Background
In 2016 IUSM Faculty Steering Committee tasked the Ad-hoc Student Success Committee to explore medical student success and factors that impact academic success at Indiana University School of Medicine (IUSM). The committee identified that the most important early predictor of success, at IUSM, was student performance in the first year and they went further to make recommendations. Among the five recommendations made was, adopting a Head Start Summer Prep Session which led to the pilot of a Pre-Matriculation program in July 2019.

A one-week pre-matriculation program was piloted for newly admitted first year students and the impact of the program on student success in the first semester was assessed. The program sought to take a broader approach by seeking to expose students to what to expect in first year medical school courses; instilling good study habits, beginning the development of social networks, while at the same time making recommendations. Among the five recommendations made was, adopting a Head Start Summer Prep Session which led to the pilot of a Pre-Matriculation program in July 2019.

Materials & Methods
The week’s activities included lectures covering first semester course by faculty, study skills, time management, introduction to student success resources and wellness activities.

Data Collection
Comparative analysis of two similar surveys administered to participants at the end of one week of participation in the program and at the end of first semester at IUSM, to determine the extent to which the goals of the program were met.

Results
Results from the comparative analysis at the end of first semester reflected that:
- 95% of Participants in the Pre-Matriculation program passed in first semester
- 93% of participants feel connected to IUSM community
- 94% of participants were able to establish a meaningful connection with a peer
- 79% of participants were able to establish a meaningful relationship with a Faculty member/Dean
- Students’ ability to establish effective study habits by the end of the semester decreased from 84.4% to 76.4%
- Students’ ability to outline the preparation needed for tests and exams by the end of the semester decreased from 81.56% to 74.47%

Feedback from students:
- I was terrified before this program, I did not know what to expect or how medical school would work and now I feel like an “expert.”
- One big thing for me is knowing what is coming next, so I am glad we got a preview of material/academic timeline. I also was glad that we got to know a lot of the resources on campus.
- The most valuable part was probably meeting with older students and learning about how they struggled and succeeded and what kind of resources/study habits they utilized.
- The time management piece
- I belong here. IUSM did not make a mistake in picking me
- Knowledge of the many resources tutoring, counselling, career advising, student workflow/study routine. Histology lecture by Dr. Vargo was fantastic.

Lessons Learned
- Interaction with peers was highly valued
- Connecting with peers allowed participants to settle easier into IUSM
- Academic content needed to be more rigorous
- Intentional sessions on Study strategies; Time Management were of great value
- Lunch time with various groups at IUSM took away time for bonding with peers
- 8:00 a.m. – 5:00 p.m. daily was tasking
- Other activities such as knowing Indianapolis will add value to the week

References
- Ara Tekian & Laura Hruska (2004) A review of medical school records to investigate the effectiveness of enrichment Programs for “At Risk” students. Teaching and learning in Medicine, 16:1,28-33

Developing A Pilot Pre-Matriculation Program: Lessons Learned.
Iyabode O. Okoro, Ed.D., Alexander Chong, MS2, Andrea Gonzalez, MS2, Anna Feliciano, MS1, Faisal Shariff, MS1