

## **RETENTION ON ALL FRONTS: IMPACTS AND UNDERSTANDINGS FROM EVALUATING A WRAP-AROUND STUDENT SERVICE PROGRAM**

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### **Abstract**

This study, based at an R-1 southern institution, offers best practices and evidence criteria for providing academic, social, and career support programming paired with extensive year-long evaluation activities. Evidence from program evaluation activities, including both qualitative and quantitative data, illustrate successes in program implementation, outcomes, and impact, specifically a program student success rate (persistence or graduation) of 79%, as well as direct impact on student sense of belonging, motivation, and self-efficacy. This study provides a blueprint for similar programs and institutions to evaluate student success, measured through validated survey scales. Findings from this study evidence the potential for relational capital built through wrap-around student support services to foster deep, impactful relationships, contributing to higher rates of student success.

**Keywords:** Student success, retention, evaluation, sense of belonging, self-efficacy, motivation

## **Introduction**

Institutions put forth tremendous time, energy, and resources into improving student success and retention, particularly for underserved populations. Current research illustrates there is much institutions can do to increase the likelihood of success for underserved populations, particularly through programs that provide holistic, wrap-around services that focus on building peer and mentor relationships, leading to sense of belonging, motivation, and self-efficacy (Gopalan & Brady, 2019; Snijders et al., 2020). However, less time, energy, and resources are put forth in understanding and evidencing program impact through evaluation. The purpose of this article is to share the ways in which student success practitioners can create and evaluate programs that build relationships to best serve students, increasing student success and providing evidence-based high impact services. More specifically, this article illustrates one model of program implementation and evaluation that positively impacts marginalized student populations within a rural setting.

## **Statement of Problem**

While the need for student support is clear, the means to most efficiently and effectively provide support, and the specific mechanism that creates student success, is often opaque. The problem is often further exacerbated by institutional factors such as limited funding and resources. Providing specific, targeted, wrap-around services tailored to target populations by individuals well-equipped to develop deep, meaningful relationships is the gateway to student success. This impact was recently well evidenced in the SUSTAIN program that provided a “coherent ecosystem of academic, social, and career

support services” resulting in student success in STEM courses and communities (Ceyhan et al, 2019). This study further illustrates how to provide wrap-around services and how to evaluate their impact.

Understanding levers for student success is critical not just for institutions of higher learning but for the health and growth of broader society. These relationships and relational capital-related skills can be leveraged to reciprocally benefit these relational dyads (i.e., student-mentor, student-faculty, student-industry), both in academic settings (e.g., recruitment, retention, completion) and beyond (e.g., career attainment, mentorship network formation, resource sharing).

### **Relationships: The bridge to student belonging, self-efficacy, and motivation**

This study is primarily grounded in relational and psychosocial student development theories and research focused on sense of belonging, self-efficacy and motivation. Studies have shown that a student’s sense of belonging is a predictor for intention to persist even after controlling for other predictors (Davis et al., 2019). Sense of belonging also has positive correlation with other traits such as student mental health and use of school services (Davis et al., 2019). To increase the granularity of the conversation on sense of belonging, some studies have attempted to further refine sense of belonging into two sub-categories: social integration and academic integration. Social integration refers to a student’s ability to develop meaningful connections with their peers and mentors, while academic integration is a measure of a student’s academic development and their perception of faculty efforts to increase student success. Both social and academic integration have been shown in previous studies to be positively linked to both persistence and degree attainment (Johnson et al., 2007). Further, active intervention efforts such as

departmental contact and peer-group development have been shown to be effective in reducing decreased sense of belonging, especially through active engagement with mentors and peers (Apriceno et al., 2020; Davis et al., 2019).

As with student belonging, research on student self-efficacy highlights both its importance and its complexity (Bandura, 2018). Several studies evidence the impact self-efficacy can have on student success, illustrating linkages between higher levels of self-efficacy and higher levels of outcome attainment (Bartimote-Aufflick et al., 2016). Other studies illustrate ways and methods of further understanding levers of student self-efficacy through educational programs based on social cognitive theory and how to apply this knowledge to student academic gains (van Dinther et al., 2011). High-impact practices and development of student relationships show promising results in efforts to increase student self-efficacy and success.

Linked to self-efficacy, research on student motivation also highlights its complexity and evolution through the course of a college student's career (Rizkalla & Seitz, 2017). Studies also demonstrate the impact of ebbs and flows of motivation, such as disengagement, lecture absenteeism, and low sense of belonging (Moore et al., 2008). Further studies have shown the relationships between student motivation and socio-economic contexts, suggesting the importance of providing targeted services to specific student populations based on their background and needs (Winn, 2002). Current literature suggests both the importance of student motivation and the potential for relationship-building as a key component to increasing student success through increased motivation.

Taken together, the current body of literature suggests both the importance of these psycho-social factors and their potential relationship to student success. Further, early

evidence suggests building connections and relationships within the campus environment can lead to increased sense of belonging, self-efficacy, and motivation, though more evidence and research is needed on the linkages between these factors. Recent studies have indicated the relevance and potential impact that relational, holistic, wrap-around programs have on undergraduate student success (Ceyhan et al, 2019; Chamely-Wiik et al, 2021). The program under study provides wrap-around services focused on both social and academic integration as well as development of self-efficacy and motivation through specific interventions and relationship building processes and programs.

### **Study Context**

This study was conducted at an R-1 institution in the rural south. The program studied provides wrap-around, targeted mentorship (including academic, financial, and social supports) to low-income and first-generation in-state STEM and health students. This program aims to encourage and facilitate academic success, growth, and job placement among their target student population. The program begins with a summer-bridge component, introducing students to the campus, available resources and supports and college-level course work in a slower-paced immersive environment. This is then scaled into a year-round, immersive approach to student development employing all elements of the wrap-around student services, including one-on-one check-ins, cohort meetings, financial resource provision for Study Abroad and internship experiences and connection to other campus resources (See Figure 1, the program logic model, for more detail on program activities). The program approach specifically targets creation of relationships – between students and staff and between peers. This is accomplished through persistent high-school student recruitment, daily staff involvement in summer

programs, routine one-on-one and small group meetings throughout the semester, and intentional connection to campus resources. Through this, the program has accomplished overall programmatic success rates (graduated or persisting) of 79% of students served, much higher than overall graduation and persistence rates for underrepresented student populations, with six-year graduation rates ranging from 39% to 54% (NCES, 2019).

The purpose of this study, specifically, was to examine the mechanisms through which the program helps rural first-generation students and minoritized groups succeed, particularly as related to relationship development. The study provides further understanding on the connection between student psycho-social factors such as belonging, self-efficacy, and motivation – bridging the gap between what we understand about student care and student success and illustrating how this knowledge can be applied to other student success programs.

### **Methods**

This study represents a collaborative effort between program staff and external evaluators to develop depth of program understanding and evidence of outcomes through a mixed-methods study that included internal programmatic data analysis, surveys, interviews, and focus groups. A key component to this method is the intentional, multi-year engagement between evaluators and program staff to develop evaluator program competencies and understanding and program staff evaluation capacity. This process included evaluator engagement in program activities, routine meetings between evaluators and program staff, and collaboration in development of all evaluation components, including a literature review to develop a program theory and logic model, interview and focus group protocols, and survey instruments, all detailed in the following sections.

**Positionality Statement**

Recognizing we all have implicit biases and underlying assumptions that can impact our work, our team of researchers worked to elucidate our individual and group positionality. The team considered the situation awareness framework to ensure contextual awareness and responsiveness throughout protocol development, data gathering, and analysis to mitigate impacts of biases and assumptions (Mason, 2020). As a team, we position ourselves as higher education professionals with or working toward advanced degrees. We recognize our cumulative 40 years' experience primarily in predominantly white institutions as higher education administrators, teachers, and practitioners and the ways in which this work is reflected in our assumptions and values. We also recognize our positionality as individuals raised in rural southern regions of the United States. We are a group of mixed identities in race, gender, first-generation status, and age.

**Participants**

Evaluation team and program staff worked together to gather primary and secondary data from program records and institutional data on the full historical program participant population (N=153 students) made up of cohorts from academic years 2022 – 2023 through 2023 – 2024. Two subpopulations, students persisting in academic year 2022-2023 and recent graduates from 2022 onward, were then targeted through convenience sampling to participate in focus groups (current students), interviews (graduates) and surveys. Recruitment materials were sent via email and participants were incentivized to participate in each data-collection activity through a gift card raffle. Convenience sampling yielded n=34 survey participants, n=20 student focus group

participants, and n=5 alumni interviews, representing approximately 46% of current students and 50% of recent graduates with updated contact information. The below table provides an overview of program demographics.

**Table 1**

*Program Demographic Information by Percentage*

Cohort	Total Students	% Female	% Male	% URM
2016	16	82%	18%	88%
2017	17	74%	26%	94%
2018	18	56%	44%	77%
2019	13	46%	54%	84%
2020	10	70%	30%	90%
2021	10	60%	40%	90%
2022	22	68%	32%	91%
2023	26	62%	38%	88%

Note URM signifies underrepresented minority students based on race and ethnicity demographic data.

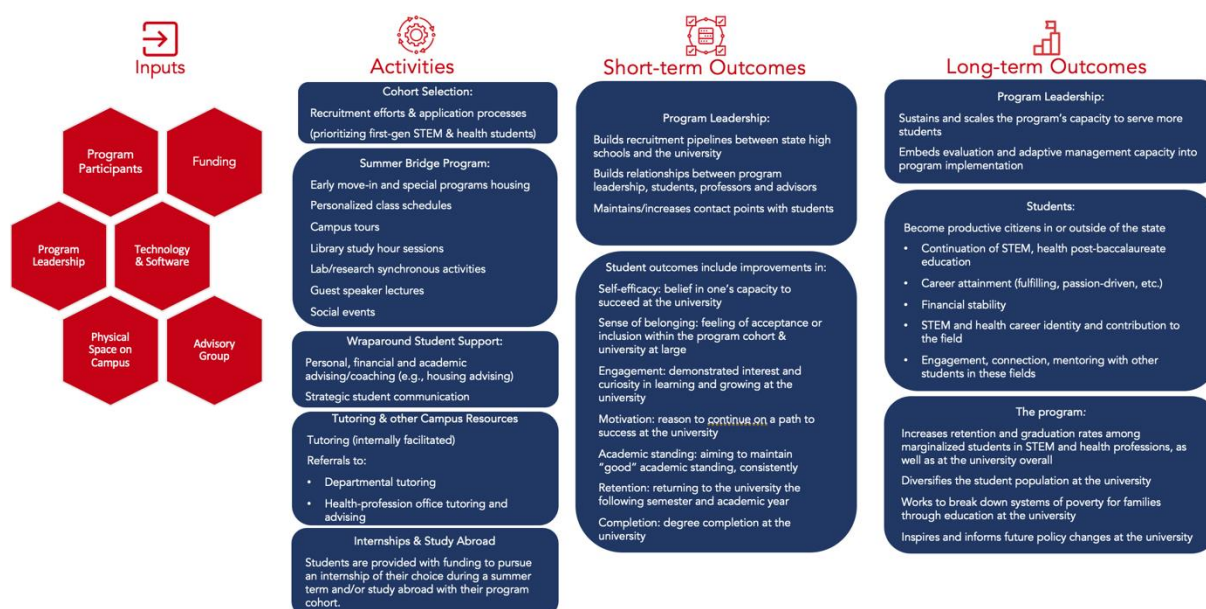
## Instruments

Survey, focus group, and interview instruments (see Appendix) were developed based on the program logic model, provided below, which was developed through a thorough review of program overview and planning documents, the program webpage, key informant interviews with program staff, and current literature on student development theories focused on sense of belonging, self-efficacy, and motivation. Questions across both data-collection tools (i.e., focus groups/interviews and surveys) break down into several overarching themes regarding programming: implementation, communication, barriers, facilitators, student outcomes (e.g., motivation, sense of belonging, self-efficacy), and scalability. Survey questions related to student outcomes utilized several validated scales, including the Classroom Sense of Community Scale, the Sense of Community and Belonging

Scale, and the College and Career Ready School Diagnostic (Barber, B. K., McNeely, C., Olsen, J. A., Belli, R. F., & Doty, S. B., 2016; Lombardi, Allison, Seburn, Mary, & Conley, David, 2011; . Petrillo, G., Capone, V., & Donizzetti, A. R., 2016). Several questions were also included to gauge student conceptualization of success and motivation, as well as barriers and facilitators to attainment. In-person focus groups ranged from 30-60 minutes. Alumni interviews were virtual and ranged from 20-60 minutes. Both current students and alumni received the surveys via Qualtrics. Current students and alumni received slightly different surveys, as current students were not asked about long-term outcomes.

**Figure 1.**

*De-identified Program Logic Model*



The figure above provides a visual representation of program components and goals.

## Analysis

The evaluation team went through a multi-step analysis process for qualitative data following current evaluation standards and best practices (Mertens & Wilson, 2019). First,

the evaluation team reviewed transcripts holistically, then convened to develop a codebook based on the programmatic logic model and guiding evaluation questions (content areas including program implementation, emerging outcomes, and impact). Analyses were conducted in MaxQDA to quantify and sort codes into emerging themes (Fereday & Muri-Cochrain, 2006). The team used the code book as well as inductive coding where relevant to uplift emergent themes that were not captured within the original codebook. During coding, the team assessed for both intra-rater and inter-rater reliability through joint coding sessions and coding reviews and conducted reflexive processing (Ben-Ari & Enosh, 2011; Saldana, 2016). Quantitative survey data were descriptively analyzed; the sample sizes of 23 and 11 were too small for high-level analyses. Findings were also shared back with all participants in a video newsletter for the purpose of member checking.

## **Findings**

### **Relationship Building**

Study findings evidence the impact of wrap-around student services in building student relationships and increasing student success. One hundred percent of undergraduate and alumni survey respondents (n=34) agree that the program team welcomed them into the program and emphasized the importance of relationship-building through the summer bridge program. Further, 100% (n=23) of undergraduate and 91% (n=10) of alumni survey respondents agree that the program offered all services and supports that they needed as a student. One hundred percent of undergraduate and alumni survey respondents agree that the program connected them with other supports on campus critical to their success.

Focus group and interview data triangulate this argument. For example, one currently persisting student says, "If I want to know anything at all pertaining anything with this university, [program staff] will connect me," while another adds, "I think the summer portion of it was a big part. I think that part is the heart of it." The alumni perspective offers another reflective perspective on summer programming: "I remember there were also some tours that we did at the summertime and stuff where we sat down and figured out where all the campus stuff was ...I never knew how that would help me find my classes at the time. I just remember being so amazed at seeing such a different environment, especially from where I'm from. It was a beautiful experience, but also very important."

Current students and alumni also cited support from program staff as one of the most helpful elements to their success, describing long-lasting relationships with staff who serve as friends (n=4), mentors (n=8), counselors (n=5), family (n=7), and role models (n=1) throughout the course of their academic journey. Students found a trusted, consistent source of support through program personnel. Survey respondents (undergraduates and alumni) described relationships with staff as "family" (n=11), "helpful" (n=4), and "encouraging, supportive and inclusive" (n=12). Interview and focus group findings echo this sentiment of close bonds between students and program personnel. For example, one current student says, "... when things are going on on-campus, it seemed like we're the first people that are on his mind." Alumni also spoke to the attentiveness and persistence of program personnel to keep them involved on campus: "There was a lot of times where I reached out to [program staff] or [program staff] would reach out to me. He's like, [student name], I haven't seen you in a while. I'm like, you're

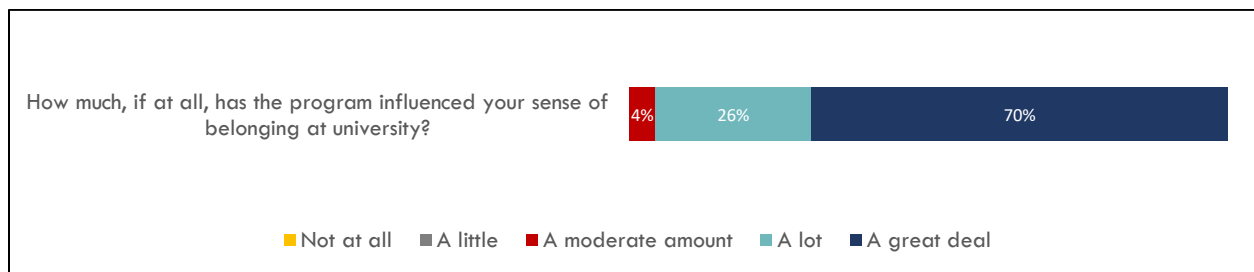
right. Let me show up. And then we actually had really good meetings. There were times where I felt like I didn't belong on campus and [program staff] ensured me that I could be successful.”

### **Sense of Belonging, Self-efficacy, and Motivation**

Students credit the program with improving their sense of belonging, self-efficacy, and motivation. Most current undergraduate participants feel that they belong at the university (96%), feel secure at the university (74%), and feel that people look out for each other at the university (74%). This is compared to national rates that evidence lower levels of belonging and engagement (NSSE, 2021). Most students also feel involved with the college community (74%) and satisfied with the social support they receive from the university (82%). All undergraduate survey respondents feel that the program influenced their sense of belonging at least “a moderate amount,” with 96% of students reporting that the program influenced their sense of belonging “a lot” or “a great deal.”

### **Figure 2**

#### *Program Influence on Undergraduate Sense of Belonging*



Respondents indicate high levels of influence in sense of belonging from the program.

Most alumni participants also felt that they belonged at the university (82%), felt secure at the university (64%), and feel that people look out for each other at the university (82%). Most students felt involved with the college community (81%) and satisfied with

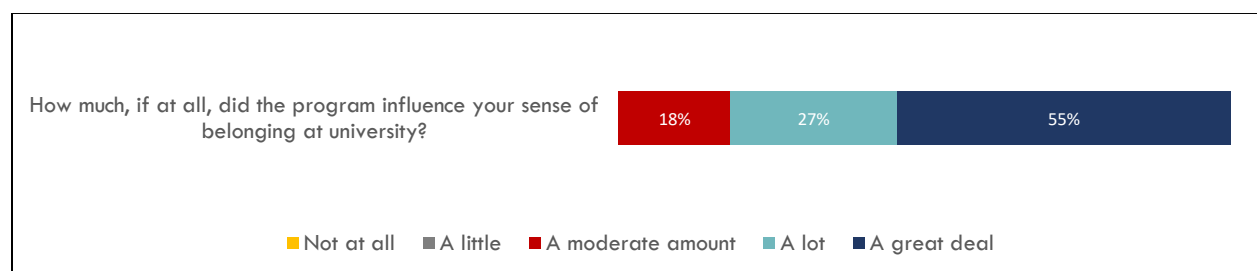
the social support they received from the university (63%). All alumni survey respondents feel that the program influenced their sense of belonging at least “a moderate amount,” with 82% of students reporting that the program influenced their sense of belonging “a lot” or “a great deal.”

Current undergraduate students reported that the program influenced their sense of self-efficacy “a lot” or “a great deal” in the following areas: doing well in school (87%), staying in school (91%), completing their degree (95%), and continuing their education (87%). The impact is particularly salient, given the evidence connecting sense of belonging to overall student success.

Current undergraduate students are predominantly motivated by family (n=8) and changing their situation or trajectory and financial stability (n=5). One hundred percent of these students also credit the program with influencing their motivation to do well in school. This is the strongest area of programmatic impact out of all survey items in the analyses. Understanding motivation factors is of critical importance to practitioners, as these understandings are crucial in creating depth in relationships and can be leveraged to further foster student success.

### Figure 3

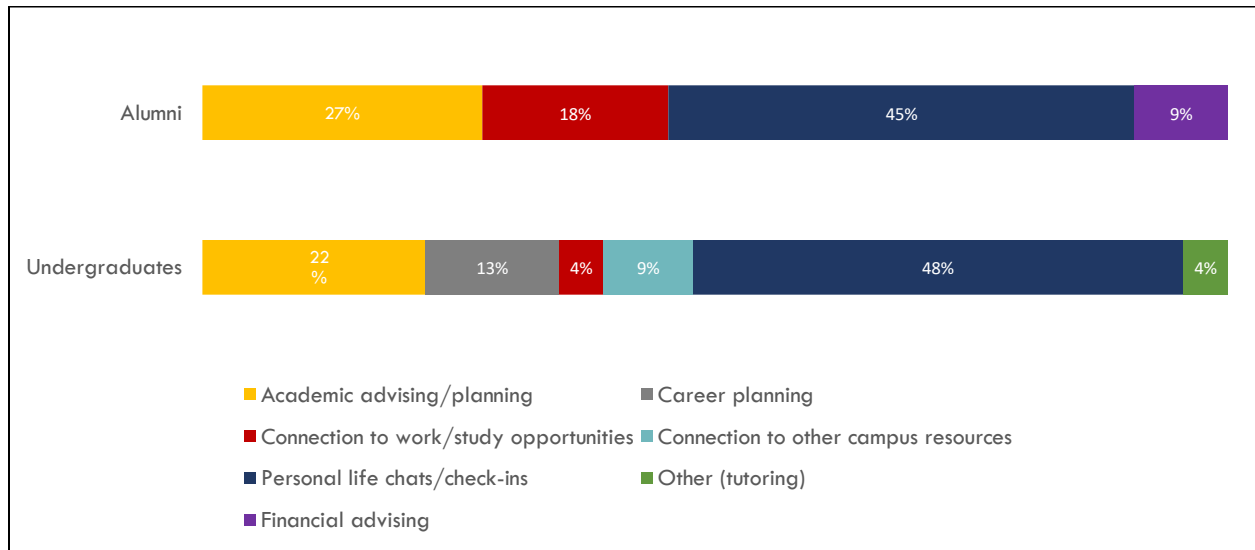
#### *Program Influence on Undergraduate Student Motivation*



Respondents indicate high levels of influence in motivation from the program.

### **The Importance of Relationship Building**

Students value the program and supports, specifically citing the summer bridge program, one-on-one meetings with staff, and direct connections to resources as contributing to their academic, personal, and career success. Survey responses referenced one-on-one meetings, or check-ins, as highly valuable, going so far as to request more and required check-in opportunities. Forty-five percent of alumni and 48% of current undergraduates are most likely to seek personal life chats and check-ins from the program team (out of all program supports offered), followed by 27% of alumni and 22% of undergraduates most likely to seek academic advising and planning. Program staff are serving as trusted connections on campus that students can seek out to fulfill their academic and personal needs. When asked what their favorite part of the program has been, respondents (n=20) referenced relationship-building and resource access through peers and program staff as key components to success. Given what we know about the importance of trusted relationships to foster student success, this finding is particularly relevant to practitioners, faculty, and administrators alike.

**Figure 4***Student Requested Types of Support*

Personal check-ins were most highly requested types of support for respondents.

### Discussion

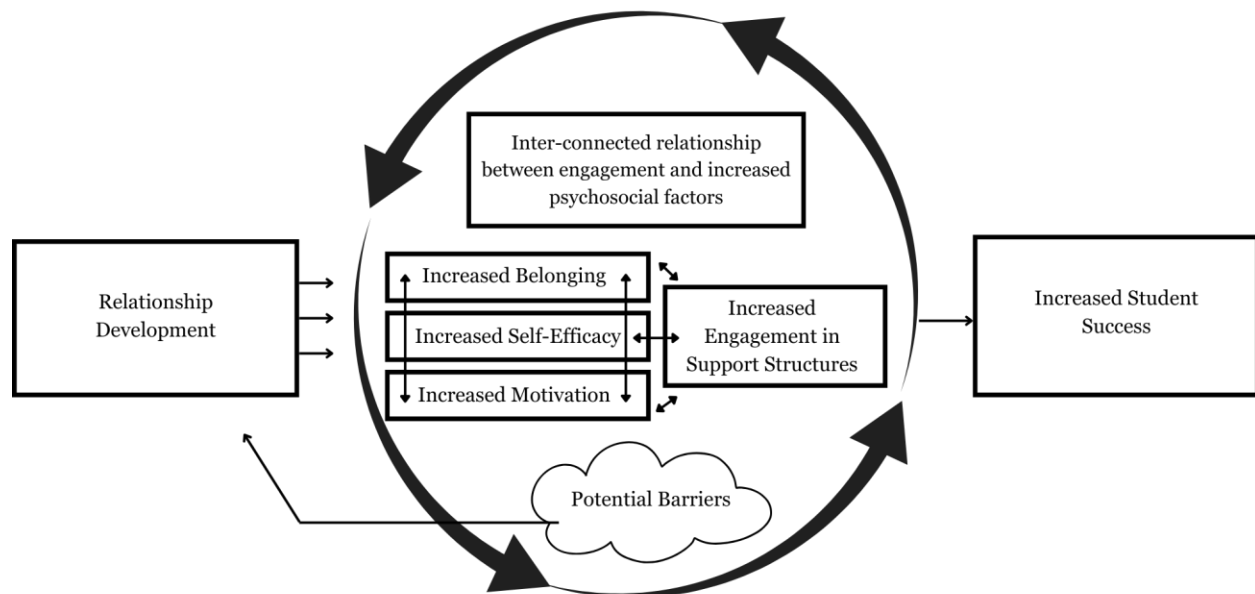
The results of this study provide an opportunity for professionals to reconceptualize efforts that have a high impact on student success. Practitioners can reconsider ways they connect to their students directly while also relying on other campus resources for additional support. Both current students and alumni consistently insisted that the connections to other campus resources made by this program were instrumental in their overall success, but the key is how, when, and why connections are made. In many cases, campus resources are readily available; having a trusted individual to connect students is instrumental in capitalizing on the network of available resources. Secondly, the students in this study emphasize the importance of proactive communication and connection modeled by program staff. It is vital that student affairs professionals do not simply provide

services and move on. Instead, this study suggests that finding big or small ways to be a persistent part of student's life while not monopolizing their university experience will lead to better results.

While there is an art to developing student relationships and utilizing those relationships to increase student engagement and promote student success – something often seen as a personality trait specific to an individual – findings from this study evidence a potential framework through which any faculty or staff can engage with students through deep, meaningful connections.

### Figure 5

#### *Student-Staff Relationship Positive Feedback Loop*



The student relationship framework illustrates the levers through which faculty and staff can build and deepen relationships with students that foster student success.

The figure above illustrates the multi-directional pathways between relationship development, psycho-social factors, engagement, and student success, and particularly the interconnected nature of psycho-social factors and increased engagement. Specifically, this relationship is a positive, reinforcing cycle where increased sense of belonging, self-efficacy, and motivation leads to increased engagement, leads to further increase in belonging, self-efficacy, and motivation. This cycle is initiated and then reinforced by relationships developed with key staff and peers. Developing relationships with students supports their sense of belonging, self-efficacy, and motivation. These factors increase student engagement in support services. Increased engagement creates a feedback loop that further positively impacts belonging, self-efficacy, and motivation. These inter-connections feed into and foster student success and are of additional critical importance to first-generation students and similarly underserved groups. Further, when barriers arise, the student routes back to their trusted relationship, which then again initiates the cycle and assists students in overcoming barriers.

The multi-pronged model above can be observed in several ways: (1) student studies with peer group identified through and shared with programmatic peers; (2) student visits campus resources established through program staff; (3) student routinely checks in with trusted program personnel, providing routine feedback and course correction when barriers occur. All of these actions stem from and also further develop key psychosocial skills and a sense of belonging, creating a positive feedback loop that

exponentially increases the likelihood of success. Again, these interactions mean that when barriers arise, students route back to their trusted program staff to overcome the barrier.

### **Implications**

This study illustrates the critical importance of developing relationships to promote student success. Additionally, it provides specific information on best practices in how to do so through wrap-around services and holistic support through the program described. Finally, it illustrates how involving evaluation practitioners early and deeply into student success programming increases understanding and promotes success. Providing proactive programming with wrap-around services provided by caring, present professionals can help universities meet students where they are in their higher education journey (Mullangi & Jagsi, 2019). Best practices for practitioners based on this study include the following: 1) provide student support programs based on relational capital built through wrap-around student support services that foster deep, impactful relationships; and 2) partner with research and / or evaluation experts to measure the programmatic impact.

### **Limitations and Future Directions**

The primary limitation of our study lies in its scope. The program that was assessed is relatively new. Finding and comparing similar programs would go a long way towards better understanding the impact on historically marginalized student populations.

Another area of study that can be further explored is the long-term outcomes for students in the program. For the purpose of this study, success was defined as persistence and ultimately, degree completion. While that is vital, more impactful data could be gleaned from tracking the students into their careers or graduate programs.

## Conclusions

The program studied evidences high levels of student success in persistence and graduation and in development of student psychosocial factors that relate to student success. Findings suggest that long-term relationships between students and program staff positively influence success. Students also credited improved confidence, self-efficacy, and motivation with program participation. Ultimately, the aim is to offer a framework of relationship building for supporting students through the unique challenges in their academic journey. For practitioners, this means looking for actionable ways to provide relational, wrap-around programs and partnering with researchers or evaluators to provide feedback on program implementation and outcomes. For students, this provides an opportunity to grow and learn within a community to which they feel they belong and that motivates them to achieve their goals.

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## **Appendix**

### **Focus Group/Interview Protocol**

1. To get us started, please introduce yourselves by sharing your names, what year of college you are in and one additional detail about yourself that you'd like to share.
2. Once you were invited to take part, what made you decide to participate in the program?
3. What, if anything, were you hoping to gain from this experience?
  - a. Do you feel like you are getting what you had hoped out of the program?
4. If you had to describe your experience with the program in one sentence, what would it be?
5. What does it mean to be a [specific program participant]?
6. Tell me what activities you participate in as a [program participant].
  - a. Talk me through your first summer as a [program participant].
  - b. What kind of support do you get from the [program] team, if any?
    1. Probe for types of mentorship covered in 1-on-1 & group meetings
    2. Probe for frequency of desire/demand for meetings and frequency of meetings, in general
  - c. What supports or resources, if any, have you connected with through the program?
    1. (If the student hasn't), how do you typically find out about support, resources and opportunities on campus?
  - d. Please tell me about any internships you've applied for or completed with the financial support of [the program]?
    1. (If the student hasn't), do you plan to do so/why didn't you?
  - e. Do you plan to apply for the [program's] Study Abroad summer program?
    1. If not, why not?

2. If yes, when did you first become interested in Study Abroad?  
When is the ideal time to study abroad (academic year/semester)?
  - f. Talk me through any cohort-wide or program-wide [program] events that you've attended.
7. How do you keep up with what's happening in the program?
  - a. Text, email, phone call, social media?
8. How would you describe your relationship with the program staff?
9. Now, I'd like to hear your reflections on program implementation and your experience. What has worked well and what needs to be improved?
10. What, if any, barriers have prevented you from participating in events and activities offered by the program?
11. What, if anything, facilitated your participation?
12. If you had the opportunity to redesign the program to make it better, what would you keep the same and what would you change?
13. How, if at all, has being a [program participant] influenced your academic progress/success at the [university]?
  - a. How do you feel that [program] activities, funding, etc. have impacted or could impact your college experience (e.g., do they make it more or less overwhelming)?
  - b. How, if at all, have these services affected your motivation to study?
14. How has the program, if at all, affected your engagement in school?
  - a. How, if at all, has it affected your interests?
15. How else has the program shaped your experience at the [university]?
  - a. How have these services affected your sense of belonging (e.g., with your peer community, the university overall)?
16. How connected do you feel to your fellow [program participants]?
17. What does student success mean to you?
18. What, if anything, helps you to be successful in college?
19. What, if anything, makes it harder to be successful in college?

20. What do you want to do after you graduate from [the university]?
21. How likely are you to stay and work in [the state] after graduating?
22. Tell me about what you did after leaving [the university].
  - a. Did you continue your education in STEM/health? Why or why not?
  - b. Tell me about how you got into the field you're currently working in.
    1. What appealed to you about this field?
  - c. How connected do you feel to the STEM/health field?
  - d. How would you describe your current relationships with your former [program] peers and team? What about other professionals/academics in STEM/health fields?
23. Who would benefit most from a program like [this specific program]?
24. Would you recommend that other students get involved in programs like [this specific program] when starting undergrad?
25. Is there anything else you would like to share with me about your experience as a [program participant]?
26. Is there anything else you think I should have asked you but didn't?

### **Survey Items – Undergrad & Alumni Questions**

The below list provides a summary of questions asked in the student and alumni survey.

Note additional demographic and biographic questions were also included and wordings were changed slightly between audiences.

Likert Scale Questions (strongly disagree to strongly agree):

I feel like I belong at the [university].

At the [university], I feel secure.

At the [university], people look out for each other.

I am involved in the [university] college community.

I am satisfied with the social support I receive from the [university].

I am able to identify resources needed to complete a task or project.

I refer to the syllabus or class website to prepare for and complete course assignments.

I spend enough time studying for exams to learn the material well.

The [program] team welcomed me into the program.

The program connected me with other supports on campus.

The program offered all of the services/supports that I needed as a student.

Now, we'd like to know about your thoughts on the value of a college education. (not at all to a great deal)

How much do you value a college education?

How committed are you to completing your college degree?

How much is a college education worth the time needed to get it?

How much is a college education worth the money needed to get it?

Before coming to college, I felt confident I could:

Do well in my future college classes.

Stay in school semester-to-semester.

Finish my undergraduate degree.

Graduate on time.

Continue my education after undergrad.

Find a job in a degree field I'm interested in and/or hoping to pursue.

Now I feel confident I can:

Do well in my college classes.

Stay in school semester-to-semester.

Finish my undergraduate degree.

Graduate on time.

Continue my education after undergrad.

Find a job in a degree field I'm interested in and/or currently pursuing.

How much at all has the program influenced your confidence in:

Doing well in school?

Staying in school?

Completing your degree?

Continuing your education?

I feel confident I can:

Actively participate in my classes.

Engage my professor if I need their help.

Seek out additional support when I need it.

Seek out campus organizations and communities that interest me.

How satisfied / dissatisfied are you with the following program components? (extremely dissatisfied to extremely satisfied)

First-year summer bridge program (including summer courses, study hour sessions, campus tours, lab and research activities, guest speakers)

One-on-one mentorship meetings (including topics like personal, financial and academic coaching)

Tutoring (including [program-provided] tutoring, referrals to departmental tutoring, KNACK tutoring, etc.)

Connection to campus jobs and work/study opportunities

Internship opportunities and funding

Study Abroad opportunities and funding

Cohort bonding activities, social events

Additional Questions:

How much, if at all, has the program influenced your sense of belonging at [the university]?

How much, if at all, has the program influenced your engagement on campus?

What motivates you to do well in school?

How much, if at all, has the program influenced your motivation to do well in school?

If you had to describe your relationship with the [program] team in 1-3 words, what would you say?

Which type of support are you most likely to seek from the [program] team?

What, if any, additional types of services/supports do you think the program should offer to better meet student needs?

What, if anything, would you change to make the program more useful for students or more inclusive for all students?

What was your favorite part of the program?

What was your least favorite part of the program?

What does success mean to you? Please select all that apply.

Doing my best

Reaching my goals (i.e., academic, personal, professional)

Performing well academically/in my workplace

Improving and bettering myself

Positively impacting the people around me

Other, please specify