# **MAYMESTER** 2022

Maymester launched on May 13 with 20 first-year students. During the three-week program, students had the opportunity to retake a Math or Composition class. Maymester utilized a credit-recovery model to elevate the potential of students who faced complex personal, financial, and academic challenges during their first year of college. Rigorous academics were paired with skill-building workshops, dedicated mentor support, and engaging community-building activities. Maymester set a strong foundation for academic innovation — courses were redesigned to better address student motivation and success and all internal costs (tuition, fees, and housing) were waived. This made Maymester a free program for students, easing financial barriers to entry.

90%

of students reported they are more likely to continue with their degree path because of Maymester\*\*

100%

of students would recommend
Maymester to a friend\*\*

## Maymester supports students in key gateway courses.

According to an intake survey, although participants face significant academic challenges, most have never worked with an Academic Success Coach, and only 52% had visited the Peer Education Center for tutoring support. An important component of Maymester's design included targeted academic support, asset-based mentorship, and connections to FLC's supportive network of faculty, peers and staff.

### Maymester supports students in key gateway courses.

Composition and Mathematics courses are important markers of academic success at FLC. Students who do not pass (earn a D or F) or who withdraw from these courses do not continue at FLC. For students who took these courses in Fall 2021:

#### **MATH 112**

- 47% of students received a DFW
- 36% of DFW students did not return next spring
- 73% did not return next fall

#### **COMP 150**

- 32% of students received a DFW
- 30% of DFW students did not return next spring
- 70% did not return next fall



I really like this program because it gets you motivated to be a college student and do things you usually don't do. I appreciated you guys so much with helping us and making this semester so memorable.

of students passed MATH or COMP

students enrolled for Fall 2022\*

52,751 total cost per student

faculty members

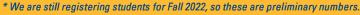
peer educators

84% students of color

68% Native American students

#### For more information:

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<sup>\*\*</sup>Based on an exit survey, which was only taken by some Maymester students.



# PRELIMINARY DATA/FEEDBACK ON AUGUST PROGRAMMING Summer Bridge and Jump Start for entering First-Year students

#### **Summer Bridge:**

26 students enrolled in Comp 150/100 or Math 112/101

All students earned passing grades except for 3 (2 math, 1 comp)= 88% pass rate

All students had on-campus jobs during the program, and over half are continuing in those positions this fall. From our end-of-program evaluation survey:

- 100% agree/strongly agree that the program helped them feel prepared to transition to college at FLC
- 100% agree/strongly agree that they made connections to their peers and other members of the FLC community
- 100% agree/strongly agree that they learned about and can access support systems (academic/social/wellbeing/mental health) at FLC
- 93% feel they belong in the FLC community
- The financial literacy workshop was the most beneficial, followed by metacognitive skills
- What did you expect from this program before you arrived? Were your expectations met?
  - o "I expected class, but I also made great memories"
  - "I thought that the program was going to be really intense and hard, but it really wasn't when you
    have the right support."
  - o "I expected a crash course of what college would be like. Expectations were met."
  - "I expected to make friends and get to know the campus a lot more. My expectations were met right when I entered because I made many friends and got to see where everything is location on campus."
- Describe one thing you learned from your math/comp course:
  - o "The most impactful thing I learned is understanding that every day you would have something to do and that you shouldn't get behind. This means you need to write down your 'To do lists'."
  - "The most impactful thing I learned was how to work with others and learning to being open to let others give me feedback. It was very helpful to get feedback and criticism. I will use what I learn to better my future assignments."

### JumpStart:

42 participating students

From our end-of-program evaluation survey:

- 96% agree/strongly agree that they learned about and can access support systems (academic/social/wellbeing/mental health) at FLC
- 90% agree/strongly agree that they made connections to their peers and other members of the FLC community
- 86% agree/strongly agree that the program helped them feel prepared to transition to college at FLC
- 94% feel they belong in the FLC community
- 100% agree/strongly agree that Peer Educators supported their success in the classroom
- 96% agree/strongly agree that Peer Educators supported their overall wellbeing and transition to first year of college
- Feedback about Peer Educators:
  - o "They were always there for support, ready to answer questions and guide me to something that is more understandable"
  - "I think the peer educators were very a very strong support system; interacting with older students made me feel more welcome. They also helped me become more comfortable with asking for help and feedback."
  - They made learning fun, they were outgoing and made me feel involved. Getting feedback from them was the best cause it fed my ego. They were very helpful.
  - They were always willing to answer question about academic and life problems which helped me feel more comfortable here.