

# Summer Bridge

Info, guidance and tips for faculty

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# Overview of Summer Bridge 2022

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**WHEN:** Class will run from July 6th-  
August 6th

## WHAT IS THE IDEA OF SUMMER BRIDGE?

- Designed as a transitional experience + academics
- Assists students in bridging the gap between high school and college expectations
- Assists students in overcoming potential educational gaps from virtual and hybrid learning

## WHAT THE PROGRAM CONSISTS OF

- Two classes
- Mandatory academic support
- Mandatory workshops
- Campus activities
- Nearly all residential
- No or low fees

## WHO IS ENROLLED IN SUMMER BRIDGE

- Any student who is interested
- Conditional admit students

# What does each day look like for students?

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY
<b>8:00 AM - 8:50 AM</b>	Breakfast	Breakfast	Breakfast	Breakfast
<b>9:00 AM - 12:45 PM</b>	Class A	Class B	Class A	Class B
<b>12:50 PM - 1:50 PM</b>	Lunch	Lunch	Lunch	Lunch
<b>2:00 PM - 3:30 PM</b>	Mandatory Supplemental Instruction	Mandatory Supplemental Instruction	Mandatory Supplemental Instruction	Mandatory Supplemental Instruction
<b>3:35 PM - 4:50 PM</b>	MSU 101 : Mandatory Wksp / Seminar / Peer Mentor Group Engagement	MSU 101 : Mandatory Wksp / Seminar / Peer Mentor Group Engagement	MSU 101 : Mandatory Wksp / Seminar / Peer Mentor Group Engagement	MSU 101 : Mandatory Wksp / Seminar / Peer Mentor Group Engagement
<b>5:00 PM - 6:00PM</b>	Dinner	Dinner	Dinner	Dinner
<b>6:05 PM - 6:55 PM</b>	Optional Study Hall	Optional Study Hall	Optional Study Hall	Optional Study Hall
<b>7:00 PM - 8:00 PM</b>	CSI Activities/ Events	CSI Activities - Social Night	CSI Activities/ Events	CSI Activities/ Events

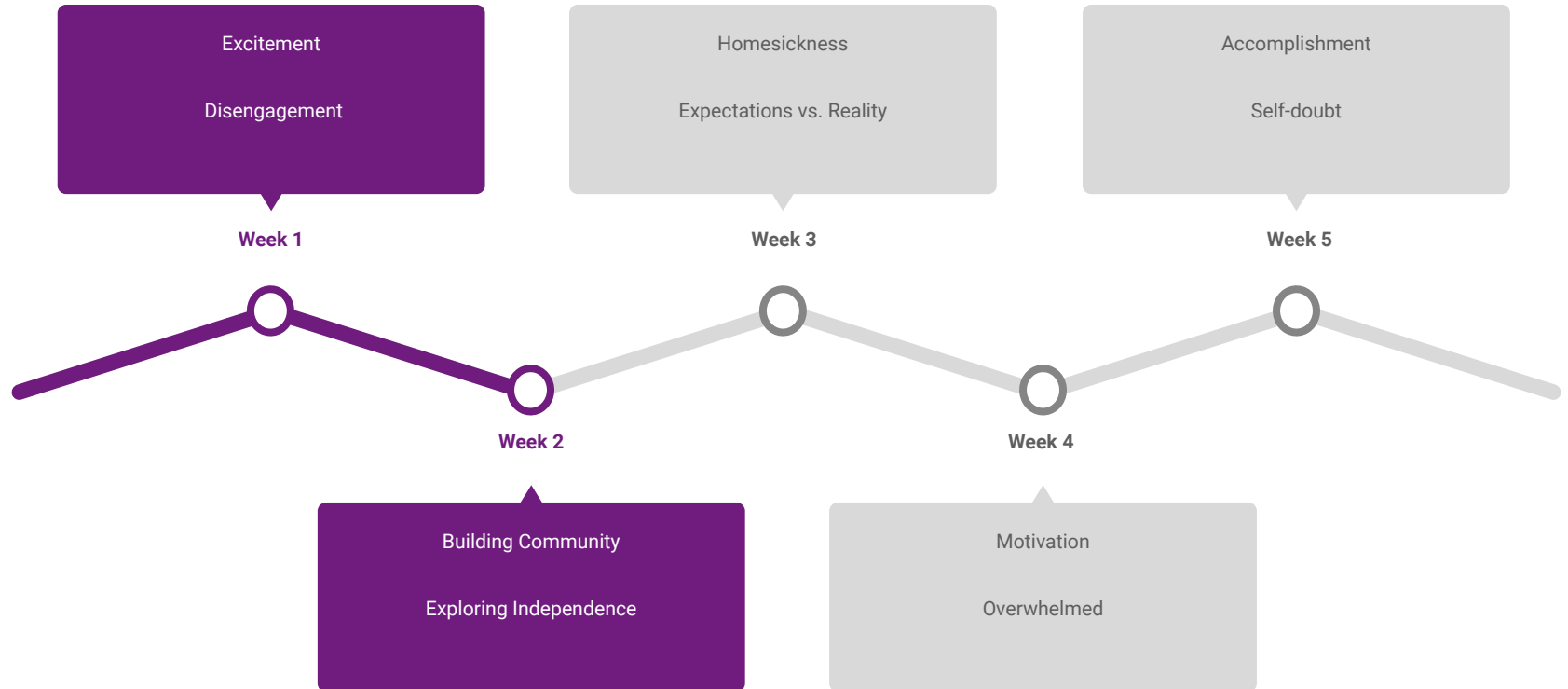
# Schedule exceptions

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- MATH 111- 2:00-3:30
  - lab for class and not Supplemental Instruction.
  - Supplemental Instruction leaders will be present for support.
- CSAM Students will attend New Student Seminar Tues/ Thurs 3:30-5:00
- Friday 7/8 will count as a Monday class day ( accounting for 4th of July)
- Friday 7/15 will count as a Tuesday class ( accounting for 7/5, student orientation day)

# Student development stages - 5 week course

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# Overview of the Summer Bridge support

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**Supplemental Instruction:** Embedded Academic Support/ Drop In Evening Tutoring

**Workshops:** Success Skill Development. Organized by school and other campus partners. Students can choose 2 a week to attend.

**Peer Mentor Groups** Monday afternoons, students will meet in smaller groups with mentors to discuss more focuses success topics.

## Navigate -

- Weekly Progress Reports are expected
  - Alert Reasons: Attendance Concern, At Risk of Failing, Missing Work, Tutoring Needed
- Navigate Training Dates: May 31th, June 16th

# Summer Bridge academic support

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## What will Supplemental Instruction (SI) Leaders assigned to my class do?

- Attend all class lectures
- Hold mandatory SI sessions from 2-3:30 on class days
- Hold optional drop-in tutoring from 6-7pm on class days
- Spend time planning, reviewing material, and communicating with Instructors

CSAM SI Leaders  
are referred to  
as TAs

# Who are the SI leaders?

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## Qualifications

- MSU undergrad, grad, recent grad, or prof. tutor
- Many are current CAST SI leaders, tutors, or worked for the SBP last summer
- Min. 3.0 GPA & successful in course
- Recommended by instructors

## Training

- Facilitation & engagement
- Communication & questioning strategies
- Problem-solving & critical thinking
- Study strategies & transitional skills
- Ethics & boundaries
- Leadership & mentorship
- Strategies to support students' transition from high school to college
  - Active and collaborative learning
  - Sense of belonging
  - Growth mindset
  - Self-efficacy



# Working with your SI leader

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## In-Class

- Introduce your SI leader Day 1 and allow them to talk about their role
- Incorporate SI leaders into activities, small group discussions, etc. so they can build rapport with students
- **Have your SI leader lead a problem-solving exercise or short activity so students see the SI leaders' knowledge**
- Remind students that SI sessions are a required part of the program

## Outside of Class

- Meet with SI to share course plans
- Give “TA access” in Canvas
  - to facilitate interaction, responding, engaging, nudging, etc
- Communicate regularly
- Take advantage of your SI as a potential back-channel for student needs – areas of confusion, etc.
- Define expectations

# Taking full advantage of the Summer Bridge perks

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## Students are on campus

- Out-of-class group work easier
- Visits to campus locations easier

## Students have an “engagement” curriculum

- Ask them about what they’ve done & learned (see previous slides), potentially integrate within your own curriculum as a tie in

## Students spend 2.5 hours a day with their supplemental instructors and in study hall

- Consider out-of-class work for which a study hall leader or peer could be helpful

# COVID considerations

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- <https://www.montclair.edu/redhawk-restart/>
- **Make a seating plan** and post on Canvas so students can consult it in the event contract tracing becomes necessary
- **Modality switching and flexibility on in-person (Zoom option)**
  - Students and circumstance will tempt you to switch and flex
  - **Advice: resist urge to do so**, and always consult with supervisor before making a change
- **[Academic Continuity Planning](#)** or, what to do when students are COVID absent?
  - One-on-one tutoring available for students who are out because of COVID (contact Tess for details).
  - Make a plan for how students can gain access to what you do in class
    - Zoom link for affected student(s) only
    - Share materials
    - Work asynchronously

# Set expectations for students

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## Students taking Summer Bridge courses are not far removed from (pandemic) high school

- The campus environment may be unfamiliar
- The compressed course may be unfamiliar
- Students may not understand that summer courses are “real courses” requiring engagement with instructors, peers, and content.
- Send out a pre-course survey to prime the pump with your expectations:
  - [sample pre-course Summer 2022 survey](#) into **Canvas Commons**. To access Canvas Commons, go to your Canvas page and scroll down the Navigation bar until you find the “C with arrow” icon. When you click the icon, the word “Commons” will appear and the page will open.



# Set expectations for yourself

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- Compressed schedule = less time for students for your course.
  - **To get a sense of pacing and available time, try dividing each class meeting into sections the length of a typical class** (in a 15 week semester). Don't dilute too much – essential building block courses
- **Student Learning Objectives** are the guide to all decisions about coverage
  - Use worksheet “[Write your syllabus right: Clear and directive.](#)”
  - Adjust content and assessments to meet objectives in the condensed time
  - Make decisions about your attentiveness expectations
  - Consider rigorous and detailed attendance policy

# Assignment design: Readings, papers, exams

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- Write clear assignments
  - ◆ Define purpose, task details and , criteria for success
- Use page limits/word counts for papers
- Break up papers into smaller chunks
- Break up large exams into multiple quizzes
  - ◆ Multiple choice quizzes when possible
- Use Discussions and/or Perusall to assign readings

# Assignment design: Class discussion

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## → Set up discussions to increase participation

- ◆ Use contestable questions vs. hw review
- ◆ Require students to ask each other questions
- ◆ Have students apply course content to their lives
- ◆ Create clear activities that link prompt to course content



## → Establish expectations of participation

**Use your SI leader to help you facilitate discussion and keep students on track**

# Attentiveness: Using long sessions

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- **Aim for a consistent approach that includes variety within the session**
  - Segment class into blocks with different modes or activities
  - Include “doing” activities in every class session
    - talking
    - writing collaboratively
    - writing individually
  - Build in a stretch, snack, or bathroom break, and let students know in advance
- **Avoid putting everything as a Canvas assignment** -- leads to overwhelmingly long lists and perception that the course is overloaded
- **Seek student input on activities** with a survey after the first week
- **Consider the workshop model**: small groups, with engagement from SI and prof.



# In sessions: Writing to learn

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- **As a practice, students write for 2-5 minutes at several points during class**
  - Then ask students to share: reading or summarizing
- **Types of writing**
  - **Pure freewriting:** focuses the mind for engagement
  - **Focused freewriting:** focuses the mind on a topic or idea.
  - **Responding to a open-ended prompt:** furthers thinking on a topic or idea
  - **Responding to a specific prompt:** promotes understanding of a topic or idea.
  - **Writing a summary:** prompts re-reading and aids recall
  - **What did I learn?** Short memo to self
  - **Identify the conflicts:** compare and contrast two readings/ideas.
- **How to assess?** Lightly – complete/incomplete, as part of attendance, etc.

# Save the Date - July 5th

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- Students will be attending their orientation
- Supplemental Instruction Leaders will complete their certification training.
- CAST is also offering a meet the faculty session to welcome your class paired staff into your Summer Bridge Staff before the first day of classes.
  - 7/5 2:00-4:00pm space to be determined

# Q & A

**Remember to be kind to yourself**

Office for Faculty Advancement website  
[www.montclair.edu/faculty-advancement](http://www.montclair.edu/faculty-advancement)

# Disciplinary Breakout Discussions

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- What experience do you have teaching in the Bridge Program or similar programs?
  - What strategies did you develop that worked well?
- What challenges do you anticipate teaching your course this summer?
- What success strategies do you think students should have? And how do you see yourself/your course cultivating these?