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| |  |  |  |  | | --- | --- | --- | --- | | **Title:** | English Summer Bridge Project | | | | **Version:** | 1 | | | |  | | | | | **Institution:** | East Central College | **Status:** | Active | | **Submitted:** | 2013-03-26 | **Category:** | 1-Helping Students Learn | |
| Timeline |
| Planned project kickoff date: 2013-03-26  Target completion date: 2015-01-01  Actual completion date: |
| **Project Detail** |
| Project Goal Describe this Action Project's goal in 100 words or fewer |
| This action project will seek to develop a summer bridge program for incoming students who have been placed into East Central College’s Reading Comprehension and/or Introduction to Writing class.  Specifically, students whose scores on the Accuplacer test fall within the 60-80 range will be eligible to participate, with the goal of accelerating and re-placing those students in ECC’s Composition I course without their having to take developmental coursework. |
| Reasons For Project Describe briefly your institution's reasons for taking on this Action Project now -- why the project and its goals are high among your current priorities |
| This project is partly motivated by the recent success of ECC’s College Readiness Partnership AQIP Project, one component of which was the creation of a summer bridge program in mathematics.  Enrollment in developmental coursework is increasing nationwide, and many institutions are exploring the question of how to responsibly accelerate some of those students into college-level coursework.  The English summer bridge will provide a system for identifying the best candidates for acceleration and a means of transitioning them into Composition I. |
| Organizational Areas Affected List the organizational areas -- institutional departments, programs, divisions, or units -- most affected by or involved in this Action Project |
| The organizational areas most involved with and directly affected by this project will be The Learning Center and the English, Foreign Language, and Philosophy Division.  The English division houses the Reading Comprehension, Introduction to Writing, and Composition I courses, while The Learning Center provides ECC students with tutoring services and a support apparatus for those courses.  Advising will also be involved as the project evolves. |
| Key Organizational Process(es) Name and describe briefly the key organizational process(es) that you expect this Action Project to change or improve |
| This project will alter the placement process for entering students, allowing Learning Center and testing personnel as well as academic advisors to actively identify students whose scores fall into the eligibility range.  It could also impact curriculum design for Reading Comprehension and Introduction to Writing, as the summer bridge program will involve an assessment and combination of the most fundamental skills and activities involved in each.  Long-term, the successful completion of this project could result in changes to scheduling and registration, with the scheduling needs of the college being altered to reflect a great number of Composition I-ready students. |
| Project Time Frame Rationale Explain the rationale for the length of time planned for this Action Project (from kickoff to target completion) |
| The timeframe of roughly 18 months, from late Spring 2013 through the beginning of the Spring 2015 semester, will allow adequate time for the planning, execution, and revision of a new bridge program.  Before the end of the Spring 2013 semester, relevant baseline placement data will be pulled and an action project committee will be formed to advise ECC’s Coordinator of Developmental Studies on the creation of the bridge program itself.  The bridge program will be piloted with a group of eligible students during Summer 2013, in order for students who may complete the program and improve their placement to register for Composition I in the Fall.  During the 2013-2014 academic year, students in the pilot program will be tracked through their Composition I and Composition II coursework to allow for data comparisons with the overall student body and successful completers of the development English course sequence.  At the same time, the action project committee will consider revisions to the bridge program’s curriculum and adjustments to its administration and recruitment methods.  A revised version of the bridge program will be run during Summer 2014.  During Fall 2014, the committee will review data, report findings, and complete a long-term plan, if necessary, for a sustainable English bridge program.  After the accumulation of Fall 2014 data, the project will be retired in January, 2015. |
| Project Success Monitoring Describe how you plan to monitor how successfully your efforts on this Action Project are progressing |
| The committee will meet regularly throughout the academic year, providing an ongoing presence for the work of the project.  The Learning Center and in particular its Testing Specialist will be in frequent contact with the Coordinator of Developmental Studies to advise on placement numbers and recruiting efforts.  The Division Chair and representative faculty from English will collaborate with the Coordinator of Developmental Studies and the rest of the committee to ensure an appropriate level of difficulty and variety of learning outcomes within the bridge program’s curriculum. |
| Project Outcome Measures Describe the overall "outcome" measures or indicators that will tell you whether this Action Project has been a success or failure in achieving its goals |
| The success of this project will be dependent on a number of factors.  These will include successful completion rates in Composition I for students who improve their placements through the summer bridge programs in 2013 and 2014, as well as an increase in both the number of students who participate in the bridge program in 2014 versus 2013 and the percentage of students who improve their placements. |
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