

**Summer Bridge Program
Qualitative Report
(2007-2009)**

University College Assessment
Indiana University Purdue University, Indianapolis (IUPUI)

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Table of Contents

Page

- (3) Introduction, Sample, Method
- (4) Results

Highlights Sections

- (4) Comparison Highlights: 2007-2009 Summer Bridge Program
- (6) 2009 Highlights
- (7) 2008 Highlights
- (8) 2007 Highlights

Tables

2009 Summer Bridge Program

- (9) Table 1: Most Valuable Aspects
- (11) Table 2: Least Valuable Aspects
- (13) Table 3: Suggestions for Improvement

2008 Summer Bridge Program

- (15) Table 4: Most Valuable Aspects
- (17) Table 5: Least Valuable Aspects
- (19) Table 6: Suggestions for Improvement

2007 Summer Bridge Program

- (20) Table 7: Most Valuable Aspects
- (22) Table 8: Least Valuable Aspects
- (24) Table 9: Suggestions for Improvement

Introduction

The IUPUI Summer Bridge Program is a program designed for incoming freshmen held in August before fall classes begin. Students are divided into groups of 25 based on their interest in pursuing a particular major or in exploring various major options. Bridge participants establish networks for success with faculty, advisors, student mentors, and librarians; make friends with other freshmen; learn to handle college-level expectations for reading and writing; receive individualized support for math; begin connecting with a school and major; become acquainted with the campus; and gain experience in using instructional technology” (bridge.uc.iupui.edu). The goal of this assessment report is to identify student participants’ opinions and perceptions of the Summer Bridge Program from 2007-2009 through examining open-ended questionnaire responses.

Sample

During the summer of 2009, 395 students participated in the Summer Bridge Program. A total of 436 students participated in the program during 2008 and 368 students participated in 2007. Students were asked to voluntarily complete an end-of-course questionnaire at the conclusion of the program. The questionnaire consisted of items that were both quantitative and qualitative in design. Three open-ended questions were included in the questionnaire in an effort to further gather students’ perceptions and opinions of the program. The number of student responses varied depending on the cohort year and question asked.

<u>Questions</u>	<u>Student Responses by Year</u>		
	2009	2007	2008
1.) Please describe what you found <u>most</u> valuable about the Sumer Bridge Program	<u>340</u>	<u>404</u>	<u>311</u>
2.) Please describe what you found <u>least</u> valuable about the Summer Bridge program	<u>308</u>	<u>363</u>	<u>284</u>
3.) What specific suggestions do you have for improving the Summer Bridge program?	<u>269</u>	<u>328</u>	<u>262</u>

Method

Questionnaire data was first uploaded into ATLAS-TI; a software program that assists in the management and analysis of qualitative data. A *coding* process was then employed as the primary means of examination. Through an *open coding* process student responses were arranged into specific topical theme categories. The topical theme categories allowed for individual student perceptions of the Summer Bridge program to be considered collectively. Theme categories were considered to be “emerged or notable” if 5% or more of students responded in a similar manner. While this method of analysis essentially quantifies student comments, it does allow for the students’ key perceptions and feelings about the program to be identified. Many of the comments are concise statements and may not fully reflect the entirety of students’ opinions.

In a number of instances a singular student comment addressed more than one thematic category. The concept of *Co-Occurrence* best explains this phenomenon. For example, a singular student response could address the topical theme categories of “Meeting New People and Forming Friendships” and “Group “Activities and Discussions”, simultaneously. In these instances student comments were considered in

multiple analyses, areas of discussion, and accompanied tables. It is important that the entirety of a student's response is considered. Listed below are the total number of individual student responses and the average number of codes assigned to those comments.

Total Individual Student Comments (2007-2009):	<u>2101</u>
Total Codes Assigned:	<u>4085</u>
Average Number of Codes Assigned to Individual Student Comments:	<u>1.94</u>

Results

Through the examination of open-ended response feedback a wide variety of students' perceptions of the Summer Bridge program were obtained. These perceptions included students' opinions about the most and least valuable aspects of the program, as well as suggestions of improvement. First, a *Comparison Highlights* section is included; describing common reoccurring trends of student responses across program years (2007-2009). Next, *Highlights* sections specific to each program year are provided. Finally, tables are included that detail student responses to questionnaire questions by program year. These tables examine each question individually and include numerous examples of actual student comments. It is our hope that this method of result presentation will aide Summer Bridge instructional teams and administrators in gaining a further understanding of the program by identifying both areas of achievement and those that may benefit from improvement.

Comparison Highlights: 2007-2009 Summer Bridge Program Specific Thematic Codes are in Quotations (“---“)

Most Valuable Aspects of the Summer Bridge Program (2007-2009)

- “Meeting New People and Forming Friendships” was the most common response provided across Summer Bridge cohorts when students were asked for their opinions of most valuable program aspects. It ranked as the #1 most frequent response given by the 2009 cohort (39%), 2008 cohort (41%), and 2007 cohort (41%).
- Student participants across all cohorts indicated “Campus Navigation (Tours)” as a most valuable Summer Bridge Program aspect. It ranked as the #2 most frequent response provided by the 2009 cohort (32%), 2008 cohort (29%), and 2007 cohort (34%).
- “Gaining a Greater General Understanding for IUPUI” was the #3 most common response provided across Summer Bridge cohorts when students were prompted to identify most valuable program aspects. It ranked as the #3 most frequent response given by the 2009 cohort (23%), 2008 cohort (16%), and 2007 cohort (16%).
- “College Transition Assistance” and “Faculty, Staff, Mentor Interaction and Support” were also common responses across Summer Bridge cohorts in describing most valuable program aspects:
 - “College Transition Assistance” ranked as the #4 most common response for the 2009 cohort (18%) and 2008 cohort (16%). It was the #5 most frequent response given by student participants in the 2007 cohort (12%)

- “Faculty, Staff, Mentor Interaction and Support” ranked as the #5 most frequent response for the 2009 cohort (12%) and the 2008 cohort (11%) and as the #4 most frequent response for the 2007 cohort (14%).

Least Valuable Aspects of the Summer Bridge Program (2007-2009)

- Students often responded “N/A, None, Nothing” when prompted to describe the least valuable components of the Summer Bridge Program. It ranked as the #1 response for the 2009 cohort (19%), 2008 cohort (25%), and 2007 cohort (18%).
- In 2009 student questionnaire participants (14%) indicated that “Mathematics Component” was the #2 least valuable program aspect. “Mathematics Component” was the #7 most common response for the 2008 cohort (6%) and the #6 most frequent response for the 2007 cohort (9%).
- “University Library Component” was the #3 most referenced least valuable program aspect by the 2009 Summer Bridge cohort (12%). It was the #8 most frequent response given by the 2008 (6%) and 2007 (8%) cohorts.

Suggestions for Improving the Summer Bridge Program (2007-2009)

- “N/A, None, Nothing” was the #1 most common suggestion indicated for Summer Bridge Program improvement given by the 2008 (28%) and 2007 (20%) cohorts. It was the #2 most common suggestion for improvement provided by the 2009 cohort (21%).
- “Less Time Commitment and Restraints” was the #1 most common suggestion for Summer Bridge Program improvement provided by the 2009 cohort (27%). It was the #2 most frequent suggestion given by the 2008 cohort (15%) and 2007 cohort (14%).
- “More Group Activities and Discussions” was the #3 most common suggestion for improvement given by the 2009 cohort (10%) and 2007 cohort (12%). It was the #4 most frequent suggestion for improvement provided by the 2008 cohort (7%).
- “More Social Time and Interactions with Other Bridge Groups” was the #4 most frequent suggestion for improvement provided by the 2009 cohort (8%) and 2007 cohort (9%). It was the #3 most common suggestion given by the 2008 cohort (12%). *Note: the suggestion of “More Social Time and Interactions” was coded specifically in regards to *Other Bridge Groups* for the 2009 program year.

Highlights: 2009 Summer Bridge Program Specific Thematic Codes are in Quotations (“---”)

Most Valuable Aspects of the 2009 Summer Bridge Program:

- “Meeting New People and Forming Friendships” was the most common response (39%) given by student questionnaire participants when they were prompted to describe the most valuable aspect of the 2009 Summer Bridge program.

- 32% of respondents thought that “Campus Navigation (Tours)” was the most valuable aspect of the Summer Bridge program. 23% of students denoted “Gaining a Greater General Understanding for IUPUI” as being the most valuable program component.
- Students also considered several other components of Summer Bridge to be the most valuable program aspects: “College Transition Assistance” (18%), “Faculty, Staff, Mentor Interaction and Support” (12%), “Became More Comfortable and Confident” (6%), and “Gaining an Understanding for Campus Resources” (6%) among many others.

Least Valuable Aspects of the 2009 Summer Bridge Program:

- “N/A, None, Nothing” was the most common response (19%) provided by students when they were asked to indicate the least valuable aspect of the 2009 Summer Bridge program.
- 14% of student respondents considered the “Mathematics Component” to be the least valuable aspect of the Summer Bridge program. 12% of students indicated that the “University Library Component” was the least valuable program aspect.
- Students also considered several other components of Summer Bridge to be the least valuable program aspects: “Time Commitments and Restraints” (10%), “Group Activities and Discussions (8%)”, “Critical Inquiry Component” (5%), “Journal Assignments” (5%), and “General English Component” (5%).

Suggestions for Improving the Summer Bridge Program (2009):

- 27% of respondents suggested that there be “Less Time Commitments and Restrains” of the program. Students went on to explain that the program would benefit from “Shorter Days” (15%) and “Including a Break - Before Classes Start” (8%).
- 21% of students responded “N/A, None, Nothing” when asked to provide suggestions for improving the Summer Bridge Program.
- 10% of students suggested the program could be improved by adding “More Group Activities and Discussions”. 8% of students suggested that Summer Bridge could be improved if they were to “Interact with Other Bridge Groups”.

Highlights: 2008 Summer Bridge Program
Specific Thematic Codes are in Quotations (“---”)

Most Valuable Aspects of the 2008 Summer Bridge Program:

- “Meeting New People and Forming Friendships” was the response most frequently provided by student questionnaire participants (41%) when they were prompted to describe the most valuable aspect of the 2008 Summer Bridge program.
- 29% of respondents indicated that “Campus Navigation (Tours)” was the most valuable aspect of the Summer Bridge program. 16% of students denoted “Gaining a Greater General Understanding for IUPUI” and “College Transition Assistance” as being most valuable program components.

- Students also considered several other components of Summer Bridge to be the most valuable program aspects: “Faculty, Staff, Mentor; Interaction and Support” (11%), “Gaining an Understanding for Campus Resources” (7%), “Learning College Expectations” (6%), and “Group Activities and Discussions” (6%), among many others.

Least Valuable Aspects of the 2008 Summer Bridge Program:

- “N/A, None, Nothing” was the most common response (25%) provided by students when they were asked to indicate the least valuable aspect of the 2008 Summer Bridge program.
- 10% of student respondents considered “Lectures and Presentations” and “Time Commitments and Restraints” to be the least valuable aspects of the Summer Bridge program. 7% of students indicated that “Group Activities and Discussions” was the least valuable program component.
- Students also indicated several other components of Summer Bridge as being the least valuable program aspects: “Boring, Repetitive, Uninteresting” (7%), “Not Helpful, Meaningful, Productive” (7%), “Mathematics Component (6%), and “Facebook Activity” (6%).

Suggestions for Improving the Summer Bridge Program (2008):

- 28% of students responded “N/A, None, Nothing” when prompted to provide suggestions for improving the 2008 Summer Bridge Program.
- 15% of respondents suggested that there be “Less Time Commitments and Restrains” of the program. Students went on to explain that the program would benefit from “Shorter Days” (7%).
- 12% of respondents suggested that there be “More Social Time and Interactions” within the program. Students also suggested “More Group Activities and Discussions” (7%) and “More Faculty, Staff, Mentor Interaction and Support” (6%).

Highlights: 2007 Summer Bridge Program
Specific Thematic Codes are in Quotations (“---”)

Most Valuable Aspects of the 2007 Summer Bridge Program:

- “Meeting New People and Forming Friendships” was the most common response (41%) provided by questionnaire participants when they were prompted to describe the most valuable aspect of the 2007 Summer Bridge program.
- 34% of respondents indicated that “Campus Navigation (Tours)” was the most valuable aspect of the Summer Bridge program. 16% of students denoted “Gaining a Greater General Understanding for IUPUI” as being the most valuable program component.
- Students also considered several other components of Summer Bridge to be most valuable program aspects: “Faculty, Staff, Mentor; Interaction and Support” (14%), “College Transition Assistance” (12%), “Gaining an Understanding for Campus Resources” (9%), and “Learning College Expectations” (6%), among many others.

Least Valuable Aspects of the 2007 Summer Bridge Program:

- “N/A, None, Nothing” was the most common response (18%) provided by students when they were asked to indicate the least valuable component of the 2007 Summer Bridge program.
- 13% of student respondents considered the “Critical Inquiry (CI) Component” to be the least valuable aspect of the Summer Bridge program. 11% of students indicated that “Group Activities and Discussions” was the least valuable program component.
- Students also considered several other components of Summer Bridge to be the least valuable program aspects: “Lectures and Presentations” (10%), “Boring, Repetitive, Uninteresting” (10%), “Mathematics Component” (9%), “Lack of Faculty, Staff, Mentor Interaction and Support” (8%) and “University Library Component” (8%).

Suggestions for Improving the Summer Bridge Program (2007):

- 20% of students responded “N/A, None, Nothing” when prompted to provide suggestions for improving the 2007 Summer Bridge Program.
- 14% of respondents suggested that there be “Less Time Commitments and Restraints” of the program. Students went on to explain that the program would benefit from “Shorter Days” (6%).
- 12% of respondents suggested that there be “More Group Activities and Discussions” within the program. Students also suggested “More Social Time and Interactions” (9%) and “More Hands-on, Interactive Participation” (7%).

Table 1: Most Valuable Aspects of the 2009 Summer Bridge Program (n = 311)

Please describe what you found most valuable about the Summer Bridge program:

Most Valuable Aspect	N	%	Examples of Actual Student Comments
Meeting New People and Forming Friendships	<u>121</u>	<u>39%</u>	<ul style="list-style-type: none"> • “Friendships.” • “Meeting people...” • “Making new friends.” • “Meeting people who have the same fears.” • “Meeting new people and forming friendships.” • “Making friends with other first years.” • “The friendships that help me throughout my four years.” • “The friendships that were created.” • “I found getting to know all of the girls in my nursing group was most valuable.” • “Being able to meet new people who will be in your major.” • “The opportunity to meet with a group of students to build relationships and support one another.”
Campus Navigation (Tours)	<u>100</u>	<u>32%</u>	<ul style="list-style-type: none"> • “Tours.” • “Fall tour.” • “Being able to find classes.” • “Finding way around campus...” • “The scavenger hunt.” • “The touring and learning my way around campus.” • “Locating buildings and offices on campus.” • “Having the advantage of learning the campus.” • “The tour of our class schedules.” • “I also found it helpful to learn where my classes are and how to navigate the campus.” • “I found the tour of campus most valuable because now that I know where my classes are, I’m not as stressed.”
Gaining a Greater General Understanding for IUPUI	<u>70</u>	<u>23%</u>	<ul style="list-style-type: none"> • “Learning about the campus.” • “The information about campus.” • “The early introductions to the school and campus.” • “Learning about the campus and what to expect.” • “Just being able to see how the campus functions was very beneficial.” • “and getting used to the campus was most valuable.” • “Getting more familiar with campus before classes start.” • “I found the introduction to the many opportunities available to me at IUPUI is very valuable.” • “I found the hands on activities we did to learn about IUPUI very valuable. That’s the best way to learn.”
College Transition Assistance	<u>55</u>	<u>18%</u>	<ul style="list-style-type: none"> • “Chance to acclimate to college life and get oriented on campus.” • “Difference between college and high school.” • “Great transition high school from (to) college.” • “Finding my way around campus, transition between high school to college, connection to students.” • “Differences between h.s. and college. ESP is writing and math.” • “Making friends and high school to college easier.” • “The summer academy gave me a solid foundation to starting college...”

Continued

Table 1: (Continued)

Most Valuable Aspect	N	%	Examples of Actual Student Comments
Faculty, Staff, Mentor Interaction and Support	<u>38</u>	<u>12%</u>	<ul style="list-style-type: none"> • “The student and faculty panels.” • “The staff, they helped me develop.” • “The professors were amazing and approachable.” • “Having a student mentor like (----) who could relate with us and tell us her perspectives.” • “Meeting the faculty and having the student -faculty relationship before classes started.” • “All of the teachers were very nice and actually cared about how you felt.” • “I found getting close to the advisors for help is valuable.”
Became More Comfortable and Confident	<u>20</u>	<u>6%</u>	<ul style="list-style-type: none"> • “Learning my place and feeling more comfortable.” • “Getting to feel comfortable about the college atmosphere.” • “I feel very confident about campus and feel very welcome.” • “All of it. Getting more comfortable with campus.” • “I found that by doing the summer academy I will go into class feeling more confident in succeeding.” • “I found the confidence my advisor, professor and mentor have given me to start college. I feel ready and confident and I owe it to (----).”
Gaining an Understanding for Campus Resources	<u>18</u>	<u>6%</u>	<ul style="list-style-type: none"> • “Finding resources.” • “Knowing where and what my resources are.” • “Getting to know the campus and its resources.” • “Learning about the resources.” • “Resources around campus were easily accessed and easy to find.” • “Resources i.e. MAC, finding buildings and classes, learning about my major.”
Writing / English Assistance	<u>18</u>	<u>6%</u>	<ul style="list-style-type: none"> • “The writing sessions.” • “I have found the writing to be the most useful.” • “Writing sessions were very helpful.” • “All the math and writing classes. They were lifesavers.” • “Honestly, the whole thing was amazing. The most helpful was the writing classes though.” • “The writing decisions-it gave me insight on what college writing is like.”
Understanding College Expectations	<u>17</u>	<u>5%</u>	<ul style="list-style-type: none"> • “Learning about all the expectations.” • “The information on the expectations in college.” • “and getting a general feel for what is expected of me.” • “and learning what is expected of students.” • “What is expected of me and all the help that is available.” • “and understand what is expected of me as a student at IUPUI.”

Notes: Percentages are rounded to the nearest whole.
 The remaining responses were so varied that no major themes emerged.
 (N) indicates the number of student responses included in analysis; percentages (%) are based on the number of question respondents.

Table 2: Least Valuable Aspects of the 2009 Summer Bridge Program (n = 284)

Please describe what you found most valuable about the Summer Bridge program.

Least Valuable Aspect	N	%	Examples of Actual Student Comments
N/A, None, Nothing	<u>54</u>	<u>19%</u>	<ul style="list-style-type: none"> • “N/A.” • “Nothing.” • “Everything was helpful.” • “Nothing: Everything is beneficial.” • “Everything was valuable.” • “I found everything relatively valuable. No complaints.” • “I don’t think anything was not valuable or least valuable.” • “Nothing. I wasn’t sure about this program at first, but it turned to be one of the best times of my life.”
Mathematics Component	<u>41</u>	<u>14%</u>	<ul style="list-style-type: none"> • “Math.” • “The math sessions.” • “Math could have been a little informative.” • “The math sessions weren’t very productive.” • “Math instructors too distracting and not helpful.” • “The math sessions were not helpful.” • “Math, it was all review for me.” • “The MAC lab.” • “The math lab was unorganized and the math lab people were sometime rude.” • “Least valuable was the math sessions.” • “I thought the math workshops was least valuable as it was not taken seriously by anyone.”
University Library Component	<u>34</u>	<u>12%</u>	<ul style="list-style-type: none"> • “Library.” • “The library sessions.” • “The library activities.” • “The things I found least valuable was the library sessions.” • “The library was because it was very confusing.” • “The library staff.” • “We didn’t do much in the library so I still am not sure how to find books.” • “The library sessions because they were hard to follow and understand.” • “The library presentations and the APA format, they were both over my head.” • “The library did not help me very much. I was confused on the online research assignments.”
Time Commitments and Restraints	<u>29</u>	<u>10%</u>	<ul style="list-style-type: none"> • “Hours/length.” • “Very time consuming.” • “The length.” • “Being in class 9-4 everyday.” • “The hours and no break between schools.” • “9-4: no free time.” • “The excess of sessions and long days.” • “Not having a break before the first day of school.” • “It being 7 hours long every day. I got worn out.” • “The time frame. It could be beneficial to space things out and make it last longer.”

Continued

Table 2: (Continued)

Least Valuable Aspect	N	%	Examples of Actual Student Comments
Group Activities and Discussions (Icebreakers)	<u>24</u>	<u>8%</u>	<ul style="list-style-type: none"> • “The icebreakers.” • “The numerous ice breakers over and over again.” • “Some of the “fun” activities were sort of pointless in my opinion.” • “All the games. A few is ok, but after awhile it just gets old.” • “Some of the activities came across to me as “pointless time wasters.” • “Icebreakers every 2 seconds.” • “The team building activities, fun but not helpful.” • “Some of the discussions just because they all didn’t pertain to me.”
Critical Inquiry (CI) Component	<u>15</u>	<u>5%</u>	<ul style="list-style-type: none"> • “Critical inquiry.” • “Presentation of Critical Inquiry.” • “I thought that the least helpful; was critical inquiry.” • “Probably the critical inquiry reasoning class.” • “I felt like the critical inquiry speaker was least valuable. To be honest, it made me want to avoid the class.” • “I found our critical inquiry session least valuable. The presenter did not know how to find a thesis and led us in the wrong direction.”
Journal Assignments	<u>15</u>	<u>5%</u>	<ul style="list-style-type: none"> • “Writing the journals.” • “The journals weren’t beneficial to me.” • “The least valuable part were the journals.” • “The journal assignments seemed a bit elementary.” • “Journal entries, sometimes they felt very repetitive.”
General English Components	<u>13</u>	<u>5%</u>	<ul style="list-style-type: none"> • “The writing sessions.” • “Writing labs.” • “All the papers.” • “The writing class.”

Notes: Percentages are rounded to the nearest whole.
 The remaining responses were so varied that no major themes emerged.
 (N) indicates the number of student responses included in analysis; percentages (%) are based on the number of question respondents.

Table 3: Suggestions for Improving the 2009 Summer Bridge Program (n = 262)

What specific suggestions do you have for improving the Summer Bridge program?

Suggestion for Improvement	N	%	Examples of Actual Student Comments
Less Time Commitments and Restraints	<u>70</u>	<u>27%</u>	<ul style="list-style-type: none"> • “Shorten the time.” • “Not so long.” • “Make it shorter.” • “Shorten the program, whether it’s shorter days or fewer hours.” • “If we finish a session early, we can leave.” • “It does not need to last 7 days.” • “Have bridge start at 9:30a.m. instead if 9:00 a.m.” • “Adjust the times. Having bridge end at 4 gave little time for us to handle other business we needed to take care of.” • “More free time-having it seven days 9-4 was too much. Overall it was good and helped a lot though.”
*Shorter Days (With Breaks)	<u>39</u>	<u>15%</u>	<ul style="list-style-type: none"> • “Shorter days.” • “Not making it so long of a day.” • “Shorter days, 9-4 is a long day.” • “Don’t have such a long day, give us more freedom to do what we want.” • “We need to be able to have a longer break during the day.” • “Make the hours 11-4!” • “Cut the time down a little bit. 9-4 is too long.” • “Shave an hour or two off.”
*Include a “Break” Before Classes Start	<u>20</u>	<u>8%</u>	<ul style="list-style-type: none"> • “Give a break between bridge and school.” • “We should have a day off before classes.” • “Maybe a day off. Like the day before school starts.” • “Maybe consider giving them the weekend as a break.” • “Have at least a day off before classes begin.” • “Don’t go right up to the first day of school. I need a break before class.” • “I think we should have the day before classes start off so we can have time to relax and prepare for the week.”
N/A, None, Nothing	<u>55</u>	<u>21%</u>	<ul style="list-style-type: none"> • “N/A.” • “None.” • “Nothing.” • “It was great. I have no suggestions.” • “I really do not have any suggestions.” • “None! It was all helpful.” • “I am satisfied with the program overall.”
More Group Activities and Discussions	<u>26</u>	<u>10%</u>	<ul style="list-style-type: none"> • “More group activities.” • “More team building activities.” • “More events. Better things than just cook outs every time.” • “More fun get to know someone games.” • “More outings on and off campus.” • “Get more games.” • “Community projects: maybe a small team building project throughout the week.” • “Although we have meaningful discussions, an intellectual debate on opposing viewpoints seems like a way to take bridge to the next level.” • “Instead of journals, have students express how they feel in class.”

Continued

Table 3: (Continued)

Suggestion for Improvement	N	%	Examples of Actual Student Comments
Interact with Other Bridge Groups	<u>20</u>	<u>8%</u>	<ul style="list-style-type: none"> • “More interaction with other groups.” • “Mingle with different groups more.” • “Time to interact with other groups, to get outside of our comfort zones.” • “More fun activities with other bridge classes.” • “Interactions with all other groups-not only our group.” • “Being more active with other groups so we can meet even more people instead of always being with the same people.”
More Faculty, Staff, Mentor Interaction and Support	<u>13</u>	<u>5%</u>	<ul style="list-style-type: none"> • “More interactions with professors...” • “I think we should have more current students in the major discuss their experience.” • “Change up some of the instructors. Some are boring and don’t seem to care.” • “Meeting with more of our professors would be helpful and getting to know them better.” • “I feel like the teachers need to talk to us not like we are just ignorant high school graduates/incoming college graduates.” • “Have more interactions and opportunities to speak with faculty panels.”
More Structure, Organization, and Transparency	<u>12</u>	<u>5%</u>	<ul style="list-style-type: none"> • “The directions, more specific.” • “Spread out things.” • “The technology section first.” • “There is too much stuff to go over in that short amount of time.” • “Give students a better idea of bridge is before they attend. Was not expecting to have actual classes.” • “Mention this is part of a class and you will have homework. I had no idea until I got here.”
Improved / More Campus Tours	<u>12</u>	<u>5%</u>	<ul style="list-style-type: none"> • “More Tours.” • “More touring campus in smaller groups.” • “Explore the campus more and some of downtown.” • “Have more tours and have teachers explain things better.” • “Maybe do some more stuff that helps students find their own way around campus more.”

Notes: Percentages are rounded to the nearest whole.
 The remaining responses were so varied that no major themes emerged.
 (N) indicates the number of student responses included in analysis; percentages (%) are based on the number of question respondents.
 (*) indicates a sub-code of the larger thematic category.

Table 4: Most Valuable Aspects of the 2008 Summer Bridge Program (n = 404)

Please describe what you found most valuable about the Summer Bridge program:

Most Valuable Aspect	N	%	Examples of Actual Student Comments
Meeting New People and Forming Friendships	<u>166</u>	<u>41%</u>	<ul style="list-style-type: none"> • “Friendship.” • “Meeting new people.” • “Networking with new people.” • “Meeting new people and making friends.” • “Making friends and having fun!” • “Learning about diversity and meeting new people.” • “Being able to meet people before school starts.” • “The close friendships that I made while in the Bridge program.” • “The people that I met were really cool, and I will definitely talk with them after this is over.”
Campus Navigation (Tours)	<u>119</u>	<u>29%</u>	<ul style="list-style-type: none"> • “Tours.” • “Touring campus.” • “The scavenger hunt.” • “The opportunity to explore campus.” • “The orientation to the location of things on campus.” • “It would take me forever to find my way around campus without bridge.” • “Finding my way around campus before my regular classes start.” • “The most valuable thing was the tour and Scavenger Hunt. It helped us know where stuff is.”
Gaining a Greater General Understanding for IUPUI	<u>66</u>	<u>16%</u>	<ul style="list-style-type: none"> • “Learning about IUPUI.” • “All the nuggets of information.” • “The opportunity to learn the campus and its resources.” • “Just having knowledge of the campus as a whole was very valuable to me.” • “The information we received about all the programs and classes here at IUPUI.” • “Just getting used to the campus and how it works and how the programs function.” • “It opened my eyes to many things I would not have thought to ask but wanted to know the answers to.”
College Transition Assistance	<u>65</u>	<u>16%</u>	<ul style="list-style-type: none"> • “Adjusting.” • “Transition from high school to college.” • “Getting used to college work.” • “The presentation over adapting to college.” • “The introduction to college level courses.” • “Bridge allowed me to get more adjusted to college.” • “The Summer Academy has helped me prepare mentally and academically for my college career.”
Faculty, Staff, Mentor Interaction and Support	<u>45</u>	<u>11%</u>	<ul style="list-style-type: none"> • “Meeting faculty.” • “The one on one talks with professors.” • “The insightfulness of the professor/mentor/advisor.” • “Mentor’s experience and advice.” • “Talking with a peer mentor about college experience.” • “Talking to instructors, asking questions, learning the campus.” • “Being able to talk to faculty and find out what they expect from us.”

Continued

Table 4: (Continued)

Most Valuable Aspect	N	%	Examples of Actual Student Comments
Gaining an Understanding for Campus Resources	<u>28</u>	<u>7%</u>	<ul style="list-style-type: none"> • “Resources.” • “Learning about resources on campus.” • “The library tour and learning about all of the help centers.” • “It was good to know where to go on campus if you need help.” • “I feel that the bridge program has introduced me to valuable resources that I will use frequently.” • “I really feel that the most valuable resource was the awareness of the learning centers and learning our way around campus.” • “I value the resources I gained in Bridge, and that I now feel so much more connected to IUPUI.”
Learning College Expectations	<u>26</u>	<u>6%</u>	<ul style="list-style-type: none"> • “Finding out what is expected of you at college.” • “Learning what professors really expected from us.” • “All of the examples of teacher expectations and class work.” • “Learning what they expect in classes and I learned where my classes are.” • “The mentors and advisors really gave me a better understanding of college and what is expected of me.”
Group Activities and Discussions	<u>25</u>	<u>6%</u>	<ul style="list-style-type: none"> • “Social interaction.” • “Ice breakers, it got us to know each other.” • “Group work and discussions.” • “All of the class discussions we had.” • “I feel way more confident in starting college because of group activities and meeting people.”
Became More Comfortable and Confident	<u>25</u>	<u>6%</u>	<ul style="list-style-type: none"> • “Confidence building.” • “Be more comfortable at IUPUI overall.” • “Feeling more comfortable about starting college.” • “Meeting friends so you feel comfortable in college.” • “Learning the campus, and getting rid of my fear of new college.” • “The Summer Academy helps new students feel more comfortable around the campus and it builds confidence.”
Developing Reading and Writing Skills	<u>21</u>	<u>5%</u>	<ul style="list-style-type: none"> • “Writing sessions.” • “The writing class.” • “Get help on how to write a strong paper for class.” • “What I found most valuable was the journals and writing activities.” • “I really enjoyed the writing sessions and the bits of advice from our instructors.”

Notes: Percentages are rounded to the nearest whole.
 The remaining responses were so varied that no major themes emerged.
 (N) indicates the number of student responses included in analysis; percentages (%) are based on the number of question respondents.

Table 5: Least Valuable Aspects of the 2008 Summer Bridge Program (n = 363)

Please describe what you found least valuable about the Summer Bridge program:

Least Valuable Aspect	N	%	Examples of Actual Student Comments
N/A, None, Nothing	<u>90</u>	<u>25%</u>	<ul style="list-style-type: none"> • “N/A.” • “None.” • “Nothing.” • “It was all valuable.” • “It was all helpful.” • “Nothing, all useful information.” • “Nothing I loved the experience.” • “I don’t think anything was least valuable. It was all good information.”
Lectures and Presentations	<u>36</u>	<u>10%</u>	<ul style="list-style-type: none"> • “Lecturing.” • “Presentations.” • “All the presentations.” • “Boring presentations (Fin. Aid).” • “Some of the lectures were pointless and repetitive.” • “The long lectures in the library.” • “Boring lectures about stuff I already knew.” • “The lecturers could have been more exciting.” • “Some of the presentations like critical inquiry were extremely boring.”
Time Commitments and Restraints	<u>35</u>	<u>10%</u>	<ul style="list-style-type: none"> • “How long it was.” • “The earliness of the day.” • “How long the days are.” • “Having to stay for two weeks.” • “I had to miss work.” • “It was longer than it needed to be.” • “The lengthiness of the program, it was at times a little long winded.” • “I don’t think 2 wks is necessary. I think one full wk would be better.”
Group Activities and Discussions	<u>27</u>	<u>7%</u>	<ul style="list-style-type: none"> • “Activities.” • “All the long talks.” • “Warm-up activities.” • “I found the games least valuable.” • “Some of the ice breaker games were senseless.” • “Games first thing in the morning.” • “Team building activities.” • “Some of the activities that were planned.”
Boring, Repetitive, Uninteresting	<u>26</u>	<u>7%</u>	<ul style="list-style-type: none"> • “Boring sessions.” • “A lot of things were very repetitive.” • “Some of the lessons taught seemed kind of boring.” • “Boring lectures about stuff I already knew.” • “Staying in the dorms during the Bridge because I got really bored.” • “The repetition of the classes and seems like I was told the same things 300 times.” • “We discussed the same topic multiple times which made it hard to pay attention.”

Continued

Table 5: (Continued)

Least Valuable Aspect	N	%	Examples of Actual Student Comments
Not Helpful, Meaningful, Productive	<u>24</u>	<u>7%</u>	<ul style="list-style-type: none"> • “Some wasted time.” • “The different sessions we had did not seem to help.” • “The sessions that had no point, such as writing and library.” • “A few of the assignments didn’t seem valuable to my college career.” • “Some of the presentations I felt were not beneficial. As well as the Icebreakers.” • “Some of the programming was not necessarily useful and parts were redundant.”
Mathematics Component	<u>22</u>	<u>6%</u>	<ul style="list-style-type: none"> • “Math classes.” • “The math sessions.” • “The math classes weren’t that helpful.” • “All 5 math courses, maybe 2 or 3 but not 5.” • “The five math lessons weren’t really necessary because we didn’t do that much math.” • “My least valuable experience was going to math class. It was not explained very well.” • “The math class was pointless, most of the time we made jokes and no math was involved.”
University Library Component	<u>22</u>	<u>6%</u>	<ul style="list-style-type: none"> • “Library.” • “Library class.” • “Library sessions.” • “The library sessions were really confusing.” • “The least valuable experience was the library sessions.” • “I found that the library was the least valuable part of Summer Academy. I really did not understand what he was explaining.”
FaceBook Activity	<u>20</u>	<u>6%</u>	<ul style="list-style-type: none"> • “Facebook activity.” • “Facebook Live.” • “Facebook, I didn’t see the point.” • “FaceBook live and the sharing session.” • “The Facebook live seemed kind of pointless.” • “The “Facebook” presentation was horrible. Even if it’s optional people judge and it’s not good!”
Study, Time, Stress, Money Management Information	<u>18</u>	<u>5%</u>	<ul style="list-style-type: none"> • “Time management.” • “Stress management presentation.” • “Ways to study session on the first day.” • “I didn’t find the time and stress management lessons to be very informative.” • “I think that the stress management class was the least valuable, because it put me to sleep.”

Notes: Percentages are rounded to the nearest whole.
 The remaining responses were so varied that no major themes emerged.
 (N) indicates the number of student responses included in analysis; percentages (%) are based on the number of question respondents.

Table 6: Suggestions for Improving the 2008 Summer Bridge Program (n = 328)

What specific suggestions do you have for improving the Summer Bridge program?

Suggestion for Improvement	N	%	Examples of Actual Student Comments
N/A, None, Nothing	<u>93</u>	<u>28%</u>	<ul style="list-style-type: none"> • “N/A.” • “None.” • “Nothing.” • “None! It was just what I needed.” • “Nothing, it was fun!” • “None, it was perfect.” • “Nothing really, everything seemed put together and organized.”
Less Time Commitments and Restraints *Shorter Days (with Breaks)	<u>50</u> <u>23</u>	<u>15%</u> <u>7%</u>	<ul style="list-style-type: none"> • “Condense.” • “Start at 10 instead of 9.” • “Shorten the length of the program.” • “Make it one week instead of two weeks.” • “When there’s free time at the end of the day. Let us go.” • “Don’t stack session after session extremely hard to focus and concentrate by 4’oclock.” <p>-----</p> <ul style="list-style-type: none"> • “Shorter days.” • “Not as long (9 -2 p.m.)” • “Don’t make it 7 hours a day.” • “Shorten the day. It was too much like high school.” • “Shorter days which will keep more focus; the day is too long.” • “Shorten the day. A lot of wasted time was involved.”
More Social Time and Interactions (with other groups)	<u>39</u>	<u>12%</u>	<ul style="list-style-type: none"> • “More time to socialize, like a dance party.” • “I say a little more free time to get to know everyone better.” • “More interacting with different groups.” • “I think international students should be involved in American group.” • “More interactions with the entire, bridge program and not just with the student in your field of study.” • “International section shouldn’t be together every day. They should mix with other students in their major so they’ll learn to be with American and their friends in the future...”
More Group Activities and Discussions	<u>24</u>	<u>7%</u>	<ul style="list-style-type: none"> • “More activities.” • “More time for class discussion.” • “More team activities.” • “More evening activities because staying in the dorms was boring.” • “More activities instead of so much sitting in class.” • “Have more fun activities like icebreakers throughout the day!”
More Faculty, Staff, Mentor Interaction and Support	<u>20</u>	<u>6%</u>	<ul style="list-style-type: none"> • “More one on one time w/faculty/mentors and students.” • “Meeting with our actual professors.” • “Make sure the mentors work together.” • “It could have more one on one with the advisors and the professor.” • “Work more on improving professor-student relationships.” • “I would only put one mentor in the math because our mentors fought about how to do everything!”

Notes: Percentages are rounded to the nearest whole.
 The remaining responses were so varied that no major themes emerged.
 (N) indicates the number of student responses included in analysis; percentages (%) are based on the number of question respondents.
 (*) indicates a sub-code of the larger thematic category.

Table 7: Most Valuable Aspects of the 2007 Summer Bridge Program (n = 340)

Please describe what you found most valuable about the Summer Bridge program:

Most Valuable Aspect	N	%	Examples of Actual Student Comments
Meeting New People and Forming Friendships	<u>138</u>	<u>41%</u>	<ul style="list-style-type: none"> • “Friendships”. • “Meeting new people.” • “All the new friends I made”. • “Getting to know classmates.” • “Meeting all new diverse people was the best thing.” • “Meeting new people and developing close friendships.” • “Getting to know others who are in the same position as you.” • “Friendships and acquaintances were crucial to my summer bridge experience it was fun!” • “Meeting people who are facing the same problems as me and learning about how to meet these problems.”
Campus Navigation (Tours)	<u>115</u>	<u>34%</u>	<ul style="list-style-type: none"> • “Tour.” • “Campus tour.” • “The Scavenger Hunt. • “Locating facilities on campus.” • “The tour of our fall schedule.” • “Learning where a lot of things on campus are!” • “The tour of my classes and the scavenger hunt because you get to know the campus.” • “I really got to know my way around campus buildings, cafeteria/food courts, and became comfortable being here and navigating around.”
Gaining a Greater General Understanding for IUPUI	<u>53</u>	<u>16%</u>	<ul style="list-style-type: none"> • “Getting acquainted with campus.” • “Learned about the campus.” • “Becoming familiar with the campus.” • “Becoming more aware of everything the campus has to offer.” • “I think that learning the campus in general was the most valuable.” • “All of the information they gave us was very helpful, very informative.” • “Most valuable would be just the general knowledge of where things are and how they run at IUPUI.”
Faculty, Staff, Mentor Interaction and Support	<u>47</u>	<u>14%</u>	<ul style="list-style-type: none"> • “Meeting the teachers.” • “The mentors were helpful.” • “The interaction with advisor and students.” • “Personable faculty, friendly mentors.” • “I really enjoyed the academic advisor my group had.” • “All of the encouragement from the professors and faculty.” • “People were willing to help me and answer my questions.” • “Getting to know my professors, and meet mentors and instructors.”
College Transition Assistance	<u>42</u>	<u>12%</u>	<ul style="list-style-type: none"> • “They help you adapt to campus.” • “Learning the ins and outs of college.” • “A nice bridge to college from high school.” • “It helped me transition to college from high school. • “Just being exposed to the college atmosphere and lifestyle.” • “It helped me become more familiarized w/college life.” • “The transition. I’m no longer nervous and I feel like I am in college.”

(Continued)

Table 7: (Continued)

Most Valuable Aspect	N	%	Examples of Actual Student Comments
Gaining an Understanding for Campus Resources	<u>31</u>	<u>9%</u>	<ul style="list-style-type: none"> • “The information about resources.” • “Learning about all of the resources.” • “Learning about the help centers and the writing sessions.” • “Told about resources that were available to students.” • “Learning about the resources on campus and how to use them.” • “That you learn where everything is on campus and how to use its resources.” • “I found most valuable the set of resources we were shown as I would have not known had I not come to the summer academy.”
Learning College Expectations	<u>21</u>	<u>6%</u>	<ul style="list-style-type: none"> • “Finding out teacher expectations.” • “I learned about my program and what is expected of me.” • “Expectation from instructors, where to get help when needed.” • “Becoming familiar with the campus and expectations.” • “Seeing what teachers expect from me.” • “You learned more of what college will be like and what to expect.” • “I thought learning about what classes are going to expect out of me and how to succeed in college was the most beneficial.”
Group Activities and Discussions	<u>19</u>	<u>6%</u>	<ul style="list-style-type: none"> • “Icebreakers.” • “Student panel.” • “The Scavenger Hunt, diversity talk.” • “We had some great class discussions.” • “The activities and ice breakers to make new friends.” • “The discussions about things or situations that we most definitely be involved with or come across.” • “I found the ice-breaker to be the most valuable because it helped me get to know the team a lot better and quicker.”
Became More Comfortable and Confident	<u>16</u>	<u>5%</u>	<ul style="list-style-type: none"> • “Being able to grow confidence in what I do.” • “Meeting new people and feeling comfortable here.” • “Met friends, built faculty relationships, have confidence.” • “It made me feel more comfortable and more prepared for college.” • “It helped me become very comfortable around campus, and I also made new friends.”

Notes: Percentages are rounded to the nearest whole.
 The remaining responses were so varied that no major themes emerged.
 (N) indicates the number of student responses included in analysis; percentages (%) are based on the number of question respondents.

Table 8: Least Valuable Aspects of the 2007 Summer Bridge Program (n = 308)

Please describe what you found least valuable about the Summer Bridge program:

Least Valuable Aspect	N	%	Examples of Actual Student Comments
N/A, None, Nothing	<u>54</u>	<u>18%</u>	<ul style="list-style-type: none"> • “N/A.” • “None.” • “Nothing.” • “Nothing at all.” • “Everything was valuable!” • “Everything I learned was valuable in some ways.” • “Nothing, everything about the program is valuable in some way.”
Critical Inquiry (CI) Components	<u>39</u>	<u>13%</u>	<ul style="list-style-type: none"> • “Critical Inquiry.” • “Critical inquiry section.” • “Learning about critical inquiry.” • “Boring lectures critical inquiry.” • “Critical inquiry. The discussion did not catch my attention at all.” • “Critical Inquiry. I felt was the least valuable --- trying to sell the class more than teach us about it.”
Group Activities and Discussions	<u>34</u>	<u>11%</u>	<ul style="list-style-type: none"> • “The games.” • “Some of the topics discussed.” • “Icebreakers” in the morning.” • “Some discussions were boring.” • “The activities and games were least valuable.” • “The part I found least valuable were some of the games.” • “Ice breakers, they are good the first day, not every day.”
Lectures and Presentations	<u>32</u>	<u>10%</u>	<ul style="list-style-type: none"> • “The long lectures.” • “So many presentations.” • “Repetitive lectures.” • “Boring repetitive lectures.” • “Long 2 hr. lectures.” • “The lectures were long and BORING! I’m sorry.” • “The really long lectures without any interactive things to do.” • “Learning so much in so little time; constant lectures for 7 to 8 hours.”
Boring, Repetitive, Uninteresting	<u>30</u>	<u>10%</u>	<ul style="list-style-type: none"> • “The repetition.” • “Boring subjects.” • “Repetitiveness of info.” • “Long boring talks.” • “Long repetitive days.” • “Some discussions were boring.” • “There was a lot of repetitiveness.”
Mathematics Component	<u>27</u>	<u>9%</u>	<ul style="list-style-type: none"> • “Math class.” • “Math section.” • “The math classes.” • “Math sessions because they didn’t seem to take it seriously.” • “The math sessions all the mentors there just socialized!” • “Math sessions were horrible! They didn’t take the task at hand seriously and I didn’t feel like I improved at all.”

Continued

Table 8: (Continued)

Least Valuable Aspect	N	%	Examples of Actual Student Comments
Lack of Faculty, Staff, Mentor Interaction and Support	<u>26</u>	<u>8%</u>	<ul style="list-style-type: none"> • “The mean comments from (---).” • “The staff person we had (---) was rude.” • “I didn’t like our mentor. She babied us too much.” • “The librarian was rude sometimes wasn’t fun but boring.” • “The bad attitudes from some of the students and even advisors.” • “Over controlling teachers - We are old enough not to be treated like second graders.” • “The way (---) talk in treated people is not respectful, and talks down to students.”
University Library Component	<u>24</u>	<u>8%</u>	<ul style="list-style-type: none"> • “Library.” • “The library sessions.” • “The librarian lectures.” • “The library stuff, it wasn’t taught very well.” • “The library time we had was pointless to me. It could have taken less time.” • “The library experience, the librarian was very mean to us. She treated us like we were children.”
Time Commitments and Restraints	<u>20</u>	<u>6%</u>	<ul style="list-style-type: none"> • “It is so long.” • “Days were too long.” • “The length of time.” • “Too early in the morning.” • “The days were absolutely, 100% too long. By the end of the day, I am so unfocused.” • “Being here for 7 hrs. we could easily get things done in 4. (might try 10-2 next yr.)” • “It was too long. Several days could have started later and/or gotten out earlier, with the same content info. etc.”
Outside Class Activities (Field Trips)	<u>19</u>	<u>6%</u>	<ul style="list-style-type: none"> • “Eiteljorg tour.” • “Eiteljorg Museum.” • “Eiteljorg Museum wasn’t very beneficial.” • “Scavenger Hunt and campus tour, maybe just choose one or the other.” • “Least valuable was the trip to the Eiteljorg Museum. I’m sorry but that is the most uninteresting museum.”
Not Helpful, Meaningful, Productive	<u>18</u>	<u>6%</u>	<ul style="list-style-type: none"> • “The classes that were pointless.” • “All the talking about completely nothing.” • “Reviewing of skills that were really already covered before.” • “Some of the subject based sessions weren’t very helpful, they just gave us information most of us knew.” • “Some of the games. They were fun but sometimes didn’t have anything to do with anything.”

Notes: Percentages are rounded to the nearest whole.
 The remaining responses were so varied that no major themes emerged.
 (N) indicates the number of student responses included in analysis; percentages (%) are based on the number of question respondents.

Table 9: Suggestions for Improving the 2007 Summer Bridge Program (n = 269)

What specific suggestions do you have for improving the Summer Bridge program?

Suggestion for Improvement	N	%	Examples of Actual Student Comments
N/A, None, Nothing	<u>54</u>	<u>20%</u>	<ul style="list-style-type: none"> • “N/A.” • “None.” • “Nothing.” • “Nothing, was set up well.” • “I don’t have any suggestions.” • “Nothing! It is a great program!” • “I really do not have any suggestions.” • “I feel it was well done and I have no suggestions.”
Less Time Commitments and Restraints	<u>37</u>	<u>14%</u>	<ul style="list-style-type: none"> • “Doesn’t need to be so long.” • “Not such a tight schedule.” • “Make it only one week long.” • “Some sessions could have been condensed to a shorter time.” • “I think it would be better if it was combined into a week.” • “The bridge needs to be less hours. I feel there was a lot of free time.” • “It doesn’t need to be so long. It could be a little more condensed.”
*Shorter Days (with breaks)	<u>16</u>	<u>6%</u>	<ul style="list-style-type: none"> • “Shorter days!” • “Days not as long.” • “More breaks in between.” • “Shorter hours each day.” • “Don’t make it so long each day. (People lose interest)” • “Not so many hours long. (9-2 pm)” • “Don’t make the day last so long. I don’t think it needs to last 7 hours.”
More Group Activities & Discussions	<u>31</u>	<u>12%</u>	<ul style="list-style-type: none"> • “More activities.” • “More ice breakers.” • “More group work.” • “More fun games.” • “More activities during the day not only night.” • “Have more serious discussions between students.” • “Have more deep in class conversations.”
More Social Time and Interactions (with other groups)	<u>25</u>	<u>9%</u>	<ul style="list-style-type: none"> • “More team interactions.” • “More time to interact with others.” • “More interaction with different groups.” • “Have more free time.” • “I would have to say interact the different groups more.” • “Interact with more groups!”
More Hands-on, Interactive Participation	<u>20</u>	<u>7%</u>	<ul style="list-style-type: none"> • “More hands-on!” • “More hands on activities.” • “More interactive projects.” • “Get more hands on activities.” • “Be more interactive and hands on.” • “More interactive sessions.” • “Make presentations more interactive.”

Continued

Table 9: (Continued)

Suggestion for Improvement	N	%	Examples of Actual Student Comments
Improve / Less Lectures and Presentations	<u>19</u>	<u>7%</u>	<ul style="list-style-type: none"> • “Less lectures.” • “More interaction during lectures.” • “Make the lectures funnier!” • “Make the presentations shorter and more interactive.” • “Shorter lectures and more time for questions!” • “Try to keep lectures condensed so students don’t lose interest.”
More Academic Focus, Time, and Support	<u>17</u>	<u>6%</u>	<ul style="list-style-type: none"> • “More work less games.” • “I think there should be more academic things like papers and quizzes.” • “Organize math so it’s more formal and serious.” • “More class time everything is crammed in and fast.” • “Discuss assignments more and help us buy books.” • “I would like to have practice note sessions for more classes.” • “The research paper should be given more time to complete.”
More Faculty, Staff, Mentor Interaction and Support	<u>15</u>	<u>6%</u>	<ul style="list-style-type: none"> • “Stop ask how do you feel?” • “Instructors need to show professionalism.” • “Have staff who are respectful to students, one was not.” • “More one on one time for students and faculty members.” • “Make sure all the advisors respect the students, other than that everything was okay to me.” • “If a student talks about problems in their journal I think the mentors should try to help them.”
More Program Structure and Organization	<u>15</u>	<u>6%</u>	<ul style="list-style-type: none"> • “Be more organized and...” • “On the first day to not be in the same room all day.” • “Even out the events between the inside and outside events.” • “Take an entrance math test before bridge for placement.” • “Less downtime, make sure everything has a point or something to learn.” • “Keep the students interactive meaning have a balance of fun activities (outside events) and academic.”
Less Boring, Repetitive, Uninteresting	<u>13</u>	<u>5%</u>	<ul style="list-style-type: none"> • “Less redundant.” • “It was good but kind of boring.” • “Less repetition, more focus.” • “Find more interesting things to do.” • “Not being so repetitive specifically going over study skills a lot.” • “All the sessions were beneficial but maybe don’t put boring classes together.”

Notes: Percentages are rounded to the nearest whole.
 The remaining responses were so varied that no major themes emerged.
 (N) indicates the number of student responses included in analysis; percentages (%) are based on the number of question respondents.
 (*) indicates a sub-code of the larger thematic category.