**PROPOSAL FOR REALIGNMENT**  
Dual Enrollment, Early Admission, and Collegiate High School  
**REQUESTOR:** Enrollment Retention Management Council

**Recommendation**

A. Realign DE/EA/CHS under one office.

B. Regular EA program be discontinued and all EA students are CHS EA students.

C. Additional resources and support are provided to the CHS to accommodate additional students and to allow CHS to grow by an additional 40 students per year for the next 5 years. Initially, the program will require one FTE (Coordinator level), one FTE (administrative support) and one GA.

D. Allocate Scholarships and tuition waivers to these students to encourage them to remain at FGCU after high school graduation.

E. Cap Dual Enrollment per semester.

F. Collegiate High School early admission program name change - *Accelerated Collegiate Enrollment program - ACE Program*"

**Background**

Florida Gulf Coast University offers various opportunities to high school students in the five county surrounding area (Hendry, Glades, Collier, Lee and Charlotte county) allowing them to simultaneously earn college credit toward their post secondary education while completing their secondary education. Accelerated mechanisms at FGCU include, but are not limited to dual enrollment, early admission and Collegiate High School early admission. Currently, these accelerated mechanism programs are maintained and delivered from both Student Affairs (*New Student Programs*) and Academic Affairs (*Office of Curriculum and Instruction*).
Dual enrollment, early admission, and Collegiate High School early admission provide unique and wonderful opportunities for secondary students to enroll in postsecondary institution courses that are creditable toward the high school diploma and the associate or baccalaureate degree. Dual-enrolled students are part-time college students taking less than 12 credit hours per semester at FGCU. Dual-enrolled students continue to take classes at their high school while also enrolled and taking University classes. Early admission is a form of dual enrollment allowing secondary students to enroll in full-time university courses. Early-admission students are exempt from the payment of registration, tuition, and laboratory fees. Collegiate High School early admission is also an early admission program with additional specific and unique programming which directly supports this unique early credit student. These students are very closely monitored and take between 12-15 credits a semester. They may also take advantage of summer sessions. The CHS early admission students are allowed to take part in every aspect of FGCU student life except for living on campus or playing NCAA sports.

**Concerns**

Last fall the office of Undergraduate Admissions facilitated joint discussions with New Student Programs, Collegiate High School and the Dean of students for the purpose of examining these programs and dealing with any pending issues.

Dual-enrolled, early admission and Collegiate High School students to varying degrees, depend upon their high schools as well as the University for co-curricular programming, academic counseling, and developmental needs. These early credit students are unique and thus the demands on University staff are unique and often time intensive. While dual enrolled students make unique demands on the university, in particular the advising staff, the pros of having the region’s “best and brightest” students far outweigh the cons. Not only are these
students from our local community able to fully utilize their junior and senior years of high school, but FGCU also benefits from having these talented student a part of its student body.

As mentioned, dual enrolled and non-CHS early admit students at FGCU are managed by New Student Programs in Student Affairs and the Collegiate High School early admit program is managed by Office of Curriculum and Instruction in Academic Affairs. This current semester, there is approximately 60 DE/EA students and 50 within the CHS. With the emphasis being placed on accelerated credit within the high school, it is anticipated the future demand for these programs will intensify.

New Student Programs resources are limited and stretched to a current level which makes handling the early credit population at the level necessary difficult. New Student Programs currently advises approximately 2,200 first-time-in-college (FTIC) students and additional 300-400 residual advisees (students not meeting the academic criteria to be transitioned to the college that houses their major). This student population requires a great deal of attention by the FYA staff, to ensure that high school guidance counselors, parents, and students understand the program policies, university guidelines, and have the necessary information to succeed in the program. Additionally, there has been confusion at times from our local schools as to which office is handling their students. Retention of these students is of prime concern; history has shown there have been a more hands on approach by the CHS program that has yielded better results.

**Summation of Request**

New Student Programs currently struggles to achieve its primary mission in serving FTIC students; as their resources are stretched thin as they must be also be devoted to the DE/EA population. The Collegiate High School early admission program has demonstrated five years of
student and thus program success. The average GPA for first semester CHS students has been consistently maintained between 3.6 and 3.7. All students entering the university qualify for Florida Bright Futures and continue to qualify after the first semester. The CHS program has invested the last 6 academic years toward specifically working with and understanding this unique early credit population. The CHS program has been designed for this population and therefore, the ERMC request serious consideration, deliberation and ultimately approval is given to the request for realignment of the current FGCU dual enrollment, early admission and Collegiate High School to one comprehensive Accelerated Collegiate Enrollment program; this will ultimately better serve the entire first-year student population as resources are more systematically and appropriately utilized.