

Health
Career
Programs

2012

This report will examine the successes and areas for improvement for the 2012 summer experience.

Annual Report

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The success of the summer programs offered by the Office of Health Career Programs (HCP) is the direct result of a team of dedicated individuals pulling together resources to help students prepare for future careers in the health professions. In an effort to acknowledge some, we will undoubtedly forget someone who we intended to say thank you to, so to all who are reading, "Thank you, for your support of our students and our programs!"

To the University of Tennessee Health Science Center administration and deans, Chancellor Schwab, Dr. Scheid and Dr. Brown, without your support financially and professionally the summer programs would not exist. We are proud to say that we have extraordinary support from within our institution.

Dr. Eoff, Dr. Thomason, Dr. Johnson, Dr. Covington and Mr. Nelson Strother, thank you for your assistance in selecting an excellent group of students. The partnership with your colleges is such a blessing for our students.

To the staff in the College of Graduate Health Sciences, Felicia Martin and Becky Brown, thank you for your tireless efforts, guidance and encouragement.

To Elise Moore in the Department of Special Events, thank you for your weekly contributions, guidance, and support.

To the faculty of the Colleges of Medicine, Pharmacy and Dentistry: thank you for your time and energy to teach our students not only the subjects, but how to be successful.

To the Track II faculty: Dr. Sherry Painter and Dr. Dan Osborne. The students are able to achieve their dreams because you care.

To the Track I preceptors, the exposure you provide to our students is invaluable to their career development. The students may have already said thank you, but please receive it one more time, "Thank you!"

To the TIP/SASS staff: Sade' Baker, Kathy Gibbs, Laurie Brooks, Marcia Seeburg, Nikki Dyer and Tanya Biscardi, thank you for working so hard to encourage and guide the TIP students into academic success. Whether it was copying stacks of papers, sorting excel spreadsheets, meeting with a student in crisis or giving encouragement, it is greatly appreciated.

To the Summer Research Programs mentors and their laboratory staff, thank you so much for the seeds you have sown in the next generation of biomedical scientists.

Summer Science Institute has been with us for three short years, but has already made an impact on UTHSC and Tennessee high school students. Terrika Thornton and Jireh Holder, thank you for being on the front lines and making everything flow. To James Smith, Jr., Kylie Beukema, Sheila Liddell, Jazmin Johnson, Fabian Wiley: your energy and knowledge excites, enlightens and engages. Thank you.

To the GEB staff, you make it happen! Scheduling, clean up, tables, IT, thank you for making it look easy.

We look forward to doing it again next year!

-CT and ID

I. Executive Summary

Program Summary

In 2007, minorities (Latino, American Indian and Black) constituted about 30% of the US population but only 8.7 percent of doctors were from these groups. It is estimated that by the time the overhaul in healthcare is fully implemented there will be 35 million newly insured Americans, creating a shortage of 100,000 primary care doctors in 2020. Tennessee Institutes for Pre-Professionals (TIP) addresses the inequities that exist within professional school education, patient care and educational opportunities for traditionally underrepresented students. The program uses three tracks (Track I, Track II, and Track III) as a conduit to accomplishing its goal of increasing the number of underrepresented minorities in health professional programs (see page 8 for track descriptions).

Of our two hundred and thirty (230) applicants, TIP faculty and staff successfully supported fifty-nine (59) students in the 2012 summer program. The students reported overwhelmingly strong satisfaction with the program's ability to help them pursue their career goals in all three tracks. Faculty also expressed their overall contentment with the program and the students. However, there are three areas in which the program must address to continue its success. Below we identify the problem statement areas and our proposed response to each concern.

Program Improvements

	2012 Updates	2013 Program Improvements
Track I	A full time student assistant was assigned to Track I programming for consistency in services.	Friday activities with TIP I are dependent on the quality of the student assistant. Continuous monitoring of the Track I experience should happen by HCP staff to ensure quality experiences.
	Student assistant visited all Track I sites during students clinical experiences.	
Track II	Continued restructuring of Track II to support long term stability and growth: Princeton Review contract for MCAT Contract with Kaplan DAT/PCAT On-Demand programs for Track II	Increase personal study time for students to prepare for upcoming lessons by removing unnecessary programming such as PSR lab
	Increased materials and faculty support for DAT/PCAT: TOPSCORE, Crack the DAT and Orgomon series material.	Provide a Dental, Pharmacy and Medicine student for each track to answer questions specific to each track
		Revisit scheduling and schedule changes and communicating these changes to students more efficiently.
Track III	Current stipend rate of faculty in Track III was reduced from \$100/hr. to \$60/hr. to reduce current expenses.	Student Assistants need planning time in their schedules as well for Track III question groups and tutor sessions.
	College of Medicine and Pharmacy students completed with 100% success.	Exam Soft coordination needs to occur between COP, COM, and EdTech. The initiation of this process should occur from the HCP office.
SSI	COP MCOE grant was able to provide \$300 stipends to all students.	Increase and sustain focus on the overall theme of the program through more activities.
	The theme “Water Quality and Its Impact on Our Health” for students that promotes science exploration but maintains cultural significance.	Increase student exposure to the process of graduate/ professional school admission.
SRS	Weekly social and career development events were provided to SRS students	Wait to process last check until students have turned in abstracts
	The addition of a SRS coordinator through the MCOE grant allowed for advanced planning of program events and organization	Shorten final presentations to 10 minutes per student
	Advanced planning took place to ensure ease of transition for students	Have various volunteer opportunities to choose from
	Weekly attendance logs & random checks incorporated to decrease unexcused absences	Make weekly sessions more interactive
	Granted 3 FASEB MARC scholarships	Apply for more FASEB MARC scholarships
Sustainability	Online Application for all HCP 2012 programs was successfully developed and implemented	A database and tracking system of all HCP recruits and enrollees continues to be developed.
	Student Assistant Handbook and Training week was developed to assure clear responsibilities and accountability.	Develop a mass marketing plan to communicate HCP programs to a wider audience.

Tennessee
Institutes for
Pre-
Professional
Students

2012

This report will examine the successes of the 2012 summer experience and areas for improvement for the 2013 summer experience.

Annual Report

II. Introduction

General Information

The Tennessee Institutes for Pre-Professionals (TIP) program is a state-wide effort whose objective is to increase the representation of various groups of students who are underrepresented in the health professions. TIP operates on the campus of The University of Tennessee Health Science Center (UTHSC). Since TIP's inception in 1987, one thousand four hundred and fifty (1,450) Tennessee residents have participated.

Program participants are all enrolled undergraduates, freshmen through seniors. The participants are recruited from colleges throughout Tennessee and bordering states, as well as other states where there are Historically Black Colleges and Universities (HBCU's) and sizeable concentrations of Tennessee residents.(e. g. D. C., Atlanta, and Georgia).

A total of two hundred thirty (230) applications were received. Twenty-two (22) students were denied because of academic deficiencies in their records and/or ineligibility; Three (3) students withdrew their application from consideration; one hundred sixty-six (166) applications remained incomplete despite repeated efforts to expedite their completion, 59 students were accepted. As is normally true, the majority of participants, Thirty-eight (38) were women.

Out of the 59 participants, 40 students attended Tennessee undergraduate institutions. The number of students from various undergraduate institutions is reflected in Table 1 below.

The distribution of students relative to their health professional area of interest and TIP program tracks is summarized in Figures 1 and 2, respectively.

Institution	Number of Students
Alcorn State University	4
Auburn University	1
Austin Peay University	1
Carson Newman College	1
Christian Brothers University	3
Columbia University	1
Oakwood University	1
Jackson State University	1
Lane College	2
Lincoln University	1
Middle Tennessee State University	4
Millsaps College	1
Northwest Mississippi	1
Vanderbilt University	2
Rhodes College	2
Tennessee State University	4
University of Memphis	8
University of Tennessee Chattanooga	7
University of Tennessee Knoxville	6
Xavier University	1
South Illinois University Carbondale	1
Spelman College	2
St. Louis University	1

Figure 1. Distributoin of Students by Professional School Interest

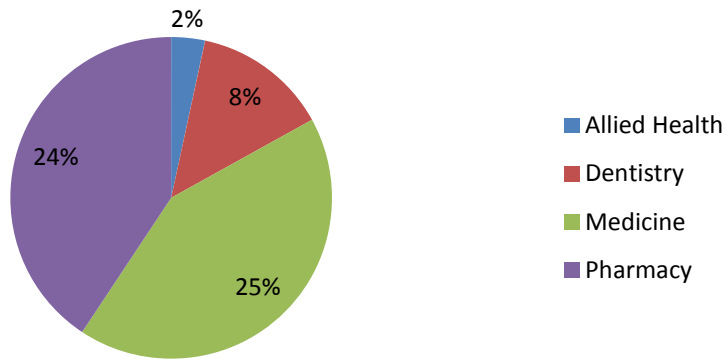
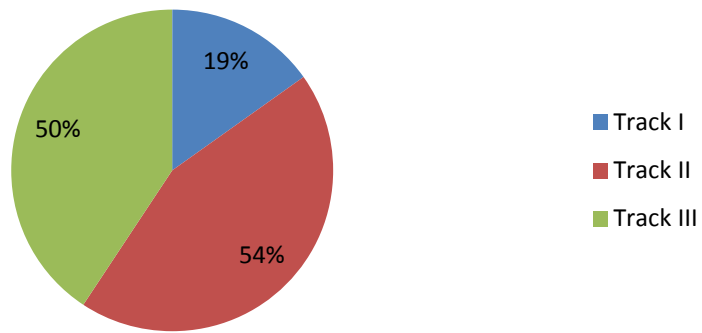


Figure 2. Distribution of Students by Track



Program Description

There are three distinct components or Tracks of the TIP program:

Track I.

Track I provides internship experiences where students work alongside local practitioners in the students' areas of interest. It enables students to fully understand the rigors and challenges of being a health professional. For many, it provides a framework by which students may come to (1) appreciate the stark realities of the profession, (2) reaffirm their desires to become health professionals, and (3) help them better articulate (to admissions committees) their reasons for wanting to pursue the vocation. So often, underrepresented students do not appreciate the importance of acquiring exposure to the health professional setting and are ill-equipped to express substantive reasons for their aspirations of becoming health professionals.

A total of thirteen (11) practitioners were identified: four (4) physicians, four (4) pharmacists, one (1) dentist and one (2) physical therapists. These individuals provided "shadowing experiences" for students. The Track I component was six weeks in length between the months of June and July. Their eight hour work days were Monday through Thursday. Fridays the students devoted their time to academic workshops, site visits, and reflection about their internship experience.

Track II.

Members of underrepresented minority groups continue to experience difficulties associated with standardized exams. For example, the MCAT average at UTHSC for students who are accepted is a 9 or 10 in each of the three tested areas. (A perfect score in each area is 15). The Association of American Medical Colleges (AAMC) reports that the MCAT average for African American residents of Tennessee is a 7. The Track II component of TIP is a test preparation program, where the intent is to enhance students' understanding of standardized test construction and to improve their skill levels on such exams. This track helps students to identify any deficiencies they may have in their test taking and learning skills. The students then learn how to overcome these deficiencies, which in turn will enable them to achieve the criterion score on the entrance exam critical to professional school admission.

Track III.

The participants of the Track III component of TIP have already applied and been accepted for admission to UTHSC colleges of medicine, dentistry, and pharmacy, but their eventual matriculation into these colleges requires that they achieve a grade of no less than a "C" in each of the courses offered in this track. The courses offered are the same as many in the first year's curriculum (discussed in detail below).

The Track III component also includes a great deal of learning skills preparation. Formal workshops were given for such topics as goal setting/time management, problem solving, memorization, stress management, etc., but time in the schedule also allowed students the opportunity to work individually in learning labs. In fact, students were required to devote 20 hours during the summer to individual learning skills development. They visited Student Academic Support Services (SASS) and worked independently on self-paced computer exercises, such as vocabulary improvement, reading comprehension, and critical thinking.

***Program Participants
Faculty***

Track I was facilitated by TIP staff. In addition, a preceptor or practitioner was assigned to each student for various internship exposures. There were five faculty members for **Track II**. One Track II faculty member was full time faculty in Le Moyne-Owen's Chemistry and Physics Departments; one Track II faculty member was faculty at Briarcrest High school; and three Track II faculty were instructors provided by Princeton Review. There were fifteen (15) UTHSC faculty members in **Track III** who taught courses to students holding acceptances to the College of Medicine and the College of Pharmacy.

Track II Faculty

Princeton Review provided three (3) instructors and lecture materials for Biology, Physics and Organic Chemistry.

Sherry Painter, Ph.D.
Associate Professor
Chemistry

Daniel Osborne, Ph.D.
Track Director
Mathematics

Track III Medicine Faculty

Eldridge Johnson, Ph.D.
Professor
Anatomy & Neurobiology

Donald Thomason, Ph.D.
Professor & Dean of Graduate Health Sciences
Physiology

Charles Leffler, Ph.D.
Professor
Physiology & Biophysics

Jack Wilson, Ph.D.
Professor
Anatomy & Neurobiology

Satoru K. Nishimoto, Ph.D.
Professor
Molecular Sciences

Pat Ryan, Ph.D.
Associate Professor & Assistant Chair
Microbiology

David Nutting, Ph.D.
Associate Professor
Physiology & Biophysics

Tony Marion, Ph.D.
Professor
Immunology

Vicki M. Park, Ph.D.
Associate Professor
Genetics

George Cook, Ph.D.
Professor
Biochemistry

Track III Pharmacy Faculty

Hassan Almoazen, Ph.D.
Assistant Professor
Pharmaceutical Sciences

Pat Ryan, Ph.D.
Associate Professor & Assistant Chair
Microbiology

John Buolamwini, Ph.D.
Professor
Pharmaceutical Sciences

George Cook, Ph.D.
Professor
Pharmacology

Lidia Gardner
Instructor
Neurology

Charles Leffler, Ph.D.
Professor
Physiology & Biophysics

Kafait Malik, Ph.D.
Professor
Pharmacology

David Nutting, Ph.D.
Associate Professor
Physiology & Biophysics

Dale Suttle, Ph.D.
Associate Professor
Pharmacology

Donald Thomason, Ph.D.
Professor & Dean of Graduate Health Sciences
Physiology

Tony Marion, Ph.D.
Professor
Immunology

III. Program Operation

CURRICULUM

Track I

As has been mentioned, the primary objective of **Track I** is to provide students with an exposure to health career professions. Such experience is essential as students contemplate health professional school applications. A number of interesting workshops were scheduled, including such workshops as: *Internship Discussions, Study Skills, Meet the Deans, Interviewing and Writing of Personal Statements.*

Track II

The curriculum focused on the application of the scientific body of knowledge contained in the pre-health curriculum, and specific to entrance tests required for acceptance to professional school. The fact that **Track II** students have completed the minimum science pre-requisites enabled the curriculum to be structured in a test-specific manner.

The minimal pre-requisites for professional school exams require that students have taken the following courses: biology, general chemistry, organic chemistry, and physics. During the summer, students were required to sit for seven full length diagnostics exams, though they were selectively given segments of these exams throughout the summer.

TRACK II EXPOSURES

Lectures	MCAT Hrs. of Exposures	DAT Hrs. of Exposures	PCAT Hrs. of Exposures
Physics	25.5	-	-
General Chemistry	21.5	12	18
Biology	37.5	15	17
Organic Chemistry	20	12	10
Quantitative	-	11	24
Perceptual Ability	-	22	-
Verbal Reasoning	25	10	15
Testing Technique Review (Hrs. of Exposure)	20	18	20

Track III

The **Track III**, pre-matriculation program extends an acceptance to students contingent upon their successful completion of the eight week pre-matriculation program, consisting, largely, of courses which will be taken in the regular curriculum. These courses are taught by members of the UTHSC faculty. Students accepted to the College of Medicine were exposed to gross anatomy (28 hrs.), biochemistry (12 hrs.), physiology (27 hrs.), genetics (6 hrs.), molecular biology (9 hrs.), microbiology (10), and immunology (5). Students accepted to the College of Pharmacy had classes in medicinal chemistry (21 hrs.), pharmacology (23 hrs.), pharmacy math (15 hrs.), physiology (27 hrs.) and microbiology & immunology (15 hrs.).

IV. Program Outcomes

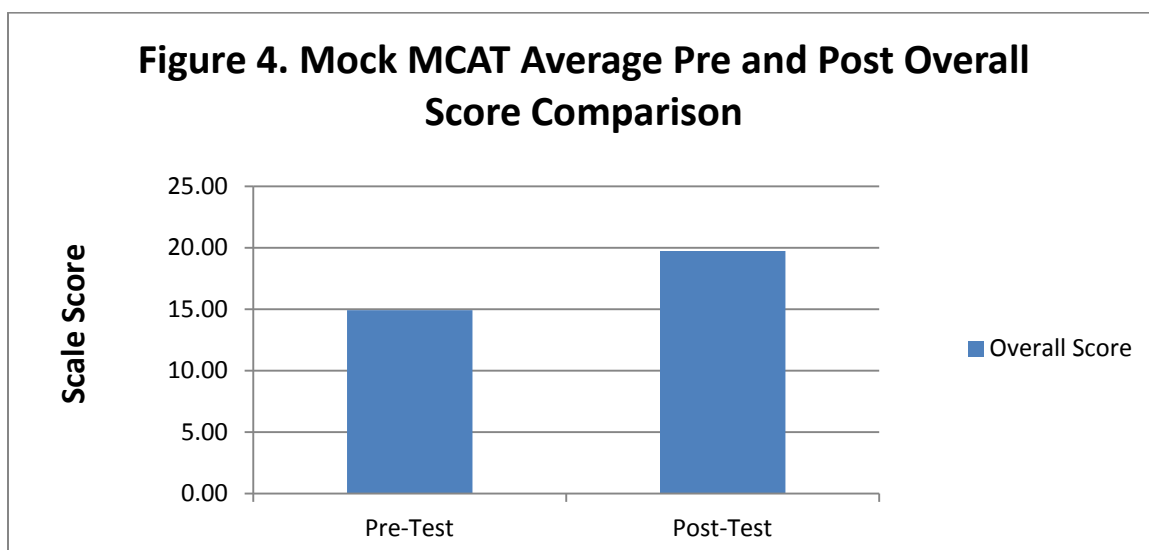
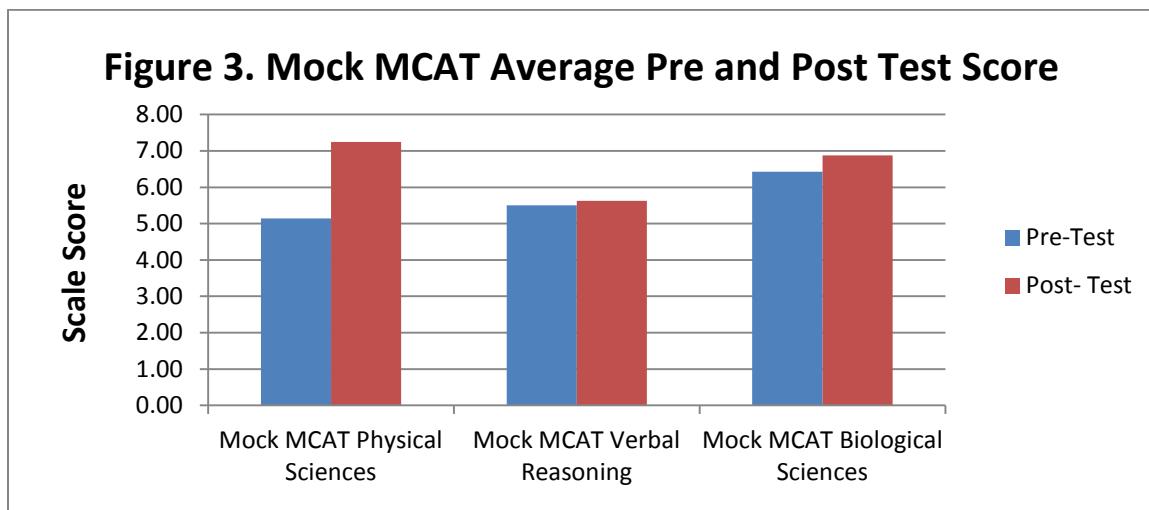
STUDENT PERFORMANCE (TRACKS II and III)

Track II students were offered basic science course review and were required to take several mock MCAT/PCAT/DAT standardized exams. All **thirty-two (32)** participants were endorsed for promotion to the next level of the program.

Successful performance in Track III was judged as the attainment of no grade less than “C” in any one course. There were 16 participants (4 medicine and 12 pharmacy), all of whom will be enrolling in the in-coming class. (ie. Medicine or Pharmacy Class of 2016).

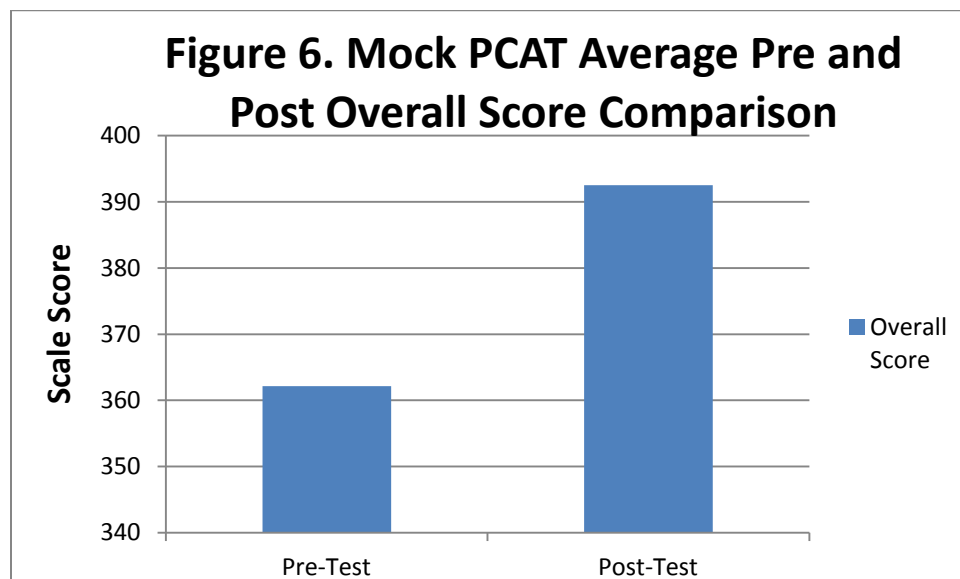
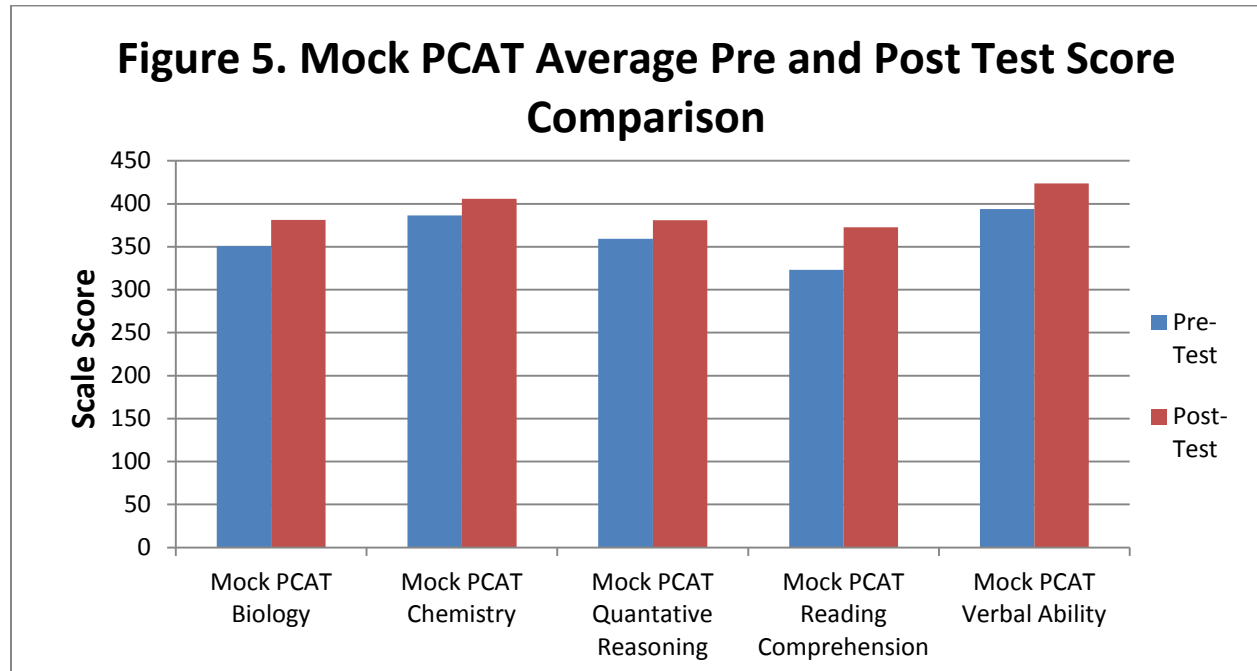
MCAT

In all sections, students saw an average increase of two points. In some instances, students’ MCAT total scores increased by as much as seventeen points. This is summarized in Figures 3 and 4 below.



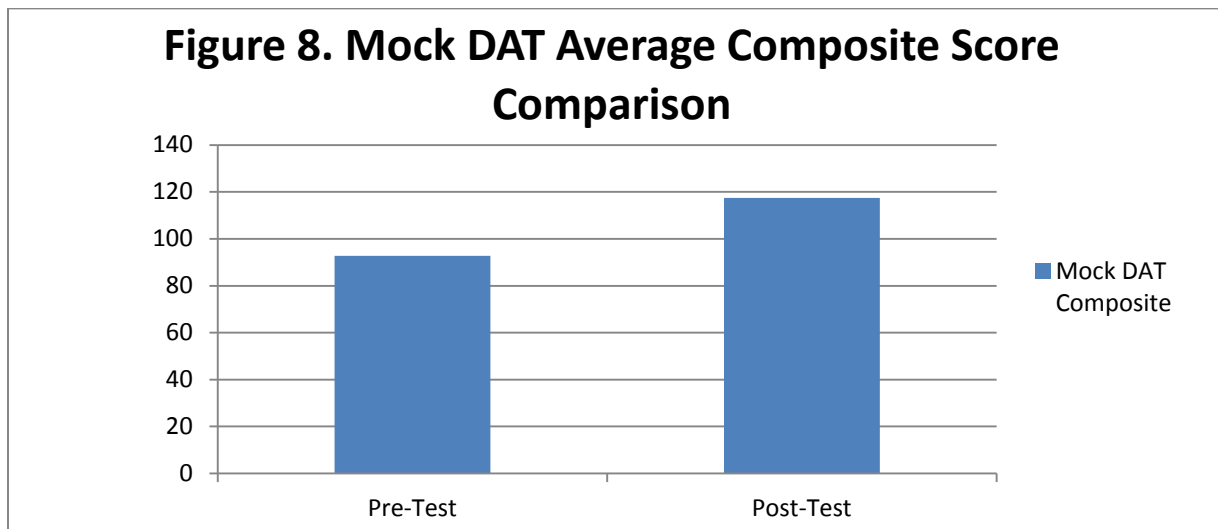
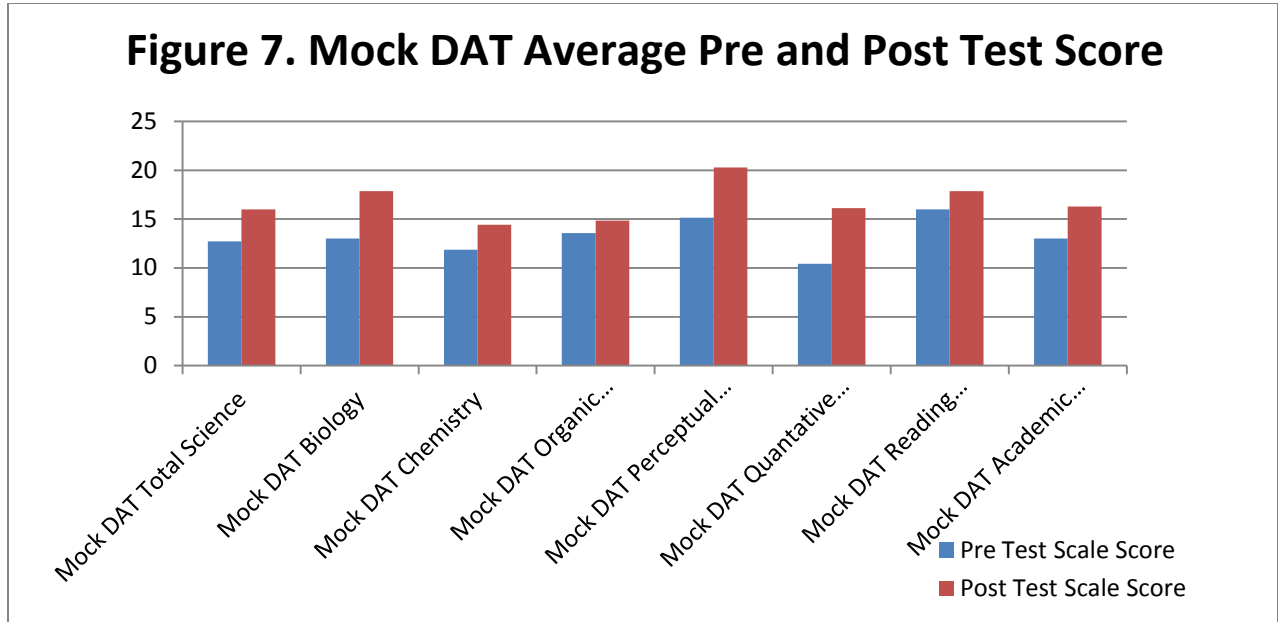
PCAT

In some instances, students' PCAT total scores increased by as much as thirty-two percentage points. PCAT students saw the greatest improvement in Chemistry and Quantitative Reasoning. The computerized versions of PCAT exams were taken although the actual exam is in paper form. Students were tested with Topscore PCAT (Pre-Test) and Pearson PCAT Practice Test (Post-Test). Figure 5 and 6 summarizes performance of the students on these tests.



DAT

Students used TopScore DAT practice exams and CracktheDAT software. These exams allowed students to practice on the computer and seem representative of how most students will score. The pretest DAT average was 17 points while the posttest average was 18. In some instances, students' DAT total scores increased by as much as twenty-one points. Figures 7 and 8 summarize students' performance on DAT.

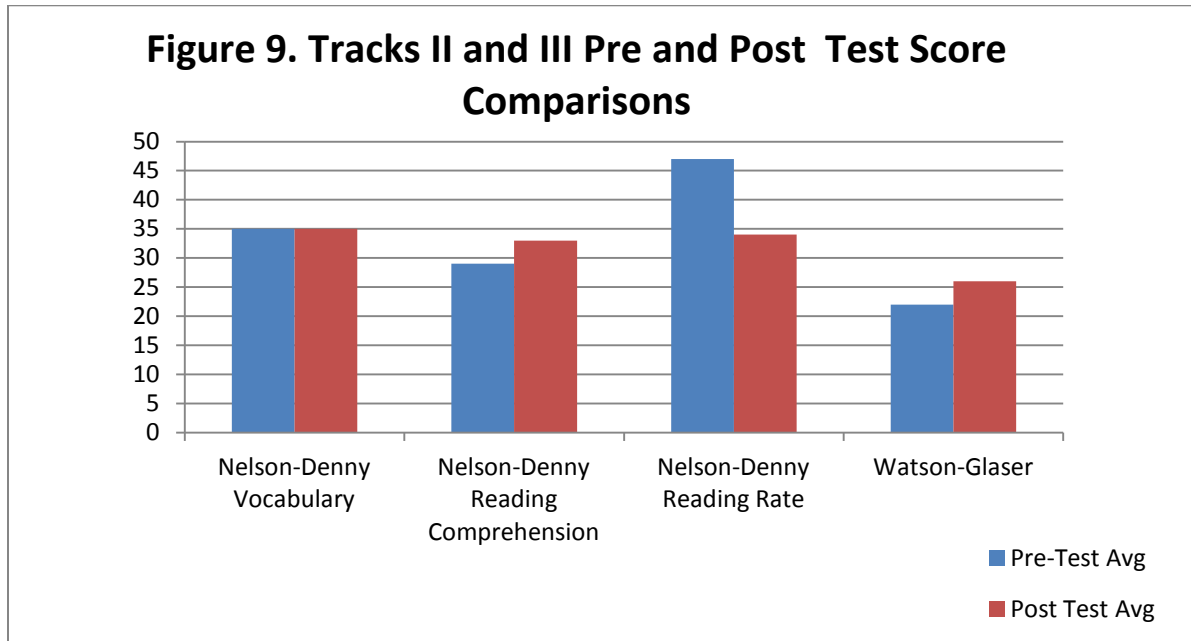


LEARNING SKILLS DEVELOPMENT

TIP 2012 Report of Pre- and Post-Assessments

The students were administered the following pretest assessments: The Nelson Denny Reading Test and the Watson-Glaser Critical Thinking Appraisal. These assessments were used to develop individual learning plans for each student while participating in TIP in order to assist them in improving their skills before matriculation. The individualized learning plans included weekly practice with software programs and books for reading rate, reading comprehension, critical thinking and vocabulary.

The range of scores indicative of average to excellent performance on the Nelson Denny Reading Test and the Watson-Glaser Critical Thinking Appraisal falls between the 40th and 99th percentiles. TIP 2012 Tracks II and III students' pre- and post-assessment performance is summarized in Figures 9-13 below:



Track II only (2 students did not complete any post-tests)

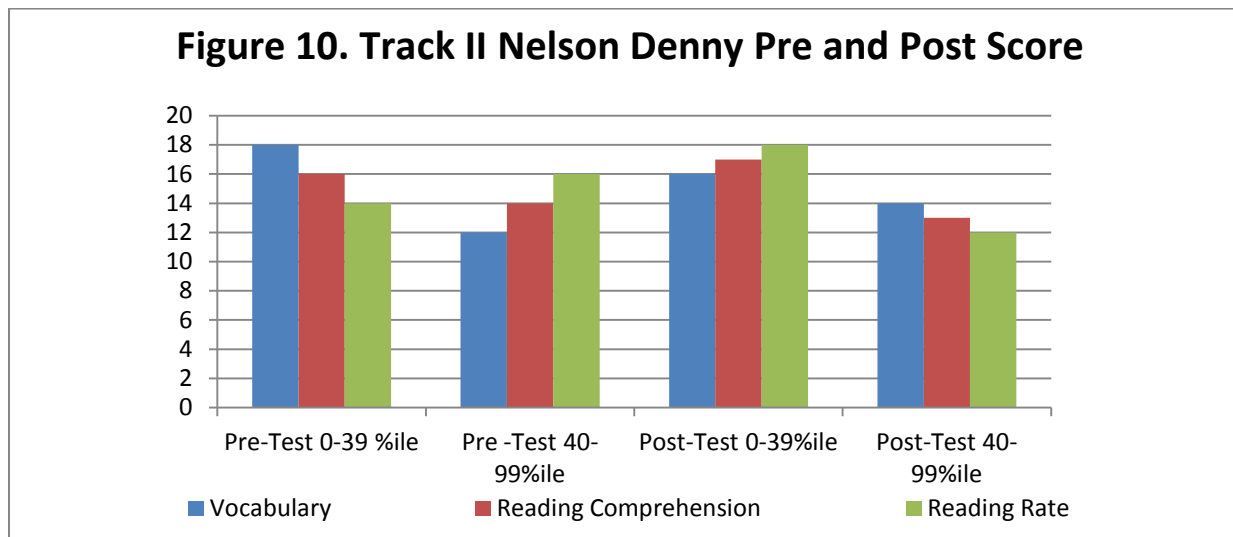
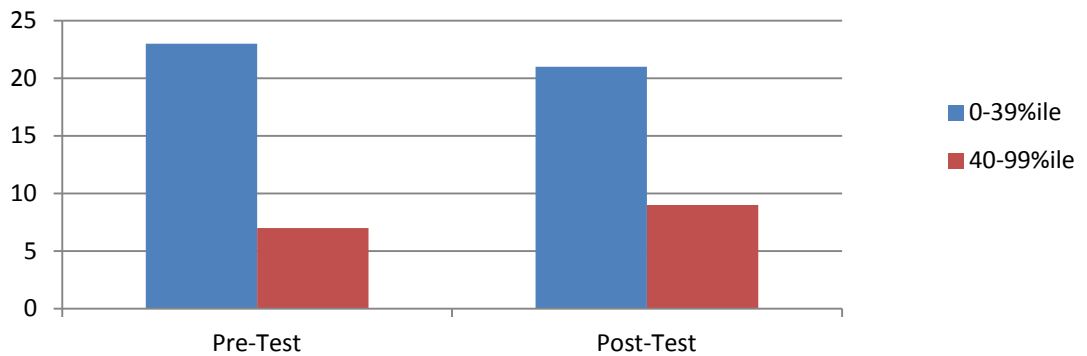


Figure 11. Track II Watson-Glaser



Track III only (2 students did not complete post test)

Figure 12. Track III Nelson Denny Pre and Post Test Score

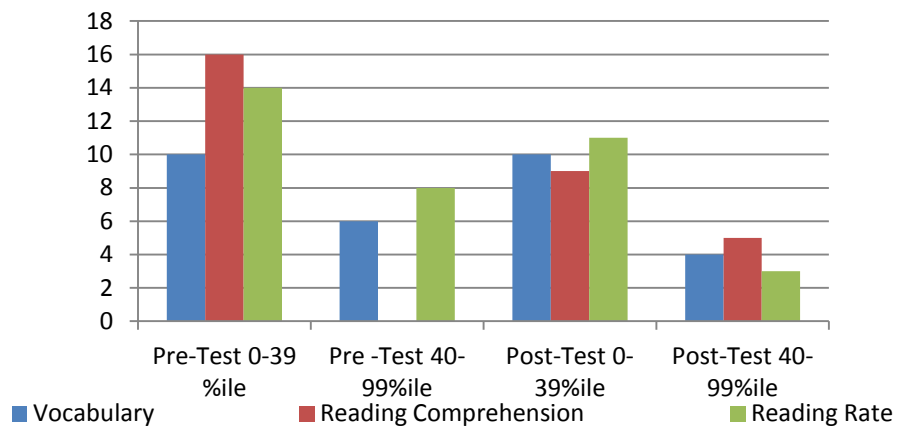
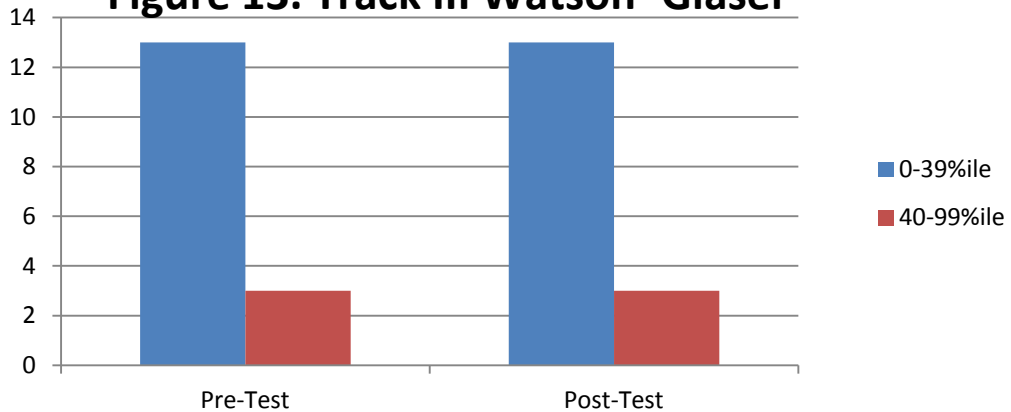
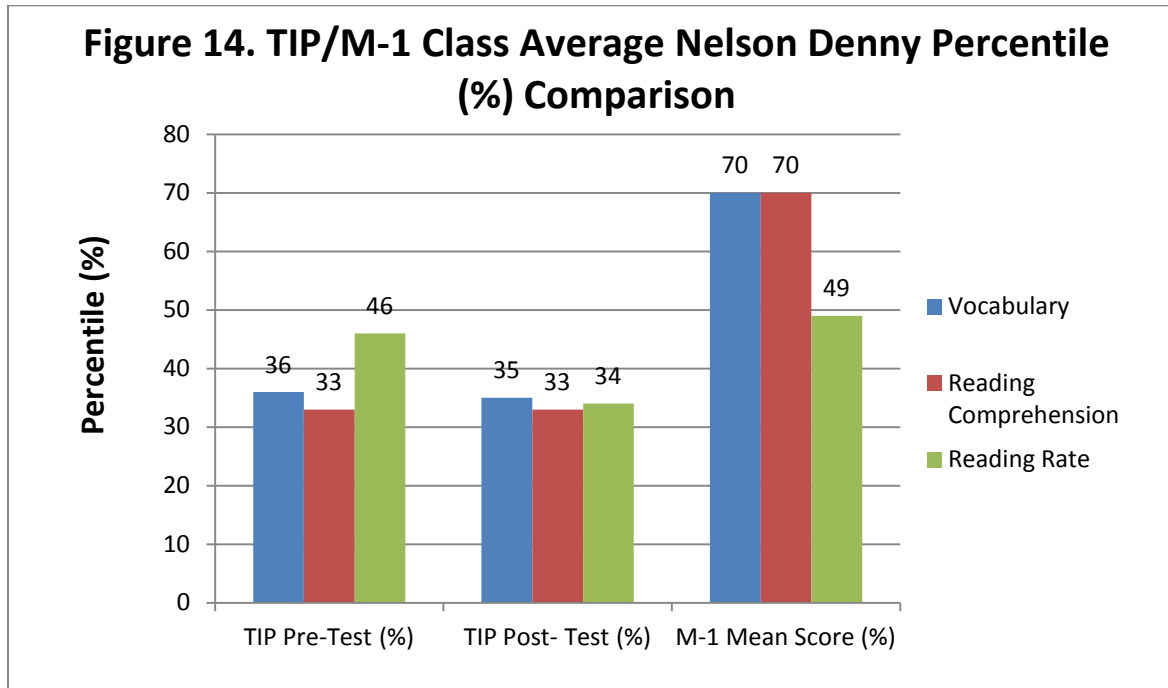


Figure 13. Track III Watson -Glaser



Comparison of TIP 2012 Students' Average Percentile rank scores with an M-1 Class
Average Percentile rank scores

From the comparison of the average percentile rank scores of an M-1 class and the TIP 2012 Track I, II, and III students' post-test percentile rank scores, the following was noted (Figure 14):



****Track I students did not complete post tests.**

V. STUDENT, FACULTY and PROGRAM EVALUATION

Track I Course Ratings and Professor Ratings

Track I Course Ratings

Number of students polled: 10

I. Program Evaluation

1. Choose the TOP 3 things the TIP I Program did well

Answer Options	Response Percent	Response Count
• Defining responsibilities in the Student Handbook	10.0%	1
• Organizing a smooth and orderly orientation/registration process	60.0%	6
• Addressing my questions and concerns.	20.0%	2
• Providing Internship Placement and Experiences	100.0%	10
• Developing Friday Career Sessions	40.0%	4
• Providing information helpful to the pursuit of my career goals.	80.0%	8

2. For what reason would you recommend the TIP program to your peers interested in Medicine, Pharmacy, or Dentistry?

- This program gives you an opportunity to meet many people that are in your field and to make sure that this is what you really want to do.
- The TIP Program is a great way to explore your career choice. It is a great resource to receive more information about the career that you want to go into.
- It gives you a great view of the career you are interested in and it helps you meet many amazing people.
- I'd recommend the program because it offers the opportunity to learn more about medicine in general. It's also very rewarding as far as the experiences are concerned.
- It is a great start to someone who knows what they want to do in that field or to someone who doesn't know. It will get your feet wet, which is why I would recommend this to my peers.
- It would help them get inside information about their future careers and better my fellow peers.
- I would recommend it to my peers because it really gives you a hands on experience at an early start in the college career and because workshops are provided to not only make it a learning experience but a fun one altogether.
- So that one could recognize early if the medical profession that they are choosing to pursue is really what they want to do. And also so you can have a professional of the field as a resource.
- It is a great way to gain experience and the knowledge needed to prepare for professional school.
- The internship has helped to confirm that medicine is what I want to do in the future.

3. Preceptor Evaluation

Answer Options	Strongly Agree	Agree
• My Preceptor was a helpful resource in addressing my questions and concerns.	8	2
• I learned new clinical skills and improved on others.	6	4
• I acquired a better understanding of the requirements for career success.	9	1
• I was provided an opportunity to meet new	10	0

people and learned how to work with them effectively.

- My motivation increased to perform well in academic course work 10 0
- My confidence increases in the ability to take on more challenging course work. I developed a better understanding of personal career goals. 7 3

4. Choose the TOP 5 workshops provided during the summer.

Answer Options	Response Percent	Response Count
• Internship Discussion	80.0%	8
• "The Immortal Life of Henrietta Lacks" Book Discussion	50.0%	5
• Admissions and Financial Aid Workshop	20.0%	2
• Learning Preferences (Laurie Brooks)	0.0%	0
• Social Media and Your Professional Career	10.0%	1
• Test Taking (Nikki Dyer)	50.0%	5
• Disability Etiquette (Laurie Brooks)	30.0%	3
• Personal Statement Workshop	20.0%	2
• Interviewing Workshop	70.0%	7
• Meet the College Deans	50.0%	5
• Mock Interviews	90.0%	9
• TIP Student Panel	0.0%	0
• Journal Experience	10.0%	1
• Self-Directed Search Career Inventory	20.0%	2
• Additional Comments		1

The interview workshop and mock interviews were a big help in that they showed how an interview would go, i.e., what questions would be asked and how one should respond.

5. How would you improve on your TOP 5 workshops to make them even better?

Internship Discussion

- Nothing to improve.
- I would just try to ask more questions about the internships.
- I would provide more detail concerning what went on.
- To discuss in more detail what I did and learn at my internship.
- I think it is fine the way it is.
- For the internship discussion I would make it a little longer and have a list of set questions for everyone to answer openly.
- Nothing.
- I liked the round table discussion.

Book Discussion

- It was perfect.
- Make sure that even the pharmacy students who are over the TIP participants have read the book.
- I would probably bring in questions regarding the reading so that the group could discuss them.
- For this book discussion I would have it where it is solely discussed not chapter to chapter but also about how someone feels individually.
- Nothing.

Admissions & Financial Aid Talk

- Make it more entertaining, not so boring with long power points.
- Nothing.

Social Media and Your Professional Career

I will filter a lot of things on my social networks.

Test Taking (Nikki Dyer)

- Nothing to improve.
- This was great. I would not change it.
- This doesn't need improvement. It was used to help us improve our test taking skills. It was really helpful.
- Nothing.
- I always second guess my answers, and this workshop taught me how to deal with this and other test worries

Disability Etiquette (Laurie Brooks)

- Maybe you should include more activities to enforce information.
- It was fine.
- I will use the person-first theory we learned in this workshop.

Personal Statement Workshop

- This was great also. I would not change anything.
- I need to get more involved on campus so that I will have more to write about.

Interviewing Workshop

- This was really helpful to me so I have no real suggestions.
- This doesn't need improvement.
- Nothing.
- For the interview workshop I would make it where the students have to get up and say their ninety-second introduction in front of other students to boost confidence and eliminate fear for the interviewee.
- I need to learn how to address my weaknesses but not dwell on them.
- Andre was awesome! Next time every person could have a one on one session with him to discuss tips.

Meet the College Deans

- I wished I had the chance to actually talk to the Dean of the Medical School
- I would not change this either. I had a great time meeting my dean. Some people, however, did not get the chance to talk a lot with their dean. Maybe give a little more time for the students to meet individually with their deans.
- Nothing.
- For this particular workshop, I would make it better by doing it panel style where afterwards the deans are more approachable as far as being asked questions.
- Have students in the colleges speak to us too.

Mock Interviews

- I would have enjoyed a few more thought provoking questions.
- Better organization with the Mock Interviews. Let people who are unfamiliar with students do the interviews.
- This workshop was perfect! I would not change it.
- I'd like to have seen an interviewer whom I'd never seen before during the program. It makes a difference.
- Work on my interview skills. Practice
- n/a
- I need to dress in such a way that reflects my personality, not hide it.
- More interviews.
- Decrease the down time in between workshop and interviews.

Journal Experience

- For this workshop I really do not have any recommendations. Everything went great with this one as far as being able to write about our experiences and having a set criteria to guide us.

Self-Directed Search Career Inventory

- Nothing to improve.
- Nothing.

6. Locate a moment that was a high point, when you felt most effective and engaged. Describe how you felt and what made the situation possible.

- When I helped Dr. Beckford in surgery with my preceptor, I felt the greatest. I felt that I was getting experience that most people can't say they have. Also, it let me be involved in something that I absolutely love and want to do for the rest of my life.
- A high point in the Tip Program was when the group discusses their internship. I enjoy telling the group how my week has been and the things that I have learned. I also liked to hear what the others in the group say about their internship.
- I loved the moment when Dr. Arbor taught me step by step how a silver filling is done. She was currently working with a patient who needed a silver filling so she would stop and show me how a cavity looks like and how the tooth looks like after each step. She gave me clear and exact details of what she was doing. She even let me take pictures of the procedure for my project. She also answered all the questions I had. I felt like I was actually learning how to be a dentist. It made me more interested in being a dentist because now I could physically see what a dentist has to work with and how they work with it. That day I learned so much. It made me feel like I was ready to give a silver filling to anybody.
- As far as workshops were concerned, I felt most effective and engaged during the mock interviews. It was a really interesting experience to me and gave me insight as to how an interview for medical school would be. It revealed the necessity of being prepared for any question that an interviewer would ask you. Concerning my internship, I felt most effective and engaged while watching various procedures. I was able to go into the operating room with the doctors on multiple occasions. It was an awesome experience and I was able to both see and learn at the same time.
- The interviewing workshop was probably the most effective point in this program. The speaker kept us involved in the workshop. He taught us everything to do and not do at an interview. As college students in this field of study, we are at a point in our lives to perform well in this area. Interviews are very important because it is how we will get into jobs, programs, and graduate school.
- My second week interning at the Med. I felt as if I was working there, I was more attentive I felt as if they knew I was there. My preceptor, Mr. Casey, made it possible with the help of Ms. Marilyn at the Med. Also, me wanting to know more and asking questions.
- A high point in this program for me was going to the MED and seeing all the things both Occupational Therapists and Physical Therapists do. I really felt engaged because I was helping the patient heal by being there to talk to them early in the morning and/or exercising with them to let them know they are not alone and we are in this together whether it is patient and PT or patient, Pt and volunteer intern. The person that made this situation possible was my preceptor Justin Casey by getting us set up at the MED for the time being and I felt very good and enthusiastic about the different activities ahead for me every morning at the MED.
- I enjoyed the interviewing workshop, especially when the speaker told me that some of my answers were spot on. A lot of the questions that I had were things that I often ponder about and it was nice to hear them addressed and even more pleasing to hear that I was headed in the right direction.
- The moment I was at a high point was at work when I was on my own handling the prescriptions. I was able to take care any problems dealing with the prescriptions. I felt legit and able to take care of the business on my own.
- I loved my internship the most! Going in to my preceptor's office and seeing the patients was my favorite part. I was nervous at first to speak to the patients alone but the confidence my preceptor had for me, helped me to get over my fears.

7. Describe three concrete wishes for the future of this program?

- To make Fridays a little better organized
For the future students to actually have a tour of St. Jude.
To set up the interviews on two separate days.
- More organization.
Better communication.

More structured activities.

- I wish more people would join this program.
I wish more people knew about this program.
I wish this program would last for a very long time.
- I actually can't think of three wishes for the future of this program. I believe that the TIP program is on a very good path in helping underrepresented students to gain insight and eventually accomplish their goals. It's a great program and the experiences offered are wonderful.
As a side remark to this question, I'd say that maybe the pay could be increased for future interns. At the same time, however, I realize that some internships do not pay at all, so the pay may not be a big issue.
- 1. To provide us with more food each week.
2. To at least have two TIP students at each intern site together.
3. To keep this program going for years to come.
- I wish we could at least get every other Friday off especially for commuters who commute from the other side of town
I wish there could be more fun activities every Friday, The worst thing is to be bored after doing internships all week.
I wish you could cut down the presentation time to just 10 or 7 minutes.
- I wish for the broadcasting of this program to reach other students so that more students are applying and willing to participate.
I wish for the future of this program that they are given more funds to provide the services they do now for students who have an interest in these fields.
I wish for the TIP program to continue to grow and provide various opportunities such as workshops and internships for students to participate in.
- I wish that it was more organized. If we have a schedule, let's stick to it.
Some of the workshops were a tad bit elementary. Some the issues were things that have mastered in high school, or within the first few months of college.
A few of the staff members were rude and talked to us like children. None of these people were students.
- 1. Be more aware of what is expected in the program.
2. More organization
3.No speech (TIP 1 are not educated enough to have a 15 minute speech over a subject dealing with our career choice. It is too long for a speech and should be shortened.)
- *to encourage more minorities into the health sciences
*to enroll more students in the program
*to be in existence for the years to come.

8. Describe any change in your educational and/or career goals as a result of this experience.

- I still want to go into the medical field but I would like to possibly become a chief medical officer of a hospital because of my experiences
- The program has made me very sure of my career choice.
- It made me ten times more interested in my career and it made me want to work hard to achieve my career goals.
- My educational and career goals are still the same as they were before. The only difference is that now I have an even greater desire to accomplish those goals.
- From this experience in TIP, my career goals have changed tremendously. Some of the staff members of the program stressed that we have a back -up plan. They also advised us to stay involved in the community and not just the books. Also working at my internship site, I finalized my decision on what I want to do for the rest of my life. I want to be a physical therapist in sports medicine and also become a great musician to create wonderful art in the world.
- I still have the same view as before, PT is still at the top of my list with medicine
- Some changes I have considered because of this experience are going into either medicine or staying in allied health and specializing in something else on the side of the allied health field I pursue.
- The only change is a positive one and that is that I want to work even harder in school so that I can fulfill this dream.
- No change. I still want to go into pharmacy as a career.

- I wanted to solely be a dermatologist but now I want to practice family medicine because of my preceptor.

9. Was the TextMark texting system beneficial for communication purposes?

Answer Options	Response Percent
Yes	100.0%

Track II Course and Professor Ratings

Number of Students Polled: 32

I. Program Evaluation

1. For what reason would you recommend the TIP program to your peers interested in Medicine, Pharmacy, or Dentistry?

- I believe this program is a great vessel/ tool for understanding the expectations to come in any graduate program as far as time commitment and management. It also introduces or reinforces the support that a student may need academically and socially.
- I would recommend the TIP track II medicine program to any individual who is underrepresented who aspires to go into the medical field. Not all underrepresented students have the means to afford preparation course for the MCAT, and TIP track II gave me the opportunity to not only take a MCAT prep course but also gave me support and attention personally.
- Being part of the TIP program is truly an honor. Throughout TIP I and II, I have learned many things and experienced many opportunities that will greatly impact my success as a future pharmacist. I am very passionate about the TIP program and its benefits, and I will recommend this program to any student that has interest in a health care profession.
- I would recommend the TIP program to other pre-health students, because it allows you to network with individuals who otherwise you would not have access to.
- The test prep was extremely helpful, as well as meeting and talking with others currently in school at UT.
- I am glad that I had the opportunity to be a part of the TIP program this summer. The program offered more than I expected when I first started the program in week 1. With all the study material and test prep that has been offered to me through the TIP program this summer, I more than confident in taking my PCAT test and getting the scores that I would like to attend Pharmacy School Fall of 2013. I was under the impression when applying that the TIP program would just offer test prep and help me increase my PCAT scores but the program offered so much more. The “Meet the Deans”, “Personal Statement”, “Time Management”, and “Interview Skills” workshop were to my surprise. I was not expecting to gain any of this information while attending this program, but I am glad I did. I feel like with the TIP program, they give you more than what you ask for and it is truly appreciated. In just a six weeks time the TIP program has made me more confident in myself and my desire to apply to pharmacy school. I have had many internships and I have never had an internship as excellent as the TIP program. Never have I had an internship that was as supportive in my career decisions like the TIP program. All of the staff including student assistants has just been truly supportive and anything I needed as individual, they were always ready to assist. Starting in week 1 of the TIP program the University of Tennessee Health Science Center (UTHSC) was one of my top five pharmacy school choices. After completing week six of the TIP program, UTHSC has become my pharmacy school of choice, my number one pharmacy school that I am looking to attend fall of 2013. The reason being is because this summer while in the TIP program I have learned and seen with my own eyes how helpful and supportive the University is to their students and as an intern the university has welcomed me with open arms as if I was one of their own. You cannot ask for anything more as a student! My experience with the TIP program... I am going to be sure to recommend this program to my peers interested in pharmacy, medicine, or dental.
- This is the perfect program to help any person prepare for any of these exams. The TIP program gives you all the tools you need and there are so many great resources available. This is like no other program and by the time it's over taking the test will be a breeze!
- The program is very comprehensive and assimilates student-life of the health sciences students. Much thought was put into the program to ensure growth. Each student achieved growth who participated.

- The program is very comprehensive and assimilates student-life of the health sciences students. Much thought was put into the program to ensure growth. Each student achieved growth who participated.
- For them to get a head start in preparing to go in to whatever health field they are choosing
- This program really shows you what the PCAT is looking for and how to score well on it. furthermore, it focuses on your weakness so that you may greatly improve as well as accentuate your strengths. It truly prepares one for the next level as well as gives one a feel of what to expect.
- I would recommend the TIP II program to my peers interested in Medicine, Pharmacy, and Dentistry because I feel the program provided me with excellent test prep. for the PCAT.
- I feel that the TIP program is a great preparation tool for DAT. It provided us with a variety of different tests, techniques, and tips to help us "Crack the DAT".
- The strategies are so helpful. At first, I thought knowledge was all you needed to focus on to do well on the test, but I was mistaken. Strategy is as important if not more on surpassing the test.
- I would recommend the TIP program to anyone interested in a health career because this program really presses you to be serious about the standardized tests. This program also acknowledges your weaknesses and makes them into strengths.
- I would recommend the TIP program to my peers. We were afforded the opportunity to participate in a Princeton Review course, given access to most of the UTHSC campus (including printing, pc lab(s), SASS, recreation center, parking, etc.) and we were also provided an "MCAT Coach" to steer us along the way. It's a invaluable opportunity that's not always given to minorities. Lastly, but most importantly, TIP program completely financed our entire summer internship experience w/ a appreciative stipend ...in addition to a weekly meal per diem. All this contributed to an rewarding Internship experience.
- For the resources and experience that is offered.
- It is a wonderful opportunity
- The TIP program is a good opportunity for students to prepare for their exams as well as to become accustomed to the environment of UTHSC.
- The valuable resources, such as the online material, Princeton books, and workbooks. They give access to study rooms and computer labs that are great for studying and preparation. They bring in professionals that aid in helping students diminish their testing anxiety, acquire excellent techniques that help to maneuver through tests, and distribute much care and moral support throughout this difficult process.
- I would recommend this program for my peers primarily because of the demand of the program. We are on an agenda here, in which it does not allow one to slack. It's a much a better option rather than studying by oneself. In addition, the positive support one has coming is second to none. There is no professional school to my recollection that actually cares for a prospective student as UTHSC does. It is definitely a rare opportunity, and I am more than grateful to have been accepted to this program.
- I would recommend TIP for those interested in Medicine because it is an opportunity which allows access to effective, preparatory material without investing copious amounts of money. In this program, you are compensated for studying material that if independently acquired, would not lead to monetary incentives. In addition, you have the advantage of being exposed to the accommodations of an actual medical school.
- The TIP program helps students to become familiar with professional school. Track II specifically helped students to become acquainted with the administrators of each individual program. Personal statement and interview workshops were beneficial for students who were planning on applying to UT.
- I would recommend the TIP program to my peers interested in Medicine. The TIP program provided the tools needed to prepare for the MCAT.
- I would recommend my peers that felt as though they could not afford a study program, and need the motivation to study and the guidance to study correctly for their respective test.
- I would recommend the TIP program because we received some very beneficial information from Dan on how to not fear the MCAT and to not get bogged down by the massive amount of details that are in the questions and the passages. I also felt that the Verbal classes were very beneficial in helping to practice the Verbal portion of the test. The classes by Princeton did help on content, but I felt we spent too much time in those classes and this kept us from studying on our own, since we were here all day. I also appreciated the access to the Princeton Review website and the practice tests. I felt that the books and the practice tests and passages have helped me to realize what I need to study and what to expect on the day of the MCAT.
- It is a wonderful opportunity to improve scores on the admissions test. The materials presented are beyond exceptional, and being able to do the program without working takes away a lot of stress that normally accompanies studying for this type of test.

- I would recommend this program if a student wishes to increase their test score and gain insight on how to get into the school of their choice.
- The program is very resourceful when it comes to exam preparation and materials needed for your specific exam.
- The TIP program has been very helpful in helping me prepare for the DAT. The Kaplan course , crack DAT and instructors have made me feel more confident about taking my test . So, I would recommend anyone who is interested in dental school to apply to the Tip program.
- The amount of material that is reviewed is very comprehensive. The access to the state of the art facilities, printing access, and tutoring was highly appreciated. The Princeton Review books are highly helpful and will prove to be a reason for higher scores. If you keep up with the work and not fool around, you will be able to improve your initial score by ten points, like the Princeton review promises.
- I would recommend TIP because it is very beneficial in helping and preparing each student to pursue their professional goals in ways that would not be possible alone.

2. Choose the TOP 3 things the TIP II program did well

Answer Options	Response Percent	Response Count
• Defining responsibilities in the Student Handbook	9.4%	3
• Organizing a smooth and orderly orientation/registration process	12.5%	4
• Addressing my questions and concerns	40.6%	13
• Providing sound curriculum to prepare for the PCAT, DAT or MCAT	78.1%	25
• Regular review sessions with Dan, Sherry or Mary	84.4%	27
• Providing information helpful to the pursuit of my career goals in career development sessions.(i.e. personal statement, interviewing, etc.)	71.9%	23
• Other (please specify)		4
• The program provided a lot of information needed to help students visualize student life and what skills are needed.		
• The program provided a lot of information needed to help students visualize student life and what skills are needed.		
• Regular review sessions with Will Ireland.		
• Allowing access to all of the amenities on campus including computer lab, gym, classrooms, etc.		

3. Test Preparation Evaluation: What benefit, if any, did you derive from the summer test preparation portion of the program?

Answer Options	Very Beneficial	Beneficial	Not Beneficial	Detrimental	N/A
• Academic Strategy Sessions	15	8	3	1	3
• PSR Labs	5	6	15	6	0
• General Chemistry	17	15	0	0	0
• Organic Chemistry	14	17	1	0	0
• Biology	16	14	2	0	0
• Physics	3	4	7	6	12
• MCAT Review Sessions (Dan Osborne)	16	1	0	0	14
• PCAT/DAT Review	12	3	0	0	15

(Sherry Painter)

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- Additional comments
- The academic strategy sessions reinforced my current strategy, but otherwise did not offer further input. In the future when I am in need of more assistance in that area I am sure that the sessions will provide the information that I seek. As an avid reader, the PSR labs were not very beneficial to me. I consistently score high in that subject area on tests and felt burdened by the requirement to complete a certain number of hours. I would have rather put that time and energy towards a weaker subject area.
- N/A
- Will Ireland was great!!! He was on top of everything, very knowledgeable on every subject!
- Will Ireland was very beneficial in his methods and I plan to stay in contact with him until my test date.
- Will and Sherry did an exceptional job in strengthening our weaknesses.
- Will Ireland was extremely helpful in helping me prepare for the PCAT. The Kaplan online courses were also very helpful because Josh was a good teacher. In general, the Kaplan resources were all very helpful.
- Sherry was great!
- I found most of my teachers to be beneficial. However, I did not find much need/use for the PSR labs...they became tedious and did not necessarily contribute to my MCAT Verbal needs. I also found our Physics teacher, Shuai Yuan, to be quite ineffective in addressing my (as well as many others) MCAT Physics' needs. Although, he would make a great "traditional physics teacher," he did not directly address the demands of our classroom needs- in regards to working through specific passages on our practice tests that had given us trouble and helping us de-mistify the Physical Sciences section. He also did not complete the lecture(s) at times and didn't practice proper time mgmt in teaching; specifically, he rushed through Optics, Waves and Sound...while spending way too much time on Kinematics and manipulating equations. These were crucial components of our exam and the tougher among concepts and we were disadvantaged. Dr. Dan was great and very animated (which was good at times to break up some of the monotony), he also gave a lot of his time to us when it was allotted (in spite of him being quite ill this summer). I found him most helpful in regards to understanding the key concepts on the exam and strategically thinking and attacking the questions. He demonstrated compassion, empathy, intelligence, experience and relatable towards all of us. The only downside to him would be his language and focus- both of which got of hand at times. Granted we are all adults, there should still be a degree of professionalism maintained within a classroom, educational facility, etc and he wavered from that at times w/ us. Our time is valuable and for many of us it's seemingly our last shot to perform well and get accepted for Fall 2013 :)...I would have just liked a little more focus in some areas.
- The sessions with Dan are absolutely wonderful. Please keep him in the curriculum for future TIP students.
- I did not gain anything from the physics course. I am depending on my prior acquired knowledge and other material I've learned from practicing on my own.
- The physics teacher for Princeton Review was not beneficial for me because of his lack of familiarity answering MCAT style questions. If it was not part of the lesson plan he was unable to help in other way. The language barrier was definitely an issue as well. On a good note, he did know his material, but this program was not meant to be structured like the classroom is structured. If he would have related more to the MCAT he would have been more beneficial.
- Review sessions with Dan Osborne should begin as soon as the program begins. In addition, instructors should be evaluated throughout the program. This will eliminate last exposure to ineffective teaching strategies.
- The academic strategy sessions were not beneficial because I feel like that time could have been used to study for the exam and to practice the strategies we learned with Dan. I feel that the academic strategy sessions were redundant and each speaker repeated info the previous speaker gave. The physics review session was not beneficial because Shuai could not effectively communicate, nor could he answer the questions we had.
- Far too much of our time was spent reviewing topics which we already had sufficient background knowledge in. It would have been much more beneficial to determine at the beginning of the program, what areas, specifically, that give people the most trouble; i.e. optics & circuits in physics, whereas the majority of our time was spent review kinematics and mechanics which are not difficult or hot topics on the MCAT.
- The classes with Dan and Mary were wonderful. They helped me immensely. I felt the bio/orgo/gen. chem. classes with Kelly were beneficial, but they were way too long. After an hour and 30 min, I couldn't focus. The classes with Shuai were horrible. I was looking forward to it, since I needed the most help in that area, but he went too fast, talked to the board, and there was the language barrier. It did not help me in the least, just wasted my time.

- Some of the lectures, especially physics, and PSR labs were detrimental to the time we had. It was hard to study during the day.

4. This year, verbal reasoning was restructured to accommodate more practice test and strategies to approach the exams including review sessions with Mary Poole. What worked?

- Mary Poole was a valuable individual to the program. She was very helpful, encouraging, and relatable. Being able to work on verbal specifically was amazing. Mary gave each individual a game plan on what worked for them, and I saw my score increase.
- Mary Poole was great. She was able to individualize each person's weakness and implement strategies to help us better attack the verbal passages. I personally had trouble with timing on verbal passages and Mary helped me to create a time interval to follow so that I did not spend too much time on one passage. Mary was probably the most helpful student instructor other than Dan.
- No significant impact.
- I did not have verbal reasoning with Mary Poole, however I did have Kaplan Review verbal reasoning with William Ireland and I have to say that it was extremely helpful. William was able to answer questions and show me strategies that have been very useful to improve my test scores.
- I really appreciated all the practice tests. I have test anxiety so the more tests I took the more comfortable I felt. To be put in a test like environment really helped me to relax more instead of being so nervous. Going over different strategies to approach this test also help decrease the level of stress on me, just by learning faster techniques and specific PCAT tips, I feel I am more prepared and more confident.
- The practice tests helped me target my strengths and weaknesses.
- I did not have Mary Poole, but Will and Josh did a good job working with verbal ability.
- I feel more prepared for the PCAT after taking all the practice tests from Kaplan and Pearson.
- N/A - DAT doesn't have verbal reasoning.
- Mary was very effective in relating to us, simply because she was studying for her MCAT as well and has taken it previously. She allowed us to see her nervousness and anxiety, while offering helpful tips towards overcoming those things. There were days she would sit and chat about anxiety and what worked for her and other days she brought ear plugs, literature about test anxiety, time mgmt, reading comprehension, etc- all to benefit us. My only critique would be to steer the next Verbal class towards doing book passages only the first 1-2 weeks then moving to solely do online passages and tests- because this is more so reality for our exam and practice makes perfect. I also wish the Verbal teacher would do a complete passage/test on the screen w/ the entire class to sort of help with understanding how to think about the questions and paragraphs.
- I do not think Mary was really helpful, she told us what worked for her and explained strategies for the Verbal Reasoning section from the Princeton Review Book.
- Doing a 1 hour test each class was very helpful. I learned a lot from Mary.
- Verbal reasoning sessions went very well. Every class period we did a complete verbal exam, which allowed for much practice.
- The Verbal Reasoning Sessions with Mary Avery were very beneficial. She took the time to help each of us individually with our personal struggles with the portion of the test. Many of her techniques worked and many of us saw improvement in scores. She gave suggestions on outside preparation, such as reading medical articles, newspapers, magazines etc, that would help prepare us for some of the harder passages.
- She did really well with trying to incorporate everyone's style of attacking the verbal passages. Since she is in a similar situation as most of us, she understood that everyone has their own way of doing things. At the beginning, she gave a variety of strategies for us to incorporate. Whichever strategy worked for you personally is the strategy she made sure we kept. Overall, she was a big help.
- During the verbal courses, Mary Poole began with creating a foundation of strategies and conducted individual meetings. These were very helpful in identifying areas to enhance. The practice test during class gave us an opportunity to share explanations with each other.
- Sessions with Mary Poole helped me to understand how to approach passages. She mainly critiqued my strategy on the verbal portion and gave tips on reducing anxiety.
- Verbal Review with Mary was very beneficial. I liked that we did a full length exam every class. I never felt like we were wasting time. I liked that we weren't forced to listen to another lecture. She was very nice and very willing to help. She gave good advice that I hadn't heard before. It was nice to have an instructor who didn't make a 38 on the MCAT because she could relate to some of the struggles we were having. Having a

Verbal Review class eliminated PSR lab because the PSR content is not on the level of the MCAT.

- Mary did an excellent job helping to prepare us for verbal reasoning! She was willing to work with each person’s specific needs and provided us with many useful tips for attacking this section. This section clearly showed a great deal of trouble for the majority in this program, because it is the most unfamiliar section. I would suggest that these sessions be held in the computer lab. The Exam Krackers passages and tests ended up being much simpler than the computerized AAMC and TPR tests, so I feel as though it would be much more beneficial to practice the hard stuff.
- In Mary's class, we would do full length verbal tests. This helped very much because it allowed us to practice. We also discussed different strategies to try to help us get higher scores. I felt this was one of the most beneficial classes that we had.
- I believe that the verbal reasoning class was probably the most beneficial of all of the structured classes, aside from reviews with Dan. Mary gave us timed practice tests each class period, and this helped improve my score and confidence level very much.
- Taking multiple exams and reviewing them helped to increase my score.
- N/A Verbal reasoning is not on the DAT.
- She actually took the time to go over the passages and tried to show us how certain answers were better than others. Verbal is a difficult subject to master let alone teach it to other students. She made the task seem less intimidating and more approachable. My scores have improved with the help of Mary. The scheduled 1 hour test every time we met was also beneficial and helped us to get us to doing 7 passages in the allotted time period.
- Mary was really good at helping each individual student and also giving us strategies as a class and becoming comfortable with the test. Taking a full length test was perfect for those sessions.

5. Choose the TOP 3 workshops provided during the summer

Answer Options	Response Percent	Response Count
• Interviewing Workshop	68.8%	22
• Mock Interviews	56.3%	18
• Personal Statement	31.3%	10
• Perfectionism	3.1%	1
• Time Management	31.3%	10
• Learning Skills and Goal Setting	9.4%	3
• Test Anxiety	18.8%	6
• Note taking	0.0%	0
• Test taking	15.6%	5
• Meet the Deans	68.8%	22

Interviewing Workshop

- I would have liked a smaller group session with the speaker, or more feedback and interaction with the mock activities.
- Session needs to be longer and with smaller amount of people.
- Allow five minutes after the interview is over for students to receive their feedback from the interviewers right after the interview. Just so they can know exactly what needs to be worked on and have the opportunity to ask how that can be done.
- I will make sure I cut off answers, give moderate response and ensure a dialogue is taking place where the interviewer can ask me questions.
- More time and having the interview done by a student who does not know prior to the interview.
- Work more on communication skills.
- More one on one attention.
- Methods on how to work on articulating well during the interviews.
- The workshop was very effective- I just wished we had one-on-one time with him and could follow-up with in the future being that our interviews aren't until months from now.

- I would rather get information from medical students concerning interviewing skills.
- Andre did well, but I would like to hear from someone that has had to deal with anxiety or shyness
- The speaker was GREAT! He allowed us to interact with each other and conduct small interviews with each other, which increased my confidence level with speaking about myself in a short concise manner. If we could have more practice with him that would be good.
- The interviewing workshop should include more group activities. The student assistants should have role played a proper and improper interview.
- Mr. Fowlkes was a great mentor. Nothing could have made him any better.
- Andre did an excellent job! He was one of the most eloquent speakers I have ever heard. I would have liked to get some people to speak in front of the group to help us get out of our comfort zone and comfortable with talking about ourselves to a group.
- Maybe a 10 min. 1 on 1 discussion with Andre.
- Have it a few days earlier and make it last a little longer.
- One on one attention.
- The speaker should be more approachable and we should feel comfortable talking to them.
- This workshop was entirely too long. There should have been printouts that we could follow along with the workshop.

Mock Interviews

- I would like the Mock Interviews to be a little longer
- Provide interviewers that know little about the candidates (not mentors).
- Keep doing mock interviews with family, friends, and strangers.
- Same as above. Practice mock interviewing with Andre' if available and/or creating other mock interviews with for myself with other individuals.
- Same as above. Practice mock interviewing with Andre' if available and/or creating other mock interviews with for myself with other individuals.
- No change.
- Use actual Dental staff members.
- They were fine and beneficial. In the future, it would be great to have actual medical students interview us or faculty, so that we can have a more realistic view of "our" type of professional school interview- the more specific/tailored it is...the better. Another thing, even if you can't get med students and/or faculty, you could have some suggested questions from them that would benefit us.
- Have those that conduct UTHSC's real interviews to do the mock interviews
- I would try to have an actual member on the admissions committee present during the interviews. It would also be nice to have the interviews recorded for student access online via podcasts.
- It would be more beneficial for medical students or medical staff to interview people interested in the that field particularly because they would be able to answer questions regarding that field on interest.
- Mock interviews should not be done with the student mentors. The setting was too informal.
- I would have liked if Andre or Constance were to sit in on these interviews, or even a medical student so that we are more prepared for the actual thing.
- The questions were weird and some were ridiculous. We should have been interviewed by an actual instructor, not the students.
- Longer time per interview.
- Have people we don't know interview us.
- Maybe give the list of questions that the interviewers had to the students after the interview so we could prepare answers for actual interviews
- work with students afterwards that really need the help

Personal Statement

- I would like to have had written and reviewed a personal statement with Constance.
- Provide examples of effective personal statements
- time should be allowed to practice writing and peer review
- This should be a work shop given during week one. This allows students to have the next few weeks to submit their personal statements so that feedback is given before the end of the program. Also having this workshop

during week one allows students more time to make as many corrections necessary while they have the help of the SASS staff.

- Extremely helpful...I am going to likely utilize a picture to help me create a theme for my personal statement.
- just more specific points about constructing the statement
- Have someone there to read over our personal statements
- Perhaps having someone professional read your personal statement.
- That was quite effective and the way to structure our personal statement w/ descriptive mental visuals rather than typical black and white info. Again, I wish there was a one-on-one component where we as students could sit down w/ Constance or whomever to revise our personal statement.
- Maybe have more time allotted to this section
- I wouldn't change a thing
- The booklet and presentation were very helpful. I do not see an improvement in that area.
- We spent too much time talking about pictures rather than the actual personal statement.
- Talk more about the actual personal statement process.

Perfectionism

- I would like to have more one on one time with the speaker in order to get a personal insight in managing perfectionism
- It's hard not to want to try to achieve this....the breathing and anxiety workshops are helpful and sticking to your organizational planner and making time for yourself.
- I didn't find this helpful for me but found it taking away from valuable studying time. These workshops would better benefit actual medical students and/or Track III Medicine.
- It would be nice if this part was shortened
- This workshop was kind of pointless. It shouldn't have taken as long as it did.

Time Management

- I felt like this work shop was detailed and needs no improvements.
- You must do this. I am going to improve my time management by reducing other projects to 1-5%. I am in the process of trying to sell all rental properties.
- You must do this. I am going to improve my time management by reducing other projects to 1-5%. I am in the process of trying to sell all rental properties.
- No change.
- checking up on students and aiding them
- I didn't find this helpful for me but found it taking away from valuable studying time. These workshops would better benefit actual medical students and/or Track III Medicine.
- Be more individualized
- It would be nice if this part was shortened
- Too long
- More blank time management schedules could have been passed out

Learning Skills and Goal Setting

- I will improve on Learning Skills by continuing with the Kaplan program and also continuing science coursework
- It would be hard to improve this. You guys did an awesome job.
- I didn't find this helpful for me but found it taking away from valuable studying time. These workshops would better benefit actual medical students and/or Track III Medicine.
- It would be nice if this part was shortened
- Too long
- This was very informative. I do not have any suggestions on how to make it even better.

Test Anxiety

- Practice taking tests in test like environments to help reduce the anxiety.

- I will use the breathing through the heart techniques that was taught.
- No change.
- I didn't find this helpful for me but found it taking away from valuable studying time. These workshops would better benefit actual medical students and/or Track III Medicine.
- It would be nice if this part was shortened
- I would have people pair up in groups and give tips on handling stressful situations.
- Too long
- Give tips to individual students with this issue.

Note Taking

- Note taking for Reading Comprehension was awesome. A great tool. I will continue to use this process in reading of articles and newspapers, etc.
- I didn't find this helpful for me but found it taking away from valuable studying time. These workshops would better benefit actual medical students and/or Track III Medicine.
- It would be nice if this part was shortened
- Too long

Test Taking

- I felt like this work shop was interesting, helpful, and detailed. The only improvement I would suggest is breaking into smaller groups to pinpoint everyone's weakness and strengths.
- Just practice, practice and more practice!!!
- Test taking. I will continue with TopScore and Crack the DAT coursework and Kaplan coursework after the TIP program is over.
- Hard to improve greatness.
- Great.
- I didn't find this helpful for me but found it taking away from valuable studying time. These workshops would better benefit actual medical students and/or Track III Medicine.
- It would be nice if this part was shortened
- It would be nice if professional students to give advice on test taking.
- Too long

Meet the Deans

- I loved the one on one session with Dr. Covington.
- I wish that the people who are interested in medicine were able to talk to Dr. Presbury after the workshop like the other pre-professional students were allowed to speak to the Dean of their desired college.
- One on one meetings after group sessions.
- This workshop was totally helpful! It could not have come at a better time. Having the opportunity to speak with the Deans gave me the chance to find out what areas I need to work on to become a quality student for Pharmacy School fall 2013. The workshop was run well and in a timely manner, I have to say that no changes need to be made.
- Is was great to meet them and hear first hand on the types of applicants they are looking for and what the competition is like. I felt comfortable speaking with them.
- Just be able to talk with them longer.
- Have a one-on-one time.
- A facilitated way of corresponding with the Dean's after the program. Possibly a tour and lunch with the Dean.
- I'm grateful for the "Meet w/ the Deans" workshop because not every school provides that opportunity. However, while the Dir. of Admissions Board spoke and was there...he left immediately afterwards and did not leave a line of communication; therefore, we had no reason of staying further because there wasn't a way to discuss anything w/ our perspective liaison for medical school. In addition, the actual "Dean" of Medicine did not attend the workshop so it wasn't necessarily effective/beneficial for Track II Medicine.
- This part needs more time
- More time to answer our specific questions. The medicine representative had to leave and did not return in time to continue discussion.
- If the deans were available after the workshop to answer questions and allow us to have personal time as a

group with them, i.e. TIP 2 Med students meeting with Mr. Nelson Strother or Dr. Gerald Presbury.

- The workshops needed to be geared towards the college of interest and not all colleges combined due to the time restraints. Also, we would have loved to meet Nelson Strother.
- It would have been nice if the actual dean could have been there to answer our questions.
- It would have been much better if we could have split into groups with the prospective deans. I did not find it beneficial to hear about the pharmacy and dental schools, when I know that medicine is the track that I am pursuing.
- This was beneficial. The deans answered many of our questions. I feel it could be better if each group had a set time so that we could meet with the dean of our school because people from other programs were asking deans from a different school than they were here for questions, taking away the time from those who should have got to ask questions.
- Have each group in different rooms so it wouldn't feel quite so rushed.
- Nothing....it was great.
- If the Dean of medicine was actually there.
- Have the dean of medicine available to answer questions afterwards.

6. If you were admitted to professional school at the University of Tennessee Health Science Center (UTHSC) and all the other schools you applied to, would you attend UTHSC?

Answer Options	Response Percent	Response Count
• Yes	96.9%	31
• No	3.1%	1

7. If you selected no to the previous question, please describe the reasons you would choose to attend another institution?

Answer Options	Response Percent	Response Count
• Negative experience or perceptions of UTHSC	0.0%	0
• Financial aid	50.0%	1
• Diversity of students/faculty (i.e. HBCU)	0.0%	0
• Location	100.0%	2
• Size of Institution	0.0%	0
• Supportive Academic Environment	0.0%	0
• Other (please specify)		1

If I couldn't gain admission closer to home (due to family), this would definitely be my second choice.

8. Locate a moment that was a high point, when you felt most effective and engaged. Describe how you felt and what made the situation possible.

- In the class/ tutoring sessions with Dr. Sherry. I have previously attempted to study on my own and having someone, a live body directly in front of me, has made a world of a difference in my efforts. She was able to explain any question and concerns I had over the study material as well as provide support and encouragement along the way.
- The high point of the program I experience was the last day we got to meet with Dan Osborne. He spoke with us about how he became sick and what it is like for him to go to a doctor. He just grounded us, and reminded us why we are doing this all, because we really care for people and want to change the world. He reminded us this MCAT is just an obstacle and that it is just a means to a greater purpose. He reminded us every time we get frustrated just think of all the sick helpless people waiting for our words of comfort, and our healing touch.
- A high point in my experience was the instruction that Pharmacy Track II received on behalf of the Kaplan instructors. This was really helpful for students to review concepts and learn new subjects and strategies that

for which we needed help. This provided me with the sense of renewal and confidence that I can successfully tackle the PCAT.

- A high point in this program for me was when I was able to use some of the strategies that Dan, Mary, and Kelly provided and was able to implement them on the test. Seeing their strategies be effective and witnessing an improvement in my score was when I felt the most engaged.
- During the interview and personal statement sessions because they were interactive.
- This summer with the TIP program I have had many high points where I felt engaged, but there are two that I have to point out. My first high point was the "Meet the Deans" workshop. This had to be a high point for me because applying for any school you always want to know what that school is looking for in a student and where you kind of would fit in. The "Meet the Deans" workshop was like getting answers to a test! Talking to Deans that sit on the admissions committee/review board telling me what they like to see in an applicant was my chance to make my applications stronger. Not only that but all questions or concerns I had were answered right then. For me that workshop was very effective and allowed me to be engaged. Another high point for me was having the student assistants by my side. When searching for the right school I believe that your number one resource should be the students who already attend the University. The student assistants have been truly helpful these past six weeks. Any questions or concerns that I had whether if it was about the TIP program or if it was related to my future career goals they were will to answer. Their advice and experience has been tremendously helpful throughout these past six weeks. I really appreciate their willingness to assist. It is helpful to have someone who has had experience with similar issues on previous projects such as applying for Pharmacy School to offer guidance.
- I would have to say the online classes. I don't normally prefer online classes but Josh and Casey were great with interacting with the students. Going through the material with them step by step is exactly what I needed. They were so awesome with explaining every detail and making them so easy to understand. Every question I had they answered with no problem. Any problem that I faced they helped me through it. I thought this would have been my least favorite but I was wrong. By following the strategies given to me in tackling each section of the PCAT, I feel I will be successful!!!
- A high moment for me was seeing that i can do this.... putting in the work and getting it done. Working with classmates. Learning how to do PAT, seeing the improvement in my coursework, learning from my tutors, putting in work after classes with tutors off campus as well. This made me feel effective and very engaged in the internship and my goals. I felt successful and i achieved some success with the help of the great tutors onsite and offsite and the motivation and drive seen by other dent track 2 students. It will take a lot of work and commitment, but I can achieve my goal of becoming a cosmetic dentist. There's a need to be immersed into the campus culture, for me - staying on campus as well as having a house off campus...and making new friends.
- I felt most engaged in my interview, I feel that the interviewers took the mock interview serious and gave me great advice for my actual interview
- I felt as if I would score a lot higher, because I had just mastered something that I had trouble with.
- I felt that my high point was when I saw an increase in each of my scores from the Diagnostic Test, Midterm and Final PCAT exam on the Kaplan Tests. I felt that all of my hard work was paying off and that the program was a success.
- When I saw my scores starting to improve, it showed me that all of my hard work was paying off.
- Interview Workshop- It wasn't as I expected, was expecting more of a broad explanation as another workshop I attended. However, very informative, mentioned tips I never heard or realized about.
- I really enjoyed Mrs. Painter's lessons. She really engaged all of the students and made even the most complicated subjects easy.
- My high point(s) during this program would be my experiences w/ Dr. Dan Osborne (MCAT Coach), Andre (Interview workshop) and creating study groups amongst my peers. All these aspects of the program allowed me to create effective study sheets and begin to visualize myself actually scoring my perspective score and beating the MCAT- instead of the reverse.
- Working with Dan Osborne on MCAT passages. The strategies that he demonstrated made me realized that I can be successful at the MCAT.
- When I was helping My classmates with physical science passages. It was a wonderful feeling. I hope to be accepted to UTHSC for the entering class of 2013 so that I can be a part of this wonderful program.
- Review sessions with Dan. In these sessions, when he would review the tests, he made the questions much more clear and possible. I learned to not be intimidated by the test, because there are actually testing simple

topics, only in complex ways.

- Dan's Assistance was the high point in the program when I was the most engaged and felt the most effective. He opened up my eyes to new ways to view the MCAT. He made me feel less defeated and utilizing his techniques proved his point.
- My high point was reaching a double digit score in my biological sciences. I believe a mixture of Dan and Kelly really contributed to my score rising that high. I felt great about it. I still see my scores rising as I continue to work. I believe preparing the appropriate questions for the instructors is the main reason the situation was possible.
- Have personal time with Dan Osborne was a high point because I was able to understand my weaknesses and enhance some strengths. From this meeting, he were able to narrow things down to focus on.
- I felt most engaged when Dan was able to meet with me. He planned a study schedule for me and showed me what I needed to focus on. It made me feel that he cared about my success. The individual appointments with him gave me a sense of hope that I am able to meet my goal.
- I felt most effective and engaged in the review sessions with Dan Osborne. He has a way of making the material fun and interesting. I was always attentive and ready to learn in his class. I feel like time with him has been the difference in raising my scores.
- I felt as though I got the most out of our time with Dan and group study sessions. Dan showed us how to attack questions and passages the way we need to on the actual exam. He took the time to explain concepts which were difficult to understand and gave us a great deal of knowledge that we were not receiving in the Princeton Review courses. As I mentioned previously, there was an insufficient amount of time to work on the areas which I felt I needed to focus my attention on. The time I spent doing passages and practice tests were greatly effective.
- I always felt great when I was in Mary's class. I'm pretty decent at verbal, so every time I was in her class it made me feel good about myself.
- I felt like the review sessions with Dan were the highest points of the program. His reviews of the tests accompanied with his strategies have helped me to think differently and more effectively when answering questions.
- I felt like answering the questions and getting them right was a pivotal moment. I felt encouraged. Dan Osborne instills confidence in his students.
- My high point was when I talked to other tip students about test taking strategies. After seeing a small increase in my test taking speed it motivated me that much more to practice on improving my approach to the DAT.
- When my scores started to improve. I felt really happy that I was learning and it made me feel more comfortable about taking the test.
- When I would get improvements in my scores after the practice tests. I felt like my time had been spent wisely and that I could see the hard work that I had put in. The review sessions with Dan where we went over the weekend's test was appreciated because I could see how I was getting trapped by the test makers into choosing the incorrect answer.
- I felt most engaged when talking with Mary and Dan. After learning techniques I became more efficient and confident in my knowledge and test-taking skills.

9. Describe three concrete wishes for the future of this program?

- I would like to see more dental peers overseeing the program. The peer adviser assigned to my track was available, but unable to be as helpful as I would have liked due to their being involved in a completely different field.

I would like to see a quicker start time as far as the pace of actual studying while on campus. This would allow students to become acclimated with their weak areas, if unknown, in enough time to utilize the exact program or resource that would be most beneficial to them.

I would like to see flexibility in the study schedule as far as attending sessions designated for other programs. Allowing a mixing between DAT/PCAT, MCAT/DAT, MCAT/PCAT sessions so that students could utilize all of the resources made available by this program.

- I wish this program follows up on the students that go through, that always TIP students and not to forget about us when it's all over.

I wish the TIP program gives resources to students continuing to help make future Doctors.

I wish the TIP program could extend the program a little longer either arrive a little earlier or leave a little

later.

- 1. Eliminate PSR labs as a requirement and add those as a recommendation.
- 1. One of the first things that this program could improve on is structure and scheduling. I personally felt like this program was not ran adequately like it could of been. From week to week it appeared that administration did not know what we were going to do for that week. It seems like a program that is compacted into such a short time frame would be thoroughly planned out for the entire summer. During the final two weeks on the program 3 different faculty members from the program were out and the last week of the program two of our instructors had to leave.
2. Time management: The hours of the program were way to long. I hate that coordinators of the program thought that if we had more study time in our schedule we would not study. My biggest question to that is after sitting in the same class from 8-5 everyday and getting home around 6 how effective is our studying going to be on our own? I think the reasonable answer is not very effective.
3. Interviewing Instructors: I think that the TIP coordinators should also interview the people who are going to be teaching from The Princeton Review as well. I felt like the physics instructor was a waste of my time and a lot of others for 3 weeks. It would have been more beneficial studying on my own during this time. I hope this constructive criticism was helpful, because I truly believe that this program could improve drastically if some of these key areas are taken into account.
- 1. More organization of schedule and schedule given earlier than the Friday before the next week
2. Feedback regarding work done, not just seeing if it is done
3. Weekly individual meetings
- The first wish would be for this program to continue on and on for generations to come. I would like to see TIP grow because I know it will help in contributing a lot of amazing health care professionals.
The second wish would be for more students especially minorities to know about TIP and to take advantage of this great opportunity.
The third wish would be for the program to always increase the number of students admitted into Health Care Professional Schools.
- Track III Dental Students- Ability to Transition into Dental Schools as MCAT students.
Campus and/or SASS available for a little while longer after end of TIP Summer program.
More one-to-one tutoring scheduled.
View of Dental lab facilities, hands-on-module 1-time for a few hours.
- Track III Dental Students- Ability to Transition into Dental Schools as MCAT students.
Campus and/or SASS available for a little while longer after end of TIPP Summer program.
More one-to-one tutoring scheduled.
View of Dental lab facilities, hands-on-module 1-time for a few hours.
- For track 2 more interaction with the UT staff.
- Also more exposure to the UT campus ex: labs.
- More time to complete assignments with more accuracy
- More opportunities for students to come to the board and work out problems in front of the facilitator.
Repetition is the father of learning and I personally learn and master a new or "difficult" topic when I do problems over again and/or teach what I know.
- 1) I wish that the TIP Program lasts for a long time.
2) I wish more students get the chance to participate in this program.
3) I wish that this program continues to be successful in preparing students to get involved in health career field.
- More classes with Sherry.
A tour of the dental facility.
Have a track 3 program for DENTAL!
- More class time with tutors! Interaction with them would have better than online.
- -More time practicing the sciences (especially Chemistry)
-Practice tests each week
-No more PSR (it didn't help with the test)
-No online courses. The on-site Kaplan instructor helped much more!
- 1- Please allow adequate time for studying, reviewing, study groups, reading, etc. OUTSIDE of classroom because the mundane teachings w/in the classroom wore us out and we didn't have enough time for studying afterwards coupled w/ the tiredness and mental exhaustion from the day.

2- Create review sessions for the courses for specific topics - for example, there could be 2 types of mandatory sessions provided: a) Content Review Session w/ whomever for 2-4 hours on various topics ...ONLY for those who need/desire it. Mainly because, those of us who may understand or do not require excess teachings/studying on the Cardiac/Circulatory system should not be required to sit through 3hrs of lecture on it, when we could be using that time elsewhere.

b) Strategy and MCAT Review session w/ Dr. Dan and whomever else for the same amount or more hours. This allows those who understand "content" to focus more on their need at hand- "strategy" not hinder their actual needs.

**Given, there should be a fusion of the 2 sessions- content and strategy w/ generic info ...it would behoove the program to think about restructuring the material and scheduling for the students as to best benefit them to gain the best outcome for the program's statistics.

3- Please improve scheduling and delivering information more effectively. There were days we didn't know our schedule for next week until Friday evening before leaving for the day and we would expect to be somewhere during the week but would have to switch another aspect of our schedule or what have you...this all caused confusion amongst the teachers and students alike. We would also like to not have so many "workshops" in the first week of our program, because our primary thought was/is the MCAT and the rest of the helpful tips on breathing, time mgmt could be foregone until the closing of the program or more effectively, Track III students.

- 1. Getting accepted to Medical School- especially to UT
- 2. Getting my M.D.
- 3. Fulfilling my dreams to be a primary care physician
- My first and most important wish is to be back here next year for track 3. My second wish is to help with the program in some way. My last wish would be for TIP to keep doing what it has been doing.
- 1. Less class time
- 2. More independent study time
- 3. Well qualified subject instructors i.e. instructors who have actually taken the MCAT and can give us effective strategy along with the content.
- 1.) More MCAT prep time with Dan Osborne
- 2.) More personal study time
- 3.) less lecture time (1-1.5 hr for lecture)
- 1. Give more individual study time for students that do not need as much content as others.
- 2. Receive schedules for the week sooner than the last day of the week.
- 3. Keep the program intact.
- I wish that the students of the future Track 2 Medicine would have more study time during the week because it is counterproductive to be in class from 8-5. When attempting to study after class for 4+ hours, most people are exhausted and half way comprehend the information. Secondly, I wish that the program would restructure its curriculum in regards to the high yield material being taught first. Lastly, I wish that the future participants would have more access to Dan because he teaches the MCAT differently than the curriculum and it is more effective.
- 1) Princeton review classes should be shortened.
- 2) Emphasis should be placed more on strategy for the test than content (in regards to the physics class).
- 3) This program could be more effective if students were given more time to study.
- I wish that I had been better prepared as to what to expect when I got here. I had no idea that we were going to be doing mock interviews. I wish that "pack a nice outfit" had been included into the "what to bring" section. Also, the letter said to bring my social security card, and it was never asked for. A social security card is not something I want to carry around Memphis with me for no reason.
I also wish that it was more organized. The mentors never seemed to answer our questions directly. For some reason, I was always the last person to know what was going on. The text messaging system could have helped with that, but it was rarely used.
Lastly, I wish that we had more daylight to study the materials we were given. Sitting in a lecture was not as beneficial as the review sessions with Dan and reviewing the content on my own. If people have an issue with content, podcast should be made available. Also, the chalk board did not help matters. There should be white boards so we can actually see what the instructors put on the board.
- 1) Spend less time in the classroom, more time doing individual or group study sessions in which we work on practice passages. The classroom time should be spent on the topics that Dan regards as the 'Hot topics' for

each section. These are the topics that are most common and most difficult so should have the most time available for preparation.

2) PSR lab should be eliminated. I did not find it effective. At this point in my life I do not feel as though my reading rate will improve. I understand that it may help with reading comprehension, however, the passages that we encounter on the MCAT are far more difficult. Spending time on Verbal Reasoning should trump PSR lab.

3) Communication. I was unaware of the folders for PSR lab until almost 4 weeks into the program. We had to find out because one person was notified that we were to fill them out. Also, changes in times to pick up petty cash, housing arrangements, internet use, login and UTHSC access, all these areas need to be addressed to us so that we can be prepared. The texting system was activated, yet we received very few messages with changes in times and then we were asked why we were not somewhere in time, I did not appreciate that.

- 1) I wish that the PSR lab requirements would be eliminated. That could be replaced by more verbal classes.
- 2) The Verbal classes should be taught in a computer lab, so that we could get more used to taking the tests on a computer.
- 3) More time with Dan. He was very beneficial. I also feel that we should be allowed to take our practice tests during the week instead of on the weekend, which should be study time and time to unwind.
- I wish that PSR lab was not a requirement, that students could spend more time reviewing with Dan, and that students could have more free time to do individual studying. If nothing changes, though, I still believe this is an exceptional program and would recommend it to anyone who asked about it.
- 1. Shorter days allowing for more study time.
- 2. More active mentors
- 3. Less content and more review
- More one on one help.
- More lap top accessible material. (Crack DAT)
- Meetings with actual Dental students
- *be a little more organized with the schedule and clearly state expectations ex. Our schedules changed a lot and due dates for homework we unclear
- *allow access to study materials that are in the sass after the program to study , at least for a week or so
- More organization and having day time allotted for students to study independently
- 1) The program is more organized and cohesive.
- 2) The track 2 medicine students have their own student teacher that can help answer questions.
- 3) The schedule has more time with Dan.

10. Do you feel you will be prepared to take the PCAT, MCAT, or DAT within a month after completing this program?

Answer Options	Prepared	Somewhat Prepared	Not Prepared	N/A
• PCAT	7	0	0	12
• MCAT	8	9	0	8
• DAT	3	5	0	12

11. What might be done to make you feel more prepared to take the MCAT, PCAT, or DAT?

- More time with Dr. Sherry. I really appreciated being able to go to her for assistance. I would've liked to have more help in the area of quantitative reasoning, there was little to no real time dedicated to it.
- The MCAT is an exam that can never be fully prepared for, but this year I feel like I am a lot closer to my goal. I just need a month to review and study.
- I do not think that anything the instructors could have did could have made me more prepared for the PCAT. It was great.
- I think that the resources provided were great. I think we could of had more time with Dan and Mary. I also think that if he and the instructors from Princeton Review met before the program he could guide them in teaching us, because they were kind of like robots.
- More practice problems for content aligned with Kaplan schedule.
- You can always do more to feel better prepared for a test, but I have to say that the TIP program has truly prepared me in the six weeks with the program than I could have asked for. Kaplan Test Prep has been an

awesome tool to use; it allows me to see improvement and also highlights my areas that need more attention. I do recommend that TIPs continues to use Kaplan Review because they provided enough test and examples for a student to become confident on test day.

- I don't know if it's possible but, I would like to still have access to UTHSC resources until my exam date after TIP has ended. I ask because I'm not taking my test until September.
- At this time to continue with:
 - More practice test.
 - More one-on-one tutoring.
- Just more of equal focus on different subjects
- More personal practice...
- We could have more free study dates on the schedule to just study.
- Make the program longer.
- Having free time to absorb the information gained by the lectures rather than jumping to the next session in the schedules.
- I wish I had more time AWAY from Kaplan. Kaplan is good for learning techniques, but not necessarily the best when it comes to learning information. I wish I had more time with Sherry. I also wish there was someone separate for Quantitative Reasoning. I also wish there was a bit more structure when it came to the schedule so I could know how to schedule my independent study times.
- More studying time and more effective Physics teachers. Also, more time w/ Dr. Dan and individual time w/ each content teacher for a more focused curriculum- early on and throughout the entire program.
- Doing a lot of practice especially in the area of Verbal Reasoning.
- More time with Dr. Osborne. Also, I would love if the program was longer!
- Allow us more time for personal/group study.
- More time for personal study in the program. Being overwhelmed with lecture and not much time to allow for personal practice with the material was not in favor of many of the TIP 2 Medicine students. If lectures were not 2.5 hours long then more study hours could be attained. In addition, it would also allow for our scores to improve more, especially for those students were content was their weakness. More time to brush up on a student's personal weakness should lead to an increase in scores and in confidence.
- I believe the program went beyond the call of duty. It's a very good program. I could have used Dan more, but I understand his circumstance.
- Having more personal time to study, a better physics instructor and more access to practice exams with rigor like AAMC 11 would make me feel more prepared for the MCAT.
- I feel that the program would've been more beneficial if I had more time to study on my own. When you're in class for long periods of time it is hard to retain most of the information and then practice passages.
- I feel that reviewing and practicing on my own will make me feel more prepared to take the MCAT. When I go home I plan to work through the science workbook and the online passages to practice what I've learned in Dan's review sessions.
- Study time. I felt like I had very little time to do the practice passages and content studying after spending all day in the classroom. I understand that not everyone uses their time wisely, but even allowing us out at 2 rather than after 4 would make a tremendous difference; for those who don't use the time to study, it will show in their scores. I made an 11 point jump in my score over the duration of this program, so obviously I was using my resources and time effectively, so I don't find it fair to be treated as though I wouldn't use that time to my advantage.
- Allowing us to have more free time, than time in class. That time would be used wisely by those who would take advantage of it. When we are in class 8 hours a day, no one wants to go home and study hard because we are drained from being here all day.
- At this point, I feel like individual studying is the only thing lacking from making me feel the most prepared to take the MCAT.
- More time.
- Access to the computer lab after the program is complete. Our Crack DAT program, which is the most helpful, is located on the computers in the SASS.
- Designate more study time on the schedule, just to read and complete homework.
- If there were a way to apply what we learned in class more immediately.
- More study time within the day and if not study time more time with Dan and Mary. They are the most

helpful.

12. Was the TextMark texting system beneficial for communication purposes?

Answer Options	Response Percent	Response Count
• Yes	84.4%	27
• No	15.6%	5

Track III Course and Professor Ratings

Number of Students Polled: 15

I. Program Evaluation

1. Program Evaluation

Answer Options	Strongly Agree	Agree	Disagree	Strongly Disagree
• The online Student Handbook was clear and helpful.	5	9	1	0
• Program orientation/registration process was smooth and orderly.	8	7	0	0
• The SASS (Student Academic Support Services) was a helpful resource in addressing my questions and concerns.	11	4	0	0
• Faculty/Director/TIP's Staff was sensitive and responsive to my needs and concerns.	11	2	2	0
• Student Assistants were available and helpful.	15	0	0	0
• The Textmark texting system was beneficial for immediate communication purposes.	11	2	2	0
• I fully understood my responsibilities in the summer program.	11	3	0	1
• My summer experience was enjoyable and beneficial.	9	3	2	0
• Overall, the program provided information that will be helpful in the pursuit of my career goals.	12	3	0	0

2. Rate your professors. MEDICINE ONLY. How helpful was your professor?

Answer Options	Very Helpful	Helpful	Not Helpful
• Dr. D. Thomason- Physiology	3	1	0
• Dr. J. Wilson- Anatomy	3	1	0
• Dr. E. Johnson- Anatomy	4	0	0
• Dr. C. Leffler- Physiology	0	2	2
• Dr. S. Nishimoto- Biochemistry	4	0	0
• Dr. D. Nutting- Physiology	3	1	0
• Dr. V. Park- Genetics	4	0	0

3. Rate your professors. MEDICINE ONLY. What was the overall quality of your professor?

Answer Options	Very Good	Good	Poor
• Dr. D. Thomason- Physiology	3	1	0
• Dr. J. Wilson- Anatomy	3	1	0
• Dr. E. Johnson- Anatomy	4	0	0
• Dr. C. Leffler- Physiology	0	1	3
• Dr. S. Nishimoto- Biochemistry	4	0	0
• Dr. D. Nutting- Physiology	3	1	0
• Dr. V. Park- Genetics	4	0	0

4. Rate your professors. PHARMACY ONLY. How helpful was your professor?

Answer Options	Very Helpful	Helpful	Not Helpful
• Dr. D. Thomason- Physiology	9	2	0
• Dr. G. Cook- Pharmacology	6	5	0
• Dr. J. Buolamwini- Medicinal Chemistry	10	1	0
• Dr. D. Suttle- Pharmacology	3	6	2
• Dr. S. Bahouth- Pharmacology	3	3	1
• Dr. C. Leffler- Physiology	2	2	7
• Dr. H. Almoazen- Pharmacy Math	3	6	2
• Dr. D. Nutting- Physiology	7	4	0
• Dr. L. Gardner- Pharmacology	6	3	2
• Dr. K. Malik- Pharmacology	11	0	0
• Dr. T. Marion- Immunology	8	3	0
• Dr. P. Ryan- Microbiology	6	5	0

5. Rate your professors. PHARMACY ONLY. What was the overall quality of your professor?

Answer Options	Very Good	Good	Poor	Very Poor
• Dr. D. Thomason- Physiology	8	3	0	0
• Dr. G. Cook- Pharmacology	5	6	0	0
• Dr. J. Buolamwini- Medicinal Chemistry	8	3	0	0
• Dr. D. Suttle- Pharmacology	2	6	2	0
• Dr. S. Bahouth- Pharmacology	4	2	0	1
• Dr. C. Leffler- Physiology	3	1	5	2
• Dr. H. Almoazen- Pharmacy Math	3	7	1	0
• Dr. D. Nutting- Physiology	6	5	0	0
• Dr. L. Gardner- Pharmacology	5	4	1	1
• Dr. K. Malik- Pharmacology	11	0	0	0

6. Which instructor(s) did you find exceptional and why?

- All of the teachers were phenomenal and very straight forward in their teaching methods.
- Dr. Thomason because he took time to make sure that we understood the material and did not rush through the material just so that he could put it on the test.
- Drs. Nishimoto, Park, Johnson, Marion did great jobs of conducting a rigorous and intensive class within a short

period of time. All of the material was presented clearly. The test material was challenging and covered all of the material. It seemed to mimic the style of medical school questions.

- Dr. Thomason: he really reinforced the information and presented it very well. Dr. Malik: he wanted all the students to get into school and showed us techniques to remember the information.
- I found Dr. Malik most exceptional. He was the most encouraging out of all the professors.
- Dr. Malik was exceptional because he was very helpful and he was very compassionate. He really wanted us to succeed and he went out of his way to have an extra help session with us. Dr. Nutting was amazing as well. He agreed to meet with and have a small study session as well and it was very helpful.
- Dr. Malik showed passion and was very detailed!
- Dr. Malik is an excellent professor! He shows emphasis on what he knows to be true and really wants others to be excited about learning.
- Dr. Wilson and Dr. Johnson were extremely helpful and concerned about our overall understanding of the information presented. You can tell they were passionate about teaching us.
- Drs. Thomason, Buolamwini, and Malik explained the lecture material very well.
- Thomason went over the material again and again and he also had props.
Buolamwini does not believe in spending through the material just for the sake of saying he got through the packet. He actually takes his time and asks you questions along the way.
Malik was great he would explain the information on his slides and then he would ask us questions to make sure we were listening.
Nutting made learning about endocrinology fun and interesting.
- Dr Nishimoto. He was extremely interesting and very helpful in ensuring that his students understood the material. A+ professor!!
- Dr. K. Malik and Dr. Buolamwini...
They displayed such exceptional interest in us. Made me feel they really were interested in seeing us again in the fall. I can't wait to sit in their lectures again.
- Dr. Thomason was an exceptional teacher. His lectures were presented in a way that was easy to understand. The online site was very well organized and the periodic quizzes were helpful in that I knew my level of understanding the material matched what he expected of us.
- Dr. Buolamwini and Dr. Malik were exceptional because they truly cared about us understanding the concept, instead of just rushing through the material as fast as possible. It was more about QUALITY than QUANTITY. I greatly appreciated their assistance in making sure we comprehend each of our courses.

7. Rate the quality of tutoring.

Answer Options	Very Good	Good	Poor	Response Count
• Availability of tutors	10	3	2	15
• Quality of tutors	13	2	0	15
• Amount of tutoring time	11	3	1	15
• Overall tutoring	13	2	0	15
• Additional Comments				5
• David, Josh, and Cody know what they are doing! They were able to clear up any questions or steer us to the appropriate resource material. Cody probably had the most difficult job. The class was really unsure of all the endocrinology/respiratory material. Cody had to present all of the material within a small time constraint. He did a good job of re-teaching the material to get us to some sort of understanding.				
• Cody and James were the best tutors. They were very helpful and I learned a lot from both of them.				
• James was an exceptional assistant. He went above and beyond to help us all!				
• We didn't get our first tutor until the week before the test. Cody was great he came to the tutoring session WELL prepared and ready to work.				
• Good.				

8. What benefits, if any, did you receive from the following activities/workshops? Please choose the appropriate rating.

Answer Options	Very Beneficial	Beneficial	Not Beneficial	Response Count
• PSR Lab	6	3	6	15
• Question Group Sessions	7	7	1	15
• Group Study	12	2	1	15
• Additional Comments				2
• Kylie was a great tutor. Our grades reflect her ability as a tutor. In the courses she was able to teach, we did well. In the ones she didn't, we didn't do well. She was patient and kept us on task. She always had tutors scheduled before we asked and we above and beyond her duty as a student assistant. The question groups would have been more beneficial in the beginning of the program. I do not remember what PSR lab is so I assume I did not benefit from it.				
• Kylie Rae is FANTASTIC!				

9. What were the strengths of the TIP program?

- Dedication of staff, helpfulness of student assistants, and great professors.
- The strengths of the program was the preparation for the classes that are relevant for the fall such as Med Chem, Pharmacology, and Pharmacy Math.
- The SASS staff is great and they are all willing to help. You get answers to questions you don't even know to ask (heart math, question review). Your professors will learn your face before it gets lost in the crowd in the Fall.
- They catered to the students' needs.
- The tutors!
- TIP really helped me to really focus and learn what study methods really work. Even though
- The strength of the programs was getting prepared and mental support.
- Very Resourceful.
- Preparing the students for our prospective program.
- Getting me well prepared for my P1-P4 years.
- The fact that all staff were extremely friendly and helpful in allowing the students to achieve their goals!
- Unique way of preparing students for the future ahead... Plus their friendly staff... Each was very easy to approach and were very helpful.
- SASS conferences and small group meetings that taught us how to handle any stress that may arise, time management concerns and alternate study methods.
- TIP did a very good job of preparing us for what is ahead of us for the next 4 years. Now that I have been able to experience it firsthand, I know what is to come in the fall.

10. What assistance could the TIP staff have provided to support your academic success?

- They provided all that you needed.
- The TIP staff did the best that they could do.
- Maybe have the tutors lined up before the summer begins. It was difficult for Kylie to find physiology and anatomy tutors that had time to work with us.
- They proved everything I needed.
- Practice tests and weekly quizzes.
- TIP really helped with checking in with problems and the massage section was GREAT!
- Everything was provided well. The only thing should be done is to have more tutors.
- Everything was great.
- Private tutoring. Group tutoring is a little difficult because all of the students aren't on the level. So, if one person needs to start at zero, we all have to start at zero. It was okay, because it refreshed my memory on some

of the beginning material. However, by the time we got to the things I really needed help on, the hour was up, and it was time to go.

- They provided all the necessary assistance for success!
- They did their best.
- They did a great job of ensuring that we were able to get the most out of this experience.
- The TIP staff was exceptional, and I wouldn't have changed anything about it.

11. Describe any change in your educational and/or career goals as a result of this experience.

- I am very focused now and understand what I need to do in order to be successful.
- I learned new study habits
- I learned what type of student I want to be. I have to become more comfortable with not making straight As.
- I know how to study.
- As a result of this experience, I realized that I have a lot of work to do if I want to be a great pharmacist! I have to work hard and condition myself for the long, hard road ahead!
- I really want to reach my goal of being a pharmacist
- My educational changes will be to study more and be dedicated to any situation that occurs.
- My study techniques have changed.
- I have no changes. I am still going to be a pharmacist.
- I have learned to truly become a better student!!
- My study habits have changed... I have become more organized and conscious of time management now than ever before... Thanks to TIP
- There is no change, other than, now that I have gotten a little taste of what is to come for the next four years, I'm more ready than ever to take on the next chapter in my life.

12. For what reason would you recommend the TIP program to your peers interested in Medicine, Pharmacy, or Dentistry?

- It gives a very realistic view of what it will be like to pursue studies in a professional field.
- It will help prepare them for the classes that they will endure in their program of interest
- It provides a good representation of what school would be like. We were able to challenge our study styles before we begin in the fall. You are able to test out tutors and professors before the rest of the class meets them. You can meet classmates and make new friends especially if you are not from here.
- It prepares you professional school and teaches you how to study and retain the information.
- I would recommend the TIP program to other students because I feel it would be a great way to transition them to a professional school environment.
- TIP helps you to transition to professional school and no other school or program will give you the opportunity to manage a real life situation like TIP.
- Yes, TIP will be helpful to any school.
- To prepare them for what lies ahead in professional school.
- This is a great program that really prepares you for entering professional school.
- The TIP program has turned me into the student that I have wanted to be for years! I honestly have a passion for learning and studying material now that I have completed the TIP program! And I've made some great friends along the way!
- Many students have stigma about going to TIP3... Most believe it's only for students with weak academic performance... I can now explain to students TIP is the way to go... They prepare you for the real pharmacy/medical program... It's a survival tool in higher education. A jump start.
- The professional college learning experience is very different from the undergraduate college learning experience. As such I feel that this program was a great preview. It helped the student try out new studying techniques and learn how the school is structured. The new experience might be distracting for some students and can contribute to less than great performance. Although we are tested in this program, our successes and/or failures aren't a part of our permanent school records and we are given the opportunity to learn from our mistakes or add to positive experiences.
- It is a great way to get a head start on what to expect once you enter school in the fall. It was a very beneficial program and I am glad I was able to be a part of it.

13. Additional Comments:

- Great program.
- Thank you for the opportunity.
- I really enjoyed the TIP program. Keep up the good work.
- The program is improving over the years!
- The coordinators of the TIP program should outline fully the requirements that the Track III students must meet in order to matriculate in to the professional program. Track III is "watered" down and I believe that students should be fully aware of what they will be getting into, so that they may explore other options at other professional schools. I also don't agree with using money such as the petty cash as leverage to try to make the students do what you wish and when you wish. The students in Tracks II and III are all adults and should be treated as such. Making threats about docking pay and not receiving petty cash is very unprofessional and quite rude. Furthermore, those threats are made to the TA and not to the students directly which is unprofessional as well.
- Thanks for an epic summer!! Never have I ever thought that spending the summer taking med School classes would be so fun and enriching!
- Thanks TIP.
- Let me say, our mentor James Smith is as good as it can get. He helped us in more ways than what was asked of by his job. He was ALWAYS there to help and would stay up during the long nights to make sure we understood the material. He constantly checked up on us to see how we were doing and if we needed any help with anything. Give that man an award!

Recommendations for TIP 2013

TIP I

- Provide a standardized test prep orientation led by Kaplan for GRE, MCAT, DAT and PCAT.
- A writing workshop is needed to improve the writing skills of students
- Students need access to clinical skills labs on the UTHSC campus

TIP II

- Try switching out Princeton Review for Kaplan MCAT courses. Princeton review instructors' quality and online materials were not executed well this year.
- Orientation to the Kaplan materials on-line was needed to ensure a clean start. Invite Kristy Lee from Kaplan to campus to do an orientation
- Increase individual sessions for all Track II students led by Kaplan, Dan, or Sherry.
- Provide some summer diagnostic material for students to do before they arrive on campus.
- Within the summer schedule, provide study time for students to catch up on their work.
- Request a detailed homework schedule from Kaplan before the program begins.
- Discuss with Allied Health the potential of offering GRE prep courses

TIP III

- Student assistants in TIP III need additional preparation time
- Ask additional tutors to be available, especially for physiology

Summer Research Programs

2012

This report will examine the successes of the 2012 summer experience and areas for improvement for the 2013 summer experience.

Annual
Report

Summer Research Scholar Student Evaluations

i. Program Overview

The Summer Research Program is a seven week program offered by the University of Tennessee College of Graduate Health Sciences (CGHS) under the oversight of the Office of Health Career Programs with the goal of increasing enrollment of talented prospective U.S. students in the various graduate programs offered by the CGHS. Two programs were offered this summer, namely, the Summer Research Scholar (SRS) program and the Pre-Science Program. The SRS program was funded by the CGHS (support from this source was open to all U.S. citizens), the College of Pharmacy's Minority Center of Excellence program (support from this source was limited to underrepresented minority students), and FASEB MARC Society (support from this source limited to underrepresented minority students as well). The Pre-Science program was funded by the College of Pharmacy and Dr. Eldridge Johnson.

Participants were enrolled undergraduate students. Twenty-two (22) Summer Research Scholars and ten (10) Pre-Science students participated in the program (i.e., a total of 32 participants). The female to male ratio was 11:5. Most of the participants (69%) attended Tennessee institutions. The students were assigned faculty mentors who provided them with hands-on biomedical research experiences. Table x below provides the names of the student participants, program of participation, institution, classification, mentor, and the department in which they had their research experience.

Table x. Distribution of Schools Attended by Students	
Undergraduate Institution	Number of Participants
Xavier University	2
Vanderbilt University	2
University of Tennessee- Chattanooga	1
Tennessee Tech University	1
UTHSC- College of Pharmacy	1
LeMoyne-Owen College	1
University of Memphis	2
Tennessee State University	3
Lane College	1
University of Tennessee- Knoxville	5
Clemson University	1
Bryan College	1

Ohio State University	1
Collegiate School of Memphis	1
Rust College	1
Morehouse	1
University of Alabama – Birmingham	1
Arizona State University	1
Houston High	1
Christian Brothers University	2
Binghamton University	1
University of Toledo	1

ii. Student Evaluation

1. What activities, if any, would you say contributed to the success of the program?

Answer Options	Response Count
• Stem Cell Research Seminar	3
• Workshop on Changes in the GRE	8
• St. Jude Symposium	9
• Workshop on Writing an Abstract	17
• Workshop on Poster Presentations	14
• TIP Closing Program	6

2. How can we improve on the activities you selected above?

- I feel as though the seminars should be a bit more organized with more time spent on specifics.
- Schedule a tour around the hospital.
- Make more in depth.
- Usually spent half the time with the food. Moore information is better.
- Help with guidelines about how to give presentations, length of time, how to speak to an audience, etc.
- All activities were beneficial and having people that teach workshops/seminars effectively was a plus.
- Be a little bit clearer on what is actually expected of us on how to prepare it.
- N/A
- N/A
- I feel that the activities selected above (Stem Cell Research & Writing an Abstract) were very good and informative. No changes needed.
- Perhaps send out copies of the power points to students after workshop is completed.
- It is perfect the way it is.
- I think that more examples of either abstracts or presentations by students would help us better prepare for our own.
- More organization.

- Do a power point presentation workshop instead.
- I think the classes should be geared toward the appropriate age group, such as high school in the stem cell research.
- More variety. Try to put people in places where they are interested in.

3. How did the program confirm your interest in research?

- While working with my mentor, I definitely realized the health care field was the right route for me. I enjoyed every responsibility she gave me this summer.
- It allowed me an opportunity to experience what it really is like being in the environment, getting hands on experience.
- Getting results in real experiments.
- It gave me an opportunity to work full time instead of just during school.
- I learned about the great diversity of research available; learned about how individual projects can contribute to the great body of research.
- This program has taught the importance of research and it made me think more about the subject matter independently. (I worked in a Dental office.)
- Allow first-hand experience to see what it takes for research.
- I had hands on experience and that really helped to boost my knowledge.
- gave me hands on experience and a look into what takes place in a lab
- It showed me how research is always on going.
- I didn't realize how tedious and redundant research can be at times. That was new to me, but overall I did enjoy learning and discovering new things.
- The process of learning, implementing, and getting results were both novel and exciting.
- It was involving and my mentor was patient and support.
- It taught me that our research is constantly expanding, rather than testing old results.
- This program exposed me to pharmaceutical research. During my time here, I realized that research is a definite career pursuit for me.
- It showed me a real research facility and what researchers do every day.
- This program has confirmed my interest in research by exposing me to the lab.

4. What helped you network and stay connected with other students?

- There was not enough time or events allotted to gain business relationships with peers.
- Seminars.
- Weekly seminars.
- The activities listed above.
- Research program activities.
- The workshops/seminars were good ways to connect with students.
- Seminars & dorms.
- The meetings we had on Wednesdays.
- Emails, Cell numbers.
- Events weekly.
- The weekly seminars.
- The meeting held every Wednesday. That was the only time I really saw anyone.
- Programs and seminars.
- Workshops.
- I either worked with others in the lab or talked before activities.
- Staying in the dorms and workshops.
- Once a week meetings.
- The classes and events.
- Seminars.

5. How can we enhance the areas you described above?

- Organization was a key factor lacking from this summer program. There was a lot of confusion about what was required to do. A definite schedule and list of duties should be set in stone before the program starts and not as it is in session.
- Provide more opportunities for interactions.
- Have students come together and talk about their research experiences.
- Everything was great.
- More organized and timely.
- N/A
- I would like to see seminars about the PCAT, not just the GRE or MCAT.
- Perhaps more student-student interaction as opposed to listening to speaker the whole time.
- At least twice a week.
- I would enjoy a chance to talk to others in the program without having to attend the activities to see them.
- More workshops and group activities.
- None.
- By making sure the classes are appropriate for each age group.

6. What did you enjoy most about your lab experience?

- The doctor I worked under provided an excellent hands on experience for me. Working patients up was what I enjoyed doing most this summer.
- Talking with the people working in the field.
- The atmosphere in the lab.
- Chance to meet and talk with people in the field.
- Being able to work on an independent project, learning about the different things that play into the creation of a research project.
- I learned something new daily and talking with patients about how they feel their oral health was interested.
- Working with graduates and mentors, had friends and colleagues who said to come back anytime in the future to work.
- Working with bacteria for the first time and actually using antibiotics against the bacteria.
- Experimented with ELISA, seeing how mice were injected.
- Working "hand-in-hand" with top doctors and graduate students and being able to ask many questions.
- Learning how to use certain lab equipment and growing cells.
- Working with new people, learning, and producing tangible results.
- I enjoyed working with all of the lab members and getting to know them.
- Everything.
- It was very interesting working with others to try to see our results.
- Learning different lab techniques.
- The ability to discover new things and learn laboratory techniques.
- I enjoyed working with my preceptor and just being involved.
- The people I met.

7. How can we enhance the lab experience?

- I think students should be assigned to mentors that are in the field that the students want to go into.
- Allow some freedom for the students to conduct/design their own study.
- As a returning student, it would have been nice to experience a different setting rather than going to the same lab doing the exact thing as before.
- Make sure mentors know when we are coming and what students are expected to do at the end of the program.
- More interaction between mentors and the research student.
- Pre-plan projects with the lab for in-coming students.
- I feel the lab experience was very good.
- N/A. It was very pleased.
- Have lab rotations.

- I get migraines sometimes so perhaps a more lenient absent policy would be nice. I attended even when sick.
- Coordinate better with mentors. Make mentors have a project ready for us when we arrive.
- Have mentor meeting before program to explain the type of difficulty of research to be done.

8. What would be integral activities to include (those currently included and not currently included) in the SRS program?

- Meet and greets, seminars with better topics.
- Some social events to have a chance to get to know one another.
- More activities leaving campus, like St. Jude.
- Perhaps a PCAT, MCAT, or GRE prep program that can be long term.
- Final presentations; Workshops on Writing an Abstract, Poster Presentations, and Power point Presentations
- Group meeting for lunch and seminars that actually represent what the program stands for.
- Workshops on PCAT, MCAT, and GRE, etc.
- N/A
- Having PCAT, DAT, MCAT, GRE - specific seminars. Volunteering activities would be good additions as well.
- More meetings between students, perhaps to get an idea of how everyone's lab experience is going and what they are working on.
- Workshops on PCAT, MCAT, and DAT.
- Besides preparing for the abstract and presentation, I think the presentation on stem cells could have been done after the workshops, so we would know what to expect.
- Workshops on PCAT/MCAT; Workshops on abstracts & presentations.
- MCAT & PCAT overviews and changes.

9. How can we encourage future student engagement throughout the eight week program?

- Set up an award system.
- Have students tell them about their experience.
- Better networking with professors outside of the lab you work in. Perhaps an hour or two looking around a bunch of labs to see what they all do/what they look like.
- More activities where students are able to communicate with each other about their research connecting the research that students do in the lab to the possibilities of future graduate school.
- Have a meet and greet time at the beginning so that everyone can meet each other.
- Do outreach programs in different colleges.
- The info and knowledge they will learn to help them decide if research is a field they would like to go into.
- Weekly or biweekly progress reports.
- Volunteering activities, activities that require teamwork, not just seminars where we sit and listen. Maybe give a presentation, break into teams and then answer questions.
- I think a better way to interact with other students in the same program would be nice, as otherwise, we only see each other just before and during the activity.
- Advertise the program more.
- Maybe group students that work together to hear each other's experiences. Ask students what they want to study (clinical, animal models, cells, bacteria).
- Being involved in more things.

10. What steps should be taken to accomplish your vision?

- Staying focused on my goal is a vital step. I have one year left of under grad and I definitely have to buckle down and knock this year out.
- Stricter attendance policies and ensure each student has a project that will take up his/her time to avoid idleness.
- Post -program interviews.
- Include more off-campus activities.
- Be more organized and clear about time lines and what is expected of us. Communicate better and early.
- The mentors should be well informed that they will be having summer students ahead of time in order to limit any inconveniences during the program.

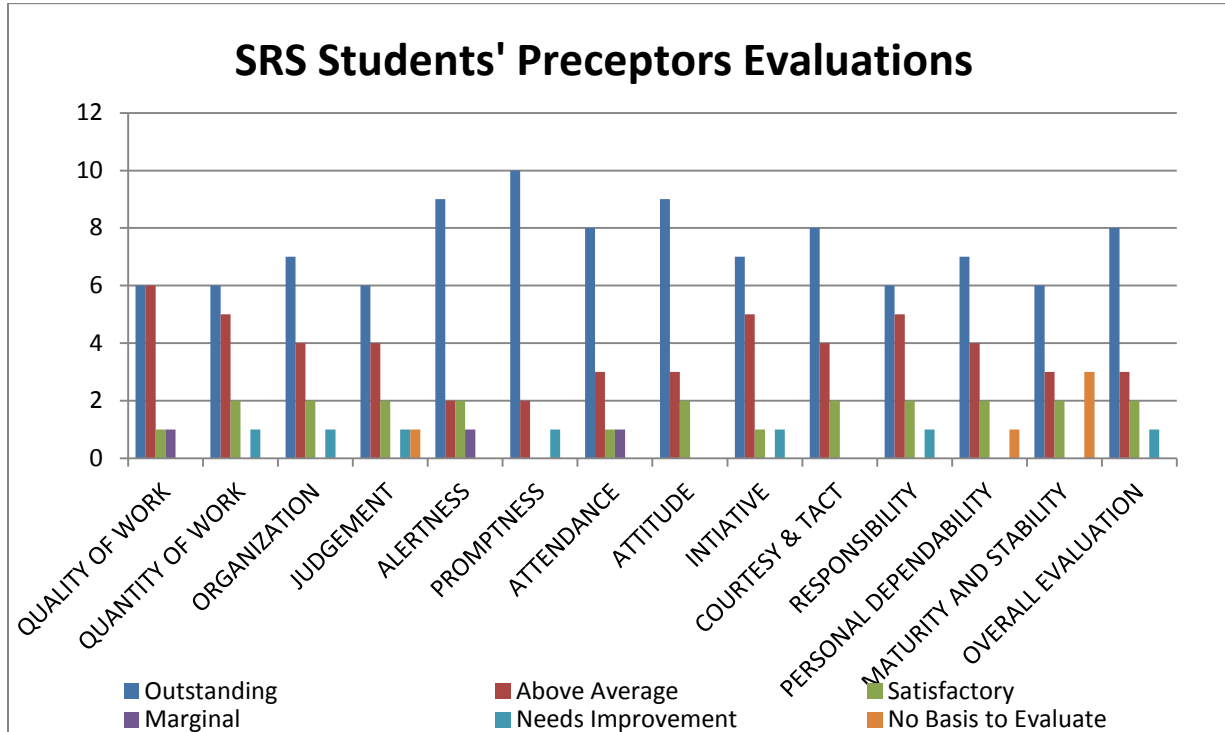
- Tell students the benefits of program. How workshops help.
- Have students set a goal at the beginning of the 8 weeks. Every other week turn in progress reports. Evaluate success at the end of the 8 weeks.
- Just have different activities that require interaction.
- Schedule more meetings per week.
- Have more workshops on the topics above.
- I need to plan more on what to do in the future, so that I can channel my efforts in the right direction.
- Be organized. Better communication between mentors and program.
- Ask more detailed questions concerning what the students want to study.

11. Additional Comments/Suggestions:

- Great program; I really enjoyed it.
- Make it more clear about dorms and transportation her. Have ID badge with unlimited access instead of cutting access at 5:30 because I had to work until 7 or weekends and was hard to get access.
- This was a great experience although it was a lot of material to put together in 8 weeks. I learned many things. Thanks for the experience!
- N/A
- Great program! I hope that I will get the chance again next year! There isn't anything that I think should be changed.
- Good program. Good exposure.
- Thank you for this tremendous opportunity. I learned a lot and will use these new skills for a very long time.
- A pencil/pen provided for this would be nice. Other than that, thank you for having me.
- Organization needed.
- I would love the option to do clinical experience and to know what kind of experience you will be having (type of research) before the program starts.
- Add numbers.

iii. Preceptor Evaluation

1. Please rate the SRS students in the following categories.



Additional Comments:

- Meghan has a very good work ethic and performance. She quickly acquired the technique and knowledge for the project. It was fun to work with her.
- It is always a joy to work with Tallor.
- Evan is a conscientious and dedicated worker who committed himself and his time very effectively to his research project. He generated much data, due mainly to his punctuality and time management skills, and should succeed in any future endeavors.
- One of the better summer students I have had. She worked independently for much of the time and would come in and get started on her own without supervision. I would definitely have her again in my lab.
- Student has agreed to stay an extra week to collect additional data.

2. Degree of contact with intern:

- Extensive 7
- Average 7
- Slight 0

3. Additional Comments. All information will remain strictly confidential and will not be released to participants. We will use your comments solely for the purpose of evaluating and improving our program.

- Mariatou has a great personality. She is an individual that takes her responsibilities seriously. She is willing to learn and has a teachable spirit. I was delighted to work with her.
- Great program!
- Excellent.
- A real superstar.

iv. Recommendations for Summer Research Scholars 2013

- Have directors give recommendations for mentors in February & ask and confirm possible mentors in March
- Have directors select students no later than the end of March
- Have a pool of MARC mentors available to choose from and confirmed by end of February
- Apply for as many MARC scholarships as possible
- Make sure any restricted accounts that may be funding students are unlocked in a timely manner
- Confirm at least one volunteer activity for students during the program
- Students suggested keeping weekly sessions, but making them more interactive.
- Students would also like separate workshops on GRE, MCAT, PCAT, and DAT preparation.
- Request extended access to lab area as some students work past 5pm and on some weekends

Summer
Science
Institute

2012

This report will examine the successes of the 2011 summer experience and areas for improvement for the 2012 summer experience.

Annual
Report



SUMMER SCIENCE INSTITUTE

SUMMARY OF PROGRAM

UT's Summer Science Institute was offered under the umbrella of the Office of Health Career Programs. It was a two week program for upcoming juniors and seniors with strong academics, citizenship, community involvement, and a commitment to pursuing a career in the health sciences.

The SSI curriculum consisted of one community service project, environmental science lectures, suturing and dental hygiene labs, chemistry experiments, as well as exposure to medical simulation. The students were also required to present a minimum 7 minute presentation on one of the topics covered during the two week session.

Our students received credit for 3 hours of community service. We conducted our community service at the Wolf River Greenway where students conducted water and biological quality testing as well as cleaned up the area around this valuable local water source. We provided an orientation for our students about the service location as well as conducted post-event exercises to get student's thoughts about their experiences at the site. In addition to the Wolf River Greenway, students had the opportunity to participate in several off campus field trips including: Memphis Education & Research Institute (MERI), St. Jude Children's Hospital, Cypress Creek.

MERI

The Medical Education & Research Institute (MERI) is a nonprofit medical teaching and training facility in Memphis, TN. The MERI conducts state-of-the-art, hands-on educational courses for physicians from across the country and around the world. Learn more about MERI at <http://www.meri.org/>

St. Jude Hospital

SSI participants will take part in a high school symposium sponsored by St. Jude and will learn more about the field of nursing, medicine, and research. In addition to watching a film about the services offered at St. Jude, participants will also take a brief tour of the facility and meet some of the families of St. Jude patients. www.stjude.org

Cypress Creek

Originating east of the Memphis city fairgrounds near the center of the city, Cypress Creek runs north and northwest eight miles before emptying into the Wolf River. Cypress Creek is vital to the city for storm water drainage and flood control; before 1963, it was used to dispose of some sanitary sewage and manufacturing wastewater. As a result, sediment and soils in and along the creek contain low levels of chemical contaminants. Cypress Creek will be the site location for one of our field research projects which will be led by Sharon Gordon, Memphis Storm Water civil engineer. SSI participants will be conducting various field tests on soil and water samples collected at Cypress Creek and will analyze and report their findings appropriately. <http://www.cypresscreekmemphis.com/>

Wolf River Greenway

The Wolf River Greenway is a corridor of protected green space along the Wolf River which includes a paved pathway for non-motorized transportation. Built in sections, this 10-foot wide pathway will eventually extend a total of 30 miles to connect neighborhoods all the way from downtown Memphis through the cities of Germantown and Collierville, Tennessee. The Wolf River Greenway will one day connect neighborhoods from Mud Island to Frayser to Collierville. <http://www.wolfriver.org>

STAFF

NaKeshi "Nikki" Dyer

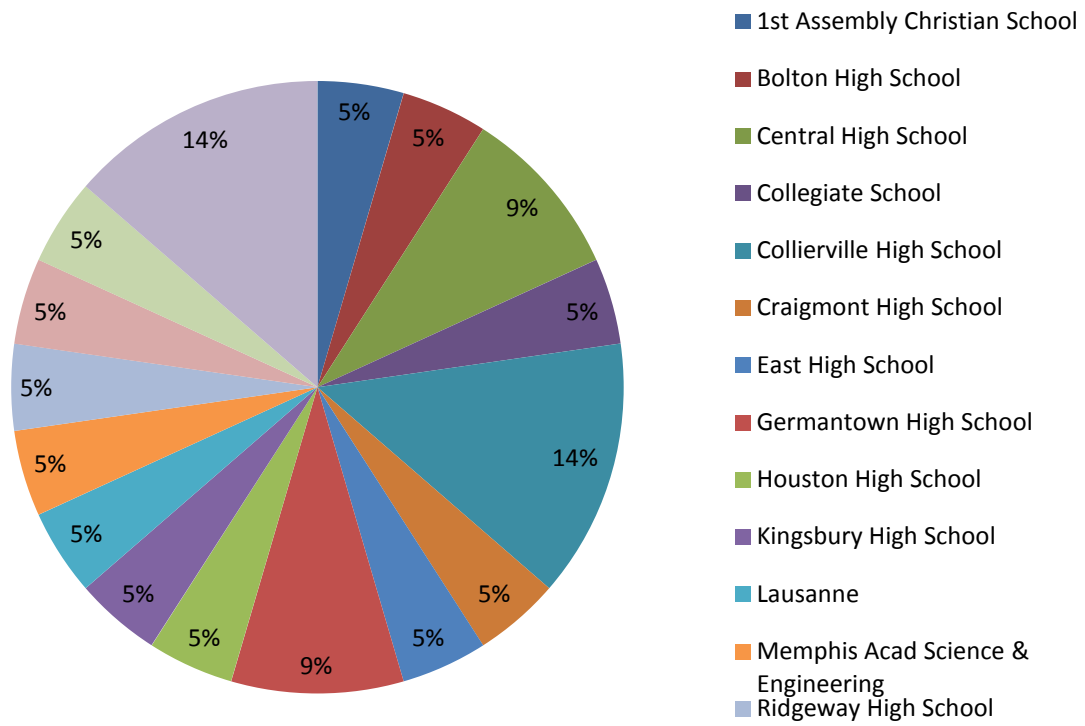
STUDENT ASSISTANTS

Terrika Thornton -- University of Tennessee College of Pharmacy

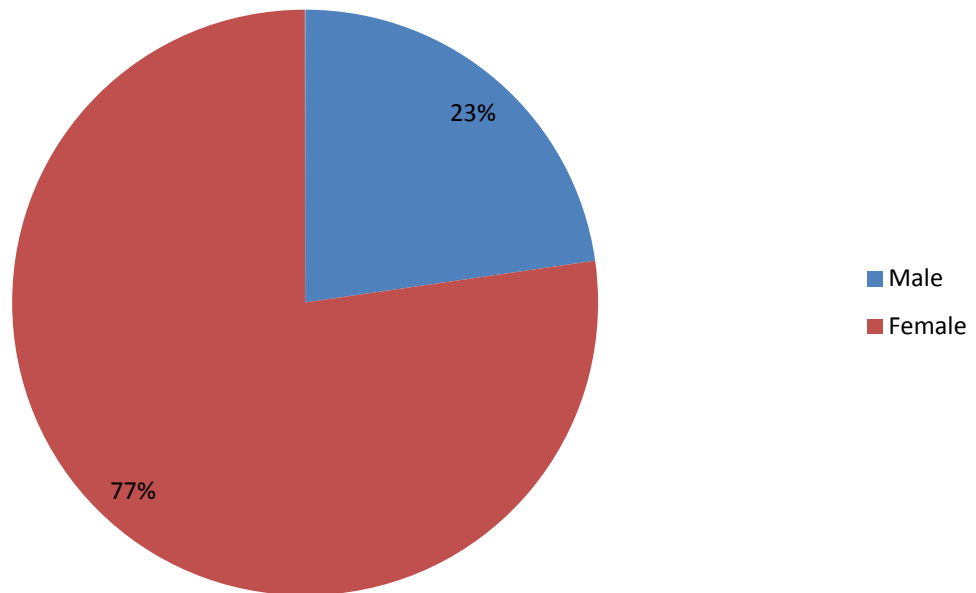
Jireh Holder -- Morehouse College

SSI SESSION I		
STUDENT PARTICIPANTS' SCHOOLS		
High School	School District	Number of Participants
1st Assembly Christian School	Private	1
West Memphis High School	Public	1
Collierville High School	Public	1
Memphis Academy of Science & Engineering	Charter	1
Collegiate School	Charter	1
Central High School	Public	2
Kingsbury High School	Public	1
Bolton High School	Public	1
Soulsville Charter School	Charter	1
Lausanne Collegiate School	Private	1
Ridgeway High School	Public	1
Houston High School	Public	1
Germantown High School	Public	2
Craigmont High School	Public	1
East High School	Public	1
Collierville High School	Public	2
White Station High School	Public	3

Session 1 Student Participation by High School



Session 1 Gender Breakdown



SSI SESSION I PRE-SURVEY RESULTS

TOTAL RESPONSES 23/22*

1. What made you choose to participate in this summer program?

• Interest in science	12
• Interest in UT	2
• Friend	0
• Parent	6
• Teacher/Counselor	0
• UT rep visit to your school	3
• Other (please specify)	0

2. My level of interest in a career in sciences is...

• Very high	10
• High	10
• Moderate	3

3. What area of science are you most interested?

• Biology	9
• Chemistry	9
• Engineering	3
• Physics	1
• Research	1

4. The area of the science that I plan to work in is...

• Dentistry	2
• Medicine	9
• Pharmacy	3
• Research	1
• Nursing	6
• Forensics	1
• Information Technology	1

9. What could be done to improve your orientation experience?

- I could have been more open to the other students and could have let them know more about me.
- I would like more ice –breaker activities to get to know each other better.
- I would like to be more open-minded about the program.
- This has to do with the students – students should interact more with their other peers than just their friends.
- A little more information should be given on all that we will be learning/doing over the two week program.
- I would have all the student assistants that interact with SSI participants participate in the first day activities.
- There should be more socialization time.
- There should be a tour of the building.
- Everyone should be told to speak up more. It was sometimes hard to hear.
- The icebreakers should be more organized.

5. My current level of knowledge in Health Science is...

• Very High	2
• High	7
• Moderate	12
• Low	2

6. What is your current level of knowledge in Environmental Science...

• High	4
• Moderate	11
• Low	6
• None	2

7. On a scale of 1 to 5, with 1 being no expectations and 5 being the highest expectations, how would you rate your expectations for the Summer Science Institute?

• [5]	13
• [4]	9
• [3]	1

8. How would you rate your Summer Science Institute orientation experience?

• Very Satisfied	14
• Satisfied	8
• Acceptable	1

10. What are your expectations for the Summer Science Institute? What would you like to get out of the experience?

- I expect to learn as much as I can because I am very interested in health science. I would love to get a lot out of this experience.
- I expect to learn more about research and nursing. I also expect to meet new people. I plan to be able to know more than I came into the program. I would like to experience hands-on work and I expect lots of things that are new to me.
- I would like to be able to explore levels of science that I haven't before.
- My expectations are high since the program is competitive. I would like the program to guide and inform me on different careers.
- I am expecting to receive information on what it will take to become a pharmacist.
- I would like to know more about what is required to get a degree in the medical field.
- I am really excited to participate in this program, so my expectations are high. I expect to learn a lot of anatomy and do a lot of lab activities.
- I would like to learn more about the experience I would get if I attended this university.

SSI SESSION I POST-SURVEY RESULTS

TOTAL RESPONSES 19/22

1. My level of interest in a career in sciences is...	
Very high	13
High	4
Moderate	2
2. What areas of science are you most interested?	
Biology	2
Chemistry	6
Health Science	8
Engineering	2
Physics	1
Research	2
3. The area of the science that I plan to work in is...	
Dentistry	1
Medicine	8
Pharmacy	3
Research	1
Nursing	3
Forensics	1
Allied Health	2
Engineering	2
4. As a participant in SSI, I have increased my current level of knowledge in the Health Sciences.	
Yes	19
5. As a participant in SSI, I have increased my current level of knowledge in Environmental Sciences.	
Yes	18
No	1

6. Please rate your satisfaction with the Summer Science staff:

Ms. Nikki Dyer

Extremely Satisfied	17
Moderately Satisfied	1
Satisfied	1

Ms. Terrika Thornton

Extremely Satisfied	17
Moderately Satisfied	1
Satisfied	1

Mr. Jireh Holder

Extremely Satisfied	19
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Additional comments: *They did an awesome job working with us. They kept us entertained and encouraged during the entire process.*

7. You participated a community service activity at Wolf River Conservancy. What did you take away from this experience?

- I learned how important the river is to the community.
- I learned that the way we take care of water affects the life that lives there.
- I learned that we are the only ones who are harming our waters and killing our species.
- We should not take our water for granted and it is our job also to protect the water because if we don't our water will not be as clean as we want it to be.
- I now know the importance of throwing away trash.
- We discovered new animals and we learned how different types of animals can help determine if the water is contaminated. I learned that the water in Memphis is very clean, and we should all try to keep it that way.
- I learned that we don't appreciate what we have until it is too late and then we try to do something about it.

8. What did you get out of your experience? How were your expectations for the Summer Science Institute met/not met?

- SSI met all of my expectations. I was able to participate in multiple sciences and it helped me confirm that science is the field for me.
- I learned about different sciences. It was new and a little frightening at first, but I enjoyed every bit of it. I'm learning to try new things even if I think I think I might not like it.
- My expectations were exceed. I was not expecting the program to be this educating about health science.
- I had high expectations for the program, but it didn't really meet my expectations. I thought we would be doing a lot more activities and labs, which we didn't. I thought we would be spending a lot more time with professors and in the colleges, but we didn't. We ended up with a tremendous amount of time that we weren't doing anything. We would end up talking a lot and sitting around, which was fun at first but then gets boring. The schedule was very flexible, almost a little too flexible. It was almost like the administrators underestimated our abilities. Our free periods ranged from 20 minutes to 1.5 hours to running over time.
- I learned a lot from SSI, including CPR, diabetes, Memphis water contamination, suturing, cancer, and working in the simulations labs. I was very pleased with what I have learned.

9. What would you say was the best part of your summer experience?

- I liked the field trips that got us involved, but I also enjoyed the SAC.
- I really liked being making some new friends. I also liked renewing my certification for CPR. I also liked the Cypress Creek trip.
- The best part for me was visiting the different labs and getting to see firsthand what they do.
- The best part of my summer experience was going to MERI. I really enjoyed it because everything that we saw that was laid on the table is something I'll be encountering every single day once I start my career.

- I love the labs and meeting new people. I had never stitched a pig's foot before or created lip balm or hand sanitizer.
- The best part was learning about cancer and learning more about nurses and what they do every day.
- The best parts were the hands on activities such as the nursing lab where we were with the simulators and the dentistry lab where we made our thumb and the knowledge that came with that.
- The best part of this experience is most definitely getting to interact with people already in the field of science and other people who are preparing to enter a science career.

10. What could have been done to make your experience better?

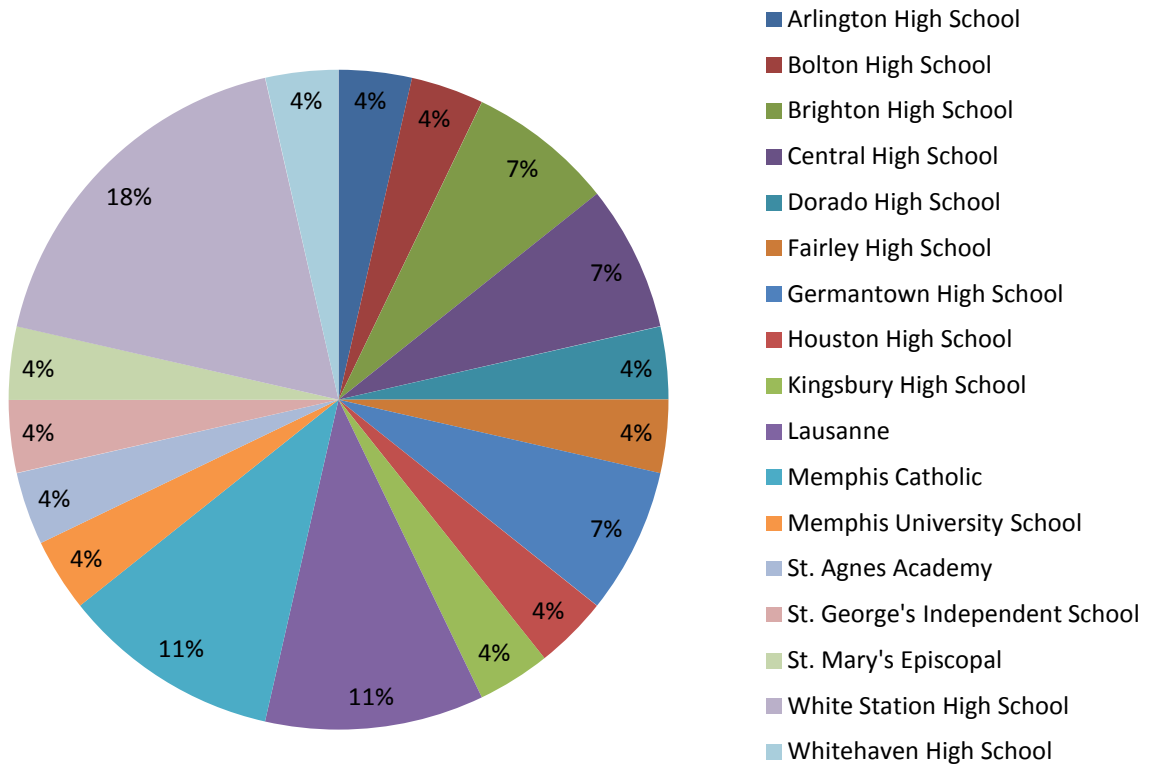
- The only thing that I did not like was the St. Jude lecture. I was looking forward to the tour but instead we had to sit for 2 hours and listen to a lecture. Another thing that could be improved would be lunch organization. It was crazy.
- Please have less free time and more labs. It seems like the sole purpose of this program was to introduce the campers to the colleges and sciences. However, I thought we would dive a lot deeper than we did, instead we dabbled our toes into the water it seems.
- To make this experience better you need to keep people that are actually going to work with the students not people who are just going to show up for the food.
- I think it was perfect. I just wish it was longer. I feel that I finally became comfortable with everyone in the last few days.
- I would have everyone participate in activities with different people instead of just hanging out with the person they already know in order to feel fully immersed in the activities.
- If there were fewer cancellations of speakers and tours, I would have enjoyed this program even more. However, I am satisfied with the overall experience of the Summer Science Institute.

11. Would you recommend the Summer Science Institute to a friend, classmate, sibling, etc.?

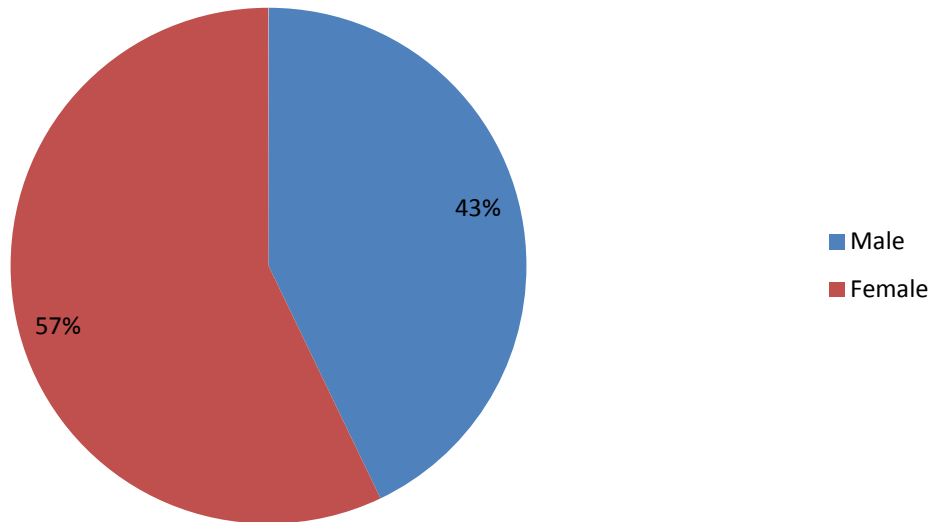
- Yes 18
- No 1

SSI SESSION II		
STUDENT PARTICIPANTS' SCHOOLS		
High School	School District	Number of Participants
Central High School	Public	2
White Station High School	Public	5
Bolton High School	Public	1
Lausanne Collegiate School	Private	3
Whitehaven High School	Public	1
Houston High School	Public	1
Arlington High School	Public	1
Brighton High School	Public	2
Memphis University School	Private	1
Germantown High School	Public	2
Dorado High School (PR)	Public	1
St. Agnes Academy	Private	1
Memphis Catholic	Private	3
Fairley High School	Public	1
St. Mary's Episcopal	Private	1
Kingsbury High School	Public	1
St. George's Independent School	Private	1

Session 2 Participation by High School



Session 2 Gender Breakdown



SSI SESSION II PRE-SURVEY RESULTS

TOTAL RESPONSES 28/28*

1. What made you choose to participate in this summer program?

- Interest in science 13
- Interest in UT 3
- Friend 1
- Parent 8
- Teacher/Counselor 2
- UT rep visit to your school 1
- Other (please specify) 0

2. My level of interest in a career in sciences is...

- Very high 11
- High 12
- Moderate 5

3. What area of science are you most interested?

- Biology 18
- Chemistry 4
- Engineering 3
- Physics 3
- Research 1

4. The area of the science that I plan to work in is...

- Dentistry 0
- Medicine 18
- Pharmacy 1
- Research 1
- Nursing 3
- Engineering 2
- I don't plan to work in science 1

9. What could be done to improve your orientation experience?

- It was exceptional as far as I could tell but if I had to say something, I'd have to say it could benefit from an image presentation.
- There could be more icebreakers.
- Before class, an activity or this survey could be done while people arrive to save time.
- Perhaps make the environment more welcoming.
- Provide a map of the campus.

10. What are your expectations for the Summer Science Institute? What would you like to get out of the experience?

- I'd like to get a feeling of what science careers are like by the end of the program.
- I want to get an introduction into college level research, as well as career advice from associates in my fields of interest.

5. My current level of knowledge in Health Science is...

- Very High 2
- High 5
- Moderate 19

6. What is your current level of knowledge in Environmental Science...

- Very High 1
- High 5
- Moderate 14
- Low 7
- None 1

7. On a scale of 1 to 5, with 1 being no expectations and 5 being the highest expectations, how would you rate your expectations for the Summer Science Institute?

- [5] 11
- [4] 15
- [2] 1
- [1] 1

8. How would you rate your Summer Science Institute orientation experience?

- Very Satisfied 16
- Satisfied 11

- My expectations are to learn and have fun while doing it. I would like to get experience for my career, and get prepared for my future.
- I want to learn a lot that I didn't know. I've been to a lot of programs like this and they are pretty exciting and educational, so I expect this one to be the same.
- I expect that the Summer Science Institute will provide me a clear and understandable representation of the occupations and knowledge that come from different science subjects and majors in college. I would like to get an idea about whether I am more interested in Biology or Chemistry as a college major.
- I want SSI to help me better decide what career in science to go in.
- I would like to do hands on activities in the medical field.
- I expect to meet new people and make great connections, and learn more about the University of Tennessee.

SSI SESSION II POST-SURVEY RESULTS

TOTAL RESPONSES 27/27

1. My level of interest in a career in sciences is...

- | | |
|-------------|----|
| • Very high | 15 |
| • High | 6 |
| • Moderate | 6 |

2. What area of science are you most interested?

- | | |
|-------------------------|----|
| • Biology | 12 |
| • Chemistry | 2 |
| • Health Science | 8 |
| • Engineering | 1 |
| • Physics | 1 |
| • Environmental Science | 1 |
| • Zoology | 1 |
| • Research | 1 |

3. The area of the science that I plan to work in is...

- | | |
|---|----|
| • Dentistry | 1 |
| • Medicine | 15 |
| • Pharmacy | 2 |
| • Research | 2 |
| • Nursing | 4 |
| • Engineering | 1 |
| • Research | 2 |
| • I do not plan to work in the field of science | 3 |

4. **As a participant in SSI, I have increased my current level of knowledge in the Health Sciences.**
- | | |
|-----|----|
| Yes | 26 |
| No | 1 |
5. **As a participant in SSI, I have increased my current level of knowledge in Environmental Sciences.**
- | | |
|-----|----|
| Yes | 26 |
| No | 1 |

6. **Please rate your satisfaction with the Summer Science staff:**

Ms. Nikki Dyer

Extremely Satisfied	23
Moderately Satisfied	4

Ms. Terrika Thornton

Extremely Satisfied	25
Moderately Satisfied	1
Dissatisfied	1

Mr. Jireh Holder

Extremely Satisfied	20
Satisfied	3
Barely satisfied	1
Dissatisfied	3

7. **You participated in a community service activity at Wolf River Conservancy. What did you take away from this experience?**

- I learned the importance of keeping our waters clean.
- The outdoors are beautiful and it's your job to keep it that way.
- I would take away that I need to make sure I'm doing my part to keep the areas clean and encourage others to do so.
- I took away a feeling of actually helping monitor and, therefore, protect people who will eventually use this water for recreation or drinking, by seeing that the water was safe.
- I learned how to test the water for the pH level and pollutants.
- We learned about the dynamics of our ecosystem, which I never really knew anything about before.

8. **What did you get out of your experience? How were your expectations for the Summer Science Institute met/not met?**

- I explored the field of medicine, and I now have a greater aspiration to become a doctor.
- The level of medical information was very large, broad, and simple. I felt that having a broad amount of information was good, but more emphasis could be put on specific areas of health science.
- The things I got out of my experience were good. I learned so many things and experienced things that I would have never got a chance to if I did not come here.
- I learned a lot more about the health science area and I believe that it has met my expectations in learning with fun activities mixed within it.
- I've learned a lot from this experience whether it may be learning how to do sutures or testing water levels in different areas. My expectations were met most of the activities we did I enjoyed.
- Out of this experience, I received a lot more information about the different careers that are in the Health Sciences. This information will help me make a better and more informed decision about my future career goals,
- It was fantastic! I got to learn and experience a lot of different activities that exposed me to the health care field and different job opportunities. I was excited to come every day, made great friends and had an awesome time.

9. What would you say was the best part of your summer experience?

- I loved working on the simulators.
- The best part was making lip balm.
- I would say the best part was learning new things, lunch, and meeting new people and being able to play in the gym with them.
- The whole program was a great experience.
- I would say that the suturing a pig's foot was the best for me but I loved every bit of it.
- The field trips were the best. Also, the souvenirs that we made were fun.
- The best part of my summer experience was going to MERI, the clinical stimulation labs, and the suturing lab.
- My favorite portion of the program was when we were practicing the basics of the different medical fields such as diagnosing patients and learning the basic stitching practices.
- The best part of my summer experience was going to MERI and St. Jude.
- Meeting new people and seeing the pharmacy college and pharmacy labs.
- I believe that the hands-on activities we did in the various health care fields were the best.

10. What could have been done to make your experience better?

- During the program significant amount of time were lost when the schedule wasn't followed. This could have been for any reason, but having a failsafe activity for idle time would have made it more beneficial. This could have been another trip to SAC or interactive games for example.
- We could have had lectures on more interesting things.
- Well with lunch I think that they should take in consideration that some people may not eat pork but other than that. There is nothing that I could think of that would make it better.
- MORE EINSTEIN BRO'S... Also, I didn't gain much knowledge into the fields I'm interested in i.e. Neuroscience, Physics, Orthodontics, Nurse Anesthesiology.
- More time for presentation group work.
- More interactive activities or visuals during the lectures.
- Truthfully, some of the people didn't seem like they wanted to be here. By the end of the two weeks, it was obnoxious to deal with people who didn't want to learn.
- The lecturers could have been more interesting and we could have done a few more activities every day.
- No salad days.
- More information about forensic pathology.
- I think my experience could not have improved in any way. Everything about it was great from staff to activities. I am extremely grateful for being blessed with the privilege to attend this program.

11. Would you recommend the Summer Science Institute to a friend, classmate, sibling, etc.?

- Yes 28

Recommendations for the future:

On future surveys, when asked "what made you choose to participate in this summer program?" add the option of "UT HCP website". 1

12. You participated in a community service activity at Wolf River Conservancy. What did you take away from this experience?

- I learned the importance of keeping our waters clean.
- The outdoors are beautiful and it's your job to keep it that way.
- I would take away that I need to make sure I'm doing my part to keep the areas clean and encourage others to do so.

- I took away a feeling of actually helping monitor and, therefore, protect people who will eventually use this water for recreation or drinking, by seeing that the water was safe.
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- The things I got out of my experience were good. I learned so many things and experienced things that I would have never got a chance to if I did not come here.
- I learned a lot more about the health science area and I believe that it has met my expectations in learning with fun activities mixed within it.
- I've learned a lot from this experience whether it may be learning how to do sutures or testing water levels in different areas. My expectations were met most of the activities we did I enjoyed.
- Out of this experience, I received a lot more information about the different careers that are in the Health Sciences. This information will help me make a better and more informed decision about my future career goals,
- It was fantastic! I got to learn and experience a lot of different activities that exposed me to the health care field and different job opportunities. I was excited to come every day, made great friends and had an awesome time.

14. What would you say was the best part of your summer experience?

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- The whole program was a great experience.
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15. What could have been done to make your experience better?

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- We could have had lectures on more interesting things.
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- More time for presentation group work.
- More interactive activities or visuals during the lectures.

- Truthfully, some of the people didn't seem like they wanted to be here. By the end of the two weeks, it was obnoxious to deal with people who didn't want to learn.
- The lecturers could have been more interesting and we could have done a few more activities every day.
- No salad days.
- More information about forensic pathology.
- I think my experience could not have improved in any way. Everything about it was great from staff to activities. I am extremely grateful for being blessed with the privilege to attend this program.

16. Would you recommend the Summer Science Institute to a friend, classmate, sibling, etc.?

- Yes 28

Recommendations for the future:

1. On future surveys, when asked “what made you choose to participate in this summer program?” add the option of “UT HCP website”.
2. Include more ice-breakers on the first day of the program.
3. Make opening day more engaging by building more relationship building activities into the schedule.
4. Pre-survey students for lunch interests/restrictions/suggestions.
5. Pre-survey students to gauge their STEM field interests then tailor more activities around these interests.
6. Considering recruiting for SSI earlier due to the school’s mandatory testing schedule and school breaks shortly thereafter.
7. Parents played a significant part in spreading the word about the SSI program so consider involving parents more during recruitment time for future sessions.
8. The Memphis City School Board published an announcement about the SSI program in the students end of year report cards that were mailed to the home. This was significant advertising but was published after the deadline. It may be helpful to see if the school board would be willing to share this information with students earlier in the year.
9. Teachers in accelerated science classes (i.e. AP & honors level Biology, Chemistry) and guidance counselors responded more readily to the request to have a UT Representative visit their school to discuss SSI. Continue to target this population in the future.
10. Schedule appointments for future classroom visits with those teachers who were open to the UT representative visiting their classroom.
11. Make a SSI recruitment presentation to show during school visits.

Overall HCP Suggestions:

- Develop a Marketing Plan for all summer programs
- Contracts with housing and Kaplan should be done before students arrive on campus
- Educational Technology need to be involved in the planning of tests for Track III students. Discussions need to occur about who is responsible for making tests available to students and at what cost.
- Dr. Brown requested programming for rejected HCP students. This will most likely be a student visit day in July. This needs to be revisited and discussed with college admissions representatives.
- Immunization records for all students are currently being reviewed by UHS. In order to assure a smooth and accurate process, all records must be approved before students arrive on campus.