

## **Admissions and Re-admissions Committee recommendations for Bridges (a.k.a. Fall Fusion 2.0)**

The committee is generally supportive of a three-year pilot program to redesign the Fall Fusion program, with 30 students participating each year, and has some recommendations.

### **RECOMMENDATIONS**

- Try to look at a range of programs at peer institutions that have been more successful and identify strategies that could work at SU
- Utilize the CSA Graduate Assistant in a more systematic way, especially in terms of designing and leading at 2-week academic orientation (such as several academics-focused seminars in the week before classes start and the first week of classes)
- Disseminate assessment data from the first Fall Fusion to relevant Senate Committee members in case faculty can find something significant in the data
- Look to Blackwell Library, especially consider developing a library liaison (or tasking the CSA GA to liaise with the library)
- Identify courses with common syllabi (e.g. PSYC 101) and common finals (MATH 155) and try to get Wor-Wic to teach from these syllabi or towards these finals
- Rather than relying on Wor-Wic to follow our syllabi or curriculum, another model of interface would be to disseminate performance targets (such as number of hours per week and number of pages read per week) common to SU classes, or groups of classes. This would emphasize what work level will be expected of the student, rather than getting caught up in harmonizing syllabi. Setting clear expectations for the additional performance requirements should be an “up front” priority.
- Identify strategies for preparing students for the “4<sup>th</sup> Credit” which often involves independent work and strong academic skills. If a 3 credit version of a class is taught at Wor-Wic we could suggest optional weekly “4<sup>th</sup> Credit” activities that would be of the sort an SU class would assign.

We also had the following questions:

1. How does this program relate to the general Wor-Wic transfer population?  
Is there any need for the design of this program to be cognizant of developing standards for the broader transfer population?
2. How are students to be identified (who will participate in the program)?
3. Is there a credit cap for the fall semester? 12? 15?