The Summer Humanities Institute Experience

UCLA Bunche Center for African American Studies

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Program Evaluation Report

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Executive Summary

The following evaluation report represents the efforts of the SRM Evaluation Group in evaluating the UCLA Summer Humanities Institute (SHI) conducted in Summer 2011. The SRM Evaluation Group built on work conducted with SHI program administrators in previous years to collect data that is relevant to the program's intended outcomes. The purpose of the evaluation is to investigate the strengths and weaknesses of the program primarily through participants' self-reported experiences and perceptions.

This executive summary briefly describes the SHI program and its goals; evaluation design and methods; students' (program participants') backgrounds; the SHI program activities (faculty-conducted seminars, course materials, workshops, mentoring, extracurricular activities, writing a research paper, and presenting a research paper); related themes that emerged in the evaluation; and outcomes. The remainder of the report contains further elaboration on these topics.

About the Program and Its Goals

SHI is a residential program that takes place over eight weeks during the summer. Ten students, typically from historically Black colleges and universities (HBCUs), are selected to participate in the program. Most students study humanities or humanistic social sciences at their home institutions. The program offers seminars, workshops, and field trips to the greater Los Angeles area. Over the eight weeks, students work closely with a program-assigned mentor to write and present a research paper on a topic of their choosing.

Evaluation Design and Methods

To conduct this evaluation, the SRM Evaluation Group built on our previous work with SHI and utilized a similar data collection plan. Data sources for this evaluation include pre- and post-surveys, focus groups, and individual interviews with students and mentors. Ten students were surveyed at the beginning and end of the program. Respondents answered both closed- and open-ended questions on the pre- and post-surveys that covered a range of topics relating to SHI's goals and desired outcomes. All students participated in focus groups and were interviewed individually at the conclusion of the program. Six program mentors participated in telephone interviews after the program ended. **(See pgs. 1-2)**

Students' Backgrounds

SHI primarily targets undergraduate juniors, seniors, and recent graduates from historically Black colleges and universities (HBCUs) who are interested in pursuing graduate studies in the humanities and social sciences. The 2011 SHI cohort primarily consisted of students ($n = 9$) who came from HBCUs on the East Coast (e.g., Pennsylvania and Virginia) and the South (e.g., Georgia, North Carolina, South Carolina, and Tennessee). Only one of the 10 participants attended a non-HBCU, which was located in the Mid-West (e.g., Iowa). At the time of this evaluation, six students had graduated from their home institution and four students are scheduled to graduate in Spring 2012. Students in this year's cohort majored in various disciplines, including English; Gender, Women, and Sexuality Studies; History; Mass Communications; Philosophy; Political Science; and Sociology. Students' attendance was motivated by interest in learning more about graduate school, conducting their own research, meeting/collaborating with peers with similar interests, developing new academic skills, and making contacts at UCLA. **(See pgs. 2-6)**

SHI Program Activities

For the purposes of this summary and the following report, we considered SHI to be comprised of seven different components: faculty-conducted seminars, course materials, workshops, mentoring experiences, extracurricular activities, writing a research paper, and presenting a research paper. These activities are designed to work together to expand students' academic skill sets and encourage personal growth within the students. Program participants' experiences in each aspect are highlighted below and detailed further in the report that follows. **(See pgs. 7-24)**

Faculty-Conducted Seminars **(See pgs. 9-12)**
- Students spoke very highly of their experiences in the seminars.
- Students generally found that experiences in the seminars promoted more active scholarly participation and that exposure to different perspectives were helpful.
- Overall, students thought that the seminars helped them prepare for graduate level work. They found that they were challenged and noted improvements in their work over the course of the summer.

Course Materials **(See pg. 12)**
- Overall, students responded very positively to the course materials and assigned readings.
- Some students expressed that as the program progressed, the topics became more specific and therefore more relevant to their interests.
- Even for those students whose interests were not directly related, most thought the readings were interesting. They appreciated learning about different disciplines in which they did not have much prior exposure.

Workshops **(See pgs. 12-14)**
- Two students attended optional SPUR workshops that were offered this year. Workshop topics dealt with ethics and SPSS (Statistical Package for the Social Sciences).
- On the one hand, many of the students enjoyed the writing workshops, and appreciated being exposed to new editing and writing techniques.
- On the other hand, students gave mixed responses regarding the research-oriented workshops.
- For this year's SHI cohort, workshops in general were less helpful compared to the remaining components of the program.

Mentoring Experiences **(See pgs. 14-21)**
- Students agreed that their program experience was enhanced by having a mentor and indicated that they would not have been as successful this summer without a mentor.
- Several students indicated that they could have been matched with a mentor whose research interests were more closely aligned with their own.
- The four mentors acknowledged that the components: academic guidance, feedback, and personal connections defined the mentoring experience and were typically interrelated. However, mentors prioritized each of these components differently.

Academic Guidance **(See pgs. 17-18)**
- Mentors described academic guidance according to four areas: 1) helping students focus their research ideas, 2) providing sources, 3) encouraging the development of conceptual clarify in their thinking, and 4) developing questions to guide students' research.

Providing Feedback **(See pgs. 18-19)**
- Feedback was integrated in all of the mentors' communications with students and mainly related to drafts of research papers.
- Feedback was also provided with respect to development of research topics, formulating cohesive arguments, and writing techniques.
- Mentors also noted that the 2011 cohort needed more help with their writing and research skills than other cohorts in previous years.

Establishing Personal Connections **(See pgs. 19-21)**
- Mentors attempted to establish personal connections through various means, including meeting with students one-on-one, talking to students about their personal experiences, and demystifying the graduate school experience.
- Students' perceptions of personal connections with faculty mentors varied. Some students felt more connected to their mentors than others on both the academic and social levels.
- Match in research interests and the way in which some mentors handled the within-group conflict contributed to some students' inability to connect with their mentors.

<u>*Extracurricular Activities*</u> **(See pg. 21)**
- During the focus groups, the majority of students spoke very positively about their experiences during the mandatory off-campus seminars, which included visits to Watts and Leimert Park.
- Three students indicated that these trips were the least useful aspect of the SHI program because they did not relate directly to the students' research projects; nonetheless, these students indicated that they found value in and enjoyed their field trips.
- Students also indicated that the SHI curriculum would be improved greatly if the classroom and field trip atmospheres were more interconnected.

<u>*Writing a Research Paper*</u> **(See pgs. 22-23)**
- Students shared positive comments about the writing workshops, and their interactions with their mentors related to the writing process.
- Some students found the writing process at SHI similar to what happens at their home institutions.
- Other students noted differences beyond the level of feedback received including the opportunity to focus their efforts and delve more deeply into a given topic.

<u>*Presenting a Research Paper*</u> **(See pgs. 23-24)**
- All students considered presenting a research paper to be a very positive experience.
- Students highlighted the constructive feedback they received as the most important part of their presenting experience.
- Some students noted that the rigor of the mock presentations was over exaggerated and that the feedback was too harsh, which hurt their confidence instead.
- Nonetheless, students learned to anticipate how others would critique their argument and how to adjust their presentation accordingly.

Related Themes **(See pgs. 25-27)**
Related themes discussed in this report include collaborative learning, students' potential contributions to the academic community, and anticipated challenges to attending graduate school.

Collaborative Learning **(See pg. 25)**
- Pre-survey data suggested that most students in this year's SHI cohort preferred to work individually.
- On the other hand, post-survey data indicated that a few students were more inclined to engage in collaborative learning after participating in the program.
- Data collected through focus groups revealed that students valued collaborative learning because it gave them opportunities to interact and exchange ideas with their cohort mates, which deepened their understanding of the materials discussed in seminars.

Potential Contributions to the Academic Community **(See pgs. 25-26)**
- All students indicated that they plan to attend graduate school.
- Students mentioned making contributions to various disciplines including: cultural and ethnic studies, dance, education policy, English, health sciences, and philosophy.
- Students indicated that these ideas either developed or were enhanced or reinforced at SHI this summer.

Challenges to Graduate School **(See pgs. 26-27)**
- Most of the students anticipated facing social challenges, including the possibility of being isolated, if they were to enter a non-HBCU for graduate school.
- All students felt that the experience at SHI will help them in the event that they attend a non-HBCU for graduate school.

Outcomes **(See pgs. 25-28)**
The outcomes detailed in this report concern students' perceived changes in skill areas, their perceptions of expected versus actual challenges of SHI program, suggestions and recommendations offered for program improvement.

Perceived Changes in Skill Areas **(See pg. 27-28)**
- The most significant improvements, according to the students, were in "developing logical arguments in my writing," "articulating and sharing ideas within a group setting," and "communicating orally about my work."
- The areas that the highest relative percentage of students reported no difference in their improvement were "using citations."

Perceptions of Expected vs. Actual Challenges of SHI Program **(See pgs. 28-29)**
- The data suggest that students found the SHI experience a bit less challenging than they had anticipated.
- The level of reported frustration felt during the experience at SHI varied by student, task, and time.

Suggestions and Recommendations Offered for Program Improvement **(See pgs. 29-30)**
- Some students recommended providing GRE preparation sessions and more time for preparation of student presentations.
- Some students would have liked to receive more individualized assistance related to the graduate school application process.

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Introduction

Once again, the SRM Evaluation Group is pleased to continue our working relationship with the UCLA Summer Humanities Institute (SHI) as external evaluators. The purpose of the evaluation is to investigate the strengths and weaknesses of the program primarily through participants' self-reported experiences and perceptions. The relationships between individual experiences and the program activities present a comprehensive account of how those activities work collectively to create the SHI experience. Mentor perspectives provide an additional vantage point from which to contextualize the program experience.

This report details our findings from the evaluation of the 2011 UCLA Summer Humanities Institute. Prior to the start of this year's program, the evaluation team collaborated with program administrators to revise the SHI Theory of Action Plan, which was originally created in 2005.[1] This action plan lists: the main learning activities of the program; a list of immediate outcomes intended to result from these activities; a list of intermediate outcomes that are intended to occur (not as an immediate result of the activities, but over time and potentially as a result of the preceding outcomes); and, the program's ultimate goal. Revision of this plan allowed both evaluators and program administrators to consider how the program is intended to work and what outcomes are intended to occur.

Building on our work with SHI from previous years, we utilized similar surveys, focus group, and individual interview protocols. We made minor adjustments to improve the quality of the data collected and to better align the instruments, data, and results with the revised Theory of Action Plan. The following table below describes our data sources.

Table 1. Data Sources for the 2011 SHI Evaluation

Data Source	Type of Administration	Dates Collected
Pre-Program Student Survey	In-Person Paper, 100% participation; N=10	Orientation Day June 20, 2011
Student Focus Groups	In-Person, 2 group settings, 100% participation; N=10 (5 in each group)	End of program August 10, 2011
Student Interviews	In-Person, individual, 100% participation; N=10	August 11, 2011
Post-Program Student Survey	In-Person, Paper, 100% participation; N=10	August 10, 2011
Mentor Interviews	Telephone, individual, 100% participation; N=6	August 15 - 26, 2011

Members of the SRM Evaluation Group conducted all individual and focus group interviews with students. The length of the individual student interviews ranged from 15 to 45 minutes. Each focus group was approximately 90 minutes in duration. Each set of interview protocols consisted of semi-structured questions that included prompts for open-ended responses. All interviews concluded with an invitation for any final thoughts not addressed in the protocols. The focus groups and individual interviews were digitally recorded and transcribed. The pre-program and post-program surveys were administered on paper by the evaluation team and analyzed using MS Excel. The faculty mentor interviews were conducted via telephone and transcribed for analysis. The length of the individual interviews ranged from 15 to 55 minutes.

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[1] See Appendix 1 on p. 30 for the comprehensive SHI Theory of Action Plan.

This report is organized into the following four major sections:

- *Students' Backgrounds and Prior Experiences*
  The first section of the report provides a descriptive review of the students' home institutions and communities, previous experiences with academic research, relationships with their academic advisor at their home institution, familiarity with graduate school application processes, self-ratings of graduate-level skills, and pre-program collaborative learning experiences. Students' expectations for their summer with SHI are also summarized. The results in this section are drawn from survey data and student interviews.

- *SHI Program Activities*
  The second section provides a descriptive review of the students' evaluation of the various activities that comprise the SHI program. This section integrates student focus group data, student interview data, and pre-program and post-program survey data to provide a comprehensive view of students' experiences with each activity. For the mentoring and writing activities, mentor interview data are also integrated.

- *Related Themes, Outcomes, and Summary*
  The third section presents findings on related themes and outcomes generated from all data sources. These include students' anticipated challenges associated with pursuing graduate degrees, potential contributions to the academic community, collaborative learning experiences, perceived changes in skills, and challenges of program participation. General comments and suggestions for program improvement offered by students are also presented. The report summary appears at the end of this section.

- *Appendices*
  The first appendix contains the revised SHI Theory of Action Plan, which lists the program's activities along with the outcomes that are intended to occur as a result of these activities (see page 31). The second appendix contains various itemized pre- and post-program survey results (Tables 3 through 6; see pages 32-33) that do not appear elsewhere in the body of the report. Tables 7 and 8 present the Students' responses to the open-ended questions on both surveys appear in Tables 7 and 8 (see pages 34-37).

Students' Backgrounds and Prior Experiences

The Summer Humanities Institute (SHI) primarily targets undergraduate juniors, seniors and recent graduates from historically Black colleges and universities (HBCU) who are interested in pursuing graduate studies in the humanities and social sciences. The 2011 SHI cohort primarily consisted of students ($n = 9$) who came from HBCUs on the East Coast (e.g., Pennsylvania and Virginia) and the South (e.g., Georgia, North Carolina, South Carolina, and Tennessee). Only one of the 10 participants attended a non-HBCU, which was located in the Mid-West (e.g., Iowa). Eight out of 10 students indicated that their college communities were different from their home communities. At the time of this evaluation, six students had graduated from their home institution and four students are scheduled to graduate in Spring 2012. Students in this year's cohort majored in various disciplines, including English; Gender, Women, and Sexuality Studies; History; Mass Communications; Philosophy; Political Science; and Sociology. Students shared that the following factors influenced their school choice:

- Family (1),
- Funding package (3),
- Location (2),
- Credit transfer (1), and
- Culture of the school (2).

The primary motivations among students for attending the program, once accepted, were to:

- Learn more about graduate school (1),
- Conduct their own research (4),
- Meet/collaborate with peers with similar interests (1),
- Develop new academic skills (2), and
- Make contacts at UCLA (1).

Student Experiences at Home Institutions

Results from the pre-program survey suggest that slightly more than half of the 2011 SHI cohort perceived themselves to have prior experience with research and the academic skills needed to be successful in graduate school. When asked how much exposure to research students had at their home institution, 60% of students replied either 'quite a bit' (2) or 'some' (4), meaning they had participated in one or more research projects. Four of the six students who reported having participated in at least two long-term research projects also shared that they have presented their research at university and conference venues.

Students were also asked a series of questions regarding the support they have received from their academic advisors at their home institution. Figure 1, on the following page, shows the distribution of responses ranging from 'much support' to 'no support' in areas related to academic guidance, social connections, communication, and graduate school information.

Figure 1. Types and Amount of Support from Home Institution Advisors (N = 10)
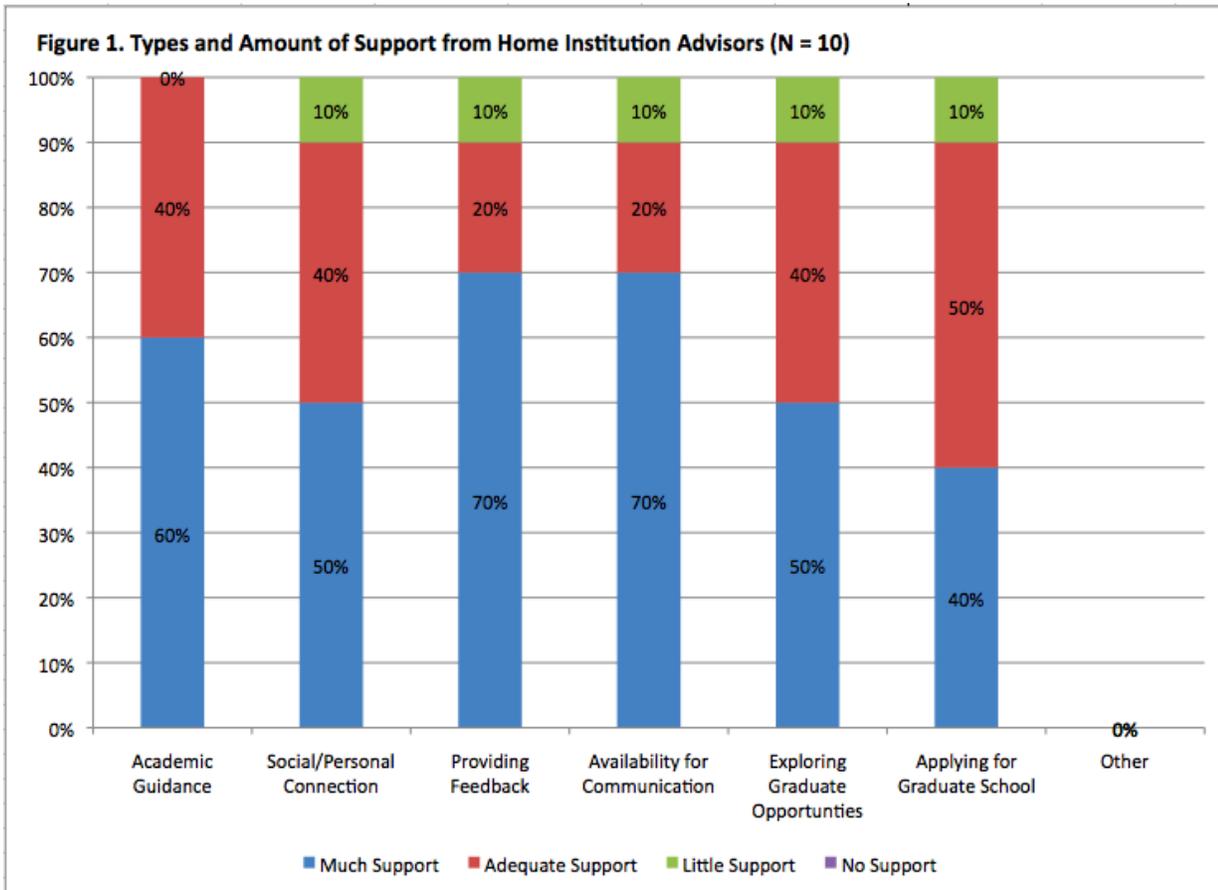
As Figure 1 shows, the majority of students received 'much support' from their home institution advisor in the areas of academic guidance, feedback, and communication availability while 50% of students reported such was the case with respect to social/personal connection and exploring graduate opportunities and less than that when applying for graduate school. All of these areas of support correspond to outcomes of the SHI program and the mentoring experience.

With respect to sources of information concerning graduate school, an equal number of students indicated that they relied on a faculty member ($n = 3$), a faculty member who was not their advisor ($n = 3$), or the Internet ($n = 3$). One student shared that they sought information from a summer research program.

Students were then asked about their familiarity with the graduate school application process and the process for seeking out and applying for scholarships and fellowships. The majority of students (about 60%) indicated that they were somewhat familiar with applying for graduate schools while 30% of students were very familiar with this process. In comparison, 50% of students indicated that they were somewhat familiar with the process of applying for scholarships/fellowships and only 10% indicated that they were very familiar.

Finally, two questions on this survey asked for students' perceptions regarding their home institutions. For the first question, all 10 students 'completely agreed' ($n = 4$) or 'generally agreed' ($n = 3$) that compared to the other students at their home institutions, they were more motivated to achieve academic goals. With regard to the perceived level of preparation they have received from their home institutions to be successful in a top-ranked graduate school, 80% of students completely agreed or generally agreed that they had received adequate preparation. In comparison, 20% of students were undecided as to the level of preparation provided by their home institution.

Self-Ratings of Skills

On the pre-program survey, students were asked to rate themselves on a scale of 1 to 10 (with 1 representing "beginner" or no experience and 10 representing "expert" or very skilled) with regard to their level of skill or expertise in a number of areas. The listed areas represent a sample of the outcomes for the various activities of the SHI program and correspond to a selection of program outcomes on the SHI Theory of Action Plan. In addition to being positive program outcomes, the program anticipates that development of these areas will contribute to students' success in top tier graduate institutions and academic careers. Because the students rated themselves prior to the start of the program, these results represent the skill levels that students perceived they brought to the SHI experience. In the third section of this report, results of post-program ratings are presented as an indicator of change or "improvement" in these outcomes, which may have occurred as a result of participating in SHI.

The average ratings for each area are shown in Figure 2, below. These averages ranged from a low of 6.6 ("proofreading my own writing") to a high of 8.6 ("articulating and sharing ideas in a group setting").[2] With the exception of three skill areas ("communicating orally about my work," "thinking and reading critically in an academic setting," and "articulating and sharing ideas in a group setting"), students rated their skill levels and confidence in their skills as approximately average.

Figure 2. Self-Ratings of Skill Areas: Pre-Program (N = 10)
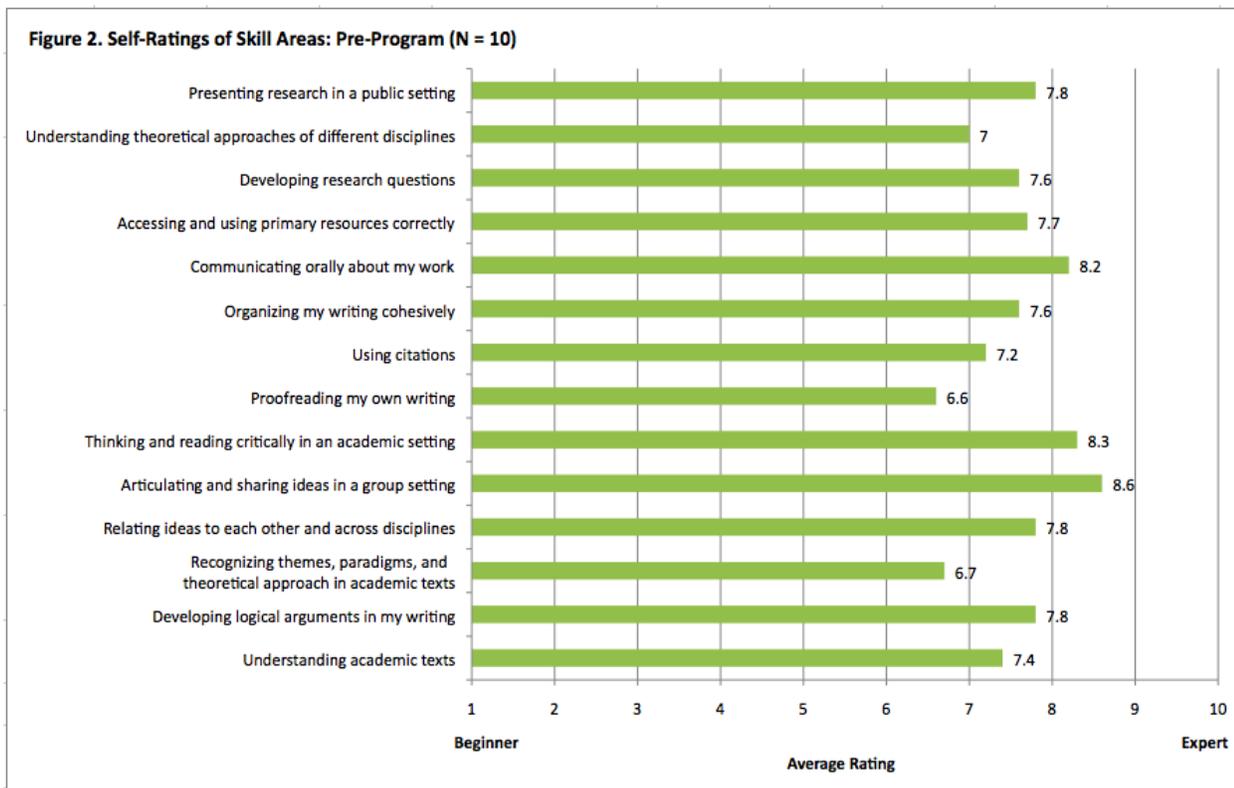
Prior Experiences with Collaborative Learning

"Commitment to collaborative learning" is listed as an intermediate outcome of the program. Given the cohort model that SHI uses, it is expected that collaborative learning will occur among

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[2] Table 3, located in Appendix 2, contains individual response frequencies for this survey item.

students. One question on the pre-program survey sought to gather information on students' experiences and preferences for working collaboratively prior to the start of the program. The first set of response options pertains to students' prior opportunities to work as part of a collaborative group. Of the ten students who replied, five reported that they had opportunities to work in collaborative peer groups in more than half of their undergraduate classes, while four students had such opportunities in less than half of their classes. Furthermore, two of the ten students indicated that s/he had collaborative opportunities but chose to work individually. The second set of response options addresses students' future preferences. Only two students would, if given the choice, work collaboratively in peer groups. Four students indicated that they would prefer to work individually. These findings suggest that not every student in the 2011 cohort shares an interest in collaborative learning and that its achievement would be a positive outcome of the program.

Student Expectations for their Summer at SHI

When asked to describe their general expectations for the summer at UCLA, all of the students listed multiple responses. These expectations are organized into themes with the numbers of students shown in parentheses:

- Gain and improve research experience/skills (6),
- Gain a better understanding of the nature of graduate school life (3),
- Gain graduate school preparatory knowledge and skills (5), and
- To be challenged academically (4).

As reported earlier, all of the students reported having prior research experience. Nevertheless, it is clear that students are expecting to further develop and enhance their research skills this summer in addition to learning about the intellectual strands of research that UCLA faculty are pursuing.

Students were also asked which aspect of the summer program they were most looking forward to. Corresponding to their expectations, exposure to and experience with the research process was a prominent theme ($n = 7$). Working with SHI mentors and faculty ($n = 3$) and attending seminars ($n = 2$) were the next most common themes. Other responses included meeting new colleagues, learning how to prepare for graduate school and the application process, and taking tours of historical sites.

With respect to preparing for graduate school, students were asked to describe which aspects they believed they would need the most assistance with this summer. The major theme that emerged through students' responses pertains to preparation for the graduate school application process, which includes: applying for funding ($n = 4$), creating a personal statement, CV, and writing sample ($n = 2$); identifying the "best-fitting" academic program ($n = 2$); and studying for the GREs ($n = 1$). The second prominent theme pertains to preparation for graduate-level work, including how to conduct and present research effectively ($n = 2$) and development of writing skills ($n = 2$).

Overall, it appears that students' expectations and aspirations for their summer in the SHI program are generally related to developing and improving their research abilities. The graduate school application process, which includes identifying funding resources, is also an area in which these students may require the most assistance.

SHI Program Activities

The SHI program consists of seven key activities. These are:

A. *Faculty-conducted seminars*
B. *Use of course materials*
C. *Workshops*
D. *Mentoring Experiences*
E. *Extracurricular activities*
F. *Writing a research paper*
G. *Presenting a research paper*[3]

In theory, these key activities work together to expand students' academic skill sets and encourage their personal growth—the immediate intended outcomes of the program.[4] The belief is that this skill expansion and growth will lead to increased intellectual self-confidence, increased motivation to achieve, enhanced academic ability, greater sense of institutional belonging, developed tolerance for diverse perspectives, and a greater commitment to collaborative learning. Taken together, the presence of these intermediate outcomes is understood to be the precursor to the program's ultimate goal: underrepresented students earn fellowships and doctoral degrees in the humanities and humanistic social sciences.

Usefulness of Program Activities

At the end of the program, students were asked to rate various program activities on the basis of their usefulness in contributing to their academic and intellectual development. All seven program activities were listed. The results are summarized in Figure 3, below. The detailed distribution of participant responses is presented in Table 5 in Appendix 2.

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[3] Although Writing and Presenting a Research Paper is listed as one activity in the Theory of Action Plan, it is treated as two activities in this report. This is done primarily to comprehensively discuss the findings related to each.

[4] The full list of immediate outcomes is presented in the Theory of Action Plan, Appendix 1, p. 30.

Figure 3. Average Usefulness Ratings of Program Activities (N = 10)

Activity	Rating
Other (Cohort Model)	4.0
Presenting a Research Paper*	3.9
Writing a Research Paper	4.3
Extracurricular Activities	4.1
Mentoring	4.0
Workshops	3.8
Course Materials	4.3
Faculty Conducted Seminars	4.2

Average Ratings: 0 = Not at All, 1 = Slightly, 2 = Somewhat, 3, 4 = Fairly, 5 = Extremely
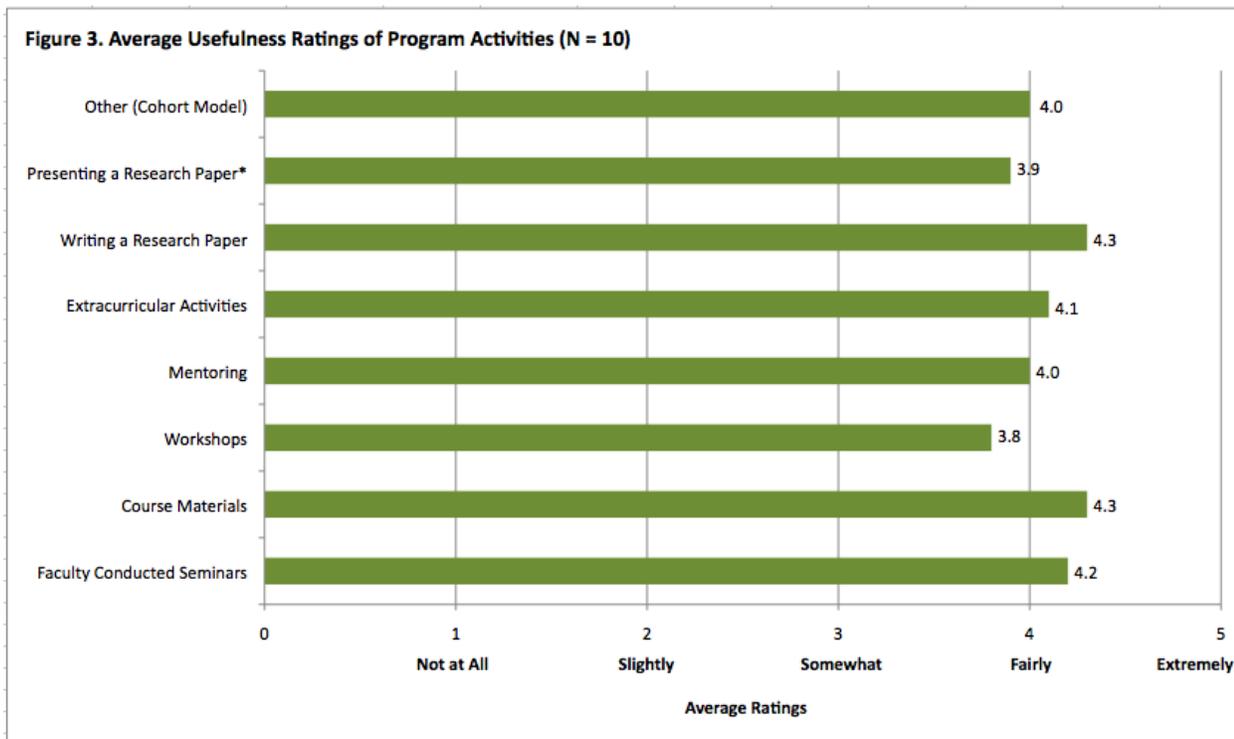
* Only 9 students indicated that presenting a research was useful.

As shown, most of the program activities were rated favorably, on average. Based on a five-point scale (from 1 = 'not at all useful' to 5 = 'extremely useful'), the average ratings ranged from a low of 3.8 to a high of 4.3. Writing a research paper and course materials received the highest rating (4.3) overall. Faculty-conducted seminars received the second-highest ratings (4.2) while workshops received the lowest rating (3.8) on average. Of the nine students who completed the "Other" category, two students indicated that the program's cohort model was fairly useful and, on average, rated its usefulness at 4.0 points.

Students were also asked to identify one activity that was the most useful in contributing to their academic and intellectual development. Responses varied greatly among students, suggesting that each student found various aspects of the program valuable. Specifically, of the 10 students who responded, three cited the opportunity to be deeply entrenched in the writing and research processes as most useful aspect of their summer experience in SHI. In explaining their choices, students highlighted various benefits, including experiencing the nature of graduate school life and graduate level coursework along with being able to more clearly define their research interests. For example, one student shared: "Writing a research paper contributed most to my development because it taught me to conduct research in the midst of a hectic schedule that will doubtless resemble my experiences in grad school." Another noted: "Through conducting my research I was able to figure out what type of research I am truly interested in pursuing in grad school." An additional two of the 10 students who provided responses sited their formal and informal interactions with SHI faculty as the most useful activity. One student shared that, "My assigned mentor was helpful, kind, and patient. I am proud to say through his mentorship I learned an innumerous amount of knowledge" while another student noted the following regarding interactions with faculty during the seminars, "…introduc[tion] to higher level textual analysis and expectations of comprehension were very welcomed challenges." Students' individual responses appear in Table 8 (see Appendix 2, pg. 32).

When asked which program activity was the least useful in contributing to their academic and intellectual development, three of the 10 students indicated the extra-curricular activities. Unlike the

2010 SHI cohort, this year's cohort commonly understood that "extracurricular activities" referred to the SHI-sponsored excursions that included trips such as the Black LA Tour. Students who indicated that these activities were least useful did so primarily because they were unable to connect the content and experience that resulted from these trips to their own research. For example, one student indicated that, "All [activities] were useful, but the extracurricular activities helped me the least because they were not immediately related to my research project, and all of the others were" and another student noted, "[I indicated extracurricular activities] only because we were not awarded many [of them] therefore this component was not as useful as I would of [sic] liked it to be (aside from Black LA Tour)." Another student shared that they had difficulty making sense of these activities because "…they made me feel alienated due to varying interests and pressures from the group." It should be noted, however, that the majority of students who participated in the focus groups did not share feelings highlighted by this latter individual. Rather, most students felt that the excursions supplemented their SHI experience. This is evidenced by the relatively high average rating that students assigned to this program component (4.1 points). The mixed findings suggest that even though the extracurricular activities may not have related directly to all participants' research interests, they appear to have been valuable and relevant in other ways and this should be a serious consideration during future programming discussions.

Additionally, students identified workshops in general as a program activity that they considered less useful compared to the other major components of the program. Students provided usefulness ratings for workshops overall and did not differentiate between SHI- and SPUR-sponsored workshops. These results are consistent with the comparatively lower ratings assigned to this activity (see Figure 3, above). Content was the primary reason offered. Two students explained that, for them, the content was nothing new and workshops offered information with which they were already familiar. For example, during the student focus groups, one student shared that, "I would say how to formulate an outline as well as a thesis statement [was helpful]. I feel as though everything else I had experience dealing with in school already." As with the responses for activities that students found most helpful, all open-ended answers to this particular question also appear in Table 8 (see Appendix 2, pg. 32.

Overall, the above survey findings provide an initial view into students' perceptions and experiences with the seven activities of the SHI program. The following sub-sections present more in-depth findings related to each activity. Findings were generated through interviews and focus groups.

A. Faculty-Conducted Seminars

The purpose of the faculty-conducted seminars is to prepare participants for graduate school by providing knowledge of conceptual approaches to scholarship, theoretical paradigms, and interpretive approaches in a range of humanities and social science disciplines. This is accomplished through engaging students in active participation, reading and critical thinking exercises, and the use of different discussion techniques.

During the focus group discussions, students were asked about their thoughts and experiences surrounding participation in the faculty-conducted seminars. Overall, students spoke very highly of their seminar experiences. They commented specifically on the exposure to different perspectives and approaches, their interactions with UCLA faculty, and their preparation for graduate level work. Students generally found that experiences in the seminars promoted more active scholarly participation and that exposure to different perspectives was helpful. One student commented, "There was a wide range of opinions and they were welcomed by these professors. I felt like I could

participate and I appreciate that type of environment." Additionally, students valued learning about each other's and the faculty's perspectives, and found that they benefited from this exchange. One student elaborated on this point:

> "I just really enjoyed hearing everybody else's opinions or their thoughts on particular readings and how they viewed it…maybe [something another student] would say would spark…Maybe I should go back and look at and see their point of view. So just getting the different opinions and how everybody viewed the work was really interesting and something I really enjoyed."

Another student also benefited from hearing others' thoughts:

> "I was very quiet during all of the seminars. And in the beginning…I was quiet…because I didn't want to say anything wrong but being in this program and now reflecting back…I was able to see the different thought processes of everybody else and I was able to come to the conclusion that there is no right or wrong answer."

Interacting with UCLA faculty proved to be a highlight of the program for some students. One student expressed this sentiment, saying, "When we talk about…a lot of things where we may have had a little insight on, we gained more and more of a thorough insight and allowed some of us to stay behind and discuss further with the actual faculty members about a specific subject." Others liked how the professors encouraged them to participate. One student's response captures the group's sentiment: "Some of the professors were really good in the way they took people's opinions and made sure to not dismiss them and actually listen and try to understand how this person came to the text and where their question was coming from."

Several of the students shared that the seminars presented a time-management challenge, which some of them grew accustomed to. Others found that the amount of reading in conjunction with the number of hours dedicated to writing and attending seminars and workshops was exhausting. This sentiment was captured by the following student's observation:

> "The hardest thing would be the amount of reading you had to do in one night and the fact that we had so many things jammed in to one day and then we also were doing the research on our own."

Some of the students offered suggestions for improving the seminars, which included providing readings ahead of time so that they could have a sense of the material that will be covered, tailoring the topics to students' majors and research interests, and providing synopses for dense readings.

Overall, the students thought that the seminars helped prepare them for graduate level work. Students found that they were challenged and noted improvements in their work over the course of the summer.

> "I think they may have, to some extent, attributed to the added stress on me because of the reading materials and trying to research at the same time. But, to bring that to a positive light, it has helped me get better with balancing and time management as well. To get as enriched as I would like to be, it really taught me the things I need to do to better myself at time management."

> "I know it was a lot of work, but I think it was preparing us for grad school. Even thinking about stuff at my institution, I generally have a lot of readings and several papers that are due every few weeks and I already have to juggle stuff. But here it seemed a lot tighter and there were people here to make sure I was getting stuff done in a timely fashion."

> "The faculty conducted seminars were the best component of the program, as well as the course materials that were given to us to supplement the seminars that we had. It gave us insight into what a graduate course would be like and since most of us are undergrads or recent graduates, it's beneficial for us to get a sense of the graduate classroom and what the setting would be like."

Some students mentioned specific strategies that they learned throughout the course of the program to help them prepare for seminars. These strategies included how to select readings or portions of readings, identifying an author's thesis, preparing questions, tying new content to existing knowledge, and doing additional research to dig deeper into interesting topics.

Generally, the students' experience in the faculty-conducted seminars was very positive. One student's response represents this shared sentiment:

> "...looking back, we've had these great conversations in the seminars and pretty interesting research projects that are pretty much done for everybody. I couldn't be more grateful, it was structured really well."

Confidence Development

During the individual interviews, eight of the 10 students indicated feeling more confident in their intellectual abilities since participating in SHI. Increased confidence primarily resulted from opportunities to engage with textual materials that students encountered during the faculty-conducted seminars. One student explained that "…the readings that we've had really broadened my…knowledge [and] the seminars that we had here helped me to understand my research interests in a larger context in African American studies." This was a common sentiment among many students in this year's SHI cohort. The student further clarified the reason underlying this observation with this follow-up comment: "[the texts] allowed me to delve deeper into…the field [and] really be able to eventually enter a conversation about my interest." Another student confirmed this observation when they shared that:

> "...engaging in texts that I'm not familiar with and attempting to read them and then critical[ly] analyze them...gave me a chance to really take on some graduate work...just doing that has allowed me to strengthen my critical analysis [when] engaging those certain types of texts."

Students also mentioned that participation in the Institute helped them to further develop the ability to articulate, express, and exchange ideas with peers. The refinement of these skills, in turn, enabled students to envision themselves as future graduate students. For example, a student noted that "We had the opportunity to…speak to people from other schools and other programs…[and] I kind of felt like [I am] able to compete with them on the same level, on a graduate level." Other comments of a similar nature included:

> "...coming to this program is a reaffirmation of what goes on in academia [for me] and so the growth was, I believe [my ability to] converse on an intellectual level with someone if I need to."

> "[Completing this program made me feel] I can do this. I don't have to limit myself to going to a small universities, I can apply to Princeton or Cornell or even UCLA, get in and be able to do the work on this level."

On the other hand, students who indicated that participation in the program did not contribute to their confidence felt that way for different reasons. One of these students was preparing to pursue a graduate degree and admission to such a program affirmed his/her ability to complete graduate level work. On the other hand, the second student felt that the program of study they were completing at

their home institution and the coursework that they completed during SHI were similarly difficult. As a result, this student may have likely perceived opportunities available through SHI as extensions of resources that were available at their home campus.

B. Use of Course Materials

The purpose of the course materials used for SHI is to aid students with their analytical comprehension. This is accomplished through helping students break down arguments by recognizing themes and their organization in the materials, emphasizing the inter-relationship between ideas, and assisting in the incorporation of published works into students' own scholarly work.

Overall, students responded very positively to the use of course materials and assigned readings. Some of the students expressed that as the weeks went on, the topics became more specific and therefore more relevant to their interests. Even for those students whose interests were not directly related, most thought the readings were interesting, and they appreciated learning about different disciplines in which they did not have much prior exposure. They expressed that through their exposure to seminars on different topics, they started seeing areas of overlap and intersection, allowing them to apply a multidisciplinary lens to their subject area.

Other students shared that they struggled with some of the seminars and readings that were outside their field. Several students particularly struggled with the political science seminar, and wished that they were given introductions to help them with the discipline-specific jargon. Several students also expressed that they enjoyed the structure of the later seminars better than the first few.

With respect to the ways students utilized these materials, four students referenced specific materials that they used in their research and writing. Several other students explained that although they may not have explicitly cited one of the course materials, the readings influenced their thinking and inspired new ideas.

Many students spoke positively about their experiences with analyzing these texts. Several students acknowledged that group discussions helped them "digest" the readings, and that analysis came easier to them as the weeks went on. Students appreciated that some of the readings or authors were familiar, and that they were able to apply prior knowledge. However, they also enjoyed analyzing familiar materials at a deeper level. One student's comment is representative of this sentiment:

> "Some of the professors were really good at pulling a deeper level analysis and that challenges the way you've been thinking. And taking and applying it to my research or look at the readings that we'd done, I had an interesting experience that I appreciated because it took me out of my comfort zone and I really appreciated that."

Students mentioned Patricia Hill Collins, Toni Morrison, Thomas Jefferson, David Walker, and Barbara Smith as memorable authors. Frequently, the readings were considered memorable because of the resulting discussions in the seminars. In general, students thought they benefited from the course materials.

C. Workshops

The purpose of the SHI workshops is to provide comprehensive knowledge of the technical aspects of the graduate school/fellowship application process, and to teach various writing and research techniques. There were various types of workshops offered during the eight week SHI

program. SPUR workshops, which were not facilitated by SHI faculty, covered the graduate school and fellowship application process as well as other topics such as "Community Responsibility" and "Research Abroad." In prior years, SPUR workshops were mandatory for all SHI participants. However, many students who previously participated in the program shared during the evaluation that they did not find the SPUR workshops helpful and recommended that program staff make attending SPUR workshops an optional activity. In light of these past evaluation results, program staff implemented this recommendation and did not require students in this year's SHI cohort to participate in most SPUR workshops. The writing workshops, on the other hand, were conducted by SHI faculty and were a mandatory component of the SHI program. The distinction between the above workshops is necessary given how students' experiences and opinions differed greatly by the type of workshop under discussion.

Many of the students responded that they thought the SPUR workshops provided valuable and applicable information. Some of the topics that students specifically found valuable included applying for graduate schools, mock interviews, and producing writing samples. Several of the students especially appreciated learning about how to look for funding in fellowships and grants. Two students in the 2011 cohort attended the optional SPUR workshops. One student attended the workshop on ethics, and thought it was informative and valuable. Another student attended a workshop on SPSS (Statistical Package for the Social Sciences). This student did not have any knowledge of Statistics, and found the workshop overwhelming and too fast-paced; the student suggested that it would have been more useful if it were more tailored to suit the audience and their skill level. When the others were asked why they did not attend any of the optional workshops, they shared that they were too tired, and thought that getting rest was a better use of time.

Many of the students found the SHI writing workshops useful in improving their research skills. However, students gave mixed responses about writing workshops. Most students expected these workshops to be more focused on grammar rather than on structure and research methods. Of those students, some were relieved they could learn about and discuss new research techniques and others wished they had gotten more help on the technical aspects of writing. For example, one student shared:

> "When I saw writing workshop I was excited and then I was dreading it because I thought it was going to be a course on grammar tenses and the basics of writing. But it turned out to be more reviewing your research and we broke up in to smaller groups within your cohort and you talk about different things you could improve upon in you research and things you can look at rather than we're talking about writing and sentence structure."

Several of the students particularly appreciated the feedback they received through peer review, and learned a lot from the experience. Several of the students did not find the writing exercises and worksheets useful, and thought the time could have been better used towards working on their research papers in a common space with peers where the professors could have been resources for feedback. One student's response was echoed by several others:

> "I would encourage using that workshop as actual working time because that's what we were lacking. Sure, we can go back to our rooms and work and go to the library and work, but that's optimal time, to be with someone who has the knowledge to help make you a better writer and it would be useless for us to do exercises in writing."

Overall, students found the writing workshops helpful and informative. In fact, several students saw the writing workshops and the professor as the most important resource available during the program; they thought the professor had a wealth of knowledge and provided a lot of valuable information during the sessions. Students suggested that they could have gotten more out of the writing workshops had they been scheduled differently. Several students agreed that because the

workshops were scheduled at the end of a long day, they were often too tired to absorb all of the valuable information they were receiving. This was exemplified by the following observations:

> "[My mentor] was a valuable resource with what s/he was given, but if s/he was given…other…time slots, s/he could have taken us on leaps and bounds in terms of writing. Because s/he has the knowledge to do so, but a huge problem was the time. It was definitely unfair for her/him to have to come in, acknowledge we're tired, and have to work within that capacity."

> "I think having those workshops after the seminars might not have been the best time to have them. There was lot of information that I may have missed or I may have been out of it and it was probably something I could have used while writing my paper. It was difficult for me to put 100% of my effort in to the workshops right after the seminars."

D. Mentoring Experiences

The purpose of the mentoring component of SHI is to provide one-on-one technical coaching, social support, and personal and professional role models for the participants. The mentoring experience is depicted below through both the students' and mentors' experiences and perspectives. All six mentors – four faculty members and two graduate student researchers (GSRs) – who worked with this 2011 SHI cohort were interviewed. Four of the mentors have served as mentors previously, and many were associated with the program in different roles in prior years.

During the focus groups, students were asked to share their thoughts as to whether or not having a mentor enhanced their SHI program experience. Further, they were asked if they believed that they would have been as successful this summer without a mentor. Most agreed that their program experience had been enhanced by having a mentor, and additionally indicated that they would not have been as successful this summer without a mentor. Students expressed appreciation for their mentors' ability to not only support and challenge them in the research process, but also serve as a confidante. One student offered the following comment that captured the sentiments of the group:

> "I honestly cannot picture myself going through the program or doing the research I had done without my mentor. My mentor was always supportive, s/he pulled things out of me. Once I told her/him I didn't understand something… s/he's asking me questions to get out of me what I want to say. Without her/his support and encouragement, the research I conducted here wouldn't have been good and it wouldn't have been as good as it is."

Some students expressed the belief that they could have had a better match with a different mentor. One student expressed frustration with the lack of continuity in feedback between mentors, and one student said they wished their faculty mentor worked in her/his field of interest. Another student agreed that the match could have been better, but acknowledged that they learned how to deal with different types of people through the experience. For example, some students shared:

> "…there were pieces of feedback that [my mentor] couldn't grapple with because it's not her/his content area. S/he was able to critique me on how I was writing, not what I was writing…I am looking…to fully engage with someone on my project. But, I need for them to understand what I'm studying because if you don't know where I'm coming from, I can't explain anything if you don't understand [my research content area]. You can help me with some stuff, but when it comes to the bulk of my analysis, you can't help."

"In the beginning, I believe they matched us up perfectly, but as it went on, there were a lot of holes in that matching. And, it came with a lot of stress...So, of course I couldn't express my displeasure with my mentor as much as I would have wanted to."

The individual interviews gave students the opportunity to elaborate on the relationships and experiences they had with their faculty and GSR mentors. The majority of participants positively described their mentor's contributions through interactions related to their research papers. Students emphasized the quality of such interactions and described them as "helpful," "professional," "incredible," "amazing," and "great." One particular student credited their ability to complete the SHI program to their mentor, indicating that, "If not for [my mentor], I don't know if I would have completed this program."

Other sentiments shared by a few students during the course of these one-on-one interviews included frustrations around their mentors' availability. Most students noted that they were able to discuss concerns with their mentors through in-person meetings, via telephone, e-mail, and in some cases text messaging while other students indicated that their mentors were difficult to reach -- throughout the program -- either due to busy travel schedules or because their mentor had the tendency to be "late and always cancelling at the last minute."

Additionally, while all students often found that their concerns were resolved after consulting with their faculty and GSR mentors, some students felt they did not receive as much attention as they would have liked. This seemed to be particularly problematic when mentors' attention was divided among all program participants. This sentiment can be summarized with the following student's observation:

"I do wish that [our relationship] was more personal...I didn't feel like [s/he] was just our mentor that we could talk to...Everyone else had their specific mentor that they could go to, but other mentors didn't have to divide their time between everyone else."

Students' indications that they had to vie for their mentors' time were corroborated during the mentor interviews. Several mentors shared that they ended up working with more students than initially anticipated. For example, when mentors were asked about the number of mentees that they advised, a GSR mentor indicated that s/he formally worked with five students, but provided assistance to any student who sought her/him out for help. Other mentors had similar experiences as evidenced by the following quotes from their individual interviews:

"Officially two, but ended up working with four."

"Not just my immediate students, but others as well come to me for feedback on their writing."

When responses from students and mentors are considered collectively, the data suggest that both stakeholder groups experienced challenges with the mentoring component of the program. Specifically, it appears that mentors did not anticipate their workload to be as great as it was. Likewise, students had to adjust their expectations of mentors' availability because some mentors had to adapt their schedule as circumstances arose. However, given the history of the program and evaluation findings from previous years, these experiences do not seem reflective of the nature of the mentoring component overall. That is, this year's findings regarding the mentoring component may have been cohort-specific. For example, several mentors reported that some members of this year's SHI cohort needed added support from a number of different mentors and required more one-on-one attention than students who previously participated in the program. The following quotes capture this sentiment:

"For example, one of the students had spent three hours with two other mentors, and still didn't understand what they were saying to her/him, and I had to spend an additional three hours with her to break it down to the point s/he could understand what was being asked of her/him. Then spend an additional two hours with her/him the next day. Finally after several sessions I was able to get her/him to break down her/his project to a more manageable portion that s/he could actually execute."

"This group of students needed a great deal of assistance doing basic research, finding sources, writing, and grammar. They lacked a lot of basic training. We communicated in person, by phone, email, even in the evenings and weekends. We did not initially anticipate that this would be the case, but after they arrived we realized the skills set was less than prior years."

"There's usually one or two students who are more excited and enthusiastic about taking advantage of resources. One student I particularly spent time with."

Students were also asked to describe the difference, if any, between their SHI mentor and their advisors from their home institutions. In comparing these relationships, most students highlighted differences. Specifically, seven of the 10 students described the relationship as different, two considered the relationships mostly similar, and one thought the relationships were both similar and different depending on the specific aspect of the relationship. Most students who found that the relationship was different indicated that it was due to depth of relationship and match in academic interest. That is, many students experienced a deeper personal connection with SHI mentors, but a closer fit in academic interest with mentors from their home institutions. As a whole, it seems that the majority of students had an overall positive experience with their SHI mentors while some students experienced various degrees of frustration with their mentor situation.

Academic guidance, feedback, and personal connections are identified as the key components that holistically encompass the approach toward mentoring. During the mentor interviews, each of the six mentors acknowledged that the academic guidance, feedback, and personal connections components defined the mentoring experience and were typically interrelated. In terms of whether or not mentors believed that these three components were equally valuable, three of the mentors indicated that they considered academic guidance to be the most important. One of the mentors who held this view elaborated:

"Academic guidance was most important. Looking back I had some professors that I learned a lot from, even though I didn't have any personal connection with them. You can still learn from professors with whom you have no personal connection, so it's not really necessary."

Another professor who shared this view said, "Most important is the academic component. Being able to work in the atmosphere of UCLA with access to all resources and get focused attention. Help them maximize why they're at UCLA in the first place." Two mentors thought that the most important component differed for each student:

"If you make certain that these objectives are clearly delineated, the students can derive whatever they need from each and it depends on how they absorb these lessons. Really depends on the individual student and what they feel they must lop onto."

"Depends on the student. Students who have had adequate training on a research project require less emotional support. Those students who have not had that training require that and more."

One mentor thought the three components were equally important and interrelated, saying "All equally important. Having a personal connection and boundaries and respect and having time for them and giving them feedback are all tied together."

Mentors were also asked if there was an additional component to the mentoring experience that they believed was more or equally valuable. Only one of the mentors raised an additional aspect of mentoring:

> "My own personal accomplishments as a role model. Keeping in mind that the population of students that we generally draw from do not have family members who have experience with graduate education."

In general, the mentors' statements all reinforced the notion that academic guidance, personal connections, and feedback are essential to the mentoring experience. The remainder of this section is organized in light of these three main components from both the mentors' and students' perspectives.

Academic Guidance

For the mentors, academic guidance incorporated four areas in which they worked to influence students' experiences: 1) giving feedback about their ideas and thinking, 2) helping students structure their arguments, 3) helping students articulate and pursue a research question they are interested in, and 4) helping students narrow the theses. Four mentors elaborated on these areas. Some of these responses included:

> "Sometimes I just acted as a sounding board. Sometimes I gave them a different way of looking at their research questions, help them define arguments, and gave motivation. I helped shape and refine their research questions by asking important questions so that I have them thinking in the right direction rather than me giving them information straight from me. Making sure they were doing something they were actually interested [in] instead of just following a suggestion from another mentor."

> "My role was to work on the big picture, work on narrowing down to a specific thesis, and how to structure the argument so that they explore the thesis in a very clear way... I try to help to direct their ideas but not impose my ideas. It's more about how to shepherd them through and get them to articulate their own ideas."

The above four areas were emphasized through the mentors' guidance in preparing the students for graduate-level research: helping them focus their research ideas, providing sources, encouraging the development of conceptual clarity in their thinking, and developing questions to guide their research. All of the mentors used the students' papers as the springboard to guide their mentees. The efforts described by the mentors were often intertwined with the individual feedback they gave to their mentees.

Two themes surfaced in students' discussions of the ways in which mentors provided academic guidance; namely, reaffirming their skills and capabilities and referring them to individuals and resources that they might find helpful in their academic endeavors. Four students mentioned appreciating the time mentors took to discuss concerns they anticipate in graduate school. These concerns pertained to the challenging nature of graduate level work. Two students elaborated by indicating that, "[My mentor reminded me] everyone is learning in this environment. And…told me that I'm not the only one that has insecurities but the key is to never lose confidence" and "[S/he put me in touch with people who could help me, that [s/he] thought could help me better than [s/he] could, so I really appreciate that."

Additionally, two students described how their mentors helped develop their reasoning and writing skills. One of these students elaborated on their discussion of reasoning skills and shared that,

"[It was helpful] having somebody that was able to sit down and listen to my thoughts about my project and really apply a critical lens, [s/he was] definitely able to do that." With respect to articulating a research project and related theses, another student noted the following:

> "I had a hard time with trying to figure out what were the main points that was going to touch…so [s/he] sat down with me one day and literally made a chart. We were just talking for about 25 minutes about what should go in this chart."

Providing Feedback

All of the mentors agreed that providing feedback to the students is an important aspect of the mentoring relationship. They provided feedback regarding a number of different aspects of the students' work. Feedback was integrated in all of their communications with students and mainly related to drafts of research papers; however, feedback was also provided with respect to development of research topics, formulating cohesive arguments, and writing techniques. Mentors also provided feedback on conference presentations. Some of these aspects are described in the following responses:

> "Every time they submitted a draft of their research paper, we looked at it and their conference papers and research proposals. Every time they had an assignment, we reviewed it. I provided every type of feedback, grammar, research ideas, structural, etc. "

> "I gave advice about whether their research question is a good idea, is their argument compelling, did you look at the piece of research you should consider, such as an article or book. I also gave feedback on structural and grammar problems. Picked a few that they should work on if I noticed a theme. Also gave positive feedback because I tried to balance the constructive feedback with positive feedback to keep them motivated and build their confidence."

> "The purpose of my feedback is to upgrade their writing skills – get them to use topic sentences, active verbs, avoid clichés, and trite phrases. I try to get them to understand that you shouldn't write in the vernacular, and to get them to write a clear thesis and gear their writing towards people who don't know anything about your subject but are looking to be informed by your writing."

Several of the mentors noted that the 2011 cohort needed more help with their writing and research skills than other cohorts in previous years, and that they provided extra support in one-on-one sessions. One of the professors summed up this sentiment:

> "This group of students needed a great deal of assistance doing basic research, finding sources, and writing, grammar. They lacked a lot of basic training…We did not initially anticipate that this would be the case, but after they arrived we realized the skill set was less than prior years."

In order to provide the extra support needed, many of the mentors offered feedback as frequently as possible, and were available to students through various modes of communication:

> "Most of it was written sometimes oral. It was constant, at least once a week and sometimes twice a week."

> "We communicated in person, by phone, email, even in the evenings, and weekends."

"I'm always available to the students whether they come in physically or contact me by email or phone. I'm available 24/7 so that if there's something they want to ask me regarding their research or a paper they're working on. If I'm not on campus I respond as soon as I receive a message. "

One mentor described the importance of providing one-on-one feedback as an essential component of mentoring:

"They have the majority of intense one-on-one time through email or in person. That's an important part of the program: the opportunity that they get that they possibly didn't have as much of in undergrad. They get the one-on-one time with a professor and they learn how to communicate with a professor. It can be intimidating for many of them. It gives them practice before moving on to graduate school. They need to learn how to come prepared with questions for meetings with their professors instead of being told what to do. This experience and practice is advantage over students who haven't had the exposure before going to graduate school."

Student responses in the focus groups and individual interviews all indicated that feedback from the mentors was also very important to the students. This theme was intertwined throughout the responses and emerged in the discussions of seminars, writing, presenting, in addition to the discussions of their mentor relationships. Students, on the whole, were open and appreciative of the level of feedback they received from their mentors. The types of feedback from mentors varied from primarily written feedback on report drafts to one-on-one conversations.

Establishing Personal Connections

An important aspect of the mentoring relationship is the establishment of a personal connection between the mentor and the student. All of the mentors acknowledged the importance of establishing personal connections.

Several mentors described specific efforts that they made toward establishing personal connections with their mentees. Some mentors talked to students about their personal experiences:

"I told personal stories from my undergrad experience and the struggles I went through as a student going through the writing process and finding my research interests."

"I also find it important to get them to understand that what I've achieved they can achieve as well. I try to de-mystify becoming a graduate student. I tell them that I had to work hard like other students. I let them know what my graduate experience was like so they're not deer looking at headlights when they get there, not knowing what to expect. "

Other mentors tried to help ease multiple difficulties in transition for some of the students:

"For many of these students who are coming from Historically Black Colleges and Universities, it's their first time in a higher education experience that is not majority Black. They're also coming from small schools to a major large university. Many of them are overwhelmed in the beginning. For quite a few of them this is their first plane trip and first time away from home. They need to know there's someone they can reach out to that is not intimidating. "

"I addressed how they're doing and adjusting to California because it can be a culture shock."

"The students themselves realized that they had a great deal of additional work to do, which made them feel vulnerable, so it required emotional and psychological support in addition to the actual academic work. I provided

this support by meeting with them one-on-one…I had to act as a counselor and walk them through the process and give them an opportunity to dialogue about what was frightening about the experience."

One professor had students work in their office to develop a sense of academic collegiality, and another took students out to lunch to get to know them better in an informal setting.

Mentor interview data suggest that mentors worked diligently to provide various kinds of academic and social support to SHI students. Data from student interviews suggest that the quality of mentor/mentee relationships varied by student with respect to their ability to establish a personal connection. As previously indicated, most students reported having had good relationships with their mentors. Students who did not share this sentiment suggested that they would have liked their mentor/mentee relationships to be of deeper quality such that they would be able to share academic as well as non-academic concerns with their mentors. One possible explanation already provided for this observation among students was the mentee-to-mentor ratio and the perceived lack of uniformity in amount of time dedicated to each student.

In addition to perspectives on the three mentoring components, students were asked two questions about their mentors. The first question asked students to share how, if at all, their mentors served as role models. The common themes that emerged in student responses spoke to students' admiration of their mentor's accomplishments and personal attributes. Descriptors that students frequently used during this point of the interview included "knowledgeable," "humble," "not pretentious," "insightful," "professional," "confident," and "down to earth." Perhaps even more significant is that students noted their mentors having modeled these attributes for them throughout the summer, which is something that they indicated they would take with them even after the program ends. One student said of his/her mentor:

> "[S/he] was very professional in that [s/he] always had this air about [her/him] as though [s/he] knows what's going on. As though [s/he] knows how to talk to you, how to speak to you to get you to open so you can start thinking about your writing process and research your paper in a more academic way."

Five students also talked about how their mentors made graduate school seem possible. The sentiment was captured via the following observation:

> "[My mentor showed me s/he] was able to [get a PhD] because basically s/he worked hard and that really shows me that getting a PhD might be difficult but it's not something I can't do. I just have to work hard at it."

The final question posed to students concerned whether or not they would have liked anything to be different about their relationship with their mentor. While most of the students noted that their mentor contributed positively to their SHI experience, three of the students responded affirmatively, indicating that they would have liked something different from their mentor, including more opportunities to communicate and a shorter feedback loop. They explained:

> "[I would have really liked to] have more communication and more help with my research, because that's where I was struggling the most [but s/he was travelling during the first half of the program]."

> "…when I needed help with my papers, I would email [my mentor] my paper and [s/he] provided feedback…[but] I wish [s/he was able to provide feedback] quicker. [S/he] would send it back within 4 or 5 days, and within that time I was [already revising]."

Another issue that a few students raised when addressing this question dealt with the tension that they experienced within their peer group and how the SHI faculty and staff responded. This

seemed to have been a significant point of conflict among some students. For example, a few students elaborated on this concern during the individual interviews:

> "[My mentor] had helped me deal with [being in a group of all Black students] because being a part of the program I was exposed to a lot of inner conflict in the group…You have common goals and we have race in common. I don't think that's a strong enough foundation to succeed in this environment…I think that having this experience on this campus while I was forced to come to a head and figure out how to deal with this experience. Because latching on to a group simply to feel that you belong can be helpful but it can also be destructive."

> "I felt like some of the drama that was sparked within the cohort could have been maintained by the faculty to some extent…and it became a point that I got frustrated…"

Further elaborations by students indicate that program staff and faculty made several attempts to address these instances of group conflict and the situation seemed to resolve to some students' satisfaction while other students remain frustrated. Again, in light of evaluation findings from prior years, these incidences seem to be uncharacteristic of the program's nature and may be cohort-specific. However, in the case that future cohorts have similar conflict, SHI program staff may want to consider what measures they can take to manage cohort dynamics.

E. Extracurricular Activities

The purpose of the extracurricular activities is to provide an embodied experience (i.e., to bridge the knowledge gained in the classroom with practical application), to help students recognize the difference between primary and secondary sources, and to provide opportunities to socialize with colleagues. The primary emphasis in this section is on the SHI-sponsored excursions. All of the students spoke very positively about their excursions into Los Angeles and learning about the history of the African American community in Los Angeles. As suggested earlier, even though some students were unable to connect the content and experience that resulted from these trips to their own research, they found value in and enjoyed visits to Watts and Leimert Park. Students indicated that these excursions provided them opportunities to experience rich visual and oral history. Several students shared things that they learned from people they met on the tours and from each other. Four students reported appreciating the ability to connect these excursions to what they were covering in seminars, "I really enjoyed that it gave a visual component to the lessons. Particular parts that were entangled in what we were learning and based in African American life, so that was cool."

Students enjoyed these extracurricular activities so much that seven students indicated that they wished they had more of these experiences. One student's response can be indicative of the general sentiment, "Although our trips were educational and informative, they were fun and interesting and…being able to see the people that are actually studying the information in depth, was amazing. The trips were wonderful and they should have more of them." Moreover, students indicated that the SHI curriculum would be improved greatly if the classroom and field trip atmospheres were more interconnected. That is, students hoped that all future SHI participants would be able to draw direct connections between the texts discussed in seminars to the oral histories and cultural lessons to which they were exposed during these trips.

F. Writing a Research Paper

The purpose of writing the research paper is for students to learn how to develop arguments based on critical thought and personal reflections, utilize research literature effectively, produce organized and cohesive writing, and properly use citations. The process of writing the research paper was ongoing through the program and students received support through writing workshops, their mentors, and the program GSRs.

Students appreciated the support and availability of their mentors and credited the feedback that they received from their mentors as being instrumental in the development of their research papers. One student described their mentor as:

> "...always attentive, more attentive that I could ask with my writing and addressing the specific concerns that I had for my writing. One thing s/he was really good with was, I would send her/his an email with my concerns and s/he would send it back in a timely manner."

As seniors and recent graduates, the students commented on their previous experiences with writing research papers and the strategies and techniques used. Responses varied when students were asked about how their experiences writing a research paper differed at SHI as compared to their home institution. Some students found the writing process to be similar, but others noted differences in the experience of writing at SHI beyond the level of feedback received (as discussed above). Some students commented specifically about how the writing process differed. Several students noted that they were able to narrow their theses to fit the scope of the project. One student said:

> "...I took one aspect of my major topic and we worked on that to solidify my thesis. At first I had an idea to make it so broad and complicated but it doesn't take that to write a thesis, so we narrowed my scope down also."

Three students specifically mentioned professors and librarians who helped them locate relevant sources or helped them develop the skills to find sources on their own. Additionally, students noted learning other writing skills, such as structuring an argument and avoiding colloquial language. The following student comments are illustrative of this development:

> "I did learn one technique, which was fitting your framework to your research paper, I never really did that before. That was something I did learn."

> "I also had the opportunity to work with another professor who was interested in my research and he knows a lot about it so this summer he was able to provide me with a list of primary sources, documents, letters, other things that I had trouble getting a hold of, he was able to provide that for me."

> "As far as writing, I was introduced to colloquial terms, like conversation. I was not aware of that at first and I used a lot of that in my paper...I was able to detect that kind of colloquial [language] and take it out, so that was very helpful. That changed my writing process."

Several students acknowledged that a major difference between their previous writing experience and their experience at SHI was the opportunity to focus their efforts on a research paper. At SHI they had more time to think about how they want to develop and frame their analyses; whereas, during the school year there are other concurrent assignments so they would try to get their point across in the simplest and quickest way. As one student phrased it:

> "...our papers were given much more attention than I have given research papers in the past just because I don't have that time constraint thinking about other classes. Being in an environment where your focus is that research

paper, I think helps me have a clearer focus on what was going on. And also be able to really think about my topic and focus on the organization or just problems I've had with paper in the past."

Mentors were asked to describe how they helped students prepare for graduate level research. Many mentors spoke of the writing strategies and techniques they shared with their mentees. One of the mentors elaborated in the following comment:

"The way I guide students is to help refine their skills in critical thinking and critical writing and critical reading. They have to understand the difference between a summary and an argument. They have to learn the difference between a description and an analysis. The feedback I give them is on the level of ideas and it's on the level of making the transition from showing that they can repeat information to showing how they can use it in an original idea…I also help them to figure out how to use the info that they've learned as a way to shape their argument."

Some mentors addressed aspects of graduate level research beyond writing. For example, one mentor said:

"I talked to them about things that are different about graduate level research, such as engaging other scholars who are interested in your field and how to enter into an academic conversation with other work by situating whether they agree or disagree. Try to get them to understand that they're not writing in a vacuum but should address other authors critically."

Mentors were also asked to describe the ways in which they helped students to become confident, skilled writers. Some mentors addressed confidence directly, while others took a broader approach:

"Giving perspective on how they fit into the educational realm in comparison with other peers. Let them understand that they were a selective elite who competed and were top 10 students that were admitted in the program. I tried to get them to understand that there are additional responsibilities to think for themselves and think on behalf of others. Those who are fortunate enough to go to college and graduate school should keep those privileges and responsibilities in mind."

"No formal tactics to build confidence but it comes up organically. Some students are more confident than others. One of the students I worked the most with was because of her/his low confidence even though s/he was really organized and a great researcher. Every student is different. One of my students had issues with confidence had the veneer of arrogance. No one-size fits all. In conversations confidence comes up naturally."

These efforts were generally consistent with the students' reports of the ways in which their mentors guided them with writing their research papers.

G. Presenting a Research Paper

The purpose of presenting the research paper is to give students the opportunity to further develop their arguments, to give them experience with presenting their own research, and to orally answer questions related to their work. At the end of the program, students present their research papers, in conference format along with PowerPoint slides, to their cohort as well as the larger SPUR audience.

Several opportunities for practice, or mock presentations, were provided to the students. These opportunities were perceived as very positive for some students. Constructive feedback was one of the reasons for these positive experiences, and is emphasized in the following student's comment:

> "I think they helped me a lot because initially I had this idea that I was going to write something really short to accompany what I was saying. But the more I got feedback on it, the more I decided that I needed to look more into and add. Each time I created a different presentation I got really good feedback that I was able to use for my final presentation."

The rigor of the mock presentation also prepared students to know what to expect, giving them more confidence during their real presentations. The following student comments illustrate this benefit:

> "The mock presentation helped significantly with the final presentations because they were way more harder on us than the audience could have ever been…it puts you in a better space. You do well and then you notice that when you're getting questions during the oral presentation it's easier for you to answer them because you got choked up so much in the mock presentations that you've thought of every single question that somebody could ask and what answer you could give."

> "Just getting a sense of what the actual presentation would be like and how to go about answering questions and responding to them, the manner with which you respond to a question and if there's somebody in the audience asks you a question and you don't know, then you respond in this manner and not this way. Learning how to speak and project in front of an audience and getting familiar with the setup, like how to use the clicker or getting accustomed to presenting in a more professional manner."

> "The mocks enabled me to be comfortable with presenting at the final presentation because the day before I was more nervous about the mocks than I was the actual presentation. "

Several other students, however, thought that the rigor of the mock interviews was over-exaggerated and that the period between the mock and actual presentations was too short for some students to address the substantive feedback that they received, which they felt did not contribute as much to their confidence as they would have liked. While some students appreciated the feedback and thought it was warranted and valuable, they wished they had received these comments with enough time to improve their presentations. For example, students commented:

> "I believe that in a sense they wanted you to have a spot for every anticipated question you could. And given the time frame you can't do that…They were helpful but I feel some people were overdoing it."

> "For some of us, there were some significant things they wanted us to go back and change, but those responses should have been given weeks in advance. They were too close to the real presentation for us to go back and adequately address those things. I also think there should be a cap, getting feedback for some of us is helpful and some of us is nerve-racking…it can freak some of us out."

> "A lot of the critique was on our research and a lot of the critique was on things that we should actually change in our papers. And I think that's what threw people for a loop. It messed with their confidence and it may have been detrimental to their presentation."

The most common suggestion in student responses was that there should be more time between the mock presentations and the actual presentations to allow enough time for students to incorporate suggested changes from the feedback. Others voiced concerns that some of the constructive criticism they received during the mock presentation was inconsistent with the positive feedback they had been receiving throughout the writing process, and that it was too late to make significant changes after the mock presentation.

Overall, the students had similar perceptions, but mixed responses to the mock presentation experience.

Related Themes, Outcomes, and Summary

Findings corresponding to related themes and outcomes are presented in this final section of the report. General conclusions as well as a report summary appear at the end.

Collaborative Learning

As described in an earlier section of this report, the students' prior experiences with and preferences for collaborative learning were varied. The pre-program survey results indicated that most students in this SHI cohort preferred to work individually. A similar question on the post-program survey asked students to indicate the collaborative opportunities and their preferences over the eight weeks in the program. Seven students reported that they had many opportunities to work collaboratively in peer groups over the summer, while two students reported that they had few such opportunities. None of the students reported not having opportunities. One student reported that they did not have opportunities to work collaboratively and, as a result, chose to work individually. And, when given the choice, three students chose to work collaboratively while three students elected to work individually.

Overall, the pre- and post-survey results suggest that there were differences in students' inclinations and perspectives towards collaborative learning after participating in the SHI program. For example, the number of students who indicated they had the opportunity to work collaboratively increased by two people from the pre- to post-survey. Additionally, the number of students who, when given the option, decided to work collaboratively tripled from one to three students between the two survey administrations. On the other hand, the number of students who, when given the choice, would rather work individually decreased from four to three people between the pre- and post-surveys. A number of students noted during the focus group that they found value in being able to interact and exchange ideas with their cohort-mates because this deepened their understanding of the materials that were discussed during the course of the program. These results suggest that while not every student in the 2011 cohort had a common interest in collaborative learning, the program was able to provide such opportunities to participants and that most students found them valuable.

Potential Contributions to the Academic Community

During the individual interviews, students were asked to describe their potential contributions to the academic community in their pursuit of graduate study. All 10 students indicated that they have plans to attend graduate school. Seven of the 10 students talked more specifically about the contribution they hope to make to the academic community and there was tremendous diversity represented in responses that they provided. The disciplines and areas of study students mentioned included: cultural and ethnic studies, dance, education policy, English, health sciences, and philosophy. Two students indicated the ability to mentor and influence a new generation of potential scholars as a contribution. Their comment can be summarized as, "[I want to] influence students to, give them the opportunities that I've been given to [do] different levels of research."

Three of the 10 students indicated that these ideas developed during their participation in the program this summer, four students said that their ideas were rooted in previous experiences, and three students said that the SHI experience either enhanced or reinforced previously held ideas. This thought was expressed:

> "Well I always had the same long term [goal] but I think that being here has showed me how I want to go about getting it better."

Challenges to Graduate School

Students were asked to describe potential challenges they anticipated facing if they chose to pursue graduate studies at non-HBCU institutions. Nine of the 10 students indicated that they believed they would face challenges in attending a non-HBCU. The majority of these students (six of nine) talked about the social challenges that they may face and the fear of possibly being isolated:

"...one of the challenges I would probably have is getting myself situated in an environment where I might not see as many people of my color in the classroom or the work or type of research that I'm doing."

"The challenges I think I would face going to a predominately White institution would probably be isolated in a way, not being to connect with my counterparts."

"I think of some of the issues would be not necessarily fitting in, but having some kind of connection with the other students because I feel as though I'll be walking around campus and I won't have much interaction with the other students here."

"...the school I am getting ready to go to is not an HBCU [so I fear] just being the only one because I know for sure in my program I am the only Black [person]."

"...if I go to a predominately White institution, I feel that I am alone or I do not have a community I can latch on to."

Another student mentioned feeling that there may be less of a support system. S/he elaborated:

"I feel that people are very into proving themselves more at a predominately White school where we don't have that issue when there people that look like you."

One student also voiced concerns about having to change as a person in order to fit in on campus and be accepted:

"...you might have to [change yourself] in order to be the type of model minority that people can look at and be like, 'Oh this is a nice minority girl.' So, that's where I think the challenge would be, just this issue of maintaining a professional persona."

Students were also asked whether or not they felt their experiences at SHI have prepared them to face these challenges. All SHI students felt that the experience at SHI will help them in the event that they attend a non-HBCU for graduate school. The sentiments of the students were expressed both in terms of academic and social preparation:

"[SHI helped me to realize that] if [the in-class discussion is] really inappropriate...you have to remember to separate the personal. Don't take it personal. Especially if it's a discussion around a particular novel that has [racial] elements involved. Make sure you continue to see the focus as academic."

"I would say [SHI has] prepared me for interaction [with others] as far as diversity is concerned."

One student had mixed feelings about the extent to which participation in SHI will help in preparing for the potential challenges of attending a predominantly White institution. This student explained:

"I think SHI helped…it really prepared me [but at the same time] kind of made me nervous in a sense. It's 2011, you would think that some of the things that you hear about back in the day aren't relevant, and it's sad to see that they are."

Perceived Changes in Skill Areas

The results of students' self-ratings of skills were presented in Section 1 of this report (see page 6). These skills are a sample of the expected outcomes that are related to the program's activities and correspond to a selection of program outcomes listed on the program's Theory of Action Plan (see Appendix 1, pg. 31). These results were based on the pre-program survey. Overall, students' pre-program skill ratings indicated an average amount of confidence in their skills. The post-program survey asked students to rate their level of improvement in the same skill areas as a result of their participation in SHI. The response options included "great improvement," "some improvement," and "no difference." Table 2, below, presents the response frequencies for each of the skill areas.

Table 2. Students' Self-perceived Improvement with Various Academic Skills After SHI Participation

| Skill	N	Great Improvement	Some Improvement	No Difference
Understanding academic texts	10	**50%**	20%	30%
Developing logical arguments in my writing	10	**70%**	30%	0%
Articulating and sharing ideas within group setting	10	**70%**	20%	10%
Relating ideas to each other and across disciplines	10	40%	**50%**	10%
Thinking and reading critically in an academic setting	10	**50%**	30%	20%
Proofreading my own writing	10	30%	**50%**	20%
Using citations	10	30%	30%	**40%**
Organizing my writing cohesively	10	**60%**	20%	20%
Communicating orally about my work	10	**70%**	20%	10%
Accessing and using primary resources correctly	10	30%	**40%**	30%
Developing research questions	10	**50%**	30%	20%
Understanding theoretical approaches of different disciplines	10	20%	**60%**	20%
Presenting research in a public setting	10	**50%**	20%	30%

As shown in the table, more than half of the students reported "some" or "great" improvement in all skill areas. Furthermore, students reported "great improvement" in more than half of the skill areas. The most significant improvements, according to the students, were in "developing logical arguments in my writing," "articulating and sharing ideas within a group setting," and

"communicating orally about my work." These skill areas were among those that students already rated highly on the pre-survey. The area that the highest relative percentage of students (40%) reported no difference in their improvement was "using citations." Overall, all of the above results seem consistent with the data presented from interviews and focus groups.

Perceptions of Expected vs. Actual Challenges of SHI Program

At the start of the program, participants were asked how challenging they expected the summer to be. At the end of the program, they were asked to rate how challenging the program had been. Figure 4, below, summarizes the responses to these two questions. Overall, the perceptions of the group seemed to change slightly, suggesting that most students found the experience as challenging than they had anticipated.

Figure 4. Expected vs. Actual Challenges of Participation in SHI Program (Pre N = 10, Post N = 10)
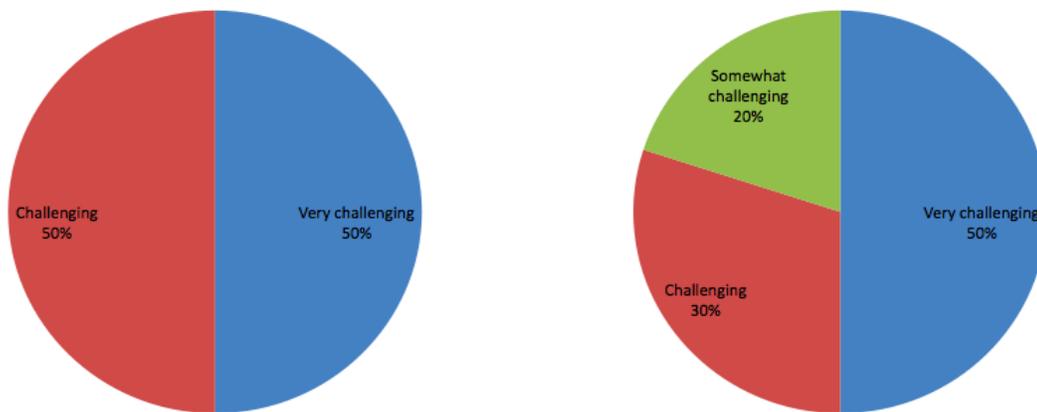
At the end of the program, students were also asked to assess their overall frustration level (on a scale of 1 (low) to 10 (high)) regarding their summer experiences in the program. Students reported middle to high levels of frustration, ranging from 5 to 10.

Despite the high ratings, many students expressed that they benefited from any frustration and challenge that they experienced over the summer, and that what they learned about themselves through the experience was rewarding. Such comments included:

"I think the frustration was definitely rewarding in the end. I think how diamonds are made, they're in the rough and then they come out as diamonds. For me, I'm in this space where I need to think about what I want to do and my purpose in life and stuff like that and I think when you're in a space where that's all you have to think about, it's always on your back. But I do appreciate the frustration, even if that's kind of crazy, because I think it allowed me to grow and allowed us to grow in ways we never would have fathomed if we weren't here."

"Any frustration I have, I don't want it to take away from the program… I learned what type of student I am, what I would like to do after undergraduate, which was really important to learn to me. Yeah, it was frustrating, but I learned from it."

Suggestions and Recommendations

On the post-program survey, students were asked to describe anything that was not part of the program that they thought would have been useful to them. Student responses and the frequency with which they appeared are organized into the following categories. Individual answers can also be found in Appendix 2, Table 8:

- Availability of GRE preparation workshops and/or materials (3),
- More outings that emphasized African American history and culture (3),
- Fuller incorporation of resources and events already hosted on the UCLA campus (2), and
- Opportunities to sit in on graduate level courses and gain qualitative research experience (2).

Students were also asked to describe the most important thing they learned over the summer. They spoke generally about the skills that they gained through participation in SHI; the interactions they had with their peers and the faculty; how their self-perceptions changed over the course of the summer; the lessons learned about social interactions; and the growth in self-confidence and motivation. These thoughts were specifically expressed as follows:

"There were many times I was so frustrated that I didn't know if I had the ability to finish this program, this research paper and I was doubting myself a lot. But through reaching out to others I was able to get what I wanted out of this program."

"So when you're in a group…with likeminded people and people who are aspiring to the same things as you and who have seen you and understand what you can do, then they can help you get to the next stage or the next chapter in your life. Being able to experience this and see that family doesn't necessarily mean your blood relatives."

"Self-worth. Because even though this is a group program, you cannot do it with your group. You need yourself to look at that paper and say…you can do this…There's things that, at the end of the road, you can look back and say I did this. Yes, it was me who did this, and Jesus, but it was me and that self-worth is tremendous at the end."

"I think I would limit myself based on the preconceived notions I had about myself and my ability. But going through this program, I can do anything and everything. I was telling my mom, this is the hardest thing I've done this far. And to think I still want to go on and get a doctorate is crazy. It's something I want to do and it's something I realize I am passionate about. Through my research I realize I have still have a passion for education. So I might not get my Master's in education, I might end up getting M.Ed., but it's going to be something I want to do and something I know now, I can do."

"This has taught me that there's no limit on what I can do…to complete this program is another crack in the ceiling, another bar raised. Hey, Master's, I'm going to go do it. And after that I'm going to go get my doctorate, and just thinking about this is exciting and a little scary at times, but you take that leap of faith. And you tell yourself…be who I know you can be, even though I have my doubts sometimes. My self-esteem as well, I'm not as confident as I should be. But you walk with that confidence and pride a little bit and you do it."

Overall, the students comprising the 2011 cohort clearly recognized the important outcomes of their participation and how their experiences have influenced their development.

Summary

This evaluation of the SHI program yielded findings that support many of the intended outcomes in SHI's Theory of Action Plan. Analysis of the data collected through interviews, surveys, and focus groups showed that participation in the program's major activities promoted students' academic skill set expansion and personal growth.

In summary, the 2011 cohort of students enhanced their critical thinking skills, developed their research and writing, and engaged in the graduate school experience over a period of eight weeks. All of the data show that, in general, most of the students' pre-program expectations and aspirations were fulfilled. On the whole, the two most useful program components were the course materials and writing a research paper. It was through these two activities that students were able to expand on many skills including, but not limited to, development of research and analytical skills and enhancement of their writing. It was also through these activities that students demonstrated desired outcomes such as developing logical arguments and the enhanced ability to articulate and share ideas within a group setting. Conversely, many students considered the workshops to be the least useful aspect of the program, but as mentioned earlier, this may have been weighted more heavily towards the SPUR rather than the SHI sponsored workshops. Overall, mentors and students viewed their relationships positively, particularly in terms of academic guidance. Students also found the presentation of their research projects to be a positive experience. Most students found the mock presentations beneficial.

All SHI students intend to pursue graduate school study and most have already considered their potential contributions to the academic community. Furthermore, students who may have had concerns about attending non-HBCU graduate schools reported benefitting from their experiences at UCLA and from the informative conversations that they had with mentors and faculty.

Finally, students offered several suggestions for the program that were related to scheduling and providing more assistance for preparing to apply to graduate school. Providing GRE preparation sessions and more time for preparation of student presentations were common recommendations.

Overall, the 2011 cohort had a positive experience participating in SHI. Their ability to reflect critically on their experiences and demonstrate self-awareness of their own development adds further evidence supporting the value of the SHI program.

Appendix 1 – SHI Theory of Action Plan (revised 6/09).

Experiential Learning Activities	Academic Skill Set Expansion and Personal Growth (Immediate Outcomes)	Orientation & Socialization (Intermediate Outcomes)	Ultimate Goal
Faculty Conducted Seminars	Preparation Active participation Ability to express ideas orally Knowledge of: -conceptual approaches to scholarship in a range of humanities disciplines -theoretical paradigms/interpretative approaches -discussion techniques Critical Reading and Thinking	▪ Intellectual Self-Confidence ▪ Student Motivation to Achieve ▪ Enhanced Academic Ability ▪ Sense of Institutional Belonging ▪ Developed Tolerance for Diverse Perspectives ▪ Commitment to Collaborative Learning	Underrepresented Students Earn Fellowships and Doctoral Degrees in the Humanities and Social Sciences
Use of Course Materials	Analytical comprehension Break down arguments by recognizing the themes and their organization in the materials. Incorporation of published works into student's own scholarly work Enhanced Interdisciplinary thinking		
Workshops	Comprehensive knowledge of the technical aspects of the graduate school/fellowship application process Writing and research techniques		
Mentoring Experiences	One-on-one technical coaching (Academic Guidance/Providing Feedback) Social support (Establishing personal connections) Personal and professional role models		
Extracurricular Activities (Field Trip) (Field Courses) (Conference)	Embodied Experience (Bridging the knowledge gained in the classroom with practical application) Correct use of primary and secondary sources in library and internet Socializing with colleagues (i.e. social network development)		
Writing and Presenting Research Paper	Use of Citations Development of arguments based on critical and personal reflection Organization and cohesiveness of writing Answer questions orally related to work Incorporation of published works into student's own scholarly work		

Appendix 2 – Itemized Pre- and Post-Program Survey Results

The following tables and figures provide data for each item on the pre- and post-program survey not detailed in the body of the report. Table 2 (see page 27) reflects response frequencies for Self-Ratings of Skills post-program while Table 3, below, reflects the information collected these skills before the program started.

Table 3. Students' Self-perceived Experience with Various Academic Skills Prior to Attending SHI.

Skill	N	Mean	SD	1-4	5	6	7	8	9	10	Total
						Frequencies of Ratings					
Understanding academic texts	10	7.4	1.17	0%	10%	10%	20%	**50%**	10%	0%	100%
Developing logical arguments in my writing	10	7.8	1.14	0%	0%	20%	10%	**40%**	30%	0%	100%
Recognizing themes, paradigms, and theoretical approaches in academic texts	10	6.7	2.26	10%	**30%**	10%	10%	10%	20%	10%	100%
Relating ideas to each other and across disciplines	10	7.8	2.30	10%	20%	0%	0%	20%	20%	**30%**	100%
Articulating and sharing ideas within group setting	10	8.6	1.78	0%	10%	10%	0%	10%	30%	**40%**	100%
Proofreading my own writing	10	8.3	0.82	0%	0%	0%	10%	**60%**	20%	10%	100%
Using citations	10	6.6	2.22	**20%**	20%	20%	0%	10%	**20%**	10%	100%
Organizing my writing cohesively	10	7.2	2.57	10%	0%	20%	20%	10%	**30%**	10%	100%
Communicating orally about my work	10	7.6	1.26	0%	0%	20%	**30%**	**30%**	10%	10%	100%
Accessing and using primary resources correctly	10	8.2	1.62	0%	10%	10%	10%	0%	**60%**	10%	100%
Developing research questions	10	7.7	2.31	10%	0%	0%	**30%**	20%	20%	20%	100%
Understanding theoretical approaches of different disciplines	10	7.6	1.71	0%	20%	0%	**30%**	10%	**30%**	10%	100%
Presenting research in public setting	10	7.0	1.76	10%	10%	20%	10%	**40%**	0%	10%	100%
Thinking and reading critically in an academic setting	10	7.8	1.40	0%	0%	20%	**30%**	10%	**30%**	10%	100%

Table 4. Response Frequencies of Types and Quantity of Home Advisor Support (Pre-Program)

	N	Much Support	Adequate Support	Little Support	No Support	Total
Academic guidance	10	60%	40%	0%	0%	100%
Social/Personal connection	10	50%	40%	10%	0%	100%
Providing Feedback	10	70%	20%	10%	0%	100%
Availability for communication	10	70%	20%	10%	0%	100%
Exploring graduate opportunities	10	50%	40%	10%	0%	100%
Applying for graduate school	10	40%	50%	10%	0%	100%

Table 5. Response Frequencies of Usefulness of Program Activities

Program Activities	N	Not at all useful	Slightly useful	Somewhat useful	Fairly useful	Extremely useful	Total
Faculty Conducted Seminars	10	---	---	20%	40%	40%	100%
Use of course materials	10	---	10%	---	40%	50%	100%
Workshops	10	10%	10%	---	50%	30%	100%
Mentoring Experiences	10	10%	10%	10%	10%	60%	100%
Extracurricular Activities	10	---	---	20%	50%	30%	100%
Writing a Research Paper	10	---	10%	10%	20%	60%	100%
Presenting a Research Paper	9	---	11%	---	33%	56%	100%
Other: Cohort Model	2	---	---	10%	---	10%	20%

Table 6. Response Frequencies of Graduate School Application Preparedness (Post-Program), N=10

	Very prepared	Somewhat prepared	Not at all prepared	Total
Researching graduate schools and programs	90%	10%	0%	100%
Applying for graduate schools	60%	30%	10%	100%
Researching scholarships, fellowships, and other funding	50%	50%	0%	100%
Applying for scholarships and fellowships	50%	40%	10%	100%

	Table 7. Pre-Program Survey Open-ended Responses			
Student	Describe your general expectations for your summer at UCLA.	Which aspect of the program are you most looking forward to?	Concerns/ Questions you have concerning the summer program.	Aspect(s) of preparing for graduate school will you need the MOST assistance with this summer
1	I hope to get introduced to new research being done in the world of academia. And as, being more prepared to enter into a graduate program.	Working with a mentor.	blank	Preparing for the GRE, as well as strengthening my CV and personal statement.
2	I expect to be challenged greatly during this summer program in order for my research, writing, and presentation skills to be on or above a first year grad student.	Not only am I looking forward to improving my research skills but to the various trips and seminars that are being provided.	blank	Applying for scholarships as well as how to pay for school.
3	To provide a basic foundation to reference while participating as a graduate student. I expect to have improved writing and research skills at the completion of this program.	I am eagerly anticipating the research process because my biggest concern as a future graduate student is being ill prepared to conduct rigorous research.	I am concerned about the individual attention I will receive from my advisor. I hope the time is utilized constructively.	Learning how to find funding for my professional education.
4	I expect to work hard and learn a lot. I believe the program will introduce me to the world of graduate level academia.	I really look forward to meeting my fellow SHI participants as well as comparing our academic/research interest.	I am interested in learning if our research papers may be eligible for publication.	The personal statement is what I need the most help with.
5	At the closing of the summer I plan to be more prepared for education at the graduate level. I plan to have better studying, writing and analytical skills. I expect to be challenged.	I am most excited about the seminars that will essentially be more of graduate courses.	Though I am excited, I am also slightly intimidated by the rigor. I am hoping that I will see vast personal, academic, and intellectual growth at the end of the program instead of a decline in confidence.	Conducting and presenting research will be most beneficial in terms of what I have learned or have not learned thus far.
6	This summer I expect to be treated as a scholar. I hope that my mentors will push me beyond my limits that I may become a worthy candidate for a graduate program i.e. UCLA	I am looking forward to crafting my research and really understanding why I am doing this particular research.	n/a	The most assistance in preparing for graduate school for me will be developing a strong background in my writing skills.
7	Generally I expect to obtain significant insights into the graduate school experience. Also I expect to learn more about the program UCLA has to offer.	I am forward to testing my ability to learn more and enhance my research skills.	n/a	Finding a program that is parallel to my specific interest in African-American Studies. In addition to this I also need help with

				scholarships and valuable work experience.
8	This summer, I expect for SHI to prepare me for PhD programs through intensive seminars, research and writing holding me to the level expected at doctorial programs.	I am most looking forward to growing a close relationship with my mentor that will allow him to write an excellent letter of rec for my grad applications, and connect me with professors and departments that could help me navigate grad programs at UCLA during my application process.	blank	Identifying programs that best fit the interdisciplinary nature of my research interests, especially at UCLA.
9	My general expectation is to gather and prepare myself with the knowledge to gain expectance in a well know graduate program.	The aspect of the program I am most looking forward to are the seminars and research I will have to do.	My main concern is balancing SHI with GRE courses	Some aspects for preparing for graduate school I need help with are how to apply to many graduate schools with little to no money and narrowing my research topics.
10	My general expectations for my summer in the SHI program are to obtain better research skills, learn how to present in a timely manner successfully, and to take what I learned and apply it to future educational endeavors.	I am looking forward to the research aspect of the SHI program the most.	I am nervous about the schedule and presenting quality work.	The most help I will need preparing for graduate school this summer will be being able to conduct successful research in a variety of ways other than books or the internet (SASS) and condensing my workload (papers) into abstracts and presentations.

Student	Which program component contributed THE MOST to your academic and intellectual development? Why?	Which program component contributed THE LEAST to academic and intellectual development? Why?	Are there any things that were not a part of the summer program but that you think would have been useful to you?	Concerns or questions regarding the summer program.
	Table 8. Post-program Survey Open-ended Responses			
1	Introducing [sic] to higher level textual analysis and expectations of comprehension were very welcomed challenges	I wasn't sure how to take these activities but they made me feel alienated due to varying interests and pressures from the group.	Sitting in on any actual seminar with graduate students would have been insightful.	The seemingly forced group participation because of student ethnic ratio population can be problematic and alleviated by including more diverse student types (i.e., traditional vs. non-traditional)
2	Writing a research paper contributed most to my development because it taught me to conduct research in the midst of a hectic schedule that will doubtless resemble my experiences in grad school	All were useful, but the extracurricular activities helped me the least because they were not immediately related to my research project, and all of the others were.	Aid in qualitative research methods such as interviews.	I thought that it was incredibly well structured. I do wish that I had more of a say in my choice of a mentor though.
3	From the workshops, I narrowed my graduate school choices considerably and opened up opportunities with fellowships.	I wish the mentorship relationship was more interactive.	I believe having GRE workshops would've been extremely useful to me.	Please improve on the roommate and living situation.
4	It helped in developing my speech as well as presentation skills.	A lot of what was taught in the workshops was already knowledge gained at school - was a bit repetitive.	Blank.	Only concern that I would express would be to try to implement group bonding activities for next year's cohort in order to rid of tension within the group.
5	My assigned mentor was helpful, kind, and patient. I am proud to say through his mentorship I learned an innumerous amount of knowledge.	This is only because we were not awarded many extracurricular activities therefore this component was not as useful as I would of liked it to be (aside from Black LA Tour).	Recreation - a lot of the program was solely geared toward work and research. Thus causing the process to be stressful at times.	Revisions of scheduled events; perhaps dividing them into day by day increments as opposed to a whole day agenda. Also including different teaching methods (i.e., visuals).
6	Experiencing and learning about Black Los Angeles contributed to my academic and intellectual development because it provided a visual experience/component	Although my mentor was very pleasant their lack of criticism and to some extent efficient guidance to some degree stifled my research.	If there were more field trips that centered around African American history i.e. a museum it would have provided a more overall/well rounded experience.	Although the Summer Humanities Institute provided me with a very challenging and structured program I felt my creativity was stifled and to some degree discouraged. In future years I believe SHI participants

	to the issues we discussed in seminar.			would benefit from an active engagement between faculty, which would allow them to express their creativity in terms of learning and researching.
7	Mentoring was an important part of my academic/intellectual development here because I was able to talk to experienced professors about my interests.	The workshops were informative and although I learned some new things MOST of the info given I already knew.	A FULL tour of UCLA's campus would have been beneficial and could have thwarted some lateness to workshops. (We were only showed Murphy and Haines Halls in the beginning.)	When checking in midway through the program to see how the group is doing, DO NOT separate the group members (this year was the first time students were separated).
8	The seminars gave me the opportunity to experience the nature of a graduate course. By far I found this the most beneficial component of the program.	I found writing research while subsequently attending seminars hectic and distracting. Though I learned about many of my academic flaws, I was not able to completely focus on my research due to the other assigned work.	There were events happening on the UCLA campus, in Fowler and the Hammer that I wish I knew about during the program. It would have been a great getaway from all of the work we had to do in this program.	Throughout this program, I learned many things about the type of student I am and the type of student I need to be in order to complete graduate school successfully. I learned more life lessons here than I learned academic lessons.
9	This summer this program has enhanced my writing abilities tremendously. It has taught me to write clearly and coherently.	Although the course materials were an important part of this summer program, I found some of them to be appealing and interesting.	An activity that was not part of the summer program that would have useful for me would be to visit more African American museums.	Next year it is my hope that more males are accepted into this wonderful program. Also, I think having other scholars from other institutions i.e. Berkeley, Brown, etc. should come and talk to SHI students.
10	Through conducting my research I was able to figure out what type of research I am truly interested in pursuing in grad school.	Besides the writing workshops, while the others were useful in some ways I feel as though all of the other components were more beneficial.	The GRE prep course	The work load coupled with the seminars and workshops were a little challenging on the days when they were coupled into one day.