

The Summer Humanities Institute Experience
UCLA Bunche Center for African-American Studies

2008 Evaluation Report

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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 was 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 components present a comprehensive account of how those program components work collectively to create the SHI experience. Mentor perspectives provided an additional vantage point from which to contextualize the program experience.

This report details our findings from the evaluation of the 2008 UCLA Summer Humanities Institute. Building on our work with SHI from previous years, we utilized similar surveys, focus group, and individual interview protocols, with minor adjustments made to improve the quality of the data collected. The table below describes our data sources.

Table 1. Data Sources for the 2008 SHI Evaluation

Data Source	Type of Administration	Dates Collected
Pre-Program Student Survey	In-Person Paper, 100% participation N=10	Orientation Day June 23 rd , 2008
Student Focus Groups	In-Person, 2 group settings 100% participation N=10 (5 per group)	End of program August 14 th , 2008
Student Interviews	In-Person, individual 100% participation N=10	End of program August 14 th , 2008
Post-Program Student Survey	In-Person, Paper 100% participation N=10	End of program August 14 th , 2008
Faculty Mentor Interviews	Telephone, individual 100% participation N=4	End of program August 18-25, 2008

Members of the SRM Evaluation Group conducted all individual and focus group interviews. The length of the individual interviews ranged from 15 to 25 minutes. Each focus group was approximately 60 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 and SPSS computer software. The faculty mentor interviews were conducted via telephone and transcribed for analysis.

This report is organized into the following four sections:

Section 1: *Participants' Background Information*

The first section of the report provides a descriptive review of the students' home institutions and communities, how students learned about SHI, students' previous experiences with academic research, and their relationships with their academic advisor at their home institution. Students' expectations for their summer with SHI are also summarized. The results in this section are drawn from survey data and student interviews.

Section 2: *Program Components*

The second section provides a descriptive review of the students' evaluation of the various components 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 component. For the mentoring component, mentor interview data are also integrated into the analysis.

Section 3: *Related Themes and Conclusion*

The third section provides a review of additional student themes generated from all data sources. This includes students' perceptions about the pursuit of graduate school, their potential social and intellectual contributions, and anticipated challenges associated with pursuing graduate degrees. General comments and suggestions for program improvement offered by students are also presented.

Appendix: *Pre- and Post-Program Survey Results*

This section provides the itemized pre- and post-program survey results in tabular and graphic formats. Tables 4 and 5 present the students' responses to various open-ended questions on both surveys.

Section 1: *Participants' Background Information*

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. All of the students in this 2008 SHI cohort attended an HBCU. Seventy percent of the students came from home institutions located in the South (e.g. Louisiana, Tennessee, Mississippi) and 30% came from institutions located in the East (e.g. Washington DC, Virginia). At this time, two students have already applied and been accepted into graduate programs beginning Fall 2008. Four students specifically expressed that their home school choice was based on scholarship funding. Two students chose schools based on their proximity to home. Of the whole group, four students spoke of the comfort level associated with attending an HBCU and that it "impacts how you learn."

In the pre-program survey, which was administered during orientation, participants were asked how they first found out about SHI. The two most common responses were the internet and through a faculty mentor other than their advisor at their home institutions (4 of 10 students, each). One student had learned of the program from a former SHI attendee and the remaining student chose “other,” but did not elaborate. The primary motivation among students for attending the program, once accepted, was to conduct their own research (4 students), to learn more about graduate school (3), to develop new academic skills (2), and to build their resume (1).¹

Student Experiences at Home Institutions

Results from the pre-program survey also provide evidence that the majority of the students who participated in the program this summer perceived themselves to have at least some 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, 90% of students replied either ‘quite a bit’ or ‘some,’ meaning they had participated in at least one research project. Only one student indicated that they had no exposure at all to research at their home institution.²

Students were also asked three questions regarding their relationship with their academic advisor at their home institution and the source for graduate school information. First, students were asked to describe their relationship with their academic advisor. Seven of the ten students indicated that they were either extremely close (4), meaning they spoke at least once a week to their advisor and feel supported by him/her, or fairly close (3), meaning they spoke about once a month to their advisor and feel supported by him/her. One student indicated that he/she was not close to their advisor, but their relationship was “okay.” Two students responded that they were not close, meaning they spoke to their advisor less than once a month. Correspondingly, when asked if the students had spoken with their advisor about applying to graduate school, the seven students who said they were close to their advisor said “yes,” while the three remaining students who were not close indicated that their advisor had not spoken to them about applying to graduate school. Finally, six students indicated that a faculty member other than their advisor had provided them with the most information about graduate school. The remaining four students listed their advisor, other family, other students, and the internet as sources of information.³

Two questions on this survey asked for students’ perceptions regarding their home institutions. For the first question, six of the ten students completely agreed (1) or generally agreed (5) that compared to the other students at their home institutions, they were more motivated to achieve academic goals. Three students were undecided and one student completely disagreed with this statement. With regard to the perceived level of preparation they have received from their home institution to be successful in a top-ranked graduate school, six students completely agreed (3) or generally agreed (3). Two students were undecided and two students generally disagreed with the level of preparation provided by their home institution.⁴

¹ See Figures 4 and 5 in the Appendix section located at the end of this report.

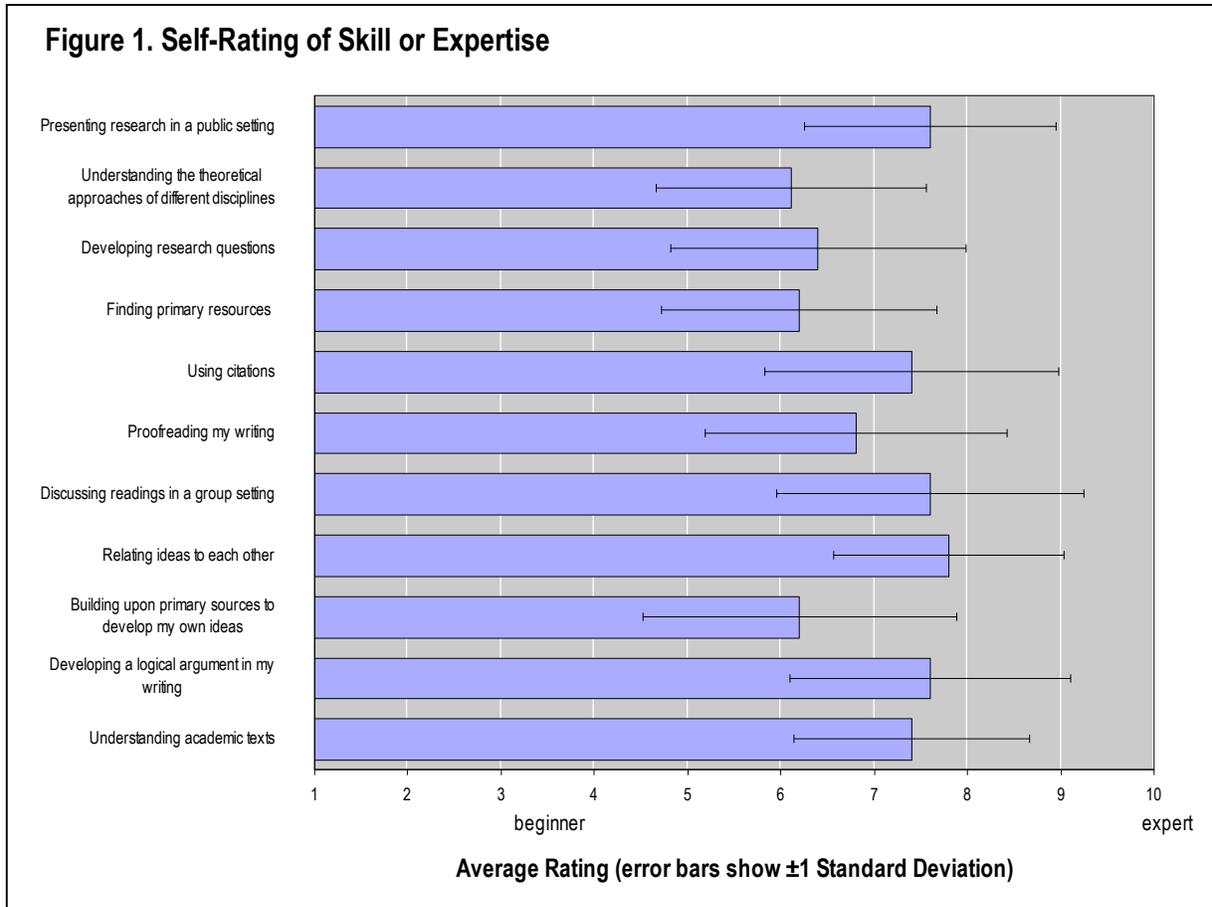
² See Figure 6 in the Appendix.

³ See Figures 8, 9, and 10, respectively, in the Appendix.

⁴ See Figures 11 and 13 in the Appendix.

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 that are expected to contribute to success in graduate school and an academic career. The average ratings from each area are shown in Figure 1. These averages ranged from a low of 6.1 (“understanding the theoretical approaches of different disciplines”) to a high of 7.8 (“relating ideas to each other”).⁵



The skills “understanding the theoretical approaches of different disciplines,” “finding primary resources,” and “building upon primary sources to develop ideas,” displayed a greater range of responses along with the lowest average ratings. Overall, the distribution of responses suggests that students in this cohort were already fairly confident in many of the academic skills promoted by the program.

⁵ Table 2, located in the Appendix, contains individual response frequencies for this survey item.

Student Expectations for the Summer at SHI

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

- Gain a better understanding of what graduate student life is like (6)
- Develop skills in graduate-level research (6)—including writing
- Become better prepared for graduate-level coursework (5)
- Be challenged and pushed by mentor to produce the best work possible (2)
- Develop other practical skills, including academic writing (2)
- Produce a research paper that might be used in the future as a senior thesis or writing sample (2)
- Explore passions (1)

Students were also asked which aspect of the summer program they were most looking forward to. Conducting research was the most common response (4 students), followed by access to university work, mentoring, presenting/publishing work, and workshops/classes (3 students each); and “exploring ideas I thought were just daydreams” (1 student).

Section 2: Program Components

There are seven key components to the SHI program. These are:

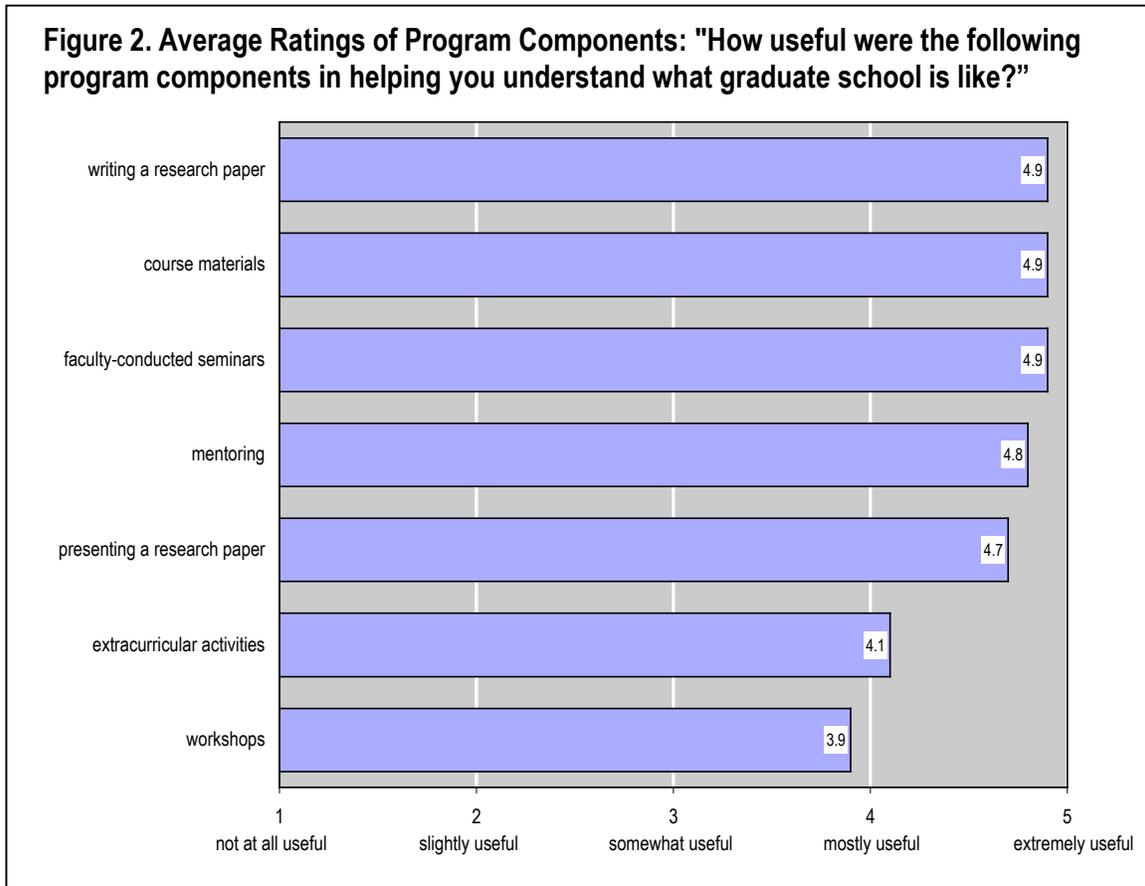
- A. Faculty-conducted seminars*
- B. Course materials*
- C. Workshops*
- D. Mentoring (Academic Guidance, Feedback, Personal Connection)*
- E. Extracurricular activities*
- F. Writing research paper*
- G. Presenting research paper*

In theory, these key components work together to expand students’ academic skill set and encourage personal growth within the student participants. The belief is that this skill expansion and growth will lead to increased intellectual self-confidence, motivation to achieve, and a sense of institutional belonging. Taken together, the presence of these outcomes is understood to be the precursor to the program’s ultimate goal: Underrepresented students earn fellowships and doctoral degrees in the humanities and social sciences.

Rating the Usefulness of Program Components

At the end of the program, students were asked to rate various program components on the basis of their usefulness in helping them to “understand what graduate school is like.” All seven program components were listed. The results are summarized in Figure 2. As shown, all program components were rated favorably, on average. On the five-point scale that was used (with 1=“not at all helpful” and 5=“extremely helpful”), the average ratings ranged from a low of

3.9 to a high of 4.9. Five components—faculty-conducted seminars, course materials, mentoring, writing a research paper, and presenting a research paper—received a rating of five (“extremely useful”) from at least seven of the ten participants and a rating of four (“mostly useful”) from the remaining participants. Two components—extracurricular activities and workshops—received lower ratings, on average. These were the only two components that received any ratings of two (“slightly useful”) or three (“somewhat useful”). Nevertheless, these activities were rated four or five by the majority of participants.⁶



Students were asked to identify the aspect of the program that had “contributed the most to your current understanding of what graduate school is like.” Of the ten students, seven indicated that the faculty-conducted seminars had made the greatest contribution. In explaining their responses, students highlighted several different features of these seminars. Specifically, the students reported that the seminars had (1) helped them become familiar with the graduate school setting or atmosphere, (2) exposed them to a variety of teaching styles and approaches, (3) allowed them to explore diverse subjects and materials, and (4) provided an opportunity to engage in dynamic and thoughtful discussion. One student expressed, “The faculty-conducted seminars challenged me to expand my thoughts to a more graduate level way of thinking.”

⁶ Table 3, located in the Appendix, contains individual response frequencies for this survey item.

Another student shared, “Developing and working through the mentor relationship showed me how nuanced and relationship-based grad school can be.”

Other aspects of the program that were identified as having contributed most to the students’ understanding of graduate school included the course materials, the writing of the research paper, and the faculty mentoring. As expected, these responses highlighted those program components that were rated highest (see Figure 2 above).

When asked what aspects of the program had “contributed the least to their understanding of what graduate school is like,” six of the ten students identified the extracurricular activities. This seems to reflect mostly on the perceived strength and relevance of other program components. Indeed, the students described the extracurricular activities as being “highly beneficial,” “a good learning experience,” “interesting,” and “fun.” Moreover, in the focus group setting, students suggested that the program organize more of these activities. Nevertheless, the students indicated that the extracurricular activities did not contribute as much to their overall understanding of graduate school as other aspects of the program. According to one student, “In comparison to everything else, [the extracurricular activities] contribute[d] the least to my understanding of grad school.” Another student also wrote, “The various field trips expanded my knowledge about African American arts/culture, but failed to show any relevance to grad school.” Three of the remaining four students felt that the workshops had contributed least to their understanding of graduate school. These students described the workshops as being “tedious at times,” “disengaging,” “to some extent disorganized and redundant,” and “too repetitive.” In the focus group, other students also seemed to share these concerns. These results are consistent with the comparatively low ratings assigned to these program components.

Overall, student opinions suggested that four of the seven program components proved most useful to understanding what graduate school is like. When students were asked during the focus group which activity was most meaningful, responses ranged from the faculty-conducted seminars (6), to the mentoring (2), the assigned readings (1), and writing the research paper (1). These interview responses support the survey findings. The following sub-sections provides evaluation data specific to each program component.

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 in a range of humanities and social science disciplines, as well as various theoretical paradigms/interpretative approaches. This is done by engaging students in active participation, reading and critical thinking exercises, and the use of different discussion techniques.

During the individual interviews, all students expressed the development of confidence that grew out of their experiences in the seminars. Confidence was the outcome of opportunities to express, develop and challenge ideas with both faculty and peers. One student shared, “It was fun to be around other smart people with other perspectives.” Another student expressed that he/she had found a place within the seminars and the program as a whole where interdisciplinary interests were validated. In general, students agreed that they had learned a lot through the

seminars and were exposed to new perspectives, historical backing, and many opportunities to gain knowledge and understanding.

As described in the previous section, the post-program survey revealed that most students found the faculty-conducted seminars “extremely useful.” Among the students who indicated that the seminars contributed the most to their current understanding of what graduate school is like, one student shared, “The faculty brought a lot of different teaching styles and material so I was able to have an informed experience of what grad school would be like.” Another student added that, “the faculty-conducted seminars challenged me to expand my thoughts to a more graduate level way of thinking.” Overall, these students spoke of the atmosphere, exposure to different content, and the diversity of teaching styles as having contributed to the extreme usefulness of the seminars.

Students, during the focus group interviews, were again asked to elaborate on the usefulness of this component. Six students indicated that the faculty-conducted seminars were the most useful component of the SHI program. These students reported that they benefitted from the different teaching styles, the assigned readings, and the small group setting. Many of the students agreed that the seminars provided a comfortable environment in which everyone was engaged and challenged. One student was “very impressed with the structure of the seminars” while another student pointed out that in the seminars, “everyone brought something to the table.”

When asked how the seminars were similar or different from their courses at their home institutions, the structure was generally perceived to be similar; however, the level of preparation among the students was reported as the main difference. In the SHI seminars, students came to discussions having read the materials and ready to talk. One student shared, “the best part was that I wasn’t the only one with something to say.” Students also discussed the variety of seminar formats offered by the different professors: “Some of the ‘seminars’ were lectures;” “I think we had the range from almost entire lecture to [Professor]’s whose was entirely seminar-oriented. And then in the middle, [Professors] who sort of allowed us to speak but filled in the gaps because we’re still students.” There were some seminars in which the students believed they were given little opportunity for discussion: “The fact that we couldn’t speak at all—for me, it dulled the entire experience. Even when there were subjects I got excited about, the format we did it in, it just killed my critical thinking.” Also, “It wasn’t a free atmosphere to throw out your thoughts... You weren’t free to offer a thought as it occurred to you.” However, in most seminars, the students felt more freedom to share ideas: “I really liked the atmosphere in other seminars where people were talking because that would get you to keep thinking in other directions.” Several students also indicated that the seminars provided a collaborative environment among their peers.

As one student explained,

“Each one of us had something and the others were there to back you up. We had unity in the program. We stuck together.”

Another student added his/her own experience:

“In my home institution, we would get assigned readings and then not really go over them in class. Here we went over everything, every paragraph and were able to get feedback from the teachers and from each other.”

Although most of the students learned much from the seminars, one common frustration expressed by 60% of the students was that the seminars seemed “frontloaded” and could have been better balanced. Three of the students did not mind the structure because it allowed them a lot of reading time toward the end of the program. One student thought, overall, the program was well-balanced. In general, the students perceived that the materials and shared ideas generated in the seminars will help them shape future research.

Critical Thinking

The seminars provided the context in which the faculty promoted and engaged the students in critical thinking about content, readings, writing, and dialogue. During the individual interviews, students were asked to describe what the term “critical thinking” meant to them and whether they believed they engaged in critical thinking during the course of their program. Three interrelated themes emerged from the student descriptions. The first theme focused on critical thinking as an analytic process, which involved raising questions and evaluating subtexts and meanings. The second theme focused on cognitive relationships that one develops with the reading. Such relationships exist between the content and the student’s prior knowledge, real-life experiences, and own world view. Cognitive relationships are also developed through the understanding of others’ perspectives, the broadening of their own perspectives, and the application of thought to other areas and contexts. The third theme described critical thinking as the process of “not just taking whatever you read for granted.” The interrelationships of these themes are exemplified by one student:

“To me, critical thinking is the ability to both construct and deconstruct. It’s the process of questioning as opposed to passively receiving. It’s the process of looking at something and questioning it, analyzing it, whether up or down.”

All students believed they had engaged in critical thinking during the program. The students all agreed that the development of these skills were encouraged by the faculty and through challenging group discussions. Furthermore, activities related to the research papers (i.e. reading source documents, developing cohesive arguments) were perceived as having a great effect on the sharpening of critical thinking skills.

B. Course Materials

The purpose of the course materials used for SHI is to aid students with their analytical comprehension, help break down arguments by recognizing the themes and their organization in the materials, emphasize the inter-relationship between ideas, and assist in the incorporation of published works into students’ own scholarly work.

During the focus group interviews, one student indicated that the assigned readings were the most useful component of the program. This student found the readings to be “very interesting” and of content that he/she “hadn’t read before”. Overall, students responded very

positively to the assigned readings. As another student explained, “I appreciated how the professors contextualized the reading.” Many students felt that the readings served to hone their critical thinking skills and to introduce them to new frameworks. At least 50% of the students reported using some of the readings in their research paper while the other half of the students said that although they did not use them in their papers, the readings influenced the way they thought about a particular subject, or helped them think through writing their papers. In particular, various students offered readings and/or anthologies that they found to be most memorable. These included Richard Yarborough’s writings, Thomas Jefferson’s response to other works, and the series or anthology offered by Professor Nelson. Five of the students felt the anthology was particularly useful. Two students shared their thoughts on this series:

“I feel like I have an anthology of solid knowledge to refer back to... That’ll be on my shelf for the rest of my life.”

“Overall, the [anthology] just kind of informed the direction of my paper. And beyond that was generally interesting and informative.”

On the post-program survey, 90% of the students indicated that the course materials were “extremely useful” in helping them to understand what graduate school is like. One student responded that this component (as well as the seminars) contributed the most to his/her understanding in “gaining an accurate perception of grad school.”

C. Workshops

The purpose of the 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.

The post-survey ratings pertaining to the usefulness of the workshops in helping students understand what graduate school would be like varied across the rating scale. The most common rating among the students was “mostly useful” (40%). Other ratings included “extremely useful” (30%), “somewhat useful” (20%), and “slightly useful” (10%). The three students who rated the workshops as “somewhat” or “slightly useful” also described the workshops as the component that contributed the least to their understanding of what graduate school is like. Reasons included descriptions of the workshops as “too repetitive,” “to some extent disorganized and redundant,” and “disengaging and needed more interaction.”

During the focus group interviews, the majority of the students (80%) indicated that the SPUR workshops were the least useful component of the program. A common theme among student responses was that time spent in these workshops could have been better used engaged in other activities. One student shared, “We could be writing our paper or reading or something else constructive.” Another student added, “[We] talk about everything in one workshop and [we would] have a bunch of those ‘everything workshops’ each week...there’s got to be a better way to deliver the same information, probably in a shorter time.” Another issue with the workshops was the mix of students. One student suggested that the workshops should be “tailored more to individuals,” while others believed that the students in the sciences should not have been mixed with the humanities students since “their application process for graduate school is entirely

different.” Finally, three students believed that the workshops might have been more useful if they were spaced out (e.g. one hour per week vs. 3-hour blocks) or given at different time points in the program.

Students also spoke specifically about workshops related to graduate school preparation. Half of the students expressed greater perceived preparation. Two students specifically named the “funding” and the explanation of the application process as useful. The other three students felt they were better prepared, but believed the structure could have been improved. One student thought the workshops were “long and ineffective at the same time,” which may have resulted in less retention of information. The same student added, “I do remember some of the stuff, but not in a way that’s meaningful to me.” Another student shared,

“The workshops were a little too general. They put us in rooms with other students that had interests different from ours. It would have helped to be more focused for our areas.”

In general, the majority of students (70%) indicated that they had spoken to their home advisors about graduate school and 70% also listed their advisor or faculty member from their home institutions as sources through which they had received the most information about graduate school. Three students indicated that they had previously attended graduate school preparation workshops. Given the access to resources and information that the students reported prior to beginning the program, it was not surprising that many students perceived these workshops to be too general or in need of more focused information.

Three suggestions offered by the students, specifically for the workshops, were:

- 1) to have some time developing CV’s;
- 2) to have some time devoted to GRE preparation; and
- 3) to provide graduate school application timelines.

In the pre-program survey, when asked which aspect of preparing for graduate school the participant would need the most assistance with this summer, three of the responses had to do with some aspect of the application process and GRE/test-prep. Another student described “workshops on graduate school funding and diversity” as the aspect of the program they were most looking forward to. These four students found the workshops to be highly useful. Of these four students, two responded that their home advisors had not spoken with them about graduate school and that they were not confident that their home institution had prepared them to be successful in a top-ranked graduate school. Two of these four students also reported that they received the most information about graduate school from the internet or family other than parents. It is clear that these students needed (and received) very useful information for graduate school preparation.

D. Mentoring

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’ perspectives. There were four mentors who worked with this 2008 SHI cohort. Of the four mentors, one was

new to the program this year. The remaining three mentors had been associated with the program for four or more years.

In the post-program survey, 80% and 20% of the participants indicated that the mentoring experience was “extremely useful” or “mostly useful,” respectively, in helping them understand what graduate school is like. Two of the students also indicated that it was the mentoring relationship at SHI that contributed most to their current understanding of what graduate school might be like. As one student explained, “Mentoring provided experience with both time and personality management.” Two students also named mentoring as the most useful component of the program during the focus group interviews.

During the individual interviews, students shared their personal experiences with their mentor. Overall, students reported positive mentoring experiences with faculty. Many students (8 of 10) described their mentor relationships in such positive terms as “encouraging,” “helpful,” “accessible,” and “comfortable.” One student perceived the relationship as more “professional” than warm. However, the student believed that this was not a detriment to the experience. Rather, the student was positive about being able to work effectively with someone without having a warm relationship. “[It] helped me realize the importance of being able to work with what you get.” One student spoke less positively about his/her experience and relationship with the mentor. This student acknowledged that this mentor was “brilliant” and did help the student develop better writing skills. However, the student felt that, overall, the mentor was very assertive and was resistant to perceived “challenges to [his/her] authority.”

Students were asked to describe the difference, if any, between their SHI mentor and their advisors from their home institution. The most common distinction reported by the students was in the amount of communication and hands-on time the students experienced with their mentors. One student described this difference: “At my home school, they didn’t really encourage my interdisciplinary interests. This is the first time I have had such a relationship.”

Despite the limited personal connection experienced by two students with their mentors, all students positively described the academic guidance and constructive feedback that they received from their mentors. Academic guidance and feedback were best experienced through interactions related to their research papers and, specifically, the writing process. One student described his/her experience in terms of guidance:

“My mentor was really good. He allowed me to think freely. He really guided me through things, but he didn’t give me all the solutions. He never really said you have to do this or do that. I had a lot of freedom to write my paper.”

Academic guidance, feedback, and personal connections are the same three components identified in the mentor interviews as the key factors that holistically encompass their approach toward mentoring. During the mentor interviews, each of the four mentors acknowledged that the components academic guidance, feedback, and personal connections define the mentoring experience and are typically interrelated. As one mentor explained, “It’s hard to break them apart in actual practice because they all merge together.” Of the four mentors interviewed, two described a social component that is also encompassed in the mentoring experience. One mentor expressed that he/she would have liked to spend more time, socially, with the students, but was

limited by the heavy academic focus. Another mentor described a “sociopolitical” component to the experience. This mentor explained, “This program takes a racially excluded group, from the academy, and provides them with skills, resources, entitlement, and encouragement that they can’t get anywhere else.”

Three of the mentors agreed that all three components of the mentoring experience were equally valuable. The other mentor believed that although the three components were valuable, they were not all equally valuable. This mentor believed that the personal connection could be difficult to establish and typically depended on the willingness and personality of the individual student. The remainder of this section on mentoring is organized and discussed in light of the three main components.

Academic Guidance

For the mentors, academic guidance incorporated four areas in which they worked to influence the student experience: 1) to be a role model, 2) to help students develop strong writing/research and critical reading/thinking, 3) to help students develop intellectual confidence, and 4) to help them develop professional confidence in any arena while helping them figure out that professional arena. Two mentors elaborated on these components:

“The overall role is the same as any academic advisor in a graduate setting. In this particular case, the goal is to give the student an idea of what the graduate experience is like in terms of what will be required of them and explain it as we go along in addition to working on the program.”

“It’s to help them refine their research ability and to expand their intellectual horizon and to work specifically on their writing skills because research and writing is inextricably connected.”

The above four areas were emphasized through the mentors’ guidance in preparing the students for graduate-level research, helping them focus their research ideas, and encouraging the development of critical connections across potential topics. All of the mentors used the students’ papers as the springboard to guide their mentees. One mentor’s description represented the general mode of preparation described by the mentors:

“...by showing them where to find materials, how to refine arguments, in many cases, adding elements to their research project that made it much more viable. It’s what faculty do. We’ve been doing this for decades and we are able to show by example.”

One mentor added that he/she worked to expand the students’ knowledge of other research methodologies, outside of the one used for their respective research projects.

“My main concern was teaching them about methodologies of graduate level research. Not just on their individual projects but to develop research skills and protocols. Individual projects were like an exercise but wanted them to develop transferable skills.”

In terms of helping students to focus their research ideas, mentors generally spoke of their role as a facilitator in helping the student better articulate their thoughts and ideas. As one mentor described, “In one case, it was narrowing a topic but in most other cases, it was expanding on them.” All mentors stressed the importance of helping students to focus on a topic, or a goal through dialogue, feedback, and writing techniques. Recommending readings and identifying online resources were additional strategies used by one mentor.

The methods used by mentors to help students develop critical connections across potential research topics were along the same lines as focusing research ideas. Assigned readings and other literature resources were used to guide discussions, pose questions, and answer questions. One mentor described the process as going beyond the program and into the students’ academic pursuits:

“Generally, when we’re looking at what kind of primary sources and secondary literature they’re going to choose, at the end of the discussion if time permits, we can make connections about how they can go back to their home institution and use this for their courses or to use it in graduate settings if they decide to pursue it for a dissertation. Some students may decide to pursue internships or some interim opportunities so we might discuss possible opportunities there as well. So dependent on students’ argument, I might try to suggest extending it if the student seems open. Some students don’t want to get a PhD, they might want to just get an MA so it depends on what their ideas are about their future.”

The student focus groups also presented a picture of how the mentors were able to provide academic guidance through helping students prepare for graduate level research and writing. Many students emphasized how their mentors challenged them to deepen their understanding of their research topics, better articulate and defend their arguments, and develop and further their ideas.

Feedback

All of the mentors agreed that providing feedback to the students is an important aspect of the mentoring relationship. As one mentor said, “[Feedback] is a constant. That is what being a mentor is.” Another mentor explained the purpose of feedback as a “dialogue with them about their work, not tell them what to do or change, but to help them find their own voices as writers.” All mentors met with their students at least twice a week in person. Three of the four mentors also communicated electronically via e-mail. These meetings were the primary venue for feedback regarding the students’ development of research topics, cohesive arguments, and writing techniques. Mentors also provided feedback on conference presentations.

Responses generated from 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, as well as in discussions of their mentor relationships. Students, on the whole, were open and appreciative of the level of feedback they received from their mentors. It was widely acknowledged that the level and quality of the feedback guided their research, enhanced their critical thinking, and developed their writing.

Personal Connection

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 and two mentors specifically described their efforts with their students.

“In terms of this summer, I made myself available to the students as much as possible. I gave them my e-mail and phone number. They knew they could stop by my office for drop-in whenever I was available if they needed it.”

“That’s always the central goal and this year, what I’ve done is before my mentees arrive, I call them on the phone and tell them that I’m eager to meet them even before they arrive in Los Angeles. And at the first meeting, literally the first day they were here, I give them all my home phone and tell them it’s ok to call me.”

One mentor described personal connection in terms of students’ interpersonal behavior:

“The personal connection is to model and encourage respectful and collegial behavior...challenges people of color face in managing relationships. When I observed interpersonal behavior that was problematic, I intercepted and encouraged change.”

The data revealed, from a student perspective, that mentor/mentee relationships ranged from having no personal connection to establishing a very close relationship during the term of the program. As mentioned above, two students reported a less personal, but more professional relationship with their mentors. Both students acknowledged learning from their mentors and believed their mentor relationships were more aligned to what they might expect in the real world. Two of the three students who reported not having a particularly close relationship with their home advisor also listed the mentoring experience as an aspect of the program they were most looking forward to. On the post-program survey, these students rated mentoring as “extremely useful” to their understanding of what graduate school would be like.

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.

During the focus group discussion, students were asked about the extracurricular activities and what they may have learned from them beyond what was learned in the seminars. Based on their responses, many students were not clear on what comprised the extracurricular activities. Therefore, five of the students focused their comments on the outings or “field trips.” These included outings to cultural institutions, museums, and communities (e.g. Leimert Park). One student acknowledged that the outings were “about art, that art is political, and it lives in the communities.” The five students were very impressed with the knowledge and connections the

professor had with artists and community members. Comments by two other students emphasized the significance of the professor's role in the outings:

"[Professor] had one-to-one experiences in the process, knew the struggles and the fights... he worked collaboratively with the people doing it to give us a more personal look."

"The professor's connection to the art made it very powerful, he knew his stuff and if he didn't know something, he knew how to get you this information."

Three students expressed that they would have liked additional extracurricular activities. Suggested activities included an organized trip to the planetarium and additional opportunities to visit Los Angeles outside of Westwood, even if they were not entirely related to the program.

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.

As discussed in Section 1, prior to participating in SHI, most of the students rated themselves above average on many of the academic skills pertaining to writing a research paper (e.g. understanding academic texts, developing logical arguments, using primary sources, linking ideas, proofreading, finding primary resources, and developing research questions). In the post-program survey, 90% found writing the research paper to be "extremely useful," and 10% of the students found it to be "mostly useful" in helping them to understand what graduate school would be like. One student specifically listed this component as contributing most to this understanding. As this student described, the "steps for writing papers are important."

During the focus group interview, the students expressed generally positive benefits to the writing process incorporated into the program. In particular, many students described knowledge gained through the editing, feedback, and revising processes. One student noted the difference between the process at SHI and their home institution, "I am used to turning in a paper and never seeing it again. This was a very different revision iterative process." Two students added that the differences were in the feedback about how to make their ideas stronger, where to elaborate or clarify. Five students spoke specifically about how their mentors challenged them and pushed them to go further with their writing. They shared how their mentors worked with them to keep their own voice in their writing and helped them frame their ideas without changing them. As one student shared,

"My mentor helped to keep my own voice in my writing...helped guide me to get to what I wanted to say, the 'so what'. I got a lot of encouragement to find my own voice."

Although there was much agreement about the benefits of engaging in the writing process, a few students believed that some of the writing techniques or approaches were a bit restrictive or formulaic, although they were logical and helpful.

Mentors were also asked to describe the ways in which they helped students to become confident, skilled writers. In terms of skill, two mentors discussed writing guidelines that they distributed to the students. One mentor spoke of challenging his/her students to “master academic writing.” In terms of building confidence in the students as writers, all the mentors spoke of the dialogue and feedback they engaged in with the students about their writing and giving them the room to make their own changes and corrections. The mentors all believed that helping students to be more conscious about their writing through positive feedback and reinforcement helped to build confidence.

G. Presenting 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.

In the pre-program survey, 80% of the students indicated they had previous experience presenting at a research conference, but for 20% of the students this was a new experience. In the post-program survey, 10% of the students found presenting their research paper to be “extremely useful,” 30% found it “mostly useful,” 40% found it “somewhat useful,” and 10% found it “slightly useful.” This last student, in particular, reported that he/she already had prior experience in presentation and, therefore, found other program components to be more useful.

During the focus group interview, students were very positive about the presentation experience and the work involved in transforming their research papers into conference presentations. The students, in general, felt very well-prepared for these presentations. Many of the students (6) agreed that writing the conference paper was an activity that helped them present their work coherently and in a way that would maximize understanding. The majority of students also found learning how to create power point presentations very helpful.

Eight students described the benefits of the mock presentations and the feedback they received from both their peers and their mentors. Two students, in particular, expressed that their presentations were more polished than those from the other groups. Students believed they were prepared to answer questions about their work. In addition to their development as presenters, three students discussed their development as audience members. One student shared, “I learned how to ask intelligent questions...learned how to be a good audience.”

Section 3: Related Themes and Conclusions

Responses from the post-program survey indicated that five out of ten students plan to pursue graduate studies after their undergraduate program. Of the other five students, four reported that they are “undecided,” and one does not plan to pursue graduate studies.⁷

⁷ See Figure 12 in the Appendix

Potential Contributions to the Academic Community

During the individual interviews, students were asked to describe their potential contributions to the academic community should they decide to pursue graduate study. Five of the students expressed potential contributions related to teaching and research in academia. These students spoke of wanting to develop more African-American studies programs, become historians, and write about people who have been traditionally overlooked (e.g. free Blacks in the revolutionary period). One student wants to teach at the community college level, “out of the ivory tower” and reconstruct historical records. Three of the students described contributions outside of the academy. For one student, opening youth academic centers is a goal. For another student, involvement in the home community and educational system and teaching history are potential contributions. A third student discussed how his/her potential contributions have changed as a result of the program:

“It’s really--just in the last couple weeks--changed. For the past two years, I thought I wanted to get a PhD and work in the academic setting. But this program has really helped me see maybe that’s not what I want for the rest of my life, day in, day out. Because one of the things that they did stress—and I really appreciate this; it’s great of them to say it—is that, choose your career based on what you want to get up and do every morning. Don’t choose your career based on what you want to tell people you want to do.”

“One of the fieldtrips we took was to the African American museum here in town. I was really inspired there by the exhibits, and I thought museum work would be a great way to be able to do research and still engage in that activity I like so much in investigating the past. But it would be a way for me to take it out of the [university]...I’m thinking museum work is where I’m going to go.”

Two students were less sure of their contributions. One student expressed a desire to take a year off to develop his/her interests while the other student expressed the aspiration of “just coming up with new, independent thought.”

For the most part, students acknowledged that these ideas were expanded and developed during their time in the SHI program. Only one student explained that the program experiences helped to shape his/her potential contributions (see above quotes).

Challenges to Graduate School

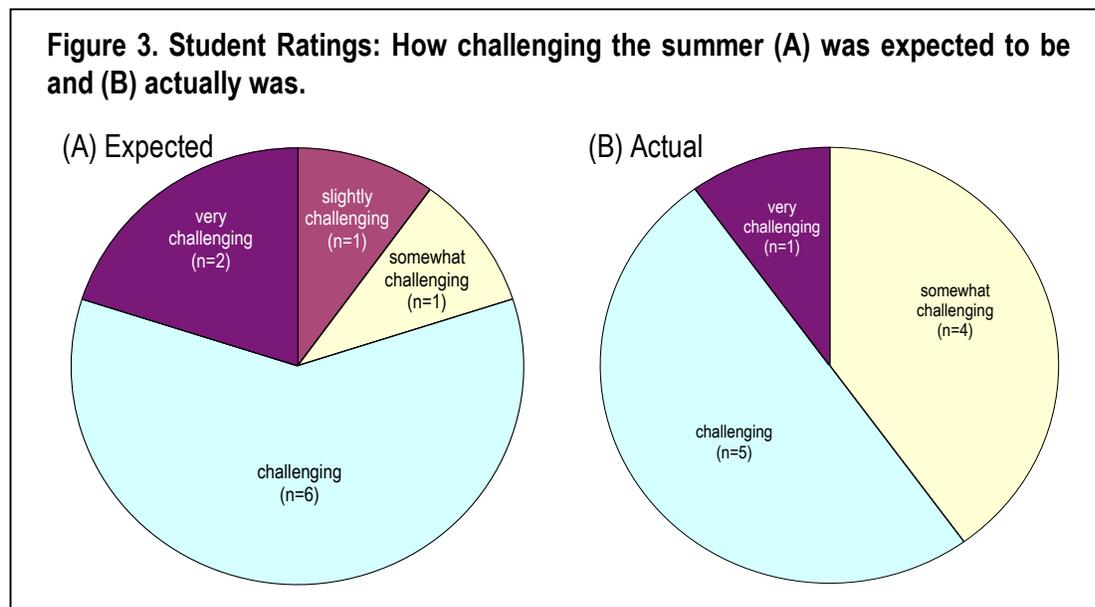
Students were asked to describe potential challenges to pursuing graduate studies in non-HBCU institutions. For the most part, students did not express any truly negative perceptions about attending such institutions. One student pointed out that attending an HBCU did not mean students were segregated from the rest of society. Another felt that their undergraduate program had prepared them well. One student’s apprehension was related more to geography than whether or not the school was an HBCU. Another student noted that SHI provided the chance to be in a non-HBCU setting (UCLA), though the classes within SHI consisted of other Black students. Many students shared that despite potential racial differences, the experiences would be similar to the real world

In general, the students believed that the faculty and mentors from SHI helped them to prepare for any challenges they may face. One student shared that he/she “really appreciates how much SHI cares about our development... bringing us up to a certain level.” Another student spoke of the advice given by a faculty member:

“[He/she] said that if you’re talking about it in a class like racism, you shouldn’t be held accountable to answer for your whole race. Like if they’re talking about African-Americans, everyone shouldn’t look to you for an answer. And if you are uncomfortable with the topic or how the conversation is going, you should say something like ‘I’m not appreciating this discourse, of what’s occurring in this class,’ and give your opinion as to why the discourse isn’t going the way you like.”

Perceptions of Expected Challenge vs. Actual Challenge 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 3, below, summarizes the responses to these two questions.



Overall, the experience of the group seemed to largely match the expectations they had expressed at the start of the program (and no individual’s experience was more or less than one level from what they had expected).

At the end of the program, students were asked to assess their overall frustration level (on a scale of 1 (low) to 10 (high)) with regard to their summer experiences. Responses ranged from 1 to 10 with some students providing ratings for various components. Aspects of the program that received low levels of frustration included work timelines and time allotted for lunch. In fact,

three students expressed that their frustrations were more with themselves than the program. As one student explained, “My frustration was with my own inability to come up with solid arguments for my paper, but the process was very helpful.” Similarly, another student’s frustration was with the paper and having to “come to the realization that I needed help with my paper.” Four students reported frustration with one seminar professor who would not allow students to express themselves freely. This particular frustration received ratings that ranged from 5 to 10. One student expressed a frustration level of 10 with respect to the SPUR workshops. Finally, three students reported the food stipend as frustrating with ratings of 3, 5, and 8. Two students responded that they experienced no frustrations in the program, acknowledging that “deadlines were a part of grad school” and that the program was “well-structured, well-rounded, and gets you ready.”

When students were asked if they would recommend SHI to a friend, again, 90% of students said, “yes,” they would recommend SHI to a friend. The reasons given primarily focused on exposure to the graduate school experience. Other reasons included a challenging learning experience and opportunities to develop relationships.

“I think SHI preps students well for grad school. The huge amount of independent work and the need for time management and relationships is great preparation.”

“It was a great program I learned a lot and met some really awesome Black scholars. Every Black student should get the chance to do this.”

One student responded “maybe” in terms of recommending the program. The reason given was “Staff sometimes distracts participants from working (too loud in the library).”

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 helpful. Eight of the 10 students offered suggestions:

- Committee for peer review of final papers (1)
- GRE preparation (1)
- Opportunities to be published (1)
- More organized, off-campus activities (3)
- Workshop on time management and independent work (1)
- Larger stipend (1)

During the focus group and individual interviews, students were asked for their final thoughts on the program. Overall, the students conveyed a very positive view of the program. Some of the positives comments included:

“I enjoyed the program and am very glad I participated.”

“This program was really great. You should advertise the program more widely.”

“The program itself has provided, in terms of sessions and seminars, a great deal of rigor. The professors expect a lot of us and they don’t dumb things down [so] the material stays at a certain level that challenged us as well as my cohort challenged me. I had a really great roommate and a lot of the people in the program are brilliant people. So I was constantly challenged about my ideas and the way I perceived things. I feel like I’ve grown a lot.”

Some key suggestions offered by the students include:

- Having mentors with research areas/interests that match the students’ research topics.
- Having GSR’s who were interested/engaged in students’ topics or research interests.
- Providing each student with two mentors in order to have the experience of working with a committee.

In summary, the participating students of the 2008 SHI program enhanced critical thinking skills, developed their research and writing, and engaged in the graduate school experience. All of the students attributed their intellectual growth and development of confidence to their participation in the program. On the whole, the most useful components were the faculty-conducted seminars, the mentoring relationship, and the writing of the research paper. Conversely, the least useful were the workshops and the extracurricular activities. However, the limited usefulness of the extracurricular activities was related to its perceived disconnect to graduate school preparation. In reality, students suggested that additional outings be incorporated into the program. For all students, even the two who believed their mentoring relationships were more professional than personal, the experience of the relationships afforded them opportunities to learn more about their intellectual abilities as well as their interpersonal skills. Despite the fact that not all students have decided to pursue graduate studies at the time this evaluation was conducted, it is clear that they believed the program has prepared them for the challenges of graduate school. Furthermore, participation in the program has encouraged the development of ideas for the future contributions and aspirations of these students.

Appendix: 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 sections above.

Table 2. Students' Self-perceived Experience with Various Academic Skills Prior to Attending SHI.

Skill	N	Mean (SD)	Frequencies of Ratings								Total
			1 - 3	4	5	6	7	8	9	10	
Understanding academic texts	10	7.4 (1.3)	0%	0%	10%	10%	30%	30%	20%	0%	100%
Developing a logical argument in my writing	10	7.6 (1.5)	0%	0%	10%	10%	30%	20%	20%	10%	100%
Building upon primary sources to develop my own ideas	10	6.2 (1.7)	0%	20%	20%	10%	30%	10%	10%	0%	100%
Relating ideas to each other	10	7.8 (1.2)	0%	0%	0%	10%	40%	20%	20%	10%	100%
Discussing readings in a group setting	10	7.6 (1.6)	0%	0%	20%	0%	20%	30%	20%	10%	100%
Proofreading my writing	10	6.8 (1.6)	0%	0%	40%	0%	10%	40%	10%	0%	100%
Using citations	10	7.4 (1.6)	0%	0%	20%	10%	10%	30%	30%	0%	100%
Finding primary resources	10	6.2 (1.5)	0%	20%	10%	20%	30%	20%	0%	0%	100%
Developing research questions	10	6.4 (1.6)	0%	0%	50%	0%	20%	20%	10%	0%	100%
Understanding the theoretical approaches of different disciplines	9	6.1 (1.5)	0%	22%	11%	11%	44%	0%	0%	0%	100%
Presenting research in a public setting	10	7.6 (1.3)	0%	0%	0%	30%	10%	40%	10%	10%	100%

Table 3. Frequencies of Post-program Survey Ratings of SHI Program Component Usefulness.

	Extremely useful	Mostly useful	Somewhat useful	Slightly useful	Not at all useful	Total
Faculty Conducted Seminars	90% (9)	10% (1)	0% (0)	0% (0)	0% (0)	100% (N=10)
Course materials	90% (9)	10% (1)	0% (0)	0% (0)	0% (0)	100% (N=10)
Workshops	30% (3)	40% (4)	20% (2)	10% (1)	0% (0)	100% (N=10)
Mentoring	80% (8)	20% (2)	0% (0)	0% (0)	0% (0)	100% (N=10)
Extracurricular Activities	40% (4)	40% (4)	10% (1)	10% (1)	0% (0)	100% (N=10)
Writing Research Paper	90% (9)	10% (1)	0% (0)	0% (0)	0% (0)	100% (N=10)
Presenting Research Paper	10% (1)	30% (3)	40% (4)	20% (2)	0% (0)	100% (N=10)

Figure 4. How did you find out about SHI?

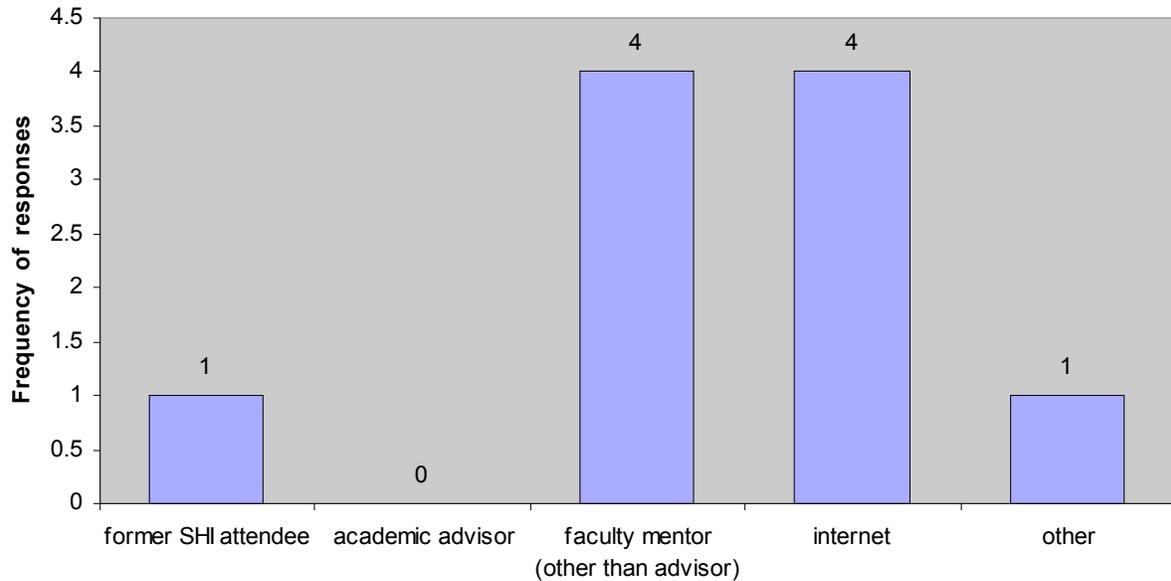


Figure 5. Once accepted into SHI, what was your primary motivation for coming?

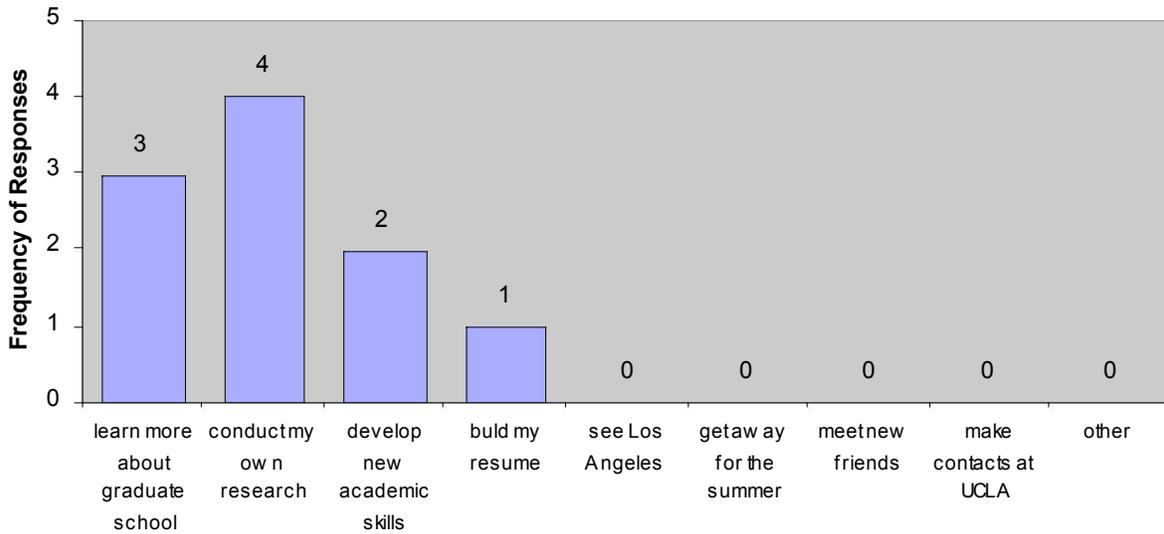


Figure 6. How much exposure to research have you had at your home institution?

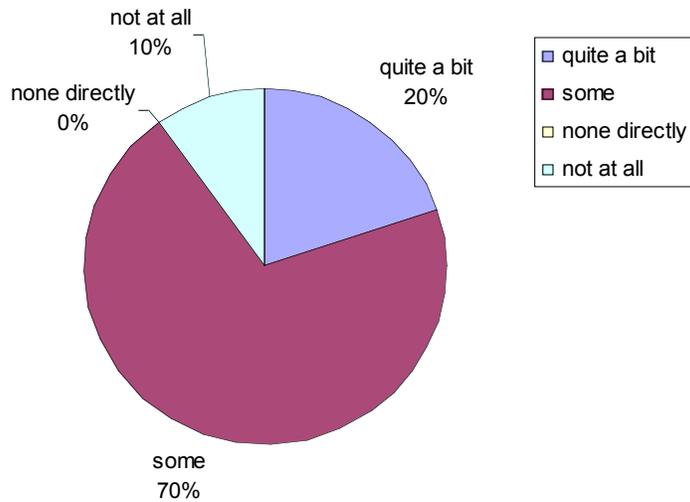


Figure 7. Have you presented work at a research conference?

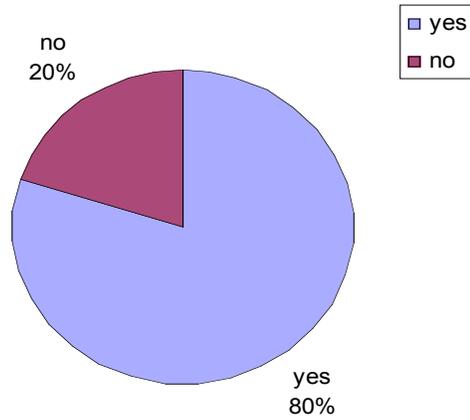


Figure 8. How would you describe your relationship to your academic advisor at your home institution?

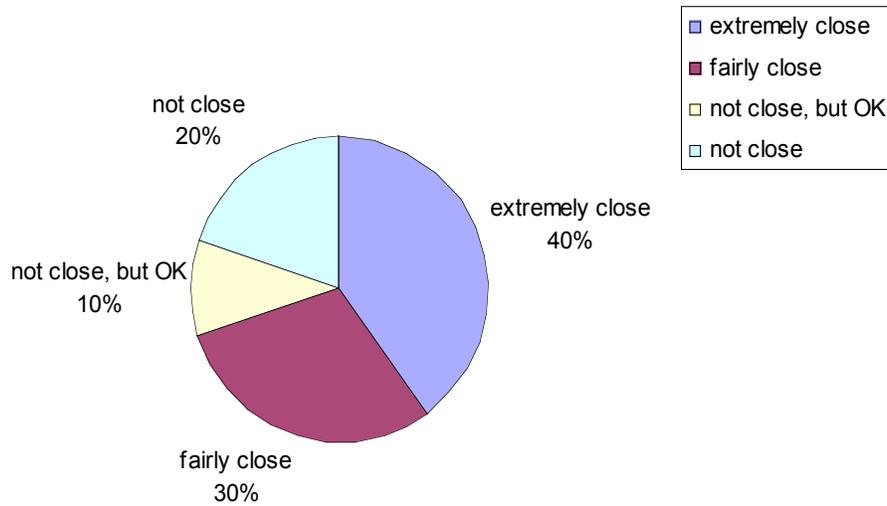


Figure 9. Has your advisor talked to you about graduate school?

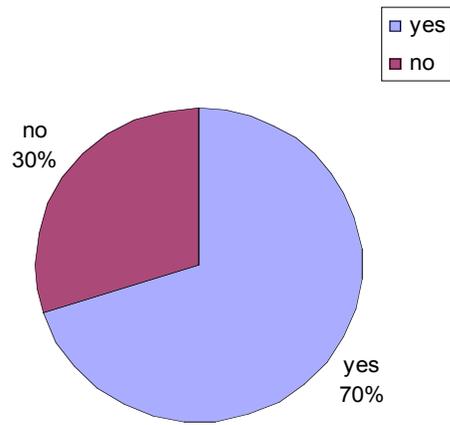


Figure 10. What source has provided you the most information about graduate school?

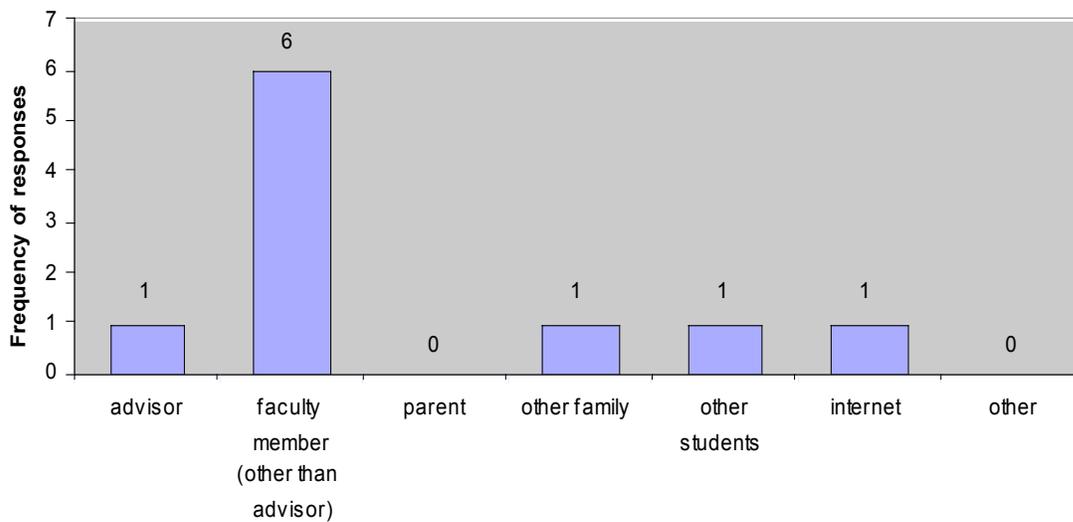


Figure 11. Compared to students at my home institution, I am more motivated to achieve academic goals.

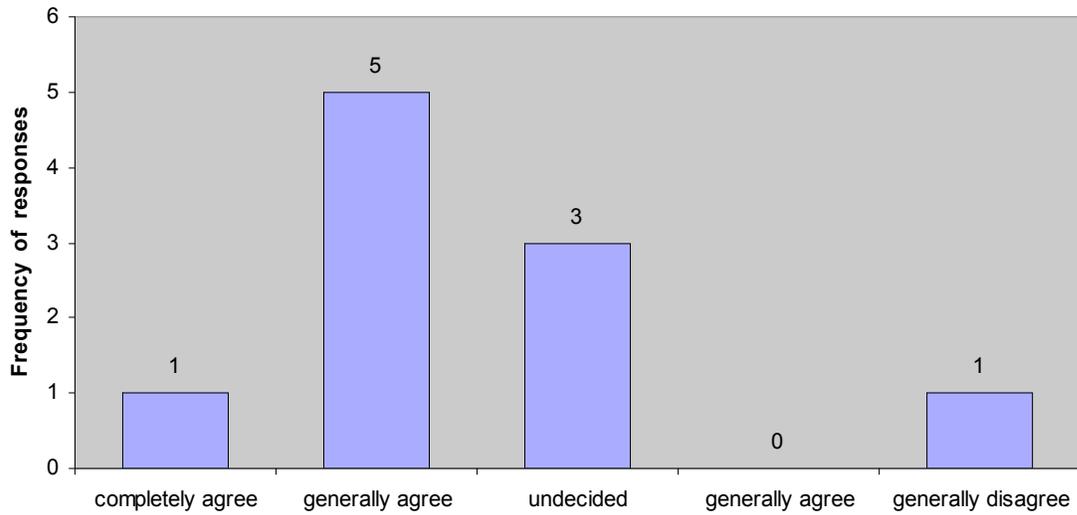


Figure 12. Do you intend to pursue graduate studies after your undergraduate program?

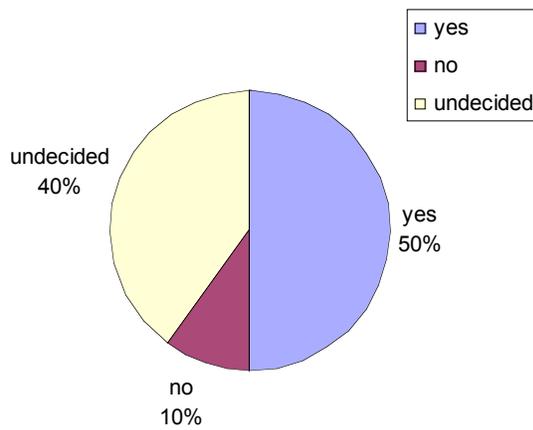
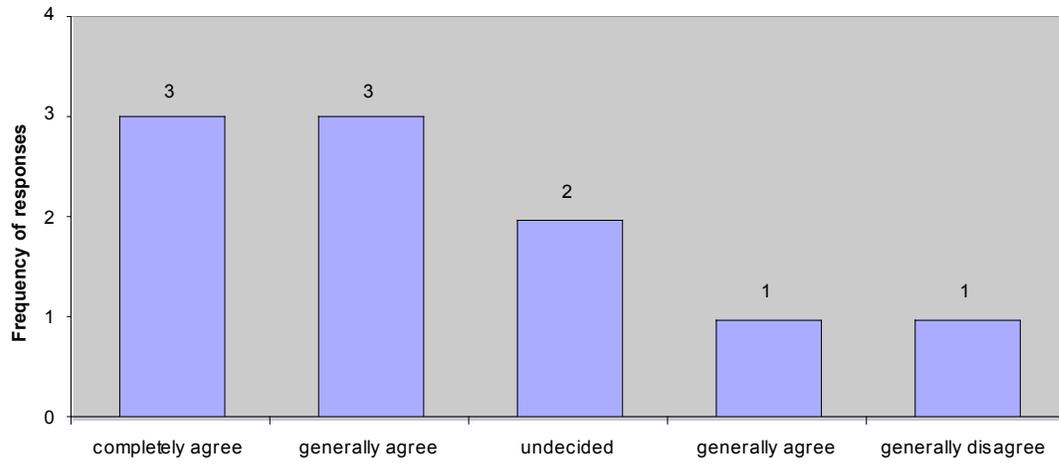


Figure 13. My home institution is preparing me or has prepared me to be successful in a top-ranked graduate school.



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 expect to be highly challenged in the areas of research and education. I figure to be faced with the opportunity to hone my academic skills mostly into upper-level programs. In addition, I imagine I'll get used to the day-to day rhythm of grad school.	I'm excited about completing my research and presenting my final findings.	blank	Help with preparing a working framework for my research question will be greatly appreciated. I will need help preparing a methodology and outline to complete my work.
2	Become prepared for graduate school work. Learn better research skills. Developing better writing skills.	Presentations - formulating effective presentations.	Having adequate time for research.	Choosing effective research topic for graduate school.
3	I expect to get a sense of what graduate school will entail.	I am looking forward to the workshops on graduate school funding and diversity.	Will we discuss anything about getting out work published, not just for this program but for future reference.	Discussing reading a groups setting.
4	I am expecting that this summer will generally provide good preparation for life as a graduate student. The combination of the academic and social aspects of the summer will hopefully provide a measure of comfort for my future studies.	I am most looking forward to using the libraries on campus to conduct research. I am hoping to utilize unfamiliar resources and make the most of them in my time at UCLA.	I am slightly concerned with my ability/option to pursue research entirely different from that described in my research proposal. I am also curious as to what extent and in what ways the research mentor will be involved in this process as a whole.	I will most need practice dealing with the heavy workload associated with graduate school. I will also need help developing new and interesting questions and topics for research.
5	I expect to participate in a rigorous course of graduate level research, and to be guided and assisted along the way in order to produce the best research I am capable of, as well as introductory/ preparatory seminars for further graduate level study.	The personal guidance of a mentor, as well as the opportunity to conduct research at a true research institution that can offer better resources than my home institution.	At this time I have no real concerns.	The application process, securing funding, thriving in any given program.
6	I expect to learn more about graduate work and substantive focused research. I expect to be pushed to my best work by	The focused mentorship and substantive research. I am especially looking forward to going through the process of creating my	I wonder how much mentor support I will actually receive.	Research and research writing. The technical aspects of research including funding and notetaking from

	my mentor. I expect to learn more about my passions.	own project. Working diligently on it and being able to present/publish the result.		sources. The mechanics of research.
7	My expectations to my summer at UCLA is to prepare for graduate studies. What I hope to obtain through this program is the needed essentials to make it through grad school. I also want to learn how to take ideas and form them into something greater through extensive research.	The writing workshop and events hosted by Van Blum. What I want to learn most from Prof. Van Blum is the history behind Black Art.	There are no questions, comments, or concerns.	Developing my writing to suit a graduate level course.
8	I want to develop my project into a strong research paper that clearly explains and proves my thesis and can possibly serve as my senior thesis in college.	Off-campus classes.	Transportation to and from places in LA.	GRE-prep (Humanities)
9	I expect to learn the ropes for graduate school, specifics of academic writing, specific methodology/research, applications, and funding. Hopefully, it'll teach me all of the practical skills that my undergrad program left out.	Getting to do in-depth research on a topic that I really care about, with a lot of support and resources.	I'm worried that we are not being provided with a large enough stipend to live on.	Learning to apply for programs, grants, and funding.
10	To expand my knowledge of subjects familiar and unfamiliar ending with the production of a paper that proves that expansion of knowledge and is functional as a writing sample for ongoing studies.	Exploring ideas I thought were just daydreams.	The ability to do work outside my discipline.	Learning to develop a focused and organized paper. Doing work outside of my discipline.

Student	Which program component contributed THE MOST to your current understanding of what graduate school is like? Why?	Which program component contributed THE LEAST to your current understanding of what graduate school is like? Why?	Are there any things (activities, presentations, etc.) that were <u>not</u> a part of the summer program but that you think would have been helpful?	Would you recommend SHI to a friend? Why or Why not?
1	By sitting in on seminars, I was exposed to a classroom-like setting that gives a glimpse of what the requirements will be.	Although the extracurriculars were highly beneficial, they didn't seem to involve things that would be experienced in grad school.	Perhaps a committee for the final papers would help students to become acclimated with grad school.	SHI is a trial by fire experience that gives the student a chance to see what grad school is like firsthand. No punches are pulled and there are even cash advances.
2	Steps for writing papers are important	Too repetitive	GRE prep	Staff sometimes distracts participants from working (too loud in the library)
3	I received a sense of a graduate school atmosphere	The activities were interesting but I don't think it will help me as much as the other activities	I think the chance to get published would help students to build their CVs	This program is really helpful in preparing for graduate school
4	Mentoring provided experience with both time and personality management. Helped understand what is required in graduate level writing	Workshops were to some extent disorganized and redundant	blank	Good experience with research and grad-level work
5	Since I have had a good deal of experience writing and presenting research papers, the seminars and their reading requirements were more helpful to me in gaining an accurate perception of grad school	The writing and presenting of a research paper were things I already had experience with, although this program did help me to understand the different expectations btwn grad and undergrad research	Perhaps a few more organized off-campus activities. The ones we had were great but more would have been better.	I had a great experience this summer and I would not hesitate to recommend the program to anyone considering grad school.
6	Developing and working through the mentor relationship showed me how nuanced and relationship-based grad school can be.	I don't remember any extracurricular activities. I don't feel any were necessary either	A workshop on time management and independent work would be useful.	I think SHI preps students well for grad school. The huge amount of independent work and the need for time management and relationships is great preparation.
7	The faculty conducted seminars challenged me to expand my thoughts to a more graduate level way of thinking.	The various field trips expanded my knowledge about African American arts/culture but failed to	I think it did a great job of incorporating aspects into the program that will promote future development in grad	I would recommend a friend to SHI because I think it was a great learning experience and will help you prepare for

		show any relevance to grad school.	school.	grad school
8	The faculty brought a lot of different teaching styles and material so I was able to have an informed experience of what grad school would be like.	The field trips were a good learning experience but in comparison to everything else it did contribute the least to my understanding of grad school	A larger stipend	I learned so much and gained a great deal of experience in researching and developing mentoring relationships.
9	The faculty was fantastic and in most cases the dynamics of the discussion between students and faculty was amazing	They were fun but not particularly grad-school like we were on a little bus for God sakes.	More organized fun activities. Other SPUR programs had fun trips/events. We had papers, lectures, and more papers and lectures.	It was a great program I learned a lot and met some really awesome Black scholars. Every Black student should get the chance to do this.
10	The faculty seminars exposed me to diverse subjects and to the different personalities of the professors	I found these to be tedious at times especially the non-SHI ones. I thought the format was disengaging and needed more interaction.	More structured opportunities to explore LA perhaps at the beginning	I think it is an excellent opportunity to improve research skills through a challenging and helpful program and it gives a view of graduate school life.