

## SPRING – Pre-Program

- Information Literacy
  - Website
  - Flyers/Handouts
  - Information Sheets
  - Actions Steps
  - Parent Guide
  - Contact Information
- Set admissions time table with Undergraduate Admissions
  - When to start reviewing applicants, determine admission dates
- Regular communication with admits and accepted students via clearly articulated emails
  - Action Steps, Next Steps, FAQs, Directions
- Utilize Learning Management System (i.e. Canvas community group)
  - Allow students to communicate with one another
  - Retrieve program information
  - Post calendar of important events
  - Get student feedback
- Register students for bridge courses prior to Orientation
  - Students select additional summer/fall courses at Orientation

## SUMMER – Program

- Restricted sections of courses
- Surround with specialized support (TAs, tutoring, Writing Center)
  - Restricted hours and services exclusively for summer bridge program students
- Require tutoring, supplemental instruction, student success skill workshops
  - Build requirements into course syllabus
  - Motivation workshop within first week of classes
- Required one-on-one meetings with academic advisor and academic retention coordinator
- Recruit top-level instructors
- Administrative support from Academic Affairs, President
  - Funding, Resources
- Connections with Student Affairs
  - Housing, Advising, Adaptive Services, Student Support Services, Orientation, Testing Center, etc.
- Connections with Other Divisions – Administrative Services, Academic Affairs
  - Admissions, Academic Achievement, Academic Departments, Advising
- Intensive, developmental, individualized advising

### Four Seasons of Best Practices Recommendations from FGCU's Step Ahead Program

## FALL – Post-Program

- Cohort students into classes
  - Both the following fall and spring semesters
- Maintain continuity with the same instructors from the summer for future program cohort class sections
- Intensive, developmental, individualized advising
- Provide additional services (workshops, etc.)
- Gather immediate feedback from students via survey
- Review student academic performance data
  - GPA, course grades, number of credits completed

## WINTER – Assessment & Evaluation

- Data analysis of student performance
  - Retention, GPA, grades, usage of services
- Regular meetings of summer program advisory committee
  - Representation from Admissions, Undergraduate Studies, Advising, Academic Departments, Center for Academic Achievement
- Determine effective changes to make for the next cohort of students based on student feedback
- Update website information for next incoming cohort
- Update documents and literature with new information for web posting

## **Our Top Ten Higher Education Influences and Changes** *(unranked)*

- 1) Financial Aid – More students receiving Florida Bright Futures (state scholarship) and are Pell Grant eligible**
- 2) Student Demographics – Higher population of minorities who are first generation in college (FGIC)**
- 3) Test Scores – Demands to meet a student profile (ACT/SAT, GPA)**
- 4) Undocumented Students – How to serve them**
- 5) Increases in the Gap – Students are falling through to community/state colleges; how are we partnering with other institutions?**
- 6) Expectation of a College Degree – More students are going to college**
- 7) Under Pressure – Students are experiencing greater pressure to obtain a degree within a certain time frame**
- 8) State/National Influences – Performance based funding matrix driving the institutional budget**
- 9) Legislative Changes – Remediation requirements changing at the State level; affects how students enroll and where**
- 10) Generational Influences – Generation Y and Z; old is new again**