Program?

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*I certify that the above information is true and complete to the best of my knowledge. If accepted, I am aware that I will need to attend an Orientation prior to the start of the Summer Bridge Program. I give the Summer Bridge Staff permission to obtain my Academic Record for verification.*

**Student Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## 2. Demographic Information

The demographic information below will be used to obtain grants to expand student services for the Summer Bridge Program.

1. Primary Language:             English       Spanish       Other: \_\_\_\_\_
2. Race / Ethnicity:             American Indian/Alaskan Native  
    Asian  
    White  
    Black/African American  
    Native Hawaiian/Pacific Islander  
    Hispanic/Latino  
    Other: \_\_\_\_\_
3. Gender:                         Male             Female       Prefer not to state
4. Are you a current/former Foster Youth? \_\_\_\_\_
5. Do you have any children? \_\_\_\_\_
6. High School GPA: \_\_\_\_\_
7. Family Household Income: \_\_\_\_\_  
    How many people live in your household? \_\_\_\_\_
8. Please check your parent/s or guardian/s highest level of education?  
    Mother:       Less than HS  Completed HS  Some College  AA/AS  
                          BA/BS or Higher  Unknown  
    Father:       Less than HS  Completed HS  Some College  AA/AS  
                          BA/BS or Higher  Unknown

# 9. Office Use Only

**PLACEMENT SCORES**

English: \_\_\_\_\_ Math: \_\_\_\_\_

**APPLICATION DECISION**

Application Accepted:     YES     NO

Application Number: \_\_\_\_\_    Date Received: \_\_\_\_\_

Application Reviewed by: \_\_\_\_\_

Cohort Placement:     English     Math

**Notes:**

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Signature: \_\_\_\_\_

Date Accepted: \_\_\_\_\_