



# Climate Change: Transforming a Summer Bridge Program with Student Support





# Program Overview

- ☄ Session outcomes
- ☄ Climate change indicators in Higher Education
- ☄ Research indicators
- ☄ Institutional approaches to change
- ☄ Best practices approaches to change
- ☄ Forecast for the future

# Presenter Introductions

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# Check - in

- \* How many of you direct a summer program?
- \* How many of you advise students in a summer program?
- \* How many of you support a summer bridge program?
- \* How many of you went through a summer program as an undergraduate student?
- \* Is your summer program grant-funded?
- \* Is your summer program an institutional initiative?





# Change Ahead

## LOCAL WEATHER REPORT

Your Local Weather

West Chester, PA 18960

28°C



Raining



Sunday

21°C  
24°C



Monday

16°C  
19°C



Tuesday

15°C  
17°C

## Key Questions:

- 🌐 How do we know Summer Bridge Programs work?
- 🌐 How do we promote college retention and completion rates?
- 🌐 How do we assess readiness?
- 🌐 How do you create campus buy-in?
- 🌐 What is needed to succeed (academically and socially)?
- 🌐 How do we clearly meet objectives?

New York 45°C

Los Angeles 35°C

Houston 12°C

Philadelphia 28°C

San Antonio 32°C

Jacksonville 45°C



# Higher Education Influences/Changes

## Top Ten

1. Financial Aid Constraints
2. Increase in Minority FGIC Students
3. Student Profile (ACT/SAT, GPA) Demands vs. Reality
4. Serving Undocumented Students
5. Increases in the Gap – Students Falling Through to CC's
6. The Expectation of a College Degree = More Students
7. Pressure for Time to Degree – Student Expectations
8. State/National Influences – Performance-Based Funding
9. State-Level Changes in Remediation Requirements
10. Generational Influences – **in loco parentis**



# What the Research Says

- \* Retention of Under-Represented or At-Risk Students
- \* Noteworthy Structural Features of Summer Bridge Programs
- \* Strongly Recommended Components of Summer Bridge Programs
- \* Evaluation/Assessment of Summer Bridge Programs
- \* Model Programs



# Institutional Background

## Florida Gulf Coast University Fort Myers, Florida aka “Dunk City”

- \* Opened its doors in 1997
- \* 13,429 UG, 1018 GR, 226 NDS
  - \* 77% of FTICs are full-time
- \* 46% from SWFL, 92% FL
- \* 7% Non-FL, 1.5% International
- \* Average ACT/SAT is 1570/23.1
- \* Average FTIC HS GPA is 3.68
- \* Service: >1.4 million hours
- \* Environment: 15-acre solar field, food forest, IDS 3920







# Our Program

## FGCU Step Ahead Program

- \* 100 students/350 summer FTICs
  - \* 25 = Writing (ENC 1130, 3 cr.)
  - \* 75 = Math (MAT 1033, 3 cr.)
- \* 6-week Summer B Term (Mid June to Late July)
- \* Minimum Academic Profile:
  - \* HS GPA > 3.00
  - \* Writing: 17, 420-430 **OR**
  - \* Math: 17-18, 420-430
- \* Required supplemental instruction or writing consultations, individualized academic coaching, student success workshops
- \* Option to take additional course to total six credits (Financial Aid)

# Step Ahead Student Profile: Over the Years

	2007 M	2008 M	2009 M	2010 M	2011 M	2012 M	2013 M	2014 M	2014 W
Size	19	20	47	62	75	72	52	68	19
Diversity	63%	40%	34%	39%	50%	46%	52%	34%	32%
HS GPA	3.09	3.12	3.33	3.24	3.22	3.28	3.29	3.53	3.58
ACT	16.9	16.9	17	16.96	16.95	17.19	17.12	17.30	16.14
SAT	410	392	404	406	410	408	402	416	402
Success	68.4%	75%	89.4%	87.1%	80%	84.7%	80.8%	95.6%	100%
Cum GPA	3.12	3.05	3.12	3.08	2.82	2.96	2.84	2.58	2.52
Grad Rate	44.5%	53%	52.4%	32.14%	1.6%	--	--	--	--
Persist	52.6%	58.8%	61.9%	67.3%	76.8%	60.7%	88.1%	82.4%	94.7%

# Academic Support

## Program Requirements

### MAT 1033 – Intermediate Algebra

- \* Complete Individual Academic Plan
- \* One Academic Coaching Appointment
- \* Motivation Workshop
- \* Three Student Success Workshops
- \* Six Supplemental Instruction Sessions

### ENC 1130 – Improving College Writing

- \* Complete Individual Academic Plan
- \* One Academic Coaching Appointment
- \* Motivation Workshop
- \* Three Student Success Workshops
- \* Three Writing Consultations

96% of Step Ahead students met the minimum program requirements



# Adapting to Change

- \* Creation of Step Ahead advisory committee (2009)
- \* Offered instructional support resources (2009)
- \* Began requiring instructional support, meetings, workshops (2009)
- \* Cohort students into courses through first year (2010)
- \* Added Motivation Workshop to summer requirements (2013)
- \* Provided academic support in first-year residence halls (South Village) (2013)
- \* Removal of conditional admission requirement to fully admit for fall (2014)
- \* Upgraded the courses taught (MA 101 → MAT 1033) (2014)
- \* Addition of Writing cohort (aligned with QEP) (2014)
- \* Offered supplemental instruction for Step Ahead section of MAC 1105 College Algebra in the fall (2014)

# The Future of Step Ahead

## **2015:**

- \* Creating and requiring the Step Ahead Mentor Program (summer and fall)
- \* Requiring academic support in the fall semester
- \* Requiring academic advising sessions (summer and fall)
- \* Integrating points in the students' grades for academic support requirements

## **Beyond:**

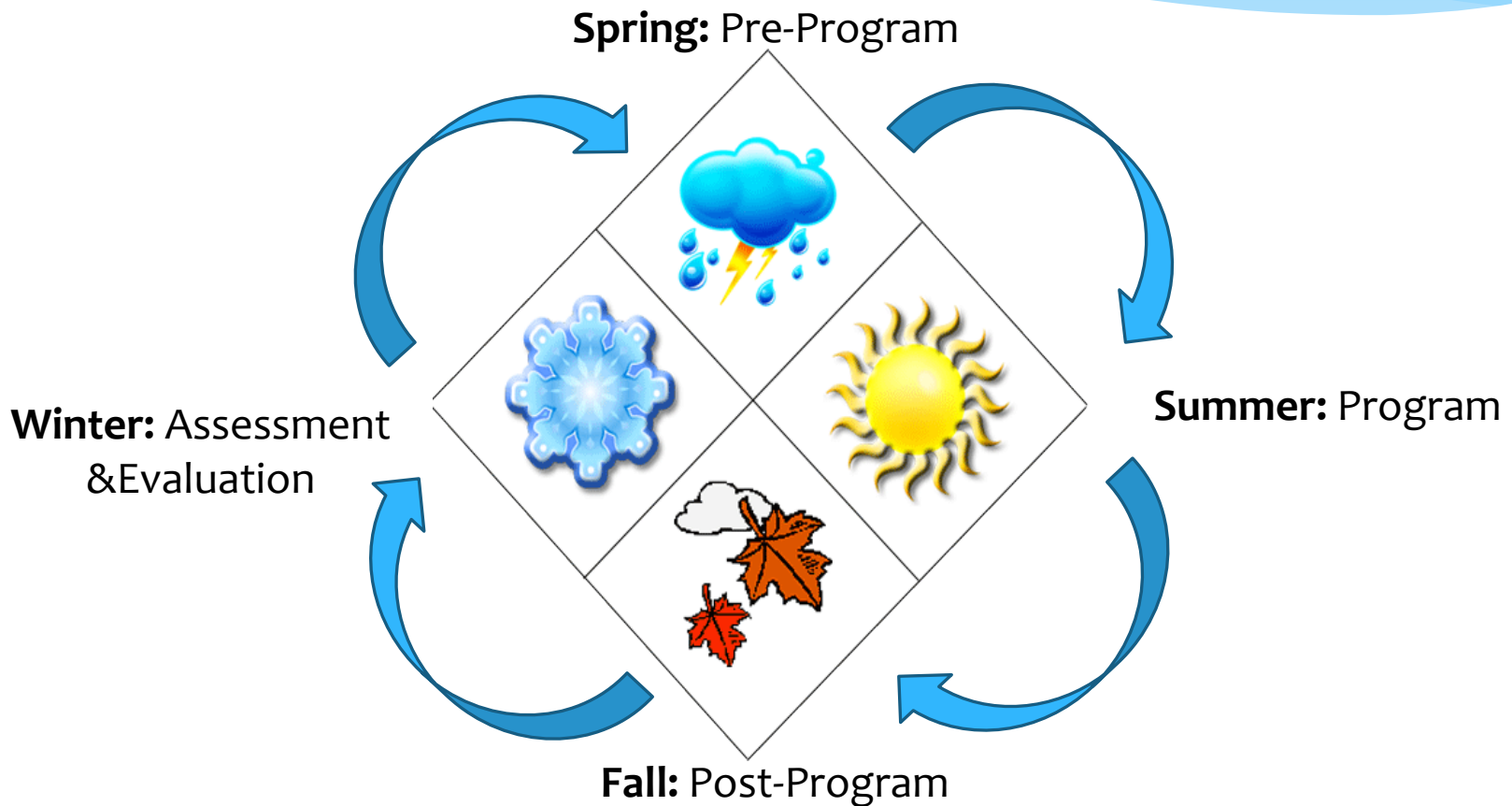
- \* Expanding to additional cohorts (more Writing, Reading, etc.)
- \* Increasing the academic profile of students admitted to the Program (just above remediation level)
- \* Expanding to other disciplines (i.e. Engineering, Biology, Health Professions, etc.) as gateways for their Programs



How Do You  
Stay Afloat?

# Best Practices

## Four Seasons of Success



# Program Wrap-Up

## Review of Program Goals

- ☁️ Climate change indicators in Higher Education
- ☁️ Research indicators
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- ☁️ Best practices approaches to change
- ☁️ Forecast for the future





# Any Questions? Feel Free to Contact Us!



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