

**Summer Success Academy
Qualitative Report**

**2012 Open-ended Responses
Assessment Results**

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Executive Summary

Overview

The IUPUI Summer Success Academy (SSA) began in 2007 and through a strong commitment by administration, faculty, and staff, the program has continued to achieve in its mission of preparing conditionally admitted students for collegiate success. Over the past five years the SSA academy has undergone programmatic changes. For example, most notably during the 2012 program year SSA served fewer conditionally admitted students compared to previous years and a newly redesigned student life component was also introduced into the curriculum.

In an effort to gain a greater understanding of the SSA program students' open-ended response feedback was gathered through an end-of-program questionnaire. Within these questionnaires students were encouraged to provide specific feedback about how their feeling and attitudes about the program changed over time, what they found least and most valuable, and suggestions for improving the SSA experience. Tables 1-4 (pp. 8-14) include the data in detail and contains numerous examples of actual student comments. It is our hope that highlighting these responses will assist in recognizing areas of achievement while also providing information for program improvement.

Notable Findings

Students provided detailed feedback on how their attitudes and perceptions of the 2012 SSA program changed over time. Most SSA students indicated that their program experiences “Became More Enjoyable” over time. Student participants also indicated that their attitudes about SSA changed to be more positive through “Meeting New People and Forming Friendships”, “Receiving College Transition Assistance” and discovering that the program was “Meaningful, Helpful, & Productive”.

SSA students were also asked to describe what aspects of the program that they considered to be most valuable. The most common responses, and in an almost identical tie for the #1 answer, were “Mathematics Components” and “English / Writing Components”. These were also high rated most valuable aspects in both the 2011 and 2010 program years. Students in the 2012 SSA program also indicated “Meeting New People & Developing Friendships” as a most valuable program aspect; the #3 most frequent response provided.

SSA students also described what they perceived to be least valuable program aspects. 56% of student indicated “Student Life Components” as the least valued aspect of the SSA program. This was the #1 response provided by a large margin. Perhaps, what is most concerning about this finding is that this was the largest percentage of student responses ever given to a single least valuable aspect across *all* of the examined UC open-ended questions. It should also not be missed that a new construct emerged in 2012 as a notable least valuable aspect not seen in previous program years, “Activities That Did Not Improve Learning”.

Finally, student participants also provided numerous constructive suggestions for improving the SSA program. It is understandable and related with the previous finding that the #1 suggestion given was to “Improve Student Life Component”. However, it is positive that fewer SSA students called for there to be “Less Time Commitments and Restraints” in 2012 (14%) than in 2011 (30%). Similarly, fewer students provided the suggestion to “Improve Math Components” in 2012 (11%) than in 2011 (17%). Other suggestions for improvement in 2012 included but are not limited to: “More College Transition Assistance”, “More Difficult / Challenging”, and “More Group Activities & Discussions”.

Possible Implications

Analysis of Summer Success Academy (SSA) qualitative data reveals several *possible* implications. First, it is extremely promising that the #1 and #2 most frequently cited “most valuable” responses were directly attributed to the main curriculum / academic preparation goals of the program: “Mathematic Components” and “English / Writing Components”. Students are self-reporting that the SSA is truly helping them accomplish what the program was designed to do; prepare them for success in college. What makes this even more encouraging is that students are reporting that these are the most valuable aspects of the program in an open-response format, voluntarily, without prompts or a predetermined response option.

SSA students are also reporting that their attitudes and perceptions of the program are improving to become more enjoyable over time. It appears that meeting new people and developing friendships and receiving college transition assistance truly helps students make this adjustment. In analyzing student comments, the most memorable responses around this question were those coded as when the student discovered the program was “Meaningful, Helpful, and Productive”. This may be a potential area in which future SSA student program orientation efforts may be able to be focused.

On the other hand, students also had the opportunity to describe in detail what they perceived to be least valuable program aspects. SSA students overwhelmingly (56%) described “Student Life Components” as the #1 least valuable program aspect. Again, this is the largest percentage of student responses ever given to a single least valuable aspect across *all* of the examined UC open-ended questions. While students often described “in-general terms” least valued aspects of the student life components it should not be missed that participants also reported “Activities That Did Not Improve Learning” in their descriptions. It appears that the students felt that many of the activities (e.g., Duck-Duck Goose) are not appropriate for college students. It is likely that working with experienced student mentors or the SSA students themselves to develop new activities that are fun, engaging, and meaningful may help to change students’ attitudes and perceptions of the student life program component.

Overall, students self-reported that the summer success academy is helping them to prepare for success in college through the most valued aspects of “Mathematics and English / Writing Components”. It is also important that the percentage of students who suggested that there be “Less Time Commitments & Restraints” was far less in 2012 (14%) than in 2011 (30%); a further indication of strong program development. However, students repeatedly gave voluntary open-ended feedback that the “Student Life Component” was least valuable and that the program aspect should be substantially improved.

Assessment of the Summer Success Academy (SSA) program is an ongoing process. This process is designed to identify areas of the program that are working well and those that may be in need of adjustment or improvement. A detailed account of students self-reported feelings, opinions, and perceptions are included on the following pages and include numerous examples of actual student comments (Tables 1-4; pp.8-14,) It may be helpful to share this information with SSA stakeholders and instructional teams as appropriate. Ideally, through gaining a greater understanding of students’ SSA experiences best practices that focus on the development and success of conditional and at-risk students will continue to be fostered and promoted.

*Electronic copies of this and previous assessment reports can be found online at: research.uc.iupui.edu/

Assessment Results, Open-ended Responses

Program Overview

The IUPUI Summer Success Academy (SSA) began in 2007 and through a strong commitment by administration, faculty, and staff, the program has continued to achieve in its mission of preparing conditionally admitted students for collegiate success. Over the past five years the SSA academy has undergone programmatic changes. For example, most notably during the 2012 program year SSA served fewer conditionally admitted students compared to previous years and a newly redesigned student life component was also introduced into the curriculum.

Assessment Methods

In an effort to gain a greater understanding of the SSA program students' open-ended feedback was gathered. Upon completion of the SSA students were asked to voluntarily participate in a post-program student satisfaction questionnaire. In addition to closed response items, some items allowed students to reflect on their experiences in their own words, through an open-ended response format. The number of student responses varied depending on the question asked:

17. *In what ways did your attitude and feelings about the Summer Success Academy change over time?* (103)

18. *Please describe what you found most valuable about the Summer Success Academy sessions:* (104)

19. *Please describe what you found least valuable about the Summer Success Academy sessions:* (98)

20. *What specific suggestions do you have for improving future sessions? Please describe:* (92)

Student participants' open-ended questionnaire responses were analyzed and arranged into topical theme categories. These categories allowed for individual student perceptions of the SSA to be considered collectively. Topical categories were considered to be "emerged or notable" if 5% or more of students responded in a similar manner. An understanding of student comments in the aggregate facilitates a greater understanding of the SSA. 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.

Co-Occurrence

In a number of instances a singular student comment addressed more than one theme category. The concept of *Co-Occurrence* best explains this phenomenon. For example, a singular student response could address the topical categories of "Mathematics Components" and "College Transition Assistance", 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: 397

Total Number of Codes Assigned: 643

Average Number of Codes Assigned (2012): 1.62

Results

Through the examination of open-ended response feedback a wide variety of students' perceptions of the 2012 Summer Success Academy were obtained. These student perceptions included ways in which attitudes and feelings about the program changed over time, opinions about what they found least and most valuable, and suggestions for improving the SSA experience. First, a highlights section outlining notable student opinions is provided. A comparison highlights section is also included that compares findings to 2011 and 2010 SSA student responses. Students' specific responses to each open-ended question are then considered (Tables 1-4). It is our hope that this method of result presentation will aide 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.

2012 SSA Open Ended Response Highlights

Ways in which attitudes and feelings about the Summer Success Academy changed over time?

- 82% of students indicated that their attitudes and feeling about the Summer Success Academy (SSA) changed over time to “Become More Enjoyable”; the #1 coded response provided.
- Students also indicated that their attitudes about SSA changed more *positively* through “Meeting New People & Developing Friendships” (17%), receiving “College Transition Assistance” (14%), and discovering the program was “Meaningful, Helpful, & Productive” (10%), among others.

Most valuable aspects of the Summer Success Academy sessions:

- “Mathematics Components” (26%) and “Writing / English Components” (25%) were the #1 and #2 most common responses given when students were asked to describe the most valuable aspects of the SSA program.
- Students also described Meeting “New People & Developing Friendships” (22%), “Gaining a Greater Understanding for IUPUI (17%), “College Transition Assistance” (14%), and “Review of Material & Course Work” (14%) frequently as most valuable aspects.

Least valuable aspects of the Summer Success Academy sessions:

- 56% of students described “Student Life Components” as the least valuable aspect of the SSA program; the #1 coded response provided. This was the largest percentage of student responses ever given to a single least valuable aspect across all of the examined UC open-ended questions.
- Students also indicated several other areas as least valuable aspects including but not limited to: “Mathematics Components” (16%), “Activities That Did Not Improve Learning” (within the “Student Life Component” section (14%), & “Time Commitments & Restraints” (6%).

Suggestions for improving the Summer Success Academy sessions:

- 26% of students indicated “Improve Student Life Component” when they were asked to provide an open-ended suggestion for improving the Summer Success Academy. This was the #1 most common suggestion provided.
- Students gave a wide variety of suggestions for improving SSA. Some of the more common ideas included: “Less Time Commitments & Restraints” (14%), “Improve Mathematics Components” (11%), “More Difficult / Challenging” (11%), “More Group Activities & Discussions” (8%), & “More College Transition Assistance” (8%).

Comparison Highlights 2010 -2012 SSA

Ways in which attitudes and feelings about the Summer Success Academy changed over time?

- Students responded that the Summer Success Academy (SSA) changed over time to “Become More Enjoyable” with #1 highest frequency in all three years program years 2012 (82%), 2011 (66%), and 2010 (79%).
- “(Positive) College Transition Assistance” was a way in which students reported that their attitudes and feelings about the SSA changed over time. It was the #3 most common response given by students in 2012 (14%), the #2 most common response in 2011 (16%), and the #6 response in 2010 (6%).

Most valuable aspects of the Summer Success Academy sessions:

- “Mathematics Components” was a common response provided when students were asked to describe most valuable program aspects. It was the #1 response provided in 2012 (26%) and 2010 (32%). It was the #3 most frequent response provided in 2011 (17%).
- “English / Writing Components” was the #2 most frequently cited SSA program valuable aspect in both 2012 (25%) and 2010 (27%). It was the #1 most common valuable aspect in 2011 (22%).
- “Meeting New People and Developing Friendships” was the #3 most common most valuable aspect given in 2012 (22%) and 2010 (18%). It was the #2 most frequent response in 2011 (18%).

Least valuable aspects of the Summer Success Academy sessions:

- 56% of students described “Student Life Components” as the least valuable aspect of the Summer Success Academy; the #1 coded response provided for the 2012 program year. What makes this concerning is that this is the largest percentage ever given to a single least valuable aspect across all of the examined UC open-ended questions.
- “Mathematics Components” was also a least valuable program aspect response. It was the #3 most common response given in both 2012 (16%) and 2010 (14%). It was the #1 response in 2010 (36%).
- Students also indicated “Activities That Did Not Improve Learning” (14%) within the “Student Life Component” section as a least valuable aspect for the 2012 SSA. This did not emerge as a notable least valuable aspect in either the 2011 or 2010 program year.

Suggestions for improving the Summer Success Academy sessions:

- “Improve Student Life Components” (26%) was the #1 most common suggestion given for improving the SSA program but did not emerge as a notable idea in 2011 or 2011.
- “Less Time Commitments & Restraints” was the #3 most commonly provided suggestion for improvement in both 2012 (14%) and 2011 (30%). It was the #1 most common suggestion given in 2010 (28%).
- “Improve Math Components” was the #4 most frequent suggestion for improvement given in 2012 (11%) but was the #2 suggestion in 2011 (17%). It was not a common suggestion in 2010.

Table 1: Change in Students' Attitudes and Feelings Over Time (N= 103)

In what ways did your attitude and feelings about the Summer Success Academy change over time?

Change	N	%	Examples of Actual Student Comments
Became More Enjoyable	<u>84</u>	<u>82%</u>	<ul style="list-style-type: none"> • “I liked it more as it went on”. • “I realized how fun it really was”. • “I started to feel a little bit more excited about college”. • “At first I did not want to do it and now I am so happy I did”. • “At the beginning of SSA I was very nervous, but the nerves died”. • “At first I thought SSA would be boring and difficult but it actually taught me how to learn and have fun. I was more satisfied every class” . • “At first I didn’t want to attend SSA but over time I’m happy I did because I got an advantage that many people didn’t get”. • “At first, I thought this would be like summer school but it wasn’t. After the second day, I actually liked coming to class”.
(Positive) Met New People & Developed Friendships	<u>17</u>	<u>17%</u>	<ul style="list-style-type: none"> • “Having friends made one want to come”. • “I thought it would be really boring, but I actually met some cool people”. • “Within a week, I made a couple of friends. I always enjoyed the environment”. • “At the beginning I wasn’t looking forward to it but meeting new friends made the days here a lot better!” • “At first I didn’t know anyone or really want to be here & now I have friends & enjoy coming”. • “My attitude went from awkward and shy to comfortable and being able to connect and make new friendship”.
(Positive) College Transition Assistance	<u>14</u>	<u>14%</u>	<ul style="list-style-type: none"> • “I feel it really helped me prepare for college”. • “My attitude lightened up and SSA really has helped me. I feel a lot more ready for college just from this program.” • “I came in nervous and unaware of what this entire program was about, yet over time I realized that it was provided to help and prepare me for my future courses”. • “I didn’t see the need or point at first, but now I understand. It taught me things I needed to know going in to IUPUI”.
(Positive) Meaningful, Helpful, & Productive	<u>10</u>	<u>10%</u>	<ul style="list-style-type: none"> • “I learned that it is actually helpful” . • “I began to see it more as a help rather than a punishment”. • “At first I thought that SSA was going to be pointless, but I was wrong it taught me a lot”. • “At the beginning, I thought I was wasting my time but then I came to realize that it is actually very beneficial”. • “I thought it was going to be busy work and waste my time, but it’s actually been helpful”.
No Change Reported	<u>7</u>	<u>7%</u>	<ul style="list-style-type: none"> • “It didn’t”. • “They didn’t”. • “They did not”. • “They never changed because I’ve been consistently excited”.

Notes: Percentages rounded to the nearest whole. The remaining responses were so varied that no major themes emerged. (Positive): Indicates a response where a participant conveyed a positive attitude / feeling about the SSA through describing a specific program component.

Table 2: Most Valued Aspects of the 2012 Summer Success Academy (N = 104)

Please describe what you found most valuable about the Summer Success Academy sessions:

Most Valued Aspect	N	%	Examples of Actual Student Comments
Mathematics Components	<u>27</u>	<u>26%</u>	<ul style="list-style-type: none"> • “Math class”. • “The math part taught me the most”. • “Helped me brush up my math skills”. • “Keeping up with basic math skills is always helpful”. • “The math due to that being my worse course” • “The math remediation. It really helped remember things”. • “I found the math class most valuable because it really refreshed me on my math”. • “I found that my math class was most valuable because it helped me regain my skills back”. • “The math sessions of SSA did help me out. Writing and Math was the most valuable because it helped me remember things I forgot or completely didn’t understand”.
Writing / English Components	<u>26</u>	<u>25%</u>	<ul style="list-style-type: none"> • “Writing”. • “My writing class was the most valuable part”. • “Writing showed what professors are looking for”. • “Getting help with my writing class, it’s easier to write papers”. • “I looked at and peer-edited work in an entirely different way”. • “What I found most valuable was the writing peer groups. They actually helped out a lot”. • “I found the writing course to be most helpful. The professor challenged us to think more critically as opposed to generically”.
Meeting New People & Developing Friendships	<u>23</u>	<u>22%</u>	<ul style="list-style-type: none"> • “The friends I made”. • “Meeting new people”. • “Meeting other students”. • “They introduced us to people”. • “The friendships you make before the fall semester starts”. • “The relationships I made and the intellectual challenges”. • “The most valuable I found were the people at IUPUI, I made a lot new friends and friended some staff”.
Gaining a Greater Understanding for IUPUI (Campus Navigation)	<u>18</u>	<u>17%</u>	<ul style="list-style-type: none"> • “Learning about the campus”. • “Getting to know campus a lot more”. • “Getting to know the campus and resources were beneficial for me”. • “I am very comfortable with the campus and its resources because of SSA”. • “I found the most valuable about this program was getting to know some of the layout on campus”. • “The most valuable would be to get a better feel of the campus. I know where my fall classes are located and where to go for help”.
College Transition Assistance	<u>15</u>	<u>14%</u>	<ul style="list-style-type: none"> • “The experience of learning college ropes.” • “I felt like it prepared me for college.” • “How they told us what to expect in the fall.” • “The college daily routine helped me learn what I have to do this fall.” • “It prepared me for college and a lot better at communication skills.” • “The most valuable had to be learning how professors wanted their work to be like.”

Continued

Table 2: Continued

Most Valued Aspect	N	%	Examples of Actual Student Comments
Review of Material & Course Work	<u>15</u>	<u>14%</u>	<ul style="list-style-type: none">• “REVIEW!”• “Relearning work.”• “Reviewing what we forgot”.• “The reviews in math & study tips”.• “Writing and Math was the most valuable because it helped me remember things I forgot or completely didn’t understand”.• “The Math and Writing classes. It helps us refresh our memory about a lot of things before college starts and as freshman we need that”.
Instructional Team Support	<u>10</u>	<u>10%</u>	<ul style="list-style-type: none">• “The teacher”.• “The teachers helped out a lot and had great methods of teaching.”• “The professor challenged us to think more critically as opposed to generically”.• “What I found most valuable about the Summer Success Academy session was the one on one time you could receive when needed”.• “The teacher as well as math mentors help. They really helped me understand my most complicated subject”.
Group Work, Activities, & Discussions	<u>8</u>	<u>8%</u>	<ul style="list-style-type: none">• “The group work”.• “The group work, and hearing others opinions”.• “The group discussions were the most valuable”.• “I enjoyed all the collaboration and student activities/involvement in every one of my classes”.• “I found valuable that SSA helped me to get a better understanding about teamwork and diversity”.
Student Life Components	<u>8</u>	<u>8%</u>	<ul style="list-style-type: none">• “Student life class because it allowed me to meet new people”.• “Learning about the campus in student life”.• “The student life class was valuable because of the interaction & openness”.• “The student life section was good. It taught us a lot about what’s around campus, others, and ourselves”.

Notes: Percentages rounded to the nearest whole. The remaining responses were so varied that no major themes emerged.

Table 3: Least valued aspect of the 2012 Summer Success Academy (N = 98)

Please describe what you found least valuable about the Summer Success Academy sessions:

Least Valued Aspect	N	%	Examples of Actual Student Comments
Student Life Components <i>Activities That Did Not Improve Learning (14)</i>	<u>55</u>	<u>56%</u>	<ul style="list-style-type: none"> • “The student life class was the least helpful”. • “The student life class, it wasn’t horrible, just not useful”. • “The Student life portion, because we never really did anything worthwhile” • “I found the student life sessions to be counter-productive”. • “The student life section because we were treated like 5 year olds”. • “Student life was most ridiculous; I don’t understand how those/some of the activities will help us out in college”. • “I found Student life to be the least valuable. I think if the University kept that component it should only be once a week”. • “The student life class was the worst. I didn’t learn anything and they treat you like your 5. I hated it and I’m glad it’s over”. • “Some outside activities”. • “Playing all of the games and the college life class”. • “The social life class had activities that were “childish”.” • “Duck Duck Goose, aka Student Life”. • “Some things were to kiddy for college students”. • “The student life class, I’ll never forget they made us play duck, duck goose • “Least valuable to me would be the skit warm up we did in the student development class, it just wasn’t me.”
Mathematics Components	<u>16</u>	<u>16%</u>	<ul style="list-style-type: none"> • “Math”. • “Math class”. • “The math portion”. • “Least valuable was the math course because I had learned all that prior”. • “Some of the math was stuff I did in 7th or 8th grade. It was just too easy and there was no challenge”. • “A lot of the math that we went through during the four weeks was very basic, almost elementary. I got very little out of it until closer to the end”.
N/A, None, Nothing	<u>7</u>	<u>7%</u>	<ul style="list-style-type: none"> • “None”. • “Nothing”. • “There was nothing that was not valuable.” • “I have no complaints about the SSA program.” • “There was nothing that was not valuable.”
Time Commitments & Restraints	<u>6</u>	<u>6%</u>	<ul style="list-style-type: none"> • “Early in the morning for commuters.” • “The length of classes & the time”. • “It was at 8am, nothing gets done at 8am.” • “The little amount of time in between classes. It should have been longer.”

Continued

Table 3: Continued

Least Valued Aspect	N	%	Examples of Actual Student Comments
Lack of Difficulty or Challenge	<u>6</u>	<u>6%</u>	<ul style="list-style-type: none">• “It was really easy, but I still liked it”.• “I felt as though a lot of the material we were taught in class was more of a review”.• “It could have been a little bit more challenging”.• “The math was super easy. Brought me back to 7th grade”.
Review of Material & Course Work	<u>5</u>	<u>5%</u>	<ul style="list-style-type: none">• “We practiced math that we already knew how to do”.• “Learning old math techniques that we already know how to do”.• “I felt as though a lot of the material we were taught in class was more of a review. It could have been a little bit more challenging”.• “Some of the long, drawn out discussions about some things we all know about.”

Notes: Percentages rounded to the nearest whole. The remaining responses were so varied that no major themes emerged. Sub-Categories are denoted by italics and consist of participant responses that address a specific component of the larger thematic category.

Table 4: Suggestions for Improving Future SSA Sessions (N=92)

What specific suggestions do you have for improving future sessions? Please describe:

Suggestion for Improvement	N	%	Examples of Actual Student Comments
Improve Student Life Components	<u>24</u>	<u>26%</u>	<ul style="list-style-type: none"> • “Cut the student life”. • “Improve student life”. • “Student life should help with 2012 school year”. • “Make student life more interesting”. • “Student life should only be one day!”. • “Take out the student life thing. It was not needed. I felt like it was a waste of time”. • “I feel student life was a little childish. I felt all the stuff we did was childlike”. • “Don’t include the social living class. They made me feel like I was a little kid not a freshman in college”. • “Drop student life class. If it’s not possible make it to where the things we do are for our age groups. We are not in kindergarten!”. • “No student life, you should just have that time period as a study session if students need it”.
N/A, None, Nothing	<u>15</u>	<u>16%</u>	<ul style="list-style-type: none"> • “N/A”. • “None”. • “Nothing”. • “I don’t have any suggestions”. • “I can’t think of anything to improve”.
Less Time Commitments & Restraints <i>Later Start Time (4)</i> <i>Include More “Breaks” (3)</i>	<u>13</u>	<u>14%</u>	<ul style="list-style-type: none"> • “Don’t make classes as long”. • “Three weeks instead of four weeks”. • “Less time/2 weeks total Take out “student life” and focus on learning”. • “Not be at 8am” . • “I would say it shouldn’t start so early!”. • “Allow more time between classes”. • “The breaks could be longer. So that students have more time to walk to & from classes”.
Improve Mathematics Component	<u>10</u>	<u>11%</u>	<ul style="list-style-type: none"> • “Make math harder”. • “Make math just a smidge harder”. • “More clear homework assignments in math”. • “Challenge students with a harder math class” . • “Go more in depth with the math portion and don’t start at such an elementary level”. • “I think Math should be every other day, like writing is so you don’t feel over-whelmed”.
More Difficult / Challenging	<u>10</u>	<u>11%</u>	<ul style="list-style-type: none"> • “Overall I really enjoyed SSA, I would only change the level of difficulty for the material in our classes, but nothing else”. • “Don’t make the classes so easy and maybe allow students to be put into groups more suited towards them” . • “I would provide more challenging and interesting homework and in-class assignments”.

Continued

Table 4: Continued

Suggestion for Improvement	N	%	Examples of Actual Student Comments
General Positive Comment	<u>7</u>	<u>8%</u>	<ul style="list-style-type: none"> • “I thought SSA is GREAT”. • “The program is fine the way it is”. • “Everything was great how it is”. • “I was very pleased with the SSA program there is nothing I could suggest or add that would make it better than it already is”.
More Group Activities & Discussions	<u>7</u>	<u>8%</u>	<ul style="list-style-type: none"> • “Try to not sit down and lecture. Get students involved in activities”. • “More group activity that doesn’t involve sitting and going through the group and talking about why we are who we are”. • “For UCOL class make more activities for groups and outside groups get to know each other more”.
More College Transition Assistance	<u>7</u>	<u>8%</u>	<ul style="list-style-type: none"> • “In student life help students know how to like register & stuff”. • “Maybe actually show students around the campus”. • “They should teach how to get your way around the IUPUI website & contact professors through it”. • “I think some parts of the SSA sessions could be improved by giving some course descriptions to better familiarize students on their courses in fall”.

Notes: Percentages rounded to the nearest whole. The remaining responses were so varied that no major themes emerged. Sub-Categories are denoted by *italics* and consist of participant responses that address a specific component of the larger thematic category.