

## Primary Drivers

### Academic Readiness Program

- Primary Driver: Students succeed academically
  - Holding sessions to prepare students for studying for college classes and tips for staying strong academically throughout their undergraduate careers.
- Secondary Driver: Institutional teams work with campus services to improve student use of tutoring, study groups, and faculty office hours among First2 students
  - Fostered by introducing students to the LEAD center for tutoring, familiarizing them with campus through touring and the scavenger hunt, and networking with faculty

## Data

Our team noticed the following trends:

- First-gen students had 60.6% higher odds of developing a more dedicated career plan (compared to 31% lower odds before the program)
- First-gen students had 50% higher odds of feeling confident in their math/science self-efficacy skills following the program (22% lower odds before the program)
- First-gen students had 6.56% higher odds of feeling like they had better study skills following the program (23.23% before the program)
- First-gen students had 174.53% higher odds of knowing about campus resource following the program (55.26% beforehand)

Compare this to some of the results from the survey:

- I feel that I belong in my campus STEM community
  - Pre Mean: 3.95, Post Mean: 4.26
- I'm confident I can understand the basic concepts taught in mathematics and science classes
  - Pre Mean: 4.23, Post Mean: 4.11
- I'm knowledgeable on the available resources on my campus to help students succeed
  - Pre Mean: 3.27, Post Mean: 4.47
- I'm knowledgeable about effective study skills that can lead to academic success
  - Pre Mean: 3.18, Post Mean: 4.26

## Discussion

The most significant result of the program was that students improved in their familiarity of accessible campus resources to aid in student success.

Additionally, improvement among the results regarding career plans, knowledge of study skills, and math and science confidence was also evident, particularly for first-gen students.

Students also reported feeling comfortable around faculty and First2 institutional team members, and more comfortable in their campus community.

## Summary

The First2 institutional team at Fairmont State led a third iteration of the Immersive Bridge Program for incoming freshmen pursuing a STEM degree. This year, the program allowed for more participants (up to 50) and also allowed art and design students to participate as they're a part of the College of Science and Technology as well. Students completed a pre-program survey at the beginning of the program. Then following a week of introducing campus resources and the campus itself, providing networking opportunities for students, and also fostering an environment of community through fun activities, the students were again prompted to complete a survey detailing how they felt following the program. Students also discussed important skills such as time management and how to study for college classes so that they could start the semester strongly.

## Pictures



## Key Program Elements

- Discussing topics including studying for classes efficiently and time management
- On-campus scavenger hunt
- Sessions to introduce students to campus and campus resources
- Faculty Networking event to introduce students to SciTech faculty
- Meals with faculty
- Evening social activities such as mini-golf
- Bridge program participants were placed in the same freshman seminar class

## Data

First-gen

- All participants: 19/26 (73%)
- Survey participants: 15/22 (68%)

Place Status

- All participants: Rural - 19/26 (73%), Town - 6/26 (23%), City - 1/26 (4%)
- Survey participants: Rural - 14/22 (61%), Town - 6/22 (27%), City - 2/22 (9%)

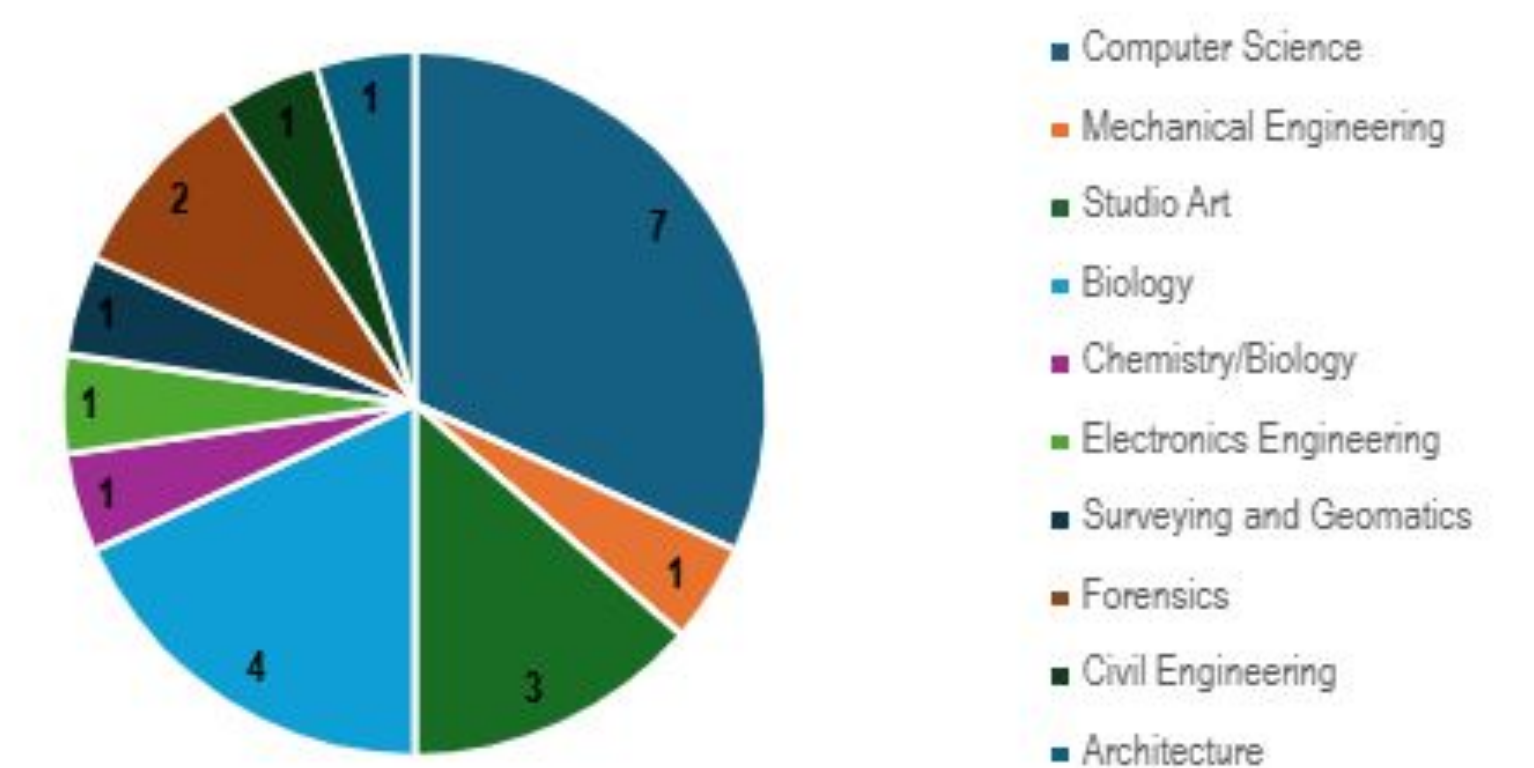
Pell-eligible

- All participants: Pell-eligible - 17/26 (65%), Non-eligible - 4/26 (15%), Unknown - 5/26 (19%)
- Survey participants: Pell-eligible - 14/22 (64%), Non-eligible - 4/22 (15%), Unknown - 4/22 (15%)

Effectiveness of program (post-survey): Did students find the program effective?

- Extremely effective: 4/18 (22%)
- Very effective: 11/18 (61%)
- Somewhat effective 3/18 (17%)

Majors of Survey Participants



## Tips for Others

**tips and tricks (same as from past years!):**

- Use creative and diverse recruitment methods
  - On-campus orientation, recruiting events, e-mail, and mail
- Don't overwork the students
  - Include time for students to decompress and socialize organically
- Involve as many faculty/staff as possible!
- Take some time to know the students more personally!

## Future Plans

We plan to iterate the Bridge Program again this upcoming Fall semester. We will cap admission at 20 students to allow for greater attention and support for each student. The same schedule of events will be used and we will coordinate the program with another student-supporting program that will be holding a bridge program simultaneously.