

**Summer Bridge Program
2012 Qualitative Report**

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Executive Summary

The purpose of this report is to provide an overview of students' perceptions and opinions of the 2012 Summer Bridge program. The program is designed for incoming freshmen and is held in August before fall classes begin. Throughout the two-week program students establish early success networks with faculty, advisors, librarians, and student mentors. Summer Bridge students also become familiar with campus, meet new friends, learn to handle college-level expectations in reading and writing, and receive individualized math support. Taken together, these program goals are designed to facilitate a successful student transition to IUPUI.

During the summer of 2012 over 500 IUPUI students participated in Summer Bridge. At the conclusion of the program students were asked to voluntarily respond to an anonymous questionnaire. Students provided open-ended feedback in the areas of what they found most and least valuable about the program as well as suggestions for improvement. This report examines notable findings of 2012 Summer Bridge student responses and also considers qualitative data of previous program years (2008-2011). For electronic copies of this and other assessment reports please visit: research.uc.iupui.edu.

Major Findings

Students described what they valued most about their Summer Bridge experiences. Students responded that meeting new people and forming friendships, learning to navigate campus and participating in tours, and receiving college transition assistance were aspects of the program that they valued the most. These three components were consistently the most discussed areas by participants across all five program years (2008-2012). It is meaningful that a larger percentage of students responded with these answers in 2012 than in previous cohorts. For example, 26% of 2012 participants described receiving college transition assistance as a most valuable aspect. In comparison, only 15% of students in the 2011 cohort indicated this response. Additionally, in 2012 some students described experiencing feelings of a "head start" as a most valuable aspect. This answer did not emerge as a notable response in previous years.

Least valued aspects of the Summer Bridge program were also described by student participants. Many students simply indicated n/a, none, or nothing in response to this question. Mathematics components was the #2 most common answer given by the 2012 cohort. However, it received a much lower rate of response in 2012 (13%) compared to 2010 (22%) when it was the #1 answer. Similar to previous program years, in 2012 reading and writing activities was the #3 least valuable aspect. Group activities and discussions was also described by some students as a least valuable Summer Bridge component. It was the #4 most common answer provided in 2012 and the #3 response in 2011.

2012 Summer Bridge participants also provided a variety of suggestions for improvement. These included but are not limited to: having more (outside) group activities and discussions, less time commitments and restraints, more college transition assistance, more peer interaction opportunities, greater instructional team support, and to improve organization and communication. These recommendations are consistent with those given by students in previous years with a few notable exceptions. First, (outside) group activities and discussions was suggested with greater frequency in 2012 (17%) compared to 2011 (12%) and 2010 (11%). In recent years there has been a gradual increase in the percentage of students suggesting less time commitments and restraints: 2010 (10%), 2011 (12%), 2012 (14%). Finally, in 2012 some students suggested having more college transition assistance as a way to improve Summer Bridge. This answer did not emerge as a notable suggestion in other program years.

Possible Implications

Analysis of the 2012 Summer Bridge qualitative data reveals several possible implications. First, students are reporting that the program is valuable and helping to facilitate successful transitions to IUPUI. It is meaningful that in 2012 a larger percentage of students indicated college transition assistance as a most valuable aspect than in any previous program year. Additionally, for the first time a notable number of students described that they experienced feelings of a “head start” through participating in Summer Bridge. Conveying that past participants felt a sense of a “head start” to college may be considered as an effective communication approach for recruiting future students in marketing materials. It is promising that students view the program in this positive light. It seems that participants desire help and encouragement in their transitions. It may be helpful to further develop how students gain an understanding for expectations, become more comfortable and confident, and learn study and time management skills (Table 1, p. 9).

It is also notable that some students identified mathematics components, reading and writing activities, and group activities and discussions as least valuable aspects. While these findings are consistent with previous program years they should not be overlooked. Faculty, advisors, librarians, and student mentors should continue to collaborate and find new ways to effectively engage students in these program areas. The data have shown that Summer Bridge activities are most valued when they help students meet new people and gain friendships, navigate campus, transition to college, include the support of the instructional team, and lead to a greater understanding of IUPUI. While it is important to maintain the integrity and focus of each subject area (e.g., math, writing) it may be helpful to incorporate some of these aspects into individual activities or lesson plans where appropriate.

Students suggested that having more (outside) group activities and discussions may improve Summer Bridge. This recommendation was given with greater frequency in 2012 (17%) than in 2011 (12%) or 2010 (11%). Some of the students were very specific in their more group activities recommendation by focusing on the “outside” component (Table 3, p. 13). This may be a possible avenue for future curriculum innovation and program development. Finally, there has been a gradual increase in the percentage of students indicating less time commitments and restraints as a recommendation. Planning efforts should be conscious of these concerns as the Summer Bridge program grows to serve more students.

Assessment of the Summer Bridge program is an on-going process. This process is designed to identify both program areas of achievement and those in need of improvement. A detailed account of students’ self-reported perceptions of the Summer Bridge program are provided on the following pages and include numerous examples of actual student comments (Tables 1-3, pp. 9-14). It may be helpful to share this information with program stakeholders and instructional teams as appropriate. Ideally, through gaining an understanding of students’ Summer Bridge experiences we will be able to further understand effective teaching and learning.

Introduction

The IUPUI Summer Bridge program is a program for incoming freshmen held in August before fall classes begin. Participants are divided into groups of approximately 20-25 students based on their major or interest in exploring an area of study. Throughout the two-week program students establish early networks of success with faculty, advisors, student mentors, and librarians. Summer Bridge students also “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, and gain experience with technology” (bridge.uc.iupui.edu). Taken together, these program goals are designed to facilitate a successful student transition to IUPUI. The goal of this assessment report is to identify students’ opinions and perceptions of Summer Bridge through examining open-ended questionnaire response feedback.

Sample

During the summer of 2012 over 500 IUPUI students participated in the Summer Bridge program. Students were asked to voluntarily participate in a questionnaire at the conclusion of the program. Three open-ended questions were included in the questionnaire in a further effort to gather students’ perceptions and opinions of the program. The number of student responses varied depending on the question asked:

Questions:

- 1.) Please describe what you found most valuable about the Summer Bridge program. (n = 519)
- 2.) Please describe what you found least valuable about the Summer Bridge program. (n = 483)
- 3.) What specific suggestions do you have for improving the Summer Bridge program? (n = 468)

Method

End-of-Course 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 theme categories. The theme categories allowed for individual student perceptions of the 2012 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. Listed below is the total number of individual student responses and the average number of codes assigned to those comments.

Total Individual Student Comments:	<u>1470</u>
Total Codes Assigned:	<u>2326</u>

Average Number of Codes Assigned to Individual Student Comment:	<u>1.582</u>
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Results

Through the examination of open-ended response feedback a wide variety of students' perceptions of the 2012 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 highlights section outlining notable student opinions is provided. This is followed by a comparison highlights section that assess students' responses with those from previous years. Finally, students' specific responses to each open-ended question, including examples of actual student comments, are presented. (Tables 1-3). 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. For electronic copies of this and other assessment reports please visit (research.uc.iupui.edu).

2012 Program Highlights

Specific Thematic Codes are in Quotations (“---”)

Most Valued Aspects of the 2012 Summer Bridge Program:

- “Meeting New People and Forming Friendships” was the most common response (40%) given by student respondents when they were asked to describe most valuable aspects of the 2012 Summer Bridge program.
- 33% of student respondents indicated “Campus Navigation & Tours” as a most valuable component of Summer Bridge. Within this category many students described finding specific “Classroom Locations” as being helpful.
- 26% of students described “College Transition Assistance” as being a most valuable aspect. Within this category students identified “Gaining an Understanding for Expectations”, “Became More Comfortable & Confident”, and “Study, Time, & Financial Aid Information” as helpful.
- Student also considered other areas of Summer Bridge to be most valuable program aspects: “Gaining an Understanding for Campus Resources (12%)”; “Instructional Team Support” (9%); “Feelings of a Head Start”(9%); and “Gaining a Greater Understanding for IUPUI” (8%).

Least Valued Aspects of the 2012 Summer Bridge Program:

- “N/A, None, Nothing” was the most common response (23%) provided by students when they were asked to indicate the least valuable component of the 2012 Summer Bridge program.
- 13% of student respondents considered “Mathematics Components” to be a least valuable aspect of the Summer Bridge program. 12% of students indicated “Reading & Writing Activities” as a least valuable program component.
- 12% of participants described “Group Activities & Discussions” as least valuable aspects. Within this category some students indicated “Outside Field Trips” and “Icebreakers” as not valuable.
- Students also considered other aspects of the Summer Bridge program to be least valuable: “General Positive Comment” (9%); “Time Commitments & Restraints” (7%); “Not Meaningful, Helpful, & Productive (Busy Work)” (6%); “Classes/Sessions” (5%); and “Repetitive, Boring, Uninteresting”(5%).

Suggestions for Improving the Summer Bridge Program:

- 21% of students gave a response of “N/A, None, Nothing” when asked to provide suggestions for improving the Summer Bridge program.
- 17% of students suggested that the program could benefit from “More or Improved Group Activities & Discussions”. Within this suggestion some students specified that there could be more “Outside Activities & Fieldtrips” as well as “Icebreakers”.
- 14% of respondents suggested that there be “Less Time Commitments & Restraints”. Within this category some students proposed the idea of “Shorter Days” and “More Free Time”.
- Other suggestions for improving Summer Bridge included: “General Positive Comment” (13%); “More College Transition Assistance” (9%); “More Peer Interaction Opportunities” (8%); “Improve Mathematics Components” (6%); “More Fun, Interactive, & Engaging” (5%); “More Instructional Team Support” (5%); and “Improve Organization & Communication” (5%).

Five (5) Year Comparison Highlights: 2008 – 2012 Summer Bridge Program Specific Thematic Codes are in Quotations (“---”)

Most Valued Aspect of the Summer Bridge Program (2008 – 2012)

- “Meeting New People and Forming Friendships” was the most common response provided across Summer Bridge cohorts when students were asked for opinions of most valuable program aspects. It was the #1 response in 2012 (40%), 2011 (33%), 2010 (42%), 2009 (39%), and 2008 (41%).
- Student participants across all cohorts indicated “Campus Navigation & Tours” as a most valuable program aspect. It ranked as the #2 most common response in 2012 (33%), 2011 (24%), 2010 (38%), 2009 (32%), and 2008 (29%).
- “College Transition Assistance” was the # 3 most valuable program aspect identified by the 2012 Summer Bridge cohort (26%). It was the #4 most common response in 2011 (15%), 2009 (18%), and 2008 (16%). It was also the #3 response in 2010 but with a lower percentage (14%).
- In 2012, 9% of students reported “Feelings of a Head Start” as a most valuable aspect of Summer Bridge. This answer did not emerge as a notable response in any of the previous program years.

Least Valued Aspects of the Summer Bridge Program (2008 – 2012)

- Students often responded “N/A, None, Nothing” when asked to describe least valuable aspects of the Summer Bridge program. It ranked as the #1 most common response in 2012 (23%), 2011, (27%), 2010 (29%), 2009 (19%), and 2008 (25%).
- “Mathematics Components” was also identified as a least valuable program aspect by some students. It was the #2 response in 2012 (13%), 2011 (12%), 2010 (22%) and 2009 (14%).
- “Reading & Writing Activities” was the #3 least valuable aspect given in 2012 (12%). In comparison, it was the #5 most common response in 2011 (9%). It is important to consider that some students specified “Journal Components” within this category.

- “Group Activities & Discussions” was also described as a least valuable Summer Bridge aspect. It was the #4 response given by students in 2012 (12%). In comparison, it was the #3 response in 2011 (11%); #5 in 2010 (10%) and 2009 (8%); and #4 in 2008 (7%).

Suggestions for Improving the Summer Bridge Program (2008-2012)

- “N/A, None, Nothing” was the #1 most common suggestion indicated for Summer Bridge program improvement given in 2012 (21%), 2011 (22%), 2010 (28%), and 2008 (28%). It was the #2 most common suggestions for improvement provided in 2009 (21%).
- “More or Improved Group Activities and Discussion” was the #2 suggestion for Summer Bridge improvement provided by the 2012 (17%), 2011 (12%) and 2010 (11%) cohorts. In 2012, it was reported with higher frequency and included the idea of “Outside Activities and Field Trips”.
- “Less Time Commitments and Restraints” was the #3 most frequent suggestion for improvement given by the 2012 (14%), 2011 (12%), and 2010 (10%) cohorts. It was the #1 most common suggestion for improvement in 2009 (29%) the #2 most frequent suggestion in 2008 (15%).
- In 2012, 9% of students suggested “More College Transition Assistance” as a way to improve Summer Bridge. This answer did not emerge as notable in any of the previous program years.

Table 1: Most Valuable Aspects of the 2012 Summer Bridge Program (n = 519)

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

Most Valued Aspect	N	%	Examples of Actual Student Comments
Meeting New People & Forming Friendships	<u>209</u>	<u>40%</u>	<ul style="list-style-type: none"> • “Meeting new people.” • “Making new friends.” • “Making awesome friends.” • “Helping me meet new people.” • “The friendships and connections I made.” • “The meaningful relationships I made with my classmates.” • “I found that it is important to get connected with people.” • “Meeting people of different backgrounds from me, friends.” • “Meeting new people who are in the same career interest as you.” • “Meeting new people who were nervous about starting college too.” • “What I found most valuable was making new friends and meeting people from different parts of the world.” • “Meeting new people and feeling more connected with the IUPUI campus.”
Campus Navigation & Tours <i>Classroom Locations (28)</i>	<u>170</u>	<u>33%</u>	<ul style="list-style-type: none"> • “Campus tour.” • “Finding my way around the campus.” • “Learning where things are on campus.” • “Touring the campus (including the tour at NIFS).” • “The tour of campus and walking around campus to locate buildings.” • “I found touring the campus very beneficial. I know my way around a lot better than before.” • “I found the locations of buildings, classes, and services were my most valuable thing.” • “Help finding classes.” • “Learning where classes are located.” • “I found going to our different classes most valuable.” • “Learning where my classes are before everyone comes to campus.”
College Transition Assistance <i>Gaining an Understanding for “Expectations” (28)</i> <i>Became More Comfortable & Confident (22)</i> <i>Study, Time, & Financial Aid Information (20)</i>	<u>136</u>	<u>26%</u>	<ul style="list-style-type: none"> • “Learning the transition from high school to college.” • “Learning how to think and work at a college level.” • “The best part is how well they helped you transition to college.” • “Helped me prepare to attend and do well in my college classes and in the college environment.” • “Learning about what is expected of me in college.” • “Learning and understanding faculty expectations.” • “Knowing what to expect from college life, teachers, and courses.” • “I am familiar with the campus and feel more confident in myself.” • “The level of comfort it gave me with starting college and broadened perspectives.” • “Summer Bridge prepared me for college and helped me to feel more comfortable going on the first day.” • “The advice on time management.” • “Learning about study skills, and knowing to be prepared to take notes as soon as class begins.” • “The reassurance that I can succeed. As well as the helpful tips of how to study & the kinds of resources that are available.”

Continued

Table 1: (Continued)

Most Valued Aspect	N	%	Examples of Actual Student Comments
Gaining an Understanding for Campus Resources <i>Technology (14)</i>	63	12%	<ul style="list-style-type: none"> • “Learning about the resources.” • “I learned the resources available for research.” • “Finding out what resources are available here.” • “Introducing us to all of the resources & expectations.” • “Learning about the library resources available to students.” • “My most valuable experience was learning all of the resource centers and making great friends.” • “That we were shown /told about all the resources available like the MAC, writing center, Bepko, etc.” • “Using the online resources/meeting others in my major.” • “Using Oncourse to send our journals, because before I didn’t really know what Oncourse was used for.” • “I found many things that are helpful for me such as how I can deal with IUPUI technology like, Onstart, Oncourse, etc.”
Instructional Team Support	47	9%	<ul style="list-style-type: none"> • “My mentor (----) and teacher Mr(s) (----).” • “The interactions with the older students.” • “My advisors, they were extremely helpful.” • “The interaction between students and faculty.” • “My mentor, (----), tried to connect with us and get to know us. That was really awesome.” • “I felt the staff was eager and happy to have us here. I now feel comfortable on the campus.” • “The enthusiastic staff made starting school two weeks early worth it. They provided valuable info to enhance my college experience.” • “The fact that we had on instructor, advisor, student mentor, and librarian to help us with information from different perspectives.”
Feelings of a “Head Start”	45	9%	<ul style="list-style-type: none"> • “Getting a jumpstart on school.” • “Just learning everything two weeks before school starts.” • “Getting ahead of other college freshmen by knowing the campus.” • “I liked that I got a good head start at college. I feel like if I went straight into college, I would have no idea what I was doing.” • “I thought all of the sessions were most valuable. I feel like I am ahead of the game because of the sessions.” • “I’m more familiar with the campus and it was a good head start to college. I’m more advanced than the incoming freshman who did not do bridge.” • “Whoever comes to bridge is a step in front of other students coming in. Also the fact you get to know campus and learn about your career.”
Gaining a Greater Understanding for IUPUI	40	8%	<ul style="list-style-type: none"> • “Instructions about different parts of the university.” • “They taught me everything that I need to know about IUPUI.” • “It taught me the rules of IUPUI.” • “Learning values of the University and friendships.” • “I learned a lot about IUPUI, including the campus, classroom expectations, and how to be a successful college student.” • “Understand how the University runs on school days and the various applications and sites we use in the school (Oncourse, Onestart).”

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. Sub-Categories are denoted by *italics* and consist of participant responses that address a specific component of the larger category.

Table 2: Least Valued Aspects of the 2012 Summer Bridge Program (n = 483)

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

Least Valued Aspect	N	%	Examples of Actual Student Comments
N/A, None, Nothing	<u>110</u>	<u>23%</u>	<ul style="list-style-type: none"> • “N/A.” • “None.” • “Nothing.” • “Not a thing.” • “Nothing at all.” • “I didn’t find anything invaluable.”
Mathematics Components	<u>64</u>	<u>13%</u>	<ul style="list-style-type: none"> • “Math sessions.” • “The math classes.” • “Math tutoring sessions.” • “Math, they are rude.” • “I did not find the math sessions very valuable.” • “Math, it was too loud and could not concentrate.” • “Math sessions; the instructors were very rude.” • “The math classes because I didn’t learn anything.” • “Math class, not because I don’t like math but because we didn’t learn anything.” • “Math sessions were boring and the tutors did not know what to do or how to approach a student.” • “The least valuable would be math, because we the students did not interact with each other, and the instructors need to be more upbeat.”
Reading & Writing Activities Journal Assignments (21)	<u>59</u>	<u>12%</u>	<ul style="list-style-type: none"> • “Reading class.” • “Writing class.” • “The English class.” • “The college reading class.” • “The writing course, because I didn’t really get much from it.” • “Probably the readings, didn’t have much conversation about them.” • “I found the reading session least valuable because it was only once and I didn’t remember much.” • “The journals.” • “Doing journals every night.” • “The journals become repetitive.” • “The daily journal, I feel like discussing them in class may be better.”
Group Activities & Discussions <i>Outside Activities (Field Trips) (26)</i> <i>Icebreakers (13)</i>	<u>56</u>	<u>12%</u>	<ul style="list-style-type: none"> • “All the games.” • “Some of the activities weren’t very beneficial.” • “Some of the discussions were less meaningful than others.” • “The discussions where everything was repeated.” • “The games because I think I should not pay to play games but to learn.” • “Field trip.” • “I found the Eiteljorg museum least valuable.” • “I found the museum and NCAA trip least valuable because it didn’t have to do w/school. It was very interesting and I liked it, but wasn’t a need.” • “A lot of the ice breakers.” • “The Body-to-Body ice breaker.” • “Ice breakers are fun but maybe not so many.”

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Table 2: (Continued)

Least Valued Aspect	N	%	Examples of Actual Student Comments
General Positive Comment	<u>42</u>	<u>9%</u>	<ul style="list-style-type: none"> • “I loved it all.” • “It was all fantastic.” • “Everything was valuable.” • “Everything was meaningful.” • “I found the whole experience to be valuable.” • “I thought all was valuable and helped prepare me.” • “All of classes had something that I learned from.” • “Everything we did I found valuable because it will help me in the future.” • “The program is great! I think the faculty did everything they could to make it a great experience.” •
Time Commitments & Restraints <i>Length of Day (17)</i> <i>Early Start Time (6)</i>	<u>35</u>	<u>7%</u>	<ul style="list-style-type: none"> • “It takes too much time may be one week is enough.” • “It took too long to attend, like better to get longer rest time.” • “I thought that it was too long. Other than that I was very satisfied with what we did.” • • “The long hours, 9-4 seems pretty lengthy.” • “How long it lasted, it was a long day. A lot of information in one day.” • “How long the program is in a day, until 4 is pretty long and I don’t think it keeps students occupied for so long.” • • “Waking up early.” • “Waking up so early in the morning.”
Not Meaningful, Helpful, & Productive (Busy Work)	<u>31</u>	<u>6%</u>	<ul style="list-style-type: none"> • “I feel like we wasted time that could’ve been spent elsewhere.” • “Feel like there were some things that were thrown in there just to fill time.” • “Some of the lectures were not that interesting and I don’t feel they benefitted me that much.” • “The assignments were stupid and just busy work and non-learning. No interaction with other groups.” • “No meaningful connections, activities. The only thing it provided for me was stress.” •
Classes / Sessions	<u>26</u>	<u>5%</u>	<ul style="list-style-type: none"> • “The classes.” • “Some of the sessions.” • “Going to sessions all day.” • “Some of the pointless presentations.” • “The large number of classes.” • “Some sessions like college level reading and bookstore things.” • “The basic skills class- I learned a lot of that in high school.”
Repetitive, Boring, Uninteresting	<u>22</u>	<u>5%</u>	<ul style="list-style-type: none"> • “Learning the same thing every day.” • “All the boring lectures.” • “The boring presentations.” • “Some of the lectures were already given at orientation.” • “Some of the lectures that seemed to repeat.” • “Some of the activities were redundant.”

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. Sub-Categories are denoted by *italics* and consist of participant responses that address a specific component of the larger category

Table 3: Suggestions for Improving the Summer Bridge Program (n = 468)

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>98</u>	<u>21%</u>	<ul style="list-style-type: none"> • “N/A.” • “None.” • “Nothing.” • “I really don’t have specific suggestions for the summer bridge.”
More or Improved Group Activities & Discussions <i>Outside Activities & Fieldtrips (34)</i> <i>Icebreakers (10)</i>	<u>79</u>	<u>17%</u>	<ul style="list-style-type: none"> • “More activities.” • “More group discussions.” • “Have more activities during the bridge.” • “More in-class activities: both small group and whole class.” • “More outdoor activities/ make some class sessions outside.” • “Think we should learn more about what surrounds the campus.” • “Maybe do more fun stuff, like go to the zoo or museum to experience the city we’re living in.” • “I would suggest doing more activities that involve Indianapolis, like going to the NCAA Hall of Champions and the City Market.” • “New ice breakers.” • “We should do more icebreakers.”
Less Time Commitments & Restraints <i>Shorter Days (23)</i> <i>More “Free Time” (11)</i>	<u>66</u>	<u>14%</u>	<ul style="list-style-type: none"> • “Make it shorter than two weeks.” • “Less hours and at least provide lunch.” • “It would be better if it was less time consuming.” • “Shorten the days.” • “Make it from 9-2pm. It’s too long.” • “Giving us a more “college-like” schedule instead of 9-4pm block.” • “More free time to explore.” • “Have breaks throughout the day.” • “Students don’t have enough times to do themselves things like, movie house, go shopping, etc.”
General Positive Comment	<u>62</u>	<u>13%</u>	<ul style="list-style-type: none"> • “Everything was great.” • “I loved everything about it.” • “I honestly thought bridge was awesome. I loved it.” • “I think this program is perfect. I would not change anything.” • “Keep doing what you are doing! Loved the program.” • “I think it’s great the faculty, advisors, and peer mentors really do a great job and make it worthwhile.”
More College Transition Assistance <i>Campus Navigation & Tours (20)</i>	<u>42</u>	<u>9%</u>	<ul style="list-style-type: none"> • “Sitting in on more lectures.” • “How to study and concentrate.” • “I suggest more info on test preparation and class expectations.” • “Go a little more in-depth with available resources and where they are.” • “Extra information on financial aid, someone to sit down and explain.” • “Learn more about where buildings are.” • “Walking the actual class schedule more.” • “Improve showing where more classrooms are.”

Continued

Table 3: (Continued)

Suggestion for Improvement	N	%	Examples of Actual Student Comments
More Peer Interaction Opportunities <i>(Across Bridge Groups)</i>	<u>38</u>	<u>8%</u>	<ul style="list-style-type: none"> • “Inter-group activities.” • “Mix groups once in a while.” • “More interaction with other bridge groups.” • “More interaction with people that are in different majors.” • “Having more opportunities to interact with other groups.” • “Meet up with other bridge groups that way we can meet new people.” • “Do more activities with all of the groups together.” • “Maybe some more activities involved w/ the other groups of Bridge.” • “Maybe have different Bridge class’s meet, to meet more people.” • “I’m not sure, I wish we could have interacted more with other groups, but we can when school starts I guess.”
Improve Mathematics Components	<u>30</u>	<u>6%</u>	<ul style="list-style-type: none"> • “Change up the math section.” • “More math mentors & smaller math groups.” • “Have smaller math groups or more math faculty.” • “Having an instructor teach the math courses rather than students.” • “To reevaluate the math sessions to include more review.” • “The math classes should have been with professors not students.” • “Just the math class could improve on being in smaller groups. I felt I did not get anything out of that math class.” • “I didn’t like that student taught the math class. They treated us like middle schoolers.” • “The math program could have been improved by helping understand what the math courses are all about. Doing math problems all day was dull and didn’t help.”
More Fun, Interactive, & Engaging	<u>26</u>	<u>5%</u>	<ul style="list-style-type: none"> • “More fun, take it easy.” • “A little more hands on.” • “Making things more exciting.” • “Have more fun instead of being boring.” • “Making sure all of the sessions are attention-holding.” • “Have the teachers make the students be more active in the lesson.” • “Less sitting down, lecture type session & more interaction.” • “Do more interesting and entertaining sessions and/ or games.” • “Make presentations/classes more interesting with activities.”
More Instructional Team Support	<u>24</u>	<u>5%</u>	<ul style="list-style-type: none"> • “To not get frustrated so easily with students.” • “Encourage the math instructors to be nice and not talk down to us.” • “Having an instructor teach the math courses rather than students.” • “The math classes should have been with professors not students.” • “I didn’t like that student taught the math class. They treated us like middle schoolers.”
Improve Program Organization & Communication	<u>22</u>	<u>5%</u>	<ul style="list-style-type: none"> • “Communication between group leaders and session leaders could improve because sometime we weren’t in the right place.” • “For instructors to practice what they preach. For example don’t stress time management if you can’t follow it.” • “Maybe scheduling events closer together in proximity so we don’t walk from one side of the campus to the other so often.”

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. Sub-Categories are denoted by *italics* and consist of participant responses that address a specific component of the larger category