

NOA-AGEP Y2 Evaluation Report

H&H Strategies

June 2017

NOA-AGEP Y2 Evaluation Report

Overview

As the external evaluators for NOA-AGEP, H&H Strategies continued to implement its evaluation plan of NOA-AGEP during Year 2 (Y2) to assess the program's process, outcomes, and effectiveness as part of its formative and summative evaluation activities. From August 2016 through June 2017, these activities centered largely around three NOA-AGEP events designed to convene participating NOA-AGEP scholars, faculty, staff, and administrators across the program's institutional alliance partners. They included the following:

- NOA-AGEP Summer Bridge Program (8/19-8/20/2016),
- NOA-AGEP/UT MGRS Research Symposium (3/25/2017), and
- NOA-AGEP Retreat (6/3/2017).

H&H Strategies evaluators attended all three events to collect observational, in-person interview, focus group, and online post-event survey data to assess participant satisfaction and program effectiveness in relation to desired program outputs and outcomes. In addition, H&H hosted the second of two meetings of its Evaluation Advisory Council (EAC), one in the fall and one in the spring semesters, during which council members offered their expert recommendations concerning evaluation implementation and program design elements for planned and future events.

This report presents evaluation data and findings from Y2 to inform future planning, reporting, and programming as deemed appropriate by NOA-AGEP leadership and institutional alliance partners. It concludes with brief recommendations based on these findings as supported by the relevant research literature on NOA-AGEP and URM students in STEM fields and those presented by members of the EAC.

Method

Primary evaluation methods included online post-event surveys, in-person interviews with principal investigators and site coordinators, and focus group interviews with scholars as described in the sections below. Participants included NOA-AGEP scholars, NOA-AGEP principal investigators and site coordinators, and faculty/staff members at NOA-AGEP alliance institutions.

21 participants completed the Summer Bridge Survey (10 scholars and 10 faculty/staff), 19 completed the Research Symposium Survey (10 scholars and 9 faculty/staff), and 25 completed the Retreat Survey (16 scholars and 9 faculty/staff). Faculty/staff members responding to the surveys represented all seven NOA-AGEP institutions: Bowling Green State University, Case Western Reserve University, Cleveland State University, Kent State University, University of Akron, University of Toledo, and Youngstown State University. Please see Appendix A for breakdown of participant demographic information, institutional affiliation.

Data Collection

Surveys

Three online post-event surveys were administered upon the conclusion of each of the three signature NOA-AGEP events that took place during Y2. Each survey consisted of multiple choice, binary and open-ended questions, and required approximately 10 to 15 minutes to complete. Table 1 includes basic descriptions of each survey such as type of questions, data collection dates, and number of survey participants. Participants of each survey were assured of complete confidentiality. Results were presented in the aggregate.

Table 1. NOA-AGEP Survey Descriptions

Survey Name	# of Questions	Data Collection Dates	# of Respondents
1. NOA-AGEP Summer Bridge Program End of Session Survey	20	August 21 – 29, 2016	21
2. NOA-AGEP End of Research Symposium Survey	25	March 27 – April 5, 2017	19
3. NOA-AGEP End of Retreat Survey	32	June 3 – 5, 2017	25

Interviews and Focus Groups

In addition to online surveys during the NOA-AGEP/UT MGRS Research Symposium, H&H evaluators conducted interviews with four (4) program administrators (2 principal investigators and 2 site coordinators) over the course of three separate interviews ranging from roughly 20 to 30 minutes each. One interview was conducted jointly. Two focus group interviews with NOA-AGEP scholars were held with 10 scholars in the first group (2 arriving midway through the interview) and 7 participants in the second group. All interviews were recorded and transcribed.

During the NOA-AGEP Retreat, a focus group conducted with three summer internship undergraduate students from Central State University currently working in a lab at Case Western Reserve University and one interview was conducted with a scholar who was absent from the research symposium. These interviews were also audio-recorded and they will be transcribed later in the summer.

In all interviews and focus groups, participants were assured their information would remain confidential and would be used to inform program design, implementation, and improvement.

Findings

Findings reflect survey responses, open-ended responses from surveys, and from faculty and scholar interviews and focus groups. Wherever possible, themes from interviews, focus groups, and open-ended responses are aligned for theme consistency. Efforts were made to both disaggregate individual workshop survey findings and summarize in the aggregate to see themes and results across the three attended workshops/retreats.

Survey Responses

Overall, survey data suggested scholars and faculty/staff were satisfied with the peer and institutional support provided by NOA-AGEP's professional, academic and social activities of. In fact, the majority of respondents were *very or extremely satisfied* with their experiences in the following categories:

- Peer support through professional, academic and social activities;
- Institutional support through professional, academic and social activities;
- Diversity of NOA-AGEP scholars;
- Diversity of NOA-AGEP faculty and staff;
- Explanation of NOA-AGEP goals, objectives, resources, and activities;
- Planning and communication of NOA-AGEP event activities; and
- Speakers at NOA-AGEP events

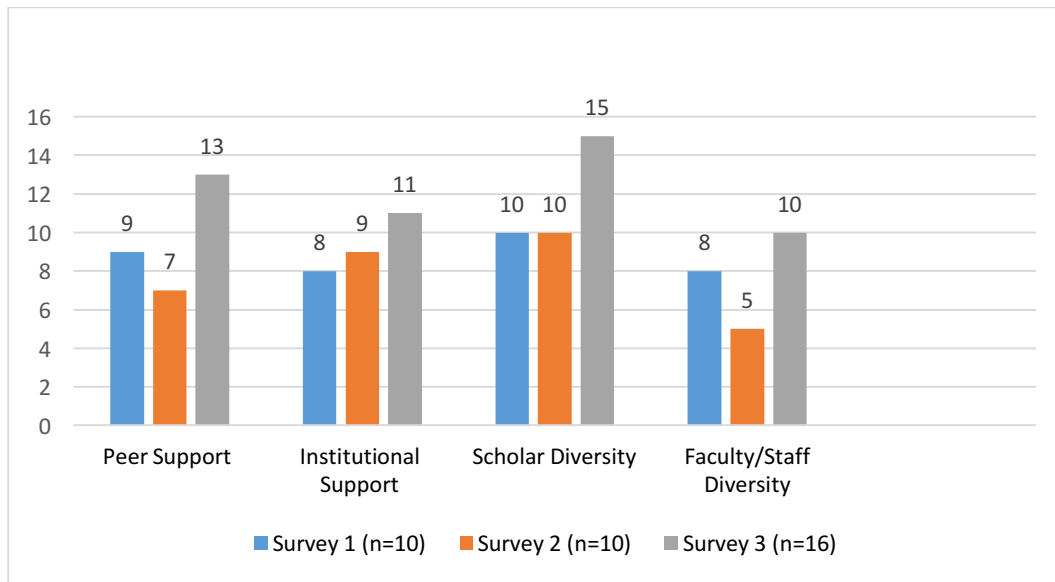
Of the 10 scholars who attended the Summer Bridge Program and participated in the end of session survey, nine (90%) indicated they were *very or extremely satisfied* with their experiences of peer support, eight (80%) indicated they were *very or extremely satisfied* with their experiences of institutional support and the diversity of NOA-AGEP faculty/staff while 100% indicated they were *very or extremely satisfied* with the diversity of NOA-AGEP scholars.

Of the 10 scholars who attended the Research Symposium and responded to the same post-event questions, seven (70%) indicated they were *very or extremely satisfied* with their experiences of peer support and nine (90%) indicated they were *very or extremely satisfied* with their experiences of institutional support. 100% indicated they were *very or extremely satisfied* with the diversity of NOA-AGEP scholars compared to five (50%) of scholars who indicated they were *very or extremely satisfied* with the diversity of NOA-AGEP faculty/staff.

Of the 16 scholars who attended the Retreat and responded to the same post-event questions, 13 (81.3%) indicated they were *very or extremely satisfied* with their experiences of peer support and 11 68.8 (90%) indicated they were *very or extremely satisfied* with their experiences of institutional support. 15 (93.8%) indicated they were *very or extremely satisfied* with the diversity of NOA-AGEP scholars compared to 10 (62.5%) of scholars who indicated they were *very or extremely satisfied* with the diversity of NOA-AGEP faculty/staff.

Figure 1 indicates the number of scholars *very or extremely satisfied* with their experiences related to NOA-AGEP support and diversity.

Figure 1. NOA-AGEP Scholars' Support & Diversity Experiences



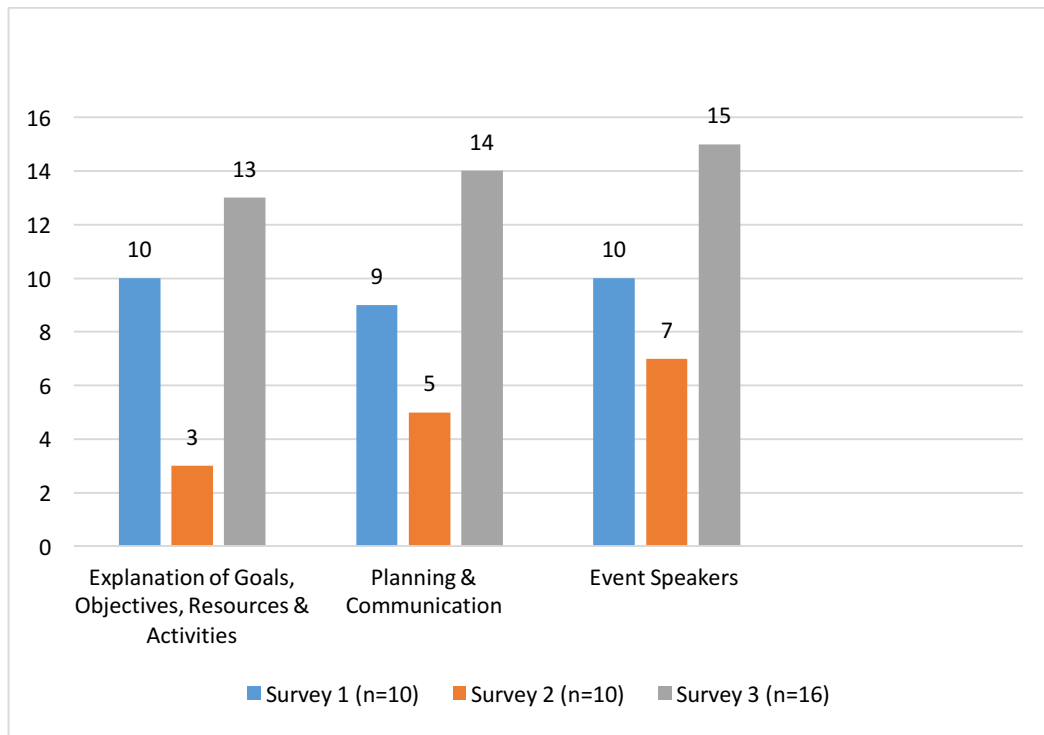
Of the 10 scholars who attended the Summer Bridge Program and participated in the end of session survey, 100% indicated they were *very* or *extremely satisfied* with their experiences related to the explanation of goals, objectives, resources and activities, and NOA-AGEP event speakers. Nine (90%) of those same respondents indicated they were *very* or *extremely satisfied* with their experiences related to the planning and communication efforts of NOA-AGEP activities.

Of the 10 scholars who attended the Research Symposium and responded to the same post-event questions, three (30%) indicated they were *very* or *extremely satisfied* with their experiences related to the explanation of goals, objectives, resources and activities, five (50%) indicated they *very* or *extremely satisfied* with their experiences related to the planning and communication efforts of NOA-AGEP activities while seven (70%) indicated they *very* or *extremely satisfied* with NOA-AGEP event speakers.

Of the 16 scholars who attended the Retreat and responded to the same post-event questions, thirteen (81.3%) indicated they were very or extremely satisfied with their experiences related to the explanation of goals, objectives, resources and activities, 14 (87.5%) indicated they *very* or *extremely satisfied* with their experiences related to the planning and communication efforts of NOA-AGEP activities while 15 (93.8%) indicated they *very* or *extremely satisfied* with NOA-AGEP event speakers.

Figure 2 shows how many scholars indicated that they were *very* or *extremely satisfied* with their experiences related to NOA-AGEP explanations, planning and communication efforts.

Figure 2. NOA-AGEP Scholars' Communication Experiences

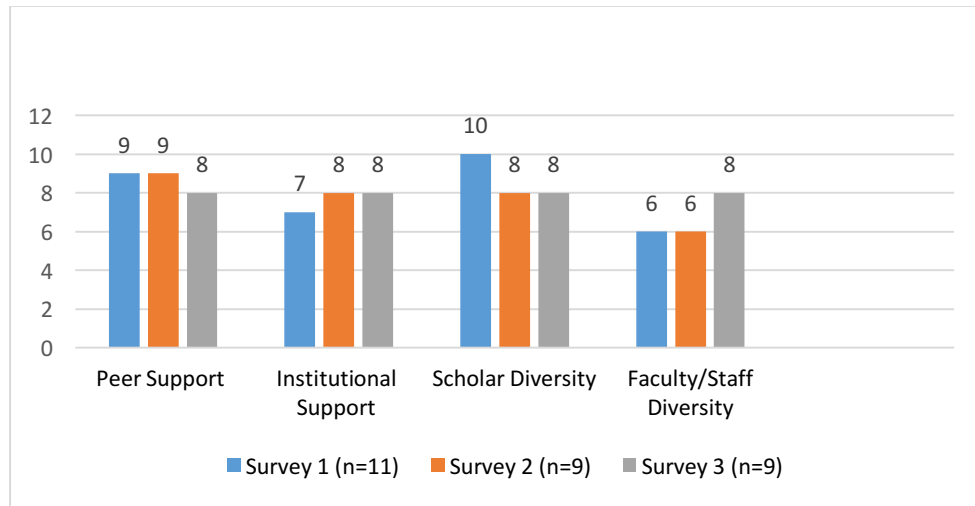


Of the 11 faculty/staff who attended the Summer Bridge Program and participated in the end of session survey, nine (81.8%) indicated they were *very* or *extremely satisfied* with peer support, seven (63.6%) indicated they were *very* or *extremely satisfied* with their experiences of institutional support. 10 (90.9%) indicated they were *very* or *extremely satisfied* with the diversity of NOA-AGEP scholars while six (54.5%) indicated they were *very* or *extremely satisfied* with the diversity of NOA-AGEP faculty/staff.

Of the nine faculty/staff that attended the Research Symposium 100% indicated they were *very* or *extremely satisfied* with their experiences of peer support and eight (89.9%) indicated they were *very* or *extremely satisfied* with their experiences of institutional support and the diversity of NOA-AGEP scholars while six (66.7%) indicated they were *very* or *extremely satisfied* with the diversity of NOA-AGEP faculty/staff.

Of the nine faculty/staff that attended the Retreat and responded to the same post-event questions, eight (88.9%) indicated they were *very* or *extremely satisfied* with their experiences of peer support and institutional support, the diversity of NOA-AGEP scholars as well as the diversity of NOA-AGEP faculty/staff. Figure 3 shows how many faculty/staff indicated that they were *very* or *extremely satisfied* with their experiences related to NOA-AGEP support and diversity.

Figure 3. NOA-AGEP Faculty/Staff Support & Diversity Experiences

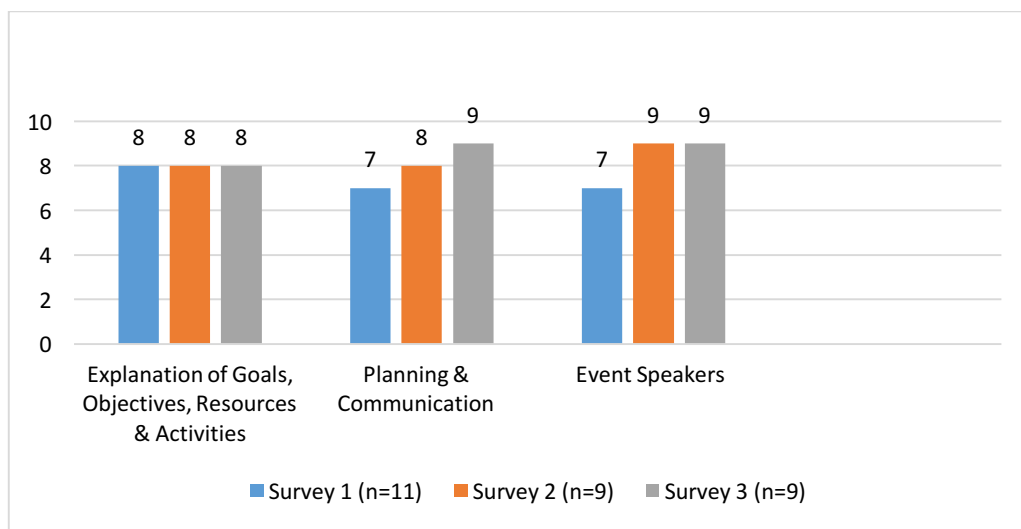


Of the 11 faculty/staff who attended the Summer Bridge Program and participated in the end of session survey, eight (72.7%) indicated they were *very* or *extremely satisfied* with their experiences related to the explanation of goals, objectives, resources and activities of NOA-AGEP while seven (63.6%) indicated they were *very* or *extremely satisfied* with the planning and communication efforts of NOA-AGEP and its speakers.

Of the nine faculty/staff who attended the Research Symposium and responded to the same post-event questions, eight (88.9%) indicated they were *very* or *extremely satisfied* experiences related to the explanation of goals, objectives, resources and activities of NOA-AGEP as well as the planning and communication efforts of NOA-AGEP. 100% indicated they were *very* or *extremely satisfied* with NOA-AGEP speakers.

Of the nine faculty/staff who attended the Retreat and responded to the same post-event questions, eight (88.9%) indicated they were *very* or *extremely satisfied* experiences related to the explanation of goals, objectives, resources and activities of NOA-AGEP. 100% indicated they were *very* or *extremely satisfied* with their experiences related to the planning and communication efforts and speakers of NOA-AGEP. Figure 4 shows how many faculty/staff indicated that they were *very* or *extremely satisfied* with their experiences related to NOA-AGEP explanations, planning and communication efforts.

Figure 4. NOA-AGEP Faculty/Staff's Communication Experiences



Each survey provided survey participants the opportunity to provide open-ended responses to identify and/or describe NOA-AGEP event's (a) beneficial activities and/or opportunities and (b) suggestions for improvement as listed below:

Table 2. Open-Ended Survey Responses

Beneficial Activities and/or Opportunities	Suggestions for Improvement
<ul style="list-style-type: none"> Financial support provided to scholars Mentoring circles Networks of student support Coaching sessions (academic and life) Professional development Stronger Northern Ohio Alliance 	<ul style="list-style-type: none"> Communication and notification of activities Communication directory More peer interaction Clarity in scheduling and stipend disbursement Clear roles for mentors and training Diversity and inclusion of all scholars Shared activities/sessions w/ scholars and mentors

Below are quotes from survey participants regarding the most beneficial activities and opportunities provided by NOA-AGEP:

Scholar open-ended responses

- *"The opportunity to meet up with people where I can vent my problems."*
- *"The funding has been very beneficial for professional development. The coaching sessions have been extremely helpful and one of my favorite AGEF activities."*

- *“The stipend is the number one most beneficial aspect. Have the option to be an RA and be able to focus on my research and classes is wonderful. I also really like the mentoring circles. I know grad school will be difficult so having a support system is crucial.”*

Faculty/Staff open-ended responses

- *“We're beginning to build stronger connections as an Alliance across our campuses, and I'm excited to see how this progresses through the summer and into next academic year.”*
- *“AGEP has opened my eyes to the lack of diversity the graduate STEM programs. While the undergraduate student population is more diverse, it does not include many STEM majors that want to apply to graduate school. This was surprising to learn, but now we must work to improve our campus diversity in STEM.”*
- *“Acting as an instrument for minority Ph.D. candidates in STEM to connect with one another. These students may not have ever met each other without this program. Having these colleagues will be extremely beneficial as a support system whilst pursuing their degree.”*

Below are participant suggestions for improvement to various aspects of the AGEP program:

Scholar open-ended responses

- *“Please open communication between institutions. Peer mentoring is easier when we can communicate with one another through a private forum such as Facebook or even a listserv. We had such excellent ideas for this during the summer. Let's try to make these things happen!”*
- *“I think we should have more interactions with minority role models. The AGEP Summer Bridge Program keynote speaker was great... having more people like this talk to the scholars would be desirable.”*

Faculty/Staff open-ended responses

- *“It would be nice to have a website with a Roster of all program participants (including site coordinators, faculty, and students involved in the program [including pictures and brief bios of all]). This would allow everyone to feel like they know each other before even meeting, and would also serve as a memory refresher prior to subsequent meetings.”*
- *“I'd really like to see a preparation session for mentors...not just nuts and bolts about the program, but more along the lines of how they can sometimes contribute micro-aggressions without realizing it... I want mentors to be aware of what words like "kids", "minorities", "persistence" can mean in many contexts.”*
- *“Please be mindful of the diversity of our scholars. We have many Latino/Hispanic scholars in our cohort. A lot of the commentary and lived experience examples (anecdotes) was very much from the African American perspective.”*

Program Administrator Interviews

In-person interviews with four (4) participating program administrators over a series of three interviews (one interview was conducted jointly) focused on the dimensions of NOA-AGEP programs and activities as they pertain to institutional support, diversity and inclusion, and mentoring impact.

We report their responses according to three major themes that emerged across program administrator and scholar interviews as follows: (a) campus and program climate, (b) mentoring and URM student success, and (c) program administration. Participants were also asked to offer suggestions for improvement at the conclusion of each interview, which are summarized at the conclusion of this section.

Campus and Program Climate – Diversity and Inclusion

Program administrators discussed the challenges and opportunities associated with efforts to advance diversity and inclusion initiatives at their respective institutions within the broader Northern Ohio context and amid an increase in documented racial incidents and student activism on college campuses nationwide. Despite the difficulty associated with recruiting and retaining URM students to the program, each of the alliance institutions spoke positively about important changes happening at their respective institutions related to issues of diversity and inclusion, influenced largely by changes at the faculty and leadership level, the role of the institutional diversity officer, and in organizational structures and programming. As one respondent explained, there are “more issues on campus in terms of diversity, which is positive, but could be considered negative by others.”

Two respondents also expressed concern about how diversity is conceptualized, with one stating the limited notions of diversity that do not adequately account for Latino students in particular. Both respondents in separate interviews noted the fact that despite Northern Ohio’s large, but “not very visible” Latino population, a lack of focus on URM students who identify as Latino is a source of concern given their larger representation throughout the region, largely as members of the migrant worker community. As one participant explained regarding diversity efforts at her/his institution, “As far as the climate and the culture, I don’t necessarily think that when people define diversity, they’re always as broad as it should be.”

Program administrators also discussed the fact that all faculty are not necessarily prepared or equipped to address issues of diversity and inclusion and/or support the academic needs and success of URM students. One site coordinator explained,

I think the climate is improving, because there's a real visible focus on it. We now have a diversity report. And we've done climate surveys, but it hasn't always translated into visible programs. . . I still feel right now that our [NOA-AGEP] cohort is still kind of separate from the university as a whole. So we're kind of moving along in a parallel fashion. I personally would like to see us become tied together with [our diversity office] for the diversity trainings. . . and I really think that what's going to be most helpful for the NOA-

AGEP scholars - is that their peers and immediate faculty have training. And right now, that type of training is not happening.

Mentoring and URM Student Success – Qualifications, Roles, and Responsibilities

Related to campus and program climate, participating administrators discussed the importance of faculty getting the support they need in order to learn how to mentor students in general, and URM students in particular. There were questions concerning faculty capacity to support diversity and positive URM student experiences and academic at the institutional level, especially among faculty in STEM. As one administrator explained,

It's clear that we, as I think probably almost every community in the United States, we have some problems. But we also have a lot of people, I think, who are committed to addressing those problems. We have some awareness, but I believe that we have a lot of STEM faculty who are not very aware. And they – I think they have very traditional views about their roles as graduate faculty.

This administrator went on to explain how this traditional approach to faculty advising and mentoring “are probably not even always well suited for mentoring white males, but especially poorly suited for many other members of our population.” Despite clear “room for improvement,” there are several faculty eager to participate in diversity and inclusion activities and positive responses from their program chairs and graduate coordinators concerning URM student recruitment and support. “But there's plenty of room for other progress.”

There was, however, a lack of clarity around the definition of a “mentor” within NOA-AGEP, which can be attributed to different norms and standards based on academic discipline, institutional structure and culture, and grant type (e.g., graduate student funding vs. training grants). There are also questions of fit between mentors and scholars, if mentors should be assigned to scholars, and whether or not faculty are interested and equipped to mentor URM students. Forthcoming plans to address the qualifications, roles and responsibilities of mentors will be important to the implementation of the NOA-AGEP Mentoring Circles program, along with other campus-wide diversity initiatives, like the Mentoring Fellows program underway at one of the alliance institutions.

Program Administration – Planning, Communication, and Transparency

Closely connected to the previous discussions of campus and program climate and mentoring was the issue of program administration, namely the importance of planning, communication, and transparency as it related to the implementation of NOA-AGEP. At the time of these interviews, the program was halfway through the second semester of the operationalization of the grant, with variation across sites given the extent to which they were able to admit scholar. As such, some campuses are still in the process of recruiting students, while other are working to identify faculty mentors and set up labs as students through their rotations.

One site coordinator expressed frustration with scholars not attending required events and activities or responding to requests in a timely manner. However, the larger issue of communication and the need for more advanced planning, clarity, and transparency was an important one as one program administrator explained,

I would like to reinforce that we have more frequent principal investigator/site coordinator meetings as a big group, to sort of check in with each other where we're going. . . . when we get together, it's really good, but I think it's time that we establish a schedule for that . . . set the time ahead.

One of the very positive program elements expressed by administrators and scholars alike were the quality and contributions of the academic coaches, which is a component of the program that should be explored further given its influence on the experiences of the scholars and perceptions of faculty and administrators to date.

Scholar Focus Groups

Two focus groups were conducted with participating NOA-AGEP scholars with 10 in the first group (2 arriving midway through the interview) and 7 in the second group. An additional interview was conducted with one scholar at the retreat who did not attend the research symposium. Questions focused on their experiences and perspectives related to: (a) institutional support activities, (c) peer support activities, (b) diversity and inclusion and (d) mentoring impact. Participants were also asked to offer suggestions for improvement at the conclusion of each interview.

Campus and Program Climate – Diversity and Inclusion

In terms of campus and program climate, across focus groups, scholars had varying experiences based on their particular discipline, campus culture and structure, program administration, and assignment (or not) of a faculty mentor and/or advisor. Focus groups appeared to be illuminating for scholars as this was, for many of them, the only opportunity they have had to reflect on their individual experience and exchange notes, concerning what like as a NOA-AGEP scholar was on other campuses. For example, as one scholar explained,

We know who our site coordinator is and our PI of our universities. But as far as like our individual mentor or our individual academic coaches, we don't know those titles – not in that terminology I guess. Everybody has their own way of describing that person.

Another student suggested, “there needs to be a page or something that identifies who all these people are and their titles. So that way when we're talking to someone we know this is whoever they're supposed to be and their role.” One student expressed a sense of isolation at her institution, “I feel like as far as [university] is concerned there's no person I feel comfortable going to there if I have any problems with scheduling classes or maybe transitioning in rotations. It's just kind of like a free for all. But you know [another alliance institution] is more organized.” A student at the institution replied, “I think because there is a lot of us that you guys think it's organized. We are so confused too.”

Mentoring and URM Student Success – Qualifications, Roles, and Responsibilities

Scholars echoed some of the same sentiments program administrators shared concerning NOA-AGEP mentor qualifications, roles, and responsibilities. They spent a significant amount of time during the focus groups asking questions about what mentoring and advising was like at their respective institutions, revealing a lack of any clarity around what a mentor is, what their responsibilities are, and subsequently, the roles and responsibilities of scholars as mentees.

Another issue discussed was mentor identity (i.e., race, ethnicity, gender) and the extent to which that it was important to the NOA-AGEP mentoring experience. As one scholar explained,

I think yes and no. I think to some extent yes because sharing that same kind of racial identity you know that they've gone through similar experiences and they can give you advice on that. But then at the same time you can share a racial identity and that person could have not had similar experiences or had a completely different background. And then on the flip side you could have someone who you don't share a racial identity with but yet it's still very culturally aware and knowledgeable and understands

Another scholar said, “it's more or less looking for someone who either understands certain life experiences and then understand, I guess, the racial disparities and the consequences of those. It's more like the understanding and the acknowledgement rather than the actual identity.” In addition, one scholar shared how the Summer Bridge activities were “a big deal” for her because it increased the awareness of her assigned mentor.

The mentor that I was forced to have, I felt like she wasn't as aware of some things that might happen with a minority student. So I think that it was important for her to see that I'm not just making something up. Like for instance micro-aggressions exist. That's something that she didn't understand and she didn't know . . . the thing I liked about the exercise was that even though she's a white female she was able to understand it in a different context where she was just a woman in science. So they gave an opportunity for her to see okay it's not necessarily about race. It's also about the fact that you may be a minority as a female. So then she was able to make the connection.

Another student spoke about her/his process for choosing a lab by looking at the diversity represented among their former students. S/he explained, “. . . the lab that I ended up choosing she had various students from various backgrounds, various countries. And so on a certain level I could understand that . . . being in her lab wasn't the first time she was speaking or interacting with a person of color.” Another scholar observed,

As far as like a mentor goes, like my PI is really great, very supportive, but he's a typical male scientist. So while he's really supportive he doesn't understand what it's like to be a woman in science. He does not understand what it's like to be a Hispanic in science. So like while he's really great at giving me other advice he doesn't know how to navigate certain things where people with those experiences would be able to give me advice. I

think someone like a mentor who has like that type of experience would be like really helpful, like same as me.

Finally, some scholars spoke of their unique challenges communicating with their mentors/advisors. As one explained,

Sometimes I feel like I can't talk to my advisor. And it's not even because she's also my NOA-AGEP mentor. Just I guess her personality – Sometimes I feel like she's really helpful. She's very encouraging. But she's really smart. So then sometimes when I'm talking to her and I'm trying to explain something it doesn't come off right. So then I feel dumb. So then I don't want to talk to her. . . I don't know if that bridges in with the NOA-AGEP mentor relationship.

This sentiment was shared by other students, including one who expressed there was no one on her campus she felt comfortable talking to, even about her coursework and academic challenges.

Fortunately, the focus group allows the scholars an opportunity to share with their peers some of the concerns, frustrations, and issues they were facing in a somewhat isolated fashion in their respective classrooms, labs, programs, and institutions. They all spoke very highly of their academic coaches, however, even wanting the to participate in the focus groups, to which she declined, as she wanted the students to have an opportunity to share their experiences freely among themselves and with the evaluators.

Program Administration – Planning, Communication, and Transparency

Perhaps the greatest concerns and frustration among scholars centered on what they perceived to be a lack of planning, communication, and transparency concerning various program elements, including the definition and role of a mentor, scholar expectations, namely around attending and participating in meetings and events, and the timely payment of stipends. For example, scholars reminded us that during the Summer Bridge Program, they were told they would receive a list of mentors and coaches, but never did.

In addition, some indicated that calendar items are shared at the last minute, making it difficult to plan their schedules accordingly. One student explained, “I feel like communication is very lacking because I will be told we have a meeting like the next day. Not really the next day but not in advance to where it's like you didn't even check with my schedule.” In fact, many stated they were not aware that they were required to attend, much less present, at the research symposium, and none of them knew that external evaluators were attending and would be requesting to spend time with them. As one person indicated regarding the focus group, “This is a surprise.” Another scholar suggested,

I think when things are more transparent on the end of – like someone on the administrative end – it makes them accountable . . . It puts them on top of what they're supposed to do because then they realize okay people are expecting this date. I need to send it out. So then they'll send it and then everyone is aware. . . .

Scholars also underscored the importance of holding administrators accountable not only for keeping participants informed, but also making sure students are receiving the support they were promised when recruited to NOA-AGEP. As one student stated when she discovered two of her peers did not yet have mentors:

You shouldn't have two students at a university who don't have a NOA-AGEP mentor. To me that's confusing because I don't feel like we're going to all benefit equally if we don't all have the same opportunities. . . I'm almost upset about that because . . . This isn't supposed to be a negative experience.

Even students with mentors sensed that their assigned mentors were exactly sure what their role was as a mentor, something that could benefit from clarification at the NOA-AGEP program administration level. For example, one student shared,

I mean he knows he's my mentor, but I don't think he knows what his role is in the program as far as being a mentor is. I mean he [example of providing support], but like other than that he just asked if I'm doing the homework and attending the coaching sessions. But other than that, he doesn't really know what he's supposed to do.

Finally, students expressed great desire and interest in developing greater connections as peers and a network of support for one another. They indicated that even within their institutions, they lack opportunities to interact with one another, and were very excited about the prospect of developing a formal means of communication for them to interact with one another, whether a Facebook page or some other mechanism for staying connected, celebrating accomplishments, etc.

Conclusion and Preliminary Thematic Recommendations

The Y2 implementation of the NOA-AGEP reveal opportunities to build on and improve. Survey, interview, and focus group accounts from scholars and faculty/staff illustrate that there is generally very high satisfaction with the core components of the program to date. Each of the three workshops provide a reflection of the type of activities were most beneficial and which activities or program processes deserve more improvement for greater participant success. The following preliminary thematic recommendations and bulleted examples from responses signal next steps for program planning and improvement:

Theme 1: Communication

- Provide regularly scheduled principal investigator/site coordinator meetings as a big group
- Provide better clarity around roles (mentors, PIs, etc...)
- Provide more communication and planning regarding program events
- Clearer details about stipend distribution and allocation
- Develop virtual platforms (FB, listservs, etc...) to assist participant communication and networking across and within institutions

Theme 2: Documentation

- Document AGEP scholar participation in STEM scholarships, projects, other non-AGEP STEM related activities and programs
- Evaluate impact of academic coaching
- Increase transparency and accountability of program processes

Theme 3: Peer, Professional, and Career Development

- Provide professional development sessions for students focused on career development and success (i.e., presentations, grant writing)
- Provide more guidance and roadmap for professional goals
- Facilitate peer mentoring opportunities for professional and career development
- Provide training and professional development support specifically for faculty/staff on ways to mentor diverse scholars of color

Theme 4: Representation

- Develop ways to recruit more scholars of diverse ethnic and racial representation in NOA-AGEP
- Facilitate more mentors and role models (formal or informal) from diverse ethnic and minority groups, especially those that represent the scholars' identities

Appendix A:
Breakdown of participant demographic information,
institutional affiliation, and response rate per survey.

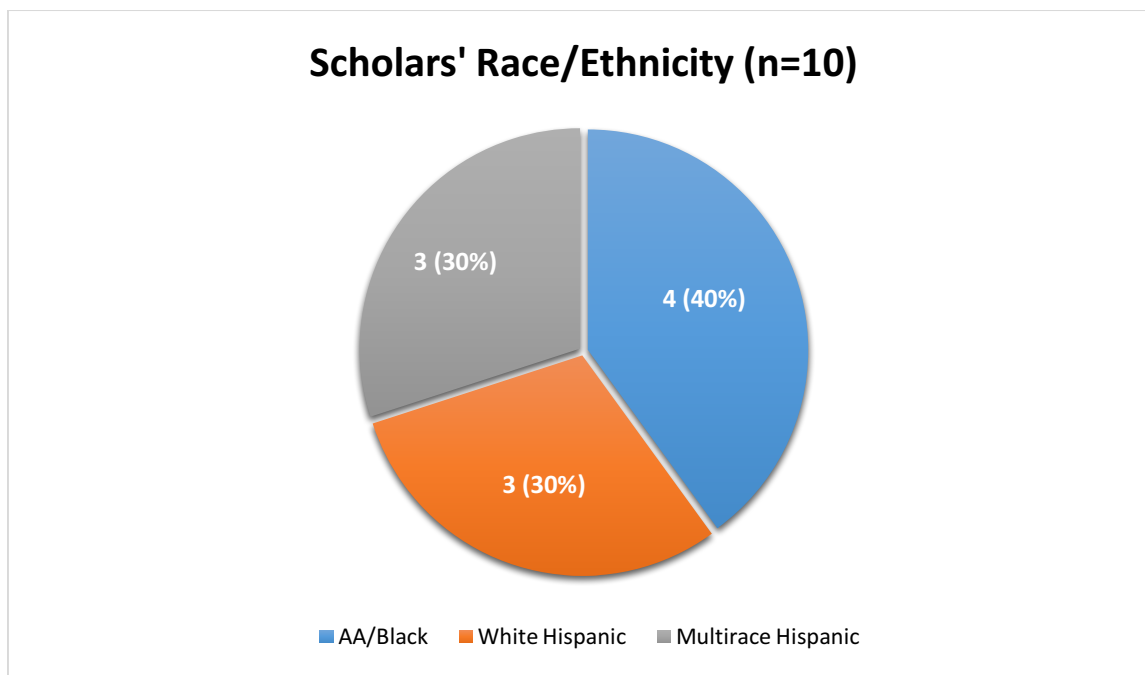
Summer Bridge Program End of Session Survey (Survey 1)

A total of the 21 participants completed the survey. 10 were NOA-AGEP scholars, 10 were faculty/staff members at NOA-AGEP alliance institutions, and one identified as “other.”

Although 100% of the scholars were underrepresented minority students (URM), none of the faculty/staff self-identified as being of Hispanic, Latino or Spanish descent while two out of nine (22.2%) faculty/staff participants selected Black or African American as their race. Of the six (60%) scholars who reported that they were of Hispanic, Latino or Spanish descent, three of them identified as white and three identified as multiracial. Four (40%) of the scholars identified as Black or African American only. Of the total participants, six (31.6%) were male and 13 (68.4%) were female. Six (60%) of the scholars were male and four (40%) were female.

The breakdown of the scholars’ race and ethnicity are displayed in Chart 1.

Chart 1. Summer Bridge Scholar Race & Ethnicity



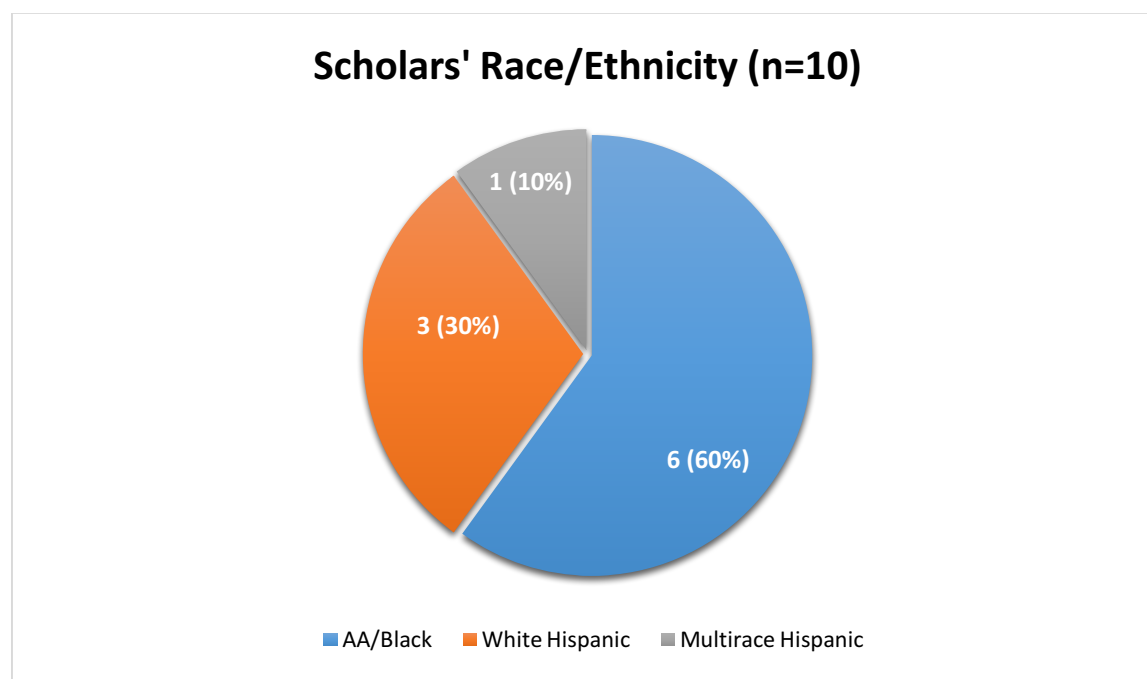
End of Research Symposium Survey (Survey 2)

A total of the 19 participants completed the survey. 10 were NOA-AGEP scholars and nine were faculty/staff members at NOA-AGEP alliance institutions.

While 100% of the scholars were URMs, only one out of nine (11.1%) faculty/staff self-identified as being of Hispanic, Latino or Spanish descent while none of the other faculty/staff participants self-identified as a URM. Of the four (40%) scholars who reported that they were of Hispanic, Latino or Spanish descent, three of them identified as white and one identified as multiracial. Six (60%) of the scholars identified as Black or African American only. Of the total participants, six (31.6%) were male and 13 (68.4%) were female. Two (20%) scholars were male and eight (80%) were female.

The breakdown of the scholars' race and ethnicity are displayed in Chart 2.

Chart 2. Research Symposium Scholar Race & Ethnicity



End of Retreat Survey (Survey 3)

A total of the 25 participants completed the survey. 16 were NOA-AGEP scholars and nine were faculty/staff members at NOA-AGEP alliance institutions.

While 100% of the scholars were URMs, none of the faculty/staff self-identified as being of Hispanic, Latino or Spanish descent and one out of nine (11.1%) faculty/staff identified Black or African American as their race. Of the eight (50%) scholars who reported that they were of Hispanic, Latino or Spanish descent, two of them identified as white, four identified as multiracial and two did not select a race. The other eight (50%) scholars identified as Black or

African American only. Of the total participants, 16 (64%) were female and nine (36%) were male. Five (31.2%) scholars were male and 11 (68.8%) were female.

The breakdown of the scholars' race and ethnicity are displayed in Chart 3.

Chart 3. Retreat Scholar Race & Ethnicity

