

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. ”

85% of students passed MATH or COMP

19 students enrolled for Fall 2022*

\$2,751 total cost per student

3 faculty members **3** peer educators

84% students of color

68% Native American students

For more information:

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* We are still registering students for Fall 2022, so these are preliminary numbers.
**Based on an exit survey, which was only taken by some Maymester students.



FORT LEWIS COLLEGE®
ACADEMIC AFFAIRS

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?
 - "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."
 - "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:
 - "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:
 - "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.